

ANNUAL REPORT 2020-21



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At Nirantar, we believe in enabling empowerment through education, seeing and shaping education processes from a critical, feminist perspective. We promote transformatory formal and non-formal learning processes which enable girls and women from marginalised communities to better understand and address their realities.

Nirantar also works at the community level and undertakes research on critical issues which need greater attention from the state as well as civil society. Developing feminist leadership at the community level is an important part of our mandate.

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

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INTRODUCTION

The past year has been as much a year of resilience, human solidarity and the human ability to move on, as it has been about despair, the loss of livelihoods and heightened vulnerabilities of those who were already on the margins. The deepened chasms along the axes of caste, class and region have driven us to intensify our efforts despite constraints on resources and mobility. Given that the field has been foundational to our work, most of our programmes and interventions have required revisioning—with teams struggling, coping, and discovering new challenges of the digital world. The communities we work with have faced insurmountable odds.

Families have lost their livelihoods and exhausted meagre savings in the effort to survive the consecutive lockdowns. Vulnerable groups such as Dalits, Adivasis, transgender groups, homeless persons, small and landless farmers and single women households have been hit the hardest. Women and girls everywhere have lived with increased burden of labour, increased surveillance and loss of privacy, as well as rise in gender based violence within homes.

Our team was consistently engaged in relief work between the months of April and Septe-

-mber 2020, where we focused on providing immediate ration support to the most vulnerable communities.

We reached out to more than 10,000 people, providing dry ration, PPE kits and equipment, masks and sanitary products in the states of Delhi, Uttar Pradesh, Bihar, Rajasthan and Jharkhand. 87% of the beneficiaries were women and 58% of them were Dalits.

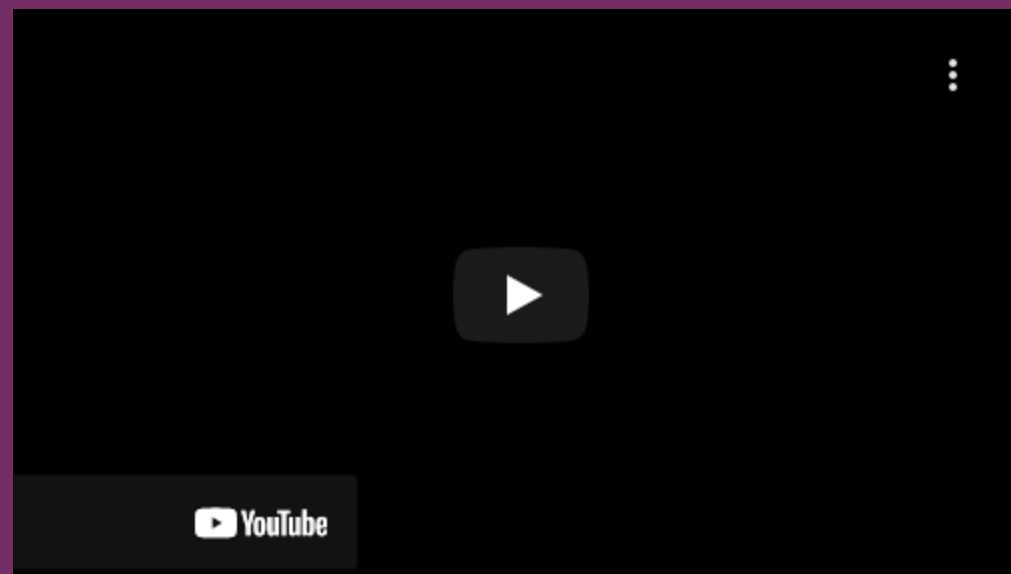
To counter rampant misinformation and fake news regarding COVID-19, our Learning Resource Centre (LRC) team worked on providing access to authentic information and created audio-visual materials to share awareness about COVID-19 precautions, symptoms and vaccination. We also worked towards disseminating information on government announcements on entitlements and welfare schemes to the grassroots. Due to the pandemic-induced digital divide, financial crisis and loss of livelihood, many young adolescents were on the verge of dropping out of our learning centres as part of the Young People's Education (YPE) programme. To make our PACE and Tarang centres accessible for online learning, we installed digital infrastructure in our PACE and TARANG centres. In Bihar, through Ummeed centres, we also expanded the scope of our work to provide coaching for school-going girls of Class 9th to 12th, who were unable to attend online classes.

The loss of access to physical spaces forced us to reckon with the demand of the current digital age. Our AppDil programme which aims to build digital literacy skills among women from rural areas, proved most fruitful in these times. Women who have been part of this programme have become empowered to navigate their day-to-day activities with more ease and strengthened their claims to active citizenship.

This year, our biggest learning through our efforts has been the need to focus on mental well-being both in the community and within the organisation. It has been rewarding to witness our work going beyond project mandates wherein our community members, alumni, and learners from our centres exhibited resilience in providing support and solidarity within their communities. These moments of collective strength and hope have helped us in working towards our vision of a feminist and equitable society.

Publications by Nirantar

• Resources on COVID-19



• Let's Talk About Mental Health - Series

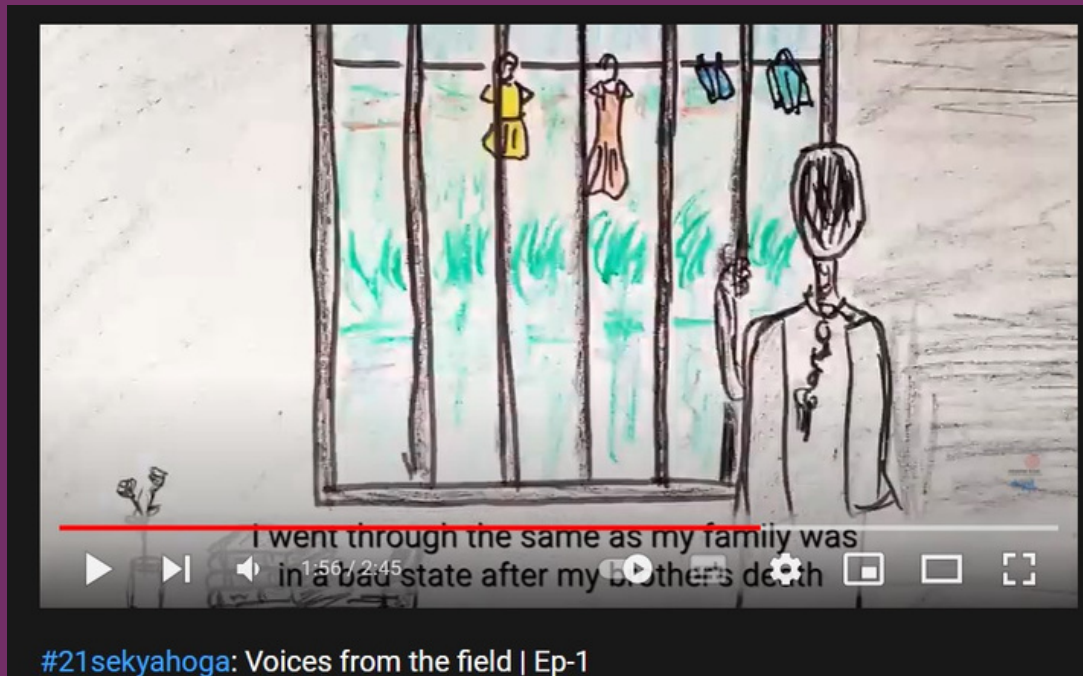


• Other videos by Nirantar



Publications by The Third Eye

• 21seKyaHoga? - Series



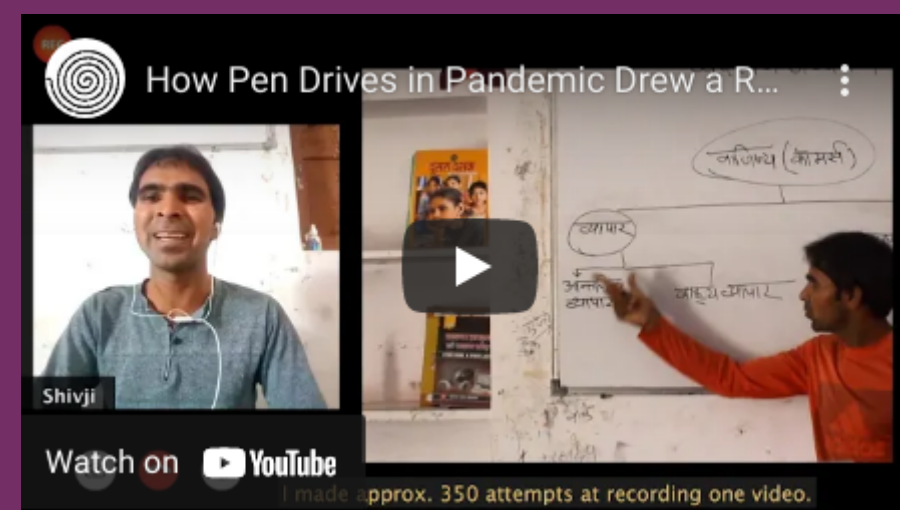
• Bolti Kahaniyan - Series



• Stay Home, Kitna Surakshit?- Series



• Teacher Talks | The Lockdown Edition



Women's Education and Empowerment

Is alphanumeric literacy enough for 21st-century women?

Literacy plays an important role in women's lives, giving them a new identity as citizens who understand and can access their rights and entitlements. It enables them to become active participants in consuming and creating knowledge and information, in building new networks and in seeking opportunities for better livelihoods.

But just alphanumeric literacy is not enough anymore. Every aspect of rural and urban lives—from Aadhaar, financial transactions, education, travel, everyday communication, news, politics, activism, and all else—is inextricably connected to the digital and online world. Therefore, what women need is

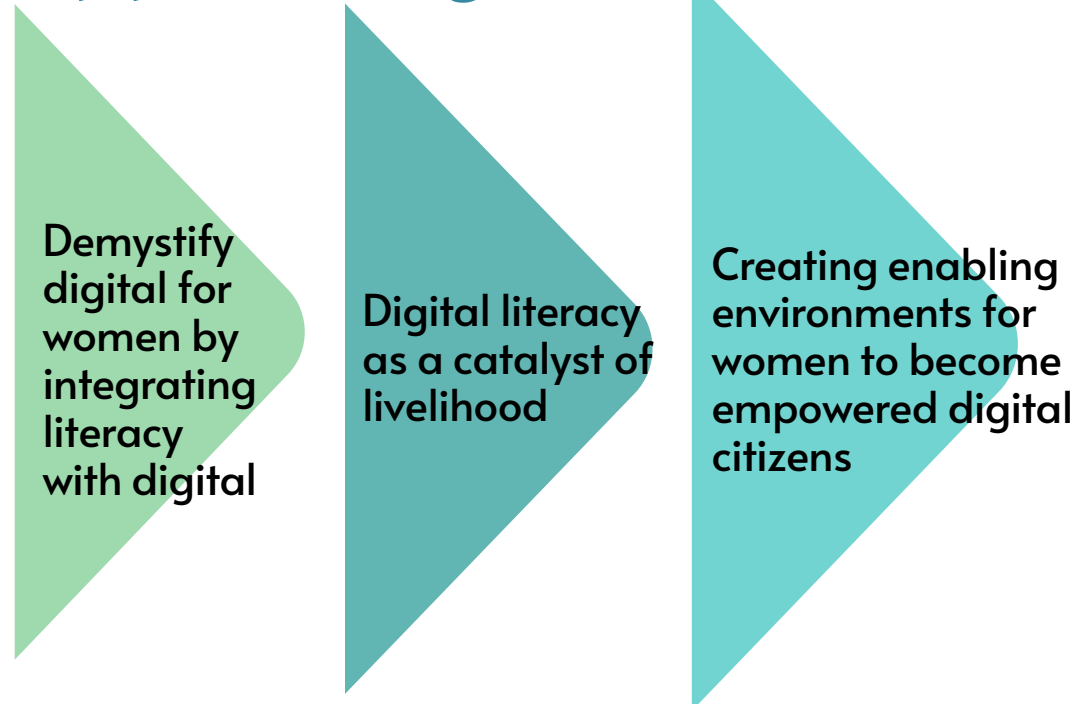
आपको डिजिटल का मतलब पता है?

नाम तो सुना है दीदी, पर देखा नहीं है उनको

Alphanumeric literacy X Functional Digital Skills

=

Applied Digital Literacy



3.5 YEARS

IMPACT

1800 WOMEN

MORE EQUITABLE PERSPECTIVE ON GENDER JUSTICE

60%

of the women learners use their phones to listen to music



19 TEACHERS

bought a smartphone for personal use

45%

of the women use their phones to watch films

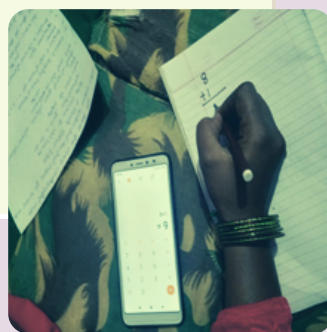


547 WOMEN LEARNERS

bought basic phones for personal use

116 WOMEN LEARNERS

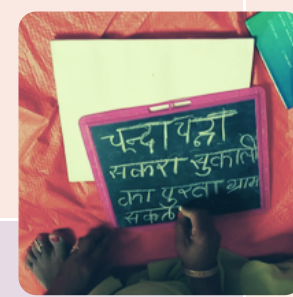
bought smartphones



IMPROVED ACCESS TO EDUCATION, FINANCIAL INSTITUTIONS AND GOVERNMENT OFFICES

55%

women are able to read and write words



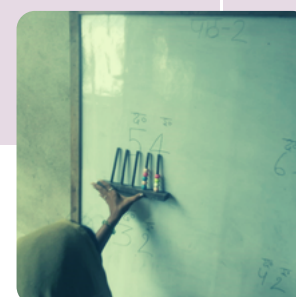
OVER 70%

women are able to read the clock and use the calendar on both basic and smartphones

IMPROVED ACCESS TO SCHEMES (MNREGA, RTE, PDS, JSA)

OVER 40%

women are able to read passbooks and fill MNREGA demand forms



IMPROVED LANGUAGE AND NUMERACY COMPETENCIES

43%

women are able to read and write numbers till 1000

OVER 90%

women are able to use thermometers, pregnancy kits and weighing machines



Overview of Programme Activities in 2020–21

Over the years, during our literacy interventions, we found that despite being literate, women were intimidated by digital technologies and their use. **The Applied Digital Literacy (AppDiL)** programme was conceptualised for non and semi-literate women from marginalised communities, wherein digital literacy is woven with functional literacy, to enable them to use digital technologies and become active digital citizens.

In January 2020, our partner organisation Gram Vikas Seva Sansthan (GVSS) piloted the AppDiL programme with **900** women who were part of a dairy cooperative in Uttar Pradesh. During the programme review, we brainstormed strategies for **building teachers' perspectives through online forums and for future engagement and implementation in the light of COVID-19.**

We also worked towards developing **curricular material** for our literacy programme. Along with this, we also prepared a **report of a study on Sakshar Bharat** and its impact on Adult Learning and Education (ALE).

Key Activities

Continuing Literacy Activities Online and Building Perspectives

Between April–September 2020, through WhatsApp groups, we worked with teachers and learners on building their perspectives on several issues, such as the gendered burden of work, rights of women over their children, children's education and the impact of the lockdown on their livelihoods, while also building skills like letter writing. **Learners shared their experiences and reflections on working digitally and the impact of the lockdown on their mental health,** through audio-video recordings and pictures of the letters written by them.

Given that our teachers were working from their homes, locked and limited in terms of their mobility, we realised **the need for creating a space for them to vent their feelings.** We held **5 Zoom interactions** with them, to provide an informal space of expression. Along with this, we also connected with learners to understand the impact of .

COVID-19 on their livelihoods

In addition to this, Nirantar organised two webinars in May 2020, titled, **Exploring the Significance of Digital Literacy and Adult Education in the Times of COVID – 19 and Beyond and Future of Education in Times of Crisis**, for building teachers' perspectives on the challenges of digital literacy and negotiating access to these tools and mediums.

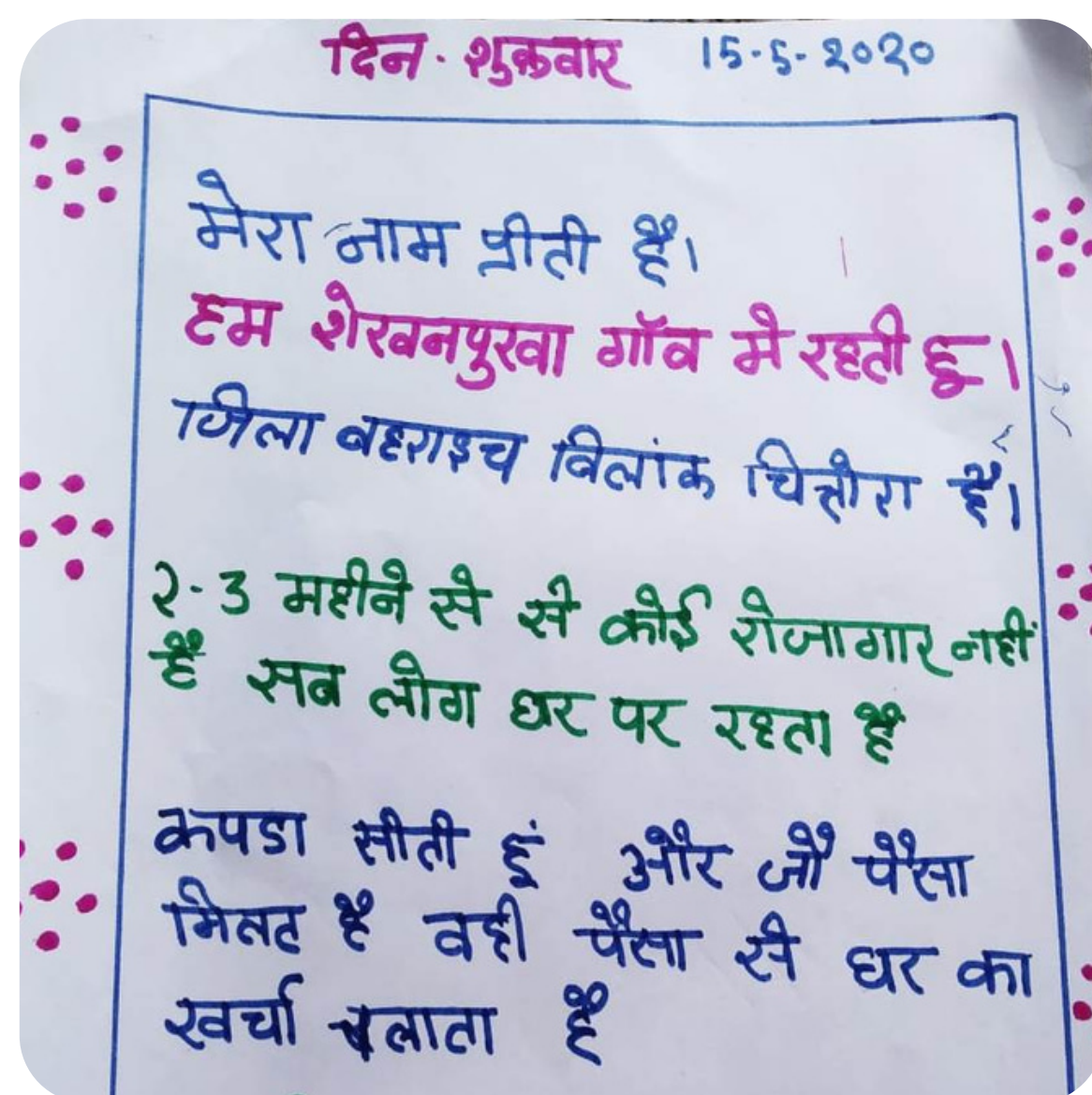


Figure 1 : Letter written by a woman learner during lockdown

AppDiL Review and Reflection

We completed the review of our AppDiL programme in July 2020. The results after comparing the baseline and endline data calculated by GVSS in 2015–2017 with AppDiL's numbers from July 2018–January 2020 are given below:

Competencies	GVSS		AppDiL	
	2015-2017		July 2018-Jan 2020	
	B	E	B	E
Read and Write Words	0%	64%	1%	68%
Read and Write Sentences	0%	62%	0.2%	55%
Read and Write Paragraphs	0%	49%	0%	52%
Writing Application	0%	8%	0%	38%
Formal Addition	0%	59%	1%	69%
Formal Subtraction	0%	59%	0.6%	63%
Use of Calculator	0%	59%	0%	83.9%
Use of Mobile Phones	0%	69%	3.6%	90.4%
Reading Date and Time on Phones	NA	NA	48%	89%
Use of Thermometer	NA	NA	24%	91%
Use of Pregnancy Kit	NA	NA	9%	93%

Table 1: Baseline and Endline Survey Results of AppDiL's Impact

The data clearly demonstrates that when digital skills are woven with literacy programmes, women's learning increases and is impacted positively. It also shows that **women began accessing and gaining control over resources after getting associated with this programme.**

Review of Women's Literacy, Education and Empowerment Programme

The funding from Tata Trusts for the Women's Literacy, Education and Empowerment programme in Nirantar was completed in February 2021. We conducted a **review of the programme, including the Sahjani Shiksha Kendra (SSK) literacy programme.** For this purpose we conducted field visits and also coordinated with previous literacy partners for organising discussions with reviewers.

Material Development

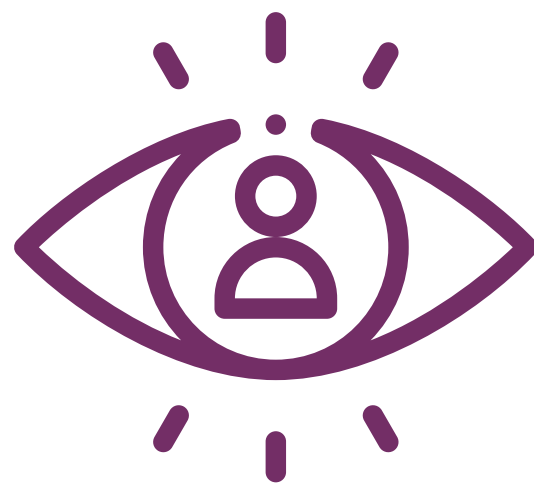
In the first phase of the AppDiL programme, we completed our endline survey, while in the second phase, we identified new literacy centres for the programme. Since the material (language and numeracy primers) for the programme was developed in the previous phase, a large amount of work had to be done to finalise the material while incorporating the feedback received from the field. Therefore, the team worked tirelessly to **consolidate the learnings from the pilot phase of the programme to embark on the second phase, while devising informed strategies from the pilot when the lockdown was announced.** We also developed Health and Digital Modules, and revised our Math Workbooks and Bolti Hain Bhasha modules.

Advocacy

After the successful completion of the pilot phase of the AppDiL programme, **we published articles and case studies to document its impact at different national and international forums like ASPBAE and DVV International.** Case studies of the learners were also shared with the funder. These small initiatives were part of the process of AppDiL programme's dissemination and advocacy.

Key Learnings

- While there was an increased participation of women who were using digital devices, we also witnessed an **increase in surveillance, control and violence on women due to their increased access to digital devices**, especially mobile phones. While we negotiated this by encouraging women to build a strong community among themselves, we need to come up with other kinds of strategies to deal with this.



- We also learned that **obtaining digital literacy along with functional literacy substantially helps to alleviate marginalisation** since women can now actively participate as citizens in accessing knowledge and rights and entitlements.



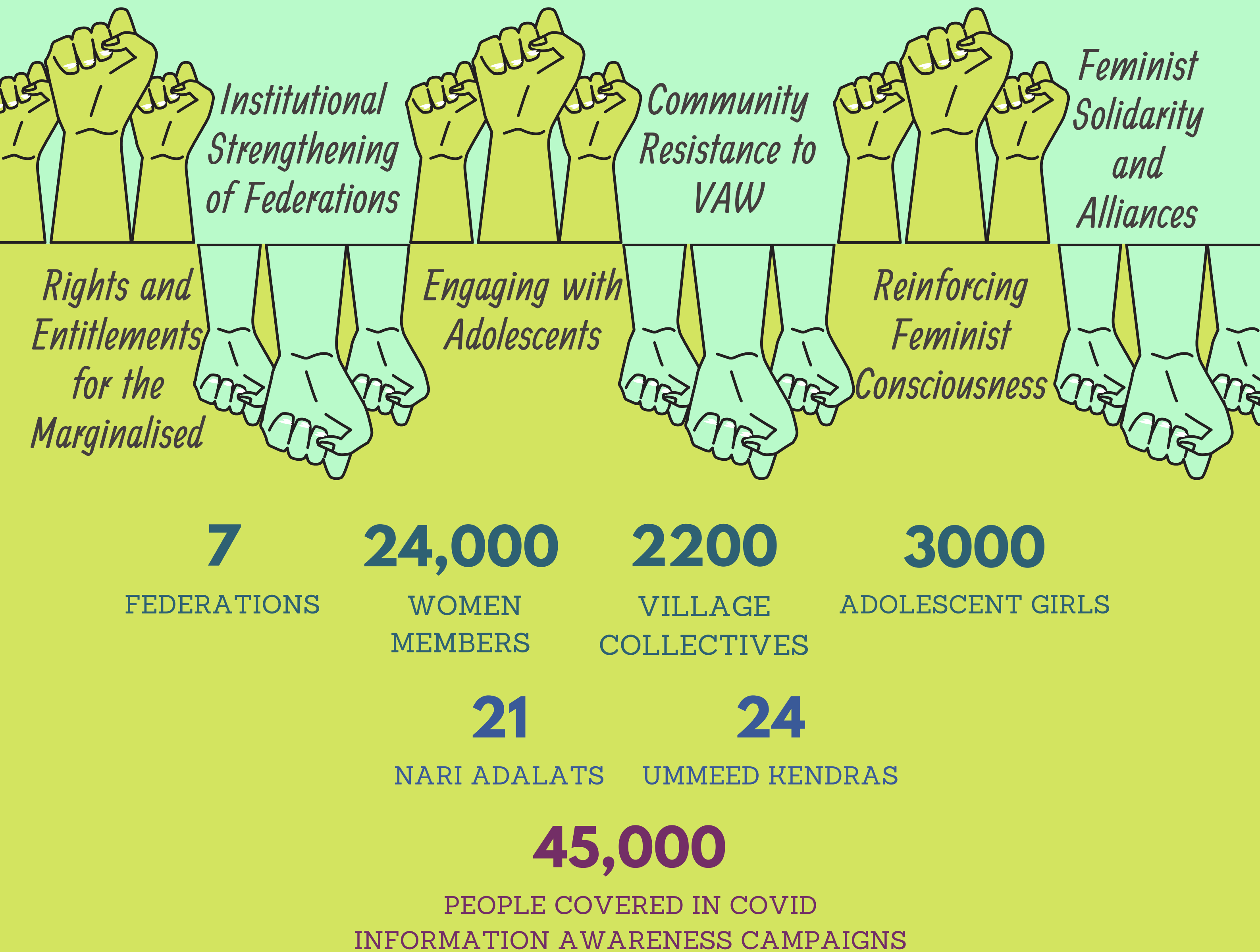
- Access to digital skills also facilitated women in **exploring activities of leisure and entertainment** and connecting with others.



Institutional Strengthening of Federations and Empowering Girls in Bihar

Strengthening Grassroots Leadership for a Feminist Future

Women's federations in Bihar have made significant gains in addressing gender-based violence, discrimination, rights and entitlements and developing a feminist consciousness. After the withdrawal of Mahila Samakhya's support to these grassroots women's federations in Bihar, Nirantar initiated work in Bihar in 2017 with an agenda to help federations sustain these gains and to support collective action by marginalised women, so that their voices may be amplified to national policy fora.



Overview of Programme Activities in 2020–21

In terms of geographical and programmatic coverage, we witnessed the largest expansion this year wherein **we added 4 more districts, many partner federations and 13 blocks, to our outreach in Bihar.** The focus of our work has also expanded to building community resistance to gender-based violence, strengthening livelihoods, working with poor landless women, and supporting girls' education. Due to COVID-19, the first two quarters of the year, from April to September 2020, were devoted to humanitarian aid and community awareness on precautions against COVID-19.

The lockdown exacerbated incidence of domestic violence against women and girls. The lack of access to institutional provisions for redressal further exacerbated intra-household tensions and rifts. Therefore, our work in Bihar also involved combating violence and helping survivors.

Key Activities

Attending to the Most Vulnerable

We distributed relief material to the most vulnerable sections of society including **single and widowed women, Dalits, and Adivasis.**

With help from Gram Panchayats and members of our partner organisations, the federations reached out to over **1,750** households and distributed dry food packets to families.



Figure 2: Distribution of Relief Material in Nautan Village, Majhoul, Bihar

Protecting Communities from COVID-19

A mass campaign to educate Sangha members about the pandemic and measures to protect them from the same was launched in **900 villages**. To dispel various myths associated with the virus, we shared and circulated videos, customised messages and podcasts developed by Nirantar, Ministry of Health and Family Welfare, UNICEF and WHO. The campaign ran for two months and covered **45,000** people. Supply of masks and hygiene kits was also ensured by the federation to Sangha members. Over **17,500** masks and an equal number of soaps were distributed to relief beneficiaries.



Figure 3: Kishori Sangha Members Stitching Masks

Helping with Rights and Entitlements

We identified and prepared a list of households without ration cards. About **800 application forms were filled in and submitted to the government agency for further action**. We also helped a large number of women in **activating their dormant Jan-Dhan accounts** so that they could avail the direct cash transfer benefit. In many places, help desks were set up in front of banks by the federation members and leaders to help women in distress and from marginalised communities.

Helping Survivors of Domestic Violence

In the absence of functioning Nari Adalats, the federations devised different strategies to reach out to survivors and those who were at risk of domestic violence. **“Hello Sakhi”, a WhatsApp group, was created to reach out to women locked inside homes and at risk of violence**. The Hello Sakhi members were able to track over **350 cases of violence, including 59 cases of child abuse** between the months of April and December 2020. While most of the cases were settled through negotiations and help

from the local police and panchayats, helplines were also contacted in some cases.

Supporting Self-Employed Women to Resume their Livelihoods

Women daily wage earners, vendors, micro entrepreneurs, hawkers, home-based workers, sharecroppers and marginal farmers were hit the hardest due to loss of livelihood and remittances due to the pandemic. We conducted a telephonic survey with 350 respondents which revealed that the majority of these women had either completely lost their incomes, or were earning less than one third of the pre-lockdown levels. Thus, we identified over 100 women to support them with a one-time cash support to rebuild their livelihoods.

Remedial Classes for Girls without Access to Digital Devices

To identify the accessibility of digital devices for young girls, Nirantar conducted a telephonic survey with 350 respondents. Of the 350 households with school going girls, enrolled in classes 9, 10, 11 and 12, only 92 owned smartphones. Despite owning them, girls' access to smartphones was not exclusive; boys were given preference over girls when it came to using the device. Inability to pay for data recharge, gender bias, fear of girls

watching porn, and fear of girls' getting attracted to boys and men from outside their own caste and religion, were some of the key reasons cited by girls for their limited or lack of access to smartphones. Sensing irreversible loss of not only educational gains made by the school going girls, Nirantar, along with federations decided to start offline tutorial centres called Ummeed Learning Centres for girls enrolled in Class 10 and 12 from the poorest families, including landless, migrant, Dalits and Muslims.



Figure 4: Girls at Ummeed Centres in Muzaffarpur

Training and Capacity Building

Nirantar conducted several sessions with the leaders of our partner organisations, on the use of digital devices and platforms such as WhatsApp, Zoom, Google Meet, etc. Despite the lockdown, weekly review and planning

meetings became possible, as many women learnt how to use digital devices. Apart from three sessions on digital literacy, one-day training of office bearers from two districts was also conducted on a survey app known as SurveyCTO. **The women used this app to conduct a survey of 240 households as part of a collaborative effort between Nirantar and Rapid Rural Community Response (RCRC).**

Bringing Women Farmers' and their Concerns to the Centre Stage

To acknowledge women's identity as farmers and enable them to voice their concerns on

a national platform, a national consultation was organised by Nirantar for women farmers. Issues of recognition and identity, access to market, gender bias among government officials towards women farmers and the compounding agrarian crisis, were highlighted by the women. **The consultation ended with a consensus on the need to create women-only farmers' associations, to overcome the issues voiced by women and to make farming a profitable occupation.** As a follow up to the decision on all-women producer organisations, a consultation was also held with subject experts based out of Bihar.

Key Learnings

- **Investment in girls' education has the potential to result in life changing outcomes for them.** The Ummeed centres, an immediate response to the crisis emerging from the pandemic, demonstrated that many girls could resist their marriages because they were enrolled in these centres for continuing their studies. Many parents endorsed the fears expressed by their daughters that had they not enrolled themselves for Ummeed classes, they would have been out of the education system forever, resulting in early marriage and teenage pregnancies.
- During the lockdown, when cases of domestic violence were extremely high, the Nari Adalats and Samoohs were the ones who provided counselling to survivors of violence and women in need. **Village level collectives of women with a gender-responsive perspective can contribute immensely and go a long way in addressing the issue of gender-based violence against women and girls.**



- **It is important to invest in grassroots women's collectives** so that they work as safety nets for women in crisis, especially survivors and potential victims of gender-based violence, at times when institutional mechanisms become out of reach.



- **Digital literacy of frontline leaders of the federations is critical in order to adapt to new ways of working.** The pandemic has changed the mode of work significantly and efficient implementation of programmes would require a new set of skills and aptitudes to accept change.



Learning Resource Centre

Gender and Sexuality Are Critical to Understanding Lived Realities

Nirantar drives and enables various feminist-intersectional learning processes on gender and sexuality through its institutional courses, training programmes and workshops.

TRAINING AND CAPACITY BUILDING

CREATION OF KNOWLEDGE RESOURCES

RESEARCHING CONCEPTS

INFORMING THE DISCOURSE

The gender training by Nirantar was extremely useful and engaging. It was in-depth, helped engage with many new aspects of gender, that we hadn't hitherto. But the facilitators from Nirantar were very patient and helped us navigate these concepts in a conversational and safe manner.

मुझे एक ऐसा प्लेटफार्म मिला जहा पर मैंने खुल कर यौनिकता के बारे में बात की। जेंडर और यौनिकता का लेन्स समझने को मिला। कैसे जेंडर यौनिकता को प्रभावित करता है। पितृसत्तामक, दर्जाबन्दी और सामाजिक ढांचा के बारे में मेरी एक समझ बानी जो की शायद पहले नहीं थी।

The content of Nirantar's gender training was beautifully designed and it was very interactive. We got an opportunity to share our experiences. Three days just flew with so much reflections and conversations on an important topic! It is very healthy to be able to talk about these issues without feeling confronted. These sessions also helped me to be more expressive.

Overview of Programme Activities in 2020–21

This year, we began to transact many of our learning interventions online. For this, we developed our feminist pedagogy through online methods and strategies and focused on material that would encourage participants and learners to reflect from within their lived realities and experiences to build a perspective on gender, empowerment, intersectionality and sexuality. We not only delivered online training programmes and workshops but also conceptualised an entire online course on sexuality. We also worked closely with frontline workers who have been at the forefront of COVID-19 relief and response, to develop materials in local languages, which supported them in generating awareness and disseminating critical information regarding the pandemic, healthcare services and government schemes and entitlements.

Key Activities

Mainstreaming Gender in HCL Uday through Institutional Mechanisms

In 2020, we started a three-year engagement with HCL Foundation to mainstream gender within their Uday programme. We worked closely with HCL Uday's team and its partner organisations across six states, to build their perspectives

and capacities to work on gender, sexuality and intersectionality, their linkages with education and livelihoods, both at a conceptual/policy level, as well as at the implementation and outcome level. Simultaneously, Nirantar also conducted a needs assessment with 68 partner organisations of HCL Uday, to identify the gaps and strengths in their action and conceptualisation in the context of gender mainstreaming, equality and empowerment.

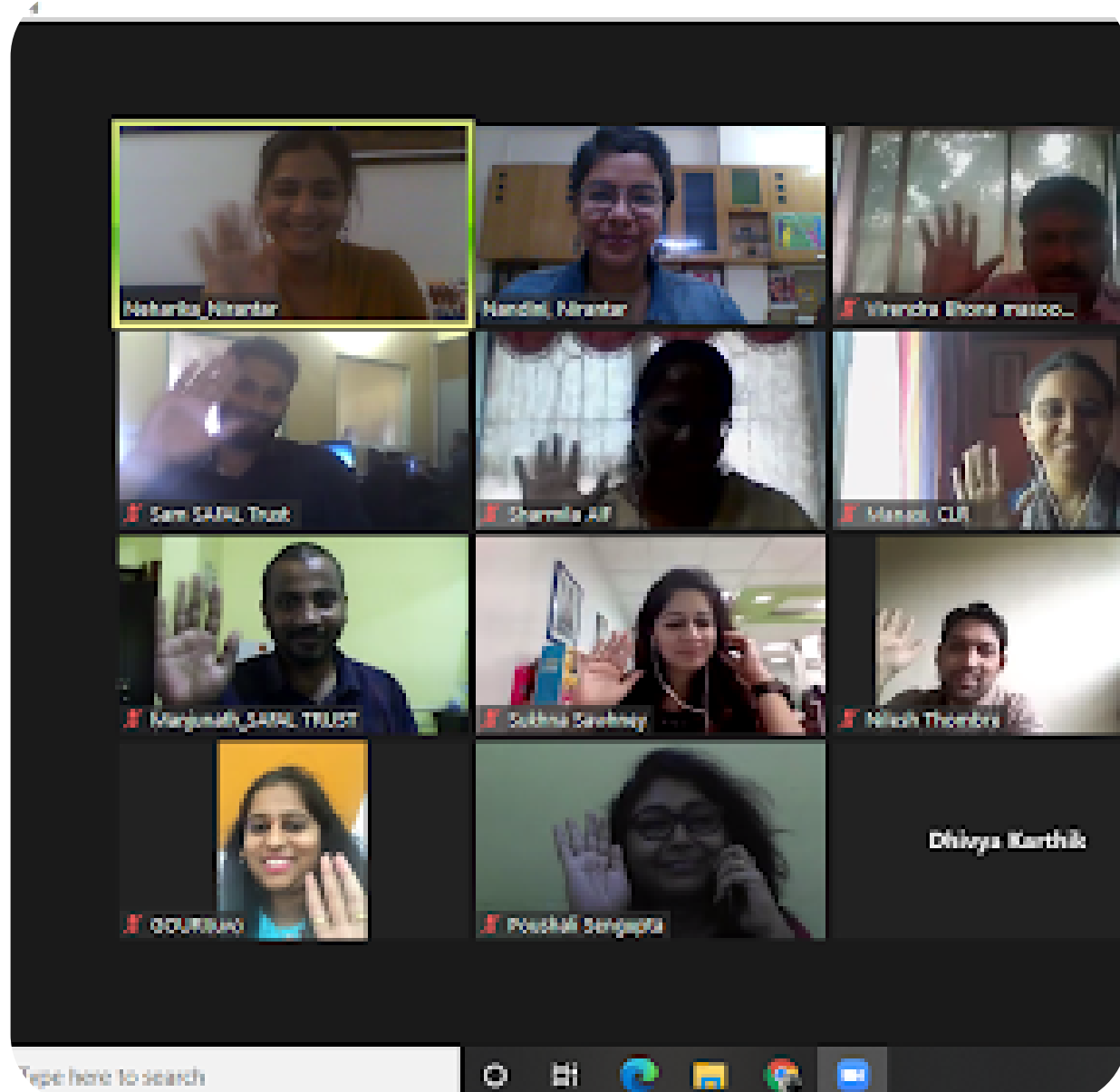


Figure 5: Participants from HCL Foundation's partner organisations participating in the three-day gender training

What comes to your mind when you see the words GENDER MAINSTREAMING?



Figure 6: A word map made by participants from HCL Foundation's partner organisation during an FGD conducted on understanding their perceptions and perspectives on gender, equality and gender mainstreaming

Material Creation for “Sexuality–Looking in, Looking Out”, an Online Course Disseminating Information on COVID-19 Pandemic

When the lockdown first began, there was a deluge of misinformation related to COVID-19 available online. To create informative material regarding COVID-19 and other pertinent issues that is accessible to people in local languages, Nirantar, in collaboration with *Khabar Lahariya* produced different podcasts titled ‘Precautions to be taken by COVID-19 Relief Workers’ and ‘COVID-19, Myths and Facts’, ‘Gender and Health in times of Covid-19, and ‘Mansik Swasthya: Baat Karna Zaroori Hain’ in three languages—Hindi, Awadhi and Bundeli. These podcasts in local languages aimed to make important information accessible to all. Once downloaded, they could even be circulated offline where internet connectivity is low or unavailable.

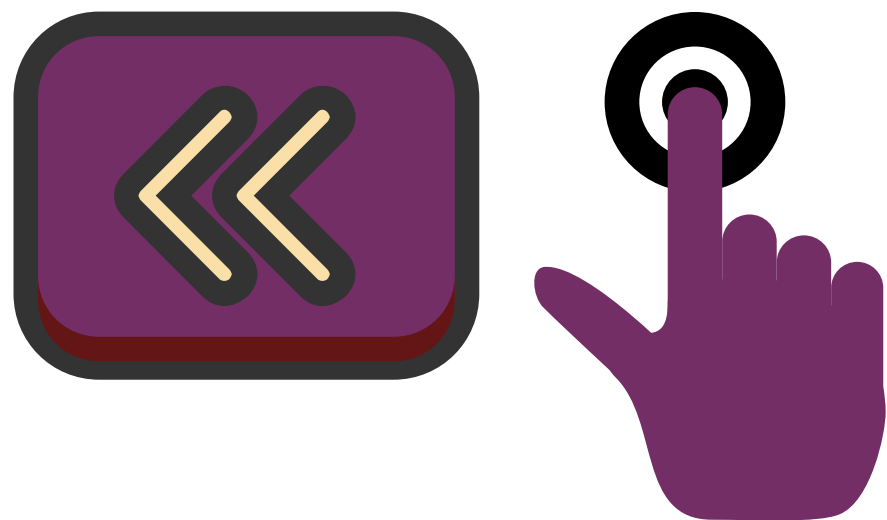
In January 2021, we began conceptualising and planning our first ever online course in English, “Sexuality: Looking In, Looking Out”. The course was designed for mid-career and late-career development professionals, academicians, as well as media and health professionals. Combining a mix of interactive and input-based methodologies, the course was aimed at enabling an understanding of sexuality that looked at theoretical and conceptual frameworks of sexuality, but examined the same from a lens of lived reality. It engaged with contemporary questions of sexuality related to age, psyche, digital technology, as well as social and political marginalisation.

Gender and Sexuality Training

As a part of our ongoing engagement with Kutch Mahila Vikas Sangathan (KMVS), we conducted **three different face-to-face training programmes** for them in March 2021. The first one focused on the **critical linkages between gender and education**, the second one on **developing a non-prescriptive and non-judgemental approach towards sexuality**; and the third one towards a **critical understanding of gender, as well as gender-based violence, from the lens of intersectionality and sexuality**.

Key Learnings

- The shift towards online calls for **creation of audio-visual materials and deeper engagement via social media**. We have endeavoured to find creative and yet critical ways of packing critical and dense concepts like gender, patriarchy and feminist education in short audio-visual explainers and podcasts.



- While working on the aforementioned, **we also went back to our old materials, which were in print form, and found ways of rendering them into audio-visual formats**, which can support in training programmes and be used for wider dissemination for information, awareness generation and building critical conversations on social media.

Young People's Education

Bringing Young People Into the Fold of Education

New Digital Infrastructure in the Learning Centres



Digitisation of PACE Curriculum



Ummeed Centres for school-going girls

There is a lack of empowering educational opportunities for the young population, especially for never enrolled and dropout girls from Dalit, Tribal and Muslim communities. Majority of girls who drop out early from education are denied all kinds of training, learning or employment opportunities and with the pandemic, this vulnerability has heightened twofold.

Our PACE and Tarang programmes for out-of-school girls have been successful in creating educational spaces and livelihood opportunities for young girls across Delhi and Bareilly.

"Why should I be known only as someone's wife, daughter, daughter-in-law or sister? I too have some dreams, some desires. That I want to be known for who I am.."



A still from "Parvaaz" —A Film by Nirantar Trust and Chambal Media

500+

PACE ALUMNI

350+

LEARNERS

10

CENTRES

250+

ALUMNI ENGAGED IN VOCATIONAL SKILLS

150+

PACE ALUMNI PURSUING HIGHER EDUCATION

Overview of Programme Activities in 2020–21

In 2020–21, apart from participating in relief work activities, we focused on **re-visualising the learning centres** by incorporating nutritional supplements, safety health setups and establishing digital infrastructures. We also started **new learning programmes and adopted appropriate strategies to meet the requirements of young people**. Throughout the process, we were continuously connecting with older adolescents with different livelihood opportunities, advocating for the rights of out-of-school adolescents, writing curricula, networking with organisations, working with young people and/or with alumni. We have been documenting the new experiences, challenges and stories of negotiations from the current context of COVID-19.

Key Activities

Revisoning Learning Centres

A large number of learners were on the verge of dropping out due to financial crises. **To address this, we started to provide supplementary nutrition to all the learners and their siblings who were coming to the centres regularly.** These initiatives helped in building stronger relationships with the community, which were beyond our project-driven interventions. This has also helped with their well-being, improved their attendance and also enabled them to focus better in class.

Finding a severe lack of digital access and exposure to online spaces, **we installed smart TVs and internet connections in all the 10 PACE and Tarang learning centres.** This enabled learners to

use online resources. This also helped the team in operating the centres as **community resource centres where people could learn about different government schemes, fill their forms, etc.**



Figure 7: Audio Visual Resource Material at a PACE Centre

Curriculum Development

We began the process of **digitisation of the PACE curriculum** in 2020 after a mapping process, and a series of conversations with the teachers, mobilisers, and experts. We followed **diverse methodologies like online sessions, audio recording, drawing sessions, online discussions with teachers and video shoot by teachers to ensure their active involvement in the process.** Along with this, we reworked our Hindi and Numeracy primers to include themes that challenge the existing social norms and power structures from an intersectional lens.

Strengthening the PACE Alumni Network

With the outbreak of the pandemic, a majority of the PACE alumni girls faced a financial crisis and were thus interested in exploring different livelihood opportunities. We approached several organisations who provide leadership building opportunities for young girls. In 2020, the number of girls who passed NIOS exams was **31**. Overall, around 180 girls across all the centres have participated in different training and orientations **including SRHR, fumigation and sanitisation work, vocational training, tailoring, self-defence, career counselling, nursing and computer skills,** in the past one year.



Figures 8.1 & 8.2: Stills from the Curriculum Digitisation process with our PACE teachers

Advocacy

We have worked closely with **young leaders and other like-minded networks like Young Voices and NCAAC** to advocate for the rights of young people on many fronts. Government of India announced the setting up of a Task Force committee to review the minimum age of marriage for girls. Nirantar join-

-ed hands with many other women's collectives, under the banner of 'Young Voices', to reach out to young girls to know what they think about it and amplify their opinions and make policymakers listen to them. For this, we conducted meetings with PACE learners and participated in meetings with **other adolescent groups across UP, Rajasthan, Bihar and Assam**. Along with several other national-level groups, our young leaders from the field took part in **online campaigns around the age of marriage to generate awareness** on the issue and encourage other groups to share their views. We also worked with organisations to **discuss the challenges to young people's education due to COVID-19**. We sent our recommendations for inclusive education to address the emerging concerns of COVID-19 from the lens of gender and sexuality to the National Human Rights Commission. Furthermore, in June 2020, one of our team members became a part of the steering committee of Nexus (anchored by InHive), a global network for organisations and individuals who are facilitating, enabling and leading alumni networks for social change.

Establishing Ummeed Centres for School Going Adolescent Girls

In 2020, we started **14 learning centres in the 7 districts of Bihar** based on our experience of PACE work, though all the centres in

Bihar are for school-going girls. Most of these girls are from the most marginalised communities and families and were on the verge of dropping out, due to financial crisis and lack of educational support. Around **238** girls who were unable to attend online classes were enrolled in these centres that provide coaching for Classes 9 to 12. Federation leaders of Mahila Samakhya are playing a crucial role in monitoring the functioning of Ummeed centres, and also play a key role in counselling learners' parents **to ensure that they don't discourage the girls from going to the centres**.

Key Learnings

- We worked with very young adolescents (VYA) (10-14 year olds) from urban resettlement areas for the first time. Our biggest learning so far has been **to keep aside all assumptions about them and listen to their desires and needs**. Along with VYAs, this was our first structured intervention with boys. We have been able to learn about the different aspects of marginalisation of young boys which include peer pressure, the burden of earning a livelihood, gendered expectations and expressions of sexuality.



- **We have recognised the importance of solidarity and support groups** at several levels for facilitators, learners, and alumni to deal with the ongoing crisis and become collective strength for those who are in crisis.



The Third Eye Portal



The Third Eye is a feminist think tank working on the intersections of gender, sexuality, violence, technology and education.

f

An online platform that does a deep dive into a new theme every three months

Offline trainings and experiential learning exchanges across grassroots organisations

structure

body

praxis

pedagogy

NIRANTAR RADIO

NIRANTAR VIDEO

BLACK C बॉक्स

www.thethirdeyeportal.in

www.thethirdeyehindi.in

Overview of Programme Activities in 2020–21

The Third Eye portal launched its inaugural edition on the theme of Work in November 2020. This edition explored work as a social, political, and intellectual idea and looked at its history and evolution through a feminist lens.

The offline work with digital educators was formalised in this period with **24 digital educators** identified across the states of **Uttar Pradesh, Rajasthan and Jharkhand**.

Separate social media handles on Instagram, Facebook, and Twitter were set up for The Third Eye portal between January and March 2021, with an integrated brand channel with Nirantar on YouTube.

Key Activities

The Third Eye Online

The Third Eye's online presence took shape in this period in the form of the two websites in English and Hindi respectively.

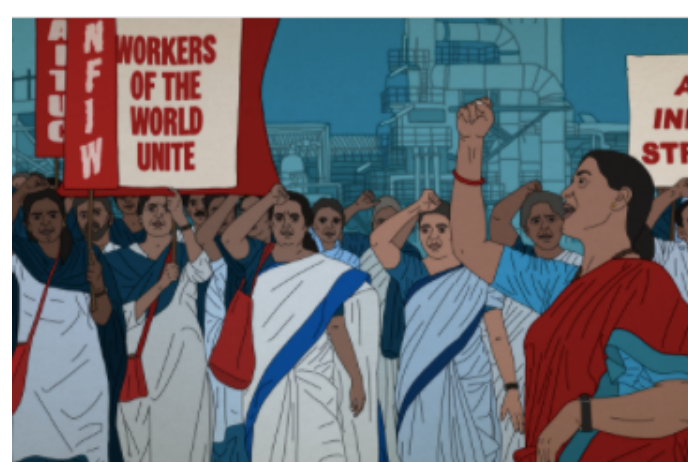
- March to November 2020 was a period of hiring and programming for The Third Eye's online activities, processes, sections and offline responsibilities along with website development.



Figures 9.1 and 9.2: Homepages of The Third Eye English and Hindi websites.



- The editorial team worked towards **commissioning, writing, editing and publication** of the pieces planned for the Work edition in this period. Between November 2020 and April 2021, the team produced 40+ original text, video, audio and art pieces. The complete list of publications from the edition may be seen [here](#).
- Given the context of the pandemic, the team highlighted the impact on education through the **Teacher Talks series** and the concerns around rise in gender-based violence during the pandemic through the series **Stay Home, Kitna Surakshit?** Both these were recorded and produced over Zoom.
- In its campaign section Amplify, through **#21SekyaHoga**, TTE explored the impending change in the legal marriageable age of women in India through the lens of education.



Why Women Workers (This Means You) Should Unionise
feat. Annie Raja



What does a writer really do?



Life in Ten

Figures 10.1, 10.2, and 10.3: Screenshots of articles from the Work Edition. Click to read.

The Third Eye Offline

The Third Eye Offline aims to develop content and pedagogical practices directed towards bridging the digital knowledge divide across the urban and rural spectrum.

- Between June–November 2020, partner organisations were identified and digital educators were chosen, keeping in mind their long-standing work with local groups and these community-based organisations.
- In the initial meetings online in December 2020, the educators were familiarised with the TTE portal, and through that introduced to the idea of different narrative forms: **audio stories, short films and videos and the written word**. They were given mobile filming equipment such as phone cameras, tripods, recorders, speakers, laptops etc. as a first step towards learning to create their own material and were also given online training on how to use this equipment.

- In January 2021, the TTE team organised **2 offline workshops in Delhi** over 3 days each, with the objective of building on storytelling techniques and troubleshooting problems with recording images and sound. In the first round, digital educators from Daliganj, Jantanagri and Basmandi in Uttar Pradesh and some from Gogunda, Mavli, Pisangan and Baap blocks of Rajasthan participated. In the second, digital educators from certain blocks in Mahua, Banda City, Naraini, Mandawara and Meharoni blocks of Uttar Pradesh were invited. Prabhat Kumar Jha and Lakhmi Kohli from Ankur Society for Alternatives in Education were external facilitators for this workshop.
- Monday Addas—a dialogic platform: Apart from these workshops, the team initiated a weekly **Monday digital meeting/ adda with all the educators**. Spread over two and half hours, the addas are a way of introducing them to a diversity of audio-visual materials, styles and ways of thinking and representation to the group.



Figures 11: Some snapshots from the series, 'My Mother's Hands', photographed by the digital educators

Key Learnings

- There is a need to formulate specific online and offline dissemination strategies for TTE English and Hindi, given the different audiences to be targeted. Audience feedback is required on the website's accessibility.
- The portal material needs to be closely disseminated through digital educators' community networks. This process has recently been initiated but will need handholding and close monitoring at various ends for it to forge deeper, sustained links.



NIRANTAR TRUST : NEW DELHI
Income & Expenditure A/c for the year ending 31.03.2021

EXPENDITURE		RS.P.	INCOME		RS.P.
FC Projects			FC Account		
American Jewish World Services (AJWS)	23,78,962.00		American Jewish World Services (AJWS)	25,79,850.00	
American Jewish World Services (Lalitpur Field)	8,53,792.00		American Jewish World Services (Lalitpur)	14,15,600.00	
Best Practices Foundation	12,31,196.00		Best Practices Foundation	28,77,500.00	
CCFD	16,35,140.00		CCFD	29,92,024.30	
Econet	6,12,693.00		Econet	3,61,000.00	
Empower	7,24,785.00		Empower	18,66,128.82	
Ford Foundation	69,54,568.00		Ford Foundation	1,33,94,136.42	
Human Capability Foundation (HCF)	24,89,567.00		Human Capability Foundation (HCF)	56,79,702.00	
Paul Hamlyn Foundation	22,81,803.00		Paul Hamlyn Foundation	40,00,000.00	
General Programme	34,81,014.96	2,26,43,520.96	Gen.Program /Others/Reimbursements	42,24,127.64	3,93,90,069.18
			Bank Interest on SB A/c	3,44,026.00	
			Interest on FDR's	4,93,279.00	8,37,305.00
NON-FC Projects			NFC Account		
Jamsetji Tata Trust (JTT)	1,11,49,303.00		HCL Founation		24,74,000.00
HCL Foundation	46,14,877.52	1,58,00,480.52	UNICEF		10,90,000.00
UNICEF	36,300.00		Jamsetji Tata Trust- Other receipts	64,532.00	
			Bank Interest on SB A/c	51,729.00	
			Interest on FDR's	79,107.00	1,95,368.00
Excess of Income over Expenditure		55,42,740.70			
Sub-Total		4,39,86,742.18	Sub-Total		4,39,86,742.18
General Programme			Bank Interest on SB A/c	3,61,806.00	
Publication, Administrative Cost & Covid - 19	27,58,598.60	27,58,598.60	Interest on FDR's	2,92,530.73	
			Interest / Corpus	2,50,060.00	
			Interest on IT Refund	10,752.70	
			Relief Funds-Covid-19	20,71,504.24	
			Other Receipts,Subscriptions & Publications	6,31,432.20	36,18,085.87
Excess of Income over Expenditure		8,59,487.27			
Sub-Total		36,18,085.87	Sub-Total		36,18,085.87
Grand Total		4,76,04,828.05	Grand Total		4,76,04,828.05

Amurind
For NIRANTAR TRUST



Place: New Delhi
Date: 10.01.2022

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

RK Sharda
(R. K. Sharda)
Prop.
M.No.084847
UDIN:22084847AAAAAT6385



NIRANTAR TRUST : NEW DELHI
Receipts & Payments A/c for the year ending 31.03.2021


RECEIPTS		RS.P.	PAYMENTS		RS.P.
FC Account			FC Account		
Opening balance	94,62,701.51	94,62,701.51	American Jewish World Services (AJWS)	23,78,962.00	
FC Account			American Jewish World Services (Lalitpur)	8,53,792.00	
American Jewish World Services (AJWS)	25,79,850.00		Best Practices Foundation	12,31,196.00	
American Jewish World Services (Lalitpur Field)	14,15,600.00		CCFD	16,35,140.00	
Best Practices Foundation	28,77,500.00		Econet	6,12,693.00	
CCFD	29,92,024.30		Empower	7,24,785.00	
Econet	3,61,000.00		Ford Foundation	69,54,568.00	
Empower	18,66,128.82		Human Capability Foundation (HCF)	24,89,567.00	
Ford Foundation	1,33,94,136.42		Paul Hamlyn Foundation	22,81,803.00	
Human Capability Foundation (HCF)	56,79,702.00				
Paul Hamlyn Foundation	40,00,000.00		General Programme	34,81,014.96	2,26,43,520.96
Gen.Program /Others/Reimbursements	42,24,127.64	3,93,90,069.18			
Bank Interest on SB A/c	3,44,026.00		Closing Balances		
Interest on FDR's	4,93,279.00	8,37,305.00	Cash	4,931.00	
			Bank of India SB A/c 602210100008816	1,79,56,955.55	
			Security Deposit	30,000.00	
			FDR's (Including Accrued Interest)	90,87,656.18	
			TDS Recoverable FY-2020-21	36,996.00	
			Advances/Payable	-69,984.00	2,70,46,554.73
Sub total		4,96,90,075.69	Sub total		4,96,90,075.69
NON-FC Account			NON-FC Projects		
Opening balance		2,40,76,498.78	Jamsetji Tata Trust (JTT)	1,11,49,303.00	
HCL Founation	24,74,000.00		HCL Foundation	46,14,877.52	
UNICEF	10,90,000.00		UNICEF	36,300.00	
Jamsetji Tata Trust- Other receipts	64,532.00		General Programme	27,58,598.60	1,85,59,079.12
Relief Funds-Covid-19	20,71,504.24				
Other Receipts,Subscriptions & Publications	6,31,432.20	63,31,468.44	Closing Balances		
Bank Interest on SB A/c	4,13,535.00		NFC Account		
Interest on FDR's	3,71,637.73		Cash	18,159.00	
Interest on IT Return	10,752.70		Banks	50,32,759.51	
Interest / Corpus	2,50,060.00	10,45,985.43	FDR's	72,71,065.76	
			TDS Recoverable	4,87,547.54	
			TDS Recoverable FY-2019-0	83,882.72	
			Security Deposit	52,400.00	
			Program Advances/Payables/Imprest	-50,941.00	1,28,94,873.53
Sub total		3,14,53,952.65	Sub total		3,14,53,952.65
TOTAL		8,11,44,028.34	TOTAL		8,11,44,028.34

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

Admitted
For NIRANTAR TRUST



R. K. Sharda
(R. K. Sharda)
Prop.
M.No.084847
UDIN:22084847AAAAAT6385



Place: New Delhi
Date: 10.01.2022

NIRANTAR TRUST : NEW DELHI
Balance Sheet as on 31.03.2021

LIABILITIES		RS.P.	ASSETS		RS.P.
Fixed Assets Fund			Fixed Assets		
To the extent of Fixed Assets		15,41,204.00	As per Schedule "A"		15,41,204.00
Corpus Fund			Investments		
As per last year	36,99,106.00		FDR - FCRA	90,87,656.18	
Add : Interest earned during the year	2,50,060.00	39,49,166.00	FDR - NON FCRA	72,71,065.76	1,63,58,721.94
General Fund			Current Assets		
As per last year	1,22,19,372.14		FC Account		
Add: Excess of Income over	6,09,427.27	1,28,28,799.41	Cash	4,931.00	
			Bank of India SB A/c 602210100008816	1,79,56,955.55	
			Security Deposit	30,000.00	
			TDS Recoverable FY-2019-20	36,996.00	
Unspent Project Balances			Advances/Payable	-69,984.00	1,79,58,898.55
As per last year	1,76,20,722.15		NFC Account		
Add: Excess of Income over Expenditure	55,42,740.70	2,31,63,462.85	Cash	18,159.00	
	2,31,63,462.85		Banks	50,32,759.51	
			TDS Recoverable	4,87,547.54	
			TDS Recoverable FY-2020-21	83,882.72	
			Security Deposit	52,400.00	
			Program Advances/Payables/Imprest	-50,941.00	56,23,807.77
TOTAL		4,14,82,632.26	TOTAL		4,14,82,632.26

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

Abhinav
For NIRANTAR TRUST



R. K. Sharda
(R. K. Sharda)
Prop.
M.No.084847
UDIN:22084847AAAAAT6385

Place: New Delhi
Date: 10.01.2022



NIRANTAR TRUST :: NEW DELHI
Schedule of Fixed Assets As on 31.03.2021


Sl. No.	Particulars	As on 01.04.2020	Addition I Half	Addition II Half	Sold/ W/o.	Total	Rate of Dep.	Depreciation	As on 31.03.2021
FC Account									
1	Furniture & Fixtures	1,65,211.00	0.00	0.00	0.00	1,65,211.00	10%	16,521.00	1,48,690.00
2	Photocopier Machine	6,726.00	0.00	0.00	0.00	6,726.00	15%	1,009.00	5,717.00
3	Camera	23,044.00	0.00	0.00	0.00	23,044.00	15%	3,457.00	19,587.00
4	Computer & Accessories	18,642.00	0.00	2,97,990.00	0.00	3,16,632.00	40%	67,055.00	2,49,577.00
5	Refrigerator	13,320.00	0.00	0.00	0.00	13,320.00	15%	1,998.00	11,322.00
6	Office Equipments	44,749.00	42,990.00	3,83,002.00	0.00	4,70,741.00	15%	41,886.00	4,28,855.00
7	LCD Projector / LED TV	63,370.00	0.00	1,91,200.00	0.00	2,54,570.00	15%	23,846.00	2,30,724.00
8	Laptop	18,953.00	1,28,974.00	25,000.00	0.00	1,72,927.00	40%	64,171.00	1,08,756.00
9	Fax Machine	1,691.00	0.00	0.00	0.00	1,691.00	15%	254.00	1,437.00
9	Motor Cycle	36,454.00	0.00	0.00	0.00	36,454.00	15%	5,468.00	30,986.00
Sub Total		3,92,160.00	1,71,964.00	8,97,192.00	0.00	14,61,316.00		2,25,665.00	12,35,651.00
NON-FC Account									
1	Furniture & Fixtures	1,15,865.00	0.00	0.00	0.00	1,15,865.00	10%	11,587.00	1,04,278.00
2	Computer & Accessories	465.00	30,172.00	0.00	0.00	30,637.00	40%	12,255.00	18,382.00
3	Office Equipments	66,286.00	0.00	0.00	0.00	66,286.00	15%	9,943.00	56,343.00
5	Airconditioner & Stabilizer	17,001.00	0.00	0.00	0.00	17,001.00	15%	2,550.00	14,451.00
6	Generator	13,451.00	0.00	0.00	0.00	13,451.00	15%	2,018.00	11,433.00
7	Refrigerator	5,395.00	0.00	0.00	0.00	5,395.00	15%	809.00	4,586.00
8	Camera	20,063.00	0.00	0.00	0.00	20,063.00	15%	3,009.00	17,054.00
9	Laptop	22.00	1,31,688.00	0.00	0.00	1,31,710.00	40%	52,684.00	79,026.00
Sub Total		2,38,548.00	1,61,860.00	0.00	0.00	4,00,408.00		94,855.00	3,05,553.00
Grand Total		6,30,708.00	3,33,824.00	8,97,192.00	0.00	18,61,724.00		3,20,520.00	15,41,204.00

Place: New Delhi
Date: 10/01/2022

Admission
For NIRANTAR TRUST



AK Sharda
Chartered Accountant





nirantar trust
A Centre for Gender and Education

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