



Nurturing Inclusion

Annual Report

2019-2020



Ashish Foundation for the Differently Abled Charitable Trust

Vision

Empowering children and adults with autism to rise to their God given potential in inclusive communities.

Mission

To sensitise and equip families, communities and organisations to respond and engage productively so that children and adults with autism lead fulfilling lives.

Origin & History

Ashish Foundation for the Differently Abled Charitable Trust (AFDA) was established in 2007 to work with children and young adults with autism and other disabilities. We believe that each individual has the ability and deserves the opportunity to contribute to the society. We mentor families in meeting the specific needs of their children and also mentor several disability-focused organisations across India and abroad. We provide training to our staff and other professionals to enhance their skills to work with people with autism and other intellectual disabilities.

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Correspondence Address :

Ashish Foundation for the Differently Abled (AFDA) Charitable Trust
Plot no. 2/13, Sulahkul Vihar, (Behind Sulahkul Mandir) Old Palam Road, Kakrola, Dwarka, New Delhi – 110078, India

Phone: +919667300476/486

E-mail: ashishcentre@gmail.com/admin@ashishfoundation.co.in

Website: ashishindia.org

Facebook: facebook.com/AshishFoundation

Registered Office: EFICOR 304, Mahatta Tower, 54 B Block Community Centre, Janakpuri, New Delhi - 110058

AFDA is registered Trust under Registration No. 1804 dated 27/02/2007

FCRA Registration No. 231661157

80G exemption of the Income Tax Exemption No. DIT(E) 2009-10/10004 DEL-AE 20355-1007 2009



Nurturing Inclusion

I am happy to present our Annual Report for 2019-20: 'Nurturing Inclusion'.

Inclusion is a popular word. For our students, both children and adults with autism, inclusion means having access to opportunities as equal and valuable members of our society.

One way we equip our students to contribute to society is through wholistic, meaningful instruction. However, we also recognize that their opportunities to be included are greatly limited by barriers such as individual attitudes, social structures, cultural norms, legal practices and communication challenges.

This report is about how we have progressed in our journey of inclusion by Creating, Collaborating, Communicating and Celebrating at our Centre.

We have strived to create an environment where students have access to facilities to lead fulfilling lives. We provide wholistic development opportunities through special education, functional education, occupational therapy, speech therapy, with a sports programme and social learning activities.

We have been collaborating with teachers, parents, consultants, employers, and organisations to promote inclusion. We recognise the primary role of families in providing opportunities for wider participation in society. We recognise and value businesses which make reasonable adjustments and small adaptations to employ our students in their workforce.

We have been communicating our commitment towards inclusion to our stakeholders—colleagues, parents, and like-minded organisations. We have provided valued roles to our students that promote their progress applying Social Role Valorisation (SRV) principles.

Finally, we worked towards inclusive ways of celebrating events and success in our students' lives, such as birthdays and acquisition of new skills, and new employment. We also celebrated together the festivals and events that are very much part of the wider society.

While this report is being published, the worldwide Coronavirus pandemic has changed the way we work. However, our mission remains the same. We are doing our best to reach out to our students amidst these new challenges.

I thank our partners, our donors, our Board of Trustees, my team, and friends without whom we could not have come this far. Above all, I thank God for his guidance and blessings.

Sheila George
Director



Annual Day Programme



Our staff team at the Annual Day Celebrations



Mr Jayant Batra, Vice President, Ecom Express Private Ltd, Guest of Honour speaking to the audience



Mr Sanjay Patra, Executive Director, Financial Management Services Foundation, addressing the audience as the Chief Guest



Mrs Geeta Mondol, Founder and Managing Trustee addressing the audience

Achievements

490
direct beneficiaries
&
2938
indirect
beneficiaries

4 students
employed in
mainstream
job market

13 events and
important
festivals
celebrated

21 parents attended two
workshops
organised for them

3 parents get
togethers
attended by
20-25 parents

32 social learning
activities

46
intens pursuing their D.Ed
trained on the job

66
persons from schools,
colleges and companies
volunteered at our
Centre

30 students and their
families involved in
our programmes

"I am so thankful that I don't have to worry about his future now"

"I am Darshana, Ritesh's mother. Ever since Ritesh joined Ankur this year, I have seen marked improvement in him. He had even started learning computers and enjoyed his time at the Centre. In December 2019, he got job placement in Ecom Express and has become an earning member of my family. Before Ritesh joined Ashish Foundation I was at a loss as to how to support him and as I am growing old and I was worried how he would live after I am gone. I am so thankful that I don't have to worry about his future now."





Black Rock volunteers engaged in an activity with students



Elementary class students performing at the Independence Day celebration



Ankur students (Vocational) performing at the Republic Day celebration

Our Strategy

Ashish Foundation's plans and activities have been drawn out from the five-year Strategic Plan 2016-2021.

- Establishing a model – strengthen Ashish and Ankur programmes
- Developing tools and platforms to share ideas - develop tools and curriculum
- Developing a base of expertise - professional capacity-building under Advay programme
- Networking – equipping and training other organisations under Advay programme.
- Applying Social Role Valorization principles in the Centre.

Through all our programmes-Ashish, Ankur and Advay-we empower students, parents, and professionals. Ashish Centre is our early intervention programme for students from ages 3 to 17 years. Ankur programme is our vocational programme for adult students 18 years and above. The Advay programmes equip our teachers through hands-on trainings and workshops. We also conduct workshops for parents and professionals to enhance their work with children and adults with autism to reach their full potential.

Our wholistic programme includes students irrespective of their socio-economic situations and helps them to take up valued roles in the society.

Our special educators and assistant teachers provide the classroom teaching as well as facilitate all outdoor activities so that the students have a meaningful learning environment for their progress.

Our Finance, Administration and Human Resources roles provide support to our programmes to run seamlessly.

We have adhered to all statutory requirements with our annual accounts being audited by an external auditor.

Policies in place:

- Employment Policy
- Student Protection Policy
- Sexual Harassment Policy
- Finance Policy



Future Plans

- Facilitate inclusion of persons with disability in the larger community.
- Train our stakeholders and develop our Centre to be a model of Social Role Valorisation.
- Acquire our own building in order to have all the services that a person with autism needs under one roof.
- Strengthen vocational programmes to prepare adults for employment to have valued roles in society.
- Network with likeminded organizations in exploring employment opportunities for young adults.
- Build capacity of individuals and organizations as well as faith-based leaders.
- Raise local funding to support our programmes.

Our Programmes

Our students are valued members of our centre as well as the society. With this in mind we are fostering their development through inclusive educational practices which are integrated and wholistic.

Wholistic development for a student with autism entails having sessions on general education, speech therapy, occupational/physiotherapy, and social learning activities. As a centre focussed on our students' all-round development, we make sure all areas are addressed in the Individual Development Plan (IDP) for each student. This is drawn out of the annual curriculum for each class and tailored to the student's specific needs.

People with disability world over experience devaluation or face negative judgement. This is not any less in our own culture and society. The devaluation can happen in school, the workplace, the neighbourhood, the extended family, and even in the immediate family. In order for the person with disability to get a good life, the devaluing perception of others needs to be prevented, reversed, or compensated. One way to do this is to change the value of the disadvantaged person's role or change a current role to one that is more greatly valued. This concept is called Social Role Valorisation (SRV). The two ways we are working to accomplish SRV are to enhance both our students' competencies and their social image.

We have been providing skills to provide competencies and promote valued roles for our students in their family relationships, friendships and in the society at large. We have also incorporated the Culturally Valued Analogue (CVA) - what a regular school of the same class is learning in terms of the subjects taught so that classes are relevant and interesting.

Functional academics

Every class of children with autism has the opportunity for academic instruction and an environment in which each student is valued. Students learn how to read, write, and communicate in various forms, which is vital for connecting with others.

Speech therapy

Autism affects communication and each student has different strengths and needs in this area. Speech therapy helps students to communicate functionally and spontaneously so that the students could express their desires and thoughts to those around them. Activities included exercises, reading practice, and the use of communication devices.

Occupational therapy

At the Centre we have provided a responsive environment for our students to learn in an engaging and inclusive way making accommodations that benefit them. Because each student has her or his own unique set of behaviours, responses, and sensory processing needs, we have provided individualised physio and occupational therapy. This has been instrumental in promoting fine and gross motor skills, daily living skills, posture and balance, problem-solving, social skills, and sensory integration. These skills are essential to carry on day-to-day activities, engage with peers, and develop relationships.



Computer training

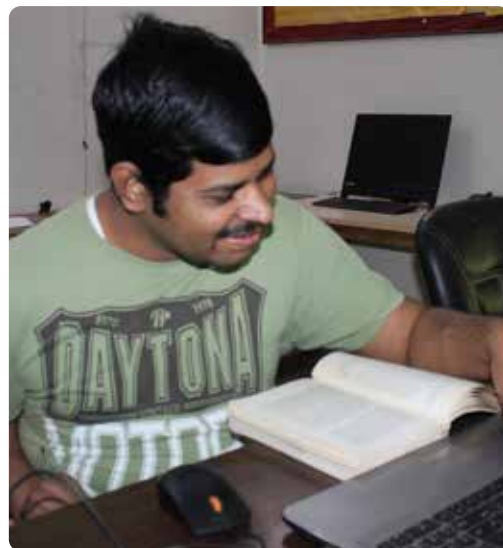
To make digital inclusion possible, our students have learnt how to use iPads and computers. Older students are learning MS Office, scanning and photocopying documents, and the use of the internet to search for information. Students who secured employment have found their computer training helpful for workplace tasks.

Social skills learning

One of our goals in promoting an inclusive setting is in developing social competence, fostering genuine and meaningful friendships. We have encouraged our students to participate in social activities and relationships to develop social skills that are beneficial. Social skills were fostered through visits to restaurants, malls, shops, parks, and a sports complex where students have opportunities to interact with people. For example, the students participated in the school annual day and celebrated 12 other festivals and events at the Centre.

Empowering parents

We have provided counselling to parents as they face struggles and pressures in raising their child with autism. These consistent sessions have helped parents overcome emotional and mental challenges. There were also parents who are not part of our Centre who approached us for counselling. Most parents raising their child with autism do not get a break or time of relaxation. We organized three get-togethers for parents during the year to have a time of relaxation and to give them the opportunity to meet and interact with other parents. The time of discussion and games was followed by a meal.



Parents playing a game at their get together.



Vocational students visiting the Aeroplanet.

Ashish Centre

Ashish Centre is the early intervention centre for children from three to 17 years of age. Activities for students at the Centre include special education, communication skills, speech therapy, physio and occupational therapy, group activities, computer classes, social learning activities, and prevocational skills activities.

Some of the activities in a student's day include group assembly, age-appropriate classroom teaching, group activities, speech therapy, physio/occupational therapy, computer classes, and social learning activities. We also provide positive behaviour support system.

Instructional learning in the classroom took place in workstations where two or three students were placed together. With peer promoted learning there was no waiting time for the students in studying subjects or lessons. Each of our students being unique, their Individual Development Plan (IDP) were developed to provide an active learning experience. These personalised IEPs were developed in consultation with parents through panel discussions and provided road maps for the students' progress. A high ratio of special educators to students (1:4) made it possible to provide the individual attention students need in order to successfully achieve their goals. This supports children to learn basic educational skills with intense concentration.

Through our efforts, we had the opportunity to create a mutually beneficial learning environment in which all students are included and valued.



Teachers participating in a professional development workshop

Ankur Programme



A Vocational intern preparing spices



A vocational student working towards fitness

Ankur programme provides vocational skills to students 18 years and above to prepare them for adult life. Activities of daily living such as living independently, shopping, socialising, making friends, and forming relationships can be challenging for persons with autism, thus we have been assisting our students in developing those skills. We also have provided practical situations for these vocational students to develop social and communication skills while visiting malls, markets, restaurants, movie theatres, and while travelling by public transport. Their presence in public places has also built awareness in the community, a significant factor in nurturing inclusion in the wider society.

We provided training to the students to produce soaps, paper bags, and spices. These were bought by friends and families and at exhibitions. We also provided computer classes, as well as speech therapy and occupational therapy every week.

During the year three male students and a female student in the Ankur program obtained employment in an e-commerce logistics company. The company made adjustments based on what our students needed to function successfully in the mainstream. The students' co-workers also received orientation in accepting people with disabilities in order to nurture an inclusive workplace.



“I always wanted to have a real job like my parents”

“I always wanted to have a real job, like my parents” says Samarpan. It was while he was interning at the Ashish Centre that the opening at Ecom Express came for him. A company very sensitive to those who had disabilities, they took it upon themselves to train our students and absorb them in their workforce.

Samarpan initially struggled with the routine. Leaving home on time, returning at a particular time, working with scheduled breaks was hard. Getting up in the morning was specially hard for him. However, he enjoyed getting a salary and the peer support. His supervisor and colleagues helped him in his work. Slowly he started enjoying going to work, though waking up early was still a struggle. There came a time, due to his frequent absences his parents were in a dilemma whether he would continue to work there. However, at this time the Ecom team encouraged him to continue, because he is a sincere worker. Samarpan is now going to office regularly and his supervisors are very happy with him.

All this happened because Ecom opened a job for him, Ashish Centre prepared him for it, and his peers in his office believed in him.

Advay Programmes

Advay trainings provide professional development opportunities to staff members and other professionals in the field of autism. We provided 2 workshops for 21 parents and 11 hands-on workshops to staff, equipping them to support the diverse learners in their classrooms. Student interns, professionals, and parents received trainings on understanding autism and on effective methods to engage with children and adults with autism. We also partnered with World Vision India in performing 6 new assessments of children with disability 35 follow up cases and trained volunteers of urban poor communities to support them in Delhi.



Teachers participating in a professional development workshop

What parents have to say about the training programmes

"In these trainings for parents we are told how we can guide and train our children. At the same time, we also receive motivation by the way the trainings are done. So, there are two kinds of benefits. Often, we get demotivated, so through trainings we get recharged, and we also continue the quest for a positive future for our children." Max's father

"In this school from time to time there are training programs for parents that help guide us. We are taught how to handle the problems our children face." Mrs. Rajini, Parent

"The workshops that we attended for parents at this Centre have been particularly useful because they have been grounded in actual problems." Mr Chakraborty, Parent



Parents attending a workshop on "Receiving good things in life"

Our Finances

Balance Sheet

Ashish Foundation For The Differently Abled Charitable Trust 2/13, Sulahkul Vihar, Old Palam Road, Kakrola, Dwarka New Delhi-110078				
Consolidated Balance Sheet As on 31st March 2020				
S.No	Particulars	SCHEDULES	Amount in INR 31.03.2020	Amount in INR 31.03.2019
	Liabilities			
I	General Fund			
	Opening Balance :			
	Less: Transferred to Restricted Funds			
	Less: Excess of expenditure over income			
			1,689,424	2,639,967
II	Restricted Funds			
	Opening Balance :			
	Add: Transferred from GF		506,909	-
III	Sundry Payable			
	PF Payable		55,336	70,078
	ESI Payable		8,649	21,286
IV	Security Deposits		87,950	87,950
			2,348,268	2,819,281
	Assets			
V	Fixed Assets	C1	1,351,499	1,532,892
VI	Security Deposits (Rent)		100,000	110,000
VII	Cash and cash equivalents	C2	894,369	1,174,689
VIII	TDS receivable		2,400	1,700
			2,348,268	2,819,281

In terms of our report of even date attached

For Koshi & George
Chartered Accountants
(Reg.No.003926N)

George Koshi
Partner
M.No.82961



Ashish Foundation For The Differently Abled Charitable Trust

Sheila George
Chief Functionary



Kamal Sharma
Treasurer

UDIN : 20082961AAAAAJ2874

New Delhi
01.08.2020

Income and Expenditure statement

Ashish Foundation For The Differently Abled Charitable Trust 2/13, Sulahkul Vihar, Old Palam Road, Kakrola, Dwarka New Delhi-110078 Consolidated Income and Expenditure Accounts For Year Ended 31st March 2020				
S.No	Particulars	SCHEDULES	Amount in INR 31.03.2020	Amount in INR 31.03.2019
I	Income			
	Voluntary Contributions & Donations		11,754,492	13,493,519
	Ankur Project Receipts		22,225	20,830
	Bank Interest		61,511	49,115
	Other receipts		7,700	-
	Excess of Expenditure over Income transfer to General Fund		443,634	-
	Total		12,289,562	13,563,464
II	Expenditure			
	Special Education Project	C3	4,960,987	5,048,641
	Ankur Project - Vocational	C4	2,718,231	2,742,325
	Physio and Occupational Therapy	C5	1,012,335	955,991
	Speech Therapy	C6	596,661	629,469
	Administration Expenses	C7	2,704,557	3,376,586
	Depreciation	C1	296,791	331,885
	Excess of Income over Expenditure transfer to General Fund		-	478,567
	Total		12,289,562	13,563,464

In terms of our report of even date attached

For Koshi & George
Chartered Accountants
(Reg.No.003926N)

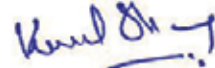

George Koshi
Partner
M.No.82961



Ashish Foundation For The Differently Abled Charitable Trust


Sheila George
Chief Functionary




Kamal Sharma
Treasurer

UDIN : 20082961AAAABJ2874

New Delhi
01.08.2020

Receipts and Payments

Ashish Foundation For The Differently Abled Charitable Trust 2/13, Sulahkul Vihar, Old Palam Road, Kakrola, Dwarka New Delhi-110078 Consolidated Receipts and Payment Account For Year Ended 31st March 2020				
S.No	Particulars	SCHEDULES	Amount in Rs. 31.03.2020	Amount in Rs. 31.03.2019
I	Receipts			
	OPENING BALANCE :-			
	Cash and cash equivalents	C2	1,174,689	744,827
	Voluntary Contributions & Donations		11,754,492	13,493,519
	Ankur Project Receipts		22,225	20,830
	Other receipts		7,700	-
	Bank Interest		61,511	49,115
	Security Deposit adjusted against Rent		10,000	18,000
	Loans and advances		-	8,000
	Total		13,030,617	14,334,291
II	Payments			
	Special Education Project	C8	4,979,579	5,045,275
	Ankur Project - Vocational	C9	2,725,962	2,740,686
	Physio and Occupational Therapy	C10	1,012,335	955,991
	Speech Therapy	C11	596,661	629,469
	Administration Expenses	C12	2,705,613	3,375,948
	Fixed Assets Additions			
	Computers & Laptops		79,898	164,064
	Furniture and Fixtures		7,080	71,272
	Office Equipments		28,420	163,196
	Security Deposit (Rent)			10,000
	TDS Receivable		700	1,700
	Security deposit refunded			2,000
	CLOSING BALANCE :-			
	Cash and cash equivalents	C2	894,369	1,174,689
	Total		13,030,617	14,334,291

In terms of our report of even date attached

For Koshi & George
Chartered Accountants
(Reg.No.003926N)

G. Koshi
George Koshi
Partner
M.No.82961



Ashish Foundation For The Differently Abled Charitable Trust

Sheila George
Sheila George
Chief Functionary

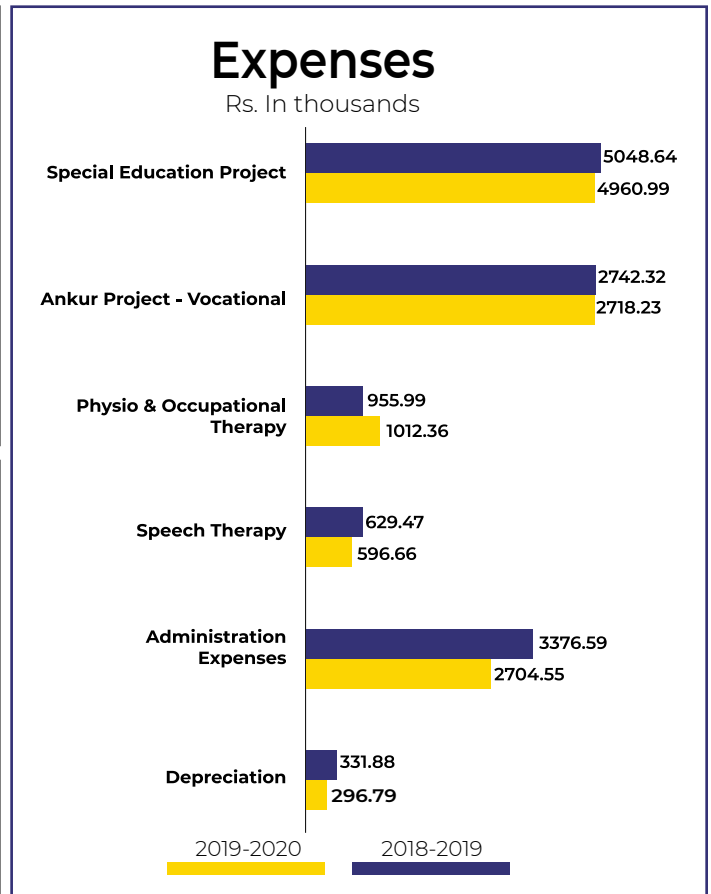
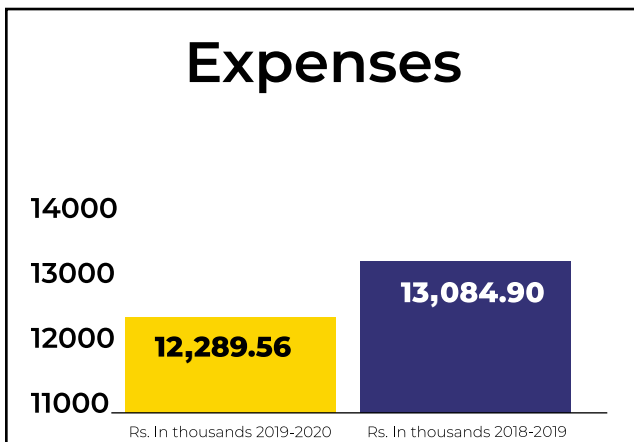
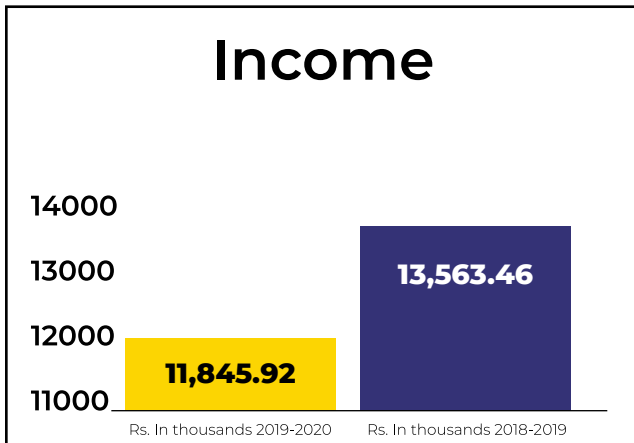


Kamal Sharma
Kamal Sharma
Treasurer

UDIN : 20082961AAAABJ2874

New Delhi
01.08.2020

Income & Expenditure



Notes on our Accounts

Accounting on accrual basis Fixed assets are stated at cost less depreciation
 Separate books of accounts are maintained for Foreign and Local contributions

Annual audited statement of accounts would be made available on request.

Our Auditors: Koshi & George
 B-1/ # 3&4, CSC, 1st Floor, Vasant Kunj,
 New Delhi 110070

Our Bankers

Foreign contributions –
 Andhra Bank
 Account No. -126710011001803
 C -595, Opposite PVR,
 Vikaspuri, New Delhi – 110018

Indian contributions -
 Andhra Bank
 Account No. -126710011001802
 C -595, Opposite PVR,
 Vikaspuri, New Delhi – 110018

JOIN US

Support our students and young adults with autism to reach their full potential.

- Rs.2500/- covers the cost of vocational supplies for a student for a year
- Rs.2000/- covers the cost of teaching materials for a student for a year
- Rs.1000/- covers the cost of school supplies for a student for a year
- Rs.5000 /- covers the cost of online classes for a student per year
- Rs. 1000/- covers the cost of physio and occupational therapy for a student per month
- Rs.1500/- covers the cost of speech therapy for a student per month

General donation wherever needed Rs. _____

Donation Form

S.no	Cause	Cost Per Unit	Number of units	Total C x D=E
A	B	C	D	E
1	Cover the cost of vocational supplies for a student for a year	Rs.2500/-		
2	Cover the cost of teaching materials for a student for a year	Rs.2000/-		
3	Cover the cost of school supplies for a student for a year	Rs.1000/-		
4	Covers the cost of online classes for student per year	Rs.5000/-		
5	Covers the cost of physio and occupational therapy for a student per month	Rs.1000/-		
6	Covers speech therapy for a student per month	Rs.1500/-		
	Total			

All donations within India are exempted under 80G of the IT Act No. DIT(E) 2009-10/10004 DEL-AE 2035-1007 2009

Please fill up details in the form overleaf and send it to us

DONATIONS WITHIN INDIA

NEFT

Andhra Bank Branch – Vikaspuri, New Delhi.

Account name
- Ashish Foundation for the Differently Abled (AFDA) Charitable Trust.
Account number - 126710011001802
IFSC code: ANDB0001267
RTGS - ANDB0001267
MICR- 110011033

OR

CHEQUES within India– to be made in favour of "AFDA Charitable Trust" and mailed to the address in the form. below

DONATIONS FROM OVERSEAS

BANK TRANSFER/ONLINE DEBIT/ CREDIT

<http://give.thriveglobalconsulting.org/ashish>

OR

CHEQUES - need to be made out to "Thrive Global Consulting" with "Ashish" on the memo line. Please mail it to:
Thrive Global Consulting
P.O. Box 1166
Wheaton, IL 60187, USA.
(So that you may receive your tax-deductible receipt. 100% of all the gifts to Thrive are given to the work in India.)

Yes, I would like to contribute Rs. _____

(Rupees _____

_____ in words)

Regularly Every Month Quarterly Half Yearly Yearly One Time

Name _____

Add ress _____

Telephone _____

Email _____

Please detach this form and send along with your cheque in favour of "**AFDA Charitable Trust**" to the address given below or you can make an online donation (Indian) by NEFT/RTGS to Andhra Bank. Branch - Vikaspuri, New Delhi, **Account Number - 126710011001802**, IFSC Code - **UBIN0812676** followed by email with above information and transaction details to ashishcentre@gmail.com.

Address:

Ashish Foundation for the Differently Abled, 2/13 Sulahkul Vihar,
Old Palam Road, Kakrola, Dwarka, New Delhi – 110078, Phone: 9667300476/486



Our Donors and Partners

We thank all our donors and supporters who have supported us financially and in kind. We appreciate your generous contributions.

Individuals

- Albo Jason Wilson
- Alex Isaac
- Ashwani Jotshi
- Deependra Vikram Singh
- Deva Raj Bathula
- Franky Fernandes
- Geeta Koul
- Geeta Mondol
- Kalyan Sahu
- Neeraj C
- Nikhil Prabhakar
- Nishant Sondhi
- Raj Ghosh
- Rajkumar David & Rina Singh
- Rakesh Koul
- Sunil K
- Supriya Guha

Organisations

- Apostles Methodist Church
- BlackRock Services India Private Limited
- Christian Education Society
- EFICOR
- India Donates
- Nasscom Foundation
- Servants & Servants
- The Hans Foundation
- Thrive Global Consulting
- Unified Credit Solutions

Our Human Resources



Our team of dedicated teachers and support staff at Ashish Foundation works cohesively. Staff members have the common goal of keeping the best interest of our students in mind.

All staff have been motivated and trained to have an attitude and approach towards inclusion, understanding the specific needs of our students within the classrooms as well as outside.

In the past year, out of 11 trainings and workshops for staff members, seven were on professional development and four workshops were values based.

Staff welfare is held with utmost importance as staff members are considered an essential part of the organisation. Several staff members availed of counselling sessions to prevent burn out. The staff members also celebrated Teacher's Day on September 5, 2020, with sharing and appreciation of teachers followed by lunch.

Throughout the year we had college students intern with us (44 female and 2 male interns) who were pursuing graduate and diploma courses specialising in Autism. This provided them with practical experience they needed to apply for jobs as special educators.

We also had 66 volunteers who worked with us at the centre assisting us with various activities during the year.

"Working at Ashish has helped me grow in my understanding of autism..."



Anju Lata has been working in Ashish Centre since 2008 when she joined as an assistant teacher. After completing her course in Special Education, she became the class teacher of the Kindergarten class.

As an enthusiastic and dedicated teacher, Anju Lata enjoys working with young children and builds rapport with them very easily. "Working at Ashish has helped me grow in my understanding of autism and how to work with students giving me great satisfaction." says Anju Lata. "The staff members are very co-operative and we work here as a team."

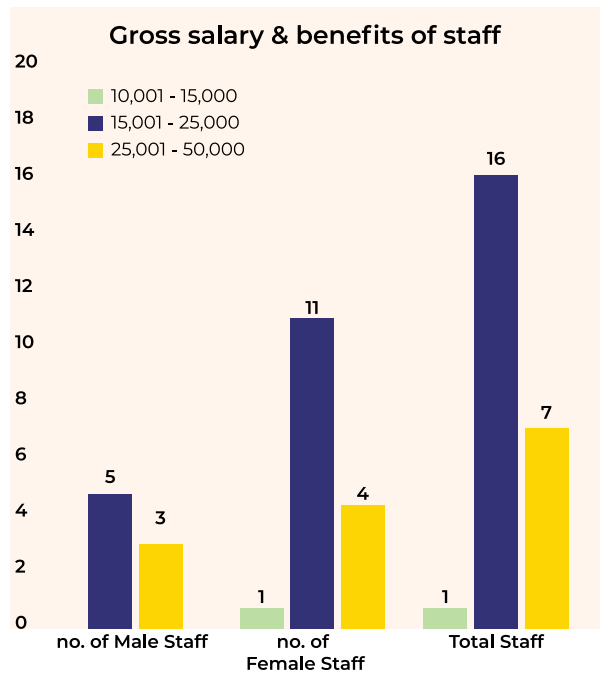
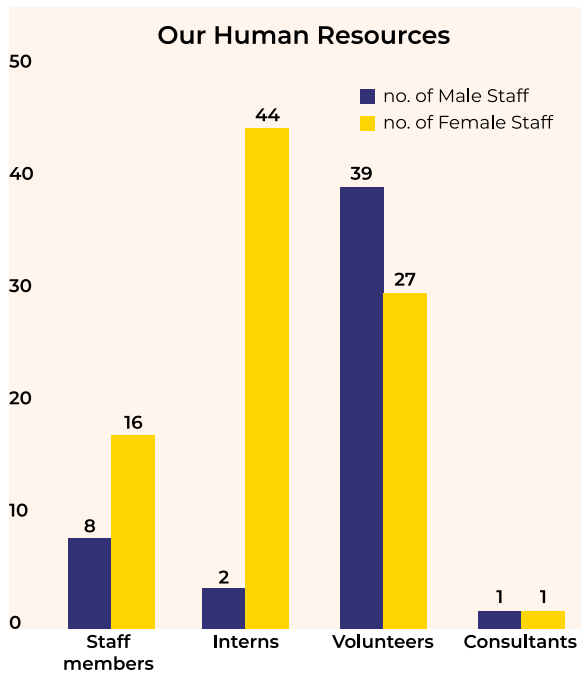
Anju Lata likes to travel to new places, listen to music, shopping, playing sports like basketball, swimming and playing with her son.



Staff members presenting a song on the occasion of Teachers Day



Amity University student volunteers engaging with a student



Board of Trustees

The Board of Trustees who are from diverse fields provide expertise in the matters related to Ashish Foundation. We have two standing committees – Finance Committee and Scholarship Committee -- which recommend decisions to the Board of Trustees. We had four meetings of the Board of Trustees during the year.

The Budget, the Audit Reports for the year and the Appointment of the Auditor for the year were approved by the Board of Trustees. The Board of Trustees gave directions for fundraising and ensured adherence to all the statutory requirements of the Trust.

Details of the Board of Trustees

Name	Education Qualification	Consultant	Gender	Position in the Board	no. of Board Meetings Attended
Mrs. Geeta Mondol	B.A. (History Hons.) Delhi University	Founder – AFDA Charitable Trust	F	Managing Trustee	4
Mr. Kamal Sharma	I.C.W.A. I	Consultant	M	Treasurer	3
Mrs. Sheila George	P.G.D.B. A	Director – AFDA Charitable Trust	F	Secretary	4
Albo Jason Wilson	B. Com	Director – Finance & Administration - EFICOR	M	Member -Board of Trustees	4
Mr. Mathew Varughese	M.A, B. Ed	Director – TRACI	M	Member -Board of Trustees	1
Dr. Oommen John	M.B.B.S, M.D, M.B.A	Consultant	M	Member -Board of Trustees	1
Mrs. Rina Singh	B.E, M.B.A	Consultant	F	Member -Board of Trustees	3
Mr. Pradeep Phaniraj	L.L. B	Freelancer	M	Member -Board of Trustees	3

None of the Board of Trustees are related by blood or through marriage. There were no remunerations, payments or reimbursements to any Board Member towards their role as trustees during the year.



**NORA SOLOMON
FOUNDATION**



Ashish Foundation for the Differently Abled Charitable Trust

Ashish Foundation for the Differently Abled (AFDA) Charitable Trust
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