

*A*  
*Training Manual*  
*For*  
*Paralegal Trainers*

**Prepared By:**  
Centre for Social Justice, Ahmedabad

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## 1. WHO IS A PARALEGAL?

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

Paralegals bridge the gap between the community, lawyers and judicial system. They help in the dissemination of legal information; following up and investigation of cases, among other duties. They can also help in pre-litigative work, which is very important in a case.

Most times, a common person finds it difficult to understand technical legal procedure. This leads to more people suffering injustices and failing to fight for their rights. A paralegal, who has knowledge of the law, attempts to simplify it.

Most people find it difficult to articulate their problem from a legal perspective. However, the law does not deal with injustices, it deals with illegalities. Unlike many people, who think going to the court will ensure justice, paralegals know what the courts can and can't do. So, they know how to strategically use the system for maximum benefit.

Further, courts intervene only if there has been a legal violation. Paralegals, thus, add a legal perspective to social issues. They have the ability to convert a social problem into a legal case.

Often, lawyers are only interested in legal cases; common people expect someone to help them through their problem, not just legalese. A paralegal is the link between the individual, community and lawyer.

### **ROLE OF A PARALEGAL**

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

- a. **Delivering Services:** Paralegals handle pre-litigative work like investigation, fact finding, out-of-court settlements, filing FIRs, etc. Later, once a court order has been obtained, they remain involved with ensuring its implementation.
- b. **Education and Awareness:** They bring about legal awareness among the masses through means like community education programmes, educate them on their rights and keep them motivated to fight.
- c. **Updating Dispute Resolution Systems:** They revamp existing dispute resolution mechanisms using a legal and rights perspective.
- d. **Social Perspective:** A paralegal adds a social perspective to standard court room lawyering. A typical lawyer gets caught in the technicalities of law and does not pay attention to the

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social angle of the matter. A paralegal plays an important role in sensitizing the lawyer to social issues that surround the case.

- e. **Research and Data collection:** They also conduct research and data collection on socio-legal issues. They constantly study the impact of laws on the lives of people, the interrelationship between the judicial system and people, the areas where laws need changes or fresh laws are required and pitfalls of implementing a particular law.
- f. **Negotiation, counselling and conciliation:** A paralegal also is involved in counselling with a rights/issue-based perspective and out-of-court settlements.

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## 2. NEED AND SPACES TO LEGITIMISE PARALEGAL

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

### **Counselling Centres:**

The Ministry of Women and Child Commissioner runs family counselling centres to provide legal support to village women, against violence. These centres, in collaboration with NGOs, are made up of lawyers and social workers.

But, this organization carries out conciliation such that it often violates the rights of victims. However, paralegals working on the issues of women and violence are better aware of procedure and alternatives to tackle the problem. Owing to their training, they know how to conduct a rights-based conciliation and alternative arrangements in crisis situations.

We seek the Ministry of Women and Child to appoint Women Rights Paralegals within these counselling centres to replace social workers.

### **Paralegals in Family Courts:**

The main objective behind the Family courts was to take family and/or marital disputes away from the overcrowded environment of traditional courts and bring it to congenial and supportive surroundings. They were set up as channels to lead conciliation – not confrontation –to make it easy for a woman to approach them fearlessly.

The National Commission for Women has reviewed the laws and legislative measures affecting women. Of the 35 laws related to women, the Family Courts Act was one. One of their suggestions was the appointment of a permanent counsellor and qualified social workers with paralegal training as judges. This is to enable the implementation of recommendations given by NCW.

### **Police Mitra**

Police *Mitra* (Friends of Police) was introduced as part of community policing, to increase partnership between the police and public. It provides opportunities for ordinary citizens to contribute to the prevention and detection of crime. Its member can be any member of the public, who isn't involved in civil or criminal case.

Members provide useful information leading to solving of crimes and can also prevent any abuse of police power, thanks to their easy accessibility to the station house officer and other senior personnel.

Such movements have been found helpful in imparting fairness, transparency and impartiality in the functioning of the police. The system has been working effectively in all districts of Tamil Nadu for the last five years.

Role of FOP members:

- Beats and night patrols
- Assisting in managing traffic

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- Preventing crime
- Collecting information
- Assisting in maintaining law and order
- Involvement in prohibition work

### **Women counselling centres within police work:**

The common man finds it difficult to associate police with a creative endeavour because of its late response as an agency.

The lodging of FIR is marked by dissatisfaction. When women victims of domestic violence, sexual harassment, rape etc. approach police stations for lodging FIR, they need more sympathy and attention so that the first step towards ensuring justice can be fulfilled.

Women counselling centres today, generally headed by a paralegal and a lawyer, enable the victims to take decisions on the basis of all the aspects of law and society and possible alternatives for action. This happens before the FIR.

In these centres, women victims are interviewed by paralegals, who collect the primary information related to the crisis. The role of a paralegal becomes important here because being trained professionals, they have the knowledge of legal formalities required at the time of lodging an 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 of the Jail Reform Committee. The working group proposed NHRC to accredit the paralegal and it has been accepted by them. Similar initiatives need to be taken in other jails across India.

Paralegals may also be appointed as a liaison between remand or convicted prisoners or beneficiaries in State brief cases and concerned advocates for follow up of cases, and can act as a bridge between them.

### **Enviro Paralegal:**

Gujarat Pollution Control Board (GPCB) lacks manpower, and hence cannot monitor regularly at the village level. So, Enviro paralegals can help GPCB in reporting pollution to its regional offices and carrying out legal awareness campaigns at the grass root level, on its behalf. They can also aid other Government organizations like Gujarat Water Supply & Sewerage Board, Industries Commissionerate, Gujarat Ecological Commission etc. and hence can act as a link between govt. authorities and other national – state level organizations, and village people. They should not put the case forward as a complaint but as a means of drawing the attention of authorities to the issues. Since Enviro paralegals have possible solutions, they can also be helpful in changing the mind-set of the authorities.

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**Gram Sabha Planning Committee:**

A trained paralegal, who is aware of the procedure and powers of Gram Sabha, can play a major role in implementing the 73rd amendment of Constitution, regarding the extension of Panchayats to Scheduled areas.

**Member of Vigilance Committee:**

Vigilance committee, established under The SC/ST (Prevention of) Atrocities Act has a major role in the Act's implementation. Due to the inadequate performance of the committee, a paralegal's role becomes more important for guiding and ensuring proper investigation.

**Paralegals under State Legal Aid Mechanism:**

The guidelines laid by the National Legal Services Authority Act regarding the role of a paralegal remain untranslated into action due to the absence of a formal structure in place. Hence, to ensure an 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, paralegals can be appointed as legal instructors to spread legal knowledge or information to tribals 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 judiciary cases and decentralizing the justice delivery mechanism by involving the community members in the dispute resolution process. A trained paralegal will ensure that the process is rights-based and in an appropriate legal frame work.

**Revenue Paralegal:**

Presence of paralegals in revenue related matters will reduce the large scale exploitation by lawyers. The paralegals shall be given explicit authority to access basic land records and other information or reports required to pursue any legal action. They may also be appointed as field surveyors to prepare physical inventory of land records.

As Commissioners, they can conduct local enquiries or field inspections, recording of statements, production of documents from officers, implementation of orders issued in favour of tribals in land matters and, compliance of reports in revenue or other grievances and civil matters pending before the Revenue or Tribal Welfare Department or/and agency Courts.

### **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 being imparting legal information to the participants instead of practical components. Such training sessions could be either general in nature, where various laws and procedures are covered or 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, train their paralegals in the due course of their actual working. Workers learn as problems arise before them. This is unplanned, slow and fails 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 focuses on – attitude, skills and information. It develops the perspective of the participant on a given issue by the quality of constant questioning. It prepares him to use law as part of an over- all strategy. It helps him to differentiate between giving social response to a problem and planning a legal intervention.

It is need-based in nature. It takes into account the over- all context of the participant and trains him to respond in *that* context.

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

Training-

- a. volunteers from the community
- b. members of a particular organization around specific issues
- c. 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 a combination of participatory learning approaches. Alternative Law Education makes the facts written in the legal text, a reality for the victims of human rights violations in their own contexts. A Paralegal trainer, designs and conducts training, keeping the principles of “adult learning” in mind.

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

### **Skill:**

- A warm personality and an ability to show acceptance of participants.
- Training which generates and uses their ideas and skills.
- Ability to relate new laws with skill.
- Communicate clearly what training program will entail to convince them about the relevance of program and fulfilment of their needs.
- Listen to what the other person says and respond with supportive, usually non-verbal expressions or gestures.
- Ask questions to help them in their thinking.
- Give feedback in a way of helping individuals to change their behaviour.
- Use of various methods of training, audio-visual aid especially.
- Flexibility in responding to their changing needs.
- Training with learner-centric methodology.

### **Attitude:**

#### **He/she should-**

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

### **Knowledge:**

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

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- Methods of conducting trainings

**Competency: Ability to-**

- Bring the group together and control it without damaging.
- Organize, so that resources are booked and logistical arrangements smoothly handled.
- Notice and resolve participants' problems.
- Help participants to move through various phase of groups formation until they reach final stage.

### 3.5 Alternative Legal Education (ALE)

## Evaluation Formats

Evaluation formats help to comprehend 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.
- 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 unresolved. The results of the discussion are passed on for further action or used for modification in subsequent training programs. Comments related to delivery of the Module in particular are to 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.*

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**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**

<b><i>Title</i></b>	<b><i>Understanding the Issue of Violence against Women</i></b>
<b><i>Brief Description</i></b>	Realizing the need for capacity building of para legals, the main aim is to develop competency and knowledge of paralegals for legal intervention at the grass root 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 counselling will be covered.
<b><i>Objectives</i></b>	<p>The main objectives of a training module are to:</p> <ul style="list-style-type: none"> <li>● Develop an understanding of what exactly constitutes violence against women.</li> <li>● Explain the construct of gender to participants.</li> <li>● Make them aware about their role in countering this violence.</li> <li>● Sensitise them with the victims.</li> <li>● Familiarize them with structures of court and police</li> <li>● Help them understand the laws and international decrees concerning women through information sharing and discussion.</li> <li>● Develop better skills of counselling in cases of violence against women.</li> </ul>
<b><i>Learning Outcomes</i></b>	<p>Participants should be able to:</p> <ul style="list-style-type: none"> <li>● Clearly define the term ‘violence against women’ and broadly define the term ‘gender’.</li> <li>● Become more aware and sensitive about their identities</li> <li>● Articulate their role in countering and taking action in such cases.</li> <li>● List the various parts of structure and procedures of the police and court.</li> <li>● Name the laws and international decrees concerning women and briefly describe them.</li> <li>● Discuss different aspects of the laws taken up, thereby to point areas of difficulties.</li> <li>● Become more aware, better informed and skilled in handling cases of violence against women at police, court and community levels and be better counsellors.</li> </ul>
<b><i>Participant Group</i></b>	Para legals working on the issue of violence on women
<b><i>Duration in Days</i></b>	6 days (19 sessions)
<b><i>Contents/Topics</i></b>	<ul style="list-style-type: none"> <li>● Introduction of the design and topic of the workshop.</li> <li>● Identify expectations and concerns of participants</li> <li>● Understanding various forms of violence on women</li> <li>● Understanding the role of paralegal in countering violence</li> <li>● Gender Mapping</li> <li>● Understanding concept of gender</li> <li>● Screening of Movies on women and violence</li> <li>● Understanding Law</li> <li>● Understanding police, its procedures and powers (Screening of</li> </ul>

	<p>police and people)</p> <ul style="list-style-type: none"><li>● Visits to police stations</li><li>● Sharing of experiences</li><li>● Comprehending structure, power and procedure of courts</li><li>● Visits to courts</li><li>● Discussion on experiences</li><li>● Fundamental rights and CEDAW</li><li>● Understanding laws related to violence against women i.e. rape, domestic violence, 498 A, Dowry</li><li>● Understanding Counselling and Developing skills of counselling</li><li>● Feedback on Training</li></ul>
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<i>Conceptual Approach</i>	<p>The role of para legals in providing justice to the victim has been widely acknowledged, as a cadre who forms a bridge between the community, lawyers and the judicial system. However, competencies of para legals are yet to be build, in their information and understanding of the relevance of laws, police and courts and in their abilities to deal with them, such that they can be effective in providing justice. Building their competency is also important to make them a significant instrument in justice delivery.</p> <p>This module is an attempt to achieve this objective by engaging with para legals 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>
<i>Methods</i>	Reflection, self- work, information dissemination, reading, small group discussions, group discussions, role plays, presentations, questions for analysis, film screening, field visits for practical exposure & interaction with agency officials, quiz.
<i>Learning Materials for Participants</i>	<ul style="list-style-type: none"> <li>● Copy of CEDAW</li> <li>● Fundamental rights</li> <li>● Laws on violence against women</li> <li>● Paper on counselling and features of good counselling.</li> <li>● Structure and procedures of courts</li> <li>● Structure, procedures and power of the police</li> <li>● Paper on 'Role of Paralegals'</li> <li>● Note on social system, socialization and conditioning, and their role in acceptance of violence against women.</li> <li>● Note on 'Gender'.</li> </ul>
<i>Equipment</i>	LCD, OHP, Soft Board, flip charts, marker pens, cards, push pins, blank sheets.
<i>References</i>	<ol style="list-style-type: none"> <li>1. CrPC (Criminal Procedure Code)</li> <li>2. CPC (Civil Procedure Code)</li> <li>3. Indian penal Code (IPC)</li> <li>4. CEDAW</li> <li>5. Human Rights and the Law- Paras Diwan &amp; Peeyushi Diwan</li> <li>6. Constitutional Law of India- V D Mahajan</li> <li>7. Shorter Constitution of India- Durga Das Basu</li> <li>8. Human Rights and Law- Chitnis</li> </ol>

## **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"> <li>● Introducing the program and</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation by the trainer</li> </ul>	<ul style="list-style-type: none"> <li>●List of questions</li> <li>●Marker pens</li> </ul>	1 hr 15 min

		<p>sharing the design with participants</p> <ul style="list-style-type: none"> <li>● Familiarizing participants with each other</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction with each other</li> </ul>	<ul style="list-style-type: none"> <li>● Flip charts</li> </ul>	
2	Identify expectations and concerns of participants	<ul style="list-style-type: none"> <li>● Participants share their expectations and concerns from the workshop</li> <li>● Facilitator re-assesses his/her training design in the view of participant's expressed expectations and apprehensions.</li> </ul>	Individual reflection and presentation	Flip charts and marker pens	1 hr
3	Understanding various forms of violence on women	<ul style="list-style-type: none"> <li>● Revisiting existing understanding of violence</li> <li>● Looking at varied forms of violence and their impact</li> <li>● Factors that perpetrate violence</li> </ul>	<ul style="list-style-type: none"> <li>● Group discussion</li> <li>● Small group discussions</li> </ul>	Flip charts Marker pens	1 hr 40 min
4	Understanding the role of paralegal in countering violence	<ul style="list-style-type: none"> <li>● Looking at own fears, reasons and expectations from working on the issue</li> <li>● Envisaging their role and assessing their competencies to work on the issue effectively.</li> </ul>	Group discussion	Flip charts Marker pens	1 hr 25 min
5	Gender Mapping	Nature of violence, role of socialization in acceptance of violence and	Small group work and presentation	Flip charts Marker pens	2 hrs



		institutions in perpetrating the low status of women in society.			
6	Understanding concept of gender	<ul style="list-style-type: none"> <li>● To know the people we work with</li> <li>● Forms of violence on women; rights, reproductive and sexual rights and links with violence.</li> </ul>	Small group work and presentation	Flip charts Marker pens	3 hrs
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"> <li>● Bol</li> <li>● Mirch</li> <li>● Masala</li> <li>● Mrityudand</li> <li>● Lajja</li> <li>● Dor</li> <li>● Damini</li> </ul>	Screening and discussion		Time of films vary.
8	Understanding Law	<ul style="list-style-type: none"> <li>● Origin, source, roles and limitations of law</li> <li>● Demystify the legal system</li> <li>● Difference between just – unjust and legal – illegal.</li> </ul>	<ul style="list-style-type: none"> <li>● Small group work</li> <li>● Interactive session</li> <li>● Input session and Presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Flip charts</li> <li>● Marker pens</li> <li>● OHP/ LCD projector</li> <li>● Presentations</li> </ul>	2 hrs
9	Understanding police, its procedures and powers (Screening of police and people)	<ul style="list-style-type: none"> <li>● Police: its powers and procedures</li> <li>● Breaking the fear of police</li> <li>● Screening of movie – ‘<i>Police aur Praja</i>’</li> </ul>	<ul style="list-style-type: none"> <li>● Role Play</li> <li>● Group discussion</li> <li>● Presentation</li> <li>● Discussion on the film</li> </ul>	<ul style="list-style-type: none"> <li>● Flip charts</li> <li>● Marker pens</li> <li>● OHP/ LCD projector</li> <li>● Movie- Police &amp; People</li> <li>● Sample of FIR</li> </ul>	2 hrs 30 min  (Including film duration- 15 min)
10	Visit to police	<ul style="list-style-type: none"> <li>● Creating</li> </ul>	Visit for practical		Travel time

	station	familiarity with the record-keeping system and the structure of police station. ● Breaking the fear of going to the police station	exposure		+ 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	● Input on structure of the court, its power and procedure. ● Strategies for work in court	Group discussion and presentation	● Flip chart ● Marker pens ● Overhead / LCD projector ● Presentation on structure of court	45 min
13	Visit to court	● 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 learnings on aspects of court structures and procedures	Group discussion		30 min
15	Fundamental rights and CEDAW	● Fundamental rights and provisions of CEDAW ● Comparison between fundamental rights and CEDAW	Small Group Work and presentation	● Flip chart ● Marker pens ● Handouts on fundamental rights and CEDAW	2 hrs

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16	Understanding laws related to violence against women	<ul style="list-style-type: none"> <li>• Laws related to violence against women</li> <li>• Societal responses to violence on women</li> </ul>	Role play, presentation and discussion	<ul style="list-style-type: none"> <li>• Flip chart</li> <li>• Marker pens</li> <li>• Handouts on various laws related to women and violence</li> </ul>	2 hrs
17	Screening of Movie on women and violence	<p>Facilitator can choose to screen any of the following films in this session:</p> <ul style="list-style-type: none"> <li>• Bol</li> <li>• Mirch Masala</li> <li>• Mrityudand</li> <li>• Lajja</li> <li>• Dor</li> <li>• Damini</li> </ul>	Screening and discussion		Time of films vary.
18	Understanding Counselling and Developing skill of counselling	<ul style="list-style-type: none"> <li>• Good and bad counselling</li> <li>• Principles of counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Work and presentation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Handouts on good and bad counselling</li> <li>• LCD / OHP</li> </ul>	2 hrs
19	Feedback on Training	Feedback from participants about the training and what did they learn in the training.	Individual responses and brief discussion	Questionnaire	1 hr

**Note:**

Discussions on the film can be conducted at the end of the film on the same day or next day in another session, or 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.

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: To-**

1. Familiarize participants with each other.

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2. Gain an understanding of the profile and background of participants.

**Methodology:** Small group work and presentation

**Procedure / Steps / Process:**

1. Ask participants to form pairs with unfamiliar members so that they get to know each other better.
2. The trainer will give certain questions that the partners will ask each other.
3. On the basis of answers to those questions, the partners will introduce each other. The person being introduced can add or correct.

**Materials Required:**

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

### **Activity 2: Identify Expectations and concerns of participants**

**Time: 1 hour**

**Objective: To-**

1. Provide an opportunity to the participants to share their expectations and concern/worries regarding the program.
2. 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 program.
3. Encourage sharing and common understanding among participants.

**Methodology:** Individual reflection and presentation

**Procedure / Steps / Process:**

1. Ask participants to list down individually, their expectations from and worries regarding the workshop.
2. This will be then be shared by each participant and simultaneously noted by the facilitator in a flipchart.
3. After reviewing, share why some expectations are unrealistic/difficult to meet during the workshop.
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: To enable participants to-**

1. Review their understanding of definition of violence.
2. Understand subtle and varied forms of violence.
3. Examine various forms of violence and their impact on men and women

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4. 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. Then, divide participants into small groups, of 5-6 members each. Divide the listed responses equally among the groups and ask them to differentiate the impact of those forms of violence on men and on women.
3. Ask each group to share their analysis.
4. Add the aspects that have been left out and take inputs on them.
5. Summarise the observation of participants. Highlight the reasons for the varied 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: To create for participants-**

1. A space to examine their reasons, fears and expectations of working on issues of violence.
2. An opportunity to think about what role they envisage for themselves in tackling issues of violence.
3. An understanding regarding the extent to which they are equipped to play this role and additional inputs required.

**Methodology:** Group discussion

**Procedure / Steps / Process:**

1. Tell participants to examine their personal reasons, fears and expectation of working on violence issues and their desired specific role in this area.
2. Ask them to reflect on the same and list them down individually.
3. Then, 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 their process of sharing.
5. Allow the group to react to each other's fears, by sharing their relevant experiences.
6. Share the likely contribution of the program in helping them 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: To-**

1. Enable participants to understand the nature, frequency and duration of violence in the lives of women and men.

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2. Help them appreciate the role of socialization and conditioning in mute acceptance of violence, especially by women.
3. 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. Divide the participants 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. Other divisions can also be used.
4. Ask the other two groups to do the same for boys/men.
5. After 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 to show the connections between who enjoys control and power and who does not and why; what contributes to the gender variations in perceptions of 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: To-**

1. Enable participants to understand why it is important for them to know their fellow-people.
2. Understand the concept of Rights, Reproductive Rights, Sexual Rights and links with violence.
3. Comprehend the effects of situational factors on the lives and status of women in their community.
4. 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.

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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. Summaries 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: To-**

1. Familiarize participants with origin, source, roles and limitations of law
2. Make the system less alien and demystified.
3. Help them 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 small groups 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: To-**

1. Familiarize participants with police and its power and procedure

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2. Break fear of police
3. 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 officer.
3. After each group has presented their role play, have a discussion on attitude towards police.
4. Discuss on police procedures, citizens' rights vis-à-vis the police, basic terms everyone 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 an FIR. Specific inputs on aspects concerning 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 an 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: To-**

1. Familiarize participants with police stations, kinds of record keeping systems
2. Break initial fear of "first visit to a police station".
3. 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. 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 their visit to a police station.



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2. Divide them into three small groups, among which police-related questions are to be asked..  
Give marking to group giving correct answers.
3. Along with this quiz, have a group discussion.

#### **Day IV**

#### **Activity 1: Court, its power and procedure**

**Time: 45 mins**

##### **Objective:**

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

**Methodology:** Presentation and Group Discussion

##### **Procedure / Steps / Process:**

1. Give input on the 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: To-**

1. Familiarize participants with the court
2. Get a hands-on experience of the court system.

**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 inputs from the advocate and judge on their attitude towards women and gender violence issues.

#### **Activity 4: Sharing Experience**

**Time: 30 mins**

##### **Objective:**

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

**Methodology:** Group Discussion

##### **Procedure / Steps / Process:**

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

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## 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 groups of 5-6 members.
2. Provide participants a copy of the Constitution and CEDAW.
3. Ask them to identify provisions related to women's rights and compare Fundamental rights and CEDAW.
4. After comparing ask them 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 groups of 5-6 members.
2. Ask them to do role plays on different types of violence.
3. Discuss the role plays' societal responses.
4. Discussion will include the pro- women as well as the insensitive attitude of legal system on the issue.
5. Make a 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 Counselling** **Time: 2 hours**

#### **Objective:**

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1. To familiarize participants with the principles of counselling and developing skills of counselling.

**Methodology:** Small group work and Presentation

**Procedure / Steps / Process:**

1. Ask participants to 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. Identify the conditions required to talk about painful experiences. Enact a telephone call or visit from a victim. The One who plays the role of the victim, calls or visits the professional and is initially very reluctant to tell her story. The professional tries to make her feel confident till she trusts him enough to share. The following questions are to be answered by 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 the paralegal.
4. Give input on what is good counselling and link the same with video documentation.

**Materials Required:**

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

**Activity 2: Evaluation & Feedback**

**Time: 1 hours**

**Objective:**

1. To get feedback from the participants on their learning and for training.. Familiarize them with principles of counselling and develop related skills.

**Methodology:** Questionnaire

**Procedure / Steps / Process:**

1. Distribute a questionnaire to participants.

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2. This should contain questions on all the topics covered, what they liked and didn't like during training and suggestions for improvement.

**Materials Required:**

1. Questionnaire

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## **Part IV: Evaluation Formats**

### **Training Module: Role of Para Legals 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?

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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:	Address:					
Role in Organization:						
Organisation:						
My expectations from this Workshop:						
How far were my expectations fulfilled?	1	2	3	4	5	6
How do I rate the Facilitators?	1	2	3	4	5	6
How do I rate the learning materials?	1	2	3	4	5	6
How do I rate the session contents?	1	2	3	4	5	6
How do I rate the methodology?	1	2	3	4	5	6
How do I rate the venue and accommodation?	1	2	3	4	5	6
How do I rate the food?	1	2	3	4	5	6
My three most significant learnings from this programme:						
1						
2						
3						
How do I intend to apply this learning in my work?						

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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.)



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