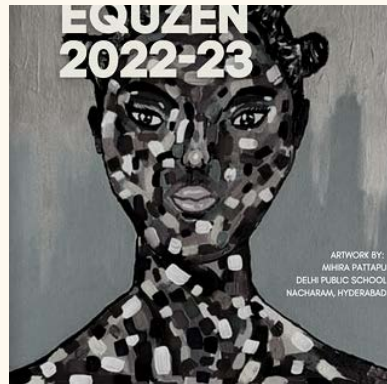


# EQUALITY CLUB INCUBATOR

THE JOURNEY SO FAR

2022  
-  
2023





2023

# Equality Club Incubator

A Showcase

VOL I

The incubator presents student members of the Equality Clubs with an opportunity to think deeply about the very real and unique challenges that different Indian communities face. Young people are a wellspring of ideas and we are deeply encouraged by their zeal to see these ideas through. The incubator equips deserving young changemakers with the mentorship and funding to bring their ideas for social impact to the people and communities they were designed for. This showcase features the proposed projects of the top 6 teams and offers a deeper insight into the makings of the very first Equality Club Incubator.

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# About the Equality Clubs

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YLAC has been working to set up Equality Clubs in schools across India to sensitize students about the different types of inequalities that exist in society. The aim is to raise consciousness, and help build empathy and appreciation of one's privilege, thus inspiring students to take action against inequality.

Equality Clubs was launched in partnership with Oxfam India in 2019 and subsequently carried forward under YLAC's leadership from 2022. With Oxfam's invaluable support and guidance, the program was able to expand to a remarkable 102 schools in 2022. Adopting an experiential learning approach, the clubs help students explore challenging societal problems, break stereotypes and equip them with the skills necessary to take on leadership to re-write societal norms. With the help of our intricately designed, theme-based toolkits, full of activities and resources for a facilitator to use, YLAC hopes that the Equality Clubs will become India's catalyst for change – a place in schools across the country where thought-provoking debates and discussions trigger ideas to [#SmashInequality](#).

## About YLAC

Young Leaders for Active Citizenship (YLAC) aims to increase the participation of young people in democratic processes. YLAC's interventions are designed to equip citizens with a better understanding of the society they live in and the challenges that it confronts. The aim is to help young people broaden their perspective, tap their leadership potential and acquire skills to create long lasting impact.







## Theory of Change

By raising consciousness about the inequalities that exist in society, the Equality Clubs hope to develop students into thinking adults who can look at the world objectively and with empathy.

Our aim is to empower the next generation with skills and capacity to re-write societal norms and craft an egalitarian future.

We believe that if we create spaces where rich discussions around inequality can be ignited, then emotions of empathy and justice will be evoked in students who will be inspired to take action against the inequalities that exist in society.



**AWARENESS**



**EMPATHY**

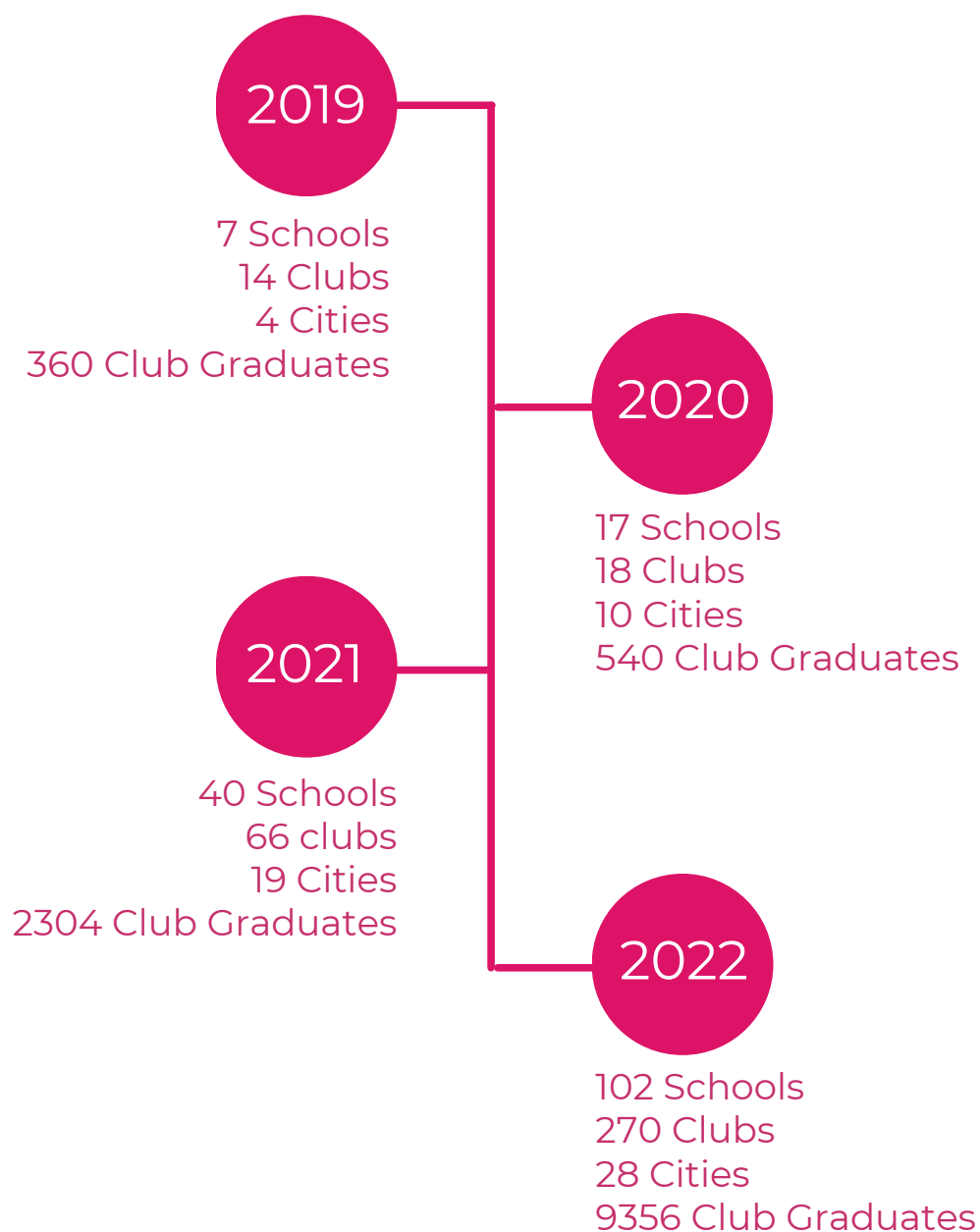


**ACTION**

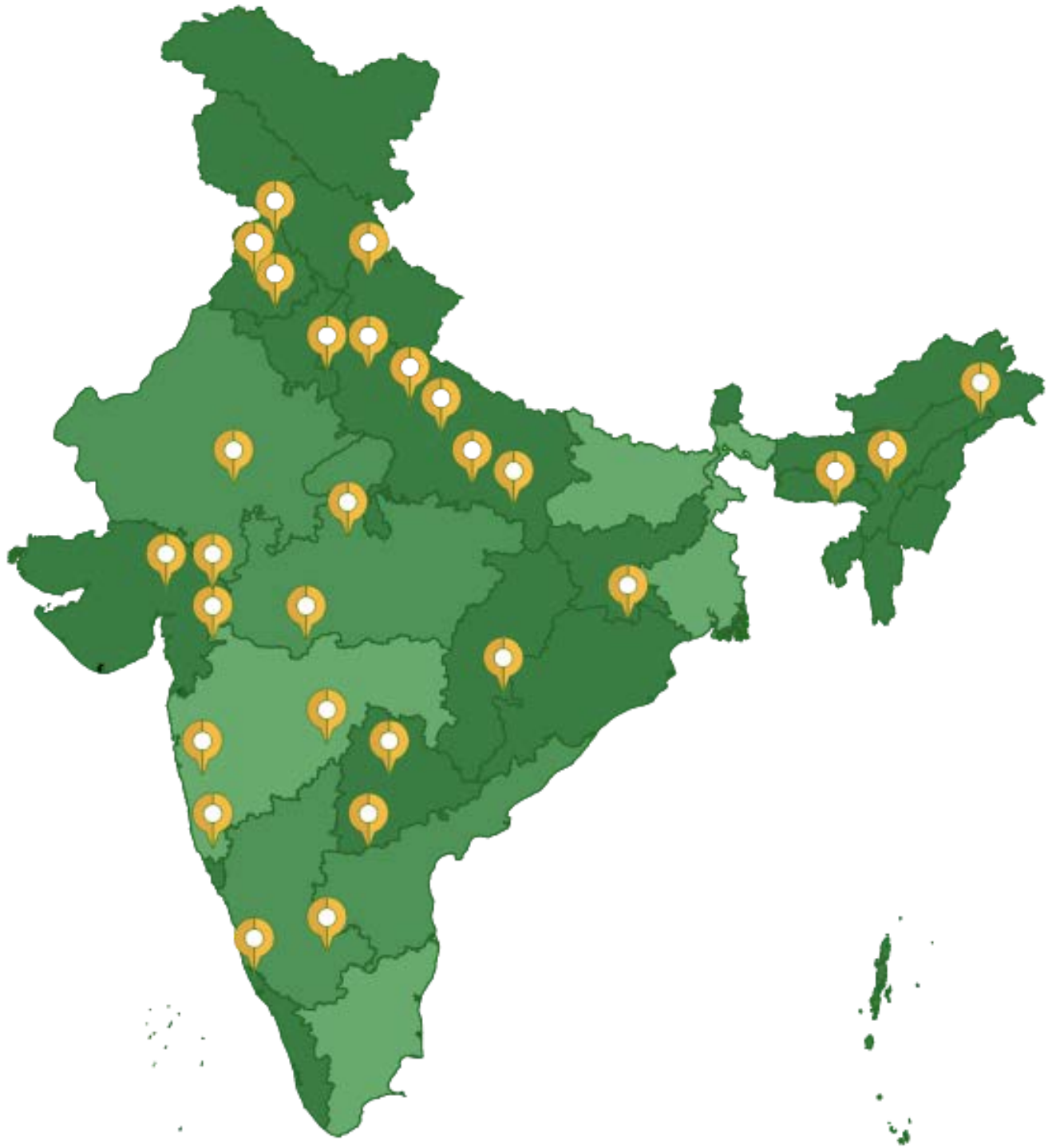
# Our Impact

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During the academic year 2019-20, we piloted the clubs across 7 schools (14 clubs) in 4 cities – Bengaluru, Hyderabad, Lucknow and Raipur – and graduated 360 students. This academic year, we were able to expand to 102 schools (273 clubs), across 28 cities, with a total of 9403 club graduates.



As of 2023, we have cumulatively reached 166 Schools, 368 clubs, 12,497 students across 28 cities!





# How we do it

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The program is based on experiential learning through the activities outlined in our toolkits, which teachers facilitate in each club. With activities covering the 3 broad equality themes listed below and a toolkit dedicated to each one, teachers choose from a wide variety of activities of varying difficulty levels. To successfully graduate from the program, clubs are required to complete a minimum of 4 activities per theme by the end of the academic year. This qualifies them to participate in the Equality Club Incubator.

01



## Gender Equality

### Topics Covered

- Gender Stereotypes
- Gender and Media
- The Pay Gap
- Women's Reservation Bill

02



## Economic Equality

### Topics Covered

- The Wealth Gap
- Inequalities in Health and Education
- Advocacy for Income Equality

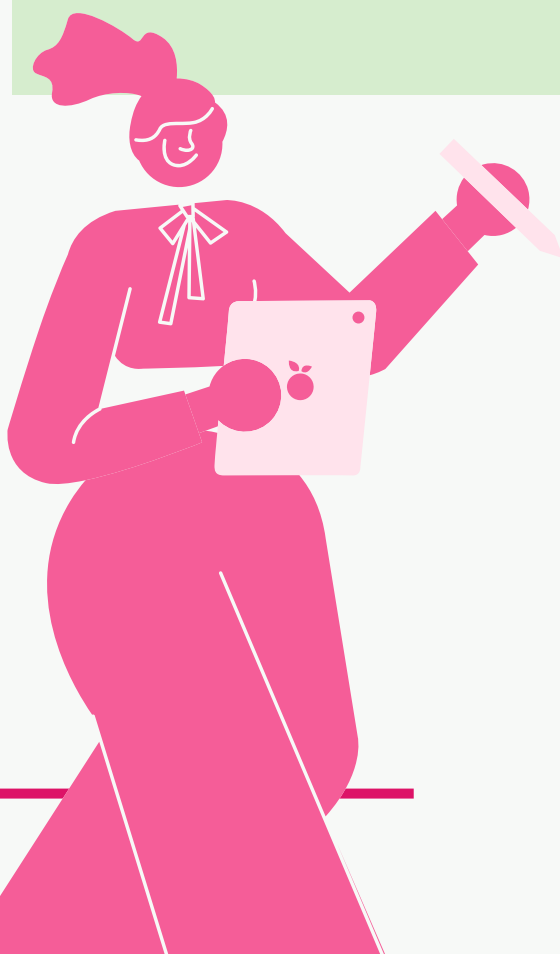
03



## Diversity & Inclusion

### Topics Covered

- Acceptance and Inclusion
- Media and Minorities
- Microaggressions in Speech
- Using Art for Advocacy



## Club Activities



### Workshops

30-45 minute activities/sessions to be executed by the teacher in charge of the club at the respective school.



### Webinars, Expert Talks

Through webinars organised centrally by YLAC, equality club members get to interact with and learn from top experts, activists, influencers and policymakers on topics related to equality.



### Written Activities

The toolkits contain prompts for written activities based on the Equality Club themes. Selected written pieces by students are published on the Equality Clubs website.



### Competitions (Intra & Inter-School)

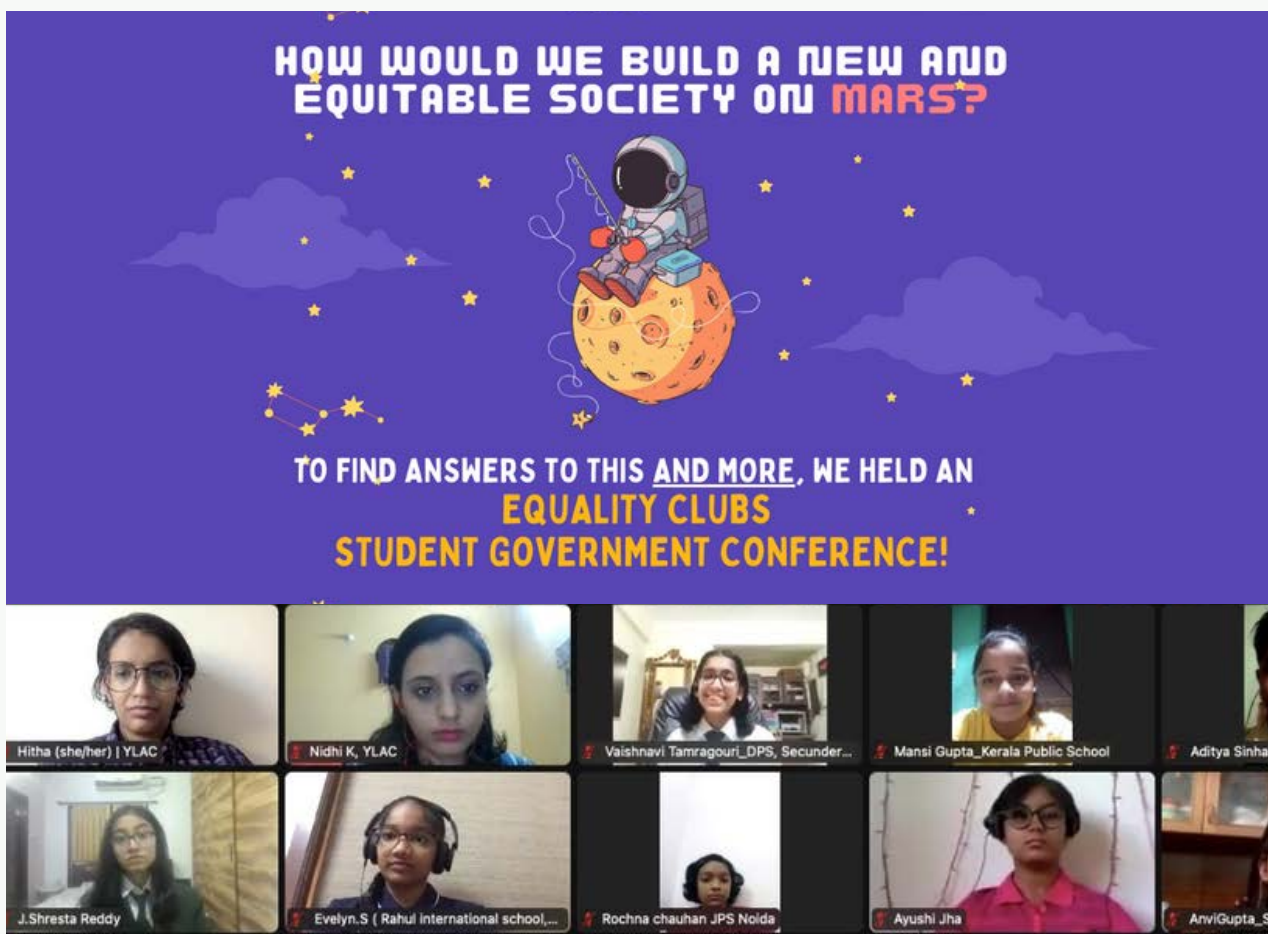
Extempore, debates, quizzes and art competitions are organised by the school or YLAC for equality club members.



## New Club Offerings

### Student Government

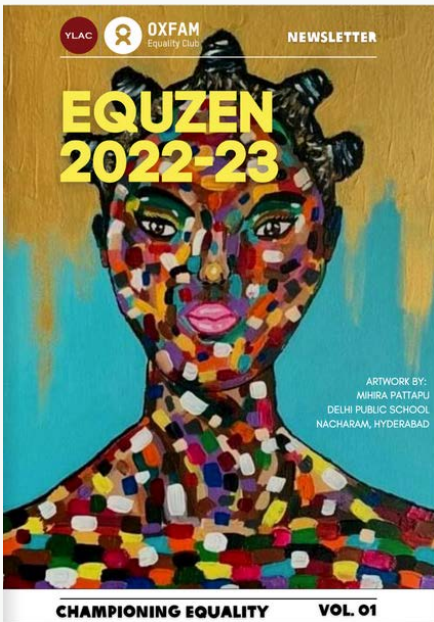
Teachers in charge of the clubs appoint a Club President and Vice President within their club. Those appointed collectively form the Equality Club program's **Student Government** and share in the duties of hosting the equality clubs at their school. Student government members also enjoy the added perks of facilitating webinars and other live sessions with experts, and much more!



### Student Government Conference

In the 2022-23 academic year, Equality Clubs organised its first-ever Student Government Conference, wherein all club presidents and vice-presidents participated in a "world-building" activity to focus on their leadership and problem-solving skills. This was followed by a speaker session by Sonakshi Agarwal - a researcher and practitioner working at the intersection of labour, gender and tech - on the topic of gender and work, largely focusing on unpaid labour. The session ended with powerful poetry recitals by students.





## Newsletter

Equality Clubs published its first-ever newsletter titled 'EquZen', providing an opportunity for the members of Equality Clubs to explore their creativity and share their ideas and opinions with a larger audience in the form of articles, poems, and artwork.

The newsletter, released in December 2022, was curated and designed by a 10-member Editorial Board comprised of students of Equality Clubs from various parts of the country. Read it here:

<https://heyzine.com/flip-book/791f4cb7c2.html>

### ARTICLES AND REFLECTIONS

#### FAIRNESS IN ECONOMICS

This article talks about how gender equality plays a significant role in achieving economic equality. Economic equality is a must to create a more just and equitable world. Society often assumes that men are the only reason for the growth and progress of our society. However, women play a crucial role and are equally capable of doing everything men can. These inequalities result in poverty and social conflicts between both 'genders'. This economic oppression is conditioned to thrive in the context of gender inequality. It must be taken down, creating a fair and equal platform for women, as opposed to relegating them as secondary due to their gender.

Research also states that "Women's employment is a key sign of economic opportunities and women's contributions to economic success. Indian women's labour participation rate (WPLR) has declined for several decades. It decreased from 29.6 percent in 1985 to 21.9 percent in 2011-2012 and 16.5 percent as measured by the most recent Periodic Labor Force Survey (PLFS) 2017-2018".

Women should have every right to get full employment and be seen as no less than men. Gender should not be a factor that hampers their aspirations. There should be equal salaries for both women and men for that particular role. Everyone should get equal rights and opportunities when it comes to employment. "Indian women work without payment for 552 minutes daily, while men work 52 minutes."

In conclusion, I believe that the relationship between gender equality and economic growth has the potential to transform our society into one where equality is the norm.

**CHINMAY R**  
DELHI PUBLIC SCHOOL,  
MAHENDRA HILLS

### THE STORY OF AARNIK

It's a summer evening. Aarnik stares out into the distance from his little balcony in his little cottage. He lives in the middle of a slum, the slum of Dharavi in Mumbai. Aarnik is a very keen and curious boy. He is fascinated by what he sees: the high-rise buildings, the city buzz, the aircraft floating in the sky in the faint twilight; it all seems very foreign and unfamiliar to him. His world is isolated to the boundaries of his house and neighbourhood, to the only world of knowledge taught and believed by the locals. He wants to escape and explore, but where should he start? His father, a fisherman, works twelve hours a day just to get enough to feed his family for two meals. He cannot send his son to school. Aarnik's talent goes unrecognised. He is disconnected from society and will spend his life just continuing his father's job, never able to do what he likes.

265 million children in the world are in this fate. They are out of school and disconnected from the world due to poverty, lack of information, or gender disparities. Aarnik is one of them. He doesn't know what any of the terms "economic equality", "diversity", or "inclusion" means. Nor does anyone in his slum know. If we wish to achieve these goals as a society, we need to rework our system of raising awareness. The ultimate goal of Equality Clubs is not just to simulate an environment of discussions on these crucial topics in the classroom but to implement them alongside the community, on ground zero.

To every reader of this article, go out and educate people. Start campaigns and teach people about these concepts and implement solutions. Let's pledge to go out and raise our voices about equality, social freedom, and education. In this world of biases, we must all strive to make sure that the voices of children like Aarnik and his community take the centerstage.

One child being uneducated means one social activist, artist, professional, and change-maker lost. Currently, 265 million children are away from the light of knowledge. All of them might have the power and the talent to change the world. Every child needs access to universal education.

Every one of us can bring a smile to one child's face. Donate books, stationaries, and magazines. It might not be a huge deal for some of us, but it is the whole world for a child who cannot access these resources. NGOs and organisations strive to have an impact, but we need to understand that to achieve universal education, we need universal participation. Be your own NGO; just help as many children as you can. And in no time, we will surely help change the world.

ARTWORK BY: KRISHNA PATHAK  
SPRING DAYS SCHOOL, DELHI

can progress and then later development...  
women are entitled to equal opportunities...  
health, education, decision-making and economic...  
in terms of wages...  
women participate in the workforce increases...  
growth rate of the country increases...  
by increase the overall well-being of the...  
with economic prosperity

SUPPORT GENDER EQUAL

**PRANJAL AGARWAL**  
ST. KABIR PUBLIC  
SCHOOL, CHANDIGARH

## Equality Club Incubator

The incubator was introduced as part of the Equality Clubs for the first time in the 2022-23 session year. Flip the page to know all about the incubator and how it empowers young changemakers to translate their learnings into action on-ground!

# About the Equality Club Incubator

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The Equality Club Incubator is a national-level competition that culminates the year-long Equality Clubs program. It invites qualifying teams from the participating schools to pitch their social impact ideas that address these broad goals - Gender Equality, Economic Equality, and Diversity, Equity & Inclusion. The 3 winning teams receive funding from YLAC to implement their ideas.



## The Competition Timeline





## Domains covered by the submitted proposals



## Judging Criteria

Teams were expected to submit a detailed presentation for their project proposal and build an understanding of its funding requirements. In the third round, the proposal is evaluated based on:

- Problem identification and intended impact through intervention
- Clarity and detailing of the project implementation plan
- Resource planning and budgeting
- Sustainability of the project beyond the lifecycle of the Incubator
- Presentation/ability to build support for the idea

# The Jury

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## SAVVY SOUMYA MISRA

RESEARCH COORDINATOR  
AT OXFAM INDIA

Savvy has nearly 20 years of experience - half of which was spent as a journalist and the other half in the development sector.



## NIPUN MALHOTRA

CEO & FOUNDER,  
NIPMAN FOUNDATION

Nipun is a disability rights activist, social entrepreneur, and the founder and CEO of Nipman Foundation.



## ANANDAMAYEE SINGH

YOUTH ENGAGEMENT OFFICER  
AT YUWAAH, UNICEF INDIA

Anandamayee is a NUNV Youth Engagement Officer for UNICEF YuWaaah, and also the founder of a literary collective.



## RENJINI RAJAGOPALAN

SENIOR PROGRAM MANAGER,  
THE UDAITI FOUNDATION

Renjini Rajagopalan is a human rights lawyer turned policy professional with a decade of experience in policy research.

## The Top 6 Incubator Projects

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Out of 150+ teams that participated in the Equality Club Incubator, six teams made it to the final jury presentation round. Out of the final six, three winning student teams and their ideas stood out for their ingenuity.

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I was pleasantly surprised by both the innovativeness of the project ideas being presented, and the effort gone into ensuring their workability. YLAC's handholding was apparent in the thoroughness of the final presentations, and I am excited to see how these get implemented in the coming days!

Renjini Rajagopalan,  
Esteemed member of the jury



## **PROJECT SANCHAR**

St. Kabir Public School

Project Sanchar aims to make Indian Sign Language (ISL) training and sensitivity training accessible to students in order to bridge the communication gap between the deaf and hearing communities. The students hope to take this training to schools, promoting the inclusion of deaf people in society and improving their lives.



## **PROJECT QALA**

Strawberry Fields High School

Project Qala aims to empower 25-30 rural women artisans skilled in traditional crafts like phulkari making, embroidery, crocheting and painting, by providing them with digital literacy training. The project will establish their online business through social media platforms and offer training on online safety and digital awareness.



## **PROJECT VRUDDHI**

Avasara Academy

Project Vruddhi aims to establish a community centre that will provide skill development and academic support to young children, focusing on holistic and academic progress. The centre will offer study spaces to 30 to 40 students to catch up on schoolwork and receive academic guidance from the project team.

# THE TOP 6 PROJECTS

## **PROJECT PREKSHA**

Avasara Academy

The project aims to tackle period poverty by providing sustainable and affordable period products, and raise awareness amongst girls, boys, & their parents. By educating students and parents, the project aims to build a society of support. They want to reduce period stigma amongst boys and promote the use of sustainable projects.

## **KHUL KE BOL**

National Victor Public School

The project aims to create period preparedness among young girls by improving menstrual health, normalising periods, creating a positive attitude towards it and distributing pads. The project also aims to combat school dropouts due to lack of proper menstrual hygiene management facilities in schools.

## **HEALTH FOR THE ONES WITHOUT WEALTH**

Sanskriti The Gurukul

The project aim is to address the insufficient medical care and access to medication faced by residents of Pamohi and Garbhanga villages in Assam by organizing medical drives with special attention given to women's health.



# Project Sanchar



*Proposed by the student team from St. Kabir Public School, Chandigarh, Project Sanchar aims to bridge the communication gap between deaf and hearing communities by making Indian Sign Language training and sensitivity training accessible to students, thus boosting the inclusion of deaf people within society.*

*Project participants: 60 students of grades 7-8 across 5 schools and the students at Vatika High School for Deaf and Dumb,  
Location: Chandigarh, Punjab*

Members behind Project Sanchar are familiar with a deaf shopkeeper who, though fluent in Indian Sign Language (ISL), cannot read or write. He encounters serious difficulties and desertion of his clients due to them not knowing how to use sign language.

Through the project, the students hope to take ISL training to schools in their city to support others like the shopkeeper whose lives would be greatly improved if more people knew how to communicate in ISL. By making learning ISL extremely accessible and simple, the team hopes to bridge the communication gap that has existed between deaf and hearing people and led to the exclusion of the deaf community.





# The proposed interventions



**April**

## Reaching out to schools

Creating awareness about Project Sanchar via social media and marketing assets. Setting up meetings and establishing partnerships with schools in Chandigarh in collaboration with Aashray NGO (2 government, 2 private, and 1 central government school).

**April-May**

## Holding Introductory Sessions

Introductory sessions are to be conducted in the partner schools with the aim to:

- Create awareness about the problems faced by the deaf community and familiarize students with the significance of learning ISL - inclusivity by opening channels of communication.
- Introduce the concept of Indian Sign Language.
- Invite upto 60 students to continue their learning by signing up for in-depth sessions.

**June**

## Holding in-depth sessions

Over 6 weeks, the 60 students will be equally divided into 2 batches and partake in weekly in-depth sessions that will:

- Offer extensive ISL and sensitivity training with the help of certified ISL trainers using a set curriculum.
- Offer participants certificates if a minimum of 75% attendance is maintained.
- Offer e-resources and include interactive sessions with students of Vatika High School for Deaf and Dumb, Chandigarh.

The objective of the sessions is to enable the participants to have fruitful conversations with each other in ISL by the end of the 6-week course.

**July**

## Distribution of Certificates and Feedback Sessions

Students will be awarded certificates of acknowledgement for their participation. Feedback sessions will be held to seek suggestions for improvement.

## Future Expansion

Project Sanchar is a small beginning towards a larger goal and is an important step towards a generation that is well-equipped to be inclusive. The team envisions that Project Sanchar will become a yearly summer program with more advanced levels so that learning ISL becomes accessible and larger groups of young people become aware of its importance.

## Collaborations

Project Sanchar has partnered with three organisations to execute its plan successfully. The NGO Aashray will support the team with fundraisers, school partnerships, and social media advocacy. SHE Foundation, will provide support with designing content for social media awareness, and also give authenticity to the certificates offered to students. Finally, Vatika School for the Deaf and Dumb will provide the team with 2 tutors from their distinguished branch, and also add authenticity to the certificates.

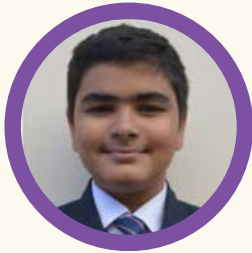


## Challenges

### Commitment to the cause

Due to limited awareness, at first, students may not fully appreciate the importance of the project's goal of facilitating better inclusion of the deaf community. To overcome this, the team has proposed to involve professional ISL trainers, maintain an attendance requirement for the certificate, and most importantly, facilitate an interactive session between the participants and the students at Vatika High School.

## Meet The Changemakers



### **ABIVEER SINGH PANAG - TEAM LEADER**

Currently studying in the 8th grade, Abiveer is motivated by the desire to make a positive change in the world, break down barriers, and create a utopian society.



### **ARYAMAN JAIN - DEPUTY TEAM LEADER**

Aryaman is an avid reader with a keen interest in software engineering, and photography. His motivation to work on this project stems from his desire to raise awareness about the problems faced by the deaf community.



### **GRISHMA SHARMA**

Grishma is a creative individual who enjoys expressing herself through art and writing, and hopes to use her skills to bring awareness to marginalized individuals through this project.



### **VANSH KHERA**

Vansh has a wide range of interests, including computers, guitar, geopolitics, finances, and public speaking. He is motivated to break down communication barriers faced by special-abled individuals, particularly the deaf and mute community.



### **ARYAMAN GUPTA**

Aryaman has a passion for playing basketball and guitar and loves to keep up-to-date with world events. Through Project Sanchar, he is determined to amplify the need to promote the inclusion of the deaf community.

## Meet The Changemakers



### **AARUSH DHAWAN**

Aarush is an individual with diverse interests such as playing chess, tennis, and the guitar. He is passionate about providing opportunities and recognition to individuals with hearing and speaking disabilities.



### **NIGELLA MANN**

Nigella is a passionate writer with a love for public speaking and building relationships through communication. She is a fervent supporter of humanitarian organizations and likes reading about the latest developments in the same.

## Project Guide



### DR. SABINA DUGGAL

Dr. Sabina Duggal of St. Kabir Public School was tremendously insightful and a pillar of support to the team. Sharing her experience, she said "The incubator has been a wonderful learning experience both for the students. The highlight of the entire process was that the students acknowledged how important it is to work on creating an inclusive culture and ensure that each one of us has equal access to opportunities."



## About St. Kabir Public School

### PRINCIPAL: MS. SHILPI SOOD GILL

The primary purpose behind setting up St. Kabir Public School was to make a constructive and wholesome contribution to nation-building by educating children in such a way that they grow up with the right blend of character, attitude, and values to become broad-minded citizens, but firmly rooted in the traditional Indian values. The Incubator has provided the students with a platform to use their character, attitude, and values to transform lives and create a more inclusive world.



# Project Qala



*Proposed by the student team from Strawberry Fields High School, Chandigarh, Project Qala aims to help rural women artisans grow their online presence and business through the medium of social media (particularly Instagram and WhatsApp business), while also educating them about online safety and digital awareness.*

*Project participants: 25-30 rural women artisans*

*Location: Basi and Pathana in Fategarhsahib District, Punjab*

”

I have always been very conscious of supporting local businesses, from buying books from street vendors to ensuring I always shop locally. When I got to know about the sinking artisan economy, I knew something needed to be done. I was part of a fellowship where we used Instagram for advocacy, and that's how I realised the power of social media as a whole, but also Instagram as a platform. That is how the idea for Project Qala was born; what if these artisan women knew how to promote their business online, how would that affect their growth and reach?

- Mansimar Kaur, Team Qala

“

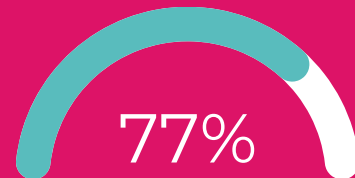


The project aims to empower 25-30 rural women artisans skilled in phulkari-making (a Punjabi craft), hand and machine embroidery, crocheting and painting through digital marketing. The focus is on helping them grow their online presence and business through the medium of social media (particularly Instagram and Whatsapp business), while also educating them about online safety and digital awareness. The project is carried out in collaboration with **Mehar Baba Charitable Trust (MBCT)**, which has helped the team connect with artisans, and provided a centre to carry out the program.

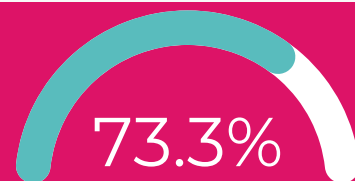
## Numbers That Speak

The responses from a survey conducted by the team amongst 30 rural female artisans point towards an interest in learning more about the use of digital tools to grow the reach of their businesses.

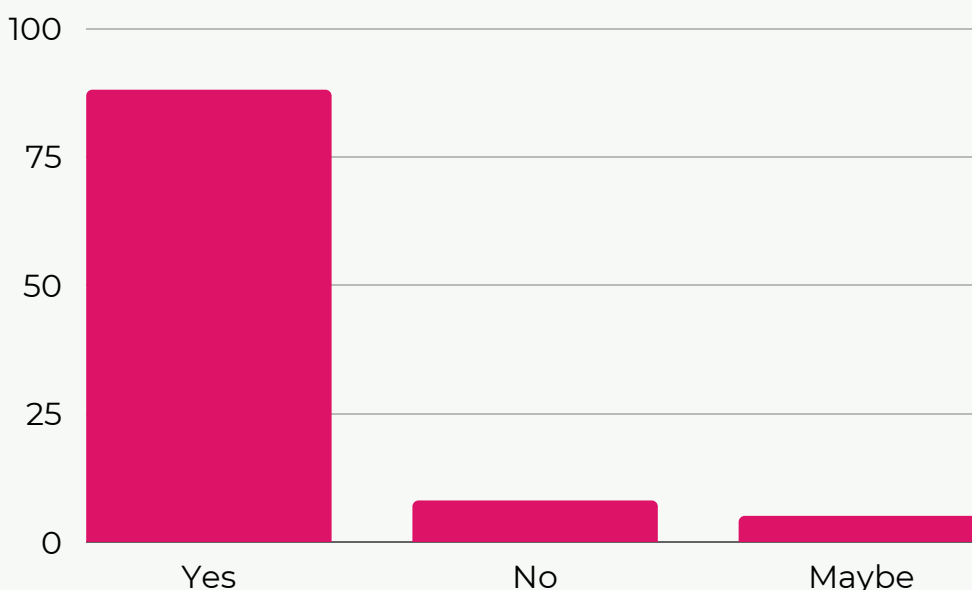
Out of the 150 responders, roughly  
77% have access to smart phones



73.3% use social media, with  
Instagram being the most popular  
platform



In response to the survey question "Would Instagram help your business grow?" the survey participants indicated the following:



88%

of the responders  
agreed with the  
statement

7%

thought it would  
be of no  
advantage

# The proposed interventions

April,  
weeks 1-3

## Getting Started

- Preparing outreach material and lesson plans for the month.
- Identification and enrollment of artisans for training program and orientation.
- Filling out the form for the Government artisan card.
- Introductory lesson and first task.

April end  
to June

## Social Media & Design for Business

- Lessons on Instagram for businesses and digital safety, ranging from use of hashtags and stories, ads to recognising online patterns.
- Introduction to Whatsapp for businesses.
- Workshop on digital design by Ms Shruti (a design professional).

July

## Closing & Evaluation

- Feedback session.
- Organizing exhibition and closing ceremony at Strawberry Fields High School.

”

Project Qala's long-term mission is that the trained artisans of the project will continue to partner with local SHGs, and micro-organizations to share their learnings with more local budding entrepreneurs.

- Team Qala

The team hopes that the program will be a great help to bring awareness to rural settings and bring in development, progress and change.



## Meet The Changemakers



### **MANSIMAR KAUR- TEAM LEADER**

Mansimar Kaur is an avid reader and advocate for social issues, especially equality. To immerse herself more in art and advocacy, she was a part of YLAC's CSF 2022, and that's where the idea of Project Qala was born.



### **ANMOL SIDHU- DEPUTY TEAM LEADER**

Anmol Sidhu, an eighth-grade student, enjoys reading, singing, dancing, and art. She finds peace in nature and cares deeply about equality, particularly for rural women artisans, which is the focus of her project.



### **PANAV GULATI**

Panav Gulati, an 8th grader, enjoys playing football and cooking along with a keen interest in debating. He believes in rational and utilitarian ideas and hopes to be a part of changemakers for the future of the country through his participation in the Equality Clubs Incubator.



### **ANAYA PAHWA**

Anaya Pahwa loves listening to music and believes that prevalent gender and financial inequalities should be addressed. She is motivated to help rural areas by bringing awareness about social media as a new platform for business.

## Meet The Changemakers



### **ARJUN BEDI**

Arjun Bedi loves writing and believes in the need for equality to be prevalent all over the world. He is enthusiastic about Project Qala since participating in it makes him feel like he and his team are doing something for the greater good in the world.



### **ANVI GUPTA**

Anvi Gupta was awakened to the world's problems through the Equality Club modules in school. She wants to help talented rural women in the country grow their businesses digitally through the Incubator project. Anvi sees this as a step towards empowering them in today's age and is eager to work with her peers towards this goal.



## Project Guide



### **YAMINI SOOD**

*"The incubator has been a wonderful experience overall and gave me and my students a new perspective on how to deal with global issues in day-to-day life."*

Yamini Sood has been a valuable mentor and guide to the team of Project Qala by helping the team refine their ideas and strategies.



## **About Strawberry Fields High School**

### **PRINCIPAL: MS. NISHA KAUL**

The school envisions making learning enjoyable and values the uniqueness of every child. The aim is to prepare students to excel in their roles as citizens of the world and to fill the world with thoughtful individuals.

# Project Vruddhi



*Proposed by the student team from Avasara Academy, Pune Project Vruddhi aims to establishing a community centre to bridge the gap between a child's early development and further education that is caused by the lack of importance given to primary education.*

*Project participants: 30-40 students, their parents and affiliated school(s)*

*Locations: Pune, Maharashtra*

”

We ourselves come from a low economic background, hence, we are familiar with the different situations that cause education to lose priority. Avasara Academy provided us with different opportunities that helped us build an understanding of the role of education in our lives for our holistic growth as individuals. This motivated us to make a wholesome environment available to the other kids.

- Team Vruddhi

“



# The proposed interventions

April - May

## Forming Collaborations

- Forming partnerships with TFI, The Umang Foundation and U&I for the project as well as enrolling atleast 12 volunteers for support.

TEACHFORINDIA



May

## Primary Research

- Conducting primary research by conversing with parents and schools to understand parents' views on the importance of primary education, students' academic performance and absenteeism.

June - July

## Campaign Execution and Publicity

- Deciding messaging based on analysis of primary research data. Spreading awareness about the importance of primary education amongst parents through conversations, sharing personal testimonials and nukkad natak.
- Publicising work on social media to attract more volunteers, donors and potential partner organisations.

August

## Planning Community Centre and Fundraising

- Planning and exploring the process of building and running a community center. Executing fundraisers.

September

## Building the Community Centre

- Finalizing location, creating content for workshops to be conducted in the centre and inviting students for the centre orientation.

## Concerns Project Vruddhi seeks to address

- Parents' attention to primary education and its importance.
- Parent's involvement in child's academic life.
- Absenteeism.

- Primary research to understand the problem.
- Campaigns to educate parents about the importance of primary education.
- Community Center focusing on skill development and academic support for primary school students.

## Courses of Action

## What would the Community Centre offer?

The community centre will focus on the skill development and academic needs of young children. The team aims to offer 30-40 students with the opportunity to join workshops and sessions. The sessions will focus on self exploration, building leadership, communication & collaborative skills, and offer reading & writing workshops. The centre will also offer study spaces for students to catch up on school work and receive academic guidance from the team.

### Challenges

- Developing a relationship with the parents founded on trust.
- Balancing schoolwork and project execution.

### Long-term financial plan

Promoting the initiative on online crowdfunding platforms and receiving the required funding through auctions.

## Meet The Changemakers



### **AYUSHI NANAWARE- TEAM LEADER**

Ayushi Nanaware is a grade 11 student at Avasara Academy who loves reading and believes in the potential of youth to create change. Her personal experience of coming from a middle-class family that emphasizes the importance of education motivates her to work passionately for Project Vruddhi.



### **RUTUJA NEMADE- DEPUTY TEAM LEADER**

Rutuja Nemade is an 11th-grade student who enjoys creating poetry and short stories and works as a journalist for the school newspaper. With a passion for working with children and an eagerness to pursue a business career, she sees Project Vruddhi as an opportunity to achieve these goals.



### **ANKITA KUMAVAT**

Ankita Kumavat is a grade 11 student at Avasara Academy and an avid reader and journalist at the school newspaper. Having been part of various change-making platforms, she seeks to use this opportunity to boost the skill development of young children, which is what first ignited her passion for Project Vruddhi.



### **PRACHI MISHRA**

Prachi is a grade 11 student from Avasara Academy who enjoys dancing, listening to music and keeping up with current affairs. She believes that education is crucial for an individual's success and growth and views it as a means for self-expression and achieving personal goals.



## Meet The Changemakers



### **ASHIYA KUMARI**

Ashiya Kumari is a grade 11 student who enjoys solving sudoku and reading books. She seeks to create a space where everyone understands the importance of education and builds foundational skills, helping them climb the economic ladder and open up more opportunities for themselves.



### **SHUBRA SHAIKH**

Shubra Shaikh is a grade 11 student who enjoys playing badminton and debating. She believes that education builds awareness about the world and ourselves, empowering people to uplift themselves and the community. She wishes for everyone to have access to education and its benefits, and is passionate about Project Vruddhi as it aims to make education a core part of one's life.



### **SONIYA SINGH**

Soniya Singh is a grade 11 student who enjoys playing football, writing poems, and sketching. Project Vruddhi's goals resonate with her deeply. Coming from a middle-class family, she understands the difficulty of obtaining quality education due to income being a deciding factor.



### **VAISHNAVI GOGI**

Vaishnavi Gogi is a student at Avasara Academy who enjoys playing basketball, football, and badminton and is involved with various projects and organizations such as the Indian School of Leadership. She also works towards improving student-teacher relationships.

## Project Guide



### **SONALI DEUSKAR**

*"The guidelines, examples, and template were really useful in helping students structure their reports. The three-step process meant that students could focus on different parts of the project, and research and explore the idea in detail. The budgeting requirement made the project very realistic for students."*

Ms Sonali Deuskar's unwavering belief in the potential of her students has made her a truly outstanding teacher and mentor. She feels that the incubator competition was well-structured which made it simple to carry out with her students.



## **About Avasara Academy**

### **PRINCIPAL: JOSEPH CUBAS**

Avasara Academy's mission is to empower girls of promise to lead lives of distinction and impact. The incubator project is an early opportunity for our students to not only identify social issues in their communities but also to step-up and address them.

# Project Preksha

*Proposed by the students of Avasara Academy, Pune, Project Preksha aims to tackle period poverty by providing sustainable and affordable period products, and to raise awareness amongst girls, boys and their parents about menstruation, menstrual hygiene, and puberty.*

*Project participants: 125 students (girls & boys aged 11-16) and their mothers*

*Location: PCMC English Medium School, Bhosari, Pune*



”

Society has made periods taboo. By educating students of PCMC English Medium School, Bhosari, we hope to create awareness amongst girls and boys about menstruation, hygiene, and period products, help build a society of support and help break the taboo around periods.

Many government school girls face period poverty and several students lack awareness about puberty. This project aims to bring up this issue to the parents, girls and boys in schools and make them aware of the changes that take place during puberty & menstruation, distribute period products and bust the myths that people have about periods. Our team will be working in coordination with volunteer doctors and the NGO Badlaav Foundation to implement the project.

- Team Preksha

“

# The proposed interventions



1-7 May

## Primary Research

- Drafting and conducting primary research surveys. Evaluating the response.

8-15 May

## Partnerships

- Preparing outreach material and partnering with the NGO Badlaav. Collaborating with the school, students, and parents.

June - July

## Training & Fundraising

- Creating session plans to be shared with volunteer doctors and specialists. Training the group members of Project Preksha. Preparing a fundraising plan and putting it into action

August -  
Sep

## Workshop Implementation

- Conducting a total of 8 sessions on the topics of menstruation, emotional and physical changes during puberty in boys and girls, period myths, menstrual hygiene, affordable period products and women's safety (good & bad touch). Booklets created by the team on these topics will be distributed.

October

## Closing & Evaluation

- Fun, activity-filled closing ceremony. Seeking feedback from the participating students and mothers.

## Interventions

### Community Building

The team plans to hold sessions in schools facilitated by volunteer doctors for girls, boys, and parents to educate them about menstruation and bust common myths that surround it.

The products will be purchased with the help of crowdfunding on platforms such as Milaap and by procuring at a lower cost from the NGO Badlaav.

### Distributing Period Products

## Challenges

### Fundraising and allocating resources

The team will prioritize fundraising by methods such as crowdfunding on online platforms. Project Preksha's timeline and resource allocation may be impacted by this.

Building a space where everyone can express their opinions without fear or embarrassment. Additionally, discussions on menstruation could be uncomfortable for the project participants.

### Creating a safe space for healthy discussion



## Meet The Changemakers



### **BABLI - TEAM LEADER**

Babli Choudhary enjoys poetry, basketball, and various activities. While growing up, she observed women following rituals and believing in myths passed down by ancestors. She wishes to burst myths and provide women with sustainable period products.



### **SHRAVANI - DEPUTY TEAM LEADER**

Shravani, a commerce student and writer on various online platforms, enjoys dancing and acting. Project Preksha provides a platform for her to express her opinions, especially regarding the importance of educating girls on menstruation.



### **KHUSHBOO**

Khushboo C. is a grade 11 commerce student who enjoys meeting people, drawing, and writing poems and essays. She wants to work on this project to educate young girls about their bodies and provide them with the necessary knowledge to take care of themselves.



### **PREETI**

Preeti, a grade 11 student, enjoys reading, meeting new people, and cycling. She joined the team to address the lack of awareness and facilities around periods in government schools and at home, which she has personally experienced.

## Meet The Changemakers



### **NUZBA**

Nuzba Shaikh chose to work on Project Preksha due to the lack of education around periods that she has observed, even in her own household. As a part-time football coach at Enabling Leadership, she is passionate about educating young girls and wishes that someone had done the same for her.



### **SHWETA**

Shweta is a grade 11 student who enjoys playing football. Growing up, she experienced the discomfort of menstruation while being kept in the dark about it. She hopes to provide girls with the necessary facilities and knowledge to make informed choices.



### **TANVI**

Tanvi is a Grade 11 student who enjoys working with children, teaching and long walks. Having grown up hearing myths about menstruation, she experienced discrimination and was inspired to work on Project Preksha. This incubator provided her with an opportunity to challenge these beliefs.

## Project Guide



### **SONALI DEUSKAR**

*"The guidelines, examples, and template were really useful in helping students structure their reports. The three-step process meant that students could focus on different parts of the project, and research and explore the idea in detail. The budgeting requirement made the project very realistic for students."*

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# Khul Ke Bol

*Proposed by the students of National Victor Public School, New Delhi, Khul Ke Bol aims to create period preparedness among young girls by improving menstrual health, normalise periods by creating a positive attitude towards it and distribute pads to girls that are in need.*

*Project participants:  
Students of National Victor Public School (grades 5 - 12) and their parents*

*Location: New Delhi*

”

Schools are the most fertile grounds to lay the foundation for menstruation positive attitudes. The lack of programs for menstrual education continues to give way to myths, absenteeism, fears, loss of opportunities, unattended cases of iron-related anaemia and school dropouts. We wish to address the urgent need to revamp menstruation education programs in our school and work towards providing 50 peers who are most in need of menstrual hygiene products with sanitary napkins. - Team Khul Ke Bol

“

A 2014 report by the NGO Dasra titled Spot On! found that nearly 23 million girls drop out of school annually due to lack of proper menstrual hygiene management facilities, which include availability of sanitary napkins and logical awareness of menstruation.



## The Objectives

- Build in menstruation positive attitudes
- Create a menstrual education program in school
- Distribute period products
- Create a space for students to voice personal stories around periods

## Desired Outcomes

- Students grow more aware of the menstrual cycle
- Improve menstruation preparedness of young girls
- Raising awareness and empathy towards the issue of period poverty
- Adoption of scientific temperament and breaking away from age-old myths and taboos
- Development of menstruation positive attitudes

## The proposed interventions

### Establish

1

#### April - May

Forming a team consisting of 30 students from grades 9-12 who will be appointed as student ambassadors and core team members. The team will also include teacher facilitators, motivated parents, a doctor and the school health staff.

Establishing a sanitary napkins bank.

Announcing competitions on the project themes that will take the form of poster making, infographics, declamations etc.

#### May - June

Creating content for awareness and knowledge sessions in school.

### Engage

2

#### July

Commencing Khul Ke Bol competitions.

Conduction awareness sessions facilitated by experts.

Putting up posters in the girls' washrooms.

Stocking the library with fun, accessible literature on menstruation such as the Mentrupedia comic.

### Call to Action

3

#### August

Gathering pads and materials for the NGO Goonj and the aided school - Dhanaura, Bagpat, Uttar Pradesh.

Inviting submissions to e-journal on menstrual health narratives and releasing the journal.



## Meet The Changemakers



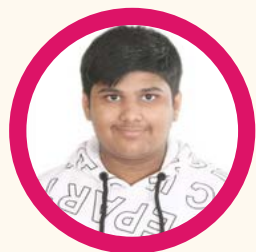
### **ADITI JOSHI**

Aditi loves to dance, write poetry, and journal, while also having a passion for photography. Witnessing the injustices faced by women and feeling compelled to take action, the opportunity to be a part of Khul Ke Bol provided a sense of purpose and excitement.



### **SAKSHI SINGH**

A grade 9 student, Sakshi was motivated to work on the Khul Ke Bol project after realizing that menstruation was considered a taboo topic in her society. She suggested the theme to her teachers and team members and it was eventually chosen for the incubator project.



### **KESHAV AGGARWAL**

Keshav has interests in math competitions, science projects, and environmental work. He was motivated to work on this project after learning about difficulties surrounding menstruation and felt the need to promote equality.



### **ANANYA VISHWAKARMA**

Ananya is interested in volunteering for social activities, dabbling in various art forms, and listening to music. Her motivation to work on this project stems from the realization that period poverty can lead to the loss of school days and schooling altogether for some.

## Meet The Changemakers



### **LEEZA ABSAR**

Leeza, with interests in singing, literature, fashion, and Urdu poetry, is motivated to work towards addressing issues covering menstruation. She feels grateful for the reflection exercises provided by her school and the Equality Clubs that paved the way for her involvement.



### **AKSHITA PUROHIT**

Akshita Purohit, with interests in acting and literary events, is motivated to work on project Khul Ke Bol through the Equality Clubs, which included reflections on economic inequality.



### **TANVI SINGH**

Tanvi was struck by the importance of addressing the issues surrounding menstruation during group discussions. Excited to be part of the Khul Ke Bol team, she looks forward to making a positive impact as a change-maker.



### **DIYA PRILL**

Diya, interested in travel, and dance, aims to normalize periods in her surroundings, where it's often considered impure. With guidance from experts, she's gaining leadership skills and focusing on making a positive difference in the lives of girls and women.

## Project Guide



### **SONIA BHATIA**

Ms Sonia's constant guidance and mentorship were pivotal to her students in conceptualizing this project. She feels that young minds have a fresh perspective to age-old issues. The problems of social inequalities make them more responsible and channel their energies, resulting in their holistic development. This approach instills the early values of citizenship and lays the foundation for stronger communities.



## About National Victor Public School

### **PRINCIPAL - MRS. VEENA MISHRA**

At National Victor Public School, they strive to provide invigorating learning experiences for the growth of their students. The incubator has been one such poignant experience which resonates with its aspirations. The incubator made the students probe into the inequalities pertaining to menstruation. During this process, they learned to mitigate conflicts, be assertive, and manage time as they strived to meet the deadlines.

# Health for the Ones Without Wealth

*Proposed by the students of Sanskriti The Gurukul, Guwahati, the project seeks to bridge the gaps in access to medicines and medical care for residents of 2 villages in Assam - Pamohi and Garbhanga - through medical drives, with an added focus on women's health.*

*Project participants:  
Residents of target villages*

*Location: Pamohi and Garbhanga, Assam*

”

In many villages, pads are buried or burned and are seen as a source of embarrassment. For the betterment of all, we wish to change this thinking. With the support of female volunteers, we will demonstrate that using pads is nothing to be ashamed of and that they may be disposed of in a respectful manner. - Team HOWW

“



# The proposed interventions



April

## Partnerships, Surveys, Team Building

- Partnership with NGO (Shiksha Amrit) to support with initiating awareness campaigns, and onboarding doctors and nurses for the project.
- Conducting a survey of the villages to help gauge the exact medications needed and the status of healthcare.
- Reach out to volunteers.



May

## Execution

- Organising medical camps and supplying medicines. Doctors and nurses will play a key role.
- Announcing about the upcoming camps.
- Giving free sanitizers and sanitary pads.

The initiative will take place in the villages of Pamohi and Garbhanga which are within a 10-15 km radius of the school, Sanskriti The Gurukul, Guwahati. While many organizations provide excellent medical care to the underprivileged, Project Health for the Ones Without Wealth seeks to bridge the gaps that still persist.

The team has partnered with the NGO Shiksha Amrit to make medical facilities easily accessible to people in need. Additionally, the NGO will also support the project through awareness campaigns on healthy living (hygiene, demerits of the consumption of tobacco, alcohol and drugs, etc). Menstrual health and the destigmatization of periods are an added focus area of the project.



## Meet The Changemakers



### **NAITIK AGARWAL - TEAM LEADER**

Naitik is interested in science and technology. He is motivated to support those who suffer from diseases and are unable to access timely medical care.



### **KHUSHAL BAFNA - DEPUTY TEAM LEADER**

Khushal is interested in sports and poetry. He is motivated to work towards the goal of the project owing to seeing the difficulties of those known to him in getting affordable healthcare.



### **YADUVIR PODDAR**

Yaduvir is interested in art and crafts and was motivated by a video shown in school by Priyanka ma'am and Jayashree ma'am. He took the initiative to form a group and work on the problem.



### **GYANAM BORAH**

Gyanam is interested in sports and team activities. Motivated to help people in need of care and make a difference in society by helping the those less fortunate.



### **PRACHITA SONI**

Prachita is interested in cultural activities. Motivated by her parents' contribution to people in need and good samaritans in her neighbourhood.

## Meet The Changemakers



### **KRITIKA SETHIA**

Kritika is interested in music and sports. Inspired to work on the project due to her brother who works for society in the field of health.



### **VIOLINA BHARDWAJ**

Violina is interested in dancing and singing. Motivated to offer medical resources to those near her locality who are suffering from diseases but don't have the means to seek care,



### **YASHIKA HUSSAIN**

Yashika is interested in art and photography. Motivated to work on the project due to the lack of access to healthcare facilities that many still face today.

## Project Guide



### **JAYASHREE BORTHAKUR**

Jayashree feels that Incubator has been an enriching experience for both students and mentors. The extensive planning and organizational efforts were fruitful as their project made it to the top 6. The students worked hard during their final evaluation, and it was heartwarming to see them work towards a genuine cause.



### **PRIYANKA BORA**

Priyanka believes that awareness of social inequalities begins in childhood. By being harbingers of change, we can equip young adults with awareness of the underlying causes of the disparities around us and work towards building a better social environment.



## **Sanskriti The Gurukul**

### **PRINCIPAL: MR SANJAY PURKAYASTHA**

Sanskriti The Gurukul's vision is to provide for its students' futures by achieving excellence in education through leadership, character building and community partnership. This aligns perfectly with that of the Incubator program as the bigger goal is to promote young citizens as leaders who are socially aware and driven to make a meaningful change in the world around them.



# **Get to Know YLAC & its Partner Organisations**

## Meet the Founders of YLAC



**ROHIT KUMAR**

Alumnus of Harvard Kennedy School of Government and IIT Bombay, Rohit served as the Head of Policy and Research at the office of Mr. Baijayant Panda, Member of Parliament (MP) in Lok Sabha. Before shifting to policy, he was a strategy consultant with the Boston Consulting Group (BCG) at their Mumbai office. He is a 2013 IPRYL (India-Pakistan Regional Young Leaders Initiative) fellow with the Asia Society.



**APARAJITA BHARTI**

With a Master of Public Policy (MPP) from Oxford University, Aparajita served as Manager, Corporate Affairs and Communications at Snapdeal. She previously worked as a Legislative Assistant to Mr. N.K. Singh, MP (Rajya Sabha). In her undergraduate years, she was instrumental in starting 'Manthan' – an annual congregation of street theatre societies to spread social awareness across India. She is a World Economic Forum Global Shaper from the Delhi hub.



## Meet The YLAC Team



### **SHIPRA BADUNI - MANAGER, CITIZEN ENGAGEMENT**

Shipra is an alumna of the Tata Institute of Social Sciences, Mumbai. With a Master's degree in social work, her specialization is women-centred practices. She has extensive grassroots experience working with rural youth on education projects and believes in bringing a gendered lens to any work she pursues.



### **ISHA MATHUR - SENIOR OFFICER, PROGRAMS**

Isha (she/her) holds an MA in Philosophy with a focus on Feminist and Political Philosophy from the University of British Columbia. She has worked on feminist politics, civic education, and social movements, with a research interest in exploring alternative forms of justice to address gender-based violence and carceral systems.



### **PRIYANK BADOLA – CONSULTANT, PROGRAMS**

Priyank completed his MSc in Outdoor Education from the Moray House School of Education at the University of Edinburgh. He worked with school and college students in the non-formal education sector by leading multi-day backpacking trips and teaching them about landscape, ecology, and environmental education while supporting their personal-social development.

## Meet The YLAC Team



### **VENIKA MENON – SENIOR OFFICER, PROGRAMS**

Venika graduated from Sarah Lawrence College in New York, where she studied public policy and served as the Senior Class President on the Board of Trustees. Having worked in four countries – US, France, Ghana, and India – she has built an expansive skillset that includes research, account management, project implementation, fundraising, communications, etc.



### **RITIKA ANIL – OFFICER, PROGRAMS**

Ritika is an alumna of Vellore Institute of Technology. Her interest in policymaking led her to be a Policy in Action Fellow with YLAC. Ritika is keen on developing pedagogies that close the gaps left by traditional education systems. She wishes to learn to design curricula that place learners at the centre while helping them recognize their agency as young individuals and as citizens.



### **GUNJAN PERIWAL – ASSOCIATE, PROGRAMS**

Gunjan (she/her) earned a major in International Relations and a minor in History from the Symbiosis School for Liberal Arts. She takes an interdisciplinary approach to research and design thinking. Gunjan has interned with organizations such as U&I and Citizens for Public Leadership, solidifying her interest in civic engagement and advocacy..

## Meet The YLAC Team



### **HITHA SANGHI – ASSOCIATE, PROGRAMS**

Hitha holds a B.A. in Psychology from Delhi University's Jesus and Mary College and an M.Sc. in Psychology of Economic Life from the London School of Economics, University of London. Her background in psychology and proficiency in project development and research (mixed methods) enabled her to work across various social development sectors, including mental health, digital literacy, and prison reforms.



### **NIDHI KINHAL – ASSOCIATE, PROGRAMS**

Nidhi has an MA in Sociology from Jawaharlal Nehru University and prior academic training in anthropology, sociology, and philosophy from Ashoka University. She has gained experience in communications, network building, qualitative research, writing, and event organizing while working with independent feminist consultants and organizations such as Solidarity Foundation, Maraa - a media and arts collective, and Menstrupedia.



### **ANUSHKA SINGH - INTERN, COMMUNICATIONS AND OUTREACH**

Currently pursuing Economics Honours from Kamala Nehru College, DU, Anushka is a WHO changemaker and a UNESCO-certified Master Trainer in building Socio-Economic Competencies. She also runs a feminist community organization under the UNF initiative - Girl Up Ikhtiyar which has previously worked with Afghanistani refugee women, homeless women and underprivileged children.

# Meet the Partner Organisations

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AAWAAZ

Aawaaz was launched as an independent organisation in the summer of 2015 with a simple aim: “make quality academic and non-academic learning opportunities accessible to all.” Aawaaz continues to move towards its vision of making quality learning opportunities a reality for all students. To know more about their work, visit their website: [www.aawaaz.com](http://www.aawaaz.com)



BEWAJAH

Bewajah creates & implements youth-centric programs and content rooted in arts, democratic values and empathetic action. Inspiring young people in a movement to end discrimination by launching and facilitating OEC across schools in Uttar Pradesh is a powerful pursuit for Bewajah. To know more about their work, visit [www.bewajah.in](http://www.bewajah.in)



HADH ANHAD

Had Anhad believes in the model of the 5th space - a non-judgemental space where everyone and every opinion is welcome. The organisation talks about and practices equality within its workplaces and believes this is the point at which Had-Anhad and Equality Clubs' values align. To know more about their work, visit their website: [www.anhadpravah.com](http://www.anhadpravah.com)



PEOPLE FOR CHANGE

People For Change focuses on working to uplift marginalised communities. Its work majorly engages young people and adolescents in experiential learning and imparts critical life skills. Equality Clubs' values and goals have helped the organisation establish these learnings. To know more about their work, visit their website: [www.peopleforchange.co.in](http://www.peopleforchange.co.in)

# Meet the Partner Organisations

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EMPOWER-  
ED

Empower-ed creates resources and opportunities to help students understand and improve the world around them. They strongly believe that the Equality Clubs are a beautiful way to get students to think about the factors that determine their place in the world and recognise the various kinds of inequalities in society. To know more about their work, visit their website: [www.vianewsdidi.com](http://www.vianewsdidi.com)



THOUGHT  
PROJECT

A fundamental aspect of the methodology at TP is to create spaces where participants transition from passive to active citizens and deconstruct their experiences, to understand their own politics and engage in self-reflection. This skill of questioning our habituated ways of thinking and perceiving is something that resonates strongly with the methodology of Equality Clubs. To know more about their work, visit their Instagram page:

[www.instagram.com/thoughtproject.in/?utm\\_medium=copy\\_link](https://www.instagram.com/thoughtproject.in/?utm_medium=copy_link)



RUBAROO

Rubaroo's mission is to create a platform which is a safe and inclusive space for young people to access opportunities for learning and self-development. These are also the values and goals that they believe the Equality Clubs talk about and advocate for. To know more about their work, visit their website: [www.anhadpravah.com](http://www.anhadpravah.com)





We would like to thank the core team for their efforts towards consolidating the report. We would also like to give special thanks to Ritika Anil and Anushka Singh for their contribution towards the design and coordination of the report. The report is Vol. 01 and we sincerely hope we are able to sustain the impact and come out with consecutive volumes.

## Contact

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