

# RESILIENCE



## ANNUAL REPORT

**2024 – 2025**



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# About Us

**Monkey Sports** is a grassroots non-profit organisation that provides children with access to sport through inclusive, safe, and fun ways to improve their mental and physical well-being.



In the last six years, we have worked with **3000 children in 3 different states** (in remote geographies). Through our work, we have improved children's confidence, social skills, communication and emotional regulation skills.



# Our Vision

Creating communities that provide a nurturing environment for the optimum physical, emotional and mental well-being of children

# Our Mission

Promotion and Prevention of Mental Health Issues in Children through Sports.



Raigarh, Chhattisgarh



# Message from the Founder

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This year has been a balanced one — some things have gone really well, and others have been learning curves.

Our sports program has found its rhythm, especially with **Kho-Kho**, which is becoming our niche. I often tell people: when I tried to teach children Frisbee, I was the best player on the field. But when I teach Kho-Kho, I'm the worst. Rural children are incredibly agile and fast — there's just so much raw talent. It made me realise that I don't need to teach them "outside" sports. What we really need is to make existing sports **safer, more fun, and more inclusive for girls**.

One of the highlights this year was a **Kho-Kho event** we held in the community. More than six teams participated. Previously, we used to organize events in the stadium and bring children there by bus. But there, no one was really watching — **parents**, the most important people in children's lives, didn't come.

So this year, we held the event **in the village itself** — and what a difference it made! The whole community came. Seeing their faces light up while watching their children play was incredibly moving. It felt like a vision come to life.

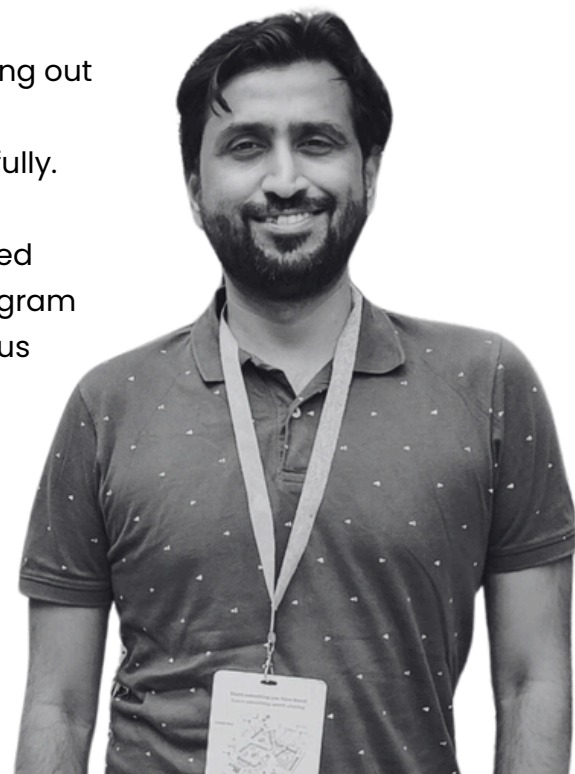
But not everything went smoothly.

Based on secondary research, we had decided to focus on helping children develop **emotion regulation skills**, especially because many of them face difficult home environments. But our **quantitative needs assessment** didn't reflect the problem well. The data we gathered from children didn't give us deep insights. And when we tried delivering a **standardised curriculum**, it didn't connect. It was too abstract and boring for the children. After six months of trying, we decided to pause those sessions.

One thing that **really helped**, though, was a simple process: filling out a **session reflection form** after each class. This gave us rich qualitative data and helped us improve our sessions meaningfully.

I'll stop here before I slip into too much jargon — but I just wanted to share what this year looked like for us. While the Raigarh program is our program, hence the majority of the annual report will focus on that, and we will briefly highlight the achievements and challenges of the other two programs at the end.

**Kushal Agarwal**  
Founder & Director





# 01

## Program Highlights





# Community Sport Program in Raigarh, Chhattisgarh.

## For the financial Year 2024-25,

We reached out directly to 96 children through direct intervention in Raigarh and Chhattisgarh and 300 children indirectly through partnership with other NGOs. Out of 96 children, 47 were boys and 49 girls, and 73 % of children in the program are from scheduled caste and tribal communities. Children who face the most disadvantage and discrimination from historic marginalisation.

**96**

Children reached through  
**direct intervention** out of which



**47**

**Boys**

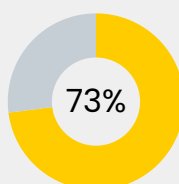


**49**

**Girls**

**300**

Children reached indirectly  
**via NGO partners**



of children in the program are  
**from scheduled caste and tribal  
communities.**



# Intervention



1

## Increasing Access to Sports

- Safety, Fun & Inclusivity
- Kho-Kho
- Sports Infrastructure



2

## Emotion Regulation Skills

- Help in identifying & express their emotions.
- Regulate negative emotions



3

## Providing nutritional support

- Measuring BMI & HB count.
- Providing eggs & bananas.



4

## Community Engagement

- Community Sports Event.
- Parent's Workshop.

# Overall,

we conducted 188 sessions engaging children in mixed-gender kho-kho game, which were based on different topics such as emotion management, fair play and sports skills. We also distributed 3562 eggs and conducted 5 parent workshops.

**188**

Sessions

**3562**

Eggs Distributed

**5**

parent workshops.

Community Name	All	Boys	Girls
Krishnapur	60	27	33
Jagatpur	18	11	7
Ashok Vihar	18	9	9
<b>Total</b>	<b>96</b>	<b>47</b>	<b>49</b>

The programme was implemented across three communities. However, child-level data could be collected only in the Krishnapur community. While information on session quality is available for all three locations, individual data related to children is limited to Krishnapur.

In Krishnapur, a total of 60 children were enrolled. Of these, 39 attended sessions regularly, while 21 discontinued over the course of the programme.



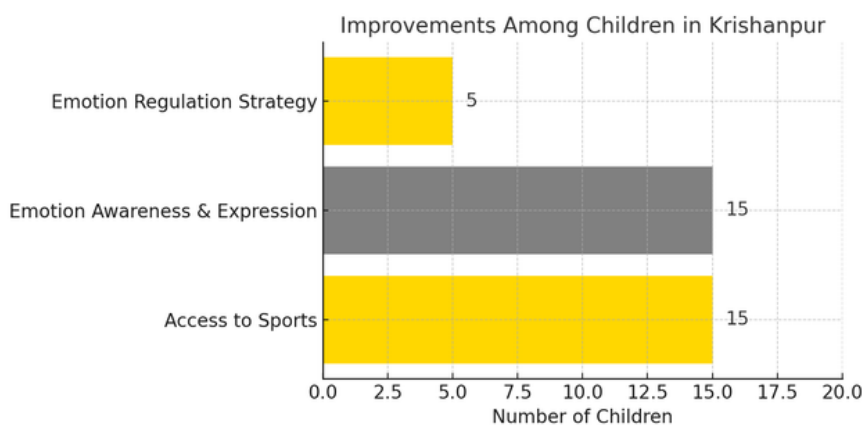


Krishnapur (based on Gender)			
Category	All	Girls	Boys
Regular attendance	30	11	19
Low attendance	9	6	3
Dropout	21	16	5
Total	60	33	27

Krishnapur (based on caste)				
Category	All	OBC	SC	ST
Regular attendance	30	12	5	13
Low attendance	9	1	5	3
Dropout	21	3	8	10
Total	60	16	18	26

Out of **39 children who came regularly in Krishanpur:**

- 15 children showed improvement in Access to Sports
- 15 children showed improvement in Emotion Awareness and Expression
- 5 children showed improvement in the Emotion Regulation Strategy



These changes were identified based on either the coach's observations or the children's feedback.





## Access to Sports (15 children showed change)

Themes observed:

- Reduced teasing and increased confidence
- Better inclusion from peers
- Improved perception of safety and opportunity to play



Hema stated, "Initially, when I used to come here to play, I often faced teasing from many individuals. However, for quite some time now, no one has teased me, and I actively engage in playing collaboratively with everyone."

**Hema**



I get more chances to play now because everyone wants me on their team. I play better than the younger kids, and the moment I step onto the ground, my mood lifts—I really enjoy it.

**Bhavesh**



Earlier, I felt bad when people teased me for not playing well. But now no one teases me—I've improved and feel more confident that I can grow in sports.

**Reeta**

## Emotion Awareness and Expression (15 children showed change)

Themes observed:

- Improved ability to name and talk about emotions
- More open sharing with peers or coaches
- Reduced internal confusion



I articulate my perspective clearly on what I perceive as right or wrong. I also present my thoughts effectively in group discussions. If I sense that someone might be offended, I convey my point with empathy and tact.

**Rishi**



Earlier, I was afraid that someone would laugh at me when I shared my emotions, but now I don't feel nervous. I can now express my thoughts accurately in the group.

**Mahima**



Now I talk to the coach when I'm upset instead of hitting someone.

**Heeralal**



02

Impact  
Stories



Hema's Journey:

## From Exclusion to Confidence



### \* Background & Context:

Hema Yadav, a seventh-grade student from Krishnapur, comes from a low-income family where both her parents are daily wage earners. When she first joined Monkey Sports, she faced constant teasing, had limited friends, and often felt excluded from play. These early experiences led her to believe that she wasn't good enough to be part of a team.

### Her Journey:

Hema says, **"Before joining Monkey Sports, I had only 7–8 friends and barely got a chance to play. I was often teased and didn't feel confident. Now, I have 16–17 friends, and I get many opportunities because I've improved."** My favourite game is Kho-Kho. I also find it easier now to express my feelings with others."

### Impact:

Today, Hema is not just playing—she's thriving. With increased confidence, better communication skills, and stronger friendships, sports has become a space of joy and self-belief for her.

🔗 [Watch her story in this short video](#)

Aryan's Journey:

## From Anger to Empathy



### \* Background & Context:

Aryan Yadav, a fifth-grade student from Krishnapur, comes from a low-income family where both parents are daily wage earners. When he joined Monkey Sports, Aryan struggled with emotional regulation and often reacted with anger, blame, and resistance—partly shaped by the violence he witnessed at home.

### His Journey:

Aryan says, **"I used to get only 5 chances to play out of 10. Now, I get all 10. I've made many friends, and I speak confidently and share everything. I enjoy using the Mood Meter. I've always done well in studies—and I still do."**

### Impact:

Through the sessions, Aryan has learned to manage his emotions, build empathy, and play respectfully with peers—including girls. His journey shows how safe spaces can nurture emotional growth and unlearn harmful behaviours.

🔗 [Watch his story in this short video](#)

Jaya's Journey:

## From Anxiety to Belonging.

\* **Jaya**, a seventh-grade student from Krishnapur, comes from a farming family. When she joined Monkey Sports, she experienced high levels of anxiety while playing in front of others. The fear of being judged or laughed at held her back from fully participating and enjoying the game.

### Her Journey


Jaya shares,

"I live in Krishnapur and study in the seventh grade. I've been part of Monkey Sports for the past year. In the beginning, I struggled with my skills, but now I've improved a lot. Earlier, I had only one or two friends—now I have 15 to 16. Monkey Sports feels like a family. Tripti Didi and Kushal Sir are like friends to me, and I feel comfortable sharing everything with them, even my feelings."

### Parent's Perspective

#### Jaya's mother, Chhya Patel

"Earlier, the children used to wander around aimlessly. Now, they regularly participate in sports sessions, which has improved their communication and academics. These sessions help children stay away from mobile phones and keep them actively engaged. It's not just helping them grow individually—it's also contributing to the development of our village."



When I started, I barely had one or two friends. Now, I have over 15. **Monkey Sports feels like a family**—I've become more confident and open about my feelings.

[Watch their video story here](#)

# Neetu's Journey: Building Emotional Awareness Through Sport.

Location: Krishnapur | Grade: 9th



## Background and Context

Neetu Yadav, a ninth-grade student from Krishnapur, comes from a low-income household where both her parents work as daily wage labourers. Her home environment is often turbulent—marked by frequent parental conflict and her father's struggle with alcohol—creating emotional stress and limited parental engagement in her day-to-day life.

When Neetu joined Monkey Sports, she struggled to understand or express her emotions. Fearing judgment and rejection, she often chose to suppress her feelings, finding it difficult to form meaningful emotional connections with peers or adults.

## Access to Sport & Skill Development

Unlike many children in similar circumstances, Neetu has never lacked access to sports. She enters every Monkey Sports session with confidence, and her consistent participation, technical proficiency, and leadership have earned her a regular spot in every game. Her role on the field not only strengthens her self-confidence but also sets a positive example for younger players, making her a role model within the community.

## Emotional Growth through the Mood Meter

Through regular use of the Mood Meter—a tool that helps children identify and express their feelings—Neetu has shown remarkable growth in emotional awareness. She is now able to name emotions like excitement and frustration and identify their causes. Her coach shares that Neetu often initiates emotional check-ins, explaining why she feels a certain way. This regular reflection is helping her navigate emotions with more clarity and comfort.







Earlier, I couldn't explain what I was feeling. Now, the **Mood Meter** helps me find the right words.

### **Challenges in Regulation & Self-Perception**

Despite progress, Neetu occasionally engages in negative self-talk—such as saying “People don’t like me” or “I’m not good at anything.” She also sometimes deflects accountability by blaming others. These moments highlight the need for continued support around coping strategies, especially around reframing thoughts and communicating with “I-statements.”

### **Home Environment & Emotional Validation**

Neetu’s emotional development is hindered by her parents’ dismissive responses. When she shares her feelings of hurt or frustration, they often reply with remarks like, “These things happen during childhood.” This invalidation can make her feel unseen and unsupported. However, moments of family bonding—such as evening prayers and shared meals—offer occasional emotional grounding and hope.

### **Impact of Monkey Sports**

Monkey Sports has played a pivotal role in Neetu’s personal development—not just as an athlete, but as a more self-aware and expressive individual. The structured emotional support, safe space to express herself, and consistent mentorship have helped her navigate internal challenges and emerge more resilient.

### **Conclusion and Recommendations**


Neetu’s journey underscores the powerful role that supportive sports environments and structured emotional tools can play in a young person’s growth. To build on her strengths, it is recommended that she continue using the Mood Meter and be introduced to cognitive-behavioural techniques, such as recognizing and challenging negative self-talk, to bolster her self-esteem. Workshops for her parents on emotion-coaching would help them move from dismissal to empathy, providing Neetu with a more consistently nurturing home environment. By aligning the encouragement she receives on the field with support at home, Neetu can continue to thrive both as an athlete and as a resilient, self-aware individual.

## From Emotional Struggles to Self-Awareness and Stability.

### Case Study: Amit Chauhan

**Amit Chauhan** is a sixth-grade student from Krishnapur village who has been participating in Monkey Sports sessions for the past two years. Coming from a family with limited financial resources, Amit's parents, Anil and Aarti Chauhan, both work in low-income jobs, with his father employed at a nursery and his mother as a daily wage labourer. Despite their economic hardship, they are deeply committed to supporting Amit's education, recognizing the transformative power it holds for his future. Previously enrolled in a government school that offered inadequate instruction, particularly in subjects like mathematics, Amit's educational trajectory was at risk. This concern was shared by me, alarmed by the high dropout rates at the local government school where Amit was supposed to continue. In response, Monkey Sports intervened and offered to cover 50% of Amit's school fees, enabling his enrollment in St. Michael's School, where he now receives a much higher quality education.

Since joining Monkey Sports, Amit has shown notable personal growth, both emotionally and socially. Initially, he exhibited signs of irritability and often had trouble relating to his peers. He also struggled with managing his anger and sometimes engaged in behaviours like blaming others or expressing frustration physically. These tendencies were likely exacerbated by his stressful home environment, which is characterized by frequent parental conflict and his father's alcohol abuse. His parents often do not acknowledge his emotional struggles and tend to dismiss his problems with statements like "these things happen during



childhood,” limiting his emotional validation at home. Additionally, they do not trust him to make independent decisions, further stifling his sense of autonomy.

Despite these challenges, Amit has made considerable progress through his participation in Monkey Sports. He now attends sports sessions regularly and feels confident in his abilities, demonstrating both discipline and enthusiasm. Through consistent use of the mood meter, he has learned to identify and express his emotions in a healthier manner. Although he initially struggled to use this tool, his perseverance paid off, and he now shares his feelings with the group before and after games. His coach notes that he is no longer afraid to speak openly about his emotions and that he responds to problems by reflecting on them and discussing possible solutions rather than reacting impulsively. Amit himself acknowledges that he used to disturb younger children and become easily irritated, but he has since made deliberate efforts to change, resulting in stronger peer relationships—he now has 7–8 friends at the sessions.

While Amit still wrestles with feelings of guilt and shame—often feeling he is in the wrong regardless of the situation—these emotions do not dominate his self-perception as much as they once did. His emotional resilience has improved, and he continues to mature, as seen in his growing ability to regulate his responses and seek resolution through communication. His mother, Aarti, notes a visible change in his behavior and demeanor since the school shift—he appears happier and more composed. She expresses hope that this path will lead to a brighter future for him, a sentiment echoed by Amit’s father, who dreams of seeing his son succeed despite their financial constraints.

Amit’s journey illustrates **the profound impact that community-based interventions like Monkey Sports can have on a child’s development**, providing not only access to physical activity and education but also fostering emotional growth, confidence, and social integration. With continued support and encouragement, Amit is on a promising path toward breaking the cycle of poverty and achieving his full potential.

Impact.



# We had our **First Win** in a School Event.

The children won the Rajgarh Block- Level Kho-Kho Tournament out of more than 22 participating teams!

**Boy's Team** : Champions of the tournament.

**Girl's Team** : Secured the runner-up position!

**In addition**, Neetu, a community youth leader and volunteer, won the 100-meterrace!

This victory marks a significant milestone as the children now move on to represent their school at District Level.





# 03

## Program Metrics

### Area of Work

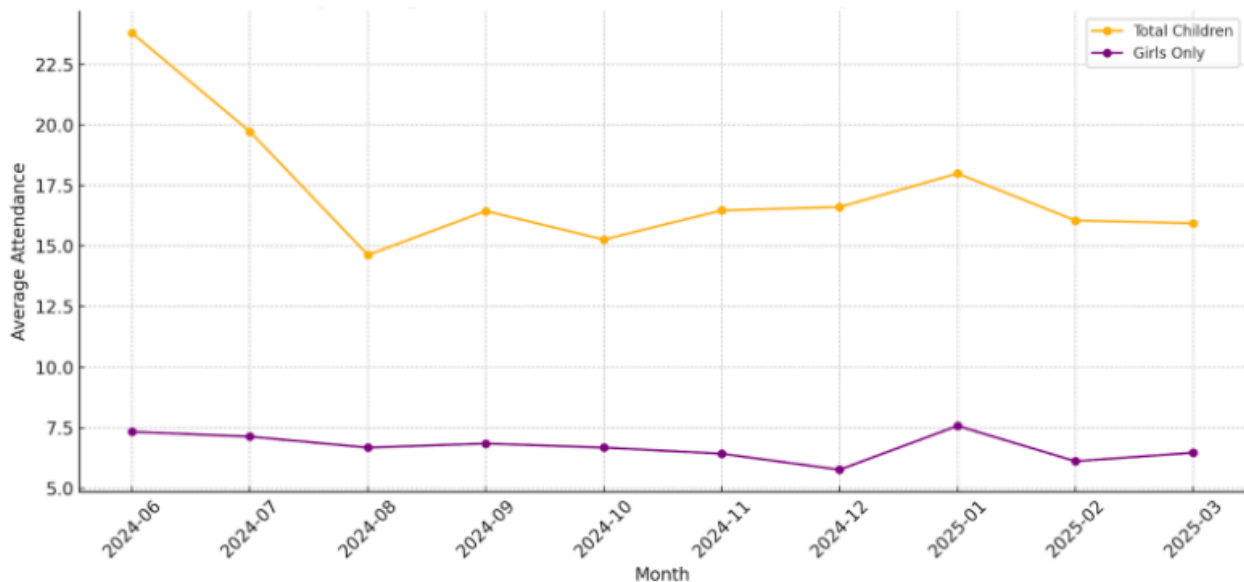
Area of work	No. of Sessions Conducted
Emotional Management	106
Sport Skills	55
Fair Play	19
Menstruation Awareness	8
<b>Total</b>	<b>188</b>

The average children attendance of each session was around 16.7 and average girls attendance was 6.63.

### Average Attendance

Community Name	Age Group	No. of Session	Average attendance	Average attendance of girls
Ashok Vihar	8-14	26	17.5	8.3
Jagatpur	8-14	32	15.3	6.8
Krishnapur	8-14	130	17.5	4.8

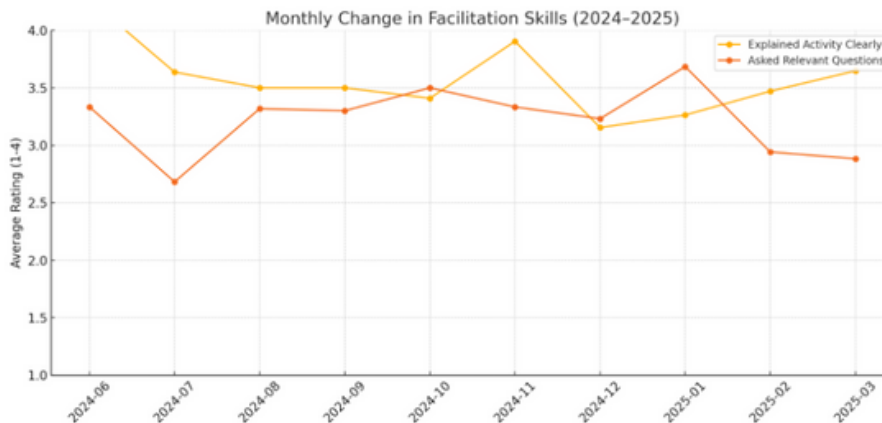
## Monthly Insights: Attendance & Engagement Trends



- **June–August 2024** : Comments include rain-related disruptions, challenges in post-game discussions, and extra effort needed for younger children, all of which could affect attendance consistency.
- **September–October 2024** : Reflections point to the need for better explanation for a few children and interest from children in learning about emotions, suggesting engagement is high but perhaps affected by content delivery.
- **Nov–Dec 2024** : Challenges in managing younger children, lack of coordinated warm-ups, and unfair play opportunities were noted.
- **Jan–Feb 2025** : Children struggled to distinguish practice from real matches; some reported emotional states (e.g., sadness due to scolding).
- **March 2025** : Observations suggest a need for clearer explanations when teaching new skills.

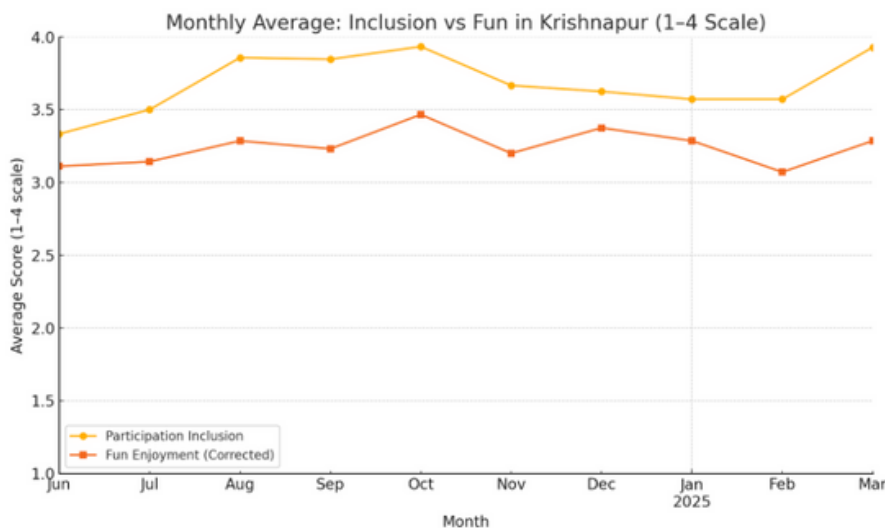
# Facilitation Skills

(Asking Relevant questions and explaining the activity)



Session complexity, weather, group composition, and facilitator clarity influenced the effectiveness of facilitation.

## Children's Engagement (Inclusion and Fun)

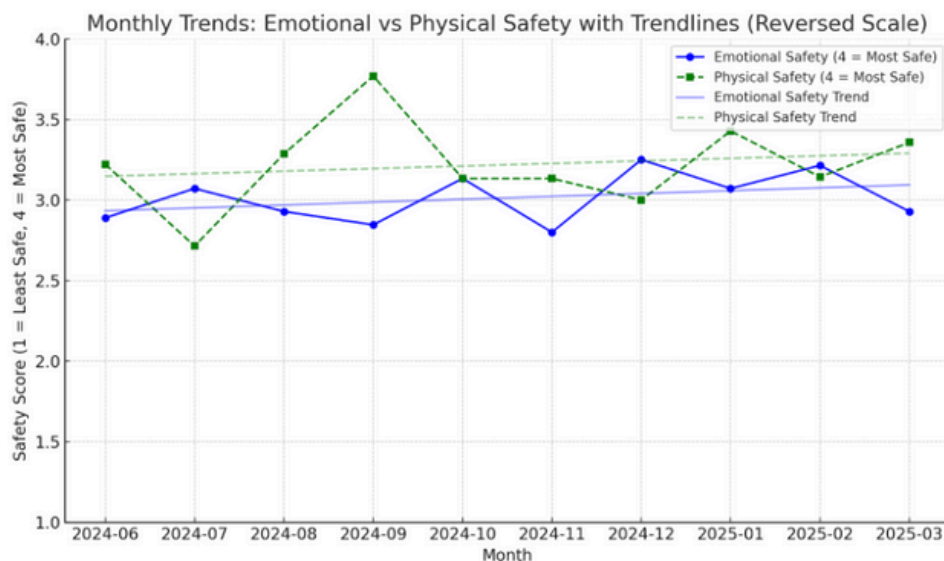


Here is the graph showing monthly trends in children's engagement, based on:

- **Inclusion:** Were all children participating?
- **Fun:** Did children enjoy the session?

**Both indicators generally show consistent or improving trends, with children reporting more participation and enjoyment over time.**

## Monthly Trends: Emotional vs Physical Safety

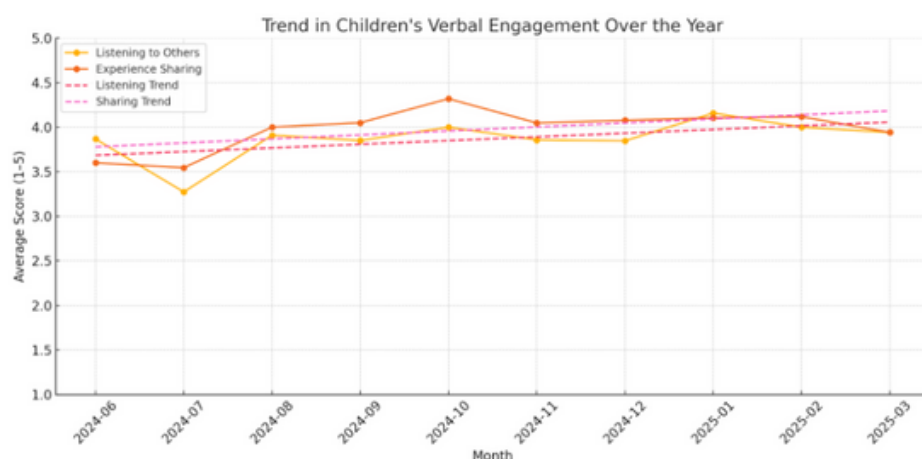


**Both trendlines show a positive slope**, indicating that safety is improving over time in Krishnapur.

**Emotional safety shows a slightly steadier improvement**, while physical safety fluctuates a bit more but still trends upward.

## Children's Verbal Engagement

(Experience sharing and listening to others.)



The trend analysis reveals that over the year:

- Listening to Others improved at a rate of +0.042 points/month.
- Experience Sharing also increased, at +0.045 points/month.

These upward trends suggest a steady improvement in children's verbal engagement, likely **due to better facilitation, more emotionally safe spaces, or increasing comfort with group activities.**



# Key Themes Emerging from Testimonials

## Timing and Structure of Discussions



01

Children often run away after games, making post-game discussions difficult. Facilitators tried to have discussions during the game or emphasized setting expectations beforehand.

*"Khel ke baad baat nhi ho pata hai isliye bich bich me baat karne ki koshish kar rahe the."*

## Encouraging Quiet or Hesitant Children



*"Kalapna apni baat to nahi rakhi kyoki usko laga hoga ki yeh baat itna important nahi hai batana."*

Some children, especially girls or quieter boys, don't feel confident sharing. Facilitators are working to create a culture where **"no baat is choti"** (no issue is too small to speak about).

02

## Fair Play and Respect



03

Children refer back to earlier sessions on fair play when conflicts arise. There's a strong desire among facilitators to use moments of teasing or conflict as teaching moments.

*"Kisi bacche ko chidhaya tab usko respect karna sikhana aur fair play ke session ke bare me yaad dilana."*

## Logistical Challenges



*"Baarish ke wajah se khel ruk gaya tha."*

Weather disruptions (rain) affect both gameplay and reflection.

04

## Gender Participation



05

Testimonials mention the need to encourage boys to speak, and to ensure that everyone gets a turn.

*"Ladkon ko encourage karna padta hai bolne ke liye."*

# Summary of suggestions to improve sessions

1

## Better Planning & Flow



- Start sessions with a **mood meter** to check children's emotional states.
- End with **mood reflections** to help children process their emotions.
- Explain games **within the circle** (not one-on-one) to save time.

2

## Younger Children Need Simpler Facilitation



- Break discussions into **smaller, more manageable parts**.
- Use calming techniques like **deep breathing before starting**.

3

## Gender-Inclusive & Active Participation



- Use **visual markers or colour-coded circles** to ensure gender inclusion.
- Pre-brief children who often **stand outside the circle** or stay disengaged.

4

## Facilitation Tips



- Encourage facilitators to share their **own feelings first** to model openness.
- Be clear and loud when giving instructions to **avoid repeating**.
- Add **interactive warm-up games** to build energy and unity.

5

## Clarity & Consistency



- Clarify **rules before the game begins**.
- Include quick, fun methods for **dividing teams** (e.g., mini-games).

# 04

Why They Leave: The  
Hidden Patterns  
Behind Dropout Data.

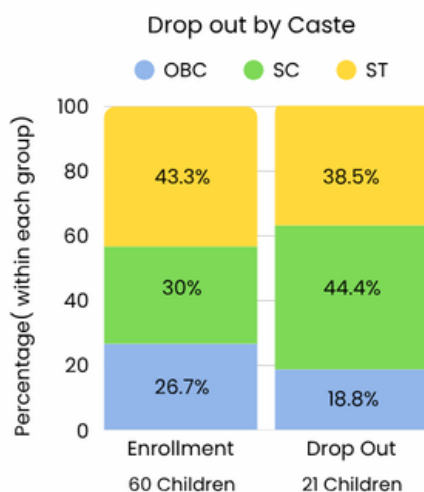
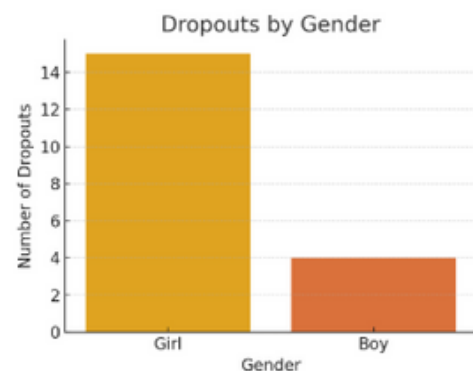
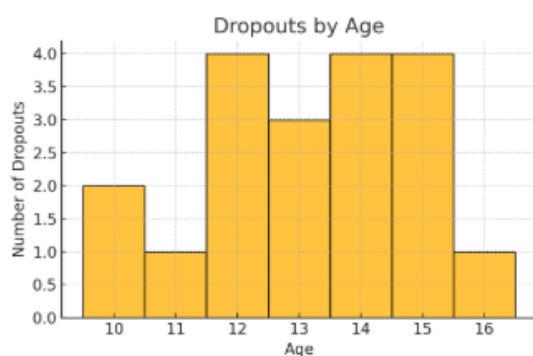


## Drop-Out Profile: Age, Gender & Community Risk

Drop-out rates increase sharply **between ages 13 and 15** as responsibilities at home grow, social restrictions tighten, and puberty-related barriers—especially for girls—emerge. Nearly one in four Indian girls discontinues education upon reaching menstruation, citing lack of sanitation and heightened stigma.

**Girls are the majority of dropouts**, pressured by chores, teasing from boys, and parental fears tied to safety. Empirical studies in Karnataka and Gujarat show that poverty, gender roles, and school-related anxieties drive girls away from secondary education.

**Schedule Caste** students are disproportionately affected—not because they enroll less, but because **structural barriers** like poverty, labour needs, parental illiteracy, and cultural norms hinder retention. National longitudinal research confirms that SC adolescents, especially those performing paid work or subject to family discrimination, are **significantly more prone to dropout**.



### Insights at a Glance:

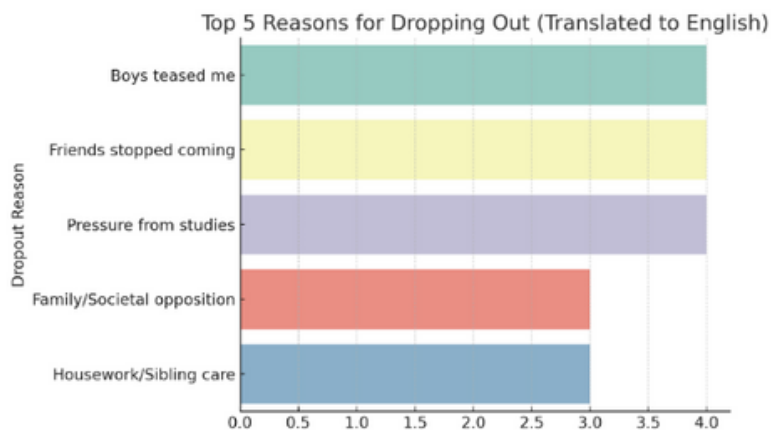
**Adolescence** is a critical intervention window.

**Gender-responsive and community-specific** support systems are essential to reduce dropouts.

**Solutions** must address both individual anxieties and structural barriers for long-term impact.

## Reasons for Drop-Out & Pathways Back: Insights from Children

While several children had to step away from the program due to external challenges, their suggestions offer a clear and hopeful roadmap for re-engagement.



**Time Conflicts:** Many children cited clashes with household responsibilities or schoolwork, especially during certain times of the day.

**Commute Difficulties:** About 37% of the children (9 out of 24) shared concerns related to distance or difficulty in accessing the session location.

**Social Discomfort:** Some children, particularly girls, expressed unease participating in mixed-gender sessions due to societal or personal pressures.

## What Children Need to Rejoin?

- **Flexible Timings** – Sessions at more convenient hours to avoid clashes with chores or studies.
- **Separate Batches** – Many girls prefer gender-specific groups for comfort and cultural ease.
- **Parental Support** – 8 out of 15 girls seek help talking to their parents, underlining the role of family buy-in.
- **Better Accessibility** – Nearby venues or transport support could ease commute barriers for many.

These reflections from the children aren't just insights into the challenges **they are action points.** By listening closely and implementing their suggestions, we create a program that is more inclusive, empathetic, and responsive to their realities.



"I felt very bad when boys teased me."

**Aaradhay**



"I felt uncomfortable because I thought everyone else played better than me."

**Durga**



"I didn't enjoy playing when my friends weren't there."

**Rani Sidhar**







# 05

## **Sports for Change:** Evaluating Gender Norm Shifts



## Activity

# Krishnapur (Experimental Group) vs. Urdana (Control Group)

We selected two groups: **a control group** (from a village with no intervention) and **an experimental group** (from a community where our sports-based program is active).

In the intervention village, we randomly wrote the names of all children on slips of paper and picked two chits from each age and gender category, selecting a total of **10 children**.

For the control group in **Uradana village** (a nearby village where we do not intervene), we selected **10 children** with the help of one of our coaches who belongs to that community.

Two of our coaches then showed the children a photo depicting a playground scene and asked them guiding questions such as:



- What is happening in the playground?
- Who is playing?
- What are they playing?

These and other follow-up questions were used to understand **gender norms related to sports** in the respective communities.

**In Krishnapur**, our organisation has been running an intervention using sports as a tool to promote gender equity from last two years.. Urdana, on the other hand, has not received any such intervention. The data clearly illustrates the positive impact of our program.

Indicator	Krishnapur (With Intervention)	Urdana (No Intervention)
Cross-gender friendships	Common, trusting, formed through sports	Rare, limited, influenced by stereotypes
Confidence in play	High or moderate; shows self-reflection	Mostly low, especially among girls
Equal chance to participate	Fair rotation between girls and boys	Boys dominate running roles
Gender perception of coaches	Equal respect for didi and bhaiya	Boys seen as "real" coaches; mam considered less competent
Independent play	Mixed-gender play common; some gendered constraints	Strong segregation or no self-play due to restrictions

## Interpretation and Conclusion

The data shows a clear contrast in gender-related attitudes and behaviors between the two villages. Krishnapur, where our intervention has been active, shows greater inclusivity in play, more cross-gender friendships, and a higher comfort level among children to play with the opposite gender. In contrast, children in Urdana exhibit stronger gender segregation and lower confidence, particularly among girls. These differences suggest that our sports-based intervention is contributing significantly to challenging traditional gender norms and building a more equitable environment for children.

Theme	Krishnapur	Urdana	Impact
<b>1. Cross-Gender Friendships 🍌</b>	<p>Most children (2–6) report having opposite-gender friends, formed through Monkey Sports or school. Friendships are rooted in trust, respect, and play.</p> <p><i>"5 ladke dost hain... Monkey Sports ke session me aate friend bane."</i></p>	<p>Opposite-gender friendships are fewer, often unrelated to play. Boys avoid girls due to stereotypes.</p> <p><i>"Sachin ki koi bhi ladki dost nahin hai..."</i></p>	<p>Krishnapur <b>normalizes mixed-gender friendships</b>;</p> <p>Urdana shows persistent gender segregation.</p>

Theme	Krishnapur	Urdana	Impact
<b>2. Confidence in Playing</b> 🦵	<p>Children express confidence, acknowledge strengths and weaknesses.</p> <p>Agency and effort are visible, even when skills vary.</p> <p><i>"Kavita ka confidence high hai..."</i></p>	<p>Girls' confidence is low; boys often claim superiority.</p> <p>Some girls internalize doubt.</p> <p><i>"Alka ko lagta hai ki sirf ladke hi accha khelte hain."</i></p>	<p>Krishnapur fosters <b>growth mindset</b>;</p> <p>Urdana reflects gender-based confidence gaps.</p>
<b>3. Who Gets to Run</b> 🏃‍♀️🏃‍♂️	<p>Boys and girls both get turns to run; rotational fairness seen.</p> <p><i>"2 ladkiya 1 ladka bhag rahe hai... ab unka chance hai."</i></p>	<p>Mostly boys run; team roles based on perceived skill.</p> <p><i>"3 ladke bhag rahe hain kyunki ladke jyada accha khelte hain."</i></p>	<p>Krishnapur <b>ensures balanced participation</b>;</p> <p>Urdana reinforces male dominance.</p>
<b>4. Coach Perception</b> 🏠	<p>Equal respect for male and female coaches.</p> <p><i>"Didi bhaiya dono accha sikhate hain."</i></p>	<p>Boys (sir) seen as more capable; girls (mam) undervalued.</p> <p><i>"Sir hi acche se khel sikhate hain... mam ko nahi aata."</i></p>	<p>Krishnapur <b>breaks leadership bias</b>;</p> <p>Urdana devalues female authority.</p>
<b>5. Self-Initiated Play</b> 🏠	<p>Many children play independently in mixed groups.</p> <p>Barriers like chores still exist but don't prevent initiative.</p> <p><i>"Hum log khud se milkar khelte hain..."</i></p>	<p>Girls face more restrictions—limited autonomy due to safety or family norms.</p> <p><i>"Gharwale didi ke din hi allow karte hain."</i></p>	<p>Krishnapur <b>supports inclusive play culture</b>;</p> <p>Urdana reflects structural limits on girls' freedom.</p>

As we move forward, the challenge is not just to observe these differences—but to **bridge them**.





# 06

Financials & Road Ahead.

# Financials

Income Details		
No.	Particulars	Amount
01	HNI Donation	316,200.00
02	Individual Donation	88,000.00
03	Specific Grants	366,000.00
04	Crowdfunding	526,244.00
05	Sale of Services	364,872.00
06	<b>Total</b>	<b>1,661,316.00</b>

Expense Details		
No.	Particulars	Amount
01	Education through Sports Programme	400,934.17
02	Salaries	262,160.00
03	Administrative Expense	140,227.45
04	Fixed Assets	77,246.00
05	<b>Total</b>	<b>880,567.62</b>





## Nishi Kant Sharma

Practice-Delivery Head | Senior Director

I have been attached with Monkey Sports since 2023, and with Kushal (Founder, Monkey Sports) from around 8-10 years. I observed that the team is working very closely with the community children, bringing them together to play different sports, helping them understand different emotions and not only cope but handle them with the best possible response, focusing on gender equality giving opportunities to girls who otherwise are expected to stay at home and take care of their siblings/ home. Excellent work for the society 🌟



## Somi Srivastava

Project and Menal Leadership, Catholic Relief Services

My experience with the organization was largely positive. The sports-for-development module was well-prepared and shared on time, enabling smooth implementation. Feedback was acted upon promptly, showing responsiveness to field needs. The process was professionally managed and aligned with CRS standards, ensuring impact and effectiveness. While early-stage communication had a few gaps, the overall commitment to quality and adaptability significantly contributed to the program's success.



## Ms. Monika

Nodal Officer, District Panchayat

There is so much energy in the event. Programs like this should be organised in every village. We often underestimate the importance of mental health, but activities like these make a big difference in the lives of children. Seeing such initiatives in Raigarh is truly remarkable. I want to thank the team and all the children who organised this wonderful program. Thank you!"

# Monkey Sport Team



**Kushal Agarwal**

Founder &  
Director



**Tripti Yadav**

Training &  
Monitoring  
Officer



**Asan Lakra**

Community  
Coach



**Srikant Pradhan**

Kho-Kho expert  
coach



**Jaya Kashyap**

Community  
Coach



**Alisha Jain**

Finance & HR



**Nishi Kant Sharma**

Advisory Board  
Member



**Dr. Gayatri  
Kotbagi**

Advisory Board  
Member



**Ankit**

Advisory Board  
Member



**Kavya**

Advisory Board  
Member



**Aarti**

Volunteer



# 4 Important Milestones

4.

KhelMel Program won the award at LMH course by Sangath, Goa.



3.

Selected as Educational Partner by **WIPRO Foundation.**



2.

Final Nomination for Sport Changemaker Award by UNESCO



1.

Token of appreciation by **UNICEF & District Collector** for using 'Sports for Mental Well-Being in Raigarh



## Partners



## Our Work with Other NGOs

Trained **20 + volunteers and 9 community** coaches on our sports module in partnership with Council to secure justice, and BDSSS, Bettiah. Conducted a session on managing emotions during stressful times with a corporate organisation named SmartERP in Bengaluru.



## The Road Ahead

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**Reach 150+ children in Raigarh**



**Focus on gender-based violence through community events and awareness**



**Strengthen parental engagement and dropout prevention.**



**Expand monitoring tools and impact documentation**



**Secure diversified funding for long-term sustainability**

## Acknowledgements

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**We thank** our funders, partners, volunteers, community members, and the children who make this journey meaningful. **Your support powers every step we take towards a more inclusive and empathetic world.**



# ANNUAL REPORT

2024 - 2025



[www.monkeysports.in](http://www.monkeysports.in)



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