PROMOTING WOMEN’S POLITICAL LEADERSHIP AND GENDER RESPONSIVE GOVERNANCE

Training of Trainers (ToT) (Mysore District)

21st February to 25th March 2012

Abdul Nazir Sab State Institute of Rural Development
Lalithamahal Road, Mysore-11
Promoting Women’s Political Leadership and Gender Responsive Governance

Report on Training of Trainers of Mysore District
Date: 21-02-2012 to 25-03-2012

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Supported by
UN-Women, New Delhi
Ministry of Panchayat Raj Government of India
National Institute of Rural Development, Hyderabad
Department of Rural Development and Panchayat Raj, Government of Karnataka

Abdul Nazir Sab State Institute of Rural Development,
Lalithamahala Road, Mysore
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# ABBREVIATION

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<td>ANSSIRD</td>
<td>Abdul Nazir Sab State Institute of Rural Development</td>
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<td>APL</td>
<td>Above Poverty Line</td>
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<tr>
<td>ART</td>
<td>Anti-Retroviral Treatment</td>
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<td>ASHA</td>
<td>Accredited Social Health Activist</td>
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<td>ATI</td>
<td>Administrative Training Institute</td>
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<td>BPL</td>
<td>Below Poverty Line</td>
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<tr>
<td>CBO</td>
<td>Community Based Organization</td>
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<td>CDPO</td>
<td>Child Development Project Officer</td>
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<td>CEDAW</td>
<td>Convention on Elimination of Discrimination against Women</td>
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<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
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<tr>
<td>DAPCU</td>
<td>District AIDS Prevention and Control Unit</td>
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<tr>
<td>DC</td>
<td>Deputy Commissioner</td>
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<td>DG</td>
<td>Director General</td>
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<td>DPC</td>
<td>District Planning Committee</td>
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<td>DPO</td>
<td>District Programme Officer</td>
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<td>DRC</td>
<td>District Resource Centre</td>
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<td>DTI</td>
<td>District Training Institute</td>
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<td>DWCD</td>
<td>Department of Women and Child Development</td>
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<td>EWR</td>
<td>Elected Women Representative</td>
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<tr>
<td>FIR</td>
<td>First Investigation Report</td>
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<td>GEM</td>
<td>Gender Empowerment Measure</td>
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<td>GoI</td>
<td>Government of India</td>
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<td>GP</td>
<td>Gram Panchayath</td>
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<td>HDI</td>
<td>Human Development Indices</td>
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<td>HDR</td>
<td>Human Development Report</td>
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<td>IAS</td>
<td>Indian Administrative Service</td>
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<td>ICDS</td>
<td>Integrated Child Development Programme</td>
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<td>ICTC</td>
<td>Integrated Counselling and Testing Centre</td>
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<td>IMR</td>
<td>Infant Mortality Rate</td>
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<td>IP</td>
<td>Intermediary Panchayath</td>
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<td>IPC</td>
<td>Indian Penal Code</td>
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<td>MDM</td>
<td>Mid Day Meal</td>
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<td>MGNREGA</td>
<td>Mahatma Gandhi National Rural Employment Guarantee Act</td>
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<td>MoPR</td>
<td>Ministry of Panchayath Raj</td>
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<td>MMR</td>
<td>Maternal Mortality Rate</td>
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<td>NABARD</td>
<td>National Bank for Agricultural and Rural Development</td>
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<td>NIRD</td>
<td>National Institute of Rural Development</td>
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<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
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<td>NRHM</td>
<td>National Rural Health Mission</td>
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<td>ODP</td>
<td>Organization for the Development of People</td>
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<tr>
<td>ORS</td>
<td>Oral Rehydration Solutions / Salts</td>
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<td>OVC</td>
<td>Orphan and Vulnerable Children</td>
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<td>PDO</td>
<td>Panchayath Development Officer</td>
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<td>PRI</td>
<td>Panchayath Raj Institution</td>
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<td>PRS</td>
<td>Panchayath Raj System</td>
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<td>RMSA</td>
<td>Rashtriya Madhyamik Shiksha Andolan</td>
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<td>RTE</td>
<td>Right to Education Act</td>
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<td>SDMC</td>
<td>School Development and Monitoring Committee</td>
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<td>SHG</td>
<td>Self-Help Group</td>
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<td>SSA</td>
<td>Sarva Shiksha Abhiyan</td>
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<td>Abbreviation</td>
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<tr>
<td>STD</td>
<td>Sexually Transmitted Disease</td>
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<td>TNA</td>
<td>Training Needs Assessment</td>
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<td>ToT</td>
<td>Training of Trainers</td>
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<td>TP</td>
<td>Taluk Panchayath</td>
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<td>TSC</td>
<td>Total Sanitation Campaign</td>
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<td>UDHR</td>
<td>Universal Declaration of Human Rights</td>
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<td>ULBs</td>
<td>Urban Local Bodies</td>
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<td>VHSC</td>
<td>Village Health and Sanitation Committee</td>
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<td>ZP</td>
<td>Zilla Panchayath</td>
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EXECUTIVE SUMMARY

The 73rd and 74th Amendments to the Constitution brought in their wake, the political reservation for women upto 1/3rd in the PRIs and ULBs. During the last decade, India has witnessed an exciting socio-political transformation of ‘feminization of local governance’ and many of the States have moved further to provide 50% reservation to the women. Presently about 1.5 million women are holding office as elected representatives. They are now influencing the developmental decision making of grassroots democracy; making it more mainstreaming of women’s participation in all the avenues of development. Political quotas for women have been a proactive Gender Empowerment Measure (GEM), initiated both by the Central as well as State Governments. The last decade has also witnessed the increasing trend of women contesting from general seats, which is a clear testimony of enhanced confidence and capabilities of women. However, there is still exists a need to invest in Promoting Women's Political Leadership for Gender Responsive Governance. This in turn, will further spearhead a transformation of local governance agenda, making it more gender-friendly; fostering equality, equity, social justice and human rights for all sections of society.

To meet the critical gap of empowering women’s political leadership, UN Women, South Asia Regional Office, New Delhi, in collaboration with the Ministry of Panchayath Raj, Government of India, has launched a new project ‘Promoting Women’s Political Leadership and Governance in India and South Asia’. The basic aim of this project is to enhance capacities of Elected Women Representatives (EWRs) for promoting gender responsive governance in the selected two to three pilot districts of five partnering States of Andhra Pradesh, Karnataka, Madhya Pradesh, Orissa, and Rajasthan.

The said project in Karnataka has been named as ‘Sampoorna’ and it is being implemented in the districts of Mysore and Dharwar. The responsibility to implement this project lies with the Zilla Panchayath (ZP) of the respective district. The Abdul Nazir Sab State Institute of Rural Development (ANSSIRD) is the nodal agency for implementation of the project and has a vital role to play in conductive training and capacity enhancement programmes under the project.

The first step of implementation of this project is the designing of the Trainers’ Manual by the National Institute of Rural Development (NIRD). This was followed by the training of Master Trainers held in NIRD, Hyderabad, from 03rd to 07th January 2012. Five Master Trainers were identified by ANSSIRD and sent to NIRD, Hyderabad, to participate in the ToT.

The next step in the implementation of this project in Karnataka is to translate the Trainers’ Manual in the local language. Later, with the help of ZP and local NGOs the trainers were identified. After this was done, the training for the trainers was conducted in the two identified districts. In Mysore, the training of trainers was held from 21st to 25th February 2012.
CONTEXT

The Initiative - Promoting Women’s Political Leadership and Gender Responsive Governance

Project Title - Sampoorna

The Programme - Training of Trainers (as per the Training Module of NIRD)

Project Director - Dr. Amita Prasad, IAS
Director General - ATI and Principal Secretary
Department of Rural Development and Panchayath Raj, Government of Karnataka

Project Head - Mr. S. A. Ashraful Hasan
Director, ANSSIRD, Mysore

Nodal Officer - Ms. M. C. Shylaja
Faculty, ANSSIRD, Mysore

The Master Trainers - Ms. S. N. Fathima
Freelance Training and Documentation Consultant

Ms. Zohara Nissar Ahmed
Member, Taluk Panchayath, Puttur

Ms. Jyothi Muralidhar
Advocate and Member, Taluk Panchayath, Sorba

Ms. Shobha S Patil
Faculty, DTI, Mysore

Mr. K. S. S. V. Prasad
Principal, DTI, Dharwar

Training Duration and Date - Five Days, 21st to 25th February 2012
(Training Schedule is enclosed as Annexure - 01)

Participants - 35 Members, who were representatives from various NGOs, Officials from Department of Women and Child Development, Resource Persons of ANSSIRD, Elected Women Representatives and others. (List of Participants enclosed as Annexure - 02)

Training Venue - ANSSIRD, Mysore

Report by - Ms. S. N. Fathima

Training Objectives - At the end of the training programme, the participants will -
• Gain knowledge about the project, its aim and objectives and activities.
• Define socio-cultural construct of gender
• Define violence against women along with reasons and types of violence against women.
• Get acquainted with the constitutional provisions and various laws to protect women and their rights.
• Understand role of women in promotion of sustainable development.
• Acquire attitude, knowledge and skills to promote leadership and governance among EWRs.
A JOURNEY THROUGH THE FIVE DAYS

Day - 01

Ice-Breaking

The ice-breaking activity was conducted through the ‘Rocket Game’ - the participants were provided with a piece of paper. They were asked to write their name along with their likes and dislikes. Later, they were supposed to fold the piece of paper to make a rocket and through it in the open hall. Each participant was asked to pick up one rocket and identify the person, through the name written on that. Then, they should understand more facts about that person like their education, family background, hobbies and interests, etc., and present it to the larger group. Like this, the participants were able to understand about more than one person.

While learning about the person, one of the main aspects that they need to understand is to know about the person’s experience with the EWRs. Few of the responses with regard to this aspect is as follows -

- An incident of Gulbarga where a EWR was drunk during a meeting was shared.
- Women EWRs are not active.
- They are corrupt.
- Husbands rule.
- Good participation of EWRs is being encouraged.
- There is no leadership among EWRs.
- There is a need to enhance their confidence.

Following the ice-breaking activity the Pre-test questionnaire (enclosed as Annexure - 03) was distributed to be filled by the participants. Ms. Shylaja introduced the questionnaire and clarified the doubts of the participants.

Inauguration of the ToT

Dr. Amita Prasad, the Director General of ATI, Ms. Tara Appachu Sharma, Consultant from UN Women, Mr. Ashraful Hasan, Director of ANSSIRD and Ms. Shylaja, Faculty from ANSSIRD and the Course Director were present on the dais. Ms. Shylaja gave a brief introduction of the participants’ background and briefed about the ToT. Dr. Amita Prasad enquired about the participants’ expectations and how differently they would do the training. Following is a brief about the interaction of the DG and the participants –

Mr. Siddaiah said that ‘there is less participation by the EWRs in the ward Sabha and Gram Sabha. There is no opportunity for the EWRs to speak in the meetings. They should be equipped with the responsibility and confidence. Till now husbands are dominating the EWRs and they should be made to speak independently. Decisions should be taken by the EWRs’.
The DG intervened and said that ‘we need to think about the social context and our criteria should not be to ask the EWRs to come without their husbands at the first stretch. We should try to enhance their confidence and slowly bring them out’.

Ms. Chandramma introduced her work that ‘they train women through SHGs on various issues to make them independent. She added that the EWRs feel happy that they are coming forward to do some work and we should learn new things and help them to come ahead in life. She added that she needs to explore additional and new opportunities to help the EWRs’.

DG said that ‘we are training them based on our needs and we need to do the TNA for these training programmes. There should be demand creation which may take one or one and half years. Instead of top down approach there should be bottom up approach to create demand and there should be a difference in what has being done and what has to be done. We need to explore why there is no demand creation. The trainers should think differently and do something very concrete. Let us do something different and something should happen. Why are women backward? They lack education; leadership among them should be enhanced. Our focus should be to see that Women should take nutrition, toilets should be used by them, provide girl child education, livelihood education should be extended, and systems availability should be ensured and so on. The Mysore DC conducts phone in programme and women should speak about their leadership issues in such programme. Hence, we need to think of doing something different. Why child marriages are happening? There are problems in the villages, security is lacking, and nutrition is less. So we need to take up such problems and enhance the leadership among women’.

Mr. Siddu Swamy said that ‘the women lack education, there should be a system to educate the women’.

The DG said that ‘we need to change our mindset. This is not a charity and we are not doing any service. There should be a perspective shift that we are good and others lack something. There are more than 10 committees at the GP level and women should go and ask. Opinion leaders should be created by making them to participate in various activities. Start with what is required and think as to how can a woman contribute in addressing the basic problems in the villages’.

Mr. Girish said that ‘we need to think as to how to create a platform for the women to take part in the Gram Sabha and Ward Sabha. Hence, reservation should be developed. The SHGs today are restricted only to the income generation activities and they should be oriented about their other responsibilities’.

The DG said that ‘an environment should be created to make the women participate in development issues. They should be made to understand why they should participate in Gram Sabha and Ward Sabha. We need to work with a point of view that ‘once a leader is always a leader’. In this training it has to be slightly more that we should make the women to participate’.
Ms. Yamuna K introduced her work and said that ‘we have done many trainings and have realized that there is a need to change in our strategy and hence, we are coming ahead to join hands with UN Women and equip the women with the knowledge of their responsibilities. We need to get into the grass roots level to sensitize the women about various aspects of PRIs and so on. Other thing is that there is a fear of officials for them and we are trying to tackle this by bringing in various officials like the CDPO together and hosting interaction sessions with various officials. The officials take calls on the spot on shared problems’.

The DG appreciated the suggestion and said that ‘we need to see that should we depend so much on the officials or can we think on addressing the issues at the community level. How best can we develop the community? How can we make the community more effective?’.

Ms. Prema said that ‘I had feared to attend the general meeting of the GP, but after the trainings by ANSSIRD and Organization for the Development of People (ODP), I have confidence to take part in the meetings, and I am working to stop child marriages and also alcohol problems. I prepare lists of the required services. I take initiatives in many issues and also in contacting the higher officials to address the issues related to many categories of people. I collate the women members, who are illiterate and motivate them to take part in the trainings and meetings’.

The DG said that ‘there should be reduction in the dependency on government. The community and the GP should be independent and take responsibilities to address their own problems. You should try to make your GP a model GP by making the community self sufficient’.

Mr. Ashok Kumar said that ‘we need to organize the former members to understand the grass root problems and we should encourage the educated women to participate in governance. This would address many issues. We need to take training to motivate and bring in a perspective shift even among the men’.

The DG said that ‘there should be change in the approach itself. We need to make the trainees understand what their role in various issues is. The message should go down that everyone has a role in everything. Women leadership is also watching the accounting process in the GP. We need to think of other means to reach out to the people. Can a local news paper be initiated? Let us think slightly differently - ‘once leader will always be a leader and what are the ways to make the government programmes more effective?’, this should be our approach’.

Answering to a question where husband was considered to be the president of a GP, the DG said that ‘How do you sensitize the PDOs?, this should also be our approach. Women have come to power due to reservation. It takes lot of courage to let something go. Hence,
Ms. Tara Sharma speaks in the Inaugural

Ms. Shylaja introducing the Training

Sensitivity to our own officers is required. Let us not make the family life of a woman important. We need to think only about enhancing the leadership among women. We need to understand their interest and equip them with such skills, for example if she is interested in nutrition; we should equip her with the knowledge of nutrition.

Ms. Neelamma said that ‘there are lots of problems arising in our GP. Then we got united and made efforts to address the problems. The people also understood about the problems of GP through our efforts. The poor women are not able to come to politics due to poverty and we need help in this regard’.

The DG said that ‘there are lots of SHGs and co-operative societies and it is here that leadership comes into question. Matters in this regards should be raised in the Gram Sabha. Also discuss issues of this sort in this training to identify answers to such questions’.

After the interaction of the DG with the participants, Ms. Tara Sharma said that ‘do not look at this training as a training programme. We do not know how much they know and we have learnt from them and we should go back to them and ask them about what is happening and how is it happening. The government is making efforts through development programmes and we need to make them understand that how can we make them help themselves. Have we gone and questioned about our needs - example of a school was used. The leadership is being created to help them in making their own choices’.

To conclude the inaugural session Ms. Shylaja extended thanks.

Introduction to the Training

Ms. Shylaja introduced the training programme that this programme is being implemented only in five states of the country and only 2 or 3 districts are adopted for the pilot programme. The UN Women is jointly implementing the programme with the MoPR GoI and NIRD. Mysore and Dharwar are identified in Karnataka. There will be motivators appointed to help in implementing the activities of the programme. The DPOs are also being appointed, who would report to the CEO of the ZP. The CEO of the ZP will be the incharge for the implementation of this project. The major thrust of the project is to reduce the incidences of violence against women by making the women participate in the GP and by enhancing their leadership. The module for the ToT has been developed by NIRD.
An Energizer (The Number Game)

After the lunch, Number game was played as an energizer. The participants were made to stand in a circle and everyone should tell numbers starting from one. While telling the numbers their hands should be tied back. On five and multiples of five the person should not tell the number and instead clap. One who fails to do this is considered to be out and goes out of the circle. After the game, responses were gathered and it was explained that this activity can also be used as a team building activity.

Panchayath Raj System and the Role of PRS in increasing Women’s Participation

Ms. Shylaja facilitated the session by using a questionnaire format to assess the knowledge of the participants on the subject. The questionnaire format is enclosed as Annexure - 04.

At the start of the session the facilitator briefed about the subject then she proceeded to explain the details by using a power point presentation. Later, a questionnaire was distributed to the participants. After the participants wrote down the answers, some of them were made to present what they have written. Then the facilitator clarified and also made additions. There was intense discussion with regard to reservation and also the highlights of 73rd Amendment. Few of the participating EWRs could answer about the Standing Committees of the GP. The facilitator also detailed about the Sub Committees and their functioning. It was added by the facilitator that the focus of our work should be to involve the stakeholders from all the sub-committees as our efforts should be to work collaboratively.

During the session, following inequalities between men and women were identified by the participants -
1. Inequalities in education sector.
2. Sanitation issues.
3. Sex ratio.
4. Nutrition - to be seen in both children and women, who are malnourished.
5. Property rights and ownership. Joint Khathas should be promoted.
6. Wage disparity.
7. Political sector.
8. Committees for trafficking in women and children.

The facilitator of the session explained following issues by using the power point presentation -
- Democracy and decentralization.
- System and situation of PRS before the 73rd Amendment to the Constitution.
- Highlights of 73rd Amendment.
- Functions of PRIs.
- Roles of PRIs in strengthening women’s participation.
The Consultant suggested that the above issues need to be thought while defining the indicators under the project. And there is need to ask them how to reduce these disparities.

During the session, few of the EWRs, who participated in the training, shared the experiences of how the PDOs are creating hurdles in their functioning and sought suggestion in doing good work with confidence.

After the discussion, one of the participants Mr. Siddaiah entertained everyone with the ‘Biduru’ song.

Management of Ward Sabha / Gram Sabha

To commence the session, a documentary movie prepared by ANSSIRD on Ward / Gram Sabha was showed and later responses were gathered along with additions to the responses of the participants. The Resource Person discussed and clarified the doubts of participants. The following issues were raised during the discussion -

1. Importance of Ward Sabha - the status of women after 2002, the programmes that can be undertaken in their respective areas.
2. Population limits, comfortability as to status of women and area development.
3. Participation of SHGs and management of files.
4. There were no sequence wise items in the documentary movie.

The participants were asked to open the handbooks and read from page nos. 36, 37 and 38. Then the facilitator explained about the aspects on quorum, responsibilities and issues to be discussed in the Ward Sabha.

Concept of Women’s Reservation and Challenges in Women Leadership and Strategies to Address

Following the above discussion, the participants were divided into five groups and a debate was conducted on the issues -

1. There is no point in extending reservation to the women until their capacities are enhanced.
2. It is not wrong that the family members of EWRs participate in administration.

Two groups each were asked to speak for and against the given topics and the fifth group had to make observations and present at the end. The groups were allotted 15 minutes to discuss on the issues given.

Presentations by the groups covered the following aspects -

Topic One

For the topic - it is very essential to contest elections or otherwise it gives room for corruption. The other thing is the way of harassing women in the guise of reservation to the women. A structure of capacity building should be given or otherwise there will not be any value to this. If there is no capacity enhancement, it will be like asking a blind person to show the route. If the capacities of women are not enhanced, it will be
like supporting the men indirectly. The development of the nation will also not happen. Even women have to work like puppets in the hands of men. Administration qualities should be enhanced. It will be like finding development in the dark. Hence, reservation alone would not promote any development and capacity enhancement is very essential. Even the participation of women, who have come on the basis of reservation, is very less.

Against the topic - the concept of reservation must have been sensitively thought. The history shows that how women were curbed and it is injustice to say that you do not have capacity. First we should give them power and then watch to enhance their capacities. Each group of people should be provided with reservation as deemed by Dr. B. R. Ambedkar. They have capacities as they take care of the entire family, bring up children and there is no need to orient them on policies and programmes as they already know many facts. Hence, reservation should be given first and then their capacities should be enhanced. Women are the eyes of family and the society and as such role of men in co-operating with the women is also important. There was a time when the women did not have any say in the political issues and cast their votes and now it is women who give votes in more number. Salu Mara Thimmakka did not go to school, but she could do wonders. If women are not provided with reservation, we cannot achieve development.

Topic Two

For the topic - the DG explained in detail that women should be supported by the family members when the women need help. Practical experience of a EWR from Moogur GP that the conductor husband resigned from the job to support his wife was shared. If men do not help women, it is not only a loss to the women, but to the community as a whole. This is a very good opportunity to serve the village with the help of family members and hence, there is no wrong in male members helping the EWRs. The reservation is brought in very recently. Women are very new to the field of administration and as such it is very essential that women are given hand holding support. This issue should be considered positively to reap the benefits of administration.

Against the topic - it is very wrong that men of family rule in place of the EWRs. The women has sworn the seeds, women bring up children, but the patriarchal society has binded the women within the four wall of family. Yes, there is little hesitation, but it cannot be considered that they lack capacity. Behind every successful man there is a woman, but no one saying this in the reverse manner. If the women are equipped through proper training, women can lead the administration very successfully. The men should not commit the mistake of underestimating the women.

The fifth group presented their observation as -

1. The group one has stressed that capacities should be there to avoid mal-administration and it is a way of harassing women. The patriarchal society regards women as a resource by regarding her as mother India and so on. Capacities can be gained through experience also and hence, the society has the responsibility to women participation.
2. The point of DG was stressed that there is no wrong in male members of family supporting the female members. The issue of male members helping the EWRs should be considered positively.

Ms. Shylaja summed up the entire activity and stressed that the activity of debate is very essential for a training in order to -

1. Involve all the participants.
2. Information sharing.
3. Lots of issues come to light by sharing in favour and against the issue.
4. It helps in understanding and enhances confidence.
5. There will be collective opinion gathered.
6. The facts and solutions for the problems can be found through debate.
7. Even an illiterate person can participate and share thoughts and feeling about the issue.

The day one was concluded with a task for the next day to read through the page numbers 40 to 45 from the handbook.

Day - 02

Recap

Recap of the activities and learning of previous day was facilitated by saying numbers. The participants were asked to tell numbers. To commence sharing of learning, the facilitator says one number and the participant with that number has to say about his learning and when that participant is finished, he / she tells another number and the participant with that number continues the sharing. This continues until all the participants have had their turn.

Socio-Cultural Construct of Gender: Gender, Sex and Patriarchy

The session was facilitated by Ms. S. N. Fathima. To commence the session a question was posed to the participants - “what is the percentage of women in this world?” and brainstorming was done to accumulate responses. After gathering the responses from the participants, following points were shared by the facilitator -

* Women constitute almost half of the population of World.
* Women do 2/3rd of the total work in the World.
* Half of the literate populace of the World is women.
* Women work and earn 1/10th of total income across the World.
* Women earn less than 1/10th of the property rights.
* Women constitute 70% of the World’s poor population.

There was discussion on the above mentioned points and doubts were clarified by the facilitator. Later, another question was asked - “what is the difference between sex and gender?” and the participants were brainstormed. After gathering the responses from the participants, the facilitator explained the meaning and differences between the terms ‘sex, gender and patriarchy’ by using a power point presentation.
The participants were divided into four groups. The group one and two were assigned to do role plays on the following subjects respectively -

1. The situation of a family where a third girl child is born.
2. The situation of a family where a male child is born.

The third and fourth groups were assigned with the responsibility to observe the process of role and present their observations in the larger group.

Both the groups presented the role plays very well and they brought in the local context in their plays. Then the facilitator explained that gender differences start from home and each and everyone should make efforts to stop these differences by bringing a change among them - "be the change you want to see in others" was stressed.

Then a cartoon movie clipping titled 'Impossible Dream' was showed to the participants and discussion was made with regard to the gender based and gender related roles and relationships.

**Consequences of Gender Inequality and Violence against Women**

The session was facilitated by Ms. Jyothi Muralidhar. The facilitator started the session with a brief introduction of statistics of crimes against women. Then brain storming was done to list the types of violence against women. Following points were shared by the participants -

* Forced restrictions.
* Harassment at workplace.
* House arrest.
* Doubting.
* Denying education.
* No opportunity to express opinion.
* Economic restrictions on working women.
* Physical and obscene exhibition of women.
* Forcing women for abortions.
* Trafficking in women.
* Discrimination towards the newly born female baby.
* Religious restrictions.
* Burn injuries.
* Harassment to the widows.
* Prostitution.
* Devadasi system.
* Honour killings.
* No support in family management.
* Obscene presentation of women.

The facilitator once again brainstormed the participants to get responses on reasons for Violence against Women. Following are the responses from the participants -

* Questioning by women.
* Nature of tolerating everything.
* Illiteracy and opposing nature of women.
* Selfishness of men.
* Social restrictions.
* Hesitation and inferiority complex among women.
* Men fear to give equal opportunity.
Women’s supportive attitude towards men.
Attitude of women to tolerate everything and to be good throughout life.
Fear of women towards attitude of society.
Lack of social security.
Lack of basic facilities.
Ms. Tara Sharma suggested that women experience violence because a woman is never thought as a human being. Instead she is treated as a commodity. This is the major reason for violence against women.

Then an activity was assigned to the participants. They were asked to answer a question in three sentences - “why is woman important?” and following are the responses from the participants -
- Women gives birth to another life, giving life to a child,
- she provides guidance,
- she is a women,
- she helps in decision making,
- there would be no life if there is no women,
- more patience,
- she is active in work,
- she is a symbol of peace,
- she teaches to be a model,
- she imparts knowledge,
- symbol of love and affection,
- she has trust and confidence,
- she is a good manager,
- she is strong,
- intelligent and she manages the time very well,
- she manages the family,
- she is a life partner,
- she is the eyes of the family,
- she is a goddess,
- she struggles for the well being of the family,
- she is the of the society,
- women is an inseparable part of the society,
- she is the foundation for life,
- she is a good leader,
- chief of the family,
- guidance to the children,
- she is equal to mother earth,
- she is the symbol of growth and revolution,
- she takes all the responsibilities, and
- She needs protection and security.
Ms. Tara Sharma expressed appreciation to the group of participants for giving such wonderful comments and said that in MP the response to this question was ‘woman is an object of sex’.

Later, the facilitator of the session Ms. Jyothi continued and concluded the session by using a power point presentation to explain the types of violence against women. She also discussed the role of EWRs in prevention of violence against women.

**An Energizer (The Island Game)**

After lunch, the participants were made to assemble outside in the ground. Five circles were drawn on the ground, which become smaller and smaller inside. The participants were asked to move around the circle. On getting indication from the facilitator, the participants should move into the next circle. The participants, who do not get space in the circle or who touches the line, are declared to be out. Since the interior circles get smaller and smaller, most of the participants get out and only one strong person would reach the middle and smaller circle. The game is known as ‘Island Game’. This depicts that there is a need of reservation to support the weaker and subjugated sections of society.

**Rights of Women, Human Rights, International Agreements and Role of EWRs**

The energizer activity was followed by the session on Rights of Women and Human Rights, which was facilitated by Dr. Yogamala, Consultant from ATI.

To commence the session, a documentary movie ‘Please Listen I have a Story to tell’ was shown. The short movie is about female foeticide. Then the facilitator started the discussion by gathering responses on the shown movie. Then she posed a question to the group that - “what are human rights?”. The answers were summarized in one statement - “the needed rights to lead the life are human rights”. It was also shared that “we are human beings and we cannot lead life like animals. Human rights are the rights required to lead the life like human beings”.

Universal Declaration of Human Rights (UDHR) is the basis / foundation for human rights. Convention on Elimination of Discrimination against Women (CEDAW) is another international agreement explained by the facilitator.

UDHR defines the following human rights -

1. **Rights of Citizen** - right to life, right to speak, right to express, right to education, food, health, right to question, right to practice religion of choice.
2. **Political Rights** - right to vote, right to equality, right to administration, right to information, right to elect representatives, right to grow.
3. **Social Rights** - right to assemble, right to deliver children, right to form association, right to entertainment and rest, right to family and religious life, right to privacy, right to be free from slavery.
The facilitator discussed and explained the following Provisions related to Women in India -

- **Article - 15**, which speaks about equality.
- **Fundamental Rights.**
- **Prohibition of Dowry Act** - what is dowry? Dowry is all the valuables given by girls / families to the groom at the time of marriage. These can be with or without force. The Act says that giving and taking dowry is an offense. The Act provides for punishment upto seven years if Sec 498A of IPC is included in the FIR. The punishment depends on the usage of IPC sections along with the provisions of the Act. The Act provides for punishment of five years imprisonment along with a fine of upto fifteen thousand rupees. The Court can also recover the dowry given at the time of marriage or it can take the maximum amount (either dowry or Rs. 15000/-, whichever is higher) or it can recover both dowry amount as well as Rs. 15,000/-. Sec 304 B of IPC deals with the dowry death. If a woman dies unnaturally within seven years of marriage, it is considered as dowry death.

- **Payment of Equal Wages Act** - equal wages to be paid to both men and women. There should be no discrimination while giving promotion / transfers / capacity enhancement. Otherwise there is fine of Rs. 15,000 to Rs. 20,000/- or three months of imprisonment or both and in the context of habitual repetitions, the punishment can be extended upto one year.

- **Domestic Violence Act, 2005** - marriage means both male and female should be unmarried and even exchange of garlands is also considered to be married. There will be a protection officer, who should be informed about the domestic violence. The protection officer has to report to the court. The punishment ranges from fine of Rs. 20,000/- and one year of imprisonment. This is the non bailable offence. The protection officer will be based at the taluk level, who is the CDPO. Domestic violence in the first instance is concerned by the violence committed by husband and his family members, but violence committed by any man in the family can also be brought under the Act.

- **Maternity Benefit Act** - was passed in 1960 and Amendment was made in 2007. The women should be provided with 12 weeks of leave with full payment when a woman delivers a child. Six weeks of leave in case of abortion should be granted. If not provided, punishment of three months or fine of Rs. 500/- is imposed.

- **Child Marriage Restraint Act, 2006** - child marriage is the marriage below the age of 18 years for the girls and below 21 years for boys. The marriage is considered to be child marriage even if the boy or girl is minor. If both are minor at the time of marriage, they are sent to Protection Home.

- **Sexual Harassment Act, 2010** - define sexual harassment - having sex with wife without her consent, immoral behavior, harassment at work place, touching against
her will, talking illicitly with women, taking obscene pictures of women, using abusive words and looking at private parts of women’s body, talking without any reasons, unwanted invitations, forced rape, touching body in different guises, outrage of women’s modesty, representing a woman in an indecent manner constitute sexual harassment. IPC sections like 354 and 376 can be used along with the provisions of the Act. The punishment is upto two years rigorous imprisonment along with the fine of Rs. 10,000/-.

* Women’s Property Rights - property rights are needed to women. The women were not having any property rights prior to 1936. She was only eligible for alimony. The unmarried girls were only eligible to get the expenses meant for marriage. Hindu Women’s Right to Property Act, 1937, was the first initiative that recognized women. As per this Act, the widow was eligible to get the property meant for her husband. But, the widow did not have any right to sell this property and she lacked right on immovable properties like land. In 1956, Hindu Succession Act was passed and the Act removed all the restriction under the 1936, Act. This Act gave complete hold on the property that she gained on losing her husband. In 1937, the concept of Stree Dhana was introduced.

In 1992, an amendment was made to the Hindu Succession Act. As per this Amendment, women had equal rights in property sharing with men. In 2005, another Amendment was brought in. as per this Amendment, the concept of will was brought in.

After the explanation of the above, the facilitator divided the participants into groups and asked to discuss about the means to prevent violence against women. Each group was given one Act to discuss on and the groups had to present atleast five points. Following are the presentations by the groups -

* Dowry Prohibition Act
  - We need to tell the girls not to get marry with the people who demand dowry.
  - Measures to ensure protection to the girls through collectives.
  - Awareness about the Act through media and other publicity materials.
  - Awareness on the Act to the families of both boys and girls.
  - To register complaints in case of demand of dowry.
  - Efforts to prevent dowry with legal help.

* Property Rights
  - Awareness on the rights to the people, especially girls through Legal Aid Cell.
  - Provide free legal aid to the aspirants.
  - As far as possible solving the problems through Negotiation.
  - Motivate the family members to share the property
  - Awareness generation.

* Child Marriage
  - Awareness generation through various means and street plays.
- House visits to sensitize the families.
- Information and prevention of child marriage with the help of Anganwadi teachers, GP and general community.
- Registration of date of birth with the schools.

**Sexual Harassment**
- Suggestion from the mothers to the girl children.
- Training to the adolescents
- Awareness through street plays and other means.
- Prevention of harassment by the teachers.
- Awareness generation in the public places.
- Awareness generation in the schools and keeping a complaint box in the schools.
- Promotion of girls’ toilets in the rural areas.
- Awareness generation.
- Immediate medical testing after rape and maintain documents.
- Generating the list of illicit and abusive language and orientation to the community and conducting social audit in this regard.

**Payment of Equal Wages**
- Look if MGNREGA is implemented in all the GPs.
- Ensure equality in payment of wages.
- Inform Department of Horticulture to get employment to the women.

**Maternity Benefit**
- Awareness generation.
- Measures to eliminate stress.
- Sensitization about punishment.
- Discussion in the Social Justice Committees.

**Domestic Violence**
- The Social Justice Committee has lots of responsibilities.
- Counseling should be done along with the Social Justice Committee.
- Impart information about the legal measures.
- Role of women is very essential and hence, women should be sensitized.
- Rehabilitation to the victims through Santwana Kendra.

The above activity was very exciting wherein all the participants were enthused to share their measure and there was deep discussion with regard to the suggested measures.

**An Energizer (The Game of Hercules, Tiger and Goddess)**

Since it was almost 6 ‘O’ clock, in order to energize the participants, they were made to play the game of Hercules, Goddess and Tiger. The participants were divided into two groups. The instructions were as follows - Hercules has the power to kill the Tiger, Tiger has the power to kill the Goddess and the Goddess has the power to kill Hercules. The groups to identify a leader and there should be discussion among the group member to identify what the group represents, whether Tiger, Hercules or Goddess. Based on the strengths of Tiger, Hercules and Goddess, the groups were allotted points. For example, if group one says that they are Hercules and group two says that they are Tiger, group one will be given one point because Hercules has the power to kill the Tiger.
Aspects to be Considered by EWRs in Ensuring Nutrition of Family and Community

In order to orient the participants with the importance of nutrition to women, a small session on Nutrition was facilitated by Ms. M. C. Shylaja through a quiz. The participants were divided in four groups and the groups to have their name and a leader. The leader should discuss among the group and provide answers to the questions. The facilitator gave explanation to the answers for the better understanding of the participants. The questions for the quiz that were used during the session are enclosed as Annexure - 05.

Day - 03

Recap

To commence the activities of the day a recap of the previous day’s learning was done through the game of ‘Mind Mapping’. The participants were divided into two groups and provided with a brown sheet. They were to write the learnings of previous day in the form of a tree. The major theme of the previous day’s sessions became the trunk of the tree, the sessions become the branches, the main topics in the session become the twigs and smaller aspects of discussion and learning become the leaves. This activity ensures participation of all the members in the team in drawing one or other part of the tree. The additional activities like, recap, games, exercises, etc., became fruits and flowers in the tree. After completing the task in the groups, they had to make presentations in the larger group.

Gender Mainstreaming

The session on ‘Gender Mainstreaming’ was facilitated by Ms. S. N. Fathima. The session was facilitated through a movie clipping, brainstorming and case study reading.

What is Gender Mainstreaming?

• Equality between men and women.
• Open discussion of problems.
• Impart information about discrimination.
• Economic co-operation.
• Empowerment of women.
• Social and emotional change.
• Removal in the social, cultural restraints.
• Improvement in all stages.
• Sharing of experiences.
• Encouragement through laws.
• Creation of a new society.
• Improvement in gender sensitivity.
• Awareness through audio-visual media.
• Participation in all stages.
• Freeing women from lower status.
• Social concern.

Why Gender Mainstreaming?

• To remove inequality and take up equality.
• To provide social justice.
• To change the attitude of men.
• To bring the women ahead in all spheres and in all stages.
• Women should lead life independently.
• For women empowerment and to enhance capacities.
• To lead the life of happiness.
• To undertake increased achievement.
• For the economic development of the family, for solving the problems.
• For the improvement of the society.
• For the overall development, to remove class structure from the society.
• To find an identity, satisfaction and happiness.
• To take up religious activities independently.
• For the human development.
• To participate in the social attitude.
• To abide by the rules of nature.
• To take up equal responsibilities in the family.
• To provide relief to the women, who have suffered pains.
• To initiate measures from our end to promote gender equality.
• To optimally utilize the available opportunities.

How Gender Mainstreaming?

• By providing sex education and staying away from blind beliefs.
• By encouraging the support services.
• Gender sensitization through media and other activities.
• Through educational and legal support.
• Awareness for both men and women.
• Awareness and information to both, men and women, in the Ward and Gram Sabhas.
• By providing additional opportunities.
• A feeling of equality among men and women.
• Encouraging women in any of the activities and providing training at all levels.
• By creating a good and friendly environment.
• Incorporating this issue in education and bringing in a psychological change in the society.
• By proposing the issue in the public meetings.
• Taking up gender workshops at the village levels.
• Workshops on gender budgeting and component of women.
• Through special schemes and reservation.
* By providing opportunity to take up own decisions.
* By bringing in personal change.

**Women Empowerment - Supports and Challenges**

The session on Women Empowerment was facilitated by Ms. K. S. Vimala, Vice-President, Janavadi Mahila, Sanghatane, Bangalore. At the start of the session, the facilitator got introduced to the participants. The facilitator took up the present burning issues to make the participants understand the importance of women empowerment. The issue of honour killing of Abalawadi village of Mandya district was discussed in detail and role of the GP was analyzed. The entire session was interactive wherein the facilitator took live incidences for discussion and invited responses from the participants.

**An Energizer (Leader Driving the Vehicle)**

The participants were made to stand in a circle and identify a leader. Then the participants would sit down in their respective places and form a circle. The leader comes out of the circle and is ready to ride a vehicle. He would go around the circle and pick up passengers (may be five or six) and goes round the circle. At a point the leader says stop and the leader and the passengers behind him should identify the empty place and sit down. The person, who is left without any place becomes the leader and drives any vehicle to pick up passengers. This continues until all the participants in the circle would have their turn of either running behind the leader or becoming a leader to ride a vehicle.

After the activity, the participants were asked to share their learnings from the game.

**Increasing Women’s Participation in Decision Making**

Ms. Jyothi Muralidhar facilitated the session. The facilitator commenced the session with a question -

* It is difficult to take decisions? Why?

The participants responded as below-

* Atmosphere of fear.
* Illiteracy.
* Lack of experience.
* Need to listen to the heads.
* Necessity.
* Lack of information.
* Lack of support.
* Fear of taking abuses.
* Political hostility.
* Lack of attitude to be united.
* Lack of quorum is another issue
Why do we depend on certain people’s words?

- Good qualities in the person and a model in the society.

In that case, what qualities should we adopt / practice in order to become a model to others?

- We should go to the level of lower categories.
- We need to understand the actual situation.

How can women come out of all the obstacles?

- An example of Kaulande (having a bus stand and using force) was shared by the participants. Kaulande is a place dominated by one particular community. This place being a centre to many other villages was in need of a bus stand. When the GP member struggled and got the approval for a bus stand, the dominating community opposed and used force to prevent the construction of bus stand. The GP member, to answer to them also threatened them of bringing force and also did it. Then the dominating community stopped its opposition. But, once the people force gathered by the GP member returned back, this community again started their opposition.

Like this the session was interactive wherein the participating members shared their problems of working in the field and sought suggestions from the team. Since the facilitator of the session was herself a EWR, was able to suggest mechanisms from her field experiences.

**Conflict Management, Problem Solving, Negotiation and Persuasion**

The session was facilitated by Mr. S. A. Ashraful Hasan, the Director of ANSSIRD. After a brief introduction to the topic by the facilitator, a problem solving activity was assigned to the participants.

**Problem Solving Game of Sticks** - the participants were divided into five groups and each group was provided with six small sticks. They were assigned the task to use all the sticks and make a triangle. The condition is that this triangle should be visible from all the directions. The participants were given five minutes to complete this task. One group completed the task, which is to make a prism. Another group raised objection that instructions were not clearly given. The facilitator utilized this situation and explained how conflicts arise. The facilitator also explained that every day a human being has to perform various roles our thoughts effect and reflect in our decision making. This happens every day and in each aspects of life.

**Role Play** - the participants were divided into four groups. Two groups were assigned the following situations to perform role play and other two groups
were assigned the responsibility to observe and present their observations in the larger groups -

- A situation of conflict in a village with regard to the sanctioned road to the locality of Scheduled Castes
- A conflict situation wherein few girls have to be taken out of village for the purpose of training.

Both the groups performed the role play very well wherein they brought true circumstances of the field. The group two especially was very effective wherein they highlighted the issue of trafficking in women and children. Later, the facilitator explained how the conflicts arise in the community and the skills necessary to address such situations. The facilitator explained the following aspects through a power point presentation -

- Meaning, causes and components of conflict.
- Differences between conflict prevention, conflict management and conflict resolution.
- Various styles of conflict resolution - avoidance, accommodating, compete: win / lose, compromising, problem solving or collaborating.
- Skills necessary for resolving conflicts.
- Steps for problem solving, negotiation and persuasion.

The session was interactive and activity based. To conclude the session, the game of juggling balls was played -

**Juggling Ball Game** - the participants were divided into two groups and were made to stand in two opposite line. The facilitator starts by throwing the ball to someone in the line, saying their name as they throw it. The catching and throwing the ball continues until a pattern is established for the group. (Each person must remember who they have thrown it to.) Once everyone has received the ball and a pattern is established, the facilitator introduced few more balls, and several balls being thrown at the same time. This created confusion among the participants and they start dropping the balls.

After the game, the facilitator concluded the session by stressing the fact that one should exhibit the conflict resolution skills to address the problems and confusions.

**Day - 04**

**Recap**

The recap of the previous day’s learning was conducted through passing the paper ball game. The participants were divided into two groups and a paper ball was given to one participant. The participant has to share an aspect of previous day’s learning and pass the ball to a participant of opposite team. Ball should be thrown to the participant, who has not spoken. Another thing to be kept in mind is that the learning should be shared in the sequence of the activities conducted in the previous day.
Role of PRIs in the implementation of Development Programmes

The session was facilitated by Ms. M. C. Shylaja. The participants were divided into five groups on the basis of ingredients required to prepare ‘tea’. Each group was provided with eight cards. The cards contained the information on different development programmes. The cards provided were jumbled and the teams had to find the cards required to complete the set of eight cards on one particular scheme.

The teams were allotted the following programmes -

1. Water team to collect information on Education.
2. Milk team to collect information on MGNREGA.
3. Spices team to collect information on NRHM.
4. Tea Powder team to collect information on ICDS.
5. Sugar team to collect information on TSC.

Later, the teams were allotted a group discussion and after the discussion in the small groups, they had to make presentation in the larger group. The teams had to present on the activities that can be undertaken at the GP level with regard to the allotted subject / programme / scheme.

1. The Water Team had to present on Education - Right to Education Act and SSA.
2. The Milk Team presented on MGNREGA.
3. The Tea Powder Team presented on Management of ICDS at the GP level. There are six services under the Scheme.
4. The Sugar Team presented on TSC.
5. The Spices Team presented on NRHM.

The following are the highlights from the presentation of the participants -

Water Team - Education (Right to Education Act and SSA):
- SDMCs should be formed in all the schools at the GP level and there should be discussion in the quarterly meetings of SDMC members and secretary.
- Initiating measures to bring back the drop out children to the schools.
- Monitoring the Mid-Day Meals.
- Conducting the Samudrayadatta Shale (School towards Community) programme.
- Measures to combat child marriage and child labour.
- Providing basic infrastructure facilities to the schools.
- Conducting the children’s Gram Sabha every year without fail and addressing the problems of the children.
- Letters / discussions / consultations with the officials with regard to the problems of education.
- Ensuring household education to the Children with Special Needs.
- Distribution of scholarships and other materials to promote the education of backward and down trodden communities.
Sanjeevini (Tea Powder) Team - Role of GP in the effective implementation of ICDS

- Achieving cordial relationship between the Bala Vikasa Samiti formed at the Anganwadi level and the Village Health and Sanitation Committee formed at the GP level.
- Measures to make the GP earmark funds for Anganwadi activities in its annual budget.
- Accumulating resources along with the community, which are necessary for the pre-school activities. For example - dolls, play things and charts, etc.
- Preferences to the beneficiaries from BPL families while conducting health check-ups.
- Extending co-operation during the immunization camps.
- Extending financial support to the beneficiaries eligible under the Bala Sanjeevini Scheme.
- Imparting awareness and information to the parents of the children, who drop out.

Sugar Team - Total Sanitation Campaign (TSC)

- Discussion in the general meetings of the GP.
- Awareness generation in the Ward / Gram Sabhas.
- Awareness generation rallies and processions by GP, in co-ordination with other organizations.
- Distribution of pamphlets to the households.
- Wall writings about TSC in the public places.
- Awareness jathas by the school children.
- Awareness through and among the SHGs.
- Cut in the extension of basic necessities to the houses without toilets.
- Visit to individual household women to orient about the importance of toilets.
- Awareness generation through street plays about the construction of toilets.
- Extending monetary benefits of Rs. 3000/- to BPL and Rs. 2000/- to APL families.
- Information about model GP as per the TSC.
- Construction of drainages in the village.
- Shifting the waste pits of the villages.
- Promoting cleanliness around the schools and anganwadis of the villages.
- Cleaning the water tanks.
- Using bleaching powder to clean the slum / dirty areas.
- Prevention of open defecation during nights.
- Construction of community toilets.

Spices Team - National Rural Health Mission (NRHM)

- Supply of hygienic drinking water in the village (periodic cleaning of tanks and other means of drinking water).
- Ensuring sanitation in the village (having drainages, disposal and management of waste, toilets, etc.).
- Monitoring of ASHA workers (attendance, time, functioning).
- Awareness generation on health in the Ward / Gram Sabhas.
• Constitution and capacity enhancement of Health / Sanitation Committee. Ensure measures to have 50% women representation.
• Ensure compulsory presence of Primary Health Centre at the GP level.
• Ensure institutional deliveries of all the pregnant women.
• Awareness generation among the school children about personal hygiene and community health.
• Conduction free health camps.
• Information on the health schemes of government (Madilu Scheme, Tayi Bhagya, Delivery Incentive, Bhagya Lakshmi Scheme, etc.).
• Awareness generation on importance of breast milk to the new born.
• Awareness generation on nutrition (information sharing on nutritious food provided in the Anganwadi, Vitamin Supplements, and food habits).
• Ensure monitoring of immunization and vaccination to the pregnant women and children.
• Sensitization on health and sanitation through wall writings, pamphlets, street plays, jathas and rallies and other means.
• Sensitization about the importance of kitchen garden.

**Milk Team - MGNREGA**

• Information about MGNREGA to the village dwellers through wall writings, pamphlets, tum tum, and Gram Sabha.
• Registration of the eligible beneficiaries - provide job cards.
• Identifying necessary / eligible works during the Ward / Gram Sabhas.
• Accepting application of employment and defining / deciding upon the works.
• Prohibition of contractors.
• Non-usage of machines in the works, which can be done manually. This has to be implemented.
• Co-ordination of GP with other Departments to identify eligible work assignments - Department of Agriculture (construction of check dams, etc.), Department of Horticulture, Forest Department, Department of Education, Department of Women and Child Development, and others.
• Monitoring with regard to the payment of wages to the beneficiaries under the Scheme through bank accounts.
• Monitoring of payment of unemployment incentives to the beneficiaries, who do not get jobs within 15 days of submitting applications.
• Ensuring that the Scheme is not misused.
• Ensuring conduct of social audit in the presence of community.

During the presentation the practical experiences of the EWRs were also shared.

**Challenges for Communication and Networking between PRIs, SHGs and CBOs and Strategies to Address**

Mr. Achyuth Rao, a NGO person, facilitated the session with the help of a power point presentation and few activities and exercises.

The participants were divided into four groups. One member from one group was called and the rest of the group members were sent out. The participant inside the hall was shown a picture of a woman travelling in a train and the participant had to explain what she
saw in the picture to another person called in from outside. She had to explain without any words and the other participant has to understand without speaking.

Through this activity, the facilitator explained about various forms of communication. Following are the aspects that were explained by the facilitator with the help of power point presentation -

- Meaning and definition of communication.
- The need of learning effective communication.
- Ways and methods of learning as per human psychology - 10% by reading, 15% by hearing / listening, 20% by seeing and 55% by speaking.
- The concept, purpose, process and importance of communication skills.
- Important aspects of effective communication.
- Threats for effective communication.

During the session, the facilitator stressed that being angry, wasting time and pride are the three enemies of 21st Century. He highlighted the following definitions to lay stress on effective communication skills -

- Contradiction is the Lowest form of Intelligence - *Khalil Gibran*
- Every success needs three important factors - honesty, trust and continuous efforts - *Aristotle*

Another activity was conducted during the session. 10 volunteers from participants were invited. These ten members have the responsibility to communicate and they were asked to invite another ten members, who can listen to them. The members who work on instructions (followers) were separated from the members who make the work happen by telling (directors). The directors should stand 10 ft away from the followers and make the followers draw the picture that was given by the facilitator by giving instructions. The directors should not show the picture to the followers. After about five minutes, the pictures drawn by the followers were verified. Efficacy of our communication can be understood through this activity.

**Skill Building for Good Governance - Confidence Building and Leadership Qualities**

Mr. Vadiraj, a management trainer from Bangalore facilitated the session. The facilitator started the session with a question - what are the leadership qualities?

Responses from participants were gathered and listed separately in the following order -

<table>
<thead>
<tr>
<th>Skills</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Education / Knowledge</td>
<td>Patience</td>
</tr>
<tr>
<td>Understanding</td>
<td>Sincerity</td>
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<td></td>
<td>Trust and Affection</td>
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<td>Responsibility</td>
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<td></td>
<td>Decision</td>
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<td></td>
<td>Courage</td>
</tr>
<tr>
<td></td>
<td>Goal and Vision oriented</td>
</tr>
<tr>
<td></td>
<td>Time Management</td>
</tr>
<tr>
<td></td>
<td>Self Confidence</td>
</tr>
<tr>
<td></td>
<td>Leadership in a Team</td>
</tr>
</tbody>
</table>
The facilitator showed the picture of Mahatma Gandhi holding a stick and following a child, which reflects the thought that a leader is being lead by another leader. True knowledge lies in the benchmarking.

An activity was conducted. The participants were asked to lift their hands up. The participants were instructed to clap on the command of the facilitator ‘go’. But, in practice the facilitator did not give the command, but still the participants clapped on looking at him. This indicates that most of the things are learnt by seeing. Following are the aspects that were highlighted during the session -

* ‘Walking your talk’ is the most important lesson of leadership as stressed by the facilitator. The definition of self confidence proposed by the facilitator is that - true self confidence is a realistic belief or expectation of achieving success. Self confidence is not what you hope to do, but what you realistically expected to do. It is not what you tell others, but your innermost thoughts about your realistic capabilities. It is not pride in past deeds, but a realistic judgement about what you are able to do.
* Only attitudinal change brings in leadership among a person.
* Self efficacy is a realistic belief or expectation about achieving success on a specific task in a specific situation. Self efficacy is largely impacted by personality.
* Ego is our conscious level, Super Ego is sub-conscious and Id is unconscious.
* Training is sowing the seeds of information. Training is bringing to conscious level from sub-conscious level.

Later, the story of re-birth of an eagle was shown as a short film. As per this film, the eagle survives for 70 years, but to achieve this life span it struggles hard in its 40s. The learning aspect from this short film is that best results are achieved only after struggle and hard work and of course, perseverance is very essential. This was followed discussion on leadership qualities.

**Leadership Qualities**

Before understanding the qualities, it is essential to understand that attitude is the most important thing in leadership.

As per Stephen Covey, the leadership qualities are -

*(8th Habit - the Nature of Leadership Movie)*

* Leaders see others. A good leader sees the forest as well as the trees.
* Leaders see the connection.
* Leaders involve people and encourage ideas. Do not give direct solutions for the problems; instead lead the people to find solutions.

Later, a short clipping ‘Lead India’ was shown. This is a short clipping which highlights the efforts of a child, who becomes a leader. A large trunk of a tree falls in between the road and the entire traffic get jammed and rain worsens the situation. A politician caught in the traffic arranges separate vehicle for him, the police would have a happy nap. A small school going child comes ahead to remove the trunk, which is hundred times larger than the child. Looking at him, the children playing around join hands. Later, the youth travelling in buses and other vehicles joins. The joint efforts of many of the gathered people results in taking out the trunk from middle of the road and smoothens the traffic. Finally, the child is regarded to be the leader and he gets applaud.
The learning from the clipping is that ‘leadership is increasing the circle of influence based on circle of concern’.

Recap

Since the day five would be the busy day with concluding activities, the recap of the day was conducted at the end of fourth day of the training. The participants shared their learnings from the day one by one.

Day - 5

Development Indices to Assess Development

The Session on HDI and HDR was facilitated by Ms. Shylaja by using the power point presentation that contained statistics and HDI of districts of Karnataka. Following are the aspects covered during the session -

- Concept of economic development or human development.
- Economic development V/s. human development.
- The ways and means to achieve human development.
- Brief about the commencement of Human Development Report by Mahaboob-ul-Haq.
- Three aspects of Human Development.
- The position of India in the HDR of 2011, which is 134.
- The reasons for India’s backwardness in HDR were also discussed during the session.

Other aspects that were discussed during the session include gender inequality indices of 2010, HDI of Indian States during 2011, wherein Karnataka stands in 10\textsuperscript{th} position. Highlights of HDR of Karnataka for the year 2005 were also discussed.

There was intense discussion on the question - Does a newly born child pay tax?

Gender Budgeting

The session was facilitated by Dr. Navitha Thimmaiah, Asst. Prof. in the Department of Economics and Co-operation, University of Mysore. The facilitator explained the following issues with the help of a power point presentation -

- Meaning and definition of Gender Budgeting, which means - considering the budget of government with a gender perspective and it is not restricted to women only. It is a consolidated process.
- Australia was the first country to develop a gender sensitive budget with the Federal Government publishing it in 1984.
- Journey of Gender Budgeting in India during the Five Year Plans.
- Evolution of Gender Budgeting in Karnataka.
- Five Step Framework for Gender Budgeting - situational analysis, policy assessment, adequacy of the budget, monitoring, and impact assessment.
- Chiranjeevi Yojana of Gujarat was discussed in detail during the session.
Preparation of Action Plan
The participants were divided into five groups and allotted subjects as follows -
1. Samata team - Education
2. Samruddhi team - Health
3. Pragati team - Livelihood
4. Samskruti team - Nutrition
5. Sugama team - Water and Sanitation

Following is the format utilized for the preparation of action plan during the ToT -
1. Define Goal and Objectives.
2. Define the Indicators

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities</th>
<th>Stakeholders</th>
<th>Funds</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Below is the prepared action plans by the teams -

**Team - 01 (Samata) - Education**

**Members**
Ms. Sumathi, Ms. Prema, Ms. Mouli, Ms. Rajeshwari, Ms. Puttamma, Mr. Siddu Swamy and Mr. Raja Hunsur

**Goal**
Developing the Education Indices

**Objectives**
- Improving the educational status of girl children and women

**Indicators**
- Increased rate of admission / attendance / retention.
- Decrease in the rate of school dropout in high school.
- Increase in the rate of female literacy.
- Increased community participation.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities</th>
<th>Stakeholders</th>
<th>Funds</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Admission campaign in all the school limits - pamphlets, posters, banners, jatha and procession, house visits, etc.</td>
<td>SDMC, GP, Teachers, CBOs, Children and others.</td>
<td>Rs. 25,000/-</td>
<td>GP, SDMC, Community.</td>
</tr>
<tr>
<td>03.</td>
<td>Organizing meetings of out of school children parents and awareness programmes.</td>
<td>GP, Department of Education, SDMC.</td>
<td>-</td>
<td>GP, SDMC.</td>
</tr>
<tr>
<td>04.</td>
<td>Providing play things and sports materials to the school children.</td>
<td>GP, Department of Education, SDMC.</td>
<td>-</td>
<td>GP.</td>
</tr>
<tr>
<td>05.</td>
<td>Development of drinking water and toilet facilities in the schools.</td>
<td>GP, Department of Education, SDMC.</td>
<td>-</td>
<td>GP, SSA, etc.</td>
</tr>
<tr>
<td>No.</td>
<td>Activity Description</td>
<td>Responsible Authority</td>
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<tr>
<td>06.</td>
<td>Organization of at least two training programmes annually for the SDMC members.</td>
<td>GP, Department of Education.</td>
<td>-</td>
<td>Department of Education, GP.</td>
</tr>
<tr>
<td>07.</td>
<td>Civic Amenities Committee of the GP would organize a co-ordination meeting with the</td>
<td>GP.</td>
<td>-</td>
<td>GP.</td>
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<tr>
<td></td>
<td>SDMC at least once in three months.</td>
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</tr>
<tr>
<td>08.</td>
<td>Providing skill oriented education to the girl children.</td>
<td>GP / SDMC, Department of Education.</td>
<td>-</td>
<td>RMSA, SSA.</td>
</tr>
<tr>
<td>10.</td>
<td>Special awareness programme for the parents / guardians of girl children.</td>
<td>GP / SDMC, CDPO, Department of Education, Department of Health and Officials.</td>
<td>-</td>
<td>GP / SDMC.</td>
</tr>
<tr>
<td>11.</td>
<td>Activities to increase female literacy rate - taking up the responsibility of ‘Sakshar</td>
<td>GP and Lok Shikshan Samiti.</td>
<td>-</td>
<td>GP and Lok Shikshan Samiti.</td>
</tr>
<tr>
<td></td>
<td>Bharat’ programme - conducting meetings of volunteers and motivators, capacity</td>
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<td></td>
<td>enhancement of Lok Shikshan Samiti.</td>
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<tr>
<td>12.</td>
<td>Organizing awareness and sensitization workshops for the SHGs / youth clubs and</td>
<td>GP, SDMC, CBOs.</td>
<td>-</td>
<td>GP, NGOs.</td>
</tr>
<tr>
<td></td>
<td>representatives of various CBOs under the scope of GP.</td>
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<tr>
<td>13.</td>
<td>Awareness programmes in the community - street plays, video shows, pamphlets,</td>
<td>GP members, SDMC, Department, NGO.</td>
<td>-</td>
<td>GP, Departmental Programmes.</td>
</tr>
<tr>
<td></td>
<td>posters, awareness through Ward / Gram Sabha and collectives of SHGs.</td>
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</tbody>
</table>

**Team - 02 (Samruddhi) - Health**

**Members**

Ms. Shruthi Puttaraju, Mr. Rajanna, Mr. Venkatappa, Ms. Metilda, Ms. Shwetha, Mr. K. S. Poddar and Mr. Girish

**Goal**

By 2014, for the overall development of Health sector the development of sub-factors by prevention of the following - MMR and IMR, contagious diseases, STDs and disabilities.

**Objectives**

Enhancing the health status of children and women
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities</th>
<th>Stakeholders</th>
<th>Funds</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Basic Survey (IMR / MMR, contagious diseases, HIV AIDS, STDs, Disabilities)</td>
<td>GP, Administrative Level, Field Officials of the Department of Health, Community, CBOs / NGOs.</td>
<td>Rs. 15,000/-</td>
<td>VHSC / GP.</td>
</tr>
<tr>
<td>II</td>
<td>1. Prevention of IMR and MMR</td>
<td>Pregnant women and lactating mothers.</td>
<td>Rs. 50,000/- for special workshops along with the services from the Department</td>
<td>VHSC / GP and Donations from the Community.</td>
</tr>
<tr>
<td></td>
<td>* Registration of the pregnant women.</td>
<td></td>
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<tr>
<td></td>
<td>* Routine and continuous prenatal health check up and provision of vaccinations.</td>
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<tr>
<td></td>
<td>* Encouraging institutional deliveries.</td>
<td></td>
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<tr>
<td></td>
<td>* Monitoring the supply of nutritious food supplements.</td>
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<tr>
<td></td>
<td>* Organizing nutritious food camps (every third Saturday).</td>
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<tr>
<td></td>
<td>* Special programmes for the prevention of child marriages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>2. Prevention of Contagious Diseases</td>
<td>GP, Community, Department of Health and Family Welfare, NGOs.</td>
<td>Rs. 50,000/-</td>
<td>VHSC, GP, Donations from the Community.</td>
</tr>
<tr>
<td></td>
<td>* Awareness and sensitization programmes.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>* Facilitation for the supply of clean and hygienic drinking water.</td>
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<tr>
<td></td>
<td>* Stress on the improvement of sanitation - construction and usage of household toilets, leaving fish lets in the places where dirty water gets deposited, health check up camps, distribution of free medicines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>3. Prevention of STDs</td>
<td>Community, Department of Health and</td>
<td>Rs. 50,000/-</td>
<td>DAPCU, GP, Community.</td>
</tr>
<tr>
<td></td>
<td>* Awareness and sensitization programmes.</td>
<td></td>
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</tr>
</tbody>
</table>
* Counseling programmes.  
* Generating awareness about ART, ICTC, and OVC Schemes.

<table>
<thead>
<tr>
<th>Family Welfare, CBOs / NGOs.</th>
</tr>
</thead>
</table>

4. **Prevention of Disabilities**  
* Providing vaccination.  
* Providing tools and materials.  
* Rehabilitation of the existing physically challenged persons.  
* Helping the physically challenged to secure financial support.

<table>
<thead>
<tr>
<th>GP, Community / Department.</th>
</tr>
</thead>
</table>

**VHSC, GP, Department of Senior Citizens and Disabled Persons, GP, DRC.**

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**Team - 03 (Pragati) - Livelihood**

| Members | Ms. Yamuna, Ms. Neelamma, Ms. Tara Devi, Mr. Balasubramaniam, Ms. Kamalamma, Mr. Siddaiah, Ms. Neelambike |
| Goal | Increasing the standard of living. |
| Objectives | Increasing the per-capita income. |

**Indicators**  
* Generation of employment opportunities.  
* Encouraging household and small scale industries.  
* Encouraging agricultural activities.  
* Motivation to the animal husbandry activities.  
* Increasing the horticulture activities.  
* Providing the facilities for rural markets.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities</th>
<th>Stakeholders</th>
<th>Funds</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Family Survey.</td>
<td>CBOs, GP.</td>
<td>Rs. 3000/-</td>
<td>GP.</td>
</tr>
<tr>
<td>02.</td>
<td>Publicity, awareness programmes. environment creation at the Ward level.</td>
<td>Volunteers and Elected Representatives.</td>
<td>Rs. 5000/-</td>
<td>GP.</td>
</tr>
<tr>
<td>03.</td>
<td>Generating the list of beneficiaries.</td>
<td>GP, Official level, Elected Representatives and CBOs.</td>
<td>Rs. 25,000/-</td>
<td>GP.</td>
</tr>
<tr>
<td>04.</td>
<td>Training to promote household industries - tailoring, candle making, basket making, agarbathi making, chat preparation, etc.</td>
<td>Beneficiaries from BPL (women and young girls). 40 candidates from SHGs, Stree Shakthi Groups.</td>
<td>Rs. 25,000/-</td>
<td>TP, Department of Industries, NGOs, Department of Agriculture.</td>
</tr>
<tr>
<td>05.</td>
<td>Agricultural activities - agricultural materials, organic manure, sowing seeds.</td>
<td>Agricultural women (50 members).</td>
<td>Rs. 1,00,000/-</td>
<td>Department of Agriculture.</td>
</tr>
<tr>
<td>06.</td>
<td>Animal husbandry - cows, sheep / goats, poultry, pig, etc.</td>
<td>Agricultural women (50 members).</td>
<td>Rs. 11,00,000/-</td>
<td>Department of Animal Husbandry,</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Activities</td>
<td>Stakeholders</td>
<td>Funds</td>
<td>Sources</td>
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<tr>
<td>--------</td>
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</tr>
<tr>
<td>01.</td>
<td>Generating awareness.</td>
<td>Mothers and general public.</td>
<td>Own resources.</td>
<td>Panchayath.</td>
</tr>
<tr>
<td>02.</td>
<td>Health check-ups.</td>
<td>Children from the community.</td>
<td>Estimated cost from the Department of Health</td>
<td>Department of Health.</td>
</tr>
<tr>
<td>03.</td>
<td>Providing disease control vaccinations.</td>
<td>Pregnant women, lactating mothers and children.</td>
<td>Estimated cost from the Department of Health</td>
<td>Department of Health.</td>
</tr>
<tr>
<td>04.</td>
<td>Providing nutritious food supplements.</td>
<td>Eligible beneficiaries.</td>
<td>Rs. 1000 x 5 = Rs. 5000/- from the Department of Women and Child Development</td>
<td>Department.</td>
</tr>
<tr>
<td>05.</td>
<td>Bala Sanjeevini facility.</td>
<td>Mal-nourished children.</td>
<td>Upto Rs. 35,000/-</td>
<td>Department.</td>
</tr>
</tbody>
</table>

**Team - 04 (Samskruti) - Nutrition**

**Members**
Ms. Bhagya, Mr. Abubaquer, Ms. Manjula, Mr. Shivanna, Ms. Rukmini and Mr. Chandrashekhar

**Goal**
Bringing mal-nutrition to nutrition.

**Objectives**
* Proving nutritious food.
* Combating mal-nutrition by organizing health check up camps.
* Generating awareness through the CBOs.

**Indicators**
* Bringing the underweight children to normal level.
* Reducing the mal-nutrition level of pregnant women, lactating mothers and adolescent girls.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities</th>
<th>Stakeholders</th>
<th>Funds</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Increasing the ground water level of tanks and lakes and desilting the tanks.</td>
<td>Village dwellers, members of GP</td>
<td>Rs. 5,00,000/-</td>
<td>MGNREGA (GP), Shramadana, etc.</td>
</tr>
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</tr>
<tr>
<td>02.</td>
<td>Rain water harvesting and usage of harvested water -</td>
<td>SHG / Youth Clubs, NGO / ASHA workers, Department Officials, members of Water and Sanitation Committee.</td>
<td>Rs. 16,00,000/-</td>
<td>MGNREGA (IEC), ZP / TP, Schemes related to drinking water (ZP).</td>
</tr>
<tr>
<td></td>
<td>* Agricultural ponds / soak pits.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Bore wells</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Re usage of rain water falling on the terrace of government / private buildings.</td>
<td></td>
<td></td>
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<td></td>
<td>* Awareness on importance of water through pamphlets, wall writings, street plays, jathas and rallies, orientation in Ward and Gram Sabhas.</td>
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<tr>
<td></td>
<td>* Construction of over head / mini tanks.</td>
<td></td>
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<tr>
<td></td>
<td>* Management of installed meters for examining quality of water.</td>
<td></td>
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</tr>
<tr>
<td>03.</td>
<td>Control of water borne diseases -</td>
<td>SHG / Youth Clubs, NGO /</td>
<td>Rs. 25,000/-</td>
<td>GP (own resources).</td>
</tr>
</tbody>
</table>
### Feedback and Evaluation of the Training

The participants were provided with the post test questionnaires (enclosed as **Annexure - 06**) followed by the filling of feedback forms (enclosed as **Annexure - 07**) by them. Highlights of the expressions of the trainees include -

- “There is a change in the perspective towards girl children and the male member of the family should join hands in doing the household work. The training could have been for three days in the first phase and with a gap of one or two weeks, three more days of training could have been arranged”.
- “We would inform this to other through our training programmes and we would incorporate the learning in our development programmes”.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities</th>
<th>Implementing Agencies</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>04.</td>
<td>Information sharing about the diseases.</td>
<td>ASHA workers, Department Officials, members of Water and Sanitation Committee.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Awareness on collecting clean and hygienic drinking water.</td>
<td></td>
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<tr>
<td></td>
<td>* Awareness with regard to the important relationship between water and health.</td>
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<tr>
<td></td>
<td>Effective implementation of sanitation -</td>
<td>SHG / Youth Clubs, NGO / ASHA workers, Department Officials, members of Water and Sanitation Committee.</td>
<td>Special schemes from the ZP.</td>
</tr>
<tr>
<td></td>
<td>* Compulsory construction of toilets including community toilets.</td>
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</tr>
<tr>
<td></td>
<td>* Awareness on personal hygiene.</td>
<td></td>
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<tr>
<td></td>
<td>* Promotion of eco friendly / environment friendly toilets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Construction of drainages, disposal of waste, shifting of waste deposits, prohibition of plastic.</td>
<td>SHG / Youth Clubs, NGO / ASHA workers, Department Officials, members of Water and Sanitation Committee.</td>
<td>Rs. 2,00,000/-</td>
</tr>
<tr>
<td>05.</td>
<td>Conservation of environment, importance of kitchen garden, growing trees and plants, usage of bio-gas, construction of fuel saving, usage of solar energy.</td>
<td>SHG / Youth Clubs, NGO / ASHA workers, Department Officials, members of Water and Sanitation Committee.</td>
<td>Rs. 10,00,000/-</td>
</tr>
<tr>
<td>06.</td>
<td></td>
<td></td>
<td>GP funds for informal means of fuel.</td>
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</tbody>
</table>

**Special schemes from the ZP.**

**MGNREGA, own resources, etc.**

**GP funds for informal means of fuel.**
• “We would give much more information to others and there could have been opportunity for the field visits during the training”.
• “Gender mainstreaming strategies and gender budgeting are the major learnings and the strategies would be adopted for improving the work in my field”.
• “At the GP level the male members would be oriented with regard to gender equality and development of women. The training was good. We would sensitize the men that the development of the society / nation can be achieved through the development of women”.
• “Since the training was good it is not necessary to give suggestions, but a field visit could have added value”.
• “Trainings of this sort are necessary for the department officials too”.
• “There is no doubt about the quality of the training, but our request is that this type of training should be for more number of days. Kindly increase the number of days”.
• “The suggestion is that once again we should be called for this type of training and additional training should be provided”.
• “There was importance for the activities and I being a EWR, learnt about leadership qualities and violence against women. I also gained additional knowledge on gender equality”.
• “Subjects were good, but there was paucity of time. Time management could have been improvised”.
• “This being my first training, was very good. The training was conducted in an excellent manner. I hope to receive such trainings in future, which would guide me in my activities”.

Valedictory

Ms. Sathyavathi, CEO of Mysore ZP and Mr. Ashraful Hasan, Director of ANSSIRD were the guests for the valedictory. Ms. Shylaja extended welcome to the dignitaries followed by the brief introduction to the training programme. The teams presented the action plans prepared.

The presentations by the teams were followed by an address by the CEO, who said that ‘the field realities are totally different. I have not listened that the soft component of training is discussed in the GP meeting. I only see the differences expressed between the political and only problems of shifting / transferring or complaints with regard to street lamps, other development works. I have lost faith in the functioning of PRIs. I am basically a person who believes practically and wants to work in the field, but I have lost faith. We officials go away on transfers and it is the community that has to take a lead in addressing the practical problems. I would share my personal experience of K. R. Nagar hospital. I was complained for not cleaning the hospital premises. I told that I cannot come and sweep your house. The GPs lack information as to taking care of their villages. The representatives get elected for five years
and take much of the interest in their own personal gains. The women representatives only express their inability and lack of interest among them. The GP members will not be present in the Gram Sabha. These will be dominated by the middle men. I go and attend Gram Sabhas on surprise visits and understand the realities. Hence, it is our primary responsibility to present the soft issues in the GP and take measures to improve the circumstances. The GPs only complain about lack of funds inspite of getting large funds. Another major problem of the GP is of borewells, the GPs lack skills to manage. The GPs have lots of resources, but these are getting wasted and hence, it becomes our responsibility to make visits to Anganwadi, school, etc. We need to monitor each and every aspect. I am only a representative of the Government, it is your village and you need to think the better of your village. They complain of lack of funds for drinking water whereas the funds flow from various sources. This is practical aspect and to change these, the EWRs should play a major role. It is here that your role is very essential. This is an opportunity for you and you should think about means to improve the conditions in your GPs. You should generate awareness among the community. You should discuss each of the aspects presented in all the meetings at the community and GP level. The Gram Sabhas are conducted only for the sake of demand from the government. As far as the markets are concerned, the godowns are locked and the SHGs misuse the provisions by giving the space on rent. I am ready to give permission for various activities like Nandini milk shops and so on, but who is willing to come forward. The citizens are aware now and we need to make the product a marketable one and there should be tie ups. We conduct exhibitions and we find only items, which are very common like spices / artificial jewellery. And marketing is a skill. It is our biggest mistake that we want to promote everyone to be a business person. I know the few of the women, who have become entrepreneurs in the field of catering and mining / granite business. The SHGs of today take large amount of loan for consumption purposes. The problem in government schemes and programmes is that there is no follow up. You have a voice in the GP and you should take up the issue of women in each of the meeting. We define criteria and if the results do not match with the HDI requirement, we are thinking to stop the funds to such GPs. The new guidelines and parameters from the government have come and hence, we need to take immediate calls on soft issues. It is my request to you to share information about this programme with your spouse because their outlook differs from yours’ and hence, there should be convergence of attitude and thoughts. You should take up such issues and it is a tough task to make this happen, but if we work hard, we can achieve the result and the responsibility of taking this to the expected heights lies with you all.

The CEO later distributed the certificates to the participants to conclude the five days Training of Trainers.
### ANNEXURES

#### ANNEXURE - 01 - TRAINING SCHEDULE
(Date - 21st February to 25th February 2012)

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic / Subject</th>
<th>Facilitator / Resource Person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09.30 a.m to 10.00 a.m</td>
<td>Registration</td>
<td>Course Assistant</td>
</tr>
<tr>
<td></td>
<td>10.00 a.m to 11.00 a.m</td>
<td>Ice Breaking and Introduction to the Training Course</td>
<td>Ms. M. C. Shylaja, Course Director&lt;br&gt;Ms. S. N. Fathima, Lead Trainer and Social Activist</td>
</tr>
<tr>
<td></td>
<td>11.00 a.m to 11.30 a.m</td>
<td>Inauguration Introductory Remarks about the ToT</td>
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<td></td>
<td>11.30 a.m to 11.45 a.m</td>
<td>Tea Break</td>
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<tr>
<td>1</td>
<td>11.45 a.m to 01.30 p.m</td>
<td>PRS and Role of PRIs in increasing Women's Participation</td>
<td>Ms. M. C. Shylaja&lt;br&gt;Ms. Shobha Patil, Master Trainer and Vice-Principal, DTI, Mysore</td>
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<tr>
<td></td>
<td>01.30 p.m to 02.30 p.m</td>
<td>Lunch Break</td>
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<tr>
<td>2</td>
<td>02.30 p.m to 03.45 p.m</td>
<td>Management of Ward and Gram Sabha</td>
<td>Ms. M. C. Shylaja&lt;br&gt;Ms. Jyothi, Master Trainer and TP Member, Shimoga District</td>
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<td></td>
<td>03.45 p.m to 04.00 p.m</td>
<td>Tea Break</td>
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<tr>
<td>3</td>
<td>04.00 p.m to 06.00 p.m</td>
<td>Concept of Women Reservation and Challenges in Women Leadership and Strategies to Address</td>
<td>Ms. M. C. Shylaja&lt;br&gt;Ms. Zohara, Master Trainer and TP Member, Dakshina Kannada District</td>
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<td></td>
<td></td>
<td>Day - 02</td>
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<tr>
<td>4</td>
<td>09.30 a.m to 10.00 a.m</td>
<td>Recap</td>
<td>Ms. Zohara&lt;br&gt;Ms. Shobha Patil</td>
</tr>
<tr>
<td></td>
<td>10.00 a.m to 11.30 a.m</td>
<td>Socio-Cultural Construct of Gender&lt;br&gt;Sex, Gender and Patriarchy&lt;br&gt;Gender Roles and Gender Relations</td>
<td>Ms. S. N. Fathima&lt;br&gt;Ms. Shobha Patil</td>
</tr>
<tr>
<td></td>
<td>11.30 a.m to 11.45 a.m</td>
<td>Tea Break</td>
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<tr>
<td>Session</td>
<td>Time</td>
<td>Topic / Subject</td>
<td>Facilitator / Resource Person</td>
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<tr>
<td>5</td>
<td>11.45 a.m to 01.30 p.m</td>
<td>Consequences of Gender Inequality and Violence Against Women</td>
<td>Ms. Jyothi, Ms. Zohara</td>
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<tr>
<td></td>
<td>01.30 p.m to 02.30 p.m</td>
<td>Lunch Break</td>
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<tr>
<td>6</td>
<td>02.30 p.m to 05.00 p.m</td>
<td>Rights of Women, Human Rights, International Agreements and Role of EWRs</td>
<td>Dr. Yogamala, Consultant, ATI, Mysore</td>
</tr>
<tr>
<td>7</td>
<td>05.00 p.m to 06.00 p.m</td>
<td>Reasons and Solutions for Malnutrition</td>
<td>Ms. M. C. Shylaja, Course Director</td>
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<td>Day - 03</td>
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<tr>
<td></td>
<td>09.30 a.m to 10.00 a.m</td>
<td>Recap</td>
<td>Ms. Zohara, Ms. Shobha Patil</td>
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<tr>
<td>8</td>
<td>10.00 a.m to 11.30 a.m</td>
<td>Gender Mainstreaming and Increasing Women’s Participation in Decision Making</td>
<td>Ms. S. N. Fathima, Ms. Jyothi</td>
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<td></td>
<td>11.30 a.m to 11.45 a.m</td>
<td>Tea Break</td>
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<tr>
<td>9</td>
<td>11.45 a.m to 01.30 p.m</td>
<td>Women Empowerment - Supports and Challenges</td>
<td>Ms. K. S. Vimala Patil, Vice- President, Janavadi Mahila Sanghatane, Bangalore</td>
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<tr>
<td></td>
<td>01.30 p.m to 02.30 p.m</td>
<td>Lunch Break</td>
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<tr>
<td>Day - 04</td>
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<tr>
<td></td>
<td>09.30 a.m to 10.00 a.m</td>
<td>Recap</td>
<td>Ms. S. N. Fathima, Ms. Zohara</td>
</tr>
<tr>
<td>11</td>
<td>10.00 a.m to 11.30 a.m</td>
<td>Role of PRIs in the Implementation of Development Programmes</td>
<td>Ms. M. C. Shylaja, Ms. S. N. Fathima</td>
</tr>
<tr>
<td></td>
<td>11.30 a.m to 11.45 a.m</td>
<td>Tea Break</td>
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<tr>
<td>12</td>
<td>11.45 a.m to 01.45 p.m</td>
<td>Challenges for Communication and Networking between PRIs, SHGs and CBOs and Strategies to Address</td>
<td>Mr. G. Achyuth Rao, Director, RISE Foundation, Mysore</td>
</tr>
<tr>
<td></td>
<td>01.45 p.m to 02.30 p.m</td>
<td>Lunch Break</td>
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<tr>
<td>13</td>
<td>02.30 p.m to 04.30 p.m</td>
<td>Skill Building for Good Governance - Confidence Building and Leadership Qualities</td>
<td>Mr. Vadiraj, Managing Director, Unisource Knowledge Management, Bangalore</td>
</tr>
<tr>
<td>Session</td>
<td>Time</td>
<td>Topic / Subject</td>
<td>Facilitator / Resource Person</td>
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<tr>
<td></td>
<td>04.30 p.m to 04.45 p.m</td>
<td>Tea Break</td>
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<tr>
<td>14</td>
<td>04.45 p.m to 05.30 p.m</td>
<td>Development Indices to Assess Development (HDI, Gender based Indices, GEM, etc.)</td>
<td>Ms. M. C. Shylaja</td>
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<tr>
<td><strong>Day - 05</strong></td>
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<tr>
<td></td>
<td>09.30 a.m to 10.00 a.m</td>
<td>Recap</td>
<td>Ms. Shobha Patil</td>
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<td></td>
<td></td>
<td></td>
<td>Ms. Zohara</td>
</tr>
<tr>
<td>15</td>
<td>10.00 a.m to 12.30 p.m</td>
<td>Gender Budgeting</td>
<td>Mr. G. M. Sarveshwar, Faculty, ATI, Mysore</td>
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<td></td>
<td></td>
<td>Dr. Navitha Thimmaiah, Assistant Professor, Department of Studies in Economics and Cooperation, University of Mysore</td>
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<tr>
<td>16</td>
<td>12.30 p.m to 01.30 p.m</td>
<td>Preparation of Action Plan</td>
<td>Ms. M. C. Shylaja</td>
</tr>
<tr>
<td></td>
<td>01.30 p.m to 02.30 p.m</td>
<td>Lunch Break</td>
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<tr>
<td></td>
<td>02.30 p.m to 03.30 p.m</td>
<td>Evaluation of Training and Valedictory</td>
<td>Director, ANSSIRD</td>
</tr>
</tbody>
</table>
## Annexure - 02 - List of Participants

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name and Address</th>
<th>Contact No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ms. Manjula</td>
<td>9141484209</td>
</tr>
<tr>
<td></td>
<td>Kirangur, Nandinathapura Post, Periyapatna Taluk, Mysore District</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Ms. Kamalamma T. S</td>
<td>9844077574</td>
</tr>
<tr>
<td></td>
<td>GP Member, Taranaganur GP, T. Narasipura Taluk, Mysore District</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Ms. Bhagya</td>
<td>9740926380</td>
</tr>
<tr>
<td></td>
<td>GP Member, Kaulande, Nanjangud Taluk, Mysore District</td>
<td>8453587959</td>
</tr>
<tr>
<td>4.</td>
<td>Ms. Neelamma K. J</td>
<td>9538123502</td>
</tr>
<tr>
<td></td>
<td>Ummatur GP, Hunsur Taluk, Mysore District</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Ms. Sumathi</td>
<td>9900911684</td>
</tr>
<tr>
<td></td>
<td>GP President, Neralu Kuppe GP, Hunsur Taluk, Mysore District</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Ms. Shobha</td>
<td>9686302049</td>
</tr>
<tr>
<td></td>
<td>GP President, Moogur GP, T. Narasipura Taluk, Mysore District</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Ms. Taradevi</td>
<td>9972167039</td>
</tr>
<tr>
<td></td>
<td>GP Member, Ravandur, Hunsur Taluk, Mysore District</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Ms. Vanaja B Ravji</td>
<td>9901611676</td>
</tr>
<tr>
<td></td>
<td>GP Member, Saligramu, K. R. Nagar Taluk, Mysore District</td>
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</tr>
<tr>
<td>9.</td>
<td>Ms. Chandrakala S</td>
<td>9141118545</td>
</tr>
<tr>
<td></td>
<td>GP Member, Siddalingapura GP, Mysore Taluk, Mysore District</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Ms. H. Prema</td>
<td>9242533924</td>
</tr>
<tr>
<td></td>
<td>GP Member, Hyrige GP, H. D. Kote Taluk, Mysore District</td>
<td>9844313511</td>
</tr>
<tr>
<td>11.</td>
<td>Ms. C. T. Geetha</td>
<td>9008131470</td>
</tr>
<tr>
<td></td>
<td>Chittenahalli, Periyapatna Taluk, Mysore District</td>
<td></td>
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<tr>
<td>12.</td>
<td>Ms. K. Prabhavathi</td>
<td>9731255151</td>
</tr>
<tr>
<td></td>
<td>GP Member, Savve GP, H. D. Kote Taluk, Mysore District</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Ms. Shruthi Puttaraju</td>
<td>9742674263</td>
</tr>
<tr>
<td></td>
<td>GP President, Lalandevanahalli, Kasaba Hobli, K. R. Nagar Taluk, Mysore District</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Ms. Yamuna K. N</td>
<td>8553307264</td>
</tr>
<tr>
<td></td>
<td>Project Co-ordinator, ODP, Mysore</td>
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<tr>
<td>15.</td>
<td>Mr. Ashok Kumar G</td>
<td>9741516860</td>
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<tr>
<td></td>
<td>Project Co-ordinator, ODP, Mysore</td>
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<tr>
<td>16.</td>
<td>Ms. Chandramma</td>
<td>9242116809</td>
</tr>
<tr>
<td></td>
<td>Senior Resource Person, Mahila Samakhya, Chamarajanagar</td>
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<tr>
<td>17.</td>
<td>Ms. Metilida</td>
<td>9945043640</td>
</tr>
<tr>
<td></td>
<td>Regional Officer, ODP, Bannimantap, Mysore</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Ms. Mouli Pudrado</td>
<td>9945779907</td>
</tr>
<tr>
<td></td>
<td>Training Co-ordinator, ODP, ‘B’ Layout Bannimantap, Mysore</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Ms. V. Rajeshwari</td>
<td>9916472396</td>
</tr>
<tr>
<td></td>
<td>Unit Resource Person, Mahila Samakhya Karnataka, Mysore</td>
<td></td>
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<tr>
<td>20.</td>
<td>Ms. Puttamma T</td>
<td>9342154041</td>
</tr>
<tr>
<td></td>
<td>Challahalli, Gagenahalli Post, Hunsur Taluk, Mysore District - 571103</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Mr. K. H. Girish</td>
<td>9964524445</td>
</tr>
<tr>
<td></td>
<td>Kaggere Village and Post, K. R. Nagar Taluk, Mysore District</td>
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<tr>
<td>Sl. No.</td>
<td>Name and Address</td>
<td>Contact No.</td>
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<tr>
<td>22.</td>
<td>Mr. R. Siddaiah</td>
<td>9900717671</td>
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<tr>
<td></td>
<td>Savve, Devalapura Colony, H. D. Kote Taluk, Mysore District</td>
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<tr>
<td>23.</td>
<td>Mr. Raja</td>
<td>9844568715</td>
</tr>
<tr>
<td></td>
<td>No. 2654, K. R. Nagar Old Road, Kalkunike, Hunsur Town, Mysore District</td>
<td>9035215646</td>
</tr>
<tr>
<td>24.</td>
<td>Mr. Abubaquer T. M</td>
<td>9480219911</td>
</tr>
<tr>
<td></td>
<td>MIG 64, 10th Cross, Kyatamaranahalli, Kalyangiri, Mysore</td>
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<tr>
<td>25.</td>
<td>Mr. M. Lokesh</td>
<td>9964768634</td>
</tr>
<tr>
<td></td>
<td>No. 255/D, 'M' Block, Kuvempunagar, Mysore</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Mr. Shivan Ga</td>
<td>9449531994</td>
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<tr>
<td>27.</td>
<td>Ms. Rukmini</td>
<td>080-26717346</td>
</tr>
<tr>
<td></td>
<td>Designated Faculty, District Training Institute, Bangalore (Urban), Bangalore</td>
<td>080-26715624</td>
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<td>28.</td>
<td>Ms. N. B. Leelambika</td>
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<td></td>
<td>Assistant CDPO, DWCD, K. R. Nagar, Mysore District</td>
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<td>29.</td>
<td>Mr. Sidda Swamy</td>
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<td>Vice-Principal, District Training Institute, Kanakapura Main Road, Banashankari, Bangalore (Rural), Bangalore</td>
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<td>Mr. J. Rajanna</td>
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<td></td>
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<tr>
<td>31.</td>
<td>Mr. H. Chandrashekar</td>
<td>9845725246</td>
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<td></td>
<td>Assistant CDPO, Mysore Rural, Mysore District</td>
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<td>32.</td>
<td>Mr. N. K. Sami Ulla Khan</td>
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<td>Assistant CDPO, T. Narasipura Taluk, Mysore District</td>
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<tr>
<td>33.</td>
<td>Mr. Balasubramanya D. N</td>
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<td>Mr. K. S. Poddar</td>
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<tr>
<td></td>
<td>Supervisor, Periyapatna Taluk, Mysore District</td>
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</table>
Annexure - 03 - Pre-Test Questionnaire

1. **Name of the Participant**

2. **Have you attended any TOT/ Other training on Panchayaths or Gender issues? Please give a brief.**
   - “I have attended the training provided by ODP. They have provided training about gender and we have understood about the way women should participate in GP”.
   - “The Shaksharata Andolan and ANSSIRD has provided training about rural development, health, cleanliness, responsibilities of GP members, etc.”.
   - “I have participated in the training for GP members. Understood about Shaksharata Aandolan and ANSSIRD, health, cleanliness, responsibilities of GP members and Department of Agriculture, Department of Horticulture, Farmer’s Information Department, etc.”.
   - “ODP has provided training. Work can be easily done in any office if we have proper information”.
   - “Not received any training”.
   - “I being a GP member, receiving trainings from ANSSIRD from two years. I have even participated in the training by ODP. I do not have differences of male and female. Kindly provide training to our male and female members of our GP”.
   - ‘Participated in the trainings provided for Stree Shakthi Groups. There should be no gender bias in these trainings and I have learnt that both are equal”.
   - “Participated in the training related to concept of sex”.
   - “Participated in the training provided by Mahila Samakhya about Gender”.

3. **What are the main Gender Issues related to your work?**
   - “Women do not get opportunity to speak in the meetings and the feelings that women are limited to household works”.
   - “The male members would never encourage the women to take decisions in the GP office”.
   - “Women should be like this. This is the rule”.
   - “The male members should always encourage the EWRs to take decisions in the works related to GP. The PDO, President and Vice-President should orient about this”.
   - “Women are restricted only to household work. Would hamper children’s education. They do not pay attention towards health of male members. There is increased responsibility of aged in-laws”.
   - “Women not only have household work, but should also take care of children and also along with these, run political programmes”.
   - “Lack of information and self-confidence”.
   - “Male is important in the society, no need of education to female children, women should a house maker and should work in this respect”.
   - “Whatever work is taken up - how much ever they are talented - even if they work, they do not get the importance as men get. For instance, they are considered separate in the meetings and functions, there still exists the discrimination of male and female”.

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• “What is the new strategy to generate awareness about gender sensitivity? Generating awareness in the community, especially among the men, about concept of sex”.
• “Violence against women, gender discrimination”.

4. What are the major problems faced by a Women Elected Representatives (EWRs)?
• “There is no opportunity for the EWRs to discuss any problem. The EWRs also have problems related to differences of caste”.
• “Generally in the GP, the male members, along with the PDO and Secretary, manage everything. They only read out in the meetings. Hence, it is not possible for the EWRs like us to take up any assistance to the people”.
• “The officials do not give information”.
• “No information provided about the resources and works of GP. The women lack opportunities to speak more and listen to men on whatever they say”.
• “Illiteracy, self-esteem, hesitation. Violence against women, complaints against them and inferiority feeling”.
• Women face violence in their day to day life, female foeticide”.
• “Entry of brothers / husband in the activities related to GP. Most of the time failure in taking own decisions”.
• “Lack of importance, the husband of EWRs do not leave them independently, lack of courage and hesitating nature”.
• “It is not possible for the EWRs to come ahead due to the influence of men. Hence, their husbands behave like they are the elected representatives. They are unable to come out of household responsibilities and most of them lack education”.
• “Domination by men, lack of encouragement and motivations, lack of information and knowledge to run the administration”.
• “Lack of independence, political pressure, pressure of household work and violence by men”.
• “No co-operation from family and gender discrimination by the co-staff”.
• “Lack of service mindedness, improper management of responsibilities, lack of information to define plans”.

5. Please give five Action Points on ‘Promoting Women’s Political Leadership and Governance in PRIs.
• “Provide additional knowledge to the women members of GP, would instill confidence in them that we are there with them and through friendly approach, enhance their confidence to speak openly like us”.
• “Understand the situation of women and sensitize about the same in the Ward Sabha. Increase political awareness among women”.
• “The women at the grassroots of GP should be provided detailed and deep inputs, they should be provided confidence, they should be oriented, child marriage and dowry should be abolished and misconceptions and blind beliefs of women should be abolished and information should be imparted”.
• “Women should be extended reservation equally”.
• “Generate awareness about PRS, participate actively in the meetings of PRS, need of sensitization about the funds from the Government, and impart information about the Schemes from the Government”.
• “Distribution of powers to women with the participation of men”.
• “Women would be encouraged for leadership, impart information about women and related laws, and generate awareness about CBOs, discussion about the needs of women”.
• “Generate complete awareness about their roles and responsibilities, impart information about PRS and funds and resources of PRS, provide training about good administration of Ward / Gram Sabha”.
• “Separate Ward Sabha for women, extension of reservation, generate awareness about social responsibilities”.
• “Education, political education, change in leadership, independent decision making, and bringing in a change in the attitude of men”.
• “Open discussion with women in general, organizing personality development trainings, training and counselling for stress management”.
### Annexure - 04 - Questionnaire on 73rd Amendment and PRS

**High lights of the State Panchayath Raj Act based on the 73rd Constitutional Amendment**

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<tr>
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<tr>
<td>1</td>
<td>Gram Sabha</td>
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<td>2</td>
<td>3 tiers of PRIs</td>
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<td>GP at village level</td>
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<td>IP between DP and GP</td>
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<td>ZP at district level</td>
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<td>3</td>
<td>Constitutions of Panchayaths</td>
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<td>4</td>
<td>Reservation of seats:</td>
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<tr>
<td>5</td>
<td>Term of Panchayath Institutions</td>
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<td>6</td>
<td>Power and responsibilities of Panchayaths</td>
<td>(29 programmes have to devolved )</td>
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<tr>
<td>7</td>
<td>Constitution of Finance Commission</td>
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<tr>
<td>8</td>
<td>Constitution of Election Commission</td>
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<td>9</td>
<td>Formation of DPC</td>
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Annexure - 05 - Questions for Quiz on Nutrition

1. India has **40%** of underweight children of the World? Yes / No

2. List three indicators to show the status of nutrition
   - Less weight at birth.
   - IMR
   - Obstructed growth.
   - Anemia.
   - MMR.
   - Lack of drinking water.
   - Lack of toilet facilities.
   - Female literacy, etc.

3. The child weighing 2.5 Kgs. at birth is considered to be underweight child? Yes / No

4. The percentage of underweight children in India is **30%**? Yes / No

5. What do you mean by IMR? (the death rate of children out of 1000 live births in a year)

6. In India, **38%** of children below three years have obstructed growth. What are the reasons for obstructed growth?
   - Less weight at birth.
   - Lack of colostrums.
   - Not giving only breast milk upto six months of birth.
   - Delay in giving supplementary food.
   - Not giving calories and protein rich food.
   - Viruses and diarrhea.

7. **79%** of children between six months and three years are anemic. The reasons for this ...
   - Lack of information about importance of iron rich food.
   - Worms’ problem.
   - Insecure water and lack of sanitation.
   - Viruses and intestine infections.

8. In India, the MMR at delivery is rich, which is **301** per 1,00,000 deliveries? Yes / No

9. What are the Reasons of malnutrition in mothers?
   - Malnutrition among adolescent girls.
   - Weakness.
   - Child marriage.
   - Anemia.
   - Lack of pre-natal and post-natal care.

10. In India, **24.3%** men are anemic. Yes / No
11. What are the measures that can be undertaken to reduce malnutrition?

- Awareness generating programmes.
- Information on preparation of nutritious food in less expense.
- Timely vaccination.
- Resolution of problems due to worms.
- Protection of sources of water.
- Prevention of dysentery.
- Prevention of diarrhea.
- Information related to preparation of ORS.
- Consumption of Iron tablets.
- Regular health check-up.

12. What is the relationship between female literacy and nutrition?

- IMR (per 1000 live births) 70 26
- Children’s Mortality Rate (per 1000 live births) 95 30
- Percentage rate of very less weight children 22 4.5
- Rate of anemia (percentage rate) 75 55

13. In India, what are the supportive programmes implemented with regard to malnutrition?

- ICDS.
- MDM.
- Kishori Shakthi Scheme.
- Vitamin A Supplementation Programme.
- Programme for Prevention of Anemia.
- Prevention of lack of iodine.
Annexure - 06 - Post-Test Questionnaire

1. Name of the Participant:

2. What are the five most useful learnings from this training?
   - “Enhanced knowledge, participation in the meetings, speaking without hesitation, funds from the Schemes”.
   - “Gender - gender roles, 73rd Amendment to the Constitution and PRS before the Amendment, women empowerment and mainstreaming women, gender budgeting and leadership, and role of PRIs in development programmes”.
   - “Awareness generated by Dr. Amita Prasad during the inauguration of the training, sex and gender and hurdles in gender mainstreaming, violence against women and measures to prevent it, conflict resolution and problem solving, qualities of leaders and skills for good governance”.
   - ‘Additional information about sex and gender, benefits of gender mainstreaming, energizing through group activity’.
   - “About PRS and participation of women, reservation of women and leadership qualities, about social and cultural aspects of gender, usage of mind mapping and video clipping, legal services for women, gender budgeting”.
   - “Skills, behaviours, equality, discrimination”.
   - “Increased self-confidence, additional knowledge about gender, women empowerment, laws related to women and PRS, enhanced skills to effectively use the games for learning, organizing need based training programmes at the village level, planning, etc.”.
   - “Various aspects of women empowerment, awareness programmes, leadership qualities, implementation of development programmes and skills for conflict resolution”.
   - “Role of women in PRS, challenges and strategies for women leadership, rights of women, gender mainstreaming and skill building for good governance”.

3. How will you apply these learnings in your future work?
   - “Generating awareness in this regard through the Gram / Ward Sabha. Inform this to women to encourage them”.
   - “Through group discussions, role plays, incorporate games related and supportive to the training”.
   - “By imparting information at the village level, provide training to others, using leadership qualities, bring about change about gender”.
   - “First we would understand ourselves and then inform others. We understand thing to follow them and then we leave them behind to come ahead and work. We would like to understand their level and then approach them to complete the work”.
   - “Training would be provided at the GP level, use the information to implement Schemes from the Government, impart information to the community and SHGs, secure support from other Departments”.
   - “To communicate the information this is helpful to be an effective trainer, there is a change in personality and positive outlook is gained, which we be used in the
trainings, would use the games and mind mapping exercise effectively in the trainings”.

- “For empowerment of women, to lay stress on the presentation of gender budgeting and to provide training and write articles”.
- “Would increase women’s participation, would effectively practice gender equality and prevent violence against women and practice conflict resolution, problem solving and persuasion at GP level”.
- “In my work space, I would ensure participation of EWRs and would work for the cause of bringing gender equality”.
- “We have come from a NGO. Firstly, I would try to mainstream gender in my institution, I would discuss all the issues with my colleagues and frame programmes in this regard and make efforts to generate awareness among the community and generate additional awareness among the EWRs”.

4. What kind of follow up support would you need for implementing the learnings from this training?

- “Co-operation from the local CBOs and support from the community, funds and resources to organize trainings, Government / Department support for the participation of elected representatives, co-operation from the GP to understand the problems”.
- “The Department Officials should participate during the trainings”.
- “Need support with regard to using video clippings related to the training during the implementation of trainings”.
- “Need support of people’s representatives in our information generation programmes. Need support of all the Department Officials. General public should participate in the Ward / Gram Sabha and participation of NGOs is essential”.
- “The locals should support and the TP trainers should support us to give training along with us. The president, Vice-President and PDO should extend co-operation”.
- “Need of training handbook, need of audio-visual aids, a handbook that define goal and objectives of the project, need support from the network of Departments, GP, NGOs and others”.
- “Need financial and institutional support”.
- “Institutional support, review at six months, participation from the Departments / co-ordination meetings, taking up responsibilities”.
- “There should be distribution of learning materials, follow-up after training, provide information time and again about new subjects / changes”.
- “Follow-up trainings, provide funds for training to the NGOs, provide suggestions after review of the trainings and provide travel allowance and sitting fees for the participants of training”.

5. Prepare a five point action plan to Promote Women’s Political Leadership and Governance in PRIs.

- “Sensitization programmes at the GP level for the women about gender equality and political leadership, involve women in the development programmes related to education, health, etc., defining gender budgeting, complete utilization of budget and implementation of 50% reservation”.

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“Encourage women to take decisions, removing hesitation among them, inform them to secure complete information about the subject, generate awareness about equality, and impart information about their roles and responsibilities”.

“Inform about the differences between sex and gender and make efforts for gender mainstreaming, impart information about laws and Acts”.

“Providing training about the responsibilities, leadership qualities, sex and gender and implementation of government programmes”.

“GP level training programmes for women and general public about economic and political development of women. Sensitize men about gender equality, encourage male participation in extending economic support to women through facilities and Schemes, laying stress on gender budgeting and its complete utilization, implementation of women reservation”.

“Inform about importance of sex and gender, human rights, empowerment, dowry harassment, child marriage and Devadasi practice”.

“Promote gender mainstreaming, instill confidence among women about leadership, practice conflict resolution, negotiation and persuasion, enhance skills for good governance and promote gender budgeting”.

‘Motive women to contest elections in more number, ensure basic facilities like water and sanitation, empower women economically, develop attitude to provide equal wages for equal work, practice gender equality and non discrimination from the childhood itself”.

“Generate awareness at the GP level, training for the EWRs, youth clubs and SHGs, selecting the GPs to work and prepare work plan”.

“Continuous training / sensitization workshops, joint meetings of Department officials and elected representatives, effective implementation of community sensitization programmes, formation of supportive system to the women members of the village”.

“Training for all the officials and elected representatives of PRS, sensitize all the local institutions and CBOs, conduct quiz, debate, essay competitions on gender equality for the school children and youth, and there should be discussions on gender equality in the Ward / Gram Sabhas”.

“Additional training for men about sex and gender, sensitize the GP members about their roles and responsibilities, inform the elected representatives about different Schemes and programmes, increase leadership among women and mainstream gender in every aspect”.
We are interested in getting a free and frank assessment from you about the usefulness of the programme being attended by you. Your assessment will certainly help us to make such changes in the programme and achieve excellence in our training programme.

1. Title of the Programme: **UN-Women Training of Trainers**

2. Venue: **ANSSIRD, Mysore**

3. Date of starting: **21-02-2012**

4. Date of closure: **25-02-2012**

5. Please give your comments on quality of the following programme components (Please ticket (✓) mark)

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<th>Very good (4)</th>
<th>Good (3)</th>
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<td>c) Practical orientation</td>
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<td>d) Course material</td>
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Remarks if, any
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<td>f) Group discussion</td>
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<td>g) Class room exercises</td>
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<td>h) Field visit/s</td>
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<td>i) Participatory Methods and Techniques/tools</td>
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<td>j) Lecture-cum-discussion</td>
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<td>k) Case discussion &amp; presentation</td>
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<td>m) Audio visual / Computer Aids</td>
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n) Personalized attention of the course team
   - Excellent (5): 32%
   - Very good (4): 44%
   - Good (3): 18%
   - Fair (2): 3%
   - Satisfactory (1): -
   - Not applicable: -
   - No response: -

o) Library facility
   - Excellent (5): 6%
   - Very good (4): 15%
   - Good (3): 9%
   - Fair (2): 15%
   - Satisfactory (1): -
   - Not applicable: 41%
   - No response: 15%

p) Boarding
   - Excellent (5): 38%
   - Very good (4): 32%
   - Good (3): 18%
   - Fair (2): 3%
   - Satisfactory (1): 3%
   - Not applicable: 3%
   - No response: 3%

q) Lodging
   - Excellent (5): 27%
   - Very good (4): 24%
   - Good (3): 15%
   - Fair (2): -
   - Satisfactory (1): 3%
   - Not applicable: 27%
   - No response: 6%

r) Personalized attention of the Hostel Staff
   - Excellent (5): 21%
   - Very good (4): 38%
   - Good (3): 21%
   - Fair (2): 3%
   - Satisfactory (1): 6%
   - Not applicable: 9%
   - No response: 3%

s) Recreation
   - Excellent (5): 18%
   - Very good (4): 21%
   - Good (3): 27%
   - Fair (2): 6%
   - Satisfactory (1): 12%
   - Not applicable: 18%
   - No response: -

6) Opinion on duration of the Programme conducted is:
   - More (3): 12%
   - Sufficient (2): 61%
   - Less (1): 15%
   - No response: 12%
7) To what extent this programme will enable you to improve your job performance in the following areas:

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<td>b) Skill</td>
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<td>c) Attitudinal change</td>
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8. Evaluation of Trainers including External resource persons

(Please tick (✓) in the appropriate box, you consider best.)

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<th>Topic</th>
<th>No. of Sessions</th>
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<th>Good (3)</th>
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<tr>
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<td>PRS and Role of PRIs in increasing Women's Participation</td>
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<td>Ms. Shobha Patil</td>
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<td>2</td>
<td>Ms. M. C. Shylaja</td>
<td>Management of Ward and Gram Sabha</td>
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<td>Ms. Jyothi</td>
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<td>3</td>
<td>Ms. M. C. Shylaja</td>
<td>Concept of Women Reservation and Challenges in Women Leadership and Strategies to Address</td>
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<td>53%</td>
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<td>Ms. Zohara</td>
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<td>4</td>
<td>Ms. S. N. Fathima</td>
<td>Socio-Cultural Construct of Gender - * Sex, Gender and Patriarchy</td>
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<td>Ms. Zohara</td>
<td>* Gender Roles and Gender Relations</td>
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<td>5</td>
<td>Ms. Jyothi Ms. Shobha</td>
<td>Consequences of Gender Inequality and Violence Against Women</td>
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<td>6</td>
<td>Dr. Yogamala</td>
<td>Rights of Women, Human Rights, International Agreements and Role of EWRs</td>
<td>62% 29% 6% - - - 3%</td>
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<td>7</td>
<td>Ms. M. C. Shylaja</td>
<td>Reasons and Solutions for Malnutrition</td>
<td>68% 27% 6% - - - -</td>
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<td>8</td>
<td>Ms. S. N. Fathima Ms. Jyothi</td>
<td>Gender Mainstreaming and Increasing Women’s Participation in Decision Making</td>
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<td>9</td>
<td>Ms. K. S. Vimala</td>
<td>Women Empowerment - Supports and Challenges</td>
<td>53% 32% 12% - - - 3%</td>
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<td>10</td>
<td>Mr. S. A. Ashraful Hasan</td>
<td>Conflict Resolution, Problem Solving, Negotiation and Persuasion</td>
<td>56% 29% 12% - - - 3%</td>
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<td>11</td>
<td>Ms. M. C. Shylaja</td>
<td>Role of PRIs in the Implementation of Development Programmes</td>
<td>56% 32% 6% - - - 6%</td>
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<td>12</td>
<td>Mr. G. Achyuth Rao</td>
<td>Challenges for Communication and Networking between PRIs, SHGs and CBOs and Strategies to Address</td>
<td>38% 41% 12% - - - 9%</td>
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<td>13</td>
<td>Mr. Vadiraj</td>
<td>Skill Building for Good Governance - Confidence Building and Leadership Qualities</td>
<td>44% 32% 18% - - - 6%</td>
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<td>14</td>
<td>Ms. M. C. Shylaja</td>
<td>Development Indices to Assess Development (HDI, Gender based Indices, GEM, etc.)</td>
<td>47% 47% 3% 3% - - -</td>
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<td>15</td>
<td>Dr. Navitha Thimmaiah</td>
<td>Gender Budgeting</td>
<td>32% 50% 15% - - - 3%</td>
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<td>16</td>
<td>Participants</td>
<td>Preparation of Action Plan</td>
<td>24% 35% 12% 3% - - 27%</td>
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9. How satisfying was the experience during the training programme?

10. Which session(s) interested you most and why?

11. Important learning outcomes from the course.

12. How could you make use of learning outcomes in your day to day job performance?

13. Any remark/suggestion for improvement

Participant’s signature with designation

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Annexure – 7- Highlights of Responses from Training Evaluation and Feedback

9. How satisfying was the experience during the training programme?
   * “The training centre had good atmosphere that was motivational for learning. Discipline, cleanliness, co-operation of the team of trainers, subject presentation, expertise of the resource persons and experience were marvelous”.
   * “Yes”.
   * “Very much satisfying”.
   * “This is satisfying. But, with this only training it is difficult to provide training to the illiterate members of villages. Hence, another training is very essential”.
   * “Yes, it is very good”.
   * “The experience of this training programme was very much satisfying to us”.
   * “Yes, it was possible to understand and learn many of the very important aspects”.
   * “Definitely yes”.
   * “Satisfying, because learning is continuous, and we learn and acquire new knowledge in each training programmes”.
   * “Since participants from different sectors were involved in the training we could gain experience from all fields. This would support our future trainings and it was very much satisfying”.

10. Which session(s) interested you most and why?
    * “Concept of Gender - Discussion and Brainstorming was very good and the sessions of Ms. Shylaja on Ward Sabha / Gram Sabha and Panchayath Raj were good”.
    * “Participation in Gram Sabha Ward Sabha. We discussed problems and understood the solutions through a game and understood that problems can be solved through games”.
    * “Women do not have information about rights of women. We should generate awareness among them and co-operate with them”.
    * “All the subjects were interesting. Among them Gender Mainstreaming was very interesting. Gender equality can be achieved only when gender is mainstreamed”.
    * “Aspects from the inaugural address of honourable Director General, Importance of Ward and Gram Sabhas, challenges for women empowerment, communication, conflict resolution, implementation of development programmes, skills for good governance, gender based budgeting”.
    * “PRS and participation in it, social construct of gender, rights of women, gender, gender based budgeting and in between learning of issues and subjects through group discussions and games”.
    * “Rights of women, reservation of women, gender mainstreaming through video clippings, women empowerment, and communication skills were all very interesting. These would be very useful in bringing in a change among ourselves, develop leadership and impart information to women about legal systems”.
    * “Rights of women”.
    * “Sex and gender, violence against women, rights because we can face whatever challenges come in front of women”.
    * “Rights of women and skills development for good governance (language, subject mastery and appropriate methodology of the trainers was remarkable)”.
    * “Human development, sex and gender”.
    * “Legal awareness by Ms. Yogamala, development indices of Ms. Shylaja and learning through games of Ms. Fathima came out very well and was very effective too”.

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11. Important learning outcomes from the course.

- “Personally, I motivated the family to change about women. Woman is neither less nor more than a man. Positive social change is possible through optimistic attitude. Woman should be developed politically and I understand the ways to make her a model”.
- “We understood to perform our responsibilities and identify solutions as members of GPs”.
- “I could learn as to, at the GP level how a woman can participate and utilize the available opportunity and the ways to address the challenges”.
- “First of all we should change our attitude. Listen to things carefully and talk very less”.
- “Measures to initiate gender equality, supportive aspects for women empowerment, importance of Ward / Gram Sabhas, qualities required for the development of leadership, issues required for the development of women, co-operation and adjustment through group discussions and activities”.
- “Role of GP / Ward Sabha in PRS, defining gender based budget at the levels of GP / TP /ZP, and self-confidence”.
- “We would change our attitude, would provide trainings about leadership qualities and also orientation about our responsibilities”.
- “I have learnt to orient women, especially the EWRs, about performing their powers and responsibilities”.
- “Leadership and women should not hesitate to participate in any of the work sector. I have got opportunity to serve the people as an elected representative and I would utilize this and join hands with all the Departments to facilitate benefits to the people of rural areas and mostly women”.
- “The skills required to conduct training like information, courage, time management, teaching through activities and their analysis would have relatively good relations and impact in the training”.
- “Would respect the development of others, empower women, would develop leadership qualities, would analyze problems to identify appropriate solutions and would adopt communication skills”.

12. How could you make use of learning outcomes in your day to day job performance?

- “The differences of male and female should be eradicated from children and childhood itself. There is a change in my attitude to look at women. Men should share the responsibilities in household work”.
- “We would manage time, we would development a suitable environment, and we would change ourselves and would provide an opportunity to others”.
- “Through discussion, participate in decision making, make efforts for equality and to get empowered. Take own decision about gender and leadership and specifically utilize the rights”.
- “We should take leadership and reduce conflicting situations and solve problems”.
- “Give importance in the implementation of Department programmes, orientation of programmes in the meetings of GPs and Ward / Gram Sabhas”.
- “Would participate in the gender based programmes, would respond to the problems of women and would provide appropriate guidance to them and at home, would sensitise the family members about these aspects”.
- “Through bringing changes at home (in my family), bringing equality, by managing responsibilities and develop and practice communication skills and qualities”.
- “This would be useful for me to in managing time in my administration”.
- “Sex and gender, we should develop equality among children from their childhood itself and all the members of the family should be the partners in this respect”. 
∗ “I would make up my mind to learn more effective issues and try to acquire new knowledge and skills”.
∗ “Firstly by developing listening skills, by identifying solutions to the problems after gaining complete knowledge about the issue, community mobilization and sensitization of women in the community”.
∗ “Would incorporate more patience and tolerance, would listen to the problems of the others (when they speak) and would change myself before trying to change others”.

13. Any remark / suggestion for improvement
∗ “It is good to allocate 03 days and again after one or two week provide 03 days. It is good if all the Power Point Presentations are in Kannada”.
∗ “We would inform others in our trainings and would incorporate in the development programmes”.
∗ “Would provide additional information to others and there could have been an opportunity for field visits”.
∗ “Provide training in order to impart information to men at the GP level about importance of gender equality and growth / development of women, etc. It is very essential that men know and understand that development of family, society / country can be possible through the development of women”.
∗ “Since this training was good, it is not essential to give suggestions. But still, if there was field visit, it would have added value”.
∗ “This type of trainings should be provided to all the Department officials and also with regard to the respective subjects”.
∗ “This is excellent. Kindly continue this. But, if the training schedule is provided before a week, it would be useful for the elected representatives like us”.
∗ “It was very much beneficial. Definitely with the help of this training programme, I would continue to do the work, which I was doing earlier”.
∗ “Reduce little time, and ensure that the elected representatives take a lead in the activities and presentations”.
∗ “The subjects were good, but there was shortage of time and time management could have been improvised”.
∗ “There should be field visit, experience sharing should go on (by the people, who have succeeded in the field) and there is a need of usage of documentary films”.

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Annexure - 08- Glimpses from the Training

Promoting Women’s Political Leadership & Gender Responsive Governance “Training of Trainers”
21-02-2012 to 25-02-2012

Ms. Tara Explains the Benefits of Mind Mapping

Mind Mapping in Progress

Session on Conflict Resolution

Identify the Scheme