



## ANNUAL REPORT 2018-19

## BACKGROUND

Modicare Foundation was established as a tribute to Rai Bhadur Gujaramal Modi, with an aim to empower lives of people in 1996. The Foundation has a long history of reaching out and enriching lives of the most vulnerable communities. The core focus areas are empowerment of children, adolescents and women by developing a holistic approach towards education, life skills and leadership. A multi-disciplinary, highly skilled and well trained team ensures effective implementation of Modicare Foundation's vision in tandem with government, NGOs, institutions and industry.. The programmes of the Foundation are mainly supported by the contribution of the Modi Enterprises (KK Modi Group).

### Vision

Modicare foundation strongly believes that every individual has the potential to transform his/her to life to grow and develop as an active citizen

### Mission

Empower the marginalised population specially women, adolescents, youth and children with skills and knowledge to work as change agents for themselves and their community

### Existing interventions

#### ***Khwabgah, SDMC School, Jasola***

Regular classes from nursery to 4th grade

#### ***Ambassadors of Change***

Life skills programme for adolescents and children

#### ***Partners in change***

Training/capacity building on gender, sexual harassment at workplaces, reproductive health, HIV/AIDS

## PROGRAM HIGHLIGHTS

### KHWABGAH (SDMC SCHOOL)

Location	Category	No. of children
Jasola SDMC school	Nursery to 4th grade	1400

### AMBASSADORS OF CHANGE (AOC)

	Total number	Details
<b>LIFE SKILLS TRAINING WITH ADOLESCENTS</b>		
No. of participants trained	<b>6304</b>	Boys: 3298 Girls: 3006
<b>LIFE SKILLS TRAINING WITH PRIMARY SCHOOL CHILDREN</b>		
No. Children Trained	<b>6082</b>	Boys: 2916 Girls: 3166
<b>TRAINING OF TRAINERS</b>		
No. of training conducted (Internal)	<b>04</b>	-Orientation on Composite Heritage  -Prevention Of Sexual Harassment (POSH) at Workplace  -capacity building on STI/RTI, HIV/AIDS, reproductive health  -POCSO Act 2012
No. Of Participants covered		<b>30</b>

### PARTNERS IN CHANGE

Name of Organization	Training conducted	No. Of participants/training
Global Dent Aid	Workplace intervention: HIV/AIDS	65
	internal committee(IC) meetings of sexual harassment at workplaces	3
Modi Enterprises	Training of employees on POSH	205
	IC meetings	4
Busan Auto Finance	IC meeting	1
MR Utilities	IC meeting	1

## ACHIEVEMENTS

### AOC

**Institutional partnership** with NDMC & SDMC Schools

**6304** adolescents have been trained in Life Skills Education

**34,070** adolescents have been reached through peer education

Total number of adolescents reached is **40,374**



### KHWABGAH - JASOLA SCHOOL

**Academic improvement:** An overall academic improvement is discernible in 80% of the children.

**Behavioural change:** Considerable behavioural improvement is visible amongst students. Children have become attentive and responsive in the class. Families are taking interest in children's education. **Infrastructure upgradation:** classrooms and common area development to create a stimulating and learning environment

### PARTNERS IN CHANGE

- Empanelled by Ministry of Women & Child Development for conducting training on Sexual Harassment of Women at Workplace
- Trained the staff and workers of Global Dent Aid on HIV/AIDS
- Trained more than 200 employees of Modicare Enterprises on POSH and resolved cases pertaining to sexual harassment.
- Trained 40 staff members of Associated Journal Limited on POSH



## KHWABGAH JASOLA SCHOOL

In partnership with SDMC, the programme focuses on innovative teaching methods for primary grade children of government school in Jasola. Khwabgah nurtures their creativity through sports, art & craft and music.

### Programme Highlights (2018-19)

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The Foundation's Academic Facilitators are taking classes from nursery to 4<sup>th</sup> grade. The total coverage of children is around 1400. In addition to using innovative methods of teaching and learning, the Foundation has a strong focus on co-curricular activities – music, art & craft and sports. We have also made heavy investment in improving the school infrastructure. Our aim is to support the government schools in providing quality education to every child. Working in partnership with school, local administration and community helps us create a conducive learning environment for children.

Classes	Number of Students
Nursery, Class I, II, III and IV	<b>1400</b>

### Streamlining academics:

Modicare Foundation believes that every child should receive a high quality education and age appropriate learning. Following a quick assessment at the beginning of the year, the Foundation had segregated the students into three sections based on their learning ability. The assessment was based on three categories:

- 1) Good: those who obtained 60% marks and more
- 2) Average: those who obtained 45- 59 % marks
- 3) Underperforming category: those obtained less than 45% marks

Accordingly, the sections were divided based on the learning ability of the students. In this way while the underperforming students were getting further reinforcement, the average and good students were able to move on with their part of learning. This was a temporary move to bring the underperforming children up to speed so that they could all get to the same level. Interestingly, Foundation's approach of class segregation found consonance with "Mission Buniyad" which was launched by the Delhi government in March 2018. After the National Achievement Survey found that most government school students in class 3<sup>rd</sup> and 5<sup>th</sup> performed abysmally in Science, Maths and Language, They had launched Project Buniyad to help its underperforming students. The scheme was implemented in all SDMC schools for three months from April to June 2018.

## ASSESSMENT OF STUDENTS:

Learning Outcomes of Underperforming Students		
	September 2018 (Reduction in Percentage of children in the under-performing category)	March 2019 (Reduction in Percentage of children in the under-performing category)
Class I	33%	19%
Class II	36%	20%
Class III	50%	17%
Class IV	54%	19%

As the Table illustrated, there was a steady decline in the number of underperforming children in each class. It was remarkable to see the percentage of students with a poor understanding in senior classes coming down from 54% to 20% by the end of the year. Likewise in class II, the percentage of weak students came down to 20% in March 2019 from 50% in September 2018. The segregation helped in individual attention, focused learning and better comprehension for the students and thus an overall improvement was discernible.

## TEACHING AND LEARNING MATERIALS (TLM)



Flash cards, charts, props such as Globes and music through laptops were used teaching tools, which had made learning also fun and easy for the children and evidently it also helped them retain the lessons more effectively. A workshop was also conducted by one of the lead trainers of the Foundation for the school staff on teaching multiplication tables through tribal dance to bring joy into learning.

## EXTRA CURRICULAR ACTIVITIES



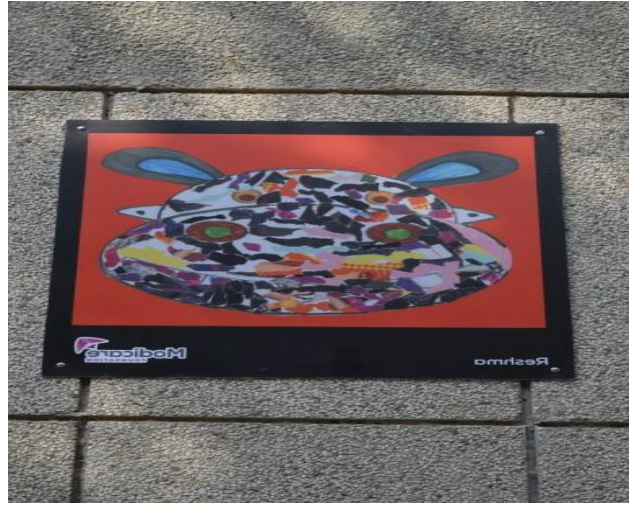
## SPORTS

To make learning more interactive and participatory with subject linkages, activity based teaching was practiced. We have a dedicated Sports facilitator who conducts classes across the school. Sports classes help the children to unleash their latent talent in full glory. Increasing the motivation and effective coaching by our sports facilitators had resulted in the girls doing exceptionally well in zonal level sports competitions. They stood 1<sup>st</sup> in Throw Ball and also secured runners up positions in Kho- Kho, cricket and Volley Ball. A total of 14 girls were selected for training in camp to participate in Throw ball, Volley ball, Cricket and Kho kho. It was a proud moment for the students to be representing the school for the first time. The boys also performed well in Zonal level competitions for Kabaddi. In addition to this, 2 students of the school were selected for cricket and 5 for Kabaddi to represent Central Zone in an Inter-School Sports Tournament.



## Art and Craft Sessions

Regular and interesting Art and Craft sessions were conducted by our facilitator. This not only helped to improve fine motor skills in younger children, but also helped in expressing themselves. The art work made by the students was framed and displayed all over the school to show case their talent.



## INFRASTRUCTURE UPGRADATION

Massive infrastructure upgradation was undertaken during the year. This included:

- i. Class rooms/Common Area Development- Informative and recreational art was painted on the school walls to create a stimulating and conducive learning environment.
- ii. Procurement of new furniture for class rooms.
- iii. Ramps were repaired to ensure safety for the children.
- iv. Our active and continuous follow up with the Delhi Jal Board, MCD and the area Councillor's office lead to restoration of water supply in the School. When the school had been taken over there was no water in the toilets and facilities were extremely dirty and unhygienic.

## CORRIDOR THEN...



## CORRIDOR NOW...





**CLASSES THEN...**



**CLASSES NOW...**



**RAMPS AND FACADE**



**STAIRCASES THEN...**



**STAIRCASES NOW...**



**CLASSROOMS THEN...**



**CLASSROOMS NOW...**



## Library

The Foundation has provided a good Library for students and teachers. It strongly believes that books and reference reading material play an important role in enhancing teachers' effectiveness and classroom performance. Likewise, it helps students in developing the habit of silent reading and enhancing their vocabulary and knowledge.



## Appreciation

A system of awarding badges was started in the classes to inculcate a sense of healthy competition between children and as a tool to improve behaviour in case of being awarded a Miss Naughty! Other badges read Master Happy, Miss Helpful etc.



To provide encouragement to all-round child development, awards like 'The Happiest Child', 'The Most Well Behaved Child', 'Best in Music', 'Best in Sports' were also distributed and will be made an annual feature.

## Training on Life Skills

Sessions on the following were conducted for all the children:

- i. Good touch, bad touch
- ii. Bullying
- iii. Nutrition
- iv. Health and Hygiene

These sessions are the modules developed and imparted by Modicare Foundation across schools and institutions across Delhi/NCR.

In addition, interactive and activity based Dental Hygiene sessions were conducted by a renowned dentist and his team for all the primary class students including the nursery. The team advised the students on healthy habits for a better dental hygiene. They also taught and demonstrated through group activity the right way to brush teeth.

## Capacity building of the Foundation's Academic Facilitators

All academic facilitators were part of several training sessions which were organized to enhance their capabilities.

These included:

- i. Best practices in Classrooms
- ii. Evaluating the Curriculum to impart the most appropriate knowledge base to children.
- iii. Interactive workshops to develop strategies for encouraging the underachievers to perform better and reduce the drop-out rate.
- iv. Session on POCSO Act & Sexual Harassment at Workplace

## The Impact

1. **Increased Attendance** Classes are filled to capacity and absenteeism has reduced. There were children who were only present on the rolls but never attended classes. In coordination with the school team, these were removed from the rolls, to make way for those who were interested in attending school but had been denied admission.
2. **Increased enrolment** Requests for enrolment had increased as awareness about the improvements in the school's infrastructure and academic quality has increased.
3. **Academic Growth-** The knowledge levels across classes have increased, with student's comprehension and reading and writing abilities showing a marked improvement. This was measured through the weekly assessments.
4. **Better classroom management-** The classes are well arranged and clean. The children are encouraged to keep it clean and the classes start on time. Students do not roam around as a facilitator from the Foundation is always present.
5. **Improved School Management** emphasis was laid on cleanliness and hygiene. The Modicare cleaning staff follows a regular cleaning schedule for both shifts to ensure that the classrooms and common areas are clean. In addition, the teachers are also required to check their classrooms for cleanliness, and repair and maintenance. The mid-day meal distribution was streamlined. The children were guided to line up with their tiffin in an orderly manner and eat at their tables with mats on the table.



## AMBASSADORS OF CHANGE

AOC, a flagship programme started in 2000, is based on life skills education for in and out of school adolescents. The objective is to enable adolescents to recognize and accept their physical, mental and emotional changes associated with this phase of life. The programme is supported by a well designed training module and highly skilled trainers to help teachers, care givers & NGO staff in integrating life skills in their day to day activities.

### Objectives

- To enable adolescents to understand and accept their physical, emotional & mental changes associated with this phase of life.
- To equip adolescents with the skills that enables them to make informed choices for responsible behavior.

The programme is supported by a well designed training module and highly skilled trainers to help teachers, caregivers and NGO staff to integrate life skill techniques in their day to day activities with children and adolescents. The Foundation addresses day to day challenges faced by adolescents like bullying/peer pressure, body image and changes, responsible behavior with peers, gender discrimination, child/substance abuse, HIV/AIDS.

### Life skills sessions with Adolescents

Particulars	Coverage
No. of NGOs/Schools covered	23
Number of adolescents trained	6304
Girls	3006
Boys	3298

## SESSIONS WITH PRIMARY GRADE CHILDREN

Particulars	Coverage
Number of NGO/Schools covered	27
Number of children covered	6082
Number of female children	3166
Number of male children	2916

### HIGHLIGHTS

#### 1. STRATEGIC CHANGE IN APPROACH:

- **Focus on coverage through Schools**

The program has shifted its focus from training with NGO's to Schools since 2017. The change in approach has proven to be more systematic, organized and resource efficient. The program now covers more number of children and the impact is more visible than scattered interventions in the past. As a result, the program has made the following achievements:

- a) The outreach in 2018-19, was the highest ever. 331 trainings were conducted with an outreach of 46,456 children and adolescents.
  - Achieved gender parity in in terms of participants trained. In the previous years more girls were trained as compared to boys but from this year the trend had reversed for the adolescents. 3298 boys and 3006 girls were trained. Targeting the school for life skills training at schools had helped cover the gender gap.
  - Program was able to reach out to more children within a given area; therefore the change was more evident. Training the entire school made a huge difference in terms of the impact. It was reported by the school that the attendance had gone up and the students became more disciplined.
  - Received demand/request from schools for conducting more trainings not just with adolescents but also with parents and teachers.
  - The organized nature of a school setting makes the process of impact assessment easy as the students' behavior can be monitored more effectively

- b) **Up gradation of IEC material**

This was the first time that the IEC materials were distributed to the students for take away. This was evident for the primary school, where the worksheets which they carried back home made a

huge difference in terms of sharing the information with their family and friends, also the retention and recall of the lessons were evidently better. Encouraged by the success of the primary school interventions, the program aims to develop IEC material for distribution for the adolescents and parents as well. The trainers have observed that use of IEC material:

- Helps in improved retention and recall of information by participants
- Acts as a resource material for schools. For instance, there is a demand for IEC materials to be kept in the schools so as to help the teachers reiterate the key messages from time to time.
- Has improved visibility and branding of Modicare Foundation.

### अच्छा व्यवहार, बहुत सारा प्यार

खाली स्थान में लाल या हरा रंग भरें।  
● बुरा व्यवहार ● अच्छा व्यवहार

**खीनना** (Bad)

**द्वंद्वना** (Bad)

**मदद करना** (Good)

**धक्का देना** (Bad)

**चिढ़ाना** (Bad)

**इज्जत करना** (Good)

**अगर कोई आपको Bully (तंग) करे, तो आपको क्या करना है?**

(Walk) दूरी बनाएँ : जहाँ आपके साथ Bullying हो रही है, वहाँ से दूर चले जाएँ।  
 (Talk) बात करें : अपने से किसी बड़े और भरोसेमंद इंसान को बताएँ, जैसे Teachers और Parents.  
 (Buddy-up) दोस्त बनाएँ : अपने जैसे दोस्त बनाएँ, जो आपको समझें और Bully न करें।

### साफ रहो, स्वस्थ रहो

**सावधान! कीटाणु हर जगह हैं।**  
 हाथ जरूर धोएँ।  
 स्वस्थ रहने के लिए इसे आदत बना लें।

**खाने से पहले**

**जीकने के बाद**

**खेलने के बाद**

**जानवरों को छूने के बाद**

**टॉयलेट जाने के बाद**

**हाथ इस तरह धोएँ।**  
 अपने हाथों को पहले पानी के नीचे रखें।  
 साबुन का उपयोग करके झाग बनाएँ।  
 अच्छे से धोने के बाद अपने हाथों को सुखारें।

**रवस्थ बच्चा**

छींकते समय रुमाल का उपयोग करें

मीले या गन्दे कपड़े पहनें

साफ कपड़े पहनें

नाक में छेदनी डालें

दाँत साफ करें

नाखून चबाएँ

हाथ धोएँ

बिना हाथ धोये खाएँ

नाली को कधी करे

कहीं भी शूटें

नाखून काटे

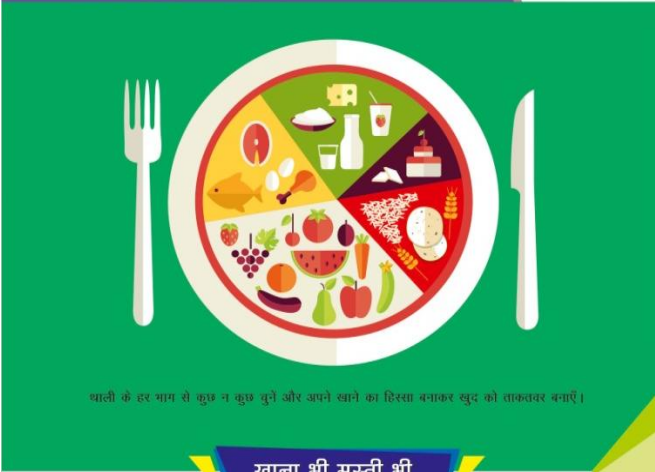
माहुर कुड़ा फेंकें

रोज नहाएँ

खुले में शौच करे

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**खाना भी मस्ती भी**

ताकत वाले भोजन तक पहुँचने का सही रास्ता चुनें



शुरू करें



अन्त



शरीर के कौन से अंगों को छूने से मना करना है? वहाँ गोला ○ बनाएँ



बैड टच होने पर क्या करना चाहिए।



बैड टच होने पर क्या करना है? सही जगह निशान लगाएँ।

- शोर मचाएँ
- वहाँ पर ही रहें
- किसी को नहीं बताएँ
- चुप रहें
- वहाँ से भाग जाएँ
- बड़ों से शिकायत करें

CHILD HELPLINE No. / बाल सहायता नं०.- 1098

**2. NDMC PARTNERSHIP:**

The Foundation's major achievement this year has been the partnership established with NDMC after several follow-ups. We had received the sanction letter to conduct trainings in the NDMC Senior Secondary Schools. Initially, we were allotted only 2 schools as pilot for trainings. However, on the basis of the positive response from those 2 schools, 6 more schools were allotted by NDMC. Out of those 8 schools, 6 schools were covered in 2018-19 and the remaining 2 schools will be covered in the coming academic year along with our request of additional NDMC schools for life skills training. We had trained 2692 students in 6 schools.



#### 4. SDMC Partnership

The partnership established with SDMC was also very crucial and of great importance for the Foundation



this year. The Foundation had been allotted 32 Primary Schools for conducting the training out of which 22 schools had been covered and the rest of them will be reached in the next academic year. In two of these schools, an orientation session with parents was also conducted successfully. The trainers found the session with parents to be very effective since the parents were interested and keen to know more about the ways to ensure their child's overall development.

#### 4. Other new Partners

This year the Foundation had made new training partners apart from the existing ones. The partnerships had proven to be fruitful as they realised the value of the life skill training and requested us for more training. The new partners included Jamia Millia Islamia Schools, Lady Irwin School, Sister Nivedita Sarvodaya Kanya Vidhyalaya, Samarpan Foundation, Tara Project and others.

#### 5. Capacity building of Staff:

The Foundation believes that capacity building of employees helps achieve effectiveness in the work. Training on POCSO (Protection of Children from Sexual Offences Act, 2012) and POSH (Prevention of Sexual Harassment at Workplaces 2013 Act) were conducted for the Foundation. An experienced lawyer was called as the resource person for the same. An orientation by Institute for Social Democracy on Composite Heritage was also organized for the AOC staff.

#### 6. Successful launch and use of Worksheet in Primary class trainings:

The team developed an IEC worksheet for the Primary class students. The pilot testing of the worksheet was first done with the Primary class children at Jasola School. It was observed by the trainers that children enjoyed filling up the worksheet with excitement and joy. Children also wanted to share the worksheet with their friends outside school as well as their parents. Looking at the success of these worksheets, the team is in the process of developing a similar kind of worksheet for the Adolescent Training as well.





## **7. Working with individuals in correctional setting (Nirmal Chhaya) :**

Nirmal Chhaya is a statutory institution for an effective implementation of the objectives of The Immoral Traffic (Prevention) Act, 1956. The Institution provides free boarding, lodging, medical care, mental health care, protection, counselling, psychiatric treatment, vocational training, guidance, basic education and recreation activities for the girls.

The Foundation conducted workshops and sessions with 61 adolescents and 25 children in partnership with Nirmal Chhaya to ensure that girls living in vulnerable setup also receive skills and counselling to cope better with their social and emotional needs.

A unique aspect of the training at Children Home for Girls, Nirmal Chhaya was that the sessions were designed taking in consideration the background of the girls in the home. The concerns related to girls in a setting like Nirmal Chhaya is different from other adolescents. For example, most of the participants in the training were victims of child labour, were abandoned by their parents or had run away from their homes. There were also cases of teenage pregnancy, child marriage and girls who were in conflict with law. Modicare Foundation delivered the Life Skills workshop trying to make the topics relevant to their current life circumstances.

## **8. Testing the viability of anti-bullying committee and it's guidelines (concept)**

Looking at the increasing incidents of bullying among children in Schools, the Foundation came up with a concept of forming anti-bullying committees in schools which would act as the authorised body for children to take up cases on bullying in School. The anti-bullying committee will consist of students and one teacher only. This will help cultivate a sense of responsibility and ownership among students.

For the purpose of testing its viability, the team visited two Senior Secondary Schools and had a detailed discussion on the concept with students. The students were made to comment on the committee guidelines and role & responsibilities to check whether they were able to comprehend the language and the content. The team included their feedback on working of the committee. The guideline was thus modified in keeping with the comments received from the students and teachers.

## **9. Orientation session with Parents and Teachers**

Caregivers act as a catalyst in the process of development of a child especially during early childhood. Hence, the Foundation believes that the programme will have a better impact when the other major stakeholders of the community are also involved. The Foundation had conducted 5 orientation sessions with teachers and 1 orientation with parents/guardian.



These sessions were instrumental in the behavioural change of caregivers towards the children hence

adding to the overall improvement in a child's environment. One of the sessions also got a significant coverage in the local newspaper.

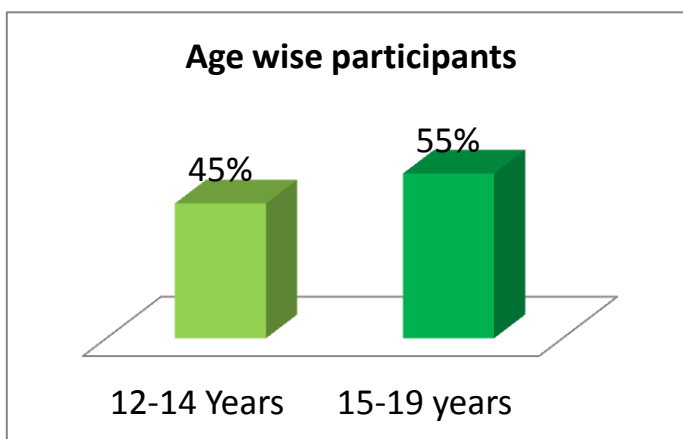
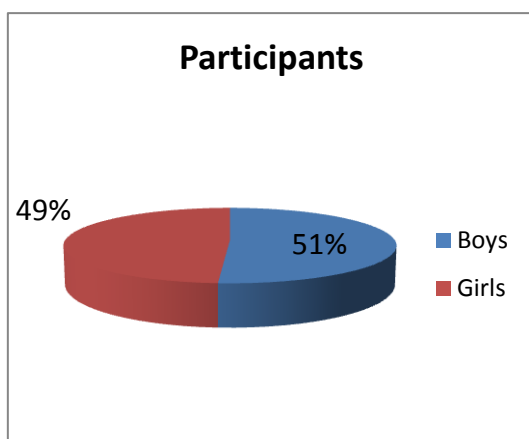
### 10. Impact analysis of Life Skills Program

Process of impact analysis made easier:

- a) Shift from manual to digital through introduction of the new tool-'Kobotool Box'.
- b) Effective, efficient and accurate data entry and analysis
- c) Ease of taking the survey as it is user friendly
- d) The questionnaire was revised by including popular myths among adolescents from last year's survey

The samples of the study comprised **286 participants (146 / 51% Boys and 140 / 49% Girls).**

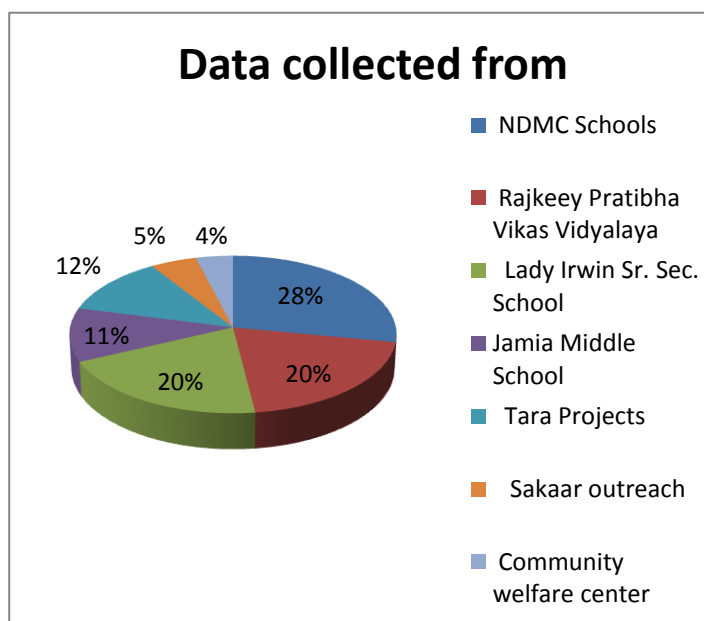
The age group of participants was 13-19 years (**aged 12-14 Years - 45% and 15-19 years - 55%.**)



The sample was collected from the following Schools and NGOs

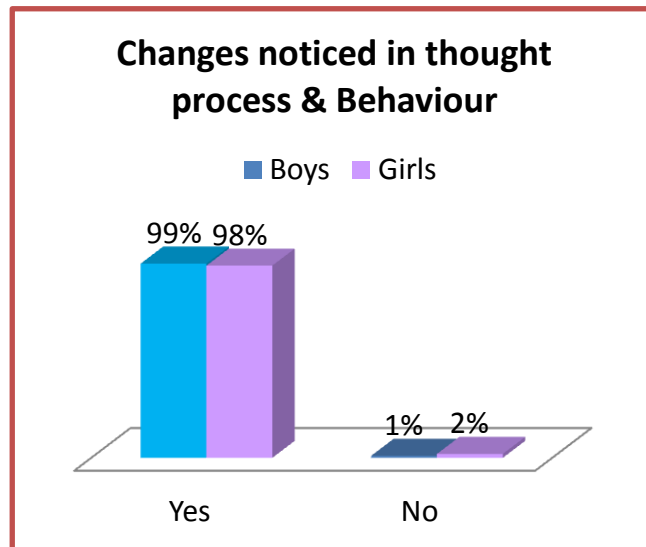
- NDMC Schools
- Rajkey Pratibha Vikas Vidyalaya
- Lady Irwin Sr. Sec. School
- Jamia Middle School
- Tara Projects
- Sakaar outreach
- Community welfare center

5% of trained youth facilitators were selected for the assessment. Random sampling method was used to select participants from NGOs/Schools and institutions.



## Major Findings

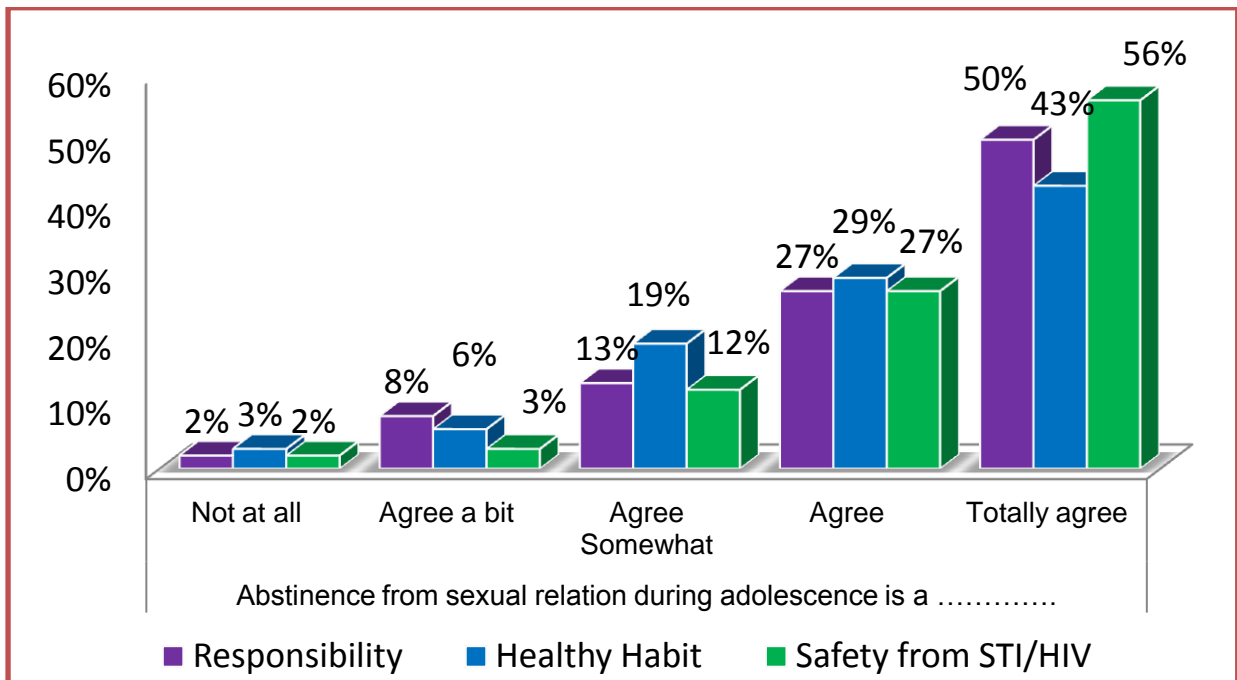
### Thought process and behavioral changes noticed



### 1. Practice of Life Skills by adolescents

Valued Skills	Very much	Quite a bit	Somewhat	A little bit	Not at all
Care for Myself	39%	34%	16%	8%	1%
Inter personal relationship	26%	25%	22%	19%	8%
Decision Making skill	32%	33%	21%	12%	2%
Integrity	45%	34%	10%	10%	1%
Empathy	29%	29%	28%	12%	2%
Communication Skills	29%	37%	24%	9%	1%
Self Esteem	46%	31%	15%	6%	2%
Stress Management	10%	32%	23%	24%	13%

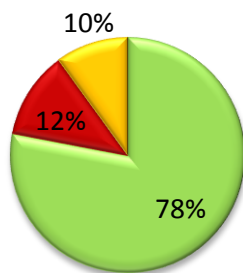
## 2. Knowledge about Growing up



## Breaking Myths on Sexuality

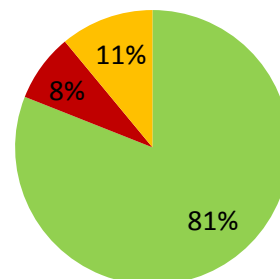
**Once the menstruation cycle starts, height of a girl does not grow**

■ FALSE   
 ■ TRUE   
 ■ DO NOT KNOW



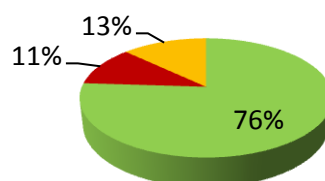
**Girls are impure when they are menstruating**

■ FALSE   
 ■ TRUE   
 ■ DO NOT KNOW

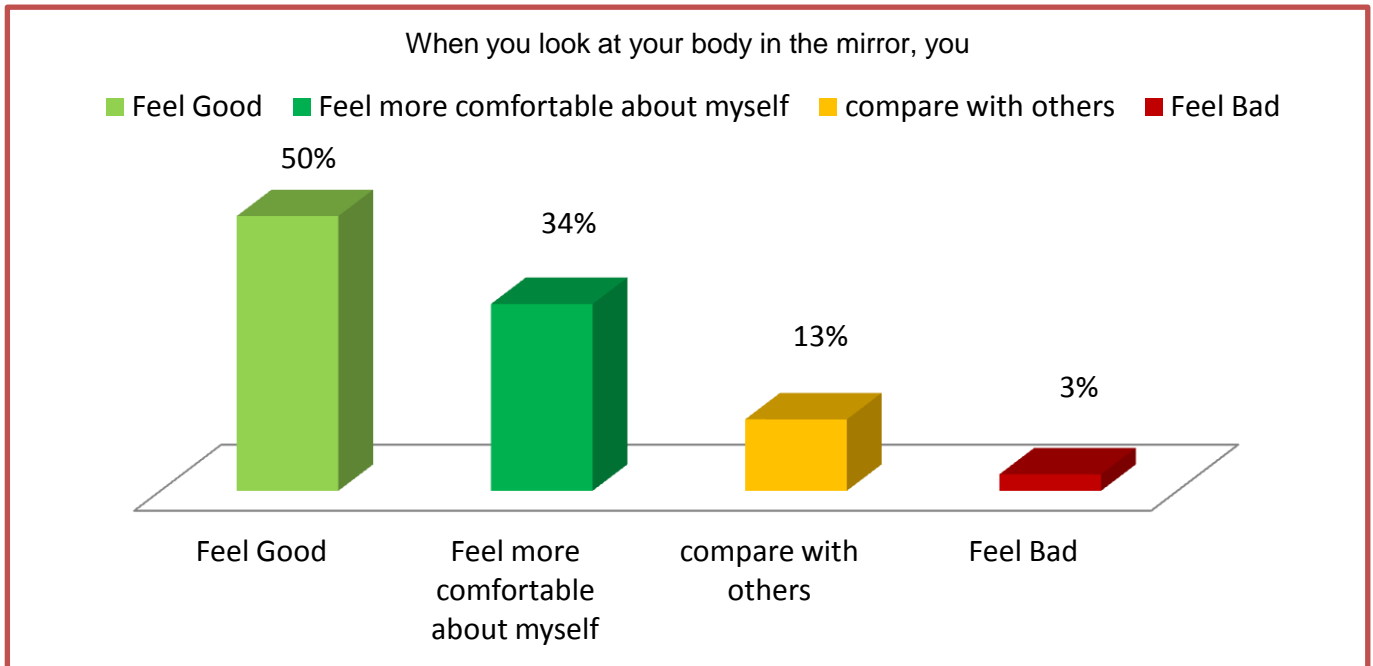


**Can even a single act of intimacy lead to pregnancy**

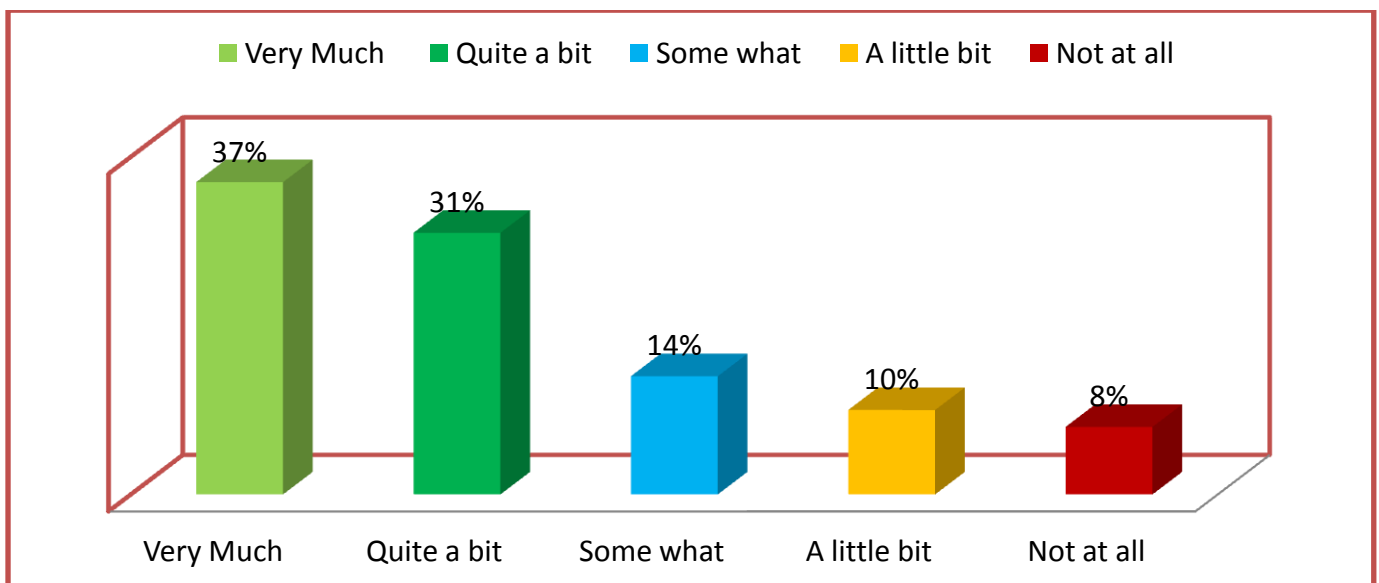
■ TRUE   
 ■ FALSE   
 ■ DO NOT KNOW



## ENHANCED SELF IMAGE

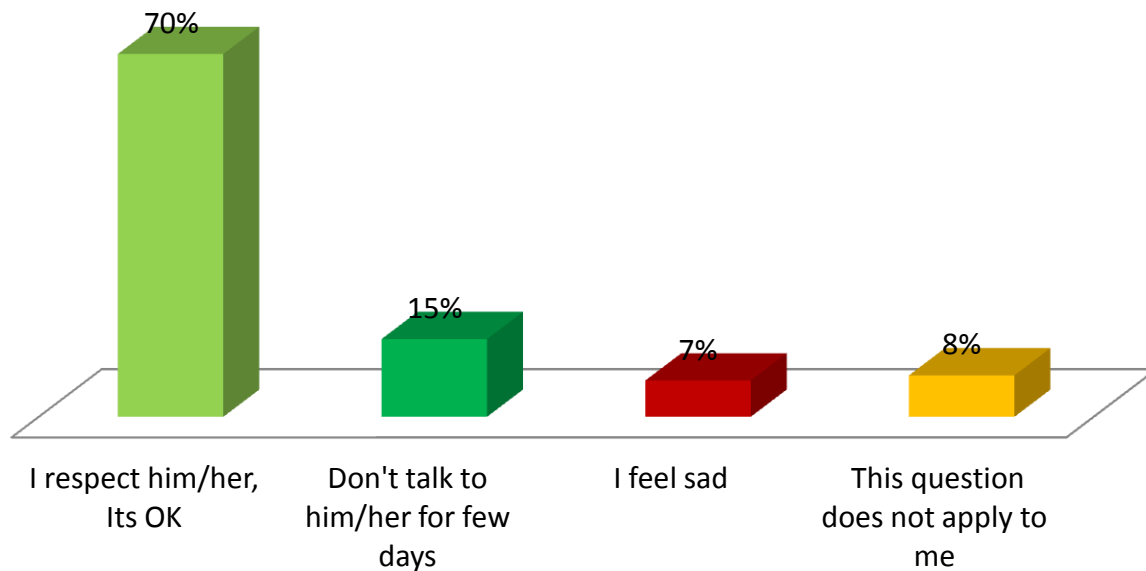


### 3. Managing Peer Pressure



How do you feel when your friend does not join you for bunking school/smoking etc?

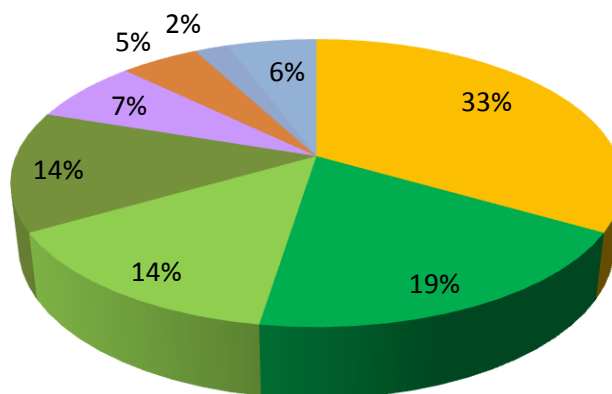
- I respect him/her, Its OK
- Don't talk to him/her for few days
- I feel sad
- This question does not apply to me



### Action against Bullying

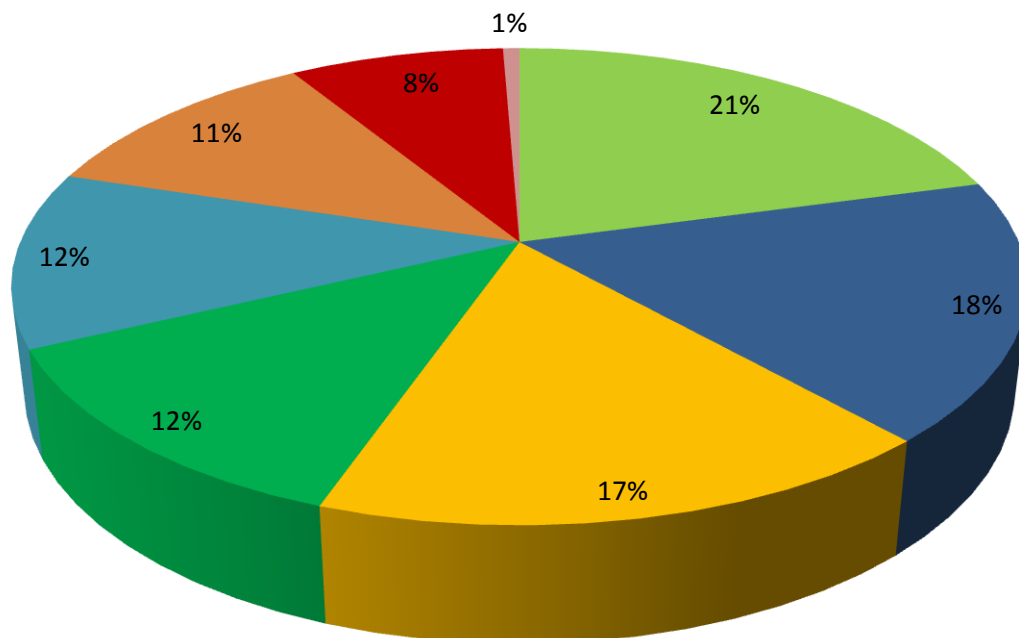
Complain against bullying

- I told no one
- A friend or peers
- My parent or guardian
- Teacher/Principal
- My brother/sister
- An older boy or girl
- I called help line
- Any others



### Managing Bullies

- I took no notice
  - I fought back
  - I made new friends
  - I did nothing
- I tried to keep away from the bullies
  - I dealt it by using life skills
  - I stuck up for myself without fighting
  - I stayed away from school



#### 4. Awareness About Child Sexual Abuse

93% participants responded positively about the recognition of good touch and bad touch. Their response indicated their sense of responsibility towards society and peers. They stated that **if someone is harassing a girl or boy in school/ community** they would raise their voice against it, protect and support the victim at their level and subsequently refer the matter to the concerned authority like school principal/teachers/parents/ Pradhan of the community/police/helpline numbers/local NGOs for further assistance.

##### Example of participants' reaction:

- *We protect that girl and boy from this and complain against this situation ,I will take a stand against him/her*
- *Will fight; we talk with our school head and with our teachers and parents also” .*
- *Main police ko phone karungi aur aas pados ke logon ko bulaungi aur jor se chillaungi*
- *“Call to help lines 1098”.*
- *Will raise my voice and tell it my teachers and parents*

## MY VOICE

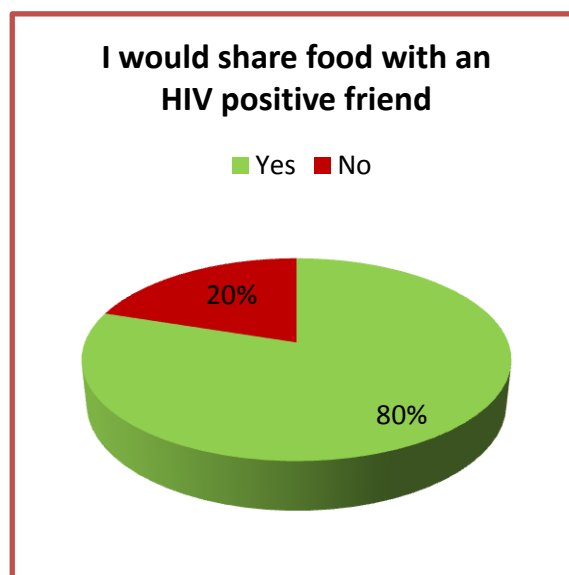
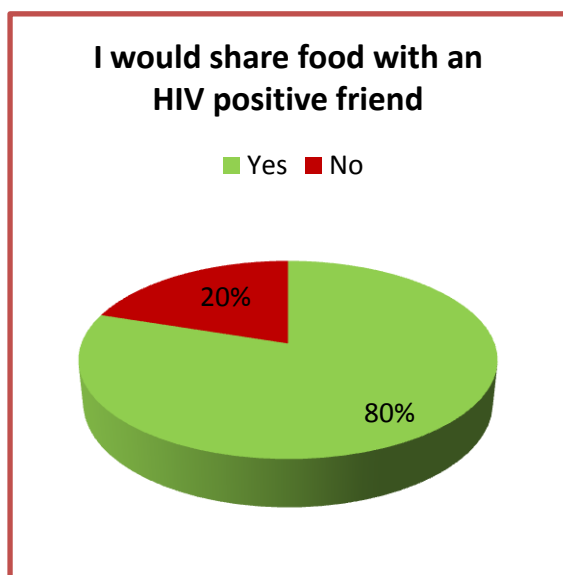
*“I and my family stopped a child marriage of my younger cousin sister” (A girl)*

*“I conduct an awareness session on gender with our friends” (A girl)*

*“Maine apne mammi papa se kahkar badi bahen ko collage me admission karwaya jab ki mere papa bahen ki padai band karake shadi karana chahte the, par meri baat man gaye to mujhe Training lene ka fayda hua” (A boy)*

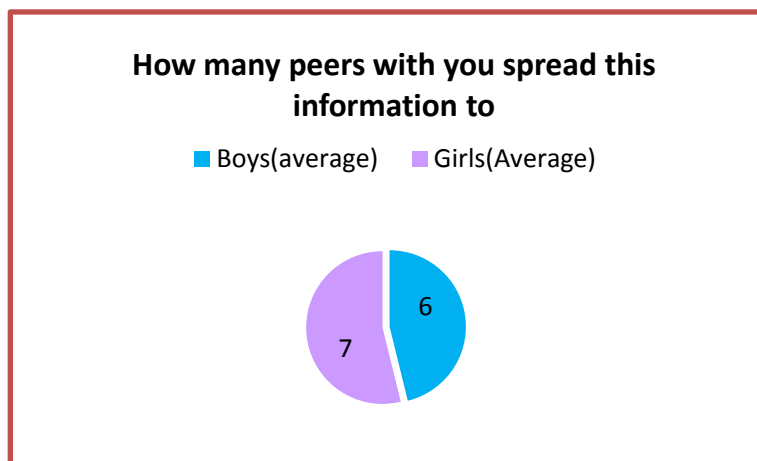
*“Yes, Maine ek ladke ki madad ki jo labour tha maine use uska hak dilaya aur school me admission karvaya” (A boy)*

### 5. I empathize with HIV positive



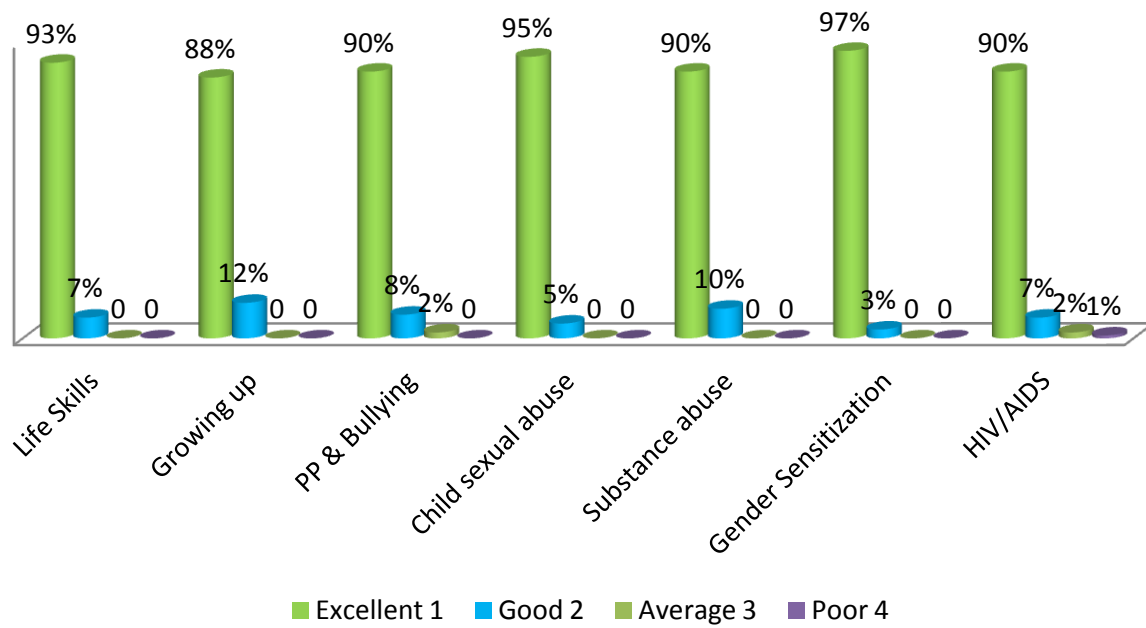
### 6. Peer Education

*After the training the youth facilitator spread the information to 6 peer and family. So, we covered indirectly 34,070 Adolescents & family members*





## Feedback from Participants





वार्ड नं० 089-S  
पुराना वार्ड नं० 193  
विद्यालय आई.डी. 1958040

## दक्षिणी दिल्ली नगर निगम प्राथमिक विद्यालय

सराय जुलैना, नई दिल्ली-110025 (मध्य क्षेत्र लाजपत नगर)

पत्रांक : .....

दिनांक : 06/12/18

प्रमाणित किया जाता है, कि हमारे विद्यालय में Modicare Foundation की ओर से दि०-04-12-18 से 06-12-18 तक एक त्रिदिनीय कार्यशाला का आयोजन किया गया। इसके अलावा तृतीय, चतुर्थ एवं पंचम की छात्राओं के भाग लिया। इस कार्यशाला में छात्राओं को Good Touch-Bad Touch, Personal Hygiene, Nutrition and Bullying काटे विषयों के बारे में बताया गया। इस कार्यशाला में बच्चों, खासकर छात्राओं को उचित पोषण, व्यक्तिगत स्वच्छता तथा सामाजिक रिश्तों में साभंजल्प स्थापित करके स्वयं को सुरक्षित रखने के संबंध में महत्वपूर्ण जागरूकी मिली। इसका यह प्रभाव सराहनीय है।

  
Principal  
S.D.M.C. Pry. School (CZ)  
Sarai Jullena, New Delhi-25

# FEEDBACK

This foundation is really **very good** because it **is aware us for future** and save me. This is really **very nice foundation** **medicare foundation**.  
I like this foundation.

-Rahul  
XI<sup>th</sup>D

classes **was great** and we enjoyed it very much. It was a great experience to listen such a big **influencer** & **consulour**.

The workshop helped me to **rethink** about all issues that our society is suffering. I learnt many things too that I almost forgot.

- Prince Rao  
Gambh

I liked it very much and the workshop very **knowledgeable** of our life.  
- Md. Yamin  
Prince Rao

o This foundation awaring me about many things by use of this I can **save myself** and family members and friends and society  
o I like this.  
o **OSam**

इस पांच दिन में मैंने बहुत कुछ सीखा। और इस क्लब में अनुभव किया कि हर जगह **समानता** रखे। सब मेरी सिखनी का अच्छा अनुभव था।  
नाम : **शमीर**  
कक्षा : **XI-B**

-> **Excellent way to teach.**  
-> **Good way of communication.**  
-> **Nice way to treat a student.**

All topic is very good for our life.  
And I am aware to this **side**.

मुझे प्रोग्राम किफ़ी अच्छा लगा है इसे हमें अपने जीवन को जीने की एक सहायता है इसे पढ़ने मुझे **आने वाले में खोजने का कई** व्यक्त नहीं मिलता था इस प्रोग्राम से मुझे **अब काफी अच्छा लगा** रहा है इसे (10 Life Skills) के से काफी **जरूरी** प्रता हुई है, और अपने जीवन करने विताना है इस प्रोग्राम में जो सर था वो हमें काफी अच्छी तरह से समझाया था, मैं चकता हूँ कि ऐसा प्रोग्राम हर छोटे-बड़े स्कूलों में होना चाहिए क्योंकि हर बच्चे को यहा बताना पड़ना चाहिए कि वो अपने जीवन को अच्छे ढंग तरीके से गुजारे सभी लोगों के साथ सही व्यवहार करे और जीवन प्रेम के साथ चलये, **Dr. Deyani**

(1) भौर मुझे यह बहुत अच्छा लगा **इस ड्रम** में हम लोगों को यह पता चलता बहुत धरणी है अपने SKILL के बारे में हर किसी को पता चले बिना भौर भापने मुझे यह बता कर **पता चले**

My name is Simran Kourya and I have experienced this **Medicare foundation** at a workshop. This workshop works very well for me. I like Krishna traps **six way much**. The way of teaching is very **excellent**. I like the topic **Gender Sensitization** very much. I like this workshop very much and learned some of the most good things which help in my life **further**. Thank you very much... **Medi Care Foundation!!**

\* Before this workshop I just running backward of my dreams but now I got the **levels and distance** between **my dream** and me.  
\* This workshop **gives** gave me the power of **thinking and understand, feel others problem** realise and **empathies**

This is how I feel.

I am Anshu from NP Coed School (Ansa Nagan) branch of (NDMC). I want to inform you that whatever I have learned in this workshop is so interesting and knowledgeable which make me a more sincere and knowledgeable person about these important topics and I feel about the quality of teachers and our teacher who show care to our class during sessions.

They are too knowledgeable person and they teach us best.

And I want to say such a big thanks to all you our teachers and the policy who provide us best.

Now I hope I can also help others by this all information.

I want to work with you and I like it so much to inform others.

Rajesh sir

मैं बहुत अच्छा लगा है। इसमें मैं बहुत कुछ सीखने की मिला मैं नशा के बारे में बताया कि हमें नशा बहुत बुरी चीज है। हमें जेन्डर के बारे में बताया। लड़का क्या-क्या काम करता है। लड़की क्या-क्या काम करता है। लड़का और लड़की का मतलब क्या-क्या बताने की है। हमें यह प्रशिक्षण अच्छी लगी। मैं आशा करती हूँ कि प्रशिक्षण फिर से हो।

-Sushila

I like this medicare foundation. from this we get lot of knowledge about adolescent before this. I don't know more about these things tell you tell us. I learn how to control my anger and irritation I started working on this.

Thank you



Name = AMAN ANSARI

किस सेशन से मुझे बहुत कुछ पता चल रहा है। मुझे अपनी जिंदगी को कैसे बनाना है और जीवन में लगे बढने कि प्रेरणा मिली है। जो जिंदगी हमें अपर वर्ग में देती है उसे अच्छी तरह से जीना चाहिए और दूसरों की मदद करनी चाहिए और किसी का भी misuse नहीं करना चाहिए क्योंकि सबको अपनी जिंदगी जीने का हक है।

मुझे medicare foundation की तरफ से जो training है वो बहुत ही अच्छा है। मुझे बहुत सारी चीजें सिखाने की मिली। हमें अपने जीवन के बारे में और इस training के बाद मुझे अपनी कर्तव्यों का पता चला और मैं अपनी कर्तव्यों में सुधार भी करूँगी। इस training ने मुझे बहुत सारी चीजें सिखाने की मिली। इसके लिए medicare foundation का बहुत-बहुत धन्यवाद करता हूँ।

THANK YOU  
MADAM OF SCHOOL

My name is Satyam Kumar. I got all the training from MODI CARE Foundation. My feedback is excellent about Asha Sir who made all days very interesting. He came in always with new topic in the class with full knowledge to teach us. He is one of the best speaker I have ever seen. He made all the topics very interesting. I learn many things from him how to live and how to change our life. All the topics were very interesting and take many knowledge about the topics. In future I want to take more knowledge on topic substance abuse.

And my feedback



## PARTNERS IN CHANGE

Partners in Change, is an initiative of Modicare Foundation towards learning and collaboration. The Foundation provides technical support to corporate/industries and development agencies to develop a comprehensive programme on HIV/AIDS, Gender and on Sexual harassment of women at workplace Act, within their business and working agenda. The support includes activities such as awareness generation through community based camps, forming internal committees, master trainers training, etc.

### HIV/AIDS

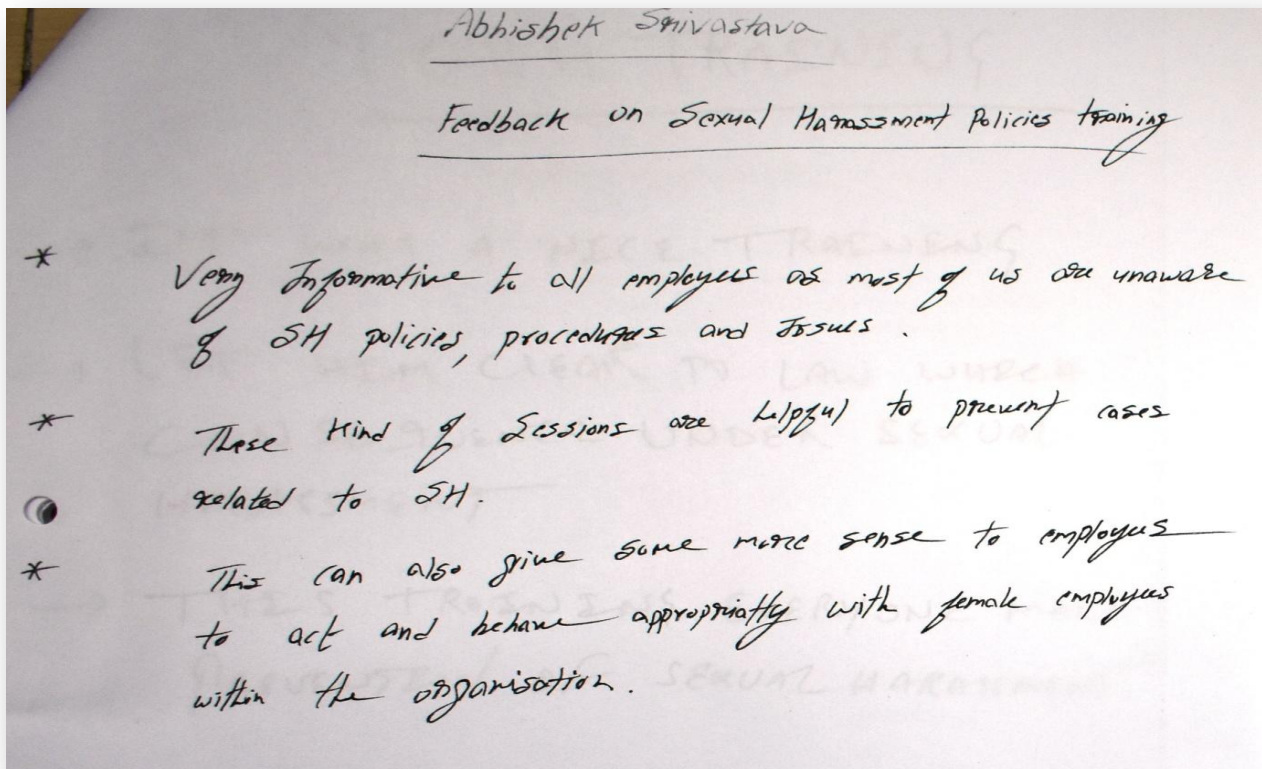
Global Dent Aids a private company based in Noida had requested the Foundation for a training of their staff on HIV/AIDS awareness. The training was conducted with 65 participants including 30 women. The aim of the training was to provide participants with basic information and sensitize them on HIV/AIDS. This was a new topic for most of the participants and therefore they were eager to gain knowledge, demystify their myths on this issue. The session was interactive as participants were allowed to ask questions that enabled them to clarify their doubts and queries. The training was received quite positively by the organization.



### SEXUAL HARASSMENT AT WORKPLACES (POSH)

Modicare Foundation had been empanelled by the Ministry of Women and Child Development, Government of India to conduct training/workshop on the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. The organisation had conducted trainings for many organizations including Modi Enterprises. 8 training events were organised covering 205 employees from Colorbar, Twenty Four Seven, Modicare and Modicare Foundation. The employees were sensitized on the concept of sexual harassment at workplaces, how to recognize and address it through in-house grievance redressal committee (IC) They were also informed about the process of reporting an incident of sexual

harassment to the IC committee along with the rights of a complainant and the respondent. All the related queries of the employees were answered during the sessions. The Foundation also obtained feedback of the training from the employees verbally and in writing as well. Presenting below a sample of feedback received.



# FEEDBACK

### MODI ENTERPRISE TRAINING FEEDBACK FORM

Name (Optional)	Rohit Malik	Training Name	POSH - ICE
Employee ID (Optional)		Trainer's Name	Ms. Latika Dikshit
Training Dates	20/02/19	Training Venue	ACC, Basement Boardroom

Please rate the following aspects of the training on a scale of 1-5 where:

1 - Poor
2 - Needs improvement
3 - Good
4 - Very good
<input checked="" type="checkbox"/> 5 - Excellent

S.No	Parameters	1	2	3	4	5
<b>Design and Delivery</b>						
1	Extent to which the objectives were explained at the beginning of the session					✓
2	Extent to which the content was aligned to the objectives.					✓
3	How effective were the aids like Role Plays/Case studies/exercises etc. in helping to understand the concept.			✓		
4	How would you rate the course material presented			✓		
5	Were the concepts explained in an easy to understand manner					✓
6	Based on the coverage how confident do you feel of applying what you learnt on the Job.					✓
<b>Trainer</b>						
1	Extent of the Trainer's preparedness for the program					✓
2	Subject matter knowledge of the Trainer					✓
3	Clarity and Logical sequence of the ideas presented and skills taught					✓
4	Ability to match the speed of the session with the participant's understanding .			✓		
5	Ability to make the session participative, lively, interesting and interactive.			✓		

What did you like the most about the session / program? was

Lot of information in the 'grey' area now stands corrected and very well presented with a very clear sense of communication & direction.


What did you like the least about the session / program?


N/A


Please make any additional comments about the program.

We should also conduct this session for our shop floor employees at 24 SEVEN stores as many cases go unreported in that environment.

Signature	<i>[Signature]</i>
Name	Rohit Malik
Designation	Lead - Training.
Date	20/02/19







GRATITUDE TO PARTNERS



**GODFREY PHILLIPS**  
— INDIA LIMITED —





THANK YOU



**Modicare Foundation, 4, Community Centre, New friends Colony, New Delhi -110025, India.**

**Tel. 91-11-66037080/81/82/83 - Fax. 91-11-26915469**