

Annual Report 2014-2015



Action for Ability Development and Inclusion



Included a special feature

**In celebration of
MITA NUNDY
Founder Chairperson of AADI
Inspiration to many**

Mita Nundy
22nd December 1944 to 28th August 2014



What is to give light must endure burning

Victor Frankl

Dear friends,

Vrikshotsav 2014 was celebrated with a difference. For months the members of the Garden Club were planning for it and the excitement and energy was palpable. Suddenly a day before on 28th August we hear the sad news of Mitadi (as Mita Nundy was fondly called), moving on....There were mixed feelings, whether to go ahead with the celebration or not. We decided to go ahead with the event as Mitadi would have wanted us to. We remembered her, prayed for her and through a shared feeling of love and loss we planted a few rose plants in her memory and continued with the activities. The plants continue to thrive in the garden.



People with disability, families, friends, and all those connected with Mitadi gathered together to express the special connect with Mitadi and shared anecdotes about her Vision, compassion, humility, brilliance, courage, and above all a spirituality that propelled her to work along with a core team and bring AADI into being some 36 years ago.

A few of Mitadi's close associates have put together a small tribute in celebration of her life. The booklet (included as a special feature), with the ZEN symbol explained, tries to capture the uniqueness of Mitadi. We take this opportunity to offer our gratitude to Mitadi.

Robert frost summed up learnings of life in three words – “Life moves on”! Yes, at AADI we too moved on. We continue to combine our learnings of the past and align them to focus on the future.

Over the years, we have evolved and developed a Vision that promotes an Inclusive Society. Our programs and activities, detailed in the report, are guided by this Vision and the principles of United Nations Convention on the Rights of persons with disabilities, produced in the following pages.

While it is heartening to see the increasing number of children in mainstream schools, a lot is left to be desired, as the number drastically reduces in higher education. There have been individual success stories in the area of training and employment and we are mapping the processes and strategies so as to maximise the gains from it. During the year, a continuous thrust has been to improve our documentation systems and move towards evidence based analysis and planning. The care plan services, community based program, capacity building programs, and work at a policy level continued with this focus and are detailed in the following pages. The report contains the financials along with the details of the human resource involved through the year. We are acutely aware of the unmet needs of persons with disabilities and hope to address these as part of our future work.

On behalf of the Board and all at AADI I wish to thank all our friends and supporters who have generously shared their knowledge skill and resources. We look forward to a continuous and fruitful exchange.

In peace,

A handwritten signature in black ink that reads "Syamala". The signature is fluid and cursive.

Syamala Gidugu
Secretary/Executive Director

Convention on the Rights of Persons with Disabilities

Article 3 - General principles

The principles of the Convention are:

- a. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- b. Non-discrimination;
- c. Full and effective participation and inclusion in society;
- d. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- e. Equality of opportunity;
- f. Accessibility;
- g. Equality between men and women;
- h. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Rights of Persons with Disabilities

Equality and non-discrimination	Right to life	Situations of risk and humanitarian emergencies	Equal recognition before the law
Access to justice	Liberty and security of person	Freedom from torture or cruel, inhuman or degrading treatment or punishment	Freedom from exploitation, violence and abuse
Protecting the integrity of the person	Liberty of movement and nationality	Living independently and being included in the community	Personal mobility
Freedom of expression and opinion, and access	Respect for privacy	Respect for home and the family	Education
Health	Habilitation and rehabilitation	Work and employment	Adequate standard of living and social protection
Participation in political and public life	Participation in cultural life, recreation, leisure and sport	Accessibility	Statistics and data collection

**The green areas highlight the rights that AADI's is currently focusing on*

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 strategic 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 careers. 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.

Abbreviations

AADI	Action for Ability Development and Inclusion
ADHD	Attention Deficit Hyperactivity Disorder
AIIMS	All India Institute of Medical Sciences
ASSOCHAM	Associated Chambers of Commerce and Industry of India
BSS	Bodh Shiksha Samiti
CSR	Corporate Social Responsibility
GEF	Good Earth Foundation
ICF	International Classification of Functioning
MCD	Municipal Corporation Delhi
NCERT	National Council of Educational Research and Training
NCPEDP	National Center for Promotion of Employment for Disabled People
NDMC	North Municipal Corporation Delhi
NGO	Non-Government Organization
NHFDC	National Handicapped Finance and Development Corporation
NIIT	National Institute of Information Technology
NIIT-F	National Institute of Information Technology-Foundation
NIPI	Norway India Partnership Initiative
SDMC	South Municipal Corporation Delhi
UNDP	United Nation Development Fund-
UNICEF	United Nations International Children's Emergency Fund

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Vision, Mission and Strategic Objectives

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The process of ensuring that people with disabilities enjoy their human rights is slow and uneven. But it is taking place, in all economic and social systems. It is inspired by the values that underpin human rights: the inestimable dignity of each and every human being, the concept of autonomy or self-determination that demands that the person be placed at the centre of all decisions affecting him/her, the inherent equality of all regardless of difference, and the ethic of solidarity that requires society to sustain the freedom of the person with appropriate social supports

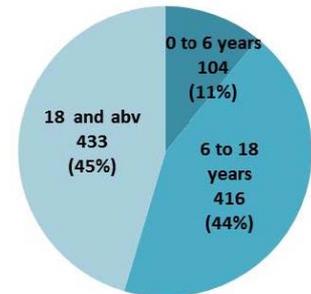
Disability and Human Rights – United Nations

Gerard Quinn and Theresia Degener

Section I: Sambhav-Making Inclusion Possible *Services*

1. Rural Community Based Services

The goal of the Rural Community Based program is the creation of a responsive community and development of inclusive services, which fulfil the rights of persons with disabilities. The program works across the life span and across disabilities. Since 1982 it is based in Ballabhgarh block of Faridabad District in Haryana. It works in **83** villages which are governed by 65 panchayats and 9 colonies in the peri-urban areas. Presently **953** persons with disability and their families are registered with the program of which 65 percent are males and 35 percent are females. This year 98 new people were identified as compared to 104 identified last year.



Direct interventions in the program focus on working directly with the individual. It attempts to link persons with disabilities to specific inputs for decreasing the impact of impairment in different domains of life.

1.1 Access to Therapeutic, Rehabilitation/ Functional/Direct Interventions

- 830 persons with disabilities and their families expressed their specific new needs which they would be like to be addressed through 1700 assessments for reviewing progress and plan further interventions.
- 107 persons with disabilities participation in daily life increased through the provision of 119 aids
- 140 children continued making progress in their learning at school through after school support
- 68 children at home become more independent in their daily lives through life skill training
- 34 children with hearing impairment skills to communicate were enhanced by receiving training in using hearing aids
- 54 people with hearing impairments attended an ear mould measurement workshop which helped in easy access to a service within the community. Otherwise people would have to travel two times to the agency in Noida which was very far and expensive for people to reach.

Ear Mould Measurement Workshop: An ear- mould making workshop was organized in Dayalpur village in collaboration with Starkey, Noida. 54 persons with disabilities with hearing impairment attended the workshop. A meeting was organized on the same day with the objective of informing parents and persons with disabilities about the importance of using hearing aids and the maintenance of hearing aids. 41 Persons with disabilities received hearing aids from star key in month of February 2015.



Families are one of the primary stakeholders and resource available to persons with disabilities. This aspect of the program focuses on increasing information and building skills of families to address the needs of persons with disabilities. It also helps families to establish links with each other.

1.2 Capacity Building of Families	
Parent Trainings	
<ul style="list-style-type: none"> 97 parents began seeking more information to assist their children in various life domains and accessing government provisions after attending workshops on health, nutrition, self-care, mobility, various concessions and resources available in their community. 	
Parent Sensitization	
<ul style="list-style-type: none"> 100 children's participation in everyday life increased after families attended a sensitization workshop on the importance of providing daily opportunities 	
Parents resolved school issues	
<ul style="list-style-type: none"> 196 families managed to resolve many issues themselves arising at the school level thus supporting the retention of their children schools 25 parents became part of School Management. The parents who are part of the SMC took up the issue of making the school premises accessible & to construct a boundary wall and gate in school 	
Parent Group	
<ul style="list-style-type: none"> An eleven member parents group in Ballabgarh took up ten advocacy issues and helped other parents to access various government entitlements. 	
Emotional Support to Families	
<ul style="list-style-type: none"> 350 stressed families in times of distress and difficulties managed their lives through counseling support 	

To ensure inclusion and participation in the community persons with disabilities are linked to resources in the community like education, health, employment etc. They are also linked to schemes and provisions available from the Government.

1.3 Linked to Community Resources	
Accessing Early Years Services	
<ul style="list-style-type: none"> 68 children linked to Anganwadis are going regularly to access available services 	
Access to Education	
<ul style="list-style-type: none"> 28 new admissions in schools 324 are going to schools. 196 are regular and others are not so regular 55 supported by community tutors 149 received school scholarships 81 received caste based scholarships 125 received travel allowance for going to school 18 are pursuing higher studies 	<i>Out of the 324</i> Pre & Primary: 60% Middle: 20% Secondary & H. Secondary: 14 % Higher Education: 5 %
Access to Work and Employment Opportunities	Accessing Other Government Provisions
<ul style="list-style-type: none"> 76 adults are in open employment and are earning from 5000 to 18 000 (laborer, teacher, factory worker) 16 are in self-employment 	<ul style="list-style-type: none"> 659 have a disability certificate 32 acquired a Disability Certificate this year 268 get a disability pension 509 have an AADHAR card 5 received installments of Indira AwasYojana

- 15 people are involved in agriculture with their families
- 11 are involved in other types of family occupation
- 166 are engaged in domestic work

Access to Health

- 282 linked to various health services
- 15 linked to Niramaya Health Insurance Scheme. 4 people claimed benefits from this scheme this year

To ensure inclusion and participation in the community there is a need to develop the available resources to provide inclusive services. Awareness raising is essential for information dissemination and creating more positive attitudes towards disability. Advocacy becomes essential to bring about long term changes in policies and provision.

1.4 Capacity Building of Other Community Resources

Awareness Raising

- Awareness booths were organized to give the information regarding different government schemes, health, and hygiene in 4 urban areas and in 2 rural areas. With a focus of persons with disabilities and families taking on the awareness raising activities four booths were organized by them completely.
- 746 people were sensitized through sensitization workshops in the community.

Educational Resources

- 59 teachers trained in effective classroom teaching through SSA which helped them to realize that they could teach all children together
- 442 teachers of 162 schools were sensitized by regular meetings to provide guidance about working with children with disabilities.
- 18 schools toilet were made accessible



Inclusive Games were conducted in 47 schools

Inclusive Games in Schools are organized in schools with the main objective of sensitizing teachers about play being a right of a child with disability like any other child. Besides emphasizing the importance of participation in play and recreation with the same age group children it also helped to showcase the abilities of children with disabilities

1.5 Habilitation and Rehabilitation Program-New Initiatives

To achieve the objectives of inclusion and full participation in the current scenario of marginalization of persons with disabilities, there was a need felt to establish a human resource cadre at the village level that would provide specific targeted services for persons with disability and facilitate access to inclusive services in the community.

In January 2014, after getting a grant from Hans Foundation, 25 villages were selected to begin building this cadre of village level and community level workers. These 25 Villages were selected from all three locations; seven villages around Mathura road, twelve villages around Mohna road and six villages around Tigoan road. Data base was created for clients of 25 villages separately. To take plan forward, it was decided to link with all Aaganwadi and Asha workers and their supervisors and finding out the possibilities to take them for community work as they are already village based, familiar with village community, have relationship and can conduct the door to door survey in village to identify more persons with disabilities.

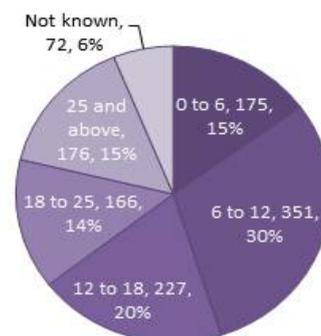


Meetings were held with the office of Child Development Project Officer, Integrated Child Development Scheme and Deputy Chief Medical Officer, Anganwadis and Asha workers to explore the options of them getting involved this initiative. People appeared open and officers welcomed the idea of a door to door survey and developing village level human resources for addressing the needs of people with disabilities. Training for Anganwadis and Asha workers was organized to help build an understanding of disability and barriers faced by persons with disabilities. An Asha workers training was conducted on 24th July 2014 wherein out of the 57 Asha workers invited 49 came. The Anganwadi workers training conducted on 26th July 2014 was attended by 65 of the 74 workers invited.

2. Urban Services

In urban services which are centered in Delhi, teams were in contact with 1169 registered families and persons with disabilities, till the end of March 2015. The age wise break up of active clients was as depicted in the pie chart. The distribution across ages remains fairly even with 6 to 12 forming the largest age group of active clients.

This year 355 new persons registered (106 were females and 247 were males) as compared to 333 registered last year. The majority were in the 6 to 18 years age group followed by the early year's age group. Majority of them came from Delhi(267) followed by Uttar Pradesh (33) and Haryana (17). The maximum number of new people registered had multiple impairments.



2.1 Linked to Community Resources

To ensure inclusion and participation in the community persons with disabilities are linked to resources in the community like education, health, employment etc. They are also linked to schemes and provisions available from the Government.

Access to Educational Resources:

- 494 children were going to schools (166 in special and 328 in mainstream schools)
- 41 children were admitted in schools. 22 children were supported forgetting admissions in schools through 35 school visits
- 90 children were supported to continue learning in schools through 283 school visits in 69 schools
- 73 were reported to be out of school. 20 dropped out of school
- 20 young adults are pursuing higher education

Access to Health Resources:

- 175 referrals were made to health resources in the community:
 - 74 for Mental Health Issues*
 - 40 for Epilepsy*
 - 26 for orthopedic interventions*
 - 8 for surgical interventions*
 - 12 for Nutrition guidance*
 - 16 for various other health issues*
- 26 people were accompanied to facilitate access to health resources

Access to financial resource

- 132 linkages were made for financial assistance for transport/care givers salary/ for accessing medical services/ Aids/ Appliances/ Educational Fees/transport assistance through AADI Vehicles/ Personal assistants through AADI Support staff

Access to government provisions

- 25 people with disabilities got legal guardianship
- 73 registered or renewed Nirmaya membership
- 53 acquired a Disability certificate
- 27 linked to other government scheme (primarily disability pension)

Access to Inclusive Work and Employment Opportunities

- 24 clients are employed (some in family occupations & some in open employment. One person joined a bank this year. One person is running his shop successfully)

A livelihood success story



Vineet Garg, has his own shop and he celebrated his shop's first anniversary on 29th November 2014. Last year he had expressed a desire to be a shopkeeper to the team. However his family doubted whether he would be able to manage a shop. After some persuasion his family agreed to allow him the use their shop in the busy Laxmi Nagar Market. Vineet was provided opportunities for learning and practicing the skills required to manage a shop. The shop was inaugurated after performing puja on 29th November 2013. His father and younger brother helped him to purchase stock for the shop and Vineet organized the display and the shop opened for customers.

2.2 Access to Therapeutic, Rehabilitation/Functional /Direct individual Intervention

Direct interventions focus on working directly with the individual by linking persons with disabilities to specific inputs for decreasing the impact of impairment in different domains of life. Direct interventions begin with the care plan process. This process aims to ensure that persons with disabilities have access to avenues to share issues, gather information about resources and working out solutions for increased participation across life domains. It also provides guidance to persons with disabilities and families about the rights of persons with disabilities, using a life span approach. There is an emphasis on specific work with people in the early years, school years and with adults at the individual level and a group level.

464 Assessments conducted for 342 people for reviewing progress and planning interventions

2316 Individual reviews meetings for 492 people for enhancing skills in various life domains

101 Aids provided to 87 people to facilitate inclusion in daily life

Groups were organized across ages and 108 people attended 306 groups along with their peers

Group work for early years: Early years (0-6 years) are a crucial time for the overall development of children. To increase access to early learning and development opportunities with peers, an early year's group was organized this year from July onwards 29 times for approximately 13 children in this age group. Individual skills such as communicating their needs, identifying people and objects, eating independently, turn taking were focused upon during these group sessions. Due to this process children were able to form a rapport with each other and the staff, and were able to stay away for longer periods without their parents. Some children were admitted in schools.

Group work for school years: Besides supporting children at an individual level and also ensuring access and retention of children in schools in the community, in the **school years** age group (6 to 18 years) a need was realized to provide inputs for children who needed support to begin going to school and for children who were out of school. While one group was organised 43 times for 15 children to prepare them for admissions in schools, three separate groups were organised 42 times all together for 15 children in the age group of 12 to 18 years who were out of school. For this group the focus was on functional education and other life skills like self-care, domestic life skills, social communication and relationships. Seven children got admission in schools. Families began to recognize the abilities of children. All children learnt skills in communication, interpersonal skills and self-care. Some children who in the beginning would not even look at another person began communicating enthusiastically with their peers. Awareness of events in the communities and neighborhoods also increased.

2.2.1 Access to Skills for Livelihoods and Internships

For the adult year's age group the focus is on creating opportunities for skill development for livelihoods through Internships, clubs, events which are also a means of increasing opportunities for social interactions with peers and engaging in community initiatives like the winter campaign. The **Jeevika project, Ujala and NavRang** processes aim to create such opportunities for learning skills for persons with disabilities by addressing various barriers. NavRang and Ujala are social enterprises which aim to provide opportunities for livelihood and skill development and showcasing abilities. The Employability Program of the Jeevika project aims at preparing persons with disabilities for the job market by strengthening their abilities and providing opportunities to rehearse skills.

NavRang- <i>celebrating diverse colors in life</i>	Ujala
<p>NavRang', is a Hindi term meaning many colors and has been set up as a social enterprise by AADI, Saarthak and The Hans Foundation. NavRang celebrates the diversity that exists amongst people and, in particular, believes in the inherent capacity of individual persons with disabilities. It provides a platform to showcase the individual's talents, abilities and skills.</p> <p>As a socially conscious enterprise, NavRang links with other organizations to create meaningful occupations for people with disabilities. Some of the organisations linked with this year were MESH, Navdanya, Green the Gap, Kriti, Jugaad and Janmadhyam. Interns were involved in the process of linking with these organizations by getting involved in selection, procurement, in packing, labeling and display. For instance a member received a special order for 35 cloth bags from Nirantar when they visited NavRang looking for low cost cloth bags.</p> <p>It provides opportunities for skill development in the retail industry. NavRang also offers avenues for product development by different artisans in collaboration with design institutes. Through an annual calendar of events, NavRang celebrates the diverse abilities and talents of individuals and groups involved in the enterprise.</p>	<p>It is a unit where persons with disabilities produce block-printed handmade paper products. It runs in collaboration with network of people with disability contributing in all aspects of product development from sourcing, manufacturing, packaging to marketing.</p> <p>This year Ujala reached 3500 people by participating in 27 melas at 18 different venues. It launched four new products and members also learnt a the skill of block printing on cloth.</p>

Jeevika

Skill development: Opportunities were created for a group of members on regular basis to learn the skill of packing items of different shapes and sizes in NavRang. In the month of August and September, exposure and training in different retail skills-opening the shop, dusting, display, selling, billing and inventory, was organized for seven members in NavRang.



Learning skills for the Retail Industry: Packing and Labeling; Inventory and billing



Jewelry Making: The team took the initiative to learn the skills and the entire process of creating jewelry, when members expressed a desire to learn the skill of making jewelry. Each member began to learn the skill of creating earrings besides rehearsing their social and organizing skills in this group activity. This group met 95 times and approximately has 35 members. The stipend towards learning the skill added energy and enhanced self-esteem of the members later.

Rakhi Making: Members also decided to follow the idea of making rakhis which were easier to tie for all. Rakhis were made using velvet and satin ribbons, velcro and magnets, and colored wired strings which required minimum effort to tie around a wrist. This group had approximately 21 members and it met 4 times. All the members were very excited to be part of the entire process from making to selling. The room would be full of the sound of excited chit-chatting.



Paper Bag Making: In July 2014, as part of NavRang process, a few members had expressed the desire to learn the skill of paper bag making. The newspaper bags are much in demand in the open market. The trainer is a person with disability who has been making paper bags for a few years now. The trainer is being paid resource person's allowance which has added to her quality of life and self-esteem. This group had approximately 13 members and it met 43 times. Three members are able to make small basic newspaper bag and two of them make them at home as well.

Workshops on Skill Development: Under the Jeevika project this year two employability workshops were conducted with a focus of:

- Providing career counseling & work their aspirations for the future,
- Identifying and addressing barriers in fulfilling these aspirations and the support that they would require from AADI for the same.
- Development of work skills
- Orientation and exposure of clients to different work options, before they could be linked with suitable internship/work opportunities.

Participants attended a full day workshop at AADI in June 2014 Key consultants in the employment sector, who were experiential experts and role models, were invited like Ms. Shivani Gupta, Founder Access Ability, and Mr. Praveen Guru, Voluntary Service Overseas India. They interacted with the participants and shared with them their experiences and insights related to employment of people with disabilities.

One of the key issues that came up was the lack of exposure to the industry to understand the dimensions of work and the kinds of jobs available there. Following this visits and interactions were organized with organizations in the information technology (NIIT, Cisco), Bank (Kotak Mahindra) and hospitality (Lemon Tree hotels) sectors. The participants were able to gain a first hand and in-depth understanding about the work in the respective sectors.



Exposure visits to meet leaders at the Cisco office in Gurgaon and the Kotak Mahindra Office in Green Park

A second workshop was held in January 2015. This workshop helped participants to recognize the value of work and understand the different skills required for work. They also identified the skills that they wanted to work on in the next three months to help them learn more skills for the employment sphere.

Internship Program for Adults: The eleven internships that are going on currently are in inventory, photocopying, gardening, labeling & packing. There are three internships outside AADI. One is in the library of the Delhi School of Social Work, one is in gardening and one is in a grocery shop in the community.



Sunil, at a grocery store near his house

Internship in a grocery shop: Sunil Kumar Das is 33 years old. Sunil’s family is planning to move to their home town in Bihar after Sunil’s father retirement and is planning to open a shop there. He was keen to learn work as an assistant in the shop. A grocery shop in R.K. Puram, was identified, which is nearby Sunil’s home. After an initial familiarization with the process and the products in the shop, Sunil is now learning the inventory of the different products stored in the shop. Sunil reaches the shop everyday ds the support of his mother to reach the shop. The focus of the internship is also to build his skills in using public transport, besides assisting in the shop.

2.2.2 Access to Clubs and Events

Clubs create avenues for people to learn life skills like self-care, mobility, communication skills, social skills, planning, and organizing skills etc. besides providing a therapeutic space. Clubs are also a space for adult members to pursue their interest. The four clubs, namely the Art Club, the Gardening Club, the Cooking and the Music club are organized on a regular basis. Movie clubs happens twice a year. At present there are a total 73 regular members attending these four clubs.

Art Club	Music Club	Cooking club	Gardening club
78 meetings were held; 47 members	52 meetings were held; 38 members	68 meetings were held; 27 members	52 meetings were held; 8 members

Events

Events are the opportunities for adult members to practice their learned skills as well as means of showcasing their skills and simply linking up with the larger community. Some events were organized by the clubs and some were organized by the NavRang team as both have many common members.

338 people participated in 9 different events

80 persons with disability took the responsibility of organizing events

Vrikshotsava: The club held its first event of tree plantation called Vrikshotsav in the month of August where tree saplings donated by Green the Gap, were planted. They also prepared 36 potted plants for sale and got an opportunity to rehearse their skills for selling plants. A stall of information on trees of Delhi was also put up by Bombay Natural History Society.

Khalwat: This art exhibition was organized as a thanksgiving for the art club resource Prenita, who is renowned artist. They planned and implemented the three day event and got many opportunities to practice their hospitality skills as well.

Kalakriti – Meri Abhivyakti: Members prepared their art work and planned for display. Members planned to sell their paintings so each painting was christened and priced with the support of the art club resource person.

Gul-E-Bahar: The flower show was held at the Gulmohar Club in Gulmohar Park. Members prepared 150 pots and 25 baskets for the show. Special displays were prepared using old tree trunks and hanging gardens with canvas bags

Winter Campaign – Sankalp2014 was organized this time with fewer older members. Many care plan members joined the campaign to complete it successfully. The winter campaign also served an avenue for doing assessment for domestic work and learning skills. This time also members decided to link with Ashray Adhikar Abhiyan.

Rakhi Festival Mela: A Rakhimela was organized at AADI on 2nd August 2014. The NavRang shop was opened for sale to all. A group of 16 members had participated in making easy to tie rakhis. They hadalsopacked them and planned the display for selling them. On the day of the Rakhi festival, the joy and happiness on their faces was seen to be believed when they talked about their contribution in making the rakhis.

Literacy Event: The World Literacy Day was celebrated on 20th September 2014, in keeping with the true spirit of literacy, that is, empowerment. At the language corner, participants picked up the basics of the sign language and had a fun interaction with each other. There was a *Past Meets Present Message Corner* to recall how means of communication have changed over time. Vinayana, a young woman with disability who has authored ‘Vinayana’s World’ was present to talk about her work. There was a display of books in accessible formats like audio-books, braille books and e-books to open up the world of books for people with disability. A stall was put up to share the different technology for communication.



Learning to say ‘main khushhoon’ in sign language



Sharing a recipe book

The Cooking club members also shared their very innovative recipe books where they had jotted down recipes with all the steps illustrated in pictures.

Diwali Mela: The Diwalimela was held at AADI on 18th October 2014. All the stalls in the front lawn of AADI were manned by members who were enjoying selling the products which were either made by them or sourced by them. They traded in perfumes, candles/Diwali decoration items, cushion covers, Tupperwar, earrings, block-printed dupattas, and paper products by Ujala. Stalls of tea /coffee /Frooti, biscuits/chips were put up by the cooking club members. There were potted plants on sale by the gardening club members. In all, it provided an opportunity to the members to showcase their skills and talent.



People shopping at stalls



Diya painting was a popular activity and with a simple wooden stand adaptation everybody could paint

Winter Festival: The Winter Festival called, *Fun in the Sun*, was a collaborative event of all the clubs at AADI. All the club members had planned various activities for participation in the event. The Food Court by the Cooking Club was the first endeavor where members had prepared and served food at such a large scale. They had prepared various delicious and popular food items like pao-bhaji, matar-kulcha, soup, masala papad, idlisambar and rajma-chawal besides tea, coffee. Another major attraction in the front lawn was a photo booth which had different settings and props. The guests could get their pictures clicked using any setting or prop. The props were so designed that they could be easily used by all. Stalls selling products made by members, which included earrings, block-printed cotton-silk dupattas and stoles with beaded tassels, were also put up.

2.3 Capacity Building of Families

Families are one of the primary stakeholders and resources available to persons with disabilities. This aspect of the program focuses on increasing information and building skills of families to address the needs of persons with disabilities. It also helps families to establish links with each other.

Parent Meetings and Trainings: Approximately 132 parents attended 17 parent meetings held through the years across age groups. These were held to identify and address issues which were a priority for parents in a particular age group and to increase their participation while working with persons with disabilities. For instance in the meeting for the age group between 18 to 25 years families expressed a need to focus on future issues regarding their children, residential place for them when they were no more, information on Gharonda Scheme, skill development and employment opportunities according to individual's capacity, financial independence, safety and security, a place for their wards to go to, building social skills and relationships, accommodations in higher education.

In all 90 families were linked to 4 parent trainings held across the age groups. The parent training sessions focus on understanding parenting and the skills of a parent, how learning takes place and the evolving capacities of the child, a further understanding of different impairments and their impact in daily life, understanding barriers and their impact, accessing support systems to overcome barriers and providing opportunities in daily life for further skill development. Once the initial 2 day module is conducted, individual sessions and further modules based on the needs of the group are planned for.

After the parent training sessions, again the individual focus is carried forward through specific individual sessions. Parents have found the group interactions useful as it is helpful to hear from other parents. It is also possible to challenge some of the mind-sets during the two day session more effectively than on an individual basis.

Parents Feedback about AADI services: Specific parent group feedback sessions were held twice a year. The aim of the sessions was to take qualitative feedback from parents. Young adults with disability were encouraged to attend these sessions. Increased levels of participation especially in domestic activities; progress in life domains and interpersonal relationships were reported. The following emerged as key suggestions: a strong need for continuous/frequent sessions; transport facility; more opportunities; life skills training specially for those at home.

3. Sambhav Resource Center

Sambhav is a project of National Trust in collaboration with AADI. Sambhav is a National Resource Centre that showcases assistive devices, hardware and software for persons with disabilities besides demonstrating concepts of Universal Design and independent living. It showcases various ways in which the principles of universal design can be applied in different domains of life. In the five years since its inception in February 2010, almost 4100 visitors have visited Sambhav.

About 905 persons visited Sambhav this year. Out of these 457, 78 were students of architecture, 191 were nursing students and 188 were from other colleges, from the National museum, from Indian Institute Of Technology, Delhi, from National Institute of Public Cooperation and Child Development, Institute of Home Economics, Amarjyoti, Special Art School, Amex trainees, from National Association for the Blind, nursing students from St. Stephen's hospital Laxmi Memorial College of Nursing, from Mahalaxmi group. Approximately 164 professionals visited from various organizations like Hans Foundation, National Institute of Electronics and Information Technology, Delhi Centre. Four Government officers and 24 visitors were from foreign countries like Australia, Switzerland and Japan.

The resource center is also utilized by the teams in the care plan process for demonstration and conducting assessments in various life domains. This year 272 families and persons with disabilities were provided demonstration, 56 assessments were conducted in the center and was utilized for one client as a space for self-care training. It was also utilized for providing hands on training to twenty six (132 sessions) persons with disabilities in computer skills.

Section II: Capacity Building

Education Resources: BAG Project in Alwar, Rajasthan MCD School Project in Delhi	Employment Resources: Seminar organized for employers from various sectors	School of Rehabilitation Sciences: Trainings of various professionals
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4. Inclusive Educational Resource Development

4.1BSS-AADI-GEF Project On Inclusive Education

The BAG project on inclusive education is a collaborative initiative of three organizations, Bodh Shiksha Samiti (BSS), Action for Ability Development and Inclusion (AADI) and Good earth Education Foundation (GEF). It aims to ensure that all children have access to quality education, including children with disabilities, within the catchment area of the thirty nine BSS schools.

The project is located in Alwar which is a district in the state of Rajasthan, in India. The district has 12 sub-divisions. The total number of children enrolled in schools is 138,179 of which 4,735 are children with disabilities. This year 316 children have been identified children with disabilities and children facing other medical issues.



Morning assembly at Shyampura School

Child Focused School Work

23 schools were visited six times throughout the year

- To make sure children with disability were participating in school activities
- Regular discussions with teachers were held to resolve difficulties they faced, to make them understand inclusion in a practical manner, to train teachers in skills of child based planning, to make teaching learning material, to share success stories in community meetings.
- Meetings with supervisors were held to plan, review & support their work

Trainings held

- Training was held for 34 principals-All principals need support to include children with disability in their schools
- School level processes and systems by ERC and coordinator
- Training of 42 new teachers to support in identifying children with disabilities and teaching strategies
- 77 teachers were trained to make teaching - learning material

4.2 MCD School Development

AADI is working on a 5 year project in 5 schools run by the Municipal Corporation Delhi (MCD), 2 in the purview of the South MCD (SDMC) and 3 with the North MCD(NDMC). Work in these schools involves classroom observations and teacher training for capacity building of teachers for addressing the diversity in their classrooms.

South MCD

Teacher Training: In the South MCD, two day training for teachers was held on 4th and 5th April 2014. It was attended by eleven teachers on the first day and six teachers on the second day. The training focused on understanding perspectives towards disability as well as provided information about different impairments. A discussion based on the book Divyaswappan was part of the training.

Admission Drive: On 11th June a meeting was called at a short notice by the chairman of the Remunerative Project Cell (R P Cell) SDMC, Mr Ashish Sood. It was a meeting of all NGOs working in MCD schools and sought their participation in an admission drive for out of school children from 14th to 30th June. AADI took on the support work for the two Sangam Vihar schools where it was working in. Later the team met Mr. Ashish Sood, and shared a report of the admission drive in South MCD. He was pleased to get a report and hear about the teams experience and showed an interest in addressing the physical access issues in South MCD schools.

North MCD

Third teacher training: The third teacher training for the North MCD schools was held for two days on May 15 and 16, 2014. The focus of the first day training was on multi-level teaching in the classroom and addressing behavior issues in classes on the second day. The training started with the recap of previous trainings and learnings.



On the second day a panel discussion was also organized. Ms. Bimla Bharti and Mr. Rajender Chaurasia, of North MCD were the panelist and an extensive discussion took place between officials the principals and the teachers. It helped to resolve many administrative blocks and highlighted the importance of dialogue for clarifying issues. For instance it was clarified that only if the child has 65 % attendance in the year, he or she should be promoted to the next class. If the child has 75 % attendance only then he / she should be given money for minority benefits.

5. Inclusive Employment Resources Development

Through the **Jeevika project**, AADI is working towards challenging and changing mindsets, creating more avenues for participation of persons with disabilities in the job market and providing the necessary support to do so. A primary aim of the project is to **develop and promote a diversity and inclusion policy**.

In pursuance of this aim a *Seminar on Inclusive Employment* was held of 30th October 2014. The 45 people who attended the workshop included persons with disabilities, representatives from the industry, organizations and activists in the field of disability and representatives from AADI. It was well attended and helped in fostering linkages with the industry. The event was managed in participation with persons with disabilities. Kusum Kanswal, a person with cerebral palsy, was the compere for the day. Jalaj, a person with intellectual impairment and Kshitij, a person with cerebral palsy, handled the registration. The refreshments were overlooked by Shekhara, a person with vocal cord palsy. There was a sign language interpreter, who was able to interpret the day's proceedings to the participant with hearing impairment and also convey his thoughts to the audience. The panel representing people with disabilities and their aspirations had a cross disability focus. As part of the preparation, there was a focused group discussion with participants prior to the workshop to highlight different issues in their journey to gain open employment.

Similarly, while planning for the panel of senior leaders from the industry, we included participants who had both a training focus like NIIT-F and Bank of America. They were requested to share the job readiness programs they had conducted, that had helped people with disability gain a better chance in the job market. Organizations like Lemon Tree Hotels, were requested to share their inclusive practices for the recruitment and orientation of people with disability in their hotels.



6. School of Rehabilitation Sciences

6.1 Advanced Courses for Professionals

With the passage of the Right to Education Act, 2010 there are many more children with disabilities accessing the regular school system. Although the inroad into schools for children with disabilities has been made there is a need for training of teacher in the general education system on addressing the diversity in their classrooms. Thus AADI proposes to organize advanced short term courses for teachers and other professionals. During this year, the groundwork and preparation of modules and material for the course has been completed. This has included consolidation of impairment wise information for major impairments as well as field testing and analysis of comprehensive tools for assessments of the abilities and impact of impairment as well as the impact of barriers in the areas of movement and communication. Both these tools will be introduced to participants during the course.

6.2 Caregivers Training

A meeting was held at National Trust in February to review and re-model the existing Sahyogi scheme and the caregivers' course curriculum. It was decided that there will be three levels of training: for parents, for individuals as personal assistants and capacity building for existing service providers, to be inclusive. Ms. Sheilaja Rao, National Institute for the Mentally Handicapped, Secundrabad, is putting together the course for parents and Dr. Rahul Deshmukh, Bhopal, is putting together the course curriculum for the other two. AADI is to give its feedback once the courses have been designed.

6.3 Other Trainings Conducted for Various Training Organizations

- A five day training on conducting an access audit was prepared and conducted for National Museum. Approximately 8 students from the Museumology course conducted by the National Museum Institute participated in this training. The focus of this training was to introduce students to perspectives in disability, understand the principles of conducting an access audit, exposure to developing a tool for conducting an access audit and practical exposure to conducting an access audit including relevant documentation. Resource people with disabilities were part of the training team.



Students of the National Museum during Practical Exposure to Conducting an Access Audit

- An 8 hour module was conducted for students of the Special Education conducted by Action for Autism. Approximately 20 students from first and second year received an orientation to AADI and 10 students from second year received a capsule on interventions for people with cerebral palsy.
- In collaboration with Common Purpose, India two exposure visits were organized to AADI. The first was for approximately 15 trainees from different countries of the Commonwealth Study Conferences Leaders Programme which is an annual global leadership programme, which assembles senior leaders from across the Commonwealth. The second visit was for approximately 12 trainees of the American Express Leadership Academy which aims at developing new leaders for tomorrow. Participants shared that they had greatly benefitted from an exchange of ideas and some felt they would be able to critically look at their areas of work with a disability lens and make necessary modifications.
- NCPEDP in collaboration with Handicap International was collating case studies across the country to highlight good practices in Employment and Accessibility. We participated in this “National Workshop on Good Practices in the area of Employment and Accessibility” on 22nd May, 2014. From Delhi, AADI was invited to present a case study on good practices in employment. After a study of various organizations, we chose to present the case example of Voluntary Services Organization, India, which is headquartered in Delhi for its inclusive policy on employment. The presentation was well received by the audience.

6.4 Supporting Internships of Students from Other Training Institutes

- A staff member, who is also enrolled in Indira Gandhi National Open University, for Masters in Industrial Psychology, successfully completed her internship in capacity building at AADI. She understood various aspects of capacity building and developed a module for support staff. She was supported in developing and implementing the module and completing her internship report.
- Four students from School of Inspired Leadership, were placed in AADI from July 2014-March 2015. Besides an orientation to disability and the rights perspective, they assisted Mr. Samuel Mani, a person with disability, in analyzing his business venture, Neutron Computers and also helped put together the project proposal for proposed expansion of his business, including the financials. They were also placed with people with disability who are doing their internships in the inventory and the finance processes. They also helped in other activities such as linking people with different employment opportunities through desk research in finding disabled friendly corporates and other organizations and forming linkages with them, participation in different organizational events and resource mobilization.

- Two students from the Delhi School of Social Work were placed at AADI from August 2014 to April 2015. Their focus is to understand the organizational vision and processes of working with people with disabilities and families, understand the issues in the lives of people with disabilities and how those issues are addressed. They have been part of skill building groups and clubs for adults, have assisted in melas, events, research work and have also been part of the data collection for the study on Status of Persons with Disabilities in Delhi where they focused on the area of Accessibility.
- 3 students from Ashoka University were placed in AADI from August 2013 –May 2014 as part the Experiential Learning Module in order to complete the Young India Fellowship Course undertaken by them. The objective of the project undertaken by them is to create a baseline profile and status report of persons with disabilities in Delhi, which could be used as an advocacy tool to create awareness on the rights of people with disability, develop avenues of participation and promote inclusion of people with disability in every sphere of life. They are focusing on the areas of Health, Accessibility, Education, Employment, Social Protection and social economic profile. The methodology followed included conducting desk reviews and field visits.
- One student of Journalism from Amity University has been doing his internship in AADI from January 2015. His objective is to understand the disability sector through his work at AADI.

6.5 Internal In Service Trainings

This year a comprehensive staff training program was conducted. The focus of the staff training was to consolidate the knowledge and application of the International Classification of Functioning (ICF) to different impairments. All areas of the ICF were studied in detail and discussions facilitated through small and large group discussions. The area of body structure and functioning was also reviewed in detail with a refresher course in structure and functioning of all major body systems conducted. There has been an increased understanding of the various components of the ICF and the application of the learning to individual care plans for people with disabilities has begun. In the future too, regular sessions would continue to further consolidate the learning. Thematic meetings in the areas of Health, Education, Work and Employment and Communication were held. The purpose of these sessions was to share information and knowledge and consolidate issues, learnings and future focus in each area.

6.6 Trainings and Conferences Attended

This year too staff had a wide variety of opportunities to attend and present at different seminars and conferences. These helped them to keep abreast of latest developments in the field, contribute to National level discussions and take the learning back to people with disabilities and their families. Highlights of different seminars and conferences attended are given below:

- 3 Day Childhood Neuro developmental Workshop 2014, jointly organized by Ministry of Health and Family Welfare, Government of India, UNICEF, UNDP-NIPI and AIIMS Delhi focusing on diagnosis of various neuro developmental disorders, attended by 4 staff members. A microsite has been launched which has access to training modules for Autism, ADHD, Neuromotor impairments including Cerebral Palsy and Epilepsy. In addition, it provides a module for early intervention for high risk infants. There were sessions on the government's Rahrriya Bal Swasthya Karyakram as well and a presentation on how early intervention must be looked at was made by AADI.
- Two day seminar on Right to Health for persons with disabilities organized by Human Rights Law Network was attended by 2 staff members. Many different health impairments were covered with useful information on Thalassemia and Hemophilia.
- Two staff members participated in the 2 day workshop on good practices in employment and accessibility organized by Handicapped International and NCPEDP. A presentation was made on good practices in employment using Voluntary Services Organization, India as a case presentation.
- One staff member participated in the 1 day conference organized by SKOCH group on financial accessibility for people with disabilities.

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- Two staff members attended one day Conference cum Exhibition on Empowering Disabled Persons with Accessible & Assistive Technology organized by ASSOCHAM in collaboration with Ministry of Social Justice & Empowerment. There were discussions and display of aids and assistive devices across different life domains. Useful information was collected on various aids and assistive technology which can be further disseminated to persons with disabilities.
 - Two people participated in the National Committee on the Rights of Persons with Disabilities organized by National Center for Promotion of Employment for Disabled People (NCPEDP) over 2 days. There was a discussion on immediate issues of Law and Advocacy and core groups formed for putting forth suggestions in certain key sectors.
 - A presentation was made in the workshop organized by Confederation of Real Estate Developers' Associations of India, which gave an opportunity to link with the real estate sector with a view of making a linkage for CSR activities and job placements for people with disabilities.
 - Three people attended a one day workshop organized by National Handicapped Finance and Development Corporation, aimed at understanding the role of NHFDC in supporting the skilling and entrepreneur opportunities for people with disabilities.
 - Two people attended the Resource Alliance Fundraising Workshop which focused on understanding the fund raising strategies and the ways in which we can approach both individual and corporates for funds.
 - One person attended a one day Fundraising and Corporate Social Responsibility (CSR) workshop organized by iVolunteer which focused on Understanding the Companies Act and how we can benefit from the new CSR policy formulated by the Ministry of Corporate Affairs.
 - Two Staff members the workshop on Education for All organized by the National Coalition of Education.
 - One staff member attended a session by Butterflies on travelling sex abusers and alertness required to protect children.
 - Two staff members attended the World Day Against Child Labor Workshop. People from different States presented the situation in their States.
 - One staff member attended a Symposium on Right to Play which highlighted the need of having safe spaces for children to play in.

Section III: Knowledge, Policy and Advocacy

In the continued effort on advocacy with different Ministries to include certain key provisions for people with disabilities in their **annual budgets**, AADI joined the National Convention on the Union Budget 2015-16 organized by Center for Budget Governance and Advocacy. A document was prepared with a number of policy expectations across a range of sectors, which have a direct bearing on the lives of the poor and underprivileged sections of the country's population. This document has been circulated to the Ministry of Finance and other Union Ministries.

Advocacy with the **Office of the Chief Electoral Officer**, Delhi for accessibility of the polling stations during the Delhi State Elections was done. It was directed by the Election Commission of India that all guidelines followed previously must be implemented. It was suggested that the training material prepared during the Lok Sabha Elections last year be used again this year. Although some provisions and training did happen this year certain key provisions such as provision of wheelchairs at every polling venue were not adhered to. There were only 700 wheelchairs available whereas 2500 were needed. People with disabilities reported inconvenience due to this. A sustained advocacy effort it required to ensure that all provisions are met in a timely manner.

The team participated in a meeting organized by Ministry of Skill Development and Entrepreneurship on the initiation of **Social Skill Sector Councils** for persons with disabilities in collaboration with Confederation of Indian Industry. The meeting held in February 2015, was to deliberate on the formation of a Persons with disability Sector Skill Council (SSC). We are part of the core group that will finalize the proposal in collaboration with CII. We also participated in the **National Committee on the Rights of Persons with Disability** organized by the National Center for Promotion of Employment for Disabled People (NCPEDP). We were part of the core group on Labour and Employment, which brainstormed on issues of employment of people with disability and the basic tenets of an inclusive employment policy. This was a very useful interaction as the team received guidance for their policy level work from experienced practitioners and leaders who were people with disability. The experts in the core group have also agreed to give their input in the draft document on the Diversity and Inclusion Policy that AADI is putting together.

One staff member participated in a 3 day workshop National Level workshop held by National Council of Educational Research and Training (NCERT) and Sarva Shiksha Abhiyan for orientation to the Handbook developed for Children with Special Needs. AADI facilitated the session on children with Cerebral Palsy. One person participated in the review of NCERT's position papers on Health and Physical Education. Inputs were given on how the curriculum needs to be designed keeping diversity in mind.

A group of 6 children with disabilities participated in a **workshop organized by National Commission for Protection of Child Rights**, where they shared what problems and issues they were facing in schools. They were able to participate effectively and raised relevant issues and concern. It was promised that relevant authorities would be notified and changes made. A group of three children attended a **workshop on ending violence**. This workshop was organized by National Action and Coordination Group India.

Work on the **Newsletter** continued in this year. It has been decided that the next issue of the Newsletter will be on education and cover articles highlighting the concept of life-long education across different life areas. Only one issue has been possible this year. A **resource directory** comprising the information on schemes and facilities and other information related to persons with disabilities and their families has been compiled.

FINANCIAL STATEMENTS
SUMMARY OF AUDITED INCOME & EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31ST MARCH 2015

PARTICULARS	31st March,2014 Rupees (in Lakhs)	31st March,2015 Rupees (in Lakhs)
INCOME		
Donations	91.52	77.51
Interest	43.40	46.12
Grants	30.09	31.22
Income from other sources	134.49	151.48
TOTAL :	299.50	306.33
EXPENDITURE		
Administration / Establishment	91.34	104.09
Depreciation	10.90	9.14
Expenses on the objects of the Society	169.41	181.40
TOTAL :	271.65	294.63
Amount transferred to Earmarked Fund	27.85	11.70

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

Gyanmala
 SECRETARY / EXECUTIVE DIRECTOR

SUMMARY OF AUDITED BALANCE SHEET
AS AT 31ST MARCH 2015

PARTICULARS	31st March,2014 Rupees (in Lakhs)	31st March,2015 Rupees (in Lakhs)
LIABILITIES		
Corpus Funds	602.93	602.93
Earmarked Funds	692.36	714.82
Current liabilities	70.43	71.73
TOTAL :	1365.72	1389.48
ASSETS		
Fixed Assets	79.31	59.98
Investments	432.00	452.00
Current Assets and Loans & Advances	116.03	122.14
Income and Expenditure A/c	738.38	745.37
TOTAL :	1365.72	1389.49

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: 29th September,2015



For Action for Ability Development & Inclusion

Gyanmala
 SECRETARY / EXECUTIVE DIRECTOR

AADI Staff
As on March 2015

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 ■ Meenu Manchanda ■ *Rupa Rastog ■ Sheetal Batra ■ Praveen
Kr. Singh ■ Darsana Khir ■ *Shaila Khan ■ Jitender Tomar ■ Sarfaraz

Rehabilitators (Associates)

■ Chandeshwari Tiwari ■ Narender Pal Kaur ■ Raminder Kaur ■ *Sushma Kumari ■ *Vinita Rawat ■ Vinita Nagpal
■ Manuja Mishra ■ Dimpri Raisinghani ■ Shweta Ladsaria ■ Md. Saukat Hossain ■ Mohita Mitla ■ Puja Lalchandani
■ Indernil Chakrovarty ■ Deepak Jain ■ *Namita Bhutani ■ Shipra Singhal ■ Ruchika Kaushik ■ Lotika ■ Anushree
Das ■ Yoginder ■ *Jinu James ■ *Abhinav ■ *Mayuri Roy ■ Chanchal ■ *Manpreet

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

Manager/Coordinator of Activities

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

Associates / Asst. Executive Officer

■ Harpreet Mehta ■ Saranjeet Kaur

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

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 ■ 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 2014-2015

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 ■ Sarbati Lal ■ Sukhbiri Devi ■ Kailasi Devi
■ Omvati Devi ■ Rajwati Devi ■ Shakuntala Devi ■ Phoolwati Devi ■ Kela Devi ■ Kela Bati

* Left during 2014-2015

Governing Body of AADI

Chairperson

Mr. Sunil Mehta
B. Com. (Hon.), (Delhi University)
Chartered Accountancy, (Institute of Chartered Accountants of India, Delhi)
Chairman & Managing Director, SPM Capital Advisors Pvt. Ltd. Alumni, Wharton School of Management, (University of Pennsylvania) U.S.A

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)

Treasurer

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

Secretary & Executive Director

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

Founder Members

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

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

Members

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

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

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

Dr. Mathew Verghese

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

Ms. Kamla Bhasin

M.A (Economics) Rajasthan University
Advisor, SANGAT

Mr. Praveen Kumar Gurunath

MSW, (Community Development)
Program Manager , VSO

Ms. Veena Kumar

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

Ms. Madhu Grover

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

Ms. Renu Anuj Singh

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

**We sadly share that she passed away on 28 August 2014*

जड़

किसने लगाया ये वृक्ष
जो जादू का है ।
जिसके पीले पत्ते भी,
थके और लाचार पथिक को,
छाया, ठंडक, और सुख देते हैं ।
कौन है वो बताओ ना ?
जब मैंने पूछा तो,
किसी ने कहा है, " है-कोई" ।
पर कहाँ है ? कौन है ?
कभी दिखाई क्यों नहीं देता ?
ओह! अब समझ में आया,
वो जड़ है जो ज़मीन के अंदर है ।
तभी तो नज़र नहीं आती ।
इस पेड़ को हरा-भरा रखने के लिए,
और उसके भरण पोषण के लिए,
और वो खड़ा रहे सीधा ज़मीन पर इसलिए,
अंधकार में रहती है ।
और बदले में अपने पेड़ से,
जुड़े रहने का सुख चाहती है-बस !!

मीता नन्दी दीदी के लिए

मीनाक्षी

अभिभावक

In the end only three things matter
How much you have loved
How gently you have lived
And how gracefully you have let go of
things not meant for you



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