

**WOMEN STUDIES AND RESEARCH CENTRE
RAJIV GANDHI UNIVERSITY
(2012 - 2017)**

Workshop/Seminar/Trainings

Sl. No.	Date	Workshops / Seminar/Trainings Organized	Venue	Reference
1.	23/01/2013 to 25/01/2013	Three Days Training of Trainers on Gender Equity in collaboration with Rajiv Gandhi National Institute of Youth development, Sriperumbudur, Tamil Nadu	Rajiv Gandhi University Auditorium	Annexure - I
2.	01/03/2013	Gender awareness programme for Post Graduate students	Kameng Hall of Residence, Rajiv Gandhi University	
3.	08/03/2013	International Women's Day collaboration with Child & Women welfare Association RGU, Women Wing	Rajiv Gandhi University	Annexure - II
4.	17/11/2014	One Day Awareness Programme for Young Women on Gender Sensitive Legal Measures	Rajiv Gandhi University	Annexure - III
5.	03/03/2015 to 04/03/2015	Two Day Capacity Building Programme on Women Leadership and Participation in collaboration with Rajiv Gandhi National Institute of Youth Development (RGNIYD) Chennai	Rajiv Gandhi University	Annexure - IV
6.	20/03/2015	One Day Gender Awareness programme for College Students in collaboration with Jawaharlal Nehru College, Pasighat .	Auditorium of Jawaharlal Nehru College, Pasighat	Annexure – V
7.	09/10/2015	Awareness Programme for school students on 'Problems and challenges of Adolescence'	Rajiv Gandhi University, Doimukh	Annexure - VI
8.	06/11/2015	Gender Awareness Programme for college students	Donyi Polo Government College, Kamki, West Siang District, Along	Annexure - VII

9.	15/12/2015	Training Programme for Mothers on 'Parenting'	Mini Auditorium, RGU, Doimukh	Annexure - VIII
10.	08/03/2016	International Women day was Organized by WSRC, RGU	Auditorium, RGU	Annexure – IX
11.	01/04/2016	Gender Awareness Programme for College students	Doimukh Government College	Annexure – X
12.	10/08/16	One Day Capacity Building Programme for Women was organized in collaboration with Arunachal Institute of Tribal Studies, RGU at RGU Campus	RGU Employees Association Office	Annexure - XI
13.	14/09/16 to 23/09/16	Two Weeks Training Programme for Women on Life Skills	WS&RC Office, RGU	Annexure - XI
14.	27/09/16	One day Training Programme for Adolescents on Life Skills And Gender Sensitivity	Seminar Hall, Department of Computer Science, RGU	Annexure - XIII
15.	25/11/16	International Day on Elimination of Violence against Women in collaboration with Oju Welfare Association and Don Bosco College Itanagar	Seminar Hall, Don Bosco College, Itanagar	Annexure - XIV
16.	08/03/2017	International Women's Day was Organized by women faculty members of RGU.	RGU, Auditorium	Annexure - XV
17.	20/03/2017	Workshop on Gender Sensitization & Legal Awareness Programme, Organized by the Dept. of Social Work, Sociology, NSS, RGNIYD & WSRC, RGU	RGU, Mini Auditorium	
18.	21/03/2017	Workshop on Beti Bachao Beti Padhao, Organized by the Dept. of Social Work, Sociology, NSS, RGNIYD & WSRC, RGU	RGU, Mini Auditorium	

Research Project

Sl. No.	Date	Project	Status
1.	01/10/2015 to 31/03/2016	Gender Audit in Rajiv Gandhi University	Completed
2.	01/04/2016	Analysis of M.Phil & Ph.D thesis based on Gender and Women related topics	Completed
3.	01/02/2016 to 01/04/16	Carried out a small study on ‘Myths and Realities about Gender-based Violence’ and ‘Sexual Harassment and violence’ among the MA 4 th Semester Students of the University.	Completed
4.	01/09/2016	Gender Sensitivity in Higher Institutions across Colleges of Arunachal Pradesh	Completed

Training

Sl. No.	Date	Programme
1.	2 nd -5 th December 2015	Dr. Ruth Nengneihling attended and presented a paper on “ <i>Gender and Health: A study of the Kuki women in Manipur</i> ” at the 37th Indian Geography Congress held at the Department of Geography, University of Jammu.
2.	22 nd February 2016	Ms. Bengia Pappi, Research Associate attended One Day National Workshop on Intellectual Property Rights organized by IPR Cell, RGU.
3.	29 th Feb- 4 th March 2016	Dr. Ruth Nengneihling participated in the Five Days National Workshop on “ <i>Feminist Theories & Debates</i> ” organized by Women’s Studies and Development Centre, University of Delhi from 29 th February to 4 th March, 2016.
4.	3 rd March 2016	Ms. Maya Pulu and Ms. Bengia Pappi attended a special lecture on “ <i>Mother Tongue Day</i> ” organized by Arunachal Institute of Tribal Studies, Rajiv Gandhi University

5.	15 th March 2016	Dr.Ruth Nengneihing, Ms.Bengia Pappi and Ms. Maya Pulu attended One Day Training Programme on ' <i>Human Rights</i> ' organised by Rajiv Gandhi University in collaboration with National Human Rights Commission, New Delhi
6.	28 th - 30 th March 2016	Ms.Maya Pulu attended a National Seminar on ' <i>Oral and textual traditions of North East India</i> ' organized by Arunachal Institute of Tribal Studies, RGU in collaboration with Indira Gandhi National Centre for Arts, New Delhi held at Rajiv Gandhi University
7.	10 th -14 th July 2016	Dr. Ruth Nengneihing Presented a paper on " <i>Women in the forefront: Women's Movement in Manipur</i> " in the 3 rd ISA Forum of Sociology on "The Futures we want: Global Sociology and the Struggles for a better world" held in Vienna, Austria on July 10-14, 2016
8.	15 th – 17 th Feb, 2017	Miss Bengia Pappi and Miss Maya Pulu, attended three days National Workshop on Gender Budgeting at NIRDPR, Gauhati.

Research:

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Field Action

Sl. No.	Date	Programme Organized	Venue
1.	09/10/2015	Awareness programme for school students on 'Problems and challenges of Adolescence'	Rajiv Gandhi University, Doimukh
2.	06/11/2015	Gender Awareness Programme for college students	Donyi Polo Government College, Kamki, West Siang District, Along
3.	15/12/2015	Training Programme for Mothers on 'Parenting'	Mini Auditorium, RGU, Doimukh
4.	01/04/2016	Gender Awareness Programme for College students	Doimukh Government College
5.	10/08/16	One Day Capacity Building Programme for Women was organized in collaboration with Arunachal Institute of Tribal Studies, RGU at RGU Campus	RGU Employees Association Office
6.	27/09/16	One Day Training programme for adolescents on Life Skills and Gender Sensitivity	Seminar Hall Department of Computer Science, RGU

Advocacy:

- i) The Centre organised The International Women's Day on 8th March, 2016 at Auditorium, RGU under the theme '**Celebrating Womanhood with Creativity**'. It provided a platform for the womenfolk to display their creative arts and talents in the form of handicrafts, foods and other items where women from various backgrounds participated. Cash prizes were given out for the best food stall, best photography, best craft and best textile (Details given in Annexure XIV).
- ii) Organized One Day Capacity Building Programme for Women in collaboration with Arunachal Institute of Tribal Studies, RGU at RGU Campus with Resource persons from Women Helpline, Oju Welfare Association and female faculty members of RGU on the

theme ‘Women In Arunachal Pradesh: Issues and Concerns’.

iii) The Centre also organised Two Weeks Certificate Course for Women on Life Skills from 14th September – 23rd September 2016 with an aim to empower them and to reach out to the women group in the campus to enhance their skills.

Partnership:

1. WS&RC Collaborated with Donyi Polo Government College, Kamki and Doimukh Government College in organizing One Day Gender Awareness Programme in their respective colleges.
2. WS&RC organized and celebrated ‘International Women’s Day’ in partnership with female faculty members in the University.
3. WS&RC organized a One Day Capacity Building Programme in collaboration with Arunachal Institute of Tribal Studies, Rajiv Gandhi University.
4. WS&RC carried out a small study on ‘Myths and Realities about Gender-based Violence’ and ‘Sexual Harassment and Violence’ among the MA 4th Semester Students of the University in collaboration with the various departments in Rajiv Gandhi University.
5. WS&RC plans to observe the International Day for the Elimination of Violence against Women on 25th November in collaboration with Oju Welfare Association and Don Bosco College Itanagar.

Clustering: Women Faculty from all the Department in the University are the members of WSRC, RGU

Outreach:

Sl. No.	DATE	PROGRAMME ORGANIZED	VENUE
1.	3 rd & 4 th March 2015	Two Day Capacity Building Programme on Women Leadership and Participation in collaboration with Rajiv Gandhi National Institute of Youth Development (RGNIYD) Chennai	Rajiv Gandhi University, Doimukh

2.	13/03/2015	One Day Gender Awareness Programme for College Students	Jawaharlal Nehru College, Pasighat
3.	09/10/2015	Awareness programme for school students on 'Problems and challenges of Adolescence'	Rajiv Gandhi University, Doimukh
4.	06/11/2015	Gender Awareness Programme for college students	Donyi Polo Government College, Kamki, West Siang District, Along
5.	15/12/2015	Training Programme for Mothers on 'Parenting'	Mini Auditorium, RGU, Doimukh
6.	01/04/2016	Gender Awareness Programme for College students	Doimukh Government College
7.	10/08/16	One Day Capacity Building Programme for Women was organized in collaboration with Arunachal Institute of Tribal Studies, RGU at RGU Campus	RGU Employees Association Office
8.	27/09/16	One Day Training Programme for adolescents on Life Skills and Gender Sensitivity	Seminar Hall, Department of Computer Science, RGU

Future Thrust area: The Women Studies and Research Centre, RGU aims to undertake research and conduct workshops, seminars and outreach programme in the following areas:

1. Women and Health
2. Ageing and women
3. Women Contribution to Indigenous Knowledge System
4. Women and Land Rights
5. Women and Political Empowerment Women Entrepreneurship
6. Women's Participation in Administration
7. Status of women among the major tribes of Arunachal Pradesh
8. Relationship between Gender Inequalities and Factors of Women Trafficking
9. Gender Violence (Traditional and Contemporary)

10. Women Environment and Development

Proposed Activities of Women Studies & Research Centre 2017- 2022

Sl. No	Proposed Activities (2017-2022)
1.	Teaching -To introduce certificate course on Gender Studies
2.	Major research <ul style="list-style-type: none"> • Participation of Tribal women in decision making process. • Violence against women in Arunachal Pradesh • To develop training module for gender sensitization training programme.
3.	Minor Research <ul style="list-style-type: none"> • Documentation of Women's Writings • Conduct Gender audit of professional institution affiliated to RGU • Taboo practices and women • A case study on windows • Women's home based work in tribal society of Arunachal Pradesh. • Identifying Gender norms in tribal society
4.	National Seminars/workshops/Special Lecture <p>(I) National seminar</p> <ul style="list-style-type: none"> • National Seminar on Empowerment of Tribal Women in North East issues and challenges • Violence against Girl Child and Women: Issues and Concern. <p>(II) Workshops</p> <ul style="list-style-type: none"> • Prevention of Sexual Violence within campus and outside the University. • Engaging men in ensuring Gender Equality in Higher Education
5.	Field Action Project/Action Research <p>(a) Gender Awareness Programmes in affiliated colleges of RGU. (29 colleges)</p> <p>(b) Field Visits to Rural Areas of Arunachal Pradesh:-</p> <ul style="list-style-type: none"> • Awareness on Health • Parenting Skills • Violence • Physical Fitness • Child development • Life skills

6.	Advocacy (a) Observation of gender related important days (b) Programs for women empowerment (c) Shaping public opinion on critical issues related to women's right. (d) Extension and networking. (Training the trainers)
7.	Documentation (Dissemination/Library/Publication. (a) Upload and update the works carried out by WS&RC in the university website (b) Library :- i) Prepared a book list ii) Published work based on completed and ongoing work iii) Articles
8.	Partnership with other UGC Centre's and non- UGC centre's.
9.	Training Programmes, Collaborative Research nationally and internationally <ul style="list-style-type: none"> • Training Programme with adolescent and school children to deal with sexual Harassment. • Women cell members training for Colleges affiliated to RGU.

Report of TOT on Gender Equity at Rajiv Gandhi University

23rd - 25th February, 2013

Venue: Rajiv Gandhi University Conference Hall.



Day One: 23.01.2013 (Wednesday)

First Session

Rajiv Gandhi National Institute of youth Development and in collaboration with Women's Studies and Research centre had organized a three days training programme on 'Training of Trainers on Gender Equity' from January 23rd -25th at Rajiv Gandhi University, Arunachal Pradesh. The major objective of the Training is to sensitise youth functionaries, faculty members and students in Gender Equity and development in present context.

The training programme was conducted in ten sessions. One was inaugural and next was Ice breaking session. The Inaugural session was performed under the chairmanship of Prof. Tamo Mibang, Vice-Chancellor, Rajiv Gandhi University (RGU). Special Guest of the programme was Ms. Jarjum Ete, Former Chairperson, APSWC and Eminent Women Activist. Dr.Elizabeth Hangsing, Director, WS&RC and Mr. Ashim Shil, representative from RGNIYD, Dean and faculty members of various Department and other distinguished guests were present in the inaugural session. Ms. Devi Baruah, Assistant Professor, Department of Commerce was the anchor of the programme.



At the beginning, the honourable Vice-Chancellor, Prof. Tamo Mibang and Special Guest of the programme Ms. Jarjum Ete, Former Chairperson, APSWC and Eminent Women Activist were felicitated. Dr. Elizabeth Hangsing welcomed all distinguished guests and everyone present by her welcome speech and gave a brief highlight of the objectives of the training programme.

Special Guest of the programme Ms. Jarjum Ete during her speech delivered her happiness for conducting such kind of training and mentioned the need of the training in our contemporary society. She expressed her views on 'gender construct' in every aspect of socio-economical and political life and how it plays a significant role in the society in

transition. she further expressed her hope and wishes that this training will give a definite guideline on the issue on gender inequality to the youth so that young people will be benefited in coming days by which country could be benefited ultimately.

Mr. Ashim Shil, representative of RGNIYD in his speech pointed out programmes and functions of RGNIYD to the audience.

Prof. Tamo Mibang, honourable Vice-Chancellor and chairman of the programme in his Chairman address said that gender inequality does not affect only women but also the men. He expressed the need to search deeper and ponder upon 'where have things gone wrong'. In his speech he pointed out the importance of widening of knowledge on gender inequality along with updating about the various issues of the society in global and local context and this training programme is one of the steps of sensitising activities. According to Prof. Mibang , we don't look on real issues in addressing gender based violence like, when we talk about women health we never consider that at home or in work place how the women are being loved, how they are being care, how the husband and children talk to her. He also mentioned that the status of women in North East region is far better than the mainland India. He further highlighted the importance of this training programme on gender Equity.

To end the inaugural session, Dr. Nandini C. Singh, Associate Professor, department of Geography, RGU thanked all the members present for their presence in the session.

At the end of the inaugural session refreshment was served. After a break of 15 minutes the second session started.

Day One: 23.01.2013 (Wednesday)

Second Session

Ice-breaking Session: Dr. Elizabeth Hangsing (11.00am -12.15 pm)

The activities of this session are:

- 1 Self introduction of the participants
- 2 There are 35 participants, out of which 21 are female and 14 are male.
- 3 Introduction of the programme and the objectives of the TOT on Gender Equity were explained by Dr. Elizabeth Hangsing.

- 4 Pre-Evaluation form was distributed and the participants were requested to respond to the questions. After which the forms were collected.
- 5 Three participants were asked to volunteer themselves to be the rapporteur of the sessions and Dr. Otem Moyong(NSS Officer,RGU), Mr. Nongja Singpho(NSS Programme Officer,IGG College, Tezu), Shri.Brahmakumar Yudhisthir(NGO) were the rapporteurs of the three day training programme
- 6 The participants were instructed to propose vote of thanks at the end of the every sessions.

Day One: 23.01.2013 (Wednesday)

Third Session

Topic: Social Construction of Gender

Resource Person: Dr. Jumyir Basar, Assistant Professor, Dept. Of Anthropology, Rajiv Gandhi University

Rapporteur: Dr. Otem Moyong, Participant

The session started with a promising question what determine gender? And accordingly the resource person highlighted vividly the basic differences between sex and gender supported adequate literatures. In the course of deliberation, time and space in social construction of gender were covered starting from the concept of gender in terms of masculine and feminine. The key words found to influence the social construction of gender were also discussed under different connotations as given.

- Division of labor
- Behaviour difference
- Family life, interpretation and interaction about gender
- Religious affiliation
- Kinship (patriarchal, matrilineal society and its influence)
- Social Stratification (urban/rural, poor/rich, dalit/bhramin, black/white etc.)
- Other factors (double positioning of women, graphitizes, about title and possession etc.)

In brief, the session was very informative and interesting. All the participants actively interacted with the resource person.

Day One: 23.01.2013 (Wednesday)

Fourth Session

Topic: Gender and Media (Exploring Alternatives)

Resource Person: Mr. Moji Riba, Assistant Professor, Dept. Of Mass Communication, Rajiv Gandhi University & Film Maker

Rapporteur: Dr. Otem Moyong, Participant

The resource started the session by showing some clips of advertisement from both print and electronic media. Although it was a post lunch session, the interesting power presentation made by the resource person made all the participants attentive and curious about how does media show women? The coverage of the session is given under the following headings

- Advertisement (using women out of context, stereotyping, commodifying women etc.)
- Certain patterns were highlighted:

Pattern 1: Always portrayed as young

Pattern 2: Women Shown as less authoritative figure and product user

Pattern 3: Women shown as decorative products or subordinates

Pattern 4: Whole idea of shame always attached with women if not conform to 'icons identity'

- Strategies and Steps for change and what can I do?

The session ends with a documentary film on women (Fractured Glass)

Through the documentary film the resource person highlighted the idea that the role of media can be positive. For this media and women should go hand in hand to tell our stories. Media is a strong tool for bringing about change. He concluded the session by saying that we need to "walk along with media to tell our stories for effective change in society". There was a lively discussion at the end of the presentation.

Day Two: 24.01.2013 (Thursday)

First Session

The day began with a recap of the first day sessions by Dr. Otem Moyong

Topic: Gender and Education (Exploring Alternatives)

Resource Person: Dr. Kesang Degi, Assistant Professor, Dept. Of Education, Rajiv Gandhi University

Rapporteur: Shri. Brahmahumar Yudhisthir, Participant

Opening the curtain of her delivery on “Gender and Education” madam Dr. Kesang Degi wanted to highlight the issue in special context of Arunachal Pradesh and stressed that sensitization of gender equity through education is most effective singularly.

She brought home the most vital point that education of girls and women is essential without any discrimination because if a mother is educated there will be enhancement of health, income and agricultural productivity. To develop the nation we have to prioritize the education of women and girls who form 50% of the population almost and are called the better half of male section of society.

She cited the need of gender equity in education to both sexes without discrimination because education is a human right; it helps to improve health of the family and enables women to raise their voice in decision making. And unless women are educated, the 33% reservation for women is not worthy of concern at all. So the policies and programmes of government both at the state and central level should be gender sensitive thereby catering to the needs, abilities benefits of both boys and girls with equal encouragement and inspiration.

The issue of gender equity is not really a matter of debate, but rather how actually we practice equity of sexes at our homes and family environments, she impractically said. Gender disparity has come to the limelight at present, and thus the millennium goal has been set to eliminate gender disparity and to serve, sustain and promote gender equity at all levels and spheres of human activity.

But she lamented that inspite of all the equity moves, still there is a huge gender gap as the current trends in literacy, enrolment and attendance rate of the girls/women show lower in comparison to boys/men. Though the literacy rate of fair sex has increased in India, still there is a perceptible gap in Arunachal Pradesh. Literacy rate of females is below 50% where as the males have above 50% in all districts. Though the enrolment of girls has increased at primary level, it has decreased deplorably at secondary level due to dropout. She pointed out that female attendance rate is lowest in Bihar, and second lowest is Arunachal Pradesh and the highest being Kerala state. So to say that the tribal society has better female status in comparison to other states is not the whole truth at all.

She also pointed out various pertinent causes of gender disparity in the state such as: (i) Lack of awareness (ii) Lack of access (iii) utter poverty (iv) Domestic problems stereotypical (v) Lack of understanding of the value of education (vi) social problems (vii) stereotyping nature of textbooks (viii) Inadequate school environment (ix) High dropout rate. For every cause she cited just instances of various kinds that are really problematic which need urgent attention if disparity has to be attained.

She also highlighted the great difference and gap in policy formulation and practical programme implementation. She brought to notice that the so called traditional mindset of patriarchy society of the state has not changed because women/girls are still subjected to

domestic, agricultural and marketing activities without the co-sharing of the men folk, and this is undoubtedly a glaring sign of disparity and inequality. The change of mindset can only start from the family; education of women/girls should be prioritized. Finally, although she expressed her sadness about disparity and inequality between sexes she never gave up her hope and dropped the curtain of her delivery with the suggestion of Prof. Susan M. Bailey that when both girls and boys are equally capable of in the 21st century there should be no place of scholar inequity or disparity, and none should entertain such idea at all in the corridor of one's mind. All the participants actively interacted after her presentation. Vote of thanks was proposed by one of the participant.

Day Two: 24.01.2013 (Thursday)

Second Session

Topic : Gender and Family

Resource Person: Ms. Mepung Tadar

Rapporteur: Shri. Brahmahumar Yudhisthir, Participant

The resource person initiated her oration stating that the term 'gender' is as inclusive one which includes men, women and children (boys and girls). She said that all need equal growth, and all policies and programmes are to be equally applied to all.

She stated that society has constructed specific roles and norms for men and women. While traditionally the roles of women concerned with the reproductive and procreative, domestic, farm/field activities, whereas the role men used to be concerned with hunting, going out for adventurous pursuits and bread-earning activities. But today role of both men and women are undergoing changes due to the forces and impact of urbanizations and industrialization, scientific and technological advancement leading to modern civilization.

She queried that why do we need of gender budgeting and gender equity when women have entered into police force, air force and have become astronauts, executives, leaders, and there are male cooks (chefs) and male nurses? And she answered that things and times here changed greatly. While earlier women were confined to homes and behind the scene activities but with the advent of 19th Century, struggle started for women's rights. Even though men and women are equal before eyes of law, still women need 33% reservation for bridging the gap which has been existing long time back. Women have been left behind and men have insured all position and privileges socially, politically, religiously and moreover, tribal society has been cut off from main lead, main stream life and civilization for long geographically. Thus the resultant gaps have to be filled up with prioritization of gender equity.

Women have to be represented in Panchayati Raj, State assemblies and parliament because some grievances and concerns of women can never be understood by men. Such concerns can only be brought out by women and find out the fulfillment and solution of these through law making bodies. But still the irony is that only the creamy layer of the women folk will get the representation and benefit only and majority of women will remain deprived of the chances and benefits.

In many ways men and women differ such as biologically, physically, psychologically and socially. While men are basically concerned with 'coin/currency economy', women are concerned with 'care economy', and with this care she can bring overall changes to the family. However, in spite of the difference, they both have to go together shoulder to shoulder.

She also expressed her woe that every women group have vouched for gender curriculum, gender experts in various departments through various recommendations; there is no implementation due to short fall of women representation in assembly. There was discussion and several views were expressed by the participants. This session ended with words of thank from one of the participant.

Day Two: 24.01.2013 (Thursday)

Third Session

Topic : Gender and Health

Resource person: Dr Chin Dei Kim, Medical Officer, RGU

Rapporteur: Shri. Brahmahumar Yudhisthir, Participant

Dr. Kim commenced her delivery on gender and health with the definition of both the terms 'sex' and 'gender'. Sex refers to biological and physiological characteristics that define men and women whereas gender refers to the socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for men and women. So 'male' and 'female' are called sex categories, and 'masculine' 'feminine' are called gender categories.

She also indicated that 'third sex' refers to those who are transsexuals and eunuchs whereas 'alternate sex' refers to those who decidedly opted to become 'male' or 'female' showing like characteristics and behaviour.

She also gave a very authentic definition of health according world health organization (WHO). Health is a state of complete physical, mental and social well being, not merely the absence of disease or infirmity or the ability to lead a socially and economically productive life. "She also described the various physical, mental, social and economic characteristics.

Then she highlighted about the 'normal sex ratio' world wide and year & category wise in her PP presentation saying the ideal sex ratio of male and female is 1:1. The world wide ratio is 1000M: 984F whereas 1000M: 943F < 15 years; 1000M: 980F 15 to 65 years; 780M: 1000 >

65 years. She also said about skewed sex ratio which is based on factors such as preferential treatment of one sex over the other; sex – selective abortion (infanticide in India); male inheritance pattern; dowry; one child norm.

Under the heading ‘Girl child and Gender Bias’ she highlighted how the girls faced various problems during different age periods such as: During before birth to 1 years problems of being unwanted, risk of prenatal detection, foeticide, infanticide, discrimination in breast feeding and neglect of health (immunization); during 1 to 5 years discrimination in access to food, overall treatments, parental care, during 6 to 11 years, malnutrition, anaemia, low school enrolment, school dropout, vulnerable to trafficking and child labour; during 12-18 years child marriage, early child bearing related morbidity, becoming a child mother, health risk burden of child care, frequent pregnancy coupled with abortion.

She then described about different gender specific elements of both success and various methods of contraception such as; spacing / temporary method which included (IUCD); Hormonal contraception method which include oral contraceptive pills (OCP) and lastly permanent sterilization which includes tubectomy for women and vasectomy for men.

She then described about Infertility and Assisted Reproduction Techniques such as; Intra-uterine insemination (IUI); In-vitro fertilization (IVF); Gamete Intra Fallopian Transfer (GIFT); Intra Cytoplasmic Sperm Injection (ICSI) .

She then told about the Indian Council of Medical Research (ICMR), the regulatory body of India in medical health which deals with the issues of semen donation, oocyte donation, surrogacy, embryo freezing and embryo reduction.

She then further stated about the reasons of termination of pregnancy under MTP Act, 1971, saying that termination can be done when there is danger to life of pregnant women, grave injury to her physical health and mental health, when pregnancy is caused by rape, when the would be child face the risk of serious mental and physical deformity after birth.

She then told about the age of consent such as in India 18 ; in Cameroon 21 and in Columbia 12F, 14 M, the lowest age of consent.

She then explained the definition and meaning of rape, which means sexual intercourse with women without her consent, but 2012 amendment include sexual assault also under rape. Sexual abuse refers to touching of any part of body, even watching, making the person / child feel uncomfortable, and told about child sexual abuse which means involving a child in sexual activity that he/she does not fully comprehend; when unable to give the informed consent.

Finally, she closed her delivery stating 10 facts about women health based on research. Question and answer followed the presentation and the session was very interactive.

Day Two: 24.01.2013 (Thursday)

Fourth Session

Topic : Gender and Human Rights

Resource Person: Ms. Dipti Bengia Tadar, Activist and Executive member of APWWA

Rapporteur: Shri. Brahmahumar Yudhisthir, Participant

Madam Bengia started her delivery telling about earlier status of women when they are not allowed to go to school, when they were beaten, humiliated, when their rights were curtailed and violated.

She stated the in born and God-given qualities of women highlighting that the women is compassionate, loving caring, soft, tender. In spite of these qualities, still she is subjected to harassment, defilement, exploitation; treated as an object of sex and entertainment.

She further said that human right should not be treated as subject; it is an ingredient part of our daily life. Human right is an inalienable and indivisible right and women has equal opportunity with men. Any crime against woman is a crime against humanity, and a disease of humanity.

She cited various Articles of the Indian constitution such as Art. 13, 15, 16, 39, 51 which provide for security, protection, equality of status and opportunity and for stopping discrimination against women.

She also cited various Acts like Immoral Trafficking Act, Dowry Prohibition Act, Medical Termination of Pregnancy Act, Sati Prohibition Act and other Acts that are meant for regarding the dignity, status and protection of women.

But she lamented that framing of laws, policies and acts are not enough what is really needed is the inner change of the conception of mind. Because when Acts, laws, policies are not implemented, culprits are given bail, roaming freely, conviction rate of the people involved in gender-related crimes is so marginally low, it is state of shame. When judiciary and justice have failed, only inner change of mind can help in bringing about the much-needed transformation in outlook, attitude of men, society towards women / girls who constitute 50% of the humanity.

Later, she shared her experiences as a women activist at different level. She expressed her hope that the lot of women will improve when gender equity can happen when consciousness increase, when men and women work together, interact and deal with life fairly, and work shoulder to shoulder in a spirit of cooperation, understanding, and mutual reciprocation. The participant benefitted from experiences in the practical field. There was active participation of the participants and as usual the session ended with vote of thanks.

Day Three: 25.01.2013 (Friday)

First Session

Topic : Gender and Violence

Resource Person: Dr. Nandini C.Singh, Associate Professor, Dept of Geography, RGU

Rapporteur: Mr. Nongja Singpho, Participant

As usual, the day session of the training started with the recap of the second day session by Shri. Brahmakumar yudhisthir. After the recap the initial session was taken by Dr. Nandini C. Singh, Associate Professor, Dept. of geography she spoke on the topic 'Gender and Violence' picturising and analyzing the ground realities. At the very outset she outlined her presentation with the most relevant query – what do we understand by violence and gender violence? While doing so the definition of violence was also quoted.

The speaker lucidly depicted the scenario stating increase of violence against girls/women across the world.

In her presentation she further discussed several forms of violence -followed by citing the important measures to overcome it.

Dr. Singh finally stressed the role of man in social, family and individual levels to lesser the violence prevailing against womenfolk. The presentation was followed by lively interaction and discussion. One of the participants gave the vote of thanks.

Day Three: 25.01.2013 (Friday)

Second Session

Topic : Gender and Work

Resource Person: Dr. Vandan Upadhyay, Head & Associate Professor, Dept of Economics, RGU

Rapporteur: Mr. Nongja Singpho, Participant

The resource person dealt on the issue "Gender and Work" in detail.

Initially the speaker reminded the participants about the difference between the Fundamental Rights and Directive Principles of States Policies very clearly.

She cited reasons of women working outside their household. She also defined work in real terms following by differentiating work from labour.

The speaker further talked about the scenario of women at work, their placement in various sector in Primary, Secondary and Tertiary both in rural and urban areas.

She also discussed on the wage differences both in organized and unorganized sectors.

After the detail presentation of all these areas with the help of Power Point presentation the participants had interesting and fruitful interaction in which certain doubts raised by the

participants regarding quantifying the work of women. The concept and need of quantifying work was explained and discussed at length and it was interesting and informative. Vote of thanks was proposed by the participant.

Day Three: 25.01.2013 (Friday)

Third Session

Topic : Role of Youth Functionaries in Promoting Gender Equity

Resource Person : Dr. V.N Sharma(SLO NSS)

Rapporteur: Mr. Nongja Singpho, Participant

Dr. V.N. Sharma, who is also the state liason officer, NSS Govt. of Arunachal Pradesh, who has been keenly looking after the youths and related development of the youths of the state, was the last resource person of the TOT on Gender Equity. In his deliberation, he inspired the participants to always avail the opportunities of training, workshops and seminars for further dissemination of awareness among the youth of nation in general and Arunachal Pradesh in particular

He briefed the Role of Youth and Youth functionaries and further encourages the youth functionaries to come forward and build youth power and youth awareness for personality development.

He also enlightened the trainees by reminding the role of a better teacher for the students while enshrining the similar responsibilities to a youth functionary.

Dr. Sharma talked about the certain techniques to imbibe a sense of awareness, confidence and communication skills. He also intermittently enlightened the participants with powerful citations to incite one and all a sense of responsibility and ability. Similarly he stated that there are limitless roles of youth and youth functionaries. The session was encouraging and lively. This session also ended with words of thanks.

Day Three: 25.01.2013 (Friday)

Fourth Session: Valedictory

At the outset of the valedictory function, a brief report of the last sessions was presented by the rapporteur of the day, Mr. Nongja Singpho.

Sharing of experiences: Two participants shared their experiences, about what they all have gained and experienced during their three days training programme.

First experience sharing was done by Mr. Nima Dodum, NSS Programme Officer of Bomdila Government College wherein he said that

- one should change one's mindset
- he pointed out the need to invite advocate who can deal with legal matters.

The second speaker was Mui tina, NSS student Volunteer. She said that she had gained more knowledge about gender equity and she herself will follow and practice in future.

Brief remarks by Prof J.C. Soni, Dean, Faculty of Education, RGU.

- In his remark he admitted that women work very hard and have more patience.
- Men folk contribute productively only because of womenfolk
- Western women of technological based countries are liberated from invisible work.
- He concluded with the hope we would be first one to be sensitized so that we can sensitize others.

Brief remarks by Dr. V.N. Sharma State Liason Officer, NSS also gave words of inspiration that 'Ma' is very important part and partial of our life. He said that one cannot love God one who cannot love our fellowmen. One should change our own outlooks to bring about gender equity.

Brief remarks by Mr. Ashim Shil, representative from RGNIYD.

Mr. Asim Shil addresses the gathering where he hope to organize further programmes. He also stated that today the status of women is changing slowly and we all should play the key role.

Distribution of Certificates: Certificates were given away by Prof. J.C.Soni, Dr. V.N. Sharma and Mr. Ashim Shil.

The valedictory session was concluded with a vote of thanks by Dr. Elizabeth Hangsing, Local coordinator of the Training of Trainers on Gender Equity at Rajiv Gandhi University, Arunachal Pradesh.

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Celebrated International Women's Day

8th March 2013

In collaboration



With Child & Women welfare Association RGU, Women Wing, RGUSU.

Women Studies & Research Centre, Celebrated International Women's Day on 8th March 2013 in collaboration with Child & Women welfare Association RGU, Women Wing, RGUSU.

The programme comprised of

- (a) Special Talk by Shri.Y.D. Thongchi, Noted Writer *Sahitya* Academy Awardee & Chief Information Commissioner, Govt. of Arunachal Pradesh
- (b) Cultural Dance led by Child and Women Welfare Association, RGU
- (c) Photo Exhibition: Theme- "Women in Our World " by Miss Neelam Rupa
(Sponsored by Arunachal Civil Society, Itanagar)

- (d) Screening of the Movie “SONAM” by Mass Com. Dept, RGU

Annexure - III

Report of One Day Awareness Programme for Young Women on Gender Sensitive Legal Measures on 17th November 2014



Rajiv Gandhi National Institute of Youth Development (RGNIYD) Chennai, in collaboration with Rajiv Gandhi University organized One Day Awareness Programme for Young Women on Gender Sensitive Legal Measures on 17th November 2014 at Rajiv Gandhi University, Arunachal Pradesh. The programme aimed at sensitizing young women to their legal rights and creates awareness about the various gender sensitive measures.

The awareness programme was conducted in four sessions. At the beginning, the coordinator of the programme Prof. Elizabeth Hangsing welcomed all the Resource persons, faculty members, and students of the Rajiv Gandhi University, Government College Doimukh, Government Women’s College and everyone present. In her welcome speech she gave a brief highlight of the programme and its objectives. The training programme was conducted in four sessions.

First Session

09:35am - 10:50am

Topic: 10 (Ten) Legal Rights

Resource Person: Mrs. Kani Nada Maling, Advocate & Legal Advisor to Arunachal Pradesh State Commission for Women (APSCW)

Rapporteur: Ms. Bompi Riba, Assistant Professor, Dept. of English, Rajiv Gandhi University

The session started with a question what is an offence? The resource person highlighted vividly the offences against women which include Rape, Murder, grievous hurt, assault, stalking, voyeurism, acid attack, sexual harassment, domestic violence, trafficking, molestation, uttering any word or making any gesture intended to insult the modesty of women. In the course of deliberation, she explained about FIR or the First information Report. FIR must contain the name, address of the accused, date, place and time of occurrence of offence, the manner of committing the offence, identity of witnesses and all other particulars.

The key points covered in the sessions are as follows:

- The concept of offence and offence against women
- Duty of the police
- Several Sections of the Indian Penal Code relating to Offence along with the Punishment and its category as bailable or non-bailable
- What should be done if the officer in charge of the police station refuses to record the information, any person aggrieved by such refusal may give substance of such information to the superintendent of police of the district either by writing or post.
- Recording of statement of survivor and rights of a survivor
- Zero FIR, how to file a Zero FIR and How to make the best use of this Zero FIR?
- No arrest of women after sunset and before sunrise

The session was very informative and interesting. At the end of the presentation the participants asked several questions relating to the problems they faced in approaching the police. There was lively interaction and the resource person also shared her experience in dealing with some relevant cases in response to their queries. All the participants actively interacted with the resource person. After lively interaction, one of the participants thanked the resource person and the session ended successfully.

Second Session

Time: 11.05am -12.30pm

Topic: Human Trafficking & Immoral Traffic (Prevention) Act

Resource Person: Dr. Jumyir Basar, Associate Professor, AITS, Rajiv Gandhi University

Rapporteur: Ms. Bompi Riba, Assistant Professor, Dept. of English, Rajiv Gandhi University

The resource person made an interesting power point presentation. Her presentation was on human trafficking& Immoral Traffic (Prevention) Act.

1. Human Trafficking: The resource person made the point very clear that human trafficking is a crime against the person because of the violation of the victim's rights of movement through coercion and because of their commercial exploitation. It does not necessarily involve the movement of the person from one place to another.

The coverage of human trafficking is given under the following headings:

- Meaning of human trafficking
- Different usage of terms
- Purposes of Trafficking
- Factors responsible for Human trafficking
- Status of trafficking in India
- Consequences of sex trafficking
 - (a) Psychological consequences: short term and long term
 - (b) Economic Impacts: Sex trafficking victims rarely get a share of the money that they make through coerced sex work, which further keeps them oppressed.
 - (c) Health issues: STDs, HIV/AIDS

Immoral trafficking Prevention Act 1956

The following points were highlighted in relation to this Act.

- Brothel: Description any room where commercial sex in carried out
- Conveyance /place: used for sexual exploitation or abuse for the gain or another
- Person: for mutual gain of two or more persons
- Child : Definition- not more than 18 years old
- Section 3 punishment for keeping brothels
- Section 4 punishment for living on the earnings of Prostitute

- Section 5 Procuring, inducing or taking persons for the sake of prostitution
- Section 6: Detaining a person in premises where prostitution is carried on
- Section 7: Prostitution in or in the vicinity of public place
- Section 8: arrest of women in prostitution
- Section 9: Seduction of person in custody
- Section 10-A. Detention in corrective institution
- Section 11: Notification of previously convicted offenders

After the presentation of resource person questions were asked by the participants about how relevant this act is in the context of Arunachal Pradesh. Questions on the prevalence of polygamy in the state and about domestic helper who never return back to their home, etc was also raised and discussed in the interaction session. The session was relevant and interesting. This session also ended with words of thanks from the participant.

Third Session

1.30pm- 2.45pm

Topic : Sexual Harassment at the Work Place

Resource Person: Dr.Vandana Upadhyay, Head & Associate Professor, Dept of Economics, RGU

Rapporteur: Ms. Bompi Riba, Assistant Professor, Dept. of English, Rajiv Gandhi University

The resource person initiated her presentation by defining what Sexual harassment is. She also highlighted the Guidelines and norms laid down by the Hon'ble Supreme Court in Vishaka and Others Vs. State of Rajasthan and Others(JT 1997 (7) SC 384). The resource person further talked about Vishaka Guidelines against Sexual Harassment at Workplace. In her presentation she said that taking note of the fact that the present civil and penal laws in India do not adequately provide for specific protection of women from sexual harassment in work places and that enactment of such legislation will take considerable time, It is necessary and expedient for employers in work places as well as other responsible persons or institutions to observe certain guidelines to ensure the prevention of sexual harassment of women.

The resource person also covered the following points in the presentation.

- Duty of the Employer or other responsible persons in work places and other institutions
- Preventive Steps/appropriate steps to prevent sexual harassment
- Criminal Proceedings
- Disciplinary Action
- Complaint Mechanism
- Complaints Committee
- Worker's Initiative
- Awareness: Awareness of the rights of female employees in this regard should be created in particular by prominently notifying the guidelines (and appropriate legislation when enacted on the subject) in a suitable manner.
- Third Party Harassment
- What to do if you feel you are being sexually harassed?
 - (i) Know your right
 - (ii) Speak up
 - (iii) Get information and support
 - (iv) Do not blame yourself
 - (v) Do not ignore it
 - (vi) Do not delay
 - (vii) Do not hesitate to ask for help
- The Sexual Harassment of Women at Workplace: (Prevention, prohibition and Redressal) Act, 2013.
- Constitution of Internal Complaints Committee

In her concluding remarks, She mentioned that the Government of India first through an ordinance and then through a bill passed in the Parliament on 23rd April 2013 and framed ***The Sexual Harassment at Workplace (Prevention, prohibition and Redressal Act, 2013***. The ministry of law and Justice has framed this law which is very stringent and inclined or heavily skewed towards the women. We have a added responsibility, - as honest, upright individuals we should not misuse the law in order to score points against our rivals. It should be used only to protect our dignity and self respect at work place. There are two schools of thoughts, one which believes that this act is a strong tool, given to women to protect herself and her dignity and on the other hand, some believe that such a law could easily be misused by framing false cases against individuals. So we should use it very cautiously, only when it is a genuine case of harassment.

The session was very informative and interesting. There was an active interaction citing examples of the present scenario where young women are vulnerable to different forms of harassment at workplace in particular and in the society as a whole. The session ended with words of appreciation from the participant.

Fourth Session

3.00pm - 4.15pm

Topic: **Domestic Violence**

Resource Person: Mrs. Taw Azu, Principal, Government Women's College

Rapporteur: Ms. Bompi Riba, Assistant Professor, Dept. of English, Rajiv Gandhi University

The session began with a prominent question what constitutes domestic violence under the Domestic Violence Act? She made the point very clear that domestic violence covers any act, omission, commission or conduct that leads to physical, verbal, psychological, emotional, sexual, and financial abuse. Any act or omissions that, in effect, hurt or degrade the woman or take away her ability to control contact with another individual is domestic violence. Actual abuse and threats of abuse. Harassment for unlawful dowry demands of the woman or her relatives. The deliberation on Domestic Violence covered the following points:-

- Physical Violence: Beating, • Slapping, • Hitting, • Biting, • Kicking, • Punching, • Pushing, Shoving or Causing bodily injury or pain in any other manner.
- Sexual Violence: Forced Intercourse, Forced to look at pornography or any other obscene pictures or materials, Any act of sexual nature to abuse, humiliate or degrade woman or which is otherwise violative of woman's dignity or any other unwelcome conduct of sexual nature, Child Sexual abuse.
- Verbal and Emotional Violence
- Economic Violence
- Who are covered under this Law?
- Function of the Domestic Violence Act of 2005
- Who can make a complaint under this Law?
- Ways to give evidence of domestic violence before the Magistrate?
- Protection Officers and their Duties
- Duty of the person on receiving complaint of domestic violence

- The aggrieved woman can approach anyone- a friend, relative, Protection officer, local NGO, Sangh Members,(Dere, Church, Namlo, Ganging) SHGs, Community Health Workers, or any other person.
- Remedies available under the Domestic Violence Act 2005
- The role of the Police in this Law
- Services providers
- Limitations of this Act

The presentation was followed by lively discussion. Participants raised questions on how far the Protection of Women from Domestic Violence Act 2005 has been relevant for tribal people who are strongly governed by the traditional customs and traditions. In the course of discussion many of the participants expressed that it will take some more time to implement this act effectively due to the social and cultural factors. Some of the participants also asked that is it women alone the victim of domestic violence? Views were shared by the participants that both men and women may be the victim but in most of the cases women happened to be most vulnerable. Due to shortage of time the interaction could not be prolonged.

All the four sessions were completed successfully. The participants had lively interaction with the resource persons and women faculty members. The programme was attended by 200 students from Rajiv Gandhi University, Government College Doimukh, Government Women's College and women faculty members. All the participants were provided a pen and note pad, lunch, tea & snacks, and participation certificate. The participants found the programme very relevant, informative and refreshing. Almost all of them attended this type of programme for the first time.

The programme ended with words of thanks from Dr.Tage Rupa, deputy coordinator of the programme. In her speech she thanked RGNIYD for the financial support without which the programme would not have been materialized. She also expressed her gratitude to our honourable Vice-Chancellor, Prof.T.Mibang for all the support extended towards the successful conduct of the programme, thanked all the resource persons, Rajiv Gandhi university student union- Women's wing, faculty members and all the participants.

Report of Two Day Capacity Building Programme on Women Leadership and Participation

Date: 3rd & 4th March 2015

Venue: Rajiv Gandhi University, Doimukh



Organised Two Day Capacity Building Programme on Women Leadership and Participation on 3rd & 4th March 2015 at Rajiv Gandhi University in collaboration with Rajiv Gandhi National Institute of Youth Development (RGNIYD) Chennai. The programme aimed at enhancing leadership qualities of young women leaders and creates awareness about the various social issues, development programmes and leadership skills.

Rajiv Gandhi National Institute of Youth Development (RGNIYD) Chennai, in collaboration with Women Studies & Research Centre, Rajiv Gandhi University organized Two Day

Capacity Building Programme on Women Leadership and Participation on 3rd & 4th March 2015 at Rajiv Gandhi University, Arunachal Pradesh. The programme aimed at enhancing leadership qualities of young women leaders and creates awareness about the various social issues, development programmes and leadership skills.

The programme was conducted in the EDUSAT Hall, Department of Geography, Rajiv Gandhi University. At the beginning, the coordinator of the programme Dr. Kesang Degi welcomed all the participants, resource persons, faculty members, and students of the Rajiv Gandhi University and everyone present. In her welcome speech she spoke of the importance of the women's leadership and participation for the development of the society and gave a brief highlight of the programme and its objectives. After which there was an introductory and interactive session. The participants are ZPM, ASM, Gram Panchayat members and members of NGO. There were 21 participants and 6 Resource persons.

Break-up information of the participants

Sl.No	Designation	Total
1	ZPM	01
2	Gram Panchayat Chairperson	05
3	GPM	06
4	ASM	05
5	NGO member / BJP president- Capital District Unit	04
	Total	21

The training programme was conducted in six sessions.

Day - 1 **First Session** (10:15am - 12:15am)

Topic: Social Construction of Gender

Resource Person: Prof. Nandini C.Singh, Department of Geography, Rajiv Gandhi University

Rapporteur: Ms. Doyir Ete, Assistant Professor, Dept. of English, Rajiv Gandhi University

The Resource person made power point presentation on the topic **Social Construction of Gender**.

The key points covered in the sessions are as follows:

- What is Gender
- Social, economic and cultural attributes and opportunities associated with a male or female
- Gender roles ,responsibilities, inequalities and differences in various societies
- Ideology of gender
- Manifestation of gender differences
- Gender Inequality - factors responsible for gender inequality, types of Gender Inequalities
- Critical area of concerns and challenge
- Steps taken by Government
- She encouraged the participants by citing several women who changed the norms.

The session was very informative and interesting. At the end of the presentation the participants seek the opinion of the resource person in relation to the problem of polygamy, domestic violence, early marriage, interference and control of husbands in attending political meetings and problem they face in handling the social situations and meetings where more male members are there in the local bodies. There was lively interaction and participant who is presently ZPM also shared her experience in dealing with some relevant cases in response to their queries. The session ended successfully.

Day - 1

Second Session

(Time: 01.15am -02:45pm)

Topic: Dynamics of Decision Making

Resource Person: Dr. Tage Rupa, Sr. Assistant Professor, Department of Geography, Rajiv Gandhi University

The resource person made an interesting presentation on **Dynamics of Decision Making**. She began her presentation by citing the historical background of Indian society. The following points were covered in the presentation.

- Provisions for women in the Constitution
- Women in the Five Years plan of India
- National Policy on Empowerment of Women
- Why should women participate?
- Aspects of decision making: Social & cultural, Economic and political
- After the presentation, the resource person administered a questionnaire to all the participants in order to understand their participation in decision making.

There was lively interaction and the resource person also made some references to her research findings in relation to the participation of women in decision making at local level in Arunachal Pradesh. The session was very informative and relevant.

Day - 1

Third Session (03:00pm- 04:30 pm)

Topic: Promoting Women's Leadership and Participation
Resource Person: Mrs Likha Kiran, Deputy Director, State Institute of Rural Development. Govt of Arunachal Pradesh.

The resource person started her lecture with women's reservation at grassroot level in Arunachal Pradesh. She focused on Arunachal Pradesh Panchayati Raj Act 2001, its objective and 73rd Amendment. She discussed the role of women panchayat leaders and ground reality of women leaders. She has also discussed on benefits of reservation policy, role and responsibilities of women leaders and barriers to become effective leader. Finally, the resource person highlighted the importance of rural development programmes and informed the house to know the guidelines of those programmes. Overall the lecture was very informative and participants asked many questions relating Arunachal Pradesh Panchayati Raj Act 2001 and its provision for women.

Day -2

Fourth Session (09:00 am – 10:30am)

Topic: Role of Women Leaders in Promoting Good Governance

Resource Person: Dr. Boa Reena Tok, Sr.Asst Professor, Department of Education, RGU

The resource person made power point presentation and the points are presented as below:

- What is governance and good governance
- Objective of women in good governance
 - (i) To enhance the knowledge about - Policies, procedures, environment within which the institution functions, management techniques ie. methods of planning, financial management, staff development etc.
 - (ii) To enhance skills –
 - Leadership skills
 - Negotiation skills
 - (iii) Managing change
 - (iv) Balancing work and family
 - (v) Handling political & social barriers

Several practical examples were also cited by the resource person and made the session very relevant for the women leaders. She clearly explained the importance of enhancing knowledge and skills for the effective leadership and participation of women in the decision making process. The session ended with discussion on the practical problems faced by women in Arunachal Pradesh.

Day -2
Fifth Session
(10:45 pm – 12:15 pm)

Topic: Women's Empowerment

Resource Person: Dr. Kesang Degi, Associate Professor, Dept of Education, Rajiv Gandhi University

Women Empowerment and Knowledge on various department working on women's right and empowerment was presented by Dr(Mrs) Kesang Degi in the second session on 4th March 2014. The resource started her presentation explaining the meaning, concerns and types of empowerment and discussed on the following areas:

1. Constitutional safeguards towards women's political participation, where she discussed in detail the fundamental right guarantees towards equal status and safeguard under directive principles of state policy.
2. Various department working on women's right and empowerment:
 - a. Arunachal Pradesh State Commission for Women
 - b. Social Welfare, Women and Child Development
 - c. Health
 - d. Court
 - e. Panchayat and
 - f. Women Police Station
3. Arunachal Pradesh Victim Compensation Scheme, where she discussed in detail the various compensation available, which can be availed by victims.
4. Protection of Women from Domestic Violence and Compulsory Registration of Marriage Act 2006
5. Ongoing Schemes for benefit of Women like:
 - a. Indira Gandhi Old Age Scheme
 - b. Indira Gandhi National Widow Pension Scheme
 - c. Indira Gandhi Disability Pension Scheme
 - d. National Family Benefit Scheme
 - e. Various Scheme under Health Department

The session ended with lively discussion

Day -2
Sixth Session
(01:15 pm – 02:15 pm)

Topic: Development, Planning and Budgeting

Resource Person: Mrs. Devi Baruah, Sr. Assistant Professor, Dept of Commerce, Rajiv Gandhi University

The session began with a prominent question what is development? She explained the indicators of development with suitable examples and also highlighted the significance of Bottom Up approach and the transformative People - centric Development through Panchayati Raj System. She also discussed about the relationship of development planning and budgeting. She explained about gender budgeting and enlightened the participants about the need of balancing health, education, employment, justice and decision making for gender equality. She stressed on the involvement of women leaders particularly in some of the schemes.

The Key Schemes for PRIs are: MGNREGA, PMGSY, IAY, NRLM, National Social Assistance Programme

The resource person took an example of MGNREG and pointed out the key issues and what Women Leaders can do.

After the presentation, several queries related to the various development schemes were made and the discussion was also very informative. The participants shared some of the practical problems they faced particularly the non-involvement of Panchayat members in the implementation of the development schemes.

All the six sessions were completed successfully in two days.

At the end of all the sessions, time was given to the participants for feedback and experience sharing. From the feedback of the participants it has been observed that they all find the programme relevant and important. They said that they are more aware now. They even felt that they should attend this kind of training programme in future too. They found the programme very relevant, informative and refreshing.

The Valedictory programme was attended by some other students, faculty members besides the participants. Certificates were given away to all the participants by Prof. Elizabeth Hangsing, Director, Women Studies & Research Centre, Rajiv Gandhi University.

The programme ended with words of thanks from Dr. Kesang Degi, coordinator of the programme. Prof. Elizabeth Hangsing also thanked RGNIYD for the financial support without which the programme would not have been materialized. She also expressed her gratitude to Rajiv Gandhi University for all the support extended towards the successful conduct of the programme.

Report of One Day Gender Awareness Programme for College Students

Date: 20th March 2015

Venue: Jawaharlal Nehru College, Pasighat



Women Studies & Research Centre, Rajiv Gandhi University in collaboration with Jawaharlal Nehru College, Pasighat organized One Day Gender Awareness programme for College Students on 20th March 2015 at the Auditorium of Jawaharlal Nehru College, Pasighat. The programme consists of the Inaugural session, three technical sessions and short valedictory function.

The inaugural function was anchored by Dr. Anga Nyokir Padu, Assistant Professor in Education, JNC pasighat and Local Coordinator of the programme. The programme began with the felicitation of the Chief-Guest and all other Resource Persons from the University which was followed by melodious welcome song presented by the Students of JNC pasighat. The welcome address was delivered by Dr. S N Jha, Head, Dept. of Geography, JNC. A brief introduction of the purpose and objectives of the programme was given by Prof. Elizabeth Hangsing, Director of WS&RC, RGU. The gathering was addressed by Shri. Tayek Talom, Principal and Chief Guest of the programme. In his speech, he also thank the honourable Vice-Chancellor of RGU, Prof.Tamo Mibang for taking the initiative in organizing this kind of programme and selecting JNC to be the first college for this kind of outreach programme

of the University. He also spoke about the importance of educating girls & women, and said that gender sensitization is one of the significant steps to achieve equality in the society. The inaugural programme ended with vote of thanks by Dr. Priyanka Pridarshini, Assistant Professor, Department of Economic, JNC. The programme was attended by the faculty members and students of three colleges in Pasighat – JNC, Siang Royal Academy, Daying Ering College of Teacher Education. Altogether around 200 persons attended the inaugural session. After a short break for tea, the first technical session started.

First Technical Session

Topic: Social Construction of Gender

Resource Person: Ms. Devi Baruah, Department of Commerce, Rajiv Gandhi University

The Resource person made power point presentation on the topic Social Construction of Gender.

The key points covered in the sessions are as follows:

- Social, economic and cultural attributes and opportunities associated with a male or female
- Gender roles ,responsibilities, inequalities and differences in various societies
- Ideology of gender
- Manifestation of gender differences
- Gender Inequality - factors responsible for gender inequality, types of Gender Inequalities
- Critical area of concerns and challenge
- Steps taken by Government
- She encouraged the participants by citing several women who changed the norms.

The session was very informative and interesting. At the end of the presentation the participants seek the opinion of the resource person in relation to various social problems.

Second Technical Session

Topic: Gender Equity in Education

Resource Person: Dr. Kesang Degi, Associate Professor, Dept of Education, Rajiv Gandhi University

The Resource person made power point presentation and the key points covered in the sessions are as follows:

- Concept of gender equity in education, Importance Right to Education as - a human right, For better health of the Family, Greater voice and development of nation
- Meaning and types of women empowerment
- Fundamental Rights Guarantee towards equal status to men and women
- Gender Issues in Education
- Educational Provision for Girls like Sarva Shiksha Abhiyan (SSA) , Kasturba Gandhi Balika Vidyalayas (KGBVs) National Programme for Education of Girls at Elementary Level (NPEGEL), Midday Meal (MDM), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Construction and Running of Girl's hostel for secondary and Sr. secondary students, Pre-Matric Scholarship Scheme, EKLavya Model Residential School
- Departments dealing with women and girls education: Arunachal Pradesh State Commission for Women, Social Welfare women and child development, Health, Courts. Women police station, Panchayat, Legal services.
- Acts enacted to emancipate women: Protection of women from domestic violence act, 2005, Compulsory registration of marriage act 2006, Arunachal Pradesh Victim Compensation scheme.

The Resource Person concluded her presentation with a quotation of **Prof Susan McGee Baile**

“Until and unless we see women as capable of contributing fully and equally in society, women will remain second class citizen”.

Several questions were asked by the participants and the session ended with lively discussion

Third Technical Session

Topic: Youth and Leadership development

Resource Person: Dr. Tage Rupa, Sr. Assistant Professor, Department of Geography, Rajiv Gandhi University

The resource person made an interesting presentation on Youth and Leadership development. The following points were covered in the presentation.

- Concept of Quality of leadership
- Why is Youth Leadership Development important?
- What are some challenges to Youth Leadership Development?
- What youth can do for their leadership development
 - Critically analyze their life situation and the social structure in which they live
 - Think about themselves and plan for their lives ahead
 - Communicate their views and feelings to others effectively
 - Identify the role that they can play in societal issues and concerns
 - Play an active role in their communities
 - Bring about a positive change in their lives as well as in the lives of people around them
 - Become future role models for others.

Participants were encouraged to understand the importance of their participation in decision making. There was lively interaction.

At the end of all the three technical sessions there was a short valedictory function. Time was given to the participants for feedback and experience sharing. The participants from the three colleges gave their feedback and suggested that this kind of programme should be organized in regular interval especially for the college students. They found the programme very relevant and interesting.

The Valedictory programme was attended by some other students, faculty members besides the participants. The programme ended with words of thanks from Dr. Tage Rupa, Coordinator of the programme.

The awareness programme was completed successfully. We are very grateful to our Honourable Vice-Chancellor, Prof. T.Mibang, Prof. Rachob Taba, Registrar, and all the office staffs for all their support extended to us. The programme was sponsored by Rajiv Gandhi University.

One Day Awareness programme for School Students on ‘Problems and challenges of Adolescence’

WS&RC Visited Government Secondary High School located at Rajiv Gandhi University on 9th October, 2015. WS&RC conducted an awareness programme based on the theme “Problems and challenges of Adolescence”. About ninety students from standard VIII to X attended the programme.

Topics ranging from Socialization, health and suicide were presented and discussed with the students. There was an interactive sessions with the students after the presentations. The introductory as well as the concluding remarks were given by Prof. Elizabeth Hangsing.



Dr. Ruth Nengneilhing spoke on the challenges and the problems of adolescence such as physical, emotional and psychological problems. She also spoke on media as a socialization agent and the pointed out both the merits and demerits of media. She encouraged the students by sharing the stories of young inspiring people like Yousaf Malala and few others.

Ms. Bengia Pappi spoke on the importance of health and hygiene, essential aspects of juvenile health such as bodily growth and hormonal changes. She stressed on the importance of healthy diet and physical exercise. She also spoke on issues of drug abuse and HIV/AIDS.

The third session on Suicide was taken up Ms. May Pulu. She spoke on the need to address this issue which is very rampant among the adolescence causes of suicide, and what measures to take to avoid such occurrences. She urged and encouraged the students to engage in healthy activities and remain positive.

One Day Awareness Programme for School Students on Problems & Challenges of Adolescence

09th October, 2015

Venue: Donyi-Polo Government College, Kamki (West Siang Dist.)

Fig 1: Gender Awareness Programme at Donyi-Polo Govt. College, Kamki (west siang dist.)

One day Gender Awareness Programme for College students was organised on 6th November, 2015 by Women Studies & Research Centre, Rajiv Gandhi University



(RGU) in collaboration with Women Cell, Donyi Polo Government College (DPGC) which is affiliated to the former. The college is situated in Kamki, West Siang District of Arunachal Pradesh.

The specific objective of the 'One Day Gender Awareness Programme' was to instil in the minds of the young students awareness on gender related issues. More than one hundred and fifty students from the college registered for the programme. Besides, the teaching faculty along with the Principal of the college also attended the programme.

Registration of participants began around 09:00 am. And the programme chaired by **Mrs. Geyir** (Assistant Professor, Department of History) started at 10:00 am. There was a round of introduction of the resource persons which was followed by a welcome speech from **Dr. Rejin Karlo**, Principal DPGC.

The panel of speakers covered four technical sessions in the programme. The first session was on *"Gender Equity in Education"* and the resource person was **Prof. Kesang Degi**, Department of Education, RGU. Her paper dealt on gender differences in the educational sector, the various educational schemes under the government and stress on the significance of education for women.

Subsequently, **Dr. Ruth Nengneihing**, Assistant Professor, WS & RC, RGU took the next session on *"Social Construction of Gender"*. She spoke on how gender is being

socially constructed and how gender expectations are established by society. The paper called upon the need to examine gender from a new perspective and question some of our most fundamental beliefs on gender.

The third paper was on *“Gender and Media”* presented by **Ms. Bengia Pappi**, Research Associate, WS&RC, RGU. Her paper addressed issues on how women are being portrayed by the media, the problem of objectification and stereotyping in media. The paper contended that women should be portrayed as equal human being and the need to respect women for what she is rather than what she should be.

Finally, the fourth presentation on *“Gender Based Violence”* was shared between **Prof. Elizabeth Hangsing**, Director of WS&RC, RGU and **Ms. Maya Pullu**, Professional Assistant, WS&RC, RGU. The paper dealt on how gender-based violence affects both women and men but disproportionately affects women and girls, reflecting their subordinate status in society. They addressed on the need to understand the root causes in the context of gender norms, values and beliefs which support unequal hierarchies of power between women and men but also among men and among women. They also presented some factual data on Gender-based violence in Arunachal Pradesh.

Overall, the programme constituted a good opportunity to foster networking in related and similar area of interest with the Women Cell in DPGC, Kamki. The programme met the objective of promoting Gender Awareness among the college students through the various presentations and interaction. The programme concluded around 04:30 pm with a Vote of thanks by **Mrs. Bombi Riram**, Assistant Professor Department of Education. Lunch was served to all the participants.

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Training Programme for Mother's on Parenting

15th December, 2015

Venue: RGU Mini Auditorium

One day training programme for Mothers on Parenting was organised by Women Studies and Research Centre on 5th December, 2015 at Mini Auditorium, Rajiv Gandhi University Arunachal Pradesh.

The One day Training programme was more of a capacity building programme on Parenting. It aimed to equip and enhance the skills of mothers by imparting new development and informative knowledge under the broad themes of Parenting, Health, Child abuse, Child rights and Physical fitness. Mothers play a crucial role in the upbringing of a child and the more knowledge she acquires in this field,



the better skills she would exhibit in her parenting styles and in upbringing a healthier and more promising child. No doubt, both parents are equally responsible and involved in the upbringing of a child. However, being the first of its kind and for the sole purpose of better co-ordination, the Centre aimed to address this issue initially to the mothers and wished to organise and address the same for the fathers subsequently as well.

There was registration of the participants from 9:30 am to 10:00 am. Over fifty mothers within the University campus attended the programme.

The programme was chaired by Dr. Ruth Nengneilhing, Assistant Professor, Women Studies and Research Centre, RGU. At the outset, she welcomed all the participants and introduced the resource persons for the day. There was a round of self-introduction from all the participants.

While addressing the welcome note, the former highlighted the purpose of the programme and pointed out four main points about the training programme. Firstly, what today's program is all about? Secondly, why is it important or its significance? Thirdly, how do we derive the maximum benefits out of it? And fourthly, how do we go from here? The programme not only aims to share new challenges but also

provide a platform for discourse to share experiences. She encouraged the participants for dialogue to make the programme an interactive one.

There were four sessions covering different topics by the resource persons which are briefly summarised as follows.

First Session (10:00am- 11:00am)

Topic: Parenting Skills

Resource Person: Prof. Elizabeth Hangsing (Director, WS&RC, RGU)

An interesting topic on Parenting Skills was presented by Prof. Elizabeth Hangsing. She covered the definitions of parenting, parenting styles, factors and characteristics of Parenting. She also addressed on some basic parenting skill such as Encouragement skill, Can do skill, Giving choices skill, Self-control skill, Respecting feelings skill, Communication skills, Time management skills, Relationship skills and Nurturing skills. The paper also threw light on the challenges of parent-child relationship and the different strategies of discipline such as non-aggressive discipline strategies, psychologically aggressive discipline strategies and physical punishment.

The session was very informative and interesting. At the end of the presentation, Mrs. Kiran Kolika thanked the presenter by pointing out how educative and helpful the presentation had been for her personally. The presentation enlightened her more on ways of communicating with children and understanding their needs.

Second Session (11:00am-12:00pm)

Topic: Mother and Healthy Living

Resource Person: Dr. Kim Lhungdim (Medical Officer)

The second session taken up by Dr. Kim Lhungdim dealt on the importance of healthy living for mothers. She spoke on how health is being defined, the physical dimension, the mental dimension and the social dimension of health. She also highlighted on the causes of ill health and how one can maintain a healthy lifestyle. She covered the National Immunization Schedule, the common vaccines and the healthy eating pyramid. She stressed on the importance of leisure and self care and concluded with a note on how one should not forget to consider one's own needs and welfare while caring for one's near and dear ones.

The participants thanked the presenter with a round of applause after the presentation. And on their behalf, Mrs. Dagang Aja shared her experiences and thanked Dr. Kim for enlightening them on how one can maintain a healthy living. She also thanked the Centre for organising such an educative programme.

Third Session (12:00pm-1:00pm)

Topic: Child Abuse, Violence and Child Rights

Resource Person: Ms. Chapiak Lowang (HOD, Department of Social Work)

Ms. Chapiak Lowang gave an interesting presentation in the third session by addressing on issues related to Child abuse, Violence and Child rights. She discussed on this topic by providing relevant cases in the local context. While emphasising on the importance of child rights and welfare, she encouraged the participants to take active part in abolishing child abuse and violence which is rampant in the state. She also commented on the power of women to help bring these changes in the family as well as the society. By sharing the stories of the 2014 Noble peace prize laureates namely Ms. Malala Yousafzai and Mr. Kailash Satyarthi for their struggle against the suppression of children and young people and for the right of all children to education, she encouraged mothers to help spread the message of providing children their basic right to education.

After the presentation, one of the participants named Mrs. Laxmi Tamang expressed her thankfulness to all the resource persons and how the programme had helped shed light on various issues. She asserted on the need of self care of mothers and light-heartedly shared her experience in this regard bringing the room to laughter.

Lunch was then served in the University Guest House from 1:00 pm to 2:00 pm, after which the participants once again gathered in the venue for the final session of the day.

Fourth Session (2:00pm-3:00pm)

Topic: Importance of Physical fitness and Diet

Resource Person: Dr. Anil Mile (HOD, Department of Physical Education)

The fourth and final session showed much enthusiasm both from the presenter and the participants. Dr. Anil Mile presented a lively presentation on the importance of physical fitness and diet. He also touched on the subject of nutrition as well. He highlighted on the definition and components of physical fitness, factors affecting fitness, benefits of fitness, how to test ones physical fitness and how to avoid sedentary lifestyle. He also shared on the activity pyramid- a guide to daily exercise planning and other alternative physical activity. He concluded by exhorting the participants with ten great reasons to stay fit and also stressed on the need of maintaining a nutritious diet.

The presentation was followed by a lively discussion with queries and suggestions from the participants. One of the participants enquired on how more sports facilities

such as badminton court can be made more inclusive for ladies as well. Besides these questions, as requested by the one of the participants, Dr. Anil Mili also demonstrated few practical tips of performing light exercises at home. He exhibited some correct postures to be adopted while sitting, bending, lying down or getting up from the bed.

After all the four presentations were over, time was given to the participants for sharing their experiences and feedback. One of the participants expressed her appreciation to the Centre for organizing such program and also recommended to include more diverse topics such as women's rights, women empowerment and also suggested if such program on Parenting can be organized for both the couples as well. Overall, the participants unanimously resonated in agreement to the need of such educative programs and to hold similar programs in the future as well. They found the program very educative, relevant and informative.

The programme ended with a Vote of thanks from Ms. Maya Pulu, Professional Assistant WS&RC. She extended her appreciation and thanked all the participants and the four resource persons for their participation and contribution respectively. She also expressed her gratefulness to the University for every support extended towards the successful conduct of the programme.

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International Women's Day

08th March, 2016

Venue: RGU Auditorium

The International Women's Day was successfully celebrated and organized in Rajiv Gandhi University on 8th March, 2016 at Auditorium, RGU. Hundreds of women and men joined hands in celebrating this day under the theme '**Celebrating Womanhood with Creativity**'.



Various activities were held ranging from physical exercises, games, exhibition of fun-stalls, photography, dance, song and other items. The programme comprised of three parts- one in the morning which comprised of physical exercise and games; the second was a formal gathering in the Auditorium and thirdly exhibition of fun stalls.

The morning comprised of yoga, aerobics and games such as Tug of War and other items which was conducted from 06:00 am - 07:30 am in the auditorium, under the supervision of Ms. Minu Tadang and Dr. Tage Rupa Sora. Both teaching and non-teaching staff, students and many other women in the campus participated enthusiastically. The participants dispersed after a heavy breakfast.

The second part of the programme comprised of a formal gathering in the auditorium around 10:00 am, which was hosted by Dr. Jumyir Basar. Mrs Rangili Nonang Mibang, Deputy Director (Rtd.), Directorate of School Education, Govt. of AP and Ms. Tine Mena, Mt Everest graced the function as the Chief Guest and

Guest of Honour respectively. RGU students presented a dance item, followed by a song from Dr. Tage Rupa Sora. Dr. Vishwajit Kumar Mishra recited a beautiful poem on mother.

Both the Chief Guest and Guest of Honour exhorted the gathering with their inspiring speech. There was distribution of prizes for the games conducted in the morning. The programme ended with a Vote of Thanks by Dr. Tage Rupa Sora. Refreshment was then served to all participants.

Mrs. Rangili Nonang Mibang, the Chief Guest then inaugurated the twenty fun-stalls ranging from food items, handicrafts, paintings and many more. Photography capturing the varied lives of women was also displayed by the Photography Club of AP and students from Mass Communication. Cash prizes were given out for the best food stall, best photography, best craft and best textile. Overall, the International Women's Day celebration was a grand success with huge enthusiastic participants in



spite of the rain.

Gender Awareness Programme for College Students.

01st April, 2016

Venue: Govt. College, Doimukh

One Day Gender Awareness programme for college students, jointly organized by Women Studies and Research Centre (WS&RC), Rajiv Gandhi University and Government College, Doimukh was held on the 1st of April, 2016. The programme started with a welcome speech from the local coordinator, Ms. Jombi Bagra, Assistant Professor, Dept. of English, Govt. College, Doimukh, followed by a brief note from Dr. Ruth Nengneihing, Assistant Professor, WS&RC whereby she explained the aims and objectives of the programme. The programme also had an introductory speech from the principal of Government College, Dr. N.T. Rikam, whereby he appreciated the organizers for their effort and urged them to conduct more such programmes in future.



Fig 4: Gender Awareness Programme at Govt. College, Doimukh

The programme had four sessions, which were taken by four resource persons, who were all faculty members from the University.

The introductory session was taken by Ms. Chaphiak Lowang, HOD, Dept of Social Work, RGU on 'Understanding Gender'. Through the presentation, the participants were briefed on how the gender was conceptualized and internalized in the society. While explaining the concept of gender she also explained the effects of gender stereotyping and various myths and facts associated with gender.

The second session was taken by Ms. Zilpha Modi, Assistant Professor, Arunachal Institute of Tribal Studies on the topic 'What is Sexual Harassment'. In her presentation, she explained the concept of Sexual Harassment and elaborated on the 'Sexual Harassment at Workplace Act, 2013. Finally, she ended the session with brief video clippings on sexual harassment to add to the understanding of the participants.

The third session was chaired by Prof. Nandini C. Singh, Professor, Dept. of Geography on the topic 'Gender and Media. After a brief introduction, she discussed how women portrayed in different forms of media and the merits and demerits of the same. She also urged the students to use different forms of media more cautiously.

The final session of the day was taken by Ms. Minu Tadang, Assistant professor, Dept of Physical Education on 'Women and Self Defence'. The session was meant only for women participants and faculty members as the concept was to enable females to understand the basics of self defence. The session was very lively with active demonstrations from the resource person on various tactics of self defence. In the valedictory speech, Dr. Elizabeth Hangsing, Director, Women studies and Research Centre, encouraged all the students to take active part in all the sessions without any hesitation in order to ensure active learning.

ONE DAY CAPACITY BUILDING PROGRAMME FOR WOMEN

**Organised by Women Studies and Research Centre
In Collaboration with**

Arunachal Institute of Tribal Studies, RGU

On 10th August, 2016

At RGU Campus

A One Day Capacity Building Programme for Women was organised by Women Studies and Research Centre in collaboration with Arunachal Institute of Tribal Studies, Rajiv Gandhi University. The programme was held on 10th of August 2016 at Rajiv Gandhi University. The venue was in the office building of Rajiv Gandhi Employees Association. Altogether the number of participants including the Resource Persons comprised of about 110 in total. The participants were campus women dwellers comprising of housewives, students and non-teaching staff.



**Fig 5: Capacity Building Programme for Women
Collaboration with AITS at office building of Rajiv
Gandhi Employees Association**

The programme hosted by Ms. Lisa Lomdak (Assistant Professor AITS, RGU) began with a round of self-introduction by all the participants. She welcomed the gathering and invited to the dais Mrs. Jarjum Ete, Former Chairperson APSCW who was the main Resource Person for the day. The latter was felicitated with a bouquet and a beautiful ethnic scarf.

Mr. Jarjum Ete, an alumnus of RGU gave a special lecture on “Women in Arunachal Pradesh: Issues and Concerns”. She covered issues ranging from polygamy, women’s health and various other issues. She also encouraged the gathering by sharing her life experiences and how she had fought the odds of her life as she married in a very young age. She thanked the organizers and hoped to have more of such interactions in the coming days.

This was followed by an interactive session which was moderated by Ms. Lisa Lomdak. There were three panellists who made brief presentations on their respective subjects of expertise. All of them were felicitated with a traditional Assamese scarf as a token of appreciation.

The first panellist Mrs. Toko Mina, the Co-ordinator of Women Helpline, Arunachal Pradesh spoke eloquently on the purpose and function of Women Helpline. She

created awareness on the kinds of cases being reported and taken up by the organisation. The session was very informative and helpful. Many queries were raised which was clarified and explained elaborately by Mrs. Toko. Copies of pamphlet containing all the useful information about the Helpline were also distributed to the gathering.

Prof.Kesang Degi Department of Education, the second panellist spoke on “Child Development and Role of Parents”. In her presentation she covered on the various stages of childhood, the role of parent, and how to support and guide children. She spoke on the importance of understanding one’s children and how to focus on the positive things to do and avoid the negative ways of handling children. Most importantly, she highlighted on the fact that parents have the responsibility of being the role model for their children.

The third and final panellist was Mrs. Devi Baruah, Assistant Professor, Department of Commerce. Her topic was on “Skill development and Entrepreneurship” wherein she showed interesting slides of women carrying out small scale business. She pointed out how every woman possesses different kinds of skills such as weaving, gardening, cooking and many other skills. She encouraged and urged the gathering to employ their skills into income-generating projects by venturing out opportunities in the university campus itself.

With the end of the presentations and interactions with the panellists, the moderator then invited feedbacks from the participants. On behalf of all the participants, one of the participants thanked all the resource persons. She also gave a gist of all that she had learned from each speaker and especially thanked Women Helpline for the awareness of how to handle women violence cases.

Lunch and refreshment were served to the participants in between the breaks. The programme ended with a vote of thanks which was proposed by Ms. Maya Pulu, staff of Women Studies and Research Centre. She thanked all the Resource Persons and the participants who made the programme a successful one. Also, she conveyed special thanks to the University for the Financial Assistance and the Hon’able Vice-Chancellor for his constant support and encouragement.

TWO WEEKS TRAINING PROGRAMME FOR WOMEN ON LIFE SKILLS

14th to 23rd September, 2017

Venue: WSRC Office RGU.

Two Weeks training programme for women was conducted from 14th September to 23rd September 2016 at the office of WS&RC, RGU. Addressing the growing need of



Fig 6: Programme for Women on Life Skills at WSRC Office

empowerment of women at the grass root level is one of the core objectives of Women Studies and Research Centre, RGU. In order to meet this need, the Centre since its inception had been organising Capacity and Awareness programmes at different levels to different groups of people. This training programme was one such initiative to reach out to the women group in the campus to enhance their skills and equip them by imparting to them the core life skills.

The main aim of the programme was to help the participants in enhancing the skill capacity and personal competence to promote positive outlook and develop healthy behaviour, build self-confidence, help them to be more responsible for their own and other people's health. Thereby, they can be further agents of motivation for others.

The course comprised of topics such as Introduction to Life skills and its importance, Self-esteem, Proactive and Positive Thinking, Time management, Creativity, Communication skills and Interpersonal relations. Different methods of learning such as lectures, videos, film screening, practical sessions and group discussions were employed in the training.

The course duration was for two weeks. Classes were taken for two hours every alternate day from 2:00pm-4:00 pm. Although initially intended only for ten women, it had twelve women registered for the programme.

On the final day, the participants gave their feedbacks and shared what they learnt during the training programme. Certificate of participation was given out to the participants on completion of the training programme.

ONE DAY TRAINING PROGRAMME FOR ADOLESCENTS ON LIFE SKILL & GENDER SENSITIVITY

27th September, 2017

Venue: Seminar Hall Dept. of Computer Science

One Day Training Programme for Adolescents on Life Skills and Gender Sensitivity was successfully organized by Women Studies and Research Centre, Rajiv Gandhi University on 27th of September, 2016. The target group for this programme was Adolescents from the age-group of 10-19 years from Labour Colony, Rajiv Gandhi University. The purpose and motive of the programme was to impart and help them equip with core life skills as well as sensitize them on gender issues.

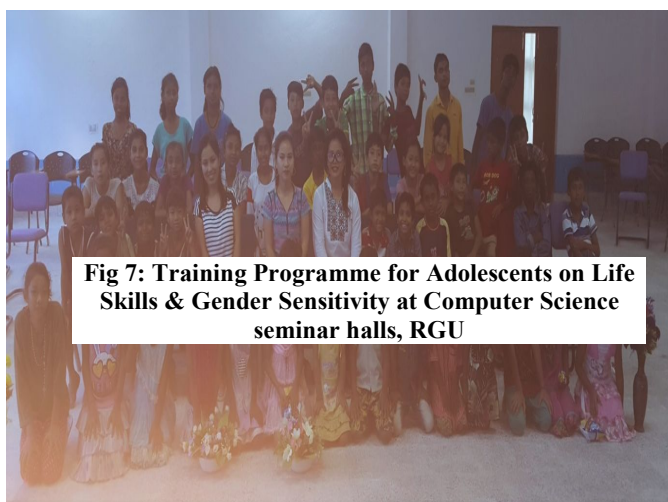


Fig 7: Training Programme for Adolescents on Life Skills & Gender Sensitivity at Computer Science seminar halls, RGU

A total of 50 children from labour colony between the age group of 10-18 years attended the programme. The children were divided into three groups based on their age. One staff each from WS&RC was assigned to each group who interacted with them in a smaller group. Thereafter videos based on the themes of gender sensitivity and life skills were shown.

In the interaction session various life skills topics such as time management, stress management and effective communication were covered. The programme ended with a lively question and answer session. The programme served as a good opportunity and platform for these adolescents to interact and learn the basics of life skills which they can inculcate in their everyday life.

International Day for the Elimination of Violence against Women
Organized by Women Studies & Research Centre, RGU
In Collaboration with
Women Help Line, Naharlagun & Don Bosco College, Itanagar

25th November, 2017.

Venue: Don Bosco College, Itanagar

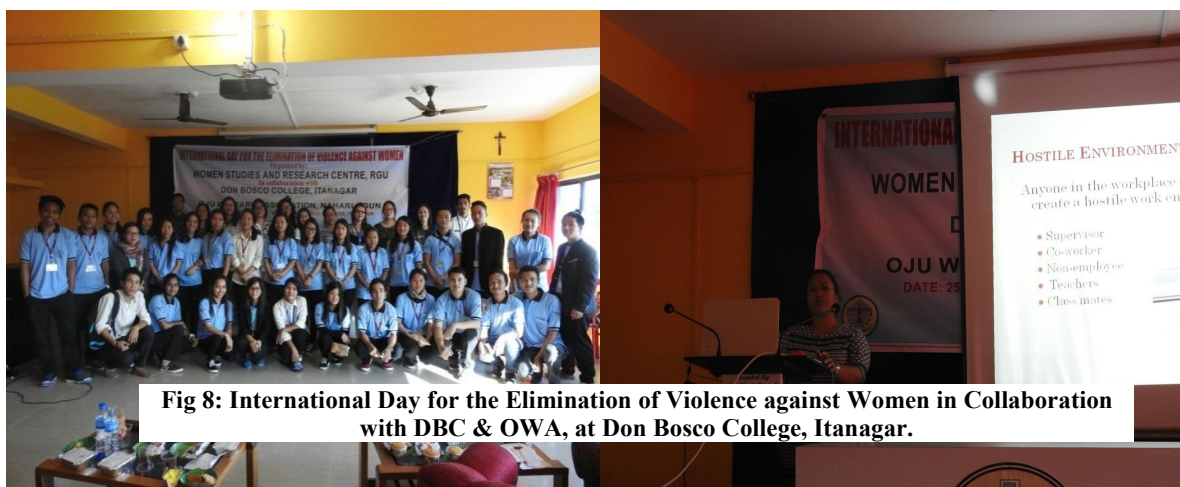


Fig 8: International Day for the Elimination of Violence against Women in Collaboration with DBC & OWA, at Don Bosco College, Itanagar.

As provided above, Women Studies and Research Centre, RGU organised **International Day for the Elimination of Violence against Women** in collaboration with OJA and DBC at Don Bosco College, Jollang on 25th November 2016. The main aim of the programme was to create awareness on violence against women and collectively worked together in ending violence against women. Over 120 participants attended the programme. There were five sessions covering various topics by the resource persons. The first session was taken by Ms. Bengia Pappi (Research Associate, WSRC) on “Why do we celebrate International day for the elimination of violence against women? This was followed by a session by Ms Maya Pulu (Professional Assistant, WSRC) who dealt on “Types of Violence against Women and Glimpse of the Current Scenario in the Context of Arunachal Pradesh”. The third speaker was taken up by Dr. Ruth Nengneihing (Assistant Professor, WSRC) who spoke on “How can we take part in ending violence against women and creating cultures and communities of respect and care?”. Following this, Ms. Ratan Ute (Women Helpline) gave an interesting presentation addressing issues related to Domestic violence, Violence and Child rights, slavery, murder, marital affair. She discussed on this topic by providing relevant cases from Arunachal Pradesh. After a short break for lunch, the participants once again gathered for the final session. The students of DBC also showcased a beautiful

Assamese dance item during the break. The fifth and final session was taken up by Dr. Tage Rupa Sora Presented who gave an interesting presentation on different types of sexual harassment. There was a time of lively interaction and feedback from the participants after the presentations. Overall, the students found the program very educative, relevant and informative. The programme ended with a Vote of thanks by Dr. Ruth (Assistant Professor WS&RC).

**Women Studies and Research Centre
Rajiv Gandhi University –Rono Hills Doimukh
Arunachal Pradesh- 791112
Activity Report**

1. International Women's Day, 2017 (8th March, 2017):

Women Studies and Research centre celebrated international Women's day on 8th March 2017, in Rajiv Gandhi University. The theme of the day was 'Be Bold for Change' was celebrated with great enthusiasm. Mrs. Anshu Jenshenpa was invited as the chief guest. She interacted with the students and encouraged the students to strive their best in everything they do. Entire RGU women faculty, non teaching staff and house wives living in the campus and students took active participation in celebrating international Women's day. The day involved cultural and sports activities, art and craft exhibitions and food stalls.

2. One Day Workshop on Gender Sensitization and Legal Awareness Programme (20th March, 2017):

An one day workshop on programme "Gender Sensitization and Legal Awareness Programme" on 20th March, in Mini auditorium was jointly organized by Women Studies and Research Centre in collaboration with Department of Social Work and Department of Sociology conducted. The formal sessions were conducted by Prof. Elizabeth Hangsing, Dr. Tana Natung and Mrs. Tadar Mepung.

3. One day Workshop on 'Beti Bachao, Beti Padhao' (21st March, 2017):

An one day workshop on 'Beti Bachao, Beti Padhao' was organized jointly by the departments of Social Work, Sociology, Women Studies and Research Centre and NSS. The workshop had three formal speakers- Dr. Shashank Yadav, Prof. M. Hussain and Dr. Reena Tok. The formal sessions were followed by formation of the Gender Champions and a brief round of literary and cultural activities.

Gender Audit in Rajiv Gandhi University

Introduction:

The Centre conducted a minor research project on Gender Audit in the University. The study being the first of its kind, aimed to create more gender sensitivity and to assist the University to become more gender responsive. The overall aim of the project was to review mainstreaming of gender effectively in policies, programmes and structures of the University and assess the extent to which gender sensitivity have been institutionalized.

Objectives:

The objectives of the gender audit were to:

- a) To study and gain an in depth understanding of the current status of gender distribution in the university.
- b) To assess the extent of gender responsiveness being developed in terms of infrastructural facilities and policies.
- c) To assess inclusion of gender related themes in the overall curriculum, research work by the research scholars and research projects undertaken by the faculty members in various departments.
- d) To identify gaps for improvement and suggest possible strategies to make University system more gender sensitive.
- e) To generate understanding of the extent to which gender perspective has been internalized and acted upon in the university.

Methodology: The research design was descriptive in nature. The study employed both qualitative and quantitative methods. Survey of the University in regard to the existing departments¹, administrative sections/units, infrastructures was conducted. The tools for data collection were interview and observation. Secondary data from academic branch, departments and other administrative offices in the University were also collected and used in the study. The Gender Audit covered a period of six years (2009-14).

Findings: The study showed that the overall female enrolment is higher than male. The study also showed the decreasing trend of total female enrolment as the course goes higher, while male enrolment in the higher studies increases. The male students outnumbered females in the Faculty of Commerce & Management, Faculty of Information & Technology and Faculty of Basic Sciences. This indicated low inclination of females in the professional and technical courses. The overall Ph.D

¹ There are nine Faculties in the University, and within these are 22 Departments catering regular courses. However, only 19 Departments are taken into the study. The reason being three departments namely Department of Physical Education, Social Work and Electronics & Communication started in 2015.

female awardees were mostly from the Faculties of Social Sciences, Life Sciences and Education and less in the technical courses. The representation of women office staff in University administration was also very poor. Women representation was significantly low in both Grade A and C with only three and eight percent respectively. It was comparatively better in Grade C level, but at the higher level, their representation was very low.

Overall the data clearly showed the unequal and one-sided gender distribution in both teaching and non-teaching employees in the University. It showed how females are under-represented in the senior levels. The study showed greater number of female enrolment whereas the number of toilets for males exceeded that of females. This clearly pointed out the need and requirement for more functional toilets for females keeping in view the higher number of female enrolment. This study also showed the unequal distribution of hostel accommodation for males and females. It also clearly brought out the unequal distribution of rooms as against the number of male and female enrolment. Recommendations were made based on the overall findings in the study.

Recommendations:

Some of the recommendations drawn from the study are:

1. The existing toilets need to be repaired, renovated. Separate toilets for girls/women may be provided in centrally located areas for easy access.
2. As majority of the students are depending on the bus services provided by the university improved transport facilities and more convenient bus timings with more frequent intervals may be made for day scholar students especially for female students working late in the laboratory and for those who would like to consult library after regular classes.
3. More hostels for girls may be constructed. The data shows that the higher enrolment of female with 811 as compared to 561 of male enrolment in the academic year 2014-15. As per the data, out of the total 811 females enrolled in the academic year, only 247 (30.46%) of female students are accommodated in the hostels. Whereas around 496 (88.41%) males are accommodated in the males' hostels out of the 561 males enrolled.
4. Social support systems such as canteens may be improved with better facilities and more provisions at a subsidized rate keeping in view the needs of the students.
5. Initiating more sports/games facilities in the hostels which can also serve the purpose of all the students in the University.
6. Setting up of girls common rooms in the Campus.

7. More gender awareness programmes such as workshops, seminars on gender issues.
 8. Integrating greater component of gender issues in curricular- for instance, integrating gender component in the existing syllabus for Environmental Studies.
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Research Team:

1. Prof. Elizabeth Hangsing
 2. Dr. Ruth Nengneilhing
 3. Ms. Bengia Pappi
 4. Ms. Maya Pulu
 5. Mr. Olom
-

Analysis of M. Phil and Ph. D theses **Based on gender and women related topics**

Introduction

Theses and researches are unique sources of information and often the only source of information on particular topics. In an attempt to create a database of all the theses based on gender and women related topics, available theses in the University have been documented and analysed. The list is not exhaustive but a continuum list of all the available works. It has been categorically organized for easy access and understanding.

Objective: To analyze the researches undertaken at M. Phil and Ph. D level in Rajiv Gandhi University.

Methodology: In order to compile all the theses, list of Ph. D and M. Phil theses on gender were collected from the Office of Controller of Examination, the Central library of the University and various departments within the University. The Ph. D and M. Phil research works sum up to a total of 408, out of which 170 are Ph. D theses and the remaining 238 are M. Phil dissertations. Out of a total of 170 Ph. D theses, nine of them are based on gender and women related issues. While out of a total of 238 M. Phil dissertations, 20 of them are gender and women related. The mentioned data was collected over a period of one month.

Analysis

The following list of M. Phil and Ph. D theses have been combined and categorically arranged based on the broad themes they fall under. The themes identified are based on the nature of the topic rather than departmental segregation.

Area of study: Out of a total of nine Ph. D theses that have been identified for analysis, three were from the department of Political Science; four of them were from the department of Education and two from the department of English. A total of three theses were based on Assam, while four theses were based on Arunachal Pradesh. The studies based on political participation focused on both men and women. Theses based on women empowerment focused on adult women, while theses on education and women focused on females from elementary to college level. Eight out of nine Ph. D scholars were females and one of them was a male. Conversely, one out of nine supervisors who guided these Ph. D scholars were male.

Based on the theses analysed, it was found that M. Phil and Ph. D theses were both quantitative and qualitative in nature. The general tools and techniques used for collection of primary data included questionnaire and interview method. While other methods such as audio- visual techniques were also used in order to enhance the authenticity of the study. The collected data was analyzed using appropriate statistical techniques based on the necessity of the study.

The analysis is based on theses that were available in the library during the period of data collection. The total number of Ph. D theses accounts for 170 theses and is inclusive of the departments of Botany, Computer Science, Commerce, Economics, Education, English, Geography, Hindi, History, Management, Political Science, Zoology and AITS (Arunachal Institute of Tribal Studies). The total numbers of theses on gender are nine, which accounts for 5.29 percent of the total.

The bulk of M. Phil dissertations on gender and women related topics were more compared to Ph. D theses. There were a total of 20 M. Phil dissertations based on gender and women related topics. Nine out of 20 dissertations were from AITS (Arunachal Institute of Tribal Studies), four from the department of Political Science and the department of Geography respectively, two from the department of Economics and one from the department of Commerce. Out of these 20 dissertations, 18 of them were based in Arunachal Pradesh while two of them were based on Assam. The two most widely covered districts in Arunachal Pradesh were Lower Subansiri and West Siang. Out of a total of 20 M. Phil scholars, two of them were male and remaining 18 of them were female scholars. There were a total of three female M. Phil supervisors and 17 male supervisors. The total numbers of M. Phil dissertations are 238 and the list is inclusive of M. Phil theses from the departments of AITS, Anthropology, Commerce, Economics, Geography, History, Hindi, Mass Communication and Political Science. Out of these 238 M. Phil dissertations, the dissertations on gender account for 8.40 percent of the total.

- The first category of theme identified for the analysis is inclusive of those theses which aim to understand the status of women in tribal society. These theses aim to study the status of women and highlight the changes in their lives because of forces of modernity. This category is inclusive of two M. Phil dissertations of Aja (1998) and Langkam (2004). Aja focuses on Nishing women through a case study of Yachuli circle, Lower Subansiri district. She points out that despite higher enrolment in schools, the participation of women in political and economic spheres were limited. Though her study was a case study of Nishing women of Yachuli circle, her analysis can be applied to understand the lives of Nyishi women in other parts of the state as well. Langkam's study focused on the lives of Padam women through a case study of Parbuk village of Lower Dibang Valley district. Her study emphasised on the impact of education and identified factors responsible for lack of encouragement of women's education. Both the studies focus on the role of education and bring to light the positive impact brought by it.
- Participation of women in various fields has been identified as the next theme for the analysis. Through their Ph. D theses Lollen (2013) and Langkam (2009) focus on various areas to study participation of women. Lollen looks into participation of women in economic and political participation of Galo women. While Langkam focuses on political participation of Padam women. Both the authors have emphasized on the correlation of social, economic and political factors in changing the position of women.

A total of five M. Phil dissertations have been categorized under this theme. All of these five dissertations focus on political participation of women. Boje (2010) through

her study on women research policy in Panchyati Raj Institution in Arunachal Pradesh and its impact on their participation focuses on the case of West Siang District. She elaborates how patriarchal social structure has led to constraints in the way of women taking equal participation in political institution. Rinchin (2008) analysed women's participation in panchayati raj institutions through a study on the Monpas of Tawang district. She points out that the politically elected Monpa women are usually illiterate. Women members have low awareness about the political activities. The Main hindrance in the effective participation is mainly due to the lack of the education of women. Riba (2013) focuses on participation of women in Panchayati Raj institution and reveals that though Galo women as a panchayat leaders participates in the Panchayati Raj, but the majority of women are unaware of the very existence of the Panchayati Raj. One of the main causes of such ignorance is illiteracy. The powerful political groups and parties usually becomes the cause of the women's backdrop in politics resulting on women's dependency upon men. Mithin (2011) analyzed the changing position and role of women in grass root politics in Arunachal Pradesh through a case study of Apatanis. Her dissertation reveals that most of the women are considered as equals in Apatani society. Both educated and uneducated women participate actively in the village affairs. Yadav (2009) looked into participation of Adi women in the Panchayat Raj institution through a case study of Ruksin sub division. Through his dissertation reveals that illiteracy is the one of the main obstacles for the old and the newly elected Adi women in handling political and daily affairs.

The entire five dissertations reveal that participation of women in politics is minimal and they also lack political awareness. The main reason attributed to this drawback was Illiteracy. Studies show that education is believed to solve the existing differences or the gender biasness.

- The research works which focus on participation of women in economy have been categorized into the third category. A total of three M. Phil scholars have written on this theme. Debajeet (2014) in his dissertation, attempted to study the socio-economic status of women labourers in the tea gardens of Assam. The study reveals that the main reason for women's poor socio-economic condition is illiteracy which restricts their economic mobility. Thus, a very less of them are found in the organized sector such as the government sector, which could give them a better quality of employment. Rachel (2011) focused on participation of Adi women in Pasighat Market, through study based on study of Pasighat market. By selling local produces for daily consumption Adi women traders participate in the market and contribute significantly to the local economy. By doing so these women have been able to considerably enhance their own economic status and enhance their overall quality of life. Patir (2015) in her dissertation tried to analyze the time pattern of women in rural Assam through a case study of Jorhat sub division. She draws a comparative analysis of the difference in wages between men and women. She remarks that while men are paid for their work, women are unpaid or underpaid although the work done by both men and women are equal. In fact the repetitive unpaid hours of work done by the women are more than the hours of work done by men. These dissertations reflect about the women and related economy they are participating.

Illiteracy is regarded as the major factor responsible for unemployment and related issues. It also reveals the existing inequality or gender bias facing by the female.

- The fourth theme identified is health status of women, based on which three M. Phil dissertations have been recognized. Gogoi (2007) analyzed the health status of the Khamti women and identified important findings which showcase the general attitude towards health. These findings suggest that Khamti women have not been able to overcome the clutches of superstition and tradition as they believe that health hazards are not caused by pathogenic factors but are result of supernatural causes. In the case of maternal health women do not receive adequate health care because; they think it is not necessary, while some are rather too embarrassed to get health checkups. Nyodu (2013-2014) conducted a study on health status of women in Arunachal Pradesh with special reference to Galo tribe. In his analysis he remarks that health status of women in West Siang was very poor. He identifies those factors which affects the health status of women which are - population structure and composition like population growth distribution, density, sex composition, literacy, occupation of the respective religion. The lack of awareness among the population on the existing government schemes, their distance from medical facilities, treatment of illness, shortage of medical staff and financial constrain are largely responsible for the poor health states. All these problems have huge impact on the women health. Apum (2013-15) through her dissertation tried to study the status of maternal health care utilization in Mebo sub division. She identifies the main reason for the negligence of the MHC (Maternal Health Centre) as lack of awareness of the importance of maternal health care and lack of education. Women usually tend to depend upon the traditional methods of pregnancy care and therefore garner a great deal of risk to their own health and the health of the new born. All these dissertations indicate illiteracy as a significant factor responsible for poor status of maternal health of women.
- The fifth theme identified is women empowerment, under which two Ph. D theses have been categorized. Borah (2012) looks into the role of SHGs in women empowerment in Golaghat district of Assam. She points out that economic independence achieved through SHGs is the main factor in women empowerment. A total of two M. Phil dissertations have been categorized under this theme. Kago (2012) in her dissertation focused on women empowerment through a case study of Ziro sub division. She highlights positive changes brought about in the lives of women through education. She also comments on the role of education in enabling women with the abilities to take part in income generating activities. Likha (2012) focused on women empowerment through SHGs. Her study reveals that despite active participation of women and government support, the status of women is low and deplorable. However, education has played important in changing her status.
- The sixth theme identified for the study is that of women development, under which two M. Phil dissertation have been identified. Yapi (2013) focuses on the role of women in development through a case study of Apatani women of Ziro. She emphasizes on the prejudices of the people that consider that women should be

restricted to domestic sphere. Despite changes in the society the attitude of people remains the same about women. It is found that this is one of the major drawbacks for progress in the society. Yamang (2011) focus the role of Apatani women in sustainable Development remarks that women play a dominant role in sustainable development. Apart from this Apatani women have achieved progress in both agriculture and business through their expertises knowledge about sustainable development. Both the studies focus on the role of Apatani women in development and maintenance of economy and agriculture. However, despite all the changes and advances women face considerable social restrictions because of which they are unable to fulfil their roles to the fullest.

- Women and education has been the broad theme covered by Bagra (2012), Borthakur (2012) and Degi (2004). Through their Ph. S theses, they have highlighted problems and limitations faced by female students in different levels of educational attainment. Through a comparative analysis of girl education in two districts of Arunachal Pradesh, Bagra focuses on the changes in the status of girls' education and details on the attitudes of parents and teachers. Borthakur focuses on the problems and prospect of women education among the tea garden tribes. Degi focuses on the problems of female education in Arunachal Pradesh and traces the history of female education from the attainment of independence. She consequently also points out the rate of stagnation and wastage in different levels of educational attainment among female students and also highlights the various problems faced by female students.
- Representation of women in literature has been the broad theme covered in the theses of Gogoi (2000) and Bhattacharjee (2004). Stereotypical representation of women in English literature and changes in the recent literary styles been focused on. Gogoi analysed the works of William Somerset Maugham and points the basic theme around which his female characters pivot around. In her analysis, Gogoi points out that Maugham adopts misogynistic tendencies in characterization of his female characters. Bhattacharjee on the other hand looks into the works of contemporary female authors such as Kamala Das, Anita Desai, Arundhati Roy and Bharati Mukherjee. Through their female characters these authors have covered a wide array of female experiences of psychic and physical nature.
- The next theme is a collaboration of various topics that do not fall under those themes identified above. Pertin (2014) focuses on the gender identity and status of the third gender within the Adi tribe through her study on the Mumbals of the Adi community. She comments that a certain kind of taboo is maintained when dealing with the third gender or one's sexuality in general. This reflects in the status of the third gender who suffers a lot of stigma in the Adi tribe. Karbak (2014) completed her study on folk narratives and practices associated with the goddesses of the Galo tribe. She highlights the impact of modernization on traditional ritual and practices, which are slowly disappearing. Bagra (2009) based her dissertation on interpretation of women in patriarchy through a case study of Galo tribe. She focused on how traditional Galo culture and the patriarchal form of social structure leads to subjugation of Galo women. She highlights, how patriarchy operates through blame

culture, which more or less always targets women especially in those instances when a couple is unable to procreate.

Conclusion

Despite the limited number of theses on gender, the available theses have covered a wide array of topics. Majority of these theses have looked into various changes in the position of women in the tribal society. While focusing on different areas all theses have highlighted the changes brought in by forces of modernism and also in the process outlined the changes in the tribal society. Through analysis of the M. Phil theses, one could aptly summarize that utmost importance has to be given to upliftment of female education in order to empower her with the abilities to forge into any sphere she deems fit for herself.

Suggestions

As the numbers of theses on gender are very limited, more gender based Ph. D studies could be carried out and encouraged. Apart from which comparative analysis could be made in different levels such as district, state etc. Based on analysis of these studies some of the research gaps identified are-

- While most of these studies identified the positive impact of education on the lives of women, but these studies mostly focus on enrolment in school levels. Therefore further studies could be carried out in higher levels of education attainment.
- Studies on correlation between education and employment could be carried out and those factors could be identified which leads to lesser employment of girls in organized sector.
- Studies which focus on the quality of education could be carried and focus also could be directed to make education more gender inclusive.
- More gender based studies from different departments could be carried in order to gain a wider and holistic picture of the gender reality.

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A study on ‘Myths and Realities about Gender-based Violence’ and ‘Sexual Harassment and Violence’

Introduction:

Gender based violence is violence that is specifically and primarily directed towards women. The UN Declaration on the Elimination of Violence against Women defines violence against women as ‘violence against women is a manifestation of historically unequal power relations between men and women" and that "violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men’. There are many forms of violence directed towards women which are individualistic in nature or carried out by the state. Acts of violence such as rape, domestic violence, sexual harassment, female infanticide, prenatal sex selection, and mob violence are considered as acts of individualistic violence towards women. While state perpetrated acts of violence include acts of violence such as war rape, sexual violence, sexual slavery, forced sterilization, forced abortion and violence by police and other authoritative personnel. Acts of violence are also carried out in traditional context such as honour killings, dowry violence, female genital mutilation, marriage by abduction and forced marriage. Gender based violence are a worldwide phenomena but what perpetuates this situation is the culture of silence.

Methodology

The study followed quantitative research design, and the respondents were selected based on the enrolment details of the year 2014. The respondents were all second year post graduate students from nineteen departments across various faculties. There were a total of 399 respondents out of which 299 were females and 170 of them were male students. The tool used to collect data was questionnaire, which was administered to the respondents within the guidance of the field investigators. There were two different set of questionnaires, out of which one of the questionnaire aimed at understanding the perception of violence among both male and female students. The second set of questionnaire was administered to female respondents only.

Findings:

The first questionnaire was formulated in order to understand the general perception about Gender based violence. There were seventeen statements in the questionnaire and these statements were based on the common beliefs about violence. Against each statement there were two options- myth or fact and based the respondents were supposed to choose one of the options based on what they believed to be true. Since the questionnaire was formulated to understand the students’ perception of violence, they were not allowed to discuss during or before the filling of the questionnaire. This questionnaire includes both male and female respondents. There were a total of 399 respondents, out of which 229 (Two hundred and twenty nine) were female respondents and 170 (One hundred and seventy) were male respondents. The respondents were IV semester students from all the departments within the University except the department of Social Work, Distance Education, Electronics and

Communication and Physical Education. The four departments were exempted because of lack of enrolment details for the current academic year.

Statement one was to understand if the respondents considered victims of violence as weak characters, to this 62.33 percent of the respondents agreed that it was a myth. The remaining 37.67 percent of the respondents however believed that the statement was a fact. In terms of figure, 235 (Two hundred and thirty five) of the respondents agreed that statement was a myth, while 142 (One hundred and forty two) respondents agreed that the statement was a fact. Out of the 235 (Two hundred and thirty five) students who believed that statement one was a myth, 38.72 percent of the respondents were male and 61.28 percent of the respondents were females. In terms of figures out of a total of 235 (Two hundred and thirty five) students, 91 (Ninety one) respondents were male and 144 (One hundred and forty four) respondents were females. There were a total of 142 (One hundred and forty two) respondents who believed that statement one was a fact, 50.70 percent of them were male and 49.30 percent of the respondents were females. In terms of numbers, there were a total of 72 (Seventy two) male respondents, who believed that the statement was a fact and 70 (Seventy) female respondents who believed that it was a fact.

The second statement was to assess whether the respondents considered physical abuse more serious than verbal abuse. A majority of 72.67 respondents agreed that the statement was a fact, while 26.33 percent of the respondents agreed that it was a myth. The same in terms of figures accounts for a total of 277 (Two hundred and seventy seven) students who considered this statement to be a fact and 99 (Ninety nine) students who considered it to be a myth. When we look at the option of myth alone, we find that out of a total of 99 (Nine nine) respondents, 52.53 percent of them were male and 47.47 percent of them were female respondents. In terms of figure, out of a total of 99 (Ninety nine) respondents who agreed that the statement was a myth, 52 (Fifty two) of them were male and 47 (Forty seven) of them were female respondents. The next option was fact, which was opted by a majority of 277 (Two hundred and seventy seven) students, out of which 41.88 percent of the respondents were male and 58.12 percent of them were female respondents. In terms of figures, 116 (One hundred and sixteen) of the respondents were male and 161 (One hundred and sixty one) students were female respondents.

Statement three was posed in order to understand their perception of violent people, for which the statement was set up in this fashion 'Violent people are people who can't control their anger- violence is a momentary loss of self control'. The total number of responses for this statement was 377 (Three hundred and seventy seven), out of which 304 (Three hundred and four) of the respondents agreed that this statement was a fact, while 73 (Seventy three) respondents agreed that this statement was a myth. The numbers in terms of percentage can be interpreted as 73.67 percent of the respondents agreed that the statement was a fact, while 19.36 percent of the respondents agreed that the statement was a myth. When we look at the option of myth alone to find that out of a total of 73 (Seventy three) respondents, 33 (thirty three) respondents were male and the 40 (forty) respondents were females. In terms of percentage, we find that 45.21 percent of the respondents were male and 54.79 percent of the students were female respondents. There were a total of 304 (Three hundred and four)

respondents who believed that the statement was a fact, 137 (One hundred and thirty seven) of them were male and 167 (One hundred and sixty seven) of them were females. When converted to percentage, we find that there were a total of 45.07 percent male and 54.93 percent female respondents.

Statement four was posed in order to comprehend how respondents perceived abuse and the abused. For this statement, there were a total of 359 (Three hundred and fifty nine) responses, out of which 267 (two hundred and sixty seven) respondents believed that it was a myth and 92 (Ninety two) respondents believed that this statement was a fact. The numbers when converted into percentage, we find that 74.37 percent of the respondents considered this statement to be a myth, while 25.63 respondents considered this statement to be a fact. Out of the total number of 267 (Two hundred and sixty seven) respondents who considered this statement to be a myth, 46.44 percent of the respondents were male and 53.56 percent of the respondents were female. In terms of figures, 124 (One hundred and twenty four) respondents were male and 143 (One hundred and forty three) students were female. Out of the 92 (Ninety two) students who believed that this statement was a fact, 46 (Forty six) of them were male and 46 (Forty six) of them were female respondents. In terms of percentage, 50 percent of them were male and 50 percent of them were female.

The fifth statement read 'Malicious gossip and negative rumours are forms of violence'. It was found that out of a total of 367 (Three hundred and sixty seven) respondents, 73.30 percent of the respondents considered this statement to be a fact, and 26.70 percent of the respondents considered this statement to be a myth. The percentages when converted into figures accounts for 269 (two hundred and sixty nine) respondents who considered this statement to be a fact and 98 (Ninety eight) respondents who considered this statement to be a myth. When we take only myth into account, we find that out of a total of 98 (ninety eight) respondents, 47.96 percent of the respondents are male and 52.04 percent of the respondents are female respondents. In terms of figures, the male respondents accounts for a total of 47 (Forty seven) and the female respondents are a total of 51 (Fifty one). Out of 269 (Two hundred and sixty nine) respondents who considered this statement to be a fact, 56.88 percent of them were females and 43.12 percent were male respondents. In terms of figures, we find that there were a total 116 (One hundred and sixteen) male and 153 (One hundred and fifty three) female respondents.

The sixth statement was given in order to understand how online violence was perceived, for these two networks namely Whatsapp and Facebook were taken into account. The statement read as 'Making fun and mocking someone via Facebook/ Whatsapp is not as serious as doing it in person'. Out of a total of 388 (Three hundred and eighty eight) respondents who responded to this question, 64.95 percent of the respondents considered this statement to be a myth, while 35.05 percent of the students considered this statement to be a fact. The total number of students who considered this statement to be a myth was 252 (Two hundred and fifty two), while 136 (One hundred and thirty six) students considered this statement to be a fact. Within the respondents who considered this statement to be a myth, 40.08 percent of the respondents were male and 59.92 percent of the respondents were females. The total number of male respondents who considered this statement to be a myth is 101 (One hundred and

one) while the total number of female respondents is 151 (One hundred and fifty one). When we look into the gender segregation of respondents who considered statement number six to be a myth, we find that 42.65 percent of the respondents were male and 57.35 percent of the respondents were females. The percentages when converted into figures accounts for 58 (Fifty eight) male and 78 (Seventy eight) female students.

The seventh statement was put to gain an understanding of how romantic relationships are perceived. The statement was 'It is OK for a boy to pressure a girl into having sex if they have been dating'. For this statement there were a total of 372 (Three hundred and seventy two) responses, out of which 84.14 percent of the respondents considered this statement to be a fact, while 15.86 percent of the respondents considered this statement to be a myth. The total number of respondents who considered this statement to be a myth was 313 (Three hundred and thirteen), while 59 (Fifty nine) respondents considered this statement to be a fact. Among the 313 (three hundred and thirteen) respondents who considered this statement to be myth, 41.85 percent of the respondents were male and the remaining 58.15 percent of the respondents were females. The total number of males respondents who considered this statement to be a myth were 131 (One hundred and thirty one), while the female respondents accounted for 182 (One hundred and eighty two) respondents. In terms of fact, out of a total of 59 (Fifty nine) respondents who considered this statement to be a myth, 54.24 percent of the respondents were male and 45.76 percent of the respondents were females. In terms of figures, the male respondents accounted for a total of 32 (Thirty two) respondents while the female respondents accounted for 27 (Twenty seven) respondents.

The eighth statement was an attempt at understanding the general perception of sexual harassment among the respondents. The statement was 'The seriousness of sexual harassment is exaggerated- most harassment is minor and involves harmless flirting'. There was 341 (Three hundred and forty one) responses for this statement, out of which 64.81 percent of the respondents considered this statement to be a myth while 35.19 percent of the students considered this statement to be a fact. The total number of respondents who considered this statement to be a myth was 221 (Two hundred and twenty one), while 120 (One hundred and twenty) respondents considered this statement to be a fact. Out of a total of 221 (Two hundred and twenty one) respondents who considered this statement to be a myth, 47.96 percent of the respondents were male and 52.03 percent of the respondents were females. The total number of male respondents who considered this statement to be myth, 106 (One hundred and six) of them were male and 115 (One hundred and fifteen) of them were female respondents. Out of a total of 120 (One hundred and twenty) respondents who considered this statement to be a fact, 53.33 percent of them were male and 46.67 percent of them were female students. The total number of male respondents who considered this statement to be fact accounts for a total of 64 (Sixty four) respondents while total number of female respondents accounts for 56 (Fifty six) respondents.

Through the ninth statement the perception of respondents with regard to alcohol and violence was prodded on. The statement read 'Alcohol and drug abuse are causes of violence' and there were a total of 365 (Three hundred and sixty five) respondents who responded to this question. Out of these 365 responses, 72.88 percent of the respondents believed that this

statement was a myth while 27.12 percent of the respondents considered this statement to be a fact. The total number of respondents who considered this statement as a myth was 99 (Ninety nine), while 266 (Two hundred and sixty six) respondents considered this statement as a fact. Out of a total of 99 respondents who considered this statement to be myth, 62 of them were male and 37 of them were female respondents. The number of respondents when converted into percentages accounts for 62.63 percent male and 37.37 percent female respondents. While out of a total of 266 (Two hundred and sixty six) respondents who considered this statement to be a fact, 107 (One hundred and seven) of them were male and 159 (One hundred and fifty nine) of them were female respondents. When converted into percentages, we find that the total number of male respondents accounts for 40.23 percent and the female respondents account for 59.77 percent of the total.

Statement number ten was as follows ‘Violence in romantic relationships is more common among adults than among young people’ here the statement was directed at understanding if the respondents thought violence was age specific. Total number of responses for this statement was 368 (Three hundred and sixty eight), out of which 191 (One hundred and ninety one) of them considered this statement to be a myth, while 177 (One hundred and seventy seven) of them considered this statement to be a fact. The number of respondents who considered this statement to be a myth when converted into percentage is 51.90 percent, while 48.10 percent of the respondents considered this statement to be a fact. Further into the details, when we look at the option of myth alone we find that out of a total of 191 (One hundred and ninety one) respondents, 35.08 percent of the respondents were male and 64.92 percent of the respondents were females. In terms of figures, the total number of male respondents who agreed that the statement was a myth were 67 (Sixty seven), while total number of female respondents for the same response was 124 (One hundred and twenty four). When we take into account the numbers of fact alone, we find that out of a total of 177 (One hundred and seventy seven) respondents, 49.72 percent of the respondents were male and 50.28 percent of the respondents were females. In terms of figures, 88 (Eighty eight) of them were male and 89 (Eighty nine) of them were female respondents.

‘Violence in relationships is more common among people who are poor or not well educated’ was the eleventh statement and total number of responses for this statement was 364 (Three hundred and sixty four), out of which 215 (Two hundred and fifteen) respondents believed that the statement was a myth. While, 149 (One hundred and forty nine) respondents believed that the statement was a fact. Out of 215 (Two hundred and fifteen) respondents who considered this statement to be a myth, 109 (One hundred and nine) respondents were male and 106 (One hundred and six) respondents were females. In terms of percentage, total percentage of male respondents was 50.70 percent and the female respondents were a total of 49.30 percent. Out of a total of 149 (one hundred and forty nine) respondents who considered this statement to be a fact, 40.94 percent of the respondents were male and 59.06 percent of the respondents were females. The percentages when converted into figures accounts for 61 (Sixty one) male and 88 (Eighty eight) female respondents.

Out of a total of 385 (Three hundred and eighty five) respondents who responded to statement number twelve, which read ‘Jealousy is an indication that someone loves you’, 211 (Two hundred and eleven) respondents considered it to be a myth, while 174 (One hundred and seventy four) respondents considered this statement to be a fact. In terms of percentage, 54.81 percent of the respondents considered this statement to be a myth while 45.19 percent of the respondents agreed that the statement was a fact. Out of a total of 211 (Two hundred and eleven) respondents who considered this statement to be a myth, 85 (Eighty five) of them were male and 126 (One hundred and twenty six) of them were female respondents. The numbers in terms of percentages accounts for 40.28 percent of male and 59.72 percent of female respondents. While out of a total of 174 (One hundred and seventy four) respondents who considered this statement to be a fact, 40.94 percent of them were male and 59.06 percent of them were female respondents. The total number of male and female in terms of figures is 61 (Sixty one) and 88 (eighty eight) respectively.

Statement number thirteen was as follows ‘Sometimes girls provoke sexual violence because of the way they dress or behave’ for which there was a total of 393 (Three hundred and ninety three) respondents. Out of these 393 respondents, 215 (Two hundred and fifteen) respondents considered this statement to be myth while 178 (One hundred and seventy eight) respondents considered this statement to be a fact. In terms of percentages, 54.51 percent of the respondents considered this statement to be a myth while 45.29 percent of the respondents considered this statement to be a fact. Out of the 215 (Two hundred and fifteen) respondents who considered this statement to be a myth, 29.77 percent of the respondents were male and 70.23 percent of the respondents were females. In terms of figures, the male respondents accounts for a total of 64 (Sixty four) respondents, while the female respondents accounts for a total of 151 (One hundred and fifty one). Out of a total of 178 (One hundred and seventy eight) respondents, 103 (One hundred and three) of them were male and 75 (Seventy five) of them were female respondents. The numbers when converted to percentages accounts for 57.87 percent of male and 42.13 percent female respondents.

On inquiring whether they considered the statement number fourteen, which was as follows ‘When a girl refuses to have sex with a boy she has been flirting with, she is just “Playing hard to get”’, as a myth or a fact, 30.90 percent of the respondents considered it to be a myth. While 69.10 percent of the remaining respondents considered this statement to be fact. The percentages of the respondents who considered the statement to be a myth in terms of figures is a total of 275 (Two hundred and seventy five) and total number of respondents who considered this statement to be a fact was a total of 123 (One hundred and twenty three) respondents. Out of a total of 275 (Two hundred and seventy five) respondents who considered this statement to be a myth, 39.64 percent of them were male and 60.36 percent of them were female respondents. In terms of figures, there were a total of 109 (One hundred and nine) male respondents and 166 (One hundred and sixty six) female respondents who considered this statement to be a myth. Out of a total of 123 (One hundred and twenty three) respondents who considered this statement to be a fact, 49.59 percent of the respondents were male and 50.41 percent of the respondents were females. In terms of figures, the male respondents accounted for a total of 61 (Sixty one) and the female respondents accounts for a total of 62 (Sixty two).

Statement number fifteen was an attempt to inquire about the perception of the respondents regarding the statement 'Women are most likely to be sexually abused by someone they know rather than by a stranger'. There were a total of 342 (Three hundred and forty two) respondents, who responded to this statement, 37.72 percent of the respondents agreed that the statement was a myth, while 62.28 percent of the respondents considered this statement to be a fact. In terms of figures, there were a total of 129 (One hundred and twenty nine) respondents who agreed that the statement was a myth, while 213 (Two hundred and thirteen) respondents considered that this statement was a fact. Out of the 213 (Two hundred and thirteen) respondents who considered this statement to be a fact, 106 (One hundred and six) of them were male and 107 (One hundred and seven) of them were female respondents. The total number of male and female respondents when converted into percentage accounts for 49.77 percent of male and 50.23 percent of female respondents. Out of a total of 129 (One hundred and twenty nine) respondents who considered this statement to be a myth, 60 (Sixty) of them were male and 69 (Sixty nine) of them were female respondents. The total number of male and female respondents who considered this statement to be a myth when converted into percentage accounts for 39.64 percent of male and 53.49 percent of female respondents.

Statement sixteen was to understand the general perception of the respondents on 'Date rapes', and statement read as 'Rape cannot take place when two people are on a date, or in a romantic relationship '. There were a total of 387 (Three hundred and eighty seven) responses, out of which 230 (Two hundred and thirty) respondents agreed that the statement was a myth and 157 (One hundred and fifty seven) respondents agreed that the statement was a fact. The number of respondents who considered this statement to be myth accounts for 59.43 percent, while the total number of respondents who considered this statement to be a fact accounts for 40.57 percent of the total. Within the 230 (Two hundred and thirty) respondents who considered this statement to a myth, 40.43 percent of the respondents were male and 59.57 percent of the respondents were females. In terms of figures, there were a total of 93 (Ninety three) male and 137 (One hundred and thirty seven) female respondents who considered that this statement was a myth. While out of a total of 157 (One hundred and fifty seven) respondents who considered this statement to be a fact, 42.68 percent of the respondents were male and 57.32 percent of the respondents were females. In terms of figures, there were a total of 67 (Sixty seven) male respondents and 90 (Ninety) female respondents who considered this statement to be a fact.

Finally, for the seventeenth statement which was 'If the victim leaves the abuser, the violence will stop' an attempt was made to assess the perception of the students regarding the victim and violence. A total of 393 (Three hundred and ninety three) respondents responded to this statement, out of these respondents 280 (Two hundred and eighty) respondents agreed that the statement was a myth, while 113 (One hundred and thirteen) respondents agreed that the statement was a fact. In terms of percentage, the total number of respondents who considered this statement to be a myth was a total of 71.25 percent, while those respondents who considered this statement to be a myth was a total of 28.75 percent. Out of a total of 280 (Two hundred and eighty) respondents who considered this sentence to be a myth, 44.29 percent of them were male and 55.71 percent of them were female respondents. The total number of male respondents who considered this sentence to be a myth was 124 (One

hundred and twenty four) and total number of female respondents was 156 (One hundred and fifty six). While out of a total of 113 (One hundred and thirteen) students who considered this sentence to be a fact, 37.17 percent of them were male and 62.83 percent of them were female respondents. In terms of figure, the total number of male respondents who considered this sentence to be a fact was a total of 42 (Forty two) respondents, while the female respondents were a total of 71 (Seventy one) respondents.

Understanding the perception of Sexual Harassment and violence

In order to understand the perception of violence among the female students, the first question asked was to assess where women faced higher incidences of sexual harassment. There were ten options given to the respondents. Out of which, it was found that women faced highest incidences of sexual harassment and violence while using public transport such as buses, auto rickshaws, tempos etc. Places where they wait for public transport was considered the second place where women faced higher incidences of sexual harassment and violence. While parties and picnics were noted third, in order of places where women faced higher incidences of sexual harassment and violence.

The second question in the questionnaire was posed in order to understand the factors contributing to women feeling unsafe. It was found that, lack of clean and safe public toilets was foremost factor which contributed in women feeling unsafe. Factors such as Men taking alcohol/ drugs, lack of effective/ visible police or civil guards and lack of people/ shops/ house in the area were second in contributing towards women feeling unsafe. Third factor which contributed to women feeling unsafe was poor lighting conditions in the streets, roads and public areas.

Question number three was to understand those factors which contributed towards their personal security. In order words, the third question aimed to recognize factors which affected their personal security. Factors such as belonging to a certain race/caste/tribe group and belonging to a certain religious groups were foremost in affecting the personal security of women. While factors such as being a woman and being from another state/ region/ place were next in affecting the personal security of female students.

The next question aimed at understanding the safety risk concerns for women and it was found that majority of women agreed that hassling was the major safety risk concern for women. Rape or sexual violence followed the suit with respondents agreeing that it was the second most safety risk concern for women. Sexual harassment was considered to be the third most safety risk concern for women.

On inquiring whether the respondents ever experienced any sexual harassment/ violence in public places and if the response was positive, they had to identify in which form they experienced the same. It was observed that women faced highest sexual harassment/ violence in the form of verbal comments/ whistling. Other forms of sexual harassment/ violence which women experience in high degree were stalking, teasing and physical touching. Verbal comments/ whistling can therefore be also be said to be the most common form of sexual harassment and violence that women experience, more often than not, women get so used to this common form of sexual harassment/ violence that they do not even consider it serious,

but what happens then is that these forms of sexual harassment perpetuates and becomes something that women have to put up with everyday.

On prodding further on the question of sexual harassment, it was observed that public transports such as buses were the places where women experienced highest number of sexual harassment. Isolated places such as nooks and crannies in the streets and other areas where lighting was not proper and there was lack of effective/ visible police or civil guards were incidences of sexual harassment took place. It was also observed that those women who experienced sexual harassment also marked the option- others, which could indicate myriad of places which could both be private and public.

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Gender Sensitivity in Higher Institutions across Colleges of Arunachal Pradesh

The Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles enshrines the principle of equality. Also, the Constitution not only grants equality to women but also empowers the State to adopt measures of positive discrimination in favor of women for neutralizing the disadvantages faced by them. SAKSHAM report (UGC, 2013) points out the measures for ensuring the safety of women and programmes for gender sensitization on campuses. It highlights the need to create a conducive environment for girls and women for their participation and success in higher education and also emphasizes on the responsibility of Higher Education Institutions to treat all youth regardless of gender as citizens who have the right to safety and to assist them physically, emotionally and intellectually to claim that right and seek to expand its contours. In line with this, every effort needs to be made to provide the university community with an atmosphere in which education can be freely and fearlessly pursued by both women and men. SAKSHAM report also highlighted the role of Universities as institutions of higher education engaged in teaching, research and the spread of knowledge to reflect on, become sensitized to and oppose all forms of discrimination and harassment. It stressed on the need to combat gender based inequities in enabling women to participate fully in development processes and in fulfilling their social, economic, civil and political rights.

Gender Audit: Concept and Definition

UNESCO (United Nations Educational, Scientific and Cultural Organizations) defines gender audits as a management and planning tool. Gender audit evaluates the gender responsiveness of an organization's culture and how well that organization is integrating gender perspective into its work. The audit outcome aims to assist the organizations to become more gender responsive.²

Some of the characteristics of Gender Audit are³:

1. Monitors and assesses the relative progress made in promoting gender sensitivity;
2. Identifies critical gaps and challenges;
3. Recommends ways of addressing these challenges and suggest new and more effective strategies to overcome the gaps.

Rationale of the Study

Study on Gender audit of the colleges affiliated to the University is therefore required to reflect the status of gender equality. The present study accounts the gender responsiveness of the college culture and if gender perspective is integrated into its work. The study being the first of its kind, aims to help increase gender sensitivity and to assist the Colleges to become more gender responsive. The study would therefore help to increase gender mainstreaming and generating pool of information for current and future reference, which is essential in

² UNESCO GENIA Toolkit for Promoting Gender Equality in Education

<http://www.unescobkk.org/education/gender/what-is-gender-equality/gender-concepts-and-terms/> (Accessed on 17th September 2015)

³ *ibid*, p.2

understanding and taking research on gender audit forward. Furthermore it would help in stabilizing and to balance gender relations within the colleges.

Aims and Objectives

The overall aim of the project is to review mainstreaming of gender effectively in policies, programs and structures of the Colleges and assess the extent to which gender sensitivity have been institutionalized. The study also aims to appraise if the existing arrangements for safety of women, both students and employees are adequate in the institutions.

The objectives of the gender audit are to:

- f) To study the current status of gender inclusiveness and sensitivity in the affiliated colleges by analyzing and assessing gender distribution, infrastructural facilities, policies, curriculum
- g) To generate understanding of the extent to which gender perspective has been internalized and acted upon in the colleges.
- h) To identify the existing gaps and suggest possible strategies to make colleges more gender sensitive.

Research Questions

- 1. What is the nature of gender distribution in human resource in terms of enrolment of students, members of teaching and non-teaching staff of all groups and contract workers at all levels in the colleges?
- 2. What is the nature of Gender Sensitivity pertaining to infrastructural facilities and policies (Transportation, lighting, toilets, accommodation, health facilities, library, laboratories, sports facilities, common rooms, shopping centre, grievance cell, maternity leave) in the college campus?
- 3. How far women/gender related papers are incorporated in the curriculum of different courses of the college? Has the college in its Curriculum include any paper relating to gender or women issues?
- 4. What is the existing current status of gender inclusiveness in the college and possible areas for improvement as per the UGC guidelines for HEIs?

Methodology

The research design is descriptive in nature. The study employs both qualitative and quantitative methods. Survey of the colleges in regard to the existing departments, administrative sections/units, infrastructures has been conducted. Questionnaires were administered through email or in person to the respective colleges which were then either sent back or handed over to the Centre after completion. Secondary data from academic branch, college administrative offices were also employed in the study. Among the affiliated colleges under Rajiv Gandhi University, the degree colleges which were established before 2012 were included in the study. Out of the seventeen degree colleges identified, fourteen colleges were

taken for the study due to unavailability of required data in the other three colleges. The time period covered in the present Gender Audit is six years starting from 2012 to 2016.

Profile of the Study Area

All the fourteen degree colleges in the study are affiliated to Rajiv Gandhi University. The latter (formerly Arunachal University) as the premier institution for higher education in the state of Arunachal Pradesh has completed more than thirty years of its existence. It was established on 4th February 1984. The University was converted into a Central University with effect from 9th April 2007 as per notification of Ministry of Human Resource Development, Government of India. The University got academic recognition under section 2(f) from the University Grants Commission on 28th March, 1985. It got financial recognition under section 12-B of the UGC on 25th March, 1994.⁴ There are a total of 29 colleges affiliated to the University. However for the purpose of the study 17 degree colleges have been included. All of these 17 colleges are co-educational undergraduate colleges and offer degree courses. When we categorize these colleges on the basis of management system, we find that a majority of 12 colleges are run by the Government of Arunachal Pradesh while the remaining four colleges are privately managed. The list of 17 degree colleges have been given below:

Table 1.0. List of the degree colleges affiliated to Rajiv Gandhi University⁵

Sl. no	Name of the College	Location	District	Year of Establishment	Management
1	Jawaharlal Nehru College	Pasighat	East Siang	1964	Government of A.P
2	Dera Natung Government College	Itanagar	Papumpare	1979	Government of A.P
3	Indira Gandhi Government College	Tezu	Lohit	1986	Government of A.P
4	Government College, Bomdila	Bomdila	West Kameng	1988	Government of A.P
5	Donyi Polo Government College	Kamki	West Siang	1996	Government of A.P
6	Rang Frah Government College	Changlang,	Changlang	1996	Government of A.P
7	Wangcha Rajkumar Government College	Deomali	Tirap	1997	Government of A.P
8	Don Bosco College	Itanagar	Papumpare	2002	Private

⁴ <http://www.rgu.ac.in/> (accessed on 15th September 2015)

⁵ Ibid 4

9	Saint Claret College	Ziro	Lower Subansiri	2003	Private
10	Doying Gumin College	Pasighat	East Siang	2004	Private
11	Saint Francis De Sales College	Aalo	West Siang	2007	Private
12	Government College Yachuli	Yachuli	Lower Subansiri	2007	Government of A.P
13	Arunachal Community College,	Itanagar	Papumpare	2009	Private
14	Government College Seppa	Seppa	East Kameng	2010	Government of A.P
15	Government College Doimukh	Doimukh	Papumpare	2012	Government of A.P
16	Tadar Taniang Government College	Nyapin	Kurung Kumey	2012	Government of A.P
17	Government College , Daporijo	Daporijo	Upper Subansiri	2012	Government of A.P

Major findings:

The findings of the study have been divided as under-

I. Human Resource

This part of the analysis deals with the human resources and includes analysis of student enrolment, teaching staff, non- teaching staff, governing bodies in the colleges, students' unions, National Cadet Corps (NCC) and NSS (National Service Scheme).

1. Student Enrolment

The present study includes student enrolment details of five years (2012-16). The first part of the student enrolment deals with enrolments in Bachelors of Arts (B.A). All the 14 colleges provide B.A in various different subjects. B.Com is available in six colleges while B. Sc is available in two colleges. The details of the courses have been enumerated further in the analysis.

a) Bachelor of Arts

A total of 42.86 percent of the colleges i.e. six colleges out of a total 14 colleges have higher female enrolment then male student enrolment. Notably, the colleges which have higher female student enrolment are- Don Bosco College, Saint Claret College, Jawaharlal Nehru College, Government College Bomdila, Rang Frah Government College and Tadar Taniang

Government College. A majority of 57.14 percent of colleges i.e. eight colleges included in the study have more numbers of male student enrolments.

b) Bachelor of Commerce

There are a total of six colleges which provide Bachelors of Commerce course and they are- Dera Natung Government College, Don Bosco College, Jawaharlal Nehru College, Saint Claret College, Government College Bomdila and Donyi Polo Government College. All the six colleges have higher male enrolment then compared to female enrolment. The composite male enrolment of six colleges for past five years is a total of 1442 students while female enrolment is 1159 students. This signifies a total of 55.44 percent male and 44.56 percent female enrolment.

c) Bachelor of Science

Bachelors of Science are provided only in two colleges namely- Dera Natung Government College and Jawaharlal Nehru College. The male enrolment is 52.50 percent while female enrolment is 47.50 percent of the total. In both the cases male enrolment is significantly higher than that of female enrolment.

2. Teaching Staff

The aggregate data of all the fourteen colleges the total number of employees in the teaching category is 352. Out of 352 employees, 59.09 percent of the employees are male and 40.91 percent of the employees are female. In terms of figures, male employees account for a total of 208 employees while female employees are 144 in total. The difference is significant and is indicative of the gender difference that exists in education sector.

In the Assistant Professor category, there are a total of 269 employees of which 145 of them are male and 124 of them are female employees. The numbers in terms of percentage are a total of 53.90 percent male and 46.10 percent female employees in this category. In the Associate Professor category, there are a total of 60 employees of which 47 of them are male and 13 of them are female employees. The figures in terms of percentage are a total of 78.33 percent male and 21.67 percent female employees. In the third category of employment i.e. the contractual teaching positions we find that there are a total of 23 employees of which 16 of them are male and seven of them are female employees. The figures in terms of percentage signify a total of 69.57 percent male and 30.43 percent of female employees. These details indicate that in higher echelons of employment such as the post of Associate Professor is dominated by male. A majority of female employees are in the teaching category are in the post of Assistant Professor.

Colleges with more number of female employees than compared to male employees are Government College Doimukh and Government College Bomdila. Government College Doimukh has a total of 15 employees, of which seven of them are male and eight of them are female employees. In case of Government College Bomdila, total numbers of employees are 25 and out of it 13 of them are female employees while 12 of them are male employees. Though the number of female employees are higher in these colleges, the difference is meagre as in both the cases female employees are higher than compared to male employees

by just one digit. When we categorize the data based on the teaching course, we find that largest numbers of employees are employed in the Arts subjects, understandably as all the colleges provide B.A and the largest number of student enrolment is also recorded in this category. Out of a total of 352 employees, 281 of them teach in Arts discipline alone. The figure in terms of percentage indicates a majority of 79.83 percent of the employees. Amongst employees in this category, 56.23 percent of them are male and 43.77 percent of them are female employees. The numbers in terms of figures indicate a total of 158 male and 123 female students. There are a total of 27 employees in this Commerce category. Out of these 27 employees, 17 of them are male and 10 of them are female employees. The figures in terms of percentage represent a total of 62.96 percent male and 37.04 percent female employees. The gender composition of employees in the Science discipline indicates there are a total of 44 employees in these two colleges, out of which 33 of them are male and 11 of them are female employees. Total numbers of employees in terms of percentage indicate 25 percent female and 75 percent male employees.

3. Gender Distribution of Non-Teaching Staff in the Colleges

Non teaching staff unit is an essential prerequisite for proper functioning of any institution. The table above is a composite detail of the non teaching staff unit in all the 14 colleges. As seen above, the aggregate total of non teaching staff is 239, out of these 163 employees in the non teaching category, 102 of them are female and 137 of them are male employees. In terms of percentage, male employees are a total of 57.32 percent and female employees are 42.68 percent in total.

There are three distinct categories in non teaching category which indicates the status of employment. The first category is the regular category whereby the employees are employed in permanent employment terms. There are a total of 178 employees in this category. They account for 74.48 percent ($178/239 \times 100$) of the total employees within the non teaching category. Within this category, there are a total of 108 male employees and 70 female employees. The figures in terms of percentage indicate that male employees account for a total of 60.67 percent while the female employees account for a total of 39.33 percent. The second category of employment is the contingency category which essentially indicates employees in casual work group and do not enjoy permanent status of employment. There are a total of three employees in this category of which two of them are male and one of them is a female. The third category of employment is the contractual category whereby employees are employed for a certain period of time or until the end of their contract. This category has a total of 58 employees of which 27 of them are male and 31 of them are female employees. In terms of percentage, male employees account for 46.55 percent of the total while female employees make up for 53.45 percent of the total. A closer look at the data highlights the fact that female representation is better in lower echelons of employment. As seen here women employees make for 39.33 percent of the total in the regular category as compared to men who represent the majority of 60.67 percent. The difference is yet again stark and highlights the gender difference in employment. However, female representation in the contractual category is highest with 53.45 percent. This is also the highest representation of female employment in any category of employment including the teaching category.

A comparative look at both the teaching and non teaching categories indicates that females comprise of 40.91 percent of the total in the teaching category and 42.68 percent in the non teaching category. This therefore indicates that female representation is higher in the non teaching category. Despite the fact that there are lesser number of female employees in the non teaching category as compared to the teaching category the female representation is higher.

4. Gender Distribution in the Governing Bodies in Colleges

The governing bodies of the colleges include various committees within each college that act as the decision making bodies of the college. A total of 10 colleges out of 14 colleges have mentioned the details of the existing governing bodies in their college. There are a total of 32 committees in all the fourteen colleges, the list of individual colleges have been enumerated in the previous chapter. Total numbers of committee members are 233 out of which 173 of them are male and 60 of them are female members. The figure in terms of percentage accounts for 74.25 percent male and 25.75 percent female members. All the colleges have more number of male members in the committees as compared to female members.

5. Gender Distribution of Students' Union Body in the College (Session 2015-16)

Students' Union is a student organization which comprises of the representatives elected by the student body themselves. Each of the 12 colleges included in the study have a Students' Union formed based on the directives from the Lyngdoh Commission. Saint Claret College is the only exception as the College does not have a students' union; however, there is a student council which acts the representative student body.

The male members account for a total of 81.08 percent and female members account for a total of 18.92 percent. The Students' Unions in all of the 12 colleges have more number of male members than compared to female members. Don Bosco College has the largest number of female members in its student body. The study further looked into gender composition of two executive posts under the student unions namely the posts of General Secretary and Assistant General Secretary. The data thereby shows that there is no female General Secretary. The analysis of the two posts is vital in understanding the gender composition within the Union and female representation in the highest office bearing posts. As seen in both the case, male representation is either nil or higher than female representation.

6. Gender representation of NCC in the colleges

The NCC (National Cadet Corps) is present only in these three colleges. The male cadets comprise of 66.02 percent while female cadets comprise of 33.98 percent of the total. The figures clearly indicate that female representation in NCC is not enough and measures have to be taken to increase the numbers of the female cadets. Such steps are necessary as NCC is not based on volunteerism but where particular numbers of seats are reserved for both the gender. It is interesting to note that the female intake capacity in the NCC units have increased each year for the past five years. The total numbers of female cadets have increased from 30 in 2012 to 152 in 2016. The details of increase in the numbers of female cadets have been enumerated in the table. As seen, in the table there has been over 30 percent increase in the

number of female cadets in the past five years. This positive trend indicates the inclusive attitude of the units.

7. Gender Representation in National Service Scheme

National Service Scheme, under the Ministry of Youth Affairs & Sports Government of India, popularly known as NSS was launched on Gandhiji's Birth Centenary Year 1969, in 37 Universities involving 40,000 students with primary focus on the development of personality of students through community service. Out of a total of fourteen colleges included in the study a majority of 12 colleges have NSS units. Arunachal Community College and Tadar Taniang College are two educational institutes which does not have NSS units. In terms of percentage, 49.31 percent of the total comprise of male students while 50.69 percent of the total comprise of female students. The data therefore indicates that female

II. Infrastructural facilities and policies

1. Toilet facilities

The study indicates that all the 14 colleges have toilet facilities for both staff and students. However, the ratio of toilets and students indicate that the available toilets are not sufficient for the students.

2. Hostel facilities in the colleges

A total of 10 out of 14 colleges taken have hostel facilities. These colleges are Dera Natung Government College, Don Bosco College, Government College Yachuli, Saint Claret College, Jawaharlal Nehru College, Government College, Bomdila, Government Model College Seppa, Wangcha Rajkumar Government College and Rang Frah Government College. These college hostels accommodate a total of 2,174 students.

3. Lighting facility

Lighting facility refers to outdoor lighting around the hostel premise. It is a perquisite necessity to ensure safety and security of hostels residents. Based on the data collected, out of a total of fourteen colleges with hostel facility ten colleges have lighting around the hostels campus. Government College, Bomdila does not have proper lighting facility around its hostel compound.

4. Gate and Fence

Gate and fence around the hostel compound is imperative to ensure the safety and security of the hostel residents. The former refers to gate at the entrance while the latter refers to barricade wall or fence around the hostel compound. Out of the ten colleges, six colleges have gate but no fence around their hostels. These colleges are Don Bosco College, Itanagar, Rang Frah Government College, Changlang, and Wangcha Rajkumar Government College. Those colleges which do not have gate and fence around their hostels are Donyi Polo Government College, Kamki, Government Model College, Seppa, Government College, Bomdila and Wangcha Rajkumar Government College.

5. Gender Sensitivity in Curriculum

As per the report out of 14 colleges only two colleges responded to this question that is Dera Natung College, Itanagar and Jawaharlal Nehru College, Pasighat. These colleges have Gender or women related component, subject education, History, Political science and Economics. They Specify Gender/women related component in the subject course like Women Education, Population Education. Government College Doimukh, responded to question they do as per Syllabus prepared by RGU.

6. Sports facilities in Colleges

Sport facilities refer to various sports facilities such as track, outdoor fields, swimming pools and others. The study indicates that five out of 14 Colleges do not have any sport facilities in their respective college premises. These Colleges are Arunachal Community College, Government College Doimukh, Government College Bomdila and Tadar Taniang Government College. A total of 10 colleges have sports facilities in their colleges and these colleges are Dera Natung Government colleges, don Bosco College, Government College Yachuli, St. Claret college, Jawaharlal Nehru College, Doying Gumin College, Donyi-Polo Government college, Government Model College, Rang Frah Government College and Wangcha Rajkumar Government College. These colleges also observe sports events. Sport items included during events are soccer, basket ball, volley ball, athletics, field and track, badminton and cricket. Sports events also include various other activities. These sports activities are available in all the colleges during sport events.

7. Library facilities in the Colleges

Library facility refers to a building or room where collection of books, periodicals, newspaper, tapes and other literary resources are kept for people to read, borrow or study. A college library refers to a library within the college compound. All the 14 colleges taken in the study have library facility. These libraries operate during working hours on week days from 9.00 pm onwards. Majority of the colleges i.e. 10 colleges out of a total of 14 colleges do not have internet connectivity in their library. While internet connectivity is a necessary requirement in today's media centric world but given that most of these colleges are located in the interiors of the state such facility is very hard to come by. Based on the details indicated in the table above, we can recapitulate the total number of benches/ chairs and benches/ desks are not sufficient for the students. For example, the number of benches/ chairs and desks/ tables in Government College Yachuli, Donyi Polo Government College, Rang Frah Government College, Tadar Taniang Government College and Wangcha Rajkumar Government College are very few in number.

8. Transport facilities in the colleges

Transport facility refers to communication service provided by the college to the students. Based on the recommendations of UGC Saksham report of 2010, HEIs should have reliable public transport. Saksham Report suggests that shuttle buses must be provided to enable students work late in libraries, laboratories and attend programmes in the evening. Based on

the data collected as seen in the table below, 10 out of 14 Colleges have transport services in the colleges. However, no separate transport services are available for girls or boys.

9. Common Room Facilities in the colleges

Common rooms in colleges are those which act as common rest rooms where students can relax and rest during working hours with provisions such as newspapers and drinking water. Three of these colleges namely Dera Natung Government College, Arunachal community college and St. Claret College provide common rooms for both male and female students. Government College Bomdila does not have separate common room for girls but they provide a common room for all the students. Majority of the colleges i.e. 10 out of 14 colleges do not have common room for girls.

10. Women Cell in the Colleges

Women Cell is a body operating within an institution that is primarily concerned with welfare of the women within the establishment. It facilitates and conducts gender based programmes to increase gender sensitivity as well as facilitate redressal of complaints/ grievances of female members of the organization.

A total of eight colleges have Women Cell in their colleges namely Dera Natung Government College, Don Bosco College, Government College Doimukh, Saint Claret College, Jawaharlal Nehru College, Government College Bomdila, Donyi Polo Government College and Rang Frah Government College. The years of the establishment of these Women Cells is provided in the column next to the names of the colleges in the table.

11. Gender Awareness program in the Colleges

The earliest Women Cell has been established in Rang Frah Government College in the year 2005 followed by the Women Cell in Donyi Polo Government College in 2006. Three of the Women Cell has been established in the year 2013 namely Women Cell in Saint Claret College in the year, Women Cell in Jawaharlal Nehru College in and Women Cell in Government College Bomdila. The Women Cell in Don Bosco College Itanagar was established in the year 2014 and the Women Cell in Government College Doimukh was established in the year 2015. The year of establishment for the Women Cell in Dera Natung Government College has been provided by the college authorities. List of activities conducted by Women Cells include :- Celebration of International Women's Day, organized Workshops and Seminars on Women related issues, Health & Hygiene awareness camp and Medical camps etc.

12. Day Care Centre in the Colleges

Day Care Centres are the places whereby children of working parents are taken care of during the day especially working hours. The day care facilities are greatly beneficial to working women who do not have child care option during working hours. Availability of such day care centres are being taken into account in the current study. The data indicates that majority of the colleges do not have provisions for Day Care Centres.

Maternity Leave

Maternity leave refers to period of leave granted from work to a mother during and after her childbirth. As per the University guidelines on maternity leave, female faculty members can avail a total of 180 days (six months). The maternity leave can be availed after producing a medical certificate and with prior approval of the authorities. The female staff members can also avail child care leave of 730 days during their service period. The grounds on which child care leave can be availed are medical, exam or care for infant. Additionally, the regulations pertaining to child care leave indicates that the child concerned should be below 18 years of age. The 730 child care leave cannot be availed at single time.

All of the 14 colleges included in the study are affiliated to the university and follow the guidelines outlined by the university. The table above indicates the details of the maternity leave accorded to female employees in Higher Educational Institutions. As seen above a total of 13 colleges have responded to this question while Wangcha Rajkumar Government College has not responded to this question. The overall data shows that the maternity leave can be availed in majority of the colleges i.e. 11 out of 14 colleges. However as mentioned earlier the details of maternity leave has not been elaborated by few of the colleges thereby limiting the analysis.

CONCLUSIONS AND RECOMMENDATION

Gender Audit of the colleges affiliated to Rajiv Gandhi University is conducted with the aim to help increase gender sensitivity and gender responsiveness by identifying the various dimensions such as gender distribution in human resource in the respective colleges, infrastructural facilities, policies and curriculum.

In human resource the variables taken into study are students' enrolment, teaching staff, non-teaching staff, governing bodies, students' union, and volunteers in NCC and NSS. And in infrastructure, the variables included are toilet facilities, hostel facilities, sports facilities, transport facilities, common room, and women cell. Apart from these, policies pertaining to maternity leave and curriculum are also accounted for the study. The fourteen colleges under the study were examined based on these recommendations by UGC in its Saksham Report and the frameworks for gender sensitive indicators identified by NAAC.

In regard to the curricular aspects, assessment was made on women-related courses/topics in the curriculum in the various subjects taught. The findings shows that out of 14 colleges only two colleges responded to this question that is Dera Natung College, Itanagar and Jawaharlal Nehru College, Pasighat. These colleges have Gender or women related component, subject education, History, Political science and Economics.

Gender segregation data on students and faculty in various subjects, non-teaching staff, representation in various committees, Students' Union Body were analyzed. Accordingly, it is found that all the six colleges catering Bachelors of Arts have significantly higher number of female enrolment as compared to male enrolment and there could be many factors responsible for this outcome. Some possible factors could be:- ease of the location of college, better transport facility, proper hostel and faculty staff of the college which is reflective of the

quality of the education available in the college. The numbers are a welcome change as except for the two colleges i.e. Don Bosco College and Jawaharlal Nehru College, the other four colleges are fairly remotely located in the state. While the six colleges with B.Com have higher male enrolment then compared to female enrolment. The composite male enrolment of six colleges for past five years is a total of 1442 students while female enrolment is 1159 students. This signifies a total of 55.44 percent male and 44.56 percent female enrolment. Bachelors of Science is provided only in two colleges namely- Dera Natung Government College and Jawaharlal Nehru College. Male enrolment accounts for a total of 2202 students while female enrolment is 1992 students. In terms of percentage, male enrolment is 52.50 percent while female enrolment is 47.50 percent of the total. In both the cases male enrolment is significantly higher than that of female enrolment.

The findings also indicate that in higher echelons of employment such as the post of Associate Professor is dominated by male. A majority of female employees are in the teaching category are in the post of Assistant Professor. Female representation is highest in the Arts discipline as compared to Commerce and Science. Also, female representation is higher in the post of Assistant Professor as compared to other posts such as Associate Professor.

Also, it is accounted that female representation is higher in the non teaching category. Despite the fact that there are lesser number of female employees in the non teaching category as compared to the teaching category the female representation is higher. There are more numbers of male members in the committees as compared to female members. Also, women representation in the Students Union is less as compared to male representation. This indicates the fact that female participation in decision making bodies in the public sphere such as the Students Union is very low. This therefore indicates to the fact that even though the female members participate in the Students' Unions their participation is restricted to certain areas only such as Cultural Secretary and other Assistants post only.

The findings also shows that female representation in NCC is not enough and measures have to be taken to increase the numbers of the female cadets. Such steps are necessary as NCC is not a volunteer unit but a unit whereby particular number of seats are reserved for both the gender. However, it is interesting to note that the female intake capacity in the NCC units have increased each year for the past five years. Interestingly, there has been over 30 percent increase in the number of female cadets in the past five years. This positive trend indicates the inclusive attitude of the units.

In regard to NSS, it is found that despite the slight increase and decrease in the number of volunteers there has been overall growth in numbers of both males and females in NSS. This indicates a positive and inclusive growth in organization such as NSS which plays a vital part in holistic growth and development of students.

The study accounts inadequacy of sufficient infrastructures for the students. Colleges reported of lack of facilities in the libraries such as desks, chairs, and e-facilities. The study shows that ten out of the fourteen colleges do not have common room for girls in their colleges. The data also shows that in spite of the availability of toilets in all the colleges,

there is lack of adequate toilets in working conditions with the number of high students' enrolment in the colleges. Similarly, it is found that the hostel facilities available in ten colleges reports inadequate infrastructures which may be enhanced for further development.

Facilities such as day care centre, crèche for working mothers is found to be inadequate in the colleges. Only one college out of the fourteen has such provisions for women faculty which is still non-functional. The data on maternity is found to be incomplete but it is availed in majority of the colleges.

It is also noted that Women Cell is opened only in six colleges. There is an urgent call to introduce it in the remaining fourteen colleges as well. Gender Awareness programme is found to be minimally conducted in the colleges with only five colleges holding such programmes in the recent past.

Apart from all these, it is accounted that the initiative of St.Claret in providing facilities such as sanitary napkins and incinerators for used napkins in both girls' toilets and female staff toilets is commendable. Besides, this college has also introduced scholarships for 50 female students to encourage and promote education of girls.

Recommendations

Under the initiative of UGC, Saksham report⁶ which provides measures for ensuring the safety of women and programmes for gender sensitization on campuses was prepared. Consequently the Task Force constituted to conduct the study pointed out that the weakest aspect of our institutions of higher education is their lack of gender sensitivity. Accordingly, the Task Force recommended certain points such as setting up a Gender Sensitization Unit. It also recommended that all members of higher educational institutions must undergo processes of gender sensitization, whether students, faculty, administration or support staff to the extent that promotions for staff and faculty should be contingent on participation in gender sensitization programmes. It recommended for the institution of sexual harassment in their respective institutions as well as gender component in the refresher courses. Recommendations were also made in line with the infrastructural and services such as sufficient lighting in and around the campus, reliable public transport, toilet facilities, hostel accommodation, gender sensitive doctors and nurses as well as the services of a gynaecologist, female security personnel and all security staff must be gender sensitized. Women's developmental cells in the colleges also need to be strengthened and prioritizing research proposals concerning sexual harassment and violence in universities and colleges. Saksham Report highlighted the role of NAAC in its assessment and accreditation procedures an essential gender audit component as part of the evaluation process.

Besides, NAAC⁷ has identified seven major areas and a brief outline of some of the gender sensitive indicators to assess the overall quality of an institution encompassing the gender

⁶ SAKSHAM- *Measure for ensuring the safety of women and programmes for Gender Sensitization on Campus*, UGC 2013 http://www.ugc.ac.in/pdfnews/5873997_SAKSHAM-BOOK.pdf (Accessed on 14th September 2015)

⁷ NAAC *Guidelines For Assessment And Accreditation*

components. It stressed that gender positive Initiatives are necessary not only for the students but also for the faculty to establish quality of opportunity and gender justice for optimum utilization of women's resources. The seven major areas identified by NAAC for the assessment of institutions are (i) curricular aspects, (ii) teaching, learning and evaluation (iii) Research, consultancy and Extension (iv) Infrastructure and learning resource (v) Student support and progression (vi) Organisation and management (vii) Healthy practices.⁸

Under UGC Guidelines for Students' entitlement⁹, guideline No.5 mainly emphasize on non-discriminatory treatment in every aspect of institutional functioning. Under clause 5.2 students are entitled to protection from sexual harassment by complaining to the Gender Sensitization Committees against Sexual Harassment.

*"It is mandatory for each college/university to constitute and publicize this committee as per the Guidelines and norms laid down by the Hon'ble Supreme Court [Vishaka and Others Vs. State of Rajasthan and Others (JT 1997 (7) SC 384)]"*¹⁰

Moreover, under UGC guidelines on Safety of students on and off campuses of Higher Educational institutions¹¹, section 2 highlights the need for secured physical infrastructure and suggested for at least one women security personnel to be deployed at such entry points so that physical security check of girl students or visitor can be undertaken. It also raised concerns on the need for HEIs to flash at frequently visited junctions like canteen and notice boards, helpline numbers against sexual harassment developed by UGC, State Governments or HEIs for students to use them as and when required.

Under the UGC Guidelines on safety of students on and off campuses of HEIs¹² all HEIs must ensure that discrimination both verbal and behavioral based on gender or sexual orientations is to be strictly prohibited and observed by teaching and non-teaching staff, students and other stakeholders (Prohibition of Equity in Higher Education Institutions, UGC Regulations 2012). It also suggested for self-defense for women studying and working on campus through tie-ups with training institutions/NGOs to be made a mandatory component of extra-curricular activities undertaken in HEIs. Also in the face of the increasing cases of sexual harassment and violence against women, a need to institute a thorough going support and education mechanism in HEIs in the form of campus-wide awareness efforts and lectures is to be adopted.

http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Manual_for_Universities_23012013.pdf
(Accessed on 7th November 2016)

⁸ ibid 8 p 5-6

⁹ *Guidelines for Students' Entitlement* www.amu.ac.in/newstudents/9987.pdf (Accessed on 7th November 2016)

¹⁰ Ibid 10

¹¹ *UGC Guidelines on Safety of Students on and off Campuses of Higher Educational Institutions*
www.aucev.edu.in/pdf/Guidelines-on-Safety-of-Students.pdf M(Accessed on 7th November 2016)

¹² ibid p 3-4

Furthermore, NAAC in its accreditation framework underlines five core values¹³. One of which is promoting the use of technology. It would look into how the HEIs utilize electronic data management systems and electric resources and their access to internal and external stakeholders particularly the student community.

In the Manual for self-study for affiliated colleges¹⁴ formulated by NAAC, under clause 2.2.4 colleges need to assess how the colleges sensitize its staff and students on issues such as gender while catering to student diversity.

Also, according to Guidelines on quality indicators in library and information services for affiliated/constituent colleges¹⁵, UGC has compiled parameters to facilitate the quality enhancement and sustenance of library services to a large extent. It is recommended that the libraries of the affiliated colleges needs to affirm the functioning of library on Saturdays, Sundays and holidays, extended and appropriate working hours before/after the class hours, minimum infrastructure such as utilities, staff area, reading hall, periodicals section etc. The ratio of seating capacity to the users (students and faculty), availability of generator facility, cleanliness of the library, availability of computers and internet facilities all need to be operational. As per prescribed by government, UGC, AICTE and other governing bodies, a college library needs to provide the recommended quantity of resources such as books, text books, reference books, current journals, magazines, e-information resources, special collection such as Braille materials and other competitive examinations and the ratio of the library books to the number of students enrolled.

Thereby, based on the findings along with the above parameters and guidelines underline by UGC for HEIs, the below recommendations may be drawn out from the study:

1. In regard to the curriculum, the colleges need to include mandatory paper on Gender for Under-graduate and Post Graduate level to raise awareness regarding gender and sexual harassment.
2. Gender and Sexual Harassment awareness programs should be made mandatory and conducted for both staff and students to create more awareness on Gender Sensitization. Based on the UGC guidelines for Students' Entitlement, the students are entitled to protection from sexual harassment by complaining to the Gender Sensitization Committees against Sexual Harassment. Therefore, it is mandatory for each College/university to constitute and publicize this committee as per the

¹³ NAAC Guidelines for assessment and accreditation
http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Manual_for_Universities_23012013.pdf
(Accessed on 7th November 2016) p 2

¹⁴ Ibid p45

¹⁵ Guidelines on quality indicators in library and information services, affiliated/constituent colleges
www.naac.gov.in/docs/Guidelines-Colleges-Library.pdf
(Accessed on 7th November 2016)

Guidelines and norms laid down by the Hon'ble Supreme Court [Vishaka and Others Vs. State of Rajasthan].¹⁶

3. The data on Governing Bodies shows that the GBs are overwhelmingly male dominated. Thereby, conscious measures should be taken to ensure that there is equal representation in these Governing Bodies.
4. For more inclusive participation of all the students, the allotted numbers of seats for female cadets in NCC need to be increased and they should be encouraged to participate in all the activities. For instance, like the NCC unit at JNC which has separate wing for female students, colleges can open separate wings under NCC for girls and increase the intake within these wings.
5. Similarly, in the functioning of NSS as well, female participation may be encouraged in the NSS units. Activities such as awareness programmes regarding 'Gender Based Violence' may also be initiated to mobilize the cadres in creating awareness in their respective community as well.
6. In regard to the Students Union, the data shows gender segregation in Students Union is highly imbalanced. There is strong call to ensure more representation of females for more gender sensitized college campus.
7. To encourage the establishment of Women Cell in all the colleges. Establishment of Women Cells has to be initiated in colleges without Women Cell. The scope and number of activities carried out by the women cell also needs to be broadened in terms of more diverse gender and women related issues.
8. For a friendlier working environment for working mothers, crèche facilities may be reinforced in the colleges.
9. As per the recommendations of Saksham and NAAC assessment, there is a need to improve the existing conditions and address the inadequacy of basic infrastructures such as toilets, hostels facilities, transport facilities for day scholars, proper lighting, secured gate and fences, sports and recreational facilities, common-rooms, library and information services, and laboratories.
10. The functioning of the college library may be enhanced by adopting the best practices that can enhance the academic information environment and usability such as computerization of library with standard digital software, displaying newspaper clippings on the notice board periodically, career/employment information services, internet facilities, conducting book exhibitions on different occasions, instituting

¹⁶ *Guidelines for Students' Entitlement* www.amu.ac.in/newstudents/9987.pdf (Accessed on 7th November 2016)

Annual Best User award for students, organizing competitions annually and few others. A college library needs to have the quantity of resources as prescribed by UGC, AICTE and other governing bodies.¹⁷

11. As per the recommendation of UGC guidelines on Safety of Students on and off campuses of Higher Educational Institutions, there is a need to conduct more of Self-Defense training for women studying and working on campus through tie-ups with Training institutions / NGOs which should be made a mandatory component of extra-curricular activities. Physical defence training can follow instructions on rape, aggression defence model that focuses on strategies like awareness, risk reduction and risk, avoidance and hands-on self-defence techniques.¹⁸
12. In the face of the increasing cases of sexual harassment and violence against women, it is incumbent upon HEIs to institute a thoroughgoing support and education mechanism. HEIs can organize preventions programs in collaboration with student groups to educate the campus community about sexual violence in the context of the college and co-ordinate campus-wide awareness efforts, such as town hall meetings, lectures, and other open spaces for dialogue on sexual violence.¹⁹
13. Areas for further research and analysis are participation of women faculty in seminars, conferences, workshops, faculty development programmes, and receiving awards. Also the participation of women faculty involved in research/guiding research students, operating projects, publishing, research topics and extension related to women may be taken up for study. Collection of books and journals on women in the library may also be accounted for further research. Student support and progression is also another area which can be taken up to look into the sex disaggregated data on number of women students getting scholarships/financial support and the students getting placement, availability of women counsellors, sexual harassment cell and availability of lady doctor. These are some of the areas which were not extensively covered in detail in the current study and are thereby suggested for further research.

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¹⁷ Ibid 16 p

¹⁸ *UGC Guidelines on Safety of Students on and off Campuses of Higher Educational Institutions*
www.aucev.edu.in/pdf/Guidelines-on-Safety-of-Students.pdf (Accessed on 7th November 2016)

¹⁹ *ibid* p