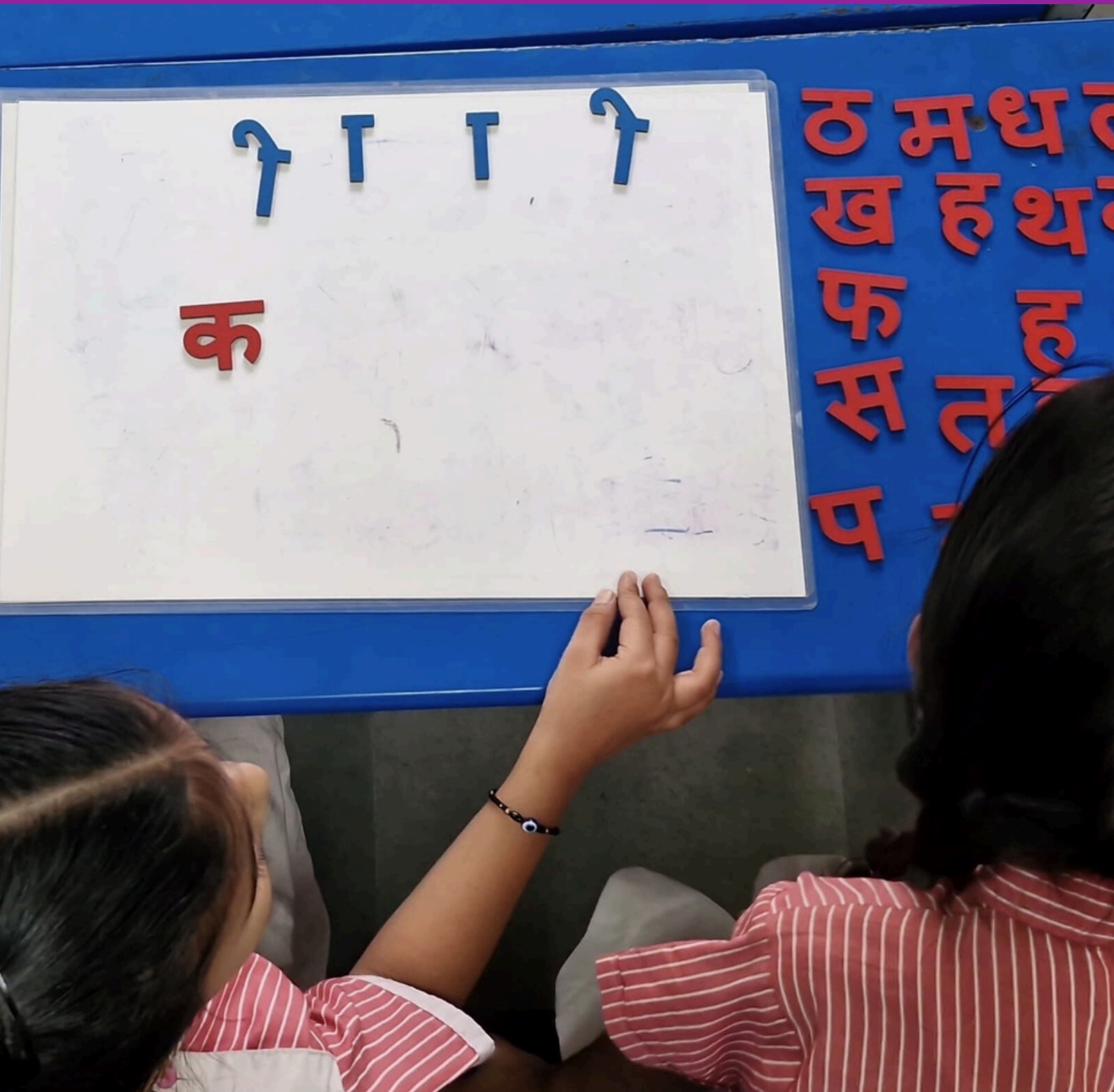


# SOCH FOUNDATION



## 2024 Report



# The Beginning

The Soch foundation was registered as a trust in 2018. It has been set up to work with children with specific learning disability, in the lower socioeconomic strata. Prior to starting the process of remediation, a lot of time was spent on creating and validating testing tools and teaching aids. Once we were confident of our process we were ready to formally begin work with students.

On 1st April 2018, with 5 educators, the Foundation started working in 10 schools run by the Delhi government. By Oct 2018 another 9 schools were added to our list and by April 2019 another 6 schools were added. Taking the number upto 25 in one year.

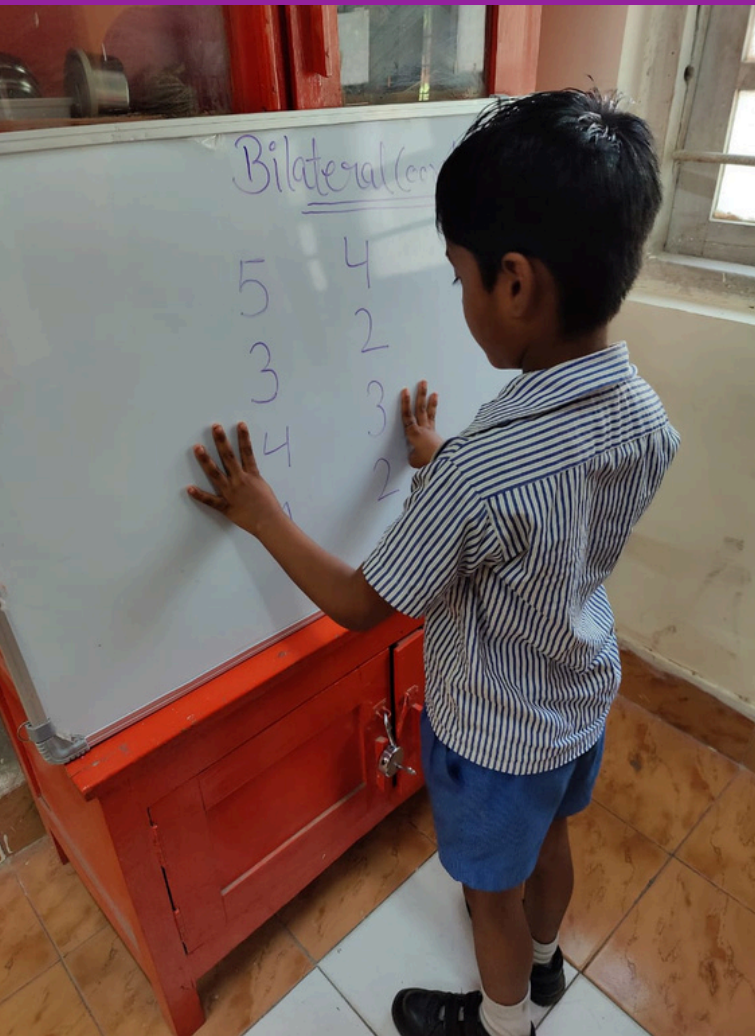
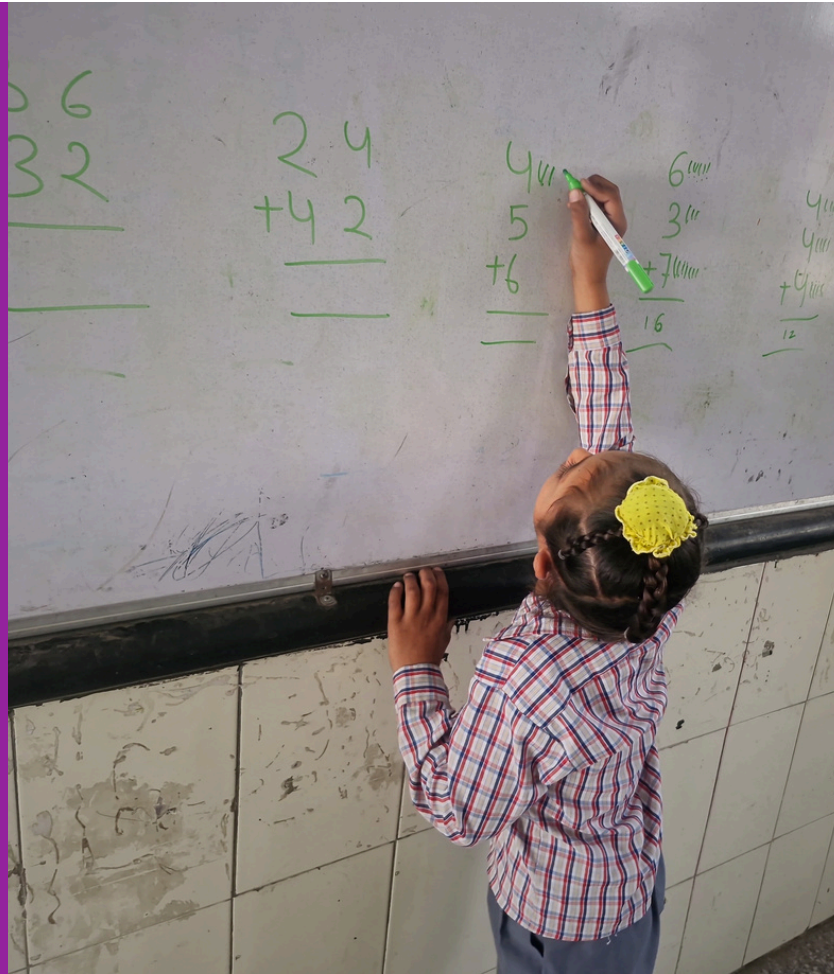
Within a year we were also allotted two MCD schools, for a pilot project.



**Specific Learning difficulties** are neurodevelopmental difficulties that impact schoolwork. They impede the students ability to learn to read or write, or to do math. They may affect daily routines, at school and at home and sometimes impact social skills too.

# Our Vision

To create an Ecosystem that fosters inclusive education in every sense of the word.



# Our Mission

To work with students who are at risk for **Specific Learning Disability** in the socio economically marginalised sections of society. **1**

To **establish systems** and procedures that provide support to every student with special needs. **2**

**Capacity building and training** of mainstream teachers and special educators to ensure inclusion in the true sense of the word. **3**

# Completing 6 Years of Support

Our initiative, though still in its nascent stage, creates equal opportunities for differently abled children.

We are **now in 60 schools**, with permission to expand our work to 20 more schools in the academic year 2025- 26.

In the past six years we have supported over **5000 students**. Annually we remediate almost 1200 students. Our educators go regularly to their assigned school and after a detailed process that helps to understand the baseline, they create **Individual Education Plans** for each student and continue to **remediate** them through the Primary School years.

Our mandate goes beyond remediation....it is to foster an ecosystem for **inclusion** and towards

this goal we work closely with the teachers and the parents.

We have been involved in teacher training programmes, sensitization activities, parent orientations and much more.

This year has been a **year full of achievements** for the Foundation. We have increased our reach not just by **increasing the number of schools** that we work in but by additionally **setting up remedial centres**, for after school hours support.

We have **conducted** multiple training programmes, our staff has **attended** skill development sessions, we have included the use of **technology** in our remediation and innovative **teaching aids have been designed by the team**.



# The Year in Review

## Remediation

Needless to say that our **flagship programme is our remedial work** in schools. That not only continues but is extremely impactful. It is because of this impact that both the Department of Education, Government of Delhi and the Education Department of MCD have annually renewed our permission as well as allowed us to increase the number of schools where we work. We are currently working in 60 schools with permission to expand to 20 more. This of course, is a function of our resources, both financial and human.



Our work is **holistic** and not merely remedial. While we work to build the academic skills of a child, we ensure that we also work on their self esteem and confidence. This keeps them motivated to attend school.

Our screening and testing process is extensive and uses specially modified tools. classroom observation by the educator is followed by behavior checklists and conversations with the child's teachers.

An individual education plan is made for each student we work with. This is shared with the mainstream teachers. However it is the educator from the Foundation who conducts the regular remediation sessions and works with the student on an one on one basis.

Depending on the number of students & the need in a particular school, the educator visits the school either twice or thrice in a week.

Every educator also writes **weekly lesson plans** for each child along with long term goals. Student progress is monitored against a baseline assessment and once we feel that a particular student has acquired the required skills and will be able to cope in class, we peter down the support. Though scaffolded support is always there.

During the term examinations our educators were able to **provide exam support** to students. The support was student need dependent, varying from reading out the question paper to explaining the questions or setting modified question papers. This is a reflection of the trust between the school and the Soch Educator, as well as an enhanced understanding of SLD.



Parent Teacher Meetings play a crucial role in building acceptance and routine parent interaction is a mandate for all our educators. **While we ensure that we are present at all Mega PTMs, we also call in parents very regularly to discuss progress and the way forward.**



- **Annually supporting 1236 students**
- **Currently working in 60 schools**
- **Team of 35 educators**
- **One remedial centre supporting 50 plus students**



The Board's unstinting efforts at **funding have been very successful this year.**

## CSR INITIATIVE OF SBI CARDS

The **CSR initiative of SBI Cards**, sanctioned an amount to support 30 schools for the period starting October 2024 for a year. Under this project INDRADHANUSH, not only are salary and supervision costs covered but also teaching learning materials and printing costs for the 30 schools under the project.

This support has been excellent and extremely beneficial for the students as we have been able to **create, as well as purchase, new teaching learning materials.** Each educator has been provided one set of materials for each school. This was not possible for us earlier as the cost of creating specialised



material is very high. The educators thus needed to carry the teaching aids with them, on a daily basis. Due to the funding we were able to provide **a set per school** and this has eased the burden of carrying materials while travelling to schools.

The **SBI funding** has a very important component of **training, advocacy and workshops.** An amount has been earmarked for the same and this helped the foundation to address the need for awareness building. We were able to conduct workshops as well as build the skills of our own team.

### Workshops & Trainings supported by the SBI cards initiative.

We conducted the following trainings & workshops this year:

- **Two Cross Disability trainings** for the Department of Education, with 30 participants each.
- An open workshop conducted by Smt Lalitha Ramanujan on **Decoding Learning Disability & Cognitive Enhancement.**
- 3 day training for the Soch team on **understanding learning disability**, by Smt Lalitha Ramanujan.





## Other trainings and workshops

- Our educators conducted a training for **Deepalaya School teachers**.
- A training on differentiated teaching for **teachers of the Nai Disha School**.
- One of our educators conducted a session on **language related issues in an inclusive classroom** for **NCERT**.
- A training for **Guru Nanak Garib Niwaj Education Society**, on understanding Specific Learning Disability was conducted by the team.



Cross Disability Training

**We also received CSR support from the HDFC Bank, through the SMEC Trust.**

The **HDFC funding sanctioned** the purchase of **handheld devices** for the team and we were able to provide each educator with a Tab. This is huge support in remediation as well as in record keeping.

**HDFC also supported 20 of our schools** through their short term grants project. This eased the burden of salary costs for three month.



## Remedial Centre

Our biggest achievement has been the opening of the **Soch Remedial Centre** in Mehrauli. This was part of our “future plans” last year.

We realised that students needed more support than just one session either twice or thrice a week. However within school there is no scope for a more intensive programme.

This gave rise to the idea of a Remedial Centre. It was felt that we should open a remedial centre for post school hours support, in a high population density area as well as an where the Foundation has a presence many schools.



Remediation is not easily accessible to students who are at-risk for Learning Disability because of the prohibitive cost of the service. The Mehrauli centre opened in September 2024 **thanks to the response from friends and wellwishers to a funding support call.** People donated in cash and kind, small and large amounts and that made the centre a reality. Support from **Delhi Premier Rotary Services Foundation** is greatly appreciated.

The centre came with the **challenge of explaining to parents, how we were “not a tuition centre”** and also ensure that they do not label the student as someone who has a problem.

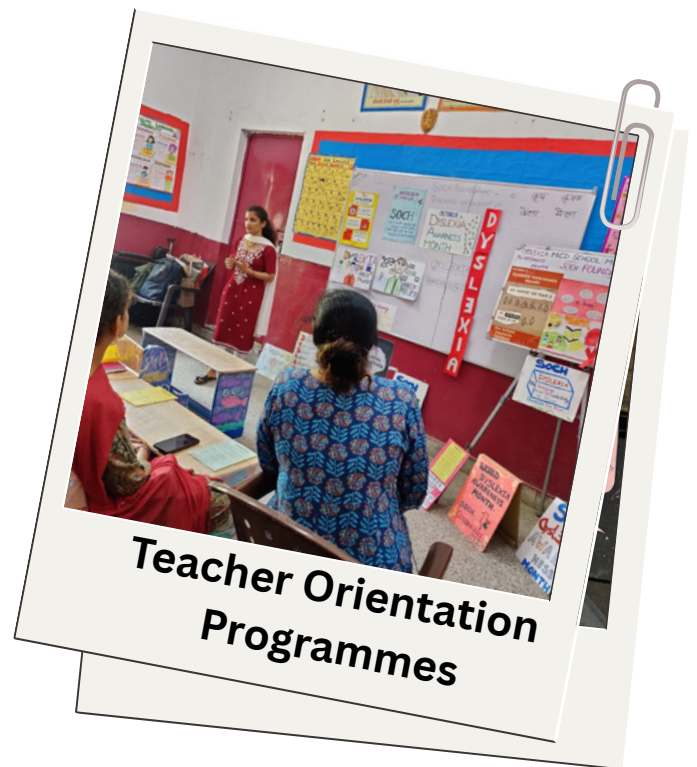
We can confidently say that **we will be able to demystify Specific Learning Disability** for parents, who may not have enough exposure.

A donation from **Welcome Associates**, a parents group of the **American Embassy School** helped us to procure stationery and other materials that the Mehrauli Remedial Centre required.

## Advocacy



Rallies



Teacher Orientation Programmes

Towards building an ecosystem of inclusion and an understanding of Specific Learning Disability, the foundation conducted multiple sensitisation programmes for teachers, parents and students.

October being Dyslexia Awareness Month, the Soch Foundation was not only a partner in organizing the **Awareness Walk from Vijay Chowk to India Gate** but our educators conducted sessions and awareness programmes in their schools.

We conducted **11 Parent Awareness workshops, 21 Teacher Orientation programmes, 4 school assemblies, 12 neighbourhood rallies** by students and **14 sensitization sessions for students.**

These student programmes included **Puppet Shows, Story telling sessions, Nukkad Nataks and Role Plays.**



Puppet Shows



Parent Orientation Programmes



Assemblies

Last year we experimented with theatre as a medium in remediation, this year we tried **Art Therapy**. It is definitely a technique that can and will work with our students, but unfortunately we were not able to sustain it logistically. We hope to reinstate it soon.

All schools and organisations working with the Government schools are registered on a portal called VIDYANJALI. It is through this portal that a school can raise a request for support. One of our senior educator's work was commended on the same portal.

An increase in the number of schools also meant an internal restructuring, so that we are ready for further scaling up. We have created **Cluster Coordinators**, who monitor and oversee all educators in a particular geographical area. This also creates a growth path for the educators.



## What Next?

Motivated not just by our successes but also by the challenges that we faced, we are determined to stride ahead.

Finding the right person for the job has been a huge challenge. There is a dearth of courses with a specialisation in Learning Disability, as is hands on training. **We thus hope to set up short term courses followed by long term courses** for practitioners, parents, fresh graduates or anyone willing to make a difference.

Record keeping is important and time consuming. It forms the basis for standardising our tests as well as tracking progress. **Next on our agenda is a strong technology supported back end.** For this we are in conversation with multiple professionals and hope that this year we will have an efficient but easy to manage system in place.

While our **permissions** for the schools have never been refused, the Government mechanism takes the time it does. This sometimes leads to a short gap in the support being given to the student. We hope to find a way to overcome this challenge in the coming years.



# We are grateful to all those who supported Soch:

## ORGANISATIONS

1. SBI Cards.
2. HDFC Bank, through the SMEC Trust.
3. Welcome Associates.
4. Delhi Premier Rotary Services Foundation
5. Ellora Property Service
6. Panthera August Estates

## INDIVIDUALS

Aarti Farshid Cooper, Deepa Dua, Hemani Dewan, Ishaan Sudhir Bahl, Kamini Narasimhan, Meeta Makhan, Namita Jain, Purnima Rajeev Sheth, Radhika Puri, Sarika Mahajan, Subodh Kumar Bhargava, Sanjiv Sachar, Sanjeev Keshav Verma, Dr. Sheila Chuttani & Sonia Singh.

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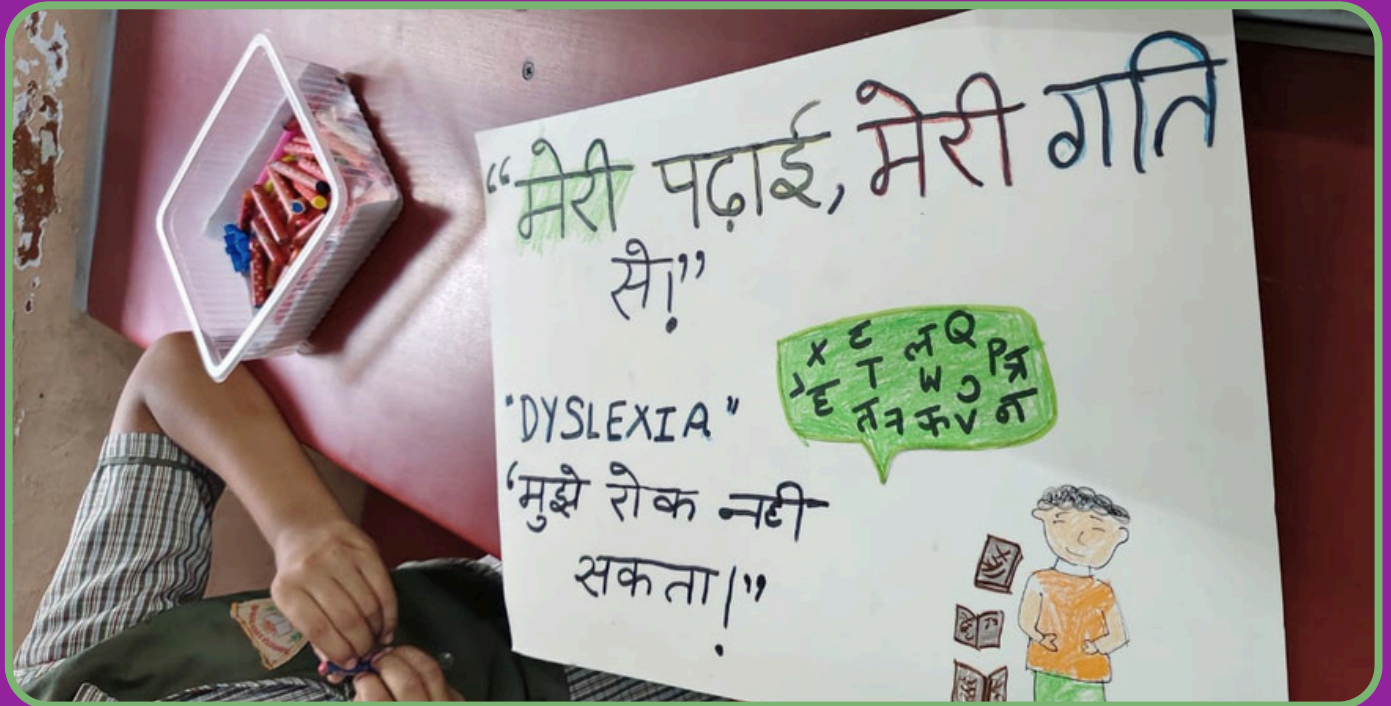
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