



# FEATHERS

Annual Report - 2022





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## **Annual Report 2021-22**

### **Overview of the Year 2021-22**

FEATHERS works in the sphere of special education, early intervention, addressing the issue of 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. Promoted and managed as a public trust by a group of professionals with long years of experience in development work, FEATHERS strives to become a Centre of Excellence in these domains of education. FEATHERS team relooked its design of village learning centres at village level handled by volunteers, to make it a systemic intervention, it partnered with the mainstream educational system. During this year, FEATHERS gave a shape to its intervention design

This year, FEATHERS Team has made a major change in its approach from promoting village level learning centres to working with the Mainstream School Education System. We have obtained permission from the Chief Educational Officer, Madurai to work on remedial education in all the primary schools of Thirumangalam Block, Madurai District. We began our work with the Teachers and Volunteers at the Panchayat Union Primary Schools to implement our programme in the Government Primary Schools itself. We are currently working with 15 Primary Schools and 75 students identified from 7 primary schools. Capacity building programme by the ArtSparks Foundation resulted in conceiving and implementing an Art-Integrated Learning Programme, Vaanavil in the same primary schools. We have reached 300 students during the year through the primary schools, where we are currently working. We have obtained final orders of 12A and 80G from Income Tax, registered under CSR-1 and waiting for final orders for FCRA. We have conducted regular institutional affairs, inducted a new Trustee into the Board, and filed the income tax return. We have written and submitted proposals for fund raising, and redesigned the website for FEATHERS.

In the coming year, our focus is on consolidating our experiences and deepening of our remediation programme in the adjoining Panchayat Union Primary Schools. We will recruit and train qualified educators in remediation process and deploy them to reach out to 150 children, identified with learning difficulties. We will focus on Capacity Building Programme for the working teachers on Learning Disability, benefiting teachers from other schools. Also, we will conduct in-house capacity building programme for the Teachers in FEATHERS on advancements in remedial education tools and methods. We will continue our efforts in resource mobilisation to run the Remedial education, early intervention, art-integrated learning programmes by writing and sharing with relevant philanthropic institutions.

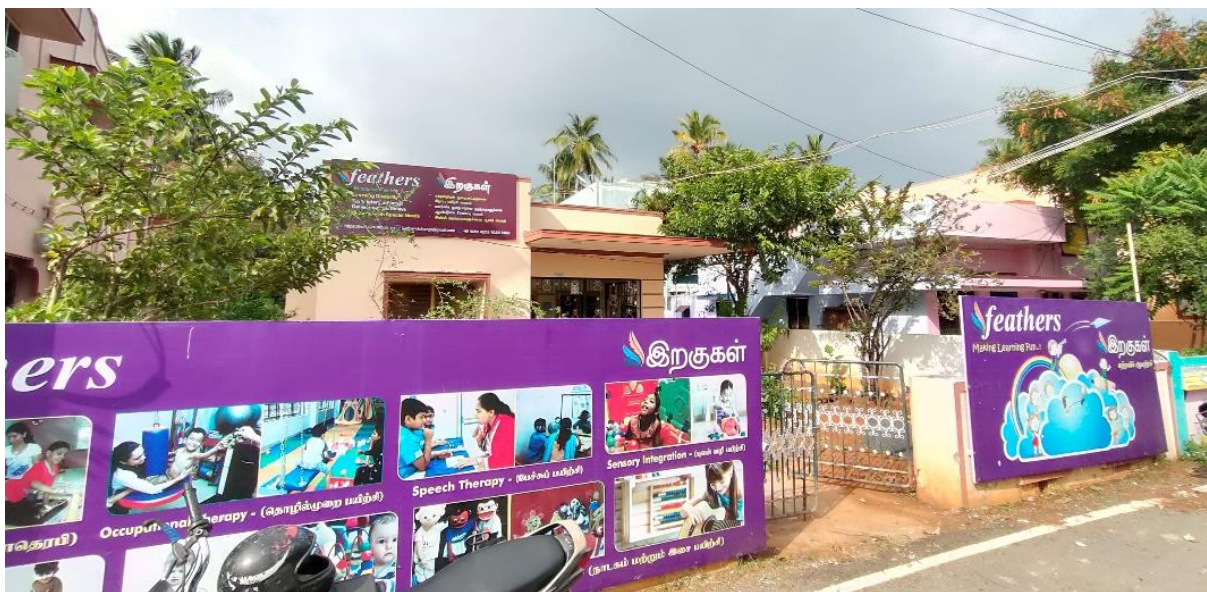
## Vision, Mission, and Purposes of FEATHERS

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 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



FEATHERS is run by a Board of Trustees well-versed in designing and implementing development programmes at the grassroots. They govern the institutional matters at the same time contribute in the implementation of the programme as well. They act as an



advisory group, providing strategic and operational guidance to the organisation. The Board meetings are more of reflective and mentoring session for the Executive Director to shape the institutional development.

## Vision

We have done a visioning exercise with the newly recruited teachers and staff, facilitated by a Trustee. We have refined our mission and vision statement. In the process, the staff were oriented on the mission, vision and goals of the organisation. We imbibe the following core values among our staff:

- Enabling
- Excellence
- Equality
- Equity
- Humaneness

## Progress During the Year 2021-22



### Karka Kasadara

Children with learning disability may have difficulty in reading, writing, spelling, reasoning, recalling and/or organizing information. They are often pushed out of schools due to academic underachievement. Feathers works with the mainstream school education system to provide specialized care and attention to those children with appropriate remedial education and training at Primary Level.

FEATHERS has obtained permission from the Chief Educational Officer, Madurai to work with all the Primary Schools of Thirumangalam Block and we began our work with 15 schools around Thirumangalam. We have identified 75 students with learning difficulties and started remediation programme.

### Vaanavil

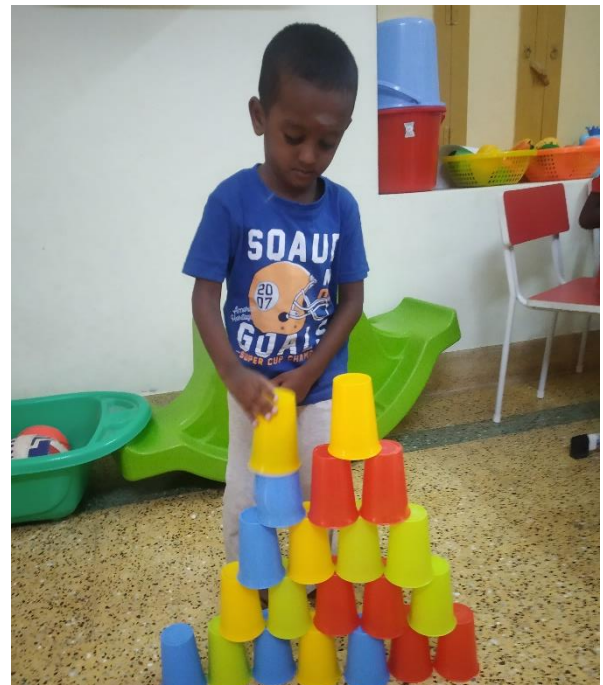


Vaanavil is an Art Integrated Learning Approach promoted by FEATHERS, wherein the kids are facilitated to explore creatively at their individual pace both in visual (drawing and painting, clay modelling, pottery, paper crafts, mask and puppet making) and performing arts (music, dance, theatre, puppetry) for better understanding and construction of knowledge about different concepts.

### Poonthalir

Community Based Early Intervention Programme of FEATHERS intends to assist the children diagnosed with developmental delays to improve their delayed milestones through physiotherapy, occupational therapy, speech therapy and special education for improving their cognition, activity for daily living, adaptive skills, social and emotional Skills.

We have designed this programme with the support of Amar Seva Sangam, and waiting for the proposal submitted with the Redington Foundation to get materialized.





## Poovanam

The Special School run by FEATHERS offers rehabilitation, therapeutic interventions, and special education to the children with special needs. It extends early identification and assessment of disabilities in children, early intervention, occupational therapy, physiotherapy, speech therapy and parent counselling and training.

The Special School is managed by special educators. Therapists provide physio therapy, occupational therapy and speech therapy through fixed weekly schedules. There are Five Students with special educational needs enrolled in the Special School.



## Genesis of Approach and Programme Design



We began our remediation programme using Hub-and-Spoke strategy by establishing a Centre at Madurai as Hub and organising village level learning centres as spokes in Vadipatti Block of Madurai District. The Madurai Centre was used as a coordination centre and worked



for building skills of volunteers, design teaching materials and methods, undertake documentation. Village level Learning Resource Centres (VLRCs) were conceived as spokes and these Centres were expected to handle students with learning difficulties requiring individualized remedial programme.

Due to lock-down and closure of schools, we could not focus much at community level. But we have concentrated on Organisational building, did all statutory compliance work and auditing, material preparation, getting permission from Government Education departments. We could not work with volunteers directly in villages as there were restriction for gathering at community level. After the partial relaxation for opening schools for higher secondary schools and followed by primary schools in the middle of 2021, our village level volunteers took efforts to organise the students in the Village Learning Centres, we have faced the following problems,

- We could not focus exclusively on the students with learning difficulties, as the volunteers enrolled all the students. They became regular tuition centres.
- Volunteers could enrol students from in and around learning centres only
- We could not conduct one on one sessions for children with learning difficulties while conducting regular class for children without learning difficulties.

To overcome the above issues and also fulfilling our goal of working with children facing difficulties, we have changed our strategy of working with Village level learning centre to working with the organised platform of mainstream educational system. We deliberated this proposal internally with our trustees and asked the village level volunteers to continue the village learning centres as regular tuition centres with the contribution of parents.

Our interaction with the Department of Education, Madurai, brought us an idea of initiating our work in Thirumangalam Block, a backward block with the farmers engaged in rainfed farming. Also, we have got permission to work with all the Primary Schools of Government at Thirumangalam block. To engage intensively with the Children and focus all our efforts in one block, we moved our physical office from Madurai City to Thirumangalam, block headquarters. We planned to work in depth in one block and bring more learnings for refining our approach in remediation of children with learning difficulties as well as learning disabilities.

In Thirumangalam block, our office is located near bus stand, which is more accessible to our educators and volunteers. This block has 89 Government Primary Schools and 14 Government aided Schools taking to a total of 103 Primary Schools. We have obtained permission from CEO, DEO and also AEO offices. Here also, we have decided to work first with Government Primary Schools after words, we will give focus on Government aided Schools. We took following steps for working with Government Primary Schools.

- Discussed our approach with the Assistant Educational officer as well as Head Mistresses and obtained their acceptance to be part of it.
- Began screening with support of Head Mistress and Assistant teachers
- Used assessment tool evolved by us

- Initiated individualised Goal Setting for the Students identified with learning difficulties and specific learning disabilities.
- Started remediation programme

## Educational Interventions

**Built on Internal Capacity:** The Executive Director of FEATHERS, Ms Nageswari is a trained Special Educator with specialised knowledge on early childhood care and education (ECCE) and remediation of children with specific learning disabilities. She works with the primary schools directly along with a team of teachers, who were trained by her in these domains. She engages directly with the students of Panchayat Union Primary Schools in 15 Panchayats and works with the Teachers in those schools. She designs remediation programme and build capacity of the remedial teachers employed by FEATHERS to execute the design. Also, she works with the school Teachers in managing the individualised educational plan for the students identified with learning difficulties.

While the core team that promoted FEATHERS has had long years of experience in building Women SHG Federations and Farmers Institutions, our journey into the institution building for education theme took some time to conceive and develop this idea.



FEATHERS was promoted as a public Trust in Madurai with a vision of making it a centre of excellence in research, training and implementing remedial programmes for addressing the issues of learning difficulties and specific learning disability exist among the underprivileged students, who are often neglected by the mainstream school education system. For



transforming our initiative into an institution, we want to seek guidance from the experienced leaders, who have had opportunity to build, lead and transform institutions.

In the course of undergoing the field programmes, where the children from the poor and vulnerable households in the drought prone southern Districts of Tamil Nadu were left uncared if they under achieve in their school studies. They were labelled as lazy and unintelligent children and most of the time they got dropped from school. The school teachers were unable to pay exclusive attention on those kids and they were often pushed out of schools after 8th or 9th standard before going for 10th Standard.

Our enquiries revealed that the students were suffering from mild to moderate Learning Disabilities, which was not noticed by the teachers. Our interaction with the teachers of government schools further revealed that there is no adequate attention on those children and often they are left uncared in a situation where they had to pay attention to the children who are normal in their studies. While they admitted the situation openly there was no remedy from the mainstream educational initiatives by the Government.

Running this remedial programme for the children with the SLD in the past one year has revealed that there is a real need for the children from all levels of economic strata. However, the families with middle- and higher-income strata are ready to spend money for the remedial intervention and even they did not mind spending considerably for their children once they are diagnosed with SLD. Whereas, the families from poor background, are unable to comprehend the issue of SLD and spending money for the specialised one-on-one care is beyond their reach and affordability.

We, therefore wanted to evolve a simple and decentralised model, wherein we can work with the mainstream schools in the rural areas to address their needs. We began our programme in Thirumangalam Block with the idea of model building and advocating merits of the model with NGOs and Governmental Programmes.

As a team, we are open to learn and grow with the ever-changing field of special education and rehabilitation science. We strive hard to provide homely and motherly care and enabling environment for the children to learn and perform. We motivate the children not just to fulfil their academic endeavours, we also encourage them to explore their innate potential and brilliance to set goals for unleashing them despite their physical and psychological inadequacies.

### **Localising Assessment Tool**

Most of the learning disability assessment tools have been designed keeping English Medium students in mind and using the tools as such for the Tamil medium students is inappropriate. Therefore, we have designed an assessment tool on grade basis in Vernacular language (Tamil) which comprises of the following tests:

- Assessing children's reading and writing skill
- Visual Motor Integration (VMI) test
- Spelling test
- Test for mirror image as well as directionality issues,

- Test for spatial issues, punctuation issues
- Test for auditory issues and sequential issues,
- Test of problem in near-point and far-point copying and find out problems in maths

## Our Reach and Coverage

FEATHERS is currently:

- Working directly with 15 Government Primary Schools on daily basis.
- Directly engaged with 30 teachers of Government Primary Schools on daily basis
- 30 School teachers are trained on one-on-one basis to identify children with learning disabilities. They participate jointly in the assessment and learn the process as a co-learning.
- 75 children with learning difficulties are directly engaged in remediation process on daily basis
- 300 children from 15 Government Primary Schools have been engaged through Art-Integrated Learning Programme.

In the first phase, we have chosen 15 Government Primary Schools for rolling out our remedial education programme. At present we completed assessment at 7 schools and started remediation programme by Volunteer teachers with B.Ed qualification. Totally we have screened 450 students, out of these 75 students have been identified with the issues in learning difficulties as well as disabilities. We found out that even fifth grade child was unable to write and recognise basic Vowels, Consonant in both English as well as Tamil language and not knowing reading even simple two letter as well as three letter words. In maths, they could not execute even simple addition, subtraction and tables. As per data says children with learning difficulties range from 10 to 15%. But in reality, they are ranging from 10 to 32%. It may be due to the following reasons.

- Due to pandemic situation, the children were kept out of school for nearly two years
- Children did not have educational exposure by online mode
- Lack of follow-up at the family level
- Pushing slow learners from private school to government schools
- Two teachers handling 1st to 5th grade students could not provide individual attention

### **Our remediation practices**

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, individualised education programme appropriate to child's special needs, continuous assessment for evaluating the progress. 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. The Volunteer Teachers identified, trained, and placed for the school-based learning facilitation programme undertake the following set of activities:

- Assessment for identifying children with learning difficulties and learning disabilities, and set child specific goals and prepare IEP
- Conducting regular brain gym exercise for the children
- Remediation by one-on-one method
- Use multisensorial approach for remediation



### **Art integrated learning programme**

In addition to our remediation programme, we have designed and conducted Art Integrated learning programme in all the 15 schools. This is one of the impacts of EdSpark Collective programme underwent by a team member of FEATHERS. We have launched Vaanavil programme in FEATHERS covering both performing and visual arts. Our team has conducted art integrated learning programme covering 300 children. We had the following schedule,

- Introduction on art in everyday life
- Puppet show for creating awareness on Self hygiene among children
- Imaginary drawing for first and second grade level children

- Making paper puppet for third and fourth grade students
- Imaginary drawing on my dream community or school using oil pastel with patterns using different available tools
- Feedback session and price distribution

The Art Integrated Learning Programme brought us following learning:

- Children learnt importance of self-hygiene
- Children were happy because all children could participate in art programme
- Concentration and focus of the children have improved
- Imagination, visualisation, and communication skills could improve
- Children have learnt how to share and appreciate their peer work

For conducting this Art-Integrated Learning Programme we invited a Resource Person, who has nearly 30 years of experience in performing. First, he gave training on Puppet show for our team and we along with him implemented the programme at Government primary school for all the children.



## Capacity Building

Capacity building is done through on-the-job trainings to impart hands-on skills to the newly recruited teachers. During the week days, the teachers attend the designated schools to carry-out remediation programme for the children identified with the learning difficulties. The Executive Director, Ms Nageswari, who is also an anchor of the remediation programme visits the schools along with the teachers and provide training through demonstration for assessment, handling assessment tools, evolving IEP and implement the remediation programme according to the IEP set for each student.



On Saturdays, the team meets at the Centre in Thirumangalam, where the Teachers are encouraged to reflect on their experiences gained during the week, shortcomings and best practices. There is an exchange of experiences and learnings. They are clarified on the concept and teaching practices. The incremental performance of the students is presented individually and feedback are given to them on enhancing the teaching-learning outcomes.

### Participating in Other Trainings

Wipro Foundation's Learning Management System organised a series of capacity building programmes for the Professionals working on the theme of Education. The trainings covered the areas such as:

- Online wellbeing and organizational wellbeing
- Coping with stress and self-care during Pandemic
- Child protection and child wellbeing during the Pandemic
- 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 partnerships
- Child protection issues: Juvenile Justice, Child sexual abuse and child trafficking
- An information session on CSR Amendment rules for NGOs

The Executive Director of FEATHERS also attended the following Programmes during the year

- Two-day workshop on Building Organisational Capacity, conducted by ATMA on August 24 and 25. She learnt sustainable growth of an organisation, how to scale-up, monitoring and evaluation of programmes, fund raising and HRD.
- Technology for Social Sector Organisations Masterclass – Exploring OTTER by Akhila Somanath, Co-founder Tech4Good Community, held on 9th September 2021. We hope the Masterclass provided you with relevant information and helped you better understand technology and its applications in the social sector
- An event titled: “A personal exploration of diverse themes in illustrating for children”, an event illustrating children's books to bring in unfamiliar contexts, but which are important in diversity and representation, taking specific examples (like Ismat's Eid, Gulla and the Hangul, A Walk with Thambi, and others. 15th September, 2021. Proiti Ray organised this webinar.
- Edsparks Collective 2021-2022. The training was done in online mode from Oct 4th to October 9th six days and Jan 3rd to January 8th 2022. It was an excellent opportunity for her to explore the application of art-education in enhancing learning of the children.

### Impact of Capacity Building Programmes

As part of Action Learning Programme (ALP), Nageswari conducted a programme at Ponmeni slum, in Madurai. Students from Ponmeni (Madurai, South Tamil Nadu) slum, which is located behind our Remediation Centre were involved in this art work programme. Six students participated in the programme, out of which two were boys and four were girls. Two students are studying at a private school and rest of the four students are studying at a government

school. The students who are studying at private schools have some experience in drawing. They did small art works with the guidance of a school drawing teacher. They generally drew natural sceneries like trees and hills. Among the children, one boy has interest in drawing cartoons by watching YouTube. Rest of the four students did not have exposure in drawing at school (Government school), but they are able to draw rough sketches of what they like in their rough notebooks.

### Major learnings from ALP

- Simple things (magnifying lens) created more engagement among students
- Facilitator should use encouraging words which will motivate the children to go ahead in their art work
- Allow sufficient time for exploration which is really helpful for creating more imagination among children and improve decision making skill
- By seeing peer, children motivated themselves and started doing art activity without hesitation, which has created platform for helping each other
- Children could learn helping each other, judgemental skill, leadership skill, decision making skill, adjustment skill etc.
- If given enough support, guidance and encouragement, even Students without prior experience also can learn art with full engagement
- The role of art teacher is more important, they should introduce robust art-based intervention rather than conventional method of art facilitation



As impact of ArtSparks Foundation's Training Programme, we have designed and launched Vaanavil, meaning RAINBOW in Tamil, an Art-Integrated Learning Programme to be implemented by FAETHERS.

## Organizational Development

### Legal Status:

FEATHERS is a Public Trust promoted on October 10, 2016 and registered under Indian Trusts Act 1882, established for Public, Social and Charitable Purpose. It has been registered with the Sub-Registrar, Arasaradi, Madurai vide No 85 of 2016 of Book IV on 14.10.2016.

**FCRA:** We have applied for FCRA Registration in FC3 form, the field visit by the Intelligence Bureau was done on October 9, 2021. The field verification went on smoothly and we are awaiting final order for clearance. We have obtained final orders for the clearances for 12A and 80G from the Income Tax Department as per the new guidelines.

**12A:** FEATHERS is registered under 01-Sub clause (i) of clause (ac) of sub-section (1) of section of 12A. The URN for 12 A is: AAATF6558QE20214 with effects from 24-09-2021. The Trust has been registered for the assessment years starting from AY 2022-23 to AY 2026-27.

**80G:** FEATHERS is registered under 11-Clause (i) of first proviso to sub-section (5) of section 80G. The URN for 80G is: AAATF6558QF20212 with the date of approval on 24-09-2021 from AY 2022-23 to AY 2026-27.

**CSR1:** FEATHERS has been registered for undertaking CSR activities with the Registration number CSR00012431, which has been issued by the Office of the Registrar of Companies, Ministry of Corporate Affairs, Gol.

**NGO-DARPAN:** FEATHERS has been registered under NGO DARPAN of NITI Ayog, Government of India and our DARPAN ID is: TN/2021/0274239

**Statutory Audit:** We have completed Financial Audit for the year 2020-21 and e-filing of return in form 10B has been done. Our books of accounts are maintained as prescribed by the Auditor and all our documents have been uploaded in our website as a matter of transparency.

### Governance and Transparency

FEATHERS is a Trust governed by a 5-member Board of Trustees Chaired by Mr. Ramamoorthy. The members of the Board carry more than 2 to 3 decades of experience in development work in various thematic interventions. They bring their expertise to the Trust to design and implement field-based programmes. The Board meets once in six months and advises on the matters of the Trust, which is managed by the Executive Director with rich experience in the field of development and education.

The initial board of trustees promoted this Trust with the deep social concern. As per the deed of the Trust, three of the existing Board of Trustees retired after completing three years as per decided to retire and leave a way for the professionals and expert members to contribute to the growth of the organisation. Based on their intent, we have replaced them with three Trustees with vast experience in the field of development to advise and support our programmes.



- 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.
- 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.
- Ms A Kalaimani is a Post Graduate in Special Education specialised in Early Intervention. She has hands on experience in working with the early intervention programmes at the community level. She brings her expertise to the Trust to design the field programmes.

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. We publish our annual reports with all the necessary financial disclosures. These reports are published in the website of FEATHERS, and all our statutory information are placed in the website for the public scrutiny. The reports can be accessed from the website: <https://feathers.org.in/annual-reports-1> . All our books of accounts are audited by a Certified Statutory Auditor and the audit reports are filed with the Income Tax Department. The Statements are published along with the annual report and these reports are placed in our website.

## Collaborative Efforts of FEATHERS

**NGO Partnership:** The Community-based Early Intervention Programme proposed by FEATHERS is its collaborative initiative with Amar Seva Sangam. FEATHERS intends to adopt Enabling Inclusion Approach of Amar Seva Sangam. Enabling Inclusion (called shortly EI) is a rehabilitation model that empowers parents of children with development delays and disabilities to help their children reach their maximal potential through the use of a technology-based solution – the EI App, which connects community workers with rehabilitation specialists to provide early intervention services. This App focuses on maximizing each child’s potential for functional independence, participation and inclusion in community / school, empowering the parents and families of the children, integrating therapy into child’s daily life and living environment. This technology partnership with Amar Seva Sangam will help improve access to high quality early intervention and child rehabilitation services and monitoring and evaluation of services.

**Government Partnership:** FEATHERS wanted to work with the mainstream School Education System to bring systemic changes. We devised a strategy to work with the Government Primary Schools in a Block, involving the teachers in the process of remediation, identifying children with SLD and initiating IEP for them and providing them remedial education in the school itself through trained volunteers. For accomplishing this strategy, we have approached the Chief Educational Officer, Madurai. After several discussions and persuasions, we have got approval from Chief Educational Office and District Education Offices for working children

with learning difficulties and learning disabilities in all the primary level Government School located Thirumangalam block. We have obtained the consent from the Elementary Education Department starting from CEO to Block Education Officers to work with the Panchayat Union Primary Schools in the Block. Also, we have rolled out our programme with the help of locally recruited team of teachers and volunteers.

## Plan for the Year 2022-23

### Educational Interventions

- Deepening of our Remediation Programme in the existing 15 Panchayat Union Primary Schools
- Recruiting and training 3 more qualified educators in remediation process and deploying them to reach out to 150 children, identified with learning difficulties.
- Mobilising resources to run the full-fledged remediation programme to the tune of Rs. 15.00 lakhs.
- Initiating Community-based Early Intervention Programme with an outlay of Rs. 35 lakhs to benefit the entire block of Thirumangalam.
- Regularising Art-Integrated Learning Programme in all the working schools.
- Conducting one Capacity Building Programme for the working teachers on Learning Disability, benefiting 20 to 25 teachers from other schools.
- Conducting in-house capacity building programme for the Teachers in FEATHERS on advancements in remedial education tools and methods.
- Launching a YouTube Chanel for parents and teachers on handling children with learning difficulties.
- Resource mobilisation to run the Remedial education, early intervention, art-integrated learning programmes by writing and sharing with relevant philanthropic institutions.

## Acknowledgement

We are thankful to Wipro Foundation for offering us continued support to shape the concept and practice in the educational domains of FEATHERS. IT has offered us a lot of capacity building opportunities by online and offline. Also, we are indebted to our well wishers and individual donors, who helped us sustain our works. We heartfully appreciate and thank them for their open-ended support to strengthen the field programmes of FEATHERS to serve the needy children deserves.

We also thank the office of the Chief Educational Officer, Madurai and Block Educational Office at Thirumangalam for keeping their confidence by according approval for working with the Government Primary Schools in Thirumangalam Block. Our Teachers trained and placed in those Schools are delivering services through remedial education to the children identified with specific learning disabilities and learning disabilities.

## Profile of Board of Trustees

### **R RAMAMOORTHY - CHAIRPERSON**

Ramamoorthy is an Electrical and Electronics Engineer. After encountering an accidental damage to his spinal cord, he became paraplegic. Undeterred by this set-back, he determined to serve the needy by way of transferring his knowledge in mathematics to children. In spite of being confined to wheelchair, he is busy tutoring students in mathematics and motivating them to get rid of math-phobia. Teaching has become his passion, pastime, and profession. His philanthropic heart brought him closer to many non-governmental initiatives benefiting differently-abled and downtrodden. He is an inspiration for the entire initiative of FEATHERS. As the Chairperson of this Trust, he continues to provide guidance and support in all the programme interventions of FEATHERS.



### **S MANAVALAN - SECRETARY**



Manavalan is a Post Graduate in Physics and a Bachelor of Education. He has over 25 years of experience in diverse fields such as human resource development, administration and public relations, product promotion and marketing. He was instrumental in promoting a Social Enterprise - Kalanjium Thozhilagam Limited, which has facilitated enterprise promotion and development among the Women SHG Federations. He has played a key role on building linkages between SHG and Farmers' Federations, NABARD and commercial banks. During his tenure as HR Manager of Hi-Tech Arai Limited, anchored HR audit, staff-welfare and legal compliances. Organic Farming is his passion and he is currently involved in promoting organic farming among new-generation farmers across Tamil Nadu.

### **R ADHINARAYANAN - VICE CHAIRPERSON**

Adhinarayanan is a graduate in Agriculture and Post Graduate in Environmental Science. He started his career as Agronomist with M.S. Swaminathan Research Foundation. Subsequently, he worked with DHAN Foundation as a Programme Leader for more than 20 years and coordinated the water conservation programme at the regional and state level. He was instrumental in designing tank-based watershed development programme for Andhra Pradesh Government during his leadership. He anchored the climate change adaptation theme of DHAN Foundation and led the Agricultural Bio-diversity Community, an international network. He also served in PRADAN as Project Leader to implement community-based tank restoration programme in Tamil Nadu.



### **P KRISHNAMURTHI - TREASURER**

Krishnamurthi is a Graduate in Agriculture and Post Graduate in Psychology and Yoga. For two decades he worked with DHAN Foundation as Programme Leader of its Communication Programme, involved in promoting communication as a tool for enhancing field action and



facilitating policy advocacy in the themes of water, financial literacy, agriculture, livelihoods and women empowerment. He has written and produced a number of reports and publications, directed several audio-visual productions, established community radio stations for women and farming community. He is a member in national and international networks of community radios. He has travelled many countries to further the community radio movement and contributed for its growth.



#### **A KALAIMANI - TRUSTEE**



Kalaimani is a Post Graduate in History and obtained Master of Special Education in Intellectual Disability and Post Graduate Diploma in Ethics from Mother Teresa Women's University, Kodaikanal. She is a Certified Montessori Teacher. She has worked as a Special Educator and worked in the Sarva Siksha Abhiyan (SSA). She also had a hands-on experience in early intervention. She worked briefly in Children's Village of the Reaching the Unreached (RTU) among vulnerable children. She is currently involved in remedial education at the grassroots level and providing advisory services to various community based early intervention programmes.

#### **Profile of the Executive Director:**

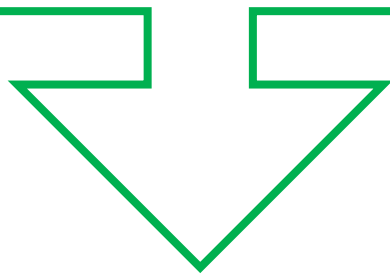
Nageswari is a graduate in agriculture, who began her career as a development professional in a not-for-profit organisation in Madurai. After spending over one-and-a-half decade in executing and coordinating grassroots level development programme for women, she realised the huge vacuum in providing quality education for the children with special needs. Later, she took up an intensive study and practice in the field of special education. She is specialised in the field of special education by undergoing the following educational programmes:



- Bachelors and Masters of Education in Special Education (Intellectual Disability)
- Master of Philosophy in Education
- Master of Studies in Educational Management
- Certificate Programme in Montessori Method of Education
- Certificate Programme in Learning Disability
- Post Graduate Diploma in Ethics

She is a registered practitioner in special education with the Rehabilitation Council of India. She has attended a number of seminars and workshops in the relevant fields of education and rehabilitation. She is currently pursuing her doctoral research in Community Based Early Intervention and she is working with a number of research and training institutes in the field of special education.

# Financial Statements



**2021-22**



**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, Tamil Nadu, India (Permanent Account Number: AAATF6558Q) as at 31 March 2022 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 subject to non-confirmation of balances.

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 2022 and
- ii. In the case of the **Income and Expenditure account** of the **Excess of Income over expenditure** of its accounting year ending on 31 March 2022.

Place: Madurai

Date: 19 September 2022



**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	SCH	31-Mar-2022	31-Mar-2021
<b>INCOME</b>			
Donation received		20,93,600.00	9,90,995.12
Service Charges		-	81,000.00
Bank Interest		605.00	266.00
<b>Total</b>		<b>20,94,205.00</b>	<b>10,72,261.12</b>
<b>EXPENDITURE</b>			
Educational Aids Printing		5,145	-
Training to Teachers		-	83,000.00
Salary to Teachers		7,11,838.00	5,75,400.00
Travelling Expenses		2,57,000.00	9,515.00
Educational aids distributed to Children		2,76,394.00	1,13,359.00
Learning Assessment Campaign		90,000.00	
Folklore Workshop for Children		1,98,000.00	
Rent & Electricity		2,24,466.00	54,000.00
Audit Fee		10,000.00	
FCRA Application Fee		10,012.98	
Bank charges		188.80	87.32
Depreciation	2	1,29,645.00	64,414.00
<b>Excess of Income over Expenditure</b>		<b>1,81,515.69</b>	<b>1,72,486.00</b>
<b>Total</b>		<b>20,94,205.00</b>	<b>10,72,261.12</b>

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

"Vide my Report of even date attached"

For FEATHERS

*R. Rathy*

Chairperson

*[Signature]*

Treasurer

*R. Nageswaran*  
Executive Director

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

Place: Madurai

Date: 19 September 2022



## FEATHERS

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

BALANCE SHEET				
(In Rupees)				
AS AT	SCH	As at 31-Mar-2022	As at 31-Mar-2021	
<b>LIABILITIES</b>				
<b>CORPUS and CAPITAL Fund</b>	1	5,34,239.69	3,52,724.00	
<b>Total</b>		<b>5,34,239.69</b>	<b>3,52,724.00</b>	
<b>ASSETS</b>				
Fixed Assets (Contra)	2	4,01,329.67	2,44,268.20	
<b>CURRENT ASSETS, LOANS AND ADVANCES</b>				
Bank Balance - Punjab National Bank, Ponmeni		37,910.02	13,455.80	
Cash in hand		1,000.00	1,000.00	
Advances Receivables	3	85,000.00	85,000.00	
TDS Receivable		9,000.00	9,000.00	
<b>Total</b>		<b>5,34,239.69</b>	<b>3,52,724.00</b>	

Schedule 2 annexed hereto form part of the Balance Sheet

"Vide my Report of even date attached"

For FEATHERS

  
Chairperson

  
Treasurer

  
Executive Director

Place: Madurai  
Date: 19 September 2022

  
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.

### SCHEDULES TO BALANCE SHEET

(In Rupees)

	AS AT	Mar 31, 2022	Mar 31, 2021
<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	3,51,724.00		
Add: Excess of Income over Expenditure	1,81,515.69	5,33,239.69	3,51,724.00
<b>Total</b>		<b>5,34,239.69</b>	<b>3,52,724.00</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. Rathy  
Chairperson

  
Treasurer

R. Nageswaran  
Executive Director

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

Place: Madurai

Date: 19 September 2022





## 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, 2022

#### Schedule 2: Fixed Assets and Depreciation

Sl No	Description	Value as on 01.04.2021	Addition	Deletion	Gross Value as on March 31, 2022	Depreciation		Net Value as on March 31, 2022
						Rate %	Amount	
1	Digital Board	28,220.00	-	-	28,220.00	15.00	4,233.00	23,987.00
2	Classroom Furniture	47,700.00	-	-	47,700.00	10.00	4,770.00	42,930.00
3	Teaching Equipments	23,760.90	1,27,000.00	-	1,50,760.90	15.00	22,614.14	1,28,146.77
4	Physiotherapy Equipments	55,250.00	-	-	55,250.00	15.00	8,287.50	46,962.50
5	Speech Therapy Equipments	20,842.00	-	-	20,842.00	15.00	3,126.30	17,715.70
6	Occupational Therapy Equipments	18,667.70	-	-	18,667.70	15.00	2,800.16	15,867.55
7	Computer	49,827.60	1,59,706.00	-	2,09,533.60	40.00	83,813.44	1,25,720.16
	<b>TOTAL</b>	<b>83,300.00</b>	<b>2,86,706.00</b>		<b>5,30,974.20</b>		<b>1,29,644.53</b>	<b>4,01,329.67</b>

For FEATHERS

*R. Rathy*  
Chairperson

*[Signature]*  
Treasurer

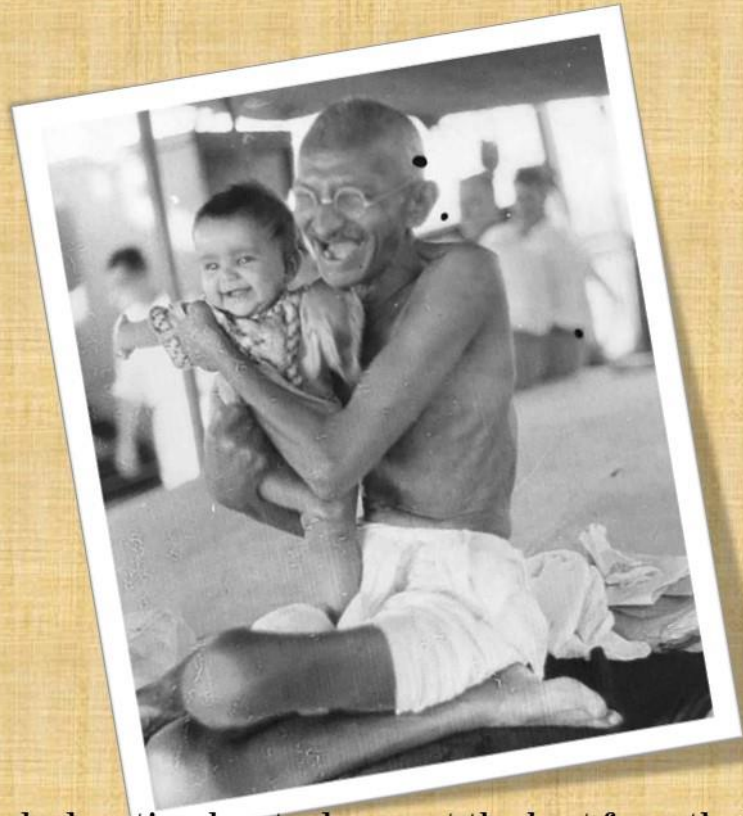
*R. Nagarasari*  
Executive Director



Place: Madurai

Date: 19 September 2022





Real education has to draw out the best from the boys and girls to be educated. This can never be done by packing ill-assorted and unwanted information into the heads of pupils. It becomes a dead weight crushing all originality in them and turning them into mere automata. Basic education links the children, whether of the cities or the villages, to all that is best and lasting in India. It develops both the body and the mind, and keeps the child rooted to the soil with a glorious vision of the future. - *Mahatma Gandhiji*

**Committed to Mahatma's Vision of True and Inclusive Education...**  
**Team FEATHERS @ [www.feathers.org.in](http://www.feathers.org.in)**

## FEATHERS

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Thirumangalam - 625 706, Madurai  
Tamil Nadu, INDIA

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Email: [feathers4change@gmail.com](mailto:feathers4change@gmail.com)

Website: <https://www.feathers.org.in>

