

# Bringing the Gender Considerations at the Centre of Fisheries Education Agenda

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# INDIAN COUNCIL OF AGRICULTURAL RESEARCH

- ICAR is an autonomous organisation under the Department of Agricultural Research and Education (DARE), Ministry of Agriculture and Farmers Welfare, Government of India and has its headquarters at New Delhi
- The Council is the apex body for **co-ordinating, guiding and managing** research and education in agriculture, horticulture, fisheries, animal science and home science in the entire country
- With 101 ICAR institutes and 71 agricultural universities spread across the country this is one of the largest national agricultural systems in the world

# ICAR'S DIVISIONS AND UNITS

- Crop Science
- Horticultural Science
- Natural Resource Management
- Agricultural Engineering
- Animal Science
- **Fisheries Science**
- Agricultural Education
- Agricultural Extension
- Knowledge Management
- IP&TM and PME

## FISHERIES SCIENCE DIVISION

### Resource specific fisheries research institutes

1. ICAR-Central **Marine** Fisheries Research Institute (CMFRI)
2. ICAR-Central **Inland** Fisheries Research Institute (CIFRI)
3. ICAR-Central Institute of **Freshwater** Aquaculture (CIFA)
4. ICAR-Central Institute of **Brackishwater** Aquaculture (CIBA)
5. ICAR-National Bureau of Fish **Genetic** Resources (NBFGR)
6. ICAR-Directorate of **Coldwater** Fisheries Research (DCFR)
7. ICAR-Central Institute of Fisheries **Technology** (CIFT)
8. **ICAR-Central Institute of Fisheries Education, Mumbai Deemed University**

# ICAR-CIFE, MUMBAI

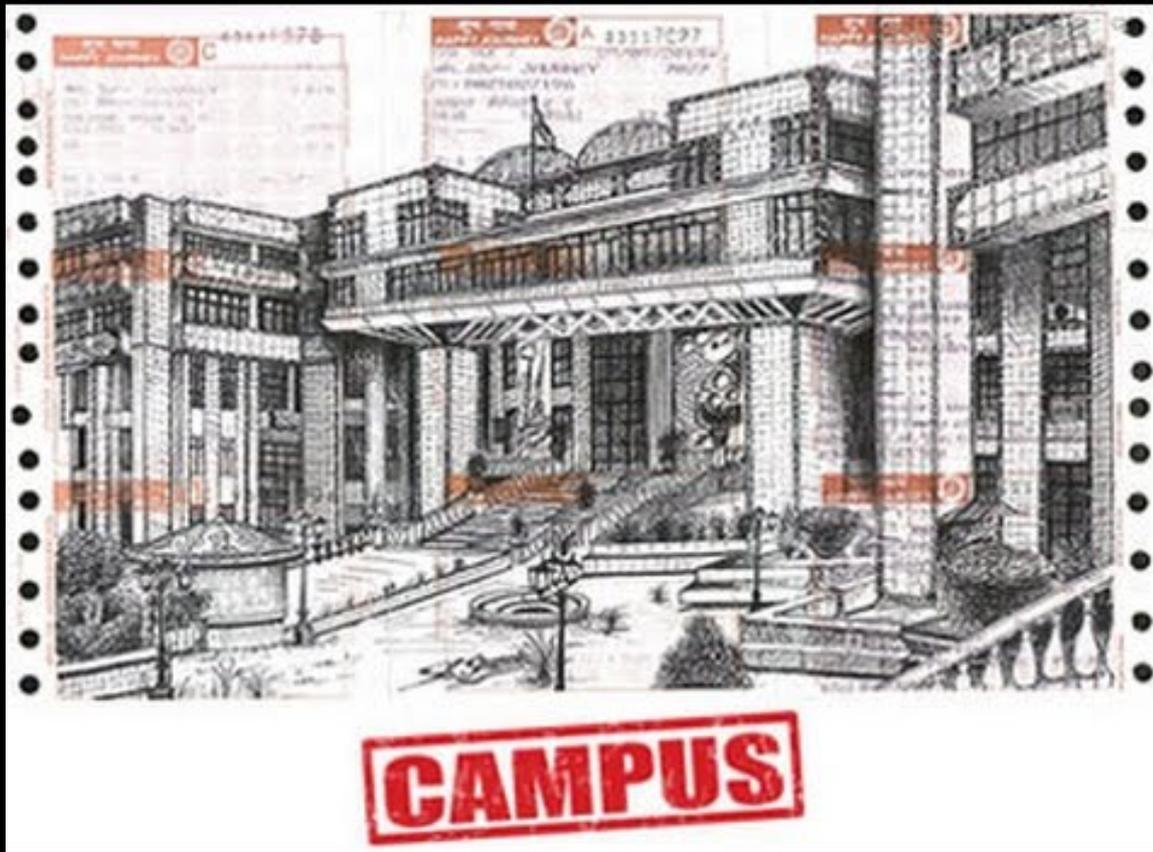


# ICAR-CENTRAL INSTITUTE OF FISHERIES EDUCATION: UNIVERSITY AND INSTITUTION OF HIGHER LEARNING FOR FISHERIES SCIENCE



# ICAR-CIFE, MUMBAI

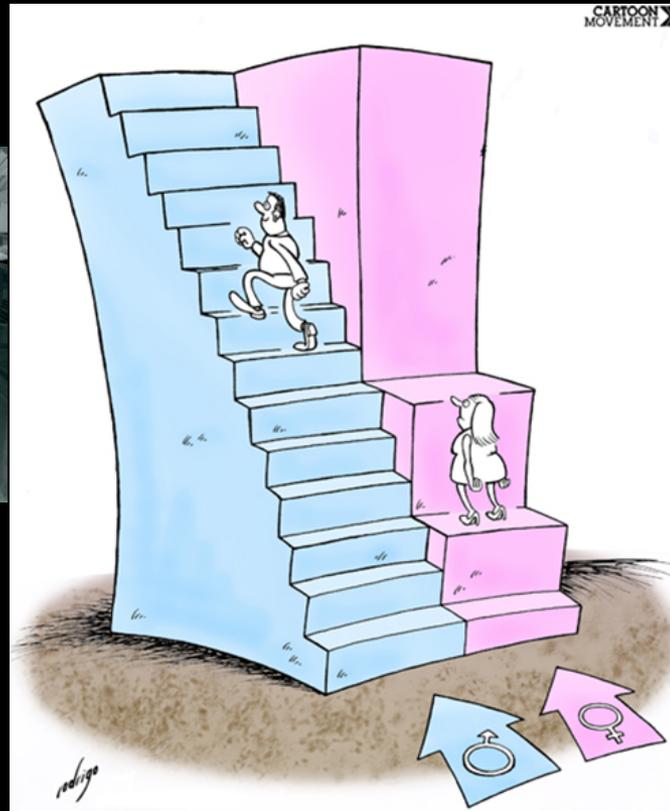
Masters and Ph.D in  
11 disciplines of Fisheries Sciences



# MASTERS AND PH.D PROGRAMMES

1. Fisheries Extension
2. Fisheries Economics
3. Fisheries Resources Management
4. Post Harvest Technology
5. Fish Genetics
6. Fish Biotechnology
7. Fish Nutrition
8. Fish Biochemistry
9. Aquaculture
10. Fish Health Management
11. Aquatic Environment Management





# GENDER STUDIES

- In India, Women studies emerged as a discipline of study in 1985-90
- University Grants Commission (UGC) has promoted, strengthened and given direction to the Women's Studies programme since the VII plan period during 1985-90
- The UGC is a statutory body under Ministry of Human Resource Development and is charged with coordination, determination and maintenance of standards of higher education
- Women's Studies Centres have been established in the University system in the VIII, IX and X and XI plan periods. These efforts have contributed significantly to the expansion of Women's Studies teaching, research and field action
- XI Plan took a broader view by supporting University Women Studies Centres and facilitating them to become teaching and research Departments. In the XII plan (2012-17) also, this has been further emphasized



- Gender studies in fisheries curriculums ?
- In fisheries, on the surface gender equality seem to exist with reference to enrolments
- But how many women are in management personnel in decision-making roles, leadership roles ?
- Studies related to gender studies have been done at ICAR-CIFE, even without any specific strategy in place



# GENDER STUDIES AT CIFE

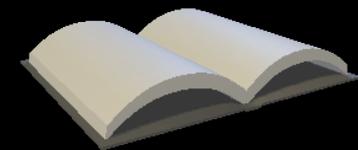
- In 1986, one study was reported and this number increased to 5 in the decade of 1990's followed by 59 studies during 2000-2010 and 39 studies were published during 2010-2016
- Total 104 studies were published 1986-2016
- The year 2001 had maximum publications as an 'International Conference on Women in Fisheries' was organised
- However, women rather than men were more represented as first authors in the women/gender related publications among both students and scientists



# FISHERIES CURRICULUMS



- In order to mainstream gender in fisheries education, a course on **Gender, Livelihood and Development** was initiated in 2010 at ICAR-CIFE
- This has led to youth trained in gender and fisheries, and Masters and Ph.D dissertations done exclusively on gender as well and dissertations which include gender as a component in their research



## RESISTANCES FACED

- Resistance in terms of naming of the course
- In order to suit the academic environment; terms 'Livelihood and Development' were included
- Efforts to make the course compulsory were not successful and it was included as an optional course, the reason was mainly academic workload
- At present, even though the course is offered across disciplines students of the Fisheries Extension take this course

# TYPES OF RESISTANCES

- **Passive resistance** Unconscious slowing down of a processes
  - **Active resistance** Conscious slowing down of a process
  - **Hidden resistance** Objections that are uttered in a factual and reasonable way but which, in reality, are forms of hidden resistance like verbally showing openness to gender mainstreaming but not acting accordingly
- 
- Experience show that forms of **passive and hidden resistance** are more difficult to deal with because they cannot be directly addressed and discussed
  - However, there can be objections that are substantiated and helpful in critically reflecting a process of institutional transformation

## RECOMMENDATIONS

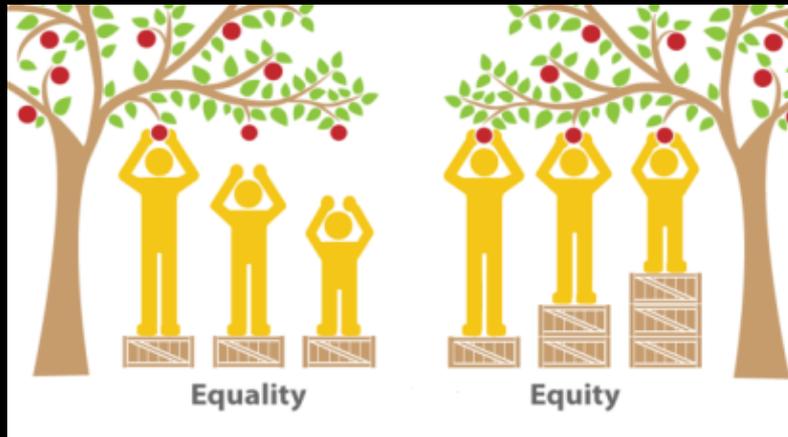
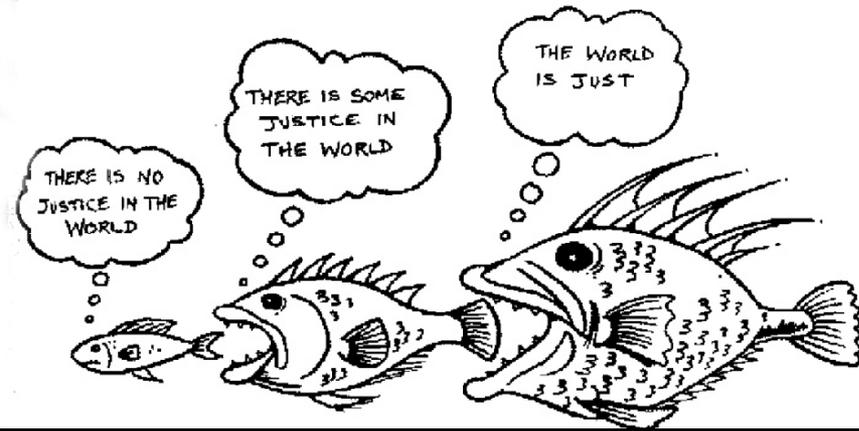
- Gender Studies must be an integral part of fisheries education across disciplines in Bachelors, Masters and Doctorate courses with separate budgetary allocations
- Curriculums should be reoriented with gender components
- Resistances can be there but with awareness, education and a strategy these can be minimised

## HOW TO DO ?

- Defined curriculums and functions: Individual course/  
Elective/Optional/Integration within other courses
- Resource allocation
- Enabling environments
- Departments
- Trained faculty and experts
- Involve other stakeholders
- Employment opportunities
- Employers attitudes



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at the Centre of  
Fisheries Education Agenda**



Equality

Equity

