

The logo consists of three overlapping, curved shapes in shades of purple and magenta, resembling a stylized bird or a leaf.

Modicare

FOUNDATION

Modicare Foundation

Annual Report

2019-2020

Background

Modicare Foundation was established as a tribute to Rai Bahadur Gujarmal 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 their lives to grow and develop as active and responsible citizen

Mission

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

Existing interventions

Khwabgah, SDMC School, Jasola

Regular classes from Nursery to Vth 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

PROGRAMME HIGHLIGHTS

KHWABGAH (SDMC SCHOOL)

Location	Category	No. of children
Jasola SDMC school	Nursery to 5th grade	1803

AMBASSADORS OF CHANGE (AOC)**ACHIEVEMENTS****1. Life Skills Training with Adolescents**

Sl.	Activities	Target	Achievement
1	No. of Institutions covered	-	19
2	No. of Adolescents trained	5500	5897 (Boys-4506, girls-1391)
3	Teachers Orientation	-	3 (28 teachers)
4	Training of Trainers	2	4 (105 Participants)
5	Parents' Orientation		4 (108 Parents)
6	Peer Education	5 People by each YF	28010 peers & Parents
7	No. of Capsule Trainings	-	30 (1154 adolescents)
8	Formation of Anti-bullying Committees	4	1
9	Implementation of Comprehensive AOC Programme	2	2

2. Training with Primary Grade Children:

Sl.	Activities	Target	Achievement
1	No. of Institutions covered	-	37
2	No. of Children trained	5000	6361 (Boys- 3255 Girls 3106)
3	Teachers' Orientation		6 (50)
4	Parents' Orientation	-	8 (950 Parents)

ACHIEVEMENTS

AOC

Institutional Partnership with SDMC, Delhi
Govt. Schools and NGOs

6361 Primary grade children and 5897
Adolescents have been trained in Life Skills
Education

28010 people have been reached through Peer
education

Total number of adolescents reached is 34907.

1058 parents covered through parents'
orientation.

78 teachers have oriented on POCSO act 2012.



KHWABGAH - JASOLA SCHOOL

Academic improvement: An overall
academic improvement is discernible
across all classes.

Behavioural change: Children have
become attentive and responsive in class.
In addition, they are careful about
hygiene and cleanliness at home as well
as in school. Parent involvement and
feedback has increased.

Upgradation: classrooms and common
area development to create a stimulating
and learning environment

PARTNERS IN CHANGE

- Conducted 11 trainings and 6 Internal
Committee member meetings.
- Covered 253 participants in trainings
and 41 IC members from Dent aids,
National Herald, Busan Auto, Colorbar,
Modicare and Twenty Four Seven
Stores.



AMBASSADORS OF CHANGE

About the Programme:

A flagship Programme started in 2000, Ambassadors of Change (AOC), is based on life skills education for in and out of school adolescents. Adolescence by definition is transitional phase of growth and development between childhood and adulthood. The transition involves navigating physical and emotional changes in them which can be a confusing and disturbing process.

AOC addresses day to day challenges faced by adolescents - bullying/peer pressure, body image and changes, responsible behaviour with peers, gender discrimination, child/substance abuse and HIV/AIDS. In partnership with schools, NGOs and Corporates, the Foundation has reached out to 342094 youths and adolescents in 200 institutions

Modicare Foundation through its AOC programme also conducts training for primary school children on issues such as safe/unsafe touch (formerly good touch and bad touch) health, hygiene and nutrition.

The Approach

We use a multi-pronged approach to maximize the number of stake holders we can connect and train. We create many Ambassadors of change through various ways.

- 1. Adolescent Training** - Sessions are conducted in schools and other institutions in a formal setting. Each adolescent is then encouraged to share their learning further, with at least 5 more people, thereby starting a chain of information sharing and raising awareness. We call them Youth Facilitators (YF).
- 2. Training of Trainers (ToT)**- This is a training designed for educators, teachers and NGO representatives in schools/other institutions, whereby they can impart the Life Skills training to their students/target group. This is a formal way in which the information is shared.

3. Parents' Orientation- In an attempt to align parents and children on the Life Skill trainings, we also speak to parents in groups and make them more aware of the issues that the adolescents and children generally face.

4. Teacher Orientation- The objective is to sensitize the school teachers on the demands and challenges that adolescent students face everyday and how life skills approach help them to cope with their stress. In select institutions, we implement the Comprehensive AOC Programme which includes all the components, i.e., students' training, teachers' orientation, formation of anti bullying committees in schools and parents' engagement.

A. Life Skills Training with Adolescents:

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 enable them to make informed choices for responsible behaviour.
- To ensure greater outreach and sustainability of the Programme

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.

B. Life Skills training with Primary grade Children

This Programme engages with the children in and out of primary school by providing them life skill education. The Life skills training aims to help children recognize safe/unsafe touch; handle bullying and peer pressure, and improve their nutrition, health and hygiene. The methodology adopted to carry out the training is participatory, innovative and experiential thereby enabling the participants to understand the learning in fun ways yet be able to retain the core lesson.

Objective:

- To enable primary school children to lead a safe, healthy and hygienic childhood

Modicare foundation has been working in collaboration with Public Schools, NGOs & SDMC Primary schools.

COMPONENTS OF AOC PROGRAMME`

- Linkages with the Institutions
- Training with Children, Adolescents & Young Adults
- Teacher Orientations
- Parent Orientations
- Formation of Anti-Bullying committees
- IEC Material development and distribution to participants and parents
- Implementation of comprehensive Programme

1. Linkages with the Institutions



The first step of the AOC Programme is to establish a connection with the institutions in which the Programme can be implemented. In 2019-20, Modicare Foundation has successfully made linkages with 25 institutes that include Government schools, private schools and NGOs. The process started with the submission of proposal. Once the

permission was given, a need assessment was conducted with the aim of identifying the students' issues prevalent in the institutions. The assessments were conducted through interactions with teachers and students.

2.1 Life Skills Trainings with adolescents

Training is the key component of the AOC Programme with the aim of inculcating Life skills and providing knowledge to adolescents on Growing Up, Responsible Behavior, Substance Abuse, Peer Pressure, Bullying, Child Sexual Abuse, HIV/AIDS, and Gender. This year, AOC team has successfully managed to conduct 126 trainings in 19 schools & NGOs with 5897 adolescents including 1391 girls coming from Madanpur Khadar and Okhla settlement. During the training, with the aim of providing experiential learning, many activities and new techniques were used to make them relate to the topics easily. Role play, open discussion, storytelling, and experience sharing were frequently used to during the sessions.



The AOC programme also conducts customised training. As per a request from Somerville School, we conducted a capsule session on growing up, bullying and gender sensitization with

1154 adolescents.



The life skills training helped adolescents change their behavior and attitude towards people. This observation was validated by our impact assessment which confirmed that 97% adolescents had undergone changes in their thought process and behavior, 70% adolescents'

self-esteem had increased, they had started feeling good about themselves and their attitude to gender stereotypes had changed.

2.2- Life Skills training with Primary grade children

The training with primary children consists of four topics which are essential for their well-being.

- Safe/unsafe touch
- Nutrition
- Health and Hygiene
- Bullying.

In this year we have covered 6361 (Girls- 3106 & Boys 3255) primary children grade 3rd to 5th in 37 institutions (SDMC primary Schools and NGOs and public schools).



The aim of a Safe/Unsafe session is to make the children understand healthy boundaries, be aware of abuse and exploitation and stay safe. We train them to say 'NO' to unsafe touch through various activities, storytelling and role plays and make them aware about ways to report the abuse. We also explain that they should



turn to their parents and teachers for help if they face any abuse.



In the nutrition and hygiene session, we teach children personal hygiene habits in a fun way with the help of stories, games and poems. With the help of the Coloured Food chart we teach them the importance of healthy eating habits and encourage them to eat nutritious food. We keep it light and

fun as the children transition into owning these habits for a lifetime.

In the Bullying session, our aim is to outline the consequences of bullying as well as to create zero tolerance behaviour for bullying in children. We do it through role plays and storytelling. Not only do we emphasize on empathizing with children who are being bullied and restrain from bullying but we also tell them ways of combating bullying by three ways: Walk, Talk and Buddy up.

3. Teachers' Orientations in senior secondary schools

A teacher's role goes beyond just delivering lessons and curriculum. They influence behavior and are care-givers during school hours to provide a safe and comfortable environment. Thus, to enhance their capacity and increase their knowledge on issues related to children and adolescents, we had conducted 3



orientation sessions in senior secondary schools with 28 teachers and 6 Teachers Orientation were also conducted in SDMC Primary schools with 50 teachers. The aim of the orientation was to orient teachers about the, life skills training specially child sexual abuse, the POCSO Act, 2012.

The teacher's orientation made them understand the children's perspective and also sensitized them to child related issues and gender. After attending the orientations, teachers were able to identify and report child sexual abuse's cases. It was noticed that the reporting of child sexual abuse cases had increased post our session on the same. We dealt with 4 cases.

4. Parents' Orientations.



Parents are the first teachers, friends and guides for a child - but they often turn a blind eye to the issue their children and adolescents may face in their daily lives. A greater understanding and communication between children and parents would help bridge this gap and that was our objective in engaging with parents. .

To prepare the Parents' Orientation, we first had a session with adolescents to find

out what they sought in their relationship with their parents. They shared that they felt a need to be able to talk to their parents and have their parents take an active part in their lives. They wanted an easy relationship and better communication with their parents. Based on this feedback, we organized interactions with the parents where the need for open communication and understanding with their children was discussed with them. During this year we conducted 4 parent orientations with senior secondary schools & NGOs with 108 parents and also conducted 8 parent orientations in SDMC primary schools with 950 parents.

5. Formation of Anti-Bullying committee.

Bullying is a problematic issue which needs to be addressed on an ongoing basis. It has a crippling, long term effect on children. While sessions on awareness about it and dealing with it are a help, visibly firm action and a “Zero tolerance” approach are required to keep it to a minimum and ideally to wipe it out altogether.

The AOC Programme came up with the idea of addressing bullying among children by forming an anti-bullying committee as per laid down Government guidelines. The aim of this project was to give adolescents an environment that’s free of discrimination, harassment and bullying and to foster a sense of mutual respect among them. Keeping in mind the increasing incidents of bullying, the Foundation facilitated the functioning of the committee by framing operational guidelines. We also gave them anti-bullying badges, documents and bands. Monthly meetings with the committee were fixed so that we could also monitor the reported cases of bullying.

The anti-bullying committee consists of the Principal, one representative from each class (6th to 12th), Sports teacher or any one other teacher. Information about the Anti-bullying Committee (ABC) is prominently displayed and all students are told that they can approach any member of the ABC to get help.

Modicare Foundation has successfully formed an Anti-bullying committee in Gyan Shakti Vidyalaya in this year. This is an NGO, working to provide basic education to children deprived of basic socio-economic needs. The organisation has been providing remedial classes to vulnerable children and adolescents of Yamuna Khadar slum area. The NGO also conducts

remedial classes in addition to having classes for music, dance, art and theatre for overall student development. Gyan shakti was also perceived to be a suitable institution to implement the comprehensive programme of AOC thus ensuring sustainability.

6. Information Education and Communication (IEC) Material:

IEC material consists of worksheets for primary children, adolescents and information pamphlets for parents. The worksheets are creatively and colourfully designed to grab and hold the participants' attention, especially children.

The primary worksheet covers all the three main topics: Safe/Unsafe touch, Nutrition and Hygiene and Bullying. The worksheets for adolescents cover all the topics of life training sessions: Tree of Life Skills, Substance Abuse, Child Sexual Abuse, Peer Pressure and Bullying, Growing Up and Responsible Behaviour. The aim of IEC material is not only meant for awareness but it also helps participants to retain the information given to them during the training.

7 Training of Trainers (ToT):

This year, the Foundation has conducted 4 intensive training programmes in institutions with adolescents and teachers. The purpose of conducting a TOT (training of trainers) is to make the participants capable enough to talk amongst their peers and family regarding adolescent issues covered in the training. The idea



is to make them agents of change, having the right information and skills and qualities to disseminate that information. The ToT also provides the participants, the facilitation skills needed to disseminate information to wider public.



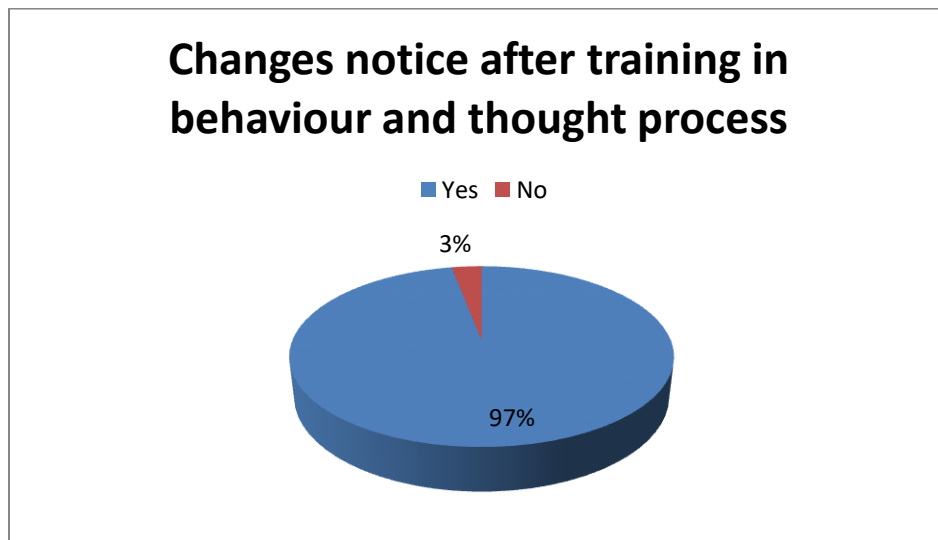
IMPACT OF AOC PROGRAMME

This year, we have compiled data of last 4 years and analysed for further Programme planning.

Quantitative reflection of the Impact-2019-20

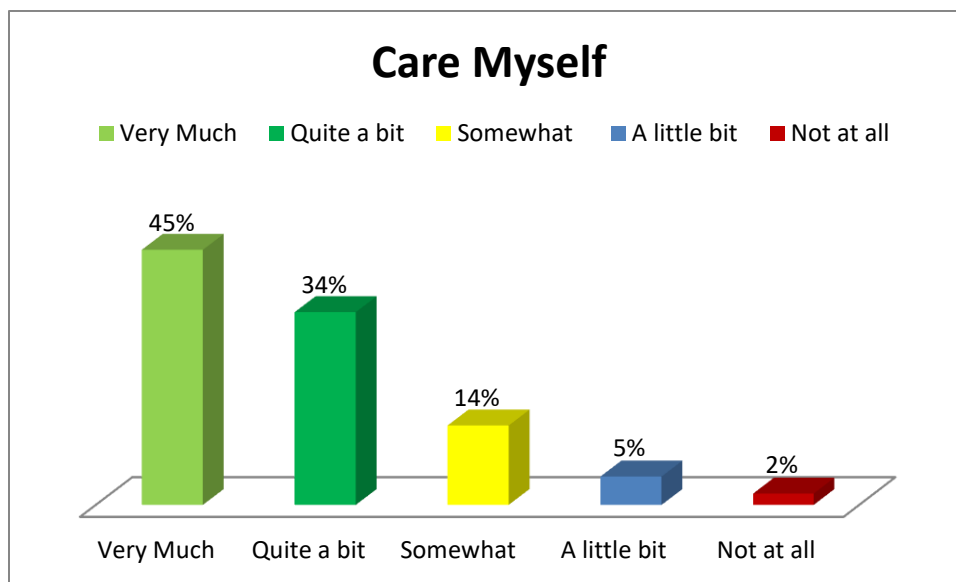
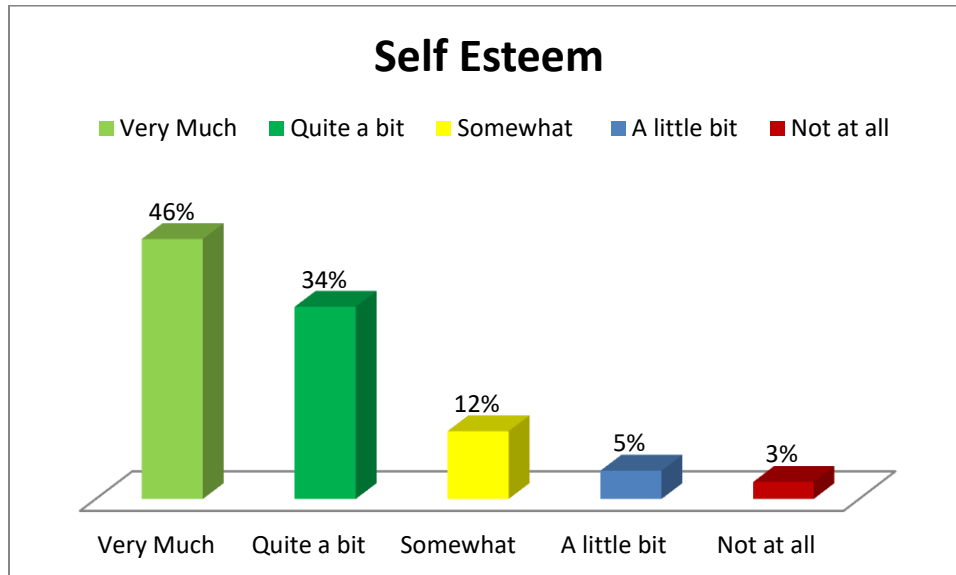
I. 97% Youth Facilitators (YF) noticed changes in their thought processes and behaviour

Modicare Foundation has conducted impact assessment survey with 5% of youth facilitators every year, Figures shows that on an average **97% participants** responded in affirmative that after the training they have noticed development in both their behavior and thought processes. They believed that after the training, they were able to express their thoughts clearly and communicate more effectively. Initially, they had had a casual attitude towards their health and studies but this training has helped them change their attitude and perception about themselves, their future and society. The remaining 3% participants did not notice changes in their behavior and thought process. This indicates a requirement for refresher training to be conducted frequently with the same participants.



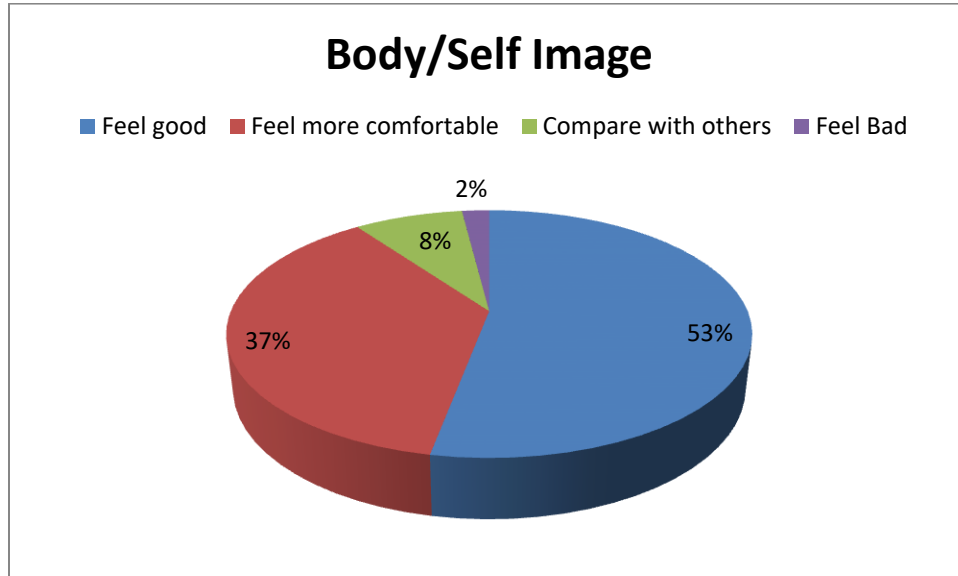
II. Applying Life Skills:

80% YF noticed that their self-esteem and care for self & others increased

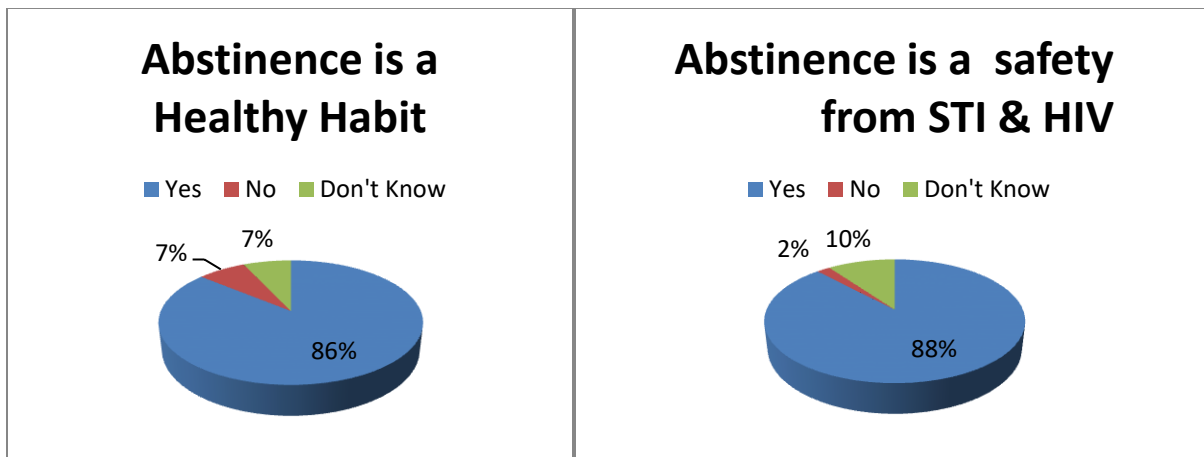


III. Growing up:

90% YF feel good & more comfortable about themselves (Expected 70%)

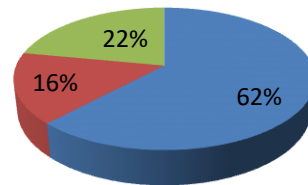


IV. On an average 73% YF aware on growing up issues (Expected 65%)



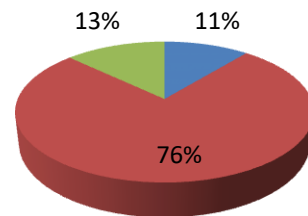
Single act of intimacy lead to pregnancy

■ TRUE ■ FALSE ■ Don't Know



Girls are impure while menstruating

■ TRUE ■ FALSE ■ Don't Know



V. Gender Sensitization

On an average 58% YF are gender sensitive (expected 50%)

The data indicates that on an average, 56% participants were sensitized and had begun respecting the roles and responsibilities of the opposite sex. Their attitude and thoughts towards gender and society have started to change. They are taking initiatives and steps against gender discrimination and towards breaking deep-rooted gender stereotypes. The most significant changes have been observed in the behavior and thinking of boys in terms of recognizing the value of house work and sharing the workload with mothers and sisters. They shared that they challenged the gender

norms and stood up for what they believed to be right and now see things in a different light with regard to gender discrimination.

Some examples are given below:

- *“I talked to my family about gender discrimination” (a boy)*
- *“maine apne ghar me saptah me ek baar khana banana shuru kiya hai” (a boy)*
- *“Yes, I help my mother in household chores which lessens her burden as well” (a boy)*
- *“Now I wash my clothes and help my mom” (a boy)*
- *I have participated in a street play on Gender equality in our community with boys.” (a girl)*
- *“I made a poster on the topic: Beti Bachao, Beti Padhao”. (a girl)*
- *Mere papa sabji ka business karte hain to unki madad keval mera bhai karta tha, ab main bhi papa aur bhai ki madad karti hun aur ab mere bhai aur mujhko padne ka paryapt time mil jata hai, pahle bhai ko kam time milta tha (a girl)*

VI. Peer Education:

95% YF disseminated information to 5 people (Expected 80%)

As per the data, 2019-20, 95% youth facilitators disseminated information to 5 people. 28010 people benefited through peer education.

Key Programme Highlights: 2019-2020

- Teachers and Parent orientation: they were able to create a conducive and enabling environment for the growth of children.
- Recognition and visibility of the organization increased through trainings, IEC Materials, appreciation letters.
- Modules were available in both Hindi and English.
- IEC material developed and was appreciated by the participants and partner organizations.
- New partnership with DLSA: This is a government organisation. There are various care homes as well as schools that we can reach out to through them. We conducted training in one child care home this year through DLSA.

For the next year not only do we look forward to work with child care homes but we will work with schools in various other districts which come under DLSA, hence increasing our outreach.

QUALITATIVE REFLECTION OF IMPACT

Some case studies have been shared below. All names have been changed to protect their privacy.

Case Study -1 *Self-awareness and development*

Anshika (13) attended Life Skills Training at Association for Development, Shakarpur. She enjoyed the Life Skills and growing-up sessions the most and has observed changes in her behavior during the past six months. Practicing self-awareness has brought about positive changes in her life and she now works on her strengths & weaknesses. She is good at playing volleyball and bagged the opportunity of becoming the school team captain. Focusing on daily practice and seeking the coach's guidance lead the team to winning an inter-school volleyball tournament which was a personal high for her.

On weaknesses, she had a phobia of the dark which she gradually overcame. This increased her self-confidence, thereby creating a positive self-image of herself. This was reflected through another incident she shared where her friends used to call her fat, but after knowing the fact that everybody is different and unique in their own ways, she confronted them. She told them why it was wrong and that they should use empathy. They then stopped teasing her and others in the class as well. She is a very good example of positive impact as well as Peer education.

Case Study -2 *Assertiveness and Better communication skills towards better relationships*

Sunita (17) a resident of Tilak Vihar attended a five day training at CWC, Tilak Vihar. Her parents were forcing her to get married without her consent despite her wanting to pursue her studies. She used decision making tools and the problem solving POWER tool and explored and elected the option of talking to the prospective husband. He understood and agreed to delay the marriage for 3 years. In addition, he convinced her parents to allow her to study further. She gives the entire credit to the Foundation's life skills training.

Case Study -3- Bullying is not cool

Rachita (15) is a resident of Shakarpur. She observed changes in herself over the past six months as a result of attending Life Skills Training. She realized that she used to bully her classmates on the basis of their looks and make fun of them very often. She could not empathize with them earlier but now, was able to think how bullying affects a person. According to her, the role play on bullying during the session played a significant role in her, realizing her behaviour towards her classmates. She has now stopped bullying her classmates and respects them.

Case Study -4 Peer Group Awareness

Ravi (15) studies in a government school. A friend of his was being pressured to try addictive substances for the last few months. Ravi attended the life skills sessions and learned about the harmful effects of Substance abuse. He had also seen in his locality how addiction had caused physical and mental health problems and destroyed families. Ravi had very constructive discussion with his friend resulting in his friend being able to say “No” to the negative peer pressure and refuse their friends’ requests to try addiction. He also convinced other friends that substance addiction while seemingly a lot of fun is harmful and destructive.

Case Study -5 Reporting Sexual Abuse

Neha was found to be very uneasy and restless during the session and it was noticed that she was not comfortable with the content being delivered. Post the session; she shared the incident of an abuse with the trainer. A very close relative of hers was sending inappropriate messages and touching her which make her very uncomfortable and helpless. She was apprehensive about sharing this with her family because she was afraid that they may hold her responsible for the incident. The trainer explained to her that she was not responsible in any way and that she must report the incident to the parents. She guided Neha on how to do so.

When the trainer met Neha after a few days, she shared that she had spoken to her parents. They had taken immediate action against the relative and had not blamed her in any way at all.

Case study -6 Awareness of Gender roles

Kush (15) shared the daily routine of his community (Tehkhand) where both men and women go for work but only women performed household chores. He has a mother and a sister and they both worked. After the training he realized that men should also contribute to the household work as it puts pressure on the women of the household. He now helps his mother and sister with household work and has also convinced his father to do the same.

These case studies give us sliver of hope for a more equitable world where the adolescents and children are the change agents, harbinger of a new beginning. Modicare Foundation's life skills training has only given them an opening to see themselves and the world around them with a different lens.

Way forward

- Increasing the coverage-
 - Adolescents from 5500 to 6000
 - Primary grade children from 5000 to 5500
- Orientation of teachers/staff in 50% of institutions covered (primary + adolescents)
- Orientation of parents in 50% of institutions covered (primary + adolescents)
- Organise 4 TOTs (NGOs+ schools)
- Establish Anti-bullying committees in schools
- Implementation of comprehensive Programme in 2 schools
- Develop and design IEC material-
 - Information display board for primary grade children
 - Develop FAQs booklet for adolescents
- Process documentation of all the components of AOC life skills training Programme that are implemented.
- Capacity building of AOC team through regular experience sharing and subject matter trainings
- Develop community engagement strategy

Feedback:



AMBA FOUNDATION

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Email : ambafoundation@hotmail.com

Letter of Appreciation

Modicare Foundation conducted Life Skills Training for children attending our Non Formal Education Program and students of Vocational Training during the month of November 2019.

Separate Life Skills Training sessions were conducted for children 8 to 12 years and for adolescents 13 to 19 years of age. A total of 130 children and adolescents benefitted from this training.

Through this training children were taught to recognize good touch and bad touch, handle bullying and peer pressure, improve their Nutrition, Health and Hygiene. It helped adolescents appreciate the changes in self and relationships; break myths and take informed decisions. It also helped them to recognize their potential as individuals, leaders and change agents

Resource persons Mr Kuldeep and Ms Rabia were excellent and conducted the trainings in a very effective manner.

We look forward in the future to more such Life Skills Trainings to benefit larger number of marginalized children and youth in our catchment area.

Thank you
For Amba Foundation


Jyoti Sarwal
Secretary



6th December 2019



Shikhar Girls School

3075, Sailing Club Road, Near Balla House, Bus Stand, Jamia Nagar, New Delhi-75 Mobile : 9910905920

The modicare foundation organized the workshop of five days from 19th Aug to 23rd Aug 2019 in Shikhar girls school. The workshop was very energetic which help the students to gain knowledge in various fields. Modicare foundation team is very active, Punctual and hardworking. They taught in a very skillful and innovative manner. As a whole the workshop was very effective and helpful that built the moral values of life in one's personality. Our school is really thankful to Modicare foundation for giving such a wonderful education of our various aspects of life.

Principal
SHIKHAR GIRLS SCHOOL
Jamia Nagar, Okhla
New Delhi-110025

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SDMC PRIMARY GIRLS SCHOOL

HARI NAGAR ASHRAM, NEW DELHI-110014
SCHOOL ID : 1958032



Ref. No.....

Date: 17/7/2019.....

प्रमाण-पत्र

प्रमाणित किया जाता है कि गोपनीय और फीडबैक द्वारा
व्यक्त - 3, 4, व 5 के वर्गों के निम्न विषयों पर जानकारी दी -

- 1- Good Touch Bad Touch.
- 2- Health & Nutrition and personal Hygiene.
- 3- Bullying.

द्वारा - को दी गई जानकारी अच्छी लगी / दोनाडा ने
अच्छा Response दिया। Training कार्यक्रम दिनांक 15/7/19 से
17/7/19 तक चला।

Pran Ranu
17/7/19.
Principal
S.D.M.C. Pr. Girls School
Hari Nagar, Ashram
New Delhi-14



SCHOOL ID : 1958122
WARD NO. : 99-5

दक्षिणी दिल्ली नगर निगम प्रतिभा विद्यालय
मीठापुर गाँव - I, नई दिल्ली - 110044 (मध्य क्षेत्र, लाजपत नगर)

पत्रांक :

दिनांक : 31/7/19

This is to certify that a team from Modicare foundation visited our school. They had a session with all staff members of school and inculcate the discussion on POCSO. What is POCSO? What are our duties to ensure action in such cases? Very informative was their discussion. Cross questioning was done. Teacher took interest in the discussion. We wish that they keep on having such informative sessions with our school. We wish them good luck for doing such great job.


ALKA CHUGH
PRINCIPAL
S.D.M.C. Pratibha Vidyalay
Meerapuri Village-I,
New Delhi-110044

Khwabgah

Modicare at SDMC Pratibha Vidyalaya

Our Belief: Modicare Foundation believes that every child should receive a high quality education.

Mission: We work with SDMC schools in promoting quality education as well as develop and upgrade the school infrastructure to create friendly and safe spaces for children to learn in.

The children covered under the Programme:

The school is located in Jasola Village. A majority of the students are part of the migrant settlement. In addition, some are first generation learners and have little academic support available at home.

We strongly believe that education is a great leveller. Our effort is thus to impart the optimum education and life skills to facilitate positive changes in the lives of children.

Enrollment Numbers

S. No	Total No of Children across Nursery, I,II,III,IV,V	April to June 19	July to September 19	October to December 19	January and February 20
1	Girls	899	1221	1004	1002
2	Boys	658	987	787	801

The Approach:

Modicare Foundation encourages the overall development of children, through a combination of curricular and extra-curricular activities. These include providing them a safe, clean and secure space and fostering a comfortable learning atmosphere.

Khwabgah team

S. No.	Faculty	Nos.	Remarks
1	Academic Facilitators for both shifts	20	One per section
2	Facilitator for Extra Curricular Activities	3	Music, Sports, Art and Craft
3	Support Staff	4	Cleaning & maintenance
4	Security Guard	1	1
5	School Management Committee	4	4
6	Academic Resource Support	2	Retired teachers

A. ACADEMIC

Our Interventions:

- 1. Academic Facilitators for Classes Nursery to V**
- 2. Teaching staff present in both shifts.**

- I. Regular Classes-** were conducted as per our time table. The aim was to complete and cover maximum syllabus, while emphasizing the specific learning requirements of the students. In addition, in order to increase the learning capacity of the students, the following initiatives were introduced:
 - i. Segregation based teaching-**As per a base line assessment conducted in April 2019, students were divided into sections based on their level of learning. This enabled the teachers to teach and plan lessons according to their requirement and address the specific

learning needs, especially for the weaker children. This method had helped bring all children up to par to the class learning level.

- ii. Regular Writing Practice-** Students from Class I to V were made to write one page of Hindi daily. This was done to get them to practice and hone their writing skills and also would have contributed to the younger children’s fine motor skill development.

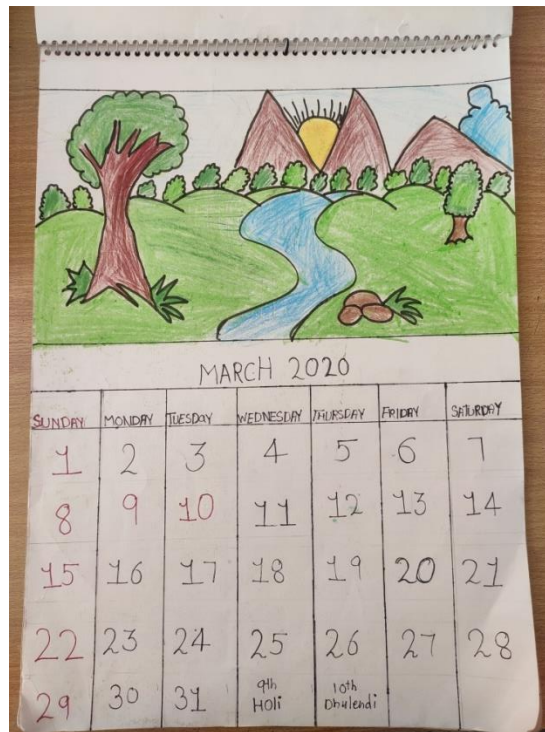
One of the outcomes of the analysis was that while the children understand and can read Hindi well, their writing skills needed practice. To facilitate that, during this term, the emphasis was laid on all children being able to read and write Hindi properly. This was done using a mix of traditional teaching methods as well as games and through different activities.

- iii. Remedial classes** for the under-performing students of Class III, IV and V-Boys were conducted. The children were divided as below

	Learning Level	Improvement
Group 1 (20 students)	They knew "swar "and "vyanjan" and "varn mala" but had trouble writing. Also had difficulties in Math.	The existing knowledge was reinforced and they also started learning "matras". They were able to write three letter words. In Math, they were able to learn and retain tables till 5 as well as multiplication.
Group 2 (15 students)	Were unaware of basics	Learnt "swar", "vyanjan", "varnmala" as well as were able to write two letter words. In Math, they learnt addition, subtraction tables of 2 and 3.

Based on the children’s progress, which was evaluated through regular tests, they are reinstated to their original classes.

- iv. As part of the remedial planning and course correction after the 2nd Assessment, it was decided to introduce songs to teach Hindi Matras and Phonics.
- v. Holiday homework was given to all classes during the winter break. The rationale was to have the children remain in practice and connected with their studies. It was planned as art and craft and fun activities which reinforced their class learning. These included making a calendar, a letter box, writing the news daily, noting the growth of a plant among other tasks.

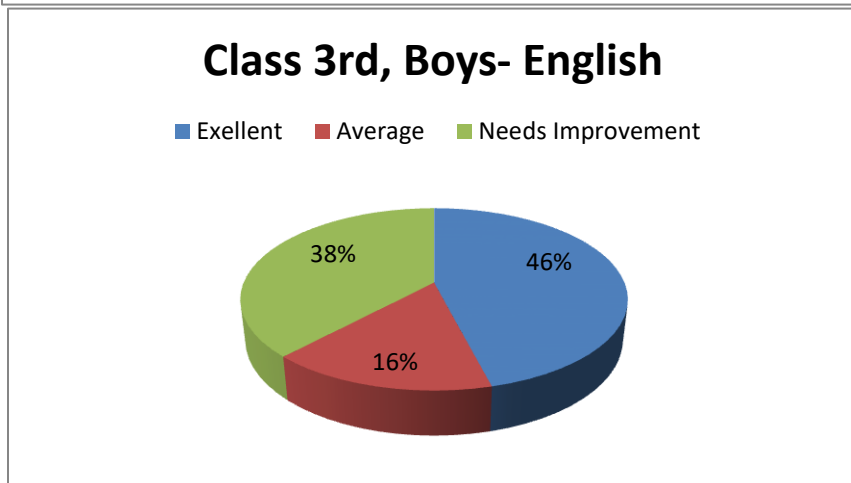
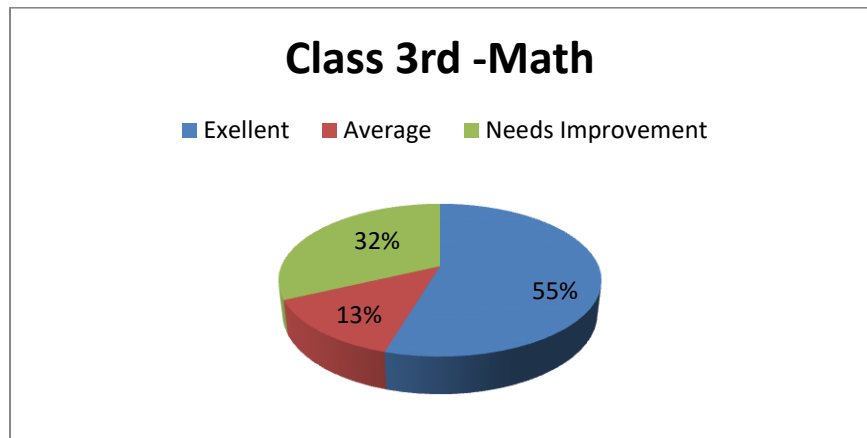
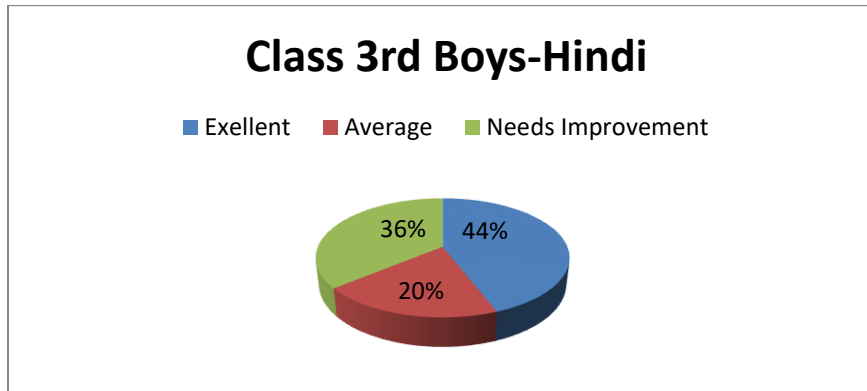


II. Weekly Tests, Term assessments and Home work

- i. Weekly tests were conducted to get the students used to continuous assessments and to gauge their progress. This also gets them to inculcate a habit of revising and studying at home and improves their retention abilities. The tests show a steady improvement in the children's marks.
- ii. Home work also helps reinforce classroom learning.
- iii. Term Assessments- Three term assessments were conducted – April, September and February. These were based on their curriculum.

Grading- Children are graded in to three categories based on their marks in the tests and assessments. We are continuously attempting to reduce the number of children in the “needs improvement” category through remedial classes and other tools. One reason for their grades being low is long absenteeism.

Good-70 to 100% Average-40 to 69% Need Improvement-Below 39%

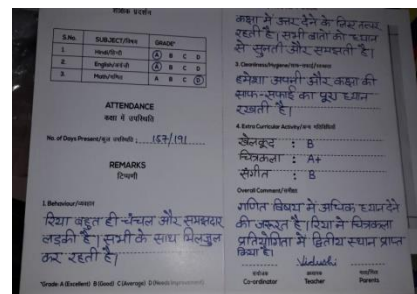
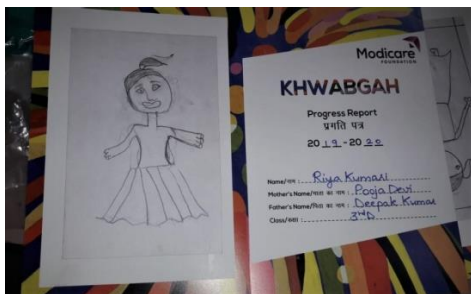


III. Appreciation and Feedback: The system of awarding badges was continued in classes to inculcate a sense of healthy competition between children and as a tool to improve behavior in case of being awarded a Miss Naughty! Other badges read Master Happy, Miss Helpful etc.



In addition, parents are given feedback on their children on a case to case basis and through organised Parent Teacher Meetings.

IV. Report Card - At the end of the term, a detailed Report Card is given to each student, with a status on their academics, co-curricular and behavioural traits. It includes a self-portrait of the child as well.



V. Teaching and Learning Materials and workbooks- Workbooks were introduced for Class IV and V this year.



Flash cards, charts, props such as Globes and music through laptops have been used as teaching tools, which have been enjoyed by the children and have thus helped them retain the lessons more effectively. The use of dictionaries was introduced for Class V.

VI. 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.

VII. Sessions on Life Skills

Sessions on the following were conducted for all the children:

- i. Safe and unsafe 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.

The sessions on "safe/unsafe touch" have helped students approach us and report cases of abuse. We have been able to coordinate help for them and have also counselled their parents.

Impact

During our interactions with parents, several tell us how the children insist on hands being washed before cooking and consuming meals as well as taking care of their own uniforms and hygiene.

This year, we had several cases of abuse reported to us by children. We were able to get them help, speak to their parents and resolve their problem to the best possible extent within the ambit of our role. This was in coordination with the SDMC School authorities.

Case Studies: We studied the progress of a few children to see the impact of our various methods and tools.

Case Study 1	Boy	CLASS III
Challenges		
1.	In 2018 he was enrolled in Grade II	
2.	He took remedial classes because he was an under-performing student.	
3.	He was not able to read and write.	
4.	He was irregular and not interested in studies.	
5.	He used to come to school without uniform.	
6.	He was very talkative and impatient.	
7.	Parents were not invested.	
8.	Unhealthy habits	
Strategies used to bring behavioural changes and fill the learning gap		
1.	Class Values: Respect / Caring / Teamwork- These are explained at the start of the class and are displayed as posters in the classroom. These values intend to provide a safe and happy learning environment. They help the children gain confidence in themselves.	
2.	Class Rules: These include raising your hand before answering, keeping the classroom clean etc. They help in maintaining discipline and attention.	
3.	Pairing: Good students are seated with slow learners so pairing helps to remove doubts and boost confidence of slow learners.	
4.	Real Life Examples: Regular discussions in class based on these real life examples of individuals who gained success through hard work and dedication despite limited resources.	
5.	Personal attention: Special focus on slow learners to track their progress.	
6.	Rearrangement of sitting plan: Twice a month.	
7.	Parent Involvement: Parents teacher interaction on need basis through meetings and phone calls to discuss about child performance.	
8.	Role Plays: Role plays based on stories given in textbooks. These are done by teachers and students both. Benefits of role plays:	
	· To make class interesting.	
	· To make students attentive.	
	· To help in better understanding of the contents even for the slow learners.	

9. **Phonic Songs/ Matra Song:** These songs make class interesting and students become attentive because students like singing and dancing. They can learn letters, sounds and *matras* very easily through fun activity.

10. **Yes I can:** We are using this approach to boost confidence of slow learners. Motivate them to write and speak without focussing on right or wrong.

11. **Workbook:** It helped and motivated students to write independently just with the help of pictures.

12. **Message Cards:** They help in sharing of feelings with each other and with class teacher. They help to get connected with the students and teacher can also get feedback about his /her teaching style.

13. **Appreciation:** Changes are very important whether they are very small when we motivate students for small changes then they can bring big changes in them. Appreciation in form of candies, tokens, badges or stationery motivates them to do better.

Changes In Student I after using these strategies

1. Attendance at the end of the year increased to 80%.

2. Started wearing a proper uniform to school.

3. He is attentive, sits quietly and does not disturb anyone in the class.

4. He has started reading textbooks and does his homework- classwork on time.

5. He has improved his handwriting.

6. His grades have changed:

	Hindi	English	Maths
September 2019	C	B	C
February 2020	B	C	A

(A-Excellent B-Good C-Average D-Needs Improvement)

7. He participates in all the class activities.

8. He helps in maintaining cleanliness in the class and also motivates other students.

9. He follows the teacher's instructions and informs in advance, before taking any leave.

Case Study 2	Girl	CLASS III	
Challenges with Student 2			
1. In April 2019-this student was an underperforming student.			
2. She could not read the Hindi and English properly. In Maths, she was did not know the table of 2.Her scores in all the weekly tests were below average.			
3. She did not concentrate on her academics and school work and was more interested in having fun at school with her friends.			
4. Despite the teacher’s special focus, she did not complete her homework or pay attention in class.			
Strategies used to bring behavioural changes and fill learning gap			
1. The teacher started by focussing on her by encouraging her to learn and study.			
2. She had a meeting with the child’s mother to update her and ask her to be regular and attentive.			
3. Eventually- the child was moved to the section of under-performing children as she was not responding to any individual efforts by the teacher.			
4. Since the child did not want to be separated from her friends, she requested, through her mother to be moved back to her class and promised to make an effort.			
5. She subsequently completed every task given on time and did it well. She had learnt the tables from 2 to 10 within a week and with practice, started reading well in Hindi.			
6. Her grades improved.			
	Hindi English Maths		
September 2019	A	A	A
February 2020	A	B	A
(A-Excellent B-Good C-Average D-Needs Improvement)			
In this student’s case, the child had the capability but lacked focus and direction. The combined effect of segregation and involving the parents brought about the desired result.			

Case Study 3	BOY	CLASS IV
Challenges		
1. The student was extremely naughty and would also disturb his classmates.		
2. He was an under-performing student and due to not paying attention in class, his basic knowledge of Hindi, English and Maths was inadequate.		
3. He was extremely irregular in his homework.		
4. He used to come to school without uniform.		
5. He was careless about his belongings.		
Strategies used to bring behavioural changes and fill the learning gap		
1. The student was moved to a special remedial class every afternoon, where under-performing children were given special focus and attention. To channelize his energy, he was made responsible to escort all the other children in a line, from their classes.		
2. Personal attention: The students were taught the basics of Hindi, English and Maths again and were given special individual attention to address specific problems the child was facing. There was a special focus on slow learners to track their progress.		
3. Workbook: It helped and motivated students to write independently just with the help of pictures.		
4. Matra Song: This song makes the class interesting and students become attentive because students like singing and dancing. They learn the matras very easily through fun activities.		
5. Appreciation: Appreciation in form of candies, tokens, badges or stationery was shared when he did well and that motivated him to work harder.		
Changes In Student III after using these strategies		
1. He started wearing a proper uniform to school.		
2. He pays attention in class and is better behaved because of the responsibility given.		
3. He has started reading textbooks and does his homework- classwork on time. Has developed a strong liking for maths and seeks out extra work for maths.		
4. He participates in all the class activities.		

B. EXTRA-CURRICULAR ACTIVITIES

1. **Regular Sports classes-** A dedicated Sports facilitator conducts classes across the school.

This intervention helped the student's participation in zonal competitions and win prizes.

Sports Day was organised for the Girls on 31st August 2019 and the Boys on 7th September 2019.

The children participated in the following races:

- i. Lemon Race
- ii. Sack Race
- iii. Baton Relay
- iv. 80 metres
- v. Three-legged Race



Students from the school we re selected in Zonals and their tally is as below:

Zonal Tournament					
	Girls	Position		Boys	Position
100 Metres	1	2nd		1	3rd
100 Metres Hardly race	1	2nd		1	3rd
High Jump	1	1st			
4x100 Relay	4	3rd		4	1st
Kho-Kho Team		2nd			
Kabaddi					2nd
Volley Ball	2	Selected for camp			
Throw Ball Team		1st			
Cricket	7	Selected for camp		5	Selected for camp

2. **Art and Craft Sessions-** Regular and interesting Art and Craft sessions are conducted by a facilitator. This not only helps improve fine motor skills in younger children, it also helps them express themselves. The art work made by the students is framed and displayed all over the school and is a testimony to the efficacy of the classes and the teacher.

Art Competition and Art Exhibition We conducted an Art Competition on 16th, 23rd, 30th November and 7th December 2020 for all classes in the boys and girls school. A total of 900 paintings were made and these were all displayed during an exhibition on 25th February 2020.



3. **Music Classes-** Regular classes are conducted by a seasoned music teacher. The students are being taught well known songs such as “*saare jahaan se accha*” etc. They have performed at various celebrations in school.

This year, the teachers also presented a song on 15th August, under guidance from the Music teacher.

C. CAPACITY BUILDING TRAINING FOR STAFF

Change and development of people is a chain reaction-what goes round comes around. At Khwabgah, we believe in the growth and development of our team which in turn will benefit the children and the community at large through a trickle-down effect.

While a majority of the activities are directly connected to academics and teaching skills, we also attempt to provide exposure linked to understanding current issues. A few recreational activities help further in team work and understanding and respecting differences in cultures, thought process and beliefs.

A number of new Academic Facilitators joined the team during this academic year and an Induction Programme was conducted for them in June 2019. All the teachers attended these sessions as it was also a refresher for the older team. The induction was started by Ms Latika Dikshit- Director, Modicare Foundation. She explained at length about the organization and our core values and ethics.

a. Induction-

- About the Organization
- About Jasola School-MCF Collaboration
- Service Rules and Regulations

In addition, the following sessions were conducted:

- i. **Gender Sensitization-** The aim of this session is to increase awareness on gender roles and explain and reduce the gender gap and biases prevalent in society.
- ii. **Session of Prevention of Sexual Harassment at the Work Place**
- iii. **Protection of Children from Sexual Offences-2012**
- iv. Training on **Cardio Pulmonary Resuscitation** through Escorts Fortis Hospital
- v. **Training of Trainers** in Life Skills- All the facilitators were trained to be able to further conduct the following training:
 - Safe/Unsafe Touch
 - Bullying

- Health and Hygiene
 - Substance Abuse
- vi. A session with Mr. Sandeep Dikshit (ex-MP) on the poverty alleviation and statistics on India.
 - vii. **Computer Class-** Volunteers from Modicare conducted a class for the teachers to clear doubts and reinforce MS Word and MS Excel skills
 - viii. An informative session on Environmental Awareness by Mr Nagraj Adve.
 - ix. A session on our Legal rights as citizens with Mr. Mehmood Pracha.

Regular training sessions through the year:

- i. **Training Sessions with Mr. Satish Chandra**-Academic Consultant. Classes were organised on the first and third Saturdays to cover the following:
Hindi- Reading and Writing Skills.
Math
The teachers' Hindi writing skills have improved to a great extent and they score better marks in their evaluations.
- ii. **Teachers' assessment:** feedback and mentoring. The classes conducted by the teachers are audited two to three times a month. They are evaluated on their teaching methods, board management, notebook checking, class management and participation. The feedback is recorded as well as shared with them to help them hone their skills and improve their outcomes.

D. INFRASTRUCTURE

This included:

- i. Renovation of the guard room The Main gate was repainted.
- ii. Class V classrooms were repainted and refurbished. Window panes were repaired.
- iii. Renovation of ramp
- iv. Levelling of play ground with clay soil and rolling grass
- v. high quality green black boards have been installed in each class

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 tiffins in an orderly manner and eat at their tables with mats on the table.

Impact

The most visible impact has been that the children themselves are more careful about keeping the school cleaning and throwing litter in the bin.

The bright, clean and well maintained look of the school has been appreciated by the children, parents, MCD Inspectors and visitors alike.

When the project started, the children used to sit on durries on the floor. Subsequently furniture in bright colours has been procured and maintained.

Parents have also shared how neat and clean the school looks.

E. COMMUNITY INTERVENTION AND PARENTS' INVOLVEMENT

Parents were invited for an interaction on the last day of every month. During the course of these interactions, we talked to them about the following:

- Children related subjects- Good touch, bad touch; Substance abuse; Nutrition
- Women's Health and Hygiene
- Demonstration of hand wash steps during sessions



Impact

Parent involvement and participation has visibly increased. We have had turnouts of more than 30 people for each meeting and they have been vocal participants. They shared feedback freely and have appreciated the role Modicare Foundation plays in their children's lives.

One parent shared that her daughter teaches her at home, using the cupboard as a blackboard.

Another parent shared that her child no longer agrees to take any days off and insists on attending school.

Going forward, we aim to involve the children from the very beginning of term in the child's progress:

1. Meeting at the beginning of the term to explain that long absenteeism has an adverse impact and they should not take children away for festivals and family commitments.
2. One meeting every month as a follow up.
3. A community driven meeting once every two months
4. Include the community in their children's collective education by making a "**pakdo aur school bhejo/ Neighbourhood watch**" scheme where grown-ups within the community form vigilance groups to send children to school. This will work for children who try to bunk as well as for those who might yet not be enrolled.

F. VOLUNTEERING

In this Academic year, we introduced the Samirness Volunteering Program which had our colleagues from our Corporate office visit us regularly to interact and spend time with the students.

We started initially with a roster decided by us for regular classes. For our special events, such as Sports Days, we asked for nominations for whoever wanted to be part of it. The response was overwhelming and several people chose to visit us on repeatedly, even on a days which were otherwise a holiday for them. Soon, for all our special days, we had more people volunteering than we needed and several people chose to visit us more than once. Some also brought their children along and we have several requests to include their children and families in future activities of the school.



The best compliment for us was when a volunteer whose child is also in Nursery, spent time with our children and said that they were absolutely on par with the kids in private schools and we were giving them the best and which was very good indeed.



Date	Name, E.mail & Address	Tel. No.	Comments
19/07/19	Saurabh Sharma	9910922344	Really a great Initiative by MCF members and Support Staff. Good to see your energy. All the best for your future.
19/07/19	Suresh Shandilya		This has been a phenomenal experience visiting this school. Amazing work being done by Medicare Foundation. Super Energetic teaching faculty. Truly enjoyed and supremely impressed. Kudos to Medicare Foundation looking forward to my next visit.

Date	Name, E-mail & Address	Tel. No.	Comments
18/7/19	Mohit, Modicare, mmodi-modicare@modi.com	9810845261	Enjoyed with the students of class 1. They are smart and very talented. Always ready to learn and make efforts. He was very nice and would like to visit again.
18/7/19	Ruchi Kumar. Modicare	9873100889	What a lovely experience. It was good to interact with kids and teach them some drawing and paper boats. Would love to come back.
19/7/19	HANISH GUPTA	9130911531	GREAT EXPERIENCE, KUDOS TO ENTIRE MODICARE FOUNDATION TEAM FOR SUCH A GREAT / INCLUSIVE WORK & BUILDING NATIA VIA TEACHING THESE KIDS



GOING FORWARD:

Our plans for the Academic Year 2020-21:

1. Step Up efforts for increasing attendance.
2. Continue with our approach on Academics. Specifically go ahead with the **Class segregation** method to build up the underperforming students.
 - Segregated lists will be handed over to the next class and all planning will be based on the Children's academic level.
 - Introduce a **Buddy System** to help increase attendance as well as ensure that absent children catch up with their peers academically.
 - One will be a locality buddy who will encourage his friends to attend school regularly.
 - All new admissions will be given a test to determine their grade and placed accordingly.
3. Organise and plan for the entire year's activity for academics and extra-curricular activities for effective implementation and better results.
4. Infrastructure-
 - New furniture will be procured for two classrooms of Class IV and V.

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.

Sexual Harassment of Women At Workplace (POSH)

The Parliament enacted The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 to provide protection against sexual harassment of women at the workplace. The Government has mandated under section 19 (c) of the Act read with Rule 13 (d) of its Rules for all employers to conduct programmes/workshop from time to time to sensitize employees and skill building programmes for the Internal Complaints Committee (IC) members.

The major objective of the Act is to foster gender awareness and gender sensitivity in everyday life and also to build capacities of participants to help them develop understanding on “*The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*”

Modicare Foundation is an authorised training partner for the Ministry of Women and Child Development. In the year 2019-20 the Foundation has conducted 11 trainings and 6 IC members meeting, covered 253 participants in trainings and 41 IC members.

The attendees were sensitized on the concept of sexual harassment at workplaces, how to recognize and address it through the 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 process of facilitating this sensitive issue was carried out in a very interactive method, using various methodologies such as group discussions, case studies, power point presentation and question/answer sessions.

The Foundation conducted these trainings with various group of participants of different organisations like Colorbar, Twenty Four Seven, Dent Aids, Herald News, Bhusan Auto Finance, Modicare Ltd and Modicare Foundation.



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