



# About Us

## Completing 5 years of support

The Soch foundation registered as a trust in 2018, has been set up to work with children with specific learning disability, in the lower socio-economic strata. Specific Learning difficulties are neurodevelopmental difficulties that impact schoolwork. They impede learning to read or write, or to do math. It may affect daily routines, at school and at home and sometimes impact social skills too.

The Foundation supports students with learning disability in the Government/public school system in India. Our initiative creates equal opportunities for differently abled children.

In its initial years the foundation has focused on working with children with learning disability in New Delhi. Subsequently, we hope to widen our scope of work, to embrace children with any form of disability, in the lower socioeconomic strata.

The SOCH Foundation does not rely on Government funding. We raise our own funds and currently we have a presence in almost 60 schools run by the Directorate of Education as well as the Municipal Corporation of Delhi.

## Our Mission

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

**To establish systems and procedures** to ensure support to every student with special needs.

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



## Our Vision

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



# Learning Disability

## A Hidden Disability

- It is only in the last two decades that the term “Learning Disability” has found a place in the education system of India.
- Many teachers and parents have seen it in the classroom or at home, but even today it is not well understood.
- There are hardly any studies, that can give us incidents of Learning Disability in India, leave alone the impact of lack of diagnosis & support.
- Worldwide it is estimated that 10 % of the school going population has Learning Disabilities.

## The Extent of The Problem

- No real data or research is available on the number of students dropping out of school as a consequence of Learning Disability.
- We can make a reliable estimate based on our own experience over the last 5 years. The total population of students in grades 2 to 6 in 60 schools is approx 15,000. There are 1168 tudents in remediation with us.
- We may thus infer that 7.6% of students in grades 2 to 6 are impacted by Learning Disabilities.
- Extending this to the entire school going population in grades 2 to 6, we estimate that in Delhi Government and MCD schools alone, 13,700 students are at risk.

# Completing 5 years of support

The most important part of our work is **Direct Intervention or Remediation** as it is technically called, with the students who may be at risk for Specific Learning Disability.

We **collaborate with all stakeholders**, be they parents or teachers. For us parents are partners in the child's education and play a big role in, not just keeping the child in school, but also helping them to succeed. An understanding teacher is the most important piece of this puzzle and whenever there is a need to build capacity and understanding of the teacher we do that too.

All our work is **culturally appropriate and contextualized** to the student. This includes assessments, creating of teaching learning materials and remediation itself.

**Every educator at Soch** is allocated two schools. They visit these schools either twice or thrice a week depending on the number of students identified "at risk" for learning disability. The identification process is scientifically designed and uses appropriate tools. Once identified, the educator creates Individual Education Plans for the students, shares them with the mainstream class teachers and provides regular remedial support to each identified student.

It is critical to build self esteem and self confidence of the student before we meet any academic success. This is done by ensuring that there is acceptance and participation in all school activities.



**A holistic approach guides us towards our vision.**

मैं अभी लिख नहीं सकती पर सोच तो सकती हूँ।

1. अंकल रैटडी चला रहे हैं।
2. पीछे से बच्चा धक्का दे रहा है।
3. सामने लोग खड़े हैं।
4. बच्चे के साथ में कुत्ता चल रहा है।
5. रैटडी के साइड में कार चल रही है।
6. कार के आगे साइकिल चल रही है।
7. रैटडी में कबाड़ पड़ा है।



- We started in 2018 with 10 schools run by the Delhi Government, where we supported 102 students.
- Today we work in 40 Delhi Government schools and support 800 plus students.
- In the Municipal Corporation run schools we began with 2 pilot schools in 2019 and are currently supporting almost 400 students in 20 schools.

- Our presence is in a total of 60 schools where we support over 1200 students.

## Highlights of the year

Providing Exam Support

Working With Parents

Advocacy

Self Discovery & Confidence Building

Capacity Building



## Providing Exam Support

During this academic year we have been able to provide exam support to 200 students. This has been by way of either reading out the question paper or setting a modified paper as per the RPWD Act.

## Working With Parents

Every educator of the foundation is mandated to collaborate with the parents and this year this was done very effectively. Not only at the parent teacher meetings but as and when required the educators met with the parents and helped them to understand the challenges their children face and also worked towards acceptance.

## Advocacy

Advocacy and awareness building play a crucial role in helping us achieve our vision of “inclusion in every sense of the word”. Misconceptions and stereotypes are barriers to inclusion. It is only when these are removed that attitudes & behaviours become more positive. Soch Foundation was a co organiser of the Dyslexia Awareness March, held in New Delhi in October 2023.





## Self discovery & Confidence Building

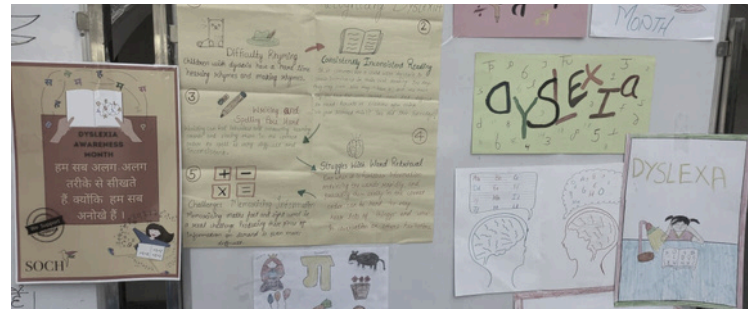
The foundation brought on board a theatre expert who does theatre exercises in an inclusive set up. The group that attends the session is an inclusive group, comprising of all students who the soch educator works with as well as an equal number of students from the mainstream class. This has markedly increased the self confidence of the students at risk for Specific Learning Disability and built an understanding of the same in the mainstream students.

## Capacity Building

This year saw a great increase in the capacity building workshops conducted by the Soch Foundation. These workshops were of three kinds. The first were conducted by our educators in **October to mark Dyslexia Month** in their respective schools. A total of 30 workshops were conducted during October 2023. The second were conducted by the Foundation for the Delhi Government schools as well as the Municipal Corporation of Delhi Schools. Two "**cross disability trainings**", spread over five days, were conducted for the special educators placed in these Schools. This training was requested for by the Inclusive Education Branch, Directorate of Education. The third were online webinar & workshops. A **webinar** was held on the occasion of World Disability Day. It had 800 participants.



**DOE Special Educators Workshops**



**Dyslexia Awareness Month Training**

P	Preeti Paranjpe to Host and Panelists	6:23 PM
PP	Very interesting and informative session	
D	Dr. Shikha Sharma to Host and Panelists	6:23 PM
DS	thankyou maam...for amazing content and information.	
S	Sana Khan to Host and Panelists	6:23 PM
SK	Great session. Keep it up SOCH 🙌❤️	
A	Ammu Janakey to Host and Panelists	6:23 PM
AJ	Learned a lot of things..	

**Free Online Workshop** Let's celebrate **World Disability Day**

The SOCH Foundation supports students with Learning Disability in the Government school system in India. Let's support

**Learning Disabilities are hidden disabilities, where the children struggle with any or all of the following:**

- Reading
- Language processing
- Spelling
- Calculations
- Motor coordination

A free Online workshop to understand Learning Disability and how to support students in the class.

on 2nd December 2023 from 4:30 to 6:30pm

**click here to register**

Last few seats left  
Registration closes on 29th Nov

SOCH email: contact@soch.foundation website: www.soch.foundation

Let's understand and respect differences. Open to all

**Webinar on World Disability Day**

# Our Impact

मेरी मैम अछ छी हूँ,  
मरीमैम मीर अछछा मझानी हूँ,

## A measure of our success

lies in a simple statement that many of our educators hear “*maam jis din aap nahin aate ho us din mujhe school aana achcha nahin lagta*” ( ma’am I don’t like to come to school on the days that you do not come)

## Integration

We have been able to ensure that as many as 80 students are able to cope in class with minimal support. These students have been taught coping mechanisms as well as strategies that help them stay with in the class room.

## Success Stories

### Mayank\*

In 2021 life was slowly coming back to normal after the Pandemic. Mayank’s name was recommended by his class teacher. He was a student of class 5 and was unable to recognize all letters or read and write efficiently. Remediation began using multi-sensory techniques such as, writing with clay, on sand and using large spaces.

In the course of the year Mayank lost his father and missed school for a long period of time. Remediation restarted after a long gap. Slowly he began to open up with the educator and began interacting more freely. The withdrawn and ppassive face now saw an occasional smile.

He liked to tell stories and to draw. The special educator worked on these two strengths. He drew pictures and was asked to talk about what he drew.

# S O C H

सान करता हूँ मैं Nam के पढ़ई करू  
हामें खुशी हूँ तब आप पढ़ई का राती हूँ  
जैसी आपकी आज रहा हूँ उसके Thankyou हूँ

## Foundation

वह हमरी लीर बाहान कुछ करते हूँ  
जैस कियु

## We have empowered

### 60 Schools

### 1200 Students

### 3000+ Teachers

Mayank moved from saying just a few words to 2-3 sentences and finally to explaining the entire picture in detail. As he made progress, his reading and writing abilities improved too. Group games, sports and role plays helped his perceptual skills and also improved his communication and social skills.

By the end of the year 2023, Mayank came across as a friendly and confident boy, eager to learn and interact with classmates and his teacher. He showed progress both in language and math and is able to do class work, with a little extra help from his mainstream teacher. The same teacher who earlier said he was not capable of doing anything now very happily says that *"Mayank mein seekhne ki ichcha jag gayi hai"*. (Mayank is now eager to learn)

This, for us, is a battle won.

## Lavanshika\*

Lavanshika, a very talkative child, we have been working with for just a year. Initially, she lacked confidence and struggled with academic work in the classroom. Her class teacher felt helpless & did not know how to support her.

Once our educator from the Soch Foundation assessed her and began working with her, she started to show improvement. At first, she was hesitant and unsure about starting with the syllabus for grade I or II, feeling shy and uncertain about her abilities. But gradually, as our educator gained her trust, she became more engaged in her studies and started attending school regularly.

She performed well in her exams, which was a significant achievement for her. What's more, she surprised everyone by winning second prize in a karate competition, showcasing her hidden talent.

Her parents are now incredibly proud of her, and with our support and guidance, she's discovering her potential beyond academics.



\* names changed

# Future Plans



Support all primary schools run by the Government.

Run a Resource Centre that provides single point support & therapies to students.

Design and conduct courses for the training of special educators.

Partner with the Municipal Corporation of Delhi to create a model inclusive school.

Create & make publicly available resources & teaching aids for remediation.

While attitudinal, social and cultural barriers are a reality, an equal reality is the lack of resources, lack of adequate teacher training, inflexible curricula and assessment practices, inadequate testing and certification that leads to legally binding support for diagnosed students.

Stemming from the above are our daily challenges of space. Children at risk for SLD need a space conducive to learning and not a cluttered and noisy space. This may not be easily available.

The Foundation is self funded and to be financially viable, there is a minimum number of students that an educator works with. If we do not have that minimum number we are forced to opt out of the school. Thus the few students who would have been at risk for Learning Disability are left unsupported.

# Our Challenges



# The Team

From 5- 28 educators



The foundation is a not for profit trust that is very well managed and professionally run. The team has grown not just in numbers but also professionally, in skill and abilities. Today we have 28 educators with specialisations in Special Education, Early Childhood, Teaching and Human Development.

## At the helm of affairs

Directors Ambita and Shivani, see to the daily running of the foundation. Both of them bring with them many years of experience and expertise.



Shivani, a Fullbright scholar, has over 35 years of experience in working with children. She has a Masters in Social Work as well as a B. Ed degree.

She is a trained counsellor and has worked extensively with children with special needs



Ambita a trained special educator & a member of the RCI, has 25 years of experience in working with children with special needs as well as in early years education.

She has experience with inclusive mainstream schools & special centres for differently abled youth. She has co authored a curriculum framework for cross disability early intervention.

## Board of Trustees

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