Guidelines for **Gender Sensitive Programming**

दूरदर्शन

सत्यम् शिवम् सुन्दरम्

Message

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. However, still there is a long way to go to achieve full equality of rights and opportunities between men and women. Globally, women have fewer opportunities for economic participation than men, less access to basic and higher education, greater health and safety risks, and less political representation.

It is of paramount importance to end the multiple forms of gender-based deprivations and secure equal access to quality education and health, economic resources and participation in political life for both women / girls and men / boys. It is also essential to achieve equal opportunities in access to employment and to positions of leadership and decision-making at all levels.

Media plays a very important part in ensuring gender equality. It does so by ensuring equality within the workforce, in terms of employment and promotion of female staff at all levels. Media has an even more significant role in the representation of women and men, in terms of fair gender portrayal and the use of neutral and non-gender specific language.

As a responsible Public Service Broadcaster, Doordarshan has primed guidelines for gender sensitive programming. These guidelines establish principles to challenge gender stereotypes and inequity in society. A checklist with Do's and Don'ts is included to help programmers translate the principles into action. These guidelines are a pioneering step towards constructing a gender equitable society.

I would like to acknowledge the contribution of UNICEF and the Centre for Media Studies in conceptualizing and drafting these guidelines. I also would like to thank the Programme staff of Doordarshan who discussed and helped finalize these guidelines.

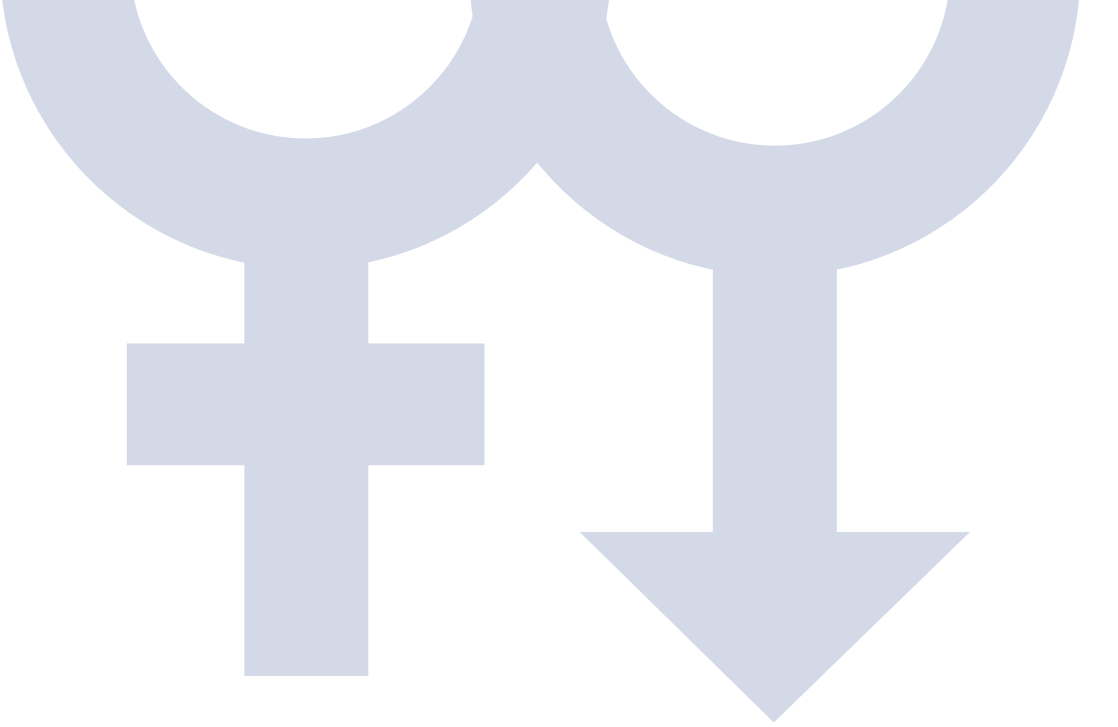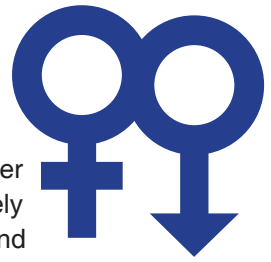**Supriya Sahu**
Director General, Doordarshan

Contents

Introduction

Powerful mediums like television can challenge gender stereotypes and inequity in society. They can also creatively destroy such stereotypes to construct a gender diverse and equal society. As a responsible public service broadcaster, Doordarshan endeavors to construct and build such a gender equitable society.

These programming Guidelines are for all creative professionals involved in content development of the diverse genres of Doordarshan programs. It is intended to enable each to be able to make more gender transformative programmes.

These guidelines provide ideas and direction for content planners and producers on how to use their programs to promote gender equality and encourage change rather than perpetuate gender stereotypes.

These guidelines recommend that production of programs targeted mainly to one sex should be given general titles incorporating the family or the home and in this way such programs would appeal to a wider range of listeners and viewers. The guidelines also recommend broadcast of gender transformative ideas through formats like promos, spots, quickies, jingles, program bumpers etc

Channels of Doordarshan network should increase the participation and involvement of both sexes in broadcasting as producers or decision makers in the industry.

Although these guidelines are intended to serve as guidelines to content producers, it must be borne in mind that Indian law also contains provisions which prohibit discrimination in the media. The Indian constitution provides prohibition of Discrimination on the ground of Religion, Race, Caste, Sex or Place of birth through the Article 15. Other relevant acts include the Indecent Representation of Women (Prohibition) Act 1986 and the Program and Advertising Codes prescribed under The Cable Television Network Rules, 1994 (Rule 6 and Rule 7). The Program and Commercial Code of Doordarshan also have such provisions.

Principles for Gender Transformative Programming

These principles are applicable for all Doordarshan programs. The production, portrayal and language of all programs needs to follow these principles:

I.   All programs on Doordarshan should ensure equal representation of women and men.

For example, both women and men should be represented as anchors, panelists or experts.

II. Programs should promote equality and equal opportunities for men and women.

For example, if there is a panel discussion on career counselling or financial planning, the panelists must include girls or women.

III. Programs should ensure dignity of women and men in the portrayal, reporting and representation.

For example, include visuals of men in programmes on ending open defecation. Mostly such programmes show women going for open defecation.

IV. Ensure that programs do not reinforce masculine and feminine ideals and expectations

For example, show men caring for children and elderly at home, women going to office.

V.   Programs should not reinforce the patriarchal power relation of society where men are seen to be more powerful.

For example, also show women in control of assets, like ownership of house or land. Show women owning phones and cars, not only using these assets.

VI. Programs should be sensitive to religion, region, status, position of women and men

For example, do not always show Muslim women in burkha or housemaids to be from UP & Bihar.

VII. Programs should not objectify women or men with inappropriate and exploitative sexual imagery.

VIII. Programs should use gender neutral/sensitive language.

For example, use words like chairperson, instead of chairman, etc.

Actions to Institutionalize Gender Sensitive Programming Guidelines

For organization wide adaptation and implementation of these principles, it is suggested to:

a. Include appropriate components of these Program Guidelines on Gender Sensitive Programming in the content acquisition and commercial advertising guidelines, to ensure all programs on Doordarshan are gender sensitive.

b. Review programs for encouraging gender sensitive programing and appreciating gender transformative programs. Program Review Meetings can regularly assess programs based on the given checklist, followed by monthly review reports.

c. Conduct workshops for orientation of all producers on gender policy and gender transformative programming, as regular feature. This should also be done at the state and zonal levels.

d. Undertake annual studies among audience to understand effectiveness and implications of gender sensitive programing. The findings should be circulated among all producers for detailed discussions, learning and follow-up.

e. Conduct annual gender auditing and gender budgeting

Checklist for Producing Gender Sensitive Programs

This checklist is an assessing tool for content planners and producers for conceiving content that is sensitive to men, women and transgender people.

i. Content is reflecting the gender role diversity in social, professional and family activities.

Dos

- Show equal representation of men and women in the programs. Such representation should be recognized, and the portrayal of men and women should reflect social and professional achievements, career, interests, roles and aspirations.

- Show women in non-traditional roles (e.g. police, doctor, sports, army/ air force/ navy, mechanical engineer) that open new dreams and avenues for girls and sensitizes boys to expect to work with women as equals.

- Show equal and democratic families where household responsibilities are shared and not gendered. Men working in kitchen, women in charge of office, girls studying, boys doing domestic chores, men caring for children and elderly at home, non-discrimination of boys and girls at home, are some examples.

- Men and women should both be taking decisions to support the family and in household tasks and home management.

- Showing positive male characters who are nurturing and empathetic is encouraged across all ages.

- Certain subjects like family planning, welfare, health of the mother and child, education and upbringing of children, fiscal management should be directed at both men and women.

- Include anchors/presenters from diverse backgrounds.

Don'ts

- Don't show a woman professional character who spends all her time crying and being involved in dramas/conspiracy at home. If you have a woman professional, show that she works, as any other person in this profession.

- Don't show women standing and serving everyone at the table. If she must serve, let her be seated and make sure she serves herself too.

ii. Behaviour and images are challenging gender perceptions / myths.

Dos

- Promote women/men and girl/boy protagonists who break norms. These characters do not have to be achieving extraordinary things, they do not have to be saving the world. By being "positive deviances" in their own worlds, they are actually achieving extraordinary things. For example, a woman who chooses to undergo female sterilization after having three daughters in the face of family pressure to have another child or a woman doctor or nurse or teacher who helps address caste inequality in her clinic/ school. (Showcase men who are champions of women empowerment)

- Programs that promote recognition of tasks usually associated with women and portray them equally important as traditional male tasks and which should be carried out by both genders. Men and women should be portrayed in both public and private spheres. Programs should emphasize equal sharing of all types of work.

- Programs and shows should show diversity in responses to a life situation.

- Show women collaborating, coming together in solidary, especially in a situation where a woman is being exploited. All social movements around the world, especially in India have succeeded because of the marginalized community coming together. Example: Women and men protesting gang rape

> ### Don'ts
> - Don't show women as damsels in distress and man as the only protector.
> - Don't show men as savior or protectors

- Show women as equally competent in various spaces - be it home, office, or in the community in general.

- Depict Indian families of all kinds, including single parent, adopted children, two daughters, etc

iii. Depiction of stereotypical sexual identities/ orientation is avoided.

Dos
Show girls as equal to boys. This means:

- Girls play as much as boys
- Boys do homework as much as girls
- Girls do mischief as much as boys
- Boys care about feelings of their parents, families and friends as much as girls
- Girls play sports and support sports as much as boys
- Boys read as much as girls and girls play video games as much as boys
- Girls and boys are equally concerned about their studies and careers
- Girls and boys eat together and eat with equal gusto
- Show boldness and courage as traits of both men and women (taking charge)
- Both boys and girls take care of parents

iv. Ensure dressing or appearances by various actors or presenters to avoid strengthening gender stereotypes.

Dos
- Diversity in dress of characters help in minimizing stereotyping of a society / culture / community etc.
- Depict Indian families of all kinds, including single parent, adopted children, two daughters etc
- Include anchors / presenters from diverse backgrounds

Don'ts
- Don't show women wearing only Indian clothes and men wearing only Western clothes. If you have all the men in Western clothes, at least have some of the women in Western clothes.

v. Gender symbols are used to portray empowered male or female.

Dos

- Use the multiple symbols of our culture, religion, caste, community and society carefully
- Show women take decisions, outside and in households.
- Show women in control of assets e.g. car, house, phone, etc
- Develop scientific temper by demystifying myths and misconceptions regarding gender (e.g. not touching pickle during periods)

Don'ts

- Don't show any kind of sexual harassment as courtship. This includes stalking, sending messages/ calling/ sending flowers/ teddy bears which the girl is shown as clearly not enjoying.

vi. Social, family and religious rituals are shown in progressive way, to question the myths of gender identity.

Dos

- Show men and women sharing household work.
- Show happy working women.
- Show men falling for independent strong women.
- Show women falling for men who want partners, not someone to keep house and manage the family.
- Show religious rituals performed by both men and women (e.g. priest)

Don'ts

- Don't discuss women's "purity" at all (unless you are also discussing men's "purity").
- Don't show women accepting domestic violence and abuse (unless this is a theme that is going to be taken up in detail with positive and empowering consequences for the woman survivor)
- Don't show glorification of traditional practices, fasting, child marriage, changing name after marriage, girls touching feet, male members performing last rites, etc.

vii. Representation of different genders on screen reflect the principle of gender equality in terms of power, role, money and respect.

Dos

- Show women in power. Examples: sarpanch, judge, lawyer, doctor, detective, etc. It is great if this character has nothing to do with gender and is just a character. It makes a significant difference for viewers to see this as normal and not extraordinary.

- Show girls and boys playing together.

Don'ts

- Don't ridicule and stigmatize people on the bases of gender and sexual orientation.

viii. Gender sensitive language is used in script, dialogues and narration.

Dos

- Generic terms which include both sexes should be used about the question of language in programs

- Use appropriate terminology for LGBT community issues (e.g. Transgender should be used as an adjective – "Asha is a transgender person", not as noun – "Asha is a transgender").

Don'ts

- Don't show heroes or likeable male characters laughing at jokes that disrespect women or making such jokes

- Don't show heroes or likeable male characters commenting negatively on women's sexuality or clothes

- Don't use words like "Kanyadaan"

ix. Visuals and composition avoid portrayal of gender discrimination / disparity on screen.

Dos

- Graphics, camera angle and composition should show gender equality.

Don'ts

- Don't show inappropriate imagery and language that reinforces the stereotypes of women and that that could limit their participation in the decision-making process.

x. Portrayal and visualization of male or female as sexual objects to be avoided.

- Camera angles should not focus on body parts or objectify body parts

Key Gender Terms

Sex Identifies the biological differences between men and women e.g. women can become pregnant.

Gender Identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender roles are dynamic and change over time.

Gender Mainstreaming Gender mainstreaming is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process and projects, programmes and policy.

Gender-blind Gender blindness is the failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender blind approach assumes gender is not an influencing factor in projects, programmes or policy.

Gender Awareness Gender awareness is an understanding that there are socially determined differences between women and men based on learned behavior. These affect their ability to access and control resources. This awareness needs to be applied through gender analysis into projects, programmes and policies.

Gender-sensitivity Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.

Gender equality Gender equality is the result of the absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services.

Gender equity Gender equity entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and address Edina manner that rectifies the imbalances between the sexes.

Gender Analysis Is the methodology for collecting and processing information about gender. It provides disaggregated data by sex, and an understanding of the social construction of gender roles, how labor is divided and valued. Gender Analysis is the process of analyzing information in order to ensure development benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid any negative impacts development may have on women or on gender relations. Gender analysis is conducted through a variety of tools and frameworks, including those listed below.

Gender Roles

Gender roles are learned behaviors in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts.

Both men and women play multiple roles in society. The gender roles of women can be identified as reproductive, productive and community managing roles, while men's are categorized as either productive or community politics. Men are able to focus on a particular productive role, and play their multiple roles sequentially. Women, in contrast to men, must play their roles simultaneously, and balance competing claims on time for each of them.

Productive roles Refer to the activities carried out by men and women in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family. For example in agriculture, productive activities include planting, animal husbandry and kitchen gardening.

Reproductive roles Refer to the activities needed to ensure the reproduction of society's labor force. This includes child bearing, rearing, and care for family members such as children, the elderly and workers. These tasks are done mostly by women.

Community managing role These are activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption such as water, health care and education. This is voluntary unpaid work undertaken in 'free' time.

Community politics role These are activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This work is usually undertaken by men and may be paid directly or result in increased power and status.

Triple role/ multiple burden These terms refer to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different gender roles —reproductive, productive and community work.

Source: - Gender Awareness and Development Manual UNDP

SEX vs. GENDER

SEX	GENDER
Biological characteristics (including genetics, anatomy and physiology) that generally define humans as female or male. *Note that these biological characteristics are not mutually exclusive; however, there are individuals who possess both male and female characteristics.*	**Socially constructed** set of roles and responsibilities associated with being girl and boy or women and men, and in some cultures a third or other gender.
Born with.	Not born with.
Natural.	Learned.
Universal, A-historical No variation from culture to culture or time to time.	Gender roles vary greatly in different **societies, cultures and historical** periods as well as they depend also on socio-economic factors, age, education, ethnicity and religion.
Cannot be changed, except with the medical treatment.	Although deeply rooted, gender roles can be **changed** over time, since social values and norms are not static.
Example: Only women can give birth. Only women can breastfeed.	**Example:** The expectation of men to be economic providers of the family and for women to be caregivers is a gender norm in many cultural contexts. However, women prove able to do traditionally male jobs as well as men (e.g. men and women can do housework; men and women can be leaders and managers).
PRACTICAL POINT: At birth, the difference between boys and girls is their sex; as they grow up society gives them different roles, attributes, opportunities, privileges and rights that in the end create the social differences between men and women.	

GENDER EQUALITY vs. GENDER EQUITY

GENDER EQUALITY	GENDER EQUITY
The **state or condition** that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources, allowing both sexes the same opportunities and potential to contribute to, and benefit from, all spheres of society (economic, political, social, and cultural).	Justice and fairness in the treatment of women and men in order to eventually achieve gender equality, often requesting **differential treatment** of women and men (**or specific measures)** in order to compensate for the historical and social disadvantages that prevent women and men from sharing a level playing field.
Example: A family has limited funds, and both daughter and son need new pair of shoes for the new school year, but only one can get new shoes this year. If the family decides (and who in the family decides?) which child will get the new shoes based on the child's NEED, and not on the child's sex, this is an example of gender equality**.**	**Example:** Provision of leadership training for women or establishing quotas for women in decision-making positions in order to achieve the state of gender equality.
IMPORTANT POINT! Equity leads to equality! Equity means that there is a need to continue taking differential actions to address historical inequality among men and women and achieve gender equality!	

GENDER EQUALITY vs. WOMEN'S RIGHTS

Women's rights:
- entitlements that women have on the basis that they are human.
- normatively based in several international human rights documents (e.g. The Convention on the Elimination of Discrimination Against Women (CEDAW)).
- Arranged around the concept of **duty bearer & rights holder**

Gender equality and non-discrimination on the basis of sex are fundamental human rights!

Gender equality implies equal enjoyment of rights by man and women.

TRANSGENDER vs. TRANSSEXUAL

Transgender: refers to those trans people who live permanently in their preferred gender, without necessarily needing to undergo any medical intervention/s.

Transsexual: refers to people who identifies entirely with the gender role opposite to the sex assigned to at birth and seeks to live permanently in the preferred gender role. Transsexual people might intend to undergo, are undergoing or have undergone gender reassignment treatment (which may or may not involve hormone therapy or surgery).
(Source: ILGA-Europe)

Sexualisation*:* It occurs when a person's value comes only from her/his sexual appeal or behaviour, to the exclusion of other characteristics, and when a person is sexually objectified, e.g., made into a *thing* for another's sexual use.

http://www.apa.org/news/press/releases/2007/02/sexualization.aspx

unicef

for every child

दूरदर्शन

सत्यम् शिवम् सुन्दरम्

CMS
www.cmsindia.org