



Front view of Nelamangala Campus

## Overview

### *an unmistakable sense of déjà vu*

With much hope pinned on the possible optimism of a new year, when 2021 finally did arrive it brought along an unmistakable sense of déjà vu. Uncertainty and lockdowns were around, but this time we were better prepared to handle any curveball the year might have had in store for us. The raging pandemic left us with little choice but to delay the reopening of campus life, barely a few days before it was scheduled to.

Overnight we transformed our Summer School plans into digital-friendly ones, even as we continued with the other online programmes: Maitri and école @llam. After an enthusiastic summer of fun and learning, the Summer School culminated in the week-long Utsav celebration. Post that, we cautiously awaited state directives and commenced with online sessions for the new theme of the year: Social Sciences.

We travelled back in time, retracing the childhood of our children as well as their parents! The trip down memory lane touched upon so many elements associated with those early years and experiences and in the process, made us reminisce about our own. Songs and lullabies were sung, family trees were created, baby food and cradles were made, childhood games were played, and so much more. From our personal past to that of the city's we started to explore the history of Bengaluru for a week and learnt all about Kempe Gowda, the Bangalore Fort, the old markets, and even revisited the original 'Garden City' through our theatre and drama sessions.

Harking back to a bygone era, we discovered the stories and legends behind some of Karnataka's attractions, traditions, and cultures, whilst learning about dynasties, poets, heroes and monuments that have stood the test of time. Next up were two-day tours of Tamil Nadu and Andhra Pradesh respectively. Naturally, we had a tall task ahead of us to do justice to the rich legacies that the two states are known for. Given that despite everything, a lot would be left out, we decided to repeat these themes when campus finally reopened in August, which served as a revision and gave a sense of familiarity that was necessary at that point.

Once we returned to campus, we began our 4-day week comprising two days of commuting, and two days overnight. We tinkered with the schedule and created an optimal one for everyone involved. We also began scouting for organisations nearby for collaborations, thus discovering Sri Sadguru Sai Old Age Home.

Meanwhile, a part of our team has continued to hold the fort online and conduct our école @llam sessions, while Maitri and our Parent Study Circle now take place on Fridays when we are all back home for the weekend.

#### Direct Care

Pages 2, 3, 4, 5, 6

#### école @llam

Pages 7, 8

#### Impart & Prajnadhara

Page 9, 10, 11

#### Internal Trainings

Page 12

#### Presence

Page 13, 15

In a year that saw a lockdown, an opening up and a lockdown again, our Direct Care team has shown exemplary malleability in transporting offline courses to befit the virtual medium yet working tirelessly to be prepared for the reopening of schools. The mediums may have changed repeatedly but the quality of the learning experience has remained superlative.

## Summer School

### *Hum Saath Saath Hain*

At the end of the last academic year, plans were excitedly underway to carry out our summer school in an elaborate fashion on campus. It felt apt to call it 'Hum Saath Saath Hain' after being apart for so many months earlier due to the pandemic. We decided to delve into two states from each region of the country, experiencing them in terms of cultures, traditions, languages, art forms, flora and fauna and so on. However, the second wave of COVID-19 forced us to digitise our plans for the forthcoming future.

Transforming our curriculum for the summer school to suit the online platform meant cutting corners where necessary but keeping the essence of it intact. Paradoxically, the title became more fitting to the situation, reflecting how, despite the physical distance and turmoil that many have faced at the hands of the virus, we are all still together in spirit.

We dedicated one week to each state. Commencing our yatra at the southernmost state of Kerala, our conversations sailed on houseboats, we practised Kathakali and Kalaripayattu, and managed to learn some phrases in Malayalam too! Travelling up the West coast, we landed in Maharashtra where we got to show off our Lavani moves, dabbled in Warli art, rejoiced in Ganesh Chaturthi festivities...all this while partaking in the most delicious of *chaats*!



In West Bengal, we took the tram around Kolkata in search of the sweetest *rasgulla* we could get our hands on, whilst singing Rabindra Sangeet until our throats ran dry. To quench our parched throats, we steadily made our way to the neighbouring state of Assam, where—needless to say—we drank copious amounts of tea. We attended the Bihu festival, visited the one-horned rhino at the Kaziranga National Park, and even managed to get the recipe to recreate the delectable Alu Pitika.

Up the rugged mountainous path we trekked, until we reached the 'Land of the Gods' - Uttarakhand. The group took part in various adventure sports like river rafting and paragliding, completed the Char Dham pilgrimage, and participated in all the regional folk dances until our knees caved. Then farther up at the Vale of Kashmir, we shopped at the floating markets on the Dal Lake, haggled with photographers at the Mughal Gardens and stocked up on dry fruits and spices before heading to the next destination.

Making our way westward, we passed through the sandy dunes of the Thar desert into Rajasthan where we lived like royalty for a week. We were enthralled by the beauty of the Pink and Blue cities of Jaipur and Jodhpur, respectively. Everyone designed their own *juttis*, visited Sanganer for some lessons in block printing, and went around in circles as if under a *ghoomar* spell! Then Gujarat beckoned and we simply had to include it in the last leg of our trip! Dandiya was a must, so that's what we did first. We then walked through the salt marshes of Kutch, spotting flamingos and eating *khakras* on the go. At the end, we visited the Gandhi Ashram and advertised our favourite Amul products. From there, we returned home to good ol' *namma* Bengaluru.

It was so good to see how the children just absorbed everything and participated brilliantly with unending support from their buddies.



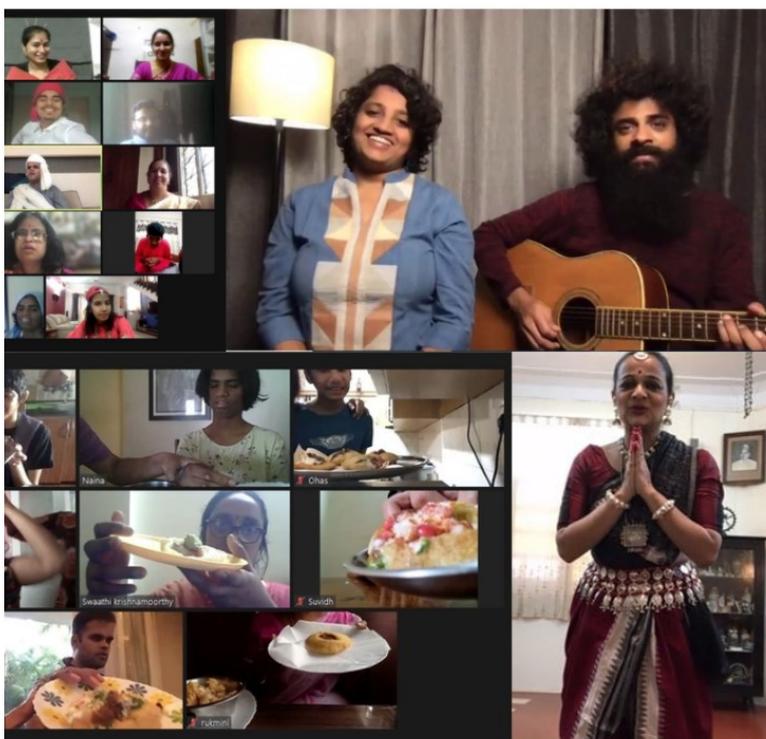
# Utsav

## Four days of online festivities

For the culmination of our Summer School 'Hum Saath Saath Hain', we conjured up a festive experience through the four-day, online celebration Utsav. Each day was dedicated to a special element of our culture: food, clothing, music and dance. Transcending regions and languages, we took special joy in the best the country had to offer in these four realms. On the first day, with 'Dawat-e-Ishq: Exploring Unforgettable Flavours', we hovered over the stove in our respective kitchens for two delightful sessions where the group jointly made *raj kachoris* and *modaks*. Donning our specially designed chef hats, we got into the character of the day.

Titled 'Musafir Hoon Yaaron: Exploring Colourful Cultures on the Roads Best Travelled', Day 2 of our Utsav had us reliving the highlights of our Summer School and evoking our inner Musafirs to bask in the cultural dances of each region. We stepped on the shores of Kerala, danced to *Jimkki Kamal* and recited famous Malayalam dialogues before moving ever so gently to the classic boat song '*Kuttanaadan Punjayile*'. Day 2 saw us working some deft moves: from breaking out into irresistible Lavani *jhatkas* and revising our Bihu steps, to swirling during the Ghoomar and Dandiya or even shaking a leg to the Marathi number '*English Shikvun Soda Mala*', we dressed the part and danced it too. With *Batata vada*, *Kokum sharbat* and *aamrakhand* to give us the much-needed energy boost, we also reminisced over cups of *chai*, raising a toast to the great diversity the country has to offer.

On Day 3, or as we called it 'Ready Set Go! Put your best foot forward', we arrived in the traditional attire of different states; dolled up in saris, lehengas, kurtas—the whole shebang. The first half of the day was dedicated to red carpet-like interviews regarding our attire, the state we were representing, and trivia about it along with some phrases in the local dialects. At the end, there was a ramp walk and it was so lovely to see everyone in their gorgeous apparel. We also recreated our version of KBC which was incredible in every aspect: outlandish and witty options, whimsical ads, and of course, banter! This was a sure shot way of getting us to remember all that we have learnt during our summer school in the most entertaining manner possible.



Saving the best for last, we ended the Utsav on a graceful and musical note with 'Dastaan-e-Saaz: Kahaaniyon Ke Jahaan Me Suron Ki Zubani'. We had the pleasure of being in the company of distinguished artists. Dr Prachi Jariwala, a renowned Odissi dancer and art historian, mesmerised us with her Panchatantra narration through movement. Her session was engaging as we the audience also learnt simple steps and mudras to denote animals and convey a sentence through Odissi. The afternoon session saw talented couple Vasu Dixit and Bindhumalini capture our hearts with their melodious voices and humour. The two renowned and accomplished composers and singers (well-versed in multiple Indian classical music disciplines) sang songs from various languages and took us on a tour across the country.

Four days of Utsav flew by, giving our Summer School a befitting end. It goes without saying that the children stole the show and none of this would've been as great, or even possible, if not for the constant joy they radiate by their mere presence. We are so grateful for everyone who came, participated, and supported us in our endeavours to carry this out.

## Life at Campus

### From online to offline sessions

There is not a dull moment to be experienced on any given day as one can always find groups of us engaged in creative activity during sessions; cooking delicious food, playing games in the hall, writing post session documentations, or quite honestly, even running after children who are running away from their hostel duties! This enigmatic nature is what keeps it all so intriguing and gives us something to look forward to with each passing day. We have also been experimenting with timings, trying permutations and combinations to find the best schedule which provides equal weightage to both relaxation and learning, so we can find ample time to enjoy the open space we have all to ourselves. What's admirable about this is how quickly and easily the children have understood and adapted themselves to changes, even at a moment's notice. However, regardless of the number of changes and drama that can ensue at times, one thing is for certain: when we are on campus, everyone feels at home!

We have also seen the independence of the children grow in just one month of being back. While some need more of a push than others, everyone does their part in our community living set-up. We now have the children helping with cleaning up after meals; whether it is rolling the mats, drying the cutlery, or stacking utensils, every child is enrolled and encouraged to help out, and they do. As each of us is familiar with every nook and cranny in the space, the children have been able to find their way around without the need for handholding of any sort. Additionally, if anyone makes a mess, it's their responsibility to clean up after themselves, be it a staff member or child. It is heartening to see the children take it upon themselves and follow these guidelines set for them, proving how our need to lead by example is absolutely imperative.

In terms of the sessions we conduct, the children have been engaging with a variety of materials in creative ways, which was not feasible in the online format. For instance, we have been able to go outdoors on many occasions and play with the children in the lawn nearby or even go for extended walks to simply enjoy the weather and serenity that the space provides.

In the coming months, we also plan to conduct community outreach activities and take the children along with us so they may continue their vocational training sessions and interact with new people more often.

## Parent Interaction

18th Sep, 2021

We marked the culmination of the second term of the Direct Care Programme with a customary parent interaction on campus. The space was buzzing with activity as the parent community had not set foot here for over 6 months. The meeting was a heartfelt exchange of ideas that had us both roaring with laughter as well as misty-eyed, as parents listened to the anecdotes of children's shenanigans and progress throughout this term. We spoke of the highlights of the past term and the programmes we have envisioned for the upcoming months that will take the children one step closer to achieving independence.

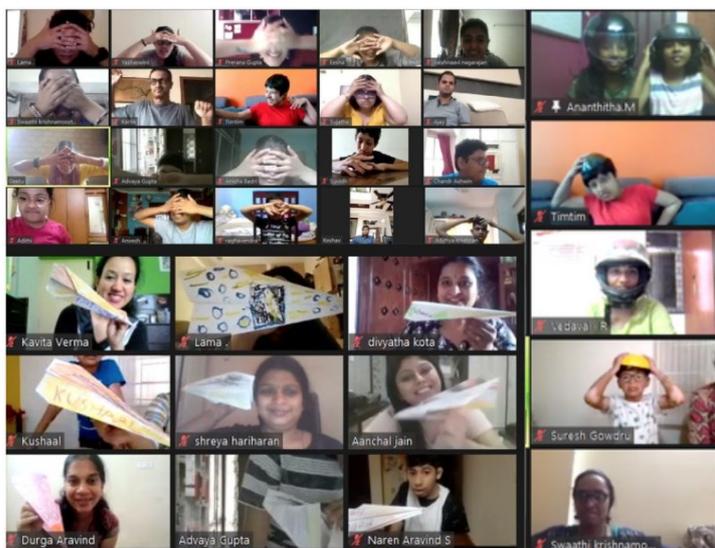
The team had also planned some invigorating activities that engaged the parents in an experiential understanding of their children's daily life at our campus. From dancing to *Patta Kunitha* songs to learning the steps of *Veera Natyam*, from giving our hamstrings a good stretch while climbing, to the reverberations of the bellows heard while cheering each other on, the parents got to understand first-hand what our children engage in on a daily basis. They even relived the children's experiences through some of the videos we took during our sessions.



## Maitri: Building our Social World

The online collaborative programme 'Maitri: Building our Social World', is our initiative to join hands with other organisations such as Mirra and Ishanya India Foundation that engage with individuals with special needs to enhance the groups' social development, introduce them to different facilitation styles, and sharpen existing skillsets.

While we initially used stories as anchors for our sessions, we switched to the theme of '5 elements of nature' this time around. We used a combination of artistic mediums to deep dive into the element of water; ignited our curiosities with fire; traversed the terrains of earth; took a spin around our solar system in space; and of course, flew around like superheroes. The sessions conducted by Mirra and Ishanya, on the other hand, have focused on creatively delving into the beauty of our inner worlds, making their way through the sense organs and different systems in the body.



## Parent Study Circle

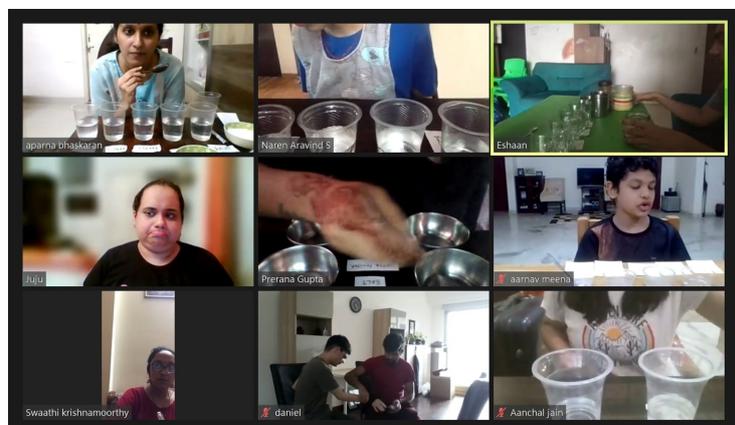
What began as a safe space for the parents and facilitators to meet, voice, and assuage concerns regarding the children during the previous year's lockdown has now turned into a close-knit community of people who are always on the lookout for each other and has come to be a space to have insightful discourses on a variety of topics. Taking place every Friday evening, the study circle sessions have paved the way for a healthy outlet to express our strengths and vulnerabilities in addition to comedic banter between one another.

The sessions have had us all debating controversial topics; learning what silence means to each of us; exploring cathartic techniques in visual art; evoking our inner actors; and rummaging through our respective storehouses of perceptions, beliefs, and biases. This helped to bring to light anecdotes and views that help us understand each other better in addition to understanding ourselves. It has been so lovely to see how our bond has grown in just a year and we can only hope it keeps growing stronger.

## Vigyaana Vihaara sessions

Our 'Vigyaana Vihaara' programme was launched with the aim of imparting knowledge on the sciences through artistic mediums and creative experiments. We collaborated with Science Hoppers (an IIMB-NSRCEL incubated company) and modelled some of our initial sessions based on the work done by them. The intermingling of the sciences and the arts—as evidenced by our pilot sessions—proved to be an excellent way to instil scientific concepts.

This year, we decided to focus our sessions on different areas of expertise within the sciences, such as life sciences, where the children learnt about the process of germination by planting seeds and observing their growth; chemistry, which gave them the chance to put on their lab coats and bring out their beakers to test the solubility of materials used daily (e.g. salt, tea and coffee powder, rice flour etc); physics, which offered a great escape into fantasy land, playing with light and shadows on our walls; earth sciences which allowed us to explore the world of rocks and soils; and finally, environmental sciences, where we made our very own compost bottle out of recycled material and learnt about healthy soil used to nurture plants.



## Snehasangiti - Sri Sadguru Sai Old Age Home

Early August, a few SF team members visited Sri Sadguru Sai Old Age Home to forge a connection and were greeted with open arms. There began the story of our first inclusion project! So far, we have had Rock Bhajan concerts and *alta* designing competitions where we witnessed so much singing and dancing with the elderly folks and the young children at the home. It has been so amazing to be involved in this endeavour and to watch how each one brings in their unique qualities and energies to participate with full vigour, in some cases even from the comfort of their beds. The barriers of unfamiliarity and novelty have been broken to form a connection that we seek to keep aflame.



## The Association of People with Disability

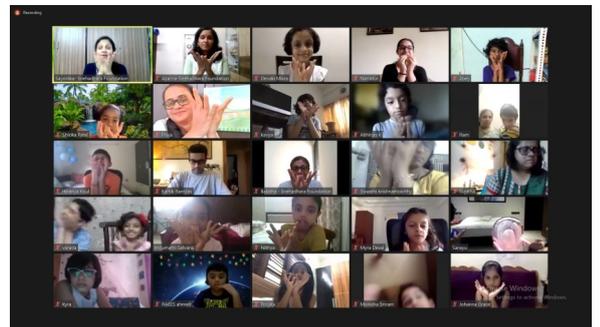
As a part of our work with direct beneficiary groups in online spaces, we have been collaborating with The Association of People with Disability (APD), a non-profit organisation that works on rehabilitating people with disabilities from economically marginalised and deprived communities.

With two groups of children, we have been conducting sessions on the themes of water and colours, respectively. The water group has explored making and creating rain sounds; sipping hot coffee in the rain; drawing water from a well; playing and splashing in the rain; rowing and dancing; and of course, singing *Doni Sagali* and *Tarakka Bindige* with exaggerated cinematic actions. Meanwhile, the other group brought out their imaginary canvases and worked with movement and colours. Our hands became paintbrushes, and our colour palettes bore every hue. The group toured the streets, observing colours seen in vegetables, clothes, fruits, and various toys as well. At the end, poems were written on colours and the children brought them alive in their own unique ways.

## Huddle Up

Huddle Up was born out of a need to tackle the overwhelming sense of doom that the pandemic brought on as we remained cooped up indefinitely. Sensing the need for a little 'pick-me-up' session as we all reeled from the effects of the COVID-19 second wave, the team came together to put up a fun and light-hearted play titled 'The Girl Who Could Not Stop Laughing', inviting just about anyone and everyone interested in joining.

We managed to take time out to spend an evening just being with each other and immersing ourselves in small moments; singing, dancing, watching a skit, or anything else it may be. The space reverberated with joy and companionship, leaving everyone convinced that 'everything will fall in place'.



## One Day, One Story

On 'World Literacy Day' every year since 2013, we have been playing our part in the 'One Day, One Story' event in collaboration with Pratham Books and PNLIT. Although it took place online once again, what a truly adventurous hour we had with our protagonists Satya and Puchku in the stories 'Satya, Watch Out!' and 'Puchku Seeks a Song' respectively. The first one saw the fabulous use of storyboards and puppetry to masterfully deliver the plot and had us spinning, gliding, slithering, and leaping along with our boy Satya. The second story saw the facilitators reliving their childhood in demeanour and attire! We joined Puchku and Co. on a quest to find the baby bird's song, gobbling on tasty jamuns along the way. Following that, the team as well as the audience of lovely children and parents flocked together to sing 'Itna Bada Pahaad' before we bid adieu to one another.



Having revolutionised our curriculum and methodologies in the wake of the pandemic and the subsequent lockdown last year, we first conducted online sessions with beneficiaries from our Direct Care Programme. Witnessing the success, we were convinced of the need to make our mark in the digital sphere.

Thus, was born école ॐllam. It was also a year where we took our best practices to a host of organisations, sharing experiences and creating newer ones with children and adults associated with them.

## école ॐllam Intermediate Program

Last August, seeing the need to offer a pioneering programme for individuals with special needs who like all of us were also feeling cooped up in the lockdown, saw the birth of école ॐllam. It was conceptualised to help them benefit from an Arts-Based Curriculum in an online platform, which, at the time, was a novel idea that raised a lot of scepticism. But we knew what we were about and this has been a long time coming, with the pandemic only posing as a catalyst for us to begin our work.

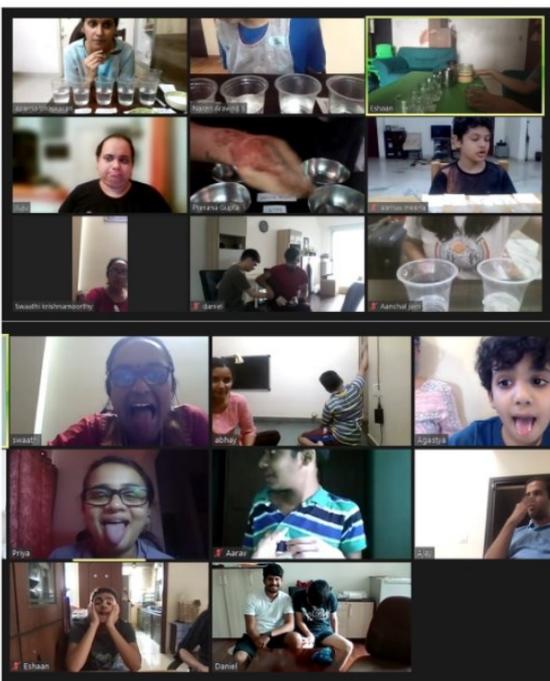
Since then, we have conducted numerous sessions, batch after batch, all the while innovating our methods and gaining confidence in what we set out to achieve. It is a surreal feeling to know that we have been able to spread our reach, not just across the country but even outside (Nepal). The total number of direct beneficiaries currently surpasses 230 individuals, and we hope to keep that number growing by continuing our extensive work.



### Sessions from April -June and July-September

Our sessions with the beneficiaries of the école ॐllam programme since April of this year have focused on folk stories from three different areas of our country, specifically Odisha, Rajasthan, and Punjab. This was envisaged to spark interest in learning about geography, environment, and historic events of our country as well as pose challenges that would help the children explore new worlds, which would in turn enhance their scope for greater creativity and imagination. Here again, the stories have only served as anchors to achieve therapeutic goals in a fun and exciting manner.

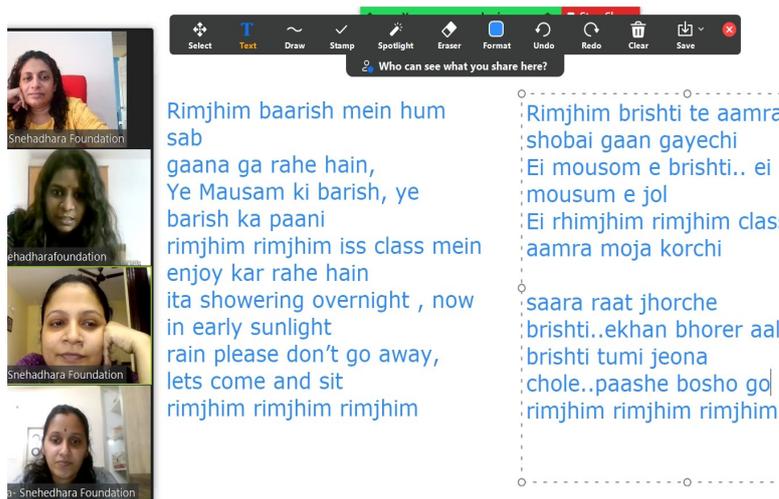
The children have been on many adventures in these past few months, making tactile maps, sundials, tribal art, and journeying great distances with the protagonists of our stories 'The Seventh Sun: A Tribal Tale from Odisha' and 'A Camel for Kelam'. It has also provided an opportunity for us and the children to learn a great deal more about folk art and cultures through these stories.



## We are the Common People, Kolkata

August marked the beginning of our engagement with the beneficiaries of We Are the Common People, Nepal, a non-profit organisation promoted by professionals and youth from all walks of life to bring about a discernible change in our present-day society.

Working with about 12 participants thus far, we have had a splendid experience of jointly composing a Hindi song, translating it into Bengali, playing around and singing in different voices, modulating for dramatic effect, etc. We worked with theatre and roleplay, creating dialogues for each emotion and enacting them together.



Who can see what you share here?

Rimjhim baarish mein hum sab  
gaana ga rahe hain,  
Ye Mausam ki barish, ye barish ka paani  
rimjhim rimjhim iss class mein enjoy kar rahe hain  
ita showering overnight , now in early sunlight  
rain please don't go away, lets come and sit  
rimjhim rimjhim rimjhim

Rimjhim brishti te aamra shobai gaan gayechi  
Ei mousom e brishti.. ei mousum e jol  
Ei rimjhim rimjhim clas aamra moja korchi

saara raat jhorche brishti..ekhan bhorer aal  
brishti tumi jeona chole..paashe bosho go  
rimjhim rimjhim rimjhim

## Self-help Group for Cerebral Palsy, Nepal

Our engagement with the 16 beneficiaries of the 'Self-Help Group for Cerebral Palsy, Nepal', was certainly a rewarding experience. It was one of the first beneficiary groups we worked with from Nepal, dedicated to providing the support required to empower individuals with Cerebral Palsy to enhance their quality of life. It was pure delight to be working together to help the individuals achieve a sense of emotional and physical well-being through the art-based practices that we employ. Having the story 'The Perfect Face' serve as our anchor, we were able to create magic together and completely immerse ourselves in the sessions.



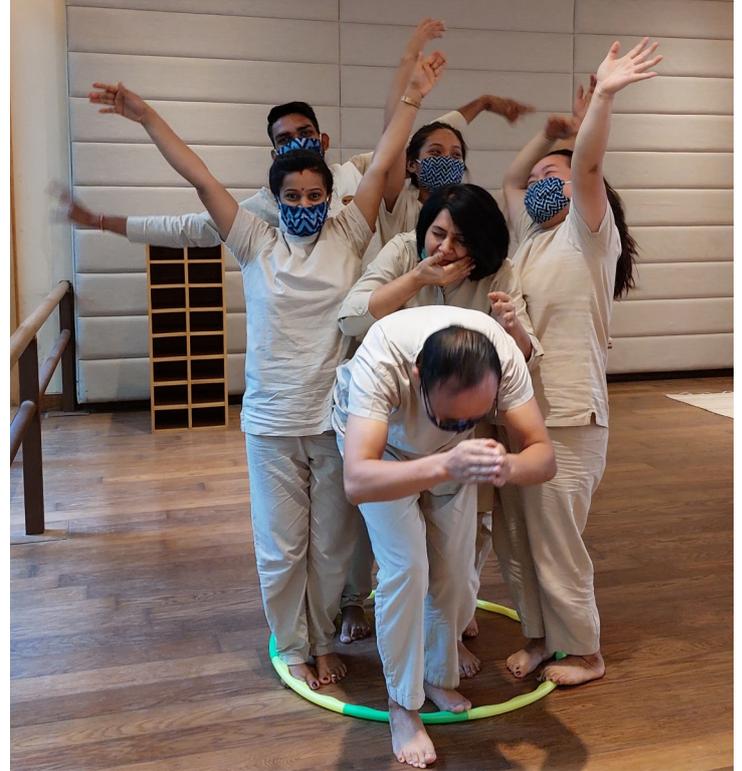
## Antardristi, Nepal

We spent two glorious weeks conducting sessions with the beneficiaries of Antardristi, Nepal, an organisation founded with the aim of eliminating child sexual abuse in the country. Every session with the group of young girls—whether it was on rhythm and melody; movement and dance; storytelling; theatre; or games and play—witnessed an infectious ambience of vivacity. It ended with a sharing from everyone that made each of us realise the impact these sessions have had on us at an individual and collective level. We are humbled to have been a part of this journey and the work that Antardristi, Nepal has been doing, and hope to collaborate with them once again.



## Vana training

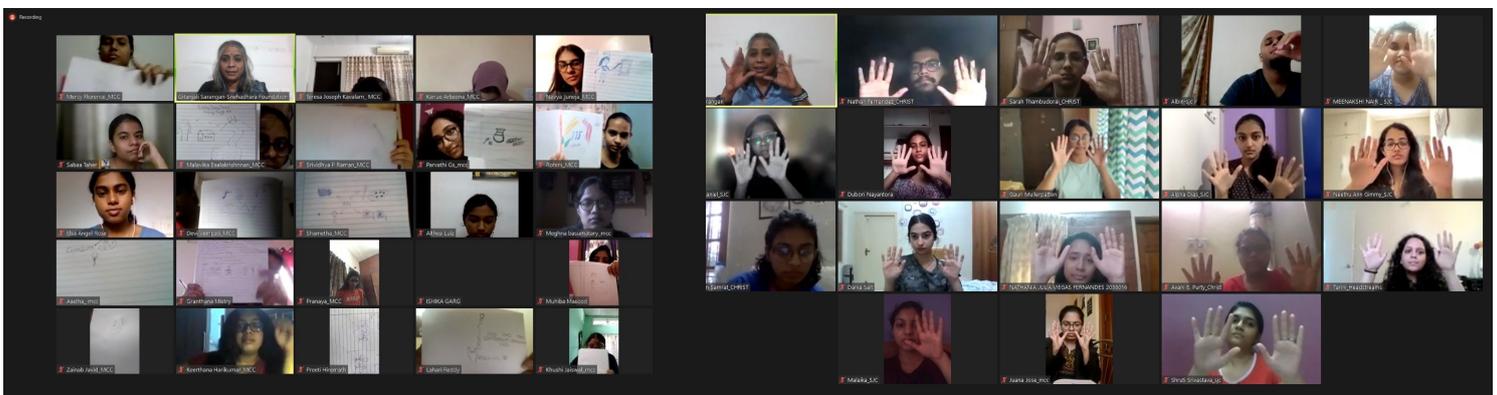
The Vana training continues to be offered this year and has been conducted under Creative Connections, as both online trainings as well as on-site ones in Dehradun. Intensive certificate courses for senior and middle management help works towards creating a collaborative, compassionate leadership environment. The program comprises a format that seeks engagement with various teams, encouraging both group and one-on-one sessions once every month. Through Creative Connections, team leaders and members are inspired to understand the importance of their personal wellbeing while simultaneously nurturing the health of the organisation, and vice-versa. By honing competency, recognising responsibility to oneself and igniting self-empowerment, Snehadhara through its work at Vana, contributes to improving the health of companies by improving the wellness of the people who run it.



## Headstreams

This year, we commenced our 6th year of engagement with Headstreams and in collaboration with them we are offering the course Play and Human Development: Perspectives and Practices to students of Mount Carmel, Christ College and St. Joseph's. This is offered as a Certificate course in Play and Human Development of 90 hours and as a P.G Diploma Course for 120 hours. Co-founders Sumathi Ramjee and Gitanjali Sarangan will be teaching six of their 12 theory subjects.

Akin to the previous year, the course is being conducted online as COVID-19 protocols are in place. It has nevertheless received equal levels of participation, engagement, and curiosity to learn as it has in person all these years.

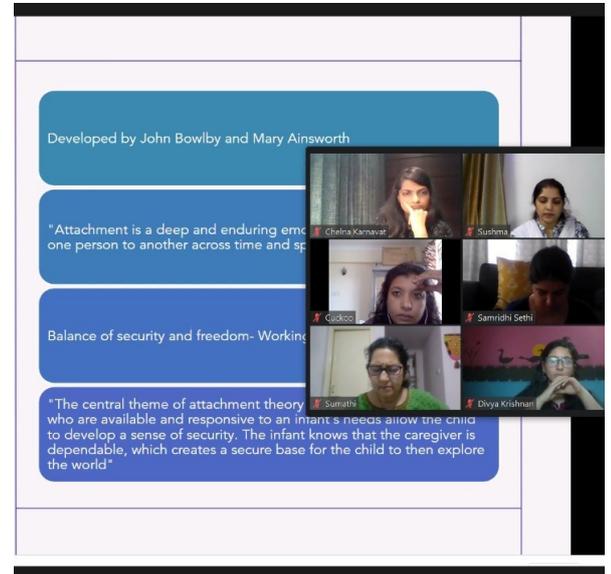


Since April 2021, Prajñadhara's primary goal has been to extend the reach of our Arts Practices for Inclusion (API) certificate course through webinars, introductory programmes and the like, not just across the country but outside as well. Through our efforts so far, we have been fortunate to have come in contact with over 250 direct beneficiaries and our aim is to keep going higher.

## Supervisor training and monthly calls with students and supervisors

Since the beginning of the API course in February 2021, API supervisors have been having monthly calls where they discuss and find ways to guide students in their journey on the course. These sessions invite supervisors to bring the experience and the doubts of the students to the larger supervisory group of 9 supervisors. Each of these trained supervisors brings a wealth of experience to the discussion. Thus, students get feedback not only from their individual supervisor but from the whole supervisory team. The team is led by an external supervisor who is trained in group guidance. The external reinforcement helps API supervisors in putting their best foot forward while guiding the students.

Alongside group supervision for supervisors, the API faculty team had monthly calls with the students. During these calls, students were able to share their experience of facilitating API sessions. These experiences supported other students who were in similar situations. The calls were also a space where students presented different chapters of the API textbook for the learning and information of the whole student body. Supervisors have so far conducted 10 supervisions both offline and online, and the process continues despite the disruptions due to the COVID-19 pandemic.



## Second contact session for API students (Online)

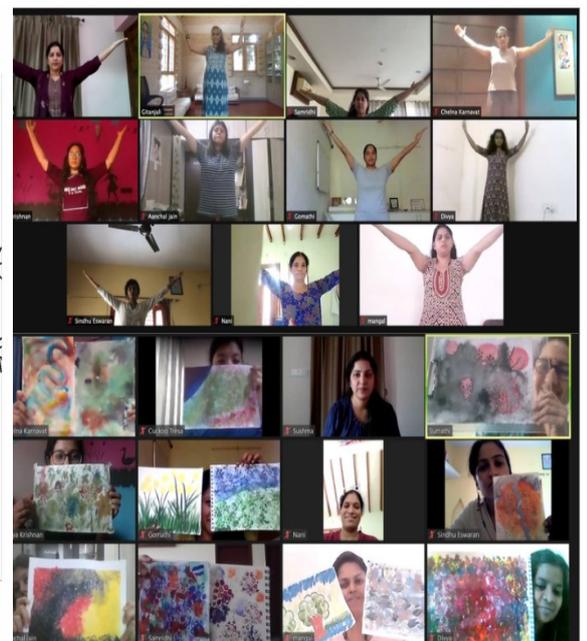
After the first contact session in February, students returned to their respective native cities and began facilitating API sessions for their chosen beneficiary populations. However, lockdown restrictions that emerged due to the pandemic forced students to put a stop to offline sessions. Some students were able to migrate to online sessions for their beneficiaries. Given this background, students expressed their interest in learning how to facilitate sessions online.

For this reason, the second contact session was offered in part-online format. Between June 21 to 25, 2021, students came together to participate in a five-day online training. The training comprised 32 hours of teaching lessons on music, movement and community dance, drama and play, visual art, facilitation practice, social inclusion and social and emotional health. During this training, students were given opportunities to practice the facilitation of sessions online as well as learning how to migrate API sessions online.

A four-hour seminar across June 29 and 30 was organised to instruct the students on the benefits in social and emotional aspects for beneficiary populations.



Virtual Artwork by API India students



## Webinar on Overview of Arts Practices for Inclusion with organisations from Nepal

Once Nepal caught wind of our API course, we felt it was apt to have a webinar where we address the details of the course and build bridges with as many organisations as we could outside the country. Participants representing over 15 organisations within sectors engaging with human rights activities, women and children, marginalised communities in Nepal, and individuals with disabilities, were present. The responses of more than 130 people who share our values of inclusivity and equity were truly humbling.

The webinar took off with a classic song beloved by us at SF *Valan Chacha* that had the group clapping, singing, and moving at different speeds; instantly setting the tone for the rest of the event. The participants gathered information regarding the inception of Snehadhara Foundation, the vision and launch of Arts Practices for Inclusion (API) and its journey to Nepal. The game of guessing and singing Bollywood songs based on their instrumental versions kept the energy levels high. The genuine interest to collaborate and the outpouring of appreciation at the end of the webinar were truly heartwarming.

## API Nepal Introductory Course

Snehadhara Foundation (SF) was awarded the prestigious Millennium Alliance grant to bring the Arts Practices for Inclusion programme to Nepal. As an introduction to training various organisations in Nepal in the methods and practices of API, we conducted several online introductory taster courses. This gave individuals and organisations an idea of the methods and practices of API while also imparting some learning in visual art, dance and movement, drama, play and music sessions so as to enable the beneficiaries to experience the benefits of social inclusion. A total of 122 individuals from 14 different organisations participated in batches 1 and 2 of the programme and the whole programme was a resounding success. Based on the responses received from individuals and organisations, several have expressed their interest in taking the 1-year long training offered by SF.



## API Contact Session for India and Nepal Participants in Bengaluru (Sept '21)

Two groups of trainees from India and Nepal came together at Snehadhara Foundation's campus for a residential training programme in the Arts Practices for Inclusion course at Prajnadhara. The Nepal contingent was a group of organisations that work in very diverse yet direct social inclusion fields: care for persons with cerebral palsy, empowerment of Dalit women, elimination of child sexual abuse, inclusive education, accessibility for blind and partially sighted people and young people, and social development. Over a few months, these organisations came together to attend various batches of the API Introductory Course offered by Prajnadhara. Their interest in taking the one-year-long training emerged from the introductory course and we soon had 20 trainees. The Nepal project was funded by the Millennium Alliance Grant.

The week-long training with the Nepal group in September involved classes in different art forms: visual arts, play, dance and movement, drama and music. The group participated in and understood how the arts impact change and development. The group had preliminary lessons in facilitating arts practices sessions themselves as evidenced on the final day of the training when they took over the facilitation practice!

The Indian contingent joined the Nepal group on 29th September. So instead of faculty-led sessions, it was the students in the cohort who facilitated arts practices sessions for the rest of the cohort. In a grand coming together of both groups, the India group was given an opportunity to facilitate arts practices sessions for the Nepal group.



API India and Nepal: Batch 1

Building a team of practitioners, care-givers and facilitators requires constantly assessing and upgrading their emotional and practical skill sets. To help us be effective caregivers, our internal training sessions work in providing both the revision and the reassessment that we need to motivate ourselves to always bring our A game to the pursuit of therapeutic learning.

### Introspection and self-assessment using Arts Practices

By Vikramjeet Sinha

The training constituted of process-oriented activities that sought to create awareness of one's authentic inner self, and to unveil emotions, thoughts, and experiences that may have otherwise remained unaddressed. Sinha is an arts and social practitioner, and founder of BOAT (Building on Art Therapy) that engages in transformative learning in conflict areas.

### SMART goal exercise, MBTI

by Dr. Gitanjali Sarangan

This session helped us learn about the qualities that each of us like most in ourselves as well as ones which we dislike. It was interesting to see the mix of personality traits within the group and it sure was a revelation to many of us to learn of these traits that shape the way we process information and perceive the world around us.

### Integrity and Inclusion

by Mohan Sundaram

The session on integrity and inclusion made each of us assess and reassess what we consider these terms to mean as we cited anecdotes from our lives and had a discourse about what they entail in actuality. On the whole, the session nudged us to ponder and find our bearings once again.

### Other Trainings

6PSM training

Sensory Integration

Reflective Drama

Visual Art session

Understanding facilitation styles



Over the years, Snehadhara Foundation has engaged with various organisations to take our distinct style of learning to more and more people. Through webinars and talks, we've shared our best practises, championing the cause of arts-based therapy and the social inclusion it can espouse. These efforts supplement the direct care work we do, and the foundation and Gitanjali Sarangan, as our Executive Director and Founder, have frequently been lauded for the work done in the sphere of social and educational development. This year has been no different, with organisations paying heed to our efforts in transforming our methodologies to meet the therapeutic needs of individuals with special needs in the virtual world.

## Webinar on Mental Health and Self-Care for Youths during Covid-19 by Sambhavva Foundation, Nepal

Sambhavva Foundation, an organisation in Nepal consisting of counsellors and clinical psychologists organised a three-day webinar titled 'Mental Health and Self-Care for Youths during Covid-19' from May 24. Speakers from various organisations were invited to speak, such as Dr. Anjan Dhakal, a clinical psychologist from Nepal; Mike Ring, founder of 'Mental Health Connected', UK; and Samantha Foster, founder of 'Rethink Mental Health Incorporated', USA, as well as our founder, Dr. Gitanjali Sarangan.

Over 100 people tuned in to listen to Dr. Sarangan speak about 'Being resilient and finding a deeper presence in the midst of crisis'. The talk touched upon identifying the root cause of issues, accepting that we may need help to get through the hurdle, actively seeking help, and implementing the practices for self-care and resilience consistently that will get us through.



## DNA Talks

The talk with Disability NGOs Alliance titled 'Capacity Building of Special Educators to Build Virtual Inclusive Classrooms' was a vibrant one consisting of 55 participants representing various NGOs who were eager to know all about our practices with the Arts. Throughout the session, the audience was enamoured by the feats we have achieved through the transformation of our curriculum to the online format as a riveting by-product of a raging pandemic. The videos shown were further proof of our tried and tested methods of innovation which have resulted in more holistic and inclusive learning spaces for all the stakeholders involved. Our Founder and Executive Director, Dr. Gitanjali Sarangan shared our learning experiences, and the participants caught a glimpse of how teaching can be looked at differently, in a simplistic yet profound manner.

## Webinar on 'The Practice of the Arts in Therapy and Inclusion' hosted by P N Doshi Women's College

Snehadhara Foundation founder and executive director Dr. Gitanjali Sarangan presented 'Conscious Connections — The Practice of the Arts in Therapy and Inclusion' at the National seminar hosted by the Department of Human Development of Smt. P.N. Doshi Women's College (affiliated to SNDT University). There were over 300 participants present from 70 colleges that offer the subjects Human Development and Psychology in their undergraduate and postgraduate programmes.

The presentation elaborated on the crucial role that the arts play in the processes of learning and therapy, and inclusion, while also touching upon understanding the relevance of the Arts in everyday life. These topics were anchors that were supported by evidence of the work done in Snehadhara's Direct Care programme through the years.




**Dr. Gitanjali Sarangan,**  
Founder, Snehadhara Foundation  
will be speaking about  
'Capacity Building of Special Educators to build  
Inclusive and Empathetic Virtual Classrooms'

**Highlights:**

- Using art forms as a medium of communication and expression
- Recreating classroom experiences virtually
- Skill development for online facilitation
- Enrolling parents in building virtual classrooms
- Open to special educators, teachers, facilitators, etc.

Join our talk to know more about how inclusive spaces  
can be built within virtual classroom settings!

Date: 17th September 2021  
Time: 3 PM - 4:30 PM  
Location: Online Zoom Meeting



**SMT. P. N. DOSHI WOMEN'S COLLEGE, GHATKOPAR**

NAAC accredited A (IInd Cycle)  
Managed by SPRJ Kanyashala Trust  
High Performing Institute ranked 'A' by NAAC  
Affiliated to SNDT Women's University  
**Department of Human Development**  
organizes



By  
**Dr. Gitanjali Sarangan**  
Founder and  
Executive Director,  
Snehadhara Foundation



Date: 26th May 2021  
Time: 11 AM - 12:30 PM



### Creative Connect by Unbottle Emotions

Dr. Gitanjali Sarangan was one of the speakers at Creative Connect, an online training programme held by Unbottle Emotions, which employs an intersectional approach to understanding trauma, healing, and community development through Expressive Arts. In her speech, Dr. Sarangan elucidated the importance and relevance of the arts in education and learning, drew a distinction between inclusion and exclusion, and shed light on how the arts can play a powerful role in creating inclusive spaces.



### Webinar on arts-based learning for children with special needs in an online and blended format

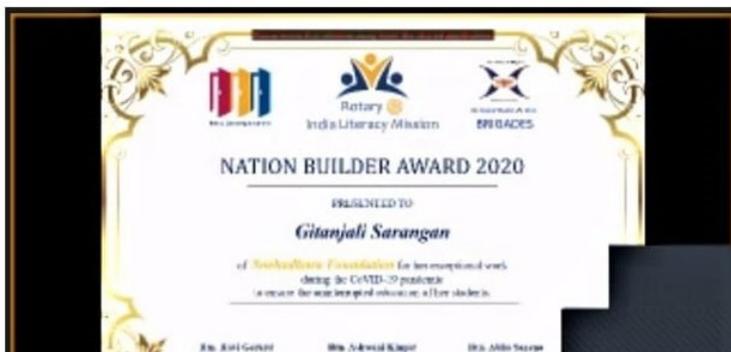
This Teacher's Day, we conducted our much-awaited webinar, addressing different areas and aspects of our verticals as well as the programmes that have taken form and evolved over the past year. We opened the webinar with an introduction to learning and the role of the arts in this process, then going on to cover the impact of the pandemic and our need to stay connected to the families with which we engage as well. We spoke of how we challenged questions and scepticism around delivering an arts-based curriculum to individuals with special needs (especially online). We shared the birth and growth of école @Illam along with anecdotes on how far the children have come, through videos and parent testimonials. Further, a glimpse of life at the semi-residential campus was provided to evidence the success of our blended learning format of facilitation with the children.

Over 45 people from across the country and across Nepal joined in and shared the fruit of their interactions with us. Heart-warming tales of the impact of our work were shared; for example, one person was so inspired that they began conducting an 'entertainment programme' consisting of various arts-based activities for the children they engage with in Nepal. Similarly, others were curious to know how they can contribute and collaborate or get trained themselves.

**WEBINAR ON:  
"ARTS-BASED LEARNING FOR CHILDREN WITH  
SPECIAL NEEDS IN AN ONLINE AND BLENDED FORMAT"**

**MEET OUR SPEAKERS!**

- Krishnapriya K, Senior Facilitator, école @Illam, Snehadhara Foundation
- Babitha Bhaskaran, Management Lead & école @Illam Lead, Snehadhara Foundation
- Dr. Gitanjali Sarangan, Founder & Executive Director, Snehadhara Foundation
- Yashaswini Gupta, Management Lead & API Research Lead, Snehadhara Foundation
- Sayonika Sengupta, Senior Facilitator, école @Illam, Snehadhara Foundation

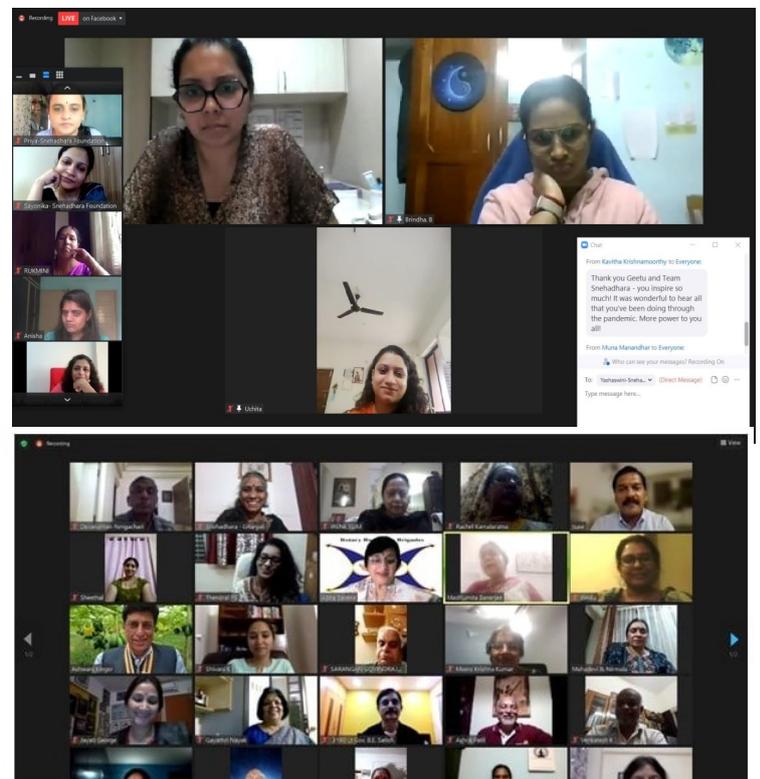


### Nation Builder Award 2021 by Rotary International

Dr. Gitanjali Sarangan was one among 12 educators to be lauded the prestigious Nation Builder Award (2021) felicitated by Rotary International. This award was presented for her exemplary work in fighting the odds and persevering in the face of hurdles to ensure that individuals with special needs have a space in the online format where their emotional, learning, and therapeutic goals can be achieved.

### Global Teaching Excellence Awards 2021 (GTEA)

Snehadhara Foundation had the honour of receiving the award for 'Best Online Education Platform' presented by the GTEA, which is a token of appreciation for illustrious minds for their excellent contribution to the education sector. For us, it is the success of école @Illam, our online school, which garnered us this award and praise.



Snehadhara Foundation (SF) is a registered non-profit organisation based in Bangalore. The pioneers of Arts Practices for Inclusion, Snehadhara Foundation believes that inclusion is the bedrock of a more compassionate and empathetic society. SF advocates inclusionary spaces where arts practices form the primary methodology of teaching and learning. SF aims to create an environment which welcomes, acknowledges, affirms and celebrates the value of all learners. We have crafted three initiatives in pursuit of this goal: Direct Care, impART and Prajnadhara. The major thematic area of the organisation's work is service and community based. We directly work with the beneficiaries in our Direct Care space and also in other organisations working with children at risk. impART and Prajnadhara look at capacity building, training, certifications to re-imagine classrooms and learning facilitation in schools and colleges, and building lifelong partnerships by introducing corporate citizens to the goals of a socially inclusive society.

**Join hands with us as we work towards creating an inclusive world, a world where we are able to relook at ourselves and are inspired to live differently and compassionately. A world where everyone belongs.**



**Azim Premji  
Foundation**



## CONTACT DETAILS

### Campus Address

Prajnadhara – Snehadhara Foundation  
Plot #157&158 Clifton Park Byrashettihalli  
Village,  
Kasaba Hobli Nelamangala Taluk, Bengaluru,  
Karnataka 562123, India

### Phone & email

+91 9880114551  
contact@snehadharafoundation.org

### WEBSITES

<https://snehadharafoundation.org>  
<https://prajnadhara.snehadhara.org>  
<https://impART.snehadhara.org>

### Facebook Pages

[www.facebook.com/SnehadharaFoundation](http://www.facebook.com/SnehadharaFoundation)  
[www.facebook.com/snehadharaconnect](http://www.facebook.com/snehadharaconnect)  
[www.facebook.com/impARTsnehadhara](http://www.facebook.com/impARTsnehadhara)

### Youtube CHANNELS

[www.youtube.com/user/SnehadharaFoundation](http://www.youtube.com/user/SnehadharaFoundation)

## LEGAL STATUS

### Karnataka Trust Registration Act

Reg No: BK IV BNG-BMH 470/2012-2013  
Date of Establishment: 05.12.2012

### Registered under Section 51,52 of Persons with Disabilities Act,1995

Reg No: #125  
Date of Establishment : 25.03.2013

### Registered with National Trust of India

Reg No: KSNE16512252414

### Registered u/s 12A of the Income-tax Act, 1961

Registration No.: AAMTS2250AE20214  
Dated 28.05.2021

### Exemption u/s 80G of the Income Tax Act, 1961

Registration No.: AAMTS2250AF20214  
Dated 28.05.2021

### Registered under FCRA, 2010

Registration Number : 094421625

Content: Lakshmi, Anisha and Gitanjali

Design and Layout: Yashaswini & TGS

All donations made to Snehadhara Foundation are exempted u/s 80G of Income Tax Act 1961.