



2016 ANNUAL REPORT

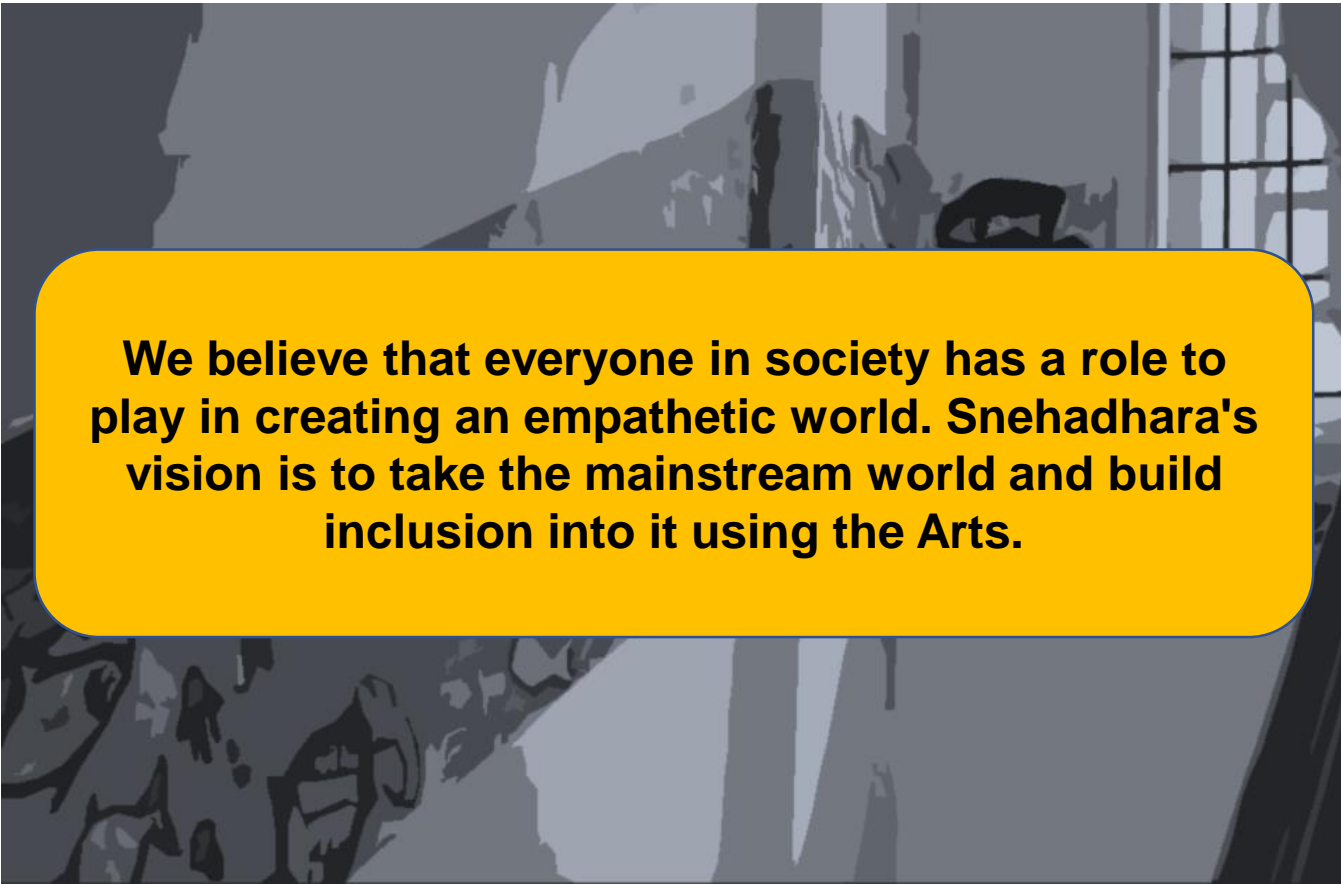


Every day we tread new paths, we imbibe something new, we rise, we fall, and we persist. We recollect the achievements and learnings of our 4th year with a sense of pride and humility. Pride for all that the team has achieved together and the progress that we have made. And humility in knowing that we are still in some ways at the beginning of our journey and have miles to go before we sleep.

We believe that everyone in society has a role to play in creating an empathetic world. All children and young adults regardless of disabilities should have access to inclusive learning environments.

HIGHLIGHTS 2016-2017

In 2016-2017, we worked with 250 children through direct and weekly interventions, with over 10,000 children through indirect Interventions in schools and other receptive environments, trained over 350 professionals in learning institutions in our work with 10 organisations across the country.



We believe that everyone in society has a role to play in creating an empathetic world. Snehadhara's vision is to take the mainstream world and build inclusion into it using the Arts.

The Direct Care space of Snehadhara is our social lab, which aspires to be a model for special populations, that addresses life goals, academic interventions, and where possible learning experiences to meet vocational goals, livelihood and long term care giving. Here, through various programs, we work with children across disabilities and across age groups using Arts Based Therapy.

impART, an initiative of Snehadhara Foundation, focuses on using the methodology of the Arts to create an ecosystem of change makers who will redefine learning, inclusion, empowerment, development and impact. Through our engagement with educational institutions we are set out to build multi-grade, multi-age and multi-ability classrooms, training-of-trainer models for professional development, peer teaching and converting schools into social labs of creative innovation.

DIRECT CARE

The deliberate restructuring in the curriculum this year was to tie in with our larger vision of creating empathetic inclusive group learning settings. We continued to focus on looking at holistic goals with the children across age groups, across disabilities and across varied learning settings. This year the endeavour was to look at independence and empowerment towards inclusion across a variety of learning settings.



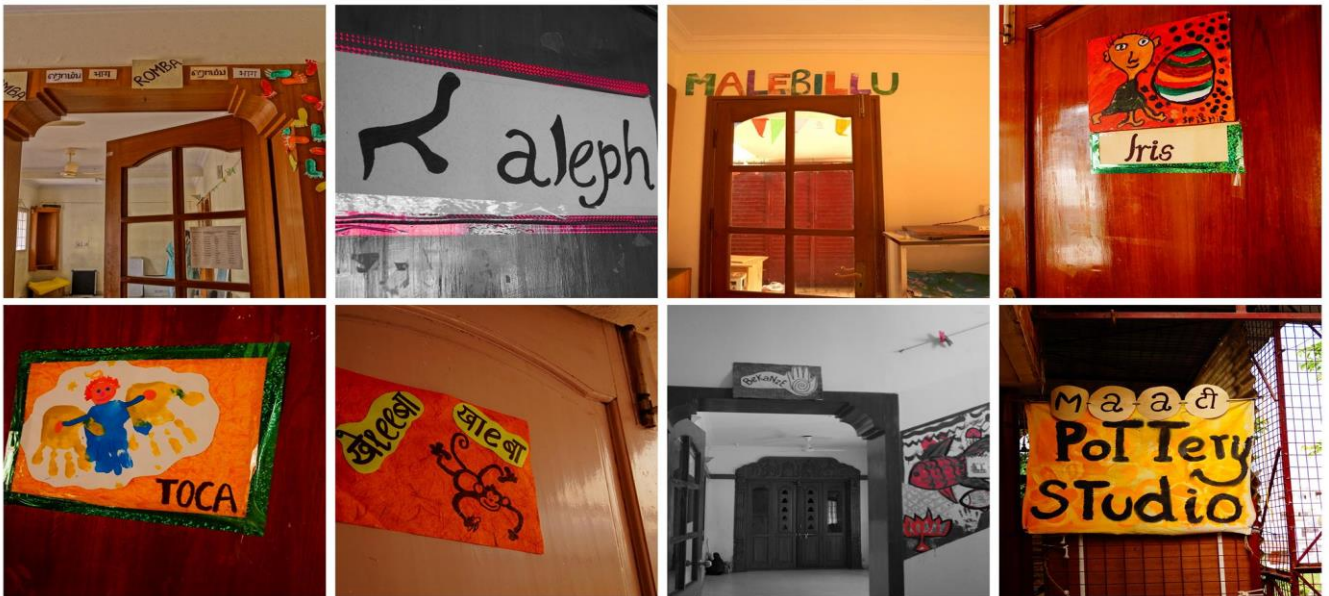
Uhuru, our Monday to Friday program, this year focussed on the students' skills and goals. The curriculum was designed to achieve the therapeutic goals and enhance their skills. They were divided into five groups for the one-on-one and group sessions. The domains and goals worked on for the larger goal were:

- **Body** - Fine Motor, Gross Motor, Oro- Motor, Physical Agility and Alertness
- **Attention** – Levels of Attention - Focussed, Sustained, Divided attention
- **Cognitive** - Auditory Speech Discrimination, Spatial Reasoning, Non-verbal Thinking
- **Group interaction** – Cooperation, Assertion, Self-control
- **Narrative Capability** - Vocalization, Basic vocabulary, Descriptive Speech
- **Expressive Capability** – Self Expression through the Arts

STRUCTURE OF THE DAY

A typical day, at the Direct Care was from 9 to 5. The day started with the team sitting together for meditation and reflections. Each group followed its own circle time and warm-up routine. The morning sessions included group sessions as well as one on one ABT sessions. At lunch the children and adults ate together. Every child was buddied with an adult or a peer. On any typical day the children were a part of sessions in classrooms as well as outdoor sessions. The day ended with a large group closure with the entire group sitting down for meditation.

Besides the activities at the centre, some children went out for swimming on Monday mornings, some to Kid's Corner school on Wednesday mornings and some to Ishanya during the week. Wednesday-Thursday was our overnighter days where the children went to Gunina Farms on Wednesday afternoon and returned on Thursday after lunch.



ABT SESSIONS

There were regular sessions with expert ABT practitioners who worked towards achieving therapeutic goals for the children across domains. The ABT sessions focussed on verbal and non-verbal expression, sequencing and forming associations, reciprocal communication and joint attention as well as balance and coordination.

A glimpse of some the sessions that the children were exposed to:

PLAY SESSIONS

We believe that play is important to a child's development and learning. It is a central way through which most children express their impulse to explore, experiment and understand. We explored the children's response to directive and non-directive play settings and its impact on cognitive, social and emotional domains of learning. A group of 9 children were identified and exposed to direct interventions using play.

VISUAL ARTS

Vani Joshi, worked with the group with loco motor needs exposing them to various visual arts and media to achieve sensory goals. Her sessions served to achieve the occupational therapy needs for the group where tools and techniques of visual media were introduced .



SWIMMING

Increasing the range of therapeutic activities, Kavita Chittiappa gave the children a completely new experience enabling them to achieve greater range of motion, coordination, building muscles and enhancing neurological development in the weekly once swimming sessions.

CYCLING

We introduced cycling for two groups as a weekly/bi weekly activity. It allowed us to look at balance, agility and readiness in the child to challenge physical boundaries of response and stimuli. This served a medium to look at personal safety, traffic rules and mapping direction for the children in a playful and fun manner.

ISHANYA

Ishanya offers a technology related (computer, apps, video modeling and other hand-held devices) intervention to improve communication i.e. communication related to daily living and communication in different scenarios. Four children from the centre have been a part of twice a week sessions at Ishanya.

INCLUSION



Snehadhara Foundation has collaborated with Ishanya for a pilot program on 'technology assisted intervention' for children with special needs.

The pilot program is planned for a period of 3 months to evaluate the efficacy of this collaboration. 3 children from Snehadhara will attend sessions at Ishanya as a part of their routine twice in a week.

The objective of the collaboration is to create a child centric equal stake holder model which brings together co-location of organizations to share resources and expertise.

<https://www.facebook.com/ishanyaforinclusion> www.snehadharafoundation.org



Spotlight

BRING IT BACK PARENTS!
DANCE, DRAMA
STORIES

WE WELCOME YOU

The Date: 07th August 2018
Time: 12:00 pm to 4:30 pm
Theme: Snehadhara Foundation Learning Center

You are the chosen One!

PARENT INTERACTIONS

'Spotlight – The stage is yours'

A novel look was imparted to the parent engagements too this year. We invited parents to be a part of learning together, share their thoughts and ideas, and interact with the team and the larger parent group. Each parent was given a 30 minute slot called 'Spot Light' to facilitate the session, and designed to bring together all those working with the children to dialogue on topics relevant



OUTDOORS – CLASSROOMS WITHOUT WALLS

The new term began with another first for Snehadhara, the Inside Out Summer Camp. Along with Outlife, an outdoor adventure based organisation, a space was created where some children from Snehadhara spent 3 nights and 4 days with children from other schools at Gunina Farms. The children created jungle scenes and stories, went for long treks and intrepidly took part in the rope activities. They looked after their own needs, helped each other out and forged diverse relationships.

As part of their outdoor experience, in August, our children visited Puttenhalli Lake, travelling by the local bus, to a realisation that functional academics and social domain goals are best achieved in real time situations. Two weddings and the Dussehra Celebrations saw the children venture out into the world of festivities and the joy and colour that surrounds them.

The children have had a variety of outdoor experiences with the NetApp employees who buddied them on two trips, one to the Bannerghatta National Park and the other to 'The Farm'. Kanteli Mehra welcomed the children and took them to see pet rabbits, ducks, hens, turtles and sheep, a variety of organic flowers and vegetables being grown and dug into the mud to plant their own saplings.

OVERNIGHTERS



With the overnights our emphasis has been on independence and adaptive skills. The overnights provide a platform to look at daily living skills whether it is with respect to food, sleep or managing personal belongings as well as physical needs.

The overnights this year were on Wednesday nights. The children stayed over till Thursday evening and went back to their homes after having spent almost 2 days with us. The overnights started at Gunina Farms, the ambience of the space elicited a greater receptivity to change as well as their bid for independence. The lure of the outdoors as well as the open space available to them created a favourable environment for them. The children showed their resilience in adapting so we thought of carrying forward this dimension of challenges and take the children to Gunina Farms by the local bus. Our parent volunteer Shobhita was our kitchen in charge at Gunina Farms.



SNEHASANGITI

Our children have demonstrated over the past few years that they thrive in learning spaces that are receptive, empathetic and learner led.

In our ongoing effort to build relationships and create conversations, this year we co-located with a mainstream school Kids' Corner School at JP Nagar to see how children can engage with each other and build an organic platform of learning and social interaction.

Every Wednesday, a few children from the functional academics were a part of sessions facilitated at the school along with their team of teachers. In an endeavour aimed at discovering connections in wider spaces that foster empathy, team sharing, open communication and confidence we hosted the children from the Kid's corner school for a day long picnic along with Intel employees.



OOTA THOTA

The engagements at Oota Thota this year focussed on developing basic functioning skills as well as connecting with community spaces. For the former, a space was created for a group of children to contribute to the overnights by cooking dinner at the centre.

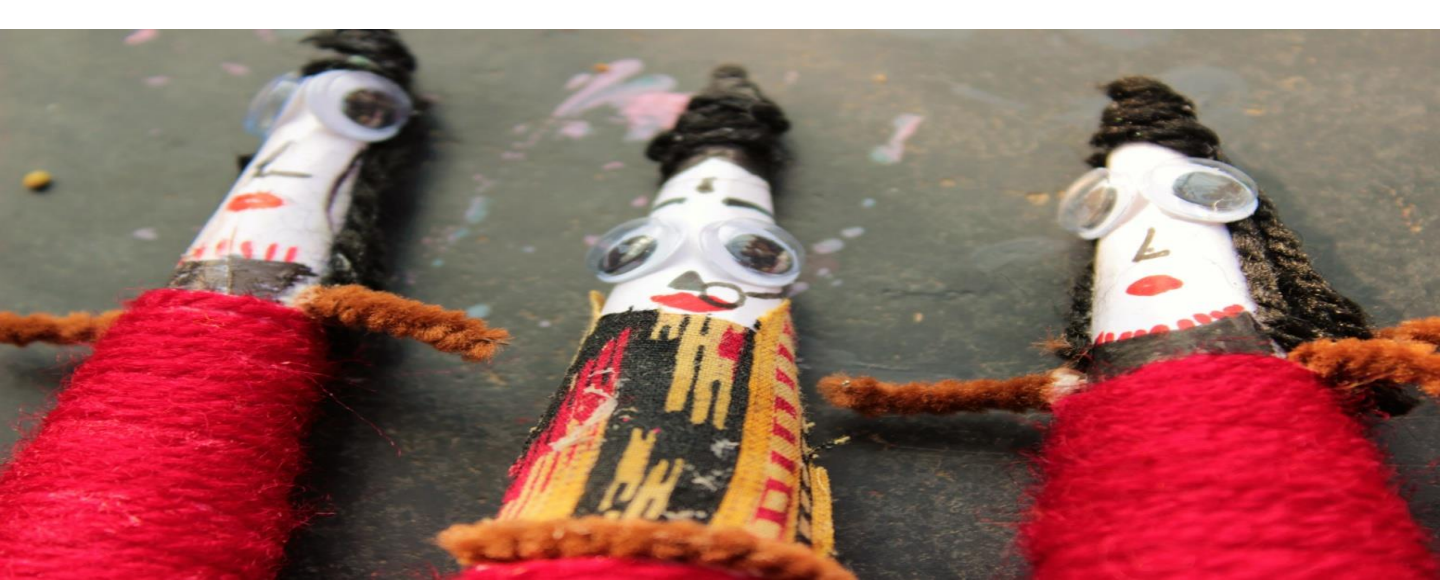
The senior boys group took up the onus and started shopping for vegetables at Hopcoms every week. In the process they could explore learning language, math sorting and categorizing, learning step by step and first-next-last concepts. In addition to this, as an endeavour towards encouraging socialization and communication within community spaces, we took the children to The Millet Cafe and Zhang's restaurant for kitchen and customer support.



PIPILIKA

The **concept of social inclusion** lies at the heart of what we do in Snehadhara Foundation. Pipilika this year aimed at bringing children together from different schools and learning centres to further contour our effort with social inclusion by introducing the children to a variety of artistic experiences. Some sessions were at the JP Nagar centre and others at Gunina Farms. Each space gave its unique flavor to the program and introduced greater challenges therein.

While pottery, drumming and visual arts marked the sessions at the centre, the focus was on storytelling and explorations at the farm. Vani Joshi, Ashirwad Acharekar, Ranjani Ramesh, Sowmya Jayaram , Ratnakar Baggi and Vikram Sridhar led Pipilika this year along with the team from Snehadhara.



WITH THE TEAM

Our facilitators and co facilitators brought in new ideas, new energies and new capability to the space. Interns from across countries worked with the children, shared their expertise, enriching the team.

Trainings: The year began with skill building sessions in drumming, storytelling and sign language. The team were a part of a silent retreat at Navadarshanam .

Wednesday Sessions: These sessions were designed for each member of the team to share an artistic expression with the group. These ongoing Facilitators session on Wednesdays increased our repertory of experiences and exposures.

Geshe La visit: We had an opportunity to host the Venerable Geshe Dorji Damdul (Geshe La), Director of the Tibet House, on Wednesday the 12th of October, 2016 at Gunina Farms. In the Teaching titled “Skilful Compassion”, Geshe La gave a discourse on how to bring wisdom traditions and practice into our daily lives.

By the river: Story Lab by Madhu Shulka of By the River marked the closure to the year. In her unique style, Madhu took one traditional story and through her compassionate narration created a space of sharing that had reflective art-based exercises, visualizations, role plays, and personal story sharing. Each one of us had a gift to offer and carried back with us many gifts of metaphors and stories.



interventions, methodologies and practices using the Arts

Snehadhara, in the past few years along with direct care centre has incubated various outreach projects with inclusive schools, other learning centres working with the disabled, government schools and has trained various groups that include students, teachers, parents, therapists, educationists. This today has given birth to impART – an initiative that looks at interventions, methodologies and practices using the Arts to create an inclusive society.

impART focuses on using the methodology of the Arts to create an ecosystem of change makers who will redefine learning, inclusion, empowerment, development and impact. impART is a creative platform for ideas, experiences and experiments.

The journey of impART in the year 2016-2017 spanned from schools to learning centres to colleges to corporates to the people in neighbouring communities.

impART is about everyone, it is about empathy and change using the Arts.



impART IN SCHOOLS

Guiding children to become spontaneous learners

While subject-based academic performance is often an indicator of learning outcomes, we believe that 'learning achievement' needs to be conceived more broadly as the acquisition of the values, attitudes, knowledge and skills required to meet the challenges of contemporary societies. It is important to be deliberate about fostering in a young adult a sense of self-worth, a sense of possibility, a sense of community, a sense of empowerment, a sense of self directed learning, and above all a sense of self wonder and aspirations.

Some of the educational institutions and organizations that we worked with through the year include:

HLC International, Chennai – 7i initiative, Amar Jyoti Delhi and Gwalior, APL Global, Chennai Foundation, Chennai, Sankalp, Chennai, Mar Thoma Welfare and Educational Society, Bangalore, Kamala Niketan , Trichy , APL Global, Chennai, Kamala Niketan, Trichy, Hulimavu Government School, Bangalore.



impART IN COLLEGES

Along with Headstreams, we conducted the certificate course “Psycho-Socio well being using multi-arts and play” at four colleges in Bangalore: Christ University, St. Joseph’s College, Mount Carmel and IIPR. The course aimed to introduce multi-arts and play as aids to reconnecting with oneself and with the world we live in. Using drama, dance, movement, voice and rhythm as well as visual arts and storytelling the objectives of the course were explored.

impART CURRICULUM DESIGN

Arivu Disha - Building content and curriculum in Government Schools is a two-pronged program, led by Headstreams, to improve learning outcomes and career prospects of school children in Karnataka. We partnered with them to design the curriculum for the 7th graders. The key features of the design were to make English language functional, relevant and meaningful and to foster of the joy of learning. The curriculum was developed across three domains of living and learning –affective, cognitive, and social skills.

impART CERTIFICATE COURSES

Through impART we offer certificate courses that are open to teachers, educators and professionals who are interested in learning to work with the Arts in various group settings and across populations.

Hridakasha - Enabling peer – peer interaction to create empathetic learning spaces using the Arts

This course was offered in partnership with [Mirra](#), Chennai for teachers from mainstream and inclusive schools. The broad purpose of the course was two-fold – Working on self and equipping oneself to facilitate classroom learning using creative interventions.

Vakshana - Collaborative Leadership Program for Senior & Mid Management in Schools

We launched a major initiative called "Vakshana - Collaborative Leadership", an intensive certificate course for the top two tiers of management in schools to create a collaborative, compassionate leadership milieu. The first edition of the program was delivered at the Kamala Niketan School, Tiruchirapalli, Tamil Nadu.

D.Ed and B.Ed sessions in Amar Jyoti , Delhi

Students of the D Ed course for Visual Impairment and Mental Retardation got a glimpse of integrating special Arts into the curriculum. The interactive group of 60 students together experienced learning through the Arts for special children.



impART IN THE COMMUNITY

impART is all about creating welcoming communities and building an inclusive society. With this aim we have travelled to varied spaces around the centre joyfully engaging with children through music, dance and stories spreading the message of love and compassion.

Daan Utsav - Joy of giving - Gifts of laughter, gaiety, merriment, celebration, compassion, empathy and kindness. We went to the the Ragi Gudda Slum Community at JP Nagar Phase 3, Bangalore, with our wares of story, songs and drums for the children and realised how immeasurable giving is. The children sang with us, gave us songs to sing, asked about our centre and invited our children to their space.

Travelling With Stories - Celebrating International Literacy Day through 'One Day-One Story' campaign, our group set out with puppets, drums and a couple of songs, to travel with the story 'The Elephant Bird'. We ventured out to Govt schools, Shiva Balayogi Ashram for senior citizens, Ramana Maharishi Ashram for the visually impaired, Snehadaan-a community care centre and [Puttenahalli Neighbourhood Lake Improvement Trust](#) witnessing throughout the joy and laughter.



impART IN CORPORATES

Through our program **Creative Connections** we engage with corporates to work with diverse audiences using the Arts. One of our key focus areas is to build lifelong partnerships with compassionate individuals by introducing corporate citizens to the goals of a socially inclusive society.

As a part of the IIMPG event organized by ATTD-India, a group of 40 of **Intel** staff went to Gunina Farms, Begehalli in October to meet the children from Snehadhara Foundation –We started our 4th birthday celebrations with children from Kids' Corner School, volunteers from Intel, and two batches of children from Snehadhara.

As part of a 'Buddy' program with volunteers from **NetApp**, 95 of us went to the Bannerghatta National Park in February and 50 people went to 'The Farm' in March.

On the eve of International Day of Persons with Disabilities, we were at **Bharti AXA** General Insurance Company Limited, Bangalore office. We discussed Arts based therapy and its usage, understanding of disability and creating an inclusive society.

We flagged our collaboration with **3S India**, a **Saraplast Enterprise** in March at three locations, Hyderabad, Bangalore and Delhi keeping in mind the primary aim of the organization that it wants to focus on the wellbeing of its employees.

At **Qwiksilver**, the staff used the session to access deeper experiences using the Arts, and explored- breaking inhibitions, enhancing communication, celebrating differences, connecting to the self and to the other.

WORKSHOPS, CONCLAVES SEMINARS

EEC: The Experiential Educator's Conclave focused on the application of experiential learning, The art of Facilitation and teaching, Integrated Learning Environment and Classroom Practices. Our Executive Director spoke on the topic Synaesthesia of the Arts for Mainstreaming Inclusion.

ASHA: We conducted a workshop on 'Using Creativity to Achieve Therapeutic Goals' at Academy for Severe Handicaps and Autism - ASHA Charitable Trust. The two-hour session titled "Creativity to achieve Therapeutic Goals " focused on introducing the group to art forms and creating an experiential rhythm circle using djembes and percussion instruments for parents and educators.

Shankar Eye hospital: With a group of professionals, parents, doctors, we presented how Arts Based Interventions could achieve therapeutic goals and create inclusive spaces for children with Autism. We were proud to be a part of a group which is set out with a goal of giving children with autism an even playing field by empowering them.

Rights of Persons with Disability Act, 2016: We participated in a meeting at CBR Network (south ASIA) to discuss the newly enacted Rights of Person with Disability Act, 2016 and its implementation in Karnataka. The rights of a person with disability act 2016 has replaced the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, The types of recognised disabilities have been increased from existing number of 7 to 21. the 2016 act has recognised intellectual disability and disability-related to speech and language as a disability under the bill which did not have this status earlier.

Besides these, our Executive Director was also a part of the Rotary CSR Ideation Workshop, Resource Center Inauguration at Vijaya College, Ishanya – Panel Discussion and at a press conference at Press club, Bangalore titled 'From partially opened doors to fully opened doors-to discuss the proactive step from CBSE, HRD Ministry, India towards inclusion.

AWARDS & RECOGNITION

Snehadhara received the “Certificate of Merit” for our quality of work, reach and outlook, and ability to contribute value to social change.

Our Executive Director, Gitanjali Sarangan was conferred the award of one of the “50 Most Impactful Social Innovators” globally at the World CSR Day.

Gitanjali also received the ‘Dr. Amarnath Annual Award for Inclusion’ acknowledging her ceaseless effort towards the inclusion of children with special needs at The Roopa Shivkumar Memorial Annual Seminar.

Snehadhara received an award for the best Gollu display last Dussehra. As the Organizer said, this prize is very special, because behind these dolls are the angels who made them.



MEDIA COVERAGE



Drama Therapy Explained

- What: Using theatre techniques like performance, props, lighting and group engagements to express suppressed emotions and solve problems
- How: It grew out of a therapeutic technique called 'psychodrama', developed by Austrian-American psychiatrist JL Moreno

- Intervention tools: Role plays, miming, puppetry, performances and group games

BENEFITS
Tools and process can be adapted to suit the individual or target group that needs help

performances and is being

Events / Contribution from members

1. N R FOUNDATION: Ranga Rao Memorial School for disabled Mysuru, the first school for the visually challenged girls secured 100 percent results in SSLC exams, 2016

We are extremely proud to share news about a cent percent result in the SSLC examination. Out of the 9 students who had appeared for SSLC examination from the school, the results saw 2 of the students securing A+ and 7 of them achieving A, B and B+ making it one of the few schools to achieve this feat. The overwhelming success has not only infused confidence in children, it has also strengthened their grit to perform better. They all are keen on continuing their education and are aspiring to build a career in academics.

2. EnAble India - special consultative status

ECOSOC the economic and social council of United Nations granted a special consultative status to Enable India. The consultative Status enables the organisation to actively engage with ECOSOC and UN Secretariat for Programmes, funds and agencies in a number of ways.

This status entitles Enable India to designate an official representative to UN, headquarters at New York and United Nations Human Rights Council at Geneva. The representative will be able to participate in programmes, events, conferences etc. The organisations with special status are able to send representations to United Nations in the subjects in which they have competence.

3. Adventure therapy and special needs, a hitherto unexplored combination at least in our country. The former, an increasingly accepted psychotherapeutic method, has proven our belief that the assumptions of the physical capabilities of the children are widely off mark and given a challenging receptive environment, they could achieve increased milestones in the physical, cognitive and social domain of learning.

With this premise, Inside Out, a 4 day residential camp from 27 - 30th April, was conducted by Outlife and Snehadhara Foundation (www.snehadharafoundation.org) for children between 8 -14 years. The intent of the camp was to bring together all children and explore learning with each other, from each other, to challenge boundaries and belief systems, and co-create a learning space. The activities included mud art story telling, exhilarating water play, challenging rope activities, free play, exploration and discovery. The results were an eye-opener. 'Inside Out' has truly been a reflective process for us and for parents who trusted us with this. It has enabled us to step closer to our goal of inclusion, learning directly from the children.



June 2016



Inside this issue:

NGO of the month	2
Partners Speak	2
Beneficiary Speak	3
Events	4
News - National	4
Hema Write Up	4

VACANCIES

The Association of People with Disability (APD) require:

- 1. Sr. Manager - Marketing**
Markets in any stream, preferably marketing. Minimum 5 - 6 Years Experience in Fund raising back ground. Excellent communication skill both in Kannada & English. Verbal & written. Language Kannada & Hindi is preferable.
- 2. Sr. Manager - Accounts**
Educational qualification CA inter with 5-7 years experience or equivalent qualification with 10 Years of experience. Minimum 5 - 6 years experience in accounts & finance background. Excellent communication

THE TIMES OF INDIA Bengaluru

Sign In | [1 Like](#) | [27](#) | [16 Follows](#) | [2 AM Tomorrow](#) | [You Know](#) | [More](#)

Let kids come to you, teach them through experience'

BENGALURU: "Let autistic children learn at their own pace, let them come to you. All of us have the same raw materials to learn from, but because our learning is based on our senses and autistic children sense and perceive things separately, their learning is different." This is how Geetanjali Sarangan, founder of Snehadhara Foundation, an arts-based therapy and learning centre for autistic children, summed up autism on Friday.

Geetanjali was speaking at an interactive session on the various facets of autistic care organized by CII. The event was attended by over 100 parents of autistic children and various stakeholders from different areas. The idea was to bring together people working with autistic children with parents. "There are so many myths around autism that people often forget that it's possible to learn behaviour," said Vidya Rao from Enable India. Vidya works towards preparing special persons navigate the world, especially in a work environment, which in turn helps them find employment.

"Autistic persons thrive in fields like software testing, internal auditing, as account executives, in technical writing and as knowledge management specialists (organizing and maintaining catalogues and manuals), apart from jobs like cooking, housekeeping, etc," she said.

Sangeeta Saxena of Enfold Proactive Trust said special children were extremely vulnerable, especially considering close to 53% of children are sexually abused (according to a 2007 study) and 90% of the perpetrators are people known to and trusted by the child.

"The unique aspects of disability, their dependency on others for intimate care and the fact that they are already used to passive obedience makes special children extremely vulnerable to sexual abuse," said Sangeeta, emphasizing the need to teach a child how to be safe. "Don't teach your child to be ashamed of his or her body, but teach them rules for their own safety," she said.

Stay updated on the go with Times of India News App. Click here to download it for your device.

Times of India on May 2nd, 2016:

<http://epaperbeta.timesofindia.com/Article.aspx?eid=31815&articlexml=Good-Samaritan-Defeating-Disability-with-Song-Dance-is-02052016002015#>

Economic Times on September 26th, 2016:

<http://epaperbeta.timesofindia.com/Article.aspx?eid=31815&articlexml=OUT-IN-THE-OPEN-Drama-Therapy-Gives-Expression-26092016002028>

Deccan Herald on August 6th, 2016: <http://www.deccanherald.com/content/562472/art-beats-them.html>

Times of India on June 19th, 2016: <http://timesofindia.indiatimes.com/city/bengaluru/Let-kids-come-to-you-teach-them-through-experience/articleshow/52815524.cms>

Economic Times on July 8th, 2016: <http://economictimes.indiatimes.com/news/politics-and-nation/countrys-first-accessibility-audit-fails-to-find-a-single-disabled-friendly-building/articleshow/53106243.cms?from=mdr>

A NOTE FROM OUR DIRECTOR

Being an educator isn't about what you do; it's about who you are. The best teachers and educators are those who bring their personality, passion, and experience into the classroom — they don't just teach about a subject, they open up a conversation that includes themselves and us, the learners. For such an educator the classroom becomes a think tank — a place where learning from each other becomes the norm and not the exception. In this co-created space an educator becomes a facilitator. A facilitator guides and assists students in learning for themselves - picking apart ideas, forming their own thoughts about them, and owning material through self-exploration and dialogue. A good facilitator is one who is a connector and integrator, the glue that brings the collective experiences of the classroom together in a shared learning experience.

"The best teachers are those who show you where to look, but don't tell you what to see"...Alexandra K Trenfor

The focus of our work with more and more schools is to re-imagine classrooms and teacher facilitation using the Arts. If enough of us will just think together about re-imagining the way we all learn and take steps in converting these to actions, these efforts and ideas to reform education for all will become a reality. If a "critical mass" to shift to a well-established alternative is achieved, a new alternative does not just automatically displace older alternatives, it provides more choices. Inclusion is about possibilities and opportunities for all.

At Snehadhara, we believe that inclusion is about the intentional building of relationships and creating conversations. Inclusion embodies the idea that identity is something to be continually re-negotiated as successive waves of groups enter into conversation with the majority. So in this way conversation is not just an excellent metaphor for the meaning of inclusion, it is also a vital mechanism to achieve it.

Join us in building an inclusive society. Stay connected

Gitanjali Sarangan
EXECUTIVE DIRECTOR



A NOTE TO OUR DONORS

“There is nothing more beautiful than someone who goes out of their way to make life beautiful for others.” Thank you for joining 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.

Because of your generosity, children at Snehadhara Foundation continue to benefit from opportunities to learn, adapt, grow and excel. Your sustained support has meant that we have been able to carry on and continue our activities through all of the years. You are making a huge difference in the lives of individual children and your donations help to provide for our programs, support for our staff, and create an inclusive social environment and much more. We would like to convey our heartfelt gratitude to you and pray for your extended support, in the months and years to come.

A Big Thank You also to our Sponsors this year

- ❖ Intel
- ❖ NetApp
- ❖ AramSei
- ❖ Concern India



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!

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
Email: contact@snehadharafoundation.org
Facebook:
<https://www.facebook.com/SnehadharaFoundation>

Content: Gitanjali Sarangan & Shailaja
Design and Layout: Pooja Iyer, Rohit Ranjan
Photos: Team at Snehadhara

Registration under FCRA.
Registration Number : 094421625

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)-
3/Vol 2013-2014