

ANNUAL NEWSLETTER

2024 - 2025

RUADT



Rural Area
Development Trust



RUADT BACKDROP

RUADT, Rural Area Development Trust, has been a reputable and service-oriented organization for the **past 34 years**, primarily focused on supporting children with special needs. We are proud to have experienced educators and therapists dedicated to the growth and development of these children. Our goal is **to build a better society that embraces and respects special needs children without discrimination**. Our team works tirelessly to foster a sense of identity for children with special needs and their families within the community. We also **offer consultations and training to parents, helping them improve their lives and navigate societal challenges**.

Under the banner of our Trust, we operate five schools:

Bala Murugan Special School in Bodinayakanur
Pusparani Special School in Chatrapatti
Manjari Special School in Uthamapalayam
Sentamil Special School in Palanichettipatti
Madhuram Special School in Aundipatti

We're proud to host **350 special children** across our schools, supported by a dedicated team of **35 educators** and 15 non-teaching staff members.

We are thankful to our long-term supporters, including RTU—UK, Miraim Dean, Nandri Help South India, Yoga Vereinigung Rajagopalan, and various local donors from around the world and India, who contribute to our mission.



SPECIAL CLUBS



Clubs are one of the visionary initiatives that we had launched this year. These clubs provide children with opportunities to explore their interests, develop well-rounded skills, and build social connections with their peers.

We have specified several clubs, including a Dance Club, Drawing Club, Autism Club, Brainiac Club, and Games Club. These clubs were created with the goal of helping students improve their communication and collaboration skills while fostering creativity. We believe that participation in these clubs will have a positive impact on our students.



BMC BEHAVIOURAL MANAGEMENT CLASS



BMC is the class where the children will learn the Behaviour Management Theory. This is one of the predominant way of teaching students about the strategies for managing their own emotions and behaviours. Behaviour management strategies and interventions play a pivotal role in the educational journey of students with special needs. These strategies are essential in creating supportive, inclusive, and nurturing learning environments that foster positive behaviours, academic progress, and social development. In our BMC class, we will collaboratively work with the parents of the special children, Special educators and other professionals.



SENSORY INTEGRATION CLASS



The Sensory Integration class is specifically designed for children with Autism Spectrum Disorder (ASD). According to recent studies, the prevalence of ASD has increased by an alarming 175% from 2011 to 2022. In our five schools, we currently have around 50 ASD students who are under 18 years old.

Due to the rising number of admissions of students with ASD, we have initiated the Sensory Integration class and established separate clubs for these children. Our program provides sensory therapies aimed at improving their sensory processing, which is a key challenge for many. Through sensory integration therapy, we help enhance their communication skills, motor skills, and fine motor activities. We have observed significant improvements in our students, and in addition to sensory integration therapy, we also offer play therapy, occupational therapy, and speech therapy.



PHYSIO THERAPY



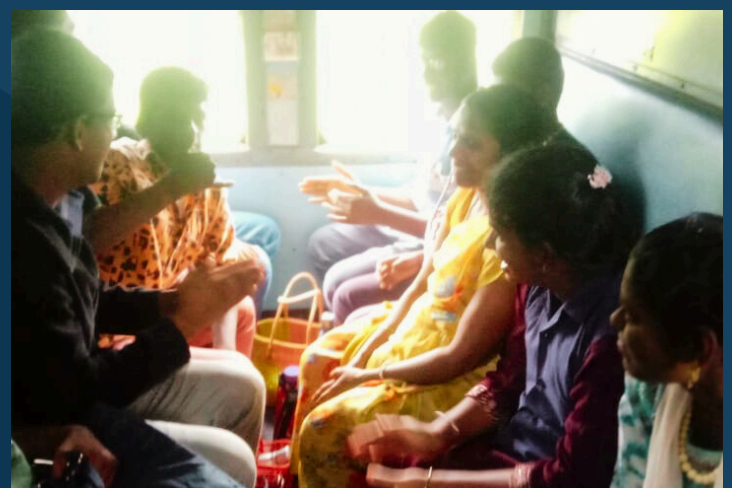
Physiotherapy is a crucial therapy for children with disabilities. Through this therapy, we can create mobility and functional improvements for those who are physically challenged. More than 40 students with multiple disabilities are undergoing physiotherapy, and they are showing significant enhancements in their mobility. Our therapists not only provide them with targeted exercises but also conduct inclusive activities such as aerobics and yoga. They assess each student's range of motion, muscle strength, balance, coordination, and overall physical abilities, ensuring personalized care and progress tracking.



EXPOSURE VISIT



Outdoor visits can be incredibly beneficial for individuals with special needs, offering opportunities for exploration, physical activity, and social interaction. Activities such as sensory gardens, nature walks, and adapted sports can be customized to meet various needs, promoting well-being and engagement. We usually take our children to public places where they learn how to behave outside and communicate with other people. Our peer groups have visited temples, railway stations, and book stalls, where they learn about social integration.



HIGHER EDUCATION



Education is essential for enhancing the well-being of children with special needs. In addition to providing special education, we focus on identifying each child's abilities. Based on their interests and talents, we offer coaching to support their higher education. We are proud to share that 50 students from our schools have successfully passed their State Government Higher Secondary exams. After completing their higher education, we provide training to prepare them for government and private job opportunities. Through our higher education coaching, many of our alumni are now employed in government positions with competitive salaries.



AEROBIC & YOGA CLASS



Children with special needs often lack physical and mental awareness. By enhancing these fundamental skills, we can improve their behavioural abilities. Engaging in aerobics can increase mobility and foster attention to peers, while practicing yoga supports emotional and cognitive health in children with special needs.



OUTDOOR SENSORY PARK



The Outdoor Sensory Park is a wonderful space specifically designed for special children. It offers a variety of outdoor motor activities and play therapy, providing a safe and welcoming environment, particularly for students with autism. The park's design allows them to feel comfortable and move freely as they explore. The sensory playground encourages exploration through diverse sensory experiences, featuring elements that engage different senses. This promotes not only physical activity but also cognitive, emotional, and sensory development, making it a truly enriching experience for all who visit. The park was funded by Yoga Vereinigung Rajagopalan and Angela Schmid, one of our supportive funders.



FESTIVE CELEBRATIONS



This year, we have celebrated many Indian festivals with our children and their parents. We enjoyed gathering with all of our students, spending valuable time together playing games, dancing, and singing. During the celebrations, they also participated in a fancy dress competition where they introduced their characters.

We celebrated Pongal, Diwali, Ganesh Chaturthi, Ayudha Pooja, Independence Day, and more. The children wore traditional attire and dressed up as iconic characters.



VOCATIONAL TRAINING CENTRE



The primary goal of VTC is to assist individuals with disabilities in gaining the skills necessary to secure employment and lead fulfilling lives. At our VTC, we offer courses in computer skills, tailoring, sanitary product manufacturing, flower garland creation, agriculture, and jewelry making. Training may also encompass skills related to personal care, household management, and financial management. Through this training, we aim to achieve community development.



PARENTS SELF HELP GROUP



The Parents Self Help Group is a comprehensive support network for parents of children with special needs. We have established more than 10 groups within our schools, with the main goal of promoting financial assistance and personal stability among these parents. We provide counseling and offer various vocational training programs to enhance their livelihoods.

During our monthly Self Help Group meetings, we identify the needs and demands of the parents. With support from local donors, we provide assistive products to aid their personal growth. This year, 10 parents received fully equipped tailor machines from a generous local contributor. Our ongoing training initiatives have empowered many parents to become entrepreneurs. The primary aim of the Parents Self Help Group is to foster the personal development of parents with special needs children.



SPECIAL OCCASION



This year, we celebrated Children's Day, Autism Awareness Day, and Down Syndrome Day with our special children and their parents. These remarkable occasions encourage parents and guardians to spend dedicated time with their children, strengthening family bonds. The children had a great time playing various games with their peers and won prizes. During the celebrations, the children showcased their extracurricular talents to their classmates.



DISTRICT PARA – MEET



A District Paralympic meet is a regional-level sports event for athletes with disabilities, organized at the district level within a state. Events such as Running, Throw Ball, Shot Put, Javelin, Football, Cricket, Wheelchair Race, and High Jump are conducted during these meets. More than 60 of our students participated in the District Para meet, and 40 of them won prizes. We take great pride in the number of awards our school received at the district level.



VRTC THERAPY CENTRE



VRTC is one of the physio service centres operating in Veerapandi and Dombucherry government hospitals. The primary initiative of this center is to deliver mobile therapies for stroke patients and elderly citizens at the village level. Our physiotherapists provide comprehensive treatment and support for individuals facing mobility challenges.

More than 100 people have benefited from this initiative, and many elderly individuals receive counseling assistance from our therapists at VRTC.



ACADEMIC EVALUATION



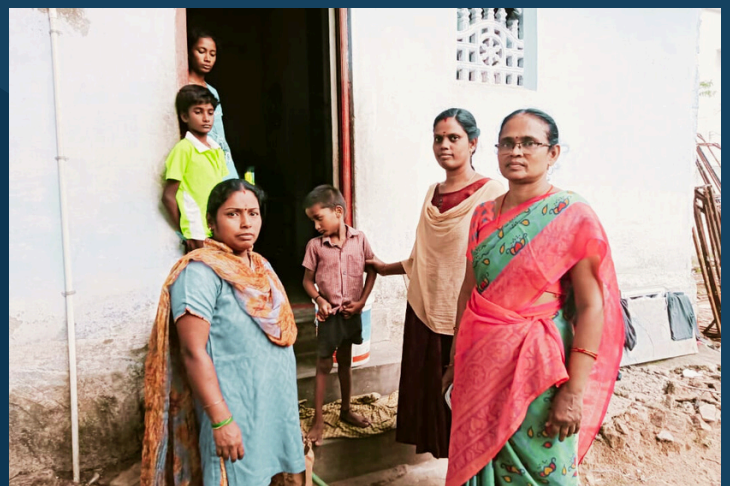
The process aims to identify each child's unique learning strengths and challenges. In our school, we categorize children into different classes based on their age and ability, including Kindergarten, Pre-Primary, Primary, Secondary, Pre-Vocational, Vocational, and Higher Secondary. We conduct evaluations quarterly, semi-annually, and annually. These evaluations include a set of questions that focus on motor activities, Activities of Daily Living (ADL) skills, and occupational skills. During these assessments, parents accompany their children, allowing them to observe their child's potential and share any weaknesses with the class teachers. The teachers will then work to address these weaknesses. After the evaluations, a teachers' meeting is held under the supervision of the organization's founder. All teachers discuss the children's abilities and their progress. A final report is then produced for the head of the school and is officially recorded.



COMMUNITY PROGRAM



Our organization cares not only about our peers but also takes proactive steps to identify children with special needs in villages who may be helpless. We conduct counseling sessions for the parents and families of these children to educate them about the challenges they face. Once the families accept our assistance, we take full responsibility for the child's education and other basic needs. Our teachers conduct monthly visits to each village surrounding our centers. Through this ongoing effort, we have supported more than 30 students in a year.



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SPECIAL THANKS TO THE SUPPORTERS
"THANK YOU ALL FOR BEING IN OUR JOURNEY"

To Follow us more

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THANK YOU