



**Action for Ability Development and Inclusion**

## **ANNUAL REPORT**

**2016-2017**

# 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

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

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

Dear Friends,

2016 marks a paradigm shift in the discourse of disability and development in India – The Rights of Persons with Disabilities Act 2016 was passed by the Parliament in December 2016.

This has been a historic move as the disability sector was advocating for a new law aligned to the principles of UNCRPD since 2009. It is likely that the new law will usher in path breaking initiatives. Firstly, it expands the scope and reach of people with disabilities. It recognizes 21 disabilities as against seven of the previous Act. Some of the positive features are accessibility in built environment, inclusive education, fast track courts for resolving legal matters concerning people with disabilities, increased employment opportunities to people with autism, multiple disabilities and mental illness, recognizing legal capacity of all people with disabilities, provision of supported decision making etc.

The challenge for the Government is to frame appropriate rules that govern the implementation of the Act and develop mechanisms for convergence as Disability is a cross cutting issue across different Ministries.

At AADI the work has evolved and is aligned to contemporary thinking and knowledge. It has been an exciting period and we look forward to taking our learning further. Many new initiatives like the development of radio talks on Cerebral palsy, working with experiential experts to develop background policy papers, developing a faculty inclusive of people with disabilities, extending the community based work to urban poverty areas in Delhi and reorganizing human resource to address some of the pressing needs of people with disabilities have been developed and successfully launched.

The report details the work in the areas of Knowledge Management, Policy/Law reform and Advocacy, Training and Capacity Building, Material development and Awareness raising along with the focus on Habilitation and rehabilitation services in the NCR region.

One of the critical challenges the organization has to address is in developing a sustainable financial base. Without adequate financial resources it is difficult to attract the right talent and sustain it over a period of time. We are sure with the support of all our friends and well-wishers we will be able rise to the challenge.

The work through the year has been satisfying and motivating. We look forward to the next year with greater zeal.

On behalf of the Board, Staff and members at AADI, I take this opportunity to thank each one who has travelled with us in this journey and helped us to reach where we are today.

We look forward to your continuous support as we move on.

In peace,

Syamala Gidugu

Executive Director/Secretary, Governing Board

## **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 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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## KNOWLEDGE MANAGEMENT, LAW/POLICY REVIEW, ADVOCACY AND RESOURCE CENTER

Over the last 40 years, AADI has gained a lot of knowledge through its programs in Law and Policy, Advocacy, Service Delivery, Research and Capacity Building. This knowledge however needs to be aligned to contemporary perspectives and translated into accessible formats and disseminated to the larger world of persons with disabilities, families, professionals and policy makers.

India has signed and ratified the United Nations Convention on Rights of persons with disabilities (UNCRPD) in 2007. This implies that all our National Laws, policies, programs and schemes have to be aligned to the principles of UNCRPD. The convention focuses on non-discrimination, inclusion, accessibility, and participation of person with disabilities in all aspects of life as core principles. However, there is a huge gap in what is needed and what is present on the ground.

AADIs plans to address some of the gaps. The core areas in focus are:

- Knowledge Management
- Law and Policy
- Research
- Collating and sharing of narratives of experiential experts
- Capacity Building Programs
- National Resource Center

The details of work done in these areas during 2016-17 are encapsulated in the following pages.

Over the next couple of years AADI envisages to build an Institute for Ability Development and Inclusion. The objectives of the Institute would be to:

- Create a web based and mobile platform for policy makers, service providers, civil society and disabled people which will provide access to information and knowledge resources for all impairments and rights of persons with disabilities
- Research, design, disseminate and embed capacity building processes for law and policy makers, disabled people, civil society and existing professionals from all fields including education, health, mental health, human resource, law and architecture.
- Conceptualize and conduct innovative and replicable training programs for both specific and inclusive service providers at all levels, in partnership with people with disabilities.
- Develop standardized assessment tools and manuals for specific impairments and age groups for disability specific service providers that would give guidelines for practice including recommending reasonable accommodations, devising assistive aids and designing environmental adaptations, with participation of disabled persons in the process.

## **PART I: KNOWLEDGE MANAGEMENT, LAW/POLICY REVIEW, ADVOCACY AND RESOURCE CENTER**

### **1. Knowledge Management**

- AADI has undertaken to develop background papers in the domains of Law and Policy, Education, Health, Livelihoods, Independent living, Institutional Living, Legal capacity and decision making, Mental Health, highlighting the current status with future recommendations aligned to the International and National commitments. The papers will be brought out by technical and experiential experts. Drafts of background papers on Livelihoods, Independent Living and Mental Health are in the final stages. Other papers are being initiated.
- Impairment specific pamphlets and booklets with contemporary knowledge, in simple formats are part of the knowledge resource. Material on Cerebral Palsy, Early Years of a child with disability, Intellectual Impairment and Autism were prepared after an in-depth desk review and will be converted into booklets for easy dissemination.
- A series of 8 radio talks on developmental disabilities was organized by National Trust supported by Muskaan. The talks on Cerebral palsy were commissioned to AADI. The programs were aired on FM Radio 102.6. These radio talks covered a range of issues, like Education, Health, Livelihoods, decision making, Social life etc. and are useful material for awareness raising and training. All the radio talks were from the perspective of persons with cerebral Palsy and their family members.
- As part of raising awareness on key issues/areas that impact the lives of disabled people, short, 3 minute video films were conceptualized. The concepts for 4 videos highlighting life stories of people with disabilities have been developed and the films are underway. The films have a crossdisability focus, showcasing boys/men and girls/women of different age groups.
- Focus was also on facilitating writing blogs by persons with disabilities. Over a period of time all the material developed will be available in accessible formats.

### **2. Policy & Advocacy**

- AADI along with Disability Rights' Group (DRG) had been advocating for a Law on Rights of Persons with Disabilities, aligned to UNCRPD. The process initiated in 2009 finally culminated in December 2016 when the Parliament passed the New Law, Rights of Persons with Disabilities Act 2016. AADI, as a member of DRG had earlier developed an alternate law to aid the process of discussions around the New Law. AADI was appointed as member of the National Committee to draft the New Law and was part of the training group to conduct awareness on issues related to the New Law. The focus was on aligning the New Law to the principles of UNCRPD.
- Recognizing the experience of AADI in the area of Education–Policy and Practice, UNESCO New Delhi commissioned a project on Inclusive Education to AADI. This was commissioned in January. As part of the project AADI is expected to review the current policy on inclusive education and make recommendations along with a Strategy Paper/ Road map for Implementation of Inclusive Education in the country.

### **3. Capacity Building Program**

#### **a. Advanced Courses for Training of Professionals**

- **Disability, Health and Functioning: Contemporary Thinking and Practice** (An Advanced Course for Practicing Physiotherapists, Occupational Therapists and Developmental Therapists). There were 8 trainees from different parts of the country including Gwalior, Himachal, Chennai, Gurgaon and Delhi. At the time of taking up the course, six trainees were working full time, one was working part time and one was not working.

- **Augmentative and Alternative Communication: Contemporary Thinking and Practice (A Course for Practicing Speech Therapists, Special Education Teachers) affiliated to All India Institute of Medical Sciences (AIIMS) Delhi.** The course was attended by 15 candidates. Nine of these candidates were working with organization like Muskaan, Vishwas, Shaurya, CREA, Ashirwad (Ludhiana). Others were independent candidates; one of them a parent of a child with disability.

Both of these courses were conducted on a part-time basis, over a 6-month period with approximately 100 hours of theory and practical, followed by an individual mentoring program for each candidate.



Figure 1: Valedictory Event of the OT/PT Course

*Through the course we were reminded of the rights of the people with impairments, and also about the importance of a means of self expression-be it natural or supportive. My efforts focused towards providing alternative communication aids, low tech or hi tech, to the children with communication impairment. Today, it is a priority for me to ensure that all the learners associated with our learning centre have a way of communication and self-expression. (A special educator who undertook a professional development course on Augmentative and Alternative Communication at AADI)*

*During interactions with persons with disability or their families, it was clear that their aspirations were the same as anyone else. Keeping their rights and needs as the focus of my work, it was my constant endeavor to enable them to explore, to learn and grow with new opportunities. My biggest take away has been that dignity and respect for life still demands our foremost attention as duty bearers of the rights of persons with*

#### **b. Pre- Service Training for Students of Professional Courses**

- Orientation workshop on ICF (International Classification of Functioning) based assessment and interventions', focusing on the current paradigm of rights and participation of people with disabilities was conducted for students of Masters in Neurology and Masters in Orthopedics of Jamia Milia Islamia University. The session was attended by approximately 30 students and faculty members and received positive feedback.

#### **c. Trainings / Orientation / Internships for Students of Other Organizations / Colleges / Universities**

##### **Internships and Orientation to Students**

- Internships were organized for students of Social work, Management and Mass Communications. Apart from orientation to disability rights, an attempt was made to link students with everyday life of persons with disabilities and ways in which disability related aspects can be integrated in their

core area of study. These were students from SOIL (School of Inspired Learning), Delhi School of Social Work and Symbiosis Center for Media and communication.

- 25 Students from Ali Yavar Jung National institute for hearing handicapped (AYJNIHH) visited AADI for a 1-day training. The need was for a wider perspective in speech and communication and to visit Sambhav to see new technology in communication for people with speech and communication difficulties.
- A training session on Cerebral Palsy was organized for trainees of the Masters and Diploma courses conducted by Action for Autism (AFA). The trainees benefited from the interaction with people with disabilities and also from the visit to Sambhav resource centre
- Orientation to Disability was conducted for 30 students of Ambedkar University. The objective was to Understand Disability, Diversity & Inclusion. It was useful for the students to hear people with disabilities talk about the challenges in their lives and the importance of accommodations and support systems.
- Orientation to disability was held for 3 nursing students from AIIMS, 4 students from Institute of Home economics, 36 students from Loreto Convent and 8 teachers of a community program in Savda Gevra run by GMR Varalaxmi Foundation. The orientation helped dispel some of the myths regarding disability and participants were able to understand the concept of disability arising as an interaction of the impairment with the barriers that the person faces.

### **Short Term Training for Working Professionals**

- Three day training program (phase 1) was conducted for 38 coordinators from the organization 'Pratham'. In the first phase, participants were given a basic orientation to disability and an understanding of impairments and some teaching strategies. They will undergo phase 2 training after a few months of hands on work.
- Three day practical training was organized for 11 participants from Kiran Society, an NGO based in Varanasi, Uttar Pradesh. The focus of the training was to observe and understand practical aspects of inclusive education.
- Three day training was conducted for Swabhiman Bhubaneswar (Odisha) - "Workshop for social workers working in schools". It was attended by all social workers placed in schools in Bhubaneswar. The training focused on understanding Diversity and the Social Model of Disability, understanding of impairments, understanding Inclusive Education and Aims of Education.
- Two day training "Understanding special needs of children and the support required for learning" was conducted for Eklavya, Hoshangabad (M.P) The topics included intellectual impairment and understanding the IQ tests as well as Inclusive Education.
- One day workshop was conducted with 3 therapists at the AWWA's (Army Wives Welfare Association) special school at Manesar as part of training at the National Security Guards' campus. The objective was integrating therapy in play and daily routine of the child. It was a useful sharing about a collaborative and non-medical child-centric approach to working with children with disability.
- An Orientation to Disability for Finance Department; Indigo Airlines (90 participants) was conducted by a team of faculty which included people with disabilities. The topics covered were *understanding disability* from the perspective of the social model of disability, people first language, transfer and evacuation processes.
- A visit was organized for 8 physiotherapists from UK, led by Elizabeth Carrington, senior physiotherapist. They were informed about AADI's approach to working with people with disabilities, especially in the areas of physical wellbeing, health and occupation. The role of a therapist in helping develop functional skills and link movement to different domains for different age groups was discussed. Aspects of independent living – mobility, self-care, use of technical assistance, building relationships and the removal of barriers to inclusion were highlighted.

**d. Research**

- An Assistant Professor from Ashoka University, Dr. Madhaviata Maganti-Kari, conducted a research on validation of International Classification of Functioning (ICF) Core Sets for people with Cerebral Palsy. The research focused on getting the parents' perspective on the abilities, limitations, participation and barriers for children with Cerebral Palsy within 3-18 years of age. AADI's team participated in the data collection from parents in the urban and rural areas. The research will be presented in the European Academy for Childhood Disabilities in Amsterdam in May 2017.
- AADI was part of the Ethics Committee of Institute for Physically Handicapped and was involved in reviewing various research projects.

**e. Trainings / Conferences Attended by AADI staff**

- 11 staff participated in a 2-day International Seminar on Disability and Development organized by National Center for Promotion of Employment for Disabled People (NCPEDP). The discussions were based on the theme of DPI's 9th World Assembly 'Building Human Capital: Realizing sustainable development goals (SDGs) for Persons with Disabilities'. It was a useful exposure to Disability Rights movements, against the context of the sustainable development goals (SDGs), around the world.
- One person participated in a series of workshops –“Barkhaa: A Reading Series for All” organized by National Council for Education Research and Training (NCERT). The focus was to develop a Reading Series for “All” in print and digital forms as a result of collective effort through a series of workshops and consultations with a multidisciplinary team of experts and practitioners at the national level. The workshops and consultations provided essential information which helped in developing Barkhaa as an example of adapted reading and learning material for inclusive classrooms.
- One day workshop ‘Indicators of Inclusive Education’, organized by Brotherhood organization was attended by 2 team members. This served as a platform for sharing AADI's experiences of Inclusive Education practices.
- Three team members attended a one-day conference on Down's syndrome organized by Muskaan.
- Two team members attended 3-day National Workshop for Training Master Trainers in Autism Tools such as INCLEN Diagnostic Tool for Autism Spectrum Disorder (IND-ASD) and Indian Scale for Assessment of Autism (ISAA). This workshop was jointly organized by Ministry of Social Justice and Empowerment (MSJE), the National Trust, the INCLEN Trust International, National Institute of Mental Handicap (NIMH) and All India Institute of Medical Sciences (AIIMS). These tools will be used to issue disability certificates for children with autism.

**f. Staff Training**

- Every year a comprehensive staff training program is held to update skills of AADI team members. This year, most training was held with the Rural Based Community Program and the East Delhi Project, Sunder Nagri team.
- Twenty team members attended 2-day training on communication for Advocacy, conducted by Ritika Sawhney. The objective of the training was to build greater awareness about strategies for awareness raising. It was a useful and challenging session where participants felt that they would benefit by applying the learning to their work with different stakeholders in the field of disability.

#### **4. Sambhav National Resource Centre**

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. A total of 685 persons visited Sambhav this year.

There were 83 Architecture students from various colleges, 160 Nursing students of Jamia Hamdard & Laxmi Memorial College, 179 students and professionals from different disability organizations and 87 visitors from other organizations like National Institute of Fashion Technology (NIFT) & Ashoka University.

The resource center was also utilized by the team members in the care plan process for demonstration and conducting assessments in various life domains. This year demonstration of aids and assistive devices were held with 154 families and persons with disabilities. 22 assessments were conducted in the center to assess mobility, communication, self care and computer skills. The Centre was also utilized for providing training to 16 persons with disabilities in computer skills.



Figure 2: A client receiving computer training at the Sambhav Resource Centre, using a modified key board

#### **Institute for Ability Development and Inclusion**

*The Institute will eventually use contemporary methods of delivery, such as webinars and web based courses for dissemination of training to large numbers and in remote areas of India. It will develop Teaching-Learning Material that can be used by others conducting the training in the future.*

*The Institute is envisaged as the capacity building and knowledge management organization which runs in tandem with community based habilitation and rehabilitation programs as well as the advocacy programs of AADI. These programs will be the practice school for the Institute. The programs and knowledge collated and created at the Institute will eventually be available through the web based knowledge platform of AADI.*

*The Institute is envisaged as a training body, which is supported by partnerships amongst diverse mental health, disability, child rights, counter trafficking and women's rights organizations across the world.*

## **HABILITATION AND REHABILITATION SERVICES FOR PERSONS LIVING WITH DISABILITY IN DELHI AND BALLABHGARH**

Article 26 of UNCRPD states that all State Parties shall take effective and appropriate measures, including through peer support, to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life

### **5. Rural Community Based Program, Ballabhgarh Block, (Faridabad District, Haryana)**

covers 82 villages (under 67 Panchayats) and works with a cross disability and life span approach responding to changing needs irrespective of age. The focus of the Rural Program is to facilitate the creation of a responsive community, which fulfils the needs of persons with disabilities, and provide accessible services and promote equal participation and opportunities to persons with disabilities.

The program initiated a project with The Hans Foundation in 25 villages to identify people with disabilities early through household survey, train a cadre of Asha workers and Anganwadi workers to integrate disability into their ongoing work, increase participation of people with disabilities, facilitate inclusive services and create a barrier free environment. The details of the work are detailed in the following pages.

**6. Urban Community Based Program, Sunder Nagri, East Delhi** a new initiative started in collaboration with SEWA, aims to work in urban poverty areas in Delhi and integrate disability into ongoing community work. The aim is to facilitate an urban community based model for accessible services ensuring participation and inclusion of people with disabilities in all aspects of community life. The highlights are presented in the following pages.

### **7. Ability Development, Opportunities, Resources and Services–Innovative Replicable Projects in Hauz Khas, New Delhi**

**The project includes :**

- Walk in services that provide avenues to people with disabilities, families to share issues, gather information about resources and work out solutions for increased participation across life domains.
- Health including Mental Health services
- Legal support
- Education
- Life skills program including interest and hobby clubs
- Skill development – E Daksh inclusive computer training program and Ujala an enterprise in creation of paper products
- Livelihood program
- Parent training program

## **PART II: HABILITATION AND REHABILITATION SERVICES FOR PERSONS LIVING WITH DISABILITY IN DELHI AND BALLABHGARH**

### **5. Rural Community Based Program, Ballabgarh Block, Haryana**

The Rural Community Based Habilitation & Rehabilitation program is based in Ballabgarh block of Faridabad District of Haryana since 1982. It works in 82 villages governed by 67 Panchayats.

Ballabgarh Tehsil of Faridabad district has a **total population of 214,894** as per the Census 2011, out of which 114,193 are male while 100,701 are female. In 2011, there were total 37,463 families residing in Ballabgarh Tehsil. As per Census 2011, out of the total population, 2% people live in urban areas while 98% lives in the rural areas. The average literacy rate in the urban areas is 77% while that in the rural areas is 75%.

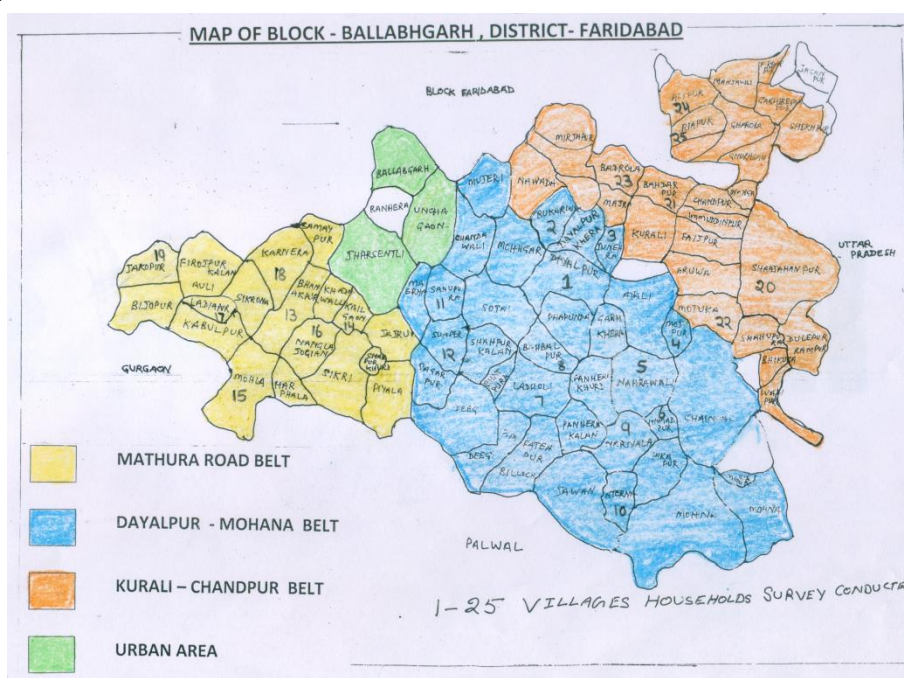


Figure 3: Map of Haryana/Ballabgarh

	Total Population	Total Disabled People	% Disabled People
<b>Haryana (Census 2011)</b>	25351462	546374	2.16
<b>Faridabad District (Census 2011)</b>	1809733	41972	2.3
<b>Ballabgarh Block</b>	214894	Not available	Not available
<b>25 Villages (Household Survey)</b>	57348	1720	3

Table 1: Disability Census (2011) and Survey Results

At the beginning of the year there were 1027 people with disabilities registered in the program. During the current year 47 new children/adults with disabilities were registered.

A household survey in a sample 25 villages completed by October 2016 revealed that there are at least 1720 people with disabilities in 25 villages, which is around 3% of the population, though the National Census identifies 2.3% of the population in Ballabgarh to be people with disabilities. A total of 38 primary level work force (Asha and Anganwadi workers) from the villages were identified and trained in disability related issues and on aspects of household survey.

The first round of household survey was carried out based on the Census Schedule. The Rights of people with Disabilities Act 2016 passed in December 2016 recognized 21 disabilities as against 7 in the 1995 Act. The percentage of disability is likely to be much higher than the current figure.

18 of the primary workers continued their link with people with disabilities & their families in their respective villages. The mainstream system of incentives for work was applied to engage with Asha and Anganwadi workers. The funding by The Hans Foundation continued for part of the current year and supported the completion of survey and helped develop resource material. The Primary Level Workers trained under the project supported 267 persons with disabilities & their families. A collaborative approach between AADI team and the Primary Level Workers helped establish a routine which allowed for flexibility while keeping in mind the needs of people with disabilities & their families.

A weekly meeting and a monthly training kept the motivation high and the team was able to monitor and review its own progress based on the work done.



Figure 4: Training of Primary Level Workers

### Major Highlights

**1027** persons with disabilities are registered in the Rural Program. Between April 2016 to March 2017, **47 new** persons with disabilities were identified and registered. **32** Persons with disability either passed away or shifted out of Ballabhgarh in the last one year.

	0-6 Years	6-18 years	18 years and above	Total
No. of Beneficiaries	94	437	496	1027

Table 2: Total Persons with Disabilities under Different Age Categories

	0-6 years	6-18 years	18 years and above
	20 (12 boys & 8 girls)	21 (13 boys & 8 girls)	6 (5 male & 1 female )

Table 3: New Registration in 2016-17

**During this year, the team members linked with 1021** Persons with disabilities. With the aim of increasing opportunities for capacity building and participation of persons with disabilities in their families and accessing community resources, **4875** home visits were made, **2005** sessions at the sub-center were conducted, **and 436** School visits, **3** College visits and **20** visits to vocational units were made.

The hub of the work with the person with disabilities is at the sub-center, located in every village or at Anganwadi/school, college, home or in the community or at work place.

- During home visits, assessments and skill building programs were followed up in the area of self care, mobility, domestic skills, socialization & communication, animal rearing etc. Family and individual counseling was also done at home with wherever required.
- At the sub centers-exchange of information, assessments, programming and follow up of education, communication, mobility, health, counseling & linking with resources was undertaken.
- During the school visits, admission follow-up; education follow-up; meeting with teachers, SMC meeting, sensitization programs & demonstrations for group/individual teaching were done.
- Visits were made for skill training and identifying the scope for training & placements in business units/shops.
- Visits were made to Govt. offices to update the information and to facilitate greater linkage of persons with disabilities to the community resources.

This year, **972 of 1027** persons with disabilities have Aadhar cards and **48** persons with disabilities got Aadhar Cards made during the current year. A new Biometric machine has been installed in Faridabad for ease of people with high support needs. Parents/families are able to use the facility without any facilitation by AADI team. **179** persons with disabilities got covered for Health Insurance under Swavlamban Health Insurance Scheme while **6** persons with disabilities and their families accessed the Niramaya health scheme. **329** out of **347** persons with disabilities who need aids and appliances got **332** aids. Of these, **311** persons use the aids on regular basis. Parents' training programs follow up on medical health needs and counseling needs were addressed accordingly through individual/group sessions.

**Early years:** There were 94 children in the age group of 0-6years (42 girls & 52 boys). Follow-ups were done for all 94 children. 74 children with disabilities were registered in Anganwadis and 13 were in schools. 07 children with disabilities were ready for school admission for the next academic session. Focus of the work with children was on learning, communication, mobility, health & nutrition and vaccination etc. Under this age group, children were followed up on their progress directly and through Anganwadi workers. Use of services of Anganwadi by children with disabilities and their families had increased over the last year. Family counseling, linking pregnant women and young mothers with nutritional programs were some of the activities that were facilitated by the team along with the Anganwadi workers.



Figure 5: Amanpreet Playing with friends

*I wanted to take my daughter Amanpreet to Rajasthan for surgery of her legs. She is 4 years old and we live in Chainsa Jhuggi. I wanted her to be independent and someone in my village asked me to take her to Rajasthan. She has been enrolled in AADIs program for the past 2 years. I went there for a meeting and was introduced to many parents and children going to Anganwadis and schools. I got the information about surgeries taking place in St. Stephens Hospital but I was not sure whether I should take my child there. One of the parents convinced me and I am glad that I listened to him. The surgery was without any cost as AADI ensured I had my BPL card. We are very happy to see the progress of Amanpreet and I have now bought a gadola (Rollator) for her. She is doing a lot of work herself now. There are two more children in my village and I asked them to meet people from AADI. (As told by Amanpreet's father)*

**School Years (6-18 years):** There were 437 children with disabilities in the age group of 6-18 years. 294 of them were registered in schools. 239 of these were regular in school, and 190 of them were at par in their classes. 70 children were progressing in other areas apart from academics. 55 children were irregular due to various reasons like high support needs, long distance of school from home etc. 33 children with disabilities left studies while still in primary school, 17 children left in middle school and 5 children left studies after class X. 43 children with disabilities who left school had high support needs. It has been observed that the education system was not able to support children with high support needs and hence they dropped out or got pushed out of the system. 52 of these children, who had dropped out, received training in life skills by AADI. Out of 143 children with disabilities who were not in school, 48 children will be followed up for admission in year 2017-2018.

345 teachers of 175 schools were regularly contacted during the year. Sensitization programs and individual support to teachers was provided. The specific discussions included sessions on teaching methodology & teaching materials, demonstration of teaching methods in class, helping teachers to change rules in games to include children with disabilities in games and other physical/sports activities. 65 parents of children with disabilities as SMCs members attended 7 SMCs meetings and raised the issues regarding safety of children.

**In the 18 & above age group,** 496 people with disabilities were registered. 295 people were linked with various ongoing services

Higher Education	Life skills	Livelihoods	Support Services	Total
40	183	72	201	496

Table 4: Status of persons with disabilities (18 years & above)

A small number of people with disabilities were able to pursue higher education. 40 young adults were studying out of which 18 people were pursuing graduate/post graduate courses including professional degrees and 22 were in secondary/senior secondary schools. There were 193 persons with disabilities in the life skills program which included domestic skills, looking after cattle, participating in agriculture related activities. Life skills program integrated skills in mobility, self care and communication with domestic skills & community skills.

Aadhar Card	Disability Certificate	Voter ID	Pension
488	454	331	437

Table 5: People with disabilities: Social Security Benefit

There was a greater emphasis on social security benefits to be available for people with disabilities over 18 years of age. The possession of an Aadhar card and Voter ID card increased the status of the person with disabilities and also gave them a sense of independence/belonging. The following number of people with disabilities had received the Aadhar, Voter ID, Pension and Disability Certificates.

**Figure 6-7: Glimpses of Skill Training and Higher Education**



## 6. Urban Community Based Program, Sunder Nagri, East Delhi

AADI had a strong presence in East Delhi for the past 10 years and initiatives to link with existing resources and build a community project were part of the ongoing work.

During the current year a systematic approach was adopted and the experiences of the 25 villages work in the rural project in Ballabhgarh was incorporated into the North East Delhi Sunder Nagri Project. The aim was to translate the learnings from Sunder Nagri Project to develop a model Urban Community Based Habilitation and Rehabilitation Program which could be replicated.

North East district is predominantly rural but also has a sizeable urban area. There are 27 villages in the district with all characteristics of rural India and it has a literacy rate of 77.85%.

Total Population of North East District	Total No. of Males	Total No. of Females	Total Population of Sunder Nagri
17,63,710	9,53,070	8,10,640	64,500

Table 6: Area wise total population of the North East Delhi district

AADI, in collaboration with Self Employed Women's Association (SEWA), an NGO with a strong presence in Sunder Nagri launched the Sunder Nagri Project in 2016. SEWA is present in 11 areas of Delhi including Sunder Nagri. SEWA Delhi is committed to strengthening the movement of women workers in Delhi's informal economy by highlighting their issues at the national level and building poor women members' capacities. It runs integrated development programs that support women towards self-reliance and full employment.

### Major Highlights

- Establishing Collaboration with Self Employed Women's Association (SEWA) – A series of meetings was undertaken before establishing collaboration.
- Training of Primary Workers: Self Employed Women's Association (SEWA) works in the community through its "Primary teams in the Community" (front line workers). 36 primary workers were trained on perspectives of Disability Rights and conduction of household Survey. 16 of the primary workers were from Sunder Nagri. A survey tool covering the 21 disabilities and a handbook for carrying out the survey was developed. A team of 8 staff from AADI familiarized themselves through "Community walks" and interactions with various groups of people in the community.
- Awareness raising material on rights and inclusion was developed and used during trainings and community meetings.
- Household Survey for Identification of Persons with Disabilities: Sunder Nagri The household survey was a joint activity with AADI team and Self Employed Women's Association (SEWA) Primary Level Workers working in pairs/threesome.

Total no. of households covered	7000
No. of blocks covered	10
Households to be covered	6100
<b><i>While the survey is yet to be completed, the initial trends show that Sunder Nagri has a 3% population of people with disability</i></b>	

Table 7: Survey Details of Households in Sunder Nagri



Figure 8: Training of SEWA Primary Workers in Progress



Figure 9: Completion of the First Level Training of SEWA Primary Workers

## **7. Ability Development, Opportunities, Resources and Services–Innovative Replicable Projects in Hauz Khas, New Delhi**

### **a. The walk-in services**

The walk-in services provide a platform to anybody who has a need – a person with disability, a family member, professionals, volunteers, students etc.

A care plan process is initiated for persons with disabilities who get registered with AADI. The 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.

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

Till the year 2016, 3125 persons with disabilities were registered with AADI in the care plan process. During the current year 239 persons with disabilities were registered.

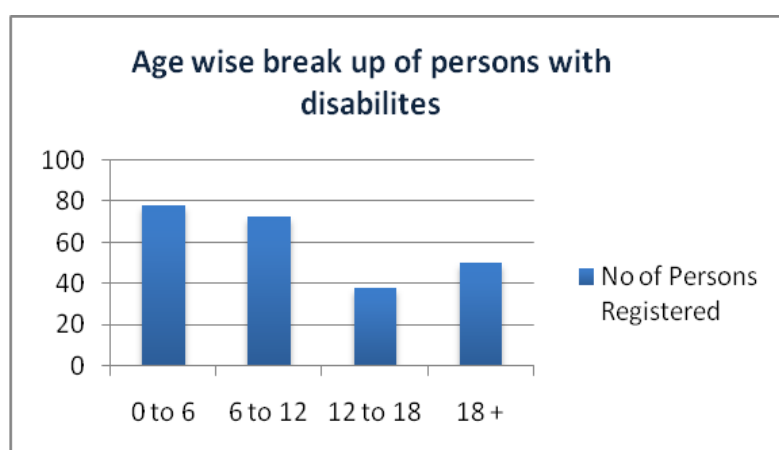


Figure 10: Total Numbers of New Registrations in the Year 2016-17

Some of the highlights of the work:

- 89 referrals were made to address the health related needs including mental health needs.
- 136 persons with disabilities accessed government schemes including Niramaya pension scheme, disability certificate.
- 67 persons with disabilities obtained disability certificate and legal guardianship.
- 56 children with disabilities were admitted to schools in the current academic year.
- 48 children were supported with ongoing school support.
- 225 Assessments in various areas like mobility, self-care, communication learning and applying knowledge were conducted for the individuals.
- 608 individual review sessions were conducted for persons to review their progress and plan further intervention.
- 187 home visits were made and 1435 phone calls for review were made to ascertain progress.

## **b. Education**

AADI provides education services to children with disabilities from 3-18 years of age and works with schools and teachers to create a positive and inclusive learning environment for all children, including children with disabilities.

### **♣ Preparatory Program for 3-6 years old children**

The focus of this program is preparing children with disabilities for mainstream schooling. Children are provided with an early enrichment program in a group setting with a focus on maximising independence in mobility, communication, self care, along with pre-school skills. The group sessions are held four times a week.

Much before onset of admission in the mainstream schools, a series of meetings are held for parents of children in the Preparatory Program to equip them with information about the Right to Education Act, benefits of mainstream inclusive education and acquaint them with the process of admission & the documents required for admission.

Now, the admission to Nursery class is completely an on-line process. The parents are encouraged to complete the on-line procedure in time. Parents who do not have easy access to digital technology are hand held to complete the on-line application.

Post admission support to the child, school and families is rendered to ensure retention of children in the school as well as learning.

Approximately 250 sessions were conducted as part of individual and group work and 50 children benefitted from the program during the current year.



Figure 11: Children from the Preparatory Program Enjoying the Sun

### **♣ Program for Out of School Children**

In spite of RTE and a drive for school admissions, some children still remain out of school due to inaccessible/inadequate transport system; school not yet ready to admit a child with high support need, economic reasons, and lack of information /awareness amongst families. To cater to need of these children who remain out of school, AADI runs a program for these children to prepare them for school admission and also work on life skills. The program for Out of School Children is divided into two groups:

### 7-12 years age group

The focus of this program is to prepare children with disabilities for mainstream schooling. If for any reason, the child remains out of school, till 9 years of age it is still possible to secure admission if there is a vacancy in the specific class. Along with school readiness skills, the focus is on maximising independence in mobility, communication and self care. The group sessions are held four times a week.

15 children were enrolled in the program who benefitted from 120 sessions and 4 children got admission into mainstream schools.

### 12–18 years age group

A life skills program is followed for this group which covers basic literacy & numeracy skills, skills in communication and decision making, mobility, self care, domestic activities and skills for community living. Trainings for parents are conducted for future planning and to give them skills on how to increase participation of their children with disabilities in everyday life. This program was attended by 11 members who benefitted from 160 sessions over the year.



Figure 12: Session in Progress (12-18 Years)

### ♣ School Support Program : Individual and Group Coaching

To help children with disabilities retain in mainstream school and ensure that they are learning, a focused support program is provided to them through individual and group coaching after school hours. The focused coaching enables the children to progress academically, thereby facilitating their retention. There are two groups of children on the basis of their learning levels. One group has children who are students of different classes between Class I to IX, need support in basic reading, writing in Hindi and numeracy skills. The second group has children who need support for understanding concepts in other subjects. There were 5 children each in both the groups.

### c. Life Skills Program for Young Adults with Disabilities

A life skills program is facilitated through interest groups and hobby clubs. A total of 69 members benefitted from the program. Art, Music, Cooking and the Gardening Club functioned through the year. The members of all the clubs could choose to develop an interest in the chosen area, build specific skills, plan, organize and participate in the annual events which were a culmination of the club activities. Skills in participation, decision making, taking responsibility, communication were developed as part of the clubs activities and slowly transferred to real life situations.

Art Club/ Art Classes	Music Club	Cooking Club	Gardening Club
89 and 87 sessions were done respectively and 44 members attended	40 meetings were held and 28 members attended	84 meetings were held and 27 members attended	40 meetings were held and 3 members attended

Table 8: Attendance in Hobby Clubs

### Art Club/ Art Classes

Apart from life skills training, this year the focus of the Art club was on sketching. Members were facilitated to draw still life objects like birds, vegetables, fruits, flowers, etc.

This year art classes were started for children in the group sessions from 3-18 years as well. Each group had a weekly class beginning from the month of August. This art class gave an opportunity to young children and adolescents to do art work in a facilitated environment.



Figure 13 & 14: Live Sketching

### Cooking Club

The Cooking club focused on non-fire cooking this year. Besides actual cooking process, pre- preparation and maintaining basic hygiene and was introduced and emphasized upon.

Some members learnt the skills of peeling, cutting and chopping vegetables, making sandwiches, salad and soup independently. Members also learnt to serve food to guests.

Members were motivated to practice the skills at home and their parents were encouraged to create opportunities for them so that the skills did not remain in isolation and they were transferred in their daily lives.

Members of the cooking club joined in activities and events held by various programs during the year to practice their skills in real life situations.



Figure 15: Learning to Roll out Chappati



Figure 16: Peeling Boiled Potatoes

## Music Club

Members of the music club embarked on their journey of creating music together. They engaged in polishing their individual skills while doing so. New talent and enthusiasm was discovered as new members had joined and infused more life in the club. As the year progressed, two distinct groups within the club were identified-one with a passion for singing and the other for creating rhythm using wide ranging instruments.

Megha, a gifted singer became more confident and at times took lead in rehearsals when the group was small. She is emerging into a confident stage performer and enjoys live performance even more now. She is getting ready for more focused training which will facilitate in sharpening her vocal and performance skills. It will be a delight to see her perform as part of a mainstream music band!

## Gardening Club

This year the focus for members was on learning the process of growing seasonal vegetables and medicinal herbs. The process included preparation of soil, seeding, looking after plants, watering, weeding, picking the product (vegetables) and packing for selling. Spinach, lettuce, tomatoes, cucumber, bottle gourd, bitter gourd and ridge gourd were grown and sold to AADI staff members. Herbs like basil, thyme, lemon grass were sold at different events held at AADI during the year. Apart from growing the plants, gardening club members regularly collected plant waste and put it in the pits that were created especially to make manure. Four pits of manure got ready through the year.



Figure 17: Tilling in process

## Events

Events are opportunities for adult members to showcase their skills and abilities that they learned throughout the year. It is the culmination of the efforts of all the members put in together as endeavor.

The events that were organized this year were Rakhi Mela (Snehandhan), Diwali Mela (Deeputsav), Winter Festival, Music Event (Goonj), Dastangoi and Winter Campaign.

74 members participated and took responsibility of organizing these events. 950 people attended all these events.



Figure 18-19: Glimpses of Snehandhan

**Figure 20-22: Glimpses of Deeputsav**



**Figure 20**



**Figure 21**



**Figure 22**

Figure 23-25: Glimpses of Winter Festival



Figure 23



Figure 24



Figure 25

**Figure 26-28: Glimpses of Goonj - Music Event**



Figure 26



Figure 27



Figure 28

## Dastangoi

Dastangoi originates from two Persian words 'Dastan' and 'Goi' which mean to tell a Dastan. It was the first time that it was organized at AADI. Stories help to enhance cultural understanding and enliven young minds and rekindle their capacities to learn and grow together.

Based on this belief, an inclusive workshop for children between 8-18 years of age was held at the Mangalam Center in East Delhi on 17th March 2017.

The workshop was facilitated by Valentina Trivedi, who is a renowned performance artist. At this creative endeavor, groups of children from diverse backgrounds explored possibilities of innovative story making and storytelling. They performed on 18th March 2017 besides the Dastangoi by Valentina Trivedi and Anuja Jaiman who performed 'Dastan Gopi Bagha Ki' which has been adapted from Satyajit Ray's famous film 'Goopy Gyne Bagha Byne'.



Figure 29: Dastangoi by Valentina Trivedi and Anuja Jaiman



Figure 30: Dastangoi by young members

## Winter Campaign

Winter Campaign **Sahyog 2016** is an endeavor where people can participate and contribute for the underprivileged members in society. Winter is a time which becomes very difficult for people who are homeless. To show that we care, both adolescent and adult groups participated in the winter campaign. For many members, it became a training opportunity in the domestic work like sorting, folding the clothes etc. Packing was another skill that many of them learnt during the campaign. It was also an opportunity to become sensitive to the needs of those who face the harsh winters on the streets of Delhi. All the warm winter wear were collected, mended, washed and packed neatly into individual packets. An inventory was made of the all the winter wear received. The individual packets were coded as per the age and size of the clothes/garments. These packets were then handed over to Ashray Adhikar Abhiyan (AAA) who distributed them to their members who are struggling in the cold winters of Delhi. Appreciating the activity staff of Ashray Adhikar Abhiyan (AAA) remarked that they were impressed with the dignity with which the entire process was undertaken.



Figure 31: Sahyog in progress

## Summer Camp-Art Workshop

The Summer Art Workshop 2016 was held for adolescents and adults with disabilities who were at home. For the majority of these members, it was the first time ever that they were attending such an activity camp. They were excited and enthusiastic to learn the art work. They were equally happy to take back their artwork at the end of the workshop.

The adolescent group was an inclusive group of about 20 members who enjoyed dabbling in art activities, group games and aerobics. The highlight of the camp was the aerobics performance which they prepared for the culmination day to showcase to their parents and other guests who were invited. Each person performed with a lot of enthusiasm and the final act showed the effort and the passion with which it was practiced and produced. Certificates of participation and the final art products created were the takeaways that each one proudly carried home!

## d. Skill Development

### Ujala

Ujala is a process that ensures livelihoods for people with disability through offering inclusive and accessible opportunities to all people. Ujala runs in collaboration and through network of people with disability contributing in all aspects of product development from sourcing, manufacturing, packaging to marketing.

The focus of Ujala is to showcase and raise awareness about people with disability by-

- Facilitating people's participation in all processes of Ujala
- Skill enhancement for members through their involvement in various processes for procurement, coordination with vendors, coordination with stores, quality checks, management of production unit together with participation in various sales and marketing activities
- Providing internship and employment opportunities for people with disability

Products are sold through NavRang Shop or through Sales Opportunities in inclusive set-ups which means through stalls in corporate offices, Surajkund Crafts Mela, Blind Relief Diwali Mela, schools, RWAs, colleges, embassies etc. Majority of these opportunities come around Diwali & Christmas time. Ujala also undertakes Special Orders. The products include gift and stationary items, bags of different kinds, diaries, wrapping paper, gift boxes, folders, photo frames, albums and other attractive paper products.

This year, Ujala has got the opportunity to set up stall at different venues in corporate offices (Crisil, Axtia, Copal Amba, Sony India, HSBC Bank, Canara Bank, Snapdeal, Aviva, KPMG, Makemytrip.com), schools/colleges (G.D.Goenka School, Jesus & Mary's College, Gargi College, Mata Sundari College, I.P. College), RWAs (Sundar Nagar, Alaknanda), embassies (Australian High Commission) and NGOs (Blind Relief Association, DastkariHaat). People were impressed with the workmanship by people with disabilities and the quality of the products

Ujala received bulk order for diaries, folders, photo frames, bags wrapping sheets from 21 customers which included corporate offices, colleges and a few individuals. Special orders were successfully completed for 4 customers. This year an extra-large sized bag to hold gifts and an office tray was introduced.

## NavRang Shop

The name of the training cum skill development unit was chosen as "NavRang," a Hindi term meaning many colors, to signify the coming together or confluence of diverse skills, people and organizations to create a meaningful impact on the lives of people with disability.

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. As a socially conscious enterprise, it links with other like-minded organizations to create meaningful occupations for people with disabilities. It is intended that these occupations will promote increased independence and a better quality of life for people with disabilities.

Through NavRang people with disability source a diverse range of products and services – products made by people with disability; eco-friendly products/products made by other groups in the development sector that are sourced by people with disability; The products include a wide range - Stationery; Jewellery; Cosmetic Items; Household Items; Garments; Plants; Seeds; Toys; Bags etc. Some of the products are organically made and others are made from recycled material.

NavRang also offers avenues for product development by different artisans (people with/without disabilities) in collaboration with design institute/students of design institute. Through an annual calendar of events, NavRang celebrates the diverse abilities and talents of individuals and groups involved in the enterprise.



Figures 32-34: NavRang shop with display of Ujala Products and Hemu, an intern engrossed in labeling & packing of cards

### E Daksh

It is estimated that out of the 50-75 million persons with disability in India, only a miniscule fraction have access to services that will give them the opportunity to lead a meaningful life. Furthermore there is even less opportunity to learn and acquire skills that would facilitate livelihoods. One of the major areas where there is lack of accessible services is the digital literacy.

Realizing the huge gap, in November 2015, AADI in collaboration with Canara Bank set up E Daksh, an accessible and inclusive IT training center to cater to needs of people across disability. This training is imparted free of cost to youth & adults with disability and other young adults from poor families. The outcome of the training is either learning the skills for daily use and/or employment.

From the outset, different modifications and adaptations in the computers like modified keyboards (contrast alphabets with big keys), Mouse (big switch), different software like JAWS, Dragon Software and proper furniture were put in place so that the need of each student with disability could be planned for.

The training in EDaksh is customized and made accessible for each student according to his/her individual need, eg, choice of language of learning, duration of course etc. Use of simple language, short sentences, repetition of concepts and instructions are some of the ways adopted to facilitate the learning. After the course is over for the student, it is ensured that the student has an allotted time and space at E Daksh to practice the skills she/he has learnt.

Currently, EDaksh offers two courses namely, Awareness in Computer Concepts (ACC) and a Course on Computer Concepts (CCC). Both the courses are guided by National Institute of Electronics and

Information Technology (NIELIT), under the Ministry of Electronics and Information Technology, Government of India.

The Awareness in Computer Concepts (ACC) is a practical-based training and the Course in Computer Concepts (CCC) is a theory based course with an online exam conducted by NIELIT at its various centers. The Awareness in Computer Concepts (ACC) course is aimed at imparting a basic level appreciation of computers to the students with emphasis on hands on training. Total number of students trained in ACC in 2016-17 was 116.

Seven students, who registered for Course in Computer Concepts (CCC), appeared for the on-line exam. This was the first time that NIELIT had students with intellectual impairment appearing for CCC exam. It allowed the required accommodations and permitted the non-faculty members to be the scribe and simplify the language and break the long questions into short questions for the students. Four students passed the exam.



Figure 35: Computer class in progress

The E Daksh caters to individual specific needs of students which may be short-term. One of the students trained in TALLY and two other students learnt specific functions and formulae in Excel. One of these students began to work in a company and approaches EDaksh whenever she has any doubt or query. Seven of the EDaksh students have got data entry opportunity as internship both within and outside AADI.

## **e. Livelihood**

### **Jeevika – Opportunities for Inclusive Livelihoods**

Jeevika is working towards challenging and changing mindsets of the society, creating more avenues for participation of adults with disability in the job market and providing the necessary support to do so in Delhi-NCR.

The objective is to create and support multiple livelihood options for adults with disability and address barriers in open employment. It aims at preparing persons with disabilities for the market by strengthening their abilities and facilitating to link them with internships.

## Employment

Seventeen adults with disability gained employment this year in different sectors like IT, Retail and Hospitality and family business.

### *Towards Self Employment: Sonu Bist's story*

After having experience of about 10 years in investment related activities, I decided to start my business as Investment Consultant Cum Service Provider. Taking a loan from NHFDC to pay the security deposit was the best option for me. The major problem I faced was that it took a long time for each step to get completed, with challenges at every step of the way. It took more than a year and a half for me to get the loan and start my business. I wish to thank AADI and my family for all the support and motivation at every step of the way, to pursue my dreams of being an entrepreneur!



Figure 37: Sonu Bist Receiving an Award from Zee Business

## Internships

Internships are the first step towards the work skills' training. The internship process helps develop social, communication skills and teamwork amongst the trainees. It builds their self esteem, confidence and independence. The allowance or stipend paid during this period gives them a sense of pride in being able to contribute towards their own expenditure. There is an endeavor to identify opportunities both inside and outside AADI for the same.

### **Internships at AADI:**

Apart from photocopying and data entry, internship opportunities available this year were in Ujala production, NavRang shop, Finance and Garden.

- Eight trainees on internship in Ujala Production, Ujala Store and NavRang, 3 in Garden, 1 in Finance, 4 in Data Entry and 1 in photocopying.

### **Internships outside AADI:**

This year various organizations and families having business were contacted for livelihood opportunities as a result of which the following internships got fructified:

- Six trainees are undergoing internships at external agencies like Lajpat Bhawan, Udaan, Delhi School of Social Work, Beauty Parlour, Medical Store and Lemon Tree Hotel.



Figure 36: On Job Training at a Medical Store

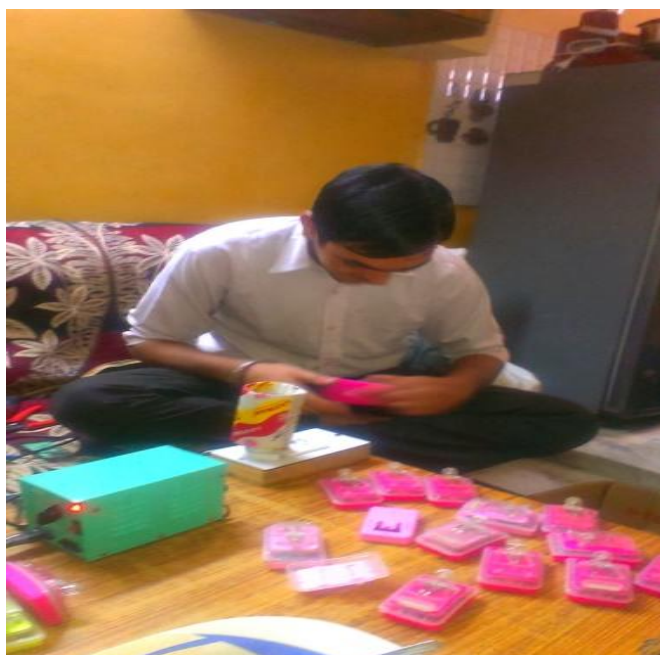


Figure 37: On Job Training at a Repair Shop

### **PART III: FINANCIAL AND HUMAN RESOURCES**

- 8. **Financial Statements**
- 9. **AADI Staff List**
- 10. **Governing Body of AADI**

## 8. Financial Statements

### FINANCIAL STATEMENTS SUMMARY OF AUDITED INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2017

PARTICULARS	31st March,2016	31st March,2017
	Rupees (in Lakhs)	Rupees (in Lakhs)
<b>INCOME</b>		
Donations	67.16	43.81
Interest	45.33	40.02
Grants	50.23	39.76
Income from other sources	161.58	163.42
<b>TOTAL :</b>	<b>324.30</b>	<b>287.01</b>
<b>EXPENDITURE</b>		
Administration / Establishment	115.3	130.71
Depreciation	12.36	10.87
Project Expenses	203.91	194.64
<b>TOTAL :</b>	<b>331.57</b>	<b>336.22</b>
Amount transferred to Earmarked Fund	(-7.27)	(-49.21)

Compiled from the Audited Financial Statements of the Society

For CHANDIOK & GULIANI  
(CHARTERED ACCOUNTANTS)  
FRN No. 001199N

ANIL MEHTA  
(PARTNER)  
M.No. 081682

For Action for Ability Development & Inclusion

SECRETARY / EXECUTIVE DIRECTOR

### SUMMARY OF AUDITED BALANCE SHEET AS AT 31ST MARCH 2017

PARTICULARS	31st March,2016	31st March,2017
	Rupees (in Lakhs)	Rupees (in Lakhs)
<b>LIABILITIES</b>		
Corpus Funds	602.93	602.93
Earmarked Funds	700.35	736.68
Current liabilities	80.35	58.27
<b>TOTAL :</b>	<b>1383.63</b>	<b>1397.88</b>
<b>ASSETS</b>		
Fixed Assets	96.67	86.74
Investments	427.00	364.00
Current Assets and Loans & Advances	107.32	145.30
Income and Expenditure A/c	752.64	801.84
<b>TOTAL :</b>	<b>1383.63</b>	<b>1397.88</b>

Compiled from the Audited Financial Statements of the Society

For CHANDIOK & GULIANI  
(CHARTERED ACCOUNTANTS)  
FRN No. 001199N

ANIL MEHTA  
(PARTNER)  
M.No. 081682  
Place: New Delhi  
Dated: 10th January,2018

For Action for Ability Development & Inclusion

SECRETARY / EXECUTIVE DIRECTOR

## **9. AADI Staff List (As on March 2017)**

**Executive Director:** Gidugu Syamala

**Deputy Executive Director:** Madhu Grover    **Director:** Renu Anuj

### **Managers / Coordinators of Activities**

■ \*Anita Lodhi ■ Charulekha Khandelwal ■ Manavi Jalan ■ Manjula Mehra ■ Meenakshi Sharma ■ Nidhi Jalan ■ B. Anuradha ■ Shahana Chakraborty ■ Sheetal Batra ■ Praveen Kr. Singh ■ Darsana Khir ■ Jitender Tomar ■ Sarfaraz ■ Jyotsna

### **Rehabilitators (Associates)**

■ Chandeshwari Tiwari ■ Narender Pal Kaur ■ Raminder Kaur ■ Vinita Nagpal ■ Manuja Mishra ■ Dimpri Raisinghani ■ Shweta Ladsaria ■ Md. Saukat Hossain ■ Mohita ■ Puja Lalchandani ■ Indernil Chakrovarty ■ Deepak Jain ■ \*Shipra Singhal ■ \*Ruchika Kaushik ■ Anushree Das ■ Yoginder ■ Chanchal

### **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

#### **Jr. Assistants / Receptionist**

■ Muthu Subramaniam ■ Neena Sharma ■ Pankaj Kapoor ■ Sanjay Sharma ■ Uttam Mandal ■ Chetan Razdan ■ Atul Mohan Mehta ■ Gurucharan Singh ■ Vinay Viz

### **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 ■ Surrender Mishra ■ Suresh Kumar ■ Upender Yadav ■ Vishwajeet

### **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 ■ Sachin

**\* Left during 2016-2017**

**# Passed away during 2016-2017**

## **10. Governing Body of AADI**

### **Chairperson**

#### **Dr. Achal Bhagat**

MBBS (UCMS, Delhi), MD (Psychiatry), PGIMER, Chandigarh,  
MRCP Psych, Royal College of Psychiatrists, UK  
Indraprastha Apollo Hospitals  
Chairperson, Saarthak

### **Treasurer**

#### **Mr. Rajesh Kathuria**

Chartered Accountancy  
(Institute of Chartered Accountants of India, Delhi)  
Practicing Chartered Accountant

### **Founder Member & Permanent Invitee**

#### **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

#### **Ms. Kamla Bhasin**

M.A (Economics) Rajasthan University  
Advisor, SANGAT

#### **Mr. Praveen Kumar Gurunath**

MSW, (Community Development )  
Program Manager, VSO

#### **Mr. Amit Misra**

MBA- International Business,  
Indian Institute of Foreign Trade, New Delhi  
Management Consultant, IMS Health

#### **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

### **Former Chairperson & Permanent Invitee**

#### **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

#### **Dr. Mathew Varghese**

MS Orthopedic (Surgery)  
St. Stephens' Hospital

#### **Ms. Veena Kumar**

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

#### **Ms. Anjali Kapoor Bissel**

M.Sc. (Health Care Administration)  
Hospitals Administrator  
Indraprastha Apollo Hospitals

#### **Mr. Rakesh Thukral**

Graduate  
Managing Director  
Edelman India Private Limited

#### **Ms. Madhu Grover**

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

## Abbreviations

<b>AADI</b>	<b>Action for Ability Development and Inclusion</b>
<b>AIIMS</b>	<b>All India Institute of Medical Sciences</b>
<b>AWWA</b>	<b>Army Wives Welfare Association</b>
<b>DRG</b>	<b>Disability Rights' Group</b>
<b>IND-ASD</b>	<b>INCLIN Diagnostic Tool for Autism Spectrum Disorder</b>
<b>ISAA</b>	<b>Indian Scale for Assessment of Autism</b>
<b>IT</b>	<b>Information Technology</b>
<b>JAWS</b>	<b>Job Access with Speech Software</b>
<b>MSJE</b>	<b>Ministry of Social Justice and Empowerment</b>
<b>NCPEDP</b>	<b>National Center for Promotion for Employment for Disabled People</b>
<b>NCERT</b>	<b>National Council for Educational Research and Training</b>
<b>NIMH</b>	<b>National Institute of Mental Handicap</b>
<b>NIFT</b>	<b>National Institute of Fashion Technology</b>
<b>NIPCCD</b>	<b>National Institute of Public Cooperation and Child Development</b>
<b>SDG</b>	<b>Sustainable Development Goals</b>
<b>SEWA</b>	<b>Self Employed Women's Association</b>
<b>SOIL</b>	<b>School of Inspired Learning</b>
<b>TALLY</b>	<b>Transactions Allowed in a Linear Line Yards</b>
<b>UNCRPD</b>	<b>United Nations Convention on the Rights of People with Disabilities</b>
<b>UNESCO</b>	<b>United Nations Educational, Scientific and Cultural Organization</b>

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**Rural Community Based Rehabilitation Centre**

Dayalpur Primary Health Centre  
Ballabhgarh Block, Faridabad (Haryana)