MAITRAYANA

FORM 2.1 Annual Social Impact Report by Social Enterprise

(In terms of Regulation 91E (1) of SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015)

[This Impact Report is to be prepared Annually by **Maitrayana Charity Foundation** for Social Projects/Programs Funded by Security Listed on SSE of NSE)

Assessment for the Financial Year **April, 2025- March, 2026**

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INSTRUCTIONS:

All Social Enterprises with currently Listed Securities on the SSE, will prepare an **Annual Social Impact Report in Form 2.1** for each project funded through a listed security on any SSE, with reference to the details provided in the Final Fund Raising Document (FFRD) at the time of listing and the Solution Implementation Plan (SIP) prepared thereafter to implement the project. This requires one Impact Report per currently listed security to be made annually by a Social Enterprise till the security is listed on the SSE. The Social Impact Assessment will be prepared by the Social Enterprise and it will get it assessed by an external Social Impact Assessor who is empaneled with an SRO specified by SEBI.

Form 2.1 has four Sections

Section A: deals with general information, information of project timeline for needful third party evaluation (if any), identifying the presence of KPIs in the solution implementation plan and knowing in very brief about the baseline situation. This needs to be filled by Social Enterprise, project.

Section B: deals with annual progress report to be filled by Social Enterprise prior to the conduct of Social Impact Assessment. It is important to note that Social Enterprises will make entry of the **annual progress that are contextually relevant** for the KPIs set for that particular year as per the Solution Implementation Plan.

Section C: deals with the statement of primary assessment by Assessors based on the entries made by Social Enterprise in the progress report in **Section B**. Social Impact Assessors will provide specific comments on aspects placed in **Section C** of this form in their Social Impact Assessment Report.

Section D: deals with Confirmation by Social Enterprise

Section E: deals will all the supplementary information to be provided in the form of Annexes

Social Enterprise is required to submit the Annual Social Impact Assessment Report in Form 3.1 to the respective SSE.

SECTION -A: To be filled by Social Enterprise

1. General Information

	Item	Social Enterprise Response
1.	Listing ID	
2.	Name of the organization	Maitrayana Charity Foundation
3.	Name of program	Young People's Initiative
4.	Duration	April 2025 – March 2026
5.	Program mode: (one time/ ongoing)	Ongoing
6.	Program area - States with Districts [mention aspirational blocks, if any, as covered as per NITI Aayog]	Delhi NCR, Maharashtra, Karnataka and Chattisgarh
7.	Beneficiary group(s)/ segment(s)*	Adolescent girls and young women from economically disadvantaged communities in government or trust run school and slum-, tribal-, migrant families
8.	Thematic Areas as per SSE	Gender Equality, Empowerment of Women, Education, and Life Skills
9.	SDG Goals Aligned	5, Gender equality
10.	Alignment with National and State Schemes & priorities	Constitutional right and a core driver of national development, economic growth and social justice and Viksit Bharat, Khelo India, the National Sports Act

** For Environmental and Cultural Programs/Projects- please state the segment(s)*

2. Designated timeline for Mid-term and End-term (if any) *

Phase	Financial Year (From)	Financial Year (To)	Possible month of Review
Pre Project implementation			NA
Phase I: Project Start to mid-term			NA
Phase II: Midterm to End term			NA

**Depending on the length of the project period, the projects/ programs of 3 year or more duration need mid-term evaluation. The mid-term evaluation of 3/5-year project will be co-terminus with of 2nd year / 3rd year annual evaluation cycle. The end-term evaluation is co-terminus with the annual end year project evaluation cycle, unless found necessary to conduct special evaluation exercise beyond the end year project evaluation cycle*

3. **Solution implementation plan and KPIs:**

Sl no.	Parameters	Yes/No/ partially yes	If yes, give the reference page in SIP
i.	Has the Solution implementation plan (SIP) considered the Guiding framework on Logic Model* for plan preparation?	Yes	
ii.	Has timeline based KPIs for outcome, output and activities been delineated in clear qualitative and quantitative terms in the SIP?	Yes	
iii.	Have the parameters** of reach, depth and inclusion integrated appropriately in the KPIs in SIP?	Yes	
iv.	Are each of the KPIs verifiable?	Partially	
v.	Have the means of verification worked out in clear terms for each KPIs?	Yes	
vi.	Have the stakeholders been mapped out clearly for consultation and feedback across the timeline of the project?	Partially	

**Annex-1 of Guiding Framework on Logic Model {Section III (I)} of USIAF*
*** Annex-2 of Guiding Framework on Logic Model {Section III (I)} of USIAF*

4. **Baseline and situation analysis**

What is the baseline status at the start of the activity, intervention, program or project?

**only a brief description of key baseline points in not more than 5 sentences to be given while cross referring to the relevant pages in Solution implementation plan (SIP) where details of the baseline status / situation analysis / context description has been given.*

Baselines are measured with indicators such as their knowledge, attitudes, skills, behaviour and confidence in crucial areas such as sport, leadership, gender, GBV, self-esteem, lifeskills and future aspirations.

SECTION -B: To be filled by Social Enterprise

5. Report on Performance and Outcome

5.1 Stated overall outcome and overall outcome KPIs (to be filled by Social Enterprise)

Stated overall outcome: Girls have the assets and agency to influence/make decisions regarding their own lives
Stated overall KPIs: ○ 80% of the girls have built assets (knowledge, skills, behaviour, confidence, attitude) ○ 500 girls/young female leaders in schools and communities ○ 50% of participants in the economic empowerment program have acquired jobs

5.2 Annual Progress in Outcome KPIs vis-à-vis Overall outcome KPIs for the year reported upon (previous year)

Stated Intermediate Outcome/s of the project and their KPIs	KPIs Applicable** at different Outcome levels (1,2 and 3) for the year reported upon	What has been accomplished inKPIs mentioned at Col. 2 ?	What could notbe accomplished mentioned in Col. 2 ?***	Why it could not be accomplished? Any challenges? ***	Unintended negative outcome, if any
1	2	3	4	5	6
Outcome 1: statement and KPI/s Girls have built assets to influence decisions in their lives	80% of the girls have built assets (knowledge, skills, behaviour, confidence, attitude)	An average of 78% have has been measured across the indicators/crucial areas	NA	NA	Resistance from family, violence, girls being aware about injustice and discrimination
Outcome 2: statement and KPI/s Girls are leaders in their schools and communities	80% say that they have increased their leadership skills	81% say that they have the leadershsip skills to lead their peers	NA	NA	Cooperation from schools with the program as teachers feel that girls are now looking what the issues are in

					schools
Outcome 3: statement and KPI/s Young women enter an economic pathway	50% of participants in the economic empowerment program have acquired jobs	40% of the participants in the economic justice program have started jobs, 33% started a paid internship	Target was not met	Selection of participants as some are still studying, face resistance in families, lack of opportunities for internships and accessible job opportunities	Increased pressure on young women as expectations regarding marriage, care, safety/protection have not changed at the same pace.

**Stated intermediate outcome/s and external KPIs meant for Third party evaluation needs to be mentioned from the fundraising document*

***Only timeline based KPI metrices applicable for third party evaluation for the year reported upon needs to be mentioned*

****Stated Assumptions and Risks in the fundraising document also need to be taken into consideration in answering what and why*

5.3 Annual Progress of Activities and Inputs vis-à-vis stated Output KPIs in the year reported upon (previous year)

State overall output KPIs* at each level ofutcome Unit**	Over all activity target of the project (unit)	Activity target of the year reported upon		Achievement during the year reported upon		Deviation (if any) forthe year reported upon		Reasons for deviation
		Physical (unit***)	Financial (Rs.)	Physical (unit****)	Financial (Rs.)	Physical (unit*****)	Financial	Physical and/or Financial
1	2	3	4	5	6	7 (Col 5-3)	8 (Col 6-4)	9
Statement of Outcome 1:								
Output 1.1 KPI Number of participants	Scoping and recruitment 10, 000	10,000		11,507		+1,507		Interest in the program and perceived impact
Output 1.2 KPI Number of sessions		NA		4782		NA		NA
Output 1.3 KPI								
Statement of Outcome 2:								
Number of leaders		500		685		+185		Smaller groups so more opportunities for leaders
Number of trainings		xxx		64		NA		NA
Output 2.3 KPI								
Statement of Outcome 3:								
Output 3.1 KP{I Number of young women in economic empowerment programs		400		394		-6		Some participant dropped out

Number of young women in internships		130		130		0		
Output 3.3 KPI								

NOTE: Column no 3,4,5 and 6 should consider only the target and achievement of the year reported upon (previous year)

**Intermediate outcome wise output/outputs KPI targeted.*

**The number of outcomes and outputs will differ from project to project based on the fundraising document*

***Unit to be set as per the physical activity*

5.4 Cumulative deviation in output KPIs under each outcome KPI of the previous years before the year reported upon

Outputs at each level of outcome*	Cumulative KPI target and finance provided in previous years before the year reported upon		Cumulative KPI achievement and finance utilized in the previous years before the year reported upon		Cumulative Deviation, if any, in the previous years*		Reasons for deviation, if any
	KPI (unit*)	Financial (Rs.)	KPI (unit**)	Financial (Rs.)	KPI (unit**)	Financial (Rs.)	KPI and /or Finance
1	2	3	4	5	6	7	8
Outcome 1 KPI Girls have built assets to influence decisions in their lives	Output 1 Number of participants 12,000		12,492		+492	Output 1	Classes have sometimes fewer or more students rather than the exact number
	Output 2 Number of sessions xxx		5,442		NA	Output 2	NA
Outcome 2 KPI Girls are leaders in their schools and communities	Output 1 Number of leaders 300		343		+43	Output 1	More referees needed per club
	Output 2 Number of trainings xxxxx		78		NA	Output 2	NA
Outcome 3 KPI Young women enter an economic pathway	Output 1 Number of participants in programs 200	200	256		+56	Output 1	Conservative target due to lack of capacity
	Output 2 No of interns in activities 120		122		+2	Output 2	NA

**For details see year on year physical and financial progress of the organization*
***Unit to be set as per the physical activity*

5.5 Convergence and contribution of the year reported upon (previous year) @

Intermediate outcome wise KPIs at each level	Convergence from the outside the project			Contributions rendered voluntarily by target beneficiaries/community/ entity, if any	
	Convergence items* Unit****	Agencies***	Estimated money value***** of convergence (Optional)	Contribution items** Units****	Estimated money value of***** contribution (Optional)
1	2	3	4	5	6
Outcome 1 KPIs:					
Outcome 2 KPIs:					
Outcome 3 KPIs:					

@the applicability of this format will depend from project to project. Wherever applicable is important to assess through this format. Please refer to Annex-1 ***Point 8*** *(Handling convergence, contribution and sustainability by SE) of Guiding Framework on Logic Model for needful guidance.*

** Convergence Items consists of assets/expertise/capacities or any other support mobilized through partnerships, networks and influence from the stakeholders within and outside the project.*

*** Any agreed upon voluntary contribution time, money, materials, or labour to the project (social/ environmental/ cultural) activities by the target community/entity, or stake undertaken by the target community/entity to sustain the project with considerations for reach, depth, inclusion.*

**** Agencies could be any government or any non-government partner institutions and individuals who has a stake in the project or whose stake need to be developed in the interest of the Project.*

*****Unit to be set as per the convergence/ contribution item.*

*********Giving this information is optional****, but this will be very useful in creating narrative on stakeholders' participation/contribution in tangible terms. This should be provided only if the organization has a reasonable basis of calculation to provide this information.*

5.6 **Past performance trend**

What has been the past performance trend? What are the organization's learnings on what went well and what did not work well?

Write your inference on key past performance trends on activity, intervention, program using the reference to entries made* ***in Col 6,7 and 8 of table 5.4* *(Cumulative deviation in outcome-wise output KPIs till previous years before the year reported upon).*

Note: with different donors and proposals, not all targets and outputs are the same across grants and programs. Also, some schools are smaller than others so the targets can't always be met/or are overshot because the organization can't pull out of relationships with schools or communities just because of a number target. As the quantity and the quality depends on the capacity of staff, a lot of investment needs to be made to support staff members personal and professional growth. As the impact increases with the time that girls spend in the program, Maitrayana decided to develop its model further so that participants can grow in and through the program in their peer groups with clear identified activities and outcomes.

6. Report on risks and unintended negative outcome

6.1	In the previous year, what have you seen as the biggest risks* to the achievement of the desired impact? How are these being mitigated? • Permission from education department has to be sought which is a complicated process as decision-makers change positions often and Maitrayana then needs to start over to build relationships with key stakeholders. Complete documentation, frequent and consistent communication by the same representatives and delivery of quality sessions and creating visible impact have been success factors in obtaining permission to conduct the program in schools. • The stress on academic performance (exams) makes it sometimes difficult to implement the program fully. MoUs with schools, building good personal relationships, being proactive in discussing the necessary time and showing up when it is not always convenient for the organisation has enabled Maitrayana to implement the program as planned. • Weather (cold, heat, rain) and pollution either natural phenomenon or due to climate change impact the session calendar as well. Ensuring that sessions can be done in sheltered areas, class rooms or adapting games in activities that need less space have been strategies to minimize the impact of weather conditions. In 2026 – 2027, the sessions will be spread out over a longer period (class 7, 8, 9). ** Risks could be internal risk such as organizational and HR capacity risks or external risk such as unfavorable change in market and/or policy framework conditions.* ** This needs to be analyzed in the context of assumptions and risks noted for the period reported upon (previous year) as per Fund Raising Document and Solution implementation Plan (SIP) prepared using Guiding Framework on Logic Model {Section III (I)} of USIAF*
6.2	Describe any potential unintended negative outcome of this project seen in the year reported upon (previous year). How are these being addressed? NA **This needs to be analyzed in the context of potential unintended negative outcome noted in the Solution implementation document for the year reported upon (previous year) prepared as per Fund Raising Document and Solution implementation Plan (SIP)prepared using Guiding Framework on Logic Model {Section III (I)} of USIAF*

7. Report on stakeholder consultation

Has the organization taken into consideration relevant* stakeholders' feedback in the year reported upon? What has been the stakeholder wise feedback? and how they have been used by the organisation?

Girls feedback is being sought and as they are trained as leaders, they give their inputs in the design of the programme and clearly give feedback about their (dis)satisfaction. Parents meetings are being held to inform and sensitise them about girls and women's rights and aspirations. In general, all parents want to support their daughters and they want Maitrayana's and their peers' support to do this. Principals have been involved in the validation of the new model that will be implemented from 2026 – 2027 onwards. Board members, donors, partners, corporates and volunteers are important stakeholders to provide Maitrayana with inputs from their area of expertise.

**relevant stakeholders mean those mapped out in the SIP for taking feedback during the period reported upon.*

8. Report on sustainability of the interventions made as envisaged in the Fund Raising Document

Has the project recommended a sustainability plan in FRD and SIP?
If yes, any measures implemented* from SIP for sustainability of activity/intervention/programs or project outcomes during the year reported upon? When the organization will start preparing/ prepared a withdrawal plan for exit?

Maitrayana's new model is based on two sustainability pathways. In schools it is a three-year pathway in which girls leaders are trained to continue playing sport/netball also when Maitrayana will pull out of the school. A cohort of young leaders will continue building new leaders in taking up action projects to address issues in the schools.
In communities, girls' movements are being built were girls across the ages 13 – 20+ year will come together. This will ensure that skills & knowledge is being transferred to the younger generation and that change/gender equality can be achieved not only for participants but also their peers who are not in the program. Collaboration with partners/other NGOs exacerbates the change.
Maitrayana is also looking at diversifying its fundraising strategies and expanding its donor and other networks. A new strategic plan will give these efforts direction.

** Organisation may state what is being done in stakeholder consultations, convergence initiatives, community contribution and stake development; and in the collaboration & advocacy front for effective handing over and sustainability of the project. Any other needful measures adopted beyond above points may also be mentioned.*

9. Plan for using Social Impact Assessment for Knowledge Management

How the knowledge on Social Impact Assessment has been used by the organization to create a sharper narrative about the Sector works and how such knowledges are being disseminated to the stakeholders for cross learning to the Sector's advantage?

The social impact assessment will help Maitrayana to improve its alignment of KPIs with the outcomes and strengthen the development measurable indicators. It will also enable Maitrayana to create a sharper pitch backed up by a trusted authority. This pitch will be shared in proposals, reports to donor and board, website, applications, pitches, social media. Findings will be shared with its local, national and global networks.

10. Plans for the next Social Impact Assessment Cycle*

**to be filled by the Social Enterprise after receiving the comments on Annual Impact Report from Assessors at Section C and before the final draft*

11. Photographs conveying before and after impact of the Program @

@ applicable in the end term evaluation

(a maximum of 3 impact situations may be shared per Program)

12. Annexures

		If applicable	
Item	**NA**	**Yes**	No
1) Blank copy of any questionnaire or survey forms used 2) Summary analysis of surveys undertaken 3) Copies of other consultation details (such as focus group write-ups, workshop notes, etc.) 4) Copies of evidence summarised or quoted in the social impact report 5) Notes of the previous social impact assessment meetings (when applicable) 6) Past Social Impact Assessment Statements for the projects funded by the Listed Security (when applicable) 7) Completion certificate of SEBI approved mandatory capacity building workshops 8) Case Studies/ Stakeholder Testimonials 9) All stand-alone reports and that have contributed to the organisation's impact reporting for this period	7	1 2 3 5 6 8 9 10	4

SECTION – C: To be filled by Assessors for facilitating assessment with respect to the entry made by Social Enterprise at Section A and B

13. Analysis of Solution Implementation Plan (SIP)@ and Key Performance Indicators@

@This is applicable only for first year Social Impact Assessments

13.1 Solution Implementation Plan
Comment on the alignment of SIP with the Guiding Framework on Logic Model and alignment of plan preparation with the format* placed therein? Do the included KPI metrices address reach, depth and inclusion parameters** in objectively verifiable terms? If not objectively verifiable, please suggest modification. **Annex-1 of Guiding framework on logic model (Section III(I)) of USIAF* ***Annex-2 of Guiding framework on logic model (Section III(I)) of USIAF*
13.2 Key performance indicator for reporting
Comment on the appropriateness of Key Performance Indicators (KPI) on outcome, output, activities and input placed in SIP in achieving impact? Is there any modification required to make these indicators more objectively verifiable? Are the means of verification of KPIs clear and sufficient?

14. Previous Social Impact Assessments, if any@

@ Not applicable in first year Social Impact Assessment of the project

14.1	Include a short outline on how the issues raised and recommendations for action in the previous Social Impact Assessment have been followed through. *
14.2	Has the target segment changed in the previous year? If so, why?

15. Report on Performance

15.1 Performance on outcome

15.1.1	A narrative report on the degree to which the program/ project is living up to its stated objectives
15.1.2	Analysis and interpretation of the outputs

15.1.3	Analysis and interpretation of the outcomes
15.1.4	Interpreting and explaining the impact
15.1.5	Gaps and challenges identified

*This should be with reference to the baseline and KPI narratives kept in FFRD and SIP, and the information provided in **Section B in relation to the identified KPIs***

** This will include any appropriate calculations and interpretations. The report on project objectives should consider the social, environmental, cultural and economic dimensions of performance and impact as appropriate.*

**Refer Unified Social Impact Assessment Framework for this exercise*

15.2 Stakeholder feedback

How has the Social Enterprise taken into consideration stakeholder feedback in this reporting period?

**The report shall include the details of stakeholders consulted and how the organization has used theirfeedback in program implementation.*

15.2.1 Contribution

Comment on the trend in the mobilization of voluntary community support/contribution or the stake developed by the community/ entity that have contributed to, or will contribute in the future to the accomplishment of these goals and sustainability of the project. How can this be improved further?

Refer to the details provided under at **point 5.5 of **Section-B** for answering these* points.

15.2.2 Knowledge management and advocacy

Comment on how best the organization is doing to create a sharper narrative through Social Impact Assessment to the Sector's advantage.

Refer to the details provided under at **point 9 of **Section-B** for answering these points.*

15.2.3 Write key measures taken for sustainability of the project. Comment on the adequateness of these measures. Cite further needful measures, if any?

Reference may be drawn from the comments given at **point 8 and **sub-points under 14***

**Towards the end year of the project, take reference of withdrawal plan prepared by the project for making exit.*

16. Issues for Achievements

16.1 The Social Impact Assessment will have revealed several issues that have to be tackled as well as achievements to celebrate. Write the key achievements of the program. Also comment on identified risks and mitigation measures adopted/ to be adopted to address this and any unintended negative outcome reported and measures adopted/ to be adopted to address this. ** Internal risks are organizational and HR capacity issues and external risks are conditions such as unfavorable changes in market and/or policy framework conditions.*
16.2 Has there been any material (significant) change in the organization's implementation model in the last one year? Suggest material changes required in future, if any. **Material changes means any pertinent change including organizational changes that significantly affect the decision of the stakeholders and also affect the way of carrying out of the project/ program.*
16.3 Outline the steps and actions required to effectively implement the program, It includes Revised Action Plan; Resources; Stakeholder engagement; Timeline; Training and Capacity building; Monitoring and Evaluation

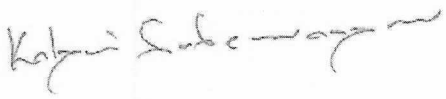
SECTION – D Confirmation by Social Enterprise

I, Kalyani Subramanyam on behalf of Maitrayana Charity Foundation confirm that the social impact assessment process was carried out as per the terms of reference of the engagement and the draft report was shared with us and our responses heard. The minutes of the Social Impact Assessment Meetings capture our responses and the points for action. These minutes are maintained in our records. Feedback as appropriate will be incorporated for review in the next social impact assessment cycle.

Remarks, (if any):

Authorized Representative of: Maitrayana Charity Foundation

Name: Kalyani Subramanyam





Signed:

Date: 06.11.2026

Place: New Delhi

Seal of the Social Enterprise

Section E: deals will all the supplementary information to be provided in the form of Annexes
Reply: NA

Seal of the Social Enterprise

MAITRAYANA

Young People's Initiative (YPI)
Baseline Form 2025-2026 Participant Questionnaire
प्रतिभागियों के लिए प्रश्नावली

CONFIDENTIAL/ गोपनीय **For Research Purpose only / केवल रिसर्च हेतु**

PARTICIPANT CODE
प्रतिभागी कोड

Organisation fills in *(before questionnaire is administered)*:
संस्था द्वारा भरा जाए

Area/Site Name: _____
क्षेत्र/कार्यस्थल का नाम:

Questionnaire Administrator fills in *(when questionnaire is administered)*:
प्रश्नावली व्यवस्थापक द्वारा भरा जाए

Questionnaire Administrator's Name: _____
प्रश्नावली व्यवस्थापक का नाम:

Date: _____ / _____ / _____
तिथि:

How was this questionnaire filled in? (Please check the box next to the most correct answer – choose one response only)
यह प्रश्नावली किस प्रकार भरी गई है? (नीचे दिए गए बॉक्स पर सबसे सही उत्तर पर निशान लगाएं- केवल एक प्रतिक्रिया चुनें)

☐ Self-administered / **स्वयं भरा है**

☐ Interviewed / **इंटरव्यू लिया गया**

☐ With assistance in a group / **समूह में किसी की सहायता से**



Hello! Thank you for filling out this questionnaire! This is not a test, but it helps us to understand your experiences. Please be honest and ask questions if you have any!

हेलो! इस प्रश्नावली को भरने के लिए धन्यवाद!

यह कोई परीक्षा नहीं है, बल्कि आपके अनुभवों को समझने की कोशिश है। इसलिए, यदि आप कोई प्रश्न करना चाहते हैं तो कृपया बेझिझक/इमानदारी से कर सकते हैं।

Section 1. Early Marriage and Pregnancy
खंड 1. प्रारंभिक विवाह और गर्भावस्था

Please indicate to what extent you agree or disagree with each statement
कृपया बताएं कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत 😕	*Strongly Disagree* पूर्ण असहमत ☹
M1)	I have a voice in important decisions that impact my life. मेरे जीवन को प्रभावि करने वाले महत्वपूर्ण निर्णय के लिए मेरे पास आवाज़ है।					
F2)	I feel confident to say no to unwanted touching or sexual activity. अवांछित स्पर्श या यौन गतिविधि के लिए मुझे ना कहने में आत्मविश्वास महसूस होता है					
M2)	I am confident that I will be able to decide when (at what age) I get married. मुझे विश्वास है कि मैं कब (किस उम्र में) शादी करूंगी, यह तय कर सकूंगी।					
M3)	I am able (or will be able) to earn money to support myself. मैं खुद का समर्थन करने के लिए पैसा कमाने में सक्षम हूँ (या सक्षम हो जाउगी।)					
F3)	Women should have full control over how many children they have and the spacing of those children. महिलाओं को इस बात पर पूरा नियंत्रण होना चाहिए कि वे कितने बच्चे चाहती हैं और उन बच्चों के बीच कितना अंतर है।					



Hello! Thank you for filling out this questionnaire! This is not a test, but it helps us to understand your experiences. Please be honest and ask questions if you have any!

हेलो! इस प्रश्नावली को भरने के लिए धन्यवाद!

यह कोई परीक्षा नहीं है, बल्कि आपके अनुभवों को समझने की कोशिश है। इसलिए, यदि आप कोई प्रश्न करना चाहते हैं तो कृपया बेझिझक/इमानदारी से कर सकते हैं।

Section 2. Education
खंड २. शिक्षा

Please indicate to what extent you agree or disagree with each statement
कृपया बताएं कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	Agree सहमत 🙂	No Opinions कोई राय नहीं 😐	Disagree असहमत 😕	Strongly Disagree पूर्ण असहमत ☹️
E1)	I want to complete my secondary education. **मैं अपनी माध्यमिक शिक्षा पूरी करना चाहता हूं।**					
E2)	I am confident that I will be able to. **मुझे विश्वास है कि मैं अपनी माध्यमिक शिक्षा पूरी करने में सक्षम हो जाऊँगा।**					
E3)	I want to continue my further education (after secondary). **मैं अपनी आगे की शिक्षा (माध्यमिक के बाद) जारी रखना चाहती हूं।**					
E4)	Sisters should have the same opportunity as brothers to finish their education. **बहनों को भी भाइयों के समान ही अपनी शिक्षा पूरी करने का अवसर मिलना चाहिए।**					
E5)	I feel confident discussing completing my education with my parents. **मुझे अपने माता-पिता के साथ अपनी शिक्षा पूरी करने के बारे में चर्चा करने में आत्मविश्वास महसूस होता है।**					

Section 3. Leadership
खंड ३. नेतृत्व

L1)	Have you had a leadership position in the last 6 months? **क्या आपने पिछले 6 महीनों में नेतृत्व की स्थिति हासिल की है?** Examples of leadership positions include taking responsibility for an activity or event within your school, church, mosque, temple, or community; leading a sports activity, or other similar positions. **नेतृत्व के पदों के उदाहरणों में आपके स्कूल, चर्च, मस्जिद, मंदिर, या समुदाय के भीतर किसी गतिविधि या घटना की ज़िम्मेदारी लेना शामिल है; एक खेल गतिविधि, या अन्य समान पदों का नेतृत्व करना।**	No ☐	Yes ☐ L1.a) If you answered yes, what type of leadership position have you had? **यदि आपने हां में उत्तर दिया है, तो आपके पास किस प्रकार की नेतृत्व की स्थिति है?** _____ _____

Please indicate to what extent you agree or disagree with each statement
कृपया बतायें कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत ☹️	*Strongly Disagree* पूर्ण असहमत ☹️
L2)	I am afraid of being in new situations. **मैं नई स्थितियों में होने से डरती हूं।**	☐	☐	☐	☐	☐
L3)	I believe that my actions inspire and influence people around me. **मेरा मानना है कि मेरे कार्य मेरे आसपास के लोगों को प्रेरित और प्रभावित करते हैं।**	☐	☐	☐	☐	☐
L4)	I give my opinion if I am engaged in a discussion with a group of my peers. **मैं अपने साथियों के समूह के साथ चर्चा में शामिल होती हूँ तो मैं अपनी राय देती हूँ।**	☐	☐	☐	☐	☐
L5)	I give my opinion if I am engaged in a discussion with a group of people older than me or more senior than I am. **मैं अपने से बड़े या अपने से अधिक वरिष्ठ लोगों के समूह के साथ चर्चा में शामिल होती हूँ तो मैं अपनी राय देती हूँ।**	☐	☐	☐	☐	☐

		Strongly Agree पूर्ण सहमत 😀	Agree सहमत 🙂	No Opinions कोई राय नहीं 😐	Disagree असहमत 😕	Strongly Disagree पूर्ण असहमत ☹
L6)	My family and community are interested in what I have to say. मेरा परिवार और समुदाय मेरी बातों में रुचि रखते हैं।					
L7)	I have a future vision for myself and I work towards my personal goals. मेरे पास अपने लिए एक भविष्य का विजन है और मैं अपने व्यक्तिगत लक्ष्यों के लिए काम करती हूं।					

Section 4. Family
खंड ४. परिवार

Please indicate to what extent you agree or disagree with each statement
कृपया बतायें कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	Agree सहमत 🙂	No Opinions कोई राय नहीं 😐	Disagree असहमत 😕	Strongly Disagree पूर्ण असहमत ☹
C1)	My parents want me to get married before I turn 18. मेरे माता-पिता चाहते हैं कि मेरी शादी 18 साल से पहले हो जाए।					
C2)	My parents encourage me to complete my secondary education. मेरे माता-पिता मुझे अपनी माध्यमिक शिक्षा पूरी करने के लिए प्रोत्साहित करते हैं।					
C3)	My parents encourage me to move on to further education (after secondary). मेरे माता-पिता मुझे आगे की शिक्षा (माध्यमिक के बाद) के लिए प्रोत्साहित करते हैं।					

Section 5. Self-Esteem and Confidence
खंड ५. आत्मसम्मान और आत्मविश्वास

Please indicate to what extent you agree or disagree with each statement
कृपया बतायें कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत 🙁	*Strongly Disagree* पूर्ण असहमत ☹
S1)	Overall, I am positive about myself and who I am. कुल मिलाकर, मैं अपने बारे में सकारात्मक हूं और मुझे पता है कि मैं कौन हूं।					
S2)	I have skills and talents that I am proud of. मेरे पास कौशल और प्रतिभा है जिस पर मुझे गर्व है।					
S3)	I feel that I'm a person of worth, at least on an equal level to others. मुझे लगता है कि मैं एक योग्य व्यक्ति हूं, कम से कम दूसरों के समान स्तर पर।					
S4)	People I know are interested in what I have to say. जिन लोगों को मैं जानती हूं, वे मेरी बातों में रुचि रखते हैं।					
S5)	When I make a mistake, I admit it and take action to fix it. जब मैं कोई गलती करती हूं, तो मैं उसे स्वीकार करती हूं और उसे ठीक करने के लिए कदम उठाती हूं।					
S6)	If I don't know the answer to something I ask others for help. अगर मुझे किसी बात का जवाब नहीं पता होता है तो मैं दूसरों से मदद मांगती हूं।					

		Strongly Agree पूर्ण सहमत 😀	Agree सहमत 🙂	No Opinions कोई राय नहीं 😐	Disagree असहमत 😕	Strongly Disagree पूर्ण असहमत ☹️
S7)	I try to find solutions to challenging problems. मैं चुनौतीपूर्ण समस्याओं का समाधान खोजने की कोशिश करती हूं।					
S8)	If I fail, I do not give but instead try again. यदि मैं असफल होती हूँ तो भी हार नहीं मानती हूँ बल्कि पुनः प्रयास करती हूँ।					
S9)	I am confidant to say no to my friends if they ask me to do something I don't want to do. अगर मेरे दोस्त मुझसे कुछ ऐसा करने के लिए कहते हैं जो मैं नहीं करना चाहती, तो मैं उन्हें मना करने के लिए आश्वस्त हूं।					

		Strongly Agree पूर्ण सहमत 😀	Agree सहमत 🙂	No Opinions कोई राय नहीं 😐	Disagree असहमत 😕	Strongly Disagree पूर्ण असहमत ☹️
P1)	I feel fit and strong. मैं फिट और मजबूत महसूस कर रही हूं।					
P2)	I feel confident to play sport when others are watching. जब दूसरे देख रहे हों तो मुझे खेल खेलने में आत्मविश्वास महसूस होता है।					
P3)	Playing sport brings me joy. खेल खेलने से मुझे खुशी मिलती है					

Section 6. My Rights
खंड ६. मेरे अधिकार

Please indicate to what extent you agree or disagree with each statement
कृपया बतायें कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	Agree सहमत 🙂	No Opinions कोई राय नहीं 😐	Disagree असहमत ☹️	Strongly Disagree पूर्ण असहमत ☹️
R1)	Girls and boys should be treated equally in the school, family, and community. स्कूल, परिवार और समुदाय में लड़कियों और लड़कों के साथ समान व्यवहार किया जाना चाहिए।					
R2)	Adults have the right to insult you and call you names. वयस्कों को आपको अपमान करने और आपको गाली देने का अधिकार है।					
R3)	Girls and boys should have the same economic opportunities. लड़कियों और लड़कों को समान आर्थिक अवसर मिलने चाहिए।					
R4)	Women and men should be equally represented in the local government and national parliament. स्थानीय सरकार और राष्ट्रीय संसद में महिलाओं और पुरुषों का समान प्रतिनिधित्व होना चाहिए।					

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
R5)	Verbal insults, humiliation, and threats are forms of violence. मौखिक अपमान, अपमान और धमकी हिंसा के रूप हैं।			
R6)	I have the right to feel safe when using public transport. सार्वजनिक परिवहन का उपयोग करते समय मुझे सुरक्षित महसूस करने का अधिकार है।			

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
R7)	It is sometimes the girl's fault if a male pupil or teacher sexually harasses her. कभी-कभी यह लड़की की गलती होती है कि कोई पुरुष छात्र या शिक्षक उसका यौन उत्पीड़न करता है।			
	A boy has the right to beat his girlfriend if: एक लड़के को अपनी प्रेमिका को पीटने का अधिकार है अगर:			
R8)	... she disagrees with him ... वह उससे असहमत है			
R9)	... she refuses to have sex. ... वह सेक्स करने से इंकार करती है			
R10)	... she goes out without telling him. ... वह उसे बताए बिना बाहर चली जाती है।			

		No नहीं	Yes हाँ
F1)	Do you know how to prevent pregnancy? क्या आप जानते हैं कि गर्भधारण को कैसे रोका जा सकता है?		F1.a) If you answered yes, please list one method. यदि आपका उत्तर हां है तो कृपया एक तरीका लिखिए|

Please indicate to what extent you agree or disagree with each statement
कृपया बताएं कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत ☹️	*Strongly Disagree* पूर्ण असहमत ☹️
R11)	A woman's role is taking care of her home and family. एक महिला की भूमिका अपने घर और परिवार की देखभाल करना है।					

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत 🙁	*Strongly Disagree* पूर्ण असहमत ☹
R12)	It is best to let men have the final word about decisions in the home. यह सबसे अच्छा होगा कि घर के फैसलों के बारे में पुरुषों को ही अंतिम निर्णय लेने दिया जाए।					
R13)	A woman should always obey her husband. एक महिला को हमेशा अपने पति की बात माननी चाहिए।					
R14)	Changing diapers, giving a bath, and feeding kids is the mother's responsibility. डायपर बदलना, नहलाना और बच्चों को खाना खिलाना मां की जिम्मेदारी होती है।					
R15)	Women should be able to work outside the home after they have children if they want to. महिला बच्चे पैदा करने के बाद घर से बहार काम करने में सक्षम होना चाहिए, अगर वो चाहे तो।					

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
R16)	I know of a place near my home or school where I feel safe. मैं अपने घर या स्कूल के पास एक ऐसी जगह के बारे में जानती हूँ जहाँ मैं सुरक्षित महसूस करती हूँ।			
R17)	I know of a place or person near my home or school where I can discuss my reproductive health. मैं अपने घर या स्कूल के पास किसी ऐसे स्थान या व्यक्ति को जानती हूँ जहाँ मैं अपने प्रजनन स्वास्थ्य के बारे में चर्चा कर सकती हूँ।			
R18)	I know of a place or person near my home or school where I can go to report violence or abuse of a girl or woman. मैं अपने घर या स्कूल के पास किसी ऐसे स्थान या व्यक्ति को जानती हूं जहां मैं जाकर किसी लड़की या महिला के साथ होने वाली हिंसा या दुर्व्यवहार की शिकायत कर सकती हूं।			

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
R19)	I know a place or person in my community where I can find help for personal problems. मैं अपने समुदाय में एक जगह या व्यक्ति को जानती हूं जहां मुझे व्यक्तिगत समस्याओं के लिए मदद मिल सकती है।			
R20)	I have the skills and knowledge to stand up for myself if I feel that my rights are violated. अगर मुझे लगता है कि मेरे अधिकारों का उल्लंघन हुआ है तो मेरे पास खुद के लिए खड़े होने का कौशल और ज्ञान है।			

MAITRAYANA

Young People's Initiative (YPI)
Endline Form 2025-2026 Participant Questionnaire
प्रतिभागियों के लिए प्रश्नावली

CONFIDENTIAL/ गोपनीय **For Research Purpose only / केवल रिसर्च हेतु**

PARTICIPANT CODE
प्रतिभागी कोड

Organisation fills in *(before questionnaire is administered)*:
संस्था द्वारा भरा जाए

Area/Site Name: _____
क्षेत्र/कार्यस्थल का नाम:

Questionnaire Administrator fills in *(when questionnaire is administered)*:
प्रश्नावली व्यवस्थापक द्वारा भरा जाए

Questionnaire Administrator's Name: _____
प्रश्नावली व्यवस्थापक का नाम:

Date: _____ / _____ / _____
तिथि:

How was this questionnaire filled in? (Please check the box next to the most correct answer – choose one response only)
यह प्रश्नावली किस प्रकार भरी गई है? (नीचे दिए गए बॉक्स पर सबसे सही उत्तर पर निशान लगाएं- केवल एक प्रतिक्रिया चुनें)

☐ Self-administered / **स्वयं भरा है**

☐ Interviewed / **इंटरव्यू लिया गया**

☐ With assistance in a group / **समूह में किसी की सहायता से**



Hello! Thank you for filling out this questionnaire! This is not a test, but it helps us to understand your experiences. Please be honest and ask questions if you have any!

हेलो! इस प्रश्नावली को भरने के लिए धन्यवाद!

यह कोई परीक्षा नहीं है, बल्कि आपके अनुभवों को समझने की कोशिश है। इसलिए, यदि आप कोई प्रश्न करना चाहते हैं तो कृपया बेझिझक/इमानदारी से कर सकते हैं।

Section 1. Early Marriage and Pregnancy
खंड 1. प्रारंभिक विवाह और गर्भावस्था

Please indicate to what extent you agree or disagree with each statement
कृपया बताएं कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत 😕	*Strongly Disagree* पूर्ण असहमत ☹
M1)	I have a voice in important decisions that impact my life. मेरे जीवन को प्रभावी करने वाले महत्वपूर्ण निर्णय के लिए मेरे पास आवाज़ है।					
F2)	I feel confident to say no to unwanted touching or sexual activity. अवांछित स्पर्श या यौन गतिविधि के लिए मुझे ना कहने में आत्मविश्वास महसूस होता है					
M2)	I am confident that I will be able to decide when (at what age) I get married. मुझे विश्वास है कि मैं कब (किस उम्र में) शादी करूंगी, यह तय कर सकूंगी।					
M3)	I am able (or will be able) to earn money to support myself. मै खुद अपने निर्वाह के लिए पैसा कमाने में सक्षम हूँ (या सक्षम हो जाउगी।)					
F3)	Women should have full control over how many children they have and the spacing of those children. महिलाओं को इस बात पर पूरा नियंत्रण होना चाहिए कि वे कितने बच्चे चाहती हैं और उन बच्चों के बीच कितना अंतर है।					



Hello! Thank you for filling out this questionnaire! This is not a test, but it helps us to understand your experiences. Please be honest and ask questions if you have any!

हेलो! इस प्रश्नावली को भरने के लिए धन्यवाद!

यह कोई परीक्षा नहीं है, बल्कि आपके अनुभवों को समझने की कोशिश है। इसलिए, यदि आप कोई प्रश्न करना चाहते हैं तो कृपया बेझिझक/इमानदारी से कर सकते हैं।

Section 2. Education
खंड २. शिक्षा

Please indicate to what extent you agree or disagree with each statement
कृपया बताएं कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत	Agree सहमत	No Opinions कोई राय नहीं	Disagree असहमत	Strongly Disagree पूर्ण असहमत
E1)	I want to complete my secondary education. **मैं अपनी माध्यमिक शिक्षा पूरी करना चाहता हूं।**					
E2)	I am confident that I will be able to complete my secondary education. **मुझे विश्वास है कि मैं अपनी माध्यमिक शिक्षा पूरी करने में सक्षम हो जाऊँगा।**					
E3)	I want to continue my further education (after secondary). **मैं अपनी आगे की शिक्षा (माध्यमिक के बाद) जारी रखना चाहती हूं।**					
E4)	Sisters should have the same opportunity as brothers to finish their education. **बहनों को भी भाइयों के समान ही अपनी शिक्षा पूरी करने का अवसर मिलना चाहिए।**					
E5)	I feel confident discussing completing my education with my parents. **मुझे अपने माता-पिता के साथ अपनी शिक्षा पूरी करने के बारे में चर्चा करने में आत्मविश्वास महसूस होता है।**					

Please indicate to what extent you agree or disagree with each statement
कृपया बतायें कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	Agree सहमत 🙂	No Opinions कोई राय नहीं 😐	Disagree असहमत ☹️	Strongly Disagree पूर्ण असहमत ☹️
E6)	Since participating in the Young People's Initiative (YPI), I think my academic performance has improved. गोल प्रोग्राम में भाग लेने के बाद से, मुझे लगता है कि मेरे शैक्षणिक प्रदर्शन में सुधार हुआ है।					
E7)	Since participating in the Young People's Initiative (YPI), I am more likely to complete secondary education. गोल प्रोग्राम में भाग लेने के बाद से, मेरी माध्यमिक शिक्षा पूरी होने की अधिक संभावना है।					
E8)	Since participating in the Young People's Initiative (YPI), I am more likely to go for further education (after secondary). गोल प्रोग्राम में भाग लेने के बाद से, मेरी आगे की शिक्षा (माध्यमिक के बाद) जारी रखने की अधिक संभावना है।					

Section 3. Leadership
खंड ३. नेतृत्व

L1)	Have you had a leadership position in the last 6 months? क्या आपने पिछले 6 महीनों में नेतृत्व की स्थिति हासिल की है? Examples of leadership positions include taking responsibility for an activity or event within your school, church, mosque, temple, or community; leading a sports activity, or other similar positions. नेतृत्व के पदों के उदाहरणों में आपके स्कूल, चर्च, मस्जिद, मंदिर, या समुदाय के भीतर किसी गतिविधि या घटना की ज़िम्मेदारी लेना शामिल है; एक खेल गतिविधि, या अन्य समान पदों का नेतृत्व करना।	No	Yes L1.a) If you answered yes, what type of leadership position have you had? यदि आपने हां में उत्तर दिया है, तो आपके पास किस प्रकार का नेतृत्व पद था/ हैं? _____ _____ _____ _____ _____ _____ _____ _____

Please indicate to what extent you agree or disagree with each statement
कृपया बतायें कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत ☹	*Strongly Disagree* पूर्ण असहमत ☹
L2)	I am afraid of being in new situations. मैं नई स्थितियों में होने से डरती हूं।					
L3)	I believe that my actions inspire and influence people around me. मेरा मानना है कि मेरे कार्य मेरे आसपास के लोगों को प्रेरित और प्रभावित करते हैं।					
L4)	I give my opinion if I am engaged in a discussion with a group of my peers. मैं अपने साथियों के समूह के साथ चर्चा में शामिल होती हूँ तो मैं अपनी राय देती हूँ।					
L5)	I give my opinion if I am engaged in a discussion with a group of people older than me or more senior than I am. मैं अपने से बड़े या अपने से अधिक वरिष्ठ लोगों के समूह के साथ चर्चा में शामिल होती हूँ तो मैं अपनी राय देती हूँ।					
L6)	My family and community are interested in what I have to say. मेरा परिवार और समुदाय मेरी बातों में रुचि रखते हैं।					
L7)	I have a future vision for myself and I work towards my personal goals. मेरे पास अपने लिए एक भविष्य का विजन है और मैं अपने व्यक्तिगत लक्ष्यों के लिए काम करती हूं।					

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
L8)	During the Young People's Initiative (YPI), did you learn anything new about how to be a leader? गोल प्रोग्राम के दौरन, क्या आपने लीडर बनने के बारे में कुछ नया सीखा?			

Section 4. Family
खंड ४. परिवार

Please indicate to what extent you agree or disagree with each statement
कृपया बताएं कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत ☹️	*Strongly Disagree* पूर्ण असहमत ☹️
C1)	My parents want me to get married before I turn 18. मेरे माता-पिता चाहते हैं कि मेरी शादी 18 साल से पहले हो जाए।					
C2)	My parents encourage me to complete my secondary education. मेरे माता-पिता मुझे अपनी आगे की शिक्षा (माध्यमिक के बाद) पूरी करने के लिए प्रोत्साहित करते हैं।					
C3)	My parents encourage me to move on to further education (after secondary). मेरे माता-पिता मुझे आगे की शिक्षा (माध्यमिक के बाद) के लिए प्रोत्साहित करते हैं।					

Section 5. Self-Esteem and Confidence
खंड ५. आत्मसम्मान और आत्मविश्वास

Please indicate to what extent you agree or disagree with each statement
कृपया बतायें कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत 🙁	*Strongly Disagree* पूर्ण असहमत ☹
S1)	Overall, I am positive about myself and who I am. कुल मिलाकर, मैं अपने बारे में सकारात्मक हूं और मुझे पता है कि मैं कौन हूं।					
S2)	I have skills and talents that I am proud of. मेरे पास कौशल और प्रतिभा है जिस पर मुझे गर्व है।					
S3)	I feel that I'm a person of worth, at least on an equal level to others. मुझे लगता है कि मैं एक योग्य व्यक्ति हूं, कम से कम दूसरों के समान स्तर पर।					
S4)	People I know are interested in what I have to say. जिन लोगों को मैं जानती हूं, वे मेरी बातों में रुचि रखते हैं।					
S5)	When I make a mistake, I admit it and take action to fix it. जब मैं कोई गलती करती हूं, तो मैं उसे स्वीकार करती हूं और उसे ठीक करने के लिए कदम उठाती हूं।					
S6)	If I don't know the answer to something I ask others for help. अगर मुझे किसी बात का जवाब नहीं पता होता है तो मैं दूसरों से मदद मांगती हूं।					

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत 🙁	*Strongly Disagree* पूर्ण असहमत ☹
S7)	I try to find solutions to challenging problems. मैं चुनौतीपूर्ण समस्याओं का समाधान खोजने की कोशिश करती हूं।					
S8)	If I fail, I do not give but instead try again. यदि मैं असफल होती हूँ तो भी हार नहीं मानती हूँ बल्कि पुनः प्रयास करती हूँ।					
S9)	I am confident to say no to my friends if they ask me to do something I don't want to do. अगर मेरे दोस्त मुझसे कुछ ऐसा करने के लिए कहते हैं जो मैं नहीं करना चाहती, तो मैं उन्हें मना करने के लिए आश्वस्त हूं।					

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत 🙁	*Strongly Disagree* पूर्ण असहमत ☹
P1)	I feel fit and strong. मैं फिट और मजबूत महसूस कर रही हूं।					
P2)	I feel confident to play sport when others are watching. जब दूसरे देख रहे हों तो मुझे खेल खेलने में आत्मविश्वास महसूस होता है।					
P3)	Playing sport brings me joy. खेल खेलने से मुझे खुशी मिलती है					

Section 6. My Rights
खंड ६. मेरे अधिकार

Please indicate to what extent you agree or disagree with each statement
कृपया बतायें कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत ☹️	*Strongly Disagree* पूर्ण असहमत ☹️
R1)	Girls and boys should be treated equally in the school, family, and community. **स्कूल, परिवार और समुदाय में लड़कियों और लड़कों के साथ समान व्यवहार किया जाना चाहिए।**					
R2)	Adults have the right to insult you and call you names. **बड़ों (वयस्कों) को आपका अपमान करने और आपको (अपमानजनक/गचढ़ाने) वाला नाम देने का अगिकार है।**					
R3)	Girls and boys should have the same economic opportunities. **लड़कियों और लड़कों को समान आर्थिक अवसर मिलने चाहिए।**					
R4)	Women and men should be equally represented in the local government and national parliament. **स्थानीय सरकार और राष्ट्रीय संसद में महिलाओं और पुरुषों का समान प्रतिनिधित्व होना चाहिए।**					

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
R5)	Verbal insults, humiliation, and threats are forms of violence. **मौखिक अपमान, अपमान और धमकी हिंसा के रूप हैं।**			
R6)	I have the right to feel safe when using public transport. **सार्वजनिक परिवहन का उपयोग करते समय मुझे सुरक्षित महसूस करने का अधिकार है।**			

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
R7)	It is sometimes the girl's fault if a male pupil or teacher sexually harasses her. कभी-कभी यह लड़की की गलती होती है कि कोई पुरुष छात्र या शिक्षक उसका यौन उत्पीड़न करता है।	☐	☐	☐
	A boy has the right to beat his girlfriend if: एक लड़के को अपनी प्रेमिका को पीटने का अधिकार है अगर:			
R8)	... she disagrees with him ... वह उससे असहमत है	☐	☐	☐
R9)	... she refuses to have sex. ... वह सेक्स करने से इंकार करती है	☐	☐	☐
R10)	... she goes out without telling him. ... वह उसे बताए बिना बाहर चली जाती है।	☐	☐	☐

		No नहीं	Yes हाँ
F1)	Do you know how to prevent pregnancy? क्या आप जानते हैं कि गर्भधारण को कैसे रोका जा सकता है?	☐	☐ F1.a) If you answered yes, please list one method. यदि आपका उत्तर हां है तो कृपया एक तरीका लिखिए| _____ _____ _____ _____ _____

Please indicate to what extent you agree or disagree with each statement
कृपया बतायें कि आप प्रत्येक कथन से किस हद तक सहमत या असहमत हैं

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत ☹️	*Strongly Disagree* पूर्ण असहमत ☹️
R11)	A woman's role is taking care of her home and family. एक महिला की भूमिका अपने घर और परिवार की देखभाल करना है।	☐	☐	☐	☐	☐

		Strongly Agree पूर्ण सहमत 😀	*Agree* सहमत 🙂	*No Opinions* कोई राय नहीं 😐	*Disagree* असहमत 🙁	*Strongly Disagree* पूर्ण असहमत ☹
R12)	It is best to let men have the final word about decisions in the home. यह सबसे अच्छा होगा कि घर के फैसलों के बारे में पुरुषों को ही अंतिम निर्णय लेने दिया जाए।					
R13)	A woman should always obey her husband. एक महिला को हमेशा अपने पति की बात माननी चाहिए।					
R14)	Changing diapers, giving a bath, and feeding kids is the mother's responsibility. डायपर बदलना, नहलाना और बच्चों को खाना खिलाना मां की जिम्मेदारी होती है।					
R15)	Women should be able to work outside the home after they have children if they want to. महिला बच्चे पैदा करने के बाद घर से बहार काम करने में सक्षम होना चाहिए, अगर वो चाहे तो।					

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
R16)	I know of a place near my home or school where I feel safe. मैं अपने घर या स्कूल के पास एक ऐसी जगह के बारे में जानती हूँ जहाँ मैं सुरक्षित महसूस करती हूँ।			
R17)	I know of a place or person near my home or school where I can discuss my reproductive health. मैं अपने घर या स्कूल के पास किसी ऐसे स्थान या व्यक्ति को जानती हूँ जहाँ मैं अपने प्रजनन स्वास्थ्य के बारे में चर्चा कर सकती हूँ।			
R18)	I know of a place or person near my home or school where I can go to report violence or abuse of a girl or woman. मैं अपने घर या स्कूल के पास किसी ऐसे स्थान या व्यक्ति को जानती हूं जहां मैं जाकर किसी लड़की या महिला के साथ होने वाली हिंसा या दुर्व्यवहार की शिकायत कर सकती हूं।			

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
R19)	I know a place or person in my community where I can find help for personal problems. मैं अपने समुदाय में एक जगह या व्यक्ति को जानती हूं जहां मुझे व्यक्तिगत समस्याओं के लिए मदद मिल सकती है।			
R20)	I have the skills and knowledge to stand up for myself if I feel that my rights are violated. अगर मुझे लगता है कि मेरे अधिकारों का उल्लंघन हुआ है तो मेरे पास खुद के लिए खड़े होने का कौशल और ज्ञान है।			

	Do you agree with the following statements? क्या आप निम्नलिखित कथनों से सहमत हैं?	No नहीं	Yes हाँ	I don't know पता नहीं
R21)	During the Young People's Initiative (YPI), did you learn anything new about different kinds of violence? गोल प्रोग्राम में भाग लेने के बाद से, क्या आपने विभिन्न प्रकार की हिंसा के बारे में कुछ नया सीखा?			

IMPACT REPORT 2025-2026

Maitrayana's Programme

Maitrayana's girls (10 – 17 year programme)

Girls assets are being built: knowledge, attitude, skills, behaviour, confidence, voice and agency to influence decisions in their lives (education, friendships)

Pragati & camps (10- 14 years)
Life skills & netball module (rights, gender, health)

Increased knowledge on menstruation, gender, GBV. Increased confidence through play. Girls stand up for their rights and have future plans (education, career)

Netball clubs (11+ years) (leadership)

Girls enjoy playing, have increased leadership and problem solving skills. They manage their own clubs and are leaders in their communities

Vriddhi (16+ years)
Advanced life skills session
(SRHR, GBV, digital literacy)

Girls know their rights e.g. education, to be safe, SRHR and make decisions about their lives

Maitrayana's young women (18 – 25 year programme)

employability skills, hard skills (English, Computer, Vocational), mentoring, guidance, internship to make decisions about their lives (marriage, career choice, SRHR)

Be Ambitious 2 months programme with young women who are in school/college

Increased aspiration levels as well as an understanding of the skills and qualities that they have/need, the support they need and how to obtain this.

Outreach & goal setting

Young women's future goal and the pathway towards it are visualized. Reality has been checked and strategies to overcome barriers made.

1 week I Am Job Ready module for young women who need immediate jobs

Increased skills to search and apply for jobs and negotiate about this with their families. Increased influence in the family when they contribute to the household with their salaries.

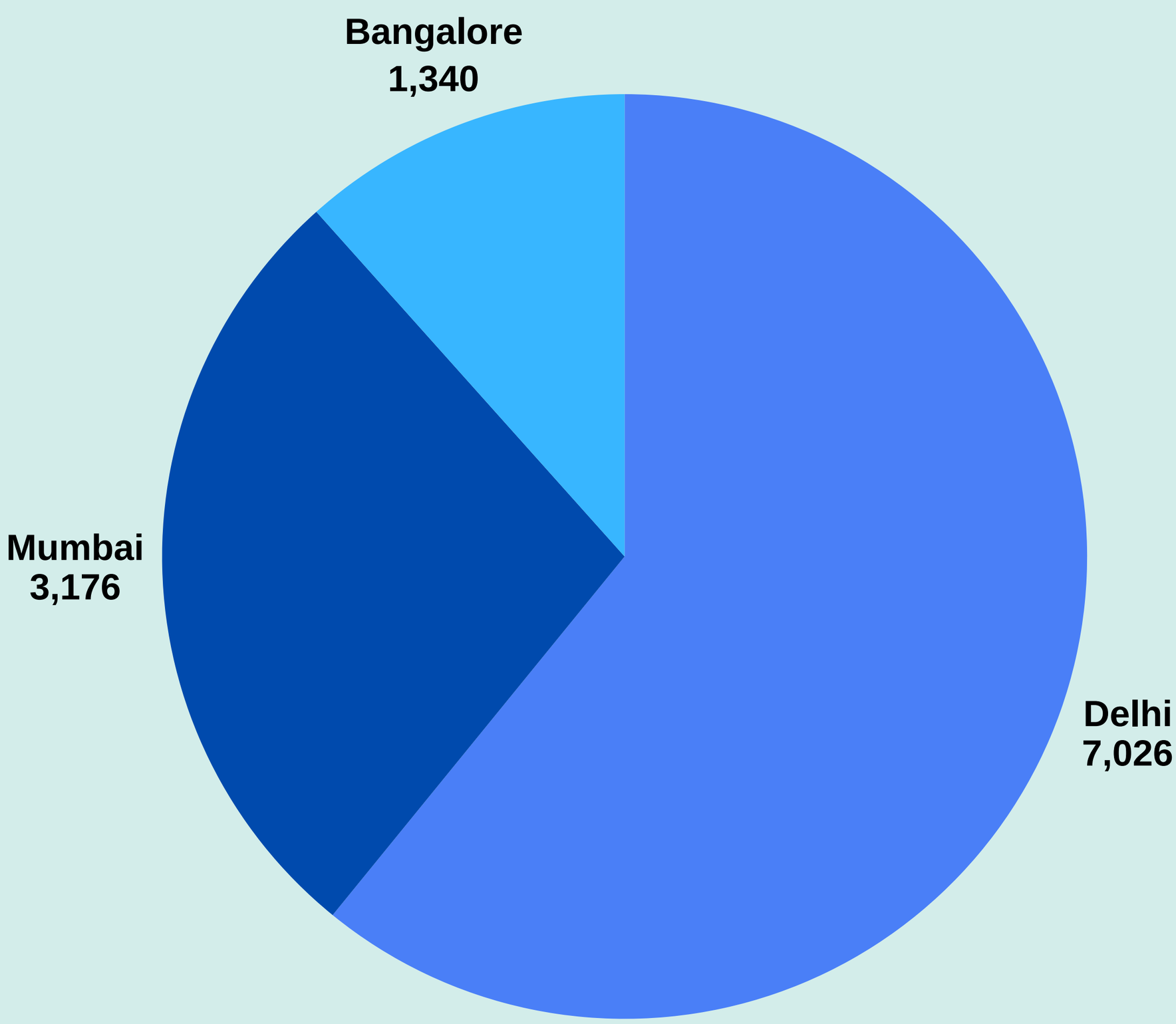
3 to 12 months programme for young women who are studying and want to build skills/their CV

Young women being able to pursue their life goals with 150+ young women having found employment (per 1st November 2024, since 2022) .

YEAR AT A GLANCE 2025-26

Project	Delhi	Mumbai	Bangalore	Numbers
YPI Pragati	3896	2064	631	6591
Camp	1058	270	398	1726
Club	1034	349	308	1691
Vriddhi	191	204	0	395
Be Ambitious	502	208	0	710
EJP	124	38	3	165
IAJR	221	43	0	264
Total	**7026**	**3176**	**1340**	**11542**

Overall



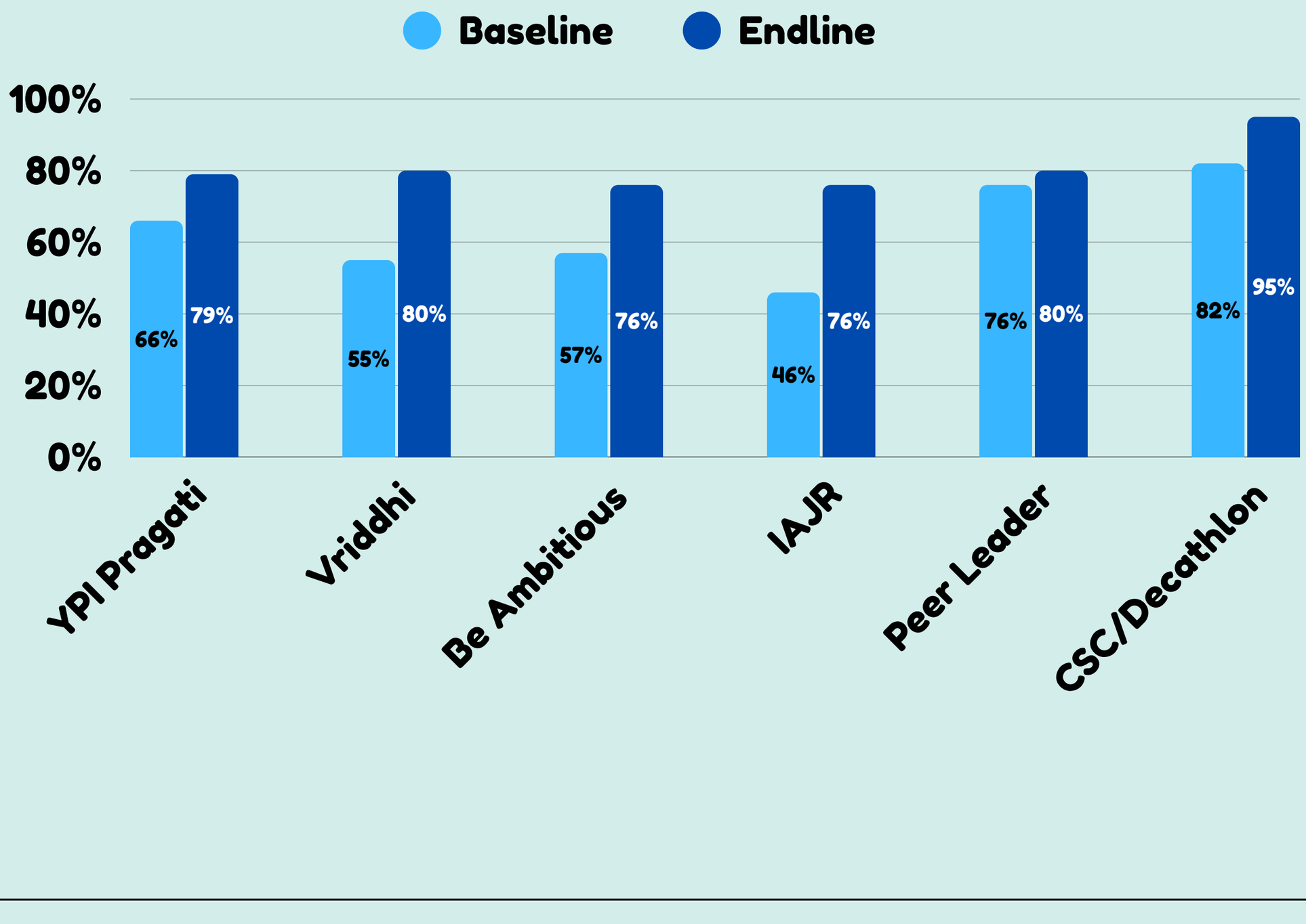
Overview

This Impact Report highlights the work and achievements of Maitrayana during the year 2025–26 and captures the changes experienced by girls and young women who participated in its programmes.

The report covers:

- **Baseline and Endline Data Analysis:** Findings on changes in girls' knowledge, confidence, skills, and experiences across all the programmes.
- **Programme Highlights:** Key activities, milestones, and achievements of the programme during the year.
- **Case Studies:** Individual stories highlighting participants' journeys, challenges, and growth.
- **Participant Testimonials:** Participants' experiences shared about their experiences in the programme and how they have experienced change.
- **Key Learnings:** Reflections on programme implementation, achievements, and areas for improvement to inform future programme design and delivery.

IMPACT OVERVIEW

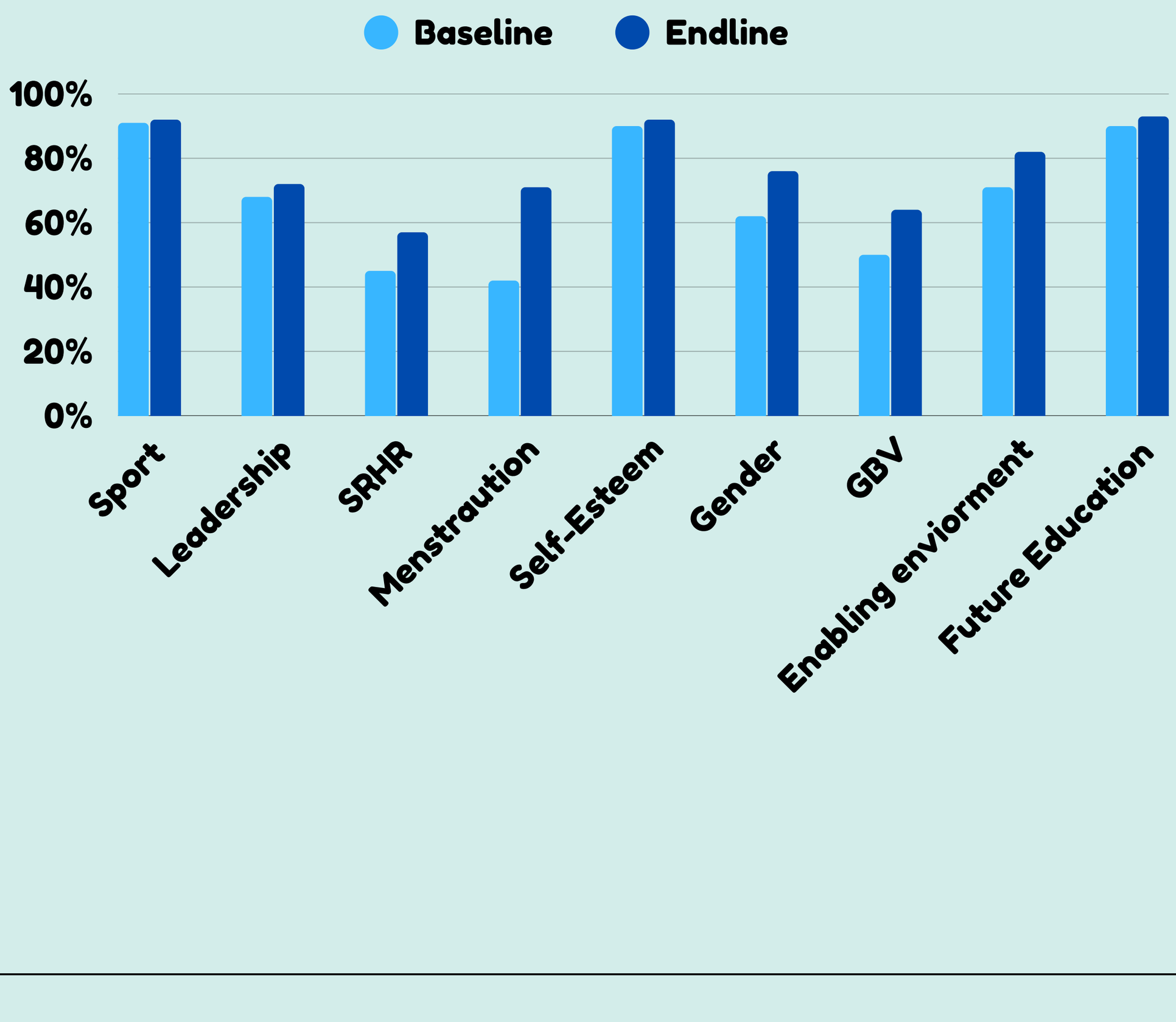


YPI Pragati

Girls enter Maitrayana through the Young People's Initiative Pragati, a netball and life skills curriculum implemented with adolescent girls aged 10 – 14 years in government- and trust-run schools as well as communities. In 54 sessions, girls experience playing sports (often for the first time). They learn life skills such as teamwork through netball and games/discussion. Topics range from communication and peer pressure to body image, menstruation, gender, gender-based violence, and digital) safety, and their rights.

Few highlighted points of Pragati

- **6,585** adolescent girls attended for **27 weeks, twice per week**, life skills and netball sessions.
- Sessions took place at **68 school and community** sites across Delhi, Mumbai and Bengaluru.
- At the end of the programme, **93% of the girls felt fit and strong.**
- **75%** of the girls now have a clear understanding of their right to be safe and of gender-based violence. They know places where they can discuss sensitive issues, reproductive health, personal problems, and report violence.



Be Yourself

At the start of the program, many of the girls have always reached out, doubting themselves for not being able to play or wondering why they want to be part of it. Girls don't understand many behaviours of their freinds which feel pressure. Many girls haven't thought of being part of the decision-making process at home, but by the endline the happily come and say how they started sharing their opinion.

The girls in the program have always been asking questions about whether they would be able to play before they joined the program, and by the end of the program, the girls have been participating in Udaan and enrolling themselves in the Club.

95% of girls feel fit and strong.

94% of the girls find solution to challenging problems.

Girls in the communities were able to communicate their issues to community leaders and could call out behvaiours which is unacceptable for the group.

I want to study further, and I will continue to speak about it with my parents.
-Anjuman Kurla participant.

93% of the girls give their opinion in their peer group and 71% feel confident to share their opinions with adults in a discussion.

87% of the girls feel confident in saying NO to their freinds if they dont want to do something.

By the end of the graduation, girls can identify actions that were put pressure to them and are able to deny.



Be Healthy

Girls have always been shy/hesited about menstruation with their parents; however, the program appears to build their confidence and agency in these conversations. Participants reported feeling more comfortable asking for menstrual products, discussing menstruation openly, and understanding myths around it.

The findings suggest that while communication with parents has always been hesitant, the program has contributed to changing attitudes towards menstruation and building girls' confidence to create conversations with families.

30% to 76% have incrrese in the girls understanding that stess can be one of the reason

30% of the girls only believed that stress could be one of the reasons for the delayed periods, by the endline, it incresed by 46% and also mentioned eating healthy and clean food to maintain cycle. They have also mentioned about not being fit enought forthe water and blood flow.

"I have always thought that periods are something to be ashamed of, but now I know I should be proud of them."

-

50% of the girl used to think that they ar e being punish for being a girl which have now reduced to 10% thinking that.

17% to 50% the change in understanding the process of Ovulation

Even tho, schools have reproduction as a chapter, girls are now aware of the process, and by the endline, girls have mentioned that it is the process of the egg travelling.



Be Empowered

Many girls in the program had limited awareness of their rights related to GBV and often internalized blame when they experienced or witnessed violence. The participants' understanding of their rights, the importance of seeking support, and the responsibility of perpetrators for acts of violence
Why do we always blame the girl and never the person who commits the harm?" Increased awareness of rights can empower girls to challenge harmful norms, reject victim-blaming attitudes, and take steps to protect their safety and well-being.

52% of women disagrees that a woman should always obey thier husband

62% of the girls disagreed that a boy has the right to hit his girlfriend when she disagrees with him.

Girls in the program have felt priveledge to be able to speak up where it is there right to work and have equal opportunities.
“ We want to play on the ground and we will fight for it”
-Aadarsh School participant

99% of the girls believe that they should have equal opportunities as their brothers, and 83% of the girls agree that women should be able to work even after having child.

82% of the girls feel confident to decide at what age they want to get married.

“My parents want me to study and they will ask me for marriage”



Be Money Savvy

By the end of the program, our goal was for every girl to leave with greater confidence in her abilities, a clearer understanding of the career she wants to pursue, and a stronger sense of her dreams, needs, and future goals.
The impact of the program is reflected in the participants' own words;

86% of the girls feel confident in standing up for themselves with the skills and knowledge they have.

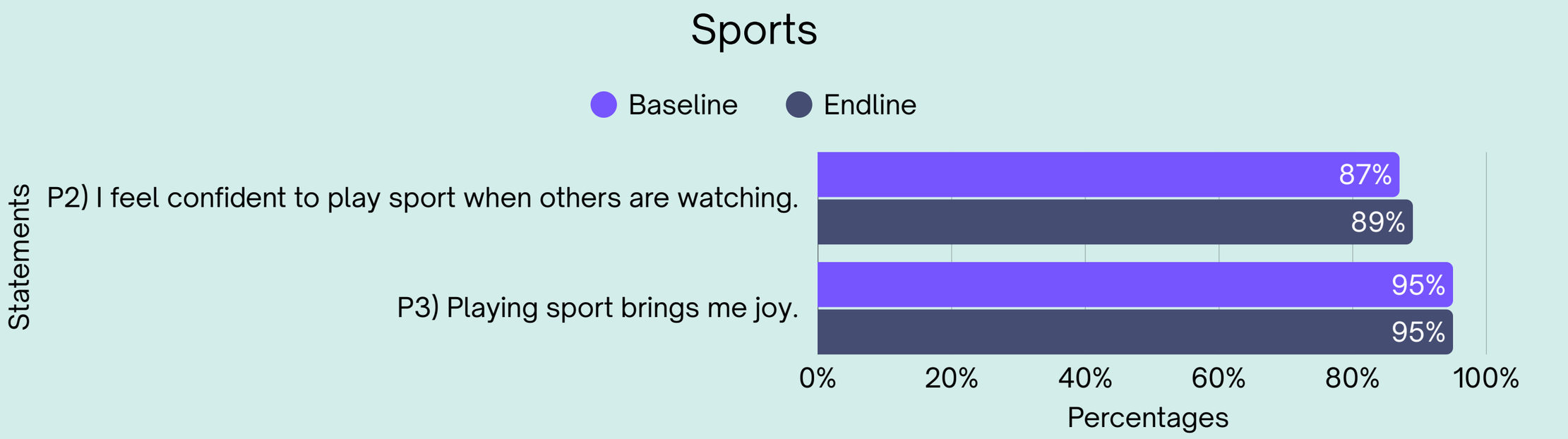
I am sure I have the skills that I want to show to my community and be a role model for them”
- Janhvi Khushuah

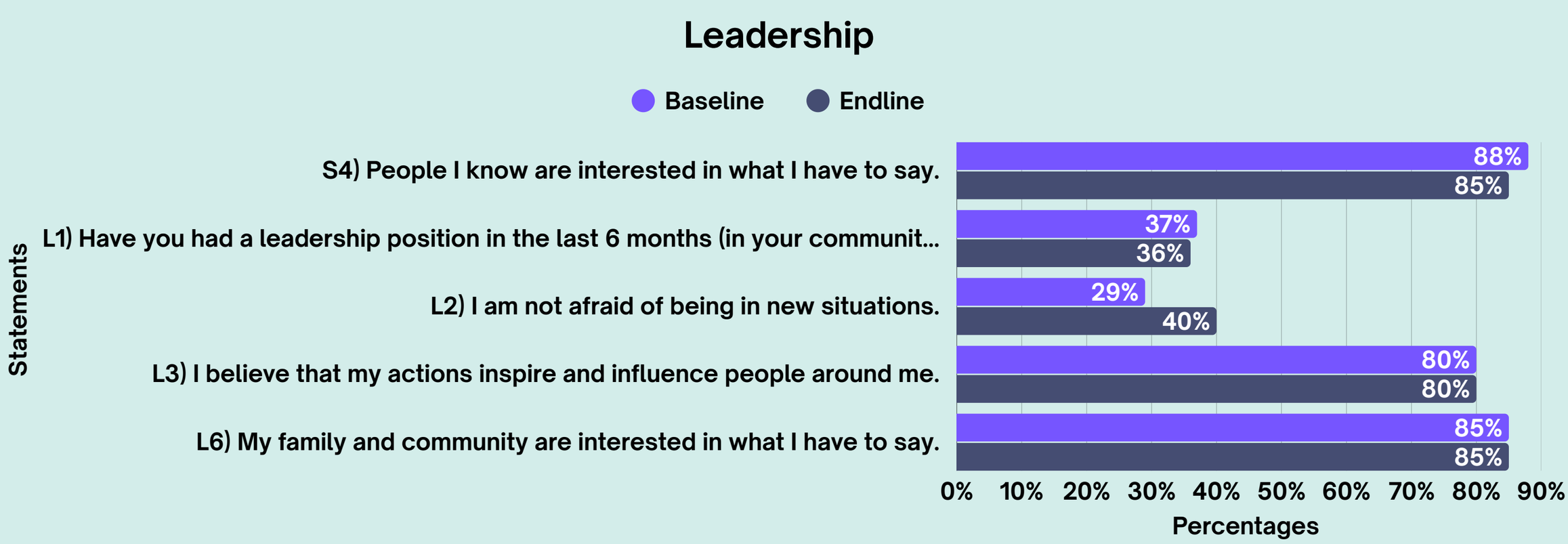
“I want to complete my education and start earning for myself”
- Mehreen

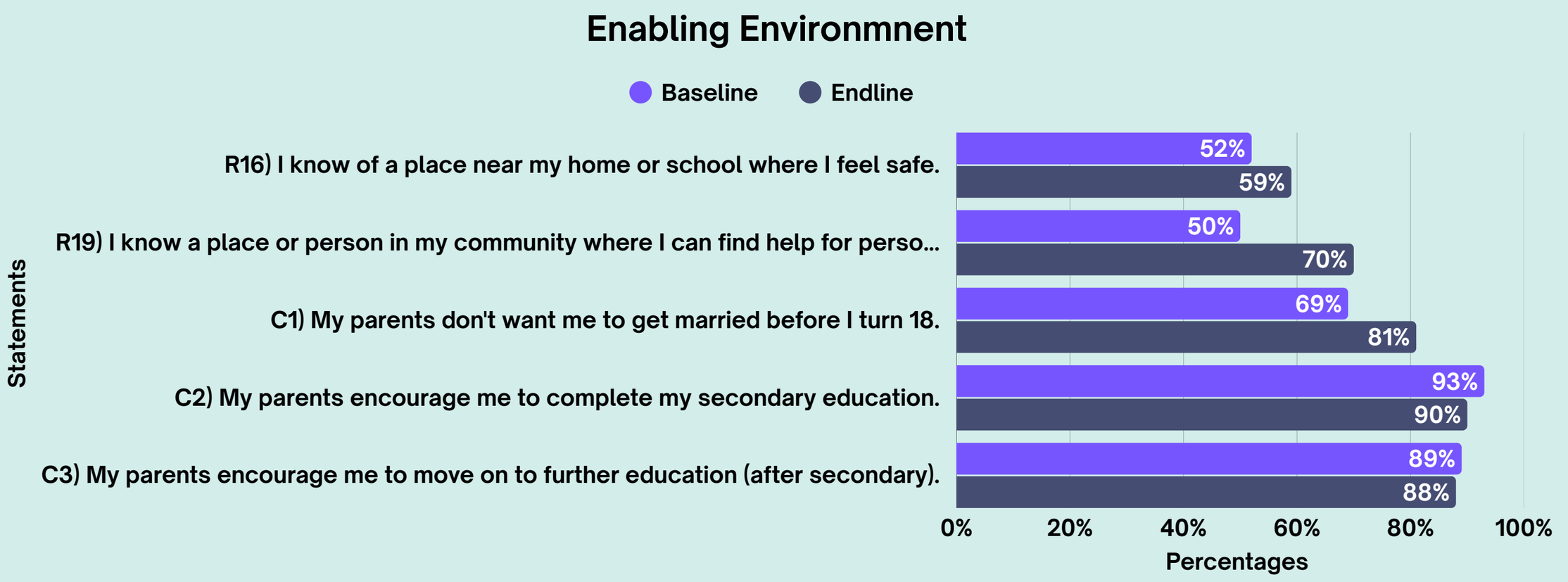
98% of the girls feel confident incompleting their education.



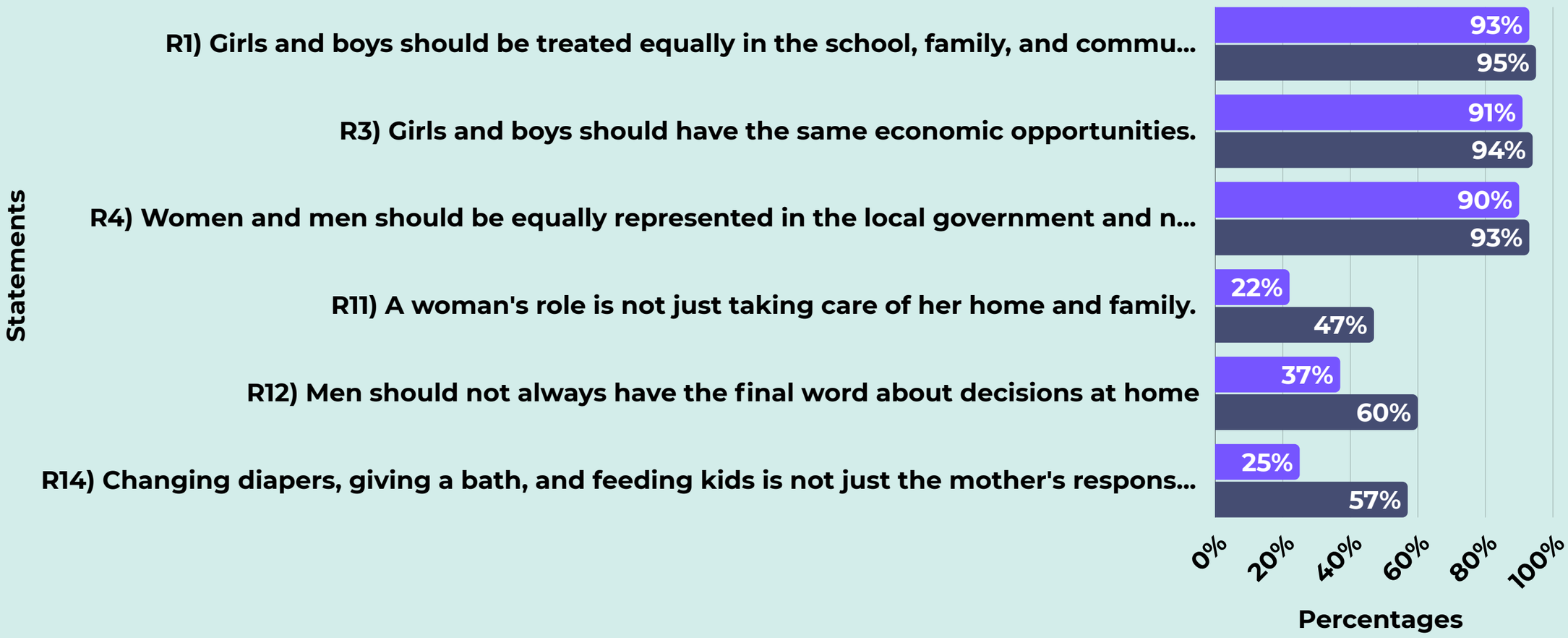
YPI Pragati


Sports
Baseline
Endline
Statements
P2) I feel confident to play sport when others are watching.
P3) Playing sport brings me joy.
87%
89%
95%
95%
0%
20%
40%
60%
80%
100%
Percentages

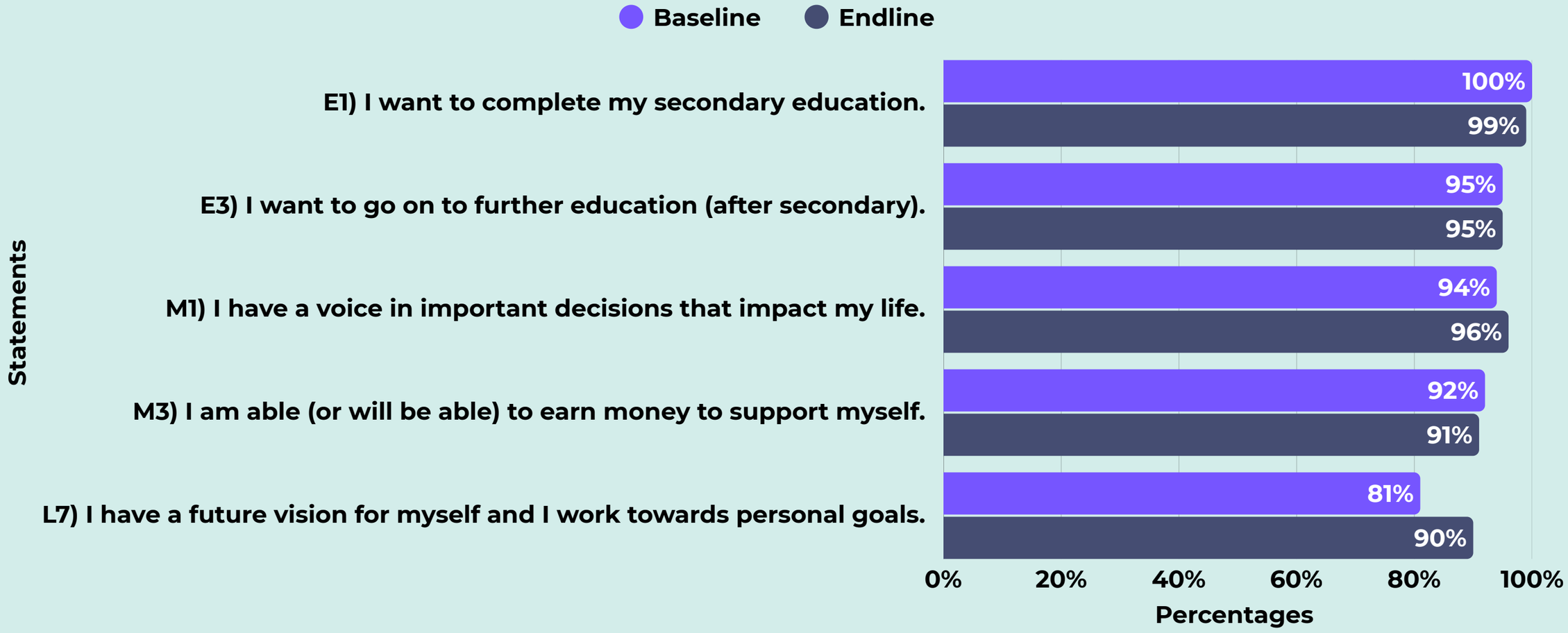

Leadership
Baseline
Endline
Statements
S4) People I know are interested in what I have to say.
L1) Have you had a leadership position in the last 6 months (in your communit...
L2) I am not afraid of being in new situations.
L3) I believe that my actions inspire and influence people around me.
L6) My family and community are interested in what I have to say.
88%
85%
37%
36%
29%
40%
80%
80%
85%
85%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
Percentages


Enabling Environmnent
Baseline
Endline
Statements
R16) I know of a place near my home or school where I feel safe.
R19) I know a place or person in my community where I can find help for perso...
C1) My parents don't want me to get married before I turn 18.
C2) My parents encourage me to complete my secondary education.
C3) My parents encourage me to move on to further education (after secondary).
52%
59%
50%
70%
69%
81%
93%
90%
89%
88%
0%
20%
40%
60%
80%
100%
Percentages

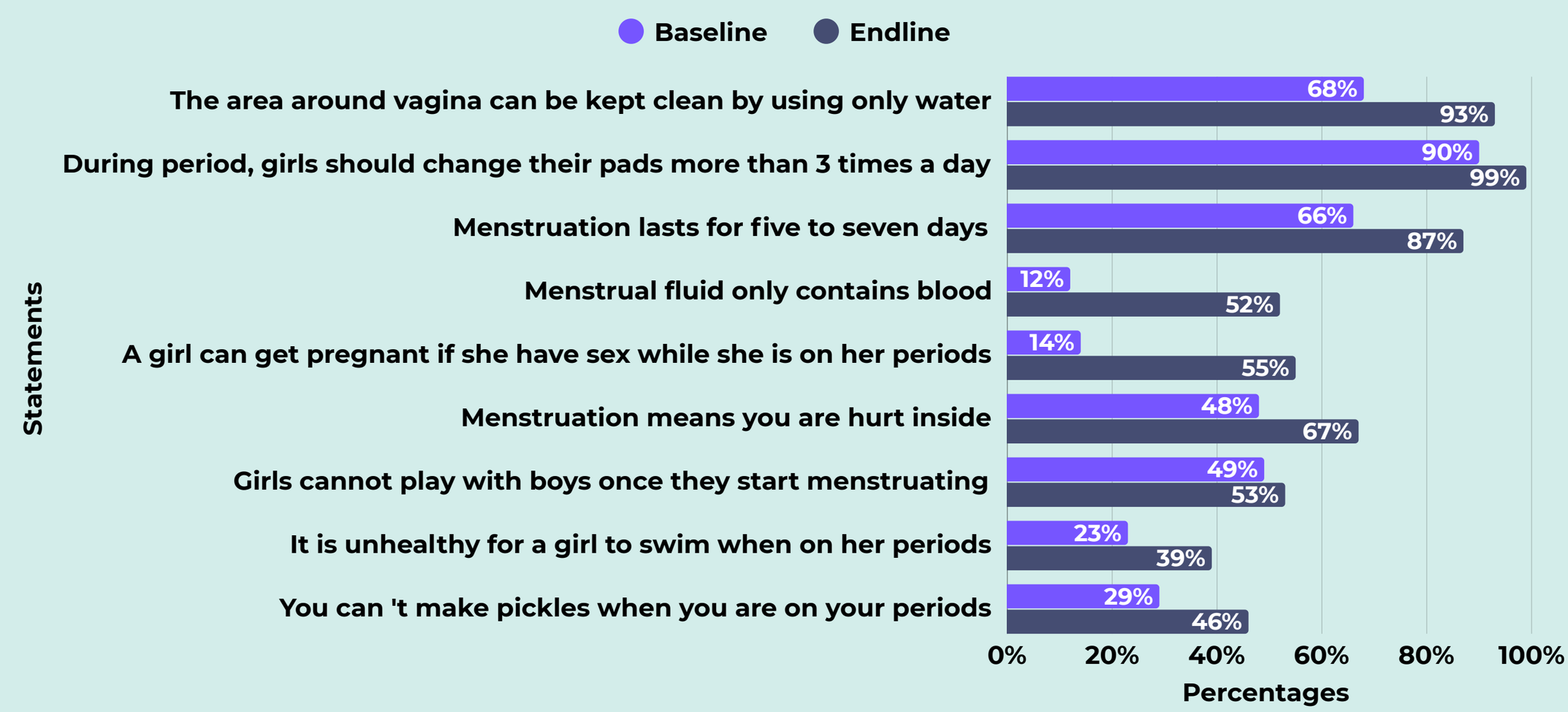
Gender



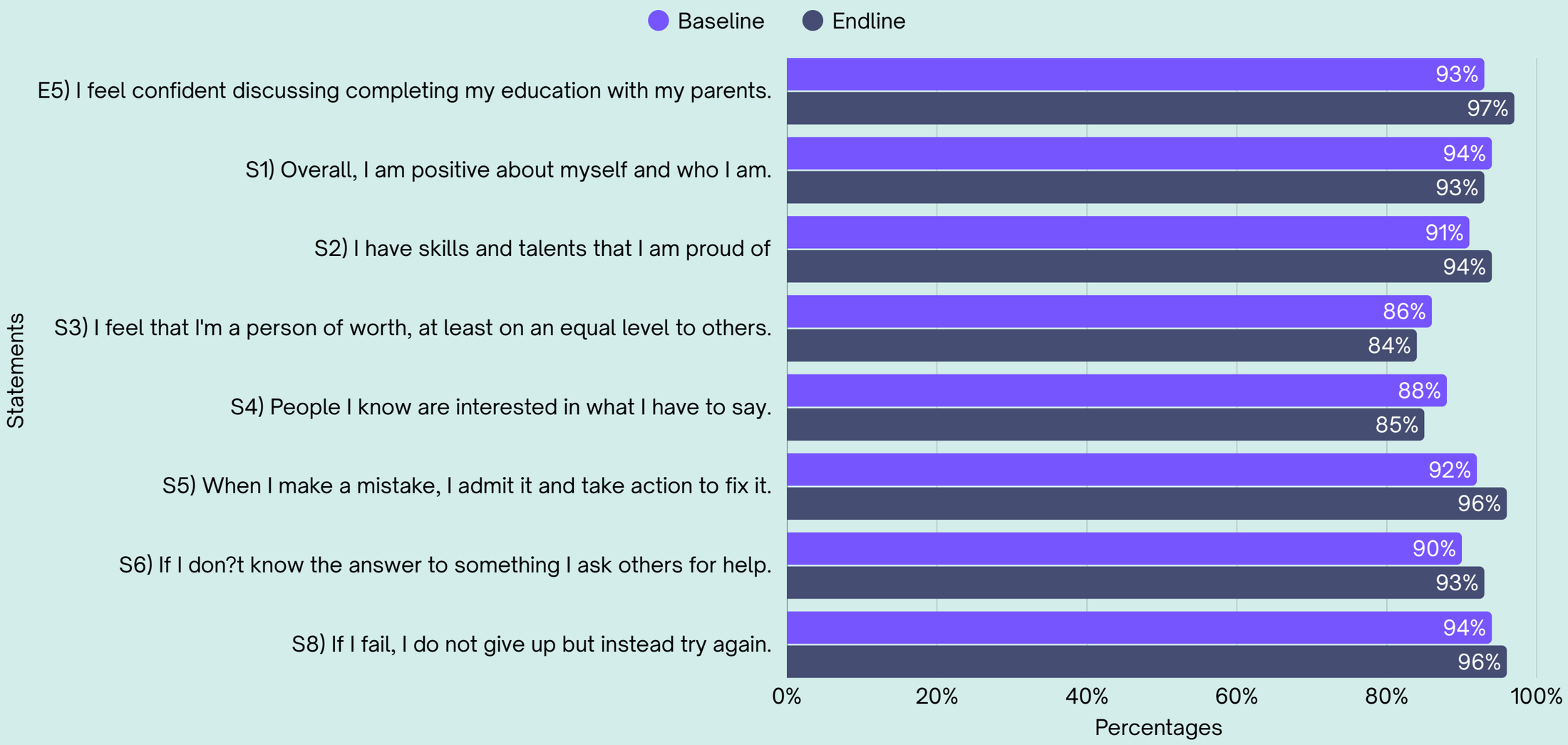
Future Education



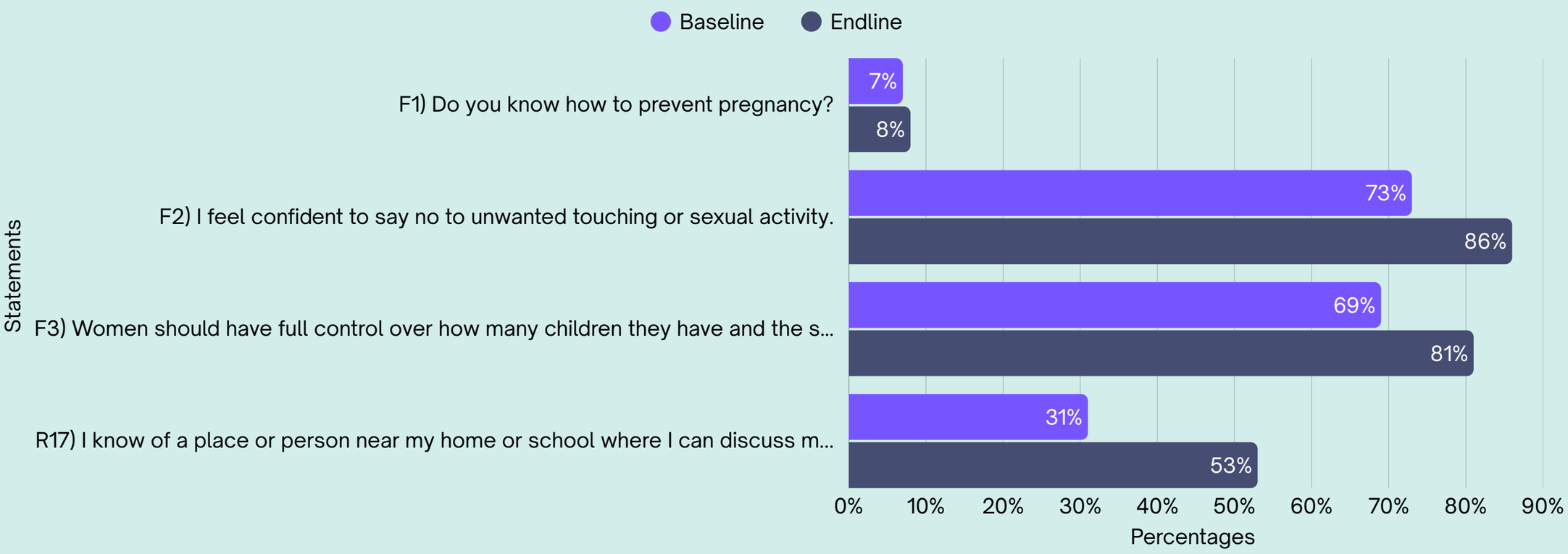
Menstruation



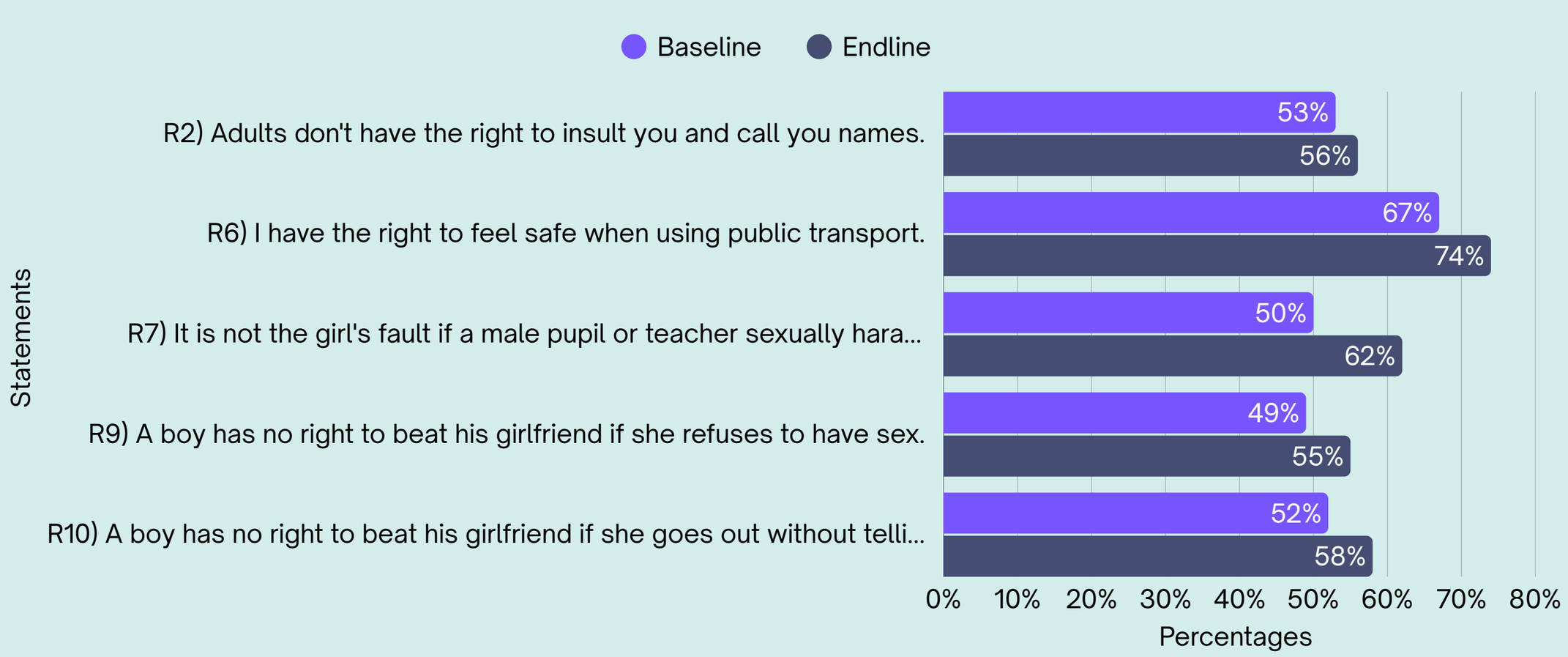
Self Esteem



SRHR



GBV



Case Study

There are many young girls who grow up behind closed doors. For them, play is not within their reach. Their parents think that their daughters would be at risk. Shreya was one of those daughters.

Just five minutes away from her home was a community ground where children ran and played every day. Yet Shreya had never stepped onto it. The thought of going out to play filled her with fear. “What will happen if I go?” was a question she kept asking herself—one shaped by years of being told to stay inside, to be careful, to not take up space.

When Maitrayana coach Babli began scoping the community for programme participants and spoke to Shreya’s parents about the life skills and sports program, her parents, encouraged by the purpose and benefits of the sessions, agreed to let Shreya register. Even then, the decision was not easy. Shreya had never played outdoors before—now she was signing up for netball.

In the first few weeks, fear showed up in every movement. Shreya would not touch the ball. When it came toward her, she stepped back, scared to catch it. Years of hesitation, of being told “don’t”, had settled into her body. With each session, Shreya began to stay a little longer on the ground. She started observing, asking questions, and then—on her own—searching online to understand the rules of the game and how the court is marked.

Now, she volunteers to help make the ground, carefully drawing lines with chalk powder. She takes responsibility for noting down attendance. The same girl who once feared stepping outside now takes ownership of the space.
Shreya has built confidence not just in playing netball, but in herself. From a girl who was afraid of the ball to a player who was selected for Udaan, Maitrayana’s annual closing netball tournament.

-Shreya
Attar Singh, Delhi

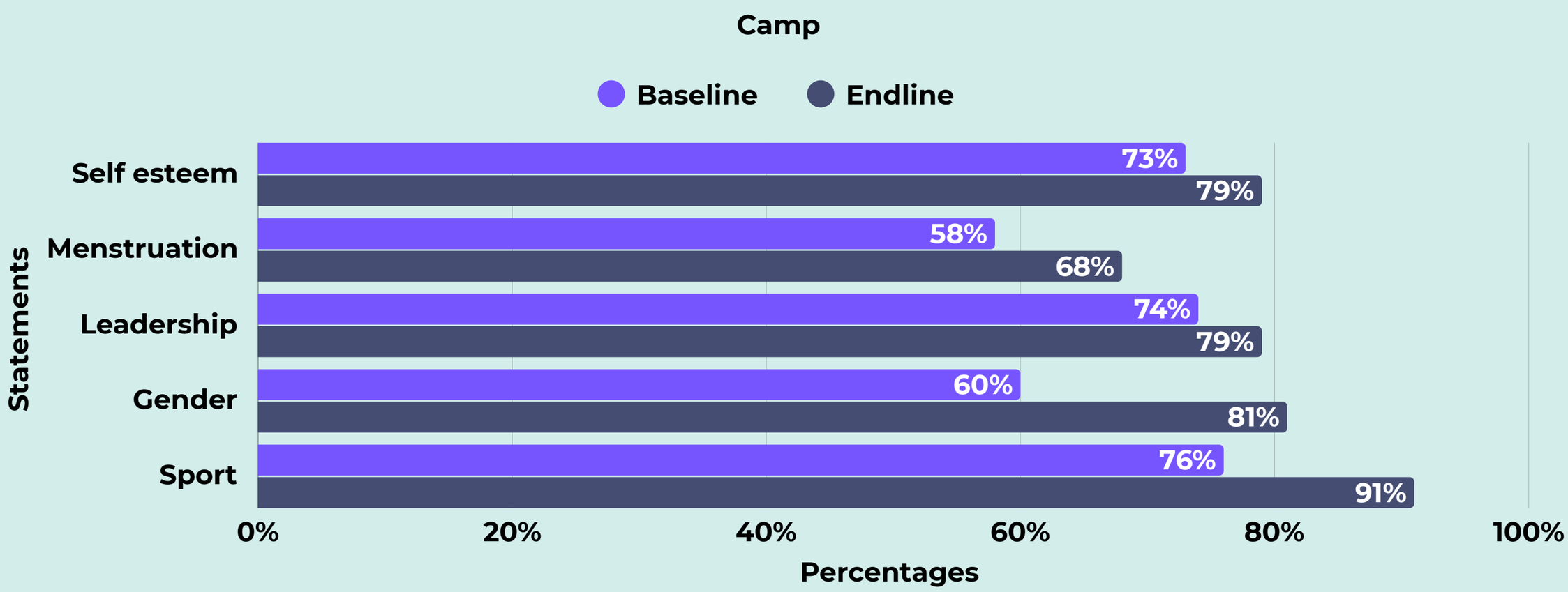


CAMP

The camp modality is implemented where Maitrayana cannot implement YPI Pragati (time, distance) or wants to assess possible partnerships (for future implementation or model sharing). It is a five-day x 4-hour programme where girls participate in five life skills and five netball sessions

Highlighted points for Camp

- **Implementation of camps** with an NGO partner in a difficult-to-reach community.
- At the end of the Camp, **43%** of the girls gained knowledge about **periods and pregnancy.**
- **73%** of the girls feel confident in saying **“No”** to their peers if they don't want to do something.



Gender

- 47%- 71% can now decide at what age they will get married.
- 72% - 91% agree that girls and boys should be given equal opportunities.

Communication

- 78% of the girls have their vision for the future.
- 64%- 78% of the girls believe that they have voice in important decision in their lives.
- 82% give their opinions when in discussion with peers.
- 72% of the girls belive that people are intrested in what they are saying.
- 73% of the girls feel confident in saying “No” to their peers if they dont want to do something.

Sports & Self Esteem

- 91% of the girls enjoyed playing sports.
- 81% of the girls admit mistake if they have made it.
- 84% of the girls try finding solutions to the problems they face and believe they can solve it.

Menstruation

- Only 21% o beleive that they can make pickles during menstruation.
- 43% increase in knowledge, they know they can become pregnant after they get their periods.
- 81% of the girls ensure to maintain hygiene by changing pads thrice a day.

Case Study

Chandni is a camp participant who is going through puberty. Before attending the session, she wanted to know about menstruation, but no one talked about it at home. During the camp, a session on periods was conducted where she got answers to all her questions. She learned about the 28-day cycle, the stages of periods, the age when it usually starts, and also about common myths.

After the session, Chandni shared what she learned with her sister and mother at home.

At first, her mother felt uncomfortable and said such topics should be discussed quietly and questioned why they were taught in school. But Chandni explained calmly that periods are a natural process and that it is important to learn about them.

She also talked about hygiene, like how to stay clean during periods and when to change pads.
Even though it was not easy to talk about this at home, Chandni showed confidence and courage by starting this important conversation with her family.



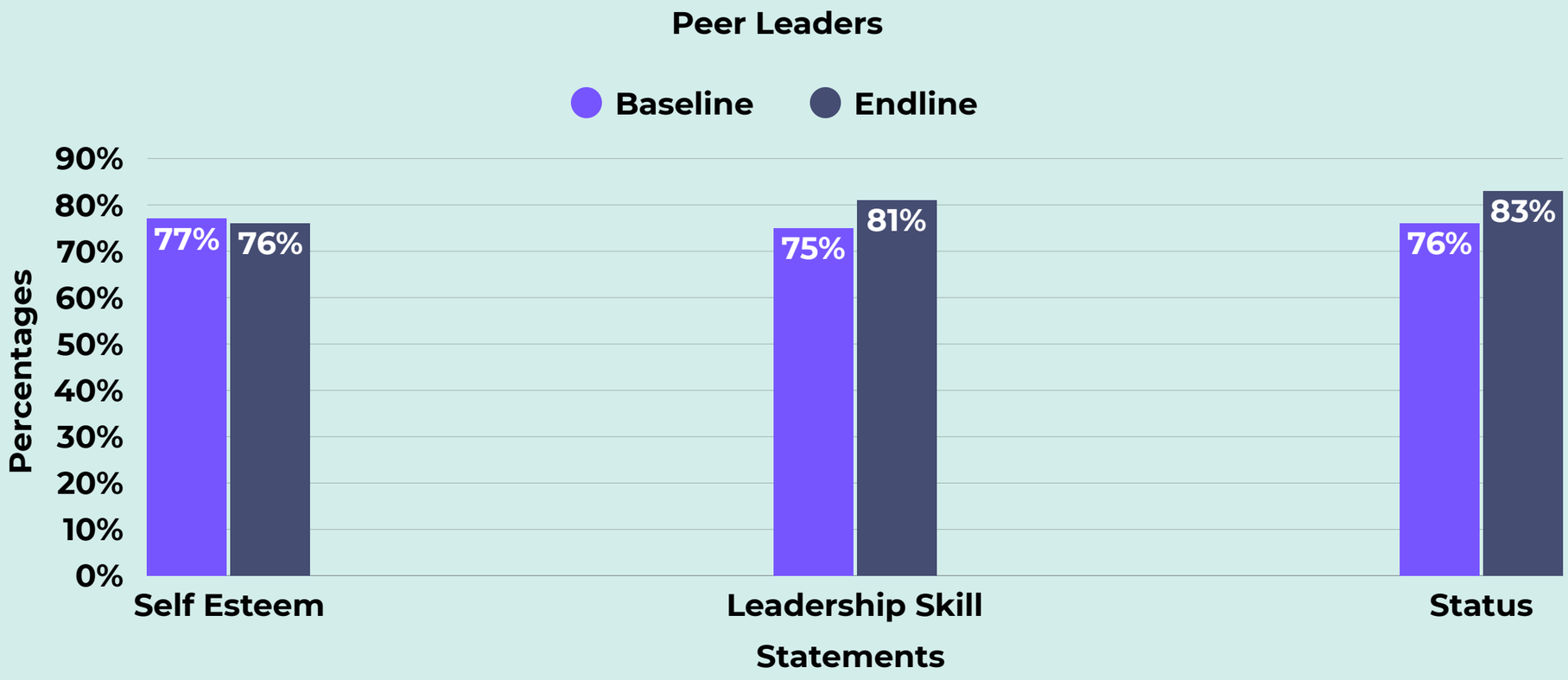
-Chandni
GGSS Tekhand, Delhi

PEER LEADER

Peer leaders are elected by their peers, Pragati participants, and develop their leadership skills by guiding their peers, supporting Maitrayana staff, and executing action projects in their schools/communities.
Peer leaders developed leadership skills while supporting their peers and taking up a change project for which they interacted and negotiated with different stakeholders such as students in their school or youth in their community, teachers, community members, and leaders.

Highlighted points of Peer Leaders:

- **297** peer leaders completed **24 projects** in 31 schools and 8 communities.
- Peer leaders in one of the schools prepared sessions for their peers on **'healthy relationships'.**



City	No .of Peer leader	Most common Action Project	No. of Action project	No .of action project Completed
Delhi	160	Clean Washroom & Clean Drinking water	12 School 6- Communities	16 Completed
Mumbai	105		12 schools 2 Communities	4 Completed
Bangalore	32		7 schools	4 Completed

92% of the parents feel proud of their daughters as being Leaders

"Once a Parent did not send his daughter to school, I talked to him and got him to agree.
."
-

"Will anyone even listen to me?
I am proud to lead the Action project in my school".
-Kirti Mamta

79% of the girls believe that they are Role Model for other girls.

88% of the girls feel confident in sharing their Ideas with Maitrayana Staff.

" I feel I can support Maitrayana staff in the program by learning quickly, cooperating, and sharing new ideas
".
-

" If any class is playing, then we will tell them that this is our sports period. We can use half a half-court
".
-

79% to 90% of thr girls felt more confident in speaking with other if they are using their field.



CHALLENGES

- Schools have been slow to recognize issues in providing clean and safe washroom facilities and vending machines, and they are still having conversations with stakeholders to finish it.
- There are still challenges in the communities where girls requested street lights; it is still in process and in conversation with community leaders.

Case Study

Before joining the program, Kirti lived inside her own shell. Even for something as basic as asking for a clean, hygienic washroom, something everyone deserves, she hesitated. She would tell herself, “This is not something I should complain about,” and continued using the washroom as it was.The program became her turning point. She slowly started understanding her rights and discovered healthier, clearer ways to express her needs. She realised that speaking up is not something to feel afraid of — it is her right.
When Kirti was elected as a Peer Leader and shared the news with her parents, they were proud. But for Kirti, the first few days were overwhelming. She carried the same question many girls silently hold within themselves: “Will anyone even listen to me?” She shared how she had tried earlier to take up leadership roles — class representative, sports captain — but those chances always went to someone else.

For Kirti, receiving this opportunity felt new and meaningful. Wearing the Peer Leader T-shirt was not just a role; it symbolised responsibility, trust, and belief in the change that young girls can bring through collective leadership.
As Peer Leaders, the girls discussed issues in their school and community and explored solutions together with teachers and stakeholders. That’s when they realised something important: asking for a clean washroom is not a complaint — it is a basic right and a necessary part of a healthy school environment.

Together with her fellow Peer Leaders, Kirti selected Washroom Cleanliness as their Action Project. It was an issue that had been ignored for long time, not only in her school but in many schools where the program runs. Unclean toilets, broken taps, and lack of basic facilities were recurring concerns raised by girls across locations.
Kirti initiated a conversation with her class teacher, who appreciated the concern. The teacher suggested they begin working on the project after the school exams to ensure studies were not disturbed. Once exams were over, Kirti and her team met the school sweeper to understand the root causes of the issue. They learned that younger students lacked awareness about cleanliness, while older students were often careless despite knowing better. With support from the school principal and teachers;

Kirti’s team designed an awareness campaign. They went from classroom to classroom, speaking to students about cleanliness, hygiene, shared responsibility, and how everyone could contribute to maintaining the washrooms properly. Their confidence grew with each session as they saw students listening, responding, and promising to do better.



-Kirti Mamta
Harkesh Nagar, Delhi

Case Study

Jivika often got irritated easily, avoided conversations, and didn't like interacting with classmates. Though she had been a monitor the previous year, she lost that role because of her harsh behaviour—using rude words, labelling her classmates, and escalating even minor issues by going straight to the principal.

In her own words, she felt, "I used to think complaining was the only way to solve anything."

After the Labeling session. For the first time, Jivika paused and saw the impact of her behaviour from her classmates' perspective. She realised that her words weren't just "jokes" or "reactions"—they were hurting people and isolating her further. After that session, she consciously started speaking respectfully and made an effort to stop labelling others.

Her coach noticed the change immediately.

"Earlier, she would take decisions alone and finish tasks by herself. Now she discusses ideas with her group, takes opinions, and completes work as a team."During a match, she gathered her entire team, planned together, and ensured every player—especially those who rarely got an opportunity—had a chance to play. In her class, a girl hit another. The old Jivika would have rushed to the principal. But this time, she calmly spoke to both girls, heard their sides, and resolved the conflict by herself. From a habitual complainer, she had begun growing into a problem solver.

Her school teacher shared:

"Earlier we received many complaints about Jivika. She roamed outside during lectures, used rude language, and couldn't communicate properly. But now, her behaviour and body language have completely changed. She speaks respectfully, and for months we haven't received a single complaint.

At home, her elder sister was struggling to choose between becoming a Chartered Accountant or pursuing medical studies. Using what she learned in the Decision-Making session, Jivika sat with her, discussed pros and cons, and helped her think through her options. She conducted the same activity with her sister that she herself had learned in class—and together, they reached a decision."I realised that if I don't give respect to others, then they won't respect me either".

-Jivika Subodh Omale
-Ahilya School



Club

Participants who have graduated from Pragati and want to continue playing netball can do so in Maitrayana's girls-led netball clubs. The players elect their own representatives such as coaches, club leaders/representatives, league organisers, umpires, first raiders, ground and equipment keepers. These are trained by Maitrayana staff to ensure that girls can continue playing and developing their netball skills further and that the leaders can grow further in their roles. They organise netball practices and their own leagues.

Highlighted points for Clubs:

- **1,691** girls played **twice per week** in their schools or communities.
- More **leadership opportunities** for club leaders in Maitrayana's programmes and more club leaders/players continuing their leadership pathways as **Community Sports Coaches** in the programme.
- More **partnerships** leading to exposure trips and donations of shoes to play.

City	No of clubs	Club Leaders	Types of leaders across cities	No of matches played
Delhi	11	160	2- Representatives 2- First Aids 2-Coaches 4-Referee 4-League organizer 4-Ground & equipment	6 central matches Each girl played 10 times.
Mumbai	7	126		6 Round Up Semi Final Final
Bangalore	2	36		3 Rounds

93% of the leaders feel confident in speaking to their parents for playing netball.

"We tell them (parents) that a lot of girls play in the club. We tell them to come to the ground and enroll their daughters in the club".
-Banjara Club leader

"If I don't play, the club can be closed. If we play, then others will see and say, Let's play"

57% to 87% of ideas were implemented, and problems were solved in the club.

57% to 91% of leaders can go on the field without fear.

"If I don't play, the club can be closed. If we play, then others will see and say, let's play"

86% of the leaders feel the Club has helped them to improve skills

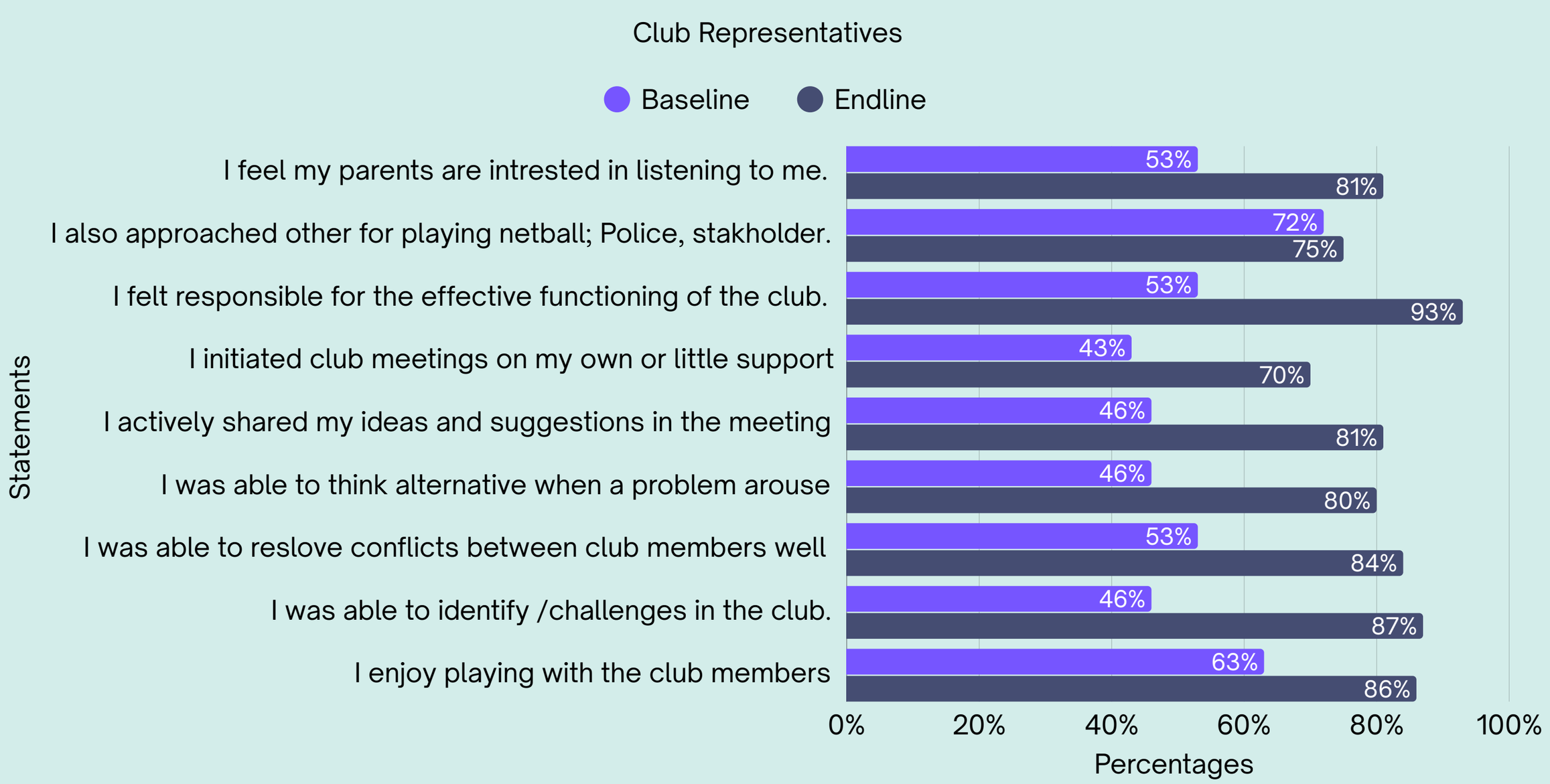
Even if we lose, our parents support us. They feel proud of us.

Participants said that they are now able to contribute by giving their opinions, resolving conflicts (like when 'bad words' are being used or mistakes made during matches)

48% to 79%, leaders are confident in speaking to other girls parent for sports, their right to play and gender.

91% of the leaders feel confident in their ability to make decisions for the club.

"Everyone has responsibilities such as ground marking, warm-ups, equipment handling, refereeing, and league match planning".



Only the data of the Mumbai and Bangalore Club representative

Case Study

Vaishali, our club leader who manages the club along with leaders, vividly remembers how she was during her school days. She often experienced stage fear and felt anxious speaking to new people. She also believed that sports were meant only for boys because they were stronger and more capable.

Her perspective began to change when a school teacher encouraged her to participate in sports activities. Hesitant at first, Vaishali joined, but what truly transformed her was the moment her team was selected for the DSO match. Not only did her team win the competition, but their achievement was also featured in the newspaper. This recognition and success made her reconsider her earlier beliefs and inspired her to explore sports further.

Looking back, Vaishali reflects on how fearful she once was of participating in activities. Today, she actively takes part in competitions and extracurricular activities

Her cousins even remarked that they had never seen Vaishali so confident and engaged in sports.

Initially, she had believed that sports were only for boys, but over time, she developed a a sense of her right to play and participate fully. Now, Vaishali feels confident in her abilities and responsibilities. She embraces her role in the club, strives to perform well, and takes ownership of her tasks.

Her passion for sports, especially netball, continues to grow, and she is determined to pursue it further.



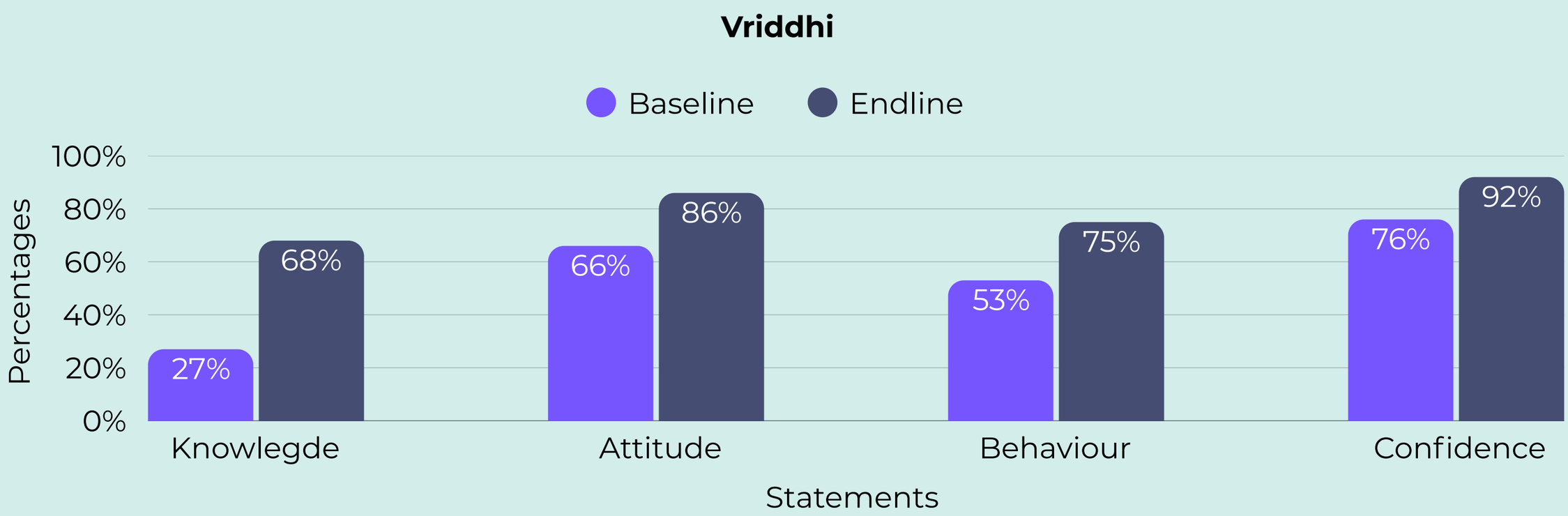
-Vaishali Ugrasen Singh
Ahilya Club, Mumbai

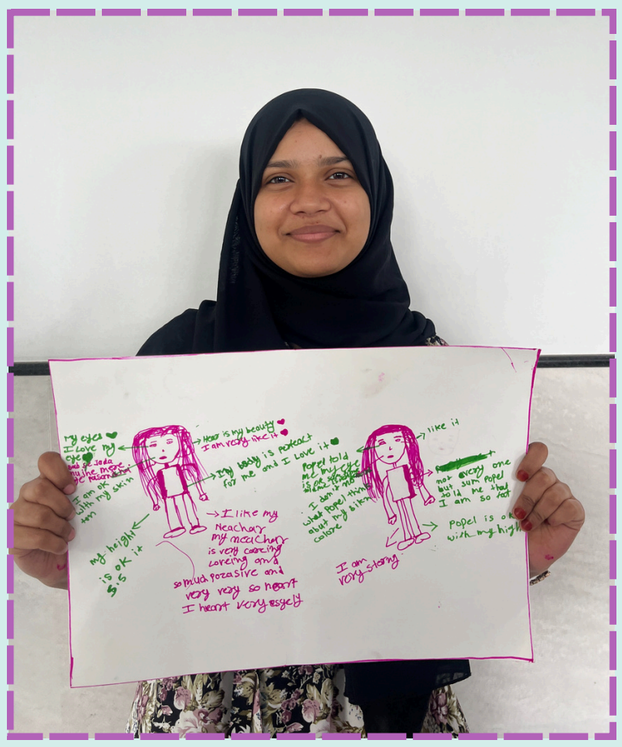
Vriddhi

Vriddhi is Maitrayana's module on sexual and reproductive health and rights for adolescent girls (16+). The objective is to build young women's knowledge, skills, and confidence to make decisions regarding their Sexual and Reproductive Health & Rights. Together, they discuss topics that are often difficult to talk about in families and relationships, so it becomes easier when it matters.

Highlights of Vriddhi

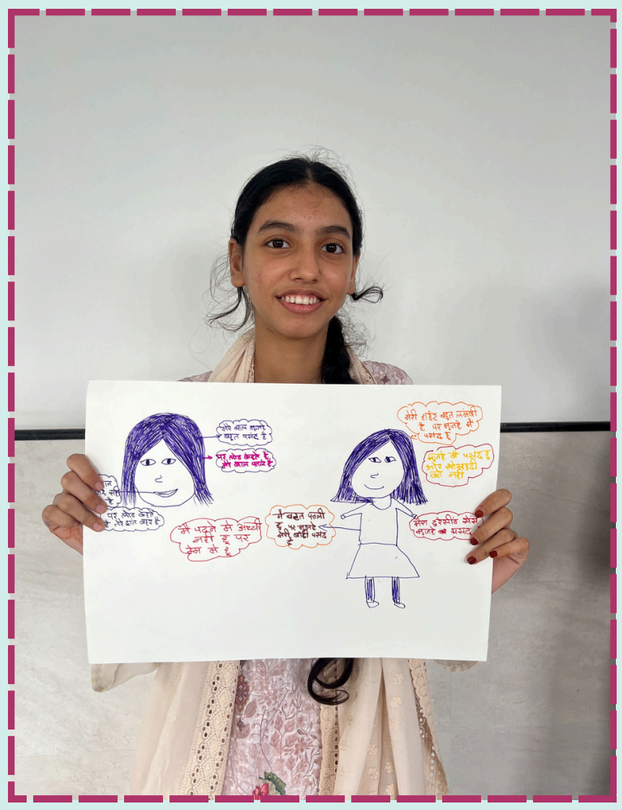
- 395 participants joined the programme (191 from Delhi and 204 from Mumbai).
- 86% of the girls are now aware of menstrual products, e.g., menstrual cups, cotton pads, and tampons.
- 94% of the girls feel confident in saying "No" to sexual activity if they don't want to.





"For the first time, I feel that talking about my body and choices is normal, not shameful."

"Now I know that I have the right to decide what happens to my body—no one else can make that choice for me."





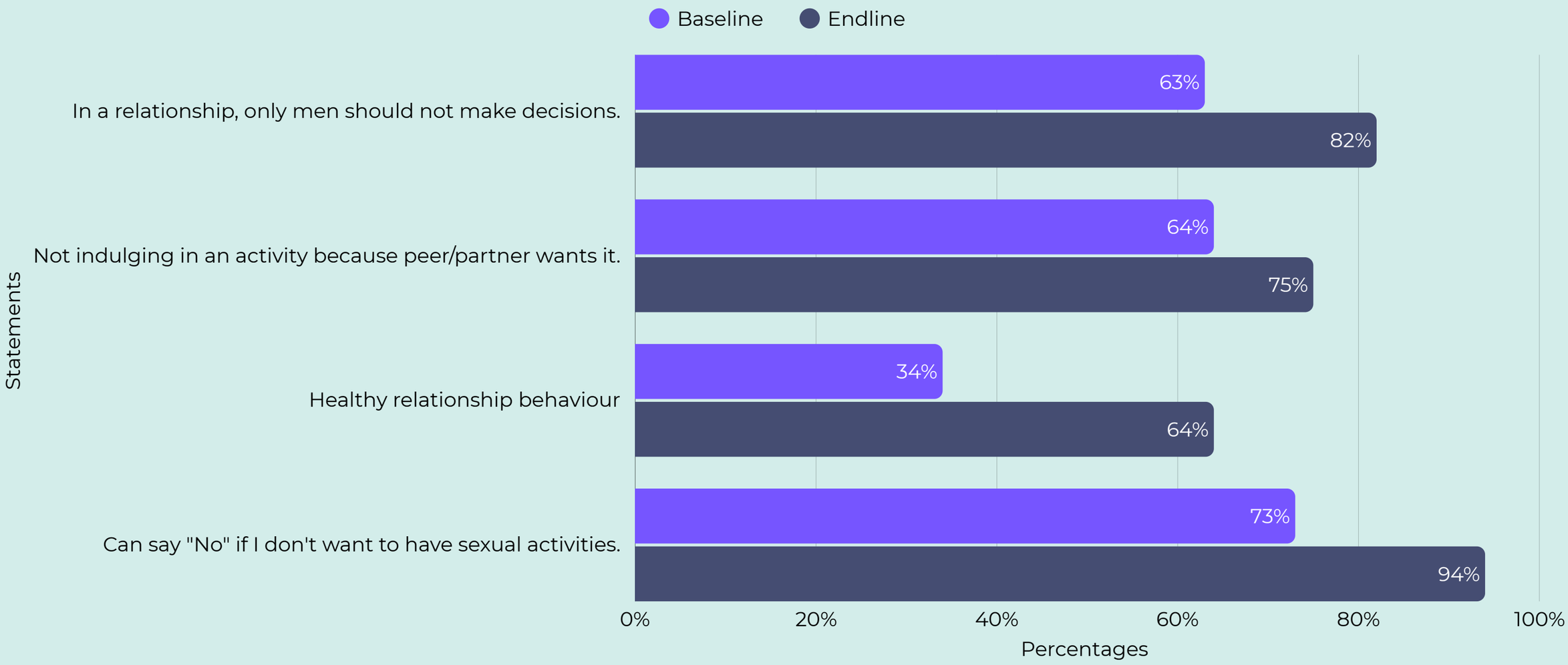
“Understanding consent gave me the confidence to express what I want and say no to what I don’t.”



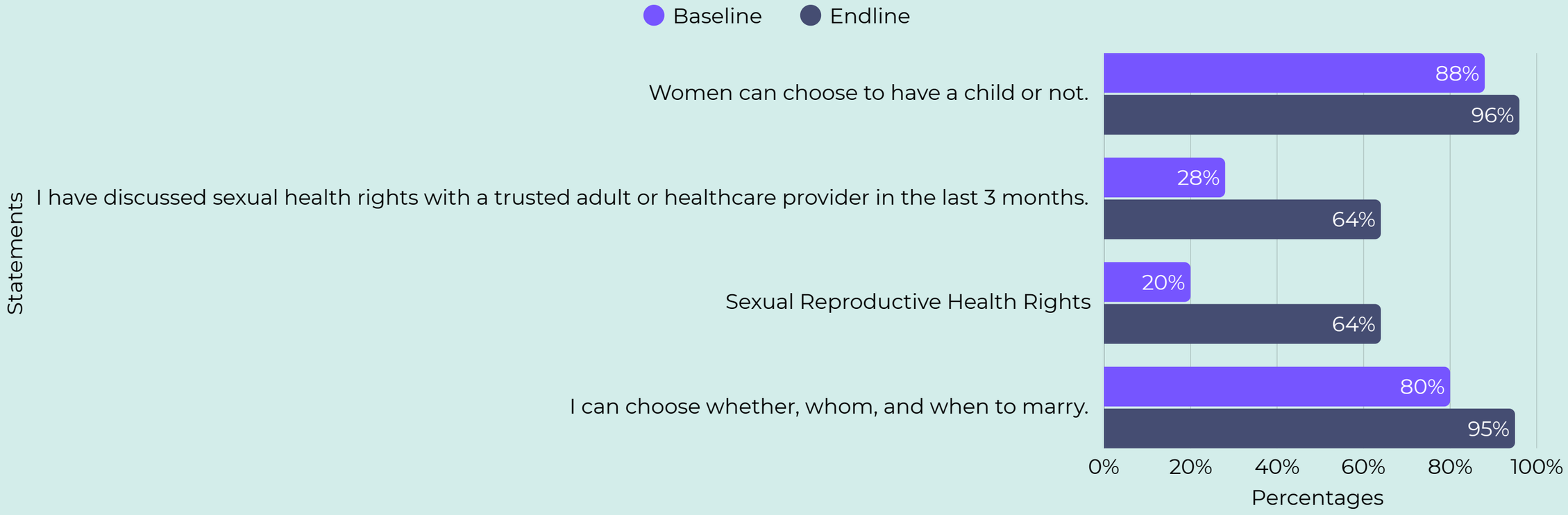
“Before attending the session, I didn’t know the meaning of sex. Now, I understand its true meaning. I also learned about sexuality, including concepts like the LGBTQ community.”

-Afreen

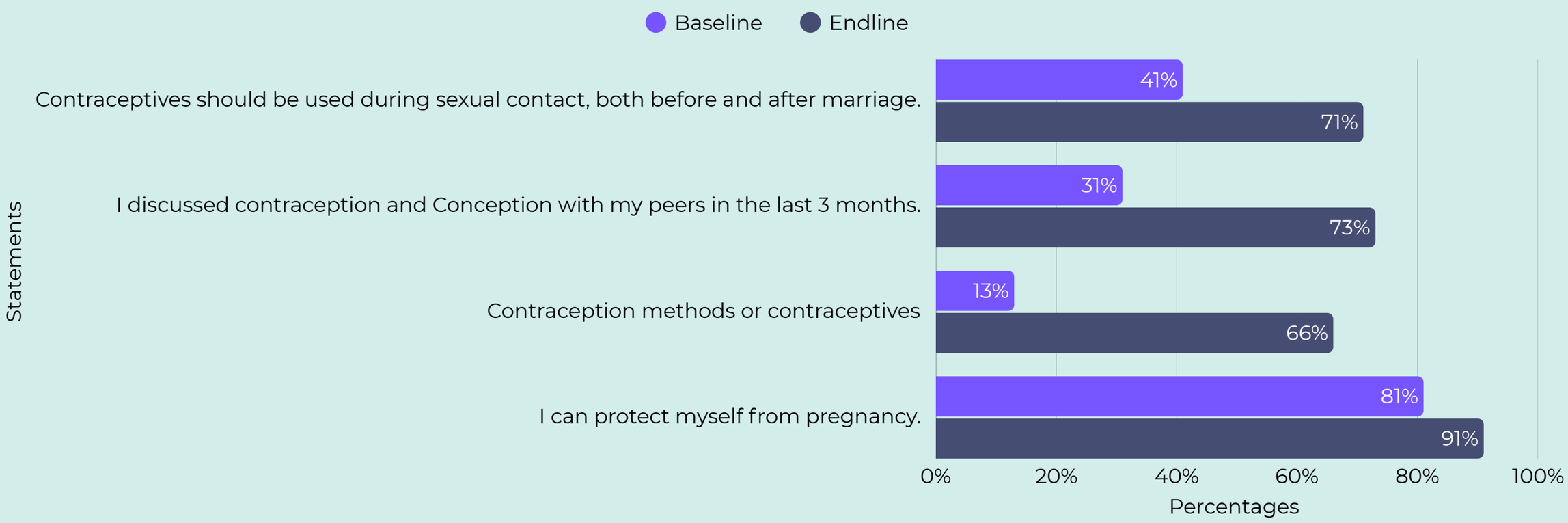
Relationship & Consent



SRHR



Conception & Contraception



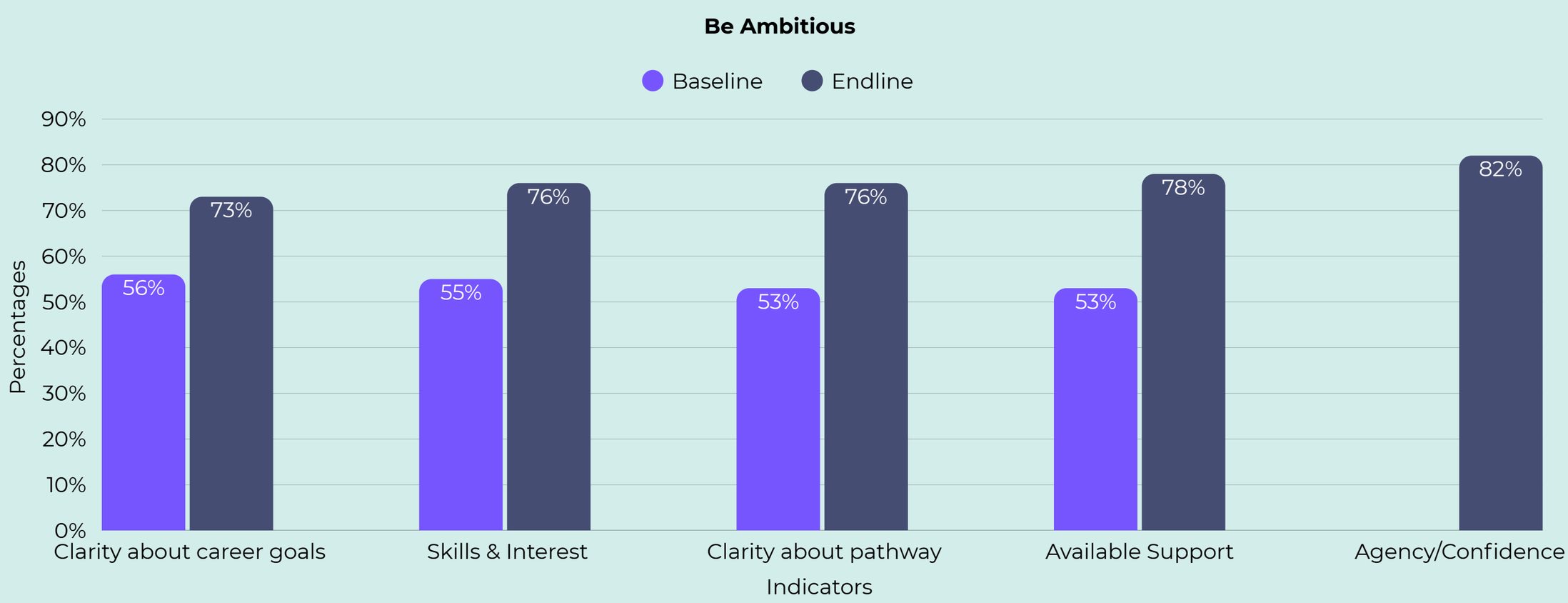
EJP- Economic Justice Program

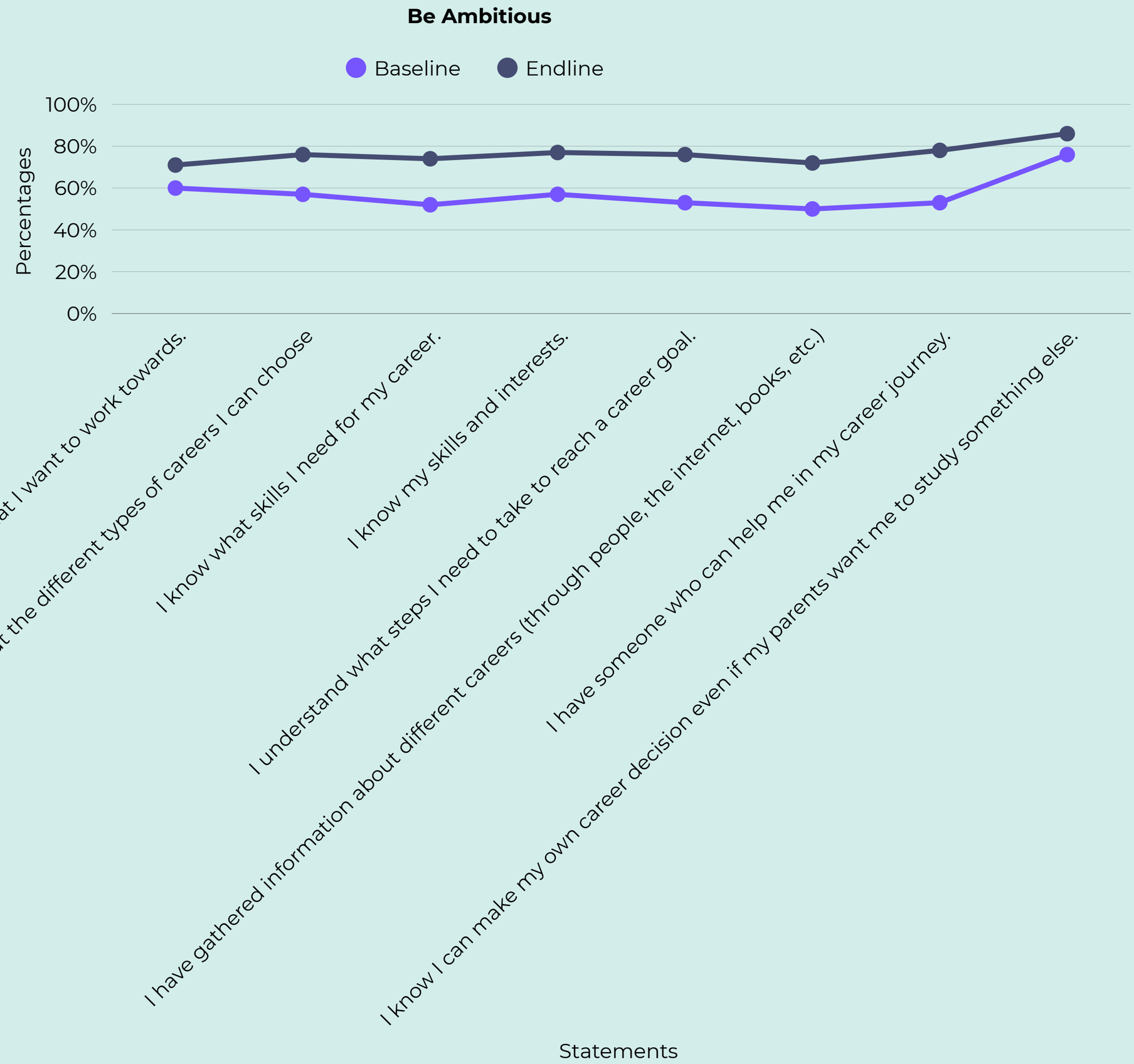
Maitrayana's Economic Justice Programme builds on YPI Pragati, the clubs and Vriddhi, and supports young women to think about their future pathway, the skills and support needed, andallows themy to take the first steps through internships, soft-, hard-, and employability skills training and mentoring. As young women are facing challenges to pursue their goals because of gender discrimination, the programme is focused on building young women's perspective and skills to negotiate with families and others to support them in their pathway (education, work, business).

Be Ambitious

Highlights of Be Ambitious;

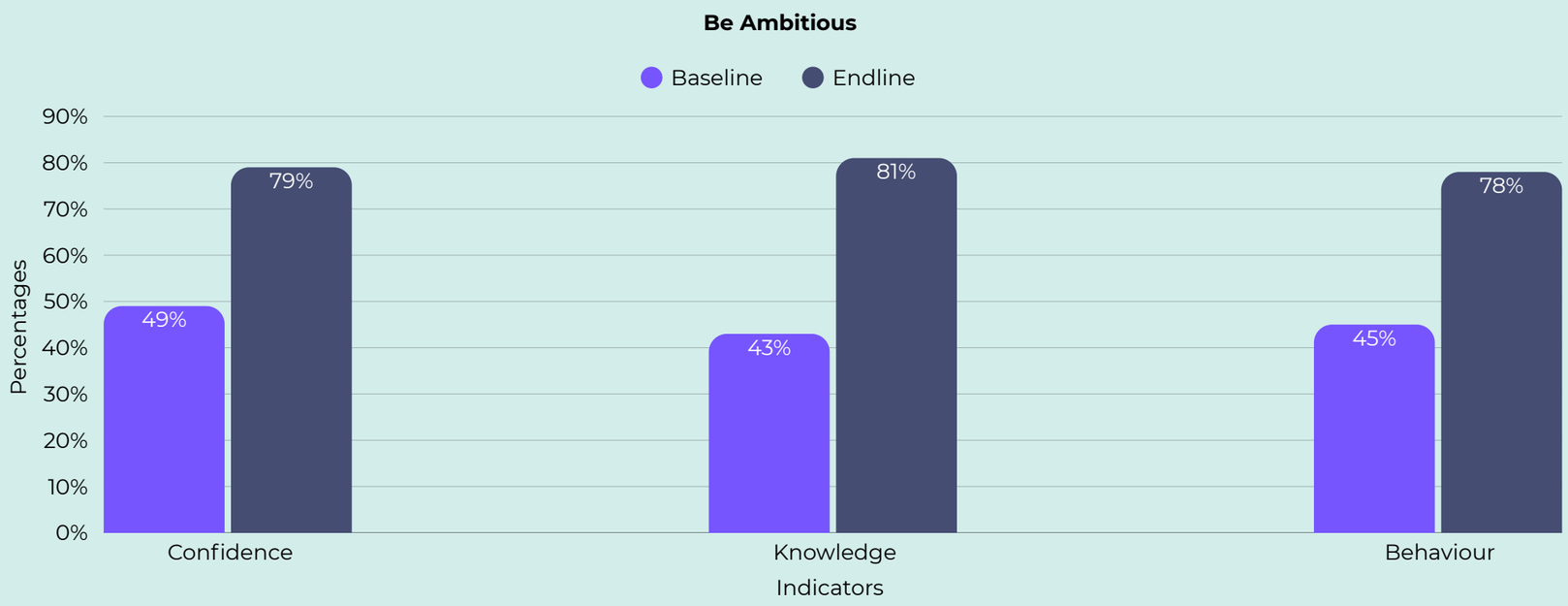
- 701 participants attended the sessions in schools: 502 in Delhi and 208 in Mumbai in the 10-session play-based module.
- There is clear progress in girls' readiness for a job.
- They have greater awareness around job profiles and what skills will be required.
- Awareness of their own strengths and interests and access to support for their career journeys.
- Pilot with WhatsApp (Glific) chatbot in the module
- The highest score of all is in their confidence to influence the decision-making process, so that they can choose their own career pathway.





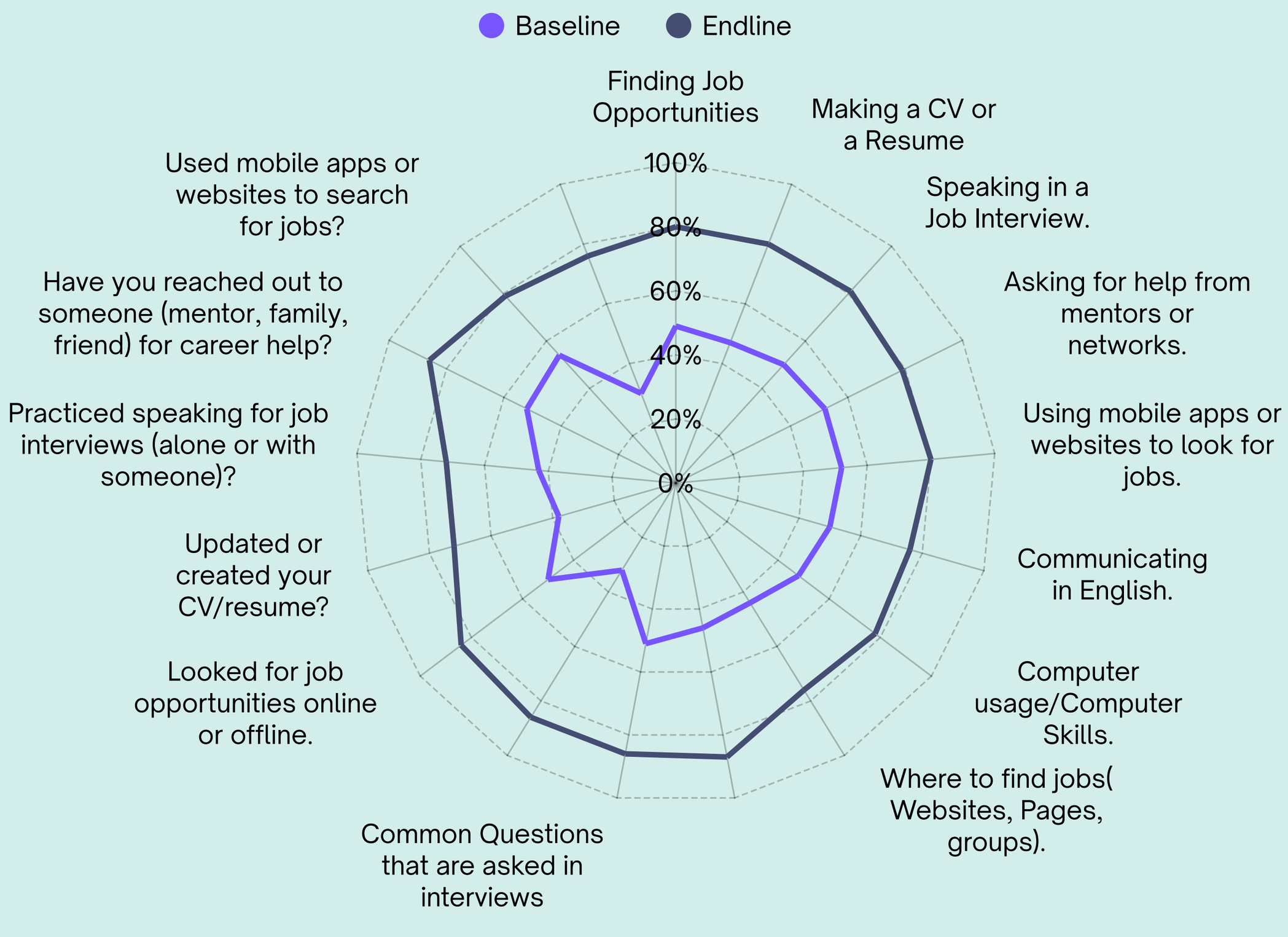
I Am Job Ready

I Am Job Ready' (IAJR) is a module for young women who are ready to enter the job markets and are looking for jobs. It supports them in searching for jobs that match their skills and education and prepare them for job applications and entrance in the workforce. It combines classroom sessions with play-based learning. Netball is being played to understand and train concepts such as communication and team work. IAJR is also offered to Maitrayana's Community Sports Coaches at the end of their internship.



Impact

- ***75 out of 264 found jobs.***
- ***The baseline: the indicators were below 50% by the endline; overall indicators crossed 80%.***
- ***The greatest improvements were seen in practical job-seeking skills such as finding job opportunities, creating CVs/resumes, preparing for interviews, and identifying where to look for jobs.***
- ***More girls are now comfortable asking for support from mentors, family members, and professional networks.***
- ***High confidence in English communication, computer skills, and navigating online job platforms.***
- ***Greater awareness of common interview questions and interview preparation practices.***
- ***By the end of the program, girls were not only more aware of employment opportunities but also equipped with the practical skills and support systems needed to pursue them.***



Case Study

Swati, a participant in the YPI, first joined the program when she was in the 7th standard. As the eldest sibling in her family, she always carried a strong sense of responsibility. Her dream was simple yet powerful: to complete her Higher Secondary Certificate (HSC) and start earning to support her family. However, she had little understanding of how the working world actually functioned.

Swati came across the I Am Job Ready (IAJR) program through a friend, and without hesitation, decided to join. It was during this program that she had her first realisation: she needed a CV to apply for jobs—something she hadn't thought of before.
She had previously worked as a school teacher, but that job had come through a personal connection. There was no formal interview—just a casual inquiry about her background, and she was hired. As a result, Swati had never experienced a proper interview process, nor had she been trained to present her strengths in one.
Her primary motivation was always to earn money to support her family and fund her own education, but the teacher's salary wasn't sufficient. That's what pushed her to focus on improving her CV and preparing for interviews during the IAJR sessions. She was particularly drawn to the teamwork activities and the opportunity to connect with others. Swati discovered she had a natural talent for building relationships and collaborating in group settings.

One of her biggest personal challenges was the fear of traveling alone for work. She constantly questioned herself—"Will I be able to manage? How will I respond to difficult situations?" But through her consistent participation in IAJR sessions, especially those that required her to commute, she gradually started overcoming that fear. Every journey became a step toward building her confidence

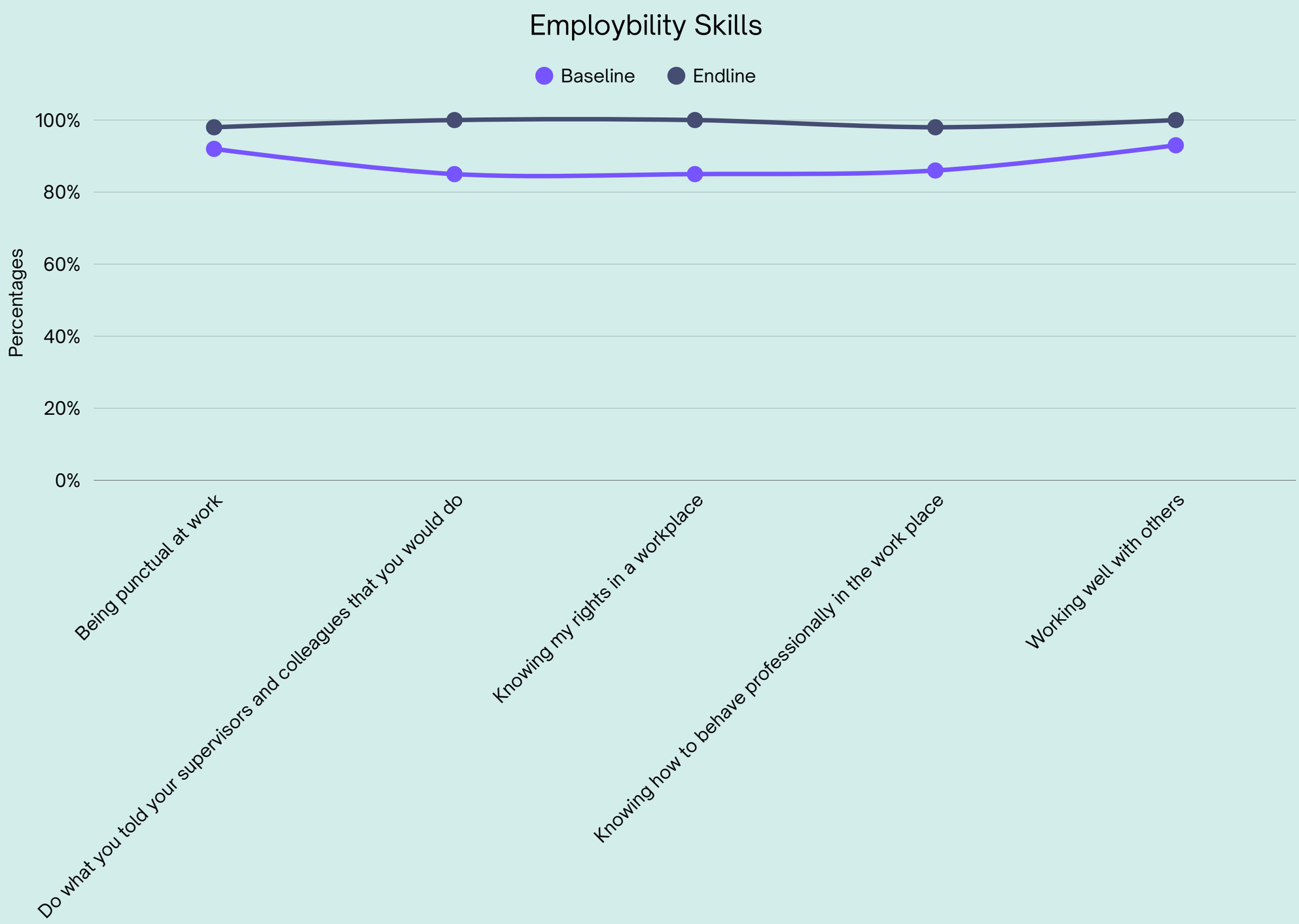
Recently, Swati secured an internship at a Decathlon store, where she is applying her learnings in a real-world setting. Swati is also pursuing a B.Sc. degree and preparing for competitive exams, aiming to stretch her limits and push herself beyond her comfort zone.



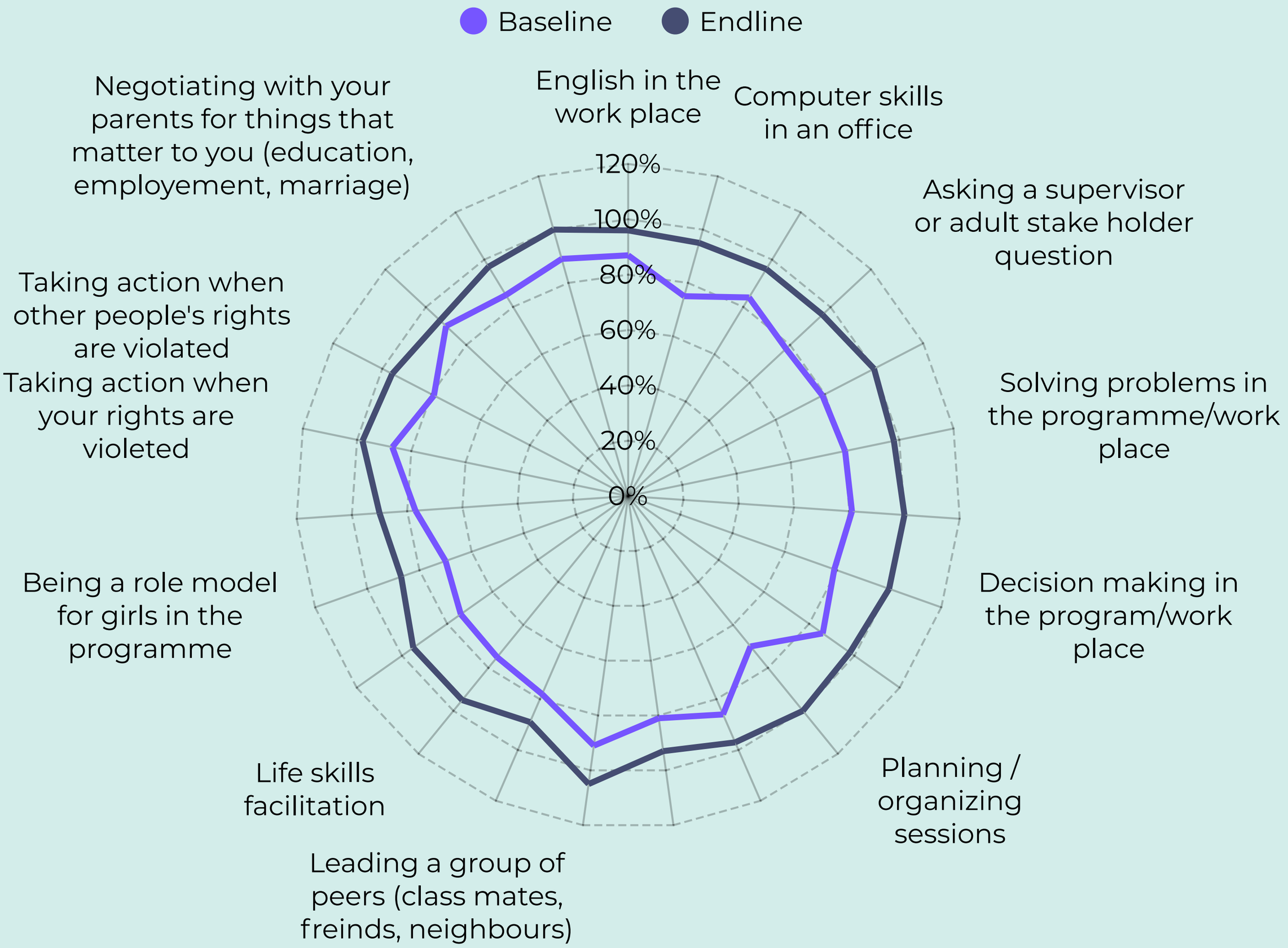
-Swati Sharma
IAJR Participant , Delhi

CSCs & Decathlon Interns





Hard skill & Soft skills



Case Study

Zainab was in the 8th standard when she first became a part of the Young People's Initiative (YPI). Back then, her world was shaped by what she saw around her. "I used to look at my mother and think: 'This is how a girl's life should be — staying at home, taking care of the family'."

She never imagined that life could be any different. But things began to shift slowly during the sessions she attended, especially the ones on 'Body Image' and 'Girls and Boys', where she started questioning the conditioning and what is there beyond what she thinks. She remembers one particular moment vividly — it was a community session where her coach shared how she had gifted her mother a ring from her first salary. "That story stayed with me. It was the first time I thought — "I also want to do something that makes my parents happy and proud."

"My friend said, Zainab, you sound so confident and different from how you were in school! That's when I realized — I've really changed. My mother grew up believing that a girl's life ultimately belonged to her husband's house. I still feel that sometimes," she says, "but now I — I want to do something for myself first. I want to complete my studies, earn well, and then think about marriage."

After finishing her 10th grade, Zainab wanted to become a Community Sports Coach (CSC) intern in Maitrayana, but her parents refused. They thought I wouldn't be able to manage both — studies and the internship — together. I participated in the Be Ambitious module. These sessions on career guidance made me realize there's another life than what I've seen my mother living. I realized I can earn my own money; I can become like the coaches I look up to".

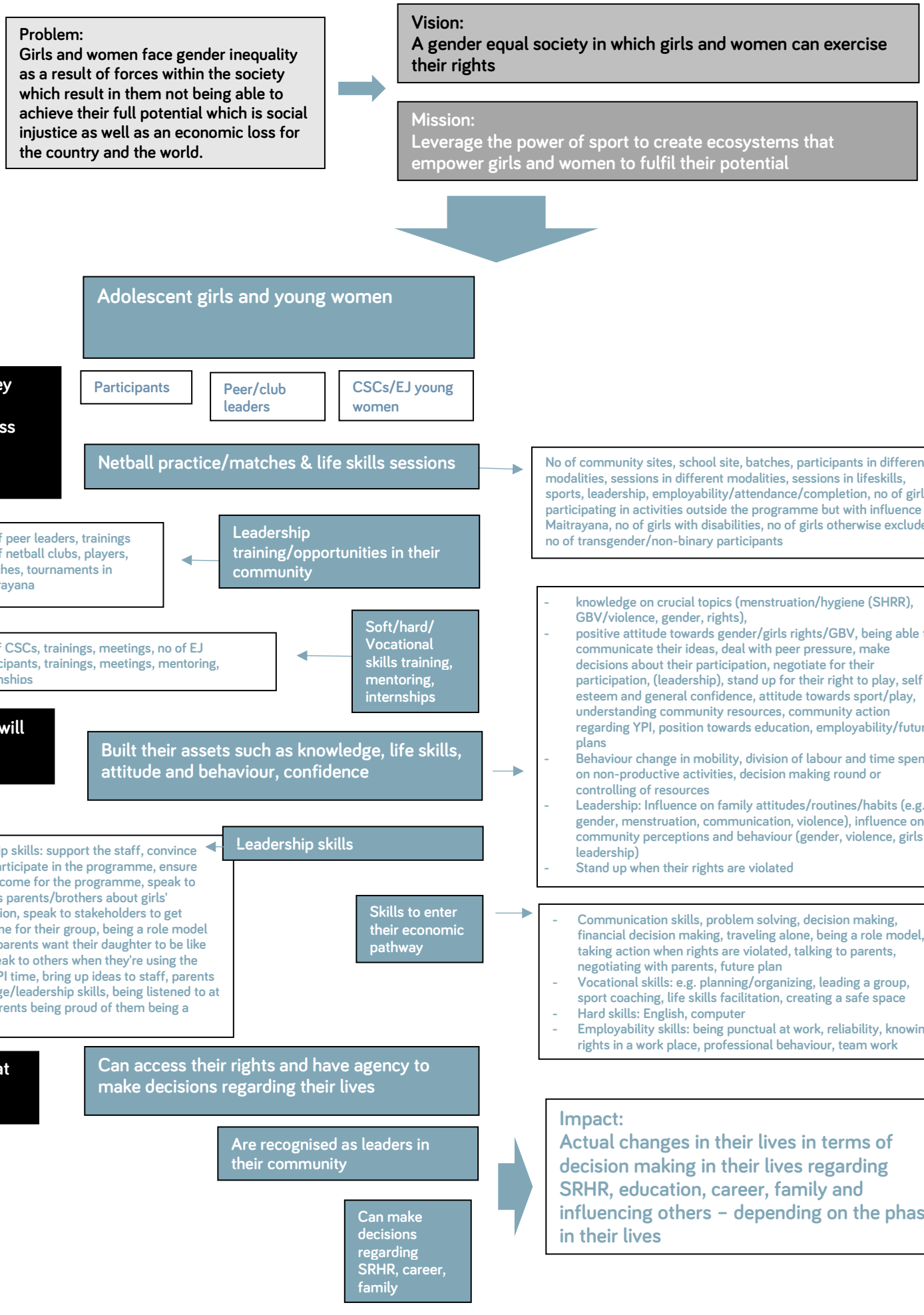
Once she had completed class 12, she joined Maitrayana as a Community Sports Coach (CSC). Though she always dreamed of contributing to her family, her parents encouraged her to save what she earned, saying she didn't need to spend it. But for Zainab, earning wasn't just about saving it- — it was about sharing ."Girls and women also want to contribute to their families. We want to give back."

So when she paid for her younger sister's tuition fee and the gas bill at home, her parents were filled with pride. My mother used to wait for my father to bring things home," she smiles, "but now she knows she also has a daughter who can take care of things."



Today, Zainab wants to continue her studies and pursue a career in Finance. She dreams of building a stable career and supporting her family even more. "I've learned that I don't have to limit myself. I can study, earn, and still make my family proud — just like the coach who bought that ring for her mother."

-Zainab
CSC, Mumbai


Problem:
Girls and women face gender inequality as a result of forces within the society which result in them not being able to achieve their full potential which is social injustice as well as an economic loss for the country and the world.
Vision:
A gender equal society in which girls and women can exercise their rights
Mission:
Leverage the power of sport to create ecosystems that empower girls and women to fulfil their potential
Adolescent girls and young women
If they have access to
Participants
Peer/club leaders
CSCs/EJ young women
Netball practice/matches & life skills sessions
No of community sites, school site, batches, participants in different modalities, sessions in different modalities, sessions in lifeskills, sports, leadership, employability/attendance/completion, no of girls participating in activities outside the programme but with influence of Maitrayana, no of girls with disabilities, no of girls otherwise excluded, no of transgender/non-binary participants
Leadership training/opportunities in their community
No of peer leaders, trainings
No of netball clubs, players, matches, tournaments in Maitrayana
Soft/hard/ Vocational skills training, mentoring, internships
No of CSCs, trainings, meetings, no of EJ participants, trainings, meetings, mentoring, internships
They will have
Built their assets such as knowledge, life skills, attitude and behaviour, confidence
- knowledge on crucial topics (menstruation/hygiene (SHRR), GBV/violence, gender, rights),
- positive attitude towards gender/girls rights/GBV, being able to communicate their ideas, deal with peer pressure, make decisions about their participation, negotiate for their participation, (leadership), stand up for their right to play, self esteem and general confidence, attitude towards sport/play, understanding community resources, community action regarding YPI, position towards education, employability/future plans
- Behaviour change in mobility, division of labour and time spent on non-productive activities, decision making round or controlling of resources
- Leadership: Influence on family attitudes/routines/habits (e.g. gender, menstruation, communication, violence), influence on community perceptions and behaviour (gender, violence, girls leadership)
- Stand up when their rights are violated
Leadership skills
Leadership skills: support the staff, convince girls to participate in the programme, ensure that girls come for the programme, speak to other girls parents/brothers about girls' participation, speak to stakeholders to get things done for their group, being a role model for girls, parents want their daughter to be like them, speak to others when they're using the field at YPI time, bring up ideas to staff, parents see change/leadership skills, being listened to at home, parents being proud of them being a leader
Skills to enter their economic pathway
- Communication skills, problem solving, decision making, financial decision making, traveling alone, being a role model, taking action when rights are violated, talking to parents, negotiating with parents, future plan
- Vocational skills: e.g. planning/organizing, leading a group, sport coaching, life skills facilitation, creating a safe space
- Hard skills: English, computer
- Employability skills: being punctual at work, reliability, knowing rights in a work place, professional behaviour, team work
So that they
Can access their rights and have agency to make decisions regarding their lives
Are recognised as leaders in their community
Can make decisions regarding SRHR, career, family
Impact:
Actual changes in their lives in terms of decision making in their lives regarding SRHR, education, career, family and influencing others – depending on the phase in their lives

MAITRAYANA

IMPACT STUDY: NETBALL CLUBS

EXECUTIVE SUMMARY

- **Maitrayana's Netball Clubs offer adolescent girls a structured platform to develop leadership, life skills, and gender agency through sports.**
- **An evaluation study was conducted to assess the program impact on club leaders and members.** Quantitative surveys and FGDs were conducted across Delhi, Mumbai and Bangalore. Data in Delhi was collected by the evaluator and data in Mumbai and Bangalore was conducted by Maitrayana staff.
- **31 club leaders from 18 clubs** in Delhi and Mumbai participated in the club leader survey. 180 members from 14 clubs across Delhi, Mumbai and Bangalore participated in club member survey.
- **Key Findings:**
  - High self-reported leadership scores (avg. 4.13/5) with strong gains in communication, decision-making, and problem-solving.
  - Netball is deeply valued as a tool for identity, mobility, and confidence.
  - Girls increasingly advocate within families and community spaces but need support in communication with external stakeholders.
- **Club leaders show deeper engagement and leadership than members.**

Strategies like improving parent engagement, formalising coach's role, and establishing explicit clear link between netball sessions and life skills **can help strengthen the program impact for both leaders and members.**

MAITRAYANA'S VISION

A gender equal society in which girls & women can exercise their rights.

Leverage the power of sport to create ecosystems that empower girls & women to fulfil their potential.

Integrity
Respect
Transparency
Inclusion

WHO THEY WORK WITH

Maitrayana works with women, communities and stakeholders to advance gender equality.



Adolescent girls and young women access their rights towards sexual reproductive health & GBV, economic justice



Families and communities work together to enable their daughters to access their rights and make decisions about their lives.



Stakeholders in the society will take measures to advance gender equality

WHAT MAITRAYANA DOES

- Maitrayana Charity Foundation, established on March 20, 2018, is a Section 8 Not-for-Profit organization **committed to advancing gender equality through sports.** The organization works directly with adolescent girls, young women, their families, and communities, along with broader societal stakeholders, to promote women's rights.

- Its flagship initiative, YPI Pragati, is a **structured netball and life skills program designed for girls aged 10–17.** Through 27 netball sessions and 27 life skills sessions (each lasting approximately 45 minutes and delivered over an academic year), YPI Pragati builds the girls' knowledge, skills, attitudes, behaviors, and confidence.

- **The clubs provide a platform for girls to apply the skills acquired through YPI Pragati** in real-life settings, particularly by advocating for their right to play in public spaces. They are coached in netball, and mentored to build leadership and self-advocacy skills, thereby enabling them to challenge and navigate deeply entrenched gender norms.

- **Girls often face resistance from parents** due to concerns about safety, distance to playing fields, and perceptions that sports are unproductive compared to studies or domestic responsibilities. Additionally, girls must often negotiate space with boys in public playing areas. These barriers highlight the gendered challenges in accessing sports.

- **The clubs aim for long-term impact by strengthening the girls' decision-making power across multiple life domains**—sports, education, health, and career. The core assumption is that the ability to successfully negotiate the right to play will translate into greater agency and confidence to advocate for their rights in broader aspects of life.

By equipping girls with the required knowledge and skills:

SR.NO	ACTIVITES	OUTPUTS
1.	Coaching club participants to play netball better and cultivate the joy in the game	Participants attend the weekly sessions as required.
2.	Training +Mentoring of club leaders on technical skills + soft skills	Leaders attend the training sessions and engage in feedback during the club meetings.
3.	Need- based Conversations with players enabling them to play netball	Players engage in the conversations.
4.	Establish clubs as a platform/forum for girls to come together to problem solve for the issues they might be facing and build a sense of community.	Participants attend and engage in the club meetings.
5.	Facilitate club participants to organize meetings with parents to aware them about the effects of gender equality and a change in attitude and behavior towards it.	Participants organize the meetings with parents

By equipping girls with the required knowledge and skills:

SR.NO	OUTCOMES	IMPACT
1.	• Improved attendance of the participants • Improvement in netball skills of club participants • Improvement in self-reported joy among participants	Participants demonstrate confidence, leadership skills, and improved decision making skills in sports and education, and challenge gender norms in terms of mobility, safety, division of household chores etc.
2.	• Improvement in leadership/life skills of the leaders • Improvement in ownership of the leaders over club activities and functioning.	Actual changes in their lives in terms of decision making in their lives regarding SRHR, education, career, family and influencing others – depending on the phase in their lives
3.	Increase in the support provided by players for effective functioning of the club	
4.	• Increase in sense of belonging to the club • Increase in sense of having a safe space to talk about issues and access rights	
5.	• Increase in number of participants becoming advocates for gender equality in the community. • Improvement in no. of boys/parents enabling girls to play sports	Parents and other family members have a more positive attitude/ behaviors towards their daughters' rights to play (mobility, safety, division of household chores etc), education, menstruation.

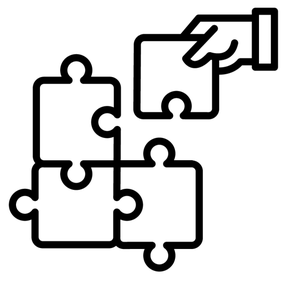
EVALUATION OBJECTIVES	• Assess the impact of Netball Clubs on girls' confidence, leadership, and decision-making abilities • Examine shifts in gender norms and community perceptions • Understand how participation influences girls' agency in life domains (sports, education, career, health) • Make recommendations to strengthen program design
EVALUATION DESIGN	Mixed-methods approach: Quantitative + Qualitative
TIME FRAME	October 2021 to March 2024
SAMPLE & PARTICIPANTS	Club leaders, Club members and parents
DATA COLLECTION METHODS	Quantitative Surveys + Qualitative Methods: • Focus Group Discussions (FGDs) with club leaders and club members • In-depth Interviews (IDIs) with parents and coaches • Observations during netball sessions
TOOLS & FRAMEWORKS	Customized tools grounded in life skills and gender empowerment frameworks , Standardized scales (e.g., for confidence, agency, leadership) where applicable All the tool items are adapted from credible tools used extensively in the relevant studies and have been contextualized to suit the needs of the study.

The aim of the evaluation is to assess the impact of netball clubs and make recommendations to strengthen program design

Skills that make up the leadership skills in context of the program



Skill Improvement



Problem Solving



Decision Making



Sense of Community



Ownership



Communication

SKILL	TOOL ITEMS ADAPTED FROM
Problem Solving	Adapted from PSI Scale
Decision Making (including resilience)	Items adapted from Flinders Adolescent Decision Making Questionnaire (ADMQ) Items adapted from 2-item Connor-Davidson Resilience Scale (CD-RISC)
Sense of Belonging	Items adapted from Safe Space Participant Tool survey
Communication skills	Items adapted from Self-Perceived Communication Competence Scale (SPCC)

*Extensive secondary research was undertaken to inform the design of the assessment tool. For each leadership skill, only the most credible and widely validated tools were selected, ensuring alignment with best practices in measurement.
*These tools were then carefully adapted to reflect the cultural, developmental, and contextual realities of the adolescent girls participating in the intervention, ensuring both relevance and reliability in capturing the intended outcomes

RESULTS:
CLUB LEADERS

	No. of club leaders	No. of clubs
Delhi	19	11
Mumbai	12	7
TOTAL	**31**	**18**

*Both surveys and FGDs were conducted to understand girls' experience

- FGD was conducted with 19 club leaders from 11 clubs of Delhi.
- Quantitative survey and FGD for Delhi were conducted by the evaluator, whereas Quantitative surveys for Mumbai were conducted by Maitrayana staff.

How to Interpret Scores:

A tool with 20 questions was shared with all club leaders. Each leader rated themselves on a scale of 1 to 5 for each question:
1 = lowest score (I don't do this at all)
5 = highest score (I do this very well)

These questions were grouped under different life skills like communication, decision-making, problem-solving, etc.

After all leaders filled the tool, we calculated:
Individual scores – how each leader rated themselves across all questions.
Thematic scores – the average score for each skill area (e.g., average of all communication-related questions).
Overall score – average score across all 20 questions for all leaders.

How to read the scores:
A score of 4 out of 5 for one leader on a question means they feel confident or mostly able in that skill or behavior.
A thematic average score of 4.3 out of 5 means that, on average, leaders feel quite strong and capable in that area.
A lower average score (like 2.5 or 3) indicates areas where leaders may need more practice or support.

The average score attained by club leaders is 4.13 indicating a high self-confidence in leadership skills.

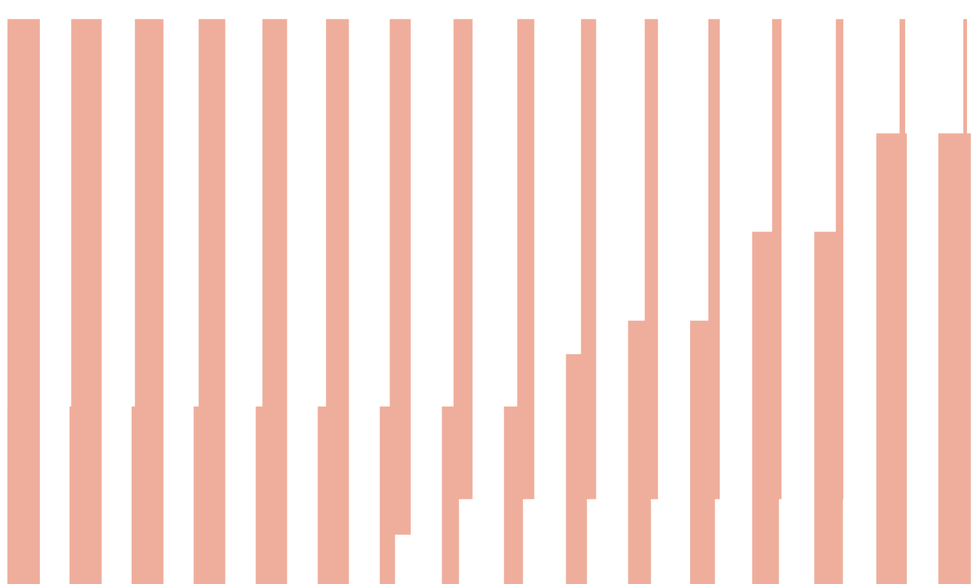
*Out of 5, the average score attained by all club leaders is 4.13 out of 5. **For Delhi leaders, the score is 4.11/5 and for Mumbai leaders, the score is 4.17 out of 5**

The maximum score achieved by a leader is 4.8 and minimum is 3.30

	Delhi	Mumbai
Maximum	4.8	4.55
Maximum	3.35	3.30

Disaggregating by the number of years of experience the leader has, the average score for both geographies are as follows:

	Delhi	Mumbai
1	4.37	3.45
2	3.85	4.33
3	3.95	4.25



The average score attained by club leaders is 4.13 indicating a high self-confidence in leadership skills.

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	Delhi	Mumbai
1	4.37	3.45
2	3.85	4.33
3	3.95	4.25

For Self Perceived Skill Improvement competency, the average score is 4.67 out of 5

Question	Overall Average Score	Delhi Average Score	Mumbai Average Score
I improved my netball playing skills as a result of being in the club.	4.58	4.52	4.66
I enjoyed playing netball with the club members.	4.77	4.89	4.58
Overall Skill improvement score	**4.67**	**4.71**	**4.62**

-The overall skill improvement score is 4.67 out of 5, which signals that girls feel they've significantly improved their netball skills through the club. This is a strong indicator that our coaching and session design are working well.

-While both cities show strong outcomes, **Delhi clubs seem to perform slightly better on enjoyment and overall skill perception, while Mumbai leads slightly on skill improvement alone.**

Qualitative Insights from FGD echo the high self-reported scores

-**Majority of girls expressed pride in how their netball skills had improved since joining the club.** They drew clear comparisons between themselves and non-members, noting that they not only understand the rules and strategies of netball but also participate in league-level matches.

-For them, netball is more than a game—**it is tied to identity, exposure, and movement.** They described how playing had made them more confident travelers and more comfortable navigating public spaces. These gains in physical and spatial agency are critical in patriarchal settings where girls' mobility is often restricted.

-**Ninety percent of girls shared that they "feel good" attending the clubs.** Their reasons include forming close friendships, getting a break from household responsibilities, staying physically active, and feeling they are learning new things.

-Upon deeper probing, **peer leaders specified that this "learning" includes practical life skills**—such as how to commute independently and how to engage confidently with others. However, attendance is also influenced by peer dynamics: when a close friend skips a session, the girl may also choose not to attend.

*Insights based ONLY on the FGD with Delhi Club Leaders

For Problem solving competency, the average score is 3.96

Question	Overall Average Score	Delhi Average Score	Mumbai Average Score
I could identify the problems in the club	4.06	4.36	3.58
I thought of ideas to solve the problems of the club.	3.77	3.94	3.5
I looked at both positive and negative sides of my solutions.	4.06	4.11	4.00
Overall Problem-solving score	**3.96**	**4.14**	**3.69**

- **The overall average problem-solving score is 3.96,** reflecting a generally high ability across all respondents.
- **Delhi participants consistently outperformed their Mumbai counterparts,** achieving an average score of 4.14 compared to Mumbai's 3.69.
- The lowest scores across both regions were observed in generating ideas to solve problems, with overall (3.77), Delhi (3.94), and Mumbai (3.50) averages, **indicating a potential area for targeted improvement.**

Qualitative insights show problem solving to be one of the emergent capabilities

-Problem-solving appears to be one of the strongest emergent capabilities.

-Girls gave multiple concrete examples of navigating challenges: low attendance, unclean grounds, lack of infrastructure (no gate), and parental resistance.

-Their process often includes diagnosis (e.g., “why aren’t girls coming?”), discussion, action planning, and escalation.

-Importantly, the emphasis is on collective problem-solving, reflecting both collaboration and persistence. This skill is deeply rooted in their club experience and applied to both internal club functioning and external engagement.

-Specific examples include

- When parents refuse to send their daughters to the club, the leader and coach first explain the benefits of participation. This often requires multiple conversations and follow-ups via messages. If parents remain unconvinced, the matter is escalated to the coach. If concerns still persist, the leaders then engage directly with the girl to understand her situation. Additional strategies include organizing meetings between parents and coaches or inviting parents to watch matches, which helps build trust and demonstrate the value of the club.
- To address the issue of unrestricted access to the ground—where people and animals would frequently enter—we took the following steps: we raised the concern with the area manager, submitted a formal letter and email, and followed up multiple times. Through sustained engagement and persistence, we were eventually able to get a gate installed, resolving the problem.

*Insights based ONLY on the FGD with Delhi Club Leaders

For Decision Making competency, the average score is 4.13

Question	Overall Average Score	Delhi Average Score	Mumbai Average Score
I shared or implemented ideas to solve the challenges of the club or participants	4.19	4.27	4.08
I felt confident in my ability to take decisions for the club.	4.03	3.85	4.33
I was able to manage the conflicts between the players well.	4.29	4.16	4.5
I was able to come up with other suggestions when any problem arose	4.03	4.11	3.91
Overall Decision- making score	**3.96**	**4.14**	**3.69**

- The **overall average decision-making score across all participants is 4.13,** indicating a high level of confidence and ability in decision-making tasks related to club activities.
- **Participants in Delhi showed consistently strong scores,** particularly in sharing or implementing ideas (4.27) and coming up with alternative suggestions (4.11)
- **Mumbai participants excelled in managing conflicts** (4.5) and demonstrated the highest confidence in their ability to take decisions (4.33), resulting in a slightly higher overall decision-making score (4.20) compared to Delhi (4.09).

Qualitative insights showed that girls demonstrated decision making as well as resilience

- Decision-making is shown through both small operational choices and major personal milestones.

- Girls increasingly see themselves as capable of making decisions, although some still rely on peer or coach reinforcement. There is emerging autonomy, but it may still be uneven across members.

- Girls demonstrated resilience in both emotional and behavioral terms. They showed persistence in the face of parental or societal resistance, repeated follow-ups with stakeholders, and adaptability when attendance was low or weather was poor.

- Specific examples
  - When the ground was very dirty and fewer players were attending, the team collectively decided to arrive earlier to clean the space and make the most of the playtime.

Separately, all the girls reported having independently chosen their academic stream after Class 11, reflecting a broader sense of autonomy in personal decision-making.

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*Insights based ONLY on the FGD with Delhi Club Leaders

For Sense of Community competency, the average score is 4.36

Question	Overall Average Score	Delhi Average Score	Mumbai Average Score
I made efforts to include all participants in the group.	4.20	4.12	4.33
I ensured that all the members could share their views without hesitation.	4.09	4.00	4.25
I actively shared my ideas, suggestions during the discussions/meetings.	4.35	4.32	4.41
I could access and leave the ground without any fear.	4.80	4.79	4.83
Overall sense of community score	**4.36**	**4.30**	**4.45**

- **The data demonstrates a strong sense of community and safety among participants,** with particularly high marks for inclusivity, active participation, and the ability to access club spaces without fear.
- **Mumbai participants consistently reported higher scores across most indicators,** highlighting especially effective community-building practices in that region.
- While both locations show positive outcomes, slightly lower scores in Delhi for open communication and inclusion suggest targeted opportunities to further strengthen group cohesion and ensure all voices are heard.

Qualitative insights showed that the sense of community is very strong and girls feel belongingness to the club

- **The sense of community was described with warmth and specificity:** shared seriousness in playing, collaborative problem-solving, and mutual encouragement. Even "giving feedback" was not seen as conflictual but as a chance to help others improve.

- **Girls use "we" language often and spoke about accountability as a group norm.** Yet, community can sometimes be fragile, especially when attendance is low or external disruptions (e.g., boys in the ground) occur.

*Insights based ONLY on the FGD with Delhi Club Leaders

For ownership over club, the overall score is 3.69 indicating lower scores than other competencies

Question	Overall Average Score	Delhi Average Score	Mumbai Average Score
I initiated club meetings/discussions on my own with little to no support from Maitrayana staff.	2.51	2.37	2.75
I felt responsible for the effective functioning of my club.	4.25	4.16	4.41
I managed the players of the club well.	4.32	4.32	4.43
Overall ownership score	**3.69**	**3.61**	**3.83**

- **The data indicates strong ownership among club leaders,** with high average scores for responsibility (4.25) and player management (4.32).
- **However, initiation of meetings without Maitravana staff support scored significantly lower** (2.51), especially in Delhi (2.37), suggesting a reliance on staff for independent club activities.
- Overall, Mumbai club leaders demonstrated slightly higher ownership (3.83) compared to Delhi (3.61)



Qualitative insights showed that although they take initiative as per the requirement of the club

- Girls are involved in logistics, coordination, parental follow-ups, and even advocacy with external stakeholders like police or area managers.

- **The narrative of "our club" is consistent,** and they treat its functioning as their collective responsibility. Time management was highlighted as a skill learned through club ownership.

- **Leaders shared that they actively provide constructive feedback** to their peers, often framing it as, “We’re telling you this so you can improve and go on to play better matches.” This willingness to engage in difficult conversations stems from a strong sense of ownership.

*Insights based ONLY on the FGD with Delhi Club Leaders

For Communication Skills competency, the overall score is 4.08

Question	Overall Average Score	Delhi Average Score	Mumbai Average Score
I confidently talked to other parents about girls' right to play, gender equality, sending their daughters to play netball etc.	4.19	4.26	4.08
I felt that parents were interested in listening to what I had to say.	4.19	4.10	4.33
I confidently talked to other stakeholders to make sure that girls could play safely.	3.22	2.94	3.66
I confidently talked to my parents about my desire to play netball and be a part of the club.	4.70	4.63	4.83
Overall score	**4.08**	**3.98**	**4.22**

- **Overall, girls show strong communication confidence with their parents and are beginning to extend their voices within the community, but they feel less confident engaging external stakeholders**

- **Mumbai** scores higher overall (4.22 vs 3.98), particularly in: feeling heard by parents, Talking to other stakeholders, Talking to their own parents.

- **Delhi** shows a drop in engaging with external stakeholders, suggesting **a need for more structured support or exposure to such interactions.**

Qualitative insights show that communication is a transformation zone

- **Communication is a powerful transformation zone.** Most girls noted they were underconfident or silent before joining the club.

- **They now speak to parents, community leaders, and other stakeholders** (albeit often accompanied by coaches). They articulate problems, negotiate with authority figures, and give peer feedback.

- Communication is growing in both directionality (upward, lateral) and domain (personal, civic).

*Insights based ONLY on the FGD with Delhi Club Leaders

High scoring questions indicate that girls enjoy playing netball and feel confident about talking to parents

Question	Overall Average Score
I could access and leave the ground without any fear.	4.81
I enjoyed playing netball with the club members.	4.78
I confidently talked to my parents about my desire to play netball and be a part of the club.	4.70

- **Strong Sense of Safety and Belonging (4.81)**

The highest scoring item reflects that girls feel safe and comfortable accessing the space.

- **Enjoyment and Peer Connection Through Sport (4.78)**

High enjoyment levels while playing netball indicate that the core engagement activity is resonating deeply. It not only fosters physical activity but also likely builds camaraderie, confidence, and joy, which can serve as a motivational anchor for deeper engagement.

- **Confidence in Family Communication (4.70)**

The ability to talk openly with parents about participating in the club is a significant marker of growing confidence and agency at home. This suggests a shift in family dynamics, where girls feel more empowered to voice their choices and possibly negotiate for time, mobility, and visibility.

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Low scoring questions tell us the areas of improvement for the program

Question	Overall Average Score
I initiated club meetings/discussions on my own with little to no support from Maitrayana staff.	2.52
I confidently talked to other stakeholders to make sure that girls could play safely.	3.23
I thought of ideas to solve the problems of the club.	3.77

- **Lowest Score Reflects Dependence on Staff**

This suggests that girls still rely heavily on facilitators for planning or initiating club-level activities. Despite gaining skills, their leadership autonomy is still developing. It may also reflect hesitancy, lack of confidence, or structural barriers (e.g., norms about girls taking initiative).

- **Stakeholder Engagement is Emerging but Needs Support**

The second-lowest score (3.23) on engaging stakeholders for safe play indicates that while girls may recognize the importance of advocacy, few are confident in doing it. This could reflect both a lack of exposure to stakeholders (e.g., teachers, community leaders) and fear of backlash or being unheard due to age or gender.

- **Problem Solving is Stronger, But May Still be Group-Oriented**

A slightly higher score (3.77) shows that girls feel more confident in ideating solutions, possibly within peer groups. However, this score being on a low-scoring list still implies that while critical thinking exists, action and implementation may not be fully in their hands yet.

Recommendations from club leaders to improve the clubs

- Increase session duration and frequency (3–4 days/week)
- Develop indoor or better-maintained grounds
- Organize regular inter-club and interstate matches (e.g., Delhi, Bangalore, Mumbai)
- Hold monthly parent meetings to build parental support and understanding
- Improve punctuality among members

*Insights based ONLY on the FGD with Delhi Club Leaders

Overall emergent themes from the FGD beyond the skills

- **The girls' club functions as more than a site for sports**—it is emerging as a platform for individual growth, relational negotiation, and civic participation. Across focus group discussions, **one consistent theme is a shift in girls' self-perception.** Participants describe transitions from low confidence to greater self-assurance, from reluctance to active communication, and from limited agency to more proactive engagement. These changes are reflected in concrete behaviours, such as independently commuting to matches and expressing themselves clearly with peers and adults.

- **This personal development is closely intertwined with relational dynamics.** Girls report learning how to negotiate with parents for permission to attend sessions, manage peer influence (e.g., attending based on friends' presence), and respond to community-level scrutiny. Rather than passively accepting restrictions, many participants are actively engaging with them—sometimes subtly challenging, sometimes negotiating—with a clear intention to retain their space within the club. As one participant noted, "Parents fear boys might say something." Despite such barriers, girls persist in their participation.

- **Girls' engagement is also extending into civic and institutional spaces.** In multiple instances, participants described writing letters to local authorities, communicating with school principals, and raising issues related to infrastructure and access. These actions, while informal, reflect increasing confidence in navigating public systems and voicing needs in a constructive manner.

Mobility remains a key axis of change. The act of traveling to matches or navigating public transport is cited by participants as a significant outcome—representing not just physical movement but a shift in spatial confidence and public presence. For many, this visibility in public spaces marks a departure from gendered norms that constrain girls' mobility.

*Insights based ONLY on the FGD with Delhi Club Leaders

Overall emergent themes from the FGD beyond the skills

- **At the same time, persistent environmental and structural challenges were noted.** Poor ground conditions, male presence in shared play areas, and weather-related disruptions continue to affect the regularity and quality of club participation. Nonetheless, girls are adopting adaptive strategies—from early ground cleaning to peer encouragement—and offering clear recommendations, including calls for indoor stadiums and increased match exposure.

- Crucially, the club is not seen as an endpoint but as a starting point. **Participants articulated aspirations for internships, leadership roles, and inter-city exposure opportunities.** The club is perceived as a potential springboard for broader personal and professional development, particularly for those with limited alternative avenues.

- In summary, while quantitative data captures attendance and participation metrics, the qualitative data highlights deeper, more complex shifts in confidence, mobility, and gendered power dynamics.

*Insights based ONLY on the FGD with Delhi Club Leaders

Limited interaction with parents couldn’t produce any insights due to sample bias

- **Evaluation Challenge**
- While the intended outcome was to assess shifts in parental attitudes across multiple domains (mobility, education, SRHR, etc.), direct interaction with parents was limited, most were unavailable for in-depth conversations or FGDs.

- **The Evaluator’s Learnings**
- **Among parents available,** the perception of the club was **overwhelmingly positive,** but **narrow** in scope—primarily seen as a space for **physical fitness and safe recreation.**
- There was **limited awareness of the club's broader goals**—such as building life skills, promoting gender equity, or encouraging decision-making and autonomy among girls.

While leaders’ testimonies suggested parental acceptance—particularly following visible achievements such as inter-state travel and medals—it is important to note that this insight is based solely on participants who are currently engaged in the program. **This introduces a sample bias, as the perspectives of families who chose to withdraw or never enrolled their daughters are not represented**.

*Insights based ONLY on the FGD with Delhi Club Leaders

Putting the results of Delhi club leaders against the impact indicators show that there is progress on leadership skills of the girls, and there is scope of improvement for other 2 result areas

Impact Areas	Quant Data	Qual Data	Additional Remarks
1) Participants demonstrate confidence, leadership skills, and improved decision-making skills in sports and education, and challenge gender norms in terms of mobility, safety, division of household chores etc.	Skill improvement- 4.71	Strongly developed	Leaders actively demonstrate and articulate growth in these skills
	Problem solving- 4.14	Moderately developed	Leaders do show responsibility and decision making, however they require further support
	Decision Making- 4.09	Moderately developed	
	Sense of community- 4.30	Strongly developed	Leaders actively articulate feeling a sense of community
	Ownership over club- 3.61	Weakly developed	Leaders actively articulate feeling a sense of community
	Communication skills- 3.98	Moderately developed	
2) Actual changes in their lives in terms of decision making in their lives regarding SRHR, education, career, family and influencing others – depending on the phase in their lives	NA	Moderate for most leaders- Autonomy in some domains (e.g., choosing stream, negotiating travel). Beginning to influence others (e.g., encouraging peers, helping at home).	
3) Parents and other family members have a more positive attitude/ behaviours towards their daughters' rights to play (mobility, safety, division of household chores etc), education, menstruation.	NA	Emerging for most parents- Limited engagement; permission given but without much understanding or behavior change at home.	

Scale-Life Decision-Making and Influence Among Club Leaders

Level	Description	Status of Club Leaders
High	Independent decision-making across multiple life areas (education, career, SRHR, family). Actively influences others. Leads by example and mentors peers.	**Not yet for most – a few girls may be here, but this is aspirational.**
Moderate	Autonomy in some domains (e.g., choosing stream, negotiating travel). Beginning to influence others (e.g., encouraging peers, helping at home).	**Most leaders are here – taking key decisions and showing growing influence.**
Emerging	**Needs support to act; limited autonomy. Influence only in structured settings, not yet self-initiated.**	**A few are here – especially younger or newer members.**

Scale- Parent Engagement

Level	Description	Current Status
High	Deep parental understanding of the program’s objectives; active support for girls’ autonomy in multiple domains.	**Not observed yet.**
Moderate	General support for participation; some shifts in daily behavior (e.g., mobility, chores); emerging trust in club's value.	**Suggested by girls’ experiences.**
Emerging	Limited engagement; permission given but without much understanding or behavior change at home.	**Majority of parents currently here.**

Other Emergent themes from FGDs

What Girls Like About the Club

- Enjoyment increases when attendance is high and everyone plays seriously
- Opportunities for collaborative problem-solving (e.g., convincing parents to allow participation)
- Satisfaction when the ground is clean and usable
- Sense of structure, teamwork, and purpose during play

Challenges Faced

- Unavailability and poor condition of grounds, especially during rain
- Disruptions from boys in shared community spaces
- Extreme heat, mosquitoes, low poles hinder the playing experience
- Low attendance due to exams, illness, lack of friends' presence, or parental concerns
- Parental resistance linked to academic priorities and social norms

Why Attendance Drops

- Heat and weather conditions
- Exam season or poor academic performance
- Health issues
- Dependency on friends' attendance
- Parental restrictions due to safety concerns or perceptions of time-wasting

*Insights based ONLY on the FGD with Delhi Club Leaders

Other Emergent themes from FGDs

Perceived Value of Club Participation

- Enhanced communication and confidence, including with adults and community members
- Greater independence in commuting and navigating public spaces
- Knowledge of netball rules and exposure through league matches
- Learning critical life skills like leadership and menstrual health
- Contrast with non-members: "They are hesitant and unaware of these skills"

Clubs as a Platform for Gender Equality

- Building girls' confidence, communication, and leadership skills
- Creating safe spaces that promote mobility and agency
- Offering visibility and legitimacy to girls' participation in public and athletic life
- Providing stepping stones to opportunities like internships and sports careers
- Transforming community perceptions by showcasing girls' capabilities

*Insights based ONLY on the FGD with Delhi Club Leaders

Based on the quantitative and qualitative data, some insights have emerged

- **Linking Life Skills to Gender Equality**

The girls clearly articulated the life skills they have gained and exercised through club participation. However, the explicit connection between these skills and broader gender equality outcomes was not spontaneously expressed. This connection only emerged upon deeper probing with targeted questions.

- **Enhancing Competitive Exposure**

FGDs consistently highlighted that parental support for girls' participation increased significantly when girls participated in league matches and achieved visible success by bringing home medals.

- **Increasing Parental Involvement**

It was evident that current levels of parental involvement are lower than optimal. Strengthening parent engagement is critical to sustaining girls' participation and support at home.

- **Formalizing and Leveraging Coaches' Roles**

Coaches emerged as key enablers in the program. Girls expressed strong trust and positive regard for their coaches, often seeking their support in overcoming challenges. Similarly, parents reported sending their daughters to the club largely due to the trust they have in the coaches.

While quantitative self-assessment scores suggest strong internal confidence among participants, qualitative findings indicate a gap between perceived skill and actual opportunities to demonstrate or act on those skills. This may indicate that while participants are beginning to internalize positive identities—such as being confident or assertive—these identities are still evolving in practice. Structural factors, such as restricted mobility, limited parental involvement, appear to moderate how and when these skills are applied. Moreover, the influence of aspirational self-perception and potential social desirability in scoring cannot be ruled out.

*Insights based ONLY on the FGD with Delhi Club Leaders

There are certain strategies that can be implemented to strengthen the program

Clarify and Integrate Gender Equality Messaging

- Develop specific sessions within the club curriculum that explicitly link life skills like communication, leadership, and decision-making to gender equality concepts.
- Incorporate gender equality themes into coaching manuals and training.

Expand Opportunities for Competitive Exposure

- Organize more frequent inter-club and inter-state matches to increase visibility and experience.
- Celebrate and publicly recognize achievements to boost motivation and community awareness.

Enhance Parental Engagement

- Conduct regular, structured parent meetings/touchpoints, including demonstrations of girls' progress and matches to showcase their achievements.
- Create parent ambassador groups who can advocate within their communities.

Formalize Coaches' Mentorship and Community Roles

- Establish a system for coaches to regularly engage with parents, addressing concerns and sharing updates.
- Encourage coaches to facilitate the linkage of netball sessions to life skills.

RESULTS:

CLUB MEMBERS

Both surveys and FGDs were conducted to understand girls' experience

Quantitative surveys filled by total 180 respondents from 14 clubs across Delhi, Mumbai and Bangalore as shown below:

	No. of club leaders	No. of clubs
Delhi	60	4
Mumbai	80	8
Bangalore	40	2

- FGD was conducted with 60 club leaders from 4 clubs of Delhi.
- **Quantitative survey and FGD for Delhi were conducted by the evaluator, whereas Quantitative surveys for Mumbai and Bangalore were conducted by Maitrayana staff.**

How to Interpret Scores:

We gave all the participants a tool with **18 questions.** For each question, **they had to rate themselves from 1 to 5,** where:

- 1 means "I don't do this at all" (lowest score)
- 5 means "I do this very well" (highest score)

Then, for each question, we looked at **how many participants chose each score.** So for example, if for **Question 1,** the scores were:

- **34% chose 1, 23% chose 2, 18% chose 3, 15% chose 4, 10% chose 5**
- It means that **most participants feel they are not doing well in this area yet,** and only a few feel confident.

In short:

- **More people choosing 4 or 5** means they feel **confident** in that area.
- **More people choosing 1 or 2** means they feel **less confident** and may need more support.

Overall scores- Aggregate of all clubs

	1	2	3	4	5
I improved my netball playing skills as a result of being in the club.	0%	0%	15%	29%	56%
I enjoyed playing netball with the club members.	0%	3%	12%	20%	65%
I could identify the problems in the club	2%	9%	25%	35%	28%
I thought of ideas to solve the problems of the club.	8%	11%	28%	25%	27%
I looked at both positive and negative sides of my solutions.	6%	9%	21%	26%	38%
I looked at both positive and negative sides of my solutions.	4%	10%	22%	29%	35%
I felt confident in my ability to take decisions for the club.	3%	6%	19%	21%	51%
I was able to manage the conflicts between the players well.	10%	8%	20%	31%	31%
I was able to come up with other suggestions when any problem arose (parents refuse to let their daughters play, unavailability of ground etc)	7%	7%	18%	30%	38%
I actively shared my ideas, suggestions during the discussions/meetings	8%	10%	29%	31%	21%
I could access and leave the ground without any fear.	0%	5%	6%	10%	80%
I initiated club meetings/discussions on my own with little to no support from Maitrayana staff.	18%	19%	16%	27%	20%
I felt responsible for the effective functioning of my club.	6%	4%	8%	21%	60%
I managed the players of the club well.	5%	6%	18%	29%	41%

Overall scores- Aggregate of all clubs

	1	2	3	4	5
I confidently talked to other parents about girls' right to play, gender equality, sending their daughters to play netball etc.	6%	3%	19%	24%	48%
I felt that parents were interested in listening to what I had to say.	1%	1%	10%	24%	64%
I confidently talked to other stakeholders to make sure that girls could play safely.	12%	12%	17%	27%	32%
I confidently talked to my parents about my desire to play netball and be a part of the club.	1%	0%	9%	15%	75%

Insights from Data suggest strong skill development in netball

- The data suggests that **the program has been successful in building internal confidence and peer engagement among participants.** Across most questions, a majority of girls selected ratings 4 or 5, showing:

- Strong skill development in **netball,** reflective thinking, and group decision-making.

- Confidence in identifying problems, contributing ideas, and participating in club functioning.

- However, when it comes to **external influence**—especially interacting with parents and stakeholders or influencing gender norms—the responses are more varied:

- Fewer girls feel confident talking to parents or other stakeholders about their rights or ensuring safety.

- Many are **not fully convinced their parents are interested** in what they have to say, suggesting limited intergenerational dialogue or adult investment.

- Girls are **also not confident about initiating meetings** on their own.

- This points to a pattern: the club environment is nurturing leadership and expression among peers, but **structural and cultural barriers still limit the full expression of that leadership outside the club.**

Quantitative data gave insights into strengths and weaknesses at the skill level- Overall

Strengths

- **Improved netball playing skills** (65% marked 4 or 5)- Demonstrates core program outcome success—technical sports skill development.

- **Enjoyed playing with club members** (79% marked 4 or 5)- Indicates strong peer bonding and enjoyment.

- **Felt confident to take decisions for the club** (73%)- Shows leadership confidence development.

- **Looked at both positive and negative sides of solutions** (73%)-Reflective thinking is being developed.

- **Actively shared ideas/suggestions in meetings** (70%)- Communication and participation in group processes is strong.

- **Felt responsible for club functioning** (69%)- Strong sense of ownership among leaders.

Weaknesses

- **Confidence talking to other stakeholders** (42% marked 1–3)

- **Confidence talking to parents** (46% marked 1–3)

- **Perception that parents were interested in listening** (45% marked 1–3)- Indicates hesitation and structural barriers in external communication, especially with adults and authority figures.

- **Sharing or implementing solutions** (47% marked 1–3)- Many participants feel confident thinking of solutions but not implementing them.

- **Conflict resolution skills** (45% marked 1–3)- Signals the need for deeper support in interpersonal conflict management.

Delhi Scores

	1	2	3	4	5
I improved my netball playing skills as a result of being in the club.	0%	0%	23%	34%	43%
I enjoyed playing netball with the club members.	0%	0%	15%	20%	65%
I could identify the problems in the club	5%	10%	45%	30%	10%
I thought of ideas to solve the problems of the club.	6%	8%	14%	26%	46%
I looked at both positive and negative sides of my solutions.	2%	7%	11%	7%	73%
I looked at both positive and negative sides of my solutions.	7%	4%	20%	40%	29%
I felt confident in my ability to take decisions for the club.	4%	6%	15%	30%	45%
I was able to manage the conflicts between the players well.	20%	10%	18%	34%	18%
I was able to come up with other suggestions when any problem arose (parents refuse to let their daughters play, unavailability of ground etc)	9%	5%	11%	41%	34%
I actively shared my ideas, suggestions during the discussions/meetings	8%	12%	45%	25%	10%
I could access and leave the ground without any fear.	0%	12%	4%	9%	75%
I initiated club meetings/discussions on my own with little to no support from Maitrayana staff.	24%	36%	20%	12%	8%
I felt responsible for the effective functioning of my club.	15%	6%	5%	16%	58%
I managed the players of the club well.	9%	10%	18%	21%	42%
I confidently talked to other parents about girls' right to play, gender equality, sending their daughters to play netball etc.	4%	5%	15%	32%	44%
I felt that parents were interested in listening to what I had to say.	0%	0%	13%	23%	64%
I felt that parents were interested in listening to what I had to say.	12%	14%	16%	24%	34%
I confidently talked to my parents about my desire to play netball and be a part of the club.	0%	0%	5%	18%	77%

Insights from Data from Delhi suggest improvement in netball

- Delhi participants also report improvement in netball and a sense of responsibility within the club, but their responses suggest relatively **lower confidence in external interaction.**

- **Talking to parents or other adults** shows significantly lower 4–5 ratings, indicating either structural restrictions (mobility, parental control) or lower perceived agency.

- That said, the **internal functioning of the club** still shows strong engagement: girls rate themselves fairly well on sharing ideas.

- Delhi may reflect a context where **girls' individual leadership is developing, but still constrained by environment.**

Qualitative learnings from FGD

- **Skill Development-** Across FGDs, girls consistently report learning both sports-specific (netball, umpiring) and life skills (communication, menstruation awareness, leadership). These learnings improve their confidence and provide practical tools to engage with their environment.

- Specific examples:

FGD1: Netball, refereeing, umpiring, menstruation awareness, life skills.

FGD2: Communication, peer pressure, visiting institutions (police station), menstruation, AIDS.

FGD3: Netball drills, umpiring, first aid, leadership, body changes.

FGD4: Peer leadership, coaching, refereeing, communication, and body literacy.

Qualitative learnings from FGD

- **Problem solving-** Problem-solving emerged as a strong theme, with girls handling personal, peer, and family-level challenges

- **Specific Examples:**
  - A participant shared that when she learned a classmate was **at risk of early marriage**, she encouraged the classmate to speak with her brother to seek support in dissuading their parents. The classmate's brother subsequently contacted the participant, and she spoke with him directly to reinforce the message.

- Participants **reported taking initiative to address low attendance** by reaching out to peers who were not participating in the club. In doing so, they also engaged with parents, explaining that the club is not just about playing netball but also a space for learning important life skills. This proactive approach reflects their ability to identify a challenge and apply problem-solving strategies—such as dialogue, persuasion, and community engagement—to address barriers to participation.

- **Decision Making-** Girls across all FGDs are making thoughtful decisions—ranging from school-related to social issues. Decision making is both reactive and proactive

- **Specific examples:**
  - One participant shared that **although her friend invited her to play,** she chose to complete her homework first, recognizing the importance of her academic responsibilities. This illustrates her growing ability to make thoughtful decisions by evaluating priorities and acting in alignment with her goals.
  - One participant shared that she **decided to pursue science after completing Grade 10**, a choice she made after reflecting on her interests and future aspirations. This demonstrates her ability to make informed and independent decisions

*Insights based ONLY on the FGD with Delhi Club Leaders

Qualitative learnings from FGD

- **Ownership Over Club-** Ownership is visible through both leadership and care for club functionality..

- **Specific Examples**
  - Findings indicate that participants currently d**emonstrate a relatively low sense of ownership over the club.** While some girls reported occasional involvement—such as assisting newcomers, facilitating drills, and encouraging punctuality—their engagement remains limited and sporadic
  - Although many express a clear desire to improve the club's functioning and possess a deep understanding of the challenges faced as well as potential solutions, they have not clearly articulated or taken concrete actions toward implementing these improvements. This suggests a gap between awareness and proactive leadership or sustained responsibility within the group.

- **Sense of Belonging-** All groups articulate the club as a meaningful space, but the depth of emotional connection varies.

- **Specific Examples:**
  - The majority of girls **expressed a strong sense of belonging and attachment to the club.** Many reported that they enjoy coming to the club because it provides a supportive environment where they have formed friendships and social connections. They view club as a space of joy and escape.
  - or several participants, the club serves as a vital respite from household responsibilities, offering them a shared space to interact freely with their peers. This collective experience contributes significantly to their overall well-being and motivation to participate regularly.
  -

- **Communication Skills-** Girls are increasingly using their voices for influence and support.

- **Specific examples:**
  - **One participant reported initiating a conversation with her cousin about menstruation.** Informed by the knowledge and confidence gained through the sessions, she was able to openly share her own experiences. This helped create a safe and supportive environment in which her cousin felt comfortable discussing the topic.
  - **Another participant noted that she and her peers proactively engaged with boys** in the shared community space, particularly when incidents involving physical contact—such as being hit by a ball—occurred. They encouraged the boys to play more responsibly to ensure the safety and well-being of all participants
  - **Another participant reported that a friend confided in her about experiencing physical violence at home**. Drawing on the empathy and communication skills developed through the program, she offered emotional support and comfort to her friend during this difficult time.
  - **Given that the club operates within the premises of a police station,** girls reported having regular opportunities to engage with police personnel to solve any issues/problems.

*Insights based ONLY on the FGD with Delhi Club Leaders

Perceptions of Leadership Among Participants vary

- During discussions and reflections, approximately 80% of participants identified themselves as leaders. **Their responses revealed a nuanced and grounded understanding of leadership,** shaped by their lived experiences within the club. Leadership was primarily associated with action, influence, responsibility, and collaboration.

- **Qualities Participants Associate with Being a Leader:**
  - **Ability to Influence Others:** Several participants expressed that they are listened to when they speak, suggesting that being able to influence peers is a core marker of leadership.
  - **Taking Initiative and Responsibility:** Girls described taking charge of drills, managing ground activities, and guiding others in gameplay. This shows a strong sense of initiative and accountability.
  - **Supportive and Peer-Oriented Behavior:** Leadership was also linked to helping others, such as assisting teammates during the game, teaching new players, and reaching out to those who do not attend regularly.
  - **Confidence and Autonomy:** Some participants equated leadership with self-determination—doing what they believe is right and acting independently.

Role Modelling and Equal Participation: Many saw leadership as something inclusive and collective—“we are equals, we are leaders”—emphasizing that leadership is not about hierarchy but shared participation and ownership.

- **Reasons Some Participants Did Not Identify as Leaders:**
  - **Perceived Lack of Influence or Recognition:** A few girls expressed that they were not listened to by peers, which made them question the value of taking on a leadership role.
  - **Self-Doubt or Skill Gaps:** Others felt they lacked certain qualities, particularly in gameplay, and believed they needed to improve before considering themselves leaders.
  - **External Validation:** Some participants indicated that they rely on others to point out their mistakes, suggesting they are still in the process of building confidence and self-assurance in a leadership role.

- **Additional Insights:**
- One participant noted that they identified as a leader because “Didi says everyone is a leader,” indicating that **facilitator framing plays a role in shaping how girls perceive themselves in leadership roles.** This highlights the importance of affirming and reinforcing inclusive models of leadership through mentorship and program messaging.

*Insights based ONLY on the FGD with Delhi Club Leaders

Additional qualitative learnings from FGD

A. Motivations and Barriers

- Love for sport, escape from home routines, learning.
- Barriers: household chores, safety fears, study pressures, heat, ground conditions.

B. Parental Perception and Negotiation

- Varying trust in NGO; change due to coaches, medals, peers.
- Girls use medals, peer validation, and third-party support to negotiate attendance.

C. Application of Learning

- Advocacy, peer counseling, practical decisions (stream choice).
- Conflict resolution and personal growth via leadership training.

D. Self-Perception of Leadership

- Many girls see themselves as leaders when enabled to act.
- Some doubt leadership due to lack of skill or recognition.

E. Club as Space

- Seen as safe (partially), structured (games, drills), and identity-affirming (belonging).
- Yet, infrastructure and attendance issues impact motivation.

*Insights based ONLY on the FGD with Delhi Club Leaders

Mumbai Scores

	1	2	3	4	5
I improved my netball playing skills as a result of being in the club.	0%	1%	16%	20%	63%
I enjoyed playing netball with the club members.	0%	1%	17%	21%	61%
I could identify the problems in the club	0%	13%	22%	28%	38%
I thought of ideas to solve the problems of the club.	18%	17%	27%	25%	13%
I looked at both positive and negative sides of my solutions.	9%	15%	31%	31%	13%
I looked at both positive and negative sides of my solutions.	0%	18%	32%	20%	30%
I felt confident in my ability to take decisions for the club.	2%	5%	32%	26%	34%
I was able to manage the conflicts between the players well.	11%	6%	28%	31%	24%
I was able to come up with other suggestions when any problem arose (parents refuse to let their daughters play, unavailability of ground etc)	7%	6%	28%	30%	41%
I actively shared my ideas, suggestions during the discussions/meetings	12%	11%	24%	21%	32%
I could access and leave the ground without any fear.	0%	0%	9%	11%	79%
I initiated club meetings/discussions on my own with little to no support from Maitrayana staff.	22%	16%	17%	27%	17%
I felt responsible for the effective functioning of my club.	0%	1%	9%	31%	59%
I managed the players of the club well.	1%	5%	21%	36%	38%
I confidently talked to other parents about girls' right to play, gender equality, sending their daughters to play netball etc.	12%	1%	22%	19%	46%
I felt that parents were interested in listening to what I had to say.	0%	1%	11%	20%	68%
I felt that parents were interested in listening to what I had to say.	21%	15%	21%	26%	17%
I confidently talked to my parents about my desire to play netball and be a part of the club.	0%	0%	14%	20%	67%

Insights from Data from Mumbai exhibit high confidence in netball skills

- Participants in Mumbai report **high confidence in netball skills (63% rated 5) and enjoyment of the club,** showing that the program resonates strongly at the level of individual engagement and learning.

- Responses show **strong internal reflection**—girls report high levels of thinking about positive and negative aspects of their solutions.

- However, when it comes to i**mplementing solutions,** there's a drop—suggesting either fewer opportunities to act on their ideas or a lack of confidence in pushing ideas through.

- Responses on **talking to parents and stakeholders** show more hesitation, implying external-facing leadership hasn't taken full shape yet.





Bangalore Scores

	1	2	3	4	5
I improved my netball playing skills as a result of being in the club.	0%	0%	4%	33%	62%
I enjoyed playing netball with the club members.	0%	7%	4%	20%	69%
I could identify the problems in the club	2%	5%	9%	48%	36%
I thought of ideas to solve the problems of the club.	0%	9%	43%	25%	23%
I looked at both positive and negative sides of my solutions.	7%	4%	20%	40%	29%
I looked at both positive and negative sides of my solutions.	6%	8%	14%	26%	46%
I felt confident in my ability to take decisions for the club.	2%	7%	11%	7%	73%
I was able to manage the conflicts between the players well.	0%	7%	13%	28%	52%
I was able to come up with other suggestions when any problem arose (parents refuse to let their daughters play, unavailability of ground etc)	5%	11%	26%	18%	39%
I actively shared my ideas, suggestions during the discussions/meetings	5%	8%	19%	46%	22%
I could access and leave the ground without any fear.	0%	2%	4%	9%	85%
I initiated club meetings/discussions on my own with little to no support from Maitrayana staff.	9%	5%	11%	41%	34%
I felt responsible for the effective functioning of my club.	4%	4%	11%	16%	64%
I managed the players of the club well.	4%	4%	16%	31%	44%
I confidently talked to other parents about girls' right to play, gender equality, sending their daughters to play netball etc.	2%	2%	20%	20%	56%
I felt that parents were interested in listening to what I had to say.	2%	2%	7%	29%	60%
I felt that parents were interested in listening to what I had to say.	4%	6%	14%	30%	46%
I confidently talked to my parents about my desire to play netball and be a part of the club.	4%	0%	9%	7%	80%

Insights from Data from Bangalore demonstrates high confidence in leadership

- Bangalore shows **particularly high confidence in leadership and decision-making within the club,** with several questions receiving 60%+ in 4 or 5 ratings.

- Girls here seem more willing to **speak about girls' rights,** suggesting greater comfort with public or semi-public advocacy, at least within safe environments.

- Responses about external communication with **parents and stakeholders** are slightly better than other cities but still reflect challenges.

Conflict management responses are also stronger, indicating that girls may be more practiced or supported in handling group dynamics.



There are notable differences between leaders and players based on impact they experience from the program

- **Depth of Understanding and Engagement:**

Leaders typically demonstrate a deeper comprehension of the club's broader objectives, including the connection between sports, life skills, and gender equality. They often articulate these links clearly and see themselves as agents of change within the group. In contrast, members usually engage more with the club as a recreational space and may not yet fully grasp or prioritize the underlying social and empowerment goals.

- **Sense of Responsibility and Initiative:**

Leaders frequently take initiative by organizing activities, facilitating drills, and supporting new members. They express a willingness to take charge and contribute to the club's functioning. Members, on the other hand, tend to participate primarily as players and rarely step into leadership or facilitation roles unless encouraged.

- **Confidence and Communication Skills:**

Leaders tend to exhibit stronger communication skills and confidence, which enable them to influence peers, advocate for safe play, and address challenges. Members often show awareness of problems but lack the confidence or skills to actively address or communicate solutions.

- **Action Orientation:**

While leaders may attempt to problem-solve and push for improvements, members mostly express an understanding of issues without taking concrete action. This indicates a gap between knowledge and practice that may be bridged with further capacity-building and support.

- **Perception of Leadership:**

Leaders tend to identify themselves as role models and change agents, sometimes reinforced by facilitator affirmation. Members may not see themselves as leaders due to self-doubt, skill gaps, or lack of encouragement.

Monitoring system can be strengthened and leveraged to improve the program design and impact

- **Track Skill Application, Not Just Perception:** Move beyond self-assessments to include observation-based checklists or case tracking (e.g., how many initiated peer follow-ups or parental engagements).

- **Conduct regular qualitative discussions** to reflect on the experiences of the participants and their application of skills on and off field.

- **Introduce leader-level progress tracking:** Track how club leaders grow over time across select indicators (communication, problem-solving, decision-making).

- **Monitor Parent Perspectives Systematically:** Develop a simple parent feedback tool and ensure representation beyond currently supportive parents.



In case of any doubts and queries, please feel free to reach out to

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MAITRAYANA

2024-2025

MAITRAYANA CHARITY FOUNDATION

OVERALL IMPACT REPORT

MAITRAYANA'S VISION

A gender equal society in which girls & women can exercise their rights.

Leverage the power of sport to create ecosystems that empower girls & women to fulfil their potential.

Integrity
Respect
Transparency
Inclusion

WHO WE WORK WITH

Maitrayana works with women, communities and stakeholders to advance gender equality.



Adolescent girls and young women access their rights towards sexual reproductive health & GBV, economic justice



Families and communities work together to enable their daughters to access their rights and make decisions about their lives.



Stakeholders in the society will take measures to advance gender equality

WHAT MAITRAYANA DOES

- Maitrayana Charity Foundation, established on March 20, 2018, is a Section 8 Not-for-Profit organization **committed to advancing gender equality through sports.** The organization works directly with adolescent girls, young women, their families, and communities, along with broader societal stakeholders, to promote women's rights.

- Its flagship initiative, YPI Pragati, is a **structured netball and life skills program designed for girls aged 10–17.** Through 27 netball sessions and 27 life skills sessions (each lasting approximately 45 minutes and delivered over an academic year), YPI Pragati builds the girls' knowledge, skills, attitudes, behaviors, and confidence.

- **The clubs provide a platform for girls to apply the skills acquired through YPI Pragati** in real-life settings, particularly by advocating for their right to play in public spaces. They are coached in netball, and mentored to build leadership and self-advocacy skills, thereby enabling them to challenge and navigate deeply entrenched gender norms.

- **Girls often face resistance from parents** due to concerns about safety, distance to playing fields, and perceptions that sports are unproductive compared to studies or domestic responsibilities. Additionally, girls must often negotiate space with boys in public playing areas. These barriers highlight the gendered challenges in accessing sports.

- **The clubs aim for long-term impact by strengthening the girls' decision-making power across multiple life domains**—sports, education, health, and career. The core assumption is that the ability to successfully negotiate the right to play will translate into greater agency and confidence to advocate for their rights in broader aspects of life.

THEORY OF CHANGE

Problem:
Girls and women face gender inequality as a result of forces within the society which result in them not being able to achieve their full potential which is social injustice as well as an economic loss for the country and the world.

Vision:
A gender equal society in which girls and women can exercise their rights

Mission:
Leverage the power of sport to create ecosystems that empower girls and women to fulfil their potential

If they have access to

Adolescent girls and young women

Participants | Peer / club leaders | CSCs / EJ young women

Netball (sessions, tournament) & life skills sessions

Leadership training/ leadership opportunities in their community

Parents/family/ community members

Camps, events, trainings, meetings, committees led by girls & women

Other stakeholders in the society (government, civil society, business)

Collaborations with a lens on women's leadership, safe sport, child participation

They will have

Soft/hard/ Vocational skills training, mentoring, internships

Build their assets such as knowledge, life skills, attitude and behaviour, confidence

Leadership skills

Skills to enter their economic pathway

Gained knowledge about the effects of gender equality and a change in attitude and behaviour that accelerates outcomes for girls

Increased awareness and understanding of barriers / best practices / actions and tools to advancer gender equality

So that they

Can access their rights and have agency to make decisions regarding their lives and influence change in their / communities

Are recognised as leaders in their community

Are role models who can make economic contributions

Are advocates who extend a gender equal ecosystem (in depth / scale) in their circle of influence

Take measures / actions (amplify replication through resources, opportunities, partnering for scale) that support systemic changes.

YEAR AT A GLANCE

Program	Total
YPI Numbers	7354
Camp	2756
Club	1086
Be Ambitious	952
Vriddhi	88
EJP	256
Total	12492

YOUNG PEOPLE'S INITIATIVE (YPI)

Girls and women face gender inequality as a result of forces within the society, which result in them not being able to achieve their full potential, which is social injustice as well as an economic loss for the country and the world.

The Young People's Initiative (YPI) program was launched in October 2021, providing life skills and netball sessions to adolescent girls and young women through programs such as YPI Pragati, netball clubs, and the Economic Justice Programme. Maitrayana has engaged with 12492 participants in 2024 - 2025 girls this year across Delhi, Mumbai, and Bengaluru.

- Through YPI Pragati it empowered adolescent girls through life skills sessions and sports (netball), fostering personal development, confidence, and leadership. Participants elected their Peer Leaders who advocated for solutions to problems that girls face in thier community/school.
- Club players developed their sport- and leadership skills further in the girls led netball clubs. Where the clubs organised their own leagues.
- Young women in the ages of 18 to 25 participated in a module on their sexual rights to provide them with assets to make healthy decisions.
- The Economic Justice Program supported the economic empowerment of young women through internships and skills development in the Economic Justice Programme (EJP), leading to increased employability and workplace confidence.

In order to create a supportive econosystem, Maitrayana fostered community and parental involvement to ensure young women’s growth, safety, and access to their rights.



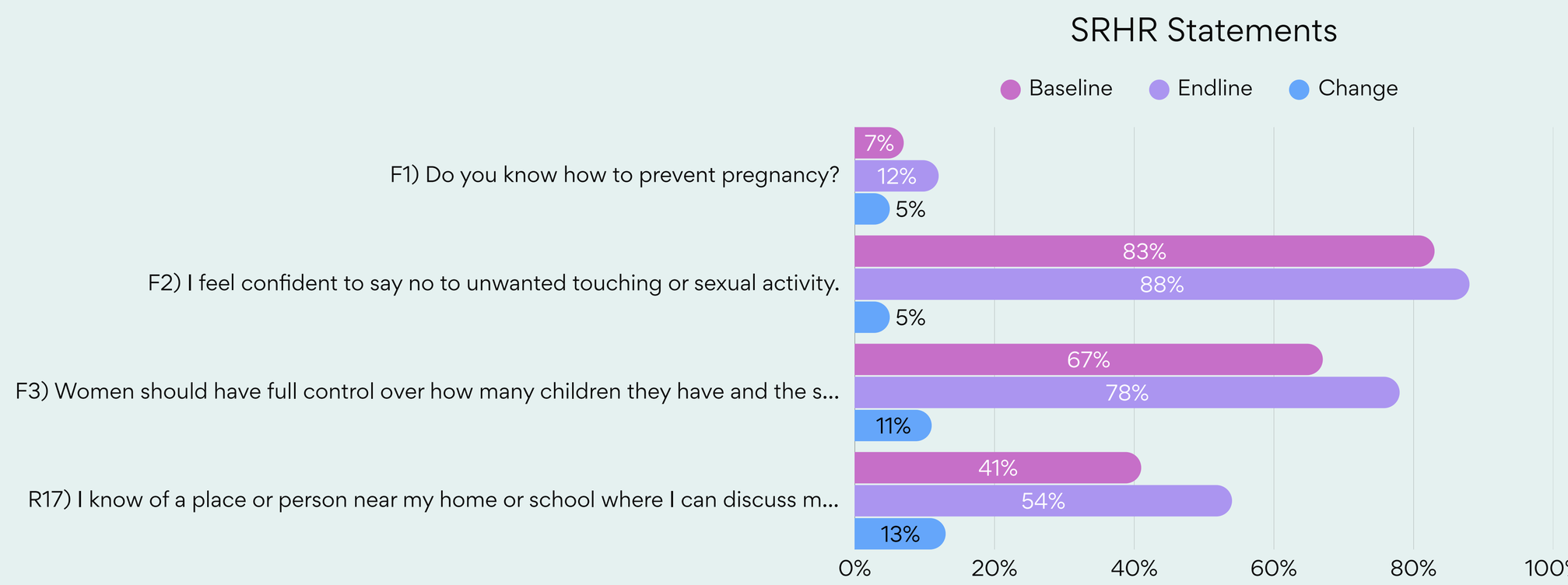
YPI PRAGATI

7354 adolescent girls, aged 10–15 years, from schools and communities across Delhi, Mumbai, and Bengaluru, are active participants in the YPI Pragati program. This initiative integrates netball and life skills education, providing a holistic development experience through a comprehensive curriculum of 54 sessions. The life skills component is structured around four core modules: **Be Yourself, Be Healthy, Be Empowered, and Be Money Savvy.** For many of the girls, it was the first time to play sports. **96% of the participants** enjoyed it. ...!

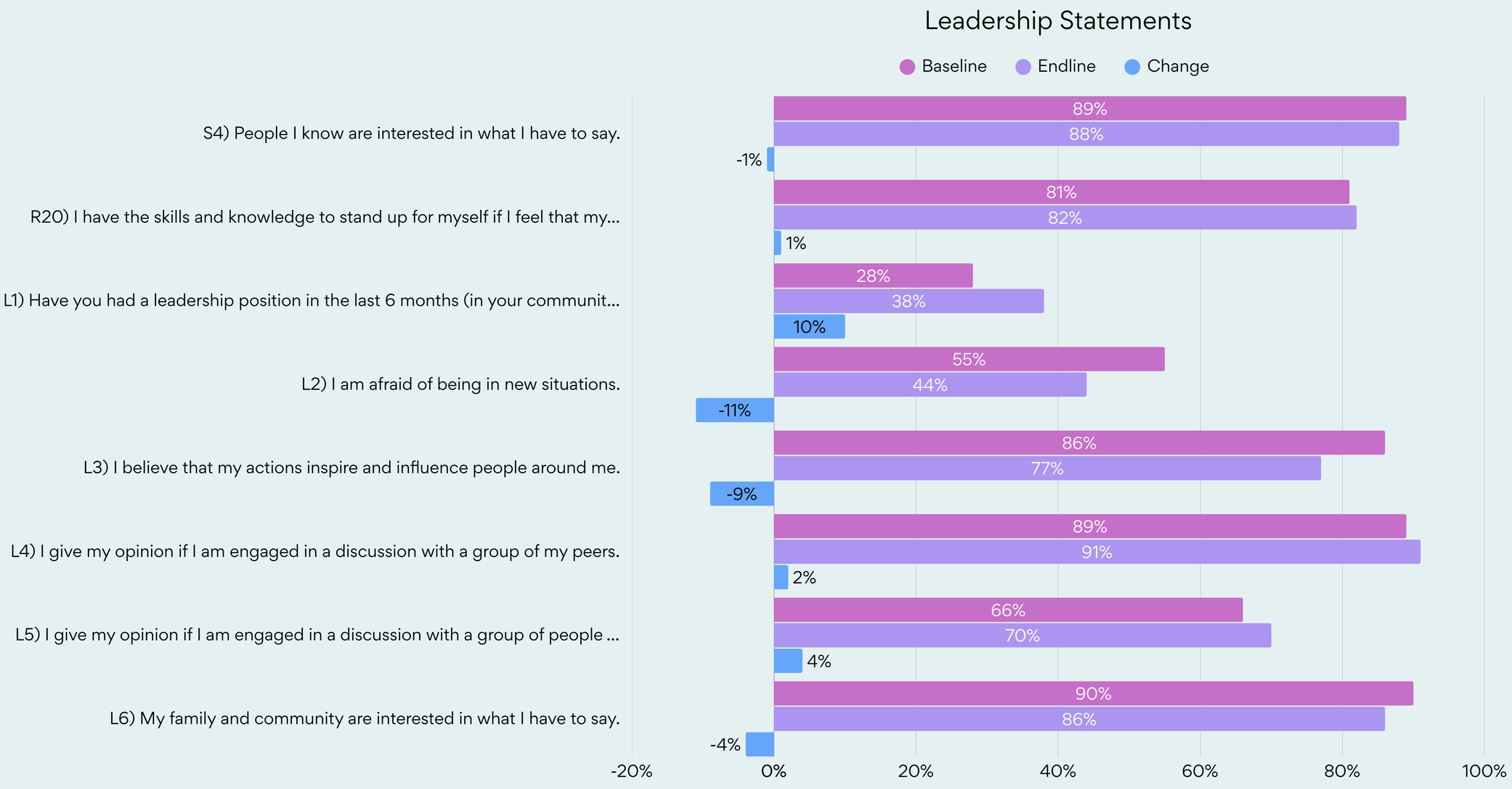
As part of the Be Healthy module, where the focus is on Menstrual Health & Hygiene and Body Image, coaches observed that myths around menstruation still persist, as well as that many girls begin to feel conscious about their bodies during puberty. Through the sessions, 82% of participants gained an understanding of the menstrual myths that hinder them and felt more confident addressing them.

In line with the program's aim of equipping girls to know their rights and advocate for safe spaces in their ecosystem, significant progress was observed with 61% of girls reported being able to speak up and report cases of violence.

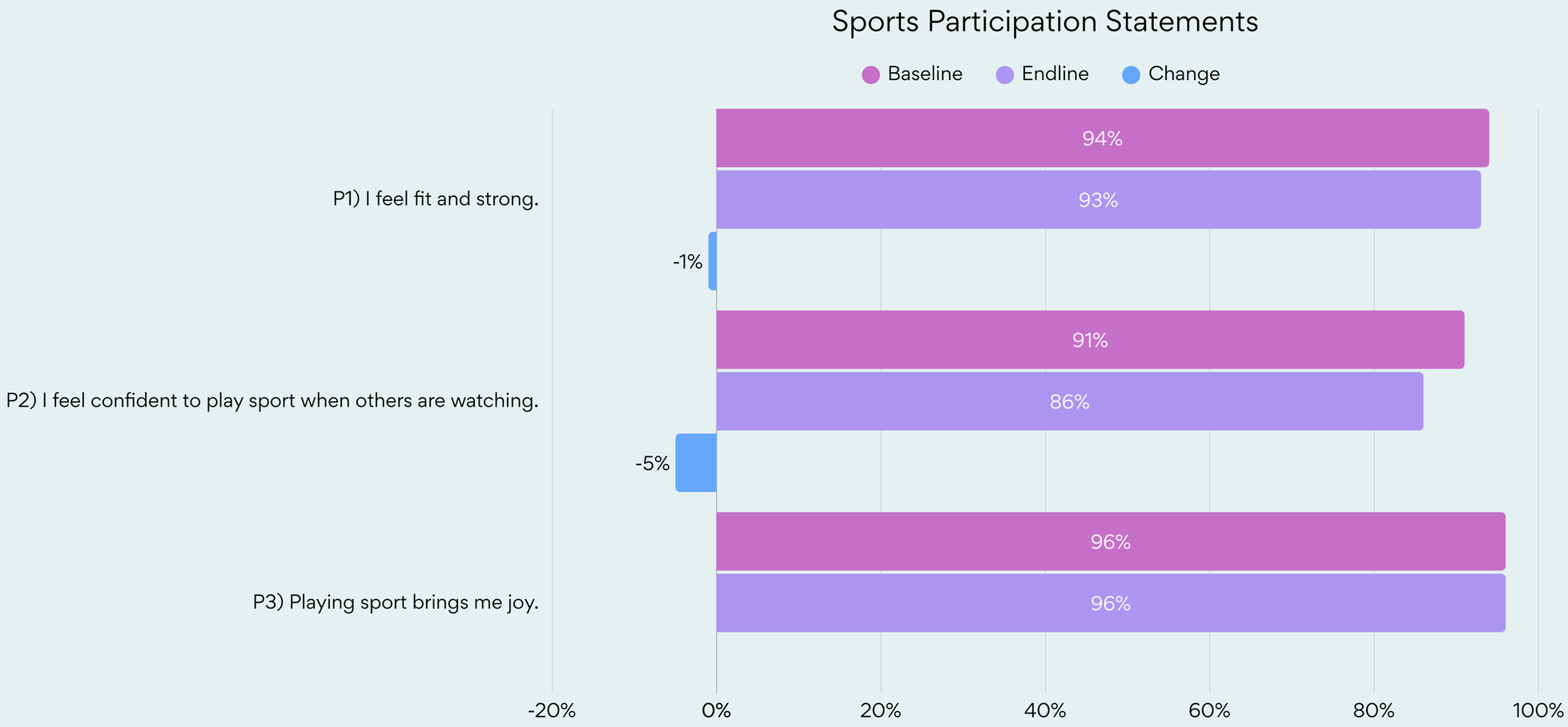
Beyond the success with participants, the program has also fostered stronger engagement with stakeholders and government schools across cities, thereby strengthening the organization's relationship and credibility within the community.



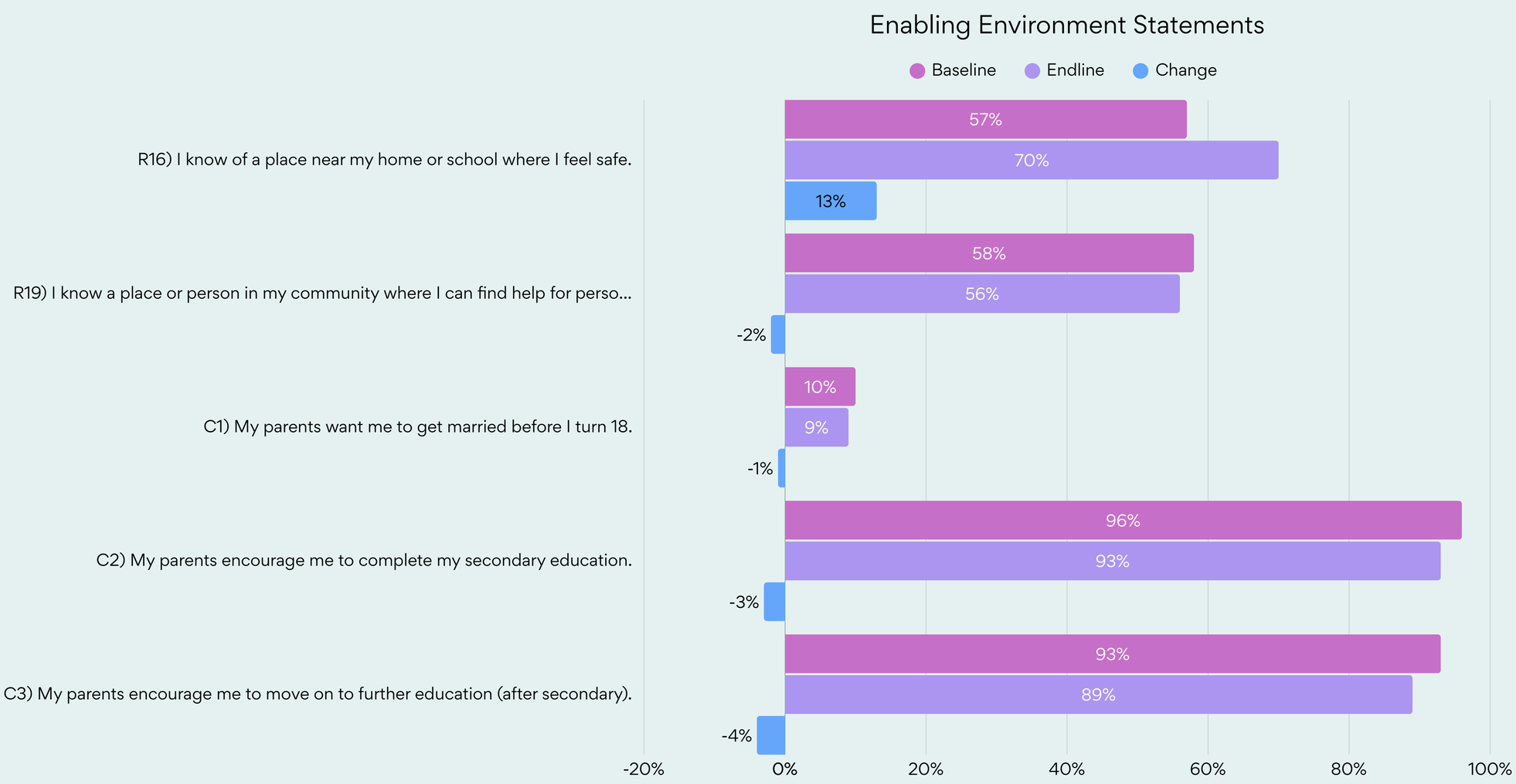
As the part of YPI , where we build the girls capacity around their rights and SRHR, the baseline and endline results indicate progress in strengthening girls' knowledge and confidence around it. Confidence to say no to unwanted touching or sexual activity remained high and showed further improvement (from 83% to 88%). Understanding of women's right to make decisions about childbearing also improved (from 67% to 78%), reflecting stronger awareness of bodily autonomy and gender equality.
knowledge of safe spaces or trusted people to discuss SRHR issues increased from 41% to 54%, showing awareness of available support systems. However, the lowest area of knowledge—understanding how to prevent pregnancy—remains limited, with only a modest increase from 7% to 12%. The girls after they graduate from YPI , they also enroll in the Vriddhi and understand better about the Sexual Reproductive Health and Rights. The Participants shows the change in their capacity and confidence about building their knowledge and agency in the community to have the discussion around SRHR.



One of the key aspects of the programme was to build leadership skills among participants — enabling them to gain confidence, take initiative, and express themselves freely. The data reflects a shift in these areas, showing growth in confidence, participation, and learning. Participants became more vocal, with many expressing that they now feel comfortable sharing their opinions and standing up for themselves.
However, while there is progress, the data also reveals that opportunities to take on actual leadership roles remain limited, increasing only from 28% to 38%. Similarly, recognition from family and community saw a slight decline, with 86% acknowledging strong learning from the programme.

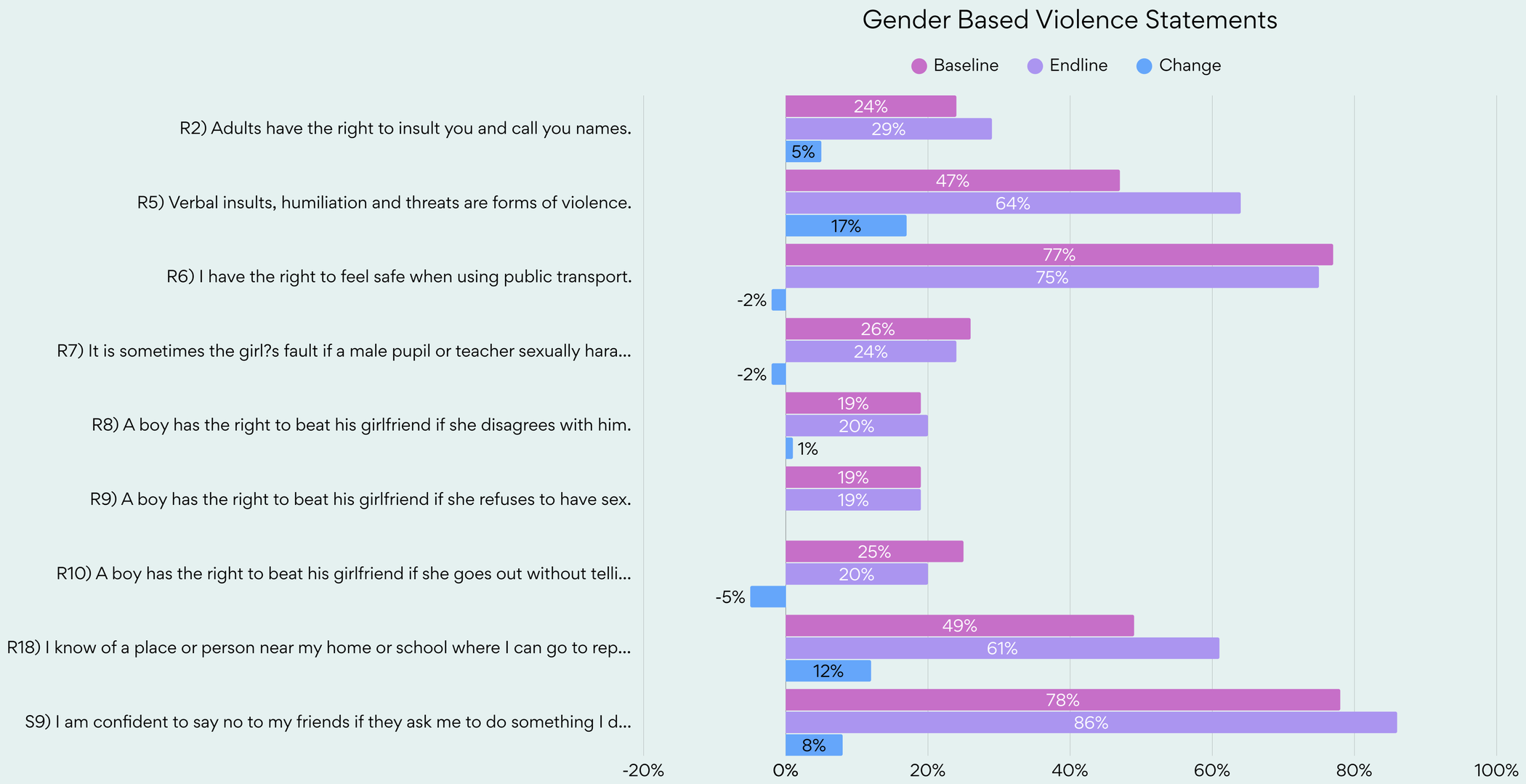


For many YPI participants, playing sports has been their first experience — most had never been allowed to come out and play in public spaces or school grounds. Notably, 96% of the participants shared that sports bring them joy, However, there has been a decline in girls feeling confident while playing when someone is watching, which also emerges as one of the key reasons for dropouts. For many, stepping into a public space to play is still a new and challenging experience, especially when it goes against societal expectations.



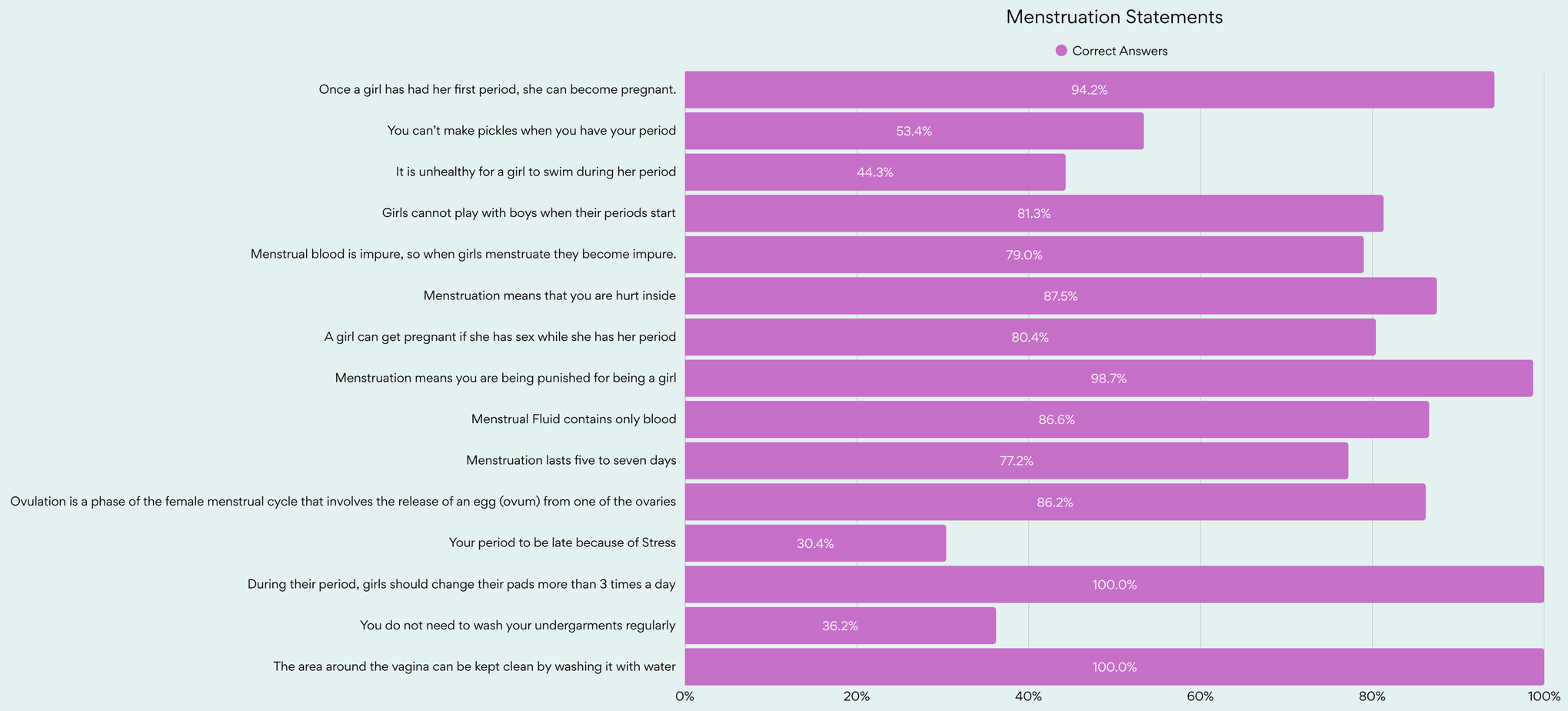
When we talk about the ecosystem and building the understanding of parents and other stakeholders who directly influence participants' life, we still see that many participants feel their parents may not allow them to complete higher secondary school.
Regarding early marriage, about 9% of participants feel they will get married before the age of 18, showing only a slight change of 1% in the scores compared to before.

Among the participants, there is a slight decline (1–3%) in statements related to self-awareness and clarity about what they want to do. However, this minor decline could also indicate that the girls have started reflecting more deeply about themselves and their choices.
95% of participants reported feeling confident in talking to their parents about continuing their studies, which is an important indicator of growing communication and confidence.



When we talk about gender-based violence (GBV), it is often so normalized in the Indian context that many participants don’t even recognize that they are experiencing it. From being okay with hurtful labels from others to facing physical violence from a partner, many accept these situations silently, unaware of where they can turn for help, knowledge about safe spaces to report violence has increased by 12%, and participants are growing more confident in saying no to things they don’t want to do. Yet, victims often blame themselves for the violence they face, participants are not only learning about their rights but also beginning to understand the subtle ways power dynamics shape their lives.

When we talk about gender, there is still 20% of the participant who think a boy can beat his girlfriend, that is how it all turns into violence, and a boy is the authority over the girl.



Case Studies

Mehreen, a 13-year-old YPI Pragati participant and elected Peer Leader from Anjuman Ghatkopar, she enjoys playing with her friends in her community, but she often faces resistance from those around her. Her parents frequently receive complaints from community members suggesting that she should stop playing, reflecting the societal expectations placed on girls in her area. After attending the Girls and Boys session, Mehreen felt to address this issue at home. She initiated a conversation with her parents, explaining that the only real difference between males and females lies in biological differences. While she was not able to convince both her parents, her mother decided to let her play.
Before joining the program, Mehreen's parents were firm in their decision to let their daughter study till the 10th Standard but after Mehreen started having conversations with them, they decided to allow her to stay in school until 12th Standard. Mehreen: "My parents always told me that they would not allow me to study after 10th. But seeing the difference and confidence that and the conversations I now initiate at home, has made them rethink that decision. Now, they have decided to let me study until the 12th." Mehreen's fight does not end here, she has decided to keep having conversations as she dreams of becoming either a teacher or an Indian Police
Service Officer. She is currently preparing for the NMMS (National Means-cum-Merit Scholarship, aimed at avoiding drop outs due to economic reasons). Her goal is to become independent.



PEER LEADER

As part of the YPI Pragati program, 283 participants were chosen as Peer Leaders—young girls who take on leadership roles. These Peer Leaders conceptualize and implement action projects addressing key issues in their schools and communities, such as clean washrooms, menstrual hygiene, and access to community grounds.

There were a total of 33 Action projects and 8 Advocacy projects. The projects were mostly around Clean washrooms, Sanitary napkins, and the Girls' Common room in the school. 80% of the action projects were completed. During their graduation ceremony, Peer Leaders presented their projects to fellow participants, sharing insights on how they identified local challenges, the steps they took to address them, and the sustainable solutions they proposed.

The Peer Leader projects under the YPI Pragati program have given the opportunity to young adolescent girls with a platform to exercise leadership, voice their concerns, and take collective action on issues directly affecting their lives. By designing and implementing 33 Action projects and 8 Advocacy projects—most of which addressed clean washrooms, menstrual hygiene, and safe spaces in schools—girls not only built practical problem-solving skills but also showed their capacity to engage with peers, school authorities, and community stakeholders.
The outcomes reflect meaningful progress: the ability to speak to community leaders and principals about girls' issues increased by 46.2%, and parental recognition of participants as role models grew by 18.5%. Families expressed greater pride (+12.6%) and aspirations for their daughters to emulate the Peer Leaders.
These shifts highlight that the program is not just about addressing immediate needs but about equipping girls with the confidence, advocacy skills, and recognition necessary to influence long-term change in their schools and communities and make decsions arpund the areas which matter to them.

"We are not just fighting for a ground. We are fighting for every girl who has been told to stay silent, to stay inside, to not claim what is rightfully and equally hers." says Alisha.

Impact



Case Studies

Pratha, once ranked 5th in state-level gymnastics, had to give up her passion for sports due to societal pressure to focus on academics, especially as an adolescent girl—a decision that affected her physical and emotional well-being, leading to weight gain, joint pain, and irritability. Joining the YPI Pragati program and making it to her school's netball team changed everything; she quickly learned the game, represented Aadarsh Vidyalaya at the School Games District Level in Mumbai, and helped the team win 3rd prize. She now feels fit, confident, and proud that she no longer has to choose between sports and studies. Beyond sports, sessions on child protection and gender-based violence helped her recognize where she feels safe—especially after the tragic Badlapur rape case made her rethink her surroundings. As a Peer Leader, Pratha also addressed incidents of boys making sexual remarks when girls ate bananas during sessions, taking a stand with the principal to ensure it stopped. She now strongly advocates for open conversations on reproductive health, questioning why schools skip these topics despite being part of the curriculum and suggesting Maitrayana take it forward. Empowered by the sessions, she says every girl should know her rights, be able to create her own safe space, and speak up with confidence when something feels wrong.



Alfisha has always been passionate about sports, but pursuing it has never been easy—while playing makes her feel fit and free, her father sees it as a distraction, something meant for boys, not girls, and insists that academics come first. As the eldest sibling, Alfisha often has to negotiate every chance to play, unlike her brother who is free to do so—she promises to score well, study harder, and always calls it the "last time." Her experience in the YPI Pragati program was transformative; inspired by the supportive environment created by the coaches, she initially dreamed of joining the Navy, but when her father rejected the idea of girls staying away from home, she shifted her goal to becoming a pilot, even though she doubts whether she'll be allowed to study further. Despite these challenges, she was selected as one of 10 players from her school for Udaan, Maitrayana's annual tournament, where winning a medal became a turning point—her mother began supporting her, and Alfisha gained the confidence to stand her ground. As a Peer Leader, she found a community of empowered girls and the courage to speak up to teachers about gender inequality. She now dreams of helping other girls fight for their rights and opportunities. As her teacher shared, "She's not the same girl she was at the start of the year—she now walks up to us, asks questions, and makes sure her voice is heard." One thing is certain: after YPI Pragati, Alfisha will never stop expressing her dreams.



CLUBS

After graduating from the YPI program, participants can enroll in Netball Clubs that operate in both community and school settings. Club players come together for weekly practice sessions and league matches, which are led by the players themselves with support from Maitrayana coaches.

The Netball Club model is designed to provide adolescent girls with greater agency and decision-making power. Club members are encouraged to take ownership of the space by collectively deciding how they want to run their club. To foster leadership and accountability, each club appoints club leaders who take on responsibilities such as organizing practices, facilitating meetings, and ensuring participation and contribution from every member.

Club representatives from Delhi, Mumbai, and Bengaluru connected twice a year through virtual meetings, and monthly regional meetings were held where club leaders from each city came together to exchange insights, discuss challenges, and share practical solutions with one another.

To build their confidence and make the club space more self-reliant, Referee and First Aid trainings were conducted for the club leaders, equipping them with essential skills to manage matches and ensure player safety.



Impact

Statements	1	2	3	4	5
I improved my netball playing skills as a result of being in the club.	0%	0%	15%	29%	56%
I enjoyed playing netball with the club members.	0%	3%	12%	20%	65%
I could identify the problems in the club	2%	9%	25%	35%	28%
I thought of ideas to solve the problems of the club.	8%	11%	28%	25%	27%
I looked at both positive and negative sides of my solutions.	6%	9%	21%	26%	38%
I looked at both positive and negative sides of my solutions.	4%	10%	22%	29%	35%
I felt confident in my ability to take decisions for the club.	3%	6%	19%	21%	51%
I was able to manage the conflicts between the players well.	10%	8%	20%	31%	31%
I was able to come up with other suggestions when any problem arose (parents refuse to let their daughters play, unavailability of ground etc)	7%	7%	18%	30%	38%
I actively shared my ideas, suggestions during the discussions/meetings	8%	10%	29%	31%	21%
I could access and leave the ground without any fear.	0%	5%	6%	10%	80%
I initiated club meetings/discussions on my own with little to no support from Maitrayana staff.	18%	19%	16%	27%	20%
I felt responsible for the effective functioning of my club.	6%	4%	8%	21%	60%
I managed the players of the club well.	5%	6%	18%	29%	41%

Conclusion

Overall, leaders demonstrate stronger comprehension, initiative, confidence, and action orientation compared to members, often positioning themselves as role models and agents of change. In contrast, members primarily view the club as a recreational space, showing limited ownership and requiring encouragement and skill-building to transition into leadership roles. This underscores the importance of continued capacity-building, mentorship, and structured opportunities to bridge the gap between awareness and active leadership.

Importantly, the data reflects not only participants' ratings but also the changes in their lives on and off the field. For example:

- "I could access and leave the ground without any fear" – 80% of participants rated this at the highest level, highlighting increased mobility and a sense of safety in their community and the choice to move.
- "I felt confident in my ability to take decisions for the club" – 51% rated this at the highest level, showing growing decision-making confidence and leadership skills.

These shifts go beyond sports participation; they indicate enhanced agency, safety, and confidence in the everyday lives of girls. The fact that participants remain deeply engaged with the clubs demonstrates their integral role in the program.

Case Studies

In a small neighborhood where tradition dictates much of a girl's life, Asmita—the youngest sibling with a fierce passion for sports—faced strict restrictions from her family, who feared injuries and the teasing of boys. The irony never escaped her: girls are held back not because of their own limitations, but because of boys—often other girls' brothers—who are allowed to misbehave without consequence. Everything changed when Asmita joined the YPI program in 8th grade. Through discussions, she began to recognize the unequal gender roles around her and challenged taboos about menstruation, like the belief that she shouldn't touch pickles or leave the house during her period. "Sports are my freedom," she declared, and gradually became more active and disciplined, pushing against her family's reservations. Her proudest moment came when she was selected to umpire at Udaan, Maitrayana's annual tournament for YPI Pragati participants. Convincing her parents to let her leave early that day was her first real assertion of independence, and she approached it with a deep sense of responsibility. Officiating the league matches, she made confident calls and felt the thrill of decision-making and control with every whistle she blew. Asmita didn't stop at netball—she participated in various school sports and represented her school in the District Sports Organization (DSO) matches, slowly transforming into a figure her family not only permitted but began to take pride in.



VRIDDHI

As part of its ongoing commitment to empowering young women aged 18 to 25, **Maitrayana** launched its **second batch this year** of a comprehensive program focused on **Sexual and Reproductive Health and Rights (SRHR).** It creates a safe space where young women can explore topics that have long been considered taboo in the communities.

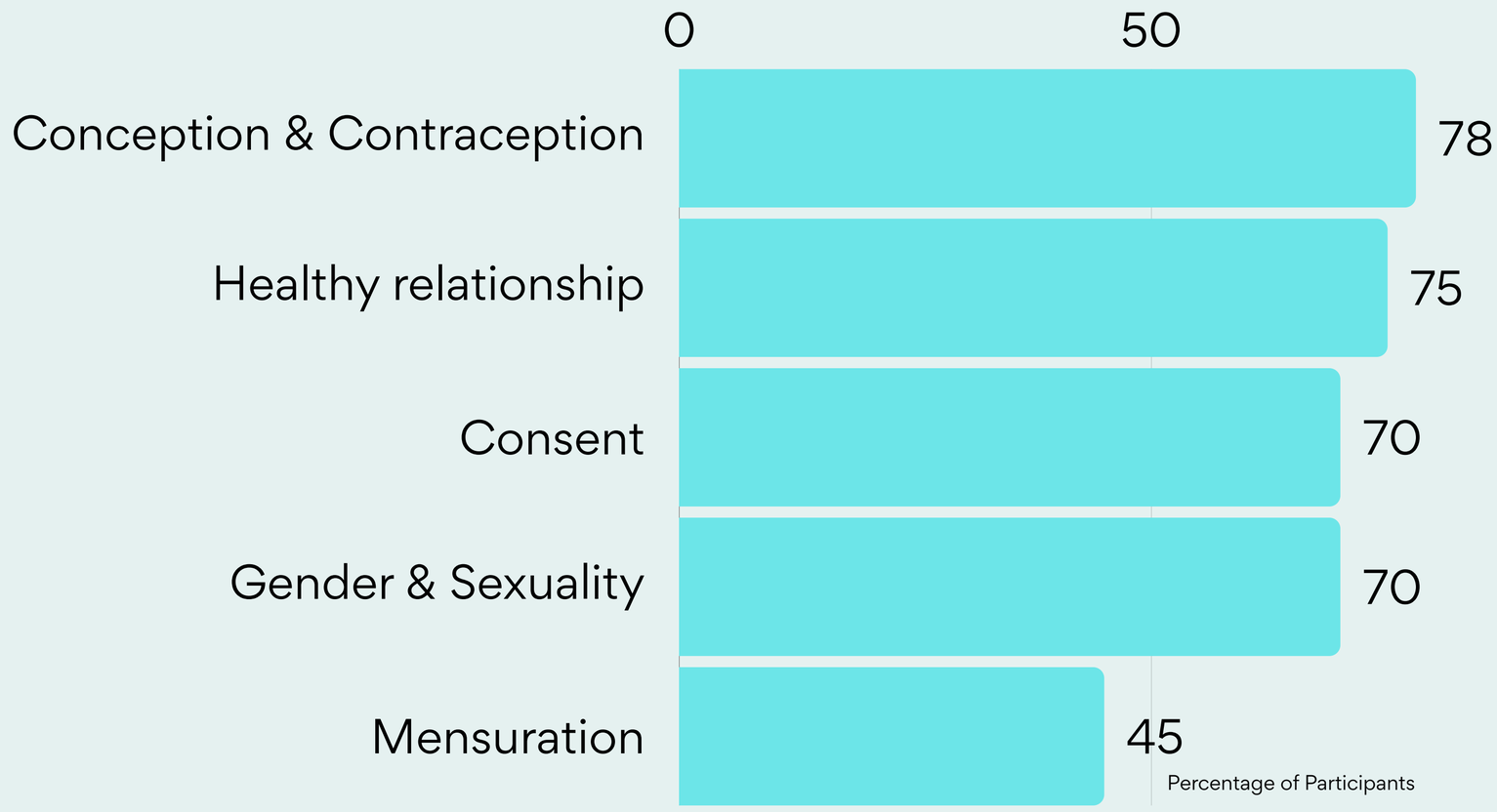
The program covers a range of crucial topics, including **Gender and Sexuality, Conception, Contraception, Power Dynamics, and Healthy Relationships.** Through these sessions, **young women across Delhi and Mumbai** participated and emerged with a deeper understanding of their rights, their bodies, and their choices.

The way the participants **opened up—slowly but surely—starting with the session on menstruation.** For many, it was the first time they had spoken about it openly. This session became the **entry point** to start thinking critically about their own lives and experiences. As the program continued, conversations about **consent and healthy relationships** helped many girls reflect on the dynamics in their personal lives—things they had never questioned before. It was always presumed to be okay when their partners check their phones, don't let them talk to guy/girl friends, but what boundaries are meant to be kept is what makes a healthy relationship different.

While talking to the participants, many shared that they had previously heard of only one type of contraceptive method, and that conversations about sexual health were often dismissed or avoided by parents or elders. They mentioned being told that they were “too young” to discuss such topics, reinforcing the silence around the subject.

Girls expressed a new confidence in making decisions about **when to marry, when to have children, and how many children to have.** For many of them, this was the first time they felt like they were truly in control of their futures.

Impact



Case Studies

As Kaneez grew up in a community where discussions about reproductive health were virtually nonexistent, and she had never heard such topics addressed openly. Initially skeptical of the sessions and their relevance, she gradually recognized their importance after attending three. At 18, she was still unaware of basic menstrual facts, having internalized harmful myths—like not playing or stepping out during periods—which limited her freedom. After learning the truth in a session, she even initiated a conversation with her mother to challenge these beliefs. One of the most eye-opening lessons for her was around consent—something she had never heard explained before—which she found especially empowering for young girls, particularly those facing early marriages. Through these sessions, Kaneez has developed a foundational understanding of sexual and reproductive health and rights and now feels determined to share this knowledge with others in her community, aiming to equip them with the confidence and clarity to make informed decisions about their bodies and futures.



CSC

As part of **Maitrayana's Young Women's Leadership Pathway**, **75 Community Sports Coaches (CSCs)**—most of whom are alumni of the YPI Pragati program—to co-facilitate both YPI Pragati and community-based sports club sessions.

These CSCs completed targeted training to build their **hard skills** (English and computer literacy) as well as **soft skills** and **employability competencies** knowing their workplace rights, how to communicate to their supervisors, To ground their learning in practice, they also attend all **life-skills** and **netball** sessions, gaining deeper insight into gender, rights, and inclusive coaching methods.

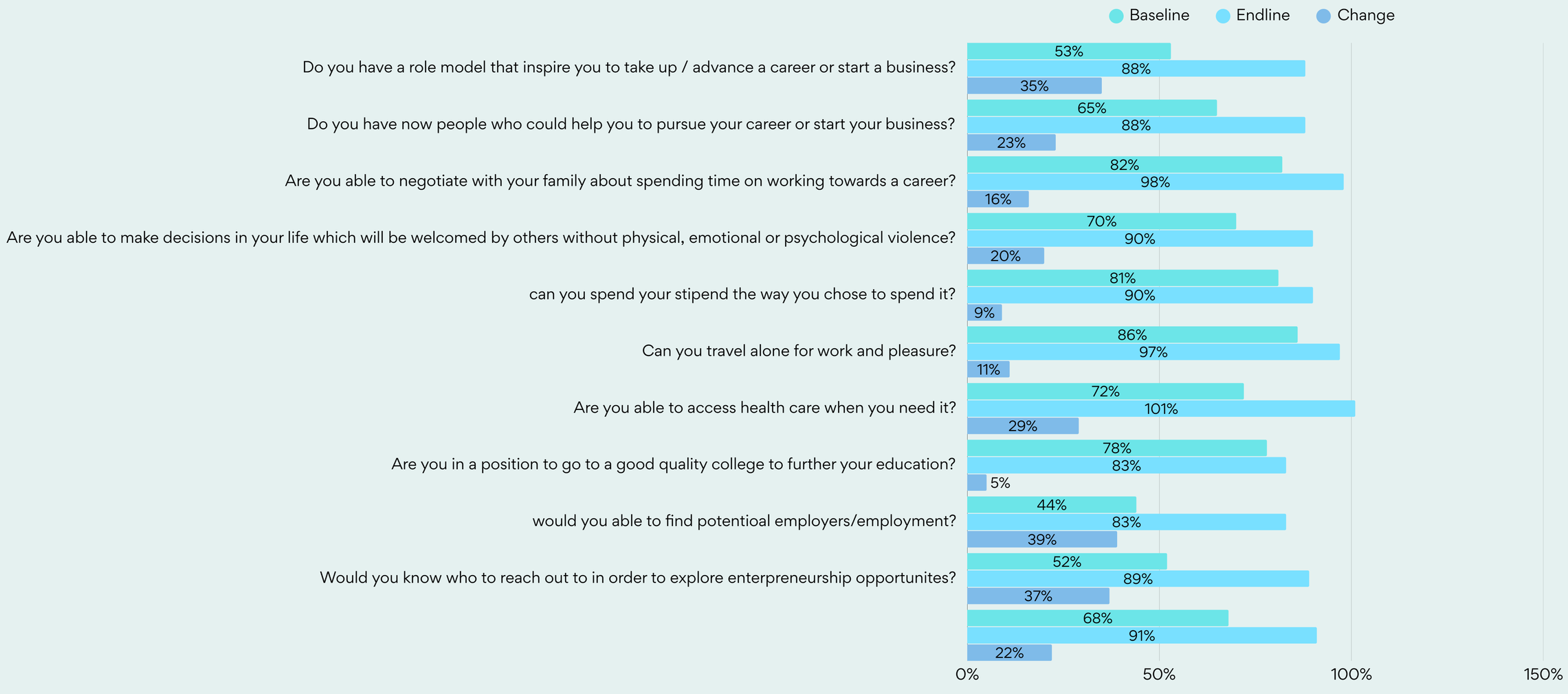
Over the past year, coaches observed a marked shift in the CSCs' leadership and ownership. Rather than waiting for tasks, CSCs proactively approached coaches, asking for responsibilities. This allowed coaches to delegate more effectively, making CSCs fully engaged partners in every activity.

A standout example was our **Mumbai outreach event**, which CSCs were involved in planning, organizing, and executing from end to end. They welcomed new participants, clearly explained the program's, and helped register attendees—demonstrating both their confidence and their ability to lead independently.

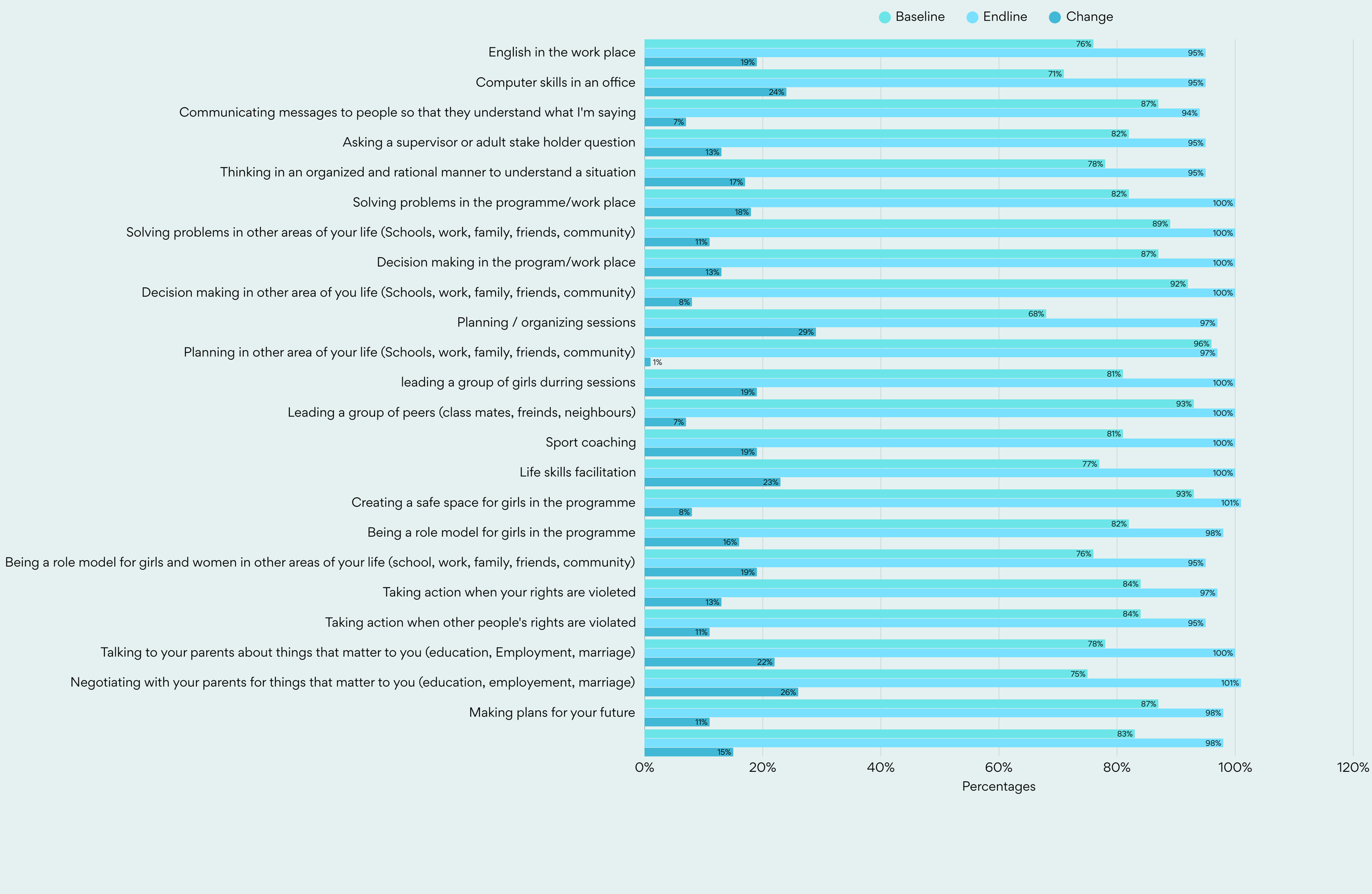


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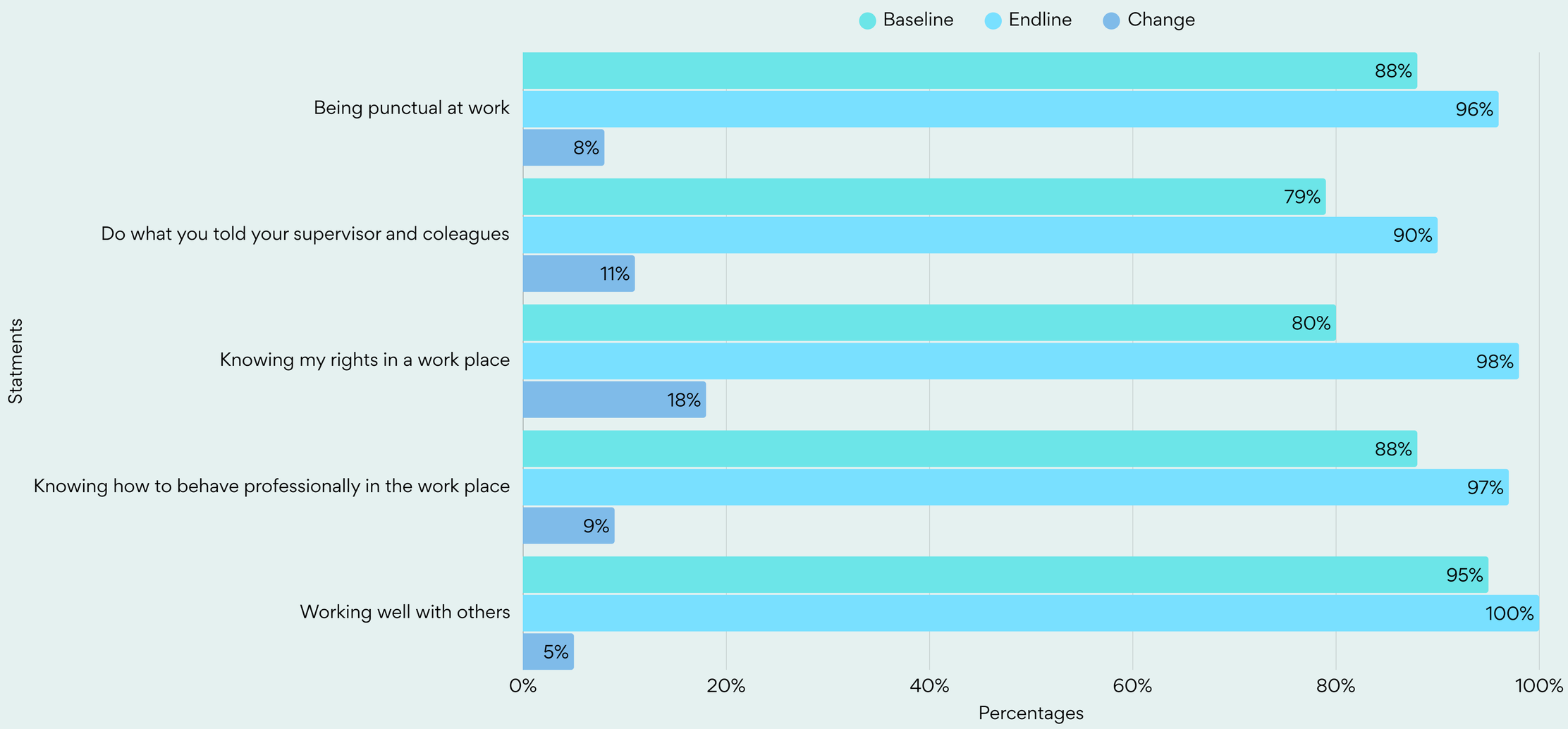
Building Blocks



Hard Skills Vs Soft Skills



Employability Skills



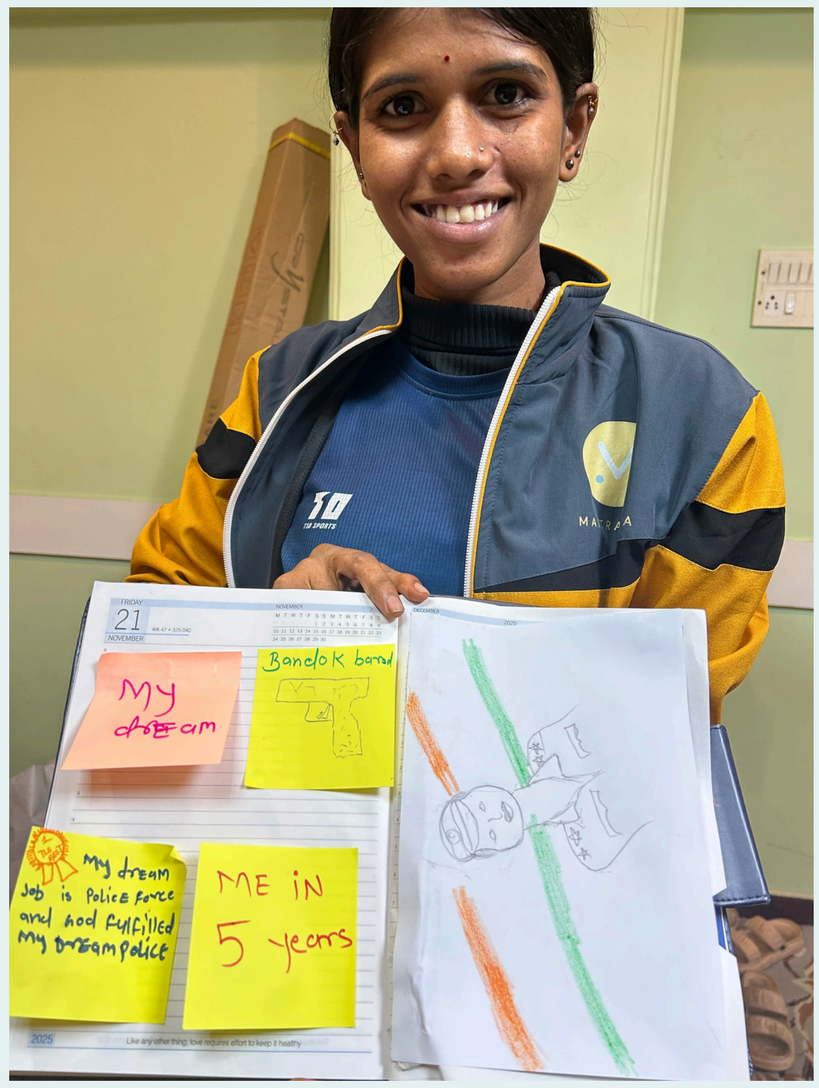
Conclusion

There is a shift in the understanding of CSCs regarding building their career and leading an independent life. 98% of CSCs are now able to negotiate with their parents about pursuing their career goals. Many CSCs have shared during meetings how proud they feel when their parents see them earning, and that their parents encourage them to spend on themselves or save for the future. For instance, Sonu, a CSC from Mumbai, shared: "I saved up money for a few months to buy a phone of my choice, and after months of saving, I was finally able to buy it."

Another common change reported by CSCs is increased confidence in traveling, especially since many girls from their families had never traveled alone before. Additionally, 97% of CSCs say they are now able to make better plans, and 95% of participants see themselves as role models in their community.

Regarding employability skills, CSCs feel confident about punctuality and workplace behavior, with 100% saying they can work effectively in different teams. There is also an 18% improvement in awareness of workplace rights, highlighting the importance of understanding both hard and soft skills, as well as knowing their rights and how to respond if they are violated.

Shayna grew up in a close-knit Banjara community, where traditions often impose rigid restrictions on girls—early marriage and ending education by the 10th grade are the norm, and participation in sports is nearly unthinkable. From a young age, Shayna challenged these expectations, dreaming of studying further and building a career. Her perspective shifted when her cousin, a Community Sports Coach with the Young People's Initiative (YPI), introduced her to the program's vision of empowering girls through sport. Inspired, Shayna joined as a coach herself, began traveling to YPI Pragati sites across Mumbai, and soon gained the confidence to move independently. Her boldest move came when she secretly traveled to Pune for a running competition, only to face backlash from her family, who forbade her from continuing sports. Refusing to be reduced to a future bride at family gatherings, Shayna focused on training and made a firm stand—telling her parents that if she couldn't pursue her dreams, she would leave and never return. Over time, as she began winning marathons and earning medals, her family's attitude slowly changed, and her success brought pride not just to her household but to her entire community. Now, Shayna is a role model for Banjara girls, working to ensure their voices are heard and their dreams taken seriously. She actively shares knowledge and opportunities from her sessions, striving to build a future where girls in her community can pursue education, sports, and self-expression on their own terms.



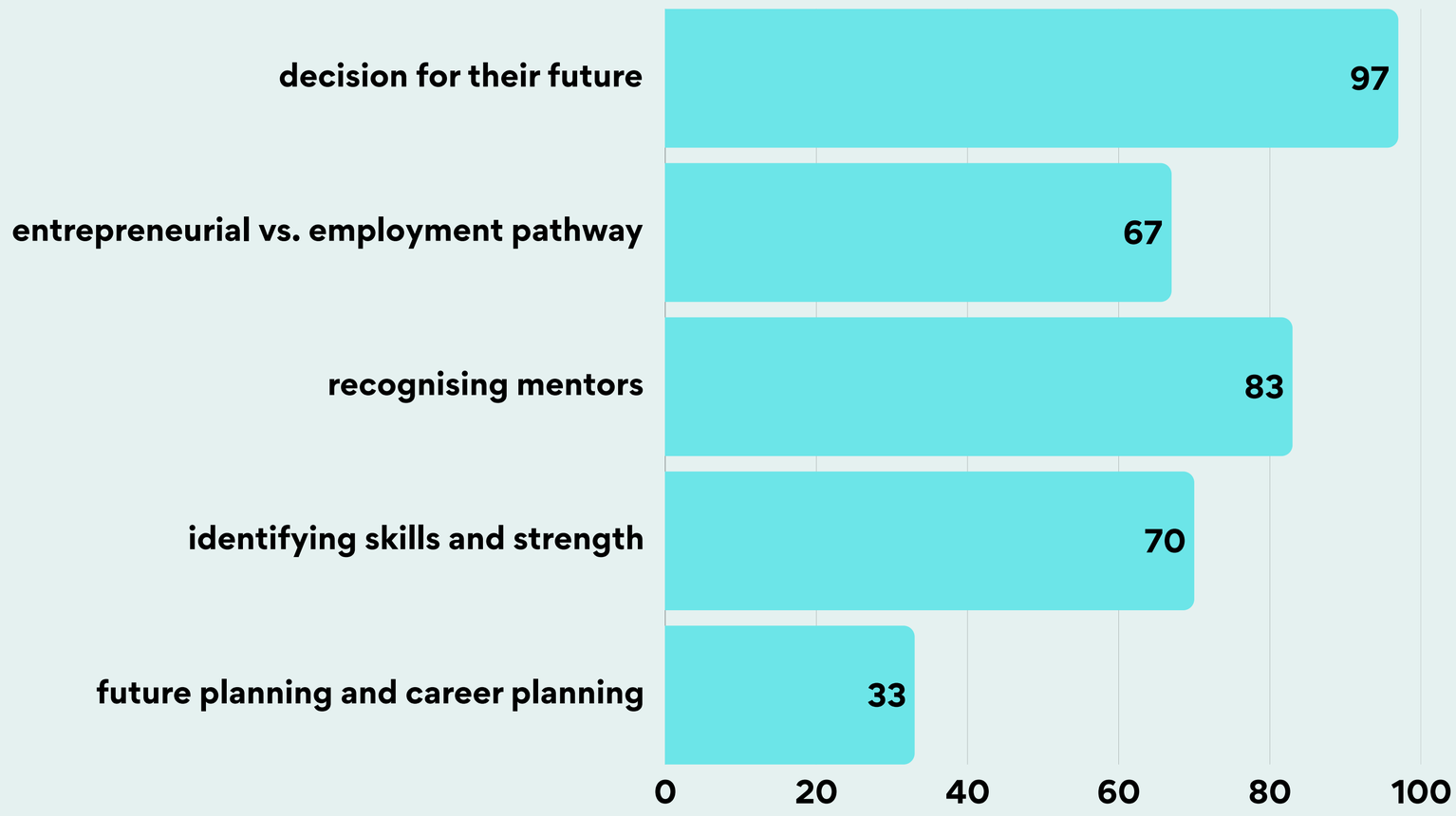
BE AMBITIOUS

After completing the YPI (Young People’s Initiative), many participants go on to pursue higher education. At this stage, the "Be Ambitious" module is introduced, primarily targeted at alumni, with the vision of supporting them in thinking critically about their career pathways.

Many of the participants in the program come from marginalized communities and are not given the choice to choose their career or make their own decisions. Through this module, the participants were exposed to making their pathway and finding out where their skills lie and what they wanted to do in life.

The sessions focus on identifying who they are, what their vision is, the difference between employment and entrepreneurship, and what skills they need to develop. They also discuss the kind of support systems—such as mentors, peers, or institutions—they can rely on, and how to take practical steps toward achieving their goals.
During a Focus Group Discussion (FGD), one participant shared, "I had never thought about pursuing a career before this." In Mumbai, we observed that several girls started exploring small business ideas—indicating a shift in mindset, even if in its early stages. This year, with deeper implementation and stronger support, we aim to build on this foundation and help more girls shape their ambitions into action.

Impact



ECONOMIC JUSTICE PROGRAM (EJP)

Two batches comprising a total of 46 young women successfully completed their **internship with Decathlon**, where they gained hands-on experience in the **retail sector.** During the internship, they developed essential skills such as **customer handling, organization, understanding retail layout, and navigating the day-to-day operations of a large retail store.** One of the most commonly shared learnings during reflections was the ability to engage with customers confidently.

They also learned about the **ethical values of the company,** professional conduct, and how to effectively communicate with **supervisors and colleagues.** As a result of their performance, **five young women were offered part-time or full-time employment** at various Decathlon outlets.***"At first, I never imagined myself working in a corporate setting, but now I feel confident handling challenges, speaking with people, and managing responsibilities. If you take the first step, opportunities will come your way. You just have to be ready to grab them"***

Throughout the internship, the young women were supported by **Maitrayana staff,** who helped them strengthen both **soft and hard skills.** This included one-on-one mentorship sessions to help them explore their **career pathways,** set personal and professional goals, and understand **workplace rights and responsibilities.** They were also trained in **spoken English and basic computer operations,** equipping them with the tools to navigate diverse work environments confidently.

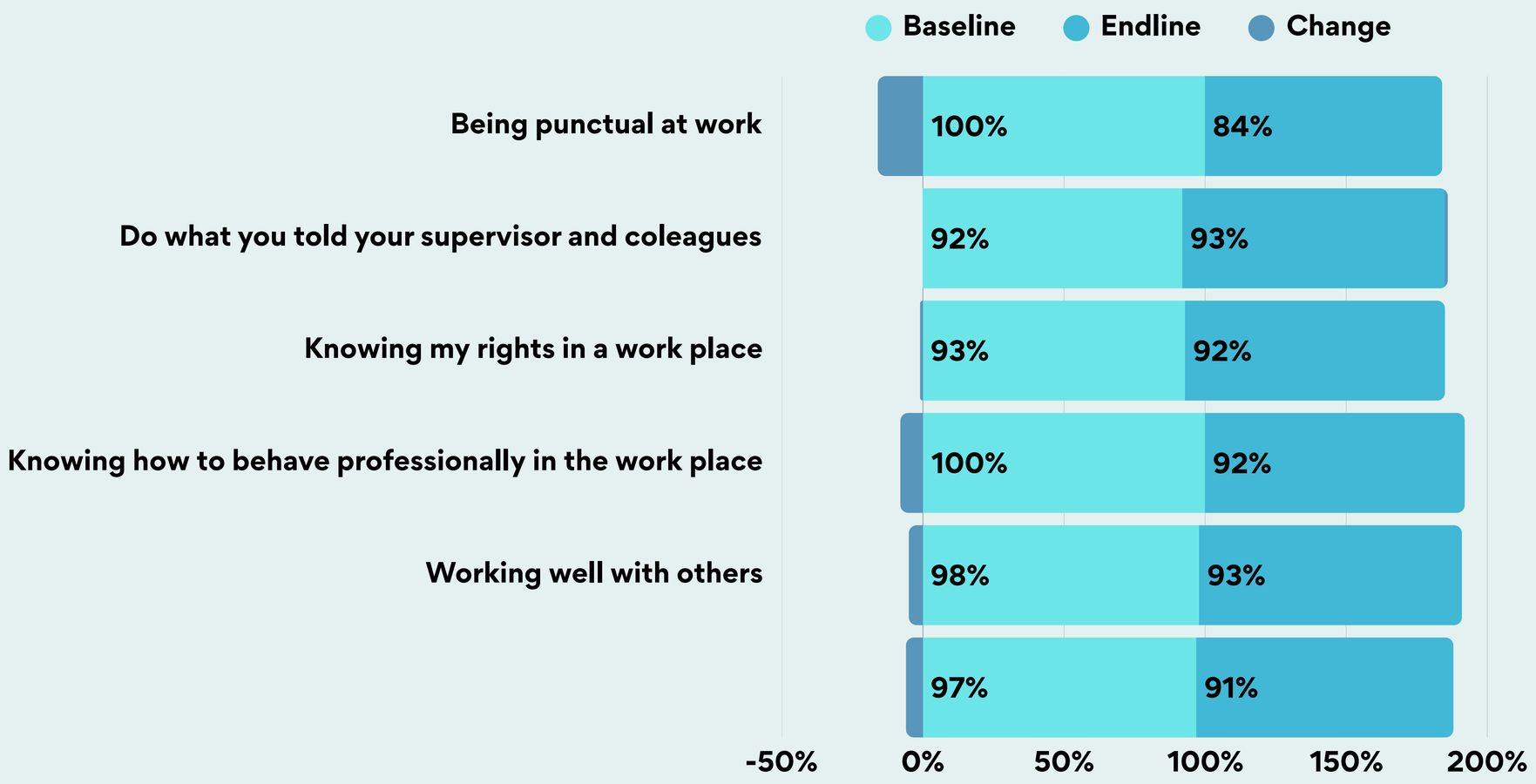


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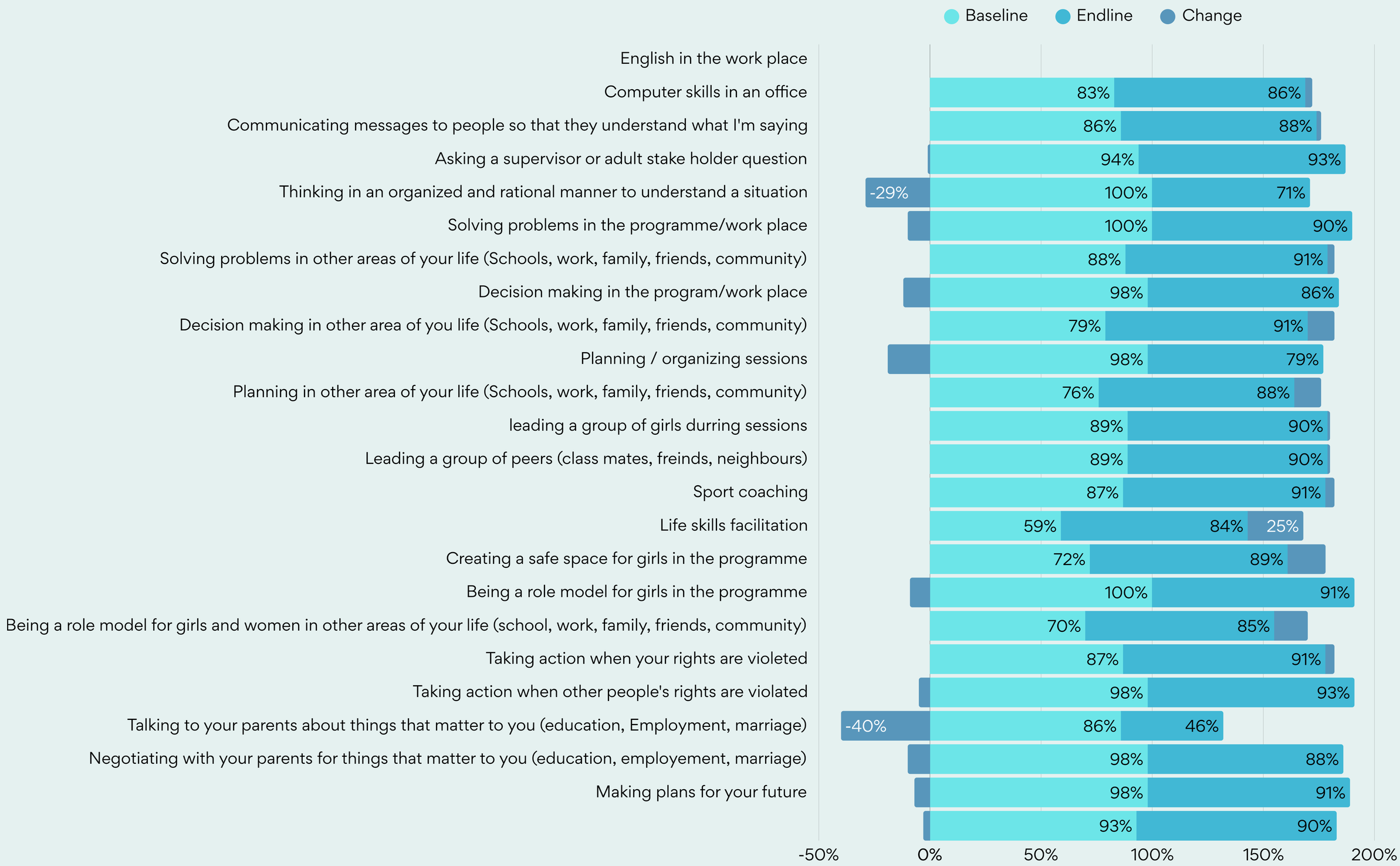
Building Blocks



Employability Skills Impact



Hard Skills and Soft Skills Analysis



Case Studies

Kajal’s journey with Maitrayana began in 2018 through the Young People’s Initiative, where she grew as a player and leader on the netball court. By 2024, after finishing school, she took a step into the world of work through Maitrayana’s Economic Justice Program, interning at Decathlon.

The shy girl who once struggled to speak in front of others found her voice while dealing with customers, learning how to ask questions, present her thoughts, and build confidence with every interaction. She discovered new things—like the importance of the right sports bra—and built skills in teamwork, time management, and independence.

Her internship became more than just work—it gave her freedom to travel, courage to share responsibilities at home, and the trust of her family. For Kajal, earning her own income meant earning respect and decision-making power in her household.

Today, alongside pursuing a BA in Political Science, she dreams of working in leading sports companies like Decathlon, Puma, or Adidas. With her growing English skills and determination, Kajal is turning her dreams into goals—step by step, just as she once did on the netball court.

I AM JOB READY (IAJR)

Case Studies

Afrin Kajal was just 13 when she joined Maitrayana's Young People's Initiative (YPI) as an 8th-grade student, initially drawn more to playing with friends than to life skills sessions. Her outlook began to change when she became a Peer Leader, discovering her potential, taking on responsibility, and building leadership skills. After a year in the role, she lost touch with the programme while focusing on academics, but reconnected when she heard about a Decathlon internship opportunity from a YPI alum. She applied, was selected, and the experience transformed her perspective—Kajal learned to interact with customers, navigate business operations, and work in a professional environment. She began to understand that independence wasn't just about earning money, but also about saving and planning for the future. Through the internship and Maitrayana's employability sessions, she gained valuable skills in communication, resume writing, and job hunting, eventually applying for jobs independently. Her efforts paid off when she cleared her first interview and was hired as a Front Desk Officer in a reputed company. Kajal, who once couldn't picture herself in a corporate environment, now confidently handles responsibilities and believes that taking the first step opens the door to new opportunities—you just need to be ready to seize them.



ANNUAL CAPACITY BUILDING WORKSHOP

11th to 13th February 2026



Maitrayana operates with a firm belief that our people are our power. To affirm this belief and to continue to invest in our teams across cities, each year we gather for the annual capacity building workshop.

56 members of Maitrayana from Delhi, Mumbai and Bengaluru came together in a quiet resort, farther from the bustling city centre to recuperate and learn about the new turns Maitrayana is taking. The three days, from 11th to 13th of February, were a great success with the days filled with thoughtfully curated workshops and sessions on programmatic changes, Maitrayana's values, gender journey, sports to keep us all energised and connected to the goal, and time to connect with each other, share stories of change and rest.

Objective

- Everyone to get to know each other and build the team across the cities
- Focus on Maitrayana's culture and values
- Building understanding of the model and decisions being made
- Build momentum for 2026 - 2027

Activity	Time	Facilitator	Objective/outcome
Wednesday 11th February			
Welcome	3.pm	Pallavi & Cocky	Bringing everyone together with a game
New community & school model	3.30	Jaya, Cocky with support from Preeti S.	Understanding the changes of the model and gathering staff insights to ensure buy in
Play or relax time	5.30 pm – 6.30 pm	Coaches	
PoSH	7.00 pm – 8.30 pm	Kalyani & Shaziya	Creating safe spaces, right and environment to speak up and set boundaries with a focus on impact rather than intent
Thursday 12th February			
Fast 5	7.00 am	Preeti R and team	Understanding Fast 5, in action
Gender journey – speaking about gender identities	9.30 am - 11.00 am	Kalyani, Shaziya, Cocky	Understanding our right to have an identity and self-expression to ensure safe spaces for staff and participants
Growth and talent management	11.30 am – 13.00 pm	Kalyani, Cocky	Statements to be discussed in groups
Values & building culture	14.00 – 15.30 pm	Coordinators, Cocky	Netball, play and have discussions in teams and in large group
Cultural night	6.00 pm	Preeti R.	
Friday 13th February			
Fast 5	7.00 am	Preeti's team	Understanding fast 5, in action
Town hall	9.30 am	Core team with support from Madina	To give staff an opportunity to ask questions, share concerns, ask for clarification
Maitrayana in 2026	10.30 am	Namrata and Cocky	To bring all sessions together and give staff time to plan how they are you going to contribute to the organizational growth
Closing	11.30 – 12.00	Kalyani, Aarti	To close the retreat and say goodbye.

Day 1

Date: 11th February 2026
Participant:
Location:

Arrival and Welcome

The Retreat commenced on 11th February 2026 with the Delhi team already present at the venue. The Mumbai and Bangalore teams arrived together at the Delhi airport and proceeded to the retreat venue. As staff members from different cities met each other, the atmosphere was filled with excitement and enthusiasm.

Upon arrival, everyone gathered for refreshments before beginning with the first session of the day.





Session 1: Bringing Everyone Together

Facilitator: Pallavi

The first activity focused on building connections among staff members and creating a comfortable environment for the upcoming two days. Through an interactive game, staff were asked five reflective questions to better understand each other's daily routines, preferences, and interests.

Some key insights that emerged during the activity included:

- Many staff members spend their Sundays with family, highlighting the importance of personal support systems.
- While some staff walk to the office, the majority use public transport such as trains and autos for their daily commute.
- A significant number of staff reported checking WhatsApp first thing in the morning to stay updated on office communication, while others mentioned using music apps, podcasts, or LinkedIn.
- Running, yoga, and dance were identified as popular and enjoyable forms of exercise among staff.
- Ice cream preferences varied, with staff choosing flavours such as Miso Caramel, Belgian Truffle, Mango Chilli, Lavender Honey, and Kulfi.

This activity enabled staff to find common ground and begin the retreat with a sense of familiarity and openness.



Session 2: New Community and School Model

Facilitator: Jaya (with support from Cocky)

The objective of this session was to build understanding of the changes in Maitrayana's program model and gather staff insights to ensure buy-in for the upcoming year.

Through a presentation, the structure of the six-year program model was introduced:

- Year 1 – Nirman
- Year 2 – Pragati
- Year 3 – Akanksha
- Year 4 – Vriddhi
- Year 5 – Siddhi
- Year 6 – Saheli

It was explained that the school program would run for three years, while the full six-year Saheli program would be implemented within communities. For the year 2026–27, Maitrayana aims to work across:

- 4 communities in Mumbai
- 6 communities in Delhi

Reaching a total of 10 communities.

To gather feedback, an interactive exercise invited staff to stand under different emoji markers (happy, question, or sad) based on their understanding and acceptance of the model.

Most staff expressed their support by standing under the “happy” marker and shared that:

- The model ensures purposeful engagement of girls over multiple years.
- It creates opportunities to discuss new themes each year.
- It will contribute significantly to building girls’ capacities and leadership.
- The structured model makes it easier to communicate the program to stakeholders.

Aarti shared that being associated with the program for nine years has helped her grow personally, enabling her to make informed decisions and express her choices confidently. This reinforced the importance of a long-term engagement model for girls.

Staff who had questions raised concerns such as:

- What happens if a girl drops out mid-program?
- Can girls join the program at later stages within the community?

These reflections were noted for further discussion and clarity.



Session 3: POSH

Facilitators: Kalyani and Shaziya

Post the tea break, the day concluded with a session on PoSH (Prevention of Sexual Harassment). The objective was to create safe spaces by strengthening understanding around rights, boundaries, and fostering an environment where staff feel confident to speak up with a focus on the impact of actions rather than intent.

The session covered digital communication and in-person communication through the use of emojis and setting boundaries professionally.

Some of the insights collected during the session are as follows:

- In digital communication it is easier to interpret intent differently and that some emojis are best avoided in professional settings
- When in doubt, ask for clarification
- The group discussions on scenarios brought out the reality that boundaries are personal and we need to remain cognizant of the impact of our actions irrespective of the intent
- The facilitators also shared sample sentences with the staff that can be used to set boundaries in various settings

We concluded with Maitrayana's commitment to ensuring that we enable a safe working environment for all irrespective of gender. The names and contact details of the PoSH

internal committee were displayed clearly and the staff was encouraged to reach out to any of the IC members when in need or doubt.

Retreat Report – Day 2

Date: 12th February 2026



Session 1: Fast 5 In Action

Facilitators: Preeti R. and Kavita
Objective: Understanding Fast 5 in action

The second day of the retreat began with an engaging Fast 5 Netball session to build staff understanding of the game - that was introduced earlier during an online League of Learners session - through practical experience. Staff were divided into four teams, with ten participants in each group.

The session commenced with a warm-up led by Priyanka and Kavita, followed by a recap of the Fast 5 Netball rules. Two teams played on the ground at a time, ensuring that each team received the opportunity to play two matches.

This hands-on experience enabled staff to apply the rules that had previously been discussed and observe how they function in practice. After playing, many staff reflected that the Fast 5

format is similar to Netball and relatively easy to understand and implement. Participants shared that they enjoyed the game and found it both engaging and accessible.

Preeti further explained the rule callouts and shared insights from Delhi, where participants have already been introduced to the Fast 5 format. Both facilitators also shared their own experiences of playing the game, which helped contextualize its use within Maitrayana programs.

The session concluded with a cooldown activity, after which staff proceeded for breakfast.



Session 2: Gender Journey – Speaking about Gender Identities

Facilitators: Kalyani, Shaziya, Cocky
Objective: Understanding our right to have an identity and self-expression to ensure safe spaces for staff and participants

The session on Gender Journeys was an integral part of the annual capacity building workshop's objective to unlearn gender expectations and reflect on the staff's own gender identity and expression. Reaffirming gender as a social construct and dissecting it into sex assigned at birth, gender identity and gender expression, and how the three can but are not always aligned. The focus of this session was to facilitate an open dialogue around the different expressions of gender while continuing to enable a respectful and safe work environment for all.

The following were some of the insights from the session:

- Our understanding of gender exists in a binary based on our socialization since birth but as we grow up we shed off those expectations and take on some that feel genuine to us.
- Gender is a spectrum and there is no strict rule directing one's identity and expression apart from patriarchy and social currency assigned to certain identities and expressions.
- Remain curious but also respectful, no one owes you an explanation and yet when asked kindly people can choose to walk you through their journey.
- Pronouns are a way of asserting one's identity and expression. We committed to starting to use pronouns in our official communication



Session 3: Growth and Talent Management

Facilitators: Kalyani and Cocky
Objective: Discussing key organizational statements in groups

For this activity, staff were divided into six groups based on their birth months. Each group was assigned one of six statements related to growth and talent management within Maitrayana. After discussing a statement, groups rotated clockwise to engage with the next one.

The statements encouraged staff to reflect on questions such as:

- Is passion more important than skill?
- Should salary increments be based on inflation?
- Should promotions be based on years of association or skill?
- Is formal education more important than experience?
- Who is responsible for staff growth Maitrayana or the individual?

Group discussions revealed differing perspectives among staff. Some emphasized the importance of passion, while others highlighted the value of skill for organizational efficiency.

Manoj shared an example illustrating this distinction explaining that while one individual may have passion for accounts and spend extended hours attempting to tally them, another individual with the necessary skill may complete the same task efficiently in significantly less time. This led to a deeper discussion around how organizations require skill sets to ensure both quality and effectiveness and efficiency in work.

Similarly, discussions around education versus experience highlighted that while academic knowledge is important, experience enables individuals to develop contextual understanding and emotional connection with the work.

Staff also reflected on the misconception that organizational growth is solely the responsibility of Maitrayana. While the organization can provide learning opportunities and time to develop new skills, individual initiative is essential for professional growth.

It was further discussed that promotions should not be based solely on tenure. Instead, individuals demonstrating strong impact and relevant skills should be recognized, as they can serve as role models for others.

The session provided a platform for staff to collectively reflect on Maitrayana's approach to growth, responsibility, and leadership.



Session 4: Values and Building Culture

Facilitators: Coordinators and Cocky
Objective: Netball-based activity followed by group discussions

In this experiential session, staff were divided into two groups through an imaginative scenario one group traveling by train to a mountainous region and another by boat to Goa.

The boat group was assigned to play a Netball game without an umpire. Although all participants were familiar with the rules, the absence of an umpire led to inconsistent rule-following. Instances of pushing, disagreements, and raised voices were observed during gameplay. Two participants chose to sit out due to concerns of injury, yet their absence went largely unnoticed during the activity.

Following the game, facilitators invited staff to reflect on Maitrayana's core values Transparency, Inclusion, Respect, and Integrity and identify which of these were not being practiced during the activity.

Participants acknowledged that despite knowing the rules, the lack of accountability resulted in compromised integrity, transparency, and respect.

Staff then connected these observations to real-life workplace practices. Examples shared included:

- Making comments about colleagues' clothing, which compromises respect.
- Not reporting missing first-aid materials at sites due to ownership or hesitation.
- Allowing deviations from participant selection guidelines due to oversight.

- Substituting absent peer leaders during graduation events to avoid reprimand, thereby compromising integrity and transparency.

The discussion emphasized the importance of acknowledging mistakes and taking responsibility in order to strengthen a culture of trust and accountability. Staff highlighted the need to create safe environments where individuals can openly admit errors and seek solutions without fear.

This activity demonstrated how play-based learning can support deeper understanding of organizational values and encourage reflection on everyday practices.



Session 5: Cultural Night

The day concluded with a Cultural Night, where staff were given the opportunity to showcase their cultural backgrounds and talents through performances. The session created a joyful and relaxed environment, allowing staff to connect beyond formal roles and celebrate diversity through music, dance, and creative expression.

Participants actively engaged in the celebration, fostering a sense of belonging and camaraderie across teams.

Retreat Report – Day 3

Date: 13th February 2026



Session 1: Town Hall

Facilitators: Madina leading the discussion with the Core Team
Objective: To give staff an opportunity to ask questions, share concerns, and seek clarification

The final day of the retreat began with a Town Hall session aimed at addressing staff questions related to the new program model and future direction of Maitrayana.

Prior to the session, a Google Form had been shared with staff members to enable them to submit their questions anonymously. This ensured that participants could openly raise concerns while maintaining confidentiality.

During the session, the Core Team participated as panelists and responded to a wide range of questions from staff. These included:

- How will the new program model be implemented moving forward?

- Will Maitrayana also engage with boys in future programming?
- Who will be responsible for implementation at the community level?
- What is the rationale for opting for longer-term engagement with girls?
- How will clubs be positioned within the revised model?

In addition to the sessions and discussions on the new program model, the panel provided clarity regarding outreach targets across cities and the broader vision for implementation. This interactive dialogue enabled staff to gain a deeper understanding of organizational decisions and align themselves with the strategic direction for the coming year.

Staff also raised queries regarding possible role changes and postings in the upcoming year. In response, Kalyani shared key leadership updates for 2026:

- Pallavi – City Coordinator, Mumbai
- Namrata – Training Coordinator
- Aarti – Advocacy Coordinator
- Neha – City Coordinator, Bangalore

These announcements were received with enthusiasm by staff members.

Aarti reflected on the importance of long-term engagement with girls, sharing her own journey as a participant since 2009. She highlighted how her association with YPI and Maitrayana has contributed significantly to her personal growth and leadership. She expressed hope that through the Saheli model, many more girls would experience similar transformations.

Aarti also shared updates regarding the upcoming Girls in Sport Initiative (GIS) 2026 and invited staff members who would be leading efforts across cities:

- Mumbai: Jiya and Sakshi
- Bangalore: Bhuvana and Prema
- Delhi: Neha, Preeti, and Kavita



Session 2: Maitrayana in 2026

Facilitators: Namrata and Cocky
Objective: To bring all sessions together and provide staff time to plan their contribution to organizational growth

In this reflective session, staff were divided into functional groups including Junior Coaches, Associates, Coordinators, Core Team Members, Officers, and Coaches.

Each group was given a chart paper and asked to represent their three-day retreat journey and key learnings through drawings — without using any words. Groups were given ten minutes to creatively express their understanding of leadership, collaboration, and organizational growth.

Through this activity, staff discussed how they could implement these learnings in their professional roles. The exercise fostered creativity, reflection, and collective ownership of Maitrayana's goals for 2026.



Session 3: Closing

Facilitators: Aarti and Cocky
Objective: To close the retreat and acknowledge shared experiences

The retreat concluded with a closing circle facilitated by Aarti and Cocky. Project-based groups were invited to come together and appreciate one another for their contributions over the three days.

As staff often work across different cities and interact virtually, this activity provided an opportunity for in-person connection, collaboration, and recognition. Participants shared their appreciation and acknowledged each other's efforts, reinforcing unity and shared purpose moving forward.

The retreat came to a close with a vote of thanks by Kalyani, followed by a poetic reflection shared by Jiya:

> *"Ye sirf kaam nahi, ek jimmedari hai,*
> *Har muskaan ke peeche aapki mehnat saari hai.*
> *Jo aaj ladki khud par vishwas karti hai,*
> *Us vishwas mein aap sabki bhagidari hai."*

MAITRAYANA

Case Study

Jyoti Priya



Name	Jyoti Priya
Age	16
Role in the program	Vriddhi Participant
Location	Attar Singh
Program	YPI Program Delhi

Maitrayana, October 2025

Jyoti Priya first participated in Maitrayana's **Young People's Initiative program in 2023**, after which she joined the netball club in Attar Singh. One of her friends in the club suggested she attend the very useful sessions on sexual reproductive health and righs, and so also became a part of the **Vriddhi program**. For her, Vriddhi is knowledge she had not explored before.*"Vriddhi was quite informative about things I had very little knowledge about."*

One of the sessions that stood out for her was around '**menstruation'**. She discovered that beyond sanitary napkins, there are other sustainable options like menstrual cups.

*"I feel I am just 16 and too young to try a menstrual cup, but I hope I will try it one day. "*Jyoti didn't keep her learnings to herself. She shared it with her classmates and friends who were not part of the program. The **contraception session** was another session that she liked. It gave her confidence for the future.

"I feel confident in saying no to things I don't want. I have rights, and to ensure I can access them is in my hands."

Although she had some prior knowledge about contraception, learning about the many different methods made her feel more empowered. She eagerly shared this with her classmates—some laughed and brushed it aside, but others genuinely listened. For Jyoti, knowledge is power. *"When we have information, we can make better decisions. A girl who doesn't want a child can make better choices for herself when she knows her options."*

Vriddhi also made her understand the concept of consent. One day, her friends tried to pressure Jyoti into going somewhere she didn't want to. When she refused, they questioned her loyalty to the friendship. But Jyoti stood her ground. *"I know that when I am not ready for something, I have the right to decide for myself. No one should force me. I can make decisions that are good for me, and others should respect them too."*

MAITRAYANA

Case Story



Participant name	Kajal Kumari
Club Name	Harkesh Nagar Club
Program Name	EJP Delhi
Role	Decathlon Intern
Age	19

Maitrayana, May 2025

Kajal participated in Maitrayana's Young People's Initiative (YPI) program in 2018 and continued as a club player in 2019 and onwards. She used to take the lead in exercises, play, and participate in the netball leagues.

In 2024, after completing 12th grade and turning 18, Kajal joined an internship at Decathlon through Maitrayana's Economic Justice Program. She worked three days a week at Decathlon and attended two days trainings at the Maitrayana office to learn English, computer skills, and life skills such as communication in the workplace, managing emotions, teamwork, and more. This program lasted for two and a half months.

Kajal has seen the changes in herself. She was a shy girl who used to hesitate to talk to people she did not know and she struggled to express her thoughts clearly in front of others. She did not know how to communicate with people because she never got a chance to practice at home. But in the internship, she learned how to deal with customers. She got support on how to present her thoughts to customers and start conversations. When dealing with a customer, she asked questions to understand what they wanted and why they needed the product. She then tried to provide a product that matched the customer's requirements. When a customer bought a product, she felt confident, and so with each new customer, her confidence grew.

Kajal worked in different sections in the shop such as Fitness, Yoga, and Mountain Hiking. She liked the Fitness section most. She learned that different products are used for different purposes, and specifically her learnings about bras were an eye opener: different types of bras for different activities. She only knew about one type of bra, the one that she wore herself.

Her internship also helped her to improve her time management as she had to manage her household chores and work simultaneously. She gained confidence to start a conversation with her family members to distribute the house chores among everyone. Because of her commuting, she got to know herself better. She discovered the joy of traveling and exploring places. Traveling made her think, encouraged her to express her thoughts and it made her feel happy. During these trips, she learned the bus routes and the names of different places. She noticed that she gained the trust of her parents to do things independently. Her mother trusts her because she believes Kajal can take care of herself. She was the one who allowed Kajal to go to the store, even though her brother disagreed. Kajal says that her family's thinking significantly changed after she started earning money. As she showed that she could manage her own expenses, she now also takes part in decisions about where and what she wants to study.

She enjoyed working at Decathlon because the staff is very supportive and the workplace environment is very good. She is striving to learn fluent English because her supervisor told her

that this would increase her chances to be employed at the store. Working in a place such as Decathlon, Puma, Adidas or Bata would not only fulfil her dreams but also support her family. She practices English at home while she is doing a BA Honours in Political Science from an open university.

MAITRAYANA

Case Story

Mantasha Hussain



Full Name	Mantasha Hussain
Age	14
Role in the Programme	YPI Pragati 2025-26 Participant
Location	Ghatkopar l Mumbai
Program	YPI Mumbai

Maitrayana, December 2025

Mantasha comes from a marginalized community, where she, like many other girls in the program has faced the unsaid gender differences. No one is interested in listening to a girl's opinion or asks her what she thinks.

When she first joined the YPI Pragati sessions, even raising her hand to ask a question felt frightening. Mantasha believed school was only about academics, and she never imagined that a sport could become the reason she felt excited to go to school. Her teacher recalls, "Mantasha hardly spoke earlier. We rarely heard her voice in class."

Through the sessions on communication, leadership, and peer pressure, Mantasha slowly started forming opinions, thoughts, doubts, questions which she held inside. She didn't dare to say them aloud, but they were growing in her mind. With her coach's encouragement, she began participating in activities and asking questions. She recalls that the coach had said, 'Making mistakes is never bad. Not doing anything at all … that is not correct'. She felt that someone wanted to listen to their opinion and wanted to know what was going on in the mind. And slowly she started giving her opinion in the group. There were more girls who used to stay silent during the session, but after seeing Mantasha speaking up and sharing her opinion, the girls also got encouraged felt confident that the coach also would listen to them.

Alongside the Life Skills classes, Mantasha also started actively engaging in netball. "School can give me opportunities beyond books.' She practiced with sincerity, showing up every day. When she got selected to represent her school in the DSO match, she felt both fear and pride. She had never participated in the sports in the community nor school. This was first time when she was actually part of a sport activity and a team. "What if I don't play well? What if we lose?" she wondered. But she stepped onto the court, determined to make the most of the moment. Her teacher noticed "Now she's the first to raise her hand to answer or to have questions to be solved —whether it's in class or any other activity. Mantasha now confidently participates'.

MAITRAYANA

Case Study

Priya



Name	Priya
Age	17
Role in the program	Club Participant/ Samiti Committee Member
Location	Mumbai
Program	YPI

MAITRAYANA

“*Sometimes, even breathing feels like a task here,”* says **Priya**, a 17-year-old girl living in Dharavi, one of Mumbai’s most densely packed slum communities. Rows of houses are stacked shoulder to shoulder, and right outside her home runs an open sewage gutter, overflowing with waste and spreading discomfort every single day.

"During monsoons, the whole area floods. The gutter water enters homes. It stinks. Kids can’t play. We can't even step outside hesitatingly," she says.

One day, standing beside the flooded gutter, Priya thought, *"Why is no one doing anything about this?"* That question didn’t leave her. She remembered what her **YPI coach** used to say during sessions: *“The ground belongs to you — and so does your right to live in a safe, clean community.”*

So, she took a step.*” I told my parents: I want to speak to the local leader, start a campaign. But they said, 'Why you? You’re too young to go to a politician.”*

But Priya didn’t give up. Her club and her peers all come together

"I spoke to the other girls in our club. We shared this problem. We spoke to our families. And then we went door to door collecting signatures. Everyone joined in. It wasn’t just my problem anymore—it was all of ours."

With over a hundred signatures in hand, they went to meet the local political leader. The first time, she wasn’t available. The second time, they waited. And finally, when they met her, they didn’t hesitate.

"We told her: This gutter needs to be fixed. It’s your responsibility."

The leader listened. Promises were made, but not all promises were acted upon. They pooled in money, spoke to local workers, and made temporary repairs to the gutter to survive the monsoon.

"It wasn’t perfect, but it was a start. And now, we know—this is our right, and we have the power to demand it. "Before, I thought these things were out of our hands. But it’s not”

MAITRAYANA

Annual Report 2025-26

GENDER EQUALITY THROUGH SPORTS












HAPPY INTERNATIONAL
WOMEN'S DAY





Greetings from Maitrayana,

We are proud to present you Maitrayana's annual report for the financial and project year 2025 - 2026. The year has seen many highlights as we are moving towards 5 years of implementing work around Gender Equality in Maitrayana in October 2026. Progress has been made towards the organisation's sustainability, designing and strengthening policies and processes, relationships with partners, donors and stakeholders and most importantly the programmes on the ground with adolescent girls and young women.
You can read more about that in the following chapters.
As the world changes and nationally and internationally girls- and women's rights are under pressure, Maitrayana's work becomes more and more urgent. The recognition of and attention for women's sport in India and globally provides Maitrayana with a unique opportunity to make a difference. The Board, management and staff are looking forward to continuing making an impact in 2026 - 2027.

Enjoy reading Maitrayana's annual report.

With greetings,
Kalyani Subramanyam,
CEO & Board Member










HAPPY INTERNATIONAL
WOMEN'S DAY



Our Vision

A gender equal society in which girls & women* can exercise their rights.

adolescent girls (10-18 year) and young women (19 – 25 year) who are discriminated against because of their sex, sexuality, ability, caste, class, creed, religion, geographic location and/or economic background.

Our Mission

Leverage the power of sports* to create ecosystems that empower girls & women to fulfil their Potential

*Maitrayana uses the definition of the UN Inter-Agency Task Force on Sport for Development and Peace (2003) 'all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games.



THE PROBLEM

Girls and women face gender inequality as a result of forces within the society which result in them not being able to achieve their full potential which is social injustice as well as an economic loss for the country and the world. Consequences of gender equality differ and are exacerbated for girls and women who are facing an overlap in social identities and are discriminated against based on their sex, sexuality, ability, caste, class, creed, religion, geographic location and/or economic background.

Consequences of gender equality differ and are exacerbated for girls and women who are facing an overlap in social identities and are discriminated against based on their sex, sexuality, ability, caste, class, creed, religion, geographic location and/or economic background.

Data on effects of gender inequality:
On Human Rights and Equality indexes
Low ranks on global indexes reflecting on India's ambition on the international platform: India stands 131 out of 148 in the Global Gender Gap (2025) and 108 out of 193 on the Gender Inequality Index (2025).

On Sustainable Development Goals
India's poverty rate has declined to 2.3% (World Bank 2025) while the percentage of women living in poverty is 14.96% with a gender disparity in economic participation, opportunity, and outcomes in health & survival. (PIB October 2025)

On GDP
Viksit Bharat aims at 70% workforce participation by 2047 from 41.7% in 2023 – 2024..
They earn 18% of the total labour income. (PIB October 2025)

Case Story

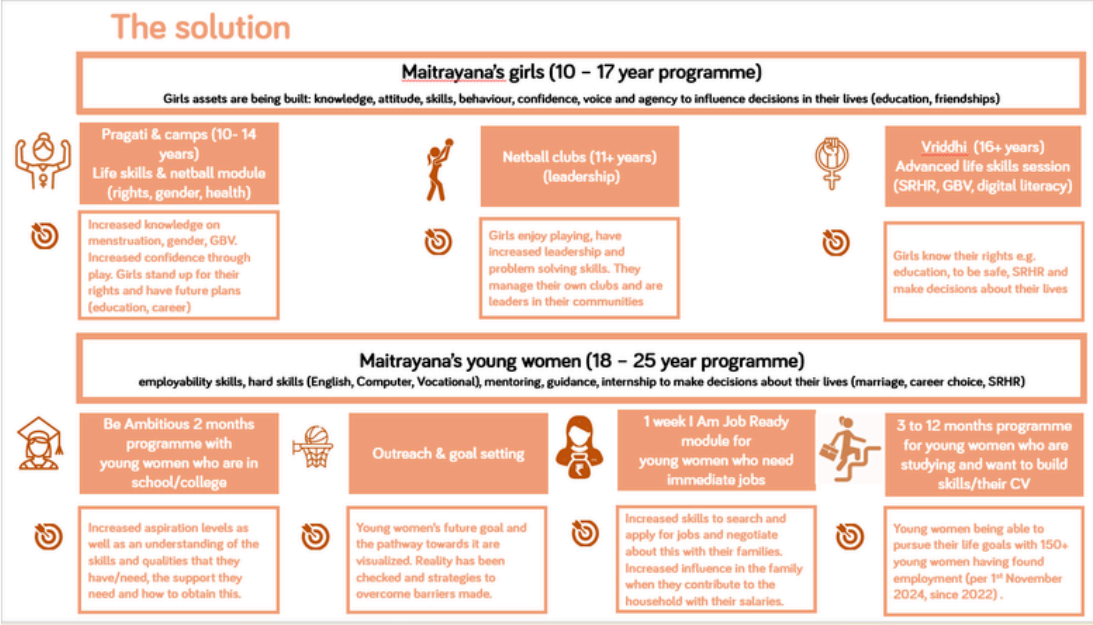
Archana lives in Delhi and goes to a government school where sport is not part of the curriculum. She goes home directly after school: her parents think it is not safe for girls, neighbours' comments when girls laugh loudly, move around, play, give their opinion and talk to boys/strangers. Homework and household chores are the centre of her life. After all, it is most important that she gets married and lives to serve her family.

Now imagine Archana being part of a programme led by Maitrayana staff where she can learn skills that school does not teach her. It gives Archana a chance to play, build a positive relationship with her changing body, and speak about topics that interest a teenager in a safe environment. Archana's mother sees the change in her daughter.

At parents' meetings, she imagines a different life for her daughter. As her parents see the benefits of their daughter playing netball in Maitrayana's clubs and continue being engaged in Maitrayana's life skills modules, Archana develops aspirations for her future. She discovers her strengths, interests, possibilities and allies around her and takes up leadership roles and or internships in or through Maitrayana. Where she has been inspired by role models in Maitrayana, she becomes part of a movement of girls that is not only empowered to exercise her rights and achieve her potential, but she also becomes a role model for younger adolescent girls and a changemaker in her community.

THE SOLUTION

The implementation of quality sport & life skills programmes that focus on girls and young women's rights and that create and advocate for deep and long-lasting impact in participants' lives and their families/communities





MAITRAYANA

GOAL 1

Establish Maitrayana as a credible girls & women's rights organisation.

Strategic planning - operations and expanding the ownership of the strategic plan

Focus area 1: New strategic house known
During the 2024 - 2025 financial year, Maitrayana adjusted its strategic house and included parents and communities as part of the regular programme where sessions with them are included in the curriculum and activities on the ground. The new strategic house was widely shared with board, staff, in publications, on the website, presentations and the annual organisational reports.

Focus area 2: Strategic goals owned by all Core team members and Coordinators
Maitrayana started building its second line of leaders and included the coordinators in strategic discussions.

They participated in planning and implementing Maitrayana's strategic goals:
GOAL 1: Establish Maitrayana as a credible girls & women's rights organisation.
GOAL 2: Increase the institutional capacity of Maitrayana to become fit for purpose and financially sustainable.
GOAL 3: Strengthen the implementation of diverse and impactful initiatives that are girl & women centric and responsive to the dynamic context.
GOAL 4: Build Maitrayana as an inclusive and people centric organisation prioritising the growth of all staff and ensuring self and collective care.
GOAL 5: Position Maitrayana as a sector shaper driving forward girls and women's rights through network building, advocacy and thought leadership.
GOAL 6: Evolve Maitrayana as a Learning Organisation that leverages internal insights and local & global trends.
At the end of 2025, they participated in that year's strategic goals reviews and they contributed actively in the goal setting process, planning the implementation for the 2026 - 2027 financial year. With the inclusion of the second line leadership in this process, their influence in Maitrayana's strategic directions has increased.

Maitrayana is moving from a young sport for development organisation with a focus on building a strong foundation to a rights organisation where power is deliberately shared with younger leaders, opening doors for a more inclusive, participatory and democratic way of creating change.



GOAL 2

Increase the institutional capacity of Maitrayana to become fit for purpose and financially sustainable.

During FY 2025–26, Maitrayana strengthened its sustainability by building robust financial systems, ensuring statutory and donor compliance, enhancing governance, and promoting transparency and accountability across the organization. The focus was on establishing a strong foundation for sustainable growth while maintaining the highest standards of financial stewardship.

Focus area 1: Resource mobilisation
Over the past year, Maitrayana focused on building strong, lasting relationships to ensure programmes remain stable and impactful. By opening conversations with leading corporate and institutional partners, expanding onto global platforms like Women Win, and engaging international allies across Australia and the UK, Maitrayana has significantly broadened its support network. Crucially, catalytic support from a Board Member enabled the team to plan for launching the Young People's Initiative in Bastar, Chhattisgarh during FY 2026–27.
Alongside outreach, Maitrayana invested heavily in internal governance and institutional trust. Maitrayana was registered on the Social Stock Exchange to unlock new avenues of philanthropic capital. Looking ahead, Maitrayana's priority is to build deep, local partnerships with foundations, CSR partners, and individual donors—ensuring that every resource mobilized directly empowers young people in the communities it serves.

Focus area 2: Friend-Raising
Genuine support starts long before a gift is made—it begins with shared values of equality, inclusion, and empowerment. Throughout 2025–2026, Maitrayana prioritized building lasting relationships over standard asks for donations, communicating Maitrayana's mission with clarity to help partners deeply connect with its vision.

2025–2026 Key Impact Highlights:

- 15% Increase in donor retention rate.
- 80+ Recurring Monthly Partners secured.
- Strategic Empowerment by replacing short-term asks with collaborative partnerships leveraging sports to foster life skills, safety, and leadership for adolescent girls.

This approach built a dedicated network of allies who actively advocate for Maitrayana's mission, opening new doors, and ensuring Maitayana's sustained commitment to young women's rights for years to come.

Focus area 3: Working towards Guidestar recognition

- 100% Statutory Compliance with FCRA, Income Tax, EPFO, TDS, MCA Filing and other applicable regulations.
- Timely Donor Compliance through accurate financial reports, utilization certificates, audits, and grant reconciliations.
- Strengthened Financial Governance by implementing internal controls, approval mechanisms, and policy-driven financial management.
- Transparent Financial Reporting with regular MIS, budget monitoring, and variance analysis to support informed decision-making.
- Resource Optimization through effective budget planning and prudent utilization of donor funds.
- Successful Completion of Statutory and Donor Audits with improved documentation and compliance processes.
- Enhanced Financial Systems through process improvements, digital record management, and stronger financial controls.
- Capacity Building by supporting staff on finance, procurement, compliance, and organizational policies.

GOAL 3

Strengthen the implementation of diverse and impactful initiatives that are girl & women centric and responsive to the dynamic context.

Focus area 1: Programme implementation, review and development

Young People's Initiative programme
The following programmes have been implemented in Delhi, Mumbai and Bengaluru with 11,542 participants.

Programme	Delhi	Mumbai	Bengaluru	Total
YPI Pragati	3896	2064	631	**6591**
Camp	1058	270	398	**1726**
Clubs	1034	349	308	**1691**
Vriddhi	191	204	0	**395**
Be Ambitious	502	208	0	**710**
EJP/internships	89	38	3	**130**
IAJR	221	43	0	**264**
Grand Total	**6,991**	**3,176**	**1,340**	**11,507**



Pragati

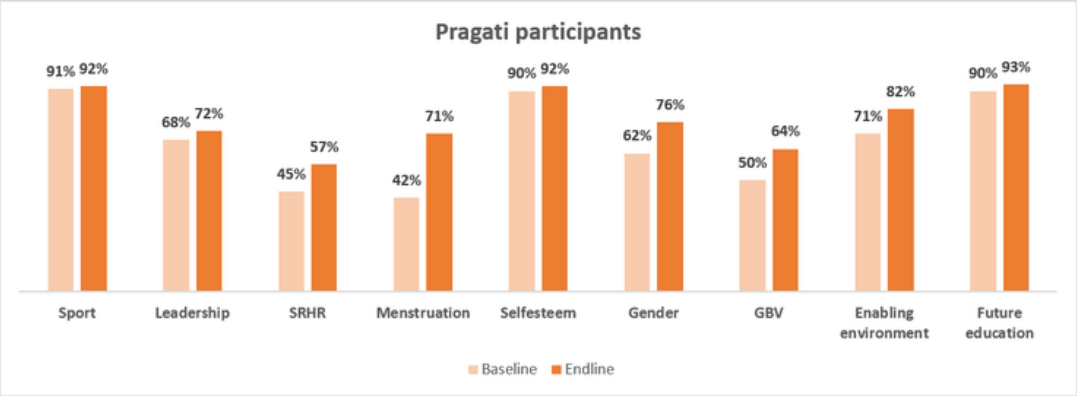
Pragati is Maitrayana's flagship programme which is implemented with adolescent girls in schools and communities. The girls participate in two sessions (one hour each) per week: one lifeskills- and one netball session. Girls gain knowledge, skills and confidence to deal with changes personally and socially as they enter puberty. They develop their opinions about topics such as gender and gender based violence and learn how to express- and stand up for themselves.

What has improved in the implementation in 25-26

- Progress was made with regard to 90% of the action points that were formed after the Pragati 2024 – 2025 review:
  - session delivery & quality (especially safety and mentoring of Community Sports Coaches)
  - stakeholder management (especially talking to principals and speaking about impact)
  - planning & documentation (especially preparation and checking of session plans)
  - learning & capacity (recognizing and explaining impact and implementation of learnings from trainings and forums).

Successes of Pragati programme

- 6,585 adolescent girls attended for 27 weeks, twice per week life skills and netball sessions.
- Sessions took place at 68 school- and community sites across Delhi, Mumbai and Bengaluru.
- At the end of the programme, 93% of the girls felt fit and strong, 75% of the girls now have a clear understanding of their right to be safe and gender-based violence. They know places where they can discuss sensitive issues, reproductive health, personal problems and report violence. Base- and endline assessments showed knowledge, skills, attitude and behaviour changes among the participants on various sets of indicators such as round menstruation, rights and gender based violence.



Case Story

Arpita (change name), a 12 years old participant got especially interested in Pragati when the sessions about menstruation were introduced. She realised that this is a topic that should be discussed widely and started sharing her opinions to peers and adults. This is bold in a society where menstruation is often wrapped in silence, shame, and restriction. She started speaking openly and confidently about menstruation, asking for menstrual products without hesitation and encouraging others to do the same. By speaking out loud, she challenged the unspoken norm that girls should stay quiet about their bodies. She encouraged her classmates to talk openly, slowly breaking the culture of silence that keeps many girls uncomfortable and afraid to ask for what they need.

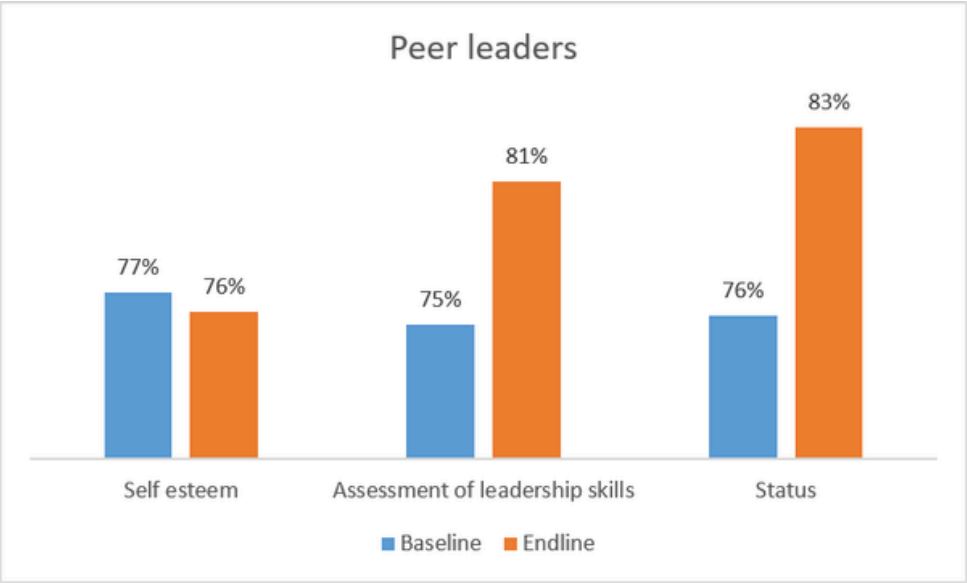
The Pragati sessions also helped her realise that girls are treated unequally and unfairly. She spoke up when a girl was eve-teased by boys and the girl was the one who was blamed. She observed that in her family, girls were judged for wearing “short clothes.” xxx asked her parents: Why do we always blame the girl and never the person who commits the harm? xxx began speaking more about violence against girls and the injustice of blaming victims. She believes that society must shift its focus from controlling girls to holding perpetrators accountable.

Pragati Peer Leaders

PPeer leaders are elected by their peers, Pragati participants, and develop their leadership skills by guiding their peers, supporting Maitrayana staff and executing action projects in their schools/communities.

Peer leaders developed leadership skills while supporting their peers and taking up a change project for which they interacted and negotiated with different stakeholders such as students in their school or youth in their community, teachers, community members and leaders. 297 peer leaders completed 24 projects in 31 schools and 8 communities. Main issues were clean drinking water and clean washrooms and concerns regarding their playgrounds. Girls from Morivali community in Ulhas Nagar secured a playground - which was then prepared by the local government for use - on private land. The ground is now also used by other children and adults. Peer leaders in Dharavi negotiated with the garage owner next to their netball pitch to avoid spilling oil and refraining from using chemicals during playing time. Peer leaders in one of the schools prepared sessions for their peers on 'healthy relationships'.

City	No .of Peer leader	Mos Action Project	No. of Action project	No .of action project Completed
Delhi	160	Clean Washroom & Clean Drinking water	12 School 6- Communities	16 Completed
Mumbai	105		12 schools 2 Communities	4 Completed
Bangalore	32		7 schools	4 Completed



Peer leaders reported various action that they took and had never done before:
'When a Parent did not send his daughter to school, I talked to him and got him to agree.'
'When a boys' class is playing, then now we tell them that this is our sport period and that we can all use half a court.'
'I feel I can support Maitrayana staff in the program by learning quickly, cooperating, and sharing new ideas.'

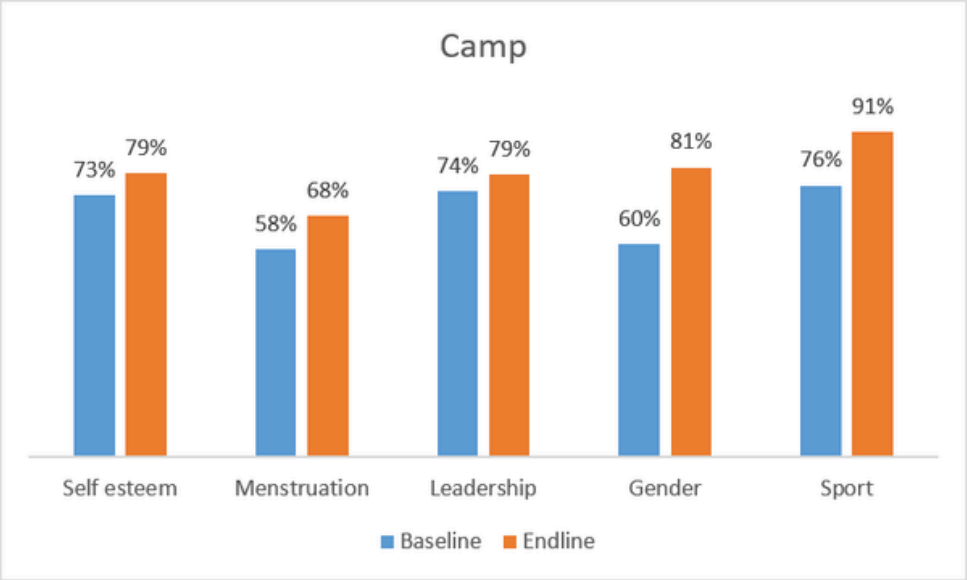
Case Story

Before joining the program, Kirthi (change name) never thought about asking for a clean, hygienic washroom, something everyone deserves. She would tell herself, "This is not something I should complain about," and continued using the washroom as it was. During Pragati, she began understanding her rights and speaking up. When xxx was elected as a Peer Leader and shared the news with her parents, they were proud. But xxx was concerned: "Will girls even listen to me?" Wearing the Peer Leader T-shirt gave her a new confidence. Being a peer leader was not just a role; it symbolised responsibility, trust, and belief that she can bring change through collective leadership.

The Peer Leaders discussed what they saw as issues in their school and community and explored solutions together with teachers and stakeholders. That's when they realised something important: asking for a clean washroom is not a complaint — it is a basic right and a necessary part of a healthy school environment. They decided to focus on unclean toilets, broken taps, and lack of water and got a commitment from the school management to address this. At the same time, they learned that younger students lacked awareness about cleanliness, while older students were often careless despite knowing better. Xxx and team designed an awareness campaign. They went from classroom to classroom, speaking to students about cleanliness, hygiene, shared responsibility, and how everyone could contribute to maintaining the washrooms properly. Their confidence grew with each session as they saw students listening, responding, and promising to do better.

Camps

A camp is a short programme, typically 5 days, that includes 5 netball- and life skills sessions and a netball tournament. 1,726 girls participated in camps in communities and schools across Delhi, Mumbai and bengaluru where the regular (27 weeks) Pragati programme could not be conducted. Though it is a short programme, the impact has been visible as the scores on the indicators, that include knowledge, attitude and behavior change regarding the topics that had been discussed, show.



Case Story

Chandni (change name) is a camp participant who is going through puberty. Before attending the session, she wanted to know about menstruation, but no one talked about it at home. During the camp, a session on periods was conducted where she got answers to all her questions. She learned about the 28-day cycle, the age when it usually starts, hygiene and also about common myths.

After the session, xxx shared what she learned with her sister and mother at home. At first, her mother felt uncomfortable and said such topics should not be discussed openly and questioned why it was even taught in school. Chandni explained that periods are a natural process, that it is important to know how to stay clean during periods and when to change pads.

What has improved in the implementation in 25 - 26

- The implementation of the camp short module where needed.

Successes

- Implementation of camps with an NGO partner in a difficult to reach community.

Girls-led Netball Clubs

Participants who have graduated from Pragati and want to continue playing netball can do that in Maitrayana's girls led netball clubs. The players elect their own representatives such as coaches, club leaders/representatives, league organisers, umpires, first raiders, ground and equipment keepers. These are trained by Maitrayana staff to ensure that girls can continue playing and developing their netball skills further and that the leaders can grow further in their roles. They organise netball practices and their own leagues. 1,691 girls played twice per week in their schools- or communities.

City	No of clubs	Club Leaders	Types of leaders across cities	No of matches played
Delhi	11	160	2- Representatives 2- First Aids 2-Coaches 4-Referee 4-League organizer 4-Ground & equipment	
Mumbai	7	126		6 Round Up Semi Final Final
Bangalore	2	36		

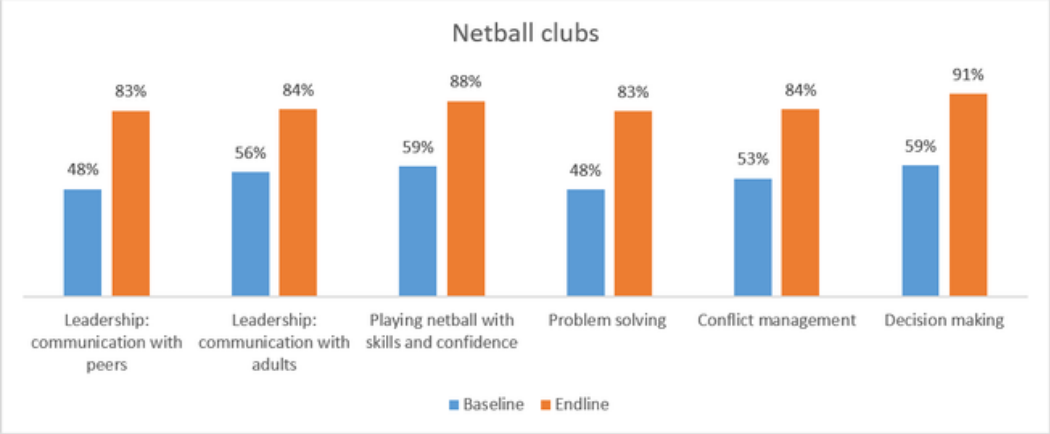
What girls said:
They liked that the club was inclusive with active participation. 'Everyone has responsibilities such as ground marking, warm-ups, equipment handling, refereeing, and league matches planning.' Members felt responsible for their club because it provides them with opportunities to play, learn, and grow.
They appreciated the club discussions. Participants said that they are now able to contribute by giving their opinions, resolve conflicts (like when 'bad words' are being used or mistakes made during matches), and support each other by e.g. asking permission from parents to let their daughters play. Most girls attended regularly, played matches, and enjoyed games together. However absenteeism remained an issue. League matches provided opportunities to travel, learn from other clubs and meet new people. The netball clubs have helped players and leaders to make new friends. Members said they started playing better now, gained confidence, and liked being called a "sports girl" in their community.

Case Story

Before joining Maitrayana in 2021, Diksha (change name) had never played netball. Before joining the program she only had one friend. The programme became a turning point. As she learned the sport, she began to feel real and visible changes: her running improved, her body grew stronger, and for the first time, she found herself feeling focused and determined, both on the field and in life. Her hard work paid off when she was selected for her league team as a Goal

Defender/Goal Keeper. People in her community began recognising xxx as a player. She went on to represent Delhi State in netball, where her team came first place.That win opened doors. She started playing different sports and represented her school in various competitions. She also ran her first-ever race at Pinkathon, an experience she describes as one of the best of her life. Netball had given her the courage to try things she never imagined for herself.

In the 2025–2026 league, xxx took on a new challenge: playing as a Goal Shooter (GS) for the very first time. She surprised herself with the goals she scored. Watching herself grow as a player made her want to give back. She began observing younger players on the ground and guided them with calmness and care. She started taking responsibility within her club: paying attention to how each girl was playing and sitting with those who struggled to help them understand.
For xxx, being part of Maitrayana is not just about sport. It is about discovering what she is capable of and passing that belief on to the next girl.



What has improved in the clubs in 25 - 26

- More partnerships leading to exposure trips and donations of shoes to players

Successes

- More (264) players in external netball tournaments
- More leadership opportunities for club leaders in Maitrayana's programmes and more club leaders/players continuing their leadership pathways as Community Sports Coaches in the programme
- Increased ownership of the clubs with girls implementing their own improvements/creative ideas

Case Story

Jiya (name to be changed), 17 years old, never imagined herself being part of a program on sexual and reproductive health. “Honestly, I was not interested in attending the sessions at first. I just wanted to play netball.” Even after joining, she skipped some sessions. But when the facilitator led a recap of the previous meetings, xxx instantly regretted her absence. “They were talking about how we see ourselves, and I thought—I should not have missed this.”

Growing up, xxx lived with the restrictions many girls face during menstruation. “At home, I was kept away from the kitchen while menstruating. I was even asked to sit in a corner.” Through the sessions, she began questioning these myths openly within her family. She learned the difference between the male and female reproductive systems. When she shared this with her brother and this changed her brother’s perspective. “After learning about menstruation, his attitude changed. He started understanding me more. I began sharing every session with him, because one day he might have a partner too — and I want him to behave respectfully with them.”
xxx transformed into someone who now encourages other girls to attend. She also spoke about menstrual cups with her family. “I was scared to try it myself, but after I shared about it, 2 of my family members actually started using it. I feel I can make a change.”

What has improved in Vriddhi in 25 - 26

- Sessions have been reviewed and edited, questions and materials have been added to make the sessions more engaging and impactful.
- Clear operational guidelines for implementation have been agreed on and used.
- Capacity of staff to facilitate sensitive sessions on sexual reproductive health and rights has increased.

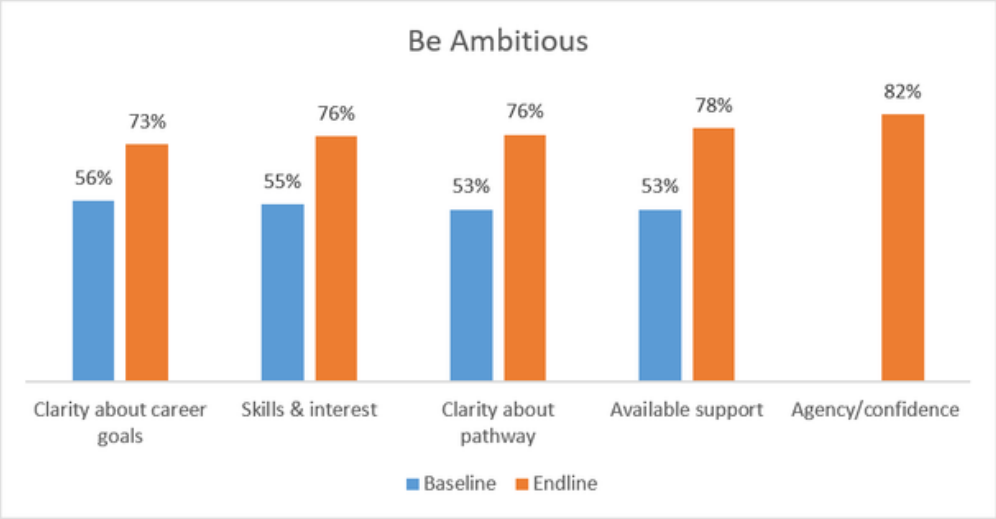
Successes

- Increased interest of participants in continued participation in and engagement with Maitrayana and its objectives after Vriddhi.

Be Ambitious Programme

Be Ambitious

This was the first year in which the Be Ambitious, career guidance module, was implemented at a larger scale. 701 participants attended the sessions in schools: 502 in Delhi and 208 in Mumbai in the 10 sessions play-based module.



Conclusions after Be Ambitious

- There is clear progress in girls' readiness for a job.
- They have greater awareness around job profiles and what skills will be required.
- Awareness of their own strengths and interests and access to support for their career journeys has increased.
- The highest score of all is in their confidence to influence the decision-making process, so that they can choose their own career pathway.

What has improved in 25 - 26

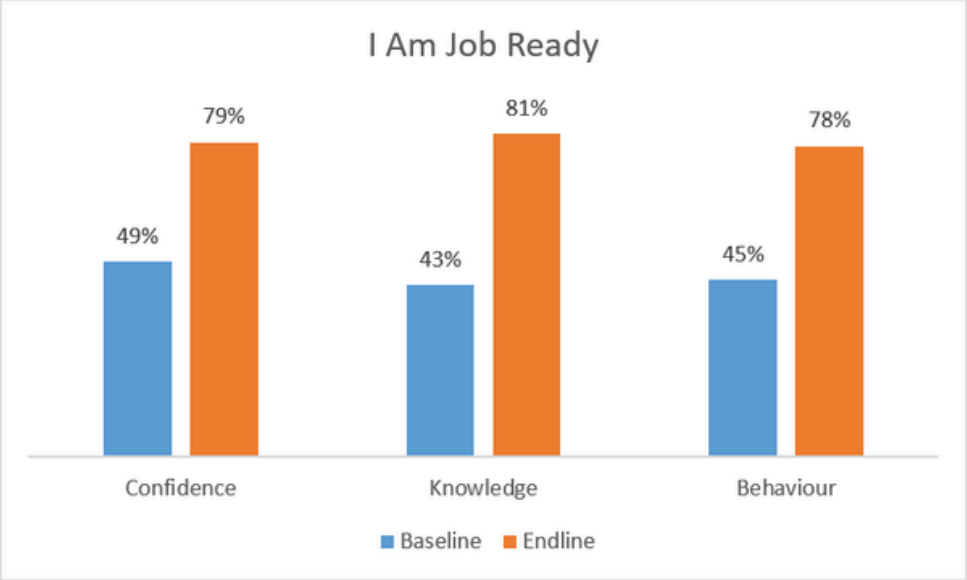
- Documentation and review of the model
- More structured in approach based on experience and review of the sessions
- More staff is understanding the module and being able to facilitate the sessions
- Lowering the age of participants (class 10) as they benefit most from the module

Successes

- Increased interest in the curriculum
- Pilot with Whatsapp (Glific) chatbot in the module

I Am Job Ready (IAJR)

'I Am Job Ready' (IAJR) is a module for young women who are ready to enter the job markets and are looking for jobs. It supports them in searching for jobs that match their skills and education and prepare them for job applications and entrance in the workforce. It combines classroom sessions with play-based learning. Netball is being played to understand and train concepts such as communication and team work. IAJR is also offered to Maitrayana's Community Sports Coaches at the end of their internship. 264 young women went through the sessions (221 in Delhi and 43 in Mumbai).



Confidence is measured through participants' assessment of their own ability to use their skills to obtain jobs.
The knowledge scores reflect the increase in knowing how to search for jobs and their rights as women in the workplace.
Behaviour indicates the actions that participants have taken to apply for jobs while they were in the programme.

Conclusion:
The greatest improvements were seen in practical job-seeking skills such as finding job opportunities, creating CVs/resumes, preparing for interviews, and identifying where to look for jobs.
More girls are now comfortable asking for support from mentors, family members, and professional networks.
There is a high confidence in English communication, computer skills, and navigating online job platforms and they have greater awareness of common interview questions and interview preparation practices.

By the end of the program, girls were not only more aware of employment opportunities but also equipped with the practical skills and support systems needed to pursue them.

Case Story

'When I joined Maitrayana, I was going through one of the most difficult times in my life. After losing my father, our family was left in a financially unstable situation. I urgently needed a job to help support my mother and younger sister. My initial goal was simply to earn and survive. But something changed when I began attending Maitrayana's life skills sessions. Slowly, I started developing a genuine interest in learning. For the first time, I began to believe that I, too, could do something meaningful with my life.

One particular session on role models struck a deep chord with me. It helped me realize that my father, who had always supported and held our family together, was my true role model. If he could manage everything with strength and dignity, I could strive to do the same. That realization gave me the motivation and inner strength to take charge of my life.

After my father's passing, many people around us questioned how we would manage without him. These doubts used to shake me, but the confidence I gained through the program made me believe that I could take responsibility. I had a younger sister who looked up to me, and I wanted to be someone she could count on. I also wanted to support my mother, not just emotionally but also practically, in running the household.

Through Maitrayana, I learned something that most girls in my community don't get the chance to learn — how to travel independently. In our society, girls are not encouraged to step out on their own. But this program taught me how to travel with confidence and made me realize how important it was to pass that knowledge on to my sister.

One of the most visible changes I've seen in myself is in my communication. I used to be scared to speak up, always second-guessing my words. Today, I confidently manage an entire salon. I oversee staff schedules, client appointments, and even handle payments. I'm no longer afraid to speak — I lead, I manage, and I speak with confidence and clarity.

This transformation was made possible because Maitrayana taught me a very important lesson — that when you are clear about your role and responsibilities, you have nothing to fear. This clarity is what has helped me take control of my job and my life.

Being able to financially support my family today means the world to me. I'm proud to break the stereotype that says girls should "stay within their limits." I want to show people that girls can handle responsibilities just as well — and sometimes even better.
I've become someone who can make decisions at home, someone my sister looks up to. I've learned to manage not only my job but also our family's financial situation. This shift has been necessary for our survival, but more importantly, it has laid the foundation for our growth.

In my community where people often believe that girls cannot do much, this transformation matters. It sends a message that girls are capable, strong, and deserve the same opportunities. Now, other girls in my neighborhood are inspired by my journey. Families are beginning to put less pressure on their daughters and are instead encouraging them to explore their potential. I am proud to be part of that change.

What has improved in I Am Job Ready in 25 - 26

- Quality of the sessions
- Increased capacity in Maitrayana to conduct the module

Successes

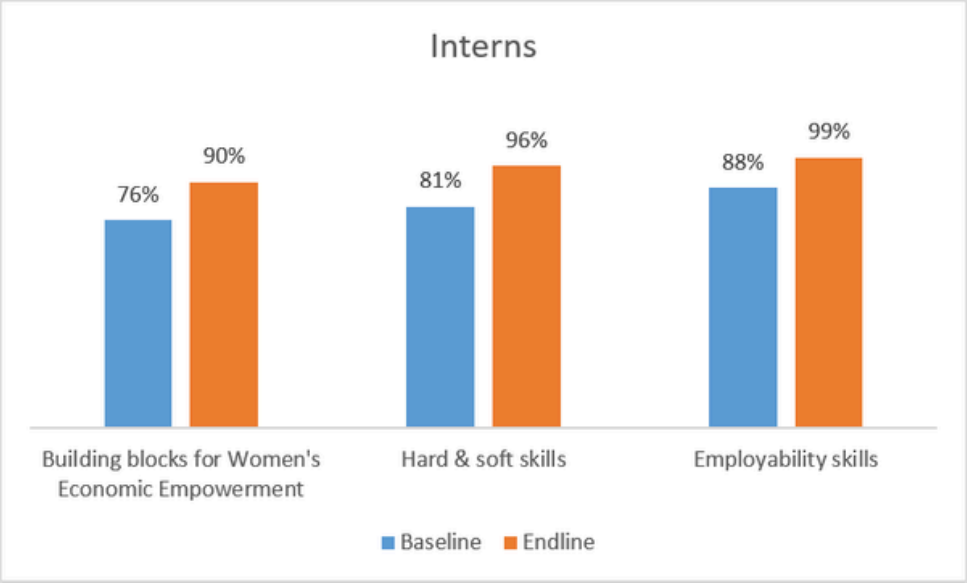
- Target was achieved and 75 young women (out of 264) found jobs

Internships (Community Sports Coaches and Decathlon/retail interns)

'As part of Maitrayana's leadership pathway, Community Sport Coaches (CSCs) have played a critical role in the development of role models through the programme as well as the implementation of the programme. CSCs are young women who have often started their journey in Maitrayana as 13 or 14 year old participants and have transitioned into a role where they lead the younger girls in sessions, games and matches. Maitrayana staff trains, guides and mentors them while they also develop their own soft-, hard and employability skills in a 12-month trajectory.

For those who want to do shorter or different internships, Maitrayana has tied up with Decathlon which offers 2 ½ month internships in their shops. Young women intern for three days per week and the remaining two days, they meet at Maitrayana for mentoring and the earlier mentioned 'I Am Job Ready' Sessions. 18 young women completed a retail course within the Economic Justice Programme.

In 2025 -2026, 130 young women were placed as interns: 89 in Delhi, 38 in Mumbai and 3 in Bengaluru. 88 were CSCs and 42 Decathlon interns.



Case Story

Zainab (change name) joined Maitrayana when she was in the 8th standard. Back then, her world was shaped by what she saw around her. “I used to look at my mother and think: ‘This is how a girl’s life is — staying at home, taking care of the family.’ But things began to shift slowly especially during the sessions on ‘Body Image’ and ‘Girls and Boys’, where xxx started questioning the conditioning and what is there beyond what she thinks. She remembers one particular moment vividly — where her coach shared how she had gifted her mother a ring from her first salary. “That story stayed with me. It was the first time I thought — I also want to do something that makes my parents happy and proud.”

‘When my friend said that I sounded so confident and different, I realized — I’ve changed. My mother grew up believing that a girl’s life ultimately belonged to her husband’s house. I still feel that sometimes,” she says, “but now I — I want to do something for myself first. I want to complete my studies, earn well, and then think about marriage.”

After finishing her 10th grade, xxx participated in the Be Ambitious module. These sessions on career guidance made me realize there’s another life than what I’ve seen my mother living. I realized I can earn my own money, I can become like the coaches I look up to”.

Once she had completed class 12, she joined Maitrayana as a Community Sports Coach (CSC). Her parents encouraged xxx to save what she earned. But for Zainab, earning wasn’t just about saving — it was about sharing .“Girls and women also want to contribute to their families. We want to give back.”

So when she paid for her younger sister’s tuition fee and the gas bill at home, her parents were filled with pride. “My mother used to wait for my father to bring things home but now she knows she also has a daughter who can take care of things. I’ve learned that I don’t have to limit myself. I can study, earn, and make my family proud — just like the coach who bought that ring for her mother.”

What has improved in the internships 25 - 26
External internships

- Documentation (case studies, surveys, sheets and use of Maitrayana's data system)
- Parents engagement to support their daughters' aspirations
- Relationship with internship providers
- Follow ups with participants

Internal internships

- One-on-one mentoring
- External and internal exposure to opportunities to build their leadership

Successes

- External internships: 26 young women got jobs
- Internal internships: 40 young women got jobs

GOAL 4

Build Maitrayana as an inclusive and people centric organisation prioritising the growth of all staff and ensuring self and collective care.

Throughout the 2025–2026 financial year, those in charge of Human Resources/People & Culture drove key initiatives to build an inclusive, equitable, and security-focused workplace culture, advancing employee well-being and organizational sustainability.

Focus area 1: Staff getting fitter: mental, physical, emotional well-being

In NGOs, the staff are the main resources in delivering programmes on the ground. Most of Maitrayana's staff are those running sport and lifeskills sessions on the ground. This is very demanding work that requires physical fitness and emotional stability.

- Through the 'Run-Motivate-Appreciate' group, staff encouraged each other by posting their fitness activities, sport engagement, participation in sport events etc.
- Maitrayana encouraged team members to be physically active by distributing Decathlon wellness vouchers worth ₹1,000 to every staff member.
- Staff teams played//sport on Friday mornings. Not only to build teams and sport skills but also to get fit(ter).
- The NGO Manntalk facilitated two online sessions on mental health for all staff. They took the teams through 'the foundations of mental well-being' and supported them to 'move from awareness to action'. These sessions not only helped to prioritize their own mental wellbeing but also helped them to understand the importance of mental wellbeing for girls in the programme.
- Maitrayana initiated the extension of Employee State Insurance (ESIC) benefits to all eligible staff members, safeguarding their healthcare and financial well-being for the upcoming fiscal cycle.

Focus area 2: Be productive & rejuvenate

- Managers and coordinators successfully planned and executed the annual staff retreat in February 2026. As sport and play is part of Maitrayana's DNA, sessions were facilitated in interactive, gamified activities to embed core values of respect, equality, transparency and inclusion across the organisation. Facilitators were team members from across the organisation.
- In order to support staff in their daily planning, they all received a Maitrayana diary.
- All Maitrayana's HR policies were reviewed and aligned with eachoother. New updates were included such as Bereavement and new guidelines for 'Comp Off'. Maitrayana's board also approved the introduction of a paid Menstrual Leave Policy for female staff members (rolling out in April 2026), reinforcing gender-sensitive health standards.
- The People & Culture representatives in the cities organised birthday celebrations and activities on 'special days' as well as team building activities.

Focus area 3: Develop compassion not competition

- As most of Maitrayana's staff are young people, and especially, young women, it is important to be flexible and ensure that staff's lives and work can be prioritised. Maitrayana has looked for child care facilities near its offices and has also ensured that staff can bring their children to the office, if the need arises.
- Maitrayana has transitioned consultant roles into full-time permanent positions, offering job security and comprehensive organizational support to the entire Maitrayana team.

GOAL 5

Position Maitrayana as a sector shaper driving forward girls and women's rights through network building, advocacy and thought leadership.

Maitrayana implements targeted interventions in schools and communities that purposefully cultivate leadership among girls and young women, empowering them to become changemakers. However, ensuring that far more adolescent girls can access their rights and make informed choices requires a broader ecosystem of support. Committed to building and strengthening a network that advances gender equality, Maitrayana has actively advocated for girls and women, created dynamic campaigns, and focussed on amplifying the youth voices.
Throughout the year, Maitrayana participated in key events and panel discussions and hosted webinars to champion gender equality. These engagements heightened the visibility of Maitrayana's work, highlighted critical barriers preventing girls from accessing their rights, and showcased actionable solutions. By actively collaborating with government bodies, policymakers, NGOs and educational institutions, Maitrayana continues to foster thought leadership and drive a shared commitment to collective action.

Focus area 1: Amplifying Girls Voices

1. Her Goal, Her Legacy

The Young People's Initiative officially closed the nineteen years of Goal Programme implementation and the use of the Goal Curriculum in 2024/2025. In this financial year, Maitrayana brought together nineteen impact stories told by alumni, one from each year in which the programme was implemented (from 2006 to 2025). The narratives were documented in a hard- and soft copy magazine 'Her Goal, Her Legacy'. In a webinar with the same name, programme alumni and experts spoke about the importance of investment in programmes for adolescent girls and young women. Mr. Ashutosh Tosaria (APF), Ms. Yvonne Henry (Women Win) and Ms. Marisa Schlenker (Adidas Foundation) participated as panelists. The webinar was hosted by Maitrayana's CEO Ms. Kalyani Subramanyam for a local, national and international audience.

2. Girls In Sport Day

Maitrayana's Girls in Sport Day - a girls led advocacy initiative that is celebrated every year - was celebrated on 26th February for the third time in its existence. In 2024 - 2025, Maitrayana and partner organisations facilitated discussions with girls in which they put forward their 'dream playgrounds'. These findings were shared in a report and during a webinar that was attended by girls, stakeholders as well as interested partners from across the globe. This year, the focus was on disseminating the findings among girls in Maitrayana. Three Maitrayana sites organised on-ground celebrations where discussions were held with players and where hard copy reports were distributed to influential stakeholders and decisions makers in the community.

Focus area 2: Collaboration with organisations in the sector

1. **Project Baala**

Project Baala is a social enterprise to educate and empower women and girls about menstrual hygiene. The organization has benefitted over 1,200,000 women and girls in India, Nepal, South Africa, and Tanzania. They provided Maitrayana with 2635 reusable menstrual hygiene kits to be distributed among its participants. They shared their curriculum and trained staff members on the use of their environment friendly products. All kits have been distributed to batches at 21 sites across Delhi, Mumbai and Bengaluru. During the distribution sessions, participants in Mumbai spoke about shame, disposal, financial barriers, cultural restrictions, and health anxieties regarding the use of the pads. Delhi participants spoke about myths, hygiene practices, and pad usage. Questions reflected curiosity about the biology of menstruation, hygiene, reusable pad safety, food/activity restriction and pad care. They also sought clarifications about misconceptions regarding menstruation.
In general, participants like using the pads as they absorb well, are easy to clean and remain soft. Challenges are that they don't have places to dry the pads in the sun and shame around drying pads and underwear openly.

2. **Ujwal Investment Agency Khiladi**

Maitrayana became a member of the Ujwal Investment Agency Khiladi network group which brings together organisations that are using sport for development. During the monthly meetings topics that were discussed were programmatic, fundraising, strategic and organisational development and communications. The aim is to support in building strong institutions as well as a cluster of organizations with a common agenda and voice.

3. **International Sport and Culture Association (ISCA) and the Sports and Society Accelerator's (SSA) (India)**

Maitrayana participated in a webinar on gender equity in and through sports and physical activity (SAPA) organised on 15 May 2025. The discussion focused on the significant role of sport in promoting inclusive safe spaces, and SAPA's role in moving towards gender equality. The speakers specifically addressed the barriers to participation faced by women and girls, and especially the intersectionality angle. As a panel member, Ms. Kalyani Subramanyam shared about Maitrayana's Young People's Initiative and how the program has successfully created inclusive and empowering environments for girls and women. Speaking about the systemic supports that are most critical to sustaining gender equity in SAPA in the communities, she shared her insights on girls' access to safe playgrounds, the role the gatekeepers and parents can play to accelerate girls participation in sport based programs and how the school systems can actively support sport for girls.

4. **National Sports Day Dialogue : 'India Needs to Play'**

Ms. Kalyani Subramanyam participated in the National Sports Day Dialogue : 'India Needs to Play' held on the 29th of August 2025 co-hosted by The Right Pitch and MukkaMaar. Kalyani spoke on a panel called "Funding the field' that focussed on the challenges to raising resources for grassroot sports programs and how these can be addressed. Kalyani shared Maitrayana's experience of exploring CSR funding for the work and how the proposals need to align around priorities and the role of NGOs in building donor understanding and perspective. She spoke about how organisations need to build a stronger narrative, be able to capture impact and engage with multiple stakeholders to allow for an investment of greater funds to the field. She highlighted why Maitrayana and other grassroot organisations do this work: to ensure that every child, especially girls, have the right and the opportunity to play.

5. **Leadership Program Agastya International Foundation**

Maitrayana's CEO Ms. Kalyani Subramanyam was a speaker at Agastya International Foundation's Leadership Program conducted for 25–30 mid-management leaders. She reflected on McKinsey's '7S framework' and the critical elements for organizational development. Drawing from her leadership journey at Maitrayana she shared how Maitrayana has balanced the different "S" and the key learnings in the process. One of the participants from the group shared "*From listening to her experiences, my key learnings are the power of resilience, the importance of self-belief in overcoming challenges, and how staying grounded in values can guide both personal and professional grow*th."

6. **'Performance Management and Building Organisational Culture' session at the Dasra Social Impact Leadership Program (DSILP)**

Ms. Kalyani Subramanyam facilitated a discussion about a Harvard Business Case on 'Performance Management and Building Organisational Culture' at the Dasra Social Impact Leadership Program (DSILP) 2025–26 in Bengaluru.The theme for the Module was "Building Organizational Culture". Kalyani took the cohort of 55 credible leaders representing 52 unique organizations through the Leadership Case and enabled a discussion building organisational culture, performance management and leadership. The participants shared that the session helped them think about navigating complexity in leadership, spotting early behavioural shifts, balancing hard and soft value systems, and having difficult yet necessary conversations. They reflected on making fair, values-aligned performance decisions, distinguishing between organizational and individual development, and strengthening feedback mechanisms. Overall, the discussion reinforced the need for mindful, culturally grounded leadership in moments of evaluation, growth, and team conversations.

7. **Dasra's publication 'Leading through Dilemma's'**

Leadership in the social sector is rarely about choosing between right and wrong. More often, it involves holding tensions between competing goods,acting without certainty and growing through reflection rather than resolution. Ms. Kalyani Subramanyam contributed to Dasra's publication 'Leading through Dilemmas' which is a leadership booklet featuring reflections from leaders across India's social sector. This publication highlights real leadership dilemmas faced by leaders from various non profit organisations. Kalyani shared her dilemma around Building Leadership for the Next Phase of Growth, how she responded, and the insight that she took away. She shared about how an organization's next phase requires leaders who can see, hold and shape the future and not just execute for the present. Building a future-ready leadership team demands courage to assess honestly, to speak transparently and to make decisions that honor the past but do not allow that to define the limits of the future.

Focus area 3: Advocacy on Girls Rights, Access to Sports and Gender Equality and Feminism

1. **Participation in the Resilience Fund Advisory Board**

Ms. Kalyani Subramanyam continued her engagement as an Advisory Board member of The Resilience Fund for Women in the Global Supply Chains. This fund has been focussed on long-term systemic change and economic resilience through investment in women leaders and women-led organizations and address women's safety and sexual and reproductive health. In 2025, the Fund refined its scope to also address climate risks in supply chain communities as part of its core focus on women's health, safety and economic resilience. The Fund's foundational focus on resilience now includes a new emphasis on the environment and a fair transition to a sustainable economy. Kalyani served as a Co-Chair of the Advisory Board and participated in 8 meetings in the year. She contributed to the development of the strategy and building perspectives around the challenges faced by grassroot organisations.

Kalyani also spoke at the Feminist Bazaar organised in September 2025 by the Resilience Fund and Auxo Hub on 'Organisational Policies'. This online session was attended by around 20 grassroot organisations. Kalyani spoke about how the leadership at Maitrayana balances the adherence of policies with flexibility required for the organisation and the sector. She also shared the non-negotiable policies that an organisation requires if they are looking to strike a balance between internal and external donor facing needs.

And in October 2025, Kalyani spoke on a panel during a session on Fundraising at the Workshop organised by Women Win for the partners of the Resilience Fund. She shared about Maitrayana's Fundraising strategy and how it focuses on diversification, how the different donor archetypes were chosen and how that serves Maitrayana. Kalyani highlighted the emphasis on communication, the different tools and platforms used and the engagement to build visibility for the work and to nurture a relationship with the donor.

2. **Enabling Vulnerable Women Workers in the Garment Supply Chain to access their rights project**

Maitrayana and Primark worked together with the shared objective of strengthening worker wellbeing, improving workplace and living conditions, and building more responsible and sustainable systems within Primark supply chain.

The Maitrayana team conducted MEL engagements at six (6) printing units which highlighted that supplier units were not consistently implementing and following up on remediation actions due to weak tracking systems and lack of structured monitoring processes. The process enabled suppliers and unit teams to reflect on existing practices and initiate movement towards more structured, outcome-oriented approaches to monitoring and reporting. Increased understanding around the importance of qualitative impact documentation and worker-centric issue identification was also observed during the engagement process.

In September, Maitrayana conducted a Supplier Capacity Building Workshop that focused on strengthening supplier understanding around self-risk assessment, risk prioritisation, remediation planning, and Human Rights Due Diligence (HRDD) approaches. The workshop created greater awareness among suppliers on the importance of structured remediation processes, accountability mechanisms, and sustainable implementation practices.

The year ended with a Hostel Study and Assessment where the Maitrayana team visited six (6) hostels from the Primark supply chain. The study provided critical insights into worker living conditions and hostel management systems across the assessed units. Through key informant interviews, focus group discussions, and facility observations, the assessment enabled deeper understanding of the lived experiences of workers residing in hostels and highlighted several systemic concerns affecting worker wellbeing and retention.

5. **Leadership Program Agastya International Foundation**

Maitrayana's CEO Ms. Kalyani Subramanyam was a speaker at Agastya International Foundation's Leadership Program conducted for 25–30 mid-management leaders. She reflected on McKinsey's '7S framework' and the critical elements for organizational development. Drawing from her leadership journey at Maitrayana she shared how Maitrayana has balanced the different "S" and the key learnings in the process. One of the participants from the group shared "*From listening to her experiences, my key learnings are the power of resilience, the importance of self-belief in overcoming challenges, and how staying grounded in values can guide both personal and professional grow*th."

6. **'Performance Management and Building Organisational Culture' session at the Dasra Social Impact Leadership Program (DSILP)**

Ms. Kalyani Subramanyam facilitated a discussion about a Harvard Business Case on 'Performance Management and Building Organisational Culture' at the Dasra Social Impact Leadership Program (DSILP) 2025–26 in Bengaluru.The theme for the Module was "Building Organizational Culture". Kalyani took the cohort of 55 credible leaders representing 52 unique organizations through the Leadership Case and enabled a discussion building organisational culture, performance management and leadership. The participants shared that the session helped them think about navigating complexity in leadership, spotting early behavioural shifts, balancing hard and soft value systems, and having difficult yet necessary conversations. They reflected on making fair, values-aligned performance decisions, distinguishing between organizational and individual development, and strengthening feedback mechanisms. Overall, the discussion reinforced the need for mindful, culturally grounded leadership in moments of evaluation, growth, and team conversations.

7. **Dasra's publication 'Leading through Dilemma's'**

Leadership in the social sector is rarely about choosing between right and wrong. More often, it involves holding tensions between competing goods,acting without certainty and growing through reflection rather than resolution. Ms. Kalyani Subramanyam contributed to Dasra's publication 'Leading through Dilemmas' which is a leadership booklet featuring reflections from leaders across India's social sector. This publication highlights real leadership dilemmas faced by leaders from various non profit organisations. Kalyani shared her dilemma around Building Leadership for the Next Phase of Growth, how she responded, and the insight that she took away. She shared about how an organization's next phase requires leaders who can see, hold and shape the future and not just execute for the present. Building a future-ready leadership team demands courage to assess honestly, to speak transparently and to make decisions that honor the past but do not allow that to define the limits of the future.

Focus Area 4: Advance Child Protection and Safeguarding and Building an advocacy group

1. Safeguarding Children in Sport: Walking the Talk

Keeping girls safe in Maitrayana's programme is at the forefront of all the work that staff is doing with participants. Maitrayana has a Child Protection Policy (CPP), Child protection Officers and a Child Protection Committee. Members meet each month to discuss reports, workplans, and upcoming trainings. New staff members were introduced in the CPP, all staff participated in a refreshertraining and during 'Abhayamday' - Maitrayana's quarterly capacity building session on child safeguarding in sport. Topics were 'perspectives on corporal punishment' (and non-violent discipline methods), understanding the POCSO act, and guidelines for the use of Whatsapp and Whatsapp groups with participants.

Incidents that were reported and addressed were:

City	Number of cases
Delhi	8
Mumbai	14
Bengaluru	1
Total	23

Internal	External
Delhi	8
Mumbai	14
Bengaluru	1

5. **Lead the Collective Safeguarding Children in Sport**

Maitrayana has brought together 40+ organisations that are using the sport for development approach in their work with children and young people in the Collective Safeguarding Children in Sport. As dutybearers, organisations have the responsibility to create safe and conducive environments for their participants. Representatives meet once per quarter online. Topics that were discussed this year included:

- The Safe Spaces in Sport For Development and Mental Health, practical resource discussion with Dr. Jamie Marshall, Research Fellow at the School of AppliedSciences, Edinburgh Napier University who shared insights from his research on safe sport practices and how organisations can strengthen them in their own work. This was followed in the next quarterly meeting with discussions among the organisations about challenges in keeping children safe and tested strategies to tackle these challenges.
- Another session concentrated on the discussion who organisations can safeguard their athletes in external events. Organisations share the challenges that they have faced and best their best practices.
- With the National Sports Policy 2025 and the National Sports Governance Act 2025 in place, Mr. Nandan Kamath took the Collective members through the key highlights of the documents and its relevance for the network. He indicated areas in which the Collective could play a role by by bridging the gap between law, policy and grassroots sport, ensuring that legal safeguards translate into safe environments for athletes and children. This could be done by influence policy, engaging with decisionmakers, enabling stakeholders, reform frameworks and share best practices.

6. **Participation in the UNICEF's International Safeguarding Children in Sport Initiative Advisory Board**

Furthering Maitrayana's commitment to keeping all our participants safe and free from harm, Ms. Kalyani Subramanyam continued her role as an Advisory Board member on the initiative. Over the year she participated in frour (4) meetings. She provided strategic inputs and shared her insights from the field. The highlight of the year was making the decision to select one organisation as the Backbone Organisation enabling the collective to receive grants to do more specific campaigns around safeguarding, take up research around athlete safety and explore ways to work in an expansive way for the adoption of the International Safeguards for Children in Sport.

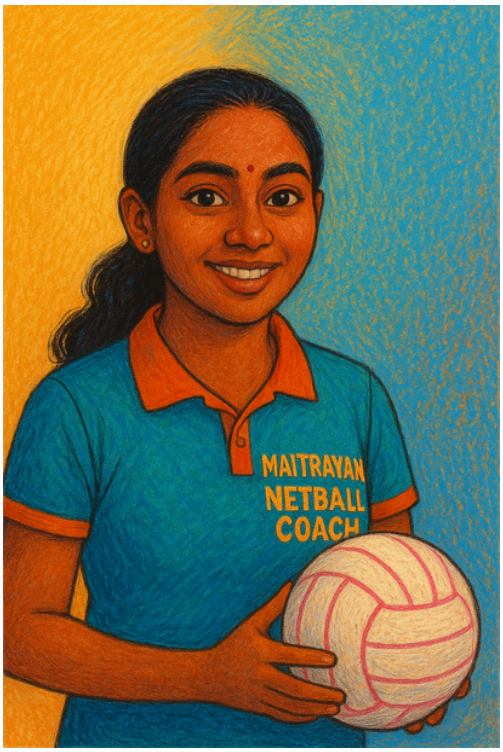
GOAL 6

Evolve Maitrayana as an Learning Organisation that leverages internal insights and local & global trends.

Focus area 1: Programme reviews & modality updates

At the heart of Maitrayana's work is the use of sport and play-based games to build adolescent girls and young women's skills, knowledge base, change their attitudes and behavior, increase their confidence and find their voice to share their opinion and make decisions about their own lives. Activities and progress is being tracked, programme reviews are being carried out and feedback is being used to improve implementation and increase impact.

In the project year 2025 - 2026, a thorough review of the Young People's Initiative programme was carried out. Girls, staff, experts and donors were consulted and the different modules that Maitrayana has implemented have been divided up, merged and aligned in an intervention that will cater for programme participants from the age of 13 to 25 years and their parents over a period of 6 years. This new programme structure is first being implemented in the financial year 2026 - 2027.





Focus area 2: Technology in Maitrayana

Maitrayana worked with the Samanvay Foundation to create a digital system for its participants' data on cloud based AVNI. Staff can upload data through a mobile App (can be used offline) and a web application. This has allowed the teams to monitor participant information, activities, targets and milestones easily. It has enabled management and coordinators to base their decisions on easily available data as Maitrayana's capacity to visualize data through reports and dashboards has increased.

The team also started using Glific Whatsapp Chatbot to engage online with participants through interactive, digital activities and thus enhance their on-ground learning experience. Pilots were carried out with staff. Maitrayana's chatbot 'Maitri' supported staff in discovering new netball games and drills to be tried out with girls in Maitrayana's netball clubs.

The pilot was successful: all implementing staff interacted with 'Maitri, and they appreciated her persona. They conducted at least one game/drill based on her instructions. A second pilot was carried out with girls in grade 10 the Be Ambitious, career guidance programme. Those who participated actively enjoyed their interactions with Maitri. However, not all girls had access to phones and the Whatsapp flow was interrupted as exams were coming up and sessions were postponed. The pilots have enabled Maitrayana to learn the technical process, operational do's and don'ts and how to include a chatbot as a supporting programme facilitator.

Maitrayana also started a Learning Community Technology in Maitrayana which included the CEO. managers and coordinators in support functions, communications and M&E. The group mapped the current technology being used, the challenges faced and the opportunities being provided with the increased availability of AI, tools and platforms. Strengths and weaknesses were identified. Plans were made and policy drafts were developed to include best practices and operational procedures to align with Acts and ensure compliance with the Indian Law.

Focus area 3: Learning Communities

Learning communities

Every year, Maitrayana starts new model/learning groups. In 2025 - 2026, the focus of learning was on how to avoid girls dropping out of the Maitrayana programme. Based on inputs from girls and insights from staff, 6 areas were identified for staff learning across functions and geography.

Each group met around a theme:

- Societal norms

The internal - plenary - training on gender norms and patriarchy 'gender journey' which started in 2024 - 2025 and aims at building staff capacity to understand their gender perspective, recognize their own practices and ability to transform others was continued. The three sessions helped staff to increase their understanding of the reasons why girls are dropping out of sport due to gender discrimination.

- Strict Child Protection Policy rules

The Child Protection Officers and Child Protection Committee members identified internal rules that limit some girls in some situations in their participation in Maitrayana's programme. Measures were taken: creating opportunities to shift timings when it's hot and more allowing for more independence for the girls-led netball clubs.

- Puberty (bodily and psychological changes)

The Learning Community 'puberty' discussed many topics but their main focus has been round 'body confident coaching'. The group collected resources, spoke to girls, coaches, and followed available online courses on this topic. The learnings have been shared with staff, included in Maitrayana's way of working and the sessions in the revised module on body image and self esteem.

- Maitrayana's implementation

The Learning Community Implementation looked at Maitrayana's quality of implementation and its processes. They audited whether the sessions were fun, playful, engaging, enabled learning, were inclusive, safe and followed protocols. Practical improvements were suggested and one section of the group worked actively on expanding the number of netball games and drills and providing Maitrayana staff with access to digital netball resources to ensure that girls can develop their netball skills further.

- Lack of stakeholders trust

One of the reasons that girls drop out is that parents, guardians and community members do not know Maitrayana well enough. One group came up with suggestions to mitigate this. Henceforth, every module will include parent sessions on a variety of topics with a focus on how Maitrayana and parents can work together. Moving forward Maitrayana communities will establish girls-led "hub" meetings where parents and stakeholders will be more involved with Maitrayana's work on the ground and can witness and support girls' leadership in their communities.

- **Group dynamics**

Interpersonal relationships and (mis)communication are crucial elements in the lifecycle of groups/teams. If not understood and guided well, they can be a determining factors for girls to stay or drop out of programmes/sport. One group of staff members studied the principles of group dynamics so that staff will be better able to understand and contribute to ensuring positive and healthy group processes.

League of Learners

The League of Learners in Maitrayana's internal peer learning platform in which staff members share knowledge and skills that they have acquired in external courses, trainings and webinars. The aim is to ensure that external learnings and best practices - especially regarding working with adolescent girls and young women are integrated in Maitrayana's work across the programmes, staff and cities. Topics were: healthy relationships and consent, understanding SDGs, Fast 5 netball, body-positive coaching, participatory approaches for working with girls in communities, and new trends in online abuse.

Maitrayana webinar series with external speakers

The Learning and Innovation team held a webinar series 'Adolescent Girls and Sport' that focused on topics that would help staff in their work on the ground. Experts were invited to facilitate online sessions with all staff on 'Nutrition' by Mr. Paritosh Mohite, 'Wellbeing' by Abilasha Kale, 'Strength Training' by Priti Chawla , 'Injury Prevention' by Dr. Rajani Patil, and 'Body Confidence' by Maya Mor.

Internal Training

Programme reviews & modality updates

- Training of master trainers and staff

Regular trainings were conducted by 'master trainers' (internal experts) for the regular YPI Pragati programme. Intensive trainings were conducted for all staff on 'Be Ambitious', the YPI's career guidance programme for class 10 students that was piloted in the previous year. A larger group of facilitators was trained for the 'Vriddhi' module. Building on the basic facilitation skills training from a year earlier, the sessions focussed on leading discussions on sensitive topics and taboos on Sexual Reproductive Health and Rights.

- Annual retreat/capacity building workshop

All Maitrayana staff members traveled to Mango Tree Resort in Siyana, UP. The objectives were for staff across the cities to get to know each other, build Maitrayana's culture further based on its values, build understanding of the new model and programme and organisational decisions being made as well as building momentum for the new project cycle 2026 - 2027. As Maitrayana believes in the use of sport, games and play, this approach was also used in order to get to know each other, discuss what defines our culture, understand PoSH, gender identity and Maitrayana's take on growth and talent development. Coaches gave everyone an opportunity to experience Fast Five netball after the theory session earlier in the year during one of the 'League of Learners' meetings. Staff got an opportunity to ask the management all questions that they might have during the 'Townhall'. One of the highlights, every year, is the cultural evening where location-, department- and peer teams come together and surprise their colleagues with their singing and dancing skills. One of the staff members concluded the retreat by summarising why the teams came together and recognising every individual's commitment to Maitrayana and its cause :

'This is not just work, it is a responsibility
Behind every smile is all your hard work
The girl who believes in herself today
In that confidence, you all share a part'

External Training

Staff members have attended various external trainings/courses in this period.

- The L&I Manager and L&I Officer participated in Dasra's Data Catalyst Programme 3.0) – a collaborative effort by Project Tech4Dev and Dasra with Knowledge Partners Goalkeep, 10x Impact, and 4th Wheel Social Impact through which Maitrayana's capacity to leverage data for transformational and scalable impact was strengthened.
- They also attended a two day course to set up a Glific Chatbot after which two pilots were conducted with Maitri, Maitrayana's chatbot with staff and one batch of Be Ambitious programme participants.
- 5 staff members participated in a short course for field practitioners and facilitators working with adolescent girls in Civil Society Organizations (CSOs) organised by The School of Continuing Education and the University Resource Centre–Development at Azim Premji University. The 5-day course 'Perspectives and Practices for Building Resilient Collectives of Adolescent Girls', which was held in Lucknow, covered key perspectives on adolescence, gender and sexuality; collectivization and facilitation; and essential skills and tools for working with adolescent girls. The course was practical and based on experiential learning principles with a strong focus on strengthening participants' perspectives, practices and skills to create effective, sustainable, and resilient collectives of adolescent girls. Maitrayana staff member Aarti Kori:'This training strengthened my understanding that girls' leadership is built by creating spaces where girls are trusted, heard, and encouraged to lead. One of my biggest learnings was the power of language; our words can either limit girls or build their confidence. Instead of telling girls what they cannot do, we can ask questions that encourage them to think, decide, and take ownership. The community visit reinforced my belief that when girls work as a collective and are trusted with responsibility, they develop confidence, leadership, and the ability to create change within their communities.'
- Two staff members participated in the first cohort of the Frontline Leadership for Social Impact (FLSI) programme offered by the Indian School of Development Management (ISDM. The programme focused on strengthening the leadership skills of frontline social sector professionals, covering areas such as leadership, project management, and team management. Through practical frameworks, discussions, peer learning, and a three-month mentorship, the course provided useful tools and opportunities to reflect on and strengthen our day-to-day work. Maitrayana staff member Tomcy: 'While many of the concepts resonated with practices we were already implementing in our roles, the programme offered a valuable space to revisit them through a structured lens and exchange experiences with peers from across the sector. Overall, it was a meaningful learning experience that reinforced key practices and strengthened my confidence in leading programmes and teams.
- Two Maitrayana staff members participated in TARSHI's flagship programme: 'Basics and Beyond' a Training of Trainers on Sexual and Reproductive Health and Rights (SRHR) which significantly strengthened participants' understanding of Sexual and Reproductive Health and Rights (SRHR), gender, consent, mental health, and facilitation skills. 'The training gave me the opportunity to learn from participants and organisations working in different contexts and observe how they facilitate interactive and inclusive sessions. I was also given the opportunity to facilitate a game and part of a session, which greatly increased my confidence as a facilitator.' The team brought their learnings back by conducting sessions on SRHR with greater confidence and a deeper understanding, they shared one of TARSHI's participatory chart-board activities with programme staff, by conducting a mental health session for staff and facilitating an online discussion on consent. Personally, the training encouraged me to practise self-care and self-love, and as it was my first solo trip, it helped me become more confident, independent, and resilient.'

External Webinars
Staff members took opportunities to continue their learnings in their area of expertise.

Sport
- 'Sports Diplomacy', 'Data Driven Approaches to Goals Sports participation' and 'Engaging Youth in Sport for all: Bridging the gap, building the future' by TAFISA.
- 'Urban Sport' by CIOS Overveen.

M&E & technology
- 'Microsoft and AI series' and "Claude Co Work'
- 'Social Return On Investment' by Laureus Sport For Good
- 'Youth Empowerment Scale' by The 4th Wheel
- AVNI network webinars and Glific update/support meetings by Samanvay Foundation
- Fundshui introduction by Tech4Good
- 'Impact measurement and technology' by Skill Lab V
- 'Feminist Values and AI' by One Future Collective
- Piloting the use of 'Bol Behan', 'Pinki Promise' and 'Disha Didi' for programme use

Organisational development
- 'Modern Relationships' and 'Generational Disconnect' by Kelp
- 'Preparing for an Unthinkable Future' by Spring Strategies Inc
- Sessions on mental health for Maitrayana staff by Manntalk

In person gatherings
- Annual report from Meri Trustline and Ideal Internet research report disseminations by Rati Foundation
- Women In Sports India housewarming, online Huddle sessions. The L&I Manager moderated a panel discussion during the WISI Mini Momentum in Mumbai.

We are grateful!

Maitrayana would like to thank all its donors, partners and well wishers:

Maitrayana's board members for their unwavering support, critical inputs and feedback and ambitions for Maitrayana
National and International Foundations, Companies, NGOs for their grants and support to implement and develop programmes and grow the organisation
Individual well-wishers, marathon fundraisers and anyone who has supported Maitrayana with llarge or smaller amounts - once or recurrent - and understand that every person and every rupee matters.
The Departments of Education, schools, principals, teachers and even the watchmen who enable Maitryana to run the programme in schools. Besides giving permission, the day-to-day support is instrumental in Maitrayana's programme implementation.
The communities: parents, leaders, local banana vendors and all other community stakeholders who make Maitrayana's work in communities possible. Their trust in Maitrayana is critical to the success of Maitrayana's work with girls and young women on the ground.
Partner NGOs for their contributions in terms of collaborating in joint projects, capacity building, sharing of knowledge and connections, creating network opportunities and working together to advance the change that we want to see.
Staff members for their commitment to the cause, the girls and the organisation, their daily efforts to do what it takes 'to get things done' irrespective of the weather conditions, the tight schedules and timelines and then to do it well....!
But most of all the adolescent girls and young women who trust Maitrayana and find a place where they belong, learn, play and grow and become leaders in and for a gender equal society.

MAITRAYANA

THANK YOU!

EMPOWERING GIRLS & YOUNG WOMEN SINCE 2021!



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