



Annual Report

2012-2013

Nirantar Trust, New Delhi

Introduction

Nirantar has gone through major shifts in the past year. Khabar Lahariya (KL) and Sahjani Siksha Kendra (SSK), projects started by Nirantar Trust, have both gone through organisation development processes so that they may become independent organizations. Khabar Lahariya now has new team in place, with three new members. The four-member Delhi-team works out of its own separate office. The OD process for the registration of SSK is another major process that was initiated in

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June 2012, and a broad plan of action has been decided and shared with the SSK team.

At the annual review meeting, Work Areas were decided, as a way of organising and reporting all current and future work. Work will now be done according to work areas instead of projects as earlier. The three work areas are: Women's Literacy and Education, Mainstream Education and Young People, and Gender and Sexuality. The current report follows this grouping to describe the various activities undertaken in Nirantar over the past year.

There were fresh additions to the Nirantar team as well, with 2 young members who joined, one in the sexuality work area; one in women's literacy and one person has joined in the Lucknow office for admin support. But two senior people have also left Nirantar in the last three months. Purwa from the Mainstream and Subhalakshmi from SSK team have left the organization for different reasons.

Milan – Bhopal

This year we also organized the Milan for all Nirantar projects in Bhopal for 2 days. The Milan provides an opportunity for all areas of Nirantar to come together – nearly 70 members from KL (Chitrakoot, Banda and Sitamarhi), SSK (Lalitpur) and NRC (Delhi and Lucknow) met for two days to share their experiences of work on gender, education and women's empowerment. This event provided a common platform and an opportunity for us to reflect on our journeys, share these and locate our work in the larger socio political context of gender and education. The focus of this year's Milan event was to trace the history of Nirantar as there were many new people who have joined various projects and the entire KL Sitamarhi team was new to this process. The event was full of energy and enthusiasm and we could collectively interpret and understand Nirantar's work in our own contexts. In one of the exercise groups represented Nirantar as they saw it. There were some interesting illustrations and interpretations that were displayed by various teams, which have been sent to the Lucknow office to be preserved and laminated.

Lucknow Office

The Lucknow office was opened as part of a strategic decision to strengthen our presence in UP and also to undertake advocacy at the state level given that now

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most of our literacy work including SSK is located there. Initially the office was opened in the same premises where Sanatkada was located, but it has now shifted to a larger office space on 1st May. The office is working energetically and is the hub of several activities related to women's literacy, Khabar Lahariya and the ICT work.

The Lucknow office has also been visualized as Nirantar's state level chapter, which will enable the organisation to be part of UP based networks and advocate at the state level. In this regard the Lucknow team has been exploring and lobbying with the UP SSA office for the dissemination and orientation workshop of Pitara booklets. Though it was not successful in convincing the concerned officers, it did help in making some contacts locally. The Lucknow team also participated in the SMC Convention, a day long day state level convention organized by SCORE (State collective on right to education) attended by nearly 2000 SMC and NGO representatives from 72 districts.

The Nirantar Lucknow office is the hub of all activities for the Lucknow and Faizabad editions of Khabar Lahariya. Monthly production meetings and a number of trainings held for the new reporters i.e. ICT training, workshops for the KL website along with regular editorial and planning meetings are organized in the Lucknow office. With the recruitment of an admin person at Lucknow, the office has also been playing an active role in organizing and coordinating other programmes organized by Nirantar in Lucknow. The Women's Literacy and Sexuality Education trainings have been organized in Lucknow. The office is also the centre of our leadership-building program for young Muslim girls in collaboration with Sanatkada. As part of this work, over 100 girls were mobilized, 35 applied for the program, but later only 15 came for the first round of perspective building training. The systems followed in Lucknow office are same as in Delhi office and it has been working more efficiently with an admin person in place for systems and maintenance.

Some of the activities that have been coordinated from Lucknow office are –

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Supported and participated in the KL Media survey undertaken for expansion. The involvement was in volunteer selection, making block profiles, setting the route chart etc.

It was decided to involve those girls who had undergone the ICT and leadership training to work as journalist in Khabar Lahariya. 24 candidates were short-listed from all the batches and were interviewed by the panel consisting of Radhika Bodia (NDTV), Sunita Aeron (Hindustan Times Editor), Madhavi Kukreja and Shalini Joshi. As a result of these interviews, 5 girls were selected for Khabar Lahariya, 4 for Media Unit, 2 for Information centre and 1 for admin work in Lucknow office.

Nirantar Resource Centre

As part of Nirantar's work as a resource center, in the past year we participated in the following meetings and events:

Input on Adolescent Education with MS Uttarakhand, April 2012, Dehradun

Meeting of the Women's Literacy Network, 21 March 2012, Lucknow

Engagement with the Right to Education Act

Four day meeting organised by South Asian Women's Network (SWAN), in Orchha

Designed intervention to sensitize the Room to Read team on gender issues.

Gender inputs and trainings with partners – Ibtada, and others

Participated in the "Planning for Sexuality and Policy Audits" organized by the Institute of Development Studies

Presented experience of Janishala at the International Conference on Special Education, organised by CARE India.

Worked on a paper governmentality, gender and education titled 'Including to Contain' on invitation of KIT (Royal Tropical Institute). The paper will be part of a book that will be published in the coming year.

Coordinated the writing of the education chapter of the CEDAW alternative report

Conducted internal capacity building programs on documentation

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National Consultative Meeting organised by the National Literacy Mission (Purnima)

Two trainings were for literacy partners the Annual Literacy training followed by a refresher training.

Two teachers trainings for two literacy partners: AMIED and Mahila Haat.

Two trainings on sexuality and gender - one for case workers handling cases of Violence against women (VAW) and another for ASTITVA in Uttarakhand, which is working on issues of young girls and women.

A 5 days course on Gender and Education was organized for Azim Premji Foundation Jaipur.

Khabar Lahariya organized two rounds for inputs to the district teams selected for expansion in Banaras, Faizabad and Lucknow districts. One was the capacity building on Journalism and perspective building and another on writing skills as journalist.

Input on Adolescent Education with MS Uttarakhand, April 2012, Dehradun

Mahila Samakhya (MS) Uttarakhand was in the process of setting up a resource centre on Gender and Education, which will support and give inputs to Sarva Shiksha Abhiyan (SSA) and other programmes on issues of gender, women's literacy, education and empowerment. Nirantar provided a two-day input in April to MS for this purpose.

Follow up of ToT with Mahila Samakhya Bihar (Swarnlata and Purnima)

Nirantar has done two rounds of TOT for district level resource persons of MS Bihar. 20 resource persons have been trained as part of this process. The follow up training on March 5-6 was organised with the same group. The objective was to observe and understand ways in which they are incorporating learning from the previous training while planning and conducting trainings. Also, a basic input was done on sexuality and gender. Their presentations and sharing indicated that they have been able to incorporate some of the elements of participatory and feminist pedagogy while conducting trainings.

Workshop on feminist evaluation (Mridu)

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Given our engagement with MIS in the women's literacy and sexuality education projects, we decided to participate in a workshop on Engendering Evaluation and Outcome Mapping organized by ISST Delhi from February 6 to 8, 2013. The objective of the workshop was participatory learning on engendering evaluations to be able to facilitate the engendering of policies and programmes.

Input to AJWS on Early Girl Child Marriage (Jaya, Archana and Shruti)

AJWS contacted Nirantar to help them influence and build perspective of one of the funders who was willing to give a large chunk of money (50 million dollars) to intervene in the area of early girl child marriage in India. They contacted Nirantar with their concerns and requested if we can facilitate a two days input for the funding organization representatives to impact their way of looking at the issues and thus the interventions for it. The people and organizations called for this purpose included Pushpa from Vanagana, Noor Mohammad from AMIED, Rehana from Astitva and Indira Pancholi from MJAS. Later we came to know from the AJWS team that the orientation was successful and the funders were convinced about taking a holistic approach to the work of early girl marriage and have given AJWS a larger fund to work with.

Meeting of the Women's Literacy Network, 21 March 2012, Lucknow

One meeting of the Women's Literacy (WeLit) network has been organised in the last one year. This is the first network that focuses on issues of women's literacy and education. Currently 23 organisations and individuals are part of the network. The membership has increased in the last one year with new organisations joining the network.

Engagement with the Right to Education Act

We have been taking part in the RTE Forum meetings including the National Level Consultation from 28th to 29th June, to inform ourselves of various activities and interventions under the Right to Education Act. Most members of RTE forum are funding agencies. We were also part of the 'Discussion workshop on draft Teacher

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Education Development Index, (TEDI) Framework for India' organised by the World Bank in June. The framework developed by World Bank is to assess and improve the quality of teachers, both in government and in the private education system. The objective of the discussion was to take feedback from organisations working on RTE and elementary education including NGOs, funding agencies and the education department of MHRD.

Two board members of Nirantar are also part of the sub group on grievance redress mechanisms under RTE set up by the National Advisory Council. Three meetings of the sub group have taken place and a draft document has been prepared and circulated for comments.

SouthAsian Women's Network (SWAN) Meeting: We attended a four day meeting in Orchha in November that brought together several groups and individuals from across South Asia to share projects and activities that could be organised to facilitate learning and build a common understanding of issues among the SWAN partners. Nirantar made a presentation on the Gender and Education course; this was our effort to raise within the network issues of education from a gender perspective.

Nirantar has been approached by **Room to Read** to design an intervention to sensitise its team on gender issues, especially members of their girls education programme. Room to Read had participated in the gender and education course conducted by Nirantar.

Ibtada, our partner in the women's literacy project, requested Nirantar to facilitate gender training with their literacy volunteers, supervisors and coordinator. Two people from Nirantar **gender inputs and trainings to Ibtada**, Nirantar's partner in the women's literacy program. 35 participants were present and it was the first input on gender for them. We focused on perspective building on concepts of gender and patriarchy.

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We facilitated another **gender training in August for Nalanda** in Uttar Pradesh. This was training for their teachers, supervisors and coordinators of the adolescent education programme. There was a lot of openness to new ideas and concepts on gender among participants. For the coordinators, this was the second input on gender; a different group facilitated the first one. The Delhi Commission has also approached us for Women (DCW) and the state agency responsible for providing support to the NRHM programme in Bihar to conduct trainings on gender, health and equity for master trainers.

Nirantar participated in a meeting on **Planning for Sexuality and Policy Audits organized by the Institute of Development Studies** on 27th to 29th November 2012 in Brighton, UK. Like Nirantar, IDS believes that poverty reduction processes would benefit from a focus on sexuality. It has initiated a project to produce a methodology for conducting sexuality audits of development policy in different settings. The goal of the project therefore is to make visible the manner in which much current development policy fails to take account of sexuality to its detriment.

Nirantar has decided to undertake a **policy audit of a mainstream education programme such as RMSA (Rashtriya Madhyamik Siksha Abhiyan) from the lens of sexuality**. We feel that this would be important for Nirantar in terms of beginning to look at formal school education as a whole from the perspective of sexuality. Thus far Nirantar's engagement has been with sexuality education, which is a particular theme within education.

Meeting on sexual rights and World Social Forum

GRAP- the Group of Reflection and Support to the World Social Forum process invited Nirantar to participate at a global meeting among civil society movements. This meeting was held in Sao Paulo from January 29-31, 2013. Almost 56 activists gathered in Sao Paulo and the following topics were selected:

Crisis of civilization: territories, commons and people's resistance

Technologies, knowledge and learning

Political bodies: production, reproduction and sexuality

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XXI Century Social Movements and occupation of public spaces

Practical experimentation of cartographies

A team member from Nirantar co-coordinated the political bodies: production, reproduction and sexuality session along with members of other organizations who were supported by GRAP. The session was to map the body and issues regarding the body in various countries. Several issues were raised and discussed; these included, breaking sexual and gender norms, internal homophobia, state regulating norms to do with sexuality, religion and sexuality etc.

National Consultative Meeting organised by the National Literacy Mission:

We participated in a consultative meeting organised by the National Literacy Mission on March 24-25 in Mahabalipuram. The meeting was organised with various stakeholders to discuss the Saakshar Bharat programme and to debate the need for legislation on adult education in the country. Members of various universities, state sponsored institutions (SRCs, SLMAs, NIOS etc) and civil society organisations (BGVS and Nirantar) participated in the meeting.

As part of our advocacy efforts we have responded to requests from government agencies like **Directorate of Adult Education (DAE)** and Sarva Shiksha Aabhiyan to strengthen Saakshar Bharat and the implementation of RTE. The DAE invited us to contribute to two taskforces set up to strengthen the Saakshar Bharat programme. The first is a **taskforce on Capacity Building for Saakshar Bharat**. As part of this we will be working with TISS to develop a policy and a module on trainings for State Resource Centres and State Literacy Mission Authorities, agencies involved in the implementation of Saakshar Bharat. The second taskforce is on **Convergence and Communication**. One meeting has taken place where we provided inputs on strengthening the linkages of the adult literacy programme with programmes of the Ministry of Rural Development and the Ministry of Women and Child. Two Nirantar members are also part of a subcommittee set up by the Ministry of Human Resource Development for envisioning for children with special needs under RTE. RTE provides for special training for children who have not been to school in order to

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bring them back to school. Two meetings of the subcommittee have taken place in order to prepare an overall visioning report for special education. A draft document has been sent to MHRD and the final report is due by December 2012.

Papers and presentations

A member of Nirantar was invited by KIT (Royal Tropical Institute) to work on a paper on governmentality, gender and education titled 'Including to Contain'. The paper will be part of a book that will be published in the coming year. The paper is a reflection on Nirantar's experiences of working with the state. The paper has been written in a participatory manner with practitioners from South Asia, who are working together to theorise on their experiences of gender.

Nirantar prepared a presentation on the experience of Janishala that was presented at an International Conference on Special Education, organised by CARE India.

Nirantar is also going to coordinate the **writing of the education chapter of the CEDAW** alternative report. An initial discussion has taken place with the National Alliance of Women's Organisations (NAWO) for this process. India is due to report in 2014 and we will be coordinating the writing of the education section of the report along with other groups.

Internal Capacity Building

Nirantar Resource Centre has been actively involved in building skills and capacities of its own members as well as of members of other groups. In November we organised a four-day **documentation workshop** for the Nirantar team. The workshop had all of us working together for four days and four nights over reports, profiles and the newly created Nirantar blog, which was designed and developed as part of the workshop. As part of the workshop we were able to complete the long pending Janishala profiles; six profiles of learners and teachers were finalised by all us and at the end of the workshop, these were uploaded on the Nirantar blog. The workshop was facilitated by Bishakha Datta of Point of View (Mumbai).

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A lot of work has gone into the **Nirantar website** which is currently being updated and upgraded. Content generation and finalisation for the website has taken a long time. The website will be uploaded in December 2012. The new website is dynamic and user friendly. It is organised according to the work areas in Nirantar. Work on the website has been coordinated by a senior member and will now be managed by a team of three people who will update it on a monthly basis.

Review

Nirantar Annual Review

The Annual Review was organised from March 20-22, 2013 in Lucknow. The review process included: (a) a sharing of issues concerning work areas, (b) a discussion on our relationship with Sahjani Shiksha Kendra in a context where the group is on the verge of registering as an autonomous organisation, (c) individual reviews and (d) a discussion on Nirantar's strategic plan. Prior to the review, there was much coordination among work areas and project teams to complete their own meetings and reflections and despite hectic travel plans and back to back workshops, these meetings were completed before all of us left for the three- day review in Lucknow.

Nirantar's six monthly review, reflection and planning meeting:

Organised on October 11 and 12, the review included a sharing of the highlights of each project, the challenges faced and issues related to team functioning. There was also discussion on issues of activism, functioning of the Lucknow office, systems and organisational issues related to authorship and consultancies. There were issues and confusions related to the second issue of consultancies and it was decided that we would take it up later in the project coordinators meeting.

Women's Literacy and Empowerment

Project Coordinator Women's Literacy – Purnima

Project Team – Sahba, Mridu, Swarnlata, Anita, Megha (Joined from 1st July)

	Work
1	Refresher Training

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2	Annual literacy training
3	Follow up visits
4	Finalisation of the MIS Module and Advance literacy MIS
5	Input to PRADAN on Baseline
6	Mahila Haat/AMIED Teachers Training
7	ASI Camp Orientation
8	Baseline analysis questions
9	Selection of new partners
10	Teachers training
11	Materials creation training
12	MIS training
13	Teachers Training with new non partner organisations
14	Gender Training for Literacy Volunteers
15	Follow up visits
16	Finalisation of Basic Literacy MIS manual and Learners' Assessment Sheet. Developing Advance Literacy MIS Framework
17	Input to PRADAN on Basic Literacy MIS
18	Review Reflection Meeting
19	Completion and evaluation of the project supported by EU
20	Sahjani Siksha Kendra <ul style="list-style-type: none"> • Endline Analysis of data from SSK • Materials workshop for SSK • PRA for Birdha

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	<ul style="list-style-type: none"> • MIS consolidation • Review of SSK Literacy Programme • Teachers identification and Selection • Teachers Training
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Refresher training - Most partner organizations have completed one year of their literacy programme. Some of them had requested us for refresher training for teachers and supervisors. In March 2012, we conducted a 4-day refresher training for 30 participants from 9-partner organization in Lucknow. In this training besides partner organizations, Sahjani Sheikhs Kendra and Disha (Saharanpur) also participated. Members of Sahjani Shiksha Kendra were also resource persons; they conducted an issue-based session. After this training, some new tasks were given to the participants such as –in each literacy centre, one broadsheet will be produced by centre learners, women will write a letter every week, and issue based sessions will be organized according to the chapters. Teachers will work on women's reading-writing fluency.

Annual Literacy Training Nirantar organized the annual 7 day training on 'Women's Literacy and Empowerment' in Delhi and Lalitpur from 18th to 24th May 2012. 41 participants from 25 different organizations from Uttar Pradesh, Madhya Pradesh, Rajasthan, Bihar, Orissa, West Bengal and Jharkhand attended the training. It was conducted in two phases. The first phase included perspective building on women's literacy, education and empowerment. The second phase involved a 3-day exposure visit to Sahjani Shiksha Kendra in Lalitpur where participants visited centers and camps where our pedagogy for language and numeracy was demonstrated with activities and multi-level teaching.

Follow-up visits and Onsite inputs - As a resource organization, the literacy team members visited 5 organisations- Mahila Kalpana Shakti, Ibtada, Mahila Haat, Human Welfare Association (HWA) and Vanangana. These follow-up visits were made in the month of June-July 2012 for two days to each organizations where 3-4 centres were visited.

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Visits to Prabala and Face were made in September, in consultation with the literacy teams there. Two more organisations called BMKS and MGSS in Mau district of U.P. were also visited during this phase. The objectives of these visits were to assess their literacy programme and explore a potential of partnership with them. The learners' response to the pedagogy was positive.

Basic Literacy MIS Manual: The Basic Literacy MIS, which is in place, has now been compiled into a manual, which includes objectives for each format, instructions on how to fill each column. The finalization process also entailed incorporating the feedback and suggestions that we have been receiving and taking note of during our trainings as well as follow up visits regarding the challenges in maintaining MIS.

Advance Literacy MIS Framework and Learners' Assessment Sheet: The team has conducted a 2 day workshop in Lucknow to gain more clarity on the objectives, definition of advance phase and advance learners and the competencies of the advance phase. It has also developed a 'Learners' Assessment Sheet' which will qualify the women to enter into the advance phase. We have also developed a draft of Advance level Literacy Competencies.

Support to AMIED and Mahila Haat on Teachers training- In June, AMIED (Alwar, Rajasthan) and Mahila Haat (Almora, Uttarakhand) called Nirantar to provide support during their teachers training. The sessions mostly focused on word method, place value and Pragati Akhaya. At the end of each day, two hours were spent with the supervisor and co-ordinator to debrief each session.

Mahila Haat had asked for refresher training for 25 teachers and 2 supervisors.

Mahila Haat supervisors mostly conducted the sessions. In the workshop, they revised the Language and Math pedagogy and built perspective through issue-based sessions. Nirantar co-facilitated some issue-based sessions such as calendar and anemia.

Camp Input for ASI - In June, two team members provided a 4-day long input session on Block level camps to ASI, Pratapgarh. The session was organized by ASI for 20 teachers, 2 supervisors and one coordination in addition to 35 learners to strengthen their literacy skills and build their perspective on gender. It was an opportunity for the team members of Nirantar and ASI to interact with these women in an informal environment and for a longer period of time. This allowed the

Nirantar team to build an understanding of the community and also gave them a sense of the literacy levels of women, which will help in planning for future inputs.

Baseline data analysis - All partners have filled the baseline formats for all the learners. The entry of these formats was done by Centre for the Study of Developing Societies (CSDS) in coordination with Nirantar. An interim analysis of the formats of 9 organizations has been done till now that has helped us build a better understanding of the context of the region where partner organizations are working. It also helped in understanding the present status of the learners through the baseline, which in turn will be useful in drawing out strategies for the projects of different partners. It has also given us insights for the follow-up visit to these partner organizations with specific objectives and indicators in mind.

Coordinating and providing critical inputs for neo-literate materials- In the last 4 months the women's literacy unit coordinated the production of 5 reading materials for neo-literates for 3 partner organizations. The role of the unit ranged from giving critical inputs on the content and language of the material, the design of the material, coordinating and finalizing the illustrations and the material as a whole. This was done through regular communication with the organisations, meeting with them to take some decisions regarding the materials and meeting with the designer and the illustrator. The print run of three of them is 500 at present, of 1 material is 1000 and the remaining one is still to be printed.

MIS Follow-up Training - This workshop was conducted from 31 January to 2 February, 2012 at Sahbhagi Shikshan Kendra, Lucknow, UP. There were 30 participants in the workshop from 9 partner organizations. This was the follow-up of the MIS training, which we had done in October 2011. We introduced monitoring and evaluation formats and systems in this training to track women's learning process and efficiency of the programmatic intervention. For this we have developed standardized formats and built an understanding on data analysis. A follow up workshops was also organized in February–March 2012, to deepen their understanding of data analysis and use of monitoring and evaluation formats.

Teachers Training with new organizations: In August Nirantar organized a demand based five day training for 5 organizations who are at present not partners with Nirantar on the SDTT literacy project formally. Many of these organizations were funded in the past on literacy. There were 26 participants. The organizations who participated in this training were: Bhagwan Manav Kalyaan Sansthan - BMKS, (Mau, U.P), Navjeevan (Bihar), IGSSS (Jhabhua, M.P), AMIED, (Alwar Rajasthan)

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and SSK, (Lalitpur U.P). This training entailed perspective building on women's literacy and adult learning, skill building on the pedagogy of teaching language and numeracy, capacity building on maintaining records in the centres and training of trainers to build their capacities to carry out further inputs.

Support to Vanangana in advanced level phase - Vanangana sought the support of Nirantar in planning activities for those centres that have completed 18 months. Before they start the advanced level centre, a 2 day input was provided to five Vanangana's staff on how to compile the MIS emerging from centres and how to do an endline survey in the centres. They have to revise the primers because some of the learners are still struggling with words and sentence reading.

Input to Pradan on Basic Literacy MIS: Pradan has been provided an input on Basic Literacy MIS. One person from the organisation has been oriented on different MIS formats at different levels, the objectives to fill each of them, the ways to fill them and the process of consolidation at each level.

Review and Reflection meeting with Partner Organisation: This meeting was organized by Nirantar as part of its ongoing work as a technical resource group for women's literacy coordination unit. 21 participants from 9 literacy partner organizations and 2 representatives from SDTT – Ratna Mathur and Ravi Prakash attended the meeting. The organizations including Nirantar presented their work done in the last 6 months highlighting their achievements, their strategies and activities conducted during the last phase.

Completion and evaluation of the project supported by EU: An evaluation of the women's literacy project supported by EU took place during this period. As part of this project Nirantar has (a) completed the process documentation on effective practices in women's literacy, (b) completed the second cut of a film on MSK learners, (c) completed a tracer study on MSK learners and (d) initiated a women's literacy network. Other activities such as the women's literacy mela in Lalitpur and the Nirantar Milan have also been supported by this grant. The evaluation was conducted by Mamta Jaitly.

Follow-up visits and Onsite inputs - As a resource organization, the literacy team members visited 5 organisations- Mahila Kalpana Shakti, Ibtada, Mahila Haat, Human Welfare Association (HWA) and Vanangana. These follow-up visits were made in the month of June-July 2012 for two days to each organizations where 3-4 centres were visited.

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Sahjani Siksha Kendra

Endline Survey: As the work on social audit and monitoring is also coming to an end, an end-line survey was also done of all the 101 schools. The end line was designed by NCPCR and we filled it up in a span of 20 days. The basic structure of the endline basically drew from the baseline that was done in the beginning of the social auditing process in year 2011. This endline will give data for the comparison to assess the changes brought by the monitoring and social audit process. Nirantar had filled the data and submitted it to the NCPCR as feeding and analysis is NCPCR's responsibility.

Support to Sahjani Shiksha Kendra (SSK)-In the last 4 months, the women's literacy unit has worked closely with the SSK team and extended support for many activities in the field. From opening of new centres to providing regular support to centres for the basic literacy work, we have been involved at every step of the work. This has been done through regular monthly meeting for teachers, monthly block meetings, field visits and in planning and conducting trainings as well as literacy camps. We have also provided inputs for the production of 4 neo-literate materials. In April, we also did a one-day workshop with the SSK team on material development. The team has written nearly 30 small booklets for 3 levels of learners. Out of this, six are finalised and they will be printed in July 2012.

Work as Coordination Unit

Nirantar as the Literacy Coordination Unit was supposed to organize and conduct various capacity building workshops and trainings mentioned in the table above. Due to the delay in the identification and selection of new partners from SDTT, we have not been able to start the work with partners in this phase.

The unit has given technical inputs to Sanatkada to start a literacy programme with the women prisoners in one of the jails of Lucknow. The inputs entailed an orientation on the literacy programme, methodology, pedagogy as well as the materials used. This was followed by inputs on the proposal as well as the strategies for the programme to be implemented.

Nirantar also presented an overall analysis of the impact of the literacy programme in the last one year. This analysis was based on the data of the baseline and the latest data from the MIS formats. The presentation positively showed the impact of the

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programme in one year and the potential of the programme in the next 2 years and more.

Sahajani Shiksha Kendra, (SSK)

Project coordination Team SSK – Archana, Swarnlata, Meena (SSK)

Work
Centre opening in 50 villages
Centre follow up and support
Capacity building on MIS
Teachers Training
Literacy camp for improving Teachers' literacy skills
Literacy camp for LRG women
Samiti Sammelan
Social Audit for NREGA
Identification and selection of teachers
Refresher training (for teachers of current centers)
Teachers Training for new teachers
Follow up of Samiti work (first and second round of meetings)
Shivirs with children in schools of Madawara and Birdha blocks
Internal review of literacy programme
Monitoring of schools in 5 blocks
Annual review
Monitoring and support to literacy centres
Baseline (of 30 new centres) and Endline (in 9 centre)
PRA in Birdha block

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Monitoring and support to literacy centres
Baseline (of 27 new centres)
Starting up of 27 Literacy Centers in 3 blocks
MIS training for literacy team MIS follow up training
Follow up of Samiti work (first and second round of meetings)
Bridge course for Girls from Madawara
Periodic review of literacy programme
Monitoring of schools in 5 blocks
Mobilization and teacher identification for next round of Centers.

Highlights

The highlights of the past six months have been as follows:

30 literacy centers have been opened across Mehrauni and Madawara blocks enrolling more than 500 women in these centres

Samiti Sammelan organized by SSK and Nirantar which brought together over 550 women, 5 organizations and several activists to discuss and formalize the process of women's collectives as Samitis.

Around 35 women have come into leadership and are part of Literacy Resource Group (LRG), involved in the monitoring and support for the literacy, advance education and samiti work in Lalitpur.

In these 4 months, there has been a greater separation and focus in the roles being played by the SSK team and by Nirantar. On the one hand, the SSK team has taken the lead and ownership in many field-level activities, like mobilization for centres, selection of teachers, opening of centres, doing camps, etc. On the other hand, there are some strategic activities for which Nirantar has given the push – for instance facilitating the visioning of basic literacy, CE and samiti strategies, along with

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curricular and materials development, building capacities and team for the monitoring and information system (MIS) for the basic literacy intervention and planning and carrying out the trainings for teachers, for Literacy Resource Group (LRG) and samiti. Nirantar has also worked intensively with the SSK leadership, for bringing them into newer roles within SSK, as well as helping them play a resource group role for other organisations.

Opening of literacy centers across three blocks

After the teachers training in the month of November'12, literacy centers were opened from 14th to 22nd in Mehrauni, Mdawara and Birdha blocks respectively. Majority of these literacy centers started in Birdha block as there was much enthusiasm in the community and positive response from the women to join the centres. One of the reasons could be that Birdha is a new block for literacy related work and thus the novelty factor might be working there. Out of total 27 centers which were opened in this phase, Birdha had the largest share with 16 centers. This also marks the beginning of our direct engagement with women for their literacy in Birdha block. With this, total no. of literacy centers running in Lalitpur district is 65 at present covering nearly 1300 women. Sahjani team, LRG women and trained teachers were involved in the process of mobilization and center opening. As an integral part of the process; decoration, songs, *Phad*, posters, discussion sessions etc. were prepared and organised in villages. Participation of community women was good in most of the villages except one or two where we felt the mobilization was not enough. During the centre opening process, women and men engaged in rich discussions with us and showed keen interest in literacy.

Monitoring and support to literacy centers

At present 66 centers are running, out of which nearly 52 centers are regular. Rest have been irregular due to various reasons like lack of support from the teacher's family and Sahariya women practicing untouchability with Dalit teachers. These centers have been irregular and various strategies have been used to make them regular. Out of these, 9 centers have also

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completed the basic phase and they would be functioning as advance literacy centers. Teachers training for the advance phase would be done at the end of month April. Regular monitoring and support has been done in these villages. This process has been a bit slow in February and March as it was the peak harvesting season. The focus has been on providing support to the teacher, maintaining a rich learning environment and center level records.

Basic and Advance Literacy Centres

New literacy centres have been opened in 30 villages in Madawara and Mehroni blocks in the month of May and June. Out of which 15 are in Madawara and rest 15 are in Mehroni block. Literacy centres were opened in an 'Abhiyan mode'. Teams of 8-9 people was made for opening these centres in a mode so that village people and women could join the programme and it comes to the notice of the community that some activity is going to take place. This phase can be characterized by intensive and continuous mobilization across 50 villages where new centres were to be opened. At present there are total 39 literacy centers running across both the blocks.

Teacher selection and training - 57 teachers have been trained to teach in literacy centers. Training of this group was done in the month of May. New sessions were introduced this time, which included centre as a space for women, multilevel teaching and daily planning. The final selection of the teachers was done at the end of the 10-day training. The selection was done on the basis of their participation, interest to learn, and perspective and literacy skills. Total 36 teachers were selected who could start their literacy centres immediately. We also identified 10 teachers who have potential to run centers but their literacy skills are not very strong. They had been asked to come to the block level camp specially organized for improving their literacy skills.

Literacy Camps- In this period, many rounds of block level camps have been organized with different objectives and different groups of women. Total 6 blocks level camps have been done in the last six months.

- Three block level camps with 29 sahariya women.
- One 20 days camp with 65 women and girls.
- One 10 days camp for centre teachers
- One camp with women from advance villages

Basic Literacy programme in Madawara - As mentioned in the last report, the fellowship programme for building capacities of Sahariya women as a resource group was implemented in the last six months. Total of 29 sahariya women had been part of this structured input. Under this programme they have gone through four block level literacy camps from January to April. In these camps they have learnt language and numeracy related skills, built their perspective on caste, education and resources. The information on RTE (Right to Education Act) and NREGA (National Rural Employment Guarantee Act) was also provided to them so that they can intervene on these at their village level. As result of our continuous engagement and capacity building this group has emerged as a strong group of saharyiya women who is ready to go on to another level of engagement and activities with SSK.

Basic Literacy Work in Birdha - The work in Birdha has moved a step ahead in the last period of the last six months. In the process we have identified 33 villages where our future work will take place. As planned, the process of Participatory Rural Appraisal (PRA) has started in the month of June. A two day workshop followed by two days of pilot in one village has taken place, where we tested all the PRA tools we had developed for Birdha. Some of the tools were social resource mapping, ranking and FGDs, case study etc. This process has been planned to complete in the month of July in the rest of the villages. Along with this the process of identifying local karyakartas in this block is on. Literacy related work has started in Birdha block started with identification of villages, in which the work done under RTE came handy. After the village selection, the PRA was done in 5 villages starting in June-July, and completing in September/October. The PRA also took more time than it was envisaged, which further delayed the work almost by 2 months. Apart from PRA, the mobilization and rapport building in new villages also continued in most of the identified villages through regular visits. During these visits, the process of identifying teachers, meetings with the community members and selection of new Karykartas has also been done. As a result, 4 new local karykartas

have been selected for working in Birdha along with nearly 30 teachers who could be taken in for the training and opening of literacy centres in Birdha.

Strengthening the Monitoring and Information System (MIS) - In the last six months, the MIS system has become more systematic and organized in the SSK. The team is being identified and capacities are build to do the task of organizing the data at the supervisor's level.

The Literacy Resource Group (LRG) - A significant aspect of the CE strategy has been the role played by the Literacy Resource Group (LRG) in following up as well as making linkages of women's issues with literacy. This is a group of about 30 women leaders from amongst the samiti membership, who have been identified and trained as people who have been proactively pushing the mandates of SSK for women's literacy and empowerment. Since LRGs are expected to play a supportive role in centres as well as in camps, a two day of input was provided on how to facilitate language and Math teaching.

Mahila Samiti S sammelan (5-6th June, 12) - With women's empowerment and autonomy at the centre of our all activities, mobilizing women for building and strengthening their collectives is an important aspect of our work. The highlight of the 2 days Mahila Samiti S sammelan was the sheer energy and ownership that women displayed being part of the Samitis and sammelan. 550 strong women who came from Mehrauni and Madawara block attended the sammelan. The objectives behind organizing the S sammelan can be summarized as below;

- To step up the process of women's empowerment by pooling their collective strength by bringing them together on a common platform
- To develop a common understanding on the structure of the samiti and issues that Samitis can take for collective action
- To concretize the plan of formalizing the Samitis and also evolve a common structure agreeable to all as the village and block level

It emerged from the discussions that women were quite keen to form these Samitis and also give them a formal recognition so that they could negotiate with government machinery with more authority. They felt that collective identity will help them access and negotiate better with government officials. Women and SSK

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team together also made a pledge about giving support to each and other marginalized women.

Annual review of SSK

The annual review of SSK was done in the first week of April in Goa. The excitement of Goa was as high as the enthusiasm of looking back and analyzing our ups and downs through the year. The annual review is always an intensive process in SSK and it includes both work related as well as team related issues at the organizational level. The review was planned and facilitated by Nirantar. This review was however more intensive and special in many terms as there were many new initiatives that SSK had taken in last one year and team had also expanded accordingly. Additionally there is new group of leadership that was emerging and both SSK and Nirantar are seeing a new possibility of collective leadership.

Monitoring and support to literacy centers

At present there are 39 centres being run in villages across Mehroni and Madawara blocks of lalitpur. Out of these 39 centers, 30 have been opened recently in May-June, while rest of them have almost completed 18 months in Sept./Oct of this year. Regular centre support and monitoring is being done in all 39 centres both by the local team and the team in Delhi. However, the monitoring by team in Delhi is not as regular as it should be. There are many reasons for this, but it has impacted the quality of work substantially. In addition, the literacy related activities have been very slow

Internal Review of Literacy programme- A visit by Ratna Mathur of SDTT to SSK's literacy programme brought up many critical issues of quality and SDTT expressed deep dissatisfaction over the way literacy centres were running in Lalitpur. Nirantar as a resource centre for literacy and education had too much on stake and any critique of our work especially on quality needed to be addressed on an immediate basis. A meeting was done in Nirantar by the coordination unit of SSK with others in the organization to not only discuss the feedback and quality issues but also the pace of work and targets as SSK literacy programme was running way behind the committed targets and schedule.

Teachers training and opening of literacy centre

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Five days training was organised for new teachers from three blocks. The process of identifying potential teachers from villages and their selection was done in October and November. The group of new teachers was very energetic and enthusiastic. It was a regular 5 day training to develop them as centre teachers, thus the focus of the training was more on skill building as teacher and less on the perspective building which will be built over time. The next round of centre opening is scheduled for December; this will be done in a campaign mode to create energy and momentum for the centres and workers. The opening of centres will also mark the beginning of women's literacy work in Birdha.

Refresher training

As the months of September and October are comparatively less demanding due to harvesting and migration season, six days training input was planned and done for old centre teachers of Madawara and Mehroni blocks. The need for this refresher training was felt for reinforcing the pedagogy and introducing new concepts of language and numeracy. Another important objective of the training was to build their perspective and skills to facilitate issue based sessions. It was felt for a long time that all the issue based sessions and discussions were either done by the Sahjanis or not done properly due to inability of teachers to facilitate the discussion. This refresher training aimed at developing their skills to deal with the issues emerging in the process of discussion or in running the centres. 39 teachers and 2 field level workers attended the training. Based on their training and exposure in the refresher phase the group is playing an important role in initiating the centre opening processes.

Issue based work in SSK

Follow up of Samiti work: After the June sammelan two rounds of meetings in 42 villages of Mehroni were planned. First round was to know their understanding of Samiti after the sammelan and second round was to talk about the structure of the samiti, issues they will take and the leadership. The first round of meetings has been done in 28 villages till September and out of this in 16 villages second round of meetings have been done. During these meetings issues discussed by women were related to NREGA (delay in payments in particular), ration, pension etc. Women also talked about working on these issues in a planned and systematic manner for which the need to have regular monthly meeting of samitis was also expressed.

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Samiti leaders have been identified in 11 villages where they are also in the process of formalizing the structure and give it an identity.

RTE Concurrent Monitoring

Shivirs in Schools: In Madawara and Birdha blocks Shivirs were conducted in schools with children of 6 to 14 years. These Shivirs were conducted in the months of August to October in 60 villages across two blocks. In addition to the main objective of enrolling out of school children particularly from Sahariya community and bring back children who were at the edge of dropping out from school, other objectives of these 3 day Shivirs were;

- 1) To accelerate the teaching learning processes in schools,
- 2) Create an environment in the community for education and literacy,
- 3) To identify and discuss the emerging issues in schools,
- 4) To build rapport with the teachers
- 5) Motivate them to teach in a more creative manner.

The Shivirs were quite successful in creating a vibrant learning and fun environment in schools. Attendance in schools during the Shivar increased many folds. Around 120 children from the Sahariya community were re-enrolled in schools in both Madawara and Birdha blocks. These shivirs also allowed us to create a space to have a continuous dialogue with the teachers and other school staff.

Concurrent monitoring of schools Under RTE work, regular monitoring of schools in five blocks has taken place in the last four months, which has helped in keeping an eye on the issues in schools, taking them up with the community and administration in strategic ways. Issues related to MDM, discrimination against Sahariya and Dalit children, poor infrastructure and high dropout rates of Sahariya children were identified during the concurrent phase, which need further attention and action. These issues were also continuously brought up to the attention of administration through block level meetings done with Assistant Basic Shiksha Adhikari (ABSA) at block level, SMC members and parents of the children. All the blocks have at least one round of these block meetings in the last phase of concurrent monitoring while Mehrauni and Madawara had more than two meetings organized with ABSAs.

Dalit women's participation in NREGA

The new project of Gender at Work has been approved for this phase, which is officially held by Nirantar (due to FCRA etc.) but this has been conceptualized, prepared and fully owned by SSK. The tasks which are proposed to do in the project are as following

- Increase women's participation in NREGA work, especially tribal women from Madawara block.
- 30 women mates to be trained from Mehrauni and Madawara blocks.
- Work on Model Panchayat
- The work would start soon with the current work of NREGA.

OD process of SSK

(Facilitated by Malini Ghose, Coordinated by Archana Dwivedi)

There was a mandate from the OD process of Nirantar as well as Trust to begin the process of separation of SSK as an independent organization. For this we had rounds of meeting with Malini to decide the course of action and time frame for it. Finally it was decided that we will not wait for the organizational development processes to be over before registering the SSK as a separate entity. A meeting has been done with SSK leadership to share these decisions and also explain the procedure for starting the registration formalities. The team was advised to visit some field level organizations like Pahal, Apnani Rasoi and Dalit Mahila Samiti who have become independent and registered themselves successfully to learn from their experiences and thus decide course of action for themselves. The next step would be to work on the vision, mission and objectives of SSK for which another round of meeting is proposed on 30th and 31st with entire SSK team.

There were two rounds of meetings with SSK leadership to talk through the process of registration as well as discuss the people who could form the part of board for SSK. In these two meetings the procedural details for registering were explained and clarified to the leadership team (Meena, Kaneeza, Kususm and Nanhi) and were also asked to discuss and suggest names of potential board members. The leadership team was also advised to start preparing the papers based on their discussions with other grass roots groups in the previous phase. The team

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prepared a draft registration application on which the feedback was given and then were also helped in finalizing the papers. These meetings were also used for brainstorming on the kind of people SSK would like to take on board and who could those people be.

Mainstream Education and Young people's Education

Project Coordinator – Archana Dwivedi

Project team – Archana Dwivedi, Sadia Saeed, Mamta Pathak

Support/Advisors - Malini Ghose, Dipta Bhog

Work Done
Production of three Pitara booklets
Production of Pitara Young Reader Series
Sate level dissemination workshop for Pitara booklets
Gender Resource Manual
Joint Evaluation by SSA - MHRD
Leadership Building Program with Young Muslim Women

Pitara Young Reader Seriess

Till now ten booklets of this series have been printed and they have come up very well.

1st booklet - Khana Khazana,

2nd booklet - Tana Bana

3rd booklet - Jungal kee chhaanv mein, 4th booklet - Ho Jaayen Lot Pot

5th booklet - Duniyan ki sair

6th booklet – Nadeenama

7th booklet – Parsi nu jeevan

8th booklet – Hamari kalam se

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7th booklet – Parsi nu Jeevan - The parsi community in India is the subject of this booklet. Articles include understanding the parsi religion, culture, history, lifestyle and challenges faced by this community. For many readers this will be new and interesting information and a unique way of understanding and respecting religious and cultural diversity.

8th booklet – Hamari kalam se (Women’s Writings) – This booklet brings together writings by women and introduces forms like autobiography, play, poetry, short story etc. Writings by katyayeni, Ismat Chughtai, Anne Frank, Shahrukh Hussain, Nadira Zahir Babbar, Bebi Haldar, Rukaiya Sakhawat Hussain, Leela Seth are included in this collection.

9th booklet - Bhasha ke rang dhang – language, an integral part of our everyday life is the focus of this booklet. It explores the process of how words evolve and why some become extinct. The creative use of language is covered through slogans and poetry behind auto rickshaws.

10th booklet- Kheti-kisaani - This booklet focuses on agriculture. It includes articles on festivals related to agriculture, issues faced by agriculture sector, small portion from Rahul Sankrityayan’s travelogue in which he talks about a agriculture college in China, a story by Vijyadan Detha and an innovative agricultural technique, Barahnaja among others.

Workshops

Eight orientation workshops and dissemination of produced booklet have to be done. For this we went to meet Manindar Kaur, Director Dept of Education MHRD, for discussion on orientation workshops and dissemination. According to her suggestion we sent DVD of soft copies and 1-1 hardcopy of each booklet to all the 9 Hindi speaking states. We also decided to send 500 or maximum 1000 copies to one state free of cost if they demanded. In case they needed more copies, either we could print for them or they can use soft version to print more copies. Only Bihar and Chhattisgarh have contacted us As response to our letter, so far. We are also trying to convince these SPDs to organize an orientation workshop for the orientation of teachers and planners on how to use this material.

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Gender Resource Manual

A resource manual for teachers, that transcreates the principles and communicate concepts and approaches to gender and equity is to be developed under this project. We had done two consultations till March this year. The draft reports for both the consultations are done and would be finalized next month.

Reports on the data have been finalised. The data analysis throws light on some of the interpretations and assumptions regarding gender equality, their level of informations regarding women and their status, and the role of education in promoting gender equality. Most teachers showed limited factual information on gender based inequalities and primarily understood gender inequality in terms of discrimination against girls. However, the questions on adolescents, handling their newfound anxieties whether on sexuality or identity were answered reasonably well by most teachers and indicated a family open and progressive approach to these areas. The reports were presented to the JET as one of the team member wanted to see proof of work being done on the project. The report will useful while writing the manual. The understanding developed through the data analysis also helped us develop a framework for the GRB, which was also shared with the Joint Evaluation Team (JET). The next step in this process is to start collecting relevant information, which can form the basis for the writing and developing tools for the manual.

Joint Evaluation by SSA - MHRD

A Joint evaluation of Nirantar's project supported by SSA was done on 1st November by Prof. M.A. Khader (Ex Director SCERT), Dr. S.N. Methi and Mr. B Dass. The Joint evaluation team was constituted by the Ministry and included two freelance consultants and one person from SSA Delhi. As this project is funded under the innovative schemes category, a joint evaluation was mandatory for releasing the final grant of the project. The joint evaluation which was mandatory required considerable co-ordination from Nirantar to ensure it was done.

The evaluation team has given a positive feedback on the material we produced and appreciated the work (with some caution as government evaluators). They also felt that the booklets are useful for upper primary level and are innovative in nature. They gave the following recommendations:

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- Training / orientation of teachers is essential because of integrated approach and constructivist perspective followed in this material.
- For attaining clarity of concepts and their connectivity related to gender, equity etc. and for effective transactions in classroom, a teacher's handbook should also be developed.

Advocacy on RTE

In addition to the social audit and monitoring work under RTE in Lalitpur, Delhi Nirantar has also engaged with issues of RTE in various forums and networks. We have been invited by the state level network Basic Shiksha Manch coordinated by Lokmitra to facilitate and help plan the agenda as well as identify issues for the network in the coming year. The network is overtly dominated by men and male headed organisations in UP, but they have been engaging with children's/school education for a long time and we could intervene in their plan and identification of issues substantially. Nirantar also pushed for increasing the presence of women in the network both at the level of block and districts, in addition to including women in leadership at the state level. How can we strengthen SMCs as local monitoring body for the RTE was another agenda. It was decided that NGOs will work closely with SMCs at the same time putting pressure on government is also very important because ultimately it is the government's responsibility to train SMCs.

We were also invited by Centre for Policy Research to share our work on the social audit process specially the monitoring of schools through community interventions under and the grievance redress mechanism under RTE. While we attended and presented our work and views in these meetings, we have also felt that because Kiran Bhatta was part of these initiatives in NCPCR she has been using her former relationship to ensure our participation. Institutionally, what we gain out of this process is not very clear. The same concern has been shared by other organisations like BGVS and JOSH in this regard. We have also discussed the possibility of talking to Kiran on these concerns and then taking an informed decision on whether we want to be part of these processes in the future or not.

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We have also been participating and intervening in the RTE Forum (a loose network of NGO's and Funding agencies working on children's education) both at the National level and at the UP level. Nirantar participated in the National Convention organised by the RTE Forum to formalise the forum and brought up issues of accountability as most of the organisations in forum are funding agencies and there is no system of accountability of funders to their counterpart in forums who are either state level NGOs or grassroots groups. We also participated in the State level Convention on RTE organised by UP RTE-SCoRE, where a team of 8 people from Lalitpur consisting of the RTE team members and panchayat facilitators and SMC members participated.

Leadership Building Program with Young Muslim Women

The ICT work with young Muslim women seeks to demonstrate why and how the use of technology is empowering. It builds on observations and learnings from the work undertaken by Nirantar as part of a leadership development project with Muslim and Dalit women, which had a strong focus on ICTs. The use of technology means that young women are able to use public spaces and express themselves with minimal dependence on others. For young women who have always seen media content by and about people other than them, it is extremely transformative to be able to put themselves and their stories at the centre of media, a public domain from which they have thus far been excluded. The communications technologies also open up the possibilities of exploring themselves and identities beyond the often challenging or oppressive circumstances of their own lives.

In November 2012, Nirantar, in collaboration with Sanatkada launched its fellowship program for young Muslim women. The ICT component is part of a larger Muslim Leadership Development Program, thus, we strive to build leadership skills and capacities through a combination of ICT trainings and perspective building inputs and workshops.

In addition to receiving trainings and inputs to build their perspective on gender and identity to enter the domain of technology, the fellows (young Muslim girls) are also given monthly assignments and tasks to complete in their respective mohollas (hamlets). These tasks could be anything from making new friends, creating a space for themselves in the community, spreading awareness around different schemes, finding out information about different political parties, to hosting film screenings in

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their mohollas. In the last few months, fellows have also started helping women in their mohollas open bank accounts and sign up for Rani Laxmibai pension scheme. These fellows also take part in local campaigns and movements.

Fellows report on these tasks during monthly meetings that are held every month by presenting their work as well as submitting monthly work reports. These meetings are also a space to reflect on highlights and challenges they experience during work.

Mobilization and recruitment for the Young Muslim Women Leadership Fellowship

Over 100 young women were mobilized to be part of the program. Prospective participants applied by filling out application forms. Each girl is placed on a probation period of at least a month, when they are evaluated based on their participation in meetings, completion of tasks assigned to them and contribution in workshops. It is only after a girl demonstrates her commitment to both the moholla work and training aspects of the program, is she awarded fellow status. As fellows, the girls are now paid a stipend of Rs. 1000 a month and will be expected to take part in all activities of the program.

However, due to pressures from home, family commitments, lack of mobility and burden of housework, most of these girls dropped out. Another reason for a low retention rate was the duration of the program (3 years) and young women weren't sure if they could commit that kind of time. As a result, at our first perspective building training in November 2012, we had less than 15 girls. However, this number has nearly doubled as the first set of fellows were each asked to mobilize at least one other girl from their mohalla. Now we have 29 fellows in the program.

Leadership building program with Muslim women is also moving forward with good pace and field visits told the story of girls getting recognition and people acknowledging the importance of ICT's. Team also participated in a talk show organize by FM rainbow to share the experience, learning's and views about women leadership, and leadership qualities to be aired on 8th March.

Perspective Building

A three day perspective building workshop in November was organized for the girls who were part of the computer learning group. The training was jointly facilitated by Nirantar, Saathi Sanjha Manch and Sanatkada in Lucknow. This workshop introduced the basic concepts of gender, identity and stereotypes. The girls were pushed to question their own ideas of what makes a good woman or a bad

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woman and also started questioning some of the restrictions imposed on them, in the name of religion and safety. These serious discussions were also accompanied with plenty of fun, laughter, song and dance. Girls who were initially very shy started opening up by the second and third workshop. Even though some of the concepts were difficult and new for the prospective fellows, they were sincere in their engagement with the discussions. Even some of the ones who weren't talking as much, were thinking about issues of discrimination and power, as was evident from informal conversations had during lunch or after the workshop.

In addition to longer workshops and trainings, the fellowship program also includes monthly day-long inputs. So far, we have screened the film 'Dor' and had greater discussions on gender, power structures and identity.

Computer Training

In February 2013, a 7 day workshop was held in Sanatkada's computer lab to introduce girls to basic computer skills. Sahba from Nirantar and Puneet from Sanatkada were the main resource people for the program and they were supported by Aisha from SSM and Tanmay from Nirantar. In 7 days, girls were introduced to the components of a computer, learnt how to start and shut down a computer, use paint, type and do formatting in Word, save files, open a Gmail account, send emails and search for information and images on Google, and chatting on Gmail. The fellows surprised us with their rapid pace of picking up things which allowed for more time for revision and cementing what they had just learnt. To help them sustain their computer skills, 2 hrs weekly computer practices have been made mandatory for them. Each week fellows come to either Nirantar or Sanatkada for a day to practice.

Monitoring and Evaluation

In November 2012, the ICT team along with the Sexuality team received an input on feminist transformatory methods of monitoring and evaluation. This 2 day workshop was facilitated by Jaya Sharma and here, we developed some tools to document changes and progress to be seen at fellow, community and government levels. Feminist and transformatory evaluation is important so that the M and E process is empowering for all those who are involved - members of Nirantar, project partners, participants in the programmes etc. We want to approach M and E in a manner that enables critical reflection, seeing more clearly the nature of changes that are taking place as a result of the interventions and one that enables a greater

commonality of vision and purpose, accountability and transparency. By mid-February, all tools were finalized and completed, ready to be used. In March, in the spirit of involving everyone in the M&E process, these tools were shared with Aisha and Hameeda from Saathi Saajha Manch, who will play an integral part in implementing these tools.

Young People's Sexuality

Team: Tanmay, Shruti, Purnima and Rituparna . Jaya is in an advisory and mentoring role.

	Work Done
1	Training on young people's sexuality
2	M and E for Young people's sexuality work
3	Module for young people's sexuality
4	Workshops on GBV and Sexuality
5	A module on GBV and Sexuality
6	Workshops conducted by partner organizations in their field.
7	Book on "Sexuality and Us" – 3 volume
8	A manual/ guide to document the principles, procedures, best practices, dilemmas and challenges dealt by community in readdressing VAW cases in field
9	National Level training on GBV and Sexuality with organizations working on VAW.
10	Janishala Module Development

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11	Baseline and End line of GBV
14	Need assessment with young people and review of materials
15	Gender based Violence and sexuality workshop
16	M & E tools for Gender & Sexuality workshops and course
17	GBV and Sexuality Module
18	Young People's Coalition
19	Resource persons other trainings
20	Baseline reports

Training on Young people's sexuality:

Nirantar hosted its first workshop on Young People and Sexuality from March 3 to March 7, 2013 for individuals and organizations working with young people, reproductive health, and violence against women. 32 participants from 18 organizations participated in this training. The monitoring and evaluation tools developed during the period Young People's Sexuality Programme (YPSP) were used in this training. Some of the changes that we had seen in the perspectives of the participants could be mapped with the help of those tools. For example: for many participants gender meant only men and women. However, after the training they wrote about the norms that are used to construct someone as a 'man' or as a 'woman' and how people challenge and follow norms related to gender. The participants said that they had never thought about gender diversity. This workshop introduced them to the idea of gender diversity and transgender. Previously, people used to think that transgender just meant gay. But after the workshop, they said that "Samlaingikta yonikta se judaa hai aur transgender gender se juda hai." Participants also understood the difference between transgender and homosexuality.

Monitoring and evaluation tools

Monitoring and evaluation is an important component of the Young people and Sexuality Programme. These tools have been developed to evaluate the extent to which several concepts and issues related to gender, sexuality and young people's

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sexuality are understood by several participants who have participated and will participate in several activities of this programme. There are several tools to evaluate this. The team has developed questionnaire on basic concepts and issues related to the above mentioned areas which is to be filled by every participant before and after and activity. Some tools are also in the form of Focussed group discussions.

Module for young people's sexuality

As shared in the previous trust report, there is an urgent need to develop the module for young people's sexuality. Therefore, the team is in the process of developing a module cum curriculum for people working with young people on sexuality and sexual health. 6 chapters have been written, feedback has been given to these chapters twice and the team is in the process of completing all the chapters. The team is working on the module for Young People's Sexuality. As shared in the previous report that the draft chapters written for Janishala and chapters from 'Swasthya ki Khoj' are reworked for this module. 6 chapters have been written and these need to be finalized. There are 6-7 more chapters that require extensive work. However, 3-4 chapters out of the 6-7 chapters have been written for the GBV and Sexuality module. The module will be completed by July 2013.

Workshops on Gender based Violence and Sexuality

It was shared in the previous report that after considerable amount of discussion, the partner organizations started conducting workshops on Violence against women and sexuality. In those workshops/trainings members from Nirantar were also there as Resource persons or as support to the trainers. In this phase, the partner organizations conducted workshops at their field level.

Vanangana conducted three trainings at their field level. Two trainings were conducted with the Sangharseel women (survivors of violence) and two trainings with the sangathan women. In one training team members from Nirantar were present and the other three workshops were conducted by trainers of Vanangana. We are yet to get the workshop reports from vanangana. However, Vanangana has made sexuality trainings compulsory for all the new people who have joined Vanangana.

MS Andhra conducted 25 workshops in all the 12 districts that they have been working. Nirantar conducted an end-line meeting with them where end-line forms were filled by the Master Trainers. This meeting was also a reflection meeting of all

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the trainings that have happened at the field of MS Andhra. 680 women from the Sangathan had been trained by MS Andhra during this phase. MS Bihar also conducted trainings in their field. The reflection meeting in Bihar is from 25th to 26th July.

Module on GBV and Sexuality:

One key component of the work on GBV and Sexuality is the creation of a module for the master trainers to conduct this training both at the community and at the staff level. In the last report it was mentioned that a draft module was created for this training. A 2nd round of work has been done on this module and sent to the partner organizations for training. However, the module needs more work and the work is carried on by the team.

Input on Sexuality for other organizations

A three days training was organized by Sanatkada for the young women who were part of the ICT work that Nirantar and Sanatkada has been doing in Lucknow. There were 27 participants in the training. It was a three days training. The participants were articulate on gender and patriarchy. So, the discussions on sexuality flowed in easily. Sanatkada has requested us to conduct training with the same lot on sexuality.

A two days session was conducted by Nirantar on Sexuality and GBV with the participants of the Gender training organized by Sangat and Jagori Rural on 20th and 21st May. There were around 35 participants and there were participants from both Nepal and India. It was a mixed group and had participants who had excellent gender perspective and some who were new.

“Sexuality and Us” book

It was mentioned in the previous report that the second volume of the ‘Sexuality and Us’ book got delayed. However, the second volume was published in this phase and the third volume of the book will be put on online on Nirantar’s website. Though we had decided to print the third volume, we felt that there are several modules on Sexuality that have been published by various organizations and if any organization or group wants to use our module, they can access our online version.

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Till now nearly 100 copies of *Sexuality and Us* have been disseminated to several organizations and individuals. We had requested Chayanika Shah and Pramada Menon (Academicians and Activists on Gender and Sexuality) to give review the books. The review of the books will be used for promoting the material and reaching out to more organizations and actors in the field of development. A simple flyer has also been designed and circulated to various groups in this regard.

National Level training on Gender based Violence and Sexuality

Nirantar's first national level training on Sexuality and Gender-based violence for project co-coordinators and case workers was held on June 25-27 in Global Arts Village, Delhi. 34 participants from 13 organizations attended this 3-day workshop. Since this training was in Hindi, the groups from South India could not be part of this training. One team member from Vanangana was also a resource person in the training. Since most participants were project coordinators, caseworkers or counselors working on women's issues, it took a lot of probing to get honest and not simply politically correct answers from them. The group was mixed in terms of their reactions to topics of sexuality. Initially, it was difficult for them to see the connection between sexuality and patriarchy or sexuality and their work, but the connection became clearer to them by 3rd day of training. The discussion about the pros and cons of marriage was incredibly heated and helped people understand the problems of the patriarchal institutions of marriage. Unfortunately, we didn't have enough time to discuss sex work at length. However, organisations such as MS-Chhattisgarh and Action India expressed interest in follow up trainings, so that they can include sexuality in their work.

The 2nd national level training on GBV and Sexuality has been planned for December 2012 in Lucknow with caseworkers handling VAW cases.

Module for Janishala

This has been long felt in Nirantar that we need a module for sexuality education for young people and since we have the experience of working with young women in Janishala, we should develop it using our curriculum and experience of working through the Janishala. One of the curricula used in the Janishala was 'body' and there is a section on 'Sexuality' in it. Therefore, it was decided that the module would be developed based on this curriculum. While teachers are expected to use this module at the same time we also felt that some reading material for youth is

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also needed. Thus, a process has begun in this direction and draft chapters on ‘Growing up’, ‘What is Gender’, ‘Gender transgression’, ‘Intersex variations’, ‘Good women’, ‘Homosexuality’ have been done.

Needs Assessment on Sexuality Education for Young people

In the process of expanding our understanding and widening the horizon of our work, a need assessment was also found useful with young people to find out their realities and the need for different kinds of information on SRHR. For this sets of tools were developed and need assessment exercise was carried out with 200 young girls (14 years-20 years) in 2 KGBVs of Bhojpur, 18 girls in Jagori, Delhi (17-20 years) and around 30 young boys and girls (16-22) in Cini- Yuva (West Bengal). The need assessment was done through a questionnaire, which includes questions on gender stereotype, perceptions regarding their body, growing up, issues of sexuality, desire. There is also a section on their lived realities and the kinds of discrimination they face. The responses till now have shown that gender is limited to the understanding that it is about girls and there are internalized notions on gender and sexuality amongst all the young people that were part of the assessment exercise. We felt that practitioners have a moralistic attitude towards young people’s sexuality and have an instrumentalist approach for the introduction of SRHR education to young people. Therefore, there is a dire need for capacity building on issues of gender and sexuality for young people and groups working with them.

The endline survey: An endline survey was conducted for Mahila Samakhya – Andhra Pradesh revealed a distinct shift in perspective in the participants. Participants reported that after the training, they have started including more single women, transgender people, lesbians and sex workers in their work and group. For instance, previously single women weren’t allowed to work in Sanghas, now they are. Similarly, another district reported that in the past, they would never let a sex worker attend a meeting, unless she has left sex work. Now, they have practicing sex workers as active members of the group. While the participants have been successful in challenging some patriarchal norms, they still struggle with the institution of marriage. In trainings that they conducted, it was very difficult to unseat the concept of marriage.

The endline survey was conducted in Vanangana during this phase. The baseline and endline report has been written up for Bihar. In the previous report it has been

shared that certain changes have been noticed in the approach and attitude of the functionaries in the programme addressing Gender based Violence.

Gender based Violence and Sexuality workshop

In December Nirantar hosted its second national level training on Sexuality and Gender-Based Violence for women activists from Maharashtra, Rajasthan, Gujarat, Uttar Pradesh, Jharkhand, West Bengal, New Delhi, and Uttarakhand. The objective for this course was to build a positive and political perspective about gender and sexuality and help the participants understand the linkages between gender based violence and sexuality.

There were 23 participants from 16 organisations from 8 different states. The participants were mostly caseworkers or were part of the organisational leadership. All the participants had received some form of gender training before and three participants had also received sexuality inputs.

Development of Monitoring and Evaluation (M and E) tools

Development of monitoring and evaluation tools is part of the Sexuality Education for Young people and the ICT programme. A two-day workshop was organized in November with project team members facilitated by Jaya Sharma. The objectives of the workshop were to share and learn some feminist methods of monitoring and evaluation and to discuss options of M and E tools for Sexuality and ICT work. It was also discussed in the workshop that feminist transformatory method of evaluations can be used to develop framework for the M and E tools for this project. Feminist and transformatory evaluation we felt is important so that the M and E process is empowering for all those who are involved - members of Nirantar, project partners, participants in the programmes etc. We want to approach M and E in a manner that enables critical reflection, seeing more clearly the nature of changes that are taking place as a result of the interventions and one that enables a greater commonality of vision and purpose, accountability and transparency. This approach is different from other approaches to M and E - some of which can be extractive in nature or limited to a more functional purpose of whether the intervention is meeting certain project targets or not.

Young people's coalition: One of the team members was involved in designing and coordinating a meet of young people across the country working on issues of SRHR

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to form a Young people's coalition. The objective behind the coalition is to have a collective youth voice on issues of SRHR, which can influence policies and present their issues to various stakeholders. The first meeting was organized on 19-20th November. Nirantar was part of organizing the meeting and one person attended as a participant.

Module on GBV and Sexuality: The module on GBV and sexuality is at the final stage. It got delayed because team members involvement with other work such as the RMSA review from the lens of heteronormativity. The team members also decided to take the feedback of other Nirantar members on the content. Two members gave feedback and now the module is in the final stage.

Resource persons other trainings: A member of the team went to conduct a session on Sexuality and Gender based Violence at the Sexuality and Gender (Hindi) institute of CREA. There were 20 participants from several organizations.

KHABAR LAHARIYA

Team members – Shalini Joshi, Disha Mullick, Mamta Pathak, Sandhya Dwivedi, Bini Phillips and Poorvi Bhargava

Dipta Bhog - team member for the KL expansion

<i>Work planned</i>
Thinking through KL legal structure; functioning
10 district Media Survey
Visits to districts to meet local organisation
Reviews for Chitrakoot/Banda/Sitamarhi teams
Hiring new staff; identifying office
Work on scouting for Mahoba office; opening bank accounts

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Rural Journalism course for new reporters
Special issues in Chitrakoot, Banda, Sitamarhi
Workshop on writing for journalism
Photo-journalism workshop
Exposure visit for new reporters
Sustaining women readers
Fundraising for new editions

Highlights

Khabar Lahariya wins the Amazing Indians Award

Khabar Lahariya goes digital – Website launch in Bombay

Exposure Visit to Bombay for all editions

Printing of the new editions from Lucknow/Faizabad and Banaras

Special Issues on Violence Against Women and Food, Caste and Gender

Fundraising to support new editions

Registration of KL organization

Intensive, and somewhat successful fundraising, new strategies and new kinds of funders

The development of a business plan to streamline the expansion plan and also the fundraising

Ideating on the website and web edition of Khabar Lahariya, and training the reporters to increase comfort with the web

Printing of the Mahoba edition and production of the first editions that will be printed across the new districts – Lucknow/Faizabad, Banaras – Special issue on Violence against Women

Activities: in Brief

Reviews- Annual reviews of the work and teams of the Chitrakoot, Banda and Sitamarhi editions happened in May this year. In Sitamarhi the review was designed Nirantar Trust, B-64 Sarvodaya Enclave, New Delhi 110017.

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and facilitated by a Nirantar and Pahal member. A collective feedback process followed individual assessment forms. The team was astute about their colleagues, but not able to give critical feedback on the role of the federation. In Chitrakoot-Banda editions, the Pahal leadership facilitated a similar process

KL 10th Anniversary- A press conference was organized on the 30th of May in Chitrakoot to commemorate 10 years of Khabar Lahariya. The panel consisted of the Public Information Officer (Soochna Adhikari) and the Additional District Magistrate (ADM) of Chitrakoot district, both of whom have been supportive of Khabar Lahariya over the years, and strengthened its profile in the district. Also on the panel was Radhika Bordia, a senior features correspondent for NDTV, Kavita from KL and Shalini from Nirantar. The event was attended by over 50 readers, well wishers, local organizations and journalists from Chitrakoot, Lucknow and Delhi – although on reflection on the event, the poor mobilisation and planning on the part of the team was discussed as a serious issue. The press conference was followed by an evening celebration.

Rural Journalism Course and Writing Workshop - In June, a 7-day course on the basics of rural reporting, and the distinctiveness and need for a newspaper like KL was organised. 31 participants from the new districts (Mahoba, Lucknow, Faizabad and Varanasi) as well as the older editions participated. The course was the first time a much bigger KL team came to Chitrakoot and worked together, along with Pahal: working with this team, and training women from across UP put the expansion of KL into perspective for us. After this workshop, the final 20 reporters to be taken on as KL interns were selected, and a workshop on newswriting was organised in July. Dipta was involved in the planning and facilitation of this workshop.

Exposure visit -The writing workshop continued into an exposure for all 20 new reporters to the production cycle of KL. 10 reporters each stayed at the Banda and Chitrakoot editions to participate in newsgathering and production of a special issue on public health.

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Special issues - The special issue, due in June this year, was delayed due to the number of activities going on. A tragic event during the rural journalism course, where one of the participants who had brought her 3-month old baby, lost the baby to an acute chest infection, motivated both us and the local team to do a special focus on public health facilities and entitlements. Planning and work on this issue has begun; a workshop on the status of the NHRM in UP has been done by an expert, and newsgathering has also begun. Editorial support will be given to all the editions during special issue production by the KL Delhi team.

Expansion

Legal and financial issues - A meeting with Gagan was planned for in the last board meeting to discuss the ways in which Nirantar could collaborate with partner organisations in UP to set up new editions of KL. Discussions with Gagan laid out the different options in terms of collaborations, and the pros and cons of each.

In May and June, meetings were held with SDTT and Sadhbhavna Trust about the possibility of collaboration for setting up 2 new editions of KL in Faizabad and Varanasi. Both parties agreed to the collaboration, and Sadhbhavna Trust to SDTT has submitted a proposal in June.

In July meetings have been planned with Bibek Bannerjee, director of the Institute of Management Technology, Ghaziabad, as well as Shankar Venkateshwaram to discuss the desirability and possibilities of registering KL as a Section 25 or a for-profit company, and how this would work. These meetings will also discuss help on branding and positioning a social sector media enterprise like KL for future fundraising.

The UNDEF grant for KL (March 2012-Feb 2014) involves a tight, month-wise work plan and the launch of a new edition in Mahoba in September 2012. It also includes funds and resources for the expansion of KL in UP, and we thought it would be more efficient in terms of these resources if we began activities around KL expansion in other districts simultaneously with the Mahoba edition. Pahal will implement the Mahoba edition, and accordingly, the Pahal team did the process of shortlisting and interviewing candidates.

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To select other districts, and also to determine media penetration and preferences, a media survey was conducted in 10 districts (Lalitpur, Mahoba, Jhansi, Varanasi, Pratapgarh, Mirzapur, Allahabad, Azamgarh, Faizabad and Lucknow). The findings of the survey are being analyzed by CSDS at the moment, and a report will be prepared by September. In the meanwhile, field visits to selected districts (Lucknow, Faizabad and Varanasi) took place. These districts were shortlisted as there is a necessity to set up a state edition to profile KL, and to provide closer editorial and resource support for the editions. Pages from Faizabad will be included in the Lucknow edition, and so a bureau will be set up here. Varanasi was selected because of supportive local organisations that can distribute KL to women readers.

Around 15-20 women were interviewed in each of these districts, and 8 were shortlisted for participating in the Rural Journalism Course, when a further assessment was done. Five reporters from each district are presently interns, who will undergo rigorous training and produce dummy issues of KL until September. These reporters will be paid from the UNDEF grant until the SDTT grant comes through.

From June 1st, three new people have joined the KL Delhi team, to work on the expansion of KL. They will be involved in setting up, training, and providing support to the new editions, as well as writing news for national and state pages, quality control, the website and profiling KL.

A small space in nearby Adchini has been taken on lease from June 1st. Money for rent will be taken from UNDEV and SDTT. A committee, with members from Nirantar and KL has been set up to design some systems for the functioning of the separate KL unit, and norms for communication between KL and Nirantar. A draft document of these systems is ready, and the systems will be tried out for a 3-month period.

Since in this period, trainings finally wound down, and the new editions of KL begun reporting and production, the structure and functioning of the Khabar Lahariya team in Delhi had to quickly come into its own. We've had to be in 4-5 places at once, and to enable the teams to do weekly production at rapid speed. New systems for doing production, travel, field support, marketing which have been discussed over the last many months in preparation for the expansion, actually began to come into action. The Delhi team, which for the past 5 years of KL's

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history had been only resource support, facilitative, training and mentoring the team – now plays an active role in reporting, while establishing the new reporters, doing production with the district editions, and also producing 4 pages that are shared across all editions from the Delhi office. These are produced in Delhi, in Hindi, in consultation with the districts. The noticeable increase in work with the new editions, the more involved role of the Delhi team, as well as changes in production systems, editorial decision making, stricter quality control, and the language of the common pages – caused some amount of resentment and friction with the leadership of the district teams. Over many discussions and meetings, these issues were thrashed out. The logic and rationale of new production/editorial systems was explained again. To bring the leadership of the district teams into a more involved and invested role in the expansion of KL, it was realised that the Delhi/field separation could not work. We were working on a common product – producing it, marketing it, fundraising for it – and we needed to be on the same page. Subsequently, the leadership in Banda/Chitrakoot now works with members of the Delhi team in pairs or small groups – for fundraising, production, field support etc. They also come in for monthly meetings to Delhi and planning on these fronts happens jointly. The past two months experience has been a decided improvement. Delhi and district team members have planned and worked on fundraising presentations, readers' surveys together; the level of ownership of the expansion related activities is much higher and shared across the teams.

In addition to changes in production and team functioning, distribution systems also need to be rethought in the light of expansion, and the need for higher circulation. To boost KL's outreach, distribution needed to be separated from reporting: while the KL reporters should do a minimal amount of distribution to maintain their *pehchaan* in their beats, the rest should be outsourced. Circulation targets should not interfere with the reporters' primary work - newsgathering. At a recent meeting on marketing strategies for KL, attended by KL members, Malini and Dipta, and Gautam Ojha, a Mumbai-based media-marketing expert, some ideas to be piloted were decided. In preparation for this meeting, we had discussions with *Amar Ujjala* in Banda and *Hindustan Times* in Lucknow to see how they could support KL's distribution. Over the next month, we will identify mainstream distribution agencies (who also distribute other newspapers) in Mahoba/Banda and see if distribution of KL in Kasbahs can be done through these. For remote rural areas, we will hire a dedicated KL agent to do distribution. These strategies will be tried out over a three-month period.

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Khabar Lahariya on the Net

The creation of a separate website for Khabar Lahariya has been part of the expansion plan, and we had raised money for this in the UNDEF proposal. Point of View Mumbai is partnering with us, in terms of designing and developing the site and also training the KL team (Delhi and district editions) to manage the site. This includes 6 workshops, of which 2 have happened with a group of 15 of the reporters across all editions. These workshops have focused on building comfort with the web, introducing social media and its potential in terms of journalism, and also to get the team's suggestions for the kind of website KL should have. We have also felt that the potential of a consolidated online edition of KL is immense, given the changes in the media landscape: ICT and development is an area of interest for both funders and companies with CSR initiatives. Our own vision for KL, a survey of the funding scenario, as well as feedback from the KL teams resulted in an evolution of the vision for the website. The initial plan (with POV) to have a site that talks about KL the project, along with some limited news from the editions has evolved into a site that will include a section on KL (the history, the reporters, their distinct context and work etc.) and also host an online edition of KL, with selected news from across the editions uploaded on a weekly basis. This site will be ready to go live in January 2013, and will be handed over to the KL team by POV in February 2013. A member of the Delhi team will manage the site with editors of the district editions.

New editions: capacity building, field support – and now to press!

Over the past four months, the new teams of reporters in Lucknow, Faizabad/Ambedkarnagar, Banaras and Mahoba began reporting from 3-4 blocks of their districts. Mahoba (adjacent to Banda) produced dummy issues for the month of August, and began printing a weekly edition from the middle of September. This was quite commendable for the small and young team, located in a challenging social and geographical area. They received support from the Banda and Chitrakoot teams, and continue to do production from the Banda office. The other editions for which we did not have funding did one cycle of newsgathering and production each month, and have produced 4 dummy issues. Intensive support in planning, reporting, establishing a rapport with local organisations and the administration, and in production has been provided each month by the Delhi, Banda and Chitrakoot teams. The teams have quickly increased levels of information, mobility and

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confidence – some more than others – and come into their own as journalists. With the Mahindra and AJWS small grants, we decided that from December, the editions could print fortnightly issues, and from January will go weekly. The first issue of the new editions was produced in a joint production workshop. 37 reporters from 7 teams – Chitrakoot, Banda, Mahoba, Lucknow/Faizabad, Banaras and Sitamarhi - stayed up for 3 nights to bring out a special issue on Violence against Women.

Amazing Indians

KL was given the Amazing Indians award in January 2013. This is an annual award given by the Times Now channel to innovative projects across the country. The Mahindra group for the award nominated KL. The team received the trophy at a ceremony on January 21 in Delhi. The Vice President and Cabinet ministers were present at the award ceremony. This was a big honour and achievement for the KL group.

Khabar Lahariya Website Launch & Annual Review

The creation of a separate website for Khabar Lahariya has been part of the expansion plan. Point of View (POV), Mumbai is partnering with us, in terms of designing and developing the site and also training the KL team (Delhi and district editions) to manage the site. The Khabar Lahariya news website went live on February 13 in Bombay as part of the Annual Review and Exposure planned for the entire KL team. This was a major event in the history of the newspaper. 40 reporters who work with Khabar Lahariya interacted with mainstream reporters in Bombay and the website launch showcased the Khabar Lahariya brand of reporting to an excited and inquisitive audience.

In discussions with POV, it was concluded that the news website for KL would be one different from the organizational website for KL. Both would be linked to each other and would complement each other much like the dual nature of KL – the newspaper and the soon to be registered organization. The news website has become an exciting avenue as we try and increasingly involve the districts in updating the website on a weekly basis. This has also set the production schedule to be a strict two-day process where the files are finalized and the district members

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who are involved in selection of news are able to look at it in time. News updates are now being posted on a weekly basis and we are expecting to build an online readership in the coming months.

A stock taking of the work done in the last eight months was also done in Bombay where old and new teams shared their achievements and talked about the areas they were lacking in. They also spoke about needing a helping hand in certain aspects, which varied from one district to another. This was an important exercise in the teams getting to know each other and deciding how they were going to move forward. A more exhaustive review for the new districts has been planned for June this year as their association with KL would complete a year.

Bombay also gave the opportunity to old and new reporters to see how mainstream media works and in turn share their own experiences with a variety of reporters and editors in media houses in Bombay. Trips to newspaper offices and interactions with women journalists and rural journalist P. Sainath gave the reporters' ideas and insights to use in their own work with KL. The KL team visited newsrooms of Hindustan Times and Mid Day newspapers in the city. They also visited Sophia College and Xavier Institute of Communication and made presentations on their work in both these places. The entire visit was a huge learning experience for the team that was charged and excited about sharing their experience, learning from other media people, being in a new city and being together with the entire KL group for the first time.

New editions: Production, Printing and Distribution

The last quarter has been extremely eventful for the new editions of Khabar Lahariya. In the first week of December, the pilot edition of Khabar Lahariya went to press from the new districts- Lucknow/Faizabad, Mahoba and Banaras. Owing to limited funding it was decided that for the coming months Lucknow/Faizabad and Banaras would fall into a weekly production cycle but printing would be a fortnightly activity. Constant field support from the Delhi team and the support team from the districts helped establish office spaces and systems in the new districts. Khabar Lahariya offices are up and running in Mahoba, Banaras and Lucknow. Systems have been set in place as the new reporters learn to function as teams of reporters. Support from the Delhi team in maintaining editorial standards and

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production has been instrumental in enabling the new teams to move towards a more independent system akin to the Chitrakoot, Banda and Sitamarhi editions.

With the current situation on the fundraising front, the Lucknow/Faizabad and Banaras editions continue to be printed on a fortnightly basis. This has led to some concerns in establishing the newspaper in the new districts as a weekly newspaper.

Special Editions and way forward

2 special editions were brought out in this quarter. The VAW edition in December was a first when all 6 editions of Khabar Lahariya came together in Chitrakoot to do production. This was intended to help the new districts also see what the process was. The issue included reports on cases of VAW, accounts of survivors of violence as well as feminist activists who have worked on the issue, interviews with officials and the police.

Given some problems that rose during this experiment, the second Special Edition on Food, Caste and Gender was brought out in March where not more than 2 districts were in production together. This was a new experience for the new districts where they tried covering a complex issue in depth. Reports on mid day meal, functioning of the PDS system, narratives of women farmers, commentaries on discrimination around food practices and interesting information on food was included in this issue.

In light of the expansion, a new Support Team has come up that is constantly involved in lending a helping hand to the new districts. This team comprises members from the Delhi team and the senior leadership from the districts (Meera, Kavita, Meera). In addition to changes in production and team functioning, distribution systems also need to be rethought in the light of expansion, and the need for higher circulation. Distribution through agents was one strategy that was proposed in a meeting on Marketing in the previous quarter. It is still to be implemented whilst the Support Team and the districts work on establishing an identity for the newspaper in their respective districts. A number of trainings have been planned and almost finalized for the upcoming quarter given the need to update how KL has been working and now that the number of reporters has increased fourfold.

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