STATE LEVEL TRAINING WORKSHOP ON GENDER AND GENDER BASED VIOLENCE
October 2004, Organized by Gender Resource Centre, Ahmedabad

A Report

DAY I

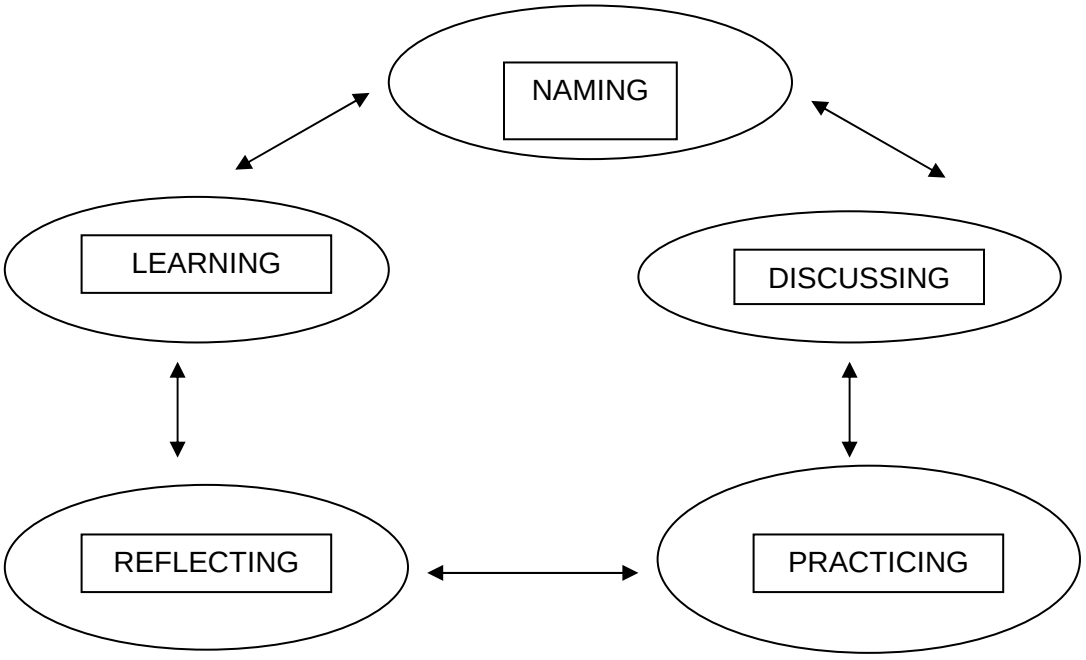
SESSION 1

The day began with introduction of the participants. This was followed by the objectives of the programme which were identified as follows:

Objectives :

1. To develop primary understanding of Training and Adult Education.
2. To develop primary understanding on Gender
3. To practice basic skills of training.
4. To develop a primary understanding of alternate legal education.
5. To evolve together a design for further intervention.

It was discussed that the whole programme will revolve around the process of collective learning . The design would comprise of the different steps of learning viz *naming* [identifying various components of learning], *discussing* [discussing various aspects of the same], *reflecting* [reflecting on the process and contents] and *learning*.



The participants were asked to introduce them selves through the Moderation Method.

> **Moderation Method**
>
> It is a technique for facilitating group processes. It focuses on visualizing ideas and thoughts. It uses cards and charts in a systematic manner to get better results in a group work.

The questions on which responses were elicited from them were as follows:

1. My name.
2. My mother's name.
3. Number of years as a trainer.
4. One trait which I have imbibed due to my mother's influence on me.
5. What should happen in this workshop.
6. What should not happen in this workshop.
7. In my experience, what are the factors that contribute to training.
8. In my experience, what are the factors that hinder in training.

All the participants were asked to follow the following instruction for writing on the cards-

1. Write in clear hand writing and bold letters.
2. Write only one point per card.
3. Don't write more that three lines on one card.
4. Follow the colour code.

After the participants came and presented their cards, there was discussion on the key points that came out of the presentation. It was discussed that while the mother has contributed so much to our growth, the world recognises only what the father has done. The mother's identity gets totally invisible in the process. Therefore, the feminine in us gets suppressed while the masculine surfaces much more. It was also discussed as to how the

participants have drawn out the basic requirements so well from their experience.

Thus the first seeds of understanding gender as well as training were already sown in the introduction process itself.

RESULTS OF EXERCISE I (INTRODUCTION BY USE OF MODERATION METHOD)

Name	Duration	My Mother's name	One trait which I have imbibed due to my mother's influence on me
Shri B.K.Joshi, P.I.	Working as a Faculty from last 6 yrs.in different places	Dev Kumarben	Always be bold, courageous
Shri U.N. Trivedi, P.I.	Since 18/7/02 working in PTC, Junagadh	Ramaben Trivedi	Mother's love during accident
Shri B.I.Vadukar, Armed PSI	2 years	Maniben	Be helpful to others
Shri K.B. Chavda, P.I.	Since last 4 months in Police Training School, Vadodara	Bahuvarba	Encouragement, hard work & self-confidence
Shri S.P. Panchal, P.I.	Since last 5 years	Urmilaben Poonamchand Panchal	To follow inner voice
Shri Z.A. Thakur, PSI	3 years	JaitunBiBi	Discipline + faith + hard work = success
Shri B.T. Karoliya, PSI	Since 12/11/02	Gangaben	Work to be done on time
Shri D.K. Bariya, PSI			
Shri I.N.Jadeja, P.I.	Since last 4 years as PI (Law) in SRPPC	Daya Ba	Encouraged to learn more
Shri S.O. Tamkhane, PSI		Sulakben	Tolerance and hard work
Shri S.V. Asari, P.I.	Since last 2 years, Karai	Leelaben	Love, loyalty, boldness, devotion
Shri Y.M. Shaikh, P.I.			
Shri R.M. Barot, P.I.	➢ 1 yr. ➢ 1&1/2 yrs.	Parvatiben	Discipline with love & affection
Shri N.H. Patel, P.I.			
Shri G.B.	Since last 2	JeeviBa	Maintain brotherhood

Sharma, P.I.	years in Karai		
Shri P.M. Jadav, P.I.	1 year, Karai	Ramiben	My mother's principles, loyalty*****
Shri L.K. Pranami, P.I.			
Shri V.B. Patel, PSI	2 months, Karai	Galbiben	Her bringing me up
Shri H.M. Kundaliya, PSI			
Shri K.K. Jhala, PSI	Since last 3 years, Karai	Varuben	Loyalty

RESULTS OF EXERCISE I (DERIVING EXPECTATIONS OUT OF THE WORKSHOP)

What should happen in this workshop	What should not happen in the workshop	What will help to make it effective	What will be the hindrances
Latest inputs	Not to follow the old pattern of teaching	Understanding between the trainer and the trainees	➢ Nobody should be hurt during the training
Healthy atmosphere	Should impart more of practical knowledge and ward off unnecessary portion	➢ Good library ➢ Good attitude	➢ Inaccurate knowledge ➢ Unnecessary haste during the training
New methods of education and discipline	No repetition	Discipline moulds your life	➢ Needless self confidence
Should be helpful from social angle	To abide by the norms	The devotion & hard work of trainee	➢ Inaccurate knowledge ➢ Needless self confidence
Training to be conducted on regular basis	Participants should follow a disciplined pattern	An unbiased training	➢ Exploitation
Such trainings should be conducted regularly and should also be modern	To abide by the norms	Education helps in all aspects of life	➢ Politics ➢ Ego amongst directors
To conduct such an exercise regularly to gain experience	See that nobody is hurt	➢ Couldn't study due to unfavorable circumstances ➢ Self confidence and friendship	➢ Uninteresting lesson
It should be a way of life-normal	Not to talk on what is inessential	Energetic attitude is always supportive	➢ Bottlenecks in decision-making
	Positive approach during the training	Experience, guidance	➢ Lack of time
To follow the norms	Should not create a boredom atmosphere	Positive attitude	➢ Indolent/Lazy attitude
			➢ Nepotism ➢ Malicious
To create such an atmosphere which will always pull us	The person conducting the training should have a right attitude	Good training, legal knowledge & experience	➢ Dearth of law books and resources
			➢ Ego
Should be such as will be helpful to all	Not to include what is unnecessary	An assistance without any selfishness proves useful	➢ Forced teaching
Education full of fun and frolic	Discussion should not give rise to dispute	Attitude of trainer	
Educate us using modern techniques	Should not bore us	Love, devotion & discipline	
Training to include aspects of both social and human rights	To abide by the time	Loyalty, honesty, devotion	

SESSION 2

MATCH BOX EXERCISE

This was followed by the match box exercise. It is an exercise to draw out the principles of experiential /adult learning. The exercise was carried out in two steps. In the first step, the participants were given a model of house made with match sticks and they were asked to duplicate it exactly.

An evaluation was done and they were given marks for what they had done. In the next step, they were asked to make a thing of their choice and to give it a name. Many things like arrow, hexagon, etc. were made by the participants and the creativity with which the match sticks were used as well as the meaning given to each of their things were shared.

After this, discussions were held on the experience. Many participants had enjoyed the second experience because it gave them the liberty to express them selves. What they made had a meaning to them and they were not restricted by fear of evaluation. Some of the key learnings out of the exercise other than the adult learning principles are as follows:

Key Learnings:

- Fear of evaluation restricts creativity.
- We are conditioned by the boundaries drawn previously and get restrained even where there are no boundaries.
- Clear directions give a better output.
- Use of limited resources to the optimum.

- Facing the challenges of the situation around you.

SESSION 3

BLOCK EXERCISE

In this exercise, the participants were asked to form teams of three members. One person was asked to build a tower with the help of wooden blocks. This person was to play the role of a daughter in law. The other two members were to act as the husband and the brother of the person building the tower. The building of tower was a joint exercise by the three members. The facilitator was constantly putting +ve and -ve pressure to influence the size of the tower. Two rounds were conducted in this manner. In the next stage, there was a bidding done. The person who quoted the maximum height of the tower was asked to make the tower.

In the discussions people shared their experiences about how their achievement was influenced by external factors. The influence of the husband and the mother in law and the way they made the daughter in law to pitch for lesser height than what she would have liked to do was brought out. It was also brought out that the daughter in laws own fear of failure was also a factor in the entire scheme of things.

In the second stage, when the highest bidder was allowed to build the tower, it was brought out how the feeling of competition prevailed in decision making.

Key Learnings:

- External influences impact our true potential.
- Showed importance of Communication skill.
- Helps to understand how to tackle a new situation.
- How to face a situation positively & boldly though there is a continuous outside pressure.
- Do whatever you think is good for all.
- Playing different role with the same people at different times to get the best results.
- Learn from others experience.

SESSION 4

CASE STUDY OF RAMLI CHETI

The group was given a case study based on a real story in Kutch. The story revolved around a case where a woman was harassed by her husband and another man tried to protect her. The woman, instead of feeling helped by the

action went and lodged a complaint against the man. The village panchas gave their decision against the man [story annexed As Annexure A]. The group was then asked to divide it self into three groups and review the panchas decision and to specifically answer the following questions:

Questions to the Group

Q.1: Who played the leading roles in this case study?

Q.2: Which institutions have participated in this case study? What were their special features?

- **Points to be considered while answering the questions:**
  - Does individual characteristics impact the lives of people?
  - Do you feel that the social institutions differ from the lives of people?
  - Is there a thin line between private and public places?
  - What are your suggestions towards bringing change in social organisations?
  - Can the change in attitude start from one's own self?

The objective behind the activity was to develop a basic understanding of gender. Each group presented its discussions on charts.

RESPONSES FROM THE THREE GROUPS:

GROUP I:

- Misbehaviour in public is an offence.
- This is not a personal issue pertaining to Ramli.
- Mahila Mandal should stop Gopal's misbehaviour.

- It is panchayats duty to stop the sale of alcoholic drink.
- Cheti should take appropriate steps considering it as her moral duty.
- Decision made by the Panchayat is not appropriate.
- Steps taken by Cheti as a neighbour are legitimate.
- Out of fear of getting a bad name, Ramli had made a complaint against Cheti.
- Villagers should take responsibility to improve Gopal.

GROUP II:

- The decision of Panchayat is inappropriate.
- Ramli should understand that she is not Gopal's property.
- 2 daughters, Brother-sister-in-law & Son are the main characters.
- One woman is not helping the other woman.
- Mahila Mandal should have helped Ramli.

GROUP III:

- The decision of the panchayat is inappropriate.
- The key actors are Ramli, her Husband, Cheti, Mahila Mandal.
- Domestic violence is not an internal matter of the family.
- Mahila Mandal should work beyond economic empowerment activity.

The discussion that followed was focussed on how patriarchy manifests it self in our day to day relations. It also discussed that institutions also acquire masculine and feminine character. A Mahila Mandal may actually be operating with a masculine mindset and a man may by operating with a feminine mindset.

SESSION 5

REVIEW OF THE DAY 1

At the end of the day, a review of the day was done where not only the contents of the training but also the methodology was discussed. The group collectively answered the questions what was done, how it was done and why it was done. The following grid captured the learnings of the day:

REVIEW OF THE DAY 1

What was done?	**How was it done**	**Why was it done**
Introduction	Mention answers to 10 ques. asked in a card (through moderation)	▪ For increased participation ▪ For Frankness ▪ For presentation ▪ For spreading a message of equality ▪ Time management ▪ Bringing out Mother's effective role
Match Box Exercise/ Understanding Adult Education & its Principles	Simulation, Learning from experiences	▪ To make it more interesting ▪ Using contradiction to enhance learning ▪
Understanding Attitude and External factors My contribution towards Institutional Structure A beginning towards *That I can do*	Block Exercise Role simulation	▪ Developing positive attitude ▪ Specify the role of women in society ▪ Initiation of group formation
Understanding of Gender, to express the understandings both	Case Study	For developing a basic understanding on Gender andTraining

Individual and from Society point of view		
Reflection	Group discussion/ Question-Answer Session	To understand training methods

DAY II

SESSION 1

The second day began with a small input on gender as a Social Construct. It focussed on understanding that gender is not a biological phenomenon. It is what the society has constructed. Each individual has the masculine and the feminine characters. In the men, it is the masculine which finds more expression while the feminine in them is usually suppressed. Similarly in the case of women, the masculine characters are suppressed. Society decides what behaviour is appropriate for whom. The "gendering" process takes several routes. It comes through the family, the education, folk lores etc. In the process, it makes individuals incomplete. The men are incomplete to the extent their feminine is not expressed and women are incomplete to the extent that the masculine in them does not find expression. (Refer Annexure B)

This input was followed by every one being given an instrument to look at their own masculine and feminine. [Instrument annexed as Annexure C] Every one was asked to mark the 15 characteristics which were most applicable to them. In the discussions, it was found that the many people had marked more feminine characters than the masculine, many had marked more masculine than the feminine and many who had marked nearly equal number on both sides.

This exercise helped the participants look at their own "gendered" identity.

SESSION 2

Just when the Session 2 began, one of the participants initiated a discussion on how the examination system should be redesigned to look at the creative ways of assessment. The discussion led to how to look for solutions creatively. The trainer asked the participants to do a small task. A set of nine dots as shown below was given to the participants:

O o o
O o o
O o o

They were asked to join the nine dots with 4 lines without lifting their pen from the paper.

Key Learnings:

1. We get caught in boundaries which do not exist.
2. The nine dots force us to look at a square but actually no figure exists.
3. If we look beyond the boundaries, lot more is possible.

A small input on creativity was given. After this the trainer reverted back to the original schedule.

CAVE DIGGER'S CASE STUDY

A case study on understanding human rights was used to develop an understanding on how to teach law alternatively and in a more participatory manner.

The case study was regarding a real story in which a group of people who was stranded on an island decided to kill one of the group members and survive on his flesh and blood. The group was asked to divide into three groups-the jury, the prosecution and the defence (Case study annexed as Annexure D).

Each group was asked to present their arguments before the jury and finally the jury gave their verdict. Subsequently a discussion was done on looking at the case with a human rights perspective. This was followed by the input session on understanding human rights.

KEY PRINCIPLES:

HUMAN RIGHTS

- **DEFINITION:**
  - They are those natural rights which are inherent by birth and are not bestowed by any Govt. or Law.
- **CHARACTERISTICS:**
  - Universality
  - Non Waivability
  - Non Alienability
  - Illimitability
  - Non-Mutability
  - Undivided

RELATION BETWEEN HUMAN RIGHTS AND FUNDAMENTAL FREEDOM

- **FUNDAMENTAL FREEDOM:**
  - Such human rights which have been recognised and given statutory status by the constitution.

- **DIRECTIVE PRINCIPLES OF STATE POLICY;**
  - Such human rights though not given the status of fundamental rights but act as guidelines for government decision making.
  - It is not necessary that all human rights have been given the status of fundamental rights.

HUMAN RIGHTS AS RECOGNISED BY DIFFERENT INSTRUMENTS

Philosophers	**Human Rights**
Rousseau	Independence, Life, and Happiness
Universal Declaration of Human Rights	Life, Independence, Property
American Declaration of Independence, 1776	Life, Independence, Happiness
Declaration of the rights of man and of the citizens, 1789	Independence, Property and Raise voice against atrocity
Constitution of Virginia	Life, Independence, Property, Happiness, Safety

SESSION 2

After the input session, the participants were given small questions to test application. The task involved identifying the violations of specific provisions of the Universal Declaration Of Human Rights as well as the Constitution. This was done in a group. Each group made presentations. It was pointed out how while there seems to be an apparent violation, a careful reading of law indicates that the facts don't fully fit into the legal position. Therefore the stress on reading law carefully and teaching people. HOW TO READ LAW RATHER THAN TEACHING THEM THE LAW. Lot of participants raised questions on the irrelevance of the human rights to the police. It was explained that the human rights are the ideals that every country and individual must strive for. The participants also felt that their understanding on human rights was restricted to that of being against the police but after the exercise they realised the expanse was much larger. The participants also

reflected that how this exercise made them read both the Constitution & Universal Declaration Of Human Rights carefully.

SESSION 3

EXERCISE ON COMMUNICATION

The group was divided into 2 teams. The two teams were placed on either side of the board such that they could not see each other. One team was given a figure. The other team was supposed to create a figure which was exactly similar to the original figure. While the team which had the figure could give instructions, the drawing team was not allowed to ask questions or talk.

In the next round, communication was allowed between the two teams.

Key Learnings:

1. There may be a difference in what is being said and what is being received.
2. The responsibility of the output is of the entire group.
3. Two way communication helps comprehension.

This exercise was used to highlight the inadequacy of the lecture method.

SESSION 4

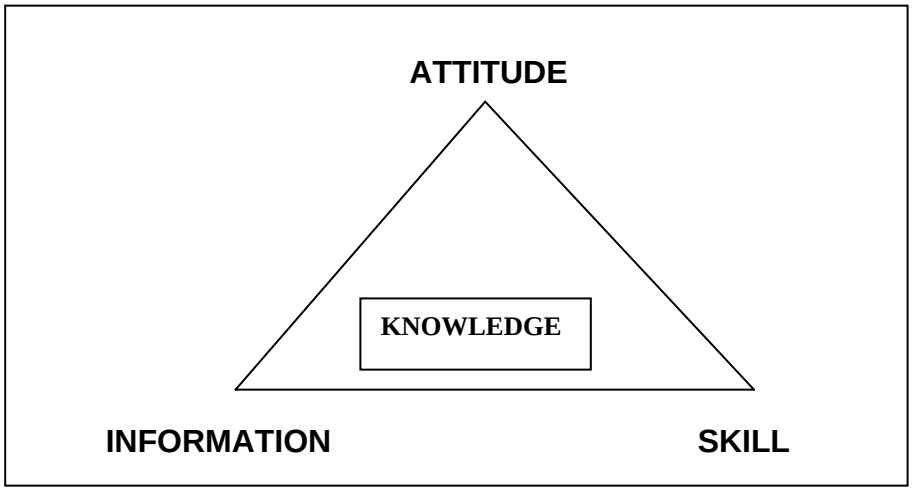
INPUT ON HOW NOT TO TEACH LAW

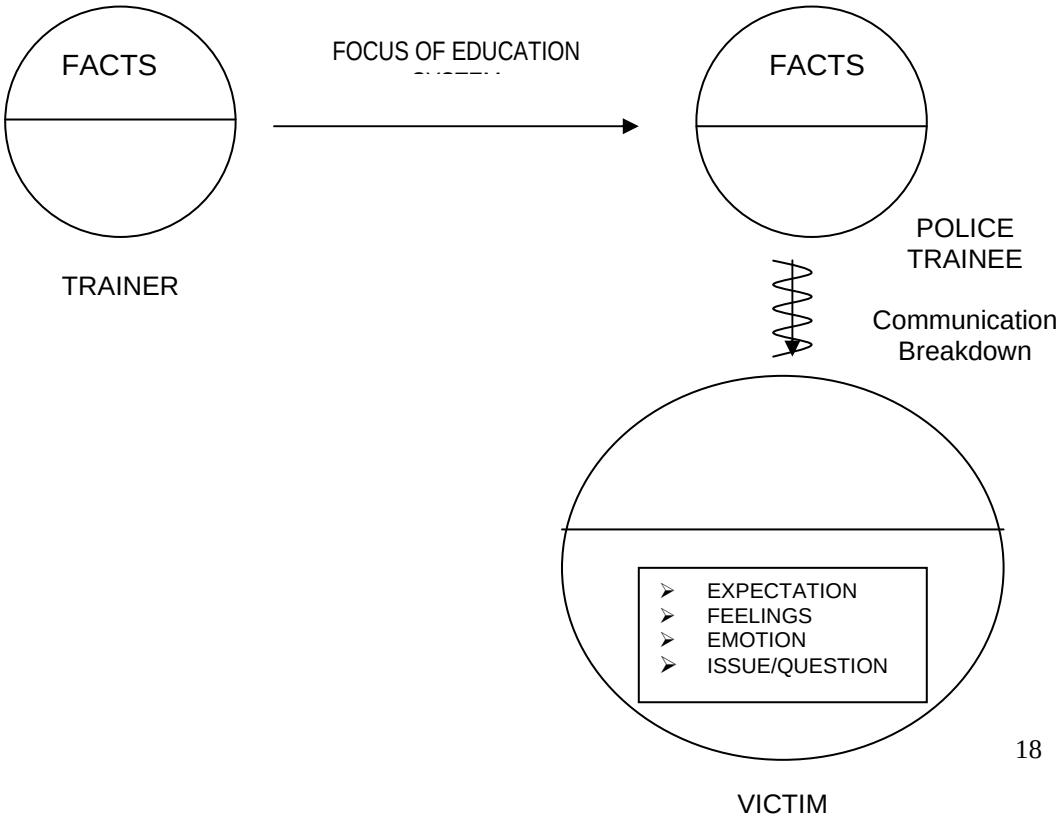
It was explained that knowledge comprises of three components – skill, information and attitude and perspectives. Most often, trainings focus only on information. However, we must be able to integrate all the three components in our training.

Human beings have two sides to their brains-one which deals with emotions and the other which deals with facts and logic. Teaching only focuses on facts

> *Training with a gender perspective involves relating facts and principles with feelings and expectations.*

and logic. When a person approaches the police, he is not merely looking for facts. He comes with expectations, feelings and emotions. Since the police is dealing with only facts, the communication breaks down.





How not to teach law:

1. Focus more on *how to read law* rather than *teaching law*
2. Three main features for effective Training/Education: *Information, Skills* and *Attitude*. How to understand and focus on a complete interrelation between the three aspects so that *Police can work effectively*.
3. Rather than teaching law under different heads, a *holistic approach* should be viewed. For e.g. while teaching the investigation process, all aspects of investigation should taken as whole rather than teaching under the separate heads of Cr.PC., Police Manual and Evidence Act.
4. Create a learning atmosphere such that the students *learn on their own* rather than *being taught*.
5. How to create *experimental opportunities*
6. How to make a *attractive and absorbing reading material*
7. What questions should be put forward which will inspire the students

WHAT TO DO

1. Make use of chart papers, transparencies etc.
2. The material should be of good quality and apt for the topic.
3. To ask different questions for a concrete understanding:
   - To check the level of understanding of the participant
   - To put such questions which will inspire them for more reading
   - Such questions which will increase their retention

- Such questions which will make a platform for bringing the text read in actual practice.

4. Different methods to be adopted like group discussions, role play, case study.
5. For practical knowledge, opportunities like personal interviews, registration of F.I.R.s etc., to be organised with the village women.

SESSION 5

REVIEW OF THE DAY 2

At the end of the day, a review was done to look at the contents and methodology followed during the day.

Participants were asked to prepare a training session on any one of the following topics :

a. Dowry
b. Rape
c. Offences relating to marriage
d. Women's rights against the police

REVIEW OF THE DAY 2

Understanding creativity	Game on 9 dots	To accept the various points covered in the discussion and make an effort to understand them
▪ Find the masculine and feminine within us ▪ Social construction of Gender	Through the use of Instrument Input session on Transparency/OHP slide having a linkage with the activities done on Day 1.	Towards Fulfilment of main objectives of the workshop
Alternative Legal Education - Understanding on Human Rights	▪ Case Study ▪ Simulation ▪ Questionnaire ▪ Input ▪ Referring the diff. laws & doing analysis of same	▪ To stay with the expectation of the participants ▪ Understanding of Human Rights for legal education
Communication-Speaking & Hearing-Distortion	Simulation	▪ To know the importance of communication ▪ To bring changes from experiences

How to learn Law	Input	
Prepartion	Each group asked to design a session	To allow space for practice.

DAY III

Practice Session 1:

DOWRY

A case study was given to the participants with a few legal questions and questions related to perspective. The group was divided into three sub groups which discussed the same and made presentations. Case Study annexed as Annexure E. The feed back given to the trainers is as follows:

FEEDBACK:

- To create a strong impact in the initial stage of the training, the trainer must move in and take charge.
- When we are in a Circle form (during group discussion), the initiative should be taken from ones own self.
- When we are in a semi-circle then the trainer should take the initiative.
- When one of the participants is inattentive then:
  - If the trainer can make out the reason for his/her inattentiveness then he/she should not bother for the first time.
  - If the trainer is not aware of the reason for his being inattentive then he should try his best to understand the reason behind that.

- If this situation is not handled in a correct way then it may take a wrong path and the situation may worsen further.

- Two trainers should not sit together with the participants.
- A metaphoric language is very effective in the training.
- If there are 2 trainers then the level of understanding should be at par.
- At the time of assigning tasks, it should be seen that the instructions are clear.
- Our understanding of history and analysis of our dilemmas is good but how does it impact upon us is something we have to focus on.
- Through comparison a good understanding should be developed.
- Right method should be followed while conducting the various topics in training.

Practice Session II:

RAPE

A case study was distributed to the participants (Case Study is annexed as Annexure F). Questions were formulated and different questions were given to different groups to answer. Each group was asked to answer the specific question on cards. This was followed by input session.

QUESTIONS GIVEN TO THE GROUP:

Ques: Name the agencies working on the investigation of crime and for the process of justice in rape cases:

Ans: Family and society, Gram Panchayat, Mahila Mandal, Police, Doctor, FSL, Exec. Magistrate, Lawyer, Court, Jail.

Ques: Burden of Proof:

Ans: 1. Without the consent of victim, 2. She was not an adult

3. Complainant, if victim has the burden of proof.

Ques: What are the social dimensions of the case?

Ans:

- Sexual harassment by the Zamindar.
- Sexual Exploitation on account of poverty
- Non-co-operation of the relatives.
- Sarpanch tries to escape from his duty of giving justice by saying he will talk about the matter with Zamindar.
- Justice not given to the Complainant.
- Co-operation from Mahila Mandal

Ques: Can consent be a defence in the case

Ans: As she is not an adult, the question of her giving consent does not arise.

Ques: Who can lodge an FIR?

Ans:

- **FIR** can be lodged by victim, any relative of the victim and any social organisation.

- **Medical** examination of the victim and the belongings at the time of the incident should be handed over to doctor
- The victim to give his statement to the concerned Magistrate.
- Victim's statement to his parents etc. can be corroborated as an evidence.
- Without a consent given by a woman under 16 years of age, the act is considered to be a rape.
- A sexual intercourse by husband with wife whose age is 15 years, too falls under rape.
- Against her will
- Fear of death or hurt
- When the man knows that he is not her husband and she believes that she is lawfully married and gives her consent.
- Consent given by unsoundness of mind or intoxication.

FEEDBACK:

1. Voice Modulation is necessary.
2. Should respect the experiences of other people.
3. The instructions for the work should be clear.
4. Perspective and skills could have been better interwoven.
5. More effort at integrating perspective to information would be desirable.
6. Since the information was well covered through the questions, presentation on transparencies could have been avoided.

7. The questions had a sequence. Therefore, taking up the answer for question no. 6 before everything else broke the flow.
8. When the group gave an incorrect answer, reading of the section was desirable.

Practice Session III:

OFFENCES RELATED TO MARRIAGE

** **DUE TO SHORTAGE OF TIME, THE GROUP COULD NOT CARRY OUT ITS DESIGN FULLY BUT MADE A SMALL PRESENTATION USING TRANSPARENCIES.**

FEEDBACK:

- It is one part of our role to give momentum to group activities for which observation is a must.
- Presentation should be to the point.
- Presentation should be on paper.
- It should be seen that the opportunity to grab inputs should not be missed at the time of presentation.
- A way to tackle different types of participants.
- Dilemma- Should you see that all are attentive always or should you be lenient sometimes.
- Only important points should be jotted on the slide. One slide should not have more than 10 lines.
- To give appropriate time for preparation.

CLOSURE:

The closing session was chaired by the Addl. D.G.P (Trg.), Shri S.S. Khandvavala, I.P.S. who gave away certificate of participation to all the members.

I. Feedback given by the Participants:

- This is the first time I have sat through three days from morning to evening.
- At first, could not see the relevance of this whole thing. But now I see how I can apply this even to law teaching.
- This is something really worth trying out.
- It was a great learning experience.
- I realised the futility of lecture method.

II. Concerns raised by participants:

- The Institute may not allow them to practice the new methodology.
- The basic material required for training may not be easily accessible.

III. Decision taken in discussion during the closure as per the suggestions received the participants:

a) Each participant will be allowed to conduct sessions atleast 3 days in a month with an alternative methodology.

b) To initiate the process, the following dates were decided:

PLACE	DATES
Karai	28th April to 1st May
Junagadh & Choki	
Baroda	18th to 21st June

c) Of which the first day will be dedicated to the process of preparation. The trainers from the Centre For Social Justice will accompany the process. The material generated in the process will be eventually converted into a manual.