



All it takes is a helping hand

Dr. Anjali Morris Education and Health Foundation



ANNUAL REPORT 2025 - 2026



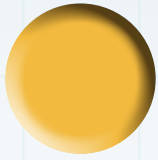
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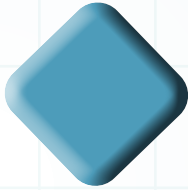


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Our Vision

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



Our Mission

- Identification & Intervention
- Training
- Marathi Tool Development
- Advocacy - Awareness



Theory of Change

Early identification and targeted intervention for students with specific learning disabilities to ensure timely support, fostering higher academic and personal success.



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Founder's Note

Dear Friends and Partners,

As we look back on 2025–26, one word captures the spirit of this year: discovery. It was a year of learning, of pushing into new territory, and of proving, once again, that the AMF team's commitment to children with specific learning disabilities only grows stronger when tested.

When AMF faced a significant funding crunch that threatened to slow its momentum, Swapna Damerla's leadership and the extraordinary support of the Board and well-wishers helped AMF welcome several new funders and turn a difficult moment into one of AMF's most ambitious years yet. I continue to be inspired by the strength and resourcefulness of AMF's leadership team, who never let a setback become an excuse to slow down.

Thirteen fellows from the first Fellowship cohort delivered remarkable results, working across schools and bringing intervention support to 121 additional students a direct testament to the strength of the model, and to the skill and dedication of the AMF staff who mentored them throughout the year.

The enthusiasm of one funder encouraged the team to accelerate its timeline for launching the Marathi Fellowship alongside the existing English Fellowship, a bold undertaking that the staff met with characteristic energy and care.



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Through its Fellowship programs, the AMF team built capacity and exceeded funders' targets — a reflection of the professionalism and dedication that now define this organisation.

AMF also broke new ground on a 3-day early identification training module for K–5 teachers, followed by three months of hands-on mentoring by AMF's team — patient, hands-on work that reflects the depth of expertise now embedded across the organisation.

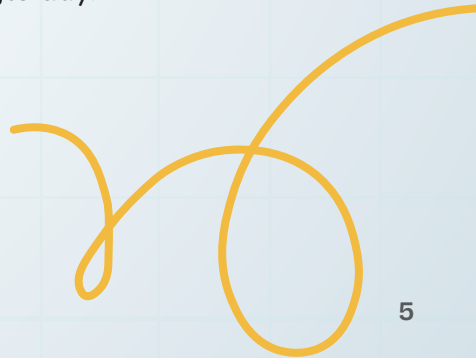
Behind the scenes, the team completed a mammoth undertaking: building lesson plans and worksheets across 85 core teaching sequences, laying the groundwork for consistent, high-quality individualised intervention for years to come. This is the kind of unglamorous, meticulous work that rarely makes headlines but changes lives and I'm grateful to every staff member who saw it through.

To help people experience what Dyslexia, Dysgraphia, and Dyscalculia feel like from the inside, AMF developed and launched an interactive Awareness Tool, a small but powerful step toward making this hidden disability visible.

None of this would have been possible without your trust, your generosity, and your belief in AMF's mission and none of it would have happened without the extraordinary team who shows up for these children every single day.

With gratitude and pride,

Sincerely
DR. ANJALI MORRIS





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Director's Note

“Every child can learn; the right support helps every child find their way to learning.”

The year 2025–2026 has been one of challenges, learning and meaningful accomplishments for the Anjali Morris Foundation (AMF). Working exclusively in the area of Specific Learning Disabilities (SLD), our continued focus has been on building the capacity of teachers, special educators and professionals through carefully designed awareness programmes, training and fellowship courses.

Following the success of our English Fellowship, we were invited by our funders to introduce a new Marathi Fellowship. Under the leadership COO, Mrs Swapna Damerla, and with the dedicated efforts of the senior team, this much-needed programme was developed to identify, support and empower children with SLD, particularly in government schools.

Another significant initiative was the development of an identification training module for Pre-Primary and Primary teachers. Fifty teachers participated in the programme and, following the training, were able to identify 14 of the 117 children they were working with as showing signs of being at risk of SLD. This is an important step towards early identification and timely intervention.



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Technology has also emerged as an important area of exploration. A significant achievement this year has been the development of an interactive awareness tool that enables users to experience, at a basic level, the challenges associated with dyslexia, dyscalculia and dysgraphia—making an often-hidden disability more visible and understandable.

Our senior team has also invested considerable effort in developing lesson plans, worksheets and concept-based teaching strategies, enabling intervention to become an integral part of the regular teaching-learning process. Our Mentoring Programme remains AMF's USP. By continuing to engage with and mentor Fellows after their training, we are building a growing pool of committed professionals who uphold standards of quality and accountability. As a donor-driven organisation, the continued support and trust of our funders have been invaluable in enabling us to sustain our work and expand awareness of SLD beyond Maharashtra.

On behalf of the Board, I express my sincere appreciation to Mrs Swapna Damerla and her dedicated team both Technical and Admin.

“Alone we can do so little; together we can do so much.” —
Helen Keller

Their commitment continues to give AMF its strength and purpose

Malati S Kalmadi

Board Member

Anjali Morris Foundation



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COO's Note

Dear Reader and Well-Wisher,

Thank you for taking the time to read this note. There's a saying that a leader is only as good as the team. This year, I felt that truth more deeply than ever. Everything I share below belongs to Team AMF as much as it does to me. We began the year with plans to build on the momentum of the previous year. As it turned out, the process was anything but straightforward.

We ran into unexpected funding challenges as we began this financial year. Rather than let the crisis unsettle us, the team stood up to the challenge and showed its resilience. The Board and I sat down with the team to revisit our commitments to our existing funders, the beneficiaries who depend on us, and to the new plans we wanted to set in motion. We chose to concentrate on fundraising with renewed energy rather than scale back our ambitions. It wasn't an easy road, the funding we raised came with specific program expectations. This pushed us to rethink how we reallocated our resources, manpower and work. The incorporation of these new expectations deepened our commitment to the cause AMF has carried for nearly two decades:

“Making the Invisible Visible”

The students we work with live with Specific Learning Disabilities, SLD is recognised under the RPWD Act, 2016, yet one that remains largely invisible in most classrooms. This year, we pushed harder than ever to bring these hidden learning disabilities into focus, in line with India's growing momentum toward inclusive education.



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AMF is proud to have added several firsts this year:

A Marathi-language Fellowship, training interventionists to reach more students who learn in Marathi, a structured, outcome-based Early Identification training module for classroom teachers, an interactive eLearning awareness module on Specific Learning Disability, designed to be used by anyone in a student's circle of influence — parents, teachers, and caregivers alike, and the piece closest to our hearts this year: the completion of our individualised English Reading Intervention Toolkit, built for parents and educators working in places where specialised support is unavailable.

None of this would have been possible without the long hours Team AMF invested into building and delivering these new initiatives. AMF delivered on the existing programs - Assessment and Intervention, Technically Assisted Projects, Training and Research without any compromise Together, this work touched over 350 students directly, 121 students indirectly, 110 teachers, and 23 fellows.

As we look ahead, we will continue to take forward the new projects started this year. We have a few exciting plans for next year too. We have the opportunity to present a policy document for Universal Screening for students in schools, scale the Marathi Fellowship, expand the intervention toolkit's scope to writing, and create multisensory tools to support the learning of our diverse learners.

Finally, my heartfelt thanks to our CSR partners: Bajaj Finance Ltd., Bajaj General Insurance Limited, RDA Holdings Pvt. Ltd., Forbes Marshall, WWT India Pvt. Ltd., Tata AutoComp Systems Ltd., Persistent Systems & Kashinath Charitable Trust and to our various individual donors, several of whom generously choose to remain unnamed. Your faith in this work, especially in a year that asked more of us than we expected, made all of the above possible. I would like to reiterate and acknowledge the hard work, effort and commitment of my team.

Warm Regards
Swapna Damerla



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Board of Directors



Malati S Kalmadi



Shamin Mehrotra



Siddesh Sarma



Vipin Ghate





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Anjali Morris Foundation Programmes





Assessments & Intervention

This program is the mainstay of Anjali Morris Foundation under our broader project, **Bridging Over Learning Disability (BOLD)**. Through our direct services, we provide comprehensive assessments and interventions.

ASSESSMENTS

INTERVENTION

EXTRA
CURRICULAR
ACTIVITIES

PARENT
SUPPORT
GROUP



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Targets for FY 2025-2026

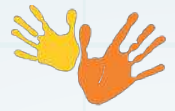
Activity	Target	Achieved
Assessment	700	949
Intervention	350 Students	370 Students
PSG (Parents Support Group)	5	5
Extra Curricular Activities	3	3

Our Centers

- Aundh Resource Center
- Chinchwad Resource Center
- Pune Resource Center

Outreach Schools

- Ahilyabai Holkar English Medium
- Chandrakant Darode Prathamik Vidyalaya
- Jnanaprabodhini Navanagar Vidyalay Nigdi-Gharkul Vibhag
- Jnanaprabodhini Navanagar Vidyalay Nigdi-Kridakul Vibhag
- J.N Petit Technical High School
- KHS Ganesh Nagar
- Late Anantrao Pawar Memorial English Medium School
- Navin Marathi Shala
- St. Clare's Girls High School



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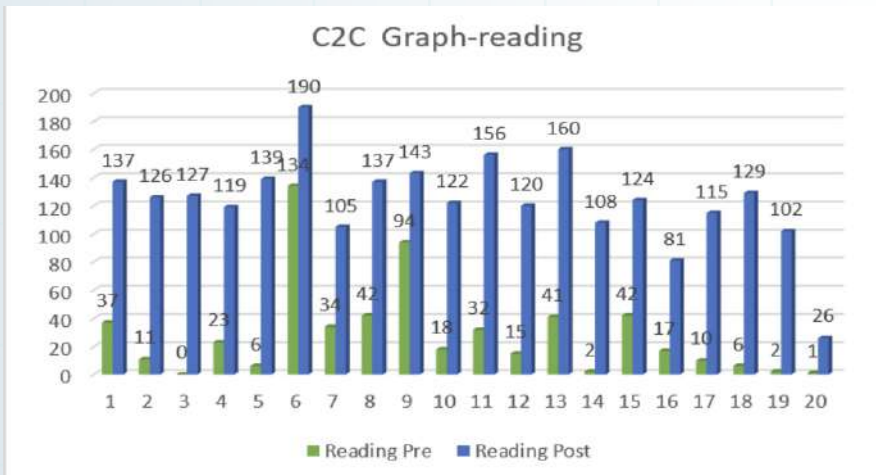
Intervention Outcomes:

READING

Program 1: Phonics Chaos to Clarity

51 students received intervention through the Phonics Chaos to Clarity – Beginner's Reading (C2C) program.

The infographics show pre and post-assessment progress across key phonics skills, including short and long vowels, blends, digraphs, silent-e, r-controlled words, and diphthongs.





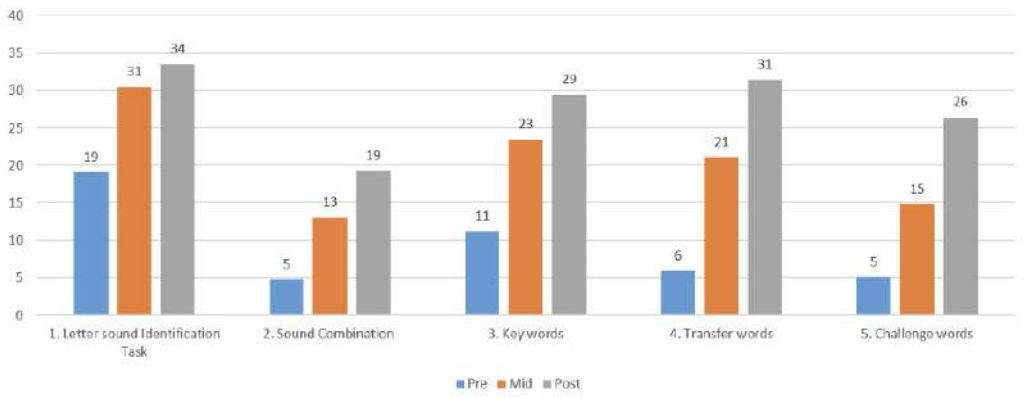
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Program 2: The Empower™ Reading Program (Decoding & Spelling)

196 students were enrolled in the Empower™ Reading Program (Decoding & Spelling). The Learning Disability Research Programme test (LDRP), a program-based assessment, is used to measure a student's deficit in basic reading skills.

The infographic below depicts pre-, mid-, and post-progress across the subtest letter-sound association, sound combination, keywords, transfer words, and challenge words.

Empower Decoding and Spelling graph





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Program 3: Problem Solving Approach (PSA) English

56 students were provided with individualised interventions on foundational skills using the problem-solving approach. This approach entails providing customised inputs to students at their instructional level. Each student has an Individualised Education Plan (IEP) according to their level in the teaching sequence.

A teaching sequence is a structured, step-by-step roadmap that outlines what skills to teach and the precise order in which to teach them, moving from simple concepts to complex ones.

The word Instructional level indicates the actual grade level of instruction a student is at, vis-à-vis the physical class the student is in, which is referred to as Grade Level.

For example: Student A is in grade 5, but her English reading instructional level is grade 2. For English writing, her instructional level is grade 1, and for maths it's grade 3. In a situation like this, personalised IEPs (Individualised Education Plans) are made for each subject. This methodology is called problem solving, and the ultimate aim is to make the student grade-appropriate.





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Reading and reading comprehension:

To assess the progress being made by the students in reading, we measure 2 components: reading and reading comprehension. For this, we use a formal assessment tool called Curriculum-Based Measures (CBMs).

The infographic on the next pages measures the progress of students during the year-long intervention by comparing assessment data from the beginning (pre), middle (mid), and end (post) of the intervention.

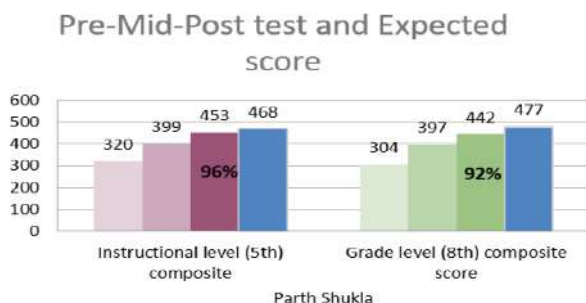
These 2 graphs- Instructional level composite score & Grade level composite score- indicate that when inputs are given at the instructional level, it also impacts the grade level composite scores. (The composite scores are a combination of reading and reading comprehension scores.)





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	Instructional Level Pre
	Instructional Level Mid
	Instructional Level Post
	Grade Level Pre
	Grade Level Mid
	Grade Level Post
	Expected Score



The set of graphs shared above is indicative of the improvement made by Parth, as measured by the relevant Curriculum-Based Measures.

Parth is in grade 8; however, his knowledge is that of a student in grade 5. We will say Parth's grade level is grade 8 and his instructional level is grade 5. Parth was given intervention for reading. We started teaching him from what he knew and built on those skills. The intervention given for a year helped him bridge the gap by a few years.

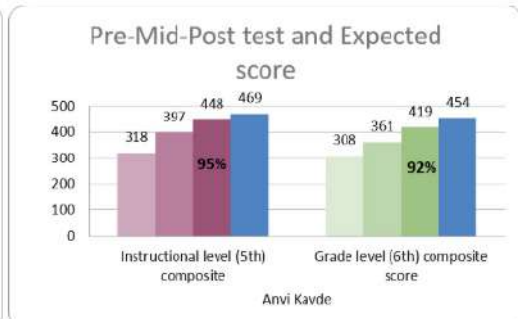
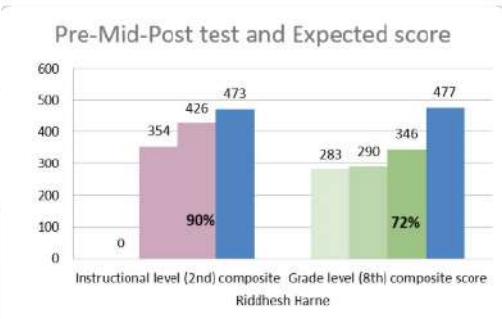
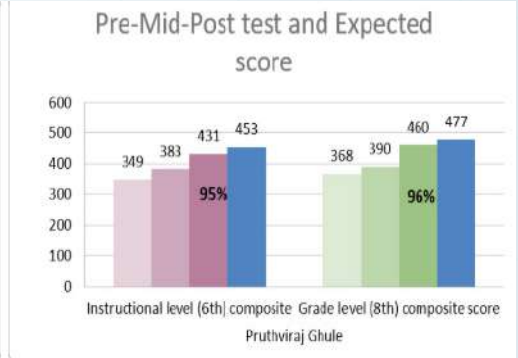
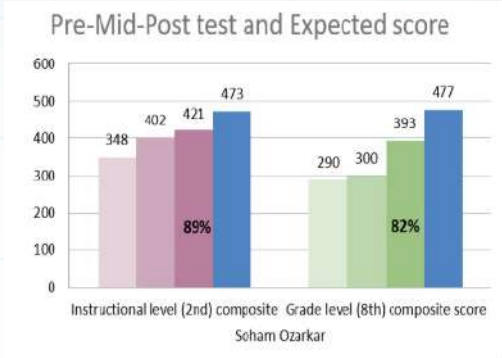
Research states that providing reading instruction at a student's instructional level based on Curriculum-Based Measurement (CBM) composite scores will directly lead to growth on grade-level benchmarks.

The percentage indicates that Parth has achieved 96% of the expected score for grade 5 and 92% of the expected score for grade 8.



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Similarly, progress graphs of 4 more students are given below:



	Instructional Level Pre
	Instructional Level Mid
	Instructional Level Post
	Grade Level Pre
	Grade Level Mid
	Grade Level Post
	Expected Score



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Program 4: Problem Solving Approach (PSA) Marathi

53 students were provided with individualised interventions on foundational skills using the problem-solving approach in the Marathi language. This approach follows the same methodology as Problem Solving Approach (English).

Like the English PSA, the Marathi PSA also has teaching sequences. The progress is mapped on the basis of the number of teaching sequences a student has mastered.

To assess the progress being made by the students, we use Curriculum-Based Assessments (CBAs), which are informal teacher-made assessments, as no formal assessments are available in the Marathi language. (AMF has been working on creating a formal reading assessment in Marathi language).





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WRITING

Writing is a complex skill that develops progressively. Three quantitative measures are expected to demonstrate growth at different stages.

The 3 measures are:

1. Total Words Written (TWW)
2. Correctly Spelled Words (CSW)
3. Correct Writing Sequences (CWS).

During the initial phase, emphasis is placed on developing writing fluency and spelling, reflected through Total Words Written (TWW) and Correctly Spelled Words (CSW). As students gain greater fluency and confidence in these areas, instructional focus progressively shifts toward Correct Writing Sequences (CWS), which captures the accuracy and quality of connected written expression.

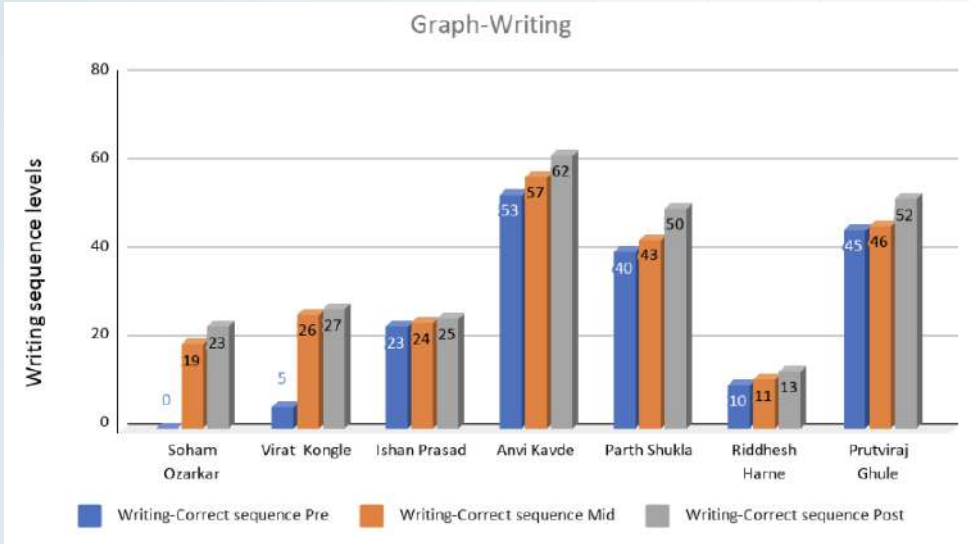
Progress is measured using Curriculum-Based Measurement for Written Expression (CBM-WE), which measures a student's writing fluency, spelling, and mechanics.





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WRITING



The pace and pattern of progress may vary across students due to individual differences in vocabulary, idea generation and organization, language exposure, prior learning experiences, and language proficiency.



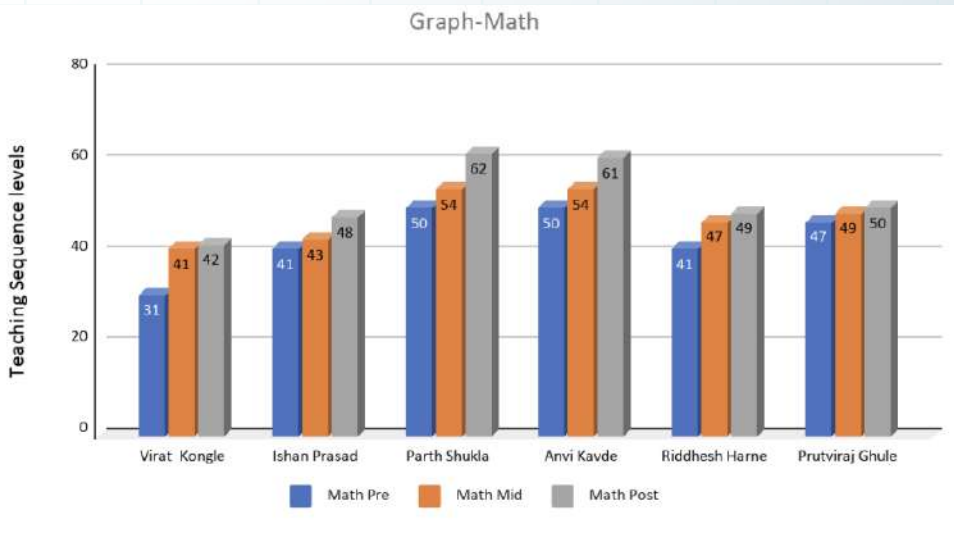
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MATHEMATICS

The intervention is designed to follow a fixed, hierarchical teaching sequence which addresses the foundational skills of arithmetic. It begins with number sense and progresses through place value, addition, subtraction, multiplication, division, fractions and decimals. This sequence broadly follows the CRA framework (Concrete/Representational/Abstract).

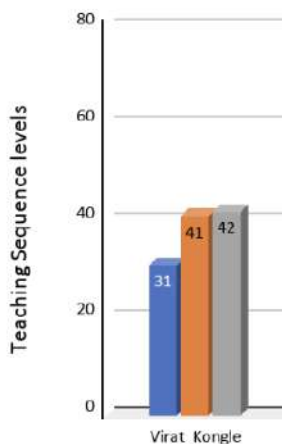
Students enter the sequence at a point determined by a baseline assessment (CBA - Curriculum Based Assessment). A student will move from one level to the next once 80% accuracy is achieved.

The pre-, mid-, and post scores indicate the progress made by a student from a certain sequence to the desired sequence in one year. The graph below showcases the progress of a few students.





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For example

Virat started intervention from teaching sequence 31, which is 2-digit number by a 1-digit number addition with carryover, and ended at teaching sequence 42, which is 2-digit number multiplied by 1-digit number.

The teaching sequence screen shot for Virat is enclosed for reference:

31	2x1 addition with carryover (vertical, word problems)
32	2x2 addition with carryover (vertical, word problems)
33	3x3 addition with carryover (vertical, word problems)
34	4x4 addition with carryover (vertical, word problems)
35	2x1 subtraction with borrowing (vertical, word problems)
36	2x2 subtraction with borrowing (vertical, word problems)
37	3x3 subtraction with borrowing (vertical, word problems)
38	4x4 subtraction with borrowing (vertical, word problems)
39	Introduction to the concept of multiplication
40	Teaching Tables through concept of Multiplication- 2- 5
41	1x1 multiplication (vertical, word problems)
42	2x1 multiplication (vertical, word problems)



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Testimonials

St. Clare's Girls' High School



Silver Jubilee year 1993-2018

Govt. Recognised Sec. School No.:
SSN - 1087/1226/N/MASHI - I
Dt. 23-07-1987 (MAHARASHTRA)

The Poona Diocesan Educational Society
ST. CLARE'S GIRLS' HIGH SCHOOL

433, Nana Peth, Pune - 411 002. Tel. 020 - 26137507

SSC School Index No. 11-15-089

Date: 10/12/25

Dear Ma'am,

On behalf of St. Clare's Girls' High School, I wish to express our sincere appreciation for the invaluable support we have received from the Dr. Anjali Morris Trust for more than 20 years.

The Morris Trust has been instrumental in implementing essential supplementary education for our most vulnerable students, significantly enhancing their access to quality learning and overall well-being.

We have consistently observed remarkable progress in students participating in your programs. The personalized attention and supportive environment created by your dedicated team have been extremely helpful.

Your professionalism, dedication, and planning are truly commendable. We look forward to many more years of working together to empower our students.

Thank you for your invaluable service.

Sr. Aishwarya

Your Sincerely,

PRINCIPAL
ST. CLARE'S GIRLS' HIGH SCHOOL
433, NANA PETH, PUNE-411 002.



डेकन एज्युकेशन सोसायटीची
नवीन मराठी शाळा, पुणे

ई-मेल - desnmsp@gmail.com
(स्थापना १८९९)

३४२, शनिवार पेठ, पुणे ४११ ०३०.

दूरध्वनी - ६७६५६८२०

जावक क्र. २७३/२५-२६

दिनांक - १०.१२.२०२५

प्रती,

मा. मुख्य कार्यकारी अधिकारी,

डॉ. अंजली मॉरिस एज्युकेशन अँड हेल्थ फाऊंडेशन,

पुणे.

आपल्या नवीन मराठी शाळेत डॉ. अंजली मॉरिस एज्युकेशन अँड हेल्थ फाऊंडेशन गेले सात वर्षे अध्ययनात अडचणी येत असणाऱ्या विद्यार्थ्यांसाठी काम करत आहे. शाळेत एकूण १२३७ विद्यार्थी असून शाळा पूर्णतः अनुदानित व मराठी माध्यमाची आहे. शाळेचे पालक मध्यम वर्गीय आहेत. बदलत्या सामाजिक परिस्थितीनुसार आर.टी.ई. च्या काही नियमांमुळे काही विद्यार्थ्यांच्या शैक्षणिक प्रगतीत अडथळा निर्माण होताना दिसतो. प्रत्येक मुलाची शिकण्याची गती वेगळी असते. काही विद्यार्थ्यांना वैयक्तिक लक्ष देऊन शिकवण्याची गरज असते. विद्यार्थी संख्या अधिक असल्याने शिक्षकांना या अध्ययन अक्षम विद्यार्थ्यांसाठी विशेष शिक्षकांची गरज शाळेसाठी लागते. तुमच्या संस्थेतर्फे तुम्ही तज्ञ शिक्षक देऊन शाळेला व विद्यार्थ्यांच्या प्रगतीमध्ये योगदान देता. डॉ. अंजली मॉरिस एज्युकेशन अँड हेल्थ फाऊंडेशन वाचन, लेखन आणि गणित या क्षेत्रांवर उपचारात्मक शिक्षण देऊन विद्यार्थ्यांना मदत करते. तसेच शिक्षण प्रश्नावली शिक्षकांकडून भरून घेते व त्यानंतर पालकांशी आणि शिक्षकांशी समन्वय साधून शाळेच्या वेळेतच चाचणी व उपचारात्मक शिक्षणाचे तास सुरू केले जातात.

चाचणी झाल्यानंतर विद्यार्थ्यांच्या वैयक्तिक शैक्षणिक आराखडा बनवून त्याप्रमाणे उपचारात्मक शिक्षण सुरू केले जाते. मॉरिस फाऊंडेशन कडे येणाऱ्या विद्यार्थ्यांचे पूर्व-मध्य-पश्चात अशा तीन टप्प्यांत प्रगतीचे अवलोकन केले जाते व त्याबद्दल मूल्यमापन अहवालाद्वारे पालक आणि शिक्षकांना माहिती दिली जाते. मॉरिस फाऊंडेशन तर्फे या विद्यार्थ्यांच्या पालकांसाठी समर्थन गटांतर्गत वेगवेगळ्या विषयांवर सभा आयोजित केल्या जातात. विद्यार्थ्यांसाठी दिवाळी मेळावा, उन्हाळी शिबीर असे कार्यक्रम राबविले जातात. व शिक्षकांना व पालकांना विद्यार्थ्यांच्या प्रगती विषयी माहिती दिली जाते. पुढील काळातही शाळेला आपले सहकार्य निश्चितपणे लाभेल ही अपेक्षा.

कळावे, ही विनंती.

आ.वि.,


मुख्याध्यापिका
नवीन मराठी शाळा, पुणे



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Technically Assisted Program (TAP)

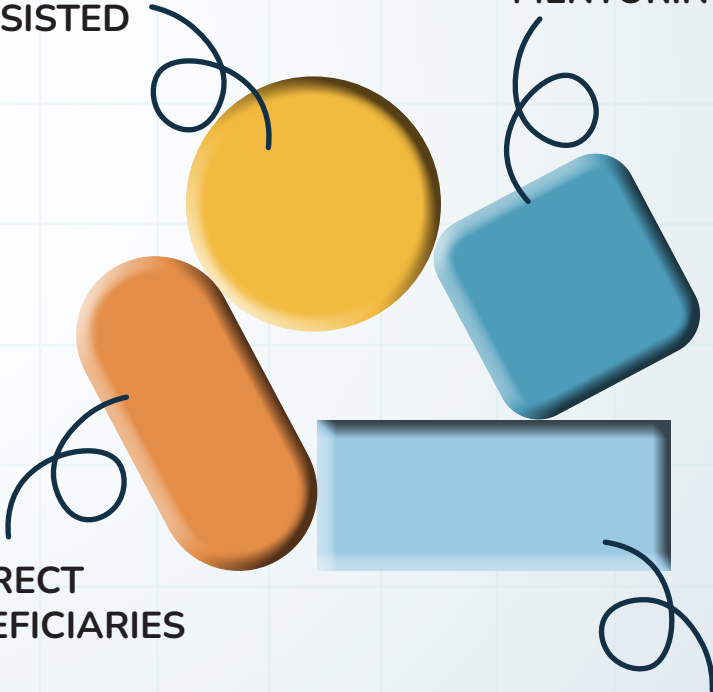
We collaborate with schools to help them set up intervention centers in their school premises. We train and mentor teachers for a period of 3 years to enable them to administer assessments and offer intervention.

**SCHOOLS/
ORGANISATIONS
ASSISTED**

MENTORING

**INDIRECT
BENEFICIARIES**

TEACHER TRAINING





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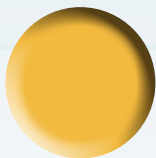
Targets for TAP FY 2025-2026

Activity	Target	Achieved
Mentoring	82	206
Schools/ Organisations Assisted	10	10
Teacher Training	27	62
Indirect Beneficiaries	-	131

List of Technically Assisted Schools

- Dr. Kalmadi Shamarao High School, Baner, Pune
- Dr. Kalmadi Shamarao High School, Dr Ketkar Road, Pune
- Dr. Kalmadi Shamarao High School, Ganesh Nagar, Pune
- Kaveri International School, Pune
- Parijanashram Vidyalay, Karla
- Periwinkle, Aurangabad
- Priyadarshini School, Indrayani Nagar, Pune
- Sindphana Public School, Majalgaon, Beed
- Sindphana Public School, Pre Primary Sec, Majalgaon, Beed
- Shiva Valley School, Pune
- Tomoae School, Amravati
- Vatsalya Mother & Child Care Centre, Pune



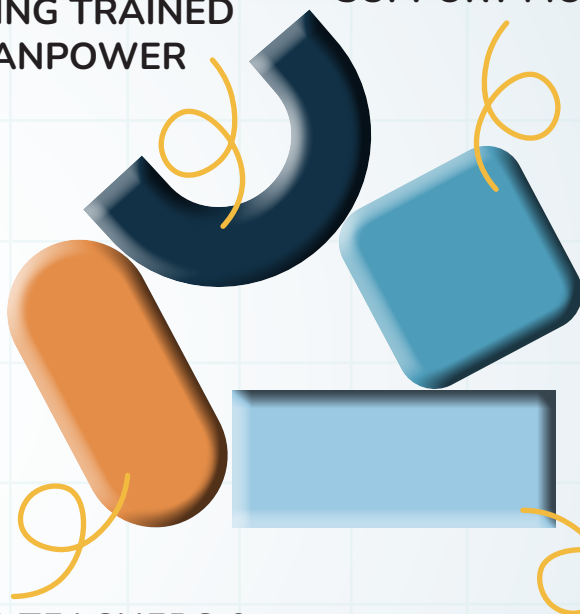


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Training Program

**ADDING TRAINED
MANPOWER**

**INCREASED CAPACITY TO
SUPPORT MORE STUDENTS**



**SKILLING TEACHERS &
FELLOWS**

**STRENGTHENING THE
STAKEHOLDER COMMUNITY**





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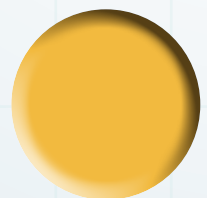
Targets for Training Program FY 2025-2026

Training Program	Target	Acheived
Early Identification Teacher Training (Classroom Teachers)	50 Teachers	67 Teachers
Fellowship		
1) English Fellowship	25 Fellows	12 Fellows
2) Marathi Fellowship	15 Fellows (Maximum) 10 Fellows (Minimum)	11 Fellows

Early Identification Training

A pilot project was conducted to train 50 classroom teachers. The training was divided into two phases: Training and Mentoring. Post-training, the teachers were individually mentored for 3 months. The training focused on building awareness about Specific Learning Disabilities, emphasising the importance of early identification, and equipping teachers with both formal and informal assessments.

The teachers assessed 117 students and successfully identified 14 students at risk of SLD.





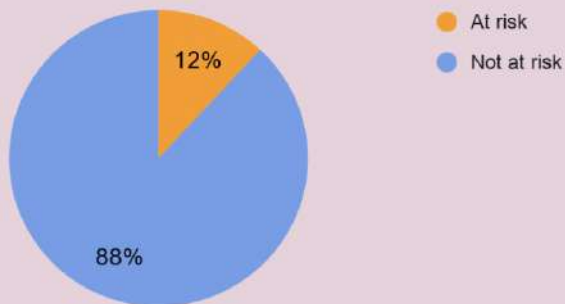
Infographic representation of the assessed students

The maximum number of students at risk were in Grades 2 and 3, which is a very good representation because by then children are expected to learn all the foundational skills.

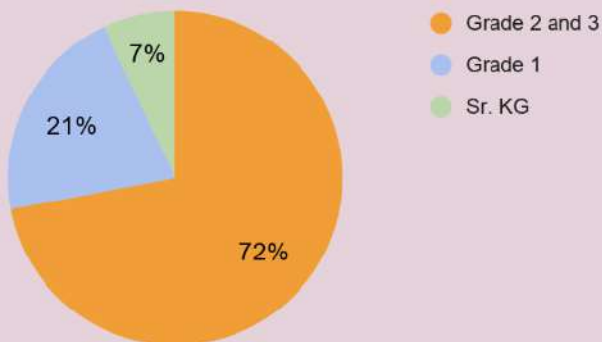
Students who are in Senior KG and Grade 1 still have a small developmental curve and have scope to learn.

Early Identification Assessment data

Students assessed 117



Age bracket of the students identified





Adaptive Teaching Fellowship

Anjali Morris Foundation started the Adaptive Teaching Fellowship with the aim of training interventionists to address the severe shortage of trained interventionists in our education system. Anjali Morris Foundation has strategically expanded its capacity-building initiatives through the Adaptive Teaching Fellowship, which was successfully launched last year.

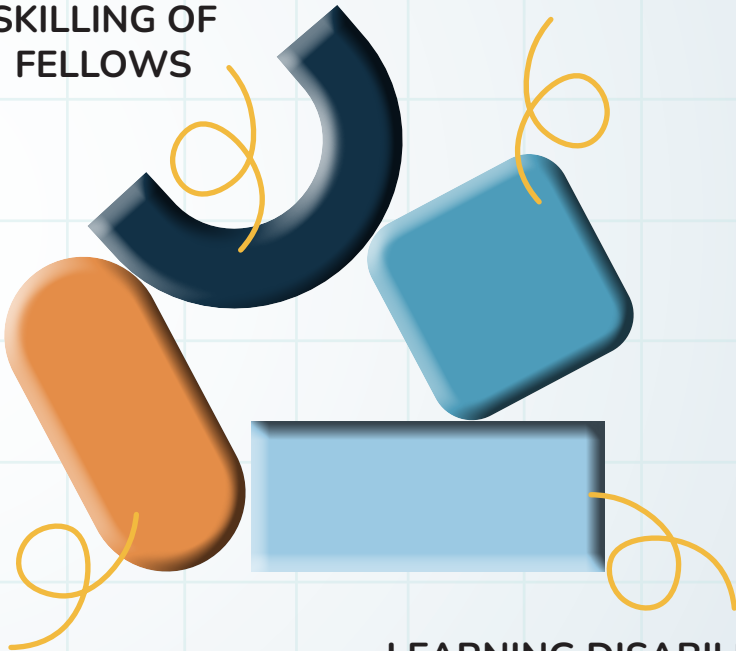
This fellowship aims to equip students of Masters' of Psychology with specialised skills in two core areas: Comprehensive Assessment and Intervention strategies. Through this rigorous training, fellows graduate ready to become interventionists who can independently assess, plan, and deliver intervention to students.

Building on the success of our initial English language fellowship last year, Anjali Morris Foundation expanded the program this year to include a Marathi language fellowship. Because interventionists are required in every language in which education is provided.



**ADDITION OF
INTERVENTIONISTS TO
THE ECOSYSTEM**

**SKILLING OF
FELLOWS**



**INCREASED CAPACITY
TO SUPPORT MORE
STUDENTS**

**LEARNING DISABILITIES
INTERVENTIONISTS
COMMUNITY
STRENGTHENING**



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Adaptive Teaching Fellowship English - Cohort 2



Adaptive Teaching Fellowship Marathi - Cohort 1





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Testimonials



Aleena Shaji

English Cohort 2 Alumni

“I joined the AMF fellowship in June 2025, and from the outset until March, I have consistently appreciated the program. I have enjoyed the preparation for leading sessions and have been pleased to connect with many like-minded individuals who have intellectually challenged me throughout this journey.

If I were to reflect on my key takeaways from the program, I would emphasise the importance of being an educator who prioritizes the well-being of the child over merely adhering to the syllabus. The workload and the academic demands were substantial, particularly as I balanced these responsibilities with my college commitments. However, the understanding and support from the faculty made navigating these challenges much more manageable.

Overall, participating in this fellowship has been among the best decisions I have made, both financially and professionally. If I were to suggest one area for improvement, it would be the inclusion of observations related to Chaos to Clarity (C2C), Empower Reading Program, and problem-solving after syllabus instruction. Such observations would provide fellows with deeper insights and a better understanding of their teaching methods.”



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Praseenjit Swain

English Cohort 2 Alumni

"I enrolled in the Adaptive Teaching Fellowship offered by Dr. Anjali Morris Health and Education Foundation on 23rd June 2025. I joined the program with a strong interest in understanding inclusive and adaptive teaching practices, especially for children with diverse learning needs. The fellowship has been highly enriching and practical. I gained in depth knowledge and hands-on exposure.

Overall, the program helped me bridge the gap between theoretical knowledge and practical application in educational and clinical settings. The fellowship is well-structured, informative, and highly relevant for aspiring educators and psychology professionals. The mentors were supportive, and the sessions were interactive and engaging.

One suggestion would be to include more hands-on case studies and live demonstrations, which could further enhance practical understanding. Overall, I am grateful for the opportunity to be a part of this fellowship, as it has significantly contributed to my professional growth and understanding of adaptive teaching practices."



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Krutika Burse

Marathi Cohort 1 Alumni

“The 4-month fellowship on Specific Learning Disability was a highly valuable and enriching experience for me. It provided a strong balance of theoretical understanding and practical exposure, which helped me develop essential skills in assessment, intervention, and support strategies.

The hands-on experience I gained during the program was particularly impactful, as it allowed me to work in real-life settings and better understand the needs of children with specific learning disabilities. The guidance and mentorship throughout the fellowship were also very supportive and contributed significantly to my learning.

Overall, this fellowship has made me more confident in this field. I feel well-prepared to take on professional responsibilities and contribute meaningfully to supporting children with special learning needs. I am so grateful to AMF for this wonderful opportunity!”





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Vrushali Kokamthankar

Marathi Cohort 1 Alumni

"I am happy to take the privilege of writing a feedback about the fellowship program in Specific Learning Disabilities. I came to know about this through the Counsellor's and allied professionals Whatsapp group.

After the systematic selection process, I got selected for this fellowship and that was the very proud moment for me. The fellowship program on Specific Learning Disability has truly been a milestone in our professional journey. This opportunity allowed us to significantly upgrade our knowledge and deepen our understanding of the field of special education in a meaningful and practical way.

One of the most valuable aspects of this fellowship was that it was conducted in Marathi. This helped us realise the immense importance and urgent need for Marathi literature, curriculum, and teaching materials in the field of special education. It made learning more relatable and highlighted the gap that exists in regional language resources.



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Throughout the course, we had the opportunity to visit various institutions working for children and individuals with special needs. These visits provided us with real-world exposure and helped bridge the gap between theory and practice. Our mentors played a crucial role in shaping our learning experience. Their in-depth knowledge, guidance, and teaching methodologies not only enhanced our understanding but also transformed our mindset towards special education, helping us recognise its true importance and impact.

Our batch of 11 participants gradually grew into a close-knit family. The bond we developed, the shared learning experiences, and the mutual support made this journey even more special and memorable. The environment at Morris Foundation was extremely comfortable, encouraging, and motivating, which made the entire learning process enjoyable and enriching.

Being a part of this fellowship will undoubtedly have a positive impact on our careers. It has equipped us with the right knowledge, perspective, and confidence to contribute effectively in the field of special education. From the very first day, which began with a simple ice-breaker activity, to the heartfelt convocation ceremony, each and every moment of this fellowship has become a lifetime memory that we will always cherish.

I would like to give small suggestion also. If the theory and writing part will be less and focus on more practice will be given, then it will be more beneficial for hands on experience or practice for the students. Rest all was perfect.”





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Skilling

In June 2024, we launched our Adaptive Teaching Fellowship program as a pilot project funded under the skilling initiative. This foundational experience allowed us to effectively plan and execute our vision for capacity building and training.

Following the success of our first cohort, we are thrilled to announce the successful launch and completion of our second fellowship program in English and our first in Marathi.

Impact of skilling:

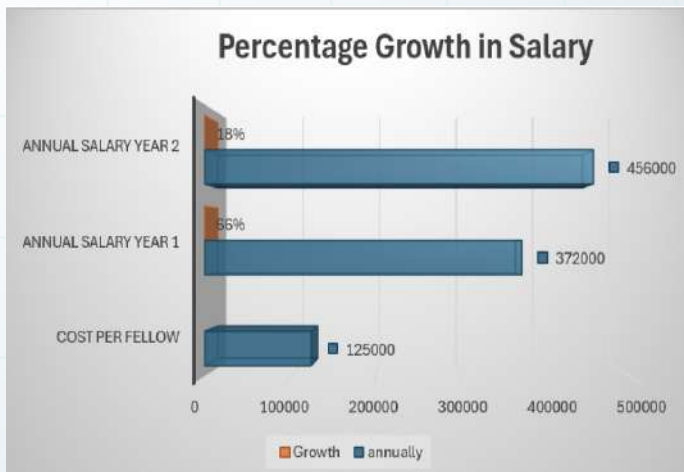
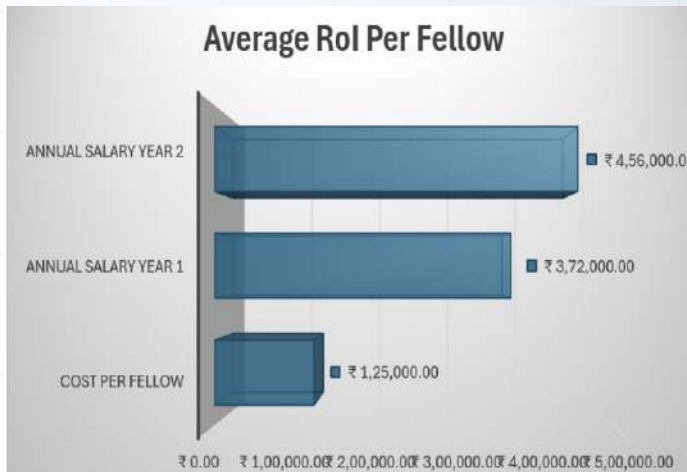
The success of this fellowship has introduced highly skilled interventionists into the educational ecosystem, creating professional opportunities for both teachers and psychologists.

As a result, more students with specific learning needs are now successfully integrated into classrooms and have direct access to the support they require.



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Some of the fellows of Cohort 1 have taken on opportunities in other cities or schools. The graph given below shares the opportunity and financial growth graph of these fellows post the fellowship. An investment of approximately 1.25 lacs per fellow has resulted in most of them earning between 3.5 and 4.5 lacs per annum in the special education space for students with neurodiversity.





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Community Services

We raise awareness within the community about Specific Learning Disabilities (SLD), as it is a hidden disability that most people are unaware.

During the reporting period, AMF sensitised 601 individuals.





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Research

Anjali Morris Foundation supports students with learning disabilities in both English and Marathi. While we began our journey focusing on English, our growing experience led us to expand our work into Marathi. It was during this expansion that we realised a critical gap: there are no standardised, formal assessment tools available for Marathi language.

Driven by our background in formal assessment methodologies, we launched a dedicated research initiative to bridge this gap. For the past few years, we have invested significant time and effort into creating Oral Reading Fluency measures for Marathi.

As part of this, we developed grade-appropriate passages to measure reading and reading comprehension for Grade 1 to Grade 6. To ensure accurate tracking throughout the academic year, we developed a minimum of six passages per grade (2 for pre, 2 for mid, and 2 for post).





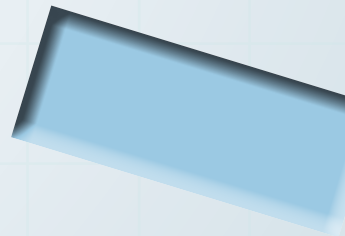
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These passages were crafted by language experts based on standard classroom learning expectations. Following a successful pilot study to confirm that the vocabulary and difficulty levels were appropriate, we finalised the passages and started assessing students.

To date, we have collected a vast amount of student performance data. We are currently in the stages of analysing this data to establish grade-appropriate reading benchmarks for Marathi language.

During the year,

- We have collected data of students from 1st grade to 6th grade.
- We have collected data of 846 students thrice (pre-mid-post), which is 2538 assessments.





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Highlights of 2025-26

- Launched the **Marathi Adaptive Teaching Fellowship**.
- Trained classroom teachers in early Specific Learning Disability (SLD) identification, which **successfully helped identify 14 students who were at risk of SLD**.
- Developed an interactive learning **e-module for SLD awareness**.
- Created a **structured intervention toolkit usable for PSA intervention** (English Reading)
- **Riddhesh completed 10th Grade achieving a score of 67%**





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Future Plans

1

Developing Teaching Learning Materials (TLMs) for reading intervention.

1. TLMs transform abstract concepts into tangible experiences.
2. This makes learning concrete, engaging, and accessible for all students.

2

Writing and publishing a policy paper on **the Importance of Early Universal Screening to identify Learning gaps.**

3

Creating concept teaching for writing.



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Financial Statement (2026)

Financial Metric	Current Year (Rs.)	Previous Year (Rs.)
Turnover	33305879.58	27173667.27
Profit/Loss before Tax	5716621.55	1183256.02
Provision for Tax (including prior period tax adjustments)	0.00	75278.00
Profit/Loss after Tax	5716621.55	1258534.02



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Gratitude

Dear Donor,

On behalf of Team AMF and all our beneficiaries, we extend our heartfelt gratitude for your generous contribution to Dr. Anjali Morris Education & Health Foundation. Your invaluable support plays a vital role in enabling us to deliver on our mission.

Your commitment to our vision reaffirms the path we have chosen and motivates us to keep deepening our expertise and reach. Students with Specific Learning Disabilities continue to receive the guidance due to your generosity and support. It also ensures that students get the opportunities they deserve, converting challenges into stepping stones for brighter futures.

As we look ahead, your support also empowers us to explore and launch new initiatives that address emerging needs in education and holistic student development. With you by our side, we are confident about expanding our impact and creating sustainable, inclusive solutions for many more children.

Once again, thank you for your generosity and trust. We are grateful to have you as a valued partner in this journey of change.

Warm regards,
Team AMF





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Contact us : Info@morrisfoundation.in