

# ANNUAL REPORT

# 2021

## FEATHERS



# CONTENTS

<b>1. OVERVIEW OF FEATHERS .....</b>	<b>2</b>
1.1 VISION, MISSION AND PURPOSES OF FEATHERS .....	2
<b>2. EDUCATIONAL DOMAINS OF FEATHERS .....</b>	<b>2</b>
<b>3. CONNECTING TO SUSTAINABLE DEVELOPMENT GOALS .....</b>	<b>3</b>
<b>4. OUR FOCUS AREAS.....</b>	<b>4</b>
4.1 SPECIAL EDUCATION TO CHILDREN WITH INTELLECTUAL DISABILITIES .....	4
4.2 EARLY INTERVENTION IN CHILDREN WITH SPECIAL NEEDS .....	7
4.3 REMEDIAL EDUCATION TO CHILDREN WITH LEARNING DISABILITIES.....	8
4.4 FEATURES OF FEATHERS LEARNING RESOURCE CENTRE .....	11
<b>5. OUR APPROACH.....</b>	<b>12</b>
5.1 REMEDIATION .....	13
<b>6. WORKING AREA.....</b>	<b>15</b>
<b>7. PROGRESS DURING THE YEAR .....</b>	<b>15</b>
7.1 ADDRESSING LEARNING DISABILITY .....	15
7.2 SPECIAL EDUCATION TO THE CHILDREN WITH INTELLECTUAL DISABILITY.....	17
7.3 ORGANIZATIONAL DEVELOPMENT .....	18
7.4 CAPACITY BUILDING .....	18
<b>8. PLANS AHEAD .....</b>	<b>19</b>
<b>9. ACKNOWLEDGEMENT .....</b>	<b>19</b>
<b>10. FINANCIAL STATEMENTS.....</b>	<b>20</b>



## Annual Report – 2020-21

### 1. Overview of Feathers

#### 1.1 Vision, Mission and Purposes of FEATHERS

Feathers is a not-for-profit development organisation promoted on October 10, 2016, coinciding with the World Mental Health Day, which is observed with the overall objective of raising awareness of mental health issues around the world and mobilizing efforts in support of mental health. FEATHERS works with the mission of Laying “**Foundation for Enabling Action to Transform Human Excellence with Resilience and Self-reliance**”

Promoted by a group of development professionals with long years of experience in undertaking development work at the grassroots, FEATHERS **envisions “building an inclusive society with enshrined values of equality, equity and humaneness”**.

Registered as a Trust, FEATHERS works for building future citizens of the country with physical and mental wellbeing. The path it has taken for realising its vision is to retain its focus on children with special educational needs (SEN).

The Learning Resource Centre promoted by FEATHERS in Madurai has been mandated to

- Reach out to children with special needs requiring professional assistance and offer on-campus and off-campus remediation services
- Create awareness among the parents for identifying special needs in their children, seeking timely and appropriate medical and rehabilitation support.
- Provide education and training to aspiring youth and mothers of children with special needs on rehabilitation, care and support.
- Work with like-minded individuals and institutions to further the cause of children with special needs through research, training and policy initiatives

### 2. Educational Domains of FEATHERS

FEATHERS works in the sphere of Addressing Learning Difficulties and SLDs of the underprivileged children who are requiring early diagnosis, early intervention and continuous management through special educators trained in handling different types of learning difficulties.

Forty percent of Indian population constitute youth under 19 years of age. There exists varying degrees of specific learning disability (SLD) among 2 to 10 percent of children in India. Dyslexia is the most common type of learning disability affecting about 80% of the children with SLD. And, 30% of children with SLD have behavioural and emotional problems.

While the State of Tamil Nadu in India does not have a problem in attracting children to school and retaining them. The problem, however, is more in terms of improving the quality of services being provided in public schools. Children from poor households and special focus groups, such as girls and children from the SC and ST communities strive much harder to attain and sustain performance quality in their primary schools. Enhancement of quality in educational outcomes necessitates improvised and learner centric methods and techniques, making classroom activities more experimental and enjoyable for the children, improved quality of teachers.



### 3. Connecting to Sustainable Development Goals

The sustainable development goals (SDGs) adopted by all United Nations Member States in 2015, has kept education as one of the 17 goals. The SDG 4 calls for ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. By 2030, the sub goals call for action to:



- Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”

The today’s society is concerned much on producing “toppers” and evaluates success in terms of academic merits, employability and economic scale. The schools, which are often driven by results and merits in examinations, are not interested in keeping the so-called “slow child” in their classrooms. Continuous neglect and labelling of such children hinders their learning progress and results in worsening of the problem. Children with specific learning disability (SLD) and learning difficulties are often pushed out of schools due to academic underachievement. Our schools and teachers either put excessive pressure on those children without understanding their problems and exhibit lack of patience towards them. The children with Learning Difficulties and identified SLDs who are left unassisted by teachers with expertise in remediation will often get out of schools.

Therefore, at FEATHERS, we work with the children with learning difficulties and SLDs who are requiring early diagnosis, early intervention and continuous management through special educators trained in handling different types of learning difficulties.

## 4. Our Focus Areas

### 4.1 Special Education to Children with Intellectual Disabilities

Every child is unique. Children have their own strengths and weaknesses. Their development progresses according to certain sequences, but the pace may vary. It is natural that some children may excel in certain areas but have deficiencies in other areas. However, if children display marked problems or difficulties in one (or more) developmental area(s), and their performance shows significant discrepancies

compared with other children of the same age, it is advisable to refer the children for professional assessment.

Children progress rapidly in their early years and lots of changes are expected in a year or even a month's time. Because of this, even experts may find it difficult to make a firm diagnosis based on a young child's conditions. On the other hand, it is precisely the plasticity of children's development that makes early identification and intervention important. With early identification of children's developmental and learning problems and prompt referral for assessment, it helps us understand and support the children's conditions and needs in development and learning.

Children with special education needs also known as 'special children', 'exceptional children', 'handicapped children' are recognised as having mental, emotional, physical or social needs. They require diagnosis and therapeutic intervention or special care by qualified specialists.

Typically, families with children requiring assistance for special needs are on a lifetime journey that is both emotionally and financially challenging. Families of children with special needs may experience a myriad of emotions upon diagnosis, including anger, grief, loss, and denial. It is important to remember to be patient with yourself, as these emotions are a natural part of the process. With time comes acceptance, and then you and your family can focus on beginning the process of helping your child with special needs achieve their fullest potential.

### Types of Children with Special Needs

Special-needs children include those who have:

- ❖ Developmental Disability including down syndrome, autism, dyslexia, processing disorders
- ❖ Speech and Language Impairment, difficulty in expressing themselves or understanding others
- ❖ Mental Retardation, which causes them to develop more slowly than other children
- ❖ Physical Disability, such as cerebral palsy, muscular dystrophy
- ❖ Sensorial Disability including blindness, visual impairment, deafness and limited hearing
- ❖ Learning Disabilities, which distort messages from their senses
- ❖ Emotional Disabilities, such as antisocial or other behavioural problems

For children with special needs, early intervention is an important step towards helping the child fulfil his or her full academic, emotional, and social potential.

### Our Services

Our centre is run by a team of trained and experienced special educators specialised in handling children with special needs. Guided by experts in the field of rehabilitation

and therapeutic interventions, special education, we approach the children with professional rigour and motherly care and attention. Our uniqueness lies in:

- ❖ Early identification and assessment of disabilities in children
- ❖ Early intervention
- ❖ Counselling
- ❖ Occupational therapy
- ❖ Physiotherapy
- ❖ Speech therapy
- ❖ Psychological services
- ❖ Parent counselling and training





## 4.2 Early Intervention in Children with Special Needs



**E**arly Intervention support needs to be given to children who have delays in developmental milestones or disabilities during their formative years of 0 to 5 years. The American Academy of Paediatrics recommends that children be screened for general development using standardized, validated tools at 9, 18, or 30 months and for autism at 18 and 24 months or whenever a parent or provider has a concern. Studies say that more than 200 million children under 5 years of age in developing countries do not reach their developmental potential. The Persons with Disabilities Act, 1995 has been passed to ensure equal opportunities, protection of rights and full participation for Persons with Disabilities, chapter IV of The Act deals with prevention and early detection of disabilities.

Children found with development delays need supports in skill development including

- Physical skills (reaching, crawling, walking, drawing, building),
- Cognitive skills (thinking, learning, solving problems),
- Communication skills (talking, listening, understanding others),
- Self-help or adaptive skills (eating, dressing),
- Social or emotional skills (playing, interacting with others).



This period is very crucial for children because nearly 95% of brain development happened in this period. Early diagnosis and support services are very important during this period. Early intervention helps children to improve their delayed milestones ultimately which improve children enrolment in schooling. Children who have developmental delays or disabilities need services like Physiotherapy, Occupational therapy, Speech therapy and Special Education for improving cognition, Activity for Daily living, adaptive skills and Social and Emotional Skills.

The Covid-19 Pandemic has made the children with disabilities more vulnerable, particularly for the children who require early intervention services. It is vital for families to have access to services that support early childhood development. Early intervention services are more crucial but the services are not affordable to all kinds of people. While the families from upper income group could get support services from privately available sources, the households from poor and downtrodden communities could not access such services from the public healthcare facilities. They were restricted by lock-down and lack of transportation.

In FEATHERS, we found that community based extension approach was effective and preferred by the poor families. Trained care-givers undertook home visits and assisted the mothers to continue home-based interventions in a fixed periodicity. It was found to be helpful for supporting the under privileged families.

#### 4.3 Remedial Education to Children with Learning Disabilities



Learning disorders refer to a significant deficit in learning due to a person's inability to interpret what is seen and heard, or to link information from different parts of the brain. American Association of Mental Retardation defines learning disability as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or do mathematical calculations.

Children with specific learning disability (SLD) are often pushed out of schools due to academic underachievement. Our schools and teachers either put excessive pressure on those children without understanding their problems and exhibit lack of patience towards them. The children with Learning Disability who are left uncared and unassisted by teachers with expertise in remediation of SLDs will often get out of schools.

Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways.

Many of these children, with difficulties in learning are branded as "unintelligent", "ignorant", "lazy" "slow learners". When the manifesting symptom is behavioural, the children get labelled as "trouble makers", a label that sticks because the performance and the behaviour continues without appropriate help and interventions.

Children with learning difficulties cannot be identified until they start going to school. Many children do not exhibit any signs until they engage in tasks which require certain kind of cognitive processing which becomes apparent then. Early diagnosis and intervention will certainly boost the confidence and courage in children to cope-up.

Learning disability is often associated with psychological issues. About 30% of children with learning disability have behavioural and emotional problems. Children with specific learning disability are at an increased risk of hyperactivity. There is a strong relationship between inattentiveness and reading disabilities. About 50% of the children with attention deficit hyperactivity disorder (ADHD) will have learning disabilities.

With the right support and intervention, children with learning disabilities can succeed in school and flourish in their careers later in life.

What they need is encouragement and support to make them realise their strengths and weaknesses, guidance and assistance from professionals for dealing with specific difficulties.

Child centred instructional planning, individualised education programme appropriate to child's special needs, continuous assessment for evaluating the progress are very much essential.

## Types of Learning Disability

- ❖ Dyslexia – a language-based disability in which a person has trouble understanding written words. It may also be referred to as reading disability or reading disorder.
- ❖ Dyscalculia – a mathematical disability in which a person has a difficult time solving arithmetic problems and grasping math concepts.
- ❖ Dysgraphia – a writing disability in which a person finds it hard to form letters or write within a defined space.
- ❖ Auditory and Visual Processing Disorders – sensory disabilities in which a person has difficulty understanding language despite normal hearing and vision.
- ❖ Nonverbal Learning Disabilities – a neurological disorder which originates in the right hemisphere of the brain, causing problems with visual-spatial, intuitive, organizational, evaluative and holistic processing functions.

## How we intervene?

- ❖ We assess the child for issues connected to learning disability such as vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- ❖ We examine learning styles of children using appropriate tools, and devise teaching methods according to child's specific learning style.
- ❖ We evaluate unique skills and brilliance of children in other areas and encourage and nurture their talents, be it in athletics, music, art, science, writing, or mathematics.
- ❖ We engage with parents in every aspect of remediation starting from assessment, planning and executing interventions and evaluation of progress.

## Levels of Engagement

### **Children in pre-primary schooling (up to 6 years)**

- ❖ There are many warning signs and interventions to help the children at this age.
- ❖ Activity based learning will be imparted through sensorial methods of teaching to aid language development and phonics, development of fine motor and visual motor skills.
- ❖ Children receiving timely help will be able to cope much better when they move into the next level of schooling.

### **Children in Primary-schooling (6 to 10 years)**

- ❖ Interventions will be focused on developing and strengthening language and basic skills of reading, writing and arithmetic.

- ❖ Their ability to express emotion, both positive and negative, appropriately will be enhanced.
- ❖ Children will also be encouraged to develop higher cognitive functioning through activities, games and training for boosting brain functions.

### **Children in middle-schooling (10-13 years)**

- ❖ Children at this stage will have great difficulty in memorizing, retrieval and linking of information.
- ❖ If they also have difficulties with learning English as a second language, failure is likely in every aspect of learning.
- ❖ Interventions at this stage, in addition to continuing language development and basic skills, will be focused on teaching of concepts, critical thinking, and problem solving whilst encouraging creativity and divergent thinking.

### **Children in Secondary Schools (13-15 years)**

- ❖ Children will be provided with ways and means to complete school successfully so they can grow into confident, motivated individuals with their self-esteem intact.
- ❖ Guidance and counselling will be provided to those children for choosing appropriate career and further streams of studies.

## **4.4 Features of Feathers Learning Resource Centre**

Our centre is run by a team of trained and experienced special educators specialised in dealing with a variety of specific learning difficulty. Guided by experts in the field of educational psychology, behavioural therapy and teaching-learning methodology, we approach the children with professional rigour and motherly care and attention. Our uniqueness lies in:

- ❖ One-on-one Teaching
- ❖ Child centred teaching and learning strategies
- ❖ Individualised goal setting and assessment
- ❖ Brain gym for boosting mental ability
- ❖ Sensorial teaching pedagogy
- ❖ Specialised teaching and learning materials
- ❖ Counselling for handling social, emotional and behavioural issues
- ❖ Occupational and Speech Therapy to address specific issues of learning disability
- ❖ Learning through play, drama, drawing and multimedia



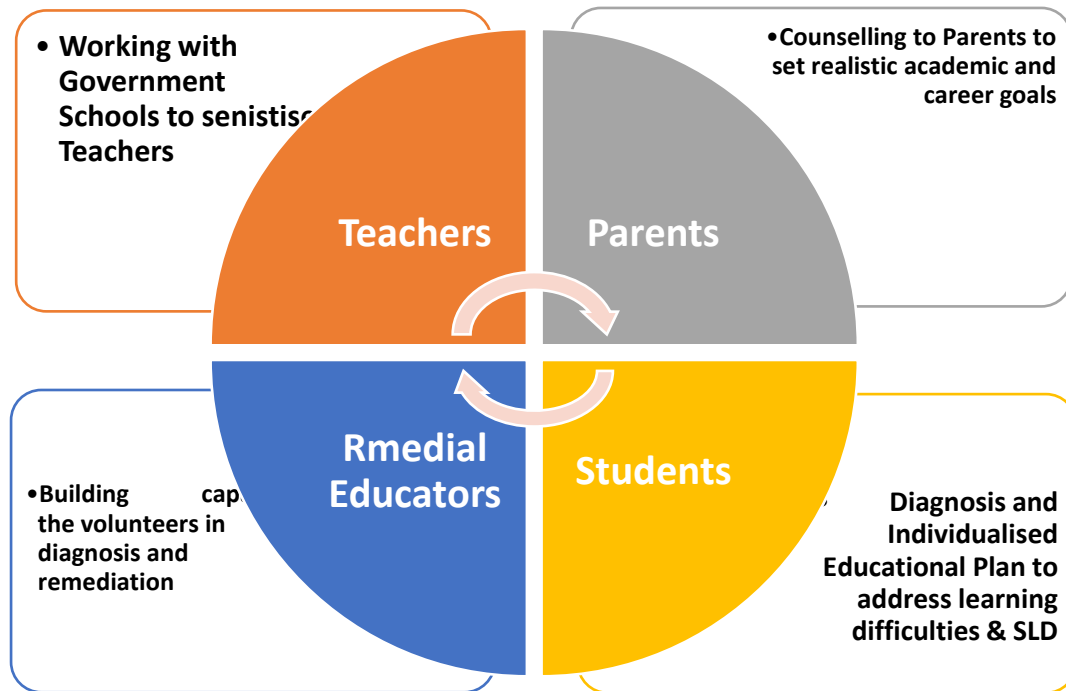


## 5. Our Approach

Our remediation approach puts the children at the centre. Every child is unique. So are their learning styles, problems in learning, and remediation strategies. We strongly believe in enabling approach that includes child centred instructional planning, individualized education programme appropriate to child's special needs, continuous assessment for evaluating the progress.

Next to children, parents are the main stakeholders, who can provide emotional and handholding support to the kids in association with the professional educator. We work equally with the parents and children to design intervention, execute and monitor the progress. While the children encounter their learning disability playfully, their parents often exhibit a myriad of emotions upon diagnosis, including anger, grief and denial. We work hand-in-hand with the parents to focus on initiate the process of helping their child with special needs achieve their fullest potential.

Teachers in the schools are the important stakeholders, with whom we will work for identifying students with learning difficulties and SLD, interact continuously to exchange feedback on the progress of the students who are undergoing remediation process. In the process we will strive to influence the administration at the school level, at the district level to initiate such interventions with a long term perspective.

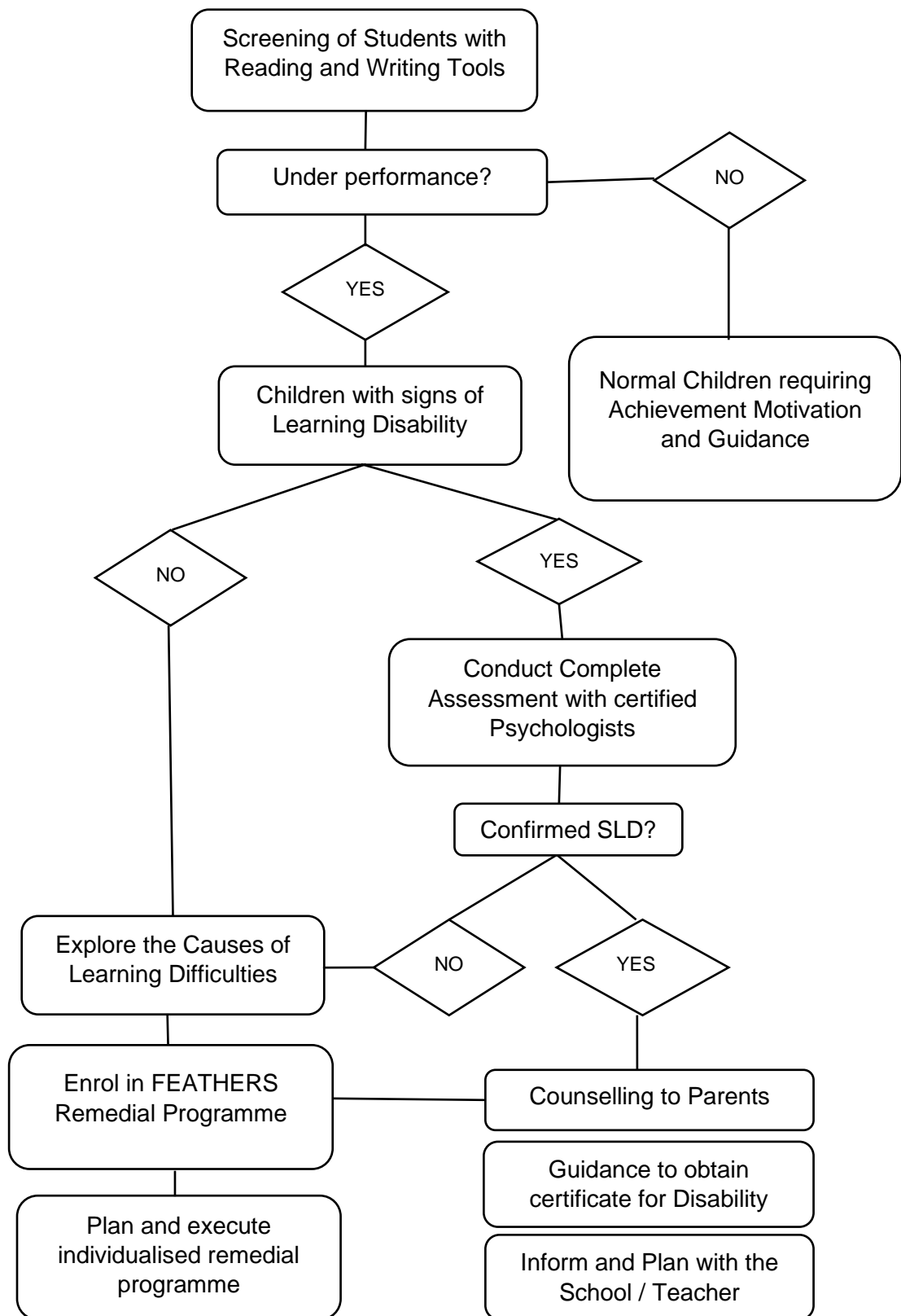


### 5.1 Remediation

Students with learning difficulties underachieve academically for a wide range of reasons, including factors such as: sensory impairment (weaknesses in vision or hearing); severe behavioural, psychological or emotional issues; English as a second language; high absenteeism; ineffective instruction. These students have the potential to achieve at age-appropriate levels once provided with programs that incorporate appropriate support and evidence-based instruction.

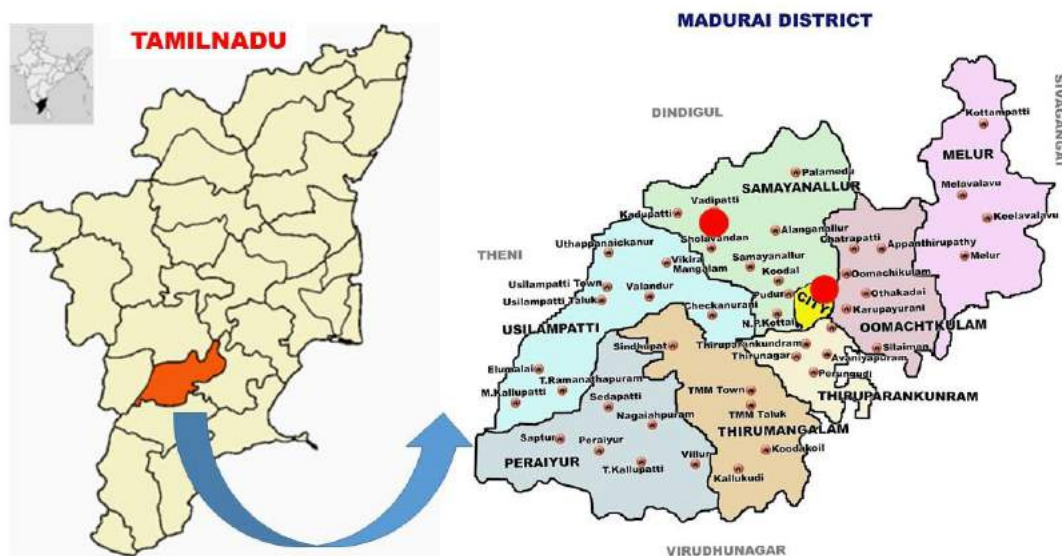
Students with learning disabilities have difficulties in specific areas of academic achievement as a result of impairment in one or more of the cognitive processes related to learning. One of the defining features of a specific learning disability is that the difficulty continues to exist, despite appropriate instruction and intervention.

Our approach in identifying and initiating remedial programme for the children with both learning difficulties and intellectual disabilities will follow the scheme depicted below:



## 6. Working Area

We intend to promote Village/Slum Learning Resource Centres (LRCs) in 10 slums from Madurai City and 10 villages from Vadipatti block, Madurai rural district. These Centre will act as spokes, which will handle students with learning difficulties requiring individualized remedial programme. Trained volunteers will act as learning facilitators at the village/slum level resource centres.



Also, we organise parents to create awareness on learning difficulties and SLDs, familial support needed for the students by way of organising small group interaction and individual counselling. In the process, the parents would be made to play a key role in remediation.

The Resource Centre at Madurai function as a Coordination Centre, which focuses on Research, Development and Training, to work continuously with the volunteers at VLRCs/SLRCs through building their skills, designing teaching methods and materials, conducting joint assessments, documenting and disseminating our processes and outcomes.

## 7. PROGRESS DURING THE YEAR

### 7.1 Addressing Learning Disability

FEATHERS works in the sphere of Addressing Learning Difficulties and Specific Learning Disabilities of the underprivileged children who are requiring early diagnosis, early intervention and continuous management through special educators trained in handling such difficulties. FEATHERS has begun a pilot to design and promote a Community Based Model for Addressing the issues of Learning Disabilities.





We have established a Resource Centre at Madurai. We follow Hub-and-Spoke strategy and design, wherein the Learning resource centre housed in Madurai acts as a Hub, which handles the students with Specific Learning Disabilities such as Dyslexia, Dyscalculia, Dysgraphia, Auditory and Visual Processing Disorders and Nonverbal Learning Disabilities. It also works for building skills of volunteers, design teaching materials and methods, undertake documentation. Village level Learning Resource Centres (VLRCs) act as spokes and these Centres will handle students with learning difficulties requiring individualized remedial programme.

We have revived our Village Learning Centres in Vadipatti Block, Madurai District, which we have closed due to Pandemic Covid-19. We met the Panchayat Presidents and explained our initiative. Our Volunteers with requisite educational qualification, who have had earlier experience in running such Centres were provided them basic training on learning facilitation at the village level resource centres. We have re-promoted Village Learning Resource Centres (VLRCs) in 10 villages in Vadipatti block, Madurai rural district.

Sl.No	Name of the Village	Number of Students
1	Thiruvazhavayanallur	25
2	Nedunkulam	20
3	Thirumalnatham	20
4	Chithalankudi	25
5	Chinna Irumbadi	25
6	Amachiyapuram	30
7	Risabam	35
8	Karuppatti	25
9	Thiruvedagam	30
10	Mellakkal	30
<b>Total</b>		<b>265</b>

We have added a new set of teaching-learning materials and therapeutic devices for rehabilitating development delays and early intervention in the Resource Centre at Madurai. We have consulted with the Amar Seva Sangam, who are veterans in early intervention services at the grassroots level. Based on their suggestions, and advice from Occupational/Physio Therapists, we have acquired sensorial and pedagogical equipments for the Centre.

## 7.2 Special Education to the Children with Intellectual Disability

Whatever the works we could do at the field was restricted only to March-April, that too with the limitation of gathering due to Election Code of Conduct, which was in force during April 2021. We used this time to meet the Panchayat Presidents, identify Volunteers and enroll students at the village level. Apart from organising a basic orientation to Volunteers at the village level, we could not engage them in action due to lockdown imposed from May 10 in Tamil Nadu.

We were unable to work with the Schools, which was in our plan. We have identified Primary Schools with whom we are going to work in the coming months.

Since the remedial programme being offered by FEATHERS is highly child centric and one-on-one approach, our programme faced a serious set-back during the Covid 19 lockdown. We were unable to run our Resource Room in Madurai. However, we worked with parents, who can provide emotional and handholding support to the kids in association with the professional special educator. We worked hand-in-hand with the parents through telephonic conversation for helping their children in home-based learning as they have poor memory, retention and distraction issues. We would double our efforts, once they are back to our Centres for learning.



### 7.3 Organizational Development

**Governance:** Two of the existing Board of Trustees retired after completing three years as per the Trust Deed. We have replaced them with two Trustees with vast experience in the field of development to advice and support our programmes.

1. Mr. Krishnamurthi Pichandi, who has been advising FEATHERS in institutional and programme matters, was inducted into the Board and he was elected a Treasurer. He possesses Graduation in Agriculture, Post-Graduation in Psychology and Yoga. He holds over 23 years of experience in the field of Development and Strategic Communication, worked with reputed NGOs.
2. Mr. Adhinarayanan Ramasamy is a Graduate in Agricultural Science and Post Graduate in Environmental Science with nearly 25 years of experience in the field of Water Conservation, Environmental Education and Management. He was elected as Vice-Chairperson of the Trust.

With these replacements, we have FIVE Board of Trustees, governing the institutional affairs of FEATHERS. Since all the Trustees are based at Madurai, we consult them regularly and getting their advice.

**HRD:** A core team of two special educators and one field associate has been placed and orientation training has been organised for them. As said earlier, 10 Volunteers have been identified and provided basic orientation.

**Infrastructure:** The Resource Centre has been reinforced with addition of new set of teaching-learning materials and therapeutic devices for rehabilitating development delays and early intervention.

**Statutory Compliance:** We have obtained clearances for 12A and 80G from the Income Tax Department, which will be used to leverage resources needed for the programme. We have initiated the process of applying for FCRA Clearance and CSR-1 Registration. We have completed Financial Audit for the year 2020-21.

**Fund Raising:** We have initiated the process of identifying suitable Donors and Partner Organisations to mobilise needed resources to achieve the plan of action. We have got FEATHERS empaneled with GIVEINDIA and EDUDHARMA Online fund raising platforms to mobilise individual philanthropy. It gives us hope to reach more such platforms and donors.

### 7.4 Capacity Building

The Special Educators and the Field Team attended a number of online programmes organised by Wipro Foundation and others to enhance her capacity in effective management of the Institution.

- Online wellbeing session
- Organisational wellbeing
- Coping with stress and self-care during Pandemic
- Child protection and child wellbeing during the Pandemic: Voices from the field
- Psychosocial issues of children and socio-legal management of child abuse
- Grievance Redressal mechanism and authorities for issues of child protection

- Mechanisms to provide child-safe professional volunteer services to children affected or infected by COVID-19, based on state-civil society partnership
- Child protection issues: Juvenile Justice, Child sexual abuse and child trafficking
- An information session on CSR Amendment rules for NGOs

### **Training to Special Educators**

Apart from these online training programmes, the Teachers (Special Educators) in the Resource Centre were trained on assessment of learning disability and preparation of individualized education plan for the children assessed with learning disabilities. They were also trained in handling children with intellectual disabilities.

## **8. Plans Ahead**

Please provide a high-level summary of your plans for the next quarter, addressing the educational, organizational, and operational aspects of your work.

We are still awaiting the Government’s clearance to begin educational activities. We are hoping that from August-September the normal educational activities will resume with Covid Prevention Norms. Once it begins, we would strive to accomplish the following:

- Resume the VLRCs in 10 Villages, where the Volunteers are placed and students were enrolled. We will organise two intensive trainings for Volunteers in remedial education & Learning Disability.
- Identify 10 more villages and enroll another 300 students into our programme. It depends on the funding / sponsorship, which needs to be mobilized. We will have to mobilise resources for 20 Centres for this year. Each Centre requires at least Rs. 30,000 per year to meet the basic requirements to operate and we are sure that we will mobilise resources from Donors/individuals.
- Design localised teaching-learning materials for our remediation programme.
- Organise awareness programme for the parents in each village.

## **9. Acknowledgement**

We are thankful to Wipro Foundation for offering us an Educational Fellowship to us for the institutional development and implementation of our action plan. Wipro Foundation has given us a lot of capacity building opportunities by online. All the programmes organised during the year were highly useful.

Our thanks are also due to the individual donors and our well-wishers for giving us needed financial assistance to implement our plan among the rural children. We are also thankful to the parents of our children who have been consistently helping run our remedial centres at the villages.

We are grateful to all our Board of Trustees, who have been giving us a lot of advices as and when needed for the development of the Institution as well the Programmes of FEATHERS. They have brought a lot of connectivity with the resource persons and experts in the field of special education and learning disability.

\*\*\*\*\*



A large green arrow pointing to the right, with the text 'FINANCIAL STATEMENTS' centered inside it in white, bold, uppercase letters.

# FINANCIAL STATEMENTS



**P. SRINIVASAN, B.Com., FCA.,  
CHARTERED ACCOUNTANT**

No. 3/5, LAKSHMI NARAYANAPURAM AGRAHARAM  
SIMMAKKAL, MADURAI – 625 001  
CELL: 9443799731, Email: srinivasanaca@gmail.com

**AUDITOR'S REPORT**

I have examined the consolidated Balance Sheet of FEATHERS, 114 E.M.S Nagar, Madakulam Main Road, Ponmeni, Madurai – 625 016, Tamilnadu, India (Permanent Account Number: AAATF6558Q) as at 31 March 2021 and the Consolidated Income and Expenditure Account for the year ended on that date which are in agreement with the books of account maintained by the said Trust.

This financial statement is the responsibility of the Trust's management. My responsibility is to express an opinion on the financial statement based on my audit.

I conducted my audit in accordance with auditing standards generally accepted in India. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a 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. I believe that my audit provides a reasonable basis for my opinion.

I have obtained all the information and explanations which to the best of my knowledge and belief were necessary for the purposes of the audit.

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

- i. In the case of the consolidated Balance Sheet of the state of affairs of the above named trust as at 31 March 2021 and
- ii. In the case of the consolidated income and expenditure account of the excess of income over expenditure of its accounting year ending on 31 March 2021.

Place: **Madurai**

Date: **June 28, 2021**

UDIN: 21219094AAAC1X8588



  
**CA.P. SRINIVASAN, B.Com., FCA.,  
CHARTERED ACCOUNTANT**  
3/5 Lakshmi Narayanapuram Agraharam  
SIMMAKKAL, MADURAI - 625 001  
Membership.No: 219094

## FEATHERS

114, EMS NAGAR, MADAKULAM MAIN ROAD,  
PONMENI, MADURAI-625 016.

INCOME AND EXPENDITURE ACCOUNT			
(In Rupees)			
FOR THE PERIOD ENDED		31-Mar-2021	31-Mar-2020
<b>INCOME</b>	<i>SCH</i>		
	Donation received	9,90,995.12	3,35,000.00
	Service Charges	81,000.00	-
	Bank Interest	266.00	14.00
<b>Total</b>		<b>10,72,261.12</b>	<b>3,35,014.00</b>
<b>EXPENDITURE</b>			
	Educational Aids printing	-	4,750.00
	Training to Teachers	83,000.00	5,000.00
	Salary to Teachers	5,75,400.00	1,04,000.00
	Travelling Expenses	9,515.00	-
	Educational aids distributed to Children	1,13,359.00	-
	Rent Paid	54,000.00	42,026.00
	Bank charges	87.32	-
	Depreciation	64,414	-
<b>Excess of Income over Expenditure</b>		<b>1,72,486.00</b>	<b>1,79,238.00</b>
<b>Total</b>		<b>10,72,261.12</b>	<b>3,35,014.00</b>

Schedule 2 annexed hereto form part of the Income & Expenditure Account

"Vide my report of even date attached"

For FEATHERS

R. Rathy  
Chairperson

  
Treasurer

R. Nageswaran  
Executive Director

Place: Madurai

Date: June 28, 2021



  
CA.P. SRINIVASAN, B.Com., FCA.,  
CHARTERED ACCOUNTANT  
3/5 Lakshmi Narayanapuram Agraharam  
SIMMAKKAL, MADURAI - 625 001  
Membership.No: 219094



# FEATHERS

114, EMS NAGAR, MADAKULAM MAIN ROAD,  
PONMENI, MADURAI-625 016.

<b>BALANCE SHEET</b>			
<i>(In Rupees)</i>			
	AS AT	31-Mar-2021	31-Mar-2020
<b>LIABILITIES</b>	<b>SCH</b>		
<b>CORPUS and CAPITAL Fund</b>	<b>1</b>	3,52,724.00	1,80,238.00
<b>Total</b>		<b>3,52,724.00</b>	<b>1,80,238.00</b>
<b>ASSETS</b>			
<b>FIXED ASSETS (CONTRA)</b>	<b>2</b>	2,44,268.20	83,300.00
<b>CURRENT ASSETS, LOANS AND ADVANCES</b>			
Bank Balance-Punjab National Bank, Ponmeni		13,455.80	10,938.00
Cash in hand		1,000.00	1,000.00
Advances Receivables	<b>3</b>	85,000.00	85,000.00
TDS Receivable		9,000.00	-
<b>Total</b>		<b>3,52,724.00</b>	<b>1,80,238.00</b>

Schedules 1-3 annexed hereto form part of the Balance Sheet

"Vide my report of even date attached"

For FEATHERS

*R. Rauty*  
Chairperson

*[Signature]*  
Treasurer

*R. Nagarwan*  
Executive Director

Place: Madurai

Date: June 28, 2021



*[Signature]*  
CA. P. SRINIVASAN, B.Com., FCA.,  
CHARTERED ACCOUNTANT  
3/5 Lab... anapuram Agraharam  
SIMMAKRAI MADURAI - 625 001  
Membership.No: 219094



# FEATHERS

114, EMS NAGAR, MADAKULAM MAIN ROAD,  
PONMENI, MADURAI-625 016.

## SCHEDULES TO BALANCE SHEET

(In Rupees)

	AS AT	Mar 31, 2021	Mar 31, 2020
<b>Schedule - 1: Corpus and Capital Fund</b>			
<b>Corpus Fund</b>			
Opening Balance	1,000.00		
Add: Current year receipts	-	1,000.00	1,000.00
<b>Capital Fund</b>			
Opening Balance	1,79,238.00		
Add: Excess of Income over Expenditure	1,72,486.00	3,51,724.00	1,79,238.00
<b>Total</b>		<b>3,52,724.00</b>	<b>1,80,238.00</b>
<b>Schedule - 3: Advances Receivables</b>			
Advance Given to Office		85,000.00	85,000.00
<b>Total</b>		<b>85,000.00</b>	<b>85,000.00</b>

"Vide my report of even date attached"

For FEATHERS

R. Rathi  
Chairperson

  
Treasurer

R. Nagarajan  
Executive Director

Place: Madurai

Date: June 28, 2021



  
CA.P. SRINIVASAN, B.Com., FCA.,  
CHARTERED ACCOUNTANT  
3/5, Lakshmi Narayanapuram Agraharam  
SIMMAKKAL MADURAI - 625 001  
Membership No: 219094

## FEATHERS

114, EMS NAGAR, MADAKULAM MAIN ROAD,  
PONMENI, MADURAI-625 016.

SCHEDULE ANNEXED TO AND FORM PART OF THE INCOME AND EXPENDITURE ACCOUNT AND BALANCESHEET AS ON MARCH 31, 2021

### Schedule 2: Fixed Assets and Depreciation

Sl No	Description	Value as on 01.04.2020	Addition	Deletion	Gross Value as on March 31, 2021	Depreciation		Net Value as on March 31, 2021
						Rate %	Amount	
1	Digital Board	16,300.00	16,900.00		33,200.00	15.00	4,980.00	28,220.00
2	Classroom Furniture	53,000.00	-		53,000.00	10.00	5,300.00	47,700.00
3	Teaching Equipments	14,000.00	13,954.00		27,954.00	15.00	4,193.10	23,760.90
4	Physiotherapy Equipments	-	65,000.00		65,000.00	15.00	9,750.00	55,250.00
5	Speech Therapy Equipments	-	24,520.00		24,520.00	15.00	3,678.00	20,842.00
6	Occupational Therapy Equipments	-	21,962.00		21,962.00	15.00	3,294.30	18,667.70
7	Computer	-	83,046.00		83,046.00	40.00	33,218.40	49,827.60
	<b>TOTAL</b>	<b>83,300.00</b>	<b>2,25,382.00</b>		<b>3,08,682.00</b>		<b>64,413.80</b>	<b>2,44,268.20</b>

For FEATHERS

*R. Ranjith*  
Chairperson

*[Signature]*  
Treasurer

*R. Nagarajan*  
Executive Director



Place: Madurai

Date: June 28, 2021