



2019-20
ANNUAL REPORT

**ACTION FOR ABILITY DEVELOPMENT
AND INCLUSION (AADI)**

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

Where The Mind Is Without Fear

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

Rabindranath Tagore

EXECUTIVE DIRECTOR'S NOTE

Dear friends,

We are happy to share our Annual Report 2019-20. The efforts to challenge the barriers, and strive towards inclusion of people with disabilities in every sphere of life were most visible during the current year.

Participation of people with disabilities in public and political life is recognized in the UN Convention on Rights of people with Disabilities and in The Rights of Persons with Disabilities Act, 2016. We worked with Election Commission of India (ECI) and Chief Election Office (CEO) Delhi to facilitate the Right to Franchise of people with disabilities, in General and State (Delhi) Elections. Informing/Educating people with disabilities/families on their right to vote, supporting the process of getting Voter ID cards, and creating mock drills for casting their vote were part of the activities across programs to ensure participation of people with disabilities. Lauding AADI's efforts in raising awareness on accessible elections, creating tools for training the officials, conducting access audits of election booths, and holding election literacy clubs Chief Election Office, Delhi awarded the State Award for Best Electoral Practices, to AADI.

One of the critical resources for successful inclusion is the availability of sensitized and trained human resource. Therefore, to reduce the current resource gap, building capacities of mainstream resources in various fields, e.g. education, health and livelihoods was undertaken during the current year. The training programs ranged from half-a-day orientation/sensitization sessions to 3 - 5 days trainings on specific skills / areas required for promoting participation and inclusion. The participants included school/college students, students from professional courses, working teachers, special educators, physio and occupational therapists, primary level workers in the community and other rehabilitation professionals. There were 842 people trained in the current year.

Social change can only come about through advocacy by persons with disabilities. Awareness raising campaigns, focusing on the capabilities and contributions of persons with disabilities, fostering respect for rights and dignity of persons with disability will enhance the process of social change. 1927 persons were part of the awareness raising campaigns/sessions organized through the year.

Recognizing the specific needs of children/adults with disabilities in the areas of rehabilitation, education, health, communication, life skills, and occupation etc., individual/group sessions were carefully designed and conducted across programs. The aim was to build the skills of persons with disabilities and facilitate their participation in decisions/activities pertaining to their lives at home, schools, work places and communities that they live in. In the current year we worked with 3258 children/persons with disabilities.

A new initiative in the area of Early Childhood Care and Education was possible with the support of HCL Foundation. This is a three-month-old project, with the aim of building inclusive Anganwadi Centers in Noida over the next few years. We look forward to the unfolding of this project and the learning from it.

Grant from Punshi Trust enabled us to start yet another new initiative – in the area of Dementia and Assisted Living.

The grant from IGL supported E Daksh, a project Towards Digital Inclusion.

Funds from Guardian India Operations Pvt. Ltd., Edelman India Pvt. Ltd., Rotary Delhi Central Charitable Trust, Fab India Overseas Pvt. Ltd. and Lala Diwan Chand Trust supported ongoing

activities in different projects – Urban Community Project, Rural Community Project, Education and Sambhav –Making Inclusion Possible.

A continued grant from ORACLE gave the Jeevika project much impetus in the area of livelihoods for people with disabilities.

Specific grant from Lal Family Foundation towards professional services of senior management team and faculty of training programs established the base for consolidation, expansion and continuation of services.

We are grateful to all our donors – Institutional (Trusts, Foundations, and Agencies), Corporates and Individual donors for their trust in AADI and for having supported the work.

AADI has a strong team of more than 100 people comprising of staff, consultants, Board members and volunteers who have contributed selflessly to fulfill the Vision of an Inclusive Society.

The details of our work, financials and staff are provided in the following pages.

On behalf of the Board, Staff and members at AADI I extend a deep, heartfelt THANK YOU to everyone who joined and contributed to this journey.

Lastly, I would like to add that 2019-20 ended on a distressing note, the impact of which continues. The pandemic and its aftermath deeply affected many, especially people with disabilities for whom the Disaster Management System did not have any provisions in place. AADI backed by the Board formulated its own plan of action and addressed the needs of people with disabilities and their families. Simultaneously, as part of an informal NGO network we shared our resources in addressing the needs of people with disabilities.

We take this opportunity to salute the spirit of human resilience and hope for a better tomorrow for all.

In Peace



Syamala Gidugu
Secretary, Governing Board
Executive Director, AADI

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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SECTION I

**KNOWLEDGE MANAGEMENT & RESOURCE
CENTRE**

- **Policy, Advocacy & Research**
- **Institute for Ability Development & Inclusion**
- **Sambhav: National Resource Centre**

KNOWLEDGE MANAGEMENT RESOURCE CENTRE (KMRC)

KMRC aims to provide access to information and knowledge resource to policy makers, service providers, people with disabilities and civil society. The knowledge/information collated is used to

- Advocate for rights based on inclusive laws and policies
- Support accessible and inclusive opportunities
- Collate narratives and experiential knowledge of persons with disabilities
- Support inclusive development in rights based communities

Over the next couple of years AADI envisages to build an Institute for Ability Development and Inclusion.

The objectives of the Institute are 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.

I. KNOWLEDGE MANAGEMENT RESOURCE CENTRE

1. POLICY, ADVOCACY & RESEARCH

ACCESSIBLE ELECTIONS

Historically citizens with disabilities were excluded from their right to political participation including the Right to Vote. Even though the advocacy for political participation of people with disability started in 2004, the Right to Vote for citizens with disability received an impetus only when Election Commission announced “Accessible Elections” as the central theme on National Voters Day 2018.

Election Commission of India (ECI) set up National and State level Committees to oversee the process of ensuring accessible elections. People with disabilities, experts, representatives from civil society organizations, government officials were part of these committees.

AADI was part of both National and State level Committee and provided critical inputs in creating guidelines and checklists to ensure accessible elections. Some of the important activities undertaken were:

- Meeting held at AADI with NGO representatives of different districts of Delhi, District Social Welfare Officers (led by Dr. Madhavi), Sector Officers, Nodal Officers, ADE Planning from office of the Chief Electoral Officer (CEO), to discuss roles and responsibilities to ensure access to voters with disabilities.
- In collaboration with Social Welfare Department Delhi
 - Created training modules for MCD and polling booth officials and trained them towards the needs of voters with disabilities.
 - Conducted training of 80 officers, Executive and Assistant Engineers regarding accessibility features at polling booth and shared information regarding Assured Minimum Facilities.
- In collaboration with South District Election Officer (EO) EVM audited the polling booths in Dera Village, Bhatti mines & Fatehpur Beri and report was submitted to the office of the CEO.
- Active citizens from theatre club of AADI performed an educative street play to raise awareness on accessible elections, urging diverse voters especially people with disabilities to cast their vote.

During Vidhan Sabha Elections 2020, Election Commission announced postal ballot facility for absentee voters to ensure larger voter participation. For the first time the postal ballot facility offered to absentee voters, included person with disability (PwD) and senior citizens above 80 years at their homes.

- The information was disseminated far and wide amongst organisations, persons with disability and families.
- Two persons with disabilities, Darsana and Sheel (sisters) cast ballot at their residence in Panchsheel Enclave.

“The staff from ECI who visited us was very helpful and cooperative. They used a three sided screen to ensure secrecy of ballot. We were able to stamp our vote using ink. They immediately sealed our vote in an envelope.” Darsana and Shee



Access Audit of Polling Booth



Meeting with different NGOs, SDMs and District Social Welfare Officers



Street play by AADI on Raising Awareness on Accessible Elections at DilliHaat!



Training of Polling Booth Officials by AADI Team



Awareness Program On Accessible Elections For Persons With Disabilities At AADI. Chief Guest Dr. Ranbir Singh, IAS, Chief Electoral Officer, Delhi



AADI was awarded the State Award for Best Electoral Practice on 25th January, 2020, The National Voters Day by Dr. Ranbir Singh, The Chief Electoral Officer, Delhi



Music Club Members, AADI Performing At The Awareness Raising Program Organized By South District At Siri Fort Auditorium On 4th May 2019

Vote Kareng Hum, Vote Kareng Sab

चुनाव गीत

हम भारत के मतदाता हैं
देश हमारी शान है
लोकतंत्र हमको प्यारा है
ये सबका अभिमान है

वोट करेंगे हम, वोट करेंगे सब
वोट करेंगे हम, वोट करेंगे सब

- 1) फर्ज़ हमारा सब से पहला
मत का मतलब जाने लें
इसकी ताकत इसकी फ़ितरत
अच्छे से पहचान ले
वोट डालना हक है सबका
और हमारी शान है
बरस अठारह के होने पर
पंजीकरण अनिवार्य है।

वोट करेंगे हम, वोट करेंगे सब
वोट करेंगे हम, वोट करेंगे सब
- 2) ई सी ने प्रचार किया
सबका होगा सम्मान जी
Wheelchair होगी **Ramp** होगा
Sign language का प्रयोग भी
ई वी एम में ब्रेल की सुविधा
मिलेगा वालंटियर सपोर्ट जी
इसलिए तो अब की वारी
मान है **people with disabilities** का
सबका हो सम्मान
सुगम हो मतदान।
सबका हो सम्मान
सफल हो मतदान।
- 3) अपने मतदान केन्द्र में जाकर
फारम छे भरवाना है।
इसी तरह से मिलता बढ़ता
हमें चुनावी ज्ञान है
मतदाता सूची में सबको
मिलता निश्चित स्थान है

वोट करेंगे हम, वोट करेंगे सब
वोट करेंगे हम, वोट करेंगे सब

- 4) **Epic** में कोई ग़लती हो
नाम पता या डेट में
सबकुछ ठीक हो जाए यदि
भर दो फारम आट में।
जानकारियों कितनी भी हो
मानो सभी अघूरी हैं
वोट हमारा किसको जाए
इस पर ध्यान ज़रूरी हैं।

वोट करेंगे हम, वोट करेंगे सब
वोट करेंगे हम, वोट करेंगे सब
- 5) लालच धमकी बेईमानी का
ना इसमें कोई रोल हैं
मत का मोल नहीं है कोई
ये तो बस अनमोल हैं।
हर मतदाता का
अपना वृद्ध विचार है
वोट डालना, नेता चुनना
उनका एक अधिकार है।

वोट करेंगे हम, वोट करेंगे सब
वोट करेंगे हम, वोट करेंगे सब

हम भारत के मतदाता हैं
देश हमारी शान है
लोकतंत्र हमको प्यारा है
ये सबका अभिमान है

वोट करेंगे हम, वोट करेंगे सब
वोट करेंगे हम, वोट करेंगे सब

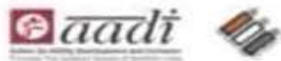


DEVELOPED BY ACTION FOR ABILITY DEVELOPMENT AND INCLUSION (AADI)
IN COLLABORATION WITH THE OFFICE OF THE CHIEF ELECTORAL OFFICER (CEO), DELHI

LYRICS OF THE ORIGINAL SONG: SUJEET KUMAR MISHRA, UNDER SECRETARY SVEEP,
ELECTION COMMISSION OF INDIA (ECI)

LYRICS ADAPTED BY AADI

MUSIC COMPOSED BY: SUDIPTO MAJUMDAR



2. INSTITUTE FOR ABILITY DEVELOPMENT & INCLUSION

Institute for Ability Development and Inclusion is the capacity building and knowledge management wing which runs in tandem with community-based habilitation and rehabilitation programs as well as the advocacy programs of AADI. The programs and knowledge collated and created at the institute, will eventually be available through the web-based knowledge platform of AADI. It will develop Teaching-Learning Material that can be used by others conducting the training in future.

AADI has linked with organisations like Bodh, partners of HCL Foundation (HCLF) {Save the Children, Cohesion Foundation} and partners of International Committee of the Red Cross (Mobility India, Christian Medical College {CMC} Vellore and Rehabilitation Centre Raipur, Sri Nagar and Jammu) to build the capacities of their staff on Inclusive Services with focus on Disability.

CAPACITY BUILDING

BODH SHIKSHA SANSTHAN

The aim of collaboration with BODH was to create visible processes, structures and systems in Inclusive Education in all of their 30 schools in rural areas of Alwar District. From direct work with children and teachers in the first phase, the second phase focused on building capacities of the Education Resource group (ERC) to ensure sustainability of inclusive educational services. The modules for training were developed based on readiness and needs expressed by the group.

Training programs were conducted on understanding the components of Inclusive Education and also on specific impairments and its impact on learning, inclusive and specific teaching strategies, accommodations, promoting participation, and providing opportunities for inclusion. Modules on specific impairments included Visual Impairment, Hearing Impairment and Intellectual impairment. It was envisaged that the information/skills related to understanding impact of specific impairments on learning would enable the group to better support the teachers for inclusive education.

Practical experience was provided through demonstration sessions in assessment and development of individual plans to address specific individual needs of children with disabilities. The team worked with 36 children over a 3 day period.

Specific medical needs of children were addressed and discussions were held to integrate the medical needs with overall Medical and Health needs of all children.

One of the critical challenges that the project faces is the availability of an in-house resource support to promote inclusion in all of the educational processes in BODH Schools.

New Initiatives

A) **Early Childhood Care and Education (ECCD): Project on “Building Inclusive Anganwadis”**

AADI in collaboration with HCL Foundation (HCLF) started this project in January 2020, under their Uday program. This is the first inclusive program under project Uday in Delhi NCR region to integrate disability with HCL Foundation’s Early Childhood Care and Education (ECCD) partner organizations.

HCLF has 8 partners, across the country, working in the area of ECCD. The project, “Building Inclusive Anganwadis”, aims to sensitize all of ECCD partners on Inclusion and work in-depth with two of partners situated in NOIDA - Save the Children (STC) and COHESION.

B) The International Committee of the Red Cross (ICRC) and AADI signed a MoU to conduct Advanced Level Training for therapists from ICRC affiliated centers Pan India. The specific aim was to enhance the skills of therapists at partner organizations of ICRC (Mobility India, CMC Vellore and Rehabilitation Centre Raipur, Srinagar and Jammu) in working with children with Cerebral Palsy with a contemporary right based approach. Preparation for the training began through field visits, studying existing assessment tools and planning an overview of the modules.

TRAINING FOR PRE-SERVICE AND IN-SERVICE PROFESSIONALS

AADI was invited as trainers by different schools, NGOs and government organizations, for training in various topics related to disability as follows:

S.No	Course/Training conducted for	Name of the Course/Training	Number of Participants
1	Master of Public Health (MPH) students at Indian Institute of Public Health Delhi (IIPHD)	A short course by Indian Institute of Public Health (IIPH) & AADI on Disability and Public Health (5 days)	30 Medical and Paramedical Fraternity
2	Primary School Teachers of Delhi Public School, East of Kailash	Perspective building in Inclusive education, communication and behavior management	20 Participants
3	Students of Diploma course in special education specializing in Intellectual Impairment from Anant Centre	Training in Cerebral Palsy	40 Participants
4	Urban community workers of Swabhiman and SPARC (ODISHA and U.P.)	Guidance and support for the Community workers regarding Inclusive Education for young children with disabilities	15 Participants
5	Orientation of 2 nd year bachelor's students in Speech Language pathology from Ali Yavar Jung National Institute for Hearing Handicapped (AYJNIHH)	Rights based approach to working with people with disabilities	20 Participants
6	Cross disability training special educators of Delhi Government schools	Working with children with Intellectual Impairment in an inclusive setting	2 batches of 30 teachers each (5 day module)
7	Second year students of Diploma and B.Ed from Action for Autism (AFA)	Sessions on Cerebral Palsy and inclusive Education. This included orientation to AADI's work and visit to Sambhav	20 Participants
8	Weekend Course for working professionals including Special Educators, Developmental Therapists, Counselors, Rehab therapists, psychologists	Augmentative and Alternative Communication (AAC) course: AADI launched a 14-day Professional Development Course in February 2020 on AAC for working professionals, planned over 7 weekends.	23 participants
9	A Two day conference organized by St. Stephens Hospital and International Committee for the Red Cross (ICRC) for orthopedic surgeons and physiotherapists	Sessions on building a rights perspective, assessment and interventions with children with Cerebral Palsy and their families	Orthopedic Surgeons, Occupational Therapists, Physio Therapists.
10	Internships offered to College students- New York University, School Of Inspired Learning, Lady Irwin College, Gujarat National Law University	Perspective building in Inclusive education and communication.	10 Students
11	Students from Universities/Schools & Corporates-Lady Irwin College, Institute of Home Economics, Amity University, Guru Gobind Singh College, Ambedkar University, Tagore International School, St. Antonys School, Manav Bharti International School and Gyan Bharti school. CSR based engagement event organized by Dfrens for Corporate KPMG (which donated five wheelchairs to AADI)	An orientation to working with people with disabilities	466 participants



Assessments being conducted and training with Dr. Mathews



Simulation Activity with the students of IIPHD

AAC Course for working professionals



Orientation session –Manav Bharti International School and Gyan Bharti School

TRAININGS /CONFERENCES ATTENDED BY AADI STAFF

- Training on sexual harassment policy at work place conducted by Ms. Aparna Bhatt
- Training on Job Access With Speech (JAWS) software for Sunder Nagri staff members by Manuja Mishra
- One day symposium on “Academic Writing” for research purpose at Jamia Milia Islamia
- National Conference on Inclusive Education held in Shimla & AADI presented a research paper on “Access to physical and learning environment in schools post implementation of the Right to Education Act 2009 in India.”
- Training on Communication Skills, Communication, Thinking Distortions & Communication Spoilers conducted by Ms. Shweta Verma.
- Training on Empathy & other processes which forms the base of work for any communication conducted by Ms. Shweta Verma.
- Workshop of working group for “cross disability” hands on training, of special education teachers ((SETs), organized by Inclusion Education Branch, Directorate of Education, Government of National Capital Territory of Delhi (GNCTD).
- Meeting of NIFT Research Ethics Committee for review of “India Size Project Proposal”.
- Meeting organised at National Skill Development Agency on “Inclusion of Persons with Disability (PwD) in the NSQF Skilling Ecosystem”

3. SAMBHAV: NATIONAL RESOURCE CENTRE

This is a national resource center set up at AADI. This is an exhibition cum demonstration and assessment center, promoting universal design in products and spaces used to address barriers in the environment. Sambhav houses assistive technology (adapted and modified) for assisting mobility, education, communication and activities of daily living including self-care towards enabling greater independence and inclusion of persons with disability. Sambhav center is also a training and awareness ground for capacity building on inclusion and communication courses.

This year 372 visitors were sensitized to the concept of universal design and inclusion of which many were individuals from disability sector and NGOs from Delhi and neighboring states. College and nursing students and many students from architecture courses from Amity Delhi, Pune, Hyderabad, Lucknow and Punjab also visited Sambhav this year.

AAC Awareness Day-16th October

An event was organized to raise awareness about Alternative and Augmentative Communication (AAC). The experiential experts, Jija Ghosh, Arpit Khansili and Vinayana Khurana, gave orientation to the participants and the visitors.

Different Apps and software such as Jellow, AVAZ and Toby Eye Tracking were demonstrated to all along with their trial sessions. Approximately 50 persons with disabilities, their families and professionals from inclusive schools and NGOs attended the event.

Encouraged by the scope of technology, a small group was formed on 2nd November under the guidance of Prof. Arun Mehta to make an App as per their need. The group consisted of 6 adults with disabilities, their family members and 3 staff members who met fortnightly till March to learn to use Scratch, a free App to make their own software.



Participants and visitors on the AAC Awareness Day

During this year 4 Special Switches from Enability Foundation for Rehabilitation were added to Sambhav.

New Additions:

- A Samsung Galaxy Tab A to load the latest version of AVAZ that requires higher specification tab.
- Toby Eye Tracker (gaming version) and installed some free games on it so that the user gets used to the idea of using eye tracking to control the cursor.
- Latest version of Jaws Text to speech Talking Software.



Toby eye tracking demonstration

Remarks from people who visited:

“Amazing tools and adaptations to make life easier for people” Lillian Aluri from New York University

“The place is well designed to meet needs of people with disability, provides good ideas about how little changes in the interior of the house can make it inclusive – Shaudha, Architecture student

SECTION II

HABILITATION AND REHABILITATION SERVICES

- **Rural Community Based Program**
- **Urban Community Based Program**
- **Ability Development, Opportunities, Resources and Services**

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.

4. 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.

5. URBAN COMMUNITY BASED PROGRAM, SUNDER NAGRI, EAST DELHI a new initiative started in collaboration with Self Employed Women's Association (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.

6. ABILITY DEVELOPMENT, OPPORTUNITIES, RESOURCES AND SERVICES

The project includes:

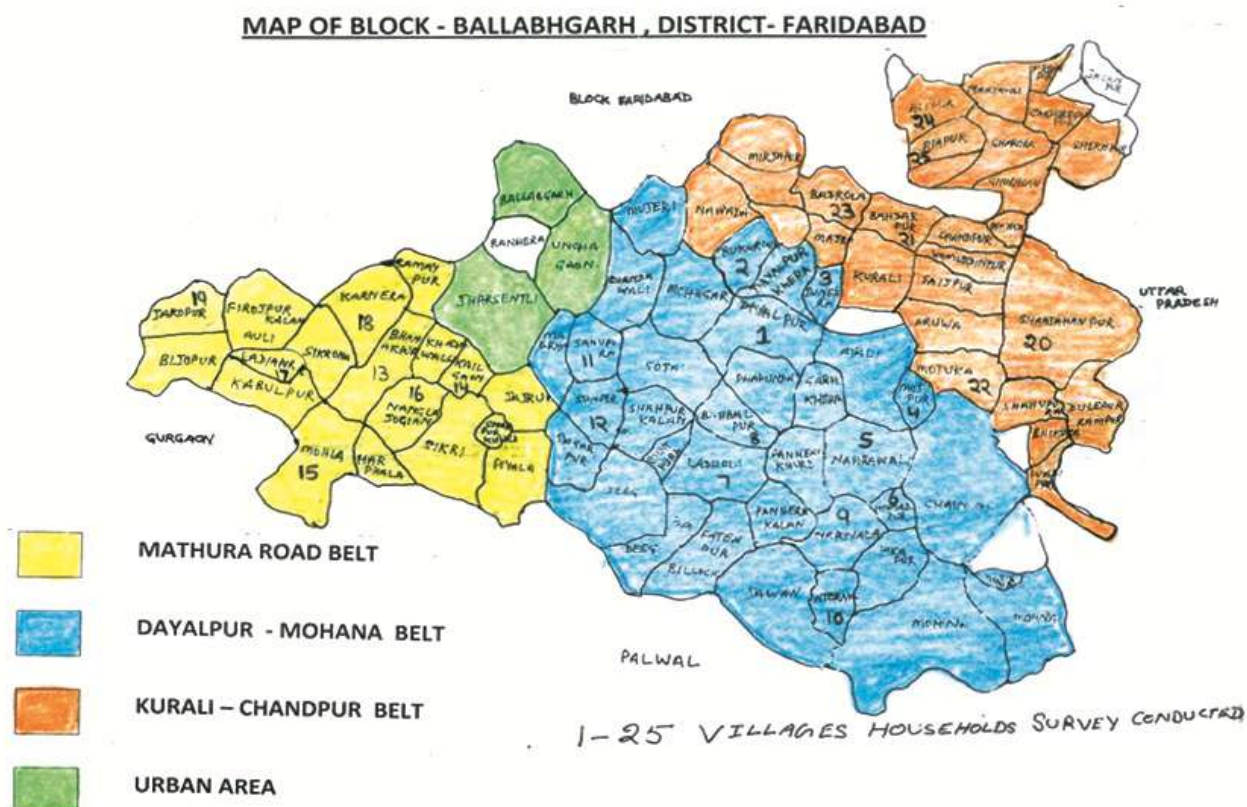
- A. Walk in services that provide avenues to people with disabilities, families to share issues, gather information about resources and work out solutions for increased participation across life domains.
- B. Education
- C. Life skills program including interest and hobby clubs
- D. Ujala
- E. E-Daksh(Towards Digital Inclusion)
- F. Jeevika Livelihood Project

II. HABILITATION AND REHABILITATION SERVICES

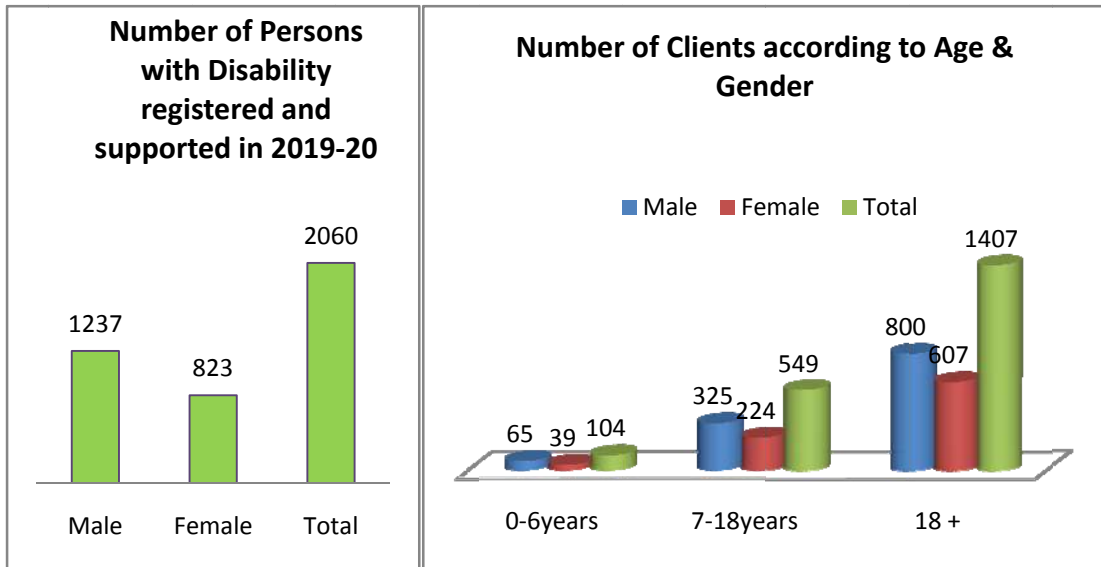
4. RURAL COMMUNITY BASED PROGRAM

The 'Rural Community Based Habilitation & Rehabilitation Program' is based in Ballabgarh block of Faridabad District of Haryana since 1982. The focus of the Rural Program is the creation of a responsive community, which fulfils the needs of persons with disability by providing accessible services to all and promoting equal participation and opportunities to persons with disabilities. This is being facilitated by trained rural rehabilitators, village volunteers, the larger community and professional staff. This includes collaborative efforts with persons with disability, families, local leaders, policy makers in the larger society; capacity building of professionals, volunteers and institution from health, education, employment and other sectors; formation of advocacy and support groups at the village, block and district level. Focusing on disability, poverty and gender issues, the program works towards convergence of services that benefit all people in the community. The goal of this is towards an equitable society in which every person with disability is an integral part of the society, participating in the community and living life to the fullest, with equitable access to opportunities and services.

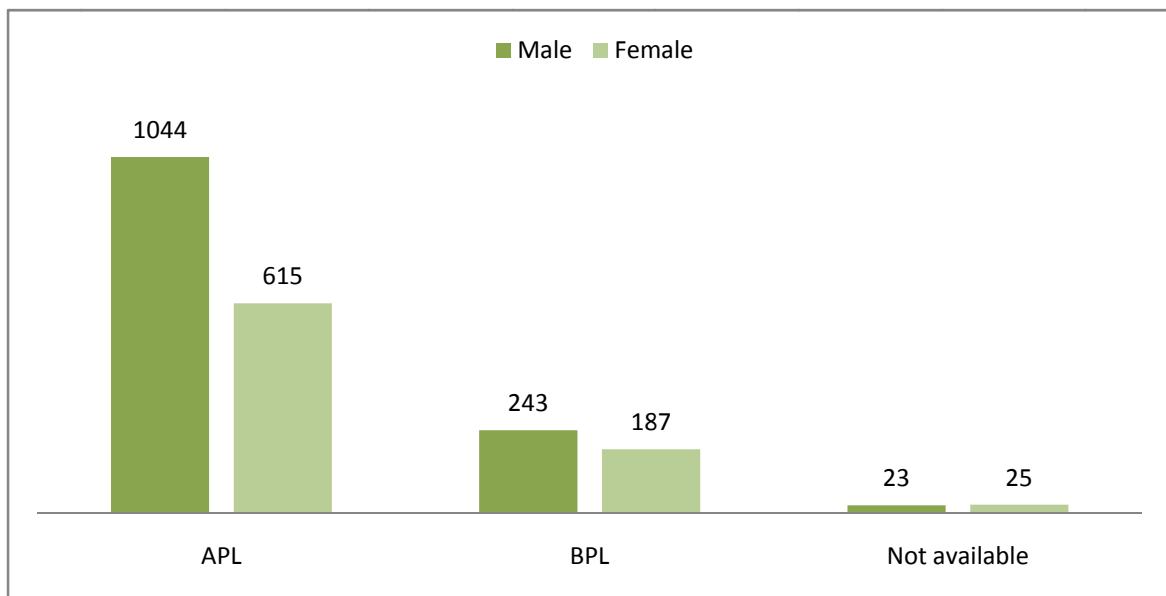
**Coverage: Geographical area covered by the Rural Program
BLOCK – BALLABHGARH, DISTRICT- FARIDABAD (HARYANA)**



**Total Population of Ballabgharh Block is 214894 (Census 2011).
Total 2060 persons with disability were supported in year 2019-2020**



Data was compiled and updated about people with disabilities of all 81 villages on regular basis.



Number of clients covered under APL and BPL status

MAJOR HIGHLIGHTS OF THE WORK

Two thousand and sixty persons with disabilities and their families were supported throughout the year.

- The village volunteers and community workers in all villages & semi urban areas worked with persons with disabilities and families to ensure that persons with disabilities have the mandatory documents to avail Government facilities, services & schemes.

Documents/Schemes	Number of persons with disability who procured the documents in 2019-20
Birth Certificate	38
Aadhar Card	72
Ration Card	48
Voter ID	56
Disability Certificate	69
UDID	17
PAN Card	40
Driving Licence	3
Niramaya, ESI & Govt. Health support	2
Ayushman Bharat (Health Scheme)	15
Bank account	58
Family Card	297

Scheme/ Benefit	Number of persons with disability who received benefit in 2019-20
Disability or Caste based Scholarship	26
Financial Support for children not going to school	18
Disability Pension	76
Guardianship	8

Information Dissemination

- Four Hundred Eighty Seven persons were provided information about Government/Private Sector vacancies, Rights of Persons with Disability Act (RPWD), Unique Disability ID (UDID), Pension and Mobility Aids.
- Forty Five teachers of private schools were given inputs regarding RPWD Act 2016
- Sixty Two teachers were given information about facilities provided by Haryana & Central Board of Secondary Examination (CBSE) for examination.

COMPREHENSIVE WORK IN 25 VILLAGES

- AADI works through a team of 25 primary workers comprising of Asha workers, Anganwadi workers and village level volunteers.
- During the year the primary workers supported
 - Medical, health, nutritional needs, and any emergency and its follow ups
 - Education sessions for 78 children with disability in 25 villages.
 - Mobility training for 28 children with disability
 - Self-care training for 139 children with disabilities
 - Life skills training sessions for 174 persons with disabilities

- The presence of primary workers at the village level helped in easy flow of information to people with disability and their families. They were able to identify barriers and delays in the implementation of plans which were addressed immediately by the coordinators of the program. This helped to establish credibility and trust of people with disability and their families.

दयालपुर की ग्रामीण कार्यकर्ता सोनू के द्वारा नियमित रूप से विकलांग बच्चों को पढ़ाई में मदद करने से बच्चों में प्रगति हुई है तो परिवारों ने कहा कि अगर विद्यालय के अध्यापक बच्चों की पढ़ाई पर ऐसे ध्यान दें तो सब बच्चे आगे हो जाएँ।

प्रेरणा, गाँव-बदरौला एक मूक-बधिर विकलांगता वाली लड़की है, परिवार प्रेरणा की प्रगति व बदलाव से बहुत खुश है। प्रेरणा के साथ पढ़ाई व घरेलू कार्यों में कौशल विकास तक नियमित कार्य चल रहा है।

प्रेरणा की पढ़ाई में मदद के लिए ट्यूशन लगी हुई है। प्रेरणा की ट्यूशन अध्यापक ने कहा कि प्रेरणा को पढ़ाने के तरीकों से उनका आत्मविश्वास बढ़ गया है।

रायपुर गाँव की रजनी व किरण की मम्मी ने कहा कि आदि संस्था से अगर हम नहीं जुड़ते तो पता नहीं चलता कि विकलांगता पेंशन के अतिरिक्त भी विकलांग व्यक्ति के लिए इतनी सारी सुविधाएँ हैं तथा कोई कानून भी है और रोज़गार व पढ़ाई में भी आरक्षण है। अब तो मुझे इनकी पढ़ाई पर ही ध्यान देना है।

CAPACITY BUILDING

Expanding the base of Primary Workers

- 16 members from the villages were inducted to be part of the primary work force and were trained.
- The training program included the following topics:
 - Disability as diversity
 - Disability and equality
 - Impairment and impact on life and living
 - Working with people with disability and their families

मौजपुर की ग्रामीण कार्यकर्ता-सुमन ने कहा कि विकलांग व्यक्ति/बच्चों व उनके साथ काम करने से, मेरे अपने आशा कार्यकर्ता के कार्य करने के तरीके में जो बदलाव आया है वो अब दिखने लगा है जैसे-लोगों के प्रति संवेदनशीलता में वृद्धि हुई है, बातचीत का तरीका बदला है।

Training Anganwadis workers

In collaboration with ICDS supervisors, three-day training was conducted for 27 Anganwadis workers from 8 villages.

The supervisors ensured the attendance of the workers on all three days. The topics were decided along with the supervisors and workers which included:

- ICDS services and inclusion of children with disability
- Identification of children with disabilities
- Importance of Nutrition and vaccination for all children.
- Outcomes expected from the current curriculum and the importance of TLMs

It was an enriching experience for all and the workers were particularly happy with the session on developing TLMs.

DIRECT SERVICES

Mobility and Self-Care

- Mobility assessments were done for 41 children with disability below age group of 6 years. Mobility training sessions were held for 58 children with disabilities. Twelve children were provided 9 mobility aids.
- Forty Five children (6-18) were given 45 mobility aids and 37 adults with disabilities were given 37 mobility aids.
- Self-Care training sessions were held for 104 children (0-6 years) and 447 children(6-18 years).
- Five hundred and forty adults with disabilities were provided skill building in self-care. One Hundred Fifty Two adults with high support needs were provided training in mobility, health and personal care.

Bhavishya, is two and a half years old boy in village Ahmadpur. The village volunteer identified Bhavishya during the polio vaccination visit. The village volunteer along with AADI staff visited Bhavishya's home. The family did not accept the disability initially and pointed out underweight and orthodox reasons for delayed development. The AADI staff and village volunteer visited regularly and developed a strong bond with the mother. After two-three months, the mother started following the program in the area of self-care, nutrition and mobility. Due to regular inputs, Bhavishya showed improvement. The family too observed the progress. Bhavishya's grandfather was not interested initially but after seeing the progress he was motivated to take his grandchild to Bhagwan Mahavir Viklang Samiti, Delhi for Ankle Foot Orthosis (AFOs). His weight increased and he started walking with the support of AFOs. He participates in his self-care. Family is very happy and looks forward to the future.

Communication

- Forty Eight Children (0-6 Years) attended regular sessions for speech language and communication.
- Speech, language and communication sessions were held on regular basis for 97 children (6-18 years)

Health

- Forty Four Children(0-6 years) were linked to health services like medicines, nutrition, orthopedic, cardiac, skin, ENT, urology, eye, respiratory and neurological consultations by doctors.
- One Hundred Seventy Nine children(6-18 years) were linked with mainstream health services for medicine for epilepsy, nutrition, blood disorder, orthopedic, cardiac, skin, ENT, ophthalmological, respiratory and liver consultations.
- Four Hundred Seventy Nine adults were linked with health services to access medication for epilepsy, orthopedic, neurological, ENT, dermatology, endocrine, gynecology, psychiatric, renal, blood disorder, respiratory, cardiac, liver and ophthalmological consultations.

Education

- Thirty Three children were admitted in primary schools. 24 children in the age group of 5 to 12 years are given regular inputs by 18 village workers. Regular sessions by village workers motivated and helped parents to understand the importance of focused work.
- One child with disability at the age of 14 got admission in middle school and one woman with disability has enrolled for B.Ed in Tigaon.
- Three Hundred Eighty Seven children(6-18 Years) are registered in schools. 348 children with disability are regular in schools. Thirty eight adults with disabilities are in secondary schools. Nineteen adults are in higher colleges. Five adults are in professional courses and eleven adults are doing vocational courses.

Thirteen year old, Mohit lives in village Sunpedh. Mohit studies in class 5 in Government Primary School and is regular in school. However, his progress in academic work is slow according to his teacher. A sensitization program was conducted for students of class 3-5 and all teachers to make the environment conducive for children with disabilities. The demonstration of the teaching process was done in the school on a regular basis to showcase the inclusive teaching practices. Afterwards the teachers and classmates started giving opportunities to Mohit to participate in the activities like writing on board, reading, sharing of thoughts in the classroom. Mohit was motivated to share his own food, playing games with peers. The teachers and classmates too gave support in education and other school activities. The home tutor taught Mohit for completing homework and helped in learning concepts. Whenever Mohit is absent in school, the teachers and classmates miss him and find out the reason for absence. Mohit's parents are satisfied with his progress and Mohit is happy going to school. Mohit has intellectual impairment.

Life Skills

- Fifty Five children (6-18 yeras) had regular sessions for life skills training
- Six Hundred Ninety Eight adults received training in life skills like grooming, domestic chores, farm work, community and daily functional skills

Livelihood

- One Hundred Thirty two persons with disabilities are in open employment set-up and 141 adults work as contract labourers. A young woman with disability cleared SBI Entrance Exam for Clerical Job.
- One Hundred Two adults with disabilities are self-employed and run their own small shops.
- Fifty adults with disabilities are engaged in their family occupations.
- Four persons are preparing for government jobs
- 5 persons with disabilities got jobs-1 got a government job under group D and 4 got job in private sector and earning Rs. 9000-15000/month

Irfan is a 19 years old young adult. He stays in village Fatehepur. He left studies after class 9th. He was at home and supported his family in domestic work. But the mother wanted him to earn a livelihood. Irfan was interested in opening a grocery shop. Soon his training started. He was first placed in his uncle's cloth shop where he learnt money calculation with support of the mother. Within a few months' time, Irfan started his own small business. He purchased the packed food material and started selling these items in front of a school as a mobile shop. All packed food items were sold on MRP and it was easy for Irfan to calculate. Some income started coming in and this motivated Irfan to add more items in his mobile shop. Now his income is increased and the family is very happy. Irfan has hearing impairment.

JEEVIKA

Jeevika project started in year 2018-2019 as an Oracle supported project. One Hundred and Twelve persons with disabilities were inducted into the project. The project helped to focus on Employability Skills which included:

- Module 1 – Included importance of work in one's life. Understanding organized and unorganized sectors and types of jobs available.
- Module 2 – Included formal and informal communication skills at work place. Causes of communication breakdown and possible positive responses enabled the group to look at their own communication skills.
- 6 Training workshops based on Module 1 & 2 were conducted and sixty six persons with disabilities attended.
- 5 Persons with disabilities were placed in the community for internships after Jeevika training.
- 4 Persons with disabilities completed Internship in June 2019 and 1 person with disability completed in September 2019. Another 4 Persons with disability were placed in the community for internships after Jeevika training
- 8 Persons with Disabilities completed computer course.
- 4 Persons with disabilities completed English Speaking Course conducted in collaboration with British Council under the Jeevika Project.
- 5 Persons with disability attended one day seminar in India Habitat Center (IHC) conducted by Jeevika.

Renu is a 20 years old girl from village Khandawali. She did not want to pursue education after class 9th. She was trained in domestic skills and grooming skills at home with the support of village volunteer. She is now independent in cleaning, washing dishes, washing clothes and in simple cooking. Renu attended Jeevika workshops and was placed for internship in JCB foundation to enhance her stitching skills. She learnt to work in a team. After the lockdown in March, she started stitching masks with support of her mother. Renu has Intellectual Impairment.

The workshops held under the Jeevika Project were very useful. Some of the visible changes included:

- Improvement in communication skills, time management skills, team work and commuting skills. Persons with disabilities also developed higher confidence levels to face the outer world.
- Improvement in looking after personal health, hygiene and grooming
- Everyone wants to earn and be independent
- People with disability were able to correlate respect with earning

विपिन, गाँव-दयालपुर, की मम्मी ने का कि जब से विपिन बल्लबगढ़ में परपून की दुकान पर रोज़गार का प्रशिक्षण के लिये जाने लगे हैं तब से विपिन के व्यवहार में बहुत बदलाव आया है। विपिन घर के कामों में भी मदद करने लगे हैं, पहले के जैसे कोई लड़ाई झगड़ा नहीं करते हैं, बस दुकान से आये, खाना खाया, थोड़ी देर सब से बात की ओर सोने ाले गये। अवकाश वाले दिन भी किसी के भी पास पहले की तरह फालतू नहीं बैठते व न ही कहीं आते जाते हैं। जो सबसे सकारात्मक हुआ है वह है स्वयं आना जाना सीख गये हैं व खर्च का हिसाब भी बताने लगे हैं। अब जो विपिन के भविष्य को लेकर पिंता थी कि वे क्या करेगे, कैसे होगा, वो अब कुछ कम है।

NEXT STEPS

- We need to increase the number of trained / sensitized primary workers at the community level to ensure availability of support through the year.
- To focus on a sustained and steady flow of information related to Government schemes and provisions.
- Participation of people with disabilities in community services / community life needs to be worked upon in a more sustained manner.
- To focus on quality and continuity of services in the next year in all the 25 villages.

Few Glimpses of Rural Program



Socialization



Internship



Capacity Building



Jeevika Training



Valedictory Event (Professional English Course - Conducted by British Council)

5. URBAN COMMUNITY BASED PROGRAM

The Urban Community Program was initiated in 2016 in Sunder Nagri in the Shahdara District, Delhi in collaboration with Self Employed Women's Association (SEWA). The focus of the program was to address gaps and barriers to create an enabling environment for improved quality of life of people with disabilities.

Sunder Nagri is in Shahadara district which has a population of 1,67,87,941 out of which 2,34,882 (i.e., 1.39%) are persons with disabilities (Census 2011). Most of the working population in Sunder Nagri is engaged in unorganized and low wage work.¹ Sunder Nagri consists of 16 blocks.

There was no updated data available of the total population of persons with disabilities in Sunder Nagri, hence a household survey of 16 blocks was conducted in two phases by AADI in partnership with SEWA Delhi. In survey phase 1, ten blocks were covered. In survey phase 2, remaining six blocks got covered. Part of its analysis is as follows:

Total	Phase 1	Phase 2
Population covered	34,576	20,287
Number of households covered	6448	3976
Number of persons with disabilities identified	1039	582
Number of households with persons with disabilities	962	178
Percentage of households with persons with disabilities	14.92%	4.48%

CAPACITY BUILDING

Capacity building and skill training of SEWA community workers continued this year. Approximately 185 sessions and training were done with the primary worker team throughout the year. Every month, a half day training was organized for both the SEWA primary workers and AADI team on specific topics like advocacy, communication, Epilepsy management etc. These sessions and trainings helped the SEWA workers build confidence; enhance communication and problem-solving skills.

DIRECT SERVICES

In the year of 2019- 2020, 286 people were contacted to explore opportunities of education, internship, employment, inclusion, participation and the well-being of the person with disabilities. A total of 344 clients have registered since 2017.

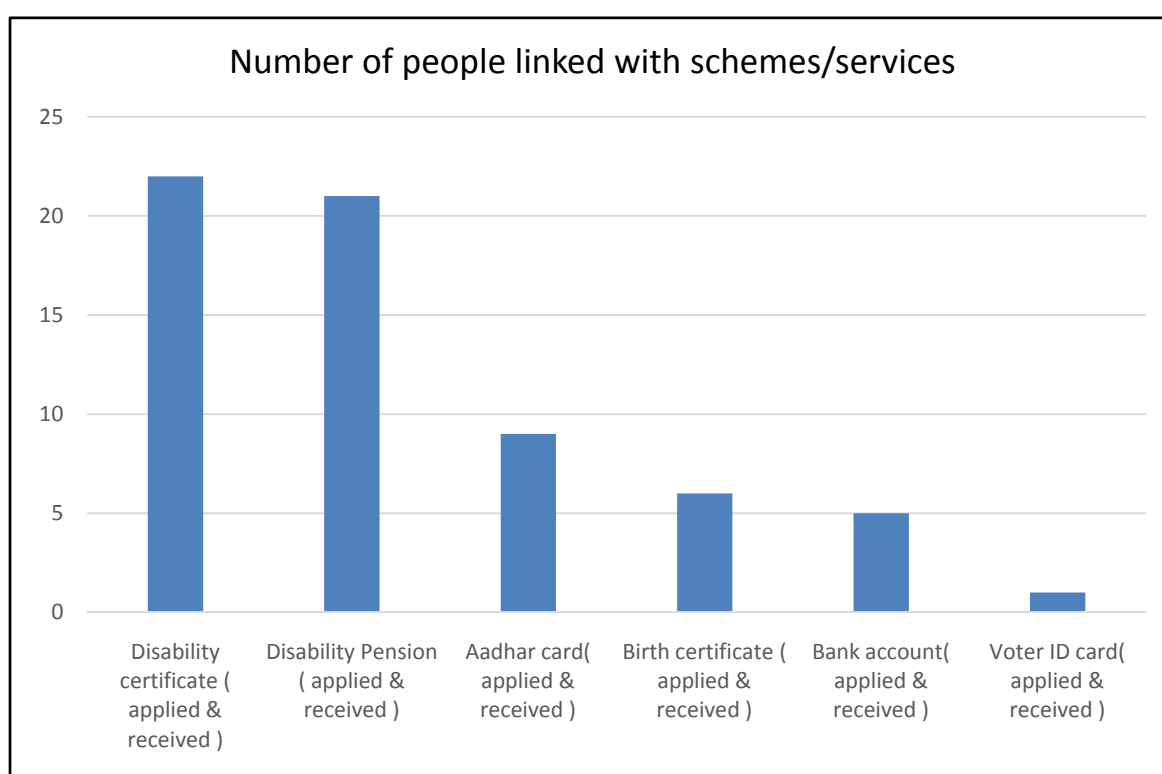
S.No.	Total Number of Clients Contacted (old+ new)	Number of First Contact	No. of Assessments
1	286	156	58

¹(Community Health Department, St Stephen's Hospital, New Delhi; Mahila Housing Sewa Trust, New Delhi).

- **Linkages with services for mandatory documents**

In the year 2019-2020, AADI team and SEWA community workers worked with persons with disabilities and families to ensure that they have all required (mandatory) documents to avail various Government schemes and services.

Documents/ schemes	Number of people linked with schemes/services
Disability certificate	22
Disability Pension	21
Aadhar card	9
Birth certificate	6
Bank account	5
Voter ID card	1



Education	Number of children
Total number of children contacted	60
Total assessments done	28
Support for school admission	16
Children got admission	5
Individual session for support in education	20
Linked with new resources	4

Education

- Sixty children with disabilities and their families were contacted for admission in schools.
- 16 children were supported in school admission through school visits and applying for admission through online registration.
- Five children got admission in different schools of Sunder Nagri. 1 child admitted in mainstream government school and other 4 children got admitted in mainstream private schools.
- Sixteen children are still out of school due to various reasons. Some children didn't have any proof like birth certificate. Parents of children with high support needs were concerned about their children's safety and care while some parents were not convinced about the need to send their wards in government school
- Twenty children were supported through individual/ one to one session at their homes and at AADI center at Sunder Nagri.
- Four new educational resources (play schools) in different blocks in Sunder Nagri were identified.

Life Skills Program – Adult Years

Roshni Group

Apart from one-on-one sessions, the highlight of working with adults was the formation of the **Roshni** group to enhance participation, decision making and skill building of adult clients. Besides they were encouraged to take responsibility of their local residence area as contributing members of society. The 17-member group was very enthusiastic, keen to learn and participate, and named the group as Roshni themselves.

The members undertook an access audit of parks in Sunder Nagri. They visited the parks and then prepared an assessment report, to be submitted to the MCD department responsible for upkeep of parks. This process has got delayed due to lockdown. The members also planned and participated in various events in the community like Independence Day, Teacher's day and Children's day celebrations.

JEEVIKA LIVELIHOOD PROJECT

35 new adult clients who were inducted underwent the employability skill training for orientation to the importance of work. Work with families continued to enable them to see persons with disabilities as young adults with diverse abilities, aspiring for a life of independence, dignity and economic self-sufficiency.

Other highlights:

- One client underwent the Professional English Language training conducted by the British Council
- Eight new internship sites were identified and 3 clients were placed in internship. Primary workers were trained to support clients on their internship.
- One employer started paying part internship and another started paying full internship this year.
- Employers Meeting: Ten employers attended a meeting aimed for sensitizing them about the needs and rights of persons with disabilities. It was the first time that employers had such a discussion and expressed a willingness to extend their support to persons with disabilities.

EVENTS

- **Summer Camp:** Two children attended summer camp in different mainstream schools; children with disabilities who were already going to Government schools attended summer camp in their own schools under Mission Buniyaad. Seventeen children with disabilities along with their siblings participated in an inclusive summer camp organized by AADI, including five children with high support needs.
- **Independence Day Celebration:** This was the first community celebration where adults with disabilities participated in planning and organizing the event. They facilitated inclusive games at a school which elicited a positive response and appreciation from the school and general community, which in turn boosted their confidence.
- **Teacher's Day celebration:** Cards made by AADI team and Roshni group members were given to each teacher of M.C.D schools, Sarvodaya schools and private schools in Sunder Nagri. The Roshni members thanked them for their contribution to the field of education and planted a sapling in each of the school visited.
- **Airtel Delhi Half Marathon:** 3 clients participated in the Marathon this year.
- **Children's Day Celebration:** Children's day was celebrated to strengthen our relationship with schools where we had celebrated Teacher's Day. The 'Roshni' group adult members, primary workers and secondary team designed few inclusive games to be played with children in their schools. School teachers and principals extended their support by offering space & furniture. They also allowed out of school children with disabilities to participate in the activities.

Experiences

Prakash (name changed) is 23-year-old person who lives in Sunder Nagri with his parents, elder sister and younger brother. He passed his 12th class from regular school & successfully completed Diploma in Radiography course from Industrial Training Institute (ITI). He has physical impairment (Congenital Torticollis) which limits his shoulder and neck movements. He is helpful, social and punctuality is his hallmark.

Prakash underwent an advanced training on digital X-ray machine with AADI's support. After six months of an internship placement, he gained experience and confidence to do some of the x-rays independently. AADI supported with the stipend and the coordinator visited regularly to review his progress with his supervisor.

Currently he is placed at the Radiology department of a private hospital where he is learning to operate a new digital machine for X-ray. His confidence level in operating the machines has increased tremendously and he now takes the portable machine to wards for x-ray and does night duty as well. The hospital has started paying his internship stipend partially.



Glimpses of Independence Day and Teacher's Day Celebrations



Jeevika Training

6. ABILITY DEVELOPMENT OPPORTUNITIES, RESOURCES AND SERVICES

A. WALK IN SERVICES

The walk-in services provide avenues to persons with disability and their families to share concerns/issues, gather information about resources and work out ways to increase participation across life domains. A care plan process is initiated for persons with disabilities who get registered with AADI. The care plan process aims to develop a comprehensive plan for a person with disability taking into account the abilities, barriers, avenues for participation and opportunities along with the impact of impairment.

Comprehensive assessments, building capacities, linking families with resources, developing/creating access to services/ resources/ events/training of parents/ caregivers, crisis interventions and providing direct services 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.

In the current year, there were 138 new registrations. 3603 clients have been registered since July 2008. During the current year, 557 people were followed up through individual/group sessions. A further 664 clients were followed up telephonically to address urgent needs. 15 community visits were conducted for resource mapping. Most individual/group sessions were followed up with home visits and school visits. Wherever possible, individuals are linked to services appropriate to their age group in community or at AADI for skill development.

The team worked to ensure that people with disabilities were able to procure the necessary documents so that they were able to access the Government Schemes.

Documents	Number of Persons with Disability who Procured Statutory Documents
Disability Certificate	841
Voter ID	280
Aadhar	866

Schemes	Number of Persons with Disability who Availed Schemes
Legal Guardianship	117
Disability Pension	350
Sponsorship	22
Niramaya	205

Education/ Training	Number of Persons with Disability Enrolled
School Education	915
Higher Education	41
Vocational Training	25

B. EDUCATION

AADI provides educational services to children with disabilities from 3-18 years of age and works with schools and teachers to create a positive & inclusive learning environment for all children, including children with disabilities. A total of 120 children with disabilities were provided educational support during the current year.

Direct services are provided to preschool children (2-9 years), school going children (6-18 years) and those out of school (9-18 years)

- **Pre School Preparatory Program: (2-9 years)**

The program focuses on preparing children, their parents/families and neighborhood schools for admission and retention of children with disabilities in schools. The key focus areas for the individual/group sessions are- providing a structure to the child's day, communication, self-care, mobility, peer interaction, and learning some pre academic skills. Individual/ group sessions are held through the year. Parent education programs are concurrently held. Support is available for online admission to private and government schools under disadvantaged group category. During the current year, 10 children attended thrice a week group session for school preparation. 4 children got school admission in the current academic year.



Fun Times in Class

- **Program for In-School Children (6-18 years):**

Most mainstream schools currently are not fully equipped to address the needs of children with disabilities. 13 children attending different mainstream schools are continuing to benefit from the school support program through individual and group coaching after school hours. Focus for these sessions are on addressing gaps in specific subjects and making necessary accommodations to enhance learning. Additionally, skill building in mobility, communication and self-care is worked on as well.

It is an ongoing program and children can join through the year for specific short term as well as long term needs.



Coaching Sessions

A total of 62 children were followed up in schools. The work included supporting children, parents and teachers for specific needs.

- **Out of School Children:(9-18 years)**

A group of 20 children are being provided life skills training through group sessions at AADI. Life skill training encompasses the basic skills a person would need to acquire so as to manage daily life and participate in the community



Creatively Learning Together

Sharat's* Journey with AADI

Sharat Behal, (name changed) is a 13 years old student of class 7, in a private school in South Delhi.

His mother shared that he had diverse interests like cooking, music, skating and swimming and his academic level was that of a class 2 student. He also indulged in a lot of self-talk and was hyperactive. He had specific inputs from rehabilitation experts for many years. He had been assessed at a premiere institute in Delhi which recommended for his transfer to a Special School. Sharat's mother felt that this move may not be good for him and was worried about the schools response to this recommendation. She was advised to approach AADI.

The teachers from AADI worked with the child, family, Sharat's school and the institute which made the recommendation for transfer.

Based on an initial assessment, his current level of functioning and a list of recommendations were shared with the school. These were to enable him to be included in all activities including academics and to enhance participation and learning. The school agreed to the changes and suggestions were shared with the teachers to support Sharat's learning as well.

Weekly sessions were conducted at AADI for academic inputs and computer skill development. The parents were suggested ways in which the child could be more independent in functional life skills at home.

The Institute, which had earlier recommended for a transfer to the Special School, was skeptical initially and agreed to look at future recommendations based on the provisions for inclusion in RTE 2009.

Sharat continued to go to school, supported by the school special educator and teachers. The intervention resulted in a much-relieved family and a happier, calmer child!

*Name changed to protect identity

School Admission: Hrehaan*

Hrehaan was 6 ½ years old, when he came to AADI, from Shahpur Jat, South Delhi. His father worked as a driver and his mother as domestic help. He went to a play school for 2 years till April 2019; post that he was sent to a creche when his mother had to go to work.

He had speech and communication difficulties and developmental delays.

After a baseline assessment and some individual sessions, he was linked to AADI's School Preparatory group. He was very regular in the sessions and took interest in doing activities. Initially he had difficulty in concentrating, within few days though he started listening to instructions and completing activities. He took interest in doing puzzles, counting activities, recognizing basic colours, matching cards of same shapes and arranging blocks. He enjoyed interactions, dancing to music and singing rhymes.

We motivated his parents to apply for school admission and helped fill the online forms. The process for admission in the private school under the EWS/DG quota will be completed next year.

*Name changed to protect identity

Sushant's* Journey

Sushant is a gritty and determined 17-year-old boy who has faced many odds in life. He belongs to a family of meagre means that does not offer many opportunities for growth. He never went to a school. His father has an Alcohol use Disorder and would often turn physically violent towards Sushant. While Sushant was wandering in a neighborhood park, he was found by some volunteers of an NGO who helped Sushant register with AADI.

Sushant began to enjoy coming to AADI where he attended tutorials in numeracy and language. He became part of the summer programme on 'Self and Community' where he learnt about accessing important services in the community. He got linked to Ujala store where he learnt packaging skills. He joined the theatre club where he explored ways of expressing himself, was guided on how to respond to unpleasant situations at home and look into his safety. Gradually, he developed self-esteem and became more confident in his interactions. More than anything else, an inclusive environment helped him make many friends, gain acceptance and experience dignity.

Today, Sushant looks forward to build on his work skills towards his dream of opening his own shop and live a more independent life. He is a person with cerebral palsy.

*Name changed to protect identity

C. LIFE SKILLS PROGRAM – ADULT YEARS

The Life Skills Training Program for adults with disabilities endeavors to facilitate adults in developing everyday life skills which include communication, decision making, problem solving; social skills for interpersonal interactions, healthy relationships and most importantly a positive self-image. The Life Skills Program aims that adults are able to apply these skills in real life situations and circumstances.

The Process

Based on interests and needs, an individual with disability is inducted into the Life Skills Program. The process of training is gradual and progressive to ensure skill enhancement of each member. Since every individual's strengths & limitations are different, every activity is customized with required accommodations to ensure participation and learning for each individual. The total membership of the Life Skills Program is 61.

A wide spectrum of issues related to daily life is taken up through the series of interactive sessions. The aim of these discussions is to enable individuals to understand the relationship between the self and one's surroundings. The training program works in partnership with parents/families. This is to ensure that new opportunities are available at home to enable a purposeful daily routine. This collaborative approach helps parents understand their ward's strengths and areas where support is required.

Rupesh's father, Mr. Virender shares, "Rupesh has become caring towards his younger siblings. He now uses more respectful language both towards his juniors as well as his elders. He has become more responsible towards his belongings and clears up after he finishes a task. He is more aware of his environment and exhibits better understanding of it."

Rupesh once confidently shared with his peers that now he makes his bed in the morning as soon as he wakes up and does not postpone the task.

Summer Camp

During the months of May and June, different workshops were organized under the Summer Camp for young children as well as adults at AADI. The workshops provide a forum for learning several life skills in a fun, creative manner in a spirit of adventure and discovery.

During the Summer Camp 2019, the activities undertaken in various workshops were:

Nutty-Butty Baking Workshop: Chef Ramneek Kaur educated the participants about some basic baking skills as well as shared some excellent tricks of the trade.

Salads and Sandwiches Workshop: Chef Radhika Arora acquainted the aspirants with the essential safety norms of the kitchen followed by some basic cutting techniques.

The baking as well as the salads & sandwiches workshop was a great learning experience for all the participants. The participants gathered knowledge about ingredients, flavors, special techniques and culinary terms.

Personal Hygiene Workshop: included various aspects of cleanliness and hygiene, its purpose and significance in daily life and health. The workshop succeeded in re-educating as well as reinforcing the basic life skills among the workshop participants.

Terracotta Pottery Workshop: Participants enjoyed the feel of clay for the first time. Ms. Anita Kaushik who conducted the workshop helped the participants build upon their creative ideas and put them in the form of clay pieces. The specifics of preparing the clay, keeping it wet enough while working or patiently leaving it untouched was challenging and fun.

Photography Workshop: It was facilitated by the Delhi Photography Club (DPC). The participants were educated upon various basic aspects of photography and trained in different techniques. The most exciting part of the workshop was the visit to the Qutub Minar to gain a better understanding of the use of different techniques in photography.

The two-week summer camp culminated in a celebration which all participants attended accompanied by their family members. All groups showcased their work proudly and confidently. All participants were awarded a certificate of participation in the Summer Camp Workshop.

Self and Community Workshop

Four week summer programme on self and community was organized for an inclusive group of adolescents and young people where they learnt about accessing essential and leisure services in the community such as banks, police services and restaurants. A mixed methodology of interacting with resource people, visits, role plays etc was used to conduct the program.

Winter Campaign

The Winter Campaign is a commitment to contribute to the community we live in. This annual activity is one way of reminding the society that people living with varying disabilities are also aware contributing citizens. We partnered with the NGO **Ashray Adhikar Abhiyan (AAA)** that works for the rights of homeless people in Delhi and manages over 50 temporary shelters during the winter season.

Given that the need for personal hygiene products like soaps, shampoo, tooth paste, sanitary napkins and adult diapers were of paramount importance, the campaign **Sahyog-2019-20**, focused both on providing warm clothing and promoting wellness.

Every aspect of work in the Winter Campaign was a stage of learning a new skill or honing of an existing life skill. Two AADI staff members visited shelter homes & met the beneficiaries there as well as those living on streets. The efforts of the **Ashray Adhikar Abhiyan** team that works long days and nights are remarkable and laudable.

Clubs and Events

Music Club

Held weekly, membership to the Music Club is offered to people with disabilities who are registered in Care plan program of AADI as well. During the current year, there were 15 members as part of the Music Club. Music Club offers to its members an opportunity to:

- Build skills in vocal/instrumental music
- Build skills to enjoy music as a hobby
- Appreciate music
- Use music for entertainment and relaxation

The various activities of the club also provide opportunities to use life skills in a practical manner.

Art Festival, "Anubhuti 2020" held at AADI was another opportunity for the members to showcase their talent. The group chose to put together a medley of folk songs from 4 different states namely, Punjab, Rajasthan, West Bengal and Uttar Pradesh. The accent and the specific style of the folk music of each state was focused, practiced and captured. The cheering and appreciation from the audience was a great motivator for all the members.

Art Club

The Art Club held twice a week throughout the year has provided a deep insight on how even just an hour of an Art session a week can impact the life of a person with disability. It is not only a safe space to indulge in a hobby but also a space to learn a skill.

Each member of the Art Club takes his or her journey forward by utilizing the wonderful opportunity to express themselves freely under the guidance of the mentor, Ms. Prenita Dutt. Positive reinforcement along with the required facilitation of adaptations needed for an individual's specific needs go hand in hand. Accommodations in equipment like Table wedges, head pointers, sponge brushes and roll out crayons are some of the accommodations used by the members in the Art Club.

Cooking Club

Cooking Club focuses on enhancing basic culinary skills of survival cooking, specifically the non-fire cooking. Emphasis is laid on the continuum of non-fire cooking skills - from learning the recipes to learning skills in preparing simple to slightly complex recipes. This year, the use of Push-Down Table-Top Scissor made it possible for all members to independently open soup/poha and other packets.

Initially scared to try the table top scissor, Meghna was ecstatic after using it and encouraged her peers, "डरो मत, यह तो बहुत आसान है।"

Zaika

The members of the cooking club can graduate to Zaika. It is an opportunity for members to enhance their own cooking and related work skills in the hospitality sector. This enables them towards independent living and sharing responsibilities at home.

Zaika offers once a week cooked meal service on prior orders. Members learn to take orders based on a pre-planned menu. They are then trained in:

- Estimating the ingredients required
- Planning and purchasing
- Preparing to cook
- Cooking
- Preparing the venue
- Display and serving
- Taking feedback and debrief

A safe working environment is ensured in the Zaika kitchen by having appropriate accommodations like hand protectors, height appropriate table with a cut out for high hipped platter (paraat) for kneading dough, chopping and cutting tools, and non-skid mats.

Remarks by a guest after the meal: *"Super yummy. I only eat kadi when it is perfectly made otherwise I don't. I ate a lot of it! It was too good. Also, I loved and was inspired to see everyone working together in collaboration."*



Art Festival

“Anubhuti-2020” was a three-day accessible and inclusive Art Festival held at AADI where artists from diverse backgrounds got together to showcase their talent in visual arts and music. Students from colleges (College of Art, Gargi College), Non- Governmental Organizations like the Handicapped Children’s Parents Association (HCPA) and Cheshire Home, friends of AADI and individuals with disabilities participated in the festival.

Ms. Prenita Dutt, an artist & mentor for the AADI Art Club curated the exhibition along with Delhi Photography Club. There were more than 180 paintings on display. The Art Exhibition was inaugurated by Mr. Vikash Kalra, a renowned self-taught artist.

Art festival was made accessible for all. The availability of sign language interpreters was particularly helpful and empowering for the College of Art’s aspiring artists as six of them had hearing impairment. All the art exhibits had audio descriptions in Hindi & English language to facilitate accessibility of the exhibition for people with visual impairment. This facility was available on all three days of the festival.



D. UJALA

Ujala, a production unit, produces block-printed handmade paper products, functions in collaboration with people with disability who contribute to all aspects of product development from sourcing to manufacturing, packaging and marketing. Apart from being a block printing production unit, Ujala is also an avenue that provides training and internship opportunities to adults with disabilities. This is a training unit for developing skills in the production of handmade products and other skills related to retail store.

This year Ujala promptly adopted the government's directive for GST application on its products and has completely ceased the use of non-biodegradable single use plastic packing material. Currently, recyclable plastic over 50 microns is being used for packing.

The Ujalatakes pride in creating pieces which are at par with the level of professionalism and perfection seen elsewhere. Ujala products are sold through stalls organized by various corporate houses, Residents Welfare Associations (RWAs), colleges, schools, embassies etc. around festivals like Diwali, Raksha Bandhan, Christmas and New Year. This year Ujala products were sold through 39 such platforms across the capital and NCR.

Thirteen new avenues for representation and sale presented themselves this year - which were the Oak North Global Pvt. Ltd. Gurugram, Suncity School, Gurugram, Ladies' Club G.K-II, All India Institute of Medical Sciences (AIIMS), Star India, JLL, E-learning Village, Barcode-IP, Swiss Embassy, British High Commission, Aryabhata College, Select City Walk, and International Crafts Fair (SurajKund Mela 2020). In schools & colleges, items like diaries, photo frames, photo albums, jewellery boxes, file folders, book marks, stationery kits, stationery sticky pads set and block printed mugs were the favorites, while in Corporates and RWAs products like paper bags, cloth bags, cash envelopes, tissues boxes, albums and saree bags were among the popular ones in demand. When Ujala products are appreciated in such ways it adds to the self-confidence and self-esteem of the team which then automatically reflects in its future work.

Highlights

- Three new products were launched this year which were stationery kits, stationery sticky pad sets, and digitally printed mugs with block printed patterns. These new products were as much in demand for personal use as for gifting purposes.
- The distinct art form of block printing on Cotton, Kota and Chanderi dupattas that was introduced last year continued to steal the hearts of many customers this year as well. The Chanderi & Kota dupattas were also hemmed with decorative stitches. These beautiful block printed dupattas were also a favourite and high on demand on the Ujala stall during the annual Rakhi and Diwali melas held at AADI.

Bulk orders were received from All India Institute of Medical Sciences (AIIMS), the Azad Foundation and Public Health Foundation of India (PHFI), Hriday, Concern India Foundation, KRITI, Ginny's Planet and a Gorakhpur based NGO GNK-Plan. The students from the Kamla Nehru College, Gargi College, Lady Shri Ram and Ramanujan College too placed bulk orders for diaries, folders, stationery kits etc. for gifting during their annual college festivals and seminars.

Special Orders were received where the products were personalized as per the customers' demands. Here the color, design, size, specific block print and printing styles were distinctly specified by the customers. Cloth diaries, folders, writing pads, wooden trays, bags, ID card holders, gift boxes and wooly bags were the common products under this category.



NAVRANG

AADI, being a socially conscious organization is fully aware of the other marginalised sections of society. NavRang is an endeavour to support the marginalized sections by facilitating display and sale of their products. NavRang showcases skills and abilities of beneficiaries of many organisations like Mesh, Kriti, Saarthak and individuals through display and sale opportunities of their products along with products from Ujala.

All products displayed at NavRang are primarily handmade and eco-friendly. They include a wide range of products like cloth handbags/ backpacks in different styles and fabric, household items like table mats in cloth, painted mugs, paintings, key chains, decorated cards, jewellery items and jewellery cases of varying materials. Apart from the latest new products launched this year, the block printed paper lanterns in bright hues were the latest favourites among the customers. A trip to the Navrang shop is always a delight.

E. E-DAKSH (TOWARDS DIGITAL INCLUSION)

E - Daksh is an accessible & inclusive computer training center of AADI that was set up in 2015. This skill training program provides an open and accessible environment in terms of infrastructure and furniture, a curriculum with specific accommodations such as Big Switch, software like JAWS, Dragon Naturally Speaking (speech-to-text).

Students with socio-economic challenges and students with disabilities across a wide spectrum benefit from the training at E-Daksh. Students with disabilities are enrolled through the Care Plan process of AADI while the non-disabled students are admitted directly in E-Daksh. Awareness in Computer Concepts (ACC), Data Entry and TALLY were the courses conducted at E-Daksh this year. A total of 140 students got enrolled and continued their training this year.

Universal Accommodations for all students

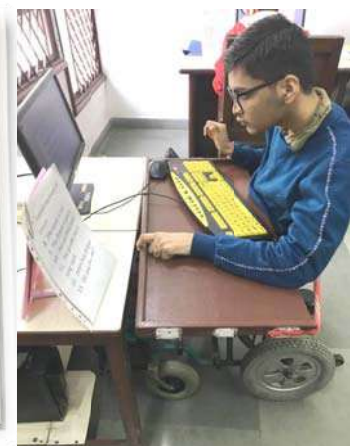
- The no-fee structure of E-Daksh makes training affordable to all interested students belonging to low income families from neighboring government schools.
- Students have the freedom to choose between English or Hindi as a language for learning.
- Simple language, short sentences, repetition of concepts & instructions are some of the ways adopted by the trainers to facilitate learning of all students.
- In order to prevent loss of skills after the completion of the course, the students are allotted weekly time and space at E-Daksh to practice the skills learnt under supervision of their trainer.
- Peer support to each other is encouraged which leads to building meaningful relationships among the students.

Reasonable Accommodation to Meet Specific Needs

- Adapted trays on wheelchairs to hold the keyboard and the mouse
- Adapted chairs for comfortable postures
- Transport support
- Human support
- One on one sessions according to specific needs

Impact in Neighborhood Community

Neighborhood community especially teachers and students from government schools in Shahpur Jat and Green Park area are aware about E-Daksh and the free training courses offered. Students are referred by their friends and the teachers to E-Daksh and it is being recognized by all as an affordable, accommodating and accessible training centre in their own community. The students too prefer to come to E-Daksh as the classes are adjusted according to their convenience and they are also offered practice sessions. Majority of the students are from the Government co-ed Vidyalaya, Shahpur Jat. In May 2019 the same school approached AADI to train a batch of 40 class XII students in basic computer training between May and June. During the Teacher's Day celebration, the school awarded AADI a certificate of appreciation for training their students.



F. JEEVIKA LIVELIHOOD PROJECT

Jeevika is a project that creates livelihood opportunities and addresses barriers to employment by preparing youth with 21st century skills. A grant from Oracle funds training, internships, and job experiences for 300 youth with disabilities in the Delhi National Capital Region.

Building Awareness & Capacities to Implement Universal Design and Reasonable Accommodations at Workplace

Based on job profiles outlined in the Qualification Pack (QP) of the Skill Council Persons with Disabilities (SCPwD) in the IT, retail and hospitality sectors, job profiles were divided into sub job roles. Reasonable accommodations were identified for these roles to share with employers in the respective industries.

We were invited to discussions organised by National Skill Development Agency with relevant stakeholders. Based on the National Skills Qualification Framework (NSQF), we gave inputs regarding mainstreaming training of persons with disability as a prerequisite for inclusion in society. We shared our experience of training in three pilot sectors viz. IT, Retail and Hospitality in an environment of inclusivity. Our experience of job analysis of various job roles and mapping it with a cross disability focus based on ground reality of industry was well taken. The model of seeking internships before actual employment of person with disability was appreciated as well.

The Employability Program

- 111 new clients were inducted across programs who underwent the employability skill training to orient them to the importance of work. Besides this support was provided to 214 clients with disabilities for assessments and training.
- 17 clients underwent the Professional English Language training conducted by the British Council while four other clients benefitted from other short-term professional training. We started work on developing an audio-visual training module to augment the training on communication skills at the workplace
- Initiated wage employment for 12 new clients this year and provided support to 28 clients in wage employment.
- We were able to reach out to 28 new internship sites and employers and place and 44 internships are in place.
- Two clients who were on internship at a Cafe and in a CA firm were started to be paid part internship allowance by their respective employers after 5 months of internship. Another young person who was on internship in the family run retail store was taken on their rolls.



SECTION III
FINANCIAL AND HUMAN
RESOURCES

- **RESOURCE MOBILIZATION**
- **FINANCIAL STATEMENTS**
- **AADI STAFF LIST**
- **GOVERNING BODY OF AADI**

III. FINANCIAL AND HUMAN RESOURCES

7. RESOURCE MOBILIZATION

The sustainability and growth of AADI since inception has been through focused management of human, financial and material resources. The annual expenditure of AADI is about 3.8 Crores with eighty percent being spent towards service delivery to people with disabilities and their families. AADI is able to raise 50% of the income through income from rentals and interest from investments. The rest is fundraised through a variety of sources, including from our loyal donor base.

We extend a deep gratitude to our friends, individuals and corporate, who have supported us time and again. Your conviction gives us the strength and encouragement to sustain and expand our work.

Major Highlights

- Generous support from LAL FAMILY FOUNDATION towards Professional Services of the Senior Management Team and faculty of the Training Programs.
- Consistent contribution from LALA DIWAN CHAND TRUST for Sambhav National Resource.
- Continued ORACLE funding for Jeevika Project on research, skill training and creating livelihood opportunities for youth with disability.
- Rotary Central Charitable Trust's support for Education and Life Skill Development of Children with Disabilities.
- Edelman Community Giving Grant's continuous support towards providing inclusive education opportunities to children with disabilities in the urban community, Sunder Nagri.
- Grant from Guardian India contributed to service delivery in the RCBR program
- Specific grant from IGL helped to successfully run the Career Development Cell - E Daksh, Towards Digital Inclusion.
- HCL Foundation (Early Childhood Care and Development) funded a new project "Building Inclusive Anganwadis" towards creating inclusive environments for holistic overall development of young children.
- Punshi Narain Devi Vidyawati Charitable Trust helped initiate a new area of work on Dementia and Assisted Living.

Airtel Delhi Half Marathon (ADHM) 2019

The focus of participation at ADHM was twofold-creating visibility about inclusion and fundraising for the cause.

As a CSO, AADI was able to raise 13.38 Lakhs in the Disability Cause Category. We raised money through corporate support of **Kotak Mahindra Bank & Fluor Daniel.** Our other fundraisers were staff members and friends of AADI, including school children from Sanskriti School & Sardar Patel Vidyalaya. A team of over 200 people from AADI enthusiastically participated in various categories: Champions with Disability, Great Delhi Run, 10 km & 21 km. The team participated with great enthusiasm with slogans and songs on inclusion reverberating in the air. The participation in the Marathon was covered live through Face Book.



Glimpses of ADHM 2019

8. FINANCIAL STATEMENTS

FINANCIAL STATEMENTS SUMMARY OF AUDITED INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2020

PARTICULARS	31st March,2019 Rupees (in Lakhs)	31st March,2020 Rupees (in Lakhs)
INCOME		
Donations	98.08	95.99
Interest	30.48	27.16
Grants	58.2	115.28
Income from other sources	158.02	172.76
TOTAL :	344.78	411.19
EXPENDITURE		
Administration / Establishment	119.76	118.53
Depreciation	9.10	9.03
Project Expenses	238.24	237.46
TOTAL :	367.10	365.02
Amount transferred to Earmarked Fund	(-)22.32	46.17

Compiled from the Audited Financial Statements of the Society

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

ANIL KUMAR MEHTA
(PARTNER)
M.No. 081682



For Action for Ability Development & Inclusion
(SECRETARY / EXECUTIVE DIRECTOR)

AS AT 31ST MARCH 2020

PARTICULARS	31st March,2019 Rupees (in Lakhs)	31st March,2020 Rupees (in Lakhs)
LIABILITIES		
Corpus Funds	602.93	602.93
Earmarked Funds	700.18	700.18
Current liabilities	76.67	76.85
TOTAL :	1379.78	1379.96
ASSETS		
Fixed Assets	76.52	72.24
Investments	319.00	340.00
Current Assets and Loans & Advances	109.01	138.62
Income and Expenditure A/c	875.25	829.10
TOTAL :	1379.78	1379.96

Compiled from the Audited Financial Statements of the Society

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

ANIL KUMAR MEHTA
(PARTNER)
M.No. 081682

Place: New Delhi

Dated: 1st February,2021



For Action for Ability Development & Inclusion
(SECRETARY / EXECUTIVE DIRECTOR)

AADI STAFF



Jyotsana, Darsana & Bimla



Atul



Hansnarayan



Saranjeet



Kamla, Narender, Chanchal, Chaman, Roshni, Sachin, Indira, Ramesh, Kanta & Rajpal



Amar Singh



Meena & Jokhu



Deepak & Vinay



Manuja



Rajani



Kaleshwar



Gurmeet

AADI STAFF



R.K. Sahni, Seema, Yogender, Gavender & Harpreet



Virender, Sanjay & Anita



Bishwajit



Muthu Subramaniam, Gurucharan, Chetan & Yuna



Indranil & Praveen



Sushma



Nidhi Jalan

Minakshi, Nandlal & Sunehar



Suresh



Padamshree



Meen Bahadur, Sovan & Arabinda



Sarfraz, Puja, Dimpi & Raminder



Saukat

AADI STAFF



Shanti



Charulekha, Jitender, Sheetal, Renu, Shahana, Manavi, Anuradha, Syamala, Madhu & Manjula



Uttam & Om Prakash



Surinder, Gavender & Nagender



Nisha



Sarbati



Om Prakash



Shilpa, John, Rohit, Ayushman, Mohita, Anamika, Meera & Ajit



M.S. Sridhar



Rajeev & Mohan



Upender



Ratankali



Neena



Meenakshi

9. AADI STAFF (AS ON MARCH 2020)

Executive Director: Gidugu Syamala
Deputy Executive Director: Madhu Grover

Director: Renu Anuj Singh

Managers / Coordinators of Activities

Charulekha Khandelwal
Manavi Jalan
Manjula Mehra
Meenakshi Sharma
Nidhi Jalan (onleave)
B. Anuradha
@Jyotsna
∞Padamshree

Shahana Chakraborty
Sheetal Batra
Praveen Kr. Singh
Darsana Khir
Jitender Singh Tomar
Mohammed Sarfaraz
Rohit Kumar Chaudhary

Rehabilitators / Consultants

Narender Pal Kaur
Raminder Kaur
Manuja Mishra
Dimpi Rani Raisinghani
Puja Lalchandani
Anamika Modak
Yogendra Kumar
∞Ayushman Chowdhary

Md. Saukat Hossain
Mohita Mitla
Indernil Chakrovarty
Deepak Jain
Chanchal Lata
∞Sushma Sidharth
∞Rajani

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

Manager/Coordinator of Activities:

Gavender Kumar
Seema Ghosh
@M.S. Sridhar
∞Arabinda Parai

Associates / Asst. Executive Officer:

Harpreet Mehta
Saranjeet Kaur

Secretaries / Telephone Operator:

Minakshi Sharma
*Nisha Sawhney
Rajeev Uppal
Yuna Noor

Jr. Assistants / Receptionist:

Muthu Subramaniam
Uttam Mandal
Atul Mohan Mehta
Neena Sharma

Sanjay Sharma
Chetan Razdan
Gurucharan Singh
Vinay Vij

Non-Technical Staff

Ajit Baxla
Amar Singh
Anita Devi
Vimla Chauhan
Virender Kumar
#Hans Narain
John Kindo
Jokhu Ram
Kaleshwar Singh
Min Bahadur
Meena Singh
Meera Devi

Nagender Yadav
Nand Lal Sharma
Om Prakash
Ratankali
*Om Prakash Chauhan
*Shanti Paswan
Sovan Singh
Sunehar Singh
Surender Mishra
Suresh Kumar
Upender Yadav
Bishwajit

Rural Centre Dayalpur

Rehabilitators, Support Staff:

Chaman Khan
Kamla Devi
Sarwati
#Rajpal Singh
∞Gurmeet Singh

∞Indira Vashisth
Kanta Devi Sharma
Ramesh Chand
Roshini
Sachin

@Left during 2019-2020
#Passed away 2019-2020
*Superannuation 2019-20
∞Recruited during the year 2019-20

10. GOVERNING BODY

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 :

Ms. Kamla Bhasin

M.A (Economics) Rajasthan University
Advisor, SANGAT

Mr. Praveen Kumar Gurunath

MSW, (Community Development)
Program Manager, VSO

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

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 Verghese

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

Ms. Renu Anuj Singh

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

LIST OF ABBREVIATIONS

AAA	Ashray Adhikar Abhiyan (AAA)
AAC	Augmentative and Alternative Communication
AADI	Action for Ability Development and Inclusion
ACC	Awareness in Computer Concepts (ACC)
ADE	Assistant Divisional Engineers
ADHM	Airtel Delhi Half Marathon
AFA	Action for Autism
AFO	Ankle Foot Orthotic
AIIMS	All India Institute of Medical Sciences
AYJNIHH	Ali Yavar Jung National Institute for Hearing Handicapped
B.ED	Bachelors of Education
BCC	Basics in Computer Concepts
CA	Chartered Accountant
CBSE	Central Board of Secondary Education
CEO	Chief Electoral Officer
CMC	Christian Medical College
CP	Cerebral Palsy
CSO	Civil Society Organizations
CSR	Corporate Social Responsibility
DC	Disability Certificate
DEIC	District Early Intervention Center
DG	Disadvantaged category
DOE	Department of Education
DPC	Delhi Photography Club
E.N.T	Ear, Nose, Throat
ECCD	Early Childhood Care and Education
ECI	Election Commission of India
ED	Executive Director
EO	Election Officer
ERC	Education Resource group
ESI	Employees' State Insurance
EVM	Electronic Voting Machine
EWS	Economically Weaker Section
GNCTD	Government of National Capital of Delhi
GNK-Plan	Gram Niyojan Kendra Plan
GST	Goods and Service Tax
HCL	Hindustan Computers Limited
HCPA	Handicapped Children Parents Association
ICDS	Integrated Child Development Scheme
ICRC	International Committee of the Red Cross
ID	Identity Document
IHC	India Habitat Centre
IIPH	The Indian Institute of Public Health
IIPHD	Indian Institute of Public Health Delhi
IPH	Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities

IT	Information Technology
ITI	Industrial Training Institute
JAWS	Job Access with Speech
MCD	Municipal Corporation of Delhi
MoU	Memorandum of Understanding
MPH	Master of Public Health
MRP	Maximum Retail Price
NAD	National Association of the Deaf
NCR	National Capital Region
NGO	Non-Governmental Organisation
NIFT	National Institute of Fashion Technology
NIPCCD	National Institute of Public Cooperation and Child Development
NREC	National Industrial Security Program
NRHM	National Rural Health Mission
NSQF	National Skills Qualification Framework
OT	Occupational Therapist
PECS	Picture Exchange Communication System
PHC	Primary Healthcare Center
PHFI	Public Health Foundation of India
PwD	Persons with Disabilities
QP	Qualification Pack
RBSK	Rashtriya Bal Swasthya Karyakram
RCBR	Rural Community Based Program
RPWD	Rights of Persons with Disability
RWA	Resident Welfare Association
SBI	State Bank of India
SCPwD	Skill Council Persons with Disabilities
SET	Special Education Teachers
SEWA	Self-Employment Women's Association
SPARC	The Society for the Promotion of Area Resource Center
STC	Save The Children
TALLY	Transactions allowed in Linear Line Yards
TLM	Teaching Learning Material
UDID	Unique Disability ID
UP	Uttar Pradesh
VSO	Voluntary Service Overseas
WCD	Women and Child Development

NOTES

A series of 20 horizontal dotted lines for writing notes.

*Success is a journey, not a
destination.*

*It requires constant effort,
vigilance and
re-evaluation .*

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