

ANNUAL REPORT  
2014 -15

all it takes  
is a  
helping hand



Dr. Anjali Morris Education and Health Foundation



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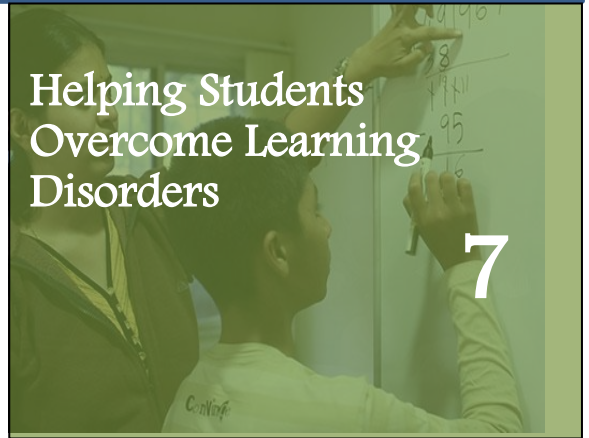
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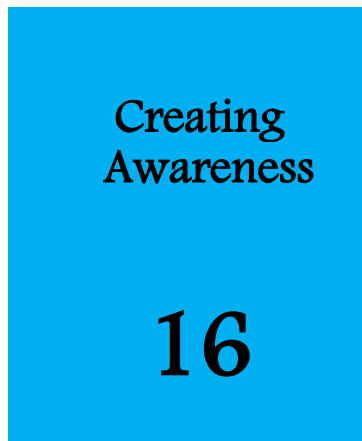
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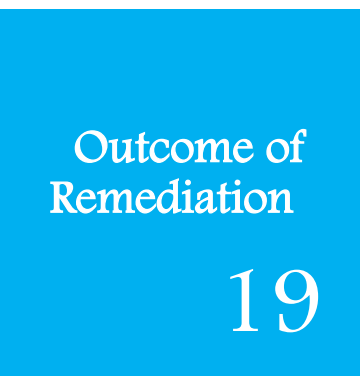
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**Message from the Founder**



*The AMF vision is to enable and support children with learning disorders to have a productive life for them and their families.*

*The AMF mission is to help each child in our program reach their maximum potential and have successful lives.*

*The younger a child starts, the more support we can provide, but no age is too late for help.*

*There are an estimated 15% of children in the community who have a learning disability or some difficulty with learning.*

*We emphasize the importance of everyone involved having a positive awareness of the issues we are dealing with, including teachers, parents, schools, teaching organizations and government bodies*

*We believe there should be no judgment of the children based on their academic achievement.*

*We think it is important to introduce alternative methods of learning, including music, art and other subjects to stimulate different parts of the mind.*

*Today technology is an important part of the lives of these children. We believe it is important to help them learn about technology also.*

*AMF works peacefully with the government and its strict laws like other countries to help these children navigate this territory.*

*Learning disability (LD) acceptance has come a long way through international research from around the world.*

*Our time has come for advocacy for improving the laws that govern these children's lives. I wish to share all of this with other members of society to bring the change in a very holistic way. Every school needs to come forward to train teachers to help these special children of the future. We have had a strong global involvement for past two years and have collaborated with many others in the country to work on improving these children's lives. Every child can learn something. Every person can learn something.*

**Dr. Anjali Morris  
Founder & Director**



**Message from the CEO**

*Dear Friends,*

*As the Anjali Morris Foundation (AMF) team builds on the solid foundation of a decade long body of work and reaches new milestones, it gives me great pleasure to table the work done in 2014-15.*



*On one hand we have strengthened our technical processes by introducing evidence based, internationally recognized assessment tools and, on the other, we are focusing on reaching out to the schools to set up their own resource centres.*

*The sheer number of students who require help, has made us realize that we need to reach out to their mentors- the mainstream teachers - and equip them with tools for identification of LD in school-going children and train these teachers in intervention strategies that will be helpful in the classroom, especially in an inclusive set up.*

*This year our focus has also been on reaching out to policy makers in the State Education Department who have a very important role in training teachers & ensuring support for students struggling in academics due to LD. We are optimistic that the new Persons with Disability Act 2014 will soon see the light of day.*

*With the help of our visionary founder, Dr Anjali Morris, we could reach out globally and partner with the International Dyslexia Association. With the backing of a very supportive Board of Directors, our resource team could train at the Dyslexia Association of Singapore. This international exposure has helped us gain a wider vision and will boost our efforts to help the students struggling with LD.*

*Back home, the Anjali Morris Foundation has taken the initiative to launch the 'Pune LD Forum', which is an effort by organizations and professionals working for children with learning disabilities to join hands and set up best practices in dealing with learning disabilities.*

*AMF's intensive monthly awareness programs, including observing November 2014 as the LD awareness month, have helped us to reach out to many educational institutes and to the community at large.*

*With CSR having been made mandatory under the Section 135 of the Companies Act 2013, we are optimistic about finding partners to support our cause and help us in our endeavour to reach out to many more students who need help to overcome learning disabilities.*

*I take this opportunity to thank the entire team of AMF which has made all this possible and pledge to continue the good work !!*

**Dr Uma Kulkarni**  
**CEO**



## About Us

The Bridging Over Learning Differences (BOLD) program of the Morris Family Fund was started by Dr Anjali Morris in 2003. The Dr. Anjali Morris Education and Health Foundation, abbreviated as Anjali Morris Foundation (AMF), was founded by Dr Anjali Morris and Mr. Umakant Joshi in 2008, to expand and further develop the BOLD Program and to provide an Assessment, Resource and Training Centre.

“For 12 years we have helped chart the course of the students who face extraordinary challenges in the classrooms because of learning difficulties”.

AMF is a non-profit organization in Pune (Maharashtra, India), seeks to help students with Learning Disorders (LDs) by offering remedial educational assistance and by training teachers to work with such children.

“Over the past ten years we have assisted more than 3500 students”.

### Vision

To make available to all students in India with Learning Disorders (LDs), remediation and support so they become effective learners and productive members of society.

### Mission

- To enable academic success in students with Learning Disorders (LDs) by:
- Teaching them individualized strategies and skills using evidence-based one-on-one instruction;
- Educating and supporting parents of children with LDs;
- Training teaching professionals through professional development programs to identify and remediate students with LDs;
- Supporting the efforts of schools and other organizations to replicate our program.





## Our Milestones



Assisted more than 3500 students to date through resource centre, satellite centres & 21 outreach schools.



Established a satellite resource centre in Nigdi, Pune



Trained more than 1000 teacher to date .Sensitized another 2000 teachers



Conducted awareness programs & workshops in various places at Maharashtra



Participated with the Pune Municipal Corporation in the Sarva Shiksha Abhiyaan for promoting inclusive education



Helping 2 schools & 3 NGOs to set up their own resource centres



## Helping Students Overcome Learning Difficulties.



### **BOLD program**

This year the process involved a comprehensive *screening* process with teacher's checklist, inputs from parents & from class notes, ruling out other problems.

A detailed *assessment* was done of more than 400 students with internationally recognized assessment tools. Individual Education Plans (IEP) were made based on the evaluation reports. *Intervention* was done followed by continuous *progress monitoring*.

### **Attention Deficit/Hyperactivity Disorder (ADHD)**

Having introduced the gold standard in diagnosis of ADHD, the *Conners'3* has now become an integral component in identifying ADHD with paediatricians and psychologists. 48 students were helped with remediation, medical intervention, counselling, behavioural therapy and assistive technology.



## Battery of Assessment Tools

### To assess basic skills for formal learning (Pre school)

- DIAL-IV (Developmental Indicators for Assessment in Learning)
- Pre academic informal assessment

### To assess academic achievement skills

- WRAT-IV (Wide Range Achievement Test)
- Woodcock Johnson-IV
- CBM –(Curriculum Based Measures)
- W-APT (Wida- Access Placement Test)
- CBA (Curriculum Based Assessment )

### Rating scale to diagnose ADHD

- Conners 3 Rating Scale
- Vanderbilt ADHD rating scale

### To assess cognitive skills

- ICIT (Indian Child Intelligence Test)
- UNIT: (Universal Non-verbal Intelligence Test)
- MISIC: (Malin's Intelligence Scale for Indian Children)
- RSPM: (Raven's Standard Progressive Matrices Raven's)
- RCPM: (Raven's Colored Progressive Matrices)





## Work Places

### Pune Resource Centre

- The Pune Resource Centre has been MF's hub of activity with all BOLD & ADHD programs services available here.
- This year **67** students were offered remediation services.
- These students are a mixed group and come from schools that are not in the outreach programme
- 



### Outreach Schools

315 students were given remediation in 21 outreach schools



### Nigdi Resource Centre

The satellite centre at Nigdi gets the best response from students & parents. This year the centre helped a total of 54 students



This year 13 students were provided remediation at the TDH Morris Child Development Centre at KEM Hospital



### KEM Hospital





## Finding hidden talents



Umbrella making activity



Diwali market



# Learning is Fun







## Beating the Heat at Summer Camps....



Summer camps were organized for AMF students & their parents, in batches, over three days

The camps were attended by a total of 101 AMF students, 25 parents and 29 others (friends, siblings etc). These were thoroughly enjoyed by everyone. Various activities related to art, science and group games were conducted.



## ‘Involving Parents with Nischay’

*“Workshop for parents on ADD and ADHD: Superb demonstrations by the faculty....Good interactive session with immense involvement of the teachers”*

**-Parent of child with ADHD**

*“The changes I see after remediation are that she is doing her work independently...Her performance in class has improved”*

**Parent  
St. Clare’s High School for Girls.**

The parent support group ‘Nishchay’ conducted 2 sessions successfully. Students who successfully completed their annual exams were felicitated.







## Training teachers .....need of the hour...

The foundation conducted the following training program in 2014-15:

Two batches of the Foundation Course on Education of Children with Learning Disabilities (FC-ECLD), recognized by Rehabilitation Council of India (RCI) were conducted.

2 English and One Marathi Teachers Training Program (TTP) were conducted successfully for mainstream teachers.

SNDT Practicum program :

9 students of MA (Psychology) Part II from SNDT College Pune completed their practicum (case studies) as part of their post-graduation syllabus.



### Educating and Training

*On Concessions to Students for Internal School Exams seminar: The information delivered was good and relevant. We learned the rules and regulations that will help the school make decisions in the future for our children*

Ms. Amrapali  
City Pride School,

*On Concessions to Students for Internal School Exams seminar: The seminar was well organized and very informative. Your team is doing a very good job. Keep up the good work.*

Ms. Shimona D'Souza  
Teacher, St. Clare's High  
School for Girls



## Joining hands to widen the reach

The aim was to set up their independent remediation centres.

We train their teachers and provide technical support, anticipating that the schools will run their own remedial centres independently after successful completion of a three-year collaborative period.



Our maiden project in one of the Priyadarshini groups of schools launched in Dec 2013

The school has strengthened its resource centre in 2014-15 with technical guidance from AMF and currently 26 students are enrolled in the remediation program.

The project was launched with an awareness program for all mainstream teachers from which a core team of 5 enthusiastic and dedicated teachers was selected. This team was trained for the entire process on handling students with suspected LD, which included screening, assessment, making evaluation reports, preparing individual education plans followed by continuous hands on training on intervention techniques.



The first project under taken by AMF in a predominantly rural and remote area

Aim was to set an Independent resource centre. and remedial centre.

Special mention needs to be made here about the exemplary teachers who form the core team and the backbone of this project backed up by a very supportive and focused Management.

21 students enrolled at this resource centre have shown encouraging results on progress monitoring

### New Projects

- ✓ Umang learning Centre, Panvel
- ✓ Disha Learning Centre, Ichalkaranji
- ✓ Roopkatha Foundation, Kolkatta



## Creating Awareness in the Community



**Overcoming Learning Disorder's**, a handbook on LD for parents and teachers, written by Dr. Anjali Morris was translated into Marathi by the Menaka Prakashan, a publication house Pune. The book 'Shikatana Mul Adakhalatay...?' Was launched by Mrs.Meena Chandavarkar, Educationist and Mrs. Vandana Chavan, Member of Parliament on 30 August 2014

## November 2014 – Awareness Month



**Exhibition on LD : Inaugurated by**  
Mrs ShakuntalaDarade, Mayor, Pimpri-  
Chinchwad Municipal Corporation

**Exhibition on LD: Inaugurated by**  
Mr. Dattatray Dhanakawade, Mayor, Pune  
Municipal Corporation,

The staff of AMF were interviewed by a well-known Marathi TV channel, TV9 for the work done at the foundation. This informative interaction was telecast all across Maharashtra.



The Foundation had an opportunity to showcase its work through a 3 minute video film at conference 'Pune Inspire'. This conference was a platform where eminent speakers from all walks of society gathered to share their experiences about the work they do and inspire others who participated.





## Little Minds at Work



A highly motivated and enthusiastic bunch of kids from different schools in Pune formed the team 360 Degrees at the robot technology club BotLab Pune chose Learning Disabilities as their topic to participate in an international level competition First Lego League ,which involved making robot & research on different subjects. Equipped with technical support from AMF, these kids made some really good teaching aids to help children with ADHD & Autism for their research project. Their concept of having a Non Profit "Unique Store" which will sell these teaching aids is something that can be thought of seriously.



### Le Benovelat–

A group of students from Le Benovelat Delhi Public School (DPS) Pune' approached AMF for guidance on LD and ADHD as a part of their school project ‘

The team observed our work at the MF office, visited some outreach schools, spread awareness by performing skits and conducted lectures in their school assisted by the staff of AMF.

Equipped with basic technical knowledge the kids prepared a project report.

There efforts were highly appreciated and this won them a place as one among the best 8 projects from a total of 50 projects.

All the children's from both the above groups have pledged their support for spreading awareness about LD and some have made it their career choice!!!



Advocacy –  
Reaching out to  
Policy makers



The Anjali Morris Foundation initiated and hosted a *first of its kind* meeting between the Secretarial level officers of the Education Dept., Govt. of Maharashtra & various NGOs working with **Children with Special Needs** (all disabilities) in Pune on 6<sup>th</sup> December 2014. The meeting was aimed at exchange ideas between all the stakeholders of CWSN and seeking solutions to the challenges faced by special students. The representatives of the Education Department, who numbered a dozen, assured the stake holders that attention would be paid to the problems discussed and sought an active participation from the NGOs in this endeavour.





## Outcome of Remediation ~ 2014~15

At the start of the 2014-2015 school year, **521** students registered for remedial services at Morris Foundation. Out of **521** students, **195** [37.43 %] enrolled at three Resource centres (Pune resource centre, Nigdi resource centre and satellite centre-KEM) and **326** [62.57%] students in the Outreach programme at **21** schools. However **84** [16.12 %] students were chronically absent or dropped out for various reasons throughout the year.

A total of **437** [83.88%] students were with us for the entire year out of which **362** [82.84%] were from schools where English is the medium of instruction, whereas **75** [17.16%] were from schools where Marathi and partial English is the medium of instruction.

At the beginning of the year, all students were assessed for identifying problems in reading, writing and math, using the AMF assessment protocol which includes standardised and informal assessments tools.

Significantly, the **362** students from where English is the medium of instruction were administered the WIDA Access Placement Test, an English as a Second Language screening tool. Data indicated that **311** [85.91%] students placed below the stage of developing English language proficiency.

It should also be noted that currently, there are no standardized assessment tools available in Marathi and therefore informal curriculum-based assessments created by the remedial teachers were used to assess potential sources of difficulties for students.

The data below represents the results of effects of remediation over the course of the year in the three core areas of reading, writing and math across English and Marathi as mediums of instruction.

In reading, where English is the medium of instruction, remedial teachers set annual goals for oral reading fluency using the DIBELS Next norms. Improvement was defined as three data points at or above the goal line that was set for the year. As the data indicates out of **362** students, **210** [58.01%] students demonstrated improvement.

Further, where Marathi is the medium of instruction out of **75** students, **64** [85.33%] students demonstrated improvement on teacher-created informal measures.

In writing, remedial teachers set annual goals for basic writing skills (spellings, sentences construction and written expression) using CBM writing expression probes, work samples, observations and teacher made tests. Improvement was defined as three data points at the goal line that was set for the year and observation of the teachers. As the data indicates, where English is the medium of instruction **158** out of **362** [43.65%] students showed improvement and in schools where Marathi is a medium of instruction out of **75** ]students, **58** [77.33%] showed improvement.

In math, remedial teachers set annual goals for basic Math skills i.e. pre skills of math, basic operations and applications using CBM math probes, work samples, observations and teacher made tests. Improvement was defined as three data points at the goal line that was set for the year and observation of the teachers. As the data indicates, where English is the medium of instruction out of **362** students , **193** [53.31%] showed improvements and in Marathi as a medium of instruction out of **75** ]students, **64** [85.33%] showed improvements.

The AMF protocols for assessment and remediation are undergoing continues improvement, this is just a beginning.



## ‘Learning To Teach ...’

- For the entire academic year, AMF Technical Consultant, Dr.Sushama Nagarkar, took in house sessions for resource teachers. The aim was to enhance teacher’s observation skills, precision, quality assessments and case data analysis.
- 3 day Study Skills Workshop was conducted by Jananaprabodhini, Pune for 20 Resource Teachers



Training at Dyslexia Association of Singapore (DAS): The Technical Consultant and two staff members participated in a week long training course for ‘Certificate in the Essential Literacy Approach’ at Dyslexia Association of Singapore from 26th to 30th Jan 2015. The course was useful to understand the remedial strategies used to help students with dyslexia. It also gave an insight on the working culture at DAS.

### In house Training Summary

The aim of training in-house faculty is to keep all resource teachers working at AMF update and maintain uniformity while working. Altogether 46 sessions were conducted for enhancement of in-house faculty. These sessions includes training on various assessments & screening tools, planning of individualized educational program and goal setting for the same. These trainings are provided on the basis of educational & working experience at AMF, hence it is divided into two groups. These sessions help to keep everyone on same page of processes followed at AMF

The in-house faculty is also been provided with various opportunities outside AMF. These opportunities include workshops, seminars conferences & training programs on related topics .The thought behind sending the faculty to attend these programs is to update with current trends in education. In the year 2014-2015 altogether 10 such opportunities were attended by the staff



## Conferences / Seminars attended by staff

1. Seminar on 'Spectrum of Early Childhood Marvels' organized by Sunderji's Institutes. The participants found the enriching and a learning experience.
2. 'Study Skills Workshop' was conducted specially for our recourse teachers by the faculty from Jnanaprabodhini. The workshop helped the train the teachers on methods to develop study skills in older students.
3. 'Basic course for teachers and counsellors on gifted education' organized by Shree Shamrao Kalmadi School.
4. 'International workshop on READ'' held by Maharashtra Dyslexia Association (MDA) in Mumbai. Fostering comprehension and writing skills in the mainstream classroom, this workshop also focused on screening and assessment of language skills in bilingual / bi-literate kids.
5. 'Concerted Action for Enhancing Childhood' A conference was organized by the Association of Early Childhood and Education & Development (AECED) and Tata Institute of Social Sciences (TISS). The conference basically aimed at early childhood education; its need for structured educational plan across all the schools, role of preschool teachers and need for extensive teacher training.
6. 'Effective Reading Instruction in Mainstream and Special Education Classrooms' workshops organized by the Maharashtra Dyslexia Association (MDA).
7. 'Autism Spectrum Disorders' organized by Deenanath Mangeshkar Hospital and conducted by, Com DELL centre for ASD.



## Success Is Always Sweet ....!!!

"Shiktana Mul Adhkhaltay...?", The Marathi translation of the 'Overcoming Learning Disorders' has been awarded first prize by Marathi Manas Shastra Parishad (Marathi Psychologist Association) in the category 'Books for General Readers'.

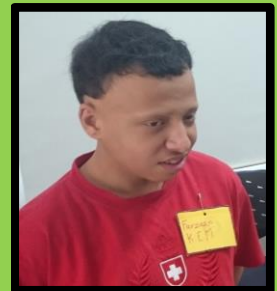
27th December 2014.



Tejas Bhingardivey, a student who passed 10<sup>th</sup> standard with 63% in Millenium National School. It was reported by the father that Tejas improved in reading and writing.



Omkar Pardeshi, has cleared the 10<sup>th</sup> standard examination this year with 70%.



Master Farzan Irani has cleared examination of standard 10<sup>th</sup> in the year with 68% marks.



## Summary

<b>Sr .no</b>	<b>Topic</b>	<b>Activities /batches</b>	<b>Total Attendees</b>
1	Activities were conducted at Pune Resource Centre <ul style="list-style-type: none"><li>• PRC Parent Meeting and Orientation on ADHD</li><li>• Umbrella making activity</li><li>• Field visit- Aarey Milk Dairy (National Milk Dairy), Pune,</li><li>• Diwali activity</li><li>• The Magical Christmas Party for Pune and Nigdi Resource Centre students</li><li>• Fancy Dress Gathering</li></ul>	6	200
2	Activities were conducted at Nigdi Resource Centre <ul style="list-style-type: none"><li>• Diet Activity</li><li>• Exploring hidden talents</li><li>• Setting up a Diwali Market</li><li>• Fancy Dress Gathering</li></ul>	4	88
3	Foundation Course on Education of Children with Learning Disabilities (FC-ECLD) by Rehabilitation Council of India	2	16
4	Awareness programs for parents	8	485
5	Awareness programs (General community & social clubs)	4	53
6	Awareness programs for students	1	20
7	Awareness programs for teachers	15	680
8	Workshop for counsellors	1	60
9	Workshops for Teachers	18	654
10	Nishchay' - Parent support group	2	14
11	Annual Teacher Training Program English	3	45
12	Annual Teacher Training Program Marathi	1	14





## Finance Statement

<b>Particulars (Amount in Rs)</b>	<b>2014-15</b>	<b>2013-14</b>
Income	23,024,762	8,599,216
Expenditure	12,117,418	9,147,979
Excess of Expenditure over Income c/f to Balance Sheet	----	----
Excess of Income over Expenditure c/f to Balance Sheet	21,281,931	10,374,587

### **Thanking Our Donors**

AMF is grateful to all its Donors for their generous support to our cause of helping students overcome learning disabilities.

### **Contribution towards saving natural resources.**

Anjali Morris Foundation has taken concrete steps in its small contribution to conserve natural resources. The printing load was reduced by almost 60 percent by automating the technical processes. Our AMBER software captures all the data of the students right from registration, screening and assessment results to remediation and progress monitoring. It has helped to reduce the manual efforts of the teaching staff as well.



# Dr. Anjali Morris Education and Health Foundation

## Board of Directors



**Dr. Anjali Morris,**  
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## Dr. Anjali Morris Education and Health Foundation



First Row (Kneeling) L to R - Harshada Pore, Trupti Dabhade, Aditi Moghe, Sayali Deo, Vasanti Kharadkar, Fatema Talodawala, Neha Dey, Vaidehi Kulkarni, Hiral Shroff, Pooja Parmar.

Second Row (Sitting) L to R - Ashwini Pimpalkar, Tanima Sarkar, Sheetal Kapare, Uma Kulkarni, Medha Pathak, Tejaswini Pendharkar,

Third Row (Standing) L to R - Manjusha Kulkarni, Shazeeya Shaikh, Shweta Tambe, Manali Contractor, Priyanka Chadchan, Prajakta Phadake, Mugdha Safai, Swati Vaidya, Vaidehi Gulabrao, Susmeeta Katarki, Mohi Athavale, Sadiya, Sonal Mahendrakar, Gayatri Bhavsar, Geeta Avachat, Kavita Bedekar, Rakhi Arawkar,





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