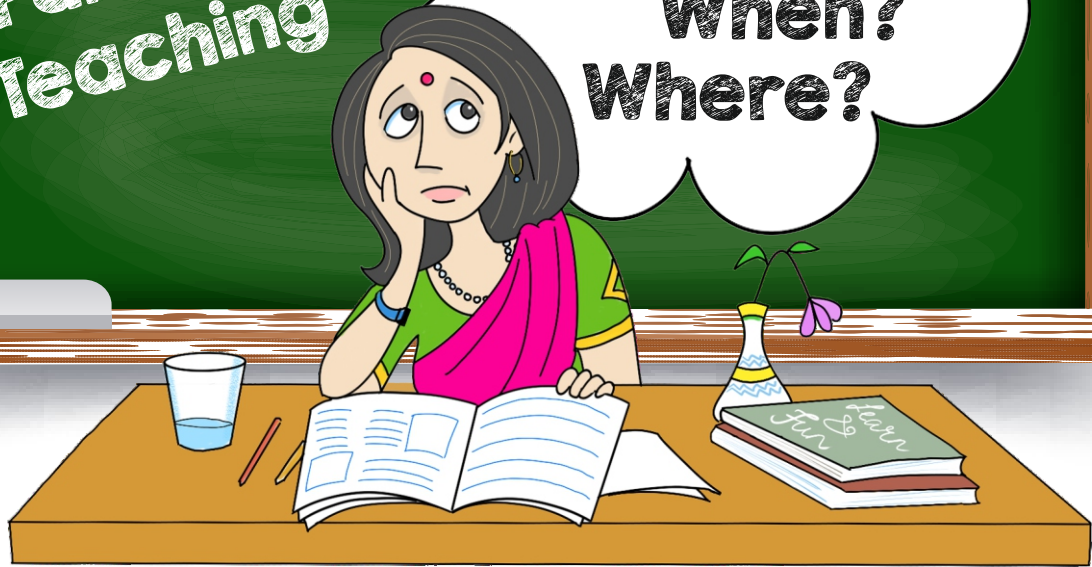


Pandemic Teaching

What?
How?
When?
Where?



All it takes is a helping hand

Unlocking Potential Digitally



ANNUAL REPORT
2020-21



Annual Report 2020-21

The Dr. Anjali Morris Education and Health Foundation (Anjali Morris Foundation / AMF), was founded by Dr. Anjali Morris and the Late Mr. Umakant Joshi in Pune, Maharashtra, in 2008 as a Section 25 (now a Section 8) not-for-profit Company.

The Foundation assists school-age students who struggle with their learning and may be at risk for Specific Learning Disabilities (SLDs) and Attention-Deficit/ Hyperactivity Disorder (ADHD). More details are available at www.morrisfoundation.in

Board of Directors

Professionals from the fields of education, computers, and business serve on our Board of Directors. Their expertise strengthens the Anjali Morris Foundation's strategic planning and operations.

Mrs. Freny Tarapore

Chief Functionary, B.Sc., M.S.

Mrs. Malati Kalmadi

Post Graduate (English),
P. G. Diploma (Communication Media for Children),
P. G. Diploma (School Psychology)

Mrs. Harsheela Mansukhani

Post Graduate, Tata Institute of Social Sciences

Mrs. Katayun Currawalla

B.A., P.G. Diploma (Mass Communication)

Ms. Sonali Rao

B.E. (Computer Engineering),
M.S. (Computer Science),
M.B.A. (International Marketing)

Mrs. Jyotsna Yargop

B.Sc., P.G. Diploma (Computers), M.P.M.

Our Team

The Anjali Morris Foundation has a skilled team of staff members and consultants with expertise in Specific Learning Disabilities.

Dr. Sushama Nagarkar

Chief Technical Officer

Ms. Medha Pathak

Senior Technical & Training Officer

Ms. Mugdha Dhavalikar

Program Officer

Ms. Prajakta Phadake

Program Officer

Ms. Manjusha Kulkarni

Program Officer

REGISTERED OFFICE

301, 2nd Floor, Gopur Apartment, Ghole Road 1195/7,
Shivaji Nagar, Pune 411005, Maharashtra, India.

AUDITOR - Kalyaniwalla & Mistry LLP

Website - <https://www.km.co.in/>

CIN: U73100PN2008NPL131507

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Synopsis

शाळा नसती तर...हा निबंधाचा विषय सत्यात आलाय
टाळेबंदीमुळे शिक्षणाचा चेहरा मोहरा बदललाय... ||१||

हसत खेळत झाला, विद्यार्थ्यांचा अभ्यास सुरु
Zoom, Teams, Google हे नवे मिळाले गुरु ||२||

शाळा नाही, गृहपाठ नाही, नाही सक्ती गणवेशाची
परीक्षा असो वा अभ्यास, जागा त्यांच्या आवडीची ||३||

सरतेशेवटी कळले कि अभ्यास मागे पडला होता
बघता बघता वाचन, लेखन, गणिताचा पुरता बोऱ्या वाजला होता ||४||

प्रत्यक्षरूपात काम करणारे AMF दूरस्थ माध्यमातूनही आले धावून
शास्त्रशुद्ध अभ्यास तंत्राने घेतले विद्यार्थ्यांना सावरून ||५||

वाचन लेखन जमू लागले गणित झाला मित्र
आकलन, भाषा अभिव्यक्तीमुळे जमले अभ्यासाचे तंत्र ||६||

Online वर्गाने केली खूप कमाल
Summer camp, activity ने आली खरच धमाल ||७||

अभ्यासाशी मैत्री करून, केली त्यांनी अपयशावर मात
सर्वांगीण विकास साधला AMF च्या मदतीने घरात ||८||

शिक्षकप्रशिक्षण, कार्यशाळा आणि जनजागृती उपक्रम झाले दुसऱ्या
दशहजारी संख्या गाठून साध्य केले उद्दिष्ट ||९||

“न भूतो न भविष्यती” असा मिळाला प्रतिसाद
महाराष्ट्राच्या कानाकोपर्यामधून घातली शिक्षकांनी साद ||१०||

तांत्रिक सहाय्य देऊन पुढे केला मदतीचा हात
यथाशक्ती मदत करून विद्यार्थ्यांना सामावून घेतले ज्ञान प्रवाहात ||११||

मात्र यावर्षी...

संशोधन जरी पडले मागे तरी उमेद नाही खचली
आरोग्याला प्राधान्य देऊन नवी वाट चोखाळली ||१२||

अशी हि यशोगाथा पाच प्रकल्पांची
(पंच प्रकल्प- उपचारात्मक शिक्षण, प्रशिक्षण, संशोधन, जनजागृती आणि
तांत्रिक सहाय्यक प्रकल्प)
महामारीवर मात करून कास धरती वार्षिक यशाची!!! ||१३||

The sudden pandemic and
lockdown scenes,
Schools went online,
started teaching on screens.

Homes turned into classrooms and
parents became classmates,
Studying was fun, for Zoom, Teams and
Google became students' fun-mates.

Soon they realized that
it wasn't this easy,
Reading, writing and
math had driven them crazy.

That's when AMF, turned its magic wand,
Research based strategies to which
they began to respond.

Studying became fun again,
challenges they overcame,
AMF made it possible, studying at home was
altogether a different ball-game.

Online Training, Workshops, Awareness,
helped cross boundaries and reach community,
Our targets broke all records together
we grabbed this opportunity.

Forwarding a helping hand
by assisting schools technically,
Efforts to reach every student and
impart knowledge gradually.

However, Field Research and Development
had to take a break,
During this pandemic, staying indoors was
better for everyone's health's sake.

Concluding our 5 programs and
our team's progress,
Overcoming this pandemic and
paving our path to success.



Contents

- 1] Message from the Founder
- 2] Message from the Chairperson
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- 4] About Anjali Morris Foundation
- 5] Adapting for success - Accomplishments of the year
- 6] What we do - Bridging Over Learning Disabilities
- 7] Challenges Overcome
- 8] Alumini Corner
- 9] Financial Statements
- 10] Gratitude

Message from the Founder

The past eighteen months have been a time of challenge and loss and I want to acknowledge the suffering of so many in our community.

I am sincerely grateful to every member of the AMF staff who have innovated to keep helping children with learning disabilities. I applaud the families who persisted in getting help for their children and thank them for their continued faith in AMF. Finally, I commend the many teachers who sought out AMF's workshops and training programs to continue their professional development.

AMF's Resource Teachers shifted to online assessments and interventions and provided tablets to students who needed them to receive services. TAP programs moved online, as did the teacher training programs and workshops which were accessed by many outside Pune and beyond Maharashtra. A multitude of teachers in government schools attended AMF's workshops on identifying and working with children with learning disabilities. Enrolment tripled in our one-year Certificate Course for Skill Development in Social Education. And finally, AMF continued to educate the community in online workshops and through panel discussions and webinars now posted to Youtube.

I encourage you to visit AMF's revamped website at www.morrisfoundation.in for a look at the the range of programs and workshops offered. Families and students new to AMF can understand the assessment and remediation process; teachers, parents, and students can find appropriate programs and sign up for workshops; parents can find community resources for their children with learning disabilities.

Going forward, AMF will keep looking for ways to help children with learning disabilities including making available our Marathi reading assessment tools for teachers.

Finally, I want to sincerely thank the many individuals, families, corporates, and foundations whose generous donations subsidize services for low income families, fund the expansion of teacher training including government schools, and support parents so they can help their children.



DR. ANJALI MORRIS

Message from the Chairperson

Emergence and prevalence of COVID-19 pandemic and extended lockdown impacted the regular activities of AMF. When it was realised that the lockdown cannot be wished away and would remain for a long time, different ways would be required to reach out to children. It was always felt that face-to-face interactions were an effective way to teach children with learning difficulties. The challenges were enormous but our team of teachers took it in their stride and worked out various strategies.



Teaching online was a new experience, requiring a great deal of planning, creativity and coordination. Besides, there were problems of poor internet connectivity, devices and support from parents.

Many children managed with smart phones but there were a good number belonging to weaker sections of the society who could not afford them. AMF collected funds from individual donors and gave tabs to 50 children.

Dr. Anjali Morris, Founder of AMF, founded the organisation with the sole purpose of helping a large number of children from weaker sections of the society and therefore our service charges have always been nominal. With loss of jobs many parents could not even pay nominal fees but we have continued providing interventions and helping these children.

MRS. FRENEY TARAPORE

Every cloud has a silver lining. One door closes another opens. One of the objectives of AMF is to create awareness about learning disabilities in the community. A large number of teachers and parents are not aware of the problem. Current literature indicates that 10-14% of the 416 million children in India have SLD (Krishnan, 2007; Krishnakumar, 1999; Mehta, 2003) and it requires trained teachers to deal with it. The requirement of trained manpower is big. From the beginning, AMF staff has been conducting awareness programs in schools and some of them have taken advantage of AMF teachers carrying out intervention programs in their schools or have got their teachers trained at AMF and they do intervention for the students in their school under the guidance of AMF staff.

In the past, a limited number of teachers took advantage of various courses offered by AMF. During the lockdown period 20,696 teachers actively participated and have requested for advanced courses!

Dr. Anjali Morris, from the very beginning, had been very particular about providing a proper and pleasant environment for the staff to function. She had purchased an entire second floor comprising of four flats in Gopur Apartments, Shivajinagar, renovated to house the administrative and academic sections. Since 2008, AMF has been operating from these premises. Every NGO has dream of having a permanent premises of its own to carry out and sustain its programs. In December 2020, the AMF Board of Directors received the delightful, unbelievable surprise from Dr. Anjali Morris conveying her wish to gift these premises to AMF. The BOD and staff of AMF are ever grateful to Dr. Anjali Morris and the Morris family for the munificent gift.

The BOD thanks the donors for their generous support without which it would not have been possible to conduct our programs.

Our special thanks to Bajaj Allianz Life Insurance Co. Ltd, Morris Family Fund, Sir Dorabji Tata Trust, SickKids, and Forbes Marshall Foundation

Special appreciation to all our dedicated and sincere team of AMF staff for their initiative and coordination of all activities in a very creative and interesting way.

Board of Directors



Mrs. FRENY TARAPORE
Chairperson
B.Sc., M.S.

An education and social services academic, Freny Tarapore is the founder and former Dean of the Faculty of Home Science, SNDT Women's University, Pune. She serves on the advisory boards of several universities, professional bodies, and educational and health organizations in Gujarat and Maharashtra.



Mrs. KATAYUN CURRUWALLA
B.A., P. G. Diploma
(Mass Communication)

Founder President of Maharashtra Dyslexia Association, Katayun Curruwalla has also worked as a freelance journalist and short filmmaker. She has been a regular contributor to the Swiss Broadcasting Corporation and Doordarshan. She is an Ashoka Fellow.



Mrs. MALATI KALMADI
Post Graduate (English),
P. G. Diploma (Communication
Media for children),
P. G. Diploma (School Psychology)

She is a Managing Trustee of Kannada Sangha Pune since 1989 that runs the Kaveri Group of Institutes. Under her leadership the Kaveri schools implemented The Mindful Parenting Program (MPP): a pioneering Parenting Education initiative, in collaboration with the Greater Good Science Center, University of California, Berkeley. She is the Founder director of Kaveri Gifted Education and Research Centre, Ex Senate member of Pune University, Director at AMF that works for children with Learning Disabilities, Projects Convener at the Indian Federation of University Women's Associations, Life Member INTACH, a national body for Art and Cultural Heritage. Member- 'Connecting' an NGO that works for the prevention of Suicide amongst youth.



Mrs. JYOTSNA YARGOP
B.Sc.,
P. G. Diploma (Computers),
M.P.M.

Jyotsna Yargop has been exposed to many organisations and has varied experience in IT, Education and HR. Faced many challenges as a senior Army Officer's wife, and has supported and participated in activities held for the welfare of the families of the troops. She has been associated with SPECTRUM, a ladies' study group that believes in giving back to the society and enriching lives of its members for more than 25 years.



Mrs. HARSHEELA MANSUKHANI
Post Graduate (Medical & Psychiatric Social Work),
Tata Institute of Social Sciences

Harsheela Mansukhani is a post-graduate of the Tata Institute of Social Sciences and was a founder member of SOFOSH (Society of Friends of Sassoon Hospital), an NGO working for patients and for the care and adoption of abandoned children. She founded and led KEM Hospital's Medical Social Work Department for twenty six years. Later, as General Administrator of KEM Hospital, she was responsible for Human Resources, Finances, Hospital Information Systems, and Materials Management.



Ms. SONALI RAO
B.E. (Computer Engineering),
M.S. (Computer Science),
M.B.A (International Marketing)

Sonali has a background in Computer Engineering & Telecommunications. She returned to Pune to work on traffic, waste management and sustainability after studying, living, and working in the United States for twenty two years. She organized the first large scale TEDx Pune event in 2013 and subsequently founded "Pune Inspire" to host an annual event around civic issues to effect change at a grass-root levels.

About Anjali Morris Foundation



The Foundation offers several programs to help students with Specific Learning Disabilities (SLD).

VISION

To make available to students in India with SLD, specialized support and interventions so they become effective learners and productive members of society.

MISSION

To enable academic success in students with SLD by teaching them strategies and skills using evidence-based instructions in individual and group settings; educating and supporting parents of children with SLDs; training teachers to identify students with SLD and to provide evidence-based interventions; supporting efforts of schools and other organizations to replicate our program; conduct research in developing tools that will further the cause of SLD.

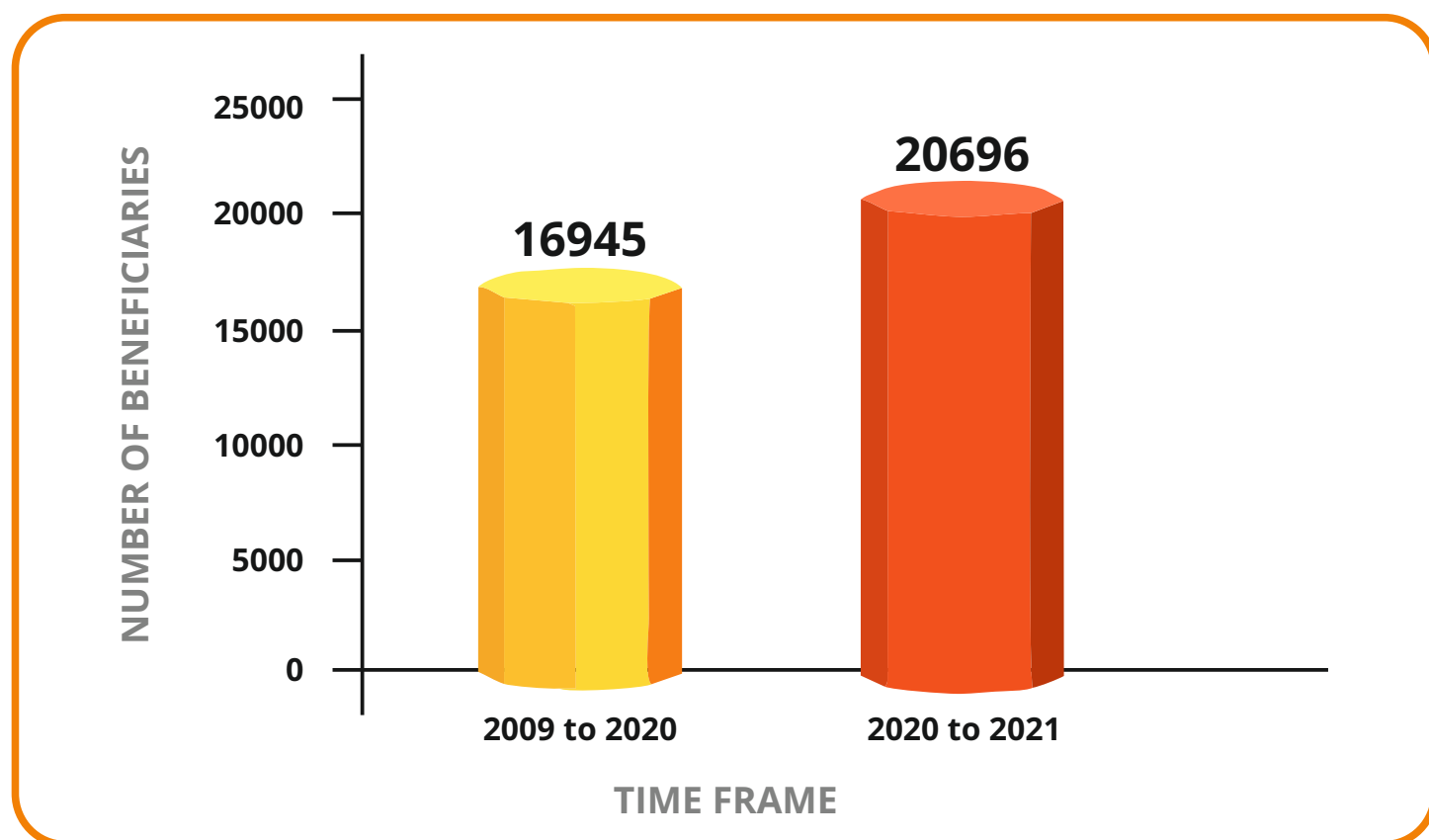
Adapting for Success - Accomplishments of the year

The long-term nature of **the COVID 19 pandemic has provided AMF with an opportunity to build an alternative teaching-learning model without losing the essence of its programs.**

A) TRANSFORMATION IN TRAINING

Since there are a limited number of children AMF could possibly reach directly, we conduct various awareness and training programs on Specific Learning Disabilities for the professionals from government run and privately run schools.

Since its inception, AMF has been continuing its effort to reach out to the students indirectly by training Classroom Teachers, Principals, Counsellors, Special Educators and Psychology students on various topics related to SLD. In 2020-21, we were extremely fortunate in collaborating and conducting training for the professionals from District Institute of Education and Training (DIET) at Pune, Gondia, Kolhapur, Solapur & Ratnagiri districts. At the end of the 13th year, we share the transformation in reach and number of beneficiaries.



B) WORLD DYSLEXIA AWARENESS MONTH

October 2020

AMF conducts sensitization programs throughout the year. However, October is the month where we try and take a step ahead and reach out to communities to encourage and promote awareness on Specific Learning Disabilities (SLD). This year the pandemic gave us an opportunity to not only reach out to the local communities but also overseas through our online panel discussions and social media appearances.

The initiative was called, **“Talks with Dyslexia Superheroes”**

AMF organized 4 panel discussions, covering four very important topics:

Panel Discussion 1: "Special Educator talking about SLD" helped the audience gain a deeper understanding about working with children with SLD.

Panelists: Dr. Sushama Nagarkar, Ms. Masarrat Tavawalla, Ms. Reena Bhonagiri & Ms. Sameena Manaswala.



Dr. Sushama Nagarkar



Ms. Masarrat Tavawalla



Ms. Reena Bhonagiri



Ms. Sameena Manaswala

Panel Discussion 2: "Govt. officials talking about post diagnosis of SLD" helped the audience understand the importance of teacher training at grass root levels, while highlighting the need to identify and work with children with SLD alongside mainstream teaching.

Panelists: Dr. Kiran Dhande, Ms. Deepika Patil & Dr. Saumya Rajan.



Dr. Kiran Dhande



Ms. Deepika Patil



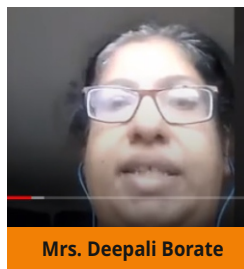
Dr. Saumya Rajan

Panel Discussion 3: "A Parent's Journey in search of a silver lining" helped the audience to learn about the difficult and yet tremendously courageous journey as a parent of a child with SLD.

Panelists: Mr. Paritosh Shukla, Mrs. Deepali Borate, Mrs. Rubina Shaikh & Mrs. Rutuja Salvekar.



Mr. Paritosh Shukla



Mrs. Deepali Borate



Mrs. Rubina Shaikh



Mrs. Rutuja Salvekar

Panel Discussion 4: "School Principals sharing their views and perspectives on students with SLD" helped the audience to learn about the innovative leadership approach towards inclusion of children with special needs and SLD at their educational institutes.

Panelists: Mr. Sandeep Chhabra, Ms. Nalini Sengupta, Ms. Kiran Singh & Dr. Sangeeta Srivastava



Mr. Sandeep Chhabra



Ms. Nalini Sengupta



Ms. Kiran Singh



Dr. Sangeeta Srivastava

The 15 panelists were eminent personalities from the field of Education and Government and included parents of children with SLD. They shared their invaluable inputs and experiences with the audiences.

What we do - Bridging Over Learning Disabilities

AMF believes in Bridging Over Learning Disabilities (BOLD) through its five programs



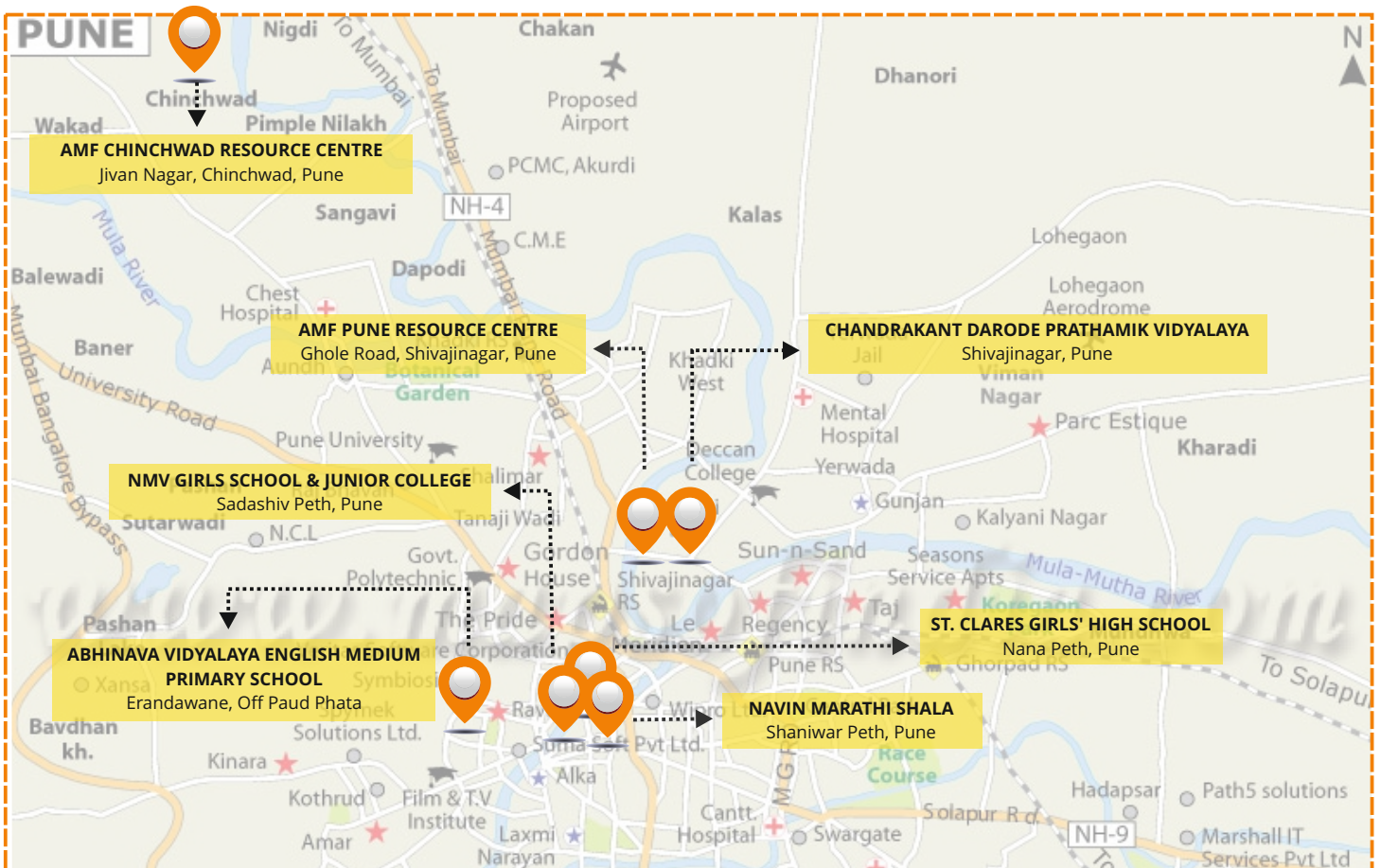
Direct Service

Through a blended model, AMF's trained resource teachers directly provide assistance to students registered at resource centres run by AMF or in the partner outreach schools.

“ Excellence is not being the best, it is doing your best. - Anonymous ”

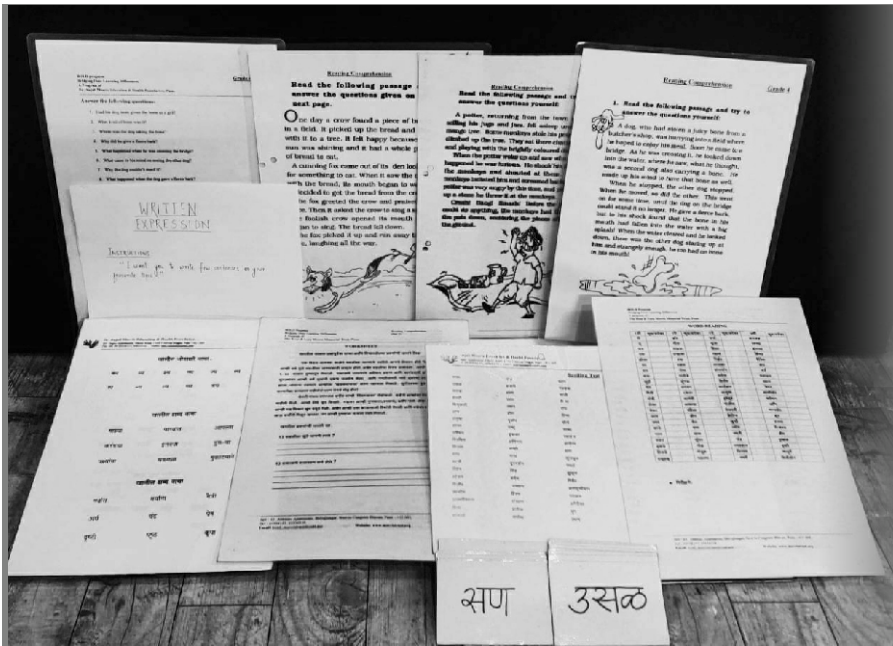
Four activities are conducted under direct services. These include conducting assessments, providing interventions to students for their core academic skill deficits, providing a platform for parents by way of the parent support group and in addition, conducting special fun-filled activities for students.

Direct service is provided at the following locations:



ACTIVITIES

1 ASSESSMENTS

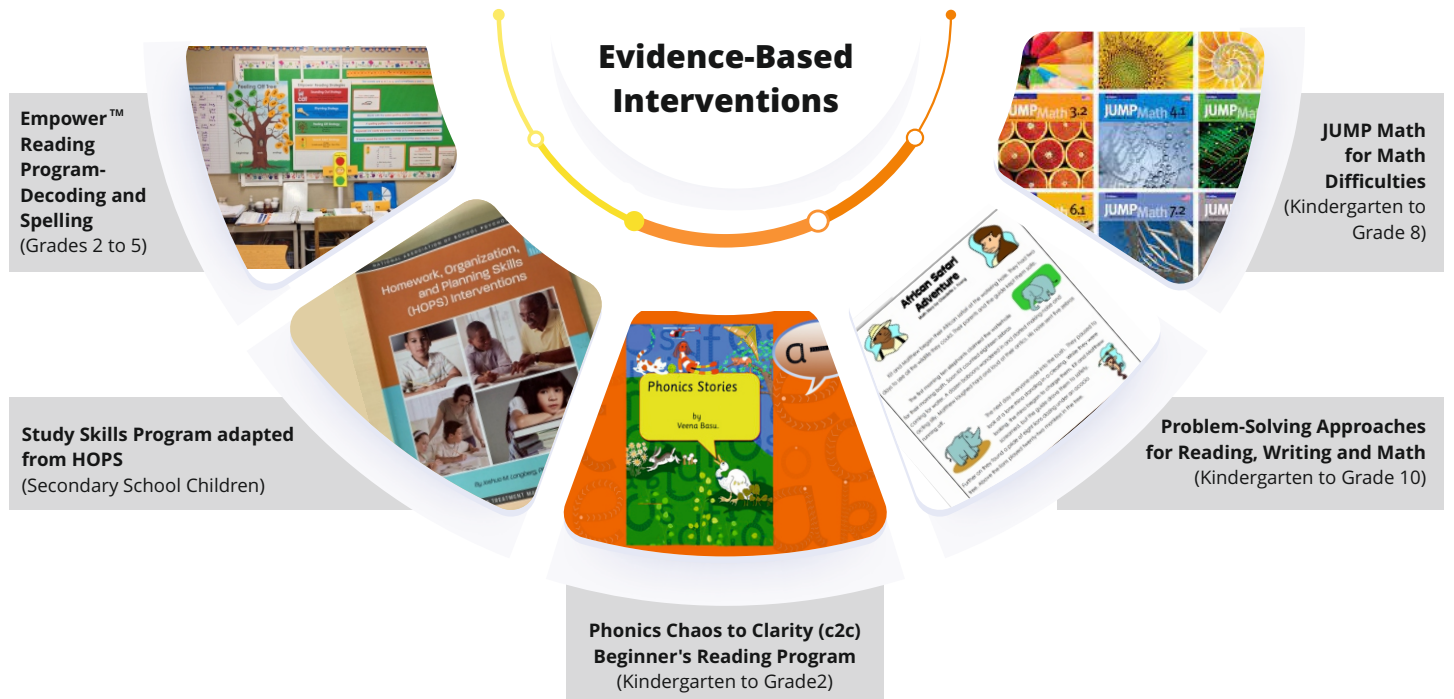


During the pandemic year 2020-21, AMF conducted online assessments: Learning Disability Research Programme test for Empower™ Reading Program (LDRP) and Curriculum Based Assessments - Pre requisite skills (CBA). Below is the summary of students assessed:

- ▶▶ Total enrolled - 98
- ▶▶ Ongoing as of 31 March 2021 - 87
- ▶▶ Could not continue - 11

2 INTERVENTIONS

The following online evidence-based intervention programs were used at AMF during the year 2020-21. The interventions were provided either in a small group or on a one-to-one basis as per student needs.



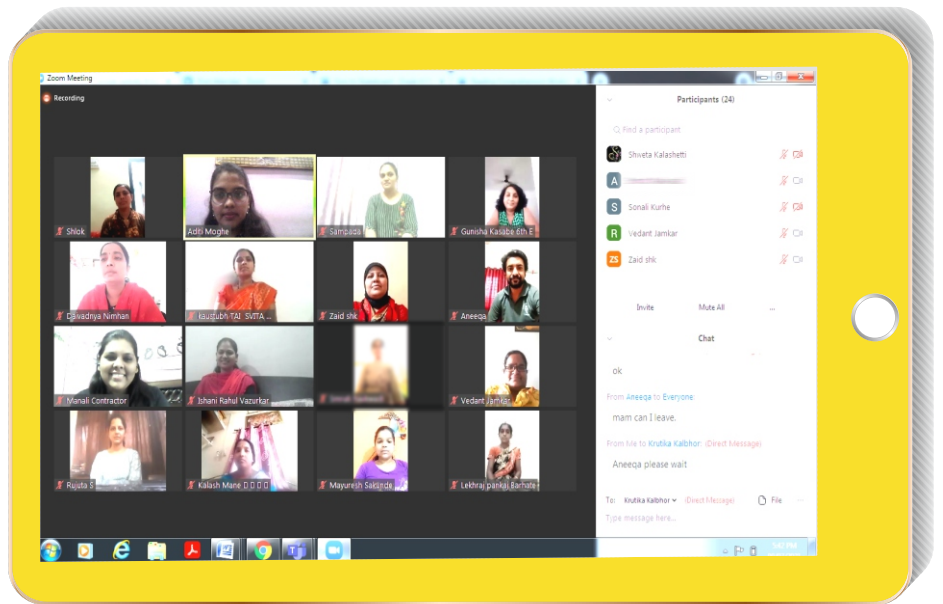
Below is the summary of students intervened during the year

- ▶▶ Total enrolled - 147
- ▶▶ Improved and discontinued - 8
- ▶▶ Ongoing as of 31 March 2021 - 115
- ▶▶ Could not continue - 24

3 PARENT SUPPORT GROUP (PSG)

“
It shouldn't matter how slowly a child learns as long as we are encouraging them not to stop.
- Robert John Meehan
”

A parent support group (PSG) called Nischay, was established in September 2013, to help parents understand learning disabilities, co-morbid conditions and rights of children like certification, accommodations etc. They learn new evidence-based strategies to help their children, and network with and support each other. The group meets once in three months. Five PSG meetings were conducted during this year.



4 FUN-CORNER

Periodically, AMF holds fun recreational activities for students who avail intervention services at the resource centres. This year, we conducted sessions on doodling, drawing, dancing, film making, puppet making, poetry recitation and we all enjoyed these fun filled activities.



OUTCOME OF INTERVENTIONS

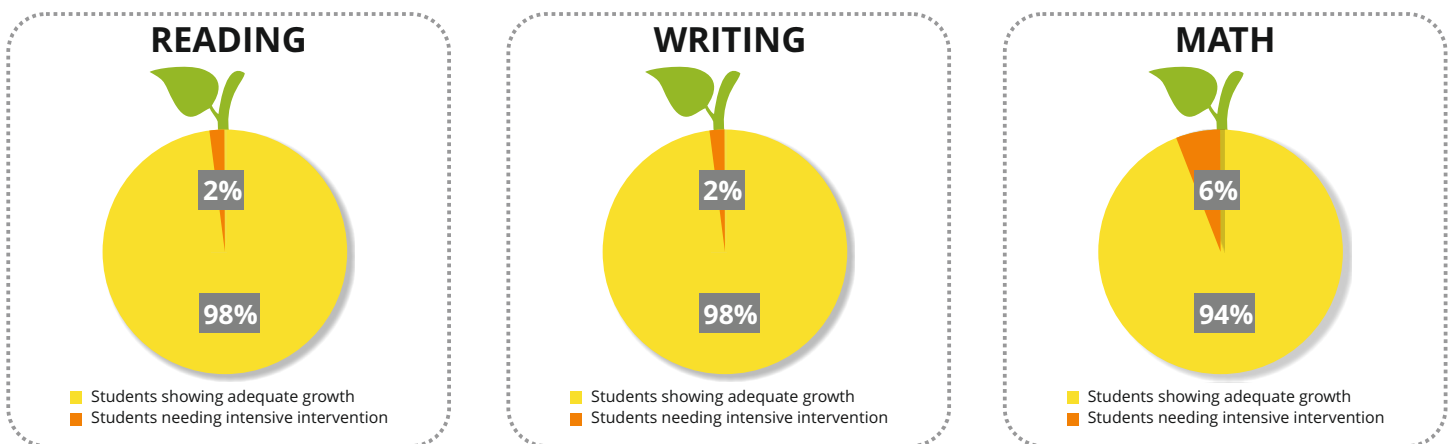
For the year 2020-21, a total of 147 students enrolled under various evidence-based intervention programs provided at AMF. Out of them, 115 students had been availing intervention, eight students have improved and 24 students could not continue the program.

1 PROBLEM-SOLVING APPROACHES: USING EVIDENCE-BASED STRATEGIES

In all, during the year, 85 students were provided group as well as individual interventions based on a problem-solving approach for improving their reading, writing and math.

Curriculum Based Assessments (CBAs) were used to assess their progress in acquiring essential components in these areas. Student improvement was demonstrated by an increase in skill acquisition.

Infographic below depicts skill acquisition for students who availed intervention services

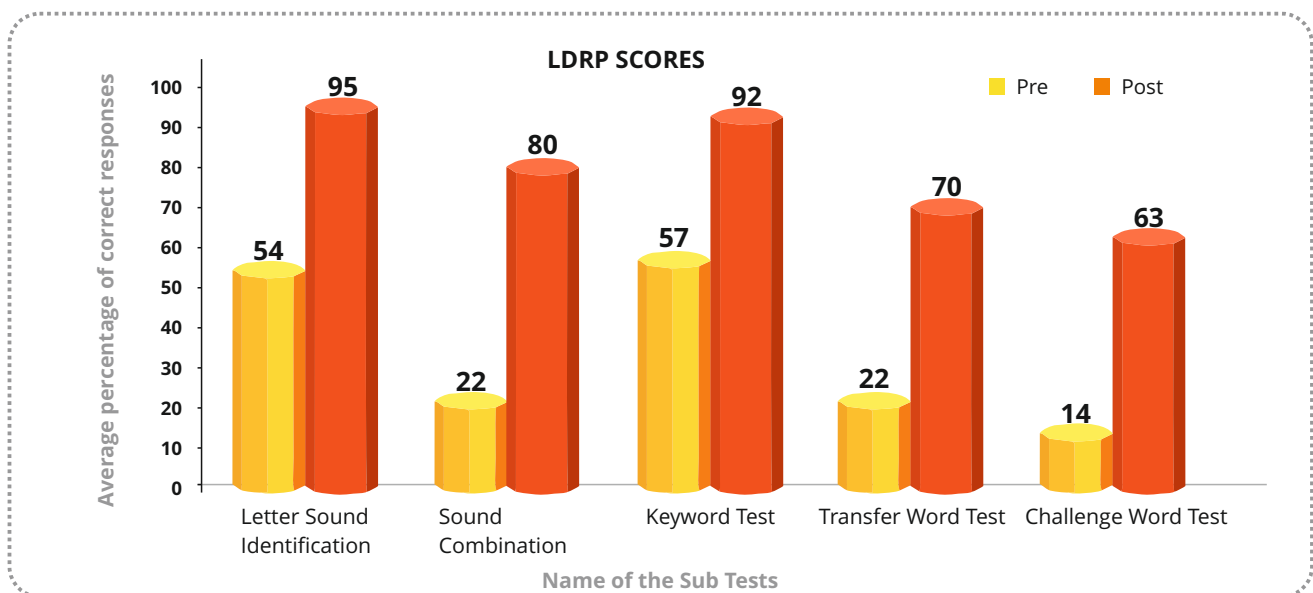


2 EMPOWER™ READING PROGRAM (DECODING & SPELLING)

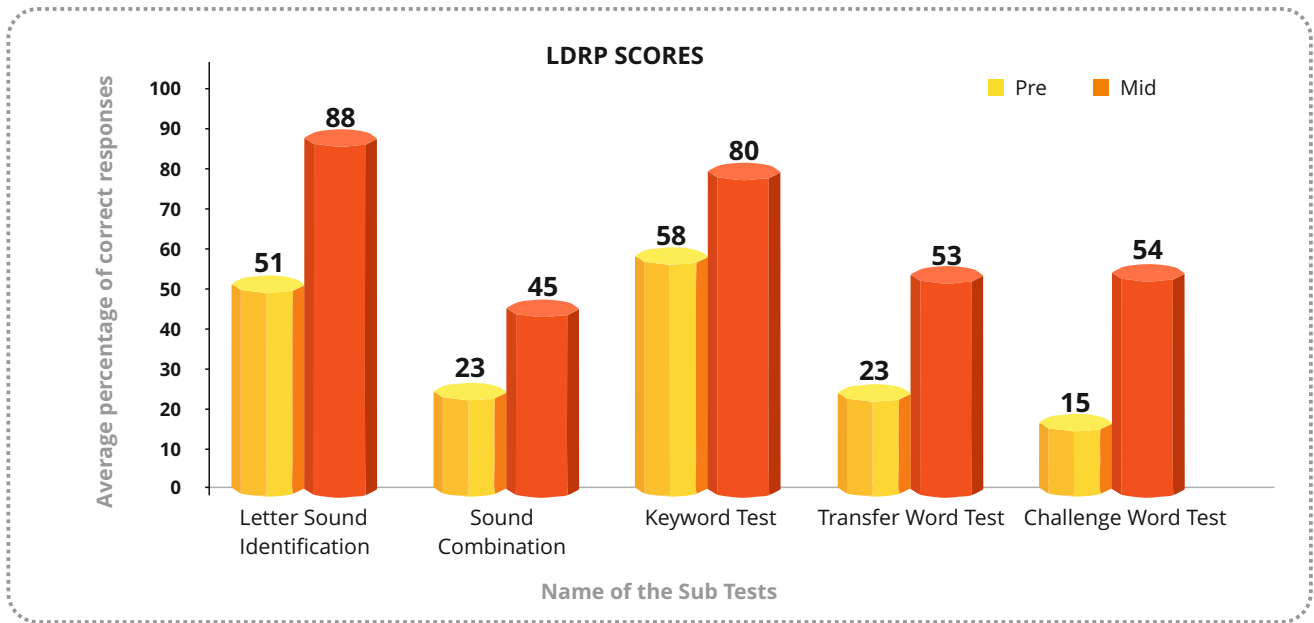
A total of 33 students enrolled to this standard intervention program. 13 students completed the program successfully (110 lessons), and 15 students completed 50-55 lessons and were at the midpoint of the intervention program. The rest (five) students could not be assessed since they had not completed adequate lessons.

For all students, the measures developed by the Learning Disability Research Program (LDRP) was used to assess acquisition of the core skills that are the focus of the Empower program of reading.

Infographic below depicts skill acquisition for the 13 students who completed all 110 lessons.



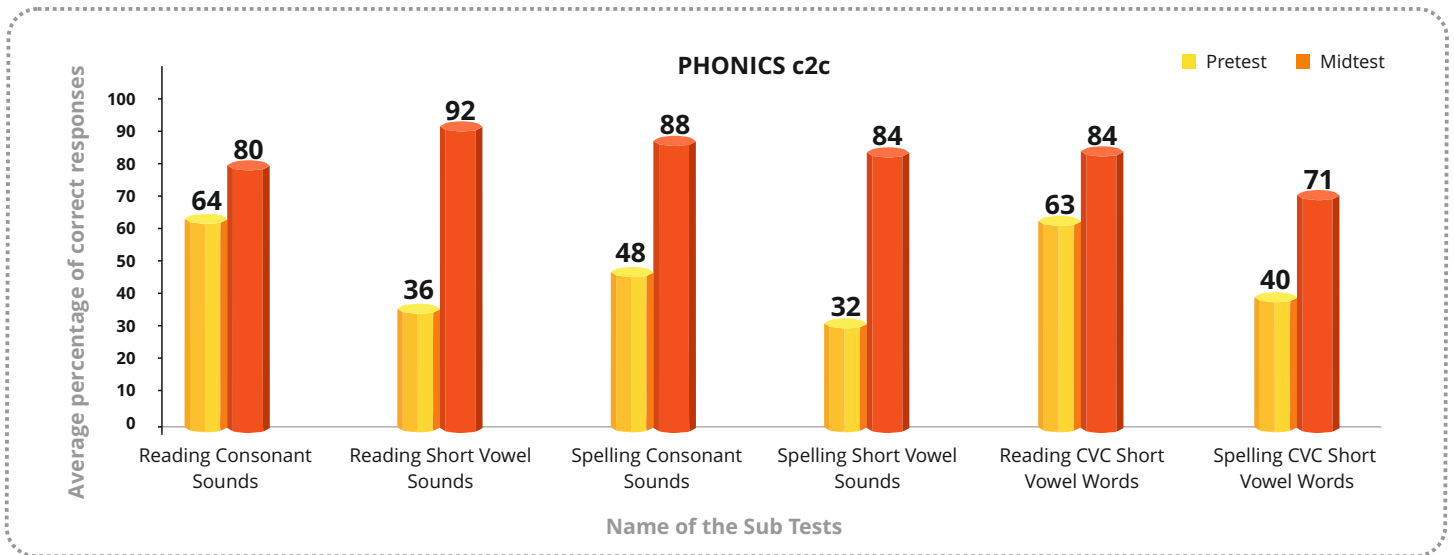
15 students completed 50-55 lessons of the Empower™ Reading Program. Graph below indicates their improvement in the core skills focused on during intervention.



3 PHONICS CHAOS TO CLARITY (c2c) BEGINNER'S READING PROGRAM

A total of 15 students enrolled for the Phonics Chaos to Clarity (c2c) Beginner's Reading Program.

Infographic below depicts skill acquisition in the area of reading for five students who availed intervention services for the required period of time. One student could not continue and the rest (nine) could not be assessed since they had not completed adequate lessons.

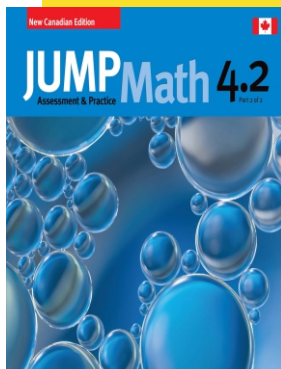
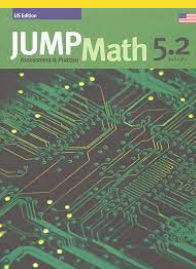
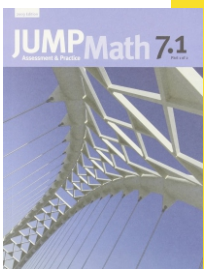
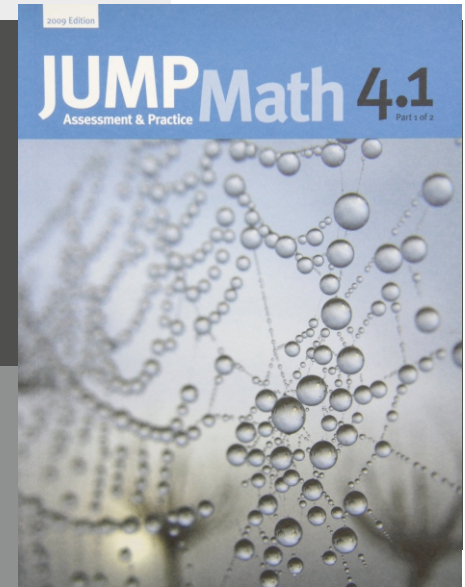
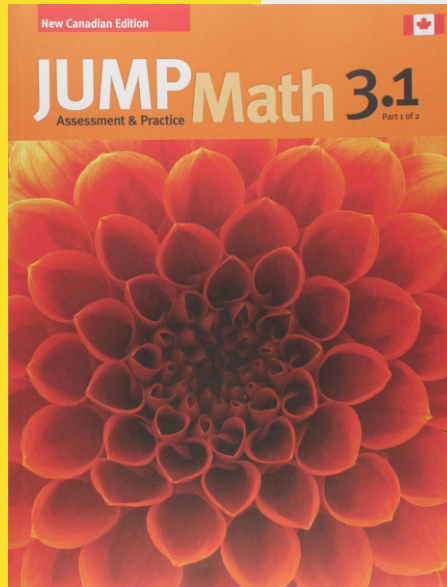
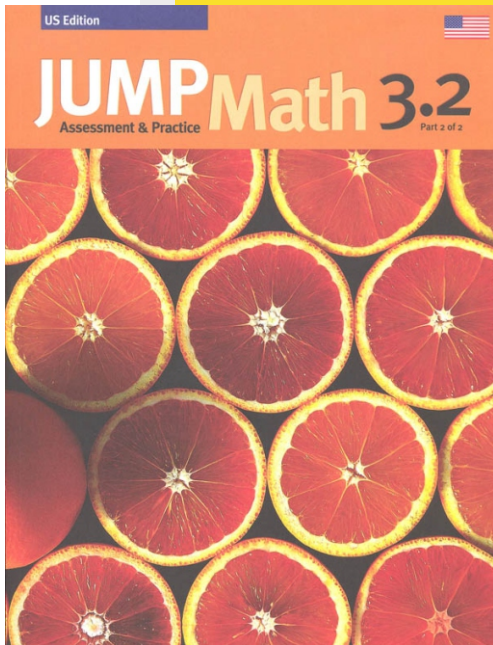
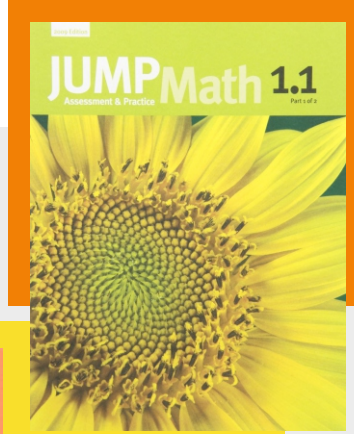
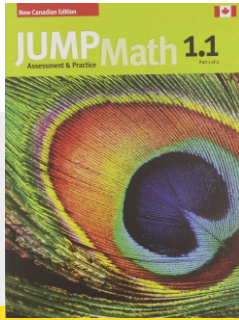
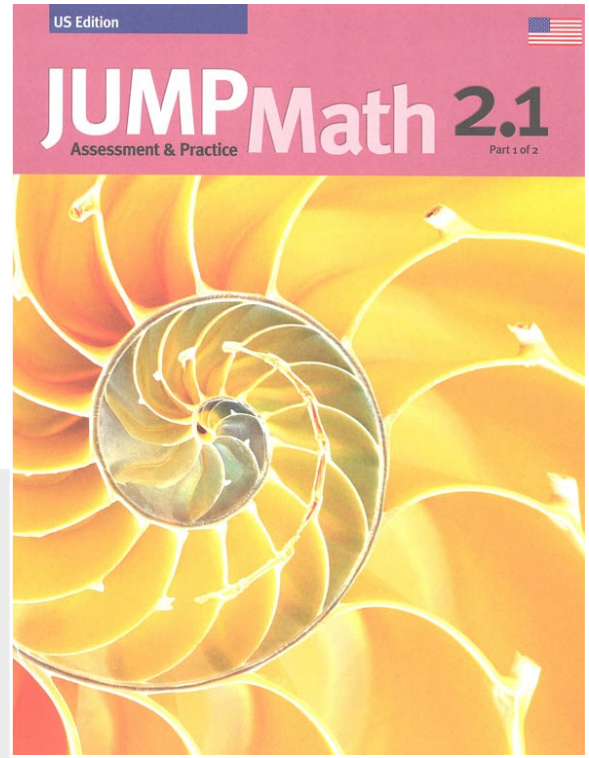


4 STUDY SKILLS PROGRAM

A total of ten students have availed and completed the Study Skills program. Of these, two students availed study skills along with individual interventions based on Problem-Solving approach. It has been observed that, during the sessions these students were able to comprehend and apply the learnt strategies and techniques effectively. It was also supported by the post program self-rating scales based on Homework, Organization and Planning Strategy (HOPS) filled by the students. Overall, students benefited from the program.

5 JUMP MATHS

A total of four students availed the JUMP Math program. Out of the four students, two students availed the JUMP Math along with the Empower™ Reading Program (Decoding & Spelling). It is observed that, during the session, students were able to understand the concepts and use it effectively. Overall students have shown improvement in their math skills.



FEEDBACK FROM STUDENTS/PARENTS



TRINAYAN DESHMUKH

"My parents have always been battling to improve my academic and attention skills, but the online teaching gave them the appropriate path with specialized inputs. I have improved my reading, writing and math skills. I love solving math sums and the teacher also makes the teaching and learning fun with many activities.

Unexpectedly pandemic turned out to be a better opportunity for my learning."



PARENT OF SANVI SALVEKAR

"We could see a dramatic curve of improvement in her academic skills and her overall attitude towards the studies. She is spending most of her time reading various books during the lockdown."



PARENT OF KAUSTUBH SHINDE

"We hope this feedback brings a smile to your face and makes you realize how much we admire your work for our son. We really appreciate the positive change in our son. Because of the efforts taken by your team, he is not only improving in academics but is also growing as a good human being which is very important."



PARENT OF VEDANT JAMKAR

"He sometimes avoids the school sessions but he never gets bored of the sessions at Anjali Morris Foundation and attends his sessions regularly. He has shown great improvement in reading skills and we are quite satisfied with his improvement in studies."



PARENT OF ADIT LALWANI

Adit has been associated with the Anjali Morris Foundation for the last 5 years. He was facing major challenges in reading, writing. AMF teachers worked very hard and tried to solve all his problems. All these efforts helped in improving his confidence. Overall we are very happy for his growth. Surely AMF has played an important role in Adit's development and we wholeheartedly thank AMF team for the same.



II Technically Assisted Projects (TAP)

The concept of TAP was first conceived in mid-2013 to build and equip schools with their own resource centres to help students at risk of SLD.

AMF offers technical expertise to these schools in collaboration for a minimum of three years. In these 3 years, trainers from AMF train the core team from TAP on all the processes of dealing with students who may be at risk of SLD. Through this program we indirectly assist students risk of and with SLD.

To date, AMF has collaborated with 26 schools/organisations and set up their resource centres.

In the year 2020-21, we were associated with 16 schools/organisations, trained 30 teachers, assessed 223 students and intervened 219 students.

DETAILED TAP DATA

Activities	Total enrolled	Continued as on 31 March 2021	Could not continue
Number of teachers trained	37	30	7
Number of students assessed	237	223	14
Number of students who availed interventions	253	219	34



“
The greater the obstacle,
the more glory in overcoming it.
- Moliere
”

SINDPHANA PUBLIC SCHOOL
Gadhi Road, Majalgaon, Beed
English Medium

DR. KALAMADI SHAMRAO HIGH SCHOOL
Baner, Pune
English Medium

SHIVA VALLEY SCHOOL
Deulgaon Gada, Daund, Pune
English Medium

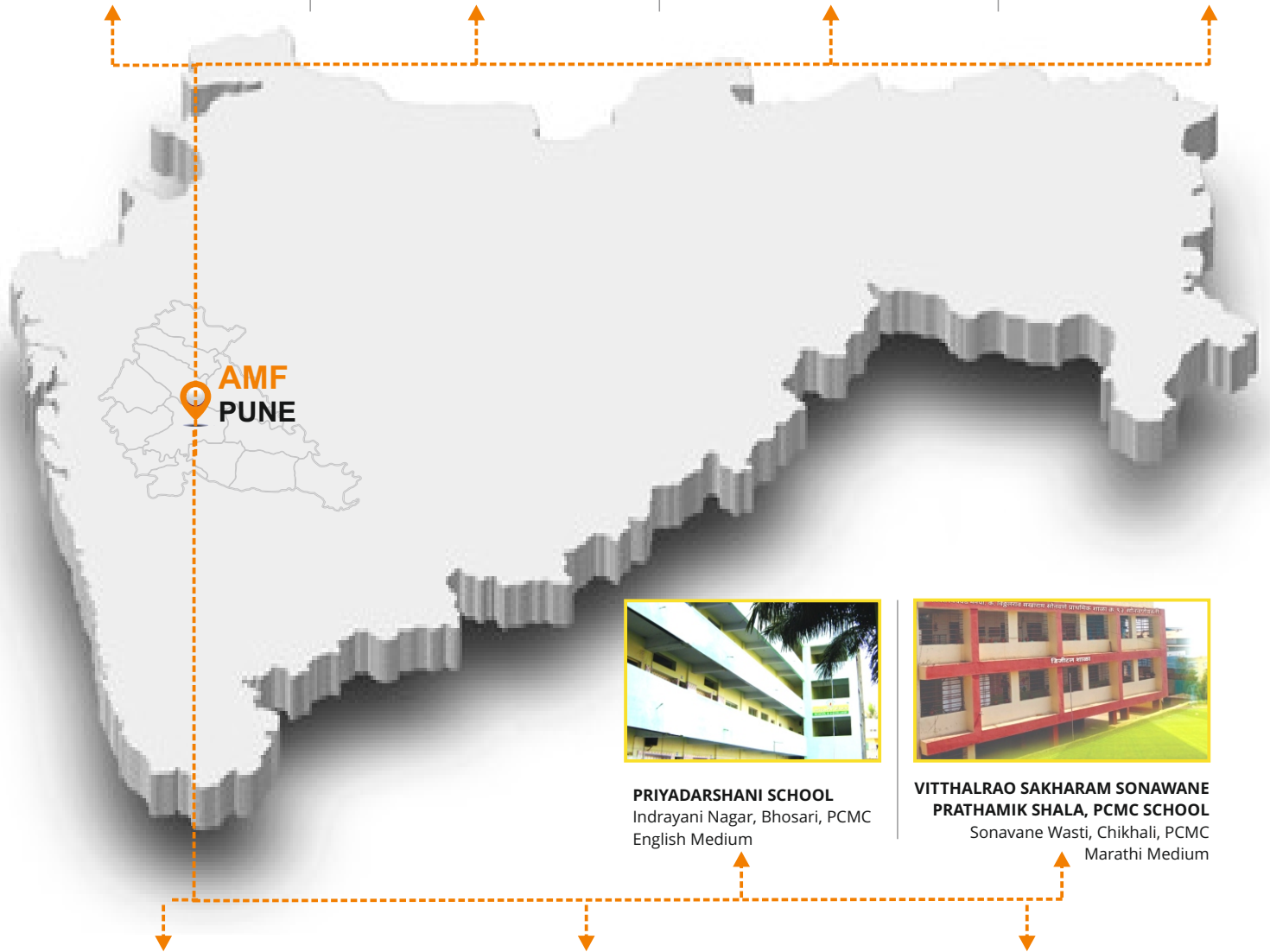
**VATSALYA MOTHER AND
CHILD CARE CENTRE,**
PCMC Bhosari, PCMC
English Medium

**CHHATRAPATI SHAHU MAHARAJ
PRATHAMIK VIDYALAY PCMC SCHOOL**
Kasarwadi, PCMC
Marathi Medium

**MATA RAMABAI BHIMRAO AMBEDKAR
GIRLS' SCHOOL, PCMC SCHOOL**
Ajantha Nagar, Chinchwad, PCMC
Marathi Medium

**MATA RAMABAI BHIMRAO AMBEDKAR
BOYS' SCHOOL, PCMC SCHOOL**
Ajantha Nagar, Chinchwad, PCMC
Marathi Medium

**MAHATMA JYOTIBA PHULE,
PCMC SCHOOL**
Dalavi Nagar, Chinchwad, PCMC
English Medium



PRIYADARSHANI SCHOOL
Indrayani Nagar, Bhosari, PCMC
English Medium



**VITTHALRAO SAKHARAM SONAWANE
PRATHAMIK SHALA, PCMC SCHOOL**
Sonavane Wasti, Chikhali, PCMC
Marathi Medium



ZILLA PARISHAD SCHOOL, AVHAT
Avhat, Wada Bheema Shanker Road, Khed
Marathi Medium



ZILLA PARISHAD SCHOOL, KANHEWADI
Kanhewadi, Wada Bheema Shankar
Marathi Medium



SHASHKIYA MADHYAMIK ASHRAMSHALA
Kohinde, Amboli Road, Khed
Marathi Medium



DR. (MRS.) ERIN N NAGARVALA SCHOOL
Kalyani Nagar, Nagar Road, Pune
English Medium



ZILLA PARISHAD PRIMARY SCHOOL
Pait, Khed
Marathi Medium



TOMOAE SCHOOL
Kathora Road, Amravati
English Medium

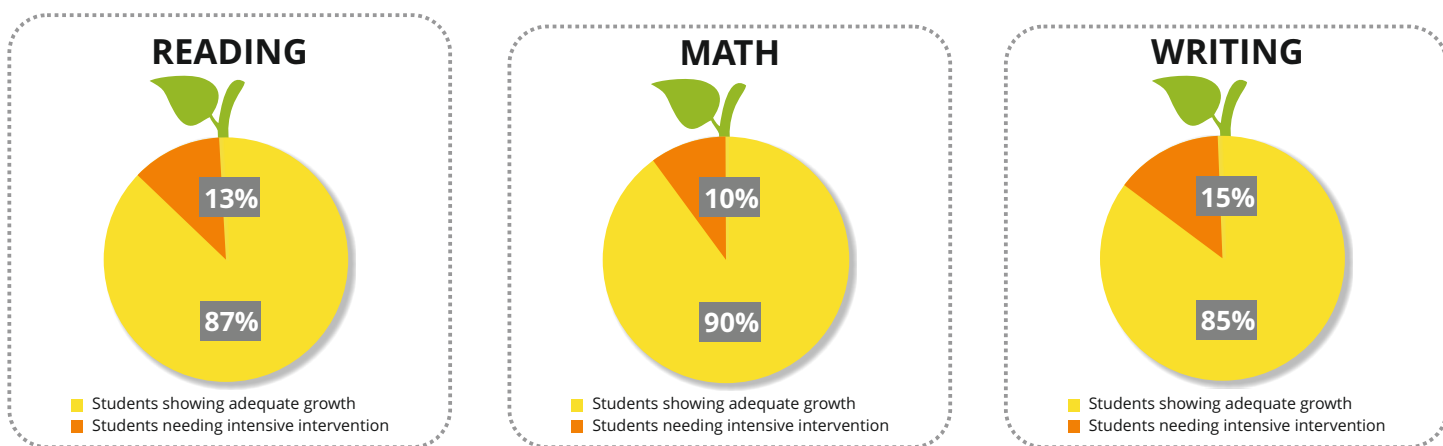
OUTCOME OF INTERVENTIONS

Depicted below are outcomes for students who availed intervention services at AMF during the 2020-21 school year.

1 PROBLEM-SOLVING APPROACHES: USING EVIDENCE-BASED STRATEGIES

A total of 125 students were provided group and individual interventions based in a problem-solving approach. Of the 125 students, during the year, 80 students were provided interventions for improving their reading, writing and math. Mid-year, 45 students shifted to a home plan due to the pandemic. These students were provided audio material and worksheets to practice skills and were monitored weekly by AMF interventionists. Curriculum Based Assessments (CBAs) were used to assess their progress in acquiring essential components in these areas. Student improvement was demonstrated by an increase in skill acquisition.

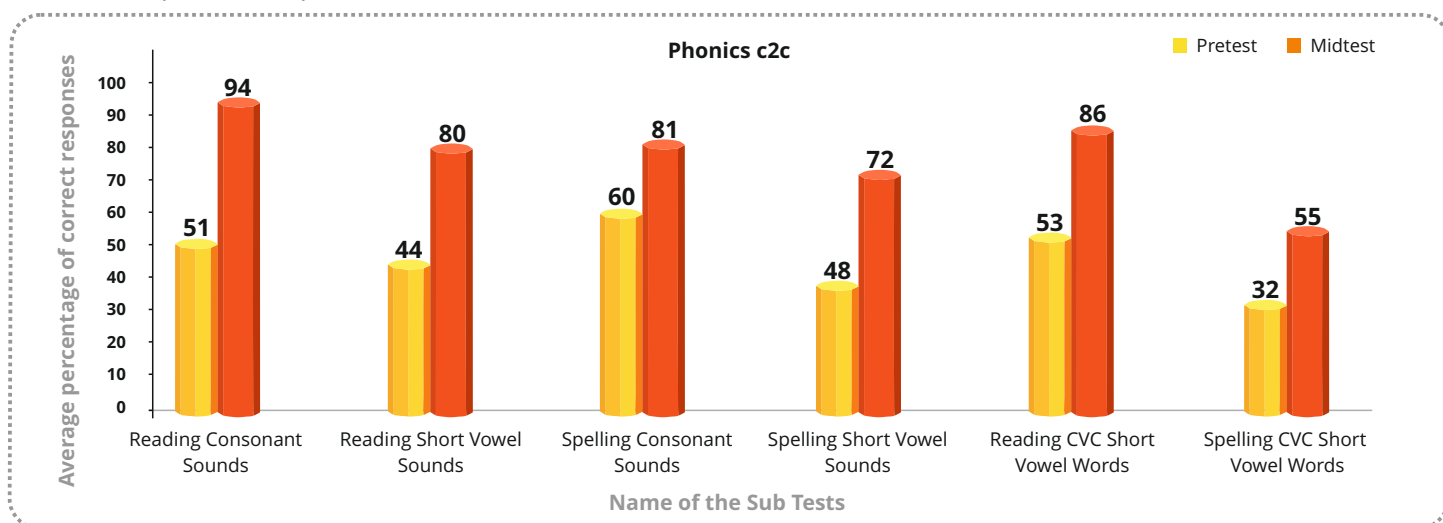
The infographic below depicts intervention outcomes for 80 students.



2 PHONICS CHAOS TO CLARITY (c2c) BEGINNER'S READING PROGRAM

15 students availed the Phonics Chaos to Clarity (c2c) Beginner's Reading Program. The proficiency tests associated with the program demonstrated significant improvement in student reading skills.

The infographic below depicts intervention outcomes for 10 students. The rest (five) could not be assessed since they had not completed adequate lessons.



3 STUDY SKILLS PROGRAM

A total of 79 students enrolled for the program. Out of them, 23 students were able to comprehend and apply the learnt strategies and techniques effectively. This was also supported by the post program self-rating scales (based on HOPS) filled by the students. The rest (56) could not continue the program due to change in their school.

FEEDBACK FROM STUDENTS/PARENTS



FROM PARENT

मुझमिल शेख

“मुजमीलला पयल एवढ आब्यासाच नव्हत यत. आता खूप चांगल वाचतो, लिवतो तो. स्वताच्या मनाने आब्यासाला बसतो. तुमी worksheet दिलेल्या दरोज सुडीवतो. तो काना, उकार बराबर वाचतो. तुमी शिकवत्याल त्याला चांगल समजत. काळजीन आता तो आब्यास करतो”.

सारिका खांडवे

“सारिकाला आदी नव्हत वाचता यत. आता समद यतय. ती वाचती, लिवती, गणित सुडीवती. ती आता आब्यास करती. तिला तुमचं आब्यास आवडतय. तुमी असच घ्या. ती हुशार व्हील”.

Om Gonde

“We can see his enthusiasm and motivation to attend the sessions with Anjali Morris Foundation. The c2c intervention program not only motivated him to study but also made him confident and smart. He has understood his responsibility towards studies.”

FROM TAP TEACHERS/COORDINATORS

श्री अरुडे शंकर काळूराम, उपशिक्षक जि. प. प्राथ. शाळा पाईट

जिल्हा परिषद शाळा, पाईट-२०२१-२२- उपचारात्मक वर्ग आणि अभ्यास कौशल्ये कार्यशाळा-शिक्षक अभिप्राय “अभ्यासात मागे पडणार्या विद्यार्थ्यांसाठी उपचारात्मक शिक्षण मार्गदर्शन वर्ग राबविले गेले. मनोरंजक व कृतियुक्त अध्यापन व वैयक्तिक मार्गदर्शन याद्वारे या मुलांना शिक्षण प्रवाहात आणण्याचे काम या संस्थेच्यावतीने अत्यंत प्रभावीपणे केले गेले त्यामुळे विद्यार्थी, पालक व शिक्षक यांना खूपच फायदा झाला.

कोरोना या महामारीमुळे संस्थेच्या वतीने मुलांना मोफत Tab देण्यात आले व online मार्गदर्शन सुरु विद्यार्थी, पालक या विद्यार्थ्यांना व गोरगरीब पालकांना खूपच दिलासा मिळाला.

इयत्ता ७वीच्या सर्व विद्यार्थ्यांसाठी अभ्यास कौशल्ये विकसन कार्यशाळा राबविण्यात आली. आपल्या संस्थेच्या वतीने आमच्या शाळेमध्ये हा उपक्रम या पुढेही असाच चालू राहावा अशी अपेक्षा करतो.”

FROM TAP TEACHERS/COORDINATORS

Ms. Neela Deshmukh, Coordinator, Sindphana Public School

"Sindphana Public School has always believed in inclusive education. Dr Anjali Morris Foundation has been our partner in this journey for more than 6 years. In the beginning, The AMF helped us in developing a Core Team of teachers by giving them inputs in terms of training and hand-holding which has built up their confidence. The AMF has helped us to set up the 'Assessment and Remedial Centre' in the school. The AMF has also shared Empower Reading Programme which is in collaboration with the Canadian organization, Sick Kids Hospital. The AMF resource persons have imparted training to our teachers and are monitoring the programme. The Empower Reading programme has helped our students tremendously.

The AMF team has built up the confidence of our Core Team members and has shown immense patience in helping them to develop skills. It is admirable how the AMF team is finding ways to continue the projects through using technology in the current difficult situation of COVID with perseverance. I can say that the AMF team has lived up to its motto which is... 'All it takes is helping hands'."

Ms. Vaishali Awale, Principal, Tomoae School

"It has been great pleasure to work with the AMF team. All the members of the team are very passionate about their work and always render their helping hands to us. The association with AMF will be fruitful to develop an individual center at a place like Amravati where the awareness is much more needed. I am sure that our collective efforts will bring hope and support to the children and their families who need special care and help. Thank you!!"

Ms. Jasmin Dalal, Administrator, Dr. (Mrs.) Erin N Nagarvala School

"The Dr. (Mrs.) Erin N. Nagarvala School has been associated with the Morris Foundation's TAP program for over 5 years. This being a boarding school it has been gratifying to be able to provide in-house remediation for students who would normally struggle to cope in a mainstream classroom. The teachers find that most of the students who have been a part of this program have shown a marked improvement in their reading and writing skills, which in turn has made them more confident and willing to take on challenges in the classroom. Apart from regular remediation we have been running the Empower Reading Program which has also shown good results. Our remedial teachers have been well trained, effectively supported and mentored."

The image shows a screenshot of a Zoom meeting. The main window displays a PowerPoint slide with a wood-grain background. The slide title is "Specific Learning Disabilities" in a large, bold, serif font. Below the title, it says "- Ms. Siddhi Rale". At the bottom left of the slide, there is a small copyright notice: "© DR. ANJALI MORRIS EDUCATION AND HEALTH FOUNDATION". The Zoom interface is visible around the slide, showing a grid of video thumbnails for participants: Siddhi Rale, Amol Shinde, Bhairavi Sahasrabud..., and Vaishali Awale. The Zoom toolbar at the bottom includes icons for chat, mute, video, and other controls.

Training Programs

AMF offers a variety of programs to suit the needs of different community stakeholders. These include workshops, a year-long certificate course, and Skill Enhancement Programs (SEP).

“ Excellence is an art won by training and habituation! - Aristotle ”

AJ WORKSHOPS

AMF focuses on training teachers and other professionals who work with students by conducting workshops on different topics related to SLD; this year AMF conducted 52 workshops and reached out to 8774 participants from all over Maharashtra. Besides the professionals from various schools and colleges all over Maharashtra, we also reached out to the Special Educators, Centre Heads, Mainstream Teachers, and Principals from the District Institute Education and Training (DIET) Pune, Gondia, Kolhapur, Solapur and Ratnagiri districts.

The composite image consists of three main parts:

- Map of Maharashtra:** A map showing the locations of District Institutes of Education and Training (DIET) across the state. The locations and participant counts are:
 - DIET PUNE: 788
 - DIET KOLHAPUR: 362
 - DIET GONDIA: 2056
 - DIET RATNAGIRI: 3803
 - DIET SOLAPUR: 960
 - OTHER ORGANISATIONS/SCHOOLS: 805
- Cartoon Illustration:** A cartoon showing a monkey sitting on a tree branch, looking down at a green fish in a blue pond. The text reads: "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." — Albert Einstein.
- Online Workshop Screenshot:** A screenshot of an online workshop session. The title is "लॉकडाऊनमध्ये दिव्यांग मुलांच्या शिक्षणासाठी ऑनलाइन कार्यशाळा" (Online Workshop for Special Children during Lockdown). The date is "२९ एप्रिल ते ८ मे या कालावधीत सहा सत्रांमध्ये आयोजन" (Organized in six sessions from April 29 to May 8). The content on the screen includes:
 - स्पेसिफिक लर्निंग डिसऑर्डर्स (Specific Learning Disorders)
 - वाचन समस्या – (डिस्लेक्सिया) (Reading Problem – (Dyslexia))
 - १) शब्द अचूकतेने वाचण्यात अडचणी येणे (Word accuracy in reading is a problem)
 - २) वाचन वेग किंवा ओघवती शैली (Reading speed or choppy style)

FEEDBACK FROM GOVERNMENT PARTNERS

» डॉ. कमलादेवी अवटे, डेप्युटी डायरेक्टर, समता विभाग (MSCERT)

“अंजली मॉरीस फाउंडेशन अध्ययन अक्षम मुलांसाठी खूप छान काम करत आहे. खूप महत्वाचा विषय सोप्या पण अभ्यासपूर्ण रीतीने सर्वापर्यंत पोहचण्यासाठी AMF ची खूप मोठी मदत झाली आहे. जिल्हास्तरावर डायट सोबत AMF ने उत्कृष्ट समन्वय साधून समावेशीत टीम साठी आणि सर्वच शिक्षकांसाठी सुंदर मार्गदर्शन केले आहे. त्याचा उपयोग नक्कीच क्षेत्रीय स्तरावर होत आहे. AMF चे teamwork आणि communication skill अभिनंदनीय आहे. सर्व मुलांना गुणवत्तापूर्ण शिक्षण देण्यासाठी अध्ययन अक्षम मुलांच्या गरजा, त्यांच्या समस्या समजून घेणे आवश्यक आहे. AMF त्यासाठी मोलाची मदत करत आहे. त्यांच्या कामासाठी खूप शुभेच्छा.”

» श्री प्रविण पोवार जिल्हा समन्वयक IE समग्र शिक्षा, कोल्हापूर

“मार्च २०२१ मध्ये सदर संस्थेमार्फत अध्ययन अक्षमता व्याख्या प्रकार, कारणे, उपचारात्मक शिक्षण व शासनाकडून मिळणाऱ्या सोयी सवलती इत्यादी बाबतची सखोल माहिती व्हावी यासाठी जिल्ह्यात कार्यरत असणाऱ्या एकूण १४६३ शिक्षकांसाठी वेबिनार आयोजित करण्यात आले होते. सदर संस्थेचे अध्ययन अक्षमता असणाऱ्या मुलांसाठी असणारे काम हे उत्कृष्ट पद्धतीने सुरु असून कोल्हापूर जिल्ह्यासाठी यानंतरही विशेष योगदान लाभावे अशी इच्छा असून संस्थेच्या भावी वाटचालीस मनापासून शुभेच्छा!”

» डॉ. रामचंद्र कोरडे, प्राचार्य, जिल्हा शिक्षण व प्रशिक्षण संस्था वेळापूर (सोलापूर)

“प्रामुख्याने सदर प्रशिक्षणात AMF फाउंडेशन मधील तज्ञ व्यक्तीने जिल्ह्यातील अध्ययन अक्षमता दिसून येणाऱ्या विशिष्ट अध्ययन अक्षमतेचा आढावा, प्रारंभिक शीघ्र ओळख करून सदर विद्यार्थ्यांमध्ये वेळीच हस्तक्षेप कसा करायचा व त्यांच्यावर कोणत्या उपचारात्मक पद्धती वापरायच्या या तंत्राविषयी मार्गदर्शन केले. तसेच त्यांच्यामधील दोष ओळखण्यासाठी वाचन अक्षमता, लेखन अक्षमता व गणितीय क्रिया यामधील दोष, समस्या व त्या समस्यांवर वापरण्यात येणाऱ्या उपचारात्मक पद्धती याचे तंत्र याबाबत सखोल व विस्तृत माहिती विविध उदाहरणासह देण्यात आली. एकूण सहाही सत्राकरीता आपल्या प्रशिक्षण तज्ञांकडून प्रत्येक सत्रात पीपीटी व विविध व्हिडिओद्वारे प्रभावी सादरीकरण केल्याचे दिसून आले, त्यामुळे प्रत्येक सत्राच्या शेवटी प्रश्नोत्तराच्या तासात प्रशिक्षणार्थींच्या प्रतिसादावरून प्रशिक्षण प्रभावीपणे समजलेचे दिसून आले. अत्यंत सूक्ष्म नियोजन, प्रभावी व अनुभवी तज्ञ व्यक्ती यांचे अनमोल असे मार्गदर्शन.”

» डॉ. गजानन पाटील, प्राचार्य, जिल्हा शिक्षण व प्रशिक्षण संस्था, रत्नागिरी

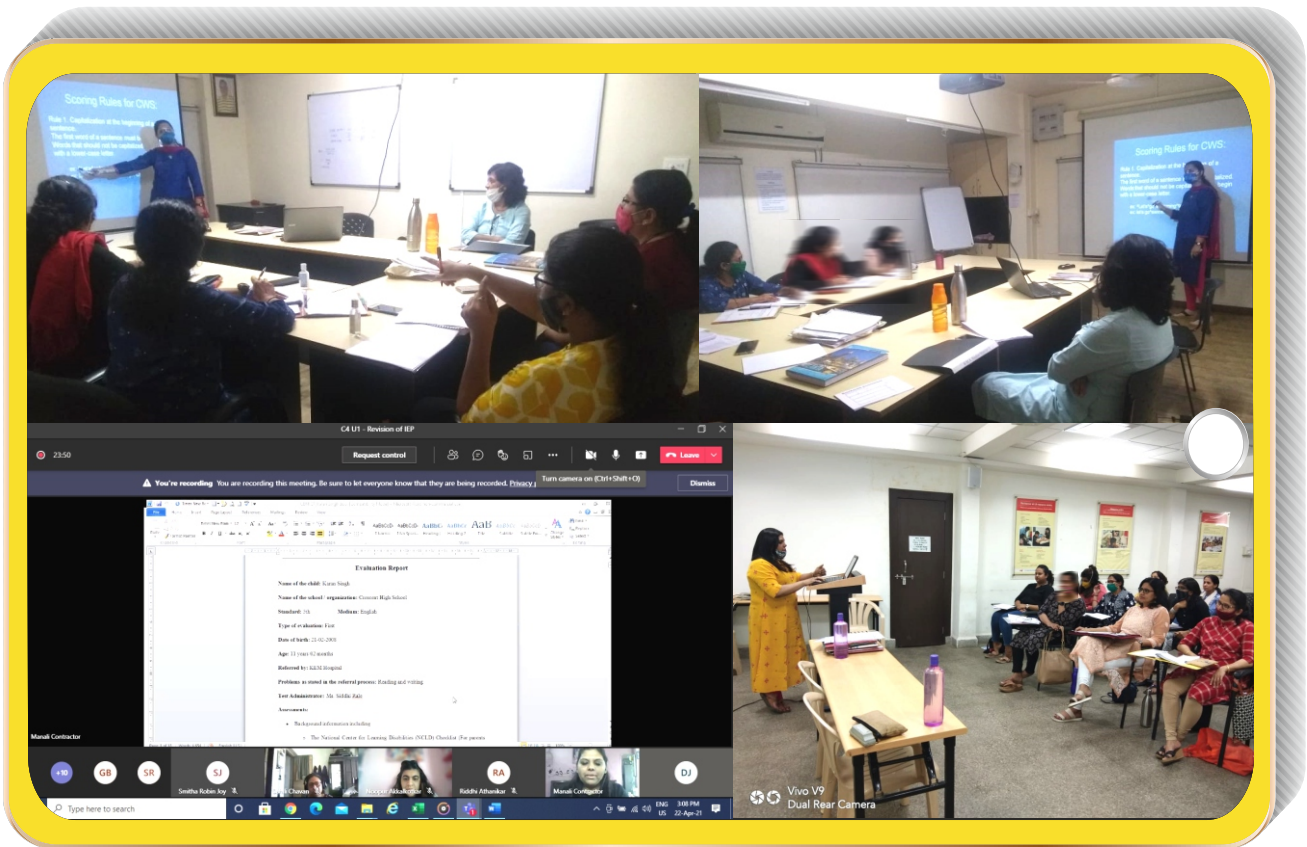
“अध्ययन अक्षमता संदर्भातील वेबिनार मालिकेमधील प्रत्येक सत्र अत्यंत दर्जेदार आणि तेवढेच परिणामकारकरित्या संपन्न झाले. सर्व मार्गदर्शक हे आपापल्या क्षेत्रात तज्ज्ञ व सखोल माहिती असणारे होते. सर्वांची विषय मांडणी, सादरीकरण कौशल्य आणि भाषेवरील प्रभुत्व उत्कृष्ट होते. अध्ययन अक्षमता संदर्भात तळमळीने काम करणारी महाराष्ट्रातील ही एक अग्रगण्य संस्था आहे.”

» राजेश रुद्रकर, प्राचार्य, जिल्हा शिक्षण आणि प्रशिक्षण संस्था, गोंदिया

“दिनांक 16/10/2020 ते 21/01/2021 या कालावधीत चार बॅच मध्ये ऑनलाईन कार्यशाळेचे आयोजन करण्यात आले होते. गोंदिया जिल्ह्यात अध्ययन अक्षमता जाणीव जागृती हा उपक्रम आयोजित केल्यामुळे प्रशिक्षणार्थींना अध्ययन अक्षमता हि संकल्पना अधिक चांगल्या प्रकारे समजण्यास मदत झाली. जिल्ह्यातील इयत्ता 1 ते 12 चे संशयित अध्ययन अक्षम विद्यार्थ्यांचे शाळा स्तरावर निरीक्षण, मूल्यमापन, नियोजन व अंमलबजावणी करण्यास अधिक सोयीचे झाले. योजना आणि अंमलबजावणी करणे अधिक सोयीचे झाले. यामुळे योग्य विद्यार्थ्याला प्रमाणपत्र मिळणे अधिक सोयीचे होईल. पात्र विद्यार्थी शालेय आणि बोर्डाच्या परीक्षांमध्ये शैक्षणिक लाभापासून वंचित राहणार नाहीत. डॉ. अंजली मॉरीस फाउंडेशन पुणे येथील तज्ञांनी मार्गदर्शन, चर्चा यावर अधिकरित्या भर देऊन कार्यशाळेत सर्व प्रशिक्षणार्थींना अधिक उत्साही आणि समाधानी केले”

B] CERTIFICATE COURSE FOR SKILL DEVELOPMENT IN SPECIAL EDUCATION

This has been the fourth year of the Certificate Course for Skill Development in Special Education (Specific Learning Disabilities, Autism & Intellectual Disability), This one-year course conducted in collaboration of Sunderji's Global Academia under Tilak Maharashtra Vidyapeeth, Pune, helps classroom teachers enhance their skills for providing inclusive education. 18 students completed the course in this fourth year.



Participants' Corner

1

SANGEETA NAIR : "I congratulate AMF and Sunderji's Global Academia for conducting such a comprehensive course and doing a kind service to humanity. I pray for both the organisations lot of success and growth and energy to continue this service."

2

SMITHA ROBIN JOY : "As Pune lacks a comprehensive course for special educators, I believe, this course will help teachers to upgrade their knowledge about children with learning disabilities and also help them in accommodating and creating a more inclusive society."

3

PRAVDA NAIR : "The course is a good stepping stone for someone who wants to foray into the field of Special Education. Since the faculty consists of people who have wide experience in this field, we also get a good insight into the practical aspects of things."

4

GAYATRI BHIDE : "It is an insightful and a very comprehensive course for all teachers, educationists, counsellors, and anyone who wants to dig deep and gain an understanding of the needs of special children. I learned many new things and strategies and have evolved myself personally and professionally."

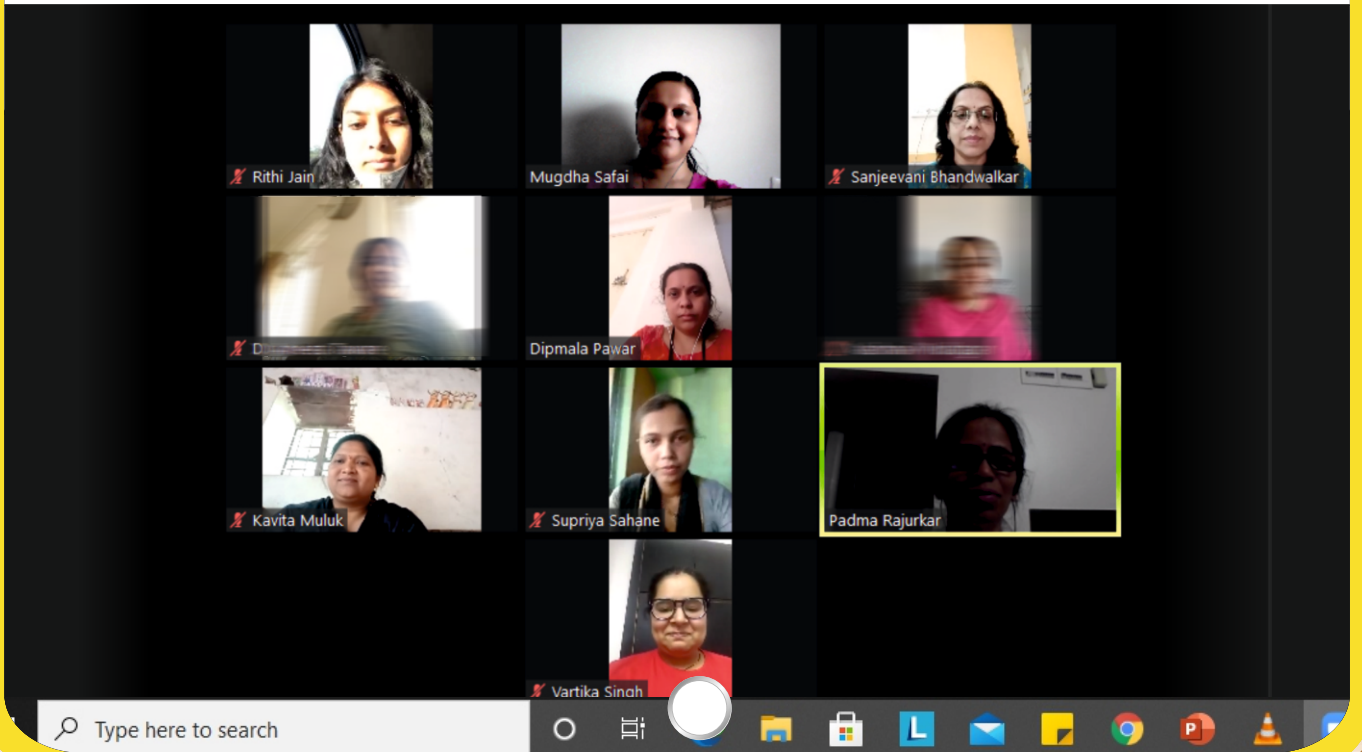
CJ SKILL ENHANCEMENT PROGRAM (SEP) (BASIC COURSE)

SEP (Basic course) comprises of 24 hours theory covering a broad range of topics under SLD. During the year, five SEPs were conducted online for post-graduate students (Psychology), teachers and professionals. A total of 190 individuals were trained.

Let's read one of the participants, Dr. Sayali Deshmukh's experience: "As a parent it was very helpful for me and I could help my son better with his studies. All the staff/ trainers have a positive attitude & their knowledge in that particular subject was very nice."

ध्येय (Mission)

- ज्या मुलांना विशिष्ट अध्ययन अक्षमता आहे अश्या मुलांच्या वैयक्तिक आराखड्यानुसार मूलभूत कौशल्यांचा विकास करून त्यांना शैक्षणिक प्रगती साधण्यासाठी मदत करणे.
- ज्या मुलांना विशिष्ट अध्ययन अक्षमता आहे अश्या मुलांच्या पालकांना जनजागृती कार्यक्रमाने अक्षमतेविषयी जाणीव करून देऊन योग्य ते सहकार्य करणे.
- विशिष्ट अध्ययन अक्षमता असलेल्या मुलांना ओळखता येऊन त्यांना उपचारात्मक शिक्षण देता येण्यासाठी शिक्षकांना प्रशिक्षण देणे.
- जास्तीत जास्त लोकांपर्यंत हा उपक्रम पोहोचावा याकरिता इतर शाळा तसेच संस्थांना मदत करणे.
- संशोधनाच्या माध्यमातून विशिष्ट अध्ययन अक्षमतेच्या क्षेत्रात आवश्यक असणाऱ्या मूल्यमापन चाचण्या तयार करणे .

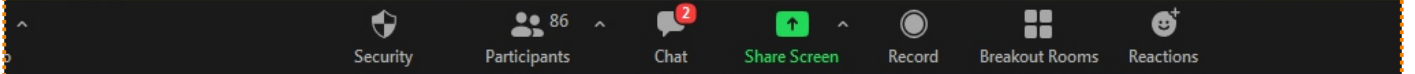


“
Individually, we are one drop.
Together, we are an ocean.
- Ryunosuke Satoro
”

We conduct sensitization programs to heighten awareness in the community about SLDs and ADHD. This year, we conducted 49 online sensitization programs with 11714 individuals including Classroom teachers, Principals, Psychology students, Undergraduate students and parents from various District Institute of Education and Training (DIET) institutes in Maharashtra, schools in and outside Maharashtra, colleges, and Rotary Club.

पुढील घटक असतील तर अध्ययन अक्षमता नसू शकते

- बौद्धिक अक्षमता
- दृकश्राव्य अक्षमता
- मानसिक आजार (भयगंड, नैराश्य इ.)
- मज्जातंतू संबंधी विकार
- मानसिक व सामाजिक अडचणी
- भाषा वैविध्य
- अपुऱ्या किंवा कमी प्रमाणात मिळणारी शैक्षणिक मदत



HOW CAN WE HELP CHILDREN WITH SLD?

- ✓ **Early identification** by Clinical Psychologists, Educators or Counselors
- ✓ **Remedial Intervention**, that is preparing an Individualized Education Plan (IEP) for each child according to his/her functional level, which will help to overcome weakness in a particular area

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AND HEALTH FOUNDATION

GENERAL PROVISIONS BY BOARDS

- From std 1 onwards - Oral tests
- Spelling errors to be overlooked
- Exemption from one language+ work experience
- 7th std math + work experience
- Use calculators
- Extra Time
- Use of writer / typewriter
- Cursive writing not to be enforced
- Grace marks
- Exclude drawing of diagrams, graphs, charts

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2016-17

In **2016-2017**, AMF launched a research project in collaboration with Drs. Roland Good and Ruth Kaminski of Acadience Learning Inc., USA. The goal of the research was to develop Marathi Curriculum-Based Measures (CBM) in reading.

2017-18

Preliminary results suggested that the measures have the potential to become robust, valid tools once an increased sample size was obtained.

2018-19

Data was collected for students in Grades 1 and 2. Extraordinary reliability (almost all above the 0.90 cut-off) coefficients were established for the measures. As far as validity of the measures were concerned, overall, the results with moderate coefficients were in the right direction. Other results indicated that a stronger predictive validity was established for some measures.

2019-20

During **2019-20**, data was obtained on 235 students across three grades, while partial data (due to the COVID-19 pandemic) was obtained on 192 students. The results were shared with Drs. Roland Good and Ruth Kaminski for analysis.

2020-21

Since 2017, AMF has collected data of 891 students across 10 schools. Also, preliminary benchmark scores for Grades 1 and 2 have been developed. These benchmark scores are being considered preliminary until more research and data is available with which to refine them. These scores will help us to understand acquisition of reading skills in Marathi for Grades 1 and 2 as well as identify and intervene early for those students who are deemed to be at risk for developing future reading difficulties. For Grade 3, we are yet to derive these benchmark scores.

Staff Training

“The goal of education is understanding, the goal of training is performance.”
- Frank Bell

AMF has always taken it as its utmost priority in imparting training to its staff. Updating the staff with latest research and updated assessments in this field has contributed in the making of knowledgeable trainers. AMF has wisely made use of this pandemic situation to train its staff with different activities including external training programs which otherwise would have been challenging attending in person.

At AMF, we have a well trained staff. We focus on continuous staff training especially in interventions, assessments along with community training, sensitization programs and workshops. 69% of the staff independently conducts assessments and interventions. While, 31% of the AMF staff is under supervision and receiving training.

Staff training includes various activities like journal clubs, group discussions, case presentations and various technical and non-technical topics which enhance their knowledge and updates their expertise in this field.



Challenges Overcome

- ▶ With the support of Bajaj Allianz Life Insurance Co. Ltd. (BALIC), we were able to reach the students from rural areas of Khed and the students from Pimpri-Chinchwad Municipal Corporation schools, through its collaboration under Technically Assisted Projects. We began following a hybrid (online and in-person) model as the schools reopened. The AMF teachers conducted interventions in-person most of the days till February and the response was quite satisfactory. But unfortunately, due to the second wave of COVID, we had to shift to the online mode. However, students from rural areas had repeated issues with network and connectivity. So, in April 2021, AMF provided them with home plans, along with audio instructions, to solve the worksheets. The students would finish solving the worksheets and submit them to their teachers.
- ▶ Due to the COVID-19 pandemic, initially all the activities were conducted online. It was challenging for some students from low socio-economic backgrounds as they could not afford to buy a dedicated device (mobile/tablet) to avail of the services. However, AMF took the initiative of seeking help from individual donors and provided tablets to these students. We have also provided internet data to some students in addition to the tablets.
- ▶ We could overcome the overall transition from in-person activities to online with the help of technology, funders, individual donors and co-operation of the stakeholders.



Alumni Corner



REVA PARANJAPE (Written by Parent)

The review is from Dr. Paranjape, parent of Ms. Reva M. Paranjape who is currently in 12th standard.

"My daughter was associated with Anjali Morris Foundation from 2012 to 2017 as she had certain learning difficulties. She was lacking in reading, spelling, pronunciation and math skills. She was facing a lot of issues in her school. AMF addressed her issues effectively and extensively. She had one-to-one session that helped her in maths and language skills. She was later enrolled in to empower reading course where she was aptly guided and coached.

My daughter was very enthusiastic and used to look forward to her sessions and never wanted to miss them. The staff, instructors and teachers at AMF were very efficient and patient with all their students. Now my daughter is in 12th std and has improved greatly in her reading, spelling, word formatting abilities. Her comprehension and vocabulary has improved a lot. She is doing well in her academics and taking it in her own stride. Morris foundation has helped her a lot. Thank you!"

ISHA TIDAKE (Written by Student)

"I started my therapy with AMF when I was in 4th standard I used to love going there. They helped me not only to improve my spellings but also with concentration and confidence. The teacher and staff at AMF are extremely kind, polite and understanding. Therapies at AMF never felt like studies because they made learning fun with colours, painting, games etc. I love everyone at AMF a lot and I am thankful to them for making my life so much better".

Financial Statements

PARTICULARS	CURRENT YEAR 2020-21 (RS.)	PREVIOUS YEAR 2019-20 (RS.)
Income	14,793,530.00	12,746,939.00
Expenditure	13,591,947.00	12,980,724.00
Excess of Expenditure over Income	-	2,33,785.00
Excess of Income over Expenditure	1,201,583.00	-

AMF Team



Aditi Moghe



Amruta Chavan



Archana Shinde



Bhairavi Naik



Daya Joshi



Geeta Dabadge



Gayatri Dindorkar



Harshada Kallurkar



Jyotsna Nandedkar



Kavita Muluk



Krutika Kalbhor



Manali Contractor



Manjusha Kulkarni



Medha Pathak



Mugdha Dhavalikar



Dr. Sushama Nagarkar



Padma Rajurkar



Pallavi Hampihalikar



Prachi Deshmukh



Pradip Pawar



Pallavi Kulkarni



Pradnya Gurjar



Prajakta Phadake



Preeti Kumbhare



Seema Kobal



Shraddha Chaugule



Shruti Khandke



Shweta Kalshetty



Siddhi Rale



Sonal Karande



Sonali Kurhe



Supriya Sahane



Tanima Sarkar



Vikram Kunwar

OUR SUPPORTERS



LIFE GOALS. DONE.



Sleepwell Foundation

TATA TRUSTS

FORBES MARSHALL

Morris Family Fund & all Individual Donors



Gratitude

We are very grateful for the constant support bestowed on us by our well-wishers by extending constant encouragement and assistance to overcome all the challenges and differences during this pandemic year.

We thank you for the time, expertise and continued assistance you have given to the work-based learnings throughout the year for our team. Your ideas, inputs, and expertise were most helpful and have assisted us in making valuable improvements to our programs.

Your kindness, generous contribution and direction has made our vision a reality and brought heightened success to our organization.

Thank you