

# SAMADHAN



**ANNUAL REPORT  
2014 - 2015**



## 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-Mentor 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 – ARN1035
- 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



### 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.





## FOCUS

Poverty impacts on the infant, the young child and the mother most. If the child is intellectually disabled, it is last on the list of priorities. Hence our focus is on families living in conditions of poverty with children who are intellectually disabled or at risk of becoming developmentally delayed

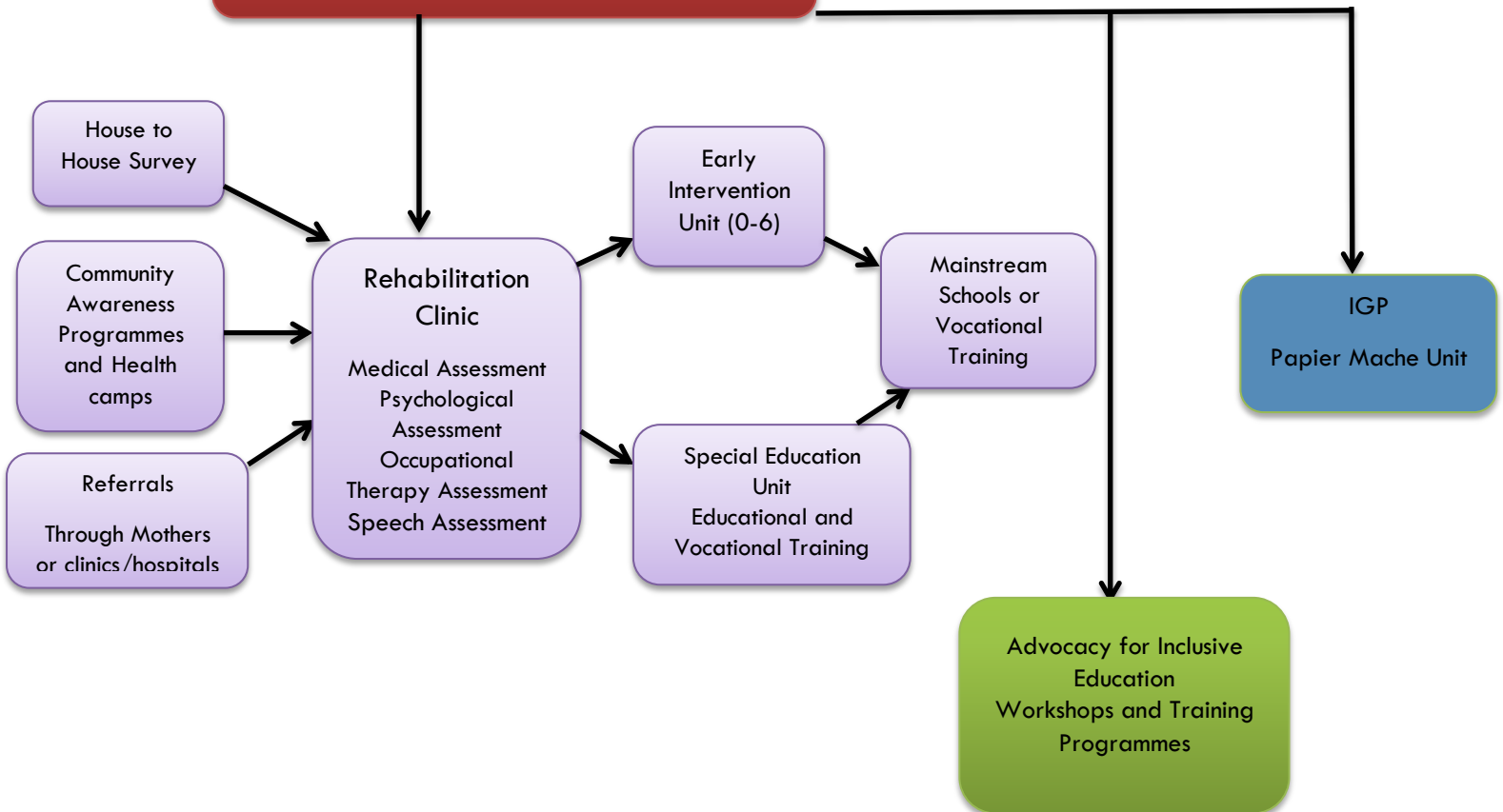


## Members of the Executive Committee

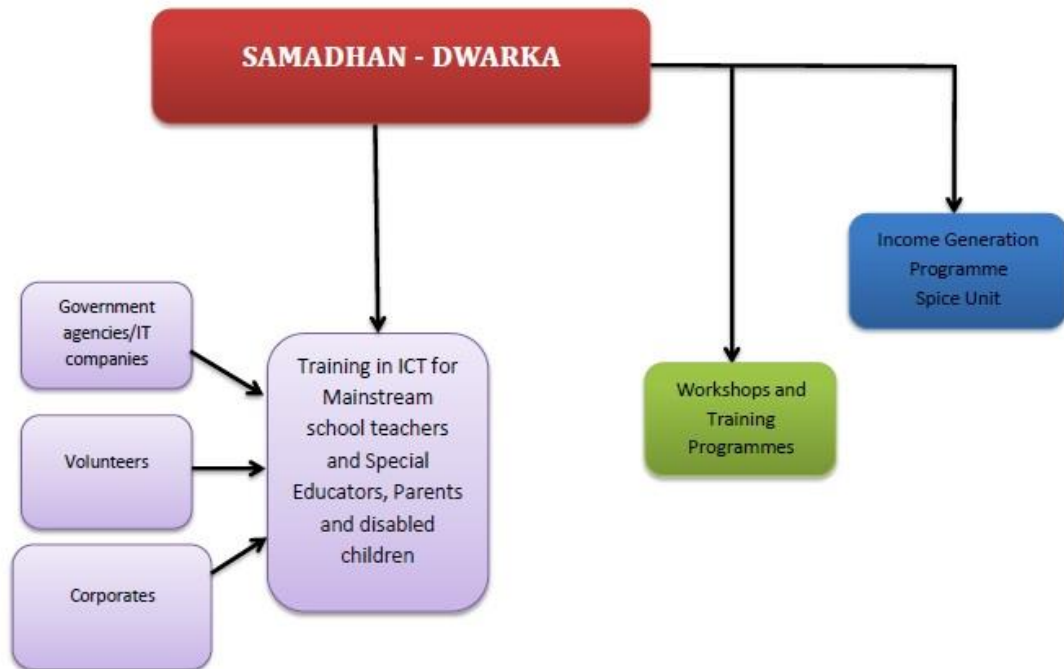
- Mr. Sanjay Balasundaram - President  
(CEO & Co-Founder-The Light House Organization  
-India's Leading Life Skills Experts)
  - Mr.George Koshi - Treasurer  
(Partner, Koshi & George Chartered Accountants,  
New Delhi)
  - Mr.Ratan Gurtoo - Member  
(Chartered Accountant partner-A.K.Kar & Company)
  - Ms.Usha Grace Antony - Member  
(Retd. Director of Finance, Ministry of Defence)
  - Ms.Sharda Mani Iyer - Member  
(Marketing Executive, State Bank of India, Dwarka)
  - Ms.Pramila Balasundaram - Founder-Member  
(Founder-Mentor, SAMADHAN)
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## AN OVERVIEW OF SERVICES

### SAMADHAN - DAKSHINPURI



## AN OVERVIEW OF SERVICES





## **STATISTICS**

During this reporting period between April 2014 – March 2015, 2266 houses were surveyed. Number of children with physical disabilities identified were 25; those with speech impairment 8 and mental disability being 12. Target areas surveyed - Dakshinpuri A to L Block, Madangir A to I block. Number of children enrolled and benefitted from Speech therapy, Occupational therapy, Psychological assessment, special educational interventions on regular basis in Special Education and Early Intervention unit are 17 and 16 respectively.

## **CSR ACTIVITY BY CORPORATES**

### **Health Camp (Sponsored by staff of Johnson & Johnson):**



SAMADHAN conducted a health camp at its Centre in Dakshinpuri, South Delhi on Saturday, 28th March 2014 from 10 am – 1 pm. The camp was arranged with the financial and volunteer support from staff of Johnson & Johnson group. Around 74 children from the resettlement colony of the area in



the age group of 0-15 years were screened during the camp.

The medical team included Pediatrician, Speech therapist, Occupational Therapist and Psychologist. Free Medicines were distributed and assessments were done during the camp. Assessments for 18 disabled children and 56 non-disabled children were performed.

Three new admissions to SAMADHAN's special educational and early intervention units were done through this health camp.



## **CSR ACTIVITY BY CORPORATES**

### **Delhi zoo, here we come (Visit sponsored by staff of Carlson Wagonlit (India))**

The day dawned beautifully warm though it was the beginning of winter. SAMADHAN and its children from the Early Intervention unit in Dakshinpuri were in for a great treat. This was a visit to the Delhi Zoo organized by Carlson Wagon Lit (India), Gurgaon as a part of their outreach. Yet this was not just a CSR activity but an outing into which the CEO of Carlson Wagonlit, Ms Geetha Jain and senior officials like Sunita Menon as well as other staff members joined in with great enthusiasm.

For all the children who were in the age group of one plus to six years and with either intellectual disability or multiple disability, this was a first time in their lives that they had come to the zoo. This was true for the mothers as well and they were as excited if not more excited than the children themselves, For them it was not just a trip but a respite from daily chores of cooking, washing which



they routinely did and a constant monitoring of the many needs of their disabled children. There were many hands to help them out during the trip. Many had not seen animals such as the giraffe or the Baboon though they had done so on TV and in picture books. The teachers had taken the trouble to prepare the children for what they would see in the Zoo. It was an unique experience and a great learning opportunity.

After an unforgettable two hours at the Zoo the group was taken to the Haldiram's Restaurant at Connaught Place, New Delhi for Lunch. This was also a unique experience for both mothers and children since many had never been inside a restaurant before.

*"Yeh bahut hi achha anubhav hai. Hum Bahut Khush Hain"* (It is a splendid experience. We are very happy) – says Sangeeta, mother of Rupali – A three years old girl with cerebral palsy. Similarly; Sumit- An eight-year-old student with autism was highly jubilant and said, *"Maine sher, bander aur hiran dekha aur accha khana bhi khaya"* (I saw Tigers, Monkeys and Deer, and had delicious lunch too).



## **EVALUATION OF ASSESSMENTS AND ACTIVITIES**

During this reporting period, SAMADHAN hired the services of a Special Educator and Psychologist to update and standardize assessment forms for assessing children with Autism spectrum disorder, Intellectual disability, cerebral palsy and multiple disability from age 3-16. This activity was done with detailed discussions with the concerned professionals. The compiled forms are:

1. Case history form
2. Medical Assessment form
3. Psychological Assessment form
4. Speech and language Assessment form, with quarterly report form
5. Physiotherapy Assessment form, with quarterly report form
6. Occupational Therapy Assessment form, with quarterly report form and sensory dysfunction n assessment form
7. Special education modified IEP quarterly evaluation form along with quarterly feedback report (planned for MDPS scale).

Apart from this, she also took training sessions for special educators to use interventions/techniques for children with different needs, one-on-one as well as group therapy sessions.

## **BRIDGES**

This programme was started at Dwarka centre of SAMADHAN. It is an after-school one-on-one sessions in Occupational Therapy, Speech Therapy, Special Education, Physiotherapy and Psychological intervention for children who are in mainstream school since most of the children in this area go to the mainstream school but need specialized support which is inadequate in the schools.

To address this challenge, experienced qualified professional team was constituted and addressed the issue with Inter-disciplinary approach. The behavior management strategies were designed according to individual needs.

Sensory Integration therapy was an important part of intervention programme. Multi-sensory therapy for tactile, visual, auditory, proprioceptive and vestibular sensations were conducted. 10 children in the age group of 6 -14 attended the programme.

For the high functioning integrated group, academics is a vital curriculum area where Montessori method and material was used in classrooms with adaptations according to the individual child. Activities of daily living and managing his/ her environment were taught in real life situations.



## **WORKSHOPS AND TRAINING PROGRAMMES**

### **Guide to parents: Cerebral Palsy concept and Fundamental principles in positioning and handling**

SAMADHAN periodically conducts workshop for parents on topics related to various intellectual and physical disabilities. A workshop was conducted by SAMADHAN on 31 October 2014 to create awareness to parents to understand what is meant by Cerebral palsy, its types and which part of brain gets damaged. The workshop was held to provide detail on some of the most frequent positioning and handling used as interventions when working with children Cerebral palsy.



The workshop was facilitated by G. Hema Gowri, Special Education Consultant of SAMADHAN and Dr. Anju, Physiotherapist with SAMADHAN. The session was divided into three parts.

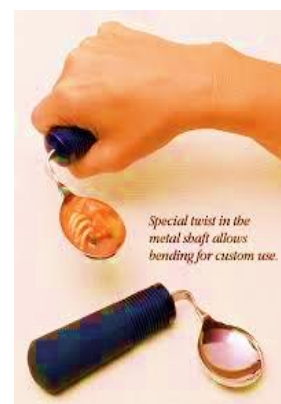
- a) **Defining Cerebral palsy, causes, its types and role of brain**
- b) **Fundamental principles in positioning and handling and its use**
- c) **Use of adaptive aids and the consequences in using wrong positioning and handling**

The workshop started with brief explanation of Cerebral palsy definition, causes its types. More inputs are given on the affected brain parts in different types of CP. How the affected parts of brain affects child's muscle control, muscle coordination, muscle tone, reflex, posture and balance; it can also impact a child's fine motor skills, gross motor skills, and oral motor functioning. It was emphasized that the **damage to the brain is permanent but it is non progressive in nature.**

Dr Anju explained with examples the:

1. fundamental principles in positioning and handling with demonstration
2. Precautions to avoid deformities in Children with cerebral palsy
3. the use of positioning and handling and problems in wrong posting and handling.
4. Helping the child with their ADLs using Adaptive aids
5. Problem-solving skills for everyday difficulties that occur

Post evaluation of the workshop showed that the Parents clearly understood that Cerebral Palsy is not contagious. It is neither a sickness nor a disease. The damage to the brain does not get worse, but the effect on the body can result in progressive deformities. Although the damage to the brain cannot be cured, therapy and medical intervention can assist clients to maximise potential and enhance quality of life.



## **SAMADHAN – CHANGING LIVES**

Angel is a 9-yr-old with Autism who was admitted to SAMADHAN's special education unit with Autism and she lacked social skills. She preferred isolation and wouldn't engage in activities. Now with planned intervention and regular therapy, Angel is a happy child and has improved social skills. She will be joining the mainstream school shortly. (in Pic) Angel with President of Yokuri-kai, a volunteer organisation from Japan.



“My volunteering time with SAMADHAN was a life-changing experience I majorly helped the special educator and therapists with their interventions. We did play therapy, art, dance and craft. Regular health camps helped us to reach out to many children and now I am motivated to take up Special Education as my career. I would love to keep in touch with SAMADHAN and its children” - Aastha Kumar, volunteer

Eight-year-old Sakshi is a child with Downs' Syndrome. Initially, she was not able to understand instructions, there was no self-help. She couldn't express her feelings. Now with regular speech and special educational training, she is now showing marked improvement in understanding instructions; able to articulate better; and shows improved academic skills. With little more interventions and special educational inputs, Sakshi will get the opportunity to enjoy attending mainstream school like other children.



SAMADHAN regularly conducts Occupational therapy, Physiotherapy, Speech Therapy and Psychological Assessments and interventions are planned accordingly. One-to-one therapy is given for children and special educational activities are performed in groups.

SAMADHAN offers employment to intellectually disabled persons and mothers of the intellectually disabled. They are employed as office assistant, helpers and therapy assistant. (in Pic) Ganesh, Lal Singh and Keema Devi.





## **REPORT ON 2 – DAY NATIONAL WORKSHOP ON “USING ICT FOR INCLUSIVE EDUCATION IN INDIA”**

SAMADHAN, organized a 2 day National workshop on “Using ICT for Inclusive Education in India” in collaboration with the Centre for Development of Advanced Computing (C-DAC) on 23<sup>rd</sup> and 24<sup>th</sup> February 2015 at India International Centre, New Delhi. The event was supported by UNICEF.



The objective of the workshop was to explore the various ICT applications and aids for children with disabilities and provide information in implementing these tools in Inclusive Education set ups. It was very encouraging for all those involved with disability in anyway such as teachers, researchers in the field of ICT, policy makers and even parents to take up R&D work for developing need based ICT tools and aids. It also provided an opportunity to the participant institutions and delegates to share their experiences of using innovative teaching/learning methodologies for children with disabilities such that the concept of Inclusive Education, which is internationally accepted mandate, has become a reality. Stake holders from concerned Central Ministries, National

Institution, Scientists and Researchers in the ICT field, NGOs working for Inclusive Education, and parents have participated in the workshop. It was a great benefit to those using ICT tools like schools, NGOs working for Inclusive Education and parents who participated and provided opportunity for sharing their experiences and usage of ICT in their curricular activities. The workshop provided a great platform where there was sharing of information from other ICT developers like Media Lab Asia about the available resources.

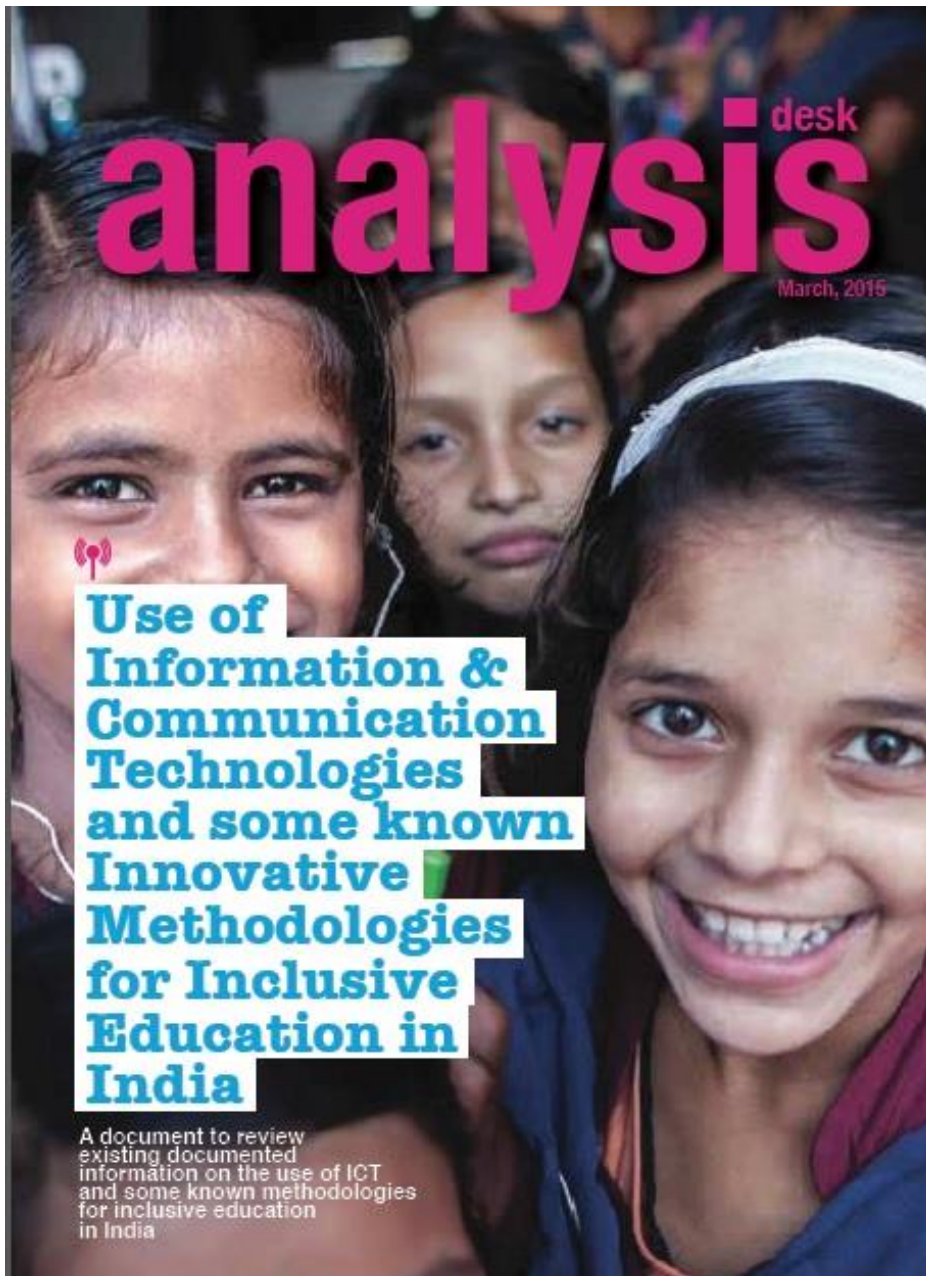


The workshop was inaugurated by Shri. Aman Kumar, (person with special needs) followed by the opening remarks by Shri. Awanish Kumar Awasthi, IAS, Joint Secretary, Department of Empowerment of Persons with Disability (DEPwD), Ministry of Social Justice and Empowerment, Government of India. Ms. S. Radha Chauhan, IAS, Joint Secretary, Department of School Education & Literacy, Ministry of HRD, Government of India, Ms.

Stuti Kacker, former Secretary of Department of Disability Affairs and representatives from the organizers, Mrs. Pramila Balasundaram, Founder of SAMADHAN, Shri E. Magesh, Director, C- DAC and Ms. Amita Tandon, Education Specialist, UNICEF, New Delhi were present.

A major attraction was the information on educational assistive tools for the disabled by various organizations which was a great learning opportunity for many. The workshop included talks by well-known researchers and scientists who are working in this area viz., Prof. Amitav Mishra, Director, School of Special Education, IGNOU, Shri. A.S. Narayanan, Director, National Association of the Deaf, Shri. George Abraham, Chief Executive Officer, SCORE Foundation, Shri. Himanshu Das, Director, Society of Advanced Study in Rehabilitation and other senior scientists of C-DAC.

SAMADHAN is exploring training facility and will soon be announcing preparatory training workshops in ICT for selective target groups.



A Desk Analysis on “Use of Information and Communication Technologies and some known innovative methodologies for Inclusive Education in India” was conducted by SAMADHAN with the support of UNICEF.

The summary of findings of this analysis revealed that while a large number of schools accept children with mild disabilities, most of them follow the resource room concept. Integration happens mostly during the non-academic hours.

In terms of ICT use, most schools are in the Tier 1 and Tier cities and some closer to district headquarters. Most schools have programmes ranging from a separate ‘computer time’ in dedicated labs to a few with integrated ‘digital classroom’. However, the software content is still largely the standard commercial e-Learning programmes or curriculum-mapped digital books. These have very less scope of customization of content delivery. On the Assistive Technology aspect, most literature indicates their use in special schools using ICT, rather than in mainstream schools.

Looking at the available research, it is clear that the effective use of ICT

programmes, assistive technology and creating innovative learning environment will have a positive effect on the education of students with disabilities. However, there are gaps to be addressed in the area of customization of learning content and physical access to these learning resources. Effective ICT must enable all students to learn how to learn, not just what to learn.

“For most people technology makes things easier. For persons with disabilities, technology makes things possible,” *Mary Pat Radabaugh, Director of IBM National Support Centre for Persons with Disabilities.* This statement implies the responsibility we have in making participation, inclusion and acceptance possible for all students. It is not simply a matter of making them more engaged or on-task, it is about allowing them to communicate what they are thinking and feeling in ways they never could before or without the use of ICT.

**Accessible ICTs may significantly empower children with disabilities to participate, communicate, and learn more effectively in an inclusive education setup**



## Our sincere thanks to:

- ❖ Individual donors and volunteers
  - ❖ Donors through Global Giving
  - ❖ Heart & Hand for the Handicapped, USA
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  - ❖ Irish Embassy
  - ❖ Johnson & Johnson, India
  - ❖ Carlson Wagonlit, India
  - ❖ Department of Ministry of Culture, Govt of India
  - ❖ Gulati Restaurant, New Delhi
  - ❖ Blind Relief Association, New Delhi
  - ❖ Japanese Women Volunteer Group, New Delhi
  - ❖ Staff of Gap International
  - ❖ Staff of XL India Business Services Pvt Ltd
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