

SAMADHAN



**ANNUAL REPORT
2018-19**

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EXECUTIVE COMMITTEE MEMBERS

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MS. SMITA PRAMANAND HOPPER

MEMBER

MS. PRAMILA BALASUNDARAM

EX- OFFICIO

MS. SUMATHI MORGAN

EX- OFFICIO

ABOUT SAMADHAN

SAMADHAN extends its services to children with Intellectual disabilities such as **AUTISM, CEREBRAL PALSY, MENTAL RETARDATION, MULTIPLE DISABILITIES, DOWN SYNDROME, LEARNING DISABILITIES, ATTENTION DEFICIT HYPERACTIVITY DISORDER AND DEVELOPMENTAL DELAYS**. The primary activity of **SAMADHAN** is identifying and providing services for children who are either born with intellectual disability or at risk for developmental delay leading to disability if relevant services are not available and who are also impacted by poverty. The age group served is 0 to 16 years.

The medical team of multidisciplinary professionals consists of Paediatrician, Occupational Therapist, Speech Therapist, Psychologist and Special Educator.

CREATIVE MOVEMENT THERAPY, DRAMA THERAPY, MUSIC THERAPY AND ART THERAPY form part of the curriculum to train these children.

Legal Status

- **SAMADHAN** is a registered society under the Societies Registration Act of 1981 with registration number 12183.
- Registered under section 80 G of the Income Tax Act of 1961.
- Registered under the FCRA with the Ministry of Finance with Registration No 1160156865
- Obtained Equivalency Determination Certificate making **SAMADHAN** equivalent to the U.S. Public Charity.

MISSION STATEMENT

To establish an infrastructure of accessible service 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.



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
- * Affiliate member of Inclusion International

- * Full member of the Asian Federation for the Intellectually Disabled (AFID)
- * An Institutional member of the ARC-Asian Resource Centre, located presently in Tokyo, Japan
- * Member, Local Level Committee, New Delhi District for Legal Guardianship

MAJOR AWARDS

- **SAMADHAN** won the Most Promising Social Programme 2018 that complement the Sustainable Development Goals awarded by Cause because, an initiative conceptualized by decision makers from the country's largest corporate groups, government officials, leaders from not-for-profit organizations as well as accomplished individuals from various fields including the arts, cinema and sports
- **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.
- Founder-Mentor received an “Award of Recognition” from the Inclusion International, at their World Congress held in November 1998.

SERVICES AT SAMADHAN

HOUSE-TO-HOUSE SURVEYS :

This is done through women from the community and mothers of the disabled themselves, who are trained by SAMADHAN in a specially developed module to suit their levels of education. The case worker is trained to help families identify symptoms of disability at birth and during developmental stages, and educate them on the benefits of early intervention. Once she identifies a child with disability, she counsels the family and motivates them to seek early intervention for the child.

REHABILITATION CLINIC :

Once-a-week paediatric clinic caters to children between the ages of 0 – 15 years. It provides assessment and diagnosis by a team of multidisciplinary professionals. SAMADHAN trains community women, to provide assistance to therapists in the early intervention unit.

EARLY INTERVENTION UNIT :

Children from 0-5 years and those children with severe physical or mental or both undergo regular one-to-one therapy sessions in the early intervention unit at SAMADHAN by a team of experienced professionals. Mothers/caregivers attendance is made mandatory as the exercises need to be continued at home.

PRE-VOCATIONAL UNIT :

Children from 11-16 years are placed in the pre-vocational unit at SAMADHAN. The children in this unit are exposed to various vocational activities and are given support to maximize their potential in the activity of their choice such as painting, pottery, papier mache crafts, house-keeping, assembling of mechanical units, making folders/paperbags, block printing, etc.



SPECIAL EDUCATION UNIT : Children in the age group of 6-10 years get training in activities of daily living, given support in academics and improvise their social skills. Those in the educable range are given appropriate training and are sent to mainstream schools.

COUNSELLING SERVICES : Counselling for parents and family members at SAMADHAN. Behavioural modification interventions are given for children as appropriate

Health Camps: Health camps and surveys are conducted for early identification of disability and subsequent counseling.

WORKSHOPS AND TRAINING : Regular workshops and training programmes for teachers, parents, caregivers and volunteers are conducted on issues related to intellectual disability, government schemes and home intervention techniques.

We constantly strive to improve the livelihood access for families of children with disabilities through skill training and income generation activities like making of handicraft papier mache products, spice products and high protein laddoos, etc.

STATISTICS AT A GLANCE

HOUSE-TO-HOUSE SURVEY	2470 families
ANGANWADIS COVERED	11
REFERRALS BY PARENTS/OTHERS	10
CHILDREN WITH PHYSICAL DISABILITIES IDENTIFIED DURING SURVEY	28
CHILDREN WITH PHYSICAL DISABILITIES IDENTIFIED DURING SURVEY	16
CHILDREN WITH INTELLECTUAL DISABILITIES IDENTIFIED DURING SURVEY	12
NEW BENEFICIARIES – NO. OF CHILDREN ENROLLED IN EARLY INTERVENTION UNIT (0 – 5 YEARS)	07
NEW BENEFICIARIES – NO. OF CHILDREN ENROLLED IN SPECIAL EDUCATION UNIT (6 – 12 YEARS)	06
STUDENT – TEACHER RATIO IN SPECIAL EDUCATION UNIT	7:1
THERAPY OFFERED IN EARLY INTERVENTION UNIT	1:1 basis
NO. OF CHILDREN ATTENDED PEDIATRIC CLINIC FACILITY	42
NO. OF CHILDREN ADMITTED IN MAINSTREAM SCHOOLS DURING THIS ACADEMIC YEAR	02

S.N	NAME OF THE BENEFICIARY	SEX	AGE (YEARS)	TYPE OF DISABILITY	DATE OF ADMISSION
1	Shubham	M	08	Physical/Speech	13.01.15
2	Ashfaak Ali	M	12	Down Syndrome	10.07.15
3	Harshit	M	10	Physical/Speech	02.04.11
4	Naitik	M	09	Cerebral Palsy/Hyper	25.07.16
5	Sneha	F	09	Down Syndrome	21.01.15
6	Prince Koli	M	08	Cerebral Palsy/Hyper	10.10.16
7	Rohan	M	10	Autism/ Speech	07.02.13
8	Manthan	M	11	Mental Retardation/Speech	10.11.12
9	Aahil	M	05	Down Syndrome	25.07.16
10	Prince Jatav	M	06	ADHD/Speech	25.07.16
11	Priyanka	F	10	Mental Retardation	10.04.17
12	Manish	M	11	Mental Retardation, Hyper	11.09.17
13	Somya	F	09	Brain Tumour (Left side), Mental Retardation	06.07.17
14	Shagun	F	07	ADHD/Speech	24.08.17
15	Rupaali	F	07	Cerebral Palsy/multiple disability	12.01.12
16	Gourav	M	04	Cerebral Palsy	08.01.16
17	Pranav/Samaksh	M	05	Cerebral Palsy	11.02.16
18	Rishab	M	04	Down Syndrome	01.02.17
19	Harsh	M	08	Cerebral Palsy	01.03.17
20	Kartik	M	07	Mental Retardation	13.02.17
21	Yash	M	05	Cerebral Palsy	09.03.17

S.N	NAME OF THE BENEFICIARY	SEX	AGE (YEARS)	TYPE OF DISABILITY	DATE OF ADMISSION
22	Vivaan	M	03	Acute Demyelinating Encephalomyelitis, Mental Retardation	21.03.17
23	Yuvraj	M	03	Cerebral Palsy	20.08.17
24	Deeksha	F	06	Cerebral Palsy	13.07.17
25	Garima	F	04	Down Syndrome	01.11.17
26	Parineeti	F	04	Cerebral Palsy	12.07.17
27	Keshav	M	06	Cerebral Palsy	07.09.17
28	Saziya	F	05	Global Development Delay	08.11.17
29	Himanshi	F	08	Global Development Delay	01.05.17
30	Sofia	F	05	Post encephalitic syndrome with Seizure	12.07.17
31	Kasak Maheshwari	F	04	Down Syndrome	19.03.15
32	Deesha	F	04	Global Development Delay	16.11.17
33	Piyush	M	04	Cerebral Palsy	10.03.17
34	Karmveer	M	04	Autism/ Speech	13.11.17
35	Kanishka	F	05	Global Development Delay	11.09.17
36	Himadri	F	04	Global Development Delay	01.03.17
37	Rajit	M	07	Mental Retardation	07.07.17
38	Kavyansh	M	05	Speech & Slow Learner	09.02.18
39	Sameer	M	06	Autism/ Speech	01.02.18
40	Jatin	M	09	Hyper flexibility	01.02.17
41	Aryan	M	03	Lower Limb weakness	07.03.17
42	Arshad	M	05	Cerebral Palsy	08.02.18
43	Ishant	M	10	Cerebral Palsy	24.01.18

LIST OF CHILDREN ADMITTED IN MAINSTREAM SCHOOLS (FROM 2010)

S.N	NAME OF THE BENEFICIARY	SEX	AGE (YEARS)	TYPE OF DISABILITY	SCHOOL
1	Sushant	M	08	Slow learner with speech	Private school
2	Ankit	M	10	Down syndrome	Private school
3	Ansh	M	11	M.R. and speech	Sona Modern School
4	Sidhanth	M	11	Autism	Tekchand Public School
5	Piyush	M	09	Autism	Private school
6	Vikas	M	10	Autism	Primary school
7	Abhinav	M	10	Hydrocephaly	Balwantrai Mehta
8	Nisha	F	08	M.R. and speech	Private school
9	Anshu	M	08	MR and Weak eyesight	Blind School
10	Ishant	M	10	CP and Speech	Balwantrai Mehta
11	Manav	M	06	Mental Retardation	Balwantrai Mehta
12	Priyanka	F	10	MR, Hyper, Speech	HCAR
13	Gaurav Pratap	M	08	Hearing and Speech	MCD primary school
14	Samir	M	08	Slow learner with speech	MCD primary school
15	Abhishek	M	10	Autism	Balwantrai Mehta
16	Vaibhav	M	11	Mental Retardation	MCD primary school
17	Manish	M	11	M.R. and speech	MCD primary school

S.N	NAME OF THE BENEFICIARY	SEX	AGE (YEARS)	TYPE OF DISABILITY	SCHOOL
18	Neha	F	09	Microcephalous, M.R	Primary school
19	Bhavna	F	12	CP with M.R.	Primary school
20	Farman	M	10	Slow learner with speech	Sivas Public school
21	Deepika	M	08	Slow Learner	Shankuntalam school
22	Kulwant	M	08	Slow Learner	MCD primary school
23	Bhavya	M	09	Slow Learner	MCD primary school
24	Himanshu	M	09	Slow Learner	MCD School
25	Sohil	M	09	CP with M.R.	MCD primary school
26	Aryan	M	08	Autism	Seva Bharti school
27	Sneha	F	08	Epilepsy, M.R	Sanskar Public School
28	Kasak Maheshwari	F	04	Down Syndrome	Kidzee School
29	Karamveer	M	04	Autism/Speech	Sparsh School
30	Priyanka	F	10	M.R.	Balwantrai Mehta

DISHA : EARLY INTERVENTION AND SCHOOL READINESS PROGRAMME

The DISHA programme, a scheme by the National Trust, a statutory body of the Indian Government, was granted to SAMADHAN. The DISHA Centre became operational from 1st September 2017 at SAMADHAN's Dakshinpuri Centre.



With its philosophy which states that all persons with intellectual disability can be helped, if appropriate and timely services are available, the DISHA scheme is a boon which helped our organisation reach out to children with intellectual disabilities from the families living below poverty line on a much larger scale.

Currently 11 children have been enrolled in the Scheme. Parents have shown a lot of enthusiasm for enrolling their children into the scheme since quality therapy services are given to children from the lower economic strata without any cost involved. The success story that can be shared at this stage is mainly acquiring Disability and Income certificate for the children from BPL families. Acquiring disability certificate is a long process and takes approximately 3 to 4 months of time after several visits to the hospital which was severely impacting on parents' work schedule and income as most of them are daily wage workers, petty shopkeepers or housemaids. Though orientation has been given to parents on how disability certificate and income certificate are useful for them in availing the various schemes of Government for the PwDs, not many were enthusiastic in getting the certificates mainly because of the time involved in acquiring them. Now with the implementation of this scheme, parents feel the necessity of the certificate. The scheme has brought hope to children from very poor backgrounds to get quality therapy services on regular basis and be able to lead a fairly independent life.

SAMADHAN IS NOW EQUIVALENT TO U.S. PUBLIC CHARITY!!

NGOsource, a project of the Council on Foundations and TechSoup, helps U.S. grantmakers streamline their international giving through easier equivalency determinations.



An equivalency determination is a good faith determination that a non-U.S. organization is the equivalent to a U.S. public charity. Once a non-U.S. organization has been certified as the equivalent of a U.S. public charity, a funder may make grants to the non-U.S. organization in the same way it would to a U.S. public charity. This is one very important way that a grantmaker can ensure that its grants to foreign organizations comply with U.S. tax laws.

On behalf of SAMADHAN team, we are glad to inform that we received the Equivalency Determination Certificate which certifies SAMADHAN is equivalent to the U.S. Public Charity. This is valid through March 2020. We can now inform our other U.S.-based funders that we have completed an ED with NGOsource. Doing so may help us get funding faster and more easily. There will be more visibility as SAMADHAN will be listed in NGOsource's database. This will enable other donors to reach out to us.



The NGO Source badge on the home screen of SAMADHAN website.

The Equivalency Determination on File “badge” means that the organization was at one time determined by NGOsource to be equivalent to a U.S. public charity or government instrumentality for a specific funder during a specific period of time. The badge is neither a legal designation nor does it represent a valid determination: it is intended for marketing purposes only. U.S. grantmakers interested in funding a foreign organization may request an equivalency determination (“ED”) through NGOsource. When a grantmaker requests an ED for an organization that has already been determined equivalent (i.e., is on file in the NGOsource repository), the cost is typically lower (and the process typically simpler) than it would be for an organization that does not yet have an ED on file. For more information, please contact accountsupport@ngosource.org.

On July 2018, a one-day workshop on "Early Identification and Early Intervention of Children affected by various Speech and Hearing Impairments" by Dr. Sunil Kathramalla, Speech Language Pathologist & Audiologist (RCI, India) (Horizons of Hope, HOH Disability Ministry USA, Founder & Director) was held at SAMADHAN. Workshop had 25 participants from Ashish Centre, Najafgarh; Corner Stone, Noida and Samadhan



GlobalGiving performs rigorous due diligence on every organization in the GlobalGiving community in order to ensure they are performing charitable work in a transparent and accountable manner, and that they meet local requirements for registration with their local government.



They collect and review documentation for every organization, including its legal documents, financial records, program materials, and lists of senior staff and board members, in order to validate that the organization is running the project as described. They also evaluate the organization's capacity to implement activities, and communicate about its work, and research the organization's relationship with previous funders. Finally, Global Giving ensures that the organization is compliant with anti-terror guidelines and international guidelines for philanthropy.

Global Giving conducts a thorough due diligence renewal on all organizations every two years and make every effort to ensure each organization is personally visited by a GlobalGiving representative once every two years.

The badges of Global Giving can be seen on the home screen of the Samadhan website.

VISIT BY VIBRANT WOMEN

Tammie Day is an Australian-based Counsellor, Yoga, Mindfulness and Nia dance teacher, Retreat Facilitator and Travel Guide. She is the founder of Vibrant Women committed to supporting women to stay Vibrant and it believes in giving back and meaningful interactions.



She visited SAMADHAN Dakshinpuri centre with a group of teachers from Australia. The team brought teaching and craft materials for children. Apart from the financial contribution, the team encouraged us by buying our products like spices and greeting cards. Tammie brought in another group to encourage children's performance and brought stationeries for children.

THE INTERNS SPEAK



For my special interest internship, where I am given a choice in deciding with what kind of space I want to engage with for a period of 4 weeks, I was surprised by my own choice. When I applied to Samadhan I was attracted to their ways of working with children of special needs, with disability, the use of Dramatherapy and creative methods in engaging with the children.

When I heard back from Samadhan, and finally got an opportunity to intern with, I found myself experiencing a good mixture of relief, excitement and anxiety. I realized that my anxiety was coming from the idea of engaging with the children of special needs. Before this, I have never engaged with them, never been even close to one. I struggled with the concern of how will I connect with them? Will it be too overwhelming? There is so much helplessness around the idea of children with special needs in my mind, such difficulty and sense of powerlessness in my own biases towards disability; as I experienced a strong need of wanting to distance myself from experiencing even an ounce of that helplessness, I realize disability is never easy to be engaged with, for anyone.

On my first day to Samadhan, I entered the early intervention centre, which is on the ground floor of Samadhan's Dakshinpuri's centre. It is big room, with lot of windows, letting good amount of sunlight pour in on that December winter morning, green curtains and robin blue cupboards brighten up the room, there were drawings and paintings adorning the walls.

Over the next few weeks, as I ventured deeper in my internship, the room started to represent warmth and comfort for me, much more than just an early intervention room for me.

I met and observed teachers who have been with the organization for many years, some of them mightn't have fancy degrees but their skills have been forged and honed by years of experience. I felt it as a ideal mixture of young teachers with professional training along with older teachers who have the experience and who belong to the same community and hence knows the families, their backgrounds, and relate to their day to day struggles well, together creating a space whose foundation seems to created on intricate bonds of knowing each other, trusting each other.



What I found comforting most was this environment of comfort in each other's presence; representation of a micro environment of a community within the room, where the teacher, caretaker and child come together, to undergo the journey towards gaining more self sufficiency and agency for the child; a journey towards enabling the child to be more independent, a journey

which is fostered by care and respect. Care and respect, two simple words, but so needed, especially when it comes to disability, especially when there is a general lack of awareness and engagement in our society around it; it becomes a necessity, a requisite, for the child's growth into a person, into a being. The children are encouraged through various exercises, gently pushed towards exerting themselves each day, broadening one's limits, strengths each day. It's a daily struggle, a step by step process, made easy by the playful relationship between the teacher and the child. This relationship enables for a space to be created where through the various activities, a space is created for play also, which is essential for the child to make sense of his/her external and internal world.

What was extremely welcoming about the space was this unit of teacher-child-caretaker. There is an active engagement of the caretaker in the process, helping out in exercises, being there with the child, supporting the child with their presence, attention, and warm words of encouragement. Together they create a space of potential; a space where they believe in the child's potential, through which slowly and steadily the child too begin to believe in his/her own potential. I felt, that this space was not just for the child, but also the caretaker. The caretakers are often neglected beings, their own anxieties and need neglected and pushed back so that the focus is on the child. But through this space, through this community within the room, I felt, their anxieties are also engaged with, heard, listened too; through this space they too experience being held, being supported. I realized soon that my fears about not connecting were a waste, as I too experienced that my anxieties and concern were taken care of by the warmth in this place which was filled with voices of conversation and laughter.

By Indu Chauhan – Psychotherapy student - volunteer



Aspak is a 12-year-old boy with a smile that can brighten anyone's day. He loves being given responsibilities and loves to help others. Aspak joined SAMADHAN 3 years ago. He had been diagnosed as having moderate intellectual disability with a condition known as Down's syndrome, a chromosomal disorder characterized by an extra chromosome 21 and manifested by a

round flat face and eyes that seem to slant. Individuals with this condition usually have mild to severe intellectual disability. Their muscular movements tend to be slow, clumsy, and uncoordinated. In many cases, the individual's growth is stunted. Down's syndrome is one of the most common physiological causes of intellectual disability.



Aspak had started coming to SAMADHAN some years ago. He came for a little while and then due to some reason, he suddenly stopped coming. After a lot of counselling from SAMADHAN social workers, his family realised the importance of special education and therapy for Aspak and since then, for the past 3 years Aspak has been coming regularly to SAMADHAN.

In the past few years, his family and special educators have seen a lot improvement in his condition.

When Aspak joined SAMADHAN, he was very hyperactive and would not sit in one place or listen to his teachers. He used to hit other children, and would very often run away from his house. After a year of interventions and special education, his behaviour improved a lot. He was much calmer and had started listening to his teachers. Now he loves taking up responsibilities in his class, like putting things in their place. He helps other children and cares for the others in his class. He is very loving towards others. He arranges the bags and bottles of other children for them and helps them take out or put back things from their bags. He loves it when his teacher asks him to do a task or help others. Though sometimes, just like other children, he makes fuss for a little saying he doesn't want to do it but does it after a little while. He has a caring and helpful nature. Without anyone telling him, he runs and gets a chair for anyone who doesn't have a seat.

At home, he does small tasks unassisted, such as bringing the clean, dry laundry inside, arranging the vessels, tying his shoe laces, buttoning up his shirts, and other such things. He has also learnt how to open a lock with a key. One of his favourite things to do is colouring with crayons. He also had a difficulty in the clarity of his speech, but after continuous inputs and intervention from the speech therapist at SAMADHAN, his speech has become much clearer.

Aspak's story shows how proper intervention, therapy, and training can help a child with intellectual disability adapt and cope much better in society.

We thank you donors for enabling us to reach out to children like Aspak and help them to keep smiling!!!

By Deborah Trott – Psychology student - Volunteer

PARINEETI



24th July 2018 - was just not another day at Samadhan, but was one where the immense effort, love and care for Parineeti was joyfully celebrated on her birthday. This day was even more special because she celebrated her birthday for the first time in 5 years, along with, who her mother considers her truest friends, support and spine. Parineeti's mother, father, grandmother and siblings all decided to throw a party for all at Samadhan because of the main reason that this was her home, a place that's given her safety, hope and overwhelming emotional support to forge towards betterment and improved conditions.

When asked, why her family never celebrated her birthday before, her mother responded saying that it was her father's wish to celebrate it and throw a gala when Parineeti starts walking or showing any signs of development and improvement in terms of muscle coordination. However, Parineeti has not started walking as yet, she has been able to physically get up herself, crawl and express herself through sounds and some actions which is a greater cause for celebration because it means that her hard work is paying off, and that due to her consistent and efficient

therapy at Samadhan a milestone has been reached. This sign gives one even more hope and determination to keep on the right track, and eventually with time, expect success would prevail. For her party, the place was decorated with balloons, her parents got everyone yummy food, all the other kids danced a lot and had a great time, and Parineeti cut her cake for the first time ever - which is a feeling her mother couldn't describe. Both the parents were ecstatic! Her father too, reiterated that her birthday became even more special because it was celebrated along with people who love her unconditionally and have been there for her all through her journey in life till now.



This occasion truly reflected what the feeling of complete 'bliss' is. It's a feeling that cannot be described as for a family that works hard to meet ends meet, to see their kid with chronic Cerebral Palsy show signs of enhancement would be a joy inexpressible, relief beyond words and an accomplishment worth honouring.

SAMADHAN'S SANTA!



Come what may, rain or shine, Funaki-san our patron and well-wisher from Japan never misses a visit to SAMADHAN along with volunteers from Japan to see his children whenever he comes to India. He is our Santa; every year he visits SAMADHAN with loads of goodies, toys and over above, he donates a generous amount towards purchase of equipment, stationeries or even renovation work whatever that benefits the children of SAMADHAN. We wish him good health and happiness and look forward to meeting him and his team in the coming years.



Climbing stools

CP Walker

Cycle

INCOME GENERATION PROGRAMMES

THE SPICE UNIT

The Spice Unit at our organization is run by mothers from low income group. They work with passion and dedication to provide the best quality spices for the consumer. Our spice production process ensures purity and freshness. The purity of the spices can be observed with its increased shelf-life and also in the 25-30 percent reduction of its use while cooking.





**We thank all our dedicated volunteers and
Japanese volunteer team members for
supporting and encouraging
the women's group by buying the products.**

Challenges to celebrations

Media Report Report CTC

**SAMADHAN supported by Ministry of Culture
organized a cultural event at YWCA**

DONORS AND DONOR ORGANISATIONS

Mr. Mauro Mozzato
Ms. Amrita Laljee
Ms. Sudha Gurtoo
Mr. Sundeep Das
Dr. Pinky & Avirup Ghosh
Ms. Hansla
Ms. Geeta Jain
Ms. Sunita Menon
Ms. Srilakshmi
Ms. Tushar Robins
Mr. Nino Dichristo
Ms. Poonam Lalla

ORGANIZATIONS

The National Trust

Ford Foundation

Heart & Hand for the Handicapped, USA

Gap International

Ministry of Culture, Government of India

XL India Business Services Pvt. Ltd, Gurgaon

Funaki San, Takuri-kai, Japan

Japanese Women's Volunteer Group, New Delhi

Impressario India

Donors through Global Giving

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