

nirantar trust
A Centre for Gender and Education

ANNUAL REPORT

2025-26

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DIRECTOR'S NOTE

Dear Reader,

I am happy to share Nirantar's Annual Report for 2025–26 with you. As we look back on the year, we find ourselves reflecting not only on the work we have undertaken, but also on the questions, relationships and learnings that continue to shape our journey.

At Nirantar, we see education as a way of understanding and engaging with the world around us. Our work this year continued to explore how learning can help women, girls and young people question the inequalities that shape their lives, recognise their own experiences as sources of knowledge, and imagine new possibilities. We deepened our engagement with feminist and gender-transformative education, explored the changing realities of digital spaces, and experimented with new ways of learning, creating and sharing knowledge.

We also continued to strengthen the pathways through which women and young people can come together, build leadership and take collective action. We believe leadership does not emerge in isolation; it grows through relationships, shared learning, solidarity and institutions that sustain collective efforts. Alongside this, we took our learnings into wider conversations through research, trainings, consultations and collaborations, engaging with organisations and institutions to bring feminist perspectives on gender, sexuality and education into new spaces.

These different strands of work are connected by a shared vision: a society where education enables equality, where people can exercise agency over their lives, and where knowledge and decisions are shaped by those whose experiences are often marginalised. We know that this work is neither simple nor linear. It asks us to keep questioning our own practices, remain attentive to changing realities and learn from the people and communities we work alongside.

None of this would be possible without the women, girls and young people who continue to shape our work with their experiences, questions and leadership. We are grateful to our programme partners, organisations, collaborators, funders, colleagues and allies for their continued trust and solidarity.

As we move forward, we carry with us the learnings of this year and the questions that remain. We look forward to continuing this journey together, towards a more equal, inclusive and just world.



Archana Dwivedi
Director, Nirantar Trust

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ABOUT NIRANTAR

Nirantar is a feminist resource centre that has been actively engaged with the women's movement since its inception in 1993. We work at the intersections of gender, sexuality, education, and technology to strengthen feminist leadership, create knowledge and pedagogies, and promote gender-transformative education for social justice.

For us at Nirantar, education is a feminist issue, with formal and non-formal learning environments as vital arenas in which the lens of gender and sexuality can be built and located. We believe in democratising access to power through education which is contextualized and therefore, transformative. Our work is grounded in community-based knowledge creation and empowerment approaches where we engage with feminist pedagogies and practices to develop and implement alternative learning opportunities. These interventions are designed for women, girls, and very young adolescents from marginalised communities. We do this through direct educational and pedagogical initiatives, capacity building, and research that is deeply rooted in the lived experiences of marginalised girls and women. This paves the way for a transformative education so that content and pedagogy can be imagined and created from a feminist perspective.

Our efforts aim to develop leadership among women and girls, which is further strengthened at the grassroots level. Nirantar is also committed to supporting, handholding, and building the capacities of grassroots women's collectives, in order to strengthen the women's movement at the community level.

IMPACT

over **500,000** people reached through our materials and publications

more than **63,000** grassroot workers and teachers trained

over **650** trainings and workshops

done with **2,500** organisations

Nirantar turned 30 and had a review on the overall strategies and goals of the organisation. One of the things that came out through this review process was that Nirantar works in silos within a vast and diverse field and is not able to bring them together to map its institutional impact. Secondly, Nirantar generates knowledge through its work and pedagogies but has been limited in codifying the knowledge to impact the larger development discourse. Thirdly, Nirantar has to recognise the power that the digital space holds and needs to lead in spelling out a feminist approach while dealing with it.

These understandings have lead to the three Strategic Directions that guide Nirantar and its work.

SD1

Strengthening and expanding Gender Transformative education from a feminist lens - Integrating and experimenting with digital as the structure of power.



Education is at the heart of Nirantar's work. We see education as **more than building knowledge and skills.** It can enable people to question social norms, understand how gender, sexuality, technology, and other inequalities shape their lives, and expand the choices and possibilities available to them. This informs our approach to **gender-transformative education through a feminist lens,** across our educational work with women, girls and young people. As the contexts in which people learn and live change, we also engage with **the digital as an important part of this landscape** examining how digital spaces shape access to knowledge, relationships, identities and opportunities, while creating new possibilities for expression, connection and learning. In 2025–26, this approach shaped a range of initiatives that deepened our work on gender-transformative education and explored new ways of learning, engaging and creating knowledge.

Educational & Pedagogical Interventions

AppDiL

The Applied Digital Literacy (AppDiL) programme, a gender-transformative digital literacy programme for adult rural women in **Pratapgarh, Uttar Pradesh**, focuses on combining foundational literacy and digital literacy with learning rooted in their everyday lives and experiences.

In 2025–26, the Applied Digital Literacy (AppDiL) programme entered its seventh cycle in Pratapgarh, Uttar Pradesh, expanding to **10 new villages and 10 learning centres** in collaboration with local partner GVSS. The centres enrolled **350 women**, combining foundational literacy with practical digital learning, including the use of mobile phones and everyday digital and financial tools. Alongside learning in centres, the programme strengthened educators' engagement with gender and sexuality through teacher training, enabling them to bring discussions on gender roles, caste and sexuality into the learning process.

AppDiL also expanded its reach to **Bihar**, in collaboration with Tata Trusts and local partners, with a focus on digital and financial literacy and enabling women to engage more safely and independently with digital financial systems.

ADOPTION OF DIGITAL TOOLS

65 women purchased smartphones

26 purchased basic phones

203 joined dairy cooperatives

106 started small businesses

Tarang

As digital technologies become increasingly part of everyday life, Nirantar is also exploring what this means for younger learners. Through the Tarang program, an educational intervention with very young adolescents **aged 10–14 in Delhi**, strengthening foundational literacy and numeracy while creating space to explore gender, identity and everyday experiences - sessions on digital with very young adolescents aged 10–14 examined how access to smartphones and digital spaces is shaping their experiences, self-image and understandings of gender.

Most learners access digital spaces through phones belonging to parents, siblings or friends, using them for calls, videos, social media, reels, music, games and, at times, study and creative activities. The sessions created opportunities to build a more critical understanding of how digital platforms work, including how algorithms respond to viewing patterns, searches and likes. They also opened up conversations around online safety, consent, privacy and respectful behaviour, particularly as girls shared experiences of using multiple or fake accounts to navigate unwanted attention and concerns around misuse of their images.

Through these conversations, digital literacy becomes part of a broader gender-transformative educational process - enabling young learners to make sense of the digital environments they encounter and reflect on how these spaces shape identity, relationships and ideas about gender.



Women inaugurate a literacy centre with a ribbon-cutting ceremony in Pratapgarh, Uttar Pradesh.



Tarang Centre teacher and learners explore the Delhi Metro station map during an exposure visit.

"Studying at the centre has benefited me a lot. Now I can go to the bank and withdraw money myself. I can also manage other work outside the home more easily."

— Babita

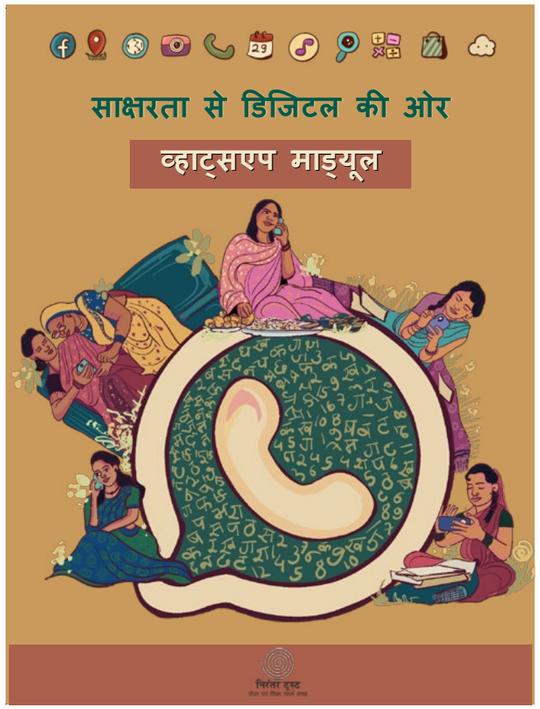
Community-Based Knowledge Creation

Nirantar's educational work is informed by the experiences, needs and contexts of the people we work with. This enables us to develop knowledge and learning resources that are grounded in everyday realities and relevant to learners' lives.

As part of **Applied Digital Literacy (AppDiL),** the WEE team developed contextual modules on the use of digital and everyday technologies, including smartphones, Wi-Fi and hotspots, online applications, digital payments and ATM use. These resources draw on learners' experiences and the ways digital technologies are entering their everyday lives, while also bringing a feminist lens to questions of safety, access, financial independence and agency. In this way, the field becomes an important site of knowledge creation, with learning from practice informing what and how we teach.



Learners explore local history and culture during a thematic walk in Saraikella, Jharkhand.



WhatsApp learning module, "Saksharta Se Digital Ki Ore."

Learning from Place and Lived Histories

Our educational practice draws on the contexts and experiences of learners to create opportunities for collective inquiry and knowledge-making.

In 2025–26, thematic walks with Parvaaz Adolescent Centre for Education (PACE) learners (PACE - an educational programme for adolescent girls and young women **aged 15–22 who are out of school or have never enrolled)** in Jharkhand used the local environment and community histories as sites of learning. Building on an earlier walk on water, learners and the team collectively explored the lesser-known histories of tribal women and Adivasi communities in the freedom movement.

Across five PACE centres, nearly 185 learners engaged in discussions, drawings and documentaries before visiting Shaheed Park in Saraikella, where they explored the history of the Kharsawan firing and its place in community memory. The process encouraged learners to question whose histories are represented, whose are left out, and how everyday experiences and community memory can become sources of knowledge. Many learners expressed greater pride in their Adivasi identity and a desire to reclaim and share these histories.



PACE learners gather for a discussion during a thematic walk in Saraikella, Jharkhand.

STORIES OF CHANGE

This Time, Pramila asked

Pramila Devi's five-year-old daughter was registered at the local Anganwadi centre. Pramila knew that the centre was meant for young children, but she did not know exactly what her daughter was entitled to receive. For a long time, her daughter was not receiving supplementary nutrition from the centre, and Pramila did not question it.

That changed after an exposure visit organised through the literacy centre.

During a visit to the Child Development Project Office in Kohdaur, Pramila learned about the services available for pregnant women, lactating mothers and children between seven months and six years. For the first time, she understood not only that her daughter was entitled to supplementary nutrition, but also what and how much she should receive. The very next day, Pramila went to the Anganwadi centre and asked for her daughter's share.

At first, the Anganwadi worker refused. Earlier, that might have been where the conversation ended. But this time Pramila knew what to ask for. She explained that she had learned about the entitlement during her exposure visit to the department and that she could raise the matter further if her daughter continued to be denied it.

Her daughter immediately received half a kilogram of daliya and half a kilogram of chana dal. Pramila was also informed that her daughter would continue to be entitled to the supplementary nutrition for another year. For Pramila, the change was not only receiving a packet of food. It was knowing enough to ask a question, staying with that question even after being refused, and realising that she could speak to an institution about something her child was entitled to.

The literacy centre had given her access to information. But in that moment at the Anganwadi, information became something more it became a way for Pramila to speak up for herself and her daughter.

STORIES OF CHANGE

Babita and the Bank Form

For Babita Devi, the change that came with learning became real one day at a bank counter.

Babita lives in Jhamman ka Purwa in Pratapgarh. Her husband works in Saudi Arabia and sends money home, while Babita manages the household and works in agriculture and as a wage labourer. Whenever money had to be withdrawn from the bank, her elder son usually does it. Filling out forms and dealing with the bank were simply not things she ever did by herself.

Then, while their house was being constructed, her husband sent money that was urgently needed. Her son was not at home. This time, there was no one to do the bank work for her.

So Babita went herself.

At the bank, she had to fill out a withdrawal form something she had never done before. She was nervous. What if she filled something incorrectly? What if the money did not come through? Still, she filled in the form for ₹25,000 and took it to the cashier. The cashier checked it, asked her to sign in two places, and handed her the cash. For Babita, that moment carried a different meaning. She had gone to the bank unsure whether she would be able to do it and came home having done, by herself, something she had always depended on someone else to do.

The experience also changed how she saw her own abilities. The learning at the centre was no longer limited to what she could read or write during a class. She could see its use outside the centre in a bank, in managing the family's money, and in getting everyday work done without waiting for someone else.



"Studying at the centre has benefited me a lot. Now I can go to the bank and withdraw money myself. I can also manage other work outside the home more easily." Today, going to the bank is no longer someone else's work for Babita. The bank form that once made her nervous has become something she knows she can handle herself.

Feminist Knowledge Production & Technology

Through The Third Eye's **Learning Lab**, Nirantar explores how digital technologies can create new ways of producing, sharing and engaging with feminist knowledge. In 2025–26, TTE's approach with the 2nd cohort of **Digital Educators (DEs)** was changed and the **emphasis was on practical digital communication skills.** The DEs engaged with the digital everyday through a mix of conceptual learning, creative practice, mentoring and individual projects.Their work drew on questions emerging from their own contexts and experiences exploring caste, gender, masculinity, identity, migration, community, sound and everyday life.

The curriculum was also sharpened to focus on building Feminist Digital Communicators within grassroots organisations. The team conducted sessions on Canva, carousel and reel making, mobile, audio and video editing alongside critical discussions on the digital space as a space of power and creative engagement.

The programme strengthened the DEs' ability to use digital tools as well as critically examine the social worlds they



Digital Educators (2nd batch) filming at an offline workshop in Delhi, March 2026



Digital Educators (2nd batch) learning to edit and use equipment at an offline workshop in Delhi, March 2026

shape. A four-day workshop brought together discussions on patriarchy, gender and caste through films, texts and lived experiences, alongside practical sessions on digital communication, audio, video and visual storytelling. The team also introduced **Learning Lab Dispatches**, a platform for mentors to document and share their experiments, reflections and learnings from teaching and mentoring. Alongside this, **Digital Diaries** became a record of the DEs' own learning journeys, capturing their evolving ideas, questions and practices. Together, these initiatives extend the Learning Lab beyond the classroom, making its processes and learnings available as resources for continued reflection and future cohorts.

Through this process, technology becomes not only a medium for communication, but a site for feminist inquiry, creative expression and knowledge production, enabling diverse experiences and perspectives to enter wider conversations thereby contributing to the larger agenda of democratic knowledge production.



TEACHING AND LEARNING THROUGH FEMINIST AND CREATIVE PEDAGOGIES

Nirantar continues to explore pedagogies that make learning participatory, reflective and connected to lived experiences. This includes experimenting with digital learning environments, arts-based practice and collective processes that enable learners and communities to question, create and make meaning from their own experiences.

Gyan se Pehchaan: Building a feminist digital learning environment

The YPE team mapped existing online learning platforms and reviewed educational materials for young people, leading to the development of Gyan se Pehchaan, a dedicated online learning platform for learners from marginalised communities. Designed around feminist values, inclusivity and critical inquiry, the platform draws on PACE's thematic areas of Body, Resources, Science and Social Sciences. In collaboration with experts, the team developed illustrations, scripts and video content, completing all 26 chapters under the Body theme and converting them into videos.

The portal was launched in Delhi and Jharkhand with organisations working with young people, and piloted with PACE learners and field facilitators. The process is also helping explore how feminist principles can shape online learning environments and make digital education more responsive to young learners' realities.

Arts-based community learning in Assam

In Assam, the Learning Lab under TTE began an arts-based collaboration with women from the state's federations, bringing six artists and federation women together to explore socially engaged practice, co-creation and collaborative storytelling. Through workshops, field visits and ongoing mentoring, participants are developing shared areas of inquiry around care, comfort and discomfort in public and private spaces, food histories and migration. The process creates opportunities for community knowledge and artistic practice to inform one another.



Participants from field attend a workshop introducing the PACE Portal, "Gyan se Pehchaan," an online learning platform.



A workshop by an artist and women's federation group in Dubri with the Kishori Manch girls, where they made a tent/ghar, with their writings and drawings inscribed on it.

"Even after five years, they still call me a witch. My son's engagement broke. We are isolated in our own land."

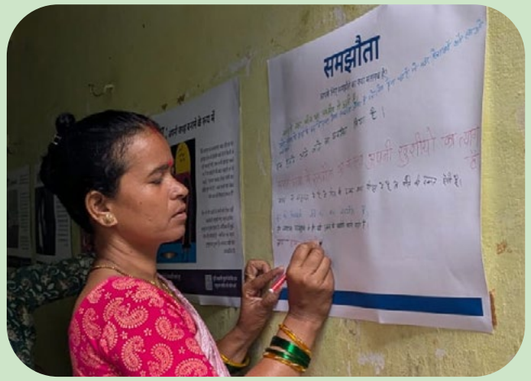
— Survivor from Goalpara

The Dictionary of Violence: Learning from lived experiences

The Dictionary of Violence, an ongoing collation of words and vocabulary around gender-based violence (GBV) that emerges from the grassroots from those at the frontlines continued to use collective reflection and storytelling to examine how violence is understood and experienced. The team revisited the second word "bechari" through recordings and discussions with caseworkers, while field documentation explored the places and objects connected to their experiences. The project also began work on its third word, "**dayan**", bringing together women from Bihar's federations including caseworkers, women involved in anti-witch-hunting work and women who had themselves been accused of being witches. Through collective discussions, the process explored how the idea of "dayan" operates across communities and institutions, creating space to reflect on belief, stigma, violence and lived experiences beyond simplified understandings of "andhvishwas."

STORIES OF CHANGE

Dictionary of Violence



As a part of The Dictionary of a Violence, The Third Eye team partnered with three feminist grassroots feminist organisations to create a vocabulary of gender-based violence which reimagines the 'caseworker' as a practitioner who holds knowledge about justice and how it unfolds on the ground. This engagement through the Dictionary has had powerful implications over the last year as it promoted a collaboration between these organisations. They have imagined themselves as a consortium of organisations that can raise resources for their ongoing work and expand the arena of work into new districts and blocks. The Dictionary of Violence experience enabled them to reposition and rearticulate their work beyond individual cases, as a holistic support ecosystem for survivors and victims of gender-based violence. Their institutional engagement with each other is the influence that the Dictionary of Violence has had on these grassroots institutions.

SD2

Build and Strengthen Feminist Grassroots Leadership and institutions focusing on women and girls from marginalised communities.



At Nirantar, we see **leadership** as something that **develops over time**. It can begin with learning, questioning and understanding one's own experiences, and grow through opportunities to take initiative, work with others and respond to issues in their communities. We see leadership not only as an individual capacity, but as something that **grows through collectivisation, solidarity and institutions**. This informs our work to create pathways for women, girls and young people to develop leadership while strengthening the collectives and institutions through which it can be sustained.

In 2025–26, this approach shaped our work on feminist leadership, grassroots collectivisation and institution-building, creating opportunities for young women, girls and youth from marginalised communities to participate, take initiative and shape the spaces and communities they are part of.

Leveraging Digital Tools to Strengthen Feminist Organising

Nirantar works with women's collectives and young girls to strengthen their capacities to understand, respond to and organise around issues affecting their lives. Our approach goes beyond trainings, and instead emphasises feminist values and practices in everyday functioning, relationships, and collective processes.

This includes creating learning spaces that respond to emerging realities and strengthen feminist leadership in everyday practice. In 2025–26, this work expanded to include **digital safety and awareness**, recognising the growing role of digital spaces in the lives of adolescent girls.



A pilot survey with **71 Kishori Manch members in Assam** explored how girls access and use digital spaces and their awareness of digital safety and legal protections against technology-based gender violence. The findings highlighted gaps in knowledge around online safety and rights, and led SGC to include digital safety in its annual training plans across Assam and Bihar.

Alongside this, **The Third Eye (TTE), in collaboration with SGC, organised a four-day workshop on Restorative Justice with Enfold for 25 women from Bihar and Uttar Pradesh** working in Nari Adalats and handling gender-based violence cases. The workshop created a space for participants to reflect on their approaches to violence, crime and punishment, while exploring alternative ways of working with those affected by violence. Such collaborations bring together different forms of feminist knowledge and practice to strengthen the capacities of grassroots women leaders.



Together, these efforts reflect Nirantar's approach to feminist leadership as an ongoing process of learning, reflection and practice - one that responds to the changing contexts in which women and girls organise and lead.

STORIES OF CHANGE

Priti's Story of Resilience



Priti, 24 years, is a leader of her Kishori Manch from Muzaffarpur, Bihar. She is active in her Kishori Manch, participates as well as leads some of the initiatives. She has gone through a lot of change which has taken a lot of effort.

When she was about 14 years old, one of the girls living next to her, who was roughly her age, eloped with her teacher. The girl was eventually found and forced into marriage by her family. This alarmed many in her village. Priti's parents, also worried, despite her resistance, forced her into marriage. After marriage she was taunted for dowry, was burdened with housework which would leave her fatigued. Her husband also became physically violent towards her and Priti stayed in a violent home for almost 2 years. Eventually, her father brought her back home and raised this issue in the caste panchayat of her village, and started the process of separation and divorce.

This ordeal took a toll on Priti, and she took some time to recover from it. Apart from the mental trauma, Priti physically became quite weak. She decided to resume her studies and through her persistence she convinced her parents. Last year, she completed her 12th grade and enrolled for graduation.

She says that the day she decided not to care about what society expects from her, and started living for herself, she became a 'bad' girl. A tag that doesn't bother her anymore. She became actively involved with the Kishori Manch, through which she joined the Agrima Fellowship programme. Travelling independently for fellowship workshops, and meeting and talking to diverse people in her village for the fellowship work has increased her confidence and has made her a more self-assured person. With the fellowship stipend, she feels financially independent, which has given her more freedom. There is no looking back for her from here. She says, "आगे जीवन में जो भी होगा वो बागडोर में अपने ही हाथों में रखूंगी। लोग वही करते है जो उनकी इच्छा होती है, मगर जीवन मेरा है तो इसे जीऊँगी भी मैं ही!" [I want to take full charge of whatever comes next in my life. People will always try to influence or pressurise as per what they want, but this is my life, and I will live it the way I want to.]

Linking Educatin with Feminist Leadership

At Nirantar, we see education as a starting point for leadership. Learning can create the confidence and critical understanding to question social norms, recognise one's own experiences and engage with issues that matter to one's community. Our work therefore extends beyond the classroom, creating opportunities for learners to come together, reflect, take initiative and lead collectively.

This approach is visible in the growing leadership of PACE alumni, many of whom have moved from being learners to taking on roles as mobilisers, community librarians, youth researchers and fellows. Alumni-led thematic walks have also enabled young women to explore local histories, livelihoods, caste, migration and gender, while documenting and sharing stories from their communities. These spaces allow leadership to emerge collectively, with young women shaping how their communities and experiences are understood.



Young Women participate in a group activity during an AGLC leadership workshop.



Participants map their life journeys through a river activity during a Learning Community Leader Training session.

The Learning Community (LC) Project creates another pathway for young people to move from learning to community action. Coordinated by Nirantar in Delhi, the project supports girls to identify issues that matter to them and design and lead community-based initiatives such as campaigns, podcasts, picture stories and broadsheets. Twelve PACE alumni have taken on roles as girl leaders, supported through capacity-building and mentoring.

The Adolescent Girls Learning Community (AGLC) is a related initiative that creates sustained, girl-led learning and leadership spaces for adolescent girls facing barriers such as school dropout, gender discrimination, early marriage and restricted mobility. In partnership with Centre for Social Research, Ideosync Media Combine and Ritinjali, Nirantar supported 47 girls through regular sessions on gender, patriarchy, identity, mobility, safety and education. Mentors and peer leaders facilitate these sessions, creating space for girls to articulate their experiences, question social norms and take greater ownership of their collective learning.

Across Learning Centres PACE alumni:

1500 engaged at field level

12 are mobilisers & librarians

4 are youth researchers

Together, these initiatives build a continuum from learning to leadership, where young people are not only participants in educational processes but increasingly become facilitators, organisers and leaders within their communities.

Nurturing Feminist Leadership in Communities

Nirantar creates sustained pathways for women and young people from marginalised communities to develop as feminist leaders. Through Kishori Manch, Grassroots Education Champions (GEC), Agrima Fellowship and Jeevat Fellowship, we combine learning, mentorship, reflection and opportunities for community engagement to support leadership rooted in lived experiences and local realities. While each initiative works with different groups and contexts, together they create opportunities for people to build their perspectives, strengthen their practice and lead change within their communities.

Building leadership among adolescent girls through Kishori Manch

With adolescent girls, Nirantar has expanded leadership-building beyond classroom discussions to include opportunities to engage with institutions and understand rights and entitlements. In 2025–26, 208 exposure visits reached 4,013 Kishori Manch members across Assam and Bihar, taking girls to Anganwadis, schools, Panchayats, primary health centres and District Legal Services Authority (DLSA) offices. These experiences strengthened their mobility, confidence and understanding of public services, while creating opportunities



Kishori Manch members participate in a theatre performance as part of leadership training.

to practise collective action. Girls raised local demands around sanitary napkins, iron and folic acid tablets, vaccination and drinking water. In one instance, a group wrote to the District Collector about the challenges faced by families displaced by the Karamchat Dam in Sasaram. These experiences are helping girls see themselves as citizens who can engage with institutions and collectively advocate for issues that affect their communities.

Grassroots Education Champions (GEC)

GEC's are community-based women leaders in Bihar who work with schools, School Management Committees and communities to strengthen girls' education and create more inclusive learning environments. In 2025–26, seven GECs across four districts led campaigns and dialogues around girls' education, menstrual dignity and constitutional awareness. Their efforts helped revive over 10 School Management Committees, alongside changes such as reopened toilets, active pad banks and increased parent participation. District-level felicitation events led by the GECs also strengthened local ownership and visibility of women's leadership.

Across 365 Kishori Manch

9225 members

389 leaders

10 districts, 134 panchayats, 358 villages



Agrima fellows explore area-mapping broadsheets and learn from one another's work.



The Agrima Fellowship

Agrima builds on Nirantar's long-term engagement with young women through PACE and Kishori Manch, supporting those who have emerged as leaders in their communities. The fellowship provides structured learning, mentorship and opportunities to develop initiatives around issues they care about. During the year, 20 young leaders from Bihar, Assam and Delhi participated in capacity-building workshops, community mapping and regular reflection sessions. They documented their communities through creative broadsheets and developed ideas for community-based projects, culminating in a six-day residential workshop in January 2026.

The Jeevat Fellowship

Jeevat is an 18-month fellowship for young women working in education, strengthening their practice through a feminist perspective and leadership lens. The fellowship brought together 20 young women aged 20–30 from seven Hindi-speaking states, combining residential workshops, mentorship, exposure visits, monthly learning sessions and individual projects. It culminated in July 2025, with fellows presenting projects exploring adult literacy, early learning, masculinities, language and learning, and education beyond conventional classrooms. The fellowship also experimented with mentorship as a reciprocal practice of listening, conversation and shared inquiry.

Together, these initiatives demonstrate how feminist leadership can grow through sustained learning, mentorship, collective action and engagement with communities and institutions creating pathways for women, girls and young people to not only participate, but to lead and shape the spaces they are part of.

STORIES OF CHANGE

Monika: Leading with Defiance



Monika, 27, is a resident of Mori Gate and is a PACE alumnus. Soon after completing her course with the PACE centre, she joined the driving course with Azad Foundation. She has become a very reliable driver and occasionally volunteers to teach young people how to drive. She is also passionate about animal rights and volunteers with youth in her community for fostering, rescuing, providing medical treatment, and vaccinating stray animals in her area.

She is someone who likes to connect with people. Thus, when we asked all the fellows to map their community, and meet and talk to diverse people in their areas, this came naturally to her.

During the process, while speaking with women of the Phool Mandi area, the issue with water-logging and how it hampers the lives of residents came up. Phool Mandi is near the old wall of Red Fort, also called the Safilo wali diwar. People have made small homes and are residing adjacent to it. They do not have a proper drainage system. The drainage water from their homes causes waterlogging in the Phool Mandi area, which becomes worse during the monsoon season.

The women of Phool Mandi decided to complain, and Monika filed an online written grievance with the MCD (Municipal Corporation of Delhi). She went to meet with the JE of her area regarding the complaint. He dismissed it and did not take her seriously saying, "यहाँ तो खाली जगह है" [This place is empty.] Even though she felt a bit intimidated, she stood her ground and told him, "यह खाली जगह नही है, आप अपने नक्शे में चेक कीजिए। यहाँ पर 2 मंदिर भी है।" [This place is not empty; you should verify it on your map. You will also see 2 temples in the area]. She ensured that he checked and took her complaint into account. He asked her to raise a complaint against those who were living near the Red Fort wall. She refused to do so and asked him to register the complaint of cleaning the area, as was filed online. She didn't want to cause trouble for the people living there, as she recognised that the work of cleaning the area and redirecting the drainage water would solve the problem. This forced the JE to register the complaint and promise to work towards cleaning the area.

She and many of our fellows like her have often seen people dismiss them or erase their existence, and when such experiences have been the most dominant, fighting back takes a lot of effort. Her persistence is a sign of her strengthening leadership.



SD3

Harvest Nirantar's learnings and insights to impact the development discourse from a gender and sexuality lens with a focus on new spaces, groups, and resource agencies.

Nirantar's work generates ideas, questions and knowledge that can contribute to wider conversations on gender, sexuality, education and social change. We take these learnings into new spaces by engaging with practitioners, organisations, communities and resource agencies through learning spaces, research, convenings and knowledge-sharing. At the same time, these exchanges bring new questions and perspectives back into our own work. In 2025–26, this approach created opportunities to connect field-based learning and feminist perspectives with new groups, institutions and wider conversations, expanding the spaces in which Nirantar's work and insights can travel.

Postioning Witch-Hunting within the Gender Based Violence Framework

Nirantar continued to build on its field-based learning on witch-hunting in Bihar and Assam, bringing evidence and survivor experiences into the larger discourse on gender-based violence. Over the year, we focused on consolidating our learning and creating new spaces for collective reflection, solidarity, and advocacy.

A key step was the initiation of a Regional Network of Survivors of Witch-Hunting and Gender-Based Violence, bringing together women from Assam, Bihar, and Jharkhand with shared experiences of violence, exclusion, and institutional neglect. Three state-level meetings brought survivors together with women's rights groups, civil society organisations, Panchayat representatives, and advocates, laying the foundation for a regional platform for collective advocacy.

Nirantar also organised state-level consultations on witch-hunting in Bihar and Assam, bringing together survivors, policymakers, police officials, academics, civil society organisations, and media professionals. These consultations created opportunities to place survivor experiences and field-based evidence within wider discussions on gender-based violence, institutional responses, and policy. They also opened avenues for continued engagement with state institutions and advocacy around survivor rights and compensation.

Witch Hunting Based Violence (2015-25)

- 73.33% are 30-60 years
- 93% from Scheduled Tribes
- 87% married
- 40% endured physical violence
- 80% perpetrators are neighbours
- 80% carry stigma of being labelled a 'witch'
- 43.3% of their children face bullying
- 47% cases unreported

Through these engagements, partnerships, and media outreach, Nirantar has continued to bring witch-hunting into wider gender-based violence discourse.

The SGC–TTE piece on the making of the witch-hunting survey was also recognised with the Laadli Media Award 2025, further extending the reach of this field-based learning.

STORIES OF CHANGE

Bina Devi: From Isolation to Speaking Out against Witch-Hunting

Bina Devi's story reflects Nirantar's work to challenge witch-hunting as a form of gender-based violence by documenting survivors' experiences, creating spaces for them to speak, and strengthening public and institutional responses.

Bina, from the Mushahar community, was married at 14 and widowed three years later. She raised her two children through daily-wage labour with little family support.

Years later, when her daughter-in-law did not have a child after two years of marriage, Bina was accused of being a daayan (witch). She was blamed for her husband's death and her daughter-in-law's childlessness, harassed and forced out of her home. The accusations spread through the village, leading to social boycott and the loss of her livelihood. Eventually, she began living outside the village and did not feel able to approach the police or Panchayat.

Her situation came to light during a survey of witch-hunting survivors conducted by Nirantar with field support from the Women's Federation, Pragti Ek Prayas. Federation members began reaching out to Bina and inviting her to women's group meetings. Even when other women initially refused to sit with her, the federation continued to support her, discuss her case and organise conversations in the village.

A significant shift came when Bina began participating in meetings and public forums beyond her village. At a state-level consultation in Patna, she spoke about the violence she had experienced before nearly 150 participants, and her story was picked up by the media.

After returning, Bina began approaching institutions herself. She demanded a ration card from the village Mukhiya and approached the Scheduled Caste Commission in Patna to seek compensation as a survivor of violence. She has since spoken at the Panchayat, district headquarters and other public forums.

These opportunities form part of Nirantar's wider advocacy to bring survivors' experiences into public discourse and strengthen recognition of witch-hunting as violence and discrimination requiring institutional response.

Today, Bina is also encouraging other women facing similar violence.

> ***"I am no longer alone... I realised that what happened to me was deeply wrong. I will no longer tolerate any form of violence, nor will I allow violence to be perpetrated against another woman in the name of witchcraft."***

Her journey shows how collective support, survivor voice and engagement with institutions can move experiences of violence out of isolation and into collective action.

Unravelling Everyday School Practices from a Gendered Lens

Nirantar is undertaking a feminist research study across eight states to examine how gender is constructed, performed, and negotiated through everyday practices in government schools. **The Gender Mapping Study** places young people who have recently transitioned out of school at the centre of the research as Youth Researchers, drawing on their lived experiences to question established ways of producing knowledge about schools and schooling.

During 2025–26, the study moved forward with the **development and field implementation of seven thematic toolkits for Youth Researchers and five interview toolkits for institutional stakeholders.** Around 80 Youth Researchers were trained across the eight states, with the training itself becoming a space to explore gender as an analytical lens and reflect on how our own experiences shape the questions we ask. The research also continued to evolve through ongoing reflection on language, translation, context, and the use of creative and conversational methods.

Early findings show how seemingly ordinary school practices can reproduce and negotiate gendered, caste, class, and sexuality-based norms. Conversations around friendships revealed the limited space schools provide for young people to navigate intimacy, desire, and peer relationships. Research on school uniforms showed how ideas of the 'good' and 'bad' student are embodied and policed through clothing, while work on sports highlighted how participation is closely tied to dominant ideas of masculinity and belonging. **Stakeholder interactions** across states further brought out how disciplinary practices, social hierarchies, and silences around sexuality shape school environments.



The Gender Mapping Study team engages youth researchers in an interactive training activity.



A Gender Mapping Study team member conducts a stakeholder interview during data collection in Harda, Madhya Pradesh.



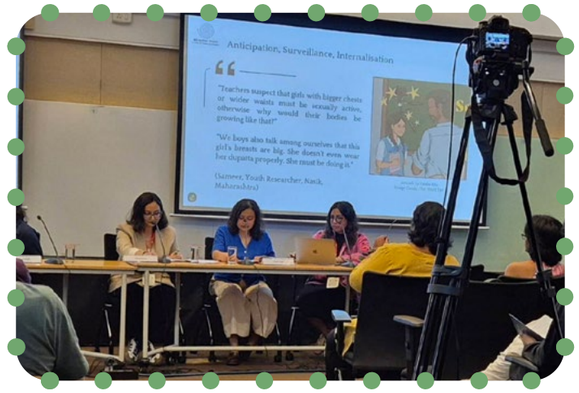
School children, staff and stakeholders come together for a group photo during Gender Mapping Study data collection in Harda, Madhya Pradesh.

The research has also created opportunities to take these emerging insights into wider conversations on gender-transformative education. In August 2025, Nirantar shared early findings through a gallery exhibition at the Asia-Pacific Regional Action **Workshop on Gender Transformative Education in Bangkok**, reaching feminist educators, youth activists, civil society leaders, and policymakers. Insights were also shared at **IIHS's Urban Arc conference**, situating the study within conversations on education, gender, and urban contexts.

Through this work, Nirantar is not only documenting what happens in schools but exploring how everyday practices shape young people's experiences of gender, identity, relationships, aspiration, and belonging. The study brings field-based knowledge into wider feminist and development discourse, while challenging conventional ideas of who produces knowledge and whose experiences are considered valuable in understanding education.



At the Gender Transformative Education conference in Bangkok



The research team presenting 'The Many Worlds Within Schools: Gendered-Spaces, Moral Orders, and Everyday Negotiations', at IIHS Urban Arc 2026.

Training & Capacity Building

Nirantar takes its feminist perspectives and field-based learning into wider institutional and organisational spaces through training and capacity building. These engagements create opportunities for practitioners, educators, organisations and youth collectives to examine how questions of gender, sexuality, caste, class and rights shape their work, and to develop more reflective and inclusive approaches.

In 2025–26, this included engagement with state education systems, civil society organisations and youth collectives. In collaboration with UNICEF, Nirantar conducted an Advanced Gender Training for 33 Gender Coordinators under Samagra Shiksha, Odisha, encouraging participants to move beyond programme-driven approaches to gender and engage with its structural and intersectional dimensions. The training also opened up questions around the possibilities and challenges of deepening gender discourse within institutional spaces.



A panel at 'Reimagining Adolescence: Rights, Agency and Protection'



Young people from Youth Collectives across states explore safety, access and inclusion for people with diverse identities using a safety audit board.

Nirantar also organised a two-day consultation on **Reimagining Adolescence: Rights, Agency and Protection**, bringing together organisations working with adolescents from different perspectives. The consultation created space to reflect on how adolescence is understood and approached, and to bring questions of agency, voice and empowerment into conversations that are often centred primarily on protection. Bringing together child rights and women's rights organisations also enabled a cross-sector dialogue on how different approaches can inform one another.

Alongside these engagements, trainings with women, adolescents and youth collectives explored questions of gender, sexuality, caste, class, safety and inclusion, with resource materials shared to support further learning within participating organisations and collectives.

Together, these efforts have enabled Nirantar's feminist learning to travel into new institutional and organisational contexts, while creating spaces for dialogue, reflection and exchange across sectors. In doing so, they contribute to wider conversations on gender, sexuality and rights and open up new possibilities for how these questions are understood and addressed.



An activity at 'Reimagining Adolescence: Rights, Agency and Protection'

OUR PUBLICATIONS & DIGITAL MEDIA

Itihas Rachti Aawazein: Stree Shiksha (A toolkit)

Historically, in India, women who excelled in the fields of arts and humanities have been highly respected and praised as spiritualists and saints. However, their role as knowledge producers and their contribution to education is rarely mentioned. Even in the mainstream discourse on women's education, we usually only find mentions of upper-caste women who operated within strict norms of Brahmanical patriarchy to be recognised as educated. Such a casteist and exclusionary reading of history has caused the erasure of several significant contributions of women to education and knowledge production in fields like science, literature, medicine etc.

Itihas Rachti Aawazein: Stree Shiksha addresses this gap and attempts to demystify the role of women in the history of education, by focusing on those whose lives tested the norms of "ideal" womanhood.

Book launch





Book



Question Cards



The toolkit contains a book, 3 videos, posters of 15 women and a quiz card. The objective of the book is to spark curiosity and encourage dialogue with young people on women's education.



Posters

Video Series on YouTube



TOOL KIT

TDH Safety Audit Boards

This kit brings together insights from two studies: a baseline report on gender-based violence among adolescents and a safety audit conducted with girls and young women in public spaces. Together, these two reports present a clear picture of how gender shapes everyday experiences, mobility, and access to opportunities.

It was formulated as a board game to help access and discuss this experience of 'safety' and 'unsafety' for people living different socio-cultural realities. To understand how people navigate different public spaces and institutions.

The game is played in groups of 4-5. Each group is assigned 2 characters per board. Starting with any one character, the participants are asked to discuss how that character would navigate the spaces shown on the board and mark the 'safe' spaces with 'O' and 'unsafe' spaces with an 'X'. After repeating the same for the other character, (in the other colour) the groups discuss the results.







The board highlights the importance of mobility, physical infrastructure and segregation of spaces in shaping sense of safety. Inadequate lighting, broken boundary walls, the absence of functional public toilets, create unsafe environments. Spaces segregated based on identities like caste, gender, caste, religion etc restrict access. Mobility is often restricted under the guise of protection.

SAFETY AUDIT KIT

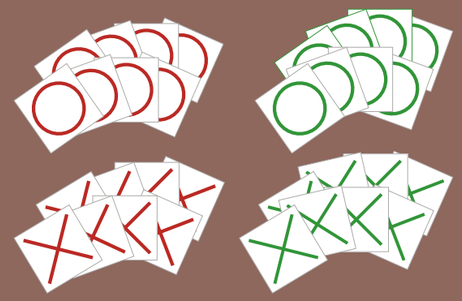
Instruction Booklet



4 boards based on urban and rural settings



8 'X' & 'O' to mark safe (O) and unsafe (X) areas





12 characters from different socio-cultural realities

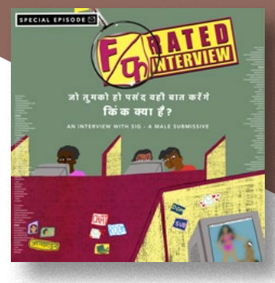
Edition of *Pleasure & Danger*

The Third Eye explores topics through the use of different forms of media.

This edition of *Pleasure and Danger* foregrounds the lens of the psyche to look at the 'stuck' nature of some of the ideas that have come to dominate the sexuality discourse. The pleasure-danger continuum allows us to explore debates emerging in sexuality. While Psyche provides a new lens to revisit the conundrums emerging from different movement locations and has the potential to free us from the perpetrator-victim binary.

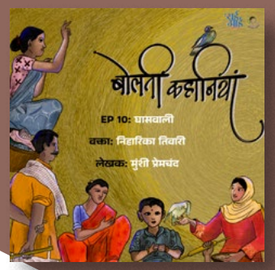
NIRANTAR RADIO.

Where we see sound explorations, podcasts, stories, radio essays, which help build a grassroots to policy level conversation around gender and patriarchy.



F-Rated Interview

F-Rated conversations aka, Feminist Rated Conversations. An interview show where we speaks to different practitioners about their practice – but with a feminist lens.



Bolti Kahaniyan

These are stories from the field as pieces of fiction having uncanny resemblance to lived realities. Used to spark off unlikely, sometimes unnerving conversations.



Dhulai: Menaka on Abortion in India

Menaka Rao examines abortion through the lenses of health, law and disability. She lays out the socio-legal landscape of a woman's need for a safe abortion.



Ek Ladki Paanch Deewane: An Audio Story

The Third Eye presented Harishankar Parsai's Ek Ladki Paanch Deewane as part of their feminist fiction anthology.

F se Field emerged from The Third Eye Learning Lab's mentorship process, where narratives are built using the feminist lens.



Pha se Field, Issh se Ishq

A series of audio stories, the third season of F se Field re-imagines the 'field' as the landscape of psyche, peopled by desires, fantasies, pleasures and dangers.

FILMS.



Kya Hai Ye Samjhauta (2023)

The film works with everyday materials to tell a story of the choices women make when faced with domestic violence. It looks at the word samjhauta and asks, do you make your terms? Do you come to terms?

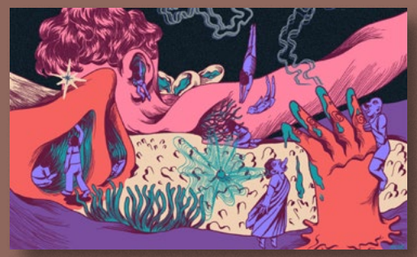
Raat: Night Time in small Town India

The idea of recording the night was presented to the Digital Educators during a workshop in 2021.

They were asked: What happens at night that reveals something new about where you live?



ARTICLES.



The Psyche Series on Sexuality Chapter IV Yummy-Yucky *by Jaya Sharma*

In this installment, Jaya Sharma deconstructs the sexual fantasy that seems to defy all logic, and yet somehow makes sense.



The Last Game of Frisbee in Panserwa *by Tanmay Nivedita*

A frisbee game among a few girls sours when a group of men threaten to stop it. Met with the girls' defiance, the men try to intimidate them.



Sense is a Thing You Feel, Not Make *by Rishika Kaushik*

Rishika Kaushik tells us of the questions — answered and unanswered — that were born at drama school and formed her experience of making the play, Seconds Before Coming.



Without the dark, where do the lovers go *by Saachi D'Souza*

How darkness sustains intimacy amid regimes that make visibility a means for discipline rather than care.

OUR AWARDS & ACHIEVEMENTS

Laadli Media & Advertising Award for Gender Sensitivity 2025

WEB FEATURE CATEGORY IN HINDI

"डायन होने का कोई प्रमाण थोड़े होता है."
by Santosh Sharma & Suman Parmar


रियाज़

"डायन होने का कोई प्रमाण थोड़े होता है."

अंधविश्वास या साजिश - बिहार में डायन हिंसा पर किए सर्वे से उजागर नई सच्चाइयां

सुमन परमार और संतोष शर्मा

Fri 20 Dec 2024



WEB NEWS REPORT CATEGORY IN HINDI

प्रसव और गरिमा: स्वास्थ्य के नाम पर गर्भवती महिलाओं के साथ हिंसा
by Suman Parmar


समाज

प्रसव और गरिमा: स्वास्थ्य के नाम पर गर्भवती महिलाओं के साथ हिंसा

ऑब्सट्रेटिक हिंसा गर्भवती महिलाओं के साथ प्रसव के दौरान किया जाने वाला अमानवीय व्यवहार है, जो उनकी गरिमा और अधिकारों का खुला उल्लंघन है.

सुमन परमार

Mon 30 Sep 2024



OUR DONORS

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VIGYAN FOUNDATION
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the gender lab
MANAV VIKAS SANSTHAN KHAIRI SAHRSAULI, BIHAR MVSK
PROJECT MUKTI
GYAN SEVA BHARTI SANSTHAN GSBS NON FOR PROFIT ORGANIZATION
महिला जन अधिकार समिति Mahila Jan Adhikar Samiti
KHŌJ
Synergy SANSTHAN
SOUTH ASIAN SANITATION WORKER & LABOUR NETWORK SASLN
मुस्कान
Abhivyakti Media For Development Facilitating Media and Communication Since 1987
Deeksha Centre for Learning and Action
queerbeat
Azad Foundation
Pradan
AAGAAZ Theatre Trust
BODHANA
reap benefit

FEDERATIONS

Bihar

Srishti Mahila Samakhya, Shivhar

Swadha Mahila Samakhya, Paschim Champaran

Jyoti Mahila Samakhya, Muzzaffarpur

Pragati Ek Prayas, Sitamarhi

Samridhi Sanstha, Rohtas

Hamari Drishti, Gaya

Deepmala Sanstha, Kaimur

Assam

Manikanchan Block Federation - Sonitpur

Dharmajyoti Block Federation - Dhubri

Kamalakuari Block Federation - Darrang

Jagaran Block Federation - Dhemaji

ICC & POSH Compliance

Complaints Received between April 2025-March 2026: Nil

No of Trainings conducted: One

Participants: 28, including district coordinators and Utpreraks from Bihar program

Duration: 3 hours divided into 2 sessions of 90 minutes each

Venue: Hotel Prem Residency, Patna

OUR FINANCIALS

COMPUTATION OF TOTAL INCOME

NAME OF ASSESEE	:	**NIRANTAR TRUST**	Status	:	AOP Charitable Trust
			PAN No.	:	AAATN3233E
ADDRESS	:	B-74, 1st Floor	Ward No.	:	DIT(E) Range -II
		Sarvodaya Enclave	A. Y.	:	2026-2027
		New Delhi-110017	D.O.I.	:	19.07.2000

Income during the year			
As Per Income & Expenditure-VC			13,68,27,001.51
As Per Income & Expenditure-Others			38,61,050.22
TOTAL	**(A)**		**14,06,88,051.73**
Application of Income during the year			
As per Income & Expenditure A/c-Revenue and Capital		12,01,64,079.39	
As per Income & Expenditure A/c-Sub granting		39,45,300.00	
		12,41,09,379.39	
Less:15% of Sub Grant disallowed as application		(5,91,795.00)	
Add: Payables-Last Year		6,75,592.00	
Less: Payables-Current Year		(8,18,226.00)	
			12,33,74,950.39
Accumulation to the extent of 15%			1,73,13,101.34
TOTAL	**(B)**		**14,06,88,051.73**
TAXABLE INCOME	**(A - B)**		**-**
TDS			2,70,730.00
REFUND			(2,70,730.00)

Since Trust has complied with the provision of section 11 & 13, it is entitled to exemption under section 11

Bank Details:-

Bank	:	HDFC Bank Ltd.
Branch	:	Safdarjung Development Area
A/c No.	:	00321000127061
MICR Code	:	110240004
IFSC Code	:	HDFC0000032

NIRANTAR TRUST
CONSOLIDATED
BALANCE SHEET AS AT 31st MARCH 2026

(Amount in INR)

	Particulars	Note	F.Y. 2025-26	F.Y. 2024-25
I	**SOURCES OF FUNDS**			
1	**Own Funds**			
(a)	Corpus Fund	[01]	39,49,166.00	39,49,166.00
(b)	General Fund	[02]	1,71,48,750.73	1,74,24,143.36
(c)	Assets Fund	[03]	75,76,806.00	29,51,917.00
(d)	Project Fund	[04]	6,60,92,060.18	4,92,37,995.21
2	**Loan and Borrowings**			
(a)	Secured loans		-	-
(b)	Unsecured loans		-	-
	TOTAL		**9,47,66,782.91**	**7,35,63,221.57**
II	**APPLICATION OF FUNDS**			
1	**Fixed Assets**	[05]	75,76,806.00	29,51,917.00
2	**Investments**	[06]	5,69,48,402.20	4,30,35,675.42
3	**Current assets, loans and advances**			
(a)	Current assets			
	(i) Cash and Bank Balances	[07]	3,04,34,070.70	2,71,82,307.39
	(ii) Other Current Assets	[08]	6,25,730.01	10,68,913.76
(b)	Loans and Advances		-	-
		A	3,10,59,800.71	2,82,51,221.15
(c)	**Current liabilities and provisions**			
	(i) Current liabilities	[09]	8,18,226.00	6,75,592.00
	(ii) Provisions		-	-
		B	8,18,226.00	6,75,592.00
	Net Current Assets	**[A-B]**	3,02,41,574.71	2,75,75,629.15
	TOTAL		**9,47,66,782.91**	**7,35,63,221.57**

Significant Accounting Policies and Notes to Accounts [14]

The accompanying notes are an integral part of the financial statements

For & on Behalf :
R.K. Sharda & Associates
Chartered Accountants
FR. No.: 006226N

CA R.K. Sharda
Proprietor
M. No.: 084847
UDIN :26084847EHTSKA2526

Place : New Delhi
Date: 19.10.2026

For & on behalf:
NIRANTAR TRUST

Archana Dwivedi

NIRANTAR TRUST
CONSOLIDATED
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH 2026

(Amount in INR)

	Particulars	Note	F.Y. 2025-26	F.Y. 2024-25
I	**INCOME**			
	Grant & Donation Received	[10]	13,68,27,001.51	9,16,82,024.64
	Other Income	[11]	38,61,050.22	34,49,002.43
	TOTAL		**14,06,88,051.73**	**9,51,31,027.07**
II	**EXPENDITURE**			
	Project Expense	[12]	12,00,04,279.17	10,14,88,123.10
	Other Programme Expenses	[13]	41,05,100.22	8,08,295.42
	Depreciation		10,86,528.00	9,31,262.00
	Depreciation transferred to Asset Fund		10,86,528.00	9,31,262.00
			-	-
	TOTAL		**12,41,09,379.39**	**10,22,96,418.52**
III	**EXCESS OF INCOME OVER EXPENDITURE**	**[I - II]**	**1,65,78,672.34**	**(71,65,391.45)**
IV	**Transferred To General Fund**		**56,754.73**	**13,02,928.93**
	Transferred To Project Fund		**1,65,21,917.61**	**(84,68,320.38)**

The accompanying notes are an integral part of the financial statements

For & on Behalf :
R.K. Sharda & Associates
Chartered Accountants
FR. No.: 006226N

CA R.K. Sharda
Proprietor
M. No.: 084847
UDIN :26084847EHTSKA2526

Place : New Delhi
Date: 19.10.2026

For & on behalf:
NIRANTAR TRUST

Archana Dwivedi

NIRANTAR TRUST
CONSOLIDATED
RECEIPTS & PAYMENT ACCOUNT FOR THE YEAR ENDED 31st MARCH 2026

(Amount in INR)

	Particulars	Note	F.Y. 2025-26	F.Y. 2024-25
I	**RECEIPTS**			
	Opening Cash & Bank Balance			
	Cash in Hand		39,153.00	33,447.00
	Cash at Bank		2,71,43,154.39	19,33,354.67
	Investments		4,30,35,675.42	7,48,97,715.79
	Increase/ (Decrease) in current assets		3,93,321.76	9,12,178.56
	Grant & Donation Received		13,68,27,001.51	9,16,82,024.64
	Other Income		38,61,050.22	34,49,002.43
	TOTAL		**21,12,99,356.30**	**17,29,07,723.09**
II	**PAYMENT**			
	Project Expense		12,00,04,279.17	10,14,88,123.10
	Other Project Expenses		41,05,100.22	8,08,295.42
	Increase/ (Decrease) in current assets		(1,92,495.99)	3,93,321.76
	Closing Cash & Bank Balance			
	Cash in Hand		12,969.00	39,153.00
	Cash at Bank		3,04,21,101.70	2,71,43,154.39
	Investments		5,69,48,402.20	4,30,35,675.42
	TOTAL		**21,12,99,356.30**	**17,29,07,723.09**
			-	-

The accompanying notes are an integral part of the financial statements

For & on Behalf :
R.K. Sharda & Associates
Chartered Accountants
FR. No.: 006226N

CA R.K. Sharda
Proprietor
M. No.: 084847
UDIN :26084847EHTSKA2526

Place : New Delhi
Date: 19.10.2026

For & on behalf:
NIRANTAR TRUST

Archana Dwivedi

NIRANTAR TRUST

NOTE [05] : FIXED ASSETS

Sl. No.	Particulars	As on 01.04.2025	Addition More than 180 Days	Addition Less than 180 Days	Disposal	Total (Rs.)	Rate of Dep.	Dep.	As on 31.03.2026	As on 31.03.2025
	FC Account									
1	Furniture & Fixtures	2,94,064.00	-	-	-	2,94,064.00	10%	29,406.00	2,64,658.00	2,94,064.00
2	Camera	10,225.00	-	-	-	10,225.00	15%	1,534.00	8,691.00	10,225.00
3	Computer & Accessories	1,25,784.00	1,03,722.00	36,000.00	-	2,65,506.00	40%	99,002.00	1,66,504.00	1,25,784.00
4	Refrigerator	31,664.00	-	-	-	31,664.00	15%	4,750.00	26,914.00	31,664.00
5	Office Equipments/Acs	6,66,338.00	44,500.00	-	-	7,10,838.00	15%	1,06,626.00	6,04,212.00	6,66,338.00
6	LCD Projector / LED TV	2,33,821.00	-	-	-	2,33,821.00	15%	35,073.00	1,98,748.00	2,33,821.00
7	Laptop/Desktops/Tabs	8,83,405.00	57,643.00	-	-	9,41,048.00	40%	3,76,419.00	5,64,629.00	8,83,405.00
8	Motor Cycle	16,175.00	-	-	-	16,175.00	15%	2,426.00	13,749.00	16,175.00
	Sub-Total (A)	**22,61,476.00**	**2,05,865.00**	**36,000.00**	**-**	**25,03,341.00**		**6,55,236.00**	**18,48,105.00**	**22,61,476.00**
	INDIAN Account									
1	Furniture & Fixtures	87,394.00	-	-	-	87,394.00	10%	8,739.00	78,655.00	87,394.00
2	Computer & Assessories	1,73,627.00	2,22,850.00	-	-	3,96,477.00	40%	1,58,591.00	2,37,886.00	1,73,627.00
3	Office Equipments / LED TV	3,08,682.00	45,500.00	-	-	3,54,182.00	15%	53,127.00	3,01,055.00	3,08,682.00
4	Airconditioner & Stablizer	7,544.00	-	-	-	7,544.00	15%	1,132.00	6,412.00	7,544.00
5	Camera	8,903.00	-	-	-	8,903.00	15%	1,335.00	7,568.00	8,903.00
6	Laptop	1,04,291.00	1,15,286.00	6,02,684.00	-	8,22,261.00	40%	2,08,368.00	6,13,893.00	1,04,291.00
7	Building in MP	-		44,83,232.00	-	44,83,232.00	0%	-	44,83,232.00	-
	Sub-Total (B)	**6,90,441.00**	**3,83,636.00**	**50,85,916.00**	**-**	**61,59,993.00**		**4,31,292.00**	**57,28,701.00**	**6,90,441.00**
	Grand Total (A+B)	**29,51,917.00**	**5,89,501.00**	**51,21,916.00**	**-**	**86,63,334.00**		**10,86,528.00**	**75,76,806.00**	**29,51,917.00**

FC Project - Bank, FD and Gold Bond details

Bank Balance

Particulars	Account details	FC/ NFC	Balance as on 31 March 2026	Account details	Balance as on 31 March 2025
Bank Balance	Bank of India A/c 8816	FC	39,66,098.89	Bank of India A/c 8816	2,05,23,041.44
Bank Balance	State Bank of India A/c 1759	FC	45,61,389.74	State Bank of India A/c 1759	52,40,968.31
Total			**85,27,488.63**		**2,57,64,009.75**

FD Balance

Particulars	Account details	FC/ NFC	Balance as on 31 March 2026	Account details	Balance as on 31 March 2025
Fixed deposits	Bank of India FD 7336	FC	15,37,724.00	Bank of India FD 6655	14,28,022.00
Fixed deposits	Bank of India FD 7378	FC	14,52,509.00	Bank of India FD 7376	14,38,531.00
Fixed deposits	Bank of India FD 7379	FC	14,52,509.00	Bank of India FD 7335	14,38,531.00
Fixed deposits	Bank of India FD 7498	FC	28,60,270.00	Bank of India FD 7334	14,38,531.00
Fixed deposits		FC	-	Bank of India FD 7498	27,02,742.00
Fixed deposits		FC	-	Bank of India FD 7378	13,72,257.00
Fixed deposits		FC	-	Bank of India FD 7379	13,72,257.00
Total			**73,03,012.00**		**1,11,90,871.00**

Gold Bonds

Particulars	Account details	FC/ NFC	Balance as on 31 March 2026	Account details	Balance as on 31 March 2025
Gold Bonds	Made on 27 December 2022	FC	16,22,700.00	Made on 27 December 2022	16,22,700.00
Gold Bonds	Made on 21 Feb 2024	FC	10,02,080.00	Made on 21 Feb 2024	10,02,080.00
Total			**26,24,780.00**		**26,24,780.00**

NFC Project - Bank, FD and Gold Bond details

Bank Balance

Particulars	Account details	FC/ NFC	Balance as on 31 March 2026	Account details	Balance as on 31 March 2025
Bank Balance	PNB A/c 165077	NFC	3,39,179.13	PNB A/c 165077	51,309.40
Bank Balance	HDFC A/c 75334	NFC	1,46,05,478.64	HDFC A/c 75334	8,14,000.36
Bank Balance	HDFC A/c 127061	NFC	18,98,347.20	HDFC A/c 127061	4,86,984.78
Bank Balance	HDFC A/c 00437	NFC	50,37,450.43	HDFC A/c 00437	14,029.83
Bank Balance	Bank of India (Gratuity account)	NFC	13,157.67	Bank of India (Gratuity account)	12,820.27
Total			**2,18,93,613.07**		**13,79,144.64**

FD Balance

Particulars	Account details	FC/ NFC	Balance as on 31 March 2026	Account details	Balance as on 31 March 2025
Fixed deposits	FDR - Tamilnadu Power Finance	NFC	15,68,000.00		15,68,000.00
Fixed deposits	FDR HDFC Corpus 8622	NFC	39,49,166.00		39,49,166.00
Fixed deposits	FDR HDFC 7579	NFC	35,00,000.00		35,00,000.00
Fixed deposits	FDR HDFC (12L+10L+10L+10L)	NFC	42,00,000.00		42,00,000.00
Fixed deposits	FDR HDFC Sweep	NFC	95,690.00		51,90,153.00
Fixed deposits	FDR PNB	NFC	69,08,483.00		65,02,272.00
Fixed deposits	FDR PNB Sweep	NFC	2,63,70,000.00		41,15,000.00
Fixed deposits	Interest accrued		4,29,271.20		1,95,433.42
Total			**4,70,20,610.20**		**2,92,20,024.42**

Gold Bonds

Particulars	Account details	FC/ NFC	Balance as on 31 March 2026	Account details	Balance as on 31 March 2025
Gold Bonds		NFC	-		-
Total			**-**		**-**

NIRANTAR TRUST

CONSOLIDATED NOTES TO ACCOUNTS

(Amount in INR)

Notes forming part of Financial Statement	F.Y. 2025-26	F.Y. 2024-25
NOTE [01] : CORPUS FUND		
Indian		
Opening Balance	39,49,166.00	39,49,166.00
Add: Addition during the Year	-	-
Sub Total	**39,49,166.00**	**39,49,166.00**
Foreign		
Opening Balance	-	-
Add: Addition during the Year	-	-
Sub Total	**-**	**-**
TOTAL	**39,49,166.00**	**39,49,166.00**
NOTE [02] : GENERAL FUND		
Indian		
Opening Balance	1,74,24,143.36	1,61,21,214.43
Add: Transferred from Income & Exp. Account	56,754.73	13,02,928.93
Less: Transferred to Project Fund	(3,33,429.36)	
Add: Transferred from Project Fund	1,282.00	
Sub Total	**1,71,48,750.73**	**1,74,24,143.36**
Foreign		
Opening Balance	-	-
Add: Transferred from Income & Exp. Account	-	-
Sub Total	**-**	**-**
TOTAL	**1,71,48,750.73**	**1,74,24,143.36**
NOTE [03] : ASSETS FUND		
Indian		
Opening Balance	6,90,441.00	2,21,464.00
Add: Assets Purchased during the year	54,69,552.00	6,64,307.00
Less: Disposed of Assets during the year	-	-
Less: Transferred from Income & Expenditure Account	4,31,292.00	1,95,330.00
Sub Total	**57,28,701.00**	**6,90,441.00**
Foreign		
Opening Balance	22,61,476.00	23,79,700.00
Add: Assets Purchased during the year	2,41,865.00	6,22,100.00
Less: Disposed of Assets during the year	-	4,392.00
Less: Transferred from Income & Expenditure Account	6,55,236.00	7,35,932.00
Sub Total	**18,48,105.00**	**22,61,476.00**
TOTAL	**75,76,806.00**	**29,51,917.00**
NOTE [04] : PROJECT FUND		
Indian		
Opening Balance	96,57,347.46	1,77,85,947.92
Add: Transferred from Income & Expenditure Account	3,78,15,075.73	(81,28,600.46)
Add: Transferred from General Fund	3,33,429.36	
Less: Transferred to General Fund	(1,282.00)	
Sub Total	**4,78,04,570.55**	**96,57,347.46**

Foreign		
Opening Balance	3,95,80,647.75	3,99,20,367.67
Add: Transferred from Income & Expenditure Account	(2,12,93,158.12)	(3,39,719.92)
Sub Total	**1,82,87,489.63**	**3,95,80,647.75**
TOTAL	**6,60,92,060.18**	**4,92,37,995.21**

NOTE [06] : Investments

Indian		
Fixed deposits	4,70,20,610.20	2,92,20,024.42
Gold Bonds	-	-
Sub Total	**4,70,20,610.20**	**2,92,20,024.42**
Foreign		
Fixed deposits	73,03,012.00	1,11,90,871.00
Gold Bonds	26,24,780.00	26,24,780.00
Sub Total	**99,27,792.00**	**1,38,15,651.00**
TOTAL	**5,69,48,402.20**	**4,30,35,675.42**

NOTE [07] : CASH & BANK BALANCE

Indian		
Cash in hand	11,170.00	25,503.00
Cash at Bank		
PNB A/c 165077	3,39,179.13	51,309.40
Indusind Bank	-	-
HDFC A/c 75334	1,46,05,478.64	8,14,000.36
HDFC A/c 127061	18,98,347.20	4,86,984.78
HDFC A/c 00437	50,37,450.43	14,029.83
Bank of India (Gratuity account)	13,157.67	12,820.27
Sub Total	**2,19,04,783.07**	**14,04,647.64**
Foreign		
Cash in hand	1799	13650
Cash at Bank		
Bank of India A/c 8816	39,66,098.89	2,05,23,041.44
State Bank of India A/c 1759	45,61,389.74	52,40,968.31
Sub Total	**85,29,287.63**	**2,57,77,659.75**
TOTAL	**3,04,34,070.70**	**2,71,82,307.39**

NOTE [08] : OTHER CURRENT ASSETS

Indian		
TDS Receivable	2,18,028.01	1,60,809.10
TDS Receivable old	-	3,38,023.66
Security Deposit	1,25,000.00	1,25,000.00
Interest accrued	-	-
Staff advance/ other debtors	36,537.00	10,951.00
Sub Total	**3,79,565.01**	**6,34,783.76**
Foreign		
TDS Receivable	52,702.00	65,237.00
TDS Receivable old	-	1,49,844.00
Security Deposit	2,30,000.00	2,30,000.00
Interest accrued	1,875.00	2,320.00
Staff advance	15,452.00	16,747.00
Sub Total	**3,00,029.00**	**4,64,148.00**
TOTAL	**6,79,594.01**	**10,98,931.76**

NOTE [09] : CURRENT LIABILITIES

Indian		
EPF Payable	61,536.00	45,984.00
Staff payable	19,407.00	-
TDS Payable - Salary - 192B	60,022.00	53,750.00
TDS Payable - Contract - 194C	17,636.00	1,650.00
TDS Payable - Rent - 194I	-	4,000.00
TDS Payable - Professional - 194J	2,43,870.00	1,23,415.00
Sub Total	**4,02,471.00**	**2,28,799.00**
Foreign		
EPF Payable	1,00,378.00	78,361.00
Staff payable	3,047.00	-
TDS Payable - Salary - 192B	1,05,025.00	99,675.00
TDS Payable - Contract - 194C	16,418.00	5,072.00
TDS Payable - Rent - 194I	11,640.00	6,880.00
TDS Payable - Professional - 194J	2,33,111.00	2,86,823.00
Sub Total	**4,69,619.00**	**4,76,811.00**
TOTAL	**8,72,090.00**	**7,05,610.00**

NOTE [10] : GRANT & DONATION RECEIVED

Indian		
Azim Premji Philanthropic Initiatives (APPI)	4,96,37,000.00	1,53,60,000.00
Rohini Nilekani Philanthropies (RNP)	1,25,00,000.00	1,50,00,000.00
Rati Forbes	31,50,000.00	10,00,000.00
Tata Education and Development Trust (TEDT)	81,98,000.00	-
Sir Dorabji Tata Trust (SDTT)	1,29,28,000.00	-
Donation in Kind (Building in MP)	39,85,094.00	-
Sub Total	**9,03,98,094.00**	**3,13,60,000.00**
Foreign		
AJWS	15,26,552.00	29,09,854.00
CCFD	33,08,826.50	30,79,524.00
Empower	1,04,94,665.00	33,97,600.00
Malala Fund	-	1,11,59,647.00
Manan Trust	2,22,62,500.00	1,67,44,950.00
Paul Hamlyn Foundation	57,20,000.00	43,42,620.00
Schwab Charitable	-	1,67,08,000.00
TDH	25,04,756.01	16,66,397.64
ASPBAE	1,73,866.00	3,13,432.00
Girls Agency Lab (GAL)	4,37,742.00	-
Sub Total	**4,64,28,907.51**	**6,03,22,024.64**
TOTAL	**13,68,27,001.51**	**9,16,82,024.64**

NOTE [11] : OTHER INCOME

Indian		
Saving Bank Interest	45,666.40	88,856.80
Saving Bank Interest - APPI	3,445.00	3,911.00
Saving Bank Interest - RNP	35,140.00	63,259.00
Saving Bank Interest - TEDT	1,14,405.00	-
FDR Interest	14,11,734.89	11,59,329.59
FDR Interest - APPI	7,29,909.00	3,49,572.00
FDR Interest _ RNP	38,764.90	94,566.64
Interest on IT refund	12,433.90	28,141.10
Other receipts	3,29,788.38	2,14,046.86
Sub Total	**27,21,287.47**	**20,01,682.99**
Foreign		
Saving Bank Interest	5,20,566.61	7,11,561.12
Saving Bank Interest TDH	25,800.64	-
FDR Interest	5,27,776.00	6,70,138.82
Interest on Gold Bonds	65,619.50	65,619.50
Other receipts	-	-
Sub Total	**11,39,762.75**	**14,47,319.44**
TOTAL	**38,61,050.22**	**34,49,002.43**

NOTE [12] : Project Expense

Indian		
Azim Premji Philanthropic Initiatives (APPI)	2,62,87,365.81	2,38,62,924.10
Rohini Nilekani Philanthropies (RNP)	1,49,51,546.00	1,60,78,533.00
Rati Forbes	15,07,708.00	58,452.00
Tata Education and Development Trust (TEDT)	67,72,968.36	-
Sir Dorabji Tata Trust (SDTT)	-	-
Expense against Donation in Kind (Building in MP)	39,85,094.00	
Sub Total	**5,35,04,682.17**	**3,99,99,909.10**
Foreign		
AJWS	36,38,200.00	71,83,030.00
CCFD	51,89,637.00	44,17,697.00
Empower	84,33,014.00	51,82,629.00
Malala Fund	38,63,813.00	71,25,581.00
Manan Trust	1,56,60,097.00	1,49,75,155.00
Paul Hamlyn Foundation	48,27,661.00	43,77,052.00
Schwab Charitable	2,06,72,715.00	1,67,61,498.00
TDH	40,03,966.00	10,88,541.00
ASPBAE	2,10,494.00	3,77,031.00
Girls Agency Lab (GAL)	-	-
Sub Total	**6,64,99,597.00**	**6,14,88,214.00**
TOTAL	**12,00,04,279.17**	**10,14,88,123.10**

NOTE [13] : General/ other Expense

Indian		
Other Expenses	17,42,868.84	1,87,445.42
Sub Total	**17,42,868.84**	**1,87,445.42**
Foreign		
Other Expenses	23,62,231.38	6,20,850.00
Sub Total	**23,62,231.38**	**6,20,850.00**
TOTAL	**41,05,100.22**	**8,08,295.42**

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