



# Report

## NORTHERN REGION TEACHERS' TRAINING WORKSHOP ON MAINSTREAMING GENDER IN LEGAL EDUCATION

By

Faculty of Law, University of Delhi  
&  
Gender and Law Association (GALA)

26-28 January 2007

Prof. Ved Kumari  
Workshop Director





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# 1. Covering Letter

Date: 26<sup>th</sup> March 2007

Dr. Girija Vyas,  
Chairperson,  
National Commission for Women,  
Deen Dayal Upadhyay Marg,  
New Delhi – 110003

Sub: Report of the Three-Day Regional Teachers' Training Workshop on Mainstreaming Gender in Legal Education 26-28 January 2007

Dear Dr. Vyas,

We submit herewith the Report of the three-day Teachers' Training Workshop on Mainstreaming Gender in Legal Education for Northern Region held by University of Delhi in collaboration with Gender and Law Association (GALA) on 26-28 January 2007. We are also supplying with this Report the Account Statement, Reading Materials, a CD of the workshop materials and two CDs of the abridged recorded proceedings of the workshop shared with the participants.

We express our heartfelt thanks to National Commission for Women for providing us the funds for holding this workshop fulfilling the tremendous need of teachers to improve and integrate new teaching methods, technologies and best practises in their professional life and mainstreaming gender in legal education. The workshop was very well appreciated by the participants and was a success as shown by the feedback from the participants at the end of the workshop as well as since then.

We do hope that the National Commission for Women will continue to support our future proposals for holding similar workshops in other regions of India.

With warm regards,

Sincerely yours,

Prof. Nomita Aggarwal  
Dean and Head, Faculty of Law  
University of Delhi, Delhi – 110007

Prof. Ved Kumari  
Workshop Director and Professor of  
Law, University of Delhi and  
Member GALA



## ***2. About Gender and Law Association (GALA)*** *Engendering Legal Education*



Gender and Law Association (GALA) is a platform for all those involved in mainstreaming gender in legal education to join hands to strengthen their lone struggles and to share and develop necessary knowledge, reading materials, strategies to overcome the resistance to raising issues of concern to women in legal education. The initiative for GALA came from the Women and International Law Program of American University Washington College of Law (WILP) in 2003. Its Indian partners are academics, advocates and network specialists involved in incorporating gender perspectives and issues of concern to women into legal education in various Indian institutions.

GALA, presently an unincorporated body of academics, advocates and others is on the verge of getting registered as a society. Its primary aims and objectives, *inter alia*, are:-

- i. To provide a forum for interaction amongst those engaged in teaching, research, advocacy and/or action in the fields of gender and law;
- ii. To promote the convergence of gender and law in diverse areas including but not limited to legal education, human rights projects, women's studies and development initiatives;
- iii. To initiate, organize, support or coordinate specific programmes for development of gender perspectives in different disciplines;
- iv. To expand the activities of the society in all states of the country,
- v. To undertake fund raising activities for the purpose of attainment of main and other allied objectives of the society;
- vi. To ensure and promote the interest of society in all possible ways including the holding of conferences, seminars for promotion of the educational

system, moral values, environment consciousness and awareness of contemporary social issues.

GALA made a beginning towards achieving its objectives by framing a 'Feminist Jurisprudence' course during its meeting held in Bangalore in 2004<sup>1</sup>. Various parts of the course have been piloted in NLSUI, Bangalore, ILS Law College, Pune, and West Bengal National University of Juridical Science, Calcutta. The course is in the process of being finalised with reading list and will be soon submitted to the Bar Council for approval. During 2005, GALA conducted a concurrent theme "Engendering Legal Education: Citizenship and Entitlements" running over two days in the Indian Association of Women's Studies Conference held in Goa running over two days, where several academics and researchers and law students from India and abroad participated. The tremendous success of its sessions encouraged its members to decide to embark on more ambitious projects during its meeting in Pune in December 2005. Pursuant to that meeting, the first Lotika Sarkar National Essay Competition for Law Students on the theme "Why Should Feminist Jurisprudence be a Compulsory Course at Law School" has already been conducted. The winning essays may be read on GALA website<sup>1</sup>. Other projects like preparation of a Reader for the Feminist Jurisprudence course, holding a National Moot Court Competition and to conduct various training programmes are all geared for the successful adoption and teaching of the Feminist Jurisprudence course as well as for mainstreaming gender in the teaching of law. GALA is all set to become a vibrant network of teachers and NGOs sharing knowledge, experiences, strategies, materials, issues through web page, exchange programs, meetings, moving forward to meet the long unmet need of individuals and groups working in this area to strengthen and sustain their work. All the resource persons for this workshop are GALA members working in prestigious institutions across India who have come together to promote their common concern, namely, mainstreaming gender in legal education.

#### **FOUNDING MEMBERS**

1. Dr. V. S. Elizabeth, President, Bangalore
2. Dr. Kamala Sankaran, Secretary, Delhi
3. Ms. Kamal Singh, Treasurer, Gurgaon
4. Dr. Vasanthi Nimushakavi, Jt. Secretary, Hyderabad
5. Prof. Nomita Aggarwal, Executive Member, Delhi
6. Ms. Ruchira Goswami, Executive Member, Kolkata

7. Ms. Sanober Keshwaar, Executive Member, Mumbai
8. Dr. Asha Bajpai, Member, Mumbai
9. Dr. Ved Kumari, Member, Delhi
10. Ms. Indira Jaising, Member, Delhi
11. Prof. Susheela Kaushik, Member, Delhi
12. Prof. Lalitha Sreenath, Member, Manipal
13. Dr. Shalu Nigam, Member, Delhi
14. Prof. Amita Dhanda, Member, Hyderabad
15. Ms. Anjali Dave, Member, Mumbai
16. Dr. Gangotri Chakarborty, Member, Kolkata
17. Dr. Jaya Sagade, Member, Pune
18. Ms Nidhi Buch, Member, Gandhinagar
19. Dr. Kanchan Mathur, Member, Jaipur
20. Ms. Vaigai, Member, Chennai

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Website: <http://www.wcl.american.edu/gender/wilp/gala/website/index.cfm>



### 3. About the Resource Persons

#### **Prof. Ved Kumari.**

Dr. Ved Kumari is Professor of Law in Faculty of Law, University of Delhi, India where she joined as lecturer in 1985. She did her LL. M. (1981) and Ph. D. on the JUVENILE JUSTICE SYSTEM IN INDIA (1994) from the same university. She taught in the Faculty of Law in the University of Jammu from 1983-1985. She was a Fulbright Fellow in Vanderbilt University, USA, in 1997. She was also a Commonwealth Fellow in Warwick University in the UK in 1998. Professor Ved Kumari's areas of interest are juvenile justice, criminal law, gender discrimination, and clinical education. Her books, articles and research papers have been internationally acclaimed. She has conducted many training programmes in national and international forums, including "Justice in Evaluation of Students", workshop offered with Professors Martine Geer, Margaret Barry and Catherine Klein during 3<sup>rd</sup> World Conference of Global Alliance for Justice Education (GAJE) in Krakow, Poland in 2004; "Teaching Ethics" workshop by Catherine Klein, Fryderyk Zoll, and Leah Wortham during 2<sup>nd</sup> World Conference of GAJE in 2001 in Durban, South Africa; "Teaching Methods" in the Regional Legal Education Roundtable in 2001 by Unites States Education Foundation of India in conjunction with ILS Law College, Pune, India. Report of the last teachers' training conducted by her in collaboration with her colleagues BUILDING CAPACITIES: LEARNING FROM EACH OTHER has been published by USEFI <http://www.fulbright-india.org/publications/pub-general.htm> in 2006. She is also the author of TREATISE ON THE JUVENILE JUSTICE ACT 1986 (Indian Law Institute, 1993) and JUVENILE JUSTICE SYSTEM: FROM WELFARE TO RIGHTS (Oxford University Press, 2004) and has edited with Susan Brooks CREATIVE CHILD ADVOCACY: INTERNATIONAL PERSPECTIVES (Sage, 2004)

#### **Prof. Amita Dhanda**

Dr Amita Dhanda is Professor at National Academy of Legal Studies and Research, Hyderabad since 1999 where she teaches courses on poverty law, administrative law, feminist jurisprudence, judicial process, law and psychology and justice education. Dr Dhanda has been actively innovating to feminise the teaching curriculum and teaching methodology as part of her pedagogic endeavour. She has a special interest in exploring examinations as a site for engendering education. She has along with Dr. Archana Parashar edited a collection of essays entitled ENGENDERING LAW ESSAYS IN HONOUR OF LOTIKA SARKAR (Eastern Book Company 1999) as an effort to produce literature that will assist the process of feminising legal education. A further attempt

in the same direction is collection of essays REDEFINING FAMILY LAW (Routledge, forthcoming) which she is again co-editing with Dr. Archana Parashar.

She joined NALSAR after a fifteen year stint on the research faculty of the Indian Law Institute New Delhi. Dr. Dhanda has written extensively on mental health and disability issues and her book “Legal Order and Mental Disorder”(Sage Publications 2000) is a pioneering effort in the field of mental health law. The Supreme Court of India, the National Human Rights Commission and Ministry of Social Justice And Empowerment have drawn upon her expertise to evaluate the ground level situation of persons with disability and to design appropriate laws and policy. Dr Dhanda is presently actively engaged along with the disability community in negotiating a UN Convention on Disability Rights.

#### **Prof. Kamala Sankaran**

Dr. Kamala Sankaran is Research Professor at the Indian Law Institute, New Delhi. She has done her B.A. (Hons.) (Economics), LL.B., LL.M., and Ph.D. from the University of Delhi. She has taught for several years at the Faculty of Law, University of Delhi and the Faculty of Law, Jamia Millia Islamia. She has received a Fulbright Post Doctoral Fellowship and been Visiting Scholar at the Georgetown University Law Center, Georgetown University, Washington DC. Her areas of interest include international labour standards, constitutional law, and gender and the law, and she has published in journals in India and abroad. Dr Sankaran is a contributor to the Halsbury's Laws of India. She has been Director of a Workshop on Legal Education and Access to Justice organized by the Campus Law Centre, Delhi University and the United States Educational Foundation of India in 2002, been Coordinator of the Workshop Theme on Engendering Legal Education for the Indian Association of Women's Studies Conference in 2005, and as Convenor of the revised B.A. (Pass) Programme Application Course on Legal Literacy introduced in undergraduate colleges of Delhi University, is involved in preparation of training materials and TOT workshops. Professor Sankaran is Secretary, Gender and Law Association.

#### **Dr. Vasanthi Nimushakavi**

Dr. Vasanthi Nimushakavi works as associate professor of law at NALSAR University of Law, Hyderabad where she joined as a lecturer in 2000. Her areas of specialisation have been constitutional law having worked on secularism in the Indian Constitution for her LLM Dissertation and on Environmental Jurisprudence for her

PhD, both from Osmania University. She is currently teaching labour law courses along with courses on Clinical Legal Education and Legal Ethics along with postgraduate programmes in environmental law. Macmillan India has recently published her book on environmental jurisprudence in India. She has an interest in disability rights and gender along with concerns of other marginalized groups like labour. She has organised a panel on Renegotiating Labour Right at the Critical Legal Conference held in NALSAR, Hyderabad in September 2006.

**Ms. Ruchira Goswami**

Ms. Ruchira Goswami is Lecturer in Sociology at the National University of Juridical Sciences, Kolkata. She also offers courses in Human Rights Law and Gender and Law. Graduated in Sociology from Presidency College, Kolkata and completed post graduation from Calcutta University. She did her M.Sc in Human Rights from London School of Economics on a British Chevening Scholarship. Served as a Visiting Lecturer in International Development Studies, International Summer School, University of Oslo. Also teaches in M.Phil and Refresher courses in Women's Studies, Jadavpur University, Kolkata and served as guest lecturer in Sociology in Department of Engineering, Jadavpur University and Presidency College, Kolkata.

Ms. Goswami's areas of interest are Feminist Theories, Women's Movements, Gender and Law, Sociology of Crime. She has given talks in governmental and non-governmental organizations in the related areas. She is a member of *Nari Nirjatan Pratirodh Mancha*- an activist organization based in Kolkata working on rights of women and *Maitree*- a network of women activists and organizations in West Bengal. She is currently working on mainstreaming feminist jurisprudence in legal education as a member of Gender and Law Initiative (GALA).



### 3. Acknowledgements

We take this opportunity to express our deepest sense of gratitude to the *National Commission for Women* which provided the necessary funds without which it would have been impossible to hold this workshop. It is our privilege and pleasure to thank *Prof. Nomita Aggarwal*, Dean, Law Faculty, Delhi University and GALA member for co-hosting this workshop and providing us with all the logistic support in its organisation.

We put on record our gratefulness to *Center for Reproductive Rights* (New York), the *United States Education Foundation of India* (USEFI), *Partners in Development* (PLD) and *Lawyers Collective* for gifting their publications for distribution to the participants. We are also greatly thankful to the *British Council* for hosting the GALA dinner and for presenting British Council books and other materials to the participants and the special invitees. Our special thanks are due to the **Special Invitees** who very graciously agreed to lead discussions during the dinner. It is a matter of great pleasure for us that participants reposed trust in us and have come for this workshop from all over and we appreciate that their host institutions understood the importance of this teachers' training workshop and nominated them.

We express our thanks to *Mr. S. Malik* and *Mr. Manohar Lal* of Faculty of Law, Delhi University for efficient office support in the organisation of this workshop. Last but not the least we acknowledge with warmth the encouragement provided to us by all the GALA members, specially *Ms. Kamal Singh*, British Council who gave us many ideas and participated in its conceptualisation throughout the planning process and supported us in various ways and *Dr. Poonam Dass*, lecturer, Law Centre-I, Delhi University who worked very diligently to make this workshop a success.

**Ved Kumari**  
Workshop Director &  
Professor of Law,  
University of Delhi

**Amita Dhanda**  
Professor of Law,  
NALSAR University of  
Law, Hyderabad

**Kamala Sankaran**  
Professor of Law,  
Indian Law Institute, Delhi

**Kanchan Mathur**  
Professor, Institute of  
Development Studies,  
Jaipur

**Vasanthi Nimushakvi**  
Associate Professor,  
NALSAR University of  
Law, Hyderabad

**Ruchira Goswami**  
Lecturer, West Bengal  
National University of  
Juridical Science, Calcutta



## **4. Report of the Workshop**

### **a. Introduction**

The Faculty of Law, University of Delhi in collaboration with Gender and Law Association (GALA) held the three day Teachers' Training Workshop on Mainstreaming Gender in Legal Education for the Northern Region on 26-28 January 2007 at University Centre, University of Delhi, Delhi. It was a resounding success with 21 participants joining the workshop. The workshop was conducted by Professor Ved Kumari from Delhi University as Workshop Director along with Professor Amita Dhanda from NALSAR University of Law, Hyderabad, Professor Kamala Sankaran from Indian Law Institute, Delhi, Dr. Vasanthi Nimushakavi from NALSAR University of Law, Hyderabad and Ms. Ruchira Goswami from National University of Juridical Science, Kolkata.

### **Objectives and Methodology of the Workshop**

This workshop had primarily two objectives. The first was to generate awareness of various gender issues in the whole range of law courses from personal laws and criminal law - traditionally accepted as sites for gender discriminations, to courses like taxation and jurisprudence, thought to be gender neutral, among law teachers. The second objective was to promote the democratic ideals of equality and respect for difference by choosing such teaching methods as promote these ideals. It is our belief that students learn as much from what we say as from what we do in the classroom. Hence it is of utmost importance that the teaching methods and our classroom atmosphere promote these values. This training workshop aimed to enable the teachers to teach in a way that promoted what we preached by changing the top-down approach of a lecture method to sharing and experiential learning methods having a student centred active learning approach.

The workshop was designed to demonstrate feminist teaching methodology creating an environment of trust, collaboration, engagement and empowerment and active learning by students. The workshop aimed at actively involving all participants in learning how to plan and deliver classes, formulate courses, frame questions papers and evaluate student performance by actually doing these tasks during the period of

the workshop. The participants were also given a collection of reading materials and a CD-Rom containing the basic resource materials that would be useful in understanding the basic concepts and approaches in mainstreaming gender in legal education. A copy of these materials and the CD has been submitted with this report also.

The invitations for the workshop were sent to as many as 57 northern Universities and law colleges. We sought nomination of two teachers from each institution so that they may work as a team in their institutions after their return from the workshop. We received quick response from 20 Universities and Colleges. Many nominations were not accepted once the desired number of participants had registered and confirmed their participation in the workshop. This enthusiastic response clearly indicated the tremendous need felt by teachers to improve and integrate new teaching methods, technologies and best practices in their professional life.

Unfortunately, some registered participants did not come despite having confirmed their arrival details. It was felt that in future some registration fee or security amount should be charged from the nominating institutions or the nominated teachers to ensure better accountability. In view of the last minute drop outs we opened participation to local teachers desirous of attending the workshop but who were refused registration earlier in view of our norm of two teachers from each institution. We also accepted the request of LL.M. / M.C.L. students of Faculty of Law, University of Delhi who had been seeking this training wanting to be teachers in near future. Full list of the participants with their addresses is given in **Annexure 4**. The workshop was attended by 13 outstation and 8 local participants. These included 8 men and 13 women. It was heartening to note that a substantial number of male participants attended the workshop. It was even more encouraging that they too participated in the workshop fully and were equally keen to acquire more in depth knowledge of gender issues. We are happy to know that we were able to clarify many misconceptions on gender stereotyping during this workshop. The medium of the workshop was English and it was noticed that some participants, while they understood English well, were hesitant to speak in English and felt shy to take the lead during class presentation. Special efforts were taken to encourage them to participate fully and do so by motivating them to speak in Hindi.

## **b. Report**

The workshop began with a welcome and introduction of the workshop scheme and methodology by Professor Ved Kumari in the morning. It had overall nine working sessions and one formal 'Dinner with a Difference'. It ended on the third day evening with the winding up session. The detailed programme of the workshop is given in **Annexure 3**.

### **DAY 1**

#### **Session 1: Getting to know each other**

The first session was focused on knowing each other and to brainstorm on issues surrounding gender. It began with an icebreaker exercise led by Prof. Amita Dhanda. The participants first got introduced to each other in groups of two and then introduced their partner to the rest of the group of six participants. The introductions brought out information relating to their names, institutions, years of teaching/research; areas of specialised teaching/ research; their involvement with gender discourse if any, and what did they expect to get from this workshop. This was followed by a brainstorm round on these two questions: (i) what is the role of a teacher and (ii) what is their non-delegable function? The participants concluded that the teachers' role was to facilitate students' learning and they cannot delegate this responsibility to anyone else. They must ensure the quality of learning by the students by adopting various means including lectures, project work, assignments, inviting experts, group exercises, etc.

The object of the session was to break ice, set the tone for the workshop by introducing participatory and collaborative methodology better suited to promote the values of equality, respect for difference. The physical setting of small groups in circles ensured that nobody was perceived as the head and it promoted a friendly, personal and egalitarian atmosphere.

This was followed by a brainstorm on male female traits and who is a worker and a good worker leading to a lecture on basic concepts of gender, sex, masculinity, transgender, third sex, private-public dichotomy, sameness difference debate, patriarchy and paternalistic approach by Ms. Ruchira Goswami. The session ended with another short lecture on feminism and feminist movement by Prof. Kamala

Sankaran. The participants were asked to take notes of the lectures to be handed over to the resource persons for use in Session 4 as anonymous feedback to analyse the efficacy of lecture method and to be returned thereafter.

The methodology adopted in the session resulted in friendly and participatory atmosphere, highlighting the importance of hearing others and understanding of basic concepts used in gender discourse and their historical background.

### **Session 2: What Do We Teach and Why?**

Dr. Vasanthi Nimushakavi and Ms. Ruchira Goswami facilitated brainstorming by the participants on the following questions: Why do we teach law? Should teachers of law engage with questions of social justice? If so, is gender /powerlessness of some groups of people, e.g., dalits, on the agenda? Why do we need to engender legal education? What are the most apt ways of promoting democratic and egalitarian values? Professor Amita Dhanda thereafter gave text of a case to the participants to read and discuss in groups of six as to what in their opinion needed to be taught about that case to the students. The discussion brought out the various ways in which the same text could be read and taught and the ways in which it could be used to generate sensitivity to the issues of access to justice by majority of the powerless people in India.

### **Session 3: Engendering Teaching Courses**

In the post lunch session 3, the participants divided themselves in five subject groups: Criminal and Family Law led by Prof. Ved Kumari, Constitution and Legal System led by Prof. Kamala Sankaran, Administrative Law and Interpretation of Statute led by Prof. Amita Dhanda, Labour Law and Environmental Law led by Dr. Vasanthi Nimushakavi, Feminist Jurisprudence and Human Rights led by Ms. Ruchira Goswami. The group members to share information regarding any gender / justice concerns they raise in their own courses in the classroom; followed by sharing by the resource persons about their own courses in the light of the discussion preceding. The session was concluded by a presentation by Prof. Ved Kumari on how to start thinking what to include in a course and what to exclude by focusing on what do we want our students to do with the knowledge we give them and by incorporating the course objectives and outcomes, course content, skills to be taught to the students, choice of method for teaching.

#### **Session 4: Teaching Methodology:**

Prof. Ved Kumari in this session talked about the adult learning theory that requires use of more participatory methods of teaching for better learning outcome for adult learners. She focused the range of alternate teaching methods, choice of methods and on how to plan a class.

This session ended with detailed instructions about the group work for the evening and division of participants for each group.

**Entertainment:** As the participants were quite exhausted by the evening having travelled the previous night and still had a post-dinner session planning a class for the next day, it was decided to unwind with songs and light entertainment for a while. Ms. Ruchira Goswami's song about peasants' uprising sung in her clear and melodious voice was very well appreciated. All participants joined her heartily with clapping. Prof. M.P. Singh, Vice-Chancellor, National University of Juridical Studies joined the participants for dinner at the University Guest House.

#### **Post-Dinner Session 5: Planning to teach a class**

The participants under the guidance of a resource person for each group worked in four small groups to prepare a class to be delivered the next day. The following tasks were given to the participants for this session:

- a. Pick an appropriate topic for introducing gender discrimination aspect in a course in the conception or operationalisation or administration of law
- b. Identify the stage in the course when this topic may be taught without much opposition from the students
- c. Spell out the aim/s of the class
- d. Choose the teaching method and tools appropriate for teaching the class
- e. Write down the expected skills, abilities and competencies the students would have learnt at the end of the class?
- f. Prepare the class plan with aims and learning outcome for the class that a member from the group will teach others the next day
- g. Prepare for the actual delivery of the class next day

## **DAY 2**

### **Session 6: Demonstrations and Feedback**

The four groups chose to present classes on contemporary topics including Property Rights of Hindu Women in view of the recent amendments in the Hindu Succession Act giving coparcenary rights to women; Distinction between the criminal remedy under S. 498-A of the IPC and the civil remedy under the Protection of Women against Domestic Violence Act 2005 in case of cruelty to married women; Right to Equality under Article 14 of the Constitution of India; Jurisprudential analyses of the flaws in the laws from the perspective of rights of women.

It was heartening to see that the participants adopted different teaching methods including role plays, brainstorming, group discussion, problem method, in addition to short lectures to conduct their classes. Effort was made by each group to ensure that each member of the group had a role to play in the class promoting collegiality without feeling challenged by the presence of other colleagues in their class. Each group also used the new range of teaching aids including power point presentation and flip chart to make their classes more effectively. Prof. Ved Kumari and Prof. Amita Dhanda gave constructive feedback on the presentation made by each participant highlighting the aspects that were good and pointing out what could have been done differently or better. The class presentation session ended with a short lecture on the importance and the way of giving a constructive feedback to our students also in the manner to encourage them to improve their output.

These presentations were followed by a lecture by Ruchira Goswami on the feminist methodologies and comparative pedagogical advantages of various teaching methods. She used the notes from session one to reflect on the lecture method and discussed the following points – Did the student learn what the teacher taught? How much did the students learn? Was it the same for all? Whether everybody comprehended equally? How do the teachers know what the students have learnt? What are the non-verbal messages in a lecture method? What are its advantages and disadvantages?

The participants were given the task of reading and evaluating the Essay given in the reading materials for the purposes of the session on evaluation the next day.

## **GALA DINNER - A Dinner With a Difference**

The most celebrated occasion to meet with colleagues from Delhi Law Faculty and others in Delhi concerned with similar issues was the GALA dinner with a Difference. The dinner was hosted by British Council at The Metropolitan, Hotel Nikko at New Delhi. Prof. Ved Kumari welcomed the guests and thanked Mr. Dangerfield, Deputy Director, British Council for hosting the dinner and introduced GALA, the Workshop and the scheme and themes of the Dinner. Mr. Dangerfield welcomed the guests and highlighted the various ways in which British Council has been involved in promoting gender sensitisation programmes over the years. Prof. Upendra Baxi, was the chief guest at the dinner and analysed the theme of the workshop in his address to the gathering. The dinner started with introductions around the table and initiation of discussion on the theme by the special invitees. Following were the themes and special invitees for each table:

1. Disability – Ms. Radhika Alkazi, Ms. Deepa Jain, Mr. Javed Abidi
2. Politics and lobbying – Dr. Kumud Sharma, Dr. Indu Agnihotri
3. Lawyering and Judging – Justice Manju Goel, Justice Gita Mittal
4. Caste - Uma Chakravarti, Sudha Pai
5. Print and other media- Ms. Omita Goyal, Ms. Pamela Philipose
6. Education and sports- Prof. Jane Schukoske, Prof. U. Baxi
7. Access to Justice – Ms. Madhu Mehra
8. Employment – Ms. Jeemol Unni, Ms. Ratna Sudarshan
9. Literature and Performing Arts - Sharon Lowen

Dinner discussions ended with brief presentations by a participant from each time pointing out a couple of points from the discussion on each table. The dinner ended with a vote of thanks proposed by Prof. Kamala Sankaran, Secretary GALA.

## **DAY 3**

### **Session 7: Framing question paper**

Professor Amita Dhanda highlighted the need to identify the skills, abilities,

competencies that are to be tested in an examination. She ably demonstrated how different kinds of questions help test different skills and abilities by imaginatively using the GALA Dinner with a Difference as the site for learning and examination. Her presentation also highlighted the various ways by which examination may be converted into a learning opportunity.

### **Session 8: Evaluating performance of students**

Dr. Vasanthi Nimushakavi used the pyramid method to build the list of criteria for evaluation. Each participant was asked to share the grades they had given to the essay with their neighbour and discuss within groups the criteria used and the weight given to each criterion. Then they were asked to try and arrive at a common grade for each group. Similar analysis was done about the grades given by them to the presentations made by the resource persons in the first session to identify the different skills and abilities that were being examined in a written piece and an oral presentation. It was found that the teachers were unable to arrive at common grades despite discussion and agreement on the criteria to be used. The difference sometimes arose due to difference in the weight given to the criteria but also because of difference in teachers' understanding of the extent to which a particular criterion was fulfilled. The session ended with a discussion led by Prof. Ved Kumari on the relationship between the criteria and teaching goals. In order to be fair to the students, teachers should clearly identify the teaching goals and the criteria on which the students will be evaluated. It is essential to do so to create an environment of trust and fairness in view of ideological bias that play a part in evaluation. The teachers must find ways and means for creating a balance between teachers' autonomy and homogeneity in the marking pattern among different examiners as the marks given by the teachers has a great impact on the students' future.

### **Session 9: Reading and Research**

Prof. Kamala Sankaran began this session by sharing her findings on the range of topics on which scholars had written in the Journal of Indian Law Institute to highlight how issues of gender and powerlessness take a back seat. She then took the participants step by step on the kinds of research, how to identify a research topic, identification of research questions on a given topic, the range of legal and non-legal materials that may be needed to be looked at, ways to find such materials on each

question. She ended by highlighting the things that must be avoided, e.g., plagiarism, and taken care of, e.g., citations.

On the request of the participants, two presentations were made on the way gender analyses was integrated in the teaching of the Criminal Law course by Prof. Ved Kumari and in teaching Labour Law by Dr. Vasanthi Nimushakavi.

### **Session 10: Winding Up**

It was felt necessary to have a formal winding up with sharing of thoughts about what was the one thing that each participant was taking back from this workshop and in what way they would be able to use the experience and knowledge from this workshop. Each participant was asked to fill up the evaluation form seeking this and more detailed feedback from the participants for improvements for future workshops. Their detailed feedback has been given in **Annexure 1** of this report. The participants departed with a promise to keep in touch with each other and showed a keen interest in returning after a year to share their experiences after the workshop.

### **c. Outcome of the Workshop**

The workshop was very well received by the participants who praised both the content and the methodology of the workshop, requested for repeat of such workshop for many more teachers in their own areas as well as a reunion of all the participants after a year to appraise what they were able to accomplish with what they learnt during the workshop. We got very constructive suggestions for providing access to library during the workshop for better preparation for presenting the class on Day 2 of the workshop. Many felt that the workshop was very packed and that we should extend it to four or five days. In sum, most felt that the workshop provided them with lot more than they expected to receive from the workshop. There responses are given in a tabulated form in **Annexure 1** at the end of this report.

It was expected that the proposed training would improve various skills of teachers for better and gendered learning by the students. The teachers would discover many skills to enhance student learning, e.g., range of teaching methods, formulation of new courses and revision of courses, issues relating to framing of question paper and just evaluation, etc. The responses of the participants to the question of how they

have used their learning from the workshop asked after a month of the workshop are evidence that these expectations have been fulfilled (Please see, **Annexure 2**).

This pilot workshop conceived to generate awareness of gender issues in teaching all courses proved to be a very rewarding experience for the resource persons also not only because the participants were happy with what was offered but also because the resource persons learnt so much from each other as well as from the participants. Participants chose to deliver classes on areas of contemporary interest and all learnt the new dimensions in those areas. Prof. Amita Dhanda did a beautiful session on paper setting bringing out clearly how the manner of formulating a question brought out different responses. Prof. Kamala Sankaran hit the bull's eye in her session on Research by asking the participants to frame the research questions and then bringing out the difference between chapterisation and framing a research question. Ms. Ruchira Goswami very effectively brought out the pluses and minuses of lecture method and the rationale and need for supplementing it with other methods. The tension between autonomy of teachers and the resultant variations in marks given in assessment of students affecting their future was highlighted in the session on evaluation conducted by Dr. Vasanthi Nimushakavi and Prof. Ved Kumari. The workshop was very energising for everybody while being very demanding and gruelling and needed lot of out of session and day-end discussion and planning for its success.

The GALA Dinner with a Difference was a great accomplishment and appreciated by all. This interdisciplinary dinner provided an opportunity to law teachers to interact with specialists from a range of disciplines and professions enhancing the understanding of gender issues of the participants in various fields within a short span of time. The participants were very glad to have met the special invitees and felt enriched by their lived experiences. It was a great success going by the feedback that has been received from the participants and the special invitees. Many participants have listed the event as one of the two things that must be repeated in subsequent workshops. The special invitees provided interesting points to ponder, opening new vistas of thoughts.

All the participants were given reading materials compiled specifically for this workshop. In addition, the Lawyers' Collective gifted them the issue with GALA essay, USEFI provided them with the Report of BUILDING CAPACITIES: LEARNING

FROM EACH OTHER workshop (2006), Partners for Law in Development presented to us their Report CEDAW: RESTORING RIGHTS TO WOMEN”, and the Center for Reproductive Rights, New York also gave their Report LITIGATING REPRODUCTIVE RIGHTS for presenting to the participants. British Council, in addition to hosting the well appreciated GALA Dinner with a Difference, presented to the participants, resource persons and the special invitees fabulous leather bags as gift along with some flyers and posters on judgements from the Supreme Court relating to gender justice and some more materials including a CD on teaching Gender Justice specially for the resource persons and special invitees. We are really overwhelmed with the support we received from various quarters and most of it came even without asking. A CD consisting of some more materials in e-form, the power-point presentations used during the workshop and some photos was also given to the participants. Video recording of the participants’ presentations and some snippets from other sessions after conversion to a CD format are being sent to each participant so that they can have a look at themselves in the light of the feedback given on their performance during the workshop.

Prof. M.P. Singh, Vice Chancellor, National University of Juridical Science, Kolkata came for the dinner on 26th January and publicly asked GALA to hold the next workshop in NUJS at the earliest and suggested that Ms. Ruchira Goswami from NUJS take the necessary follow up action.

The workshop closed on a high note of confidence and assurance that the energy generated in this workshop will take GALA to the next workshop with even more enthusiasm and spirit of learning, co-operation and team work. Emails received from the participants since the workshop have reassured us that the Workshop was a success as the participants have noted and shared the change that it has brought in the way they have been thinking about law and teaching it in their classrooms.

The workshop has generated synergy among other GALA members encouraging them to move proposals for repeating the workshop in their respective institutions. Ms. Sanobar Kishwaar from K C Law College is collaborating with Dr. Asha Bajpai and Dr. Anjali Dave from TISS, Mumbai for moving the proposal for another similar Workshop for the Western Region. Ms. Ruchira Goswami, one of the resource persons for the current workshop is preparing the proposal for holding one at NUJS, West Bengal for the Eastern Region. Dr. Elizabeth V.S., Associate Professor,

National Law School of India University, Bangalore has shown interest to take necessary action for moving the proposal for holding similar workshop in the southern region. We plan to culminate this project with a National Workshop bringing back all the participants of the regional workshop to share their experience and expertise in the skills and abilities they acquired in these workshops by involving them in the training of many more participants from all over the country. We do hope that the National Commission for Women will continue to support this GALA initiative carried in collaboration with Faculty of Law University of Delhi for this first workshop in future also.

# Appendix



## Annexure 1

### Participants' Evaluation of the Workshop

1.	<b>How would you rate this workshop overall over a scale of 1-7 when one is the lowest grade and seven is the highest?</b>							
	No Answer	1	2	3	4	5	6	7
	*					*****	***** ****	*
2	<b>To what extent this workshop has succeeded in enabling structured discussion on issues relating to:</b>							
		1	2	3	4	5	6	7
	i. inducting gender in course curriculum			*	**	***** **	*****	***
	ii. learning new teaching techniques					*****	***** *	***** **
	iii. democratic functioning			*	**	*****	*****	***** *
	iv. learning team work			*	**	*****	*****	***** **
3	<b>To what extent this workshop has helped in enhancing your teaching skills:</b>							
		1	2	3	4	5	6	7
	i. in student centred teaching **				*	*****	***** ***	
	ii. in use of different teaching methods and tools				**	*****	***** *	***** *
	iii. In formulating question papers		*		*** **	*****	***** *	*
	iv. of evaluation		*	*	***	***** **	*****	*
4	<b>To what extent this workshop has been</b>							
		1	2	3	4	5	6	7
	i. Participatory				**	**	*****	***** ***** *
	ii. Collaborative			*	*	***	***** *	***** **
	iii. Learning by doing				*	*****	*****	*****

							**
	iv. Using Multiple teaching methods			*	***	*****	***** *****
	v. Using Multiple teaching tools and visual aids				***	***** *	***** *****
	vi. Reflective			*	***** **	*****	*****

**5. If we are to conduct a similar workshop again, what in your opinion are**

**i. Any two things that we should do again?**

1. (a) Invite people from different walks of life to share their views.  
(b) Give the participants an opportunity to express their view points.
2. (a) Inductive multiple teaching methods  
(b) Calling more eminent and well versed speaker like this.  
(c) Time management as it was excellent.
3. (a) Good interactive sessions  
(b) Sticking to the planned schedule
4. It is my earnest hope that (GALA) will be organising such programme in future.
5. (a) Insist on role play  
(b) interaction with reputed personalities (preferably over dinner)
6. (a) Group exercises  
(b) Dinner with a difference
7. (a) Use of multiple teaching techniques  
(b) Exposure – every individual role play and evaluation of self after presentation and remarks.
8. (a) Involve more newcomers and future teachers.  
(b) Involve some male organisers too.
9. (a) Lecture delivering  
(b) Group discussion
10. (a) Learning team work  
(b) Learning new techniques and tools of teaching
11. (a) Group presentations  
(b) Group discussion cutting across disciplines (with or without dinner) to show the lived experiences.
12. (a) Invite people from across the states in India.  
(b) Retain the element of collaboration.
13. (a) Paper setting, (b) Evaluation (c) Theme dinner (d) Conduct follow up workshops.

14. (a) GALA dinner
  - (b) Interactive session with experts at the dinner
15. (a) Presentation
  - (b) Dinner with a difference
16. (a) Group discussion
  - (b) Open discussion
17. (a) Teaching method
  - (b) Table discussion
18. (a) If possible, expand the time limits of various sessions
  - (b) Students should also be included in the workshop as participants
19. (a) Delivering of class lecture by the participants
  - (b) GALA dinner
20. (a) Co-operative teaching assignment
  - (b) Research Methodology
21. (a) Group activities
  - (b) Teaching a class

**ii. Any two things that we should not do?**

1. The programme was squeezed within a period of three days only. I think that it should be stretched over a period of a week's time.
2. Overall it has been a positive result oriented effort but participation of each participant should be there for each task.
3. (a) Do not give topic like "Aims of law teaching to a person who is not having a legal background.
  - (b) Some of the resource persons were not performing as per their own teaching even.
4. To limit the tenure of training programme, i.e., timing (day to day) from 9 am to 5 pm
5. (a) The schedule is tight and should be more relaxed.
  - (b) Overnight preparation can be stressful and therefore it must be accommodated during the day.
6. Give time for group exercise – proper scheduling and not the very first day (because of infrastructure problems and building familiarity)
7. (a) Serving too much tea frequently
  - (b) Giving little time for discussion.
8. Should not confine the workshop in the four walls of the campus for everyday lecture.
9. xxxxxxxxx

10. (a) Presentation without source materials
  - (b) Sufficient time must be given for preparation.
11. (a) Taking up as many themes on the dinner table in DWAD. It can be minimised to 4 or 5 but emphasis on the discussion of the issues that arouse rather than confining the issues to 2
  - (b) Repetition of 'Research' may be avoided.
12. Pack too much into the workshop module – it should be spread evenly over at least 5 days. The idea should not be to burn out the participants but create an enjoyable relaxed learning environment.
13. Workshop should not be non-residential.
14. Homework
15. Homework should not be given.
16. Time duration management important but only work discussion is not interesting, so more new presentation or techniques use, like use movie or play.
17. No comments
18. (a) avoid extremes in our discussions
  - (b) The negatives of the point / theme of discussion should be taken note of.
19. (a) Not make the workshop too tiring.
  - (b) not be too demanding.
20. Any further exercise after 5 p.m.
21. (a) Working hours should be reduced e.g., 9 am to 4 pm is sufficient.
  - (b) Schedule should not include National Holiday like Republic Day.

**iii. Any two things that we should include?**

1. (a) Include more cultural activities also.
  - (b) Include visiting libraries or places of academic interest.
2. (a) Dinner session should have concluded by suggesting a regulatory framework especially upon sensitive issues like caste, disability and access to justice.
  - (b) xxxxx
3. (a) More resource persons.
  - (b) All resource persons should be richly experienced.
4. More resource persons
5. (a) Insist on prior reading of certain materials that could further help deliberations
  - (b) Presentation by participants of any prior work that they have rendered.
6. (a) Different and specific themes within gender justice scope
  - (b) A session for interpersonal research interests / ideas exchange.
7. (a) More individual participants involvement through presentation
  - (b) How to implement the techniques when infrastructure is deficient of tools and

equipments we learn here.

8. In present workshop focus was more or less on substantive laws. There is urgent need to sensitize procedural law through feminist perspective. In other words focus on procedural law provision should be included.

9. (a) Gender related issues in particular

(b) Empirical studies regarding women's problem.

10. Library facility

11. Include on-hand experience in the form of inviting those people who have faced gender discrimination but overcome through struggle. It may even be substituted by video documentary if available.

12. (a) Include some time to just unwind and chat every day (i.e., each day of the workshop)

(b) Invite (more) students to participate from all those regions that are represented by the teachers.

13. Some inputs on supervising research / Project work of students.

14. (a) One session should be dedicated to a collective outing.

(b) Show us the video of your previous workshops.

(c) Provide material for the said lecture

15. (a) Should include various other discipline as well

(b) Should have a cultural activity as well.

16. (a) Participation of students (final year) –increase (voice of students)

(b) Concluding and recommending the results and the next works to determine

17. (a) Expert lecture

(b) Lecture on full topic by one participant group

18. The next workshop should have a broader perspective in the sense that participants from other fields may also be invited.

19. (a) Make participants more comfortable

(b) A short sight seeing

20. (a) More material

(b) Add different and more themes and area.

21. (a) Some pre-workshop homework from own place of participant should be given for presentation

(b) Access to library or some relevant material should be made available.

**iv.**

**Any two things that we should do differently?**

1. (a) Cultural activities.

**(b) Dinner at a less expensive place.**

a. How adult students learn – recognising difference among students

- b. Critical legal theor
2. The same – conducting dinner session in a suggestive form
3. (a) Make the timing 10 am – 4 pm
  - (b) Widen the scope of ‘Gender’ from ‘woman’ to ‘man and woman’
4. To participate NGOs in your workshop
5. Research and its ways require an exhaustive session. Therefore teaching and evaluation method must be placed distinctly.
6. Research techniques should be prior to planning a class.
7. (a) Involvement of delegates in some programme undertaken by GALA
  - (b) Giving opportunity and helping the delegates to arrange such a workshop to their respective places.
8. xxxx
9. We should not confine ourselves to only problems and issues exposed by media or judicial pronouncements. We must survey and interview women in remote area of our country so that we can be aware of the problem which the women are facing and by this way only we could be able to think and include it in feminist jurisprudence.
10. xxxxxxxxxx
11. It is easier to include ‘gender sensitisation’ perspective in teaching subjects like family law, Human Rights, Criminal Law, etc., but it is difficult to do so in subjects like Law of Carriage, Taxation, etc. So I think we should innovate idea on how to integrate in teaching such subjects.
12. (a) Same as said in (ii)
  - (b) Elaborate more on the feedback per participant
13. Duration of the workshop should be increased
14. xxxxx
15. Should also have asked the participants to be the part of the delivery of lectures / meaning helping the resource person to have more friendly environment.
16. (a) More interesting and specified synopsis
  - (b) Try to cover more different people from different organisations.
17. (a) The manner of assessment should be conclusive
  - (b) One examination paper should be chalked.
18. xxxxxxxx
19. (a) keep the class lecture for the participants on the last day.
  - (b) Provide material for the said lecture
20. (a) Every group should be given the same set of mode of teaching assignment
21. (a) Resource persons should concentrate on particular problems in their presentations.

**6. To what extent were your expectations fulfilled in this workshop?**

1. Considerably
2. The objective for coming to this workshop was justified with icing by inculcating gender sensitivity towards law subjects. For example, feminist and dalit jurisprudence were good options to know.
3. xxxx
4. I have learnt a lot as a trainee.
5. Beyond expectation.
6. 70-80%
7. To a great extent I feel satisfied.
8. Overall workshop was so organised, I don't think that I need to join it again. Definitely such workshop will be fruitful for future teachers.
9. Maximum extent
10. 80% expectation has been fulfilled by this workshop.
11. To a fair extent.
12. The workshop transcends my expectations clearly. I would rate it 9/10 for reasons that cannot be summarised.
13. 70% of the expectations fulfilled. Perhaps a longer workshop would have contributed much more.
14. I think when I decided to come here, I did not expect as much. Hence, it has more than fulfilled my expectation and rather exceeded them.
15. It was a wonderful workshop and was beyond my expectations. Serious matter has been injected in a light mode.
16. Created an interest in working in feminist field and teaching experience I got.
17. To know the different technique of teaching methodology and interaction with the different people.
18. To a great extent
19. Yes to the fullest extent
20. Up to great extent
21. Full

**7. What is the one thing that you would take back from this workshop?**

1. An entire different perspective of looking at the things particularly things relating to law.
2. Teaching skills especially from Amita Dhanda mam and teaching methods.
3. xxxx
4. I am going back to Allahabad with fervent hope that the knowledge gained here will be imparted fully and faithfully to my students there.

5. To have found a group who think alike in the way law needs to be studied.
6. Exploring the possibility of including gender issues in areas not taken up.
7. Nothing.
8. A lot of inspiration.
9. Team work and commitment to gender issues.
10. xxxxxxxxxxxx
11. The art of lecturing which I have picked up from different presenters. The experience of interaction with the lived experiences of special invitees in the DWAD. The art of framing question paper which has been beautifully dealt with my Ms. Dhanda.
12. The reality that gender sensitisation or introducing gender in whatever subject / discipline is possible – it (the workshop) has opened a whole new range of thoughts for me.
13. Inputs on teaching methods and paper setting.
14. New teaching methods
15. Passionate enough to join GALA
16. Knowledge about women's problems in India; Got ideas about teachers of India; To express yourself and listening others is important.
17. Team work
18. The spirit of learning and thinking about any subject from a different point of view.
19. Be more gender oriented.
20. Co-operative method of organising workshop; technique of teaching
21. I have got sensitisation in gender justice problems which will definitely enable me for teaching law courses.

**8. Any other suggestions?**

1. Invite people from other walks of life in the workshop.
2. Appreciably coordinating the workshop. Speakers like Amita Dhanda mam and Kamala Sankaran should be given more time to impart knowledge subject to their rich experience.
3. xxxxx
4. To invite articles.
5. Looking forward to the next workshop.
6. Instead of three it can be four days workshop giving due time to group exercise, research and writing techniques.
7. xxxxx
8. Rather than to focus on women's law only through the feminine perspective, law in

general should be taken in account through feminine perspective.

9. This programme must be going on not only at regional level but should be organized at national level so that the participants may converse their views and could be aware of the problem not only at regional but national level and could be able to think about the measures which may be prescribed to reduce the difficulties of women.

10. This type of workshop is very beneficial for teachers. So it must be organized again and again and give information and chance to more teachers.

11. GALA should continue doing the job of creating awareness and bridging the gap between law and reality.

12. xxxxxxxxxxxx

13. xxxxxxxxxxxx

14. Already given

15. Would like to be part of the workshop again; would like to contribute.

16. In the end there has to be certain results and neat plan of work to make people a desire to share knowledge got from this seminar to her /her students and others.

17. Such kind of programme should be organized in each and every institution of India.

18. xxxx

19. The workshop was a wonderful experience. Though a professor in the University it was nice to be treated like a student. Really enjoyed it. The hospitality was too good. Please don't give any homework.

20. Organise one day meet of the same participants after one year to know the result of follow up. All the participants should be kept aware about new developments.

21. It was good experience; you must repeat such programme by pin-pointing different aspects of gender problems like education, poverty, employment, etc.



## **Annexure 2** **Follow-Up Emails from Participants** **since the Workshop**

----- Original Message -----

From: "Ruchira Goswami" <[ruchira\\_g@hotmail.com](mailto:ruchira_g@hotmail.com)>  
To: <[vedkumari@gmail.com](mailto:vedkumari@gmail.com)>; <[ved\\_k@yahoo.co.uk](mailto:ved_k@yahoo.co.uk)>;  
Sent: Wednesday, February 21, 2007 9:42 AM  
Subject: Re: GALA Workshop videos

Dear All

Hope all of you are fine. Discussions and PPPs do happen in class, I did not get the time to show films etc or role play, hope to do it in the next semester since this one is over. Hope to incorporate quite a few things next semester.

Best Wishes  
Ruchira

----- Original Message -----

**From:** [vaishali gupta](mailto:vaishali_gupta)  
**To:** [ruchira\\_g@hotmail.com](mailto:ruchira_g@hotmail.com)  
**Sent:** Thursday, February 22, 2007 10:23 AM  
**Subject:** Re :Re: GALA Workshop videos

Dear Dr. Ved Kumari and Ruchira

Many thanks again for these video clippings.  
I would be lying if I said that workshop was not energising for me. Though classes have been over in our colleges, yet I share my GALA experience during legal aid campaigning and workshops. It was really wonderful experience.

Hope to see you all in future  
Best  
Vaishali Gupta

**From:** Jaspal singh

**To:** Ved

**Sent:** Wednesday, February 21, 2007 1:29 PM

**Subject:** Re: Re: GALA Workshop videos

Respected Professor Ved,

Thanks for you mail dated February 17, 2007. We all are fine here and hope this mail finds all of you in good health and spirit.

After attending the Workshop from 26 to 28 January, we reached Amritsar on 29th January morning at 7.00 a.m. At 9.00 a.m., I had to take my LL.B. Ist Semester class for the subject of Constitutional Law of India. By chance on that day I had to discuss Article 14 of the Constitution. The discussions in the Workshop had the impact in my teaching this time the same topic in a different way. I personally felt the change in the content and methodology.

I can say without any hesitation that GALA Workshop has proved to be an opportunity for positive change in my teaching and research. We have learnt a lot through interaction with good teachers and other persons having specialized knowledge in various fields in the Workshop/GALA Dinner.

I once again thank you and your team for providing us such a wonderful opportunity and hope to have such opportunities in future also.

With kind regards,

Yours sincerely,

DR. JASPAL SINGH

DR. JASPAL SINGH  
READER, DEPARTMENT OF LAWS  
GURU NANAK DEV UNIVERSITY  
AMRITSAR-143 005  
PHONE NUMBERS: 0183-2256655 (R)  
9888999790(M)

From: "Amita Punj" <[amitapunj@hotmail.com](mailto:amitapunj@hotmail.com)>  
To: <[ved\\_k@yahoo.co.uk](mailto:ved_k@yahoo.co.uk)>  
Sent: Wednesday, March 28, 2007 1:03 PM  
Subject: RE: GALA Workshop Report for NCW

Dear Madam,

- > It has been ages since I wrote to you. After the workshop it has just been
- > work at the faculty alongwith some health issues that kept me on my toes.
- > Most of the application of the learnings from the workshop till date have
- > been in the field of paper setting and evaluation. I didn't get this
- > opportunity as far as law and poverty course is concerned as internal
- > assesment of students in this course is based on the written project and
- > presentation - even here I have tried to encourage students to be very
- > particular about footnoting and also use learnings on how to give feedback
- > in my interaction with the students vis-a-vis their projects.
- > I did try to make the paper on Economics based on application of different
- > concepts so as to encourage them to think beyond the basics and apply them
- > to the existing system or current economic situation and thus make
- > examination as a "site of learning." The workshop infused a sense of
- > conviction in the task of evaluation that I undertook for the first time.
- > Allocation of each and every mark was based on the standard demanded by the
- > question - I could not make it participatory - this being my first attempt
- > at it. Though I did discuss the basic pattern of evaluation with the
- > students and put forth the reasons for allocation of marks in different
- > questions.
- > Thanks a million for giving me an opportunity to be a part of the workshop.
- > Amita Punj



## Annexure 3

### **Detailed Programme of the Workshop**

**Venue: University Centre, University of Delhi, North Campus, Delhi**

**Day 1** – Friday, 26<sup>TH</sup> January 2007

#### **Session 1. Getting to know each other**

- a. Icebreaker to know each other and to brainstorm on issues surrounding gender
- b. Dispelling myths about feminism/feminist movements, gender

#### **Session 2. What do we teach and Why?**

- a. Brainstorming to list out the range of reasons why do we teach law. Should teachers of law engage with questions of social justice? If so, is gender /powerlessness of some groups of people on the agenda? Necessity of engendering legal education. What is the most apt way of promoting democratic and egalitarian values?
- b. How to read black letter law? Relevance of law in society? Skills and competencies of a lawyer? Sensitivity to the issues of access to justice by majority of the powerless people in India? This segment shall be executed by carrying out practical demonstrations of reading legal texts in different ways.

#### **Session 3: Engendering Teaching Courses**

How to start thinking what to include in a course and what to exclude? What do we want our students to do with the knowledge we give them? Course objectives and outcomes, course content, skills to be taught to the students, choice of method for teaching. This part shall be executed by brainstorming through live course outlines and readings.

*Session 4: Teaching Methodology: Creating an environment of trust, collaboration, engagement and empowerment vis-à-vis feminist methodologies - comparative pedagogical advantages*

#### **Session 5: Planning the Class for delivery the next day**

**Planning to teach a class – group work: post-dinner**

**Tasks for the participants working simultaneously in 6 subject groups)**

- i. Pick a topic which you think may be appropriate to introduce gender discrimination aspect in a course in the conception or operationalisation or administration of law
- ii. Identify the stage in the course when this topic may be taught without much opposition from the students
- iii. Spell out the aim/s of the class
- iv. Choose the teaching method and tools appropriate for teaching the class
- v. Write down the expected skills, abilities and competencies the students would have learnt at the end of the class?

**DAY 2: Saturday, 27<sup>th</sup> January 2007**

**Session 6.** Demonstrations of Classes and Feedback

**GALA DINNER: Dinner with a Difference 6.30 – 9.00 p.m.**

An occasion to meet with colleagues from Delhi Law Faculty and others in Delhi concerned with similar issues

**DAY 3: Sunday, 28<sup>th</sup> January 2007**

**Session 7: Framing question paper**

- a. Identification of skills, abilities, competencies to be tested
- b. Converting examination into learning opportunity

**Session 8: Evaluating performance of students – excluding gender bias?**

- a. Identification of criteria for evaluation and their relationship to teaching goals
- b. Teacher's ideological bias and fairness

**Session 9: Reading and Research**

- a. Exploring Relationship between Social Values and Law
- b. Use of non-legal materials

**Session 10: Winding Up**

## Annexure 4

### COMPLETE LIST OF PARTICIPANTS

#### OUTSTATION

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### **LOCAL**

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### **GALA Member**

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### **Resource Persons:**

1. Prof. Ved Kumari, Professor of Law, Faculty of Law, University of Delhi, Delhi, [ved\\_k@yahoo.co.uk](mailto:ved_k@yahoo.co.uk), Workshop Director
2. Prof. Amita Dhanda, Professor of Law, NALSAR University of Law, Hyderabad, Andhra Pradesh, [amitadhanda@rediffmail.com](mailto:amitadhanda@rediffmail.com)

3. Prof. Kamala Sankaran, Professor of Law, Indian Law Institute, Delhi,  
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5. Ms. Ruchira Goswami, Lecturer, Sociology, West Bengal National University  
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## **Account Statement**

National Commission for Women granted Rs. 2 lakhs for holding the Three Day Teachers Training Workshop on Mainstreaming Gender in Legal Education. As per the conditions of the grant letter, 70% of this amount, viz., Rs. 1,40,000/- (Rupees one lakh and forty thousand only) was received as advance. Out of this advance we have utilized Rs1,27,208/- for holding this workshop and have held Rs.12,792/- misc. expenses to be incurred for duplicating, binding and posting the report and the attached materials to all concerned partners and participants.

**We want to bring to your notice the special circumstances of this workshop to explain why we did not spend the full amount sanctioned so that the full amount for similar workshops may be granted in future also.** First, we were able to generate a huge amount of support from various quarters reducing our need for the full amount. Delhi University allowed us the use of the University Centre as the venue for holding the workshop free of cost. We also did not have to pay for all the equipments like laptops, desktops, printers, printing, video camera, LCD projector, microphones, White Boards, etc., which were given to us free of cost by Delhi University. We were also able to find accommodation for the participants in the less expensive University Guest House. Secondly, one of the resource persons was unable to come at the eleventh hour on doctor's advice and we had to pay the travel cost of only three instead of four outstation resource persons. The actual cost of their air tickets turned out to be almost one third of the standard economy class airfare on their respective sectors as they had booked their flights much in advance on low-budget airlines and had purchased the cheapest tickets. Thirdly, as mentioned earlier, some of the participants did not come despite having confirmed their arrival details and some of them came from comparatively shorter distances. Hence, their travel expense also turned out to be less than expected. Fourthly, British Council supported us in many ways by gifting us leather bags, books and other material and also hosted a lavish dinner for 80 people at The Metropolitan, Hotel Nikko, New Delhi thereby further reducing our expenditure. Fifthly, we received support from USEFI, PLD, Lawyers' Collective and Centre of Reproductive Health in addition to the above.

**However, we want to underscore the point that similar circumstances and level or extent of support may not be available for future workshops that we do**

propose to hold in different regions. Hence, we request you to keep this in mind while funding similar workshops in future in other parts of the country and support them with full funding as may be requested.

**EXPENDITURE DETAILS FOR GALA WORKSHOP 26-28 JANUARY, 2007**

<b><u>S.No.</u></b>	<b><u>Date</u></b>	<b><u>Particulars of the Item</u></b>	<b><u>Amount</u></b>
1.	21.11.06	Postal Ticket	296.00
2.	29.11.06	Postal Ticket	18.00
3.	07.12.06	Printing of Letter Heads	150.00
4.	08.12.06	Postal Ticket	08.00
5.	12.12.06	Postal Ticket	44.00
6.	15.12.06	Stationery items	250.00
7.	02.01.07	Postal Ticket	13.00
8.	05.01.07	Stationery Items	1830.00
9.	12.01.07	Postal Ticket	13.00
10.	13.01.07	Postal Ticket	44.00
11.	13.01.07	Stationery Items	1128.00
12.	17.01.07	Conveyance charges paid to Mr. Manohar Lal	250.00
13.	18.01.07	Stationery Items	1268.00
14.	19.01.07	Stationery Items	437.00
15.	22.01.07	Speed Post	175.00
16.	24.01.07	Black Putty	114.00
17.	25.01.07	Advance paid to Spic Macay Canteen	2000.00
18.	25.01.07	Cassette for recording	300.00
19.	25.01.07	Spiral Binding material for the participants to M/s Campus Electrostat	5450.00
20.	25.01.07	Taxi Fare paid to Yatinder Singh, Caretaker, Spic Macay	550.00
21.	27.01.07	Photostate charges from M/s Campus Electrostat	1058.00
22.	27.01.07	Bus charges	3500.00
23.	27.01.07	Cassettes for Recording	320.00

24.	27.01.07	Metal Badges	5000.00
25.	27.01.07	Bouquets Basket & Small Bouque	1480.00
26.	28.01.07	CD Covers	109.00
27.	28.01.07	Photostate	37.00
28.	28.01.07	Riskhaw charges paid to Mr. Sunny	40.00
29	28.01.07	Hon. paid to Mr. Santataram, Attendant	320.00
30.	28.01.07	Ricshaw charges paid to Mr. Manohar Lal	20.00
31.	28.01.07	Conveyance charges paid to Prof. Kamala Shankaran	312.00
32.	28.01.07	Air Fare Expenses paid to Resource Persons	17996.00
33.	28.01.07	Travelling Expenses paid to Outstation Participants	14400.00
34.	28.01.07	Travelling Expenses paid to Local Participants	3300.00
35.	28.01.07	Conveyance charges paid to Special Invitees	15000.00
36.	28.01.07	Hon. paid to Caretaker & other staff from Spic Macay Centre	3280.00
37.	28.01.07	Bisleri Cane	300.00
38.	28.01.07	Tea from Bunni Lal	219.00
39.	28.01.07	Bill for food for all the three days i.e. 26-28 January,2007 From M/s Spic Macay, University Centre (Total Bill Rs.11005, Advance Rs.2000 Balance Rs.9005.00)	9005.00
40.	28.01.07	Conveyance charges paid to the Secretarial Staff	8000.00
41.	29.01.07	Accommodation & food from International Guest House	12097.00
42.	29.01.07	Accommodation & food from Guest House	8568.00
43.	29.01.07	Dinner for 25 persons from Guest House	3008.00

44.	01.02.07	Prem Studio	1594.00
45.	06.02.07	Speed Post	29.00
46.	01.03.07	M/s Ram Krishna Traders for Banner/Certificates	3,878.00
		Total:	127,208.00
47	07.04.07	Prem Studio for abridged DVDs of the workshop recording	600
48		Duplicating and binding the Report	
49		CDs and covers	
50		Postage	
		<b>Grand Total</b>	