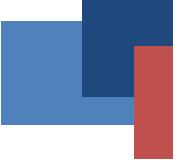


# ANNUAL REPORT

## 2015 - 2016



# SAMADHAN

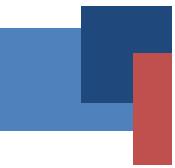


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## MISSION STATEMENT



To establish an infrastructure of accessible services  
for persons with intellectual disability  
living in  
low socio economic areas and  
primarily for infants and preschool children,  
using as far as possible manpower resources available within the  
target communities  
with active community participation  
leading towards an  
inclusive society.



### Legal Status

SAMADHAN is a registered society under the Societies Registration Act of the Government of Delhi with registration number 12183. It is covered under the society's registration act of 1981 for income tax rebate under section 80 G of the Income Tax Act of 1961. SAMADHAN is registered under the FCRA with the Ministry of Finance with Registration No 1160156865

### Major Awards

- \* Founder Director received an "Award of Recognition" from the Inclusion International, at their World Congress held in November 1998.
- \* SAMADHAN was one of the winners out of approximately 2300 applications in the competition organized by Development Marketplace for the World Bank in Washington in 2002 and won the Award for Innovation.
- \* On June 25, 2011, the *Uttar Pradesh Mahila Manch* honoured Ms. Pramila Balasundaram, Founder-Director with an award titled, "*Hind Prabha 2011*" for her more than 30 years of dedicated services in the field of intellectual disability.

### Membership

SAMADHAN is a member of national & international membership bodies:

- ◆ Registered under Persons with Disabilities (Equal Opportunities, Protection and Rights and Full Participation) Act, 1995
- ◆ Member of the National Trust, a statutory body of Government of India
- ◆ Member of Association for Rehabilitation Under National Trust Initiative of Marketing
- ◆ Affiliate member of Inclusion International (a world body advocating for persons with intellectual disability)
- ◆ Full member of AFID (Asian Federation for the Intellectually Disabled)
- ◆ An Institutional member of the ARC-Asian Resource Centre, located presently in Tokyo, Japan



SAMADHAN has been recognized as a Vetted organization by Global Giving An International 'Employee Giving' donation portal.

## EXECUTIVE COMMITTEE

- **Mr. Sanjay Balasundaram** - President  
*(CEO & Co-Founder-The Light House Organization  
-India's Leading Life Skills Experts)*
- **Mr. George Koshi** - Treasurer  
*(Partner, Koshi & George Chartered Accountants,  
New Delhi)*
- **Mr. Ratan Gurtoo** - Member  
*(Chartered Accountant partner-A.K.Kar & Company)*
- **Ms. Sharada Mani Iyer** - Member  
*(Marketing Executive, State Bank of India, Dwarka)*
- **Ms. Pramila Balasundaram** - Founder-  
Member  
*(Founder-Director, SAMADHAN)*

## SERVICES AT SAMADHAN

SAMADHAN regularly conducts **house to house surveys** by a trained case worker to help families identify symptoms of disability at birth and during developmental stages and explains benefits of the early intervention. Once she identifies a disabled child, she counsels the family and motivates them to seek early intervention for the child. **Once-a-week paediatric clinic** caters to children in the age group of 0 – 12 years. Children identified through this clinic are given counseling and referred to concerned professionals for assessments of speech and hearing, psychological, physical and cognitive abilities. The medical team consists of **Paediatrician, Occupational Therapist, Speech Therapist, Psychologist and Special Educator**. SAMADHAN trains community women, with special focus on mothers of the disabled, in survey work, assistance to therapists in early intervention unit, and in income-generation programmes.

Children from 0-5 years undergo regular one-to-one therapy sessions at the **early intervention**

**unit** at SAMADHAN by a team of experienced professionals. Mothers/caregivers attendance is mandatory as the exercises need to be continued at home. Children in the age group of 6-12 years get training at the **Special Education Unit** in activities of daily living, academics and behavioural changes. Those in educable range are given appropriate training and are mainstreamed.



*The major role of the centre is to support families, so that they trust their own resources and deal with the difficulties they face.*



***Excerpts from the report of the Psychologist for this reporting period:***

Have done counselling for most of the parents of children with learning disabilities or disorders, but also children coming from different social classes and underprivileged families, The use of counselling and guidance cannot ignore parents and family involvement. The family along with the centre plays a key role maintaining the bio-psycho-social balance, necessary for the positive development of children. The major role of the centre is therefore, to support families, so that they trust their own resources and deal with the difficulties they face.



*Our special thanks to Carlson Wagonlit Travel, India for donating a vehicle to enable children with disabilities to come to the centre and get benefitted from our services.*

**Statistics of beneficiaries enrolled/benefitted from SAMADHAN's services**  
**April 2015 - March 2016**

S. No	Details	No. of Children & families reached
1	House-to-house survey	2056 families
2	Children with physical disabilities	22
3	Children with Speech disability	15
4	Children with Intellectual disabilities	19
5	Children enrolled in SAMADHAN's Early intervention Unit (0 - 5 years)	20
6	Children enrolled in SAMADHAN's Special Education Unit ( 6 - 12 years)	15
7	Student - Teacher Ratio in Special Education Unit	1:7
8	Therapy offered in Early Intervention Unit	1:1 basis
9	No. of Children attended paediatric clinic facility at SAMADHAN	120
10	Children mainstreamed during this academic year	2

In January 2015, Sneha, an adorable little child with Down Syndrome, joined our Early Intervention Unit at Dakshinpuri at the age of six. She was referred to the centre by our survey worker who informed her parents about the services at SAMADHAN. Before joining SAMADHAN, Sneha was attending a local play school. She had unclear and delayed speech with poor motor skills, and used nonverbal communication to express her needs. The parents knew that she was not improving and came to SAMADHAN where she began progressing in her activities with the interventions of the teachers and therapists. Sneha has shown tremendous improvement in the one year that she has

### SNEHA

been in SAMADHAN. Her motor and speech skills have improved. She has learned to utter one to two words and she loves to imitate voices of different animals.



She can now identify colours and count from 1 to 10. Being the little artist that she is, Sneha uses crayons for drawing, loves dancing and actively participates in group activities with the other children in her class. She enjoys going to her therapy sessions and she is happy working with the various therapists. Future plans for Sneha are to concentrate on "Speech" (framing full sentences) hence her speech therapy sessions will have to be increased.

*Sneha uses crayons for drawing, loves dancing and actively participates in group activities with the other children in her class*



## ROOPALI



Roopali, a 6-year-old child diagnosed with Cerebral Palsy Spastic quadriplegia, comes from a family with a humble background. Her father is a tailor and her mother, Sangeeta, is dedicatedly takes care of Roopali. When asked what her first reaction was when she came to know about Roopali's condition, she says with a smile. *"There was just one thought in my mind and that she was my daughter and all I can do is to love her. I have no time for weeping or being angry".* With such determination and commitment,

*"There was just one thought in my mind and that she was my daughter and all I can do is to love her. I have no time for weeping or being angry".*

• Roopali's mother, Sangeeta

she came to SAMADHAN, in September, 2012. The child could not sit up, had no eye contact and was lying flat on her back. The multidisciplinary team planned out specific therapy sessions for her. After three years of dedicated therapy sessions by the therapists and the mother, there is improvement in her grip and body movements. Her liquid diet is now replaced by semi-solid diet hence her immunity and growth levels have increased. She has started holding things for few seconds with

both hands. She now smiles, makes eye contact and reacts to sounds in her surroundings. Roopali is also able to sit with very little support. The lack of social opportunities for both Sangeeta and Roopali to be a part of the community in which they live, is a matter of concern. We are trying to bring about some change in this situation through workshops and house-to-house visits.

### Workshop on Creative Movement Therapy

SAMADHAN organised a workshop on Creative Movement Therapy as a capacity building measure for its staff and professionals. Abhay and Jivana, students of Creative Movement Therapy course, facilitated the workshop as part of their internship and it was supervised by Ms. Sumathi Morgan, certified Creative Movement Facilitator and former Executive Director of SAMADHAN.

The workshop included several individual, group and partner-

ship activities that help the participants to make effective use of their body movements in their field of work. The workshop had fun-filled movement activities including music, props, body awareness exercises, guided imagery, story-telling interspersed with verbal dialogue. It provided ideas to make therapy and education sessions more fun filled and



enjoyable for the children as well as the professionals.

#### ***Creative Movement Therapy Sessions with children:***

The key focus in these sessions was Expression. The results suggest that the ratings on the therapeutic domains of the group members increased after undergoing movement



***GS***  
*The results suggest that the ratings on the therapeutic domains of the group members increased after undergoing movement sessions*

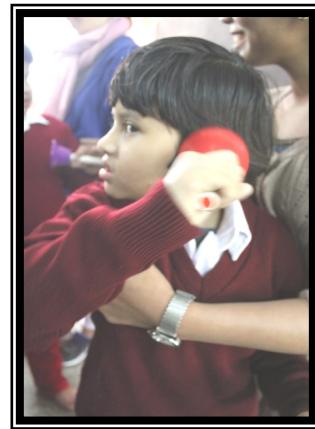
sessions. The group and pairing activities enabled the children to interact more with their peers. More emphasis was given to movements of the body-parts, the different postures and imitation skills.

#### ***GS***

Activities related to authentic movements helped in bringing out better coordination and spontaneity. Children enjoyed the cool down exercises and music played a significant role to make the children comfortable and focus on the sessions.



## Workshop on Music Therapy



Ms. Vanessa Pinto, a student from The Music Therapy Trust under the guidance of Dr. Lucy Bolger, Course Tutor conducted a Workshop on Music Therapy for the teachers and Therapists at SAMADHAN. The workshop started with a presentation on introduction of clinical music therapy training which can be implemented by the teachers. There was an introduction of a wide variety of music genres which can be used as therapy and how to incorporate activities with music in special education and early intervention rehabilitation units to enhance the social and cognitive skills of the children. The participants felt that Individual themes and musical developments can be customised; some children would like to sing and dance, others would like to be sung to, and some would try to play an instrument on their own.

Ms. Vanessa also interned with SAMADHAN for 9 weeks working with children in the special education unit. She shared her experience of

shouting and less of music but with time, each child learned to share the space and be patient with each other. Some of the activities included going round in a circle, jumping up and down, hitting the djembe turn by turn, circle activity, synchronised hitting of furniture in the room and the train ride.



*Initially there was a lot of bullying and shouting and less of music but with time, each child learned to share the space and be patient with each other.*



how music therapy brought behavioural change in children. In her report, she mentioned that initially there was a lot of bullying and

## 22<sup>nd</sup> Asian Federation for the Intellectually Disabled (AFID)

The 22nd Biennial Conference of AFID was held from 7th to 11th October 2015 in Colombo, Sri Lanka. The conference was very informative with paper presentations, cultural shows and participation by the intellectually disabled themselves which was much appreciated by all.

Three participants attended from SAMADHAN. The key note address was by Ms. Pramila Balasundaram, Founder-Director of SAMADHAN on the theme of Poverty and Disability which was extremely well received and appreciated.



Ms. Sumathi Morgan, Consultant with SAMADHAN, conducted a Pre-conference workshop on Creative Movement Therapy for the participants. The workshop led to a request for conducting another workshop for Special Educators of Government schools in the western province of Sri Lanka.

Ms. Subhashini Prabhaker, Programme Coordinator with SAMADHAN presented a very informative Country paper which covered the schemes, the implementation challenges and success stories within India.



## Orientation and Training Programme for Volunteers

SAMADHAN conducted an orientation and training programme from 24<sup>th</sup> to 28<sup>th</sup> August 2015, for an International NGO – World Vision, for their volunteers at the centres to enable them to identify intellectual disability at a very early stage and guide the caregivers/parents to take appropriate intervention. A total of 23 volunteers participated in the programme. Professionals were on hand to clarify queries and lectures were made easy to understand through videos, graphics and role-play.

The training module consisted of:

- Introduction and causes of disability, early intervention & identification (pre-natal, post-natal and Peri-natal)
- Survey and its importance. Identification of affected families, Importance of training parents in home management. and relational skills of survey worker.
- Opportunities to interact with the mothers
- Hands on experience at the Early Intervention Unit
- Assessment and prevention of Intellectual disability

The workshop was facilitated by Dr. S.K. Bhatia, Consultant Pediatrician at SAMADHAN and Dr. Nagarathna, Pediatrician, specialist in Early Intervention, with active support from the staff of education and therapy service



units. A pre- and Post-evaluation questionnaires submitted by the trainees show that the concept of early identification and intervention was clear to the participants and much information gained through the short 5-day session. The programme came to end with distribution of certificates from SAMADHAN by Shri. Ajay Dutt, MLA representing Ambedkar Nagar Assembly Constituency in which SAMADHAN centre is located. Shri. Ajay Dutt visited SAMADHAN earlier and was very appreciative of its services to the disabled and their families and assured his support and cooperation.



*SAMADHAN has a well equipped centre for the children with disability and it gave the trainees an opportunity to have practical hands on experience. Now the Volunteers are able to recognize various disabilities among young children. The training also helped them to understand the basic needs of special children.*

– Ms. Mercy Mirabel Nimal, Programme officer, Programmes, World Vision

## COMMUNITY IMPACT MONTH VISIT

By McGraw Hill Financial Inc. India



*"I would like to thank all of you for helping me at each step and making the event a success. I would call it a blockbuster since all the volunteers were highly impressed with the planning and the likes on social media were more than expected. I spoke about the event with my seniors and the HR and they seemed to like it a lot. I think we exhibited great partnership.*

*I look forward to associating with you next year also and so do many of the volunteers who came along. I, personally, would love to sponsor a child for a year and volunteer for imparting computer skills when you start this work at the Dwarka center."*

- Ms. Harpreet Kaur Ghat,  
McGraw Hill Financial Inc.  
India



## VISIT BY JAPANESE VOLUNTEER GROUP



Volunteers from Japan regularly visit SAMADHAN and share their talents with love. They entertain children with songs, artwork, puppetry, story telling, and bring toys and stationary for the children. SAMADHAN appreciates and would like to thank the Japanese Volunteer Group for their continuing support.



## PROJECT EMPATHY

### VISIT BY PATHWAYS SCHOOL, GURGAON



## Visit by Founder-Mentor of SAMADHAN to Pathways school, Gurgaon

Ms. Pramila Balasundaram, the Founder-Mentor of SAMADHAN visited Pathways School Gurgaon to introduce Grade 11 Design Technology students to Project Empathy, a coursework designed to give them understanding of the challenges faced by young children from disadvantaged backgrounds in India. Ms. Pramila gave an informative presentation on the variety of physical, emotional and mental disabilities faced by intellectually disabled and their families.

The members of Pathways School's Learning Support team under the leadership of the project's coordinator, Ms. Kanika Sharma expressed their desire to visit SAMADHAN's Dakshinpuri Centre where they will meet and interact with students, teachers and parents in order to identify ways that Pathways DT Department can provide help, in the form of educational toys, furniture and learning aids.

### Project Empathy - A project visit report by Grade 11 Design Technology students of Pathways School, Gurgaon

Taking the next step ahead in Project Empathy, Grade 11 Design Technology students visited the NGO Samadhan's center on Wednesday, 4th February, 2015. It was the first time for most of us to be encountering children with severe learning disabilities and it indeed was overwhelming. The organization deals with children having various levels of learning disabilities, especially belonging to less privileged socio-economic backgrounds. The center is located in Dakshinpuri area of New Delhi, a locality with rather small dwellings and mostly low-income residents. After our arrival there, the students spent time with organization's in-house pediatrician, Dr. Bhatia who spoke in detail about Intellectual Disability (ID), its causes, detection and treatment. The students clarified their doubts and asked various questions about topic and seemed curious to know more on the subject. This session with Dr. Bhatia proved helpful in building a base for students to head on with the project. Post

this, Ms. Pramila (Founder of Samadhan) showed us the Early Intervention Center, Physiotherapy Center, Papier Mache workshop and introduced us to some of the children, teachers and parents who were there at the center. This was the time that students enjoyed most, while observing these children with special needs and also interacting with them. Some of the children present there have severe physical manifestations of their mental illness which was intimidating to some of us, but it was great to see the Grade 11 students rise to the occasion and overcome their initial inhibitions. As designers, one must understand the needs of others, for whom they are designing products/services. Seeing the students empathize with those less-fortunate than them gives us hope that through Project Empathy we will be able to make some difference in the lives of others and of our own.

## OTHER INITIATIVES & ACTIVITIES

### CARBAGE: an alternative to plastic bags

CARBAGE, an innovative initiative of SAMADHAN seeks to provide passengers of interstate buses an eco-friendly and convenient alternative for disposing their waste during the journey. It is a unique low cost and easily manufactured prototype paper bag. In the spirit SAMADHAN's tireless efforts for the welfare of children with intellectual disability belonging to low socio-economic communities and their mothers, CARBAGE envisions creating a self-sustaining income-generation model for this marginalized community. SAMADHAN is looking for partnership for this eco-friendly initiative.

### A thoughtful gesture by Johnson & Johnson, India



SAMADHAN would like to place on record its appreciation for Johnson & Johnson, India for SAMADHAN. Children were very happy to receive good quality school bags, stationeries and goodies.

### Impresario India

A Centre for Promotion of Arts

Impresario India is a socio-cultural organisation, a self-less venture comprising of a team of dedicated art lovers from different walks of life. They periodically arrange get-togethers of children with special focus on special needs children entertaining them on light entertainment programmes such as magical show and puppet show. We appreciate Impresario India for their noble initiative of providing an opportunity for our children with disabilities to enjoy cultural programmes at prestigious locations and thank them for providing transport and refreshments for the children. This year, children from SAMADHAN participated in two lively puppet shows organized by Impresario at India International Centre – on 18<sup>th</sup> November 2015 and on 24<sup>th</sup> February 2016.

## SAMADHAN— part of the 1<sup>ST</sup> International Film Festival for persons with disabilities



SAMADHAN was part of the celebration organized by the Ministry of Social Justice and Empowerment (MSJE). The task of preparing 16 papier mache trees for presentation to various dignitaries during the Ministry's celebrations held from the 1st to the 3rd of December in the Siri Fort Auditorium was assigned to SAMADHAN. One such tree to President Shri Pranab Mukherjee in 2014 made by SAMADHAN and the Ministry recognized the uniqueness of colourful and creative papier mache trees made by the intellectually disabled at the Dakshinpuri Center and ordered more trees this

year to be given as mementoes for the dignitaries. The papier mache tree is called as TREE OF LIFE as it has different kinds of flowers and birds all sitting on one tree signifying inclusiveness – to be able to include every being and live in harmony.



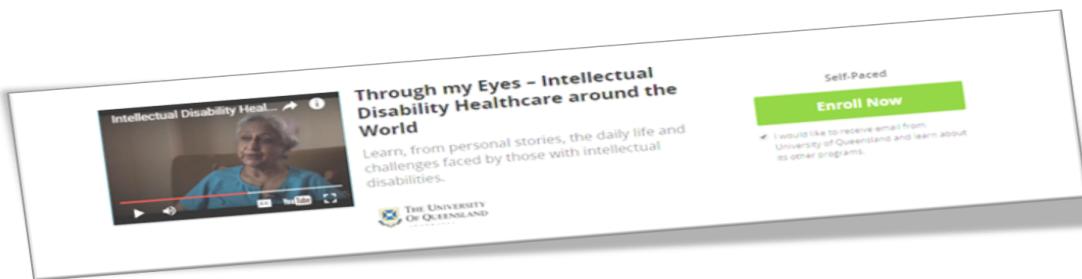
*The papier mache tree is called as TREE OF LIFE as it has different kinds of flowers and birds all sitting on one tree signifying Inclusiveness – to be able to include every being and live in harmony.*



### Visit to Rail Museum



## SAMADHAN is part of the online course "Through My Eyes":



The screenshot shows a course page for "Through my Eyes - Intellectual Disability Healthcare around the World" offered by The University of Queensland. The page includes a video thumbnail, the course title, a description, and an "Enroll Now" button.

Prof. Nicholas Lennox, Director of the Queensland Centre for Intellectual and Developmental Disability. The Centre is part of the School of Medicine at the University of Queensland, and is based at the Mater Misericordiae Hospital, Brisbane, Australia. A researcher and educator, Prof Lennox has developed several interventions to improve the health of people with intellectual disability. He and his son Jacob visited SAMADHAN in the month of July, Prof Lennox chose SAMADHAN as one of their partners in their project to make free online courses available to universities around the world.

His film was based on the actual lifestyle of families who deal with the fact of a child with intellectual disability and with the impact of poverty in all its manifestations and to record factual experiences and situations.

He had in-depth interviews with the families and staff of SAMADHAN, and with the founder about her vision which prompted the setting up of this organization and her experiences of the last thirty odd years.

The outcome of his visit was that the interview of Founder-Director was included as one of the components of the FREE international online series of courses for UQx called Able X-Series - Intellectual disability health around the world, developed by The Queensland Centre for Intellectual and Developmental Disability (QCIDD) in Australia.

ABLE101x – This component titled, “Through my Eyes” focuses on the stories of people with intellectual disability around the world, and their families and supporters. Lal Singh, a 40-year-old young man with hydrocephaly and

spasticity who helps out in the Center was the main subject in their narration on community attitudes, social acceptance and his very personal and sometime painfully negative experiences of the humiliation and suffering he had been through personally. Over four parts, students the world over will look at the barriers and enablers to healthcare for people with intellectual disability, their experience of specific syndromes and communication difficulties, and how they stay healthy. Students will listen to family members speaking about complex care, rare syndromes, early death, and planning for independence. The final component focuses on the history of treatment, the impact of rights' movements on healthcare delivery, common health conditions, and health promotion.

## ACKNOWLEDGEMENT

### Our sincere thanks to:

- \* Individual donors and volunteers
- \* Donors through Global Giving
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- \* Carlson Wagonlit Travel, India
- \* Ministry of Social Justice and Empowerment, Government of India
- \* Gulati Restaurant, New Delhi
- \* Blind Relief Association, New Delhi
- \* Japanese Women Volunteer Group, New Delhi
- \* Staff of Gap International
- \* Staff of McGraw Hill Financial Inc. India
- \* Impresario India

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