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NOTE FROM CEO

There’s no denying that the past two years have been extraordinarily hard, we’ve been asked to give more of ourselves than we ever expected. This work is far from over. COVID-19 is still very present in our communities and has left an indelible impact on our lives and our families. But we have learned a lot over the past two years.

We know that in-person learning is powerful for children’s academic and emotional well-being and more so for children with disabilities for whom therapy is imperative. We saw an increase in maladaptive behaviours and regression in their functional skills.

We have learned to partner with families in entirely new ways that we will keep with us in the years ahead.

In a country like India, disability is considered a tragedy, it is heartening to see that on average 98% of our parents were in agreement of feeling supported by our foundation, and 76% agreeing that they also had more time for themselves, an aspiration we have for our parents and families.
We have also learned that technology can be harnessed to meet the needs of children and families. We have adapted, innovated, and crystallized for ourselves what matters most.

During these challenging times, we at Jai Vakeel have remained steadfast in our mission. And we’ve also been steadfast in the kind of commitment to learn and improve that’s reflected in Maya Angelou’s words: “Do the best you can until you know better. Then when you know better, do better.”

As we look ahead to the future, I am so grateful for and humbled by every member of my team. We truly are stronger together.

While we are constantly raising the bar for the students we directly serve on our 3 campuses, we are very focused on scaling our services through Project Disha. We have extended our partnership with the Social Justice and Special Assistance Department, Government of Maharashtra, to work together towards achieving our common goal of quality education for children with Intellectual Developmental Disability (IDD) in all Special IDD schools across Maharashtra. We have signed an extension of our Disha MOU.

We are in 424 schools in Maharashtra working with over 2200 teachers and reaching out to over 17000 students with IDD.

What started as a project has now become a movement - Disha Abhiyaan. We know there is a lot of room for us to grow but we are happy that we have made a start.

In 2021 JVF partnered with Dalberg Consulting to articulate a framework for monitoring and evaluation across the various sections and stakeholders within the organization. The collaboration with Dalberg Consulting resulted in a comprehensive capabilities based framework across the various cross-sections and interventions at JVF. The framework integrated the perceptions of parents in evaluating the development of the child’s ecosystem.

We then set out to craft a strategic plan with the help of Ramesh Mangaleswaran, Senior Partner with McKinsey & Company. We talked through what we’ve learned and where we are heading next as an organization. We shared the future that we would like to see and came together around a shared commitment to build a strong Centre of Excellence for our 3 schools, strengthen our Dissemination vertical and build a stronger Communication and Engagement vertical.

If there is one hope that I have for this coming year — is that we Think carefully about the world as we aspire for it to be, a world that includes all not just a few and to see each day as an opportunity to be a part of creating that.

Change begins with each one of us.

Imagine the ripple effect if each one of us said what can I do to promote inclusion Let's do better.

- ARCHANA CHANDRA

This year we had to say goodbye to one of our own. Ms Nan Umrigar; she was not only Mrs Vakeel, our inspirational founder’s daughter, but was also our biggest cheerleader and supporter. We will always cherish her words in her last board meeting “My mother would have been very happy to see the way the school is being run”
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 in addition to deficits in adaptive behaviours that affect their everyday life. Further, they frequently have other associated disorders such as autism, epilepsy, cerebral palsy, visual impairment or hearing impairment.

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<tr>
<th>IQ Range</th>
<th>Classification</th>
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<tr>
<td>90-100</td>
<td>Normal</td>
</tr>
<tr>
<td>70-90</td>
<td>Borderline</td>
</tr>
<tr>
<td>50-69</td>
<td>Mild</td>
</tr>
<tr>
<td>35-49</td>
<td>Moderate</td>
</tr>
<tr>
<td>20-34</td>
<td>Severe</td>
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<tr>
<td>&lt; 20</td>
<td>Profound</td>
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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 the these people.

Aside from the physical and mental hurdles they must navigate each day, those with IDD suffer neglect and stigma, often delaying timely diagnosis and 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
Inclusion of all individuals with intellectual & developmental disabilities in India.

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.
“WHENEVER I AM ON THE CAMPUS I FEEL SUCH DEEP HAPPINESS, KNOWING THAT WHAT STARTED OUT BY MY GRANDMOTHER TO MAKE A DIFFERENCE IN THE LIFE OF ONE CHILD IS TODAY HELPING THOUSANDS.

I FEEL AT PEACE KNOWING THAT THE FOUNDATION TODAY, AFTER MY MOTHER, IS IN THE RIGHT HANDS WITH ARCHANA. SHE ALONG WITH HER TEAM ARE CONTINUING WITH THE FAMILY LEGACY OF FOCUSING ON THE CHILD AND FILLING THEM WITH POSSIBILITIES THAT WITHOUT US PROBABLY MAY NOT HAVE EXISTED.”

- ZIA CAMA
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.

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.

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 14 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.

Today, Jai Vakeel has a two-acre campus in Sewri, Mumbai, along with two rural branches in Pune and Nashik districts. This year, we have served over 19000 children, adolescents and adults with IDD - 750 students directly on our campuses, 1382 through medical camps, and over 17000 children across Maharashtra through Project Disha.

Having spent 77 years 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

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 Center
- Project Disha

**SKILL DEVELOPMENT**
- Student Career Counselling
- Vocational Training
- Sheltered Workshop
- Respite Care

**SUPPORT SERVICES**
- Residential Service
EMERGING RESILIENT

"I can be changed by what happens to me. But I refuse to be reduced by it."
— Maya Angelou
This past year has been a roller coaster. In April 2021, the peak of the pandemic in India threw already difficult lives into further disarray. Fear, unpredictability and anxiety ruled and the light at the end of the tunnel was dim and flickering. For us at Jai Vakeel, the situation seemed even more dire - many of our students and their families were unvaccinated, had limited resources, had lost their jobs and were at the end of their frugal savings.

Our primary efforts continued to focus on making the lives of our Jai Vakeel community better. We continued with the remote model for our education, healthcare and skill development sections. Online therapy and counselling sessions, schooling and events - we did it all. We continued offering and delivering Covid Care Kits to our community. We supported the entire Jai Vakeel family with mental health and wellness programmes, urging them to be optimistic through this terrible phase.

Making the best of the continued restrictions and closure of our campuses, we decided to embark on renovations and refurbishment of our Mumbai and Deolali campuses. Areas of our skill development building in Mumbai were renovated to rise to the needs of expanded product lines and increased production. We also changed electrical infrastructure, flooring and waterproofing in some areas. The school building of the Rusi Irani Centre in Deolali was renovated based on Child Safety Guidelines shared by the Disability Commissioner’s office.

Finally, the light did shine through. In June, the worst of the pandemic was behind us, and vaccines were available. Tentative steps towards normalcy began, though much slower and more cautiously for our students than for others.

Frustrated with watching the progress made by our students stagnate or slowly ebb in the online environment, Jai Vakeel put it’s energies into working with the government to pave the way for special schools to open, alongside regular ones. We became the face and voice of special schools, persuading the authorities and putting in place protocols for post-pandemic reopening. Our efforts paid off, and in February 2022, we joyfully opened our campuses to our students.

We were so overwhelmed to see our students back to learning, working, creating, singing and laughing in person. They are once again thriving, and like the rest of us, have put their best foot forward to emerge resilient from one of the worst periods any of us are likely to live through. We are so proud of team Jai Vakeel!
TAKING CARE OF OUR OWN

This year, the Jai Vakeel team rolled up its sleeves and met the challenges thrown at us by the pandemic head-on. But dealing with online sessions, home and family responsibilities and of course, the constant threat of the disease itself is not easy. To help our team through these tough times, we held many enriching and stimulating sessions for our employees and volunteers!
Yoga With Rustom
Rustom Warden, a Bihar School Certified Yoga Teacher, a qualified Physical Trainer and an ICSB certified Craniosacral therapist, conducted a special yoga session for Jai Vakeel on International Yoga Day, with 97 team members joining in! Rustom and his team regularly volunteer to conduct physical education for our most challenged children, and we were delighted when he offered to conduct a session for us as well!

An Inspiring Talk by Priya Bapat
To mark the end of a truly unusual year, renowned Marathi actress, Priya Bapat, came to speak to our team about her biggest inspirations, how she deals with her wellbeing and mental health and about her biggest challenges, ones that she has overcome & some that she continues to struggle with. She moved us with her honesty, humility and courage - each of us came away with learnings and perspectives that help us everyday!

Sunfeast India Move As One
Our employees, families and volunteers also signed up for the Sunfeast Move as One event with Procam India. From August 15 to September 15, members of our community committed to a distance goal - to move together, get healthier together and give together. Over the month, 250 Jai Vakeel participants walked, ran or cycled a grand total of 13800 kilometres!

Wellness Week
The Jai Vakeel team celebrated Wellness Week in the lead up to Mental Health Day on October 10th, encouraging the team to do a different activity each day, be it dance, walk, read or spend time with their family.

Teacher’s Day Talent Show
Teachers Day on September 5 saw our teachers show us a different side of their personality through a talent show!
Training for the Project Disha Team
Life Skills Trainer, Ritu Johri, conducted a series of training sessions for Team Disha, focusing on Time Management and Soft Skills.

Investing in Leadership & culture
As we take on a bolder vision our team size is also growing rapidly. To build a cohesive team that is aligned to our core values and mission, we are intentional about building a strong culture. One of consistent support, where we believe in and trust each other, but also where we accept open productive conflict when in the interest of finding the best solutions for Jai Vakeel.

Starting with our Leadership Team we have embraced the Positive Intelligence Model to introduce a common language and build a culture that empowers us to deal with challenges with greater clarity, creativity and resilience. It’s a simple operating system that helps one develop mastery over one’s own mind, quiet the negative and activate the positive regions of the brain. We hope that as we imbibe the model, Team Jai Vakeel is even more productive, creative and focused around a shared commitment of a better world that we aspire to create together!

Stillwater Leadership Training
Kanishka Sinha of Stillwater conducted a transformative Leadership Training program for our Leadership Team and Managers that helped us to develop resilience and discover how to drive change in ourselves and our team through mindful leadership. Through a series of sessions he skilfully helped us introspect to identify barriers preventing ourselves from operating at our highest effectiveness.

17 NEW PEOPLE JOINED JAI VAKEEL THIS YEAR, INCLUDING A NEW HEAD OF HUMAN RESOURCES AND A NEW HEAD FOR HEALTHCARE!
THIS YEAR JAI VAKEEL TIED UP WITH SNDT UNIVERSITY FOR ITS CAMPUS PLACEMENTS!
4 EMPLOYEES COMPLETED 25 YEARS AT JAI VAKEEL!
MONITORING, EVALUATION AND LEARNING
MONITORING, EVALUATION AND LEARNING

In 2021 Jai Vakeel Foundation partnered with Dalberg Consulting to articulate a framework for monitoring and evaluation across the various sections and stakeholders within the organisation. A well defined set of capabilities and parameters were identified in keeping with persons with IDD (PwIDDs) and the organisation's goals for its children. At JVF, parents are considered co-partners in the development of their child. Developing the parents’ knowledge, skills and attitudes is key, and in order measure the Knowledge Skills Attitude (KSA), a survey was conducted to measure on the following outcomes:

- **PARENT/CAREGIVER(S) FEEL SUPPORTED IN CARING FOR THEIR CHILD WITH IDD**
- **PARENT/CAREGIVER(S) ADOPT A POSITIVE OUTLOOK TOWARDS THEIR CHILD AND HIS/HER FUTURE**
- **PARENT/CAREGIVER(S) BECOME AN ACTIVE PARTNER IN CHILD’S DEVELOPMENT**
- **PARENT/CAREGIVER(S) FEEL BETTER EQUIPPED TO HANDLE THEIR CHILD’S CONDITION**
- **PARENT/CAREGIVER(S) ADOPT A POSITIVE OUTLOOK TOWARDS THE PARTICIPATION OF THEIR CHILD**

**Sampling:** A total of 131 parents were surveyed. The aim was to capture the journey of the caregiver and each statement on the survey was measured as per a Likert scale wherein the points ranged from 1=Completely disagree to 10=Completely Agree.

**Results from the Survey:**
A study conducted by Gupta and Singal 2004, portrays realistic, yet grim attitudes towards disability in India and especially with parents of PwIDD. The study suggested that Indians would rather have a person “dead than disabled”. When compared to a study by Junaidi and Dewantoro 2020, the findings were that with the appropriate support in health care, education and problem solving, 56% of parents felt that they could explain and accept their child’s condition.

In keeping with these published studies, the parents survey data was a good starting point for us as an organisation to interact with parental KSA’s and how supported and equipped JVF helped them feel.

The data showed parents feeling equipped to handle their child, feel supported at JVF and better able to accept the child’s condition.

In the study conducted by Junaidi and Dewantoro 2020 and Gupta and Singal 2004, the negative perception and stresses of parents with PwIDDD is thoroughly detailed out. It suggested that 57% of parents felt positive about their child's future. When parents at JVF were asked about accepting their child's disability 93% agreeing to acceptance and 74% were in agreement of feeling hopeful of their child's future.
Within this context of disability, research shows that parents and families struggle to find the appropriate support and thus impacts their work life balance, leading to higher stress levels amongst families with PwIDDD. When JVF parents were asked whether they felt supported in caring for their child, 98% respondents expressed their agreement and 76% agreed that they felt that they had more time for themselves since admitting their child to JVF. In the spirit of equipping parents to become equal partners, we asked them about proactively seeking support from JVF, and 74% agreed to reaching out for support which gives JVF room to create space for interventions geared towards parents’ growth - so that they too can become active partners and be able to overcome the possible obstacles that are currently present.

Therefore, going forward facilitating our students and their families to be involved in social situations becomes a key goal apart from the various interventions at JVF thus enabling PwIDDDs to live lives of dignity. The survey conducted suggested that on an average 68% agreed, to feeling comfortable taking their child to social events and 71% expressed confidence in explaining their child’s condition to people. When looking at the study by Junaidi and Dewantoro 2020, 55% of parents felt they could explain their child’s condition to people outside the family. While this is the first step in understanding and articulating parent perceptions, it is our aim to continue to equip and measure the progression in KSA in parents as partners at JVF.

“Working at Jai Vakeel I get the opportunity to grow & develop, to hone & improve my skills. The supportive culture makes it a positive & happy place to work at. I also get to learn so much from the children; their ability to be happy despite their circumstances helps me look at life from a different lens.”

- LAVINA CHAINANI, ACCOUNTS & COMPLIANCE

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 equipping 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 regularly assess each child with the aim of early detection, diagnosis, treatment, therapeutic intervention, training and rehabilitation. Our healthcare approach and strategy is keenly guided by Dr Anaita Hegde, Paediatric Neurologist and our Medical Director.

Children who are to be admitted into Jai Vakeel undergo a comprehensive Medical, Psychological, and Socioeconomic assessment so that we can tailor therapies and treatment accurately. This year, we admitted 61 new students for whom we conducted these assessments with the aim of early and appropriate provision of therapy. More than half of them were over 10 years old, further reiterating the need for awareness and a better understanding of IDD amongst parents and teachers of the general populace so that they seek treatment at an earlier age.

VACCINATION DRIVES

Vaccine hesitancy is quite pronounced amongst the Jai Vakeel community, and to help overcome this and educate families on the benefits of being vaccinated, Dr Hegde conducted a session on dispelling myths and misconceptions of the vaccine. Following this, we organised 2 vaccination drives at our Mumbai campus in partnership with Jaslok Hospital and Research Centre. Through these, we delivered 1580 vaccinations to students and staff members, as well as their family members and volunteers.

In March this year, we partnered with the BMC to arrange vaccines for 25 students between 15 and 18 years of age, who were turned away at regular vaccination centres.

CELEBRATING 75 YEARS OF INDEPENDENCE

Initiated by the Government of India to celebrate and commemorate 75 years of independence, Azadi Ka Amrit Mahotsav came to Jai Vakeel in a very special way! Thanks to Doctor Santosh Ravindran who has been selflessly volunteering his services at Jai Vakeel for over 25 years and is part of the Special Olympics committee, our campus was made a screening centre for the ’National Health Fest for Divyangjan – We Care’ in which FICCI and Special Olympics Bharat partnered to conduct medical screenings of 75000 Athletes carried out by 7500 trained medical professionals across 75 cities, on World Health day.

213 of our own students enrolled for the health camp, which was conducted by 10 volunteers (CBID Trainees) from Ali Yavar Jung National Institute Of Speech And Hearing Disability (D), 25 students from SNDT health and nutrition and 16 doctors from Nair hospital. The camp covered a full physical check-up,
Through most of the past year, online therapy and counselling remained the most effective way to stay in touch with our students. However, technical and physical challenges, and communication gaps limited the effectiveness of the approach. During the vaccination camps, we saw many of our students after nearly 2 years. We witnessed first-hand the multiple setbacks and issues that they had, such as regression in tasks they were previously able to do.

We were thrilled to have Mr. Samadhan Ingle, Assistant Commissioner - Social Welfare Office, Mumbai as our Chief guest for the event.

“Personally, it was a great experience at Jai Vakeel School. The camp was very well organised and the way they treated the children was appreciable. Jai Vakeel Foundation is doing a great job and their work is commendable.”

- DR. PRAVIN SAGOTIA, ASSISTANT CLINICAL DIRECTOR FOR SPECIAL OLYMPICS BHARAT

Healthcare Camp

Through most of the past year, online therapy and counselling remained the most effective way to stay in touch with our students. However, technical and physical challenges, and communication gaps limited the effectiveness of the approach. During the vaccination camps, we saw many of our students after nearly 2 years. We witnessed first-hand the multiple setbacks and issues that they had, such as regression in tasks they were previously able to do.

To better understand and plan therapies and treatments for our students, we initiated intensive healthcare camps in July 2021 through which 595 students and artisans were reviewed. Parents of almost 30% of our students reported a decrease in functional skills and adaptive behaviour during the lockdown. Families of more than 50% of all our beneficiaries (62% in school and 50% in SDC) articulated experiencing challenges at home when dealing with maladaptive behaviours such as temper tantrums, hyperactivity, destructive behaviour etc.

We found that the pandemic had exacerbated 2 issues, mainly weight management and behaviour. In addition, speech therapy, followed by behaviour therapy has emerged as a significant parent ask, with nearly 300 students requiring speech therapy, compared to 30 in the previous year.

Teachers and managers were available during the health assessment so that they could better understand the issues and the family, and select appropriate goals for the student while developing the Individualised Education Plan (IEP).

“The Healthcare Reviews have given us a realistic understanding and holistic view of each student's current abilities and challenges, and also created better learning opportunities for all students, during & beyond the Covid crisis.”

- THERAPIST VOICE
“My son is being treated by Dr. Iravati for epilepsy, and more recently during the pandemic, by Kiran, the in-house psychologist, as he also required counselling. We were so relieved when the social work team called to offer assistance! For the past year they have been supplying us with medicines for his treatment. To all the team members at Jai Vakeel, we are extremely thankful.”

- PARENT OF LAXMINARSIMAN

Orthoses Camps
During our healthcare camps, we found that many needed orthosis fittings to support and encourage daily activities and mobility. To address this we conducted in-person orthoses camps - 6 in Mumbai and 1 in Deolali - through which 142 students from our school and Skill Development Centre were reviewed. Of these, 93 were measured and fitted with custom orthoses, 69 of them sponsored by Jai Vakeel - making it one of our largest ever orthoses drives!

11 year old Antara Pradeep Sawant who has severe IDD with Epilepsy, stands without support for the first time in her life, thanks to her new orthosis fitting!

Therapy & Counselling
178 beneficiaries from JVF’s school and the skill development centre received a range of therapy & counselling sessions to improve speech, behaviour and motor functions.

5670 Therapy & Counselling sessions were held
68 students received multiple therapies
Medical Consultations
Every year, our consulting doctors, each an expert in their own field, offer free medical consultations to our students.

- Dr. Anaita Udwadia Hegde, our medical director, along with her team, guided 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.

Through the year, these experts along with our in-house team, conducted 849 sessions to deal with issues related to behaviour, epilepsy, dental, sleep disturbances and medical issues relating to existing health problems.

“The vision of inclusion that Jai Vakeel believes and strives for is the one that resonated with me most and brought me here. In every act, in every thought it is the united motto of everyone here. And that's the best part of working here.”

– MELITTA MENEZES, PHYSICAL THERAPIST

178 students in Therapy
553 students provided Guidance
603 students across Healthcare interventions (Therapy, Counseling, Guidance, Review, medical examination)
2. PARENT COUNSELLING

Parent counselling is a crucial aspect of our healthcare offering, as it equips parents to better manage their children and improve the quality of their entire family’s lives. Through our counselling sessions, we empower parents to accept their child’s condition. 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.

By emphasising the benefits of orthosis, epilepsy management, behaviour modification, etc, we arm parents with an understanding of how to provide the best treatment for their children. Over the past 2 years, our parents struggled with the stress of an unexpectedly long and continuous stay at home that intensified existing problematic behaviours or even led to the development of new ones in some of our children.

Through online and telephonic counselling sessions, our 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.

Parent Guidance

Another important aspect of Jai Vakeel’s parent support proposition is to help students and their families apply for Sponsorships, Niramaya Health Insurance and Legal Guardianship. This year, our social workers educated 553 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.

"Aryan receives counselling support from the psychology team at JVF. His therapist is warm and friendly, stepping in to help him calm down even outside his scheduled sessions. She and the teacher talk to me regularly so that we can work together with Aryan. I feel supported and able to deal with my son. Thank you to her and Jai Vakeel Foundation."

- RUKMINI MANE, ARYAN’S MOTHER
Almost every family I came across was suffering.

Today 26 students of the prevocational class came for review along with their parents. For me it was a humbling experience.

Harsh’s father was with Omkar, one of our social workers, when I decided to sit in with them. I heard Omkar ask him about his job and his situation at home and his rent, pressing him though he seemed reluctant to answer. It emerged that his rent is about Rs 4000 a month. “How do you manage?”, Omkar asked. The father said “I do what I can. I sell ‘vada pav’ in the evenings and make a few hundred rupees a day.” A tear rolled down his face. It broke my heart to see this proud man unwilling to say that he needed help.

The father said he used to be an agent of a company that had many clients, his job was to renew their subscriptions. His income was about 15,000 rupees a month before the lockdown. His wife works, cleaning houses and earns about 9000 rupees. When pressed, he admitted that he had lost his job and home in the lockdown but said that they manage with his wife’s income.

The heartbreaking stories continued through the day…. Kunal’s mother travelled from Dharavi to bring him for the review. His father earned a decent salary before the lockdown but now he brings home Rs 8000 of which about 4000 goes in rent.

Saihil’s mother is a single parent who lives with her mother and brother. She works as a housemaid and supports the family.

Rajesh’s mother told us how her husband, who is in his mid 50s lost his job in the lockdown. He was a courier. Rajesh has two older sisters. The younger one has a job and supports the whole family.

Arif’s mother told us how his father had a job at a bakery before the lockdown. During the lockdown the bakery closed and he lost his job. The bakery now opens for a few days in the week but he gets less than half his salary. Arif has three brothers and a sister to support.

Faizas family is making do with what her brother earns as a daily construction labourer.

The stories of difficulties and hardships, combined with the determination to survive and care for their child despite the odds overwhelmed me. I came home that evening and wept.

-Nitya Sarkar,
Manager - Prevocational, Jai Vakeel School

*Names changed for privacy

2. Niramaya Insurance

Niramaya Health Insurance is a scheme offered by the National Trust for persons with Autism, Cerebral Palsy, Intellectual Disability 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. However, many do not know about the schemes or how to access its benefits and hence this year, our social worker team focused on guiding parents on enrollment, annual renewal and the claim process, with encouraging results.

90 beneficiaries of Nirmaya Insurance

58 new enrollments for Nirmaya Insurance
3. CONTINUING REHABILITATION EDUCATION

Jai Vakeel conducts Continuing Rehabilitation Education programmes to update the professional knowledge and skills of master trainers working in the field of disability rehabilitation and special education. This year, our healthcare team organised and hosted two 3-day webinars on developing readiness for the transition back to in-person spaces. The webinars were approved by the Rehabilitation Council of India (RCI) and 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 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 diagnostic tools (especially in rural areas) lead to late diagnosis. As they grow older, they are stigmatised and are considered less deserving of education and employment. This impacts their ability to achieve their full potential.

In line with our belief that early identification and intervention is the most effective way to manage and reduce the impact of IDD, Jai Vakeel Foundation and the Neurology Department of B.J. Wadia Hospital for Children under the leadership of paediatric neurologist Dr. Anaita Udwadia Hegde have been conducting rural medical camps since 2010. They provide holistic interventions which include medical, therapeutic, orthotic, nutritional, psychological, speech and auditory assessments and

5. DISTRIBUTION OF KITS

On behalf of NIEPID, our social worker team distributed Teaching Learning Material kits to 134 students.

- 169 students received a total of 500 grocery kits and 90 medicine kits
- 4 parents received medicine kits
- Total monetary support provided by JVF: Rs. 9 lakh

22,000 children have been reached out to since 2010, via these various foundations.
interventions. From 2020, these camps have been jointly organised by Jai Vakeel Foundation & Kamal Udwadia Foundation in collaboration with multiple stakeholders.

This year, we conducted 3 camps; 2 in Nanded and 1 in Dhule. Two of the camps were held remotely, with our doctors evaluating children online, while one in Nanded was held in-person. A total of 1382 children were evaluated for a host of services including neurology, physiotherapy and occupational therapy, ophthalmology, orthopaedics and nutrition. In addition, our full-service physical camp in Nanded also had 8 volunteers from Swayam Shikshan Prayog (SSP) Loha who spoke to parents about the importance of nutrition and how to fulfil these needs at home, as well as helped them unlock the benefits of government schemes.

The camps were conducted as a collaboration by Jai Vakeel Foundation, Kamal Udwadia Foundation (both) and Rajasthan Education Society (Nanded). In addition, 2 prominent NGOs in Nanded - Sanskriti Samvardhan Mandal & Bharat Jodo Yuva Academy - also sent 20 volunteers to help conduct the medical camp. Other NGO Partners include Annam, AOCN, Ekam Foundation, Wadia & SRCC hospital.

NANDED CAMP WORKS WONDERS FOR SAKSHI!

11 year old Sakshi Ambade is a special child from Vishnupuri, Nanded who had trouble moving around, weakness and poor appetite.

In 2016 her father took her to Wadia Hospital, Mumbai for treatment, where Dr. Anaita Hegde asked them to attend Jai Vakeel's rural camp in Nanded and register for the ongoing camps.

Since then, twice a year, Sakshi and her father visit the Jai Vakeel camps where they receive free consultation, medicine and nutrition guidance for Sakshi. The regular check-ups and guidance has borne fruit and Sakshi has shown considerable improvement in her condition, so much so that even the treating doctors are surprised!

5. GOVERNMENT PARTNERSHIPS

Having been a State Nodal Agency Centre (SNAC) for over 6 years, Jai Vakeel utilises its understanding of the system to offer support to beneficiaries residing in Mumbai city for enrollment in the Niramaya Health Insurance Scheme and availing Legal Guardianship certificates. In 2021-22, besides enrollment and renewals of in house beneficiaries, JVF also supported 55 families from Mumbai city and Mumbai suburban areas to enrol for Niramaya, and 9 beneficiaries availed the Legal guardianship certificate.

“I believe & applaud the good work done by so many at the Jai Vakeel foundation. Touching human lives positively is my life's mission. Bringing a smile on these kids faces means the world to me. Della Resort & Adventure Family is super proud to be associated with the Jai Vakeel Foundation & will continue to support in all its activities.”

- Jimmy Mistry, Founder, Della Adventure & Resorts
EDUCATION

Jai Vakeel offers special education programmes to address each individual’s unique needs. The aim is to enhance our students’ capabilities through a holistic curriculum as well as empower them to be independent in their daily life. Over the past 3 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

Within the disability space, IDD is the most invisible and hence one of the most underserved areas. At Jai Vakeel Schools and in our Autism Centre we are committed to working with the most marginalised of the IDD population, even those who are most severely challenged. 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.

AT JAI VAKEEL SCHOOL WE ARE PROUD TO HAVE

- Zero reject policy
- Students from across the spectrum of IDD
- Average Teacher student ratio 1: 8

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age Range</th>
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<tbody>
<tr>
<td>Nursery</td>
<td>3 to 6 years</td>
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<tr>
<td>Primary</td>
<td>6 to 10 years</td>
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<tr>
<td>Learning Readiness</td>
<td>6- 18 years</td>
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<tr>
<td>Secondary</td>
<td>10 to 14 years</td>
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<tr>
<td>Pre Vocational</td>
<td>14 to 18 years</td>
</tr>
<tr>
<td>Learning Readiness</td>
<td>6 to 18 years</td>
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DEGREE OF IDD OF STUDENTS ACROSS ALL 3 SCHOOLS

- Mild - 22%
- Moderate - 33%
- Profound - 14%
- Severe - 31%

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). 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, Maths, EVS and Functional up to Level 3.
The Functional curriculum focuses on independent living skills and vocational skills, emphasising 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

To enhance learning, any curriculum must be complemented with co-curriculars and this holds true 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!

“I have been an educator and a music teacher for 25 years now. The experience of conducting Theratunes (group music therapy) sessions at Jai Vakeel is unparalleled. The love and warmth of the children, no matter how disabled, is palpable as is the dedication of each faculty and staff member in the room with them. Eliciting a musical response has never been as satisfying as when Bharat claps along, or Naitik taps his nose rhythmically or Shifabano pirouettes with her scarf, grinning from ear to ear. My visits, I think, are more therapy for me, than for the students!”

- PRIYANKA SETH PANDIT, MUSIC TEACHER
Understanding Autism
We had the pleasure of having Ms. Gopika Kapoor, a therapist with Ummeed Child Development Centre address our teachers during training week. Ms Kapoor is the author of ‘Beyond the blue: love, life and autism’, the story of her family’s journey with autism and her perspective helped our team deepen its understanding of how it can serve our children with autism better.

Demystifying Disability
Because a large number of our students fall into the severe and profound category, there is a need for the teachers who work with them to better understand their parallel health conditions like Down Syndrome and Cerebral Palsy. Rising to this need, our healthcare experts from JVRC, trained our teaching faculty on the nuances of these conditions and how they could be better managed. The teachers came away with a better insight on giving students individual attention and how to modify the learning aids and equipments.

Body Literacy
Our teachers also recognised the need for sexual education to help our students understand their own body better and to live healthy lives and prevent physical and sexual abuse. To deliver this, we partnered with Tathapi, an organisation that has been developing the concept of “Body Literacy” as a medium to scientifically explain the processes of the body, its parts and functions to men, women and children of different age groups. They have also designed training for parents and caregivers of students with Intellectual Developmental Disability.

The trainers effectively used games, role plays and different activities to help our teachers analyse and understand their own biases and perceptions of sexuality. At the end, our teachers felt better prepared to deliver sexuality education in an accurate and age–appropriate manner; and help guide our students and enable them to make responsible decisions that impact their overall well–being.

“Through the sessions the facilitators were able to explain a complex and highly sensitive topic in a manner that made it simple for us to understand. Using different methods and mediums, they equipped us with a tool kit that we can use to help our students explore their sexuality and boundaries.”

- TEACHER, JAI VAKEEL FOUNDATION

Project ACE
Project ACE (Assisting Children Electronically) was Jai Vakeel’s answer to teaching through the pandemic. It was 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 3-phase rollout of the virtual classroom in the previous year focused on maintaining familiarity for the students, reinforcing what was already learnt and thereby preventing regression, and involving parents as partners in the learning journey.

In its second year, ACE stepped up the learning, assigning students to new classes and introducing them to new content. As workplaces opened up, we also expanded the pool of teaching partners beyond
parents to other caregivers, so that the learning continued even though schools weren’t back to physical spaces. The programme comprised a combination of group and individual sessions, as well as home sessions for those students whose caregivers could not be around at the time of the classes.

In some ways, this year was more challenging than the last. The novelty of online learning was taken over by online fatigue. The novelty of online learning was taken over by online fatigue that led to teachers struggling with being innovative in their lesson plans. Parents’ enthusiasm got translated to parent burnout. To ensure that all the three parts of our triad - the child, the parent and the teacher were productively engaged and goals were being achieved the education team along with the healthcare team took various initiatives, be it training of teachers, wellness activities for the parents and therapy for the students.

Overall, the schools & Autism Center have progressed on goals and more importantly have shown limited regression which has been a big achievement.

Reopening our Campuses

In February 2022, we reopened our Mumbai campus and delightedly welcomed our students back after nearly 2 years! March 2nd saw us once again begin our full day schedule and it was a joy to see so many familiar faces back in classes, at workshops and have the campus buzzing with activity all day long.

Most students have adjusted well to the move back to physical school. However a few miss the familiarity of home and tend to get distracted now that they are back in school, or exhausted with the longer time they spend. With perseverance, we are hopeful that these few too will soon recover their earlier endurance and enthusiasm for school.

“We enjoyed going back to the campus. We are tired of Zoom meetings! The review helped us get clarity on the individualised goals chosen for the students. The inputs from the Healthcare team were very valuable and it helped strengthen the triad of the teacher, therapist & student.”

- Teacher
Learnings from the Lockdown
It had been 754 days since our children had been on campus and we missed them dearly. Finally, in February our students were back in their classrooms, their playgrounds and with their friends. Back to a place where they belong.

- Parents had become co-teachers in the truest sense; they put greater value to teacher contributions and had learnt new techniques to manage their children. Siblings too had become involved in the learning journey, helping with technology and to execute instructions. Through the combination of on-campus and home programmes, we were able to reach every student.
- The Healthcare review highlighted many issues, which we addressed in the school. For instance, we had a much better understanding of the abilities of children who were admitted into school through the online interview process once we saw them in-person and could adjust the teaching methodologies accordingly.
- The need for home visits was identified as a key step in building on the existing relationship between teachers and caregivers, to enable them to better plan and suggest adaptations and modifications based on the situation at home.
- Teachers took on new challenges, especially technology, with aplomb! They tried new methods and aids for teaching, adapted the curriculum as per the need of individual students and attended each other’s classes to ensure peer learning and sharing of best practices.

And where we struggled...
- Parent burnout and reduced availability for online classes was a big challenge. Teachers also found it challenging to continue to innovate in an online platform. The learning gaps became wider, as online schooling was for a much shorter duration of time.
- Low attendance in school once re-opened, as several families had moved to their villages and wished to return only after the summer vacation.
- While most students have adjusted well to being in the classrooms, some students are facing issues with focus and comfort in the physical space; as well as the longer day.
- Health has been affected as a lot of students have gained weight owing to restricted movement. Behaviour challenges as a result of lack of social interaction was also observed.
- Student progress has been difficult to articulate where the progress is too small to warrant movement across 5 levels of IEP scoring.

a. 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 77 years.

The Jai Vakeel school in Mumbai has 325 students and 44 teachers across its 6 sections, including 12 students on the home programme. 177 of our 323 students have close to 100% attendance through the year, testimony to the fact that our parents and children really valued the online education program.

Average student attendance has been 73% for the year, including both online and in-person classes. The move to physical school saw a slight drop in attendance as some families remained in their villages.
Happiness Kits
As online school continued into the second year, we sent all our students Happiness Kits filled with teaching aids to enhance at-home teaching, learning, sensory and behavioural support for parents and caregivers. Kinetic sand, beads, bubble wrap, wool, smiley ball, sponge, art materials, workbooks, reward charts and visual schedules have helped students be more focused, reduced fidgeting and motivated behaviour management.

Screen Magnifiers
76 of our children who attended online school through a mobile phone were given screen magnifiers to help their mobile screens look larger. These were particularly helpful for children with visual issues and reduced the instances of eye and back issues associated with hunching over a small screen.

Visual Aids Work Wonders for Satwik!
Eleven year old Satwik who has severe intellectual disability was not eating food on time, and as a result, his entire schedule was erratic. His stressed mother brought it up in her meeting with his teacher, who suggested that she use a visual aid to motivate him to sit for his meal on time as he understands instructions from pictures better than verbal instructions.

These visual schedules are meant to help our students structure their day through a system of rewards and reinforcements through the smiley chart. We were, however, pleasantly surprised when we saw them being used by other siblings in the family too. Diya Maharan is one such case. The visual schedules and reinforcement charts not only helped her mother plan the day for Diya, but also for her younger sibling who has been at home due to the pandemic.

Fun Wednesdays
Online school became a little more fun on Wednesdays! Team Spreading Smiles worked with our teachers to develop creative activities like Music n Movement, Colouring, Storytelling, Wax transfer, Yoga, sensory play, Zentangling and more!

Music Concert
Shankar Mahadevan Academy under SMA Nirvana organised three concerts for students of Jai School and Skill Development Centre. The concerts were an energetic ‘Back to school’ celebration after the diwali vacation, and a wonderful way to mark Children’s Day for our students, who love music and movement!

NIOS exams
Jai Vakeel is an accredited centre for the NIOS (National Institute of Open School) exams. This year, three Jai Vakeel students appeared for the exam and we are thrilled that they passed! It is yet another step towards their final dream.
Dushyant finds his calm

Dushyant Kedare aged 6, diagnosed with moderate IDD joined Jai Vakeel School in August 2021 during the lockdown. Extremely hyper, with poor attention span and sitting tolerance, coupled with a lot of behavioural issues and exceptionally aggressive with his younger brother was how he joined Jai Vakeel. His mother had tried to resolve the situation by involving him in different activities, but her efforts had limited results. Additionally, Dushyant was unable to articulate his need to go to the bathroom, which further frustrated his mother.

He joined JV in the middle of the second year of lockdown and online classes were the first form of instructional input that he received. His response to the classes was poor, which prompted his teacher to discuss the situation with the therapist from the healthcare team. Together, they worked to build strategies to handle Dushyant’s behaviour and poor response.

His teacher made a toilet training schedule and toilet flash card for Dushyant, and slowly with his mother’s co-operation, we began seeing improvements. The teacher also identified a reward and positive reinforcement system for Dushyant which worked very well towards his behaviour modification and learning. To deal with his aggression towards his younger brother, his teacher introduced a game of hitting a target with a ball, and his mother learned to distract him and play this game with his brother.

Thanks to regular therapy, behaviour modification strategies and efforts of his teacher and his mother, Dushyant is now calmer, more focused and more responsive in class. He greets his teacher with a smile and participates in class. Even at home he has overcome violent tendencies, and uses his energy in more meaningful and engaging social interactions.

Small steps, big joys. At Jai Vakeel the small victories are celebrated with as much joy as the larger ones, and Dushyant is one of our victories.

Assessments

This year, IEPs and assessments were completed for 318 of our students. The Baseline (IEP) for students was conducted on campus during the Healthcare camp, when teachers and managers met with the students in person and got a first-hand understanding of their development and abilities. 20-30 goals across the areas of Activities of Daily Living, Communication, Educational Activities, Recreational Activities and Social Behaviour were selected for each student, along with 5 Home goals.

The goals chosen were selected bearing in mind that the parent was going to be the primary teacher and the
setting would be the home. Hence, many of the goals, especially the functional goals were around Activities of Daily Living and contributing to the family through productive engagement, while fewer goals around behaviour, communication and recreation were chosen. The teachers worked closely with the parents in terms of understanding of the goals and their execution.

“I am very proud of my son and so happy today. Our children are the real fighters but we don’t give them a chance to succeed. In this journey I want to acknowledge Jai Vakeel and his incredible teacher Molly whose deep belief in my son has led to his success today.”
- RENNY’S MOTHER

CO CURRICULARS
JV plays National level football!
Three of our students Rohan Tak, Faizel Shaikh and Samyak Pawar were selected for the Nationals in the State Level Football Tournament organized by Special Olympics Bharat, held in Kolhapur. After over a year of training hard behind closed doors of their homes under the virtual guidance of their teachers, they proved to us that with persistence and dedication any thing is possible. In February they began their training camp and playing in tournaments in order to earn their place in the Indian football team for the International Special Olympics. We could not be more proud and wish them the absolute best of luck!

Graduation Day
Graduation day is very special at Jai Vakeel! Students dress in capes and hats, parents and teachers smile with pride as our senior-most students get ready to move onto a new phase in their lives! This year, 32 students graduated from school and will soon enter the Vocational Training section for a three year program focused on teaching them skills that will help them get jobs.

Our chief guest was the inspirational Swasti, a young entrepreneur with Down Syndrome who started Pudhina Punch and her equally impressive parents. She inspired our students by telling them of how she had turned her passion into a career and how with hard work and a little help from her brother her business had grown.

Her mother Darshana Mehta spoke of how she felt a sense of kinship talking to parents going through the same thing as her. Swasti’s future had long plagued her, but now seeing her today gainfully occupied has brought her a sense of peace and pride; and she urged parents to not give up hope and think of innovative solutions for their children.
Sound Space
Three of our students participated in a fundraiser organised by The Sound Space at CSMVS, Mumbai. The Sound Space works with various organisations to expose children from various backgrounds to the world of music. Through their sessions, they help enhance children's cognitive abilities, improve social and emotional wellbeing, and cultivate joy and a sense of community. The Sound Space recently launched a mobile music classroom on wheels (a bus) that will travel from community to community, to bring back the magic of live musical spaces and in-person connection between teachers and kids. We were thrilled that our students were part of their initiative to raise funds as we believe that the work being done by them is much needed.

Table Tennis Tournament
Special Olympics Bharat organised a State Level Table Tennis competition in which two of our students, Krish Abhekar & Prerna Desai, bagged the 3rd Place medal and are now selected as Reserves for the National Level team!

b. Jai Vakeel School, Talegaon
Our Talegaon branch was started in 1998 with 10 children, and has grown to serve 47 students. Over the course of the year, we have admitted 14 new students. Our students have attended both online and in-person classes, and have over 87% attendance across sections from nursery to pre-vocational. They have also participated enthusiastically in art, sports and music.

Assessments
46 students were assessed across the aspects of Activities of Daily Living, Communication, Educational Activities, Recreational Activities and Social Behaviour. An Individual Education Plan was created for each of them, including a range of IEP and home goals. Overall, we saw significant improvement in all goals, particularly in the second term.

The highlight of the school has been consistently high attendance for students in classes. One of the reasons for this was conducting home visits even during the pandemic to ensure the students were actively engaged, through synchronous or asynchronous modes. This gave the teachers more instructional time with the students and more opportunities for interaction with the parents. Overall, there has been good progress across all capabilities; however recreation and behaviour goals have shown less progress due to the constraints posed by covid pandemic.

Continuing with our efforts to give our students an opportunity to display their talents to the outside world, our students also participated in external competitions for fancy dress, drawing and poetry recitation.

Three students participated in Special Olympics Bharat (SOB) - Maharashtra State Level Roller Skating Selection Test and one of our students, Aryan More, even went on to compete at the National Level competition in Bhubaneshwar.
Aryan Skates to Gold

They say when the student is ready the teacher appears and that’s what happened with Aryan. Having ranked 3rd in 100 metres and selected by Special Olympics Bharat for the National level, Aryan was suddenly unable to practise when the pandemic struck.

We needed help and fast. We approached LXT skating club owner and professional skating coach, Mr Rahul Rane, for help. Despite having never coached a person with a disability, Coach Rane was inspired by Aryan’s passion and ability and took it upon himself to coach Aryan. Aryan More competed in the Roller Skating 200 MTR competition in age group of 14 and above. Though it was meant for general category players, Mr Rane was keen to encourage students with special needs and managed to have the entry fee waived for them. The response was overwhelming. Over 50 special kids from Pune city participated and Aryan More came first and secured the gold medal.

Since then, he has gone on to win 1 more gold medal and 1 silver medal in inter club competition in Pune city.

We are deeply grateful to Coach Rahul, for looking beyond Aryan’s disability, taking a leap of faith and working towards a more inclusive community.

Student Medical Camp

In association with MIMER Medical College & BSTRH (Bhasaheb Sardesai Talegaon Rural Hospital) we held a medical camp to evaluate the medical and therapeutic needs of our students. 45 Families met super specialists like Neuro-Paediatrician, Physician, Paediatrician, Orthopaedic, Ophthalmologist, ENT Specialist, Dentistry, Physiotherapist, Psychologist, Speech Therapist, Medical Social worker and Nursing staff who assessed their needs.

“MIMER Medical team was overwhelmed with emotions when they were in the midst of the specially-abled students. It gave us an opportunity to understand some of their problems. The trust shown by the parents and the teachers and staff is a sign of the dedicated and wholehearted work that the school is doing for them. We wish to extend our complete co-operation for all health-related endeavours.”

- DR. DARPAN MAHESHGAURI, CSR HEAD & ORTHOPAEDIC SURGEON, MIMER MEDICAL COLLEGE.
Assessments were conducted for 35 students along the 5 domains of IEP. In addition to the school goals, 5 home goals were selected for each student and progress has improved for nearly all students across goals. Students also participated in several co-curricular activities like art, sport and music. Students have progressed well on goals across the domains, greatly helped by the active involvement of their parents. Many parents are farmers and have limited education themselves, and by involving their children in their day-to-day activities, they were able to ensure that their child was contributing to the family. This was also helped by teachers speaking to parents everyday, and parents attending PTMs regularly - creating a true parent-teacher partnership!

WORLD DISABILITY DAY

World Disability Day is celebrated on 3rd, 4th & 5th December virtually.

3rd Dec.
Guest lecture by Dr. Bhavari, HOD. Paediatric Dept. MIMER Medical College.
General awareness & Importance of EI in children with IDD.

4th Dec.
Dr. Sayali, Prof. Neuro Physiotherapy, & Mrs. Viranchi Musale, Senior dietitian, MIMER Medical College.
Role of Physiotherapy & Importance of diet in development of IDD child

5th Dec.
Archana Raje, Senior Child Psychologist, MIMER Medical college.
Various behavioural issues & management of IDD child.

Students have progressed well on goals across the domains, greatly helped by the active involvement of their parents. Many parents are farmers and have limited education themselves, and by involving their children in their day-to-day activities, they were able to ensure that their child was contributing to the family. This was also helped by teachers speaking to parents everyday, and parents attending PTMs regularly - creating a true parent-teacher partnership!

c. 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 35 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.

Assessments

Assessments were conducted for 35 students along the 5 domains of IEP. In addition to the school goals, 5 home goals were selected for each student and progress has improved for nearly all students across goals. Students also participated in several co-curricular activities like art, sport and music.
Celebrations
Our students love to celebrate all festivals and showcase their talents, and this year we were once again able to have several of them in person! Janmashtami, Ganesh Chaturthi, Diwali & Christmas were all celebrated with much enthusiasm!

Goonj Funfair
Goonj Foundation organised a fun fair for students from Special Needs Schools in Nashik and 18 students from our Center visited the fantastic event! Our students danced, ate a delectable lunch, played various games, and won loads of gifts. They also had a chance to meet and interact with students from other schools in the space.

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 32 students between the ages of 6 - 18 years and 5 teachers who assist them with their learning and therapies.
Children with Autism Spectrum Disorder (ASD) are often challenged with changes in routine and hence are particularly vulnerable to negative impacts of the COVID-19 pandemic. Another negative outcome is that they lose 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.

Healthcare camps to better understand the medical and therapeutic needs of our students were held twice a week from July onwards.

We had an attendance of 82% for our students across both online and on-campus in school.

We conducted 18 teacher training sessions on a range of topics, and had 100% attendance for nearly every one of them!

This year, we focused on taking a holistic view of the health of our students and the issues being faced by their parents. Therapists and teachers worked in tandem and also met the primary caregivers to understand the home environment, identify concerns and recommend treatment / therapy and activities for students. Fortunately, the new admits were able to come to school for assessments and their parents could attend the orientation on our campus.

Though online school continued at the Autism Centre, parents and teachers felt that online schooling was proving to be ineffective for some students and there was an urgent need to provide physical schooling and therapy. After taking the necessary permissions and precautions, 10 children were identified and called to school from January onwards. These children benefited from the in-person learning and therapy and showed good progress across various domains.

This year, 10 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.

Ojas learns to express himself!

Ojas Saundelkar is a fitting example of how involvement and participation from parents can make a huge difference in their child’s progress. 12-year-old Ojas diagnosed with severe intellectual disability coupled with Autism Spectrum disorder came to us at Jai Vakeel in February 2020, after being at multiple special schools. After a series of assessments he was found to follow instructions intermittently, exhibit self-stimulatory behaviour, be non-verbal and have mild-moderate hearing loss in one ear.

Ojas was placed in the Jai Vakeel Autism Center, and embarked on regular speech therapy from September 2021 to April 2022, both online and on-campus. The therapy goal focused on identification of common pictures with the aim of enhancing and expanding vocal communication using PECS (Picture Exchange Communication System) and ‘communicating by pointing’.

% PROGRESS ON GOALS, JVAC MUMBAI

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3. 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’ and the project is called ‘Project Disha’. This year we signed an extension of the MOU for 3 years with the Commissionerate of Persons with Disabilities from 2022-2025.

To achieve Project Disha’s goal, Jai Vakeel’s standardised curriculum has been extended to special schools across the state. 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 Vision of Project Disha is a world where every child with IDD has access to quality education. Towards this vision, Project Disha works towards building the capacity of special schools and special educators through its various project offerings.

Parent involvement in therapies is crucial to their success and Ojas’s parents were also encouraged to follow up with activities at home as suggested by the therapist. His parents were counselled to better understand his condition, particularly related to his communication and given different techniques to help him with an effort to increase his receptive and expressive vocabulary through both verbal and non-verbal mode.

After consistent intervention, Ojas is now often able to choose between pictures he wants and give it to his parents, occasionally with verbal prompts. He is able to identify common objects and gestures, and sometimes even asks for what he wants. Ojas’s interaction and communication has improved and all the behaviours that featured in his first assessment have improved.

One of the main challenges was to make his parents understand and accept the importance of using Alternative and Augmentative modes of Communication (AAC) and ensure that as a family they consistently followed the home programs and participated in his therapy. Ojas’s immense progress was possible thanks to his mother’s cooperation and understanding throughout the sessions.
The main outcome of Project Disha is enabling special schools to become Disha Model Schools i.e., effectively implement the Disha program leading to quality education. Towards this a Disha Model School framework was developed in consultation with Genpact under the GSIF fellowship program last year.

The Disha Model Framework is awarded to a school based on meeting various parameters with defined timelines.

With schools remaining shut for the second year in a row, teachers could only reach out to children through remote channels like Zoom, Whatsapp and home visits. Hence while evaluating schools, we adopted a practical approach and focused on the 4 most critical parameters of Model Schools - Completion of IEP, 1st and 2nd Term assessment and usage of manuals & workbooks.

As Project Disha gathered steam and we emerged from the lockdowns, the Disha team was able to visit 70% of the schools under the programme. The resulting increase in engagement with school headmasters and teachers has helped to resolve doubts in a timely manner and widen acceptance of the Disha Portal and Assessment Checklist. School visit and Teacher forms were redesigned to check on the

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**Embodying the spirit of Project Disha!**

Snehsadan Matimand Mulanchi Anivasi Shala, Nagpur with 5 teachers and 43 students, the school has quickly imbibed the practices and spirit that embodies Disha.

- Admits all children across the spectrum (Mild to Profound)
- All subject workbooks were printed and distributed to all students.
- All Activities conducted as per Disha guidelines
- Use of Disha manuals & workbooks in the classroom
- Supports to parents actively by availing all government schemes
- Though the school is not getting any aid from government, they still follow and participate in all Disha activities
4 model school parameters and filled in by the district coordinators for each school they visited. Out of these 274 schools, 82 schools met all the 4 parameters and qualified as Model schools.

The team also met 95% of the DSWOs (MSWs), resulting in increased support from District Level Officers for the Program. The Disha Portal is now a part of the licensing and checking process at the Commissioner’s office and there is an increased focus on the IEP status of the schools.

**Teacher Feedback**

At the end of the year, Project Disha team members carried out a survey with a sample of 386 teachers across 80 schools, to understand how effective teachers think Disha program is in terms of training, content, IEP and portal.

*Teachers said the program met all their teaching requirements*

In addition, Project Disha team members carried out a survey with a sample of 326 parents to understand School to Parent Engagement.

*Parents shared that their children used Disha workbooks at home*

“When the going gets tough, the tough gets going” This turned out to be more than a song lyric for Aadhar Niwasi Matimand Vidyalaya as they didn’t let the barrier of lack of smartphones demotivate them. Rather, they put on their creative hats and came up with an innovative solution. They realised their non-teaching staff owned devices, which could be put to use for online learning. They asked them to visit students’ homes, who stay close to their homes and with the help of their smartphones, they connected the teacher with the student. This not only enabled online sessions to take place but also provided a special experience for the non-teaching staff to be connected to the students and the larger cause.

Along with online teaching, every class teacher conducts home visits at least once a month. Out of 102 students, 88 students do not own a smartphone and hence are supported by the non-teaching staff visiting their homes. The staff carry Disha workbooks along with them for mild and moderate level students that the students can use during the visit.
When individuals with IDD transition into adulthood, they are often unable to find gainful opportunities where they can use the skills, knowledge and attitudes that they have worked so hard to acquire. At Jai Vakeel, we empower our students with both a quality education as well as a range of training avenues and marketable skills so that they can become contributing members of their family and to society.

This year, the Skill Development Centre focused on helping our students return to the new normal, focusing on their education and development in the hybrid space and rising to the demand for new products.

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

Work gives all individuals a sense of purpose and self-worth and ours are no different. It helps them connect socially and gives them the opportunity to be full members of their community.

The Vocational Training Centre (VTC) was started in 1948 to encourage young adults with mild or moderate IDD between the ages of 18 and 21 years to become self-reliant. Historically that has meant working in our sheltered workshops or sometimes becoming self-employed. With the intent of making our students more ‘employable’ and mainstreaming them into society by getting them ready for jobs in the outside world, we revamped the structure for VTC, to serve as a bridge between Pre-vocational & Sheltered workshop/placements.

The Centre currently serves 86 students, 47 of whom transferred from the school section this year.

The 3-year programme was piloted in January 2020 with a select group of students who constituted our first batch. When the pandemic hit, we quickly pivoted and created an online curriculum, through which we made some headway. However, we know that children with disabilities (CwDs) are best served by in-person instruction, and hence we decided that we would repeat the module when our students could return to campus.

In February 2022, we were delighted to have our students back on campus for in-person classes which allowed them the opportunity for in-person training and to use different materials and infrastructure which was not available at home. Initially we implemented the ‘blended learning’ model, a mix of classroom instruction and remote education and moved the entire programme to the physical format once restrictions were lifted.

In April 2022, final assessments were carried out on campus for 20 of our 39 first year VTC students in order to better understand which skills and concepts needed greater development and which ones had been mastered. Through the assessments it emerged that some concepts needed to be further reinforced for some of our students; however we decided to move all 20 of those who were assessed onto the second module, and continue reinforcing concepts in the in-person format.

Out of the remaining 19 students in our first year of VTC, 10 transferred to our sheltered workshop and 4 to our respite section as they were over 21 years old. 5 students decided not to continue with the programme.

“I underestimated what my child is capable of. Khush was born with IDD & cerebral palsy and never in my wildest dreams did I believe that he would be independent in cooking and other daily activities. He dreams of running his own café one day and I now think that dream may come true. I cannot thank the foundation enough for their commitment and belief in each child.”

- KHUSH’S MOTHER
2. STUDENT CAREER COUNSELING

After completing 3 years of vocational training, we assess our students, 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 vocational training and skill building that encompasses all aspects including work personality development. To strengthen the programme, we focused on building capacity and market research to better understand the needs of organisations so as to incorporate these into our curriculum. We also try to organise internships for our students to better prepare them for open placements.

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

The pandemic led to a lot of our students losing their jobs for a variety of reasons; and only 4 students continue to be employed. In addition, 4 students continue as interns with Sujaya Foundation.

We have realised over the years that our work does not stop at finding our students’ employment, but supporting them so that they remain employed. To this end, we continue to stay connected 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.

“At Credit Suisse, we believe in fostering inclusive growth by addressing the socio-economic challenges of our communities. Through the partnership with Jai Vakeel Foundation, we aim to provide access to education and skills to individuals affected by intellectual disability, thus enabling them to achieve economic independence for themselves and for their families”.

- SHARMEEN KUTTY - VP AND HEAD CORPORATE CITIZENSHIP AND FOUNDATIONS, CREDIT SUISSE INDIA
Himanshu’s Journey

When Himanshu was born in 1988, his official diagnosis was "blue baby", a condition caused by lack of oxygen; and his birth was further complicated by epileptic fits. Himanshu’s childhood was a carousel of doctors, hospitals and unclear diagnosis. Nothing seemed to help. No answers were in sight. The confusion was almost as bad as the affliction.

In 2009, after years on anti-epilepsy medication, Himanshu saw some improvement. At this time he also enrolled in Jai Vakeel School, and was one of the first students in the NIOS program. According to his mother, every skill he has learnt has been at Jai Vakeel, and for that she is extremely grateful.

After a few years in the school, Himanshu went into the VTC program and his success there gave the team the confidence to look for open employment for him.

Himanshu forayed into open employment in July 2018, when he went to work at Sodexo in their housekeeping department. His workplace is very far from his home, so everyday his father drops him by bus to the train station at 6 am and he’s back home by 6 pm after a 90 minute commute. Monday through Saturday this is his routine.

For Himanshu’s father, a retired accountant, and his mother, a housewife; their greatest joy is their son – who is the breadwinner in their family today. Himanshu was awarded with the certificate of merit at his ACC site office acknowledging his hard work.

During the pandemic, Himanshu was laid off for over a year. The foundation was in touch with him and ensured that he continued to stay motivated by engaging him in online classes. In November 2021, Himanshu resumed work with Sodexo, this time at Hindustan Unilever.

Making friends, commuting by local transport, sharing a tiffin, having a job, and lazing around watching TV on Sundays - Himanshu’s remarkable journey is punctuated with some of these simplest pleasures!

3. SHELTERED WORKSHOP

The Jai Vakeel sheltered workshop is one of the largest of its kind with 140 artisans making over 200 different types of products across 8 vocations. It gainfully engages those with mild or moderate IDD between the ages of 21 and 50 years, under the guidance of special educators and caretakers. 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.

To help them maintain their skills and continue with their livelihoods during the pandemic, we sent out 243 kits to the homes of 94 artisans, the materials of which were used to continue producing diyas, torans and tailored products, like bags, from home.

In August 2021, once they were vaccinated, our artisans were able to return to campus and had the opportunity to once again work on appliances like sewing machines and looms and learn new skills.

Over the past few years, Jai Vakeel’s beautiful traditional and trendy products have been sold through our on-site and online stores, pop-ups held by some of our patrons, and other exhibitions. We also created personalised hampers which have become very popular at the time of festivals and special occasions like weddings and birth announcements. Every sale supports our artisans to receive a stipend that enables them to live a life of dignity.
This year, 23 new designs and products have been introduced, including table linen, tableware, and new candle designs. Due to the large number of orders during the festive season, we had many people from different teams volunteer to finish some of our products, as well as to pack kits.

**Developing New Art Products**

Every year, two of our long-time volunteers, Avan Mehta and Nandita Badiani help us create a new line of gorgeous art products. Leveraging their art and design backgrounds, Avan and Nandita conducted art workshops with our students and artisans, helping them to explore different art forms. The beautiful artworks that emerged were then used as designs and immortalised in Jai Vakeel’s line of accessories and products!

"Jai Vakeel ensures an inclusive and creative environment for its children and that’s visible in all the beautiful products they design. With each product that we buy, we are also giving self reliance and equal rights to a child at Jai Vakeel and that’s what makes it extra special."

- MEERA RAO, UTTARAKHAND TRIDIVA HOMESTAY

This Diwali, HDFC Asset Management ordered 10,000 laptop bags and 10,000 sets of diyas and HDFC Auto Loans ordered 2700 sets of diyas! These huge orders not only boosted our confidence but also helped us in spreading awareness about our space and the capabilities of our artisans.

1.38 cr in total sales

49,000 + products sold
“Jai Vakeel’s floral hand poured candles are absolutely beautiful and make for wonderful year-round decor for my house. Also, their festive seasonal collections are immaculate! The quality of the gift bags is superb, and their range of diyas was perfect for my Diwali decorations and gifting!”
- TISHYA SAGAR, CLIENT

Thank you for your support….
Rumana Hamied
Monish Bachoo for My Healthskape Medicals Pvt Ltd.,
Dr Amin Controllers
Matrix India
Mulji Marketing
M/S Not Just Desserts
M/s Faaya

Mesmerize India
Fashion label Mesmerize joined hands with Jai Vakeel to help spread awareness about IDD and the importance of inclusion. In a first-of-its-kind initiative, Mesmerize launched a range of exquisite fashion accessories featuring the digitized art work of each child. Fueled by the belief that art serves as an unparalleled medium to tap into the potential of each child, the collaboration was designed to inspire the little ones to turn the world into their canvas. With no boundaries or limits placed on their imagination, the collaboration sought to draw out the inner artist hidden in each child. By focussing on their ability and not their disability we hoped to make people see ‘A person is not a disability. A person is a person’.

‘We want the accessories to foster conversations that matter. ”I like what you are wearing, where did you get this accessory from?” is a line that can help create awareness about the story that we wanted to share. We believe that by providing a vivid window into worlds other than our own opens a doorway into our minds and hearts. We hope that this initiative helps eliminate the stigma in society around disabilities and creates a better place for the children and us all.”
- Dhruv and Shrey Khandwala of Mesmerize

OUR COLLABORATIONS
Collaborations help us reach our larger objective of spreading the message on the benefits of inclusion to a wider audience, in the relevant context. Through them, we hope to mainstream the conversation around IDD; use our voices to start a dialogue about inclusion, increase our impact and influence, leading to real change.
4. RESPITE CARE

Owing to our ‘no reject’ policy, a large number of our students fall under the ‘severe’ to ‘profound’ grade of IDD. Jai Vakeel remains one of the only non profits to serve this group and today has 64 students in its Respite Care.

Students in this category struggle to perform activities of daily living (ADL); they are unable to grasp functional academics or be trained in any vocation. Jai Vakeel strives to provide them a nurturing environment and works with them up to the age of 25 years to train them to manage their ADL and become as independent as 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 centre.

This year we continued with an online structured curriculum for our Respite Care students, focusing on different domains of personal health & hygiene, activities of daily living, communication & language, support skills, life skills, mobility & hand functional skills and music therapy. Parents also learnt new strategies and techniques to resolve challenges and accomplish specific tasks.

Assessments were conducted for 45 Students across 30 Goals and we were overjoyed to observe that all those assessed maintained or enhanced their skills and did not show regression on goals. However, the daily responsibility of caring for their children led to parent burnout and fatigue, and there was an urgent need to bring our respite students back to campus.

 Colourful Minds

Colourful Minds’ mission is to increase workforce inclusivity and reduce health inequities so that all individuals can share their talents with the world. To this end, they partnered with Jai Vakeel to provide a platform to sell our products online so that more people would become aware of how talented our artisans are and help us create a more sustainable revenue stream.

"We love purchasing products from the Jai Vakeel Foundation. The diyas are so colourful, decorative, and beautiful. The torans are gorgeous and can be used for Diwali parties, garba, pujas, and other festivals. All their products are packaged very well and the school is extremely organised. More importantly, we are so impressed with the dedication of all the teachers to support students with different disabilities at the foundation."  
- Shachi khichada of Colourful Minds
In February this year, we moved to re-open school for our respite care students, gradually easing them back and helping them settle down on campus once again, making them understand and follow Covid protocols and personal hygiene. We focused on incrementally increasing their attention span and sitting tolerance and were able to move to a full day of physical school by March.

**Monday Movement Therapy**

Three volunteers, Behroze Sethna, Rustom Warden and Navya Mital conduct Dance Movement therapy and Music Therapy for our students in Respite Care every week. Over the past 2 years of these workshops, we have seen a gradual improvement in their responses, testament that Dance Movement Therapy helps even the most challenged students achieve emotional, cognitive, physical, and social integration and works wonders for physical coordination, stress reduction, disease prevention, and mood management!

“Mondays at Jai Vakeel are my fun days. Spending time with the children, connecting with them, making that small difference in their lives fills me with happiness”

- BEHROZE SETHNA MISTRY
Saturday Art Class
The pandemic has been particularly difficult for parents of children with severe and profound needs. Managing the needs of their children without the usual support, especially at a time of heightened anxiety and other challenges, has made them feel isolated, stressed and overwhelmed. We introduced a Saturday Art Class as a channel to help our parent community focus on themselves and their emotional wellbeing, so that they were able to better manage their child.

Saturday Art Class, co-founded by Teach for India fellows Manasi and Chhavi, strives to inculcate social-emotional learning (SEL) into schools and organisations that serve children from low-income backgrounds and create safe spaces for expression by engaging children in a process of creative exploration through Art. Dipti, also a former TFI alum Program & Curriculum lead, and Anaggha, Program leader, are part of this dynamic non-profit and led participants through the class. Since its inception in 2017, Saturday Art Class has impacted over 5700 children through a network of over 1300 volunteers.

We were thrilled with the results. They helped create a safe space where our parents got to simply be and were able to get in touch with their emotions.

“There is something about Jai Vakeel that gets you hooked - Is it the happy faces of the children, the commitment of the staff or the passion of the volunteers?”
- VEDIKA BHANDARKAR,
JOINT TREASURER - JAI VAKEEL FOUNDATION & COO - WATER.ORG
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 on campus for a few weeks at a time, 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.

To continue the great work envisioned by the founder 75 years ago and take it to the next level with the vibrant commitment reflected in your holistic approach to integrate the special children into mainstream society is truly commendable. The team at Jai Vakeel foundation is aptly the custodian of the needs of the special children they nurture with passion and commitment. There is a joy that comes from visiting your happy premises and excellent facilities. Through our visit we got a first-hand view of interacting with the children and their pride in producing good work directed by the training and passion of the team that works hard with the children. I was struck by the demonstration of care and love for the children to harness their potential, make them independent and give them a purpose that creates pride and self-esteem.

- Renu Basu,
  Advisor Taj Hotels
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. For part of 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! As the country opened up we slowly went back to our earlier format of creating unique opportunities for our children to go out, engage and have fun. We also re-started our in person interactions both on our campus and outside.

“INCLUSION IS NOT A MATTER OF POLITICAL CORRECTNESS. IT IS THE KEY TO GROWTH.”
Jesse Jackson
Community Integration Program

Aditya Birla World Academy with Disha
Our association with Aditya Birla World Academy continued this year, with their students from Grades 4 and 11 conducting a total of 70 sessions with our students. The 11th graders conducted a total of 58 sessions with our primary, learning readiness and pre-vocational students regaling them with stories and teaching them art and craft online. The 4th graders, on the other hand, worked with our primary section to improve our Project Disha manuals, an effort that will improve outcomes for thousands of students around Maharashtra and in time beyond.

Gardening and Cooking with Orane Kids
Orane Kids school for children and adults with Special Needs on the Autism Spectrum, Noida, conducted 2 wonderful sessions on gardening and cooking with our Vocational Training students. Super Special Gardener connected our students with nature - growing their own microgreens, balcony arrangement and simple landscaping. Based on its success last year, they brought back Super Special Chef, with our Skill Development students competing to showcase their talents and create a healthy meal!

Team Spreading Smiles
Team Spreading Smiles are experts in spreading happiness through their network of hundreds of volunteers and did just that for the Jai Vakeel team! Every Saturday, their volunteers conducted exciting workshops for our teachers on a variety of topics like movement and music, doodling, crayon transfer, storytelling and yoga. The sessions have given our teachers a host of new ideas, strategies and resources to try with our children, which they conduct on ‘Fun Day Wednesdays’. The smiles of our students are the biggest testimony to the success of this initiative!

Making a Difference (M.A.D) Foundation's Vande Mataram Diwali
Making a Difference (M.A.D) Foundation's initiative - Vande Mataram Diwali 2021- gave us the opportunity to show our gratitude to India’s defence forces by sending them handmade Diwali greeting cards. Students from all our branches, across all sections, along with their teachers and families made 182 beautiful cards, which MAD sent to faujis across India! They also organised Vande Mataram, an art competition in which 10 students from Jai Vakeel’s Autism Centre participated.

AWMH Virtual Sports Meet
Three students from our Autism Centre participated in a games meet held by the Association for the Welfare of Persons with a Mental Handicap in Maharashtra and came away with 2 silver medals and a fourth place in one of the games.
**CAS with schools**
12 students from Dhirubhai Ambani International School (DAIS) and 55 students from JB Petit School interacted with our students under the CAS program. While the DAIS students prepared presentations and engaged with our students on different topics like table etiquette, animals, school discipline, the girls from JB Petit conducted a Christmas craft activity. Through the varied activities, the objective remained constant - getting to know each other a little better!

**Birthday Celebrations**
Fifteen year old artist and student, Avantika Swali, celebrated her birthday by conducting an art and craft activity for children and young adults at Jai Vakeel. As the co-founder of All Care for Everyone (ACE), a registered not for profit organisation, Avantika is committed to providing children with the opportunity of holistic education & educational experiences. Through ACE, she sponsored the transport for 300 of our students to go on a field trip to Della Adventures in Lonavala.

**Della Adventure**
The team at Della Resorts & Adventure Family, led by Jimmy and Natalia Mistry, Rayomand Irani and Amit Pardeshi, generously opened up their fantastic property in Lonavala to our students from Skill Development and Respite Care, as well as Talegaon Jai Vakeel School for one of the most memorable and fun-filled days of the year! The students got to experience thrilling adventure activities like flying fox, zorbing, sky cycling and riding ATVs, and also tried their hands at paintball, archery and virtual dancing! They were treated to a wonderful lunch by our hosts and came away with big smiles and lasting memories!

**Corporate event**
Eleven volunteers from one of our long-time corporate supporters spent time with artisans from our Sheltered Workshop, teaching them social skills and etiquette! Both artisans and company volunteers came away enriched with learnings and appreciation of each other!

**Concern India Foundation**
Jai Vakeel students enthusiastically participated in multiple events held by Concern India Foundation! Singing and dancing event, Roshni; art event, Splash, and the athletics event were attended by over 25 students from our Skill Development centre.
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
A. Nerurkar
Aban Irani
Anjali Sabnani
Any A. Shroff
Archana Chandra
Arnavaz Mistry
Arvind Kothari
Barbara J. Mehta
Behram N. Cama
Dhun Umrigar
Dilip Kurani
Dr. Anahita Pandole
Dr. Anaita Hegde
Dr. Aparna Parikh
Dr. Charles Pinto
Dr. Dimple Shastri
Dr. Jay Shastri
Dr. N. S. Mahale
Dr. Neelam Goyel
Dr. Prashant Kamat
Dr. Rati Godrej
Dr. Santosh Ravindran
Enma Popli
Hilla Bharucha
Jallow Behramfram
Kekoo Cama
Lyla N. Cama
Maia K Cama
Manisha C. Lobo
Meghana Vipradas
Mohan Kurade
Natasha Mulla
Navroze Dubash
Neha Shah
Neville J. Umrigar
P. V. Satyanarayana
Pesi D. Shroff
Prashant Azad
Pulak Prasad
Raiomand Dubash
Rajendra Kashiwal
Roque D’Souza
Roshan Master
Roxanna K. Colah
Rustam Mulla
S. Nikharge
Sandeep Bhandarkar
Simone A. Mulla
Soonu Andhyarujina
Suhas Joshi
Tehruna Dubash
Tina P. Shroff
U. K. Damania
Vedika Bhandarkar
Yasmin Irani
Yohann P. Shroff
Zahan N. Umrigar
Zara N. Umrigar
Zarina Mulla
Zena Sorabjee
Zia N. Cama

Life Members
Farrokh R. Suntook

Ordinary Members
Sheetal Arora

Patrons
Ardeshir B. K. Dubash
B.N. Puranmalka
Dilip J. Madan
Feroz A. S. B. Dubash
Kulsum N. A. Dubash
Laleh A. B. Dubash
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.
OUR SUPPORTERS

Aashita Mehra
Abraham Shany
Aditi Thakker Shah
Aditya Birla World Academy
Aditya Patil
AD Singh
Ambika Kothari
Amit Gupta
Anish Sarkar
Anita Shetty
Anju Dadlani
Anu Tibrewala
Arnavaz Mistry
Arvind Bibikar
Arvind Kothari
Arzan Khambatta
Asha Chitnis
Ashwin Vaz
Aspi Forbes
Atul Soni
Avinash D’souza
Baarish
Balasaheb B. Mujgule
Bhima Jetty
Binaifer Havaldar Antia
Bombay International School
Burgis Balsara
Chitra Vishwanath
Craig Johnson
Cyrus Vakil
Dharmil Bodani
Dhirubhai Ambani International School
Dhwani Shah
Diane Lewthwaite
Dilip Bhatia
Divya Kapadia
Dr. Ashwin Sainani
Dr. Bela Doctor
Dr. Prashant Kamat
Dr. Vispi Jokhi
Eshan Sharma
Faaya Designs
Farah Khan
Gayatri Hattangadi
Gayatri Viswanath
Havovi Khan
Hemali Dalal
Hillspring International School
Howard Gee
Hue Fashions
Imran Syed
Jabeen Menon
Jasma Kapadia
Jasmine Madhani
Jasmine Pavri
Jay Modi
JB Petit High School For Girls
Jeannette Anand
Jehangir Sutaria
Jonathan Martin
Kaushal Parekh
Kavita Khanna
Kavita Sejpal
Kiran Kapadia
Komal Hiranandani
Kunal Dalal
Laxmi Poojari
Leslie Bartley
Madhukar Limaye
Maithali Parekh
Major Ramkumar
Mandira Purohit
Maneck Davar
Manjushri Gindodia
Meg Roosa
Minakshi Dey
Minal Kumthekar
Mona Dalal
Mona Seervai
Monica David
Monish Bhachoo - My Healthskape Medicals Pvt Ltd
Mrs Damayanti Bhattacharya
Mrs Meera Isaacs
Namrata Sejpal
Nilesh Shah
Nitin Nirmal
Noshir Dadrawala
Parag Madhukar Sapkal
Pradeep Kumar Dhandhania
Prakash Jayakar
Prakash Pradhan
OUR SUPPORTERS, VOLUNTEERS AND PARTNERS

Prasad Bibikar
Prashant Gade
Prem Daryanani
Priya Agarwal
Priya Lambha
Priya Nazareth
Priyanka Pandit
Priya Tanna
Procam International
Purva Prakash Pradhan
Rajeev Goenka
Rashida German
Rayna Mehta
Richa Bajaj
Ritu Johri
Roshan Kore
Rumana Hamied
Sachin Pingle
Sachin Waikar
Sandeep Soni
Sanket Jaykar
Sapna Kar
Shaan Shahani
Shahrokh Dinyarian
Shailja Bagrodia
Shamal Pradhan
Shaneen Parikh
Sharon Batliwala
Sheree Gomes
Sherwin Nazareth
Shilpa Kulkarni
Shiraz Rustomjee
Shirin Neterwala Malkani
Shiva Kumar
Shonali & Vikas Kewalramani
Shreya Parikh
Snehal Deshpande
Sreeraman Ramanathan
Sreeram Kuppa
Sreya Oberoi
Sriram Iyer
Srivatsan Rajan
Subodh Pagnis
Sujaia Rai
Sumangli Gada
Sunil Nayak
Susan Pocha

Tarana Pithawalla
Tata Aig
Tathapi Trust
The Cathedral and John Connon School
Tobias Aickin
Vaishali Patki
Varsha Sejpal
Veena Sejpal
Venkat Nettimi
Vicky Ajmera
Vidhi Kanjani
Zeenat Bhojabhoy
OUR VOLUNTEERS
Abaan Irani
Alka Nalavadi
Amrin Virani
Anjali Sabnani
Anushka Shah
Archana Chandra
Behroze Mistry
Cdr. Srirang Bijur
Deepali Sangrajka
Dishaank Shah
Disha Shrivastava
Dr. Jay Shastri
Dr Anaita Udwadia Hegde
Dr Khushboo Sehgal
Dr Santosh Ravindran
Enma Popli
Faryal Katgara
Gauri Abhay Kulkarni
Gaurika Chandok
Hita Shah
Kainaaz Master
Khulood Noorani
Maleeka Rafiq Lala
Monica Thakkar
Naavya Mehra
Nandita Badiani
Nandita Dugar
Navya Mittal
Neeta Shah
Neha Amin
Neha Shah
Nilufer Karnbatta
Nisha Kharat
Payal Srinath
Pervin Poonawala
Rajendra Kasliwal
Rajneeta Kewalramani
Ravi Venkateswar
Rinki Shah
Ritika Chamria
Rustom Warden
Sandeep Bhandarkar
Shalini Jhingan
Shilpa Sood
Shilpi Jatia
Shirin Balsara
Sonali Sheth
Tina Bajaj
Vaishali Valia Goradia
Vera Tata Choksey

OUR PARTNERS

Adhar
Adveka Foundation
Ahura Support Center
Akshar Maya
AZB & Partners
Bai Jerbai Wadia Hospital for Children
Cipla Foundation
Dasra
Genpact
Give India
Guidestar India
H & H Pharmaceuticals
Majlis
MIMER College of Physiotherapy Talegaon
Nayi Disha
Perkins India
Pranic Healing Foundation of Maharashtra
Pratham
Social Justice & Special Assistance Department,
Government of Maharashtra
Sound Space
Speridian Technologies
SRCC Hospital - Narayana Health
Teach India - the Times of India initiative
United Way of Mumbai
Vicky Ajmera - Skyindya
Our donors are an engaged, integral part of our journey to achieve our mission.
Sources (Including Corpus Donation)

- Government Grant: 40%
- Donation - Corporate: 18%
- Donation - Individuals: 15%
- Donation - Institutional: 15%
- Other Income: 8%
- Skill Development Product Sales: 4%

Income

Expenditure

Application

- Education: 56%
- Skill Development: 16%
- Support Programs: 12%
- Administration: 5%
- Health Care: 7%
- Skill Development Raw Material: 4%
DONORS

Platinum
H. T. Parekh Foundation

Silver
Synopsys (India) Pvt. Ltd.
TechNova Foundation

Bronze
Anaiah Edu Train LLP
BarrierBreak Solutions Private Limited
Dr Amin Controllers Private Limited
Executors to Estate of Late Freny K Parakh
Give Foundation
Hope Productions Private Limited
Jainex Limited
JM Financial Foundation
Julius Baer Capital (India) Private Limited
Kalpataru Trust
Kamal Udwadia Foundation
Kedar Jagdish Desai
Kubo Combustion Efficiency Chemicals Pvt. Ltd.
Mahindra Insurance Brokers Limited
Nihchal Israni Foundation
Onward Technologies Limited
Powerica Limited
Ramanand Kidarnath International
Shilpa Pankaj Kothari
The M.K.Tata Trust
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.
AUDITOR'S REPORT

We have audited the attached Balance Sheet of “Jai Vakeel Foundation and Research Centre”, Mumbai (“The Trust”) as on 31st March, 2022 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 Trust as on 31st March, 2022 and

   (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, 2022.

For V V M P & CO
Chartered Accountants
ICAI FRN. 112890W

CA V. Venkatrao
Partner
Membership No. 030916
Place : Mumbai
Date : 28th July, 2022
UDIN : 2205016AWW4355Z8

801, MAHALAXMI CHAMBERS, 22, BHULABHAI DESAI ROAD, MUMBAI – 400 026.
## BALANCE SHEET AS ON 31ST MARCH, 2022

### SCHEDULE - VIII

**JAI VAKEEL FOUNDATION & RESEARCH CENTRE**

Registration No. F-235 Mumbai

<table>
<thead>
<tr>
<th>Funds &amp; Liabilities</th>
<th>As on 31-03-2022</th>
<th>As on 31-03-2021</th>
<th>Property &amp; Assets</th>
<th>As on 31-03-2022</th>
<th>As on 31-03-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trusts Fund Corpus</strong></td>
<td></td>
<td></td>
<td>Fixed Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance Brought Forward</td>
<td>27,92,32,306</td>
<td>27,21,32,306</td>
<td>(As per Schedule: 2)</td>
<td>3,58,84,328</td>
<td>1,99,26,636</td>
</tr>
<tr>
<td>Add: Addition during the year</td>
<td>1,00,000</td>
<td>71,00,000</td>
<td>Other Fixed Assets</td>
<td>1,76,36,839</td>
<td>1,06,41,603</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance Brought Forward</td>
<td>4,82,91,994</td>
<td>2,94,10,177</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add: Transfer from Earmarked fund of previous year</td>
<td>6,55,912</td>
<td>3,99,081</td>
<td>Deposits</td>
<td>3,99,081</td>
<td>4,22,831</td>
</tr>
<tr>
<td>Add: Transfer from Income &amp; Expenditure A/c during the year</td>
<td>1,34,89,646</td>
<td>1,88,81,817</td>
<td>Jai Vakeel Foundation &amp; Research Centre Employee GGCA Scheme</td>
<td>67,498</td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VAT &amp; GST Input Credit</td>
<td>-</td>
<td>81,948</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TDS Refundable</td>
<td>27,56,642</td>
<td>10,19,678</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Earmarked Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(As per Schedule: 1)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted Funds (Program)</td>
<td>1,41,34,588</td>
<td>4,23,82,577</td>
<td>Fixed Deposits</td>
<td>25,78,12,501</td>
<td>26,36,82,990</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Including Accrued Interest)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liabilities For Expenses:</td>
<td></td>
<td></td>
<td>Govt. Bond</td>
<td>7,60,00,000</td>
<td>33,38,12,501</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7,60,00,000</td>
<td>33,96,82,990</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In Saving accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>2,98,810</td>
<td>6,48,860</td>
<td>Cash in Hand</td>
<td>42,995</td>
<td>39,463</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government Dues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provident Fund</td>
<td>-</td>
<td>4,52,332</td>
<td>Advances &amp; Receivable</td>
<td>2,31,731</td>
<td>3,68,411</td>
</tr>
<tr>
<td>TDS &amp; Profession Tax, GST</td>
<td>4,84,597</td>
<td>4,84,597</td>
<td></td>
<td>7,72,414</td>
<td>3,68,411</td>
</tr>
<tr>
<td></td>
<td>3,20,082</td>
<td>3,20,082</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provisions</td>
<td></td>
<td></td>
<td>Accrued Grant-In-Aid for Salaries</td>
<td>73,51,880</td>
<td>75,20,452</td>
</tr>
<tr>
<td></td>
<td>79,973</td>
<td>79,973</td>
<td>Advance for Expenses</td>
<td></td>
<td>51,96,517</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prepaid Expenses</td>
<td>7,54,385</td>
<td>7,42,844</td>
</tr>
<tr>
<td></td>
<td>84,17,969</td>
<td>84,17,969</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Income &amp; Expenditure Account</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance Brought Forward</td>
<td>1,34,89,646</td>
<td>2,55,98,217</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less: Amount transferred to General Fund</td>
<td>1,34,89,646</td>
<td>2,55,98,217</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add: Surplus as per Income &amp; Expenditure A/c for the year</td>
<td>1,34,89,646</td>
<td>1,34,89,646</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash &amp; Bank Balances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>67,77,223</td>
<td>3,14,27,108</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (Rs.):</strong></td>
<td>40,96,67,030</td>
<td>42,08,08,234</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As per our report of even date

For V V M P & Co
Chartered Accountants
ICAI FRN.112880W

V. Venktrao  Rajendra Kumar Kasiwal  Dr. Anahita Pandole
Partner (Membership No.030916)  Hon. Treasurer  President

Place : - Mumbai
Date :-
### 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, 2022

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Year ended 31.03.2022</th>
<th>Year ended 31.03.2021</th>
<th>Income</th>
<th>Year ended 31.03.2022</th>
<th>Year ended 31.03.2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure on Objects of the Trust (As per Schedule: 3)</td>
<td>13,50,00,077</td>
<td>10,29,65,085</td>
<td>Interest - accrued</td>
<td>10,34,023</td>
<td>30,33,132</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- realised</td>
<td>2,38,55,262</td>
<td>2,48,89,285</td>
</tr>
<tr>
<td>Expenditure</td>
<td></td>
<td></td>
<td>Government Grants &amp; Scholarships</td>
<td>2,30,75,563</td>
<td>2,61,08,695</td>
</tr>
<tr>
<td>Expenditure In respect of properties (As per Schedule: 4)</td>
<td>24,20,223</td>
<td>15,15,495</td>
<td>Donations Received</td>
<td>6,08,52,070</td>
<td>4,98,73,098</td>
</tr>
<tr>
<td>Establishment Expenses (As per Schedule: 5)</td>
<td>1,52,71,579</td>
<td>1,44,50,545</td>
<td>Other Receipts</td>
<td>7,60,51,205</td>
<td>5,63,62,841</td>
</tr>
<tr>
<td>Audit Fees</td>
<td>70,800</td>
<td>70,800</td>
<td>(As per Schedule: 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>65,93,702</td>
<td>46,88,072</td>
<td>Surplus of Income Over Expenditure for the year carried over to Balance Sheet</td>
<td>1,68,26,212</td>
<td>1,34,89,646</td>
</tr>
</tbody>
</table>

| Total (Rs.)                     | 17,61,82,593          | 13,71,79,643          | Total (Rs.) | 17,61,82,593 | 13,71,79,643 |

As per our report of even date

For and on behalf of Jai Vakeel Foundation & Research Centre

V. Venkatrao
Partner (Membership No. 030916)

Rajendra Kumar Kasliwal
Hon. Treasurer

Dr. Anahita Pandole
President

Place: - Mumbai

Date: -
JAI VAKEEL FOUNDATION & RESEARCH CENTRE

SCHEDULE TO BALANCE SHEET AS AT 31st MARCH, 2022

SCHEDULE : 1

EARMARKED FUNDS

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Balance as on 31-03-2021 (Rs.)</th>
<th>Add: Recd during the year (Rs.)</th>
<th>Add / (Less) Transfers from / to Other Funds (Rs.)</th>
<th>Total (Rs.)</th>
<th>Less: Utilized during the year (Rs.)</th>
<th>Balance as on 31-03-2022 (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Custodial Care Home-Medical Fund</td>
<td>6,55,912</td>
<td></td>
<td>(6,55,912)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Re- Construction Fund</td>
<td>55,12,641</td>
<td>-</td>
<td>(55,12,641)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Restricted Fund (Fixed Assets)</td>
<td>2,35,89,675</td>
<td>13,94,056</td>
<td>55,12,641</td>
<td>3,04,96,372</td>
<td>36,25,231</td>
<td>2,68,71,141</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,97,58,228</strong></td>
<td><strong>13,94,056</strong></td>
<td><strong>(6,55,912)</strong></td>
<td><strong>3,04,96,372</strong></td>
<td><strong>36,25,231</strong></td>
<td><strong>2,68,71,141</strong></td>
</tr>
</tbody>
</table>

**Restricted Fund**

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.

---

**ACCOUNTS & DISCLOSURES**
### JAI VAKEEL FOUNDATION & RESEARCH CENTRE

**SCHEDULE TO BALANCE SHEET AS AT 31st MARCH, 2022**

**SCHEDULE : 2**

**FIXED ASSETS**

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Total Cost As On 31-03-2021</th>
<th>Addition during the year</th>
<th>Deletion during the year</th>
<th>Total Cost As On 31-03-2022</th>
<th>Total Dep. Upto 31-03-2021</th>
<th>Rate Of Depreciation</th>
<th>Dep. For The Year</th>
<th>Total Dep. Upto 31-03-2022</th>
<th>WDV As On 31-03-2021</th>
<th>WDV As On 31-03-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A - Immovable Property</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>2,44,776</td>
<td>-</td>
<td>-</td>
<td>2,44,776</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,44,776</td>
</tr>
<tr>
<td>Building</td>
<td>2,92,58,081</td>
<td>1,94,32,341</td>
<td>-</td>
<td>4,86,90,422</td>
<td>95,76,221</td>
<td>10%</td>
<td>34,74,649</td>
<td>1,30,50,870</td>
<td>3,56,39,552</td>
<td>1,96,81,860</td>
</tr>
<tr>
<td><strong>TOTAL :- A</strong></td>
<td>2,95,02,857</td>
<td>1,94,32,341</td>
<td>4,89,35,198</td>
<td>95,76,221</td>
<td>34,74,649</td>
<td>1,30,50,870</td>
<td>3,58,84,328</td>
<td>1,99,26,636</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part B - Other Fixed Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric Fittings &amp; Installation</td>
<td>2,64,338</td>
<td>15,14,856</td>
<td>-</td>
<td>17,79,194</td>
<td>1,97,205</td>
<td>10%</td>
<td>1,07,346</td>
<td>3,04,551</td>
<td>14,74,643</td>
<td>67,133</td>
</tr>
<tr>
<td>Equipments</td>
<td>1,01,90,697</td>
<td>3,50,072</td>
<td>-</td>
<td>1,05,40,769</td>
<td>54,60,850</td>
<td>15%</td>
<td>7,39,830</td>
<td>62,00,680</td>
<td>43,40,090</td>
<td>47,29,847</td>
</tr>
<tr>
<td>Vehicles</td>
<td>43,35,818</td>
<td>-</td>
<td>-</td>
<td>43,35,818</td>
<td>37,66,401</td>
<td>15%</td>
<td>85,413</td>
<td>38,51,814</td>
<td>4,84,004</td>
<td>5,69,417</td>
</tr>
<tr>
<td>Computers</td>
<td>60,65,717</td>
<td>4,16,910</td>
<td>7,327</td>
<td>64,75,300</td>
<td>49,74,313</td>
<td>15%</td>
<td>57,29,866</td>
<td>55,46,920</td>
<td>9,28,380</td>
<td>10,84,456</td>
</tr>
<tr>
<td>Software</td>
<td>39,18,896</td>
<td>19,81,145</td>
<td>-</td>
<td>59,00,041</td>
<td>16,92,345</td>
<td>25%</td>
<td>9,65,136</td>
<td>26,57,481</td>
<td>32,42,560</td>
<td>22,26,552</td>
</tr>
<tr>
<td><strong>TOTAL :- B</strong></td>
<td>2,83,74,722</td>
<td>1,01,14,289</td>
<td>7,327</td>
<td>3,84,81,684</td>
<td>1,77,26,172</td>
<td></td>
<td>31,19,053</td>
<td>2,08,44,846</td>
<td>1,76,36,839</td>
<td>1,06,41,603</td>
</tr>
<tr>
<td><strong>GRAND TOTAL :- (A+B)</strong></td>
<td>5,78,77,579</td>
<td>2,95,46,630</td>
<td>7,327</td>
<td>8,74,16,882</td>
<td>2,73,02,393</td>
<td></td>
<td>65,93,702</td>
<td>3,38,95,716</td>
<td>5,35,21,167</td>
<td>3,05,68,239</td>
</tr>
</tbody>
</table>

---

**ACCOUNTS & DISCLOSURES**

**ANNUAL REPORT 2021-2022**
### JAI VAKEEL FOUNDATION & RESEARCH CENTRE

#### Schedule 3

Expenditure on objects of the Trust  
For The Year Ended 31st March, 2022

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Particulars</th>
<th>Year ended 31-03-2022</th>
<th>Year ended 31-03-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A</td>
<td>JVF Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Staff Expenses</td>
<td>7,65,52,736</td>
<td>6,29,54,498</td>
</tr>
<tr>
<td>ii</td>
<td>Students Expenses</td>
<td>16,99,074</td>
<td>13,73,050</td>
</tr>
<tr>
<td>iii</td>
<td>Overheads</td>
<td>17,84,778</td>
<td>8,00,36,587</td>
</tr>
<tr>
<td>1B</td>
<td>Project Disha</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Staff Expenses</td>
<td>47,54,269</td>
<td>30,01,407</td>
</tr>
<tr>
<td>ii</td>
<td>Students Expenses</td>
<td>10,76,807</td>
<td>2,87,346</td>
</tr>
<tr>
<td>iii</td>
<td>Overheads</td>
<td>5,47,666</td>
<td>63,78,743</td>
</tr>
<tr>
<td></td>
<td>Expenditure on Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8,64,15,330</td>
<td>6,93,24,811</td>
</tr>
<tr>
<td>2</td>
<td>Medical Relief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Staff Expenses</td>
<td>67,57,100</td>
<td>66,55,634</td>
</tr>
<tr>
<td>ii</td>
<td>Student Expenses</td>
<td>4,54,256</td>
<td>-</td>
</tr>
<tr>
<td>iii</td>
<td>Medical Camp Expenses</td>
<td>27,63,938</td>
<td>8,01,918</td>
</tr>
<tr>
<td>iv</td>
<td>Overheads</td>
<td>2,82,065</td>
<td>1,02,57,358</td>
</tr>
<tr>
<td></td>
<td>Expenditure on Medical Relief</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,02,57,358</td>
<td>77,55,280</td>
</tr>
<tr>
<td>3</td>
<td>Relief of Poverty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Sponsorship to Students</td>
<td>9,55,009</td>
<td>15,18,000</td>
</tr>
<tr>
<td></td>
<td>Expenditure on Relief of Poverty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9,55,009</td>
<td>15,18,000</td>
</tr>
<tr>
<td>4</td>
<td>Other Charitable Objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4A</td>
<td>Skill Development Centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Consumption of Materials</td>
<td>62,67,299</td>
<td>22,37,844</td>
</tr>
<tr>
<td>ii</td>
<td>Staff Expenses</td>
<td>2,06,73,117</td>
<td>1,63,92,726</td>
</tr>
<tr>
<td>iii</td>
<td>Students Expenses</td>
<td>8,85,572</td>
<td>4,54,025</td>
</tr>
<tr>
<td>iv</td>
<td>Overheads</td>
<td>11,57,566</td>
<td>2,89,35,555</td>
</tr>
<tr>
<td>4B</td>
<td>Direct Support to IDD Beneficiaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Overheads</td>
<td>91,231</td>
<td>1,67,588</td>
</tr>
<tr>
<td>ii</td>
<td>Staff Expenses</td>
<td>30,20,290</td>
<td>28,00,382</td>
</tr>
<tr>
<td>iii</td>
<td>Students Expenses</td>
<td>31,12,804</td>
<td>62,24,325</td>
</tr>
<tr>
<td>4C</td>
<td>Support to IDD Champions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Support to other NGOs</td>
<td>21,64,500</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Expenditure on Other Charitable Objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,73,72,379</td>
<td>2,43,66,994</td>
</tr>
<tr>
<td></td>
<td>Total Expenditure on Objects of the Trust</td>
<td>13,50,00,077</td>
<td>10,29,65,085</td>
</tr>
</tbody>
</table>

**GRAND TOTAL**

**Amount In Rupees**

**JAI VAKEEL FOUNDATION & RESEARCH CENTRE**

**SCHEDULE TO BALANCE SHEET** As at 31st March, 2022

**SCHEDULE : 2**

**FIXED ASSETS**

<table>
<thead>
<tr>
<th>Amount In Rupees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sr. No.</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1A</td>
</tr>
<tr>
<td>i</td>
</tr>
<tr>
<td>ii</td>
</tr>
<tr>
<td>iii</td>
</tr>
<tr>
<td>1B</td>
</tr>
<tr>
<td>i</td>
</tr>
<tr>
<td>ii</td>
</tr>
<tr>
<td>iii</td>
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<tr>
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</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>i</td>
</tr>
<tr>
<td>ii</td>
</tr>
<tr>
<td>iii</td>
</tr>
<tr>
<td>iv</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>i</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>4A</td>
</tr>
<tr>
<td>i</td>
</tr>
<tr>
<td>ii</td>
</tr>
<tr>
<td>iii</td>
</tr>
<tr>
<td>iv</td>
</tr>
<tr>
<td>4B</td>
</tr>
<tr>
<td>i</td>
</tr>
<tr>
<td>ii</td>
</tr>
<tr>
<td>iii</td>
</tr>
<tr>
<td>4C</td>
</tr>
<tr>
<td>i</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**ACCOUNTS & DISCLOSURES**

**84**

**JAI VAKEEL FOUNDATION & RESEARCH CENTRE ANNUAL REPORT 2021-2022**
### Schedule 4

Expenditure in respect of properties
For The Year Ended 31st March, 2022

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Particulars</th>
<th>Year ended 31-03-2022</th>
<th>Year ended 31-03-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rates, taxes, cesses</td>
<td>1,57,007</td>
<td>2,62,154</td>
</tr>
<tr>
<td>2</td>
<td>Repairs and Maintenance</td>
<td>10,98,990</td>
<td>3,89,232</td>
</tr>
<tr>
<td>3</td>
<td>Rent for Rural Branch</td>
<td>5,02,680</td>
<td>4,26,570</td>
</tr>
<tr>
<td>4</td>
<td>Garden Expenses</td>
<td>4,32,144</td>
<td>2,00,409</td>
</tr>
<tr>
<td>5</td>
<td>Insurance</td>
<td>2,29,402</td>
<td>2,37,130</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>24,20,223</strong></td>
<td><strong>15,15,495</strong></td>
</tr>
</tbody>
</table>

### Schedule 5

Establishment Expenses
For The Year Ended 31st March, 2022

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Particulars</th>
<th>Year ended 31-03-2022</th>
<th>Year ended 31-03-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overheads</td>
<td>10,70,436</td>
<td>30,48,203</td>
</tr>
<tr>
<td>2</td>
<td>Staff Expenses</td>
<td>1,42,01,144</td>
<td>1,14,02,342</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,52,71,579</strong></td>
<td><strong>1,44,50,545</strong></td>
</tr>
</tbody>
</table>

### Schedule 6

Other Receipts
For The Year Ended 31st March, 2022

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Particulars</th>
<th>Year ended 31-03-2022</th>
<th>Year ended 31-03-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contributions &amp; Charges Received</td>
<td>12,42,284</td>
<td>3,71,296</td>
</tr>
<tr>
<td>2</td>
<td>Sale of VTC Products</td>
<td>1,28,00,311</td>
<td>43,34,204</td>
</tr>
<tr>
<td>3</td>
<td>Miscellaneous Income</td>
<td>3,05,888</td>
<td>41,279</td>
</tr>
<tr>
<td>4</td>
<td>Non Refundable Students Deposit adjusted</td>
<td>41,550</td>
<td>88,230</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,43,90,033</strong></td>
<td><strong>48,35,009</strong></td>
</tr>
</tbody>
</table>
JAI VAKEEL FOUNDATION & RESEARCH CENTRE
Trust Registration No. F-235 Mumbai

SCHEDULE TO BALANCE SHEET AS AT 31st MARCH, 2022

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:

<table>
<thead>
<tr>
<th>Asset Category</th>
<th>Rate of Depreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>10%</td>
</tr>
<tr>
<td>Furniture &amp; Fixtures</td>
<td>10%</td>
</tr>
<tr>
<td>Electric Fittings</td>
<td>10%</td>
</tr>
<tr>
<td>Equipment</td>
<td>15%</td>
</tr>
<tr>
<td>Vehicles</td>
<td>15%</td>
</tr>
<tr>
<td>Computers</td>
<td>40%</td>
</tr>
<tr>
<td>Software</td>
<td>25%</td>
</tr>
</tbody>
</table>

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 Restricted Fund 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.69,06,697/- were acquired out of Restricted Funds. The depreciation for the year on the fixed assets so acquired is Rs. 36,25,231/-. 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 lakh, 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.

(xi) Apart from the Statutory Audit fees of Rs.70,800/-, the Auditors have been paid Rs. 1,10,920/- towards other Professional fees.

(xii) Refundable VAT of Rs.6728/- of FY 2017-18 has been written off during the year.

As per our report of even date            For and on behalf of Jai Vakeel Foundation & Research Centre
For V V M P & Co                          Chartered Accountants
Chartered Accountants                      ICAI FRN.112880W
V. Venkatrao                               Rajendra Kumar Kasliwal
Partner (Membership No.030916)             Hon. Treasurer
                                          Dr. Anahita Pandole
Place:- Mumbai                            President
COME BE A PART OF THE SOLUTION
DONATE / VOLUNTEER / JOIN STAFF / BUY
products made by our students / SPONSOR Students / Equipment / Projects / Medical Camps / Medicines/ Vocational Training / Events / Festivals

CONTACT US
Jai Vakeel Foundation • Abhyudaya Nagar Housing Colony • Opp. Bldg No. 12
Near Kalachowki Police Station • Sewri Hill • Mumbai 400 033 • Maharashtra • India
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Facebook @jaiavkeel • Instagram @jaivakeel @jaivakeelproducts

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