



# ANNUAL REPORT 2014-15



# OUR MISSION

## **We focus on**

- Persons with cerebral palsy, no matter how profoundly affected and other disabilities for which facilities are inaccessible
- Their families and the communities they live in
- Demystification of disability
- Independence and inclusion of persons with disability

## **We believe**

- In the right to equality of opportunity
- In the right to make informed choices and thereby meet individual needs
- That disability is both a development and human rights issue

## **We value**

- Differences
- Collective initiative
- The spirit and positive attitude we bring to work each day

## **Motto:**

Positive and Proactive

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## CHAIRPERSON'S MESSAGE

Musings on ripples created over the year, the peace within that enables dynamism at work and...

the spirit we bring to our work each day.

The year has been special with a National Award, qualitative enhancement of programs and celebrations at the start of 30 years of Vidya Sagar

We received the National Award from NASEOH for outstanding work with persons with disabilities (Vidya Sagar's third National award over the past 10 years). Dipti Bhatia, Deputy Director was invited to receive the award on behalf of the organisation at Mumbai.

The award triggered ripples of happiness for honor conferred, a salute to the team of children, staff, volunteers, well-wishers and parents who have played valuable roles towards this recognition and....reflection on much yet to be done.

Every day here one learns directly from the children of the diversity of potential, of the complex intricacies of intellectual disabilities, autism, cerebral palsy, learning disabilities or multiple disabilities and myriad ways in which it can unfold and develop given the right support and environment!!

The needs of persons with disabilities coming to Vidya Sagar are diverse, and call for skilled management intervention to enable potential-It is imperative that professional expertise is constantly upgraded so every person with disability can avail of services he has a right to....

The teams upgrading their own repertoire and sharing it with others brings a glow of inner satisfaction .It makes for smiling faces all around and the hum of dynamism in work and peace within as thoughts are focused on the work .

With new observations and learning over the year, projects have added new dimension in services that makes each child's day meaningful and joyful!

At Vidya Sagar there is collective planning, the best idea wins in a horizontal hierarchy.

Our master trainers have been in demand not only within the state and neighboring states but also neighboring countries...the ripple of enabling potential in every child is spreading out

The 15th of March heralded the start of the 30th year of Vidya Sagar

The years have flown,

There was much brainstorming to decide on celebrations for the day and year, as the team worked with big dreams, great actors and....limited valuable financial resources!

Many ideas were generated for year long celebrations, but for the 15th of March 2015 Vidya Sagar short listed events that would include its stakeholders past and present.

A carnival for the children of Vidya Sagar, friends and well-wishers, (it was riotous fun for all!) A photo exhibition along the ramp at Vidya Sagar of some special moments in the 30 years, (much nostalgia for many)

The launch of an alumni section on the website-an incredible experience for the team working on the project-meeting with alumni and listening to them talk of their life experiences, successes and challenges over the years, They help us understand what “success” and “challenges” can mean and what is important for adults with disabilities! More profiles will be up in phases so we can hear the many voices.

We were overwhelmed with the caring messages that poured in and the many friends who came from far and near to join us on the special day!

The morning before had a meeting of silent prayer and thanksgiving for blessings Vidya Sagar has received, and for continued Grace to guide the organization's path to the highest standards of excellence with ethics.

As the festive lights came on the evening and set a beautiful glow on the building and around, sounds of laughter, cheer and reminiscing went on.... it was great looking back and looking forward .

The next day was back to routines ....

Seeing the beatific smile on the face of the young one (getting triumphantly on to sitting balance) as he looked at his mother, watching a teen skillfully operate her motorized wheelchair along the corridor, as I answer the young adult who calls to say, Usha akka why don't you come by to Kalakkal cafe at Vidya Sagar and join me for a cup of coffee .....the final line in of our mission rings in....

We value

The spirit we bring to our work each day.....

Usha Ramakrishnan

# DIRECTOR'S REPORT

1985 - 2015 - 30 incredible years! One would think that 30 years would bring in a steadiness and a calm that should go with an age of “one score and ten”. But at Vidya Sagar there is still an excitement that is usually associated with new beginnings-- of course there is steadiness or there would be no growth or expansion, but the joy of working in this area is palpable in Vidya Sagar.

This was so obvious at our 30th anniversary celebrations. We started the celebration with a meditative silence - a thanksgiving and a prayer for the future and all of us lit lamps from a single flame.

The next day, the Alumni website was launched along with the Alumni Association. This was attended by friends and supporters of the centre . The day ended with the Alumni students organizing an impromptu disco and dancing crazily to Tamil Pop!

The idea of the Alumni website was suggested by Poonam Natarajan (Founder Vidya Sagar) a year back. Since then a team of our alumni staff and present day staff got together profiles of our old students and put it on the website. This was a huge exercise - but worth it, for the message that students with multiple disability can, and have, contributed to society - from getting jobs to changing attitudes within their own family, and the community and also by advocating for disability rights.

It also validates the existence of Vidya Sagar. Vidya Sagar is accountable to the community and the government - this website of students (this is only a start. The numbers are larger and will be done later) who have graduated from Vidya Sagar stands testimony to the fact that we “ walk the talk”.

The Youth and the Adults with disability have been the focus last year . The activities that started earlier carried on. But last year we got a well known designer as consultant . She has fine tuned our weaving project and also her inputs into other products have been remarkable.

Our Youth also participated in the Dam fest - A festival for designers, artists and musicians. While some of the youth were part of the organizing committee with Dakshina Chitra and Inklink - the others were active participants.

Poonam Natarajan conducted a study on Assistive Living . The results of this are written further in this issue of our Annual Report.

The time has now come to visit our Mission and Vision Statement and we plan to do that in the coming year. For many things have changed and evolved. The disability movement has moved forward and the challenges that face Vidya Sagar are now different. And we as a team of students, parents, friends, alumni, volunteers & professionals are ready to change.

To reiterate our old belief: “Things standing shall fall, but the moving ever shall stay” - Basava.

Rajul Padmanabhan





# VIDYA SAGAR IS 30



On 15th March 2015, Vidya Sagar celebrated its 30th Anniversary. The organization that works with persons with disability started in a garage with three students reaches out today to more than 4000 individuals with disabilities and their families in any given year.

One of the events on this momentous day was the launch of a website, with profiles of the Alumni. This is linked to the main Vidya Sagar website.

Mrs Poonam Natarajan founder Vidya Sagar and ex chair person National Trust explained how this pioneering venture will strengthen documentation, influence policy makers and help formulate policies at Vidya Sagar. "As an extremely active organization, many programmes are being run simultaneously. Over the last 3 decades, many students have passed through Vidya Sagar. Each one has added learnings and strength to the organization. Many of the experiences are being shared only by word of mouth. In time, the learnings may be lost, therefore it is important that we document each journey. At Vidya Sagar we are committed to inclusion, but this cannot happen without adequate support. It is important, to understand, the support that was needed and given to ensure inclusion.

Our students have been our greatest teachers. We are hoping their stories help policy makers to think more positively about disability, especially intellectual and developmental disabilities. The stories will also help planning and policy making in Vidya Sagar."

The site was launched by Mr. Gopinath, one of the first Board members of Vidya Sagar and Sai Reshma, one of the students of the early intervention classes in Vidya Sagar.

Two profiles were read out. It was a magical moment after Abishek's profile was read when little Reshma picked up Iswar Natrajan's name from the lot. Ishwar is the reason for the organization.

This launch was followed by the launch of the alumni association of Vidya Sagar. Satish who represented the alumni said that this is a small beginning with big plans for the future. He also requested all the alumni to join the association so that they could support each other.

The function concluded with a dance performance by Aarbi, one of the staff of Vidya Sagar followed by a dance by the students with her for the Vidya Sagar song. There was an interesting photo exhibition depicting the work of the organization and the carnival—the main attraction for the present students.

As the past and present met on this joyous occasion everyone agreed that Vidya Sagar's future will be as dynamic as it has been, with the team looking towards new initiatives and new answers.



# FAMILY BASED REHABILITATION



*Working with the family*

## **Family Based Rehabilitation (FBR)**

The Focus of the department is to empower the parent to understand their child's disability, follow the interventions programmes and above all to enjoy their child. Workshops are conducted to demystify the condition and the Intervention. Information is given regarding the government schemes and programmes. They are also informed about the new legislation regarding disability.

### **FBR: Advisory – Referral Clinic**

The Advisory-Referral clinic is the 'gateway' to Vidya Sagar. This is where initial assessments are done and the person with disability is directed so that they can avail specialized services.

In the year 2014-15, the team assessed 344 children and adults with disabilities, which included initial assessments, previous program reviews and follow-ups.

Out of this 60% were from the state of Tamil Nadu. The rest were from other states of India

like Andaman and Nicobar Islands, Andhra Pradesh, Kerala, Assam, Jharkhand, Chhattisgarh and Orissa. People with disabilities from UK, Sri Lanka, Mauritius and Oman also came to avail the services of this department.

### **Out Station Programme**

People with disabilities located outside Chennai opt for our Out Station Programme (OSP). It is conducted thrice a year in the months of January, April and August. Last year we worked with 71 families from different parts of the country.

The OSP program offers special education, physiotherapy, speech & communication therapy, vision therapy, occupational therapy, parental counseling and legal advice. Based on requirement, orthotic aids and adapted furniture are made to order. The team and family create a program plan together. This is elaborated adequately to ensure that parents can implement the plan independently.

### **FBR: Home Management**

In certain cases, a person with disability is not able to access rehabilitation services on a daily basis.

The Home Management program works closely with parents and caregivers of such persons. Based on the individual's need, the family visits our centre once a week. Both the child/adult and the parents/caregiver are trained simultaneously in special education, physiotherapy, occupational therapy, vision therapy and speech & communication therapy.

In the last academic year, Home Management program worked with 28 children and their parents/caregivers.

The strength of this programme is flexibility. For example, two students from Vaniyambadi and Chenglepet rural areas could not travel on the required weekly basis, and were thus given a week's program and training.

In another case, due to health reasons, two children from the Day Centre could not attend school regularly, but opted for the Home Management program with favorable results.

The program solicits feedback from parents. The format of the form is customized according to the program requirements. This has been effectively used to update and incorporate innovative planning.

### **FBR: Outings**

- December 2013: The children went on a trip to Express Avenue Mall to celebrate Christmas. A visit to Hamley's toy store was an added treat!

- January 2014: Student in the FBR programme were invited by a neighboring play school, "Bloom Kidz" for Pongal celebrations. The children participated in inclusive activities.

### **FBR: Workshops conducted**

- "The joy of parenting" workshop conducted for parents of the Early Intervention class, by Ms. Theresa Francis, Special Educator and Counselor.
- "Feeding interactive session for parents" conducted by Ms. Elizabeth Torrey, Speech Therapist from Perkins School for the Blind, Boston, USA.
- "Oral stimulation techniques" workshop for parents conducted by Ms. Priya, Special Educator, and Ms. Vijayalakshmi, Physiotherapist.
- "Balanced healthy diet and hygiene" conducted for parents by Dr. Poorna Shankar-dietician

### **FBR: Events**

- Children of Early Intervention class participated in the fancy dress competition held at Spastics Society of Tamil Nadu, Taramani.
- The parents attended a story telling workshop session conducted at Hotel Savera, which was organized by National Association for the Blind, Chennai.
- The children enacted the nativity play during Christmas celebrations in school.



***Outstation Programme***

# EARLY INTERVENTION



*Learning is fun*

Vidya Sagar has a comprehensive, coordinated, multidisciplinary, system that provides early intervention services for infants and toddlers with multiple disabilities under the age of six. The areas of work are physical, cognitive, communication, social and/or emotional development. Professionals offer services that includes: screening, assessment and intervention in special education, physiotherapy, communication training, speech therapy; occupational therapy, vision training, family training and counseling. Regular home visits is an important part of this programme. The Intervention programme in this unit are made by professionals who along with their expertise have an additional training in Early Intervention.

In the year 2014-15 the Early Intervention programme had 25 children. The Early Intervention unit runs in 2 shifts. The morning batch, from 9.30 to 1.30 pm works with children in the age group of 3 to 6.

The afternoon batch 2 00 p.m to 3.30 p.m has children in the age group of 0-3 years. In the academic year 2014-2015 the morning batch had 13 students and the afternoon batch had 9 students.

There were two guest students in the morning batch and one guest child in the afternoon batch. One of them came from 7th October and stayed for a month. The other guest student had come in the month of September for a week. A child who was below three years came in the afternoon batch from 18th August for a week.

This year along with Intervention, therapy, play, academics and vision training, the children were introduced to a new voice output device – Partner Plus. A remarkable improvement was seen in peer interaction and socialization.

Science through play carried out as a part of the school project gave the students an opportunity to learn about the environment around them. Animals, with focus on pet animals, farm animals

and wild animals, sounds of animals, their food and shelter were some of the topics the children covered during the last term. Experiential learning methodology is a technique followed to teach various concepts

Physiotherapy sessions focussed on mobility, hand function and posture of the children. In activities of daily living the children were trained to become more independent in feeding and toileting.

#### **Co-curricular activities:**

##### **Outings:**

- Visit to Guindy Park was exciting for the children. The children played on the swing, the merry-go-round and the slide.
- They visited the neighbourhood nursery to learn about the different coloured flowers and the differently shaped leaves.
- Visit to the light house on the marina beach gave the children, the experience of going up the lift and having a bird's eye view of the beach and Chennai city from the 10th floor. The outing ended with a walk on the hot sands of Chennai beach and subsequently a cool dip and splash in the sea water. Picking up seashells, running after the crabs and looking out for fish was a thrilling experience.
- Creative movement and outdoor activities, Creative arts sessions, weekly toy library sessions, story-telling and functional use of the concepts helped in enhancing the learning experience

##### **Parent Training:**

- Occupational therapy workshop for parents on oro-motor activities and stimulation was conducted by our Occupational Therapists. They also trained the parents in using appropriate oral brushes.
- A workshop on Seizure management was conducted by Mrs. Jayalakshmi, special educator.
- Feel good parenting workshop was conducted for the parents by the

counsellor. The parents learned how to use their free time productively

- Five parents attended a story-telling workshop, conducted by National Association for the Blind. It was an interactive session on how to make simple stories interesting, thus enhancing generalization of various concepts learnt by the child.
- Two parents met with the dietician and were recommended appropriate diet tips for their children.
- Home visits were done for students by the special educator and physiotherapist and recommendations to improve daily living skills were given. Orthotic aids and home furniture was also made.



***Outing to Marina Beach***

# VISION CENTRE



***Vision Assessment***

The Vision centre works with children who have been diagnosed with vision issues. Functional vision assessments, making adaptations and facilitating accommodation for children to use their vision to the maximum, is the specialized work done by this department. The adaptations are done on size, colour, distance, background and even on the presentation of the teaching and learning material, both at home and school environment. These adaptations enhance the communication, orientation, mobility, and the learning capacity of the child.

All assessments are conducted on a one-to-one basis and the parents are totally involved in the process.

A total of 690 functional vision assessments were done during the year 2014-2015. Out of this, 78 were initial assessments and 612 were follow up.

The youngest child assessed during the year was a three month old baby. Children from the Day Centre and Advisory & Referral clinic were also included in the assessment.. Children from out

station as part of the Out Station Programme and on few occasions, children from overseas also were brought for assessment..

Last year, there were 2 children from out of Chennai, who were given a week long planned intervention programme which they were able to carry on in their home town, after they returned back.



***Functional Vision Assessment***

# DAY CENTRE



***Project Day - Communicating with a voice output aid - Avaz***

The Day center of Vidya Sagar has been designed with the following objectives

- providing a holistic program catering to the educational and rehabilitation needs of the students above the age of six years
- to be able to provide an environment in which there are enough opportunities and experiences needed for the all round development of the child.

The students in the Day center program attend age appropriate multi-ability graded classes till the age of 12. Thereafter, they are grouped according to their abilities and pursue either academic or pre vocational-functional literacy. The prevocational group is further divided into technology based group i.e assistive technology for vocation and a regular prevocational group. The academically inclined students are encouraged to enroll into National open school or state board curriculum to finish their school leaving exams.

The academic year 2014-15 started with 36 new students enrolled into the Day Centre program. The total number of students in the Day Centre were 147. There were 6 classes below the age of 12 following a graded curriculum 1-5 , 5 classes doing the prevocational-functional literacy syllabus, one class with technological intervention or using assistive technology in vocation and 2 classes pursuing the academics grade 6 & 10.

On an average a class constituted of 8 students with multiple disabilities. Each class had a class teacher, a volunteer and a helper.

Every student was given physiotherapy, occupational therapy, communication, speech therapy and computer training as per their need. Creative movement, sports, skating and yoga, art and craft, library sessions are included while planning the timetable. A simple science laboratory was set up for the students following grade 6 curriculum.

Every student was evaluated; their program plan documented and review dates were fixed. A monthly reporting system by the teachers was implemented this year.

### **The Autism Class:**

There were two classes dedicated only for students with Autism. The classroom infrastructure was adapted and designed in a manner that each student had an individual work station. This environment was conducive and the students were able to perform to their maximum. All the students were assessed and their multiple intelligences was profiled. The students pursued both academics and vocational training.

### **Highlights**

One staff member got a scholarship for 3 month program to Bridge school in California - USA. The Scholarship was funded by Perkins, Boston. Bridge school is a special school and internationally known for its use of Augmentative and Alternative Communication (AAC) methods. This staff member worked in Bridge School for six months. As a result an enriched writing program was implemented for all students below 10 years in the Day Center. Emphasis on expression and practicing mathematics on a daily basis has shown significant result in the students' performance.

The middle school students with their newly acquired knowledge about geometry and magnetic fields went on to exploring the school premises and figured the area and perimeter of our land and put up different facts and figures about the subject.

Students in the prevocational class learnt new vocational skills and functional academics which included an awareness of saving and simple banking operations.

The students in the assistive technology prevocational group showed significant progress in using their assistive devices for communication, work and leisure. They had interactive sessions with senior activists in disability sector to understand their rights and had opportunity to understand legal guardianship.

These students were trained by an expert from London. They were trained on a game called "BOCCIA". Boccia is a sport unique to the paralympic games. It can be played by individuals, pairs, or teams of 3. The aim of the game is to throw leather balls - coloured red or blue as close as they can to a white target.

Grade 10 students enrolled for the NIOS exam and prepared for it through mock exams. They also attended weekend courses in computers, conducted by volunteers from the corporate world.

### **Participation in extra curricular activities with the community:**

The grade 6 and 10 students of the Day Center, who were learning about the social and political environment of our country, had a very enriching experience in the month of July. They participated in the inclusive KFI's Drama and Dialog 2014 which was based on 'Joint Family'. They presented a play based on this subject. The students scripted the entire play which was well appreciated and the participants were rewarded with certificates for participation.

The senior prevocational students who were learning about the history of Chennai in their functional literacy curriculum took up the opportunity to be "City Guides" to a group of students from Belgium who were on a visit to Vidya Sagar. These students and staff took them to different places & gave them facts & introduced them to the rich heritage and culture of the city. The self-confidence of the students in handling this task was extremely noteworthy.

An event which made the headlines in the media was the participation of students of Day Centre between the age of 12-15; in designing the logo for "Obey the traffic rules". Not only did they make the logo, they also made stickers of the logos and pasted it on vehicles at traffic junctions. The entire program was done in collaboration with MGR Janaki college. The students were excited with the experience.

The students of the prevocational class participated in the Annual children's art festival,

'ANJALI' held in Orissa and put up a stage performance for the first time. It had a magical effect on the students who for the first time had travelled to another state without their parents. The parents, who were initially apprehensive about it, are now looking forward to sending their children for another trip.

The month of February, is the turtle walk month. Vidya Sagar has been participating in Turtle walk for the last 15 years. Our students went on turtle walks to save the Olive Ridley turtles. As a precursor to this, workshops were held on conservation issues by visiting professionals from the World Wildlife Association. The students cherished the moments of picking the turtle eggs and leaving them in the hatcheries.

The IPL fever built up when the very renowned and recognized cricket team, **Delhi Dare Devils** visited Vidya Sagar. The students were thrilled at meeting the cricketers.

#### **Participation in competitions:**

It was a proud moment for all at the Day Centre when the 12 students from the pre vocational group won medals in the sports meet held by Rotary club. The students put in hours of field practice. One of our grade 10 student, S. Adieshwer Ram who was selected for the National Abilymics, a vocational skills competition in Chandigarh on November 3rd - 5th in the field of photography (outdoor) participated at the national level and won the 13th place!

#### **Parents and family participation:**

In accordance with the strong belief and tradition of Vidya Sagar, parents and teachers worked together this year too, in ensuring the education and all round development of the students, The parents were met in smaller groups, and their inputs were taken regarding the goals for their children. Medical reviews were also done and visits to the neurologist and their suggestions were documented.

Home visits, parents counseling, siblings' workshop and formation of parent support groups were prioritized for the academic year.

Siblings' workshops were held, parent support groups initiated and formed. A workshop was conducted for parents of children, who had oromotor sensitivity. The focus was to help the parents understand the needs of the children and the way to handle them during meal times.

#### **Workshops for staff:**

Enriched Writing workshop focusing on the importance of language development and communication was held by one of our staff member.

The occupational therapists conducted a one day workshop for staff on understanding the sensory needs of students and strategies to handle them.

#### **School events:**

On Independence Day, the students of grade 2 and 3 were encouraged to work on their independent expression using IPADS and voice output communication devices. They dressed up as freedom fighters and gave speeches.

The Children's day carnival was celebrated on November 14th with fun and frolic.

The much awaited Biennial Project day was held on 12th December. Students from all the classes presented their knowledge on a range of subjects under the topic "Science in every day life". They displayed working models of solar energy, fun with simple machines, space and communication, innovations in medical field, etc. This was a culmination of months of work by students and staff who explained the subject and ensured that they explored the community around to see, do and understand the chosen topic. Students of the mainstream schools who visited the project day were impressed with the knowledge and the effort put in by of our students, their hospitality and the way they explained patiently to the visitors. It was a great success!!!.

The annual sports day, MILAN, held in January, saw the competitive spirit of our students while participating in adapted games, running races etc. It was a proud moment for the parents to see their students winning medals and of course the





enthusiasm of the staff was equally palpable as the teams and groups inched towards winning the shields. The school captain and the winning house 'EARTH' had the honor of receiving the Rolling shield and cup from the chief guest.

On the occasion of the 30th Anniversary of Vidya Sagar, two students from the Day Center participated in the cultural events. A carnival was organized on this occasion and the students and parents had a memorable evening.

In order to spread awareness of casein free - gluten free diet, our students prepared a dish

"Puttu" under the supervision of chef Kavya Verghese and celebrated World Autism Day on April 2nd.

The academic year ended with evaluation and open day where the parents were met in person and updated about the performance of their children. The goals for the coming year were chalked out, presented to the rest of the staff during the case conference, their suggestions noted and documented.

## INCLUSIVE EDUCATION DEPT

The inclusion department continued to work with private schools and colleges and the Sarva Shiksha Abhiyan. 65 students from 7 schools and 2 colleges received the support from Vidya Sagar

Four schools were covered by one full time staff and the rest of the schools were supported teachers of Vidya Sagar.

### Services:

Our work included assessment and intervention, remedial and therapy intervention and a review. Providing the appropriate devices, supporting teachers and parents, providing scribes and conducting need based workshops. The department worked with the students enrolled into mainstream schools by Vidya Sagar as well as students referred by the mainstream schools,

Last year 3 got admission into mainstream school. One student finished his 10th grade exam. Two students finished 12th grade exam. We supported two students through college. One for graduation and one for post graduation.

### Corporation School:

Extensive work was carried out with the corporation school of Kotturpuram, the neighbourhood school, in the areas of assessment and programme planning exclusive

in their primary section. The volunteers and teachers assigned took up the programme and this is being followed on a regular basis.

The high school students in the 8th grade were supported, and acquired exam taking skills. A resource room is on the agenda to start a prevocational skills training.

### Teachers' training:

Vidya Sagar, being a part of the state resource group in the Sarva Siksha Abiyam Programme, a one day training programme for mainstream school teachers was conducted on the Rights of Persons with Disability.

### Work with the Government:

Representatives from various departments of the Government participated in numerous meetings conducted for the purpose of acquiring disability certificate for Board exams and the provisions to be made available for writing exams. The aim of the meetings was to ensure better coordination between education and rehabilitation department. The procedure to acquire certificates and the prerequisites in order to appear for the Board exams was streamlined.

# YOUTH PROGRAMME



## *Learning a new language - French*

The Youth Project is in its second year and it has evolved in a very interesting manner. This project was initiated because the young adults and the alumni students of Vidya Sagar voiced their helplessness when they could not cope with the “outside world”. Just a transition programme did not seem to be enough. They needed more physical support, friendships and relationships and also a place to voice their grievances, hopes and dreams and frustrations.

Broadly the programme falls under four areas:

- Skill Development and employment
- Access and leisure
- Support and counseling and
- Self determination and advocacy

### **Skill development and employment:**

Last year was very eventful in this area. One, we networked with V-Shesh (an organization that works with employment for people with

disabilities) and had one of their staff members come and talk to our Youth. He spoke to them about writing out a Curriculum Vitae and also gave tips on how to address an interview. As a result two got jobs.

Under the skill development we got in corporate personnel to train our Youth in computer technology and soft skills .The Corporate Resource people were from Accenture Company . They conducted computer classes on all Saturdays of the term. What was surprising was the huge amount the students learnt in this short time.

The soft skills training was conducted by Mr. Pratap of Vendham institute for Soft Skills. This training was designed professionally to complement employability with modules on communications, networking, problem solving and professionalism. These classes were conducted based on feedbacks and needs of our alumni in different areas of work.

Here again the learning was remarkable:

The success of these trainings could be due to the fact that the trainers were professionals and experts in their areas. Plus they were around the same age as the students. What they brought to the training was high expectations of the Youth and an “informal discipline”. Very often the trainers and the trainees had coffee in the café after classes.

The French language classes were also extremely popular. Mrs. Hema Parthasarathy had also incorporated different methods of teaching which were more disability friendly.

#### **Self Employment:**

NIFT partnered with Vidya Sagar. Their 3rd year students designed marketable products as part of their final year projects. These products were made by our alumni artists. The product designs ranged from paper products to home furnishing. These new designs can be taken up by our neighborhood initiatives. The marketing support will have to come from Vidya Sagar.

#### **Access and Leisure:**

The Youth enjoyed their weekend outings to the beach and malls with friends from different social circles. Our Kalakkal café got a facelift with elegant tables and color coordinated chairs.

The in house kitchen rolled out lip smacking snacks and drinks to suit the seasons. The outdoor lights added a perfect café ambience with live music. With the launch of the café page on facebook, there has been a huge increase in café enthusiasts over a period of time.

In the coming year we would like to offer short trips to places around Chennai. We are also working on accessible trekking holidays.

#### **Support and Counseling:**

It was interesting to note that though there were qualified counselors available, there were not too many takers. However there was always a group of youngsters in the café, chatting with each other and sorting their problems. We need to explore this further and maybe put in a module on group counseling in our counseling course.

#### **Advocacy:**

Though this was not taken up formally this year, the fact that they could get together and organize outings, work through problems, talk about their jobs was one step towards advocating for each other.

As part of Vidya Sagar’s 30th year celebration the Alumni Association launched their website page.



*Kalakkal Cafe*

# ADULT PROGRAMME



## *Weaving Stoles*

Employment Education Centre (EEC) is a programme focusing on educating and preparing adult with disability for employment and helping them in earning their livelihood.

In 2014-2015 there were 32 students on roll. Out of 32, 9 students were new admissions. The training for students varies in stages like making a product, giving the finishing touch, and subsequently increasing the work output.

Training is given on a range of products like paper cups; plates made of Baguniya leaves. These products are made on a machine that has been adapted for people with multiple disabilities.

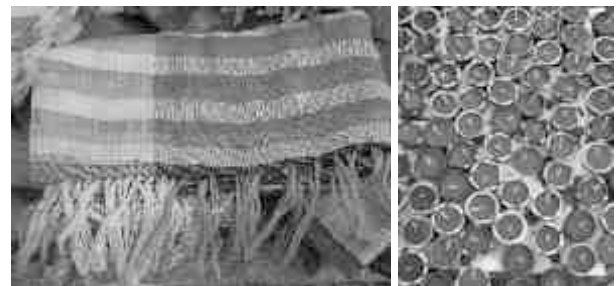
Two more weaving units have been acquired to give training on the making of stoles. It is proposed to have a sale of the stoles by next year. Ms. Kalyani Pramod, consultant guides the students in the exclusive weaving of the products and making adaptations on threading of beads and making them into extra special accessories. This could in all probability turn into a sheltered workshop, a workshop for people with disabilities who are not in a position to move out to earn in open placements or groups or neighborhood initiative. Vidya Sagar provides the space and environment for their production and promotes their product, thereby helping them make a living.

The products that are the outcome of training goes on sales in the Vidya Sagar outlet at Kotturpuram, in the training site at T. Nagar and also at exhibitions in Dakshinchitra , L& T and R.R. Donnlly. There are also few corporate houses who put up the product for sale.

Apart from the weekly outdoor activities, the students are also taken out for movies, parks and restaurants once a month. These outing are enjoyed by all.

Vidya Sagar's 30th anniversary saw the launch of school's Alumni website featuring stories and various episodes in their life's journey. This was a day of great excitement for the Alumini.

In order to promote and explore new ideas, the staff networked with local and national institutions.



# DISABILITY LEGISLATION UNIT (DLU)



*DLU conducting an accessibility audit*

The Disability Legislation Unit (DLU) the advocacy department at Vidya Sagar campaigns for the rights of persons with disability, both at the grassroots level and also looks at impacting acts policies and programs at the state and national level. In the year 2014-15 this department continued its work in the areas of:

- New law on the rights of persons with disabilities
- Studies on Legal capacity and hospital accessibility
- Access-hospitals, pavement, election, examination and insurance.
- Banking rights and financial inclusion
- Suggestions for the upcoming laws
- Individual cases

#### **Rights of Persons With Disabilities Bill 2014: RPDB**

The disability sector is fighting for a new disability law in lines with the United Nations

Convention on the Rights of Persons with Disabilities (UNCRPD). A bill was introduced in the Rajya Sabha. This was far from the spirit of the UNCRPD. As a result of the effort made by a section of the disability sector of which Disability Legislation Unit was a part, the bill was referred to the Parliamentary Standing Committee. This bill was again the main focus of this year. The Committee visited Chennai and heard the views directly from the stakeholders. Recommendations were made on various issues including definitions of disability; reasonable accommodation; women with disability; access, and most importantly the issue of Legal Capacity. Legal Capacity focuses on the idea that people with disabilities be viewed as persons before the law. This means that in terms of decision making they are not to be just included in the process, but that they are the ones in charge of their lives and that they be assisted in the decision making process by whatever aids and support necessary.

While Bhavna, a person who is non verbal presented her views on full legal capacity with her communication chart, Rajiv, whose speech is not clear took the support of an interpreter where ever required. The committee heard everyone. They not only appreciated the efforts, but also recognized the seriousness of denial of legal capacity. The committee has recommended further consultations on these issues.

### **Research on legal capacity**

Trust Law Connect ([www.trust.org/trustlaw](http://www.trust.org/trustlaw)) is an international network of NGOs and social entrepreneurs that links the best NGOs and social entrepreneurs with the top law firms that offer free legal assistance from all around the world. As a winner of the India NGO Awards 2013, Vidya Sagar became eligible to being fast tracked for membership to the Trust Law network. Trust Law supports Legal research, comparing legislation across multiple countries to be used in reports, advocacy, etc.

India is in the process of enacting a new legislation for Persons with Disabilities in lines with UNCRPD. The provisions for full Legal Capacity and Limited Guardianship are mentioned in the Rights of Persons with Disabilities bill 2014, which are totally contradicting. The bill is currently pending at the Indian Parliament. As part of our lobby for full legal capacity for all Persons with all Disabilities in the new legislation, we initiated this research to study the best practices with respect to legal capacity of Persons with Disabilities in other countries / their legislations and use the report as a lobby tool for the new law to be in line with UNCRPD.

This research is an analytical study of Article 12 (Equality before Law) of UN Convention on the Rights of Persons with Disabilities and how far different countries have implemented the same in their local legislations. The research has focussed, in particular, on the extent to which the CRPD has been implemented in each jurisdiction and the rights of Persons with Disabilities to enter into contracts, take part in family life, enjoy freedom from discrimination

and equal employment opportunities, consent to medical treatment and healthcare, have access to justice and the ability to challenge detention, as well as the right to vote and stand for election and the right to financial and legal independence.

The guardianship which is a key factor affecting Persons with Disabilities, its direct effect on them, decision-making by another person on their behalf, etc, have also been examined.

Linklaters, together with Hewlett Packard in Italy and Spain, have researched and reported on the laws relating to persons with disabilities in England and Wales, France, Germany, Italy, Poland and Spain. They have also researched and reported on the European Court of Human Rights.

In addition, research has been carried out on the laws relating to persons with disabilities by local lawyers in certain other jurisdictions, namely Argentina (HSBC and Bruchou Fernández Madero & Lombardi Abogados), Brazil (HSBC and Campos Mello Advogados), Mexico (HSBC and DLA Piper), Indonesia (Adnan Kelana Haryanto & Hermanto) and South Africa (Webber Wentzel).

Though the report was in its draft stage, some of the positive points were presented to the Parliamentary standing committee. Documentation on the alternatives to guardianship mechanism as practiced in different European countries were presented. The need of the hour is a provision of full legal capacity to all persons with all disabilities with zero discrimination policy along with a Personal Assistance program and adequate support measures / network to support exercise one's full legal capacity, irrespective of severity of disability. It was suggested in the introductory note to the standing committee that Mental Capacity could be dealt with in a separate legislation for all people irrespective of any disability / medical condition as done by England and some of the European Countries.

This study is the first of its kind because of the sheer number of inputs from a variety of individuals, case laws, lawyers & law firms. This

study has been an eye opening experience for us because we have been able to see, with a critical eye the different ways different countries interpret UNCRPD. It has revealed both best practices as well as short comings in the eleven countries and their approach towards dealing with Persons with Disabilities and alternative ways in which these countries are attempting to facilitate the exercise of Legal Capacity by Persons with Disabilities.

### **Access: Hospital accessibility**

A study was undertaken to assess accessibility in hospitals. Here, accessibility not only mean the presence of ramps and railings in the building, it pertains to how well the diagnostic equipments & other facilities are adapted to suit the needs of persons with disabilities.

The reports are being compiled on this study and based on early observations one realized that not a single government hospital was audited in the study as they did not grant permission. Most of the private hospitals are not accessible in terms of machinery, beds and other equipment. Many of them do not even have sign language interpreters. Most of the hospitals stated that while dealing with persons with disabilities they often spoke to the families of persons with disabilities or guardians and sought their permission to carry out treatment. Most often the person with disability is not consulted even when the discussion is pertaining to him/her and his/her health. Most staff members had little or no knowledge of Disability Rights.

### **Pavement Accessibility**

Pavement Accessibility is a serious issue affecting persons with disabilities and their right to mobility. Disability Legislation Unit as a part of the Disability Rights Alliance took up access audit of four roads in Chennai and then concentrated on K.B. Dasan Road.

Numerous Audits in the City highlighted the alarming fact that many pavements are in fact inaccessible. They are too narrow for wheelchair users, they often have no ramps or the ramps are too steep, the pavements are broken, there are

no tactile surfaces to guide visually impaired people. The pavements that are wide enough are often encroached by street vendors and during rush hours two wheelers often drive on the pavements.

On World Disability Day, Disability Rights Alliance held a massive Human chain with students of Vidya Sagar, alumni, staff, family and friends as well as NGOs and DPOs and volunteers and supporters to raise awareness on accessibility rights of persons with disabilities.

### **Access to election:**

Disability Rights Alliance of which Disability Legislation Unit is a member, met the state election commissioner to ensure that persons with disabilities would have facilities so that they can exercise their franchise. A letter was issued to officials to facilitate aids such as ramps, Braille ballot papers, personal assistants and separate queues are made available in all booths. However, the voters continued to face obstacles in most booths. A questionnaire was made to do an access audit of the booths. Employees from NTT DATA, a corporate working closely with Vidya Sagar took part in the audit. It is still a struggle to make access to adult franchise for persons with disabilities to become an integral part of the system and process though this is a basic right and duty of all citizens of India.

### **Access to railway stations:**

At the request of National Trust, access audit was done by allies of Vidya Sagar in 3 stations in Tamil Nadu namely Trichy, Erode and Coimbatore. The audit revealed the various issues with regard to access in all these stations.

### **RTI To Universities:**

According to the Ministry of Social Justice and Empowerment's guidelines, persons with disabilities are to be provided with any assistance required for taking their exams. This includes scribes and lab assistance, text to speech software and other assistive devices as well as extra time for students with disabilities.

In order to check if the UGC affiliated universities were adhering to the guidelines laid



down by the UGC, a questionnaire was sent to the universities in two parts. The answers revealed that although many universities provided scribes, lab assistants and the allotted extra time; other assistive devices like e-text, text to speech and other software were not made available to the students.

#### **DRPI Aware Project:**

Disability Rights Promotion International initiated a research on the right to employment of persons with disabilities in India, Bangladesh and Nepal. DRPI conducted a workshop for persons with disabilities who are engaged with this research in all three countries at Hyderabad, Andhra Pradesh. A group each was trained to conduct interviews with persons with disabilities at the grassroots level in Hyderabad, Kathmandu and Dhakka using a pre set questionnaire. Another group was trained to conduct Systemic Analysis of laws and policies in their respective countries and report. Another group was trained on data analysis of the information obtained from interviews / group discussion of persons with disabilities. Vidya Sagar was represented in data analysis. The training on data analysis involved the explanation and experience of the data analysis software NVIVO and the method in which data has to be interpreted as per the guidelines arrived at by DRPI without any bias. A copy of the NVIVO software was given to data analysis group. The software was installed and nodes were set by DLU. The data analysis was to be carried out in the in June 2015.

#### **Banking rights and Financial Inclusion:**

One of the main focus of the DLU this year was financial inclusion. Financial inclusion for persons with disabilities is a difficult proposition. They are not allowed to access and control their finances and assets. This is due to the guardianship laws in the country as well as the Contract Act that disallows the validity of contract if the person is of 'unsound' mind. This is further complicated when the term 'unsound mind' has not been given a clear definition. People with disabilities are made to fall under this category, due to this they are not able to open an independent bank account, and, even if

they do, there are too many barriers while operating it. Persons with intellectual disabilities are not able to hold a joint account without guardianship. Banks themselves are often not obliging in making accessible features available so that persons with disabilities can access all banking services.

In this regard two meetings were held by the Indian Bankers Association. After the first meeting four working groups were formed to look at banking facilities for persons with disabilities. They were accessibility cell, accessible branch branding, access to credit and Technology - Website, Mobile Apps. In the second meeting the groups reported on physical access as well as accessible software. A need for change in banking policies in regards to persons with disabilities was widely discussed. Disability Legislation Unit as part of DRA had gathered the views of the stakeholders. These were very useful for giving suggestions and adding real value to the discussions.

DLU also attended a meeting on microfinance conducted by 'Equitas Micro Finance Private limited', which over the last 7 years has been actively working towards making Microfinance accessible for Persons with Disabilities. The participants included persons with disabilities, disabled people's organizations and NGOs. Equitas presented the steps taken so far and took suggestions from the participants to help improve the services.

#### **Insurance:**

The issue of persons with disabilities in Insurance provisions was also touched upon this year. Many persons with disabilities are often denied life insurance coverage or are forced to pay extra premium charges because of their disabilities.

#### **Alternative routes: Personal assistant:**

A personal Assistant is a person professionally equipped to assist / care for a person with disability, a person with a serious medical condition or elderly person. A Personal Assistant is bound to provide rights based support to a person with disability at home,



school, work, travel, leisure, sports, etc., respecting his/her right to privacy, autonomy, safety, self determination, choice and respect to inherent dignity. With the help of Personal Assistants, many persons with disabilities would be able to go to school, take on jobs and other ventures, become financially independent, involve in leisure activities and contribute to the society.

A State funded Personal Assistant program would be a dream come true for persons with disabilities as well as their families, who are in dire need for such support. The DLU team had approached the State Commissioner for Persons with Disabilities, to look into this matter. The team has been asked to draw up a proposal which will be considered.

**Alternative to guardianship:**

Parents of adults with disabilities are constantly worried about the security particularly the

financial security of their children. The National Trust Act provides for guardianship. However guardian seems to take away all decision making powers from the individual. A talk on alternatives to guardianship by Amba Sallekar, a lawyer and a self advocate was organized for the parents. She explained how a trust could be formed; the benefits of the trust; the necessity to write a will; and the urgent need to create support circles in the community for persons with disabilities.

**Resource persons:**

The team sent resource persons to electricity board, NTT Data a corporate to present the perspective to disability. They also contributed to the slum project of Community Based Rehabilitation department and at Michelin tyres as well as to the teachers training course and the councilor's course



# COMMUNITY BASED REHABILITATION (CBR)



*Working in a local school*

## **Introduction:**

The scope of our CBR program is to facilitate quality rehabilitation services to people with disabilities living in places where there are limited services or they have difficulty accessing the services. We carry out this programme through partnering with organizations which have disability on their agenda.

## **This year's CBR Projects:**

This year we have partnered with 6 disability/developmental organizations; one is the CSR project and we have implemented the slum project directly. Through these projects, we have directly reached 289 People with disabilities and their families (among them 95 % are people with Cerebral Palsy, Mental Retardation Autism and Multiple disabilities). 24 community workers who are the resource persons for the respective organizations were trained by us. Our community wise reach is 35 village Panchayats, 1 semi urban settings and 8 urban slums.

## **Highlights of this year:**

### **Rural Centre:**

With the support of Michelin Tyres CSR, we have set up two rural centres at Karadiputhur and Soolaimeni Panchayats. The purpose of the rural centres is to provide age appropriate, community specific and holistic services (including guidance for advocacy) for people with disability. Two community workers from the respective community were chosen, given Multi Purpose Rehab training and they are currently managing the centre. Experts from Vidya Sagar visit the centres regularly and enrich the services. We are working towards promoting these centres into community facilitation centre where people with disability and the community together make choices and run the centre. Currently 30 Children and adults with disabilities are taking regular services from the centre.

### Training on Working with Children with Multiple Disabilities:

With a request from CBR forum, we have conducted a 3 days training for 40 community workers on working with children with multiple disabilities. The uniqueness of this training is that the community workers can carry out the initial assessment and a self guiding checklist helps them plan the intervention program for children with disabilities.

### Working in slums around Saidapet:

Like in rural areas, people with disabilities in urban slums are also equally deprived of knowledge and access to intervention services for various reasons. This year we are working in 5 slums around Saidapet. We have trained 3 community workers and facilitating PWD to access the services available in the city.

### Education Bridge Program:

In our process of working towards inclusion in Panchayat union, primary schools in Michelin CSR Program, we found that few children without disability showed marked gaps in their academic learning. Focusing on this, we conducted a 3 week education bridge program for them. 34 children (including 4 children with disability) participated in this program. Various teaching methods were used in this program.

Dance, art and music were also part of the schedule to make the learning participative and fun. Children showed marked improvement at the end of the program. We are also planning to continue the support so that the learning will be strengthened.

	Projects	Direct beneficiaries	Resource persons trained
1	Michelin Tyres CSR	45	2
2	MCDS	58	3
3	LC Nagapatinam	17	3
4	Slum Project	33	3
5	Mahaeswar	26	3
6	NJ foundation	21	3
7	IRCDS	43	5
8	Vasantham DPO	46	2
<b>Total</b>		289	24

	Date	Number of days	Topic	Focus Group	Number of participants
1	9-19/12/2014	8	Disability – Overview and working with People with disabilities		4
2	07/12/2014	1	Candle making and Computer sambrani making	People with Disabilities and their caregivers	10
3	22/12/2014	1	Soap powder making, Phenyl making	People with Disabilities and their caregivers	8
4	21/01/2015	1	Communication and ADLS	Staff and caregivers from Association of People with Disability	16
5	16-18/02/2015	3	Working with children with multiple disabilities	Community workers	40

# HUMAN RESOURCE DEVELOPMENT (HRD)



*Teacher training class in session*

The Human Resource Department of Vidya Sagar runs a number of courses, both long term and short term to provide a learning platform for students, rehabilitation professionals, parents, and staff of Vidya Sagar.

Vidya Sagar is recognised for its technical expertise in the field of rehabilitation and is approached by other organisations both within and outside India for capacity building.

We work in partnership with Perkin's International, and the staff of Vidya Sagar are invited for consultation and training to programs supported by Perkin's International in other countries.

Vidya Sagar is also an organisation recognised by the Rehabilitation council of India to offer a Post Graduate diploma in Special education and to conduct Continuous Rehabilitation Education Program (CRE) to augment the knowledge of Rehabilitation professionals.

Training conducted:

Long term training - A PG Diploma in Special

Education for Multiple Disabilities (Physical and Neurological)- one year with three months internship, Affiliated to the University of Madras and recognised by the Rehabilitation Council of India.

#### **Short term training:**

- A one week training on Inclusive education for mainstream teachers from Muscat, Oman was conducted. Eight teachers attended the training.
- Ms. K.S. Uma and Ms. Pushpa Priya Ganesh conducted a one week short term training in the month of November on Early intervention, for children with Visual Impairment Multiple Disabilities (VIMD) at Prothi Bondhi Foundation -Dhaka, Bangladesh. This was on the invitation of Perkins International. 22 Rehabilitation professionals including 5 doctors, three of whom were neurologists from ten different organisations participated in the training.

- Ms. Kalpana Rao, Ms. K.S. Uma and Ms. Krithika Venkat Raman conducted a one week training on Alternative and Augmentative Communication (AAC) at National Association for the Blind (NAB) Mumbai, in January 2015. This training was requested by Perkins, Voice and Vision India. Thirty rehabilitation professionals from Mumbai and Pune, from 7 different organizations including a large representation from NAB attended the training.
- The National Institute for Empowerment of persons with Multiple Disability (NIEPMD) invited Vidya Sagar to conduct a Short course on Alternative and Augmentative Communication for its staff and teacher trainees. The team from Vidya Sagar represented by Ms. Rajul Padmanabhan, Ms. Kalpana Rao, Ms. K.S. Uma, Mrs. Simi, Ms Chitra Ravichandran, Ms Jeeva, Ms Lakshmi Balasubramanian and Ms. Krithika conducted a one and half week training in February. The trainees were trained in the systems, assessment, program planning and intervention strategies. Communication assessment for students in NIEPMD was also carried out. This training was given a status of Continuous Rehabilitation Education (CRE) by the Rehabilitation Council of India (RCI)
- Mrs. Jayanthi Narayanan and Mrs. K.S. Uma, faculty of Vidya Sagar proceeded to Bangladesh on an invitation from Child Sight Foundation (CSF) Bangladesh and Perkins International, to execute assessments and program planning and train the teachers at the Transition and bridging program at Shajadpur Shirajkanj, Bangladesh, in the month of September.
- Training for community workers was conducted throughout the year

#### **In house workshops for the staff:**

Enriched Writing workshop focusing on the importance of language development and communication was held by Ms. Krithika Venkatraman, who went to Bridge School, USA, for a three month internship program.

The occupational therapists Ms. Geraldine Daniel and Ms. Nithya Daniel conducted a one day workshop for staff on understanding the sensory needs of students and strategies.

A dance troupe from Scotland conducted a half day workshop for staff during October 2014.

Jayanthi Narayanan attended a three day workshop on Clinical vision assessment at the Elite school of Optometry during February 2015.

#### **Looking Forward.**

The National Council of College Education has directed that henceforth the period of all the bachelor level teacher education programs are to be for two years effective term 2015-16. This also applies to the field of special education. The RCI has directed institutes running bachelor level courses to shift to a two year B.Ed. Vidya Sagar is working towards moving to a B.Ed in the near future.



***Training Session***

# THERAPY



*Therapy in water*

## **PHYSIOTHERAPY**

At Vidya Sagar, the physiotherapy department plays a key role in catering to the gross motor neuro muscular needs of all students in various departments. Numerous departments and programmes such as the Day Centre, Early Intervention Unit, Advisory and Referral Clinic and Home Management refer children for physiotherapy. The department also worked with referred students from inclusion schools and the Community Based Rehabilitation programme.

As a student comes into the department, a detailed assessment is done to identify the child's maximal functional abilities and the difficulties. Parents and the class teacher are vital participants in the assessments and their requirements are also taken into consideration while setting up functional goal for the current term. This is very important as the goal has to be carried out throughout the child's daily routine and not just in the physiotherapy session. The

most appropriate mode of mobility, seating and position, the best use of available hand skills, transitions from one position to other, incorporating age appropriate play activities for each student etc are taught to family as well as teachers, for maximum efficiency. Mobility aids, orthotic aids and seating adaptations are also provided for use within the school and at home.

Monthly goals were set up for each student which was reviewed at the end of every month and any difficulties in achieving the goal were discussed within the therapists in the department and were relooked into before setting up the goals for the following month.

Every student below 10 years was given 3-4 sessions per week while students above 12 years were given 2 sessions per week. The degree of severity of impairment is also taken into account while deciding on the number of sessions for each child. Younger students with severe impairments receive more sessions compared to others. Group therapy sessions were also taken

for children below 10 years. All the students have a sports or games session with therapist where they play age appropriate and skill appropriate indoor or outdoor games .

The younger students also had few sessions on water play and water therapy in small water pool. They benefitted from it and were delighted by the sessions. Children were made to swim, crawl, walk and sit with support and play in water.

The main focus for the year was mobility, with or without assistance. Students were given mobility aids suitable to their skills which they used independently or with assistance. Few of the students used walkers, some used rollators while others learnt to propel wheel chairs without help.



An area outside the physiotherapy department was set up for gait training. Equipments like narrow balance bridge, inclined balance beam, floor ladders, stepper cum ramp with a platform, different size balance boards, disc board, wobble surfaces and scooter board were provided. Children who looked for external help were also given a provision of holding on to overhead hanging ropes as an option, to maximize independence.

**Trainings:**

Mr Jefferson Raj Leckler attended a week workshop on basic Neuro Developmental Therapy conducted by Spastn, Chennai.

Mrs Simy, the physiotherapist gave a lecture on seating adaptations for the effective use of AAC devices, in NIPMED, as part of the training program on Alternative and Augmentative Communication for people with multiple disabilities.

Students availing physiotherapy	60
Students using adaptations	41
Students using wheel chairs	60
Students using walking aids	6
Students using adapted furniture	74

Number of items issued	
Orthotic aids	8
Wheel chairs	17
Furniture	13
Other adaptations	22

**OCCUPATIONAL THERAPY**

The Academic year 2014 marked the beginning of a few new programs that the Occupational Therapy Department ventured into.

In the beginning of the year we had 3 Occupational Therapists and 1 volunteer, but in the course of the year 1 of them had to leave because of personal reasons.

We mostly worked with students with Autism and students with multiple disabilities. We also worked with the children from the Early Intervention clinic.

## 1.PROGRAMS /WORKSHOPS

### A. OROMOTOR PROGRAM

We focussed on Oromotor Training for children with drooling problems, chewing issues, hypersensitivity in the oral area and Bruxism (tooth grinding). A video program was designed by the OT department to train the parents and teachers. This was followed by a workshop for the parents and teachers. This was initially taught to one of the teachers in Reception class. The program has proved effective in reducing drooling and improving feeding.

### A.SENSORY WORKSHOP- "MAKING SENSE OF SENSES"

In February 2015, the OT Department conducted a one- day training program on Sensory Integration. This workshop included

the process by which Sensory Integration happens in individuals and the difference in children with Sensory Integration issues. It also focussed on symptoms and possible strategies that could be used to help children with sensory issues.

## 1.ADAPTATIONS

A. Feeding adaptations were given to 2 adult with disability to help them in scooping and taking food to mouth with minimum assistance.

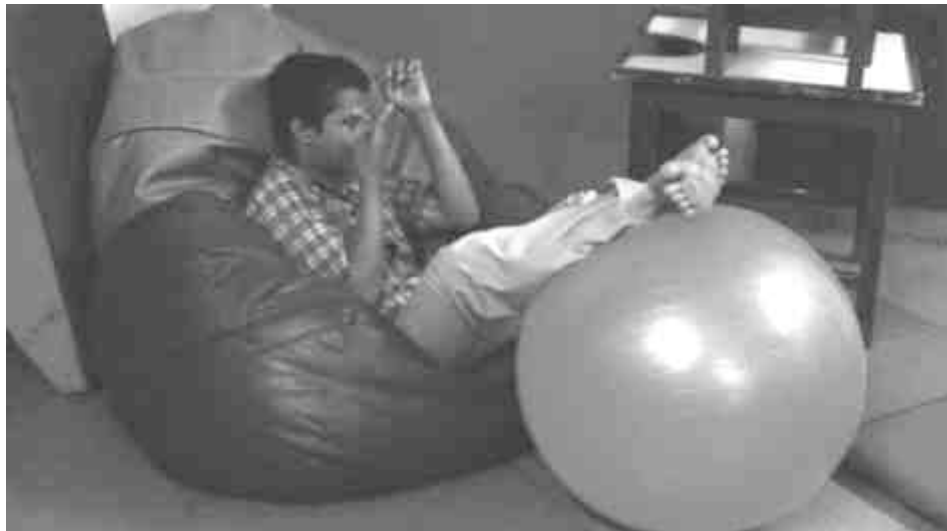
B. Feeding programs were implemented with a few children who had feeding problems, such as hypersensitivity.

## 1.HIGHLIGHTS OF THE OT DEPARTMENT

A. Worked on improving hand functions, voluntary reach, facilitating good grasp and pinch patterns and overcoming hypersensitivity to touch objects

B. Worked on improving functional abilities such as sitting, standing, head control and step climbing with a few children

C. Improving sensory abilities by satisfying sensory needs purposefully and improving attention span.



*Sensory Integration*



# STUDY ON ASSISTED LIVING

A study was conducted by Mrs. Poonam Natarajan, Founder Chairperson – Vidya Sagar and former Chairperson of National Trust of India.

One of the needs that is being voiced today is the right of a person with disability to want to live away from a parent. This particular area has multiple angles; parents have raised concern about the future of their adult children; some adults with disability want to live on their own. But eventually, when you look around there are very few places that parents or adults with disability can actually choose from. However, recently there has been a lot of discussion and debate all over the world on the concept of a “group home” or “Independent living “assisted living” and “supported living”.

This has resulted in a number of models in our country. There is a need for understanding various points of views of persons with disabilities on the facilities required and the living arrangements etc.

Mrs. Poonam Natarajan with her practical experience as a parent and as a leader of the organization for over two decades also felt a strong need for conducting this study. Her rich experience as Chairperson of the National Trust has further deepened her insights on the subject. A study was conducted for families who wished to be part of Vidya Sagar’s collective effort to find answers to these questions.

As mentioned in her concept note, there could be different models. But they need to constitute the following:

- A family like arrangement, where choices of persons with disabilities are respected
- A quality of life encompassing all aspects like health, work, recreation, social awareness are addressed
- The support needs are understood, reasonable accommodations put in place

- Decision making for day to day living and long term decisions must not be a top down culture. Supported decision making requires simple explanations and harmonious and collective thinking.
- Support circles can also be developed for each person or the entire group.

A questionnaire was designed and information was collected on

1. The kind of living arrangement
2. Support required for therapy, communication, assistive devices, personal Assistance and transport.
3. Ways and means of support from the families in the projects, physical and economically.
4. The time frame as to how often the individuals wish to use the facilities- immediately, after 2 to 3 years or 5 years from now.

Response was received from 106 people. Data is available from 95 individuals and families. 19 individuals with disabilities answered the questionnaire on their own. 4 of them answered along with the parents. All other answers came directly from the parents.

Some of the highlights of the findings were - A number of siblings made it very clear that they would take care of their sibling with disability and would look for support only from caregivers.

Few individuals with disabilities expressed their wish to live in a flat on their own. Although most parents wanted their children to live in campus, some of them expressed the necessity to have this facility when either one of the parents was no more. Families were keen to support Vidya Sagar on this project, based on their capacity.

In order to take this study forward, we need to consider: Short term stay, Flats within the community, Living arrangements on a campus, A cadre of personal assistants, A support network.

# DAM FESTIVAL 2015



## ***Workshop on design thinking***

Inklink, Dakshinachitra and Vidya Sagar joined hands to bring the DAM Festival to Chennai. DAM stands for Design, Art and Music and this year the “D” also represented Disability.

This festival was an amalgamation of creativity, youth, craft, heritage and inclusion. The festival took place at Dakshinachitra in Chennai on the East-Coast Road on March 1, 2015 between 11.00 am to 9:30 pm.

This was the 2nd edition of the festival. The first was in Pondicherry and it was a huge success.

The festival gave a platform to the fresh creative minds to showcase and sell their products / artworks/ photographs and a lot of other creative works. Vidya Sagar also had put up a stall to exhibit the products made by adults at their Employment Education Centre. The participants had an experience of an environment of creativity full of resourceful professionals and youth. There were a range of hands-on creative workshops run by well known designers / artists.

1. Recycling wood by M.P. Manohar
2. Dance workshop – by Taejha
3. Design thinking by Kaustav Sengupta
4. Beat boxing by Siraj Abdul
5. Salsa Dance by Kash Dee

6. Live performance by Oorke band

7. Art workshop by Ari Jayaprakash

The exhilarating time was of course jamming and music in the evening! There was Live music performance by Kuru circus and Orchestra, Live music band- World things Federation, Live music band before the Holocaust and Live music band by Jhanu

This was a unique festival for it has proactively included two new groups: Craft and Disability into Art and Design.

It was inclusive in the real sense. Dakshinachitra went all out to use the suggestions given by Vidya Sagar and incorporated the elements of physical access. The tickets were printed in braille. The volunteers had a small orientation program before the festival.

The youth with disability was able to enjoy every bit of the festival without barriers. They participated in some of the workshops, watched some of them and went around and looked at the exhibition together with the volunteers. One of the participants from Vidya Sagar, Rakesh who took part in recycling wood liked the idea and wished to practice it and learn more in future. In short, the festival brought a lot of joy and gained lot of creative learning..

# TRAVEL DETAILS

## International Travel Details

Name	Designation	Place and Purpose	Funded by
Krithika Venkatraman	Special Education	Bridge School, California, USA	Perkins International
K.S. Uma	Co-ordinator, HRD	Shajadpur, Bangladesh - Consultation for a transition programme of Child Sight Foundation, Bangladesh	Perkins International
Jayanthi Narayanan	Co-ordinator, FBR	Shajadpur, Bangladesh - Consultation for a transition programme of Child Sight Foundation, Bangladesh	Perkins International
K.S. Uma	Co-ordinator, HRD	Dhaka , Bangladesh - To conduct a training on Early Intervention for children with Visual Impairment with Multiple Disabilities	Perkins International
Pushpa Priya Ganesh	Special Educator	Dhaka , Bangladesh - To conduct a training on Early Intervention for children with Visual Impairment with Multiple Disabilities	Perkins International

## National Travel Details

Name	Designation	Place and Purpose	Funded by
Kalpna Rao	Principal, Day Centre	Mumbai- to conduct a training on Alternative and Augmentative Communication (AAC)	Perkins, Voice and Vision , India
K.S. Uma	Co-ordinator, HRD	Mumbai- to conduct a training on Alternative and Augmentative Communication (AAC)	Perkins, Voice and Vision , India
Krithika Venkatraman	Special Educator	Mumbai- to conduct a training on Alternative and Augmentative Communication (AAC)	Perkins, Voice and Vision , India

# RESOURCE MANAGEMENT



## ***The Winners! Grundfos***

In Vidya Sagar, the two “I’s” in fundraising, stands for inspiration and innovation, which is always at its peak!! 2014-2015 was a year with tremendous support from the corporates through the CSR programme. This year, with all the active awareness through media, the donor base has spread geographically across states and across nations.

Strategies to engage active volunteerism helped to improve the donor database. Trustees have been supportive this year too. Awareness through social media like LinkedIn, Facebook, Twitter and Crowdfunding sites have helped us enormously to increase our donor base.

Clear and transparent communication to donors has created a strong retention of the existing donors and long term relationships built.

Resource management is never complete without our Annual Corporate Fundraising Event - Sadya. 15 years of success stories of our

Corporate Fundraising event is a feather in Vidya Sagar’s cap.

2015 saw 7 teams, taking part in this event :

Royal Images, SQS BFSI Ltd (2 teams), Grundfos Pumps Ltd, Episource, Servion and Vodafone.

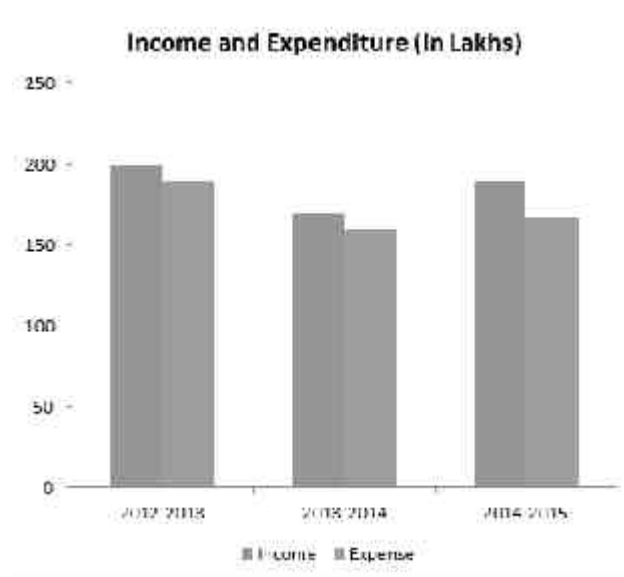
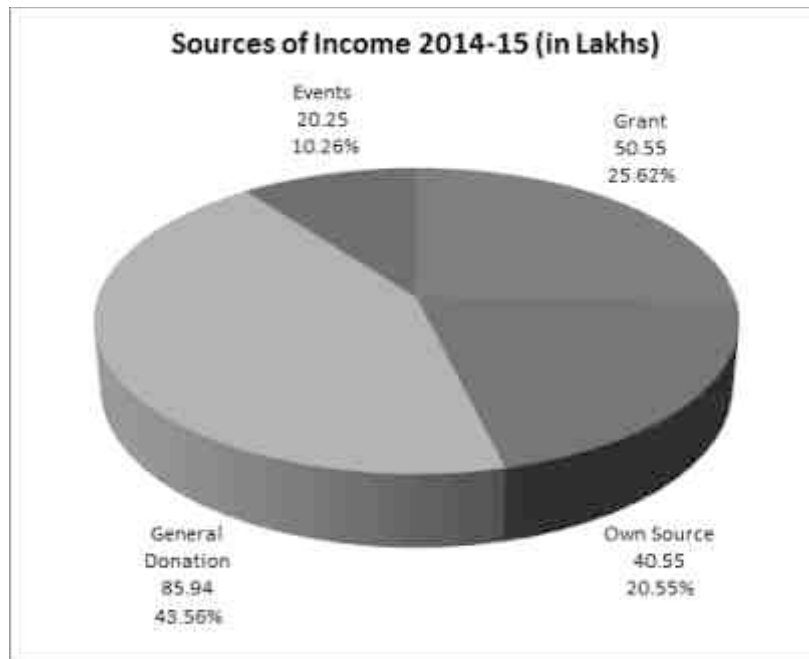
And the winners were “Grundfos Pumps Ltd”, first runner up “SQS BFSI Ltd”, and second runner up “Emi Bazaar”.

Success is never complete without honouring the pillars of the event – Sadya Volunteers. We take this opportunity to thank all the corporates, participants and Sadya volunteers.

Vidya Sagar would also like to thank all our individual Donors, Corporate, Rotarians and Round Tablers.

And of course a huge thank you to Dwaraka who has tirelessly helped raise funds for Vidya Sagar. She is a friend who is always thinking of schemes programmes and banging on doors to get that extra rupee that will take Vidya Sagar forward.

# RESOURCE MANAGEMENT



# BANK DETAILS

Vidya Sagar (formerly The Spastics Society of India)

**Address:** # 1, Ranjith road,

Kotturpuram,

Chennai 600085

Phone: 044-22354784/85/4980

Fax: 044-22200533

Email: [vidyasagar.resources@gmail.com](mailto:vidyasagar.resources@gmail.com); [accounts@vidyasagar.co.in](mailto:accounts@vidyasagar.co.in)

Registered under Act 27, Tamil Nadu Societies Registration Act R.No.467 of 1998

**Founder:** Ms.Poonam Natarajan

**Chairperson:** Ms. Usha Ramakrishnan

**Director:** Ms.Rajul Padmanabhan

Phone: 044-22353757

Email: [director@vidyasagar.co.in](mailto:director@vidyasagar.co.in)

**Donations are exempt under 80G of the IT Act.**

Registered u/s 12 A application no. DIT (E) No.2 (374) 98-99

Bank details			
<b>Name of bank</b>	State bank of Mysore	HDFC Bank Ltd.	HDFC Bank Ltd.
<b>Type of account</b>	Savings account	Savings account	Foreign contribution account
<b>Savings account number</b>	A/C No. 54028105944	A/C No. 13051450000068	A/C No. 50100022443481
<b>IFSC code</b>	SBMY0040169	HDFC0001305	HDFC0001305
<b>Address</b>	State bank of Mysore	HDFC Bank Ltd.	HDFC Bank Ltd.
	No 14, North Usman Road,	46, Gandhimandapam Road,	46, Gandhimandapam Road,
	T Nagar, Chennai 600017	Kotturpuram, Chennai 600085	Kotturpuram, Chennai 600085
<b>Phone number</b>	044-28340121	044-30751912	044-30751912
			FCRA regn No : 075300693, 13th Jan – 2000
			Swift: HDFCINBB
			PAN number: AAATV2359M

## THE GOVERNING BODY

Names of the members	Qualification	Designation in other Organisations	Designation in the Board
Ms. Usha Ramakrishnan	Graduate/ Special Educator	Honorary Member Council-Bala Mandir Research Foundation; Hony.Executive Committee Member-Indian Council for Child Welfare, Tamil Nadu.	Chairperson
Mr. Shankaran Nair	B.A (Economics); M.B.A	President- Servion Global Solutions	Vice Chairperson
Ms. Anuradha Venkatesh	PGDM (IIM,B)	CEO - Vivitsu Mentoring Academy	Secretary
Mr.Ramesh.S	C. A.	Chartered Accountant	Treasurer
Ms.Poonam Natarajan	Post Graduate/ Special Educator	Former Chairperson - National Trust, Delhi.	Member
Mr.N.Gopinath	Business Management	Managing Director - Fluid Therm Technology Pvt Ltd.	Member
Ms.Rasheeda Bhagat	M.A.(English Literature)	Senior Associate Editor and Member -Editorial Management Committee, Business Line (The Hindu)	Member
Mr.Sriram Panchu	Post Graduate (Law)	Advocate and Senior Counsel	Member
Ms.Aarti Arvind	B.Sc; M.B.A	Executive Vice President - Thinksoft Global Services Limited	Member
Dr.Soumya Swaminathan	M.D. (Paediatrics)	Director - National Institute for Research in Tuberculosis, Chennai.	Member
Mr.Siddharth.G.J.	B.Com; M.A (Economics)	Manager - Trade Services Operations-Corporate and Global Market Operations - IndusInd Bank	Member

# THE GENERAL BODY

Names of the members	Qualification	Designation in other Organisations	Designation in the Board
Ms.Seetha Ratnakar	Graduate/Media	Former Assistant Station Director Doordarshan Kendra; Freelance Film Director	Member
Ms.Preethi Mehra	B.A (Hons) English	Associate Editor at 'The Hindu'	Member
Ms.Kalpana Rao	Graduate	Principal - Day Centre, Vidya Sagar	Member
Mr.Rajiv Rajan	Post Graduate	Coordinator - Disability Legislation Unit, Vidya Sagar; Board member - 'Asia-Pacific Disabled Peoples Organisation United'	Member
Ms.Suguna.V.	Physiotherapist	Senior Staff and Coordinator - Adult Leisure Unit, Vidya Sagar	Member
Ms.Prabha Sekar	B.Sc ( H.Sc); PGDip (Comp Ed); PG Dip(Journalism and Mass Comm)	Volunteer - Parent of child with disability	Member
Ms.Mallika Ganapathy	Graduate/ Special Educator	Consultant	Member
Ms.Dipti Bhatia	M.Phil	Deputy Director-Vidya Sagar; Honorary Secretary – National Association for the Blind	Member
Dr.Ms.Namitha Jacob	Ph.D	Education Specialist - Perkins International; Asia Pacific Region Programme Director- 'Chethna'	Member
Ms.Dwaraka Pandurangi	M.Com	Volunteer (Fundraising)	Member
Ms.Urmila Agarwal	Graduate	Entrepreneur	Member
Ms.Rajul Padmanabhan	Postgraduate/ Special Educator	Director - Vidya Sagar	Ex-Officio Member



# STAFF LIST

<b>Senior Management Team</b>	
Ms. Rajul Padmanabhan	Director
Ms. Dipti Bhatia	Deputy Director
Ms. Kalpana Rao	Principal – Day Centre
Ms. Radha Muralidharan	Accounts Officer
Ms. Kousalya Sudarshan	Administrative Officer
Ms. Asha Nedungadi	Administrative Officer
Ms. Vijayshree Ramesh	Coordinator – Employment Education Centre
Ms. Anuradha S	Coordinator – Youth Programme
Ms. Uma K.S	Coordinator –Human Resource Development
Ms. Jayanthi Narayanan	Coordinator – Family Based Rehabilitation
Ms. Navamani V	Coordinator – Community Based Rehabilitation
Mr. Rajiv Rajan	Coordinator – Disability Legislation Unit
Ms. Suguna. V	Coordinator – Adults Leisure Programme
Ms. Simy T.A	Coordinator – Physiotherapy
<b>Resources</b>	
Ms. Madhulika Dhindaw	Coordinator – Resources
Ms. Kavithaa Yeshwin	Coordinator – Resources
<b>Special Educators</b>	
Ms. Aarabhi Badri	Ms. Jeeva M
Ms. Anu Alex	Ms. Krithika Venkatraman
Ms. Chitra Ravichandran	Ms. Kruthika Arun Kalyanpur
Ms. Dhanalakshmi V	Ms. Lakshmi Balasubramanian
Ms. Gandhimathi S	Ms. Minoti Sen
Ms. Jayalakshmi S	Ms. Pushpapriya Ganesh
Ms. Jayanthi V	Ms. Rinku Bandyopadhyay
Ms. Rebecca K	Ms. Shasikala Ramalingam
Mr. Ramu K	Ms. Shasikala D
Ms. Shefali	Ms. Smitha Padmanabhan
Ms. Sujatha Chellathurai	Ms. Uma Narayanan

Teachers	Occupational Therapist	Social Worker
Ms. Meena Doraiswamy	Ms. Nithya Jebraj	Ms. Manisha Shastri
Ms. Shalima Paul		
Ms. Vaideki V	Library	Disability Legislation Unit
Physiotherapy Department	Ms. Rajalakshmi R	Ms. Smitha S.S. – Associate Coordinator
Mr. Gajendrakumar	Ms. Kanthimathi	Ms. Jennifer Fatogun –
Mr. Harikrishnan M (Sports)		
Ms. Hemalatha R	Vocational Instructors	Accounts Department
Ms. Jayalakshmi S	Mr. Amirtharaj I	Ms. Chitra S
Mr. Jefferson Raj Leckler	Ms. Minoti Sen	Mr. Dhanasekar
Ms. Mahalakshmi V	Ms. Jayanthi V	Mr. Muzamil A.S
Ms. Mohana. G	Ms. Vimala T.A	
Ms. Nirmala M		
Mr. Paul Robinson R	Consultants	
Ms. Shanthi R	Mr. Dandapani T.R	Admin / Legal
Ms. Sumithra K	Ms. Geraldine M. Daniel	Occupational Therapists
Ms. Vijayalakshmi M	Ms. Savita Thapliyal	Counseling
	Ms. Thresiamma Francis	Counseling
Transport	Ms. Vimala Srinivasan	Vision
Mr. Antony Raj M		



<b>Administration</b>	
Mr. Balaji R	System in charge
Mr. Prabhakaran . A	Reception
Ms. Josephine G	Secretary to Director
Ms. Shanthi Srinivasan	Secretary
Ms. Aabitha M	Secretary
Ms. Sunara K.P.	Office Assistant
Mr. Dhanapal N	Office Assistant
Mr. Nirmal Kumar	Office Assistant
Ms. Vidya Krishnan	Assistant
Mr. Shivaram	Assistant
Mr. Janaki Raman	Shop in charge
Mr. Murali S	Carpenter
Mr. Mustafa	Wheel chair maintenance

<b>Support Staff</b>	
Ms. Alamelu D	Ms. Anjali S
Ms. Banumathi S	Ms. Dheepa K
Ms. Girija V	Ms. Gnanam R
Ms. Indirani P	Ms. Jaya D
Ms. Kokila E	Ms. Kuppulakshmi
Ms. Mariammal M	Ms. Mumtaj J
Ms. Radha K	Ms. Rajeswari D
Ms. Rani S	Ms. Saraswathy
Ms. Selvi M	Ms. Shanthi A
Ms. Shanthi G	Ms. Shanthi . S
Ms. Sugunavathi K	

# AUDITOR'S REPORT

FORM NO. 10B  
[ See rule 17B ]

Audit report under section 12A(b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions

We have examined the balance sheet of **VIDYA SAGAR**, **AAATV2359M** [name and PAN of the trust or institution] as at **31.03.2015** and the Profit and loss account for the year ended on that date which are in agreement with the books of account maintained by the said trust or institution.

We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the abovesaid trust visited by us so far as appears from our examination of the books, and proper Returns adequate for the purposes of audit have been received from branches not visited by us, subject to the comments given below:

In our opinion and to the best of our information, and according to information given to us, the said accounts give a true and fair view:

(i) in the case of the balance sheet, of the state of affairs of the above named trust as at **31.03.2015** and

(ii) in the case of the profit and loss account, of the profits or loss of its accounting year ending on **31.03.2015**

The prescribed particulars are annexed hereto.

Place: **CHENNAI**  
Date: **07.08.2015**

Name  
Membership Number  
FRN (Firm Registration Number)  
Address

**M. BALACHANDRAN**  
**916271**  
**0935825**  
**SANKARAN & KRISHNAN Ch**  
**artered Accountants I.E. Marble**  
**Arch Apartments, 4 & 5, Bishop**  
**Waller Avenue East, Mylapore**  
**, Chennai - 600004**

## ANNEXURE

### Statement of particulars

#### I. APPLICATION OF INCOME FOR CHARITABLE OR RELIGIOUS PURPOSES.

1.	Amount of income of the previous year applied to charitable or religious purposes in India during that year ( ₹ )		18504024
2.	Whether the trust has exercised the option under clause (2) of the Explanation to section 11(1)? If so, the details of the amount of income deemed to have been applied to charitable or religious purposes in India during the previous year ( ₹ )	No	
3.	Amount of income finally set apart for application to charitable or religious purposes, to the extent it does not exceed 15 per cent of the income derived from property held under trust wholly for such purposes ( ₹ )	Yes	2950368
4.	Amount of income eligible for exemption under section 11(1)(c) (Give details)	No	
5.	Amount of income, in addition to the amount referred to in item 3 above, accumulated or set apart for specified purposes under section 11(2) ( ₹ )		0
6.	Whether the amount of income mentioned in item 5 above has been invested or deposited in the manner laid down in section 11(2)(b)? If so, the details thereof.	Not Applicable	
7.	Whether any part of the income in respect of which an option was exercised under clause (2) of the Explanation to section 11(1) in any earlier year is deemed to be income of the previous year under section 11(1B)? If so, the details thereof ( ₹ )	Not Applicable	
8.	Whether, during the previous year, any part of income accumulated or set apart for specified purposes under section 11(2) in any earlier year-		
(a)	has been applied for purposes other than charitable or religious purposes or has ceased to be accumulated or set apart for application thereon, or	No	
(b)	has ceased to remain invested in any security referred to in section 11(2)(b)(i) or deposited in any account referred to in section 11(2)(b)(ii) or section 11(2)(b)(iii), or	No	



(e)	has not been utilised for purposes for which it was accumulated or set apart during the period for which it was to be accumulated or set apart, or in the year immediately following the expiry thereof? If so, the details thereof	No
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**II. APPLICATION OR USE OF INCOME OR PROPERTY FOR THE BENEFIT OF PERSONS REFERRED TO IN SECTION 13(3)**

1.	Whether any part of the income or property of the trust was lent, or continues to be lent, in the previous year to any person referred to in section 13(3) (hereinafter referred to in this Annexure as such person)? If so, give details of the amount, rate of interest charged and the nature of security, if any.	No
2.	Whether any part of the income or property of the trust was made, or continued to be made, available for the use of any such person during the previous year? If so, give details of the property and the amount of rent or compensation charged, if any.	No
3.	Whether any payment was made to any such person during the previous year by way of salary, allowance or otherwise? If so, give details.	No
4.	Whether the services of the trust were made available to any such person during the previous year? If so, give details thereof together with remuneration or compensation received, if any.	No
5.	Whether any share, security or other property was purchased by or on behalf of the trust during the previous year from any such person? If so, give details thereof together with the consideration paid.	No
6.	Whether any share, security or other property was sold by or on behalf of the trust during the previous year to any such person? If so, give details thereof together with the consideration received.	No
7.	Whether any income or property of the trust was diverted during the previous year in favour of any such person? If so, give details thereof together with the amount of income or value of property so diverted.	No
8.	Whether the income or property of the trust was used or applied during the previous year for the benefit of any such person in any other manner? If so, give details.	No

**III. INVESTMENTS HELD AT ANY TIME DURING THE PREVIOUS YEAR(S) IN CONCERNS IN WHICH PERSONS REFERRED TO IN SECTION 13(3) HAVE A SUBSTANTIAL INTEREST**

S. No.	Name and address of the concern	Where the concern is a company, number and class of shares held	Nominal value of the investment(₹)	Income from the investment(₹)	Whether the amount in col. 4 exceeded 5 per cent of the capital of the concern during the previous year-say, Yes/No
<b>Total</b>					

Place **CHENNAI**  
Date **07/08/2015**

Name **M. BALACHANDRAN**  
Membership Number **016271**  
FRN (Firm Registration Number) **0035825**  
Address **SANKARAN & KRISHNAN Ch  
artered Accountants, 1E, Marble  
Arch Apartments, 4 & 5, Bishop  
Waller Avenue East, Myslapore  
, Chennai - 600004**

Form Filing Details	
Revision/Original	Original

**VIDYA SAGAR**  
No. 1, Ranjit Road, Kotturpuram, Chennai - 600 085

**INCOME & EXPENDITURE FOR THE YEAR ENDING 31ST MARCH -2015**

DESCRIPTION	31.3.2015	2014	DESCRIPTION	31.3.2015	2014
Expenditure	TOTAL	TOTAL	Income	TOTAL	TOTAL
Aids & Appliances	137,276.00	200,633.00	Assesment Fund	133,100.00	139,050.00
Advertisement charge	-	11,008.00	Application Fee & Registration Fee	1,300.00	5,366.00
AMC	158,073.86	130,285.00	Course Tuition Fees	266,000.00	245,000.00
Annual Day Expenses	253,630.00	-	Donation Fund	7,324,282.60	7,510,032.00
Audit Fees	1,123.00	5,818.00	Donation Fund (Foreign)	1,268,671.00	202,832.42
Bank charges	9,371.14	8,302.40	Donation Fund Sadya	2,025,000.00	3,100,000.00
Books & Periodicals	8,288.00	8,364.00	Donation Fund ( Visava )	-	187,000.00
Consultation Charges	345,510.00	512,388.00	Fund Raising	-	263,580.00
Conveyance & Travelling	290,627.00	330,077.00	Grant in aid - ERSF	445,408.54	-
Depreciation	1,227,733.00	1,249,582.01	Grant in aid - Michelin	462,000.00	-
Electricity	310,082.00	301,106.00	Grant in aid - Global Giving	317,500.00	-
Event Expenses	106,523.00	83,712.00	Grant in aid - State Commissioner	-	240,000.00
Fund Raising Expenses	-	11,438.00	Grant in aid - MSJE - Day Centre	-	451,230.00
Gratuity	236,712.00	16,875.00	Grant in aid - MSJE - FBR	-	875,489.00
Honorarium	54,200.00	55,950.00	Grant in aid - TET	3,830,128.00	-
Internet charges	49,648.00	26,049.70	Greeting Cards	1,540.00	20,020.00
Interest Paid	-	28,596.00	Interest	520,511.19	453,867.97
Katakai Cafe	-	25,831.00	Mobility Fund	792,478.00	789,165.00
Library Books	-	14,208.00	Misc. Income	62,441.00	28,749.00
Maintenance Building	322,147.00	294,441.00	Profit on sale of Vehicle	61,446.00	-
Maintenance Garden	48,000.00	44,000.00	Rent Received	332,308.00	530,020.00
Maintenance & Repairs	652,116.50	219,671.50	Sadya - Other Income	-	8,405.00
Miscellaneous Expenses	9,603.50	12,069.56	Souvenir	-	565,000.00
PF Administrative Expenses	123,034.00	120,399.00	Technical Fee	692,851.00	565,714.00
Provident Fund	701,894.00	735,045.00	Tuition Fund	1,190,508.00	1,015,025.00
Postage	29,112.00	20,123.00	Vocational Training Income	-	139,192.50
Printing & Stationery	144,634.60	123,240.25			
Raw Material	64,393.00	51,746.00			
Rent	148,849.00	120,600.00			
Recognition Fees	22,700.00	-			
Sadya FR Expenses	244,133.00	276,546.00			
Salaries	11,021,794.00	9,764,316.00			
Security Charges	229,212.00	226,843.00			
Seminars & Workshop	29,103.00	42,141.00			
Staff Conveyance	110,655.00	76,950.00			
Staff Welfare	303,374.00	286,574.00			
Student Welfare	71,292.00	15,816.00			
Student Conveyance	890,274.00	761,214.00			
Student Medicals	47,512.00	89,305.00			
Subscription & Membership	24,901.00	18,049.00			
Teaching Aids	166,818.00	81,805.40			
Telephone Charges	75,663.00	111,359.00			
Vocational Training Expense	4,504.00	-			
Vehicle Expenses	145,849.00	164,103.00			
Water & Sewerage Tax	67,588.00	68,850.00			
Web Maintenance	-	33,990.00			
Surplus	825,093.91	645,244.07			
<b>TOTAL</b>	<b>19,729,117.41</b>	<b>17,334,736.89</b>	<b>TOTAL</b>	<b>19,729,117.41</b>	<b>17,334,736.89</b>

For VIDYA SAGAR

*Rajul Padmanabhan*

RAJUL PADMANABHAN  
Director



M. BALACHANDRAN & KRISHNAI  
Chartered Accountants  
No. 0036628

*M. Balachandran*  
M. BALACHANDRAN  
M.No - 16271

**VIDYA SAGAR**  
No. 1, Ranjit Road, Kotturpuram, Chennai - 600 085  
**BALANCE SHEET AS ON 31ST MARCH - 2015**

LIABILITIES	Rs. P.	ASSETS	Rs. P.
Trust / General Fund ( Schedule A )	11,142,108.50	Fixed Assets ( Schedule E )	25,543,939.00
Depreciation Reserve Fund ( Schedule B )	18,809,417.00	Investments ( Schedule F )	10,672,907.00
Donation Fund (Corpus)	4,370,001.00	Receivables (Schedule G)	1,070,937.05
Donation (Earmarked)	774,927.00	Grant Michelin	1,252.00
Endowment Fund (SQS)	3,400,000.00		
Donation (Assets)	1,531,106.00		
1. Grant in Aid - Handicap International	13,592.99	Current Assets	
2. Grant in Aid - Hilton perkins:	330,326.32	<u>Cash in hand</u>	18,123.00
3. Grant in Aid - ERSF	854,231.46		
4. Grant in Aid - Tata Trust	4,462,104.00		
5. Grant in Aid - Global	827,862.43		
6. Sri Sarvatma Natarajan Trust	165,117.95		
6. National Award	51,363.00		
7. Award - Alliance Resource	140,000.00	<u>Cash at Bank</u>	10,419,699.60
Liabilities & Provisions ( Schedule D )	854,700.00	( Schedule H )	
<b>TOTAL</b>	<b>47,726,857.65</b>	<b>TOTAL</b>	<b>47,726,857.65</b>

For VIDYA SAGAR  
*Rajul Padmanabhan*  
RAJUL PADMANABHAN  
Director



For SANKARAN & KOTHEENI  
Chartered Accountants  
FRN 003582 E

*M. Balachandran*  
M. BALACHANDRAN  
M.No : 16271



**VIDYA SAGAR**  
(Formerly 'The Sastriya Society of India, Chennai')



**VIDYA SAGAR**  
# 1, Ranjit Road, Kotturpuram, Chennai - 600 085  
Board : 044 2235 4784/85, Telefax : 044 22200533  
e-mail : [director@vidyasagar.co.in](mailto:director@vidyasagar.co.in) website : [www.vidyasagar.co.in](http://www.vidyasagar.co.in)

