

ANNUAL REPORT 2020 -2021



MANAGING MOMENTS TOGETHER



THE SERRENDIP

www.serrendipforautism.com

PRESIDENT'S MESSAGE

MANAGING MOMENTS TOGETHER

Greetings!

We are happy to share our annual report for the year 2020-2021.

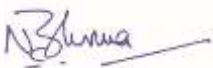
This year has been a challenging year for our on-ground activities due to the prevailing pandemic. However, our team was quick to change the mode of working and carried out the required activities mostly on line.

We carried out a number of activities such as Tweetathon, Translations, developed meaningful collaborations, on line consultations, advocacy and awareness campaigns.

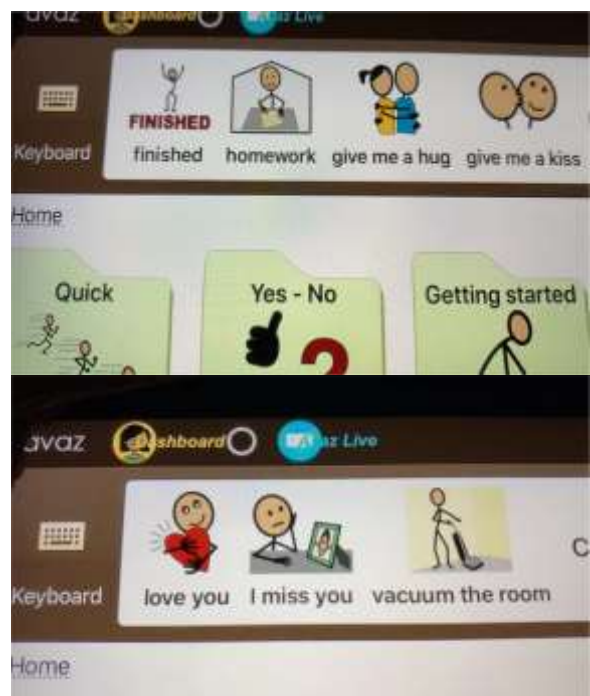
We have also received the 80G approval from the Govt of India which allows us to receive donations.

Hopefully, the year ahead will see a lot of ground activities.

Best wishes and heartfelt thanks to one and all.



Navin Kumar Sharma (Ph.D.)
April 2, 2021



Consistent use of technology can help a Non-verbal child with Autism, communicate- This is by a 16-year-old teenage with Autism

FEATURED ABILITY

SATVIK SHARMA AND HIS DREAM WORLD

A young non-verbal teen who has autism

Satvik Sharma started to paint at a young of 10. His four-year-old journey so far has been inspired by Albert Einstein who just like Satvik, was thought to be on the autism spectrum. Something that gives you a gifted talent and that talent alone when outshines the darkest opinion the world may hold for you.

His artistic abilities are both remarkable and reassuring. His unique ability to paint with both hands and to paint with multiple brushes at a time and thus creating amazing artwork fetched him a **Delhi Government State award** for exceptional achievement in the field of creativity by a person with disabilities and a Talent hunt award “**Autistic Marvel**” by **All India Institute of Medical Sciences, New Delhi**.

Every abstract that he paints is his imagination/emotion or thought placed on the canvas. Satvik radiates innocence and his persuasive smile instills cheerfulness in others who are associated with him. In short, he speaks through his paintings.

Shailja and Satyavrat are the proud parents of Satvik and as a determined duo, not leaving any stone unturned to make him independent by providing all opportunities.



Figure 1ARTWORK BY SATVIK SHARMA

Some of Satvik's artistic achievements are:

- Conferred with **Delhi Government State Award** for exceptional achievement in the field of creativity. The award was handed over to him by Hon'ble Minister of Social Welfare, Govt of Delhi in a ceremony organized at Sri Sathya Sai Centre, New Delhi on December 12, 2018
- Received an award at **National Talent Hunt "Autistic Marvel" organized by All India Institute of Medical Science, New Delhi** on April 11, 2018
- Featured with International artists, one of his painting was at display in an International Art Exhibition **World Art, Dubai from 1-6 April 2019**
- His painting featured in **Annual Art Calendar** of Little India Foundation for the year **2019& 2020**.
- Paintings featured in **India Arts Festival** held in Mumbai at Nehru Center, Worli in **2018& 2019**.
- Paintings featured in **India Art Festival 2017, 2018 & 2019** at Thyagraj Stadium, New Delhi.
- Paintings featured in **Jaipur Art Fiesta 2019** at Jawahar Kala Kendra, Jaipur.
- 5 of his paintings were nominated and displayed at **3rd National Group Art Exhibition 2017 "Creation Creative Expressions"**, dedicated to Albert Einstein at **All India Fine Arts and Crafts Society, New Delhi**
- Paintings exhibited in an exhibition "Summer Symphony" at **All India Fine Arts & Crafts Society, New Delhi**
- Paintings exhibited in an exhibition "**Artistagram**" **Visual Arts Gallery, India Habitat Centre, New Delhi** along with top artists in India from July 14-16, 2017
- Paintings featured in "**Navaagat**", **Gandhi Art Gallery, New Delhi**
- Participated in live painting "**Prayaas**" at **Hindu Spiritual & Service Fair, Gurugram** in 2017
- Also featured in various Exhibitions viz, "Summer Vibes", "Lamhe", "Colors of Life", "Art All Around" and an art competition "Embracing Challenges" (**won 2nd prize**) organized by **Uchaan Art Gallery, Gold Sukh Mall, Gurugram** in 2017 & 2018.
- An article on his achievements was published in Hindustan Times, Gurugram Edition dated 03.12.2018. Link of the article is :
http://paper.hindustantimes.com/epaper/iphone/homepage.aspx?#_article9cd3b3b0-fba7-4715-b1b7-928384f2b00c/waarticle9cd3b3b0-fba7-4715-b1b7-928384f2b00c/9cd3b3b0-fba7-4715-b1b7-928384f2b00c//true
- An article on his achievements was published in an online news portal newzhook.com dated 02.01.2019. Link of the article is: <https://newzhook.com/story/21131>
- Link to his page on Facebook / YouTube is given below:
<https://www.facebook.com/Satviks-Dream-World-211280652738313/>
<https://youtu.be/rRweNLDeBD8>

WAAD - WORLD AUTISM AWARENESS DAY APRIL 2, 2020

The World Autism Awareness Day was celebrated for a week from April 2 till 9th as a TWEETATHON where parents, professionals, friends and general public was requested to tweet the strengths of persons with Autism.

Our Tweetathon partner were HashHackCode Academy of Chennai- www.hashhackcode.com

Overall, we got a good response from all.

Persons with Autism need to be accepted by all and given the opportunity to show their talent, was the main objective of this event. This virtual event was planned as we were already facing the pandemic.



#StrengthEmpathy
Sketch by Ujjwal Sharma



ADVOCACY ON AUTISM AND ACCESSIBILITY

For people with special needs, we do talk about accessibility, mostly in terms of physical accessibility in the environment, technology-based accessibility, reading accessibility, hearing prompts, sign language etc.

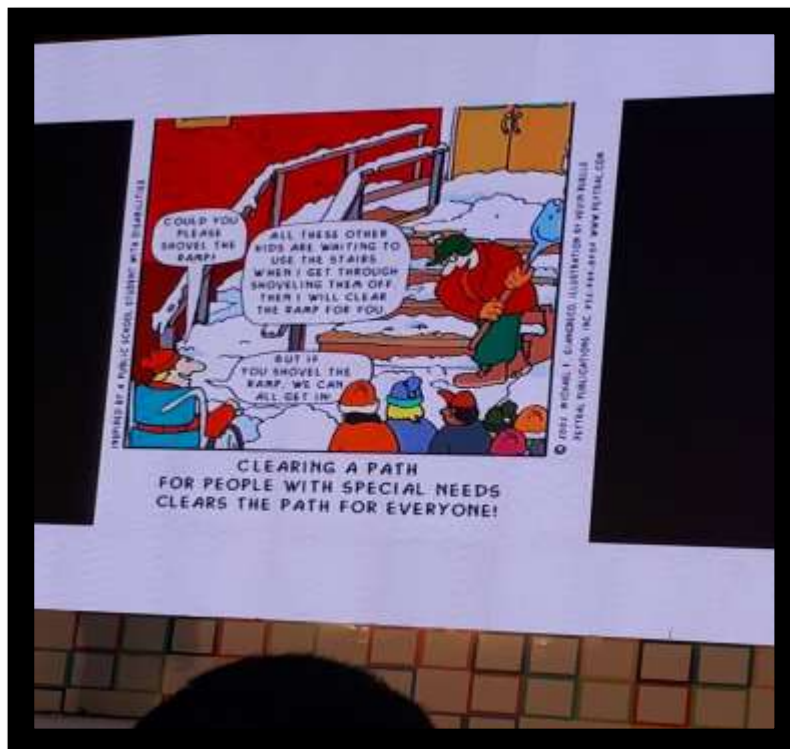
It is very rare that we see that persons with Autism are kept in mind while designing the environment or providing the equity to them, so that they can be productive in their work.

Perhaps, they appear normal, it is a hidden disability but they do show the discomfort through their behavior. A lot of work has been done with respect to studying the underline reason of this expression and it is found that the environmental stimuli of any place can affect them. These are described as Sensory Overloads.

In persons with Autism, all five senses which we are aware of and three more; vestibular, kinesthetic and proprioceptors are affected. These individuals, either seek or get away from the related stimuli. For example, a child may not like the whisper of another person but may like loud music.

It is time that we work on the ease of accessibility for persons with autism with respect to all these senses so that they have an easy and productive life.

Figure 2 Accessibility for persons with Autism- Time to explore!



ADVOCACY AND DISABILITY

Centre for Accessibility in Built Environment Foundation (**CABE Foundation**) is a non-profit company headquartered in New Delhi, India working to promote an equal society for every one irrespective of age, abilities, gender, sexual orientation, or any other diversity - www.cabefoundation.com

CABE Foundation is an advocacy, research and capacity building non-profit initiative focusing on accessibility, universal design, policy reform, standards formulation, access audits of built infrastructure, disability inclusion in education, employment, technologies and training of stakeholders with a spirit to implement UN CRPD & frameworks such as Sustainable Development Goals.

On Saturday, 27th March 2021 CABE Foundation had invited for a webinar for the Development of a Compendium of Case Studies on Harmonization of Domestic Legislation and Practices with the Convention on the Rights of Persons with Disabilities (UNCRPD) in Five Countries of Asia and the Pacific by UNESCAP. The participation was by invitation only to keep the focus on the serious and informed stakeholders. Dr. T.D. Dhariyal, Mrs. Stuti Kakkar, Mrs. Kaul, Adv. Shailja Sharma and Mr. Subhash Chandra Vashishth were among the other notable participants.

The development of compendium is in its process.



FEATURED ARTICLE

Universal Design for Learning and Inclusive Education

Giselle Lobo (Ph.D.)
Head of Inclusive Education
Sethu Center for Child Development and Family Guidance, Goa

Dr. Giselle Lobo is one of our Technical Advisory Board Member, we are honoured to be associated with her.

“With Universal Design for Learning you do not have to worry if a child with disabilities comes into your class- you are already prepared”.

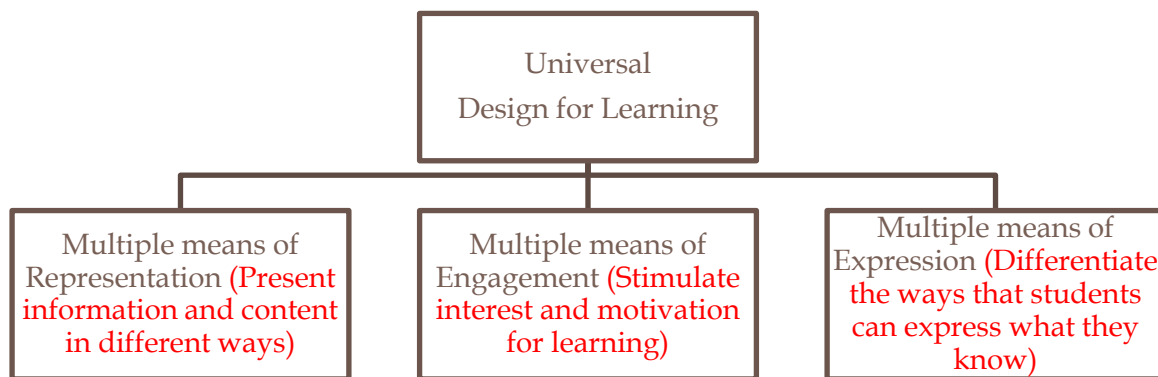
Universal Design for Learning (UDL) takes its inspiration from the concept of Universal Design, coined by the [architect Ronald Mace](#) to describe the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life. Similarly, Universal Design for Learning (UDL) is an approach which seeks to make the curriculum accessible to all learners. Based on extensive research in the areas of learning and cognitive development UDL is considered an evidence-based strategy to be used in classrooms to include all learners.

Today’s classroom contains learners with diverse learning needs which stem from differences in language, class, gender and disability. Each child also brings to the class a set of unique interests and skills. The strength of UDL is that it recognizes diversity in the classroom from the beginning and has access to curriculum built into its planning framework (Penner, 2013). The model of Universal Design for Learning (UDL) is one that enables teachers to plan and deliver curriculum through various sensory modalities.

Meyer and Rose (2014) further elaborate on the term universal design for learning by stating; By ‘universal’ we mean every learner- not just those traditionally seen as belonging in the middle of the bell curve (the mythical average student) or just those traditionally seen as belonging in the margins. The goal of UDL is to make sure that everybody has the opportunity to develop into expert learners. By ‘design’ we mean that UDL is intentional purposeful and planned. The variability of learners is a given and types of systematic variability are predicted at the very beginning (when a curriculum or lesson is being designed). By ‘learning’ we mean

that all individuals are challenged and supported in meaningful ways to grow toward expertise as learners.

The foundation of UDL rests on three principles depicted below.



Schematic Representation of the Principles of UDL

- 1) Multiple means of representation-** Also understood as the “**what**” of learning this principle states that content must be provided through multiple channels for all learners to access curriculum. viz. visual, graphic, auditory, even tactile so that all students have diverse ways to access information. For example, in a language lesson the teacher will read aloud, show pictures or highlight important words or even act out the lesson. Teachers can use videos with captioning, power point presentations along with auditory input to enhance learning. Children are presented with written outlines at the beginning of the lesson, Braille text or objects being discussed are kept in front of children who have any forms of visual impairment.

- 2) Multiple means of engagement-** This principle encompasses the “**why**” of learning. It aims at engaging the students in ways that are motivating, relevant and challenging. The teacher must design activities that allow the student to engage meaningfully with the curriculum while achieving the learning objectives. The activities planned by the teacher must allow students to explore material, analyse the information and draw conclusions which reflect their experience. It is important to ensure that activities also are designed to engage students through multiple modalities. For example, a student who is blind can be allowed to feel the materials and relay her opinion, a student with learning disabilities can orally express their conclusions, children with autism can draw or write what they observed.
- 3) Multiple means of expression-** This principle focuses on the ‘how’ of learning. It refers to providing opportunities for students to demonstrate how they understood the lesson by using a variety of options for testing rather than just the simple question and answer format. For example, students with autism find it difficult to verbally answer a question and this principle provides them with opportunities to demonstrate learning through pointing to the answer or circling the correct answer. Take the example of Aditya who learned the lesson on light and reflection. When his teacher asked him to explain how we see, he was unable to answer orally but given the opportunity, he drew the exact diagram of light reflection after which he was able to explain how we see in detail.

UDL in Action- *In a fourth standard classroom of thirty children, there are three children with dyslexia one child with ADHD and one child with autism. The topic is Health and Hygiene. All the children mentioned above find it extremely difficult to learn from their textbooks. The traditional chalk and talk pedagogy (listen to the explanation and copy from the board) also does not help these children learn effectively. Enter Universal Design for Learning. The principles of **multiple means of representation** guides the teacher to prepare a PPT. The PPT includes many pictures along with clear text to describe the pictures. Other ways to represent the content in different ways included showing them videos on different concepts. The combination of visual and auditory stimuli ensures that both modes of learning are addressed for all learners. **Multiple means of engagement** include making students act out the ways to keep the surroundings clean*

*and teaching them a song on good habits. Children were also encouraged to talk about the pictures on the power point and in their own words. Other students who do not have reading and writing challenges are encouraged to write their thoughts and then share them with the class. To facilitate **multiple means of expression** children were given worksheets with a variety*

of means to express their knowledge throughout the lesson e.g. draw the answers, multiple choice, true or false and fill in the blanks. The result was a lesson that was interactive, motivating and engaging for ALL children not just those with special needs.

UDL in the Indian Education Context- The use of the word ‘design’ in Universal Design for Learning means that the lesson has to be planned in advance. Schools have to have planning time built into the school’s schedule. Teachers need to be told that time has been allocated to lesson planning and they have to plan UDL lessons during that time. Unfortunately, the concept of lesson planning time is not an intrinsic to the Indian education system. For UDL to succeed time for lesson planning is vital.

UDL as a curricular framework, has been developed in the West where average classroom size rarely exceeds 30 students. This again is challenging in the Indian context where the average classroom size ranges from 45-70 students. It is extremely difficult, if not impossible for teachers to plan on implementing UDL for such large numbers.

Notwithstanding the systemic challenges mentioned above, UDL as an inclusive strategy has been shown to be one of the best approaches. The three principles provide structure to lesson planning and provide a blueprint to teachers for planning lessons that are accessible and meaningful to all learners. It should be included as one of the lesson planning strategies for all teachers at the B.Ed. level. Future teachers should be allowed opportunities to give lessons in the regular classroom thus gaining familiarity with a teaching strategy that allows them to ‘teach to reach all learners’

References

1. Meyer, A., Rose, D.H., & Gordon, D. (2014) *Universal design for learning: Theory and practice*, Wakefield MA: CAST
2. Penner, M. (2013). Inclusion and universal design for learning. <https://www3.bucksu.org>.

ASSOCIATIONS FORMED IN 2020-2021

1. PARIVAAR-NCPO



PARIVAAR – National Confederation of Parents Organizations (NCPO) was formed in the year 1995. It is a Federation of over 245 Parents Associations and Civil Societies in 31 States of India working for **Persons with Intellectual and Developmental Disabilities [IDDs]** consisting of Intellectual disability, Autism and ASD, Cerebral Palsy and Multiple Disabilities.

PARIVAAR-NCPO is a thought leader in the field of Intellectual & Developmental disabilities with pro-active grass root level organization located in 138 urban, 116 semi-urban and 47 rural parents' associations. Since its inception PARIVAAR-NCPO has established its credibility at the States, National and International forums. Parivaar is the largest confederation in the IDD sector in the world.

The Serrendip is proud to be associated with PARIVAAR.

<https://www.parivaarnfpa.org/>

2. GOVERNMENT MANKUNWAR BAI ARTS AND COMMERCE, AUTONOMOUS COLLEGE FOR WOMEN, JABALPUR, MP

A memorandum of understanding has been signed with this reputed organization - Government Mankunwar Bai Arts and Commerce, Autonomous College for Women, Jabalpur, MP and The Serrendip for the key objective of creating awareness, education and skill development opportunities which will be mutually beneficial to the stake holders. Please read the MOU pasted below-

**MEMORANDUM OF UNDERSTANDING- MOU
FOR AWARENESS, EDUCATION AND SKILL DEVELOPMENT COOPERATION
BETWEEN
GOVERNMENT MANKUNWAR BAI ARTS AND COMMERCE AUTONOMOUS COLLEGE FOR
WOMEN, JABALPUR (M.P)
AND
THE SERRENDIP, JABALPUR (M.P)**

The representatives of The Serrendip, Jabalpur (M.P) agree to this Memorandum of Understanding (MOU).

The MOU establishes the following:

1. OBJECTIVE OF THE AGREEMENT:

To establish mutually beneficial relationship built on developing awareness, education and skill development cooperation areas between Government Mankunwar Bai Arts and Commerce Autonomous Women's College, Jabalpur (MP) and The Serrendip- A non-governmental organization working for persons with Autism, Jabalpur (MP). These include studies and learnings in the areas of psychology, internship and practical learning, skill development and facilitate workshops, seminars lectures and conferences on relevant topics.

2. GOALS AND FORMS OF COOPERATION:

The signing institutions agree to provide opportunity, as appropriate, for the following activities towards the completion of the objectives of this MOU.

EDUCATION AND KNOWLEDGE IN THE AREA OF PSYCHOLOGY

The Serrendip will provide a conducive environment to do the following-

- i. Provide facilities and education in the areas of psychology, e.g. IQ Test, Identification of a Disability, Anxiety Test etc, for the students of the center.
- ii. Provide behavioural observations of the students and diagnosis through tests and recommend on education and various therapies.
- iii. Provide counselling services to the parents of the students.

INTERNSHIP AND PRACTICAL LEARNING

The Serrendip will provide a conducive environment to do the following-

- i. Facilitate the students from the women's college to undertake internship with the organization to gain practical knowledge and experience.
- ii. Enable learnings under the guidance and supervision of the organization such as observation of the students, management of the students etc. which finally make them understand the potential of a person with autism and how to harness it.

FACILITATE WORKSHOPS AND LECTURES

Government Mankunwar Bai Arts and Commerce, Autonomous Women's college will facilitate and schedule lectures and workshops in the areas of

- a) Studies of intellectually and developmentally impaired students.
- b) Workshops in the areas of autism and other similar disabilities.
- c) Workshops for parent empowerment to realize the potential of their ward through the role of Psychology.

DEVELOP NEW SKILL DEVELOPMENT RELATED COURSES

Government Mankunwar Bai Arts and Commerce, Autonomous Women's college and The Serrendip will develop new rehabilitation courses for the students which will fulfil the present dearth of human resources in the field of Autism and related disorders in Madhya Pradesh.

3. DURATION AND RECIDENCE OF THE MOU:

- i) The agreement shall come into effect on 30th January 2021, changes to the agreement shall be made by mutual consent between both institutions. In cases of disagreement, the institute wishing to depart from the agreement shall, wherever possible, give two months' notice of its intention to do so. The agreement shall be reviewed after a period of one year.
- ii) The MOU is being signed purely with the intention of developing awareness, education and skill development cooperation without any financial liabilities.

The MOU is signed by


Principal
Govt. Autonomous MKB Arts & Commerce College for Women
Jabalpur (M.P.)
Government Mankunwar Bai Arts and Commerce Autonomous College For Women, Jabalpur (MP)

AND


Dr Navin Kumar Sharma
President
The Serrendip
www.serrendipforautism.com



ADVOCACY FOR INCLUSIVE EDUCATION THROUGH WEBINAR

Among many new initiatives, **i for inclusion** is one such organization which is focusing on creating inclusion of persons with disabilities through various on-line activities like workshops, webinars etc. It started in March 2020 by dedicated and highly concerned experts based in different geographical regions but share one thing in common i.e., to improve the quality of life of neurodivergent children in all respects. For one such webinar, Kavita Sharma was invited to speak on inclusive education on March 12, 2021.

<https://www.iforinclusion.org/>

<https://www.facebook.com/iforinclusion/>

i for inclusion

LET'S TALK
Inclusion
(Episode 14)

Topic
Inclusive Education in India :
Theory & Practicalities
in Light of the NEP

Friday 12/3/2021
1400 GMT | 1930 IST

Host
Manobina Chakraborty
Founder, i for inclusion Global

Guests

Kavita Sharma
Educator & Activist Advocate
for Persons with Special
Needs, Founder of 'PRAYAS'

Anjali Pillai
Autism Advocate &
Coordinator of
Saaransh Foundation

f LIVE <https://www.facebook.com/iforinclusion>

www.iforinclusion.org

GRATITUDE AND ACKNOWLEDGEMENT

A heartfelt thanks to the entire team of The Serrendip, family, all associated friends, well-wishers and volunteers to make so many activities possible.
A very special thanks to Ujjwal Sharma, who volunteered to create illustrations for the calendar 2021 for Indian Institute of Science Education and Research (IISER) Bhopal and to Dr. Siva Umapathy for giving him an opportunity.



It is so nice to see that our parents' group is becoming more active and are alert about the progress of their wards during these difficult times of pandemic.
Let's pray that all are safe and we begin our work with a faster pace.
Thank you all.

Kavita Sharma

Kavita Sharma
Secretary
The Serrendip
April 2, 2021