



ANNUAL REPORT 2015 - 2016



ISO 9001:2008
Certified

The Indian Council for Mental Health (Hygiene)



SKILLS AND ABILITY SCHOOLS

(A Public Charitable Trust - Registration Number E-700 - 1953)

Introduction

The Indian Council for Mental Health (ICMH) is an ISO 9001:2008 certified not-for-profit Organization based in Mumbai since 1953 striving to achieve professional excellence in all its activities. The focus has been to provide care and education to children with developmental disabilities. This is done through two special schools situated in Nerul (Navi Mumbai) and Mulund (a north-eastern suburb of Mumbai). ICMH ensures that all teaching staff and therapists, who are the very backbone of the Organization, are adequately qualified and possess special skills to care for the children.

Vision

To integrate, through education, children with developmental disabilities, into society by eradicating the stigma attached to them. To provide the best possible related services continuously in every way.

Mission

To expand the reach by offering unique combinations of services most suitable to individual needs to the maximum possible extent through the commitment of all to the core values of the Organization.

Quality Policy

The Indian Council for Mental Health (ICMH) willingly accepts the challenge of helping the special children with developmental disabilities to gain their rightful place in society. At ICMH, the emphasis is on education in the best interests of the special children for overall development. It has been a constant endeavor of ICMH to provide the best and latest techniques of education to special children. This Quality Policy shall be realized through the following:

- ♦ Establish, maintain and continually improve Quality Management Systems.
- ♦ Provide avenues to expand on the knowledge of the teachers by encouraging them to attend and participate in training courses.
- ♦ Continually improve the teaching techniques through innovative initiatives.
- ♦ Increase the enrolment to optimally utilize the academic/administrative/infra-structural resources.
- ♦ Provide quality facilities and infrastructure for the students.
- ♦ Maintain social values and obligation as an ethical NGO.

Details of Board Members (as on MARCH 31, 2016)

Name of the Trustee	Gender	Position on Board	Occupation	Meetings Attended
T. N. V. Ayyar	Male	Chairman	Chartered Accountant	4/4
Zarir Master	Male	Honorary Managing Trustee and Vice Chairman	Management Consultant	4/4
Madhubala Kajle	Female	Honorary Secretary	Senior Counsel, Government of India	4/4
Virendra Kelkar	Male	Honorary Treasurer	Consultant - Quality and ISO	4/4
Pushpa K. Singhvi	Female	Trustee	Advocate and Social Worker	1/4
Shailaja Mulay	Female	Trustee	Educationist	0/4
Manisha Khakhar	Female	Trustee	Social Worker	2/4
Farida Bagasrawala	Female	Trustee	Counselor and Educator	4/4
Nadirshaw Dhondy	Male	Trustee from 18.11.2015	Advocate - Supreme Court	1/1
Preeti Misra	Female	Trustee up to 17.11.2015	Social Worker	0/3
Dr. Abdul - Karim M. Naik	Male	Trustee up to 17.11.2015	Psychiatrist	0/3

= None of the Members of the Board are related to each other.

= The Board met during the Financial Year 2015 - 2016 on June 24, 2015, July 29, 2015, November 17, 2015 and March 14, 2016.

= Minutes of the Board Meetings are documented and were circulated to each Member.

Managing Committee

1. Mr. T. N. V. Ayyar	Chairman	2. Mr. Zarir Master	Honorary Managing Trustee & Vice Chairman
3. Mr. Virendra Kelkar	Honorary Treasurer	4. Ms. Farida Bagasrawala	Trustee (up to 17.11.2015)
5. Ms. Amita Fernandes	Manager - Central Support Office	6. Ms. Reshma Mathew	Headmistress - Nerul School
7. Ms. Minnie Dotiwala	Controller Operations (from 10.08.2015)	8. Ms. Neetal Hoshing	Principal - Mulund School (from 04.01.2016)

Report of The Trustees

At the outset, we thank you for showing interest in our project by picking up this Annual Report. We hope you will enjoy reading some of the articles that describe our activities that we conduct through a group of dedicated and loyal personnel in the continuing hope that one day, it will make a difference in the lives of these children and they will find a way to merge with society.

All the initiatives introduced in the Academic Year 2014 – 2015 had successful results. As such, with minor adjustments wherever necessary, the year under review continued to proceed in the same direction. As we have reported in earlier years, ICMH remains a not-for-profit Organization that caters to the needs of the lower middle class children without any aid from the State or Central Government. Apart from highly subsidized fees, we continued to provide several special therapies to children in need of such special care. Our dependence remained upon those sympathizers who have been helping us over the years and a few Corporations who have had the opportunity to witness our work.

Children under training for the A, B, C and D levels of the Pratham Program appeared in their respective examinations with a lot of success. Two students cleared all the subjects in the Standard X of the National Institute of Open Schooling (NIOS).

The emphasis on computer education for all children was enforced at both the Skills and Ability Schools with enthusiastic results. Basic knowledge of the internet, optimum usage of the Kyan special projector made studies more interesting. The education is need-based depending upon the student and there were some who were introduced to e-map, blogs, MS-Office Suite, Excel and MS PowerPoint.

Our efforts at rehabilitation of these children through teaching them a vocation became one of the primary goals for the year. The main objective was the implementation of Functional Academics and the teaching of life skills and then, through the specially trained teachers, students were introduced to a variety of vocations in the Pre-vocational and Vocational Centers at the Schools. A separate note has been included on this activity later in the report.

It has been a concerted policy that all therapies are offered to students that need them the most. It would automatically follow that the Board of Trustees, the Principals and teachers and equally, the parents take a special interest in the progress that each student makes. In this report, we have tried to expand on each of the therapies on offer and followed that up with some case studies so that the reader can better understand and appreciate the efforts that are made.

Special events throughout the year play an important role in the training of these children. Thus, through the observance of festivals and other special days, the children were exposed to events such as Teachers' Day, Parents' Day, World Mental Health Day, World Disabled Day, Republic and Independence Day and occasions such as Diwali, Rakhsha Bandhan, Eid and Christmas. The highlights of the year are the Sports Day and the Annual Day cultural function in which every student participates. Later, in this report, there is a mention of this event in greater detail.

As reported last year, the Hearing Impaired Section of the Nerul School was shut down from June 2015 as it was not a viable proposition after the free Municipal School was started in Navi Mumbai. In response to the general demand, it was decided to start a Child Guidance and Counseling Center after School hours at Nerul from July 2015. The objective was to offer additional services to the children who were going to external centers and, at the same time, accept children from other schools and colleges who needed therapies. Counseling was extended even to adults. The venture was moving very slow but we were in a learning situation.

Before the end of the year, we took some remedial steps, renamed it **manObal**, **Center of Excellence and Wellbeing** and, with renewed vigor, re-launched the activity. In its new avatar and with dedicated and excited staff, footfalls are on the increase. You will read more about this as you scan through the pages of this report.

Over the past year, there has been much concern about security at schools. Though ICMH provides security services at both the Schools and has installed closed circuit TV, it was felt that there was a need to enhance the security. At Nerul, we approached the Civil Defense Corps to establish a warden's post. This was accomplished just a few days prior to the closing of the Financial Year. Also, training was provided to staff about fire fighting.

In accordance with the rules of the Office of the Charity Commissioner, elections to the Board of Trustees were conducted. As a result, the new Board has been constituted as indicated on the front inside cover of the report. Our ex-Chairman, Dr. Abdul Karim M Naik, a Trustee for several decades, stepped down due to ill health and old age. As a token of our respect, he was declared Trustee Emeritus. Ms. Preeti Misra who was a Trustee decided not to stand for re-election due to paucity of time. Our new Trustee, Mr. Nadirshaw K. Dhondy was welcomed and inducted on the Board. He is a lawyer of the Supreme Court of India and has very good relation with corporate circles, government agencies and educational institutions.

We must acknowledge all those persons and organizations that helped us during the year under review:

- ♦ The Municipal Corporations of Greater Mumbai and Navi Mumbai for their support.
- ♦ The media for their continued sympathy and coverage of some of our programs.
- ♦ Our Bankers at all locations for their total support.
- ♦ Our statutory Auditors, Aalok Mehta & Co., Chartered Accountants.
- ♦ The team from the Accenture Group who spend so much of their free time with our students at the Mulund School.
- ♦ Our volunteers at both School locations for the genuine love and affection with which they look after the students at both the Schools.
- ♦ The silent but effective help extended to us by Mr. Ashok Kokje, a Social Worker.
- ♦ Choreographer Mr. Prathamesh Tayade who voluntarily offered to train the children for all dance items on Annual Day.
- ♦ Satguru Consultants who stood besides our Administrative team and guided them through all matters pertaining to ISO processes.
- ♦ All visitors from India and abroad who visited the Schools out of curiosity or word-of-mouth and left totally delighted with what they experienced.
- ♦ Most importantly, we commend and express our gratitude to all our teaching administrative and helping staff for their hard work, loyalty, honesty, integrity and their genuine devotion to the special children at both the Schools.

And finally, a big **"THANK YOU"** to each and every donor who helped us financially during the year as we continued our work. Special mention must be recorded for the assistance of Kotak Mahindra Bank Limited, the Standard Chartered Mumbai Marathon, United Way of Mumbai, Concern India Foundation, Charities Aid Foundation, Nergesh Khurshedji Dady Charitable Trust and Balkrishna Industries Limited who continued to sympathize with our cause and donated again. And of course, special mention must be made of our anonymous friend who, for the ninth consecutive year, has fully sponsored the printing of this report.

Recently we have revamped our Website
do visit and like us on

www.icmh.org.in



Therapies and Talents

ANIMAL ASSISTED THERAPY (AAT)

ICMH has been associated with Animal Angels, a group of highly qualified psychologists who have been specially trained to work with special children, using trained and obedient dogs and other animals. As this therapy has achieved very positive results at both the Schools, it has become an integral part of the curriculum.

At Nerul School

A 15 years old girl diagnosed with Cerebral Palsy has been undergoing regular AAT sessions with Therapy Dog, Zoe. Inconsistent eye contact, talking loudly, non-compliance and opposing instructions was reported by her teacher.

She enjoys conversations with Zoe. She touches, feeds and brushes the dog. She has been taught to ask for permission before taking anything and to say thank you. Solving puzzles and taking walks, in the School compound with Zoe, helps her to control her gross and fine motor movements and **has boost her confidence.**

Another 13 years old boy was referred for therapy as he showed symptoms of excessive and irrelevant speech, non-compliance and a low attention span. During sessions, he was encouraged to talk to Abby, the Therapy Dog. He was made to greet and ask the dog, Abby, her name and, in turn, tell Abby his name. He was encouraged to talk to the dog about his teacher, his family and things he likes. These techniques helped him to initiate and communicate with other people. Also, he was made to pet and brush Abby while counting numbers. This helped him focus on the task as well as reduce his irrelevant speech. During the sessions, he was made to feed Abby, take her for walks, play ball and pet her.

At Mulund School

An 8 years old boy diagnosed with Down syndrome was resistant. The teachers and his parents observed that he was used to touching and hitting his classmates. His eye contact was inconsistent and speech was limited.

During the initial sessions, the child was indifferent to the Therapy Dog, Happy. He used to pinch and hit the dog. He lacked motivation to do any activities with the dog. Non-compliance to instructions and slapping himself was a regular feature. During the sessions, the child was made to greet the dog, touch and feed him after asking for permission from the Therapist. He was also made to brush the dog and take him for walks. Gradually, his interest in the sessions increased and began to participate in activities like beading, coloring and puzzles which helped to improve his fine motor skills. The difficulty level of the activities was increased so that he became more compliant to instructions.

His behavior has improved and is less resistant during the sessions. The teachers also reported a marked improvement in his interactions with others. Now, he enjoys 'sharing' his activities with Happy with a smile and pets him on his own.

PHYSIOTHERAPY

Physiotherapy aims to minimize the effects of physical impairment to promote optimum body function and musculoskeletal development. About 30 percent of the students in the School require physiotherapy as they have impairment in walking, maintaining balance and weakness of muscles. The approach is holistic and practical, with an emphasis on gross motor function, gait improvement and posture correction. Various physiotherapy equipment like wobble board, therapeutic ball, tilt board, swings, therapeutic clay and therabands are used. Students are provided with physiotherapy treatment free of cost as a part of the School curriculum.

The Physiotherapist prescribes and monitors the use of aids such as orthosis, walking aids and wheelchairs to help maintain independence. Parents are given home programs where these exercises can be continued for more improvement.

OCCUPATIONAL THERAPY

A special child's occupational performance may be impaired by physical, developmental, sensory, attention and / or learning challenges. The goal of occupational therapy is to improve the students' performance in tasks and activities; which are important in School, as well as important to improve overall quality of life. These areas involve reading, writing, independence with self care tasks, manipulation of tools, performance in physical education and social integration. An occupational therapist performs a crucial role in identifying a child's potential in these areas and finds a match between them, and the expectations placed on him / her. The treatment involves use of various physical and sensory techniques; with the help of equipments such as therapeutic balls, trampoline, ball pool, different sensory swings, balance boards, fine motor and sensory kits; through which an attempt is made to optimize a child's performance. Regular guidance is provided to teachers and family members so that the training is continued in all settings, to maximize the effects of therapy.





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SPEECH THERAPY

There are many students who have a problem with normal speech. It is observed that there is a delay in language development. Their vocabulary and articulation is poor. This is where the role of a specially trained speech therapist becomes important. The therapist works very closely with the student and through several, specially chosen methods, helps to improve the ability of the student to speak more coherently. Teachers and parents have to be involved in this exercise so that the methods utilized are also practiced in the classroom and in the family atmosphere.

COUNSELING

Counseling in the form of behavior therapy is provided to the students who display behavioral, social or emotional problems. At first, the case history is taken by meeting parents and discussing with the class teacher about the issues displayed by the child in the classroom. Then, by understanding the chief complaints, a plan is chalked out and the problems that need to be targeted first are used to create short term goals. This is done to make the child more receptive and ready for correcting the major issues and accomplishing the long term goals.

Weekly sessions are taken either one on one or in a group to work upon the set goals. Behavior modification techniques are used to make the change in the targeted behavior. Timely discussions with class teachers are necessary to accomplish the goals. Monthly review sessions are also held with the parents to discuss the progress of the child where the goals for the next month are explained and a home program is given.

Group sessions are also taken with the students to work on the areas that need improvement. These sessions are taken either in the therapy room or in the classroom. The topics are first discussed with the class teacher; their inputs are taken and they are also asked to attend these sessions which mainly aim at personality development in terms of inculcating life-coaching skills and social skills for self growth and development.

The topics mentioned below are a few examples of what has been covered during the year:

- ♦ Understanding your limits and boundaries
- ♦ Proxemics (dealing with opposite sex)
- ♦ Concept of social influence and its consequences
- ♦ Positive and negative traits and qualities of an Individual
- ♦ Techniques for processing information in an effective way (from examination viewpoint)
- ♦ Concept of stress - Meaning and Effects. Also, stress management (from an examination point of view).

Workshops and seminars were also conducted for educating parents about the ways and methods to deal with the child's problems in an effective manner.



ARTS BECOME THERAPY

Some children have been observed to have poor attention and concentration. Their tolerance to sit and participate in activities needs a lot of improvement; they display a resistance to change and lack the desire to socialize. To try and overcome these, therapeutic intervention has been found necessary. The therapist and the class teacher decide on the symptoms and draw up a plan of action. The goal is to try and create a more relaxed state of mind. Toward this, music, drawing and painting, using drums, tablas and musical instruments are introduced as therapy by specially qualified specialists.

SPORTS AS A DEVELOPMENTAL THERAPY

During the year being reviewed there was increased attention to sports activities as a developmental activity. The students have shown a lot of positive improvement in classroom activities as a result of these sports sessions. Results indicated that:

- ♦ Development in gross motor activities, which helps children to achieve erect sitting or standing positions, walking gaits, balance while running or free hand, leg, body movements was observed.
- ♦ Eye and hand co-ordination for doing many daily living chores increased.
- ♦ Development of fine motor activities, which helps to improve their writing abilities or daily normal work was achieved.
- ♦ Game rules get developed, which help them in developing interpersonal relationships and psycho-social abilities.
- ♦ Refreshing the mind through enjoyment in the games played which helps to improve concentration.

These are some of the prominent developments which take place due to sports intervention. As these have been a part of extracurricular activity at the School, it has helped a lot of children minutely to show improvement in their classroom activities.



LATENT TALENTS

Children at the Schools are not just special; there are many who are discovered with latent talents which serve as motivators to us to keep expanding our reach. Apart from routine learning, there is an urge seen in children to learn something extra and teachers go *that extra mile to teach them such things*. This is a good sign of progress seen towards the development of the students. This gives us satisfaction of reaching for goals and making the students more self reliant. Some of these talents are exhibited in the following ways:

Writing on the Notice Board: The thought for the Day is written daily in a prominent position at School. It is given by any teacher to the student, thus creating extended interaction with teachers and staff and greater confidence and a sense of pride.

Drawing and Painting (Independently): Permitting a student to independently paint has help students with sensory issues and resistance to sit and concentrate.

Teaching and Learning through use of Technology: This has been tried successfully with mild degrees of disability and IQ. But the results have shown that even though technology has yet to be introduced, they are grasping faster.

Cooking for Fun and Learning: There are some students who enjoy participating in cooking. During the current year, cooking has been an activity through which students have learned many dishes. This results in development of organizational skill at first to collect the material required for a specific recipe, then comes the planning process of cooking. This all involves complex level of cognitive as well as motor functioning.



In our Annual Report last year, it had been announced that the Board of Trustees had decided to shut down the Hearing Impaired Section of the Nerul School with effect from June 2015. This had become necessary due to the commencement of a Municipal School for disabled children with emphasis on hearing impaired children in Navi Mumbai that offered services free of charge. Many students and teachers had left and it was not a viable proposition for ICMH to continue. Parents had been notified of this decision a year in advance thus ensuring that no child would be left in the lurch.

ICMH is an ISO 9001:2008 Certified Government Organization, registered as an **unaided** Public Trust (E-700 Bom.) based in Mumbai since 1953. Finances have always been a weakness. The trustees decided that as the School premises would now be underutilized post lunchtime, an attempt should be made to explore other avenues not really moving away from the existing vision and mission. After careful analysis, it was decided that the premises could be used to extend our current services to our school children who need more sessions than we can provide free and are going elsewhere. At the same time, the services could be offered to outsiders who may require them. We aimed to reach out to many more in the community, unidentified, unattended needing help through our services. We decided to include counseling as one of our core services to children and adults who, in these times of stress, need it. In order to accomplish the same we have expanded our boundaries through **manObal** – Center for excellence and wellbeing.

Our extended vision is to propagate rational and practical therapy solutions, by building a clinical setting that focuses on reducing emotional, behavioral and academic problems in society using result oriented and reliable methods.

Our key attributes are that we would be available for the population at large - ranging from children to adults, cater to emotional and behavioral problems across the strata of society with trained professionals dedicated to the cause who would work, using authentic and credible therapy tools.

This is still a project in its infancy but we are very optimistic. The Center of Excellence is currently providing care and guidance to children on behavioral, emotional, adjustment, developmental problems, learning difficulties, intellectual deficits and social issues through assessment, counseling and therapies to ensure proper development and knowledge building. The Center would provide information, counseling and guidance to parents on proper care and upbringing of children on developmental disabilities and scholastic issues provide counseling services to adults in society and conduct workshops and seminars to disseminate knowledge and spread awareness.

Toward these laudable goals, ICMH has a team which comprises highly qualified and skilled Clinical Psychologists, Counseling Psychologists, Special Educators, Speech Therapists, Occupational Therapists and Physiotherapists. Currently, the services offered include **Counseling** (Children and adults), **Assessments** of Intelligence Quotient (IQ) Testing, Learning Disability, Attention Deficit Hyperactivity Disorder (ADHD) and Personality Evaluation. Also on offer are **Remediation** services that prepare persons for reading and writing readiness, perceptual, behavioral and attention issues and scholastic backwardness. The **Therapies** available include behavioral, occupational, speech therapy and physiotherapy. **Workshops** are conducted on a variety of topics, depending on suitability, for children, parents, teachers and professionals.

These services are being offered against payment at very competitive rates. The concept is that the income from **manObal** will be diverted to ICMH so as to narrow the gap between income and expenditure and also create avenues to remunerate staff more rationally.



Events



ANNUAL DAY FUNCTION

The theme for this year's program was
“HEAL THE WORLD”.

It was chosen keeping in mind the need of the hour to protect and conserve our natural resources, spread awareness that we must stop unplanned usage or consumption of natural resources like land, water, air, minerals, trees and energy sources, if our future generation has to use the same planet, the earth or motherland on which we live today. The theme also focused upon the sad plight of our farmers who are the backbone of our country. According to data culled from the **National Crime Records Bureau**, over 60,000 farmers have killed themselves in the state of Maharashtra since 1995. Undoubtedly, the task ahead for the teachers and children was a difficult and challenging one.

Cultural committees were formed at both the Schools to ensure better co-ordination within and between them. This helped to schedule practice sessions, plan the costumes, props, background, and selection of students for the dances. The practice sessions were planned (a time table for each dance was made and only the people involved were allowed in the hall) to ensure that focus on other School activities was not lost. Also, a choreographer Mr. Prathamesh Tayade voluntarily offered to train the students. Maximum efforts were made so that dance steps were simple enough for the students to perform and, at the same time, effective to convey the meaning.

It was important to select the most apt songs and the costumes for the unique theme. Numerous visits were made to different costume vendors to find the right costumes with respect to the quality and price. The Cultural Committee members worked with great dedication putting in extra hours daily after School, for planning and finalizing the various aspects.

The program started with a “Namaskaram dance” where the dancer pays respect to the five elements of nature- FIRE, AIR, WATER, SOIL, PLANTS. The importance of the theme was explained through a story narrated by a grandfather to his grandchild. The songs were depicted in patches showing beauty of village life, the fast paced city life, the ruthless destruction caused by human beings, the consequences of destruction causing havoc to all living creatures and its devastating effects on poor farmers leading to them committing suicide. The program ended on a note that there is hope to heal the world and students took a pledge to save the earth.

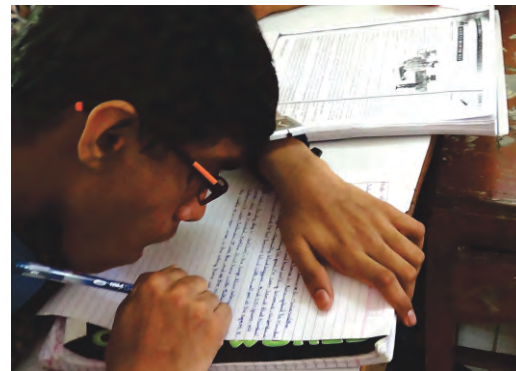
A lot of innovations were implemented such as; contemporary dance form, story narration, use of LED lights and slides for dramatic effect, display of talent of the students playing tabla and synthesizer, Johan Francis who without a moment's hesitation could accurately recite the day of the week from the date, month and year and a master chef, Satyam Sharma who excels in making cookies, were woven into the theme.

The staff members of ICMH, volunteers and students who successfully passed Standard X were felicitated. The aim was to recognize, motivate them and also to encourage leadership. Students, teachers, staff who had excelled in several ways and our volunteers were recognized.

The new project, **manObal - Center for Excellence and Wellbeing**, under the aegis of The Indian Council for Mental Health, was announced and a short introduction about the services offered was given. The logo was also unveiled.

Feedback received was very positive. The audience was touched and many were moved to tears by the enthusiastic execution of the program and parents were delighted that every child was made to participate irrespective of the disability. The theme and its enthusiastic execution were appreciated.





WORLD DOWN'S SYNDROME DAY

World Down's Syndrome Day was observed on March 21, 2016 at the School. Advanced permission and arrangements had been made to conduct the activities in the garden just across from the School. Teachers and students along with consultants participated in the program. A group of passers-by and other interested persons attended the function through which the consultants explained Down's syndrome. The public were impressed with the information and quite fascinated by the products made by the students that were on exhibition. Some sales were achieved and some new friends were made.

WORLD MENTAL HEALTH DAY

To help learn the skill of managing emotions and thereby solving problems in the face of adversities using one's potential to the fullest, a workshop on Resilience was organized by in-house Psychologists for the teaching staff. Strategies to Develop emotional and behavioral resilience were discussed. Examples from daily life situations were discussed on every topic to ensure that the audience understood the concepts. Relevant pictures and slides to give clarity about the topic and interactive discussions were included in the workshop to make sure all the participants understood the concepts. The participants were divided into 5 groups and had to plan as well as enact a skit based on various emotionally distressing situations and how to overcome them using the strategies explained. The skits enacted were very creative and interesting and demonstrated the innate acting talents of the staff. The learning from the workshop resulted in each participant being able to identify various upsetting and distressing situations in their life and share them with the group. They were able to introspect how those situations could have been handled better based on the strategies discussed.



TEACHERS' DAY

The Annual Teachers' Day was celebrated. The entire staff of 83 persons went on a picnic for the day. Fun, games, food and socializing was the order of the day. A feeling of bonding was resultant from this outing.

PARENTS' DAY

Parents' Day was observed in August 2015. The purpose of conducting this program was to give the parents an opportunity to celebrate their parenthood and interact with other parents, staff and students of the Schools. It was also possible to orient parents about the facilities provided by the Schools and explain the structure and functioning of various sections of the Schools.

The program started with a Yoga session and a welcome song by the students. The Principal welcomed the parents followed by a power point presentation about the various activities of the Schools which were explained in detail by a team of special educators, therapists and counselors. A game show, 'How Well Do You Know Your Child' produced surprising results. The 'Bolly Quiz' was a big success and parents participated enthusiastically. The younger students performed a dance. The event overwhelmed the parents and brought everyone closer together.



DIWALI MELA

This is an annual event. At both the Schools, stalls are erected and the items made by the students of the Vocational Centers are displayed and sold to visitors. As usual, there were dusters, paper bags, greeting cards and a variety of hand painted articles. Some students, who had been trained over three years in the application of mehendi, were allotted a stall where they created some attractive designs. A new addition of a stall for nail art had several visitors. The students had the opportunity to interact with visitors and gained confidence handling cash under the supervision of the teachers.





COMPETITIONS

Competitions are a part of co-curricular activities conducted in the school to provide a platform to them to demonstrate their talent. Participating and competing in various competitions is a stepping stone to develop their self esteem and confidence. The school conducted various competitions like Drawing competition, writing competition, Fancy dress competition, cookery competition and quiz competition this year.

DRAWING COMPETITION

A Drawing Competition for the School was conducted in July, 2015. Mrs Falguni Thakkar, an Advocate, has sponsored this annual competition for School children for the last 8 years, in memory of her cousin who was a special child. She judged the event, selected, announced the prize winners and distributed gifts.

FANCY DRESS COMPETITION

Students enjoyed participating in the fancy dress competition. The purpose was to improve their confidence and public speaking skills. The themes, given in advance, were precise, creative, and according to their levels so that parents could creatively plan the costumes.

It was fun watching the very young ones dressed as colorful fishes and star fishes. As part of learning activity, the Learning Readiness classes came dressed as Objects of Daily use and the hall was a riot with the students dressed as spoons, forks, plates, pillows, clock, scissors, and night lamps. The students of the primary class wanted to highlight the consequences of eating junk food and depicted themselves as pizza, noodles, pies, sweets and cold drinks. The students of the Vocational and Prevocational class focused on the importance of protecting nature like saving water, trees, and animals. The students of NIOS classes displayed the techno savvy world of mobile phones, computer, laptops, tablets, television. The event was appreciated by all.

COOKING COMPETITION

The cooking competition, “BUDDING CHEFS” was conducted on the Children's Day. The purpose was to create an enjoyable and fun atmosphere where students along with their parents can display their skills and talent and encourage sportsmanship. The students proudly displayed and served various delicacies that they had prepared with their parents. Participants had to face the challenge to complete their dishes within the stipulated time and without using a gas stove. The School hall was a feast for the hungry. The event developed confidence and bonding between parent and child to work as a team. Such events and competitions encourage students to work independently with minimum prompting.

EDUCATIONAL VISITS

Educational trips are among the most prominent of the formative years, largely because they are a welcome break in the routine for both students and teachers. While their purpose is essentially to educate, they can also be a fun bonding experience for everyone involved. The importance of Educational trips includes giving students the chance to build closer bonds with their classmates, experience new environments and enjoy a day away from the classroom. The teachers planned and conducted 17 educational trips for the Academic Year 2015-16. Consent letters from parents were taken and instructions were given to them, in advance, during the monthly parents' meeting. The educational visits included a visit to the Post office, a fruit and vegetable market, a restaurant, a garden, forest mangroves and exhibition centers. The visits were planned based on the topics in the curriculum and thereby give a direct experience to the students.



Case Studies

COUNSELING

A child with Cerebral Palsy, age 12, studying in Pratham Level A, presented problems in categories relating to stubbornness, non-compliance, ignorance towards the instructions given to get away without having to perform any task, aggressive behavior, temper tantrums, ability to handle transitions, accepting new people, before starting behavior therapy; Taking these points into consideration a plan was chalked out by targeting the ones that needed to be tackled first in order to make the child more receptive and open to learn acceptable behaviors. Short term and long term goals were set, inputs were taken from the class teacher and the goals were discussed with an aim to generalize the work done in the sessions. The class teacher had also planned and implemented behavior modification strategies by using reinforcements and rewards.

After 6 months of behavior therapy, a few of the problems presented before the therapy, changed and improved by using behavior modification techniques. For example, identifying what reinforces the child positively and then keeping them contingent on the display of the desired behavior. He has also learned that by being stubborn, he will not be reinforced positively. It was observed that the child had now learnt to comply with the therapist and perform the task given without temper tantrums. Strategies in the classroom are working well. It has been reported by the class teacher that the child has shown improvement in his attitude and behavior while interacting with teachers and his peers.

A child, 9 years old, studying in Learning Readiness, diagnosed as Down syndrome. The major behavioral problems observed in the child were no sitting tolerance, impulsiveness, stubbornness, throwing temper tantrums and aggressive behavior (hitting, pinching and pushing others). A few of these undesired behaviors were exhibited by the child whenever he was stopped from seeking access to the object of his choice (in this case, he is obsessed by keeping small toys/ objects, like cars, stereo / radio remote) and performing or indulging in undesired activities throughout the day (playing with a particular game).



Taking these problems into consideration after making observations and discussing with the class teacher, goals were formulated. Behavior therapy was applied, focusing on his sitting tolerance first and simultaneously working on his stubborn and aggressive behavior. Behavior modification techniques were used to work upon the formulated goals, like (in this case) positive reinforcements (giving the child an activity of his choice, socially praising the child), negative reinforcements (taking away the preferred object from the child), and rewards (awarding stars). In order to generalize these techniques the class teacher had also implemented some of them in a similar way to make the child learn the desired behavior.

A male student diagnosed with Autism had poor reciprocal interaction, avoided verbal communication, his behavior was undesirable and had problems of adapting to new developments of puberty. Group counseling for improvement of communication and social skills was part of the mixed techniques and skills utilized. There was the use of pictures, role play for psych-education on matters of puberty. The student was exposed to active listening and patiently encouraged at every stage.

After using these techniques for the past 8 months, a level of improvement was seen in the child. His progress in terms of increased sitting tolerance reduced aggressive behavior and throwing temper tantrums is visible. Individual sessions are conducted now and spontaneity in seeking group adjustment has been observed.





SPEECH THERAPY

A male student in the Early Intervention program, with moderate mental retardation and delayed language development with poor vocabulary and comprehension was given sessions of speech therapy.

He was exposed to activities and practice to improve his verbalization and vocabulary. Picture books, flash cards and toys were used as a part of the therapy. He is now able to communicate using words and can comprehend simple / unidirectional commands and execute them. His utterances are spontaneous for words or short phrases which are commonly used in his daily interactions. A definite improvement is seen in his vocabulary (both receptive and expressive). He can comprehend and name basic daily use objects, names of family members and a few fruits. He has now, started greeting people by using appropriate words and is able to identify a few animals and vehicles and makes sounds associated to them correctly.

Speech therapy is continued with him so that there is more improvement in spontaneity for need based responses, an expansion receptive and repetitive vocabulary along with articulation.

PHYSIOTHERAPY

The male student, 10 years of age, with an IQ level of 43, is a case of Dystonic Cerebral Palsy with moderate mental retardation. He has no speech but understands and listens to whatever he is told. The left side of his body is weaker than the right; he does not use the left hand for functional activities. He was walking with a walker when he started physiotherapy treatment during the current year.

After a year of continuous physiotherapy intervention, which included proprioceptive neuromuscular techniques, stretching exercises, strengthening program, balance training, gait training along with fine motor, the student has shown remarkable improvement. His standing balance has improved, he walks with minimal support (no walker) and he can climb stairs with support.

He is a very attentive and co-operative child. He participates in all his activities of daily living, using his left hand and helps his mother in daily routine work. He has become more mobile and independent in his home environment.

His father is very devoted to him and takes an active part in the therapeutic program. His parents are also very happy with the improvement he has shown so far.



Another male student who is just 5 years old was admitted in April 2015 in the Autism Class. With delayed developmental milestones, he has bilateral moderate to severe hearing loss for which hearing aids are used. Birth history indicates delayed birth cry, severe asphyxia and low weight resulting in being kept on a ventilator for a week and in intensive care for a fortnight.

After admission, examination and evaluation, he was not able to stand and walk independently. He was a very hyperactive and uncooperative child. He was also hypotonic in all four limbs with low muscle strength.

Currently, he is on neuro – developmental therapy (NDT) for the same. The following improvements have been seen during the one year he has been with the School:.

- ♦ Hyperactivity is reduced and he has become more co-operative in the sessions.
- ♦ Trunk control and balance has improved.
- ♦ He can kneel; sit to stand with minimum support.
- ♦ He is able to maintain the standing position without support for few minutes.
- ♦ He takes the initiative to walk without support.
- ♦ Over all muscle strength in both upper and lower limbs has improved.

Thus, the prognosis is good.



OCCUPATIONAL THERAPY

A young lad with moderate mental retardation with delayed milestones is studying in the vocational class of the School. When he began with occupational therapy, he had poor eye contact, very low sensory arousal levels, low attention span, and excessive weight. He was often labeled as a lethargic child as he was unable to timely process the sensations around him, as well as the instructions given to him and respond accordingly. As a result, he was seldom a productive part of his class as well as at home.

After 2 years of a continuous occupational therapy intervention program, which consisted of physical exercises for weight loss and agility, sensory awareness and modulation techniques, Activities of Daily Living (ADL) training, behavioral modification techniques, and coordination and fine motor training, he has shown a drastic change.

Today, he has become aware of his surroundings and senses, the absence of which was the greatest obstacle in his improvement. He can now sense dangers and obstacles in his path and protect himself, express his likes and dislikes, has become very attentive and is an integral part of his classroom activities. Though he still does not take initiative for activities, he follows any instructions given to him promptly. A smile on his mother's face when she talks about him now, says it all!

A child, with delayed speech development, was diagnosed with Autism Spectrum Disorder with Attention Deficits Hyperactive Disorder (ADHD) after a period of three years. He is 13 years old and has been with the School for the past three years. He was diagnosed as restless, an inability to sit for some time, lacked concentration and was easily distracted. He had inadequate skill for communication, talked to himself, threw temper tantrums, disturbed the class, lacked social interaction and beat himself when irritated. Additionally, he had an excessive fascination for water and mirrors. Assessment conducted at the School confirmed the diagnosis.

Intensive Therapy was started, setting short and long term goals with a view to improve his academics and sitting and frustration tolerance with all behavioral issues. 'Sensory Integration Therapy' was started which included the work on proprioceptive, vestibular and tactile inputs, for all sensory issues.

He showed improvement in his sensory and behavioral issues. He began participating in therapy sessions and his tantrums reduced. He has improved in daily living skills and the frequency of playing with water and standing in front of mirrors has reduced. He is very good with numbers and takes great delight in learning multiplication tables. He was quick at jigsaw puzzles.



ARTS BECOME THERAPY

A male student, 17 years of age, in the Pre-Vocational Center has been diagnosed with mild mental retardation and moderate Autism. Prior to therapy, it was found that he had poor attention and concentration, could get disturbed easily, had less sitting and active tolerance and a low level of socialization.

Therapeutic intervention commenced. Before the sessions, he could not concentrate in any activity. During sessions, built around metaphors for the day, different artistic activities toward socialization, concentration and energy building were an integral part of therapy which included drawing, drumming and rhythm to create interest. After each session, it was observed that he is taking an interest in activities that he rejected earlier. He is now being initiated to sing, meditate and participate in relaxation and free body activities. There is yet some undefined fear element observed in him which would be our concern in the next Academic Year.



Future Initiatives



In our constant endeavor to introduce new therapies and methods of teaching, we have been giving a lot of thought to the **Waldorf Education System**.

The aim of Waldorf Education is to educate the whole child, "head, heart and hands". Drawing inspiration from the Warldorf philosophy of education, Skills and Ability School at Nerul will implement the Waldorf pedagogy for children of the Early Intervention Class (Age 5 to 7 years). The curriculum will focus on practical hands on activities and creative play. The class room environment will follow a daily rhythm which will enable the child to learn through free play, circle time (songs, games and stories), finger rhymes, outdoor play, fruit time, storytelling through puppets and dolls, nature time, and practical tasks. The class room will be designed to resemble a home with unfinished toys made of natural materials like wood, cotton, silk, stones, shells which help to develop imaginative play. In case of special children, emphasis is to balance the child's weakness in one area by strengths in another area and develop a strong physical core. This initiative will commence from the next Academic Year in June 2016.



VOCATIONAL CENTER

At Nerul School

Students over the age of 17 years are trained in the Vocational Center. The aim of vocational training is to develop and impart life skills to the students which will enable them to be integrated in society by means of employment and to make them economically independent. The goal of the Center for the current year was to enhance pre-vocational skills of students and to train them to perform basic vocational skills independently.

Toward this, the products chosen were duster making, best out of waste, stitching, embroidery, cross stitch, quilling, jewelry making from pearls and quilling, envelope making, block printing, greeting cards and paper bags. The main product is the duster that is woven by one of our ex-students, under supervision.

To enhance pre-vocational skills of students and make effective use of waste, the students are taught to roll newspapers into uniform pipes, which are then cut and pasted in different shapes and sizes to make various products like jewelry boxes, pen stands and letter boxes. Making various articles by the technique of quilling is the latest trend in the market. Students are taught quilling in pre-vocational class and later, quilled accessories like earring and pendants are made.

Similarly, a few students are trained in **mehndi designing**. After 3 years of training, 4 students can now apply beautiful and intricate mehndi designs. Students are encouraged to develop this talent and work at mehndi stalls during school events and exhibitions. Mehndi artists are in high demand and this will help as a career option.

The ban on plastic has given rise to the need for paper bags. Students have been trained to make paper bags of various sizes which will be sold to nearby shops. More attention to this product is planned for the next Academic Year.

At Mulund School

In comparison, the Vocational Center at Mulund School is new. It was not possible to dedicate space due to the limited number of rooms through which we operate. However, the importance of this activity cannot be denied and as such, it has been started in a limited way.

Currently, the ban on plastic bags has led us to the decision that teaching the students the method of making paper bags would be prudent. Students are concentrating on making paper bags in various sizes. The response has been good.

Details of Staff Members (as on March 31, 2016)

Gender	Paid Full Time	Paid Part Time	Paid Consultants	Unpaid Volunteers	Total
Male	11	0	3	2	16
Female	64	1	9	13	87
Total	75	1	12	15	103

Annual Salary Plus Benefits to Staff (as on March 31, 2016)

Annual Salary Plus Benefits to Staff	Male	Female	Total
Less than 10000	0	0	0
10000 to 25000	0	0	0
25000 to 50000	0	0	0
50000 to 100000	2	15	17
100000 to 200000	9	42	51
200000 and above	0	7	7
Total	11	64	75

Data of Students (from April 2015 - March 2016)

Nerul School

Age Group (Years)	Division A	
	Male	Female
0-5	2	2
6-10	16	17
11-15	35	12
16-20	16	4
21-25	2	0
26 yrs. and above	2	1
Total	73	36
Grand Total	109	

Mulund School

	AM Section		PM Section	
Age Group (Years)	Male	Female	Male	Female
0-5	3	0	0	0
6-10	15	5	6	3
11-15	12	06	25	4
16-20	9	0	5	3
21-25	1	0	0	1
26 yrs. and above	0	0	0	0
Total	40	11	36	11
	51		47	
Grand Total	98			

Identity and Governance



The Indian Council for Mental Health (Hygiene) is registered as a not-for-profit Organization with the Charity Commissioner of Mumbai since June 23, 1953 under Registration Number E – 700 (BOM).

The Constitution and Aims and Objectives are available at the Registered Office situated at UPM Municipal School Building, 1st Khetwadi Lane, Off Sardar Vallabhbhai Patel Road, Girgaon, Mumbai 400004.

The Organization is registered under the Foreign Currency (Regulation) Act, 1976 since September 06, 1991 under FCRA Registration Number: 083780489.

The Indian Council for Mental Health is registered under Section 12A of the Income Tax Act with the Commissioner of Income Tax, Mumbai and exemption of donations under Section 80G, now valid indefinitely by a recent notification from the Income Tax Department.

The Organization holds a Permanent Account Number (PAN) for Income Tax – AAQAT11077R

Names and Addresses of Bankers to the Organization are as follows:

CENTRAL BANK OF INDIA

SARDAR VALLABHBHAI PATEL ROAD, MUMBAI 400004

HDFC BANK LIMITED

MISTRY BHAVAN, CHURCHGATE, MUMBAI 400020

PUNJAB NATIONAL BANK

NERUL, NAVI MUMBAI 400706

PUNJAB NATIONAL BANK

MULUND WEST, MUMBAI 400080

PUNJAB NATIONAL BANK

CIDCO ADMINISTRATIVE BUILDING, SECTOR 1, VASHI, NAVI MUMBAI 400703 (Foreign Contribution (Regulation) Act Account – FCRAACCOUNT)

Name and Address of Statutory Auditor:

AALOK MEHTA & CO.,

Chartered Accountants

48/B, GIRDHARI BHAVAN, OFFICE #9

2ND FLOOR, SADASHIV LANE

GIRGAON, MUMBAI 400004

ACCOUNTABILITY

- = No remuneration, sitting fees, reimbursements or any other form of compensation has been paid to the Board of Trustees.
- = Monthly Remuneration of the three highest paid Staff Members
₹ 30000.00 ₹ 26000.00 ₹ 25000.00
- = Monthly Remuneration of the lowest paid Staff Member: ₹ 5200.00
- = Total cost of national travel by any staff during the year: NIL
- = Total cost of international travel by any staff during the year: NIL



FINANCIAL REVIEW FOR THE YEAR, 2015 - 2016

The accounting statements have been prepared in accordance with accounting practices and procedures prescribed under law for non-profit organizations.

The expenses incurred for the purposes of providing education to special children at the Schools in Mulund and Nerul (Navi Mumbai) are classified as relating to Objects of the Trust.

Expenses incurred for the purposes of providing education to special children at the Central Support Office and for administrative purposes are classified as Establishment Expenses.

The Trust derives income mainly from collection of tuition fees from students, interest earned on Bank fixed deposits and donations. The Trust does not receive any aid or grant from the Government.

The operations for the Financial Year, April 2015 to March 2016 have resulted in a surplus of Rs. 12.76 lacs on an overall basis.

The Trust does not receive any grants or donations from the Government or Semi-Government entities.

The Trust has continued to do well in contain controllable expenses though nearly 80 percent expenses are for the remuneration to the teachers and therapists. Despite the deficit, the Trust has managed to provide for annual increases in remuneration and contributory Provident Fund. Further, the Trust has ensured that all payments to staff and other suppliers including statutory settlements were done in time and without delay. Barring the increase in remuneration to teachers, support staff and fees to therapists, costs have been consistent with the rate of inflation. In the case of establishment expenses at the Central Support Office, these continue to be contained. The Trustees have every hope of augmenting contributions through donations.

Financial Statements



Report of an auditor relating to accounts audited
Under sub section (2) of section 33 & 34 and
Rule 19 of the Bombay Public Trust Act.

Registration No. **E 700 (BOM)**
Name of the Public Trust: **The Indian Council for Mental Health (Hygiene)**
For the year ending **31st March 2016**

(a) Whether accounts are maintained regularly and in accordance with the provision of the Act and the rules;	----- YES
(b) Whether receipts and disbursements are properly and correctly shown in the accounts;	----- YES
(c) Whether the cash balance and vouchers in the custody of the manager of trustee on the date of audit were in agreement with the accounts;	----- YES
(d) Whether all books, deeds, accounts, vouchers or other documents or records required by the auditor were provided before him;	----- YES
(e) Whether a register of movable and immovable properties is properly maintained, the changes therein are communicated from time to time to the regional office, and the defects and inaccuracies mentioned in the previous audit report have been duly complied with;	----- YES
(f) Whether the manager or trustee or any other person required by the auditor to appear before him did so and furnished the necessary information required by him;	----- YES
(g) Whether any property or funds of the Trust were applied for any object or purpose other than the object or purpose of the Trust;	----- NO
(h) The amounts of out standings for more than one year and the amounts written off, if any;	----- NO
(i) Whether tenders were invited for repairs or construction involving expenditure exceeding Rs. 5, 000/-;	----- YES
(j) Whether any money of the public trust has been invested contrary to the provisions of Section 35;	----- NO
(k) Alienations, if any, of the immovable property contrary to the provisions of Section 36 which have come to the notice of the auditor;	----- NIL
(l) All cases of irregular, illegal or improper expenditure, or failure or omission to recover monies or other property belonging to the public trust or of loss or waste of money or other property thereof, and whether such expenditure, failure, omission, loss or waste was caused in consequence of breach of trust or misapplication or any other misconduct on the part of the trustees or any other person while in the management of the trust;	----- NO
(m) Whether the budget has been filed in the form provided by rule 16A;	----- NO
(n) Whether the maximum and minimum number of the trustees is maintained;	----- YES
(o) Whether the meetings are held regularly as provided in such instrument;	----- YES
(p) Whether the minute books of the proceedings of the meeting is maintained;	----- YES
(q) Whether any of the trustees has any interest in the investment of the trust;	----- NO
(r) Whether any of the trustees is a debtor or creditor of the trust;	----- NO
(s) Whether the irregularities pointed out by the auditors in the accounts of the previous year have been duly complied with by the trustees during the period of audit;	----- NO
(t) Any special matter, which the auditor may think fit or necessary to bring to the notice of the Deputy or Assistant Charity Commissioner.	----- NO

Kindly refer to
Notes on
Accounts

MUMBAI
DATE: 06th June 2016

FOR AALOK MEHTA & CO.
CHARTERED ACCOUNTANTS

Sd/-

AALOK MEHTA
PROPRIETOR
Member Ship No. 114930

The Bombay Public Trusts Act, 1950
SCHEDULE IX C
(Vide Rule 32)

Statement of income liable to contribution for the year ending 31.03.2016
Name of the Public Trust: **THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE)**
Registered No. **E 700 (BOM)**

I. Income as shown in the Income and Expenditure Account (Schedule IX)	Rs.	P	Rs.	P
II. Items not chargeable to Contribution under Section 58 and Rules 32:				
(i) Donations received from other Public Trusts and Dharmadas..				
(ii) Grants received from Government and Local authorities				
(iii) Interest on Sinking or Depreciation Fund..				
(iv) Amount spent for the purpose of secular education				
(v) Amount spent for the purpose of medical relief				
(vi) Amount spent for the purpose of veterinary treatment of Animals.				
(vii) Expenditure incurred from donation for relief of distress caused by scarcity, drought, flood fire or other natural calamity				
(viii) Deduction out of income from lands used for agriculture purposes:-				
(a) Land revenue and local fund cess				
(b) Rent payable to superior landlord				
(c) Cost of production, if lands are cultivated by trust				
(ix) Deduction out of income from lands used for non agriculture purposes:-				
(a) Assessment cesses and other Government or Municipal Taxes				
(b) Ground rent payable to superior landlord				
(c) Insurance premia				
(d) Repairs and 10 per cent of gross rent of building..				
(e) Cost of collection at 4 per cent of gross rent of building let out				
(x) Cost of collection of income or receipt from securities stocks, etc., at 1 per cent of such income				
(xi) Deduction on account of repairs in respect of buildings not rented and yielding no income, at 10 per cent of the estimated gross annual rent				

The Trust has the only objects of Education is, therefore not liable for contribution.

Gross annual income chargeable to contribution Rs.

Certified that while claiming deduction admissible under the above schedule, the trust has not claimed any amount twice either wholly or partly, against any of the item mentioned in the schedule which have the effect of double - deduction.

Trust Address:
**INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE),
U.P.M. SCHOOL,
1st KHETWADI LANE,
S.V.P. ROAD, GIRGAUM,
MUMBAI 400 004**

Dated: June 6, 2016
Chartered Accountants
Auditor

Dated: June 6, 2016
sd/-
Trustee

THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI REG. NO. E-700(BOM)

BALANCE SHEET AS ON 31.03.2016

	Annexure	Current Year 2015-2016 (Rupees)	Previous Year 2014-2015 (Rupees)
Sources Of Funds			
Capital			
Trust Fund		15,222,594.89	14,716,244.89
Specific Donation	1	114,015.00	4,569,672.00
		15,336,609.89	19,285,916.89
Reserves & Surplus			
Opening Balance		-810,405.98	-1,483,943.09
Add: Surplus/(Deficit) for the period		1,276,740.58	673,537.11
		466,334.60	-810,405.98
Total		15,802,944.49	18,475,510.91
Application of Funds			
Fixed Assets			
Gross Block		9,165,504.40	9,398,635.40
Less: Accumulated Depreciation		890,798.00	916,225.00
Net Block		8,274,706.40	8,482,410.40
Investments	3	3,325,000.00	8,765,000.00
Current Assets, Loans & Advances			
Cash & Bank Balance	4	4,082,119.09	1,115,680.81
Deposits	5	116,998.00	106,998.00
Loans & Advances		4,121.00	5,421.70
		4,203,238.09	1,228,100.51
Less: Current Liabilities & Provisions			
Provident fund		0.00	0.00
		0.00	0.00
Net Current Assets		4,203,238.09	1,228,100.51
Total		15,802,944.49	18,475,510.91

As per our report of even date

FOR THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE)

FOR AALOK MEHTA & CO
Chartered Accountants

sd/-
TRUSTEES
PLACE: MUMBAI
DATE : 06/06/2016

sd/-
TRUSTEES

sd/-
Aalok Mehta
Proprietor
Membership No: 114930

THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI REG. NO. E-700(BOM)

INCOME & EXPENDITURE ACCOUNT FOR PERIOD 01/04/2015 TO 31/03/2016

EXPENSES			INCOME		
PARTICULARS	2015-2016	2014-2015	PARTICULARS	2015-2016	2014-2015
EXPENSES ON OBJECTS OF TRUST (As per Annexure 6)	12,261,133.00	11,932,432.75	Donation		
			Individual	710,898.00	1,949,780.59
			Corporate	3,635,752.00	4,627,197.00
			Trust	4,944,280.00	1,797,427.00
ESTABLISHMENT EXPENSE	1,953,481.50	1,307,079.32		9,290,930.00	8,374,404.59
			Fees		
			Tuition	4,637,016.00	4,060,226.00
			Term	328,000.00	360,500.00
			Administration	166,400.00	186,400.00
			Other fees	176,227.00	195,830.00
			Computer	23,200.00	192,340.00
				5,330,843.00	4,995,096.00
			Other Income		
			Income Tax Refund f.y. 2014-15	44,799.30	0.00
			Interest on FD	613,582.00	353,528.00
			Vocational Center	93,800.00	33,589.00
			Bank Interest	106,050.78	104,972.59
			Income from Garden projects	0.00	38,243.00
			Telephone Collection	120.00	0.00
			Scrap Sales	11,230.00	13,216.00
				869,582.08	543,548.59
Total Expenses	14,214,614.50	13,239,512.07	Total Income	15,491,355.08	13,913,049.18
Excess of Income over Expenditure	1,276,740.58	673,537.11	Excess of Expenditure over Income		
Total	15,491,355.08	13,913,049.18	Total	15,491,355.08	13,913,049.18

FOR THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE)

FOR AALOK MEHTA & CO
Chartered Accountants

sd/-
TRUSTEES
PLACE: MUMBAI
DATE : 06/06/2016

sd/-
TRUSTEES

sd/-
AALOK MEHTA
PROPRIETOR
Membership No: 114930

Financial Statements



THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI REG NO E-700(BOM) Annexure-1						
Schedule for Specific Donation 2015-2016						
Sr.No	Particulars	Capital/Revenue	Opening Balance Amount (Rs)	Addition Amount (Rs)	Utilised Amount (Rs)	Closing Balance Amount (Rs)
1	Furniture	Capital	275,364.00	0.00	164,349.00	114,015.00
2	Meritation	Revenue	2,543,688.00	1,105,865.00	3,649,753.00	0.00
3	USB Project	Revenue	2,15,250.00	130,675.00	345,925.00	0.00
4	Animal Assisted Therapy	Revenue	12,170.00	136,000.00	148,170.00	0.00
5	Salary	Revenue	1,500,000.00	0.00	1,500,000.00	0.00
	Total		4,569,672.00	1,394,540.00	5,850,197.00	114,015.00

FOR ALOK MEHTA & CO
Chartered Accountants

s.d/-
Alok Mehta
Proprietor
Membership No: 114930

s.d/-
TRUSTEES

ANNEXURE 2 THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI REG NO E-700(BOM) SCHEDULE OF FIXED ASSETS FORMING PART OF BALANCE SHEET AS AT 31/03/2016						
Sr.No	Name of the Assets	Opening balance	Additions during the year	Total	Rate of Depreciation	Net Amount
1	Attendance System	21,420.00	0.00	21,420.00	10%	19,278.00
2	Audiometer	4,576.00	0.00	4,576.00	10%	4,119.00
3	Building at Nerul	5,854,420.00	67,988.00	5,922,408.00	10%	5,330,188.00
4	Canon Copier Machine	21,676.00	0.00	21,676.00	10%	19,508.00
5	Computer	850,532.00	329,660.00	1,180,192.00	10%	1,060,237.00
6	Educational Books	1,095.00	0.00	1,095.00	10%	985.00
7	Equipments	552,025.00	127,109.00	679,134.00	10%	610,624.00
8	Household Land	14,988.00	0.00	14,988.00	10%	13,488.00
9	Furniture & Fittings	865,554.00	164,349.00	1,032,903.00	10%	931,304.00
10	Hearing aids	211,909.00	0.00	211,909.00	10%	192,719.00
11	Leasehold Land	3,204.00	0.00	3,204.00	10%	2,884.00
12	Library Books	35,727.00	0.00	35,727.00	10%	32,146.00
13	Occupational Therapy	8,927.00	0.00	8,927.00	10%	8,034.00
14	Portable Cabin	10,041.00	0.00	10,041.00	10%	9,037.00
15	Steel Cupboards	4,842.00	0.00	4,842.00	10%	4,358.00
16	Teachers Learning Aids	2,766.00	0.00	2,766.00	10%	2,489.00
17	Toys	2,771.00	0.00	2,771.00	10%	2,493.00
18	Water purifier	5,418.00	0.00	5,418.00	10%	4,876.00
19	Water filler	5,418.00	0.00	5,418.00	10%	4,876.00
	Total	8,482,410.40	683,094.00	9,165,504.40		8,274,706.40

Annexure 3 THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI REG NO E-700(BOM) SCHEDULE FOR INVESTMENT			
Sr.No	Particulars	2015-2016 Amount (Rs)	2014-2015 Amount (Rs)
1	Fixed Deposit With Central Bank of India	3,325,000.00	8,765,000.00
	Total Deposits	3,325,000.00	8,765,000.00

ANNEXURE 4 THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI REG NO E-700(BOM) SCHEDULE FOR CASH & BANK BALANCES					
PARTICULARS	2015-2016		2014-2015		AMOUNT (Rs)
	CASH	BANK	CASH	BANK	
Head office					
Cash in hand	0.00		0.00		
HDFC		184,723.32		22,651.82	
Central Bank of India		2,652,271.05		251,595.44	
ICICI Bank		0.00		31,506.94	
		2,837,000.37		335,732.20	
NERUL BRANCH					
Punjab National Bank FCRA Ac				389,531.61	
Punjab National Bank		107,962.63		246,587.50	
Cash	0.00	1,035,737.54	0.00	636,119.11	
MUMUND BRANCH					
Punjab National Bank		101,418.55		143,829.50	
Cash	0.00	101,418.55	0.00	143,829.50	
Total	0.00	4,082,119.09	0.00	1,115,680.81	1,115,680.81

Financial Statements

Annexure 5			
THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI			
REG NO E-700(BOM)			
SCHEDULE FOR DEPOSITS			
Sr.No	Particulars	2015-2016 Amount (Rs)	2014-2015 Amount (Rs)
1	MTNL Deposit	4,000.00	4,000.00
2	CIDCO	31,390.00	31,390.00
3	NMMC	8,020.00	8,020.00
4	Electric Deposit	63,588.00	63,588.00
5	Marathon	10,000.00	0.00
	Total	116,998.00	106,998.00

Annexure 6						
THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI						
REG. NO. E-700(BOM)						
EXPENSES ON OBJECT OF TRUST						
PARTICULARS	2015-2016			2014-2015		
	NERUL	MULUND	TOTAL	NERUL	MULUND	TOTAL
Teachers & Therapists						
Special Educators	2,340,228.00	1,886,934.00	4,227,162.00	3,280,697.00	1,943,847.00	5,224,544.00
Provident Fund	416,684.00	325,734.00	742,418.00	345,221.00	252,736.00	597,957.00
Salary	402,185.00	338,576.00	740,761.00	333,912.00	353,355.00	687,267.00
Office Attendants	732,610.00	938,440.00	1,671,050.00	614,880.00	764,962.00	1,379,842.00
Consultant	748,437.00	920,689.00	1,669,126.00	795,032.00	1,011,623.00	1,806,655.00
Animal Assisted Therapy	0.00	132,730.00	132,730.00	0.00	0.00	0.00
Staff Welfare	52,831.00	46,921.00	99,752.00	74,273.00	46,683.00	120,956.00
Conveyance	30,988.00	7,922.00	38,910.00	5,832.00	10,840.99	16,672.99
Training	4,300.00	150.00	4,450.00	2,000.00	2,300.00	4,300.00
Gardening Project	76,141.00	0.00	76,141.00	0.00	0.00	0.00
Art Based Therapy	0.00	220.00	220.00	0.00	2,453.00	2,453.00
Honorarium	32,500.00	0.00	32,500.00	15,800.00	0.00	15,800.00
Total A	4,836,904.00	4,598,316.00	9,435,220.00	5,465,667.00	4,388,799.99	9,854,466.99
Operating Cost						
Repairs & Maintenance	159,925.00	110,186.00	270,111.00	169,329.00	38,722.00	208,051.00
Security Charges	194,562.00	85,018.00	279,580.00	201,911.00	103,247.00	305,158.00
Printing & Stationery	62,190.00	34,191.00	96,381.00	38,145.00	23,215.00	61,360.00
Electricity Charges	87,130.00	88,828.00	175,958.00	111,760.00	57,630.00	169,390.00
Telephone Charges	21,296.00	21,177.00	42,473.00	17,104.00	18,909.00	36,013.00
Cleaning & Housekeeping	5,809.00	16,075.00	21,884.00	8,625.00	7,256.00	15,881.00
Water Charges	9,284.00	0.00	9,284.00	17,225.00	0.00	17,225.00
Postal Expenses	354.00	600.00	954.00	1,237.00	800.00	2,037.00
ISO Maintenance Charges	72,700.00	70,200.00	142,900.00	71,750.00	67,721.00	139,471.00
Inspection Charges	0.00	250,000.00	250,000.00	600.00	0.00	600.00
Rent	0.00	250,000.00	250,000.00	0.00	3,600.00	3,600.00
Total B	613,250.00	676,275.00	1,289,525.00	637,686.00	321,100.00	958,786.00
Other Cost						
Depreciation	724,039.00	59,847.00	783,886.00	743,045.00	56,621.00	799,666.00
Advertisement Expenses	38,967.00	15,102.00	54,069.00	0.00	0.00	0.00
Computer Expenses	41,025.00	33,300.00	74,325.00	11,073.00	40,564.00	51,637.00
Garden Project	0.00	0.00	0.00	16,291.00	0.00	16,291.00
Events	79,867.00	74,782.00	154,649.00	73,367.00	45,485.00	118,852.00
Expenses for Vocational Center	43,295.00	21,227.00	64,522.00	28,831.00	20,164.00	48,995.00
Public Relation Expenses	0.00	1,160.00	1,160.00	685.00	463.00	1,148.00
Property Tax	34,257.00	0.00	34,257.00	37,432.00	0.00	37,432.00
Books and Periodicals	759.00	0.00	759.00	612.00	864.00	1,476.00
Uniform Expenses	17,406.00	16,754.00	34,160.00	6,161.00	6,880.00	13,041.00
Bank Charges	1,474.00	739.00	2,213.00	3,352.80	1,581.96	4,934.76
Registration expenses	0.00	222.00	222.00	0.00	0.00	0.00
Professional Expenses	29,910.00	112,500.00	142,410.00	0.00	0.00	0.00
Insurance	83,190.00	106,566.00	189,756.00	12,855.00	12,852.00	25,707.00
Total C	1,094,189.00	442,199.00	1,536,388.00	933,704.80	185,474.96	1,119,179.76
Total Expenses D=A+B+C	6,544,343.00	5,716,790.00	12,261,133.00	7,037,057.80	4,895,374.95	11,932,432.75

Annexure 7		
THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI		
REG. NO. E-700(BOM)		
ESTABLISHMENT EXPENSE		
PARTICULARS	2015-2016	2014-2015
Administrative Salary	702,006.00	497,725.00
Office Attendant	106,600.00	0.00
Provident Fund	183,065.00	58,673.00
Consultancy/Professional Charges	1,61,160.00	182,064.00
Printing & Stationery	49,177.00	50,784.00
Depreciation	106,912.00	116,559.00
Telephone Charges	27,456.00	27,060.00
Expenses on Donation Generation	5,000.00	0.00
Web Designing Charges	48,888.00	8,988.00
Computer Expenses	24,400.00	28,569.00
Registration charges	1,510.00	0.00
Conveyance	156,721.00	24,964.00
Property Insurance	39,797.00	6,426.00
Advertisement & Social Marketing	59,983.00	68,618.00
Rent	0.00	7,556.00
Electricity Charges	29,555.00	25,410.00
Membership & Subscription Fees	250.00	250.00
Staff Welfare	31,749.00	23,322.00
Repairs & Maintenance	8,030.00	19,584.00
Training	28,000.00	6,400.00
Postal Expenses	7,329.00	19,457.00
Cleaning & Housekeeping	16,976.00	8,208.00
Public Relation Expenses	83,053.00	112,233.00
Audit Fees	6,298.00	6,180.00
ISO Maintenance	32,515.00	0.00
Internet Charges	13,101.00	7,083.00
Bank Charges	1,005.50	966.32
Books and Periodicals	64.00	0.00
Marathon Expenses	21,200.00	0.00
Uniform Expenses	1,681.00	0.00
Total	1,953,481.50	1,307,079.32

THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE), MUMBAI REG. NO. E 700 (BOM)

NOTES FORMING PART OF THE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2016

SIGNIFICANT ACCOUNTING POLICIES:

1. Method of Accounting:

The accounts are maintained by the trust on the cash basis that is to say that the Income & Expenditure are accounted for as and when they are actually received or spent and not when they are earned or incurred.

2. Fixed Assets:

The fixed assets are stated at actual cost less accumulated depreciation.

3. Depreciation:

Depreciation has been charged on Written Down Value (WDV) basis at the rates mentioned in the schedule of fixed assets.

4. Foreign Currency Transaction:

Donations received in foreign currencies are accounted on their realization.

5. Specific Donation

Donations received for the specific utilisation on revenue accounts is credited to Income and Expenditure Account and those received on Capital Account is credited to Capital Account under relevant head. On the utilisation of the specific fund, the balance is transferred to Trust Fund.

FOR THE INDIAN COUNCIL FOR MENTAL HEALTH
(HYGIENE), MUMBAI

FOR AALOK MEHTA & CO.
CHARTERED ACCOUNTANTS

Sd/-
TRUSTEES

Sd/-
TRUSTEES

Sd/-
AALOK MEHTA
PROPRIETOR

MUMBAI
DATE: 06th June, 2016

DONATION FORM

Yes, I want to donate for

☐

General

☐

Therapy

☐

Events

PAYMENT INFORMATION:

Please accept my donation of:

☐

₹ 5000

☐

₹ 10000

☐

₹ 20000

☐

₹

☐

(Any other amount)

Mode of Payment:

1. Payment by Cash/DD/Cheque. (In favour of "The Indian Council for Mental Health")

Cheque No. _____ Dated _____ Drawn on (Bank) _____

2. Payment by Direct Deposit into following Account: _____ Date: _____

Punjab National Bank FCRA A/c: 3502000100124039 CIDCO, Administrative Building, Sector 1, Vashi Navi Mumbai.

Central Bank of India A/c: 1146040417 Address: SVP Road, Girgaon, Mumbai 400 004.

Name: _____

Address: _____

Date of Birth _____ Mobile No: _____ Telephone No.: _____

Email ID: _____ PAN No: _____ (Mandatory)

(This data and contribution will be kept strictly confidential)

IMPORTANT NOTE:

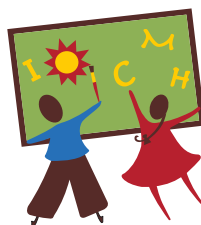
- * 80G Certificate are issued for donations above ₹ 500.00
- * Cash to be handed over to only those who have identity proof of ICMH or an authority letter duly signed and stamped by us.

Registered Office: UPM School Building, 1st Khetwadi Lane, SVP Road, Girgaon, Mumbai - 400 004.
Tel: 022 - 23855205 / 23861087 Email: icmh11@gmail.com
Website: www.icmh.org.in



SOME OF OUR ESTEEMED DONORS



ISO 9001:2008 Certified

Registered Office:

THE INDIAN COUNCIL FOR MENTAL HEALTH (HYGIENE)

UPM School Building, 1st Khetwadi Lane, SVP Road, Girgaon, Mumbai - 400 004

Tel.: 022 23855205 / 23861087 Email: icmh11@gmail.com

Website: www.icmh.org.in

SKILLS AND ABILITY SCHOOL

Plot No. 9, Sector 11, Nerul Township
Nerul (East), Navi Mumbai - 400 706

Tel.: 022 27704355

Email: skillsandability@gmail.com

Municipal School Building, Next to Kalidas Auditorium
P. K. Road, Mulund (West), Mumbai - 400 080

Tel.: 022 25921571

Email: skillsandabilitymulund@gmail.com