



Social Accounts

2017 - 2019



Madhuram Narayanan Centre for Exceptional Children

A Unit of Bala Mandir Kamaraj Trust (Regd Soc)

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11th October 2019

SOCIAL AUDIT STATEMENT

Madhuram Narayanan Centre for Exceptional Children- A Unit of Bala Mandir Kamaraj Trust

The Social Audit Panel has examined the draft Social Accounts submitted to us and discussed them in detail at the Social Audit Panel meeting held on 21st September 2019. I have examined the revised Social Accounts which were prepared following the Social Audit Panel meeting and have taken into account various points discussed at the Social Audit Panel Meeting. We also examined a sample of the data and the sources of information on which the Social Accounts have been based.

We believe that the process outlined above has given us sufficient information on which to base our opinion.

We are satisfied that, given the scope of the social accounting explained in the revised draft and given the limitations of time available to us, the Social Accounts are free from material mis-statement and present a fair and balanced view of the performance and impact of **Madhuram Narayanan Centre for Exceptional Children- A Unit of Bala Mandir Kamaraj Trust**, as measured against its stated values and objectives and the views of the stakeholders who were consulted.

We have identified some important issues to be taken into consideration during the next social audit cycle. In particular we would refer to the following:

1. Special achievements of children and alumni need a significant mention under social impact.
2. A structured feedback mechanism to be developed for ascertaining how MNC has influenced the acceptance and inclusion in society
3. Sustainability and scaling up strategies of MNC to be highlighted

The members of the Social Audit Panel were:

- a) Ms Girija Kumarababu
- b) Ms Akshaya Ramadurai.
- c) Mr Aroon Kumar.
- d) Mr Aravind Sankaran


Ms. Latha Suresh
Chair of the Social Audit Panel


Ms. Mahalakshmi Rajagopal
Co-Chair of the Social Audit Panel

* The notes of the Social Audit Panel meeting form part of the social accounting and auditing process and may, by arrangement, be inspected along with the full social accounts at the offices of Madhuram Narayanan Centre for Exceptional Children at T Nagar, Chennai, India. Members of the Social Audit Panel have acted in an individual capacity.

ACKNOWLEDGEMENT

Chair - Mrs. Latha Suresh

She started her career as an Independent Software Consultant. A brief encounter with (Late) Mr. P.N. Devarajan, Retired Group President of Reliance Industries in 2000 resulted in her foray into the Development sector. Latha is one of the founding members of Centre for Social Initiative & Management (CSIM), Chennai, spearheaded by Mr.PN Devarajan in 2001. CSIM is the first learning Centre in India to offer Social Entrepreneurship training. She has facilitated and mentored over 100 social change agents in Chennai to launch their Social Enterprises both for-profit and non-profit. An expert trainer in Social Entrepreneurship, she teaches at CSIM and colleges like IIT Madras, Loyola College, MOP Vaishnav, Madras School of Social Work, Stella Maris and Queen Mary's College. Currently Latha is Director, Social Audit Network, India, Indian chapter of Social Audit Network, UK and a project of CSIM. As an accredited Social Auditor from SAN, UK, she has drafted and audited Social accounts for 30+ organizations that include NBFCs like Shriram Finance, Shriram Transport Finance, CSR projects of Forbes Marshall, Dr. Reddy's, Cognizant Technology Solutions, Social Enterprises like Mother Earth, Saraplast and over 30 NGOs in India.

The Management of Madhuram Narayanan Centre for Exceptional Children (MNC) wishes to thank Mrs. Latha Suresh, certified Social Auditor, SAN, for auditing the Social Accounts prepared by MNC for the academic years 2017 - 2019 and also for sharing the draft social audit document with the Social Audit Panel. This is the fifth audit of MNC that she is undertaking.

Co-chair - Mrs. Mahalakshmi Rajagopal

A holistic wellness professional she started her career as social worker in a drugless therapy centre. She then acquired certifications in energy healing. Since 2001 she is practicing integrated interventions and has found remarkable success in helping clients with medical issues, interpersonal relationship issues, and psychological issues. In the meantime she donned various hats such as school counselor, college counselor, administrative role in the Ministry of Women and Child Development, but she always wanted to enable and empower individuals and that drove her to start 'Sahayam'. Sahayam focuses on individual coaching and training, psychometric testing for children and adults, counseling and therapy for ailments and workshops and discourses. Her vision and mission is to enable and empower individuals through guided introspection, cognitive reasoning and receptively bringing about an inner change towards better performance and success.

MNC also acknowledges the Social Audit Panel members as given below:

Mrs. Girija Kumarbabu

Hony General Secretary of Indian Council for Child Welfare, Tamil Nadu and has over 35 years' experience in social service sector. She serves as a Member in Juvenile Justice Board Chennai and is Managing Director of Sankalp, an NGO that is committed to the cause of promoting rights of girl children. She won the Best Social worker award 2009 from Government of Tamil Nadu with Chief Minister's Gold Medal and Citation. She was also awarded the Outstanding Woman of the year 2009-2010 by the Inner wheel club-Madras Cosmos. She holds several other portfolios, some being: Member, State Level Committee for Prevention of Trafficking in Women and Children; Chairperson - Subgroup on Trafficking & Child Protection of Tamil Nadu State Planning Commission; Co-Chairperson - Committee on Child Rights and child protection, ICCW New Delhi; Chairperson-Anti sexual harassment committee - Delphi TVS Company Oragadam; and Member - Medical Ethics Committee at Sri Ramachandra Medical University Chennai and Saveetha Medical University Chennai Mrs. Girija Kumarbabu is a Social Auditor recognized by Social Audit Network, India.

Mr. Aroon Kumar

CFO of Express Infrastructure Private Ltd, Express Avenue, Chennai he was awarded the "Leadership in Finance" at the 15th CFO Leadership Summit, as one of top ten in 2019 and Awarded as One of Top 100 CFO's of India, 3 years consecutively-CFO100-2015, CFO100-2016 & CFO100 -2017 from CFO India. He is a disciplined, results-driven Director Finance & Chief Financial Officer with proven finance, treasury, project management, legal, compliance and accounting expertise across diverse industries including Real Estate, Retail and Telecoms; focusing objectively on process, system and control optimization to deliver improved efficiency and significant cost savings, always seeking to balance risk and reward.

Ms. Akshaya Ramadurai

She is a practicing advocate at the Madras High Court (2015-present). Area of practice is primarily civil and commercial litigation including property laws, construction laws, general contract law, arbitration and corporate laws. She has worked in public interest litigations in related to animal conservation and animal rights in general, and litigations for and on behalf of senior citizens / pensioners. Graduated from the National Law School of India University, Bangalore in 2013 and subsequently worked as an Associate at AZB & Partners, Mumbai (2013-2014). Areas of interest include advocacy in relation to rights of persons with disabilities and equal treatment under law.

Mr. Aravind S Sankaran

Independent Consultant, Start up and Mid Stage Company, Advisories, Chennai. Senior results-driven communications leader with over 20 years of diverse global marketing and sales experience, specializations include corporate marketing, integrated marketing communication, internal communication, building brands through shaping perceptions thereby helping the organization meet revenue and brand objectives.

The Management wishes to thank Mrs. Maya Gaitonde who so willingly assisted by deputing staff to conduct interviews and Bala Mandir Kamaraj Trust for all their cooperation. The management wishes to thank all the staff, both permanent and part time and volunteers of MNC for their cooperation in the preparation of the social accounts and also in organizing the social audit meeting.



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1. INTRODUCTION

1.1 Madhuram Narayanan Centre for Exceptional Children (MNC) provides Early Intervention Services to children with Intellectual disability and associated conditions. The journey of **29 years** has been a rewarding one and today MNC has become a '**Model Intervention Centre**' for Intellectual disability and a mentor for many centers providing such services. Training and refresher courses for the Tamilnadu Government appointed Special Educators / Therapists working in rural Primary Health Centers, and Government Early Intervention centers(EICs) are regularly run by us. The State Commissioner's Office for Differently Abled has acknowledged MNC's efforts in training personnel of EICs for intellectually disabled and EICs for Autism. The last audit period also saw training of therapists and special educators belonging to Early Intervention centers of Sarva Siksha Abhiyan and Government Autism centers established by Government of Tamilnadu. The rich expertise nurtured over the journey of 29 years is shared during the refresher courses, in Annual Workshops and Triennial International Conferences. The number of delegates during training sessions has been increasing and the benefit accrued in attending, is being felt by all of them. The MNC staff take part in training sessions with much interest as it is a learning process for them every year and an opportunity to update their teaching skills.

1.2 MNC took a very significant step during this social accounting period in merging with Bala Mandir Kamaraj Trust - (BMKT)

Madhuram Narayanan Centre for Exceptional Children (**MNC**) was established in the year 1989, with the objective of providing quality services for children with Intellectual Disability (from birth to six years of age) and their families. The centre is a pioneer of its kind in the country providing Early Intervention Services to children with Intellectual Disability and associated conditions, filling in the void that existed in the area of Early Intervention. Inspired by the ideals of Mahatma Gandhi, Bala Mandir Kamaraj Trust (**BMKT**) was started in 1949 by late Sri K Kamaraj, and Smt. S Manjubhashini. Today it is a '*premier Social Welfare Organization*', which has over 70 years sheltered children in difficult circumstances and those from socio-economically deprived backgrounds. In 1995 MNC moved into the premises of BMKT and ever since has developed and nurtured a very healthy and symbiotic relationship. Both the organizations are focused on child development in the early stages of childhood for those children with challenging circumstances. While BMKT has specialized in early child care for children on a typical development trajectory, MNC is into early intervention for children with Intellectual disability and associated conditions. The reasoning that "**Optimal use of resources** such as *infrastructure, expertise, research and funds of both organizations will result in better quality services to a wider cross section of children, Cross fertilization of institutional practices and ideas is likely to lead to accountable and committed institution with sustainable future, Collaborative research and process evaluations for creating an inclusive environment can benefit all children*" led the managements of MNC and BMKT to integrate their activities effective 1.4.2018.

Trustees of BMKT

Mr. N Kumar

Mr. M K Sonthalia

Mrs. Maya Gaitonde

Mr. P Natarajan

Mr. Sriram Panchu

Mr. K V Rengaswami

1.1 Current Social Audit Process:

In order to assess its social impact and to check whether MNC's activities are in line with its Vision of providing early intervention for young children with Intellectual Disability, MNC has successfully completed 4 cycles of Social Accounts periods 2008-2009, 2010-2012, 2013-2015, 2015-2017. The experience and clarity gained during these Social Audits was very helpful and provided valuable information for the functioning of the centre in the following aspects.

- Improved comprehensive assessment, both quantitative and qualitative, of the Early Intervention Program
- Overall performance review and reporting based on the principles enunciated in the Vision, Mission Statements and the Values of the organization
- Interactions with stakeholders and their feedback on the program
- Evaluation of data, taking initial and final count against the set objectives for each child.

Management Committee – Social Accounts

Mrs. Jaya Krishnaswamy

Mr. S Krishnan

Dr. Aruna Rathnam Ph.D

Mrs. Vimala Kannan

Mrs. Priya Rajkumar

Mr. S Vijayan



2. PREVIOUS SOCIAL ACCOUNTS AND AUDITS

The **issues for action** identified by the 2015-2017 Social Audit Panel Report, have been duly attended to, and form the basis of the present exercise. MNC initiated the Social Accounts for the period **April 2017 to March 2019** by forming the Social Accounting team that included:

Mrs. Jaya Krishnaswamy, Founder Director, MNC, Educationist, Co-author of Upanayan Early Intervention Programme being used in the centre, and dedicated to the service of children with Intellectual Disability.

Mr. S Krishnan, Advisor, MNC has over 30 years of corporate experience, in-charge of HR, Management policies, Staff welfare and financial management of the centre.

Dr. Aruna Rathnam, Ph.D., Executive Director MNC, is an Educationist with two decades of experience and deeply passionate about Inclusive Education.

Ms. Vimala Kannan, Director MNC, qualified and experienced in the field of special education, particularly in the provision of early intervention services to children with Intellectual Disability and associated conditions, age group six years and below

Mrs. Vaijayanthi Desikan in charge of documentation at MNC

Aruna Rathnam and S. Krishnan were totally involved throughout the process of preparing this document, sharing their rich experience in the field, designing the questionnaires and arranging for interviews etc. The interpretation of the quantitative and qualitative values of the social audit exercise was done totally under their guidance.

The recommendations of the social accounts 2015-2017 have been implemented and are reflected in the current cycle of social accounts.

Recommendation 1 : To use external persons to consult a few stakeholders in the next cycle

Action taken

The social Workers and volunteers of Bala Mandir Kamaraj Trust and free lance social workers have been used for all interviews as they have no part in the day to day affairs of the centre. In fact MNC is an entirely new unit as far they are concerned and their interest in the interviewee is that of a researcher.

List of Interviewers:

- **Mrs. Sowmya Raghavan** - Sowmya Raghavan belongs to the Indian Railway Accounts Services (IRAS) and has recently retired as the Financial Commissioner and ex Officio Secretary, Ministry of Finance after a career spanning more than 37 years of service. She was the Chairperson of Indian Railway Finance Corporation responsible for raising resources through

borrowings from domestic and international markets to finance plan investment. Has had very senior and responsible positions in the Railways and served as the first lady General Manager of the Central Railway, Bombay. She interviewed some of our staff members.

- **Mrs. Sumana** – Montessori and Preschool trained teacher, Sumana joined Bala Mandir in 2010 as spoken English teacher for the kindergarten section. Working her way up she serves as Headmistress of the Vidyalaya Unit. Her love to teach children and work with them makes her an ideal person to interview the parents.
- **Mrs. Lakshmi Gopal** - Mrs. Gopal has been associated with Bala Mandir for over a decade and has been fully involved with its Parenting programme. She is deeply committed to the spread of its positive parenting messages everywhere, and has successfully interacted with parents, crèche workers, teachers, and supervisors, through many training courses using effective communication skills. She has composed songs in Tamil on parenting, basic hygiene, and social awareness, which have been very effective in conveying important messages to unlettered, rural folk. She has translated and developed valuable resource materials, based on her research into ancient Tamil literature in the field of parenting and child development. She interviewed our parents.
- **Mrs. Nirmala** – She serves Bala Mandir as a Training Coordinator teaching the Parenting module of their ECCD parenting project to parents and teachers. She interviewed our parents.
- **Ms. Bhuvaneshwari** – A social worker from Bala Mandir, she evaluates children and also evaluates reports of children, submitted after house visits of Bala Mandir Staff. She interviewed our parents.
- **Mrs. Beena Viswanathan** – A graduate in English literature and a post graduate in Human Resources Development, she is a people's person having worked as a member of the cabin crew for British Airways for over 23 years. She interviewed our staff members.
- **Mrs. Latha Mani** - A health care professional she started her career with YRG care who provide a variety of clinical and laboratory services and is actively engaged in education, training and spreading social awareness about HIV aids and collaborates in research projects in several countries. She then worked with UNICEF as their Project Officer coordinating with several NGOs and Tamil Nadu government to provide psycho social support to tsunami hit children, and to train the teachers in this work. She is now a free lance consultant who helps write project proposals, develop modules for training and help NGOs to focus their energy on specific social issues. She interviewed many of our resource persons and donors through email.

(The interview format used and the summation of the interview can be viewed as Annexure 1 and 2)

Recommendation 2: To monetize the social value created as part of the economic impact :

Action Taken - Monetary Social Value created for the period 2017-2019 to the society: Rs. 2,68,85,000/-

• Benefits for children attending the centre daily: Average 85 children

The children are provided Special Education, Physiotherapy, Occupational Therapy, Medical and Dental Consultation along with Physical Education, Music, and Yoga. Of all the services provided Occupational Therapy, regular medical and dental consultations are harder by the parents to organize by themselves and have been taken up for monetizing purposes in this report. At the centre these are in sync with the Individualized Education Program drawn up for the child and is provided free of charge. Needless to say the interventions have follow up assessments and evaluation every quarter for best results.

Occupational Therapy - Provided daily for 30 minutes for every child. 5 classes per week and 20 classes per month at Rs.750/- per class - Rs. 15000/- per child per month and **Rs. 1,50,000/- per annum per child** (only 10 months taken into account as school closed for 2 months for summer vacation)

Medical Consultation – Provided once every quarter – Rs.750/- per consultation 3 consultations per annum – **Rs. 2250/- per child**

Dental Consultation - Provided once every quarter – Rs.750/- per consultation 3 consultations per annum – **Rs. 2250/- per child**

Social Value created per parent – Rs. 1,50,000/- + Rs. 2250/- + Rs. 2250/- = Rs. 1,54,500 per child

For 85 parents on average per year – Rs. 1,31,32,500

For this Social Accounting Period Rs. 2,62,65,000/-

- **Annapoorna - Rs.3,50,000/-** A Nutritional intervention for children where they are given supplementary food rich in protein. Most of the children have trouble biting, chewing, swallowing and the supplementary food assists in these activities. Annual Cost of grocery/materials required for making kanji/sundal/soup/kozhakatti/ banana/protein powder - **Rs.1,50,000/-** Blood test for children at the beginning of the project and at the end of the project – **Rs.10,000/- p.a.** House visits to counsel mothers about diet - **Rs.15,000/- p.a.** ($Rs.1,50,000+10,000+15,000 \times 2 \text{ years}$)
- **Sambhavam - Rs.60,000/-** - An experiential learning for the child when the mother and the child are taken out to a public place like a Railway Station, Mall, Restaurant, Park, Museum, Vegetable market, Beach and allowed to experience the real life situations. The visit is video graphed and shown to the

children at the centre to reinforce the visit and the skills learnt thereof. This creates awareness in the general public about the needs of the special children and builds the self confidence of the mother to take their children out to public places. (Cost of van for two visits per quarter, snacks, stationery for demonstration in the centre for reinforcement – **Rs. 30,000/-p.a.** (Rs.30,000/- p.a. x 2 years)

- **Sankarshana – Rs. 50,000/-** Visits to houses of children who have dropped out of the program abruptly and counsel them to return to the Early Intervention in MNC or to any other special school. Creates awareness about Early Intervention and helps the mother seek help for her child. **Rs.25,000/- p.a.** (cost Rs.25,000/- p.a. x 2 years)
- **Sanmargam - Rs. 1,00,000/-** - The ultimate aim of every parent who has a special child is to integrate the child into mainstream society. *Sanmargam* aims at preparing the children to move ahead, and beyond the birth to six years program of intervention, towards school education in the mainstream or special schools. For the next three years after a child has been mainstreamed our teachers follow up the progress of the child and give counseling to the mother to accrue the benefit of inclusion. Visits to schools periodically and cost of celebrating the “Moving Ahead” function or the graduation of the children works out to **Rs.50,000/- p.a. (Rs. 50,000/- p.a. x 2 years)**
- **Samyam – Rs. 60,000/-** This project was conceived to bring the Past students, Present and the new entrants together into the centre during the year. The present students and the new entrants find motivation in coming together with the past students and interacting with them. The past students find guidance and reassurance in the teachers that they are on the right track. Cost of celebrating Samyam is **Rs.30,000/- p.a.** (Rs. 30,000/- x 2 years)



3. HISTORY AND BACKGROUND

Madhuram Narayanan Centre for Exceptional Children (MNC) was established in Chennai in December 1989 as a Research cum Demonstration Centre to provide Early Intervention Services to children with Intellectual disability, through an indigenously developed systematic program of training **Upanayan**, meaning '**to lead along**'. Upanayan was the outcome of the need felt by the community of parents and service providers to fulfill the existing void in the disability sector with a simple, easy to follow and culturally suitable program.

Upanayan Early Intervention Programme

Upanayan engages parents as partners in implementation of the program. They are trained by special educators to lead children towards their developmental goals. Upanayan Early Intervention Program, was sponsored by its parent organization - Indchem Research and Development Laboratory (1987- '89) as a part of its initiative for corporate social responsibility. The program, based on India's time tested legacy of child care, was designed keeping in view the socio-economic conditions and cultural milieu of the country. An interdisciplinary team consisting of experts in Developmental Psychology, Neonatology, Audiology, Occupational Therapy, Physiotherapy, Education, Special Education, Yoga and Information Technology, besides a Nutritionist and Dietician, worked on the project from March 1987 and completed the first phase of the project covering age group of birth to two years in December 1989. The program was field tested for its workability and suitability, and was formally released by **Saint Teresa** in July 1992 in Kolkata. The training program, covering children in the **age group birth to 6 years** has since been successfully implemented and **6000** children have benefited in the last **29 years** from various states of India and from abroad.

Provision of Early Intervention Services

Early Intervention services are provided **for children with Developmental Delay/Intellectual disability with associated conditions** (as mentioned below) in the age group birth to six years:

The Intervention services comprises individualized education plan for every child along with, Physiotherapy, Occupational, Vision, Play and Speech therapy, Yoga, Physical Education, Music, Medical and Dental consultation, Nutritional Intervention, medical and nutritional reviews and advice, Group activities, Activity based teaching and fine art.

- Neuro Muscular Cerebral Palsy
- Down Syndrome
- Autism / Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder

- Microcephaly / Macrocephaly
- Hydrocephaly
- Vision Impairment
- Hearing Impairment
- Seizure Disorders
- Metabolic Disorders
- Chromosomal Disorders
- Any other disorders with developmental delay.

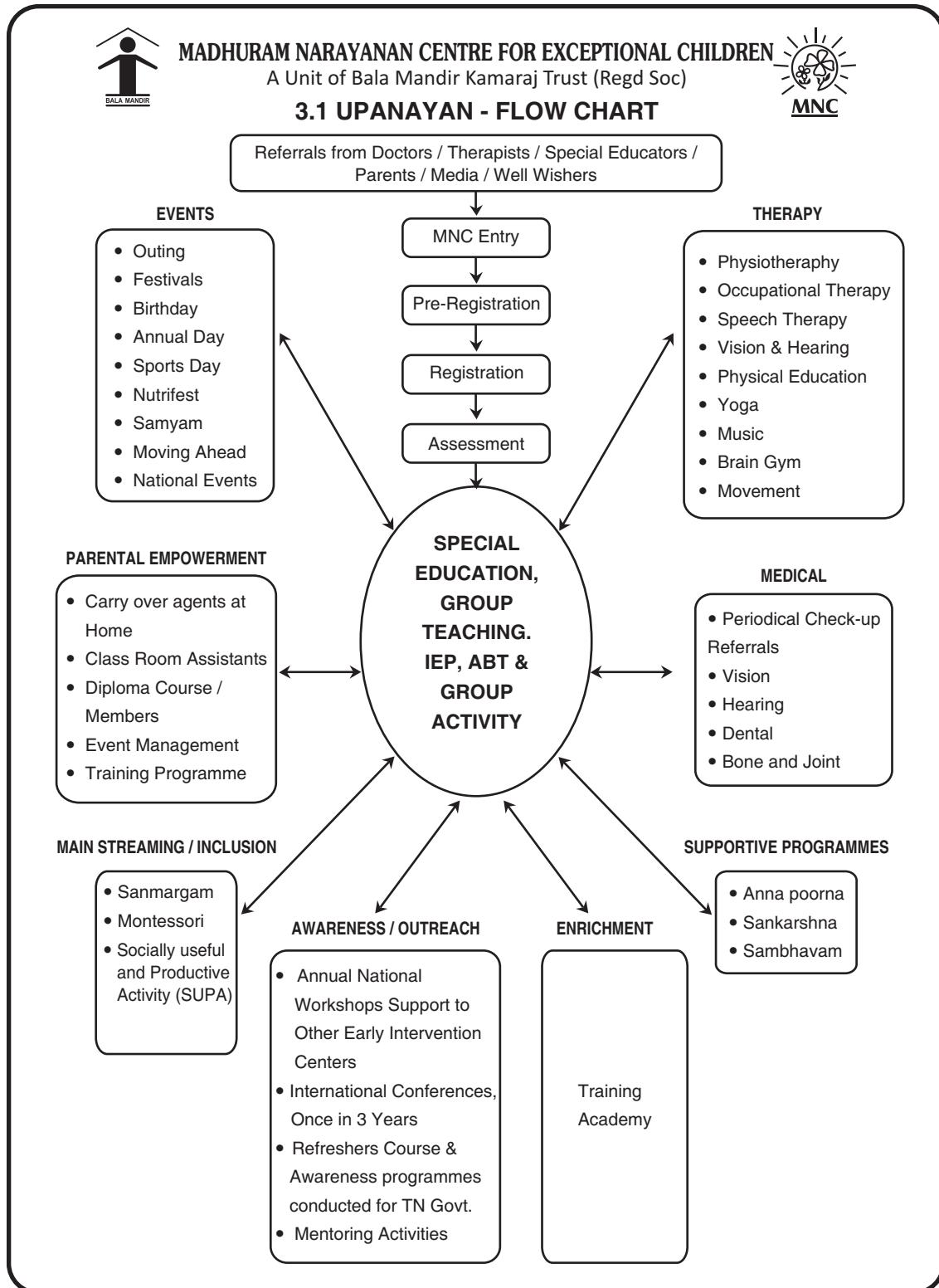


MADHURAM NARAYANAN CENTRE FOR EXCEPTIONAL CHILDREN

A Unit of Bala Mandir Kamaraj Trust (Regd Soc)



3.1 UPANAYAN - FLOW CHART



3.2 Supportive Programs

Aim of Therapy programs:

Physiotherapy

Stimulates motor functions
Improves muscle control used in activities of daily living
Develops self help skills
Promotes good health

Occupational Therapy

Improves muscle control
Facilitates Activities of Daily /Living
Develops self help skills

Speech Therapy

Improves Language and Communication
Improves Receptive Language
Aids Expressive language
Rectifies **SODA** (Substitution, Omission, Deletion, Addition) with appropriate training
Includes Alternate and Augmentative Communication (**AAC**)

Yoga Therapy

Has a calming influence on the child
Facilitates Attention, Focus and Recall
Activates, Energizes and strengthens the child

Play Therapy

Develops Attention to details
Improves listening skills
Trains in following Instructions
Helps in completing a given activity in a given time
Teaches to be a team player

Vision Therapy

Optimum usage of vision strength
Facilitates vision through visual aids and Adaptations in case of low or lack of vision

Physical Education

Building muscle strength

Coordination of body movements

Identify and foster any special talent/skill of the child in any of the sports activities

Overall improvement of health

Brain Gym

Stimulates left and right brain functions

Maximizes the potential of the child's brain

Music

Calms the child and increases the attention span

Helps in Memory recall

Helps in Rhythm and tone synchronization

3.3 Training

The training provided is both **Centre and Home-Based**. The special educators at the Centre provide Intensive training to parents so that the entire process of training particularly the methodology becomes very clear to them. They become Carryover agents of the program for their children in activities of daily living at home.

Centre Based

The **Individualized Family Service Plan (IFSP)** helps in the early intervention programme for children in the age group, birth to two years where **parental participation is total** (in line with the total dependent level of the child) in the program. The child's special educator (in a class room setting or in the home setting):

- **Demonstrates** the training program to the parent
- **Assists in the implementation** of the training to the child at the Centre, and
- **Guides parents** to become **carryover agents** in activities of daily living

In situations where the parents are not available, a close relation of the child or dedicated care givers provides the needed support. On an average 90 children attend the Centre on a daily basis and receive training on every working day with their mothers/caretakers and in rare cases with their father/grandparents. The institution is well equipped and has the requisite number of qualified Special Educators and Therapists. The **parent** gains self confidence as an implementer of the program to her/his child, and gradually **develops into a teacher aide** to train other children at the centre. They may later equip herself/himself as a Special Educator by studying for one year diploma course in '**Early Childhood Special Education**'.

In the Upanayan **2 to 6 year's** program, the parents are:

- **Slowly weaned away** from direct care of their own child in the center
- **Encouraged to assist other children and parents**
- **Supported to network amongst themselves for advancing the cause of children with disabilities**

The Special Educator trains the child to become more and more self-dependent in preparation for moving to special schools or mainstream schools. The parents continue to involve themselves along with the other family members in training the child at home, thereby providing an effective supportive system for the child. Based on the progress made, the children go through a series of school readiness activities.

The class room model followed at the centre:

The class room at the centre consists of a group of children homogenous in nature because all of them have Intellectual disability. The class is also heterogeneous because the level of disability/conditions/ and the severity of the Intellectual Disability and associated conditions differ. The classes are divided into age groups of the children - birth to 2 years, 2 to 4 years and 4 to 6 years. Every 8 children have a Special Educator according to the international standards followed. The teacher is usually assisted by a trained parent who works in coordination and cooperation with the Special Educator. Every child has an individual time table for the day - Individualized Education Plan, Physiotherapy, Occupational therapy, Yoga, Vision intervention, Group Activity, Activity based training, Computer aided learning, storytelling are all classes that the child attends. At the end of the day the children gather in their respective class rooms for prayer and dispersal.

IEP one on one - Every child gets uninterrupted learning with the teacher for half an hour on a one to one basis. This individualized Education Plan is the most effective learning session and the skill selected for the child is reinforced till the child achieves the skill.

IEP in Group Setting - In a group setting, where 5 or 6 children are taught together the special educator selects a common concept to teach the children at different levels individually. For example if she takes red color concept she may teach a child to identify the color, teach another to see red shapes, and another to find red objects in the room etc. Thus the concept being the same, the level at which the skill is taught differs.

Centre-Home Based

In some cases parents are unable to bring their child to centre every day. Then the parents and MNC staff together decide on:

- Periodicity of parents visit to the centre for training
- Number of home visits by the special educators to create supportive environment

Home Based

In very rare cases, the centre assesses the child and helps the parent to chart out the customised development program using Upanayan frame work to be carried out by the parent in their own home. The child and the parent return once a quarter for evaluation and upgrading the program for the next quarter. Telephone and technology such as skype are used by such parents regularly to course correct with MNC personnel.

3.4 Upneeta Software

MNC developed *Upneeta* to document each child's details, assessments, interventions and evaluations. The recording in the software is done by the class teacher in coordination with other members of the team and with the consent of the parents. The Group Heads verify and validate the records at regular intervals. At the end of each quarter, after evaluation, parents see the profile of functionality before they plan for the next quarter. *Upneeta* can be used to generate reports on various facets of early intervention services under the Upanayan framework. *Upneeta* data can be the basis for evidence based research on various aspects of effective early intervention. The data entry now functions on a network in MNC premises and is uploaded on the cloud for use by partners, who need Upanayan program and also for other institutions with similar activity. We are happy that a custom made version of *Upneeta* has been offered to 14 Government Autism Centers in the Districts. Once the Department for Welfare of Differently Abled gives their assent, this version of *Upneeta* can document interventions for children with autism in 14 different districts

3.5 Specialists and Consultants

The staff providing the services at MNC includes Special Educators, Physiotherapists, Occupation Therapist, Speech and Communication Therapists, Vision Therapist, Consultant Pediatrician, Consultant Dentist, Physical Education Instructors, Yoga teachers and a Music teacher.

3.6 Parental Empowerment

Total parental involvement is the very basis of the intervention program at the Centre. **In addition to the habilitation of the children, the** twin objective of the Centre is the **rehabilitation and empowerment of parents**, to enable them to come to terms with their child's disability and enjoy the positive aspects of the child's developing personality.

3.7. Geographical Areas Served.

City of Chennai and its outskirts

Districts of Tamil Nadu

Andhra Pradesh, Assam, Bengal, Karnataka, Kerala, Pondicherry

Middle East and the USA

"Integration with MNC – The Secretary's take" – A chat with Mrs. Maya Gaitonde



Mr. S Krishnan, Advisor MNC in conversation with Mrs. Maya Gaitonde

4. MISSION, VALUES, OBJECTIVES AND ACTIVITIES (MVOA)

MNC first conceived the Vision and Mission of the Centre in 2004. The process of evolution of Vision Mission and Values was reported in the Social Accounts 2008-'09, 2010-'12, 2013-'15, and 2015-'17. The Vision Mission and Values of the Centre continue to guide and inspire the organization in its work and therefore remain unchanged.

Vision - Mission Statement

VISION

- **Reaching Early Intervention Services** to every Child with Intellectual disability and associated conditions

MISSION

- **To provide** services in early detection, identification and intervention in Intellectual disability
- **To empower** parents and family members in the care and management of children with disability
- **Starting a Training Academy** to conduct recognized courses in Special Education

VALUES

- **Zero Rejection** of any Child with Intellectual Disability
- **Openness to Developments** and Innovation in Technology in the Field of Special Education
- **Adaptability** to the Growing Needs of Inclusion in the Community

Objectives and Activities:

Objective 1: Providing Early Intervention Services for the Habilitation of the Child with Intellectual disability through

- **Early detection** through direct communication and referrals
- **Early identification** using the UPANAYAN assessment tool
- **Implementation** of the Early Intervention Program UPANAYAN
- **Providing Support** Systems through the projects—Annapoorna, Sankarshana, Samyam, Sambhavam and Sanmargam
- **Establish a Montessori unit** at the Centre to create a pre-school environment prior to education in mainstreaming

Objective 2: Rehabilitation of Parents and their Empowerment through

- **Training programs**
- **Planning and Conducting Events**
- **Conducting Early Childhood Special Education Diploma course**

Objective 3: Creating Awareness on the Importance of Prevention, Early Detection / Early Intervention through

- **Dissemination of knowledge**
- **Effective media communication**
- **MNC website**

Objective 4: Organize Outreach Programs through

- **Government Schemes and in programs conducted for Special Schools**

Objective 5: Create professionals in special education through

- **Offering Accredited Courses offered by the Rehabilitation Council of India**
- **In house Refresher / Orientation courses to staff/parents**

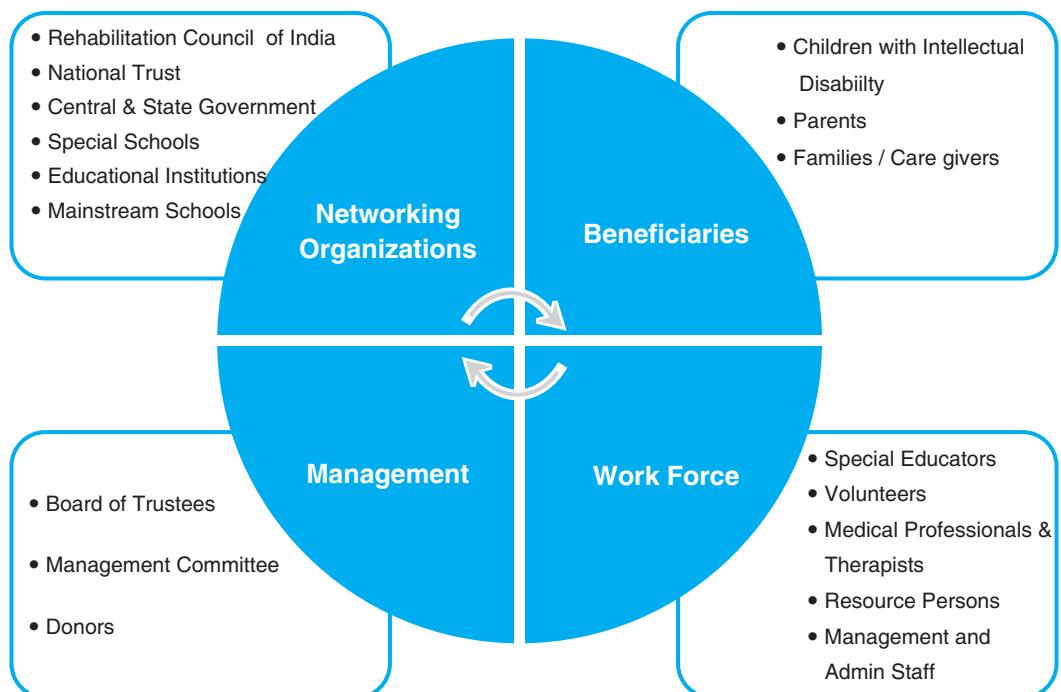
Objective 6: Inclusion: Collaborate with Bala Mandir Vidyalaya to create inclusive environment for our children

- **The process of inclusion has been initiated in this social accounting period. Activities will commence later this year and shall be included in the next cycle of social accounts.**

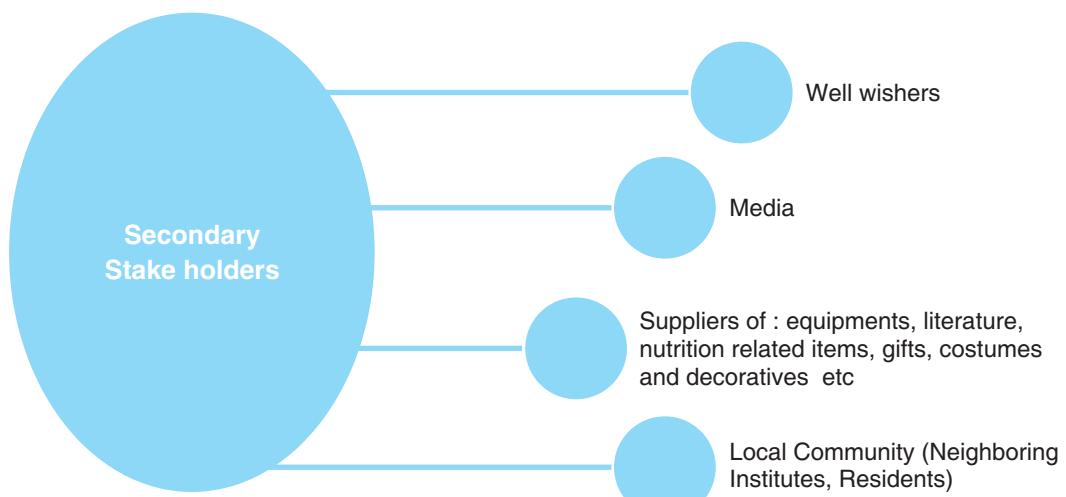


5. STAKE HOLDER MAPPING

PRIMARY STAKE HOLDERS OF MNC



SECONDARY STAKE HOLDERS OF MNC



6. SCOPE AND METHODOLOGY OF THE SOCIAL ACCOUNTS

This presentation of social account covers the time period **April 2017- March 2019**. We have for this process consulted stake holders in all categories - Parents, Staff, Donors, Well wishers, Consultants, Central and State Government Officials, and Resource persons. The secondary stakeholders have also been consulted and respective feedback has been recorded as annexure.

Stakeholder	No. of stakeholders	No. consulted	% consulted	Methodology
Children	96**	60	63%	Parents responded on behalf of the child
Parents	96**	60	63%	Questionnaire and direct interaction in Focus Group Discussions
Special Educators	27	27	100	Questionnaire Observation and Direct Interaction
Management staff	5	3	60%	Direct Interaction
Donors Corporate and Individual	Many	5	-	Direct Interaction
Government Officials	-	4	Relevant Department	Direct Interaction
Associate/Consultants	Around 15 at any given time	8	53	Questionnaire
Resource Persons	Around 25 at any given time	7	28	Questionnaire

(Selection of stake holders in the categories of Donors, Well wishers, and Resource persons was done by a **Random Sampling Method**, an unbiased surveying technique where large population is involved in the survey. 96 children and their parents who are regular attendants to the centre as of April 1, 2019 were selected)

6.1 Methodology for consultation with Parents

The Procedure

The interviewer interacted directly with the parent, first having gathered some background information on the parent from the Child Particulars Form filled in by the parent at the time of entry into the program. The interview was conducted in Tamil/English, using open-ended questions. This facilitated a free and frank sharing of

information and ideas, and provided valuable pointers to take the program forward. Parents were interviewed during the course of a normal working day, in the midst of daily activities like yoga, prayer, mealtimes or during group activities.

Using the Questionnaire as the Tool

The oral questionnaire was put across to the parent at a time suited to both the interviewer and the parent. The purpose of the questionnaire, that the responses would be used in the social accounting process, was explained to the parent. The answers provided by the parent were noted down by the interviewer as not all parents could read / write fluently. On an average the time taken for completing a questionnaire was 30 minutes.

Other tools used were Focus Group discussions, Upaneeta reports, feedback forms from parents, NGOs and from training sessions conducted.

(Details of the questionnaire is given in Annexure 1 and responses of parents are given in Annexure 2)

Bala Mandir Staff interviewing parents



Mrs. Nirmala with a parent



Mrs. Bhuvaneshwari interviewing a parent



Mrs. Lakshmi Gopal interviewing a parent



Mrs. Sumana interviewing a parent

6.2 Interview with Special Educators as Stakeholders

The Special Educators form the back bone of MNC's Early Intervention Program, and provide a dynamic and vital support system to the parent throughout the child's training in the centre. Their major areas of work are:

- Implementation of the training program, steering it through the structured course during the appointed time
- Maintain detailed records of the child's progress digitally in '*Upaneeta*'
- Mentor the parents in the process of training and as their child's carry over agents at home

The stakes that the special educators have in the program implementation are: the habilitation that is the progress of the child – an indicator of the impact of early intervention and, the rehabilitation of the parents, that is, to integrate them into the structure of the Early Intervention Program as a co-educators and co-therapists.

The methodology included:

- One to one interaction, using a questionnaire
- Informal observations in class room settings
- Observations made at the time of assessments, staff meetings and parent counseling sessions

Selection of Special Educators:

The interviewer interacted on a one to one basis with all the special educators.

(Details of questionnaire and responses to the question are given in Annexure 1 and 2)

Stake Holders quotes:

Well Wishers

- 1. Mr. Dileep Rangan, Miew Yeng Rangan, Nathan Rangan and Anjali Rangan, Singapore**

The love and dedication of staff and parents is humbling. We were truly blessed to be part f the Christmas celebration with these great children.

- 2. Dr. Chalini Madhivanan and Dr. Shruti Nishanth**

Paediatric Ophthalmologist

M N Eye Hospital, Chennai

A wonderful experience meeting Madam Jaya and the entire team of skilled and dedicated staff and educators. Just a walk around the place shows us the positive and endearing impact of this institution on these exceptional children. Keep up the good work and inspire more to do similar work. Thank you for this experience.

Resource Persons

- 1. Mrs. Bhooma Parthasarathy MA., PhD., (Panel member of Social accounts 2015-2017)**

Director – Thirumalai Charity Trust,

Very inspiring work. A pioneering effort. We are happy to see the efforts that have been carefully designed to help the children a great deal. Congratulations to all the members of the team. Wish you all the best.

- 2. Mrs. Mala Chetri, Nutritionist, 15 Venkatraman Street, T Nagar, Chennai 600017**

It was a pleasure being a judge for the Nutrifest organized by MNC. I am very impressed by the good work being carried out by this wonderful organization. Keep it up. Kindly let me know if I could serve you in anyway.

Government officials

- 1. Mr. Arun Roy IAS**

State Commissioner for the Welfare of Differently Abled

Office of the Commissioner for Differently Abled

Wellingdon Estate, Triplicane, Chennai 600005

Today's visit was meant to be a study visit for me as I have newly joined the disability sector and I wanted to visit a pioneering organization in this sector. My intention of visit has been fully served. I am extremely impressed by the commitment and professionalism of all those who are involved in the running of the institution. The challenge is to replicate this model in the rest of the state. I look forward to more visits and interaction with this institution.

- 2. Mr. K Nanthakumar IAS**

State Project Director

Sarva Siksha Abhiyan, (SSA) Chennai

I am delighted to see the work done by Madhuram Narayanan Centre in mainstreaming the gifted Children. SSA has lot to learn from the standards/protocols set by the Institution. I wish the great success in the noble cause they are into.

- 3. Dr. J P Singh IAS**

Former Member Secretary – Rehabilitation Council of India, New Delhi

Today my visit has been very special. The progress of the institution is remarkable. They are capable of producing excellent research papers. I am only worried how such good work will continue. I wish madam the best of health.

7. REPORT ON PERFORMANCE: ANALYSIS OF THE SOCIAL ACCOUNTS

Values of MNC are:

- **Zero Rejection of any child with Mental Disability.**
- **Openness to Developments and Innovation in Technology in the field of special education**
- **Adaptability to the Growing needs of inclusion in the community**

The present social accounts exercise has reinforced the values MNC has laid down, and this is reflected in the interviews with the stakeholders. Parents come to MNC with the assurance that their child will be admitted to the Centre and benefit from it. The very fact that they repose so much confidence in the Centre makes it evident that the values are inherent at MNC.

Zero Rejection of any child with Intellectual disability

This value forms the core of existence for MNC. No child is rejected admission on the basis of their caste, color, creed or economic status. Any child in the age group birth to six years with developmental delay or Intellectual disability, who enters the portals of MNC is offered early intervention training. Parents who walk with their children older than 6 years in the hope of getting intervention are directed to other intervention centers.

In confirmation with our values every child who steps into the centre is “included” and pre registered. **No child is rejected.** If the child is over 6 years the parent is guided to a special school / vocational centre with a follow up to see that the child gets the right help. Children below 6 years and suitable for Early Intervention are enrolled into the program at the centre.

***Mrs. Jaya Krishnaswamy
Director***

Openness to Developments

Learning is an on-going process in MNC, and every effort is made to keep abreast with latest developments in the field. Special Educators in MNC are very enthusiastic and happy to be in this program as they are exposed to academic, medical as well as technological advancements in the field of special education. The learning process takes place through workshops, conferences, in-house training programs and talks by experts in the field of medicine, research and special education.

Adaptability to the growing needs of inclusion in the community

Children are integrated into the larger community, and are accepted by family, peers and teachers in mainstream schools. They also learn to use public transport, public spaces like malls and parks and to follow set routines and discipline. Innovative programs are added each year to enable the process of effective inclusion in the community.

Objectives and Activities:**7.1 Objective 1****Providing Early Intervention Services for the Habilitation of the Child with intellectual disability****7.1.1 Early detection through direct communication and referrals**

MNC registered its first student in Feb 7, 1990 and by the end of the year there were 77 children enrolled. The next year it rose to 150 and the numbers kept increasing. MNC did not advertise but word spread through the parents and doctors enabling a growing familiarization with the concept of Early Intervention, which served as a message of hope for children with intellectual disability.

During the current Social Accounting year **2017-2018 and 2018-2019** a total of **166 and 131** children respectively were referred to the centre through various sources. The referral to the centre is through two methods of communication:

Direct communication :

Referrals received from parents, well wishers, the medical fraternity like physicians, pediatricians, neurologists, pediatric psychiatrists and other professionals like psychologist, physiotherapist, occupational therapist, special educators and other institutions

Indirect Communication:

Referrals from Setting up Exhibition stalls, public awareness through newspapers, magazines, press and television, brochures/pamphlet/audio-visuals, in-house newsletter, International and National conferences organized by MNC and MNC website (www.mncindia.org)

Children referred to the centre in 2017-2018 and 2018-2019

Sources	No. of Children Pre Registered	
	2017-2018	2018-2019
Practicing Private Doctors	18	17
Parents + Relatives	16	13
Psychologists	1	-
Well wishers	33	30
Media	4	2
Government Hospitals	42	32
Private Hospitals	5	5
Others not included above	47	32
Total	166	131

*(** Note: Preregistration denotes every child irrespective of age who seeks guidance, counseling and intervention. Out of this, children who are age appropriate, and who decide to join the centre are screened, assessed and enrolled. This is in line with our value of zero rejection policy.)*

7.1.2 Early identification using UPANAYAN assessment tool

Upanayan means '*to lead along*'. This interpretation symbolizes the essential philosophy and ultimate goal of MNC – to help transform parents into leading lights for their children and in the process, grow confident as emotional healing increases day by day. On registration at MNC, the child is **assessed** in the areas of development in the 5 domains using the **Upanayan Early Intervention Program Package**.

The Upanayan Early Intervention Program Package consists of the following:

- Child registration form
- Child information form (both the forms have been updated to suit the current relevance)
- Upanayan Assessment tool – consisting of check lists for : Birth to two years and 2+ to 6 years

Check list of items

- For children Birth to Two years, 50 discrete skills in each of the 5 Domains of Developmental Areas namely: *Motor, Language, Self Help, Cognition and Socialization*.
- For children Two plus to Six years: 50 discrete behavioral skills in each of the 12 Domains, namely: *Communication, Self Care, Meal time activities, Personal Daily Activities, Home Living, Social Interaction, Community Use, Self Direction, Health and Safety, Functional Academics (Reading, Writing and Number) Leisure and Work*.
- A set of illustrated activity cards with lesson plans relevant to each item in the check list.
- Recording forms – Done on line in Upeneeta. (Child Information form, Assessment Profile for both graphic and numeric recording, therapy Information Formats (Speech, Physiotherapy, Occupation, Health and Nutrition and Yoga) and weekly Program format.
- A set of assessment cum training materials.

During the two year Social Accounting period, **297** children were assessed at MNC using the Upanayan package, out of which **250** children were enrolled.

Number of children enrolled under Upanayan Early Intervention Programme

	No. of Children on the rolls					
	2017-2018			2018-2019		
	Children at the start of the year	Children who moved ahead added during the year	Children on active roll	Children at the start of the year	Children who moved ahead added during the year	Children on active roll
Birth to 2 years	35	+3	38	29	-23	26
Two to Four years	43	-20	23	39	-12	27
Four to Six years	58	-15	43	50	-25	25
SUPA ****	17	0	17	17	+2	19
Montessori	10	-3	7	6	+2	8
Total	163	-35	128	161	-48	122

(** This includes children who have been transferred from the previous academic year either to the same class or to the next group for example 4 - 6 years from 2 - 4 years, Montessori from 4 - 6 years etc Supa from 4 - 6 years etc. **** **SUPA** – Socially Useful and Productive Activities – A class of children who have completed Early Intervention and are trained through activities to prepare for functional and meaningful occupation in the adult years)

Teacher Speak

The moment I step into the centre, all my worries vanish. The sight of the children makes me forget the outside world, as I step into the world of children. Their actions, speech, looks, gestures and behavior is new to me every day. The affection shown by each one in a different way fills my heart. I am reminded of a world outside only in the evening. I feel my journey of 25 years has been too quick.

Mrs. A Sumathi – Group Head

Identifying the type, degree and level of the disability the **Individualized Education Plan (IEP)** is evolved for each child. The types of disabilities seen largely in MNC are as follows:

- **Intellectual Disability with associated conditions including**
 - ✓ Hydrocephaly, Microcephaly, Macrocephaly
 - ✓ Cerebral Palsy
 - ✓ Down's Syndrome
 - ✓ Autism / Autism Spectrum disorder

- ✓ Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder
- ✓ Vision impairment with developmental delay
- ✓ Neonatal seizures with Developmental delay
- ✓ Chromosomal and metabolic disorders

Children Enrolled (Disability wise)

Disability Type	No. of Children in 2017-2018	No. of Children 2018-2019
Developmental Delay (DD)	17	15
DD+Cerebral Palsy	26	18
DD+Down Syndrome	22	20
DD+Seizure Disorder	9	13
DD+Vision Impairment	4	8
DD+Hearing Impairment +ASD	1	0
DD+Autism Spectrum Disorder	23	24
DD+Microcephaly	10	8
DD+Hypomyelination	1	1
GDD with Muscular Dystrophy	1	1
DD+Attention Deficit Hyperactive Disorder (ADHD)	7	6
DD+Occulocutaneous Albinism	1	1
DD+Chromosomal Disorder 13 Q Deletion	1	1
DD/Vision/Buphtalmos (congenital glaucoma)	0	1
Others	5	5
	128	122

I am happy the way Upaneeta has evolved. The myriad possibilities of report generation, across various disabilities, and the intervention provided for them is amazing. We are yet to take advantage of the data generated in the programme. Our Special Educators are saved from maintaining manual records and can put time to better use. The success of the programme will be when it reaches the desktop of the autism centers, established by the Government of Tamilnadu in the districts recently, through cloud. Plans are underway for the same. Many miles to go.

Mr. S Krishnan
Advisor, MNC

7.1.3 Implementation of the Early Intervention Program UPANAYAN

The Upanayan Early Intervention Training program is **an expert system** with resources drawn from an Interdisciplinary team of experts for working out an **Individualized Education Plan (IEP)** for early intervention. **The Holistic Intervention Program, birth to two year maximizes the child's potential, in this age group,** in the five developmental areas: *Motor, Cognitive, Self-help, Socialization and Communication.* In the age group, **2 plus to six years**, the intervention program aims to: Make the child as self dependent as possible in the activities of daily living and focuses on the adaptive behaviors in the following domains of development - *Communication, Self Care, Meal Time Activities, Personal Daily Activities, Home Living, Social Interaction, Community Use, Self Direction, Health and Safety, Functional Academics (Reading, Writing and Numbers) Leisure and Work.*

Steps in Programming

- **Assessment** by the Special Educators **in Coordination** with Interdisciplinary Team of Experts and using the check list of skills from the Upanayan Early Intervention Program
- **Setting up** long term and short term goals based on assessment
- **Integrating** therapy into program
- Evolving an **Individual Lesson Plan**
- **Planning** a structured time table for the implementation of IEP
- **Evaluating** periodically the progress of the child

Prior to drawing up the intervention programme, the following information is essential.

- Prerequisite skills, set earlier in intervention programmes – a refresher
- Strengths in a particular area of development based on which specific achievements in other areas can be exploited.
- Identification of aids and adaptations needed to facilitate learning

Process

- Collecting Background Information
- Carrying Out a Functional Assessment
- Setting Goals & Objectives
- Formulating Lesson Plans
- Teaching and Learning In Appropriate Context
- Evaluation
- Maintaining Records

The completed programme includes :

- A developmental profile of the child drawn and updated periodical evaluations on the basis of observations made by special educators who work with the children
- The child's current level of performance
- Long-term (annual) goals for the child and short term objectives that need to be prioritized for training

Include answers to the following questions Who? What? When and Where? How ?

- Who is the person being programmed for intervention
- What is the challenging behaviour that needs to be addressed
- When and Where will the person exhibit the learning.
- How should the level of performance be evaluated.

Management

- Specific services to be provided and the period dates for the duration of the programme
- Activity Based Interventions for enabling the child use adaptive behaviours and perform the needed activities of daily living

Special educational support services to enrich the Intervention Programme

- Sessions with Physio, Occupational Speech Therapists
- Yoga, Brain Gym, Art, Craft, Indoor games, Group Songs, Play Therapy, Physical Educationists and any other as needed
- Celebration of different National festivals and Birthdays for Community awareness participation
- Nutritional Intervention, Medical Check up, Dental check up for the maintenance of general health and for detecting early any medical need for the child

The Individualized Education Plan (IEP):**Need for IEP**

- Children with disabilities do not all perform uniformly for the following reasons:
- In addition to Intellectual disability they have additional difficulties.
- They also perform in their own pace according to their abilities; the pace may not be uniform in all the areas.
- Leading the child along the assigned path of developmental or educational programme plan is simple in practice with IEP, as the tasks are analysed and the performance of the child in every activity is observable and measurable for assessment.
- There is therefore the need to evolve individualised education plans, according to each one's level of functioning.

What is an IEP

- Each child is unique: has his/her own strengths and weakness
- In addition to the disability the child may have other associated conditions
- The level of performance, in the learning process, also differs from child to child.
- Therefore an Individualized Education Plan (IEP) is set for each child - the lesson plan is followed using appropriate strategies.

Planning an IEP

- Taking into consideration: The child's age, associated conditions and the child's current level of performance.
- Prioritising the needs of the child
- Evolving a lesson plan in observable and measurable terms.

The Team

- The IEP is developed by a team of professionals from various disciplines.
- The child's parents and the child's teacher are always included in the IEP deliberations.
- Special Educators direct the IEP process; in the assessment of children; in the adaptation and modification of classroom activities to implement the individualized program; and in the evaluation process.

Process

- Assessment to identify the functional level of the child and accordingly formulate the baseline for programming.
- Based on the goals and objectives selected, the lesson plan is evolved to help child to perform activities age appropriately.
- Each activity is task analysed.
- Every activity is selected for its performance on observable and measurable terms

A Special Session of IEP (Individualized Education Plan) of 30 minutes for every child is planned for everyday. While one child is at the IEP, the rest of the children of the class are in circulation at the Physiotherapy, Occupational therapy, Computer aided teaching or an Activity Based Training (**ABT**). Every child gets the required training in all aspects every day. Three Special Educators have been dedicated for this purpose, in addition to the class teachers and group heads of the group. The Special Educators who are not class teachers also take IEP for the children. This helps the children to get familiar with all the teachers of the Center. The thirty minute period is used to teach two or three skills. The teachers who take IEP have been provided with a form where the performance of the child is recorded, and submitted to the class teacher, for further discussion with the parent every Monday, in the presence of the Group Head. This provides an opportunity for the Group Head, the class teacher and the parent to get together and review the progress of the child both at home and in the center in activities of daily living.

IEP in Group Teaching

In the case of IEP one to one, skills are taught to each child using appropriate **strategies**. In the **IEP in group teaching** it is implemented to a group of children where in addition to the Special Educator there is also a teacher helper. It is heterogeneous group, each child with his/her own level, degree and status of disability. It is also a homogenous group because they are children with disabilities.

- The teacher introduces the **concept** in the skill (to which the children have each undergone training at the IEP) at the varying levels of performance of the children.
- The training will range from just introduction of the skill at the primary level to the actualization (generalization) by the children in all circumstances.
- **Positioning** each child and providing the correct posture in the class room for effective teaching, brings out the ingenuity of the teacher **for developing adaptive behaviors of daily living**, age appropriately
- **Skills not taught directly in the class but exhibited in the group, by any child or by children are absorbed** by other children by observation and repetition. This leads to the blossoming of latent and lateral skills.
- Group Activities are planned daily to help the child in **reinforcing the skills learnt** in the classroom through, music, dance, action-songs, art, craft and storytelling and other activities
- Once in three months a **real life theme** is planned for children in the four to six age group as an activity where the children learn experientially in an environment different from the Center or Home.
- The event is planned meticulously with the involvement of the parents, teachers and children, and the learning by the children is demonstrated to the parents.

IEP in group setting helps the child develop socialization skills, become aware of the need for socially acceptable behaviors, experience class room teaching atmosphere and also benefit by peer learning. They learn to work in groups which may help them later in vocational schools where a particular vocation or job requires an assembly line like working atmosphere, where each member is expected to help in finishing of the product. For example at the center in making a paper bag children may help in folding the bag, while the next batch stencil holes for handle and another group may thread them. A particular concept is selected and different objects familiar to the child and appropriate to the skill selected for him / her is given to each of them. The teacher takes turns in asking questions to the children, and teaches the skills appropriately. Children learn to wait for their turn and to function in a group.

Quarterly evaluations

- Determine whether objectives have been met according to the laid down conditions

- Gives direction to the Special educator for planning the next course of intervention understanding the progress made by the child and recognizing the manifestation of any special talent in the child
- Review the performance of the child in the given period of 3 months and the efficiency of the strategies used
- identifies the new set of goals for the child

Longterm Outcomes

- Developing Adaptive Behaviours and using them, age appropriately, with parents in their role as carry over agents of their child in home environment in Activities of Daily Living
- Assisting parents and family members, siblings in the care and management of the child
- Empowering the child to be included in mainstream as a matter of right

Individualized Family Services Plan is part of RCI curriculum for Special Education. In MNC elements of supports to families are offered as part of our supporting projects like home visits by special educators, Sankarshana (follow up visits) Nutritional information in Annapoorna project and quarterly consultation with Dentist and Pediatrician.



IEP one to one



IEP one to one



IEP in group

Parents Speak.....

From USA to Chennai with hope



Young and newly married Sangeetha and Dinesh moved to the US with dreams in their eyes and desires in their hearts. All went well and Ishan arrived. Their cup of joy was full. They came to India to celebrate his first birthday. Sangeetha met with an accident along with her mother and both of them sustained fractures in the incident. She was forced to stay in Chennai longer than intended and that is when they noticed that the child is non verbal, did not make eye contact and was rather quiet and withdrawn. She hoped for the best and travelled to the US again. There she saw the child slowly withdrawing, a total lack of socialization, toe walking, and solitary playing. She took him to the doctor who evaluated him for over 3 hours and said that he falls under the Autism Spectrum and that he needs help. The couple was devastated to find out that the child had autism. Since he was totally non verbal they sought speech therapy first but had to queue up on a list that was long. The child had to wait for 6 months for his turn. Meanwhile a friend sent them a message saying that her child too fell under ASD but spent a year in India and the intervention has done a lot of good to him.

Sangeetha came to Chennai placed Ishan in a play school but saw no progress. She knew she had to take help from a special school for her child. A well wisher suggested Madhuram Narayanan Centre and she promptly landed up here. She was apprehensive

at first, but as she learned how to teach her child she gained confidence. She understood that teaching skills with flash cards, training materials and reinforcing the concepts her child needs, was working on him.

She took cues from the special educators, who taught her the importance of generalizing the skills at home and slowly started teaching him. She would drop spoons of various sizes intentionally and would pretend that they slipped from her hand and instruct Ishan to pick them up size wise. To her amazement he did it. Slowly and steadily Ishan was learning things. Sangeetha is hopeful and plans to stay in India for a couple of years more and wants to make her son verbal before she leaves for the States. She is sure MNC will do it for her.

Mrs. Vaijayanthi Desikan
Admin

7.1.4 Therapy Programs in Early Intervention Program

Physiotherapy

When Intellectual disability is associated with other difficulties like Neuro-muscular, Orthopedic or Cardio-vascular disorders, the child may show delay in motor development. In order to overcome the difficulties in movement and prevent ineffective or less effective movements, physiotherapy for such children becomes very important as part of the Early Intervention Program. If left unattended the child may develop secondary disabilities such as deformities, contractures or even wounds thereby creating additionally severe emotional and behavioral problems in the child. The aim of physiotherapy is to help the child to overcome the movement difficulties and learn to move limbs as effectively as possible. The physiotherapist aims at the twin objectives of facilitating motor functions and also on maintaining the general health of the child. The child is given experiences in action of muscle which brings about the desired movement for the child. When the child goes to the physiotherapy class an assessment is done and a base line is arrived at. The goal fixed by the Special Educator in the priority goal statement is taken up by the therapist and physiotherapy is given to aid proper muscle functioning towards achieving that goal. For example if the goal is 'Reaches for preferred objects', physiotherapy is given to strengthen the shoulder and upper arm. As detailed earlier the implementation of the Early Intervention training program is through the Individualized Education Program and is coordinated with inputs for intervention from the different therapies, which the child may need in the course of training.

Therapy Programs have the following components:

- Individual needs of the child are synchronized with the special education program in the IEP
- Assessment by the respective therapists, coordinated with the Goal set by the special educator

- IEP drawn to complement the goal selected in addition to his/her individual needs
- Quarterly evaluation to see if the desired results have been achieved
- Move to the next goal or change strategy to achieve the set goal



Physiotherapy in progress

7.1.5 Occupational therapy

Occupational Therapy primarily concerns the child's ability to perform functions required in day to day activities. Secondarily it also concerns the social, psychological and cognitive development of the child. Its contribution is towards the functional and vocational rehabilitation of the child. The occupational therapist at the Center does the assessment of the child initially, studies the strength and weakness of the child, takes note of the priority goal set for the child by the special educator and integrates occupational therapy to aid the goal selected.



Jashnita climbing the rope ladder as a part of Occupational therapy

7.1.6 Speech Therapy

Children with special needs have problems in language processing and in expressive communication. Assessment is carried out by an expert in the field who helps identify the child's current level in the area of communication, and an individualized program plan is drawn accordingly along with the special educators of the center using the Upanayan Check list. The Communication program is also synchronized with the IEP set by the Special Educator. Speech and Communication assessments and Evaluations are conducted annually by the Department of Audiology and Speech Pathology, **SRM University, SRM Nagar, Kattankulathur – 603203.** The team led by Ms. Usha Dalvi, Associate Professor of the Department of Audiology and Speech Pathology does both audiology screening and speech and language assessment for our children and give us their recommendations. They use qualitative and quantitative assessment methods, including standardized tests, as well as special instruments to analyze and diagnose the nature and extent of speech, language and swallowing impairments. They develop an individualized plan of action tailored to each child's needs. For children with little or no speech capability, they may suggest augmentative or alternative communication methods, including automated devices, flash cards, and picture books and teach their use. They counsel parents / families concerning communication disorders and how to cope with the stress and misunderstanding that often accompany them. They also work with family members to recognize and change behavior patterns that impede communication and show them communication-enhancing techniques to use at home. These recommendations are followed and integrated in the IEPs for the child. Apart from this, children who have auditory problems are referred to the Speech Pathologist and Audiologist, at Madras Hearing Research Center, 141-143 Kutchery road, Mylapore, Chennai 600004 for hearing evaluation and their findings and recommendations are incorporated in to the Child's IEP.



SRM Speech Pathologists evaluating our children

(The feedback of the Speech and Language assessment can be seen as annexure 5)

7.1.7 Vision Therapy

The center has indentified one of its special educators Mrs. V R Jeyashree who has been trained at Perkins Voice and Vision and is implementing the recommendations of experts in the field by lesson plans for the children through suitable IEPs. She is ably assisted by

Mrs. Premila Devi. Vision assessment is done and if found that more diagnostic inputs are necessary the child is sent to **Sankar Netralaya** for further diagnosis. The inputs are analyzed and discussed with the parents and special educators for evolving IEPs suitable to them.



Mrs. Premila Devi at a vision therapy class Dr. Butler examining a child and counselling parents

Dr. Lucilla Butler, Paediatric Ophthalmologist, Birmingham and Dr. Rohit Sharma, Ophthalmologist, London, visited MNC on 18th March 2019. They examined 5 children with challenging vision problems and gave their inputs. They met the parents of the children and suggested how they could manage the disability in their children. Two general suggestions they gave are:

- They suggested we use LED lights which blink at slow pace against the wall in the dark room for stimulation (which we are not using as most of our children have seizure disorders)
- Use of the lights in flexible tubes for stimulation.

2017 – 2019 - Vision assessments done

Quarter	No. of Children Pre Registered	
	2017-2018	2018-2019
Screening for new children at the start of the academic year	106	120
First Quarter	26	35
Second Quarter	34	37
Third Quarter	38	39
Referred to Sankar Netralaya New Children	17	29
Referred to Sankar Netralaya For review (old children)	53	28
Total	274	288

(Note : The same children get the benefit of follow up assessment every quarter)

7.1.8 Group Activities:

Play Therapy, Brain Gym, Storytelling, Action Song, Art, Craft, Music and Bhajans, Fine Motor Activities, Outdoor Activities, School Outing (Monitored) LCD Viewing, Balance and Coordination Activities are performed in groups. The children are observed for their performance in the group, in displaying their individualized skills. The group activity usually consists of skills that are used in daily life.



Children learning daily living skills in a group

The table below gives an overview of the group activities.

Therapy	Activities	Skill Development
Play Therapy	Ball Rolling Rope Bench Hoop	Listening Skills Coordination Social Interaction Waiting Interaction
Brain Gym	Brain button Cross crawl Positive point Lazy Eight Thinking cap	Coordination of the left and right side of the brain
Story Telling	Fox and the Grapes Thirsty Crow	Listening skills Comprehension skills Answering simple questions
Action Song	Vegetables Fruits Vehicles	Imitations Repetition of gestures Language
Art	Finger Printing Sponge Printing Hand Printing	Fine Motor Skills

Craft	Paper Crushing Seed Pasting Dhal Pasting	Eye hand coordination
Music and Bhajan	Sa Re Ga Ma Small songs	Repetition of sounds Listening Skills

7.1.9 Physical Education

Physical Education is an Essential Value Addition to Early Intervention programs in the development of motor and social skills in children with intellectual and multiple disabilities. The Early Intervention years are known as the “Golden Age” of motor development. During these years important skills like running, jumping, throwing and catching are developed. **What is Motor Skills-** Right from birth the child is learning to control body movements and to interact with the world around them. This learning process is called Motor Skills. Mr. Paul Devasagayam, Area Director, Special Olympics Bharat, who is the consultant for Physical education Intervention at the center says, **remember the three “D”s.**

- ▶ **Demonstrate** and explain a new skill to your child (e.g. hopping standing on one foot) and then give him or her opportunity to practice. Remember, kids learn best by copying you!
- ▶ **Dedicate** enough space and equipment for helping Special children improve both their object control skills and loco motor skills. This could mean giving them room to run around or giving them a ball to play with.
- ▶ **Develop** creative ways of teaching new skills. Kids love to play, so learning and practicing movement should be fun. Games are a great way of engaging children.

The exercises and games taught to children in MNC are aimed at the following:

- ▶ Helps a child grow
- ▶ Builds and maintains a healthy heart, lungs, bones, muscles, and joints
- ▶ Fosters the development of motor skills including fundamental movement skills
- ▶ Gives energy during the day
- ▶ Helps a child sleep better at night
- ▶ Enhances flexibility
- ▶ Develops good posture
- ▶ Improves coordination and balance
- ▶ Helps in improving eye contact
- ▶ Helps achieve and maintain a healthy body weight
- ▶ Improves fitness levels



Children being taught physical exercises



Winners at the School Sports Day

Apart from the benefits to the body and mind Physical activity plays a big part in improving social skills:

- ▶ Provides opportunities to practice and develop social skills
- ▶ Encourages interactions with others
- ▶ Helps develop friendship
- ▶ Encourages healthy family engagement
- ▶ Teaches life skills
- ▶ Promotes leadership skills
- ▶ Develops confidence
- ▶ Helps nurture imagination and creativity
- ▶ Promotes positive behavior

Dr. Devasagayam and his assistants help the centre to conduct the annual Sports Day, train the children for the March-past and their staff serve as referees for the events at the sports day. They also prepare the children to take part in the Special Olympics conducted in the state.

District Level Sports



Master Cibi and Miss. Bhavani participated in the District level sports event conducted by the Office of Welfare for District Differently abled at St. Louis Institute for the Deaf and the Blind, Adyar, Chennai. Master Cibi won a certificate of merit in the 25 meters sprint event. Mr. Joseph D Ravi, the current District Differently Abled Welfare Officer handed over the certificate to him at the end of the sports meet.

Special Olympics 2019



Our children took part in the Special Olympics conducted by the Madras West Round Table 10 & Special Olympics Bharat 'MWRT 10 – Unified Special Olympics 2019' in the presence of Chief Guest Thiru. Banwarilal Purohit, Hon'ble Governor of Tamilnadu on 9th February 2019 at Nehru Indoor Stadium. 44 Children participated and 33 of them brought home certificates and medals

7.1.10 Story Telling

Special Educator Thayammal, who joined MNC way back in 1997, prides herself as the best story teller to the children. Her story telling sessions are a hit with the children as she spares no effort to ready props, enact the story, bring in costumes so that the children can understand the character and make them act the story for better understanding. **Storytelling** is at the core of the human experience. Personal stories are what ground us; they give us a sense of purpose and identity. Storytelling helps children with special needs master language skills, improve listening skills, increase attention span, develop curiosity and creativity, and better understand nonverbal communication. Thayammal uses voice, facial expressions, and body movements to make stories come alive. She makes use of vocal intonation not only with individual characters, but also with how they use pacing, pause, and rhythm throughout the telling of the story. For example, the storyteller needs to 'hear' the sounds and then allow the audience to hear him/her. Instead of saying "a door opened," the storyteller should use his/her voice to make accompanying sound effects, such as "a door creaked open." Such vocal sound effects add to the sensorium of the story—there is the full array of senses that a story can evoke. While teaching about taste Thayammal brings in the goodies for the children to taste, textures to feel and singing to increase their attention span and help them in honing their listening skills.



Spl Educator Thayammal narrating the story of the Cap seller and the monkeys to the children

Repetition is a key factor. As the child becomes familiar with the story, he/she can focus on the more subtle aspects of facial expression and body language. Repetition allows the child to see and hear when and how emotions and body language are tied together. Children will develop an understanding of human nature and feelings. Because storytelling relies so much on words, stories offer a tremendous source of language experience for children. Language development can be promoted through the understanding of stories, vocabulary, and language patterns in stories, especially in folktales. The children at MNC are made to listen to the stories and then are encouraged to act them as small skits. The children take part in competitions outside the centre to exhibit their talents

Rotary Club of Madras, T Nagar Talent Contest



The Rota Talent contest organized by the rotary Club of Madras, T Nagar, in association with Neeta Charitable Trust, for Special Children was conducted on the 22nd of November 2018 at the Kamaraj Memorial Hall. More than 1500 Special Children from orphanages

and handicapped institutions took part in this day long programme. Individual awards were given to the best performing special children. To encourage special children they had different categories under which children could exhibit their talents. MNC children presented a skit "Appa Kutty Chuppa Kutty". The audience enjoyed the skit thoroughly. **Master Nishanth got a Special Prize for his performance as a Drummer at the Wedding.**

7.1.11 Computer aided teaching (4-6 years)

The use of computer programs as teaching material in the learning process of children with special needs is an important tool for the people working in the area of special education. In Computer Aided Teaching (CAT), the computer program is interactive and the teacher helps the child to respond to the programmed questions. In MNC the computer aided teaching mostly follows the story that the class is learning in story telling sessions. The stories have been developed in house with the help of software programmers who volunteered their time to the center. If the "Thirsty Crow" is the story that the teacher is following in the story telling classes then that story is shown on the computer. This graphic representation helps the child to understand the story better and answer the questions that pop up on the computer screen. The reading and number skills of the child is incorporated in the story. For eg : number of stones dropped - can be a number skill, a house far away – can help the child learn vocabulary related to distance, flying – an action word, etc.



Children interacting with the monitor

7.1.12 Yoga

Prof. S Sridharan assisted by Mrs. Andal and Mrs. Sudha Subhramanyam of Krishnamacharya Yoga Mandiram (**KYM**) help with the Yoga training for the children at the centre giving their expertise as a gift to the children. Says Mr. Sridharan – “Don't limit the activities of your differently-abled child! Yoga is an effective and powerful tool that helps your child to synchronize the activities of body, emotions, and mind. Studies reveal

that yoga is very beneficial for the children with Intellectual Disability, autism, and ADHD (Attention Deficit Hyperactivity Disorder). Asanas improves circulation and flexibility and are considered good for the joints and muscles. It might be difficult for the differently-abled child to practice all the asanas, but, instructors and parents can modify **different** postures according to them.”

Benefits of Yoga for Differently abled Children

- Strengthen body-brain connection.
- Enhance learning.
- Improves listening and communication skills.
- Increase concentration, focus, and attention.
- Decrease anxiety and stress.
- Improve sensory processing.
- Provides suppleness to tight muscles.



Yoga has various forms of practice and for the specially abled children. ASANAS forms the core. To bring in the holistic result from the Asana practice itself, chanting is added. The vibrations of the sound waves induced by the chanting are found to provide a soothing effect apart from bringing in focus at the mental level.

Chanting while doing body postures gives a link between the mind and body.

KYM has designed asana practice only for our children in 5 levels:

Level 1 – Body – Increases the strength of muscles, makes movements easier and helps align the body

Level 2 – Energy - Increases the vitality of the system and energizes

Level 3 – Mind – Increases the process of learning by increasing attention levels

Level 4 – Self Confidence – Increases self confidence and makes socialization better

Level 5 – Emotion – Increases happiness

Classes begin with group chanting followed by simple asana taught on a one to one basis, depending on the disability of the child and the need. Parents observe and follow the asana at home. For the 2- 4 years group Pavana Muktasana is practiced. Mothers in the birth to 2 years practice Yoga Nidra weekly twice along with yogasanas. The mothers of special children are usually under great stress since their wards need vigilant care and assistance all the time. A simple way to reduce stress is Yoga Nidra. **Yoga Nidra** promotes deep rest and relaxation that isn't found in your average meditation practice. The stages of body scan and breath awareness alone can be practiced to calm the nervous system, leading to less stress and better health.

***Yoga in MNC – Mrs. Jaya recalls the earlier days
The Seer who made a difference to 'breathing' at
Madhuram Narayanan Centre for Exceptional Children, Chennai***

Madhuram Narayanan Centre (MNC) had just emerged in 1989 as a centre providing Early Intervention services to children with Intellectual Disabilities, age group birth to 6 years.

Prof. P Jeyachandran, mentor and guide at MNC had been doing pioneering work, in the application of Yogasanas to persons with intellectual difficulties, under the aegis of Krishnamacharya Yoga Mandiram (KYM) with satisfying progress. Closely working under the very 'breath' of Sri Krishnamacharya, Prof. P Jeyachandran, was well encouraged, by Sir TK V Desikachary in the project and saw collaboration along the way. Sri TK V was introduced to MNC by Prof. P Jeyachandran in 1989. So full of enthusiasm to extend the services from KYM, so generous in his offering, Sri TKV took MNC under the fold of KYM.

'Yoga was introduced at MNC to the teachers and parents first. Practice mats, on the floor, parents becoming students along with their teachers, the small hall at G N Chetty Road became permeated with the sound of 'Ma' – the scene of graceful movements by the 'distressed' group of relaxed parents. Children were around, some attempting to 'imitate', some passively 'watching' as if in wonder and teachers from KYM were there every day and giving their precious time to the teachers and parents. Behind this happening was Sri TK V who stepped in to visit now and then from KYM to personally check for any need.

It is a 30 year journey, KYM and MNC together, a journey when the 'child', 'mother' and 'teacher' travelled together, along the path of tranquility and relaxation. The journey continues.

Sri. Suresh Rao, Sri P. Jeyachandran, and Sri TKV have been the 'Trinity' in this passage of time.

Today KYM inspired by the mission of Sri TKV and directed by the 'stalwart' Sri Sridharan, with his dedicated teaching, has taken up yoga at MNC with the object of more

intensive and result oriented practice. Sri TKV lives on, MNC cherishing the relationship, and looking yonder at reaching the experience to every child and parent.

Mrs. Jaya Krishnaswamy
Director

The Early Intervention program is implemented through the above activities and at the end of an academic year evaluation is done.

7.1.13 Evaluation

The child is assessed using the **Upanayan** check list. On the basis of the progress made through the intervention program, a fresh set of goals and objectives are planned and followed in the next quarter. The skills selected, the intervention given, the progress made by the child, and the additional skills that are exhibited are all recorded systematically, in "**UPANEETA**" a software program created indigenously for the purpose. The results are displayed in the form of reports and graphically by the software. The data are fed into the software program by the special educators and therapists on weekly basis. The data are recorded according to the age group Birth to 2 years, 2 plus to 4 years and 4 plus to 6 years. Quarterly evaluations are done internally by Group Heads based on the assessment and program plan. The system of external evaluation at the end of an academic year has been practiced in order to get an unbiased performance picture of the child in totality. Ms. Kalusha, Principal, Vijay Human Services and Mrs. Revathi Kannan formerly Special Educator at the center were the external evaluators during the social account period.



Mrs. Revathi Kannan and Ms. Kalusha at an Evaluation session

Evaluation seeks the answer to the question

“Did the student learn according to the plan?”

- If the answer is, “Yes” then new objectives have to be set and fresh training is begun, If the answer is, “Not yet” then the team should sit together and find out why and then plan to set right the situation by introducing new teaching strategies to help the child make progress.

Evaluation helps in:

- Understanding the progress of the intervention programme
- Choosing fresh strategies of training as and when needed
- Taking a decision on the priorities of each child according to individualized needs
- Improve the training programme with updates on the latest results and studies of research on Early Intervention from all over the world.

Among the many suggestions that the external evaluator put forth a few are given below:

- Teaching and learning materials can be more in numbers and more creative
- To concentrate on pre writing skills
- Patterns and strokes have to be refined
- Shapes have to be perfect
- Use play way method teaching to generalize skills during play time
- Skills to be linked and trained
- Give importance to fine motor skills
- Concentrate more on reading skills than writing skills

Skills selected and achieved in various domains by a sample of children during the Social Audit period 2017-19 can be seen in annexure 4)

Evaluation Feedback

- ஒரு குழந்தை மூன்று மாதங்களில் அவர்களுக்கு நிர்ணயித்திருக்கும் அளவை அடைந்தால் அதில் அவர்களுக்கு IS (Intermittent support) வழங்குகிறோம். ஆனால் மொத்தமாக முடிக்க இன்னும் கொஞ்சம் மாதங்கள் தேவை படலாம் என்று கம்ப்யூட்டரில் எப்படி ரிப்போர்ட் செய்வீர்கள் என்று அறிந்து கொள்ளவும்.
- விளையாட்டு பொருள்களை அனைவர்க்கும் ஒரே மாதிரியாக கவரும் வகையில், பல வண்ணங்களில் குழந்தைகளுக்கு பிடித்த மாதரி தயார் செய்தால் இன்னும் நலமாக அமையும்.
- வகுப்பு மீச்சர் குழந்தைகள் எந்த அளவிற்கு செய்வீர்கள் என்று தெரிந்து என்னிடம் சொன்னது மிகவும் பாராட்ட பட வேண்டும்.
- எழுதுவதில் மிகக் கவனம் காட்டாமல் மற்றுதில் கவனம் செலுத்தலாம்.

**Ms. Kalusha
Principal, Vijay Human Services**

7.1. 14 Other Activities

Medical consultation at MNC

The centre engages a Developmental Pediatrician Dr. Padmalochani who visits once a week. A thorough medical checkup is done **selecting four or five children** on every visit and an assessment report is prepared. The parameters checked are Height, Weight, and Nutritional status, as also the medical history of the child. After the general medical examination is completed the pediatrician co-relates the development skill training being given to the child matching it with the medical status of the child to ensure that the training on the skill selected proceeds smoothly. Wherever needed she suggests' further medical investigation and intervention. She also gives counseling to parents. Her advice to pregnant mothers on the precautions to be taken and the care required from conception period to the delivery of the child is greatly valued.



Dr. Padmalochani with parent, child, class teacher and the group head

Medical Intervention month wise for the period 2017-2019

Month	Number of Children
July 2017	27
August	22
September	12
October	20
November	15
December	15
January 2018	5
February	9
March	6
Total for the year 2017-2018	131

Month	Number of Children
April 2018	4
July	15
August	18
September	14
October	9
November	5
December	13
January 2019	3
February	8
March	21
Total for the year 2018-2019	110

Medical Consultation

131 children had Medical consultation during the year 2017-2018

110 children had Medical consultation during the year 2018-2019

Dental Consultation

The Baskar Dental Foundation at T Nagar, has been regularly sending their doctors to check MNC children's oral hygiene and dental health at the centre. Each dental assessment includes all the children at the Center. Parents whose children needed further treatment are referred to either Baskar Dental or to other dental centers in the city according to accessibility by the parents



Dental intervention to the children

Dates Visited	Number of children examined and results
7.4.2017 17.4.2017	83 children were screened <ul style="list-style-type: none"> • 24 children were advised treatment for Dental caries • 4 children were advised treatment for Gingivitis • 2 children for CGG • The rest were told to come for regular assessment during the next visit
30.06.2017	61 children were screened <ul style="list-style-type: none"> • 2 children were advised further treatment • The rest were told to come for regular assessment during the next visit
6.10.2017	69 children were screened <ul style="list-style-type: none"> • 29 children were advised further treatment • The rest were told to come for regular assessment during the next visit
11.1.2018	68 children were screened <ul style="list-style-type: none"> • 21 children were advised further treatment for Gingivitis, Dental Caries, Deciduous • The rest were told to come for regular assessment during the next visit
5.4.2018	54 children were screened <ul style="list-style-type: none"> • 26 children needed further treatment for Enamel Hyperplasia, Dental Caries and Rampant caries • The rest were told to come for regular assessment during the next visit
24.7.2018	68 children were screened <ul style="list-style-type: none"> • 26 children needed further treatment for root stumps and missing teeth • The rest were told to come for regular assessment during the next visit
30.10.2018	73 children were screened <ul style="list-style-type: none"> • 18 children needed further treatment for Dental caries and upper attrition teeth • The rest were told to come for regular assessment during the next visit

Dates Visited	Number of children examined and results
31.1.2018	<p>78 children were screened</p> <ul style="list-style-type: none"> • 24 children needed further treatment for Dental caries, irregularities and other problems • The rest were told to come for regular assessment during the next visit

Note: The same children are screened every quarter and so have the benefit of regular checkups and follow up on the previous findings which are required to resolve their dental issues.

Quarterly Dental Screening

2017 - 2018 - 281 children were screened (some of them were old students and got the benefit of repeated consultation every quarter)

2018 - 2019 - 293 children were screened (some of them were old students and got the benefit of repeated consultation every quarter)

7.1.15 SUPA (Socially Useful and Productive Activities)

The Academic year 2017-2018, saw the inception of a new initiative of Madhuram Narayanan Centre- **SOCIALLY USEFUL AND PRODUCTIVE ACTIVITY (SUPA)** a unit for children mainly with multiple disabilities, who have difficulties in reaching mainstream education, or in attending to assigned tasks independently in a group work place. Additional training in skills contributive towards a productive income generating activity can help them to manage themselves in their daily activities as well. With support from their families they will become productive and contributive as citizens in their adult years. It is visualised that the parents will be motivated to plan units of activity wherein they would utilize the potential in their children and include them in performing work related activities towards the completion of particular jobs. The jobs will be planned and assigned by the parents. These job sites can be pioneered by them in the community setting itself or even in the homes of the parents. The jobs are expected to fulfill the market needs of the community in which they live. In such a set up children would be relating socially to the community in which they live and become productive earning members to their family. The children will remain with their families and yet not be a burden to them financially. The empowered parents would have become self respective and contributive to the membership to the community. SUPA, training through Socially Useful and Productive Activities was started in June 2017 for children, who were above 5 years and who required pervasive support for performing activities of daily living. Activities were planned systematically after task analysis. The areas of activity given priority were in the Domains of Communication, Self Care, Socialization, Self Direction, Leisure and Work, Community Use and Health and Safety . The aim was to prepare the children for

functional and meaningful occupations in their adult years. With a generous physical space available after the merger of MNC with BMKT, the SUPA GROUP was formed with 11 children initially. These children were assessed for their potential and each child was given training through a daily routine IEP, Group Teaching based on hands-on training in the chosen activity, (such as block printing, vegetable soup preparation)



Block printing in progress

The training programme for the child to perform the assigned activities is broken into simple easy to perform tasks. The task analyzed program motivates the children to perform at levels which are not beyond their reach yet challenging enough to stretch their skills to meet the demands of the job; that is, completion from start to finish, performing according to required standards and within the assigned time limit.,

“SUPA”– WHY and HOW

The question usually asked by the parent with her child in the Upanayan Early Intervention Program is , ”What next?” The answer is not easy, Is the child being prepared for mainstreaming, as a socially accepted and recognized member of the community? Yes. Does it mean that the child is going to be like any other typically developed child? Yes, with Support Systems being made available by the resources which the family, community and the government can garner and provide. Which means, will the child have as much a family life as any other? Yes, in many ways. Does it mean mainstream school education?

Only for a few. This is because of the physical condition of the child, the type, level and degree of disability and the availability of support systems.

What happens then to the rest?

Options :

- 1. Group Activity Centers**
- 2. Mainstream School Education**
- 3. Vocational Training and Employment**

The bulk of the children, on completion of the Upanayan Early Intervention Programme will become eligible for special school education with vocational training or supervised sheltered employment, in their adult years. A few children with multiple disabilities depending on the condition, type, level and degree of the disability, each by itself and of their compounding effect are possible to be trained in self management skills and in certain specific types of life skills which could be effectively utilized by the parents themselves, as individuals or in groups and create activity centers where productive economic activities can happen. This is what SUPA section aims at.

Mrs. Jaya Krishnaswamy,

Director

Block Printing

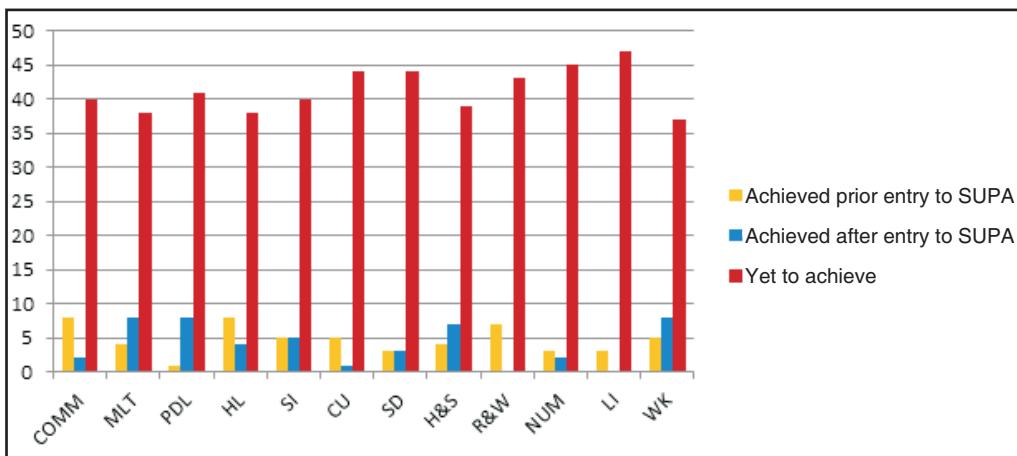
Task Analysis

Steps:

1. Takes the fridge bag from the tray
2. Takes paper from the paper tray
3. Inserts a newspaper which has been cut accordingly to the size of the bag
4. Picks the block
5. Dips it in the color tray
6. Print it on the bag
7. Dries the printed side
8. Flips it back
9. Prints on the other side
10. Picks the block again
11. Dips it in color tray
12. Prints the block on the another side of the fridge bag
13. Places it for drying
14. Removes the newspaper from the bag
15. Places the newspaper in the tray
16. Places the printed bag in the tray
17. Arranges the 5 bags (1 set) of different sizes from biggest to smallest
18. Puts it in a brown bag

The child is trained on every individual task separately and then he/she weaves it together and slowly begins to perform it as an activity in an orderly fashion.

A graphic representation of the child's progression in SUPA



(Figures for the period 1.4.2018 – 31.3.2019)

Key

Comm	Communication	CU	Community Use
MLT	Mealtime Activities	SD	Self Direction
PDL	Personal Daily Living	H&S	Health and Safety
HL	Home Living	R&W	Reading and Writing
SI	Social Interaction	NUM	Numbers
LI	Leisure Activities	WK	Work

This group is still in its nascent stage, just in its 2nd year. The plans are being worked out for three year training after the initial training in Upanayan Early Intervention Program at MNC with a period of internship for the parent. Parents and children will be supported for independent functioning in a phased manner. MNC expects to remain connected with them even after the planned training phase is completed.

“SUPA”- Socially Useful and Productive Activity

“When I was asked to head the SUPA class I was happy. I was just wondering how to go about it? I envisaged a situation where the child has to perform a meaningful activity with the help of the parent which will offer a productive adult life for the child. The idea was that the activity could be done partly by the child and partly by the parent so that both of them participate and the result will be a productive activity towards a small effort in generating revenue and a useful adult life.

I thought the children would need two things, first a good hand coordination and second performing daily living activities independently. So for a year the children were given training in threading a needle, stringing beads, using a brush and a comb, folding paper

and cloth, sorting vegetables, cleaning tables for laying the vegetables, preparing the room for the classes like opening door, windows, dusting and arranging the furniture. I found that the children are enthusiastic about doing these activities.

After a year when their hand coordination improved we concentrated on Daily living skills – grooming, brushing teeth, wearing clothes and buttoning them etc. Slowly I connected the tasks into an activity and made the children do the unconnected tasks into a meaningful activity. If the child was folding papers, he was now asked to fold and insert them into a cloth bag for block printing. Next he would spread the bags for drying. He would turn the sides of the bag so that the paint may dry on both sides.

The children started showing interest in the activity and as soon as they come to the class would take out all the materials needed for block printing and lay them out in order for the activity to be completed. Their sitting tolerance improved and together with the parents looked forward to finishing the task.

I am so encouraged by this and look forward to SUPA being very useful to the children and parents. I am learning by experience how small tasks can be woven together in different sequences so that it turns out as a meaningful activity. Long way to go.

**Ms. Sarojini,
Group Head - SUPA**

7.1.16 Supportive Projects

Project Annapoorna

Purpose of the project

- To identify the children attending early intervention program at the centre having gross deficiencies in nutrition including those with malnourishment
- Implement corrective measures to set right the imbalances
- Periodic Assessments for Improvements

Criteria

Out of the **128** children in **2017-2018** and **122** in **2018-2019**, **30** children were chosen for **each academic year**, according to the following criteria:

- Indications of nutritional deprivations in physical appearance
- Height and weight lower than the age appropriate scale
- Clinical blood investigation (anemia-positive)

The process

A team of experts who assess the children include: our in house pediatrician, Dr. Padmalochani and consultant nutritionist Avanti Prabhakhar, Assistant Professor, Dept. of Home Science J.B.A.S. College for Women, Chennai-18 and they selected the children according to the criteria. The assessed children's current diets are then modified and a balanced diet recommended fulfilling the child's specific needs

Nutrition Supplement given at the Centre:

- Porridge 200 ml - 2 times a week
- One Banana - daily
- One table spoons of Powder containing Ground nut, Roasted Bengal Gram and Palm Jaggery – daily
Weekly once
- Vegetable Soup
- Sundal (boiled lentils)
- Sweet dumplings made of Jaggery and ragi powder

We are happy to record here that MNC extends this nutritional supplement to all children who attend the center. Teachers and students of the Department of Home Science, JBAS College for women, conduct counseling sessions for the parents of the chosen 30 children included in the Annapoorna project. The students explain new recipes to the parents whose children have deficiencies in their diet. They introduce high calorific food to the parents and ways to serve the food that the child generally shows aversion to. At the end of the year they visit MNC again to review the results of the project and recommend change in their diet or change strategies to improve the eating habits of the children.



Preparation of Kozhakattais for the children



Preparation of Sathu Mavu Kanji for the children

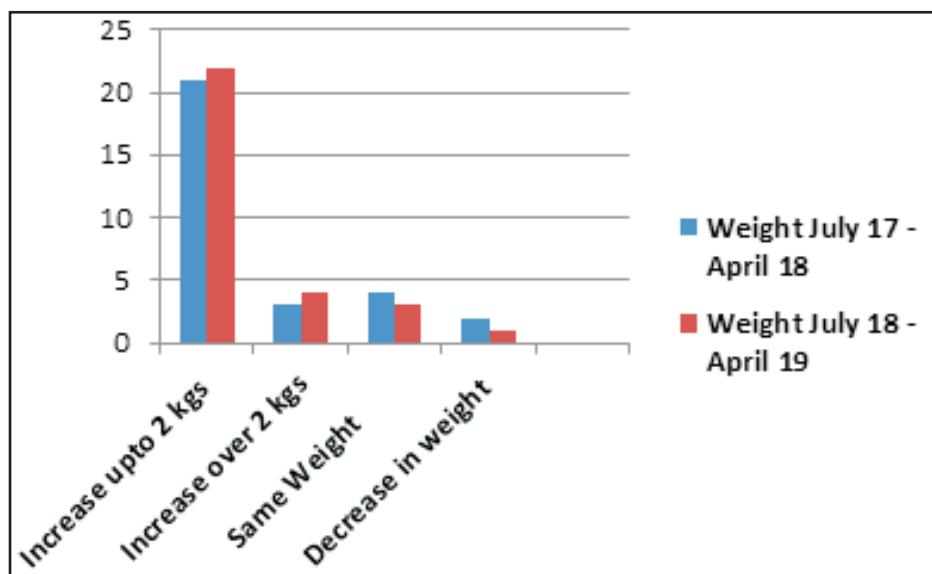


Kanji time for the children

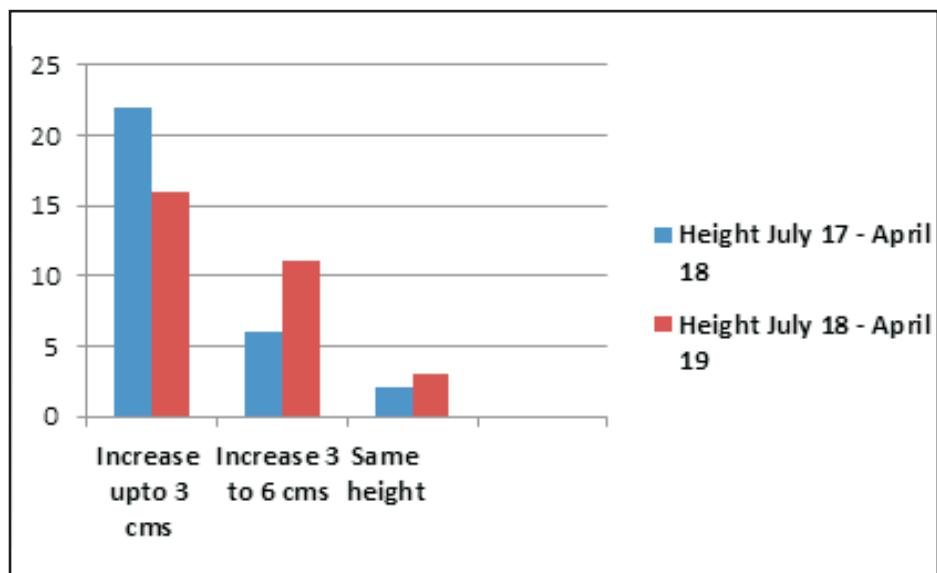


Blood test for the children

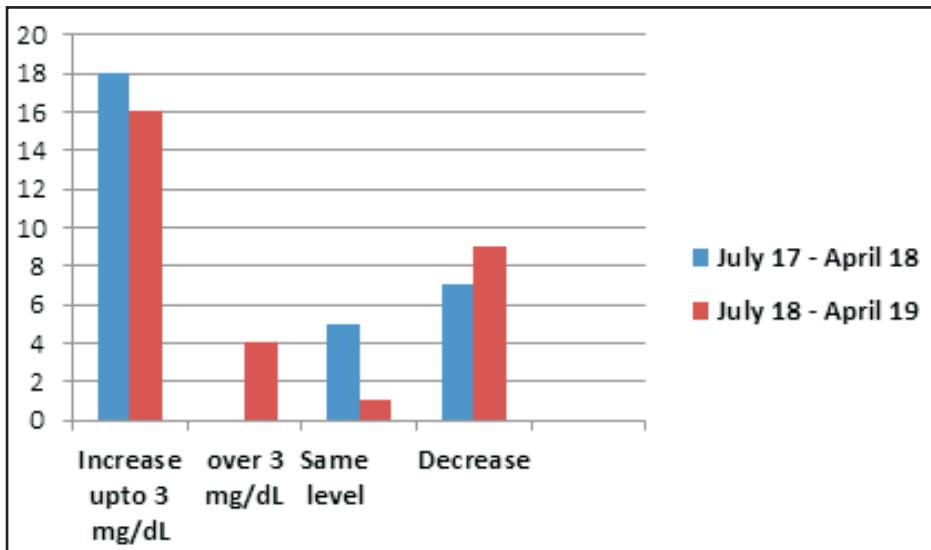
Results of Annapoorna 2017-2019



Improvement in Weight of the 30 Children for two academic years 2017-18, 2018-19 after inclusion in Annapoorna is graphically represented above for each year.



Improvement in Height of the 30 Children for two academic years 2017-18, 2018-19 after inclusion in Annapoorna is graphically represented above for each year.



Improvement in Hb level (mg/dL) of the 30 Children for two academic years 2017-18, 2018-19 after inclusion in Annapoorna is graphically represented above for each year.

Periodic assessments have been carried out and home visits made for the 30 children selected every year for the program, among them, for this social audit period:

- **43 children** showed improvement in weight, the increase per child for the year ranging from **0.5 kg to 2 kg**, **7** children above **2 kgs**, only **3** children recorded a reduction in weight, while **7** of them remained at the same weight.
- **55 children** showed increase in height ranging from **2 cm to 6 cms** and **5** children retained their height at the same level.
- **34 children** recorded a rise in hemoglobin ranging from **0.5 mg to 3.70 mg**, **4** showed an increase over **4 mg/dL** and only **16** children recorded a decrease in Hb, while **6** children retained their level of Hb.

(The name list of the children included in Project Annapoorna and the results can be seen in annexure 6)

Systematic and structured inclusion of the nutrition intervention program benefitted children and their families. The nutrition management facilitated the child's improved health conditions and therefore regularity in attendance. The attention span of the children improved in the performance of a learnt activity which reflected in the overall performance of the child in the early intervention program. Thanks to Project Annapoorna all this was possible.

**Mrs. Priya Rajkumar
Principal**

As a part of Project Annapoorna the centre conducts a food festival annually.

Nutrifest

This “festival for nutritional awareness” is to create awareness on the importance of right and balanced diet in growing children. Nutrifest is an event specially designed to focus on the importance of nutritional intervention for children with disability. “**Healthy Foods, Healthy Kids**”. It is celebrated yearly in March. The **parents** participate in the event where a theme is selected every year for cookery competition.

2017-2018

In 2018 it was celebrated on March 9th. The theme selected was '**incorporation of traditional vegetables in our daily diet**'. The theme was selected by Special Educators of the center in consultation with the teaching staff / students of the **Department of Home Science, JBAS College for Women, Chennai**.

Parent Education on Nutrition:

The Home science department of JBAS College students demonstrated to the parents, preparation of dishes using traditional vegetables, different recipes that could be tried, pertaining to the ingredients in the selected topics. This is to ensure that the parents were made aware of the high nutritional value of the ingredients. The demonstration session had a display of dishes specific to age group birth to 2, 2 to 4, and 4 – 6 years. A chart showing the nutritional value of each recipe was also displayed and in case the recipe has any medicinal value that was also included in the chart.

Given below are two of the many innovative recipes that the parents dished out during Nutrifest:

முடக்கத்தான் கீரை தோசை

தேவையான பொருட்கள்

- | | |
|----------------------|--------------|
| 1. முடக்கத்தான் கீரை | 2. மிளகு |
| 3. சீரகம் | 4. பூண்டு |
| 5. இஞ்சி | 6. தோசை மாவு |

மேல் கண்ட எல்லா பொருட்களையும் அரைத்து தோசை மாவில் சேர்த்து தோசை வார்க்கவும்

நெல்லிக்காய் ஜூஸ்

- | | |
|------------------------|-------------------|
| 1. நெல்லிக்காய் பெரிது | 2. எலுமிச்சை சாறு |
| 3. தேன் | 4. பனங்கற்கண்டு |
| 5. இஞ்சி சாறு | |

நெல்லிக்காய் அரைத்து வடி கட்டி கொள்ளவும் பின் சிறிதளவு எலுமிச்சை சாறு, இஞ்சி சாறு, தேன், பனங்கற்கண்டு சேர்த்து கலக்கவும்.

On the day of the festival the parents with their children, teachers and other invitees gathered in the Prayer Hall to be a part of the event marked by color and gaiety, with a colorful array of dishes prepared at their respective residences and brought to the centre, vying with each other for taste and display.

The judges were:

- Dr. Geetha, Homeopathy Consultant, Chennai
- Dr. Poongothai, Dietician, MD Diabetics, Chennai
- Ms. Varsha, College Student

The dishes prepared by the mothers of the Birth to 2 years group were adjudged the best and appreciated. The take away was the awareness the whole event created for the nutritional value of traditional vegetables in our daily diet and the record of recipes that was compiled for future use.

2018 – 2019

In 2019 it was celebrated on Friday 8th March, between 11.00 am and 1.30 pm. It was the twelfth year that the festival was being organized. The theme was "**Food as Medicine**". There was a cookery competition on the theme and marks were awarded for the exhibition of recipes, charts depicting the importance, calorific value, and the medicinal property that the dish offers. Parents and grandparents of children in the age groups of birth to 2 years, 2 to 4 years and 4 to 6 years took part. Earlier the students of JBAS College for women, from their Home Science department came and gave a demonstration to the mothers on ingredients (vegetables, fruits, pulses, oil, greens) they could use for their recipes.

The Judges were:

- *Mrs. Revathi Shanmugam, who appears on Food shows on TV, and writer of cookery books and an accomplished cook*
- *Dr. Uma Pethachi – Ayurveda Doctor*
- *Ms. R Geetha - Retd. Professor of Botany, Delhi University*

From the 5 groups that prepared dishes for the competition one of the parent group (age group 4-6) were adjudged the best and appreciated. This group included a father too. The awareness the whole event created for 'Food as Medicine' has resulted in a record of recipes compiled for future use. A copy of the recipes is available in the office.



An array of dishes displayed



The winning team with the trophy

Project: Sanmaragam

The ultimate **aim** of every parent who has a special child is to integrate the child into mainstream society. '**Sanmargam**' aims at **preparing** the children to "**Move Ahead**", beyond the birth to six years program of intervention, towards the next stage of education in mainstream and special school systems.

It is a coordinated training program where:

- the interdisciplinary team of experts are consulted in the processes of assessment and selecting goals and objectives,
- Through the respective programs, the therapists assist in further development of the skills.
- Inputs through group activities, music, yoga and play are also provided for optimizing the child's individual strengths through Individualized Education Plans (IEP).
- The children are guided and directed by the special educators who also transfer the skills to the parents, the 'carry over' agents who continue the training at home

Inclusion

For me inclusion means that not only the children learn to study together but develop friendships across differences. Neuro-typical children too benefit from the presence and interactions of children with special needs in their school activities.

**Aruna Rathnam
Executive Director**

Apart from preparing the children for school readiness, help is provided in:

- Placement of children in the mainstream schools coordinating with parents in their choice of schools, with teachers and head of institutions about children who come to them
- Support to the children, parents and mainstream school teachers for a period of three years from the date of admission, facilitating the transition of the child to adjust to the new environment
- Sessions are offered for the mainstream school teachers and parents to take the child forward to reach his/her potential smoothly.



Young graduates of 2018-19



Skit by children during Moving Ahead celebration

(A detailed tabulated statement showing the schools where our children have been mainstreamed and the reports of the teachers are given in Annexure 7)

Montessori

A Montessori unit has been initiated at the centre since 2013 wherein the children are placed for a three year period of transition till they move to mainstream primary school. The preschool environment at the Montessori provides the child a transition platform to learn adaptive behavioral skills apart from functional academics.



Outcome :

2017 - 2018 - 11 children passed out from the Centre in April 2018. Among them 7 Children moved to the mainstream/special schools and 4 children moved to Special Schools.

2018 - 2019 - 16 children passed out from the Centre in April 2017. Among them 9 children moved to Mainstream schools and 7 to other Special schools.

A total of 125 children have been mainstreamed from the year 2000 when Sanmargam was initiated.

Grand Parent feed back at the Moving Ahead function on 12.4.2019



My name is Dinakaran. My grandson Jyotish was referred to MNC when he was three years old by Dr. Jayanthini as he showed all signs of Autism. He was hyperactive and non verbal. We had enrolled him in a play school near our residence. From there he was referred to Little Flower Convent. When we went there they referred us to MNC. We have taken training in MNC for three years. He was admitted in 2 – 4 years group and then moved to 4 – 6 years group. We started seeing much improvement in his behavior. He responded to his name and followed instructions. After three years he moved ahead to Bala Mandir Vidyalaya. He is happy there and we are also happy for him. Thank you MNC.

*Mr. Dinakaran,
Retd S.O, Chennai*

Project – Sambhavam

This is a project to facilitate experiential learning. Sambhavam in Sanskrit means **EVENT**. In our context, experiencing an event in real life situations reinforces the skills learnt in the school environment. The program is planned to enhance the skills taught in the class room and specifically to assist children to '**Learn from Real Life Experiences' by planning of events outside school environment, 'Learn from peers, Reinforce learnt Skills and generalize skills in performing Activities of Daily Living**'. Children are taken to places like Museum, Railway Station, Vegetable market, Park, Beach and allowed to experience the real life situations. The visit is video graphed and shown to the children at the centre to reinforce the visit and the skills learnt thereof.

This program is planned to specifically assist children to:

- Learn from real life experiences by planning of events outside school environment
- Learn from peers



Children at Bombaysthan restaurant



Children at the tree park



Children on the metro train



Children at Airport metro station

Sambhavam conducted during 2017-2019

18.9.2017 20.9.2017	Vijaya Forum Mall	47 children
3.1.2018	Kotturpuram Tree Park	41 children
1.10.2018 9.10.2018	Kotturpuram Tree Park in 2 batches	64 children
21.1.2019 28.1.2019	Bombaysthan Ice Cream and Sandwich House In 2 batches	47 children
7.3.2019 14.3.2019 21.3.2019 28.3.2019	Ride on a Metro Rail from DMS Station to Airport Station and back with refresher course participants	55 children

Number of children included in "Sambhavam"

2017-2018	88 children
2018-2019	166 children

Sambhavam is one of the most innovative programs on experiential learning. This has been very thoughtfully conceived by us and it has become a distinct program in social inclusion. Not only are we able to strengthen the social skills among the children, it has reinforced the confidence in the parents that they can take their children out to public places, and send them to shops to buy a few things. By taking our children in a group, we are able to sensitize the local communities on the capabilities of these children. We get requests from the super market and shop keepers to bring our children. The Sambhavam program leaves a great impact on the children, parents, Special Educators and on the public.

Impact on children:

During the 10 day program, children have repeated opportunities to improve their adaptive skills. In the school after the trip, they will be able to learn step by step, part by part in a simulated atmosphere. Reenacting the visit at the centre influences other parents and children to go on such visits. Sometimes various adaptive skills are also developed. The joy most children express during the reenactment has to be experienced in person.

Impact on the parent:

- Their inhibitions/reservations to expose their children in such public places slowly fade. Since they go out in a team they feel comfortable. They develop confidence to handle their children in such outings.
- They realize that children are really molded by such experience
- The preparation part of such outings make parents learn as to how they can take their children out on their own.
- The parents feel happy to see their children acquire adaptive skills, the basic needs like bladder control etc.
- Parents also gain experience in ensuring the safety of their children in public places

Impact on Special Educators:

- Teachers learn to plan for the visit
- They learn to manage and handle difficult situations.
- They learn to be careful in checking the access, mobility, medical condition of the child etc.
- They learn to budget in terms of money, time, manpower, resources etc.
- They get to know other skills from the check list – those that have not been selected for the child.

Impact on public:

- It is an experience for them to observe these children
- It creates an awareness about special children in the public minds
- They learn to adapt the procedure according to the requirements of the children, learn to handle the special children during their visit/stay
- A trigger to help special children in future is created.

Feed Back from a Parent on Sambhavam**Mrs. Nasrath Fathima (Mubeens' mother)**

As my daughter does not have any physical or behavioral issues I have never found it difficult to take her out. We used to take her wherever we went and we always saw that she was enjoying herself and thought she was also learning something. The visit to the museum was our first **Sambhavam** experience. When we went there I took her to each exhibit and explained them to her. After our second visit during the event, my mother had come to our house and she asked Mubeen what she saw there? She was able to tell her about what she learnt at the museum. That is when I realized that if I explain everything that I see and experience wherever we go, my daughter can understand it. I have started doing that to her. Sambhavam did not just give her the confidence, it also made me realize my daughter's potential. I am looking forward to being part of more Sambhavam experiences. Thank you.

Project - Sankarshana

Aim of the Project:

Sankarshana, meaning, "Bringing Back" was conceived to bring together children who had on certain compulsions dropped off from the program, to look at their current needs and provide advice to the parents.

- **Counseling parents** on the importance of Early Intervention and the continuance of the same.

Methodology of the Project:

- **Organizing** home visits, contacting the parents through telephone, and by mail.
- Parents and members of the family are met to find out the reasons for dropping out.
- **Putting efforts** to bring them back to Early Intervention

Summary of house visits done during the period 2017 - 2019

	2017-2018	2018-2019
Number of drop out children counseled to continue Early Intervention	44	45
Number of phone calls made	31	35
Number of House visits done	10	10
Details of drop out children as listed above		
Number of children who joined MNC back	8	3
Number of children who joined other mainstream schools or special schools or Vocational Schools	10	10
Domestic issues (Mother pregnant, family members health issue)	13	13
Child health issues (opting for surgery)	4	9
MNC situated far from home – long distance problem	2	7
Could not contact as house was locked	4	1
Family feels therapy is enough / Special Education not necessary	2	2
Child Passed away	1	-
Total Drop Out	44	45

Sankarshana Impact

2017-2018 – 8 Children came back to MNC

2018-2019 – 3 Children came back to MNC

Project - Samyam

Madhuram Narayanan Centre introduced **SAMYAM** in 2013. Every year this event is being celebrated in July. This project was conceived to bring alumni, current students and new entrants together into the Centre at the beginning of an academic year. The present students and the new entrants find motivation in coming together with the past students and interacting with them. The past students find reunion with their peers and teachers joyful.

Samyam creates a platform by bringing all the children along with parents together for:

- **Healthy interaction** to share the ideas and views for further development of the children
- **Maintain continuity** with Madhuram Narayanan Centre for guidance and counseling
- **Motivating new parents** to face the challenges in bringing up and training the children

Samyam 29th July 2017 – The venue of the celebration was Rajagopalan Hall, Satyamurthi High School, T Nagar, Chennai 600017. Mrs. Girija Venkatraman, Correspondent, Kalyani Kumaramangalam Nursery and Primary School was the Chief guest. 10 alumni and 13 siblings attended the function along with parents new and old and other well wishers and invitees. The children gave performances as they do every year.

Number of Attendees 2017- 2019

	Alumni and siblings	New Entrants	Present students	Parents	Total
2017-2018	23	20	23	60	123
2018-2019	27	13	20	62	122

Samyam 21st July 2018 – The venue of the celebration was Rajagopalan Hall, Satyamurthi High School, T Nagar, Chennai 600017. **Mrs. Hafeesa Siraj**, Founder and Correspondent of White Gold Montessori School, Perambur was the chief guest. 12 Alumni and 15 siblings attended the function along with parents new and old and other well wishers and invitees.



Children performing a skit at Samyam celebration

The platform 'Samyam' gives an opportunity for the past parents to talk to the new ones without any reservations. Their deep doubts can be aired in the comradeship and this helps the new parent, gives her confidence to face the challenges of admitting her child in a special school.

Key achievements and Social Impact of Objective 1

- On completion of the Early Intervention program **27 children out of 250 enrolled between April 2017 and March 2019 that is 11%** (2017 - 2019 – 2 accounting years) have moved ahead – **16 have joined regular mainstream schools, 11 have joined other special schools.**
- **Out of the 60 children under Project Annapoorna 43 children** showed improvement in weight, the increase per child for the year ranging from **0.5 kg to 2 kg**, **7 children above 2 kgs**, Only **3 children** recorded a reduction in weight, while **7 of them remained at the same weight**. **55 children** showed increase in height ranging from **2 cm to 6 cms** and **5 children** retained their height at the same level. **34 children** recorded a rise in hemoglobin ranging from **0.5 mg to 3.70 mg**, **4 showed a increase over 4 mg/dL** and only **16 children** recorded a decrease in Hb, while **6 children** retained their level of Hb.
- **106 children (2017-2018)** and **120 children (2017-2018)** were assessed for vision by the Special Educators at MNC. Children identified with vision problems were referred to Sankar Netralaya for further thorough assessment and suggestions for medical interventions were followed. Some of the children were assessed by Ms. Deiva (Perkins Voice and Vision) and her technical inputs helped the Special educators to plan Individualized Education Programs for the children.
- **504 Children** (about 80 children every quarter and most of them have the benefit of repeated assessments) **were assessed for years 2018 and 2019 for Speech and Language** by the Speech and Language pathologists of SRM Medical College and Hospital, at the center. Those with problem were asked to come to SRM Medical College and Hospital for a detailed examination. Intervention techniques were discussed with the class teachers and they helped the teachers to plan effective IEPs.
- **11 children came back** to MNC during this social accounting period after counseling through Sankarshana project.
- **254 (2017-2019)** children visited public places as part of their experiential learning thorough Project Sambhavam. The children are taken in batches of 25 every quarter and twice to every location once for the experiential learning and the second time for reinforcement.
- **The total number of children impacted** by Upanayan Early Intervention Programme at MNC during this accounting year **2017-2018 is 163 and 2018-2019 is 161.**

Social Impact

- High quality early intervention services can change a child's developmental trajectory and improve outcomes for children, families, and communities. Intervention is likely to be more effective and less costly when it is provided earlier in life rather than later.

- Stress, such as extreme poverty, abuse and neglect, or severe maternal depression can damage the developing brain, leading to lifelong problems in learning, behavior, and physical and mental health. Through early intervention offered, the brain of the child is strengthened by positive early experiences, especially stable relationships with caring and responsive adults, safe and supportive environments, and appropriate nutrition.
- Early social / emotional development and physical health provide the foundation upon which cognitive social and language skills develop. This enables these children to be mainstreamed in schools and gives them more opportunities for inclusion in society.
- A significant impact of mainstreaming is that children are integrated into the larger community and are accepted by peers and teachers
- Nutritional intervention through Project Annapoorna has positively impacted the children. Their health condition shows an improvement thereby ensuring regular attendance to school and improved participation in class activities.
- The experiential learning provided at MNC enables the children to learn the use of public transport, public spaces like malls and parks and follow set routines, etiquette and discipline.

Parent Speak – Success story of Samar



Samar was born in Dubai where his father works. As a child he was quiet and would create no trouble for the parents. But they got worried when he was non verbal at a year and half and he stopped eye contact, preferred to sit behind sofas for hours together and wanted to remain alone all the time. They consulted a psychologist who told them to wait for sometime as the child was showing signs of Autism. He was recommended to a speech therapist and had intervention for about a year, with no results. A family friend suggested they try NIEPMD or MNC in Chennai which caters to children like this. So the parents travelled to Chennai and rented a house opposite to MNC and Samar was enrolled in MNC. For three months both the mother and son found it difficult to adjust to the routine of the centre. Samar would cry all the time and wanted his mother to be in the

class with him. Slowly he started showing interest in the training by the Special educators and by six months was settling down in class without his mother. His sitting tolerance improved to a highly specific IEP and he showed progress. After 2 years he is willing to articulate and has a vocabulary of about 50 words. His parents are very happy with his progress and plan to stay here for another year or two and hope to mainstream the child. Mrs Femina Shabeer takes part in all events / functions at the center and is a perfect carry over agent at home.

As I see Samar and his mother on the corridors during recess time everyday, I can see the happiness on both faces.

*Vaijayanthi Desikan
Admin Dept.*

7.2 Objective 2 - Rehabilitation of Parents and their Empowerment

7.2.1 Orientation Processes

MNC offers various trainings continuously to the parents with a focus on:

- Improving their self-confidence
- Inculcating the skills required to train children
- Providing leadership quality
- Exposes to lectures and demonstrations on various topics to enhance their knowledge and to learn things useful for their children

Sessions we offer include:

- Acting as a member of the interdisciplinary team the parents are trained in designing the IEP for their child at the time of assessment, setting goals and objectives and carrying out the IEP (100 parents during this social audit period)
- Becoming effective carry over agents at home (150 parents)
- Orientation sessions by specialists from different fields as and when needed (80 parents)
- Additional skills to enable them to handle other children and become recognized as teacher helpers / trained teacher aides (16 parents as parent helpers and caregivers)
- Diploma course conducted by the training center AVMVK Academy to enhance their knowledge and awareness about special education and employability
- Opportunities by rotation to organize compeer and take part in cultural activities in the centre during Annual Day Celebration, Samyam, Moving Ahead etc
- 4 Parents after completion of the Diploma course in the AVMVK Academy are working as Special Educators in other special Schools and 1 of the parent have joined MNC as Special Educator.



Parents engaged in lamp painting and block printing at the centre



Annual Day celebrations – Parents and Children participate

7.2.2 Father's Day

It is usually the mothers who get involved in the day to day training of the child. Towards orienting the fathers in the care and management of the children with special needs, MNC decided to invite them to spend a day at the center. The fathers were invited on the Father's day while the mothers took backseat. Father's day is celebrated in September every year.



Fathers being explained about IEP

Process:

- A letter to individual father sent both in English and Tamil
- A confirmatory note from the parent obtained on their participation

- On the specified day fathers were given an overview of the activities and instructions were given on how they could participate in the training of their child
- All fathers were made to train their child through Individualized Education Program.
- At the end of the day a feed-back session was held.

Father's Day

A total of 41 fathers participated during the year 2017-2018 and 39 fathers during the year 2018-2019.

Fathers learn the process of Early Intervention for their children firsthand. This facilitates in sensitizing the fathers on the need to interact with the child at home in a more structured way.

(The feedback from the fathers who attended the Father's day is given as Annexure 9)

Key Achievements and Social Impact of Objective 2

- Parents are encouraged to take up the diploma course conducted by the training center AVMVK Academy to enhance their knowledge (6 parents during this social accounting period)
- 4 parents after completion of the Diploma course in the AVMVK Academy are working as Special Educators in other special Schools and one joined MNC as Special Educator.
- Parents became carry-over agents and created awareness on Early Intervention within the community and society
- 16 children have been referred to MNC by parents in 2017-2018 13 in 2018-2019. Parents have formed a strong support system, and bring /refer children with special needs to MNC for the Early Intervention Program.
- 9 parents have been appointed as teacher helpers for the current accounting period



Parents attending a workshop on Stress relief

Impact of Training sessions/Events for parents :

Training	Awareness	Self Improvement	Right to leisure	Nutrition
<p>26th July 2018 – Orientation on MNC, its activities and Upanayan for new parents whose children have enrolled here.</p> <p>21st December 2017 – Open day was conducted; all parents attended and expressed their concerns / appreciation of interventions to their children and sought advice from staff.</p> <p>27th September 2018 – Open day conducted for the parents.</p> <p>29th September 2018 – Father's Day conducted. In place of the mothers, the fathers accompanied their wards to the center and stayed with them during classes for the whole day.</p>	<p>30th and 31st August and 1st September 2017 - Mr. Prashanth conducted a workshop for the parents on “Meditation – its benefits”. The parents of special children need to know about relaxation techniques as they are put to much stress and this workshop was much appreciated by them.</p> <p>1st March 2019 - Ms Ashumathy, a student from Women's Christian College conducted a half day program on Stress Management.</p>	<p>3rd August 2018 - Mrs. Priya Murle gave a dance presentation for the children and parents of MNC. The children joined in the dance and enjoyed thoroughly.</p>		<p>26th Sept 2017 – SIET students mentored the parents on diet chart for their children under the Annapoorna Project.</p> <p>27th February 2018 – A demonstration by students of JBAS College, Chennai, on the selected topic for Nutrifest, - Incorporation of Traditional Vegetables in Daily Diet”</p> <p>4th March 2019 - Dr. V Seshadri gave a lecture on best practices in Food habits and Nutrition for children to the parents in preparation for the Nutrifest.</p> <p>1st March 2019 - Student of the Nutrition Department of JBAS College gave a demonstration to the parents on Nutrifest topic “Food as Medicine”. They gave them recipes and tips to try on the topic.</p>

Social Impact

- Developing the Parenting Skills has led to their empowerment as partners in the training program of their children.
- Parents become the spokespersons to the community at large on the importance of early intervention.
- They become role models to the community at large, which helps other parents in similar situations to handle disability in the family.

7.3 Objective 3 - Creating Awareness on the Importance of Early Detection / Early Intervention by

7.3.1 Hosting Conferences, Lectures and workshops

The 14th National Workshop was conducted on Thursday 23rd and Friday the 24th November 2017 on the topic “Early Intervention in Intellectual Disability in making Inclusion a reality”.

In fulfillment of the educational need for all children, including those with disabilities, the Government of India has enacted the Right of Children to Free and Compulsory Education Act or the Right to Education Act (RTE). Teachers in mainstream schools / parents of Special Needs children are often not adequately prepared and there is a need for a proper support system to be in place to help teachers, family members, and parents to facilitate the child in the teaching-learning process. The conference aimed at introducing the best “**Evidence based practices**” that have been thoroughly tested and found to be effective on the role of the family, parents and the teachers, in the inclusion of the child with special needs into the mainstream society. The law makers, and various NGOs, work towards fulfilling this aspiration of parents. The world body of UN also recognizing this aspiration created a charter called UNCRPD. India is a signatory to this.

Inclusion still elusive

“Madhuram Narayanan Centre” has witnessed in its journey of nearly 30 years many metamorphic changes in the society, be it the parents attitude to their children with disabilities, or that of the society's insularity, or the will of the civil societies demanding legislations. It is a changing scene now.

Today, parents are aware, even in the rural areas, that their children should be provided with early intervention services, at the earliest, and as soon as the disability is noticed. The community now understands that the parents need easily affordable and accessible support systems in reaching out to the services for their children. And the clarion call for legislations as been from the voice of the people, which has been responded to with the passing of the rights of Persons with Disabilities 2016 as an Act in the parliament. – A direct outcome of India having ratified at International Conventions or having been a signatory to the different deliberations and declarations at such sessions. Yet even with

the parents becoming increasingly aware on the needs of their children or the society becoming sensitive in understanding that the children have to be provided with the required services, and with the support of legislations on the rights of the child. We are still not yet an inclusive society in its totality.

Early Childhood Education must therefore include the blue print for education of children with special needs. It must be based on the where and how it should be provided, centre based, home and community based. It must include who should provide and when, what would be the resources needed, both specialized human resources and special training and educational materials.

In making of the blue print into a happening, and in making the plans feasible and sustainable, the ideal situation would be through optimizing resources through the convergence of services, in a public private partnership working mode. It is towards such an inclusive happening that Madhuram Narayanan Centre is moving, supported by its staff, parents and by the community.”

**Mrs. Jaya Krishnaswamy
Director**

The sessions of the workshop included:

- “Advances in Understanding Inclusion” by Prof. Camille Catlett of USA
- “Bringing out Creativity in Children through Art and Craft” - Mrs. Nancy Furru of USA
- “Full Partners: Supporting Family members as Active Participants and Decision Makers in Early Intervention” by Prof. Camille Catlett
- “Environment and Interaction that support each child” by Prof. Camille Catlett
- “Story Telling through Music and Movement – Bringing out Spontaneity in Children by Mrs. Priya Murle and Team

About 150 delegates attended the workshop and reaped the benefits of a wonderful learning session.



A scene from Ramayana being depicted by Mrs. Priya Murle and team at the workshop

Recommendations that emerged from the 14th National Workshop

1. *For effective Inclusion 'Evidence Based Practices' should be based on Curriculum, Progress monitoring and Evaluation to support children with special needs to succeed in mainstream schools.*
2. *Easy accessibility in rural as much as in urban areas to quality early intervention services for children with special needs in preparation for entry into an inclusive set up.*
3. *Research required in the context of the Indian scenario, on 'Evidence Based Practices' to engage family as partners in the promotion of the development of child's special and emotional abilities.*

The 15th National Workshop was conducted on Thursday 15th and Friday 16th November 2018. The topic was “Early Intervention for Children with Intellectual Disability and Associated Conditions across Multiple Aspects of Development.”

An interactive sharing session was presented by MNC on the efficacy of the Individualized Education Plan (IEP) in facilitating the emergence of the individual's latent potential in learning, across different domains as the child journeys from infancy through adolescence and adulthood adapting to each of the domains with the different required behaviors towards a life style in which the performance of the activities would require only a minimal supporting system. MNC tabled a session on Physical Education presented by Mr Paul Devasagayam, a passionately committed person in the field of services to disability to reach out to every child through the medium of physical education and in building motor, social and communication skills through team interactions with outdoor sports activities.

Over the past five years MNC has been organizing experiential outdoor activities, co planned by the staff and parents of MNC which gave a fillip to the generalization of the learnt skills by the child in both familiar and unfamiliar settings, in both predicted and unpredicted situations, and in forming new social relationships, and maintaining the existing ones, using community facilities, being aware of and use of safety requirements in public places and to become recognized as a mainstream citizen alongside other non disabled members of the community. This was presented through the session, “**Sambhavam**”, an “Event”, a “Nigazhv” in Tamizh.

Prof Sridharan, Trustee and Yoga Therapist at Krishnamacharya Yoga Mandiram (KYM) presented on the role of Yoga in Early Intervention for learning preparedness and performance of activities, with emphasis on overcoming attention deficits and managing hyperactivity. Ms Jyotsna Narayanan, a direct disciple of Sri Desikachar at KYM, a highly acclaimed Bharatanatyam dancer from the Kalakshetra School and who has had practical experience in blending the two disciplines in developing an effective communication system for persons with intellectual disability generously shared her rich expertise in the field. More than 170 delegates attended the workshop and made it a huge success.



Dr. Himanshu Das delivering the inaugural address at the 15th National Workshop



Panel discussion – Prof. P Jeyachandran,
VRP Sheilaja Rao, Aruna Rathnam and
Mrs. Jaya Krishnaswamy

Mr. Xavier of the State Commissioners
office distributing certificates

A large number of surveys have been conducted at the grass root level but the data has not been used for establishing Early Intervention centers in the appropriate places. Not realizing the diversity of our country we tend to copy the western model of Early Intervention. The Government has set up EICS in rural areas. It is a holistic approach in which different departments like Health, Women and Child Welfare Development, Social Justice and Empowerment, Revenue, Public Relations etc and organizations, institutes (IPGEMR, Kolkata, Rotary International,) are involved by pooling of human, financial and technical resources. This does not serve the intended purpose for lack of coordination among departments. We have to make this coordination happen.

Dr. Himangshu Das
Director, NIEPMD –At the Inaugural address at the 15th National Workshop

7.3.2 Release of Social Audit Accounts

The Social Audit account for the period 2015 – 17 was released during the 14th National Conference. Apart from personal interviews, questionnaires were sent through email and regular mail to donors, resource persons, well wishes, central government and state government officials (in the disability sector), volunteers, suppliers

and other stake holders and their views on the functioning of the center was collected and collated. The methodology of the Early Intervention using 'Upanayan' in its entire format was examined and the qualitative and quantitative results were listed to be shown to the Social Audit Panel. The objectives of the centre vis a vis its functioning was recorded in the Social Accounts Draft.

The audit team comprised:

Ms. L V Jayashree, Director, Spastics Society of Tamilnadu, Chennai

Ms. Bhooma Parthasarathy, Director, Thirumalai Charitable Trust, Ranipet

Dr. Aruna Rathnam, Ph.D, Education Specialist, UNICEF, Chennai



*Prof. Camille Catlett receives the first copy of the Social Audit book 2015-2017 from
Mr. N Kumar, President, BMKT*

The social audit meeting was conducted on the 28th of August 2017. The audit panel remarked “We believe that the process outlined has given us sufficient information on which to base our opinion. We are satisfied that, given the scope of the social accounting explained in the revised draft and given the limitations of time available to us, the Social Accounts are free from material mis-statement and present a fair and balanced view of the performance and impact of Madhuram Narayanan Centre for Exceptional Children, as measured against its stated values and objectives and the views of the stakeholders who were consulted.”

7.3.3 Workshops/Lectures/and training sessions for MNC personnel

Training sessions attended by MNC personnel

- **9th April 2017** – Mrs. Revathi Kannan attended “**The Lion King**” a Workshop for Special Educators by V-Excel Educational Trust, Chennai 600028
- **1st May 2017** – Workshop for MNC staff and parents, on the use of **Awaz** tool for the non verbal children by Invention Labs, IIT Madras Research park, Taramani, Chennai.
- **12th May 2017** Mrs. Revathy Kannan and Mrs. A Sumathi two of our senior special educators attended a workshop on “**Supervisory Skills**” at the Karl Kubel Institute, Coimbatore.

- **April 10th - 12th 2017** – Miss Thenmozhi and Miss. Sasirekha attended the National Conference on Inclusive Education (NCIE) at the Janey's College of Allied Health, Tirupunithura, Cochin. Miss Thenmozhi presented a paper on “**Early Intervention towards Mainstreaming**”
- **July 6th 2017** – Mrs. Muthuperiayyanayagi and Mrs. Muthulakshmi attended a workshop on “**Oromotor therapy and Nutrition**” organized by SPASTN, Chennai.
- **12th October 2017** - Ms. Deiva Jayaraman conducted a session to teach the use of “**Len Tools for Vision Assessment**” to the Special Educators of the centre.
- **30th Jan - 2nd Feb 2018** – Mrs. Priya Rajkumar, our Principal and Mrs. Rajalakshmi faculty in our AVMVK Academy, took part at the International Conference on “**Challenging Exclusions**” organized by National Institute for Empowerment of Persons with Multiple Disabilities, Chennai. Both of them presented a paper on “**Challenging Exclusion – Making Inclusion a Reality through Early Intervention**”.
- **6th - 7th Feb, 2018** – Mrs. Vijayalakshmi, our special educator attended a workshop conducted by SPASTN, Chennai on “**Intervention and Strategies to work with Children with Autism**”.
- **14th June 2018** – Mrs. Rajalakshmi and Mrs. Uma Mageswari attended a workshop on “**Understanding Deaf Blindness and Resource Mobilization**” conducted by NIEPMD, Chennai
- **23rd and 24th March 2018**, Ms. Sarojini and Ms. Geethalakshmi attended a workshop conducted by NIEPMD, Chennai on the topic “**Skilling for Persons with Multiple Disabilities**”.
- **28th - 29th June 2018** - Mrs. Mohammed Fathima and Miss. Thenmozhi attended a “**National Conference on Autism**” organized by the Occupational Therapy Department of SRM College and University, Kattankulathur, Chennai.
- **15th December 2018** - Dr. Aruna Rathnam was a panelist in the 'Manjubhashini Memorial Seminar 2018" conducted by Bala Mandir Kamaraj Trust.
- **18th – 19th December, 2018** – Dr. Aruna Rathnam and Mrs. Vaijayanthi Desikan attended a workshop at NIEPMD conducted by Christoffel Blinden Mission Trust and NIEPMD on the topic “**Progress in is impossible without change to strengthen Program for Individuals with Disabilities**”. The team presented a paper on “**Importance and Benefits of Early Intervention**”.
- **22nd Feb 2019** – Dr. Aruna Rathnam and Ms. Sarojini presented a paper “**Education of Children and Adolescents with IDD towards Employment**” in the National Conference organized by “Maithree.”

Training sessions conducted by MNC

- **June 1st 2017** - A workshop for all group heads was conducted by Mr. S Krishnan on Leadership. The workshop was well received with the staff learning strategies and skills needed to run their department successfully.
- **1st and 2nd August 2017** – A Workshop on “**Behavioral Analysis**” for Special Educators under the auspices of the State Resource Training Centre (SRTC) was conducted in our centre. This programme was assigned to MNC by the State Commissioner for the Differently-Abled, Chennai .
- **3rd August 2017** – A workshop for 40 students of the Madras School of Social Work, Chennai on “**Prevention of Disabilities**” was conducted. The response of the students was very good as many of them had not been initiated into Disability/its cause and prevention till then. It was an eye opener for them and created awareness, fulfilling the very purpose of the workshop.
- **8th, 9th and 10th August 2017** - Mrs. Sumitra Manoharan and Mrs. Sumathi helped Ritham Early Intervention Centre, situated inside the Ritham Special School complex, Virudhunagar to implement “**Upanayan**” Early Intervention Program as their curriculum. They stayed there for three days and gave hands-on demonstration of initial assessment, selecting of goals and intervention as per Upanayan for the children. The program is being followed in Ritham now.
- **28th and 29th August, 2017** – Mrs. Sumitra Manoharan and Mrs. Sumathi helped The Red Cross Early Intervention Centre run by the Red Cross Society, Podalakur Road, Nellore in implementing and training their special educators in **Upanayan Early Intervention Program**.
- **Jan 29th -23rd Feb 2018** – Conducted the annual Refresher course for Special Educators and Therapists working in the Government Early Intervention Centers at the 32 districts of Tamilnadu in 4 batches. The focus of the refresher course this time was “**The joy of Special Educator in the role of a Parent while Training the child.**” The special educators were given hands on training on the implementation of the class room time table where each child has his/her own program at different stations. This included half an hour individualized Education Program (IEP) and one hour undisturbed IEP in group teaching, activity based training, therapy, yoga and group activities. 108 special educators and therapists attended the course.
- **30th June 2018** – All Group Heads of MNC conducted a workshop on Upanayan Early Intervetnion program for the staff of Bala Mandir Kamraj Trust.
- **20th and 21st August 2018** – Training programme on Behavioural Analysis for Special Educators and mainstream teachers was conducted at the centre. This was under the SRTC banner and sponsored by the Government of Tamilnadu.

- **30th August 2018** – A training programme for the students of the Madras School of Social Work on “Prevention of Disabilities” was conducted at the centre.
- **25th Feb to March 29th 2019** – Annual Refresher course for Special Educators and Therapists working in the Government Early Intervention Centers at the 32 districts of Tamilnadu in 5 batches. The aim of the workshop this time was “Create Awareness among the Service Providers on the Importance of Preparing the Child with Disabilities towards a Socially Useful and Productive Adulthood, by maximizing the Individual's Innate Adaptive Potential, through Activity Based Training. 105 special educators and therapists attended the course.
- **29th March 2019** – Mrs. Jaya Krishnaswamy was invited as a Guest Speaker at the CME workshop conducted by the Department of Medical Genetics, TN MGR Medical University at the Senate Hall of the University at Guindy. She spoke on **Early Intervention**

7.3.4 Media Coverage

Press interviews and Television Programs – All events celebrated are covered by the leading dailies of the city like The New Indian Express, The Hindu, Deccan Chronicle and regional newspaper

7.3.5 Communication

Bringing out 'Kalpatharu' a bi annual in house magazine, reaching out to about 400 people. Since November 2018 Kalpatharu is released in the digital format.

7.3.6 MNC Website

MNC Website – www.mncindia.org - The website provides comprehensive information on the services that we provide, the projects we support the early intervention programme, details of events, celebrations and photographs that give a glimpse of the functioning of the center. Apart from information on activities, an online contact form is available which enables public to send queries to the center. The yearly workshop information and a downloadable registration form are provided for delegates to register online. The website is updated regularly.

Key Achievements and Social Impact of Objective 3

- **213 special educators** (from the 32 districts in Tamil Nadu 108 in 2017-2018, and 105 in 2018-2019) have undergone the refresher course for trainers during 2017-2019
- Dissemination of information has been achieved by conducting **five international conferences** and **fifteen national workshops** during the last few years the proceedings of which have been circulated to all key stakeholders.
- This information has also been published in the national press, MNC website and our in-house journal '**Kalpatharu**' - a bi-annual publication with 400 copies circulated

Social Impact

- The media coverage of the various conferences/workshops/functions conducted at the centre sensitizes the community at large on the concept of Early Intervention in Intellectual disability and Developmental delays.
- During this social audit period 29 children were referred to the center by the parents, 63 by well wishers, 36 by professionals, 119 by doctors and 79 by others like therapists, care givers and people who are familiar with MNC, reflecting the awareness created about Early intervention.

7.4. Objective 4 – Outreach Programmes

The objective is based on the Vision Statement – to reach out to every child with Intellectual Disability and provide Early Intervention. MNC partners with both the State and Central Government in establishing the EI centers and also mentoring. MNC also supports other organizations in setting up EICs and also provides need based support on a continuing basis.

7.4.1 Government Early Intervention Centre

The Government of Tamilnadu with a vision on the need and importance of Early Intervention Centers for Children with mental disabilities planned for Early Intervention Centers to be established one in each district in the year 2007. MNC was identified by the office of the State Commissioner for the Welfare of the Differently abled, Government of Tamilnadu as the Non-Governmental Organization (NGO) to start an Early Intervention Centre at Chennai, and is a beneficiary of their aid to support such a program. As on date, 40 children have been enrolled at the Government Early Intervention Centre, located in our premises. The facilities that MNC children enjoy are all extended to them. Apart from Intervention through *Upanayan* they are included in Therapy, Yoga, Nutrition projects of the Centre, Outings, and Medical Check up and get to participate in all MNC functions.

7.4.2 Early Intervention Centre for Autism/MR at State Resource Training Centre at KK Nagar, Chennai

In the year 2012 the State Commissioner for Differently Abled, had selected MNC to establish an Early Intervention Centre for Autism at State Resource Training Centre, KK Nagar, Chennai 600078. 20 children are enrolled in this centre from nearby and far off places. MNC is the mentor. The special educators and staff have been trained by MNC in implementation of Upanayan Early Intervention Program. Weekly visits by senior special educators of our centre ensures that assessment forms are filled properly, Individualized Education Programs have been drawn up, and implemented in the right way. Evaluation is done periodically by the Principal or the Group heads and recorded. The progress of the children is monitored for mainstreaming. Special educators are included in refresher courses conducted by MNC and they bring their problems to MNC for solutions.

7.4.3 Sarva Siksha Abhiyan

A MOU was signed between MNC and Sarva Siksha Abhiyaan for :

Hands on Training : on the Implementation of the Upanayan Early Intervention Programme to the Special Educators & Therapists, from the Early Intervention Centres in the Blocks, in each of the 32 Districts under the Sarvasiksha Abhiyaan (SSA, in the State of Tamil Nadu to be conducted by Madhuram Narayanan Centre For Exceptional Children (MNC).

Project period: March 2018 to April 2019

Project Objectives:

- a. To augment the teaching and training skills of the Special educators attached to the Early Intervention Centres under the Sarva Siksha Abhayan, Tamil Nadu; to train them in coordinating with the therapists in making the intervention programme at every centre holistic and effective ; to motivate them in planning new techniques in making the learning process interesting to the parents so that their role as carry over agent becomes more meaningful and to plan with the parents in reaching out to every child in need of services in the area.
- b. To identify during the training process, suitable candidates who would take on the responsibility in their roles as Aasaans to counsel, guide, and coordinate with all the other staff members in each centre, towards the expediency, efficiency and effectiveness in utilizing the benefits of the experiences of the five day training programme in their practical application at the Centre.

Role of MNC

MNC, the NGO in the Project will provide hands on training, on the methodology as practiced at MNC to the staff members from the early intervention centres, established under the auspices of the Office of the SSA. The five Day Training will be followed with periodic supervision and monitoring by its specially delegated members in the effective implementation of the Upanayan Early Intervention Programme. MNC will also nurture leadership qualities from among the delegated staff of the SSA and train them to work hand in hand with MNC in the follow up commitments.

Outcome Indicators:

Special educators will acquire knowledge and skills in

- Recording of Observations on Individualized Education Plan (IEP)
- Conducting IEP in Group Teaching
- Programming Activity Based Teaching
- Planning Group Activities

- **Educating** Parents as,” carry over agents”in planning and organizing the Activities of Daily Living for their children in home settings
- **Organizing and providing** Experiential learning for the children in Group and Community (Outings)

A few of them will be trained as **Aasaans**, will acquire knowledge and skills to **Assist in the Administration** of the Centre and in **Guiding the Special Educators** in the Implementation of the Early Intervention Program.

Project Proposal

Training venue: Madhuram Narayanan centre for exceptional children; 18 Prakasam St. T.Nagar; Chennai.

Persons to be trained: all special educators /therapists under the Sarva Siksha Abhiyaan (SSA)

Training will be conducted in 16 batches, each with 40 participants.

Participants: 640 participants, including special educators /therapists from each block, in every district

Each batch consisting of **clusters of the districts contiguous to one another**, with **about 6 blocks** in each cluster,

Number of days for training for each batch (cluster): **05**

Number of resource persons: **12 per day**

Training has been completed for 13 batches till 30th April 2019.

7.4.4 Establishment of 14 Autism Centres at the Districts by the Government of Tamilnadu

The Honorable Minister for Social Welfare, Government of TN made an announcement on the floor of the Tamilnadu Assembly 2018-19 that Early Intervention Centers for children with Autism Spectrum Disorder will be established in all districts in a phased manner over a period of two years and in the Phase I, 14 centers will be established in 14 districts during the year 2018-2019.

Management of the Scheme

The assessment and training of children will be done using Upanayan by the Special Educators in the presence of parents and training will be given for intervention to the children. The responses of the child to the stimulation and motivation given and strategies used in training are recorded by the Special Educators and therapists by noting daily observations and entering data into Software UPANEETA developed for evaluation purpose. A quarterly evaluation is done on the progress of the child. Based on quarterly and annual assessment of the performance, fresh goals and objectives will be set.

Madhuram Narayanan Centre for Exceptional Children was designated by the State Commissioner for the Welfare of the Differently Abled to train the personnel of the 14 Districts EICs. A five day hands on training on implementation of the Upanayan Early Intervention Programme and UpaNeeta the software to record the children's progress was scheduled between the 11th of Feb and 15th of Feb 2019.

The Commissioner for the Welfare of the Differently Abled has assigned the monitoring of the scheme through the Nodal Agency – Madhuram Narayanan Centre for Exceptional Children. The software will be supplied by the nodal agency and installed in all the 14 EICs. A customized version of UpaNeeta was uploaded on the cloud and made available for use in the 14 centers. MNC hopes that the centers are of great help to children in the rural areas.

7.4.5 Refresher course to Special Educators/Therapists working in the Government Early Intervention Centers at 32 districts of Tamilnadu

The early intervention centres, (EICs) one in each of the districts (32), funded by the Tamil Nadu Government, were established in the year, 2008. Selected nongovernmental organizations (NGOs) were given the responsibility of implementing early intervention programs at their respective centers. Madhuram Narayanan Centre under directions from the Office of the State Commissioner for the Differently Abled supplied required teaching training materials to each of the EICs. Madhuram Narayanan Centre for Exceptional Children (MNC) in the year 2009, instructed by the Office of the State Commissioner for the Differently Abled, Tamil Nadu, visited each of the centres, as a member of an inspection team to check on their strengths and needs in the areas of infrastructural requirements, manpower resources, implementation and disseminating expertise of the staff and the administrative management of the NGOs. Based on the observations made on the spot, and the interactions with the staff, parents and management at each centre it was analyzed that there was a need for refresher courses to be conducted. Although the NGO's in charge of the EICs were experienced in implementing special education programmes from school education to vocation, yet, as it was their first experience in introducing early intervention programme at their respective centres, they expressed the need for orientation to their staff on the practical usage of the "Upanayan" Early Intervention Programme so that the children at these centres, age group, birth to six years would benefit by its implementation. The Office of the Commissioner for Differently Abled Persons, committed to the effective implementation of the early intervention programmes at the EICs to every child registered at each of the centers, issued directions to conduct the refresher course for the year 2010.

Since then under the aegis of the Office of the Commissioner for the Differently Abled Madhuram Narayanan Centre for Exceptional Children has been conducting Five Day Refresher Courses in each of the years, 2011, 2012, 2013 and 2014, 2015, 2016, 2017, 2018 to the staff from the Centers in the districts of Tamil Nadu.

About 120 participants in 5 batches of 25 each come for the course every year and refresh themselves of the strategies and activities that the children will highly benefit from. A certificate signed by the Commissioner for the Welfare of Differently Abled is given at the end of the course.



A session of the course



Distribution of Certificates

7.4.6 Mehtva Special School at Kalpakkam

This special school has benefitted by MNC's guidance for its entire programme since 1995, through regular evaluation of the implementation of the Early Intervention Programme. This is carried out on a quarterly basis.

7.4.7 Disha Learning Centre, Alwarpet, Chennai

The object of the visits once in two months is to provide consultation on how to complete case history, training in assessment and selection of goals and objectives and evaluation. This work is being carried out since 2013.

Given below is the list of institutions/organizations covered in our outreach programmes

Institutions/organizations	State/Central Private	No.of Centres	No.of Children covered	Special Educators/ Therapists
Tamilnadu Dist Early Intervention Center at MNC	State Govt	1	40	3
Tamilnadu Dist Early Intervention centre for Autism at SRTC, K K Nagar	State Govt	1	20	2
Disha Learning Center	Private	1	10	1
Mehtva Special School, Kalpakkam	Private	1	15	6
TOTAL		5	85	12

The ultimate outcomes of a successful Early Intervention Programme is:

- Developing Adaptive Behaviors in Activities of Daily Living, age appropriately
- Assisting parents and family members, siblings in the care and management of the child
- Empowering the child to adapt in an inclusive community

This is what MNC aims at.

**Mrs. Vimala Kannan
Director**

7.4.7 Reaching the benefits accorded by the Govt., of TN to the Children

Unique ID for Disabled persons issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment

'Unique ID for Persons with Disabilities" **UDID (Unique Disability ID)** has been implemented in 2016 with a view of creating a National Database for PwDs, and to issue a Unique Disability Identity Card to each person with disabilities. The project has been envisaged to encourage transparency, efficiency and ease of delivering the Government benefits to the persons with disabilities and also ensure uniformity. The project is also expected to track the physical and financial progress of the beneficiary at all levels of hierarchy of implementation from Village level, Block level, District level, State level and National level. The Objective of this project is to enable the PwDs to obtain the new UDID card / Disability Certificate to avail schemes and benefits provided by the Government through its various Ministries and their Departments. This card will be valid pan-India. The UDID portal has been designed to provide an online platform for the following: The department had selected the States of Madhya Pradesh, Gujarat, Odisha, Maharashtra, **Tamilnadu**, Kerala, Uttar Pradesh and Chattisgarh **in the first phase**. The Department for the Welfare of the Differently Abled now issues disability certificates in the new format and since it is on line and contains all the necessary details the parents are spared the difficulty of taking multiple copies of their relevant documents and running from one place to another. The process is ongoing. MNC helps new children register for the UDID.

Maintenance allowance

Maintenance allowance is given at the rate of Rs.1,500/- per month to the severely differently abled persons who cannot be rehabilitated by any other assistance. The allowance is sent through "Core Banking system" to their bank account. Parents seek assistance from **MNC office** to apply for the maintenance grant and all children at MNC who are eligible for this assistance receive the same. Considering the practical problems like lengthy documentation, visits to the concerned office with the special child

in tow, MNC has taken the initiative to take care of all the formalities, and ensure that the benefits reach the beneficiaries on time.

Nirmaya - Health Insurance Scheme

The Government of India has introduced Niramaya Health Insurance Scheme in 2015 for the benefit of persons with disabilities. The scheme envisages delivering comprehensive cover which will have a single premium across age band, provide same coverage irrespective of the type of disability covered under the National Trust Act, Insurance cover up to Rs.1.0 lakh, on reimbursement basis only. All persons with disabilities under the National Trust Act with valid disability certificate will be eligible and included. No pre-insurance medical tests and treatment can be taken from any hospital. MNC has been helping parents in getting coverage under the Niramaya Scheme, in filing their claims, and follow up services till settlement.

Bus Passes/train concessions for Travel within the city/state

Bus passes to travel to and from the school within the city, and bus passes to travel within the state are procured for the children and their attendant. Concessions on trains at 20% of the fare are also procured for parents who make a request at the admin office. The parents are counseled to benefit from all the above schemes. Announcements in the morning assembly, regular meetings with the parents ensure that all the parents are aware of the benefits due to them from the governments and that they have taken the right steps to procure them.

Aadhar Cards

The purpose of the Aadhaar was to make it simpler for people to avail government subsidies and have one number that would work as proof of address and proof of identity. As far as differently abled persons are concerned Aadhar has become mandatory for all benefits and MNC helps every parent who comes here to procure Aadhar for their children.

Children benefitted in 2017-2019

Type of facility availed	2017-2018	2018-2019
UDID	68	-
Bus Passes	33	30
Maintenance Grant	12	10
Midday Meals	40	40
Niramaya Insurance Cards	61	69

Key Achievements and Social Impact of Objective 4

- The Tamil Nadu state government has recognized Upanayan Early Intervention program and has adopted the same for implementation in all the 32 districts of the state
- The State Office of the Sarva Siksha Abhiyan has chosen MNC as its partner in training its special educators and therapists. About 640 of them were trained during this social accounting period.
- The Office of the Commissioner for Welfare of Differently-abled has assigned the duty of training the special educators/therapists in the 14 autism centers established by them in 2018 in the district.
- More than 200 special educators/therapists have undergone the Refresher course 2017-18, 2018-19.

Upanayan Early Intervention program package has been chosen by the following institutions/centers for implementation:

- All the Government Early Intervention Centers in Tamilnadu
- 14 Autism centers of Government of TN
- Asha Speech and Hearing Clinic, No. 15/76, Old Rajender Nagar, New Delhi 110060
- Holy Cross College, Madurai Road, Tiruchirappalli, Tamil Nadu 620002
- Ramakrishna Mission Vivekananda University (RKMVU) Coimbatore
- Sarva Siksha Abhiyan, Project Office, Chennai for their Early Intervention Centers
- The Department of Special Education, ICFAI University, PO Kamalghat, AGartala- Simna road, Tripura 799210
- The Department of Special Education, Christian Medical College, Vellore 632004
- Ritham Special School, Rajapalayam
- Red Cross Early Intervention Center, Nellore

Social Impact

- Successful in creating awareness about prevention, early detection of disabilities and early intervention for children diagnosed with disabilities
- The existing Government health delivery mechanism has been effectively used to reach these services to remote villages
- The parents of the children coming to MNC are fully sensitized to avail all the benefits given to them by the State and Central Government. The Centre offers help in obtaining these benefits.
- MNC has been able to help the State Government in providing useful inputs in evolving policy decisions in the field of disability.

7.4 Objective 5 - To Establish a Training Center

For the last three decades there has been a steady increase in the awareness of Intellectual disability and developmental delays in children. Many institutions have been established that offer early intervention to such children. The increase of Special educators meanwhile has not been in tune with the increase of these institutions. MNC sensed this dearth of Special educators and to bridge the need decided to offer accredited courses in Special Education.

AVMVK Training Academy - The launch of AVMVK Training Academy, an academic wing of MNC, in memory of our Founder Director Air Vice Marshal V Krishnaswamy on the 5th September 2012 is an important landmark in the history of MNC. MNC applied to the Rehabilitation Council of India to conduct Diploma course in Early Childhood Special Education (MR) in 2012 and has been given approval till March 2020. The academy conducts a Diploma course in Early Childhood Special Education (DECSE) for a duration of 10 months. During this social Accounting period 6 students (1 mother of MNC child, 5 of them outsiders) in all had undertaken the course. As per the norms of the RCI, a course coordinator was appointed. The faculty consists of qualified staff and visiting experts from the areas of Physiotherapy, Family Intervention, Medicine, and Speech Therapy. The number of faculty and guest lecturers is given below:

Details of the teaching staff, existing Core faculty & Technical staff

S. No	Name of the Faculty with address, Mobile no. & e-mail	Designation	Academic Qualification	Rehab Qualification	Date of Appointment	Salary per month	CRR No
1	Jeyasree V.R.	Course Coordinator	M .com.BEd.	PGPDSE	22.06.2016	19400	A50711
2	Rajalakshmi Aravind	Faculty of Psychology	MSc. Psychology	Pursuing BED Spec.Edu. (ID)	12.06.2013	15150	

(ii) Guest / Part time Faculty available at training centre:

S. No	Name of the Faculty with address, Mobile no. & e-mail	Academic/ Rehab Qualification	Teaching experience	Subject/ Topic to be taught	No. of Session per month	Honorarium per lecture (consolidated payment)	CRR No, if any
1	Mrs. Umarani Sridhar	MSc. Bed	10	Curriculum & Teaching Strategies	6	20000/-	A07109
2	Mrs. Smeetharani		5	Physio-therapy	10	4500/-	
3	Mrs. Sheeba Anand		10	Speech Therapy	4	4500/-	
4	Dr. Avanti Prabhakar	Phd.	15	Nutrition	2	1500/-	



V Vijayalakshmi (2017-18) – 1st Rank



Rositta Mary (2017-18) – 2nd Rank



P Deepa (2017-18) – 3rd Rank

Key Achievements

Four students during the year academic year **2017-2018**, one student during **2018 -2019** have successfully passed the Diploma Course. (DECSE-MR). All the **6** students passed with distinction. During the year **2017-18** **three of our students stood first and second and third rank in the country in the DECSE exam conducted by the Rehabilitation council of India.**

(RCI approval to conduct Diploma Course - Annexure 10)

7.6 Objective 6: Collaborate with Bala Mandir Vidyalaya to create inclusive environment for our children

Inclusive education in Vidyalaya

Children from MNC's 4 to 6 age group have been mainstreamed into Vidyalaya before MNC and BMKT came together. However, systematic follow up of how an inclusive environment functions on a daily basis had remained an aspirational goal. With the merger of the two institutions, a program to document the processes and results of creating a model inclusive environment is taking shape.

The program is to include:

1. Upanayan implementation in an exclusive Montessori environment

2. Integration time for children below 3 from Day Care Centre
3. Integration with peers through co-curricular activities for Kindergarten age group (3 to 6 year olds)
4. Process Documentation of what works and how with suggestions for course correction

As a first step, the Montessori Section of MNC has moved to Vidyalaya in June 2018 with 8 children. BMKT had allocated a spacious room with toilets close by and supplied well-fitting uniforms. MNC has appointed a teacher's aide and has installed Upaneeta software in which these children's assessment, progress and evaluations were recorded.

Interview with Mrs. Punitha Ramalingam.

Member in Charge, Early Childhood Care & Development, (ECCD) BMKT (since November 2017)

Interview done on 14 August 2019 by Aruna Rathnam, Executive Director, MNC

For Punitha, merger with MNC means more comprehensive services for early childhood across the units of BM: identification of delays or issues in Day Care Centre or the Home can be faster and in-house now. "Earlier we take care of these, better our services to children." Thus MNC's closer presence strengthens BM's ECCD programme.

An area where all of us have to work together is to improve parents' understanding of inclusion; inclusion benefits all children. Helping each other throughout the day from morning assembly through lunch and daily routine of school, children's overall development is stronger. Convincing parents of these benefits is an immense undertaking.

Secondly, in June 2018, 7 children from MNC were enrolled in LKG, UKG and Class 1 of Vidyalaya. Their teachers contact MNC teachers when and if necessary for additional help. 6 of these children returned to MNC for various therapies. Reviews held in January of 2019 helped all of us to evolve a better system of follow up and documentation. In the academic year 2019-20, 6 children from MNC have joined the kindergarten sections of Vidyalaya with detailed profiles prepared by MNC. The Montessori Section of MNC within Vidyalaya has been named **Gulmohar**. Other aspects put in place as a result of reviews:

- Therapists from MNC have been assigned to visit Vidyalaya.
- Nutritious food as part of Annapoorna is being sent to Gulmohar
- A candidate has been appointed to coordinate with mainstreaming teachers and MNC
- A systematic timetable for co-curricular and extracurricular activities for LKG, UKG and Gulmohar sections has been prepared and will be implemented from August 2019.

- Monthly meetings are held and minuted for implementation of inclusive environment
- A documentation framework with process and out-come indicators will be in place by end of second term of this academic year.
- Quarterly pediatric check up is carried out in MNC for Gulmohar children

Parents feel proud that their children are now part of a bigger school. Children seem to have subscribed to a routine of formal education.

“The President’s View” : The Merger and thereafter



Mr. N Kumar in conversation with Mrs. Vimala Kannan and Aruna Rathnam

Mr. Kumar has the unique vantage point of being a corporate leader of eminence and serving with social development organizations as well. His association with MNC is as old as the institution itself. In response to the following two questions he had this to say:

1. What are the advantages of MNC and BMKT coming together?
2. What are the major challenges for the new institution?

The merger of MNC with BMKT has emerged from our struggle with the question, “what next for our children?” Though many go onto special schools and a few to regular schools, we were looking to enhance their overall development and social living beyond the first six years. Bala Mandir too was eager to expand the scope of their services in education. The coming together of these two institutions will create a unique space for children in all their variety from birth to 18 years. BMKT means more to more people now.

What are the advantages of this merger to MNC? Beginning with infrastructure, BMKT offers operational stability to various aspects of services to children with intellectual disability. MNC is a leader with its early intervention programme and its implementation. Yet, with just early intervention our scope was limited; now both the institutions can serve wider cross sections of children. MNC's managerial skills and institutional culture of accountability add value to BMKT too.

The sector of child development, in particular the segment that serves children with disability is a challenging one. Majority of people working in this sector are good people

working for less pay. Skilling of these personnel and updating their knowledge will continue to be our major challenge. All of us involved in expanding the scope of services to a whole range of children will also need to learn more.

**Aruna Rathnam & Vimala Kannan,
Directors MNC**

Feedback from mothers:

Mrs. Devi

Mother of Yeshwin – We stayed in MNC for two years. Intensive training was given and he learnt all skills. In 2014 we came to BMKT and he was admitted in UKG. Today he is a fourth class student. Here he has learnt to mix with other children. His speech has improved. His class teacher Miss. Shantha is very good with him. He was given extra coaching by Miss Valarmathi which has enabled him to read on his own and manage his studies well. The child enjoys PT, Yoga, music and art in BMKT. He is able to do art and craft independently. He is able to read and copy from the board. He needs visual stimulation to improve maths skills. Requesting this for my child. Hoping he will do better with technique. A special thanks to Mr. Vijayan who got is Maintenance grant, Transport allowance, ID and Niramaya.

Mrs. Priya

Mother of Jyothish – We stayed in MNC for about a year and half. MNC is like my mother's house. Teachers Mrs. Uma, Miss Ranjitha, Mrs. Sumathi, Principal Mrs. Priya and Miss Sharmila were wonderful with him. A child who would not speak at home he started relaxing and talking to teachers in MNC. He was very happy in MNC during all the activities. It's been a year since we have come to BMKT. He is learning slowly to write. He cannot write within the line. Ms. Brinda is very good with him. He has not settled down yet. He needs to mix with the other children, but they do not understand him. They help him keep his things properly and carefully. I am hoping for the best.



8. KEY ACHIEVEMENTS FOR THE PERIOD 2017-2019

- **About 1500 children** are presently undergoing 'Upanayan Early Intervention Programme' in Tamilnadu.
- The total number of children impacted by **Upanayan Early Intervention Programme at MNC** during the accounting years 2017-2018 is 166 and 2018-2019 is 161.
- On completion of the Early Intervention program **27 children out of 324 enrolled between April 2017 and March 2019 that is 8 %** (2017-2019 – 2 accounting years) have been mainstreamed – **16 have joined regular mainstream schools, 11 have joined other special schools.**
- **Students** of the 2017-2018 batch of the AVMVK Academy passed in distinction. Our students bagged the **first three places in the country.**
- **6 students out of which 1 MNC parent** have gained professional qualifications by pursuing a diploma in Early Childhood Special Education (MR) at the AVMVK Academy between 2015 -2017 and one of them are employed in MNC.
- Out of the **60 children** under **Project Annapoorna** **45** children showed improvement in weight, the increase per child for the year ranging from **0.5 kg to 2 kg**, **4 children above 2 kgs, 1 child over 4 kgs.** Only **3** children recorded a reduction in weight, while **7** of them remained at the same weight. **58 children** showed increase in height ranging from **2 cm to 6 cms** and **2** children retained their height at the same level. **37** children recorded a rise in hemoglobin (Hb) ranging from **0.5 mg to 3.70 mg**, only **17** children recorded a decrease in Hb, while **6** children retained their level of Hb.
- **213 special educators** from the 32 districts in Tamilnadu have undergone the refresher course during the period 2017-2019 in implementing the Upanayan Early Intervention Programme.
- Writing of the social accounts for the **fifth time** (with a gap of every two years) and subjecting the centre to a social audit brings clarity to develop more professionalized systems.



9. ECONOMIC IMPACT

All organizations, whatever their nature, have an economic impact on their stakeholders and on the local community in which they operate. This impact can be significant and until recently was usually under-reported.

Creating employment

MNC employs 38 full time staff, 7 part Time staff and 10 consultants, 3 volunteer and 16 parent helpers. The services of Volunteers are used as needed. Around **Rs.65 lakhs per annum** is being paid as compensation to the employees at MNC. More than 80% of the workforce lives locally. (Within T Nagar)

Note: Out of these 65 lakhs the Central Government Grant under the Deen Dayal Rehabilitation Scheme is 10%. The remaining is being met by donations both from individual and corporates, which remains a big challenge.

Using volunteers

Volunteers work for around 8 hrs a week for MNC's benefit. Most of them are not paid and this valuable contribution has enabled MNC to employ lesser staff. (Three volunteers work 96 hours per month helping us with our administrative, documentation work.)

Investment in training

Training is offered twice in a year to all the special educators and therapists – refresher training and also on the latest happenings in the field. The training is done in-house and only incidental expenses are incurred.

Inward investment

15 % MNC's expenses are met by Government grant, 65% corporate donors and 20 % from individual donors. Government Grants are in the form of Grant in Aid from the Ministry of Social Justice & Empowerment, Government of India, and State Commissioner for Differently Abled Government of Tamil Nadu. The government projects are aided in full by the respective Government bodies.

Purchasing policies

95% of the annual spend goes to local suppliers and 5 % to National suppliers. All purchases are made at fair trade shops and local retail vendors.

Contributions to the community

The AVMVK Academy offers a Diploma in Early Childhood Special Education. The course is for duration of 10 months and many mothers who come to the center with their child join the course with twin purpose of helping their child and seeing an opportunity to work as a Special educator. The academy situated right in the center of the city offers a course which is job oriented. Project Sambhavam wherein our children are taken out to public places along with the mothers creates a very positive effect in the community. It creates awareness among the public about disability and sensitizes the general population about inclusion of the special children in mainstream be it in regular schools or public places, where they have a right to be, and enjoy benefits.

10. ENVIRONMENTAL IMPACT

Green Office Checklist

Paper	Y/N/NA
Are photocopies double sided?	Y
Are non-essential copies photocopied on re-used paper?	Y
To avoid mistakes, do you trial copy before printing big batches?	Y
Is scrap paper turned into useful notepads?	Y
Is e-mail used whenever possible?	Y
Are copy documents kept on disk rather than paper?	Y
Are computer printout margin sizes, fonts etc set to minimize paper use?	Y
Does the office use recycled paper?	N
Energy	
Does your office source any energy from renewable sources?	N
Are lights always turned off in empty rooms?	Y
Are lights turned off as soon as there is enough daylight?	Y
Are windows kept clean, free from obstructions etc?	Y
Are all lights energy efficient?	Y
Are electrical equipment, PC monitors, photocopiers etc switched off when not in use?	Y
Office Supplies	
Are long life products chosen over short life ones?	Y
Are materials bought in large packs to avoid excessive packaging?	Y
Do you purchase eco-efficient or "green" products? – recycled, refillable, water based ink etc	N
Do you use paperclips rather than staples?	Y/ Partly
General Office	Y/N/NA
Is the toilet paper / hand towels made from recycled fibre?	NA
Are aerosol products with CFC propellant avoided?	NA
Are dripping taps repaired quickly?	Y
Have low flush volume WCs been installed?	Y
Do you use environmentally friendly cleaning materials?	Y
Are dripping taps repaired quickly?	YES -we have purchased and replaced plastic / paper cups with stainless steel tumblers/glass ware for all use.

Do you purchase fair trade or organic tea and coffee?	Y
Do you purchase supplies from local shops?	Y
Recycling	
Is all used paper saved for recycling?	News papers are used for making paper bags for our use.
Does the office store then recycle glass, cans etc?	N
Does the office separate and compost materials?	N
Is there a paper recycling bin next to the photocopier?	Y
Does the office recycle its electronic equipment, toner cartridges etc?	Periodically
If plastic cups are used are they recycled?	N
Are you utilizing recycling opportunities by co-operating with nearby businesses?	NA
Transport	
If you have pool or company cars do they run on unleaded petrol or diesel?	NA
Do you have information available on prices and timetables of public transport?	Y
Are office working hours flexible enough to allow people to use public transport?	Y
Are employees taught and encouraged to drive in an environmentally friendly manner?	Y
Is it policy to use buses for business purposes whenever possible?	PARTLY
Health and Safety	Y/N/NA
Is fresh fruit available alongside biscuits at break time or for visitors?	Y - Butter milk /coconut water made available
Is clean drinking water available?	Y
Are house plants grown in the office to lower stress and absorb chemicals?	Y
Are policies on long working, safe use of equipment etc enacted?	Y

Implementation	
Is there a green office notice board in a prominent position?	N
Does the office have a suggestion box for environmental ideas?	Y
Does the office hold events with a green theme?	N
Does the office have an environmental policy?	N
Is there an opportunity to raise environmental issues at staff meetings?	Y
Is resource use monitored and are environmental effects audited?	Y



11. Conformance to Statutory Requirements

1. Registered as a Society under the Tamilnadu Societies Registration Act 1975 as Registration Number 13/1949 by the Registrar of Companies, Madras South, Chennai. (Annexure 10)
2. Certificate of registration from the office of the State Commissioner of Tamil Nadu as an institution under Section 52 of the Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 valid up to 31.1.2021 (Annexure 11)
3. Financial Audit report for the assessment year 2018-2019 has been filed with the Registrar of Companies
4. Board meetings with adequate quorums were held during the accounting years 2017-2018, and 2018-2019.
5. School recognition certificate issued by The State Commissioner for the Disabled, Tamil Nadu validated up to 31.1.2021 (Annexure 12)
6. No objection certificate issued by Fire Safety and Rescue services department valid till 18.11.2019
7. IT returns for the assessment year has been filed for the assessment year 2018-2019
8. Approval under Section 80 G (5) (vi) of the I.T. Act , 1961
9. Valid FCRA (Foreign Contribution Regulatory Act) registration from the Ministry of Home Affairs , Government of India.



12. KEY ASPECTS CHECK-LIST FOR SOCIAL ACCOUNTS

This check-list has been devised to allow organizations to report simply on the key aspects of the organizations

1. Human Resources		
1.1 Number of Employees	Y/N/NA	Date/Details/Comments
Full time	YES	38(Annexure 3)
Part time	YES	7(Annexure 3)
Volunteer	YES	3(Annexure 3)
Contract Employees	NO	-
Parent helpers	YES	16(Annexure 3)
Consultants	YES	10(Annexure 3)
1.2 Number of members/shareholders (For co-operatives/Companies etc)	NO	
1.3 Policies and Procedures in place		
Employee contracts	NO	
Employee job descriptions	YES	(See Annexure 3)
Staff appraisals	YES	Formal appraisals have been put in place and annual appraisals are done. The management staff has been trained to do formal appraisals.
Provident fund	YES	
Health Insurance	ESI Benefits	
Life Insurance	NO	
Grievance procedures	YES	Group Head, Teacher Coordinator, Parent Coordinator – counseling and discussion in weekly meetings
Disciplinary procedures	NO	
Equal Opportunities	YES	Self improvement and enhancing knowledge
Safety protocols	YES	No objection certificate from the Fire safety systems
Others	YES	PF, Gratuity and ESI scheme implemented
1.4 Consultations	Y/N/NA	Date/Details/Comments
1.With paid employees	YES	Group discussions (periodical)
2.With Volunteer/Part-time staff	YES	Group discussions (periodical)
3.With families of employees	NO	

1.5 Facilities		
Crèche	NO	
Transport	NO	
Travel Allowance	YES	<ul style="list-style-type: none"> • Making house visits of MNC children • Conducting workshops outside MNC • Attending workshops both in and out of the city
Medical Allowance	YES	Medical assistance provided by ESI.
Subsidized meals	NO	
Children's allowance	YES	As per Government grant
Staff outings	YES	<ul style="list-style-type: none"> • Once a year – 2 days trip to places outside Chennai but within India • Twice a year within Chennai
Others	NA	
2. Good Governance and Accountability		
2.1 Legal form of Organization		
Constitution (tick appropriate)		
Sole trader	NO	
Partnership	NO	
Company limited by shares	NO	
Section 25 company	NO	
Registered Society	YES	Certificate attached
Registered Trust	NO	
Others	NO	
2.2 Appropriate annual return filed	YES	Filed with the Registrar of Companies
2.3 Annual General Meeting held	YES	Minutes of meeting
2.4 Regular Board/ Management Committee	YES	Quarterly minutes of meeting available
Number of Board Members	YES	10 - (Annexure 3)
Composition of Board	YES	Attached - (Annexure 3)
2.5.Advisory Council		
Number of Advisory council	YES	Six
Composition of advisory council	YES	Mr. N Kumar Mrs. Maya Gaitonde Mr. S Krishnan

		Mrs. Jaya Krishnaswamy Mrs. Vimala Kannan Dr. Aruna Rathnam Mr. P N Natarajan
Frequency of Advisory Council meetings (please state number of meetings in a year)	YES	Monthly – 12 meetings
Annual report published	YES	2018-2019 attached
2.6 Membership increased/decreased (delete as appropriate)	NA	
2.7 Social Accounts prepared	YES	2017-2019
2.8 Social Accounts verified by Social Audit	To be verified	2017-2019
Panel	YES	Mrs. Latha Suresh – Chair Ms. Girija Kumarbabu Ms. Akshaya Ramadurai Mr. Aroon Kumar Mr. Aravind Sankaran
2.9 Social Accounts reported to stakeholders	To be reported	2017-2019
2.10 Consultations		
a. With members of the organization	YES	2017-2019
c. With advisory council members (if appropriate)	YES	2017-2019

3 Financial Sustainability		
3.1 Annual Accounts prepared and filed (please state which regulatory body)	YES	Certificate attached
3.2 Balance sheet been strengthened/weakened	YES Strengthened	Explanation will be given orally
3.3 Profit / Loss for the year (Please delete as appropriate and give figure)	YES	Attached
3.4 Plough / Reinvestment	NO	
3.5 Distribution of Profits	NA	

Additional Information**Financial Sustainability Plan**

As the Central Government grant is getting reduced to about 15% of the total income efforts have been taken to ensure that the income is sustained through corporate funding and other sources. This has resulted in creation of a corpus which has ensured financial sustainability.

4. Environmental Sustainability	Y/NO/NA	Date/Details/Comments
4.1 Environmental policy in place	NO	
4.2 Reports on Environmental practices available Energy use: heat and light	YES	
4.3. Carbon footprint calculated	NO	

5. Economic Impact

5.1 Purchasing policies defined	NO	
5.2 Report on effect of purchasing policies available	NO	
5.3 Local multiplier effect of organization calculated	NO	
5.4 Other (please describe)	YES	In house Greeting cards, Gift pouches, Earthen lamps, Paper bags and Fridge bags are made and sold at cost price.



13. OTHER VIEWS OF STAKEHOLDERS

Well wishers

- **Dr. Apoorva Raghavan, Dermatologist, Chennai**

Extremely blessed to have been invited to this wonderful institution. There are not many places which offer comprehensive care to special needs kids. Intervention between 0-6 years is the most crucial and I am happy to have found MNC. Will visit regularly for sure.

- **Mr. Kaushik Bhar, Manager-Administration, CPCL, Chennai**

Seeing the smile on the faces of children and parents was worth more than any monetary benefit for us. Keep up the excellent work.

- **Dr. V R Seshadri, Chennai**

I was very highly impressed by the interest shown by the audience specially the young mothers and I could also understand that they were all basically health conscious. It was a good experience to share my thoughts with them. Hope and pray that they will put it into practice and try to reap the benefits.

- **Dr. Lucilla Butler, Paediatric Ophthalmologist, Birmingham, UK**

An inspirational centre. Thank you for allowing me to have this afternoon with you and the children.

- **Dr. G K Kannan, RA Puram, Chennai**

A centre of excellence! Extremely well organized based on evidence based interventions and formal assessment including independent evaluations are some of the strengths. The software has been well developed and is now is ready for useful analyses that can inform interests and service delivery. Thoroughly impressed! May almighty bless this dedicated team to take its service to more people.

- **Mrs. L Maithili, Advocate, Chennai**

The dedication of the staff and the management is evident from the way the children are developing. All the children look so happy. Wishing you continued success in your noble endeavor.

- **Rotarian R Srinivasan, Dist Governor, RI Dist 3232**

Certainly a wonderful institute doing yeomen service to the challenged children. Really moved by the work done by the institution, faculty etc.

- **Neeraj Arora, 96 Kapil Vihar, N Delhi**

It's a noble world here. Nothing and no one can be more honest than a soul working here for the betterment of mankind. Hats off to every member of the team here. Please accept my salute.

14. INCOME AND EXPENDITURE ACCOUNT

15. PLANS FOR THE NEXT SOCIAL ACCOUNTING CYCLE

The next social account cycle will be conducted for the period 2019-2021 during the last quarter of 2021.

16. DIALOGUE AND DISCLOSURE

1. On certification of Social Accounts by the certified Auditor, the Accounts will be printed in a booklet form.
2. These booklets will be arranged to be sent to all resource persons, Governmental agencies, donors and well wishers.
3. An internal meeting will be organized for all the staff, volunteers and management staff to explain the certified accounts.
4. A parent meeting will be organized to disseminate information on the social accounting process and MNC's commitment to its stake holders.
5. The summary of social accounts will be uploaded in MNC's website.
6. The summary of the social accounting will be included in our Newsletter "KALPATARU" which is been circulated to all persons associated with MNC.



17. ANNEXURES

ANNEXURE 1-QUESTIONNAIRES

QUESTIONNAIRE FOR PARENTS

- 1 Name of child
- 2 Parents' name and occupation
- 3 Child's age at present
- 4 Age when admitted
- 5 How long has your child been in the program?
- 6 Birth order/siblings
- 7 Why did you bring your child to the Centre?
 - Overall development delays
 - Speech and motor delay
 - Hearing/visual impairment
 - Cerebral palsy
 - Autism
 - Down's Syndrome
 - ADHD
 - Other (specify)
- 8 Who referred you to MNC?
 - government hospital/health centre
 - private hospital
 - Doctor attending the child
 - Friend/well wisher
 - School where child was admitted earlier
 - website
 - Parents of past/present MNC students
 - MNC staff
 - Other (specify)

9. What are your expectations from MNC for your child?
10. What are the benefits of admitting your child to MNC?(training) (Do you know about IEP, Group Teaching, Activity Based training, Yoga, PT, participation in events that your child gets)
11. What are the other benefits that your child gets which MNC helped you to be aware of/to obtain?
8. Name the persons of MNC with whom you communicate.
9. What are the three strengths of MNC?
10. What are three areas of improvement in your opinion?

QUESTIONNAIRE FOR RESOURCE PERSONS

1. What motivated you to support MNC as a Resource Person?
2. Do you get regular updates from MNC? Yes No
3. Do you get prompt response from MNC for your communications? Yes No
4. Have you visited the website of MNC? Yes No
5. What is your impression about MNC and its activities?
6. In your opinion what impact is MNC creating in society in general and in the field of disability in particular
7. Name the persons of MNC with whom you communicate.
8. What are the three strengths of MNC?
9. What are three areas of improvement in your opinion?

QUESTIONNAIRE FOR DONORS

1. What motivated you to support MNC?
2. Do you get regular updates from MNC? Yes No
3. Do you get prompt response from MNC for your communications? Yes No
4. Have you visited the website of MNC? Yes No
5. Your views on the content/appearance of the website
6. Have you recommended any other donor to MNC? Yes No
If Yes, how many and why did you recommend?

If No, why have you not recommended?

- | | | |
|---|-----|----|
| 7. Have you visited MNC? | Yes | No |
| 8. Name the persons of MNC with whom you communicate. | | |

QUESTIONNAIRE FOR GOVERNMENT OFFICIALS

- | | | |
|---|-----|----|
| 1. How is MNC aligned to the policies of the Government? | | |
| 2. Do you get regular updates from MNC? | Yes | No |
| 3. Do you get prompt response from MNC for your communications? | Yes | No |
| 4. What are the three strengths of MNC? | | |
| 5. What are three areas of improvement in your opinion? | | |



ANNEXURE 2
ANALYSIS OF RESPONSES

ANALYSIS OF RESPONSES

Response from Parents

- 1. Name of the child – for internal record**
- 2. Parents name and occupation – for internal record**
- 3. Childs age at present – for internal record**
- 4. Age when admitted – for internal record**
- 5. How long has your child been in the program**

Less than a year	21%
One to two years	18%
Two to three years	38%
3 years and above	23%

- 6. Birth order /Siblings – for internal record**
- 7. Why did you bring your child to the center?**

Down Syndrome	10%
Autism Spectrum Disorder	16%
Cerebral Palsy	23%
ADHD	5%
Developmental Delay	11%
Microcephaly	14%
Macrocephaly	2%
Developmental Delay/vision	12%
Seizure disorder	16%

- 8. Who referred you to MNC**

Doctor attending to the child	23%
Well wishers	28%
Parents who children were attending MNC	12%
Internet/website	3%

Professionals like therapists /teachers	6%
Government / Private Hospital	17%
Special Schools the Child attended previously	5%
MNC Staff	5%

The other 1% came Bala Mandir Staff, and self introduction after learning about MNC from the newspapers / magazines.

9. What were your expectations when you brought your child to the center

- Wanted the child to become normal
- Want the child to walk, socialize and speak
- Child should be independent
- To specialize in music or any physical activity like games
- Expect trained therapists for all therapies
- Should overcome hyperactivity
- Speech therapy if possible daily
- Guidance from Occupational Therapist
- Extended time for therapy classes
- Full time speech therapist and occupational therapist
- Speech and vision therapy
- Mainstreaming chances in 2 or 3 years
- Teach parents towards training the child
- Individualized sessions for child
- Training towards mainstreaming
- Will be able to manage the child
- Child has a better chance to learn
- Individual attention
- Better development
- Must settle down, listen and do things and activities
- Behavior issues to reduce
- Communication to improve
- Express his/her need
- Must help children beyond 6 years

- Improved attention span
- Pick up and drop facility
- Some canteen for a cup of tea

When my grandson Karthik Raja was in Children's Garden School the teachers told me to take him to MNC. He would not talk, did not indicate his toilet needs, could not eat on his own and was like a small child. The Children's garden school teachers told me that admit your grandson in MNC and wait for 6 months. You can see the difference. But within a couple of days we felt that we had entered a temple. Initially the mother of the child was not happy to send the child to a place like MNC. She preferred a convent school. In 2 days time she felt she had come to the right place.

*Ezhilarasi
Grand mother of Karthik Raja*

10. What are the benefits of admitting your child to MNC? (training) (Do you know about IEP, Group Teaching, Activity based training, Yoga, PT, participation in events that your child gets)

- Improved socialization skills
- Improved overall development
- Toilet indication much better
- Physical and cognitive development much better
- Children like Yoga
- IEP and Group act activities are helping the child a lot
- Therapy, language development, hand function, cognition are all better
- Speech improved
- Medical and dental intervention is very useful
- Nutrition intervention is very good
- Group teaching has improved socialization skills
- Better OT here
- The child gets all the benefits of GT, ABT, Yoga, PT etc and is able to improve his/her social skills. Able to mix with other children.
- PT is very useful in improving the physical development of the child
- Child did not know how to play. After PT classes here he has learnt to play.
- Children who are usually withdrawn come out of their shell due to these programs in MNC.
- All the programs improve the self confidence of the child
- The one on one attention the child gets during IEP is most beneficial – (30% of the mothers have told this.)

Note: Out of 60 parents interviewed 60% of them said that the child is benefitting out of all the above programs and are very happy especially with GT and ABT. 40% of them were of the opinion that IEP and group teaching did the best for their children. All mothers wanted their children to participate in the events and were happy with the opportunity provided.

- 11. What are the other benefits of that your child gets which MNC helped you to be aware of/to obtain? (maintenance grant, transport allowance, ID, Niramaya etc)**
 - Niramaya – 19
 - Transport facility – 8
 - Maintenance grant – 14
 - ID – 14
 - Buspass – 5
- 12. Comparing Individualized Education Plan (IEP) and Group Teaching – which do you think benefit the child more**
 - Group teaching – 9 parents
 - IEP – 16 parents
 - Group Teaching & IEP both – 35 parents
- 13. Any other comments for improvement / anything you appreciate in MNC/any other problem with teachers/admin staff etc?**
 - OT time if made into an hour it will be very useful
 - Absence of speech therapist is felt (about 60% of the mothers felt this)
 - Appreciate Special Educator Ms. Sarojini for her ideas to parents for improving the skill of their child.
 - If they can cater to older children also nothing like that
 - MNC staff and teachers motivate the parents
 - We get a lot of support from MNC, No problems at all
 - Teachers guidance to the parents is appreciated very much
 - Teachers try to make the child independent which is appreciable
 - Sambhavam – when the children are taken to public places is very good. We did not have confidence to do that ourselves.
 - There is no partiality in the center which we like
 - Mothers are happy because of the individual attention and the teacher is able to find out what is necessary for the children
 - Teachers are very affectionate
 - MNC gives confidence to the mothers that they can bring up their special child

- Making the parent a carryover agent is a very good idea as we understand our child better
- Sometimes mothers are made teachers. If professionally qualified teachers are appointed in place of mothers it will be very useful.
- A regular music teacher may be very helpful for autistic children who are doing well in music
- Staff are easily approachable
- Need a suggestion box somewhere to post our suggestions
- Need a tailoring unit for mothers who can stitch

Note: 60% of the mothers said we have no problems, we are happy with MNC and that they are very much satisfied with IEP and group teaching for their children.

Responses from Special Educators

- 1. Name of the teacher** – Recorded for internal purposes
- 2. Which class are you presently in charge of?** – Recorded for internal purposes
- 3. How long have you been in MNC?** – Ranges from 1 year to 26 years
- 4. Why did you choose this Centre over others?**
 - Came as a parent and did the one year diploma course and joined as a special educator
 - More opportunities provided for development
 - Was referred by Bala vihar (3)
 - Referred by Prof. Jeychandran
 - Heard from a parent about vacancy
 - Knew about MNC by reading in house magazine Kalpatharu, by choice my curiosity was aroused and my interest in Early Intervention brought me here
 - Being a pediatric therapist, my friends suggested MNC and that is what brought me here
 - Heard about MNC and came here and was offered a job
- 5. What do you feel about the**

Upanayan program

- Structured program
- Both the mother and the child benefit
- No other centre has this detailed check list
- Very very useful
- Gives room for creativity

- Simple and so even uneducated can use it
- The check list is great reference materials for teaching the skills
- Excellent tool to assess children
- Hope 2-6 years activity program will have to evolve soon.
- Program is unique

special education provided here

- very good
- Upanayan is the best program for children
- Holistic program
- Leaves room for innovation for best results in children
- Feel more equipped and knowledgeable when we go out and see other special education programs
- Reviews and updates happen regularly
- The Individual Education plan is very good and keeps us all busy, but it is very beneficial to the children
- The annual workshops are a great source of learning for us
- Conducting events and being a co-ordinator for events is very good experience

Working environment in the school

- Good working environment
- All materials are available if not it is procured immediately.
- Have freedom to be creative and try innovative strategies, in fact we are encouraged to do it
- Positive working environment created by the management
- Centre gives a family atmosphere
- Administration staff very helpful
- Peaceful working environment
- Well equipped
- Love the atmosphere here
- Provides opportunities for learning
- Professional
- Happy working here
- No stress able to concentrate on family and work equally
- Need more personal interaction with Jaya Madam
- Adding training programs to everyday routine is becoming very tedious though we are very proud and happy to be part of all the training programs.

- 5 of them feel that the salary compensation is less for them.
- 3 of them feel that the new comers are getting salary at par with the old timers which demotivates the older staff.
- Seniors group heads are very helpful and teach the juniors

Infrastructure

- Excellent infrastructure
- Is being improved day to by
- Have lot of space with big rooms not available in other centers
- Cleanliness is very high
- Gives lot of space to parents and care givers
- Need a in house speech therapist and a occupational therapist
- A rest room for teachers will be helpful where we can lie down for 10/20 minutes. Being on our toes it difficult without rest.
- Computers provided for everyone is really welcome. All of us are becoming computer literate to feed Upaneeta. This trend is very useful for special educators.

Staff recognition:

Our Special Educators win recognition:

Honor for our Group Head Mrs. A Sumathi



Mrs. A Sumathi, Group Head Birth to two years was honored with a purse, citation and a certificate on the Teacher's Day celebrations of the Rotary Club on the 9th September 2017. The citation read as follows: "**Inner wheel club of Madras Central Dist 323 - Teachers Day Celebrations**" - On the occasion of Teachers Day 2017-2018 (9.9.2017) Inner Wheel Club of Madras Central deems it a privilege to honor Mrs. A Sumathi for her yeoman service to MADHURAM NARAYANAN CENTER FOR 24 YEARS.

When asked what it means to her she said: "***The very fact that I was selected from many teachers increases my responsibility. Rather than being recognition for the***

work that I have done, I view this as motivation for the work to come. I want to involve myself in bigger projects of the center and help disseminate Upanayan far and wide. I have a long way to go and am preparing myself for it.”

Making A Difference” Award to our Teacher



Mrs. A Sarojini, Group Head was honored with a special award on Sept 8th 2017, 'Teacher – **Making A Difference**' award on World Literacy Day. The Rotary Club of Madras, Besant Nagar, jointly with Project Indica, under a new programme "**ASAN**" honored Special Teachers for their invaluable contribution in training Special Children in the city. A citation was read to the audience before honoring them with a shawl and a certificate

6. What were your expectations before joining the Centre?

- *To be a good teacher*
- *Opportunities to help (special) children and parents*
- *Special education is excellent here and so want to be a part of it.*

7. How far do you think they have been met?

- Met upto 80% (3 persons)
- 100% met (almost all staff said this)
- MNC provides lots of opportunities to exhibit our talents
- Very happy to be working in a place like MNC
- Excellent opportunities to learn everything about early intervention
- Totally professional atmosphere

8. Are there any defined parameters for teachers' assessment?

- Relationship between teachers and parents
- teaching methods

- we understand this when we do SWOT analysis
- The management discusses our strength and weakness with us so we are very clear
- We have annual appraisals that helps us to assess ourselves
- Krishnan sir has taught us about our responsibilities and roles and so we assess ourselves often and improve our performance in every area

9. What are the avenues for self-improvement?

- Working here builds up our confidence
- Lot of opportunities for learning and training
- The management involves us in every celebration, festival, event and gives equal opportunities to excel in extracurricular activities
- Refresher courses, SSA courses all help us to prepare power points, brush our knowledge and enhance our special education skills
- Management gives more opportunities to interact with the parents
- Self improvement is very easy here – opportunities are abundant

10. Any other feedback you would like to share

- Excellent working condition
- Very happy working here
- The management is very very flexible and generous
- Freedom to work as we want and that brings out the best in teachers

The response from Consultants/Associates

1. In what capacity do you support MNC as a Consultant? Briefly tell us your role. ?

- I am a sports professional and a consultant to Special Olympics. My experience in providing athletic opportunities and nurturing the differently abled brought me to MNC. I work to improve the motor activities, core strengthening, muscle development and eye and hand coordination amongst the children
- MNC's long association with Krishnacharya Yoga Mandiram through Prof. Jeyachandran and Mrs. Jaya Krishnaswamy, keeps us bound with their Intervention program. Our experience with special children is put to use here and the children benefit from the Yoga intervention. It works both ways and we learn much from our efforts for future use.
- As the consulting Pediatrician the children are referred to me in turns during my weekly visits. I help their special educators in directing their intervention where there is no progress in a particular skill by identifying possible causes and giving

them alternate ways to approach. I also identify when certain cross referrals to other medical specialists need to be done and work accordingly in resolving the issues.

- In my capacity as a nutritionist.
- Consultants for Speech and Language pathology to help in the speech and language intervention.

2. How do you feel about the impact of your contribution to MNC?

- We integrate sports into the curriculum of MNC and the impact is great with positive results. Parents get motivated and even trained to teach their children.
- From our interaction with the special educators about the format we use for yoga, we understand that the results are positive. The children like the chanting and find yoga interesting. We design specific yoga postures for the children and are keen to see the changes for future use. Our impact seems to be very good and we want this to continue.
- From the feedback I get about medical intervention my format has helped them move forward with the child with better results. My impact can be considered efficient.
- As a nutritionist my association is decade old and the impact is great.
- The speech and language pathology department of SRM benefits in two ways. The children get specific advice and the students learn a lot from their visit to MNC.

3. Do you get regular updates from MNC? Yes No

4. Do you get prompt response from MNC for your communications?

- YES
- MOST OF THE TIME

5. Have you visited the website of MNC? Yes

6. What is your impression about MNC and its activities?

- No 1 special school providing early intervention with holistic curriculum
- Unlike other centers MNC creates awareness in parents about the importance of Early Intervention
- MNC has a lot of potential in Early Intervention
- The program is excellent and the results are visible when children who do not improve in other centers seem to move ahead and settle down well here.
- The parents are very happy when they reach MNC after centre-shopping.
- Less referrals to MNC from medial fraternity is worrisome.

- MNC as anodal centre should have more impact locally.
- 7. In your opinion what impact is MNC creating in society in general and in the field of disability in particular.**
- Great work and the parents get motivated and trained
 - Apart from management of disability, MNC works towards mainstreaming the children into regular schools which is very good.
 - MNC is creating a good impact in society as there is a good word of mouth amongst parents.
 - They create awareness, help and guidance for the special mothers
 - Help in creating awareness for early detection and early intervention
- 8. Name the persons of MNC with whom you communicate.**
- Mrs. Jaya Krishnaswamy
 - Dr. Aruna Rathnam Ph.D.,
 - Mrs. Priya Rajkumar
 - Mr. Krishnan
 - Mrs. Muthuperiyanayagi
 - Miss Thenmozhi
 - Mrs. Alagammal
 - Mrs. Hema Latha
 - Ms. Thayammal
 - Mrs. Vaijayanthi Desikan
- 9. What are the three strengths of MNC?**
- Committed and dedicated staff
 - Good planning and execution
 - Grass root level programs
 - Network of teaching
 - Coordination with therapists
 - Adaptability with care givers
 - The Upanayan Early Intervention program
 - Parent empowerment
 - All services under one roof
 - Perseverance

10. What are three areas of improvement in your opinion?

- Need more outdoor activities
- Communication area
- Monthly feed back to consultants
- Regularizing practice
- Be more visible in pediatric circles
- Improve the pickup of subtle or borderline children by getting early referrals
- Increase in teacher strength and expertise
- Needs more exposure

Responses from Resource Persons

1. What motivated you to support MNC as a Resource Person?

- Long standing association with Prof. P Jeychandran
- Yeoman services offered in the area of Early Childhood Services for children with Developmental delays
- MNC's effort in introducing theater and performing arts as part of therapy and our expertise in the area brought us together to practice the therapy at the centre
- Only organization which is focusing only on Early Intervention from inception
- The dedication and commitment of Mrs. Jaya Krishnaswamy blended with her humility draws people to the centre and I am one of those.
- The mission of MNC to serve as a resource to young children with Intellectual disabilities first drew me to them. As I learnt their program better, their commitment to quality, devotion to family and urge to use evidence based practices impress me.
- Feeling of freedom from despair and fear and the strength of the management and staff

2. Do you get regular updates from MNC? Yes

**3. Do you get prompt response from MNC for
your communications? Yes**

4. Have you visited the website of MNC? Yes

5. What is your impression about MNC and its activities?

- Providing the needed services in Early Intervention for the community
- The need for Early Intervention is of utmost importance in children with disabilities. The pioneering work done systematically by the staff for many years and the involvement of the parents in the intervention work is most commendable.

- Very well organized, excellent publicity, well managed services, committed staff, good level of involvement with parents
 - Addresses the issue of parents who are confronted with a child with challenges and helps them go through the shock and empowers them to face the challenges.
 - I believe the staff of MNC are thoroughly committed to providing high quality, evidence based services to each child and family. I have watched over the years as ideas have become well implemented initiatives.
 - Very good and laudable
 - Needs more updated features to make the website more relevant with the wide range of services offered and the collaborative role played by MNC
6. **In your opinion what impact is MNC creating in society in general and in the field of disability in particular**
 - When you think of Early Intervention only MNC comes to mind in the country
 - As very few organizations are engaged in Early Intervention MNC's worth is very important in rehabilitative work.
 - It is serving as a national model in the area of childhood services for children with developmental challenges.
 - Raising awareness, promoting links with mainstream schools
 - MNC is a pioneer in Early Intervention and that is the way to go.
 - I believe MNC is working hard to advance opportunities for individuals with disabilities and their families to enjoy a higher quality of life. One example is the "Sambhavam" program through which families are supported to plan for and successfully carry out community outings. This thoughtful evidence based approach has yielded benefits for the children, parents and the community.
 7. **Name the persons of MNC with whom you communicate.**
 - Mrs. Jaya Krishnaswamy
 - Mrs. Vimala Kannan
 - Prof. Jeyachandran
 - Mr. Krishnan
 - Mrs. Vaijayanthi
 - Mrs. Padmini Sharma
 - Dr. Aruna Rathnam Ph.D
 8. **What are the three strengths of MNC?**
 - Concentrates on Early Intervention
 - Systematic program, meticulous program

- Parents involvement
- Dedicated founders and management staff
- Professionally and technically strong guidance team
- Committed and sincere staff
- Genuineness
- Knowledgeable and dedicated management staff
- Commitment to learning as is evident from the annual conferences
- Team work and focus

9. What are three areas of improvement in your opinion?

- Program for 2-6 years to be published
- 0-2 year has scope for revision
- Upanayan should be translated in Hindi
- Parent support to be flexible
- Wider dissemination
- Target sustainable collaboration with pan India organizations that engaged in offering services in area of services for children with Intellectual disability.
- Needs more visibility so that the model is replicated throughout the country.
- I spent considerable time to find one and failed
- Should continue to encourage ways in which to promote inclusion for the children at MNC, whether that comes from bringing neighborhood children in or supporting opportunities for MNC children within the community.

RESPONSES FROM GOVERNMENT OFFICIALS

1. How is MNC aligned to the policies of the Government?

- Definitely aligned. However being a leader in the area, innovations in planning and execution surpass government policies in MNC.
- MNC has been a crucial partner for addressing the impact of developmental delays in children below six years of age. They have worked with this office (SSA) on many aspects for the welfare of the differently-abled and their families. They are meticulous in following the regulations set out by the government. Their unique programme, Upanayan is systematic and holistic early intervention package.
- The Early Intervention program Upanayan is in line with the guidelines of the Ministry of Social Justice. MNC's programmes are upto date including the rules of Persons with Disabilities Act of 2016. Upanayan is used by Early Intervention Centers supported by the State Commissioner for the Welfare of the differently abled. MNC also collaborates with National Health Mission Tamil Nadu in Early Intervention.

2. Do you get regular updates from MNC

- Yes (100%)
- Yes most certainly, especially with technology and social media, it is reaching many more in many different ways.

3. Do you get prompt responses from MNC for your communications?

- Yes (100%)
- Most certainly. They respond to other institutions, professionals, parents and beneficiaries appropriately and in expected time frame.

4. What are the three strengths of MNC?

- Strong leadership and committed management
- Multidisciplinary, well coordinated team work
- Networking, collaboration and transparent way of functioning
- The special educators are well trained and equipped to train others in Upanayan Early Intervention Program. This is their most important strength. The parental participation in the program is the secret of their success.
- They are eager and interested to disseminate the knowledge to the sector for the benefit of others in the field like therapists, Special Educators, Nursing Staff, Para medical staff. Their hand-on training with the children is very useful.
- We have had (SSA) two MOU's with them in the last three years and have a very good experience in their complying with both the academic and financial compliance.
- The behavioral results of the Early Intervention program MNC has developed are observable and measurable. Hence they are able to guide other NGOs in Early Intervention with practical wisdom
- They are open to new ideas and work with different experts to strengthen their program Reinforcing skills for daily living through socially useful activities is one such example of regular improvement to Upanayan.
- Participation of parents in the planning of activities for the children adds immense value to Upanayan. Parents as carry over agents at home also feel empowered.

5. What are three areas of improvement in your opinion?

- Needs to corporatize fund raising and CSR initiative
- Needs to branch out to more cities in and out of Tamilnadu
- More in-service and capacity building and scaling initiatives for other organizations, DDOs, CSOs, and parent organization must be provided

- MNC could help in bridging Upanayan and MDPS by analyzing the overlap and gaps in the skills of social communication and acts of daily living.
- Revised special educators guide for Early Intervention could be very useful for the sector
- Early Intervention centers require more concrete activities and guidance in social communication and parental engagement across the state. MNC could undertake orientations for these areas.
- Special educators working with the SSA across the state are graduate teachers who have a variety of tasks every week. They coordinate welfare measures as well inclusive education plans in the schools. MNC could take their workload under consideration while designing training for them in Early Intervention.
- Signage within the buildings can be improved so that strangers can navigate their way easily. Internal arrangements such as chairs for observers and time for morning break could be made.
- MNC should facilitate the interlinking of EICs run by other NGOs in each district with SSA run school readiness centers. Contact details of such centers could be given to the SSA special educators in each district.

6. Any other comments/suggestions

- With RPwD 2016 act it is most surely that MNC will shoulder more responsibility in times to come to ensure rights of PwDs are met.
- We are happy working with them.

RESPONSES FROM DONORS

1. What motivated you to support MNC?
 - Relatives / friends who told me about MNC
 - Other NGOs who referred us to MNC
 - From parents whose children have trained in MNC
 - People in the field of teaching special children
2. Do you get regular updates from MNC? **Yes 75% No 25%**
3. Do you get prompt response from MNC for your communications? **Yes 75% No 25%**
4. Have you visited the website of MNC? **Yes 75% No 25%**

5. Your views on the content/appearance of the website- The website is informative and well done
 - There should be a payment gateway to donate online
 - The success stories of mainstreamed children must be uploaded
6. Have you recommended any other donor to MNC? **Yes, cant say the exact number, many**

If Yes, how many and why did you recommend?

If No, why have you not recommended?
7. Have you visited MNC? Yes
8. Name the persons of MNC with whom you communicate.
Mrs. Jaya Krishnaswamy
Mrs. Vimala Kannan
Mr. S Krishnan
Mrs. Priya Rajkumar
Mrs. Vaijayanthi Desikan



ANNEXURE 3 ORGANIZATION & STAFF DETAILS

Full time/Part time Staff details

Sl. No.	Name	Designation	FT/ PT
1.	Mrs. Angelina G Priya Rajkumar	Principal	FT
2.	Mrs. A Sumathi	Group Head (4 – 6 years)	FT
3.	Ms. A Sarojini	Group Head (SUPA- Socially Useful and Productive Activity)	FT
4.	Mrs. A Hemalatha	Group Head (0-2 and 2-4 years)	FT
5.	Ms. M Thayammal	Special Educator	FT
6.	Mr. K Subramonian	Physiotherapist (Group Head – Therapy Unit)	FT
7.	Mrs. B Muthulakshmi	Physiotherapist	FT
8.	Mrs. C Helen Rose	Special Educator	FT
9.	Miss C Thenmozhi	Group Head (Government EIC)	FT
10.	Miss. R Ranjitha	Special Educator	FT
11.	Mrs. M Fathima K	Special Educator	FT
12.	Miss. S Sasirekha	Special Educator	FT
13.	Mrs. Premila Devi	Special Educator	FT
14.	Mrs. K Geethalakshmi	Special Educator	FT
15.	Mrs. K Revathi	Special Educator	FT
16.	Ms. S Bharathi	Special Educator	FT
17.	Mrs. V Dhavamani	Special Educator	FT
18.	Mrs. K Vijayalakshmi	Special Educator	FT
19.	Ms. V Mercy Infenta	Special Educator	FT

Sl. No.	Name	Designation	FT/ PT
20.	Ms. B Manju Thanammal	Special Educator	FT
21.	Mrs. Liji T J	Special Educator	FT
22.	Mrs. V Sangeetha	Special Educator	FT
23.	Mrs. D Uma Mageswari	Special Educator	FT
24.	Mrs. A Alagammal	Special Educator	FT
AVMVK ACADEMY			
25.	Mrs. V R Jeyasree	Coordinator – AVMVK Academy	FT
27.	Mrs. Rajalakshmi Aravindkumar	Faculty – AVMVK Academy	FT
MONTESSORI			
27.	Mrs. V Thangathai	Montessori teacher	FT
ADMINISTRATION			
28.	Mr. S Vijayan	Manager-Administration	FT
29.	Mrs. Vaijayanthi Desikan	Office Assistant	FT
30.	Mr. K Subramanian	Office Assistant	FT
31.	Mr. Ranjith	Office Assistant	FT
32.	Mr. K Kumar	Driver	FT
33.	Mr. C Senthil	Office Assistant	FT
34.	Mr. P Palani	Office Assistant	FT
35.	Mrs. M Valli	House Keeping Staff	FT
36.	Mrs. K Vasantha	House Keeping Staff	FT
SRTC EIC - Autism, K K Nagar			
37.	Ms. M Meena	Special Educator	FT
38.	Ms. R Sarojini	Special Educator	FT

PART TIME STAFFS			
1.	Mrs. K Muthuperiyanayagi	Special Educator	PT
2.	Mr. Vinoth Kumar R	Drawing Teacher	PT
3.	Mrs. Sowbhagyalakshmi	Music Teacher	PT
4.	Mr M Arul Mozhi Venthan	Physiotherapist	PT
5.	Mr. Venkatasalam	Occupational Therapist	PT
6.	Mr. Paul Devasagayam	Physical Education	PT
7.	Mrs. Karpaka Niranjana	Special Educator	PT
CONSULTANTS			
1.	Mrs. V Vimala	Special Educator	
2.	Mr. Karthik Ranganathan Rao	Physiotherapist	
3.	Dept. of Audiology and Speech Pathology, SRM University, Kattankulathur 603203	Speech Therapists	
4.	Dr. Padmalochani	Developmental Pediatrician	
5.	Dr. Rajan	Eye Specialist	
6.	Krishnamacharya Yoga Mandiram, Mylapore, Chennai 600004	Yoga	
7.	Mrs. Rajam Shankar	Musician	
8.	Mr. Sudharshan	Software	
9.	RS2M Business Solutions P Ltd, 57 Solaiappar Street Mylapore, Chennai 600004	Software consultant	
10.	Dr. P K Baskar	Dental consultation Baskar Dental Foundation 117 G N Chetty Road, T Nagar, Chennai	

VOLUNTEERS		
1.	Mrs. Sowmya Raghavan	Volunteer
2.	Mrs. Padmini Sharma	Volunteer
3.	Mrs. Kamala Rao	Volunteer
PARENT HELPERS AND CARE GIVERS		
1.	Ms. Sudha (Communication)	Parent Helper
2.	Ms. Kalpana (Communiation)	Parent Helper
3.	Ms. R Priya	Parent Helper
4.	Ms. V Devi	Parent Helper
5.	Ms. A Samima Yasmine (Montesori)	Parent Helper
6.	Ms. Krishnaveni (2-4 Years)	Parent Helper
7.	Ms. Navina (2-4 Years)	Parent Helper
8.	Mr. Subhalakshmi (4-6 Years)	Parent Helper
9.	Mrs. Sugandi (4-6 Years)	Parent Helper
10.	Mrs. Seetha	Parent Helper
11.	Ms. D Nadhiya	Care Giver
12.	Ms. R Pushpa	Care Giver
13.	Ms. T Bhavani	Care Giver
14.	Ms. Valarmathi	Care Giver
15.	Mrs.Latha	Care Giver
16.	Ms. Viji (Montessori)	Care Giver
GARDENER		
1.	Mr. Prabhu Doss	Gardener

Job description of Staff, Part time staff, Consultant, and Volunteer

Role of the Principal

- Implementation, Establishment and maintenance of various systems for effective functioning of MNC
- Development of expertise in the teaching staff
- Bringing in improvisation continuously wherever and whenever required.
- Coordination and integrating the various groups leaders and members in conducting the various events in MNC
- Striving for the adherence and implementation of the value systems of MNC as an institution by constantly interacting with all members of MNC towards its maintenance and development.

ACCOUNTABILITY

- Successful Implementation of the IFSP using the **UPANAYAN EARLY INTERVENTION PROGRAM** working towards the development of all the children to the satisfaction of the parents
- Ensuring the quality and standards of MNC in all areas of activities to uphold the reputation of MNC

RESPONSIBILITIES

- Registration and planning for the Assessment of the child
- Ensuring specific action plans are chalked out and reviewing the same on quarterly basis
- Ensuring smooth conduct of various events of MNC
- Processing the procurement on time of various materials resources
- Fostering camaraderie and self discipline and its maintenance even in times of crisis among staff members
- Assessing of GROUP HEADS and suggest plans for their improvement
- Interact with parents in building rapport in making them adhere to the rules & regulations of MNC

PROGRAM GROUP - BIRTH TO TWO YEARS

Role of a Group Head - Special Educator

- Ensure the successful implementation of the Upanayan Birth to 2 years program.
- Ensure that the benefits of this program reach all the children.
- Ensure that all teachers in the Birth to 2 years will be well trained well equipped, effective teachers so as to transfer the program to the children and parents.

- Ensure the effective use of teaching aids by the teachers.

ACCOUNTABILITY:

- All teachers will effectively implement the Upanayan Birth to 2 years program, among the group 2 of them will be model teachers.
- Appropriate teaching aids for the skills are selected by the teachers and effectively used for the development of the child, displayed and changed once a month.
- All the children in the Birth to 2 years group will develop the skills selected in each quarter as per the expected level of each child given in the IFSP and be prepared to move to the next level

PROGRAM GROUP - TWO TO FOUR YEARS

Role of Special Educator

- Ensure the successful implementation of the Upanayan 2-4 years program.
- Ensure that the benefits of this program reach to all the children.
- Ensure that all teachers in the 2 to 4 years will be well trained, well equipped effective teachers so as to transfer the program to the children and parents.
- Ensure the effective use of teaching aids by the teachers.

ACCOUNTABILITY

- All teachers will effectively implement the Upanayan 2 to 4 years program, of them 2 will be model teachers.
- Appropriate teaching aids for the skills are selected and effectively used by the teachers for the development of the child, displayed and changed once a month.
- All the children in the 2to 4 years group will develop the skills selected, each quarter as per the expected level for each child given in IFSP and be prepared to move to the next level.

PROGRAM GROUP - FOUR TO SIX YEARS

Pre preparatory preschool program

Role of Special Educator:-

- Ensure the successful implementation of the Upanayan 4-6 year's program.
- Ensure that the benefits of this program reach all the children.
- Ensure that all teachers in the 4 to 6years will be well trained, well equipped effective teachers so as to transfer the program to the children and parents.
- Ensure the effective use of teaching aids by the teachers.

ACCOUNTABILITY:

- All teachers will effectively implement the Upanayan 4 to 6 year's program and all of them will be model teachers.
- Appropriate teaching aids for the skills are selected by the teachers and effectively used for the development of the child, displayed and changed once a month.
- All the children in the 4 to 6 years group will develop the skills selected, each quarter as per the expected level for each child given in IFSP and move ahead to the school program
- All the children in the class will benefit from the secondary program
- Developmental therapy, speech therapy, yoga therapy, counseling, pranic healing, pediatric consultation

Therapy Department***Role of a Group Head Therapist***

- Ensure the successful implementation of the Upanayan Early Intervention Program facilitated by the appropriate therapy program for each child.
- Ensure that the benefits of the therapy program reach all children.
- Ensure that all the therapists are well trained, well equipped, effective therapists working as part of the inter disciplinary team, transfer the program to the children through the parents
- Ensure that the department has appropriate equipments and aids for the training of the children.
- Ensure that the goals selected for the children are appropriate, and selected as per the IFSP to facilitate the development of the skills.

Accountability:-

- An inter - disciplinary team of therapists will effectively plan and facilitate the child's development through therapeutic activities, as per the IFSP
- All the children in the Upanayan Program will develop the skills selected, each quarter as per the expected level in the IFSP for each child.
- Each therapist will use appropriate equipment and aids for the training of the children in the therapy department.

Therapist's Role:-

- Ensure the successful implementation of the Upanayan Early Intervention Program facilitated by the appropriate therapy program for each child.

- Ensure that the benefits of the therapy program reach all children given to the therapist.
- Ensure that the goals selected for the children given are appropriate, and selected as per the IFSP to facilitate the development of the skills.

Accountability:-

- An inter - disciplinary team of therapists will effectively plan and facilitate the child's development through therapeutic activities, as per the IFSP
- Each of the children will be trained to develop the skills selected, each quarter as per the expected level in the IFSP for each child.
- Appropriate equipment and aids for the training of each of the children.

Part Time Staff

Part time staff will be involved with specific tasks or projects. This will be decided in consultation with the management board. They will be assigned tasks or projects taking into consideration their area of interest and experience. They will put in a minimum number of working hours each day and a monthly compensation will be paid. Their assignment will be usually on a long time basis.

Consultant

A specialist in a particular field may be appointed as a consultant depending on the need. Their job will be to train, advice, assist, staff, parents and children. They will also be suggesting improvements in systems and monitoring activities. They will be paid consultation fees as per their expertise and time spent at MNC.

Volunteer

A Volunteer at MNC is assigned specific task oriented jobs. The details of the tasks may include support in planning, implementation and training of children, parents and staff. The task will be time bound and mostly on a short time basis. Volunteer will coordinate with the respective full time staff depending on the task. Their services are voluntary in nature without monetary considerations. However expenses incurred on local transportation may be reimbursed.

Details of Directors/Managing Committee of the Organization

**MADHURAM NARAYANAN CENTRE FOR EXCEPTIONAL CHILDREN
(A UNIT OF BALA MANDIR KAMARAJ TRUST)
LIST OF TRUSTEES**

Details of Office Bearers / Managing Committee of the organization

Sl. No.	Name	Occupation	Phone No.	Occupation Residential Address
1	Mr. N. Kumar (President)	Industrialist	9840090419	Vice Chairman Sanmar Group 1, George Avenue, Alwarpet, Chennai -600 018.
2	Mrs. Maya Gaitonde (Hony Secretary)	Educationist	9962098068	Social Service 68B Josier Street Nungambakkam Chennai 600034
3	Mr. M. K. Sonthalia,	Industrialist	9841021033	Chairman & MD “The New Indian Express” No: 43 Harrington Road, Chetpet, Chennai 600 031.
4	Mr. P. Natarajan (Treasurer)	Corporate Professional	9840009830	Corporate Professional, 6, Sreshta Subasri 56/46 1 st Main Road R.A.Puram, Chennai 600 028.
5	Mr. Sriram Panchu	Senior Advocate	9840055379	E110, 16 th cross Street, Besant Nagar, Chennai 90
6	Mr. K.V.Rangaswami	Corporate Professional	9840998100	Ex- Member of the M/s. L&T Board and President (Construction) Advisor to Chairman L&T Ltd. (Retd.) DLF Apts, CCD 014, Commander Court, 49, Ethiraj Salai, Chennai – 600 008.

ANNEXURE 4 : DISABILITY – WISE DATA FINDINGS AND CASE STUDIES

Disability wise and age group wise data in a table form :

Children who have been in Early Intervention for a whole year (Three quarters) during the social audit period 1.4.2017 – 31.3.2019 have been included in the table. (Based on the objectives taken for each child quarter wise)

Tables – Programme Group (Birth to 2 years)

Table 1

Developmental Delay + Down Syndrome 7 Children	Skill		% age of Achievement	Additional Skills Achieved
	Selected	Achieved		
Motor	25	15	60	51
Self Help	47	16	34	21
Language	26	8	31	20
Cognition	13	8	62	27
Socialization	13	6	46	34
Total	124	53	43	153

Note: Additional Skills

During the course of the intervention it is observed that the child displays a spurt in development naturally, where there have been developmental delays; and there is a manifestation of lateral skills springing alongside the progress on the skills for which training has been imparted.

It is to the credit of the special educator and the parent that such observations are noticed and recorded as and when they occur, importance given in sustaining and blending them into the different activities planned daily for the children. This developmental pattern, an exclusive experience in early intervention programs is recorded for each child in their respective file. These skills have been listed as Additional Skills achieved in the last column.

Table 2

Developmental Delay + Cerebral Palsy - 3 Children	Skill		% age of Achievement	Additional Skills Achieved
	Selected	Achieved		
Motor	15	12	80	7
Self Help	34	13	38	7
Language	18	5	28	16
Cognition	10	5	50	10
Socialization	9	6	67	15
Total	86	41	48	55

Table 3

Developmental Delay + Microcephaly 4 Children	Skill		% age of Achievement	Additional Skills Achieved
	Selected	Achieved		
Motor	22	9	41	23
Self Help	44	11	25	7
Language	22	5	23	6
Cognition	11	4	36	13
Socialization	11	4	36	14
Total	110	33	30	63

Notes explaining the above tables:

1. The age group is taken is Birth to 2 years
2. The initial and final data recorded for 14 children has been represented by:
 - Five areas of development namely Motor, Self Help, Language and Communication, Cognition and Socialization are recorded for progress.
 - Each area of development had 50 skills for training.
 - The initial and final scores are based **only on the objectives taken in each developmental area for all children.**

- Language skills may show lesser achievements than other areas since this group includes children from birth to two years, who are learning to vocalize.

Note:

This table displays the achievement made by the children in the skills set by the special educator, after the assessment is made in consultation with the interdisciplinary Team of Experts.

Tables – Programme Group (2 – 6 years)

Table 1

Developmental Delay + Down Syndrome 3 Children	Skill		% age of Achievement	Additional Skills Achieved
	Selected	Achieved		
Communication	9	7	78	3
Meal Time Activities	9	9	100	0
Personal Daily Living	6	6	67	6
Home Living	10	10	100	4
Social Interaction	10	9	90	6
Community Use	9	5	56	2
Self Direction	9	6	67	0
Health and Safety	10	10	100	0
Reading & Writing	16	5	31	0
Number Work	12	7	58	3
Leisure	10	8	80	3
Work	10	8	80	2
Total	123	90	73	29

Table 2

Developmental Delay + Autism Spectrum Disorder 7 children	Skill		% age of Achievement	Additional Skills Achieved
	Selected	Achieved		
Communication	20	7	35	2
Meal Time Activities	20	5	25	20
Personal Daily Living	20	14	70	28
Home Living	20	6	30	39
Social Interaction	20	0	0	15
Community Use	20	10	50	6
Self Direction	20	8	40	20
Health and Safety	20	9	45	10
Reading & Writing	40	15	37	17
Number Work	20	8	40	16
Leisure	20	13	65	8
Work	20	8	25	20
Total	260	103	40	201

Table 3

Developmental Delay + ADHD 4 children	Skill		% age of Achievement	Additional Skills Achieved
	Selected	Achieved		
Communication	11	6	55	3
Meal Time Activities	11	3	27	15
Personal Daily Living	11	6	55	6
Home Living	11	7	64	24
Social Interaction	11	6	67	14
Community Use	11	5	45	6
Self Direction	11	6	55	12
Health and Safety	11	4	27	10
Reading & Writing	22	8	55	7
Number Work	11	4	36	7
Leisure	11	11	100	12
Work	12	8	51	6
Total	144	74	51	122

Table 4

Multiple Disability Developmental delay + other disabilities. (Vision impairment Seizure Disorder, ADHD, DS) 5 children	Skill		% age of Achievement	Additional Skills Achieved
	Selected	Achieved		
Communication	15	5	33	4
Meal Time Activities	15	6	40	3
Personal Daily Living	15	3	20	5
Home Living	15	5	42	5
Social Interaction	15	6	40	5
Community Use	15	3	20	3
Self Direction	15	7	46	3
Health and Safety	15	8	53	8
Reading & Writing	23	7	30	2
Number Work	12	8	67	5
Leisure	15	11	73	9
Work	12	3	25	4
Total	179	72	40	56

Table 5

Developmental Delay + Cerebral Palsy 3 Children	Skill		% age of Achievement	Additional Skills Achieved
	Selected	Achieved		
Communication	8	5	63	0
Meal Time Activities	8	5	63	10
Personal Daily Living	8	2	25	9
Home Living	8	5	63	12
Social Interaction	8	4	50	7
Community Use	8	4	50	3
Self Direction	8	8	100	6
Health and Safety	8	7	88	17
Reading & Writing	16	6	12	2
Number Work	8	5	63	8
Leisure	4	4	100	0
Work	6	2	33	1
Total	98	53	54	75

Notes explaining the above tables:

1. The age group taken is 2 – 6 years
2. The initial and final data recorded for the 22 children has been represented by : Twelve areas of development namely Communication, Meal Time Activity, Personal Daily Living, Home Living, Social Interaction, Community Use, Self Direction, health and Safety, Reading and Writing, Arithmetic, Leisure and Work are recorded for progress. Each area of development has 50 skills for training.
3. The initial and final scores are based **only on the objectives taken in each developmental area** for all children.

This table displays the achievement made by the children in the skills set by the special educator, after the initial or quarterly assessments made, in consultation with the interdisciplinary Team of Experts.

CASE STUDIES

1. CHILD DETAILS - J MEGHA



Name of the Child	J. MEGHA
Date of Birth	18.03.2011
Condition diagnosed (based on medical reports)	Autism Spectrum Disorder
On Medication	NIL
Date of Entry to the Upanayan Early Intervention Programme	19.6.2017
Age at Entry	6 Years 3 months
No of Years on Upanayan Early Intervention Programme	19.6.2017
Assessment Tool	Upanayan Early Intervention Programme (Birth to years / 2 to 6 years)
Assessment Team	Special Educator in co-ordination with inter-disciplinary team members

a. FAMILY DETAILS

Order of Birth	She is the first child in her family
Sibling Details	She has an younger brother
Type of Family	Joint Family
Status of Parents	Living together
Father's Occupation:	Software Engineer
Mother's Occupation:	Home Maker
Contact Number	9952059367
Family history of any special need	Younger brother has Developmental Delays and is taking the Early Intervention at Madhuram Narayanan Centre

b. LEVEL OF PERFORMANCE AS ON: 01.04.2019

Assessment Tool: Upanayan – Two – Six Years

➤ **DOMAIN: COMMUNICATION**

- Responds to gestures / simple directions, by performing actions suitably.
- Uses verbs and nouns (denoting actions/naming person, place, animal or object).
- Request for objects.
- Combines two words to express possession of any objects.

➤ **DOMAIN: SELF CARE – MEAL TIME ACTIVITIES**

- Opens own tiffin box and serves food in plate
- Eats, food item each appropriate to type.
- Passes food on request.

➤ **DOMAIN: SELF CARE – PERSONAL DAILY LIVING ACTIVITIES**

- Unties shoelaces.
- Puts on socks
- Puts on shoes.
- Covers nose and mouth cupping hands with handkerchief to cough or sneeze.
- Asks for location of toilet in unfamiliar places or situations.
- Wraps self in towel while coming of bathroom after a bath.

➤ **DOMAIN: HOME LIVING**

- Grasps door knobs / handle, turns it to open / close door
- Waters plants in house.
- Rolls mats, small light carpets, etc
- Assists in picking up washed clothes after drying.
- Pours liquid into glass from a jug.

➤ **DOMAIN: SOCIAL INTERACTON**

- Displays emotions, such as, anger, joy, and sadness, each with suitable expressions.
- Recognizes self in group photography.
- Tells own gender.
- Repeats rhymes, songs, and dances.

➤ **DOMAIN: COMMUNITY USE**

- Matches coins, and notes of the same denomination.
- Plays in public/park, taking turns properly, participating in group games.
- Identifies/ Names familiar community workers and responds appropriately (such as policeman, postman, doctor, nurse, etc).
- Moves around school independently locating specific locations (like toilet, assembly hall, classroom, water tap, etc.)
- Identifies left side/ right side on self.

➤ **DOMAIN: SELF-DIRECTION**

- Places objects in relevant position involving prepositions such as under, over, inside, on, in, above etc.,
- Tells what is missing when one object is removed from a group of three.
- Points to 15 body parts.
- Identifies boy/girl in others





➤ **DOMAIN: HEALTH & SAFETY**

- Expresses appropriately to indicate fall.
- Jumps across an obstacle.
- Drinks water from indicated place.
- Recognizes hot objects, does not touch.

➤ **DOMAIN: FUNCTIONAL ACADEMICS – READING**

- Pairs the named 3 letter words with appropriate picture.
- Names missing object from a set of three.
- Matches different familiar shapes (round, square, triangle, diamond, oval, star, any other familiar shape.)
- Identifies / names six colors.

➤ **DOMAIN: FUNCTIONAL ACADEMICS – WRITING**

- Draws a semi – circle, circle.
- Continues drawing a pattern in a sequence
- Completes a journey along a simple maze.
- Traces along the diamond shaped out line.

➤ **DOMAIN: FUNCTIONAL ACADEMICS – NUMBER**

- Matches numerals with objects up to three.
- Reads and writes numerals up to three.
- Constructs set of 4 and 5 objects.

➤ **DOMAIN: LEISURE**

- Bounces and catches a large ball, repeats action more than once.
- Skips a distance of 10ft (3 meters).
- Dribbles ball 2ft .distance.

➤ **DOMAIN: WORK**

- Identifies rough/smooth surface.
- Touches, selects, picks, specified, geometric shapes / objects hidden from view in a paper bag.
- Responds / indicates objects as 'closed' or 'open'

c. **EXPERT RECOMMENDATIONS**

Remarks from the Development Pediatrician

- Follows one step commands
- Echolalic speech - mostly single words
- Rote memory
- Recommended to take an IQ assessment. (Awaiting the test reports)

Activities given by Occupational Therapist Consultant

- **Gross Motor:** zigzag jumping, scissor walking, tandem walking in different patterns.
- **Sequencing Patterns:** simple to complex.
- **Memory:** auditory and visual memory game.
- **Fine Motor:** cutting with scissors - 2 inch shapes.
- **Physical Endurance:** purposeful activities with visual scheduling.

Activities given by Speech and Language Pathologist

- To improve comprehension and expression of pronouns and prepositions.

d. **Achievement**

- Enjoys drawing and painting Agals.
- Loves to dance.
- Shown improvement in writing skills.

e. **Strengths**

- Following routines
- Completes given tasks

When these behavior's are observed	Handle her using these techniques
<ul style="list-style-type: none">• Adamant / temper tantrums (When the routine is changed)• Not obeying	<ul style="list-style-type: none">• Ignore sometimes or sing songs which helps her to reduce her temper tantrum• Handle her gently• She obeys when given firm instructions.

f. Interests:

- Drawing.
- Dance.
- Writing.

g. General Remarks

- She should be prepared earlier of the activity that is to be carried out.
- Needs to be engaged.
- Follows commands given by the teacher (Familiar Person)
- Independent in her daily living skills, if she requires help, she will ask persons familiar to her
- Needs time to adjust to new environmental situations
- Megha's mother to follow up at home what is carried out at school

She will benefit with integrated education at a mainstream school. "We wish Megha all success"

2. CHILD DETAILS – D SARATHI



Name of the Child	D SARATHI
Date of Birth	18.08.2011
Age	7 Years 8 months
Condition diagnosed (based on medical reports)	Down syndrome
On Medication	Nil
Date of Entry to the Upanayan Early Intervention Programme	04.12.2013
Age at Entry	2 Years 3 months
No of Years on Upanayan Early Intervention Programme	2 Years 5 months

No. of years on Montessori	3 Years
Assessment Tool	Upanayan Early Intervention Programme (Birth to years / 2 to 6 years)
Assessment Team	Special Educator / Montessori Teacher / Inter-disciplinary team

a . FAMILY DETAILS

Order of Birth	He is the second child in his family
Sibling Details	He has an elder sister
Type of Family	Nuclear Family
Status of Parents	Living together
Father's Occupation:	Driver
Mother's Occupation:	Care giver at MNC
Contact Number	9092291096
Family history of any special need	Nil

b. LEVEL OF PERFORMANCE AS ON: 01.04.2019.

Assessment Tool: Upanayan – Two – Six Years

➤ **DOMAIN: COMMUNICATION**

- Answers three simple questions about self.
- Answers simple questions, from a story narrated.
- Answers 'Wh' questions appropriately.
- Performs services on request.

➤ **DOMAIN: SELF CARE – MEAL TIME ACTIVITIES**

- Maintains proper manners while eating. (Family custom).
- Eats appropriately in public functions and in eating – houses.
- Depods groundnuts, independently at snack time
- Transfers food from serving vessel to storing vessel.

➤ **DOMAIN: SELF CARE – PERSONAL DAILY LIVING ACTIVITIES**

- Wears under pants after toileting/ bathing while coming out after bath.
- Performs toilet activities independently.
- Uses handkerchief to blow nose.

- Applies soap lather, to all parts of the body while bathing
- **DOMAIN: HOME LIVING**
- Assists in decorating the house for varies functions / festivals
- Follows daily routine at prescribed timings.
- Follows the rule of the house.
- Picks up household trash or litter and throws it in the bin.
- **DOMAIN: SOCIAL INTERACTON**
- Plays with 4-5 children on a co-operating activity with minimal supervision
- Chooses own partner at play.
- Follows rules and procedures in classroom.
- Participates in group activities.
- **DOMAIN: COMMUNITY USE**
- Participates in age appropriate activities at social functions (birthday, festivals)
- Identifies left side / right side on other persons.
- Explores the surroundings of house, park and so on.
- Accompanies adult shopping, maintaining appropriate behaviour.
- **DOMAIN: SELF-DIRECTION**
- Places toys back in appropriate place after use
- Recognizes and greets people, other than family members appropriately.
- Plays in simple team games (group).
- **DOMAIN: HEALTH & SAFETY**
- Indicates feelings of sickness
- Performs prescribed yogasana/physical exercise.
- Opens/ closes doors /window frames avoiding getting hurt.
- Cuts open food packets.





- **DOMAIN: FUNCTIONAL ACADEMICS – READING**
 - Pairs the named 3 letter words with appropriate pictures
 - Identifies / names six colors.
 - Names missing object from a set of three.
 - Matches different familiar shapes (round, square, triangle, diamond, oval, star, any other familiar shape.)

- **DOMAIN: FUNCTIONAL ACADEMICS – WRITING**
 - Connect dots to form a Circle, Triangle or Square
 - Draws vertical cross (Plus mark)

- **DOMAIN: FUNCTIONAL ACADEMICS – NUMBER**
 - Reads and writes numerals up to 5
 - Picks up specified number of objects up to 5.
 - Matches numerals with objects up to 5.

- **DOMAIN: LEISURE**
 - Rolls the given amount of clay into balls makes clay balls, ropes or any other item of interest.
 - Bounces and catches a large ball, repeats action more than once.
 - Catches small ball with one hand thrown from a distance of five feet
 - Follows rhythm of music tapping hand or feet.

- **DOMAIN: WORK**
 - Identifies and picks up the object named by its colors / size/ and also shape.
 - Classifies pictures based on its function
 - Follows instructions given in group situations
 - Tears a square paper into halves.

C. EXPERT RECOMMENDATIONS

1. Developmental Pediatrician:
 - Sarathi is verbal, and communicates his needs
 - Writes Five – 3 letter words
 - Follows commands
 - Shows leadership qualities in the Montessori Class
2. Occupational Therapist Consultant – Therapy Not Required.
3. Speech and Language Pathologist
 - The teacher or mother to describe an object by its use, colour, taste, smell and then after he has learnt to describe, to ask him questions so that he answers describing its attributes.
 - Give prompts only when required and encourage him to initiate speech
 - Activities to improve his skills of narrating stories/ incidents

d. ACHIEVEMENTS

- Earlier he didn't have interest in playing sports, but after looking at other children playing sports, he also joined them.
- He won a game which then encouraged him a lot to participate in games and now he participates in every game
- He participates in programmes which involve dancing too.

e. STRENGTHS

- Sarathi helps other children
- He has good leadership skills

When these behavior's are observed	Handle her using these techniques
<ul style="list-style-type: none">• Adamant• Not obeying	<p>Ignore and give alternative activities he enjoys. Such as</p> <ul style="list-style-type: none">• Colouring• Paper and Scissor for cutting• Writing• All the above should be given for a limited period and if he asks for more tell him that “Paper cutting is OVER” and change over to the activity is to do at that time.• He obeys when given firm instructions.

V . GENERAL REMARKS

- Sarathi communicated using gestures when he joined the Montessori class but now he speaks well
- He is independent in performing activities of daily living (Toileting, Bathing, Dressing and Eating)
- He corrects his peers when an activity is not performed in the way it should be performed
- He shares his snacks with other children
- He loves to water the plants in the garden
- He needs to be given challenging activities to be kept occupied
- The tasks planned for him should be result oriented.
- He keenly observes adults and imitates adult behavior.

“Sarathi could become a Special Educator in future” is what Mrs. Jaya Krishnaswamy has said. He will benefit with integrated education in a mainstream school. “We wish Sarathi all success.”



ANNEXURE 5

Given below is a sample Speech and Language assessment done during the year 2017-2019 for all age group by the Speech and Language Pathologists of SRM University.

Sl. No.	Name of Child	Date of Evaluation/Assessment	Assessment Details - Skills selected for the child	Recommendations
2018-2019				
1.	S Sharan Ganesh	19.2.2019	Speech and Language not achieved. Continue recommended intervention	<ul style="list-style-type: none"> • Work on eye contact by using a face mask • Use of picture cards with description • Oro-motor exercise for lip closure • Use of functional words to get the desired object
2.	M Dhruv Charan	19.2.2019	Speech and Language not achieved. Continue recommended intervention	<ul style="list-style-type: none"> • Work on pre linguistic skills like eye contact and attention using eye mask, beads, bubbles words to get the desired object
3.	G Meena	20.2.2019	Evaluation	<ul style="list-style-type: none"> • Child and caretaker should sit in dark room with torchlight or lamp • Place red and green ball • Ask her to take the red ball and if she takes give her reinforcement and reward. • If she takes green ball don't let her take it, wait for a minute let her understand NO and then give her a reward (chocolate)
4.	Jovin R	4.10.2018	Language Skills(LSK) LSK 14 with Extensive support (ES) LSK 18 with Intermittent support (IS)	<ul style="list-style-type: none"> • LSK 14, 30 Activity - Oro Motor with taste and texture stimulation. • To improve vocalization and mono/bi syllables using animal sounds and other related sounds

5.	Sharon Rose	4.10.2018	LSK 14 – LS LSK 22 – Without Support (WS)	<ul style="list-style-type: none"> • Use of Oro-Motor exercise to improve lip seal and strength • Extensive use of Augmentative and Assistive devices for communication • Use of mirror to improve lip drill speech sounds
2017-2018				
6.	Tharun	25.7.2018	LSK 14, 22	<ul style="list-style-type: none"> • Issue complex commands like “take the ball and put it in the bag” • Imitation of non verbal sounds-animal sounds • Choice making (Yes or No) • Teach identification of family members • Imitation of motor skills (lips and mouth)
7.	Sachin N	25.7.2018	CSK 11	<ul style="list-style-type: none"> • Narrate story or event and ask relevant questions and let the child answer • Give clues if required
8.	Rithika G	25.7.2018	LSK 8, 11	<ul style="list-style-type: none"> • Identification of action verbs with flash cards and actions • Using AAC for comprehension • Receptive vocabulary related to self
9.	N Jayashree	25.7.2018	CSK8	<ul style="list-style-type: none"> • 2 words expression sing objects and images • Use glitters as reinforcement for expression
10.	Jovin R	9.10.2018	LSK 14 ES LSK 18 IS	<ul style="list-style-type: none"> • LSK 14, 30 – Activity – Oro motor exercises with taste and texture stimulation • Improve vocalization with mono/disyllables using animal sounds and other related sounds

(Where L denotes the Domain 'Language', LSK denote 'language skill selected' and C denotes domain 'Communication' and CSK denotes 'Communication skills selected', and the number denotes the skill)

ANNEXURE 6

Impact of Project Annapoorna

List of children included in Project Annapoorna – 2017-2018 (Initial readings taken in July 2017 and final readings in April 2018)

Name list for Annapoorna Project 2017-2018											
Sl. No.	Reg. No.	Name of the child	Gender	Condition	Hb July 17	Hb Apr 18	Height July 17	Height Apr 18	Weight July 17	Weight Apr 18	
1	2005713	Kaaviyan K	M	DD+ASD	10.6	10.8	84	86	11.5	12.3	
2	2005651	Nishanth S	M	DD+ Microcephaly	8.3	11	81	82	9.1	9.7	
3	2005744	Sai charan	M	DD+ Microcephaly	8.8	12.5	61	66	4.9	5.7	
4	2005677	Velavan M	M	DD+CP	7.4	8	82	84	9.5	11.1	
5	2005726	Yokesh R	M	DD+CP	9	6.5	70	72	9	10.4	
6	2005615	Gopen Sabarish	M	DD+CP	10.3	12	85	89	10.1	10.2	
7	2005692	Meena Kumari T	F	DD	12.5	12.5	104	105	16.5	15	
8	2005175	Mohammed Rizwan	M	DD	9.8	11	130	130	30	33.1	
9	2005452	Hemadharani J	F	DD+CP	10.3	10.3	91	94	17	19.4	
10	2004851	Darshan J J	M	DD+DS	14.3	13.9	90	94	13.9	14.9	
11	2005521	Jashnitha	F	DD+CD(13Q)	13.5	12	61	62	5.7	6.1	
12	2004948	Deepasri D	F	DD+CP	10	11.5	98	101	16	16	
13	2005568	Rithika G	F	DD+CP	11.6	12.1	105	106	14.7	14	
14	2005270	Jayashree N	F	DD+CP	9.6	9	103	105	18	20	
15	2005191	Sai Krithvik B	M	DD+CP	12.5	12.4	96	98	12.5	12.5	
16	2004689	Mohammed Ammar	M	DD+ASD+VI	10.8	11.5	124	124	23	25	
17	2005749	Janani A	F	DD	9.9	10.2	62	67	6.9	8.8	
18	2005636	Sugaveeran S	M	DD+ Microcephaly	11.6	11.8	84	85	9.5	9.5	
19	2005634	M Kishore	M	DD+ Microcephaly	10.4	11.9	90	91	10.4	11.2	
20	2005704	Tejasri M	F	DD+CP	10.9	10.7	78	80	8.5	9.8	

21	2005737	Sunil Dev	M	DD+DS	14.2	14.3	74	80	9.7	10.5
22	2005349	Sarvessh M	M	DD+DS	11	11.3	80	83	12.9	13.4
23	2005198	Preetham Nithik A	M	DD+CP	8.1	8.5	97	100	13.5	13.5
24	2005190	Yuvaraj V	M	DD+CP+VI	17	17	90	93	10.3	11.7
25	2005632	Ajith B	M	ADHD	11.1	11.6	117	120	22	24
26	2005382	Mohammed Musthafa	M	DD+CP	9.4	9.4	97	98	11	12
27	2005761	Chinmayee P	F	GDD+ASD	8.5	9.7	96	101	17.5	18.7
28	2005220	Mudhusira S	F	DD+DS	9.6	10.4	70	73	8.5	11
29	2004717	Angala Prameshwari S	F	DD+CP	10.8	10	110	114	17.7	18
30	2005349	Sarvessh M	M	DD+DS	12.9	12.9	80	82	11	12

- **Results**

Highlighted in pink – increase in the value

Letters in red – Decrease in value or static

Improvement in Height - 28 and static – 2 children

Improvement in Hb 18 - Static – 5 and Decline – 7 children

Improvement in Weight 24 Static – 4 children / Decline – 2 children

- **Key**

DD – Developmental Delay / CP – Cerebral Palsy GDD – Global Developmental Delay / ADHD – Attention Deficit Hyper Activity Disorder / DS – Down Syndrome / ASD – Autism Spectrum Disorder / VI – Vision Impairment / CD – Chromosomal Disorder (13 Q deletion)

Name list for Annapoorna Project 2018-2019										
Sl. No.	Reg. No.	Name of the child	Gender	Condition	Hb July 18	Hb Apr 19	Height July 18	Height Apr 19	Weight July 18	Weight Apr 19
1	2005680	A. Tharun	M	DD+VI	12.7	12.5	82	84	10.5	11
2	2005744	A. Sai Charan	M	DD+ Microcephaly	12.2	12.1	70	73	7	7.6
3	2005790	K. Yaswanth	M	DD	7.2	11.3	63	65	5.6	6.6
4	2005812	P. Thakshiya Thanvi	F	DD+DS	9.5	9.5	78	78	8.8	9.5

5	2005766	K. Keshini Karvika	F	DD+CP	12.4	12.5	86	88	8.5	9.9
6	2005774	M. Tanuj	M	DD+VI	8	11.7	89	92	11.7	12
7	2005707	J. Ashwin	M	DD+CP	11.5	12	90	94	11	12.5
8	2005758	P. Dejash	M	DD+ADHD	10.1	11.5	106	110	15	18
9	2005785	S. Karthik Raja	M	DD+DS	9.8	12.7	101	105	18	18.7
10	2005768	P. Logith	M	DD+CP	12.5	12.3	104	108	11	11
11	2005757	A. Thakshika	F	DD+ASD	8.1	11.9	90	94	14	15.5
12	2005806	R. Akilan	M	DD	16.5	16.4	93	95	13	13
13	2005796	U. Nithin Hariharan	M	DD+ASD+HI	10.4	11.1	84	85	11.6	11
14	2005743	Mohith sai	M	DD+ASD+ADHD	10.2	9.1	90	92	14	15
15	2005521	S. Jashnitha	M	DD+CD(13Q)	6.2	12.4	67	69	6.5	7
16	2005270	N. Jayasree	F	DD+CP	10.7	11.2	107	110	19.8	24.5
17	2005382	S.Muhammed Mustafa	M	DD+CP	9.5	10.8	98	100	11	12
18	2005829	Devi Priya M S	F	DD+VI	7.3	8.1	75	76	6.8	7.4
19	2005548	A.Vigneshwaran	M	DD+Seizures	10.8	8.1	112	116	19	19
20	2005804	D.Jason Daniel	M	DD+DS	10.4	11	71	73	6.9	7
21	2005779	J.Bharath	M	DD+DS	8.1	8.9	69	71	7.3	8.5
22	2005797	P.Rudhran	M	DD+DS	8	7.8	56	61	6.8	7.5
23	2005726	R.Yokesh	M	DD+CP	8	9.4	74	76	11	12
24	2005803	J. Kavushika	F	DD+Microcephaly	12.1	10.8	90	92	10.5	11.4
25	2005634	M. Kishore	M	DD+Microcephaly	11.4	12.1	92	98	11	12
26	2005704	M .Tejasri	F	DD+CP	10.6	10	82	87	9	10
27	2005816	M. Karthikeyan	M	DD+ADHD	9.9	10.3	100	102	14.7	18.3
28	2005705	Kabilesh B	M	DD+DS	9.6	9.7	70	75	10	10.4
29	2005808	Kanishkan	M	DD+DS	7	9.1	64	64	6.5	6.6
30	2005804	Joseph Daniel	M	DD+DS	9	10.2	68	68	6.2	7.5

Results

Highlighted in pink – increase in the value

Letters in red – Decrease in value or static

Improvement in Hb - 20, static - 1 and Decline – 9

Improvement in Height - 27 and static – 3

Improvement in Weight - 26 static – 3 and decline 1

Key

DD – Developmental Delay / CP – Cerebral Palsy GDD – Global Developmental Delay / ADHD – Attention Deficit Hyper Activity Disorder / DS – Down Syndrome / ASD – Autism Spectrum Disorder / VI – Vision Impairment/CD – Chromosomal Disorder (13 Q deletion)

ANNEXURE 7 - SANMARGAM

List of school where MNC children were mainstreamed:

Government Middle School Pangal Park G N Chetty road T Nagar, Chennai 600017
Bala Mandir Primary School 126 G N Chetty Road T Nagar, Chennai 600017
Government Middle School Vanuvampet Madipakkam, Chennai
Sangford Matriculation Higher Secondary School 5 th Main Ropad CBI Colony Kandanchavadi Perungudi, Chennai 600096
CSI Mohanan Matriculation Higher Secondary School Opposite to New College Mount Road, Royapettah,Chennai 600014
Trinity Nursery and Primary School 9 Kothandaramar Koil Street Opp E B Office West Mambalam, Chennai 600033
Renga Nursery School, Choolaimedu 125, Shanmuganar Salai, Kamarajar Nagar, Gill Nagar 600094
Nehru Government Higher Secondary School 5 th Main road Nanganallur colony Nanganallur, Chennai 600061
Kalyani Kumaramangalam Nursery and Primary School (Inside Bengal Association Premises) 29 Giri Road T Nagar, Chennai 600017

Sample feedback from the visits to the schools: (BMKT)

Sana Fathima: (LKG) Sana is a soft spoken girl. She likes to observe others and has started interacting slowly. Sana likes to work with Exercises of practical life activities like the chappathi rolling in the Montessori environment. She was little hesitant to talk and would prefer to keep quite in the first term, she has slowly started interacting with her friends and also with the teachers and helpers this term to express her needs.

She likes to play the blocks and puzzles. Sana is able to stand on her legs by raising slowly for a short time.

Therapy to Sana is being given in this and other aspects as well.

Rizwan: (UKG) Rizwan is child who likes to interact with others. He has settled in the environment. He likes to work with math materials especially with spindle boxes in the Montessori environment. He is good in reading and writing. He chooses the materials and works with them and keeps them back. He likes to answer to questions asked in the class, but hesitates to do so. He has been motivated to speak. This concern has been discussed with the therapist for speech. The other therapies are going on as a routine.

Mubin Fathima: (UKG) Mubin Fathima has settled in the environment. She has her friends, with whom she interacts. She likes to work with the Exercises of practical life materials especially water activities and she likes to work with numbers as well. She likes outdoor games such as playing with stones and running etc., Mubin was very reluctant during the first term to interact with her peers and also to speak. She has been motivated during this term to speak and interact with others as well.

Jyothish: (Class I) Jyothish has settled in the environment. He knows the alphabets both in Tamil and English. He hesitates to write when he is completely off. Jyothish is academically good. He stood first in Tamil during the test. He likes writing on the board and doing craft activities. He was a bit hesitant to socialize with others during the first term. However, he is slowly recognizing his friends and adults in the environment and is moving with them.

Note: Jyothish's eating habit has been monitored by the teachers. He doesn't spill food if it is of his choice. He closes the box and doesn't eat if the food is not of his choice and remains hungry the whole day. This issue has been addressed to the mother and grandfather. He has his off days and on days. He likes listening to sounds and repeating. This has been noticed in the computer class and with the mobile phone. He is very disturbed sometimes and makes noises while closing his ears.

Therapy is going on to help him overcome this.

Report from Government Middle School, Vanuvampet, Madipakkam, Chennai about our student V Samyuktha – Class II

Teachers report : Does maths well. She does 2 digit addition, subtraction, multiplication and division with a little prompting. Copies upto 4 letter words in Tamil and 5 letter words in English. Scores 7 out of 10 in dictations.

Coordinators report: The child is very adamant. Shows irrelevant behavior to seek attention. (eg. Nagging the mother to get an eraser, to go back home with the mother during class hours etc.)

Report from Nehru Government School, Nanganallur on A Srihari (Class I)

Teachers report: The child does not sit in his place and attend to the teacher still. The Special Educator from SSA program visits weekly once and helps the teacher to handle him. He is sent back home in the afternoons because of his hyperactive behavior. He still needs one to one instruction in the class room. The teacher does not have the time to spare for him to teach him one to one as she has other children too.

Report from Government Middle School, Vanuvampet, Madipakkam, Chennai about our student V Samyuktha – Class II

Teachers report : Does maths well. She does 2 digit addition, subtraction, multiplication and division with a little prompting. Copies upto 4 letter words in Tamil and 5 letter words in English. Scores 7 out of 10 in dictations.

ANNEXURE - PROJECT SANKARSHANA

Project Sankarshana – Details of House visits

Sl. No	Date of visit	Name of the child	Address	Status
2017-2018				
1.	14.09.2017	Akhil M	No 28 S S Nilayam, 32 nd Street Sakthivel Nagar Puzhal Chennai 600066	Back to MNC since Oct 2017
2.	14.09.2017	Nirupan S	17 Ponnappa Street Park Town Chennai 600003	Child has been admitted to another school
3.	26.10.2017	Kamalesh A	199 B Indira Gandhi Street Sathiyamoorthy Block Jafferkhanpet Chennai 600083	Promised will be back to MNC in Dec but there has been no response from the parents.
4.	25.10.2017	Aarya Sarathi	1 Subbarayan Street Mylapore Chennai 600004	Child health issue. There is no one to bring the child to MNC.
5.	25.10.2017	Kalima Sahadeeya	49 Labbai Street Pudupet Chennai 600002	Back to MNC from November 2017
6.	15.12.2017	Mohamed Bilal S	127/132 Nethaji Nagar Third Street Todiarpet, Chennai 600081	Mother pregnant. Will be back after some months.
7.	20.12.2017	Sainath Kumar V	20/37 Third Street Kamarajar Colony Kodambakkam Chennai 600024	Child has health issues. Admitted into a nearby mainstream school.
8.	20.12.2017	Angala Parameshwari S	10 Alagar Perumal Kovil Street, Vadapalani Chennai 600026	Grandmother who was accompanying the child has gone to native village. Will try to come back
9.	27.12.2017	Pavithraa N	No 14, 38 th Street, Pudur,Ashok Nagar Chennai 600083	Back to MNC, 3 days a week.
10.	07.01.2017	Dhanya Shri K P	7 S P Kovil Street Periyathoppu Manali Chennai 600068	Back to MNC

11.	08.01.2018	Yokesh R	250 D Block, Third Street, Gandhi Nagar Pallavan Salai Chennai Central Chennai 600009	Back to MNC
12.	04.02.2018	Ashwin J	139 Sudhaindira Nagar Thousand Lights Chennai 600008	Back to MNC
13.	02.03.2018	Pooja K	7/4 New Natarajanpuram MMA Colony Arumbakkam Chennai 600106	Going to mainstream school. The family has decided that there is no need for a special school.
1.	04.02.2019	A Aakash	258 Kamarajapuram Nungambakkam Chennai 600034	Back to MNC
2.		Hashmitha P	4/60 A Srinivasan Nagar, Ist Main Road Korattur, Chennai	Back to MNC
2018-2019				
3.	28.11.2018	P A Piradhev	35/18 Alwarpet Street Alwarpet Chennai 600018	Back to MNC
4.	19.09.2018	S Shanya S Stephina	57/31 Alapana Apartment, Rama Street, Nungambakkam Chennai 600034	Child admitted in a different school
5.	19.9.2018	B Sruthi	52/166 Rama Street Nugambakkam Chennai 600034	Business challenges so don't find time to bring the child to the center. Will think about it later.
6.	31.7.2018	N Kirithik Kumar	35 Rajamangalam 8 th Street Villivakkam Chennai 600049	Child admitted in a different school
7.	4.9.2018	R Meyyapan	11 Corporation Lane Valluvar Kottam Nungambakkam Chennai 600034	Parents planning to admit the child in another special school. Have counseled them not to leave early intervention.

8.	31.7.2018	T C Dhanalakshmi	No 7, 6 th Street K M Garden Barrack's Road Perambur Chennai 600012	Parents not interested in bringing the child to MNC. The child is walking and hence the parents are satisfied. Have counseled on the need of Early Intervention for developmental delay in other domains.
9.	19.3.2019	Jason Daniel	8/18 Murugesan Street Chetpet Chennai 600031	The mother has got a job. So the grandmother will bring the child from June 2019.
10.	20.3.2019	Mudhasira	7/20 Mathialagan Street, Velacherry Check Post Chennai 600042	The child had a open heart surgery. The mother of the child is sick and cannot carry the child. So will have to wait for some time.
11.	19.3.2019	Manimaran	Choolaimedu Post Office Chennai 600112	Back to MNC.
12.	25.3.2019	Keshini Karvika K	111 J Block, 8th Street Bhoopathi Nagar Kodambakkam Chennai 600024	Back to MNC.
13.	19.3.2019	Deeksha K	570 U Block TVK Colony, Teynampet Chennai 600018	Child is sick and needs time to recuperate.
14.	19.3.2019	Janani A	62 Sathiyavanimuthu Nagar, Anna Salai Chennai 600002	Parents not keeping well. Will arrange with the grandmother to bring the child to MNC shortly.
15.	18.3.2019	Bhuvaneswaran S S	13/3 AKP Kovil Street Old Mambalam Road West Mambalam Chennai 600033	Child had an operation for hearing impairment. Will recuperate and come.
16.	10.3.2019	Tamizharasi	37/2 Kodambakkam Road, Mettupalayam Chennai 600024	Mother underwent an operation. Will bring the child to the centre once she is able to come.

ANNEXURE 9 - FATHER'S DAY

Feedback from Fathers who attended the Father's day

Date	Name of child	Name of the Father	Remarks
16.09.2017	Kowshik Aravind SG	Mr. Sri Venkatesan	I came to MNC at first for about 10 days for observation. I wanted to see the type of intervention given here. I liked the training very much. I was sure my son will benefit if he comes here and that is what happened. Since my wife could not come I accompanied my son everyday for about a year and am doing so even now. Not only my son, I too have been trained by MNC. The special educators, counsel me, tell me the skill they have taken for my son and keep me in the loop always. I intend to stay here and continue for some more time.
	A Bathmesh	Mr. Alagiri M	I was worried about the society and how they would view my son. But after coming to MNC, I understood that I don't have to worry about that but concentrate on bringing up my child. MNC taught me that my child is gods gift to me and that I have to accept him and help him to have a rightful place in the community and society. MNC is like family to me and I am happy to be a part of this big family. Father's day is a significant step in realizing all this.
	Aswathi Shankar D	Mr. Daya Shankari	We did not know what Autism was before coming to MNC. In fact we knew nothing about disability, therapy, special school. One of our friends suggested MNC and it was here that we

			were told about Aswathy's condition and what intervention meant. We find good progress in her condition and we look up to MNC to guide us what should be done after the training here. Thank you MNC.
	D Sarathi	Mr. P Dhandapani	I am very happy with the progress made by Sarathi. He is well mannered now, listens to instructions and can perform many a task on his own. He has started speaking a few words and we hope he will improve much more. I am very happy.
	Sai Krithvik B	Mr. P Balaraman	I like the curriculum in MNC. My child is able to express his needs. He can now point out his needs and indicate even his toilet needs. I wish they would give more physiotherapy to my son. Happy to be part of Father's day
29.09.2018	S Jashnitha	Mr. Sugumar R	My daughter gets better attention in MNC than at home. I see good progress in her. Thanks to MNC.
	P Hashmitha	Mr. Pon Murugan A	If the children's activities are monitored more closely I will be happy. This is my personal opinion. We have given the responsibility of the life of our children in your hands. The teachers are doing fine. Thank you.
	A Seshan	Mr. K S Anantha Krishnan	Good involvement by teachers and all staff. Happy to see Seshan in all activities and being trained in doing his work. Great work by MNC.

	V Sanjeev	Mr. Veeramani S	First of all thanks to all at MNC. Special thanks to Miss Sasirekha. She is a good teacher and cares for the children well. I wish Miss Sasi all the very best for a bright future. Once again thanks to all teachers and mothers who help here.
	H Kavin	Mr S Hemachandran	We are gifted to have dedicated teachers like this for my son. I am very thankful to everyone. I had a nice experience to spend time with my son on Father's day. Thanks for this opportunity.



ANNEXURE 10

RCI APPROVAL TO CONDUCT DIPLOMA COURSE



राष्ट्रीय पुण्यपाल पारिषद्
 (राष्ट्रीय स्तर पर्याप्त अधिकारियों द्वारा विवेगान सशक्तिकरण विभाग के अधीन एक साधारण निकाय)
REHABILITATION COUNCIL OF INDIA
 A Statutory Body under the Ministry of Social Justice and Empowerment
 Department of Empowerment of Persons with Disabilities (Divyangjan)

17-658/D.E.C.S.E.(MR)/RCI

SPEED POST

१५ May 2018

CERTIFICATE OF APPROVAL

The Rehabilitation Council of India is pleased to accord approval to Madhuram Narayanan Centre for Exceptional Children, No. 18, Prakasham Street, T. Nagar, Chennai – 600017 for running the following course:

Course	Duration of course	Intake Capacity
D.E.C.S.E.(MR)	One year	25 (twenty five) (Maximum)

Note: - The approval can be withdrawn at any time if found violating RCI norms or any other reasons in public interest.

2. The approval is for two batches i.e. 2018-19 & 2019-20 of one year duration, subject to conditions that the RCI's standard syllabus and nomenclature are followed and facilities in the Institute are maintained in accordance with the norms prescribed by RCI from time to time.

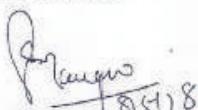
3. The Institute is advised to fulfill all the conditions as prescribed by the Council. The faculty, special school, infrastructure, laboratory, library, curriculum transaction, research & development, etc. should be ensured as per RCI norms throughout the programme. The Council may depute team of visiting experts to evaluate the facilities and final examination etc. (Theory/Practical) at any time. The final examination shall be conducted in accordance with the norms as prescribed by the Council from time to time.

4. Approval fee of Rs.18,000/- (revised as per Council's Circular dated 17/10/2017) may be remitted to the Council through NEFT within 15 days of receiving of this letter. The detail of NEFT is enclosed.

5. The shortcoming(s) as mentioned at Annexure-'A' on the reverse page of this order must be removed within 03 months with intimation to the Council failing which the approval shall stand cancelled.

6. No admissions shall be taken to the course without a valid prior approval of RCI. In case of violation, RCI will not issue CRR number to the pass outs and the certificate of approval for future may not be considered.

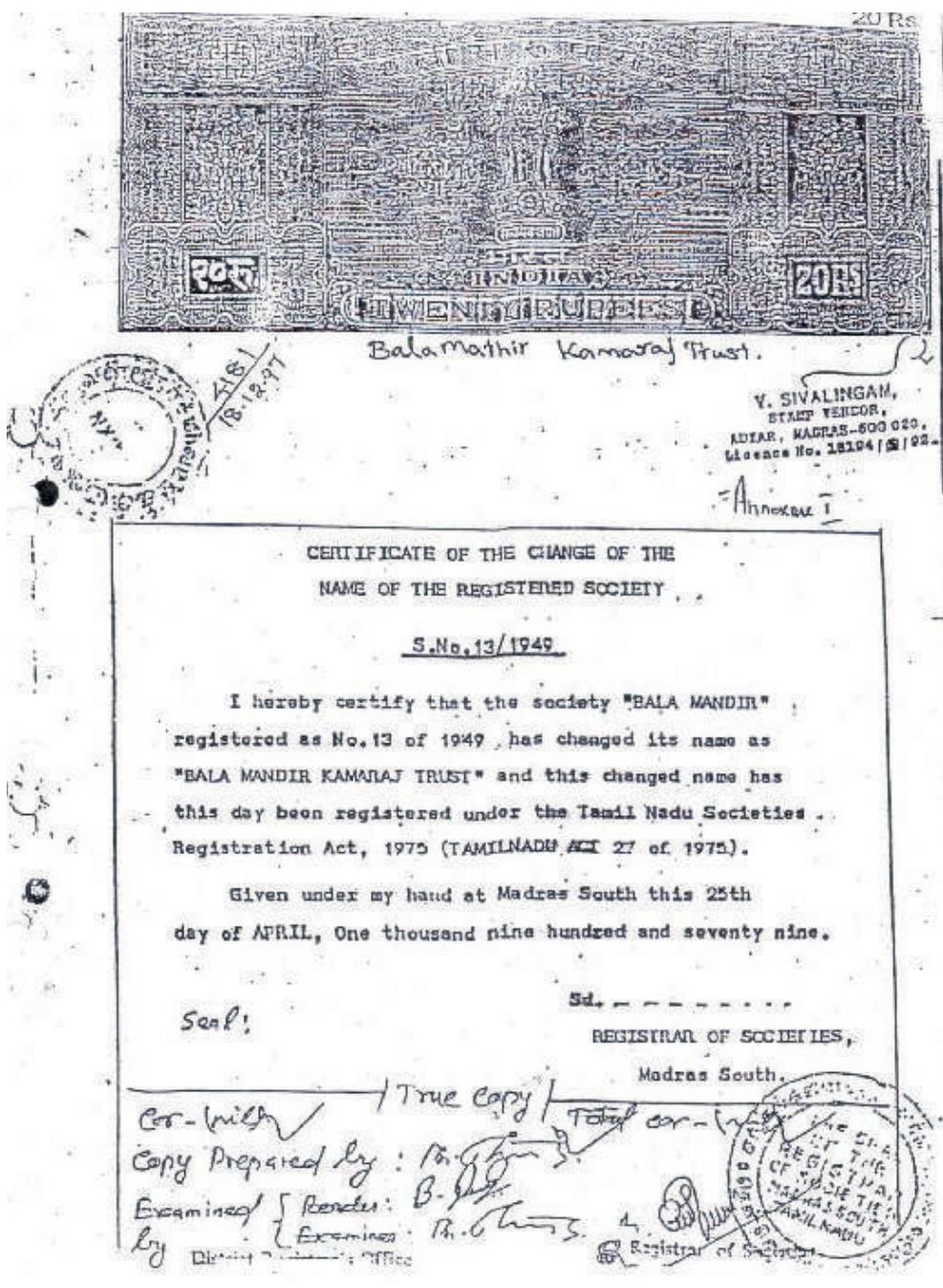
7. Receipt of the certificate of approval may be acknowledged.


 (S.K. Srivastava) 18
 Member Secretary

वी-22, क्षुटप इंस्टीट्यूशनल एरिया, नई दिल्ली - 110 016
 B-22, Qutab Institutional Area, New Delhi - 110 016
 Tel.: 011-2653 2408, 2653 2384, 2653 4287, 2653 2816 Fax: 011-2653 4291
 E-mail : rehabat@nde.vsnl.net.in, rehcouncil_delhi@bol.net.in
 Website : www.rehabcouncil.nic.in

Please Recycle 

ANNEXURE 11
INCORPORATION CERTIFICATE OF BALA MANDIR KAMARAJ TRUST



ANNEXURE 12
PERSONS WITH DISABILITY - RECOGNITION CERTIFICATE



STATE COMMISSIONERATE FOR THE DIFFERENTLY ABLED,
LADY WILLINGDON COLLEGE CAMPUS, KAMARAJAR SALAI,
CHENNAI - 600 005.

CERTIFICATE OF RECOGNITION

(Proceedings of the State Commissioner for the Differently Abled)

PRESENT: THIRU.V.ARUN ROY, I.A.S.,

Proc.No.1727/SS.5/2018,

Dated:22.3.2018.

Under the powers delegated in the G.O.(Ms).No.196, Social Welfare Department, Dated.10.3.1980 & G.O.(Ms).No.220, Social Welfare & Nutritious Meal Programme Department, Dated.17.12.1999, the Certificate of "Temporary Recognition" is accorded to "MADHURAM NARAYANAN CENTRE FOR EXCEPTIONAL CHILDREN, NO.18, PRAKASAM STREET, T.NAGAR, CHENNAI – 600 017, CHENNAI DISTRICT", valid for the period commencing from 1.2.2018 to 31.1.2021 for the classes **EARLY INTERVENTION (0-2 YEARS), EARLY INTERVENTION (2-4 YEARS) & PRE-SCHOOL (4-6 YEARS)**, subject to the following conditions:-

1. Qualified Teachers appointed in 1:8 ratio should be maintained scrupulously throughout the recognition period.
2. The Management should run the school in accordance with Provisions of the Tamil Nadu Recognized, Private Schools (Regulations) Act, 1973 and Rules 1974.
3. Application for granting renewal of a certificate of recognition should be submitted to this office two months in advance before the expiry of the period of validity.
4. The State Government Grant will not be given for 5 years from the date of establishment.
5. The Institution should maintain the proper infra-structure facilities including sufficient accommodation provided to Differently Abled children.
6. The Management should not appoint any teachers whose certificates have been cancelled or who have been convicted for offence involving moral turpitude.

7. The Management should maintain economic strength prescribed by the Education Department in all the Standards.
8. The Management should appoint not less than four percentage of the total number of vacancies in the cadre strength in each group of posts meant to be filled with persons with bench mark disabilities as per section 34 (1) of the RPWD Act, 2016.
9. Rain Water Harvesting facilities should be done in the Institution immediately, if not done already.
10. This certificate should be displayed by the institution in a conspicuous place.
11. The following words should be painted in the Name Board by the School "Recognized by the State Commissioner for the Differently Abled, Chennai as Special School for Differently Abled (Intellectual Disabled) children for the period from 1.2.2018 to 31.1.2021 for classes "EARLY INTERVENTION (0-2 YEARS), EARLY INTERVENTION (2-4 YEARS) & PRE-SCHOOL (4-6 YEARS)".
12. Institution should follow rules & regulations issued by State Commissioner for the Differently Abled from time to time.
13. Necessary fire safety facilities should be properly installed at the appropriate scale as indicated by the Fire and Rescue Services Department.
14. Number of Special educators now available should be maintained. On no account, number of Special educators employed should be reduced. In that case recognition will be cancelled.
15. Structural Stability Certificate, Building License, Sanitary Certificate and No Objection Certificate from Fire Service Department should be renewed periodically without fail.
16. The School authorities should ensure provision of barrier free and easily accessible environment to the students of Special Schools.
17. The Institution is subject to inspection by the inspection authorities under the Act / Rules and by the persons / officers authorized by the State Government. This recognition accorded is valid only, if the school is functioning in the address mentioned in this recognition order.

(SD/- V.ARUN ROY)
STATE COMMISSIONER FOR THE
DIFFERENTLY ABLED.

To:-

✓ MADHURAM NARAYANAN CENTRE FOR EXCEPTIONAL CHILDREN,
NO.18, PRAKASAM STREET,
T.NAGAR, CHENNAI – 600 017, CHENNAI DISTRICT.

Copy to:

1. District Differently Abled Welfare Officer, Chennai District.
2. Stock file / Spare.

// BY ORDER //


DEPUTY DIRECTOR (SCHEMES).

ANNEXURE 13
CERTIFICATION OF PWD REGISTRATION



**STATE COMMISSIONERATE FOR THE DIFFERENTLY ABLED,
LADY WILLINGDON COLLEGE CAMPUS, KAMARAJAR SALAI,
CHENNAI - 600 005.**

CERTIFICATE OF REGISTRATION

(Proceedings of the State Commissioner for the Differently Abled, Chennai)

PRESENT: THIRU.V.ARUN ROY, I.A.S.,

Proc.No.1727/SS.5/2018,

Dated:22.3.2018.

Registration is hereby awarded to "**MADHURAM NARAYANAN CENTRE FOR EXCEPTIONAL CHILDREN, NO.18, PRAKASAM STREET, T.NAGAR, CHENNAI – 600 017, CHENNAI DISTRICT**" – as an institution for the Persons with Intellectual Disabilities vide *Regn.No.36/2018*, Under Section 51 (2) of the **RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016**. The certificate of Registration is valid for the period commencing from **1.2.2018 to 31.1.2021** subject to the following conditions:-

1. Application for granting renewal of a certificate of registration should be submitted to this office two months in advance before the expiry of the period of validity.
2. The Management should not appoint any staff whose Certificate has been cancelled or who has been convicted for offence involving moral turpitude.
3. The Institution should maintain the proper infra-structure facilities including sufficient accommodation provided to Differently abled children.
4. The Management should appoint not less than four percentage of the total number of vacancies in the cadre strength in each group of posts meant to be filled with persons with bench mark disabilities as per section 34 (1) of the RPWD Act, 2016.
5. The State Government Grant will not be given for 5 years from the date of establishment.
6. Rain Water Harvesting facilities should be done in the Institution immediately, if not done already.
7. This certificate should be displayed by the institution in a conspicuous place.

8. The following words should be painted in the Name Board of the Institute "MADHURAM NARAYANAN CENTRE FOR EXCEPTIONAL CHILDREN, NO.18, PRAKASAM STREET, T.NAGAR, CHENNAI – 600 017, CHENNAI DISTRICT" is registered under **Section 51(2) of the Rights of Persons with Disabilities Act, 2016**, temporarily for a period from 1.2.2018 to 31.1.2021.
9. Institution should follow rules & regulations issued by State Commissioner for the Differently Abled from time to time.
10. Necessary fire safety facilities should be properly installed at the appropriate scale as indicated by the Fire and Rescue Services Department.
11. Structural Stability Certificate, Building License, Sanitary Certificate and No Objection Certificate from Fire and Rescue Services Department should be renewed periodically without fail.
12. The Institution is subject to inspection by the inspection authorities under the Act/Rules and by the persons / officers authorized by the State Government.
13. The Certificate of Registration is liable to be revoked as per the provisions given in section **52 of the RPWD Act 2016**.
14. The Registration accorded is subject to the conditions laid down in the Rights of Persons with Disabilities Act, 2016.

(SD/- V.ARUN ROY)
STATE COMMISSIONER FOR THE
DIFFERENTLY ABLED.

To:-

MADHURAM NARAYANAN CENTRE FOR EXCEPTIONAL CHILDREN,
NO.18, PRAKASAM STREET,
T.NAGAR,
CHENNAI – 600 017, CHENNAI DISTRICT.

Copy to:

1. District Differently Abled Welfare Officer, Chennai District.
2. Stock file / Spare.

// BY ORDER //


DEPUTY DIRECTOR (SCHEMES).

