

**MANAGEMENT DEVELOPMENT PROGRAMME ON  
GENDER, EQUITY AND WATER MANAGEMENT**

**DATE: AUGUST 20-21, 2018**

**VENUE: EPTRI CAMPUS, GACHIBOWLI, HYDERABAD**

**TOTAL NUMBER OF PARTICIPANTS: 44 (DETAILS IN ANNEXURE II)**

**TOTAL RESOURCE PERSONS ENGAGED: 3**



## **BRIEF DESCRIPTION OF THE EVENT**

### **INAUGURAL SESSION**

#### ***WELCOME ADDRESS, DR. RAJIV SETH, PRO VICE CHANCELLOR, TERI SAS, NEW DELHI***

**Dr Rajiv Seth, Pro Vice Chancellor of the TERI School of Advanced Studies**, said that it is a no brainer that India is facing water security issues. TERI School of Advanced Studies (TU SAS) through its interdisciplinary programs focusses on the multidimensional environment and sustainability issues. He said that, "Gender mainstreaming has been part of the international discourse on Integrated Water Resource Management for many years. There have been several efforts and initiatives in making the water sector more gender balanced and gender sensitive. However, critical challenges remain to be addressed. This two-day MDP course that officials of the state are undergoing shows the commitment that the state recognizes the prospects for effective gender mainstreaming in water management and the state's keenness to address the transformation of gender relations and treat water as a human right issue to realize the Sustainable Development Goals (SDGs) in a country like ours."

#### ***ADDRESS, SHRI. B. KALYAN CHAKRAVARTHY, IAS, DIRECTOR GENERAL, EPTRI***

Stressing upon the two flagship missions – Kakatiya and Bhagirathi, the Director General EPTRI Sh. B Kalyan Chakravarty brought out the need for devising new models and solutions for addressing water issues which are interdisciplinary in nature. To achieve equity, the approach must be all inclusive which should go beyond gender and should take into consideration people across different socio-economic strata.

#### ***ADDRESS, DR. IAN REID, CHIEF ACADEMIC ADVISOR, ICE WaRM***

Dr. Ian Reid, Chief Academic Advisor, ICE WaRM mentioned about the collaborations that the institution is having in South Asia in the field of water management. Emphasizing on why gender equity is important, he mentioned that people often wonder about water issues like water losses, drinking water, irrigation, evaporation, but one of the biggest inefficiencies in water management is the fact that we don't use all the resources that we have. We don't use the woman.

#### ***INAUGURAL ADDRESS SHRI SHAILENDRA KUMAR JOSHI, IAS, CHIEF SECRETARY, TELANGANA***

Citing his prior association with EPTRI, TERI SAS and ICEWARM he said that water is very dear to his heart. He appreciated the collaboration between TERI SAS and EPTRI and said that the association shall flourish with passage of time. He further added that his take on water is different from the experts, who say that all the future wars will be based on water. He stated that ample water is there, the question is when and where it is needed and how to harness it. Telangana for instance is surrounded two perennial rivers, Godavari and Krishna but there shall not be a drop of water to drink unless you reap the water. He brought out some

examples from Telangana like mission Kakatiya and Bhagirathi to substantiate his stand. He said that the Kakatiya kings in the 11<sup>th</sup> and 12<sup>th</sup> century had the wisdom to harness water. They constructed cascaded tanks to conserve water. Over a period, we have systematically lost that traditional knowledge and all our water bodies have become dysfunctional. In 2014, the government of Telangana identified 46551 water bodies which were left and have rejuvenated them to ensure equity in water management. Likewise, stressing on the sad state of affairs in terms of drinking water availability in every household even after 70 years of independence, he spoke about mission Bhagirath, a project initiated by the government to provide potable water in every household both in rural and urban areas. The project once completed would ensure gender, equity, reduction in the burden of diseases and burden of fetching water and water sharing.

## **SESSION I**

***INSTITUTIONS, GENDER AND EQUITY: UNDERSTANDING THE RELATIONSHIPS IN WATER ACCESS, DR. VISHAL NARAIN, ASSOCIATE PROFESSOR, SCHOOL OF PUBLIC POLICY AND GOVERNANCE MDI, GURGAON***

The first session focused on understanding concepts of equity, equality and institutions. It tried to explain the role of institutions in shaping access and the value of a gender perspective in water resource management. Finally, the session examined the factors that can lead to a transformation of gender relations. The discussion revealed that equality is about sameness while equity is about fairness. There is no bench mark for equity as it is a value laden concept while equality is often measurable. Equity is more difficult to acquire as it depends on different ways, perceptions and values of stakeholders. Equity is a broader concept of justice and gender is one of the smaller dimensions of equity in social sciences. Other dimensions that are often looked at separately or together are class, caste and religion.

The next point of discussion was understanding institutions and resource access. Institutions are regularized patterns of interaction through which the society organizes itself. They are sets of norms, rules and conventions. Law, property rights and social relationships are all forms of institution. These institutions can be written or unwritten and may or may not be explicit. Institutions are different from organizations which are groups of people bound by some common objective. Hence, property rights, gender relations, systems of land tenure, markets and rights shape access to resources like water. Understanding such factors like gender relations are important for understanding and planning solutions. Having a gendered perspective helps understand that men and women access resource differently. Gender is a social construction that is located in time and space. Further, gender also intersects with other axes of social differentiation to shape access to water and gender relations are not static.

## **SESSION 2**

***WATER ACCESS IN PERI-URBAN HYDERABAD: GENDER AND EQUITY ISSUES, PROF SUCHARITA SEN, EXECUTIVE DIRECTOR, SACIWATERS***

Prof Sucharita Sen, Executive Director, SaciWaters spoke about Water and the Peri-Urban: Gender and Gendered Intersectionality. She set the context by defining the manifestations of gender relations in peri-urban spaces and the uniqueness of the peri urban area. Highlighting the changing water ecology in the peri-urban Hyderabad, she mentioned that urban expansions like special economic zones, water parks, real estate development around Hyderabad has led to the private informal sector thrive in a big way. Water outflow of treated and untreated water irrespective of the agro-climatic situations (Semi-arid dry Hyderabad) to feed the urban extensions has raised the water scarcity. She discussed the urbanization narrative from World Development Report 2009 and highlighted the inequalities, particularly the spatial ones which are an inescapable reality. She stressed upon the commonality in the development path that is the growth around large driven by private investments.

### **SESSION 3**

#### ***APPROACHES TO MAINSTREAMING GENDER IN THE WATER SECTOR: ISSUES AND EXPERIENCES, DR. VISHAL NARAIN, ASSOCIATE PROFESSOR, SCHOOL OF PUBLIC POLICY AND GOVERNANCE MDI, GURGAON***

In this session emphasis was laid on looking at water issues as gender issue and not a women's issue alone and viewing it from the perspective of the differential relationship that men and women share in managing water. Explaining it with the example of a government scheme, he mentioned that if you look at the scheme from a gendered lens, you will have to understand what the differential role of men and women in the scheme is. As in when the scheme is implemented, how it is going to affect men and women independently. Instead of assuming that women are not engaged in irrigation it would be appropriate to investigate their involvement. The way to operationalize gender or to bring gender to the mainstream is to ask question- who does what? Understanding gender relations would help understand how roles are divided in a work. It is also important to consider the relative roles of men and women in the farm, in household and how these roles have changed overtime.

### **SESSION 4**

#### ***SCREENING OF FILM - STATUS OF WOMEN WATER PROFESSIONALS IN SOUTH ASIA, Group work- Feedback and reflections from participants on the film, Fawzia Tarannum, Coca-Cola Department of Regional Water Studies, TERI SAS***

Since, most of the participants work closely with the farmers and the rural community, they could appreciate the gender and equity perspective in water management. It was heartening to learn from the participants that they do not face any gender bias in their respective work places and both men and women are treated equally and provided with equal opportunities. The problems associated with equity especially based on caste, class and power exist in Telangana as well and impact equitable sharing of water.

## **SESSION 5**

***UNDERSTANDING WATER RIGHTS AND PROPERTY RIGHT REGIMES, IMPORTANCE AND ROLE OF COMMON PROPERTY RESOURCES AND THE REASONS FOR THEIR DEMISE AND LEGAL PLURALISM; DR. VISHAL NARAIN, ASSOCIATE PROFESSOR, SCHOOL OF PUBLIC POLICY AND GOVERNANCE MDI, GURGAON***

This session mainly focused on understanding Tragedy of the Commons, property right regimes and Legal Pluralism. Tragedy of commons was first discussed by Hardin. He used the example of a grazing land to describe a situation in open access resource where individual acting independently according to their own self-interest behave contrary to the common good of all users and lead to destruction or depletion of a common resource. In such conditions the demand overwhelms supply and the resource becomes unavailable to some or all. These commons followed open access property regimes. Examples from field were discussed to understand the changing rights systems in different. Legal pluralism is a conceptual lens and deals with the social significance of law. It says that there is a divergence between what people should do from a state law perspective and what they do. These differences are captured using two concepts namely concretization of rights and materialization of rights. Under such a system more than one form of right governs a water resource.

## **SESSION 6**

***LOSS OF THE LAKES IN HYDERABAD: CAUSES AND EQUITY IMPLICATIONS, DR. JASVEEN JAIRATH, FOUNDER, SAVE OUR URBAN LAKES (SOUL)***

Dr. Jasveen Jairath from SOUL, a politically independent, citizen's platform brought out the apathy of the government as well as the citizens towards the urban lakes. She mentioned that water is not just a technical issue. She urged the participants to view it from the point of social and political dimension as well. It is important to understand how politics and technology affect different classes in the society in terms of equity in access to water. She stated that the words like beautification and cleaning is invariably raises an alarm as it could very well be another step towards destruction of lakes. There are more than 3000 water bodies in Hyderabad and it could claim to be a city with highest number of water bodies. These water bodies which were man-made and have withstood the test of time for over 400 years are now on the path of destruction. Tanks which were traditionally built were technically designed using experiential learning. The two basic parameters, Full Tank Level (FTL) and the maximum water spread defines the lake. There has been systematic encroachment upon these parameters. The tanks were cascaded and provided water to the people close to their dwellings. They also provided water security during summer season and facilitated ground

water recharge. They were also flood protection mechanism. The destruction of the tanks has led to the city getting flooded even when there is a short spell of rain. She also showed a few images on how the powerful and the mighty have encroached upon the areas which earlier belonged to the lake.

## **SESSION 7**

### ***SCREENING OF FILM – “STRENGTHENING WATER AND SANITATION IN URBAN SETTINGS” AND “WOMEN FOR WASH-PRAGATI, A WOMEN LED INITIATIVE”, PROF ARUN KANSAL, DEAN, RESEARCH AND RELATIONSHIPS, TERI SAS***

Two videos were showcased in this segment. They focused on Water Sanitation and hygiene program led by TERI SAS in urban slums in Kolkata, West Bengal and Chennai, Tamil Nadu. In both contexts sanitation was a major problem for the slum dwellers. The areas lacked toilets and proper sewerage systems leading to open defecation. Toilets were built in these regions and behavioural change awareness programme were also conducted to encourage use of the toilets. At both slums, a community-based group was set up that was headed by the local women with Ward councillor, local doctor and health worker being the other members to manage the toilets. This helped in showcasing the role of women and importance of their participation. Post implementation studies showed that having women managed group has helped reduced the number of defaulters with regard to user fee collection. Further, the case reflected on the lack of standard norms and lack of quality assurance and checks for materials in government programs like Swachh Bharat to improve WASH. Lastly, it highlighted the difficulty of government engineers to make independent decisions and innovation due to fear of reprimand. Stringent government rules create an environment which prevents flexibility and often punishes innovation.

### **Programme Evaluation**

Participants were invited to evaluate the programme in the last session of the MDP. The feedback was structured (annexure V) which have both qualitative and quantitative questions. Detailed analysis of responses is also given in the annexure. Significant number of participants (87%) found it good to excellent and 78% felt that knowledge advancement is 'to a great extent'. Though 25% participants found the duration as short, but overall there is 30% increase in their knowledge base on the theme.

## **Anexure I: Programme Schedule**

MANAGEMENT DEVELOPMENT PROGRAMME ON  
GENDER, EQUITY AND WATER MANAGEMENT

**Date: 20-21 August, 2018**

**Venue: EPTRI Campus, 91/4, Gachibowli, Hyderabad**

**Organizers: TERI School of Advanced Studies & ICE WaRM**

PROGRAMME

Day 1	Monday, 20 Aug 2018
9:00-9:30	<b>REGISTRATION</b>
9:30-10:30	<b>INAUGURAL SESSION</b> Welcome Address -Dr. Rajiv Seth, Pro Vice Chancellor, TERI SAS, New Delhi Address- Shri. B. Kalyan Chakravarthy, IAS, Director General, EPTRI Inaugural Address - Shri Shailendra Kumar Joshi, Chief Secretary, Telangana Vote of Thanks – Dr. Ian Reid, Chief Academic Officer, ICE WaRM
10:30-10:45	<b>TEA BREAK (GROUP PHOTO)</b>
10:45-12:00	<b>SESSION 1</b> Institutions, Gender and Equity: Understanding the relationships in water access Dr. Vishal Narain, Associate Professor, School of Public Policy and Governance MDI, Gurgaon
12:00-13:00	<b>SESSION 2</b> Water access in Peri-Urban Hyderabad: Gender and Equity Issues Prof Sucharita Sen, Executive Director, SaciWATERs
13:00-14:00	<b>LUNCH</b>
14:00-15:00	<b>SESSION 3</b> Approaches to mainstreaming gender in the water sector: Issues and Experiences Dr. Vishal Narain, Associate Professor, School of Public Policy and Governance MDI, Gurgaon
15:00-15:15	Screening of Film - Status of Women Water Professionals in South Asia
15:15 - 15:45	<b>TEA BREAK</b>
	<b>SESSION 4</b>



15:45-16:00	Feedback and reflections from participants on the film
16:00-17:00	<p>Group work- How can the water sector in Telangana be made more gender sensitive?</p> <p>What can be our role in this process?</p> <p>Moderated by Fawzia Tarannum, Coca-Cola Department of Regional Water Studies, TERI SAS</p>
<b>Day 2 – Tuesday, 21 Aug 2018</b>	
09:30-10:15	<p><b>SESSION 5</b></p> <ul style="list-style-type: none"> <li>• Understanding water rights and property right regimes</li> <li>• Importance and role of common property resources and the reasons for their demise</li> </ul> <p>Dr. Vishal Narain, Associate Professor, School of Public Policy and Governance MDI, Gurgaon</p>
10:15-11:15	<p>Loss of the lakes of Hyderabad: Causes and equity implications</p> <p>Dr. Jasveen Jairath, Founder, Save our Urban Lakes (SOUL)</p>
11:15-11:30	<b>TEA BREAK</b>
11:30-13:00	<p><b>SESSION 6</b></p> <ul style="list-style-type: none"> <li>• Understanding legal pluralism in water access</li> <li>• Discussion of paper- “Mediating scarcity by design: water rights and legal pluralism in protective irrigation”</li> </ul> <p>Dr. Vishal Narain, Associate Professor, School of Public Policy and Governance MDI, Gurgaon</p>
13:00-14:00	<b>LUNCH</b>
14:00-14:30	<p><b>SESSION 7</b></p> <p>Screening of film – “Strengthening water and sanitation in Urban Settings”</p> <p>Screening of film “Women for WASH-PRAGATI, A women led initiative”</p> <p>Quick reflections on the films- Moderated by Prof Arun Kansal, Dean, Research and Relationships, TERI SAS</p>
14:30-15:30	<ul style="list-style-type: none"> <li>• Translating our understanding of Gender to policy and planning</li> <li>• Discussion of paper “Shifting the focus from Women to Gender Relations: Assessing the impacts of Drinking Water Supply interventions in The Morni Shiwalik Hills of North West India”</li> </ul> <p>Dr. Vishal Narain, Associate Professor, School of Public Policy and Governance MDI, Gurgaon</p>
15:30-16:00	<b>TEA BREAK</b>
16:00-16:30	<p><b>SESSION 8</b></p> <p>Recapitulation of Key Learnings</p> <p>Filling of Feedback Forms</p> <p>Moderated by Fawzia Tarannum, Coca-Cola Department of Regional Water Studies, TERI SAS</p>



16:30 - 16:45  16:30- 16:55 16:55- 17:00	<b><i>CLOSING CEREMONY</i></b> <i>Closing Address- Shri B Nagendra Rao, Engineer in Chief (AW),  Irrigation and CAD Department  Distribution of Certificates  Vote of Thanks</i>
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## Annexure II – List of Participants

S. No	Name	Gender	Designation	Institution/Organisation	Email id
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## Annexure III Feedback



### FEEDBACK FORM

#### MANAGEMENT DEVELOPMENT PROGRAMME ON GENDER, EQUITY AND WATER

#### MANAGEMENT

20-21 August, 2018

**PARTICIPANT'S NAME:**

**DESIGNATION:**

**DEPARTMENT:**

*Tick the appropriate box*

1. Overall, how would you rate this programme	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Good <input type="checkbox"/> Excellent																																								
2. Rate your knowledge and skill level on the topic	<p>Before the course</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">1</td> <td style="border: 1px solid black; padding: 2px 5px;">2</td> <td style="border: 1px solid black; padding: 2px 5px;">3</td> <td style="border: 1px solid black; padding: 2px 5px;">4</td> <td style="border: 1px solid black; padding: 2px 5px;">5</td> <td style="border: 1px solid black; padding: 2px 5px;">6</td> <td style="border: 1px solid black; padding: 2px 5px;">7</td> <td style="border: 1px solid black; padding: 2px 5px;">8</td> <td style="border: 1px solid black; padding: 2px 5px;">9</td> <td style="border: 1px solid black; padding: 2px 5px;">10</td> </tr> <tr> <td colspan="5" style="text-align: center;">Low</td> <td colspan="5" style="text-align: center;">High</td> </tr> </table> <p>After the course</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">1</td> <td style="border: 1px solid black; padding: 2px 5px;">2</td> <td style="border: 1px solid black; padding: 2px 5px;">3</td> <td style="border: 1px solid black; padding: 2px 5px;">4</td> <td style="border: 1px solid black; padding: 2px 5px;">5</td> <td style="border: 1px solid black; padding: 2px 5px;">6</td> <td style="border: 1px solid black; padding: 2px 5px;">7</td> <td style="border: 1px solid black; padding: 2px 5px;">8</td> <td style="border: 1px solid black; padding: 2px 5px;">9</td> <td style="border: 1px solid black; padding: 2px 5px;">10</td> </tr> <tr> <td colspan="5" style="text-align: center;">Low</td> <td colspan="5" style="text-align: center;">High</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	Low					High					1	2	3	4	5	6	7	8	9	10	Low					High				
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3. Rating of Instructor	<table style="width: 100%;"> <tr> <td style="width: 33%;">Poor <input type="checkbox"/></td> <td style="width: 33%;">Satisfactory <input type="checkbox"/></td> <td style="width: 33%;">Good <input type="checkbox"/></td> </tr> </table>	Poor <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Good <input type="checkbox"/>																																					
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a) Presentations	<table style="width: 100%;"> <tr> <td style="width: 33%;">Poor <input type="checkbox"/></td> <td style="width: 33%;">Satisfactory <input type="checkbox"/></td> <td style="width: 33%;">Good <input type="checkbox"/></td> </tr> <tr> <td style="width: 33%;">Excellent <input type="checkbox"/></td> <td></td> <td></td> </tr> </table>	Poor <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>																																				
Poor <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Good <input type="checkbox"/>																																							
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b) Knowledge & command over subject	<table style="width: 100%;"> <tr> <td style="width: 33%;">Poor <input type="checkbox"/></td> <td style="width: 33%;">Satisfactory <input type="checkbox"/></td> <td style="width: 33%;">Good <input type="checkbox"/></td> </tr> <tr> <td style="width: 33%;">Excellent <input type="checkbox"/></td> <td></td> <td></td> </tr> </table>	Poor <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>																																				
Poor <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Good <input type="checkbox"/>																																							
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c) Use of training aids	<table style="width: 100%;"> <tr> <td style="width: 33%;">Poor <input type="checkbox"/></td> <td style="width: 33%;">Satisfactory <input type="checkbox"/></td> <td style="width: 33%;">Good <input type="checkbox"/></td> </tr> <tr> <td style="width: 33%;">Excellent <input type="checkbox"/></td> <td></td> <td></td> </tr> </table>	Poor <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>																																				
Poor <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Good <input type="checkbox"/>																																							
Excellent <input type="checkbox"/>																																									
d) Open exchange of ideas, participation & group interaction	<table style="width: 100%;"> <tr> <td style="width: 33%;">Poor <input type="checkbox"/></td> <td style="width: 33%;">Satisfactory <input type="checkbox"/></td> <td style="width: 33%;">Good <input type="checkbox"/></td> </tr> <tr> <td style="width: 33%;">Excellent <input type="checkbox"/></td> <td></td> <td></td> </tr> </table>	Poor <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>																																				
Poor <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Good <input type="checkbox"/>																																							
Excellent <input type="checkbox"/>																																									
4. Evaluation of the course																																									
a) Did you gain new knowledge?	<table style="width: 100%;"> <tr> <td style="width: 25%;">Not at all <input type="checkbox"/></td> <td style="width: 25%;">Some Extent <input type="checkbox"/></td> <td style="width: 25%;">Great Extent <input type="checkbox"/></td> <td style="width: 25%;">Fully <input type="checkbox"/></td> </tr> </table>	Not at all <input type="checkbox"/>	Some Extent <input type="checkbox"/>	Great Extent <input type="checkbox"/>	Fully <input type="checkbox"/>																																				
Not at all <input type="checkbox"/>	Some Extent <input type="checkbox"/>	Great Extent <input type="checkbox"/>	Fully <input type="checkbox"/>																																						
b) Practical coverage of the subject?	<table style="width: 100%;"> <tr> <td style="width: 25%;">Not at all <input type="checkbox"/></td> <td style="width: 25%;">Some Extent <input type="checkbox"/></td> <td style="width: 25%;">Great Extent <input type="checkbox"/></td> <td style="width: 25%;">Fully <input type="checkbox"/></td> </tr> </table>	Not at all <input type="checkbox"/>	Some Extent <input type="checkbox"/>	Great Extent <input type="checkbox"/>	Fully <input type="checkbox"/>																																				
Not at all <input type="checkbox"/>	Some Extent <input type="checkbox"/>	Great Extent <input type="checkbox"/>	Fully <input type="checkbox"/>																																						
c) Will you be able to put learning into practice?	<table style="width: 100%;"> <tr> <td style="width: 25%;">Not at all <input type="checkbox"/></td> <td style="width: 25%;">Some Extent <input type="checkbox"/></td> <td style="width: 25%;">Great Extent <input type="checkbox"/></td> <td style="width: 25%;">Fully <input type="checkbox"/></td> </tr> </table>	Not at all <input type="checkbox"/>	Some Extent <input type="checkbox"/>	Great Extent <input type="checkbox"/>	Fully <input type="checkbox"/>																																				
Not at all <input type="checkbox"/>	Some Extent <input type="checkbox"/>	Great Extent <input type="checkbox"/>	Fully <input type="checkbox"/>																																						
d) The programme was in conformity with the needs identified	<table style="width: 100%;"> <tr> <td style="width: 25%;">Not at all <input type="checkbox"/></td> <td style="width: 25%;">Some Extent <input type="checkbox"/></td> <td style="width: 25%;">Great Extent <input type="checkbox"/></td> <td style="width: 25%;">Fully <input type="checkbox"/></td> </tr> </table>	Not at all <input type="checkbox"/>	Some Extent <input type="checkbox"/>	Great Extent <input type="checkbox"/>	Fully <input type="checkbox"/>																																				
Not at all <input type="checkbox"/>	Some Extent <input type="checkbox"/>	Great Extent <input type="checkbox"/>	Fully <input type="checkbox"/>																																						

e) Was the environment of provided during the programme suitable for learning?	<input type="checkbox"/> Not at all <input type="checkbox"/> Some Extent <input type="checkbox"/> Great Extent <input type="checkbox"/> Fully <input type="checkbox"/>
5. a) The duration of program was adequate?	Short <input type="checkbox"/> Long <input type="checkbox"/> Enough <input type="checkbox"/>
b) If not enough, then please suggest	<hr/>
6. Any more topics you are interested in (relevant for your job profile)	<hr/> <hr/>
7. Strong points (check mark)	Understanding gender and water linkages <hr/> Mainstreaming gender in Water Policy & Planning <hr/> Water Rights & Legal Pluralism <hr/> Water Institutions <hr/>
8. Weak points	<hr/> <hr/> <hr/>
9. How would you utilize knowledge gained in your organization?	<hr/> <hr/> <hr/>
10. Other comments / recommendations on training programme, if any	<hr/> <hr/> <hr/>

**SIGNATURE:**

**DATE:**

*Thank you for taking the time to provide your feedback.*

**Responses**  
**Quantitative Feedback**

Feedback form no.	Overall rating	Level of knowledge		Rating of instructor				Course evaluation					Duration	Strong points			
		Before	After	Presentation	Knowledge	Training aids	Exchange of idea	Knowledge gain	Practical coverage	Practice	Meeting needs	Suitability of learning environment		Gender and water linkages	mainstreaming gender in policy	Water rights and legal pluralism	Water institutions
1	Excellent	4	8	Excellent	Excellent	Excellent	Excellent	Great Extent	Some Extent	Fully	Great Extent	Fully	Short	X	X	X	
2	Good	4	7	Good	Good	Good	Satisfactory	Great Extent	Great Extent	Great Extent	Some Extent	Great Extent	Enough	X			
3	Good	5	8	Good	Excellent	Good	Excellent	Some Extent	Great Extent	Great Extent	Great Extent	Fully	Enough			X	
4	Good	5	9	Good	Excellent	Good	Excellent	Some Extent	Great Extent	Great Extent	Great Extent	Fully	Enough	X		X	
5	Satisfactory	8	8	Good	Good	Satisfactory	Good	Some Extent	Some Extent	Great Extent	Some Extent	Great Extent	Enough			X	
6	Good	3	7	Good	Good	Excellent	Good	Great Extent	Great Extent	Fully	Great Extent	Fully	Enough	X			
7	Good		7	Good	Good	Good	Good	Great Extent	Great Extent	Great Extent	Great Extent	Great Extent	Enough	X	X		
8	Good	5	7	Good	Good	Satisfactory	Good	Some Extent	Some Extent	Great Extent	Some Extent	Some Extent	Enough	X		X	X
9	Excellent	2	7	Good	Excellent	Good	Excellent	Some Extent	Some Extent	Great Extent	Great Extent	Fully	Enough	X	X	X	
10	Satisfactory	5	8	Good	Excellent	Good	Excellent	Some Extent	Some Extent	Some Extent		Great Extent	Enough			X	
11	Good	1	7	Excellent	Excellent	Good	Excellent	Great Extent	Great Extent	Some Extent	Great Extent	Fully	Enough	X		X	

12	Good	4	7	Excellent	Good	Good	Excellent	Some Extent	Great Extent	Some Extent	Great Extent	Great Extent	Enough		X	X	
13	Good	1	7	Satisfactory	Good	Good	Good	Some Extent	Some Extent	Some Extent	Some Extent	Some Extent	Short	X	X	X	X
14	Good	5	9	Good	Good	Good	Good	Some Extent	Some Extent	Great Extent	Great Extent	Great Extent	Short	X	X		
15	Good	5	7	Good	Good	Satisfactory	Good	Some Extent	Some Extent	Some Extent	Some Extent	Great Extent	Enough		X		
16	Good	1	8	Good	Good	Satisfactory	Excellent	Great Extent	Some Extent	Great Extent	Some Extent	Great Extent	Short		X	X	X
17	Excellent	5	9	Excellent	Excellent	Excellent	Excellent	Great Extent	Great Extent	Fully	Fully	Great Extent	Short	X			
18	Excellent	1	10	Excellent	Excellent	Excellent	Excellent	Fully	Fully	Fully	Great Extent	Fully	Enough	X	X		
19	Good	5	7	Good	Good	Good	Good	Great Extent	Great Extent	Some Extent	Some Extent	Great Extent	Short			X	X
20	Good	6	8	Good	Good	Good	Good	Some Extent	Some Extent	Some Extent	Great Extent	Great Extent	Short		X		
21	Good	8	9	Good	Good	Good	Good	Some Extent	Some Extent	Some Extent	Some Extent	Some Extent	Short			X	
22	Excellent	7	9	Excellent	Excellent	Excellent	Excellent	Fully	Some Extent	Fully	Great Extent	Great Extent	Enough			X	
23	Excellent	9	10	Excellent	Excellent	Excellent	Excellent	Great Extent	Great Extent	Fully	Great Extent	Fully	Enough		X		X
24	Excellent	3	9	Good	Good	Good	Good	Great Extent	Some Extent	Some Extent	Great Extent	Fully	Enough	X			
25	Good	6	9	Good	Good	Good	Good	Some Extent	Some Extent	Some Extent	Some Extent	Great Extent	Enough	X	X		X
26	Good	3	7	Good	Excellent	Good	Excellent	Great Extent	Great Extent	Some Extent	Some Extent	Great Extent	Enough		X	X	
27	Excellent	5	8	Good	Good	Good	Good	Great Extent	Some Extent	Some Extent	Great Extent	Some Extent	Enough	X	X	X	
28	Good	2	6	Good	Good	Good	Good	Some Extent	Some Extent	Some Extent	Great Extent	Great Extent	Enough	X	X		



29	Excellent	4	7	Good	Good	Good	Good	Great Extent	Great Extent	Great Extent	Some Extent	Great Extent	Short	X		X	
30	Excellent	4	8	Good	Excellent	Satisfactory	Good	Great Extent	Some Extent	Some Extent	Some Extent	Great Extent	Enough	X		X	
31	Good	6	8	Good	Good	Good	Good	Great Extent	Some Extent	Some Extent	Great Extent	Great Extent	Enough	X	X	X	X
32	Excellent	5	8	Excellent	Excellent	Excellent	Excellent	Great Extent	Great Extent	Fully	Great Extent	Fully	Short	X	X		
33	Good	5	7	Excellent	Good	Good	Excellent	Some Extent	Some Extent	Some Extent	Some Extent	Great Extent	Enough	X			X
34	Good	6	8	Good	Excellent	Excellent	Good	Great Extent	Some Extent	Great Extent	Some Extent	Fully	Enough			X	X
35	Good	6	8	Good	Excellent	Good	Excellent	Some Extent	Some Extent	Great Extent	Some Extent	Great Extent	Enough			X	
36	Excellent	7	9	Excellent	Good	Good	Good	Great Extent	Great Extent	Great Extent	Great Extent	Fully	Enough			X	
37	Good	3	8	Good	Excellent	Good	Good	Great Extent	Some Extent	Some Extent	Fully	Fully	Long		X	X	
38	Good	2	8	Excellent	Excellent	Good	Good	Some Extent	Some Extent	Some Extent	Great Extent	Great Extent	Enough	X		X	
39	Good	7	9	Good	Excellent	Good	Excellent	Great Extent	Great Extent	Great Extent	Some Extent	Great Extent	Short	X		X	X
40	Good	4	8	Good	Good	Good	Good	Some Extent	Great Extent	Fully	Some Extent	Fully	Short				

### Qualitative

Feedback form no.	Any Other intrested topics?	Weak points	How to utilize knowledge gained in the programme	Any other comments or suggestions?
1		The time period was too short and the topics were rushed. The topic water management is not covered properly.	TOT , if permitted.	
2	Detailed session on Water Management	Water Management is missing	In gender, share with others	More slides on the topics. Conclutions on topic & with some solutions to suggest implent in our daily lives.
3	Field work knowledge		I would like to motivate other women employees to give 100% effort in their respected duties	It was good
4	Water user associations to be dealt. Inter state issues, rivers linking, efficient usage of water system & its resources	Intersections part is a weak point to my knowledge	I would like to share the points with my colleagues who are working at field level who are facing problems. I would definetly implement them when I'm att field, as I am not expossed to field	The training is good. Given us ample knowledge on the gender issues and local problems faced by the lady engineers. It is a unique experience
5	How to improve the mind sets of the boss/supervisors and also role of Gender in Water Management	The topics to be covered in depth and more involvement/roles to be focused	By sharing the knowledge with my colleagues and encourage them to take part in such programmes	More conceptual are expected. Way forward to be discussed in details. "who" is not mentioned clearly
6	Ground water study; lakes and Water bodies study & rain water harvesting study		Share the knowledge with all	A documentary should be shown before a show in theater on 'SOUL' for at least 5 minutes for public awareness

7			I will share the knowledge with my staff	Excellent
8	Choose appropriate participants for the training. How an irrigation engineer take part in draw backs in society, should addressed in the session.	Apart from 1 & 2 (in point 7), 3 is the weak point. In Irrigation Dept. already enough women staff, how without knowing it you educate still increasing women staff	Surely our sister's allowed to go from office by 5 pm to look after house responsibilities. Rules and laws only not final, but understanding also important	Concentrate the subject training to related participants
9	Reduce consumption of more water		Adequate usage of water in construction	I have to attend some more
10	On green building concept	Provide good sanitation for this training. Conference hall (separate for ladies and gents)	ok	
11	Water utilization for crops, protection of water bodies & instruments measuring water	Topics like loss of lakes in Hyderabad has got less time and water access in peri-urban has also got less time	Gender & Equity already stated implementing in department	This programme is highly recommended to Panchayat Raj, Public Health and RWS department which was not included in this batch
12			Maximum points covered will be utilized in sites	
13	Water Management		Use it to enhance the governance & implimentation of topic covered as far as possible.	
14	Time management for the project		Shall implement to the maximum extent	Good work, keep it up
15	Different types of irrigation techniques which the farmers can use fot irrigating more crops with sufficient availability of water			
16			Certainly to attain Gender Equity	More number of speakers can be included in the training programme from various institutions

17	Managerial skills to handle opposite gender employees	Discussion part should be improved	In operation and maintainance of irrigation part. Planning & designing efficient system in open access & private ruled	These sort of training should be given once in half year to enrich knowledge and adaptiveness of system
18	Waste water management		Implement for the best user	Excellent
19		It Should be more useful if it is of our state like Gender Equity	By educating people	It is general subject as it is the first time & learnt the topic
20	More topics like adation of technical terms & methodology		By sharing	Very short time to get all
21	Environmental protection acts, Pollution control measures & any issues relating to environment	Duration of each session. More clarity on the title	For T.O.T. to others if permitted	Quality of training room facilities (especially providing drinking water at the table)
22	As water is more precious, I suggest that "Techniques how to use optimum water"		I can apply into my personal as well as official as the Gender Equity perspective has changed my lense & water right aspect has changed my views	I really thank you EPTRI, TERI SAS, ICEWoRM for conducting such a good training & special thanks to sucharitha ma'am & Jasveen ma'am for sharing their important views
23	Indeed I'm intrested in study of Environmental Aspect which can help human being	Still we (people) need motivation and concentration on environment. Need to show the reponsibility towards the mother earth	Yes I will utilize the skill and knowledge during the regulation of water in my department	I personally wanted to give some recommendation that, here employees need more training on environmental & gender aspects. If possible do conduct the training programme
24			I think I can implement (or) share my ideas, views with my staff when I'm back to work. Good presentation on environment with water.	The programme was excellent and we learnt many new things related to water. Good initiation, looking forward for more

25	Hydrological Modeling & GIS based	Linking directly to the outcomes	Link outcomes to our hydrology based day-to-day work	Its better if you can use the scope of our irrigation department to link this kind of programme
26				
27				
28				
29				
30	Green building concept	Provide more in the labour and sanitation about rural area		
31	We need "effective participatory water management in irrigation sector" duly addressing conjective use of both surface water & ground water	The Programme is good enough to addressing the practice of water management in various states, but it is more effective when discuss over the management solutions only problems are addressed	Gender equity not only in water management, it required in all organizations to work in good environment among all the employees. We will focus and address to high-authority regarding infrastructure & gender equality	Water usse efficiency - Water quality aspect in agriculture
32	Water utilization , ground water improvement, rain water harvesting, lakes and water bodies related topics	"Water rights and legal pluralism" I think this subject needs more insight exercise rather than covering in a brief time	In the organisation at the field level we get to interact with the local government bodies, we teach them and improve the water utilization at the low level	Overall it was a great experience over here, especially the topics covered by Jasveen was splendid
33			Water Mangement	
34	Water Regulation & GIS		Gender, Equity and water regulation	
35	Water regulation, GIS & Dam safety	Gender & water linkages topic we did not understand clearly & conference hall sound system	I would like to implement some ideas which encourage the field level to improve irrigation system	"SOUL was best programme"
36	Rain Water harvesting, usage of terrace water, usage of surface water during rain in towns	This was just a theory, we expected more in practical related things	To full extent I learnt in the training programme	
37	RO' water system	Delay in the starting of programme	We will prepare the report on this programme and submit to the HR department and we will discuss with our colleagues	Programme was really good and educative

38	Gender importance in water culture & Importance of environmental aspects in day-to-day life	May be lagging in the gender importance in the water management	Implement the strategies related to gender importance to my subordinates	Detailed powerpoints
39	Gender, Equity & Water Mangement general topics related to present issues (floods etc)	Scheduling	In many ways	
40	Water distribution	Sufficient class room	Utilize knowledge in field gained in the training programme	

### Overall Rating

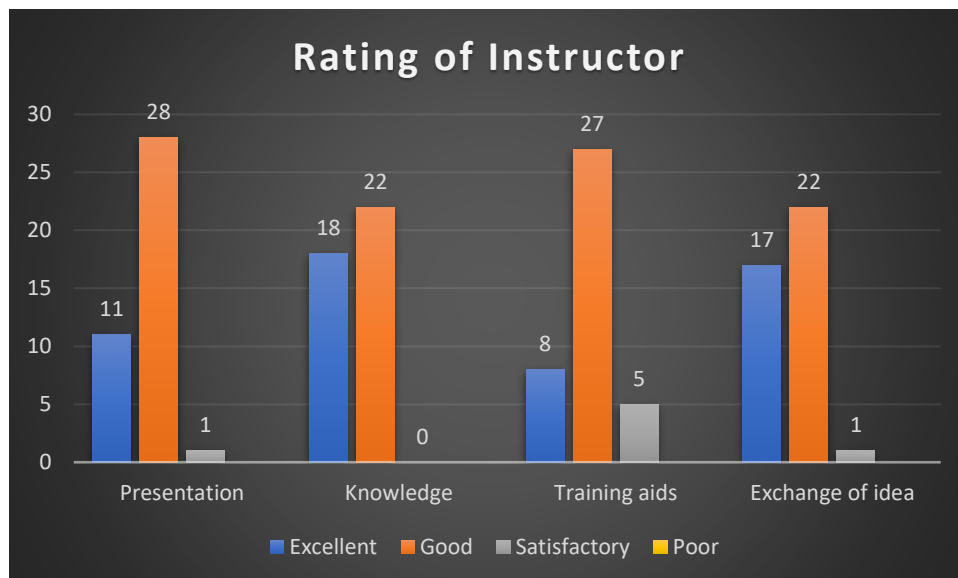
Overall rating	
Excellent	12
Good	26
Satisfactory	2
No response	4
Total	44





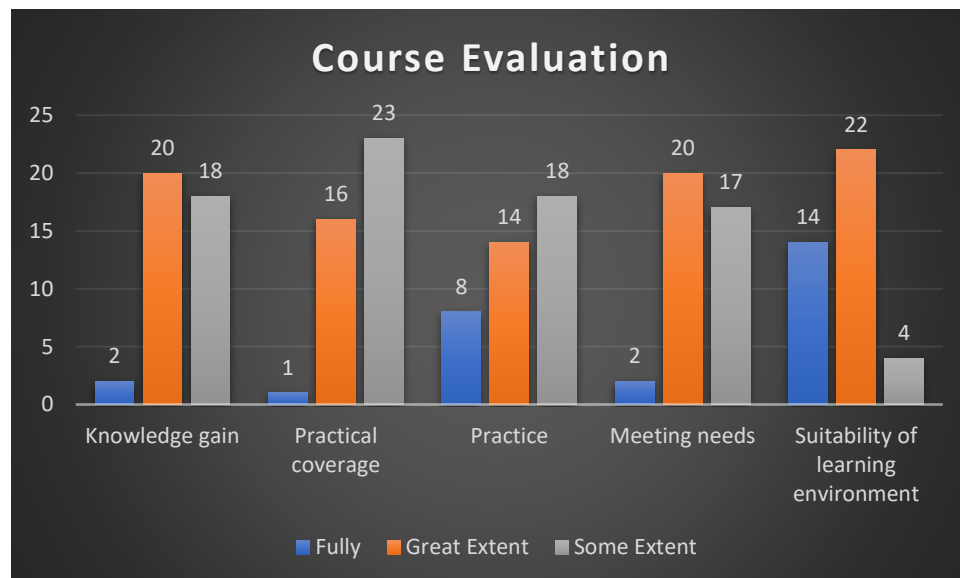
### Rating of instructor

	Rating of instructors			
	Presentation	Knowledge	Training aids	Exchange of idea
Excellent	11	18	8	17
Good	28	22	27	22
Satisfactory	1	0	5	1
Poor	0	0	0	0
Total	40	40	40	40



### Course evaluation

	Course evaluation				
	Knowledge gain	Practical coverage	Practice	Meeting needs	Suitability of learning environment
Fully	2	1	8	2	14
Great Extent	20	16	14	20	22
Some Extent	18	23	18	17	4
Total	40	40	40	39	40



### Duration

Duration	
Enough	27
Long	1
Short	12
Total	40

### Strong points

Strong points			
	Responses	Total	Percentage
Gender and water linkages	23	40	57.5
Mainstreaming gender in policy	18	40	45.0
Water rights and legal pluralism	25	40	62.5
Water institutions	10	40	25.0

### Level of Knowledge

Before	After	Percentage Increase
4	8	50
4	7	43
5	8	38
5	9	44
8	8	0
3	7	57
	7	100
5	7	29
2	7	71
5	8	38

1	7	86
4	7	43
1	7	86
5	9	44
5	7	29
1	8	88
5	9	44
1	10	90
5	7	29
6	8	25
8	9	11
7	9	22
9	10	10
3	9	67
6	9	33
3	7	57
5	8	38
2	6	67
4	7	43
4	8	50
6	8	25
5	8	38
5	7	29
6	8	25
6	8	25
7	9	22
3	8	63
2	8	75
7	9	22
4	8	50
	<b>Mean</b>	<b>45.07</b>
	<b>Median</b>	<b>42.86</b>
	<b>Mode</b>	<b>37.5</b>