

CSR

FY 2024-25



ONESIGHT
EssilorLuxottica Foundation



PROJECT COMPLETION REPORT 2025

HOLISTIC HEALING PROJECT

IMPLEMENTATION
PARTNER

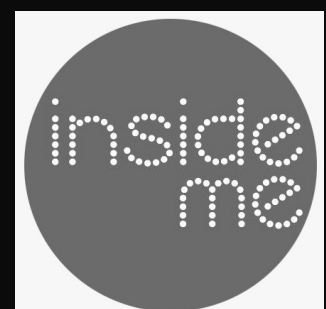




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ACKNOWLEDGEMENT

We extend our heartfelt gratitude to everyone who contributed to the successful completion of the Holistic Therapies Project in Delhi.

We are especially thankful to the OneSight EssilorLuxottica Foundation for their steadfast support and vision. Their strategic guidance, technical expertise, and constant encouragement were vital in shaping the project's journey and ensuring a lasting social and economic impact within the communities we served.

Our deepest appreciation goes to our dedicated project team, whose unwavering commitment and tireless efforts brought this initiative to life. Their professionalism and passion were key drivers of the program's execution and success.

We are equally grateful to the beneficiaries, their families, and local community members, whose active participation and trust were the heart of this project. Their eagerness to engage, learn, and grow has laid the foundation for sustainable livelihoods and empowered change.

Finally, we thank all stakeholders and partners whose collaboration and support made this initiative possible. It has been a privilege to work with such a passionate and capable team in bringing meaningful impact to the lives we aimed to uplift.

Team Inside Me Trust



EXECUTIVE SUMMARY

The Holistic Therapies project, implemented by Inside Me Trust, Delhi, aims to provide special education, employment, and livelihood enhancement for visually impaired youth aged 15 to 18 from low-income and marginalized backgrounds. The project will be executed at institutions for the blind located in Amar Colony, Lajpat Nagar IV, New Delhi. Over a span of 12 months, a total of 144 sessions will be conducted, focusing on developing skills that will empower visually challenged students. Each batch will consist of 6–7 students, ensuring personalized attention and effective learning outcomes. The primary objective of the project is to equip the youth with valuable skills that enhance their chances of securing meaningful employment and improving their overall livelihood, with a long-term vision of creating more inclusive and self-reliant communities for visually impaired individuals in the Delhi region.

Key Findings & Project Outcome:

- **Focus on Skill and Livelihood Development:** The project provides a blend of educational and livelihood-based training to visually impaired students, with a focus on practical, hands-on techniques.
- **Innovative Use of Sensory-Based Therapies:** The training introduces drawing and sound-based healing therapies that help participants strengthen their intuitive and sensory perception abilities.
- **Promotes Self-Reliance and Income Generation:** The program is designed to equip participants with marketable skills so they can offer holistic therapy services and generate income independently or through partner channels.
- **Structured and Scalable Model:** The project follows a clear structure of 144 sessions over one year and is designed to be scalable and replicable in similar institutions.
- **Addresses Behavioral and Motivation Challenges:** Recognizes that only a few students may initially show deep interest, and hence offers focused support to a smaller group to create meaningful, lasting impact.



BACKGROUND

India is home to over 1.6 million blind or visually challenged children, with nearly 90% belonging to low-income families or living below the poverty line. According to the **National Programme for Control of Blindness & Visual Impairment (NPCBVI)**, only about 30% of these children are integrated into the formal education system. This significant exclusion not only hinders their educational growth but also severely limits their opportunities for a dignified livelihood. The rest are often left behind in cycles of dependency, poverty, and social isolation (NPCBVI, MoHFW).

The **World Health Organization's World Report on Vision (2019)** emphasizes that children with visual impairments, especially in low- and middle-income countries like India, face serious disadvantages in education, employment, and social participation if interventions are not made early. The gap is not just educational but systemic—reflecting a lack of skill-building opportunities that are adapted to their needs.

In light of this, establishing a Skill Development Program for Visually Challenged Students is not just an initiative—it is a moral, social, and developmental imperative. The program aims to create inclusive, accessible, and empowering environments where visually challenged youth can acquire the skills needed to thrive in today's competitive world.

Program Objectives and Approach:

1.Enable Economic Independence: Equip visually challenged youth with vocational and digital skills relevant to current job markets.

2.Enhance Confidence and Communication: Through soft skills training, personality development sessions, and communication workshops, students will build the confidence to engage effectively in both social and professional environments **(UNICEF India, 2022)**.

3.Ensure Livelihood Linkages: Facilitate placements, internships, and entrepreneurship opportunities in collaboration with inclusive employers, industries, and CSR partners. Employer sensitization sessions will be held to promote inclusive hiring (Sight Savers India).

4.Promote Accessibility and Inclusion: Develop accessible learning content using screen readers, Braille material, tactile learning aids, and audio-based instruction to ensure that learning is barrier-free. All modules will comply with guidelines from the **National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD)**.





THE PROJECT

Project Objective:

The primary objective of the Holistic Therapies project by Inside Me Trust is to empower visually challenged students aged 15 to 19 years from underprivileged backgrounds by training them in holistic healing therapies. This initiative aims to:

- Equip students with certified vocational skills that enable them to become self-reliant.
- Identify and support top-performing students to pursue advanced training and careers in holistic healing.
- Promote inclusive development by integrating creative and therapeutic skills into their education.
- Shift the mindset of visually impaired students from dependency to self-sufficiency and purpose-driven livelihood.

Project Snapshot

- Project Name: Holistic Therapies
- Implementing Organization: Inside Me Trust (Delhi-based NGO)
- Target Group: Visually challenged underprivileged students aged 15–19
- Location: Institutions for the Blind, Amar Colony, Lajpat Nagar IV, New Delhi
- Duration: 12 months (144 class sessions)
- Beneficiaries: 6–7 blind students
- Class Size: 2 students per session (max)
- Start Date: Within 4 weeks of fund disbursement.
- Financial Independent
- Monitoring, Evaluation and Reporting.
- Reporting Frequency-Monthly, Quarterly and Completion.

Outcomes:

- Certified holistic therapy practitioners
- Enhanced education and employment readiness
- Ongoing monitoring and evaluation with formal assessments



ALIGNMENT WITH INDIAN GOVERNMENT POLICIES

1. National Education Policy (NEP 2020)

- Objective: Integrating experiential and inclusive learning.
- Project Relevance: The initiative incorporates visual and tactile learning methods for blind students, enabling them to comprehend concepts beyond conventional braille-based education. The holistic therapy curriculum enhances cognitive, emotional, and vocational growth—complementing the NEP’s vision of competency-based, multidisciplinary learning.

2. Accessible India Campaign (Sugamya Bharat Abhiyan - 2015)

- Objective: Create an inclusive and barrier-free environment for persons with disabilities.
- Project Relevance: By offering specially designed training for visually impaired students and adapting learning environments within blind institutions, Inside Me ensures inclusive access to skills and livelihood opportunities.

3. Rights of Persons with Disabilities (RPWD) Act, 2016

- Objective: Provide equal rights, education, and vocational training to persons with disabilities.
- Project Relevance: This initiative directly fulfills the RPWD mandate by equipping blind students with employable skills in holistic healing therapies, empowering them for financial independence and dignity.

4. National Skill Development Mission (NSDM) & Skill India (2015)

- Objective: Promote skill development for gainful employment and entrepreneurship.
- Project Relevance: Through hands-on training, certification, and real-world practice, students gain industry-relevant skills that can translate into professional or entrepreneurial opportunities in the health and wellness sector.



ALIGNMENT WITH UN SUSTAINABLE DEVELOPMENT GOALS (SDGS)

1. SDG 4 – Quality Education

- a. The project provides inclusive, equitable, and accessible education for blind students by incorporating art, visual imagination, and therapeutic skill-building—areas often excluded from traditional blind education systems.
- b. Students are trained in holistic healing as a core skill, making learning both meaningful and livelihood-focused.

2. SDG 10 – Reduced Inequalities

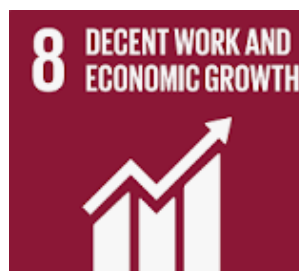
- a. By focusing on economically disadvantaged and visually impaired youth, the project addresses social exclusion.
- b. It works to bridge gaps in opportunity by supporting blind students in becoming certified practitioners, enhancing their socioeconomic participation.

3. SDG 8 – Decent Work and Economic Growth

- a. The project creates pathways to dignified employment and entrepreneurship in the wellness industry, thus promoting inclusive economic participation for youth with disabilities.
- b. It shifts the narrative from dependency to empowerment by offering a viable income-generating profession.

4. SDG 3 – Good Health and Well-being

- a. Holistic therapy as a vocation not only improves student well-being but enables them to contribute to community health by offering healing services post-training.





BASELINE SURVEY SUMMARY: PRE-LAUNCH ASSESSMENT OF THE HHP PROJECT

Before launching the HHP project, a baseline survey was conducted to evaluate student interest, prior exposure to vocational skills, their willingness to engage in employment-oriented training, and the receptiveness of school authorities.

The key findings were as follows:

- **Limited Livelihood Exposure:** The majority of students lacked access to vocational training programs that aligned with their interests and abilities, underscoring a significant gap in skill development opportunities.
- **Culture of Dependency:** Many students were accustomed to receiving aid and free services, with minimal exposure to pathways for self-reliance and economic independence.
- **Emerging Interest in Healing Arts:** A small yet notable segment of students showed interest in health-related vocations such as massage therapy and reflexology, indicating potential for targeted engagement in this sector.
- **Low Motivation Levels:** Although vocational facilities were available in some residential schools, they were underutilized due to limited student initiative and drive.
- **Mixed Institutional Support:** While some school authorities welcomed the initiative with optimism and expressed support, others remained neutral or unresponsive.

These findings emphasized the need for a holistic approach that not only builds vocational skills but also fosters motivation and behavioral transformation among students.



DETAILS ABOUT THE TRAINING

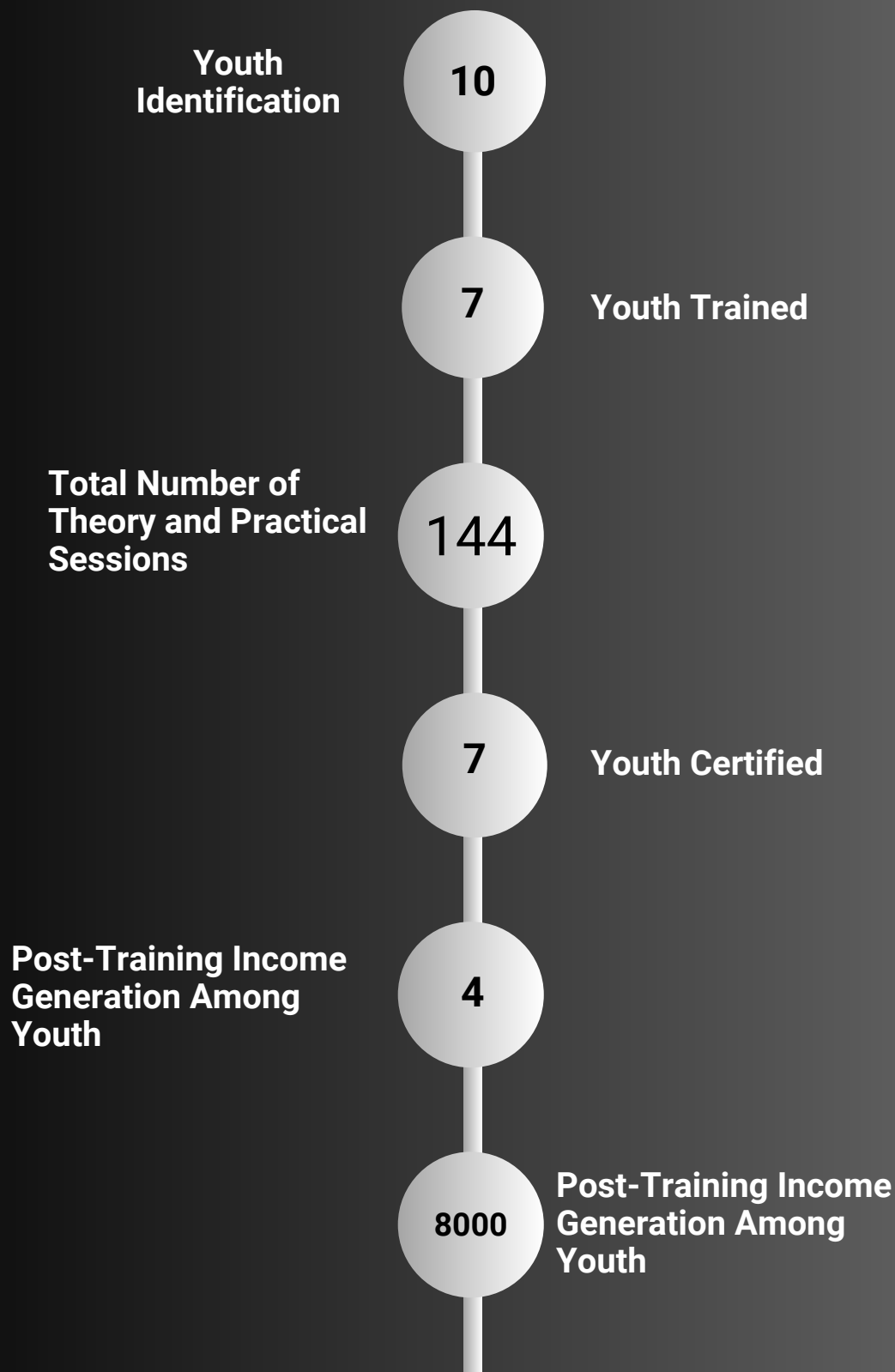
The reflexology training program is thoughtfully structured to provide a balanced blend of theoretical knowledge and hands-on practical experience. Reflexology is a holistic therapy that involves applying pressure to specific points on the feet, hands, or ears, which correspond to different organs and systems in the body. This technique promotes relaxation, improves circulation, reduces stress, and supports the body's natural healing processes. In the theoretical sessions, trainees are introduced to core concepts such as the principles of reflexology, its health benefits, pressure point mapping, human anatomy, and the therapeutic impact of the practice on overall well-being. These sessions lay a strong foundation for understanding the science and application of reflexology.

The practical component allows trainees to apply what they have learned through peer-to-peer practice sessions. Under the close guidance and supervision of experienced trainers Mr. Pradeep Sharma and Ms. Kusam Aggarwal, students practice reflexology techniques in a supportive and interactive environment. Trainers provide individualized feedback and correct techniques as needed, ensuring that each participant develops both skill and confidence. This comprehensive approach not only enhances their technical abilities but also prepares them for real-world applications in the wellness sector. By the end of the program, participants are equipped with the skills and confidence to pursue opportunities in employment or self-employment, making meaningful contributions to community health and their own economic empowerment.





PROJECT SNAPSHOT







PROJECT FLOW AND STRUCTURE

Step 1 – Mobilization, Counseling & Enrollment

Targeted outreach at institutions for the blind in Amar Colony, Lajpat Nagar IV (Delhi) identified eligible beneficiaries. Community engagement, awareness drives, and one-to-one counseling ensured that each participant joined the most appropriate vocational track.

Step 2 – Vocational Training (Theory + Practical)

Trainees completed a structured curriculum that blended classroom instruction with hands-on practice, and adaptive techniques that foster independence and job-readiness.

Step 3 – Expert Session: Holistic Therapy for Blind Children

Specialists delivered an immersive session on holistic therapy, covering sensory-stimulation methods, emotional-wellness strategies, and alternative therapeutic approaches. The module deepened trainees' understanding of inclusive care and opened pathways toward therapy-related careers.

Step 4 – Guest Lectures & Exposure

Industry leaders and subject-matter experts conducted guest lectures, communication-skills workshops, and site visits to inclusive workplaces. These engagements broadened trainees' perspectives on real-world job roles, workplace expectations, and emerging sector trends.

Step 5 – Final Assessment & Certification

A comprehensive assessment evaluated technical proficiency and soft-skill competence. Successful participants received certifications issued under program guidelines, validating their readiness for employment and further career growth.



CERTIFICATION AFTER COMPLETION OF THE REFLEXOLOGY COURSE



CHALLENGES AND MITIGATION

Challenges:

- Dropout and Lack of Commitment: Sudden withdrawal of trainees without prior notice disrupted the training schedule and group dynamics.
- Mid-Program Enrollment: Late joiners required additional support to catch up with the ongoing curriculum.
- Low Motivation and Dependency Mindset: Some trainees exhibited low commitment due to long-term dependency on donations and lack of career ambition
- Inadequate Screening in Early Phases: Initial selection processes did not fully assess students' motivation and readiness, leading to disengagement.
- Resource Reallocation Due to Changes: Changes in student enrollment required flexible use of training time and resources.
- Sustaining Engagement Over Time: Maintaining long-term interest in training proved difficult for some participants.

Mitigation:

- Replaced dropouts promptly and provided bridging support to new entrants through extra classes and individual attention to maintain continuity.
- Structured additional training sessions and customized learning plans to ensure new students could integrate effectively with the batch.
- Conducted regular counseling, motivation sessions, and value-based discussions to encourage self-reliance and long-term personal growth.
- Introduced a more strategic selection method, involving teacher recommendations and observation of student behavior and enthusiasm.
- Encouraged peer mentoring and built a culture of accountability and teamwork to foster consistent participation and growth.
- Improved coordination among trainers and staff to ensure smooth transitions and uninterrupted learning experiences.





OVERALL IMPACT OF THE PROJECT

Enhanced Skill Development & Employability:

The project delivered structured theoretical and practical training in reflexology therapy, tailored specifically for visually impaired youth. With 144 sessions conducted, trainees gained in-depth knowledge of human anatomy, pressure points, and holistic therapy techniques. Expert-led sessions, hands-on practice, and continuous assessments ensured the development of job-ready skills, boosting participants' confidence and employability in the wellness sector.

Economic Empowerment & Livelihood Generation:

The program directly contributed to economic self-reliance. Of the 10 youth trained, 7 were certified and 4 began generating income (averaging ₹8,000/month) through freelance therapy services. This uplifted household financial conditions and laid the foundation for sustainable livelihoods, especially for those from marginalized communities with limited access to income-generating opportunities.

Bridging the Skill Gap for the Disability Sector:

Through a tailored curriculum and collaboration with experienced trainers, the program addressed a critical gap in vocational training for the visually challenged. By aligning with government policies and CSR objectives, the project ensured that skills imparted matched real-world needs, creating viable career pathways in the health and wellness industry.

Strengthening Participation from Underserved Areas

By conducting mobilization and enrollment in blind institutions across New Delhi, particularly in socio-economically challenged areas, the program extended opportunities to youth from underrepresented and underserved communities. This expanded reach fostered equitable access to high-quality training and increased rural and semi-urban workforce participation.

Promoting Self-Reliance:

In addition to employment, the program encouraged self-employment by instilling entrepreneurial mindsets and skills. Trainees were motivated to offer independent holistic therapy services within their communities. Business planning, communication workshops, and exposure to the therapy industry nurtured the confidence and capability required to start micro-enterprises, contributing to local economic development.



SUCCESS STORIES

“My mother earns daily wages by doing physically demanding work, often lifting heavy loads. After my father passed away, I took it upon myself to support my family. As someone who is totally blind, survival is incredibly challenging. This project has truly been a blessing for us. One of my two sisters is also blind, which makes our situation even more difficult.”

My name is Pardesi Kujur. I was born on February 18, 2009, and I am 100% visually impaired. I've been diagnosed with Buphthalmos and Corneal Decompensation in both eyes. I come from Jharkhand, and my life has never been easy. After my father, Late Shri Ram Kujur, passed away, my mother, Sumati Kujur, started working as a daily wage laborer to support our family. Despite everything, I've always loved learning and have stayed committed to my studies.

I was selected for the Holistic Healing Project under the “Inside Me” initiative. When I first started reflexology training, it was very difficult. My fingers would hurt a lot after each session. But I didn't want to give up. I began doing hand-strengthening exercises and spent extra time practicing every day. Slowly, I started improving.

With the help of my trainers and my own determination, I learned the reflex points for pain-related issues and became a certified reflexologist. Now, I confidently perform reflexology at wellness events. People trust me, and I feel proud to help them feel better. I believe healing through touch is not just a skill but a calling for me.

I also try to help my fellow students. I encourage them to join the training and support them whenever they face difficulties. I want them to believe in themselves the way I've learned to believe in myself.

In the future, I hope to continue improving my skills and help people suffering from chronic pain, not just in cities but also in my village. I want to teach other visually impaired youth like me, so they too can become healers. My goal is to make a difference, one touch at a time.

This journey has changed my life. What started as a challenge became my strength. I am Pardesi, and I am proud to be a healer.



SUCCESS STORIES

Shravan Kumar – A Journey of Healing Beyond Sight

Shravan Kumar, born on January 1, 2006, is a 100% visually impaired student enrolled in Class VII at the Institutions for the Blind in Amar Colony, New Delhi. Hailing from the remote village of Ghorighat in Pratappur, Jharkhand, Shravan comes from a humble family. His father, Kundan Chaudhary, is a farmer, and his mother, Veena Devi, is a housewife. With limited access to medical resources, the family relies on traditional remedies and hard labor to survive.



Shravan's journey with Inside Me began through art-based learning sessions at his school. Despite his visual impairment, Shravan excelled in body mapping and anatomical drawing using tactile tools, which helped him develop a solid understanding of the human body. This foundation sparked his interest in reflexology.

Motivated by a desire to help those in his community, particularly his mother, who suffers from chronic knee pain, Shravan saw reflexology as a way to give back. Enrolled in the Holistic Healing Project (ID: HHP-IFB-006), he became one of the most consistent students, quickly mastering pressure points and body balance through hands-on practice and verbal cues. His intuitive touch and focus stood out during practical sessions.

At a public reflexology event at Vasant Vihar Club, Shravan's skills were tested. A participant, deeply impressed by his care, specifically requested Shravan for her next session. This moment boosted his confidence and validated his decision to pursue reflexology as a career.

Today, Shravan is a regular at wellness events and aims to return to his village to offer reflexology therapy as a sustainable livelihood. Reflexology has provided him with a sense of purpose, enabling him to care for his family and community.

I want to help my mother and the people in my village. If I can reduce their pain with my hands, that is all I need." His story is a powerful testament to determination and compassion.

SUCCESS STORIES

***My father drives the whole week and comes home with body aches.
My mother suffers from knee pain. I want to ease their suffering.
Inside Me has given me a path to support my family. What Shivani
Ma'am has done for us, no one else ever has.***

My name is Ritik Kumar. I am 18 years old, completely blind, and currently studying in Class XI. I come from a humble family in Bihar—my father works as a driver and my mother takes care of our home. Life has not always been easy, but I've always tried to stay cheerful and make the most of what I have. I'm known for being friendly and talkative, and I absolutely love music, singing, and performing dramatic Mahabharata dialogues.

When I first joined Inside Me's Holistic Healing Project, I was very excited but also unsure of how I would cope. I've always been a slow learner, especially when it comes to memorizing reflexology points and their pronunciation.



But I was determined to learn. My first public experience as a reflexologist came during an event in Vasant Vihar. I was nervous about the points I hadn't practiced well, but I had strong support from my peers, Pardesi and Shravan, who guided me through the process. That event gave me the confidence I needed to believe in myself.

Over time, with continued support and regular practice, I have grown into a certified reflexologist. Today, I'm able to help people manage pain through healing touch therapy. What motivates me the most is the thought of supporting my parents—relieving my father's body aches after long days of driving and easing my mother's knee pain. This is my way of giving back to them.

Inside Me has changed my life. Shivani Ma'am, especially, has been like a family member to me. Many people come and go, but the consistent care and guidance I've received from Inside Me since 2013 have made a real difference. As I walk this path, I carry with me a deep sense of gratitude and a strong desire to keep learning and helping others. Inside Me has shown me that I, too, can lead a meaningful life and support my loved ones.

SUCCESS STORIES

I never thought that I could earn something with my own hands. This training taught me that I am capable. Now, I dream of helping more people through healing and making my parents proud. Thank you to everyone who believed in me. This is just the beginning.

My name is Gulshan Kumar. I am 13 years old and studying in Class IX at the Institutions for the Blind in New Delhi. I come from a small village in Bihar. My father is a farmer and my mother is a homemaker. I have been blind since birth, but that has never stopped me from trying to learn and grow.

When I was selected for the Holistic Healing Project under the Inside Me initiative, I was both nervous and excited. I was the youngest in the group, but my teachers believed in me because I always stayed attentive during our art classes. Reflexology was a new concept for me, but I took it seriously from day one. I may not speak much, but I listen carefully and follow instructions with full focus.

Learning reflexology gave me a new purpose. The healing touch therapy we practiced taught me how to help others manage pain. My fingers quickly adapted to finding the right pressure points. Over time, I became more confident. The happiest moment for me was when I received my first cheque after participating in a public healing event. I had never earned money before. It felt amazing to know that I had worked for it—it was not a donation, but the result of my own efforts. For the first time, we as students could donate back to our school, and I felt proud to be part of that history.

I am very thankful to Shivani Ma'am and the Inside Me team. They guided me, encouraged me, and never gave up on us. Their belief in me helped me believe in myself. I still have many years left in school, but I now know that this training will help me in the future—maybe even turn into a career.

This experience has changed how I see myself—not just as a blind student, but as someone who can make a difference.



MAJOR MILESTONES



First batch Students, Chandrabindu and Arvind Singh after receiving Certificates.



Shravan Kumar recieved the certificate after completing Reflexology. Seen here are the Manager, Mr Sohan Singh, Secretary, JP Singh, principal HP Singh from Institution for the Blind Amar Colony, along with Master Trainer Kusam Aggarwal.



On December 8, 2024, Ms. Ester, wife of the Italian Ambassador, experienced a reflexology session conducted by Pardesi Kujur at the Earth Mela held at the Italian Embassy.

MAJOR MILESTONES



Ritik Kumar, a certified Reflexologist, performed reflexology at The Purple Fest 2025, held at the President's Estate, New Delhi, on March 21, 2025. The event was organized by the Ministry of Social Justice and Empowerment.



On March 8, 2025, at the Vasant Vihar Club and during The Purple Fest, we provided visually impaired students with valuable exposure and opportunities to participate in public events and corporate engagements. These experiences are designed to help them build confidence, gain practical skills, and generate income.

MAJOR MILESTONES



Meditation amplifies the benefits of reflexology and acupressure by fostering deep relaxation, enhancing body awareness, and promoting balanced energy flow. It helps regulate the nervous system, reduces stress, and improves breathing and circulation—enabling the body to respond more effectively to pressure-based therapies.

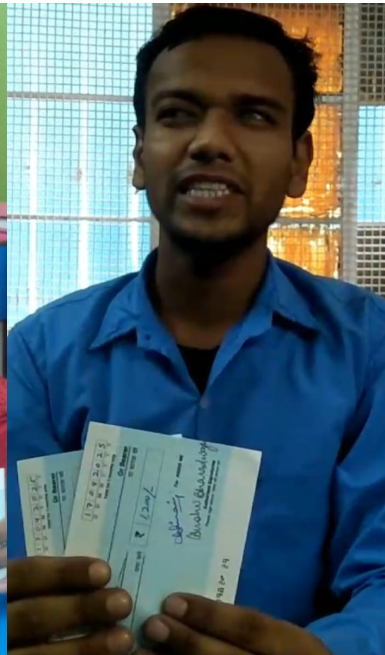


Inside Me participated in The Purple Fest on March 8, 2025, with our certified Reflexologists, Pardesi and Ritik, showcasing their skills and offering reflexology sessions during the event.

MAJOR MILESTONES



Pardesi recieved the cheque. He performed at Vasant Vihar Club and The Purple Fest. This encourage them to perform better and gives confidence.



Shravan received his second cheque. He is more confident and empowered. "Everybody thinks that blind survive with donation, we want to convey that hard work always pays and we get satisfaction".



Ritik received first cheque ever. He said, "First time we have earned money, I feel happy that we can live without donation".



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INSTITUTION FOR THE BLIND
(ANDH VIDYALAYA)

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अन्ध विद्यालय (संज्ञित) अमर कॉलोनी, लाजपत नगर-IV, नई दिल्ली-24
Amar Colony, Lajpat Nagar-IV, New Delhi - 110024

No. **40532**

Received with thanks from PARDESI - RITIK Dated 17.04.25
से धन्यवाद सहित प्राप्त हुए
Cheque/ Cash/ चेक/ कैश GURSHAN-SHARWAN
Address/पता _____
Telephone _____ Email _____
Rs. ₹o / in words/ शब्दों में One Thousand Two hundred only.
on account of donation/subscription दातव्य दान शुल्क
Rs. 1200/-
NOTE : Rebate u/s 80G of Income Tax Act is applicable.
Website : www.ifb1939.org PAN : AAAT131513

Signature [Signature]



For the first time ever, students have donated a portion of their earnings to their school. This remarkable gesture not only reflects their gratitude but also serves as a powerful inspiration for other students to work hard, learn, and pursue a self-reliant life.



Director Reflections



P. SHIVANI BHARADWAJ

When I first entered the Institution for the Blind in 2013, I brought with me a simple vision—to help these children visualize what they had only heard throughout their lives. As I engaged with them to better understand their world, a bell rang around 4 p.m. I casually inquired, “Why does the bell ring now?”

One of the students responded, “Madam, daan ki ghanti hai”—it’s the donation bell; someone has come to distribute food. That moment resonated with me. I gently told them, “Don’t call it daan. It’s your snack time. You deserve this.” Since that day, my mission has been clear: to empower them to rise above a life reliant on charity.

I recognize the reality—these students are young, and donations are vital. The school provides meals for 100 children four times a day. However, my persistent question has been: What happens after school? Who will support them then? This question fuels my every effort.

Over the years, I have worked diligently—applying for CSR support, showcasing their artwork at prestigious fairs, and fostering meaningful relationships. One significant connection was with Paola, the wife of the former Italian Ambassador. With her help and the generosity of Luxottica, this project became a reality.

I am profoundly grateful to the Italian Embassy, Mr. and Mrs. Vincenzo, The Italian Association, and Mr. Akash Goyle, Country Manager and Managing Director at Luxottica India, for believing in our vision. My heartfelt thanks go to our reflexology trainer, Ms. Kusam Aggarwal, for her unwavering commitment.

Most importantly, I want to honor these remarkable students. Many have been with me since childhood. They trust me, and they are putting in the effort—not only for themselves but to realize a shared dream: to live with dignity and independence.

I don’t want the world to perceive them as mere beneficiaries. I want people to recognize them as professionals—to respect them and invite them into your offices, clubs, and communities—not for charity, but to witness the transformative power of their skills.

They do not seek charity; they seek opportunity.

P. Shivani Bharadwaj

Founder & Chairperson, Inside Me



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HOLISTIC HEALING PROJECT

Implementation
Partner

