

CONCEPT DOCUMENT FOR JOTRI

* In this document, term “Judge” has been used to denote a member of District Judiciary.

About JOTRI: A Historical Perspective:

The High Court of Madhya Pradesh did not have any institutionalized facility for imparting judicial education to members of District Judiciary. After their selection, Civil Judges and Additional District Judges used to be posted straight away to District Headquarters, where practical training was imparted to them under the supervision and guidance of the District Judge by senior Judges posted there, as per the scheme issued by the High Court. However, the training so imparted was never considered to be satisfactory and there was a crying need for a formal, institutionalized set up to educate, train and groom members of District Judiciary in such a manner as to equip them with requisite knowledge and skills. It was also felt necessary that ethical values should be inculcated in Judges of Subordinate Courts from the day one. Thus, the Institute aims at equipping the members of District Judiciary with up to date knowledge of laws and also inculcating and developing in them the qualities of a good Judge so that they can face the challenges of day-to-day judicial work. It was felt that such a conditioning would optimize the inherent qualities of an individual Judge, so that he is in a position to play his designated role effectively and efficiently in the justice delivery system.

The idea to have a Training Institute for the Judges of Subordinate Judiciary was conceived as early as the year 1974. In its report, a sub-committee comprising two Judges of the High Court of Madhya Pradesh, suggested the desirability of such an Institute. The idea was taken a little further when in April 1989, the Full Court in its meeting, passed a resolution for establishing a Training Institute at Jabalpur under the direct control of the High Court. The State Government, no doubt, accepted this noble proposal but the idea could not take a concrete shape due to financial constraints. Nothing came out in material form, till the year 1993. In the year 1994, due to the relentless efforts of Hon'ble Shri Justice U.L. Bhatt, the then Chief Justice, the goal of having a Training Institute for Subordinate Judges of the State was ultimately attained. The State Government vide its Order No. F.17(E)2/88/21-B(I), dated 22/23.3.1994 gave its approval for the establishment of a Training Institute at Jabalpur for imparting judicial education to the newly recruited Civil Judges of the State. Consequently, Judicial Officers' Training Institute (JOTI) was established in a

vacant Court Room in the premises of the High Court Madhya Pradesh at Jabalpur.

With the object of making the Institute research-oriented, it was reorganized in the month of September, 2002 and was renamed as “Judicial Officers’ Training & Research Institute” (JOTRI). The JOTI continued to function from the premises of the High Court building till the year 2003, in which year, the State Government abolished State Administrative Tribunal. The premises of the erstwhile Tribunal, which is located a short distance away from the premises of the High Court, was made available to the JOTI. However, for want of a better alternative, a portion of the building of the Tribunal was allotted to the Family Court. The JOTRI has been functioning in the same building ever since. Now, an additional building for the Institute has been constructed in the same premises, which shall be commissioned shortly. It shall have a 50 room, comfortable Guest House, a spacious auditorium, a state of the art video-conferencing hall, a rich library, a well equipped conference hall, a lecture hall, Chairman's and Director's chambers, kitchen, and dining hall. A separate Stress Management Centre is also coming up. The construction of Regional Training Centres at Gwalior and Indore is also underway.

Since the year 1994, the Institute is imparting quality judicial education to the newly inducted Civil Judges Class II and directly appointed Additional District Judges and also conducting regular Refresher Courses for the in-service Judges. Apart from various aspects of procedural and substantive laws, matters relating to judicial ethics, behavioural skills, alternative dispute resolution mechanism, court management, case flow management, time management, speedy disposal of cases and application of Information Technology in Judiciary have been included in the curriculum. In addition to that, the Institute is also organizing various short-term programmemes on specific subjects having importance in the justice delivery system like Juvenile Justice (Care & Protection of Children) Act, 2000, Protection of Women from Domestic Violence Act, 2005, Prevention of Corruption Act, 1988, N.D.P.S. Act, 1985, Electricity Act, 2003, Negotiable Instruments Act, 1881, Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, Information Technology Act, 2001, Gram Nyayalayas Adhiniyam, 2008, Motor Vehicles Act, 1988 etc. This year the Institute also held programmemes based on special needs for the District and Sessions Judges and the Chief Judicial Magistrates and also and awareness programmeme on differently abled persons. It is worth mentioning here that JOTRI is perhaps the only Institute in the Country to have conducted week-long training course on the use of lap-top computers provided

by the e-committee for each and every member of District Judiciary. Various courses, seminars, workshops, colloquia etc. conducted by the Institute across the length and breadth of the State, are addressed by sitting and retired Supreme Court and High Court Judges, academicians and experts and acknowledged authorities in their respective fields.

Since the year 2002, the JOTRI has conducted intensive micro-research in the fields of Access to Justice, Motor Accident Claims, Gender Justice, Crimes against Scheduled Castes and Scheduled Tribes, Dishonour of cheques, Crimes relating to Narcotic drugs and Psychotropic substances, Juvenile Justice, Prevention of Corruption, Gram Nyayalayas, etc.

Utilizing the funds provided by the Thirteenth Finance Commission, the JOTRI has sent teams of Judges drawn from various levels of hierarchy to states like Tamilnadu, Kerala, Maharashtra, Gujarat and Delhi to identify and study best practices prevalent in those states. Under the same programme, this year, the JOTRI proposes to send sub-ordinate Judges working at various levels to the states of Karnataka, Rajasthan, Jharkhand, and Punjab & Haryana. The JOTRI has also sponsored various specialized educational programmes for Judges in the Institutions like Sardar Vallabh Bhai Patel National Police Academy, Hyderabad, C.B.I. Academy, Gaziabad, State Medico-legal Institute, Bhopal, State Forensic Science Laboratory, Sagar and State Forest Research Institute, Jabalpur. The Institute recognizes that orientation and training of the ministerial staff is of fundamental importance to the smooth functioning of the Courts; therefore, the Institute has sponsored short-term training courses.

Since the year 1995, the JOTRI has been regularly publishing a bi-monthly law Journal, aptly named JOTI (meaning "the flame" in Hindi). It contains four parts. Part I contains Articles on topics relating to procedural and substantive law; Part II consists of Notes on Important Judgments of the Supreme Court and various High Courts, Part III contains Circulars/Notifications and part IV includes important Centre/State Acts and Amendments. JOTI Journal has served the needs of members of District Judiciary admirably and has fulfilled the objective for which it was originally conceived.

This year, the Institute proposes to take selected members of District Judiciary to a study tour of Singapore, out of the funds provided by the Thirteenth Finance Commission.

The Institute has devised a novel way of involving members of District Judiciary in the academic activities of the Institute. It conducts a District Level Bi-monthly Colloquium in all districts. The topics, which are of vital importance in the working of Courts, are selected by the Institute. Such topics are forwarded to District Judges in advance, who, after deliberating upon the topics in the bi-monthly meeting of Judges posted in the District, submit a paper to the Institute. The papers containing material of requisite standard, after editing, are published in the JOTI Journal. This process inspires the Judges to study the subject intensively.

The Institute also holds workshops for various agencies of the state, which have a role to play in the system of administration of justice, so that these agencies may discharge their obligations under the law in an effective manner. To this end, the Institute holds workshops for Police Officers, Prosecution Officers, Forest Officers, Excise Officers, Non-Judicial Members of Juvenile Justice Boards and Members of Child Welfare Committees etc.

The motto of the Institute is pursuit of excellence through persistent acquisition and sharing of knowledge.

Web-Link of JOTRI:

The High Court has provided a link in the official website www.mphc.in to the Judicial Officers' Training & Research Institute. This link was lying moribund for all those years. In the year 2013, the contents of this link were thoroughly revised and updated with fresh inputs. The link now contains historical perception of JOTRI and other links with titles such as "Judicial Education", "Knowledge Gateway", "Administrative Structure", "Events", "News Letter" and "Article Updates".

"Judicial Education" contains the academic agenda of the Institute for the current Education Calendar including information about bi-monthly District Level Colloquia, Induction Courses, Refresher Courses, Specialized Courses, Workshops and Seminars.

"Administrative Structure" contains name of the Founder of the Institute and JOTI Journal, names of Members of the Training Committee, names of the Officers currently posted in JOTRI, names of erstwhile Chairmen and Directors, names and posts of the staff currently posted in the Institute, Annual Report of JOTRI, contact details and photo gallery of various events held so far.

The “Knowledge Gateway” is the most useful sub-link, which has four further links under the titles “JOTI Journal”, “Reference Material” etc. It is password protected, that is why only the Members of District Judiciary of Madhya Pradesh can access the sub-link. The “JOTI Journal” contains all the Articles and Notes of Cases published in JOTI Journal for past eighteen years. The Articles have been arranged subject-wise and are hyperlinked. A powerful search engine has been indigenously developed for Notes on Cases so that a desired note on an authority published in any of the issues of JOTI Journal can be accessed with ease. The knowledge gateway also contains “Reference Material” published on various useful topics by JOTRI.

In addition to aforesaid material, a web link also contains various photographs of the existing infrastructure of JOTRI and various programmes held so far.

VISION FOR FUTURE

Rechristening JOTRI:

The primary object of the Institute is to impart judicial education to the members of District Judiciary with a view to groom them into honest, impartial, upright, erudite and diligent Judges. The institute is also expected to conduct judicial research and other academic activities like workshops, seminars, symposia etc on the topics that are relevant to the functioning of District Judiciary. The methodology that is being adopted is aimed at improving the performance and efficiency levels of the Judges of the District Judiciary and to keep them abreast of latest developments in the field of law. The Institute also publishes a highly acclaimed bimonthly law journal named JOTI for Judges of the State. In short, the JOTRI is a place of learning rather than training. Thus, the nomenclature "Academy" reflects the object and activities of the JOTRI more aptly than the nomenclature "Institute". The former term is also considerably more dignified.

There is another angle to the matter. The term "Judicial Officer" has a quaint origin. It was first used way back in the year 1850 in "Protection of Judicial Officers' Act, 1850". It may be noted however that at that time there was no separation of powers amongst the three organs of the State namely; executive, legislature and judiciary. Another Act covering same area i.e. Judges' Protection Act, 1985; does not use the term "Judicial Officer" while dealing with members of subordinate judiciary. Since independence, this term has nowhere been used either in the Constitution of India or any of the major

statutes. It is still in vogue probably because Article 217 of the Constitution contains a mention of "Judicial Office".

Additionally, almost all institutions in the country imparting judicial education to Judges of District Judiciary are called State Judicial Academies. Therefore, it would be appropriate to change the name of organization from "Judicial Officers' Training and Research Institute" to "Madhya Pradesh State Judicial Academy"

In aforesaid backdrop, Hon'ble the Chief Justice had directed that the Judicial Officers' Training and Research Institute be rechristened as "Madhya Pradesh State Judicial Academy". However, later, the order was directed to keep in abeyance for the time being. The JOTRI may now be rechristened as above.

Rechristening JOTI Journal:

It is further submitted in this regard that the Judicial Officers' Training & Research Institute had been publishing a bi-monthly law Journal named 'JOTI JOURNAL' since the year 1995. In the aforesaid name, 'J' stood for "Judicial"; 'O' stood for "Officers"; 'T' stood for "Training" and 'I' stood for "Institute". Thus, the name of 'JOTI JOURNAL' had a symbolic significance. Meanwhile, the Journal had become extremely popular amongst the members of the District Judiciary.

However, if the 'Judicial Officers' Training & Research institute' is rechristened as 'Madhya Pradesh State Judicial Academy', the name 'JOTI JOURNAL' would lose its symbolic relevance as there is no word like 'JOTI' either in Hindi or in English. However, keeping in view the popularity of Journal by aforesaid name amongst the Members of District Judiciary, it would be inadvisable to alter the name in a fundamental way, yet some fine-tuning is desirable. JOTI JOURNAL has been dispelling the darkness of ignorance and spreading light of knowledge like a flame ("Jyoti" in Hindi) for past 18 years. Accordingly, the Journal may be rechristened as 'JYOTI'.

It is further submitted that in view of the change in the name of Judicial Officers' Training & Research Institute, the emblem, which features the name of the organisation is also required to be modified by substituting the words "Judicial Officers' Training & Research Institute, High Court of M.P." by words "Madhya Pradesh State Judicial Academy".

Independent Website for JOTRI:

The web link of JOTRI is extremely popular and receives a large number of hits everyday from the Members of District Judiciary in Madhya Pradesh. However, as noted earlier, it is only a web link within official website of the High Court of Madhya Pradesh. This architecture poses several difficulties before the management of JOTRI, regarding updation. The Institute is required to update its web site frequently but for every such update a request has to be made to the Registrar (IT), who is Route Administrator of High Court web site. This causes avoidable delay in updation of the web link.

It may be noted in this regard that most of the Judicial Academies in the country have their independent websites. Therefore, it would be appropriate to create an independent website for JOTRI, which may be designed and maintained by the Institute.

Strengthening of JOTRI:

As already noted, the Institute has been functioning in the building of erstwhile State Administrative Tribunal. This is a four storey structure, a short distance away from the High Court. As such the location of the building is very convenient. However, JOTRI has been sharing its premises with the Family Court, which occupies almost entire ground floor of the building. The new building of JOTRI has also come up in the same premises. However, the new building alone is not sufficient to accommodate the JOTRI. As such, even after commissioning of the new building, the Institute will have to retain the part of the said building which is under its occupation at present.

The main problem faced by the Institute is continuation of Family Court in the same premises. In the year 2003, it was envisaged to be a temporary measure. However, for want of better accommodation, the Family Court continues to function from the same premises. Because of influx of a large number of lawyers and litigants in the premises of SAT building, it is extremely difficult to maintain the premises in a befitting manner. This is the major reason why the premises of the Institute sports a barren look.

The Institute has received an amount of Rs. 6 crore from the Thirteenth Finance Commission for strengthening the Institute. This amount has to be spent in furnishing the new building of JOTRI and construction and furnishing of a Stress Management Centre in the same premises. The plan is to separate the part of premises occupied by the Institute from the part which is occupied by the Family Court by constructing a wall and providing an

independent gate for the Institute. After such a measure has been taken, the premises of the Institute may be suitably developed with a garden to befit a place of learning. The process of appointment of an Architect/Interior Designer/Consultant for aforesaid purpose is currently on.

So far as old building is concerned, Hon'ble the Chief Justice has approved an amount of Rs. 30 lakh for modernizing the class room and providing amenities in the class rooms, dining hall, lobbies, etc. Amount has also been sanctioned for removal of stone tiles for outer wall of building and replacing it with plaster.

ANDRAGOGY

The Judicial Officers' Training & Research Institute tries to make up by content of its programmes for whatever it lacks in terms of infrastructure. The programmes of the Institute aim at incorporating adult education principles and skill based experiential learning on wide range of topics relevant to Indian Justice Delivery System. No effort is spared to make them timely, relevant and dynamic. The JOTRI constantly strives to provide the Judges with new educational materials so as to ensure that they are able to keep abreast of new developments in various branches of law. The Institute is acutely conscious that to respond to constancy of change, Judges require a steady commitment to lifelong learning.

The long-term courses in JOTRI mostly consist of interactive lectures, Group Discussions, Exercises, their evaluation and further lectures. We also try to assess the impact of our programmes upon the working of our participants. While lectures continue to remain a major element within a broader array of activities, emphasis is laid upon experiential learning. We are trying to develop a culture where our participants of various programmes are seen as both learners and experienced contributors.

FUTURE EDUCATION STRATEGIES

Judicial education is a key component to ensuring high standards of judicial performance and support for the rule of law. Respect for constitutional values and judicial independence must underpin all judicial education.

How should the Judicial Education change in the institute:

1. From one-time courses to the development of a **“permanent curriculum”**- that is - Well planned courses that can be repeated.

2. Emphasis on **assessing Judges' learning needs**:
 - what do they need to know? (the content of judging)
 - what skills do they need? (the craft of judging)
 - what do they need to understand about the context within which the cases occur? (social context)
3. Major emphasis on **course planning**:
4. Judicial **faculty development**:
 - teaching Judges how to design and deliver quality, skills-based education that uses effective adult education methods.
5. A shift of focus from the **teacher to the learner** i.e. promote role of teacher as a facilitator of learning.
 1. Judges should plan their education.
 2. Framing of policies to free up Judges for education.

Needs Assessment in Judicial Education:

Reactive Needs Assessment:

- (1) Feedback from participants:
- (2) What the teacher did not know at that stage of the carrier.

Caution: What we don't know, we don't know constitutes 75% of what we ought to know.



Proactive needs assessment:

Environment scan

- What are new developments in law and procedure?
- What are the emerging issues or social changes?
- Changing judicial practices (e.g. Court based resolution of disputes to Judicial Settlement Conferencing)

Things to wonder about:

To whom is judicial education accountable and to whom must it be seen to be credible?

Whose inputs are relevant?

- Peer Judges
- Appellate Judges
- The bar
- Litigants
- The public

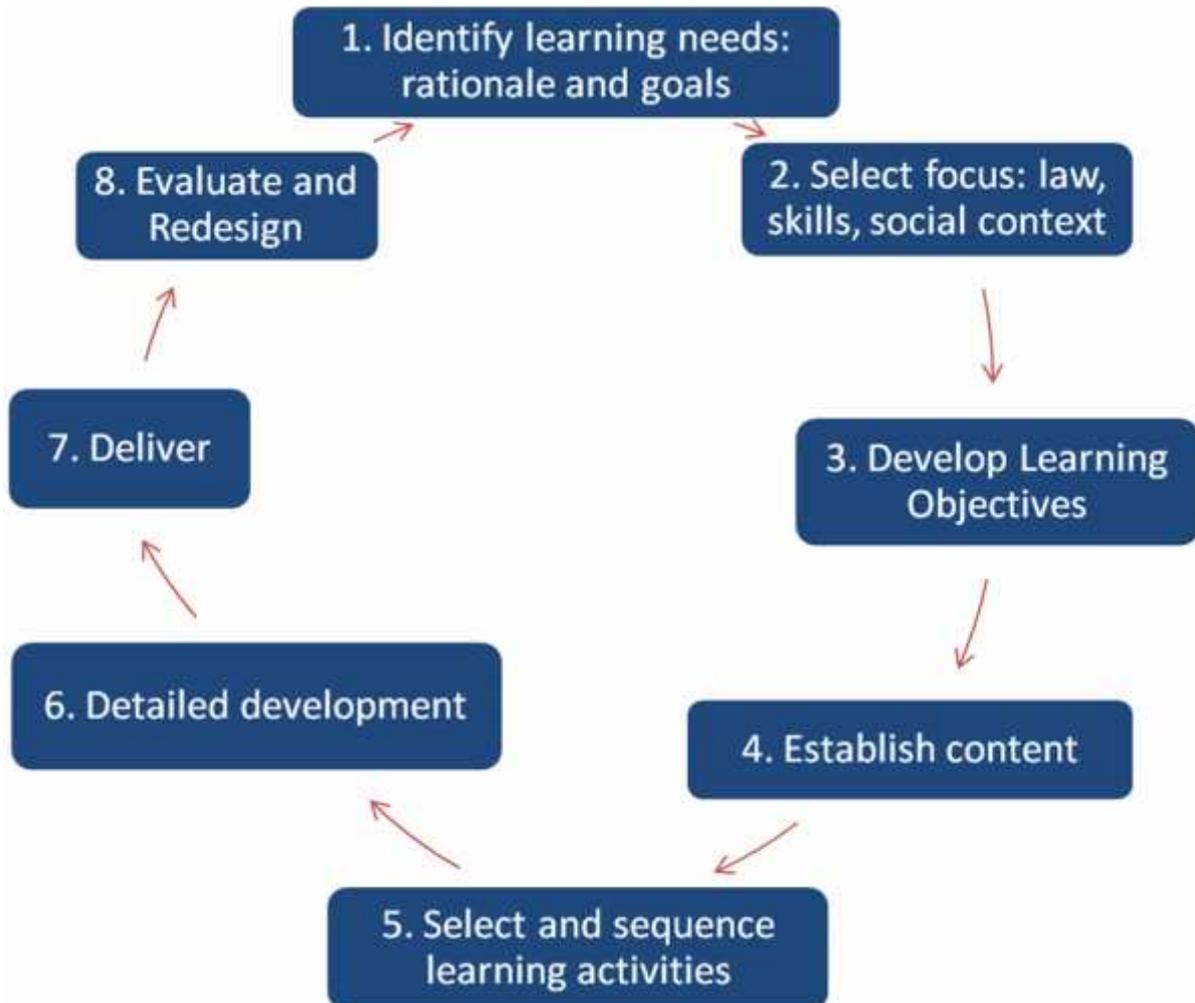
Specific Challenges:

To plan on how to use the new technology; to develop teaching modules to be made available to courts to adapt;

What needs to be emphasized:

1. Formal legal knowledge should ordinarily be treated as an aside or as an assumed basis of the judicial function.
2. Emphasis should be laid on specific skills, particularly communication and management of courtroom interaction .
3. Development of personal attributes: for example wisdom, patience, respect and tolerance, fairness and open-mindedness. In short development of judicial temperament.

Designing of Programmemes:



To meet judicial learning needs and design relevant, practical programmemes which will support judicial excellence:

- Identify learning needs: rationale and goals
- Select focus: law, skills, social context
- Develop Learning Objectives
- Establish content
- Select and sequence learning activities

- Detailed development
- Deliver
- Evaluate and Redesign

Principles of Judicial Education which may be emulated in India:

1. Judges must lead judicial education. Peer judicial education is a central principle of judicial education. Well-respected Judges must be involved in the development and delivery of education activities and an organized judicial education institute provides the infrastructure, knowledge and support in this process.

2. An ongoing process of needs assessment is critical to ensuring that judicial education is relevant and responsive to judicial learning priorities and preferences.

3. In order to address the full spectrum of judicial concerns, judicial education programmes should integrate elements of substantive knowledge, skills development and social context, in other words, be "Three Dimensional".

Judicial Andragogy:

It must be realized that -

(i) The Judges are adult learners. Judicial education will be most engaging and effective when it implements adult learning principles and uses a experiential, skills-based approach.

(ii) Effective evaluation methods enable continuous improvement in design and delivery of judicial education. Forms of evaluation must themselves respect judicial independence.

Learning Activity:

Experiential Learning - What is?

(1) Learners are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting.

(2) Experiential learning involves “a direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it.”

L. Borzak

Why Experiential Learning for Judges?

- (1) Judges are adult learners.
- (2) Lectures facilitate knowledge transmission only.
- (3) Skills-based and experiential learning fosters skills development and social context understanding while also passing on knowledge.
- (4) Retention of learning is enhanced by experiential learning approaches.

Experiential, Skills-Based Judicial Education and Learning Activity:

1. Judges need to learn in three areas: Knowledge, skills and context.
2. Learning works best if it is connected to performance of a judicial task.
3. Education must be offered in a way that fits with how Judges, as adults, like to learn.
4. Judicial education is most engaging and effective when it is experiential. In other words the Judges have a chance to -
 - (i) connect their experience to the topic;
 - (ii) to practise the skills;

- followed by a feedback on their performance, ideally a chance to do it again.

1. Adults have personal preferences for how they like to learn. As such knowledge and appreciation of different learning styles is essential; therefore, programmeme must include activities that address all of the different learning styles.
2. Judges learn best if learning is linked to something they do as Judges, regardless of the fact that the course is knowledge intensive (a new law), skills intensive (communications) or context intensive (dealing with domestic violence).
3. Choice will depend on audience, topic, resources, time, and what has been done before.

Role of Knowledge

1. Why:

They require the knowledge needed to perform the judicial task(s) -

- a description or a demonstration of good performance;
- an understanding of the steps involved in making a decision.

but: Must not be too prescriptive; as usually there are choices to be made.

Once we've engaged the participants and had them reflect a bit, we move into the substantive knowledge part of the session. This is the traditional focus of education programmes – substantive lectures. Here, it's one part of the circle – a crucial part, but not the only part.

Why we do it is obvious – this is the stuff they come for. Depending on the topic, we may not be totally prescriptive – “You must apply the law in this way”

– because that is for the Judge to decide. A senior Judge can be a bit more prescriptive in his presentation, but an academic or trial Judge may not be.

2. Who:

Skilled presenter of the needed information in the available time - not necessarily the most knowledgeable expert

- Within the allotted time: protecting time for the other steps in the learning process
- Remembering their attention span
- Charisma
- Ability to engage the audience
- The most knowledgeable expert is not necessarily the best teacher
- Must spare time to practice

3. How:

- Method that keeps audience engaged

Useful tips for faculty member:

- A chance to apply the knowledge you acquire greatly increases likelihood of retention;

- You don't learn the skill unless you get to practise and receive expert feedback;
- Make it clear if the content has been misunderstood;
- Allow content to be considered in an actual, rather than theoretical, context;
- Break up the presentation;
- Allow colleagues to discuss the content and clarify or explain their own practical approaches;
- Even a few minutes spent on practice can increase retention and enjoyment of the programme.

Getting their Attention:

- (1) Connecting with their experience.
- (2) A first activity that helps the Judges see that:
 - There is something to be learned here; it affects how I do my work as a Judge.
 - Judges and others have different perspectives on this judicial task
 - “I may have to do this next week.”
 - “This is not as easy as I thought it was.”
 - “We have different ideas on how to do it.”

Ideal Learning Environment:

Think about your judicial education or other learning experiences what approaches did you like or not like?

Effective

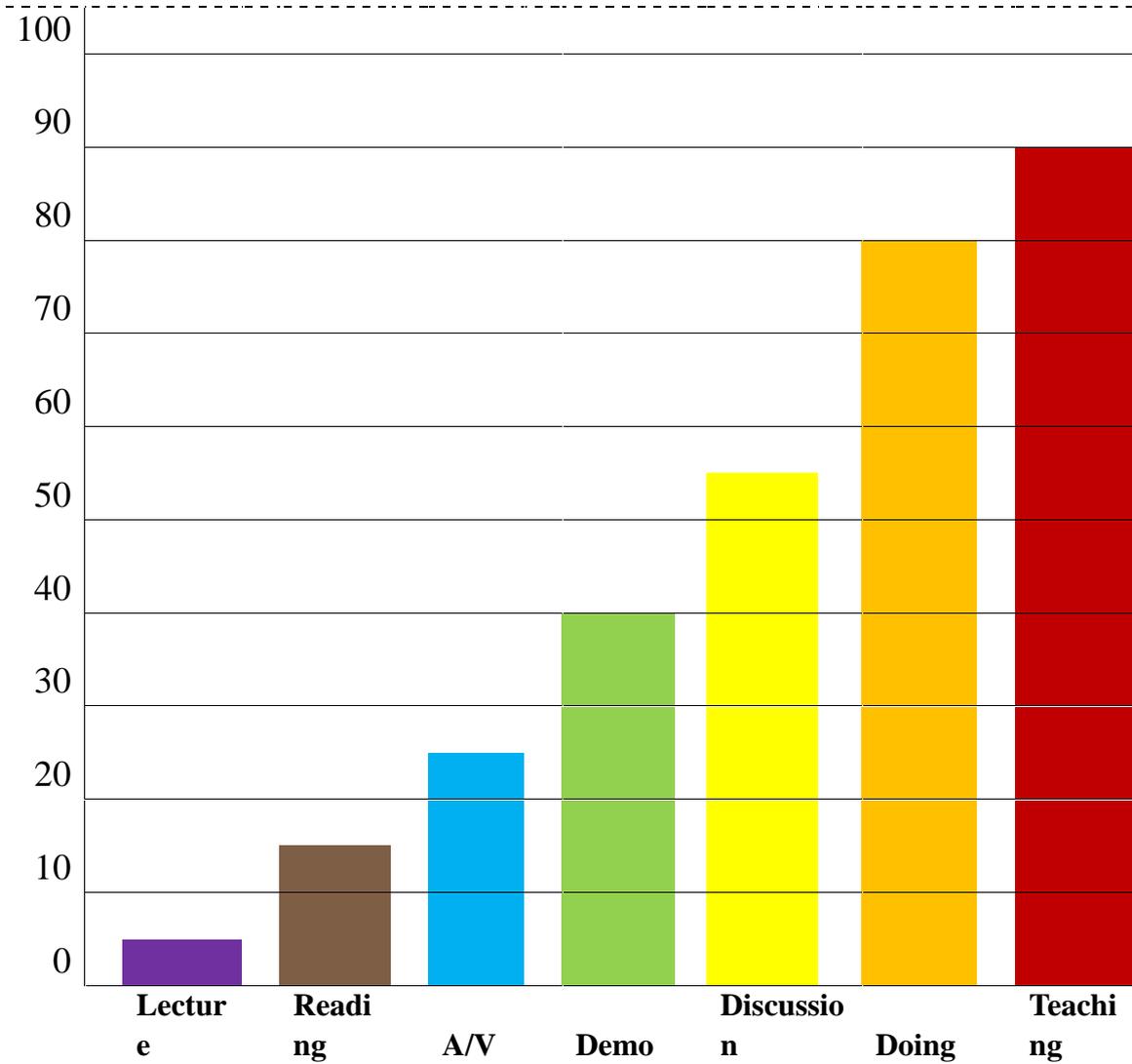
- Exciting and innovative
- Challenging
- Organized, using variety of
- learning tools
- Clear objectives
- Informative
- Involving

- Safe/ Supportive
- Feedback provided
- Inclusive and collegial
- Interactive
- New, creative ideas
- Stimulating questions – e.g. “why do you believe that witness or not?”
- “I may have to do this next week”
- Hear, see, experiment
- Gaining confidence from active discussion, participation
- Practical applications (examples)
- Visual

Ineffective

- Irrelevant
- Feeling targeted
- Oversimplistic Presentation
- Dry monotone-trapped in a monologue
- Performance anxiety
- Interminable lecture
- Not clear what is required
- Humorless or boring
- No questions
- Confusion
- Arrogant demeanor
- Lack of positive feedback or reinforcement
- Irrelevant and inappropriate to learning goals
- Negative message

Retention of Learning



I hear and I forget,
I see and I remember,
I do and I understand.

-John Dewey

Learning Preferences:

- (1) Judges, like all adults, have different learning styles and preferences.

- (2) We need to recognize diversity in learning styles when developing learning activities.
- (3) We must develop a variety of innovative educational tools and learning activities for the different learners and styles.

How do you generally like to approach the learning task? Do you prefer to:

- A. Observe someone doing it and reflect on what happens?
- B. Try out how to do it (hands-on experience)?

How do you generally try to understand the new information? Do you prefer to:

- A. Relate it to a personal experience, see how you feel about it, use natural instincts?
- B. Read the manual, extensive analysis, reviewing abstract concepts?
 - Learners will be most comfortable when activities match their learning style preference

Therefore an educational programme should include:

- Recall past experience: “Think of a time when”
- A short lecture from someone with a relevant example
- Case study
- Self-test
- A video of the task being done badly
- An interview with a person who has lived the experience

A Chance to Practise

- Practice session (communication exercises; court room management)
- Mediation practice (unscripted role play)
- Solve concrete problems: written (small group discussion)
- Make a decision (after reading scenario)
- Decide using analytical framework
- Work through a simulated case
-

Feedback and Repetition

- From trained facilitators
- Against framework or checklist

- Facilitator notes
- Helpful, positive feedback-suggestions for the future

Chance to do it again or to give feedback to others as they try it.

Giving Feedback

- Give useful feedback- not “that was good or bad” but “ I liked it when you did...”
- Reinforce the fact that there is often more than one option to consider; ask for other ways it might be done

EVALUATION

- Independent evaluation of the value, impact and operations of the concerned Academy.
- Systematic evaluations of every project and programme.
- Informal monitoring and feedback from participants and faculty.

Evaluation Template

Overall Evaluation of the Programme

This programme was:

- Excellent
- Very Good
- Good
- Fair
- Weak

Please rate the accuracy of the following statements

- ✓ After participating in this programme, my knowledge of the law has been enhanced in the subject areas.
- ✓ After participating in this programme, my Judge craft or court craft skills have been enhanced in the subject areas.
- ✓ After participating in this programme, my awareness of social context relevant to judging has been enhanced in the subject areas.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree

- Strongly Disagree
- Not applicable

Please provide any comments on your overall evaluation of the programme. If you disagreed or strongly disagreed with any of the above statements, please explain.

Standard Questions for Each Session

Please provide your overall evaluation of this Session:

- Excellent
- Very Good
- Good
- Fair
- Weak

Please evaluate the contributions from the following faculty members:

- 1.
- 2.
- 3.

*For each of these questions and speakers, they will have the option of answers below

- Excellent
- Very Good
- Good
- Fair
- Weak

Please evaluate specific Learning Activities and Elements in this session.

➤ Role Play

- Excellent
- Very Good
- Good
- Fair
- Weak

Please rate the accuracy of the following statement:

The session was well paced, flowed logically and included appropriate learning materials.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please provide any comments on the session. If you rated any aspect of this session as particularly excellent or weak, please explain.

Facilitation Exercises and Small Group Work

Please rate the accuracy of the following statements.

- ✓ The small group facilitators effectively guided our group work and discussions
- ✓ The small group work or discussions were a valuable learning experience

**For each question, they will have the options of the answers below*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please provide any comments about the small group facilitators and exercises, and any specific feedback about a particular facilitator. If you rated any aspect of the facilitation and small group work as particularly valuable or weak, please provide further details.

General Comments About All Sessions

Using the scales provided, please indicate:

How would you describe the mix of learning methods used in this programme with 1 being the programme consisted principally of lectures/presentations; and 5 being programme consisted principally of interaction/exercises?)

1 2 3 4 5

How satisfied were you with the mix of learning methods used in this programme (with 1 being least and 5 being most satisfied)

1 2 3 4 5

How would you describe the type of content provided at the programme using the following scale (with 1 being content was very abstract (academic) and 5 being content was very applied (specific to judging)).

1 2 3 4 5

How satisfied you were with the type of content provided at the programme (with 1 being least satisfied and 5 being most satisfied).

1 2 3 4 5

Did any session at the programme, the method used or the type of content provided, stand out as being particularly strong or weak? Please explain why.

Learning Environment

Please rate the accuracy of the statements below.

- ✓ The programme was accessible and inclusive
- ✓ The meeting spaces were comfortable and appropriate
- ✓ The hotel accommodations were high quality
- ✓ The hotel offered excellent service
- ✓ The food was excellent
- ✓ The simultaneous interpretation was well-paced and of high quality
- ✓ Translation of printed material was accurate and well-articulated
- ✓ Sufficient advance information was provided in a clearly and timely manner
- ✓ Onsite materials (including binders and handouts) were well presented, of good quality and appropriate quantity
- ✓ Registration for the seminar, hotel and events was clear and easy to complete

***For each question, they will have the options of the answers below:**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please provide any comments on the learning environments.

Final comments

- ✓ Please provide any additional comments on the programme including recommendations for adjustments.
- ✓ Please tell us about any emerging or challenging areas of particular relevance to your work as a Judge that could be addressed in future education programmes.

Review of evaluations

- The summaries should only be shared with planning committees for the concerned academies – presenters should be allowed to see how they did, but they should not see how other presenters were evaluated
- End of each day, the planning committee members and key faculty must meet and discuss the sessions of the day

Onsite evaluation

After the last session on the last day, the planning committee should once again meet to discuss the course as a whole.

Courses on ADR

Through a mix of presentations and practice sessions, this seminar will develop communication skills, build knowledge and understanding of conflict, and provide participants with the tools to work around roadblocks to settlement.

Course Objectives

Judges should emerge from the Course with:

- A greater understanding of negotiation and conflict theory;
- An enhanced understanding of settlement-oriented processes;
- The capacity to reflect on the role of the Judge in judicial settlement conferencing, including ethical considerations;
- Comfort and familiarity with applying a 6-step approach to judicial settlement conferencing;
- Enhanced skills in communication in the context of judicial settlement conferencing;
- Enhanced skills in involving counsel and parties in the settlement process;

Tools to work around roadblocks to settlement.

Social Context Education

The term 'social context' refers to the idea that judging is grounded in the human condition and the society in which it takes place. People who are illiterate or live in poverty may experience life and the law differently. Systemic disadvantage arising from caste, creed, sex, or disability or can create layers of complexity affecting evidence and decision-making.

It begins from the premise that the law should respond to the needs and reasonable expectations of the community in a manner that is consistent with constitutional values such as inclusion, equality and access to justice. Accordingly, it examines the interplay of social context with courtroom management, communication, assessment of evidence, legal analysis and decision-making.

Each programme should be framed by a session elaborating on the concept and relevance of social context in judging, the constitutional provisions mandating social context responsiveness, ethical imperatives to Judge in a social context responsive manner and the compatibility between social context, judicial independence and judicial impartiality.

Note:

Many of the themes under the title "Future Education Strategies" in the "Concept Document" have been borrowed from the Concept Document of the Canadian Judicial Institute, which the author had visited during the last week of November, 2013. Such themes have been customized for application in judicial environment, as prevailing in the State of Madhya Pradesh.

Court-based Learning Programmes:

It is essential to start Court-based learning programmes, as Judges get a chance to visit the Institute or attend programmes organized by it only once in a while. Judicial Education is a continuing process. The Judges cannot be made to wait for a call from the Institute to attend a programme and enhance their knowledge or skills.

The solution lies in directing the District & Sessions Judges in each district headquarter and the senior-most Judge in each Tehsil headquarter to conduct a learning programme at least twice a week, during the tea break. For this purpose, tea break may be extended to one hour on such dates. The topics for such programmes may be selected by the District & Sessions

Judge or the senior-most Judge, as the case may be, keeping in view the profile of litigation in that particular place and current judicial trends.

One of the local Judges with an academic background, may be asked to be the Key-note speaker on such occasions; and the District Judge or the senior-most Judge, as the case may be, may participate in the programme as a facilitator. It should be made clear at the outset that any one of the participant Judges might be asked to deliver a short presentation or make an intervention at any point of time during the programme, so as to ensure that every Judge comes well prepared on the topic of the day. Such an exercise may help in uplifting the knowledge and skills-base of the members of the District Judiciary.

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