



# ANNUAL REPORT 2024-25



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## Executive Summary

Established in 1996, Modicare Foundation has remained committed to empowering vulnerable communities through a holistic approach that integrates education, health, nutrition, life skills, and leadership development. With a multi-disciplinary, highly skilled team, the Foundation has consistently worked in collaboration with government bodies, NGOs, and industries to build a healthier, safer, and more informed society.

In the financial year 2024–2025, Modicare Foundation operated two flagship initiatives: Ambassadors of Change (AOC) and Khwabgah, each aimed at strengthening different dimensions of community development and youth empowerment.

Ambassadors of Change (AOC) focused on equipping adolescents, children, and organizational employees with critical life skills and awareness on pressing social and health issues. Through AOC, life skills training was provided across 28 institutions, impacting over 13,056 individuals. Sessions on topics such as Gender Sensitization, HIV/AIDS, the Protection of Children from Sexual Offences (POCSO) Act, and Prevention of Sexual Harassment (POSH) at Workplace Act reached wide audiences, including 1879 employees and 724 girls under menstrual health and hygiene management initiatives. Digital expansion also formed a key pillar, with the dissemination of Information, Education, and Communication (IEC) materials in English and Hindi, reaching over 15 institutions.

In primary schools, AOC conducted 160 life skills sessions, reaching 5,740 primary school children, and 138 specialized training sessions for 5,266 adolescents. Significant partnerships with both NGOs and private and government schools allowed wider outreach. An impact assessment revealed remarkable knowledge retention and behaviour shifts, with 96% of children correctly identifying safe touch and 91% recognizing critical helpline numbers.

Further, to ensure sustainability, the Foundation held Training of Trainers (ToT) sessions, strengthening the capacities of 107 trainers across various communities. Parent and teacher engagement was prioritized, involving 701 participants in orientations focused on child safety, life skills, and legal frameworks.

Complementing direct training, the Foundation's social media presence expanded, reaching over 2,35,652 individuals through YouTube and Instagram, magnifying the program's visibility and impact.

Khwabgah was implemented in collaboration with the Municipal Corporation of Delhi (MCD) across four primary schools. Academic facilitators delivered foundational literacy, numeracy, and holistic learning. Focused remedial programs, structured assessments, home visits, and micro-planning strategies led to tangible academic improvements. Behavioural interventions, creative activities, and the celebration of national and cultural events nurtured all-round development. Capacity building of facilitators ensured continuous professional development.

Through these multifaceted efforts, Modicare Foundation in 2024–25 reaffirmed its mission of creating empowered, aware, and resilient communities.

## About Modicare Foundation

Modicare Foundation was established in 1996 with a strong commitment to empowering vulnerable groups, including children, adolescents, women, and the underprivileged. Through a comprehensive approach combining education, health, nutrition, life skills development, and leadership building, the Foundation addresses critical needs in society. A highly skilled and trained multi-disciplinary team drives the effective implementation of programs across various intervention areas.

Modicare Foundation has a long history of working in close partnership with government bodies, non-governmental organizations (NGOs), and industry leaders to bring about transformative change. The Foundation's work is built on the principles of inclusivity, sustainability, empowerment, and building strong community systems that support individual growth and collective wellbeing.



### VISION

Modicare Foundation strongly believes that every individual has the potential to transform their lives to grow and develop as active and responsible citizens.



### MISSION

Empowerment of the vulnerable population — especially women, adolescents, youth, and children — to be the change agents for themselves and their community. The Foundation provides support to develop their skills and knowledge while facilitating access to oppor-

## Our Projects

During the financial year 2024–2025, Modicare Foundation focused on two key projects:

- **Ambassadors of Change (AOC)** – Life skills training program for adolescents, primary school children, and employees in institutions, along with awareness on critical social and health issues like Gender Sensitization, HIV/AIDS, and legal frameworks like the POCSO Act and POSH Act.
- **Khwabgah – Jasola and Noor Nagar** - Intensive engagement in Municipal Corporation of Delhi (MCD) primary schools to support academic improvement, co-curricular development, life skills, and holistic wellbeing of students.

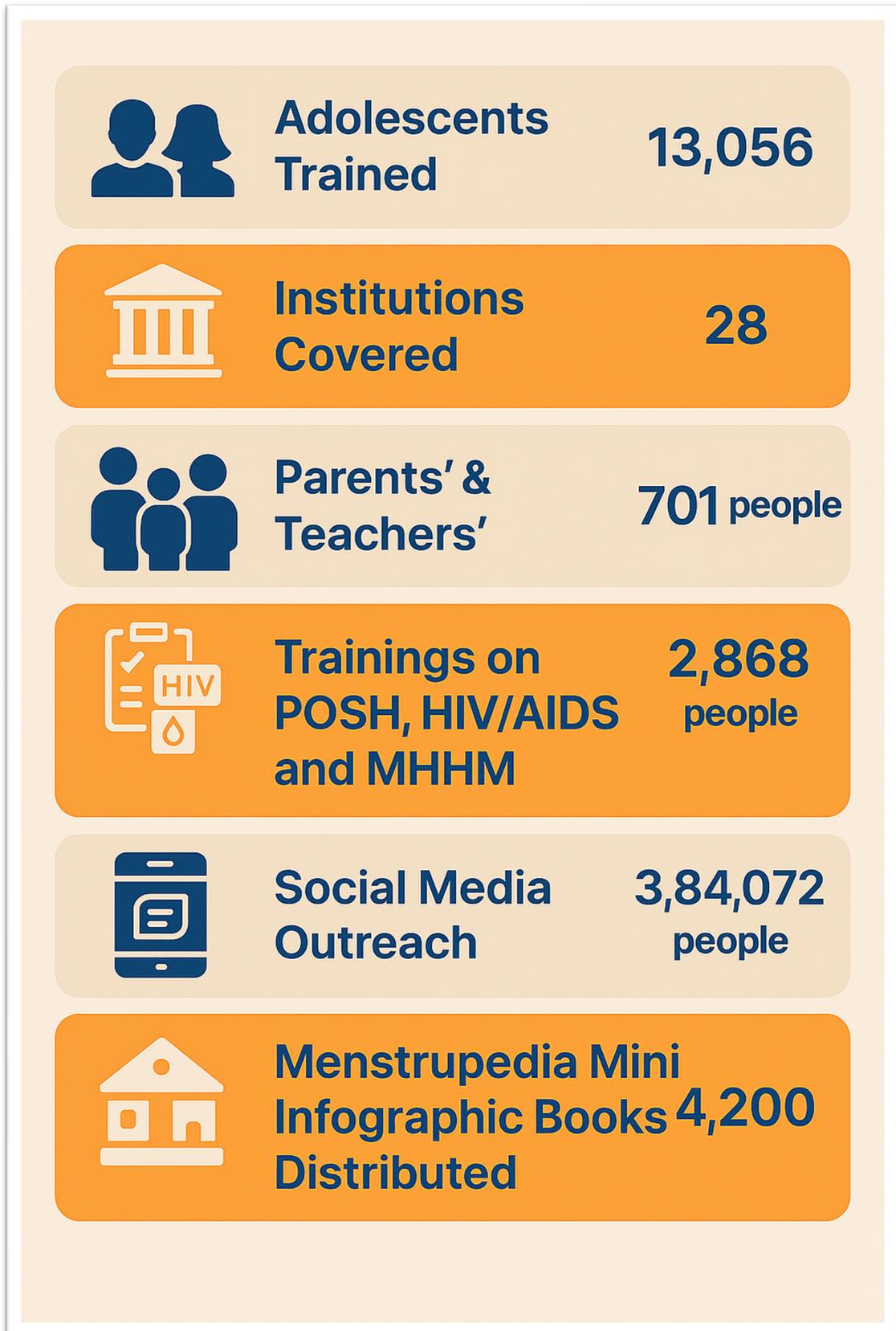
## **Section 1: Ambassadors of Change (AOC)**

### **1.1 Overview**

Ambassadors of Change (AOC) is one of Modicare Foundation's flagship programs aimed at building life skills among adolescents, young children, and employees across organizations. The program addresses a range of critical issues including gender sensitization, safe and unsafe touch, menstrual health and hygiene, HIV/AIDS awareness, and the legal frameworks that protect children and employees from harassment and abuse.

In 2024–25, the AOC program expanded significantly in terms of its reach, impact, and innovations in delivery, particularly through digitization efforts and deeper partnerships with institutions and NGOs.

## 1.2 Ambassadors of Change in Numbers



### 1.3 Digitization of IEC (Information, Education, Communication) Materials

Recognizing the need for wider accessibility, the AOC program placed significant emphasis on the digitization and dissemination of key informational materials during 2024–25:

- A **Frequently Asked Questions (FAQs) booklet** on Life Skills, originally developed in English, was translated into Hindi, ensuring that language barriers did not hinder access to vital information. The booklet promoted healthy habits, positive behaviour, and overall well-being among adolescents.
- A comprehensive **leaflet on Menstrual Health and Hygiene Management (MHHM)** was developed in both English and Hindi to cater to the diverse linguistic needs of adolescent girls and community women. This leaflet addressed common myths, highlighted safe practices, and emphasized the importance of menstrual health.
- A **POSH (Prevention of Sexual Harassment) handout** was created and shared with employees who attended POSH trainings. The handout provided in-depth information about different types of workplace harassment, employer responsibilities, common myths, and redressal mechanisms.

- Digitized IEC materials were disseminated across **15 institutions**, ensuring that critical information reached a broader audience and helped reinforce learning from the training sessions.

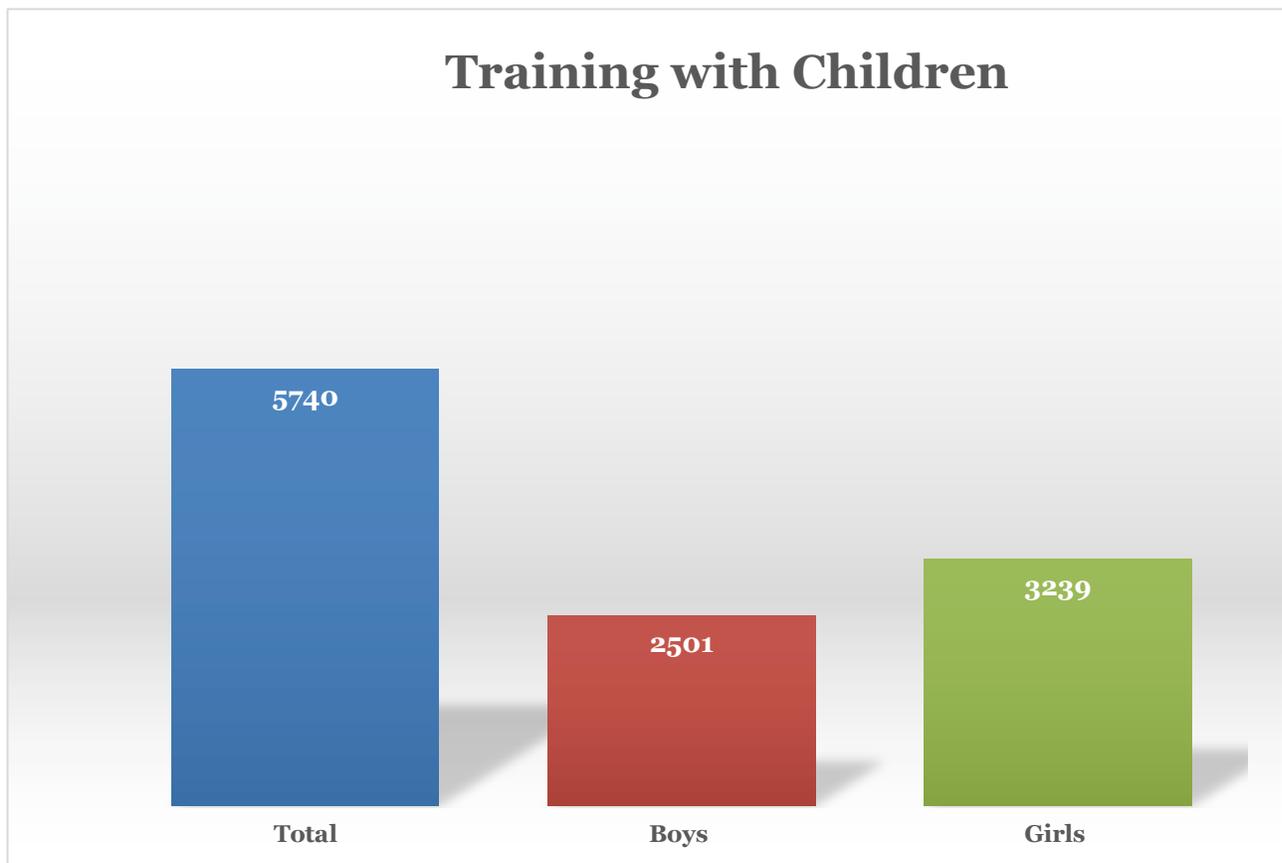
This strategic focus on digitization enhanced the longevity, accessibility, and reach of key messaging beyond physical training sessions.



## 1.4 Life Skills Training with Primary School Children

In 2024–25, Modicare Foundation conducted a series of focused life skills training sessions for primary school-going children under the Ambassadors of Change program.

A total of **160 interactive training sessions** were held, reaching **5,740 students**, including **2,501 boys** and **3,239 girls** across multiple institutions.



These sessions covered essential life skills topics critical to children’s safety, well-being, and holistic growth:

- **Safe and Unsafe Touch** - Children were taught to understand the concept of personal safety, differentiate between safe and unsafe touch, and recognize inappropriate behaviour. They were trained to set boundaries and seek adult help when faced with uncomfortable situations.
- **Nutrition** - The importance of a balanced diet, understanding food groups, and the role of nutrition in physical and mental growth was explained through engaging activities and discussions.
- **Health and Hygiene** - Children were educated on basic hygiene practices like proper handwashing, oral hygiene, cleanliness, and habits to prevent communicable diseases.
- **Bullying and Appropriate Behaviour** - Sessions helped children distinguish between good and bad behaviour, recognize and respond to bullying, and practice empathy, respect, and kindness. Real-life examples were shared to reinforce positive behaviour toward teachers, classmates, friends, siblings, and family members.

Each training was designed to be age-appropriate, interactive, and participatory, using storytelling, role plays, quizzes, and creative exercises to ensure active learning and retention.

By equipping children with this foundational knowledge, the program aimed to foster safer, healthier, and more nurturing environments both at school and at home.

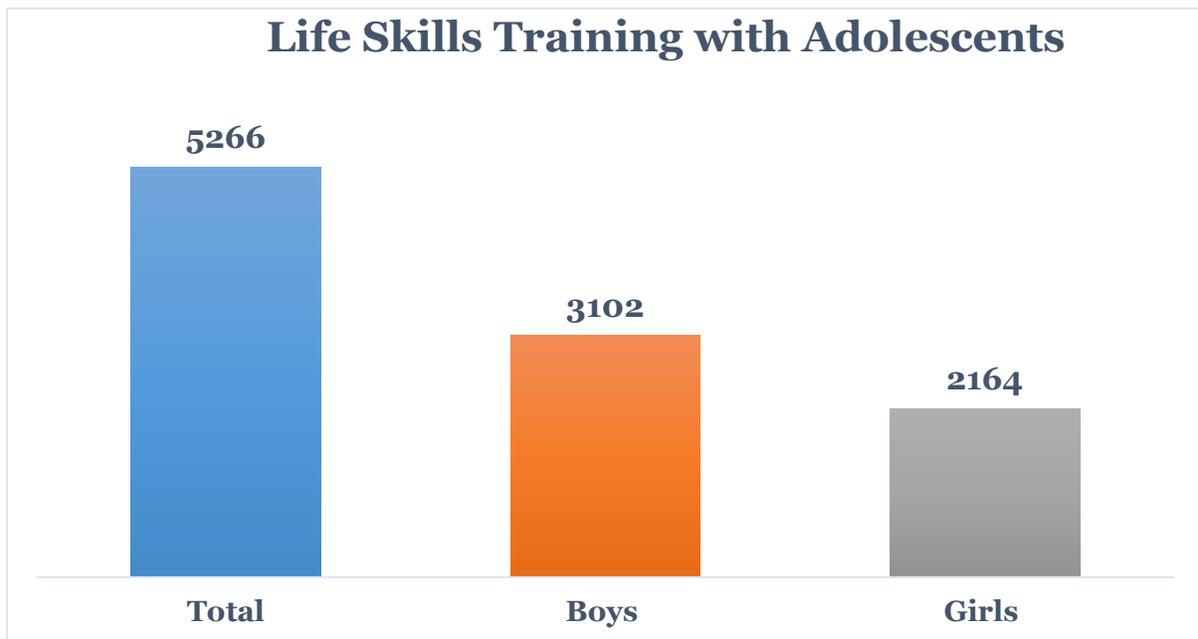


## 1.5 Life Skills Training with Adolescents

Acknowledging the complexities faced by adolescents in today's evolving world, Modicare Foundation designed specialized training sessions under the AOC project, empowering young individuals with essential life skills and critical thinking abilities.

In 2024–25:

- **5,266 adolescents** (including **2,164 girls** and **3,102 boys**) were trained across **138 sessions**.
- These sessions were conducted in **28 institutions** across Delhi-NCR, including NGOs, government schools, and private schools.



The life skills sessions covered a broad range of important topics:

- Life Skills Development (self-awareness, communication, critical thinking, problem-solving etc.)
- Growing Up and Understanding Puberty
- Responsible Behaviour and Decision Making
- Peer Pressure and Bullying
- Substance Abuse Awareness
- Child Sexual Abuse Prevention
- Gender Sensitization
- HIV/AIDS Awareness

The Foundation collaborated with a diverse set of partners to extend its outreach:

- NGOs such as Samarpan Foundation, Navjyoti India Foundation, Joining Hands, BK Welfare Foundation, Project Why, Bal Sahyog, The Creative Thinkers Forum, Turning Point Foundation, and Hope Foundation.
- Schools like Rajkiya Pratibha Vikas Vidyalaya (School of Excellence), Anglo Arabic Sr. Sec. School, Army Public School, Shree Guru Teg Bahadur Girls Sr. Sec. School, Somerville School, and Fatehpuri Muslim Sr. Sec. School.

The Foundation's approach emphasized not just direct knowledge transfer but also building resilience, emotional intelligence, and leadership potential in adolescents.

Furthermore, comprehensive programs were implemented in three organizations involving not just adolescents but also teachers, parents, and community women. Training of Trainers (ToT) sessions were also held to equip selected participants to independently lead discussions within their communities, ensuring a multiplier effect and deeper, more sustained change.

Through these sessions, adolescents developed improved self-confidence, better decision-making abilities, and greater readiness to navigate societal challenges.



## 1.6 Teachers' and Parents' Orientation Sessions

Recognizing the pivotal role that parents and teachers play in safeguarding children and promoting life skills, Modicare Foundation organized comprehensive orientation sessions across partner organizations and schools.

In 2024–25, orientation sessions were conducted with **200 teachers** and **501 parents**. The sessions were designed to achieve the following objectives:

- Create awareness about child protection laws such as the **Protection of Children from Sexual Offences (POCSO) Act, 2012**.
- Highlight the importance of life skills education and how teachers and parents can reinforce these lessons at home and in school.
- Train participants to recognize early warning signs of abuse, bullying, and risky behaviour among children.
- Provide strategies for establishing effective reporting systems within schools and communities to address child safety concerns.
- Emphasize collaboration between schools and families to create safer and more nurturing environments.

These orientation programs not only provided information but also empowered participants to take a proactive role in child safety. Practical exercises, real-life case studies, and discussions were incorporated to ensure deep engagement and practical application of learning.

Teachers and parents emerged from these sessions better equipped to support children's holistic development and were encouraged to act as vigilant protectors and enablers of a safer educational and home environment.



## 1.7 Training with Employees

In addition to direct interventions with children and adolescents, Modicare Foundation extended its training and awareness initiatives to institutional employees, ensuring that workplaces also contribute to a culture of safety, respect, and legal compliance.

In 2024–25:

- Orientation sessions on the **POSH Act, 2013**, **POCSO Act, 2012**, and life skills were conducted for employees across multiple organizations.
- **1879 employees** were sensitized on the Prevention of Sexual Harassment (POSH) at the workplace.
- **265 individuals** received training focused on HIV/AIDS awareness.



The employee training sessions aimed to:

- Build awareness about various forms of sexual harassment at the workplace and ways to prevent them.
- Clarify employer and employee responsibilities under the POSH Act.
- Dispel myths and misunderstandings surrounding workplace harassment and HIV/AIDS.
- Encourage the establishment of Internal Complaints Committees (ICCs) and promote supportive redressal mechanisms.
- Advocate for inclusive and non-discriminatory work environments.

Detailed POSH handouts were provided during these sessions to serve as a reference guide for employees post-training.

By integrating life skills, legal frameworks, and sensitivity training into the workplace, Modicare Foundation reinforced the message that safety, respect, and dignity must be upheld across all spaces — from classrooms to boardrooms.

## **1.8 Training on Menstrual Health and Hygiene Management (MHHM)**

Addressing menstrual health and hygiene (MHHM) is critical to empowering adolescent girls and women, breaking taboos, and promoting health and dignity. In 2024–25, Modicare Foundation intensified its efforts to educate young girls and community women on this essential topic.



#### Key highlights:

- A total of **724 girls and women** were directly reached through standalone Menstrual Health and Hygiene Management sessions.
- Additionally, **2,946 adolescent girls** were sensitized about menstrual health as part of broader Life Skills Training sessions.
- **4,200 copies** of the **Menstrupedia Mini Info Comic** were distributed to adolescent girls to supplement the sessions and provide continued reference material.

#### The sessions focused on:

- Educating participants about the biological aspects of menstruation.
- Promoting the use of safe, clean, and hygienic menstrual products.
- Addressing and debunking myths, misconceptions, and cultural taboos associated with menstruation.

- Encouraging a positive and healthy attitude towards menstrual health among adolescents and women.

By normalizing conversations around menstruation and providing accurate information in simple, relatable formats, the Foundation helped create an environment where girls could manage their health without fear, shame, or misinformation.

## 1.9 Training of Trainers (ToT)

To ensure the sustainability and amplification of life skills education, Modicare Foundation organized **Training of Trainers (ToT)** programs in 2024–25. A total of **4 ToT sessions** were conducted, reaching **107 participants**.

These sessions aimed to:

- Provide participants with a comprehensive understanding of life skills topics, including safe and unsafe touch, bullying, nutrition, health and hygiene, substance abuse, gender sensitization, child sexual abuse, and HIV/AIDS.
- Equip trainers with methodologies, facilitation skills, and confidence to independently deliver life skills education within their institutions and communities.
- Create a cascading effect, where trained individuals could further educate peers, students, and community members, expanding the program’s reach exponentially.

The ToT sessions included practical exercises, mock trainings, discussions, and assessments to ensure that participants could confidently replicate the sessions within their spheres of influence.



### 1.10 Monitoring, Reporting, and Documentation

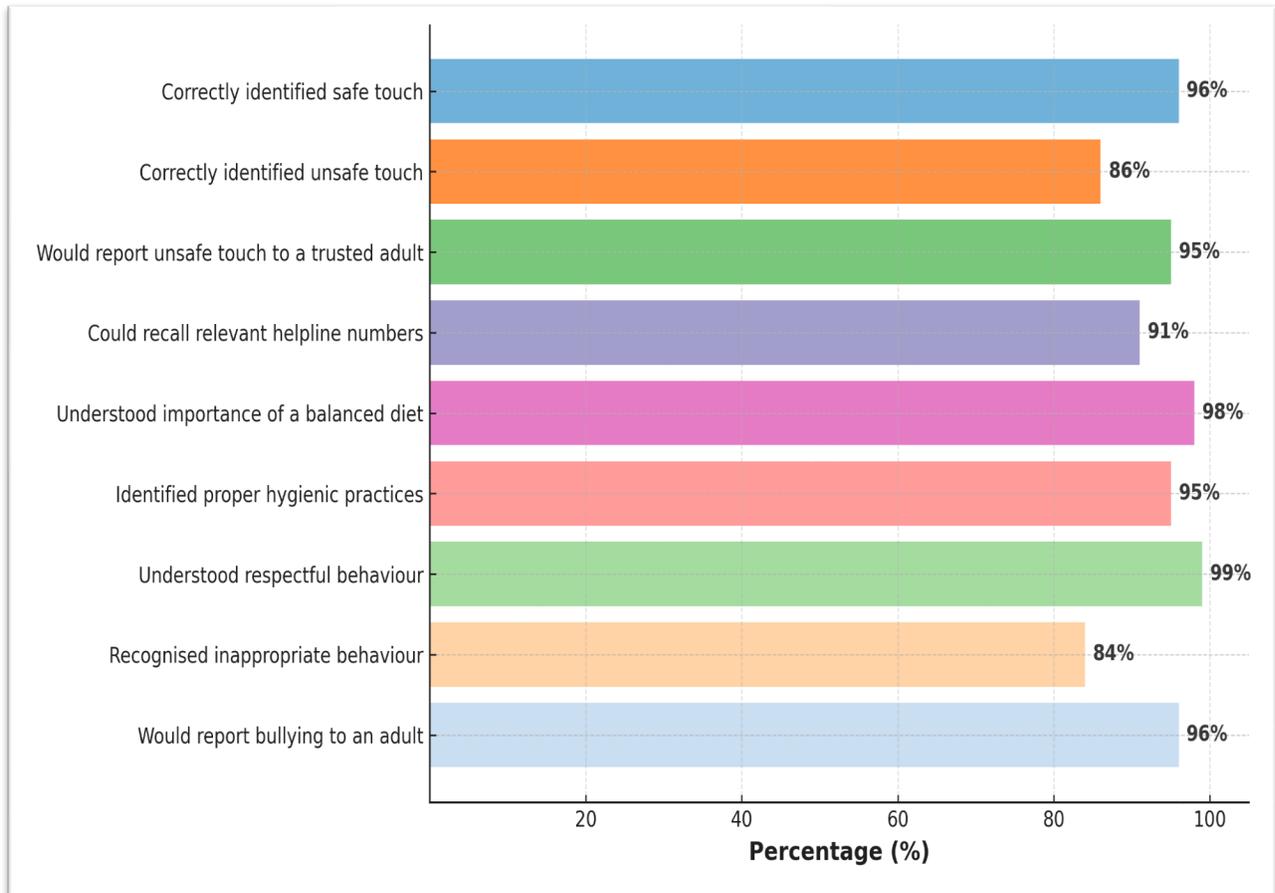
To assess the effectiveness of the Life Skills Training interventions, Modicare Foundation conducted a structured impact assessment focusing on primary school children.

Key details:

- The assessment covered **300 children** across **6 MCD schools**.
- The evaluation was conducted **six months after** the completion of training, providing insights into both immediate and sustained learning outcomes.
- A **Random Sampling method** was employed to select participants, ensuring an unbiased and representative sample.

- Data was collected through a combination of **questionnaires administered to children** and **Focus Group Discussions (FGDs)** with teachers and parents.

### Major findings from the assessment



The findings clearly demonstrate the effectiveness of the Life Skills Training sessions in improving children's awareness, promoting safe practices, encouraging assertiveness, and fostering positive behaviour.

This evidence-based evaluation approach helped the Foundation fine-tune its future interventions, address identified gaps and further strengthen training content and delivery.

### **1.11 Capacity Building of the AOC Team**

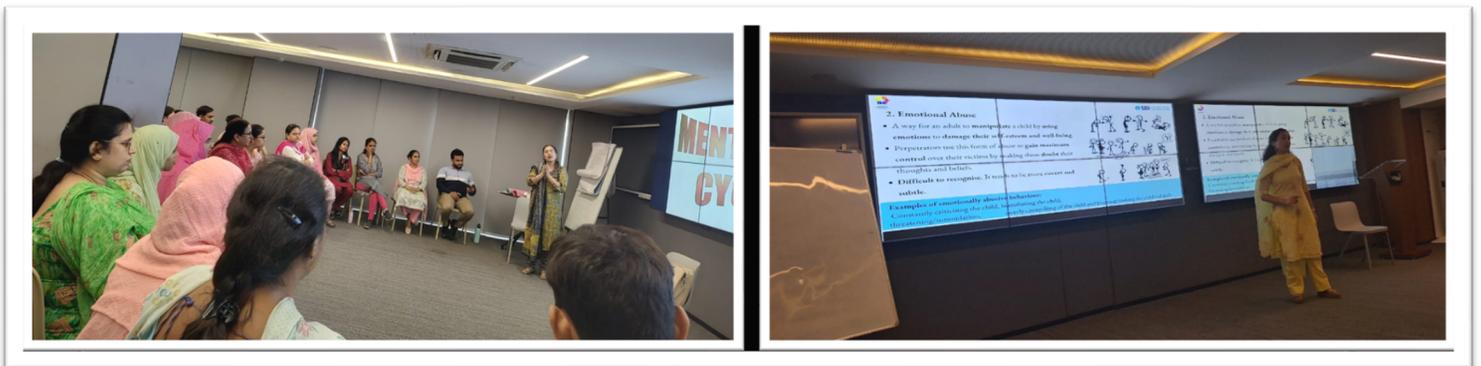
Investing in the professional development and capacity building of trainers was a key focus for Modicare Foundation in 2024–25, ensuring consistent and high-quality program delivery.

The Foundation undertook several initiatives:

- **Mock Sessions** - Trainers participated in structured mock sessions where they practiced delivering different topics from the Life Skills curriculum. These sessions helped standardize delivery techniques, fine-tune facilitation styles, and ensure uniformity in messaging across trainers.
- **Training on Reproductive and Sexual Health** - A specialized two-day training session was conducted by **Ms. Naushina Azad**, an external expert, for the Foundation's team. This session equipped trainers with deeper understanding and skills to address sensitive topics such as reproductive health and menstrual hygiene effectively with adolescents and community women.
- **Mental Health Workshop** - A one-day mental health workshop was organized in association with the **School Initiative for Mental Health Advocacy, Tata Institute of Social Sciences (TISS)**. It was

conducted by **Ms. Tamanna Edwards**. The workshop equipped team members to act as mental health first responders in crisis situations. The key learnings included prioritizing emotional wellbeing, using appropriate language during interventions, and recognizing personal capacity and boundaries while supporting others.

These internal capacity-building initiatives not only enhanced the knowledge base and technical expertise of trainers but also reinforced their ability to create safe, empathetic, and supportive learning environments for children, adolescents, and adults.



## 1.12 Social Media Outreach

Recognizing the immense potential of digital media to amplify impact, Modicare Foundation actively enhanced its social media outreach during the year.

- The Foundation reached **2,35,652 individuals** through its presence on **YouTube** and **Instagram**.

- **YouTube:**
  - **2,13,600 impressions** were generated.
  - Subscriber base increased by **212**, reaching a total of **2,503 subscribers**.
- **Instagram:**
  - Followers increased to **1,106**.
  - **8,346 new views** were recorded during the year.

The Foundation regularly published **short informative videos** related to life skills training, health, nutrition, and social issues, making critical information accessible to a broader audience in an engaging and relatable manner.

This enhanced digital engagement contributed to reinforcing the key messages of the Foundation's programs beyond physical training sessions, ensuring sustained learning and awareness even in remote settings.

## Section 2: Khwabgah – Jasola and Noor Nagar

### 2.1 Overview

Khwabgah, meaning "House of Dreams," is Modicare Foundation's initiative focused on holistic development of students in primary schools operated by the Municipal Corporation of Delhi (MCD).

Through Khwabgah, the Foundation adopts and intensively engages with MCD schools to enhance academic achievement, improve student behaviour, strengthen life skills, and foster co-curricular growth.

In 2024–25, Khwabgah was implemented across four MCD schools:

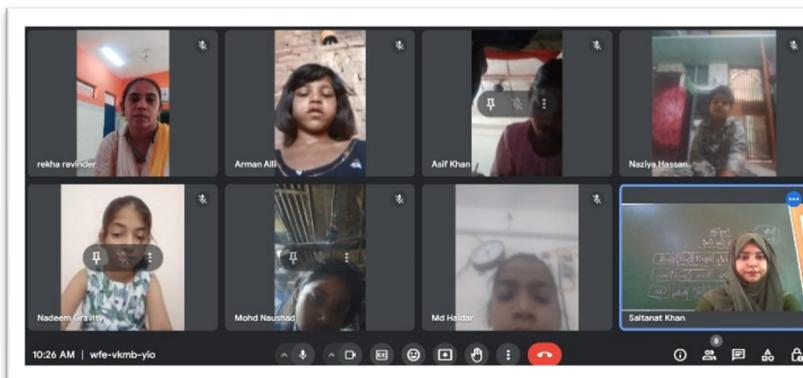
- Delhi Nagar Nigam Pratibha School (Girls) – Jasola
- Delhi Nagar Nigam Pratibha School (Boys) – Jasola
- MCD Primary School (Girls) – Noor Nagar
- MCD Primary School (Boys) – Noor Nagar

The initiative covered key academic, behavioural, health, and developmental parameters, driven by a dedicated team of Academic Facilitators.

## 2.2 Academic Support and Achievements

The new academic session commenced in April 2024. Modicare Foundation's Academic Facilitators provided robust support to students in all four Khwabgah schools through a multi-pronged academic enhancement strategy:

- **Curriculum Delivery** - Academic Facilitators conducted both **online and offline classes**, following the **MCD syllabus** and **Foundational Literacy and Numeracy (FLN) modules** prescribed by the Education Department of the Municipal Corporation of Delhi (MCD).
- **Remedial Classes** - Special **15-day remedial sessions** were organized during the summer vacation for students from Grades 3 to 5 who were assessed at the “needs improvement” level.
  - Sessions were conducted both online and offline for maximum participation.
  - Focused on strengthening academic foundations and closing learning gaps.



- **Follow-ups and Home Visits** - Regular phone calls and home visits were conducted to encourage regular attendance and increase student engagement, especially among irregular attendees.
- **Assessments:**
  - Academic Facilitators conducted **Baseline Assessments, Monthly Assessments, Mid-Term Assessments,** and **Annual Assessments** across all major subjects: Hindi, English, Mathematics, Environmental Studies (EVS), and Social Science.
  - These assessments provided critical data to tailor remedial actions and monitor academic progress.
- **Worksheets and Micro-Planning** - Academic Facilitators created and disseminated subject-specific **worksheets** for students to complete at home, especially during online learning periods.
  - Worksheets covered Hindi, English, Mathematics, Science, and Social Science.
  - Yearly **class-wise goals** and **micro-plans** were developed to structure learning systematically.

- **Kitchen Garden Initiative** - Academic Facilitators initiated **plantation drives** within school premises.
  - Separate kitchen garden patches were created for students to learn about plants, nutrition, and environmental responsibility.
  - Students participated in planting fruits and vegetables alongside teachers.



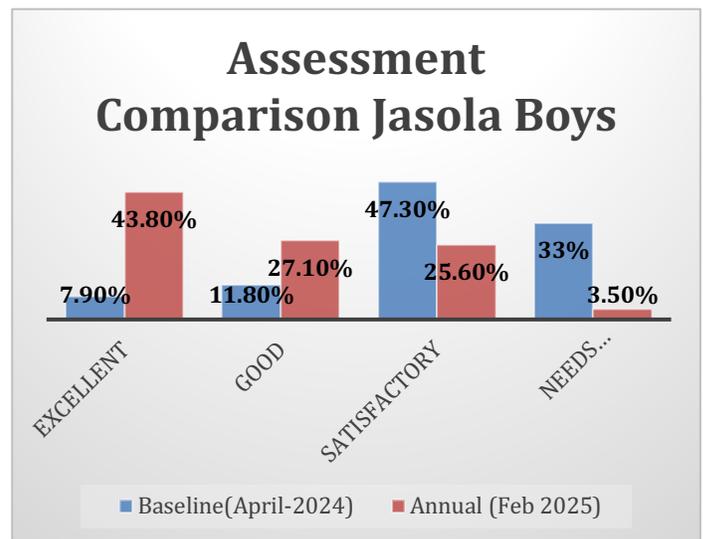
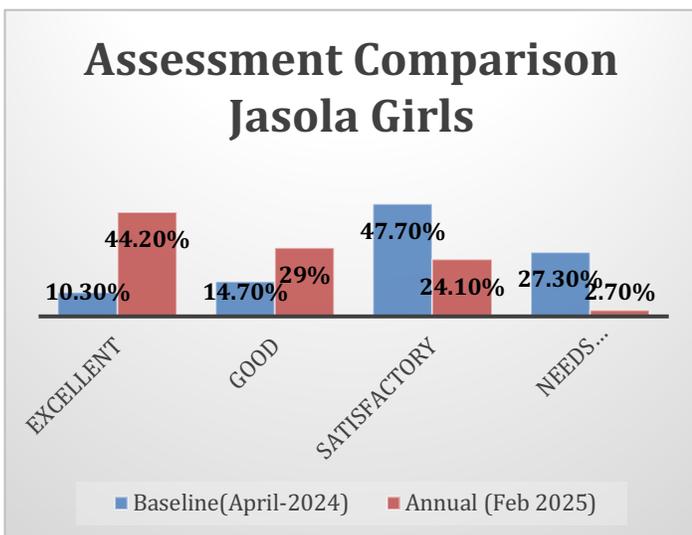
- **Parent-Teacher Meetings (PTMs):**
  - **4 PTMs** were organized throughout the year.
  - Discussions focused on students' mid-term and annual performance, attendance patterns, behavioural improvements, and overall progress.
  - Academic Facilitators engaged parents directly, emphasizing the importance of regular school attendance and home support.
- **Progress Cards** - Comprehensive **Modicare Foundation Progress Cards** were distributed to students, providing a detailed record of their academic performance and achievements across the year.



Through these concerted efforts, Khwabgah schools witnessed marked improvements in student engagement, attendance, academic performance, and holistic development.

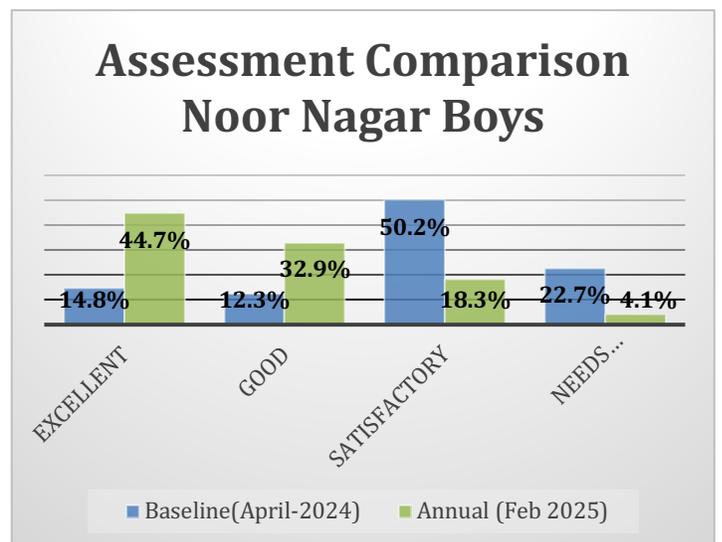
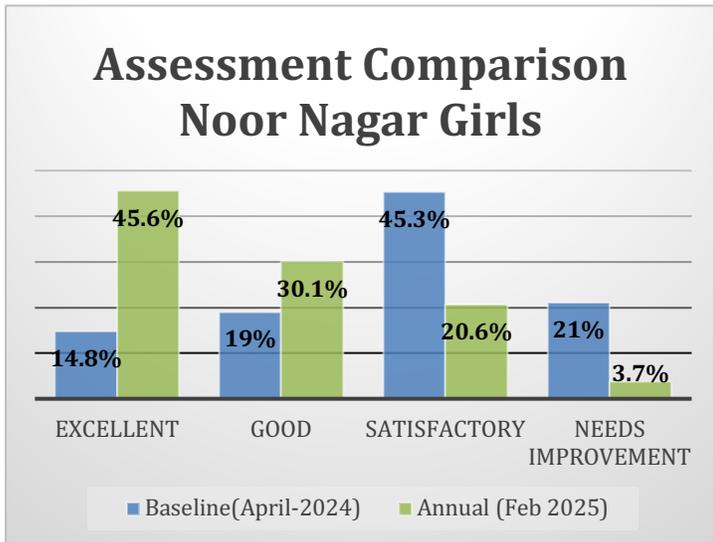
### 2.3 Improvement in Learning Levels

A key focus area under the Khwabgah initiative during 2024–25 was to bridge learning gaps and strengthen foundational academic skills among students.



Based on the above graphs depicting the **Assessment Comparison of Jasola Girls and Boys**, several key improvements are evident between the **Baseline (April 2024)** and **Annual Assessment (Feb 2025)**:

- The percentage of students in the "Excellent" category rose sharply for both girls (from 10.3% to 44.2%) and boys (from 7.9% to 43.8%).
- Similarly, there was a substantial increase in the "Good" category for both groups.
- The "Satisfactory" category saw a notable drop, indicating a positive shift of students towards higher performance brackets.
- Most encouragingly, the "Needs Improvement" segment decreased dramatically—from 27.3% to 2.7% for girls and from 33% to 3.5% for boys—reflecting overall learning enhancement.



The assessment comparison of Noor Nagar girls and boys from April 2024 to February 2025 reveals a significant improvement in student performance. Among girls, the percentage of students in the “Excellent” category rose sharply from 14.8% to 45.6%, while boys showed a similar leap from 14.8% to 44.7%. The “Good” category also witnessed notable growth, with girls increasing from 19% to 30.1% and boys from 12.3% to 32.9%. At the same time, the proportion of students falling under the “Satisfactory” category decreased considerably—dropping from 45.3% to 20.6% for girls and from 50.2% to 18.3% for boys—indicating a clear shift toward higher academic achievement. Most encouragingly, the “Needs Improvement” category saw a steep decline, with girls improving from 21% to 3.7% and boys from 22.7% to just 4.1%.

Several key factors contributed to the remarkable improvement in student performance across the four schools. First, students with weak foundational skills received focused attention through individualized support, regular assessments, and remedial worksheets designed to strengthen core concepts. Those performing at a satisfactory level were provided with targeted support, including tailored exercises, dedicated doubt-clearing sessions, and continuous constructive feedback. For high-performing students, enrichment programs, advanced projects, and leadership opportunities were introduced to push them toward excellence. A key strategy was the pairing of struggling students with high achievers through peer tutoring, which, combined with consistent homework and weekly assessments, helped track progress and accelerate learning outcomes.

Collectively, these interventions led to a substantial decrease in the number of students needing improvement and a steady rise in those attaining good and excellent grades. This shift is a testament to the Foundation team's dedication and the impact of their innovative and inclusive teaching methodologies.

## 2.4 Behavioural Development and Discipline

Holistic development extends beyond academics. Under Khwabgah, behaviour and discipline were treated as equally important facets of student growth.

Initiatives undertaken included:

- **Student Volunteer Program** - Academic Facilitators selected dedicated student volunteers from **Classes 4 and 5** to assist in maintaining discipline and cleanliness in schools.
  - Selection was based on an interview process where students demonstrated enthusiasm, responsibility, and willingness to contribute.
  - Selected volunteers were formally recognized and awarded **special badges** as a token of their leadership role.
- **Role Modelling** - Volunteers served as role models for their peers, setting examples of good behaviour, cleanliness, punctuality, and respectfulness.
- **Positive Reinforcement** - Students displaying exceptional behaviour, leadership, and academic dedication were consistently encouraged and praised during assemblies and PTMs, creating a culture of aspiration and positivity.

Through these efforts, a visible improvement in student conduct was noted — with greater respect towards teachers and peers, increased accountability, better classroom behaviour, and heightened ownership over school cleanliness and property.

This model not only improved the school environment but also nurtured young leaders and instilled lifelong values of responsibility, collaboration, and self-discipline.



## 2.5 Co-curricular Activities

At Khwabgah, Modicare Foundation ensured that education extended beyond textbooks, actively promoting creativity, self-expression, physical health, and

emotional well-being through a wide array of co-curricular and extra-curricular activities.

### Arts Education

- **Regular Art Classes** - Students across all four schools participated in regular art classes designed to foster creativity, imagination, and visual expression.



- **Integrated Teaching** - Art was creatively integrated with academic subjects like Mathematics and English, enhancing critical thinking and enabling cross-disciplinary learning.
- **Poster-Making Activities** - Students created posters on important themes such as environmental awareness, cultural celebrations, and social causes.

- **Exploration of Traditional Art Forms** - Students were introduced to indigenous art styles such as **Madhubani** and **Warli art**. They also engaged in **craft activities using recycled materials**, promoting sustainability and creativity.
- **Art Competitions and Exhibitions:**
  - In-house art competitions were held for students of Classes 1 to 5, allowing them to showcase their talents.
  - Selected artworks were displayed in **art exhibitions** set up along school corridors, fostering pride among students and appreciation from parents and visitors.



### **Dance and Physical Fitness**

- **Zumba Classes for Students** - Weekly **Zumba sessions every Wednesday** helped improve students' physical fitness, coordination,

stamina, and emotional health. The sessions were highly popular, offering a fun outlet for energy and stress.



- **Aerobics Classes for Teachers** - Aerobics sessions were conducted for teachers, promoting their physical health and stress relief, thereby enhancing their own well-being and ability to support students.



Through this integrated art, dance, and fitness activities, Khwabgah fostered holistic student development, reinforcing the belief that nurturing creativity and physical health is as crucial as academic excellence.

## 2.6 Review and Planning Meetings

Continuous monitoring and adaptive planning formed an integral part of Khwabgah's success.



- **Mid-Term and Annual Reviews** - The Khwabgah team conducted structured **mid-term** and **annual review meetings**, presenting a detailed analysis of the work done between April 2024 and March 2025.
- **Progress Discussions** - The review meetings included detailed discussions on:
  - Student learning levels
  - Attendance patterns

- Behavioural changes
- Overall student engagement in academic and co-curricular activities
- **Future Planning**
  - Based on mid-term learnings, the team developed **action plans** aimed at further boosting student attendance, academic achievement, life skills application, and overall development.
  - Specific strategies were crafted to address students in the “needs improvement” category more intensively.

This rigorous review and planning approach ensured that program delivery remained dynamic, evidence-driven, and consistently focused on achieving better outcomes for students.

## **2.7 Celebration of Special Days**

At Khwabgah, celebrating important national, cultural, and international days was seen as an essential component of students’ holistic education. These celebrations were used not just for enjoyment, but also for imparting important lessons on history, culture, environment, and social responsibility.

Throughout the year, students actively participated in the celebration of the **Kargil Vijay Diwas, Environment Day, Haryali Teej, Independence Day, World Mosquito Day, Raksha Bandhan, Hindi Diwas, Teachers’ Day etc.**

## Activities included:

- Poster-making competitions
- Essay writing
- Poetry recitations
- Slogan writing
- Fancy dress competitions (students dressed up as famous personalities)
- Skits and dramatizations based on historical events and social themes
- Dance and music performances



Special emphasis was placed on **Hindi Diwas**, where:

- Quizzes, poetry recitations, and slogan reading competitions were held.
- Students participated enthusiastically in **Shabd Antakshari** (a Hindi vocabulary-based word game).
- Winners were awarded **Certificates of Appreciation** to recognize their talents and encourage future participation.

These celebrations not only made school life joyful and vibrant but also helped students understand the significance of cultural diversity, national pride, environmental protection, and community participation.

## 2.8 Recognition and Farewell Gifts

Recognizing and rewarding students' efforts and achievements was another integral part of the Khwabgah model.

### **Key Highlights:**

- **Christmas Celebrations** - The HR Team and Director, **Ms. Latika Dikshit**, along with other Modicare Limited members, visited the schools to distribute:
  - Christmas gifts
  - Bags filled with stationery items
  - Lunch boxes

- Prizes for winners of the art competitions



- **Farewell for Outgoing Students:**

- Academic Facilitators organized a heartfelt **farewell ceremony** for students graduating from **Class 5**.



- Students were celebrated for their growth, achievements, and memorable journey at the school.
- Warm wishes were extended to students for continued success as they moved into higher educational grades.
- These gestures of recognition and celebration not only brought smiles to the students' faces but also reinforced a sense of accomplishment, motivation, and belonging, encouraging them to strive further in their academic and personal lives.

## 2.9 Capacity Building of Academic Facilitators

Recognizing that teacher development is key to student success, Modicare Foundation invested significant effort in building the capacity of its Academic Facilitators throughout the year.

### Capacity Building Initiatives:

- **Mock Teaching Sessions:**



- Academic Facilitators conducted **mock sessions** for subjects including Hindi, English, Mathematics, Science, and Social Science.
- These sessions allowed team members to learn from each other's teaching methods, exchange ideas, and refine their classroom techniques to enhance student engagement.
- **Subject Knowledge Enhancement**
  - Facilitators collaborated in groups to update and deepen their subject matter expertise.
  - Specialized training sessions were conducted by **subject experts** focusing on Hindi, English, and Mathematics.
  - Facilitators underwent **assessments** to evaluate their subject knowledge and understanding up to Class 5 level, ensuring they were well-equipped to teach effectively.
- **Team Building Activities**
  - To foster stronger collaboration and communication within the team, structured team-building activities were conducted.



- **Recreational Activities for Team Cohesion**

- A **fun-filled picnic** was organized at the scenic **Lodhi Garden**, providing the team an opportunity to bond informally, relax, and rejuvenate.



- **TOT Session on MHHM**

- Khwabgah team members attended a specialized **Training of Trainers (ToT)** session on **Menstrual Health and Hygiene Management (MHHM)** conducted by the AOC team.

- This equipped them with additional knowledge and tools to address menstrual health education with sensitivity and effectiveness.

Through these comprehensive capacity-building initiatives, Modicare Foundation ensured that its Academic Facilitators were not only academically proficient but also skilled in fostering empathetic, interactive, and supportive learning environments.

The Foundation firmly believes that continuous professional development translates into better student outcomes, creating a cycle of learning, growth, and empowerment.

## Conclusion

The year in review reflects Modicare Foundation’s unwavering commitment to fostering informed, empowered, and inclusive communities. Despite the challenges that marked the year, the Foundation remained steadfast in its mission—adapting to emerging needs, deepening its grassroots impact, and expanding the reach of its programs across health, education, and life skills.

Throughout the year, the Foundation’s initiatives equipped children, adolescents, parents, and educators with tools to lead safer and healthier lives. Every intervention—whether in a classroom, a community, or through a training session—was rooted in the belief that sustainable change begins with knowledge, compassion, and agency.

Looking ahead, Modicare Foundation stands ready to build on the momentum of this year’s achievements. With the continued support of its partners, funders, and dedicated team members, the Foundation will pursue new opportunities to innovate, collaborate, and scale its impact—ensuring that dignity, equity, and empowerment remain central to its work.

Together with its stakeholders, Modicare Foundation continues to drive meaningful, lasting change.

**Modicare Foundation would like to express  
gratitude to its Donors and Supporters**



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