

# Latika Roy Foundation

Annual Report 2008–2009



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Everything—a horse, a vine, a human being—  
is created for some duty.

For what task were you created?

Our true delight is to do what we  
were made for.

{Marcus Aurelius}

The Latika Roy Foundation started with passion and a vision born of love. With this came abundant enthusiasm, determination and hope for a better future for the children of Dehradun, specifically those marginalized by physical disability and intellectual impairment.

As we have matured, we have moved beyond our own centers, offering our expertise to others and sharing what we do best. The Foundation is working to become a creative and innovative Resource Centre for people with special needs in the state of Uttarakhand. As we build awareness and open discussions about things often left unsaid, we move closer to realizing our vision of an inclusive society.

With maturity comes wisdom and self awareness. While confident of our strengths, we still need to define our boundaries. Maturity also brings responsibility and over the last year we have made some difficult and important decisions which have offered us opportunities to revisit our core values and to **focus**.

As a foundation for children with special needs we have a responsibility to an ever increasing number of children, young adults, their parents and caregivers. Taking this commitment seriously and focusing on our sustainability, we offer an assurance to this generation and to the next; an assurance that there will continue to be a place in Uttarakhand where children and young adults with special needs can receive high quality teaching and therapy, that parents and caregivers will be empowered through training and support and that a professional team will challenge injustice with passion and drive.

The global recession has been an opportunity to reflect on and review our work and our commitments. In the light of possible shrinking funds, it is critically important to make every rupee go as far as it possibly can. That means concentrating our energies on what we do best.

In last year's Annual Report we told you about our journey, through which we tested our strength and took inspiration from those we met along the way, each new challenge enriching our experience and deepening our knowledge. We have been joined by passionate new team members and as a group, we are stronger than ever. You will see from this, our 16th annual report, that we continue to innovate and break new ground in the refinement of our services. As we enter a new phase in the life of the Foundation, your continued support, guidance and encouragement is as crucial as ever. Please help us to maintain our focus and to keep our feet on the ground.



## Karuna Vihar School Report

### April 2008 – March 2009

Karuna Vihar School started in 1995 as an activity based learning centre for children with special needs from age 6 years to 16 years. Since then it has provided services to hundreds of students. Home management sessions continue on a monthly basis for children on the waiting list or living too far to come daily. We have also expanded to add individualized afternoon sessions for children who, for one reason or another, do not fit into the normal school day.

When we plan for the most vulnerable, we make the world better for all. Karuna Vihar School blends this philosophy with a rights-based approach to disability. Every child deserves an education that develops his or her imagination while imparting valuable skills for everyday life. Our activity-based lesson plans are tailored to each child, creating a captivating classroom atmosphere that keeps our children looking forward to coming back every day. The expertise and professionalism of our faculty and staff allows us to address the needs of our students; our awareness of their desires and experiences

There is never a time in the future  
in which we will work out our  
salvation. The challenge is in the  
moment; the time is always now.

(James Baldwin)

Karuna Vihar School maintains its standard for excellence. Our work is visible in the successes of our students and the satisfaction of our parents, the innovation of our staff and the development of our community. As our children grow to explore the world around them uninhibited by their disabilities, we find ourselves awed at the strength of the human spirit when given the means to soar. It keeps us committed to our goal of forming an inclusive society that recognizes the rights of every one of its members. We will continue to foster this society, one child at a time.

enables us to give them the freedom to let their spirits soar. What is more, our work towards empowering parents, students, and the community takes the lessons of the classroom beyond the school walls. We shape society by shaping children.

## Karuna Vihar School Data

April 2008–March 2009

| Assessments | Extra Therapy Attendance | Home Management Attendance | New Admission | Total children in school by end of period |
|-------------|--------------------------|----------------------------|---------------|---|
| 52          | 114                      | 55                         | 9             | 55  |

One of the interesting features of 2008-2009 was the introduction of a more academic curriculum than we have had in the past. Challenged by several consultants' reports implying that our students were capable of greater achievements than we were expecting from them, we introduced a more rigorous syllabus with stronger emphasis on reading, writing, science and environmental studies. The results, particularly in literacy, have been impressive. Some children are now capable of making short sentences using printed words.

## Documentation at Karuna Vihar School

At KVS, we have always had fun creating lessons, resources and activities for our children. The children respond and we feel we - and they - are making progress. But occasionally, doubts creep in. We wonder if things are moving in the right direction and at the right pace. We worry about whether we are doing enough. Yet without standardized tools to compare what is actually happening with the goals we have set, it is impossible to say. There is always more to be done and always scope for improvement, no doubt, but with no baseline to judge our progress by, it's easy to convince ourselves we are doing well, that the kids really are learning and growing as they should be.

Archana Sethi joined KV School as Principal in February 2009. At the beginning of her tenure she identified a basic need for milestones-markers by which we could gauge our progress. She systematically set about dividing up the task at hand into more manageable blocks and came up with a development plan for the school based on careful planning, documentation and monitoring. The staff contributed enthusiastically.

The first task was to create a curriculum for the development of key skills like literacy and numeracy. The normal course of development for our children in these areas was mapped out. A task analysis was conducted for each item and further broken up into activities and sub activities. The key skills in each area were also divided into four levels which were linked with the identified activities and sub activities. This created the desired focus on identifying and assessing





each child and developing individual education plans for them. With clear road maps to go by, our special educators and therapists are now better able to plan activities and observe their impact on the child.

"The horror of that moment,"  
the King went on,  
"I shall never, never forget."  
"You will though," the Queen said,  
"if you don't make  
a memorandum of it."

(Lewis Carroll)

we do is clearly stated and laid out for everyone to follow. This has created an atmosphere of shared learning through substantive documentation and reviews.

The benefits of this task analysis based approach soon became apparent. The daily routine quickly became more organized, helping us all to keep our focus on the individual needs of each child. The curriculum will be reviewed again every year to ensure continuous improvement.

Specific interventions like speech therapy and communication development, occupational therapy and physiotherapy are major components of our daily routine. Music, art, dance and drama remain central in the curriculum. We continue weekly planning sessions for special educators and therapists. How and why we do what

## Shweta and Chotu's story

For the most part, we shouldn't be surprised by children's behavior. They watch us closely and learn from us - not just when we are "teaching" them, but all the time. They watch when we are under stress, when we are angry, when all our buttons get pushed. They watch us when we are hot and tired and exasperated and they store it all up in their bag of tricks to be brought out when THEY are hot or tired or exasperated.

Usually, this means trouble, and parents and teachers often get "caught," so to speak, when we see our worst selves being imitated to perfection by our children. Visiting Karuna Vihar School provides the chance to observe children practicing what they have obviously learned from their teachers.

Chotu is a boy with many difficulties, one of which is called "self-hurting". It is painful to watch him hit and pinch himself or to struggle and cry to be allowed to. It is amazing to see how gently and lovingly the teachers work with him.

One strategy with Chotu is to keep the number of people working with him to an absolute minimum. It's an intense job for Raj, his designated helper, and one with few breaks. His loving interaction is inspiring, not only to adult observers but to the other KV students too.

Shweta is a few years older than Chotu and has assumed the role of elder sister to him. Clearly taking her cues from Raj and others who work in Karuna Vihar, she looks like a young special educator in the making. She often accompanies Chotu to the school gate where he waits for his uncle to pick him up at the end of the day. Transitions are difficult for him and one day, he was fretful and agitated. Suddenly, Shweta appeared at his side. Quietly and gently, she spoke to him, making deliberate and sustained eye contact. As he was still visibly upset, two staff moved in to intervene. Shweta waved them aside, put her arm around his shoulder and speak softly. Slowly, miraculously, he quietened and calmed down.

This speaks volumes about Shweta and what a wonderful person she is, and it also speaks *libraries* about the fine examples she has had to emulate at Karuna Vihar.



## EIC Report

April 2008 – March 2009

The Early Intervention Centre (EIC) is a family based program for very young children from birth to the age of six years, all with multiple disabilities. Hundreds of children have been assessed at the EIC since its inception in 2002 and on any given day approximately fifty children attend the centre. The EIC's experienced therapists, physicians and educators train parents to help their children with special needs achieve their fullest potential.

### EIC Data

|                       | Apr 08 | May 08 | Jun 08 | Jul 08 | Aug 08 | Sep 08 | Oct 08 | Nov 08 | Dec 08 | Jan 09 | Feb 09 | Mar 09 |
|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Number of Assessments | 9      | 5      | 0      | 7      | 11     | 9      | 6      | 5      | 2      | 1      | 11     | 11     |
| Number of Admissions  | 3      | 3      | 0      | 4      | 6      | 4      | 4      | 1      | 0      | 0      | 5      | 1      |
| Regular Attendance    | 34     | 35     | 29     | 35     | 38     | 44     | 44     | 42     | 40     | 39     | 40     | 42     |

In 2008 we started experimenting with documenting SMART (specific, measurable, achievable, realistic, time bound) goals as a way of monitoring the efficiency of our therapy. During

If you limit your choices only to what seems possible or reasonable, you disconnect yourself from what you really want, and all that is left is a compromise  
(Robert Fritz)

interdisciplinary meetings children were discussed in a holistic way and an accurate description was documented about the most important issues of the child, the analysis of the issues, a therapy plan to work on that issue and a SMART goal.

In 2008-09, 210 SMART goals were documented out of which 92 goals (44%) were achieved. We found that irregular attendance was one of the biggest impediments to a child's progress.



This year the Early Intervention Center started the **Home Visit Program** wherein we visit our children in their homes to spread awareness amongst their extended families, demonstrate the importance of therapy through games and other simple activities and help parents make their homes more conducive to their child's growth and progress.

This year also saw the start of afternoon sessions at the EIC. Afternoon sessions were started first in response to transport problems for the morning sessions. Then we found that many children who were hesitant or shy about mingling with people and needed more time to adjust did better with this low-key, quieter approach. Finally, students with learning difficulties attending mainstream schools come for afternoon sessions in which we help them design strategies to cope with classroom challenges.

The afternoon sessions have been a success. We have received positive feedback from parents and seen definite improvements in our children. The knowledge gained from experiencing the child's home environment has brought new depth to our interactions with them in the EIC.



An important and ongoing activity of the EIC - making splints and other assistive devices - gained momentum this year through the quiet and dedicated efforts of one of our most faithful volunteers - Barbara Angert, an Occupational Therapist presently based in Dehradun and a long-time supporter of the Foundation.

Children attending The Early Intervention Center are often in the process of learning to walk. Because so many of them have

Cerebral Palsy, when they try to stand, their brains send the wrong messages to their leg and ankle muscles - resulting in a range of painful and disabling conditions. Their ankles become weak, their foot arches might collapse or they end up in contorted and awkward positions. Although learning to walk is still possible even with these conditions, it is MUCH more difficult. And later in life, the deformities produced can cause pain and serious arthritis.

The answer? The marvelous science of orthotics. Braces and splints can be designed which hold the child's feet and legs in the anatomically correct positions during the crucial learning-to-walk phase. Properly braced limbs make it possible for the child to concentrate on acquiring new skills of balance and righting because her brain doesn't have to put so much energy into controlling muscles which have a mind of their own.

The Foundation, with Barbara's skill and training, has been able to provide a wide range of orthotic devices for many EIC children. In the past year, this department has expanded, with Barbara training our current crop of physiotherapists to make the splints themselves. Our goal is to establish a full-fledged Orthotics department to serve any child in Dehradun who needs such devices.

## Simran Sehgal's Pakora Story

On Simran's first day at the EIC, age two, she sat quietly in her mother's lap where she stayed throughout the session: when we called her, she clung to Mom and snuggled deeper into her arms. Before starting any therapy with Simran, we needed to help her with her social skills. When we learned she had a passion for *pakor*as, we realized that was our magic wand. We played imaginary games which included her mother and *pakor*as, the two essentials for Simran's happiness. Slowly she opened up.

Her social skills, language and physical abilities gradually improved. A few months later, she had developed her play, listening and expressive skills significantly and had begun to play with children of her own age. She was happy having physiotherapy and she enjoyed being with her teachers.

By December, Simran's Mom was able to drop her confident little girl off at play-group and watch her run to her friends, waving goodbye with her tiny hand. And when it was time for her to go home, she would wave just as happily to us, saying: "I'll come back tomorrow! I'll bring *pakor*as!" Inventing her own imaginary games, playing happily with other children and moving around without support had now become a daily routine for her.

We still remember Simran's sweet little face when she first came to EIC and would not leave her mother's lap. Now, 4 years later, her confidence and maturity are a source of pride for all of us. Today, she attends a mainstream school and is doing well there. The credit for her remarkable progress in development goes to the EIC staff, her parents and her grandmother as well.

It is the total support of a child's family that makes the EIC work. For this reason mothers are vital here, as vital as any staff member. Whatever the activity—physiotherapy, speech and language development, education—we ensure that the Moms are on board, learning with their children and applying it all at home in whatever ways they can.

Mothers rule at the EIC!





## Satellite EIC Report

### November 2008 – March 2009

"When you get into a tight place and everything goes against you, till it seems as though you could not hold on a minute longer, never give up then, for that is just the place and time that the tide will turn."

(Harriet Beecher Stowe)

The mission of the Satellite EIC is to take our services to very young children with disability in distant corners of the city.

In collaboration with *Astiva* (another voluntary organization), the Satellite EIC started functioning from November 2008. The areas that we cater to include: Defence Colony, MDDA Colony, Shastri Nagar, Badripur, Gorakhpur, Deepnagar and Nawada.

Far from the center of the city and low in socio-economic level, these areas have no services for children with special needs. Our initial work included community mapping and identifying children with special needs, following which they were assessed and enrolled at '*Khushi*', the *Astiva* crèche

A unique initiative - perhaps one of its kind in the nation- , *Khushi* is an 'Inclusive Early Intervention Centre'. The project started with a special educator, physiotherapist and 3 helping staff and has now grown to include an assistant special educator, development coordinator and an office coordinator.

Our first task was to identify children in our target area. We worked with local schools, mother and child care centres (*Anganwaris*) and primary healthcare centres. Referrals and direct home visits based on word-of-mouth also played an important role. Once identified, the next task was to assess the children, diagnose their conditions and decide the kind of intervention required.

Attendance at the Satellite EIC has been sketchy so far. Parents face a host of challenges, including transport difficulties and frequent relocation, as most of them are migrant laborers. Of larger concern is the common one of parents not understanding the importance of early intervention. At present the centre has six children coming regularly for intervention, while 24 have been identified.

## Satellite EIC Data

| Identified | Assessed | Linked to other Institutes | Continued (till now) | Discontinued | Not interested* |
|------------|----------|----------------------------|----------------------|--------------|-----------------|
| 24         | 13       | 3                          | 6                    | 5            | 10              |

\* Children in this group belong to families that are still being counseled to understand the need for intervention.

As in the Mama EIC, SMART goals are determined for every child and regular interdisciplinary meetings are held to monitor progress. Of the 38 SMART goals established at the SEIC, 10 were achieved and 11 are still being worked on. 11 goals could not be monitored because the child stopped attending, while 4 were not achieved.

At the Satellite EIC we also engage in community related work, visiting local schools, ASHA worker groups and community leaders to explain our mission and our role in the society. The visits were also meant to ascertain the level of understanding regarding disability and to find out whether their services were already accessed by any children with disability

We have intervened at 4 schools - Jagriti Vidhyalaya (Badripur), Saradevi Vidhyalaya (Deepnagar), Maa Memorial (Deepnagar), Govt. Primary School (Nawada), 5 Anganwaris (mother and child care centres) in Deepnagar, Badripur, Gorakhpur and Nawada and 1 primary healthcare centre in Badripur.

So far, we have tried to reach as many children as possible, giving priority to families from low-income groups and to those children who would benefit from intervention the most. Our outreach team has ambitious plans for sensitizing the community to help us reach the maximum number of people but we are also aware that a different approach may be required for families whose lives are already precarious. This is an important learning phase for us and we are actively seeking help from experienced people in the field of community based rehabilitation.





## Latika Vihar Report

April 2008 – March 2009

Latika Vihar was the first institution established by the Foundation. It started as a neighbourhood activity centre for children - a place for kids to have fun, be accepted and learn and grow - and has grown organically and naturally to become a full-fledged inclusive creativity centre. Our objective is to be open to all regardless of ability and income and to provide a place to do a wide range of fun things in an atmosphere of celebration and compassion. Our beneficiaries are children and

Don't ask what the world needs.  
Ask what makes you come alive,  
and go do it. Because what the  
world needs are people  
who have come alive.

(Howard Thurman)

young adults from 3 – 12, and about 10% have special needs. We offer Sports, Drama, Arts & Crafts, Pottery, Carpentry, Music, Dance, Cooking and Photography. Coordinated chaos rules here, especially when school is out and children want to play. This year we had over 100 kids during the holidays and the SUPW volunteers from St. Joseph's Academy were a blessing at that time. Other volunteers from the US and the UK have helped through the year with activity based instruction, staff training and new ideas for fun.

Project Focus, a photography-based program, used pictures to help children tell their stories. It was also used as a tool to help them relate to their environment and the issues surrounding them. Drama became a major component this year, including several in-house productions and several major street plays. We adapted the popular film, Taare Zameen Par, highlighting the difficulties children with learning difficulties face in mainstream schools, to a street play, made huge banners, involved several parts of LRF and took to the streets of Vasant Vihar to talk to the community about how well inclusion can work.



Latika Vihar prides itself on making inclusion a reality. As an afternoon youth project, we have no academic pressure - play is one thing which children of any ability can enjoy. To help with inclusion of kids of varied abilities and gifts, we have added a qualified full time special educator who has had a notable impact. As a result, the number of children with special needs has increased to eight.

As with all children there are many concerns. We are vigilant on the subject of drugs and addiction. We not only watch closely—we have enrolled the help of Nijaat, a local rehab and addiction counselling service. Focused awareness is the key.

## Dilip Kumar's story

Dilip Kumar, now 15, enrolled at Latika Vihar when he was only six. His parents run an outdoor ironing service, based under a large tree in Vasant Vihar, and Dilip spends much of his free time delivering clothes to houses in the neighborhood. But though happy to play his part in the family business, he dreams of doing more with his own life.

Six years ago, a family from the US volunteered at Latika Vihar for nine months. Nicholas and Maya Rege-Colt came with their two children and the impact they made is still apparent today. One of the many lives they touched was Dilip's. He and the Rege-Colt's son Leland became best friends - they spent nights at each other's homes, taught each other games (Leland learned cricket, Dilip mastered baseball) and shared secrets in each other's language. Dilip's English is among the best of the children attending Latika.

In the summer of 2006 we formally introduced the inclusion program. Dilip, having grown up at the centre, was at ease with the program's goals and was especially friendly and helpful in welcoming new children. At the same time, he loved dance. When a summer dance camp opened in town, with professional Bollywood choreographers, we raised enough money to send Dilip and two other boys. Every day the boys came to Latika after their class, eager to show off the latest steps they had learned.

At the final performance, Dilip overwhelmed us. He had always been a good dancer but the confidence and pride in his eyes that day is difficult to describe. To make it truly memorable, his father, who had earlier said he couldn't take time from work to attend, managed to be there to watch his son.

From the shy child who joined Latika Vihar to the confident, sensitive and responsible young man he is today, Dilip is one of our success stories. A proud LV graduate, he volunteers as a junior staff member, giving other children the chance he got so many years ago.



## CVT Report

April 2008 – March 2009



The College for Vocational Training (CVT) opened its doors in 2004 for young adults with special needs from 16 to 22. A transition class for children aged 14 to 16 from Karuna Vihar School was added in July 2006.

Let us, then, be up and doing,  
With a heart for any fate;  
Still achieving, still pursuing, Learn  
to labor and to wait.

(Henry Wadsworth Longfellow)

CVT is committed to giving emerging adults with disabilities the skills and support they need to make the transition between childhood and adulthood. Providing job training and life-management techniques specific to each trainee's

unique abilities, CVT makes it possible for them to become independent participants in their family and community.

Currently, there are 32 trainees at the CVT and another 17 have graduated since we opened. We have monthly Home Management sessions in addition to the regular college.



Some of the highlights and successes of the past year have included a programme on photography with 5 trainees. This vocational skill added another dimension to the life of the college. Papier-mâché, a potentially marketable skill, is a new feature in the curriculum.

On Home Management days, our Trainees prepare and sell meals to the entire staff, giving them a sense of accomplishment and purpose. One of our senior Trainees, Sakshi, went on an internal placement to assist Sunita, a CVT staff member on maternity leave. Sakshi helped in the home by taking care of Sunita's baby and doing other household work.

Other seniors help wheelchair bound trainees with their daily activities, such as going to the bathroom and getting from place to place. Trainees have also enjoyed the responsibility of running errands for CVT and taking outings with the staff, increasing their confidence and making them feel comfortable in society. One of our trainees made a presentation on CVT at The Dolphin Institute, accompanied by the Awareness team, and was awarded a Dolphin trophy.

The number of Trainees leaving CVT to take a placement at another Foundation project or an internship at an external organization is low due to the lack of a dedicated member of staff to source, organize and oversee such activity. This is an area for potential growth for CVT.

As our trainees grow and mature, counseling regarding relationships, sexuality and independence has become more of a focus. Group and individual sessions are now regular features of a typical day at CVT and the opportunity to share concerns, frustrations and happiness has been welcomed by trainees and staff alike.

Unfortunately, the Foundation's sheltered workshop 'Rainbow Resale' closed this year, due to limited involvement from parents as project volunteers and the unanticipated resignation of the networking coordinator. Until this decision, sales at Rainbow Resale had gone from Rs. 1495 in April 2008 to Rs. 6660 in March 2009 - a dramatic improvement. The newly appointed Rainbow Networking coordinator had implemented strategies for creating awareness and there was a sudden upsurge of donors, clients and customers.

We continue to hold monthly Parents' meetings at CVT and the Parents Association is in the process of becoming registered. The continued success of the Parents Association is crucial as we have conveyed our final decision to keep the age limit at CVT at 21. We are still concerned about our graduates, some of whom have been with us since our Foundation, but our focus must remain on the 16 to 21 age group. With 8 trainees graduating before December 2009, the Parents Association are looking at their children's future and continued development and seriously considering starting a sheltered workshop with guidance from the Foundation.



## Aditya's story

Aditya, who has Down's syndrome, joined Karuna Vihar School in 1997 at the age of ten. A very shy, introverted, and occasionally confused Aditya would have never imagined that after a few years of education at a school where he was accepted and nurtured, he would be in a position to earn his own living.

As a child he found groups difficult and often played or sat alone. He preferred minimal conversation with other children and his teachers but he did enjoy music, art and craft activities.

In school, he received unconditional support along with love, affection and understanding of his needs. When he turned sixteen, Aditya joined CVT but instead of wanting to learn further new skills, like many teenagers, he preferred to work and prove himself by earning a salary and becoming independent.

Knowing is not enough,  
we must apply.  
Willing is not enough,  
we must do..

Our counselor and his teachers structured his program considering his needs and desires and through individual and group counseling sessions, he slowly came to accept that he did need to develop his skills if he was going to get a job.

In the meantime, he improved his social behaviour through a carefully planned programme of structured interactions with others. At one stage, he accompanied other trainees and staff members to Delhi, increasing his confidence and poise.

When Aditya expressed an interest in cycling to and from College, we were hesitant, but his insistence and confidence in his own abilities prevailed: he taught himself to ride and gradually acquired road sense too. Being a typical adolescent, he knew more than either his parents or his teachers did and against everyone's best advice, he began commuting to college by cycle. Imagine our surprise when he turned out to be right!

The independence mobility provided played out in myriad ways. Aditya became more confident socially and began chatting with friends and staff, relaxed and casual now, no longer taciturn and inept.

As his desire to earn intensified, he progressed tremendously at every task he was assigned. His concentration and focus became legendary in the College and we found ourselves giving him more and more responsibilities. He was soon in charge of buying provisions, sweeping, mopping, gardening, preparing tea, and making paper bags and envelopes for daily use.

His unstoppable desire to work hard and become financially independent finally prevailed. When a job became available at Latika Vihar, he was the natural first choice for the position.

Now he has grown into a happy, confident and self-reliant adult who is a source of inspiration to our other trainees and a model citizen for the Latika children to respect and admire.

Aditya proves that every accomplishment starts with the decision to try!!





## Training Centre Report

April 2008 – March 2009

Training commenced at the Latika Roy Foundation within the first year of starting KV School. Special educators, helpers and parents all attended workshops and seminars according to need and interest. Soon we began getting requests for observations and to train special educators from other schools in the area. With inclusion legally mandated, government schools began approaching us for help in training mainstream teachers. And with growing awareness of specific learning disabilities, private schools also began to see the need for developing skills to work with children whose learning styles were different than the so-called norm.

All this led finally to the official starting of a formal Training Center in 2007. Since then, a series of workshops, seminars and courses have been conducted here.

You can't depend on your eyes  
when your imagination  
is out of focus.

(Mark Twain)

Training is, arguably, one of the most critical areas of the Foundation's work. While direct services are crucial and provide us with both experience and credibility, we know that we can only do so much ourselves. India is an enormous country with millions of people living in remote and inaccessible areas. The only way to ensure that children with special needs get the care, education and therapy they need and deserve - regardless of where they live- is to train the people from their villages, towns and cities to provide it.

At the Foundation, we have long been committed to training on many different levels. What follows is a brief explanation of the courses and seminars we conduct or participate in and why we believe they are so important.



### In-Service Professional Training for Special Educators and Therapists:

New discoveries, methods and approaches are a constant in the field of therapy and education. To keep up with current thinking, we engage in on-going in-service staff training. Every workday incorporates time for reflection and practice of new methodologies. The result is that all of our professional staff utilize at least some of the cutting edge approaches that are so invaluable for our children.

In turn, our senior staff shares its knowledge with younger staff through workshops and individual consultations. Sometimes this involves group sessions— which happen weekly—as well as one-on-one discussions. Senior staff frequently observe class and therapy sessions and provide feedback as appropriate.

### Special Topics for In-Service Training:

Frequently, we have the opportunity to learn from highly-skilled visitors from around the world—recently we have had an virtual round-robin of specialists coming to volunteer, including three speech therapists, an educational child psychologist, and a pediatric physiotherapist. A large number of workshops were conducted in areas related to Communication Disorders enabling us to create significant body of knowledge in the area of communications and further paving the way towards

the establishment of a Department of Speech and Language. Understanding of Communication Needs and Abilities of Special Needs children, Intensive Interaction, Managing the Communication Environment, Sensory Processing, and Story-telling for Children with Communication Disorders, were primary topics related to communication. Other topics were in the area of Sexuality and Autism.

#### Special Training for Outside Professionals/Students:

As a resource centre for the region, the Foundation is committed to raising the standard of rehabilitation throughout the state of Uttarakhand - that means working together to share knowledge and resources whenever possible. Over the past year we have collaborated with a number of schools both in the private and government sector on various issues mainstream schools deal with: Learning Disabilities, ADHD, Autism and Autistic Spectrum Disorders. We have looked at the opportunities provided by inclusion in mainstream schools and at new methods of education that are more child-friendly.

#### Training for Medical and Educational Professionals:

Since both medical and educational training in India typically ignores disability, we are committed to bridging the current gap for many doctors and mainstream teachers. Through on-going seminars in which well-known professionals in the field of medicine and education address topics of interest, we hope to raise the level of understanding of children with special needs and of the importance of inclusion in the region.

#### Training for Community Health Workers:

CBR workers provide most of the disability-related services in the country. Our training efforts extend to local primary health centers as part of our awareness campaign's ongoing effort. After the awareness team makes the initial contact and creates an interest for further understanding, the staff from the training centre provides the professional inputs to equip CBR workers with the skills to identify and work with kids with disability.

#### Training for the General Public:

Again in concert with the awareness team, training centre staff members provide the expert advice whenever there is a need—an awareness program for the community in the Town Hall, for example, proves to be much more effective if a TC professional is part of the team.

#### Training for Parents:

One of our most significant goals is the empowerment of parents. And because knowledge is power, training is the method of choice. The training centre offers ongoing sessions on individual disabilities, behavior management, nutrition for kids with special needs, stress reduction and other topics.

#### Courses:

Throughout India, there is an urgent need for short and long courses on career options within the field of rehabilitation. While some courses do exist, typically they require English and a level of education that is inconsistent with the career aspirations of the people ready to do the work (for example, many caregivers' courses require completion of class 10 while most people willing to do the work of caregiving have less than a fifth class education). Our courses, therefore, are practical and realistic. At present, they include a three-month course for Classroom Assistants, a six-week one for Caregivers and a two-week one for Therapists. All are fee-based.

We are contemplating a new one year diploma course for Communication Specialists who would assist Speech Therapists in implementing therapeutic communication strategies.

#### Staff Development:

Our commitment to on-going staff training takes many different forms. In addition to all that are outlined above, we also send staff to courses, conferences and seminars.

We are convinced that one of the best ways to reinforce learning is through teaching. As part of our weekly meetings, staff members who have participated in a course or attended a conference are required to hold a training session for their colleagues in which they present whatever they have learned.

These sessions have been extraordinarily successful, both in the actual skills imparted and in the leadership and presentation skills acquired in the process.

#### Orientation:

We believe firmly that people do best when they know what to expect and what is expected of them. The Training Centre continues to conduct orientation sessions in the Foundation, both for new staff as well as for parents and for trainees in a given course.

Learning is a life-long process. At the Latika Roy Foundation Training Centre we recognize that fact and work to help others continue their education. Whether our participants are top-notch doctors or beginning-level classroom assistants, everyone receives a quality education that builds on what they already know and refines and enhances it. When individuals know more, the community knows more. Our services have a trickle-down effect that touches even the far reaches of society. For this reason we continue to pursue excellence in our training programs. Change begins with each one of us.



## Awareness Report

### April 2008 – March 2009

The Latika Roy Foundation believes in the strength of diversity. Our present Awareness Team, combining the diverse backgrounds of its members with a spirit of willingness and passion, has proven this by taking on fresh challenges and creating new alliances in the past year. From advocacy to grassroots community organising, from individual work placements to successful campaigns with the government, the awareness work of this period has been both groundbreaking and productive.

#### Student Awareness

Student awareness workshops sensitize children regarding disability in ways they understand. We conducted sessions at SSA Primary Schools at village Kandoli, Kanswali and Manduwala to meet children and teachers in distant schools which are not often included in the city's activities and outreach and introduce

"Individually, we are a drop.  
Together, we are an ocean."  
them to the concepts of inclusion and accessibility. With fun activities and audio-visual presentations we asked them to reconsider their assumptions about limitations and look at abilities in a more holistic way.

#### Interaction with Accredited Social Health Activists (ASHA) workers

One of most the important developments this year has been the strengthening of the relationship with Community Health workers, aptly titled ASHAs. Although we have had interactions with them in the past, it is only this year that we came to fully appreciate the role they play in educating common people about health issues and concerns.

Under the National Rural Health Mission (NRHM), every village is assigned an ASHA worker for each 1000 people. Coming from the village herself, and selected by her own community, each ASHA knows her village inside out. She is

privity to all relevant data regarding births, deaths, immunizations and illnesses. She knows which mothers are still nursing and where a marriage is about to take place. If anyone is likely to know about children with disability in the community, it is she. Working with her as a partner in outreach to the village was a natural progression.

After several well- received intensive trainings, referrals from ASHA workers increased dramatically. Internships are now being designed for those women who are particularly keen to learn more about disability and early identification and the Satellite EIC in Defence Colony owes its sudden surge of new admissions to the efforts of the ASHA workers of the area.

It is clear, however, that outreach to ASHAs needs constant attention or their own attention will wander. Their specific duties - polio campaigns, ante-natal care, deliveries, etc - for which they are paid, will understandably always be given priority.



### Lecture series

The sixth in the Sir Ratan Tata Distinguished Lecture Series was held on February 22<sup>nd</sup> in Hotel Aketa. Eminent Social Activist Dunu Roy was the speaker and nearly 200 people attended. The topic was “Curiosity: or Why The Cat Died”. As the address was in Hindi, many people who have not attended in the past were able to participate and benefit.

The debate continues on the overall usefulness of the series, however. Some of the team believes such events are essential for raising the level of the public conversation on issues of education, inclusion and our responsibilities to our children. Others feel discussions in hotels live and die there, that the issues need to be taken to the “real” community - in the streets, the panchayats, the neighborhoods. The jury is still out. Watch this space.

### Disability Parking

In February, a Foundation staff member took her elderly and disabled father to get a haircut and parked as close as possible to the barbershop. When they came out, she found her car had been towed. So began a real-life awareness engagement.

Rather than pay the fine, she protested to the Superintendent and suggested that designated parking places be provided for the convenience of people with disability. To her surprise, he agreed. On 1<sup>st</sup> March 2008, he invited the awareness team to jointly organize a workshop with the traffic police to sensitize the public, including public transport drivers and the police themselves about accessibility and the special requirements of people with disability. The workshop was highly successful and as a result, six parking areas are now marked as reserved for people with disability in the center of the city. Much remains to be done with the general public, however, if such privileges are not to be mere tokens. Not only must the RTO issue bureaucracy-free parking decals for people with disability, but the traffic police must ensure that designated spaces are kept available for those who require them.





### Dehradun Disability Forum (DDF)

One of the most important achievements of the period was the formation of the Dehradun Disability Forum, a consortium of voluntary organizations working in the field. While long contemplated and even attempted several times in the past, it was only this year that it was actually successful. The group has been meeting regularly now for five months and several exciting initiatives are being planned including a joint celebration of World Disability Day, a pilot project on supported decision making and the creation of a resource for discussion of sexuality and intellectual impairment.

### People met and contacts made

The core of awareness is communication - by interacting with people from varied backgrounds, our own understanding deepens.

We have been fortunate to maintain old relationships and forge new ones in this period. As the Foundation's role as a resource center grows, more people have come to know about us and have found their way in to the centre from places as far as Bihar, Himachal Pradesh and the far reaches of Uttarakhand itself.

Our workshops - both those we have hosted and those we have attended - have widened our circle considerably. Through our work in accessibility we have now made good contacts with architects and engineers with vast experience in creating and evaluating accessible buildings and transport systems. And our early ventures in advocacy have brought us in touch with eminent and experienced lawyers and activists.

### Advocacy

This year the awareness team renewed its commitment to advocacy for people with disability at every level and wherever necessary. As we move from a charity approach to a rights-based one, opportunities for action arise on every side. One of the very effective tools which the team uses regularly is the Right to Information Act. Our team member Rizwan Ali has been the torchbearer for this.

We now have solid data on the number of disability certificates issued by the CMO in the past two years, the number of people with disability registered to vote (zero, according to the election commissioner) and the services which must be provided to persons with disability who wish to vote.

### Success Stories

The awareness team is the "go to" group in the Foundation. Because of the networking nature of what we do, those in the other projects naturally think of us whenever a problem comes up or a need is identified. So when an EIC child needs an operation, a CVT graduate needs a job, or a walk-in off the street needs help putting his life together, it's awareness that gets the call. We do our best, and we are happy to be able to share a few success stories.

### Ranu's operation

Ranu is a two-year old enrolled at the Satellite EIC. He needed an operation on his club foot - an operation that could mean the difference between a life-long disability or a normal childhood. Unfortunately, his family could not afford the surgery, nor could they see a way to raise the money. The Awareness Team approached a supportive surgeon, who significantly reduced his fee as well as a member of the Rotary Club, who readily agreed to help the parents with the required amount of Rs. 5,000. Ranu was successfully operated on recently in Dehradun.

### Sakshi's Employment

When Sakshi, one of Karuna Vihar's first students, was in line to graduate from the College for Vocational Training (CVT), it was clear she needed to find a job. Such a bright, outgoing person could not be expected to sit at home after so many years of social interaction and purposeful work. When she got an offer from Welham Girls School to serve as an assistant to one of the wardens, Awareness Team's member Richa Thapliyal played a crucial role in helping her make the transition from the sheltered world of the Foundation to the real life environment of a work place. She accompanied Sakshi to work every day until she felt confident enough to manage on her own.

## Volunteers

### Our guiding lights



We were fortunate to have Anne Bruce and Bridget Clay, two highly skilled pediatric speech therapists as volunteers for extended periods of time in this year. Both therapists compiled detailed and comprehensive review reports on departure which are still providing us with a rich legacy from which to grow and develop further. Their incisive critiques of the state of speech therapy and language development currently being practiced in the Foundation are both a challenge and an inspiration.

Specific contributions they left us with included an introduction to “Boardmaker”, a communication system for non-verbal children which is computer generated, the software for which we were able to raise funds to buy. This addition has helped enormously in our language development programs. They also trained some staff in the use of “Intensive Interaction”, a child-led form of communication with non-verbal people.

Lauren Stichter, another long-term volunteer - an art teacher and a sign language specialist - demonstrated the many ways art can be inter-woven in regular lessons. Her suggestions enhanced the learning environment in each centre and appealed to the innate creativity each child and each teacher already has. Many of her specific recommendations have already been implemented and others are being planned for.

Nicola Tansley, an educational psychologist with many years experience in the field of special needs, also did an invaluable review of the functioning of Karuna Vihar School. At her recommendation we have redesigned the layout of the classrooms to minimize distractions to the children and make best use of available space. We also improved our documentation systems and have begun the process of centralizing our resources and cataloguing our existing library. Of particular value were Dr. Tansley's recommendations for children with visual impairment. At her urging we now have a functioning assessment room for children with VI and a deeper understanding of the issues such children encounter.



### Volunteers Speak

**Yvonne Haines:** I've had the beautifully crafted Karuna Vihar calendar in my little flat in England for the last four years—so when I was planning a career break, volunteering at the Foundation seemed like the perfect way to spend some months. Little did I know that the dedication of the foundation staff and the joyous way in which the children accepted me into their daily lives would inspire me to consider completely changing my career! I am not a special educator, a therapist or a medical professional and was worried about what I had to offer the Foundation but I was assured that everyone has something to give and that my self-professed ‘boring’ office skills would be useful! Behind the scenes of this very functional and successful operation is a dedicated



team of administrators, making it ‘tick’! I have joined them, applying my skills to the field of fundraising, report writing and wherever else I can. During the week I spend time at the Resource Centre, College for Vocational Training and Latika Vihar and it’s a perfect mix of the serious side of the organization and the fun stuff! I’ve learnt so much in such a short space of time and made some great friends. Proof indeed that everyone’s got something to give.

**Nina Gupta:** As an ambitious college student, I’ve spent years poring over textbooks to learn the “right things” for a career in medicine. But my summer with the Latika Roy Foundation opened my eyes, heart and mind in a way no professor has been able to. Though we arrived in Dehradun with fifty cameras and many lofty ideas, I don’t think any of us could have predicted how our rough lesson plans and discussion topics could blossom into the successful *ProjectFocus: India* photovoice project. It



wouldn’t have been possible without the amazing Latika Roy Foundation staff. Aside from helping us with our photography class, they made us feel like true members of a tight-knit and loving family.

But it goes without saying that the cornerstone of this amazing experience were the incredible kids that participated in our program. I have never met such eager and diligent children so sincerely committed to creating something great. Two months ago, I could never have imagined that I would be brought to tears in front of the kids, parents, and staff as the project came to an end. I can only hope that our absence from Dehradun will be short lived!

This year, the Latika Roy Foundation is working towards complying with GiveIndia Guidelines for accountability and transparency in voluntary organisations. Accordingly, we disclose the following:

**Salary and benefits of the Head, the highest paid staff member and the lowest paid staff member of the organization.**

|  |                     |
|--|---------------------|
| Head of the organisation: (including honorarium) | Rs. 3,04,536.00 P/A |
| Highest paid Full Time regular staff:            | Rs. 3,04,536.00 P/A |
| Lowest paid Full Time regular staff:             | Rs. 36,000.00 P/A   |

**Remuneration to Board Members:**

| NO. | Name                    | Gross Remuneration PER ANNUM (Rs.)                               |
|-----|-------------------------|--|
| 1   | Dr. Bhushan Kumar Joshi | 0  |
| 2   | Tara Dewan              | Rs. 12000.00 (travel and consulting expenses for finance advice) |
| 3   | Sudhir Varma            | 0  |
| 4   | Jo Mc Gowan Chopra      | 3,04,536.00 (salary as Ex. Director)                             |
| 5   | Vina Srivastava         | 0  |
| 6   | Brother Dominic Jacob   | 0  |
| 7   | Deepa Bhushan           | 0  |

**The distribution of staff according to salary levels and gender break up**

| Per Month Salary Bracket | Male staff | Female staff | total staff |
|--------------------------|------------|--------------|-------------|
| Less than 5000           | 11         | 21           | 32          |
| 5,000 – 10,000           | 11         | 14           | 25          |
| 10,000 – 25,000          | 6          | 19           | 25          |
| 25,000 – 50,000          | 0          | 1            | 1           |
| 50,000 – 1,00,000        | 0          | 0            | 0           |
| Total                    | 28         | 55           | 83          |

**Total cost of travel by staff and volunteers:**

Within India: Rs. 117,113.00  
International- Rs. 49,158.00

**Workshop Attendance  
FY 2008-2009**

|   | Number | Participants |
|---|--------|--------------|
| <b>Workshops</b>                              |        |              |
| Student Awareness Session                     | 22     | 2113         |
| CBR Workshop                                  | 5      | 86           |
| Career Workshop                               | 4      | 139          |
| Concession Mela                               | 1      | 150          |
| Community Outreach                            | 1      | 34           |
|   |        |              |
| <b>Students and Parents' Workshops</b>        |        |              |
| Student Inclusion                             | 22     | 2113         |
| Student Career Guidance                       | 4      | 86           |
| Parents Empowerment                           | 1      | 35           |
| Parents Technical                             | 2      | 56           |
| Parents Informational                         | 5      | 109          |
|   |        |              |
| <b>Community and Professionals' Workshops</b> |        |              |
| Doctors Informational                         | 1      | 23           |
| Physiotherapists Informational                | 1      | 120          |
| Physiotherapists Internship                   | 0      | 0            |
| CBR Informational                             | 5      | 46           |
| Nurse Workshop                                | 0      | 0            |
| S.S.A. Coordinators                           | 2      | 53           |
| Special Educators                             | 3      | 80           |
| Mainstream Teachers                           | 5      | 130          |
| Principals                                    | 0      | 0            |
| Concessions Mela                              | 1      | 150          |
| Greater Community                             | 1      | 34           |
| Teaching Assistants Course                    | 1      | 16           |
| Caregivers Course                             | 0      | 0            |
| SRTT Lecture Series                           | 2      | 206          |
| Asha Workers                                  | 1      | 34           |
| Accessibility                                 | 2      | 80           |



## Program Attendance

FY 2008-2009

| Attendance | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar |
|------------|-----|-----|------|------|-----|------|-----|-----|-----|-----|-----|-----|
| EIC        | 34  | 35  | 29   | 35   | 38  | 44   | 44  | 42  | 40  | 39  | 40  | 42  |
| SEIC       |     |     |      |      |     |      |     |     | 7   | 6   | 6   | 6   |
| KV         | 42  | 42  | 0    | 43   | 37  | 40   | 39  | 36  | 36  | 37  | 39  | 39  |
| KV_HM      | 6   | 0   | 0    | 3    | 9   | 7    | 5   | 4   | 7   | 2   | 2   | 3   |
| CVT        | 24  | 24  | 0    | 23   | 28  | 30   | 30  | 30  | 30  | 32  | 32  | 32  |
| LV         | 17  | 64  | 35   | 20   | 22  | 26   | 19  | 15  | 21  | 17  | 13  | 4   |

| Assessments | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar |
|-------------|-----|-----|------|------|-----|------|-----|-----|-----|-----|-----|-----|
| EIC         | 9   | 5   | 0    | 7    | 11  | 9    | 6   | 5   | 2   | 1   | 11  | 11  |
| SEIC        |     |     |      |      |     |      |     |     | 4   | 4   | 1   | 1   |
| KV          | 8   | 0   | 0    | 9    | 8   | 4    | 2   | 6   | 4   | 5   | 4   | 2   |

| CMO Numbers  | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar |
|--------------|-----|-----|------|------|-----|------|-----|-----|-----|-----|-----|-----|
| Certificates | 184 | 128 | 111  | 168  | 99  | 85   | 105 | 123 | 156 | 134 | 114 | 145 |
| Male         | 124 | 97  | 91   | 118  | 70  | 54   | 60  | 75  | 90  | 100 | 79  | 99  |
| Female       | 60  | 31  | 20   | 50   | 29  | 31   | 45  | 48  | 66  | 34  | 25  | 46  |

# Financial Statement

As on March 31, 2009

|            |   | Amount           |                  |                 |                  |                  |                   |                   |             |
|------------|---|------------------|------------------|-----------------|------------------|------------------|-------------------|-------------------|-------------|
| A          | SOURCES OF FUNDS                                    | L.G              | F.C              | IGP             | JRDTT            | SRTT             | Current Yr        | Previous Yr       | Change in % |
| I          | Capital Fund  | 1,547,370        | 1,052,063        | -               | -                | -                | 2,599,433         | 2,158,275         | 20          |
| II         | Building Fund                                       | 334,831          | 4,906,059        | -               | -                | -                | 5,240,890         | 5,230,890         | 0           |
| III        | Endowment Fund                                      | 307,738          | -                | -               | -                | -                | 307,738           | 307,738           | N/A         |
| IV         | Unutilized Grants                                   | -                | 911,924          | -               | 4,348,498        | 394,410          | 5,654,833         | 4,782,959         | 15          |
| V          | Fixed Assets Capital                                | -                | -                | -               | 686,491          | -                | 686,491           | -                 | 100         |
|            | <b>Total Funds</b>                                  | <b>2,189,939</b> | <b>6,870,046</b> | <b>-</b>        | <b>5,034,989</b> | <b>394,410</b>   | <b>14,489,385</b> | <b>12,479,861</b> | <b>16</b>   |
|            |   |                  |                  |                 |                  |                  |                   |                   |             |
| <b>B</b>   | <b>APPLICATION OF FUNDS</b>                         |                  |                  |                 |                  |                  |                   |                   |             |
| I          | Fixed Assets  | 785,562          | 3,339,035        | -               | 686,491          | 18,324           | 4,829,412         | 4,987,245         | (3)         |
| II         | Investment  | 1,125,262        | 3,255,107        | -               | 4,066,882        | 610,032          | 9,057,284         | 4,853,762         | 87          |
| <b>III</b> | <b>Current Assets, Loans &amp; Advances</b>         |                  |                  |                 |                  |                  |                   |                   |             |
| a          | Inventory   | -                | -                | -               | -                | -                | -                 | 43,068            | (100)       |
| b          | Cash & Bank Balances                                | 131,441          | 269,964          | -               | 274,616          | 158,087          | 834,107           | 2,525,165         | (67)        |
| c          | Sundry Debtor                                       | -                | -                | -               | -                | -                | -                 | 31,384            | (100)       |
| d          | Security Deposits                                   | 66,739           | 4,200            | -               | 7,000            | -                | 77,939            | 75,536            | 3           |
| e          | Intra Project Transfer                              | 78,654           | -                | -               | -                | -                | 78,654            | -                 | 100         |
| f          | Tax Deducted at Source - A Y 08-09                  | -                | 13,779           | -               | -                | -                | 13,779            | 1,545             | 792         |
| g          | Pre-paid Expenses                                   | 3,990            | 10,180           | -               | -                | -                | 14,170            | 14,059            | 1           |
| h          | Travelling reimbursement receivable                 | 1,700            | -                | -               | -                | -                | 1,700             | -                 | 100         |
| <b>IV</b>  | <b>Current Liabilities &amp; Provisions</b>         | 3,409            | 22,218           | -               | -                | 313,379          | 339,006           | 51,902            | 553         |
|            | Intra Project Transfer                              | -                | -                | -               | -                | 78,654           | 78,654            | -                 | 100         |
|            | <b>Net Current Assets (III-IV)</b>                  | <b>279,115</b>   | <b>275,904</b>   | <b>-</b>        | <b>281,616</b>   | <b>(233,946)</b> | <b>602,690</b>    | <b>2,638,854</b>  | <b>(77)</b> |
|            | <b>Total Assets</b>                                 | <b>2,189,939</b> | <b>6,870,046</b> | <b>-</b>        | <b>5,034,989</b> | <b>394,410</b>   | <b>14,489,385</b> | <b>12,479,861</b> | <b>16</b>   |
|            |   |                  |                  |                 |                  |                  |                   |                   |             |
| <b>C</b>   | <b>INCOME</b>                                       |                  |                  |                 |                  |                  |                   |                   |             |
| 1          | Sales   | -                | -                | 132,543         | -                | -                | 132,543           | 578,893           | (77)        |
| 2          | Grants & Donation                                   | 815,808          | 1,561,923        | -               | 7,730,000        | 1,430,000        | 11,537,731        | 12,645,854        | (9)         |
| 3          | Other Income  | 551,535          | 161,277          | 6,679           | 125,952          | 195,486          | 1,040,930         | 1,361,151         | (24)        |
|            | <b>Total</b>  | <b>1,367,343</b> | <b>1,723,200</b> | <b>139,222</b>  | <b>7,855,952</b> | <b>1,625,486</b> | <b>12,711,204</b> | <b>14,585,898</b> | <b>(13)</b> |
|            |   |                  |                  |                 |                  |                  |                   |                   |             |
| <b>D</b>   | <b>EXPENDITURE</b>                                  |                  |                  |                 |                  |                  |                   |                   |             |
| 1          | Goods Production Expenses                           | -                | -                | 151,035         | -                | -                | 151,035           | 267,138           | (43)        |
| 2          | Program Expenses                                    | 1,212,931        | 801,098          | 29,263          | 5,406,084        | 2,218,924        | 9,668,300         | 8,968,625         | 8           |
| 3          | Admin Expenses                                      | 71,125           | 350,376          | -               | -                | -                | 421,501           | 375,368           | 12          |
| 4          | Depreciation  | 97,404           | 70,046           | 5,327           | -                | 1,386            | 174,164           | 434,409           | (60)        |
|            | <b>Total</b>  | <b>1,381,460</b> | <b>1,221,520</b> | <b>185,625</b>  | <b>5,406,084</b> | <b>2,220,310</b> | <b>10,415,000</b> | <b>10,045,540</b> | <b>4</b>    |
|            | <b>Surplus/(Deficit) before Capital Expenditure</b> | <b>(14,117)</b>  | <b>501,680</b>   | <b>(46,403)</b> | <b>2,449,868</b> | <b>(594,824)</b> | <b>2,296,204</b>  | <b>398,514</b>    | <b>222</b>  |
|            | Grant Unutilized Opening Balance                    | -                | 1,030,670        | -               | 2,763,055        | 989,234          | 4,782,959         | -                 | -           |
|            | Grant Unutilized                                    | -                | 1,942,594        | -               | 7,111,553        | 1,383,644        | 10,437,792        | -                 | -           |
|            | <b>Net Balance transfer to Balance Sheet</b>        | <b>-</b>         | <b>911,924</b>   | <b>-</b>        | <b>4,348,498</b> | <b>394,410</b>   | <b>5,654,833</b>  | <b>-</b>          | <b>-</b>    |

## Volunteers (2008-2009)

### Professional Volunteers

Anne Bruce  
(Pediatric Speech  
Therapist)  
Barbara Angert  
(Occupational Therapist)  
Bridget Clay  
(Pediatric Speech  
Therapist)  
Lauren Stichter  
(Art Teacher, Signing  
Expert)  
Michelle Hubele (Writer)  
Nick Lacke  
(Graphic Designer)  
Avinash Pasricha  
(Photographer)

### Student Volunteers

Adam Kuranishi, Daniel  
Schneider, Nina Gupta,  
Gayatri Bajpai  
(Photography Project)  
Mannat Kaur  
Asha Masih  
Punam  
Anita Lakhera  
Pooja Chakravarty  
Akshita Pradeep  
Tenzin Lhanzey Palden  
Parul Kaushik  
Jonathan Francesco Raj  
Ayushi Gupta  
Anishaa Goyal  
Pulkit Mathur  
Anudeep Tiwari  
Tenzin Chogyal  
Ali Atif Sherwani  
Alok Bhatt  
Akash Paul Lakra

Siddharth Bhardwaj  
Taniya Bose  
Indujita Bose  
Diya Burman  
Nishant Vohra  
Dikshant Bhatia  
Rahul Kapoor  
Arjun Singh  
Sarthak Kala  
Shaswat Aditya  
Shivam Aggarwal  
Deeksha Singhal  
Rudra Bajpai  
Sulakshya Bir Singh  
Isshrat Shergill  
Mihika Srivastava  
Anandita Puri  
Mamta Kathait  
Shobha Bhattarai  
Neha Arya  
Bhoj Raj Lamsar  
Neelam Joshi  
Tsering Dorjee  
Purna Gupta

## LRF Staff (2008-2009)

Shivani Kapoor  
Manju Singhanian  
Deepa Chhetri  
Nirmala Kukshal  
Meena Thapa  
Pooja Panwar  
Manju Subedi  
Pushpa Bhatt  
Jo Chopra  
Gangaram  
Gajbahadur Thapa  
Hema Masih  
Sunita Bhatt  
Sumita Nanda  
Anjali Mandal  
Vandana Sharma  
Ravinder Rawat  
Suresh Rawat  
Sunita Singh  
Resham Ale  
Savita Thapliyal  
Umesh Maliyal  
Nisha Kothari  
Neelam Chhetri  
Ramesh Singh Rawat  
Basanti Negi  
Archana Khali  
Sebastian Gruschke  
Ashok Mamgain  
Harpreet Kaur  
Manoj  
Mayawati  
Rajkumar  
Kushal Singh  
Ashish Kesla  
Rajesh Masih  
Rachana Puri  
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Anita  
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### New Staff this year:

Prem Kumar  
Rajnish Kumar Paswan  
Satendra Tyagi  
Shaila Brijnath  
Deepali Negi  
Jalma  
Archana Sethi  
Samar Ghosh  
Sonam khasnobish  
Sushila Rawat  
Naina  
Sarthak Thapa  
Sushri Vijaya  
Utpala Deb  
Archana Sharma  
Richa Thapliyal  
Vandana Jakati  
Kanica Singh

Arunima Kulavi  
Soumali Dutta  
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Bhavishya Dua  
Priyam Bhargava  
Chandra Bisht  
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Neelam Gupta

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Many thanks to all who contributed to the production of this annual report, especially

Yvonne Haines and Priyam Bhargava for elegant and painstaking writing, editing and data collection. Ken Carl and Avinash Pasricha for the beautiful photography. Noorie Agrawal for the superb design

