



Paralegal Volunteers Training Programme  
Under  
Access to Justice Project

PROJECT COMPLETION REPORT



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## EXECUTIVE SUMMARY

The Committee for Legal Aid to Poor (CLAP), a legal support and advocacy organization registered under the Societies Registration Act of 1860, received grant from the United Nations Development Programme (UNDP) under the Access to Justice for the Marginalized People (A2J) Project of the Department of Justice, Ministry of Law and Justice, Government of India for the training of paralegal volunteers (PLV) in selected district(s) of Odisha State. On the auspices of support the Department of Justice (DOJ) and UNDP, the CLAP has brought out a facilitator's guide for paralegal volunteers' training and conducted trainings for paralegal volunteers from four districts of Odisha namely Cuttack, Jagatsinghpur, Jajpur and Kendrapada. CLAP had conducted six numbers of 3-days and six numbers of 2-days refreshers whereby as many as 286 paralegal volunteers were trained and sensitized on different laws as per the curriculum prescribed by the National Legal Services Authority (NALSA) for orientation and induction course for paralegal volunteers. Among the paralegal trainees, forty percent were females. The paralegal volunteers are spread over to represent 34 -Blocks and 1- Municipal Corporation of Odisha. On its completion of 10 months duration by 15<sup>th</sup> August 2014, the project has successfully achieved its objectives by bringing changes in the legal knowledge and skills of a group of paralegal volunteers. Some knowledge products such as the facilitator's guide, and information handbooks for paralegal volunteers were also brought out by this project. This report in the nomenclature of "Project Completion Report" highlights the objectives accomplished, methodologies adopted, activities undertaken, key achievements, lessons learned, challenges encountered by the project.

**Objectives:** The key objectives of the project were to:

- prepare a facilitator's guide for paralegal volunteers' training by augmenting, standardising and contextualizing the existing curricula and modules with participatory learning methods and tools.
- demonstrate the replicable model of paralegal training for a group of paralegal volunteers, pre-identified by the Legal Services Authorities.

**Methodologies:** The main assignments for the project were: (i) preparation of facilitator's guide, (ii) training, and (iii) documentation. Methodologies as appropriate for each of the project assignments were of the following.

The facilitator's guide was brought out in a consultative and action research processes. The methodologies followed all through the preparation of the facilitator guide included: (1) procurement and collection of law related training materials from legal resource agencies or web searching, (2) desktop study of collected resource materials to design and contextualise curriculum to suit the learning needs for paralegals, (3) consultation with subject experts, (4) preparing draft version of guide, sharing it with key stakeholders for feedback and incorporation of valid suggestions, (5) validating facilitator's guide in paralegal volunteers training.

Methods of participatory learning were used in the trainings as suitable to deliver the subjects in respective sessions. The methods and tools employed in the trainings are as follows:

- Lecture
- Interactive discussion
- Case studies
- Role play
- Group work
- Exposure visit
- Questionnaire
- Short documentary film show
- Power point presentation

The following methods and tools were used to document Needs, Feedback, Learning outcomes, and Post-training engagement of paralegal volunteers.

- Questionnaire method
- Test method
- Observation method
- Interactive method

**Key Project Activities:** The main activities of the project were of the following:

- Six numbers of training programmes were conducted. All the training programmes were of the duration of three days.
- Six numbers of refresher programmes were conducted. All the refresher programmes were of the duration of two days.
- Consultation was held to share facilitator's guide



- Proceedings of the training and refresher programmes were documented reported and shared with key stakeholders including SLSA, and UNDP.
- Media advocacy was taken up for the publicity of the paralegals programme.

**Achievements:**

- 286 nos. of paralegal volunteers were trained, sensitized and capacitated to strengthen legal service works.
- Training has substantially impacted paralegal volunteers to actively engage in legal service activities.
- There is growing trend of contact between paralegal volunteers and LSA. It can be substantiated from the fact after training approximately two-thirds paralegal volunteers have contacted LSA after training as against 20% in pre- training period.
- More numbers of PLVs are being engaged by LSA in remunerative works. The number has increased from 30 (10%) in pre-training period to 65 (24%) in post training period.
- The facilitator's guide has been developed to help trainers to design, conduct and evaluate paralegal volunteers' training.
- Information Handbook for Paralegal Volunteers has been brought out to provide detail information of trained PLVs and to help paralegal volunteers to know more about Legal Services Authorities, different laws, and human rights institutions.
- The Directory of PLVs in the Information Handbook has become useful for LSA and the paralegal volunteers for communication and networking.
- All the training programmes were covered both in electronic and print media including the national dailies like the Statesman, New Indian Express, and Hindustan Times. The regional newspapers in Odia language with a combined circulation of approximately ten lakh provided extensive coverage to PLVs programmes. A total of 210 news relating PLVs' training received coverage by 30 print media. The electronic media such as Odisha TV (OTV), MBC and Naxhatra TV provided coverage to the PLVs' training programmes.

**Lesson Learnt:** The main leanings from the project are:

- The training has been valuable and core elements for capacity building of paralegal volunteers. The subjects taught were highly essential for paralegal volunteers. The methods used in the training were appreciated by the trainees. The training helped to equip paralegal volunteers with legal knowledge much of which can be applied in addressing problems of the community people regarding family laws, civil rights gender discrimination, domestic violence, criminal matters, and child rights.
- Training should be a continuous process. Experience sharing, information dissemination and exposure visit are required for paralegal volunteers.
- The training in addition to knowledge exchange has triggered a process of communication to facilitate the interaction between PLVs and LSA.
- The level of participation of PLVs had increased with the progress of trainings. The refresher programmes had witnessed more active participation, versatile interaction and openness of PLVs as compared to first round trainings. The PLVs showed more maturity and knowledge in case study discussion, group presentation or experience sharing in refresher programmes. The questions raised by PLVs in different sessions of refresher programmes were specific, contextually relevant, law related whereas few questions put up by PLVs at the first round training were sporadic, generalized and unspecified.
- The work diary provided at the first training has proved handy for PLVs to develop their record keeping skills as most of them have maintained diary regularly. As a result of that practice, they could be able share experience with ease and fluency which was not perceptible in first round trainings.
- A variety of participatory learning methods and evaluation tools used in the refresher programmes were found to be successful.
- The exposure visit to police stations and the protection officer office was a kind of method which helped PLVs to gain practical knowledge of the procedures followed by different mechanisms of justice system.

The exposure visit was found to create enormous interests among the PLVs as many of them had not gone to police stations previously.

**Challenges Faced:**

- When the project commenced, the major concern was time constraint which became further complicated with imminent of some external factors such as non-availability of ready list of PLVs, election for urban local bodies, assembly election and general election in Odisha
- As per the project proposal, CLAP was required to offer training to 300 paralegal volunteers identified by LSA for Cuttack district of Odisha State. Finding required numbers of PLVs and ensuring their attendance all through the trainings was another challenge to be contended.
- Getting an ideal set of resource persons / trainers with practical experience on participatory teaching methods was a challenge to be accomplished by the project.
- There were 45-50 paralegal volunteers for each training and refresher. The challenge was how to facilitate group work or game in such big group within stipulated time period.
- Many of the paralegal volunteers came to the training as first time trainees. They did have little or no knowledge about laws and roles of paralegal volunteer. It was quite challenging to design the training curriculum with a mix up course of studies to sensitize them about their roles and to enhance legal knowledge on the subjects relevant for paralegal volunteers.
- The expectation of PLVs from CLAP after training has increased to manifold.

**Future Strategies:** Based upon the SWOT analysis of PLVs and from close interaction of project team with PLVs, CLAP wishes recommend the following strategies for key stakeholders.

- The training undertaken by this project not only provided valuable knowledge to PLVs but it also helped CLAP to capture further needs and learning interests of PLVs for other subjects and advanced courses like cyber laws, environment laws, patent rights etc. Due to time limitation of five days, the entire course curriculum of NALSA could not be taken up. Therefore the key recommendation here is for another

round of 3-4 days training to cover the advanced course to complete the entire course of studies- induction, orientation, and advanced course- prescribed by NALSA for PLVs training.

- Uniformity and standardization of PLVs training must be looked up. The facilitator's guide and handbook developed by CLAP to facilitate PLVs training in Odisha may be optimized and scaled-up to a standardized document with value addition and professional inputs. Law universities, judicial academies or any legal professional groups can be mobilized for this purpose. There is also need for translation of PLVs specific training materials in regional/ local language(s).
- What is required for PLVs training is to groom up a team of trainers who can have acquaintance and innovation in participatory teaching methods? The National Law Universities, Judicial Academies or NGOs having expertise in law training can be engaged to select and train a group of persons to groom them up as trainers.
- The capacity building is not to be limited to structured training programs. There is need to cull out proper plan for exposure visits of PLVs, experience sharing workshops, and wider publicity to success stories of PLVs.
- The LSA in concurrence with the law department of the state governments shall take lead to forge an inter-departmental coordination to bring cohesion and to avoid duplicity.
- It is recommended that the LSA shall envisage a Long-term Action Plan for PLVs to delineate activities agenda, capacity building plan, performance evaluation matrix, and budgetary allocation etc for paralegal volunteers. Regular interface between the panel lawyers and the paralegal volunteers shall be facilitated by the Legal Services Authorities.
- Training must be followed by some kinds of supplementary supports to paralegal volunteers to ensure their active engagement in legal service works. Supports can be given in the form of guidance, mentoring, exposure visit, IEC materials, e-learning, ICT use etc. It is recommended for DOJ and UDP to provide further support to the training conducting agency for establishing a Resource Facilitation

Centre which will be operated as resource hub to provide supplementary supports to paralegal volunteers.

- Scaling up the project to other districts of Odisha should be considered.
- The paralegal course may be integrated in university syllabus. The students may pursue diploma in paralegal education or take it up as optional subject in their degree course.

## PROJECT COMPLETION REPORT

### 1. Background of the Project

The Department of Justice (DOJ), Ministry of Law and Justice, Government of India is implementing a Project on “Access to Justice for Marginalized People (A2J)” with the support from the United Nations Development Programme (UNDP). The Project aims at strengthening access to justice by improving institutional capacities of key justice service providers to enable them to effectively serve the poor and disadvantaged on the one hand and by directly empowering the poor and disadvantaged people to seek and demand justice services. Initiated in 2006 on pilot basis, the A2J Project has completed its first phase interventions from 2009 to 2012 and reached into second phase for a period of five years between 2013 and 2018. Presently the project is being rolled out in eight States of India that includes Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan and Uttar Pradesh. The A2J Project has recognized a paralegal volunteer is one of the stakeholders of the justice system to work at the community to assist poor and marginalized people in accessing legal services. The role of paralegal volunteers is delineated by the NALSA scheme for paralegal volunteers and under the National Legal Services Authority (Legal Aid Clinic) Regulations 2011 whereby the paralegal volunteers are required to play the crucial role to build up linkage between common people and the legal services institutions by sensitizing and assisting the poor and marginalized people to get accesses to the legal services authorities. The need for paralegal volunteers has grown up in order to enable the Legal Services Authorities to reach at the bottom of communities. Comprehending the importance of paralegal volunteers to fill critical gap that exists between



common people and the legal service institutions, the DOJ, NALSA and UNDP have accorded priority to the capacity building of paralegal volunteers to improve their knowledge and skills for legal service works. Therefore, the capacity building training of paralegal volunteers has been taken up by the DOJ under the broad framework of A2J Project on the basic premise that training is must for paralegal volunteer to perform substantive legal works. In this backdrop, the DOJ and UNDP had invited proposal from civil society organizations for paralegal volunteers training in the selected district of Odisha. In such pursuit, UNDP has selected CLAP to undertake paralegal volunteers training. The Committee for Legal Aid to Poor (CLAP) entered into a contract with UNDP for training of paralegal volunteers. The overall objectives of the project were: (i) to train pre-identified paralegal volunteers (300 nos.) of the Legal Services Authorities; (ii) to develop a facilitator's guide for paralegal volunteers training; and (iii) to demonstrate a replicable model of paralegal training.

## 2. Objectives

Adequate training is a must for paralegals so that they are able to assist the marginalized communities in accessing justice. In the recent years, expectations from paralegals have increased manifold. They are expected to act as a resource within the community who can assist the community in accessing justice. However, for the paralegals drawn from the community to be able to help others in accessing justice, they must not only be aware of the basic provisions for law relating to the marginalized people but must also be aware of their roles and limitations in assisting people. They must also be trained on keeping records and provided exposure to various government redressal agencies so that they are able to help others approach these agencies for accessing justice. Considering the importance and regular need for paralegal training, the National Legal Services Authority, Department of Justice (GOI) and UNDP wished to develop a standard paralegal training manual, as well as train 300 paralegals from 1 district in Odisha.

The key objectives<sup>1</sup> of the project were:

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<sup>1</sup> Note: the objectives stated here are drawn from the Terms of Reference for Training of LSA Paralegals, prescribed by the UNDP in the Request for Proposal. It must be noted here that as per the RFP and Contract, CLAP was required to develop Training Manual. But following a joint discussion with NALSA, UNDP, State Legal Services Authority, Odisha, it was decided to develop Facilitator Guide for PLVs Training as the prescribed Module of NALSA replacing

- To study the available curricula, manuals, modules on paralegals trainings as developed by Legal Services Authorities (LSAs) or any other paralegal training institutes/agencies and identify gaps, if any.
- To prepare a standard curriculum for training of paralegals with reference to the course curriculum prescribed by NALSA and in consultation with DoJ, UNDP, A2J Project Management Team (PMT).
- To prepare a draft facilitator's guide for paralegal training and solicit comments and inputs from key stakeholders.
- To demonstrate replicable models of paralegal training based upon the facilitator's guide for a set of paralegal volunteers, pre-identified by the legal services authorities.
- To discuss and validate the facilitator guide with key stakeholders.

The project had two major tasks to accomplish. They were facilitator's guide and training of 300 paralegal volunteers. Both the works were interconnected and complementary to each other. CLAP endeavored to prepare facilitator's guide for paralegal volunteers' training by following systematic processes that included desktop study of existing module/curricula; identifying best tried out practices and contextualizing these according to the requirement; consultation with subject experts; collecting feedbacks from UNDP, A2J project management team and resource persons engaged for training. In the first step, the draft facilitator's guide was developed, and used for conducting training and refreshers for paralegal volunteers. The opinions and feedbacks received from the resource persons and the trainees on the training modules and observation drawn by CLAP on the working of training methodologies were minutely examined to incorporate valid inputs for validation and credibility of the facilitator's guide.

The facilitator's guide has attempted to augment the existing training curriculum of NALSA for PLVs training by harmonizing methods, tools, case study, legal information etc for each training module. The facilitator's guide, developed as per the module prescribed by NALSA for induction and orientation course for paralegal volunteers, has been brought out to assist organizations and trainers in designing, conducting and evaluating paralegal volunteers' training.

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original plan to prepare Training Module. Therefore, the word 'Facilitator Guide' has been used in the objective statement in place of Training Manual.

The key purpose of the training was to sensitize PLVs about the basic provisions law relating to marginalized people, to build their knowledge how to use law and justice institutions in legal matters, and to orient them about their roles and responsibilities to assist marginalized communities in accessing justice. The training aimed for bring changes in the knowledge, skills and attitude of paralegal volunteers for legal service activities. Specifically, the training aimed to:

- a) develop perspective of PLVs about access to justice by inculcating knowledge that access to justice is not limited with access to courts rather it includes access to administration, human rights institutions and alternative system of justice.
- b) develop knowledge of PLVs about the rights guaranteed by the Constitution of India and by various right-based laws and statues for the people especially for weaker section and marginalized communities such as schedule caste, schedule tribe, women, children, minorities, people in poverty, persons with disabilities etc.
- c) make PLVs to understand protection available for marginalized people and legal responses required in the event of deprivation/ violation of their rights.
- d) sensitize PLVs about basic rights and legal remedies provided under various laws including criminal jurisprudence, family and marriage laws, property laws, women laws, children related laws, labour laws, disability laws etc.
- e) sensitize PLVs about government schemes and procedures of approaching and utilizing various channels for grievances redressal by administrative institutions.
- f) enable PLVs to identify their roles, duties and limitations
- g) strengthen their capacity for greater public relations and documentation of legal matters by offering knowledge about basic listening, communication, and drafting skills.

### **3. Operational Area**

Odisha was the operational State for the project. Odisha is located on the eastern coast of India. Odisha has landmass of 1, 55,707 square kilometers. There are 30 districts, 58 subdivisions, 317 tehsils, 314 community development blocks, 107 urban local bodies, 6236 gram panchayats and 51349 villages in

Odisha. The population of Odisha is about 42 million (census-2011) with sex ratio of 978. Odisha is the homeland of 62 tribal communities including 13 primitive tribal groups. About 23 percent of the population belongs to tribal communities. They are largely concentrated in the north-western and south-western part of the State. People belonging to the scheduled castes have accounted 17 percent of the population. They are mostly concentrated in four undivided coastal districts of Balasore, Cuttack, Ganjam and Puri.

The undivided Cuttack district was selected for the project intervention. Therefore the project covered four districts of Odisha, namely Cuttack, Jagatsinghpur, Jajpur and Kendrapada. These districts have altogether 8-nos. of Taluk Legal Services Committee, 36-Tehsils and 35- Community Development Blocks.

#### **4. Target Population / Group**

Under this project, 286 nos. of paralegal volunteers were trained to provide to legal awareness and assistance to marginalized people. The trained PLVs are drawn from four districts of Odisha State namely Cuttack, Jagatsinghpur, Jajpur, and Kendrapada. These districts have altogether 1570262 nos. of households and 7028994 populations as per Census-2011. The female population is numbered to 3454521 and the scheduled castes and scheduled tribes have together constituted 1752475 number of person which accounts 25% of the population.

#### **5. Methodology**

The key accomplishments for the project were facilitator's guide and training of paralegal volunteers. In addition to those, an attempt was made by the project for knowledge testing of paralegal volunteers in both pre and post training period to ascertain whether training has made any impact in their knowledge level or not. The methodologies employed by the project for different performance are discussed below

##### **Methodology for preparing facilitator's guide:**

- **Procurement and collection of training materials:** In the beginning the project team was engaged to procure and assimilate law related training materials (modules, curriculum and manuals) from different agencies or through web

search. In such quest, a number of valuable resource materials were collected such as PLVs training module of NALSA, Paralegal training manual by Federation of women lawyers-South America, Child protection training manual by UNICEF Malwai, Facilitator guide for community legal education on women's rights in India by Global Rights, Paralegal training manual-Nigeria, Property rights in marriage and family by International Centre for Research on Women.

- **Desktop review:** Desktop study of collected modules was made to identify best teaching methodologies and practices which would be suitable for PLVs training with or without contextualization. Course curriculum for training and refresher was carved out.
- **Case study collection:** The team was engaged to collect of case studies from legal literature, court judgments, newspaper etc and contextualize case matters according to the requirement of PLVs' education.
- **Expert Consultation:** A consultation was held with subject experts for framing out methods, teaching tools, common questions/ key points to be covered for each module of PLVs training.
- **Drafting Team:** A four members drafting team was engaged to prepare a draft of the facilitator' guide. Any feedback, comments or inputs received from different quarters such as SLSA, UNDP, Trainers or PLVs were examined by the drafting team and vital inputs were incorporated.
- **Pilot testing through PLVs training:** The draft facilitator's guide was used in all 12 training and refresher programmes for its validation.
- **Sharing draft guide with key stakeholders:** The draft guide was shared with SLSA, UNDP, A2J Team, subject experts.

### **Methodology for PLV Training:**

Methods of participatory learning like interactive discussion, group exercise, field visits, experience sharing etc as found necessary for each and every sessions were used by the Resource Persons/ Facilitators along with short lectures, power-point presentation and short documentary film show. A brief narration of the methods employed in PLVs training is given hereunder.

- a) **Lecturer-cum-interactive discussion method:** This method has been extensively used and is found to be effective method for introducing concept, explaining legal provisions and providing examples or illustration of case studies. The lecture method supplemented with slide show and

interactive discussion was found more suitable for PLVs to understand Rights, Constitution, and Access to Justice, Criminal Justice System, and Legal Service Authority.

- b) **Case study method:** This method has been effectively used in dealing some subjects like domestic violence, human rights violation, police atrocities, property laws, family & marriage related litigation etc. This method was used in two ways depending upon the time available in the session. One method is whereby the facilitator could narrate a case matter and then took response from few trainees randomly to the lead questions related to that case matter. Then based on their responds, the facilitator offered correct legal solution to the case matter for common understanding among the participants. Another method is whereby the facilitator divided trainees into 4-5 groups of equal size. Then groups were asked for brainstorming discussion for few minutes and make their group presentation on a case matter given to each group separate. After completion of each group presentation, the facilitator either endorsed the group views or offered correct solution in case of any discrepancy/ wrongly perceived answer by the group.
- c) **Group Exercise Method:** This method has been employed to teach PLVs about communication skills, listening skills, writing legal documents like FIR, Domestic Incidence Report etc. For this method of teaching, participants were divided into groups of equal size with proportionate gender representation. Sometimes depending upon availability of time or subject, 1-2 group (s) could be formed with randomly selected participants and others remained as spectator to observe group works. Separate, but interrelated, tasks were provided to groups with some lead questions for discussion. After presentation of one group, other groups/ participants were asked to give their opinions if they wanted to supplement any things or disagrees with any point(s) of that group' views.
- d) **Role Play Method:** For this method of teaching, few PLVs were called upon to perform any character of play based on social themes such domestic violence, matrimonial disputes, unlawful arrest, child abuse etc. The script depicted both problems and solution.
- e) **Game Methods:** A variety of games and ice-breaking methods were used to energize PLVs, to reduce their boredom and ensure attentive participation.

- f) **Questionnaire method:** At the end of a session, 10-15 minutes time was devoted for question-answer. It has been found as an effective method to induce participatory interaction, doubt clearance.
- g) **Exposure Visit:** The PLVs were taken to the Police Stations and the Protection Officer of Domestic Violence for their practical understanding issues, institutional arrangements and grievance redressal procedures

### **Methodology for evaluation**

- **Need Assessment:** CLAP conducted a Need Assessment of PLVs to ascertain their present engagement and expectations from the training.
- **Pre-Training Aptitude Test:** PLVS appeared a written test before the start of the training programme. The test was made a set of 30 numbers of multiple choice objective questions.
- **Training Feedbacks:** At the end of every day's training session the CLAP collected the feedbacks from the participants on the proceedings of the particular day through a feedback form. The feedbacks were solicited on lessons learnt from days' training, subjects found useful, which trainers were most effective, suitability of teaching methods, and which subject was not adequately dealt.
- **Post Training Aptitude Test:** Post training assessment was made by using same set of questions used in Pre-training assessment in order to ascertain and compare the improvement of knowledge among the PLVs.
- **Post Training Feedbacks:** Feedbacks obtained from PLVs on following points.
  - a) Scaling responds on Contents, Methodologies, Delivery and Management of Training.
  - b) Training utility
  - c) Need/subjects require to be included in the agenda of future training.
  - d) Opinions about trainers, resource kits, logistic arrangements, training agency



## 6. Timeline

As per the first contract (vide reference 2013/123 dated 16<sup>th</sup> September 2013), the duration of the project was for six months during the period of October 2013- March 2014. As entire work of the project could not be completed by 31<sup>st</sup> March 2014 due to unforeseen and compelling situations, the time line of the project has been extended to 15<sup>th</sup> August 2014 by virtue of 2-nos. amendment in contract by UNDP on the request of CLAP for time extension. The following table exhibits plan and performance of the project

Planned	Actual	Reason for deviation, if any
Preparing operational work plan for the project	Operational work plan submitted to UNDP	
Engaging personnel for project	3-nos. of project personnel in the designation of Team Leader, Training Manager and Training Coordinator and one Accountant were appointed.	
Preparing Training Manual for paralegal volunteers training	Facilitator's Guide for Training of Paralegal Volunteers is developed and validated by CLAP	The initial plan to prepare Training Manual was changed to <i>Facilitator Guide for Training of PLV</i> following a round-table discussion with NALSA, UNDP, and SLSA on 25 <sup>th</sup> September 2013 wherein suggestion came out for augmentation of the NALSA' prescribed PLVs Training Module with different tool and methods.
Offering three	Six numbers of 3-days	Due to non-availability of required



days training to 300 PLVs from Cuttack District of Odisha State in six batches.	training were organized whereby 286 nos. of PLVs from undivided Cuttack district (that includes 4-districts namely Cuttack, Jagatsingpur, Jajpur and Kendrapada) were trained.	numbers of PLVs from Cuttack District, the paralegals from adjoining three districts (i.e. Jagatsinghpur, Jajpur and Kendrapada) were taken up on the approval of the State Legal Services Authority, Odisha. As many as 372 nos. of PLVs were contacted by CLAP out of which 286 had attended training.
Conducting six numbers 2-days refresher training	Six numbers of 2-days refresher training were conducted.	Among 286 trained PLVs, 278 paralegals had attended refresher training. There is shortfall of eight paralegals that did not turn up for refresher due to personal exigencies like health problems or death of relatives etc.

## 7. Milestone Delivery According to Contract

Contract Milestone	Planned Date	Date of Delivery	Date of Installment Release
Submission and acceptance of the detailed work plan, timelines and methodologies	30 <sup>th</sup> September 2013	27 <sup>th</sup> September 2013. Based upon the suggestions from A2J, a revised work plan was submitted on 7 <sup>th</sup> October 2013	31 <sup>st</sup> October 2013 (first installment)

Review of existing manual/modules/curricula on paralegal training along-with a submission and acceptance of a ready to use manual	30 <sup>th</sup> October 2013	Draft Facilitator Guide was first sent on 12 <sup>th</sup> November 2013. Based upon the comments and suggestions from A2J Team, the guide has been revised and submitted on 12 <sup>th</sup> December 2013 and again on 21 <sup>st</sup> May 2014 with further modification.	13 <sup>th</sup> December 2013 (second installment)
Successful completion of all trainings of first phase	31 <sup>st</sup> December 2013	First round trainings were completed by 9 <sup>th</sup> March 2014.  The consolidated training report was submitted on 17 <sup>th</sup> March 2014 and again on 5 <sup>th</sup> April 2014 with modification on the basis of suggestion of A2J Team	29 <sup>th</sup> April 2014 ( third installment)
Successful completion of all trainings, submission and acceptance of the final manual and project completion report	31 <sup>st</sup> March 2014 (Dateline for completion of refresher training has been extended to 30 June 2014 and 15 <sup>th</sup> August 2014 for	Refresher trainings were completed on 9 <sup>th</sup> March 2014.	

	submission of facilitator guide and project completion report		
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## 8. Project Activities

### A. Activities Details

Planned Activities	Activities Held	Comment / reason for deviation, if any
Developing operational work plan	Operational work plan prepared and submitted to UNDP	
Engagement of project personnel and their orientation on project implementation	-Project Team constituted to work with designated post of Team Leader, Training Manager & Training Coordinator  -Orientation training held for project personnel.	
Study of available modules/ curricula for law training	PLVs training modules of NALSA and training modules on different themes like women law, children law, property and succession rights of women etc are collected, studied, referred and contextualized.	
Developing Facilitator Guide for PLV	Draft Facilitator Guide is prepared, piloted in training and refresher programme; shared with UNDP, SLSA and	

Training	consultation with subject experts; feedbacks are collected and incorporated.	
Selection of PLVs for training	-Communication was made 372 nos. of PLVs out of which 286 PLVs attended training.  -A Directory of 286 PLVs prepared	
Selection of Resource Persons	25-nos of resource persons from different disciplines like judge, lawyer, academia, police, and social activists are identified and engaged in PLVs training.	
Orientation of Resource Persons	Orientation meetings held with resource persons to get them acquaint with training curriculum and methodologies	
Conducting 6-nos. of three days training programme	Six training programmes organized between Nov. 2013 and Mar.2014 and 286 nos. of PLVs are trained. Training dates are as follows: <ul style="list-style-type: none"> <li>❖ 18-20 November 2013</li> <li>❖ 1-3 December 2013</li> <li>❖ 26-28 December 2013</li> <li>❖ 30 January - 1 February 2014</li> <li>❖ 21-23 February 2014</li> <li>❖ 7-9 March 2014</li> </ul>	First round of training which could be completed by December 2013 was delayed. Reason for delay/deviation in time line is as follows: <p>-The list of PLVs provided by SLSA did not contain complete correspondence address of all PLVs so that communication was delayed.</p> <p>- As per the project plan, CLAP was required to offer training to 300 PLVs of one</p>

		<p>district i.e Cuttack. Due to shortage of required nos. of PLVs in Cuttack district, 3 more districts were added which has caused delay.</p> <p>-Of the PLVs, approximately one-third of them are Anganwadi Workers. Their participation was hanged upon with permission of Child Development Project Officer (CDPOs) of concerned ICDS Project. It was necessitated on the part of CLAP to obtain permission from District Social Welfare Officer to ensure their participation in training.</p> <p>- Another factor that has inhibited the process was Cuttack Municipal Corporation (CMC) election in February 2014. Few PLVs expressed their reluctance to attend training in December &amp; January due to their prior engagement in election or party works.</p>
Conducting 6-	6-nos. of two-day refresher	Non-completion of first round

<p>nos. of refresher training for PLVs</p>	<p>training was held in following dates.</p> <ul style="list-style-type: none"> <li>❖ 30-31 May 2014</li> <li>❖ 4-5 June 2014</li> <li>❖ 10-11 June 2014</li> <li>❖ 21-22 June 2014</li> <li>❖ 26-27 June 2014</li> <li>❖ 5-6 July 2014</li> </ul>	<p>training within the stipulated time has caused delay for refresher programme. The reason for which refresher programme could not be taken up between April and May 2014 is as follows:</p> <p>General Election and Odisha Assembly Election was held in the month April 2014. There was engagement of PLVs particularly teacher and lecturers in election duty.</p> <p>In the list of paralegals there are few teachers and lectures who were engaged in examination evaluation work in the month of April and May.</p> <p>Extreme summer and heat between April and May was another deterrent.</p>
<p>Report and Documentation</p>	<p>Reports and Documents which has been submitted to UNDP are as follows:</p> <p>Mid-term report of the project</p> <p>Report of the training Programmes</p> <p>Analytical Report on Practice and Learning of PLV Training</p>	

Media Clippings of Training Programme	
Report of Refresher Training	
Media Clippings of Refresher Training	
Information Handbook for Paralegal Volunteers	
Project Completion Report	

## B. Training Details

Date of Training	No. of Persons Participated			Nature of Training	Training Output
	Person	Male	Female		
18-20 November 2013	52	21	31	-Training was conducted in line with prescribed curriculum of NALSA for Induction and Orientation Training for PLVs.  -Training was conducted with 10-modules  -Training intends to bring change in knowledge, skill and attitude among	- 286 paralegal volunteers are trained and capacitated with essential knowledge and skill to render effective service to strengthen Legal Services Institutions at the grassroots level.  -Interaction
1-3 December 2013	50	22	28		
26-28 December 2013	48	27	21		
30 January – 1 February 2014	48	33	15		

21-23 February 2014	41	31	10	<p>paralegals.</p> <p>-Training provided knowledge and tools for legal empowerment and legal aid.</p>	<p>between PLVs and Legal Services Authority has begun with training programme and subsequently moved in decentralized manner at the Taluk level with the urge of paralegal volunteers for Identity Card.</p>
7-9 March 2014	47	37	10	<p>- Training provided essential overview on the Constitutional law; Access to justice; Fundamentals of criminal jurisprudence – criminal justice system from arrest to sentencing, right of the accused ; Civil laws- family, marriage, and property law; Laws relating to child protection- juvenile justice, child labor, sexual offence etc to help paralegals to build foundational skills to develop professionalism in their justice works.</p> <p>- Training used <i>participatory methods</i> (interactive discussion, group work, role play); <i>learning by doing methods</i> for acquiring skills (i.e. communication,</p>	



				<p>interactive, listening, reporting, writing skill); and <i>evaluative method</i> for assessing participants' feedback, learning and experience.</p> <p>-Training was residential.</p>	
<b>Refresher Training</b>					
30-31 May 2014	48	20	28	<p>-Refresher intends to recall and reinforce the knowledge and skill acquired by PLVs in the previous training.</p> <p>- Refresher has added 3- module i.e. labour laws, ADR, and law relating to person with disability.</p> <p>- PLVs were facilitated for exposure visit to key institutions such as police station, protection officer for practical learning.</p>	<p>-The paralegal volunteers are equipped with legal knowledge much of which can be applied in addressing problems of the community people regarding family laws, civil rights gender discrimination, domestic violence, criminal matters, and child rights.</p> <p>-PLVs have started to be touch with LSA which was not happening previously.</p>
4-5 June 2014	44	18	26		
10-11 June 2014	41	29	12		
21-22 June 2014	45	29	16		
26-27 June 2014	48	29	19		
5-6 July 2014	52	40	12		

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**C. Have the objectives of the project been achieved? If not, give reasons:**

The Project was formulated with five objectives<sup>2</sup> which are as follows:

1. To review the existing curricula, manuals, modules on paralegal trainings as developed by Legal Services Authorities and other paralegal training institutions /agencies and identify gaps, if any.
2. To prepare a standard curriculum for training of paralegals in consultation with NALSA, DOJ, UNDP and A2J Project Management Team.
3. To prepare a draft paralegal training manual and circulate it for comments and inputs among key stakeholders.
4. To demonstrate replicable models of paralegal training based upon the developed manual for identified set of paralegals.
5. To discuss and validate the paralegal trainings manual with key stakeholders.

However, a little change was made in the project subsequent to the discussion at a joint meeting held on 25<sup>th</sup> September 2013 with NALSA, SLSA, and UNDP. CLAP was asked to prepare a facilitator's guide instead of training manual.

By analyzing the performance and deliverables produced all through the project, CLAP is of the opinion that the objectives of the project are successfully met. The project has brought out the facilitator's guide for PLVs training by studying, analyzing, standardizing the existing manual of NALSA to meet the key objective of the project. The project moved in a right direction to achieve the immediate goal of empowering paralegal volunteers by equipping them with legal knowledge and skills for the purpose of strengthening legal service activities. By giving training to 286 paralegal volunteers, the project has achieved 95 percent target.

**D. Change in Situation**

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<sup>2</sup> The objectives set forth by UNDP at the Request for Proposal (RFP) for Paralegals Training



Sl. No.	Particulars	Situation <i>at the inception of the project</i>	Situation <i>after your intervention at the end of the project</i>
1	Communication	<p>Before the inception of the project, a list of PLVs containing their name and telephone number of few PLVs was available with Legal Services Authority. Communication with PLVs was hindered due to non-availability of contact details</p>	<p>As a result of intervention of CLAP, the following change has been made by the end of the project.</p> <p>-An Information Handbook for Paralegal Volunteers has been brought out by CLAP wherein Directory of PLVs is available which provides detail information of all 286 trained PLVs. The Directory provides information of each PLV by their name, sex, age, birth year, religion, marital status, educational qualification, mobile number, and corresponding address along-with photograph.</p> <p>- Information Handbook is presently available with State Legal Services Authority, District Legal Services Authority and Taluk</p>

			<p>Legal Services Committee of 4-districts.</p> <p>- Bio-Data containing personal profile of all trained PLVs is available with CLAP.</p>
2	Attitude	<p>-Prior to the training, many of them were ignorant about their selection as paralegal volunteers.</p> <p>- When CLAP contacted paralegals for first training, many of them did not show inclination for training. Even they asked novice question like what is training, how they can be benefited from training. When project commenced, CLAP apprehended for slow turn out of paralegals for training.</p>	<p>-With the commencement of training, PLVs showed great curiosity for training.</p> <p>- As the training progressed, PLVs showed active participation and inquisition for learning.</p>
3	Knowledge	<p>Before training, PLVs had little or no knowledge about laws and human rights institutions. The PLVs made poor or average performance in pre-training test with a set of 30-multiple choice questions. 57% of PLVs secured marks 10 or below and remaining 43% had obtained marks between 11 and 20 out of full marks of 30. Average mark was 10.03.</p>	<p>-Post-Training Test score shows improved performance. 73% of PLVs secured marks between 11 and 20; 24% of them secured marks 21 or above. Average mark is improved to 19.3.</p> <p>-PLVs acquired vital</p>

			elementary knowledge in law and legal procedures which was not there with them previously.
4	Publicity	The existence of paralegal volunteers was invisible. The institution of Paralegals in the ambit Legal Services Authority was hardly in the knowledge of public. Even police and other key stakeholders like protection officer, child welfare committee and NGO was ignorant about PLVs.	By virtue of extensive media coverage of training programme and successful intervention of some paralegal has brought the visibility of PLVs in public.

**E. Have any external factors contributed to the achievement of the project purposes? Please describe.**

The factors that have immensely contributed to the achievement of the project include: encouraging support from SLISA, constant guidance of UNDP team members, longstanding experience of CLAP in legal service programme, and relentless effort of project team. However they cannot be attributed as external factors because CLAP had perceived these contributory factors to enrich programme before commencement of the project.

The external factors which have contributed to the achievement of the project are as follows:

- a) **Motivation and Readiness of Trainees:** When project commenced, CLAP had apprehended for a slow turn out of paralegals for training. At the beginning of the project, CLAP could not reach at the paralegals due to non-availability of contact details to make correspondence with all PLVs. In order to confront this situation, CLAP had tried to make best use of few paralegals by making them as source point to obtain contact details of others. The effort of CLAP was

greatly supplemented with *training readiness of paralegals* to achieve required number of attendance in all batches of training and refresher.

- b) **Need based curriculum:** The curriculum of training is perfectly matched with aspiration of participants. The training subjects were true need for paralegals so that it could induce their curiosity to learn.
- c) **Effective and experienced trainers:** Availability of a pool of resource persons to conduct training was a great challenge for CLAP. Effective mobilization of resource persons from cross discipline has tremendously helped CLAP to ensure quality in training. The major contributory factor for the success of the trainings was participation of senior lawyers and in-service academicians in the training programme even if training dates were clashed with working days or their professional works.
- d) **Extensive media coverage:** The training programme has been extensively covered by print media which was not anticipated in the beginning of the project. The contribution of media can be attributed in two ways. First, it has brought existence of paralegal volunteers to public knowledge. Secondly, it created an enthusiasm among paralegals for training by seeing photograph or news of previous training batch.
- e) **Cooperation of key stakeholders:** The cooperation of police and protection officer helped CLAP to facilitate exposure visit to bolster practical knowledge among paralegals.

#### F. Was value for money achieved? Please explain how.

Yes. The investment made under this programme has yielded value in many ways. First and foremost value of the investment can be explicated from the fact that the programme has made a substantial impact to rebuild and revitalize paralegal volunteers to strengthen legal service institutions at the grassroots level. Secondly, the money has been primarily invested for knowledge and capacity building of as many as 286 paralegal volunteers which has resulted in creating a pool of human resource to provide legal awareness and assistance to marginalized people. Another output that has

been resulted from this investment is that these paralegals will work as Legal Resource Person for at least 286 villages/ communities without any cost. Fourthly, training has made a considerable impact to influence paralegals to undertake legal service works voluntarily. Based upon the information from PLVs it is estimated that between training and refresher period,, the paralegals have reached out to 10,000 people through their legal awareness initiatives. Fifthly, the Information Handbook which has been brought out by CLAP under this project shall surely help paralegals to get connected with other and to forge a network to bring visibility and effectiveness in their which was ostensibly missing during pre-training period. Last but not least, the extensive coverage of training programmes by media has brought paralegals to public visibility.

#### **9. Please indicate specifically your achievements of gender inclusion and equality**

CLAP has taken an intense care to ensure gender inclusion and equality in all spheres of the programme that included equal gender participation among trainees, gender representation among resource persons, inclusion of gender specific laws in training curriculum, and more number of sessions on women laws. The issue of gender inclusion and equality can be explicated from the fact that 40% of the trainees are women paralegals. Out of 286 nos. of paralegals in first round training, 115 of them were women. Even there is a shortfall of eight numbers of paralegals in the refresher training out of 286-PLVs; only three of them were women absentee.

CLAP has made a diligent attempt to draw women resource persons for all training programmes and engaged them to take up sessions relating gender laws or women issues. Out of 25 nos. of resource persons, six of them were women which mean that women representation among the resource persons was 25 percent. CLAP had invited women resource persons from varied discipline that included lawyer, women commission member, social activist, gender expert, and public servant.

While designing course curriculum for training and refresher programme, CLAP took utmost care to incorporate laws relating women rights and gender

protection considering the fact that paralegals will find them to work more with women as they are largest section among the person who are entitled for legal services as per section 12 of the Legal Services Authority Act, 1987. Out of 9- thematic sessions of three days training, 3-nos of sessions were devoted to teach PLVs about women rights and gender related laws in India under the session-heading of Women Protection Laws, Family and Marriage Laws, and Succession and Property Rights of Women. Other issues of women like protection to women in conflict with law, women workers rights etc were also predominantly discussed in other thematic sessions such as Fundamentals of Criminal Jurisprudence, Rights of Workers under Labour Laws in India etc. In all sessions the issue was analyzed through gender lens.

CLAP facilitated exposure visit of paralegals to the Police Stations, and Office of the Domestic Violence Protection Officer for their practical learning and to get them connected with key stakeholders or institutions. The groups visited to police station or protection officer had equal representation of male and female so that all women paralegals could avail opportunity for exposure visit. The most alluring fact is that paralegals have got opportunity to visit Women Police Station and to make interaction with officer-in –charge of women and child desk (Mahila and Sishu Desk at police station) for their greater sensitization about procedures to protect Survivor of Victims or Women in conflict with law.

#### **10. Self Evaluation of the Project (Please make reference to pre-post evaluation, baseline-end line surveys as applicable)**

The project did not have any plan for evaluation either by the implementing agency or through any external agency. But CLAP by its interest has made small evaluation of the project and more specifically on the impact of training in knowledge change. It is to be noted that the evaluation of CLAP is non-empirical and it is not result-based evaluation. The evaluation was made to assess changes between pre-training and post-training period in four levels- (i) knowledge, (ii) institutional avenue, (iii) communication, and (iv) engagement in legal services programmes for paralegal volunteers.

**(i)Knowledge:** The training has brought a perceptible change in the knowledge of paralegal volunteers. CLAP made a pre-training and post-training assessment with same questions set to evaluate the knowledge improvement among paralegal



Score ( Full Marks: 30)	Pre-Test	Post Test
Number of PLV secured 10 Marks or below	163	09
Number of PLVs secured marks between 11-20 Marks	123	209
Number of PLVs secured marks 21 and Above	00	68
Highest Marks	18	26
Lowest Marks	05	10

volunteers. All the PLVs appeared Common Aptitude Test with a set 30 numbers of multiple choice objective questions before the start of the training (pre-test) and at the end of the training (post-test). The questions were related to fundamentals of constitution and laws relating to family, marriage, property, domestic violence, children, criminal matters, legal service

etc. In pre-training test, 57% PLVs secured less than 33 percent marks and the marks obtained by remaining 43% PLV was between 35-69 percent. Whereas in post-training test one-fourth of PLVs secured marks 70 percent or above and more than two-third PLVs secured marks between 35-69 percent. This shows that training provided vital elementary knowledge to paralegals which was not there with them previously.

By analyzing the feedbacks of paralegal volunteers, CLAP is of the opinion that the training helped to equip paralegal volunteers with relevant legal knowledge which can be applied by them in addressing problems within community regarding family laws, civil rights, domestic violence, criminal laws, gender discrimination, children issues etc. At the beginning of the training, it was observed that the paralegal volunteers were not aware of their role and they did not have minimum legal knowledge for the requirement of a paralegal. Even many of them could not able to visualize their need properly. In the beginning, paralegal volunteers were insipid and passive. As they were ignorant of law, the questions raised by PLVs in first phase of the training were too general, unspecific or irrelevant. The training has brought a paradigm shift in their response and participation. The level of participation of PLVs had increased with the progress of trainings. The refresher programmes had witnessed more active participation, versatile interaction and openness of PLVs as compared to first round trainings. The PLVs showed more maturity and knowledge in case study discussion, group presentation or experience sharing in refresher programmes. The questions raised by PLVs in different sessions of refresher programmes were specific, contextually relevant, law related. A need assessment was made before the commencement of the first training. An analysis of PLVs' response revealed that many of were uncertain and confused to single out any subject or laws which they would like to learn from the training. Training helped

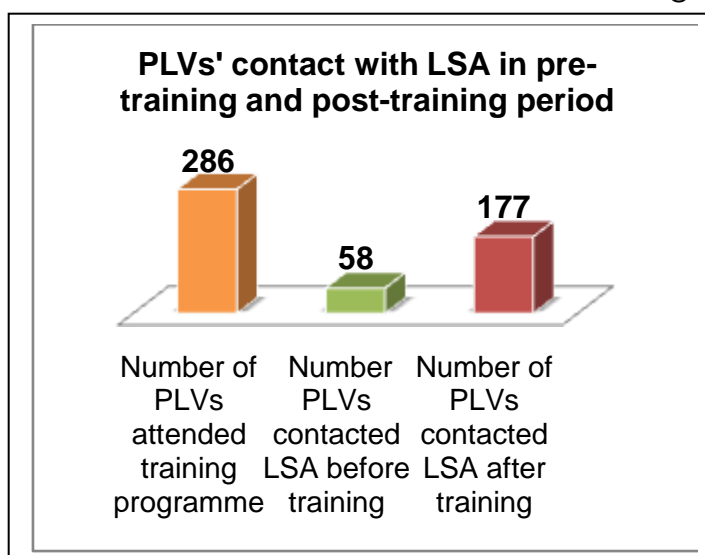
them to improve their perception as a result of which at the end of the first training they could be able to specify their need for refresher training.

**(ii) Institutional avenues:** The evaluation has tried capture whether the legal services authorities have installed any institutional arrangement or visualized new plan for greater engagement of paralegal volunteers in legal service activities. It is understood that the Legal Services Authorities provide engagement to paralegal volunteers with remuneration of Rs.250/- per day to work at the Village legal care and support centre, Front office at the DLSA/ TLSC, Jail legal aid clinic, Mental legal aid clinic, Women and child legal aid clinic, Law college legal aid clinic. The information obtained from the State Legal Services Authority suggests that number of legal aid clinics / centers is increased between pre-training and post-training period, but progress is marginal. The table given below exhibits the head wise increase in number of centers by April 2014 over October 2013.

Sl.No	Particular	Pre-Training Situation as on 31.10.2013	Post-Training Situation as on 30.04.2014
1	Number of Village Care and Support Centers in All-Odisha	123	189
2	Number of Legal Services Clinics in All-Odisha	77	120
3	Number of Front Offices at DLSA and TLSC in All -Odisha	80	99
4	Number of Jail Legal Aid Clinics in All-Odisha	91	91
5	Number of Village Legal Care and Support Centre for Cuttack District	8	10
6	Number of Village Legal Care and Support Centre for Jagatsinghpur District	3	5
7	Number of Village Legal Care and Support Centre for Jajpur District	0	0

8	Number of Village Legal Care and Support Centre for Kendrapada District	4	4
9	Number of Legal Services Clinics for Cuttack District	9	9
10	Number of Legal Services Clinics for Jagatsinghpur District	2	2
11	Number of Legal Services Clinics for Jajpur District	4	5
12	Number of Legal Services Clinics for Kendrapada District	2	2
13	Number of Mental Legal Aid Clinics at SCB Medical College Hospital, Cuttack	1	2
14	Number of Legal Aid Clinics at Law College	7	7
15	Legal Aid Clinic for Women and Children at Cuttack	1	1

**(iii) Communication:** The communication between paralegal volunteers and the Legal Services Authorities has increased significantly in the post-training period. It is given to understand from PLVs and media news that Legal Services Authorities at the district and taluk level have started interaction with trained paralegal volunteers by organizing formal meetings. Previous to the training contact between paralegal volunteers and LSA was very sparse. Response was solicited from all paralegal volunteers before start of the training (baseline assessment) to a question- Have you ever made any contact with legal services authorities- and after completion of refresher training (end line assessment) to a question- Have you made any contact with legal services authorities after your training. It is observed from the baseline and end-line comparison that hardly 20% paralegal volunteers had ever contacted to LSA



in pre-training period, whereas contact of PLVs with LSA was increased 62% within a period of 3-4 months of gap between training and refresher programmes.

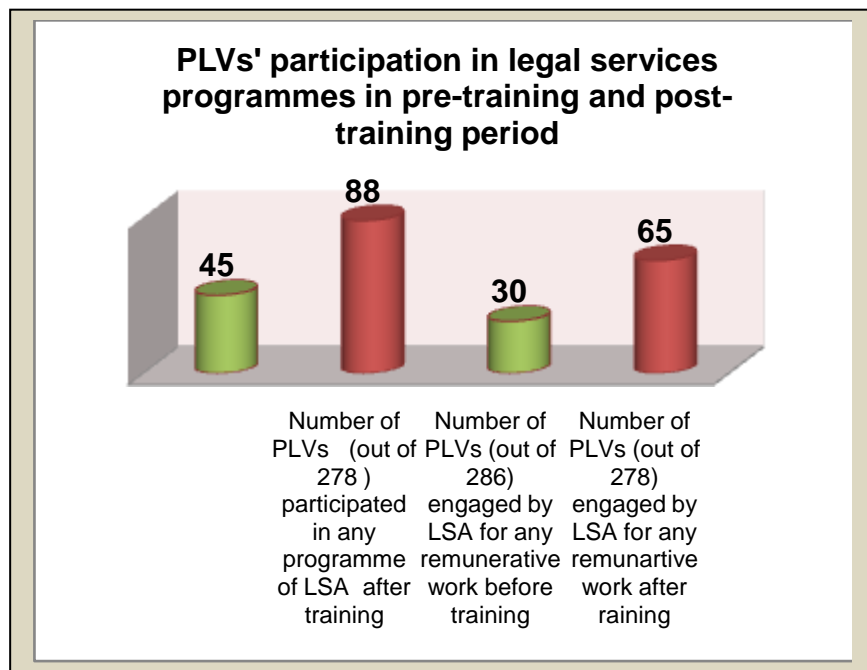
**(iv)Engagement in legal service programmes:** The actual participation of paralegal volunteers

in legal service activities/

programmes has increased in post-training period.

Even the progress is not substantial, but the trend shows that more numbers of paralegal volunteers shall be engaged with the progress of time. At present, LSAs engage paralegal volunteers

in a limited numbers and for few days in village care and support centre, legal service clinics, front offices, jail legal aid clinics. The progress in regard to PLVs' participation in legal service programmes between the pre-training and the post-training period can be viewed from the graph given at the right side.



## 11. Networking and Coordination with Various Stakeholders

Name of Organization	Name & Designation of Person	Date of Meeting	Purpose / Description of Meeting	Key Decisions, if any
-National Legal Services Authority	Mrs. Asha Menon, Member Secretary, NALSA	25 <sup>th</sup> September 2013	The key purpose of the meeting was to share, deliberate and finalize the work	The members suggested CLAP to prepare facilitator guide to
-Odisha State Legal Services Authority	Mr. Shasikanta			

<p>-UNDP -MARG</p>	<p>Mishra, Member Secretary, State Legal Services Authority, Odisha</p> <p>Ms.Kanta Singh, UNDP</p> <p>Mr.Ashutosh Srivastav, A2J Project</p>		<p>plan.</p>	<p>augment PLV Training Module of NALSA with participatory learning tools and methods.</p>
<p>State Legal Services Authority</p>	<p>Mr. Shasikanta Mishra</p>	<p>13 November 2013</p>	<p>-To share draft Facilitator Guide and to solicit his comments and feedbacks for its further improvisation</p> <p>-To obtain his participation and cooperation of SLSA in PLV training programme</p> <p>- To share training reports</p>	
<p>Odisha Judicial</p>	<p>Dr. D.P</p>	<p>13<sup>th</sup></p>	<p>-to share</p>	<p>He graced</p>

Academy	Choudhury, Director	November 2013	project plan and to invite him to training programme	the concluding session of 1 <sup>st</sup> training as Chief Guest
Judiciary ( Orissa High Court)	Hon'ble Justice Shri P.K Mohanty, Acting Chief Justice, Orissa High Court	12 <sup>th</sup> November 2013	-to share project plan and to invite him to training programme	
	Hon'ble Justice Shri S. Pujahari	1 <sup>st</sup> July 2014	to share project plan and to invite him to training programme	
State Commission for Women	Ms. Lopamudra Buxipatra, Chairperson		-to obtain learning resource materials	SCW provided 60 copies of Women Law books
Odisha State Human Rights Commission	Justice Shri B.K Mishra  Acting Chairman		- to obtain learning resource materials	Commission provided 50 copies of FAQ on Human Rights Commission
Information Commission	Shri. T.K Mishra  Information		-to obtain learning resource	Commission provided 50 copies of

	Commissioner		materials	handbook on Right to Information
State Commission for Protection of Child Rights	Shri Rajendra Meher Member		to obtain learning resource materials	Obtained 50 copies of a brochure on Role of Function of SCPCR

## 12. Case Studies & success stories (Mention at least 5 cases)

**Case Study- 1:** Domestic conflict arising out of forceful possession by younger brother on the dwelling house of elder brother.

Name of the paralegal volunteer: Mrs. Kalyani Sahani

District: Cuttack

Details of the beneficiary (applicant)

Name: Basanti Sahoo

Age: 45 years

Sex: Female

Address: Chowadar Mathasahi, Ward No-1, Dist: Cuttack

**Fact of the Case:** Basanti Sahoo is the wife of Bulei Sahoo. They have 2 children, son is 18 years and daughter is 15 years old. Bulei has one brother named Golak Sahoo who is younger to him. Mother of Bulei is a cancer patient. Bulei is a daily labour who has lost his left hand in a road accident. Golak and his wife were staying separately and they did not take care of their ailing mother. Basanti has taken care of her mother in law. Golak gave Rs.40, 000/- to Bulei for the medical treatment of mother by taking mortgage of Bulei residential house. As Bulei did not repay the amount within 3 months, Golak and his wife had tortured Bulei and Basanti. Golak had threatened Bulei to vacate house otherwise they will be thrown from house. Basanti lodged an FIR at the Chowdar Police Station against Golak and his wife Laxmipriya. Police did not take any action as a result of that Basanti became

frustrated. In the meantime, Basanti came in contact with Mrs. Kalayani Sahani, the paralegal volunteer.

**Assistance provided by PLV:** Mrs. Kalyani Sahani advised and assisted Basanti to make application to the District Legal Services Authority, Cuttack dated 6<sup>th</sup> May 2014 for legal assistance. Both the parties called up by the DLSA for discussion on dated 27.05.2014 and again on 12.06.214 but mutual settlement could not possible. Thereafter Basanti on the advice of the LSA lawyer filed a case in the Court of JMFC Rural Cuttack (Vide CI M.C 118/14 dated 17.06.214) under the PWDV Act to seek protection order, residential order and compensation order. An interim order has been passed by the court by allowing the petitioner and her family to stay in their house and a direction has been given to local police station to provide protection to the petitioner.

#### **Case study-2:** Old parents neglected by the scientist son

Name of PLV: Ms. Minati Moharana

District: Kendrapada

Details of the Beneficiary

Name: Ganeswar Behera

Age: 65 years

**Fact of the Case:** The fact of the case is that Ganeswar Behera has four sons. The eldest son named Prafulla Behera aged 45 years is a scientist working in Madras. The second son named Bibekanada Behera aged 42 years is a daily worker. The third son named Badal Behera aged about 40 years is an Engineer at Malaysia. The fourth son named Kshtramani Behera aged about 24 years is an electric mechanic. Father Ganeswar is a heart patient and mother Nilamani is a cancer patient. The parents are not taken care by the sons. The wife of the third son came to village after 10 years of marriage and forcefully threw away the older couple.

**Assistance provided by PLV:** As soon as Ms. Minati Moharana came to know a person named Ganeswar Behera, aged about 65 years and his wife named Nilamani Behera aged about 60 years has been driven away by their sons and taking shelter on road under polythene. Ms. Moharana brought that matter to the knowledge of District Legal Service Authority, Kendrapada. On the direction of Secretary DLSA, Ms. Moharana went to the spot, made



inquiry, took affidavit from Ganeswar Behera and submitted an inquiry report to the DLSA. Based on the inquiry report of Ms. Moharana, a case has been registered in Permanent Lok Adalat (PLA) on the direction of Secretary DLSA. Notice has been served to the parties. In the meanwhile DLSA has approached District Administration for any assistance for their shelter. The old couple has been rehabilitated in the shelter homes for older person on the instruction of the District Collector.

### **Case Study-3: Domestic violence**

Name of the paralegal volunteer: Mrs. Kalyani Sahani

District: Cuttack

Details of the beneficiary (applicant)

Name: Sarojini Behera

Age: 30 years

Sex: Female

Address: Gadagadeswar, Cuttack

**Fact of the Case:** Sarojni had married Kamalakanta as per the Hindu customs and rituals in the year 2005. At the time of marriage Sarojini brought dowry of Rs.25000/-, 40 gram gold, 1000 gram silver and other household utensils and appliances. First child of Sarojini was a girl child and after 5 years of first child, Sarojini gave birth another girl child. Sarojini was tortured by her in laws family including her husband, father-in law, mother-in law and sister-in laws. They forced Sarojini to bring more dowries from her parents. She was forcefully driven away by her husband from house on dated 7.1.2013 along with her two daughters aged about 7 years and 2 years. Sarojini has been staying at her parents' house. An FIR has been lodged by Sarojini at the Mahila Police Station Cuttack on dated 23.04.2013 under section 498 A, 506, 34 of IPC and section 4 of Dowry Prohibition Act.

**Assistance provided by PLV:** Mrs. Kalyani Singh assisted Sarojini to make application to DLSA. Legal assistance has been provided by DLSA for filing case under PWDV Act to seek protection, residential, maintenance and custody order. In the meantime, her husband has filed a case in the Family Court, Cuttack u/s 9 of the Hindu Marriage Act for restitution of conjugal rights. By the counseling of the Family Court, the couple has agreed to stay together.

**Case Study-4:** Rescue of a minor girl

Name of PLV: Sarmistharani Nanda  
District: Cuttack

On 24<sup>th</sup> July 2014 at about 9.00 a.m , a telephonic information came to Mrs. Sarmistarani Nanda by one Sujata Rout, W/o Pintu Rao of Alisa Bazar, Cuttack regarding kidnapping and sell of her 4 years age girl named Lucky to one Premananda Behera of Gopalpur, Cuttack by her mother in law Laxmi Rao.

The fact behind the matter is that the mother of the minor girl left her matrimonial home due to severe torture and ill treatment. She was subjected to be burnt by the in laws family. A police case u/s 307,506,498 of IPC and section-4 of D.P Act against in laws family of Sujata has been pending in the court of ADJ Cuttack. Sujata left her daughter at the in laws house when she fled home. Sujata remained under medical treatment for more than one year while staying at her parental house. During her stay in her parents' house, Sujata requested her mother in laws several times to sent her daughter Lucky but her request went in vain as her daughter was sold away.

After receiving that information, Mrs. Nanda immediately brought the matter to the knowledge of State Legal Services Authority. The matter was forwarded to DLSA for immediate action. The Secretary DLSA issued letter to the police station for necessary step to rescue girl. On the very day i.e. 24.07.2014 at about 1.00 pm. Mrs. Nanda with the help of local police went to the house of Laxmi Rao, detected the spot and rescued the minor girl from the custody of the purchaser and handed over the girl to her mother by following legal formalities.

**Case Study-5 :** Return of money illegally taken by the SCB Medical Hospital from patient.

Name of PLV: Sarmistharani Nanda  
District: Cuttack

The fact of case is that a person named Pitabas Pradhan of Odagaon, Nayagarh get admitted in SCB Medical College Hospital, Cuttack for the operation his left hand which got fracture due to accident. On 11.06.2014 when patient was in OT, the attendants took Rs. 700/- from his family member for Anesthesia which is totally free for patient and told the patient's son to purchase two rods. . As soon as Mrs. Nanda heard the matter, she lodged a complaint before the Superintendent of Medical College. After inquiry and X-ray report it was found that one rod was utilized in the operation. The medical authority returned Rs.3600/- to the patient.

**Case Study-6:** Woman exploited by a money lender

Name of PLV: Mrs. Bhanushree Moharana  
District: Cuttack

The fact of the matter is that a woman named Sobharani Behera had taken a hand loan of Rs.6000/-on the mortgage of gold ornament from a money lender. As per the condition Sobharani has had to repay the loan with 20% monthly interest. Even repayment was over, that money lender did not return mortgaged gold ornaments to Sobharani and asked her to give Rs.10000/- more for complete repayment of loan. With the help of paralegal volunteer named Bhanushree Moharana, she made an application to DLSA for legal help to get back her gold ornaments. As soon as notice served upon, the money lender returned her the mortgaged gold ornaments.

**Case Study-7:** A poor boy got admission to pursue college education

Name of PLV: Mrs. Anusaya Nayak  
District: Cuttack

The fact of the case is that one Sujan Das aged 19 years get his both legs amputated at the SCB Medical College Hospital in the year 2013 because he sustained severe injury for his downfall from running rail on dated 15.3.2013. Before his accident, he had appeared matriculation examination but result

was awaited. Even though he passed matriculation examination he could not take admission in college for 2013-14 academic sessions as he was hospitalized during that period. It became impossible on his part to take admission in next academic year 2014-15 due to poor financial condition of his family. In the meantime, he came in contact with Mrs. Anusaya Nayak who took initiative to his plight published in newspaper. Mrs. Nayak brought Sujan to meet Member Secretary SLSA who forwarded the matter to the DLSA. With the help of the DLSA, Sujan got admission in +2 Arts at the Cuttack College Nayabazar.

### **13. Best practices and lessons learnt (What were the lessons learned that could be applicable to running this type of project again elsewhere?)**

CLAP has certainly learned several valuable lessons from PLVs' trainings. Some of the key lessons that have emerged from CLAP experience are as follows:

- a) The training has been valuable and core elements for capacity building of paralegal volunteers. The subjects taught were highly essential for paralegal volunteers. The methods used in the training were appreciated by the trainees. The training helped to equip paralegal volunteers with legal knowledge much of which can be applied in addressing problems of the community people regarding family laws, civil rights gender discrimination, domestic violence, criminal matters, child rights.
- b) The refresher programmes were completed in lesser duration as compared to first round training programmes. Whereas CLAP took almost four months (exactly 113 days between November 2013 and March 2014) to complete six numbers of 3-days training (a total of 18 days), the refresher trainings in six numbers (a total of 12 days) were completed in a period of 40 days. The factors that had helped CLAP to complete refresher programmes in quick time were of close bonding between project team and PLVs, and curiosity among PLVs for refresher training. The lesson learned from this experience is that training, in addition to knowledge exchange, had triggered a process of communication to facilitate the interaction between PLVs and LSA.

- c) The level of participation of PLVs had increased with the progress of trainings. The refresher programmes had witnessed more active participation, versatile interaction and openness of PLVs as compared to first round trainings. The PLVs showed more maturity and knowledge in case study discussion, group presentation or experience sharing in refresher programmes. The questions raised by PLVs in different sessions of refresher programmes were specific, contextually relevant, law related whereas few questions put up by PLVs at the first round training were sporadic, generalized and unspecified.
- d) The experience gained from first round trainings had helped CLAP to conduct refresher programmes with balanced session plan and effective time management. The subjects taken up in the refresher programmes such as labour law, alternative dispute resolution system, disability & mental health law were found to be highly essential for PLVs. Each and every session of refresher programmes were highly interactive and participatory as PLVs had developed acquaintance with participatory learning methods in the first round trainings.
- e) The work diary provided at the first training has proved handy for PLVs to develop their record keeping skills as most of them have maintained diary regularly. As a result of that practice, they could be able share experience with ease and fluency which was not perceptible in first round trainings.

A variety of participatory learning methods and evaluation tools used in the refresher programmes were found to be successful. Some of the best practices that were employed in the training programmes are as follows:

- a) In addition to helping PLVs to reinforce and critically examine previously acquired knowledge, the refresher programmes had session focusing on labour issues, alternative dispute resolution, and disability and mental health law. The mix up sessions in refresher trainings was really helpful to trigger more interests and learning curiosity among the PLVs.



- b) The exposure visit to police stations and the protection officer office was a kind of method which helped PLVs to gain practical knowledge of the procedures followed by different mechanisms of justice system. The exposure visit was found to create enormous interests among the PLVs as many of them had not gone to police stations previously. The planning made by CLAP for exposure visit was not only ideal but its timing was perfect. Had the PLVs visited to police stations in previous training, they could not have been able to make vociferous discussion as they did not have minimum knowledge on criminal law or domestic violence law.
- c) The persistent effort to disseminate and popularize the PLVs' training programme was another successful practice of CLAP. All the training programmes were covered both in electronic and print media including the national dailies like the Statesman, New Indian Express, and Hindustan Times. The regional newspapers in Odia language with a combined circulation of approximately ten lakh provided extensive coverage of PLVs programmes.

## 14. Challenges

The challenges faced in course of project implementation were successfully encountered by CLAP through the proven commitment of the project team and its longstanding organizational experience in conducting similar programmes. Below is presented the challenges and how they were encountered to mitigate their impact to impede the project.

- a) When the project commenced, the major concern was how to complete entire activities of the project within six months period. The initial constraint of time factor was further complicated with imminent of some external factors such as non-availability of ready list of PLVs, election for urban local bodies, assembly election and general election in Odisha which were not taken into consideration at the time project formulation. Struck with that situation in midst of the project, CLAP made a request to UNDP for time extension and as a result of which the duration of the project was extended to another four months.

- b) As per the project proposal, CLAP was required to offer training to 300 paralegal volunteers identified by LSA for Cuttack district of Odisha State. Finding required numbers of PLVs and ensuring their attendance all through the trainings was another challenge to be contended. The deficit of required numbers of PLVs was avoided through the systematic efforts of the project team that included continuous contact with legal services authorities, multi communication with paralegal volunteers, selecting peer leaders to persuade other PLVs of their localities.
- c) Some PLVs are in government service like Anganwadi Workers, teachers, lecturers. Therefore, CLAP had faced problems in fixing dates for the training. The list of PLVs provided by SLSA to CLAP did not figure out the occupation of PLVs. Therefore, at the time of first communication, CLAP was not in a position to ascertain the need for seeking permission from higher authority to get their participation in the training.. Participation of AWWs was hanged upon with the permission from Child Development Programme Officer (CDPO) of concerned ICDS Project. Therefore, CLAP solicited necessary permission from District Social Welfare Officer (DSWO) with endorsement letter from SLSA. In this process, CLAP observed that the involvement of AWWs in Paralegal Volunteers was not in the knowledge of CDPOs of some ICDS Project. Therefore, CLAP recommended for bi-lateral coordination between SLSA and Women & Child Development Department for greater use of AWWs in paralegal works.
- d) Getting an ideal set of resource persons / trainers with practical experience on participatory teaching methods was a challenge to be accomplished by the project. CLAP has brought a good pool of resource persons from cross disciplines i.e law, education, social work to teach the curriculum. Prior consultation was held with the resource persons to develop their acquaintance with the subject and teaching methods. Presuming that the outside resource persons might follow lecture method of teaching, all the sessions of the training were carried out by a Team of Trainers consisting of a course coordinator, facilitator and a resource person as per the requirement of respective sessions. The practice of team of trainers worked well to teach all

curriculums through participatory teaching methods and to maintain uniformity in teaching all thorough the training.

- e) There were 45-50 paralegal volunteers for each training and refresher. The challenge was how to facilitate group work or game in such big group within stipulated time period. Time management was not perfect in first training. Drawing experience from first training, a little modification was made in the programme schedule and contents to address the trainee's needs and to maintain uniformity in teaching methods and time line as per the requirement of the subject. The teaching methods became more perfect with the progress of the training. Needless to say that, the methods of practical learning such as case studies, and exposure visits were used to greater extent in the refresher programmes than in the first round trainings.
  
- f) Many of the paralegal volunteers came to the training as first time trainees. They did have little or no knowledge about laws and roles of paralegal volunteer. It was quite challenging to design the training curriculum with a mix up course of studies to sensitize them about their roles and to enhance legal knowledge on the subjects relevant for paralegal volunteers. The post-training learning assessment test revealed that the training helped to equip paralegal volunteers with relevant legal knowledge which can be applied by them in addressing problems within community regarding family laws, civil rights, domestic violence, criminal laws, gender discrimination, children issues etc. However the fact to be accepted that training is not an end; it can envisage change but does bring result by its own. Training needs to be followed up with practical action by the trainees. The real challenge that needs to be addressed is how to make best use of the services of paralegal volunteers for legal service activities.

**15. Sustainability of the project (what evidence do you have that the benefits of your project will be sustained? Please describe.)**

Even though the project was restricted for a small period with limited activities to augur sustainability, but there are good potentialities which can be



explored to built a good institutional mechanism for it to sustain. First, the key component of the project was training for paralegal volunteers. The purpose of the training was for equipping PLVs with knowledge and skills to enable them to perform good work for legal service. It is evidenced from the post-training evaluation that the PLVs have possessed requisite knowledge to succeed in their works. Secondly, the training programmes provided a platform for the paralegal volunteers to interact, discuss and share their concerns with the Member Secretary of the State Legal Services Authority which did not happen previously for many PLVs. Presently, the Legal Services Authorities have started to conduct regular meetings with PLVs at the District/Taluk level. The willingness of LSA to take on a major expansion of PLVs' activities is really vital for greater sustainability of the project. Thirdly, the project had made an attempt to develop a networking among PLVs for information sharing, and knowledge exchange as well as to promote collective strength and solidarity. CLAP has brought out a Directory of PLVs to facilitate inter-connection among PLVs. Last but not least, the media hype created by this project has worked well as good work of PLVs are being highlighted in media which has become motivating factor for other PLVs.

#### **16. Suggested strategies, if any, for replicating and/or up-scaling the success of the Project activities/strategies**

The project has successfully tried out some innovative strategies which can be replicated, contextualized or up-scaled for the success of similar projects elsewhere.

- a) **Building good rapport with LSA:** The project undertook training for paralegal volunteers of the Legal Services Authorities. Therefore it required discussions and consultations with the Legal Services Authorities to harmonize their cooperation and ownership for the programme. CLAP had made exponential dialogue with LSA to ensure their involvement from planning to execution of the project. As a result of such endeavour CLAP could ensure participation of SLSA in all training and refresher programmes to bring inspiration among PLVs.
- b) **Developing the Directory of PLVs:** The main apprehension of CLAP at the commencement of the project was how to secure required attendance of PLVs at the training as there was no address list of paralegal volunteers. The project by its completion has brought out a Directory of trained PLVs to facilitate future communication between LSA and PLVs. The need for LSA is to place the directory at its website

for wider publicity and to revise the database in regular intervals with updated information.

- c) **Work diary for PLVs:** CLAP provided a work diary to every PLV at the commencement of the first training. The purpose behind the work diary was to encourage PLVs to record their legal service works in day-wise for self-introspection and performance evaluation. It was also expected that in the process of maintaining diary, PLVs will develop their writing skills. Therefore, LSA is suggested to provide Work Diary to all PLVs to use it as tool to evaluate their performance in a periodic basis.
- d) **Training by participatory learning methods:** Methods of participatory learning like interactive discussion, group exercise, exposure visits, experience sharing, problem solving were experimented at the training along-with along with short lectures, power-point presentation and short documentary film show. But the exposure visits and documentary film show were inadequate as to the requirement of PLVs. Therefore there is a need to scale up plan both in time and budget to enable PLVs for more exposure visits to police stations, child welfare committee, juvenile justice board, human rights commission, women commission, women shelter homes etc. The PLVs had great interest in documentary films. It is suggested to develop context-specific, culturally-appropriate and issued- based documentary films in regional language to make training more interesting.
- e) **User appropriate IEC Material:** The Information Handbook gave away to paralegal volunteers by CLAP is a fine blend of IEC material because it contains information about important institutions, index of law for education, and directory of PLVs for communication. The handbook is found to be useful for paralegal volunteers to get them acclimatise with their duties and key stakeholders with whom they will work. What is needed is to up-scale the handbook to Ready Reference for PLVs by providing information of more laws and legal solutions of various problems.
- f) **Building a team of trainers:** CLAP had engaged a training team comprising of a course coordinator, facilitator and resource person(s) from the field of law, education or social work as per the requirement

of subject of the training. What is required to groom up a Team of Trainers to maintain uniformity and quality in PLVs training.

### **17. Were any significant changes to project design agreed? (Outputs, activities, budgets, duration etc.)**

Whereas the objectives of the project remained unchanged, a minor change was made in the duration, budget and outputs of the project with due approval of UNDP. Initially, the project duration was for 6 months and to be completed by 31<sup>st</sup> March 2014. As entire activities of the project could not be completed within the stipulated time due to certain external or unforeseeable factors, the project duration was extended to 15<sup>th</sup> August 2014 with concurrence of UNDP.

A supplementary grants of Rs.302000/- was sanctioned by UNDP to meet the additional expenses for the training of 120 PLVs from other districts (namely Jagatsinghpur, Jajpur, Kendrapada) which did not figure out in the project plan. The inevitability of change was felt due to non-availability of required 300 PLVs from one district i.e. Cuttack as planned in the project initially.

A consultation was held on 25<sup>th</sup> September 2013 which was attended by the Member Secretary of NALSA & SLSA, UNDP and CLAP. In the consultation it was decided to prepare a facilitator's guide for paralegal volunteers training. As a result of the consensus emerged from the consultation, the original plan of training manual was replaced and revised by a plan to prepare facilitator's guide for paralegal volunteers training by standardizing NALSA's prescribed PLVs training module with participatory learning methods and tools.

### **18. Recommendations to Key Stakeholders**

The project has seen certain potentialities with paralegal volunteers that need to be capitalized and encashed for legal service works. A SWOT analysis of paralegal volunteers explains that: (i) many PLVs have good academic qualifications; (ii) a multi experience and competency is available among PLVs as they are drawn from various fields such education, health, law, social work, and community service; (iii) gender representation among PLVs is proportionate; (iv) a group of successful achievers are available

among PLVs; (v) PLVs in government jobs have shown little inclination for legal service work as they are scared for litigation. Whereas a strong group of paralegal volunteers is a potential requirement to facilitate the connections between the LSA and the common people, the greatest challenge is how to groom them up as skillful persons and how to capitalize their potentialities into performance. It requires decentralized planning and interplay of various stakeholders such as law department of central & state governments, legal services authorities, judicial academy, law universities and civil society organizations. The following are some of the recommendations for the stakeholders.

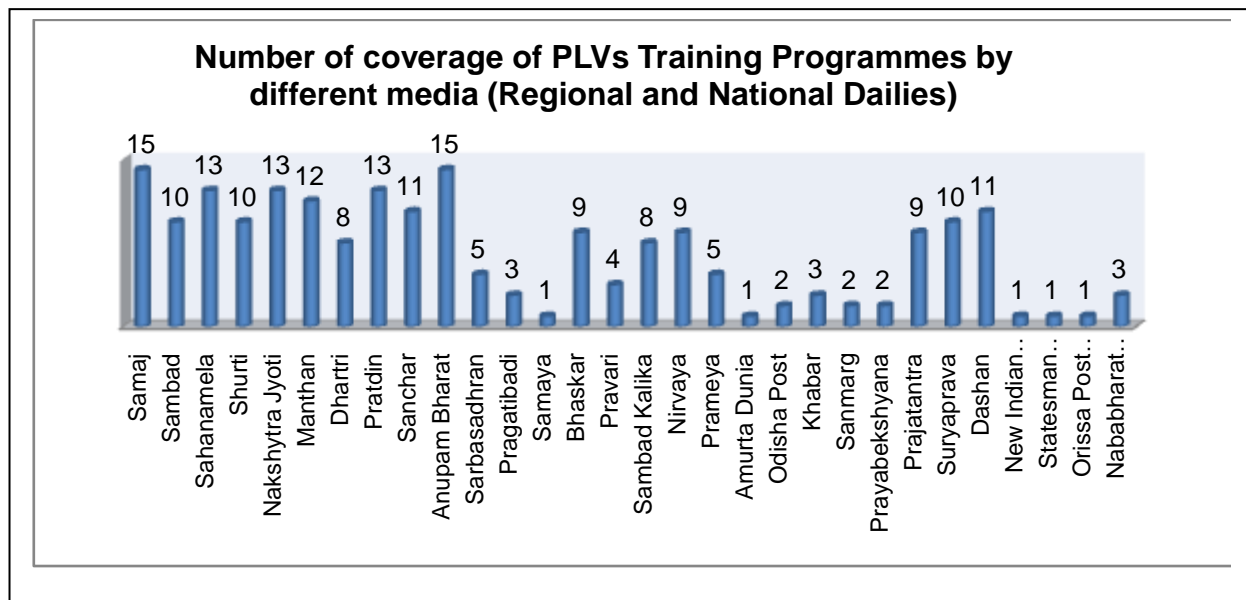
- a) **Continuous training for capacity building:** The training is valuable and effective to strengthen PLVs. But training should be a onetime intervention rather it must be seen as an ongoing process. The training undertaken by this project not only provided valuable knowledge to PLVs but it also helped CLAP to capture further needs and learning interests of PLVs for other subjects and advanced courses like cyber laws, environment laws, patent rights etc. Due to time limitation of five days, the entire course curriculum of NALSA could not be taken up. Therefore the key recommendation here is for another round of 3-4 days training to cover the advanced course to complete the entire course of studies- induction, orientation, and advanced course-prescribed by NALSA for PLVs training.
- b) **Standardized training resource materials:** Uniformity and standardization of PLVs training must be looked up. The facilitator's guide and handbook developed by CLAP to facilitate PLVs training in Odisha may be optimized and scaled-up to a standardized document with value addition and professional inputs. Law universities, judicial academies or any legal professional groups can be mobilized for this purpose. There is also need for translation of PLVs specific training materials in regional/ local language(s).
- c) **Building a team of trainers:** Training is a skilful job. What is required for PLVs training is to groom up a team of trainers who can have acquaintance and innovation in participatory teaching methods? The National Law Universities, Judicial Academies or NGOs having expertise in law training can be engaged to select and train a group of persons to groom them up as trainers.

- d) **Exposure visits:** The capacity building is not to be limited to structured training programs. There is need to cull out proper plan for exposure visits of PLVs, experience sharing workshops, and wider publicity to success stories of PLVs.
- e) **Inter-departmental coordination:** The LSA in concurrence with the law department of the state governments shall take lead to forge an inter-departmental coordination to bring cohesion and to avoid duplicity. As paralegal volunteers are also persons in government job like Anganwadi Workers, school teachers, college lecturers, therefore LSA is required to take the informed consent from the concerned departments or authorities so that they will not be frightened to actively involved in paralegal works. On the other side, Odisha government has formulated State Policy for Women-2014 which envisages for recruiting and training paralegal volunteers. Therefore it is recommended that LSA should initiate dialogue with the Women and Child Development Department on how to use the existing PLVs and to refrain the DWCD to create another set of paralegal volunteers.
- f) **Long-term and sustainable plan:** It is recommended that the LSA shall envisage a Long-term Action Plan for PLVs to delineate activities agenda, capacity building plan, performance evaluation matrix, and budgetary allocation etc for paralegal volunteers. Regular interface between the panel lawyers and the paralegal volunteers shall be facilitated by the Legal Services Authorities.
- g) **Legal Resource Facility Centre:** Training must be followed by some kinds of supplementary supports to paralegal volunteers to ensure their active engagement in legal service works. Supports can be given in the form of guidance, mentoring, exposure visit, IEC materials, e-learning, ICT use etc. It is recommended for DOJ and UDP to provide further support to the training conducting agency for establishing a Resource Facilitation Centre which will be operated as resource hub to provide supplementary supports to paralegal volunteers.
- h) **Scaling training for PLVs in other districts:** Training has been valuable and core element for capacity building of paralegal volunteers. Scaling up the project to other districts of Odisha should be considered.

- i) **Institutionalizing paralegal education:** The paralegal course may be integrated in university syllabus. The students may pursue diploma in paralegal education or take it up as optional subject in their degree course.

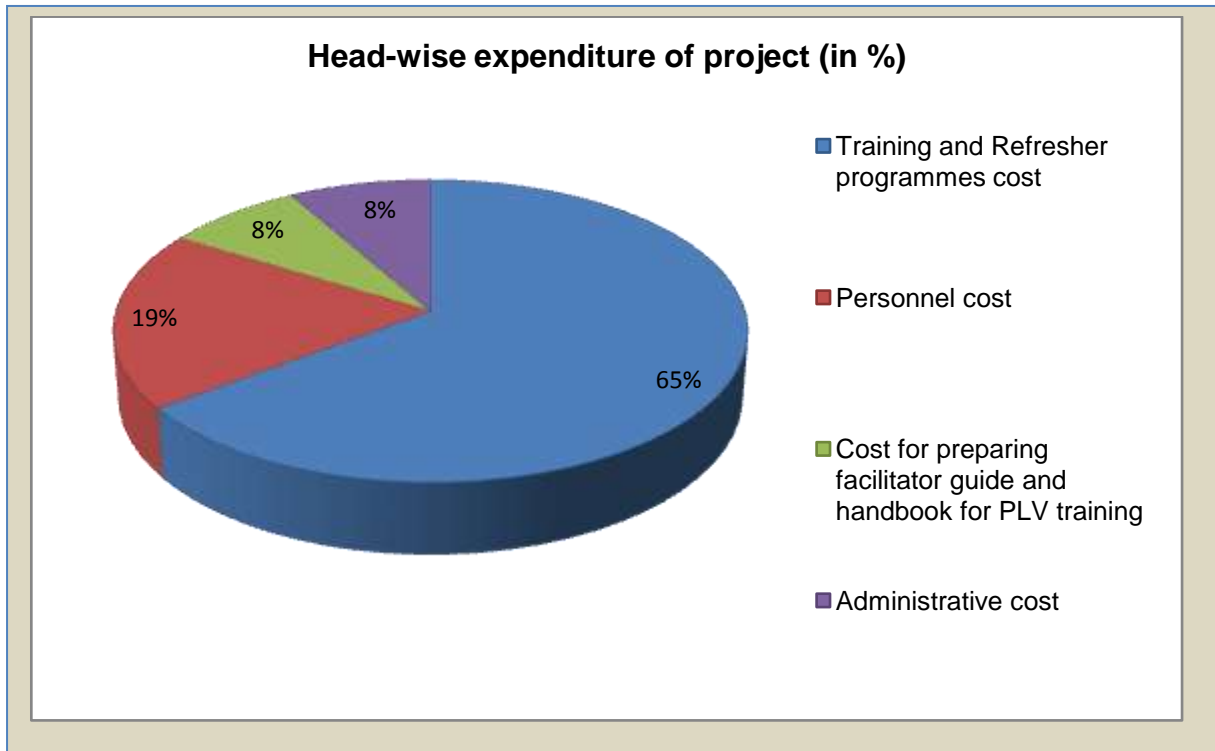
## 19. Media Coverage

All the training programmes were covered both in electronic and print media including the national dailies like the Statesman, New Indian Express, and Hindustan Times. The regional newspapers in Odia language with a combined circulation of approximately ten lakh provided extensive coverage to PLVs programmes. A total of 210 news relating PLVs' training received coverage by 30 print media. The electronic media such as Odisha TV (OTV), MBC and Naxhatra TV provided coverage to the PLVs' training programmes.



## 20. Analysis of Financial Progress

The total cost of the project was Rs.39, 63,705/- (Rupees Thirty nine lakh sixty-three thousands and seven hundred five only). The pie-graph given below exhibits the expenditure particulars of different heads of the project.



Six numbers of 3-days training and six numbers 2-days refresher programmes were held to train 286 PLVs. The training and refresher programmes were residential. The cost for training and refresher programmes was Rs.2563626/- which accounts 65% of the total expenditure of the project. The personnel cost was Rs.759,900/-which included a sum of Rs.159,000/- for the fees of resource persons and trainers. A sum of Rs.325229/- was spent for administration cost including communication, office stationary, travel, finance management and audit fees. The cost for the development of the facilitator's guide and the handbook was Rs.314950/-. The head-wise expenditure of the project can be viewed from the **Annexure-A**.

## 21. Details of the Project Team

The project was operated by a team of three personnel comprising of Team Leader, Training Manager and Training Coordinator. The details of the project team and their responsibilities may be viewed from the **Annexure-B**.

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