



**SUMMARY REPORT**  
**National Consultation Workshop**  
**on**  
**Training Modules on Gender**  
**LBSNAA, Mussoorie**  
**8<sup>th</sup> and 9<sup>th</sup> December 2011**



Lal Bahadur Shastri National Academy of Administration



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## **LIST OF ABBREVIATIONS**

CEDAW	Committee on the Elimination of Discrimination against Women
DV Act	Domestic Violence Act
LBSNAA	Lal Bahadur Shastri National Academy for Administration
NIAR	National Institute for Administrative Research
NGC	National Gender Centre
NIAR	National Institute of Administrative Research
PNPBT	Pre-Conception and Pre-Natal Diagnostic Technique
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women

## BACKGROUND

### **National Consultation Workshop on Training Modules on Gender**

The National Consultation Workshop was organized with an aim to develop and design gender training modules, for the different courses / programmes run by the Lal Bahadur Shastri Academy for Administration (LBSNAA) for civil servants and to consider the most appropriate nature of training inputs for the various courses. The Workshop aimed to evaluate the existing training structure and inputs on Gender in the various training modules and intended to develop by the end of the two-day workshop, thematic inputs, number and duration of inputs at the different stages of the courses and to provide with the contents in the programmes, along with a list of resource material like reading material, audio-visual and case studies.

### **Specific Objectives of the National Consultation Workshop**

1. To develop training modules on Gender issues for the various programmes conducted in the Academy;
2. To determine and prioritize the range and duration of inputs in the various courses at the LBSNAA;
3. To identify the objectives, structure and contents of training modules for different levels;
4. To identify the subject areas for inclusion either as modules or underlying themes for strengthening gender inputs in the Courses organized by LBSNAA
5. To identify and empanel the experts/resource persons to structure the training modules and resource material and deliver the proposed training at all levels, and
6. To redesign the existing syllabi of LBSNAA to make it gender responsive.

### **Lal Bahadur Shastri National Academy of Administration**

The Lal Bahadur Shastri National Academy of Administration (LBSNAA) is a premier Institute of the country, which is entrusted, with the task of training senior members of the Civil Services in India. The Academy imparts training to the All India Services and the Central Services Group-A officers, in a common Foundational Course, along with training of recruits to the Indian Administrative Services. In-service training courses are also conducted for middle and senior level IAS officers, as well as for officers promoted to the IAS, from the State Civil Services.

The **National Gender Centre**, situated in the Academy, aims to **mainstream gender** in policy, programme formulation and implementation in Government, so as to establish gender as a priority concern in government and to ensure the equitable development of men and women. The Centre is committed to the programmes on gender sensitization. NGC's approach to gender equality has been to ensure that all aspects of its training programme mainstream gender equality issues in design and implementation and monitoring.

The Centre has been delivering gender training through courses and sensitization inputs to understand the conceptual and analytical gender relations framework to the regular courses run by the Academy, in the form of "stand-alone modules."

## **EXECUTIVE SUMMARY**

The National Consultation Workshop on Training Modules on Gender was held on 8<sup>th</sup> and 9<sup>th</sup> December 2011 at the Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie. The workshop was organized by the National Gender Centre of the LBSNAA with support from UN Women (see Annex B for full workshop agenda). The Workshop participants comprised a total of 35 gender experts from various parts of India along with officials from the LBSNAA.

The aim of the workshop was to identify the structure and contents of the training modules for different levels of the various programmes conducted in the Academy. The Workshop brought together experts from various fields related to gender issues and evaluated the existing training structure and gave inputs on mainstreaming gender perspective into the training modules at the Academy.

The current workshop was a follow-up to the 2003 brainstorming workshop that was held to mainstream gender issues in the Academy programmes and which developed the broad contours of core modules for the programmes. The current workshop detailed the themes and sessions at various stages of the different programmes at the Academy.

At the end of the workshop the group proposed the thematic inputs along with the number of sessions and days to be devoted at the different phases of the courses, also preparing a list of resource persons and resource material including audio-visual material and case studies.

## **1. Introduction**

A National Consultation Workshop to develop and design training modules on Gender was undertaken on 8<sup>th</sup> and 9<sup>th</sup> December 2011 at the LBSNAA, Mussoorie. The Workshop brought together experts from various fields related to gender issues and evaluated the existing training structure and gave inputs on mainstreaming gender perspective into the training modules at the Academy.

The Workshop aimed at developing and designing gender training modules for the different courses/programmes run by the Academy for civil servants and trainees of other services that visit the Academy.

## **2. Inaugural Session**

The inaugural session, held on 8<sup>th</sup> December 2011, was graced by the presence of the Shri P.K Gera, Joint Director, LBSNAA; Shri. Kush Verma, Director General, NIAR, LBSNAA; and Mrs. Sarojini Ganju Thakur, Chairperson, H.P. Education Regulatory Commission.

**Welcome Address by Mrs Roli Singh, Deputy Director, LBSNAA and Director NGC**

Mrs. Singh welcomed the guests on behalf of NGC, followed by a round of introduction by the participants. Mrs Singh mentioned that the current workshop was a follow-up of the 2003 brainstorming exercise which was held with the faculty of LBSNAA under the supervision of Mrs Sarojini Thakur at LBSNAA. During the brainstorming session, the core modules and the broad contours for gender mainstreaming were developed for the programmes in LBSNAA, however phase wise material was not developed at that stage. The current workshop's objective therefore was to decide on the various inputs that would be required to go into the gender programmes of LBSNAA. Mrs Singh emphasized that gender issues were addressed in LBSNAA programmes though not in detail and that the same has to be weaved into the existing syllabi of the programmes and not be a stand alone in the curricula.

**Address by Shri P. K. Gera, Joint Director, LBSNAA**

Shri Gera stated that the LBSNAA had a major responsibility in terms of training as it caters not just to the newly recruited batch of civil servants but also organizes special training to the senior administrative officers. LBSNAA therefore played a major role in shaping the minds of not only today's bureaucrats but also tomorrow's decision makers. Shri. Gera mentioned that the workshop looks at building on what was developed in 2003 during the gender mainstreaming and planning workshop. He further mentioned that mainstreaming gender was a wonderful idea but it may also be useful to discuss if there was a need to mainstream gender into the programmes or to develop a special session on Gender. The need was also to discuss how gender would be addressed in the topics and how gender can be mainstreamed into the context of the syllabi. He concluded by urging the participants to guide LBSNAA on how to mainstream gender into the syllabi of the various programmes of the Academy.

**Address by Mrs Sarojini Ganju Thakur, Chairperson, H.P. Education Regulatory Commission**

Mrs Thakur gave an overview of the journey of Gender in India, she mentioned that the journey of Gender started some 17-20 years ago and around 1992-93 work had been undertaken systematically to sensitize the bureaucrats on gender issues. She mentioned that the language of gender had entered the syllabi of the Academy and that the batches of 1993-94 had a better understanding of gender. She gave an example of how people still talk of women as supplementary earners which is not the correct understanding of gender but is an understanding of a lot of people including Secretaries who head commissions on gender issues and work in the social sectors.

Mrs Thakur further mentioned that LBSNAA has been taking the additional responsibility of training trainees from other national institutes since 1998. It was therefore the added responsibility of LBSNAA to create a critical mass of trainers not just for its own Academy but also for ATI's, especially since the gender course available outside was not of a very good quality.

She also emphasized that the workshop must prioritize what is of core importance that must go in the first phase of the training programmes and then divide the course into phases, with specification of what should appear at different phases of learning.

She further stressed that the workshop must produce at the end of it something concrete which can be used right away by the LBSNAA in its existing programmes.

**Address by Shri Kush Verma, Director General – NIAR, LBSNAA**

Shri Verma welcomed the guests to Mussoorie and gave a brief introduction about NIAR mentioning that NIAR was established as the research wing of the Academy and since 2010, all the research centres of LBSNAA have been merged under NIAR, LBSNAA. He mentioned that the objective of the workshop was to mainstream gender into the curricula of the Academy, the foundation for which was already laid in 2003. It was however important to revisit the 2003 workshop as the mid-career training programmes had been added to the LBSNAA later thereby increasing the role of the Academy to not just train new entrants but also senior bureaucrats. He mentioned that about 1000 bureaucrats go out of the Academy every year and that NIAR has signed MOUs with approximately 10 ATIs. The curricula which will be developed during this workshop, therefore could be used for these other trainings as well. He further endorsed the proposal of Mrs Thakur to undertake the training of trainers and also offered a word of caution to see how and if gender could be integrated into the curricula. He concluded by looking forward to the outcomes of the workshop.

The Group took a break for tea/coffee and a Group Photograph.

**Context Setting of the Workshop**

Mrs Roli Singh made a presentation on the work already undertaken in 2003 and explained the role of the current workshop. The aim of the current workshop was to detail the themes and sessions on gender clearly specifying the stage at which to be included along with a list of resource persons, faculty, resource materials, reading materials, audio-visual. Mrs. Singh presented the structure of the courses at the Academy– the foundation course and the professional course Phase I to V. She mentioned that the village study report that was produced for the foundation course addressed very specific gender issues.

Mrs Sarojini G Thakur stated that the issue was to prioritize what should be included in the workshop which is non-negotiable and what can be left to the course trainer to undertake. She urged the participating experts to focus on the Foundation Course and Phase I and II especially Phase I. She also requested the LBSNAA faculty to indicate the time frame available to undertake the additional session on Gender and also asked the experts to suggest sessions and themes depending on the relevance to the level of training.

A round of open discussion took place during which Mrs Thakur suggested the addition of new assignments with gender lens especially related to gender and poverty, gender and panchayati raj. However Shri Prem Singh, Deputy Director, LBSNAA mentioned that there were already 15 assignments and no more could be added though a choice of social sector issues may be provided. Shri. P.K. Gera, Joint Director, LBSNAA mentioned that gender issues could be highlighted in the village study. He further went on to detail the various Phase wise courses undertaken at the Academy.

### 3. Group Work

The Workshop was divided into two groups to discuss in detail the gender inputs for the various courses at the Academy and to develop training modules on Gender issues for the various programmes. Each group consisted of a mix of gender experts from different fields and faculty members of the LBSNAA. The groups discussed the courses in detail specifying the topics to be used along with the number of sessions to be devoted to the topics. Each group also suggested the methodology, resource persons and material for the proposed training at all levels.

#### Group I:

Group I comprised of Ms. Anita Punj, Shri Shivdular Singh Dhillon, Ms. Ujwala Kadrekar, Dr. Shobhita Rajagopal, Dr. Kanchan Mathur, Ms. Geetha Nambisan, Ms. Seema Malik, Ms. Shabnam Hashmi, Shri K. Chandra Mouli, Shri Ashraful Hasan, Ms. Rachna Bisht, Ms. Lipika Nanda, Shri B. V. L. Narayana, Shri Sabu M. George, Shri Padamvir Singh, Shri Sanjeev Chopra, Smt. Roli Singh, Shri Ashish Vachhani, Dr. Prem Singh, Dr. Moana Bhagabati, Dr. G.D. Badgaiyan. The group was moderated by Dr. Manohar Agnani.

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#### Group II:

Group II comprised of Saroj Dash, Prof. Anita, Nandita Shah, Prof. Santosh Kumar, Dr Ravindra Singh, Prof. Gyanendra Badgyan, Prof Rama Chandra, Dushyant Nariala, Nidhi Sharma, Dr. Paramita Majumdar. The group was moderated by Mrs Sarojini G Thakur.

### 3.1 Foundation Course

**Background:** The Foundation Course marks the transition from the academic world of the college and university to the structured system of government. For most of the course participants, this course is their first introduction to government and governance, as also the role of government in the society. The course is designed in a manner so as to achieve the objectives outlined by arranging a combination of academic, outdoor, extra-curricular and co-curricular activities. During this period, the Academy endeavours to provide appropriate training inputs which would be useful to Officer Trainees (known popularly as OTs) in understanding the basic concepts of governance and the rules and regulations which are necessary for effective performance in government. Officer Trainees shall also acquire the personality traits and attitudes necessary for effective functioning.

**Group I** suggested two topics to be undertaken in a total of four sessions, two sessions on gender sensitization and two sessions on dowry act and sexual harassment. Under the Gender Sensitization it was suggested that an overview of the concepts should be provided through data. Under the Dowry Act and Sexual Harassment the framework for the legislation or the context/background for the law and its gaps in implementation should be provided, if any. (See Annex D for the complete presentation of Group I)



The methodology suggested for the Foundation Course was, data analysis which shows gender gaps at the national level issues like education, health, violence, nutrition; movies; the other methodology could be the use of pictures and case studies (entry point for law sessions).

It was suggested that the resource material for the session could be provided by Sabu George and Ujjawla Kadrekar.

**Group II** suggested that general concepts be taught for four sessions, the topics and the methodology included,

- Building a gender perspective/ Gender Sensitization to be taught through quiz, role play, games, individual exercises,
- Concepts of gender including, gender, sex, gender relations, gender equality, practical and strategic gender needs, women-empowerment to be taught through lectures, group exercises
- Link of Gender and Development – gender equity and equality, policy approaches such as gender blind, gender neutral, MDGs, etc; gender responsive administration to be taught through lectures, films, case studies
- Integrating gender in the planning process from welfare-ism to empowerment to be taught through lectures, panel discussion

Another four sessions were suggested to be devoted to gender law on:

- Gender based violence – different forms and causes to be taught through role play, film, etc
- Gender bias in legal framework and interpretation (case law methodology)
  - Domestic violence
  - Dowry
  - Sexual Harassment
  - Employment
- CEDAW through lecture and films

(See Annex D for the complete presentation of Group II)

## 3.2 Phase I

**Background:** Phase-I is the first Professional Training Course conducted for the IAS and imparts rigorous training to the IAS Officer Trainees in a wide range of subjects to enable them to handle varied assignments that the officer typically holds in the first decade of service. It is of six month duration.

**Group I** suggested under Phase-I courses, eight topics to be undertaken in a total of fifteen sessions. The topics suggested were:

1. Self Reflection and attitudinal change
  - (i) Gender & Development(WID to GAD)
2. District Adm & LM:-
3. Law & Order:- (VAW)

- (i) Khap Panchayats /Caste Panchayats
  - (ii) Honour Killings
  - (iii) Communal violence
  - (iv) DV Act
  - (v) Recapping:-Towards Gender Sensitive Work Places/Work Cultures
4. Weaker Sections/Minorities,
- (i) Discrimination of Women,
  - (ii) Women's Reservation Bill
  - (iii) Social Protection (pension, scholarship, NSA, issues of : single women, old, working women, destitute women, Commercial Sex Workers, provisions for sufferers of abuse)
  - (iv) Women and Child trafficking,
5. Health, Nutrition & WATSAN  
Drawing linkages between Gender & Health
- (i) Access To & Utilization of RCH and other services
  - (ii) Sex Selection & Adverse Child Sex Ratio (0-6 years)
  - (iii) Addressing Malnutrition
6. Urban Management
- (i) Migrants, Slums & Vulnerable groups (Housing, Water & Sanitation, Education Health & nutrition)
7. Education  
Linkage with Gender: Female  
Literacy
- (i) Access & Utilization
  - (ii) Enrolment/Dropouts/out of School
  - (iii) Quality - Bias in content / Classroom environment
8. PRI's
- (i) EWR
  - (ii) Governance issues

The methodology suggested was, through set of exercises; books and case studies; e-learning; movies such as Bol, Dor, Provoked, Astitva; a special case study could be developed on Social Exclusion; Data Analysis & PC&PNDT Act, MTP Act; Films (Self Learning – UNFPA); Booklets- FAQ's; panel discussion on Schemes like ICDS; DISE Data, All India Educational Survey, ASER Report; BGVS (for movies), etc.

The suggested resource material/persons were, CRS : Gender & Land Rights– Prema Chaudhary, Kanchan Mathur; LC, Breakthrough, Akshara,(DV Act, SH Bill) Anhad:(Communal Violence - Prepare New Material); Nishant – Dr.P.M.Nair, IPS, Dr Sunita Krishnan; NFHS-Dr. Sundaraman; Chetna – (Indu Kapoor), Sabu George, Hardayal Singh , RPS, Collector Ahmednagar, Collector Punjab & UNFPA; Annual Health Survey, Dr. Ratan Chand, TOT's by FHI & MoH,&FW (MP HMIS); Jean Dreze, Biraj Patnaik; WaterAid(ND); UNICEF, Jagori(Study); MP-NRHM(CS on Malnutrition); Gujarat (Data- by Plng.Comm. & Anhad); Vijay Kumar, Sandhya Kanneiganti (Postal Services, Hyderabad), Janagraha, Sparc , Mumbai; Nandita Gupta; Shabnam Hashmi on minority women; Shobita Rajgopal, MV Foundation, Hyd.

**Group II** suggested two sessions on Gender analytical framework which was suggested to be taught through group work (household, market place, community, state, etc.) and planning framework which could be taught through group work

Under the Law course in Phase I a total of six sessions were suggested by Group II on:

- Personal Laws – adoption, marriage, maintenance, succession, etc. and Customary Laws
- Laws related to preventing violence against women – Dowry, Sexual Harassment, PCPNDT, Domestic Violence, Indecent Representation of Women Act
- Laws related to political empowerment – 73rd and 74th Amendment, Women’s Reservation Bill
- Laws related to economic empowerment – Labour Laws, Factory Act, Equal Remuneration Act (ERA), Maternity Benefits Act, Minimum Wages Act

Under the modules in Phase I, Group II suggested that the following maybe included in each module to mainstream gender:

- Under the module *IAS in Perspective* it was suggested to include one session on the topic of ‘Gender responsive administration, gender and civil services’
- Under the module *District Administration & Land Management* it was suggested to include one session on ‘Women and land rights’ which could be taught through statistical data and films. A session on ‘Security and safety of women’ to be taught through group/panel discussion, films and spots. A third session on ‘Gender inclusive planning’ and two sessions on ‘Gender sensitive disaster management, displacement R & R’ (development induced and disaster induced) to be taught through case study.
- Under the module *Soft Skills (Leadership, OB, Person Skills)* it was suggested to include one session on ‘Gender sensitive communication and leadership styles’.
- Under the module *Rural Development & Agriculture* it was suggested to include one session each on ‘Feminization of poverty, access and control over resources – material, social, economic, skills; gender perspective in RD, gender budgeting in RD’ and ‘Women’s role in agriculture and agriculture related schemes, gender budgeting in agriculture’
- Under the *Law and Order* module it was suggested to include one session on Gender sensitization of law enforcement machinery and dealing with women agitations, women victims, women in custody and women victims of communal/mob violence
- Under the module *Urban Management*, it was suggested to include one session on ‘Gender and migration (both aspects – urban and rural); gender based planning in infrastructure – transport, civic amenities, working women hostels, housing schemes, urban slums’ and one session on ‘Gender and livelihoods in the informal sector’ and another session on ‘Sensitization of municipal councilors and PRI ERS’
- Under the module *Financial Management and Project Appraisal*, it was suggested to include a session on ‘Applying a gender lens to project appraisals’
- Under the *E-Governance* module it was suggested to include one session on ‘Gender disaggregated data for gender inclusive planning and monitoring’
- Under the *Regulatory Administration and Election* module it was suggested to include one session on ‘Ensuring gender sensitive conduct of elections – from nomination to voting’

- Under the *Environment, Energy, Forests* module a total of four sessions were suggested, one each on ‘Women’s role in forestry and relationship with environment and energy’, ‘Empowering women through schemes of forest/environment and Gender friendly interventions in alternative sources of energy’, ‘Gender and Climate Change, vulnerability and adaptation’ and ‘Gender friendly technologies for reducing drudgery of women in households, farms and natural resource management’
- It was further suggested to include a session on ‘Gender budgeting and gender auditing’ under the *Audit and Budget module*

### 3.3 District Training Course

**Group I** suggested to re-look at the VSA & District Training Handbook (Questionnaire to be redesigned); add an assignment on the SS; develop a case study and to attach with good NGOs/CBOs.

The resource persons suggested were, Kanchan & Shobita, Dr. Prem Singh, CRS, Mr. Ashrafful Hassan, SIRD, Mysore, Mr. Chandermouli, APARD, Hyderabad, Manohar Agnani, Health Quire and Nellam Shami Rao

### 3.4 Phase II

**Background:** Phase-II is the second professional Course conducted for the IAS and is of ten weeks duration. It is held after a 52 weeks district exposure of the probationers in their allotted statute cadres.

**Group I** suggested under Phase-II, to recap

1. Gender and Development
2. Building Gender into Effective SDO Seminar
3. Experience Sharing on Implementation of
  - a. PC&PNDT Act & MTP Act
  - b. Right to Education
  - c. Domestic Violence Act
  - d. Sexual Harassment Bill

The Group suggested a total of two sessions for the same and the resource persons suggested were Krishan Kumar PMO, Arvind Kumar, Geeta, Pratham, Shanta Sinha NCPCR, Somesh Kumar, Vrinda Grover, LC, Girija Vyas.

**Group II** suggested that Phase-II should include district assignments and experience sharing which should reflect gender dimensions and policy & practice gaps. It should also emphasize on sharing best practices on gender – GO, NGO, civil society.

### 3.5 Induction Courses

**Background:** Induction courses are conducted for officers on the select list of the states or promoted to the IAS. The Course duration is eight weeks, including two weeks of Bharat Darshan (study tour). The inputs are designed in a manner to sharpen the skills and broaden their perspectives on issues in governance.

**Group II** suggested including the following gender inputs as part of the training curricula:

- Building a gender perspective/ Gender Sensitization to be taught through quiz, role play, games, individual exercises,
- Concepts of gender includes, gender, sex, gender relations, gender equality, practical and strategic gender needs, women-empowerment to be taught through lectures, group exercises
- Link of Gender and development – gender equity and equality, policy approaches such as gender blind, gender neutral, MDGs, etc; gender responsive administration to be taught through lectures, films, case studies
- Integrating gender in the planning process from welfare-ism to empowerment to be taught through lectures, panel discussion
- Gender based violence – different forms and causes to be taught through role play, film, etc
- Gender bias in legal framework and interpretation (case law methodology)
  - Domestic violence
  - Dowry
  - Sexual Harassment
  - Employment
- CEDAW to be taught through lecture and films

### 3.6 Phase III

**Background:** Phase-III is the first mid career training program for the IAS officers and is held for the officers in the seniority of 7-9 years.

**Group II** suggested that a total of seven sessions, one each on the following topics should be included:

- Inter-sectoral coordination and convergence to be taught through case studies and success stories, panel discussion
- Gender aspects in economic impact assessment and social impact assessment
- Mainstreaming gender in project cycle which could be taught through exercise, case studies e.g. Gujarat earthquake recovery project, documentary
- Gender based monitoring and evaluation of development projects/programs (including development of gender sensitive indicators) and measuring gender inequality – Gender Development Index (GDI), Human Development Index (HDI), multi-dimensional poverty index, etc which could be taught through lectures and exercises
- Rights based perspective of development which could be taught through panel discussion
- Gender budgeting which could be taught through exercises, case studies
- Developing gender sensitive databases, NSS, census, time use surveys and state based surveys on contribution of women and men to various sectors e.g. care economy and

computation of cost of gender inequality which could be taught through lectures or panels and survey data sheets

### 3.7 Phase IV

**Background:** Phase-IV is the second mid career training programme for the officers in the seniority of 14-16 years of service with an aim of imparting structured in-services training to inculcate in IAS officers the required competencies and prepare them for their next higher level of responsibilities.

**Group II** suggested that the following four topics should be included in Phase IV for training:

- Engendering public policy and cabinet notes
- All electives should include gender impacts of existing public policy, electives are limited and should also include subjects like, climate change, disaster management and trade
- Gender perspective on international negotiations on various sectoral issues such as climate change, disaster, trade, labour, WTO
- Also focus on policy for vulnerable and marginalized groups

### 3.8 Phase V

**Background:** Phase-V is the third mid career training programme for the officers in the seniority of 24-26 years of service.

**Group II** suggested that in Phase V emphasis should be laid on:

- Best global practices in gender responsive planning, and
- Compliance to international agreements on gender related policies and laws

## 4. Plenary Session

On Day 2 the two groups presented their work and consolidated their recommendations.

Mrs. Roli Singh introduced Group I's work, details of which have been provided above. During the presentation, the use of examples such as the khap panchayat, honor killings, etc. was highlighted to be undertaken under Law and Order module, with an inclusion of a weeklong session in weaker section and minorities and to undertake discrimination of women under the same. The Group also suggested highlighting social protection and various government programmes, issues of single women, destitute women, working women, etc. during the village study especially since it would help the trainees to observe better the social protection and discrimination issues. The group also emphasized on including the issue of gender, health and nutrition. In the urban management module it was suggested to undertake migrants issue, sanitation, education health and nutrition. Drawing linkages of education with gender – literacy, access and utilization, enrolment, quality was also suggested. The group also recommended re-looking at the District Training handbook and suggested adding an assignment on social sector.

The group suggested a time-frame of one month to come back on the handbook. Due to lack of time the Group did not discuss beyond Phase III. (See Annex D for the complete presentation of Group I)

Dr. Anita presented Group II's work, details of which have been included above (See Annex D for the complete presentation of Group II)

A round of discussion followed and recommendations were made to consolidate the work of the two groups. A final presentation was prepared (See Annex D for details) which was suggested to be circulated for further comments and recommendations.

#### **4.1 Foundation Course**

Under the General Concepts of the Foundation Course the groups suggested three sessions on:

- Building a gender perspective/ Gender Sensitization to be taught through quiz, data, role play, games, individual exercises,
- Concepts of gender including, gender, sex, gender relations, gender equality, practical and strategic gender needs, women-empowerment to be taught through lectures, group exercises
- Link of Gender and Development – gender equity and equality, policy approaches such as gender blind, gender neutral, Millennium Development Goals (MDGs), etc; gender responsive administration to be taught through lectures, films, case studies

Under the Law section of the Foundation Course the groups suggested four sessions on:

- Gender based violence – different forms and causes to be taught through role play, film, etc
- Gender bias in legal framework and interpretation (case law methodology)
  - Domestic violence
  - Dowry
  - Sexual Harassment
  - Employment
- CEDAW to be taught through lecture and films

#### **4.2 Phase I**

Under the topic of Gender in Phase-I the groups suggested three sessions on:

- Self Reflection and attitudinal change to be taught through exercises
- Integrating gender in the planning process from welfare to empowerment to be taught through lectures, panel discussion
- Gender analytical framework to be taught through group work (household, market place, community, state, etc.)

Under the topic of Law and Order in Phase-I the groups suggested two sessions on:

- VAW
  - Khap Panchayats /Caste Panchayats, Honour Killings
  - Communal violence
- Gender sensitization of law enforcement machinery and dealing with women agitations, women victims, women in custody and women victims of communal/mob violence

Under the topic of Public Administration in Phase-I the groups suggested one session on:

- Laws related to political empowerment – 73rd and 74th Amendment, Women's Reservation Bill

Under the topic of Weaker Sections/Minorities in Phase-I the groups suggested three sessions on:

- Discrimination Against Women
- Social Protection (pension, scholarship, NSA, issues of : single women, old, working women, destitute women, Commercial Sex Workers, sexual minorities, provisions for sufferers of abuse)
- Women and Child trafficking
- Laws related to economic empowerment – Labour Laws, Factory Act, Equal Remuneration Act (ERA), Maternity Benefits Act, Minimum Wages Act, SHGs and MFI Bill

Under the topic of Law in Phase-I the groups suggested three sessions on:

- Personal Laws – adoption, marriage, maintenance, succession, etc. and Customary Laws
- Laws related to preventing violence against women – Dowry, Sexual Harassment, PCPNDT, Domestic Violence, Indecent Representation of Women Act

Under the module IAS in Perspective in Phase-I the groups suggested one session on:

- Gender responsive administration, gender and civil services

Under the module District Administration & Land Management in Phase-I the groups suggested four sessions on:

- Gender and land rights to be taught through statistics, films
- Security and safety of women to be taught through group/panel discussion, films, spots
- Gender sensitive disaster management, displacement R & R (development induced and disaster induced) to be taught through case study

Under the module Soft Skills in Phase-I the groups suggested one session on:

- Gender sensitive communication and leadership styles

Under the topic Health and Nutrition in Phase-I the groups suggested five sessions on:

- Drawing linkages between Gender, Health and violence
  - Access To & Utilization of RCH and other services
  - Sex Selection & Adverse Child Sex Ratio (0-6 years)
  - Population issues
  - Addressing Malnutrition
  - WATSAN

Under the module Rural Development and Agriculture in Phase-I the groups suggested four sessions on:

- Feminisation of poverty, access and control over resources – material, social, economic, skills; gender perspective in rural development, gender budgeting in rural development
- Role of women in management of CPRs
- Women's role in agriculture and agriculture related schemes, gender budgeting in agriculture
- Elected Women Representatives (EWRs) and governance issues in panchayati raj



Under the module of Urban Management in Phase-I the groups suggested four sessions on:

- Gender and migration (both aspects – urban and rural)
- Urban slums - health, education, WATSAN
- Gender based planning in infrastructure – transport, civic amenities, working women hostels, housing schemes
- Gender and livelihoods in the informal sector
- Sensitization of municipal councilors

Under the topic of Education in Phase-I the groups suggested two sessions on:

- Linkage with Gender: Female Literacy
  - Access & Utilization (post primary)
  - Enrolment/Dropouts/out of School
  - Quality - Bias in content / Classroom environment

Under the module of Financial Management and Project Appraisal in Phase-I the groups suggested two sessions on:

- Applying a gender lens through the entire project life-cycle
- Gender disaggregated data for gender inclusive planning and monitoring (E-governance)

Under the module of Public Finance and Audit Module in Phase-I the groups suggested two sessions on:

- Introduction to Gender budgeting and gender auditing

Under the module of Regulatory Administration and Election in Phase-I the groups suggested one session on:

- Ensuring gender sensitive conduct of elections – from preparation of electoral rolls onwards

Under the module of Environment, Energy, Forests in Phase-I the groups suggested four sessions on:

- Women's role in forestry and relationship with environment and energy
- Empowering women through schemes of forest/environment and Gender friendly interventions in alternative sources of energy
- Gender and Climate Change, vulnerability and adaptation
- Gender friendly technologies for reducing drudgery of women in households, farms and natural resource management, access to water and fuel

### **4.3 District Training**

Under the District Training course the groups suggested to:

- Re-look at the VSA & District Training Handbook (Questionnaire to be redesigned)
- Add an assignment on the SS
- To develop a case study
- Attachment with good NGOs/ CBOs

### **4.4 Phase II**

Under the Phase-II course the groups suggested:

- District assignments and experience sharing should reflect gender dimensions and policy & practice gaps
- Sharing best practices on gender – GO, NGO, civil society
- Building a gender component into the effective SDO/DM/MC seminars

#### **4.5 Phase III**

Under the Phase-III course the groups suggested eight sessions on:

- Inter-sectoral coordination and convergence for ensuring gender equality to be taught through case studies and success stories, panel discussion (gender based violence, Education, Health and nutrition, social protection, WATSAN, RD, Agriculture, disaster management)
- Implementation of relevant gender related laws like DV Act, 498 A, PC PNDT
- Gender aspects in economic and social impact assessment
- Mainstreaming gender in project cycle to be taught through exercise, case studies e.g. Gujarat earthquake recovery project, documentary
- Gender based monitoring and evaluation of development projects/programs (including development of gender sensitive indicators) and measuring gender inequality – GDI, GII, HDI, multi-dimensional poverty index, etc to be taught through lecture, exercise
- Rights based perspective of development to be taught through panel discussion
- Gender budgeting to be taught through exercises, case studies
- Developing gender sensitive databases, NSS, census, time use surveys and state based surveys on contribution of women and men to various sectors e.g. care economy and computation of cost of gender inequality to be taught through lecture or panel, survey data sheets

#### **4.6 Phase IV**

Under the Phase-IV course the groups suggested:

- Engendering public policy papers and cabinet notes
- All existing electives should include gender impacts of existing public policy. Electives are limited and should also consider subjects like - climate change, disaster management, trade, good governance, curbing corruption
- Gender perspective on international negotiations on various sectoral issues such as climate change, disaster, trade, labour, WTO
- Also focus on policy for vulnerable and marginalized groups

#### **4.7 Phase V**

Under the Phase-V course the groups suggested:

- Best national and global policies and practices in gender responsive planning
- Compliance to international agreements on gender related policies and laws

#### **4.8 Induction Courses**

Under the Induction Courses the groups suggested seven sessions on:

- Building a gender perspective/ Gender Sensitization to be taught through quiz, role play, games, individual exercises,
- Concepts of gender includes, gender, sex, gender relations, gender equality, practical and strategic gender needs, women-empowerment to be taught through lectures, group exercises

- Link of Gender and development – gender equity and equality, policy approaches such as gender blind, gender neutral, MDGs, etc; gender responsive administration to be taught through lectures, films, case studies
- Integrating gender in the planning process from welfare-ism to empowerment to be taught through lectures, panel discussion
- Gender based violence – different forms and causes to be taught through role play, film, etc
- Gender bias in legal framework and interpretation (case law methodology)
  - Domestic violence
  - Dowry
  - Sexual Harassment
  - Employment
- CEDAW to be taught through lecture and films

#### **4.1 Concluding Session**

After an intense round of discussion and recommendation, it was suggested to share the final presentation with the group through email for further suggestions and inclusions. This was followed by a Vote of thanks by Mrs Roli Singh, Deputy Director, LBSNAA and the participating experts expressed their gratitude to the organizers of the workshop.

The workshop concluded with the presentation of mementoes to the participating experts by Mrs Roli Singh.

#### **For further information:**

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**Annex A**

**Background Information**



Lal Bahadur Shastri National Academy of Administration

# Background Information for the National Consultation Workshop on Training Modules on Gender

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8th & 9th December, 2011

Venue:- Gyanshila Conference Hall,  
LBSNAA, Mussoorie

## PERSPECTIVE

The **Lal Bahadur Shastri National Academy of Administration** is a premier Institute of the country, which is entrusted, with the task of training senior members of the Civil Services in India. The Academy imparts training to the All India Services and the Central Services Group-A officers, in a common Foundational Course, along with training of recruits to the Indian Administrative Services. In-service training courses are also conducted for middle and senior level IAS officers, as well as for officers promoted to the IAS, from the State Civil Services.

The **National Gender Centre**, situated in the Academy, aims to **mainstream gender** in policy, programme formulation and implementation in Government, so as to establish gender as a priority concern in government and to ensure the equitable development of men and women. The Centre is committed to the programmes on gender sensitization. NGC's approach to gender equality has been to ensure that all aspects of its training programme mainstream gender equality issues in design and implementation and monitoring.

The Centre has been delivering gender training through courses and sensitization inputs to understand the conceptual and analytical gender relations framework to the regular courses run by the Academy, in the form of "stand-alone modules."

Since 2010, all the research centres of Lal Bahadur Shastri National Academy of Administration, have been merged under National Institute of Administrative Research (NIAR), LBSNAA.

## AIM

This conference is being organised with an aim to develop and design gender training modules, for the different courses / programmes run by the Academy for civil servants and consider the most appropriate nature of training inputs for the various courses.

## OBJECTIVE

7. To develop training modules on Gender issues for the various programmes conducted in the Academy;
8. To determine and prioritize the range and duration of inputs in FC, Phase – I, II, III, IV & V;
9. To identify the objectives, structure and contents of training modules for different

levels;

10. To identify the subject areas for inclusion either as modules or underlying themes for strengthening gender inputs in the Courses organised by LBSNAA
11. To identify and empanel the experts/resource persons to structure the training modules and resource material and deliver the proposed training at all levels and
12. To redesign the existing syllabi of LBSNAA to make it gender responsive.

## STRATEGY

The Workshop would be evaluating the existing training structure and inputs on Gender in the various Phases through brainstorming and group exercises. The groups would be taking a two pronged approach:

1. **Revisiting the modules/sessions:** The inputs should be designed in a manner that while explaining the concept of gender, it would attempt at not looking at “women” and “women’s issues” in isolation. Rather they would emphasise the need to recognize the different needs of women and men in society. The training modules should aim towards **MAINSTREAMING GENDER PERSPECTIVE** at both management and operational levels of Governance. It is felt that for Good Governance, it is essential to mainstream gender in the training curriculum; so as to ensure that Officers and Officer Trainees acquire the ability to undertake the process of assessing the implications for women and men of any **PLANNED ACTION**, including **LEGISLATION**, **POLICIES** or **PROGRAMMES**, in any area- and at all levels.
2. At the end of the programme we would like the group to propose the thematic inputs, number of sessions and days to be given at the different stages of the courses and come up with the core inputs and additional inputs to be provided in the programmes. We also expect that the group will be able to help in preparing resource material like reading material, audio-visual and case studies.

The background paper gives the objectives of all the courses and nature of inputs provided at present in the various courses.

## **Structure of the Courses and Inputs on Gender delivered in various courses at the Academy**

The training of an IAS officer trainee spans about two years and comprises the following courses:

- The Foundation Course –(15 weeks)
- The IAS Professional Course Phase I – (52 weeks)
- The IAS Professional Course Phase II –. (8 weeks)

*This entry level training in the Academy is meant to prepare the officer trainees for the first decade of their career when they function as Sub-Divisional Officers, Project Officers of District Rural Development Agencies/ CEOs of Zilla Parishads, Municipal Commissioners, District Magistrates and assignments in Directorates, Public Sector Undertakings and in Secretariats. At a more fundamental level, this training is meant to build a foundation and provide a perspective for the rest of your career in the civil services.*

### **Foundation Course**

The Foundation Course marks the transition from the academic world of the college and university to the structured system of government. For most of the course participants, this course will be their first introduction to government and governance, as also the role of government in the society. The course is designed in a manner so as to achieve the objectives outlined by arranging a combination of academic, outdoor, extra-curricular and co-curricular activities. During this period, the Academy endeavours to provide appropriate training inputs which would be useful to Officer Trainees (known popularly as OTs) in understanding the basic concepts of governance and the rules and regulations which are necessary for effective performance in government. Officer Trainees shall also acquire the personality traits and attitudes necessary for effective functioning.

### **Objectives**

- Promote all development of the personality of officer trainees and develop their leadership.
- Impart an understanding of the “machinery of the government” and of the political, social, economic and administrative environment.
- Buildup a spirit of public service & set norms of behavior and standards of performance.
- Build esprit de corps in order to foster greater coordination among different public services.
- Instill right attitude and values such as self discipline, propriety and integrity, dignity of labour, commitment to the constitution, sensitivity to the rights of citizens, particularly the disadvantaged and differently-abled.

## ACADEMIC INPUTS

Subject	No. of Sessions
Management & Behavioural Sciences	30
Basic Economics for Administrators	32
Public Administration	60
Law	40
Political Concepts and the Constitution of India	20
Indian History and Culture	20
Information and Communication Technology	20
Language	18

### Gender inputs

- Gender Sensitization
- Inputs given under Law Sessions:- Dowry Act, Sexual harassment

## Phase I

Phase-I is the first Professional Training Course conducted for the IAS and imparts rigorous training to the IAS Officer Trainees in a wide range of subjects to enable them to handle varied assignments that the officer typically holds in the first decade of service. It is of six month duration.

### Objectives

- Acquire an all-India perspective of the emerging socio-economic, and politico-legal trends as well as the role and functioning of the Indian administrative service and its shared administrative responsibilities with other services.
- Acquire knowledge and skill in the following areas, that would be discharge the administrative responsibilities in the first decade of their services:
  - Law and legal instruments
  - Administrative rules, procedure and programme guidelines
  - Modern management tools and techniques, and
  - Economic analysis
- Demonstrate proficiency in the regional language of the allotted state to better appreciate the administrative ethos of the state.



- Acquire an understanding of the cultural and socio-economic background of the allotted state.
- Demonstrate effective written and oral communication both in interpersonal and organizational contexts.
- Exhibit the right values and attitudes as a cross-cutting theme of the course.
- Maintain physical fitness.
- Adhere to the spirit of 'Sheelam Param Bhusanam'.

## **Academic Inputs**

While the syllabus prescribed under "The Indian Administrative Service (Officer trainees' Final Examination) Regulations, 1955" is the basic framework, suitable modifications have been made to adapt it to the changing training needs of IAS Officers.

### **Modules**

- IAS in Perspective
- District Administration & Land Management
- Soft skills (Leadership, OB, Person Skills)
- Administrative Skills & Office Management
- Rural Development & Agriculture
- Law and Order
- Education and Health
- Weaker Section & Minorities
- Urban management
- Financial Management and Project
- Appraisal
- Bureau of Parliamentary Studies Training (BPST)
- Project Management & Engineering Skills
- E-Governance
- Regulatory Administration and Election
- Infrastructure and Public Private Partnership (PPP)

- Environment, Energy, Forests

### Gender inputs

- Under Law Sessions:- Dowry Act,
- Sexual Harassment Act

## Phase II

Phase-II is the second professional Course conducted for the IAS and is ten weeks duration. It is held after a 52 weeks district exposure of the probationers in their allotted state cadres.

### Objectives

- Offer theoretical and practical lessons in political economy, public service delivery system, law, and management.
- Hone administrative, managerial, and ICT skills.
- Demonstrate proficiency in the regional language of the cadre
- Acquire and exhibit progressive values and attitudes for leadership role.
- Exposure to the best international practices.
- Maintain good health and high levels of physical fitness.
- Development camaraderie and unity within the batch through an active campus life.

### Gender inputs

- Gender Budgeting

## Induction Courses

Induction courses are conducted for officers on the select list of the states or promoted to the IAS. The Course duration is eight weeks, including two weeks of Bharat Darshan (study tour). The inputs are designed in a manner to sharpen the skills and broaden their perspectives on issues in governance.

### Objectives

The objective of the in-service course is to provide the participants an overall perspective of the All India Services, the policy environment in the country today, skills for effective administration and exposure to the thrust areas of governance. Given the fact that participants are senior officers who have considerable experience in the government, emphasis is on participatory methods of learning and experience sharing. One major

objective of the course is to provide an opportunity to the participants to learn from experiences of their colleagues from different states.

### Gender inputs

- Gender Sensitization
- Sexual Harassment at workplace
- Social Sector Issues

### Mid-Career Training Programmes (MCTP)

Mid-career training programmes commenced in 2007, after a decision by the Government of India to restructure the training methodologies to bring them in line with the felt needs of the officers and the government. The programs are delivered at three stages –

- the Phase III at seven to nine years of service,
- the Phase IV at fourteen to sixteen years of service, and
- the Phase V at twenty six to twenty eight years of service.

In the initial three rounds the programmes were delivered through national and international academic institutions, but after 2010 the MCTPs are being delivered by the Academy using a mix of in-house and external faculty, occasionally outsourcing modules to specialized institutions.

### Phase III

Phase-III is the first mid career training program for the IAS officers and is held for the officers in the seniority of 7-9 years.

#### Objectives

- To equip officer who have completed seven to nine year of service for effective transition to program formulation and wider implementation.
- Appreciate contemporary developments in political economy at the global and national level.
- Design and improve public service delivery mechanisms.
- Demonstrate the use of concepts, methods and skills for program/ project formulation and implementation.
- Enhance domain knowledge.
- Strengthen communication, inter-personal and team-building skills, and team-building skills and appreciate the centrality of values in governance.

Academic Inputs:-

The Phase III was organized week-wise with specific thematic inputs. The major part of the programme focussed on project and program evaluation, but there will be ample scope for discussing and learning about the varied domains that officers of the IAS deal with. Theoretical inputs were supplemented with exercises and case-based discussions.

The eight weeks of the Phase III broadly organized around the following themes-

- Basic micro-economics, financial and economic analysis,
- theoretical background for Project Preparation and Analysis
- Public Private Partnership
- Foreign Exposure Visit to Singapore and Malaysia, in collaboration with Lee Kuan Yew School of Public Policy, at the National University of Singapore.
- Education, Health, Rural Development and Agriculture
- Urban Development, Infrastructure, National Security and
- Governance issues
- Environmental issues, Energy, Media, Presentation

#### Gender inputs

- Female Feticide ,

## Phase-IV

Phase-IV is the second mid career training programme for the officers in the seniority of 14-16 years of service with an aim of imparting structured in-service training to inculcate in IAS officers the required competencies and prepare them for their next higher level of responsibilities.

#### Objectives

By the end of Course, The officer will be able to:

- Appreciate contemporary development in political economy at the global and national level,
- Understand the process of public policy formulation , analysis and evaluation
- Enhance domain knowledge In the context of the process of public policy
- Strengthen leadership and negotiation skills, and
- Appreciate the centrality of values in governance.

#### Thematic inputs

The Phase IV programme has passed through various vicissitudes over the last four years. The present programme has undergone a revamp based on the Training Needs Assessment (TNA) conducted by the Academy. The focus is on public policy formulation and also aims to enhance domain knowledge of participants in the context of the process of public policy. The programme is designed for over eight weeks, within the Academy and abroad and broadly covering the following thematic inputs:

- Perspective Building & Governance Issues.
- Public Policy Module delivered jointly by LBSNAA & IIMA.
- Foreign Study Tour to Canada (in collaboration with IPAC & University of Toronto).
- Electives (Education; Rural Development & Agriculture; and Urban Development)
- Electives (Health; Infrastructure & PPP; and Public Finance)
- National Security; e-Governance; Public Service Delivery and
- Presentation of Policy Papers.

### Gender inputs

- Gender Budgeting

## Phase-V

Phase-V is the third mid career training programme for the officers in the seniority of 24-26 years of service.

### Objectives

By the end of Course, The officer will be able to:

- Develop a global and national perspective in order to formulate sectoral strategies to meet future challenges
- Understand the importance of inter-sectoral policy design and implementation
- Provide effective leadership in their work environment
- Learn from the experiences of their colleagues
- Reinforce service networks essential for policy formulation and implementation

### Academic Inputs

The LBSNAA had engaged HKS and IIMA to organize certain part of Phase V programme in the last round. The present programme was revamped on the basis of feed back of the previous programmes and Training Needs Assessment (TNA) conducted by the Academy. While the focus on public policy formulation and strategy was retained, the programme also aims to enhance domain knowledge of participants. There is a conscious attempt to make the programme more broad based and subsume in its fold various inputs which seem to be of immediate relevance for the participants. The programme is designed for five weeks, within the Academy and abroad, broadly covering the following thematic inputs:

- Global Perspective on Governance; by the Columbia University, New York, USA
- India's evolving policy environment and current policy challenges.
- by experts, policy clinics run by participants and strategy papers
- written by participants.

### Gender inputs

- Nothing specific

## Concept note on a training module

### Objectives of the module

- Serve as a guide for the trainer
- Serve as a guide and later reference for trainees
- Document procedures and best practices
- Provide ready-made checklists for performance evaluation
- Standardize task accomplishment

### Components of the Module

- Sessional plan
- Teaching notes
- Teaching tools; case studies, management exercises, films
- Reading material

### Deliverables

Training modules for

#### Induction programs

- Foundation Course
- IAS phase-I
- IAS Phase-II
- Induction programme for promoted officers

#### Mid- Career Training Programmes

- IAS Phase- III
- IAS Phase- IV
- IAS Phase- V

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S.N	THEMES / TOPICS	METHODOLOGY
1	<ol style="list-style-type: none"> <li>1. Gender Sensitization Module</li> <li>2. Why Gender &amp; Development is a issue?</li> <li>3. Gender &amp; forestry</li> <li>4. Access to Health Care</li> <li>5. Gender Budgeting</li> <li>6. Gender &amp; cooperatives</li> <li>7. Women &amp; Panchayati raj</li> <li>8. Women &amp; Education</li> <li>9. Gender &amp; Property</li> <li>10. Women &amp; Nutrition</li> <li>11. Gender &amp; Poverty</li> <li>12. Gender &amp; Law <ul style="list-style-type: none"> <li>• Violence against women :in India, including Bill on Domestic Violence and the relevant Provisions under the - <ul style="list-style-type: none"> <li>✓ Indian Penal Code</li> <li>✓ Criminal Procedure Code</li> </ul> </li> <li>• Dowry Prohibition Act, 1981 (28 of 1961)</li> <li>• Indecent Representation of Women (Prohibition) Act, 1986</li> <li>• Legislation relating to Property</li> <li>• Sexual Harassment at Workplace</li> <li>• Immoral Traffic (Prevention) Act, 1956</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>✓ Lecture</li> <li>Discussion,</li> <li>✓ Quiz</li> <li>✓ Questionnaire</li> <li>✓ Exercises</li> <li>✓ Games,</li> <li>✓ Films- to be made relevant to the topics</li> <li>✓ Case Studies to be developed as per the specific topic</li> <li>✓ Statistics</li> <li>✓ Role Plays</li> <li>✓ Skit</li> <li>✓ Brainstorming</li> <li>✓ Experience Sharing</li> <li>✓ Field Visits</li> <li>✓ Group Work</li> </ul>

	<ul style="list-style-type: none"> <li>• Medical Termination of Pregnancy Act, 1971 (34 of 1971)</li> <li>• Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1971 (34 of 1971)</li> <li>• Child Marriage Restraint Act, 1929 (19 of 1992)</li> <li>• Guardians and Wards Act, 1890 (8 of 1890)</li> <li>• Constitutional and Personal Law</li> <li>• Customary Law and Practices</li> <li>• International Conventions <ul style="list-style-type: none"> <li>✓ CEDAW</li> <li>✓ CRC (Rights Based approach to Development)</li> </ul> </li> <li>• Structures, Interventions, Responses, Procedures of Stakeholders (viz. Judiciary, Police, Civil Society, NGO's, Media, NHRC, NCW, State Commission for women)</li> </ul>	
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## Programme Agenda

### Agenda



## National Consultation Workshop on Training Modules on Gender [8<sup>th</sup> and 9<sup>th</sup> December 2011]

Venue- Gyanshila

8 <sup>th</sup> December, 2011, Thursday		
09:00 AM – 09:30 M	Registration	
<i>Day – 1</i> <i>Introductory Session</i>  09:30 AM – 10:00 AM [30 minutes] Venue SR -1	<i>Welcome address: Mrs Roli Singh</i>	
	<i>Address by:-</i> <i>Shri P.K. Gera</i> <i>Shri Kush Verma</i> <i>Mrs. Sarojini Ganju Thakur</i>	
	<i>Address by Chief Guest</i>	
Group Photograph & Tea/Coffee Break: 10:05 AM – 10:30 AM		
10:30 AM – 10:45 AM 10:45 AM – 1100 AM	Context Setting:	Roli Singh Sarojini Ganju Thakur
Day – 1 – Session I  11:00 AM – 01:30 PM [2 hour 30 minutes]	Group Work	Moderators:-  Shri Manohar Agnani – Group – I Jaspreet Talwar – Group II Sarojini Ganju Thakur – Group - III
Lunch with Academic Council Members (Executive Lunge) 1:30 PM – 02:30 PM		

<p><b>Day 1 – Session III</b></p> <p>02:30 PM – 04:30 PM [2hours]</p>	<p>Group Work Contd...</p>	<p><b>Moderators:-</b></p> <p>Shri Manohar Agnani – Group – I Jaspreet Talwar – Group II Sarojini Ganju Thakur – Group - III</p>
<p><b>9<sup>th</sup> December, 2011. Friday</b></p>		
<p><b>Day 2 – Session I</b></p> <p>09:00 PM – 10:30 PM [1 hour 30 minutes]</p>	<p>Plenary Session</p>	<p>Presentations by the Groups</p>
<p><b>Tea/Coffee Break: 11:00 AM – 11:30 AM</b></p>		
<p><b>Day 2 – Session II</b></p> <p>11:30 AM – 12:30 PM [1hour]</p>	<p>Concluding Session</p>	<p>Roli Singh Sarojini G Thakur Kush Verma</p>
<p><b>Lunch (Officer's Mess)</b></p>		

**Annex C**

**List of Participants**

<b>Sl.No.</b>	<b>Name</b>	<b>Present posting and address</b>	<b>Contact Numbers</b>
1.	<b>Ms. Anita Punj</b>	Deputy Director (R & P) Government of India, SVP National Police Academy, Ministry of Home Affairs, Shivrampally <b>HYDERABAD – 500 052</b>	Ph-040-24015151/ 4437 Fax-040-24015179
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3.	<b>Smt. Sarojini Ganju Thakur</b>	Chairperson, H.P. Education Regulatory Commission, <b>SHIMLA (HIMACHAL PRADESH)</b>	Ph-0177-2627125 M-9418024455 E-mail – <a href="mailto:sgthakur@hotmail.com">sgthakur@hotmail.com</a>
4.	<b>Ms. Ujwala Kadrekar,</b>	Senior Programme Officer, Lawyers Collective Women's Rights Initiative, 4th Floor, Jalaram Kripa 61 Janmabhoomi Marg, Fort, <b>MUMBAI-400 001</b>	Ph- 022-43411604 M- 09869244462 E-mail- <a href="mailto:ujwalahemant@gmail.com">ujwalahemant@gmail.com</a>
5.	<b>Dr. Shobhita Rajagopal</b>	Associate Professor, Institute of Development Studies, 8 B, Jhalana Institutional Area, <b>JAIPUR- 302 004</b>	Ph-0141- 2706457/2705726 Fax-0141-2705348 M-09414051273 E-mail-shobhita <a href="mailto:@idsj.org">@idsj.org</a>
6.	<b>Dr. Kanchan Mathur</b>	Professor Institute of Development Studies 8B, Jhalana Institutional Area <b>JAIPUR- 302 004</b>	Ph- 0141- 2706457/2705726 Fax-0141-2705348 M-09414072405 E-mail- <a href="mailto:kanchan@idsj.org">kanchan@idsj.org</a>
7.	<b>Ms. Geetha Nambisan</b>	Co- Director, JAGORI B-114, Shivalik, Malviya Nagar, <b>NEW DELHI-1100 12</b>	email: <a href="mailto:jagori@jagori.org">jagori@jagori.org</a> Ph- 011-2669 1219/26691441 Fax-011-2669221

SUMMARY REPORT – National Consultation Workshop on Training Modules on Gender  
LBSNAA, Mussoorie (8<sup>th</sup> and 9<sup>th</sup> December 2011)

8.	<b>Dr. Nandita Shah</b>	Co – director, <b>AKSHARA 501,</b> <b>Neelambari road No: 86</b> <b>Dadar west</b>	Ph-24316082 M-09821891676 Email- <a href="mailto:shahnandita@gmail.com">shahnandita@gmail.com</a>
9.	<b>Dr. Paramita Majumdar</b>	Senior Advisor, Gender Budgeting & Gender Audit, National Mission for Empowerment of Women, Ministry of Women & Child Development, Government of India, Room No. 118, Hotel Janpath, Janpath, <b>NEW DELHI</b>	M-09891106339
10.	<b>Dr. Manohar Agnani</b>	Mission Director (NRHM) National Rural Health Mission, Directorate of Health Services, Bank of India 3rd Floor Jail Road, Arera Hill <b>BHOPAL-462004(MADHYA PRADESH)</b>	Ph-0755-4252909 M-09425031900 Email- manoharagnani@gmail.com
11.	<b>Shri Saroj Dash</b>	Deputy Director, SIRD, Bhubaneswar <b>ORISSA - 751012</b>	Ph-0674–2560059 F-0674–2562453 M–09437189835 E-mail- saroj_skd1962@gmail.com
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SUMMARY REPORT – National Consultation Workshop on Training Modules on Gender  
LBSNAA, Mussoorie (8<sup>th</sup> and 9<sup>th</sup> December 2011)

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### Consolidated Presentation of the two Groups

## FC- General Concepts

- **Building a gender perspective/ Gender Sensitization** through quiz, data, role play, games, individual exercises,
- **Concepts of gender** includes, gender, sex, gender relations, gender equality, practical and strategic gender needs, women-empowerment through lectures, group exercises
- **Link of Gender and Development** – gender equity and equality, policy approaches such as gender blind, gender neutral, MDGs, etc; gender responsive administration through lectures, films, case studies

**\* 3 sessions**

## FC - Law

- Gender based violence – different forms and causes through role play, film, etc
- Gender bias in legal framework and interpretation (case law methodology)
  - Domestic violence
  - Dowry
  - Sexual Harassment
  - Employment
- CEDAW through lecture and films

**\* 4 sessions**

## Phase I –Gender

- **Self Reflection and attitudinal change through exercises**
- **Integrating gender in the planning process from welfare to empowerment through lectures, panel discussion**
- **Gender analytical framework through group work (household, market place, community, state, etc.)**

\* 3 sessions

## Phase I – Law and Order

- **VAW**
  - Khap Panchayats /Caste Panchayats, Honour Killings
  - Communal violence
- **Gender sensitization of law enforcement machinery and dealing with women agitations, women victims, women in custody and women victims of communal/mob violence**

\* 2 sessions

## Phase I - Public Administration

- **Laws related to political empowerment**  
– 73<sup>rd</sup> and 74<sup>th</sup> Amendment, Women's Reservation Bill

**\* 1 session**

## Phase I - Weaker Sections/Minorities

- Discrimination Against Women
- Social Protection (pension, scholarship, NSA, issues of : single women, old, working women, destitute women, Commercial Sex Workers, sexual minorities, provisions for sufferers of abuse)
- Women and Child trafficking
- **Laws related to economic empowerment** – Labour Laws, Factory Act, Equal Remuneration Act (ERA), Maternity Benefits Act, Minimum Wages Act, SHGs and MFI Bill

**\* 3 sessions**

## Phase I - Law

- **Personal Laws** – adoption, marriage, maintenance, succession, etc. **and Customary Laws**
- **Laws related to preventing violence against women** – Dowry, Sexual Harassment, PCPNDT, Domestic Violence, Indecent Representation of Women Act

\* 3 sessions

## Phase I – IAS in Perspective Module

- **Gender responsive administration, gender and civil services** (*IAS in perspective module*)

\* 1 session

## ***District administration and land management module***

- **Gender and land rights** *through statistics, films*
- **Security and safety of women** *through group/panel discussion, films, spots*
- **Gender sensitive disaster management, displacement R & R (development induced and disaster induced)** *through case study*

**\* 4 sessions**

## **Soft skills**

- **Gender sensitive communication and leadership styles**

**\* 1 session**

## **Health and Nutrition**

- **Drawing linkages between Gender, Health and violence**
  - Access To & Utilization of RCH and other services
  - Sex Selection & Adverse Child Sex Ratio (0-6 years)
  - Population issues
  - Addressing Malnutrition
  - WATSAN

**\* 5 sessions**

## **Rural Development and Agriculture**

- Feminisation of poverty, access and control over resources – material, social, economic, skills; gender perspective in RD, gender budgeting in RD
- Role of women in management of CPRs
- Women's role in agriculture and agriculture related schemes, gender budgeting in agriculture
- EWRs and governance issues in panchayati raj

**\* 4 sessions**

## Urban Management

- Gender and migration (both aspects – urban and rural)
- Urban slums - health, education, WATSAN
- Gender based planning in infrastructure – transport, civic amenities, working women hostels, housing schemes
- Gender and livelihoods in the informal sector
- Sensitization of municipal councilors

**\* 4 sessions**

## Education

- **Linkage with Gender: Female Literacy**
  - Access & Utilization (post primary)
  - Enrolment/Dropouts/out of School
  - Quality - Bias in content / Classroom environment

**\* 2 sessions**



## ***Financial Management and Project Appraisal***

- **Applying a gender lens through the entire project life-cycle**
- **Gender disaggregated data for gender inclusive planning and monitoring (E-governance)**

***\* 2 sessions***

## ***Public finance and Audit module***

- **Introduction to Gender budgeting and gender auditing**

***\* 1 session***

## **Regulatory Administration and Election**

- **Ensuring gender sensitive conduct of elections – from preparation of electoral rolls onwards**

**\* 1 session**

## **Environment, energy, forests**

- **Women's role in forestry and relationship with environment and energy**
- **Empowering women through schemes of forest/environment and Gender friendly interventions in alternative sources of energy**
- **Gender and Climate Change, vulnerability and adaptation**
- **Gender friendly technologies for reducing drudgery of women in households, farms and natural resource management, access to water and fuel**

**\* 4 sessions**

## **District Training**

- Relook at the VSA & District Training Handbook (Q'aire to be redesigned)
- Add an assignment on the SS
- To develop a case study
- Attachment with good NGOs/ CBOs

## **Phase II**

- District assignments and experience sharing should reflect gender dimensions and policy & practice gaps
- Sharing best practices on gender – GO, NGO, civil society
- Building a gender component into the effective SDO/DM/MC seminars

## Phase III

- Inter-sectoral coordination and convergence for ensuring gender equality through case studies and success stories, panel discussion (gender based violence, Education, Health and nutrition, social protection, WATSAN, RD, Agriculture, disaster management)
- Implementation of relevant gender related laws like DV Act, 498 A, PC PNDT
- Gender aspects in EIA and social impact/processual assessment (*Project and PPP*)
- Mainstreaming gender in project cycle through exercise, case studies e.g. Gujarat earthquake recovery project, documentary (*Project and PPP*)
- Gender based monitoring and evaluation of development projects/programs (including development of gender sensitive indicators) and measuring gender inequality – GDI, GII, HDI, multi-dimensional poverty index, etc through lecture, exercise, (*Project and PPP*)
- Rights based perspective of development through panel discussion
- Gender budgeting through exercises, case studies
- Developing gender sensitive databases, NSS, census, time use surveys and state based surveys on contribution of women and men to various sectors e.g. care economy and computation of cost of gender inequality through lecture or panel, survey data sheets

\* 8 sessions

## Phase IV

- Engendering public policy papers and cabinet notes
- All existing electives should include gender impacts of existing public policy. Electives are limited and should also consider subjects like - climate change, disaster management, trade, good governance, curbing corruption
- Gender perspective on international negotiations on various sectoral issues such as climate change, disaster, trade, labour, WTO
- Also focus on policy for vulnerable and marginalized groups

## Phase V

- Best national and global policies and practices in gender responsive planning
- Compliance to international agreements on gender related policies and laws

## Induction Courses

- **Building a gender perspective/ Gender Sensitization** through quiz, role play, games, individual exercises,
  - **Concepts of gender** includes, gender, sex, gender relations, gender equality, practical and strategic gender needs, women-empowerment through lectures, group exercises
  - **Link of Gender and development** – gender equity and equality, policy approaches such as gender blind, gender neutral, MDGs, etc; gender responsive administration through lectures, films, case studies
  - **Integrating gender in the planning process** from welfare-ism to empowerment through lectures, panel discussion
  - **Gender based violence** – different forms and causes through role play, film, etc
  - **Gender bias in legal framework and interpretation** (case law methodology)
    - Domestic violence
    - Dowry
    - Sexual Harassment
    - Employment
  - **CEDAW** through lecture and films
- \* 7 sessions

## Film resources

- \*Films and Documentaries like Bol, Arth, Band File, Bawandar, Damini, Astitva, Dor, Uska Aana, Mann ke Manjire, Babul, Jor se Bol, Missing, No SHIT please, Agni Snan, Lajja, documentary on introduction on CEDAW, etc.*
- \* Film list to be provided by Jagore and Akshara*

### **Preliminary Presentation of Group I**

<p><b><u>Foundation Course</u></b></p> <p><b>Topic</b></p> <p>1. Gender Sensitization a. Overview of concepts b. through data</p> <p>2. Dowry Act and Sexual Harassment a. Framework for the Legislation or the context (background for the law and the gaps in implementation if any)</p>	<p><b>No. Of Sess</b></p> <p>2</p> <p>2</p>	<p><b>Methodology</b></p> <p>data analysis showing gender gaps at the national level issues like education, health, violence, nutrition movies pictures</p> <p>case studies (entry point for law sessions)</p>	<p><b>Resource Persons</b></p> <p>Resource material distributed :- Sabu George. Ujjawla Kadrekar</p>
<p><b><u>Phase I:-</u></b></p> <p><b>Topic</b></p> <p>9. Self Reflection and attitudinal change i. Gender &amp; Development(WID to GAD)</p> <p>10. District Adm &amp; LM:-</p> <p>11. Law &amp; Order:- (VAW)</p>	<p><b>No. of Sessi</b></p> <p>2</p> <p>1</p> <p>1</p> <p>T-4</p>	<p><b>Methodology</b></p> <p>Set of exercises</p> <p>Books -case studies</p> <p>e-learning case studies, movies(Bol, Dor,</p>	<p><b>Resource Persons</b></p> <p>Resource material CRS : Gender &amp; Land Rights– Prema Chaudhary, Kanchan Mathur</p>

i. Khap Panchayats /Caste Panchayats	2	Provoked, Astitva,	
ii. Honour Killings	1	Develop a case study on Social	
iii. Communal violence	1	Exclusion	
iv. DV Act			
v. Recapping:-Towards Gender Sensitive Work Places/Work Cultures	T-2		LC, Breakthrough
12. Weaker Sections/Minorities,	1		, Akshara,(DV Act, SH Bill)
a. Discrimination of Women,			Anhad:(Com munal
b. Women's Reservation Bill			Violence -
c. Social Protection (pension, scholarship, NSA, issues of : single women, old, working women, destitute women, Commercial Sex Workers, provisions for sufferers of abuse)	1		Prepare New Material)
d. Women and Child trafficking,	T-6	Movies, data	
	2	Data Analysis & PC&PNDT Act, MTP Act	
	2	Films (Self Learning – UNFPA)	
13. Health, Nutrition & WATSAN	2	Booklets- FAQ's Case Studies Panel Discussion on Schemes like ICDS,	Nishant – Dr.P.M.Nair, IPS, Dr Sunita Krishnan
Drawing linkages between Gender & Health			NFHS-Dr. Sundaraman
i. Access To & Utilization of RCH and other services			Chetna – (Indu
ii. Sex Selection & Adverse Child Sex Ratio (0-6 years)			



<p>iii. Addressing Malnutrition</p>			<p>Kapoor), Sabu George, Hardayal Singh , RPS, Collector Ahemdagar, Collector Punjab &amp; UNFPA, Annual Health Survey, Dr. Ratan Chand, TOT's by FHI &amp; MoH,&amp;FW (MP HMIS) Jean Dreze, Biraj Patnaik WaterAid(N D) UNICEF, Jagori(Study) MP- NRHM(CS on Malnutrition) Gujarat (Data- by Plng.Comm. &amp; Anhad)</p>
<p>14. Urban Management i. Migrants, Slums &amp; Vulnerable groups (Housing, Water &amp; Sanitation, Education Health &amp; nutrition)</p>	<p>T- 1</p>	<p>Panel Discussion</p>	<p>DISE Data, All India Educational Survey, ASER Report, BGVS (for</p>
	<p>T-2</p>		<p>Vijay Kumar, Sandhya Kanneiganti (Postal</p>

<p>15. Education Linkage with Gender : Female Literacy i. Access &amp; Utilization ii. Enrolment/Dropouts/ out of School iii. Quality - Bias in content / Classroom environment</p> <p>16. PRI's i. EWR ii. Governance issues</p> <p>***** *****</p> <p><b><u>District Training</u></b> a. Relook at the VSA &amp;</p>		<p>movies), Films</p>	<p>Services, Hyderabad), Janagraha, Sparc , Mumbai Nandita Gupta</p> <p>Shabnam Hashmi on minority women Shobita Rajgopal, MV Foundation, Hyd.</p> <p>Kanchan &amp; Shobita</p>
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<p>District Training Handbook (Q'aire to be redesign)</p> <p>b. Add an assignment on the SS</p> <p>c. To develop a case study</p> <p>d. Attachment with good NGOs/ CBOs</p> <p><b>URGENT</b></p> <p><b>To be done in a month's time</b></p> <p>*****</p> <p>*****</p> <p><b><u>Phase – II</u></b></p> <p>Recap</p> <p>4. Gender And Development</p> <p>5. Building Gender into Eff. SDO Seminar</p> <p>6. Exp. Sharing on Implementation of</p> <p>a. PC&amp;PNDT Act &amp; MTP Act</p>	<p>2</p> <p>—</p>	<p>Dr. Prem Singh, CRS, Mr. Hassan, SIRD, Mysore, Mr. Chandermoul i, APARD, Hyd. Manohar Agnani Health Qaire, Nellam Shami Rao</p> <p>Krishan Kumar PMO, Arvind Kumar, Geeta Pratham, Shanta Sinha NCPCR, Somesh</p>
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<p>b. Right to Education</p> <p>c. DV Act</p> <p>d. SH Bill</p> <p>Phase – III</p>			<p>Kumar,</p> <p>Vrinda Grover, LC, Girija Vyas</p>
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## **Preliminary Presentation of Group II**

### **Group II**

**Moderator:** Sarojini Ganju Thakur

**Members:** Saroj Dash, Prof. Anita, Nandita Shah, Prof. Santosh Kumar, Dr Ravindra Singh, Prof. Gyanendra Badgyan, Prof Rama Chandra, Dushyant Nariala, Nidhi Sharma, Dr. Paramita Majumdar

**Rapporteur:** Shaguna

### **FC- General Concepts**

- **Building a gender perspective/** Gender Sensitization through quiz, role play, games, individual exercises,
- **Concepts of gender** includes, gender, sex, gender relations, gender equality, practical and strategic gender needs, women-empowerment through lectures, group exercises
- **Link of Gender and Development** – gender equity and equality, policy approaches such as gender blind, gender neutral, MDGs, etc; gender responsive administration through lectures, films, case studies
- **Integrating gender in the planning process from welfare-ism to empowerment** through lectures, panel discussion

**\* 4 sessions**

## FC

- Gender based violence – different forms and causes **through role play, film, etc**
  - Gender bias in legal framework and interpretation (case law methodology)
    - Domestic violence
    - Dowry
    - Sexual Harassment
    - Employment
  - CEDAW **through lecture and films**
- \* 4 sessions

## Phase I –Gender

- Gender analytical framework and planning  
**Framework through group work (household, market place, community, state, etc.) Planning framework through group work**

\* 2 sessions

## Phase I - Law

- **Personal Laws** – adoption, marriage, maintenance, succession, etc. and **Customary Laws**
- **Laws related to preventing violence against women** – Dowry, Sexual Harassment, PCPNDT, Domestic Violence, Indecent Representation of Women Act
- **Laws related to political empowerment** – 73<sup>rd</sup> and 74<sup>th</sup> Amendment, Women's Reservation Bill
- **Laws related to economic empowerment** – Labour Laws, Factory Act, Equal Remuneration Act (ERA), Maternity Benefits Act, Minimum Wages Act

\* 6 sessions

## Phase I – Modules

- **Gender responsive administration, gender and civil services** (*IAS in perspective module*)
- **Women and land rights** through statistics, films, (*District administration and land management module*)
- **Security and safety of women** through group/panel discussion, films, spots (*District administration and land management module*)
- **Gender inclusive planning** (*District administration and land management module*)
- **Gender sensitive disaster management, displacement R & R** (development induced and disaster induced) *through case study* (*District administration and land management module*)
- **Gender sensitive communication and leadership styles** (*Soft Skills module*)
- **Feminisation of poverty, access and control over resources** – material, social, economic, skills; gender perspective in RD, gender budgeting in RD (*Rural Development and Agriculture module*)
- **Women's role in agriculture and agriculture related schemes, gender budgeting in agriculture** (*Rural Development and Agriculture module*)

\* 1 session each except Disaster management which requires two sessions

## Phase I Modules contd...

- **Gender sensitization of law enforcement machinery and dealing with women agitations, women victims, women in custody and women victims of communal/mob violence** (*Law and Order module*)
- **Gender and migration (both aspects – urban and rural); gender based planning in infrastructure – transport, civic amenities, working women hostels, housing schemes, urban slums** (*Urban Management module*)
- **Gender and livelihoods in the informal sector** (*Urban Management module*)
- **Sensitization of municipal councilors and PRI ERS** (*Urban Management module*)
- **Applying a gender lens to project appraisals** (*Financial Management and Project Appraisal module*)
- **Gender budgeting and gender auditing** (*Audit and Budget module*)
- **Gender disaggregated data for gender inclusive planning and monitoring** (*E-governance module*)
- **Ensuring gender sensitive conduct of elections – from nomination to voting** (*Regulatory Administration and Election module*)

\* 1 session each

## Phase I – Modules contd...

- **Women's role in forestry and relationship with environment and energy** (*Environment, Energy, Forests*)
- **Empowering women through schemes of forest/environment and Gender friendly interventions in alternative sources of energy** (*Environment, Energy, Forests*)
- **Gender and Climate Change, vulnerability and adaptation** (*Environment, Energy, Forests*)
- **Gender friendly technologies for reducing drudgery of women in households, farms and natural resource management** (*Environment, Energy, Forests*)

\* 1 session each



## Phase II

- District assignments and experience sharing should reflect gender dimensions and policy & practice gaps
- Sharing best practices on gender – GO, NGO, civil society

## Phase III

- Inter-sectoral coordination and convergence through case studies and success stories, panel discussion
- Gender aspects in EIA and social impact assessment
- Mainstreaming gender in project cycle through exercise, case studies e.g. Gujarat earthquake recovery project, documentary
- Gender based monitoring and evaluation of development projects/programs (including development of gender sensitive indicators) and measuring gender inequality – GDI, HDI, multi-dimensional poverty index, etc through lecture, exercise,
- Rights based perspective of development through panel discussion
- Gender budgeting through exercises, case studies
- Developing gender sensitive databases, NSS, census, time use surveys and state based surveys on contribution of women and men to various sectors e.g. care economy and computation of cost of gender inequality through lecture or panel, survey data sheets

\* 7 sessions

## **Phase IV**

- **Engendering public policy and cabinet notes**
- **All electives should include gender impacts of existing public policy, electives are limited and should also include subjects like, climate change, disaster management, trade**
- **Gender perspective on international negotiations on various sectoral issues such as climate change, disaster, trade, labour, WTO**
- **Also focus on policy for vulnerable and marginalized groups**

## **Phase V**

- **Best global practices in gender responsive planning**
- **Compliance to international agreements on gender related policies and laws**

## Induction Courses

- **Building a gender perspective/ Gender Sensitization** through quiz, role play, games, individual exercises,
- **Concepts of gender** includes, gender, sex, gender relations, gender equality, practical and strategic gender needs, women-empowerment through lectures, group exercises
- **Link of Gender and development** – gender equity and equality, policy approaches such as gender blind, gender neutral, MDGs, etc; gender responsive administration through lectures, films, case studies
- **Integrating gender in the planning process** from welfare-ism to empowerment through lectures, panel discussion
- **Gender based violence** – different forms and causes through role play, film, etc
- **Gender bias in legal framework and interpretation** (case law methodology)
  - Domestic violence
  - Dowry
  - Sexual Harassment
  - Employment
- **CEDAW** through lecture and films

## Film resources

- \**Films and Documentaries like Bol, Arth, Band File, Bawandar, Damini, Astitva, Dor, Uska Aana, Mann ke Manjire, Babul, Jor se Bol, Missing, No SHIT please, Agni Snan, Lajja, documentary on introduction on CEDAW, etc.*
- \* *Film list to be provided by Jagore and Akshara*