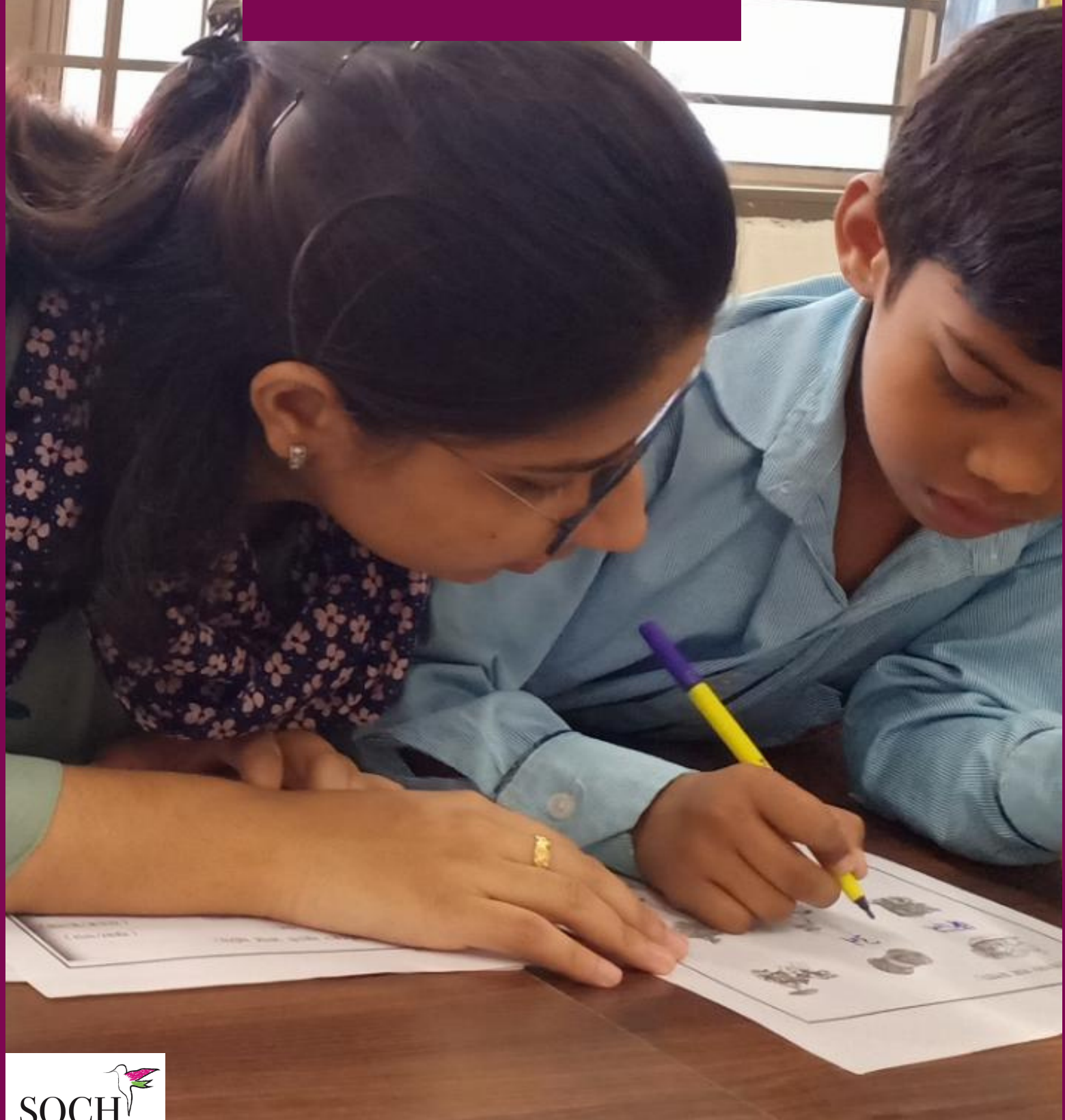


SOCH  
Foundation  
Annual Report  
2020



# Background

The Soch foundation was registered as a trust on 26 February 2018. It is inspired by the life and achievements of Nivedita Chander, known to all of us as Sonu and from whose name SONu CHander the name of our foundation SOCH is derived. Sonu, a trained special needs educator, started working with children with learning disabilities and continued from there on to work with children with mental and physical disabilities too.

The Foundation has been set up to work with children with specific learning disability, in the lower socio economic strata. Learning Disabilities include, but are not limited to: difficulties with language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and also planning and decision-making. They are characterized by difficulty with certain skills such as reading, writing or doing maths in individuals with normal intelligence. It affects the ability to interpret what one sees and hears or the ability to link information from different parts of the brain. These limitations can show up in many ways -- as specific difficulties with spoken and written language or dealing with numbers. Such difficulties extend to schoolwork and can impede learning to read or write, or to do math. Learning disabilities may affect many a person's life at school or work, daily routines, family life, and sometimes even friendships.

In its initial years the foundation will focus on working with children with learning disability in New Delhi and subsequently it hopes to widen its scope of work to embrace children with any form of disability, in the lower socio economic strata.

The SOCH Foundation is fully self funded and does not currently rely on public/ Government funding. The Foundation essentially supports students with learning disability in the Government/public school system in India. Our initiative hopes to create equal opportunities for differently abled children.



# Objectives

- To work with students who have Learning Disability in the schools run by the Government.
- To provide learning support to students identified with learning disabilities, in the economically weaker sections of society.
- To provide financial and other support to differently abled students from the disadvantaged sections of society to enable and empower them to complete higher education.

## The Beginning

To ensure proper identification of the disability and the creation of a impactful remediation plan, well researched resources and tests are essential. Whilst these are available in plenty in English, not much is present in local languages. The Foundation thus began with creating these in the local language. This was done in collaborations with the owners of the intellectual property of these tests and materials. A group of M.Sc Human Development & Childhood Studies, students from the Lady Irwin College, Delhi University, worked with us to create and validate the materials during October - November 2017

The First 10 schools allocated by the Government were in :

1.	Ghonda
2.	Gautam Puri
3.	Brahmpuri
4.	Babarpur
5.	Fatehpur Beri
6.	Aya Nagar
7.	Andrews Ganj
8.	INA Colony
9.	Badarpur Khadar
10	Dr Ambedkar Nagar



161 to 449  
students

from April 2018 to  
March 2020

# Overview of Work

In December 2017, while the registration process of the trust was underway, the foundation, requested for and got an initial sanction for working in 10 schools run by the Delhi government. The intervention started on 1st April 2018.

The Foundation hired 5 educators with specializations in early education, special education and social work, to work in 2 schools each. By Oct 2018, we added another 9 schools to our list and by April 2019 another 6 schools were added. Thus taking the total number of schools up to 25.

Except for the first sanction where the Directorate of Education gave the Foundation a specific list of 10 schools, in every consequent sanction entire zones were sanctioned to us and The Foundation could decide which or how many schools we wanted to intervene in.

Quality of service and thorough mentoring are cornerstones of the Foundation and thus it was decided to stay with 25 schools for at least 2 years. The Municipal Corporation is also responsible for primary education in Delhi and thus in Sept 2019 we approached the MCD and were allocated the Najafgarh Zone. In this zone we selected 2 schools as a pilot project. We are thus currently working in 23 schools of the Delhi Govt. and 2 schools run by the MCD, taking the total to 25 schools.

The intervention process was started in another 4 schools, but it did not progress beyond identification as the total number of students per school, needing intervention was less than 10. Given our limited resources it is more efficient for us to assign the educators to a school that has a minimum of 10 students needing remediation.

Each special educator from the Foundation is assigned two schools and they visit the schools every alternate day, thus attending one school thrice a week and the other twice a week. While the days are fixed so that there is no inconvenience to the functioning of the school, the frequency of the visit is decided based on the total strength of the Primary wing.



## The Process

Assessment helps to profile the child's capabilities and challenges faced. This forms the base line for the academic intervention that are planned by the educators of the Foundation.

A screening and testing process is initiated using the specially created tools, materials and other resources. The Educator spends the initial session doing class room observations, followed by behavior checklists and conversations with the child's teachers.

Once a student is identified as an "at risk" student an individual education plan is created and shared with the mainstream teachers. However it is the educator from the Foundation who conducts the regular sessions and works with the student on an one on one basis. They constantly keep the concerned teacher, the school special educator and the head of school informed of the progress made by the students.

## Individual Education Plans

Once the specific disability has been established the educators create an Individual Learning Plan for every student. These plans have short term goals as well as long term goals. The goals are shared with the teachers as well as with the parents, thus making them partners in the process. The purpose of these individual plans is to try and ensure not just age appropriate academic work but to also ensure that students stay in the mainstream of education.



From 5  
Educators  
to 13.

# Support beyond Remediation

## Meeting with Parents

Where ever there has been a need the educators have met with the parents, with the permission of the head of school. These meetings are also scheduled during the mega PTM of the school itself. This has been beneficial for the student especially if regular absenteeism was hampering the remediation process.

## Sensitization Programmes

On the request of school heads the Foundation has also conducted sensitization programmes for the entire school staff. The same were received very well by the teachers.

## Wholistic well being

At the Annual Days of various schools the educators of the Foundations have worked with the identified students to ensure that they also participate & are integrated in the function. Students who have shown an improvement in academics were also felicated during the Annual Day. The educators accompanied the classes on the school picnics as that provides valuable insights into the student's social and emotional behaviours.

This approach we believe goes a long way in building the confidence of the students as well as providing the educator with opportunities to build on their understanding of the student.



Name of School	Number of students being supported class wise						
	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Total
Ghonda, No.2 - SKV	–	3	10	1	1	6	21
Gautam Puri - SBV	–	2	2	4	3	3	14
Brahmpuri- SBV	–	4	6	3	3	–	16
Babarpur - SKV	–	–	11	6	2	–	19
Fatehpur Beri- SBV	–	3	9	2	–	–	14
Aya Nagar- SKV	–	1	7	5	–	–	13
Andrews Ganj - SKV	3	2	4	1	3	–	13
INA Colony- SV	–	3	3	2	1	2	11
Naraina, 1 <sup>st</sup> Shift - SBV	–	6	3	7	–	–	16
Moti Bagh II SV, Nanak Pura	–	4	7	2	–	–	13
Moti Bagh 1 SKV	4	5	5	3	2	–	19
Sultanpur SKV	4	6	6	–	–	–	16
Chiragh Dilli SKV	3	4	4	1	–	–	12
Naraina SKV	2	9	3	2	1	–	17
Chhattarpur Acharya Tulsi SBV	5	5	4	3	2	–	19
Dr Ambedkar Nagar, Sector IV No 1 SBV (Yogi Arvind)	–	6	2	6	3	–	17
Vasant vihar - SV	6	5	3	–	–	–	14
Ghitorni - SKV	6	6	4	1	–	–	17
Mehrauli Ramunujan- SKV	10	3	8	4	–	–	25
R K Puram Sector 12 – SV (Josi Marti)	8	8	5	3	–	–	24
Mehrauli, No 2 SKV	9	9	9	–	–	–	27
Green Park Ext – SKV (Gargi)	2	3	1	–	–	–	6
R K Puram Sector 2 – SV	10	9	2	9	–	–	30
Mahipalpur Boys	9	5	7	–	–	–	21
Mahipalpur Girls	7	6	8	–	–	–	21
<b>TOTAL</b>							<b>449</b>

I  
m  
p  
a  
c  
t



From 10  
Schools to  
25.

## Impact (cont.)

Our work has had an overwhelming response from all stakeholders. There has been tremendous support from all school heads as well as the teachers. It is heartening to see that the individual interventions are yielding results and impacting student learning positively. The first positive impact was seen in the behavior and in the motivation to learn of the student. We can also see that the students we work with are more regular to school now than they were before.

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Smita Vats  
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### Advisory Board

Dr. Saroj Thapa  
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### Team Leads

Shivani  
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### Contact us

[contact@soch.foundation](mailto:contact@soch.foundation)

[www.soch.foundation](http://www.soch.foundation)

Regd office : I 21 Jangpura Ext, New Delhi.

Donations made to SOCH Foundation are exempted from tax under 80 G.