

**INSTITUTE OF MANAGEMENT IN GOVERNMENT
THIRUVANANTHAPURAM**



**Training Module on
GENDER ISSUES IN DEVELOPMENT**

Sponsored by

**Department of Personnel and Training,
Government of India
&
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TEAM

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FOREWORD

A well-considered strategy and flexible mechanisms are necessary in order to make gender justice and gender equality a reality. This calls for a concerted effort on the part of several agencies including national and state governments, activists, NGOs and international agencies. A crucial component involves sensitizing civil servants on gender issues so that they bring to bear the appropriate perspective in planning, implementing and monitoring activities related to gender issues.

The Union Department of Personnel and Training (DoPT) took the initiative to sponsor a large number of gender oriented courses. However, these were not based on a common set of modules that systematically identified objectives and methodology. The present training module, titled “Gender issues and Development” is unique in the sense that it is the first time that a module that will be used in training courses all over India has been designed and developed by a State Administrative Training Institute. The module is the end result of several months of study, discussion and confabulation with many experts. The module was validated in the course of a workshop and a pilot run was also conducted in the Institute of Management in Government (IMG). The reading material, the select bibliography, glossary and the select web links on gender will enable facilitators to adequately equip themselves in conducting training courses more effectively.

A module of this nature, prepared for use anywhere in the country, is bound to have certain shortcomings; we trust that users will communicate their views to us so that we can strive to make this module more effective.

RUDHRA GANGADHARAN I A S
DIRECTOR, IMG

Thiruvananthapuram
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I owe a special debt of gratitude to Shri Rudra Gangadharan, IAS, Director, IMG not only for nominating me as the Anchor person, but also for the encouragement and support throughout the work. Dr.Kanchan Mathur, Professor, HCM, Rajasthan Institute of Public Administration, Jaipur and Shri. G.M. Sarveswara, Faculty, Administrative Training Institute, Mysore, the other members of the team, have brought their theoretical knowledge and also the practical experience of conducting gender training in their Institutions. We have had several rounds of discussions before finalising the module. An earlier draft of the module was validated in a Workshop held at IMG, Trivandrum during May 2002. Many experts made contributions in this Workshop. I would like to thank all of them, particularly Smt. Padma Ramachandran, Former Chief Secretary to Government of Keala and Ms. Jacintha Kumaraswamy, Director, SAKTI, Bangalore, for their contributions. We had sent the draft module to many experts for their comments. Ms. C.P. Sujaya, Ms. Kalyani Menon Sen, and Ms. B. Bhamathy had sent us detailed comments and I am thankful to them. However, we take the responsibility for any inadequacy in the module. Shri. S. Venkatesan, Joint Director, (Training), DoPT was extending support in the preparation of this module and I am thankful to him.

Dr. T.A. MENON
Anchor Person

INTRODUCTION

Aims

The training module aims to:

- Promote gender as a priority concern in development planning and implementation.
- Raise participants' awareness on how gender plays a key role in the way women and men participate in social, political and economic activities.
- Sensitize the participants to development issues relating to gender and to enhance their capacity to understand, analyse and utilise gender dimensions/considerations in development process.

Objectives

The objectives are to:

- Equip participants with knowledge on concepts and issues on gender and development themes
- Enable them to analyse the shifts in policies, constitutional provisions and programmes relating to gender issues in India
- Develop an understanding of structures that perpetuate gender inequalities at the level of household, community, workplace and the state

Course content

- | | |
|------------|--|
| Unit - I | Theoretical / conceptual framework: concepts, issues, and evolution of approaches to gender and development, status of women: international and national perspective |
| Unit - II | Institutional structures and agencies: gender bias in education, media, and political and legal systems |
| Unit - III | Gender and development issues: health, violence, development policies and programmes/ projects and legislative measures |

Methodology

- Lecture cum discussion
- Group discussion
- Field Visit
- Case Studies
- Film shows

Participants

The participants will consist of officers in the categories of A, B, C, D and E.

Duration

Five Days

How to use the module

- ◆ This module is meant for use by the resource persons/Course Directors. Before starting the training programme they must thoroughly familiarise themselves with the module.
- ◆ The module contains details of a five days programme. Each session indicates the following sequence.

Session title: This identifies the topics of the session. Each session should Begin with a brief outline of the topic.

Duration: This shows the duration of the session. The resource persons Should be told to complete the session within the allotted time. Any deviation will upset the training schedule.

Session Objectives: This describes what the participants will be able to gain in terms of knowledge, skill or attitude by the end of each session. The facilitator may explain the objectives before commencing each session.

Content: The contents to be covered in each session are given. The resource persons should go through these and ensure that all items are covered in the session.

Methodology: The methodology to be adopted for each session is given. However, the resource persons can choose other methodology to make the session more interactive and participatory.

Guidelines to facilitator: These are instructions to resource persons for handling the sessions effectively.

- ◆ The course director of this training programme should adequately equip himself/herself by reading the relevant literature on the subject and preferably by attending gender training programmes.
- ◆ Though it may be necessary to bring in outside experts as guest faculty, it is essential that one faculty from the ATI function as the Course Director providing continuity to the training and to support and facilitate the learning process.
- ◆ The reading material provided is for the Course Director/ resource person. The resource person should read them before starting the programme so that he/she gains a thorough knowledge in the subject area. The participants may be given separate set of reading material in the form of brief articles on each topic covered in the module.

It is desirable that this is supplied to them well in advance or at least on day one of the course.

- ◆ The select bibliography is meant for the Course Directors and resource persons handling sessions. They may equip themselves by reading the books, articles etc. referred to. Besides, they may refer to other materials they come across since the bibliography given is only a select one.
- ◆ A glossary of terms relating to gender is also given in the module. We suggest that the course directors and resource persons go through it. Copies of this may also be supplied to the participants along with the reading material or as hand out.
- ◆ A select list of Web links on gender is provided and the course directors/resource persons are advised to update their knowledge on recent developments in the field by using the same.
- ◆ The suggested timings of the programme are from 9.30 am to 5.30 pm with 90 minutes for each session. This is required for adequate coverage of all sessions in a day. It is better to make the programme a residential one. This will enable the participants to spend the evening hours in studying cases, go through the reading material, exchange their views and so on.
- ◆ Each session has to be participatory and experiential. The participants may be encouraged to ask questions, seek clarifications, share their personal experience and express their views freely and frankly.
- ◆ The reading material provides national level data on demographic and other aspects relating to gender. However, the resource persons should present district and state level data relating to the respective state on various topics and discuss the same. This way the participants will gain more insight into the issues closer to home.

- ◆ Case studies depicting the local situation may be prepared in advance for use in the sessions.
- ◆ Video -films are very powerful in making the participants analyse and critique the issues covered in the module. A select list of such films is given in the module. Other video- films, if available, can also be used. We recommend that the participants be shown such films in the evenings, besides those indicated in the module as part of sessions.
- ◆ Though the module was validated and a pilot run was conducted, it may be necessary to make some changes suitable to the local context. Feedback from participants is very important and useful for making the necessary modifications. This may be done as part of the evaluation session on the last day.
- ◆ The course has to be sufficiently flexible, in terms of time allotted to each session and content, to accommodate the requirements of the participants.
- ◆ Since the module attempts to cover a wide canvass, there is no separate time slot for participants to use the library in ATIs. However the library facilities, including borrowing of books, should be provided to them after training sessions.

**DAYWISE BREAK UP OF TRAINING MODULE ON
"GENDER ISSUES IN DEVELOPMENT"**

Day One	Session I	Registration, De-freezing, <i>Introduction to the Course</i> Inauguration
	Session II	Gender Role Analysis
	Session III & IV	Introduction to concepts of gender
Day Two	Session I	Gender and Development issues - approaches, policies, constitutional provisions and programmes
	Session II	Status of women-International & national perspective.
	Session III	Gender issues in education
	Session IV	Gender issues in health care system
Day Three	Session I	Gender and media
	Session II	Gender and legal frame work
	Session III	Gender violence
	Session IV	Women and political participation
Day Four	Field visit and analysis	
Day Five	Session I	Presentation of field visit reports
	Session II	Gender appraisal of development programmes - Case study discussion
	Session III	Presentation and discussion on case study
	Session IV	Evaluation and Valediction

DAY ONE

The broad objective of the first day's programme is to enable the participants to broaden their knowledge base on concepts and issues relating to gender and development process.

Session I: Registration, De-freezing, Introduction to course, Inauguration, Course Expectations

Introduction to course should cover the following:

- a) Background of the programme
- b) Objective of the course
- c) The course content/ module and methods
- d) Ground rules

(Duration: 30 minutes)

De-freezing Exercise

The objectives of the Exercise are to:

- a) Create a friendly training atmosphere
- b) establish a good rapport among the participants and the facilitator
- c) enable the participants to express their views in a free manner.

(Duration: 30 minutes)

Exercise: Find your Partner

Methodology

The facilitator may prepare two sets of cards one set with names of persons who were instrumental in changing the status of women in India and the other set with the events/ incidents they are associated with. Distribute these cards, one each, to all the

participants. Ask the participants to choose their partners based on the cards they are given. Allot 15 minutes for the pairs to acquaint with each other. After this is done, each participant may introduce her/ his partner to the entire class. In case any participant finds any difficulty in choosing the right match, the facilitator may help them.

Example of cards for exercise:

Personalities/Reformers	Events/Incidents
<i>Raja Ram Mohan Roy</i>	<i>Prevention of Sati Act, 1825</i>
<i>Iswar Chandra Vidya sagar</i>	<i>Widow Remarriage Act, 1856</i>
<i>Swamy Dayananda Saraswati</i>	<i>Female infanticide Prevention act, 1870</i>
<i>Habilas Sharda</i>	<i>Child Marriage Restraint Act, 1929</i>
<i>Shabano</i>	<i>Muslim Women's Act, 1986</i>
<i>Roopkanwar, Deorala, Rajasthan</i>	<i>Sati Prevention Bill, 1987</i>
<i>Women protect their environment</i>	<i>Chipko Movement</i>
<i>Pandita Ramabai</i>	<i>Women's Education</i>
<i>Annie Beasant</i>	<i>Women's Empowerment and Education</i>

There are alternative ways of dividing the participants into pairs, for example by making matching picture cards such as needle-thread; paper-pen; table-desk and so on.

Course Expectation

Exercise

The participants may be divided into four groups and asked to spend 15 minutes to discuss and write down on flip charts their expectations from the course. This may be presented by each group. The facilitator should explain how these are covered in the programme or the reason for not meeting them. For example, one group may demand

inclusion of a session on gender budgeting or gender mainstreaming, which obviously is outside the scope of the module.

Logistics and Administration

Divide the participants into three groups, each group to take charge of time management, rapporteuring and recap and cultural events.

Tea Break

(Duration: 15 minutes)

Session II: Gender Role Analysis

Objectives:

- a) To enable the participants to analyse the role differences between girls and boys and women and men.
- b) To facilitate them to examine the causes/ sources of such differences
- c) To facilitate expression of personal attitude to gender issues.
- d) To initiate a process of brainstorming to critique the conventional views on gender differences.

Methodology

Group Exercise

(Duration 45 minutes)

The participants will be divided into small groups of 5-6 persons and given the following questions for discussions:

1. What are the definitions of a boy and a girl, a woman and a man? What are the differences between them?
2. What are the differences in the roles played by them?
3. Is it essential that their roles, areas of work and qualities be different? If yes, why?

4. If the differences are necessary, do they have to be unequal? Is it possible to be different but equal?

Group Presentation and Discussion

(Duration 45 minutes)

Each group after discussions should write their answers as bullet points on flip charts /OHP sheets to be supplied to them and one representative should present the same before the open forum.

Guidelines to Facilitator

- Distribute copies of the assignment (questions) to the participants. Before breaking into groups, give some time to go through it and seek clarifications, if any.
- Explain that the exercise is not to test their knowledge or intelligence and they should express their opinions freely and frankly. Clarify that there are no right or wrong answers.
- Provide opportunity for seeking clarifications, asking questions, making comments etc. after each group presentation.
- Sum up the session by comparing the presentations to draw out similarities and differences. Highlight the point that gender differences are largely a contribution of culture with biology playing a limited role.

Lunch Break

(Duration: 60 minutes)

Session III & IV: Introduction to concepts of gender

(Duration: 90 minutes)

Objectives:

The broad objective of the session is to enable the participants to understand the concepts of gender. The following are the specific objectives:

- a) To enable the participants to differentiate between gender and sex.
- b) To understand the implications of gender in terms of the life situations of both women and men reflected through macro and micro indicators.
- c) To familiarise with related concepts of gender division of labor, gender - stereotyping., patriarchy, gender relations women in development, gender and development and sexuality

Content

Sex and gender
Gender division of labour
Patriarchy
Sexuality
Gender relations
Women in Development
Gender and Development

Methodology

Gender Quiz, Lecture, Exercise, Interactive discussion.

Exercise I

The participants may be asked to spend five minutes in noting down the meaning of 'Sex' and 'Gender'. Each of them may be asked to read out what they have written. The facilitator should write these on flip charts/white boards.

Exercise II

The facilitator will give the participants a hand out of 10 statements some of which refers to 'sex' and some to 'gender'. Ask them to answer each statement in terms of Gender or Sex. (G/S) The participants with correct answers may convince those with wrong answers.

A list of illustrative statements are given below:

- ❖ **Women are better at caring for children than men (G)**
- ❖ **Body hair is OK for men, but women have to remove it (G)**
- ❖ **Women breast feed babies (S)**
- ❖ **Postmortem is done by male doctors (G)**
- ❖ **Male voice break at puberty (S)**
- ❖ **Men are sexually more aggressive than women (G)**
- ❖ **Women menstruate and also undergo menopause (S)**
- ❖ **Men are soldiers, because they are brave and can use weapons to fight (G)**
- ❖ **Women have broad hips than men and so their gait is more attractive(G)**
- ❖ **Women's illness are mostly psychosomatic (G)**

The facilitator may now introduce the concepts of gender.

Guidelines to Facilitator

- Make the session participatory and interactive by encouraging participants to raise questions, share their experience, make comments, and seek clarifications.
- Conclude the session by highlighting that sex is biologically determined whereas gender roles are culturally defined; gender roles are shaped and sustained by values, norms, ethos and practices; and gender roles vary widely both within and across cultures.

DAY TWO

Review/ summary

The Second day will commence with a review/ summary of the previous day's deliberations and the understanding developed by the participants. Two rapporteurs will do this from the group to be followed by a general discussion. The Facilitator will then recapitulate the main learning points of day one. He/She will also introduce the topics of the day.

(Duration: 30 minutes)

The objectives of the second day's programme are to:

- a) Enable the participants to understand the initiatives taken by the Government of India to bring gender equality through various policies and programmes. Make a comparison of the situation of women in India and other countries.
- b) Analyze the social structures contributing to gender inequalities

SESSION I: GENDER AND DEVELOPMENT ISSUES:

POLICIES AND PROGRAMMES

Objectives:

The broad objective of the session is to enable the participants to understand the measures taken by the Government. Of India to incorporate gender issues in development programmes. The following are the specific objectives:

- a) to examine the policies commencing since the first five- year plan to ensure that women 's concerns are reflected in the development process.
- b) to analyse the various programmes launched by the Government of India (and the respective State governments) to make women equal partners in the development process

Methodology

Lecture cum discussion

Guidelines to Facilitator

- Use OHP sheets to explain the shifts in policies etc.
- ensure that the participants get an opportunities to interact amongst themselves and with the facilitator
- highlight how the successive policies have affected the development of women

Tea Break

(Duration: 15 minutes)

Session II: Status of women: International and National perspectives

(Duration: 90 minutes)

Objectives:

This session aims to provide the participants with an opportunity to develop a perspective on the situation of women at the National and International level. The specific objectives are as follows:

- a) to understand the situation of women as reflected in macro level indices.
- b) to analyse the status of women in India and other countries in terms of parameters such as sex ratio, education, literacy, employment, income, political participation and health.

Methodology

Lecture cum discussion

Guidelines to Facilitator

- make the presentations with OHP sheets
- give adequate time for the participants to raise issues, ask questions and seek clarifications.
- use brief cases, paper clippings etc. to explain the low status of women in different countries

Lunch Break

(Duration: 60 minutes)

Session III: Gender issues in Education

(Duration: 90 minutes)

Objectives:

The broad objective of this session is to develop an understanding of the role of education as an institution both in perpetuating gender inequalities and gender biases as well as gender equality in society. The specific objectives are to:

- a) enable the participants to understand the national policy on education with special reference to women's education.
- b) Facilitate a critique of the various programmes relating to women's and girls education.
- c) develop an understanding of the gender biases in the educational system.

Content

National Policy on Education (Special references to Women's Education)
Education at various levels (including vocational and technical)
Teacher training programme (Stress on gender issues and biases of teachers)
Gender related problems of students/ teachers / dropouts.
National curriculum framework for School Education
Innovative programmes for women and girls -Mahila Samakhya, DPEP, Adult Education, Shiksha Karmi, EGS, AS, TLC, NLM

Methodology

Exercise to review gender bias in textbooks
Case studies on innovative educational programmes
Lecture cum discussion

Guidelines to Facilitator

- provide an overview of the National Policy on Education (NPE) with focus on the Sixth Five Year Plan.
- Discuss the various innovative programmes for women and girls education e.g., Mahila Samakhya

- Explain the gender gaps in education system in terms of curricula, enrollment, dropout rate and infra structure

Tea Break

(Duration: 15 minutes)

Session IV: Gender issues in health care system

(Duration: 90minutes)

Objectives:

The session aims to sensitize the participants on the inequalities/biases relating to women's health in India. The following are the specific objectives:

- a) to enable the participants to understand the health status of women.
- b) to analyse the differential access to health care services by women and men.
- c) to facilitate an understanding of the socio-economic and cultural determinants of women's health.

Content

Health status of women (New indicators to measure)

Differentials in health problems of Men & Women

Gender bias in Health care system

Access to Health services- physical, social, economic, socio-cultural and other barriers.

Mental health problems of women

Gender discrimination in Medical education, health services, health care in various specialties.

HIV - AIDS patients, TB & VD patients - stigmatizing conditions.

Adolescent health care, Sex education.

High rate of suicides/Homicides among women.

Issues of older women.

Rights based approach and life cycle approach.

Occupational diseases of women.

Methodology

Screening of video-film ADHA ASMAN (32 minutes) and content analysis.

This is a documentary film the title of which means "Half the Sky". It is taken in the context of the situation of the women in the state of Uttaranchal. The film depicts the health problems of women an outcome of several factors such as perceptions of women's roles and responsibilities (by both women and men), poor self-image, socio- cultural norms and so on. Before screening the film, ask the participants to note down the factors affecting the health status of women while they watch the film.

After screening the film, the participants may be asked to discuss the various factors contributing to women's poor health status.

Guidelines to Facilitator

- Sum up the discussions by supplementing/highlighting the following illustrative points:
 - Poverty, Rituals (no bath, cow dung, 22 days), Early marriage, Women's work load high, but think she can not do, multiple types of work, not valued, effect on health, no rest.

- Men not sharing in labour or caring for her health, No freedom to take decision - even to go to hospital or go alone, Dependence on man though she runs whole household, Shy, Shame) sharam) lack of knowledge, information, awareness.
 - Discomfort to be tolerated: handle at home, no need to go to hospital, Lack of sensitivity of service provider, Hospital PHC far away, Daughter not looked after, son preference - multiple pregnancy less FP, Men resist women taking position of authority.
 - Women not supporting women, Health Service provider only sees what he/she needs from client, not what client needs, Religious taboos.
 - Hospital badly managed: e.g. Ambulance, Lack of hygiene, Husband not there to share and care.
- Discuss the other aspects shown as content above.
- Focus and coverage may depend on the category of participants.
- Highlight the state specific health issues and discuss the local customs and cultural practices that have bearing on poor health status of women.

DAY THREE

Summary/Review

The programme will begin with a review of the previous day's deliberations. Two rapporteurs will do this from the group to be followed by a general discussion. The facilitator will sum up the discussions and high light the main points. He may introduce the topics to be discussed during the day.

(Duration: 30 minutes)

Session I: Gender and Media

(Duration: 90 minutes)

Objectives:

This session is to enable the participants to understand the role of media in creating and sustaining gender stereotyping and gender biases in society.

The specific objectives are to:

- a) analyze the contents of the print media to show the inferior/ subordinate status attributed to women.
- b) examine the contents of the visual media to highlight their role in projecting women as sex symbols for commercial purposes.
- c) analyze the socio- cultural factors contributing to the mis- representation of women in both print and visual media.

Content

Globalisation, Opening of markets and the co modification of women

Change in the structure of Indian media -increase in advertising, revenue, cut throat competition between multinational companies and the direct targeting on women & children as consumers through T.V. programmes.

Gender bias in print and visual media

Misrepresentation of women

Methodology

Group exercise and presentation

Guidelines to Facilitator

- Show on OHP some of the advertisements in the weeklies projecting women as sex objects
- distribute paper cuttings carrying news on women entering jobs/activities considered to be best suited for men.
- divide the participants into four groups and ask them to discuss the following questions.
 - a) What did you *feel* when you saw the advertisement/ read the paper clipping?
 - b) Do you *think* such portrayals are justified? Why?
 - c) What do you think are the factors contributing to this scenario?

- Sum up the session by consolidating the group presentations explaining the reasons for gender biases in media.

Tea Break

(Duration: 15 minutes)

Session II: Gender and Legal system

(Duration: 90 minutes)

Objective:

This session aims to discuss the enabling provisions and gender biases in legal system with special focus on personal laws, penal codes and labor laws.

Content

Constitutional provisions (article 51 Article 44, article 39A)

Fundamental rights

Gender bias in law - personal laws, criminal laws (Indecent representation of women (prohibition) act1986, labour laws.

Landmark judgements regarding women's legal status - Shabanu case, Mary Roy case (Christian Succession Act)

Mechanisms to improve women's access to law-family courts, Mahila adalat, Nyaya Panchayat, women's police station, women's cell in police station, counseling centres.

Methodology

Lecture method with OHP

Guidelines to Facilitator

- Explain the important provisions of IPC, CRPC and Evidence Act relating to women
- highlight some of the land mark judgements regarding women's legal status in India
- illustrate the gender biases existing in the Indian legal system

Lunch Break

(Duration: 60 minutes)

Session III: Gender violence

(Duration: 90 minutes)

Objectives:

This session aims to build awareness among the participants on gender violence with particular focus on sexual violence at work place. The following are the specific objectives:

- a) to enable the participants to understand different forms of gender violence in society including sexual harassment at work place.
- b) To examine the causes of gender violence/harassment and it's impact on women's physical, mental, psychological and social well being.
- c) To understand the Supreme Court Of India's guidelines relating to sexual harassment at work place.

Content

Patriarchal norms, power relations and social hierarchies

Forms of gender based violence -feticide, infanticide, eve -teasing, rape, child marriage, forced prostitution, violence against women during riots and wars

Typologies of violence -Domestic violence, Institutionalized violence, community based violence, violence against women and children in custodial situations, violence against marginalised groups such as domestic workers and dedication ceremonies based on religious beliefs.

Supreme Court's guidelines against sexual harassment at work place

Methodology

Lecture cum discussion

Guidelines to Facilitator

- Start the session by showing the statistical data on different forms of violence against women in India and the respective state
- explain the myths about such violence in terms of cultural ethos and values.
- Discuss the context of and the implications of the Supreme Court's guidelines regarding sexual harassment at work place.

Session IV: Women and Political participation

(Duration: 90 minutes)

Objectives:

The broad objective this session is to enable the participants to understand the role of Indian women in politics, the socio- cultural barriers in women's entry into the political arena and the impact of constitutional amendments. It also explores the need for further measures required in this area. The following are the specific objectives:

- a) to understand women's role beginning from freedom movement till the 73rd and 74th amendments of the constitution.
- b) to analyse the impact of these Constitutional amendments on the political participation of women.
- c) to identify the causes for women's low participation in PRI's and local bodies and to understand the problems faced by women occupying positions of political power.
- d) to work out strategies/ measures to enhance political empowerment of women

Content

Political participation of women during freedom movement

Impact of 73rd & 74th amendments - experience of women holding positions in local bodies.

Women's role in political parties (focus on leadership level).

Grass root struggles - peasant women, Adivasi women, Dalit women, Factory workers, Slum dwellers, Housewives.

Women & PRIs

Methodology

Lecture and group discussions

Guidelines to Facilitator

- begin the session by providing an overview of women's participation in the political process during the freedom movement.
- discuss how women were relegated to the 'private' domain in the post independence period.
- explain how the 73rd and 74th amendments have facilitated their entry into the 'public' sphere.
- facilitate a group discussion on the problems faced by the elected representatives, its causes and strategies required.
- sum up the session by consolidating the group discussion and presenting the main points

DAY FOUR

Field visits and analysis

Objectives:

The field visit is intended to enable the participants to analyse gender issues affecting women in various situations.

Methodology

The participants will be taken to a few villages in rural area and will collect data on health, economic activities, social and cultural aspects etc.

The participants will be divided into 3 to 4 groups and will collect data by interviewing the women. An interview schedule will be prepared by the facilitator and distributed to the participants before proceeding for field visit. The participants will prepare brief reports after their returning from field visit, which will be presented before the open forum the next day.

Guidelines to Facilitator

- Give an account of the project, before starting the field visit.
- Distribute copies of the interview schedule to the participants and briefly explain it's contents and the procedures of data collection
- Divide the participants into 3 to 4 groups.
- Ask them to prepare their group reports for presentations on Day five

DAY FIVE

Summary/ Review

The day will begin with a review/ summary of the previous day's learning points, by two rapporteurs from the group. This will be followed by the facilitator highlighting the main points.

(Duration: 20 minutes)

Session I: Presentation of field visit report

(Duration: 90 minutes)

Method

Group presentation

Guidelines to facilitator

- Allow each group to make presentation for 10 minutes each
- Sum up the session by focussing on the various issues and the factors contributing to the same.

Session II: Gender appraisal of development programmes:

Case study analysis

(Duration: 90 minutes)

Objectives:

The objective of this session is to enable the participants to examine the differential impact of planned intervention on the life situation of women and men, by using a case study. The following are the specific objectives:

- a) to make the participants aware of the adverse impact of development programmes on women.
- b) to enable them to identify the factors contributing to gender blind programmes.
- c) to equip them to prepare gender sensitive programmes / projects

Method

Case study ("The Mahaveli River Development Scheme")

Guidelines to facilitator

- divide the participants into small groups of 5-6 persons
- distribute a copy of the case study to all the participants
- distribute copies of the following questions :
 - 1) What was the situation of women prior to implementation of the project?
 - 2) What was the differential impact of the project on the lives of women and men?
 - 3) How to reformulate the project to make it gender sensitive?
- Ask each group to discuss the questions and write the main points on transparency sheets.

Tea Break

(Duration: 15 minutes)

Session III: Presentation & discussion on case analysis

(Duration: 90 minutes)

Method

Group presentation

Guidelines to facilitator

- Ask one representative from each group to make a presentation of the group's answers to the questions raised.
- Discuss these in the open house.
- Focus on how gender concerns are often ignored in the formulation and implementation of development projects resulting in adversely affecting the lives of women.
- Explain the concepts of gender blind, gender aware and gender sensitive policies

Lunch Break

(Duration: 60 minutes)

Session IV: Evaluation & Valediction

In this session the participants will be asked to give their feed back in terms of the academic and other aspects of the programme. This may be done through an evaluation form as well as seeking their oral feedback

(Duration: 60 minutes)

Glossary

Gender: Describes the socially constructed ways of being women and men, that is - the gender division of labour, the relationship between men and women, differences in roles, behavior, expectations. It changes according to culture, class, time and place.

Sex: The biological differences between women and men, which are universal, obvious, and generally permanent. Sex describes the biological, physical and genetic composition with which we are born.

Gender Equality: Refers to norms, values, attitudes and perceptions required to attain equal status between women and men without neutralising the biological differences between being women and men.

Gender Equity: Fairness in women's and Men's access to socio-economic resources. Example: access to education, depending on whether the child is a boy or a girl. A condition in which women and men participate as equals, and have equal access to socio-economic resources.

Gender Division of Labour: Socially prescribed allocation of productive, reproductive and community tasks for men and women which define norms, status, degree of workload and time allocation to specific tasks by gender for adult women and men, boys and girls.

Women in Development (WID): WID approach seeks to integrate women into the development process by targeting them as passive beneficiaries of programming.

Women and Development (WAD): WAD recognises that women have always been economic actors and emphasises structural change of the global political economy. It does not address the linkage between patriarchy and economic exploitation.

Gender and Development (GAD): GAD looks at the larger inequities of unequal relations between the rich and the poor, the advantaged and the disadvantaged and within that, the additional inequities that women face.

Practical Gender Needs/Strategic Gender Interests: Interventions that meet women's immediate and daily needs such as water, shelter and food are considered practical gender needs. Those addressing more fundamental issues related to women's subordination and gender inequities are defined as strategic gender interests. Practical gender needs are immediate and material and can be met in the short term through practical and visible solutions. Strategic gender interests are long term and related to structural changes in society regarding women's status and equity. They include legislation for equal rights and opportunities, reproductive choice, and increased participation in decision-making.

Gender Balance: Participation of an equal number of women and men within an activity or organisation. Examples are representation in committees or in decision-making structures.

Gender Blind: Interventions, which appear neutral as they are couched in abstract, generic categories but are implicitly male biased.

Gender Specific: Targeted only at the needs and interests of either women or men, as separate categories.

Gender Neutral: Interventions targeted at the actors - be they women or men, which are appropriate to the realisation of pre-determined goals, which leave the existing division of resources and responsibilities intact.

Gender Sensitive: Recognition of the differences and inequities between women's and men's needs, roles, responsibilities and identities.

Gender Relations: Ways in which a culture or society prescribes rights, roles, responsibilities, and identities of women and men in relation to one another.

Access to Resources: **Access** - the variation that exists between men and women in utilising resources which can be **material** - food, capital assets; **human** - labour and skills; **intangible** - information, contacts - and occurs both within the household and in the community.

Control of Resources: The degree to which each gender has control over the utilisation, the decision making and benefits of any specific resource, within the household and in the community.

Efficiency/Equity Rationale: Reasons for the inclusion of women in development. The efficiency rationale holds the development activities will be more effective with the full involvement of women and men in their full capacities. The equity rationale regards the equal representation of women's and men's interests in development as a matter of justice.

Empowerment: The process of gaining control over the self, over ideology and the resources, which determine power. (Srilata Batliwala - "Empowerment of Women in South Asia, Concepts and Practices")

Patriarchy: Refers to the power relationships by which men dominate women, and characterizes a system whereby women are kept subordinate in a number of ways. (Kamla Bhasin - What is Patriarchy?)

Sexual Harassment: Any unwelcome sexual advance, request for sexual favours or other verbal or physical conduct of a sexual nature, when it interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. It is particularly serious when behavior of this kind is engaged in by any official who is in a position to influence the career or employment conditions (including hiring, assignment, contract renewal, performance evaluation, working conditions, promotion) of the recipient of such attentions. It includes both unwelcome heterosexual and homosexual sexual advances.

Source: **Gender reference Guide, UNDP, Nepal**

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SELECT LIST OF VIDEO FILMS

CHAR DIWARI

Director: Gulan Kripalini **Producer:** Mahila & Bal Vikash Vibhag-Bharat Sarkar
Language: Hindi & English **Duration:** 38 Minutes

This film is on violence against women.

NASREEN 0 NASREEN

Direction & Production: Pallay Das
Language: Hindi, English, **English Subtitled.** **Duration:** 32 Minutes.

This film documents incidents of domestic violence in India as well as explores the causes.

Now 1 WILL SPEAK

Direction & Production Sagari Chhabra:
Language: Hindi; English Subtitled. **Duration:** 40 Minutes.

This film documents several incidents of rape & explores the causes.

SANSHODHAN

Director: Govind Nihalini Co. **Producer:** NFDC & UNICEF
Language: Bengali; English Subtitled. **Duration:** 2 hrs. 45 Minutes.

This is a feature film based on the 73rd amendment.

WHEN WOMEN UNITE

Director: Shabnam Virmani **Producer:** Drishti Media Group & Ahmedabad C-Dit .**Language:** Telugu & English. **Duration:** 80 Minutes.

This film documents the anti-liquor movement in Andhra Pradesh, India.

FROM THE BURNING EMBERS

Director /Producer: Media Storm
Language: English **Duration:** 36 minutes

This film is based on the Burning of Roop Kanwar to death on the funeral fire of her husband. It also examines the causes and consequences of the incident

BETI AAI HAI

Director: Jyoti Mnapsekar

Language: Hindi **Duration:** 67Minutes

This film shows the discrimination faced by a girl in Indian society within families from birth to marriage in the form of street plays.

NAKUSHA

Organization: UNICEF

Language: English **Duration:** 21minutes

This film examines the attitude of Indian society towards a girl child through out Life cycle.

AAKHA TEEJ

Director: Sehjo Singh / Anwar Jamaal

Language: Hindi **Duration:** 60 minutes

This documentary film focuses on Child marriage in Rajasthan. It explores the reasons for child marriage.

SELECT WEBLINKS ON GENDER

Asia-Pacific Gender Equality Network

South Asian Women's Network (SAWNET):

<http://umiacs.umd.edu/users/sawweb/sawnet>

For Action **Development Programme (GIDP)** homepage: Gender Equality and the Advancement of Women.

<http://www.undp.org/undp/gender/>

United Nations Development Fund for Women (UNIFEM) homepage: Working for Women's Empowerment and Gender Equality:

<http://www.unifem.undp.org/>

UNDP Gender in Development programme (GIDP) Home page: Gender equality and the Advancement of Women

http://www.asiacaucus.net.ph/resources/links/1_2000_1209_01.ht

Women and Habitat Programmes of UNCHS

Women building Peace " Campaign:

Women's Net: Women's Net is an innovative net working support programme designed to enable South African Women to use the internet.

<http://www.un.org/womenwatch/>

<http://www.un.org/womenwatch/>

UN Women Watch

Women watch: the UN Internet Gateway on the Advancement and Empowerment of Women.

<http://www.worldbank.org/html/prmqe/>

World Bank Gender homepage: This site describes how the World Bank promotes gender equality, summarizes knowledge and experience, provides gender country profiles, and contains a section to facilitate discussion on gender.

Gender Watchers