



Annual Report 2011-12

AADI

Action for Ability Development
and Inclusion

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Dear Friends,

During the year 2011-12, we found that the boundaries of our work expanded and we were willing to travel the path less travelled.

As the Planning Commission, with its focus on Inclusive Growth, was gearing itself for the XIIth Plan process in the country, we were determined to influence and advocate for inclusion of the needs of people with disability into the planning process of relevant Ministries, if not all Ministries. NCPEDP, AADI and a few partners and stakeholders worked together and submitted recommendations to the Ministries of Health, Education, Labour and Employment, Panchayati Raj, Urban Development, Rural development, Social Justice, Transport and Science and Technology. We realized that unless and until the needs and rights of people with disability are recognized and resources allocated to ensure access to services, programs and facilities, our Vision of an Inclusive Society will remain distant and unreachable.

Legislative Reforms, especially the 'New Law' focusing on the Rights of People with Disability was another major area of focus. Realizing the gaps in the existing draft legislations, AADI, NCPEDP, Muskaan, Saarthak and key stakeholders in the Disability Sector formed a core group to review current legislations and bring out an 'Alternate Draft' focusing on ALL rights of ALL people with disability.

We are hopeful that both the processes of 'legislative reforms' and 'XIIth plan' would usher in not only a new thinking and working in the disability sector but also generate a lot of awareness, implementation processes and resources for realization of rights of people with disability in India. We hope for a better future.

While we continued our direct work with people with disability and their families, across different age groups, our focus was also on influencing the Education and Training Programs to be more inclusive. We were able to reach out to more than 1500 people with disability and their families during the year.

The details of our work in Schools – be it on Access or Training or Work with Children is highlighted in the following pages. We started an Inclusive Education Project in partnership Bodh Shiksha Samiti and Good Earth Education Foundation in Alwar District of Rajasthan. As part of the project we hope to develop Training Programs and School Practices in Inclusive Education.

An interesting addition to our work was in developing physical accessibility audit tools and conducting the same. We developed audit tools for Schools and Railway Stations. The highlights are part of the detailed report.

This year, as part of Badhte Kadam – The National Trust's Pan India Awareness Raising Campaign on the Rights of People with Disability, we were able to coordinate and conduct innovative and creative awareness raising activities across Delhi.

We take great pleasure in sharing the highlights of our work, encapsulated in the following pages. The financials and the human resource at AADI is listed out at the end of the report. On behalf of the Board, Staff and members of AADI, I thank each and every one who walked along with us and supported us in the work.

With Best wishes,



(G.Syamala)

Executive Director

Vision, Mission Statements

Vision:

AADI's vision is of a world in which persons with disabilities are an integral part of society, participating in the community and living life to the fullest, with equitable access to opportunities and services.

Our Mission:

The focus of our work will be to facilitate enabling environments in the best interest of the child and the adult thus ensuring equitable, accessible, quality assured services using a life span approach. We will be informed and guided by the needs of persons with disabilities who are further marginalized by poverty and gender inequalities.

Through our work we will:

- Facilitate, nurture and support opportunities for leadership and greater involvement of people with disability in decision-making regarding their own lives and the processes within their community.
- Influence and develop systems and processes to ensure that there is no exclusion, exploitation or stigmatization of the persons with disabilities at the levels of policy and its implementation within their community.
- Research, develop and implement service delivery models that can be adapted according to geographical and cultural realities/ contexts.
- Build technical, financial and human resource capacities of
- Persons with disabilities
 - Professionals
 - Larger Community
 - Build technical, financial and human resource capacities of AADI

Our objectives are to:

- Reduce the service gap: by increasing access to services, ensuring quality of services, addressing all life domains – education, health, livelihoods, recreation, shelter, well being, safety and permanence of services.
- Reduce the inclusion gap: by mapping, sensitizing and building the capacities of mainstream resources in education, health, livelihoods, recreation etc.
- Reduce the participation gap: by increasing the participation of users/user groups in our work, building capacities of people with disability and facilitating participation in decisions about activities pertaining to their lives, influencing membership of people with disability in local governance and other leadership positions within the community.
- Reduce stigma and exploitation: by increasing awareness about rights and needs of people with disability through information dissemination, media watch, social watch, and right to information activities.
- Reduce the resource gap: Technical, Financial and Human Resource by: increasing revenue streams, improving knowledge base, and developing need based and appropriate professional development programs

Values & Guiding Principles

Our work is guided by the core human values of respect, dignity and the autonomy of persons with disability and their carers. Strengthening capacities of all stakeholders will be central to our work. We will work towards being collaborative, participative, strategic, transparent, equitable, non-discriminative, accessible, and accountable in all that we do. We will follow the norms of safety and quality assured services in our work.

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EVENTS AND PROJECTS UNDERTAKEN

Social Change can only come about through the advocacy of persons with disability for the full exercise of their rights as citizens, in an inclusive and barrier free environment. Awareness Raising Campaigns, focusing on the capabilities and contributions of persons with disability; fostering respect for rights and dignity of persons of persons with disability will enhance the process of social change. This year the National Trust's Pan India Awareness Raising Campaign gave us an opportunity to conduct creative and innovative awareness raising programs across Delhi.

Accessibility to built environments, information, professionals, communication and other services is essential for people with disability to live independently and participate in all aspects of life. At AADI, this year, we were able to focus on developing tools to audit physical and services access in school and railway stations in Delhi. We are able to conduct the audits at New Delhi, Nizamuddin and Agra (cantt) railway stations. The physical audit was conducted in one of the schools in NCR. Participation of people with disability was an essential principle that we adhered to in all of these activities.

Realizing the need for best practices in Inclusive education, we collaborated with Bodh Shiksha Samiti, a Rajasthan based NGO, reputed for its quality education work with the underprivileged. This was made possible by the efforts of Good Earth Education Foundation which was already working closely with Bodh Shiksha Samiti on best practices in general education. A three year project was thus launched in the current year with a focus to build in systems, practices and skills to promote Inclusive education in 36 of Bodhshalas in rural areas of Alwar.

Badhte Kadam III: National Flag Off and Flag In

AADI, as the State Nodal Agency (SNAC) for National Trust, organized the Badhte Kadam national flag off, flag in and the Delhi state activities, from November 3 to December 2, 2011. Badhte Kadam is a nationwide 'Disability (Discoverability)' awareness raising campaign to celebrate diversity; to create more opportunities for participation in the community for persons with disabilities; encourage more responsibility from the community for persons with disabilities and their parents regarding their rights; and empower persons with disabilities to access National Trust and other governmental schemes.

Flag off ceremony held at Dilli Haat on November 3, 2011



The Flag off ceremony was inaugurated by Mr. Mukul Wasnik, Honorable Minister of Social Justice & Empowerment. Messages of encouragement were received from various eminent people including the President of India, Ms. Pratibha Patil. The 400 participants included members of the board from National Trust, officials from the Ministry of Social Justice and Empowerment, staff from National Trust and AADI, a few District Commissioners' from Delhi, persons with disabilities, NGO partners (like AFA, Muskan, Society for Child Development, Pravah, NAB India, Deepalaya, Aastha) District Education Coordinators, teachers, children from both private and government mainstream schools, media persons etc.



The highlight of the event was the rendition of the silent national anthem, which was signed by children from the students of the Senior Secondary School for the Deaf, Kalkaji and a fusion dance by an inclusive group of children from the A.L.P.A.N.A dance group.

Flag in ceremony at University of Delhi on December 2, 2011

This was a celebration and culmination of the Badhte Kadam III campaign, which took place all over India in the month of November. The event was held in collaboration with the Equal Opportunity Cell, University of Delhi. Honorable Chief Minister of Delhi Smt. Sheila Dixit presided over the ceremony as the Chief Guest.



Over four hundred people gathered for this celebration. They included people from different NGOs, government agencies and departments, Delhi University and various schools.

Badhte Kadam III: Delhi State Activities

Awareness raising programmes were held in the 9 Districts of Delhi (which included five urban slums) along with the NCR region, in association with the various local level committees (LLC) and other stakeholders. AADI had taken a lead in conducting the activities and showcased a variety of activities in raising awareness, on the rights and abilities of people with disabilities. One of the important aspects was inclusion of people with disabilities in planning and implementing these activities.

North Delhi District

A seminar on career opportunities with a special focus on careers for students with disabilities, in collaboration with the Equal Opportunity Cell, University of Delhi was held on November 18, at the University of Delhi. More than 100 students participated. Most found the seminar to be quite informative and enjoyable with many students feeling motivated and encouraged by this coming together and celebration of diversity. An information booth was also put up at the D.C.'s office, by the LLC, Centre for Child Development, to disseminate information on the UNCRPD, the various National Trust schemes as well as other government schemes for persons with disabilities.



Seminar on career opportunities

West and North West District

A planning group comprising representatives from NGO's, AADI representatives and 4 people with disabilities living in the area was set up. Athak Prayas put up information desks during the Health Mela held at Satyawadi Harishchandra Hospital in Narela on November 22 and 23. Nukkad Nataks performances were held at different times during the day in the mela by M.S.W students of Tata Institute of Social Work. Each performance had an audience of approximately 150 people. An information desk was put up at Tilak Nagar Community Center on December 1, by the west Delhi NGO partner, Deepalaya.



Planning group meeting and checking the venue

Nukkad Nataks

East and North East District

Information dissemination kiosks were put up in different locations between November 4 and November 29. Fifteen kiosks were put up by AADI and 11 were put up by other NGOs and special schools. Kiosks were put up in NGOs, special schools, gender resource centers (GRC), metro stations, Anand Vihar railway station, hospitals and shopping malls.



Information kiosks

Central Delhi

An information kiosks was put up outside the National Trust office, in Rajinder Nagar on November 4 and another at the bustling market of Ballimaran Chandani Chowk on November 19. “Doing and Learning” was the underlying spirit of most activities and games. Simulation exercises were a great hit with school students. Prabha Institute of Fine Arts and Culture, our partner LLC put up an information kiosk at the D.C.’s office, Darya Ganj.

An innovative idea was the use of Invisible Theatre based on the themes of relationships, accessibility in public spaces like places of worship, movie theatres, work and communication, and at railway stations. It was performed in restaurants, bustling market places, outside temples etc.

Baul Singers from West Bengal, along with a team of artists from AADI, performed in popular markets and metro stations. The lyrics of the songs, carrying the message of equal rights for persons with disabilities, were written by people with disabilities and the music was composed by the Baul Singers of West Bengal.



Information kiosks

South District

A winter campaign named ‘SAHYOG’ was organized by DOR members , to collect clothes for homeless people in collaboration with other NGOs. The DOR team has been undertaking this activity for the last few years i.e. collection of warm clothes, sorting, mending, washing, labelling, packing and handing them over to groups for homeless and shelter less.

The first phase of the winter campaign Badhte Kadam III started on November 29. NGOs from south, and south west Delhi (Muskan, Akshay Pratishthan, Navjyoti, Astha, Action for Autism, Viklang Ekta Manch, Manzil Society and Janmadhyam) participated in the campaign. DOR members held the meetings with the participants and shared their planning process and expectations. The campaign was a huge success in creating awareness regarding the abilities of people with disability and supporting organizations like Adhikar Abhiyan and Aman Biradari in their efforts to gather resources and help the homeless and shelter less .



Winter campaign

Nukkad Nataks in Urban Slums

Nukkad Nataks were held in five urban slums of Delhi in collaboration with Pravah volunteers to spread the message of 'creating inclusion and celebrating diversity'. These were held at Janta Jeewan, Tigri; Janta Mazdoor Camp, Zafrabad; Mandi village, Bapu camp; Savda Ghevra, Resettlement colony and Sanjay Colony, Okhla.



Nukkad Nataks

NCR: Faridabad, Meerut, Ghaziabad

Painting competitions were held in government schools in the NCR regions of Faridabad, Meerut, and Ghaziabad. In Meerut, painting competitions were held in collaboration with three schools. In Ghaziabad, two information desks were put up in a mall as well as in a hospital with the aim of spreading awareness about the rights of persons with disabilities and the various schemes they could avail. The awareness raising done through this medium was found to be quite enjoyable and informative with many of the collaborating NGOs and schools, for whom an inclusive event of this nature and magnitude was a relatively new experience.



Painting competitions

Education: B-A-G (BSS-AADI-GEF) Project on Inclusive Education

This project is a collaborative initiative of three organizations, Bodh Shiksha Samiti (BSS), Action for Ability Development and Inclusion (AADI) and Goodearth Education Foundation (GEF). The project is located in Alwar which is a district in the state of Rajasthan, in India. It aims to ensure that all children with disabilities have access to quality education, within the catchment area of the thirty nine BSS schools and thus its objectives are:

- To increase access to educational opportunities for all children, including children with disabilities in the catchment area
- To equip teachers with information and skills that address diversity in their schools, with a focus on children with disabilities
- To equip teachers, parents and community volunteers to access community resources, to address the needs of people with disabilities
- To document best practices for inclusive education, at the end of the project period

In this initial stage, the focus was on understanding the community and needs of BSS and responding to them. Three teacher trainings were held which were attended by over 52 Bodh teachers and supervisors. The trainings focused on developing a perspective and practicing inclusive education.



Trainings

In September the AADI team attempted to understand the needs of all the sixty children with disabilities (out of sixty eight) identified during the survey of 10 schools (at the exploratory stage of the project), at Bodhgaon.



Relationship building and understanding children

Furthermore eleven schools were visited by the AADI team during November 2011 and March 2012, with the objective of understanding the school environment, teaching practices in the classroom and teams also discussed with the teachers, their initial suggestions about children



Schools visits

Key accomplishments

- In principle, BSS has believed in inclusion for a long time. However in practice, it was not able to include children with disabilities. This project has strengthened BSS belief in inclusive education and the process of including issues faced by children with disabilities in its work, has begun. There is a sense of ownership, about the issues faced by children with disabilities, amongst BSS staff. In the future BSS is appears committed to include issues related to disability, in all its regular work with teachers including meetings, trainings and workshops.
- A total of sixty eight out of school children with disabilities have been identified in the catchment area after the first orientation program conducted.. More children with disabilities were identified by teachers after the trainings as well. The team has been able to deliver three comprehensive trainings, which will provide the base for further skill development. Fifty two teachers have attended these trainings.
- As part of training through demonstration AADI was able to develop customized holistic intervention plans for each child identified. It has been able to continue to pursue the implementation of the plans and the progress made up by the children, with the teachers

Access Audits of Railway Stations

AADI undertook access audits of railway stations in response to a request by the CBR India Network which is organizing the CBR World Congress from 26 to 28 of November 2012, in Agra. Approximately 1500 people with different disabilities from India and abroad, are expected to attend and of many of them might be using rail services to reach the venue.

AADI planned and conducted access audits at New Delhi and Nizamuddin railway stations in Delhi and the station in Agra. The objective was to assess the existing services and facilities and provide suggestions for promoting accessibility. The team included persons with disabilities and students pursuing M.S.W from University of Kashmir and members of AADI. The findings have been compiled in a report titled "Accessing the Railway Station: Some Personal Experiences of Persons with Disabilities". The recommendations include both short term and long term suggestions to make rail services accessible to people with disabilities. We intend to take up the issues with the authorities for both short term and long term solutions.



PNR status Machine



Pre-paid booth on the Paharganj Side



Drinking water facility



Entrance to the Lounge Area

Eicher School: Physical Access Audit and Training

The Eicher School is a senior secondary school in Faridabad. Over the years, the school has been enrolling children with disabilities as part of its regular system. It already has consultants in special education and developmental therapy as part of its team. In addition the school also provides counseling services for children.

AADI was requested to suggest strategies and provide training to enhance the quality of facilities and educational services available to children with disabilities. A physical access audit, audit of educational services and teacher training program were planned. An access audit tool was developed by the team and then the audit was carried out. The report generated gives an indication about the different ways in which accessibility can be enhanced in the school.



Assessing accessibility of the reception counter and the water taps

Approximately 42 teachers of the school attended the trainings conducted by AADI on May 19 , 25 and 26 of May 2011. The trainings covered the concepts of human diversity, the aims of education, skills, values and domains of education, needs and rights of persons with disabilities, the social model, various impairments and assistive devices.

DIRECT SERVICES

The fundamental principle guiding the work is the person with disability, linking the concern to the context of the individual's family and the community in which they live. The work includes careplan services for individuals and families coming from NCR(Delhi) or from other parts of the country; facilitating educational opportunities; occupation/livelihood options and quality of life programs through Inclusive Opportunities and DOR(Diverse Opportunities and Resources) program. The focus is on accessibility and inclusion, working towards linking the resources at the National Resource Center (Sambhav) with the needs of the individual and their families. A conscious effort is made to adopt participatory processes in all activities undertaken. All endeavors' provide opportunities for skill building, forming relationships and other life skills focusing on well-being and quality of life of the person with disability.

Further, in the rural program, the focus is to facilitate the creation of a responsive community, which fulfils the needs of people with disability. This includes collaborative efforts with persons with disability, families, policy makers, in the larger society; capacity building of professionals, volunteers, and institutions from health, education, Employment, and other Sectors; formation of advocacy and support groups at the village, block and district level. The program focuses on convergence of services that benefit all people in the community.

Rural Community Based Rehabilitation Program

The Rural Community Based Rehabilitation Program is based in the Ballabgarh block of Faridabad district of Haryana. Its focus is to facilitate the creation of a responsive community and development of inclusive services, which fulfil the rights of persons with disabilities.

It works in **83 villages** and **9 colonies** in the peri-urban areas. Presently **831** persons with disability and their families are part of the program. **Fifty five** persons with disabilities were identified this year. The other people that the program influenced were approximately 60 Sarpanches, 40 doctors, 550 volunteers, 7000 members of the general public, 650 teachers, and other 750 professionals like aaganwadi workers, helpers, chowkidars, asha workers, secretaries, veterinary staff etc.

Health

- A total number of **483** people with disability or their family members were referred to appropriate health resources this year.
- **84** persons with disabilities acquired **86** new aids through various resource agencies this year.
- **111** persons with disabilities, who have epilepsy continued to be supported through regular follow-ups
- **24** persons with disability who have spina bifida were sensitized and trained along with their families to look after their medical and management needs.
- An awareness raising workshop was conducted for families about NIRAMAYA. **85** families attended the workshop. Family members already using the scheme shared their positive experiences which motivated others to register as well. **114** families who are from BPL have Rashtrya Swasthya Bima Yojna Cards. **1** family has taken Jivan Vishwas for his son.
- Besides this **251** people from the general population have been referred to general health services this year.

Mohan, a 3 year old child was linked to a resource for treatment of pressure sores. The doctor made a cast to enhance his independent mobility and for healing the sores. After 8 castings, his foot came into shape for weight bearing. He was operated on again for functional mobility. Now he is able to walk with an assistive device.

Education

- **270** children with disability, who are in regular schools, continue to be supported for accessing education, for accessibility, for communication and for increasing their participation in schools. **50** children with disabilities were supported in becoming ready for their inclusion in mainstream schools in the next academic session. **12** children/ persons with disability appeared in board exams this year in class **10** and **12**. **30** children appeared in 9 and 11 class exams.
- Schools are now familiar with the facilities provided by the government to children with disability. Teachers themselves push parents to avail of these facilities. This year **12** new schools admitted children with disability.
- Regular support to teachers helped to build the capacity of **250** teachers in **132** schools to identify the needs, barriers faced and to work towards removing those barriers. **162** teachers from

Vimla is a B.Com, first year student in Agarwal college. After her admission when she started going to the college, she found that the building was largely inaccessible. Due to the barriers in the building she found it difficult to move from one room to another to attend regular classes. Initially, other students also hesitated to support her...

Government schools were supported to adopt effective teaching strategies in primary sections.



- **17** teachers, **6** principal and **5** Physical training instructor (PTI) facilitated inclusive activities on a regular basis to encourage participation of children with disabilities.
- **72** parents attended a workshop on the Right to Education Act. **15** parents became members of school management committee to work for school development under Right to Education Act.
- **12** new resource people are ready to give teaching inputs on regular basis to children with disabilities in the community. These people are teachers, young women from neighborhood and siblings of children with disabilities who are studying. **26** children have shown remarkable improvement in their academics due to this support.
- **22** persons with disability were supported to gain access to higher education institutions.

...A sensitization activity about accessibility was conducted in the college. Vimla herself gave an application about the barriers she was facing in the college. Thereafter, the Principal committed to removing the physical barriers in the college premises by constructing ramps etc. Ramps were constructed immediately on the ground floor and Vimla now has access to the classes, the canteen, the toilets, the computer room and the garden.

Livelihood

- **13** persons have joined mainstream employment. **3** persons with disability started their own small shops. **75** persons with disability continue to work in their own agriculture fields, cattle rearing along with their family members.
- **3** persons with disability applied for loan from NHFDC. A loan was sanctioned by NHFDC for **1** person with disability to open a grocery shops.
- Apparel Training and Design Centre (ATDC) conducted a one month full time sewing machine operator course, free of cost for persons with disabilities. **2** women with disability joined this course.
- Rural Syndicate Employment Training Institute recently started training for rural youth from the BPL category. **1** person got admission and completed the course

A woman with disability came back to her maternal home with a 4 year old daughter from her in-laws house, due to domestic violence. She decided not to go back and to learn skills to earn a living and to look after her child's needs herself. Support and information was provided to her about the options available to her. She finally joined the ATDC swing machine operator course.

Community and families

- Awareness raising activities about the rights of persons with disabilities were held in **60** villages, which were attended by approximately **7000** people
- On the event of the World Disability Day **7** awareness raising booths were set-up in rural and urban areas where **3** booths were organized with the support of parents and persons with disability. **836** people registered themselves and took information from these booths.
- **103** families from the community applied for the Ladli schemes, 5 families with children with disabilities got the Smart (Health Insurance) Card this year, **6** families of people with disabilities have been given Rs.45000 each under the Indira Awas Yojna.
- **17** families of persons with disability got possession for a plot under the Mahatma Gandhi Gramin Basti Yojana. **23** mothers of children with disability got benefits under the Janani Suraksha Yojna.
- Information regarding the Right to Information Act was delivered in **7** villages. Around **105** people and **23** people with disability were sensitized about it. **1** family, **1** person with disability and **5** other people from the community used the **RTI**.
- Detailed information was provided about the National Rural Employment Guarantee Act (NREGA) in **10** villages. **30** persons with disability and **445** other people from the community received this information. Job cards were made in **1** village for **11** families of persons with disability, where **11** persons with disability have their names in the family job cards.
- **15** Health talks were conducted in 15 villages focusing on the health of the mother and the child. **8** mal nourished children were identified. **341** women were sensitized through these health talks including **52** family members of persons with disability.
- **6** carpenters were used as resources for making adapted furniture for fulfilling specific needs of children with disability.



- **60** Sarpanches from Faridabad attended a workshop about the rights of persons with disabilities and the available opportunities in the community.
- **72** girls in Agarwal college have been sensitized about disability and the barriers faced by persons with disabilities.
- **18** family members are members of SHGs in **14** villages.

A Sarpanch from Panhera Kalan was contacted for support in Niti's admission to a Government school. He went to meet the Principal to get her admitted but the Principal did not agree to admit her. He told the Sarpanch that Niti should go to a special school. The Sarpanch with the other Panchayat members tried to convince him but the Principal did not budge. The Sarpanch supported the family in filing an RTI (which was filed by the grandmother) and the father to make a complaint to the DC, the DEO and the Education Minister. An enquiry was conducted after which the Principal agreed to admit Niti and apologized for his action. This incident impacted other Principals and a Pincipal in the neighboring village, who had earlier denied admission to a child with disability, admitted the child.

Care Plan Services

The care plan process aims to facilitate access to services by linking persons with disabilities and families to resources in the community. It also provides guidance to persons with disabilities and families about the rights of persons with disabilities, using a life span approach.

A total number of 1837 people have been registered since it began. 343 new families and persons with disabilities were reached this year. Out of these 229 were males and 114 were females. Furthermore 146 belonged to the 0 to 6 age group; 97 in the 6 to 12 age group; 47 in the 12 to 18 age group and 53 were above 18. Also, 74 of the 345 were from out of Delhi. 31 children were admitted in schools (20 mainstream and 11 special schools) and thirteen children who were out of school got linked to AADI's Education Program where they attended the preparatory classes.

The care plan process started in July 2008, with the aim of developing comprehensive services for a person with disability taking into account abilities, barriers, avenues for participation and opportunities along with the impact of impairment the person with disability experiences. Comprehensive assessments, building capacities, linking the families to resources, developing/creating access to services/resources/events, training of parents/caregivers, crisis intervention, direct interventions are a part of the care plan process. Eventually the care plan process would be linked with the urban community project.

Currently the program provides a platform for walk-in-service to anybody who has a need – a family, a person with disability, professionals, volunteers, students etc. This program is largely supervised by the senior team members who assist in maintaining the quality of service, especially in the area of understanding needs, capacities of the person with disability, barriers which hinder their performance and specific assessments required.

Education

The education program aims to support children with disabilities to access educational services in the general education system. To ensure retention and the quality of education being received it supports the child, the schools and families through regular follow ups. It continues to run bridge programs for out of school children with disabilities and supports them in the admission process into mainstream government and private schools.

School level work with mainstream schools

Facilitating admissions and retention in schools: This year 26 children from the preparatory classes were admitted in different government and private schools. Follow-up with schools, teachers, parents is an ongoing area of work with the provision of individual support to children being provided where required. Support in planning and implementing academic and non-academic work is provided to teachers.

Two of the Government schools have now employed part time staff, as caregivers/support staff. Earlier staff from AADI was supporting more than 12 children in both these schools. A basic training in care giving was conducted in both these schools.

Teacher training programs were undertaken in all the seventeen schools this year. Approximately 406 teachers were trained on different aspects of inclusive education. A major focus was also on understanding the needs of children with autism and on specific issues like communication, self care etc. In addition a lot of support is provided to the resource teachers appointed by the Government.

This year one parent became a member of the Parent's association at Shahpurjat School and one became member of the School Management Committee at Sarojini Nagar School. There was a concentrated effort to disseminate information on the Right to Education Act to all parents who were associated with the Education program.

Preparatory classes for Out-of-School children with disability

Thirty children, in the age group of 3 to 8 years were identified and supported with educational services which would enable them to enroll into mainstream schools in their neighborhood and facilitated the admission process. The program not only worked with children but also conducted parent training program.

Children's Day Celebrations

Children's day was celebrated on November 14. It provides an opportunity for all students to get together and meet old friends. The response this time was tremendous.



The children participated in puppetry, pottery making, tattoo making, dancing, games and organic plantation workshop by Beej Bachao Andolan. At the end of the workshop the children sowed some seeds in small pots to take away with them.

Alumni group of AADI School

This year the group met twice –at India Gate and at Lodhi Gardens. Attempts continue to increase the participation and activity level of the group.



Diverse Opportunities Resources (DOR)

DOR (Diverse Opportunities and Resources) a process with adult persons with disabilities, is run in partnership with Saarthak, an organization working in the area of mental health. Through this process an endeavor is made to improve the quality of life of adult persons with disability, to create resources and links so that people's dreams can become realities. Participatory processes are adopted to conduct all activities undertaken. Various activities, events and celebrations continued to be organized this year as well, which provide opportunities for capacity building in areas like communication, forming relationships and other life skills.

Clubs

This year as well the art, music, hobby, movie, gardening, book, games clubs and the English conversation class continued. In the art club this year members started using extensively other mediums like ink color acrylic colors; learned pottery; learnt to make different decorative items using beads and other craft materials; and to make folk art e.g. Worli art of Maharashtra, Gond painting from Madhya Pradesh, Kalamkari from Andhra Pradesh and Madhubani from Bihar. Gardening club members decided to take up a patch in the garden and plant flowers and vegetables. They also gave it a new look by designing it with marbles and other stones.

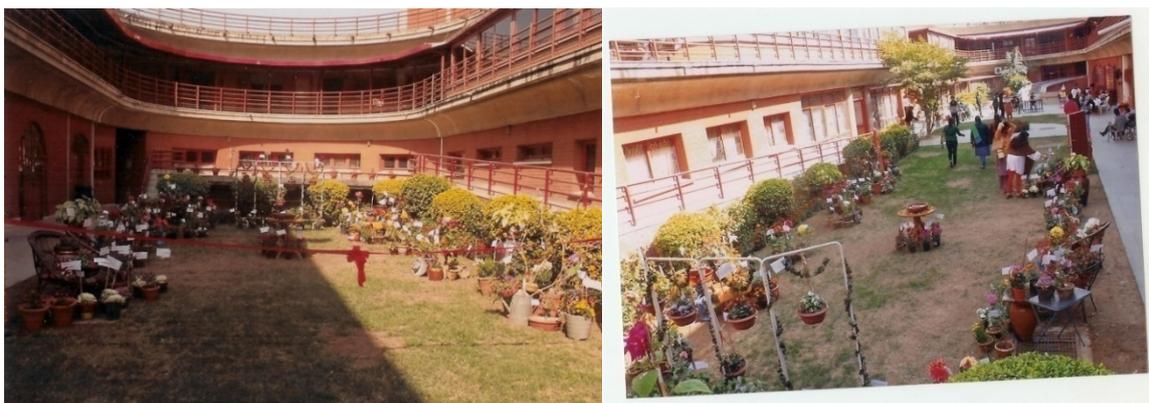
Celebrations

Diwali, Christmas and birthday celebrations were also held this year. While for Diwali members mainly painted diyas, for Christmas members formed various committees and organized a party. Members enjoyed food, music and giving gifts to each other. They also enjoyed the fact that they had made all the arrangement themselves. For birthday celebrations, members cut the cake together.

Events

Events are an integral part of the DOR process and they showcase the achievements of the group as a whole besides providing opportunities to practice the skills learnt. The three major events this year were the DOR mela, the flower show and the annual winter campaign.

Flower Show: This year members got an opportunity to organize the flower show in February. Since this was a new opportunity, members began by learning about different flower shows that had been organized at various places in the past through internet, articles etc. After that they started planning for the show. Various groups were formed namely the venue group, the decoration group, the reception group amongst others. The members named the show 'Basant Bahar'. Members, AADI staff and friends of AADI participated in flower show by contributing pots of flowering and other plants.



The flower show was held at AADI and it was inaugurated by Dr. Shanti Auluck of Muskaan.



Members also put up a rangoli table, stalls of gajra, saplings, holi colors and food.



Each member who had contributed for the show by bringing their pots got a certificate of participation. All participants and the guests enjoyed Basant Bahar equally.

Inclusive Opportunities

Inclusive opportunities, is a process that attempts to provide inclusive and accessible opportunities for livelihoods to persons with disabilities. Supported businesses, internships, placements and open employment are some of the means of providing these opportunities. It attempts to create new opportunities for internships, mentoring existing interns to move towards independent assignments by planned enhancement of skills and exploring employment opportunities in the community.

Supported Business

Ujala: Ujala runs in collaboration with people with disability, contributing in all aspects of product development from sourcing, manufacturing, packaging to marketing. This year the team introduced a few new products, namely, dustbin, tissue box, writing pad etc. Ujala products are marketed through a Ujala Shop located at AADI and also through various melas. This year, there were bulk orders from Educom Solutions, American Institute of Indian Studies, MESH and Green the Gap. Special orders, where customers choose specific blocks and design for printing, were received from the Vista Team for newspaper bags, from the New India Photo Company for Newspaper bags & other products, from the Tota Maina for labeled Newspaper bags, from IAFT for Block-printed bags and from AIIMS for Block-printed bags & Writing Pads. Besides this the team sold also products by participating in 30 melas, which also help in raising awareness about abilities of persons with disabilities.

Photocopy work at Supreme Court: Photocopy work of the Copying Section at Supreme Court of India had been allocated to AADI in November 2010 for one year. This was an endeavor to create an opportunity for two persons with disability to do the photocopy work in mainstream environment and also to sensitize people around to believe in the abilities of people with disability. This was successfully completed in November 2011.

Internships

Internship is an important aspect of the inclusive opportunity process. The aim of the internship is to provide an opportunity for people with disability to use their current skills and enhance their skills to be able to take them towards meaningful occupation and livelihood. Each person in the internship process is supported by an Internship Mentor whose role is to facilitate the process of learning and acquiring new skills.

Some of the ongoing internships in AADI are:



Finance



Ujala Store

Finance department: One member who has been in internship in the Finance department has now progressed to doing data entry work.

Ujala Store: It is the place where raw products, raw material and finished products of UJALA are stored. Two members have completed 2 years of their internship there.

Ujala shop: The member who is undergoing this internship at Ujala Shop is becoming familiar with the products and learning skills of stock taking and doing a monthly inventory.

Newspaper Bags Manufacturing: Two members are using their skills to make news paper bags for the Ujala Shop and a local shop in their neighborhood.

Small Shop Management: The member undergoing this internship is getting to learn the skills of stock taking, customer interaction and money transaction.

Photocopy work: The person doing photocopy work is now independent in making sets of documents and all other kind of single/double side work. He has learnt to identify numbers up to 30 through this work.

Front-Desk Training: The person at the Front-Desk internship is learning to welcome people as they come in and asking them the purpose of visit and guiding them thereafter.

Open Employment

Two persons with disability who were employed by AIRCEL in 2010 continue to be provided ongoing support. Further open employment opportunities were also explored with Green the Gap, Tatva Café and Aegis.

Sambhav: National Resource Center

Sambhav Resource Center is a project of National Trust in collaboration with AADI and Saarthak. It is based on the concept of universal design and showcases how to make inclusion possible for persons with disabilities.

Since its inception 1652 persons have visited the center. Visitors are usually taken around for a demonstration with explanations being given about the displayed aids and equipment. This year 884 people visited Sambhav. Out of the total approximately, 219 were college students from various backgrounds {mainly nursing (95) and architecture(68)}, 200 were persons with disabilities and their family members, around 44 were from different NGOs, 49 were from various ministries and government bodies and all the rest were professionals and individuals from various fields. People sought and were provided information about aids for persons with visual impairments (colored keyboard sticker, plastic magnifier, computer screen magnified); 25 people for communication aids (Gup Shup book, Avaz, Sanyog, Kathamala); 61 for self care; 33 for mobility aids; and 33 for aids to enhance learning. Contact details of a variety of vendors for recreation and leisure aids were also shared

With rapid advances in technology the products in the hardware and software section in Sambhav need to keep abreast with the latest available products. To keep upgrading, recently Awaz (Tablet Version(2{one in English and one in Hindi}) and PC Version(1)) have been added to the Sambhav collection.

A visitor's book is maintained where all visitors are requested to write their comments after the visit. Some comments are shared below:-

"This is an excellent concept. We should popularise this in every state so that the persons with disabilities can have their own choice. The cost factor is which we need to tackle in some equipment. Hope in the future we may be able to bring out our own innovation. Congratulations": *Dr. M.K. Muneer, Minister for Social Welfare, Kerela*

"A very impressive demonstration of what can be done and what should be done..": *Dr. Surajit Nandy* "A totally inspiring place. The entire idea, designing and construction is so wonderful and gives a new meaning for the word 'possible'. I take it as my personal voyage now to spread awareness about 'Sambhav' and be a part of this movement you have created.": *P.Deepa, JNU, Delhi*

CAPACITY BUILDING

School of Rehabilitation Sciences is the training wing of AADI. It conducts two post –graduate Diploma courses in Special education and Developmental Therapy and also undertakes specific training programs such as technical training to update skills of working professionals; Training of Course Directors to conduct caregivers training program; Internship opportunities to professionals/individuals from other organizations/training institutes; material development and participating in Seminars and workshops for professional development.

School of Rehabilitation Sciences

The School of Rehabilitation Sciences develops and conducts holistic training programs to build human resources at various levels to work in the field of disability & development. The two professional course it conducts are the Post Graduate Diploma in Special Education (Multiple Disabilities: Physical & Neurological) (PGDSE) and Post Graduate Diploma in Developmental Therapy (Multiple Disabilities: Physical & Neurological) PGDDT. Both the courses are recognized by Rehabilitation Council of India and affiliated to Delhi University. Some highlights of the year are as follows:

Batch 2010-2011

The months of April -September 2011 marked the culmination of the course for the batch 2010-11. Twenty two students enrolled, 20 students completed the course, with 10 first divisions and 3 distinctions in the PGDSE course. This batch had 15 students in the PGDSE course and 5 in the PGDDT course. This period included Placement II, the Rural program visit, exams and internship.

Internships: The internship began in July had 8 rotations (of varied durations from 1 week to 2 weeks) in the span of 12 weeks. The various internship sites for PGDSE students were Ankur, National Association of the Blind, National Association for Hearing Handicap, Bodh Shiksha Samiti, Care Plan, DOR, Inclusive Opportunities (IO), Jeevan Jyoti, St. George's School, St. Mary's School and Bluebells School. The PGDDT students were placed in Care Plan, RCBR, DOR, IO, Ankur, East Program (Mangalam), Jeevan Jyoti, Muskaan, Bodh Shiksha Samiti and St. Mary's School. The batch finished their internship on September 30 with a farewell being given to them by the students of the new batch, 2011-2012.

Job Placements: Out of the 20 students, all have successfully completed the course. Eighteen students are currently employed in the disability field in various schools and organizations including AADI.

Batch 2011 -2012

The total number of candidates selected was 20 for the special education course and 5 for the therapy course.

However, only 1 candidate registered for the Therapy course. As a result, it was not possible to offer this course for the year 2011-12.

Seventeen students enrolled for the special education course. However, during the year, 3 students dropped out of the course due to personal reasons, leaving a total of 14 students enrolled in the PGDSE course.

The selected students in the education course are from varied background such as Psychology, B. El. Ed, B. Ed, and English, with seven of them having completed their Master's degree as well. The students are from different states of India such Uttar Pradesh, Haryana, Punjab, Ladakh, Delhi and Bihar.

Semester one was completed by December 2011, placements were at St. George's School and Fr. Agnel School and exams were held in December 2011. All students successfully cleared the papers.



CBR trip to Bodh Shiksha, Alwar

The second and final semester began in January 2012 and ends in May 2012. Semester two included placement II and a CBR trip to Bodh Shiksha, Alwar.

SRS Students Course Feedback (2010-11): Some of the comments of the last year's batch of students were-

Amritha Renganath, PGDSE student- "A lot of lessons have been learnt in terms of compassion, respecting others, dealing with difficult situations, learning to be patient, learning to manage emotions and being passionate about the cause of disability."

Ruchika Kaushik, PGDDT student- "Honestly speaking my attitude has completely changed towards human beings and persons with impairment. A person has the right to live independently; he/she should have the power of making choices and decisions for self. And this is no charity; this is the right of each person."

Visits and placements

Sensitization of students in professional courses is done through visits and placements of people, from other organizations, throughout the year. It helps the School of Rehabilitation Sciences to create an awareness as well as exposure about the working of AADI among the trainees: The following visited AADI:

25 DSE (CP) trainees from open learning systems in March 2012

Students of 2 years diploma in special education (MR) from Prayas, Jaipur

3 Social work students from university of Kashmir for their internship

2 persons from SCORE foundation

60 M.S.C. and 4th year B.Sc. Nursery students from Pandyarjah Ballal Nursing Institute, Mangalore Karnataka

55 Nursing students from Jamia Hamdard University

19 nursing students and 4th years B.Sc (Hons) students from St Stephan Hospital College of Nursing and

38 students of Master of Social work from the Maharaja Sayajirao University of Baroda

Care Givers Training

To ensure the quality of training provided by Course Directors of the caregivers course (for National Trust) to the faculty of their respective organizations, an Audio-Visual Tool was developed in collaboration with Saarthak. In the month of December 2011, the second phase of the Course Directors Training on training of Caregivers was conducted. Eleven organizations participated in the training. The audio-visual tool developed was shared with the participants

FINANCIAL AND HUMAN RESOURCES

Financial Statements

SUMMARY OF AUDITED INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2012

PARTICULARS	31st March,2012	31st March,2011
	Rupees (in Lakhs)	Rupees (in Lakhs)
<u>INCOME</u>		
Donations	22.46	33.80
Interest	47.93	38.62
Grants	27.87	36.10
Income from other sources	139.65	115.84
TOTAL :	237.91	224.36
<u>EXPENDITURE</u>		
Administration / Establishment	89.47	61.87
Depreciation	12.33	14.35
Expenses on the objects of the Society	155.60	142.76
TOTAL :	257.40	218.98
Amount transferred to Earmarked Fund	(19.49)	5.38

Compiled from the Audited Financial Statements of the Society

For CHANDIOK & GULIANI

(CHARTERED ACCOUNTANTS)

FRN No. 001199N

V.K.LALLA

(PARTNER)

M.No. 80847

For Action for Ability Development & Inclusion

SECRETARY / EXECUTIVE DIRECTOR

SUMMARY OF AUDITED BALANCE SHEET		
AS AT 31ST MARCH 2012		
PARTICULARS	31st March,2012	31st March,2011
	Rupees (in Lakhs)	Rupees (in Lakhs)
<u>LIABILITIES</u>		
Corpus Funds	595.98	595.00
Earmarked Funds	696.22	695.25
Current liabilities	78.12	49.75
TOTAL :	1370.33	1340.00
<u>ASSETS</u>		
Fixed Assets	94.53	105.87
Investments	409.00	379.00
Current assets And Loans & Advances	95.31	103.12
Income and Expenditure A/c	771.49	752.01
TOTAL :	1370.33	1340.00

Compiled from the Audited Financial Statements of the Society

For CHANDIOK & GULIANI

(CHARTERED ACCOUNTANTS)

FRN No. 001199N

V.K.LALLA

(PARTNER)

M.No. 80847

Place: New Delhi

Dated: 21st November,2012

For Action for Ability Development & Inclusion

SECRETARY / EXECUTIVE DIRECTOR

AADI Staff
(As On March 2012)

Executive Director

■ Gidugu Syamala

Deputy Executive Director

■ Madhu Grover

Director

■ Renu Anuj

Managers / Coordinators of Activities

■ Anita Lodhi ■ B. Anuradha ■ Charulekha Khandelwal ■ Manavi Jalan ■ Manjula Mehra ■ Meenakshi Sharma ■ Neelam Dutt ■ Nidhi Jalan ■ Shahana Chakraborty ■ *Vandana Trivedi ■ *Anita Prasad ■ Meenu Manchanda ■ Rupa Rastogi ■ Sheetal Batra ■ Praveen Kr. Singh ■ Darsana Khir ■ Shaila Khan ■ Mridul Sawhney

Rehabilitators (Associates)

■ Chandeshwari Tiwari ■ Dev Bhushan Pandey ■ Jitender Tomar ■ Narender Pal Kaur ■ Raminder Kaur ■ Sushma Kumari ■ Vinita Rawat ■ Vinita Nagpal ■ Manuja Mishra ■ Dimpri Raisinghani ■ Shweta Ladsaria ■ Md. Saukat Hossain ■ * Padmaja Mohanty ■ *Shefali Aggarwal ■ Mohita ■ Puja Lalchandani ■ Indernil Chakrovarty ■ Deepak Jain ■ Sarfaraz ■ *Amritha Sai Marle ■ Namita Bhutani ■ Shipra ■ Ruchika ■ Vikas Kumar ■ *Naveen Yadav ■ Anushree Das ■ Yoginder

Administration, HRD, Finance & Resource Mobilization Staff (Urban)

Manager/Coordinator of Activities

■ R. K. Sahani ■ Seema Ghosh ■ Gavender Kumar ■ M.S. Sridhar

Associates / Asst. Executive Officer

■ Harpreet Mehta ■ Saranjeet Kaur

Assistants

■ Dolly Das

Secretaries / Telephone Operator

■ Meenakshi Sharma ■ Nisha Sawhney ■ Rajeev Uppal ■ Yuna Noor ■ Vinay Viz

Jr. Assistants / Receptionist

■ Muthu Subramaniam ■ Neena Sharma ■ Pankaj Kapoor ■ Sanjay Sharma ■ Uttam Mandal ■ Chetan Razdan ■ Atul Mohan Mehta ■ Gurucharan Singh ■ *Kailash Umrodkar ■ *Vivek Dubey

Non-Technical Staff

■ Ajit Baxla ■ Amar Singh ■ Anita Devi ■ Bimla Chauhan ■ Birender Kumar ■ Gyanesh Tyagi ■ Hans Narayan
■ Jai Singh ■ John Kindo ■ Jokhu Ram ■ Kaleshwar Singh ■ Kamini Prasad ■ *Lawrance Kiro ■ Mahipal (Jr.)
■ Meen Bahadur ■ Meena Singh ■ Meera Devi ■ Nagender Yadav ■ Nand Lal Sharma ■ Nirmala Devi ■ Om
Prakash (Jr.) ■ Om Prakash Chauhan ■ Ratankali ■ Shanti Paswan ■ Sovan Singh ■ Sunehar Singh ■
Surender Mishra ■ Suresh Kumar ■ Upender Yadav ■ Vishwajeet

*** Left during 2011-2012**

Rural Centre at Dayalpur

Rehabilitators, Support Staff and Volunteers

■ Chaman Lal ■ Devender Singh ■ Indira Vashisth ■ Kamla Devi ■ Kanta Devi Sharma ■ Krishna Devi Arya
■ Rajpal Singh ■ Ramesh Chand ■ Richpal Kaur ■ Roshini Sarah ■ *Sarabjit Singh Dagar ■ Sarbati Lal ■
Sukhbiri Devi ■ Kailasi Devi ■ Omvati Devi ■ Rajwati Devi ■ Shakuntala Devi ■ Phoolwati Devi ■ Kela Devi ■
Kela Bati

*** Left during 2011-12**

Governing Body of AADI

Chairperson

Mr. Sunil Mehta
B. Com. (Hon.), (Delhi University)
Chartered Accountancy, (Institute of Chartered Accountants of India, Delhi)
Alumni, Wharton School of Management, (University of Pennsylvania) U.S.A
Country Head & CEO , American International Group (AIG) Inc. India
President, Indo-American Chamber of Commerce

Treasurer

Mr. Rajesh Kathuria
Chartered Accountancy(Institute of Chartered Accountants of India, Delhi)
Practicing Chartered Accountant

Permanent Invitees

Dr. Divya Jalan
Founder Member
Dip. Physical Handicap (London University)
M. A. Early Childhood Education (London University)
Ph. D. Education (SNDT, Mumbai)
Consultant (Education)

Members

Mr. Alok Sikka
B.A. (Delhi University)
Post Graduate Diploma in Journalism
Journalist

Dr Achal Bhagat
MBBS(UCMS, Delhi), MD (Psychiatry), PGIMER, Chandigarh,
MRCPsych, Royal College of Psychiatrists, UK
Director, Division of Mental Health & Quality of Life , Medanta
Chairperson, Saarthak

Ms. Kamla Bhasin
M.A (Economics) Rajasthan University
Advisor, SANGAT

Ms. Veena Kumar
M.A. English ,(Kanpur University)
Volunteer, Resource Mobilization

Ms. Seeta Sharma
B.A. (Hon.) Geography , (Delhi University)
M.A. (Hon.) Geography, (Wollongong University Australia)
Regional Program Officer – Asia, Dan Church Aid

Ms. Renu Anuj Singh
M.Sc . (Agra University)
P.G. Diploma in Special Education (AADI)
Director, RCBR

Vice Chairperson

Ms. Vandana Bedi
Dip. OT (IPH, Delhi)
P. G. Course in Management of CP
M. Sc. Occupational Therapy – Pediatrics (UK)
Consultant (Disability & Development)

Secretary & Executive Director

Ms. G. Syamala
M.A. Psychology, (Delhi University)
P.G. Diploma in Special Education (AADI)
Executive Director, AADI

Ms. Sushmita Nundy
Founder Chairperson
B.A. (Hon.) (London School of Economics)
M. Phil. (Jawaharlal Nehru University, Delhi)
Founder Chairperson, AADI

Ms. Shukla Haldar
M.A. Fine Arts , (University of Chennai)
Diploma from London Montessori Centre (Kolkata)
Chief Facilitator, Panchatantra Montessori School

Mr. Rajesh Thadani
B.Sc.(H) Botany (Delhi University)
M. Sc. Environment Sciences (Jawaharlal Nehru University, Delhi)
Masters of Forest Science (Yale University)
M. Phil, PhD. Forest Ecology & Mgmt (Yale University)
Executive Director, CEDAR

Dr. Mathew Verghese
MS Orthopedic (Surgery)
Director, St. Stephens' Hospital

Mr. Praveen Kumar Gurunath
MSW, (Community Development)
Programme Manager , VSO

Ms. Madhu Grover
M.A. Psychology ,(Delhi University)
P.G. Diploma in Special Education (AADI)
Deputy Executive Director, AADI

List of Governing Body Members of School of Rehabilitation Sciences

University Representative on Governing Body

Prof. Bharti Baveja

Department of Education, University of Delhi

Prof. Sanjai Bhatt

Department of Social Work, University of Delhi

Nominees on the Governing Body of SRS

Dr. Anupam Ahuja

Lecturer, Department of Teacher Education, NCERT

Ms. Anshu Beniwal

Academic Coordinator, Good Earth Foundation

Dr. S. Srinivasan

Senior Consultant Pediatrician ,National Chest Institute

Dr. Amod Kumar Tyagi

Senior Consultant & Head ,Department of Community Health
St. Stephens Hospital

Ms. Shivani Gupta

Founder Director, Access Ability

Ex Officio

Dr. Achal Bhagat

Director, Division of Mental Health & Quality of Life,
Medanta-The Medicity
Chairperson School of Rehabilitation Sciences, GB;
Chairperson, Saarthak

Ms G. Syamala

Secretary/ Executive Director, AADI

Ms. Charulekha

Principal, School of Rehabilitation Sciences, AADI

Teacher Representative

Ms. Nidhi Jalan

Asstt. Professor, School of Rehabilitation Sciences, AADI

Ms. Manavi Jalan

Asstt. Professor, School of Rehabilitation Sciences, AADI

WHERE THE MIND IS WITHOUT FEAR

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

By narrow domestic walls

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit

Where the mind is led forward by thee

Into ever-widening thought and action

Into that heaven of freedom, my Father, let my country awake.

-Rabindranath Tagore



aadi

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Rural Community Based Rehabilitation Centre
Dayalpur Primary Health Centre
Ballabgarh Block, Faridabad (Haryana)