

JAI VAKEEL FOUNDATION AND RESEARCH CENTRE



Lorem ipsum

"Those we love don't go away. They walk beside us everyday"

*In loving memory of those members of our extended
Jai Vakeel Foundation family who we have lost in the past year*



ANNUAL REPORT 2020-21

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NOTE FROM CEO

When we look back at the pandemic, we will think of the many challenges we faced. We will think of the grief, the stress and the divide between the haves and have-nots which became even starker in the past year. But we will also remember the incredible acts of kindness; the helpers & heroes who emerged from all walks of life. We will recall how we found new ways of working, of connecting and sharing; and how together, we adapted to the new normal.

At Jai Vakeel, we are committed to building a more just and inclusive world. We know our

students and families are disproportionately affected by the same systemic injustices. And now, more than ever, our approach must account for this.

I am so incredibly proud of my team, which went the extra mile and stepped out of their comfort zones everyday to not only ensure the wellness and safety of our students and their families, but also created platforms and videos, anchored zoom calls and participated in webinars to connect and continue with their healthcare and education efforts. They called parents, they shot

videos, they sent out mobile phones and data cards and hosted webinars - all with the aim of ensuring that the efforts of many months and years continued with momentum.

Leveraging the same creativity and dedication, we continued strengthening our partnership with the Maharashtra government. We re-envisioned every facet of what was supposed to be in-person training and delivered it virtually, training 1900 teachers on how to teach using our uniform curriculum. The project has the potential to impact over 13000 children with IDD.

We don't want to pretend that we have solved the multiple challenges completely; in fact we have just scratched the surface. As we strive to deliver more effectively on our promise to create long-term impact that reaches not just our students but also their families, other organisations in this space and society at large, we need to continuously reflect on our processes and outcomes. To this end, we partnered with Dalberg Consulting to develop a robust MEL (monitoring, evaluation, learning) strategy. The project has resulted in helping us better understand and measure the impact and outcomes of our work across stakeholders.

There are several factors that are core to our long-term success and that have stood us in good stead this past year. One of these has been our diligence in raising funds and corpus building over the years, which has armed us with financial resilience.

Another has been our ability to attract and engage high-calibre volunteers and retain talent - 33% of our senior management are volunteers, and many of our volunteers are experts in their fields whose services we would ordinarily have been unable to afford. Together, these two factors have given us the financial muscle and bench strength to focus on the needs of our children and do what is required in these unprecedented times.

The power of our approach to long-term impact in the IDD space has shone brighter than ever in the past year. For the second year in a row Harvard University presented Jai Vakeel Foundation as one of the case studies for their 'Resilience Strategies for Nonprofits'. We have also been featured as part of the '24 Hours of Harvard' project. Truly a huge honour.

With no clear end to the pandemic in sight, the Jai Vakeel team continues to support our students to the fullest extent possible. Every board and staff member, parent, volunteer, donor and so many others have stepped up to help make the journey of the past year less bumpy and more meaningful. On behalf of Jai Vakeel, I thank each of them from the bottom of my heart - never has your assistance meant more or gone further than it has in this past year.

I would like to leave you with this thought. The pandemic has illuminated the vast systemic inequities that have defined life for too many for too long. It has also shown us that we are caught in an inescapable network of mutuality. Whatever affects one directly affects all indirectly.

We are being challenged - how will you use what matters to you in service of others?

May I suggest taking a little bit of something that matters to you - a talent, an asset, a skill, knowledge or money - and sharing it with others to create more equity, more justice and more joy in the world. It might surprise you that the life most changed might be yours.

- ARCHANA CHANDRA

WHAT IS INTELLECTUAL & DEVELOPMENTAL DISABILITY (IDD)?

Jai Vakeel works with children and adults who have an intellectual and developmental disability (IDD), which is a neuro-developmental disorder characterised by significantly impaired intellectual functioning (such as learning, problem solving, judgement) as well as adaptive functioning (activities of daily life such as communication and independent living). Individuals with IDD have an IQ less than 70 (Normal IQ is 90-100) in addition to deficits in adaptive behaviors that affect their everyday life. Further, they frequently have other associated disorders such as autism, epilepsy, cerebral palsy, visual impairment and or hearing impairment.

90-100	70-90	50-69	35-49	20-34	< 20
NORMAL	BORDERLINE	MILD	MODERATE	SEVERE	PROFOUND

According to statistics from the National Institute for the Empowerment of Persons with Intellectual Disability (NIEPID; Formerly National Institute for the Mentally Handicapped) in India, 2% of the population; i.e. one in every 50, or over 26 million people have intellectual & developmental disabilities. Though affecting such large numbers, we as a society, are still largely unaware of the space and not actively addressing the unique needs of these people.

Aside from the physical and mental hurdles they must navigate each day, they suffer neglect and stigma, often delaying timely treatment. However, we have seen that access to medical, educational and support services for the intellectually & developmentally disabled makes their lives much more manageable and meaningful, not only for themselves but for their families and the wider society. Moreover, it also prevents further complications. This makes the work we do at Jai Vakeel not just important, but urgent.

VISION

To strive for the inclusion of the intellectually and developmentally disabled by maximising their potential.

MISSION

To provide holistic services delivered by well trained staff through a recognized curriculum and an engaged parent body. The foundation aims to deliver a physical, social and cultural environment compatible with greater learning and growth for individuals with intellectual & developmental disability.



OUR CORE VALUES

EMPATHY

We believe we must understand and share the feelings of another by putting ourselves in their shoes.

EXCELLENCE

We set and hold ourselves accountable to ambitious goals, continuously striving to raise the bar. We commit to a cycle of continuous improvement, constantly pushing ourselves to be a better version of ourselves.

INTEGRITY

We believe in doing the right thing even when no one is looking.

TEAMWORK

We believe that the best solutions come from working together. Effective teamwork demands strong relationships, respect and sharing.

“I BELIEVE THAT OUR FOUR VALUES -
TEAMWORK, INTEGRITY, EXCELLENCE,
EMPATHY - HAVE BEEN THE BACKBONE OF
OUR SUCCESS AND PROGRESS DURING THIS
PANDEMIC. THE SOLUTION TO EACH HURDLE
HAS BEEN ROOTED IN OUR VALUES, BE IT
CREATING TASKS USING HOME MATERIALS
OR ENSURING STAFF AND FAMILIES HAD
ACCESS TO TECHNOLOGY
AND TRAINING.”

-

EKANATH THAKARE
SPECIAL EDUCATOR,
JAI VAKEEL AUTISM CENTRE



Jai & Hormusjee Vakeel, founder

THE JAI VAKEEL STORY

Jai Vakeel was born in 1944 of one couple's desire to provide their child a place to thrive and be happy. Inspired by their daughter Dina, who was born with Down's Syndrome, and in the absence of any establishment that catered to the intellectually & developmentally disabled, Mr. & Mrs. Hormusjee Vakeel started Jai Vakeel from their home. With Mrs. Vakeel at the helm, Jai Vakeel began its journey by educating and providing therapy to a few children. Today, Jai Vakeel has a two-acre campus in Sewri, Mumbai, along with two rural branches in Pune and Nashik district. We serve over 14000 children, adolescents and adults each year - we serve 780 students directly on our campuses, 996 through medical camps (this year), and are reaching out to over 13000 children with IDD through Project Disha.

After Mrs. Vakeel passed away in 1980, Dina's sister, Tehmina Shroff, took over the running of the institute. She did so selflessly and with a deep

commitment that she brought to work every single day of her life till 2013. Mrs. Shroff has left behind an inspirational legacy of the children always coming first and a willingness to do what it takes for each and every child, no matter how profoundly challenged or underprivileged. To this day, members of the founding family continue to be active supporters and even on the Board of the foundation.



Tehmi Shroff

Having worked closely with Mrs. Shroff across multiple roles ranging from fundraising to PR and marketing to heading the skill development section, Archana Chandra, has been volunteering with Jai Vakeel for over 13 years and took over as CEO from Mrs. Shroff in 2013. Today Archana and her team continue the legacy of keeping the child at the center, and remain committed to doing what is necessary in order for our students to lead independent and fulfilled lives. Under her guidance, Jai Vakeel has built out its core competencies and learnt to leverage its strengths and those of its partners, volunteers and the government to bring the best to the space that we serve.

With 76 years of widening and deepening its impact across the segment, Jai Vakeel has come to be one of the largest Nonprofit Institutes in India dedicated to serving the intellectually and developmentally disabled.

OUR STRUCTURE AND FOCUS AREAS

At Jai Vakeel, our aim is to help those with IDD across the spectrum for their needs. To achieve this, we offer a range of healthcare, education, skill development and support services to our students, and also extend some of these services to those beyond our organisation through our government partnerships. Through this range of holistic services, we cater to those with IDD between the ages of 3 to 50 years to help them lead more meaningful and fulfilling lives. We provide holistic services to individuals with intellectual & developmental disability; under four broad categories:



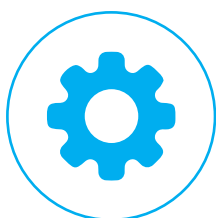
HEALTHCARE

DIAGNOSIS AND THERAPY • SOCIAL WORKER OUTREACH • PARENT COUNSELLING • RURAL MEDICAL CAMPS • CONTINUOUS REHABILITATION EDUCATION • GOVERNMENT PARTNERSHIPS



EDUCATION

3 SCHOOLS FOR CHILDREN WITH INTELLECTUAL & DEVELOPMENTAL DISABILITY • AUTISM CENTRE • PROJECT DISHA



SKILL DEVELOPMENT

STUDENT CAREER COUNSELLING • VOCATIONAL TRAINING • SHELTERED WORKSHOP • RESPITE CARE



SUPPORT SERVICES

RESIDENTIAL SERVICE



CONQUERING THE COVID-19 PANDEMIC

"It is not the strongest or the most intelligent who will survive,
but those who can best manage change." -Charles Darwin

This has been a year like no other. The Covid19 pandemic has been disruptive to all families, but the effects of school closures, medical equipment shortages and social distancing are further amplified for families of children with disabilities, many of whom are also from economically disadvantaged backgrounds.

It was with this awareness and the innate desire to ensure that our students and teachers, who had worked so hard for their progress thus far did not slip, that we at Jai Vakeel began a journey into the virtual world of education, healthcare, therapy, workshops and support services.

RESPONSE

Initially our most important priority was the wellbeing and safety of our children, our staff and all our stakeholders.

Our social work team began with helping our most vulnerable with groceries and medicines and continues to do so.

REIMAGINE

As the reality of the pandemic settled into our daily lives, we adapted to create a new kind of stability—from a crisis-level response to learning and thinking more and more about how to support our students and families with creativity and flexibility, for the foreseeable future, in new and innovative ways.

Taking our cue from our parent's needs & our medical director, Dr. Anaita Udwardia Hegde's advice on how we could empower our families at this time, we decided to take on the mammoth challenge of creating online resources, to help mimic a structured school timetable

On April 30, 2020 we launched our Digital Content Library on Youtube:

While it has been made with keeping our children in mind we hope that it **helps the larger ecosystem of children who have IDD** beyond our scope.

Different teams re-envisioned every facet of our normal milestones.

The team found new ways to function and adapt to deliver to our families. The how may feel different but the mission is still the same.

Zoom, Skype, WhatsApp calls — became our new rooms and allowed us to foster connections in ways we might not have imagined before now.

Report cards were prepared and parent teacher conferences were held via zoom & phone calls. Students received home therapy via individual calls from our multi-disciplinary team of therapists that provided them with specific, tailor made functional developmental therapies.

The finance team did a financial sustainability exercise to ensure that we had contingencies in place for different scenarios. A Support Group was set up, in case of emergencies. **Recognising the importance of self-care & good mental health we chalked out a wellness plan for our team.** We are committed to promoting a culture of wellness and support where none of us should feel like we have to work through this alone.

RESILIENCE

In May 2020, we began to shift our focus to the school year ahead, and anticipated challenges to teaching and learning.

The team worked together to move our entire curriculum online quickly and effectively, while doing our best to continue meeting the needs of each student. We kicked off our new school year with a week of training both for our teachers as well as our parents who had now suddenly been thrust into the role of co-teachers.

The Vocational Training program began the academic year with a new curriculum. Sheltered workshop successfully continued with production by delivering product kits to our students.

Through Project Disha and our partnership with the Department of Social Justice & Special Assistance, Government of Maharashtra and Commissionerate of PwD; we re-envisioned every facet of what was supposed to be an in person training so that we could do it virtually.

WAY FORWARD

While the hope of opening up kept everyone buoyant at the start of 2021, another wave came and swept us into a sea of difficulties and grief. This time around, it wasn't just the learning and engagement that took a beating, it was the security of family life as our students knew it, that became precarious. For us at Jai Vakeel, it meant that we needed to dig deeper, go further.

We realised that our students and their families were struggling to get vaccinated due to immense logistical & financial issues.

With the help of one of our volunteers, **we organised a vaccination drive on our campus, in collaboration with the Jaslok Hospital and Research Center.**

The camp was extended to include students and caregivers in other organisations in our space as well.

At the drive we met our students for the first time in nearly 15 months. We watched them come on crutches, wheel chairs, some struggling to walk but all with the most radiant smiles. We also observed that many of them had regressed physically in what they were able to do.

Children with disabilities are especially hard to serve through distance programmes. Though we have been providing online therapy to our students its impact has been limited.

We decided to conduct a medical therapeutic check-up camp for all 700 of our children on our campus to provide need-based intervention under the supervision of a multidisciplinary team of doctors, therapists, social workers, caregivers and teachers.

It's been 16 months since schools have been shut. We have found ways to adapt and to work through our current situation. We still don't know when schools will reopen, and everyday we have to ask ourselves, are we doing enough? Are we engaging our children enough? What crucial areas are our children missing out on?

As hard as we have worked we know we have to work much harder.

We know that the road to recovery will be long, but we know that we will work through this and constantly try and ensure that our children and families have the support that they need. **We can go far together.**

“It's incumbent upon us as a society to help those that are most vulnerable. We applaud Jai Vakeel for going to extraordinary lengths to protect their children, families & staff during challenging COVID times. Jaslok takes pride in helping Jai Vakeel.”

- KANTA MASAND, CHAIRPERSON, JASLOK HOSPITAL.



♥ 700+ Toran kits distributed

Resilience



♥ 21 tablets distributed



♥ 100 smartphones distributed

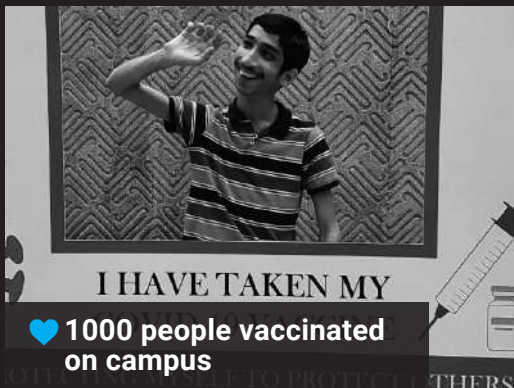
We are really excited to bring to you a Digital Content Library!!



♥ Arzan Khambata created 268 illustrations enhancing our videos



♥ Creativity



I HAVE TAKEN MY
♥ 1000 people vaccinated on campus



♥ 563 grocery kits & 106 medical kits distributed so far

Fortitude



♥ Adaptability



♥ 190 of our students continue to receive therapy & counselling

JOIN US FOR A SPECIAL SPEAKER SERIES
Conversations with CHANGEMAKERS

Archana Chandra
CEO, Jai Vakeel Foundation
in dialogue with
Rumana Hamied
Managing Trustee, Cipla Foundation

♥ 14 webinars hosted with 34, 925 views



Partnerships



♥ SDC Kits distributed



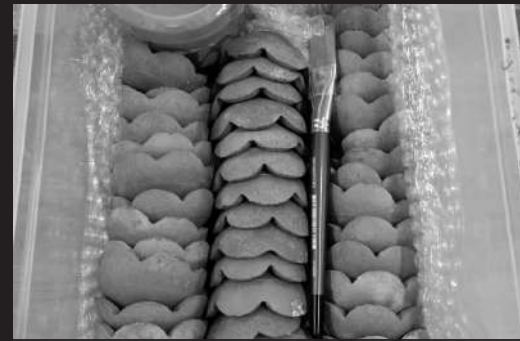
♥ Teamwork



♥ Technology for all



♥ 88 virtual classrooms across 3 branches



♥ 4800 Diyas painted at home

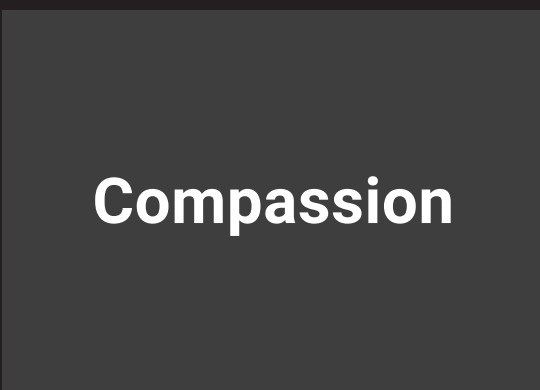


♥ 4 children provided with orthoses prefabricated to their specific needs

Empathy



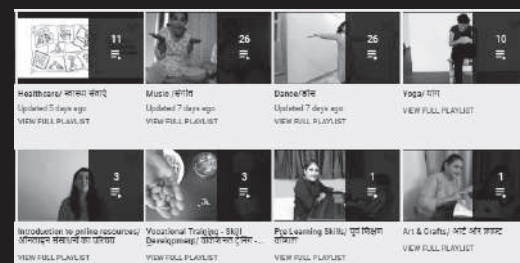
♥ New academic year virtually launched



Compassion



♥ Rural Medical Camps



♥ 156 videos in our digital content library. 1025 new subscribers, over 2,40,000 views



"WE HAVE BEEN SUPPORTING THE JAI VAKEEL SCHOOL FOR SEVERAL YEARS NOW, AND IN ONE OF THE MOST CHALLENGING YEARS FOR ORGANISATIONS SERVING THE NEEDS OF CHILDREN WITH DISABILITIES, THE EFFORTS OF THE JVF TEAM ARE COMMENDABLE.

BEYOND THE SCHOOL, PROJECT DISHA CONTINUED TO BUILD THE CAPACITIES OF SPECIAL EDUCATORS IN THE STATE, ENSURING THAT THESE COMMITTED TEACHERS HAVE THE RIGHT TOOLS TO WORK WITH CHILDREN WITH DISABILITIES."

-

SWEETY THOMAS,
PROGRAMME MANAGER,
H T PAREKH FOUNDATION

TAKING CARE OF OUR OWN

The pandemic has been hard on each of us in different ways. We miss our friends and family and our in-person interactions with our colleagues. Some of us are grappling with illness and loss; others with the stress of navigating online instruction or meetings, all while balancing the constant and amplified needs of home. And still others are caring for parents and grandparents who are among the most at-risk right now.

Community is everything to us at Jai Vakeel, and there has never been a more important time to take care of ourselves and each other. In order to address the growing concerns of employees towards health, we introduced medical insurance for our employees and their families. Recognising the importance of self-care and good mental health, we chalked out a wellness program for our team which was launched on October 10, 2020 - our Founder's Day & World Mental Health Awareness Day.

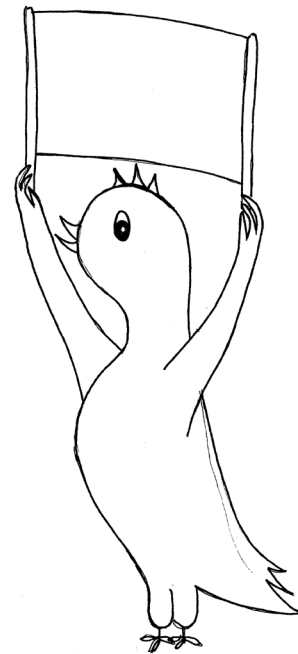
Rohit Kumar from Apni Shaala was a perfect keynote speaker at the launch event. He emphasised the importance of social emotional well-being and how one can take care of one's emotional self by creating an eco-system of care for oneself which would automatically create one for others as well.

We even came up with a Wellness Mascot 'Pingu' who introduced our wellness week, and continues to encourage our team to share their wellness journey as well as provides health tips and reminders.

This was followed by a week of wellness sessions conducted by the non-profit, Rubaroo Breaking Silences Foundation. The focus of the sessions was on helping individuals identify shifts in their state of being and how to manage our stress more effectively and bring ourselves to a calmer state. They also provided resources that our team can reach out to if required.

We ended the week with an exhilarating music evening by the lovely and talented duo Chayaneeka and Raghav who gave us a stellar performance on Zoom!

Encouraged by the response we have had a host of fun, interesting, engaging sessions, 'antakshari' evenings, workshops for our team to engage in.



SOME HIGHLIGHTS OF OUR WELLNESS PROGRAM ARE:

Fun Games with Big Smiles

An exciting session of fun games by Monica, the founder of Big Smiles, enthused us with energy and vigour. Big Smiles is an organisation that has social clowns who work to enable emotional support through laughter in places where suffering and pain are chronic.



Teacher's Day Dance Celebrations

To celebrate our teachers this teacher's day, we got the amazing team from Shiamak's Victory Arts Foundation to conduct a dance workshop. The morning was full of energy as we got our hearts pumping to some great bollywood songs!



Pranic Healing Workshop

A workshop on Pranic Healing was conducted by Mr. Aditya Raool of Pranic Healing School. This session helped introduce our employees to a guided meditation form that focuses on boosting energy and transforming their lives.



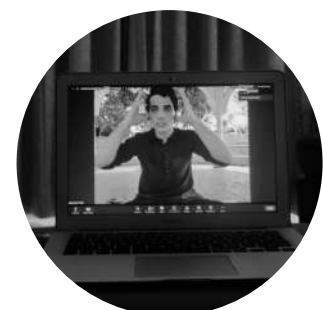
Virtual walk-through Mumbai

Bharat Gothoskar, founder of Khaki Tours, brought his love for the city and history trivia to create awareness about Mumbai's culture & heritage. We were taken on an exciting virtual adventure exploring the nooks & crannies of our city through stories that would otherwise go unnoticed by us. Truly, we fell in love with Mumbai all over again!



International Yoga Day Workshop

On international yoga day we had a special guest, Rizwan Khatee, take our staff through a rejuvenating and relaxing yoga session. He patiently taught us a series of asanas followed by breathing techniques that helped kickstart our day.





Weekly Yoga Sessions

Realising the importance of exercise for our mental well-being, one of our volunteers, Rustom Warden, who is a yoga instructor certified by the Bihar School began conducting weekly yoga sessions for our employees since the beginning of January 2021.

WE HAD INSPIRATIONAL GUEST SPEAKERS COME IN TO INFUSE US WITH PASSION AND ENERGY:



Imparting Wisdom

Deepak Ramola the founder of Project Fuel, an organisation that collects life stories of various people from all over the world, regaled us with many stories and life lessons that made us think, introspect and reorder our being.



Health Tips

Dr Rajani Patil, a spine and sports physiotherapist talked to us about the importance of keeping healthy and fit and gave us tools to do the same. She introduced us to some exercises that can be done anywhere and at any time.



Learning Sign Language

Marketeer & Social Entrepreneur, Prarathana captivated us with her life lessons on fostering inclusion and gave us a crash course on sign language on teachers day.

For the months of February & March 2021, we resumed going to our campus twice a week, which became once a week when the cases began to rise. As part of our Employees Health & Safety we organised an Antibody test' through Metropolis Labs.

Our CEO resumed her get-together chai sessions online, through which she connected with a mix of our new recruits and long-serving employees. We heard their stories, met their families and most importantly established a connection so that none of us feel like we have to work through this alone.

For us at Jai Vakeel, it's not just about the destination but also about the journey and the company we keep. Together, we will make it through!

POWERING OUR NEXT GROWTH PHASE: MONITORING, EVALUATION AND LEARNING

Over the past many years, we have developed and tracked several metrics to help us measure our efforts. These have served us well, giving us data to guide us as we course corrected, expanded and intensified our efforts.

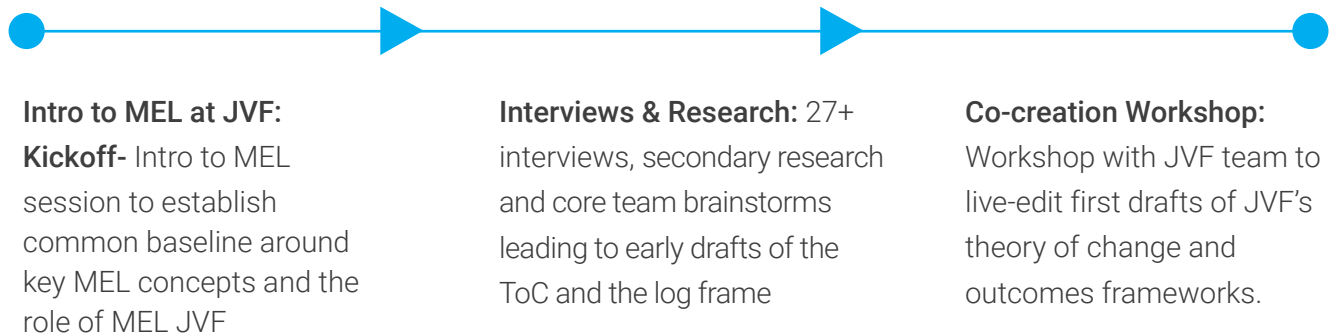
However, as we delved further into our work and understanding of the space, we found that while we were able to measure input and output quite effectively, there was a 'missing middle' layer of tangible outcomes that was not getting captured.

Additionally, there was also an opportunity for us to begin tracking and reporting progress at the outcome level across our three key stakeholders - child, parent & ecosystem in which we operate (government & other organisations in the IDD space).

We partnered with Dalberg Consulting to help us build a monitoring, evaluation and learning (MEL) strategy for the organisation. We set out to answer - How might we establish an MEL framework that allows JVF to effectively track progress, articulate its impact, and improve?

During the seven week engagement, the Dalberg team engaged in Jai Vakeel Foundation document reviews, conducted secondary research, collected 27 interviews with a diverse pool of stakeholders, worked closely with our program teams to institutionalize a clear articulation of Jai Vakeel's long-term vision, mission, and strategic priorities, and their relationship to Jai Vakeel Foundation's areas of focus and outcomes among beneficiaries.

November 23, 2020 - December 17, 2020



January 4, 2020 - February 2, 2021



The Outcomes Framework helps us:

- MEASURE REGULAR PERFORMANCE AGAINST TARGETS
- DRAW LESSONS TO CONTINUOUSLY REFINE PROGRAM DESIGN TO IMPROVE OUTCOMES
- DEVELOP EVIDENCE TO HIGHLIGHT SUCCESS FACTORS AND GAIN SUPPORT FROM KEY STAKEHOLDERS TO ACHIEVE LONG-TERM SUSTAINABILITY

The framework is anchored on the The Capability Approach, founded by economist-philosopher Amartya Sen and philosopher Martha Nussbaum. It begins with a simple question: What are people actually able to do and to be? The answer to this is the set of capabilities or the 'real' set of opportunities that the person has.

We noticed a couple of benefits of grounding our MEL Framework in the Capability Approach. It allows for a bird's eye perspective but yet does not take away from the ability to view and understand specific progress metrics at an individual level. In addition, it provides a positive framing on disability by focusing on expanding the range of possibilities for an individual with IDD as opposed to addressing their disabilities, dependence, or social barriers.

The seven core capabilities reflect 'what impact looks like' for each student at Jai Vakeel Foundation

Health : Persons with IDD (PwIDD) experience improved physical and mental health

Self Care : PwIDD expands capability to attend to his/her personal daily needs

Communication : PwIDD expands capability to express him/herself and communicate with others

Knowledge & Reasoning : PwIDD expands capability to reason and acquire knowledge

Leisure : PwIDD expands capability to engage in play and recreation

Social Relationships : PwIDD expands capability to build and engage appropriately in social relationships

Productive engagement : PwIDD expands capability to contribute to family/community life through economic or other productive engagement

Strategy is central to our evolving ethos as an organization, which seeks to place learning and building evidence for the ecosystem of organisations which operate in the IDD space at its core.

“The capability framework is well-suited to conceiving overall well-being in a disability context. It is not as limited as other concepts and it is compatible with significant diversity within a target population, and focuses on practical possibilities rather than functionings. Ultimately it highlights one’s ability to transform resources into opportunities.”

– DR. SOPHIE MITRA, PROFESSOR OF ECONOMICS AND CO-DIRECTOR OF DISABILITY STUDIES PROGRAM, FORDHAM UNIVERSITY



HEALTHCARE

We provide holistic, need-based medical and therapeutic intervention to children and adults with intellectual and developmental disabilities.

At Jai Vakeel our efforts are dedicated towards evaluating and predicting possible issues, helping our students care for themselves, and better equip their families to deal with any challenges that they might face with equanimity, understanding and skill.

- 1 DIAGNOSIS AND THERAPY
- 2 PARENT COUNSELLING
- 3 CONTINUING REHABILITATION EDUCATION
- 4 RURAL PEDIATRIC NEUROLOGY CAMPS
- 5 GOVERNMENT PARTNERSHIPS

1. DIAGNOSIS AND THERAPY

Studies establish that early intervention for children with intellectual & developmental disabilities can lead to significant improvements in cognitive, academic and social outcomes and prevent further complications.

At Jai Vakeel, our in-house multidisciplinary team of doctors, therapists (speech, occupational and physio), psychologists and social workers assess each child with the aim of early detection, diagnosis, treatment, therapeutic intervention, training and rehabilitation. In addition, regular assessments are conducted for each student, which form the basis for ongoing therapy such as occupational therapy, physiotherapy, speech therapy and behavior modification therapy, as well as medical interventions.

Each year, consulting doctors, each an expert in their own field, offer free medical interventions to our students. Due to the pandemic, these were conducted in a limited manner this year.

- **Dr. Anaita Udvardia Hegde**, Pediatric Neurologist, our medical director and her team regularly monitored individuals with IDD and other disorders.
- Dentists, **Dr. Santosh Ravindran** and **Dr. Khushboo Sehgal** assess and provide dental treatment to our students.
- **Dr. Jay Shastri**, Consulting Psychiatrist, regularly monitored students for psychiatric problems.

In addition to calls to deliver therapy, our doctors also conducted **845 telemedicine sessions with an average number of 73 students to deal with:**

- Behaviour Issues
- Epilepsy Issues
- Medical Complaints Due to Existing Conditions

"I feel pride in the way Jai Vakeel outdid itself yet again in spite of the Covid pandemic; to be there for our children and the families that we serve. The school reinvented it's method of teaching, therapy and counselling to create a school at home for all our children. Our teachers excelled and created a virtual world, covering all aspects of a special child's needs. As a result, not only did our children get their education and extracurricular activities, our parents were empowered to handle their own children - the best outcome we could have ever desired. While the team has worked hard and diligently to continue under difficult times, we wait patiently to see their uninhibited smiles and hear the laughter of our children in their classrooms."

- Dr Anaita Hegde, Medical director of Jai Vakeel Foundation

EACH YEAR WE CONDUCT...**Comprehensive Medical, Psychological, and Socioeconomic assessments**

for every new student with the aim of early detection and provision of therapy (due to covid mandates this was carried out online)

Therapy to improve speech, behavior and motor functions based on the needs of the students.

Medical consultation in the field of Paediatric Neurology, Psychiatry and Dentistry through consulting and inhouse doctors (due to covid mandates Dentistry was not carried out this year)

Parent Counselling & Guidance to equip them to become co-trainers in their child's developmental journey and to improve the quality of their lives.

Helping students and their families apply for Sponsorships, Niramaya Health Insurance and Legal Guardianship.

Continuing Rehabilitation Education to update professional knowledge and skills of master trainers working in the field of disability rehabilitation and special education.

Rural Pediatric Neurology camps are conducted by trained doctors and medical professionals to help families in rural Maharashtra understand and identify IDD in young children and provide interventions. Due to the pandemic, we identified families who required medicine and groceries and provided them with the same.

“For my child who just loves the outdoors, the concept of staying indoors all day in Covid was new to him. But now I can happily say that he has learnt to adapt to it. Different, innovative ways of learning through simple things that exist in all our homes are being used by the therapist to improve his attention, concentration, learning and communication. All this was possible with the consistent step-by-step efforts of our therapist of the JVRC team.”

- Blessy Jeevan Mathai

190

students in Therapy/ Counselling

574

students provided Guidance

622

students across Healthcare interventions (Therapy, Counseling, Guidance, Review, medical examination)

When the Covid-19 pandemic hit us, we at Jai Vakeel were determined to ensure that our students were safe, cared for and continued with their therapies, assessments and guidance. The first step was to ensure the well-being of our students and their families. To this end, our social workers made 886 calls to parents to ascertain requirements and help them with their grocery and medicine needs.

The next step was to ensure that the developmental progress made over many months and years did not lose its momentum. Rising to the challenge, our team created a digital content library of videos, which along with video calls, became the backbone of our healthcare efforts during the pandemic.

The videos are categorised based on differing abilities and cater to the entire spectrum of IDD. To help our parents navigate this digital library and create daily/weekly schedules that best met their children's needs, our team made one-to-one calls with all the families and followed these up with weekly calls to help with specific issues and troubleshooting.

The wide variety and depth of the digital content library inspired us to extend our videos beyond the Jai Vakeel community. On April 30, 2020 we launched it on YouTube as a resource for all people with an interest in addressing IDD during the pandemic.

DIGITAL CONTENT LIBRARY

MEDICINE	Health awareness	Management of Epilepsy	Importance of medication for behaviour	Dental care and Hygiene
BEHAVIOUR	Guidelines for behaviour management	How to tackle issues related to ADHD	Dos and Don'ts of Autism	Handling challenging behaviours
GROSS & FINE MOTOR	Motor coordination and balance	Fine motor skills		
SENSORY ISSUES	Tactile sensitivity	Balance and movement	Issues related to proprioception	Visual perceptual issues
SPEECH & COMMUNICATION	Managing Drooling	Language and Communication	Alternative and Augmentative Communication	
SOCIAL SCHEMES	How to enroll for Niramaya health insurance	Process for legal guardianship	Process for Disability Certificate	Government schemes and concessions

2,40,000 views and counting till date

4 average sessions per student per month

total number of Sessions

6589

2573 counselling sessions for children and parents

Unique children on therapy and counseling

190

55 children on multiple therapy

A DAY IN THE LIFE OF AN OCCUPATIONAL THERAPIST

Undaunted by the constraints of working from home, an occupational therapist employs innovative ideas to ensure that children with intellectual and developmental disabilities have access to the therapy they need.

by RASHMI DESAI, Occupational Therapist at the Jai Vakeel Foundation.

Occupational therapy is a paramedical field in which we teach an individual how to adapt and access an education and an occupation, in the places where they live and work.

Before the COVID-19 crisis struck, I would spend five days a week at our school campus in Mumbai, conducting therapy sessions. However, as the reality of the pandemic settled into our daily lives, we adapted to create a new kind of stability: We re-imagined our department goals; Zoom, Skype, and WhatsApp calls became our therapy rooms; and we made parents our partners to ensure that our children's therapy needs were met.

9 AM: I start my day by reviewing the schedule of the day's sessions, which we prepare and share with each child's parents the previous night. I usually take six to seven sessions in a day, each lasting for 45

minutes. I tend to schedule sessions with children who may find it difficult to cooperate, towards the end of the day. This way, if I need to spend more time with them, it doesn't affect other sessions.

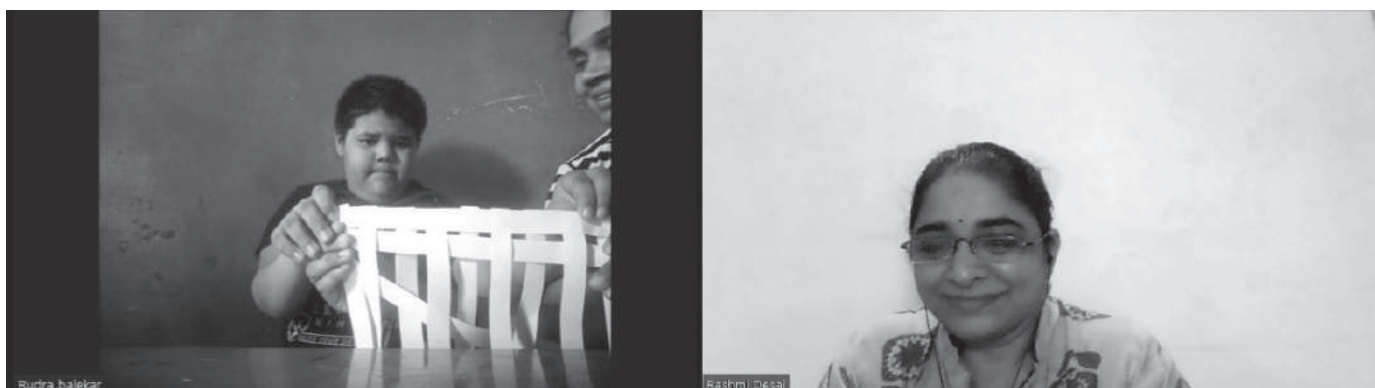
9.30 AM: My first session of the day is with Abhay*. From his earliest days his milestones were delayed, leading to issues with head holding, eating, crawling, and walking. He was unable to communicate and was completely dependent for eating and all his other needs. A firm diagnosis and appropriate treatment evaded the family for many years.

At age eight Abhay was finally diagnosed as autistic by our medical doctor, along with moderate intellectual developmental disability. Our team has worked closely with Abhay and his mother since 2017, and today he can communicate with his family and close caregivers with expressions. He can convey his moods, his needs, and his happiness. He can also walk across a room—his mother's greatest joy.

His mother is now keen that he learns how to eat independently with a spoon. In order to achieve this goal, we start by practicing some basic activities such as moving the spoon around in a bowl of water, using the spoon to transfer pulses from one bowl to another, and so on. It will take us several months of practicing these actions before he advances to feeding himself with a spoon, independently.

Today's session went well, and Abhay's mother and I are both happy with his progress.

While Abhay was very cooperative during therapy sessions at school, he found the shift to attending remote sessions quite challenging. He became non-compliant, easily distracted, and hyper. It was extremely challenging to have him focus on the task at hand. His mother and I have spent many sessions working on this—providing him with bite-size activities and giving him lots of breaks in between. Over time, our efforts have paid off and Abhay has learnt to stay focused.



When we first started conducting sessions remotely, we faced many such challenges. In addition to coping with the shift to virtual therapy, many parents were concerned about how they would replicate therapeutic materials at home. And so, along with parents, we came up with ideas of how to use objects and materials that are easily available at home, in therapy. For instance, we have replaced bead-stringing with stringing pasta or pieces of play dough. After we gave parents a few ideas, they started suggesting many others of their own. One mother has been giving her child a lock and key to play with, to improve hand movement and fine motor skills. Other parents are setting up activities such as throwing a ball into a bucket to improve gross motor skills.

11 AM: Over the course of the next session, it becomes apparent that we will not be able to complete this session as the child, Savitri*, has a meltdown and refuses to comply. Savitri is seven years old and has Severe IDD with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). She exhibits constant hand flapping, jumping—sometimes for hours, running around continuously, and severe vocal stimming (continuously making noises). She has received a range of different interventions including behaviour therapy and counselling, and has been on medication for her restlessness and ASD symptoms.

She had her first seizure during lockdown, causing her mother to experience high levels of distress and anxiety. In consultation with our medical director, she

had an EEG taken. Since then, Savitri has been on medication to control her seizures and has now stabilised. Her mother has also been receiving regular counselling sessions to help calm her own distress.

Since we cannot complete the session together, I let Savitri's mother know that I will share some videos with her from our digital content library on YouTube that will help her provide Savitri with a 'sensory diet' throughout the day. I also ask her to record a video of Savitri doing these activities and share it with me, so that I am aware of her progress. I make a note to speak to our counselor to schedule another session with Savitri's mother soon.

Despite the many challenges that we face during remote sessions, they have given us a peek into what actually happens when a parent tries to engage in therapeutic activities in a home environment. We now understand the realities of their homes better—many family members living in cramped quarters, distractions such as others watching TV, talking on the phone, or arguing. We are also able to see exactly how others in the family interact with the child—earlier we would merely hear about this. This enhanced understanding of our children's home environments has helped us tremendously in formulating therapy methods based on their individual needs.

12.00 PM: It's time to log on to our weekly department meeting via Zoom. I am part of Jai Vakeel's healthcare department—a multi-disciplinary team comprising psychologists, physical,

occupational and speech therapists, and a neuro-paediatrician. We meet virtually, on a weekly basis, to share our experiences, discuss our challenges, and collectively find solutions for them. Most children who are in therapy need support from multiple therapists, and therefore we come up with ideas on how we can leverage our collective to best meet the needs of our children.

1.00 PM: I take a break for lunch, attend to some household chores, and check in with my daughter who is also studying remotely. She is in the tenth standard and it's important that I make the time to support her through this critical year. My husband and daughter's support over the last few months has allowed me to manage the extended and unpredictable working hours.

3.45 PM: I am excited about my next session. It's with Ria*, a ten-year-old diagnosed with epileptic encephalopathy resulting in epilepsy, severe IDD, and cerebral palsy of all four limbs. When she joined us two years ago, Ria was unable to sit or maintain head or muscle control. She has had two long breaks in her therapy owing to her mother's poor health.

Ria defies her medical condition with her enthusiasm and spirit. It took us more than a year of active therapy to improve her head-holding ability and be able to sit in class. This seemingly small improvement has been life changing not just for her, but her mother as well, who now instead of constantly having to hold her head up is free to engage in other activities.

At the end of the day there is preparation for tomorrow as well as assessing each student's care. Before the lockdown, we had measured Ria and six other students for an orthosis—an external support that is prefabricated to the child's specific needs and improves their ability to move independently. Since we cannot give parents hands-on training, we made videos that demonstrate how to wear and remove each orthosis correctly.

In today's session, I worked with Ria on muscle strengthening exercises—squatting, standing up from the sitting position with support, remaining in the standing position for five seconds while holding a football in her hands, and more. The session goes very well—the orthosis has given Ria the confidence and strength to stand up independently for five counts. Her face lights up. To see her smile is like sunshine on a rainy day! It fills the room.

6.00 PM: At the end of the day there is preparation for tomorrow as well as assessing each student's care.

I have worked as an occupational therapist for 22 years and never dreamed of having to impart therapy from a distance, but these last few months have really highlighted to me that where there is a will, there is a way.

**Names changed to maintain confidentiality*

It is inspiring to be part of a foundation that didn't allow the pandemic to be a barrier and believes that our children, despite their challenges, can learn through virtual platforms. We constantly reinvented ourselves.

**- DILIP PRABHULKAR, OCCUPATIONAL THERAPIST, HEALTH CARE TEAM
JAI VAKEEL FOUNDATION**

2. PARENT COUNSELLING

Parents are counselled with a view to improve the quality of their personal lives as well as to equip them to better manage their children. Through our counselling sessions, we empower parents to accept their child's condition and we urge them to become co-trainers with us in their child's developmental journey, and stress the importance of thinking and planning for their child's future.

Training on the importance of Orthosis, Epilepsy Management, Behavior Modification, etc provide parents with the knowledge to provide the best treatment for their children. Last year our parents struggled with the stress of an unexpectedly long and continuous stay at home that intensified existing problematic behaviours or even led to development of novel ones in some of our children. Through online and telephonic sessions, counsellors helped parents with strategies and developing routines to deal with their children's emotional outbursts and also guided parents to focus on their own wellbeing and helped them deal with their own anxieties, mental health issues brought about by the pandemic.

2573 behaviour therapy and counselling sessions

“Each therapy session with Jai Vakeel Foundation makes my husband and myself learn and explore new things. Today learning online is routine for us.”

– ALIYA QURESHI, PARENT

Parent Guidance

Our social workers also educated 238 parents on the various government schemes that individuals with intellectual disabilities and their families can avail of, which include getting a Disability Certificate, Unique Disability ID (UDID), Residential Care setup, Niramaya, Legal Guardianship and Admission Process.

1) Legal Guardianship

Persons with IDD may not always be capable of managing their own lives or taking legal decisions for their own betterment, even after they reach the age of 18 years. Therefore, they may require someone to represent their interests in the legal areas throughout their lives. Our team of social workers provide guidance to families on the importance and process of applying for Legal Guardianship Certificate for their wards, submitting the application with required documents and completing the process to secure their future.

2) Niramaya Insurance

Niramaya Health Insurance is a scheme offered by the National Trust for persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities. The policy provides for reimbursement for expenses incurred for medicines, pathology, diagnostic tests, surgery etc for up to Rs. 1 lakh p.a and is a substantial support for many of our students and their families. Our team guides parents on enrollment, annual renewal and the claim process.

3) Sponsorship cases

Sponsorship is awarded to students for food, bus fees, and uniform based on their needs.

4) Covid Care Packages

This year, care packages to meet the grocery and medicinal needs have been provided to the families of our students since March 2020. Our social worker team determined the requirements of the needy families and ensured delivery of packages or funds to ensure that our students and their families were able to get their basic meals and medicines on a regular basis.

404students are covered
by Nirmaya Insurance
Renewal**134**students received
NIEPID TLM Kit**89**new enrollments for
Nirmaya Insurance**Rs 10.15**lakhs in monetary support
provided by JVF**148**students received
Covid Care kits**563**grocery kits
distributed**106**medical kits
distributed

3. CONTINUING REHABILITATION EDUCATION

In November 2020, our healthcare team organised and hosted a 3-day webinar on managing behaviours in the classroom and at home. The webinar was approved by the Rehabilitation Council of India (RCI) and was attended by 30 participants comprising psychologists, special educators and other professionals.

4. RURAL PEDIATRIC NEUROLOGY CAMPS

Over 12% of Indian children aged 2 to 9 years have neurodevelopmental disorders. As per the WHO, more than 200 million children below five years of age fail to reach their potential in cognitive development because of poverty, poor health and nutrition, and deficient care. Lack of medical health specialists and medical tools (especially in rural areas) lead to late diagnosis. As they grow older, they are stigmatized and are considered less deserving of education and employment. This impacts their ability to achieve their full potential.

With the aim to expand beyond our campus and reach out to the rural population we conduct rural medical camps and also collaborate with the government and other NGOs. We provide free diagnosis and medical care to children with neurological issues.



We have reached out to over 21,000 children since 2010 when we started.

Due to the pandemic, it was not possible to conduct the neurology camps. We adapted and instead, needy families were identified for distribution of food & medicine kits. We reached out to 996 beneficiaries in the past year.

Dhule:

291

beneficiaries for
medicines

300

beneficiaries for food kits

Nanded:

208

beneficiaries for medicines

197

beneficiaries for
food kits

We conducted 2 such camps in Dhule and Nanded during the year, keeping in mind the restrictions that have arisen due to the pandemic. Both camps were conducted as a collaboration by Jai Vakeel Foundation, Annam Foundation and Kamal Udwardia Foundation. A team of 2 doctors and 2 experienced pharmacists volunteered during the distribution.

A BIG thank you to Rajasthani Education Society, our local partner in Nanded and our amazing local coordinator in Dhule, Mr. Sachin Pingle of Sarva Shiksha Abhiyan, who helped conduct the medical camps. A special thank you to Principal Mr. Nitin Nirmal for diligently helping out with the arrangements and Kamal Udwardia Foundation & Annam Foundation for Food kits.

SANDHYA VISHWANATH ABADAR WALKS TO INDEPENDENCE

16-year-old Sandhya was registered for the medical camp in the month of April 2016 with chief complaints of severe damage to both her knees and being unable to stand. Her father Mr. Vishwanath is a school teacher and mother a housewife.

As a child, Sandhya struggled to stand as her medical condition made the experience extremely painful. Her parents in spite of having limited means tried everything to treat her problem and make her walk but were not successful.

Sandhya's parents read about the medical camps being held at Nanded for epilepsy, neurological disorders and other multiple disabilities by Jai Vakeel Foundation and B J Wadia Hospital of Mumbai and registered her for the same.

The camps provided her with various interventions and also recommended surgical intervention for her knees. She received funding for the same through Dr. Anaita Udwardia Hegde by Ekam Foundation and both her knees were operated on in February 2016 at Wadia Hospital in Mumbai.

Sandhya has received post-surgery implants and therapy at R R Malpani School and has shown remarkable improvement. She has since moved from being in a wheelchair to today being well on her way to be independent and being able to walk using a walker. Sandhya is preparing for her third year B. A. exams from Maharashtra Open University. Walking independently was a far-fetched dream years ago. Being happy and having a future was a far-fetched dream. Today all these dreams are her reality.

5. GOVERNMENT PARTNERSHIPS

In order to carry out the activities of the National Trust at the state level and for the coordination/liaison with state governments, reputed NGOs in every state capital are appointed as a State Nodal Agency Center (SNAC) for a term of 3 years. To fulfill the objectives of the National Trust, Jai Vakeel Foundation as SNAC has been ceaselessly working and liaising with the government departments, officials, and non-government officials. It has actively worked as SNAC from 2004 to 2011 and enthusiastically took up the role once again, from 2017 to December 2020.

1. A total of 16,185 families have been guided on Niramaya health insurance scheme from 2017-20 in the state of Maharashtra. Of these, 3160 PwIDDs have availed of the Niramaya Health Insurance scheme.
2. State Nodal Agency Center (SNAC), Jai Vakeel Foundation, has provided guidance to 2289 parents on schemes/programmes related to National Trust and government.
3. All 35 Registered Organizations (ROs) were guided with respect to implementation of schemes offered by the National Trust. Of these, 21 ROs are availing the schemes of Niramaya, Gharaunda, Vikaas, Samarth, Disha, and Badhte Kadam. Also, 18 districts function as LLC NGO members. with state governments, reputed NGOs in every state capital are appointed as a State Nodal Agency Center (SNAC).



EDUCATION

We provide special education programmes to address each individual's unique needs. The aim is to enhance their capabilities through a holistic curriculum as well as empower them to be independent in their daily life. Over the past 2 years, we have extended our curriculum and methodology to students beyond Jai Vakeel through Project Disha - our partnership with the Government of Maharashtra.

- 1 SCHOOLS FOR CHILDREN WITH INTELLECTUAL & DEVELOPMENTAL DISABILITIES
- 2 AUTISM CENTRE
- 3 PARTNERSHIP WITH GOVERNMENT - PROJECT DISHA

1. SCHOOLS FOR CHILDREN WITH INTELLECTUAL & DEVELOPMENTAL DISABILITIES

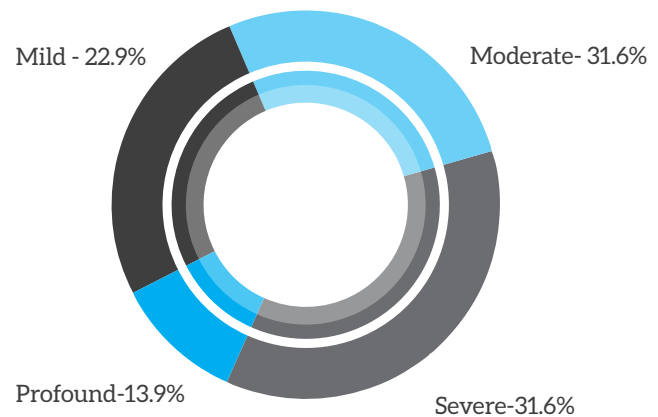
At Jai Vakeel Schools and in our Autism Centre, we are one of the few organisations where **no child with a diagnosed IDD will be turned away**. We accept and welcome students whose disabilities can lie anywhere on the spectrum and commit to working with them and their families towards making their lives more meaningful and enriching. **As a result, 45% of our students lie at the severe to profound end of the spectrum**, a considerably higher number than that of other organisations in this space.

AT JAI VAKEEL SCHOOL WE ARE PROUD TO HAVE

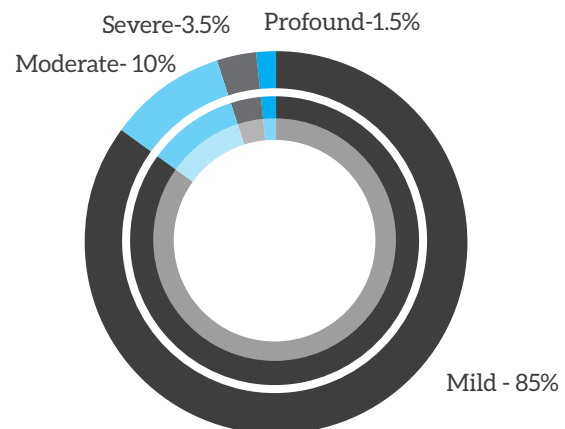
- Zero reject policy
- Students from across the spectrum of IDD
- Average Teacher student ratio 1: 7
- We have a team strength of 66 special teachers and 117 staff members.

Nursery	3 to 6 years
Primary	6 to 10 years
Learning Readiness	6- 18 years
Secondary	10 to 14 years
Pre Vocational	14 to 18 years

DEGREE OF IDD OF STUDENTS ACROSS ALL 3 JAI VAKEEL SCHOOLS



DEGREE OF IDD IN INDIA



Kalgotra et al. Intellectual Disability in India: An overview. J Disability Study 2017

Developing a Child-Centric Curriculum

Driven by our belief that each child is unique - they learn at different paces and have different styles but they all, without a doubt have the capability to learn - Jai Vakeel Foundation has developed a uniform curriculum that caters to children across the disability spectrum, from mild to profound. It is multi-sensory and integrates academics,

pre-vocational training, functional skills and therapies into a single outcome driven framework. The aim of our curriculum is to promote learning in a manner that is relevant, meaningful and enjoyable whilst bearing in mind the uniqueness of each child's pedagogical requirements. The curriculum is first-of-its-kind in India and is certified by the National Institute for Empowerment of Persons with Intellectual Disability (NIEPED). It comprises teacher manuals and student workbooks and assessment checklist which helps teachers set goals and assess the students against these goals.

Jai Vakeel has developed a multi-level curriculum for students across nursery, primary, secondary and pre-vocational. Each age group has two streams - **Academic and Functional**. The Academic curriculum is designed to develop cognitive, self-help and social skills in students. It has been developed for four subjects, Language, Math, EVS and Functional and is up to Level 3. The Functional curriculum focuses on independent living skills and vocational skills, emphasizing communication and social skills. Students who are severe and profound on the disability spectrum are prime candidates for such a curriculum.

We currently have 99 manuals and workbooks to assist us in working with the students

The rollout of the curriculum comprises:

1. **Teacher guide: Guided teaching instructions**
2. **Student workbook: Worksheets for each lesson plan**
3. **Assessment plan: Monitor IEP goals for each child**
4. **Assessment: Baseline and Midline assessment**
5. **Toolbox: Teaching Learning materials**
6. **Templates: Annual report cards**

Co-curriculars are essential to learning, and even more so for children with IDD. Fifty percent of our curriculum incorporates co-curricular activities like music, story telling, sports and games, conversational English, yoga, art, digital literacy and animal therapy. These activities help our students develop their motor skills, coordination, confidence, patience, social skills and increase their happiness quotient!

“Working at Jai Vakeel has been a very different and wonderful experience for us. In the beginning it was very challenging for us to engage the kids or even get the smallest response from them but as time passed, they became familiar with us. There has been a lot of support from parents and teachers, they always give their full participation in all our activities. If a child has a big smile on his face while we are teaching a song, then we feel like we achieved something big.”

**- SONALI SUBHASH HADKAR,
THE SOUND SPACE**

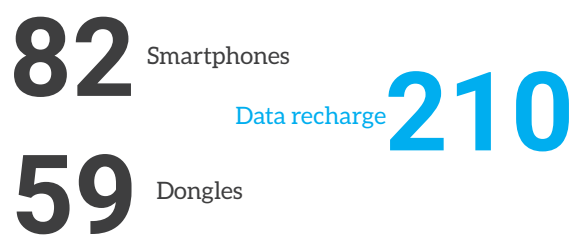
Project ACE

Project ACE (Assisting Children Electronically) was Jai Vakeel's answer to teaching through the pandemic, designed to ensure that our students had the means and desire to sit through online classes along with a parent and continue on their learning journey.

The pandemic and the consequent protocols were tough for our students to understand. They faced sensory issues with compliance and the abstractness of it caused a lot of anxiety. Added to this was the disruption of their schedule and not being able to come to school. Project ACE was hence designed to bring about a sense of normalcy and to replicate the model of a regular school day, albeit for a fewer number of hours.

For our children, who were already battling with so many changes and trying to make sense of a world that had changed overnight, we tried to bring in some stability, by using familiarity and continuity. Therefore we did not implement any transfers during the year. Further, because our students work best with hands-on physical and multi sensory learning - we made their parents our partners and in due course they have become co-trainers in the truest sense. The online curriculum features a variety of group and individual classes, depending on the severity of the IDD for the students, and comprises virtual classes as well as blended learning. Our teachers brainstormed and researched to come up with novel ways to make the

most of our students' home environment and incorporate aspects of this into their learning. From writing in atta or sand, to using everyday home implements to improve their motor skills, Jai Vakeel students are facing the new normal with much gusto! What's more, taking the classroom to each student's home has helped to more effectively deliver customised and one-to-one learning. To help them remain on track, students also receive offline support through the digital content library, homework, and weekly calls and messages.



“Lisa has got an opportunity to learn new technology. As a parent we got to know and experience how teachers put in hard work to teach academic and co curricular activities in various methods.”

- Mrs.Pranali Shinde, Parent of Secondary A3 class

THREE PILLARS OF SUCCESS

MAINTAIN FAMILIARITY

- The students will remain in the same class as last year.
- The teacher will stay the same.
- Want to maintain familiarity and continuity for the child.

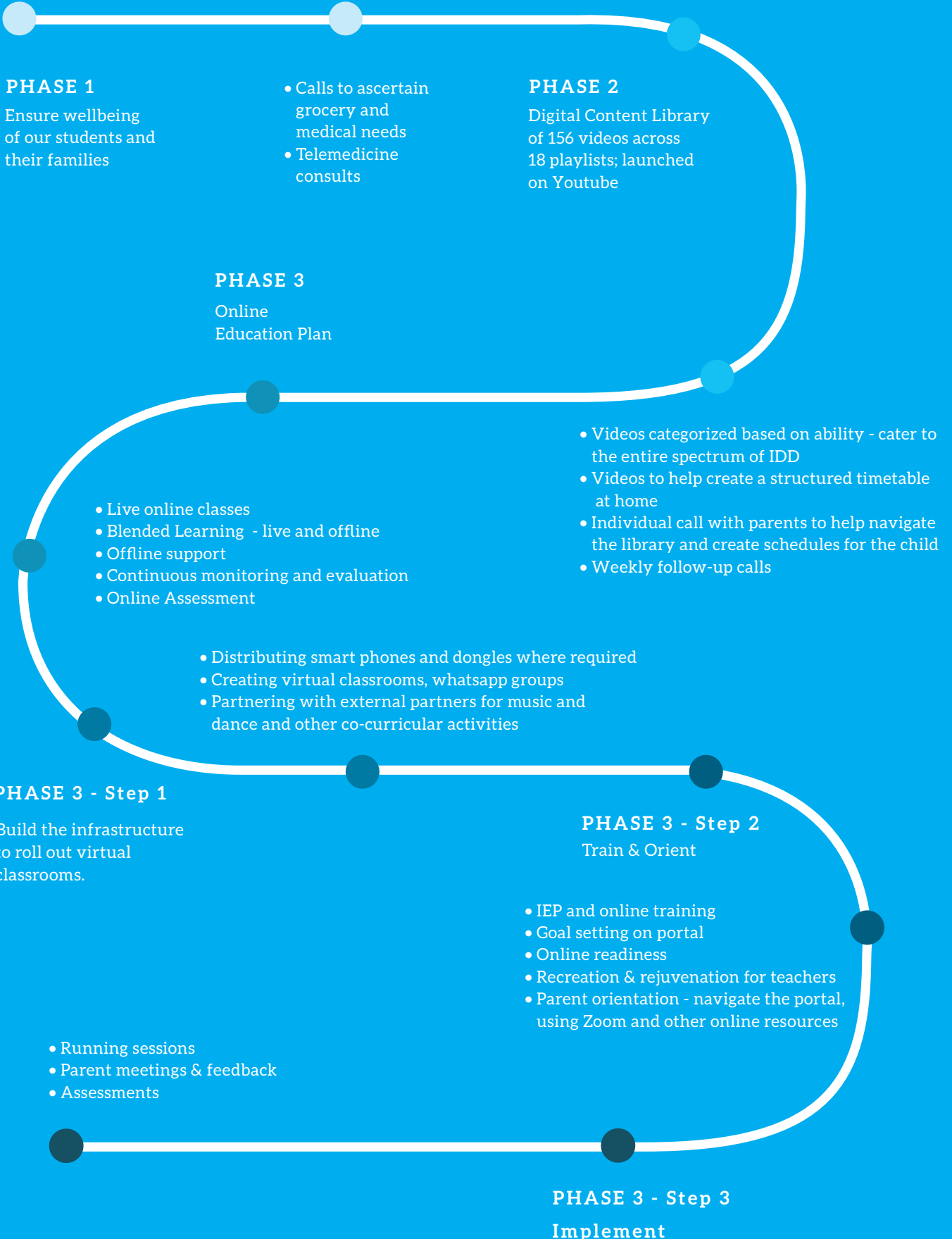
FOCUS ON REINFORCING

- Focus should be on revised learned content.
- Ensure that there are no learning lags or regression.
- Introduction of new topics to be done at a later stage.

PARENTS AS PARTNERS

- Involving parents in the online learning process.
- Understanding their realities and adapting.
- Setting shared expctations.

ACE WAS A 3-PHASE ROLLOUT OF A VIRTUAL CLASSROOM



Attending online school against the odds

♥ Nothing can stop our children from attending school even though several of them have moved to their villages and hometowns during the pandemic. We are delighted that 28 of them log in from various parts of India to be a part of Jai Vakeel!

♥ Stanver Barboza lives with his visually-impaired uncle and aunt and 70-year old grandmother. Each day, his uncle goes to the neighbour's home, who helps him log in to class and then he returns home with the phone so that Stanver can join class with his grandmother! His attendance? 100%.

♥ 13-year old Anjali and her older brother have lived with their grandmother through the pandemic. Separated from their parents, her older brother, Rohan, who also has IDD has taken on the responsibility and manages Anjali's online schooling along with his own.

♥ Poor network couldn't hinder Sanj Palyekar's attendance! Having moved to Sindudurga during the lockdown and facing major connectivity issues, the family's prayers for a steady network were answered in a temple 10 kms away. Now everyday Sanj and his new found co-trainer, his grandfather, travel on their two wheeler to this new location and attend school.

♥ Rohit Yadav is the envy of his friends in his village in Uttar Pradesh! None of their schools have online classes during the lockdown, so they all try to attend Rohit's class whenever they can. Rohit has a 100% attendance in the last three months.

"After receiving mobile devices provided by the Foundation, Faimida and Shravani joined a virtual classroom for the first time. I can't begin to describe the expression on their faces."

- Manasi Mulam,
Prevocational Teacher, JVS

The Jai Vakeel School has 3 branches

- 1) Jai Vakeel School For Children In Need Of Special Care, Mumbai
350 Students
- 2) Jai Vakeel School For Children In Need Of Special Care, Talegaon, Pune District
45 Students
- 3) Rusi Irani Centre For Persons In Need Of Special Care, Deolali, Nashik District
31 Students

1. Jai Vakeel School, Mumbai

The Jai Vakeel School in Mumbai is our first and largest school. Spread over a 2 acre campus, the school has been at the forefront of working with the intellectually and developmentally disabled in Mumbai for 76 years.

The Jai Vakeel school in Mumbai has 350 students across its 5 sections.

184 of our students have had 100% attendance through the year, testimony to the fact that our parents and children really valued the online education program.

Sports Day

The year would not be complete without our much-awaited sports day! This year, Jai Vakeel's Virtual Sports Day was based on the buddy concept and students had to engage in a sporting activity at home, with a buddy - parent, sibling, neighbour - who

did the activity with them. This sports day brought the entire family together and was an event that they all enjoyed. A big thank you to the team at Umoya Sports, which works towards providing holistic development to people with disabilities by equipping them with skills to lead an enriching life through 'Joy of Sports', and building an 'Inclusive Sports Culture' in schools.



Graduation Day

Every academic year, when students turn 18, they move from the school section to the Skill Development Centre. This marks a huge shift in the way we work with them and our expectations of them. To celebrate their learnings from their many years in school and to wish them luck for the next phase of their lives, we at JVF hosted a graduation day for all 57 students moving to VTC. Although the ceremony was online the pride in the eyes of the parents and teacher was palpable. A beautifully compiled video made everyone a little more sentimental as we reminisced & saw glimpses of their time gone by.

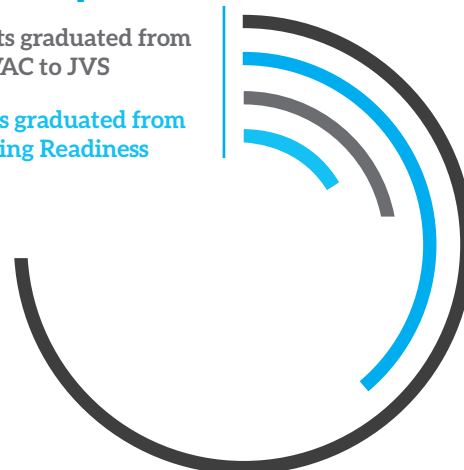
The event was made even more special by our two guest speakers, Pranay and Himanshu. Himanshu who is a Jai Vakeel alum and was one of our 29 children to be placed in a job spoke very eloquently about his journey through the years and his achievements so far. Pranay who has Down Syndrome spoke about his career growth in the hotel industry where he has been working for 13 years. He

fielded many questions articulately and with clarity. Watching him inspired our parents and students that with hard work and focus anything is possible.

At the end, infectious smiles lit up everyone's face as parents' proudly placed hand-made graduation caps on their children's heads. The Class of 2021 is a perfect testament to our mission of empowering our students to become more independent. There is yet a long way to go but they are definitely one step closer to taking on the world!

Our chief guest for the virtual graduation ceremony was Mr P S Burde from Parivaar Foundation, along with his 33 year old son Pranay, who has Down Syndrome. Mr. Burde is a committed activist in the field of disability, who has also received the President's Award in the past. On this occasion he addressed the students and parents on rehabilitation of students above 18 years. Over the past 25 years, Parivaar – National Confederation of Parents Organizations has become an icon of strength for the parents and persons with IDD. The primary objective of Parivaar is to empower and secure rights and appropriate schemes for the persons with IDD i.e. autism, cerebral palsy, intellectual disability and multiple disabilities.

- 57 students graduated from JVS to VTC**
- 16 students graduated from JVS to Respite**
- 12 students graduated from JVAC to JVS**
- 3 students graduated from Learning Readiness**



“For over 75 years Jai Vakeel Foundation and Research Centre has worked to rehabilitate one of the most marginalized and neglected sections of the society; i.e. persons with intellectual and developmental disabilities and empowered them to be a part of mainstream society and lead life with dignity. The teachers and staff of the institution are well trained, selfless and have deep commitment towards their work. I am proud to be associated with such an esteemed organization.”

- Mr. P S Burde,
VP, Parivaar Foundation

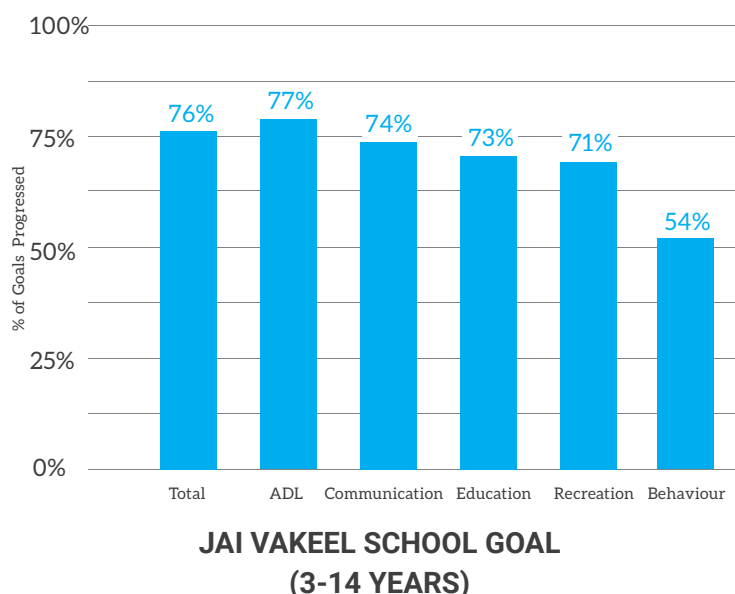
NIOS exams

Jai Vakeel is an accredited centre for the NIOS exams. Six students this year gave the exam, for which the teacher couriered a sealed examination paper to the houses of the students. The students gave the examination with the teacher watching on zoom, and the answer sheets were photographed and sent to the teacher once completed.

Assessments

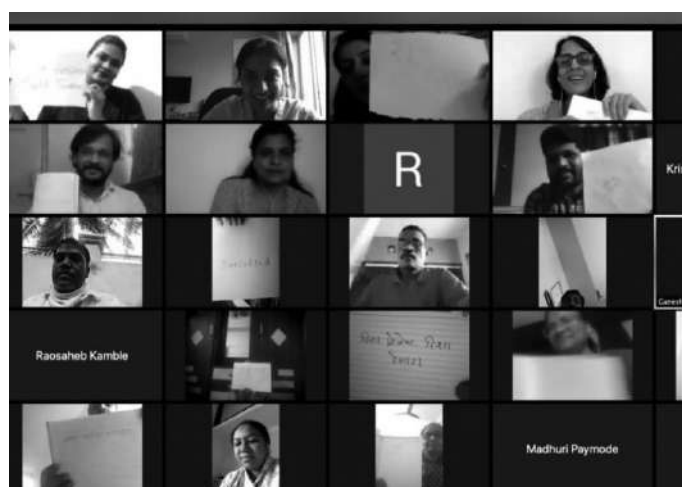
This year, our students' learning has taken place with their parents being co-teachers. Hence, this year we assessed our students across both school goals and home goals. While school goals take into account the observations made by their teachers during classes as well as their performance in tests, home

goals are parent-led and based on observations of their home life. As the year progressed and families became more comfortable with the blending learning model we saw considerable improvements across functional and academic goals.



Teacher engagement

To express our gratitude to our teachers who have worked very hard through the pandemic, we hosted a series of fun sessions in which they played games, shared anecdotes and discussed their hopes and dreams! Different themes were created for different groups and each of these helped them to connect at a personal level, have fun, get to know each other better and end the academic year on a happy note!





Nothing can lock her spirit down!

Vaishnavi Ravindra Waghmare is a little bundle of energy. Just six years old, she joined Jai Vakeel in 2018 in our newest academic class – the Nursery Section. Diagnosed with Down Syndrome with a developmental delay, Vaishnavi defies her medical condition with her enthusiasm and spirit.

Before coming to Jai Vakeel, Vaishnavi was a restless, fidgety and stubborn child. She could not communicate her needs and hence was prone to tantrums, crying and throwing things. Moreover, Vaishnavi is innately a social child and she craved friends as well.

Through Behavioural Modification Therapy she has become less hyperactive and more focused. She is able to concentrate on her Activities of Daily Living (ADL) to achieve personal goals of independence. It has also helped her in her Occupational Therapy sessions to sit for longer durations in order to better hone her fine motor skills. She is now more polite, patient and understanding towards others.

The pandemic exacerbated the difficult situation for many of our students who come from economically difficult backgrounds. During the pandemic, Neeta

Maura, her teacher, discovered that Vaishnavi was in her village in Badlapur living in a one room home with her parents and nine family members. Her father had lost his job as a food server since the lockdown and the family's meagre savings were fast dwindling. Jai Vakeel provided them with rations three times through the lockdown.

Vaishnavi's family owned a very basic phone. Upon starting classes we realised that the family's phone did not support AV calls, but the family was determined that Vaishnavi does not experience any learning lags, and they used one phone to join the video call and another on which they listened to audio. However, this was not sustainable or effective and we decided to provide the family with a smartphone. Vaishnavi has since been attending classes daily, accompanied by either her father or mother.

Her teacher attributes Vaishnavi's success in class to her parent's enthusiasm. Her teacher has found ways to support and collaborate with her mother who has suddenly found herself thrust into the role of a co-teacher, more so as she imitates her mother instead of watching her teacher on the phone.

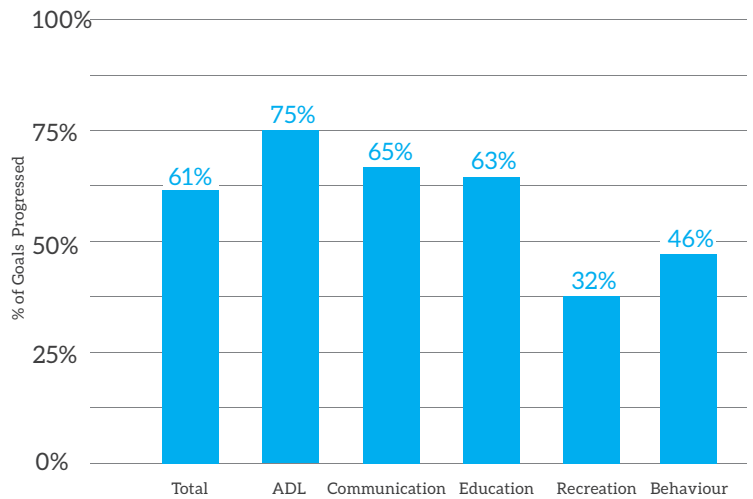
Vaishnavi has also been receiving regular occupational therapy sessions at school to help with mastering skills for independence. Dilip Prabhulkar, Vaishnavi's occupational therapist, takes online sessions with her once a week. Initially her father was concerned about how they would replicate therapeutic materials at home, but along with the therapists, they came up with ideas of how to use objects and materials that are easily available at home, in therapy.

The family moved back home once the lockdown lifted and are currently residing there. Each day we see Vaishnavi along with her mother, dressed in her school uniform ready to begin her school day. Her face lights up when she sees her Neetu teacher and friends online. To see her smile is like sunshine on a rainy day! It fills the room.

2. Jai Vakeel School, Talegaon

Our Talegaon branch was started in 1998 with 10 children, and has grown to serve 44 students.

On June 18, 2020 the Jai Vakeel School in Talegaon had its first online meeting with parents, which boasted 95% attendance! The parents were excited that school would begin online and have proven to be irreplaceable partners through the pandemic. Virtually, we have been able to provide students education, therapy sessions and entertainment, and also celebrate festivals like Ganesh Utsav, Christmas etc. Our students also participated in online competitions like Yoga, Drawing and Fancy Dress. We celebrated our 23rd Annual Day on 21st January 2021 and held Sports Day on 10 March 2021 virtually, with our students and their families enthusiastically participating in the online activities!



TALEGAON - PROGRESS ON GOALS

85%
student attendance

36
therapist sessions

62%
of goals showed progress

Annual Day

It was a well deserved celebration as our Jai Vakeel School in Talegaon celebrated their 23rd anniversary. In these years, they have come so far and we could not be prouder. The Jai Vakeel family in Talegaon celebrated this day by putting up a virtual show with videos of our talented children dancing and singing, and all our students and their parents joining in for the fun!



If everything around you looks dark, look again - you may be the light: Rumi

In April 2021, the father of one of our students, Mr Vijay Singh, tested positive for Covid 19. He had a past history of angioplasty. He was admitted into Talegaon's general hospital as his condition deteriorated and he needed ventilator support.

Our team was with the family every step of the way, speaking with the doctor, helping with medicines and funds and providing emotional support.

The family is very poor and as they hail from Gorakhpur, Uttar Pradesh they had no relatives to support them locally. The father was a daily wage labourer, with no permanent source of income and due to the pandemic was struggling to eke out a living. He made ends meet by selling samosas which were made by his wife.

To raise money for his treatment, we reached out to our volunteer team and were exhilarated when 6 of them committed to helping in less than 5 minutes! Unfortunately 12 days later, Vijay succumbed to the disease, leaving behind 2 children, the younger one of whom, Achal, is our student.

We have decided to continue extending financial support to the family for a year and are helping both her elder sister and mother acquire new skills in order to make them financially self reliant.

3. Rusi Irani Centre, Deolali

Our Rusi Irani Centre was started in January 2001 to cater to the intellectually and developmentally disabled in Nashik District and today caters to the needs of 31 students with IDD. Apart from cognitive skills such as functional academics, number identification, the students here also focus on motor skills, activities of daily living, social and communication skills.

73%
attendance

849
occupational therapy sessions

93%
of parents attended meetings

13
children received Teaching Learning Material kits

Disability Week Celebration

On the occasion of International Disability Week, RIC organized virtual sports activities for the students. With the help of their parents, students engaged in a variety of games that could be played at home. We also organized a fancy dress party "Hum Kisi Se Kum Nahin" for students.

Annual Day Celebration

On 29th January 2021, Rusi Irani Centre celebrated its 20th School Annual Day virtually. Each year, this day is celebrated with our students dressing up in

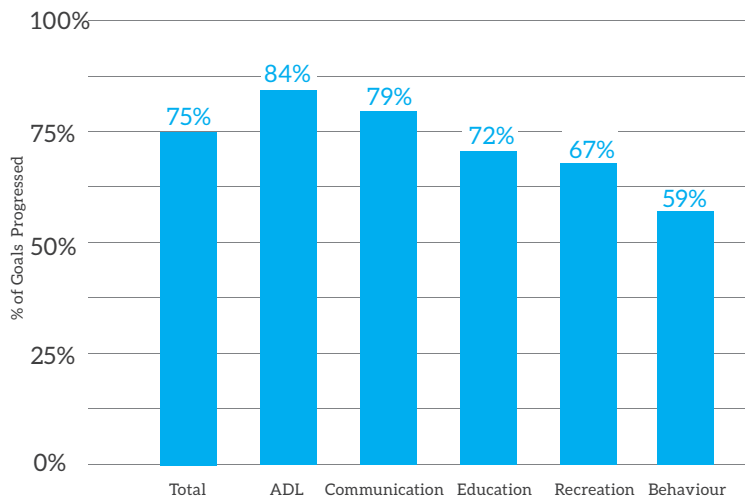
their finest outfits and putting up brilliant performances. With dance, music and joy, the day brings forth many talents of our students and our teachers don't leave any stone unturned in ensuring that the day is a huge success.

This year we celebrated our annual day virtually with much enthusiasm! We invited Mr. Nandkumar Phule, Rtd. General Manager MSHDFC and a Medical social worker to guide our parents. Our school children performed in groups and individually. The heart-warming performances were cherished as our students basked in the limelight and put their best foot forward!



Festival Celebrations

This year we celebrated festivals with our students virtually. On Ganesh Chaturthi, our teachers explained the significance of the festival and also taught the children how to make an eco-friendly Ganpati. During Diwali the students made paper lanterns, and they celebrated Christmas by making Christmas trees!



RIC - PROGRESS ON GOALS

“The teachers and therapists take a lot of pain to teach our children which inspires us to take active participation too. I can see a gradual increase in Rishita’s attention and concentration. Online classes have been very fruitful and we have really been benefited by it. Thank you to the entire RIC Team! ”

-MR. AMARJIT THAKUR,
PARENT OF AUTISM CLASS, RIC

2. AUTISM CENTRE

As per the World Health Organisation (WHO), Autism Spectrum Disorder (ASD) refers to a range of conditions characterised by some degree of impaired social behaviour, communication and language, and a narrow range of interests and activities that are both unique to the individual and carried out repetitively.

Autism places children with special needs in an even higher zone of complexity and learning challenges. With poor attention span, social inhibition, speech impairment, anxiety and mood swings, which are often combined with low IQ, motor challenges and sleep disorders, the children and their families have a lot to cope with.

Our Autism Centre works to -

- IMPROVE SCHOOL READINESS SKILLS
- IMPROVE COMMUNICATION SKILLS
- REDUCE PROBLEM/ CHALLENGING BEHAVIOUR.
- EMPOWER PARENTS THROUGH HANDS ON TRAINING

The Jai Vakeel Autism Centre has 31 students & 6 teachers who assist them with their learning & therapies.

This year, 12 students graduated from the Autism Centre to Jai Vakeel School. More heartening is the fact that the number of years that a child spends in the Autism Centre before graduating to Jai Vakeel School has reduced.

Children with Autism Spectrum Disorder (ASD) often experience changing routines as a major challenge and hence are particularly vulnerable to negative impacts of the COVID-19 pandemic. Another negative outcome is that they lose more opportunities to exercise social skills because of the limitations of social distancing. However, one of the pleasant changes due to the pandemic is that individuals with autism were subject to reduced sensory and social overload and so had better ability to focus.

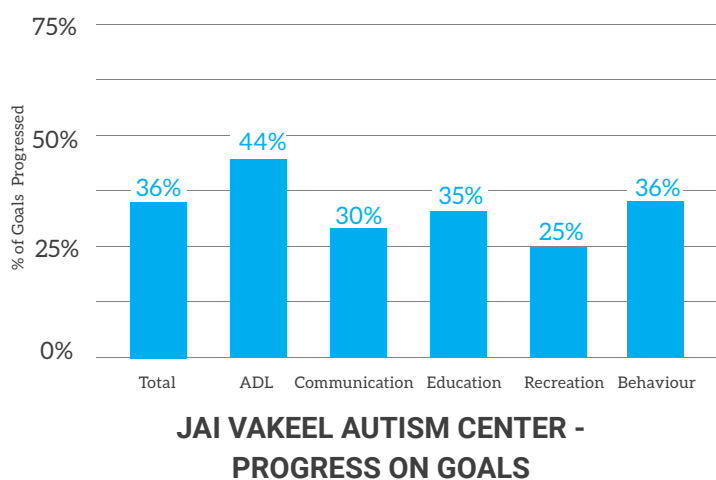
This year, to help our children and their parents adapt to online school, we focused on first training our parents, and then proceeded to work with our children.

Our counsellors guided our parents on how to better look after the needs of their children. We ensured that our children continued receiving therapy (speech, behavioural & occupational) that was crucial for them.

Initially online school was a challenge but gradually, our students learnt not to be too distracted with the mobile and began to sit and enjoy their online classes. We created visual behaviour charts for them, so that we could receive and share feedback on how they were doing on various aspects including ADL. Our children also received music therapy, art & craft and sports along with academic sessions.

“My son, Vighnesh, was in the Autism centre for the past 5 years and has now been promoted to the Learning Readiness section in the school. We have seen a huge improvement in him because we parents, the teachers, and the therapists came together to work with him, with positivity and kindness. Also, every child has a unique quality and IQ level of learning capabilities and should not be compared to other children.”

**- Sanjana Pawar,
Parent of Autism Center**



Harsh finds calm amidst the chaos

Two years ago, he came to Jai Vakeel with...

- Severe autism
- Moderate IDD
- Intense self-stimulatory behaviour
- Severe behaviour issues
- Auditory stimming
- Extreme crying
- Zero sitting compliance
- Non verbal

Today, he is....

- Independent
- Still restless but no longer hyper
- Less anxious
- Able to sit for longer periods
- Started communicating
- Aware of his environment & how to behave

Harsh sits online and attentively participates in the activities that his teacher has prepared for the day. Being at home where he has fewer distractions to contend with has helped 10 year old Harsh focus better. He is slightly restless, but is now more functional and is able to navigate himself in different situations. It is reassuring to see Harsh more in control of himself and his surroundings. He smiles as he is able to participate in his classes with more ease than he has ever felt before. It wasn't always like this.

Harsh came to us two years ago with moderate intellectual disability, autism spectrum disorder and struggled with severe sensory issues and anxiety. What did that mean for Harsh? Chaos. He exhibited constant hand flapping, jumping for long periods of time, running around continuously and severe auditory stimming (continuously making noises). He wouldn't communicate, would cry continuously and was completely in his own world. This was further compounded by strained relations between his parents and the fact that his father didn't support him. Our counsellors worked with the father, helping him resolve issues and gradually Harsh's father became more supportive. Today he is fully involved in working with Harsh.

When school was operational Harsh received a range of different interventions like Animal Assisted Therapy, Digital Literacy, Speech, Occupational and Behaviour Therapy. Each of these have contributed to making Harsh calmer, more receptive and less anxious.

Though he still has a long road ahead of him, today Harsh is better able to manage his disability and just two years from when he came to Jai Vakeel, is ready to be moved from autism to our primary school section!



3. PARTNERSHIP WITH GOVERNMENT -PROJECT DISHA

In January 2019, an MOU was signed between Jai Vakeel Foundation and Department of Social Justice & Special Assistance, Government of Maharashtra. The MoU was undertaken with the intent of 'Building and disseminating a standardised curriculum to schools for children with intellectual & developmental disabilities and providing training for implementation of the curriculum'.

Our goal, through Project Disha, was to build and disseminate a uniform assessment checklist and curriculum to schools for children with IDD and provide teacher training for the implementation of the same across states. Project Disha takes Jai Vakeel's standardised curriculum and extends it to special schools across the states, with the same assessments, training and methodologies that we use at our schools. The Assessment Checklist for IEP (Individualised Education Program) and the Curriculum have been reviewed and certified by NIEPID – National Institute for Empowerment of Persons with Intellectual & Developmental Disability.

"The sessions conducted by the Project Disha team in the elementary field provided incredible knowledge. While we were unfamiliar with online methods, we worked hard to learn a lot. This will go a long way in bringing our children into mainstream society."

-Mandakini Shejwal, Gharkul Trust (Unaided), Santa Cruz (E)

March 2020



07

Districts of Maharashtra

March 2021



36

25

Special IDD Schools

348

55

Special Educators Trained

1960+

450

Children Reached

13000+

Consulting firm, Genpact, selected Jai Vakeel to conduct a unique year-long social transformation program through its Genpact Social Impact Fellowship (GSIF). The focus of their program was Project DISHA and we were able to leverage GSIF's process excellence expertise to design a robust M&E system that is easy to use, replicable and scalable to track implementation and effectiveness of Project DISHA in special schools. It is a step towards strengthening the ecosystem by creating common, uniform frameworks and ensuring shared responsibility special schools working with PwIDDs.

From long brainstorming sessions over zoom calls to using multiple frameworks anchored on lean six sigma and design thinking methodologies we were able to co-create efficient and sustainable solutions.

The end to end M&E framework developed will be used to:

- Measure our reach in terms of geographical & demographic spread
- Monitor the adoption & implementation of Project DISHA across the special schools on various set parameters
- Capture feedback from principals, teachers and parents on the effectiveness of the programme
- Understand ground realities in a systematic manner
- Automate data processing templates & dashboards

“Thank you very much for giving GSIF the opportunity to collaborate with the Jai Vakeel Foundation and experience the magic being created for special children. It is admirable to witness the efforts and dedication that goes into training special educators across the state and equipping them with a curriculum for thousands of students with Intellectual Disability.”

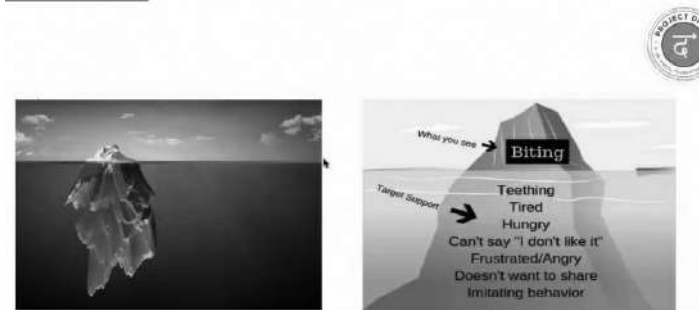
-Sachin Anand, Senior Consultant & Six Sigma Master Black Belt - GSIF

The training for the year was conducted online with school teachers and headmasters, focusing on the topics like, घरी शिक्षा, प्रगती करा (Learn at home, make progress) program, capacity building of the teachers on effective teaching pedagogy, understanding and

managing difficult behaviours in the classroom as well as effective classroom management techniques. Though the physical visits had restrictions, the Disha team ensured continuous online support for each and every school. An online platform www.projectdisha.org has also been created for teachers to conduct online assessments and monitor the progress of the students.

“There was a great need to reach a consensus on the curriculum across the districts of the state. I am thankful that the Disha team is making this effort. I think this system, which uses standardised curriculum and new technology will definitely be of great use to future special schools, students, and teachers.”

- Ravindra Joshi, Principal, Bramhadatta Vidyalaya, Nigdi, Pune (Aided)



Teacher Feedback

At the end of the academic year 2020-21, a feedback form was administered to 200 teachers across the State

88% Teachers said the program meets every student's requirement across functional/ academics domains

98% Teachers said the IEP assessment checklist is easy to execute

89% Teachers shared Disha workbooks with students

Parent feedback

At the end of the academic year 2020-21, a telephonic survey was conducted with a sample set of 30 parents to check their awareness about their child's progress and Project Disha

97% Parents were aware about Project Disha and its purpose

87% Parents confirmed the use of the Disha Workbook at home/school

80% Parents felt that their child has shown an improvement in their goals





SKILL DEVELOPMENT

We strive to maximize the potential of each student by identifying and building on skills within them that will help them lead more independent lives and become contributing members of society.

This year, the Skill Development Centre also tailored its approach to rise to the challenges thrown up by the pandemic. After ensuring the well-being of our students, we moved on to the challenge of ensuring that their education and development did not falter. Our digital content library was launched, and complemented with online classes which were rolled out to students in Vocational Training, Sheltered Workshops and Respite Care.

- 1 VOCATIONAL TRAINING CENTRE (VTC)
- 2 STUDENT CAREER COUNSELLING
- 3 SHELTERED WORKSHOP (SW)
- 4 RESPITE CARE

1. VOCATIONAL TRAINING CENTRE

The Vocational Training Centre (VTC) was started in 1948 to encourage young adults between the ages of 18 and 21 to become self-reliant. Historically that has meant working in our sheltered workshops. However, work gives all individuals, even those with IDD, a sense of purpose and self-worth and it helps them connect socially & gives them the opportunity to members of their community. With the intent of making our students more 'employable' and mainstreaming them into society, we revamped and created a new structure for VTC to serve as a bridge between Pre-vocational & Sheltered workshop/ placements.

We revamped our Vocational Training program to a 3-year program with a clear focus on 2 main outcomes:

- **Develop & enhance employability skills**
- **Place a greater number of students in open placements at the end of the 3-year program**

January 2020 marked the launch of a pilot program with a select group of our students. However, before we could analyze and review it, the entire world was it by the pandemic, putting our efforts on hold.

In consultation with Mr. Sandeep Bhandarkar, our advisor for strategy and Dr. Anaita Hegde, our medical director, we developed an online curriculum. They helped us create a road map that would help us understand the emotional and behavioural aspects of the students during the online class, so that we could address those as part of the curriculum.

“Prashant feels like his school is equal to a mainstream school. He feels he is no different to his nephews as he too is busy in the day attending class and is engaged in activities.”- Mrs Suri, Parent

“It is commendable that JVF invests all their resources in giving equal opportunities to IDD students so that they can be included in the ecosystem. It also capitalizes the potential of their students to get optimum learning outcomes.”

- FARZANA BADAMI, HEAD OF VTC

We began by conducting teacher training workshops. The administrative team and staff were provided devices and data plans. Workshops were conducted on online decorum, tech handling and counselling parents to handle their ward. MIS systems were created to monitor the attendance & progress of individual students. JVRC was involved to address the behaviour issue of students.

We launched our revamped, virtual VTC program in June 2020 covering topics such as personality development, life skills, housekeeping & culinary skills, functional maths & others which would better equip our students to be better placed in open placements.

In order to measure the progress of our students and performance of individual students and plan further steps for the improvement of teaching and learning

we conducted summative assessments, using standardised tests. We also had parents assess their own children and used the data to further deepen our understanding of our students' levels.

2. STUDENT CAREER COUNSELING

After completing 3 years of vocational training, the students are assessed, and based on their aptitude and ability they are provided with further guidance, training and counselling for the following:

- **Open Employment**
- **Self-employment**
- **Sheltered Employment**

To become contributing members of their family is a huge step for our students. It gives them purpose, builds self-esteem and further integrates them in society.

The placement team at JVF was formed in 2014 with the goal of gainfully integrating students of Jai Vakeel who have the potential to work in the mainstream, and each year we are able to guide several of our students towards this. The placement program is designed to equip our students in pre-vocational training and skill building that encompasses all aspects including work personality development.

Till date, the placement team has placed 29 students at various organizations.

At the beginning of the pandemic, we got in touch with all 29 of our students who had been placed in open employment since 2016 as we knew that they might be adversely affected.

We found that only 3 students continue to be employed. In addition, 4 students continue as interns with Sujaya Foundation.

Hiring Akshay has not only helped him, it has also helped us. It started off with us helping him but over time we find, we have helped ourselves.”

- JEHANGIR SURTI, MANAGING DIRECTOR, PRODON PRINTERS

It has been our endeavour to find ways to support and collaborate with all our Jai Vakeel families - even those of students who are now employed elsewhere - as much as possible, be it providing groceries, medicines, doctor consultations, therapy sessions, data plans, giving devices, vaccinating them etc. Once the essentials were taken care of, our utmost priority was to get our students to join online classes so as to gainfully engage them. Despite our efforts, of those who have lost their jobs, only 5 students are regularly attending online classes.

We also focused on building capacity and internal know-how. We interviewed market players to understand what organisations were looking for in their employees and incorporated this into our curriculum. We also try to organise internships for our students to better prepare them for open placements.

All families except one are very keen that their wards find employment again after things return to normalcy as they feel that they will not settle into a Sheltered Workshop scenario and it will affect their quality of life.

No doubt, it's difficult to employ those with IDD....

- Traditionally, people with disabilities face persistently lower rates of employment and earn significantly lower wages compared to their peers without disabilities. The COVID-19 pandemic has disproportionately affected many who have historically faced significant barriers to employment, including people with disabilities, compounding the economic hardships they faced before the pandemic.
- The pandemic financially decimated many employers, further limiting their ability to accommodate workers with disabilities.
- Majority of our students are employed by facility management companies contracted by the retail and hospitality sectors, as unskilled labour. Even before the pandemic there was a lot of cost cutting and reduction in their workforce. Presently, since most hotels, clubs, offices who use the services of facility management companies are barely operating themselves, they are looking for a much leaner and seemingly efficient workforce.
- Our students are more likely to be laid off as they do not have specific skill sets, have not put in many years of service and need greater support and time to settle. They also need hand holding and constant counselling to sustain their jobs.
- Some employers have been hesitant to hire people with disabilities during the pandemic out of fear that accommodating their needs would be expensive and they were subject to greater health risks and challenges.
- Many families are not comfortable if their ward is required to live at their workplace for a certain period (during the pandemic)

....but the results can be very rewarding!

Sunil Dhakne Finds a Home

It takes a village...

It was late evening on 16th May, 2020 when the phone rang. It was 22-year old Sunil Dhakne, one of our students, an orphan whom we had lost touch with since 2017. We had placed Sunil at Sujaya Foundation as a data entry intern. However, he wanted to work as a paid employee and so we placed him at a printing press and helped get him into Umang, a residential facility, where he seemed happy under his guardian, Mr Gautam Tambe.

He called in distress, telling us that he had lost his job, had no money and no place to stay. He needed our help and so the Jai Vakeel machinery got to work. The leadership, placement and social work team began to ideate and come up with solutions. The social work and admin team made calls to numerous residential homes but due to the pandemic they were reluctant to accept him.

02.06.2020: Our head of Education managed to find him a place in a temporary residential facility

08.06.2020: We started counselling for him by our in-house counsellor.

16.06.2020: Our CEO managed to find him accommodation at the YMCA.

20. 8. 2020: He tested positive for Covid and was moved to NSCI Dome (quarantine Centre). We provided him with a mobile so that he could be in constant contact with us.

04.09.2020: Doctors said he was asymptomatic and was going to be discharged. We asked for an extension as we were still trying to find him a home.

06.09.2020: Sunil took another Covid test. The report showed positive. Our in-house doctor spoke with the doctors there and we decided to keep him there for a while longer.

16.09.2020: Sunil's test for COVID was negative.

17.09.2020: Our caregiver drove him to Nirdhar Pratishthan, a residential home which was organised with the help of one of our board members.

10.11. 2020: He had some adjustment issues at the residential home.

30. 11. 2020: He was moved to Arvind Saurabh which is located on the outskirts of Pune and is run by Umed Parivaar where he is engaged in a skill workshop run by the organisation.

Change for us at Jai Vakeel means one child at a time. It means our entire team working hand in hand to ensure that every student is no longer defined by their disabilities but is able to find their best life today and beyond.

3. SHELTERED WORKSHOP

During the pandemic, one of the main objectives for us was to practice & maintain the skills used in the sheltered workshop by using resources available at home.

At our sheltered workshop, we have 137 students who are gainfully occupied between 8 vocations. Here, they make products using the skills they have learned, creating gifting and decorative items, and home essentials. They feel a sense of self-pride being earning members of the community, and continue to be a part of the Sheltered Workshop till the age of 50.

The Jai Vakeel workshop is one of the largest sheltered workshops of its kind with over 200 different types of products being made by our students. This year, to enable them to continue with their livelihoods during the pandemic, we sent out 160 kits to 78 students which were used to continue producing diyas, torans & tailored products like bags.

The students and faculty also constantly endeavour to tweak the products to suit the emerging tastes and demands of our customers and they have created an array of beautiful, trendy products which have been sold through our on-site store, online pop-ups held by some of our patrons, and other

online exhibitions. Orders were taken through google forms and payments were made by Razorpay. We also created personalized hampers which have become very popular at the time of festivals and special occasions like weddings and birth announcements. Every sale supports our students to receive a stipend that enables them to live a life of dignity.

“When our daughter Rumi was born, we were keen on sharing our joy with our wellwishers and friends in a meaningful way. We were delighted to discover The Jai Vakeel Foundation and the wonderful work being done by them. We gifted our family and friends beautiful floral shaped scented candles from the Jai Vakeel catalogue, representing the light Rumi brought into our lives. We received a lot of appreciation for the craftsmanship, quality and the lovely thought behind supporting this NGO. We thank the team at Jai Vakeel for going above and beyond to fulfil this order despite Covid restrictions and short timelines.”

- Aishwarya Ramakrishnan, Customer

OUR COLLABORATIONS

Mitti Cafe

This Diwali we felt now more than ever the need to be a catalyst of change. It was with this intention that we collaborated with the award winning Mitti Cafe and the dynamic Alina Alam to further our message of inclusion.

Mitti Cafe is a non-profit organisation; a chain of cafes that is completely managed by specially abled adults and focuses on economic independence and dignity for all. They have 13 cafes within corporates like Wipro, Infosys, Accenture amongst others through which they have served over 5 million meals in the last 3 years. Alina has been featured in the Forbes List of 30 under 30.

During CoVID their specially abled employees have cooked and served over a million meals to daily wage earners and the homeless.

This year, Jai Vakeel included their delicious products as part of our Jai Vakeel's gift order and hampers, extending our offerings to include lavashes, dips, energy bars and other healthy treats!



Dharavi Women

Job loss has been a far-reaching fallout of the pandemic. To reduce the impact to at least a few women we decided to collaborate with 5 women from Dharavi who had lost their jobs to paint some of our diyas, thereby giving them work and wages during these difficult times.

“I have been purchasing Jai Vakeel products from exhibitions in South Mumbai for many years. Their products are aesthetic, useful and well priced. Even in the pandemic, I was amazed at how the teachers were training the special young adults online with so much patience and dedication in order to roll out a wide range of products so that their loyal customers were not disappointed. A big shout out for the whole team for their brilliant planning, creative work and dedication.”

- Manisha Shah, Customer



"My child has been learning a lot of new things and keeping busy. The objects and projects created through the online classes are adorning our home. He had learnt how to make diya and candle in a coconut shell and I was delighted when the light of the diya and candles shone bright through a power cut in my house and illuminated my daughter's birthday celebration! I was elated to see that my child's hard work had paid off. A big thank you to the teachers and the school for attempting to utilise the childrens' time in the best way possible."

- Mushir Sheikh's Parents



Due to the large number of orders during the festive season, we had a team of 8 teachers, 17 caregivers, 5 staff members and 3 volunteers on campus each day from August to October to pack kits and finish some of the products, as well as to manage sales.

Rs
44 lakh +
in total sales

14,000 +
products sold



Thank you for your support....

Cipla & Rumana Hamied
 AZB & Partners
 HDFC
 BIS School
 Lawrence & Mayo
 Saltscout Online
 Mitti Cafe
 My Healthskape Medicals Pvt Ltd &
 Monish Bhachoo

4. RESPITE CARE

Respite Care has 51 students, 40 of whom have been able to attend online classes.

A large number of our students fall under the ‘severe’ to ‘profound’ grade of IDD. Students in this category who are struggling to perform activities of daily living (ADL), can’t be taught functional academics or be trained in any vocation. For these students, the focus is to train them to manage their ADL to become independent to the extent possible. The program is for students between ages 18 to 25 years where they are engaged in recreational and light physical activities so as to maintain their mental and physical well-being while simultaneously providing some much-needed respite to the family members of these individuals. The aim is to empower family members/guardians to manage their ward at home or get them ready to integrate into a residential center.

We knew that online classes would be difficult as these students had a very low sitting tolerance level. But not doing any classes meant regression of the students’ performance level, obesity, lack of discipline.

In November 2020, we piloted an online structured curriculum for our Respite Care students, focussing

on different domains of personal health & hygiene, activities of daily living, communication & language, support skills, life skills, mobility & hand functional skills and music therapy.

We launched online with 3 clear objectives:

1. Maintain the performance level of individual students and minimize regression
2. Discipline the student and help set a routine
3. Guide the parents on how to handle & rehabilitate the student at home and cater to individual needs.

The first term was entirely focussed on training parents to become co-teachers. We were successful in maintaining the level of students and some students even showed substantial improvement.

50% OF OUR STUDENTS PROGRESSED IN ALL 5 DOMAINS.

20 OF OUR STUDENTS SHOWED IMPROVEMENT IN THE ACTIVITIES DONE WITH THEM.

14 PARENTS REALIZED THE ACTUAL POTENTIAL OF THEIR CHILD.

We have since had multiple meetings with the team to revise and modify the curriculum & assessment designed for the first year of the Respite program.

“Well designed activities with definite objectives have improved my son's attention and perception skills.”

- Anish's father.

Caregiver workshop

Our newly designed Respite Care curriculum demanded a higher involvement of Human Resources for its implementation. In order to strengthen our caregivers' skills we embarked on a series of training and workshops for 12 weeks, to deepen their understanding of the work that they do.

Through these workshops, our caregivers were introduced to the new rigorous curriculum as well as the challenges of various disabilities and how to help students adapt better.

Through a series of activities, games, whole group and break out sessions participants explored, analysed and practised implementation opportunities & action-steps as a community for supporting our students. By tapping into their existing competences & developing new skills that can foster our children's learning, social communication & adaptive behaviour they are getting better at what they do.





SUPPORT SERVICES

We know that every child has unique needs. We may not have all the answers, but we strive to offer our students the services that they need.

1 RESIDENTIAL SERVICE

1. RESIDENTIAL SERVICE

Jai Vakeel's Residential Service was started in 1962 to address the needs of our students who were either abandoned, orphans or whose parents were unable to travel from their homes due to certain constraints. Today, years later, the needs of these students are different. We find that they require more medical and nursing care which is not our core competency. Hence, we took the hard decision of winding down the residential service we offer, in as compassionate a manner as we could - one child at a time. We ensured that we found alternate facilities for each of them, even helping many raise the funds that were required to place them in other homes, as we believed that was the right thing to do.

Currently we have 2 students residing with us. To ensure their safety and care through the pandemic, our amazing residential staff stayed for 1 month on campus, away from their own families, in rotation to take care of our two children. At all times, there were 2 caregivers and 1 nurse to attend to the 2 children, ensuring that they had the same care that they always received.

"THOUGH IT WAS DIFFICULT TO STAY AWAY FROM MY OWN FAMILY FOR LONG STRETCHES OF TIME I DIDN'T MIND DOING SO AS CARING FOR GAURI & NOOR IS MY PRIORITY. I LOVE THEM AS MY OWN AND WAS WILLING TO INCONVENIENCE MYSELF TO ENSURE THEIR SAFETY."

-

VRUSHALI TABIB

CAREGIVER - 14 YEARS

“THE WORK DONE BY THE JAI VAKEEL
FOUNDATION CONTINUES TO BE
EXEMPLARY IN EVERY WAY, AND A ROLE
MODEL FOR EVERY NON-PROFIT IN THE
COUNTRY FOR THEIR FOCUS,
STEADFASTNESS AND SELFLESS DUTY
TOWARDS THE MOST DISADVANTAGED
SECTION OF OUR POPULATION. THE CARE
THEY PROVIDE TOWARDS
INTELLECTUALLY DISADVANTAGED
CHILDREN FROM POOR FAMILIES SERVES
AS A BEACON OF HOPE AND INSPIRATION
FOR EVERY ONE CONNECTED WITH THIS
INCREDIBLE ORGANISATION!”

-

SUSHIR LOHIA

MANAGING DIRECTOR, BARCLAYS BANK



NAME: **SHREYA S. S.**
CLASS: **V**
SECTION: **A**
DATE: **15/08/2023**
PHOTO: 
SIGNATURE: **SHREYA S. S.**
ADDRESS: **123, ABC ST, PUNE, MAHARASHTRA.**



COMMUNITY INTEGRATION PROGRAMME

Learning does not take place only in a classroom. It is equally important for our students to interact with and learn from the community in which they live. We aim to integrate our students into the wider community as well as sensitise the community towards our students. This year, our Community Integration Program took on a different look, adapting itself to the pandemic, but remaining true to its nature of awareness and engagement with the broader society, as well as opportunities for our children to go online, interact and have fun!

“THE SPACE OF INTELLECTUAL DEVELOPMENTAL DISABILITY REMAINS TO BE AN UNDERSERVED CAUSE, WITH A LACK OF UNDERSTANDING AND AWARENESS ABOUT THE NEEDS OF THE PERSONS WITH IDD. TRUE MAGIC IS WHEN WE LEARN HOW TO INCLUDE THEM IN CULTURALLY COMPETENT AND RELEVANT WAYS.”

Archana Chandra, CEO

WEBINARS

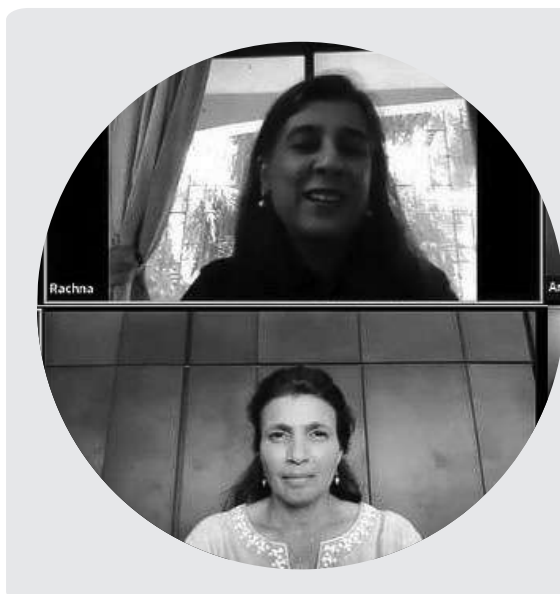
We ran a series of 15 webinars, covering varied topics and with different audiences, through which we reached out to nearly 35,000 people. Topics included technology in education, building inclusive organisations, early detection of IDD, behaviour management and a host of other topics on which Jai Vakeel is uniquely positioned to bring together experts and comment.



“Chatting with Archana about inclusion was so inspiring not only for those listening in, but for me as well. Her commitment to children with intellectual disabilities is remarkable as is her ability to

demystify it and generously share her knowledge. Many learned about it for the first time, others were interested enough to seek more information and others looked for volunteering opportunities. It was a chance for everyone to learn to build a more inclusive world.”

- Rumana Hamied
CEO, CIPLA Foundation



Commissionerate of Disability Webinar

Jai Vakeel Foundation partnered with the Commissionerate of Disability to organise a series of web sessions on different aspects of IDD. Dr. Anaita Hegde, medical director of Jai Vakeel Foundation gave a gripping, informative lecture on the developing brain of a child and the importance of early intervention. The role of stimulation, relationships, love, nutrition, sleep, exercise, screen time, stress, and bad habits were explained to elucidate how we can do so much to impact the early years through careful thought and action in these areas.

NADD Webinar (National Association on Dual Diagnosis)

Dr Anaita Hegde, Our Medical Director, along with Archana our CEO, jointly participated in an international webinar organised by NADD, titled 'Leveraging technology in the developing world - Response, Reimagine and Reform'. It was truly a huge honor to be chosen as one of their keynote speakers.

NADD is a nonprofit organization dedicated to being a resource for individuals with intellectual disabilities, families and the IDD/MI professional industry. Due to the pandemic and things going virtual, we had the opportunity to participate in the Ohio conference.

We started the webinar with setting the Indian context by sharing statistics of the prevalence of IDD and explaining the issues of the developing world. We focused on how adversity has driven us to identify a new therapeutic and teaching modality and how we could use it to reach the remote and underserved IDD population of our country. The webinar was attended by hundreds of psychologists, psychiatrists, staff from schools, organizational staff and others in the community from around the world.

Dance Movement Workshop through Team Spreading smiles

Music and dance are universal languages and our students from the primary section had the most fabulous day with Vidisha Devnani and Sabika Ness who joined their classroom to conduct a dance movement session. The session was organised by Krish Bathija who had been volunteering with our students for the last couple of months and also reached out to several partners to conduct sessions and events, thereby helping spread awareness about IDD.



"Working with Jai Vakeel helped me become a better person and open my eyes to the needs of all students in India. Through my extensive work with the foundation, I was able to do my part to help all the students being taken care of by the brilliant people working with the foundation. Even though the entire project was conducted online, I was amazed by the levels of enthusiasm of the students and volunteers to constantly want to learn and communicate in a positive manner. I was able to learn how to lead a project with significant positive impacts on the lives of others."

- Krish Bhatija

BIS Fundraiser

On International Day of Education, we collaborated with Bombay International School for a virtual fundraiser in support of Jai Vakeel Foundation. Many students from BIS performed in a virtual musical concert to raise funds.



CAS with Students of Aditya Birla World Academy

Each week, 33 students from Aditya Birla World Academy interacted with 60 primary and pre-vocational students from Jai Vakeel, regaling them with stories and teaching them art and craft online.

Super Special Chef

The Orane Kids school for children & adults with Special Needs on the Autism Spectrum located in Noida organised a virtual cooking competition - Super Special Chef. Fourteen students from our Skill Development Centre put on their chef's hats and showed us what they could do in the kitchen. Each student made a 10 min video of themselves cooking a meal out of which 7 were then selected to showcase their talents on a virtual zoom call for 25 mins where they prepared a healthy meal. At the end of it all, our student Dakshay Rane bagged 1st place in 18 years & above with his signature dish - Smoked Kombdi Vade & Solkadhi!



Quizable

Three students from our vocational training section and 2 students from our school took part in a GK quiz called Quizable, in the non competitive category, organised by Seva - in - Action, a Bangalore based NGO along with Sujaya Foundation, Mumbai. It was wonderful to see their confidence as they interacted with others across the virtual event!



FIKA open mic Fundraiser

Students from Singapore International School, Mumbai got together to organize a virtual open mic event – “Fika” - to raise funds towards buying tablets for special needs teachers and data packages for our students so that they could continue with their online learning. The open mic organised by Team Fika, led by Anaya Gadkari and Dhrthi Ahuja, featured their peers as well as students from the Jai Vakeel Foundation. The participants performed songs and dances and the event was based on the principle #ChooseToInclude, in order to reduce the stigma associated with people who have intellectual disabilities.

Sujaya Foundation

Sujaya Foundation organised a webinar on Autism, which highlighted the importance of inclusion by celebrating individuals, their abilities, talents, & their journey of transformation. Jai Vakeel was represented through our 3 participants, each of them inspiring many others. Our in-house singer, Aditya Malve, sang about not giving up when faced with difficulties. Madhuresh Amballa shared his journey on completing his 10th grade NIOS and spoke about his love for art and achievements in cooking. Nishant Gajakosh spoke of his journey through early childhood days when he did not speak and the support of his teachers, parents and therapists that have today made him independent and able!



CAS with Students of Dhirubhai Ambani International School

Students from Dhirubhai Ambani International School (DAIS) worked with students from our Vocational Training Centre for 7 months with the objective of enhancing their communication skills and sensitizing the rest of the community. Each week the DAIS students were given a topic to cover with the Jai Vakeel students and also given the independence to teach them the concept in any way they wished. They covered concepts like time and direction, folding napkins, the significance of festivals, etc. In exchange, our students also became teachers for a while and taught the DAIS students some of their favourite dance steps and recipes!



General Knowledge Club

Every Sunday for 6 months Aditya Singh, a Grade 11 student of Hill Spring International School brought together 8 students from our Vocational Centre and Sheltered Workshop for a general knowledge quiz, covering topics ranging from unique animals and musical instruments to large food preparations. The objective was to encourage peer learning and enhance the conversations for our students at a family level.

Annual events

Our students love showing off their creative sides through many wonderful events in which they showcase and share their special talents with the world! This year, despite the lockdown, they participated with enthusiasm in online art, cooking, quizzing, dancing and singing competitions, walking away with prizes and certificates galore!

- Celebrating Abilities (World Autism Day awareness)
- "Taal Tarang" - Dancerdowns
- Roshni (Light Up Lives) Concern India Foundation
- Mini Olympics



OUR MEMBERS

Our members are always there for us, supporting us and being advocates of the foundation.

1. MEMBERS OF THE BOARD OF MANAGEMENT

Dr. Anahita Pandole

President*
Gynaecologist & Obstetrician

Dr. Anaita Udwadia Hegde

Medical Director*
Paediatric Neurologist

Archana Chandra

CEO, Jai Vakeel Foundation

Dr. Jay Shastri

Director - Rural Branch (RIC-Deolali)*
Psychiatrist

Kekoo Colah

Executive Director, Shapoorji Pallonji Real Estate India Ltd

Meghana Vipradas

Pesi Shroff

Former Ace Jockey

Rajendra Kasliwal

Treasurer*
Ex-Advisor - Hindalco Industries Ltd

Vedika Bhandarkar

Joint Treasurer*
COO- Water.org

Zia Cama

Director- Rural Branch- JVS Talegaon*

*All the Board members are Indian nationals. None of the Board members is related to each other except Pesi Shroff, Zia Cama and Kekoo Colah. Pesi Shroff and Zia Cama are siblings and Kekoo Colah is their brother in law, all are part of the Founding family.

None of our Board members holds political/religious office.

None of the Board members receive monetary or any other compensation from Jai Vakeel Foundation.

ADVISORY COMMITTEE

Alka Nalavadi

Compliance and Legal Matters

Cdr. Srirang Bijoor

Special Projects & Collaborations

Enma Popli

Human Resources and Team Coach

Ravi Venkatesh

Finance and Operations

Sandeep Bhandarkar

Strategy and Systems

Shirin Neterwala Malkani

Branding

2. MEMBERS OF JAI VAKEEL FOUNDATION

Honorary Life Members

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Lopa Pradhan
Maneck Eruch Davar
Rajashree Birla
Uma Damania
Zia Mody

OUR SUPPORTERS, VOLUNTEERS & PARTNERS

They are our backbone. We have a group of extremely talented and dedicated volunteers and supporters without whom we would not be able to do what we do.

At Jai Vakeel, volunteers hold key positions and comprise 33% of our top management.

OUR SUPPORTERS

Aashita Mehra
 Abraham Shany
 Aditi Thakker Shah
 Aditya Patil
 AD Singh
 Ambika Kothari
 Amit Gupta
 Anika Chandra
 Anika Singhi
 Anima
 Anish Sarkar
 Anita Shetty
 Anju Dadlani
 Anu Tibrewala
 Arnavaz Dubash
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Priya Lambha
Priya Nazareth
Priya Tanna
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Sachin Waikar
Sandip Soni
Sanket Jaykar
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Sarjita Raiyani
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Sherwin Nazareth
Shilpa Kulkarni
Shiraz Rustomjee
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Shonali & Vikas Kewalramani
Shreya Parikh
Shweta Chari
Snehal Deshpande
Sonali Dalwani
Sreeraman Ramanathan
Sreeram Kuppa
Sreya Oberoi
Sriram Iyer
Srivatsan Rajan
Subodh Pagnis
Sujaiya Rai
Sumangli Gada
Sunil Nayak
Susan Pocha
Tarana pithawalla
Tathapi Trust
Tobias Aickin
Vaishali Patki
Varsha Sejpal
Veena Sejpal
Venkat Nettimi
Vicky Ajmera
Vidhi Kanjani
Vijaya Balaji
Vishala Khurana
Vishwas Gore
Yogesh Jadhav
Zeenat Bhojabhoy

OUR VOLUNTEERS

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Aditi Vijayakar
Alka Nalavadi
Anjali Sabnani
Aparna Chudasama
Archana Chandra
Avan Mehta
Behroze Mistry
Cdr. Srirang Bijur
Deepali Sangrajka
Dishaank Shah
Dr. Jay Shastri
Dr Anaita Udwardia Hegde
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Ranjeet Solanki
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Shamika Bhandarkar
Shetu Jhaveri
Shilpa Sood
Shilpi Jatia
Shirin Balsara
Sonali Sheth
Tina Bajaj

Vaishali Valia Goradia
Vedika Bhandarkar
Vedika Mishra
Vera Tata Choksey
Vinodini Vinita Pai
Zia Cama

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Adveka Foundation
Ahura Support Center
Akshar Maya
Animal Angels Foundation
Arpan
Asha Schools
AZB & Partners
Bai Jerbai Wadia Hospital for Children
Cipla Foundation
Dalberg
Dasra
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Sound Space
SRCC Hospital - Narayana Health
Teach India - the Times of India initiative
Toybank
Ummeed Child Development Centre
United Way of Mumbai
Vicky Ajmera

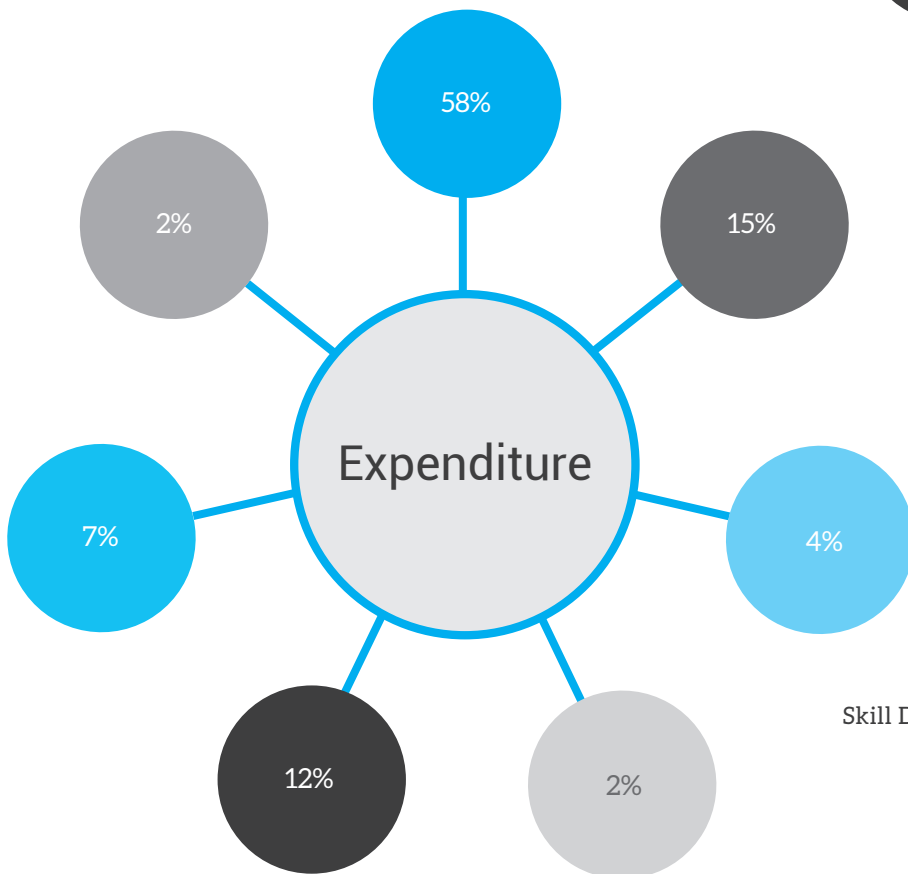
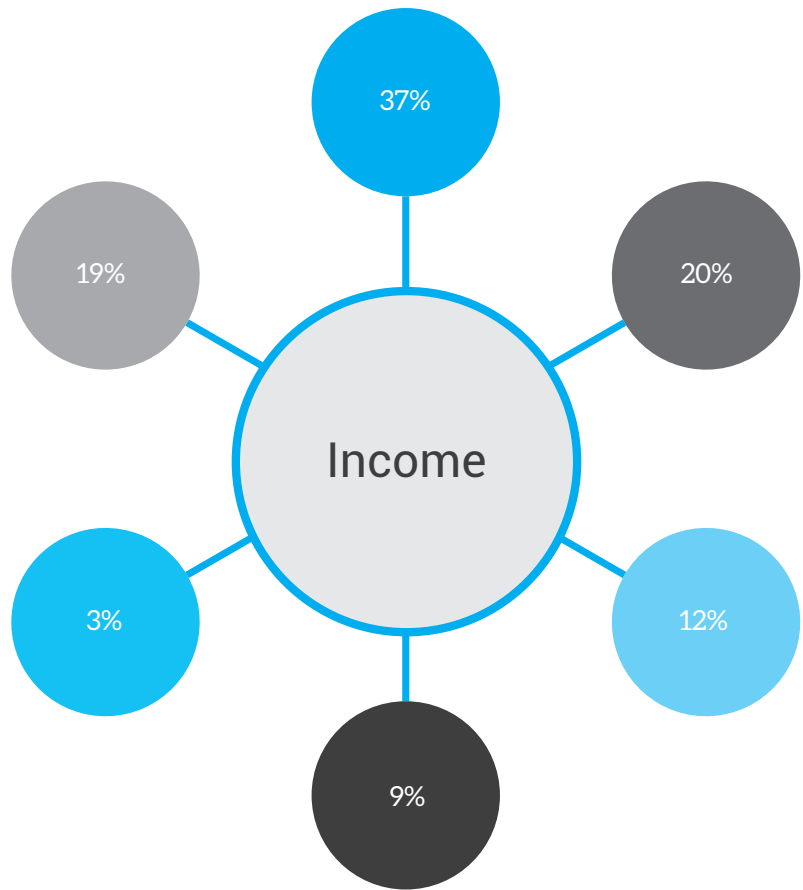


SOURCES & APPLICATION OF FUNDS

Our donors are an engaged, integral part of our journey to achieve our mission.

Sources (Including Corpus Donation)

- Government Grant
- Donation - Corporate
- Donation - Individuals
- Donation - Institutional
- Other Income
- Skill Development Product Sales



Application

- Education
- Skill Development
- Support
- Administration
- Health Care
- Skill Development Raw Material
- MEL

DONORS

Platinum

Credit Suisse Finance (India) Private Limited

Silver

Estate of Late Nalini Atul Bhagwati

Maya Parikh

Pranav Parikh

Salome Parikh

Shelina Parikh

Tata AIG General Insurance Co. Ltd.

TechNova Imaging Systems

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A.T.E. Chandra Foundation

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Anaiah Edutrainment Pvt. Ltd.

Anuj Malhotra

BarrierBreak Solutions Private Limited

Blue Star Foundation

Breach Candy Hospital Trust

Estate of Indu Chandrakant Parekh

Executors to Estate of Late Freny K Parakh

Give Foundation

JM Financial Foundation

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Rayoman Charitable & RSC Foundation

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Sahachari Foundation

SBI General Insurance Company Ltd

Shantilal Shanghvi Foundation

Srinath Raghavan

Synopsys (India) Pvt. Ltd.

Tanya Arvind Dubash

The M.K.Tata Trust

Vivek Pandit

ACCOUNTS & DISCLOSURES

We strongly believe in strict adherence to the norms of transparency and accountability. The audited accounts present the financial picture of our work in the space of Intellectual Disability.



GAWANDE & ASSOCIATES

CHARTERED ACCOUNTANTS

AUDITOR'S REPORT

We have audited the attached Balance Sheet of “Jai Vakeel Foundation and Research Centre” Sewri, Mumbai as on **31st March 2021** and, also the Income and Expenditure Account for the year ended on that date annexed thereto. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these statements based on our audit.

We have conducted the audit in accordance with standards of auditing generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining of test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

We believe that our audit provides a reasonable basis for our opinion and report that:

1. We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of the audit.
2. The Balance Sheet and the Income and Expenditure Account under report are in agreement with the books of accounts.
3. In our opinion and to the best of our information and according to the explanations given to us, and subject to our observations in Para 1 above, the said accounts give a true and fair view:
 - (a) In the case of the Balance Sheet of the state of affairs of the above named Institution as on 31st March 2021.
 - (b) In the case of the Income and Expenditure Account of the excess of the Income over expenditure for the year ended on 31st March 2021.

For GAWANDE & ASSOCIATES
Chartered Accountants
ICAI FRN. 112880W

V. Venkatrao
Partner

Membership No. 030916

Place : Mumbai

Date : 27th August, 2021

UDIN : 21030916AAAAEV4769



801, MAHALAXMI CHAMBERS, 22, BHULABHAI DESAI ROAD
 MUMBAI 400 026. TEL.: 6612 6300. FAX: 6612 6363
 website : www.gawandes.com

SCHEDULE-VIII • VIDE RULE 17 (1)
JAI VAKEEL FOUNDATION & RESEARCH CENTRE
REGISTRATION NO. F-235 MUMBAI
BALANCE SHEET AS ON 31ST MARCH, 2021

Amount In Rupees

FUNDS & LIABILITIES				
	As on 31-03-2021		As on 31-03-2020	
Trusts Fund Corpus				
Balance Brought Forward	27,21,32,306		19,07,78,806	
Add: Addition during the year	71,00,000	27,92,32,306	8,13,53,500	27,21,32,306
General Fund				
Balance Brought Forward	2,94,10,177		38,11,959	
Add: Transfer from Income & Expenditure	1,88,81,817	4,82,91,994	2,55,98,218	2,94,10,177
Earmarked Funds : (As per Schedule: 1)		2,97,58,228		3,17,44,676
Restricted Funds (Program)		4,23,82,577		5,00,67,031
Liabilities For Expenses:				
Outstanding Expenses	9,43,475		9,51,000	
Salary & Scholarship Payable	39,93,521	49,36,996	46,60,757	56,11,757
Deposits		6,48,860		7,37,090
Government Dues				
Provident Fund	4,52,332		4,47,386	
TDS & Profession Tax, GST	3,20,082	7,72,414	5,53,098	10,00,484
Provisions				
For Leave Encashment		12,95,213		8,90,039
Income & Expenditure Account				
Balance Brought Forward	1,88,81,816		2,55,98,217	
Less: Amount transferred to General Fund	1,88,81,816		2,55,98,217	
Add: Surplus as per Income & Expenditure A/c for the year	1,34,89,647	1,34,89,647	1,88,81,816	1,88,81,816
TOTAL (Rs.)		42,08,08,234		41,04,75,376

As per our report of even date
For Gawande & Associates
Chartered Accountants (ICAI FRN.112880W)

V. Venkatrao
Partner (Membership No.030916)
Place - Mumbai Date - 27th August, 2021

SCHEDULE-VIII • VIDE RULE 17 (1)
JAI VAKEEL FOUNDATION & RESEARCH CENTRE
REGISTRATION NO. F-235 MUMBAI
BALANCE SHEET AS ON 31ST MARCH, 2021

Amount In Rupees

PROPERTY & ASSETS				
	As on 31-03-2021		As on 31-03-2020	
Fixed Assets (As per Schedule: 2) Immovable Properties Other Fixed Assets		1,99,26,636 1,06,41,603		2,03,87,909 1,12,68,709
Other Current Assets Deposits Jai Vakeel Foundation & Research Centre Employee GGCA Scheme Trust VAT & GST Input Credit TDS Refundable	4,22,831 10,000 81,948 10,19,678	 15,34,457	3,90,831 10,000 27,388 14,05,174	 18,33,393
Investment Fixed Deposits (Including Accrued Interest) Govt. Bonds	26,36,82,990 7,60,00,000	 33,96,82,990	27,21,83,308 7,60,00,000	 34,81,83,308
Bank Balances In Saving accounts		3,14,27,108		1,94,69,081
Cash in Hand		39,463		50,576
Advances & Receivable Advance Salary Accrued Grant-In-Aid for Salaries Advance for Expenses Prepaid Expenses	3,68,411 75,20,452 51,96,517 7,42,844	 1,38,28,224	78,000 40,25,595 5,32,681 5,98,278	 52,34,554
Stock		37,27,753		40,47,846
TOTAL (Rs.)		42,08,08,234		41,04,75,376

For and on behalf of Jai Vakeel Foundation & Research Centre

Rajendra Kumar Kasliwal
Hon. TreasurerDr. Anahita Pandole
President

SCHEDULE-IX • VIDE RULE 17 (1)
 JAI VAKEEL FOUNDATION & RESEARCH CENTRE
 REGISTRATION NO. F-235 MUMBAI
INCOME & EXPENDITURE ACCOUNT
FOR THE YEAR ENDED MARCH 31, 2021

Amount In Rupees

Expenditure	Year ended 31.03.2021	Year ended 31.03.2020	Income		Year ended 31.03.2021		Year ended 31.03.2020
Expenditure on Objects of the Trust (As per Schedule: 3)	10,29,58,769	11,70,31,720	Interest: accrued realised	30,33,132 2,30,75,563	2,61,08,695	26,48,954 2,01,66,090	2,28,15,044
Expenditure In respect of properties (As per Schedule: 4)	15,15,495	55,40,123	Government Grants & Scholarships		4,98,73,098		4,82,32,794
Establishment Expenses (As per Schedule: 5)	1,44,50,545	1,09,58,705	Donations Received		5,63,62,841		6,57,27,802
Audit Fees	70,800	72,800	Other Receipts (As per Schedule: 6)		48,28,693		1,95,67,307
Depreciation	46,88,072	38,57,784					
Surplus of Income Over Expenditure for the year carried over to Balance Sheet	1,34,89,647	1,88,81,816					
TOTAL (Rs.)	13,71,73,327	15,63,42,948	TOTAL (Rs.)		13,71,73,327		15,63,42,948

As per our report of even date
 For Gawande & Associates
 Chartered Accountants
 ICAI FRN.112880W

For and on behalf of Jai Vakeel Foundation & Research Centre

V. Venkatrao
 Partner (Membership No.030916)
 Place - Mumbai
 Date - 27th August, 2021

Rajendra Kumar Kasliwal
 Hon. Treasurer

Dr. Anahita Pandole
 President

JAI VAKEEL FOUNDATION & RESEARCH CENTRE
SCHEDULE TO BALANCE SHEET AS AT 31ST MARCH, 2021

SCHEDULE : 1 • EARMARKED FUNDS

Amount In Rupees

Particulars	Balance as on 31.03.2020	Add: Recd during the year	Add / (Less) Transfers from / to Other Funds	Total	Less: Utilized during the year	Balance as on 31.03.2021
Custodial Care Home - Medical Fund	6,55,912	-	-	6,55,912	-	6,55,912
Re-Construction Fund	68,95,988	-	(13,79,407)	55,16,581	3,941	55,12,641
Restricted Fund (Fixed Assets)	2,41,92,776	12,48,973	13,79,407	2,68,21,156	32,31,481	2,35,89,675
TOTAL	3,17,44,676	12,48,973	-	3,29,93,649	32,35,422	2,97,58,228

Restricted Fund (Fixed Assets)

Donations received with the specific directions for purchase of fixed assets are added to Restricted Fund.
Depreciation for the year on such fixed assets funded by Restricted Fund is accounted as income for the year

JAI VAKEEL FOUNDATION & RESEARCH CENTRE
SCHEDULE TO BALANCE SHEET AS AT 31ST MARCH, 2021

SCHEDULE : 2 • FIXED ASSETS

Amount In Rupees

Particulars	Total cost as on 01.04.20	Addition during the year	Total Cost as on 31.03.21	Total Dep. upto 01.04.20	Rate of Dep.	Dep. for the Year	Total Dep. upto 31.03.21	WDV as on 31.03.21	WDV as on 01.04.20
Part A - Immovable Property									
Land	2,44,776	-	2,44,776	-	-	-	-	2,44,776	2,44,776
Building	2,75,32,481	17,25,600	2,92,58,081	73,89,348	10%	21,86,873	95,76,221	1,96,81,860	2,01,43,133
Total A	2,77,77,257	17,25,600	2,95,02,857	73,89,348		21,86,873	95,76,221	1,99,26,636	2,03,87,909
Part B - Other Fixed Assets									
Furniture & Fixtures	35,34,439	64,817	35,99,256	14,16,812	10%	2,18,246	16,35,068	19,64,198	21,17,627
Electric Fittings & Installation	2,64,338	-	2,64,338	1,89,745	10%	7,460	1,97,205	67,133	74,593
Equipments	1,00,68,146	1,22,551	1,01,90,697	46,29,710	15%	8,31,140	54,60,850	47,29,847	54,38,436
Vehicles	43,35,818	-	43,35,818	36,65,916	15%	1,00,485	37,66,401	5,69,417	6,69,902
Computers	56,90,267	3,75,450	60,65,717	42,98,943	40%	6,82,318	49,81,261	10,84,456	13,91,324
Softwares	26,07,621	13,11,275	39,18,896	10,30,795	25%	6,61,550	16,92,345	22,26,552	15,76,827
Total B	2,65,00,629	18,74,093	2,83,74,722	1,52,31,921		25,01,199	1,77,33,120	1,06,41,603	1,12,68,709
Grand Total A+B	5,42,77,886	35,99,693	5,78,77,579	2,26,21,269		46,88,072	2,73,09,342	3,05,68,239	3,16,56,618

JAI VAKEEL FOUNDATION & RESEARCH CENTRE
SCHEDULE TO BALANCE SHEET AS AT 31ST MARCH, 2021
SCHEDULE : 3 • EXPENDITURE ON OBJECTS OF THE TRUST
FOR THE YEAR ENDED 31ST MARCH, 2021

Amount In Rupees

Sr. No.	Particulars		Year ended 31.03.2021		Year ended 31.03.2020
	Educational				
1	Staff Expenses		6,58,71,905		6,34,72,225
2	Students Expenses		16,62,108		32,43,860
3	Overheads		17,90,798		25,18,986
			6,93,24,811		6,92,35,071
	Medical Relief				
1	Staff Expenses		66,55,634		69,26,674
2	Students Expenses		-		1,58,845
3	Medical Camp Expenses		8,01,918		24,98,323
4	Overheads		2,97,728		4,20,517
			77,55,280		1,00,04,359
	Relief of Poverty				
1	Sponsorship to Students		15,18,000		12,11,160
			15,18,000		12,11,160
	Other Charitable Objects				
1	Consumption of VTC Material		22,37,844		80,15,978
	Opening Stock	40,47,846		15,33,855	
	Add: Purchases	19,17,751		1,05,29,969	
	Less: Closing Stock	37,27,753		40,47,846	
2	Staff Expenses		1,91,93,108		1,86,36,341
3	Students Expenses		19,30,716		18,23,530
4	Overheads		9,33,010		11,80,443
5	Inclusion Awareness Campaign		66,000		66,24,836
			2,43,60,678		3,65,81,129
	TOTAL (Rs.)		10,29,58,769		11,70,31,720

JAI VAKEEL FOUNDATION & RESEARCH CENTRE
SCHEDULE : 4 • EXPENDITURE IN RESPECT OF PROPERTIES
FOR THE YEAR ENDED 31ST MARCH, 2021

Amount In Rupees

Sr. No.	Particulars	Year ended 31.03.2021	Year ended 31.03.2020
1	Rates, taxes, cesses	2,62,154	1,90,469
2	Repairs and Maintenance	3,89,232	39,61,318
3	Rent for Rural Branch	4,26,570	7,08,000
4	Garden Expenses	2,00,409	5,04,218
5	Insurance	2,37,130	1,76,118
	TOTAL (Rs.)	15,15,495	55,40,123

SCHEDULE : 5 • ESTABLISHMENT EXPENSES
FOR THE YEAR ENDED 31ST MARCH, 2021

Amount In Rupees

Sr. No.	Particulars	Year ended 31.03.2021	Year ended 31.03.2020
1	Overheads	30,48,203	13,82,250
2	Staff Expenses	1,14,02,342	95,76,455
	TOTAL (Rs.)	1,44,50,545	1,09,58,705

SCHEDULE : 6 • OTHER RECEIPTS
FOR THE YEAR ENDED 31ST MARCH, 2021

Amount In Rupees

Sr. No.	Particulars	Year ended 31.03.2021	Year ended 31.03.2020
1	Contributions & Charges Received	3,71,296	16,19,737
2	Sale of VTC Products	43,34,204	1,77,00,592
3	Miscellaneous Income	34,963	1,00,818
4	Non Refundable Students Deposit adjusted	88,230	1,46,160
	TOTAL (Rs.)	48,28,693	1,95,67,307

JAI VAKEEL FOUNDATION & RESEARCH CENTRE
REGISTRATION NO. F-235 MUMBAI
SCHEDULE TO BALANCE SHEET AS AT 31ST MARCH, 2021
[SCHEDULE : H](#)

Significant Accounting Policies & Notes to Accounts

(i) Basis of Accounting:

The financial statements are prepared in accordance with the historical cost conversion basis using the accrual method of accounting.

(ii) Use of Estimates:

The preparation of the financial statements in conformity with the generally accepted accounting principles requires estimates and assumptions to be made that affect the reported amount of assets and liabilities on the date of financial statements and the reported amount of revenues and expenses during the reporting period. The Management believes that the estimates used in preparation of the financial statements are prudent and reasonable. Future results could differ from these estimates and the differences between the actual and the estimates are recognized in the period in which the actual amounts are known/materialize.

(iii) Fixed Assets:

All fixed assets are stated at cost less depreciation. Cost of acquisition includes taxes, duties, freight, and other incidental expenses relating to acquisition and installation. Assets received as donation are not reflected in financial statements.

(iv) Depreciation:

Depreciation is charged on the Written down Value method at the following rates:

<u>Asset Category</u>	<u>Rate of Depreciation</u>
Building	10%
Furniture & Fixtures	10%
Electric Fittings	10%
Equipment	15%
Vehicles	15%
Computers	40%
Software	25%

All assets costing individually Rs.5000/- or less are fully depreciated in the year of purchase.

(v) Donations & Grants:

Donations received are recognized as income as and when received, except where the terms and conditions require the donations to be utilized over a certain period. Such donations are recognized ratably over the period of usage and are recorded as Donations Received in Advance under Current Liabilities. Donations received for any specific purpose are utilized for that particular purpose during the year.

Any unutilized amounts from such specific purpose donations at the end of the accounting year are transferred to Earmarked Funds. Donations received with the specific direction that they

shall form part of the corpus of the Trust are classified as Corpus Donations and are directly reflected as trust fund receipts in the Balance Sheet. Donations received in kind are not valued or accounted in the books of accounts. Government Salary Grants are recognized as income on accrual basis, and Other Government Grants are accounted as and when received. Interest on deployment of funds is recognized using the time-proportion method, based on underlying interest rates.

(vi) General Fund:

As per the management's decision, the accumulated surplus of the prior years has been transferred to General Fund. The current year's surplus is retained as the credit balance under Income & Expenditure Account.

(vii) Restricted Fund:

Donations received with the specific directions for purchase of fixed assets are credited to Restricted Fund Account. During the year assets worth Rs.26,28,380/- were acquired out of Restricted Funds. The depreciation for the year on the fixed assets so acquired is Rs. 32,31,481/-. This depreciation amount is included in Income & Expenditure Account under (a) Depreciation on the Expense side, and (b) Donations on the Income side. Correspondingly, in the Balance Sheet, the depreciation amount is accounted under the Restricted Fund as utilized during the year.

(viii) Contingencies:

Demand raised by Income Tax TDS circle Rs. 2.49 lac, subject to rectification.

(ix) Income-Tax

The Trust is registered under section 12A of the Income Tax Act, 1961. Under the provisions of the Act, the income of the Trust is exempted from tax, subject to the compliance of specific terms and conditions specified in the Act.

(x) Previous year figures have been rearranged wherever necessary to correspond to the current year's classification.

As per our report of even date
For Gawande & Associates
Chartered Accountants
ICAI FRN.112880W

For and on behalf of Jai Vakeel Foundation & Research Centre

V. Venkatrao
Partner (Membership No.030916)
Place - Mumbai
Date - 27th August, 2021

Rajendra Kumar Kasliwal
Hon.Treasurer

Dr. Anahita Pandole
President



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CONTACT US

Jai Vakeel Foundation • Abhyudaya Nagar Housing Colony • Opp. Bldg No. 12
Near Kalachowki Police Station • Sewri Hill • Mumbai 400 033 • Maharashtra • India

T +91 22 2470 1231 / 2470 2285 • **E** admin@jaivakeel.org **www.jaivakeel.org**

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