



**ANNUAL REPORT
2017-18**

**DR. ANJALI MORRIS
EDUCATION &
HEALTH FOUNDATION**

ANJALI MORRIS FOUNDATION

Dr. Anjali Morris Education and Health Foundation (the Anjali Morris Foundation / AMF), was founded by Dr. Anjali Morris and Late Mr. Umakant Joshi in Pune, Maharashtra, in 2008. The Foundation is a non-profit organization which seeks to help students at risk of having Learning Disabilities (LDs) by offering interventions, educational assistance and by training teachers to work with such children. More details available at www.morrisfoundation.in

REGISTERED OFFICE

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LOCATIONS

Pune, Chinchwad

BOARD OF DIRECTORS

Professionals from the fields of medicine, education, finance and business serve on our Board of Directors. Their expertise strengthens the foundation's strategic planning and operations.

Mrs. Freny Tarapore,
Chief Functionary, B.Sc., M.S.

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Post Graduate (English), PG Diploma (Communication Media for children), PG Diploma (School Psychology)

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Certificate Course in IFRS

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(Mass Communication)

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M.S. (Computer Science),
MBA (International Marketing)

Mrs. Jyotsna Yargop,
B.Sc, PG DIP (Computers), M.P.M

AUDITORS

SNJ & Co Chartered Accountants

CIN

U73100PNL2008NPL13150

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OUR TEAM

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

- Dr. Uma Kulkarni,** Chief Executive Officer
- Dr. Sushama Nagarkar,** Technical Consultant
- Medha Pathak,** Manager (Training & Collaborations)
- Tejaswini Pendharkar,** Manager (Operations)
- Tanima Sarkar,** Administrator

DISCLAIMER

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MESSAGE FROM THE FOUNDER



Another year has passed, and the time has come to report the progress of our program during the past 12 months. This has been a special year because we are celebrating ten years of existence, which is very exciting.

In 2016, AMF joined hands with SickKids Hospital Toronto, to launch the Empower™ Reading Program, which is a leading program especially designed for children with dyslexia or a different Learning Difference (LD). The program developed by team at SickKids, is headed by Dr. Maureen Lovett, an eminent authority in the LD space.

Teachers from Anjali Morris Foundation (AMF) visited the Toronto Empowerment Program and were trained, including theory and on-site reading practical training. The program is based on research and applied evaluation after practical assessment. In addition, teachers and trainers from the Empowerment Program in Toronto, Canada have visited AMF in Pune, India. These teachers have given practical training on the topic of reading at AMF. The results and experiences received from the Empowerment Program were reported in the International Dyslexia Association Conference last year.

Our staff has received continuous training from abroad, and implemented their experience and learning in India. Another endeavor of the AMF this year has been the introduction of local language programs for LD children in Pune.

As we look ahead to the future, AMF is working to extend the knowledge and insights of the Empower™ Reading Program in conferences. AMF is working to introduce the Empower™ Reading Program in India and helping in training teachers to extend the benefit to more children in India.

Though much has been accomplished, AMF is looking forward to the future and expanding resources and instruction for children with LDs. Thank you for an incredible year, and cheers to success in the coming months and beyond.

DR. ANJALI MORRIS

MESSAGE FROM THE CHAIRPERSON



The seeds of AMF were sown ten years ago by the visionary Dr. Anjali Morris, a pediatrician by profession - passionate and sensitive to the needs of the children struggling in academics; along with late Dr. Don Morris and late Mr. Umakant Joshi. It was nurtured with great care by Dr. Anjali especially in the very early years. Every new organization faces many new challenges before it stabilizes, but in the case of AMF, it was a herculean task.

First of all, awareness about Learning Disability did not exist. There were no experts or trained staff available. Dr. Anjali's unmatched enthusiasm and efforts started yielding results. Some schools allowed AMF staff to conduct intervention programs in schools. Late Dr. Don Morris, with an eye for small details, took care of financials and paperwork and fulfillment of all statutory requirements. He was a great source of motivation and inspired everyone to take AMF to new heights. From the very beginning, the Morris Family has extended generous financial support to AMF.

For the first five years, the work was restricted to creating awareness, assessment and interventions. The second half of the decade started seeing introduction of many new developments, along with improvements of the existing programs and strengthening of old ones.

Dr. Anjali identified Dr. Uma Kulkarni to take over the reins of AMF in 2013. She was joined by Dr. Sushama Nagarkar, an expert in Special Education as Technical Consultant in September 2013. For the last three years, Dr. Anita Morris has joined the Board of Directors. These additions have helped AMF tremendously in contacting new experts, and introducing new programs and interventions.

The staff attended training programs in Canada and Dr. Kulkarni was sponsored to attend conferences in USA. These opportunities have helped AMF to make its presence felt in other countries.

This report prepared by Dr. Kulkarni, has covered all the programs & activities in detail. As children at risk of LD require individual attention, the number of children that can be catered to by the available trained staff of AMF is limited. The focus of AMF is quality work. To achieve this, AMF is training more external teachers who can assist these children.

I take this opportunity to thank the Morris Family for encouragement, interest, involvement and above all their generous financial support, that has enabled AMF to reach its present status.

Dr. Uma Kulkarni, CEO has spared no effort to streamline the administration, encourage and motivate the staff - all of which has resulted in starting of new programs. This has brought recognition even from universities and associations from USA, Canada & Singapore. I thank all the Directors for their guidance and for protecting the interest of AMF. I also thank the entire staff that has helped AMF reach new heights.

My good wishes to AMF and success in all its future endeavors.

Mrs. FRENY TARAPORE

FROM THE CEO'S DESK

Dear Colleagues and Friends,

AMF is 10 years old.....

I consider myself fortunate to be a part of the journey of AMF which I joined 5 years ago. The journey is not only about conquering milestones, but making a difference in lives of all those struggling students and the parents who showed faith in us. The journey is also about making plans, implementing them, overcoming challenges, putting systems in place, adopting technology, strengthening HR processes, staff development and realigning the goals to include newer needs and challenges.

As we undertake another exciting chapter at AMF, it is gratifying to see this organization which started with a passion for helping students at risk of LD, grow into an organization with the same passion - but with a professional touch.

Aiming to offer quality assurance in the services it offers, the strategic plan made in 2016, helped AMF focus on its goals. AMF can be proud of its achievements some of which include - establishing an evidence based assessment battery, introducing evidence based intervention programs that are based on Standard Treatment Protocol, and collaborating with other organizations in India and internationally.

The past year 2017-18 has been very busy - at the same time exciting too. Having stabilized the assessment battery over the last few years, the last year saw the successful expansion of the Empower™ Reading Program. The program, which started as a pilot project in AMF's Resource Centre in 2016, was extended to other schools in 2017. About 200 children have successfully completed the program till date. The program has been spreading to more and more schools, and the outcomes are very encouraging.

This year saw the launch of the Certificate Course in Skill

Development for Special Education (Learning Disabilities, Autism & Intellectual Disability) jointly with Sunderji's Institute and Tilak Maharashtra Vidyapeeth. The first batch has successfully completed the course.

AMF has collaborated with the University of Oregon (USA) to develop a curriculum-based measure for Oral Reading Fluency in Marathi. The pilot project launched in June 2017, has shown some encouraging results. This is a multi-year project which will cover developing curriculum based measures.

AMF has identified several directions that seem to have great growth potential and merit our attention. We believe it is critical that we find new ways to maximize the use of assistive technology.

Expanding our indirect reach to students and helping schools replicate our program continues to be a cornerstone of our Strategic Plan. Training teachers to deliver interventions effectively and scaling up the reach, remains a high priority.

Increased efforts are now needed to leverage AMF's impact by

building partnerships and improving communication between the school management and the parents who are ultimately the decision-makers for the students.

AMF's future plans include reaching out to more students by training mainstream teachers, motivating schools to start their own resource centres, conducting research in Marathi assessment tools, and working with the local and state Education Department.

In summary, AMF's strategy moving forward will be to build on the strong and productive roots of our past.

I would like to take this opportunity to thank all those who have selflessly been a part of this decade long journey, as Directors, advisors, leaders, consultants, employees, associate schools, parents, students and well-wishers. Every contribution that has helped AMF reach where it has reached today, is highly appreciated.

Wishing AMF more strength and a great future of helping more and more children....

DR. UMA KULKARNI



BOARD OF DIRECTORS



Mrs. FRENY TARAPORE
Chief Functionary,
B.Sc., M.S.



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



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Mrs. HARSHEELA MANSUKHANI
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B.E. (Computer Engineering),
M.S. (Computer Science),
MBA (International Marketing)



Mrs. JYOTSNA YARGOP
B.Sc, PG DIP (Computers), M.P.M.

ABOUT AMF



VISION
To make available to students, in India, with Learning Disabilities (LDs), specialized support and interventions so they become effective learners and productive members of society.

MISSION
To enable academic success in students with Learning Disabilities (LDs) by teaching them strategies and skills using evidence-based instruction in individual and group settings; educating and supporting parents of children with LDs; training teachers to identify students with LDs and to provide evidence-based interventions; supporting efforts of schools and other organizations to replicate our program.

PROGRAMS AT AMF

A. DIRECT SERVICES
Bridging Over Learning Disabilities Program (BOLD)
In the BOLD program, students at risk of Learning Disabilities (LD) and Attention Deficit Hyperactivity Disorders (ADHD) are assessed for various academic achievement skills besides testing their cognitive abilities and behavior. Based on the evaluation, interventions

are offered on one-to-one basis or in small groups. The direct services are offered at resource centres and outreach schools.

Attention Deficit and Hyperactivity Disorder (ADHD) is treated at the AMF Resource Centre using a combination of medical intervention and other services. Doctors and psychologists are available to assess children with attention components to their learning difficulties.

USP
Data driven practices, evidence based assessments and interventions based on standard treatment protocols and robust administrative and technical protocols.

OUTCOME OF INTERVENTIONS

One of the missions of AMF is to provide interventions to students and address their academic needs effectively. As AMF has evolved, we continue to recognize the importance of providing evidence-based interventions to students.

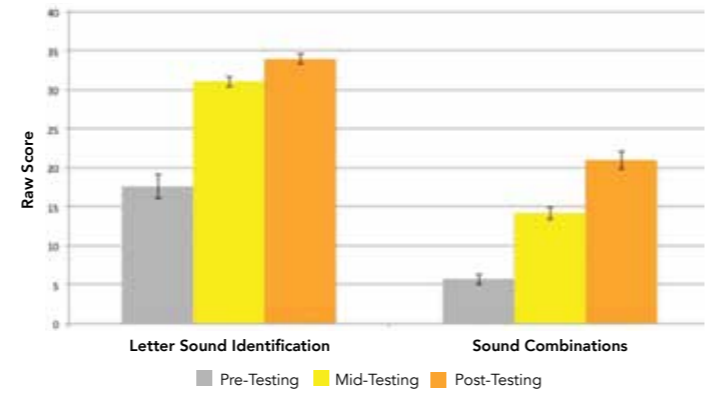
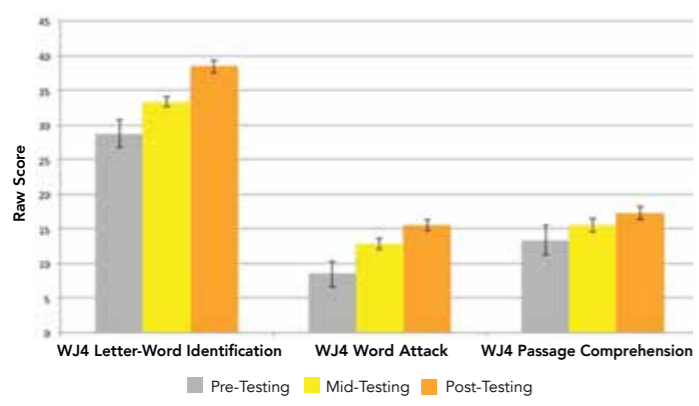
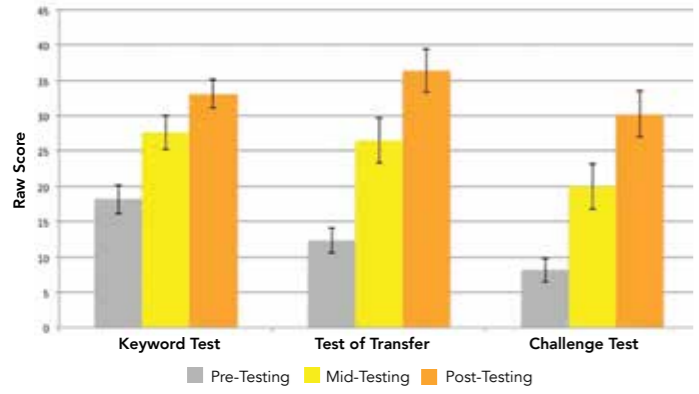
Overview of the outcome

During the academic year 2017-18, AMF offered structured interventions to 200 students. Of these, 113 students were enrolled in the Empower™ Reading (Decoding and Spelling):Grade 2 to 5 module, 39 students underwent Individualized Interventions, 21 students took up Empower™ Reading (Comprehension and Vocabulary), 17 students enrolled for Self-Regulated Strategy Development (SRSD), 7 students in study skills and 3 students in JUMP Math.

Interventions were provided either in small groups having similar needs, or on one-to-one basis as per the student's need.

Of the 113 students who took up Empower™ Reading (Decoding and Spelling):Grade 2 to 5, 74 completed the program and the remaining 39 will complete the program by October 2018.

Following is the Pre-Post data of 74 students



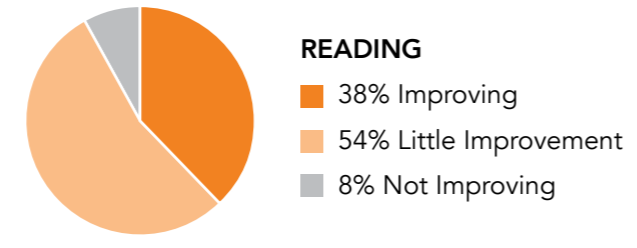
Individualized Intervention

These were provided to 39 students. Of these, 20 were enrolled in English medium schools and were therefore provided interventions in English. 19 students were provided interventions in Marathi.

English medium students:

For reading and written expression, outcomes of interventions for the students in English medium schools were measured by their Rate of Improvement (ROI), a metric used in the curriculum-based measurement literature. In Math, teachers measured progress using informal curriculum-based assessments (CBA) that have been developed in-house at AMF.

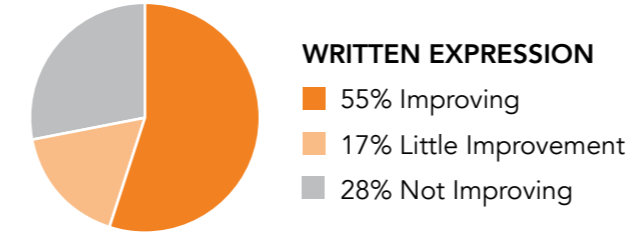
Reading: Across all schools and centres, a total of 13 students received interventions for reading. Of these, 5 students (38%) showed improvement that was at or above the expected ROI, 7 students (54%) showed little improvement and 1 student (8%) showed no improvement. Factors such as irregularity for sessions, poor motivation for academic tasks seemed to have impacted the student's performance.



Written expression: Across all the schools and centres, a total of 12 students received interventions for written expression. Using one or the other of the three Curriculum Based Measurements (CBM) for measuring performance in written expressions, 55% students showed improvement that was at or above the expected ROI, 17% students showed little improvement and 28% students showed no improvement.

SUMMARY FOR 2017-18

290 assessments
 200 interventions

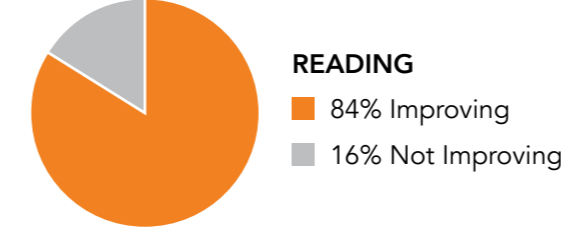


Mathematics: Across all schools and centres, a total of 13 students received interventions for Maths. CBAs used to measure growth indicated that almost all students improved and progressed to the next set of skills that are required in the curriculum.

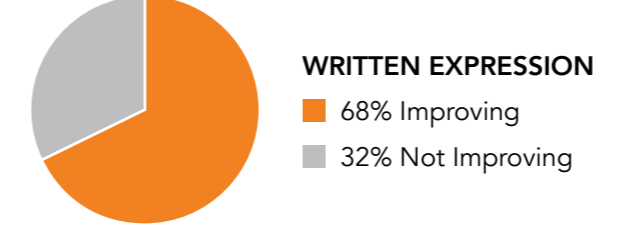
Marathi medium students:

Across all the schools and centres, overall 19 students received interventions in Marathi.

Reading: A total of 19 students received intervention for reading. Curriculum Based Assessments (CBAs) used at AMF are teacher made tests designed as per the curriculum for the particular grade level. The improvement was measured by increase in the skill level as seen on Curriculum Based Assessments (CBAs). By end of the year, 16 students (84%) showed improvement in reading.



Written expression: A total of 19 students received interventions for written expression. Improvement was measured by increase in the skill level as seen on CBAs. By the end of the year, 13 students (68%) showed improvement in written expression.



Mathematics: A total of 17 students received interventions for Math. CBAs used to measure growth indicated that almost all students improved and progressed to the next set of skills required in the curriculum.



Assessments and Interventions



Periodic Activities for Students



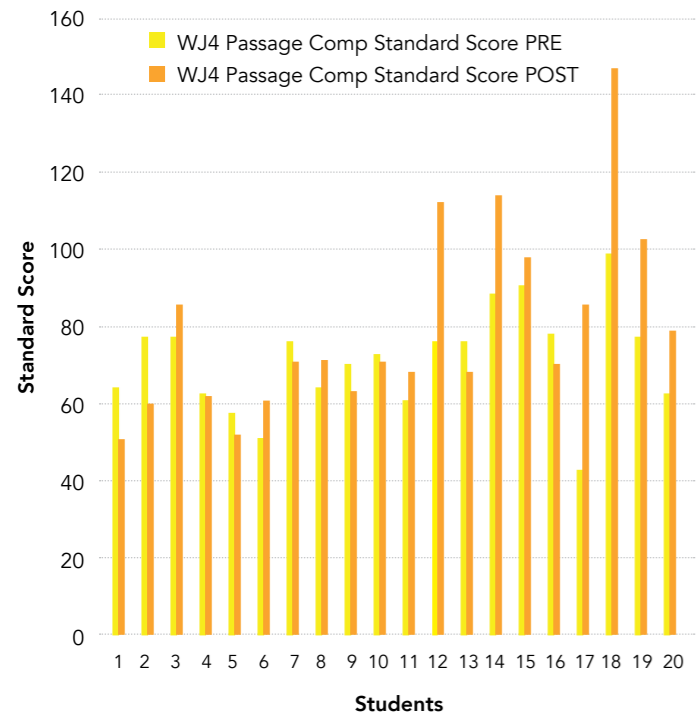
Summer Camp



Awareness and Workshops

Empower™ Reading Program (Comprehension and Vocabulary)

21 students facing difficulties in comprehension and vocabulary were enrolled in this program. Of these, 20 students successfully completed the program.



Self-Regulated Strategy Development (SRSD)

SRSD is an Evidence Based Program that has both, a set of strategies for students and a method for delivering instruction for teachers that develops student ownership and confidence, and allows them to take responsibility for their own learning. It includes six stages within the SRSD instructional method. The six stages guide the teacher through the approach, to help students develop mastery before moving forward. In each stage, teachers work with students to learn and practice the SRSD strategies.

17 students who were facing difficulties in written expressions, completed the six stages for opinion genre and have shown improvement in their writing skills.

Study Skill

Over the past year, AMF researched other study skills curriculums and worked on developing a culturally appropriate curriculum for a study skills program. 7 students completed the pilot project over 16 sessions. Based on the feedback obtained, AMF is working on improving the program.

JUMP Math

JUMP Math is an evidence based, structured and scripted program with four underlying principles: motivating the child for better improvement; scaffolding the skills; continuous assessment for checking his or her progress; and understanding of the taught concepts and cognitive science.

This year, the pilot project was launched in September 2017 and is yet to conclude.

AMF is fortunate to meet struggling learners pushed to become back benchers, students with low esteem, who 'fail' the parameters set for all regular students. Our dedicated team of resource teachers, with great patience, love to help these students and watch them turn around successfully.

TOOLS USED BY AMF FOR ASSESSMENTS

Developmental assessments

1. Developmental Indicators of Assessment in Learning 4 (DIAL 4)
2. Curriculum Based Assessments (CBA) - Pre academic skills - English - Developed by AMF

Cognitive assessments

1. Raven's Standard Progressive Matrices (RSPM)
2. Revised Raven's Colored Progressive Matrices (RCPM)
3. Indian Child Intelligence Test (ICIT)
4. Universal Nonverbal Intelligence Test (UNIT)
5. Woodcock - Johnson IV Tests of Cognitive abilities (WJ IV COG)

Academic assessments

1. Wide Range Achievement Test - 4 (WRAT 4)
2. Curriculum Based Measurements (CBMs) - Reading and Writing
3. Woodcock - Johnson IV Tests of Achievement (WJ IV ACH)
4. Test of Word Reading Efficiency - 2 (TOWRE - 2)
5. Comprehensive test of Phonological Processing - 2 (CTOPP - 2)
6. Gray Oral Reading Test- Fifth Edition (GORT - 5)
7. Test of Silent Contextual Reading Fluency - 2
8. Curriculum Based Assessment - English and Marathi
9. Learning Disability Research Programme (LDRP) test for Empower™ Reading Program

Language assessments

1. WIDA - Access Placement Test (W-APT)
2. Kindergarten - WIDA - Access Placement Test (K-WAPT)
3. Woodcock - Johnson IV Tests of Oral Language (WJ IV OL)

Behavioral assessments

1. Vanderbilt ADHD Parent and Teacher Assessment Scale
2. Conner's 3rd Edition

INTERVENTION PROGRAMS AT AMF

1. Standard Protocol Treatment Based
 - Empower™ Reading Program
 - Self Regulated Strategy Development for writing difficulties
 - JUMP Math for Math difficulty
2. Evidence-based interventions strategies based on multisensory techniques
3. Study Skills (Learning Strategies) for secondary school children

Parent Support Group

'Nischay' is a group formed for parents and run by parents. It is a platform for parents to learn about different strategies that help them cope with the challenges faced by their children, who are at a risk of LD. The group meets once, every three months.



“ The Parent Support Group meetings I have attended till date were very effective. Most of the discussion topics I found were related to my child's problems. Overall it is a very good platform for parents to discuss, and share their problems and views.
 - Mrs. Vaishali Wairale (Mother of Vedant Wairale)

“ Anjali Morris Foundation has been arranging parent support group meetings and they are very informative. So I never miss a chance to attend those. I have learned a lot from the meetings. The topics addressed during these meetings are very appealing and interesting. We try and implement the things discussed at the meeting.
 - Dr. Harsha Galande (Parent of Ojas Galande)

INDIRECT SERVICES

Awareness Programs & Workshops

AMF conducts short workshops for mainstream teachers, special educators and parents. AMF also focuses on sensitizing other stakeholders such as school management, local and state Government authorities.

Teacher Training Programs (TTP)

Since there is a limited number of children AMF can possibly help directly, it trains mainstream teachers at various levels to reach out to students. AMF conducts periodic Teacher Training Programs (TTP) that comprises 6 days of theory and 8 sessions of practicum, spread over 4 months.

AMF and Sunderji's Institutions, Pune have joined hands to launch a Certificate Course for Skill Development in Special Education (Learning Disabilities, Autism & Intellectual Disability) in collaboration with Tilak Maharashtra Vidyapeeth (Trust), Pune (Centre for Skills Development & Entrepreneurship Education). This one year course will help mainstream teachers enhance their skills for inclusive education.

Technically Assisted Projects (TAP)

AMF offers technical expertise to schools to set up their own resource centre through its Technically Assisted Projects (TAP). This helps AMF reach out to the students indirectly. AMF works with partner schools to train their teachers for screening, informal assessments, interventions for students at risk of learning disability.

As the year ended, 30 teachers of 10 different schools were being provided with skill-building in screening and various interventions by the technical team of AMF. These teachers have been helping a total of 175 students through various intervention programs.

Of these 175 students, 84 have undergone Empower™ Reading Program (Decoding & Spelling) and 91 were benefitted through other interventions.

SUMMARY FOR 2017-18

AWARENESS PROGRAMS

27 programs 898 participants

WORKSHOPS FOR PARENTS & TEACHERS

5 workshops 177 participants

TEACHER TRAINING PROGRAMS (TTP)

4 programs 55 participants

CERTIFICATE COURSE* FOR SKILL DEVELOPMENT IN SPECIAL EDUCATION

1 course * Learning Disability - LD, Autism Spectrum Disorder - ASD, Intellectual Disability - ID

SUMMARY FOR 2017-18

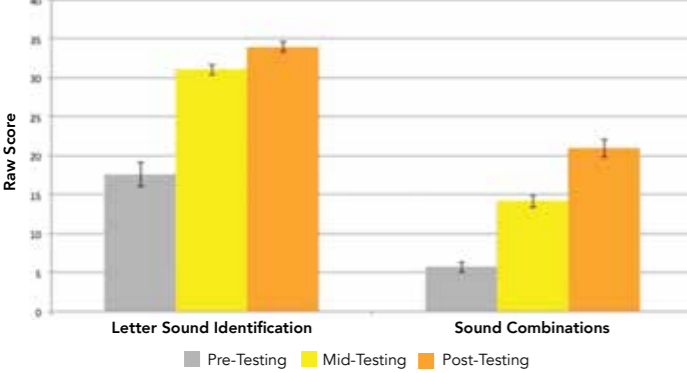
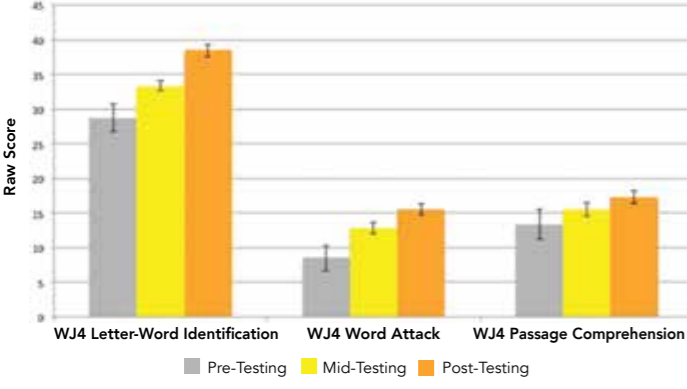
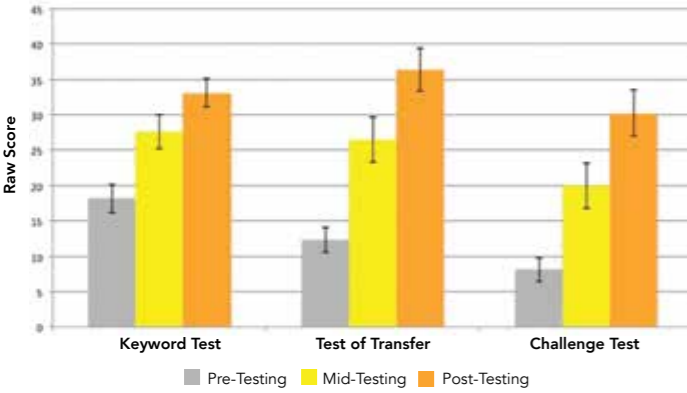
TECHNICALLY ASSISTED PROJECTS

- # 10 Schools
- 175 students provided interventions
- 30 teachers being trained

Empower™ Reading (Decoding and Spelling Program): Grades 2 to 5

In the year 2017-18, Empower™ Reading (Decoding and Spelling Program): Grades 2 to 5 was implemented for 84 students facing difficulties in reading. Of these, 76 students completed the program successfully. The program has been developed by The Hospital for Sick Children, Toronto, Canada.

Research Program
AMF believes that data-based decisions are extremely important for good quality interventions to be



implemented. Although there exist standardized curriculum-based measures (CBMs) in English which have over 40 years of research behind them, none exist that are equally robust for any regional language in India.

In June 2017, AMF had launched a pilot project on Developing Oral Reading Fluency Measure in Marathi, in collaboration with Dr. Roland Good from the University of Oregon, USA. A total of 90 students from class 1 underwent testing for reading fluency. Aapanach, an organization of volunteers who are experts in Marathi language, developed the passages for the pilot project. The statistical analysis of the pilot project has shown encouraging results and phase two of the project will commence in 2018-19.



Teacher Training Program (TTP)



Technically Assisted Projects (TAP)



Certificate Course



10 YEARS OF LEARNING, GROWING, SHARING, LEADING...



AMF not only helps to develop skills in struggling students, but also works to build their confidence and self esteem.

The Bridging Over Learning Differences (BOLD) program was started by Dr Anjali Morris in 2003, under the Rose and Lora Morris Trust (RLMT), with the vision to provide academic assistance and support to children who face extraordinary challenges in the classrooms due to learning difficulties.

The Program was launched as a pilot project in a school with just six children and two teachers. Dr. Analpa



Paranjape joined RLMT as Technical Director in 2003. She has been instrumental in conceptualizing the BOLD program and its processes from the start. She played a key role in starting the ADHD Center, the Resource Center, the Parent Support Group and in expansion of the BOLD program by providing services to 17 schools in and around Pune during her tenure.

The structure consisted of a screening process which included collecting information from the teachers and parents, observations in the school, identifying problem areas with the help of assessments, conclusion and most important, interventions. The concept of IEP (Individualized Education Plan) was developed. This was the only NGO identifying and providing interventions to the students who had learning difficulties in the Pune region and the rest of Maharashtra except Mumbai.

The interventions used were based on multisensory techniques, wherein the students were given inputs on academic and cognitive skills. The concept of Daily Session Schedules (DSS) was introduced to lay down the short-term objectives..

Besides helping students at risk of LD directly, AMF conducted a large number of awareness programs in Pune and entire Maharashtra. Sakal Foundation supported AMF in a big way to reach out to schools, especially in semi-urban and rural Maharashtra.

In 2004, the English Teacher Training Program (TTP) was started once a year, and was conducted by Dr. Analpa.

On request, the English TTP was started twice a year in 2005. In 2006, the Marathi version of the TTP was launched which also included training sessions for teachers as a part of the Sarva Siksha Abhiyan, under the Pune Municipal Corporation (PMC).

As the BOLD program started taking shape, one of the milestones for AMF was developing informal assessment tools & interventions in Marathi. There was a great need of assessment measures to assess Learning Disabilities among Marathi school going children. AMF developed informal assessment tools with the help of renowned experts in the field of 'Marathi Language & literature. Ms. Sheetal Kapre played a pivotal role in coordinating the development of the Marathi assessment tools.

In 2008, Dr. Anjali Morris Education and Health Foundation, abbreviated as Anjali Morris Foundation (AMF), was co-founded by Dr. Anjali Morris & Late Mr. Umakant Joshi as a Section 25 Company. The BOLD program was shifted to this foundation and was expanded with several programs to help children with learning disorders.

In 2011, Jyoti Shendarkar who joined AMF, helped streamline administration. Her determination to overcome challenges has helped AMF in many ways.

The year 2013 was another turning point in the journey of AMF. Dr. Uma Kulkarni joined AMF as COO and Dr. Sushama Nagarkar, as Technical Consultant. Together, they spearheaded a major upgrade of its administrative & technical policies and procedures. Data-driven practices were introduced for the screening process which consists of a teachers checklist, classroom observation and screening of children for ruling out other disabilities by Pediatric checkup. A technical road map was laid out wherein AMF shifted gears by adopting formal evidence based practices. It has strengthened its assessment battery which now boasts of internationally recognized assessment tools. AMF subscribed to interventions based on Standard Treatment Protocol.

From 2013, AMF began shifting its focus from a limited number of students in its direct services, to a much larger number of students through indirect services. Technically Assisted Projects (TAP) were



Book Launch - Marathi version of 'Overcoming Learning Disorders'



Exhibition on Learning Disorders

Helping children find their feet

Dr Anjali Morris tells Mallika Rale why there's a need for a change in attitude towards children with learning disorders

work at him, he knows his alphabets already" or "Wow, she is such a Math wizard" — the comparison begins very early in life. Bombarded with such comments at home and in school, many children start believing they are lacking in some way if they are unable to excel in these spheres. However, is that really so? "Absolutely not. But unfortunately, in Indian society, parents want the child to have academic achievements. What they don't realize is that even if s/he does not do well in academics, s/he will shine in something else, like music or art. The attitude of parents needs to change," explains Dr Anjali Morris, founder of Dr Anjali Morris Education & Health Foundation in the city. For the past nine years, Morris Foundation has been raising awareness and working towards bringing about a change. Through its resource teachers and volunteers, the NGO helps children with learning difficulties cope with the challenges they face in school. A paediatrician who has worked in the US and India for over 30 years, Dr Morris retired from active practice a while ago to concentrate all her energies on this initiative. Says she, "Children with learning difficulties are not slow learners. Yet, we erroneously use the term 'disability' while referring to them. Their IQ is not an issue here; just that their brains are wired differently. I found a lot of assistance among paediatricians here as they believe everything is medicine based. But that is not so. In the US, you are bound by the law to help any child who has a learning difficulty. Sadly, there is nothing of the sort here."

"So, how do they work in such a scenario?" Dr Morris says, "We approach schools to identify children with learning difficulties and I am happy that eight now 10 schools in the city are associated with us. We focus on primary school because there can be 25 per cent improvement if the child is between 6 and 10 years. We start with informal testing in four broad areas of reading, writing and Math."

The children are assessed individually and based on the findings, structured programmes are developed for them. Moreover, at Morris Foundation, they are encouraged to expose other talents as well. "Teachers from all over Maharashtra and even states like UP, Gujarat and Goa have trained with us," she adds.

Stressing that parents play a pivotal role in helping a child with learning difficulties, she notes, "Many times, parents drop the kids at our centre and go off to complete their errands. That's not right. They should be here to know how we deal with the kids so that they can apply those methods at home. After all, this is a continuous process. We definitely want to see more involvement from parents."

But are we seeing more awareness regarding learning difficulties now? "There certainly is some difference and parents are opening up to the fact that children may not follow conventional career paths. This doctor came to me recently and he was keen that his son follow in his footsteps. But soon enough, he realised that the child may not achieve that level of academic excellence. He enrolled the boy for classical music and he is doing really well. Now, the doctor tells other parents not to stress their children with 'academic' expectations. He has become an ambassador for us," smiles Dr Morris, before signing off.

BOOK LAUNCH
Overcoming Learning Disorders
Dr Anjali Morris and Dr Prabhu Kumar Sarkar will be launched at Crossword, 5B Road on May 10 (7 pm). Talking about it, Dr Morris says, "The book is aimed at parents because it is only with their help that we can bring about any kind of improvement in a child who has learning difficulties. Teachers (in school), parents and our research teachers have to work in tandem to help children."

Dr. Uma Kulkarni at the Dyslexia Association of Singapore



Dr. Uma Kulkarni at the Dyslexia Association of Singapore



Assessment Tools

introduced by AMF, which helped schools start their own resource centres and replicate the processes of AMF.

adopting a professional approach to all work processes has been the mainstay of the growth at AMF.

In 2016, a 5-year strategic plan was introduced, consolidating the focus on indirect services which included short teacher training programs and a certificate course on special education.

Dr. Anjali's vision saw AMF become a Global Partner with the International Dyslexia Association. Collaborating with organizations like SickKids Hospital, Toronto, Canada for the Empower™ Reading Program and with the University of Oregon, USA for the development of Curriculum based measures in Marathi have strengthened AMF's international presence.

On the governance front, continuous efforts were made to build in robust protocols, policies and systems. The technical processes were automated. One of most the important aspects of AMF's exponential growth has been its focus on staff training and development. Ms. Medha Pathak, who joined AMF in 2005, has completed her higher education while continuing to work at AMF. Her willingness to learn and hone her technical skills is remarkable. Besides ensuring that the 'on job training' upgrades the technical competence of the staff,

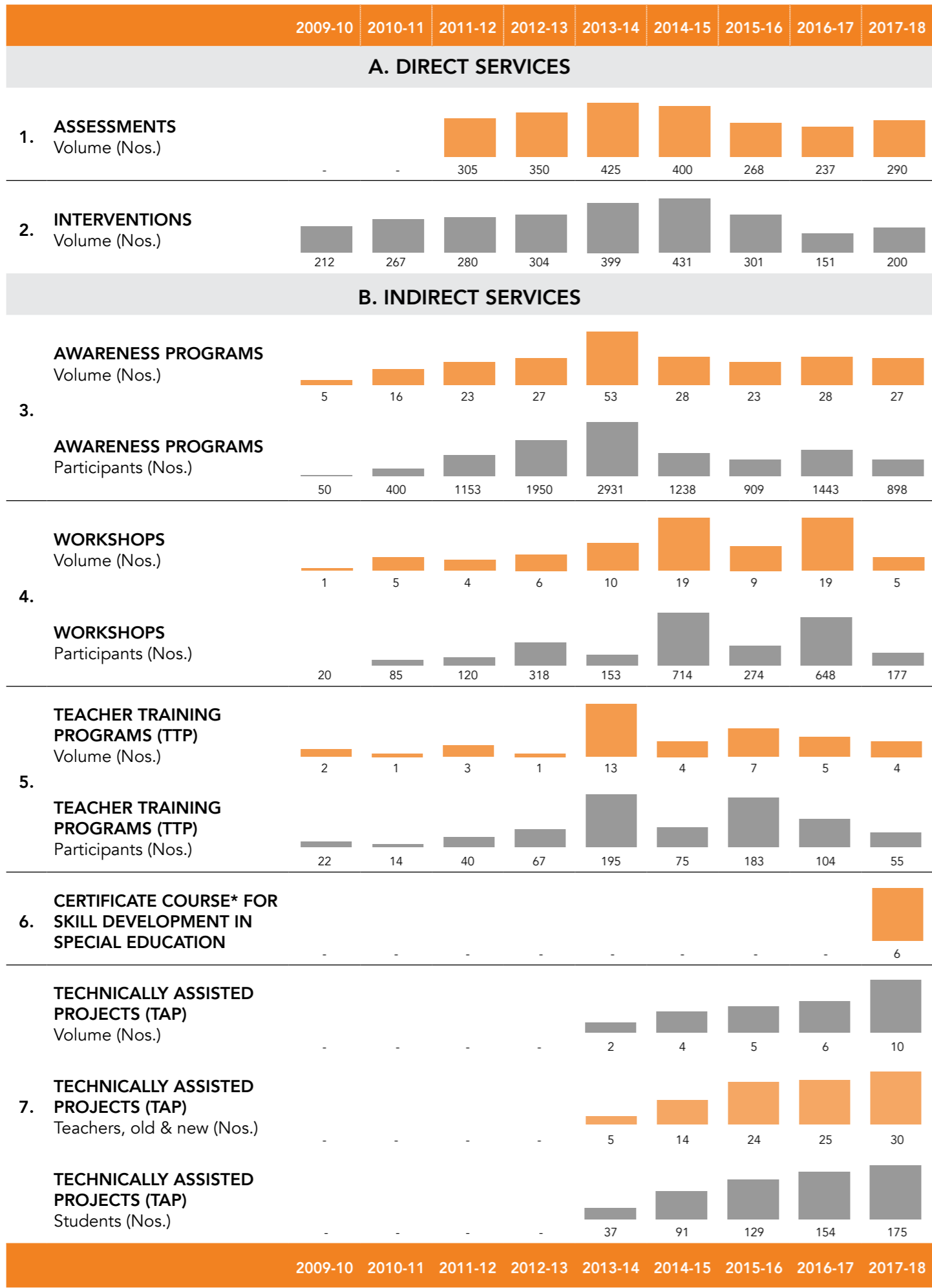
AMF is fortunate to be supported by many well-wishers and is grateful to each one of them for joining the journey of a decade. It is pertinent to mention that the unflagging and uninterrupted support from the Morris Family Fund, in the form of grants, has helped AMF grow to where it has reached today.



Book Launch - 'Overcoming Learning Disorders'



Global Partnership with IDA



*Learning Disability - LD, Autism Spectrum Disorder - ASD & Intellectual Disability - ID

EMPOWERING STUDENTS & TEACHERS – A SUCCESS STORY IN THE MAKING



Empower™ Reading is highly structured and sequenced and can be delivered at different paces to meet individual student and group needs.

Background

Empower™ Reading is a comprehensive literacy program that transforms children and adolescents with significant reading, spelling, and writing difficulties into strategic, independent, and flexible learners. The program addresses, head-on, the core learning problems that prevent children and adolescents with literacy difficulties from learning to read, spell, and write.

Developed by Dr. Maureen Lovett and a team of experts in the Learning Disabilities Research Program (LDRP) at The Hospital for Sick Children, Empower™ Reading is the culmination of over 35 years of groundbreaking, rigorous research conducted with over 6,000 children and adolescents who received the intervention. Since 2006, more than 2,500 teachers from Canada and USA

have been trained to implement the program with more than 35,000 students at the primary level. Since 2009, the Empower™ Reading: High School module is also available to reading, spelling, and writing difficulties in adolescents.

Features that make Empower™ Reading unique and effective in addressing the literacy needs of children, adolescents, and adults are:

- The Goals of Empower™ Reading are**
- Teach students **multiple strategies** that they can use to develop relevant literacy skills, enabling students to be flexible, multi-strategic, and independent.
 - **Teach students the preskills** necessary to successfully apply the strategies. These preskills are particularly

- critical for students with significant gaps in their literacy skills.
- Provide **background knowledge** about the English language and word structure and **teaches to mastery**.
 - It includes a **metacognitive organizational structure** that is explicitly taught to students. This structure helps students orchestrate the appropriate selection, application, monitoring, and evaluation of the strategies independently by providing supportive prompts and a dialogue structure to guide and manage strategy use and monitoring.
 - Include specific **attributional retraining**. Changing the students' attitude towards learning and their beliefs about their own abilities is central to the Empower™ remediation process. Empower™ Reading builds more constructive motivational profiles in struggling readers.

Empower™ Reading is highly **structured and sequenced** and can be delivered at different paces to meet individual student and group needs.

Empower™ Reading: Professional Training & Mentoring Courses

The Empower™ Reading: Professional Development Courses incorporate features considered essential to effective professional development for educators: teacher training, instructional coaching and in-class modelling, long-term mentorship, and collaborative learning.

The Empower™ Reading: Professional Training & Mentoring Courses equip teachers with the knowledge, skills, and experiences they will need to implement the programs effectively and successfully.

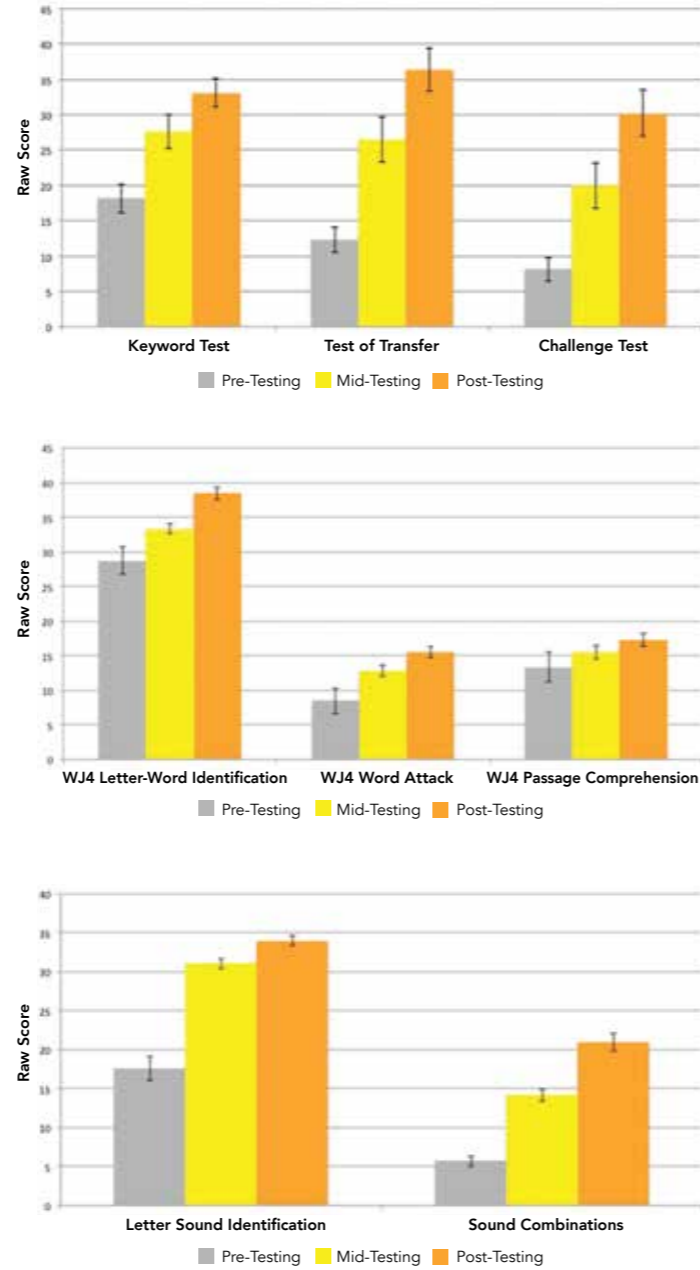
AMF – SickKids Hospital Collaboration

In 2015 AMF reached out to the Research Department of SickKids Hospital, Toronto, Canada which was working for students and adults with LD. AMF subscribed to the Empower™ Reading Program: Grade 2 to 5. The program is intended specifically for students who struggle with word identification, decoding and spelling skills consists of 110 lessons in the Grade 2 to 5 Decoding and Spelling (D&S) Program. The program teaches students five metacognitive decoding strategies, each of which is scaffolded into the program over the course of the 110 lessons. The trainers also teach the necessary preskills the students require, in order to implement the strategies successfully.

In 2016, SickKids trained 10 resource teachers from AMF as part of the project. These teachers delivered the program to 40 students as part of a pilot project who completed the program successfully. The outcome of the program was encouraging.

After the success of the pilot project, AMF expanded the reach of the Empower™ Reading Program to its outreach schools and to the Technically Assisted Projects in 2017. 200 children enrolled for the program, of which 150 have completed the program successfully till 31st March 2018.

Following is the outcome of 150 students who have completed the program.



SUMMARY FOR 2016-18

EMPOWER™ READING PROGRAM
(DECODING & SPELLING)

Completed by **190** students
25 teachers trained

EMPOWER™ READING PROGRAM
(COMPREHENSION & VOCABULARY)

Completed by **21** students
3 teachers trained

GLOBAL PARTICIPATION



AMF joined the International Dyslexia Association as a Global Partner in 2015. Since then, AMF has been actively participating in the mission to help students read. Dr. Sushama Nagarkar represented AMF at the IDA conference held at Atlanta City (USA) from 8th to 11th November 2017. She presented the work of AMF at the International Networking Session of Global Partners. She also co-presented a paper along with Ms. Maria De Palma from the Hospital for SickKids, Toronto, Canada.

The topic of the paper was 'Research to Practice: Expanding the Outreach of Empower™ Reading: an Evidence Based Intervention Program with its Global Partner in India'.

AMF regularly contributes to the Global handbook and videos published by the IDA.

As a part of the collaboration between SickKids Hospital and AMF, Dr. Sushama Nagarkar and Ms. Maria De Palma were invited to attend the conference of the International Developmental Pediatrics Association Congress, hosted by Ummeed Child Development Center, Mumbai in collaboration with the International

Developmental Pediatrics Association on 8th to 10th December 2017. Ms. Maria De Palma presented a paper on the implementation of the Empower™ Reading Program at AMF. The presentation was well received and generated a number of queries about the program and AMF.



Dr. Sushama Nagarkar at the IDA Conference in USA

PARTNERING WITH BAJAJ AUTO IN CSR



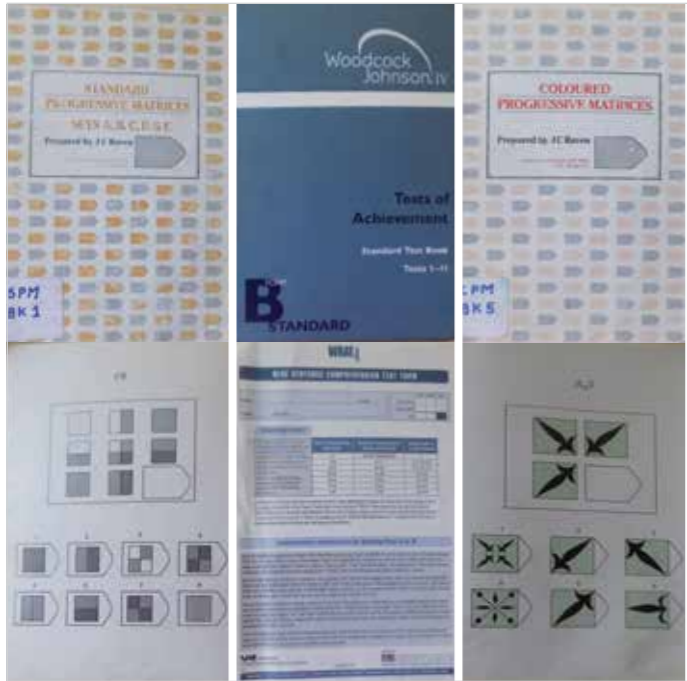
48 AWARENESS PROGRAMS

AMF conducted **48 awareness programs** which benefitted **1,904 participants** - mainstream teachers, parents and psychology students.



5 TEACHER TRAINING PROGRAMS (TTP)

5 TTPs were conducted in Marathi and English during the period October 2015 and March 2018, which benefitted **112 participants**.



ASSESSMENT TOOLS AND EQUIPMENT

Ravens Standard Progressive Matrices (RSPM) and **Coloured Progressive Matrices (CPM)** tools were purchased, which are used for practical training of the teachers attending training programs and for assessments during field work.

LCD projector with Laptop: The equipment is used for community programs where such facilities are not available.



TRAINING VIDEOS

With the support received from **Bajaj Auto Limited**, AMF made **awareness and training video films** to help teachers in training programs and parents of children at risk of LD.

300 copies of these were handed over to the Education Department for creating awareness in PMC schools and all schools associated with AMF. These videos are also available online on **YouTube.com**

DEVELOPMENT AND MONITORING

AMF encourages the overall development of the staff. 16 Resource Teachers (RT) at AMF underwent the training for delivering the Empower™ Reading program. The training was delivered by Maria De Palma, trainer from SickKids Hospital, Toronto, Canada. Of these, 6 RTs from AMF underwent further training at SickKids Hospital, Toronto, Canada to be mentors. This training helped the staff to gain an insight into the education system of Canada and, in particular, the inclusive set up for students at risk of LD.



Canada Visit - Empower™ Training



AMF Teachers at SickKids Hospital, Toronto, Canada



AMF Teachers at School Visit, Toronto, Canada



Session on Research Methodology



Session on ADHD

AMF encourages the staff to build capacity and facilitates the further education of eligible staff. 4 staff members are pursuing B.Ed in Special Education. 2 teachers are pursuing MSc in Counselling Psychology.



TECHNICAL AUDIT

AMF underwent a Technical Audit in August 2017. The audit was conducted by Dr. Preeti Verma, Head of the Department of Special Education at SNTD Juhu, Mumbai and her colleague. The report appreciated the professional growth of AMF in recent years. Suggestions were also made to further improve the BOLD program.

TESTIMONIALS

"We would like to thank you for everything you did for my daughter - Bhargavi Kapalay. You groomed her, gave her lots of self confidence, worked closely with her to develop a friendly rapport but at the same time you ensured her concepts are cleared and because of which she has excelled in her performance in the first grade and is now doing wonders in the second grade. Her progress is truly unbelievable!! She is able to complete her work in school in the prescribed time and also most importantly she understands what she is doing, writing, what the teacher is teaching, what is expected etc. this all has developed only because you gave her personalized attention."



Rucha and Guruprasad Kapalay (Bhargavi's Parents)



"During these four years in Morris Foundation, I learnt reading, writing and comprehension. It is helping me a lot because it improved my reading, vocabulary and writing. In this program, I learnt many new things. It helped me in school because earlier my writing was not good at all and reading was not easy. This was the problem. When I went to Morris Foundation I improved myself by getting help from teachers. In comprehension I did silly mistakes. My English improved when I went to Morris Foundation. My subjects are becoming easier to understand. Thank you all my teachers who gave me support like a mother. I got confidence."

Avanish Magdum (Student at Morris Foundation)

"After coming to Dr. Anjali Morris Foundation, my child Avaneesh felt a good connection with Morris Foundation teachers. I am very thankful to the Foundation for helping out my child in his difficulties in academics. His reading speed has now improved, he sits on his own for studies and his confidence level has also improved. Being a single child he was not able to mingle with other children. But now he has learned to mix with other students and has become social. I am really happy that his reading has improved and there is an improvement in his score too. Because of the reading program he is able to read independently and thus, is able to perform well in all subjects."

Avanish Magdum's Mother

"Before joining Morris Foundation Aarohi was having problem in reading. She was not able to read big words and was having problems in Phonics and Sounds. I really appreciate the efforts of Morris Foundation and their teachers for helping my child in her academic difficulties. The Empower™ Reading program really helped my child in improving her Reading Skills. Now she is able to read fast and fluently. With this tremendous improvement in my child's academics. I am really thankful to all Morris Teachers for helping my child out in her academics. Her experience with Morris Foundation has been really nice."

Aarohi Singh's Mother

"I started going to Morris Foundation in year 2011, when I was in the 4th standard. Soon I started to love going there. They helped me to improve my spellings. With their strategies my concentration also improved. I soon regained my confidence. The teachers and staff at Morris Foundation were very friendly, kind, polite and understanding. I enjoyed there a lot. Their therapies never felt like studies. It was fun. And I was learning.... unknowingly. The learning at Morris Foundation was full of fun, games, colours and paints. I love everyone at Morris Foundation a lot. I am very thankful to them for making my life so much better. Thank you all once again."

Isha Tidke (Student at Morris Foundation)



"To start with I would like to thank all Didis for supporting me in all the assignments I did. Before I started coming to Morris Foundation - reading, writing, and learning was impossible for me. With the help of Didis and programs, the impossible became possible. And, because of the activities taken, learning became easier. Activities like Diwali Mela made us understand Maths and Marketing in a practical way. Summer Camp made us understand the meaning of group work. I thank all the Didis for their support and hardwork which made learning easy for me."

Diya Bora (Student at Morris Foundation)

"Diya was having difficulty in reading, writing and spellings. Her reading was really very low and it was a major concern for us. Even her handwriting was messy and was not in proper zone. As Diya started attending the sessions at Morris Foundation we noticed improvement in her. They taught her basics of reading skills. Her writing speed increased and there is an improvement in her handwriting too. I am very happy with this change in her academics. There is a lot of improvement in her scores and she has scored very well this year as compared to her previous marks. Diya's behaviour has also changed in a good way; she has become understanding and co-operative."

Diya Bora's Parents

"Muskaan was having difficulties in reading. We came to know about this when she was in the 6th standard. We got worried about her and started looking for the solutions. First of all we changed her board from C.B.S.E. to S.S.C. as she was finding it difficult to cope up with CBSE syllabus. After joining Morris Foundation her spelling mistakes are lessened. She has also improved her reading and her confidence level has also increased."

Muskaan Rajput's Parents



"When Vedant was in nursery, K1 he was not able to recognize some numbers and most of the alphabets, capital letters and small letters. Every time, the study session started with crying. As a mother it was very painful, I was forcing him against his will to do studies. When I visited Morris Foundation, I felt new hope. The Foundation team educated me about his problems, so that I could better understand what he was going through. Vedant started attending the Empower™ Reading Program since a year and he has shown a great improvement. He has started reading hoardings when we travel in the city. He reads product information given on the packing of food products. Even he checks expiry dates on medicines. That clearly shows he is developing interest in reading. And that is the proud moment for me. Thank you Morris Foundation, for your motivation, help and support."



Vaisali Wairale (Vedant Wairale's Mother)



"Zaid being a premature baby was in NICU for 3 months. After admitting to school, other problems like not writing, being slow, no talking popped up. After various IQ tests and doctors' visits Zaid was diagnosed of dyslexia. He started having the feeling that he is slow as compared to his classmates, started avoiding studies, felt helpless and did not want to talk about school. But the things changed after enrolling to Empower™ Program. He started taking interest in reading. With increased curiosity he looked forward to the next Empower™ session. He readily agreed to practice reading at home. He started gaining confidence. The improvement was visible at home, at school and outside too. Even the school teachers were surprised. His interactions with peers, students, neighbours greatly improved."

Zaid Shaikh's Mother

"For the past two years, my experience with Morris has been tremendous. I have had wonderful support from my mentors who have always guided me and given me the best inputs to succeed. The trainings received during the course of two years have also been utmost beneficial. It's been an absolute pleasure to be associated with such a wonderful organization."



Anish Gokhale (Training Participant)
Dr. (Mrs.) Erin N. Nagarvala School



"I am very thankful to Anjali Morris foundation for their Teachers Training Program for L.D. This course was nicely arranged. The lectures and the lecturers were very good. They explained clearly the theoretical part with activities and videos. The food provided was also good and suitable in summer season. Other facilities provided were also good. During the practicum sessions we have observed various sessions and got to know about different ideas for teaching. We learned many new things during these practical sessions. All the teachers are good they have arranged our practical sessions according to our conveniences. They were very enthusiastic to solve our doubts."

Dr. Rakhi Patil (Training Participant)

FINANCIAL STATEMENTS

All figures are in Indian Rupees

PARTICULARS	CURRENT YEAR (2017-18)	PREVIOUS YEAR (2016-17)
Income	98,40,438.90	1,09,28,491.60
Expenditure	1,21,79,946.55	1,23,73,567.25
Excess of Expenditure over Income	-23,39,507.65	-14,45,075.65
Excess of Income over Expenditure	-	-
Opening Balance carried forward from previous year	1,15,68,473.73	1,30,13,549.38
Closing Balance carried over to the Balance Sheet	92,28,966.08	1,15,68,473.73

FUTURE PLANS



EXPAND

the Empower™ Reading Program to more and more Technically Assisted Projects (TAP).



COLLABORATE

with the Dyslexia Association of Singapore for their intervention programs which may benefit the students who cannot take up Empower™ Reading Program.

REACH OUT

to even more schools to ensure that the statutory provisions made by the Government, for students with LDs, are correctly interpreted & widely publicized to enable maximum students take advantage of these.



BUILD

on the encouraging outcome of the first phase of the pilot project for developing curriculum based measures in Marathi.



ALL IT TOOK WAS A HELPING HAND!



DR. ANJALI MORRIS
As the founder of AMF, her vision to help students who fall in the vicious cycle of academic failure, has been pioneering. Her dream to help students at risk of LD became a reality and her perseverance, quality of connecting to the right people who

believed in her vision has helped AMF reach where it is today. With an aim to create awareness about LD and ways to tackle it, Dr. Anjali wrote a book in 2013, titled 'Overcoming Learning Disorders'. The book was first published in English and later translated in Marathi and Bengali languages.



LATE DR. DONALD MORRIS
A highly qualified physicist and a scientist, he was also the co-founder of the erstwhile Morris Electronics. He helped several NGOs in USA & India. His sharp intellect, his ability to think 'out of the box' and 'never say die' attitude inspired

all at AMF. Dr. Don's humane and generous nature, compassion, hard work and his willingness to provide help, guidance and advice whenever it was needed - has been instrumental in AMF's growth.



LATE MR. U B JOSHI
A chartered accountant by profession, the late Mr. Joshi was the co-founder of AMF. He helped establish the company, get the statutory compliances in place and advised on matters related to the governance of AMF.



MR. SUROJIT SEN
One of the senior members with AMF right from its inception, Mr. Sen is a businessman by profession. He guided AMF to have a professional view and plan its budget. His advice and support on FCRA registration have been crucial.



Mrs. FRENEY TARAPORE
An academic in the fields of education and social services, Mrs. Tarapore is the founder and former Principal of the SNTD College of Home Science, Pune. In the role of Chief Functionary at AMF, Mrs. Tarapore has always supported the larger

interest of the organization. Her vast experience and networking with people has helped AMF strengthen its place in the field of special education.



Mrs. MALATI KALMADI
An educationist, Mrs. Kalmadi has been with AMF for most part of the decade. Always graceful and very supportive of the team at AMF, Mrs. Kalmadi has been instrumental in AMF's collaboration with Tilak Maharashtra Vidyapeeth for the certificate course

in special education. Always promoting the cause of LD, the interest of the students is top most on her mind. She has played a significant role in charting AMF's growth.



Mrs. KATAYUN CURRAWALLA
Mrs. Currawalla is the Founder President of Maharashtra Dyslexia Association (MDA). She has been associated with AMF for many years first as a Technical Advisor and then on the board of Directors. She guides AMF on the technical process.

Always open to sharing her experiences at MDA, she has been supportive of the technical growth of AMF.



Mrs. SHARMILA BRAHME
A chartered accountant by profession, Mrs. Brahme has been constantly guiding AMF in the financial processes and policies, besides budgeting and accounting. Her guidance has helped AMF plan its budget well, besides address challenges in accounting.



DR. ANITA MORRIS
As a Director on the Morris Family Fund and AMF, Dr. Anita has been carrying on the legacy of generosity and commitment towards students at risk of LD. She has been instrumental in developing a long term strategic plan for

AMF which focuses on training teachers and thereby reaching more number of students indirectly. She has also been the driving force to put systems and protocols in place. Anita has been instrumental in introducing the Empower™ Reading Program and JUMP Math Program at AMF.



DR. SUSHAMA NAGARKAR
The technical upgrades at AMF since the year 2013 is credited to Dr. Sushama. She has been the backbone of the technical processes, staff development and the brain behind launching the research project

for developing assessment tools in Marathi. She has set in data driven and evidence based practices while upgrading assessment tools and intervention programs at AMF. Her critical analysis of the technical programs has helped AMF reach where it is today, especially on an international platform.

WE EXPRESS OUR GRATITUDE...

AMF is thankful to the parents, school management and teachers, members of the AMF general body, donors, well-wishers, ex-employees and all who have been associated with us over the past 10 years, to assist children with LD and ADHD.



Aaron Morris
Anuja Utpat
Archana Vora
Bharat Shah
Bharati Kulkarni
Bhushan Shukla
Bindu Patni
Col. Bedekar
Geeta Bhat
Geeta Rao
Give2Asia
Gopal Nehlani
Kamla Mani
Kamlesh Chaudhury
Kavita Malani

Leena Mankikar
Madhavi Chouhan
Masarrat Tavawalla
Meera Joshi
Mita Banerjee
Morris Family Fund
Mrs. Adwani
Mrunal Pawar
Mukund Ingalgaonkar
N.G. Gopalkrishnan
Nalini Sengupta
Padmaja Bhat
Padmini Khare
Pallavi Inamdar
Parvati Halbe

Prabir Kumar Sarkar
Pranita Madkaikar
Prashant Kothadia
Preeti Verma
Probal Sen
Punit Bhat
R. Mehta
Rahul Bajaj
Ranjeet Shetye
Rashmi Gapchup
Rashmi Gupta
Rashmi Naik
S. R. Bhat
Saibal Sen
Sakal Foundation

Saroj Mirchandani
Shailendra Joshi
Sharmila Patil
Shobha Deshmukh
Soumy Koshy
Suneel Godbole
Sunita Bhagwat
Sunita Deshpande
Swati Bapat
Swati Kelkar
Vaman Narayan Abhyankar
Vandita Bhagwat
Vanita Patwardhan
Vilas Kulkarni

ANNEXURE-B

I. AWARENESS PROGRAMS FOR TEACHERS, PARENTS AND THE COMMUNITY CONDUCTED IN THE YEAR 2017-18

SR.	DATE	SCHOOL / CENTRE	PARTICIPANTS
1	13.04.2017	Punyashlok Ahilyabai Holkar English Medium School, Pune	55
2	15.04.2017	Late Ramchandrarao Bankar English Medium School, Pune	169
3	18.04.2017	New India School, Pune	30
4	07.06.2017	Abhiruchi Primary & Pre-Primary School	30
5	19.06.2017	Tomoae School, Amravati	75
6	20.06.2017	I-teach Ahilyadevi Holkar English Medium School, Pune	10
7	04.06.2017	HDFC School, Magarpatta	15
8	06.07.2017	Priyadarshani School, Moshi	64
9	07.07.2017	Priyadarshani School, Chakan	11
10	31.10.2017	Prerana Prathmik and Madhyamic School, Chinchwad	25
11	31.10.2017	Shree Ramrajya Santha (Morning)	25
12	31.10.2017	Shree Ramrajya Santha (Afternoon)	25
13	06.11.2017	Gangangiri Vidyalaya, Katraj	20
14	11.11.2017	Mhalasakant Madhyamik Vidyalaya, Nigdi	35
15	18.11.2017	Pune District Association's Primary and Secondary (English Medium), Nigdi	25
16	30.11.2017	Shree. Sadguru Maharaj Sahstrabuddhe Vidyamandir	23
17	30.11.2017	Hutatma Chafekar Vidyamandir, Chinchwad	20
18	02.12.2017	Mhalasakant Madhyamik Vidyalaya, Nigdi	30
19	07.12.2017	Prof Ramkrishna More College of Arts, Psychology Department, Akurdi	20
20	09.12.2017	Pune District Association's Primary and Secondary (English Medium), Nigdi	20
21	09.01.2018	SPM Marathi School, Nigdi	19
22	13.01.2018	Ashraya Initiative - a social organization working for underprivileged students	13
23	13.01.2018	Rotary Club - PCMC	49
24	15.01.2018	Fergusson College - Psychology Department, Pune	35
25	28.02.2018	St. Clare's High School	13
26	16.03.2018	Jnana Prabodhini - Pradnya Manas Sanshodhika	22
27	24.03.2018	SB Patil School, Vishrantwadi	20
			898

II. WORKSHOPS FOR TEACHERS, PARENTS AND COMMUNITY CONDUCTED IN THE YEAR 2017-18

SR.	DATE	TOPIC	PARTICIPANTS
1	19.06.2017	Specific Learning Disabilities - An Umbrella Term & Overview of Inclusive Education	60
2	19.06.2017	Journey of Reading - Learning to Read	33
3	26.07.2017	Curriculum Based Assessments	25
4	16.12.2017	Orientation On LD	49
5	15.03.2018	Workshop - Students from Fergusson College, Psychology Department	10
			177

III. PARENT SUPPORT GROUPS CONDUCTED IN THE YEAR 2017-18

SR.	DATE	PROGRAM	PARTICIPANTS
1	29.07.2017	NIOS (CRC)	24
2	26.08.2017	Experience Sharing (PRC)	26
3	27.09.2017	Internet Safety (CRC)	18
4	11.11.2017	Safe and Unsafe Touch (PRC)	27
5	29.11.2017	Importance of Extracurricular Activities (CRC)	25
6	31.01.2018	Environmental Awareness : Pollution - Types, Effects and Prevention (PRC)	8
7	02.02.2018	Study Techniques (CRC)	22
8	24.03.2018	Learning from Failures (CRC)	18
			168

IV. TEACHER TRAINING PROGRAMS CONDUCTED IN YEAR 2017-18

SR.	DATE	ACTIVITY AND LOCATION	PARTICIPANTS
1	08.05.2017	Teacher Training Program (PRC - Marathi Medium)	17
2	22.05.2017	Teacher Training Program (CRC - Marathi Medium)	9
3	26.12.2017	Teacher Training Program (PRC - Marathi Medium)	14
4	26.12.2017	Teacher Training Program (CRC - Marathi Medium)	16
			56

NOTES

All it takes is a helping hand...



DR. ANJALI MORRIS EDUCATION & HEALTH FOUNDATION

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