



Snehadhara Foundation Annual Report 2013-2014

माला फेरत जग भया मिटा न मन का फेर
कर का मनका छोड़ दे मन का मनका फेर

*Eons have passed whirling rosary, restless remains the mind
Give up the beads of rosary and rotate the beads of mind
-Kabir, Mystic Poet*



Snehadhara Foundation is a registered non-profit organization based in Bangalore that works with children and adults who are differently-abled, their caregivers and families. The organization was set up by a group of ABT (Arts Based Therapy) practitioners, trained and certified by WCCL Foundation, and likeminded people who have been associated with special populations and social causes for almost a decade.

VISION

To create a self-sustainable community model for independent survival of children and adults with disabilities.

MISSION

To connect to children and adults with cross disabilities using Arts Based Therapy



Children and young adults are looking for a space to just be and discover themselves. 'Special needs' is not just a politically correct phrase; it is the recognition that 'normal' is relative and needs are special in seemingly 'normal people' too. So how do we come into the picture?

We began our journey by integrating creative processes of learning inside the classrooms in our work with small groups of children, and with special children in inclusive environments. In the course of the journey and our experiences of the last few years, therapy was refined from treatment to auto-learning, discovering and examining.

Taking this forward, we went ahead and set up the first centre for Arts Based Therapy. From there began our next phase of learning and discovering. Exploring creativity through arts based forms in a community setup acts as a catalyst for healing and learning. It is a way for one to grow and become sensitive to the beauty of nature, of social values and aesthetic aspects of life as a whole.

We, at Snehadhara Foundation believe that we are all well connected even before this association. And as these children grow, we grow with them. You could call it intuitive metaphysics, emotional intelligence, inner captainship, or searching. We would want to walk the path less travelled with our children and adults.

We use Arts Based Therapy as the primary methodology in creating internal peer buddy systems across age groups and across cross-disabled populations. Snehadhara aspires to be a model that addresses life goals and academic interventions and where possible learning experiences to meet vocational goals, livelihood and long term care giving.



Highlights 2013-2014

The journey so far

In 2013- 2014 we worked with 60 children and about 40 families of caregivers through direct interventions and about 200 children through indirect interventions.

The following pages will bring you tales from the year gone by...



Atota Lakmose

The Summer School Story

Our year began with the launch of our Summer School 'Atota Lakmose'. The summer school explored a combination of various art forms. We combined disciplines to observe the lines blur between them clearly showing that art has no boundaries. The coupled themes were Movement and Mosaic, Music and Sculpture, Cooking and Weaving, Terrace Gardening and Painting.

These art forms may appear to have very little in common, but they share the same vocabulary - scale, form, structure and shape have similar meanings and functions in all of the art forms. The aspect of rhythm is common to dance, movement, music and painting. The children started with an idea or theme in a non-literal manner, with the adults abstracting the essence into images and compositions. Neither the simplicity of the built structure nor the fact that there weren't any fancy gadgets came in the way of the children enjoying what they did.

'Unfurled those colourful cloaks and put on those magic lenses, to get on the flying carpet for a ride into the unknown' is what the 6 weeks was all about.

*As an artist's statement explains, my work is utterly incomprehensible
and is therefore full of deep significance*

- Calvin



Pipilika People

Together we walk

Healing and learning is as much a process of the community as it is a personal journey. Each child requires meaningful and holistic learning spaces which are created by all those who engage with the child.

If a child is to keep alive her inborn sense of wonder, she needs the companionship of at least one adult who can share it, rediscovering with her the joy, excitement and mystery of the world we live in.

- Rachel Carson

Pipilika, which means 'ants' in Sanskrit, is our outreach program that takes Arts Based Therapy to parents and care givers of the children. It also takes our learnings from the centre to other schools and learning spaces. Over the year we have covered a wide array of art forms in five capsules of six sessions each. We have had exciting sessions exploring impromptu costume parties to one-minute skits, had our turn at traditional board games and hopscotch, some introspective story sharing sessions with theatre and storytelling.

We also created myriad paintings and played with our shadows to create puppets, got messy making funny shaped pots during pottery, tried our hand at baking rainbow sprinkled cookies and cupcakes, cooked dates biscuits and spicy mixtures, hopped and skipped during sessions on folk dances from across the globe and created foot tapping rhythms during sessions on music and drumming, created a life-size weave of our stories and built a caravan of puppets. Taking the spirit of fun forward we also had special sessions on rubik's cube to masks, mirrors, film-screenings, outdoor-visits and more.

If you hear a voice within you say, 'You cannot paint,' then by all means paint, and that voice will be silenced.

– Vincent Van Gogh



Paplu

The Travelling Giant

What is it about a story that makes us want to listen to it?

It is not something that can be explained but it has to be experienced. This holds true for all that has to do with Arts as well. It transcends time and space, with imagination set afloat, no limit to where one can reach. As a storyteller, with every word an unthreaded map follows- a key for listeners to open their mind to a treasure trove of journeys.

Those who do not have power over the story that dominates their lives, the power to retell it, rethink it, deconstruct it, joke about it, and change it as times change, truly are powerless, because they cannot think new thoughts

- Salman Rushdie

At the Foundation, teachers and facilitators decided to celebrate Teacher's day a bit differently. We set out with a story, a pot-puppet, drums and a couple of songs, to reach out to schools and organisations around South Bangalore. Our intent was to use the arts; in myriad possibilities, whether to build acceptance or make connects within communities. What better way than to use stories.

We signed up with Pratham Books Champions who were celebrating International Literacy Day through 'One Day-One Story' campaign.

The idea behind the campaign was for people to sign up with Pratham, who sent us a book they had chosen for this year's campaign, we read the story to children on International Literacy Day – 7th Sept. The book chosen for this year's campaign was 'Paplu, the Giant' – written by Ramendra Kumar and Illustrated by Zainab Tambawalla.

Paplu, the giant was our teacher's day gift to the lives of many who have shown us ways of seeing and learning.

*Think left and think right and think low and think high. Oh, the thinks
you can think up if only you try*

-Dr Seuss

As teachers we have been constantly challenged by our children who have driven us to look at learning upside down and inside out while we are side stepping many other thoughts – in short there is a lot to learn from our little teachers.

Paplu travelled to Jayanagar Parent Association, Mysore Educational Welfare society, Brindavan Education Trust, Belaku Shishu Nivasa, BMES Byrasandra, government school in Uttarahalli.

This exercise also set rolling the need to start looking at our 'Outreach Program'.



Parent Interactions

Learning to unlearn

Art is not something other people create.

Art is something we create in each moment.

Every movement is holy,

Every movement is inspired,

Every movement is art, and

Every movement is shared.

Moving from the inspired moment, we inspire others to move.

The parent group along with the team come together once every 6 weeks to explore working with the arts. This year saw the parent interactions evolving from being fun and frolic to engaging in more meaningful conversations about the larger questions that were of interest to all of us in this group. Although like in most dialogue spaces, words become the most effective tool- a shared medium of communication, we explored seeking these answers non-verbally through art.

Some of the topics that were churned out were:

Khel Raas-Raise your sights and look at whatever is happening all around in this vast universe of ours. Is it anything other than a dance, a celebration, an abounding carnival of joy? It is all celebration, whether it is clouds gliding in the heavens or rivers rushing to the seas or seeds on their way to becoming flowers and fruit, or bees humming or birds on the wing. It is all a panorama of play and dance and celebration.

Dance of Life-Most of us don't pay attention to our body until it gets in our way. Our body provides the inspiration for movement, the tool of expression, the limits of our canvas, and the witness of our creation.

Listening to the Inner Voice-If one listened really very, very carefully, not interjecting your own personal opinions and conclusions and prejudices, but listen with your heart, with your mind, with your keenness, and perhaps a deeper form of communion can take place, both verbally and non-verbally. What is fear, our responses to fear, is it possible to live without fear?'-fear seems to be a main motivator for action, either unconsciously or used deliberately by the powerful. Can we learn about fear in our own lives, and by extension, in children's lives?

Vive la Vie - let's celebrate life- The Christmas celebrations with our parents ushered in the season of giving, of letting go, of loving and caring. The Universe is like an echo. Whenever we ask "What can I get? The Universe asks us the same question. And whenever we ask "What can I do or give?" we experience the Universe asking us this same question.

Taking love beyond words- A guided meditation session with our parents.



Overnighters and Outdoors

Daring to dream

'It is different to be with children from 9am-5pm and very different to live with them'. This was what a seven year old told us. The overnighters at the centre stemmed from this thought. This also takes forward our vision of setting up a community living space.

The central thrust of our stay together once a week at the centre was to look at broad questions regarding our daily lives- how do we function on the one hand, and take forward a responsible relationship with the children and their families.

The idea is to address the question that parents often pose "What happens after us? Can our kids manage?" Surely, is the answer that echoed back. The overnighters have helped us challenge many biases and the kids have often surprised us.

The best things parents can do for their children (parents of our children in particular) is to take care of themselves. While we partied with the children at the centre, parents had some time to themselves. And we have reasons to believe that this has changed the way they are with their kids.

*You see things; and you say, 'Why?' But I dream things that never were;
and I say, 'Why not?'*

– George Bernard Shaw

Each Friday, the overnigheters were divided into:

Seeing the sun set – From shadow puppetry, to visits to a mall, to bowling, to going to a church, to visiting the homes of their friends to mention a few, this is what the Friday evenings were made off.

Can you cook for me? - Our volunteers and parents got together to ensure we have some good food.

The world of dreams- The team and the volunteers stepped in. Together we tried to get the kids to bed. Yes, it's true that some of our kids don't sleep easily, some of them have medicines, and some of us love to read till late, and yet some of us wait till the world sleeps. But yes you can sleep too if you are lucky.

The overnigheters in 2013-2014 were meaningful as parents, the team, volunteers and each child had a role to play.

You should consider Snehadhara because their core strength is creating excellent educational, remedial & therapeutic programs for their clients.

They are the only organization which does 'overnigheters' for their children. Some of these kids are highly dependent on their parents. Getting them to stay the night in the centre, without parents, and being able to do it successfully, is proof enough of the dedicated team.

- Zubin Balsara,

Projects Director, World Centre for Creative Learning Foundation



The Freedom to Be

Taking learning beyond rewards

Naman reaffirmed our belief that joy and pleasure in art must not take away the beauty in the seriousness of the work. When there is seriousness, something beautiful is produced. So, it is possible and very important to focus not on producing something but on working with attention. Methods may differ and people may differ but the attention is what finally allows you to enjoy and explore what you do. Deciding what the child is going to work on is a very interesting process. If the child is part of this process, the ease with which something can be gone into at most times is wonderful.

Under its 'Sarva Shiksha Abhiyan (SSA)', the Government of India, Ministry of Human Resource Development (MHRD) has been endeavouring to provide Basic Education to all children, youth and adults in the country. The National Institute of Open Schooling (NIOS) has launched the Open Basic Education (OBE) Programme, as an alternative educational programme, equivalent to the Elementary Education Programme of the formal education system. There is a provision of separate OBE programme for children and adults.

Taking our learnings forward from the last two years, and in response to several requests from our parents for their children to write recognized exams, we opened our center as a 'learning center' for the National Indian Open School (NIOS). Our programs at Snehadhara have shown us that arts can be used as an effective medium of instruction for children with special needs.

Through our Art in Education Program we decided to look at helping children with special needs achieve higher learning (academic) outcomes, and also improve their capacity to interact with society in general. We began to look at integrating arts into teaching methodologies within classroom settings.

Content from textbooks were delivered to them using multi-art forms like storytelling, dance and movement, drumming and music, and theatre. In a span of 6 months what we managed to achieve with Naman , a 15 year old at the centre was fascinating. We managed to take him through the curriculum for Std 3-5 grade in five subjects. Along with meeting academic needs, Naman also surprised us with his ability to comprehend, reproduce what is taught and apply it in simple experiments/situations. He passed all his papers with 72% overall. This has left us reassured on how just creating a non- threatening and fun filled environment can allow learning to take place so organically. Interestingly for Naman, this did not seem a huge achievement and a cause enough for celebration.

I thought children would only work at something if they were offered rewards but then was surprised to see that children educated themselves when rewards were removed. But it is hard for teachers and parents to not offer rewards because it is a habit

- Maria Montessori

The Importance of being Naman

- A note by a guest faculty

He may have some attention issues. His handwriting, when he is tired or bored, is a tricky read. He can lose interest in a subject while he is reading it. Now, really, why should that matter, at all? They were our adolescent pitfalls too, that peeved our parents and teachers, alike! There are areas of strength, like there are the Achilles' heels. No matter how systematic and diligent you have been through a whole academic year, you could still have that sinking feeling on the night before exams. Let's admit upfront, that school exams are not for the faint hearted. And, school exams papers are designed by people who may have severe social adjustment issues. So, what should one do to moderate a situation that is both unpleasant and unavoidable?

Even if we discount all aspirational urges within both traditional and non-traditional methods of schooling, the fact remains that we often set very high standards for children, through ourselves. And those who do not comply, by choice or otherwise, are the proverbial "outlanders". In an already non inclusive environment of institutional learning in India, it is a social Goliath that would require many a David to knock off.

But, in course of our learning session, Naman was anything but an outlander, and everything that "traditional" parents would hope from their "traditional" children. Through the sessions he would make his interpretations of the subject been taught (with some minor distractions involving an exchange of kitchen recipes and his upcoming travel to his hometown), he wrote in rhythm and with reason. He was at ease, in his elements all along. He does not know, but he has a wicked sense of humour.

In one of the endless social science chapters, there was a question as to what plan did the king "hatch" to kill his enemy. Naman's poker faced response was "an egg". I would have given him a distinction any ways, he has a definitive future in adlibbing. I also realized he is a brilliant mimic. He acted out the answers. I have started appreciating songs from the movie R...Rajkumar.

I am not sure who had more takeaways from this journey, but as an observer and in some little way, the facilitators, I think it was I who lucked out. Naman will continue to shine, like he is expected to.

Befitting his name, Naman is worthy of a salute.



Becoming a friend to my child

A farewell message from a parent who moved out of the country

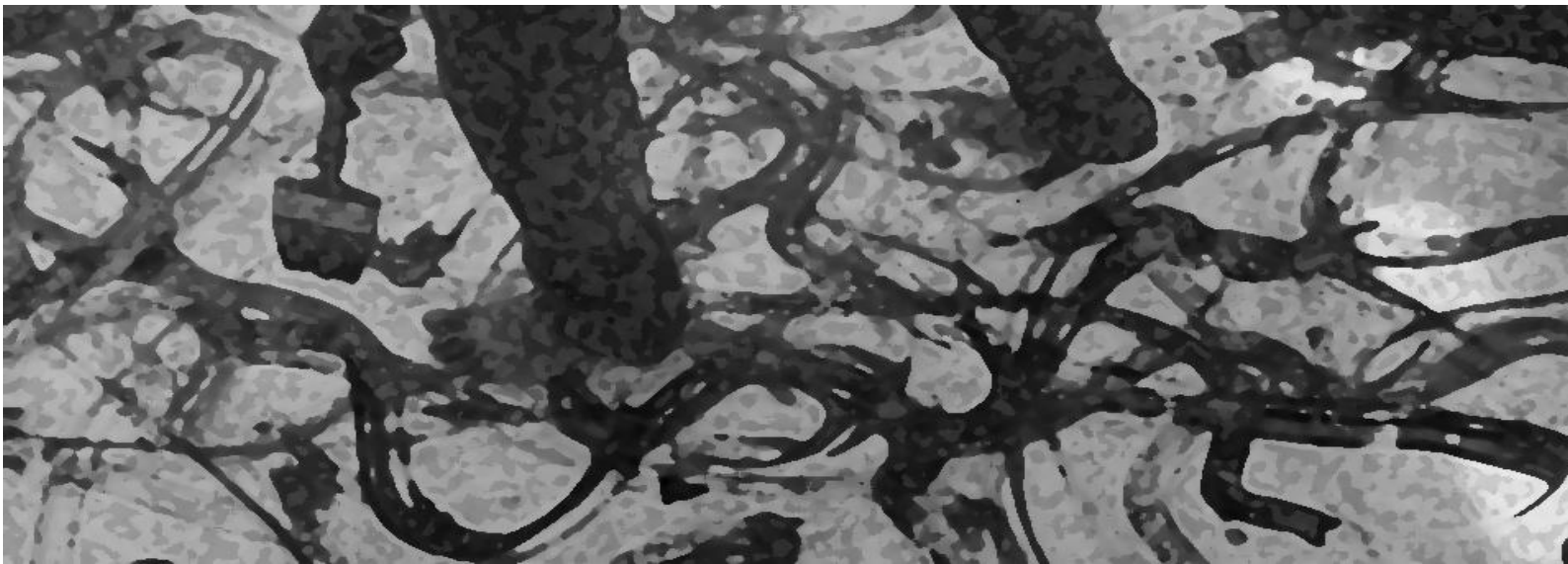
Raghav joined Snehadhara team on Nov 1st 2011 as a shy touch-me-not child. He was very sensitive to people's touch. When I discussed this with Geetu, she told me to give him the space in his life that he truly deserves. She was confident that one-day Raghav would come around. And trust me those words were real magical for me; who like any other parent was amidst emotional conflicts about accepting my child as he is.

The main strength of Snehadhara team is the positive energy that they have within themselves & spread it across to others as well. This team has made me realize the positive energy that I could derive from my son. These God's own Children give us a new insight into this world & the life itself!

Today, at the end of 2.5 yrs, I'm sharing a wonderful friendly relationship with Raghav (of-course sometimes all the motherly anxieties do take over).

Before Joining Snehadhara	After Joining Snehadhara
Averse to people touching, hugging, kissing	Loves to hug and hold hands
Non tolerance towards painting	Loves painting
Self-help skills was tough to teach	Independently eats, dresses, undresses by himself
Would become cranky when not able to express	Manages himself independently (Thanks to Overnights and Outdoors)
Could not blow	Blows off even candles
Did not smile	Gives a cute smile even when he meets strangers

- Sowmya, Parent



Beyond the Centre

Taking our message forward

Year-long Engagements

Theatre Classes at Brindavan Educational Trust

Facilitators from Snehadhara Foundation designed, conducted theatre sessions for the senior school students of Brindavan Education Trust for the academic year 2013-2014. The sessions had the following focus areas:

- Body, Voice and Movement– Loosen inhibitions, increasing agility and flexibility
- Expression – Social dynamics and bonding with large and small groups
- Theatre – Basic understanding of stage, storytelling and ensemble theatre

Training and Capacity building for the team at Khushboo Welfare Society

Snehadhara was involved in a 4 month engagement with contact sessions with the organisation – Teachers/trainees, Parents/caregivers and with focus group of children and adults with special needs.

Engaging with Government school through Nanagu Shale

Work towards setting up a model centre of Inclusive Education Centre for Children with Special Needs at Hubli slums along with Nanagu Shaale. Nanagu Shaale an initiative of Fourth Wave Foundation in enabling access to education for CWSN has been working in the districts of Dharwad, Gadag and Haveri in the north of Karnataka for the last five years.

This model centre that FWF and its partners (Snehadhara Foundation, SSA, Funding partner, local NGO's) will work towards creating and sustain in three years will serve as a model inclusive education resource room within government schools to show the success of transition of Home Based Education to School Centred Education.

Conferences and Presentations

Drama in Autism – A Presentation at NIEPMD

Drama as an art form is a vehicle of communication that would allow one to be "heard," and understood, empowering one to be a part of something larger than oneself. In being a part of a larger whole, self-awareness and consciousness expand allowing one to experience new ways of being.

Snehadhara presented on 'Drama in Autism' at National Institute for Empowerment of persons with multiple disabilities, Chennai.

India America Assistive Technology Exchange Forum- IIMB Bangalore

The India America assistive technology exchange is a small step toward sharing AT experience and expertise that will increase awareness, provide access and ultimately impact the quality of life for so many people, families and communities throughout India.

Hosted by the India America Assistive Technology Exchange Forum, this inaugural event is part of an online AT Forum series designed to identify, explore and develop alternate Assistive Technology Service Delivery models that can be replicated and scaled across a diverse range of urban and rural settings throughout India.

This forum brought together individuals who continue to make significant contributions to India's and America's disability communities. They have generously agreed to participate and support efforts to create an India America Assistive Technology Exchange.

Conference on Best Practices in Arts Based Therapy- Pune

SF participate in WCCLF Pune's conducted the first long awaited Refreshers programme for all the certified ABT practitioners from Batch 1 (2006) to Batch 7 (2012)

Sessions and Stories

ABT sessions at Harshyotsava

Conducted ABT sessions at Harshyotsava which was a weekly once program for children with special needs conceptualized by ASHA (Academy for Severe Handicaps and Autism).

'Whose water is it anyways?'- The story of water live at Puttenhalli Lake

Under the backdrop of the Puttenhalli Lake revival project by PNLIT (Puttenahalli Neighbourhood Lake Improvement Trust) Snehadhara Foundation facilitated a story telling session to understand the importance of natural resources in our lives and the onus communities must take in protecting and nurturing it. The story presented was 'Who Owns the Water?' by Deepa Balsavar

Stories on Trees at the Neralu Bangalore Tree Festival

NERALU, meaning shade in Kannada is a descriptive metaphor for the Tree festival and indicates what trees have meant to so many citizens of Bengaluru. We share historical, cultural and ecological stories and experiences because of trees that enrich our urban existence. NERALU is a way in which this can be celebrated, shared and reflected upon. Snehadhara did its bit by churning out a voice and rhythm story at the Tree Festival



Media and Awards

Each step towards the next step



Global Ethics Forum's 'My Choice for Equality' Recognition 2014

Gitanjali Sarangan has been recognised by Global Ethics Forum and Indian Institute Of Management, for being an individual who has stood up against inequality and taken action towards establishing a more equal, impartial, and fair world.

Globethics.net is a global network of persons and institutions interested in various fields of applied ethics.

It offers access to a large number of resources on ethics, especially through its leading global digital ethics library and facilitates collaborative web-based research, conferences, online publishing and information sharing.

[She teaches special children without hurdles or rules](#) -Deccan Chronicle, 3rd June 2013

[An alternate rhythm](#)- The Hindu, 6th January 2014

[Sometimes it isn't just art's sake](#) – The Hindu, 9th July 2013

Director's Note

As we walk together

The Teacup

There was a couple that used to go to shop in the beautiful stores. They both liked antiques and pottery and especially teacups. One day in this beautiful shop they saw a beautiful teacup. They said, "May we see that? We've never seen one quite so beautiful." As the lady handed it to them, suddenly the teacup spoke.

"You don't understand," it said. "I haven't always been a teacup. There was a time when I was red and I was clay." My master took me and rolled me and patted me over and over and I yelled out, "let me alone", but he only smiled and said, "Not Yet".

"Then I was placed on a spinning wheel," the teacup said, "and suddenly I was spun around and around and around. Stop it! I'm getting dizzy!" I screamed. But the master only nodded and said 'Not yet, not yet'. Then he put me in the oven. I had never felt such heat. I wondered why he wanted to burn me, and I yelled and knocked at the door. I could see him through the opening and I could read his lips, as he shook his head, "Not yet".

Finally the door opened, he put me on the shelf, and I began to cool. "There, that's better," I said. And he brushed and painted me all over. The fumes were horrible. I thought I would gag. "Stop it, stop it!" I cried. He only nodded, "Not yet." Then suddenly he put me back into the oven, not like the first one. This was twice as hot and I knew I would suffocate. I begged. I pleaded. I screamed. I cried. All the time I could see him through the opening nodding his head saying, "Not yet."

Then I knew there wasn't any hope. I would never make it. I was ready to give up. But the door opened and he took me out and placed me on the shelf. One hour later he handed me a mirror and said, "Look at yourself." And I did. I said, "That's not me; that couldn't be me. It's beautiful. I'm beautiful."

Then, he said:

"I want you to remember - I know it hurts to be rolled and patted, but if I had left you alone, you'd have dried up. I know it made you dizzy to spin around on the wheel, but if I had stopped, you would have crumbled.

"I knew it hurt and was hot and disagreeable in the oven, but if I hadn't put you there, you would have cracked. I know the fumes were bad when I brushed and painted you all over, but if I hadn't done that, you never would have hardened; you would not have had any color in your life.

“And if I hadn't put you back in that second oven, you wouldn't survive for very long because the hardness would not have held. Now you are a finished product. You are what I had in mind when I first began with you. Rather you are what way better than what I had imagined”.

Sometimes a man hits upon a place to which he mysteriously feels that he belongs

-W.Somerset Maugham

As we look back at the last one year, clearly this story holds a lot of significance. The many people who we have met in the last year have come in as our oven, our firing unit for the clay, fumes that were emitted, the wheel that spun us. And yes, the many potters; each who added their skill and touch in shaping us. The learnings have been immense. The downs have been many and yes the ups have been that much more. The Ups and downs have represented two sides of the same coin, just like day and night – a combination which is inseparable, being inextricably related to each other.

Snehadhara, as the name suggests is the flow of compassion and love. Quite aptly, each one of us have been flowing along connecting to that side of us that we didn't even know exists. It has been a flow that has allowed us to make our mistakes, learn from them, refine our thoughts and actions. Giving up always seemed the easiest but stepping back, pausing and observing is a lesson we are slowly learning.

This is a collective venture where all of us are involved in the process of learning and unlearning. Judgement, prejudices, biases- these are the stuff of everyday life and relationships, but a sense of community does seem to demand that we hold on to these with a light hand and relinquish them as soon as possible. A sense of humour, affection and irony; the ability to not take our own ideologies (or those of others) with life-threatening seriousness; basically a sense of lightness, well-being, care; a glint in the eye while pondering issues of depth and seriousness all of these seem implied in relating in a community. There is always that great danger looming over us: the assumption that 'we are different'.

Are we as a community, facilitators, parents and children, up to the challenge that faces us?

The teachings of Tagore, Aurobindo and Krishnamurti are re-echoed when we begin our work with 'inner work'. To become conscious of the many movements in oneself and take note of what one does and why one does it, is in itself the indispensable starting point. For a caregiver, who needs to protect and empower the child, the primary responsibility is to take care of oneself, generating emotional safety for oneself and those in care.

To sum it up in the words of the Dalai Lama ' If we examine ourselves everyday with mindfulness and mental alertness, checking our thoughts, motivations and their manifestations in external behavior, the possibility for change can open within us'.

In all humility and gratitude, we hand over all the merits of the year to the healing and growth of our children.

Gitanjali Sarangan

Executive Director

Art will remain the most astonishing activity of mankind born out of struggle between wisdom and madness, between dream and reality in our mind.

- Magdalena Abakanowicz

Balance Sheet

Snehadhara Foundation
S-14, Meenakshi Residency, Arekere, Bannerghatta Road
Bangalore - 560076

Balance Sheet As on 31.03.2014

Liabilities	Amount	Amount	Assets	Amount
Corpus Fund	400000.00		Sch: 3 Investments	
Add: Corpus collected during the year	1455315.45	18,55,315.45	Opening Investment	4,00,000.00
			Add: Investments Made during the year	15,76,076.00
General fund	686710.32			
Add: Excess of Income Over Expenditure	72,684.00	7,59,394.32	Sch: 4 Fixed Assets	75,093.00
Current Liabilities			Current Assets	
PT Payable		950.00	Rental Deposit	300000.00
TDS Contract		330.00	Prepaid Rent	51975.00
			TDS FD	9572.00
			Salary Advance	7000.00
			GAS Deposit	4700.00
			Cash	8885.00
			Bank Accounts	
			Axis Bank	157266.78
			ICICI Bank Ltd.,	25422.00
Total		26,15,989.77	Total	26,15,989.77

As per our report annexed

for Simon Rodrigues & Associates
Chartered Accountants



Simon A. Rodrigues
(Proprietor)

Membership No. 27091
Date : 25/04/2014
Place : Bangalore

for Snehadhara Foundation


S. Sarangan
Managing Trustee





We depend on the goodwill of donors and friends to sustain our programs. If you wish to donate, please visit our [website](http://www.snehadhara.org), or e-mail us at contact@snehadhara.org with the subject line 'Donation'. We will get in touch with you to initiate the process.

All our programs have been possible through the generous support of our friends, who have and continue to walk this journey with us.

This [video](#) captures a visual version of our journey last year.

It is your trust and love that makes all this work possible. Thank you!

Campus: Snehadhara Foundation, #1653, 17th Main, 8th Cross, 2nd Stage, JP Nagar, Bangalore
Mailing Address: Snehadhara Foundation, S-14, Meenakshi Residency, Arekere, Bannerghatta Road, Bangalore
website: www.snehadhara.org
email: contact@snehadhara.org
facebook- <https://www.facebook.com/SnehadharaFoundation>
Content: Gitanjali Sarangan, Bidisha Ganugly (The importance of being Naman), Pallavi Chander, inputs from Parents.
Photos: Team at Snehadhara
Design and Concept: Lakshmi Karunakaran

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 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)-