

ANNUAL REPORT

2021-2022



nirantar trust
A Centre for Gender and Education



Like much of the world, the COVID pandemic impacted Nirantar's work in many ways. We were compelled to go online to support the communities we were working with. In this difficult year, while we derived strength from the resilience of these communities, we also received immense support from our donors, board members, friends and well-wishers. Our team members continued the relief work, keeping up spirits even as most of us battled health crises in our homes. Soon enough, true to our name, we bounced back to revisualise our work and its expansion, given the contemporary discourse and its demands.

Nirantar's online think tank, The Third Eye responded to the COVID crisis through its excellently-curated and well-timed Public Health edition which did the hard work of articulating feminist futures and possibilities of public health. The edition did a deep dive into successful community-led models of healthcare from across the country, issues of mental health, disability, and gender-based violence from a public health perspective and investigated the realities of medical debt and private health insurance.

In the past year, we have also moved towards consolidating our PACE programme and revisualising its scale-up through a hybrid digitised curriculum model. Our work on Applied Digital Literacy for women has expanded to new geographies with new centres being opened in Bihar. We are also in the process of consolidating and expanding our work with women's and young girls' grassroots collectives in Bihar and Assam.

All this and more would not have been possible without a dedicated and dynamic team that believes in the feminist principles of working and struggling together. We have a lot to reflect upon to improve our future work and we are confident of doing so with our positive and forward-looking allies who believe in our work and vision. Thank you is too small an expression for the gratitude we feel for this collective strength.

I am pleased to share Nirantar Trust's Annual Report (2021-2022) as an opportunity for you to engage with our work.

In solidarity,
Archana Dwivedi
Executive Director, Nirantar



A NOTE FROM OUR DIRECTOR

OUR VISION

Education is a **feminist** issue.

Nirantar works with feminist pedagogy and practices to develop collective knowledge and resources about the lives of girls and women in India. We make direct field interventions, build capacities, develop feminist leadership, create educational resources, and conduct research that is deeply rooted in the lives of marginalised girls and women. Nirantar has been actively involved with the women's movement since its inception in 1993.



democratise access to power through education, especially for marginalised girls and women in India

build feminist leadership through educational interventions



explore and engage with content and pedagogy from a feminist perspective

Developing feminist pedagogy and practices to democratise knowledge and empower girls and women

Feminist approaches developed for literacy and education

Curriculum and pedagogy in the form of AppDiL, PACE, Tarang

Strengthening grassroots collectives of women and girls

Training and capacity building of over 200 CSOs



Structured learning spaces created for out-of-school girls, non-literate and semi-literate women

Discourse building using a positive and political approach to gender and sexuality

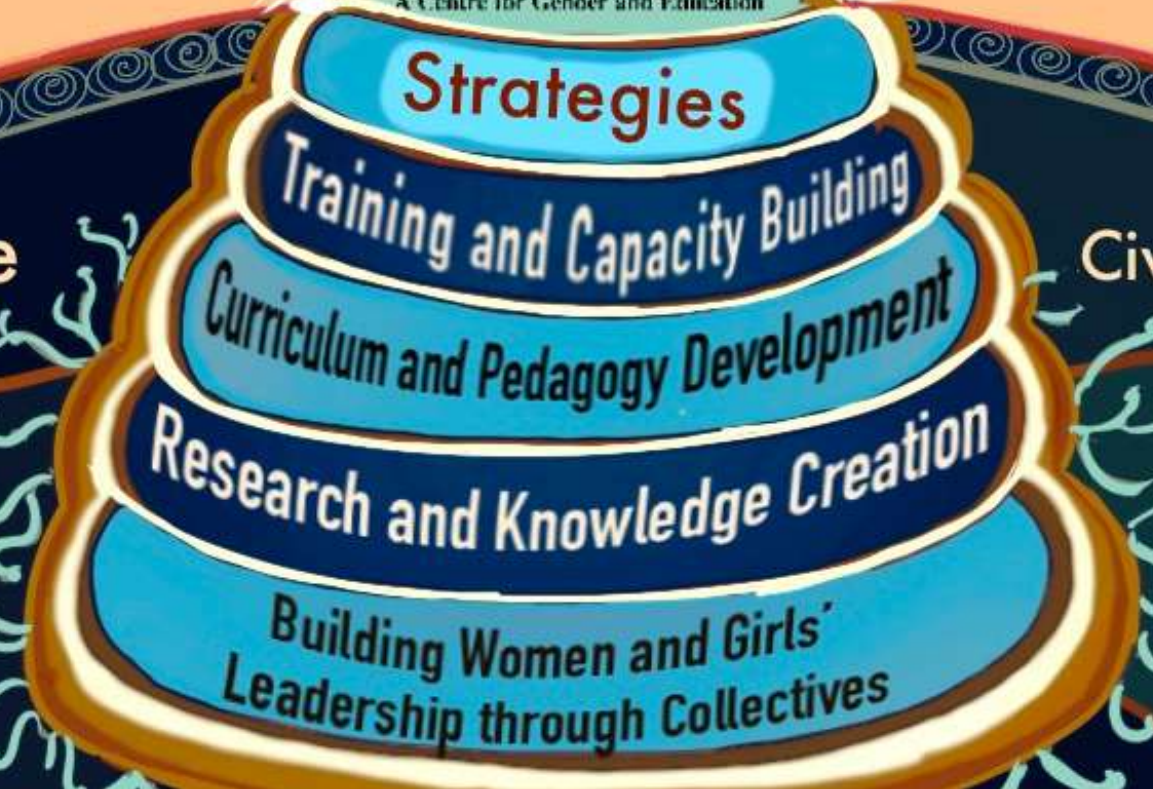
Creation of knowledge resources on work, public health, cities, livelihood and masculinities

State

Civil Society

Education Systems

Structures of caste, class, gender, religion



YOUNG PEOPLE'S EDUCATION (YPE)

There is a lack of empowering educational opportunities for the young population, especially never-enrolled and dropout girls from marginalised communities. The majority of girls who drop out early from education are denied all kinds of training, learning or employment opportunities. With the COVID pandemic, this vulnerability has heightened multifold.

Our interventions with young people in urban resettlement areas are as follows:

- a) Parvaaz Adolescents Centre for Education (PACE) in Delhi & Uttar Pradesh for 15-20-year old out-of-school girls
- b) Tarang centres in Delhi for 10-14-year-old out-of-school girls and boys

ACTIVITIES

1

Curriculum Digitisation

We started digitising the PACE curriculum to create a hybrid learning model with the active participation of PACE teachers and learners.



Fig 1: Cover images of the PACE curriculum on History and Civics, Body, Science and Resources.

2

Enabling PACE Alumni

Through PACE, we have been able to empower young girls in exercising agency and using the skills learnt from the programme in their lives. Learners routinely share recordings of videos, share photos of their communities and send audio recordings on various issues.

3

Mental Health

We focused on integrating mental health and well-being into our work. We held several capacity-building sessions on mental health that have been incorporated into our curriculum and pedagogy.

4

Thematic Walk Module

We created a thematic walk module to enable young people to conduct walks in their neighbourhoods. We also conducted online thematic walks for our PACE alumni as part of this effort.

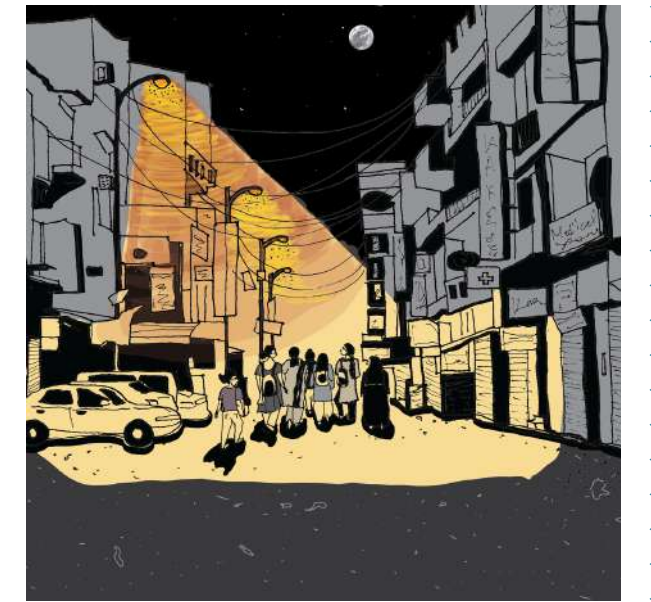


Fig 2: A still from our Thematic Walk Module.

5

Jeevat Pilot Project

The pilot cycle of the Jeevat Project brought together 30 young women, trans and non-binary people working in different communities and studying in universities to produce knowledge on issues of gender and sexuality.



Fig 3: A word map showing the range of topics covered by our Jeevat Project participants.

6

Outreach

The YPE team has been facilitating interactions between PACE alumni and a group of journalists from the New York Times for a feature to understand the larger impact of the COVID pandemic on the lives of girls from marginalised communities.

7

Yuva, Yaunikta aur Adhikaar (YYA)

In 2021, the YPE team anchored the YYA Course which explored issues of gender and sexuality and their linkages with patriarchy, disability, technology, marriage, young people and other contemporary realities.

8

Relief Work

We reached 795 families through our relief work in Wazirpur's J.J. Colony with the help of our partner organisation People's Action for Change and Empowerment (PACE).



Fig 4: A still from our Yuva, Yaunikta aur Adhikaar Course.



Fig 5: One of our PACE girls engrossed in relief efforts.

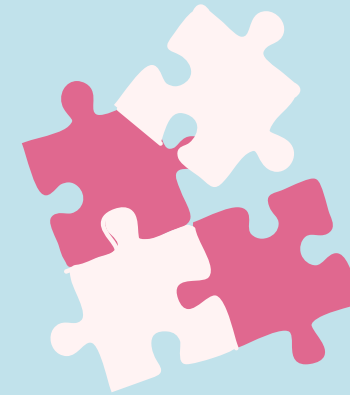
NEW DIRECTIONS



We have kickstarted a “Gender Mapping Study” of schools in 8 districts of Bihar. Through this, we hope to initiate a dialogue on gender equality in schools and influence both policy and pedagogy.



We're planning the geographical expansion of the YPE programme through new learning centres in Haryana, Jharkhand, and Delhi NCR.



After conducting Facilitation Through Play (FTP) workshops online for a year, our first offline workshop will be held in April 2022. We plan to continue FTP as an institutional course by combining it with Nirantar’s flagship course Yuva Yaunikta aur Adhikaar (YYA) to form a comprehensive module.



We will be piloting our hybrid learning centres and digital PACE curriculum with school-going girls.



पीपल STORIES

9-year old Pinky moved with her mother and younger sister to Delhi's Wazirpur J.J Colony from UP after her father and older brother's death. While she used to go to school in UP, due to a lack of required documents, she was unable to enrol in a new school here. One day while playing, she suffered a serious injury and eventually lost one of her legs. Demoralised, she refused to step out of the house thereafter.

In 2020, we opened two Tarang centres in Wazirpur's J.J colony. When Pinky's younger brother started going to the centre every day, Pinky felt brave enough to do the same. At first, she mostly kept to herself. She feared that once others got to know about her disability, they would stop being friends with her. She was also afraid to share her thoughts in front of everyone.

In a broadsheet-making session, we asked everyone what they liked and didn't like about their locality. Pinky remained quiet for most of the session. Later she whispered to the facilitator that she didn't like how others in the community stared at her. Studying with other children gradually changed this and helped her realise that they didn't really care whether she was 'different'. They just wanted to be friends with her.

Pinky has shown tremendous growth in her self-confidence and strength. During the first few months, she did not dare to come to the centre alone, but now she is able to. She even has long conversations with others. It seems that Pinky has found her space at the centre.

12-year-old Aayush, also a resident of Wazirpur's J.J colony, has been coming to the centre regularly since it first opened in January 2020. His father is a private safai karamchari and his mother is a homemaker. Their family lives in the area next to the nala (drain) designated for the Balmiki community, and they struggle with extreme poverty. Before coming to the centre, he used to spend all his time playing and roaming around with his friends. They often used to get into fights with each other.

Aayush likes coming to the centre. At the beginning of the course, he could not read or write at all. Now he has acquired basic literacy and numeracy skills. He also likes playing games with everyone. He particularly enjoys reading story books and diving deep into the characters. Unlike his old friends, he finds all the boys in the centre nice and spends time with them. Even though they do have arguments every now and then, his relationship with the other learners is quite amicable. His parents also like that he comes to the centre every day.

Aayush has found a safe space in the centre and confidantes in his didis. Whenever there is a fight at home or when someone beats him, he finds it easy and comforting to share it with the teacher and mobiliser. As he grows, the burden to contribute to the household income will increase and so will the need for a support system. The learning centre will continue to hold this space for him in this journey.

WOMEN'S EDUCATION AND EMPOWERMENT (WEE)

Digital literacy has become a prerequisite for marginalised communities to access their rights and entitlements. This reality became even more stark during the COVID-19 pandemic, when basics like ration, pensions, subsidies, etc, became inaccessible to those who lacked digital skills.

Our field experiences inform us that even when women possess some level of literacy, they find it difficult to learn and use mobile phones and participate in digital spaces. Our Applied Digital Literacy (AppDiL) programme responds to this reality by demystifying the digital medium for non-, neo- and semi-literate women by integrating it with literacy competencies. We envisage digital literacy as a catalyst for better livelihoods, and for an enabling environment where women can become empowered digital citizens.

ACTIVITIES

1

Research

With support from ASPBAE, we conducted an action research to explore and understand the opportunities and challenges created by digital literacy in the lives of marginalised women and young girls in rural communities. A draft of this research report was shared with the team.

2

AppDiL in Bihar

In November 2021, we initiated our AppDiL programme for semi-literate women in 25 villages of Gaya, Rohtas and Kaimur districts of Bihar. The 3-month programme ran from December 2021 to February 2022 wherein the literacy skills and digital literacy skills of learners were strengthened and developed. In March 2022, we consolidated and reviewed this first phase of AppDiL and began mobilisation drives for the second phase in another 25 villages—9 in Gaya, 8 in Rohtas and 8 in Kaimur.

3

Perspective Building

To build teachers' perspective on gender and pedagogy in adult education, we organised two consecutive training sessions in November and December 2021.

4

Consolidation of AppDiL in U.P

In August 2021, we consolidated our AppDiL programme for non-literate women in Pratapgarh, UP and shared the learnings and impact with partner organisations.

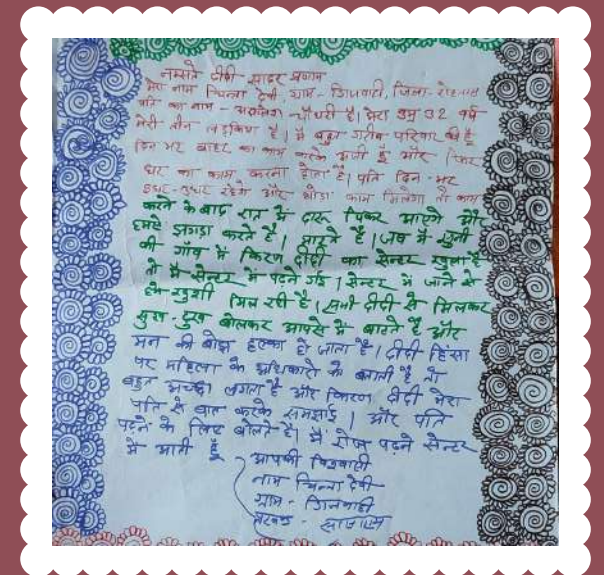


Fig 6: A learner from our AppDiL centre shares her experience of gender based violence



Fig 7: Language, numeracy and digital pedagogy training session being held at an AppDiL Centre in Bihar.

PUBLICATIONS

Series - साक्षरता से डिजिटल की ओर

During the first wave of the COVID-19 pandemic in India, women from our AppDiL programme utilised their literacy skills to share their thoughts on technology and leisure, for dispelling rumours, countering misinformation, and for seeking information. These women wrote letters to us and based on our conversations with them, we converted these letters into a video series titled "साक्षरता से डिजिटल की ओर (From Literacy to the Digital)".



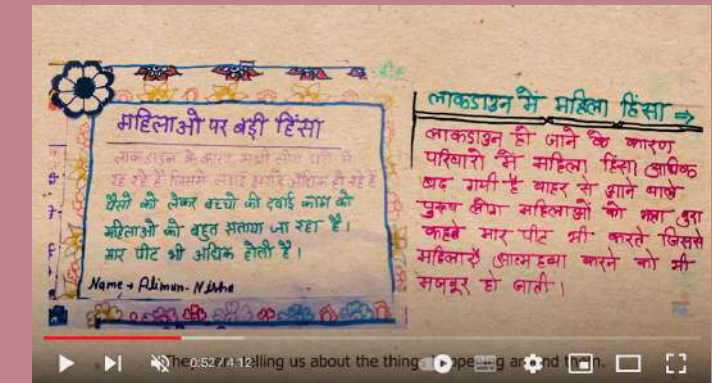
साक्षरता से डिजिटल की ओर | भाग १: अफवाह और अंधविश्वास



साक्षरता से डिजिटल की ओर | भाग २: आजीविका



साक्षरता से डिजिटल की ओर | भाग ३: स्वास्थ्य



साक्षरता से डिजिटल की ओर | भाग ४: हिंसा



साक्षरता से डिजिटल की ओर | भाग ५: मनोरंजन

IMPACT

Our AppDiL programme in Pratapgarh helped in building the competencies of women in operating digital devices. It also instilled the confidence in them to own mobile phones.

89%

increase in women's ability to use a phone

94%

increase in women's ability to use a pregnancy kit

70%

increase in women's ability to use a calculator

194

women bought mobile phones.



NEW DIRECTIONS



The AppDiL programme has shown that after women are digitally literate, they become owners of their work. This has led us to think and work towards building linkages of literacy and digital literacy with women's livelihoods. We plan to amplify our dissemination work to talk about AppDiL and its positive impact on livelihoods. We hope to build connections with stakeholders and CSOs in the livelihoods sector and explore synergies in our work.



पीपलSTORIES

क उ

Munni, 28, a resident of Kaimur, always wanted to study. However, poor economic conditions and the responsibility of taking care of two children compelled her to drop out of school. When Munni discovered the AppDiL Literacy Centre, she immediately enrolled herself.

Munni's husband, Tulsiram, did not like her visits to the centre. When Munni continued coming to centre despite his objection, he would beat her. Munni did not reveal any of this to the teachers at the centre.

One day, in a discussion around gender-based violence at home, Munni shared her experience of violence at the hands of her husband. He had thrown her out of the house and locked the door from the inside. Hearing this, the centre teachers flocked to Munni's house and threatened to call the police if her husband didn't open the door. Seeing a huge crowd outside the house, he relented. As a result of everyone's persuasion, he promised that he would not ask her to stop going to the centre. From then on, Munni comes to the centre freely. She says that the literacy centre has changed her relationship with her husband—he now values her more and that has changed her life.

आ औ

Soni is a teacher at one of the literacy centres at Kaimur. Belonging to the Koiri caste (classified as Scheduled Caste), Soni's grew up in acute poverty, in a family with eight siblings. Soni's family could barely afford one meal. She hoped that her economic situation would improve after she got married. However, her husband's mental disability and an accident where he suffered a broken leg, left Soni as the sole breadwinner of the family.

When the government started its flagship Mahila Samakhya programme, Soni joined it. With the money earned through the programme, she continued her studies and completed her B.A. However, when the government shut down the programme, she found herself jobless and in financial distress.

But, with the arrival of the AppDiL programme in Kaimur, Soni found the opportunity to become a teacher within the programme. Although Soni routinely faces abuse from her father-in-law (who does not like that she works), Soni continues to teach women digital literacy through her smartphone. She believes that no matter how hard society tries to put restrictions on her mobility and desires, she will continue to resist them. Working as a teacher has given Soni the courage and the confidence to challenge her father-in-law and other relatives.

For her, the centre is a space where women share not only their pain, but also moments of happiness. She enjoys what she does as it gives her the opportunity to connect with other women.

LEARNING RESOURCE CENTRE (LRC)

The Learning Resource Centre (LRC) is committed to building perspectives, capacities and knowledge around issues of gender and sexuality, in ways that are simple but not simplistic. We believe in the transformative potential of enabling people and institutions to access learning opportunities and building their critical perspectives toward equity and inclusion.

We work with a wide range of organisations, institutions and stakeholders, both in India and South Asia, with the commitment to strengthen the lens of gender and sexuality within their perspectives, programmes, practices, content and curricula. We undertake this by implementing learning interventions, including training sessions, workshops and institutional courses.

LRC also develops training materials and knowledge products, especially in Hindi, that introduce crucial concepts related to gender and sexuality in creative, conversational and non-threatening ways.

ACTIVITIES

1

Collaborations

Over the past year, LRC has been working extensively with CSR organisations and INGOs to support them in incorporating a gender and sexuality lens within their programmes, institutional mandates and policies. This includes capacity building and support to map their work from a gender lens.

2

Institutional Courses

In 2021, LRC launched “Sexuality: Looking in, Looking out”—a course that recognises and explores the non-binary messiness of sexuality. We launched Nirantar’s annual course “Yuva, Yaunikta and Adhikaar” for grassroots-level practitioners who work on sexuality with young people, digitally for the first time.

4

Events

We co-hosted a global online event with ICRW and MenEngage Alliance on developing a feminist framework to work on Masculinities. We also facilitated an online session at “Reframe”, a pan-Asian summit on GBV and sexuality.

3

Research

LRC is committed to conducting research on issues from a lens of gender and sexuality. In the recent past, we have been involved in conducting research that looks at masculinities and non-traditional livelihoods to unpack certain neat assumptions about these issues.

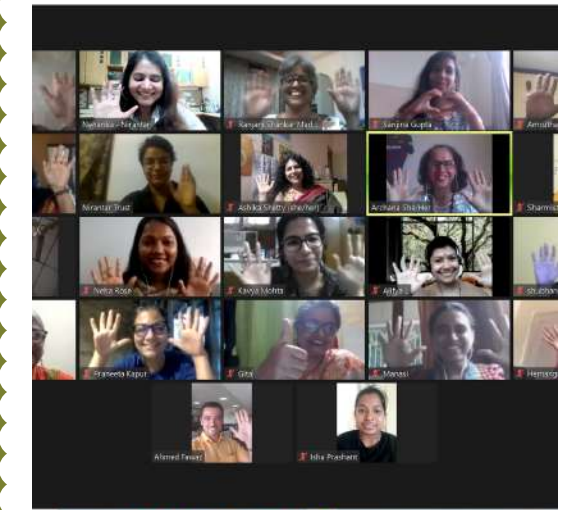


Fig 8: Snapshot from Nirantar's Sexuality course "Looking In Looking 'Out'".



Fig 9: Poster for the "Reframe" event.

5

Launch of Stree Shiksha Series

In 2021, we began an audio-visual research project to document the history of women's education in India. One of its kind, this project has been visualised, conceptualised and implemented in Hindi, to bring out the work of women writers, saints, poets, rulers and social reformers from a lens of education.



तेहास पर एक नज़र (छठी सदी ई.पू.-१२वीं सदी) | Women's
:-12 CE)

Fig 10: A still from the first video in the Stree Shiksha Series. Click to watch.

6

Review of UNICEF's Educational Portals

Nirantar undertook a detailed gender and diversity review of UNICEF's learning management system (LSM), "UniLearn", and its career counselling portal.

7

Gender Analysis of NCERT Curricula

In 2021, in partnership with Non-traditional Livelihood Network (NTLN), Nirantar began a study to analyse NCERT curricula and textbooks of vocational education, that are currently being implemented in government schools.

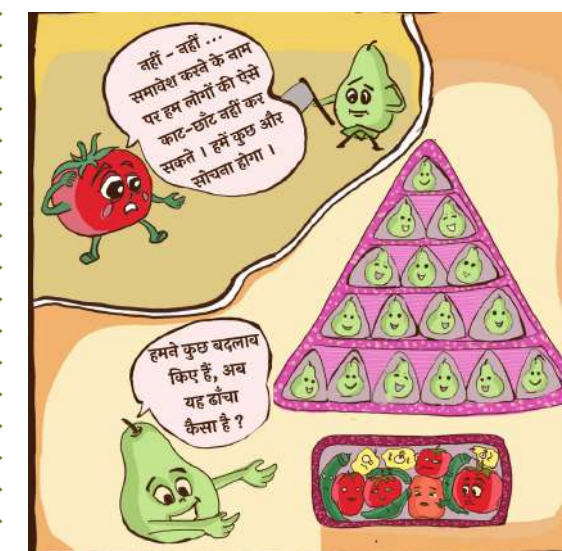


Fig 11: A still from our comic "Towards Inclusion" in the Gender, Work and Inclusion Toolkit.

8

Gender, Work and Inclusion Toolkit

We developed a multimedia gender, work and inclusion toolkit in Hindi, which has 5 modules, including films, comic books and audio-visual explainers. The toolkit has been created for young people from urban-poor and peri-urban backgrounds, as well as for facilitators, educators and trainers who work with them.

IMPACT

1200

individuals reached
through training on gender,
sexuality and education

150

organisations
trained

16

states

8

multimedia
resources

NEW DIRECTIONS



Through our course “Sexuality: Looking in, Looking out” we want to bring about a paradigmatic shift in how sexuality is understood to create discourse-level interventions in India as well as South Asia.



In partnership with HCL Foundation, Nirantar will produce a set of learning materials in Hindi for children between the ages of 3–6 from urban-poor backgrounds. These learning materials will be developed from a lens of gender, disability and neurodivergence.



पीपल SPEAK

For a very long time, whatever learning processes I have undergone, it has always been for a professional purpose. But LILO has helped me in linking my learnings with my own life experiences. My daughter would also encourage me to attend the classes because, after every class, I would be able to have a very intimate conversation with her. Now we share a friendship which is beyond our mother-daughter relationship."

**Participant,
"Sexuality: Looking in, Looking out" 2021**

I really enjoyed dressing up for the course activities. Interestingly, on multiple occasions I dressed-up as masculine characters even though we weren't asked to and I felt very comfortable doing that. Another high point for me in the course was when I finally let the name of the course sink. I started to really "look in" and "look out". This switch happened during the classes on psyche, and I really took a lot of pleasure in that. The course was very well-designed and it felt like I was part of a journey.

**Participant,
"Sexuality: Looking in, Looking out" 2021**



STRENGTHENING GRASSROOTS COLLECTIVES (SGC)

Much of Nirantar's work on feminist leadership and institutional strengthening has been with the Mahila Samakhya federations. Nirantar has contributed significantly to building feminist leadership in the federations, and worked closely to conceptualise and replicate the Mahila Shikshan Kendras (MSK)—residential learning centres for out-of-school girls.

After the government's withdrawal of support to the federations, Nirantar decided to intervene and help build strategic alliances with different stakeholders.

Starting with 3 federations in Gaya, Muzaffarpur and Rohtas in 2017, Nirantar currently works with 7 federations from as many districts to amplify voices of rural women and support them in acting against gender-based violence and discrimination.

ACTIVITIES

1

Building Capacities

The Covid-19 pandemic left a devastating impact on landless communities, daily wage earners, single, old and disabled women, and school-going girls. We reached out to these women and girls to enable them to access social security schemes and government benefits.

2

Relief Work

During the first six months, our work involved responding to the humanitarian crisis triggered by the second wave of COVID-19. We distributed relief material including ration kits, PPE Kits and medical equipment to more than 6,000 families.

3

Delaying Early and Forced Marriages

We have created alternative learning spaces for young girls that offer them an opportunity to continue their education instead of being married off by their families.

4

Increased Community Participation

Several Gram Panchayat presidents and ward members provided Panchayat buildings, schools, MGNREGA buildings and other public spaces for running Ummeed centres—offline learning centres for girls enrolled in Class 10 and 12. This change in the attitude of local political leadership is a result of the leadership women's collectives demonstrated during the pandemic.



Fig 12: Girls from Ummeed Kendra display their letter writing skills.



Fig 13: Teaching and learning session in an Ummeed Kendra.

IMPACT

6000+

families given relief materials

5000+

women benefitted from social schemes and entitlements

4300

girls mobilised in Kishori Manch

595

girls enrolled in Ummeed Centres

389

cases of GBV dealt with

400+

school-going girls awarded scholarships

NEW DIRECTIONS



Nari Adalats became popular among the community during the pandemic-induced lockdowns. We have decided to develop prototypes and replicate the Nari Adalat model in Assam and Telangana. The Bihar women's collectives and Nirantar will provide technical support to ensure successful replication.



We have involved local women lawyers on part-time legal retainers with Nari Adalats to expand the bandwidth of intervention of the Nari Adalats. This will allow Nari Adalats to negotiate effectively with the accused and the system in cases which are of a complex nature.



पीपल STORIES

Rinku is a Dalit woman in her early twenties and a mother to a 2-year-old daughter who lives in the Sheohar district of Bihar. Married at 18, Rinku's in-laws kept demanding more dowry from her. Her husband was not supportive either. Moreover, he was in an extra-marital relationship. Unable to deal with the humiliation and harassment, within two years of the marriage, Rinku decided to leave her husband. However, despite leaving, Rinku continued to feel unsettled by the treatment she was subjected to. She finally decided to approach Nari Adalat to report a case against her in-laws. With Nari Adalat's help, Rinku received her dowry money back as well as a compensation of Rs. 80,000 for the mental and emotional harassment she had endured.

Rinku has now remarried and lives peacefully with her 2-year-old daughter and her second husband. Rinku notes how her visit to Nari Adalat was "a turning point" in her life.



पीपल STORIES

The Kishori Manch gives me what I don't get in the schools. Here I can freely talk to the Didi about many things which I don't even share with the women in my family. Such platforms should be formed in all the schools where boys and girls together discuss issues that are not discussed in classrooms

Khushboo, Kishori Manch Member, Bihar

My husband used to beat me for no fault of mine. I had accepted marital violence as my destiny, but the rally by Nari Adalat members in our village was a turning point in my life. The support I received from the Nari Adalat not only provided me with the courage to say no to the violence I was being subjected to, but I am an agent of change for many women now.

Sangita, Community Mobiliser, Bihar

THE THIRD EYE (TTE)



The Third Eye is a feminist think tank working on the intersections of gender, sexuality, violence, technology and education. By creating resources in English and Hindi, made up of global and regional research, narratives, stories and art, it serves as a feminist learning platform for educators, teachers, grassroots workers, policy makers, researchers, youth and communities in rural, semi urban and urban India.

The Third Eye works in two ways:

- a) An online platform that does a deep dive into a new theme periodically, designing multiple kinds of reading-writing-listening-viewing experiences around it.
- b) Offline trainings and experiential learning exchanges across grassroots organisations, directed towards shared use and co-creation of materials, changing the status quo around knowledge production.

ACTIVITIES

1

Public Health Edition

Starting in May 2021, this edition responded to the health crisis post-second wave, highlighting existing experiences of CBOs and interventions to demonstrate possibilities while imagining the future of public health. 28 pieces of text, audio and video were produced as part of this edition.



2

City Edition

The City edition explores city as a space and also an idea that is often associated with desire, anonymity, and identity formation. The highlight of the edition has been our Travel Log, who have been mentored to develop 19 pieces on disability, migration, queer spaces, land rights, identity and the politics of language. They have collaborated with visual artists to produce Mind Maps of their experiences of the city. New series inaugurated in this edition include: Throwing Chalk, Filmy Sheher, and Ekal in the City.



Fig 14: Cover artworks from some pieces of The Third Eye's Public Health and City Editions.



Fig 15: TravelLog poster

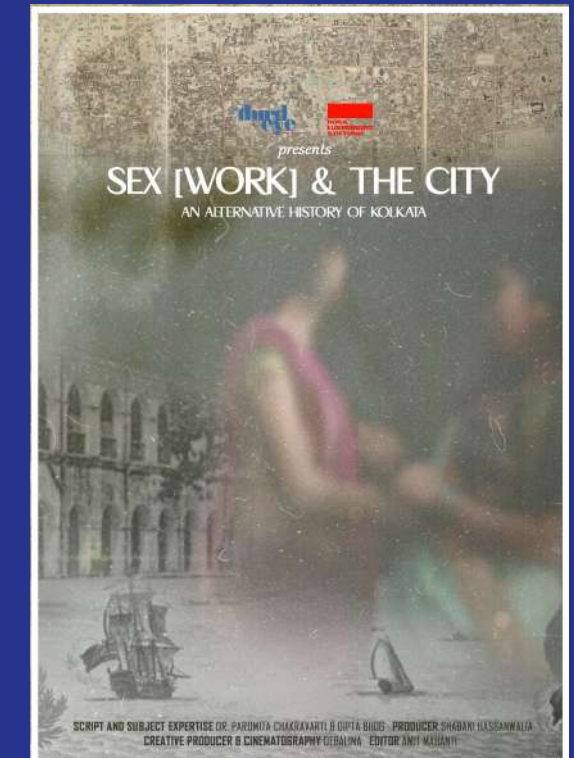
Fig 16 a, b (facing page): Film posters—City Girls; Sex (Work) and the City

3

Films

Our films have been an excellent medium to open up conversations around gender, sexuality, desire, and education in both rural and urban locations. Our first film City Girls follows the lives of two women, who have left behind their hometown in UP in pursuit of an independent, aspirational life in New Delhi. The film travelled to 8 film festivals and was longlisted in the Short Film category for the One World Media Awards.

Our second film, Sex [Work] and the City, covers a historical exploration of Calcutta and how it was shaped through colonialism and sex work. The film was screened at Indian Institute for Human Settlement's (IIHS) Urban Lens Film Festival 2021.



4

Research

We conducted a survey among 13,000+ individuals in the 7 districts where we work to analyse their use of digital. The analysis strengthens our strategy to reach out to rural and semi-urban audiences. The survey indicated that level of education is a big factor in women's access to personal phones. More than 25% women bought a phone during the pandemic for studying. A relevant finding was that almost 50% women accessed the digital through their husband's phones and that too for less than an hour per day.

For the Hindi TTE edition, educating ourselves on how the Hindi internet is functioning, was critical to vision our own processes. Through our landscape study on Hindi online media, we have been able to delineate patterns of consumption, need for critical social sciences material in Hindi, and popularity of audio-visual, explainer formats. We plan to use these findings to inform TTE Hindi content production to fulfil our mandate of populating the Hindi internet with ground-up, but globally relevant narratives.

Fig 17 a, b (facing page): Material produced by the Digital Educators

5

The Third Eye Offline

We continued to strengthen our knowledge hubs in UP, Rajasthan and Jharkhand through consistent pedagogical engagement with 19 Digital Educators (DEs). Monday Addas have remained integral to individual and collective learning. To align our editorial inquiries with the DEs' pedagogical process, thematic inputs have been given. These 7 thematic addas explored ideas of education, masculinity, gender and caste. Technical input sessions were held on camera use and audio production along with narrative skills to strengthen DEs' capabilities. The outcome of all this is that DEs are now producing material for our editions. They started working on a documentary film, Raat- Night in Small Town India, in November 2021.



IMPACT

2
thematic
editions

8
film festival
selections

80+
pieces in
audio,
video, text

10 lakh
new users reached through
14 republications

NEW DIRECTIONS



The team has conceptualised and initiated work on a Gender-Based Violence (GBV) collaborative production focusing on caseworkers in January 2022. We have identified 13 frontline responders to violence from Uttar Pradesh and will be working with them over the next year in a theatre workshop mode to develop knowledge materials.

PODCASTS

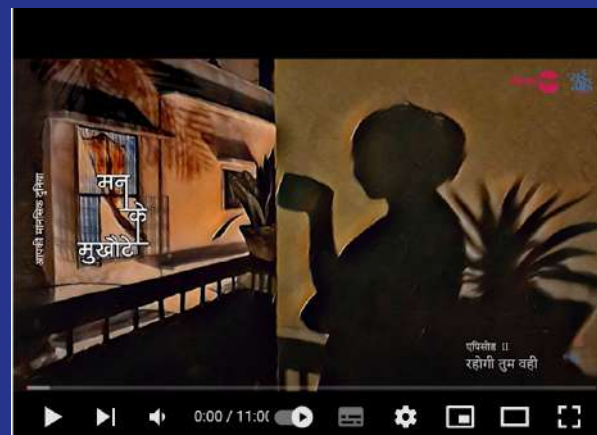
Series – Mann ke Mukhaute



Mann ke Mukhaute Ep 1: Adiyal Dukh | मन के मुखौटे, एपिसोड 1: अड़ियल दुख

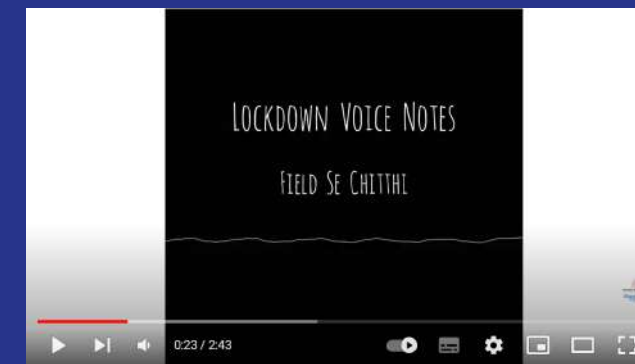


Mann ke Mukhaute Ep 3: Maine Saaf Kiya Tumhara | मन के मुखौटे, एपिसोड 3: मैंने साफ किया तुम्हारा

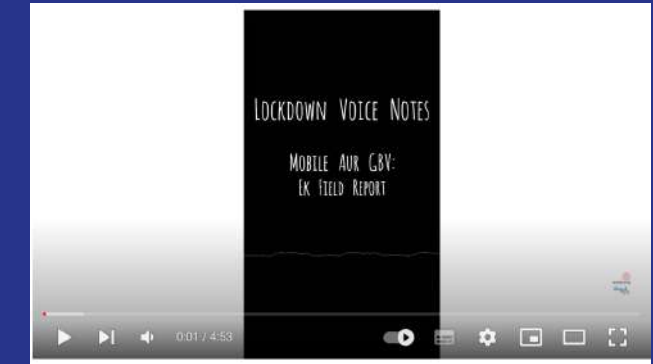


Mann ke Mukhaute Ep 2: Rahogi Tum Wahi | मन के मुखौटे, एपिसोड 2: रहोगी तुम वही

Series – Lockdown Voicenotes



Lockdown Voice Notes: Field Se Chitthi



Lockdown Voice Notes: Mobile aur GBV—Ek field report

Series – Ekal in the City



एकल in the City: Ep 1 Khuda Hafiz | भाग १: खुदा हाफिज़



एकल in the City: Ep 2 Ekal Parivar | भाग २: एकल परिवार

VIDEOS

Series - कोरोना 2.0 : सतर्कता, सहारा, संवाद



MULTIMEDIA PUBLICATIONS

On health, disability gender, and sexuality



Grief Maps | दर्द की नक्शानवीसी



Indebted: A Conversation About Public Health and Poverty | ऋण का बोझ: जन स्वास्थ्य और बढ़ती गरीबी



How Can We Challenge the Heteronormative Public Health System? | Interview with Dr Aqsa Shaikh



Gulabi Talkies | गुलाबी टॉकीज़



Living On Your Own in The Pandemic | कोरोनाकाल और मैं - अकेले हैं तो क्या गम है? | Nirantar Radio



THE PUBLIC HEALTH EDITION



Why is Disability Not A Priority for the Public Health System in India? A Health Activist Speaks



Disability, Gender, Violence, Home and the City



Black Box Ep 2: Pandita Ramabai | ब्लैक बॉक्स एपिसोड 2: पंडिता रामबाई



Can You Hear Me? | Aawaaz Aa Rahi Hai?



Back Story Ep 1: Caste in Nursing | बैक स्टोरी एपिसोड 1: नर्सिंग और जाति की दर्जाबंदी



स्त्री शिक्षा: इतिहास पर एक नजर (छठी सदी ई.पू.-12वीं सदी) | Women's Education in India (6 BC-12 CE)



Why are the women workers from Urban Company protesting?

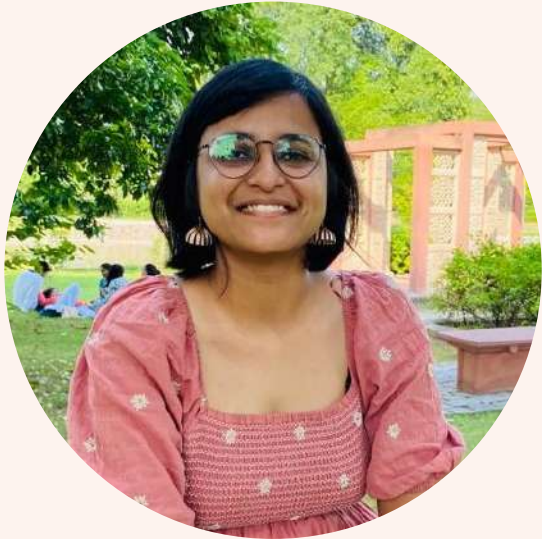


Bolti Kahaniyan: Ep 3 Aate Sane Haath | बोलती कहानियाँ: भाग 3 आटे सने हाथ

TEAMस्पीक



WHAT EXCITES YOU ABOUT WORKING AT NIRANTAR?



At Nirantar, it is fascinating how multiple disciplines like history, art and politics come together in the investigation of gendered power relations in the everyday lives of women, which gives much to imagine and build upon.

-Isha



Whenever I pick a Nirantar publication, I am always amazed at how complex ideas of gender and sexuality are presented in simple (but not simplistic) ways. It excites me to think of newer forms of dissemination so that it reaches the larger world.

-Ankita

WHAT ARE YOU LOOKING FORWARD TO IN 2022-23?



I'm keen to see how we can build linkages between our AppDiL programme and livelihoods for women.

-Nishi



Since we're taking our programme into new states, I'm excited about meeting many more young girls and working with team members from different areas. I am looking forward to hearing their stories and being a part of them.

-Kavya

WHAT WERE SOME OF YOUR BIGGEST LEARNINGS THIS YEAR?



The biggest take away has been that narrative power trumps all. Experiential learning can be key to breaking the knowledge divide. That is why, for us, both content and form go together in our co-learning, co-creation processes.

-Ruchika



My work in Nirantar is a very exciting mix of field work and perspective-building. I feel what I learn, read and hear from other works, especially from the work done by TTE compliments and adds conceptual rigour to my work with federations.

-Santosh

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BUDS
बाल उमंग दृश्य संस्था



SAKAR unicef



NIRANTAR TRUST : NEW DELHI
Balance Sheet as on 31.03.2022


LIABILITIES		RS.P.	ASSETS		RS.P.
Fixed Assets Fund			Fixed Assets		
To the extent of Fixed Assets		23,68,973.00	As per Schedule "A"		23,68,973.00
Corpus Fund			Investment-Corpus		
As per last year		39,49,166.00	As per Contra	39,49,166.00	
			Investments		
			FDR - FCRA	95,28,961.18	
			FDR - NON FCRA	1,37,71,776.47	2,72,49,903.65
General Fund			Current Assets		
As per last year	1,28,28,799.41		FC Account		
Add: Excess of Income over Expenditure	3,10,240.37	1,31,39,039.78	Cash	20,123.00	
			Bank of India SB A/c 602210100008816	61,44,349.03	
			State Bank of India A/c 1759	3,46,223.64	
Unspent Project Balances			Security Deposit	30,000.00	
As per last year	2,31,63,462.85		TDS Recoverable FY-2020-21	44,692.00	
Less: Excess of Expenditure over Income	(30,96,019.36)	2,00,67,443.49	Advances-Recoverable & Adjustable	87,410.00	66,72,797.67
			NFC Account		
			Cash	1,232.00	
			Banks	26,75,754.29	
			TDS Recoverable	3,86,933.06	
			TDS Recoverable FY-2020-21	93,628.60	
			Security Deposit	52,400.00	
			Advances-Recoverable & Adjustable	23,000.00	32,32,947.95
TOTAL		3,95,24,622.27	TOTAL		3,95,24,622.27


 For NIRANTAR TRUST

Place: New Delhi
Date: 28.09.2022



For R. K. Sharda & Associates
Chartered Accountants
FRN 006226N


 (R. K. Sharda)

Prop.
M.No.064847
UDIN 22084847AWGQJE8116

NIRANTAR TRUST : NEW DELHI
Income & Expenditure A/c for the year ending 31.03.2022

EXPENDITURE		RS.P.	INCOME		RS.P.
FC Projects			FC Account		
American Jewish World Services (AJWS)	79,68,250.00		American Jewish World Services (AJWS)	76,29,519.64	
American Jewish World Services (Lalitpur Field)	25,34,161.00		CCFD	39,96,000.00	
Best Practices Foundation	18,95,498.00		Empower	35,08,140.00	
CCFD	50,46,541.00		Ford Foundation	1,96,49,486.00	
Empower	51,81,198.00		Paul Hamlyn Foundation	31,48,450.00	
Ford Foundation	2,14,31,435.00		GCPL	52,50,000.00	
Human Capability Foundation (HCF)	37,22,535.00		Malala Fund	28,90,600.00	
Paul Hamlyn Foundation	48,66,647.00		Gen.Program /Others/Reimbursements	18,76,735.00	4,79,48,930.64
GCPL	26,67,773.00		Bank Interest on SB A/c	4,78,535.00	
Malala Fund	6,51,366.00		Interest on FDR's	4,46,911.00	9,25,446.00
General Programme	37,53,768.52	5,97,19,172.52			
NON-FC Projects			NFC Account		
HCL Foundation	13,47,276.48		HCL Foundation	41,82,516.00	
UNICEF	10,53,700.00	24,00,976.48	Jamsetji Tata Trust	59,40,282.00	1,01,22,798.00
			Bank Interest on SB A/c		26,955.00
			Excess of Expenditure over Income		30,96,019.36
Sub-Total		6,21,20,149.00	Sub-Total		6,21,20,149.00
Covid - 19 Relief & Administration costs	97,58,727.34	97,58,727.34	Bank Interest on SB A/c	77,250.00	
			Interest on FDR's	6,85,392.01	
			Interest on IT Refund	21,236.80	
			Relief Funds-Covid-19	82,29,000.00	
			Technical Services	3,94,500.00	
			Other Receipts,Subscriptions &	6,61,588.90	1,00,68,967.71
Excess of Income over Expenditure		3,10,240.37			
Sub-Total		1,00,68,967.71	Sub-Total		1,00,68,967.71
Grand Total		7,21,89,116.71	Grand Total		7,21,89,116.71


For NIRANTAR TRUST



For R. K. Sharda & Associates
Chartered Accountants
FRN 006226N

(R. K. Sharda)
Prop.
M.No.084847
UDIN 22084847AWGQJE8116

Place: New Delhi
Date: 28.09.2022

NIRANTAR TRUST - NEW DELHI
Receipts & Payments A/c for the year ending 31.03.2022

RECEIPTS		RS.P.	PAYMENTS		RS.P.
FC Account			FC Account		
Opening balance	2,70,46,554.73	2,70,46,554.73	American Jewish World Services (AJWS)	79,68,250.00	
FC Account			American Jewish World Services (Lalitpur Field)	25,34,161.00	
American Jewish World Services (AJWS)	76,29,519.64		Best Practices Foundation	18,95,498.00	
CCFD	39,96,000.00		CCFD	50,46,541.00	
Empower	35,08,140.00		Empower	51,81,198.00	
Ford Foundation	1,96,49,486.00		Ford Foundation	2,14,31,435.00	
Paul Hamlyn Foundation	31,48,450.00		Human Capability Foundation (HCF)	37,22,535.00	
GCPL	52,50,000.00		Paul Hamlyn Foundation	48,66,647.00	
Malala Fund	28,90,600.00		GCPL	26,67,773.00	
Gen.Program /Others/Reimbursements	18,76,735.00	4,79,48,930.64	Malala Fund	6,51,366.00	
			General Programme	37,53,768.52	5,97,19,172.52
Bank Interest on SB A/c	4,78,535.00		Closing Balances		
Interest on FDR's	4,46,911.00	9,25,446.00	Cash	20,123.00	
			Bank of India SB A/c 602210100008816	61,44,349.03	
			State Bank of India A/c 1759	3,46,223.64	
			Security Deposit	30,000.00	
			FDR's (Including Accrued Interest)	95,26,961.18	
			TDS Recoverable FY-2021-22	44,692.00	
			Advances-Recoverable & Adjustable	87,410.00	1,62,01,758.85
Sub total		7,59,20,931.37	Sub total		7,59,20,931.37
NON-FC Account			NON-FC Projects		
Opening balance		1,28,94,873.53	HCL Foundation	13,47,276.48	
HCL Foundation	41,82,516.00		UNICEF	10,53,700.00	
Jamsetji Tata Trust- Other receipts	59,40,282.00		General Programme	97,58,727.34	1,21,59,703.82
Relief Funds-Covid-19	82,29,000.00				
Technical Services	3,94,500.00		Closing Balances		
Other Receipts,Subscriptions & Publications	6,61,568.90	1,94,07,886.90	NFC Account		
Bank Interest on SB A/c	1,04,205.00		Cash	1,232.00	
Interest on FDR's	6,85,392.01	8,10,833.81	Banks	26,75,754.29	
Interest on IT Return	21,236.89		FDR's	1,77,20,942.47	
			TDS Recoverable	3,86,933.06	
			TDS Recoverable FY-2021-22	93,628.60	
			Security Deposit	52,400.00	
			Advances-Recoverable & Adjustable	23,000.00	2,09,53,890.42
Sub total		3,31,13,594.24	Sub total		3,31,13,594.24
TOTAL		10,90,34,525.61	TOTAL		10,90,34,525.61

Alumina
For NIRANTAR TRUST



For R. K. Sharda & Associates
Chartered Accountants
FRN 006226N

R. K. Sharda
(R. K. Sharda)
Prop.
M.No.084847
UDIN.22084847AWGQJE8116

Place: New Delhi
Date: 28.09.2022

NIRANTAR TRUST :: NEW DELHI
Schedule of Fixed Assets As on 31.03.2022

Sl. No.	Particulars	As on 01.04.2021	Addition I Half	Addition II Half	Sold/ W/o.	Total	Rate of Dep.	Depreciation	As on 31.03.2022
FC Account									
1	Furniture & Fixtures	1,48,690.00	0.00	0.00	0.00	1,48,690.00	10%	14,869.00	1,33,821.00
2	Photocopier Machine	5,717.00	0.00	0.00	0.00	5,717.00	15%	858.00	4,859.00
3	Camera	19,587.00	0.00	0.00	0.00	19,587.00	15%	2,938.00	16,649.00
4	Computer & Accessories	2,49,577.00	0.00	0.00	0.00	2,49,577.00	40%	99,831.00	1,49,746.00
5	Refrigerator	11,322.00	0.00	0.00	0.00	11,322.00	15%	1,698.00	9,624.00
6	Office Equipments	4,28,855.00	84,000.00	58,803.00	0.00	5,71,658.00	15%	81,338.00	4,90,320.00
7	LCD Projector / LED TV	2,30,724.00	0.00	0.00	0.00	2,30,724.00	15%	34,609.00	1,96,115.00
8	Laptop/Desktops/Tabs	1,08,756.00	1,24,996.00	11,99,309.00	0.00	14,33,061.00	40%	3,33,363.00	10,99,698.00
9	Fax Machine	1,437.00	0.00	0.00	0.00	1,437.00	15%	216.00	1,221.00
9	Motor Cycle	30,986.00	0.00	0.00	0.00	30,986.00	15%	4,648.00	26,338.00
Sub Total		12,35,651.00	2,08,996.00	12,58,112.00	0.00	27,02,759.00		5,74,368.00	21,28,391.00
NON-FC Account									
1	Furniture & Fixtures	1,04,278.00	0.00	0.00	0.00	1,04,278.00	10%	10,428.00	93,850.00
2	Computer & Accessories	18,382.00	0.00	0.00	0.00	18,382.00	40%	7,353.00	11,029.00
3	Office Equipments	56,343.00	0.00	0.00	0.00	56,343.00	15%	8,451.00	47,892.00
5	Airconditioner & Stabilizer	14,451.00	0.00	0.00	0.00	14,451.00	15%	2,168.00	12,283.00
6	Generator	11,433.00	0.00	0.00	0.00	11,433.00	15%	1,715.00	9,718.00
7	Refrigerator	4,586.00	0.00	0.00	0.00	4,586.00	15%	688.00	3,898.00
8	Camera	17,054.00	0.00	0.00	0.00	17,054.00	15%	2,558.00	14,496.00
9	Laptop	79,026.00	0.00	0.00	0.00	79,026.00	40%	31,610.00	47,416.00
Sub Total		3,05,553.00	0.00	0.00	0.00	3,05,553.00		64,971.00	2,40,582.00
Grand Total		15,41,204.00	2,08,996.00	12,58,112.00	0.00	30,08,312.00		6,39,339.00	23,68,973.00

Place: New Delhi
Date: 28.09.2022

Arshande
For NIRANTAR TRUST



Arshande
Chartered Accountant



nirantar trust
A Centre for Gender and Education

Any part of this report may be used with an acknowledgement of the source.

For more details about Nirantar's work please contact us at:

Nirantar Trust

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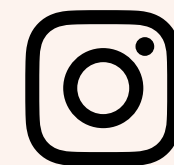
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