

The year 2019-2020 has opened out our programmes across Direct Care, impART and Prajnadhara. The deliberate focus has been to look at social inclusion and stir our effort to build this into the mainstream world. While the target audience is large, SF realised that there needs to be demonstrators and pilots to create standard models of delivery. Our crucible which works directly with children and adults across special needs populations validates the innovations as we take them to scale. Empowerment of both the children we work with and the teams that work with the children has taken up a large space in the work, even as we build and strengthen existing pathways between learning and practice. Our work towards training more people to work with communities using the Arts has also taken on its own momentum and shows the promise of expansion.

Arts Based Interventions is our primary methodology in Direct Care. We have, however, augmented this with creative practices of our own, resulting in a holistic framework each year. Our year in Direct Care opened with a vibrant summer school - 'Oh, the places you'll go!' The facilitators and children did indeed go places – literally and metaphorically. They held new learning routines lightly and yet harvested much from them. External facilitators were co-opted to work with the children; outdoor sessions were woven into the regular curriculum strategically; vocational work was designed according to the needs of the children and the group and more mileage was derived from bringing in games and sports sessions. Getting the parents more on board through frequent documentation updates and meetings has also been well-received. Existing programmes like Pipilika and Snehasangiti have continued to be inclusive learning spaces that allow for interaction with communities and groups outside the Centre. Overnights, Home Visits, rich performances through Houseful – have continued to add immense value to the lives of the children coming to the Centre.

Under impART, the first half of this year has been about collaborations and facilitating workshops and trainings with organizations across the country. Whether at Azim Premji University (APU) Bangalore or at Bapu Trust, Pune, the goal was to offer options and approaches rooted in multi-arts. impART's projects 'Creative Connections' and 'Vakshana' with the team at Vana, Dehradun has been about training to build mindful and collaborative leadership in teams. Our work with Headstreams in renowned colleges in Bangalore allowed for engagement with students from various disciplines using the arts. Our year-long programmes in Chandigarh and Kashmir continued to strengthen classroom practices through capacity building in learning facilitation and curriculum design through the Arts.

Prajnadhara has also been expanding its reach across locations and streams of work. The strategy is to create a community of special needs practitioners who will seed our methods in existing spaces and learning institutions for children. Our Executive Director, Gitanjali Sarangan was a part of facilitating a few sessions in the 11th Indian Buddhist Retreat at Deer Park, Bir. Prajnadhara's third batch of students this year bring their varied backgrounds and experiences to the ongoing ABT course. Earlier this year, we also certified the first batch of students who completed the 5-month certificate course in Applied Buddhist Psychology and Ethics called 'Healing the Mind through Knowing the Mind'.



Credits: Kutti Kutti Asai

# DIRECT CARE

The Direct Care space at Snehadhara is our realm of care and practice. Respecting every child's unique needs, our programmes are carefully designed to enhance their abilities and meet their therapeutic goals. Each year we have been able to introduce new programmes that emerge from the needs of the children.

The focus of the design for 2019-2020 has been on creating a space where compassion is an integral part of daily living – with respect to the self and others; resilience is built; attention and observation skills honed; emotions acknowledged and negotiated with; learning flows from connection with each other and an understanding of the larger interconnectedness of all. The curriculum designed for the



children each year is based on action research projects, group domain goals identified for the children and divided into three parts: Classroom Sessions, Classroom without Walls and Parent Interactions.

The motivation at Direct Care since its inception has been to explore a significant train of thought from an action project to a long-term sustainable practice. Taking this further this year too we have three ABT projects that have commenced their pilot phase. The ABT sessions that take place through the week in all the groups are largely in group settings this year. Our focus this year based on the identified group goals are in the Speech-Language, Cognitive and Social Domains.



*The pulse of the new systems anchored more strongly in the intent of the organization is distinctly visible in the smiles and energy that fills the Direct Care premises of the Centre each day.*

This year we are piloting the SEE (Social, Emotional and Ethical Learning) curriculum for the children and the team. The first half of the year also had the team undergo day long trainings on creative movement by Archana Kumar, Kaavad Katha by Akshay Gandhi and Arts and the Brain by Ravi Srinivasan. We have also introduced a systematic and well documented supervision format of the sessions thereby allowing the team of facilitators to create spaces of mutual feedback and sharing along with sharpening observation and assessment skills. While Activities of Daily Living (ADL), Vocational training and Functional academics have been an integral part of the sessions, some of the new classroom projects have been – Culture and the Arts, Shadow Play, Constructions and Compositions, Tailoring, Soundscapes and Zen Tangling. The Overnights this year continued to provide a space for overcoming or negotiating with the need for familiarity of space, sounds, smell, textures and voices. Our children have been staying over at the Centre one Friday a month, slowly learning to become more independent, manage their emotions, their belongings and readjust their needs to a new space, away from their families.

Our Oota Thota project has grown from strength to strength with its offshoot – the Obattoo Café taking on its own life. The delicacies that were cooked at the Café had not just children working, but also occasional visitors like a team from Maxim Integrated who volunteered in July this year. In our Classroom without Walls sessions this year, we have opened ourselves to learning beyond the centre. Our sports program took off this year with Dhan Dhana Dhan Goal – Football for the senior group. Treevelling is an integral part for two groups where they travel to meet trees and revel in them. With the Home Visits along with trying different cuisine in new environments, travelling in buses and cars, the children are slowly learning to play guests and hosts, manage their needs, learn about boundaries and build their socialization skills.

Kala Samvaad, our artistic window of interaction with the parents is a space that holds deeper conversations about the self, about life and about relationships, one Saturday a month. The first semester saw the parents and the team come together for sessions on drumming and treevelling that intended to find new rhythms to deal with emotions and to reconfigure one's relationship with trees.

This year there has been deliberate focus on rewiring our communication goals and bringing parents more on board in the process of learning that the children are part of. The monthly parent meetings have been well-received, especially because they are rooted in detailed documentation updates shared with parents once in two weeks. One Friday every month is dedicated to small group meetings between individual parents and the teams working with the child.



# HIGHLIGHTS FROM DIRECT CARE

## 'Oh, the Places you'll go!'



Our summer school themed around 'People and Places' was a vibrant new beginning to the year 2019-2020. Walking into the Centre, one could hear ghungroos, music across genres, chanting, chatting, reciting; or you could see wonderment in the eyes of the children or experience the excitement of the interns and facilitators as they made their own discoveries. Muscles were strengthened – learning muscles included. Walking around in new gardens or socializing with freshly met people posed as delights and challenges to the children. A lot more artists arrived at the Centre and shared their core skills, inspiring the team to incorporate its essence in the regular curriculum. This was a summer school that saw much travel, new friendships, brand new hobbies and colorful portfolios.

## Houseful



Created with the intent of providing the experience of watching a performance together, learning to keep boundaries, experiencing the joys of different art forms – Houseful has been filling the Centre with the flavors and spirits of varied forms of expression and creation. It brings the Centre together to watch a performance and then allows for a short interactive workshop – a learning space designed to bring out the artist in each child. Vasu Dixit, Debapriya Dasgupta, Arpita Gaidhane were the Artists of the first quarter. In every Houseful session, it is evident that the children connect with the arts immediately and instinctively while also pushing the artists to observe their own performance and facilitation with fresh eyes.

## Pipilika



Pipilika 2019-2020 – Building Communities carries its repertoire of music and songs, dance and rhythm, stories and colours to diverse learning spaces. Nurturing relationships requires a sustained effort and thus this year Pipilika offers yearlong interventions to open up a whole new world of expression, connection and engagement in organizations working with special populations and institutions that revel in the power of diversity.

With the intent for communities to come together to prepare the ground for a rich harvest of empathy, interaction, acceptance, participation and legitimacy; this year the team has been working with children at risk in Desire Society, Sunbeam, and the Government Girls Home. Various teams from the Direct Care work in these spaces on a monthly or weekly basis.

## Classrooms without Walls



This year we have engaged with Maya Printers, HOPCOMS and Chowdeswari Traders – a local provision store, to introduce the children to livelihood and vocational opportunities. The children from our senior most group go into these spaces once every week and learn new skills, while also supporting the ongoing activities there. Other groups are learning the basic skills leading towards playing football. Taking the Classroom without Walls to a new level, the children were taken to watch a play during the International Children's Theatre Festival at Ranga Shankara. The way they handled the challenges of a new space, the dim lighting, the sounds and music, the expressions of the play – it was evident that the children are ready for bigger challenges with the arts and the teams providing a safety net.

# impART

Interventions, Practices and Methodologies through the Arts

The year for us began with our presence at the 2nd Round Table 'Reaching out: Towards a relevant response to Mental Health', organized by the Health, Development and Society Initiative at Azim Premji University. Our Executive Director, Gitanjali Sarangan facilitated a session titled 'Conscious Connections' which presented an overview and mapping of the wide range of artistic interventions, particularly in institutional settings and the manner in which the multiplicity of efforts has placed mental health issues squarely in the discourse of human rights and public health.

Early this year, the impART team facilitated a session 'Healing in the *zero-thought zone*' at Prameya Health, an organisation that offers Cancer support and preventive healthcare services to women. The focus of the session through multi Arts was to look at how the principle of integrated therapeutics augurs to a possible future where the modern, alternative and complementary health systems in concert make a crucial difference to the healthcare sector thereby enabling healing and well-being.

As a part of the Resource Training Pool with Bapu trust for the project titled "Programming for Inclusion of persons with Psychosocial disabilities within Development: A Capacity Building Program", we have designed and facilitated sessions that focused on psychosocial, emotional and developmental needs through multi-Arts. The main objective of the project is to build capacities for community mental health and inclusion of persons with psychosocial disabilities in Chhattisgarh and Madhya Pradesh. The participants were from three grassroot organisations - GASVS in Chindwara, BKG Agricon in Raipur and Samaan Society in Navlakha, Indore and team members from Bapu Trust.



**With impART, we re-established our purpose of empathy and change using the Arts, in Institutions of Learning , Care and Livelihood with a wide array of fresh ideas, innovative practices and a diversity of experiences by engaging with them through workshops, trainings and year long programmes.**



## Year Long Programmes

We concluded our yearlong engagement with DPS Srinagar for 30 facilitators working with special needs titled 'Learning Facilitation for Special Needs through Arts Based Interventions' early this year. Our programme titled 'Creative Interventions in Re-imagining Classrooms through Dialogue Circles' with Smart Wonders, Mohali, in its second year with the teachers is set out to train 4 mentors in a leadership role to take the program further and 28 teachers with their classroom practices. At Sri Aurobindo School, Chandigarh under the program 'Mandala- Dialogue Circles through the Arts' in our first quarter engagement we worked with 22 teachers from Nursery to Grade X.

We deepened our connect with the community by bringing together Mindful wellness and the Arts for parents and children at Young Vanavasis Retreat from May - August in Vana, Dehradun. The four engagements were replete with generous moments of fun and learning with children and parents from across the world through sessions titled Movement and Play ,Wonder and Wisdom and Dialogue Circles.

We continue our association with Headstreams into the 5<sup>th</sup> year and this year too we are offering the certificate course 'Play and Human Development: Perspectives and Practices in Christ College, Mount Carmel College, and St. Joseph's College., Bangalore The introduction of Treevelling, Percussion circles, and Sign Language in the sessions have equipped the students with varied artistic tools that look at learning facilitation in re-imagining classrooms.



# PRAJÑĀDHARA

Prajñādhara is a division of Snehadhara Foundation that looks at learning and practice for all. The twin goals of Prajñādhara are Arts Based Therapy (ABT) Certification and Study of the Mind. With the Arts Based Therapy Course the focus has been to train and certify Arts Based Therapy Practitioners to Mainstream Inclusion. The strategy is to create a community of special needs practitioners who will seed our methods in existing spaces and learning institutions for children. The intent is to incubate organizations to be anchors of Arts Practice for Inclusion.

## Highlights of 2019

We began the year with facilitating session at the 11th Indian Buddhist Retreat at Deer Park, Bir. This retreat brought together 55 participants from Rajasthan, Assam, Punjab, UP, HP, Karnataka, Gujarat, Orissa, TN and Jharkhand.



It was a privilege to be a part of Ven. Choegon Rinpoche's teaching on the 6th Chapter of Bodhicaryavatara, and Ven. Upanand Thero's Teachings on the Gathas from Dhammapada. Sessions facilitated by Gitanjali Sarangan on Wisdom and Wellbeing through Multi Arts enabled the participants to look at the Paramita of Patience through Play, Visual Arts, Theatre and Movement.

We concluded the teaching of the 5-month certificate course in Applied Buddhist Psychology and Ethics called 'Healing the Mind through Knowing the Mind' early this year. This Course was facilitated by Ms. Asha Pillai, Executive Director of WCCL Foundation, and a Board Member of Khyentse Foundation and the Dzongsar Khyentse Chökyi Lodrö College of Dialectics.



The Course also had Ven. Pema Karen Schaefer take the batch through a three-day Bodhichitta Retreat in March 2019. The elegant certification ceremony for the first batch of Prajnadhara's 'Healing the Mind through Knowing the Mind' was almost like a Sangha reunion. We hope that as the first batch of students from the course set out to start their 'real work' on mindfulness and spirituality in 'real life,' they can only find strength in a Sangha that is as beautiful and rich as this.

**We flagged off our 3rd Batch of ABT Course on July 6th, 2019. This current batch has 24 students from 18 organizations across 11 locations in the country. The student profile of this batch includes Special Educators, Social Workers, Psychologists, Therapists, Counsellors, Physiotherapist and Facilitators working with special populations or in inclusive settings.**



# ABOUT US

With a vision to foster a culture of respect and belonging, Snehadhara aims to create inclusionary spaces that welcome, acknowledge, affirm, and celebrate the value of all learners. It is the only organisation in the country that uses Arts Based Therapy as a primary methodology in working with children and adults with disabilities.

We have crafted three initiatives in pursuit of this goal: Direct Care, impART and Prajnadhara. The ambit of Snehadhara's mission encompasses working with children across disabilities and across age groups using the Arts (Direct Care); co-creation of empathetic learning spaces in schools, colleges, corporates and the community (impART); as well as certification for Arts Based Therapy to construct a facilitation model for learning and inclusion (Prajnadhara).

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



HT Parekh  
FOUNDATION

An Initiative by  
**HDFC**  
WITH YOU, RIGHT THROUGH



## CONTACT DETAILS

### CENTER ADDRESS

#1653, 8th Cross, 17th Main Rd,  
Phase 2, KSRTC Layout,  
3rd Phase, JP Nagar,  
Bengaluru - 560078, Karnataka

### 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<sup>REG</sup>  
NO: KSNE16512252414

### REGISTERED UNDER SECTION 12AA OF THE INCOME -TAX ACT, 1961

Reg No: No.DIT(E)BLR/L2ANS-2457/AAMTS2250A/ITO(E)-3NOL.  
2012-13. DTD 06-03-2013.

### EXEMPTION U/S 80G(5XVI) OF THE I.T.ACT 1961

No: DIT(E)BLR/80G/86/AAMTS2250A/ITO(E)-3/Vol 2013-2014

### REGISTERED UNDER FCRA, 2010.

Registration Number : 094421625

Content: Charumathi and Gitanjali

Design and Layout: Terabyte Garage Solutions

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