

PROMOTING
WOMEN'S POLITICAL LEADERSHIP AND
GENDER RESPONSIVE GOVERNANCE



Training of Trainers (ToT)
(Dharwar District)

27th February to 02nd 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 Dharwar District

Date: 27-02-2012 to 02-03-2012

Course Director

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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



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ABBREVIATIONS

ANSSIRD	- Abdul Nazir Sab State Institute of Rural Development
APL	- Above Poverty Line
ASHA	- Accredited Social Health Activist
ATI	- Administrative Training Institute
BPL	- Below Poverty Line
CBO	- Community Based Organization
CDP	- Child Development Project
CDPO	- Child Development Project Officer
CEDOK	- Centre for Entrepreneurship Development of Karnataka
CEO	- Chief Executive Officer
CWSN	- Children with Special Needs
DG	- Director General
DPC	- District Planning Committee
DTI	- District Training Institute
DWCD	- Department of Women and Child Development
EWR	- Elected Women Representative
FPAI	- Family Planning Association of India
GEM	- Gender Empowerment Measure
GP	- Gram Panchayath
GS	- Gram Sabha
HDI	- Human Development Indices
HDR	- Human Development Report
HT	- Head Teacher
IAS	- Indian Administrative Service
ICDS	- Integrated Child Development Scheme
IGMSY	- Indira Gandhi Matritva Sahayog Yojana
IMR	- Infant Mortality Rate
IP	- Intermediary Panchayath
\IRD	- Integrated Rural Development Programme
MDM	- Mid Day Meal
MGNREGA	- Mahatma Gandhi National Rural Employment Guarantee Act
MMR	- Maternal Mortality Rate
NIRD	- National Institute of Rural Development
NGO	- Non-Government Organization
NRHM	- National Rural Health Mission
NRLM	- National Rural Livelihood Mission
ORS	- Oral Rehydration Solutions / Salts
PHC	- Primary Health Centre
PLHA	- People Living with HIV AIDS
PRI	- Panchayath Raj Institution
PRIs	- Panchayath Raj Institutions
PUC	- Pre-University Course
RP	- Resource Person

RTE	- Right to Education Act
SDMC	- School Development and Monitoring Committee
SHG	- Self-Help Group
SKDRDP	- Shri Kshetra Dharmasthala Rural Development Project
SSA	- Sarva Shiksha Abhiyan
SSLC	- Secondary School Leaving Certificate
ToT	- Training of Trainers
TP	- Taluk Panchayath
TSC	- Total Sanitation Campaign
ULBs	- Urban Local Bodies
VHSC	- Village Health and Sanitation Committee
ZP	- Zilla Panchayath

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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 Dharwar, the training of trainers was held from 27th February to 02nd March 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 , 27 th February to 02 nd March 2012 (Training Schedule is enclosed as Annexure - 01)
Participants	- 36 Members , who were representatives from various NGOs, Officials from Department of Women and Child Development, Department of Education, Department of Agriculture, Resource Persons of ANSSIRD, Elected Women Representatives and others. (List of Participants enclosed as Annexure - 02)
Training Venue	- CEDOK, Dharwar
Report by	- Ms. S. N. Fathima
Training Objectives	- At the end of the training programme, the participants will - <ul style="list-style-type: none">• 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.

The highlighting aspect of this batch is that it had more number of women participants and they all were very active, intelligent, out spoken and strong.

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A JOURNEY THROUGH THE FIVE DAYS

Day - One

Inauguration and Introduction to the Training Programme

Ms. Shylaja gave a brief introduction to the training programme and also introduced the guests on the dais. Dignitaries included Mr. Dindilkoppa, Project Director, ZP, Dharwar, who is also the Nodal Officer for UN Women programme. Mr. K. K. S. V. Prasad, Principal, DTI, Dharwar, Mr. Bhimappa, Assistant Programme Officer, ZP, Dharwar and Mr. Ashok from CEDOK.



Ms. Shylaja briefs the Project and Training

The guests on the dais got introduced the participants by knowing their names and places that they have come from.

Mr. K. K. S. V. Prasad said that 'this training is being conducted only in two districts of Karnataka as pilot districts and he extended warm welcome to all the participants and also the team of trainers'.

Mr. Dindilkoppa inaugurated the programme by handing over the training handbook to two of the EWRS from different taluks.

Mr. Bhimappa said that 'it gives immense pleasure that we are enhancing the leadership of EWRs, which is the need of the day. The fact is that each and everyone possess leadership qualities, but we need to get awareness and enhance our inner skills. This can also help in solving many problems. He wished all the success to the programme and concluded his short speech'.



needs. These

all should utilize this opportunity to get knowledge and skills to take up initiatives at the field. You should also take interest to learn and participate in the process of development of the village'.

Mr. Dindilkoppa said that 'the EWRs should exercise leadership, and also promote leadership among others. The UN Women has adopted two districts to implement this novel project. You should get equipped and train others in the field and also conduct Gram Sabha. You all should even think of conducting Mahila Sabha and Ward Sabha to express your Sabhas are restricted only for women and you

Mr. K. K. S. V. Prasad extended vote of thanks to the dignitaries.

Interaction with the CEO of ZP, Dharwar, Mr. Meghannavar

Ms. Shylaja briefed about the participants and also detailed about the programme to the CEO. Later, he addressed the participants.

The CEO said that 'this is the programme being conducted under the UN Women. Why did they select this district? It is because of the faith that they have in you and we expect a greater responsibility in you and I have faith in you that you will fulfill the responsibilities'. He also said that male members of the women elected members family should not interfere in the administration of EWRs. He appealed the women representatives to take the support of the government machinery. Our ultimate aim is to make to empowered, especially in terms of taking decisions. You have been assembled to enhance the capacities of women. You should make preparation to achieve the end results, which is the overall development of women at the grass roots level. Our state is the first state to give 50% reservation to the women. Infact more than 50% women are present in the PRIs, but unfortunately no good work is happening. I wish you all the best and success to this programme'.



Ice-breaking through the Game - Pairs of Animals and Birds

Names of animals and birds were written on the paper chits. These names were in pairs. The participants were supposed to take one chit each from the jumble. They had to identify their partner by making noise / sign made by the animal / bird mentioned in the chit. Later, they were provided ten minutes to understand about their partner. After this, the participants would come in the respective pairs and introduce their partner to the larger group and also shared their working experience with Elected Women Representatives.



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.

An Energizer (Human Chain)

The afternoon session commenced with the game of human chain. The participants were made to stand in a circle. They were instructed to hold the hands of the participants next to them. The task for them was to turn around and stand in a similar position without leaving their hands. This activity can be used as a problem solving exercise also. After the game, the facilitator Ms. Fathima explained the linkages and advantages of the game.

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

Ms. Shylaja introduced the programme schedule in detail and commenced the session on highlights of 73rd Amendment to the Constitution.

The participants were given a format (enclosed as Annexure - 03) to fill. The format contained questions related to highlights of KPR Act. Structures of Panchayat Raj System, Function of Gram Sabha, Reservation, Formation of Standing Committees etc., are the questions to which nearly half of the trainers are answered properly. Later, these answers were supplemented by the speaker. There was discussion with regard to 1/3rd reservation to the OBC (which is very liberal compared to other states of the country - 73rd Amendment left the discretion to the States) which is given only in Karnataka.



The facilitator used a power point presentation to explain the following -

- * Democracy and decentralization.
- * System and situation of PRS before the 73rd Amendment to the Constitution.
- * Highlights of 73rd Amendment.
- * Highlights of Karnataka Panchayath Raj Act, 1993.
- * Functions of PRIs.
- * Roles of PRIs in strengthening women's participation.

The session was summarized with a stress on the role PRIs in enhancing women's participation.

Management of Ward Sabha / Gram Sabha



Ms. Jyothi Muralidhar facilitated the session. The session was commenced with a documentary movie "Ward Sabha Nammura Gram Sabha" 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 brainstormed with regard to the formation and functioning of Ward and Gram Sabha. Later, the facilitator discussed and clarified the doubts of participants. 33% of women participation is mandatory in ward and gram sabhas. More trust should be given to enhance the participation of women by involving self help group members, members of various sub committees, which in turn helps in resolving many women related issues. This platform can also be used to disseminate information on women development programmes also

There were few questions related to the practical problems - how to manage and address the problems of lack of space as well as lack of opportunity for housing? This particular question invited the participants to share their varied practical experiences.

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

Following the above, there was a debate facilitated by Ms. Shylaja and Ms. Zohara. The issue of the debate was based on the 'Need of Reservation'. Following are the topics for the purpose -

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.



The participants were divided into five groups. The groups to present the debate on the said topics (one group each in favour and against the topics respectively), and the fifth group to observe and make presentation. The groups were also asked to select a leader, who would make presentation. Ten minutes were allotted for the discussion within the groups. The issues presented by the groups were as follows -

Topic One : There is no point in extending reservation to the women until their capacities are enhanced

For the topic - The presentation of the group was focused on the lack of education, which results in lack of capability and the group cited examples in this regard.

Against the topic - There should be reservation and when we are provided with training of this sort, we can come forward.

The other team said that there is a need to education, but we see that even inspite of lack of education, many women representatives are performing well. The evidence was seen in this training itself when many of the EWRs were filling the formats given during the previous session. In many offices, there are personal assistants, who would help the members in performing the duties.

See the example of multi-national companies, where many women draw more salaries than men. In politics, the men are not allowing the women to come forward. Hence, it is essential to have reservation.

There is awareness among the EWRs and even though they come under cover, they talk so very well, then how can we say that the EWRs lack awareness. Hence, we strongly say that EWRs have efficiency, knowledge and awareness and only we need is reservation. Once women entered in the politics her capacities can be enhanced by training, allowing them to exchange their experience, etc.,

Topic Two : It is not wrong that the family members of EWRs participate in administration.

For the topic - The leader of the group started the presentation by saying that 'even though I am not in favour of the topic, I have to support if for the sake of this activity. It is men, who instilled confidence amongst us. It is men, who allowed us to grow upto this level. In the circumstances of violence against women, it is men, who protect us. There are officials, who cheat us by asking us to sign here and there and our family

men help us do a good job. We need men and we should work in co-ordination with each'.

Against the topic - Today we are here to make the women empower as we too have capacity to take care of ourselves, our families and even the society. We are in no way less than men. Take examples of Indira Gandhi, Jayalalitha, and so on. Look into the history of Rani Chennamma and others. Take the instance of age of marriage it is 18 for women where as it is 21 years in case of boys. This is because women are more ahead of men, who need 21 years to get married. 73rd Amendment has given us reservation, then why should we send our men to rule us. If we allow them to rule, there will be no respect for the decision made through the Amendment. If we are allowed to work, then only we can work. We can take help from our fellow colleagues, why only family members. The system where women are stronger, there will be less of corruption and more of transparency and efficiency. Men has allowed us to come out only because of the need of reservation otherwise they would have still ruled us. Men get married for second time in the guise of taking care of the house. In case of women, she would remain single it is only because she is capable enough. Hence, we strongly recommend reservation to get empowered'.

Observations by the fifth group - The group presented observations was not comfortable and started sharing aspects that support and that are against the topics for debate. This resulted in a debate in the entire team of participants. Then the Course Director intervened and explained about presenting observations in debate in particular and in training in general. The facilitator explained the following aspects for the better understanding of the team -

- * Observations should be impartial and highlight the important aspects presented.
- * Involve all the participants.
- * Information sharing.
- * Lots of issues come to light by sharing in favour and against the issue.
- * It helps in understanding and enhances confidence.
- * There will be collective opinion gathered.
- * The facts and solutions for the problems can be found through debate.
- * Even an illiterate person can participate and share thoughts and feeling about the issue.

Day - 2

A Game

The activities of the day commenced with the game - '**do you like me?** **'No', then 'whom do you like?' 'I like all the people who have....'**. The participants are made to stand in a circle and the facilitator goes and ask the said question to one of the participant. The participants, who have the likings of the questioned participant like watch, wearing saree, mobile phone, etc., should change their place and the person, who does not get the place, remains out from the game.

After the game, responses were gathered from the participants. During the responses shared - the following responses were identified - one of the male participant said that 'we were a minority and there was less concentration towards us'.

Recap

The recap of the learnings of previous day was shared through the number game. The following are the aspects shared by the participants - 'role of women in Gram Sabha and provisions for the poor, reservation to the women and there was a serious debate with regard to the support to the EWR by their male family members, the game of human chain and the solution to the problem in the game was something new as the fact is that there is a solution to each and every problem, learning to talk in the debate (even though we do not like to talk negatively, we learn to speak for the sake of debate), the support of the male members to the EWRs is needed to some extent, preparations to be made before the Gram Sabha, we need to ask for the benefits as until the child cries, he is not fetched with milk and the EWRs should be enhanced with the skills to ask and secure benefits. Information about sub-committees and both male and female is very essential for the upliftment of the society. It was also shared that - there was learning as to understanding the needs of the community and extend them the required benefits, three tiers of PRIs, women should get platform of this sort so that they come ahead and ask for the facilities, understanding as to gender and why there is a need to gender equality and there was no courage and capacity to speak in public meeting and now it is learnt, women should get higher education and violence against women should be stopped, the inauguration of this programme was in a different manner - by giving the handbook, which is very unique and in this programme, there are no outside trainers and instead members have been invited, and through this large number of general populace can be reached'.

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 next step in the session was to divide the participants 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. The following are the responses from the participants -

- * One of the responses on Impossible Dream was that there was no equality in the clipping.
- * It is injustice that only women work at home.
- * If men help women, then it would have been possible for the women to take part in other activities also.
- * There is difference in the political arena while distributing the seats to the women. In the general political parties, only men dominate. The political parties do not make the learned women contest elections. They only promote women, who would be the puppets in their hands.
- * There will be no place for the women even to sit in the public meetings and forums.
- * There will be contests between women themselves. Even the experienced women should promote others to take lead.
- * Even though the EWRs want to be on the right track, they do not get support from men and their opinions are not regarded.
- * It is not possible for the EWRs to move up in the ladder.
- * There is less number of women in the GP and hence, quorum towards women's issues is lacking.
- * One of the EWR shared her experience that in their GP there are eight EWRs and six male members. Even though the eight women assembled for the meeting, the president cancelled the meeting saying that the male quorum is not there. Other incident shared was that the names of only male members is reflected in the list of GP members and on asking the reasons, the president said that the clerk has committed the mistake.
- * The other experience shared was that there is no unity on the decision. The members depend on only one member, who speaks openly and in times of problems, they are left alone.
- * Even the women presidents of the GP suffer pressure to sign the cheques and so on. If not obeyed, they have to face opposition from them. There is pressure from the higher level political leaders too.
- * The female children are not allowed to go for higher education. Their marriages are arranged as early as possible. The male children are allowed to study even upto 27 to 28 years of age.



- * The female children are sent to government schools and the male children are sent to private and good school. This is because the female children are considered to be a burden as she has to be sent out after marriage.
- * The male members are allowed to get professional education while the female education is restricted to a lower level because of the expenses to be incurred at the time of marriage.
- * The female children are not even allowed to go out to other places fearing of unwanted incidents.
- * An incident of was shared - Graduation in Home Science is restricted only to female candidates. They have very less employment opportunities. The employment of Administration Officer Level considered being equal to the level of a peon. This is because the said employment was meant only for women. Not only this, the higher level official prevent women to rise to this position and suppress them through various means.
- * The toilets in the schools are utilized only by the teachers and they are locked by them. The toilet in one of the schools was constructed without a pit and it is difficult to use the toilets.
- * The girl students in the classes are not allowed to answer the questions even though the girls know the answers. The students fear to speak openly in the Children's Gram Sabha.
- * The system of providing justice at the community level (like the Panch, committee of elders, etc.) is not helpful for the women as the justice providing committee does not have any women member.
- * The attitude of men towards women, who take a lead, is totally negative.
- * Women cannot move freely to certain places like police station, courts, GP office, etc.
- * The women lack a position in the forums of decision making.
- * The women, who take lead, are pressurized through their families, especially when they neglect to the negative feelings and thoughts.
- * The women have to wait even to have food in the social functions and so on.

The above are the differences faced by women in the political, educational, social aspects of society.



Then the facilitator facilitated responses from the participants to bring out the role of EWRs - how can the EWRs take initiatives to remove these differences?

- * Promotion of women's leadership in taking decisions at the Gram Sabha. Encouraging women's participation in the Gram Sabha by hosting the same at the time convenient to women also.
- * Need of Special GS for the women should be conveyed. A practical experience of banning alcohol in the entire GP was shared.
- * Prior to Gram Sabha, a meeting of women should be convened to motivate the women to participate in the GS and share their opinion in decision making. Gradually these meetings should be discontinued when the women start taking active participation in the GS.

- * There should be special meetings of women convened. These would make possible to impart information about various Schemes to the women.
- * Network of SHGs and other CBOs to make the women's collective and also to motivate women to participate in decision making process.
- * Women should not pull legs of other women.

Consequences of Gender Inequality and Violence against Women

Ms. Jyothi Muralidhar facilitated the above said session and she commenced the session with brief statistics about molestation, rape and other crimes against women. She also used mythological instances of Goddess Lakshmi, who sits near the legs of Vishnu and Durga, who is treated to be the Goddess of bloodshed while Ravan is depicted as strong.

Later, there was brainstorming as to the forms of violence against women. Following are the responses from the participants -

- * Dowry.
- * Psychological violence.
- * Physical abuse.
- * Emotional harassment.
- * Sexual harassment.
- * Religious torture.
- * Economic violence.
- * Harassment by the teachers.
- * Violence by the police.
- * Harassment by the officials.
- * Child marriage.
- * Devadasi.
- * Trafficking in women.
- * Violence against women committed by women.
- * Demand for a male child.
- * Harassment related to leadership.
- * Forced prostitution.
- * Female foeticide.
- * Obscene presentation of women.
- * Usage for the purpose of entertainment.
- * Lack of independence in decision making.

Reasons for violence against women that were discussed during the discussion are -

- * Blind beliefs and Superstitions - women is born to experience violence.
- * Lack of knowledge.
- * Lack of education.
- * Poverty and economic status of women.
- * Tolerance by women.
- * Arises from customs and traditions.
- * Religious causes.
- * Doubting nature of men.
- * Presumptions present in the society.
- * Lack of security for women (there was a debate in this regard).
- * Emotional nature of women.
- * Physical structure of women.

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.

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

Ms. Leela Hiremath, Advocate and Former Women Member of Consumer Court and Ms. Vidya Kulkarni along with Ms. Suman Heblkar from Sankalpa Sahayoga Sangha, which works for the sake of environment and legal awareness, women empowerment, etc., were the facilitators for this session.

The facilitator took these for discussion - seat reservation for women in the buses, the reason for the celebration of World Women's Day on 08th March. Then she explained the following Constitutional Provisions relating to equality of women -

- * Article 14 says that all are equal before the law and hence, there is uniformity in laws.
- * Article 15 of the Constitution grants Right to Equality.
- * Article 39 D provides for equal pay for equal work of eight hours per day.
- * Article 243 provides for 33% of reservation to the women.



The following Acts and legal provisions were discussed during the session -

- * Hindu Varsa Act, 1956.
- * In 1937, for the first time the women were given right to property.
- * Hindu Marriages Act.
- * Divorce Act.
- * Adoption and Maintenance Act.
- * Dowry Prohibition Act.
- * Prohibition of Child Marriage Act.
- * Domestic Violence Act.
- * Will and its applicability.
- * Convention on Elimination of All forms of Discrimination Against Women (CEDAW).

The experience of one of the participant with regard to stopping child marriages was shared. Eight cases of child marriages have been registered by the active role of this participant. As a result of this, to arrange the marriage in community and also to host the collective marriages programme, permission before one month has to be taken by showing the age proof. Training under Sabala programme is also being extended for the rehabilitation of victims of child marriage.

Another incident was raised for clarification - case of a Muslim couple was shared. A Muslim guy was married to a Muslim woman and has three children. The man married once again with a Scheduled Caste woman as the second wife. This woman (second wife) has filed a case against the first wife. It was suggested to seek free legal aid.

A girl of 14 years was raped and she became pregnant and she has a child of four plus years. While the case is going on in the Court, the DNA report has come negative after two years. What can be done to secure the future of the child? It was suggested to counsel the victim and understand if there was any other person, who was responsible for the birth of the child. Or the DNA test can be done in a different place.

The day was concluded with the briefing about the next day's activities and a humour programme by one of the participant Mr. Mallappa.

Day - 3

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.



Mind Mapping in Progress

The day's activities commenced with the recap through mind mapping activity facilitated by Ms. Fathima. This was followed by briefing on Gender Mainstreaming and the role of EWRs in promoting Gender Mainstreaming.

Gender Mainstreaming and Increasing Women's Participation in Decision Making

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.

Ms. Jyothi facilitated discussion on women's participation in the process of decision making through brain storming on who takes decision in a family. Following are the responses from the participants -

- * In the context of a marriage, the lead man in consultation with the lead lady takes the decisions. But, it is dominated by man.
- * To continue the education after SSLC and PUC, both the parents takes a decision and counsel the child to go ahead as per their decision.



Role-play on Gender Roles

- * In the rural agricultural families, women do all the hard work, but men take the decisions as women do not go out to the market places.
- * The decisions are taken by the person, who earns in the family.
- * With regard to the construction of a house, the lead man takes the decision based on financial conditions of the family.
- * The father decides on the future of a male child - whether business or education.
- * With regard to the fairs and festivals in a village, the man takes decision.
- * Even though women work, the decisions are taken by the men.
- * The women are not completely kept away from decision making, for example, while purchasing clothes and jewellery for marriages, only women take a call. There is division of work also. This happens even in the villages, where both men and women work collectively.
- * The man decides in the family with regard to casting vote and woman has to give her vote to that person only.
- * Women do take part in decision making.
- * When women have information about an aspect, men do give opportunity for women to participate in the decision making.
- * We women have to even deliver children on approval of a man.

It is understood that even women have a role to play in the process of decision making in a family. In this context, can't the EWRs take a decision?

The stages of decision making were explained by the facilitator through a chart. This was followed by a song on women and her empowerment process by one of the participant Mr. Soratti.

Women Empowerment - Supports and Challenges

The session was conducted by Ms. Sarojini Kademani, Deputy Director, DWCD, Dharwar.

The RP started the session with a brief introduction of the participants and also introduction to the DWCD. She said that the Department believes in the following -

- One way that leads to empowerment is through education.
- Stree Shakthi Scheme (the men were provided with loans under IRDP, but this was not successful as the men misused the funds and did not come ahead and did not show interest and as such the scheme failed) was introduced during the period of Mr. S. M. Krishna.



The RP stressed on the programmes from the DWCD for the empowerment of women.

Following this, Ms. Shylaja facilitated a brain storming to arrive at the indicators of women empowerment. Below are the indicators to show that a woman is empowered personally as responded by the participants -

Individual Level

- * Taking decisions independently.
- * She courageously comes out of home and expresses her opinion confidently.
- * Speaks courageously and confidently in front of people.
- * Expresses her opinion very openly.
- * A woman from the backward community takes initiatives.
- * She questions others and asks support to address problems.
- * She comes ahead to take up responsibilities.
- * She is educated and knows about the happening around her.
- * She gets education for her children.
- * She asks for justice in case of harassment and injustice.
- * Having legal awareness, she answers to the questions raised.
- * Protests injustice.
- * The women express their opinion in the Gram Sabha and Ward Sabha.
- * Economically independent.
- * She should get recognition in the community.
- * The way she introduces herself, her behaviours, etc.
- * When she reflects increased self-confidence.
- * When a woman has self-respect and self-esteem.
- * People recognize her with her own identity.

Community Level

- * Participation in the Ward and Gram Sabha.
- * Increased enrollment and retention at the high school level.
- * The way she participates in the discussion of SHGs and also an increase in the number of such groups.
- * Takes initiatives and responsibilities in the management of meetings and programmes.
- * Addressing social problems like alcoholism, etc., with the support of others in the community.
- * Generating awareness among the community about health and sanitation and make the people to access available supports and services.
- * Encouraging inter-caste marriages and promote mingling of people from different communities.
- * When experiences of successful women are shared in the public meetings and gatherings.

Practical experiences of child marriage to an uncle, wherein the girl refused to get marry was shared by Ms. Madhulika and another incident was shared by Ms. Mahadevi Angrolli wherein a woman decided to contest elections independently.

The session was summarized by Ms. Fathima and Ms. Shylaja.

Aspects to be Considered by EWRs in Ensuring Nutrition of Family and Community

A quiz was conducted by Ms. Shylaja to facilitate the session on Reasons and Solutions for Malnutrition.

The participants were divided into four groups and each team was to identify a team leader and also a name. The groups identified themselves with the names like Rani Chennamma, Sadhana, Manthana and Dara Bendre. The leader should discuss among the group and provide answers to the questions. The RP, in between, gave explanations with regard to reasons and other aspects of nutrition. The questions for the quiz that were used during the session are enclosed as **Annexure - 05.**

Skill Building for Good Governance - Confidence Building and Leadership Qualities

The event was facilitated by Dr. S. H. Veeranna, who is the former Director of CEDOK and at present the Joint Director of Vishveshwaraiah Industrial Training Institute, Hubli.

The session started with a question 'what is good governance?'. The following are the responses -

- * Appropriate beneficiaries should get proper facilities in specified time and in a proper manner. This should happen in a transparent manner.
- * Administration should be a in a manner of becoming a model.
- * Understanding of the practical situation.

Are you doing all these - 'No'.

What are the skills that we need to develop in order to provide good governance?

Reasons for Lack of Good Governance

- * Illiteracy of both ruled and ruling.
- * Lack of knowledge and awareness of both ruled and ruling.
- * Poverty.
- * Hesitation on the part of ruling, lack of specific decision making.
- * Lack of information.
- * No participation.
- * Lack of proper utilization of what is being provided.
- * Interference by others.
- * Domination of higher classes.
- * Lack of specific and effective decision making.
- * Personal interest and selfishness.

How do you immediately feel when I ask you to speak? - speaking is not only talking, it is the procedure to increase you self confidence.

What is self confidence?

- * Trust on self.
- * Understanding self.
- * Supportive environment.
- * Knowledge / time sense.



Definition of Self-Confidence by the RP - Coalition of myself, my body, my heart and my personality and trust on this coalition is self-confidence. We should develop the self-confidence in the way that when a cat looks into a mirror, it should see the reflection of a lion.

Common behaviours related to self-confidence that were explained by the RP were -

- * Have faith in self.
- * You do the activities, which you are confident of doing and responding to the concerns of others.
- * Ready to face challenges.
- * Managing change without any hesitation.
- * Accept mistakes promptly and learn from them.
- * Accept praises in a respectful manner.
- * Believe in life and love it completely.

Balanced Self Confidence

- Less self-confidence - "hesitation".
- Maximum / over self confidence - drags work more than capacity.

Good Leadership

- Leaders are not born, they have to be created (society).
- Patience, continuous effort and hard work are the foundation for effective leadership.

An activity was done - a pipe of around 10 ft length was taken and around 10 volunteers were invited from participants and two lines were made. The two lines stood opposite to each other. The pipe was kept in between. The participants were asked to forward their fore finger and pipes were kept on the fingers. The participants were asked to keep the pipe below. The conditions to follow while keeping the pipe below are that all the fingers should be touching the pipe and the pipe should be kept down together by all the participants at the same time.

What is good leadership? Is it needed? What are the characteristics? What are the roles of leaders?

Characteristics

- * Good communication skills.
- * Practical, transparent.
- * Gender sensitive (sensitive towards women).
- * Positive attitude.



Leadership Styles

- * **Dictatorship** - lack of co-operation and participation, more work, lack of relationships.
- * **Laissez-Faire** - good relationship with others, less work.
- * **Detached** - lack of interest both in work as well as relationship.
- * **Democratic** - desires acceptance, majority based decisions.

All the four styles are required based on the needs of the situation.

Good / Responsible Team Leaders are -

- * Promote and motivate team for the achievement of goal and objectives.
- * Strengthening the mutual relationships of team members.
- * Change leadership styles based on the requirements of the situations.
- * Encourage future leaders.
- * Issue based discussion and not person specific.
- * Thankful, no pride and polite
- * Love and affection towards people.
- * Impact on heart than using rules and regulations and power.
- * Work with different groups.
- * Simplification of subject, problem and strategies.
- * Monitoring of growth / achievement and evaluation.

The entire presentation by the RP in the form of power point presentation had many quotations and examples of the great leaders across the world. Few are listed below -

- * *In a day, when you don't come across any problems, you can be sure that you are travelling in a wrong path* - Swami Vivekananda.
- * The most difficult phase of life is not when no one understand you; it is when you don't understand yourself.
- * Believing in you is the first secret to success!
- * Life is like an ice-cream; enjoy it before it melts...!
- * "A leader is one who knows the way, goes the way and shows the way".
- * "Leadership is action, not position".
- * *I will not say I failed 1000 times, I will say that I discovered 1000 ways that can cause failure* - Thomas Alva Edison.
- * Spirituality is - what I expect should not happen to me, should not even happen to others and I do not do this to others.
- * *"If you win, you need not have to explain... If you lose, you should not be there to explain!"* - Adolf Hitler.
- * *"I am more afraid of an army of 100 sheep led by a lion than an army of 100 lions led by a sheep"* - Talleyrand.

Along with the above, following were the activities that were conducted during the session -



Activity - the participants were asked to stand in a circle and a ball was passed in the circle and music was put on. The participants had to pass the ball and on stop of the music, the person with ball was declared to be out. Totally three members were out and sent out of the circle. The three members, who were out had to speak for two minutes on "my village / town is a good place to reside". One person should speak in favour of the topic and other person against the topic. The third person had to speak on the requirements of a better place to live.

Activity - A square shaped wooden bar was taken and one nail was fixed on it. There were other 12 nails provided to a group of five participants and they were asked to place the 12 nails on the nail fixed on the wooden bar. The answer is the balancing of nails on both the sides. It served as a very good problem solving exercise. One participant was almost near to the solution of the problem.

Day - 4

The day was commenced with a folk song by Mr. Nagaraj, one of the participants.

Recap

Sharing of previous day's learning was facilitated by Ms. Zohara by passing the ball and a game. This was followed by the introduction to the day's activities by Ms. Fathima



Role of PRIs in the Implementation of Development Programmes

The session was facilitated by Ms. Mahadevi Angrolli and Mr. Siddaramaiah Hiremath. The activity of cards (information about five schemes in cards and these cards were jumbled) was conducted. The participants were divided into five groups and the groups identified their names as - Samruddhi, Sharathi, Chetana, Priya and Salu Marada Thimmakka. 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. Samruddhi team to collect information on Education.
2. Sharathi team to collect information on ICDS.
3. Chetana team to collect information on NRHM.
4. Priya to collect information on MGNREGA.
5. Salu Marada Thimmakka team to collect information on TSC.

This was followed with the group activity. 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.

Following is the detail of the team and programmes allotted -

1. The Samruddhi Team had to present on Education - Right to Education Act and SSA.
2. The Sharathi Team presented on Management of ICDS at the GP level.
3. The Chetana Team presented on NRHM.
4. The Priya Team presented on MGNREGA.
5. The Salu Marada Thimmakka Team presented on TSC.




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

Samruddhi Team - Education (Right to Education Act and SSA):

The team members include Ms. Uma Sanu, Ms. Lalitha Jog, Ms. Zairun Bi P, Ms. Savitha Patil, Ms. Renuka Haverapet and Mr. Nagaraj Avatadi.

Following are the activities planned to be undertaken at the GP level -

1. As per the RTE Act all the children of 06 to 14 years should be provided with free and compulsory education - our legal system brought in an Act for the children in 2009. These are RTE Act and SSA. These ensure free and compulsory education to all the children of 06 to 14 years of age. We would impart information with regard to the objectives of these among all the dwellers of village and GP members and others. We would generate awareness on the programmes by beating drums. The programmes provide free incentives, books and fees to all the children. We would ensure meetings of Civic Amenities Committee atleast once in three months.
2. It is very essential that all the parents get their children enrolled in the schools and provide primary education. Awareness would be generated in this regard and all the parents would be informed about the benefits of getting education to their children. They would be warned that if they do not send their children to school, they would not be provided with the provisions for their survival, they would not get the benefits of Bhagyalakshmi Scheme, etc. Not only this, they would also be strictly warned even of forfeiting the benefits provided under the GP.
3. The drop out children would be enrolled back in the schools and the list of such children would be discussed in the General meetings of the GP and also in the GS. The respective GP members would be entrusted with the responsibility to ensure retention of such drop out children in the schools. Those children will be supported by the GP. Jathas and rallies would be conducted to sensitize the masses to combat child labour. Orphan children would be adopted and at the primary level, SDMC and Standing Committees would be formed.
4. The neighbourhood schools would be identified and it would be ensured that these schools have all the children from the limits of GP. The identified dropout children would be enrolled with these schools -
 - * The list of respective schools would be prepared within the limits of GP.
 - * The information as to the admissions of children would be collected and maintained. The members of respective wards will be entrusted with the responsibility to maintain the list of children enrolled in the schools.

5. The children with severe physical and mental abilities would be identified. Education of the children, who cannot come to school, would be ensured by making house visits as specified under SSA. The GP would take up this responsibility.

In order to provide education to such children, the educated young girls and boys of the village will be identified as volunteers. A programme would be framed to ensure employment to these volunteers and also provide education of the CWSN.



6. It would be ensured that there will be no hurdles of fees and other expenses for the poor children, who desire to come to school. The GP would have the responsibility to identify such children and the GP would bear all the cost of education of those children.

7. Along with education, for the personality development of female children, skills like tailoring, embroidery, computer and others would be provided.

With the funds of GP and by taking the members of wards into confidence, training would be provided. Efforts would be made to initiate measures for the development of women and children.

8. Meena Programme - an activity based and oriented team of children would be formed. A programme would be initiated by the GP to enroll back female dropout children. The objective of the GP would be enrolling back all the dropout children.

Sharathi Team - ICDS

The team members include Ms. Santhani, Mr. S. Y. Soratti, Ms. Shylaja, Ms. Saroja Hulagura, Ms. Rathnavva Hulagura and Ms. Nagarathna J. S.

Below mentioned activities and programmes would be undertaken at the GP level by generating awareness, providing facilities and we would see that our village in a better place. The activities are -

1. Organizing health camps for the adolescent girls, mothers and children.
2. Extending IGMSY to the pregnant women and lactating mothers.
3. Extending medical support to the pregnant women and children from 0-06 years of age.
4. Meetings would be conducted to generate awareness on nutrition.
5. Discussions would be conducted by convening the meetings of Bala Vikas Samiti.
6. Extending Bala Sanjeevini support to the children under six years of age.
7. Providing additional food to the malnourished children and ensuring follow-up in this regard.
8. Organizing children to understand their problems and initiating measures to address them.

9. Distributing activity oriented materials and promoting usage of the same among the pre-school children.
10. Encouraging informal education.

Chetana Team - NRHM:

The team members include Ms. Mythra L Reddera, Ms. Bhagyalakshmi L. M, Ms. Veena Siddu Shiralli, Mr. M. M. Giranivaddar, Mr. Eshwarappa Dasanakoppa and Ms. Shyla C Malali.

The co-operation and funds of Health and Sanitation Committee of GP would be utilized to ensure implementation of better and improved services of NRHM in the limits of GP. Following are the initiatives that would be taken up -

1. Selecting appropriate women for the nomination of ASHA workers - this means the candidates should be compulsorily SSLC passed, the person should have two children and the second child should have completed five years and should not have any restrictions from the family. This person would be selected collectively by the president, members and village dwellers.
2. Awareness among the village residents would be generated about the Ambulance services (facility of 108) through Ward / Gram Sabha. People would be extended support to utilize the services of 108.
3. There is a provision to select one ASHA worker for every 1000 population. These workers would be encouraged to extended good services by providing them honorarium instead of incentives. Measures would be initiated to recruit ASHA workers, where they have not been identified.
4. The husbands of pregnant women from poor families would be motivated through the Ward / Gram Sabha to take their wives to the government hospitals for delivery.
5. A plan would be prepared at the GP to extend services under NRHM to the poor and needy persons and measures would be initiated for the effective implementation of the prepared plan.
6. The GP would initiate action to conduct annual medical check-up of all the children under Arogya Chetana programme. This programme is conducted in all the primary and high schools of the GP limit.
7. Pregnant women's health and nutrition impacts on IMR and MMR. This information would be shared with the village dwellers during GP meetings and also Ward / Gram Sabha.
8. The GP would monitor the PHCs under its limits that if they are functioning and extending services as per 24 x 7. The GP would also review periodically that all the required facilities and services are available in the PHCs. It would also review the work effectiveness of the staff. The GP would also undertake measures to address the gaps if any.



Priya Team - MGNREGA

The team members include Ms. Shobha Vanalli, Ms. Priya, Ms. Madhulika, Ms. Vani, Ms. Nadaf N. I and Ms. Sujatha.

Following are the activities undertaken at the GP level with regard to MGNREGA -

1. The families of the village, who volunteer to submit applications for job, would be identified and provided with job cards and their bank accounts will be opened.
2. The people above 18 years of age, who aspire to get job and who are not public employees are the eligible persons under this Act.
3. It would be decided to identify the works in the GS and also to prepare the action plan, which would be -
 - * The stagnant water at both the ends of roads would be cleaned.
 - * Improvement of roads.
 - * Construction of compounds / preventive walls.
 - * Sowing in the agricultural fields.
 - * Desilting the tanks.
 - * Horticulture.
 - * Providing subsidized plants to the farmers, who have less than 10 acres of land.
 - * Construction of school compound under MGNREGA.
 - * Construction of soak pits.
 - * Digging pits for individual toilets.
 - * Insurance scheme.
 - * Planting saplings in the graveyards.
 - * Construction of fence to the wells considered to be dangerous.
4. Extending 100 days of employment to the people with job cards and also paying equal wages to all the employed.
5. Prohibition of contractors and middlemen under this Scheme would be followed compulsorily and strictly.
6. Ensuring provision of employment to atleast 33% women.
7. Extending unemployment incentives for the people, who have not been provided work.
8. Providing emergency first aid in case of accident during work time.
9. Arranging for water, shade and crèche for the women employees.
10. Providing additional wages if the work place is more than 05 kms. from the village.

Salu Marada Thimmakka Team - TSC:

The team members include Ms. Manjula Patil, Ms. Rekha Ganigera, Mr. Mallappa Hongal, Ms. Kamala Hombala and Ms. Sakku Bai.

Below mentioned are the activities intended to be taken up at the GP with regard to TSC -

1. **Improvement in the sanitation and cleanliness habits of people** - imparting information in the Gram / Ward Sabha, monthly mothers' meeting, by inviting departmental officials in the meetings of SHGs and Stree Shakti Sanghas and also convening special meetings. Awareness would also be generated through street plays and other means of sensitization.
2. **Prevention of contamination of water and food** - awareness among the people would be generated with regard to cleaning the drinking water tanks, ensuring cleanliness in the surrounding of drinking water tanks. Awareness to prevent open field defecation would be generated by hosting various sensitization programmes. Measures would be initiated to clean tanks, ponds and borewells.
3. **Rural sanitation shops and production centres** - the TSC provides funds for sanitation shops. Under these funds, shops producing sheets, doors, pipes, etc., would be opened through the GP.
4. **Providing Rs. 3000/- as incentive for the BPL families to construct toilets** - a survey would be conducted to identify the houses without toilets. Such families will be encouraged and they would be supported to construct toilets with the incentive of Rs. 3000/- provided by the government.
5. **Formation of Rural Health and Sanitation Committee** - the president of the GP presides over this Committee or otherwise the member from that village will be the president of this Committee. Each 1000 population will have one such Committee and there will be 15 members out of which 08 should be women. ASHA worker will be the secretary to this Committee. The Committee gets annual grants of Rs. 10,000/-. If this Committee is not formed, measures would be initiated for its formation. The people will be sensitized with regard to the responsibilities and benefits of this Committee.
6. **Prominence will be given to construct separate toilets and urinals for female children in all the primary and high schools of government** - the children will be sensitized with the problems of open field defecation. Toilets will be constructed in the schools with the grants from TSC. The children would be encouraged to use the toilets.
7. **Providing sanitation facilities to the schools and Anganwadi centres of rural areas** - would attend the monthly meetings of Anganwadi centres to understand their problems and support them. We would enquire if the food is provided in appropriate time. The Anganwadi centres of the village will be provided with toilets. The Anganwadi staff will be instructed to keep the premises clean.

8. **Combating the bad practice of carrying the human feces** - if the practice of carrying human feces is noticed in the village, everyone would be gathered to oppose this and this would be stopped. The people, who practice this, would be fined and they would be instructed not to repeat this. Awareness would be generated with regard to the importance of toilets and information would be shared about the grants from the GP. Various means of community sensitization like street plays would be used in this regard.

Ms. Mahadevi Angroli and Mr. Hiremath summarized the presentations to conclude the session on role of PRIs in the implementation of flagship programmes. This was followed by an energizing activity by Ms. Mahadevi Angroli - song and movement of fingers.

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

The topic was conducted by Mr. Subhash V Kulkarni, Programme Officer in Family Planning Association of India. The session was interactive and activity based and covered the following -

The process of communication involves the following components -

1. Listener
2. Teller
3. Subject
4. Media
5. Response



An activity was conducted - all the participants were made to stand in a circle. Four chairs were placed in between the circle. Four volunteers were invited to observe the process within the circle and these persons were sent out of the circle. These observers were instructed by the facilitator to make special observation of the process in between the circle. Later, the participants standing in the circle were invited to sit on the chairs. Only four members could grab the chairs to sit. Then the other participants in the circle were asked to hold hands and go around. The participants sitting on chairs were asked to escape from the circle with their chairs.

The four participants sitting on the chairs thought only to come out with the chairs and no one even thought of talking to each other and networking to address the situation. The participants circled were not instructed to prevent the participants to go out with their chairs, but they did it and they became the watch dogs.

The above activity depicts the way we assume and behave in the community. The chair here depicts the power. The following are the learnings from the activity -

- * We forget that the society is watching what we do.
- * There was lacking as to the understanding that what would the people with chairs do when they come out of the circle.



- * We wait for orders to do our responsibilities and there are no proactive efforts.
- * If there was co-ordination, they would not have been struggling to come out. Hence, there should be co-ordinating relationship between the departments.
- * The task would have been completed and it would have been qualitative.
- * There should be co-ordination before and after the task.
- * When we work collectively, it would be possible to achieve overall development.
- * Involving all others would ensure that available benefits reach the beneficiaries.

The RP summarized the discussions during the session and shared a story to conclude the session. The story goes like this - one day there will be a fight between the demons and gods with regard to greatness. The argument of demons was that inspite of being strong, they are not respected. Both the teams go to Lord Mahadev for settlement of their conflict. Lord Mahadev, after thinking intensely, ties the hands of both demons and gods and provides them hot food to be eaten. The demons burn their hands and could not eat the food properly. Whereas the gods could eat the food (one good would feed the food to the god standing next to him / her). Like this the gods win only by thinking and acting in a co-ordinating way.

The most attractive part of this session as expressed by the participants was that they could learn time management from this RP. The RP without even watching the clock, concluded his session on the exact time allotted to him and the session was very effective in term of the subject covered and involvement of 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 untill 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.

Conflict Resolution, Problem Solving, Negotiation and Persuasion

The session was dealt by Ms. Priya Pavate, Senior Education Officer, Central Board of Workers' Education, Hubli.

The highlights of the session include - the mind has six types of thinking - positive, negative, logic, yes, no and alright.



An activity was given - six rows of six dots each to be joined by six lines without overwriting and without lifting the hand. The second exercise was that a fish was drawn and the participants were asked to change the direction of fish in water by altering only three lines.

A slideshow on 'problems in life' was shown to explain how we should be when we face problems in life.

During the session eight volunteers from the group of participants were called to conduct the activity of human chain and another two physical exercises were conducted to follow instructions correctly. Later, few clippings were shown along with the stories of cap seller and thirsty crow.

Following the session, an assignment was given to the participants to come prepared to perform role plays to define skills for conflict resolution and problem solving in the community.

Development Indices to Assess Development

The subject was facilitated by Ms. Sharada Gopal, Project Holder from Jagruti Samsthe, Dharwar. The RP covered the following during the session -

What is development?

- Progress measured in terms of social, economic and educational context.
- A man is capable of leading a comfortable life.
- The basic amenities to lead life are available to all the people residing in a particular place.
- Proceeding ahead.
- Change.
- Growth.
- Education, health and income are measured to assess development.
- Overall provision of all the needs of a human being.

Day - 5

Recap through Number Game

Number game was played to facilitate recap of the previous day's learning. 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 that person has to share the aspect of learning and should go 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.

Role Play and Activity on Conflict Resolution

Recap was followed by performance of role play on conflict management by two teams on observation presentation by one team.

Role Play - the participants were divided into three groups. Two groups were assigned the following situations to perform role play and the third group was assigned with 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 team performed the role plays by bringing in the real life situations. Following this the facilitator Ms. Fathima 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.

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.

Gender Budgeting and HDI

The session was facilitated by Mr. K. H. Girish, Resource Person, ANSSIRD Mysore. The facilitator explained the following issues with regard to Gender Budgeting. A power point presentation was used during the session -

- * 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.

The aspects of HDI and HDR were discussed during the session. The RP shared a 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 10th position. Highlights of HDR of Karnataka for the year 2005 were also discussed.

Preparation of Action Plan

The activity was facilitated by Ms. S. N. Fathima. The participants were divided into five groups and allotted subjects as follows -

1. Samruddhi team - Education
2. Sharathi team - Health
3. Chetana team - Water and Sanitation
4. Priya team - Nutrition
5. Salu Marada Thimmakka team - Livelihood

Following is the format utilized for the preparation of action plan during the ToT -

1. Define Goal and Objectives.
2. Define the Indicators

Sl. No.	Activities	Stakeholders	Funds	Sources

Below is the prepared action plans by the teams -

Team - 01 (Samruddhi) - Education				
Members	Ms. Uma Sanu, Ms. Lalitha Jog, Ms. Zairun Bi, Ms. Renuka Haverapet, Ms. Savitha Patil and Mr. Nagaraj Avatade			
Goal	A mode literate Gram Panchayath			
Objectives	<ul style="list-style-type: none"> * Enrolling all the children between 0-6 years in Anganwadi. * Providing free and universal education to all the children between 06 to 14 years. * Enrolling the school dropout children back into the schools. * Combating the practice of child labour. * Capacity enhancement of the Committees related to education. 			
Expected Outcome	<ul style="list-style-type: none"> * Education of the school dropout male and female children. * Mainstreaming the children, who were child labourers. * Continuous education to the mothers by school going children. * Prevention of child marriage by skill oriented training to the adolescent girls. * Improvement in the education level through capacity enhancement of Civic Education Committee. 			
Indicators	<ul style="list-style-type: none"> * Discussion of school admission report in the quarterly meeting of Civic Amenities Committee. * Seeking information from the Anganwadi worker, president of SDMC and HT of the school in the general meeting of GP. * Admission registers in the school, meeting minutes, signatures of the participants and photographs and other documents. * Everyone knows to read and write. The information provided to the adolescents of the GP, training registers are the documents. 			
Sl. No.	Activities	Stakeholders	Funds	Sources
01.	Preparation of list of school dropouts - Meena programme and Jatha	Members of respective Wards and ASHA worker, SDMC president, HT and parents.	Rs. 2000 x 2 = Rs. 4000/-	GP and SSA.
02.	Adult Literacy Programme for women and prohibition of Child Labour practice and Kala Jatha	Team of Kala Jatha, members of Education Committee of GP and parents and SHG women.	Rs. 3000 x 2 = Rs. 6000/-	GP and local resources.
03.	Capacity enhancement of the Committee	SDMC, Civic Amenities Committee, GP, member children of School Children's Cabinet.	Rs. 1500 x 2 = Rs. 3000/-	SSA.
04.	Skill workshop for the adolescent girls, Child Marriage Prohibition Act	Meena team, advocates, Anganwadi workers, Department of Education and Department of Health.	Rs. 2000 x 2 = Rs. 4000/-	GP.

Team - 02 (Sharathi) - Health	
Members	Ms. Saroja Hulagura, Ms. Nethravathi Kurubara, Ms. Rathna Tarihala, Ms. Nagarathna Jaded, Ms. Santhani Dandin, Ms. Shylaja N and Mr. S. Y. Soratti
Goal	Freeing the population of GP from diseases and creating a strengthened society
Objectives	<ul style="list-style-type: none"> * Prevention of contagious diseases and mainstreaming the PLHA. * Reducing the IMR and MMR.

	* Strengthening the physically challenged.			
Expected Outcome				
Indicators	<ul style="list-style-type: none"> * Clean village * Reduction in the IMR and MMR. * Availability of Health services of medical officer and other staff of the PHC. * Awareness among the adolescents. * Medical treatment to the physically challenged and distribution of tools for them and usage of the same. * Ensuring appropriate and immediate services of medical officer and other staff of PHC. 			
Sl. No.	Activities	Stakeholders	Funds	Sources
01.	Eradication of Contagious Diseases - <ul style="list-style-type: none"> * Cleaning of drainages, streets and water tanks. * Prevention of open field defecation. * Fogging. * Programmes to generate awareness about cleanliness. * Waste collection at household level and segregation and usage. * Awareness about HIV, its prevention and Nevarapin injection during pregnancy. * Counselling for the PLHA. * Changing the attitude of the society towards PLHA and making them to use nutritious food. * Conducting camps for the children in the schools. * Monitoring the activities of PHC to increase qualitative service provision. 	<ul style="list-style-type: none"> * Members of GP, TP and ZP. * ASHA and Anganwadi workers. * Teachers. * SHGs. * Health workers. * CBOs. * Active populace. * Members of Health Committee of GP. * PHC. 	Rs. 2,80,000/-	<ul style="list-style-type: none"> * Employment Guarantee Programme. * 13th Finance Commission. * Funds from VHSC. * TSC. * Other funds.
02.	Reduction in IMR and MMR - <ul style="list-style-type: none"> * Health education for the adolescent girls under Sabala Scheme and providing nutritious food. * Disease control vaccination to the pregnant women and children and providing nutritious food. 	<ul style="list-style-type: none"> * GP. * Department of Health. * DWCD. * CBOs. 	Rs. 1,20,000/-	<ul style="list-style-type: none"> * Department of Health. * DWCD. * Other institutions.
03.	Strengthening the Physically Challenged - <ul style="list-style-type: none"> * Prevention of child 	<ul style="list-style-type: none"> * Members of GP, TP and ZP. 	Rs. 60,000/-	<ul style="list-style-type: none"> * GP. * SSA. * Department

	<ul style="list-style-type: none"> marriage. * Health check-up and distribution of equipments to the physically challenged. * Organizing awareness and sensitization workshops for the youth and aged. * Awareness in the community about health and nutritious food. 	<ul style="list-style-type: none"> * Department of Health. * DWCD. * Teachers. * SDMC and SHGs. * Other organizations. * Community population. 		<ul style="list-style-type: none"> of Health. * DWCD. * Donors. * Mahaveer Limb Centre.
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Team - 03 (Chetana) - Water and Sanitation				
Members	Ms. Vanishree M, Ms. Madhuri A. C, Mr. S. G. Hiremath, Ms. Shyla Malali, Ms. Eravva Dasanakppa, Ms. Bhagyalakshmi L. M and Ms. Veena			
Goal	A model village with total sanitation and drinking water			
Objectives	During 2012 to 2014 - <ul style="list-style-type: none"> * Supply of 55 litres of water per day to each person of the village. * Limited utilization of water. * Water facility to the education and health institutions. * Village free from open field defecation. * Management and disposal of waste. 			
Expected Outcome	<ul style="list-style-type: none"> * Improved health. * Reduction in the health expenditure of village dwellers. * Increase in the employment opportunities. * Conversion of the village into a model village. * Selection for the Nirmal Gram Award. 			
Indicators	<ul style="list-style-type: none"> * Disease free village. * Toilet facility in each house. * Community toilet facility. * Usage of water and sanitation in Anganwadi and schools. * Provision of waste bins in all the places to make the village clean and beautiful. * Planted trees to make the village clean, green and scenic. 			
Sl. No.	Activities	Stakeholders	Funds	Sources
01.	Understanding the level and rate of drinking water through survey.	Water and Sanitation Committee and staff of GP.	Rs. 10,000/-	GP.
02.	New borewells.	Staff of ZP.	Rs. 1,50,000/-	ZP.
03.	Repair of pipeline, cleaning and chlorinating of tanks.	GP.	Rs. 50,000/-	GP.
04.	Provision of drinking water facility to Anganwadi, schools, health centres, etc.	Water and Sanitation Committee and SDMC.	Rs. 30,000/-	GP.
05.	Awareness programmes for individuals, community, school, Anganwadi and health centres.	Villagers, teachers, children, Anganwadi and ASHA workers.	Rs. 10,000/-	GP.

06.	Construction in individual toilets.	GP and community.	Rs. 11,00,000/-	GP.
07.	Community toilets and cleaning of drainage.	Community, staff of GP.	Rs. 4,20,000/-	ZP, GP.
08.	Construction of toilets in schools, Anganwadi and health centre.	School staff, SDMC members, Anganwadi and health workers.	Rs. 1,08,000/-	ZP, TP.
09.	Sensitization programmes through Jatha, wall writings, pamphlets distribution.	GP, community and school children.	Rs. 10,000/-	GP.
10.	Collection of household waste and attaching of waste bins.	GP and community.	Rs. 10,000/-	GP.

Team - 04 (Priya) - Nutrition

Members	Ms. Mahadevi Angrolli, Ms. Parvathi Ullannavar, Ms. Madhulika Naragund, Ms. Sujatha Gubbi, Ms. Najamunnisa Nadaf, Ms. Shobha Honnali and Ms. Priya Mushannavar			
Goal	Eradicating malnutrition from the village			
Objectives	<ul style="list-style-type: none"> * Information to the pregnant women / lactating mothers about importance of nutrition. * Increasing nutrition level of children between 0-6 years and 06-12 years. * Awareness generation among adolescent girls about nutrition. * Facilitating clean drinking water. * Facilitating toilet facility to each household. * Preference to education of women. 			
Expected Outcome				
Indicators	<ul style="list-style-type: none"> * No child is born underweight. * Decrease in IMR. * Reduction in the mortality rate of children below 5 years. * No obstructed growth. * No anemia and long term weakness. * Reduction in MMR. * Regular health check-up of children. * Regular conduct of Sneha Clinic. 			
Sl. No.	Activities	Stakeholders	Funds	Sources
01.	Supplementary nutritious food supply for children upto 0-6 years, pregnant women, lactating mothers, adolescent girls through Sabala, IGMSY, Folic Acid for C Grade Children and Vitamin A Supplementation.	ICDS, community and members of GP.	Rs. 20,000/-	Government, Department, ICDS and Community.
02.	MDM programme, Suvarna (Arogya Chetana Programme, kitchen garden	Department of Education, community and	Rs. 30,000/-	Community and Department of Education.

	in school, supply of Folic Acid, Vitamin A and Albendazol.	SDMC.		
03.	Health and education camps (VHSC) on Fogging, Halogen Lab, etc.	Department of Education, community and SDMC.	Rs. 2,00,000/-	Community and Department of Education.
04.	Nutrition camp, women's Ward / Gram Sabha for Stree Shakthi groups, SHGS, pregnant women, lactating mothers and adolescent girls.	Department of Education, community, SDMC, ICDS, GP and Bala Vikasa Samiti.	Rs. 5,000/-	Department, ICDS and GP.
05.	Meeting of adolescent girls (Sabala, Sneha Clinic).	Adolescent girls, ICDS, Department of Health, GP members.	-	Government, Department, ICDS and Department of Health.
06.	Household kitchen garden (Papaya, Lemon, etc.)	Males and females of family.	-	MGNREGA, own space, Department of Agriculture, Horticulture Department and State / Central Government.
07.	Public gardens near tank sides, channels, grave yards, road sides, etc.	Members of GP, community, CBOs and VHSC.	-	Government, Department of Forest, Department of Horticulture, Department of Agriculture and GP.
08.	Supply of clean and hygienic drinking water and cleaning of tanks.	Department of Health, GP.	-	Government, Department of Health and GP.
09.	Construction of public and household toilets (prohibition of open field defecation and awareness generation under TSC).	Community, NGOs, youth clubs and SHGs.	-	Own resources, GP.
10.	Education to the women through continued education, formal schooling, Ba Bale Shalge, Kooli Inda Shalege, Tent School and Home based school programmes.	Department of Education and community.	-	Department of Education, Government.

Team - 05 (Salu Marada Thimmakka) - Livelihood				
Members	Mr. Mallappa Hongal, Ms. Sakku Bai, Ms. Kamala, Ms. Rekha Ganigera and Ms. Manjula Patil			
Goal	Unemployment free village			
Objectives	<ul style="list-style-type: none"> * Creation of income generation activities by utilizing local resources. * Incorporating sustainable agricultural practices. * Encouragement to utilize facilities of Department of Horticulture to increase income. * Empowering the youth economically by providing employment oriented skill trainings. 			
Expected Outcome				
Indicators	<ul style="list-style-type: none"> * Development of income generating activities in the limits of GP. * All the adult youth of the GP are employed. * Following the sustainable farming techniques. * The youth involved in handicrafts activities. * The women of the GP are engaged in household and small scale industries. 			
Sl. No.	Activities	Stakeholders	Funds	Sources
01.	Basic survey - to identify availability of raw materials within the limits of GP, secure details of artisans and other human resources.	Community, GP, CBOs, NGOs.	Rs. 25,000/-	ZP (NRLM).
02.	Development of Fisheries - fish lets would be left in the local tanks, agricultural ponds and other places.	Community, GP, Department of Fisheries.	-	MGNREGA and locally available resources.
03.	Vocational Skill Training programme for the unemployed youth.	GP, Community.	Rs. 25,000/-	NRLM.
04.	Embroidery training for the unemployed youth of GP.	GP, NGOs.	Rs. 20,000/-	ZP.
05.	Construction and development of markets.	Community.	Rs. 5,00,000/-	GP.

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 -

- * "The resource persons, who have more experience, should be selected to train on important subjects".
- * 'I have learnt all the training, but if it was more, I would learn more. We get good



support from the officials, if we had learnt more, we can improve on the situation. There was little problem with the food. One more fact is that all the officials left their home and came here. They treated us like their children and like their brothers and sisters. I do not have the words to thank them”.

- * “Please invite the resource persons with experience and knowledge”.
- * “I feel that this training was full of quality”.
- * “There is a need to improvement in food and the subjects should have been dealt deeply”.
- * “The training was good. There should be additional level of information.
- * “The training was excellent because there were not only lectures. There was more interest in the training through group activities, role plays, stories, games, etc”.
- * “Field visit could have been incorporated.
- * “If we have to provide training, again additional 02 days of training is required. That means, if, we the GP members, are required to train other members, it is necessary to have information on new subjects”.
- * “If training is done away from the centre place, we could participate more actively and earnestly. It would have been good if we were divided into groups and imparted practical experience with regard to providing training to the GP members. Before we start training, again this type of training for one or two days should be conducted”.
- * “The training should be of more days”.
- * “Since the training centre (CEDOK) was away from the town, there was commutation problem. Instead of this, the training could have been conducted in one of the training centres in between the town”.
- * “Our suggestion to the qualitative trainings is that more training should come to the village level”.

Valedictory

To conclude the five days training programme a valedictory was conducted. Mr. Dindilkoppa represented the Deputy Secretary in the event. The other guests in the programme were Dr. Eshwarappa from NIRD, Hyderabad and Mr. K. K. S. V. Prasad, who is the Principal of District Training Institute of Dharwar.



The participants presented their action plans and shared their learning and feedback of the training. They were given certificates of participation by the guests.

Mr. Dindilkoppa, who is the Nodal Officer for the project in Dharwar wished all the success to the participants and said that ‘with the way you have presented your action plans, I am sure to count on your support in the effective implementation of this project’.

The attraction of this event was that Dr. Eshwarappa wished success to the participants in Kannada. He appreciated the action plans prepared by the participants.

ANNEXURES

ANNEXURE - 01 - TRAINING SCHEDULE

(Date - 27th February to 02nd March 2012)

Session	Time	Topic / Subject	Facilitator / Resource Person
Day - 01			
	09.30 a.m to 10.00 a.m	Registration	Course Assistant
	10.00 a.m to 11.00 a.m	Ice Breaking and Introduction to the Training Course	Ms. M. C. Shylaja, Course Director Ms. S. N. Fathima, Lead Trainer and Social Activist
	11.00 a.m to 11.30 a.m	Inauguration Introductory Remarks about the ToT - DG of ATI Mysore and CEO of Dharwar ZP	
	11.30 a.m to 11.45 a.m	Tea Break	
1	11.45 a.m to 01.30 p.m	PRS and Role of PRIs in increasing Women's Participation	Ms. M. C. Shylaja Ms. Shobha Patil, Master Trainer and Vice-Principal, DTI, Mysore
	01.30 p.m to 02.30 p.m	Lunch Break	
2	02.30 p.m to 03.45 p.m	Management of Ward and Gram Sabha	Ms. M. C. Shylaja Ms. Jyothi, Master Trainer and TP Member, Shimoga District
	03.45 p.m to 04.00 p.m	Tea Break	
3	04.00 p.m to 06.00 p.m	Concept of Women Reservation and Challenges in Women Leadership and Strategies to Address	Ms. M. C. Shylaja Ms. Zohara, Master Trainer and TP Member, Dakshina Kannada District
Day - 02			
	09.30 a.m to 10.00 a.m	Recap	Ms. Zohara Ms. Shobha Patil
4	10.00 a.m to 11.30 a.m	Socio-Cultural Construct of Gender * Sex, Gender and Patriarchy * Gender Roles and Gender Relations	Ms. S. N. Fathima Ms. Zohara
	11.30 a.m to 11.45 a.m	Tea Break	
5	11.45 a.m to	Consequences of Gender	Ms. Jyothi

Session	Time	Topic / Subject	Facilitator / Resource Person
	01.30 p.m	Inequality and Violence Against Women	Ms. Zohara
	01.30 p.m to 02.30 p.m	Lunch Break	
6	02.30 p.m to 05.30 p.m	Rights of Women, Human Rights, International Agreements and Role of EWRs	Ms. Leela Hiremath and Ms. Vidya Kulkarni, Advocates
Day - 03			
	09.30 a.m to 10.00 a.m	Recap	Ms. Zohara Ms. Shobha Patil
7	10.00 a.m to 11.30 a.m	Gender Mainstreaming and Increasing Women's Participation in Decision Making	Ms. S. N. Fathima Ms. Jyothi
	11.30 a.m to 11.45 a.m	Tea Break	
8	11.45 a.m to 01.30 p.m	Women Empowerment - Supports and Challenges	Ms. Sarojini Kademani, Deputy Director, DWCD, Dharwar
	01.30 p.m to 02.30 p.m	Lunch Break	
9	02.30 p.m to 03.30 p.m	Reasons and Solutions for Malnutrition	Ms. M. C. Shylaja
10	03.30 p.m to 05.30 p.m	Skill Building for Good Governance - Confidence Building and Leadership Qualities	Mr. S. H. Veeranna, Joint Director, Vishveshwaraiah Industrial Training Institute, Hubli
Day - 04			
	09.30 a.m to 10.00 a.m	Recap	Ms. S. N. Fathima Ms. Zohara
11	10.00 a.m to 11.30 a.m	Role of PRIs in the Implementation of Development Programme	Ms. Mahadevi Angrolli and Mr. Siddaramaiah Hiremath, Resource Persons, ANSSIRD
	11.30 a.m to 11.45 a.m	Tea Break	
12	11.45 a.m to 01.45 p.m	Challenges for Communication and Networking between PRIs, SHGs and CBOs and Strategies to Address	Mr. Subhash V Kulkarni, Programme Officer, FPAI, Dharwar
	01.45 p.m to 02.30 p.m	Lunch Break	
13	02.30 p.m to 04.30 p.m	Conflict Resolution, Problem Solving, Negotiation and	Ms. Priya Pavate, Senior Education Officer,

Session	Time	Topic / Subject	Facilitator / Resource Person
		Persuasion	Central Board of Workers' Education, Hubli
	04.30 p.m to 04.45 p.m	Tea Break	
14	04.45 p.m to 05.30 p.m	Development Indices to Assess Development (HDI, Gender based Indices, GEM, etc.)	Ms. Sharada Gopal, Jana Jagruti Trust, Dharwar
Day - 05			
	09.30 a.m to 10.00 a.m	Recap	Ms. Shobha Patil Ms. Zohara
15	10.00 a.m to 12.30 p.m	Gender Budgeting	Mr. K. H. Girish, Resource Person, ANSSIRD
16	12.30 p.m to 01.30 p.m	Preparation of Action Plan	Mr. K. K. S. V. Prasad, Principal, DTI, Dharwar
	01.30 p.m to 02.30 p.m	Lunch Break	
	02.30 p.m to 03.30 p.m	Evaluation of Training and Valedictory	Deputy Secretary of Dharwar ZP and Principal, DTI, Dharwar

Annexure - 02 - List of Participants

Sl. No.	Name and Address	Contact No.
1.	Ms. Sakku Bai Eshwarappa Kalghatgi Kandolli, Kundagol Taluk , Dharwar District	9972468310 9901835671
2.	Ms. Parvathi Ullannavar GP Member, Garag, Dharwar District	9902170619
3.	Ms. Renuka Haveripet GP Member, Nigadi, Dharwar Taluk, Dharwar District	9886911486
4.	Ms. Savitha Patil GP Member, Hebasur, Hubli Taluk, Dharwar District	8722020762
5.	Ms. Rekha S Ganigera GP President, Shelawadi, Navalgund Taluk, Dharwar District	7760604588
6.	Ms. Sujatha Yellappa Gubbi GP Member, Bhadrapura, Navalgund Taluk, Dharwar District	9164932126
7.	Ms. Eravva Dasrokoppa GP Member, Hire Honnalli, Kalghatgi Taluk, Dharwar District	9945142637
8.	Ms. Shyla C Malali GP Vice President, Gudageri, Kundagol Taluk, Dharwar District	9902486511 8747936626
9.	Ms. Saroja Hulagura GP Member, Samshi, Kundagol Taluk, Dharwar District	8722361205
10.	Ms. Madhulika Maltesh Naragund GP Member, Bu Aralikatti, Hubli Taluk, Dharwar District	9740749690
11.	Ms. Ratnavva Tarihal Ms. Saroja Hulagura GP Member, Hire Honnalli, Kalghatgi Taluk, Dharwar District	8197954063
12.	Ms. Nethravathi Kurubara GP President, Ugnikeri, Kalghatgi Taluk, Dharwar District	9480864282 9902505978
13.	Ms. Kamala Devendra Hombala GP President, Managundi, Dharwar Taluk	9845322580
14.	Ms. Santhani Dandin District Programme Co-ordinator, Mahila Samakhya, Dharwar	9900255402
15.	Ms. Zairun Bi Resource Person, Mahila Samakhya, Dharwar	9663264870
16.	Mr. Nagaraj Mallappa Avatade Karthik Urban and Rural Development Society, Kundagol Taluk, Dharwar District	9972468310 9036560665
17.	Ms. Veena Siddu Shiratti Karthik Urban and Rural Development Society, Kundagol Taluk, Dharwar District	9972468310 7353220096
18.	Ms. Manjula Vittal Patnekar Avva Cultural and Rural Development Society, Devara Hubli, Dharwar Taluk	9945874575
19.	Ms. Madhuri Ashok Chikkodi	9986387353

Sl. No.	Name and Address	Contact No.
	Member, Bhagirath NGO, Dharwar	
20.	Ms. Bhagyalakshmi Team Leader, JSYS, Anavatti	9742288099 9482736339
21.	Ms. Priya Mushannavar Paripoorna SHG, Dharwar	9620618029
22.	Mr. S. Y. Soratti Co-ordinator, CLTS Team, Kundagol, Dharwar District	9886033181
23.	Ms. Nagarathna S Jaded Counsellor, Sneha Samsthe, Hubli Taluk, Dharwar District	9141663742
24.	Ms. Shobha Vanalli Anganwadi Supervisor, Kalghatgi Taluk, Dharwar District	9480726076
25.	Mr. Siddaramaiah Hiremath Resource Person, ANSSIRD, Dharwar District	9742186310
26.	Mr. Mallappa Hongal Resource Person, ANSSIRD, Dharwar District	9945874575 8095838924
27.	Ms. Mahadevi A Angrolli Resource Person, ANSSIRD, Dharwar District	9379440699
28.	Ms. Lalitha Narahari Jog Resource Person, ANSSIRD, Haveri District	9980336601
29.	Mr. N. A. Patil Principal, Agricultural Marketing Training Centre, Vidyanagar, Hubli	9480133107 9480459407
30.	Ms. A. Vanishree Assistant Principal Manager, Agricultural Marketing Training Centre, Vidyanagar, Hubli	7795113769
31.	Ms. Mythra Reddera Supervisor, Office of CDPO, Dharwar Rural, Dharwar	9448797513
32.	Ms. Manjula Patil Supervisor, Office of CDPO, Navalgund Taluk, Dharwar District	9739326308
33.	Ms. N. Shylaja Assistant CDPO, Kundagol Taluk, Dharwar District	9449059363
34.	Ms. Uma Sanu Supervisor (CDP), Hubli Taluk	9980663882
35.	Ms. N. I. Nadaf Assistant Director, Akshara Dasoha, Hubli TP	9480835619
36.	Mr. M. M. Giranivaddar Assistant Director, Akshara Dasoha, Hubli TP	9901676952

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 participated in the skill oriented provided for Stree Shakti Sangha".
- * "Yes, from Gandhinagar District Society".
- * "SKDRDP has provided leadership and gender related training".
- * "I am an elected representative form ten years and received training from ANSSIRD. Received many trainings on women empowerment from different institutions like Kasturba Mahila Mandali and Karnataka State Women Development Corporation".
- * "Not participated in any training".
- * "Participated in the training related to members of Panchayaths organized in the Vikasa Soudha of Hubli during 2011-2012".
- * "We have participated in the Panchayath training, but not in gender related training".
- * "Received training about gender, status of women, etc.".
- * "Participated in the training on concept of gender (how to work in the community in this subject), gender in health and gender training for the SDMC members".
- * "No".
- * "Participated in training in 1997 on 'Status of Women and Women Empowerment' conducted in Ahmedabad".
- * "Yes, participated in the trainings on sex and gender conducted for the women of rural areas and members of SHGs by Jala Samvardhane Yojana Sangha".

3. What are the main Gender Issues related to your work?

- * "Created by the society".
- * "While working with NGO there is no respect for women in work and they are stressed with over work. They are not supported and cannot go anywhere independently".
- * "There is 50% reservation only in GP, TP and ZP. Why is it not there in the higher level?".
- * "Opportunity for equality".
- * "Amidst the discrimination of male and female, male do not give any independence to the females".
- * "There should be free environment for women in political, social, economic and educational fields. It is not possible for her to work as an official. It is not possible for her to take decisions because she has the responsibility of family".

4. What are the major problems faced by a Women Elected Representatives (EWRs)?

- * "No opportunity for own decision making and also to speak in the meetings".
- * "They lack strong decision taking capacity".

- * "Even though they are educated, they lack attitude to question, lack of equality, women representatives are not invited in functions, lack of leadership and male dominated society".
- * "Since the EWRs lack education, they do not understand to perform their duties and responsibilities and at home, the male members exercise power and the EWRs have become the puppets and they do not know anything about the works of GP".
- * "Lack of toilets is the problem".
- * "The problem is that they do not have opportunity to speak freely".
- * "In the meetings, we cannot stand up and speak boldly and in the Panchayath meetings it is not possible for us to contribute".
- * "Women face family problems and educational problems".
- * "She is not allowed to exercise the power that she has, lack of education and information, restrictions and traditions, lack of platform to express freely, lack of encouragement from home and her words are not respected".

5. Please give five Action Points on 'Promoting Women's Political Leadership and Governance in PRIs.

- * "Provide training and legal aid to the SHGs".
- * "Leadership training to the EWRs and information on successful case studies, by providing reservation, providing training to the SHGs and by generating legal awareness".
- * "Providing loan facility to the members of SHGs, homeless women will be ensured shelter, involve women in any of the development programmes and I am ready to help any woman in need".
- * "Should receive at least minimum education, there should be restriction on age, the officials should listen to problems of women and should get information about each and every work".
- * "The women should come ahead in political sphere and should come forward in education".
- * "Additional trainings for the women should be framed, awareness should be generated on various schemes, all women should get opportunity in the Panchayath meetings, legal and educational awareness should be generated".
- * "Would create opportunity for self-employment of women groups, would provide facilities of Government to these groups".
- * "Conduct equality campaigns in the entire GPs, provide gender training to the men, incorporate gender issues in the school curriculum and generate awareness on gender among all the Departments, representatives and others".
- * "Women's words should be respected, women should come forward to take decisions, exercise the powers without fear".
- * "Additional information would be imparted on having a toilet to safeguard the health, cleanliness and respect of women".
- * "I would live with equality, would participate in all the meetings and functions to gain additional information, since everyone lack information, I would participate in trainings and in return conduct trainings".

Annexure - 04 - Questionnaire on 73rd Amendment and PRS

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

Sl.No.	Provisions of 73 rd Amendment	Provisions under State Panchayat Raj Act
1	Gram Sabha	
2	3 tiers of PRIs GP at village level IP between DP and GP ZP at district level	
3	Constitutions of Panchayaths GP IP ZP	
4	Reservation of seats:	
5	Term of Panchayath Institutions	
6	Power and responsibilities of Panchayaths (29 programmes have to devolved)	

7	Constitution of Finance Commission	
8	Constitution of Election Commission	
9	Formation of DPC	

ANS SIRD

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's problem.
 - * Insecure water and lack of sanitation.
 - * Viruses and intestine infections.
8. In India, the MMR at delivery is high, 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?

- * "Women laws, facilities from the GP, provisions for women, combating violence against women, leadership qualities, sex and gender and conflict resolution and communication skills".
- * "Status of women, importance of leadership, how to take decisions and sex and gender and gender equality".
- * "Women empowerment, enhancing self-confidence and self-esteem among women, women's participation in public meetings, leadership qualities, strategies to solve difficult problems".
- * "Means of promoting women empowerment, social and cultural construct of gender, leadership qualities, facing and addressing multiple problems at a time and HDI".
- * "Means to achieve women empowerment, following good leadership qualities, measures to follow to become a good trainer, how to perform well in the male dominated society and information to prevent violence against women".
- * "About empowerment and basic rights, difference between sex and gender, discrimination of women in politics and gender mainstreaming".
- * "Role of women in PRS, steps to promote increased participation of women in PRS, gender discrimination and women empowerment, introduction to laws and rights related to women".
- * "Time sense, facing tough problems, learning through games, sensitivity towards problems of women, skills to speak".

3. How will you apply these learnings in your future work?

- * "I would utilize all the learning in a good manner in future, I would share the information with other women, I would leave the feeling of 'I' and practice 'we' from henceforth and I would incorporate all the good aspects in my life".
- * "Would provide opportunity for everyone to speak openly in the monthly general meetings, showing equality in the works under MGNREGA, take decisions with the consent of all, organize special meetings of women before Ward / Gram Sabha".
- * "Mahila Gram Sabha at the village level for increased participation of women, while conducting workshops to increase self-confidence of women".
- * "In making the women participate in public meetings and functions, education and literacy of women, preventing gender discrimination, making women empowerment happen, while implementing various Schemes of Government and while identifying solutions to the problems".
- * "Firstly, I should improve myself and then I should bring improvements in others in the community in SHGs. When I can bring improvements in my family, I can bring improving changes in the village also".

- * "I would give importance to time in my personal life and perform my activities, whatever tough problems I face in life, I would face them confidently, while teaching, I would incorporate appropriate games in my activities, I would support the employed women in the family".

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

- * "Approval from the members of GP, financial support, co-operation from the officials of TP and ZP, co-ordination of all the SHGs and Stree Shakthi Sanghas, and support from ANSSIRD".
- * "In order to organize programmes at the village level support of financial and physical infrastructure is needed, support of GP, TP and ZP members, financial support".
- * "Elected representatives of GP, women Stree Shakthi groups and need support of other women. Also need financial support from the Government".
- * "Since I am also there in politics, I would secure support from all the villagers and prominent members to organize public oriented programmes. Likewise, all the Department officials should also extend support and co-operation by distributing the resources to GP. During my time, I need all the support to make my GP a model one".
- * "Facilities for materials, support from the Department officials, financial support and transportation facilities".
- * "There is a need of support from the people and the community, and the support of colleagues is also very essential".

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

- * "Would plan meetings of women within the limits of GP, would motivate them to participate in the meetings and programmes, design programmes to prevent child marriage and other issues and would facilitate the reach of facilities to women, ensure more number of women participation in Gram / Ward Sabha, provide information through street plays".
- * "Provide leadership training to the women, generate awareness among the community to utilize the benefits of reservation, sensitization on Domestic Violence Act among all the women and others".
- * "Mainstreaming gender, take own decisions, encourage women's participation in more number, encourage women to speak openly and show additional concern towards women".
- * "Programmes for the prohibition of alcohol, child marriage, national health and sanitation programme, women awareness camps, Kala Tanda and Kala Jatha and awareness programmes to increase the literacy rate of women".
- * "Increase reservation of women, encourage them to participate in all spheres, motivate them to take up political leadership, encourage them to take decision along with men without any discrimination".
- * Encourage women to participate increasingly, provide information, encouragement and information to the GPs for creating action plans, organizing health programmes for the women and other general population and secure co-operation from the DWCD".
- * "Provide opportunities to women in politics and encourage their activities, identify their hesitation and motivate them to participate in the meetings and functions, provide them with economic and educational opportunities, support them in addressing their personal problems and participate politically and provide them with overall encouragement".



Annexure - 07 - Format for Training Evaluation and Feedback

National Institute of Rural Development

Ministry of Rural Development, Govt. of India

Rajendranagar, Hyderabad – 500 0030

Proforma for Evaluation of Training Effectiveness

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: **CEDOK, Dharwar**
3. Date of starting: **27-02-2012**
4. Date of closure: **02-03-2012**
5. Please give your comments on quality of the following programme components (Please tick (✓) mark)

	Excellent (5)	Very good (4)	Good (3)	Fair (2)	Satisfactory (1)	Not applicable	No response
a) Course contents	77%	15%	6%	-	-	-	3%
b) Sequencing of sessions	32%	44%	21%	-	-	-	3%
c) Practical orientation	41%	29%	24%	3%	3%	-	3%
d) Course material	41%	41%	18%	-	-	-	-

Remarks if, any

	Excellent	Very good	Good	Fair	Satisfactory	Not applicable	No response	Remarks if, any
	(5)	(4)	(3)	(2)	(1)			
e) Handouts/Additional Reading Material	44%	27%	21%	3%	-	-	6%	
f) Group discussion	47%	47%	6%	-	-	-	-	
g) Class room exercises	56%	30%	15%	-	-	-	-	
h) Field visit/s	3%	9%	3%	-	-	27%	59%	
i) Participatory Methods and Techniques/tools	32%	41%	18%	-	6%	3%	-	
j) Lecture-cum-discussion	44%	38%	18%	-	-	-	-	
k) Case discussion & presentation	27%	27%	27%	-	6%	3%	12%	
l) Panel Discussion	6%	12%	6%	-	-	27%	50%	
m) Audio visual / Computer Aids	27%	38%	21%	3%	-	3%	9%	

	Excellent (5)	Very good (4)	Good (3)	Fair (2)	Satisfactory (1)	Not applicable	No response	Remarks if, any
n) Personalized attention of the course team	35%	38%	18%	-	3%	-	6%	
o) Library facility	-	6%	6%	3%	-	35%	50%	
p) Boarding	15%	27%	29%	32%	-	-	6%	
q) Lodging	18%	29%	32%	-	-	6%	15%	
r) Personalized attention of the Hostel Staff	27%	32%	27%	9%	-	3%	3%	
s) Recreation	38%	27%	21%	6%	3%	-	6%	
6) Opinion on duration of the Programme conducted is:								
	More (3)	Sufficient (2)		Less (1)		No response		
	21%	59%		15%		6%		

7) To what extent this programme will enable you to improve your job performance in the following areas:

	High (3)	Medium (2)	Low (1)	No response
a) Knowledge	94%	6%	-	-
b) Skill	79%	21%	-	-
c) Attitudinal change	77%	21%	2%	-

8. Evaluation of Trainers including External resource persons

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

Sl. No.	Name of trainer	Topic	No. of Sessions	Excellent	Very good	Good	Fair	Satisfactory	Not applicable	No response
				(5)	(4)	(3)	(2)	(1)		
1	Ms. M. C. Shylaja Ms. Shobha Patil	PRS and Role of PRIs in increasing Women's Participation		88%	12%	-	-	-	-	-
2	Ms. M. C. Shylaja Ms. Jyothi	Management of Ward and Gram Sabha		77%	21%	3%	-	-	-	-
3	Ms. M. C. Shylaja Ms. Zohara	Concept of Women Reservation and Challenges in Women Leadership and Strategies to Address		82%	18%	-	-	-	-	-
4	Ms. S. N. Fathima Ms. Zohara	Socio-Cultural Construct of Gender * Sex, Gender and Patriarchy * Gender Roles and Gender Relations		74%	21%	6%	-	-	-	-

Sl. No.	Name of trainer	Topic	No. of Sessions	Excellent	Very good	Good	Fair	Satisfactory	Not applicable	No response
				(5)	(4)	(3)	(2)	(1)		
5	Ms. Jyothi Ms. Shobha	Consequences of Gender Inequality and Violence Against Women		27%	71%	-	3%	-	-	-
6	Ms. Leela Hiremath Ms. Vidya Kulkarni	Rights of Women, Human Rights, International Agreements and Role of EWRs		21%	41%	27%	9%	-	-	3%
7	Ms. S. N. Fathima Ms. Jyothi	Gender Mainstreaming and Increasing Women's Participation in Decision Making		53%	35%	6%	-	-	-	6%
8	Ms. Sarojini Kademani	Women Empowerment - Supports and Challenges		12%	41%	35%	6%	6%	-	-
9	MMs. M. C. Shylaja	Reasons and Solutions for Malnutrition		74%	24%	3%	-	-	-	-
10	Mr. S. H. Veeranna	Skill Building for Good Governance - Confidence Building and Leadership Qualities		91%	9%	-	-	-	-	-
11	Ms. Mahadevi Angrolli Mr. Siddaramaiah Hiremath	Role of PRIs in the Implementation of Development Programmes		29%	50%	15%	3%	-	-	3%

Sl. No.	Name of trainer	Topic	No. of Sessions	Excellent	Very good	Good	Fair	Satisfactory	Not applicable	No response
				(5)	(4)	(3)	(2)	(1)		
12	Mr. Subhash V Kulkarni	Challenges for Communication and Networking between PRIs, SHGs and CBOs and Strategies to Address		32%	50%	15%	-	-	-	3%
13	Ms. Priya Pavate	Conflict Resolution, Problem Solving, Negotiation and Persuasion		15%	27%	32%	24%	-	-	3%
14	Ms. Sharada Gopal	Development Indices to Assess Development (HDI, Gender based Indices, GEM, etc.)		6%	15%	29%	29%	12%	3%	6%
15	Mr. K. H. Girish	Gender Budgeting		12%	44%	27%	3%	-	-	15%
16	Ms. S. N. Fathima	Preparation of Action Plan		41%	50%	9%	-	-	-	-

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

(75 m. per session)

27%	24%	3%	-	-	-	47%
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Enclosed

Participant's signature with designation

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

9. How satisfying was the experience during the training programme?

- * "Very much satisfying. Through this training programme of 05 days, we the elected women representatives have learnt leadership skills, and understood more about our responsibilities, equality, health, education, income and so on".
- * "The training programme was very good and it has been satisfying to us".
- * "It has happened satisfactorily".
- * "In this training programme, 01st and 02nd sessions and 04th, 06th and 10th sessions and 16th sessions were very near to my heart as I could learn more from these and the provided me the satisfaction".
- * "In this training programme, more was learnt about sex and gender and more was also understood about empowerment of women. GP members, representatives from NGOs, officials from Departments and resource persons participated here in the programme. Their experiences, suggestions, participation in the discussions were attractive to me".
- * "Very much satisfying. Till now I had appropriate knowledge. It was helpful from this training programme to learn additional subjects and aspects. I could learn more from all the resource persons and Department officials about gender and concept of leadership".
- * "I could deeply about empowerment of women, which will be helpful in achieving development in the GPs".
- * "We have been very much satisfied in the training programme".
- * "It was truly satisfying".
- * "The experience was very much satisfying".
- * "This training was very good. The resource persons, who had come had experience. Ms. Sharada Gopal's training was not much satisfying. Rest of all the resource persons were interacting with the participants while sharing information. All others made us to open u, speak out and participate. Because only lectures would have bored. Interest was generated through group activities, role plays, stories and games".
- * "This training has given us more experience and it was satisfactory".
- * "Participation in this training programme is good and helpful to concentrate towards the individual community development".

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

- * "Skill building in good governance. It would have been good if the training was provided at the ANSSIRD of Mysore".
- * "Mr. Veeranna has made us understand skill building for good governance in a very good manner by giving many appropriate examples and using varieties of games and activities. With regard to achieving the impossible, we have learnt more. We also have learnt about equality, how to solve the difficult problems, all these has been explained to us with the stress on analysis of important aspects".
- * "The aspect that was interesting to us was skill building for good governance and leadership qualities by Mr. S. H. Veeranna. I liked this subject very much. Because the style of facilitating the subject, games and materials very supportive to the subject. In the similar manner, all the aspects facilitated by Ms. Shylaja, and Ms. Fathima were

interesting and learning oriented. Communication skills facilitated by Mr. Subhash were also very good”.

- * “All the sessions were good for us”.
- * “01st and 10th sessions were very interesting. Because they were encouraging to women’s participation. Through the 10th session on self-confidence, I could learn about self-realization and leadership, sincerity and transparency”.
- * “The session facilitated by Ms. Shylaja on participation of women in Panchayath Raj System, gathering information on the subject through questioning are all good ways of enhancing knowledge and this lightens the spirit to acquire more knowledge. ‘Self-Confidence’ in good governance and role of leadership qualities by Mr. Veeranna was very informative. It is good to have faith in us, which is very essential in our self-review”.
- * “The concept of women reservation and challenges to be addressed in leadership, sex, gender and patriarchy society, role / communication of women in decision making, gender based budget, presentation of budget and others”.
- * “The concept of women’s reservation, challenges to be addressed by women leadership, and programmes”.
- * “The subjects told by Ms. Shylaja and Mr. Veeranna were very good. Gender differentiation, caste discrimination, equality, empowerment, reservation, human development, preparation of action plan, etc.”.
- * “We were interested through Ward Sabha and Gram Sabha. The session was interesting because we could understand about Ward Sabha and Gram Sabha”.
- * “Skill building for good governance, the way in which the resource persons imparted knowledge, examples shared by the resource persons and the games and activities that supported the subjects”.

11. Important learning outcomes from the course.

- * “Would learn more about leadership qualities and organize programmes for empowerment of women. How much important is skill development for good governance, conflict resolution, problem solving and persuasion was very good. Self-confidence, effective speaking, about the challenges and problems faced by the elected women and rights of women”.
- * “Time consciousness, responding to the troubles of women, speaking skills, leadership qualities, and many more things were learnt importantly through the training programme”.
- * “Our village would be kept with more cleanliness. The MGNREGA, which will be sanctioned to our village, will be utilized by all of us with equal participation. And, we would incorporate more patience, empathy, courage. We learnt how to speak”.
- * “Self-realization, I could understand myself and it was helpful for me to increase my self-confidence. I got awareness about sincere efforts and transparent works. I could learn and understand the importance of role of women, who is a major and important partner in the community. I could learn to respond to the lower cadre of the community and understood about good communication”.
- * “Implementation of this programme and another important aspect is that change should start firstly from me”.
- * “How to take to the subject to discussion through various activities, subject related discussion through games, group activity through quiz, how take the subjects into deep and effective discussion and women empowerment”.
- * “More importance to women of GP, selection of eligible beneficiaries, addressing conflicts and fights and conducting good Gram Sabha / Ward Sabha”.
- * “I have learnt to stand up and speak”.
- * “The things, which I have importantly learnt from this training programme is that the rights of ours as members of GP. I have also learnt importantly about the importance of role of women”.

- * “The main thing that we learnt from the training was that about taking the training ahead in the villages by being resource persons. I would understand the subject first in a proper manner. Giving appropriate answers when questions arise”.
- * “In communication skills, the game of chairs indicates that the receivers as well as givers should have subject information. Understood about bringing gender equality. Also learnt about NRHM, MGNREGA, SSA, etc., through group activity. These would help us to grow on our own”.

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

- * “Self-confidence, conflict resolution, effective public speaking, steps in decision making, exercising right of women in securing seats while travelling in the buses, time consciousness and following rules of training”.
- * “We would follow and incorporate time management in our routine life and manage the time properly”.
- * “First of all we should keep our heart clean and proper. We should suggest and correct others also. Firstly, we would inform everyone in our village about the benefits of toilets and encourage them to construct toilets. In the GP, we the elected representatives would work co-operatively”.
- * “Time consciousness, accuracy and good support, sincerity and transparency, responding to the society, there is happiness and good results in togetherness. Event his is very near to our actual life”.
- * “Leadership, qualities to take up responsibilities, involving ourselves in addressing the problems”.
- * “Increase women’s participation in the daily and routine activities, provide information about performing administration capably in the GPs. I would be active myself in brining in a in the differentiation of sex and gender / caste discrimination and proceed ahead to motivate others to achieve equality. I would increase my capacity to grow and develop as a good resource person”.
- * “Conducting meetings, selection of eligible beneficiaries, and more importance for the empowerment of women and providing additional importance for the development of health and education”.
- * “The aspects that I have learnt are I would take ahead the administration of my Gram Panchayath”.
- * “I would take up the responsibility of taking ahead the administration in a proper and responsive manner”.
- * “I would incorporate the aspects that have been learnt in the training in my day to day and routine life. The important aspects are time management, prior arrangement and presentation of issues”.
- * “Would take up development at each GP level with the support of all local level government and non-government officials. Gender equality and leadership would be incorporated at all levels”.
- * “Many issues learnt in the training would be incorporated in the day to day and routine activities”.

13. Any remark / suggestion for improvement

- * “Select the resource persons, who have expertise on the subject and skills and experience to manage the training sessions”.
- * “I have learnt all the training. But, for me it was good if there was some more to learn. I had co-operation and support of all the officials. But, still if I had learnt more from this training programmes, it would have been very good. There was little problem with the food. Another more and important thing is that all the officials had left their homes to come here and teach us many things. They treated us like their own children, like their own sisters. I do not have word to express my gratitude”.

- * “Resource persons with subject expertise, experience and knowledge should be invited in important programmes of this sort”.
- * “While identifying the resource persons, include the persons with subject knowledge and experience. Games were many in number”.
- * “My feeling is that this training was full for quality”.
- * “There is need of improvement in the quality of food and subject should have been thought more deeply”.
- * “The training was proper. I could gain additional information. But, the food needs improvement”.
- * “The training was good. We need additional level of knowledge and food aspect needs improvement”.
- * “Food and hospitality needs little improvements”.
- * “The resource persons should be orientated before the training programme about the methodology to take the session ahead”.
- * “It is good. There are no suggestions. Food and hospitality at the training hall could have been good”.
- * “Incorporate field visits. Food and hospitality arrangements should have been improved further”.
- * “It was good”.
- * “Since we have to give training, we should get another two days of training again. In the sense, we are supposed to train the members of GP and women and as such, we need additional information on new aspects”.
- * “If this training was conducted away from the district headquarters, we could have actively and effectively participated in it. It would have been good if we were divided into teams and we were given practical orientation about providing training in the field. Before we start providing training, assemble us once again and train for one or two days on other important aspects”.
- * “Training should have been for additional number of days”.
- * “Our suggestion for the qualitative training programme is that the training programmes should come to the village level”.

Annexure - 08 - Memories from the Training

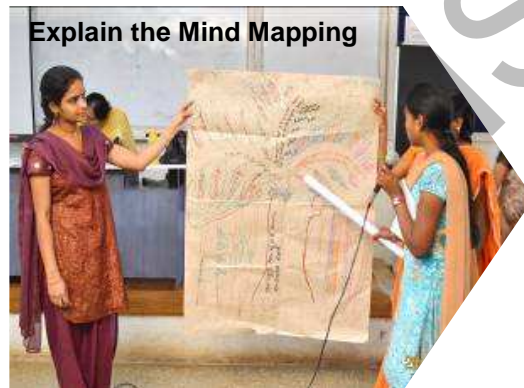
'Promoting Women's Political Leadership & Gender Responsive Governance' Training of Trainers.

Date: 27 - 02 - 2012 to 02 - 03 - 2012



Pose for a Group Photograph

Organized by:
UN - Women, New Delhi, Ministry of Panchayat Raj, Government of India, New Delhi National Institute of Rural Development,
Hyderabad and Abdul Nazir Sab State Institute of Rural Development, Mysore.
Venue: CEDOK, Dharwad.



Explain the Mind Mapping





Quiz on Nutrition in Progress



A Conflict in the Community is shown in a Role-play



Presentation by an Expert Trainer



I would Answer to your Question



Listen to My Experience