



## Snehadhara Foundation Annual Report 2014-2015



*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 psychologists, therapists, educators who have been associated with children, special populations and social causes for almost a decade.*

*It is the first centre in the country that uses Arts Based Therapy as the only methodology to work with children and adults with special needs. Snehadhara aspires to be a model for special populations that addresses life goals and academic interventions, and where possible learning experiences to meet vocational goals, livelihood and long term care giving.*

## **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*

## Highlights 2014-2015



*In 2014- 2015 we worked with 170 children through direct and weekly interventions, with 400 children through Indirect Interventions in schools and other receptive environments , about 100 parents and caregivers through workshops and sessions , and 100 teachers through trainings and workshops.*

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

# Oota Thota

*Bringing the Classroom into the Kitchen*



Making an omelette could mean a daily chore for many of us, but at Snehadhara it's a multisensory activity that helps many of our children with needs build basic independent functioning skills. This year saw the launch of our Oota thota program.

The Oota-Thota Program brings the classroom into the kitchen. Using the kitchen as a facilitated space, the program has been developed with the intent of using creative cooking to equip the children with experiences of daily living in the kitchen. It is the journey from the awareness to developing skills to mastery to eventually looking at prospects of earning a livelihood.

These sessions look at areas in the social domain, life skills and independence as the children are exposed to the techniques of cooking and presenting, while keeping focus on their therapeutic goals. Cooking has also become an interesting way for us to learn language and math.

Two interesting quantifiable outcomes of this program have been the engagement with [Good Bread](#) and [Mapunity](#), Bangalore. The children from the senior batch go to the Good Bread Unit and work there twice a week by helping in packaging and labelling. At Mapunity, our senior children have taken up the project of taking orders for tea every day and serving it to the people who work there. These yearlong projects have created spaces for the children to examine themselves in social settings.

*"If you really want to make a friend, go to someone's house and eat with him... the people who give you their food give you their heart." ....*

Another highlight, of this program saw the children beautifully pushing their boundaries to cook and serve a meal to parents and other guests at [Seva Café @ Paradigm Shift](#). From welcoming, to buddying with another volunteer, to greeting and serving strangers, to cutting, to cooking, to cleaning, to dancing and drumming; the kids did it all.

One of our parents write "You dare us to dream and then make it come alive...Keep inspiring us dear, lead thou us on! Many congratulations and a standing ovation to all the kids for making it happen. This was just incredible! "...Indeed our kids dare us each day.

# Pipilika People

[Together we walk](#)



Many times our journey with each other starts way before we actually meet. This interconnectedness allows each one of us to thread in the answers we are seeking, to raise questions, to explore creative spaces within and create a beautiful weave together. Snehadhara has offered us a space for such meetings and dialogues which has added momentum and direction to our own personal journeys. Holding this thought, prayer and aspiration we started our outreach program, Pipilika this year.

Through this program we looked at exploring art forms together with our parents, children and facilitators. This program also looked at taking the methodology of arts based learning to other spaces. Pipilika at the centre, our Saturday program is a space where facilitators along with the group explore, experiment and experience multi-art forms like music, drama, dance, play, imagination, story sharing, theatre to examine our beliefs, conditionings, strengths and limitations.

This year's Pipilika explored a multitude of art forms- from storytelling, sharings and drumming to structured play, from weaving, quilting, dyeing to origami and craft, from cooking and creative movement to pottery and up cycling, and from visual art and collage making to body jamming and theatre. This mix of various art forms not only brought a lot of fun, frolic, but also gently helped us to look inwards.

As part of the Pipilika's Outreach, our 'Art in Education' program focussed on taking ABT to other schools and children. This aimed at introducing creative interventions into classroom settings.

Pipilika means ants in Sanskrit and yes it is a constant reminder to us that at a macroscopic level our efforts remain small contributions to a larger cause but at a more microscopic level, each of us are capable of much more than we can imagine.

# Expanding our Universe

*Social responsibility and inclusivity*





The children at the centre have been role models of civic awareness and social inclusivity this year. A few of our engagements that speaks of participation in other settings are listed below.

In a step to understanding their civic rights and volunteerism, the children at the centre have been a part of cleanliness drives, cleaning parks and public spaces. This culminated into a wall cleaning and painting in association with [The Ugly Indian](#), driven by our children, team and volunteers.

The children of the centre participated in the Putenahalli Kere Habba this year . They volunteered towards organizing the event, and joined the children of the Putenahalli government school in bringing the event to life.

Meenakshi Residency, an apartment association in the neighbourhood , welcomed the children from the centre for their Ganesha Pooja with great joy and music. As on offering to Lord Ganesha , our children songs like ‘hamara balma motor gaadi chalave’ and ‘ wheels of the bus’. It turned out to be an outdoor visit that we will remember.

A visit to Madhulika Acharya’s beautiful home during the Dusshera to see the beautiful display of dolls left most of our children happy and amused. Each of these spaces has served as a platform for our children to meet and engage with new people. And with each visit, it is heartening to see the children allow more people into their lives.

A visit to the theatre to see the play ‘Iceberg is Melting’ was a memorable experience, as it brought together the children that we work with in two separate spaces, Brindavan Trust and the children from our centre.

*“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not..*

*- Dr.Seuss*

We can learn to see each other and see ourselves in each other and recognize that human beings are more alike than we are unlike.

The highlight this year has been the interns who came to the centre and worked with us. The internships at Snehadhara allows one to experience the organisation's real-time operations across all the programs. It is an opportunity to develop skills necessary for a particular field/interest of work/passion and also a space to connect to the subtler aspects of learnings with this group. These were our 'special' educators who prefer to be christened as 'special' learners.

**Mahati Sundar** – Mahati has been a part of the world of these children for the last few years. Through the year she has been with us for the Friday overnights. A student of class IX, what she brought in each week was unconditional learning and acceptance. From working with the children one-on-one, to accompanying them on their outdoors, to being their companion at Dinner, Mahati has been that friend we all await each Friday. Mahati writes describing her experience.

“Snehadhara is one of my favourite places to spend time at and there are numerous reasons why I love it. Initially, I worked with the children only during summers but this year; I began working with them once a week and even included it as a part of my curriculum at school. What brings me back to this space time and again is the amount I am able to learn from the children themselves as well as the acceptance I feel around them. We live in this society where every individual is unique and we're all told to be ourselves yet when the time comes, people rush to peg and label others and tell them who they are. But when I'm around these children I know that I can be my true self and be still accepted – imperfections included, to them, I'm just another person. They have changed me for the good in a way that I never imagined another person could. I have learnt to be more compassionate, caring and over the course of about three years, have learnt more about myself. Also, my perspective towards any situation as well as my attitude towards other people has changed. A couple of years ago, I never thought I would have had an experience such as this one but now that I have, I wouldn't trade it for the world. It has truly been an experience of a lifetime and I am definitely coming back for more.”

**Aditi Neelakantan** - An aspiring medical student who volunteered to work at Snehadhara for a period of three months. She mentioned in her application that she had never worked with children and had doubts about how well she would do here. It so happened that the time she spent at the centre was transformational for not only the children she worked with, but also for Aditi herself. She passionately describes her experience here.

“At Snehadhara, education has a different meaning. It is rather a way of life, as it ought to be. There is something about watching children engage with Art, be it making vibrant splashes of colour across the paper or drumming to their own tunes on the djembe that leaves you amazed. Art is magical, for it has the ability to break past invisible boundaries and form a powerful bond with a person’s inner self. During my time here, I have evolved. These children taught me how to shed my inhibitions, something we all desperately need to learn how to do. It is liberating to let go. They provided me with a fresh perspective on things; life is so much beyond academia, getting into college and getting a good job. Helping people is much more fulfilling and time well spent. I have received more than I could have ever imagined from this experience; it has opened me up to an array of opportunities and possibilities.”

**Maria Angel** - Maria Angel is a Yoga teacher with a Bachelors in Fine arts and Art history who came to intern at Snehadhara for six weeks in September 2014. Originally from Columbia, Maria brought to us her wonderful cultural mix of learnings by entering into the worlds of the children selflessly and uninhibited. In return she was accepted by all at the centre as one of their own.

Having her strengths in the areas of Dance and Art she felt her passion for connecting with people and children in their creative journeys to self expression come alive during her internship. Through Yoga, dance, photography and other art forms she has seen how powerful these tools are for communication, growth and healing in an individual and in a community.

Maria describes her six weeks with the children as “One of the most blissful experiences of her life, one that has opened my eyes to the wonderful world of love and service, of laughter and compassion, generosity and equality.”

# Art in Education

*Taking the Methodology Ahead*



With the larger aim of creating inclusive spaces, our 'Art in Education' program aims at taking ABT to other schools and children. It aims to include art forms into teaching methodologies within classroom settings. It explores alternative ways of understanding and learning text book concepts to enrich the learning experience.

The core idea is to explore the child's inherent multi-dimensional potential, and enable the child to look at multi-perspective solutions to a given problem, through the arts.

## **Project Highlights**

### **Art in Education Program at Puttenhalli Government School**

As a part of this year long program we worked with the Puttenhalli School redesigning a part of their science textbook content artistically. The aim was to address gaps in the language and social domain. The concepts of water cycle, conservation and eco systems were brought to the classroom through movement, voice, visual arts and play. This program was supported by India Foundation for the Arts (IFA).

### **Art in Education Program at Konankunte Government School**

This program focused on building English language and social domain skills in children (who study through Kannada medium ) at this government school through art and play. It focused on improving confidence and articulation skills among this group of seventh graders.

### **Addressing Social Skills through Arts at Brindavan Education Trust**

In a yearlong engagement with 40 senior school students at the Brindavan Educational Trust our work with this group focussed on the various aspects in the social domain of adolescents.

## More from the Centre

[\*A sneak preview\*](#)



The large focus this year has been on working with the children in group settings across various learning environments. This year we streamlined our processes with regards to documentation in order to ensure that our practices are more evidence-based and ensure effective learning. This helped us to enhance the content of the program as well as help look at milestones objectively. Teaching methodologies, classroom management, and evaluation were adapted to the children's specific needs.

For the group of 35 children at the centre, the team comprised of 20 adults including ABT practitioners, facilitators, psychologists and support staff. We wish to maintain the student-facilitator ratio at 2:1.

Based on the year-end report which defined the performance/ability level of the child the mode and frequency of the sessions were planned. The domain focus for the entire group in the first term was on attention system, group dynamics, peer interactions, articulation and expression.

We grouped the children under three categories, based on their level of learning and nature of intervention they required.

Group 1- Academic goals for this group were to enhance functionality and independent survival skills, to look at better understanding of key concepts. This batch was a part of the outdoors to various other learning environments. Some of them wrote the OBE exam. Cooking, carpentry, gardening, sports and pottery were a part of their weekly curriculum.

From this group Ahan wrote the OBE-A exam this year and scored well. The exercise of writing an exam in an environment that is not familiar to him was a milestone in itself.

Group 2- The focus for this group was functional communication, thinking skills, independence, and attention system for school readiness in group settings. The curriculum was tailored to achieve this goal. The academic goals for them were in lines with the LKG- Grade 2 curriculum in Montessorian settings.

Group 3- The focus for this group was on narrative capability with emphasis on vocalizations and speech. The pre-academic goals set focused on fine and gross motor skills, language and cognition using materials and aids.

The broad focus in the second term was to look at independence and participation across various settings as key concepts to achieve the therapeutic goals.

The buddy models set up within groups were instrumental in achieving the socio-cognitive goals set for the group . For some the goals had been as simple as being aware of themselves and their surroundings, managing themselves with minimal support, managing themselves in social settings, partaking during classroom sessions to name a few. For the others and the senior children the goals had been to regulate speech and actions, risk taking, working in peer groups, discipline and accountability, group dynamics and empathy, decision making and empathy. This continues to be a clear area of work for us as a community next year too.

The overnights and outdoors were well received by the children and this allowed us to take big strides in exposing them to various spaces. The annual trip to Navadarshanam was the first away from home for a day experience for many of our children. It has been fascinating to see parents allowing themselves to take these joyful leaps with the children.

We had four children from Centre for learning who spent four days with our children. It was interesting to see how these new friends of ours interacted and connected to learning needs of the children at the centre.

We had a parent Ms. Vani Joshi who came to us once a week and worked with the children on introducing them to various techniques in visual arts. The space she created for the children and herself this came from her experiences of exploring this medium with her son. It was interesting to see how the largely non-verbal group responded to her. A quantifiable outcome for this group through the year long engagement with Vani was clearly their sitting tolerance and participation in a group setting.

The parent interaction sessions this year was a forum once every five weeks where we engaged with our parents in meaningful ways and initiated dialogues on topics that were largely of interest to all. During these sessions together although with our parent group we also experienced and explored artistic spaces within and around us. We opened the sessions this year with the theme '**Life, a relationship at different levels**'.



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# Vinati

*Keeping Questions Alive*

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‘Vinati’, which means to seek/request, is the research unit at the foundation. Through this we examine and question our current practices, understand and build new methodologies in art based therapy, improvise content and set best practices. There were two research projects that were conducted at the centre this year.

**‘FROM COMMUNICATION TO COMMUNION-Exploring Arts Based Therapy for non verbal children in the Autism Spectrum, Achuta Nadapana**

The study consisted of applying Arts Based Therapy (ABT) in an intensive one on one basis to a largely homogeneous group of five children. The Action Research Project was conducted over a period of 3 months (June, July and August). The sessions were on a one-on-one basis of 30 minutes duration. All the artistic skills of Body, Rhythm, Voice, Visual art, Games and Exercises were applied to work on the Therapeutic Domains (TDs) and Therapeutic Goals (TG’s) identified during the Pilot Project. The ABT interventions showed positive outcomes not only in TGs in focus for this study i.e. Attention and vocalization, but in other domains as well, especially Body, Expression and Cognition.

**RHYTHM AND RHYME, ONE STEP AT a TIME- A study on creating a buddy model using Arts Based Therapy as a tool in working with children with ASD, Sasha Braganza.**

The intervention focused on the areas of group interaction, acquisition of language and meaningfulness of expression with the help of a buddy model. The assessment tools used included 2 Ratings scales namely; The WCCL- Rating scale and the Narrative Capability Development Scale and 3 Observation formats assessing the domains of; Language and Articulation, Meaningfulness of expression and Interpersonal Interaction. Data was analyzed both quantitatively and qualitatively based on observations made by the facilitator and in some cases the parents of the children. Results obtained for the group on the above assessment tools were significant for all children in majority of the domains assessed. While all children showed improvement on the WCCL- Rating scale domains, individual children showed varying results in the areas of narrative capability, language, meaningfulness of expression and Interpersonal Interaction.

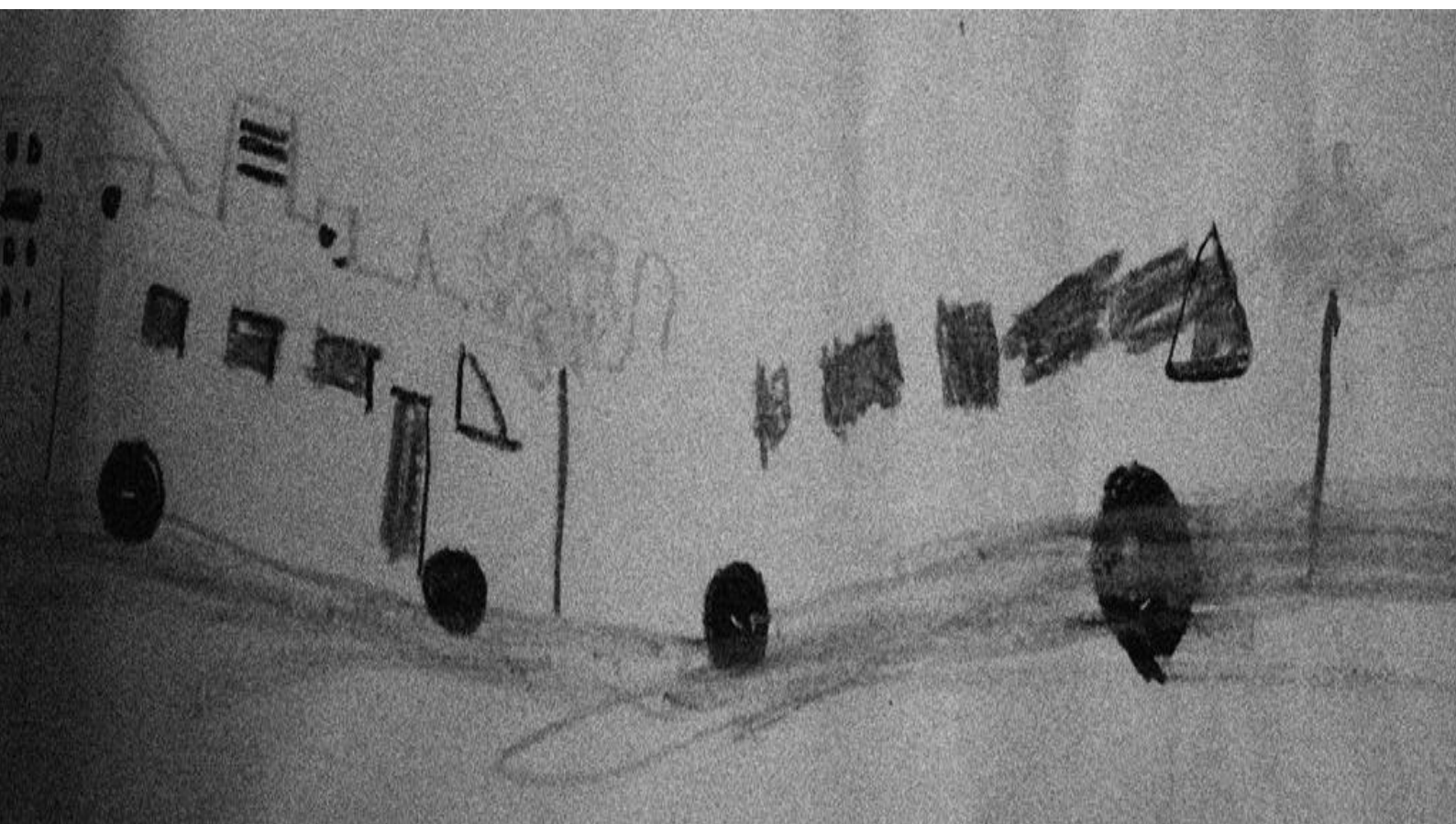
Snehadhara presented at the International Conference on “Inclusive Education – Perspectives and Challenges” organized by Karnataka Open University, Department of Studies & Research in Education.

**Community Connections - Indigenous Adaptations and Inclusive Education,**  
*Gitanjali Sarangan*

As a group, children with multiple disabilities do not fit within a generic set of facilities universally available to either school going children or vocational opportunities for young adults. With lack of facilities, the daily management and education of the child with special needs has become a challenge. Meeting the needs of disabled young people is a three-way responsibility between universal services available for all children, specialist disability services, and the community. The intent of this project was to help strike the right balance between the three, and use a multi modal approach that integrates holistic and creative practices in the existing learning protocols in schools along with community based rehabilitation. This project was conducted at a government school at Puttenahalli. Using arts-based therapeutic processes like storytelling and music helped break barriers in learning for most of the children, helping them learn better and also increasing their socialization skills. It is hoped under this project at Puttenahalli School to continue work with schools and school authorities to help children with special needs achieve higher learning outcomes, and also improve their capacity to interact with society in general.

# Beyond the Centre

*Expanding our Universe*



One of the larger goals for the year has been to take our methodology to various learning environments. Our events beyond the center aimed at this sentiment of expanding the universe for our children

Our engagements this year

### **Sherwood High-The language of art**

Our first event this year was at Sherwood High, an educational institution in Bannerghatta road. Facilitators from Snehadhara conducted interactive sessions with storytelling, drumming and voice and movement for about 200 children.

### **Dance at Dusk- Breaking barriers through dance**

The beginning of the year also saw the Foundation reaching out to conduct a community event around a neighborhood lake. This pre-monsoon community dance event brought together people around the community, adults and children to celebrate the abundance of nature and what it gives to each one of us. Over 50 people danced together, sometimes connecting with complete strangers, in the spirit of revival and new hopes.

### **HLC- Learning without limits**

As a part of our Outreach Program 'Arts in Education', we were at HLC International Chennai, a school that clearly is 'Learning without Limits'. We facilitated sessions where their middle schoolers engaged with the arts, participating in dances, creating scripts, challenging themselves at games and creating music together. The 'Elina' division of the school works with children with disabilities. We conducted a teacher workshop for the team of Elina and also worked with the children using techniques and tools of Art forms.

### **Bubbles- Weaving a new journey**

We conducted a weaving workshop for some of the teachers and parents of Bubbles Autism Centre titled 'Basic weaving techniques'. It was a day long workshop at the center where the participants were introduced to ring/plate weaving, frame loom weaving, straw and cardboard weaving. This was also attended by facilitators at Snehadhara. Along with weaving, it was an enriching experience for both teams to learn and understand the working styles with children at the two spaces.

## **Monsoon Tales- Telling stories through color**

'Painting our Monsoon Tales' was a visual story and song session brought together the children and adults from the neighboring community, the children from the Puttenhalli Government School and the children from Snehadhara Foundation. It was an evening of colors, stories, music and rhythm supported by the India Foundation for the Arts.

## **Kerre Habba at Puttenhalli Lake**

Taking ahead the work with the children at the Puttenhalli Lake, Snehadhara Foundation facilitated a drumming session at the Puttenhalli Lake for the Kere Habba. The children from the school and the local community came together to participate in the session. Also displayed were the art work of the children they had created in outdoor sessions in and around the lake.

## **Oracle Event- Stepping out of comfort zones**

Snehadhara Facilitator conducted a session with about 100 staff members at Oracle at Marathahalli. Art forms like dance and movement, storytelling and singing were used through this session

## **Drum Jams- Drumming breaks boundaries**

Drum Jams are a good way to follow our internal rhythm and connect as a community through music. Drum Jams at Rang De and a community space like Meenakshi Residency conducted by our team, brought people of all age groups and communities together to a single rhythm.

## **Parent workshops – Brindavan Trust**

Snehadhara conducted two parent workshops with the parents at Brindavan Trust titled 'Experiential Learning using multi arts forms' and 'Understanding the young adults- The Role of Arts'.

## **Insight Academy Workshops**

Over 200 children became a part of a unique session by Snehadhara at Insight Academy, an inclusive school. The session focused on voice, rhythm, play and story. Snehadhara conducted an Art in education workshop two parts for the teachers at Insight Academy. A teacher training workshop for 80 of their teachers that was followed by a session with children. The focus of the teacher training workshop was

to introduce the group to a vocabulary of creative arts-based techniques in planning classroom content and artistic tools in Drama and Theatre.

### **Let's Play**

As a part of promoting children's rights to play, Snehadhara enrolled into the Let's Play initiative. Games and structured play was conducted through 100 children and adults through this week long initiative.

### **Manoyatra - Co-creating Learning Spaces Using Multi-Art Forms**

On World Mental Health Day, Snehadhara conducted a workshop titled 'Co-creating Learning Spaces Using Multi-Art Forms' for students and professionals of Psychology and Psychiatry. Manoyatra, was a symposium of workshops conducted by the Hank Nunn Institute. Snehadhara conducted a session on how multi- art forms can be used to create spaces of learning, sharing and healing.

### **Puttenhalli Government School Story Telling**

Stories live when told. A story telling event at the Puttenhalli brought alive 'Sringeri Srinivas' from Pratham's popular story, The Annual Haircut to about 90 children in the school. The lead up to the event saw a voice session with the children of the school as the children from the center prepared the props for the event.

### **Talks and Presentations**

#### **TED Talk**

Gitanjali Sarangan, Executive Director, Snehadhara Foundation, spoke at TEDx BITS Hyderabad on 21st September. The talk was titled 'heART OF THE MATTER' and focused on Arts Based Therapy and the need to co-create inclusive environment for children with special needs.

#### **International Conference**

Snehadhara Foundation recently presented at the International Seminar on 'Art and Expressive Therapies for Trauma: Indian and US Perspective'. The paper titled 'Conscious Connections - An Indian perspective to Arts Based Therapy' looked at therapy not as treatment, instead as a multi modal approach where all those involved in the process of therapy co-create spaces that allow auto-learning, discovery and examination. Several Foreign, Indian and Institutional delegates and post graduate students attended the conference and were part of the discussions that followed.

## National Conference

Snehadhara presented at the State level Arts Education Seminar conducted by India Foundation for the Arts (IFA). Along with co-panellists Prof. Venkatesh Murthy (RIE, Mysore), Prof H S Umesh (Retired Principal, Sharada Vilas College), Prajna Hegde (Govt High School, Mantagi), Gitanjali Sarangan, Director, Snehadhara Foundation, presented on the role of teachers in Art Education. This seminar was conducted in association with UNICEF and Sarva Shiksha Abhyan.

## IFA Artist's Grant 2014: Taking Art in Education Ahead

India Foundation for the Arts has awarded Gitanjali Sarangan, Executive Director, Snehadhara Foundation the Artist's Grant for the 'Art in Education Program' for this academic year. She is one among two artists to be awarded the grant this year.

## Media coverage



**Compassionate Learning through the Arts-** Karuna Journal, Jan 2015

**heART of the MATTER -** Gitanjali Sarangan @ TEDxBITSHyderabad

**Differently abled, but are role models** - Deccan Chronicle, 14th August 2014

**Moving Stories from an Educator** - The New Indian Express, 04 September 2014

**Art Courses for Children with Special Needs** - The New Indian Express, 11 September 2014



# Balance Sheet

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

Balance Sheet As on 31.03.2015

Liabilities	Amount	Amount	Assets	Amount	Amount
<b>General fund</b>	7,59,394.33		<b>Fixed Assets - Sch 1</b>		
Add: Excess of Income			Gross block	2,43,232.00	
Over Expenditure	4,88,546.56	12,47,940.89	Less :Depreciation	47,983.04	1,95,248.96
<b>Corpus Fund</b>	18,55,315.45		<b>Fixed Deposit</b>		21,01,464.00
Add during the Year	2,40,950.00	20,96,265.45	<b>Current Assets</b>		3,00,000.00
<b>Current Liabilities</b>			Rental Deposit		67,574.00
TDS Payable	9,045.00		Prepaid Rent		3,000.00
ESI Payable	6,910.00		TDS on Contribution		33,833.00
PT Payable	1,400.00		TDS on FD		1,50,800.00
PF Payable	33,374.00	50729.00	Salary Advance		4,700.00
<b>Sundry Creditor</b>			<b>Sundry Debtor</b>		
Jnana Kumar	43,850.00		Devaraj		5,000.00
Simon Rodrigues & Associates	28,090.00	71,940.00	<b>Cash in hand</b>	27,592.00	
<b>Provision for expenses</b>	8,002.00	8,002.00	Axis Bank	88,132.38	
			ICICI Bank Ltd.,	4,97,533.00	6,13,257.38
<b>Total</b>		<b>34,74,877.34</b>	<b>Total</b>		<b>34,74,877.34</b>

As per our report annexed

for Simon Rodrigues & Associates  
(Chartered Accountant)

Simon A. Rodrigues  
(Proprietor)  
Membership No. 27091

Date: 19.05.2015  
Place: Bangalore.



for Snehadhara Foundation

*S. Sarangan*

S. Sarangan  
Managing Trustee

# Director's Note

*As we walk together*



## The Joyful Leap

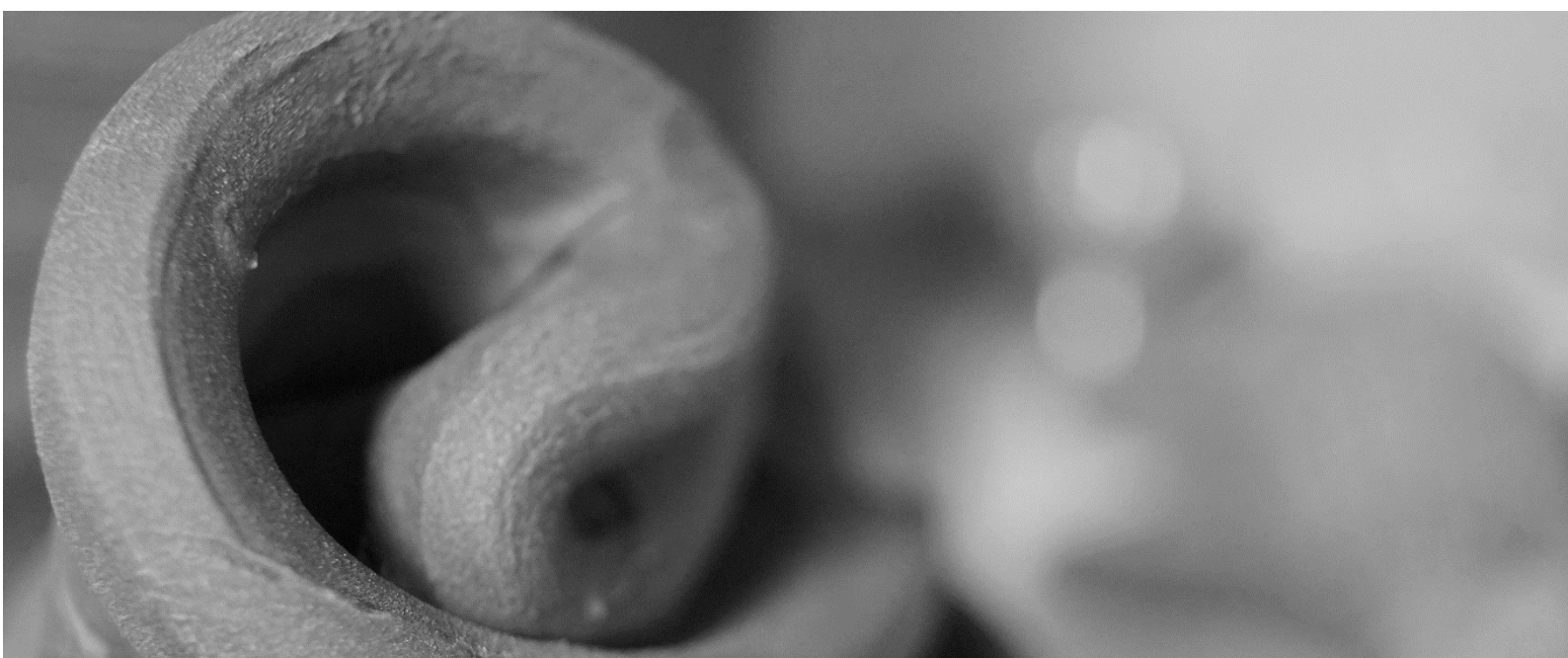
Everything was brand new when we started three years ago and the starting point then was a picture of an open highway stretched out to infinity before us, beckoning to a future somewhere out on that horizon that called out to adventure. What we heard was ‘all that you will become lies out there’. And today, at this point in the journey, life has shown many of its cards. Not all, mind you, but we would like to believe we've got a grasp on how the world turns. If there are still any surprises, they have mostly to do with learning to change the way we see things. If you take steps in the direction of your destination every day and keep walking, no matter how slow or how far you must travel, you must one day arrive there.

As John Dewey maintained “What the best and the wisest parent wants for his own child, that must the community want for all its children”. Working with children, when it's done right is more than craft; it is also partly ministry and partly poetry. That doesn't stop me from dreaming a future in which every child has the support they need to develop the skills, inner confidence and sense of community required to face the ups and downs, the sweetness and melancholy of this world. Our aspiration in working with children is for a chance to beckon different citizenry into being. This would be a space and land of love that contains the limitless and the unfathomable.

When we stop clinging to the known and allow our dreams to become instruments of change, we learn to practice action at the deepest level. In these moments we must risk taking a joyful leap with no guarantee of being caught as we fall. All we can rely on, after the joyful leap, is the reassuring discovery of what truly sustains us.

In all humility & gratitude, may we hand over all our merits to the children & their families.

A handwritten signature in blue ink, appearing to read 'Santoshali', written on a light-colored background.



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

*Our [youtube channel](#) captures a visual version of the journey so far.*

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

We depend on the goodwill of donors and friends to sustain our programs. If you wish to donate please visit our [website](#), or e mail us with the subject line 'Donation'.

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.snehadharafoundation.org](http://www.snehadharafoundation.org)  
email: [contact@snehadhara.org](mailto:contact@snehadhara.org)  
facebook- <https://www.facebook.com/SnehadharaFoundation>  
Content: Gitanjali Sarangan  
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)-