

**Asha for Education
Disability Program
6-monthly report January to June 2025
Implemented and submitted by Samerth Charitable Trust**

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3. **Community-Centered Initiative Expands Access to Disability Services in Ahmedabad's South West Zone:** In Ahmedabad's South West Zone—comprising Vejalpur, Makarba, Sarkhej, Fatehwadi, and Canal—Samerth Charitable Trust has been at the forefront of inclusive development since establishing the Samerth Talim Kendra in 2006. Situated within the predominantly Muslim neighborhoods of Juhapura

and surrounding localities, the center provides vital rehabilitation services to children with disabilities, addressing an urgent community need.

Developed in 1973 as a flood relief settlement, the area saw a demographic shift following Gujarat's communal riots between 1985 and 2002, resulting in a population swelling of over 7 lakh residents—many of whom are low-income migrants engaged in unorganized sectors such as manufacturing, transportation, and construction. Poverty and socio-economic challenges, compounded by early marriage practices, have contributed to a rising incidence of disabilities, including intellectual and multiple impairments.

For over a decade, Samerth's center has been the sole provider of specialized services within an 18-kilometer radius, now extending effectively to a 60-kilometer radius, serving a community characterized as a socio-economic ghetto. The program initially launched in response to community demand, starting with just two children. Today, it supports more than 560 children through comprehensive therapies—physiotherapy, speech and sensory therapy—and various capacity-building initiatives.

The organisation also empowers local women as trained educators, enabling community-led support systems and fostering sustainability. In addition to traditional therapies, the center offers innovative programs such as Animal-Assisted Therapy, Music Therapy, Sports Therapy, Art-Based Therapy, and Gardening (Green Thumb Training), integrated twice weekly to promote holistic development and well-being.

To improve accessibility, two (spoke) satellite centers have been established, ensuring children with disabilities who cannot travel to the main facility still receive essential services. Overall, Samerth's efforts highlight a significant stride toward community-based inclusive education and rehabilitation in Ahmedabad's most underserved neighborhoods.

4. Highlights of the report: ***Information on activities done with children***

I. Team Details of Samerth Talim Kendra

Sr No.	Name	Designation	Qualification	Working experience
1.	Tarannum Puthhawala	Physiotherapist	Bachelor of Physiotherapy	6 Years
2.	Tabassum Vajeda	Physiotherapist	Bachelor of Physiotherapy	11 Years
3.	Zaiba Nawab	Physiotherapist	Bachelor of Physiotherapy	12 Years
4.	Tazkiya Peerzada	Physiotherapist	Bachelor of Physiotherapy	8 Years
5	Kaynat .Rahemani	Physiotherapist	Bachelor of Physiotherapy	3 Years
5.	Ridhdhi sha / Sejal	Speech therapist	Diploma Special Education	10 Years
6.	Tanzeematther Saiyed	Physiotherapist	Bachelor of Physiotherapy	4 years
7.	Sayra Pathan	Special Educator	Special B.Ed.	8 Years
8.	Shrikant Paswan	Special Educator	D.ED. SPL.ED (IDD)	Fresher (7 Month)
9.	Asmita Gohil	Second Teacher	B. A	4 Years
10.	Shabnam Khatun	Second Teacher	Under Graduate	4 Years
11.	Huda Saiyed	Second Teacher	B.com Third Year	1 years
12.	Namira Shaikh	Second Teacher	12th	1 years
13.	Daksha Trivedi	Second Teacher	B. A	7 Month

14.	Nahid Dhobi	Second Teacher	12th	4 years
15.	Naznin Chavda	Second Teacher	10th	18 Years
16.	Shahenaz Pathan	Special Educator	Special B.Ed. (Hearing Implement)	2 Month

II. Statistical Data of the Children

Sr No.	Disability	Girls	Boys	Total
1.	Intellectual Disability	20	38	58
2.	CP / MR	4	3	7
3.	Cerebral Palsy	8	7	15
4.	Visually Impaired (Low Vision)	-	1	1
5.	Autism	1	2	3
6.	Hearing Impairment	2	4	6
7.	Down Syndrome	4	5	9
8.	Delay Development	6	13	19
9.	Microcephaly	-	2	2
10.	Physically Handicap	-	2	2
11.	Delayed Speech	4	5	9
12.	Loco Motor	-	4	4
13.	Speech & Behavior	1	-	1
Total		50	86	136

iii. Activities done with children in the classroom

- 1) **Prayer:** Children routinely participate in prayers. such as E Malik Tere Bande Hum, Tu Pyar Ka Sagar Hai, Teri Hai Zamee, and Tera Aasam.
- 2) **Circle Time:** In circle time with children, light exercise is done at the beginning of the classroom, formal talk, self-introduction, identification of things found in the house etc.
- 3) **Acting Song:** Every day, kids are required to sing a variety of acting songs. With the help of this analyzer, kids may participate enthusiastically in classroom activities. Singing along with acting songs helps kids grow physically, improve their balance and coordination, learn new words and how to pronounce them, and understand the connection between words and actions. It also fosters social cooperation, expression, confidence, and teamwork. The learning process involves both active participation and interest.
- 4) **Special Education:** In special education, different activities are carried out with children, taking into account their physical, mental, and linguistic development, particularly in Early Intervention. These activities include matching, shooting, Activity of Daily Living (ADL), scribbling, and teaching older children about banking services, ATM machine, mobile phones, hospitals, the post office, traffic signals, festivals, vegetables, fruits, seasonal clothing, good and bad touch, birds, vehicles, shapes, colours, and time. We teach kids to write and speak short words and sentences in language, as well as to understand addition-subtraction, multiplication, and division patterns in mathematics.
- 5) **Remedial education:** Remedial education is an effective approach for children with disabilities, helping them advance beyond their current level and providing equal opportunities to progress based on their individual abilities.
- 6) **Story Time:** Children are told various stories, which enhance their language and communication skills. This activity boosts their listening and concentration abilities while making learning fun and engaging. It also provides children with an opportunity to express their emotions, ask questions, and visualize the scenes from the stories.
- 7) **Art and Craft:** Children participate in activities like collage-making using paper pieces, pencil shavings, leaves, beans, sand, and finger painting. These creative exercises

foster imagination, boost confidence, improve fine motor skills, and enrich vocabulary as children discuss colors, shapes, and techniques. It also encourages intellectual growth as children share and talk about their creations.

- 8) **Games:** Indoor games and outdoor games are played with children. In indoor games, bottle games, flashcard games, vehicle games, and puzzles are played, while outdoor games include musical chairs, ball throw, ball passing, and tomato ray tomato games. In indoor games, children have the opportunity to learn in a safe and controlled environment, developing balance, coordination, and fine motor skills. The ability to concentrate and memory are strengthened, and by following the rules, a conducive environment for intellectual and sensory development is provided. The child plays in cooperation and collaboration with other children, thus increasing self-confidence. In outdoor games, gross motor skills develop, communication with other children is established in group games, sociability increases, and physical health develops. Children learn by adapting to the external environment, and cooperation, communication, and tolerance are fostered.



ATM Machine Identification



Body Parts Identification



Shapes Identification through Flashcards



Art and Craft Games

iv. Information on activities to be done at home with CBR children

Since the children in CBR (Community-Based Rehabilitation) have severe disabilities, work is done with them by visiting their homes, where different activities are provided in physiotherapy, speech therapy, and special education. The service provided by visiting their homes is life-saving support for severely disabled children, leading them towards self-reliance and improving their quality of life. This helps prepare the children to live independently, guides the parents, and ensures that regular therapy continuously improves their development. They are taught according to the child's ability, with physiotherapy promoting physical development, speech therapy facilitating language development, and leading to intellectual, social, and emotional development in the children.



v. Information on two Spoke centers

For the disabled children who cannot reach the main center, two spoke centers have been opened in the community, allowing children around the center to receive services there. These children receive physiotherapy, speech therapy, and special education at the spoke center to ease their physical and mental barriers and develop their ability to live independently. The child gets timely services nearby, with constant attention on development, increasing their activity, confidence, and communication skills. There are 21 children in this spoke center.



vi. Information about therapy with children

- a) **Physiotherapy** : Physiotherapy is a treatment method that helps the body's movements, muscles, and bones function properly through exercise, therapy, and technical equipment. Physiotherapy is an important tool in the lives of children, helping them become more self-reliant and healthy. It improves physical development, makes daily tasks easier, and enhances movement in disorders like cerebral palsy, muscular dystrophy, and Down syndrome, while reducing pain and stiffness. Therapy is more effective at an early age. Physiotherapy can address the problems of children who cannot walk, hold anything, or

sit, as well as many other issues, by providing fine motor and gross motor exercises to help them hold things. Similarly, physiotherapy through different exercises and stimulation can assist them in living their daily lives.

Statistical data on children who receive physiotherapy

Month	January	February	March	April	May	June
Children require Physiotherapy	85	61	85	83	Summer vacation	83
Children have received Physiotherapy	74	47	61	68	Summer vacation	46



Progress:

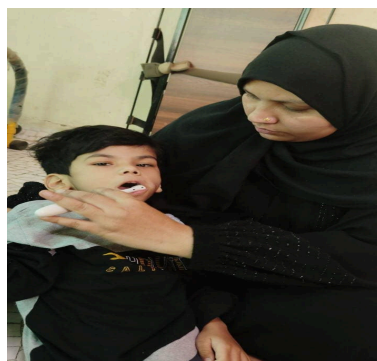
1. **Ansh Farwan (3 years, Microcephaly)**
Ansh used to be carried in his mother's lap and couldn't sit or walk without support. Today, through regular therapy, he can sit for over 20 minutes unaided and even attempt to stand and take steps with help.
2. **Ayesha Ilyas (10 years, Cerebral Palsy)**
When Ayesha arrived, her legs were stiff and unbendable, affecting her balance. Now, after physiotherapy, she can sit with bent knees and moves around by dragging herself, showing notable progress.
3. **Sheikh Sohail Abdul Aziz (19 years, Physical Handicap)**
Sohail's wrist deformity kept him from holding objects, and his walking was unorganized. Now, he can grip with his right hand and walk steadily, demonstrating improved coordination.
4. **Pathan Mehak Zakirkhan (15 years, Autism)**
Initially lacking muscle strength and coordination, Mehak could not perform simple movements or exercises. Today, he sits to stand, balances on one leg, and can do butterfly exercises, showing increased strength and control.
5. **Hingola Tanveer Iqbal (11 years, Mental Retardation)**
Tanveer used to sit in one place, walk with bent knees, and struggle with lower body tightness. Now, his muscles have loosened, and he can sit, stand, and walk with straighter knees, and even use the toilet independently.
6. **Syed Usaid Altafhussain (8 years, Cerebral Palsy with ID)**
When Usaid started therapy, he had no neck control or social responses and couldn't sit or stand. Currently, he controls his neck better, smiles, makes eye contact, and is more active, with stronger grip and reduced body tightness.
7. **Sheikh Abuzar Sajid (4 years, Autism)**
Abuzar was hyperactive, unable to sit, and had poor balance. Now, he responds well, sits cross-legged, and walks with improved balance, showing great progress in his behavior and motor skills.

Current status: Now the child has started responding very well. Due to the reduction in hyperactivity, he has also started sitting. He sits cross-legged. His balance has also improved.

- b) **Speech therapy:** Speech therapy is an indispensable supportive therapy for children with disabilities that guides them in the development of language, communication, expression, and confidence. It enables the child to engage with society. It not only helps them speak but also provides complete support for social interaction, expression, and academic development. Children need speech therapy for various reasons, including communication difficulties, speech difficulties, or swallowing difficulties. Speech therapy helps individuals improve their ability to speak, understand language, and eat and drink, while also teaching the child their own language, helping them speak and perform other activities.

Statistical information on children who require speech therapy:

Month	January	February	March	April	May	June
Children require speech therapy	109	108	109	113	Summer vacation	111
Children have received speech therapy	93	89	82	89	Summer vacation	88



Progress:

- Malek Kaif Rafiq (14 years, Down Syndrome)**
Kaif once couldn't speak and relied solely on gestures. Today, he can say small words, recognize pictures, ask questions, and even try forming sentences, showing meaningful progress.
- Memon Nawaz Nasir (12 years, Developmental Delay)**
Nawaz was quiet and non-verbal at first, unable to explain or interact. After consistent speech therapy, he now speaks clearly, forms sentences, and engages confidently with others.
- Lohar Haiderali Salim (12 years, Mental Retardation)**
Initially making only sounds and showing little interest in speaking, Haiderali now proudly says words like "Mama" and "Papa," and enjoys trying to speak new words.
- Ghazala Iqbal (48 years, Mental Retardation)**
Ghazala's speech was once unclear and repetitive, making communication difficult. Now, she speaks more clearly, uses new words, forms simple sentences, and is increasingly confident in conversations.
- Vaddaria Riyaz Hussain (20 years, Mental Retardation)**
Riyaz started with no words or recognition of pictures. Now, he speaks simple sentences, recognizes images, names vehicles, and mimics sounds of animals and objects to express himself better.

6. **Pathan Ayaz Aslamkhan (21 years, Mental Retardation)**

Previously speaking unclearly and showing no progress, Ayaz now pronounces words distinctly, says his name clearly, and demonstrates improvements in understanding and language use.

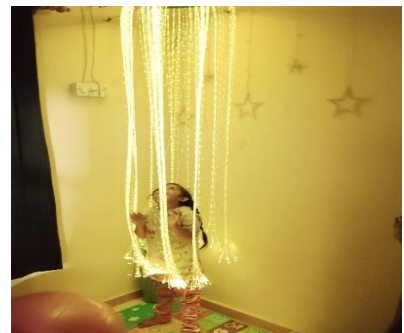
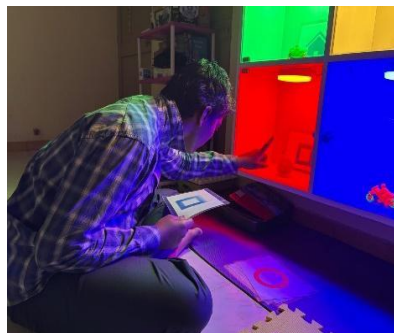
7. **Ghazi Minhaz Hanif (27 years, Mental Retardation)**

Minhaz initially couldn't speak and responded only with "yes" or "I." Now, he communicates more clearly, explains himself, and interacts more with others, marking notable progress.

C) **Sensory therapy:** The main objective of sensory therapy is to enhance the coordination between a child's brain and body. This therapy is particularly beneficial for children who struggle to process various sensory inputs such as taste, touch, sound, sight, smell, or movement. For children with disabilities, sensory therapy aims to improve coordination between their body and brain. These children often face challenges in sensory activities, such as touch, sound, sight, movement, taste, and smell, and have difficulty understanding their body, maintaining balance, or performing daily tasks. Through sensory therapy, they are encouraged to engage different senses in games, which helps improve their movement, concentration, balance, and confidence. Additionally, it enables them to perform daily activities with greater ease and supports their social development and self-reliance.

Statistical information on children who require sensory therapy

Month	January	February	March	April	May	June
Children require sensory therapy	91	86	92	94	Summer vacation	87
Children have received sensory therapy	72	77	58	69	Summer vacation	42



Progress:

1. **Humera**, a 10-year-old with Down Syndrome, previously avoided sensory activities and struggled with sitting still or coordinating her eyes and hands. Now, after engaging in sand ball exercises, she sits quietly, concentrates better, and shows improved participation and balance.
2. **Aksa Aamir**, also 10 and with an intellectual disability, once ignored sensory cues, grabbing and throwing objects without understanding. Regular therapy helped her recognize textures and sensations like hot and cold. She now responds to instructions, recognizes sensations, and has become more alert and smarter, according to her mother.
3. **Kaif**, a 14-year-old with Down Syndrome, initially couldn't regulate his sensory input, mixing up things and losing interest quickly. Through sensory therapy, he now sorts beads systematically, sits calmly, and concentrates more, showing progress in organizing and working systematically.

4. **Mohammad**, 12 with an intellectual disability, used to recognize only basic tastes and struggled to identify objects. Recently, he learned to name and recognize tastes like salt and sugar, along with other objects, indicating an improved sense of taste and object recognition.
5. **Little Abbas**, only 1 year old with delayed development, was unresponsive and uninterested initially. Now, with support, he can sit, watch visual toys, and responds to visual stimuli, increasing his awareness and attention span.

D) **Animal Assisted therapy:** Qi to Happiness Foundation provides Animal Assisted Therapy to children, which includes Music Therapy, Art-Based Therapy, Green Thumb Therapy, and Sports Therapy. Animal Assisted Therapy helps children feel calm, reduces stress, and fosters an emotional bond with animals. Children have started coming forward to play with animals for activities that bring energy and enthusiasm, and they have tried to communicate with animals, which improves their language and communication skills. Motor and sensory skills have also improved in children, leading to emotional, social, linguistic, and physical development.

Through music therapy, children develop balance, peace, and expression, while language and listening skills improve through sound and rhythm. This therapy promotes linguistic development, mental peace, concentration, emotional expression, and listening skills.

Art-Based Therapy helps children express their feelings through drawing, colouring, and composition, increasing creativity and self-confidence. It also develops fine motor skills, emotional development, imagination, expression, peace, and focus.

Green Thumb Therapy connects children with nature, providing peace and developing responsibility and sensitivity. Children experience physical development, emotional growth, empathy, self-confidence, discipline, and sensory development. Sports Therapy helps children develop physical strength and teamwork, accept victory and defeat, and maintain discipline. Children develop motor skills, social and emotional development, self-confidence, patience, teamwork, and leadership.



Information about the meeting with Ruab and his partner Adit from Qi to happiness foundation: On 29th May 2025, Ruab and his colleague Adit from the Qi to Happiness Foundation held a meeting with Samerth's team, with Ghazala Didi joining online. During the meeting, they discussed the Impact Assessment of children, which will include three Task-Based Tests: 1. Physical Task, 2. Comprehension Task, and 3. Behavior Task. Both Baseline and Endline Assessments will be conducted. Therapy will be structured according to the outcomes of these assessments, and children receiving therapy will be compared with those not receiving therapy, ensuring that the levels of the two groups are somewhat similar. The team also discussed the possibility of speaking to parents about issues related to Sex and

Menstrual Hygiene. Additionally, a video and written testimonial for Animal Assisted Therapy are to be prepared. This year, three batches of 15 children are planned for Animal Assisted Therapy.



vii. Networking

- a. **Information about children who attended a cultural program organized by Society of the Welfare of Mentally Retarded (SWMR)-** The Special Mahakumbh organized by the Government of Gujarat was held on 10th, 11th, and 12th February 2025 at the grounds of Gujarat College. Around 1200 to 1500 differently-abled children and organizations working with differently-abled children from Ahmedabad City and Ahmedabad District participated in this Khel Mahakumbh. Eighteen children from the Samerth Talim Kendra Day Care Center, run by Samerth Charitable Trust, took part in the event. They competed in various games such as shot put, bocce, 25m, 50m, and 100m races, and softball throw. In this Special Khel Mahakumbh, three children from Samerth Talim Kendra won.

Sr No	Child's Name	Game Name	Winning Position
1	Ghanchi Mujid	Bocce	Second Place
2	Mansoori Ghazala	Ball Throwing	Second Place
3	Malek Taslim	Bocce	Second Place



- b. **Information about attending a meeting organized by SWMR**

The program was held at BPA on 22nd June 2025, from 9:00 AM to 12:00 PM, with the Chief Guest being Divyang Commissioner of Gujarat, V. A. Rajpur, and the President of Samaksh, Prafulbhai. Bhushan Purani Saheb of BPA was also present, along with representatives from 40 organizations working with disabled children in Ahmedabad. The objective of the program

was to create a network of organizations and hold quarterly meetings to discuss the challenges faced by each organization.

The program began with a speech by the Divyang Commissioner, who shared examples of the work he had done, such as intervening when a disabled child faced difficulty with school admission, ensuring the child was admitted, and ordering the school to comply. He also discussed efforts to secure government jobs for disabled individuals, mentioning that 21,144 disabled people could be employed across various departments. However, he pointed out that Gujarat was not yet ready to accommodate disabled individuals in terms of infrastructure, such as the absence of colleges for disabled people, and suggested that this could be addressed through the network. He concluded by offering his assistance, stating that whenever needed, the organizations could reach out to him by mail or phone, and he would be ready to help resolve any problems.

Next, Vishnubhai, the coordinator of Samaksh, emphasized the importance of quarterly meetings and suggested that these meetings could be held at various institutions with good facilities. He also brought up the issue of pension benefits for disabled children in other states, where the amount ranged from 3500 to 4000 rupees. He proposed that the organizations could work together to try to increase the pension benefit by 1000 rupees in Gujarat.

Finally, Bhushan Purani Saheb of BPA talked about the role of CSR and explained in detail how organizations could leverage it for their benefit, bringing the program to a close.



c. Information about taking children to the Khel Mahakumbh event

On 22nd February 2025, SWMR organized a cultural program for differently abled children at Tagore Hall. In this program, about 500 differently abled children from 40 institutions in Ahmedabad showcased their artwork on different themes, providing an inspiring example to society. In this program, 13 differently abled children, above 19 years of age, from Group B of the Day Care Center for differently abled children, Samerth Talim Kendra, run by Samerth Charitable Trust, presented their art along with the song “Aashiana Mera, Saath Tere Hainna,” dedicated to the teachers, physiotherapists, speech therapists, and in-charge mothers of their day care center, i.e. Samerth Talim Kendra.

d. Information about



working on a White Paper with Prabhat Sanstha regarding Inclusive education in India aims to provide quality education to all children in mainstream schools, regardless of their abilities or disabilities. However, children with disabilities, particularly in urban slums, face significant barriers

such as inadequate infrastructure, poorly trained teachers, and limited resources. Urban slums are overcrowded and lack basic amenities, further hindering access to education for children with disabilities. Delays in diagnosis, a lack of health services, and socio-economic challenges exacerbate their educational marginalization. According to the 2011 census, only 54.5% of children with disabilities aged 5-19 attend educational institutions, underscoring the gap between policy and practice in inclusive education. In Gujarat, an estimated 1.15 million people live with disabilities, comprising 1.93% of the state's population. However, efforts to include them in mainstream education continue to face challenges such as a lack of trained teachers and accessible infrastructure. Slums in cities like Ahmedabad and Surat experience similar problems, with overcrowding and informality complicating access to inclusive education services, making it less likely for children with disabilities to attend school. These children are further marginalized due to socio-economic factors and inadequate support systems.

Key legal and policy frameworks, including the Rights of Persons with Disabilities (RPWD) Act 2016, the National Education Policy (NEP) 2020, and the National Policy on Disability, collectively provide the necessary guidelines to promote inclusive education. Despite these strong frameworks, several challenges impede the effective implementation of inclusive education. These challenges include inadequate infrastructure, lack of qualified staff, awareness and attitude barriers, and financial constraints. Furthermore, practical challenges arise in areas such as the assessment and diagnosis of disabilities, where diagnostic facilities are insufficient, and delays in diagnosis are common. The Aadhaar and UDID card processes are also complicated and lack awareness, creating barriers to access. In terms of Anganwadi and school admissions, barriers to admission and infrastructure issues persist. Inclusive education, learning, and access face hurdles such as a lack of training, curricular limitations, accessibility challenges, and difficulties in retaining children with disabilities in school. Students with disabilities also face challenges during examinations, including physical accessibility issues, unsuitable examination formats and content, time constraints, and a lack of special accommodations, along with limited awareness and training for educators.

In response to these challenges, Prabhat Sanstha has developed seven forms to collect data on inclusive education. Samerth Charitable Trust has supported this research. Form 1 was filled by students (with 118 children filling it), Form 2 by inclusive students (with 10 children filling it), Form 3 by parents of disabled children studying in neighbourhood schools (with 11 parents filling it), Form 4 by management and principals, Form 5 by NGOs (with 21 educators from Samerth filling it), Form 6 by special educators and therapists (with 13 people from Samerth filling it), and Form 7 by the health and nutrition department. In total, Samerth completed 173 forms. Once Prabhat Sanstha analyses this white paper, it will be shared with Samerth and subsequently sent to you.

viii. Gist of the Forms-

Summary of Forms on Inclusive Education & Disability Rights:

- **Form 1:** Assesses challenges faced by people with disabilities, awareness of the RPWD Act 2016, government policies, and societal attitudes in areas like employment, healthcare, transport, and education.
- **Form 2:** Collects student feedback on school accessibility, facilities, peer support, discrimination, teaching methods, and suggestions for improvements.
- **Form 3:** Gathers parent views on the inclusiveness of education systems, accessibility of activities, support, challenges, and policy needs for children with disabilities.
- **Form 4:** Examines school efforts for inclusive education, including infrastructure, teacher training, parental engagement, and practical support.
- **Form 5:** Focuses on NGO involvement in promoting inclusion, advocacy, curriculum adaptation, community barriers, and effectiveness of programs.
- **Form 6:** Evaluates implementation of the RPWD Act, awareness campaigns, systemic barriers, infrastructure, inter-department collaboration, and policy refinement.
- **Form 7:** Addresses integration of health and nutrition programs with disability needs, including awareness, policy, staff training, and inter-sector collaboration.

ix. Information on the use of Healo AI Therapy Tools (Mental Health) by parents via Google Link

The Composite Regional Centre (CRC), Ahmedabad, in collaboration with Infiheal, is conducting a research study on the effectiveness of the **Healo AI Therapy Tool**, an AI-based mental health chatbot designed to support parents of children with special needs. This tool aims to reduce caregiver burnout and improve overall mental well-being by providing personalized, on-demand guidance. A total of 60 parents from Samerth Talim Kendra (STK) have enrolled in the study—30 parents are using the Healo AI Tool, while 30 are part of the control group not using the tool. The study runs from May to July 2025, with a dedicated WhatsApp group created for parents in the intervention group, where Infiheal team members actively support usage and engagement.

Parents using the tool have reported positive early feedback. They feel more equipped to handle their children's needs and are able to ask both personal and parenting-related questions through the chatbot, receiving immediate, thoughtful responses. This has led to better emotional regulation, improved parenting confidence, and a noticeable reduction in daily stress. The Healo AI Tool is helping parents create a more structured and supportive home environment. Usage patterns and benefits will be analysed by Infiheal after the three-month period, and comparative results between the user and non-user groups will be shared in August 2025. This initiative marks an important step by CRC towards integrating innovative mental health solutions into family support services for children with special needs.



x. Information about attending an online training workshop on Autism in teenage years, held on 27th May 2025 with Umeed

The main objective of the panel discussion organized by Umeed Sanstha on 27th May 2025 was to create an in-depth understanding of the behaviour, challenges, and solutions associated with autism in adolescence. Experts, counsellors, parents, and adolescents affected by autism participated in this discussion. It was shared in the panel that many things, like mood swings, irritability, social distancing, changes in language use, and difficulty in expressing emotions, are seen in such children during adolescence. Emotional ups and downs also increase due to hormonal changes. Many times, they cannot get along easily with their peers, due to which their confidence level decreases. In such a situation, they need proper guidance and support. The panel suggested that regular behavioural therapy (such as ABA or CBT), life skills training, and mental health services are important for such adolescents. Along with this, the positive role of the family, understanding, patience, and open communication methods were also considered very important. Involving adolescents in decision-making, providing career guidance based on their interests, and spreading social and sexual awareness were also at the center of the discussion. The conclusion of the discussion was that if we understand the challenges of adolescence and intervene at the right time, even adolescents affected by autism can live self-reliant, confident, and proud lives. This effort by the Umeed organization was not only informative but also aimed to connect with people emotionally.



Online workshop on Autism teenage years from Umeed

- xi. **Parent's meeting:** On 24th April 2025, a parents' meeting was successfully organized at Samerth Talim Kendra from 11:30 AM to 1:00 PM, with 65 participants in attendance. Parents were warmly welcomed at the beginning of the meeting. The session covered several important topics, including government schemes, discussions on documents, the Healo AI Therapy Tool, and conversations with parents about their children. Parents were provided with detailed information about the Civil Certificate, UDID Card, and various government schemes such as the Bus Pass, Railway Pass, Niramaya Policy, and Pension Scheme, ensuring that they could easily take advantage of these services. Clear guidance was given on updating children's documents, with a request to submit any updated documents to the centre.

The discussion also focused on the Healo AI Therapy Tool, which can be used to address mental health issues such as stress, mental fatigue, anxiety, lack of sleep, anger, feelings of loneliness, lack of self-time, tension in relationships, and emotional exhaustion. Parents were informed that the tool is to be used for a duration of three months. Furthermore, the meeting included a discussion about the behavioural changes observed in children, both at home and in school, and the impact of these changes on their daily lives. In the end, the parents showed active participation and provided encouraging feedback, making the meeting a success.



Glimpse of the Parents Meeting

- xii. **Capacity building and training of Special Educators: Training Session Overview:** On 27th June 2025, a capacity-building and training session for Special Educators was conducted at the **Urban Field Office**, focusing on the **Rights of Persons with Disabilities Act, 2016 (RPwD Act, 2016)**. The session saw the participation of **15 educators**, who engaged in discussions on **21 different disabilities**. This training aimed to provide educators with a deeper understanding of the various disabilities and the rights

and services associated with them, ensuring that they are equipped to better support individuals with disabilities in their professional roles.

1. Blindness: Blindness is defined as the complete absence of vision or a significant loss of vision that prevents an individual from performing activities of daily living. **The causes of blindness** are varied, including birth defects, critical illnesses such as glaucoma and macular degeneration, trauma or injury to the eye, retinal or vascular problems, and diseases like diabetic retinopathy. **To assist** individuals with blindness, a range of support systems are available. These include Braille, smart devices for reading, and walking canes, along with vision rehabilitation therapy. Special schools and vision care centres also play an essential role in providing necessary services.

Legal benefits for people with blindness are designed to ensure equal opportunities and accessibility. These benefits include reservation in jobs and education, pension and financial assistance schemes, free medicines and treatments under the Drishti Suraksha Abhiyan, and various accessibility programs aimed at eliminating physical barriers.

2. Low Vision: Low vision refers to a condition where a person has limited vision, but their sight is not completely lost. In this case, vision is slightly obstructed, and the use of glasses, contact lenses, or surgery may not effectively correct the impairment. **The causes** of low vision include genetic and perinatal effects, macular diseases such as Age-related Macular Degeneration, glaucoma, cataracts, retinal disorders, diabetic retinopathy, optic nerve damage, and other harmful shocks or diseases.

To aid individuals with low vision, various resources are available. These include vision aids such as special glasses, magic lighting, bold fonts, and jigsaw puzzles. Technology plays an important role, with tools like book readers, scanners, and speech-to-text applications. Occupational vision therapy focuses on improving vision, while social assistance includes accessibility in schools, workplaces, and government facilities.

Legal benefits for individuals with low vision are provided under several acts and programs. These include the Equality and Justice Act (PWD Act, 1995), which ensures government programs for visually impaired persons and relief in schools and jobs. People with low vision are also guaranteed freedom from discrimination in all fields. Additionally, social security and welfare provisions like pensions, medical assistance, and loans for care are available, along with latest technology assistance for health care and literature.

3. Hearing Impairment: Hearing impairment refers to a condition in which an individual is either completely or partially unable to hear sound. This impairment significantly affects a person's ability to communicate and carry out daily activities. **The causes** of hearing impairment include congenital factors, such as infections or the effects of drugs during pregnancy; bacterial diseases like meningitis, mumps, and measles; trauma from head or ear injuries; genetic issues passed down through generations; age-related hearing loss; environmental factors like long-term exposure to loud noise; and medications, where side effects may contribute to hearing loss.

To assist individuals with hearing impairment, several aids are available. Hearing aids and other devices can amplify sound, while a cochlear implant may be used for severe hearing impairments. Learning sign language is crucial for communication, and hearing and language therapy provides training for better listening and speaking skills. Special education programs and schools are also available to support children with hearing impairment.

Legal benefits for individuals with hearing impairment include disability certificates, which facilitate government assistance, scholarships for financial support in education, and employment reservation that provides reserved job positions. Other benefits include travel

concessions in public transport, health facilities offering free or discounted treatment schemes, and special policy benefits under the National Trust and the RPWD Act, which ensure rights and protections for people with hearing impairment.

4. Intellectual Disability: Intellectual disability is a condition where an individual's intelligence, learning abilities, and skills required for daily life tasks do not develop properly. This condition affects thinking, learning, and social behaviour. **The causes** of intellectual disability are diverse, including congenital factors, where the brain fails to develop fully at birth; genetic conditions like Down syndrome and Fragile X syndrome; issues during pregnancy such as nutritional deficiencies or the effects of drugs and alcohol; postnatal factors like brain injury, meningitis, or jaundice; major diseases such as malaria or mumps that affect the brain; and other social determinants like poverty, lack of proper education, and malnutrition.

Support for individuals with intellectual disabilities includes special education programs, which offer direct learning through TLM (Teaching-Learning Materials). Sensory therapy helps with rehabilitation to foster brain development, while support centres provided by NGOs and institutions offer assistance. Psychological therapy aims to increase self-confidence and focus, and guidance for family members is crucial to provide information and training to assist at home.

Legal benefits for those with intellectual disabilities include a disability certificate for special identification, scholarships to support education, and employment reservations for jobs and training centres. Other legal provisions include travel concessions and other transportation benefits, health and rehabilitation benefits under the RPWD Act, and assistance for first necessity such as concessions in school admissions and access to specialized centres.

5. Locomotor Disability: Locomotor disability is a condition where an individual's ability to move or operate their body is limited due to issues with their bones, joints, muscles, or neural system. **The causes** of locomotor disability are diverse, including congenital conditions such as defects in the muscular system (e.g., cerebral palsy), injuries to the brain or bones (e.g., traumatic brain injury), viral diseases like poliomyelitis and tuberculosis, genetic causes such as defects in the development of bones or muscles, accidental events like road or industrial accidents, and other diseases such as problems with fingers or gangrene resulting from diabetes.

To assist individuals with locomotor disability, a variety of support systems are available. These include assistive devices such as wheelchairs, crutches, walkers, and orthopedic aids. Physiotherapy plays a key role in improving movement and physical functionality, while orthopedic surgery offers permanent medical solutions. Special education programs and training centres are also vital to provide appropriate learning support. In addition, psychological assistance is available to help individuals build confidence and adjust to their lifestyle.

Legal benefits for individuals with locomotor disabilities include a disability certificate, which facilitates special recognition for health and employment purposes, and reservation in employment, offering a special quota for government jobs. There are also assistance in education, including scholarships and school exemptions, and travel concessions, which provide discounts on tickets for railways and buses. Additionally, individuals with locomotor disabilities can benefit from health insurance with special treatment schemes and access to all rights under the RPWD Act, which ensures the protection of their rights and access to facilities.

6. Mental Illness: Mental illness refers to a disorder or abnormality in the brain that affects a person's thoughts, feelings, behaviour, and daily functioning. **The causes** of mental illness include genetic factors, such as a family history of mental illness, germline imbalances in brain chemicals, birth or infancy-related causes like malnutrition, injury, or infection during

pregnancy, and experienced stress from childhood trauma, poverty, or abuse. Associated effects, like the side effects of alcohol, drugs, or intoxicants, and social and environmental influences, such as irritability, stress, and lack of cooperation, can also contribute to mental health issues.

To assist individuals with mental illness, various forms of help are available. These include psychological therapy, such as counselling and therapy for psychological treatment, and medicines to help balance brain chemicals. Physical activities like yoga, meditation, and exercise also support mental well-being. Social support from family and friends is vital, and special centres like rehabilitation centres for mental health offer professional care.

Legal benefits for individuals with mental illness include the disability certificate, which serves as official recognition of the condition. They also have reservation in employment, ensuring special allowances in jobs for mentally challenged individuals. Health assistance is available through free or affordable treatment schemes, and public transport concession provides special discounts for travel. Special education and training facilities are available for rehabilitation and teaching life skills, and individuals are entitled to benefits under the RPWD (Rights of Persons with Disabilities) Act, ensuring recognition of the right to mental health.

7. Autism Spectrum Disorder: Autism spectrum disorder (ASD) is a neurodevelopmental disorder related to brain development, which is primarily identified by difficulties in social interaction, behaviour, and communication, as well as repetitive patterns of behaviour. **The causes** of ASD include genetic factors, such as having a family history of autism, pregnancy risks, like infection or nutritional deficiencies during pregnancy, and environmental influences like exposure to pollution or low-quality substances. Deep brain abnormalities, such as deformities in the neural network of the brain, and birth risks, including premature birth or low birth weight, can also contribute to the condition.

Support for individuals with ASD includes special education, which provides tailored education programs according to the needs of each child. Multimodal therapy such as language therapy, behavioural therapy, and physical therapy plays an important role. Sensory management, including sensory therapy and sports activities, helps in improving sensory integration. Community support from friends and family is vital to improving the quality of life, and psychological guidance from a child psychologist offers essential advice and direction.

Legal benefits for individuals with autism spectrum disorder include the disability certificate, which serves as a special identification for autism spectrum disorders. There are also special benefits in education, including reserved education spots and scholarships, and reservation in employment, ensuring special tables in government jobs. Travel concession provides exemption or discounts on public transport, while rights under the RPWD Act protect individuals' human rights and ensure equality. Furthermore, individuals with ASD can receive assistance through NGOs and rehabilitation centres, which support mental development and independent living.

8. Cerebral Palsy: Cerebral palsy is a neurological condition that causes impairment or dysfunction of the bones and muscles due to defects in brain development. It is primarily seen in childhood and affects movement and physical coordination. **The causes** of cerebral palsy include prenatal causes, such as impaired brain development due to infection or lack of oxygen, during birth complications like lack of oxygen during premature birth or labor, and after birth factors such as brain injury, meningitis, or infection. Genetic factors also play a role, with a genetic predisposition being a potential cause.

Support for individuals with cerebral palsy includes physiotherapy, which involves exercises to improve physical movement, and multimodal therapy, such as language, speech, and behavioural therapy. Assistive devices, including wheelchairs, walkers, and orthopedic devices, help with mobility. Education assistance is provided through special education and

necessary training programs, while psychological support, including counselling for both the child and their family, is essential. Sensory therapy, like sensory integration therapy, also plays an important role in treatment.

Legal benefits for individuals with cerebral palsy include the disability certificate, which provides special recognition for those with the condition. Scholarships offer financial assistance for education, and reservation in employment ensures special contribution in government jobs. There are also travel concessions, which provide discounts on travel tickets, and health assistance through health schemes offering free or discounted treatment. Additionally, special education and rehabilitation benefits are available through rehabilitation centres under the RPWD Act.



Vocational Information

Objective of Vocational Training : Vocational training aims to develop practical skills in children, enabling them to create various items. It allows them to learn tasks with ease, enhancing their fine motor skills. Additionally, it fosters creativity and boosts confidence. In the future, they can support themselves while working from home, becoming professionally self-reliant. The Samerth Talim Kendra offers training in paper plate making, photocopying, and bead jewelry.

Types of Training Provided: The center offers training in three specific areas:

- Paper Plate Making:** 28 Students learn how to make paper plates, which is a practical skill for businesses, personal use, and local events.
- Bead Jewelry Making:** In this course, eight students learn how to string beads to create jewelry, a talent that can lead to creative entrepreneurship or work in the fashion business.
- Photocopying with a Xerox Machine:** Six students receive instruction on how to photocopy papers using a Xerox machine, which is an essential skill for administrative positions and enterprises.

Current Enrollment: Vocational training program has 28 students enrolled overall. These children are learning important skills that will help them get jobs and give back to their communities.

Financial Overview: The vocational department made a total of ₹53,380 in sales from January 2025 to June 2025. The sales of the goods produced during the training sessions are reflected in this income, which shows how the students' acquired abilities were put to use in real-world situations.



Progress:

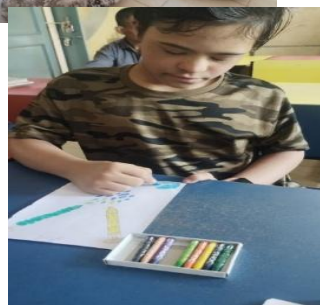
1. **Sohil**, a 20-year-old with an intellectual disability, initially had no knowledge of how to operate the paper plate machine or make paper plates. Through vocational training, he learned to use the manual and hydraulic machines, count, pack, and stack paper plates. Now, he independently produces paper plates using the hydraulic machine.
2. **Minhaz**, 27 with mental retardation, had only seen a photocopy machine but didn't know how to operate it or make copies. With guidance from his teacher, he learned the entire process and now makes photocopies of TLM materials and documents with support.
3. **Shahnawaz**, a 26-year-old with Down syndrome, initially did not know how to count, pack, or operate a machine to make paper plates. He learned to count, stack, pack in polythene, and operate the machine, now successfully packing paper plates.
4. **Ghazala**, 48 with mental retardation, originally knew nothing about making bead jewelry or threading pearls. With her teacher's support, she now threads pearls onto wires, makes pearl necklaces, and identifies different pearl types and colors.
5. **Shifa**, 20, also with mental retardation, had no prior knowledge of bead jewelry. She is now learning to string pearls onto wires and needles using her teacher's guidance, working toward making small pearl strips.
6. **Muzammil**, 19, with mental retardation, had never seen a photocopy machine or known how to operate one. With assistance, he now learns where to place paper, how to give commands, and is gradually able to make photocopies independently.
7. **Nauman**, 22 with hearing impairment, knew nothing about paper plate making at first. Through vocational training, he learned to operate the paper plate machine, including loading, cutting, packing, and now makes paper plates on his own.



Celebrations: Uttarayan (14th January) was celebrated at Samerth Training Center for children, including those with disabilities. The event aimed to teach the cultural significance of Makar Sankranti through activities like drawing and coloring kites and symbols of the festival. Teachers explained the festival's meaning as a time of new beginnings and progress. Children enthusiastically participated, showcasing their creativity and confidence. The celebration concluded with praise, distribution of colorful kites, and traditional treats like guava and sesame laddus, fostering joy, learning, and development.



Republic Day (26th January): Celebrated at Samerth Training Center with differently-abled children, focusing on the significance of Republic Day. Activities included singing the national anthem and drawing patriotic symbols like the flag, encouraging creativity and confidence.



The

children then created different pictures related to Holi-Dhuleti, filling them with colorful colors to showcase their creative art. The children participated in this activity with enthusiasm and expressed their creativity. This activity also helped the children to become self-reliant and confident.

xiii. World Down Syndrome Day (21st March): On March 21, on the occasion of World Down Syndrome Day, a celebration was held with children with Down Syndrome. Various activities were conducted with the children, such as making prints with fingers and hands, creating different objects with clay, classifying different colors with balls, and identifying textures like hard, smooth, wet, and cold for sensory activities.



Glimpse of World Down Syndrome Day Celebration

Yoga Day (June): On the occasion of International Yoga Day on June 21, 2025, International Yoga Day was celebrated with children on June 20, 2025. Simple and interesting yoga poses were selected for the children, such as Tadasana, Vrikshasana, Anulom Vilom. The program started with a Shanti Mantra. The children enthusiastically performed the yoga poses under the guidance of the teacher. After yoga, the benefits of yoga were explained to the children, and the message was given to make yoga a part of daily life. This program created awareness among children about physical and mental health. Yoga helps in developing concentration, a calm mind, and physical fitness.



❖ **Shafi Hashmi from GivelIndia visited the Samerth Charitable Trust for due diligence**

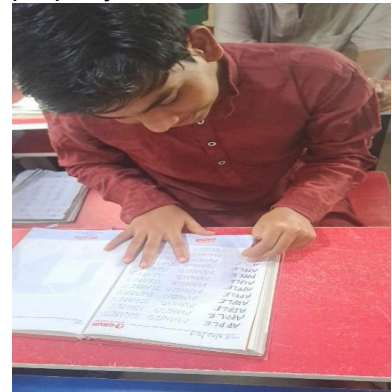
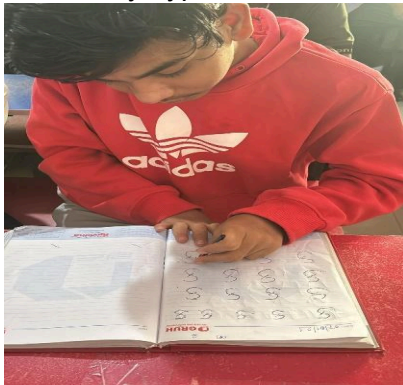
On 21st April 2025, Shafi Hashmi from GivelIndia visited the Urban Field Office. Each year, they award three types of certificates—Golden, Silver, and Platinum—to organizations, and this year, Samerth has been selected for the Golden Certificate. During his visit, he was briefed about the Urban program and toured the Samerth Talim Kendra (STK).



Back to school: The New Year began with joy and creativity among the children. Various craft activities were organized to bring them new joy and positive energy. "Welcome Caps" and different "Flowers" were prepared for the children. All the children wore their caps and greeted each other with flowers. These activities brought happiness and enthusiasm to their faces. Organizing a welcome through craft was not just an activity, but a heartfelt and meaningful beginning, fostering confidence and personal development in the children.



Success Story: “Riyaz Khan – A Journey of Determination and Growth- Riyaz Khan, a 15-year-old with intellectual disability, has transformed his life through sheer determination, continuous effort, and unwavering willpower. When he first joined our organization, Riyaz was extremely hyperactive, unable to focus his attention, hold a pencil properly, or write even the



smallest words. Simple tasks

like colouring, drawing shapes, or holding a pencil were major challenges for him. However, with time, Riyaz began working diligently on himself. The guidance of his teachers, the support of his family, and his own hard work led to remarkable progress. Today, Riyaz’s hyperactivity has decreased significantly. He now concentrates on every activity, completing them with full dedication. Not only can he hold a pencil correctly, but his writing skills have also improved greatly. Riyaz can now write in lines, recognize vertical lines, curves, and various shapes like circles, squares, and triangles, even colouring them beautifully. His language skills have also improved as he can now recognize letters, speak, and write two to four-letter words.

Riyaz’s transformation is a testament to his hard work and the impact of the right guidance, support, and continuous effort. His story proves that children with special needs can overcome their limitations when provided with the right resources and encouragement. Today, Riyaz stands as an inspiration to all, showing that with faith, determination, and support, every child can shine brightly in their world.

Planning: Samerth Charitable Trust has outlined a comprehensive plan to enhance support for children with disabilities. The initiative includes training programs for special educators and ongoing sessions for physiotherapy, speech therapy, and sensory therapy. Parent engagement will be strengthened through regular meetings, while teachers will receive specialized training to foster inclusive education. In collaboration with the Qi to Happiness Foundation, animal-assisted therapy will be introduced to promote emotional well-being. Vocational training opportunities will be expanded to support skill development. The program also aims to celebrate festivals, fostering a sense of community and cultural integration. Additionally, children will undergo regular health check-ups by psychologists, neurosurgeons, and pediatricians to ensure their overall well-being.