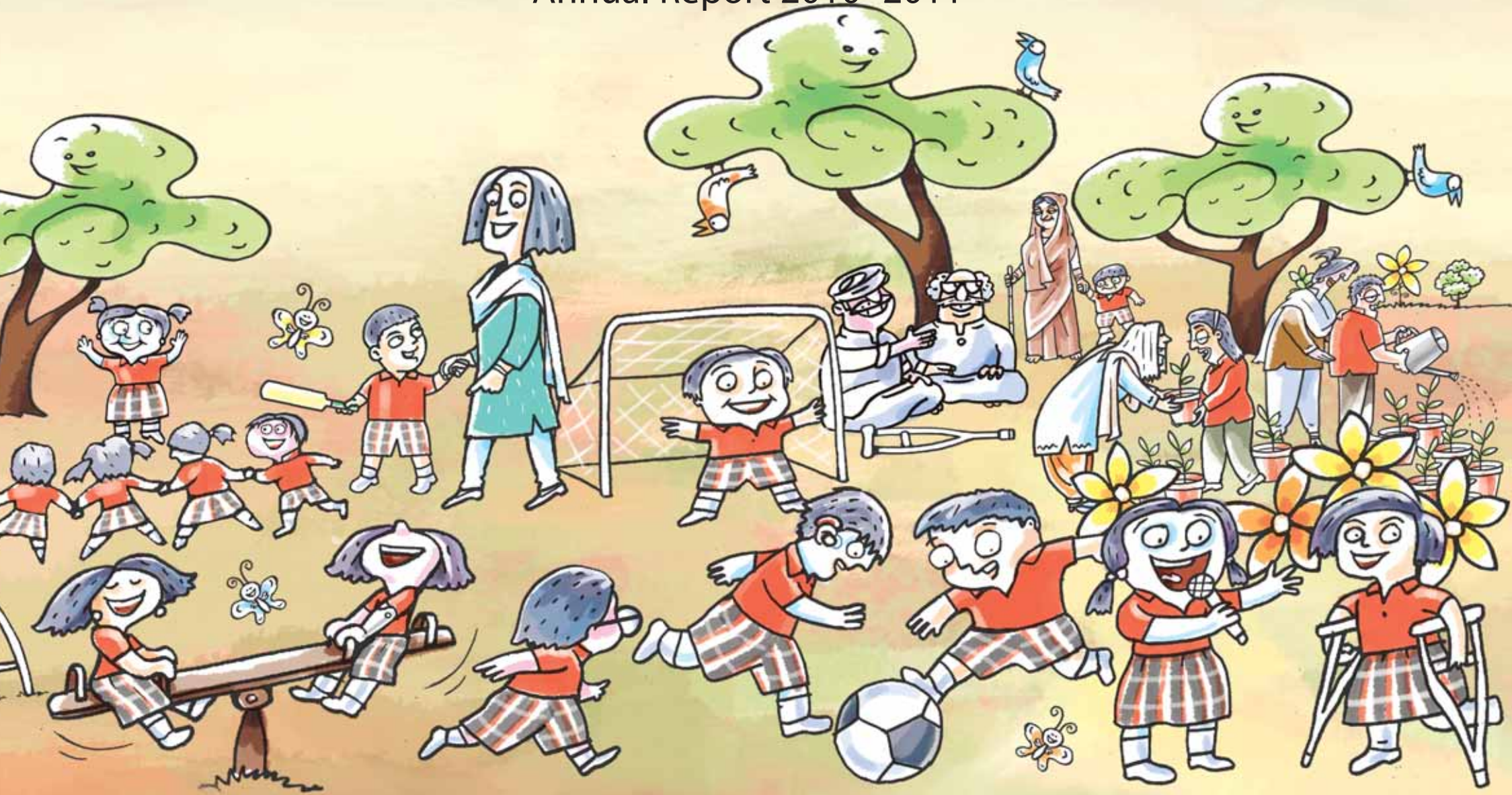


# Vishwas

Annual Report 2010- 2011





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Vishwas Team at Rashtrapati Bhawan with honourable President Pratibha Devi Singh Patil  
(14th March 2011)



We are a non-profit organisation working in the field of disability and development. The bedrock of our programmes is our fundamental belief in **EQUAL OPPORTUNITIES and INCLUSION.**

It is our belief that everyone has a right to access basic healthcare and education irrespective of disability, gender, class or caste. Even within vulnerable groups, those with disability are most likely to get excluded. Vishwas is committed to addressing this discrimination.



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*One can never be content to creep when one feels the impulse to soar*  
— Helen Keller



BLENDING PROFESSIONALISM and passion, commitment and conviction has been central to the vision of Vishwas. That is why our first printed annual report comes after almost six years of work that began with one child in a corner of one village and now touches many more lives across Gurgaon and Sohna. So frantic was the pace of change (work) and so challenging to keep up with it that we got by, during our formative years, regularly reporting our activities in brochures, on our website and

through periodic events.

Now that we have been privileged with an ever growing community of students and their families, staff and volunteers, well-wishers and donors (individuals and institutional), it is crucial that we share an annual report that explains in detail the road travelled, the task ahead and, of course, your role in it.

It is natural then, that we would like to share the story of our beginning, the founding of Vishwas and what it hopes to do.

How it began with a dream of partnering with people with disabilities, across different life stages and from different social contexts with one focused goal: helping each one of them realise his/her potential and become equals in the society.

In 2005, we began in the little village of Sanp Ki Nagli in Sohna, near Gurgaon, in a government primary school. The idea of working with children with disabilities came with several challenges, in terms of accessibility as well as attitudes. Vishwas was keen to reach the unreached in rural areas, so we began our work in villages but the lack of professional support forced us to step back and reconsider. We looked for a small place in Gurgaon instead: a place to begin, to implement our ideas and concepts of inclusive practices and refine them, so that we could then go back to the villages, equipped with new insight and understanding.

After much search and struggle, we were allotted, in 2007, a nursery school building in Sushant Lok, Gurgaon, in a state of utter disrepair. It took us a challenging five months to make the building habitable and accessible, and then find the right people to staff it. In the early years, it was the dedication of a small Vishwas team that helped us ride over the hurdles. We designed programmes and activities, many on the fly: we stumbled and fell, dusted ourselves and started all over again.

## O V E R V I E W F R O M T H E C H A I R P E R S O N



Our first admissions were made in September 2007. And then suddenly, following the dictum, "if you build, he/she will come" the school took off, of course with its inclusive practices in place. Children streamed in, their parents eager and excited. Very soon we were full up — and had no capacity left even for one more child.

We had to expand, and we turned to the government for help with our expansion. After persistent efforts, in March 2009, we were allotted a large, well-designed building, many times bigger than our previous premises. Unfortunately, it was in near-ruin and required tremendous effort to upgrade it to the current state.

Getting this building was a real breakthrough. Here we could put our dreams of inclusion at all levels, with all its challenges, into reality. Once again to make use of this great opportunity, we had to ask for help from government and private bodies.

Today, Vishwas covers an entire set of projects that carry forward and constantly reinforce our vision of inclusive education with exclusive attention. We work with adults and children, we work in urban and rural areas and we build training programmes for professionals and care-givers. In a changing climate for inclusive education at the national level,

Vishwas has been at the forefront of this educational philosophy. Even before the successful enactment of the Right to Education (RTE) Act through Parliament in April 2010, Vishwas was already experimenting with inclusion. In fact, we are now using our experience to set up a pilot project in a government school in Gurgaon.

To make all of this happen, we partner with both public and private institutions and passionate individuals committed to making a difference in this field. There are unique challenges in such collaborations and we believe, given our own experience since 2005, that this is the only way to scale up, to take Vishwas towards its objective of promoting positive change and empowerment.

And while we go along, we look forward to your invaluable advice and suggestions.

Neelam Jolly  
(Chairperson)



## OUR PROGRAMMES

### **VISHWAS VIDYALAYA**

WORKING TOWARDS AN INCLUSIVE EDUCATION SYSTEM.



### **VISHWAS ADULT PROGRAMME**

WORKING TOWARDS ADULTS TAKING CONTROL OF THEIR LIVES AND EXERCISING THEIR CHOICES



### **VISHWAS COMMUNITY-BASED PROGRAMME**

WORKING TOWARDS INCLUSION AND ENSURING EQUAL OPPORTUNITIES



### **VISHWAS TRAINING AND RESEARCH**

WORKING FOR INCLUSION BY BRIDGING THE GAP BETWEEN INTENT AND PRACTICE



*‘We can’t all be stars, but we can all twinkle’*

2010 HAS been a landmark year for Vishwas as it embarked on a challenging and exciting journey towards inclusive education by launching a new programme, ‘Vishwas Vidyalaya’. While inclusive education is on the agenda of many government education programmes, there is a lack of information and awareness about following actual inclusive practices in schools. As a result children with disabilities — and other marginalised groups — enrolled in regular schools end up learning little and inclusion is reduced to mere tokenism.

How do we move beyond lip service and translate inclusive education into reality in terms of culture, policies and practices? The question is no longer ‘Why inclusion?’. Today we need to ask, ‘What can we do to make inclusion happen?’. This is exactly what Vishwas aims to answer through its ‘Vidyalaya’. It has taken on the challenge to work towards facilitating positive learning experiences for all children, together.

**The foundation of the Vidyalaya is embedded in the belief that every child has a right to meaningful and quality education. The aim of the Vidyalaya is to work towards an equitable and inclusive school system where:**

- Every student is welcome and respected
- Holistic/all-round development is encouraged through a well-balanced curriculum
- Opportunities for communication, interaction, active learning and fun in the class, school, and in the community are available for every student.
- Barriers that hinder participation and active learning are identified and addressed.
- Resources and material are designed and developed in order to facilitate inclusive practices.

Our first semester commenced in April 2010 with 62 students in the age group of 4-16 years.





**Some highlights of the past year:**

**» Developing a school culture that values and respects diversity:**

- Admissions policy ensured that there was no discrimination based on disability, gender or socio-economic status.
- Fee concessions based on family income were provided to encourage families to send their children to school.
- Staff training sessions were organised on 'understanding children', and 'responding to diversity within the class'.
- Ongoing sessions for staff encouraging them to share, reflect on and challenge their own attitudes

and assumptions. For example, encouraging the staff to address a student by his/her name rather than being dictated by the diagnosis or condition.

- Celebrating festivals and national days in school

**» Encouraged holistic/all-round development through a well-balanced curriculum**

- The curriculum was organised in broad areas, rather than specific domains.
- Focus was on all areas of development, both academic and non-academic.
- Adequate time was allocated for co-curricular activities like performing arts, creative art and physical exercises.





» **Opportunities for communication, interaction, learning and play in the class, school, and in the community were built within the daily routine and timetable.**

- The classrooms were organised according to chronological age rather than academic levels
- Planning of learning experiences involved thinking about every dimension of the child's



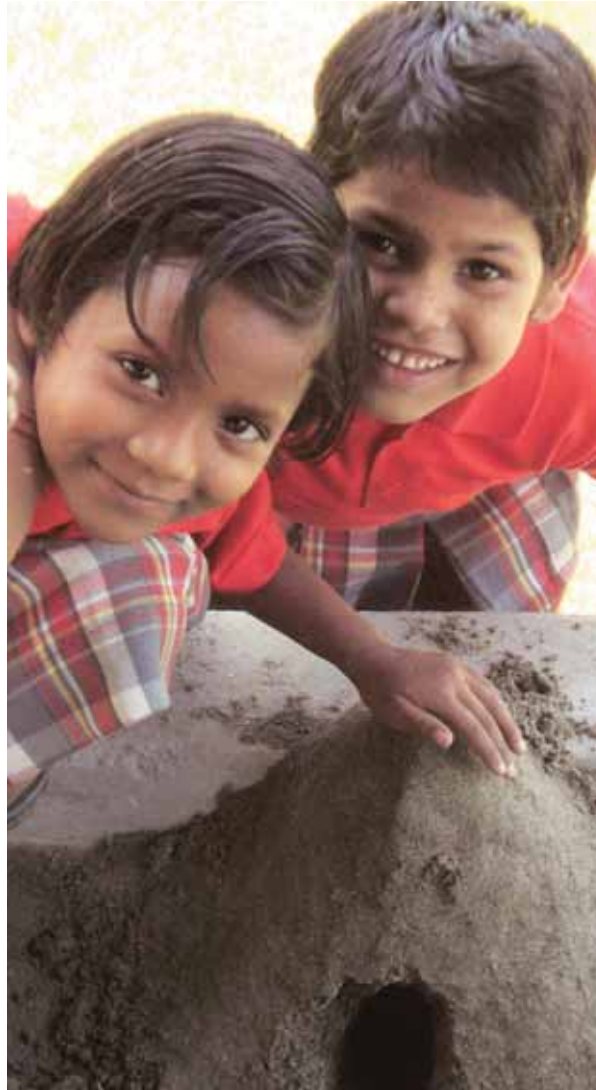




experience rather than focusing on what are traditionally known as 'lesson plans' and 'activities'.

**Learning planning included the following aspects:**

- School routines/schedule (arrival, assembly, lunch, playtime, dispersal)
- Physical, emotional, social and learning environment and experiences
- Participation of all children in sessions, school activities, functions, and events
- Field trips and outings
- Playground was designed to encourage students to make choices, participate, interact with peers



Nek Chand, the legendary sculptor behind Chandigarh's Rock Garden visited Vishwas's Sensory Trail (inset).





» **The systems and processes of identifying and addressing barriers that hinder participation, active and relevant learning were developed.**

- We designed and implemented a unique school model with built-in flexibility and based on the belief that students come with different experiences, abilities and requirements. This model is free from the boundaries set forth by fixed milestones and fixed syllabus at each grade level. Hence, students belong to age-appropriate classes and at the same time are able to learn concepts at their own pace.

- Documentation and planning is organised in a manner that enables the staff to identify and address barriers through adaptations and accommodations.

- To address the barriers, goals and plans were made at three different levels: group, class and individual

- Some projects initiated this year: Sensory trail and sports facilities



» **Resources and material were designed to facilitate inclusive practices**

- Teaching and learning material was prepared for languages and mathematics at the nursery and kindergarten levels. The purpose was to:

- Raise the quality and consistency in teaching by

the staff

- Increase the level of participation of the students in class

- Remove barriers that hinder learning. A resource section was set up where aids, adaptations and resource books were made available for staff.





### Success Stories

- Budding friendships
- Increase in participation and learning
- Increase in number of students sharing and caring, making choices
- All children using playground equipment.
- All children playing together



*It's easy to point a finger but much harder to point the way*  
Duane Alan Hahn



# ADULT TRAINING PROGRAM

*All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent.*

**John F. Kennedy**



**S**KILL-BUILDING is an important means of becoming self-reliant, hence we thought of imparting vocational skills. Keeping this in mind, Vishwas started with a small group of six young adults with various disabilities. We started with some recreational as well as vocational activities like music, painting, cooking and block printing. We also initiated the process of setting up a community computer laboratory where both disabled and non-disabled young adults could do job-oriented and certified courses.

The young adults who were registered with us were only adults with intellectual challenges, hence the activities focused on life skills and recreation.

We soon realised that with our computer facilities available we could enhance the employability skills of young adults who were disadvantaged either due to socio economical reasons or due to disability. With this thought, collaboration soon materialised with NIIT Foundation.



We signed a memorandum of understanding with the foundation to cater to the training of the vast employable population in neighbouring urban slums. Our focus was on adults with disabilities who have been deprived of opportunities and an enabling and accessible environment. To this effect, we set up a Joint Venture for Career Development at Vishwas, which became operational from February 2011.





# VISHWAS COMMUNITY BASED PROGRAMME (SOHNA BLOCK)

*We believe that the community plays a crucial role in ensuring inclusion and equal opportunities for all*

**We aim to:**

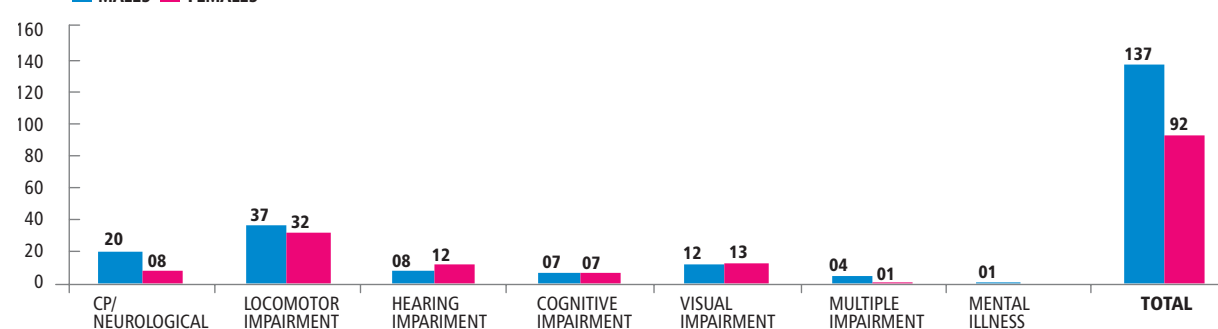
- Enable people with disabilities to contribute towards creating opportunities, share benefits of development, and participate in decision-making by Raising Awareness.
- Educate people with disabilities about their rights and entitlements. Help them build collectives that become strong, independent voices and crucibles for leadership.
- Enhance opportunities for access to education, health and skill development for equal life choices

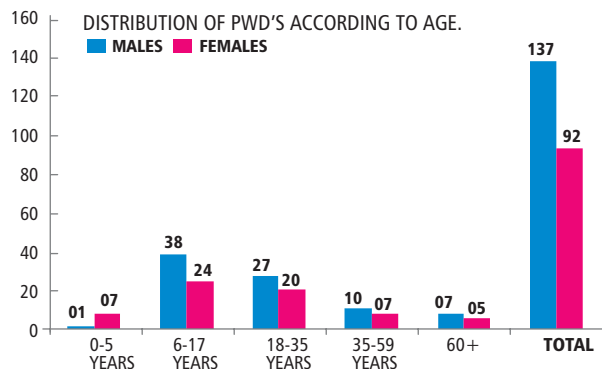
We decided to cover villages linked to two Health Sub Centres at Dhaula and Laakhwaas. S our focus were the following villages of Sohna Block during the

SaanpkiNangli	Abheypur	Raipur
Khaika	Damdama	Sohna Dhani
Siriska	Baluda	Mohammed purGujjar
Lohtki	Jakhopur	Gundwaas
Dhaula	Laakhwaas	Sancholi



DISTRIBUTION OF PWD'S ACCORDING TO IMPAIRMENT





financial year 2010-2011 for effective functioning.

Apart from this, we also set in a system of providing guidance to persons with disabilities from different wards and colonies of Sohna town as well as other villages of Sohna Block at our Sohna centre on the first and third Monday of every month.

We have identified 229 persons with disabilities across age groups with different types of impairments. This was done over a period of time by visiting villages and interacting with key decision-makers and institutions of the villages like Anganwadis, Primary Schools, Health Sub Centres, Chowkidar, Sarpanch and Panchayat members.

## Health

### Establishing linkages in Medical Care:

- Established linkages with the health department at the local level and started working with the Block Extension Educator (BEE) for information with regards to the ANMs and ASHA.
- Established linkages at the district level and with the chairperson of the Disability Board. **Facilitated the issuing of disability certificates at Sohna. The board sits once every four months.**
- Active linkages have been established with the Deputy CMO at the district level, SMO and BEE at Block Level, MO at PHC level, Multi-Purpose Health Worker (MPHW) male and MPHW female (ANM) worker at Sub Centre level and ASHA at village level in 15 villages that were covered.
- ASHA were actively engaged with, in all the 15 villages in identifying persons with disabilities and spreading the information among the community on various issues like enumeration of Persons with

disabilities during CENSUS 2011.

### Networking with Local resources:

- Medanta, a super specialty hospital in Gurgaon, was mobilised to conduct free surgery for a child from Sohna.
- Kiwani Group: Networking to address the orthotic and prosthetic needs of individuals.
- District Red Cross Society: Provide assistive aid and appliances to persons with disabilities. Arranged two pairs of auxiliary crutches, nine tricycles and one wheelchair at Sohna on November 25, 2010. We have also raised awareness so that institutions and individuals willing to share resources can be matched with those who need aids and hat appliances.

### Story of Change

GAURAV WAS identified when he was just 23 days old last year in Siriska Village of Sohna Block with club foot deformity. Aggressive and timely corrective surgery was done by a local private hospital by mobilising resources and followed up with active therapy inputs. Gaurav started walking on his own during 2010-2011.





# Education

EARLY YEARS are globally recognised as the most critical years in the life of a child for overall development. To make our work effective we needed to work with the government structure that works with children during their early years. Anganwadis established under the Integrated Child Development Schemes (ICDS) are the most important links in the villages and we established effective networks at the Block level, Sohna, with the Child Development and Programme officer (CDPO). She shared with us contact details of the Anganwadi workers of all the 15 villages we covered. We met all the Anganwadi workers and informed them about the work we were engaged with. This helped us to link children at risk in the age group of 3-6 years with the programme. We were able to link four children who were out of the system.

## Story of Change

Monu, a 12-year-old boy living in Baluda village, was not attending the local school. Consistent work with the family and a supportive government school enabled his enrolment and today he has friends with whom he loves to learn and play.



During the year 62 children with impairments (38 boys and 24 girls) in the age group of 6-17 years, were identified. We have information on only 39 children, 29 of whom (19 boys and 10 girls) are in school and 10 children (five boys and five girls) are out of it. The focus, therefore, is to effectively link all the identified with the Education system.

- Our staff visited primary schools in all villages covered by us and met the teachers and the headmasters of these schools.
- Shared information on out-of-school children with these schools and with resource teachers for Sohna Block.
- Met District and Block Education officers and started linking up children in the appropriate age group with the primary, secondary and higher education systems.



## Livelihood

**RUDSET INSTITUTE:** We wanted to link persons with disabilities in villages with livelihood opportunities for learning skills, economic development, for employment/ self-employment and avenues for acquiring their own productive assets. Hence, we networked with mainstream rural development opportunities via Rudset, a vocational training centre located at Old Railway Road, Gurgaon. It offers 23 types of Entrepreneurship Development programmes that range from one week to six weeks. We referred 10 persons with disabilities to this training institute.

**WAGE EMPLOYMENT:** We established linkages with the District Employment Officer for registration of persons with disabilities for wage employment. And for raising awareness on the protection of unemployment allowances for them.

**SOCIAL PROTECTION:** Met District Social Welfare Officer (DSWO) and gathered information about the various allowances and pension and the procedure of disbursements. We prepared information-dissemination systems for disability pensions and used them in all the villages covered by us.

## Social

**DIRECT INTERVENTIONS** were made with 125 persons of different age groups. These were designed on the basis of individual needs: be it information and guidance on entitlements or provision of therapeutic exercises, assistive aids, hospital referrals and personal assistance.

## Empowerment

- Organised a disability awareness campaign "Badhte Kadam" on November 25, 2010 at Sohna with the Collaboration of National Trust and Disha Organisation, Sirsa. This rally helped us in mobilising a diverse cross section of residents in Sohna as



part of the Badhte Kadam Campaign in Haryana. The chief guest for the campaign was Mrs Asha Hooda, wife of Haryana Chief Minister. The campaign drew an enthusiastic response. The Chairperson of the Disability Board, Gurgaon announced at the event a move to initiate "Issuing of Disability Certificates" at the Block Level in Sohna once in every quarter. This has been operational since then.

- At the state level, we played the role of "Master Trainer Facilitators," on disability-related questions in Census 2011. Our team went to four districts of Haryana and coordinated with the local organizations of 14 other districts. In Sohna, we also trained enumerators on the same question and raised public awareness in 32 villages of the Block.

- Our Community-based Rehabilitation team also participated in the discussion on the Working Draft of 'Rights of Persons with Disabilities Bill' at IDSA,





New Delhi, in December 2010

- We organized a pre-consultation meet for the Bill in February 2011 at Vishwas where representatives from different organisations of Haryana took active part.
- We presented at the Delhi and Haryana State Consultations at the Indian Spinal Injuries Centre, New Delhi, on March 28 and February 1, 2011, on '**Programmatic Entitlements and Definitions of Persons with Disabilities Part IV Section-22 under the 'Rights of Persons with Disabilities Bill'**'. We also gave our set of suggestions in the presentation.
- Our team went to Hyderabad for a six-day work-

ship to mark the **9th National Training Course on Disability and Development** organised by ACTION AID. This training helped upgrade our staff skills and outreach.

## Increasing Efficiency

- We got a new vehicle in January 2011 for the CBR Programme Sponsored by ONGC. Our time and productivity in the community increased substantially.
- Record-keeping processes were streamlined



during the year and database for each village was more structured. We also created a separate docket for information dissemination on entitlements for persons with disabilities.

- Database collection formats were also streamlined and were updated regularly in the system.

# VISHWAS RESEARCH AND TRAINING PROGRAMME

**THE AIM is to facilitate capacity building for various stakeholders in order to enhance inclusive practices through**

- Training, seminars, conferences and action
- Sharing information, knowledge and resources with other agencies and organisations



**Some of the highlights this year-**

» Organised training and capacity-building programmes, for Vishwas staff to grow into more challenging roles, responsibilities and to enhance their inclusive practices

» **Training organised for staff with external resource people:**

- Teaching mathematics at the primary level: Madhumati Bose
- Teaching language and reading at primary level: Vandana Trivedi
- Inclusive strategies for children with autism: Dr. Indu Chaswal
- Inclusive strategies for students with visual impairment: Dr. Sachu Ramalingam
- Sign language course (Part I) resource team from Deafways
- Use of Braille screen reading devices and mobility training: resource team from National Association for the Blind





## Motivational talks by sector experts



Liz Carrington, International Development Advisor, The Chartered Society for Physiotherapy, London, UK



Understanding Inclusion: Dr. Divya Jalan



Marca Bristo, President and CEO, Access Living, Chicago, USA



Gen. Ian Cardozo, Chairperson Rehabilitation Council of India

## 1 In-Service Training conducted by Vishwas Staff

- Human development, understanding children, working as a team, responding to diversity within the class: Kanwal Singh.
- Principles of learning: Ruchi K Singh
- Transfer Techniques: Rohit and Megha Soni



## 2 Training attended by Staff

- National training course on disability and development: ACTION AID
- Disability convention: NCPEDP
- Screen-reading software for persons with visual impairment: IGNOU-NAB



## 3 Training delivered by Vishwas

- State consultation for drafting of new disability Bill
- Training of National Trainers for Census 2011



## 4 Training hosted by Vishwas

- Sense India and National Trust
- Master trainers' training for Census 2011 in Mahendergarh, Narnol, Rewari, Jhajjar and Gurgaon
- Pre-consultation on New Disability Bill for Haryana state.
- Internship for PGDT students from AADI.





## 9th National Training Course on Disability & Development 1st - 6th October 2010, Henry Martin Institute, Hyderabad



» VISHWAS was appointed as one of the members of the Haryana State Resource Group (SRG) for facilitating inclusion of children with special needs within regular government schools

- Participated in SRG meetings in Chandigarh and Gurgaon.
- Submitted feedback on training modules prepared by SRG members
- Prepared a five-day training module for in-service teachers to facilitate inclusion of children with special needs



# RESOURCE MOBILIZATION

As an evolving organisation, Vishwas focused on mobilising resources for sustainability. Major initiatives towards this purpose:

Strategic decisions taken at the Board meeting to start a corpus fund. This is in keeping with the best management practices for not-for-profit organisations.



Participated in Airtel Delhi Half Marathon, 2010, mobilised five corporates to support Vishwas



Built linkages by imparting information about Vishwas at platforms like 'Style for Smiles' which is in the public domain



Offered premises for workshop and training to NGOs, government teachers and visits of corporate donors



Mobilised resources through external cooperation and partnerships with State Education Department, Haryana, by participating in the State Resource Group meetings



Networked with corporate donors for upgrade of infrastructure, transport needs and accessible playground



Engaged with Volunteer Services Overseas (VSO) for the placement of an international volunteer in the capacity of a rehab advisor at Sohna to plan, implement and streamline operations and services



# NETWORKING WITH NATIONAL TRUST

National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities set up Vishwas as the State Nodal Agency Partners (SNAP) to work in close coordination with State Nodal Agency Centres and provide assistance to the Trust in implementing its programmes/activities in the State of Haryana.

**Vishwas has taken the responsibility of seven Haryana districts: Mahendragarh, Gurgaon, Jhajjar, Faridabad, Rewari, Mewat and Palwal. And has undertaken to perform the following functions:**

To coordinate and liaison with district authorities, including District Collector for achieving objectives of the National Trust and to propagate and create awareness about activities of this trust



To coordinate with members of local level committees



To help set up parents' association and disabled persons' organisations



To work as an information and resource centre of the National Trust in remote areas.

# BADHTE KADAM



**B**ADHTE KADAM is an all-India awareness-raising campaign of the National Trust held across India between November 16-30 to spread a message of hope, dignity, human rights and empowerment. Vishwas, under the aegis of its Community Based Rehabilitation Programme-Sohna, organised an Awareness Rally on November 25, 2010 as part of the Badhte Kadam Campaign in Haryana.

**The objectives of the campaign were:**

- Providing information on the UN Convention on the Rights of Persons with Disabilities (UNCRPD),
- Providing understanding of National Trust programmes and schemes;
- Celebrating diversity;
- Focusing on Discoverabilities

The caravan of Badhte Kadam wanted to draw attention of the civil society towards people with disabilities and emphasize that they are valuable part of our community. That disability is because of



the environment and the attitude of people.

The other messages of the campaign were:

- Tackling disabilities by building on abilities
- Special support can be developed by creative thinking and a caring attitude.
- Right to life is a fundamental right which includes survival and development.

The chief guest for the campaign was Mrs Asha Hooda, Vice President Haryana State Council for Child Welfare. It was at this campaign that the government made a commitment to issue Disability Certificates at the Block Level.

Vishwas partnered this event along with State Nodal Agency Centre (SNAC) Disha, Sirsa in Haryana.





# FINIANCAL STATEMENTS (ABRIDGED)

## LIABILITIES

Shared Capital	1,00,000.00
Issued, Subscribed and paid-up capital	200.00
Reserve and surplus	1,47,22,047.00
Corpus fund	1,12,07,601.00
Current liabilities	1,18,767.00
<b>Total</b>	<b>2,60,48,615.00</b>

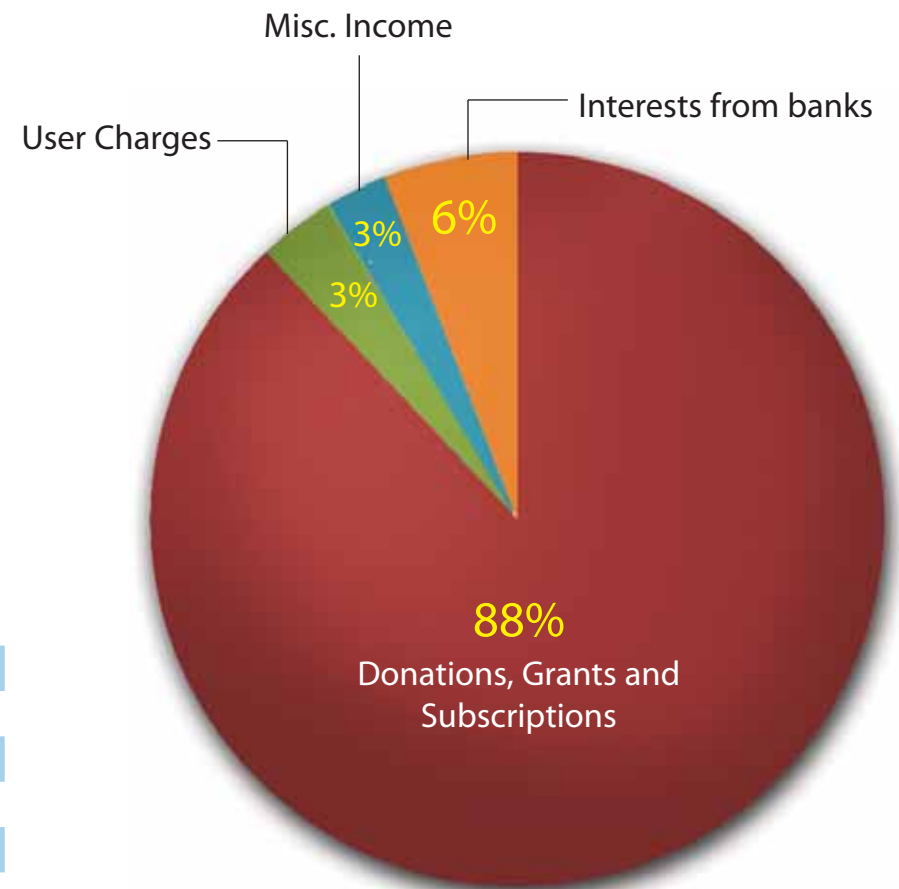
## ASSETS

Fixed Assets	35,38,795.00
Cash and Bank Balance	37,45,546.00
Fixed deposits/investment	1,73,22,320.00
Other current assets (Loan and Advance)	14,41,954.00
<b>Total</b>	<b>2,60,48,615.00</b>

## INCOME (2010-11)

Income Heads	Amount in Rs.
Donations, grants and subscriptions	85,28,518.00
User Charges	3,30,075.00
Income from vocational products sale	7,713.00
Misc. Income	2,58,521.00
Interest from Banks	5,70,676.00
<b>Total</b>	<b>96,95,503.00</b>

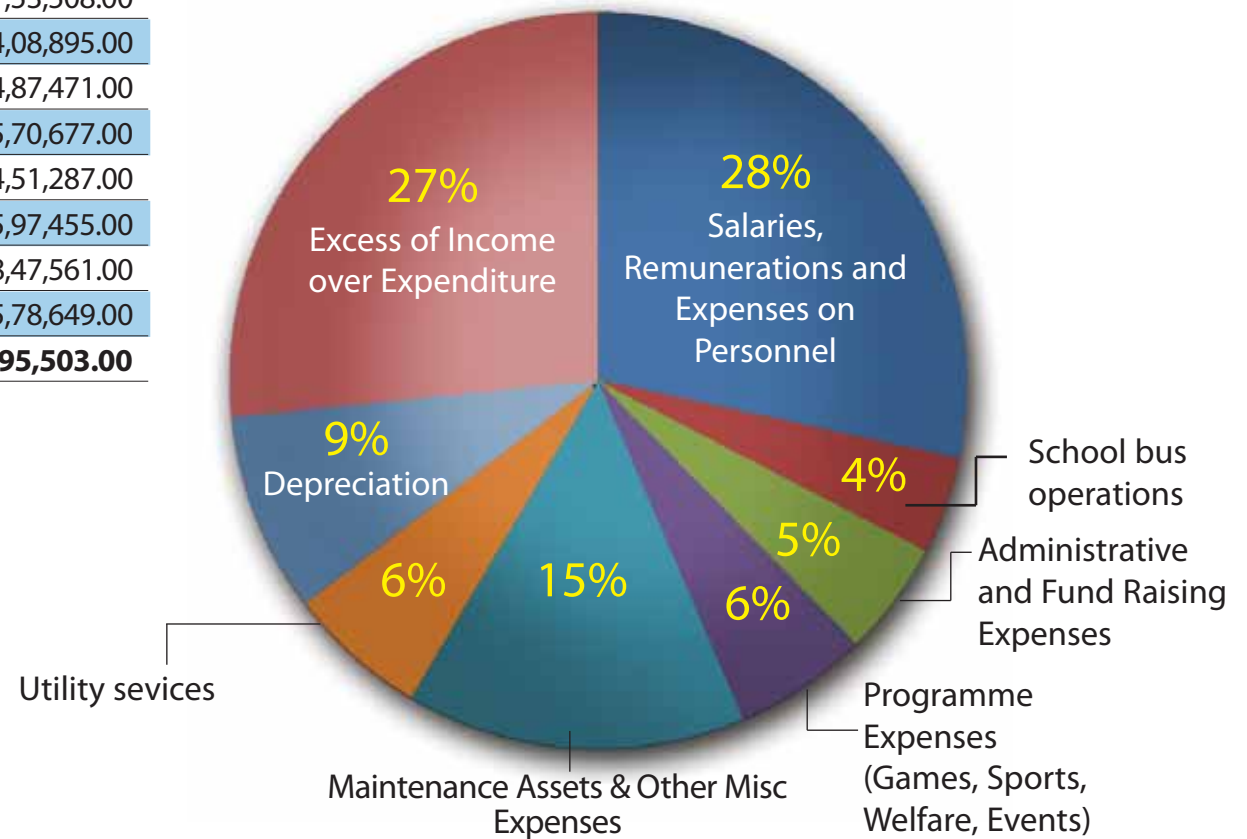
## INCOME FOR FINANCIAL YEAR 2009-10



## EXPENDITURE (2011)

Expenditure Heads	Amount in Rs.
Salaries, remuneration and expenses on personnel	27,53,508.00
School bus operations	4,08,895.00
Administrative & fund-raising expenses	4,87,471.00
Programme expenses (games, sports, welfare, events)	5,70,677.00
Maintenance of assets & other misc. expenses	14,51,287.00
Utility services	5,97,455.00
Depreciation	8,47,561.00
Excess of income over expenditure	25,78,649.00
<b>Total</b>	<b>96,95,503.00</b>

## EXPENDITURE FOR FINANCIAL YEAR 2009-10





# REMUNERATION OF PERSONNEL EMPLOYED: 2010-11

Monthly remuneration of three highest paid employees is Rs. 25,000/-, Rs. 24,000/-, Rs. 21000/-  
 Monthly remuneration of the lowest paid employee is Rs. 3,200/-

Gross monthly remuneration plus benefits (Rs.)	Male	Female	Male (left)	Female (left)	Total
<5,000	2	9	1	1	9
5,000-10,000	8	15	2	4	17
10,000-25,000	4	4	-	2	6
>25,000	-	-	-	-	-

No. of executive committee (board of directors) members receiving remuneration	None
Expenditure on foreign travel incurred by executive committee members, employees or volunteers	Nil
Expenditure on inland travel incurred by executive committee members, employees or volunteers	16,149/-
Number of board of directors related to each other	None

# ACKNOWLEDGEMENTS

## Donors

- ALPEX PVT. LTD
- MR. ABDALLAH S. JUM'AH
- BCP ADVISORS PVT LTD
- BONITA TRUST
- MRS. CHANDRA LEKHA PODDAR
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- MRS. VANDANA MANCHANDA
- VE COMMERCIAL VEHICLES LIMITED
- VIMLA BIRLA FOUNDATION



## Volunteers

- Mr. Anil Sharma
  - Ms. Ambreen Khan
  - Ms. Charlotte Terrien
  - Ms. Chavi Rajpal
  - Mr. Hariharan
  - Mrs. Henna Guha
  - Ms. Jaya Mago
  - Mr. Jayachandran
  - Ms. Lehar Kala
  - Ms. Manju
  - Mr. Netrapal
  - Mr. NeeraJ Priyadarshi & team
  - Mr. Pankaj Bhutani
  - Mr. Pranjal Anand
  - Mr. Prasoon Joshi
  - Mr. Raj Kamal Jha
  - Ms. Utsah Kohli
  - Ms. Vijaya Murli
- 

## Supporters

- Ansal API
- Apollo Hospitals, Delhi
- Bill and Melinda Gates Foundation
- FurnCraft
- Genpact India
- Haryana Urban Development Authority (HUDA)
- International Society for Krishna Consciousness (ISKCON)
- Kiwani's
- Medanta, Gurgaon
- Mr. O.P Jain (Sanskriti Foundation)
- Pasco Automobile
- Ms. Pooja Jain (Luxor Group)
- Punj Lloyd
- Shroff's Charity Eye Hospital (SCEH)
- Mr.Surinder Sejwal (Sanskriti Foundation)
- Vatika Group
- Videocon Industries Limited

# BOARD MEMBERS

## Neelam Jolly

Neelam Jolly, M.Sc (Hons), Biophysics; Diploma in basic developmental therapy from the Spastic Society of India (now AADI). She set up Vishwas in 2005 and has been its full-time chairperson since then.

## Usha Uppal

Usha Uppal has an M.Com. She is Senior General Manager, The Express group.

## Lord Meghnad Desai

Professor Emeritus at London School of Economics. He is a prominent writer and commentator.

## Vinod Dua

One of the most well-known names in Indian news television. Dua was awarded the Padma Shri in 2008.

## Rama Bijapurkar

A graduate and now visiting faculty at Indian Institute of Management, Ahmedabad; author and marketing consultant.

## Anjali Kapoor Bissell

Vice President (Corporate Communication), Apollo Group of Hospitals.

## Swadesh Talwar

Former Photo Editor with The Indian Express, in Chandigarh.

## Dr P K Dave

Former director of AIIMS, currently Chairman, Advisory Board, & Head of Department, Orthopaedic, Rockland Hospitals, New Delhi

## Manju Gupta

Director on the boards of Shiltan Consultants Private Ltd and Rajeswari Healthcare Private Ltd

## Jaggi Panda

Co-founder and Managing Director of Ortel Communications Ltd.



# STAFF



- Aarti Mattoo\*
- Ajeet Kr. Sinha
- Benoy Kumar
- Bimla
- Dharamvati
- Deepali Walia
- Geeta Chaturvedi
- Gurcharan Kaur
- Geetanjali Pandey\*
- Jit Bahadur Lama\*
- Jyoti Thakran

- Kanwal Singh
- Mansi Mishra
- M. Ghosh
- Maha Singh\*
- Megha Juneja
- M. Bharathi
- Nivedita Pandey
- Neelam Bishnoi
- Nupur Chhabra\*
- Pragya Singh
- Ruby Barooah

- Renuka Karwani\*
- Rehana Khanam
- Rohit Yadav
- Ruchi K. Singh\*
- Rohit
- Rubiul Islam\*
- Roma\*
- Ram Rati
- S. P. Barooah
- Sandhya Dada
- Sapna Thapa

- Sonia Bansal\*
- Satbir \*
- Sudhir Kumar
- Suresh Chand
- Suman
- Savitri
- Vazir Singh
- Yogender Singh
- \*left during 2010-2011'

# ANNEXURE -I

Vishwas, Vision for Health, Welfare and Special Needs, is registered

Under Section 25 C of The Companies Act 1956



Under Section 80 G(5)(vii)of the Income Tax Act,1961



Under Foreign Contribution (Regulation) Act, 1976



Under Persons with Disabilities (For equal opportunities, protection of rights and full participation )Act, 1995

Under “National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities” Act, 1999



As State Nodal Agency Partner (SNAP) of The National Trust for Haryana



**Sector-46, Arya Samaj Road  
Near Unitech Cyber Park  
Gurgaon 122 002, Haryana, INDIA  
Phone: +91- 124- 2580323  
Email: Vishwas.nj@gmail.com  
Website: www.vishwasindia.org**



# ANNEXURE-II

ANM	Auxiliary Nursing Mother
ASHA	Accredited Social Health Activist
BEE	Block Extension Educator
CDPO	Community Development and Programme Officer
CMO	Chief Medical Officer
DSWO	District Social Welfare Officer
ICDS	Integrated Child Development Services
MPHW	Multi-Purpose Health Worker
PHC	Primary Health Center
SMO	Senior Medical Officer
SNAC	State Nodal Agency Center
SNAP	State Nodal Agency Partner
SRG	State Resource Group
UNCRPD	United Nation Convention on Rights of Persons with Disabilities

# WORK AND PLAY AT VISHWAS





# WAYS TO CONTRIBUTE



## You may:

- Donate monetarily
- Sponsor events, programmes and services
- Contribute your time as a volunteer at the centre
- Donate in kind

**Call:** +91- 124- 2580323, **Email:** [Vishwas.nj@gmail.com](mailto:Vishwas.nj@gmail.com)





विविधता का  
'बढ़ते कदम'  
अभियान  
शिक्षा, मानवाधिकार  
25

राजकीय माध्यमिक विद्यालय में 'बढ़ते कदम अखिल भारत में विकलांगों को बराबरी का दर्जा मिले : आशा हुड्डा

रोहताम, संभार मण्डली। समाज में विकलांगों को बराबरी का दर्जा मिलना चाहिए। आज विकलांगों को बराबरी का दर्जा मिलने में हम सबको एक जुटने है, हम सबको एक साथ आना है।

एक बार सुप्रसिद्ध को हरिकण के नाम से जानी जाती है। वह विकलांगों के प्रति अत्यंत संवेदनशील हैं। उनका जीवन सुचारु रूप से चलने के लिए विकलांगों के प्रति अत्यंत संवेदनशील हैं। उनका जीवन सुचारु रूप से चलने के लिए विकलांगों के प्रति अत्यंत संवेदनशील हैं।

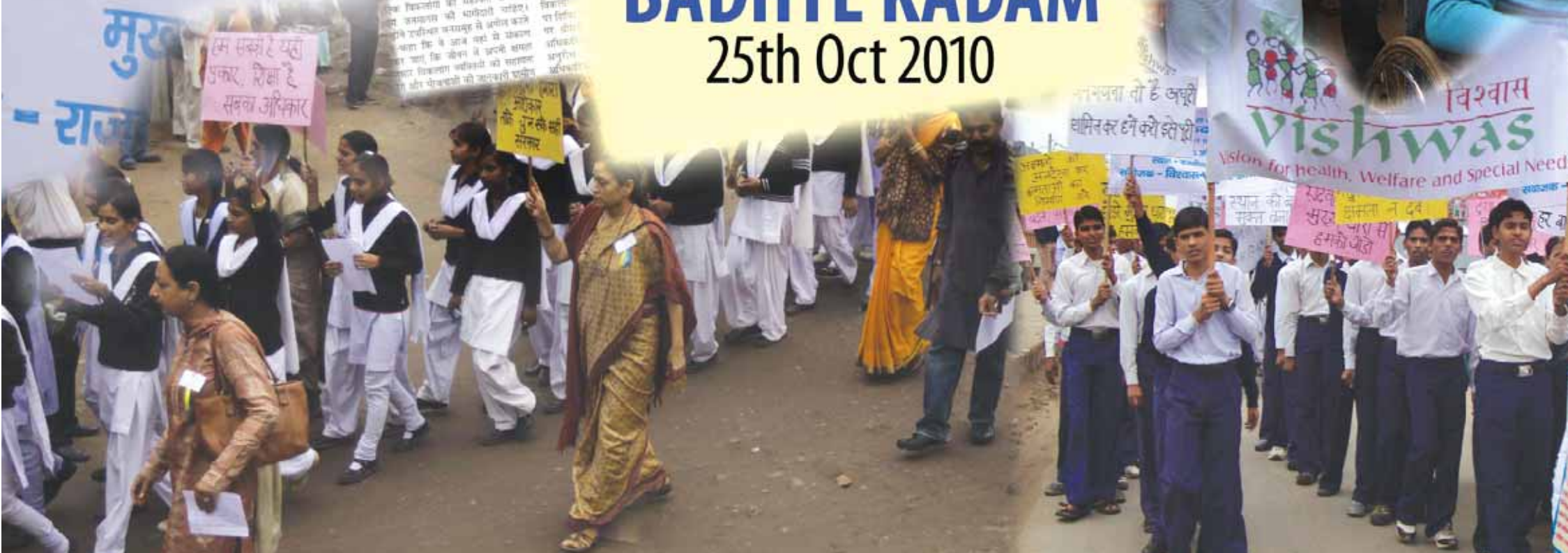


उत्साहवर्धन  
कार्यक्रम में मुख्यमंत्री की पत्नी ने विकलांगों को दर्जा-संशोधन व प्रमाणपत्र वितरित किए

के प्रदेश में विकलांगों के प्रति अत्यंत संवेदनशील हैं। उनका जीवन सुचारु रूप से चलने के लिए विकलांगों के प्रति अत्यंत संवेदनशील हैं। उनका जीवन सुचारु रूप से चलने के लिए विकलांगों के प्रति अत्यंत संवेदनशील हैं।

# BADHTE KADAM

## 25th Oct 2010



विश्वास  
Vision for health, Welfare and Special Need

सम सकारं हे यस्तु  
उत्कर, शिक्षा हे  
सकल अधिकार

मानवता तो है अचरी  
धमिन कर एं करो इतो श्री

सर्व  
सुख  
हमको जेते