



## Training ICC Student Representatives

Universities and colleges are required to include student representatives in their Internal Complaints Committees constituted under POSH law. However, student representatives do not receive adequate training about the mandate of their role. With no guidance on how to advocate for their peers, cope with witnessing trauma, or work within the framework of the ICC policy, many student representatives feel overwhelmed, confused, and distressed by the nature of their role.

[The Centre for Restoration](#) offers a program for prospective or current ICC students seeking to share experiences, improve advocacy practices, learn about justice and trauma, and find psychosocial support. The program consists of 8 modules conducted on a weekly basis.

TCR is a non-profit organisation that uses restorative justice to address sexual violence in India's student communities. We recognise that cases of sexual misconduct are, at their core, cases of trauma. So, we prioritise trauma mitigation, recovery, safety, and empowerment for individuals and communities. Our projects fall under four categories: wellness, justice, truth-seeking, and non-recurrence. This program is structured as a trauma-informed learning space.

### **Session 1: Introduction**

Discussion points for participants: Why did you choose to stand for the position of a student representative? What is one thing you wish you knew before you stood for this position? Are there any topics you are eager to discuss during this program?

### **Session 2: Shaping of Sexual Violence Legislation**

Elizabeth Kolsky described rape trials as “a judicial situation in which there were two defendants on trial: one charged with rape and the other charged with the presumption of consent.” Why is the legal approach towards sexual crime so different from that towards crimes with identifiable victims? How have perceptions of race, gender, and caste shaped this legislature? What are the benefits and risks of making ICC policies gender-neutral and queer-affirmative?

### **Session 3: Justice and Trauma**

What is the relationship between criminal justice and trauma? To what extent does the justice system accommodate traumatic memory, narrativization, and experience? How can justice practices make room for trauma redressal? What is the relationship between trauma, justice, victimhood, and perpetration?



#### **Session 4: Justice and Trauma (Discussion Session)**

What can we learn from our experiences of the ICC about justice systems and trauma?

#### **Session 5: Student Representatives - Committee Members that are Students or Representatives of Students?**

What are a student representative's responsibilities towards the committee, students, and themselves? Can we envision the creation of draft guidelines for student representatives?

#### **Session 6: Trauma-informed Advocacy**

How and with whom can we work to make ICCs more effective in universities and colleges? What makes us effective advocates?

#### **Session 7: Caring for Yourself**

Setting boundaries, checking in, and building support systems for student representatives.

#### **Session 8: Conclusion**

Discussions conducted during the program will adhere to the expectations of the confidentiality clause in the guiding ICC policies. Details of specific cases will not be discussed.