4 days training report with animators and group leaders

(Phase-1)

19–22 August 2016, Bokaro 24–27 August 2016, Gumla

Organiser- CHSJ, New Delhi  Supported by- Oak Foundation
**Day 1**

**Session 1- Welcome, Introduction and objective**-

Under the tagline of, RESPONSIBLE PARTNER AND CARING FATHER, with the help of partner institutes, facilitator and animators training module for phase 1 took place for 4 day in training centre of Bahadurpur, Bokaro where 19-22 August 2016 was in Sisai, 23-27 August 2016 in Gumla.

On first day, facilitator welcomed all the participants, later introduced among other participants along with their background.
Facilitator further briefed about the objectives of 4 days training-
- Details about project
- Responsibilities and role of animators under the project.
- Importance of work for boys and their fathers.
- Enhancing knowledge on social justice and gender.
- Impacts of gender discrimination on men and women.

Later, participants were asked to tell about their institutes, so that all could get to know about their working background.

**Session 2- Detailed Introduction**

To know each other better, participants were asked to get along. Later, they were asked to be in group on the basis of-

1. Those studied more than high school
2. Studied less than 8th class
3. Who are still pursuing their studies
4. Who has come for the first time in the training?
5. Those taken this kind of training before with topic and training and who organised it
6. Running their own business
7. Those who are working outside their village. Where do they go and after how many days, do they come back.
8. Those who are married
9. Those have got children
10. Whose spouse is also working
11. Whose wife is still studying
12. Those who still fight with their partners
13. Those who believe that, if given liberty to women, society may fall down.

Animator asked participants about their responsibilities at home, notions on gender, and other social issues. They said, we are here to learn and teach others. So one should help each other.

**Session 3 – Introduction to project and work role of animators.**

With the help of powerpoint presentation, animator explained about the objectives of the project, different personal and community level change. Later, discussed about the role and responsibilities of animators in this project. Doubts of the participants were taken care of by the animator.

**Session 4- Participants expectations, doubts and rules**

After that, participants were asked to write 2 major expectation and 2 doubts on a card. Out of those expectations read by other participants animator gave topics for other upcoming 4 days.

Doubts were cleared by the animator and added; review will be done on the last day.

Participants were asked to get strict with the time table and rules related to training. To ensure their daily attendance, team reporting, cultural team was
Day 2

**Session 01 — Recap of 1st day and importance to work with men**

Day 2 started with a note of welcome, song and with minutes of last day.

- Which activities took place on first day?
- Which activity was most liked?
- What new you learnt on 1st day?
- Anything which you didn’t understand last day?
- What games we played and what you learnt out of that?

**Session 02 — Building of gender inequality**

To make understand social and gender inequality, we started with a game where a slip was given as an identity to each participant and asked to stand in a queue. They asked to put step forward or backward when statement comes. But none will stand to their respective place.

At the end of the game, we noticed, many participants had gone back and many came forward. Now, they were asked to reveal their identity as given on their slips.

**Those who are standing at back—**

- not liking, because standing at back
- we were getting situation to move foot at back
- There were certain task which we couldn’t do.
- Were pressurized by social norms, which were resisting us.
- Was taking decision from others
- was afraid of others
Those who were standing in the middle
- We were in dilemma
- Moving forward and backward, couldn’t understand where to go
- We had pressure from family and home
- Unable to take decisions independently
- Suggestions from other was required in many things
- Sometimes was afraid of others
- Despite of educated, being a female pushed us to foot back.

Those who stood in front
- were taking their own decisions
- there was no restrictions
- we had knowledge and resources
- were not afraid of anyone
- had good rapport among society

Then after, facilitator explained about how gender inequality among people put impact on lack of education caste, religion, sex, designation, place, etc. He/ She explained how discrimination among male and female depends on various factors and both are co-related. Different social and religious institutes are helping these
kinds of discrimination to come forward. Male are dominating in society that’s why to stop inequality we must stop discrimination.

**Session 3- Equity and Equality**

To initiate the discussion, facilitator asked about the equality and asked participants to write it down on chart paper. He/ She continued giving examples to make it more clear-

1. Facilitator made them understand by giving certain examples like- He/ She is having Rs100 and wants to share money with 2 persons, in which one is having Rs10 and other is having Rs20. What should be done to prove equality? Whether to divide 50-50 or anything else?

2. There is a pregnant lady, whose husband is a laborer and she has 15 year old son. They have 12 breads to divide among each other. Ask participants to share their breads accordingly.

3. Ask participants - how equal distribution can be done? What does it mean? Discuss giving different examples to let the participants know about how GAIRBARABABRI is increasing on the basis of equality.

**Activity 2-**

Post result; ask about the right distribution among both the situations. To make it more clear, he/ she explained with another example- asked participants to-

Draw picture of crane and fox. Put food in front of them in one jug. Ask them to have food. We can see, with long beak crane would easily have his food, and fox wait whereas fox can later have food in the plate where crane couldn’t. Ask participants about, why one was unable to have his food falling to same utensil for each.-

After this activity, it came out-

- Both had different necessities
- Needs of both were not taken care of
- Both were hailing from different backgrounds
- Discrimination was done on the basis of equality

Ask participants about the impacts

- This is actually a discrimination with needy.
- There is inequality in results
What is right distribution? Write about equity and discuss it.
- To get equality in results it is required to bring equity.
- Equal distribution should be there to benefit needy.
- Sometimes it is required to make positive discrimination with people so that it should bring equality among marginalized people.

Facilitator should ask participants to speak about various social examples on equality like reservation of females and deprived community in panchayats, scholarships for poor children, reservation for jobs, cycle facilities for girls.

**Post session- discussion and conclusion**- Participants have now understood the basic difference between equity and equality. People face negative situations before equality arrives whereas in equity, it is essential to bring special measures and behavior. Relation of equity in results is from equality and for this, positive approach is must.

Following points are must for positive discrimination-
- Special facilities to be given to deprived.
- To enhance knowledge various opportunities should be there.
- There should be mercy on a fault other than tormenting.
- Different institutes to be there related to need of people.
- Allowed to take decisions.
- Development of special schemes and programs.

**Session 04 – Gender and Sex**

To understand difference between gender and sex, participants were divided into 2 groups. They were given chits of namely X and Y. On the basis of chit, they were asked to draw girl / boy. They should demonstrate without telling anyone that who has taken birth at their place.
That boy and girl have got their own identity by society, which keeps on changing as per time and situation which is known as gender. Therefore, identity of gender can be changed. Similarly, there is an identity in boy and girl, which cannot be change. The identity, which cant be changed and known as sex. Definition of gender is given by society which is social and the identity which can’t be changed and is biological is known as sex.

**Gender**- Made by society, this keeps on changing as per situation and time. This can be changed, and it discriminates among male and female related to their outfit, work, and behavior of male and female.

**Sex**- This is natural and can’t be changed. This doesn’t discriminate among male and female. This shows biological difference which tells, this body belongs to male or female.

To identify further and to make it clearer, facilitator asked some questions to participants in which they had to tell, whether it is gender or sex-

- Rickshaw puller is generally male.
- Females are weak and males are strong
- Only female can give birth to babies
- Boys are hard and girls are soft
- Only female can feed babies
- Boys should not weep
- Female should speak less
Female can only take care of their children very well
Male should not do female works related to household.
Session ended with... Muh si ke b ji na paungi, zara sabse ye kehdo....song.

Session 3- Discrimination based on gender

To understand gender based discrimination, facilitator divided participants into 4 small groups. Further asked to demonstrate as follows-
- Group 1-Which discrimination is faced by girls inside their home?
- Group 2-Which discrimination is faced by girls outside their home?
- Group 3-Which discrimination is faced by ladies inside their home?
- Group 4-Which discrimination is faced by ladies outside their home?

Post discussion, it came out, discrimination takes place in many ways-
- In work
- Opportunities related to work
- Opportunities related to education
- Related to travel
- Related to apparels
- Related to speech
- Related to beliefs and customs etc
Post this; it came out how females are being discriminated in their home and in society, which are as follows-
- Lack of self confidence
- Suffered from inferiority
- Remain deprived from education
- Opportunities for future growth remains hampered
- Remains dependent on other males
- Faces violence
- Health starts deteriorating
Later, facilitator explained how the women gets deprived of opportunities and faces discrimination, due to this conservative mentality of society, which is actually being runned by men. Because of this, impact stays in their whole life.
It is required to build balance among among and girls to lead a gender free life.
Day 3

Session 1 – Recap of 2nd day

3rd day commenced with a song. Questions from 2 days session was briefed by the facilitator.
Participants were divided into 2 groups. Depending on questions, one team has to ask, question from the other team, out of which they will get 10 marks for each right question and zero marks for false answer. Total number of slips should be equal to total number of participants. If the team will answer the question, who asked it, will be given 5 marks. Same is implied vice versa.

Both teams were asked questions one by one. Thre were certain questions were not known by many teams. These are as follows-

- Differentiate between gender and sex.
  - Define gender
  - What is equity
  - What is equality
  - Female can only feed baby- Gender or Sex?
  - Baby can be delivered only by female- Gender or Sex
  - What is the basis of social inequality
  - If freedom given to females, then society may disfigure. Agree/ Disagree
  - Is it good to share one’s weakness with males? Agree/ Disagree
  - If decisions are not taken from females in institution, what impact falss on their life?
  - Girls are soft and boys are harsh. Agree/ Disagree and why?
  - Females who speak to other males are not considered of good character. Agree/ Disagree and why?
  - What are the ill effects of restriction implied on females?
  - Only man can lead the family/ generation. Agree/ Disagree and why?
  - Husband is God? Is this gender or Sex
  - Is it good to marry a girl child in early age? Agree/ Disagree and why?
  - Girls should be perfect at household work. Agree/Disagree and why?
  - Males are not meant for household work. Agree/ Disagree and why?
  - Girls can’t compete with boys. Agree/ Disagree and why?
  - Earning money is only meant for men. Agree/ Disagree and why?
Session 2- Gender and Social institutes

Which are the social institutes who differentiate on gender issues. Animator discussed on how these social institutes discriminate on gender related issues and made analysis post group discussion. For this they made gender tree on a chart paper.
- Husband is God,
- Females are weak and men are strong
- Men are intelligent and women are less intelligent
- Women gets married off at their maternal homes, but gets buried via their in laws.

Different institutes-
- Family
- Society
- Media
- Religion
- Educational institutes
- Law

They said, social norms related to social ligations are different in nature, and somehow these institutes, gives rise to discrimination among women and helps in maintaining that. This social norm actually controls men too which is far less than in terms of women. Therefore, to stop discrimination against girls and women, men should come forward against these institutes to bring gender equality and new social norms.

Session 3- Self gender development and social ligation

To build gender in own’s life, and to understand social ligation, participants were asked to play a game. Two volunteers from each team were asked to come forward to lead the game. One was named as Kamla and other as Kamal. Based on the statements, if they like, Kamal and Kamla were asked to take foot backward or forward. Statement were as follows-

- Place where Kamla was born, home was mourned and where Kamal was born, sweets are being distributed.
- Kamla’s mother is being tormented and Kamal’s family is happy that at least boy has come to lead their generation.

- Proper care is given to Kamal but negligence is shown to Kamla’s health.
- Toys are being brought for Kamal but nothing is there for Kamla.
- Kamal got admission into big private school for his studies and Kamla got enrolled into some government school.
- Kamal was asked to go out of the home to play and all other stuff, but Kamla was always asked to be at home, learn household things because she is a girl.
- Both passed 10th class examination with first class, but Kamla is asked to stop her studies, because she is a girl and what would she do after studying much. She asked to get married but Kamal got admissioned into some engineering college for his further studies.
- Kamal has now become an engineer but Kamla is married now, which was against her will where she doesn’t even know about the language of that place.
- Kamal has now enough money, name/fame, car, bungalow, but Kamla has 3 children and she has become lean now.

- After many years, Kamal visits his village. Senior citizens praise him and say, he has brought name to the village. Similarly, same time, Kamla visits her maternal village too. Everyone gets sad and comment, that Kamla was so beautiful in her adolescent/childhood. But now she has become weak who is unable to recognize now.

1. further asks Kamal and Kamla about their experience in this game -

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Family was not happy when I was born.</td>
<td>□ Family happy when I was born</td>
</tr>
<tr>
<td>□ Attention was not given to her care</td>
<td>□ Allowed to play out</td>
</tr>
<tr>
<td>□ didn’t allow to complete my studies</td>
<td>□ Attention was given to his care</td>
</tr>
<tr>
<td>□ Early marriage took place</td>
<td>□ Completed my studies</td>
</tr>
<tr>
<td>□ marriage was against my will</td>
<td>□ Allowed to go out station</td>
</tr>
<tr>
<td>□ restrictions were imposed</td>
<td>□ restrictions were not imposed</td>
</tr>
</tbody>
</table>
Facilitator will further ask some questions from other participants about this discrimination. Following answers may come out after the discussion.

2.

<table>
<thead>
<tr>
<th>Impact on Kamlas’s life-</th>
<th>Impact on Kamals’s life-</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Was deprived from education/knowledge/information.</td>
<td>☐ Got full information/knowledge</td>
</tr>
<tr>
<td>☐ Lean body and health was deteriorating</td>
<td>☐ Allowed to study anywhere</td>
</tr>
<tr>
<td>☐ Was suffering from inferiority</td>
<td>☐ Got money/respect/fame</td>
</tr>
<tr>
<td>☐ Life was very tough and disturbing</td>
<td>☐ Was self dependent</td>
</tr>
<tr>
<td>☐ Didn't get chance to stand on her feet</td>
<td>☐ Make his own name</td>
</tr>
<tr>
<td>☐ Whole life she was discriminated</td>
<td>☐ Allowed to take his own decisions</td>
</tr>
<tr>
<td>☐ Was unable to make her own name</td>
<td></td>
</tr>
<tr>
<td>☐ Was not allowed to take her own decisions</td>
<td></td>
</tr>
</tbody>
</table>

In our society, gender parameters affect more females life rather boys and men. This puts huge impact on their personal life. Therefore, it is required to change the gender based inequality, and is required to make new parameters.

Activity : 2
Again 2 volunteers came up from the participants, who were named as Govind and Janki. They were asked to behave as Husband Wife. Husband Govind is sitting with a veil and looking to his wife and Janki is sitting in open and getting relaxed.

☐ Govind! Get up and give me a cup of tea.
☐ Hey! You have given hot cup in my hand.
☐ Why did you remove your veil? Don’t you know good husband remain in veil.
☐ Why are you looking out? These are not meant for good husbands.
☐ Don’t you know that males are not supposed to speak to other people?
☐ Have you gone mad or what? Male never communicate with eye contact.
☐ Govind, leave everything and come on bed.
☐ Dawn has come. Why haven’t you washed the dishes yet? Don’t you know this is meant for husbands?
☐ Will slap you, don’t you argue. Get lost! Do your work. Wash my clothes fast.

1. Now, ask Govind, how is he feeling now after this behavior of janki with him -
   • willing to commit suicide
- I was bearing much pain
- justice was not there with me whole life
- I was angry
- was getting irritated with the norms made by the society
- Not his lifepartner but is slave
- we wont be able to fulfill our dreams

When we add gender social norms with males, then they feel bad about it. But women, continue to live with it every day. Therefore, it is required to change the mentality and behavior of males in order to live a healthy life.

**Session 4 - Women reach in social place**
Facilitator initially introduced the places where accessibility of people is there. Then, who has got the highest reach, was discussed via group discussion, which is as under

<table>
<thead>
<tr>
<th>Name of public places</th>
<th>Reach of females</th>
<th>Reach of females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handpump</td>
<td>✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Pond</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Farm</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Arena</td>
<td>✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>चौपाल</td>
<td></td>
<td>✓✓</td>
</tr>
<tr>
<td>Playground</td>
<td>✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Market</td>
<td>✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>पंचायत</td>
<td>✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>सरकारी राशन की दुकान</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Bank</td>
<td>✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Court</td>
<td></td>
<td>✓✓</td>
</tr>
</tbody>
</table>

Animator discussed on the basis of table-
- Reach of females at public places is very less.
- Reach of male is everywhere
- Where the reach of women is seen, that work is associated with service or responsibilty
- Males reach is more in knowledge, entertainment field.
- Males reach is there in where they get social identity
How it put impact on the life of women when they can’t reach such places. Participants could guess-

- fail to gain opportunities and outside knowledge
- Don’t get ways to come forward
- becomes victim of violence and discrimination
- lacks self confidence
- considers themselves as weak personality dependency on males becomes more

Training emphasized, female lacks self decisionary personality when they can’t reach to social places which hampers their decision making skills. Male should come forward to neutralize the gender effects among females.

**Session5-Participation of female in institutes, reach, control and decision**

Facilitator further asked the participants, what are our resources, and write down the answers in a table format. Later they discussed, about participation of females in those resources, their accessibility, and decision making and marked in that chart paper.

<table>
<thead>
<tr>
<th>S.n o.</th>
<th>Resources</th>
<th>Participation</th>
<th>Reach</th>
<th>Decision/Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>House</td>
<td>√√</td>
<td>√√</td>
<td>√√</td>
</tr>
<tr>
<td>2</td>
<td>Jewelry</td>
<td>√√</td>
<td>√</td>
<td>√√</td>
</tr>
<tr>
<td>3</td>
<td>Animal</td>
<td>√√</td>
<td>√</td>
<td>√√</td>
</tr>
<tr>
<td>4</td>
<td>Garden</td>
<td>√</td>
<td>√√</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Grain</td>
<td>√</td>
<td>√√</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Money</td>
<td>√√</td>
<td>√√</td>
<td>√√</td>
</tr>
<tr>
<td>7</td>
<td>T.V.</td>
<td>√</td>
<td>√√</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Motorcycle</td>
<td>√</td>
<td>√√</td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>Farm</td>
<td>√√</td>
<td>√</td>
<td>√√</td>
</tr>
</tbody>
</table>

With reference to above table, facilitator cleared, participation of female is more among resources, because they are only meant to care for things. Even
participation of men is also the same as females. If particularly talk about resources, then men are considered low. But, to take decisions, male are dominant and female lack those opportunities.

They said, female are being discriminated to take decision for resources. Women are more into help, care taking and work, which is actually seen as participation. Reach of women in institutes is less, and when it comes to decision making, number reduces. This is the big discrimination being faced by women. That’s why women are unable to become self dependent, they lack opportunities, and they limit themselves till their work. Due to which, they stay in influence of men, becomes dependent on them, from which they face discrimination and violence.

Film show and introduction-
After 3rd day training, participants were shown gender based movie Lajja. After movie, he/she discussed about the following points-

- How they were feeling during the movie?
- What was the story of the movie?
- Does this happen in our society too?
- Who was discriminated in the movie?
- Who were those who discriminated?
- Whar was the reason of discrimination?
- How you increased your knowledge and skills via this movie?

Fourth day
Session 1- Recap of 3rd day-

4th day started with another song of joy. To recap all 3 days activities, participants were asked to hold the ball, once the clap will be there. Who so ever will hold the ball after the buzz, will have to concise the things happened in all 3 days.

Participants were asked if they want to know something if they couldn’t understand anything. After clearing their doubts, 1st session was concluded.

Session 2 - Female workload and impacts
Facilitator divided participants into 4 groups. They were given 20 mins to discuss on the following topic-
Group1- work done by men from 5am till they sleep
Group2- work done by women from 5am till they sleep
Group3 - work done by girls from 5am till they sleep
Group 4- work done by boys from 5am till they sleep

After demonstration by each group, facilitator, further asked certain questions-
- How many hours a day do a girl and women work?
- How many hours a day do a boy and men work?
- Why women work hours are more than men?
- What work is done by females?
- What work is done by males?
- What impact falls on women of work done by them?
- What impact falls on men of work done by them?

Later facilitator explained, due to work load at home and other places, women fail to nurture themselves and lack opportunities due to which their health keeps on deteriorating. No one counts the work done by women at home. That’s why men are required to decrease the work load on women, so that they could also grow further.

Session 3- Facilities and restrictions-
Facilitator asked participants to sit in group. To present their chart they were given 25 minutes to discuss.
Group 1- Which facilities are given by society to women?
Group 2- Which restrictions are imposed by society on women?
Group 3- Which facilities are given by society to men?
Group 4- Which restrictions are imposed by society on men?

After group discussion, participants were asked, what all they have understood out of this discussion? What impact falls on mentality of women of restriction being implied by society or men?

Later animator confirmed, men deal with fewer restrictions as compared to females. Based on gender mentality, women gets less facilities, which is meant to control women and is required to change. Due to this, female are unable to make
their identity in the society, and gets deprived of opportunities of becoming self confident. They consider themselves as inferior, and become dependent on males, which leads to dominancy of men on women.

Restriction on both men and women is not good, that’s why it is required to bring gender equality among women too.

**Session 4- Future planning based on learning**

Participants were told after writing on board what they would do in future based on their learning in last attended days. Participants were advised to write four points what they would do after training.

**Session 5- Ending and feedback-**

At the end of the day, attendents were told to mention that what they learnt and what expectation have been addressed during these days. A brief discussion was done on all sessions which were conducted in last attended days.

Training ended with vote of thanks
### Participants list- Ranchi and Gumla

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Participants name</th>
<th>Designation</th>
<th>Name of village</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Somra Karketa</td>
<td>Animator</td>
<td>Khirda</td>
<td>Ranchi</td>
</tr>
<tr>
<td>2</td>
<td>Pankaj Kumar</td>
<td>Animator</td>
<td>Charima</td>
<td>Ranchi</td>
</tr>
<tr>
<td>3</td>
<td>Kalindra Singh</td>
<td>Animator</td>
<td>Childri</td>
<td>Ranchi</td>
</tr>
<tr>
<td>4</td>
<td>Sanjay Dhan</td>
<td>Group member</td>
<td>Nagdi</td>
<td>Ranchi</td>
</tr>
<tr>
<td>5</td>
<td>Ramai Dhan</td>
<td>Animator</td>
<td>Nagdi</td>
<td>Ranchi</td>
</tr>
<tr>
<td>6</td>
<td>Ravi Uraav</td>
<td>Animator</td>
<td>Ita</td>
<td>Ranchi</td>
</tr>
<tr>
<td>7</td>
<td>Amit Kumar</td>
<td>Animator</td>
<td>Lamkana</td>
<td>Ranchi</td>
</tr>
<tr>
<td>8</td>
<td>Amit Kumar Singh</td>
<td>Facilitator</td>
<td>Srijan Foundation</td>
<td>Ranchi</td>
</tr>
<tr>
<td>9</td>
<td>Budd lal Lohra</td>
<td>Animator</td>
<td>Hutri</td>
<td>Ranchi</td>
</tr>
<tr>
<td>10</td>
<td>Mannu Uraav</td>
<td>Animator</td>
<td>Sendha</td>
<td>Gumla</td>
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<tr>
<td>11</td>
<td>Ashish Kumar</td>
<td>Facilitatord</td>
<td>C.S.S.</td>
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<td>12</td>
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<td>Kudra</td>
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<td>13</td>
<td>Lalit karketa</td>
<td>Animator</td>
<td>Karkari</td>
<td>Gumla</td>
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<tr>
<td>14</td>
<td>Mahima Toppo</td>
<td>Animator</td>
<td>Jaira</td>
<td>Gumla</td>
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<tr>
<td>15</td>
<td>Suresh Lohra</td>
<td>Animator</td>
<td>Budka</td>
<td>Gumla</td>
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<tr>
<td>16</td>
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<td>Sakroli</td>
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<td>21</td>
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<td>22</td>
<td>Gajendra Uraav</td>
<td>Animator</td>
<td>Gurugav</td>
<td>Gumla</td>
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</tbody>
</table>

### Participants list- Bokaro

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Participant’s Name</th>
<th>Designation</th>
<th>Village Name</th>
<th>District</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Lovekush Rajwar</td>
<td>Animator</td>
<td>Mochro</td>
<td>Bokaro</td>
</tr>
<tr>
<td>2</td>
<td>Shekhar Shardendu</td>
<td>Facilitator</td>
<td>Sehyogini</td>
<td>Bokaro</td>
</tr>
<tr>
<td>3</td>
<td>Baldev Rajwar</td>
<td>Animator</td>
<td>Sonpura</td>
<td>Bokaro</td>
</tr>
<tr>
<td>4</td>
<td>Gul Mohammad Ansari</td>
<td>Group</td>
<td>Sonpura</td>
<td>Bokaro</td>
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<tr>
<td>No.</td>
<td>Name</td>
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<td>5</td>
<td>Sohrab Ansari</td>
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<td>Bankanari</td>
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<td>6</td>
<td>Shivdhaan Tundu</td>
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<td>Ponda</td>
<td>Bokaro</td>
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<tr>
<td>7</td>
<td>Krishna Karmali</td>
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<td>Dadhkia</td>
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<tr>
<td>8</td>
<td>Hira Lal Modi</td>
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<td>Dadhkia</td>
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<td>9</td>
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<td>Kamlapur</td>
<td>Bokaro</td>
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<tr>
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<td>Hanslata</td>
<td>Bokaro</td>
</tr>
<tr>
<td>11</td>
<td>Mantosh Kumar Mehto</td>
<td>Animator</td>
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<tr>
<td>12</td>
<td>Bablu Kapardar</td>
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<td>Gari</td>
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<td>13</td>
<td>Praveen Kumar</td>
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<td>Gari</td>
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<td>14</td>
<td>Kamlesh Jaiswal</td>
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<td>Bokaro</td>
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<td>15</td>
<td>Kartik GosaiZ</td>
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<td>16</td>
<td>Ramsay Hasda</td>
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<td>Sanjit Kumar</td>
<td>Group member</td>
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<td>Silisadham</td>
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<td>21</td>
<td>Omprakash Sahu</td>
<td>Animator</td>
<td>Karanji</td>
<td>Ranchi</td>
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</table>

संदर्भ समूहः
1. जगदीश लाल, सी0एच0एस0जे0, नई दिल्ली
2. महेन्द्र कुमार, सी0एच0एस0जे0, रांची

‘Responsible Partner and Caring Father’
(समझदार जीवन साथी-जिम्मेदार पिता)
Working with men and boys for Gender Equality and Securing Child Rights
19-22 August in Sisai, Gumla & 24-27 August in Bahadurpur, Bokaro
Draft Training Session Plan - 1st Phase

Objective of the training -
1. Increase understanding about the project and Animators role.
2. To increase knowledge and understanding on social justice issues.
3. To increase knowledge and understanding on equality and equity.
4. To build knowledge and understanding on Gender and gender based discrimination.
5. To introduce the impact of gender based discrimination on men and women.
6. Chalk out plan of action addressing issues around GBD

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Description/Topics</th>
<th>Objectives</th>
<th>Method</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY ONE</td>
<td>Welcome, Introduction and objectives sharing</td>
<td>Participants will able to know about each other</td>
<td>Socigramming</td>
<td>50 M</td>
</tr>
<tr>
<td>1</td>
<td>Information of implementing agency</td>
<td>To introduce about the partner organizations</td>
<td>Lecture</td>
<td>10 M</td>
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<tr>
<td>2</td>
<td>Orient project- Aim and Objective, Outcome of the project</td>
<td>To introduce the objectives of the ‘Responsible Partner and caring Father’</td>
<td>Presentation</td>
<td>90 M</td>
</tr>
<tr>
<td>3</td>
<td>Role and expectation from Animators</td>
<td>Clear the role of Animator in this program</td>
<td>Presentation and discussion</td>
<td>60 M</td>
</tr>
<tr>
<td>4</td>
<td>Expectations</td>
<td>To establish the expectations from participating in the Program</td>
<td>Individual</td>
<td>30 M</td>
</tr>
<tr>
<td>5</td>
<td>Ground rules</td>
<td>To create the group commitment for the program.</td>
<td>Collective discussion</td>
<td>15 M</td>
</tr>
<tr>
<td>DAY TWO</td>
<td>Recap of the first day</td>
<td>Finding out if there is any topic that needs clarifications</td>
<td>Guiding question</td>
<td>60 M</td>
</tr>
<tr>
<td>1</td>
<td>Why should we need to work with men on these issues?</td>
<td>To highlight the benefits of the program</td>
<td>Lecture</td>
<td>20 M</td>
</tr>
<tr>
<td>2</td>
<td>Understanding of social construction /Inequality</td>
<td>– Base of inequality/ Why this inequality exist in the society</td>
<td>Power walk</td>
<td>90 M</td>
</tr>
<tr>
<td>3</td>
<td>Equality and Equity</td>
<td>– Difference between equality and equity</td>
<td>Collective discussion, story sharing</td>
<td>60 M</td>
</tr>
<tr>
<td>4</td>
<td>Sex and gender</td>
<td>– Difference between sex and gender</td>
<td>Group exercise (picture cards)</td>
<td>60 M</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>– Understanding Gender – identities, roles,</td>
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<tr>
<td>Day</td>
<td>Activity</td>
<td>Description</td>
<td>Activity Type</td>
<td>Duration</td>
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<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>DAY- THREE</td>
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<tr>
<td>1</td>
<td>Recap of the second day</td>
<td>Finding out if there is any topic that needs clarifications</td>
<td>Quiz competition</td>
<td>60 M</td>
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<tr>
<td>2</td>
<td>Institutions of socialisation process</td>
<td>Identify the institutions that’s play key role in socialisation process</td>
<td>Open discussion</td>
<td>60 M</td>
</tr>
<tr>
<td>3</td>
<td>Construction of self gender and socialisation process</td>
<td>Socialization of boys/men &amp; girls/women</td>
<td>Lecture</td>
<td>120 M</td>
</tr>
<tr>
<td>4</td>
<td>Spaces for men and women in public sphere</td>
<td>To explore the spaces of women &amp; men in domestic and public sphere and what impact works on them.</td>
<td>Group work and collective discussion</td>
<td>60 M</td>
</tr>
<tr>
<td>5</td>
<td>Equality: Access &amp; control over resources, Equal opportunity</td>
<td>Identify the barriers to women for equal opportunity</td>
<td>Group exercise and sharing</td>
<td>90 M</td>
</tr>
<tr>
<td>6</td>
<td>Watch film Lajja</td>
<td>To make discussion around gender issue and social norms</td>
<td>Film Show &amp; Discussion</td>
<td>120 M</td>
</tr>
<tr>
<td>DAY- FOUR</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Recap of the third day</td>
<td>Finding out if there is any topic that needs clarifications</td>
<td>Fish boll</td>
<td>60 M</td>
</tr>
<tr>
<td>2</td>
<td>Gender and work</td>
<td>To understand the workload on women and impact on men, women and children</td>
<td>Group work &amp; presentation</td>
<td>90 M</td>
</tr>
<tr>
<td>3</td>
<td>Privilege and restriction</td>
<td>To build common understanding that how restriction reduce the creativity and human capacity</td>
<td>Reflection</td>
<td>90 M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How men’s privilege reduce the opportunity of women’s</td>
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<tr>
<td>4</td>
<td>Individual change plan</td>
<td>Participant will make the plan of change at personal and family relation.</td>
<td>Individual</td>
<td>60 M</td>
</tr>
<tr>
<td>5</td>
<td>Closing session</td>
<td>Feedback of participants and vote of thanks</td>
<td>Individual</td>
<td>30 M</td>
</tr>
</tbody>
</table>

**Output**

1. Animators become interested and motivated for playing leadership role.
2. Participants are sharing the barriers of social justice.
3. Participants are reflecting their experiences related to gender inequality.
4. Participants become gender sensitive and started to share their experiences.
5. Participants have started to reflect their own power & privilege.
बच्चों के अधिकार पर आयोजित प्रशिक्षण संपन्न

सिसई। जंदर समानता और बच्चों के अधिकार को सुनिश्चित करने के लिए समझदार जीवन साधी। विभिन्न विषय कार्यक्रम के तहत छोटानागपुर सार्वजनिक संच रांची। सह सेंटर फोट हेल्ड एंड सोशल असिस्टा दिकी के संयुक्त तत्वावधान में भरोसी के विशाल मंडल मदन में बल रहे सिसई और बेहोश ब्लॉक के 20 मीडिया के वनस्पति का चार विभागीय प्रशिक्षण कार्यक्रम सीमावर जमा हो गया। प्रशिक्षण का मुख्य उद्देश्य महिला अधिकारी और बच्चों के देखभाल व अधिकार के लिए जंदर आक्षेपित भेद भाव रोकने के लिए पुलिस की भूमिका बढ़ाना। उसके लिए एनमेंट म और सबसे लोगों को सहायता किया गया। जो गांव गांव लोगों को जंदर भेद भाव को रोकने पर लोगों जानकारी देंगे। इस कार्यक्रम में सेंटर फोट हेल्ड एंड सोशल असिस्टा दिकी के प्रशिक्षक जंगली लाल, महज खुमार, संस्था के वनस्पति इंजीनियर तथा वनस्पति में नृत्य स्थान से मूलभूत नियोजक।