



ADAPTING TO OPPORTUNITIES

Annual Report **2021 - 2022**



Ashish Foundation for the Differently Abled Charitable Trust

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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. We provide training to our staff and other professionals to enhance their skills to work with people with autism and other developmental disabilities.

Registered Office:

EFICOR 304, Mahatta Tower, B Block Community Centre, Janakpuri, New Delhi - 110 058

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

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

FCRA Registration No. 231661157

80G exemption of the Income Tax Exemption -Unique registration No. AABTA9377MF20218 dated 24-09-2021 valid from AY 2022-23 to AY 2026-27



Best Regards,

Sheila George

LETTER FROM THE DIRECTOR

Dear Friends,

I am happy to present our Annual Report 2021-2022 with the theme **Adapting to Opportunities.**

In April 2021 we entered the 15th year of the Centre's operations and, though we were still online, we were thankful for the continued opportunity to engage with students. About three weeks later the city government suddenly moved the summer vacation forward. The second wave of the pandemic had hit our city hard, and a lockdown was imposed.

Before students re-joined online classes, we took to the opportunity to continue developing our staff. We reviewed our Vision, Mission, and Core Values. We also held trainings in teaching strategies.

Our opportunities extended beyond our primary task of teaching students. We were able to involve volunteers across India who supported us through online tasks. We were also able to raise awareness about autism among college students.

For the first time ever, we celebrated our much-awaited Annual Day as an online event. The students and their families were given the opportunity to participate by submitting pre-recorded songs, dances, and skits.

Towards the end of the academic year the pandemic situation had improved. Our staff swung into action to prepare to finally receive our students at the Centre. Classrooms were arranged, Individual Development Programme (IDPs) were updated, and we began welcoming our students back in February and March.

Engaging students through online classes during the pandemic was challenging yet rewarding. Virtual learning had become an opportunity to empower parents and to strengthen learning experiences in the home. However, teachers and therapists are all very thankful to meet with students face to face again. We are also very thankful students get much-needed opportunities to be with their peers.

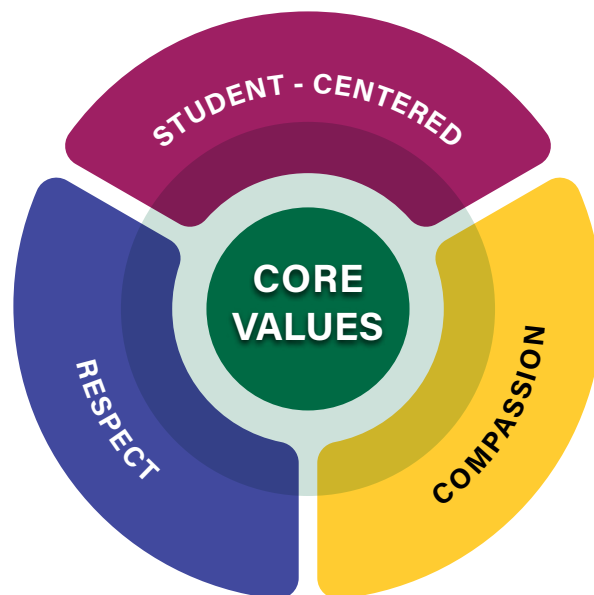
Thank you for journeying with us as partners, donors, parents, students, volunteers, interns, friends and supporters. Most importantly, we thank God for His help and for giving all of us the opportunity to work together so that our students can experience the good things in life.



THESE ARE OUR MOMENTS



VALUES AND BELIEFS



Our Beliefs

- ❖ Every student is made in the image of God.
- ❖ Every student is made for a purpose.
- ❖ Every student has abilities to achieve his or her purpose.
- ❖ No student is exempt from giving.
- ❖ We are all uniquely different.

STRATEGY

Ashish Foundation aims to empower our students, parents, and educators. Students are empowered through Ashish Centre and Ankur. Ashish Centre addresses the holistic learning and development of students from ages 3 to 17. Ankur, the vocational program for adults 18 and above, helps interns to reach their potential through hands-on training in different work skills. Parents and educators are empowered through Advay. The Advay workshops equip parents and professionals to assist children and adults with disabilities. Through Advay we also organise programs to increase awareness on issues of disability so that the wider society becomes more accepting and supportive of persons with disabilities.

Ashish Foundation's plans and activities have been drawn out from the Strategic Plan.

- ⊙ Establishing a model – strengthening Ashish and Ankur programs
- ⊙ Developing tools and platforms to share ideas - developing tools and curriculum
- ⊙ Developing a base of expertise - professional capacity-building under the Advay program
- ⊙ Networking – equipping and training other organizations under the Advay program.

Our Finance, Administration and Human Resources roles provide support for our programs 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
- ⊙ Prevention of Sexual Harassment Policy
- ⊙ Finance Policy



A middle class student learning days of the week through online classes



A student having an online class in matching pictures

Future Plans

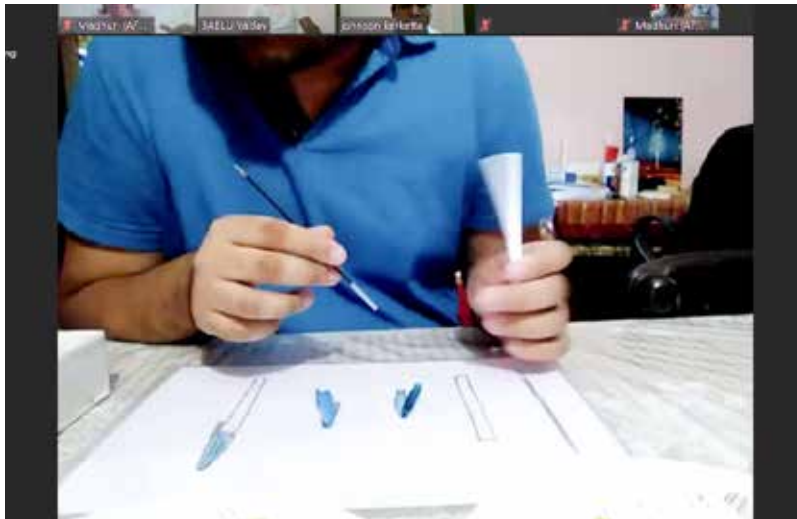
- ⊙ Outreach programme for poorer communities in Delhi
- ⊙ Facilitate inclusion of persons with disabilities in the larger community.
- ⊙ Our Centre to become a model of Social Role Valorization.
- ⊙ Acquire our own building in a valued location to have all autism services needs met under one roof.
- ⊙ To explore customised employment for our adult interns
- ⊙ Network with like-minded organizations in exploring employment opportunities for young adults.
- ⊙ Build the capacity of individuals and organizations as well as faith-based leaders to respond to autism and other developmental disabilities.
- ⊙ Raise local funding to sustain our programmes.

PROGRAMMES

We want our students and other people with disabilities to experience the good things in life. Unfortunately, the good things in life are kept out of their reach when they are overlooked, underestimated, or treated differently than other people. This discrimination is fairly common and can happen in school, the workplace, the community, and the wider society. This kind of treatment makes it difficult for an individual with a disability to lead a life of dignity according to their rights.

In order to give our students, access to a life of dignity, we base our programs on Social Role Valorisation (SRV). Following the SRV approach, we help students develop valued roles in the community such as chef, gardening enthusiast, neighbour, household member, artist and employee. Valued roles give people access to more opportunities and relationships. They also help others recognise the person's contribution as he or she participates in community life. Valued roles highlight the ways that people with and without disabilities are alike. Through valued roles our students come to enjoy the good things in life and get to contribute to their community and society.

Acquiring valued roles involves learning skills. Individual Development Plans (IDPs) for each student take into account the student's specific learning needs and the roles they are developing. IDPs also include topics that are taught to the students' peers in regular schools. This gives students a more well-rounded exposure to the world and makes their school experience closer to that of their peers.



Vocational intern learning the skill of assembling.



A parent working with his son through online class

The story about the teaching and learning materials (TLMs)

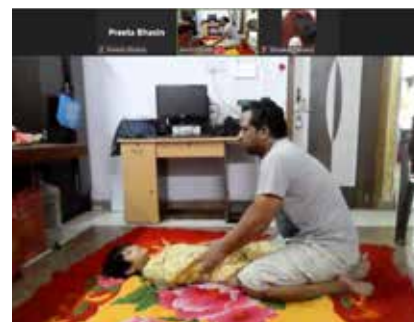
During online classes, the teaching and learning materials (TLMs) had to be made for each student and sent to their homes. Using recycled containers, plastic sheets, and other available materials, teachers developed attractive and creative TLMs for each student. They made choice boards, visual schedules, worksheets, sorting trays, flashcards, and packaging sets. Each student's personalised set of TLMs was delivered at the beginning of each quarter. Teachers also created digital TLMs each week. Parents were very appreciative of their effort and creativity.



Teachers preparing TLMs for students

As was the case with most of their peers in typical schools, our 18 students had the opportunity to continue learning through online classes. This being the second year of the online format, parents and students both were quite familiar with it. Parents and caregivers grew in their own teaching skills as they accompanied students during the online classes.

Occupational therapy has many benefits for a student's daily life activities, including the development of fine and gross motor skills, posture and balance, and sensory experiences. Given that most students' physical activity was very limited during the pandemic, occupational therapy sessions were an important opportunity to foster their physical well-being. Two to three times a week students and parents were guided through a series of activities and exercises tailored to each student's needs.



A parent carrying out Occupational Therapy for his son following instructions online by our occupational therapist.



Students doing a craft activity during an online Get-together with their peers.

Social interaction is a key part of holistic development. In a season of very limited in-person interaction, online group activities provided a significant opportunity to maintain and develop personal relationships. Online get-togethers were held weekly, often themed around different holidays or festivals. Birthday celebrations were another important chance to connect with peers. Before siblings' schools opened up, many of them also joined in the fun of the online get-togethers.

Parents who are raising children with autism or other developmental disabilities can face different challenges. Understanding this, we seek to support them even at a distance. Emotional support and guidance was provided through one-on-one conversations and panel discussions with staff. Even through online means, we sought to provide a space where they could come away from their everyday lives to relax and rejuvenate. In our two online parent get-togethers there were discussions, games, and interaction with other parents in similar situations. We were glad to offer the opportunity for parents to connect with each other.



Mehndi's story

Mehndi enjoyed coming to the Ashish Centre since 2018 when she joined at the age of 9. She loved to make friends with everyone at the Centre. With the regular physiotherapy provided at the Centre she was able to walk around independently. Mehndi enthusiastically participated in all the activities. Then the Covid Pandemic hit.

Mehndi's family was hit hard. Her father Nazim Khan, a bangle vendor, lost his livelihood. Her mother Sharmila also lost her job in an investmAent company. Mehndi's older sisters Kesar and Reshma had to attend online classes with only one device available between them. That made it next to impossible for Mehndi to have an online class. The lock down confined Mehndi to her home, with no regular physiotherapy her limbs became weak and she could not walk.

When Sharmila finally found employment, she first bought a mobile on loan to resume online classes for Mehndi. In the classes the teachers noticed that, sadly, Mehndi had lost her ability to walk. Although there were online therapy sessions, it was clear that Mehndi needed more intense intervention. When in-person classes opened up Mehndi began receiving daily physiotherapy again. As her muscles became stronger, she began to walk independently once more!

Ashish Centre

Through the Ashish Centre we serve children ages 3-17 who have autism and other developmental disabilities. Throughout the 2021-2022 academic session, Ashish Centre teachers continued with online individualised classes and group for our students. Individualised Development Plans (IDPs) were planned for each student, based on the different roles that they were developing. We followed the principle of the Culturally Valued Analogue (CVA) as typical age-appropriate subjects were included in students' learning. This included science experiments, getting to know different famous people and places, and exposure to current events.

We continued teaching other essential skills such as identification and communication activities, math, sight reading, matching and sorting. Living skills such as cooking, cleaning, sorting clothes and other household chores were also part of the curriculum. Pre-vocational skills and computer skills like typing and internet searches were in the IDPs of older students. Finally, in March, daily in-person classes recommenced for students whose parents were willing to send them to our Centre. Online classes remained an option for the other families.

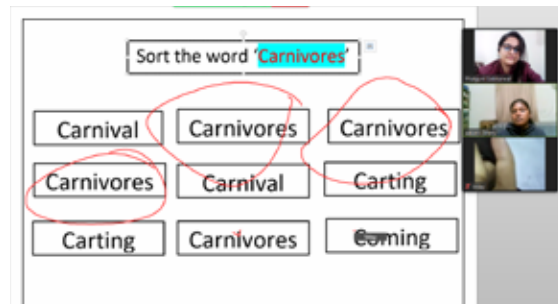
Social interaction for all students was promoted through the weekly themed online get-togethers. The get-togethers involved games, cooking, crafts, and music. There were 39 student get-togethers throughout the year including Mother's Day, Father's Day, Independence Day, Gandhi Jayanthi, Diwali, Children's Day, and Republic Day. Students' birthdays were also celebrated. These get-togethers were an invaluable opportunity for students to maintain social connections with the other students and staff at Ashish Centre.



A middle class student making a snack



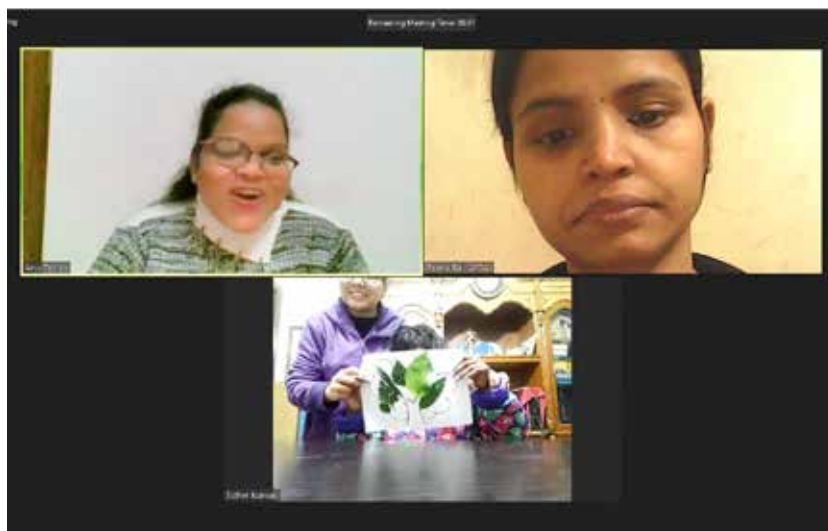
A student learning about fractions through a craft activity



Online class on English in progress

Meera's story

Meera enjoyed watching videos, listening to Hindi songs, and playing with her teddy and her teapot. Frocks are her favourite thing to wear, and dancing with her friends is a favourite pastime. When Meera started online classes last April, she could not sit even for 5 minutes through the classes. Her teacher Anju patiently started engaging with her to capture her attention. Gradually, Meera started sitting through her whole class and following the activities with growing interest. The one-on-one attention she got each day helped her engage in a variety of age-appropriate activities like painting and food preparation. At home everyone is encouraged by Meera's progress, and they say she is expressing more clearly what she wants. When it comes to snacks, that's chips and spicy 'fruit chaat!'



ANKUR PROGRAMME

The Ankur Vocational Program, for adult interns above 18 years, was online for most of the year. Every learning goal in the interns' Individual Development Plan (IDP) was connected to a valued role that they are developing. Many goals related to work skills for employment in an office setting: filing, sorting, sequencing and data entry based on their interests and abilities. To promote independence, we addressed daily life skills, such as cooking, clothing sorting and folding, community awareness and safety skills, and consumer math. Through exposure to current events and the significant places and people of the country, the interns developed their role as a citizen.



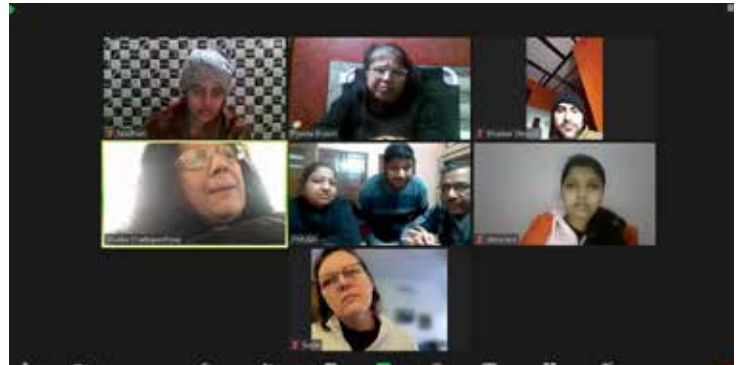
Money identification by an intern



Occupational therapy at home through online platform



A student intern kneading ingredients for cooking



Panel discussion with parents of an intern in progress

Neha

Kind-hearted Neha was thrilled to graduate to the Vocational Classes in October 2021. This milestone was celebrated with an online ceremony just for her, complete with a cap and gown. Classmates expressed their love for her, and Neha listened attentively while teachers shared their memories.

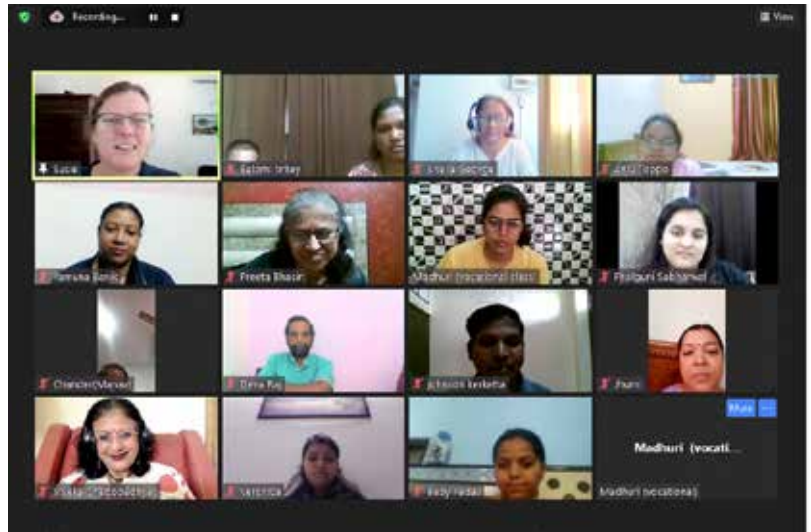
Neha joined Ashish Centre at the age of 12. Neha's mother, while enrolling her in Ashish Centre, said that Neha could not even dress herself independently. She would wait for her mother to come and help her. Neha needed to learn to do things herself. In her first days at Ashish, when Neha hesitated to pick up the ball while playing, the teachers would gently instruct and wait patiently until she tried to do it. If needed they would come up to her and give her some help. The patience and composure they showed for her was remarkable and encouraging at the same time.

Neha can now do a lot of activities independently. While in Ashish Centre she played with her friends participated in sports, and enjoyed conversations with her favourite teachers. She faithfully attended online classes and was among the first students to return when in-person classes recommenced. Neha continues to develop independence, show initiative, and learn new skills. She is learning to make different products and desires to train as a beautician.



ADVAY TRAININGS

Advay Trainings exists to support and train parents, teachers and other professionals who support children and adults with developmental disabilities and autism. In this academic year there were a total of 12 parent and family activities including PTMs, get-togethers and workshops. There were 26 panel discussions, which are individual meetings of parents with the teaching team. These were times to discuss progress, challenges and needs of the students. In the pandemic season, more than ever before, parents and teachers were partnering together for the growth of the students. Sometimes older siblings attended when parent work schedules made it difficult to join. It was encouraging to see these young adults support their younger siblings. We also had two get togethers for the siblings of our students to encourage them and appreciate them. Parents also sought counselling sessions to cope with their stresses and challenges.



Parents participating in a workshop

There were 3 online workshops for parents. Growth Mindsets challenged parents to remove the limits of our own expectations for students. Power of Words helped us see how to speak to and about our students in a way that builds them up. In the workshop Empowering through Choices parents learned ways they could promote autonomy and self-advocacy in the daily choices they gave their children. Parents expressed that these topics were helpful in relating to their children, and they were both challenged and encouraged.



A get together activity on the occasion of Teacher's day

We had two online workshops during the Autism Awareness Month for Symbiosis University, Pune, and Ramanujan College, New Delhi. The focus was on increasing their understanding of autism in particular, and in general encouraging them to develop friendships with persons with disabilities. In August 2021, we also had an online awareness presentation on autism for the students of IIT Bombay. The 75 total students who attended these online workshops were challenged to support persons with disabilities on their campuses.

A parent shares her experiences about Ashish Centre

Mrs. Pavneet Sandhu says about Ashish Centre that she appreciates all the efforts taken by Ashish Centre in teaching her daughter online currently, even though they had left Delhi. The Centre has taken all the efforts to ensure that her instructional learning is suited to her needs. She has started learning how to use computers and type. Her daughter is enjoying the science experiments and learning what it means to be as a citizen of India.



Mrs. Pavneet Sandhu sharing her experiences

FINANCIAL

Ashish Foundation For The Differently Abled Charitable Trust
304, Mahatta Tower, 54, B-Block, Community Centre, Janakpuri, New Delhi - 110058
Consolidated Balance Sheet
As on 31st March 2022

S.No	Particulars	SCHEDULES	31.3.2022	31.03.2021
	<u>Funds & Liabilities</u>			
I	General Fund	C1	22,09,370	5,70,157
II	Unutilised FCRA Funds		40,28,873	20,624
III	Unutilised Restricted Local Funds	C1	3,80,620	13,43,364
IV	Current liabilities	C1	66,822	13,20,912
			66,85,685	32,55,057
	<u>Assets</u>			
V	Fixed Assets	C2	10,28,407	11,33,263
VI	Security Deposits (Rent)		1,00,000	1,00,000
VII	Advance for TDS		-	12,690
VIII	Cash and cash equivalents	C8	55,55,628	20,06,704
IX	TDS receivable		1,650	2,400
			66,85,685	32,55,057

In terms of our report of even date attached

Notes to accounts- Sch C14

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

G. Koshi

George Koshi
Partner

M.No.082961

UDIN : 22082961ARVYMT8382

New Delhi

12.09.2022



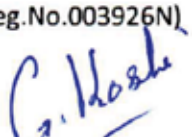

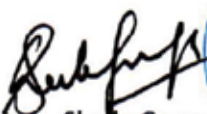

Ashish Foundation for the Differently Abled Charitable Trust

Sheila George
Sheila George
Chief Functionary



Kamal Sharma
Kamal Sharma
Treasurer

FINANCIAL

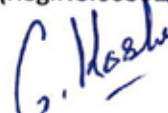
Ashish Foundation For The Differently Abled Charitable Trust 304, Mahatta Tower, 54, B-Block, Community Centre, Janakpuri, New Delhi - 110058 Consolidated Income and Expenditure Accounts For Year Ended 31st March 2022					
S.No	Particulars	SCHEDULES	Year ended 31.03.2022	Year ended 31.03.2021	
I	<u>Income</u>				
	Voluntary Contributions & Donations		1,26,44,392	68,94,617	
	Bank Interest		1,09,410	29,801	
	Profit on sale of asset		20,224		
	Excess of expenditure over income transferred to General Fund		-	3,60,242	
			1,27,74,026	72,84,660	
II	<u>Expenditure</u>				
	Special Education Project	C3	33,57,687	35,16,712	
	Ankur Project - Vocational	C4	24,22,313	16,50,260	
	Physio and Occupational Therapy	C5	5,83,400	5,93,599	
	Speech Therapy	C6	42,500	40,000	
	Administration Expenses	C7	13,98,220	12,55,749	
	Depreciation	C2	2,85,188	2,28,340	
	Excess of income over expenditure		46,84,718	-	
	Total		1,27,74,026	72,84,660	
In terms of our report of even date attached					
For Koshi & George Chartered Accountants (Reg.No.003926N)  George Koshi Partner M.No.082961 UDIN : 22082961ARVYMT8382 New Delhi 12.09.2022		Ashish Foundation for the Differently Abled Charitable Trust   Sheila George Chief Functionary			 Kamal Sharma Treasurer

FINANCIAL

Ashish Foundation For The Differently Abled Charitable Trust 304, Mahatta Tower, 54, B-Block, Community Centre, Janakpuri, New Delhi - 110058 Consolidated Receipts and Payment Account For Year Ended 31st March 2022				
S.No	Particulars	SCHEDULES	Year ended 31.03.2022	Year ended 31.03.2021
I	<u>Receipts</u>			
	<u>OPENING BALANCE :-</u>			
	Cash and cash equivalents	C8	20,06,704	8,94,369
	Voluntary Contributions & Donations		1,26,44,392	68,94,617
	Sale of asset		1,01,185	-
	Bank Interest		1,09,410	29,801
	Salary payable		-	10,30,614
	Expenses payable		-	2,25,810
	TDS refund		750	-
	TDS payable		23,203	-
			1,48,85,645	90,75,211
II	<u>Payments</u>			
	Special Education Project	C9	38,65,180	35,24,582
	Ankur Project - Vocational	C10	29,12,504	16,53,859
	Physio and Occupational Therapy	C11	5,83,400	5,93,599
	Speech Therapy	C12	42,500	40,000
	Administration Expenses	C13	14,39,329	12,56,467
	Creditors		2,25,810	-
	<u>Fixed Assets Additions</u>			
	Computers & Laptops		2,14,600	-
	Office Equipments		46,694	-
	<u>CLOSING BALANCE :-</u>			
	Cash and cash equivalents	C8		
	Union Bank of India		15,20,988	19,78,604
	Union Bank of India - FCRA Utilization Account		4,14,987	20,623
	State Bank of India - Designated FCRA Account		36,13,885	-
	Cash-in-hand		5,768	7,477
			1,48,85,645	90,75,211

In terms of our report of even date attached

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


George Koshi
Partner

M.No.082961

UDIN : 22082961ARVYMT8382

New Delhi

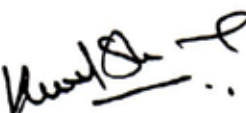
12.09.2022



Ashish Foundation for the Differently Abled Charitable Trust


Sheila George
Chief Functionary




Kamal Sharma
Treasurer

Expenditure in 2021-2022

42% Ashish Center Early intervention Project

30% Ankur Project - Vocational

7% Physio and Occupational Therapy

1% Speech Therapy

17% Administration Expenses

4% Depreciation

Expenditure in 2020-2021

48% Ashish Center Early intervention Project

23% Ankur Project - Vocational

8% Physio and Occupational Therapy

1% Speech Therapy

17% Administration Expenses

3% Depreciation

Notes on accounts

The Financial Statements have been prepared on historical cost basis and generally in accordance with the cash method of accounting except in case of salaries, consultancy and rental payments which has been accounted for on accrual basis.

Fixed assets are stated at cost less depreciation.

Separate books of accounts are maintained for Foreign and Local contributions

Our Auditors:

Koshi & George

B-1/ # 3&4, CSC, 1st Floor,

Vasant Kunj,

New Delhi - 110 070

Our Bankers:

Foreign contributions account:

State Bank of India

Account No. 40038510873

Parliament Street

New Delhi 110001

Foreign contributions Utilisation account -

Union Bank of India

Account No. -126710011001803

C -595, Opposite PVR,

Vikaspuri, New Delhi - 110018

Indian contributions -

Union Bank of India

Account No. -126710011001802

C -595, Opposite PVR,

Vikaspuri, New Delhi - 110018

DONATION WITHIN INDIA - JOIN US

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



Online donation by NEFT/RTGS

Ashish Foundation of the Differently Abled (AFDA) Charitable Trust
Account Number - 126710011001802
Union Bank of India - Vikaspuri Branch,
New Delhi - 110018
IFSC Code - UBIN0812676

or

or

Cheque donations

You can donate cheque in favour of 'AFDA Charitable Trust' to the following address:
Ashish Foundation of the Differently Abled (AFDA) Charitable Trust,
2/13 Sulakhul Vihar,
Old Palam Road/Kakrola Road,
Dwarka, New Delhi - 110078.
Phone: 9667300476

Kindly send an email to ashishcentre@gmail.com giving the transaction details.

Donation Form

S.no.	Cause	Cost Per Unit	Number of units	Total $C \times D = E$
A	B	C	D	E
1.	Cost of Vocational supplies for a student for a year	Rs.2500/-		
2.	Cost of teaching materials for a student for a year	Rs.2000		
3.	Cost of school supplies for a student for a year	Rs.1000/-		
4.	Cost of online classes for a student per month	Rs.5000/-		
5.	Cost of Physio and occupational therapy for a student per month	Rs.1000/-		
6.	Cost of speech therapy for a student per month	Rs.2400/-		
	Total			

80G Exemption approval of Income Tax vide Document Identification Number - AABTA9377MF2021801 having Unique Registration Number - AABTA9377MF20218

Please fill the form on both sides and enclosing the cheque and forward to our address on the next page

Please turn over for overseas donations

DONATIONS FROM OVERSEAS

ONLINE

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

BANK TRANSFER/ONLINE DEBIT/CREDIT

Bank name: State Bank of India

IFSC code: SBIN0000691

SWIFT/BIC code: SBININBB104

Account currency : INR

FCRA account number: 40038510873

Organisation's name:

**Ashish Foundation for the Differently
Abled (AFDA) Charitable Trust.**

CHEQUES

Cheques - made out to "Thrive Global Consulting" with "Ashish" on the memo line.

Please mail to Thrive Global Consulting,
P.O. Box 1166, Wheaton, IL 60187, USA.

(So that a tax-deductible receipt can be issued, 100% of all the gifts to Thrive are given to the work in India.)

Please also send us a brief notification email to ensure we keep you updated with the latest news from AFDA. Thank you!

Donation Form

Yes, I would like to contribute Rs. _____

(Rupees _____

_____ in words)

Every Month Quarterly Half Yearly Yearly One Time

Name _____

Address _____

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 Union Bank of India - 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 (AFDA) Charitable Trust ,
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 stood with us through the past year
We appreciate your generous contributions.



Our supporters share their thoughts

"Few know or understand the disproportionate impact that the COVID pandemic has had on the community of people with disabilities, including those serving them like the Ashish Foundation. We have long admired the work that Geeta, Sheila and team have done to empower students with autism and developmental disabilities, so it was our privilege and blessing to be able to support them through this time of crisis through our contribution."

- Sarika Agrawal and Rajesh Radhakrishnan, Sunnyvale, California, USA

Major Donors

- Bridge Connectivity Solution Private Limited
- Christian Educational Society
- Foundation for International Research and Education
- NASSCOM Foundation
- Rural India Support Trust
- Thrive Global Consulting

Individuals

- Alvina Kathleen Vincent
- Kalyan Sahu
- Jeyachandran L.T.
- Roshan Idukulay
- Supriya Guha

HUMAN RESOURCES



Our Staff Team

We cannot serve our students, their families, and the wider society without our dedicated staff! Each of our staff are committed to the welfare of our students and furthering our mission to help them lead fulfilling lives. We invest a lot of our time and effort to equip our staff through workshops and trainings so they can be more effective in their roles.

In line with our values, our dedicated staff works to show compassion and respect and to seek the students' best interest. In the online setting they communicated regularly with parents to make students' learning successful and to provide encouragement and support as needed.

Throughout the year there were numerous opportunities for professional development. Different staff attended a total of 23 professional development trainings. Three trainings were focused on our Centre's commitment to values-based framework for everyday decision-making. In March we had the last training of the year organised by Keystone Institute, India. It was a three-day workshop to facilitate futures-planning for our students. The 15 staff members who attended learned how to work with a student and their circle of support to envision what can be possible in a student's future. The collaborative process, called PATH, helps students and their circle of support take practical steps towards attaining valued roles and a bright future.



Celebrating Women's day



Staff participating in a game during Teacher's day

Madhuri our Special Educator

Madhuri joined as a Special Educator on March 31, 2021. She had learned about us during a month-long internship when she was a student at Ashtavakara Institute. After completing her D.Ed. in (Special Education ASD) she was hoping to work as a special educator when the COVID pandemic hit.

Upon joining Ashish, she was skeptical about taking online classes with vocational interns that she had never met them in person. She quickly learned how to work with them and built up a rapport. She gained experience and also became better equipped by the professional development opportunities offered through Advay.

Madhuri was thrilled when the vocational students finally began coming to the program in person. There were many adjustments and challenges in the transition, but it was completely worth it. "Ashish Foundation has taught me hard work, adjustment and a way of communication. I have seen myself grow during my time here," says Madhuri.

Madhuri is a dancer, a watercolour painter, and a nature photographer. She is also an adventurous cook who tries out new YouTube recipes. She enjoys times of solitude on her rooftop and listening to music.



As a way to care for and appreciate our staff, we celebrated Teacher's Day in person on September 5, 2021, with games and lunch at the centre. Women's Day was observed with cake and a lunch.

Working in the field of special education can be stressful, and life has many challenges, so counselling is available for staff that need some extra encouragement or support.

Besides our staff, we have greatly benefitted from the contributions of volunteers and interns.



Apeejay School of Management, Dwarka volunteers celebrating Holi with our students



Our volunteer intern speaks

I started working with Ashish Foundation for the Differently Aabled (AFDA) on February 2021. The whole experience has been such an eye opening and enlightening one. Starting off as a content writing volunteer, I went onto learn several more skills in the course of the internship with the help of the supervisors who were always willing to give us the time and space to learn and grow. Not only did I develop technical knowledge but also practical knowledge in the field of disability, particularly autism spectrum disorder (ASD). It helped me realize certain internalized stereotypes and helped me break out of them. I complete this internship with a sense of satisfaction for I know that I have truly gained a lot from this journey. This experience has introduced me to the ASD and different aspects of it and in the future, I hope to contribute more.

*Thank you, Ashish!
Sreelakshmi Thangaroor, Symbiosis University*

Our Human Resources

Total no. of staff 19

12 Female Staff

7 Male Staff

2 Female Interns

1 Female consultant

13 Female Volunteers

7 Male Volunteers

Gross salary and benefits to Staff per month

₹ 15,001 - 25,000

Total no. of staff 14

5 Males

9 Females

₹ 25,001 - 40,000

Total no. of staff 2

1 Male

1 Female

₹ 40,001 - 60,000

Total no. of staff 3

1 Male

2 Females

BOARD OF TRUSTEES

The Board of Trustees met three times during the year to plan and discuss the strategy, make future plans, and approve the auditor's appointment, the Budget and audit report for the previous year. The Board of Trustees also ensured that all Statutory compliances and laws were met.

The two Standing Committees - the Finance and Scholarship Committees - made recommendations to the Board of Trustees for approval.

The Board of Trustees comprises of members from diverse fields: education, medicine, information technology, legal, business, social entrepreneurship and finance.

S. No.	Name	Education Qualification	Occupation	Gender	Position in the Board	Number of Board Meetings Attended
1.	Mrs. Geeta Mondol	B.A./ B.RE/ B.L.Sc.	Founder – AFDA Charitable Trust	Female	Managing Trustee	3
2.	Mr. Kamal Sharma	I.C.W.A.I	Consultant	Male	Treasurer	-
3.	Mrs. Sheila George	P.G.D.B.A	Director – AFDA Charitable Trust	Female	Secretary	3
4.	Mr. Albo Jason Wilson	B.Com	Director – Finance & Administration - EFICOR	Male	Member -Board of Trustees	3
5.	Dr. Oommen John	M.B.B.S., M.D., M.B.A	Consultant	Male	Member -Board of Trustees	-
6.	Mrs. Rina Singh	B.E., M.B.A	Consultant	Female	Member -Board of Trustees	3
7.	Mr. Pradeep Phaniraj	L.L.B	Freelancer	Male	Member -Board of Trustees	-

None of the Board of Trustees are related by blood or through marriage. No remunerations, payments or reimbursements were made for their role as Board of Trustees during the year.



Ashish Foundation for the Differently Abled Charitable Trust (AFDA)

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