

A
Training Manual
For
Paralegal Trainers

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PART I

1. WHO IS A PARALEGAL

(Source: Tool for Social Change, Centre for Social Justice, Ahmedabad)

A paralegal bridges the gap between community, lawyers and judicial system. S/he helps the dissemination of legal information; follow up of cases, investigation of cases, etc. S/he can help in pre-litigative work, which is very crucial and if not done well, can affect the entire case adversely.

Most of the times, a common person finds it very difficult to understand the technical legal procedure. Not knowing the procedure, not having information of law and fear of the judiciary leads to people suffering injustices and not fighting for their rights. A paralegal has knowledge of law and procedures and attempts to simplify them.

Unlike many people, who think going to the court will get them justice, a paralegal knows what the courts can do and what they cant. S/he understands the strengths and limitations of the legal system s/he also knows how to strategically use the system for maximum benefit. Most people find it difficult to articulate their problem from a legal perspective. Law does not deal with injustices; it deals with illegalities. The courts intervene only if there is a violation of a law. Merely saying that there has been an injustice done to me will not move the legal machinery. A paralegal adds a legal perspective to social issues. S/he has the ability to convert a social problem into a legal case.

Most people find it very frustrating to deal with a lawyer. While a lawyer is interested only in a legal case, the common person expects some one to help them through their problem. A paralegal is the link between the common person and the community and the lawyer. S/he identifies with the community in the just-unjust framework and juxtaposes it to lawyers in the legal-illegal framework.

ROLE OF A PARALEGAL

The following could be identified as the role of a paralegal:

- a. **Delivery of Services (pre-litigative work and follow-up):** A paralegal is trained into doing the pre litigative work like investigation and fact finding, out of court settlements with a rights perspective, filing of FIR etc. Also, once a court order has come been obtained, s/he is involved in ensuring proper implementation of the order and take necessary steps for the same.
- b. **Education and Awareness:** A paralegal is involved in bringing about legal awareness in the masses through means like community education programmes. S/he educates people about what there rights are and motivates them to fight for their rights.
- c. **Updating community Dispute Resolution System:** A paralegal plays a role in revamping the existing dispute resolution mechanisms and adds a legal and rights perspective to it.

- d. **Adding social Perspective to court room lawyering:** A paralegal adds a social perspective to standard courtroom lawyering. Usually, a typical lawyer gets caught in the technicalities of law and does not pay attention to the social angle of the case. A paralegal draws the attention of the lawyer to the social angle of the case. S/he lays an important role in sensitizing the lawyer to social issues.
- e. **Research and data collection:** A paralegal also does research and data collection on socio-legal issues. S/he is constantly studying the impact laws have on lives of people, interrelationship between the judicial system and people, where laws need changes, what are the emerging areas where a fresh law is needed and what are the pitfalls and drawbacks of implementation of a particular law.
- f. **Negotiation, counseling and conciliation:** A paralegal also is involved in counseling with a rights perspective/issue based perspective and out of court settlements.

2. NEED AND SPACES TO LEGITIMISE PARALEGAL

(Source: Tool for Social Change, Centre for Social Justice, Ahmedabad)

Paralegals in Counseling Centres:

To provide legal support to village women against the violence, Ministry of Women and Child Commissioner runs the family counseling centres across the states. These counseling centres are run in collaboration with non-governmental organizations. It consists of lawyers and social workers. This organization carries out conciliation, which sometimes violates the rights of victims. If we look at the functions of social worker at the counseling centres is more of paralegals rather than of social workers. Paralegals working on the issues of women and violence know such procedure better. S/he knows alternate ways to tackle the problem, what can be legal remedies in such situation. Paralegal as trained professional knows how to conduct rights based conciliation, alternative arrangements in crisis situation so that victims can take decisions.

So what we are seeking here is appointment of Women Rights Paralegal within Ministry of Women and Child counseling centres. So the social workers to be replaced with trained women rights paralegal.

Paralegals in Family Courts:

The main objective is seeking the establishment of Family Courts was to take family and martial disputes away from the overcrowded, intimidation and congested environs of traditional courts of law and bring these to congenial, sympathetic and supportive surroundings. The aim of Family Courts was conciliation between estranged family members, not confrontation, hence family courts must be such institutions where women court go without any fear, and with faith and confidence.

The National Commission for Women has reviewed the laws and legislative measures affecting women. IT has reviewed total 35 laws related to women. The Family Courts Act is one of the reviewed laws. One of their suggestions was related to appointment of counselor on permanent basis through appropriate training. Also they have recommended that appointment of qualified social workers of social activist having paralegal training may also be considered for the appointment as judges of the family courts. So here our role will be more in seeking the implementation of the recommendations given by the National Commission of Women.

Police Mitra

As part of the community policing, introducing the concept of *Police Mitra* (“Friends of Police”) helps increase the police-public partnership. This concept has been introduced in some part of the country and was found successful, too. “Friends of Police” (FOP) provides opportunities for ordinary citizens to effectively contribute to the prevention and detection of crime. Any member of the public, male or female who is not involved in civil or criminal case can become member of FOP. The FOP can provide useful information leading to solving of crimes; FOP members can also prevent any abuse of police power because of easy accessibility to the station house officer and other senior personnel. It is a true example of police public partnership where citizens have been empowered and with the help of the police.

FOP movements have been found helpful in creating channels for receiving the rights time. It has also helped the police to come closer to the community. It has tried to impart fairness, transparency and impartial in the working of the police. This system is functioning effectively in all districts of Tamil Nadu over the last five years.

Role of FOP:

- Beats and night Patrols
- Assistance in traffic
- Crime Prevention
- Information collection
- Assistance in Law and Order Maintenance
- Involvement in Prohibition work

Women Counseling Centres in Police:

Police work and bad news seem to go together, at least in the popular psyche. This image of police has its roots in the fact that police as an agency has always responded after situations have gone out of hand. It is difficult for the common man to associate police with a creative or innovative endeavour, which involves positive action and reaching out the community.

The experience of the people at the time of lodging FIR is not satisfactory as well. It is very crucial stage and the whole case is depends upon this process only. The conditions are even worst to women victims approaching police stations for lodging FIR. Generally it is found that women victims approach police stations in cases like domestic violence, sexual harassment, rape and also many more cases. But these are the cases where women need more sympathy and attentions so that first step towards striving justice could be fulfilled.

Women counseling centres today enable women victims to support and heal through legal formalities. Who lead such process is very much here. It is generally headed by a paralegal and a lawyer who enables the victims to take decisions looking all the aspects of law and society and number of alternatives for action.

If such counseling centres are set up at the police stations where first the women victims is interviewed by a paralegals to collect the primary information related to the crisis then the very next step of filing FIR could be taken. The role of the paralegal becomes important here because being a trained professional s/he has knowledge of legal formalities to be taken into consideration at the time of lodging FIR and also follow up of the cases.

Prison Paralegal (Kayda Sahayaks)

The Prison Working Group has taken the initiative to train around 65 life convicts of two central jails and six sub-jails following the recommendation in Jail Reform Committee. The working group proposed and convinced NHRC to accredit the paralegal. Similar initiatives need to be taken in other jails across India.

Paralegals may also be appointed as liaison workers between remand or convicted prisoners or beneficiaries in state brief cases and concerned advocates to follow up of cases and act as a bridge between them.

Enviro-Paralegal:

Gujarat Pollution Control Board (GPCB) is lacking manpower. It is impossible for GPCB to monitor regularly at village level, so enviro-paralegals can help GPCB manage pollution and report to their regional offices. Also, enviro-paralegals can help in carrying out legal awareness

campaign on behalf of GPCB to the grassroots level. Enviro-paralegals can be helpful to other government organizations like Gujarat Water Supply & Sewerage Board, Industries Commissionerate, Gujarat Ecological Commission, Gujarat Maritime Board, Central and State Ground Water Board, Forest Department etc. Enviro-paralegals can become the link between government authorities and other national and state-level organizations and village people. Enviro-paralegals should not put the case to authority in terms of complain but in terms of drawing attention of authority to the issues. Enviro-paralegals should have possible solution of issues. Thus enviro paralegals can also be helpful in changing authorities' mindset.

Gram Sabha Planning Committee:

Even after the 73rd constitutional amendment, implementation of gram sabha has not taken place in various parts of Gujarat. Places where gram sabha takes place, it's not as per the law. Thus trained paralegals who are aware of procedure and powers of gram sabha can play major role in planning and implementing it.

Member of Vigilance Committee:

The SC/ST (Prevention of) Atrocities Act is one of the well drafted laws in India which if implemented properly can play a major part in decreasing atrocities against SCs/STs. Vigilance committee established under this Act has major role of monitoring the implementation of the Act. Unfortunately this committee is not able to perform for various reasons. A paralegal who is aware of the importance of this committee can guide and support in proper implementation of the Act and is ensuring proper investigation of the case.

Paralegals under State Legal Aid Mechanism:

The National Legal Services Authority Act clearly lays down the role of a paralegal. Unfortunately, the spirit of the Act has not translated into action due to the absence of a formal structure in place. Therefore, what is needed in institutionalizing the role of a paralegal through appropriate institutional mechanism? Paralegals shall also be appointed as liaison workers between litigant beneficiaries and Mandal or District Legal Services Authorities or concerned Lok Adalat under Legal Services Authority Act. In the tribal agency areas in Andhra Pradesh, paralegal can be appointed as legal instructors to spread legal knowledge or information to tribal members in the jurisdiction of ITDA (integrated Tribal Development Agency).

Paralegal in Gram Nyayalaya:

The proposed Gram Nyayalaya Bill is envisaged as a remedy to the problem of over burdening of the cases in the judiciary and decentralizing the justice delivery mechanism. The bill provides for the involvement of members from the community in the dispute resolution process. Presence of a trained paralegal will ensure that the process is rights based and in an appropriate legal framework.

Revenue Paralegal:

Much of the work that is involved in the revenue related matter actually does not require a lawyer and can be handled by a paralegal. However, large-scale exploitation happens by the lawyers. Presence of a paralegal will reduce this. The paralegals shall be given explicit authority for accessing to basic land records and other information or reports required to pursue any legal

action. Paralegals may also be appointed as field surveyors to prepare physical inventory of land records.

Appointing paralegal as Commissioners to conduct local enquiries or field inspections recording of statements, production of documents from officers, for implementation of orders issued in favour of tribal members in land matters and, for compliance of report in revenue or other grievances and civil matters pending before the Revenue or Tribal Welfare Department or/and agency Courts.⁴

3. Para Legal Training

3.1 PREVALENT MODELS IN PARALEGAL TRAINING

If one takes a look at various models of paralegal training, the following prevalent trends are observed:

- a. **One Shot Information Capsules:** Many institutions reduce paralegal training to a one-time information dissemination session. The focus is on imparting legal information to the participants. It does not focus on practical components. Such training sessions could be either general in nature where various laws and procedures are covered or it is issue based where legal information on a particular issue is covered.
- b. **Practical Learning without Systematically Designed Process:** Many organizations not having the means and the know how for training paralegals train their workers in the due course of their actual working. Workers learn as problems arise before them. This is not a planned intervention and is extremely slow and unfocussed. This process does not help in developing a conceptual base.
- c. **Systematic Long Term Process With Field And Conceptual Components:** A good paralegal training has to be a systematic, well thought out long term process with a combination of practical and theoretical components.

3.2 FEATURES OF A GOOD PARALEGAL PROGRAMME:

A good paralegal training programme goes beyond imparting information on law. It focuses on three components – attitude, skills and information. It develops the perspective of the participant on a given issue. It encourages the quality of constant questioning and getting into the heart of the matter. It helps the participant to focus and articulate his stand on a given issue. It prepares the participant to strategize and use law as a part of an over all strategy. It helps the participant differentiate between giving social response to a given problem and planning a legal intervention.

A good paralegal programme is need based and not generic in nature. It takes into account the over all context of the participant and trains the participant to respond in that context. If a participant is focusing issues of domestic violence, an input on how to respond to labour issues will be futile to the participant.

A good paralegal programme is contextualized with respect to participant's background, issues, needs and organizational direction. It integrates the role of the paralegal in organizational context. If an organization very clearly wants to focus on strengthening of community based mechanisms,

the training should not focus on use of court or should focus on how to use the courts towards the larger objective of strengthening community based mechanisms.

3.3 APPROACHES OF TRAINING PARALEGALS:

The following approaches could be adopted for selecting paralegals for training:

- a. Training volunteers from the community
- b. Training members of a particular organization around specific issues
- c. Training individuals / members of different organizations on an issue

3.4 PARALEGAL TRAINER

The paralegal training in the country is mostly based on the pedagogical methods with some combination of participatory learning approaches. Alternative Law Education is the one that makes the facts written in the legal text a reality for the victim of human rights violation in his or her own context. Paralegal trainer, designs and conduct training keeping the principles of “adult learning” in mind for paralegal workers expected to work with and for marginalized.

To be a good trainer requires time, experience and learning by doing is the best way. The effective trainer has the following Skill, Attitude and information:

Skill:

- A warm personality and an ability to show approval and acceptance of participants.
- A manner of training and which generates and uses the ideas and skills of participants.
- Should be able to relate new laws with skill
- Communicate clearly what training programme will entail. Participants must be convinced that it will be relevant and that the specific skills learnt and specific information gathered will fulfill their needs.
- Listen to what other person says. Respond to person with supportive, usually non-verbal expressions or gesture.
- Trainer needs to ask questions to help participants in their thinking.
- Trainer should give feedback in a way of helping individuals to change their behaviour.
- Trainers should use various methods of training.
- Trainer should know how to use audio-visual aid.
- Flexibility in responding to participants’ changing needs.
- Training should be designed with learner centric methodology

Attitude:

- Should perceive people as having inherent worth and dignity, irrespective of their attributes and achievements.
- Respect and encourage individuality since people learn at different rates and different styles.
- Enthusiasm for the subject and capacity to put it across in an interesting way
- Must be prepared to change like any other group member if s/he receives insight or experience that leads him towards different values or cognition.
- Should demonstrate an authentic caring attitude towards the group.
- Should believe in gender, equality, nondiscrimination.
- Should have belief in socio-legal system.
- Should have belief in rights based approach.

Knowledge:

- Constitution and other relevant laws (state and national level) on which s/he is conducting training.
- Latest developments (new laws, amendments and bills)
- Should have information regarding how to conduct research and advocacy.
- Legislature, judiciary and executive body of India.
- Methods of conducting trainings

Competency:

- Ability to bring the group together and control it without damaging.
- Organizational ability, so that resources are booked and logistical arrangements smoothly handled.
- Ability of noticing and resolving participants problems
- Trainer should help the participants to move through various phase of groups formation until they reach final stage.

3.5 Alternative Legal Education (ALE)

Evaluation Formats

Evaluation formats are integral part of any training programme. They help to know the knowledge and understanding of participants before they come to workshop and shift in the same after the workshop, in the final evaluation. Evaluation formats can be of three types:

- a. Ex-Ante Evaluation (Pre-Evaluation): A simple Pre-Evaluation Questionnaire is provided to all participants to assess their levels of knowledge about the relevant training topic. The formats are applied again at the end of the module as a means of final assessment of certain concepts.
- b. Outcome evaluation: Learning outcomes are also assessed at the end of each session, usually in the form of question and answers or questionnaires.
- c. Final Evaluation: This is conducted as an open house for gathering issues that are resolved and those left unresolved. The results of the discussion are passed on where appropriate for further action or used for modification in subsequent training programmes. In particular, comments related to the delivery of the Module are be taken up by the Trainers for further action. Final written evaluation of learning, feedback on the conduct of the Module and written action plans are taken from each participant and consolidated in the report of the training.

Note: In the following section containing model designs, evaluation formats are given with the first design as example. The same can be applied to other training designs on other topics too, with the questions in Pre/ Post Evaluation Form differing with the topic of training. Hence they are repeated with every model design.

Part III: Model Training Designs

Design 1

WORKSHOP FOR PARALEGALS WORKING ON THE ISSUE OF VIOLENCE AGAINST WOMEN

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Part I: Module Description Table

Title	Understanding the Issue of Violence Against Women
Brief Description	Realizing the need for capacity building of paralegals, the main aim of this training module is to develop competency and knowledge of paralegals for legal intervention at grassroots level on the issue of Violence against Women. While the focus will be on skill building, developing understanding and information dissemination, topics related to the issue of violence against women, gender, police and court structures, laws and international agreements concerning women and counseling will be covered.
Objectives	<p>The main objectives of training module are:</p> <ul style="list-style-type: none">• Participants should be able to develop an understanding of what forms of violence are regarded as acts of violence against women.• Develop an understanding of the construct of gender among the participants• Develop an understanding among the participants about their role in countering this violence.• Sensitization about the violence faced by women and difficulties they face in accessing justice.• To familiarize the participants with structures of court and police and help them get an understanding of the same.• Help participants understand the laws and international decrees concerning women through information sharing and discussion.• Developing better skills of counseling in cases of violence against women.
Learning Outcomes	<ul style="list-style-type: none">• Participants should be able to clearly define the term ‘violence against women’ and broadly define the term ‘gender’.

	<ul style="list-style-type: none"> • Participants should become more aware and sensitive about their identities • Participants should be able to articulate their role in countering and taking action on the cases of violence against women. • Participants should be able to list the various parts of structure and procedures of the police and court. • Participants should be able to name the laws and international decrees concerning women and briefly describe them. • They should also be able to discuss different aspects of the laws taken up, thereby to be able to point where there can be difficulties and how can they be used effectively to provide justice to the victims of violence against women. • Participants should be more aware, better informed and skilled in handling cases of violence against women at police, court and community levels and be better counsellors.
Participant Group	Paralegals working on the issue of violence against women
Duration in Days	6 days (19 sessions)
Contents/Topics	<ul style="list-style-type: none"> • Introduction of the design and topic of the workshop. • Identify expectations and concerns of participants • Understanding various forms of violence on women • Understanding role of paralegal in countering violence • Gender Mapping • Understanding concept of gender • Screening of Movie on women and violence • Understanding Law • Understanding police, its procedures and powers (Screening of police and people) • Visit to police station • Sharing of experiences • Understanding structure, power and procedure of court • Visit to court • Discussion on experiences • Fundamental rights and CEDAW • Understanding laws related to violence against women i.e. rape, domestic violence, 498 A, Dowry • Screening of Movie on women and violence • Understanding Counselling and Developing skill of counselling • Feedback on Training
Conceptual Approach	<p>The role and relevance of paralegals in the judicial system and in providing justice to the victim has been widely acknowledged and accepted. It's a cadre who forms a bridge between the community, lawyers and judicial system. However there remains great need to build the competencies of paralegals in their information and understating of relevant of laws, police and courts and in their abilities to deal with them, in the direction that they can be effective in providing justice to the victims. Building their competency is also important for the reason that they rise as a competent and effective instrument in justice delivery so as to claim their rightful space in the</p>

	<p>judicial system.</p> <p>This module is an attempt to achieve this objective by engaging with paralegals on a variety of judicial and legal topics and exposing them to new issues. It integrates information, skill and attitudinal aspects in the training to be able to build a more holistic understanding of the issue and their roles therein.</p>
Methods	Reflection, self- work, information dissemination, reading, small group discussion, group discussion, role play, presentations, questions for analysis, film screening, field visits for practical exposure & interaction with agency officials, quiz.
Learning Materials for Participants	<ul style="list-style-type: none"> • Copy of CEDAW • Fundamental rights • Laws on violence against women • Paper on counselling and features of good counselling. • Structure and procedures of court • Structure, procedures and power of police • Paper on 'Role of Paralegals' • Note on social system, socialization and conditioning, and their role in acceptance of violence against women. • Note on 'Gender'.
Equipment	LCD, OHP, Soft Board, flip charts, marker pens, cards, push pins, blank sheets.
References	<ol style="list-style-type: none"> 1. CrPC (Criminal Procedure Code) 2. CPC (Civil Procedure Code) 3. Indian penal Code (IPC) 4. CEDAW 5. Human Rights and the Law- Paras Diwan & Peeyushi Diwan 6. Constitutional Law of India- V D Mahajan 7. Shorter Constitution of India- Durga Das Basu 8. Human Rights and Law- Chitnis

Part II: Design of the Module

Total duration: 19 sessions in 6 days

<i>s.no</i>	<i>Session title</i>	<i>Content</i>	<i>Methodology</i>	<i>Materials</i>	<i>Time</i>
1	Introduction	<ul style="list-style-type: none"> • Introducing the programme and sharing the design with participants • Familiarizing participants with each other 	<ul style="list-style-type: none"> • Presentation by the trainer • Introduction with each other in dyads 	<ul style="list-style-type: none"> • List of questions • Marker pens • Flip charts 	1 hr 15 min
2	Identify expectations and concerns of participants	<ul style="list-style-type: none"> • Participants share their expectations and concerns from the workshop 	Individual reflection and presentation	Flip charts and marker pens	1 hr

<i>s.no</i>	<i>Session title</i>	<i>Content</i>	<i>Methodology</i>	<i>Materials</i>	<i>Time</i>
		<ul style="list-style-type: none"> Facilitator re-assess his/ her training design in the view of participant's expressed expectations and apprehensions. 			
3	Understanding various forms of violence on women	<ul style="list-style-type: none"> Revisiting existing understanding of violence Looking at varied forms of violence and their impact Factors that perpetrate violence 	<ul style="list-style-type: none"> Group discussion Small group discussions 	Flip charts Marker pens	1 hr 40 min
4	Understanding role of paralegal in countering violence	<ul style="list-style-type: none"> Looking at own fears, reasons and expectations of working on the issue Envisaging their role and assessing their competencies to work on the issue effectively. 	Group discussion	Flip charts Marker pens	1 hr 25 min
5	Gender Mapping	Nature of violence, role of socialization in acceptance of violence and institutions perpetrating the low status of women in society.	Small group work and presentation	Flip charts Marker pens	2 hrs
6	Understanding concept of gender	<ul style="list-style-type: none"> To know the people we work with Forms of violence on women; rights, reproductive and sexual rights and links with violence. 	Small group work and presentation	Flip charts Marker pens	3 hrs

<i>s.no</i>	<i>Session title</i>	<i>Content</i>	<i>Methodology</i>	<i>Materials</i>	<i>Time</i>
7	Screening of Movie on women and violence	Facilitator can choose to screen any of the following films in this session: <ul style="list-style-type: none"> • Bol • Mirch Masala • Mrityudand • Lajja • Dor • Damini 	Screening and discussion		Time of films vary.
8	Understanding Law	<ul style="list-style-type: none"> • Origin, source, roles and limitations of law • Demystify the legal system • Difference between just – unjust and legal – illegal. 	<ul style="list-style-type: none"> • Small group work • Interactive session • Input session and Presentation 	<ul style="list-style-type: none"> • Flip charts • Marker pens • OHP/ LCD projector • Presentations 	2 hrs
9	Understanding police, its procedures and powers (Screening of police and people)	<ul style="list-style-type: none"> • Police: its powers and procedures • Breaking the fear of police • Screening of movie – ‘<i>Police aur Praja</i>’ 	<ul style="list-style-type: none"> • Role Play • Group discussion • Presentation • Discussion on the film 	<ul style="list-style-type: none"> • Flip charts • Marker pens • OHP/ LCD projector • Movie- Police & People • Sample of FIR 	2 hrs 30 min (Including film duration- 15 min)
10	Visit to police station	<ul style="list-style-type: none"> • Creating familiarity with the record keeping system and the structure of police station. • Breaking the fear of going to police station 	Visit for practical exposure		Travel time + 45 min
11	Sharing of experience	Reinforce and test learnings on police related aspects	Quiz and group discussion		30 min
12	Understanding structure, power and procedure of court	<ul style="list-style-type: none"> • Input on structure of court, its power and procedure. • Strategies for work in court 	Group discussion and presentation	<ul style="list-style-type: none"> • Flip chart • Marker pens • Overhead / LCD projector • Presentation on structure 	45 min

<i>s.no</i>	<i>Session title</i>	<i>Content</i>	<i>Methodology</i>	<i>Materials</i>	<i>Time</i>
				of court	
13	Visit to court	<ul style="list-style-type: none"> • Getting familiar with court system, seeing case in progress. • Interaction with and input from advocate and judge 	Visit for practical exposure		Travel time + 2 hrs
14	Discussion on experience	Reinforce and test learning on aspects of court structures and procedures	Group discussion		30 min
15	Fundamental rights and CEDAW	<ul style="list-style-type: none"> • Fundamental rights and provisions of CEDAW • Comparison between fundamental rights and CEDAW 	Small Group Work and presentation	<ul style="list-style-type: none"> • Flip chart • Marker pens • Hand outs on fundamental rights and CEDAW 	2 hrs
16	Understanding laws related to violence against women	<ul style="list-style-type: none"> • Laws related to violence against women • Societal responses to violence on women 	Role play, presentation and discussion	<ul style="list-style-type: none"> • Flip chart • Marker pens • Handouts on various laws related to women and violence 	2 hrs
17	Screening of Movie on women and violence	Facilitator can choose to screen any of the following films in this session: <ul style="list-style-type: none"> • Bol • Mirch Masala • Mrityudand • Lajja • Dor • Damini 	Screening and discussion		Time of films vary.
18	Understanding Counselling and Developing skill of counselling	<ul style="list-style-type: none"> • Good and bad counselling • Principles of counselling 	<ul style="list-style-type: none"> • Small Group Work and presentation • Role play 	<ul style="list-style-type: none"> • Handouts on good and bad counselling • LCD / OHP 	2 hrs
19	Feedback on Training	Feedback from participants about the training and	Individual responses and brief discussion	Questionnaire	1 hr

<i>s.no</i>	<i>Session title</i>	<i>Content</i>	<i>Methodology</i>	<i>Materials</i>	<i>Time</i>
		what did they learn in the training.			

Note:

1. Discussions on the film can be conducted at the end of the film on the same day or next day in another session. Or small discussions can be facilitated during the screening, at certain points of the film. The facilitator can decide this depending on the flow of the group process, her own planning of sessions, etc.
2. All the films listed above are available with CSJ library.

Part III: Session-wise Detailed Design

Day I

Activity 1: Introduction

Time: 1 hour 15 min

Objective:

1. To familiarize participants with each other.
2. To gain an understating of the profile and background of participants.

Methodology: Small group work and presentation

Procedure / Steps / Process:

1. Ask the participants to pair up with a member of the group with whom they are not at all familiar and whom they would like to get to know better.
2. Each person should collect information about her/his partner using the question shared by the trainer as a guideline. These questions should be written on a chart paper and displayed for participants' reference.
3. Tell the participants that after they have finished interviewing each other, each of them should introduce their partner to the group and share the information they have gathered about them. The person being introduced, if s/he so wishes may add or correct any information.

Materials Required:

1. List of questions
2. Flip chart
3. Marker pens

Activity 2: Identify Expectations and concerns of participants

Time: 1 hour

Objective:

1. To provide opportunity to the participants to share the expectations they have come with and the concern/worries that might have related to any aspect of the programme.
2. To enable facilitator to compare the participants expectations with their own training design so that they may adapt it if necessary and/or clarify why some expectations may be unrealistic or difficult to meet during programme.

3. To encourage an atmosphere of participants, sharing and common understanding.

Methodology: Individual reflection and presentation

Procedure / Steps / Process:

1. Ask participants to list down individually, what they hope or expect to receive/learn/take back from the workshop. This should come from their personal as well as organizational perspective and any worries/concerns that they may have regarding the programme or any other.
2. Each participant should then be encouraged to share the same. The facilitator may simultaneously record, on a flipchart, all the different expectations and worries being voiced by the group.
3. Review each expectation and specifically those that may be unrealistic or difficult to meet during the workshop and share the reasons for the same.
4. Address all the concerns of the participants one by one and allow them to share their reactions and feelings to your comments.

Materials Required:

1. Flip chart
2. Marker pens

Activity 3: Understanding forms of Violence on Women

Time: 1 hour 40 min

Objective:

1. To enable participants to review their understanding of definition of violence.
2. To enable participants to understand subtle and varied forms of violence.
3. To examine various forms of violence and their impact on men and women
4. To understand factors that perpetrates violence in general and specifically against women.

Methodology: Group discussion, Small group discussion

Procedure / Steps / Process:

1. Ask participants to state what according to them constitutes violence. Make a list of all the stated aspects on a chart paper.
2. After all the responses have been listed, divide participants into small groups, each with 5-6 members. Divide the listed responses such that each group gets an equal number of items for discussion. Ask the groups to look at each item of their list and reflect on whether these forms of violence have a different impact on men and women.
3. Ask each group to share, with the larger group, their analysis.
4. If the participants have left out any aspects, you can mention the same and ask the group's view on the. Add those points to the list that the group seems to accept as a form of violence.
5. Summarises the observation of participants and highlight the reasons for the variation in the impact of violence on men and women and factors that perpetrate such violence.

Materials Required:

1. Flip chart
2. Marker pens

Activity 4: Role Of Paralegal In Countering Violence

Time: 1 hour 25mins

Objective:

1. To create a space for participants to examine their reasons, fears and expectations of working on issues of violence.
2. To create opportunity for participants to think about what role they envisage for themselves in tackling issues of violence.

3. To help participants to understand to what extent they are equipped to play this role and what additional inputs they would require to be able to perform this role effectively.

Methodology: Group discussion

Procedure / Steps / Process:

1. Tell participants to examine their personal reasons, fears and expectation of working on violence issues as also the specific role they want to play in this area.
2. Ask them to take time to reflect on the same and list them down individually.
3. After they have finished doing this, ask them to share in the group what they have identified and listed down.
4. Write down on a flipchart some key words that emerge from the participants' process of sharing.
5. Allow the group to react to each others fears, by sharing their own relevant experiences that may help in addressing them.
6. Share the likely contribution of the programme in helping the participants to meet their expectations and/or perform their anticipated role effectively.

Materials Required:

1. Flip chart
2. Marker pens

Day II

Activity 1: Gender Mapping

Time: 2 hour

Objective:

1. To enable participants to understand the nature, frequency and duration of violence in the lives of women and men.
2. To help them appreciate the role of socialization and conditioning in mute acceptance of violence, especially by women.
3. To examine the status of women in our society and the role of family, society and state in perpetuating it.

Methodology: Small group work and presentation

Procedure / Steps / Process:

1. Inform the participants that they will be doing an exercise in small groups. Divide them into four groups.
2. Ask two of these groups to examine the entire span in a girl's/woman's life beginning from the time she is in the womb. Tell them to discuss and review:
 - a. What happens in her life at different stages,
 - b. How is she treated by family, society and state,
 - c. Physical, psychological and other changes she experiences,
 - d. Problems and challenges she has to face
 - e. Style of her upbringing
 - f. Messages that she receives from various quarters
3. Tell the groups that one way of dividing the entire life span could be by looking at the major age division in which noticeable changes take place and consider each of these separately for the review. The group can use any other divisions provided the entire life span gets covered.
4. Ask the other two groups to do the same exercise for boys/men.
5. After all the groups have completed their discussion, ask them to make their presentations before the larger group.
6. Cull out the major differences in the lives of boys and girls throughout their life span. Present the reasons for these differences so as to help participants to see the connections between who

enjoys control and power and who does not and why; what contributes to the gender variations in perceptions of what constitutes discrimination and violence, in the levels of its acceptance and tolerance and in the reactions towards it.

Materials Required:

1. Flip chart
2. Marker pens

Activity 2: Understanding concept of Gender

Time: 3 hour

Objective:

1. To enable participants to understand why it is important for them to know the people they work with.
2. To develop an understanding about concept of rights, reproductive rights, sexual rights and links with violence
3. To arrive at an understanding of the effects of situational factors on the lives and status of women in their community.
4. To help participants understand the subtle forms of violence being faced by the woman of their community.

Methodology: Small group work and presentation

Procedure / Steps / Process:

1. Divide the participants into small groups where each group can consist of members from the same organization/geographical area.
2. Ask the participants to reflect about the women they are working with and draw up, on a chart, a profile of a women from their community, which should reflect her level of education, age, number of children, sources of income, her health status, her issues and any other significant information about her that they may want to share. Ask them to review the overall situation of the community of which this women is a representative and analyse the impact of her situation on her life. Specifically, forms of subtle violence in her life may also be examined through this exercise.
3. Each group should then be asked to make their own presentation before the large group.
4. Summarise the main points emerging from the presentations and highlight how denial of various kinds of rights to a woman constitutes violence, the varied forms of violence faced by her; the pressures created by abusers for mute acceptance of violence and submergence of her natural identity.
5. Give input on gender as social construction of gender.

Materials Required:

1. Flip chart
2. Marker pens

Day III

Activity 1: Understanding Law

Time: 2 hour

Objective:

1. To familiarize participants with origin, source, roles and limitations of law
2. To make the system less alien and demystified.
3. To help participants to be able to differentiate between just – unjust and legal – illegal.

Methodology: Small group work, interactive and input session, Presentation

Procedure / Steps / Process:

1. Ask the participants to form a small group and list rules made by the society, family and state.
2. Ask them to share it with the larger group.
3. Write down the rules in a flip chart and use it to build an understanding on just - unjust and legal – illegal.
4. Thereafter have an interactive session along with providing input on what is law, where it originates from, its role in the society, its limitations, categories of law, etc.
5. At last make a presentation on strategies of using law.

Materials Required:

1. Flip chart
2. Marker pens
3. Overhead projector / LCD projector
4. Presentations on strategies of using law, what is law, origin of law, role of law. Its limitations, categories, etc.

Activity 2: Police, its power and procedure

Time: 2 hour 30 mins

Objective:

1. To familiarize participants with police and its power and procedure
2. To break fear of police
3. To create equality vis – a – vis police

Methodology: Role-play, Presentation and Group Discussion

Procedure / Steps / Process:

1. Ask participants to divide themselves in to small group of 5-6 members.
2. Ask them to prepare a role-play where at least one character is a police.
3. After each group has presented their role-play have discussion on the attitude towards police.
4. Discuss on police procedure, citizens rights vis-à-vis the police, basic terms every one should know, classification of offences and attitude of implementing mechanisms on violence issues, importance of DD in the bride burning cases, etc. You can screen movie police is people (this movie is available at centre for social justice, Ahmedabad)
5. Make presentation on how to write FIR. Specific inputs on aspects related to women related crimes to be added. For instance, what should go in the FIR in case of rape, domestic violence, dowry, etc.
6. Ask participants to write FIR

Materials Required:

1. Flip chart
2. Marker pens
3. Overhead projector / LCD projector
4. Movie: police and people
5. Sample of FIR

Activity 3: Visit to Police Station

Time: Travel Time + 45 mins

Objective:

1. To familiarize participants with police station, kinds of record keeping system
2. To break initial fear of “first time going to police station”.
3. To understand the structure of police.

Methodology: Field Visit for practical experience

Procedure / Steps / Process:

1. Arrange a visit to police station prior to training.
2. It would be good if participants could get input from police officials.
3. May be participants can ask questions on their attitude towards women and issues of gender violence.

Activity 4: Share Experience

Time: 30 mins

Objective:

1. To reinforce learning on police related aspects and to test comprehension

Methodology: Quiz along with Group Discussion

Procedure / Steps / Process:

1. Ask participants to share their experience about visit to police station.
2. Divide participants into three small groups and ask them to ask questions related to police to another group. Give marking to group giving correct answers.
3. Along with this quiz have group discussion on answers given.

Day IV

Activity 1: Court, its power and procedure

Time: 45 mins

Objective:

1. To familiarize participants with structure of court, the possibilities and strategies.

Methodology: Presentation and Group Discussion

Procedure / Steps / Process:

1. Give input on structure of court, its power and procedure.
2. Share possible strategies of court like when to file a case, how to choose the board, etc.

Materials Required:

1. Flip chart
2. Marker pens
3. Overhead projector / LCD projector
4. Presentation on structure of court

Activity 2 - 3: Visit to Court

Time: Travel Time + 2 hour

Objective:

1. To familiarize participants with court
2. To get an on hand on experience of the court system, seeing the case in progress.

Methodology: Field Visit for practical experience

Procedure / Steps / Process:

1. Arrange a visit to court prior to training.
2. It would be good if participants could get input from advocate and judge.
3. May be participants can ask questions on their attitude towards women and issues of gender violence.

Activity 4: Sharing Experience**Time: 30 mins****Objective:**

1. To reinforce learning on structure, power and procedure of court

Methodology: Group Discussion**Procedure / Steps / Process:**

1. Ask participants to share their experience about visit to court and interaction with advocate and judge.

Day V**Activity 1: Fundamental Rights and CEDAW****Time: 2 hours****Objective:**

1. To familiarize participants with fundamental rights and provisions of CEDAW.

Methodology: Small group work and Presentation**Procedure / Steps / Process:**

1. Ask participants to divide themselves into small group of 5-6 members.
2. Provide participants copy of constitution and CEDAW.
3. Ask participants identify provisions related to women rights, compare fundamental rights and CEDAW.
4. After comparing ask participants to list the same in flipchart and present the same in the larger group.
5. Have open discussion on each section with examples.

Materials Required:

1. Handouts on fundamental rights and CEDAW
2. Flip chart
3. Marker pens

Activity 2: Laws related to Women and Violence**Time: 2 hours****Objective:**

1. To familiarize participants with laws related to sexual violence.

Methodology: Role-play and Presentation**Procedure / Steps / Process:**

1. Ask participants to divide themselves into small group of 5-6 members.
2. Ask participants to do role-play on different types of violence.
3. Discuss the role-play with have societal responses.
4. Discussion will include the pro women as well as insensitive attitude of legal system on the issue.
5. Make presentation on various laws related to women and violence.

Materials Required:

1. Handouts on various laws related to women and violence
2. Flip chart
3. Marker pens

Day VI

Activity 1: Developing skill of Counseling

Time: 2 hours

Objective:

1. To familiarize participants with principles of counseling and develop skill of counseling.

Methodology: Small group work and Presentation

Procedure / Steps / Process:

1. Ask participants Work in pairs: one plays the professional, the other takes the role of the victim; the victim has come to seek help for the first time, the professional tries to listen and understand her story. The trainer should list the questions below on the flip chart for consideration after the role game:

Questions for the paralegal:

How did you feel?

Was it hard or easy to listen?

What did you observe about the woman?

2. To identify the conditions which a person requires in order to be able to talk about painful experiences. Enact a telephone call or visit from a victim. One participant plays the role of the victim, calls or visits the professional. The victim is initially very reluctant to tell her story. The professional tries to make her feel confident. The person who plays the victim stops the game when she feels sufficient trust to tell her story. This is followed by a discussion of the following questions put to the "victim":

How did I feel?

What helped to relate my experiences?

Which questions were helpful and which less helpful?

3. Video documenting the situation of a woman seeking help and her difficulties with paralegal.
4. Give input on what is good counseling and bad counseling and link the same with video documentation. Show video documentation and ask the group whether it is good counseling or bad. And give input on how it would have been a good counseling.

Materials Required:

1. Handouts on good and bad counseling
2. LCD / OHP

Activity 2: Evaluation & Feedback

Time: 1 hours

Objective:

1. To get feedback from participants about what they have learned and feedback for the training. Familiarize participants with principles of counseling and develop skill of counseling.

Methodology: Questionnaire

Procedure / Steps / Process:

1. Distribute a questionnaire to participants.
2. This questionnaire should contain questions from all the topics covered during training, what did they like most about the training, what are the things they didn't liked about the training and feedback for improving the training.

Materials Required:

1. Questionnaire

Part IV: Evaluation Formats

Training Module: Role of Paralegals in Working on cases of Violence Against Women

Location of Workshop:

Dates of the Workshop:

Name of the participant:

Designation:

Organisation:

(Please tick ✓)

Date of Evaluation:

Pre-Evaluation:

Post Evaluation:

1. Define the term 'Violence on Women'.
2. Define the term 'Gender'.
3. Name the laws on violence against women?
4. Give a description of any 2 laws on violence against women in not more five sentences.
5. Define the term 'counselling'. What are the characteristics of good counselling?
6. Briefly describe the structure of police.
7. List the powers of police with respect to cases of violence against women.
8. Briefly describe the structure of the court.
9. Give an example of how a case of domestic violence can be handled so as to provide justice and maximum relief to the victim. What will be your role in the same?
10. List the provisions of CEDAW pertaining to violence against women?
11. Do you agree that women's rights are human rights? If yes, draw any 5 relationships between the two. If no, give your reasons.

Signature of the Participant

Signature of the Facilitator

Score obtained in Pre-Evaluation:

Score obtained in Pre-Evaluation:

Change in Score:

Comments of the Facilitator:

Name: Role in Organization: Organisation:	Address:						
My expectations from this Workshop:							
How far were my expectations fulfilled? ✓	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	1	2	3	4	5	6
1	2	3	4	5	6		
How do I rate the Facilitators? ✓	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	1	2	3	4	5	6
1	2	3	4	5	6		
How do I rate the learning materials? ✓	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	1	2	3	4	5	6
1	2	3	4	5	6		
How do I rate the session contents? ✓	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	1	2	3	4	5	6
1	2	3	4	5	6		
How do I rate the methodology? ✓	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	1	2	3	4	5	6
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How do I rate the venue and accommodation? ✓	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	1	2	3	4	5	6
1	2	3	4	5	6		
How do I rate the food? ✓	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	1	2	3	4	5	6
1	2	3	4	5	6		
My three most significant learning from this programme:							
1							
2							
3							
How do I intend to apply this learning in my work?							
Three topics that I would like to get further training on:							
1							
2							
3							
What support would I need from the following organisations to implement my work?							
From my Organisation							
From the Facilitators							
From other agencies/state officials:							

How can the next workshop be made better? (You may write comments about accommodation, logistics, learning materials, etc.)