



DEVI SHARVANI EDUCATION SOCIETY'S

V. M. SALGAOCAR COLLEGE OF LAW

ESTABLISHED IN 1972 | AFFILIATED TO GOA UNIVERSITY

Best Practices

- I. Project POSH - Consultancy & Training for institutions in Goa to facilitate and mentor compliance with POSH Act2*
- II. Centre for Political leadership6*




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Miramar, Panaji - Goa.

I. Project POSH - Consultancy & Training for institutions in Goa to facilitate and mentor compliance with POSH Act

1. Title of the Practice

Project POSH - Consultancy & Training for institutions in Goa to facilitate and mentor compliance with POSH Act


2. Objectives of the Practice

- (i) To provide consultancy services to all institutions in Goa in matters of POSH Act and related Regulations.
- (ii) To empower the Internal Committees (ICs) of all institutions in Goa to comply with the POSH Act.
- (iii) To conduct training programs/workshops on the Law & Procedure for the ICs of Higher Educational Institutions, Higher Secondary Schools, High Schools, Government Departments/institutions, and Private Institutions, in that order. The intended outcomes are as follows:
 - a) The participants would develop gender sensitization and realize the responsibilities of the institution and of the IC under POSH Act
 - b) The Institutions would be empowered to comply with the POSH Act
 - c) The ICs would be empowered to conduct the inquiry by following the proper procedure, in case of a complaint.
- (iv) To conduct Training of Trainers to enhance the reach of Project POSH and create more POSH Trainers in the State.

3. The Context

Protection from sexual harassment at workplaces is a human right and a fundamental right. In the course of an inquiry, it was noted by the Internal Committee of the college that conducting an inquiry under POSH Act and ensuring compliance need comprehensive knowledge of the law and intensive training on the procedure. It was noticed during informal interactions with the IC members of others institutions that in many institutions either ICs were improperly




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constituted and were non-functional, and many were unaware of the POSH compliance/ Therefore, the college decided to initiate Project POSH to train the ICs and continue mentoring them and provide consultancy services for all institutions in the state. The Project was designed to be conducted in five phases:

- Phase 1: Higher Educational Institutions,
- Phase 2: Higher Secondary Schools
- Phase 3: High Schools
- Phase 4: Government departments/ institutions
- Phase 5: Private establishments/institutions

The preliminary challenges faced were – (a) funding and (b) mandating attendance of IC members at the Workshops.

4. The Practice


Uniqueness of the practice in higher education - Project POSH stemmed from the belief that institutions of higher education have a purpose beyond teaching and learning; they must act as centers of consultancy to the society in their respective areas of expertise. Implementing POSH Act is the responsibility of every institution. The college took the leadership initiative to empower, facilitate and guide the institutions to comply with the statutory mandates. As such, Project POSH is innovative and a unique best practice in the context of Indian higher education that could be adapted by other law colleges in the country.

Project POSH proceeded on the following lines.

(1) Phase 1 – Training the ICs of HEIs

- a) Preparation of project proposal & procuring funding – Two faculty members were deputed as the Coordinators of Project POSH who prepared a project proposal and submitted to Goa Institute of Public Administration & Rural Development (GIPARD). The proposal to conduct One-Day Workshops at seven different venues to train the IC members of 54 HEIs in the State was accepted and GIPARD agreed to fund the project.
- b) Association with Directorate of Higher Education-Goa for Phase 1 to train the ICs of HEIs. This enabled officialization of Project POSH and issuance of directives from DHE to the HEIs mandating attendance at the Project POSH Workshops. The HEIs




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were requested through DHE Circular, to depute the Chairperson and 4 members (in the absence of Chairperson, 5 members) of the ICC of the institution to attend the One Day Workshop.

- c) Student internship was called for and three students were selected from the applicants.
- d) Conducted workshops (September 8 - November 1, 2022) - 242 participants from 54 HEIs were trained.
- e) **The Report was submitted to GIPARD - can be viewed [here](#)**
- f) **Follow up - Compliance verification regarding IC composition:** Further correspondence with DHE to direct all HEIs to forward their IC constitution for compliance verification. Verification and mentoring was done.

(2) Phase 2 - Training the ICs of Higher Secondary Schools.

- a) GIPARD granted the fund
- b) Research by Interns - More interns were enrolled, research on case law was done by the interns. The Workshop content was redesigned to suit HSS
- c) A total of 268 IC members of 109 HSS were trained through 7 programs during September 1, 2023 - October 3, 2023
- d) Institutional support was obtained from the Directorate of Education and SCERT
- e) The assistance of Assistant District Education Inspectors (ADEIs) was procured who acted as contact points between Project POSH Team and the HSS

The Report of Phase 2 can be viewed [here](#)

(3) Phase 3 – Training the ICs of High Schools

- (a) **Training of Trainers** - Fifteen faculty members from the Law Colleges in the State and Goa University were trained and assigned as POSH Trainers.
- (b) The training programs was held during August 16 – September 23, 2024 and 812 participants from around 400 High Schools were trained
- (c) The training of Heads of the Schools was conducted on 30th September and 7th October 2024.
- (d) The report for Phase 3 is ongoing and will be updated [here](#) .




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5. Evidence of Success

- a) A total of 242 participants, from 54 HEIs, 268 IC members of 109 HSS and 812 participants from about 400 High Schools were trained
- b) Follow-up compliance verification of the HEIs was completed.
- c) The responses and feedback of the participants are evidence of the effectiveness and necessity of the workshop. The feedback analysis is added in the Reports which can be viewed [here](#) and [here](#)
- d) The institutions and their ICs continue to consult the coordinators with queries and for guidance
- e) Several institutions invited Project POSH team to further deliver awareness and training sessions to their entire staff, and students. In addition to the faculty POSH Trainers, the student interns are trained and deputed for this purpose.


This project will go a long way towards effectively and meaningfully implementing the POSH Act, 2013, and the larger constitutional basis of substantive gender equality.

6. Problems Encountered and Resources Required

Require funding for the project. Dedicated faculty members to coordinate and act as resource persons are required. The faculty and students had to be granted duty leave for the days of workshop. Efficient and trained students to work as interns and project assistants are required. Sufficient venues with audiovisual facilities are required.

Difficulty faced was with respect to the initial registration of the institutions. Project POSH team made sure that all institutions are called and informed in case they did not register within the specified time.




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Best Practice II

II. Centre for Political leadership

1. Title of the Practice- Centre for Political Leadership, V.M.Salgaocar College of Law

2. Objectives of the Practice


- (a) To promote political leadership among law students, as an attainable and learnable skill
- (b) To promote democratic values and processes among citizens
- (c) To facilitate women's leadership
- (d) To produce political leaders who can contribute towards nation-building
- (e) To promote students' skills and aptitude for national building such as grassroots-politics, decoding leadership styles, team-building and problem solving
- (f) To inculcate in students the skills required for political leadership including public speaking; strategic and creative thinking; organisational and communication skills.
- (g) To facilitate 'learn by doing' by incorporating Field Trips, Assignments, Competitions, Discussions, Workshops etc. into the training program.
- (h) To promote women leadership
- (i) To facilitate overall personality development of the students

3. The Context

Legal education has over the years contributed to political leadership than any other. Therefore, considering that the objectives of legal education include effective participation and leadership in the legislative and justice-administration process, it is necessary that law students should be exposed to the political process and transformation. This is especially considered important in our college since its mission includes creation of lawyers who are socially relevant and professionally competent.

Nation building is a continuous process and has assumed greater proportions in the light of Sustainable Development Goals. Lawyers trained in the fundamental principles of constitutionalism and law-making would be equipped to take up significant constitutional positions. This would require training the law students in the art and skills of political leadership.




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It is with these aspiring thoughts in mind that the faculty members of Political Science mooted the concept of establishing a Centre for Political Leadership in the college. The membership is limited to the students of this college.

4. The Practice

Conception: Training for political leadership is a relatively new concept for educational institutions and unprecedented in Goa. Therefore, the faculty coordinators have undertaken extensive study to understand the dynamics and dimensions of such a program. They also visited the campus of MIT School of Government, Pune and attended other programmes to learn about the concept and its efficient implementation in a campus. There were deliberations between the faculty members of Political Science and of Law and through this participatory consultative process, the working design and methodology for Centre for Political Science took shape.

Student membership: Orientation sessions were held for students to introduce them to the ideals and processes of CPL. Interested students could apply for membership through a Google form registration. It was a well-thought-of decision of the coordinators that membership would be unlimited and open to all students of the college. Therefore, without any screening or selection process, every student who expressed interest and desire to join CPL was admitted into CPL.

Category: Membership in CPL was designed as an extracurricular activity. Student coordinators were designated who would channel the brainstorming among students. This would make the process democratic and participatory, the ideals that CPL stands for.

Planning of activities: The action plan was chalked out by the faculty coordinators in consultation with other law faculty members. The activities were original and challenging for the students with no prior practice to refer to.

Illustration: CPL conducted an online election. Four political parties were selected randomly, and students were asked to campaign to get the maximum votes. Whichever party or a coalition secures 50% of the mandate could form the executive body. The voting method adopted for the same was mainly drawn from the proportionate representation system of Israel. Students were exposed to forming coalitions, learning negotiation techniques, and presenting a political speech and manifesto. The activity, therefore, was true to the core principle of "Learn by doing."

The details of all activities with photographs is available at:

- CPL Comprehensive Report – <https://vmslaw.edu.in/wp-content/uploads/2024/09/CPL-2021-2024.pdf>
- CPL on the Institutional webpage - <https://vmslaw.edu.in/centre-for-political-leadership/>
- CPL official website <https://vmscpl.in/>




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Basic norms for CPL

1. CPL will not have any affinity towards any ideology, political organisation or political personality.
2. CPL will not engage itself or encourage its members to participate in activism within or outside the campus.
3. All its activities, despite having political nature, will be initiated solely for the purpose of research, training, education and skill development.

5. Evidence of Success

The success of CPL is evident from the significant enrolment. CPL has 140 members with a notable majority being females at 64%. The centre has a fair share of membership from every class. This indicates that the Centre for Political Leadership has been successful in attracting members across different levels of study. This diversity of membership brings new ideas and perspectives, helping it to better achieve its objectives.

CPL conducts a multitude of programs and activities fetching considerable participation from students. The activities are of varied modes such as lecture series, debates, Training Programs and Workshops. CPL holds innovative competitions for students that challenge and interest them. The Political manifesto writing, Political Analyst Contest, Political Slogan Writing and Digital campaigning Contest were some highlights that were appreciated by students.


The success of CPL is evident from the various collaborations it has undertaken. Also, it has given policy suggestions in the form of comprehensive reports to multiple stakeholders like political parties, government departments, business organisations and others.

The detailed report showing participation for each activity can be viewed at <https://vmsslaw.edu.in/wp-content/uploads/2024/09/CPL-2021-2024.pdf>

6. Problems Encountered and Resources Required

Dedicated faculty members are needed to moot the concept and inspire the students to join as well as continue to participate in the activities of the Centre for Political leadership. Varied and innovative activities had to be devised to bring in the large and active student participation that the CPL obtained a short period of time. Field visits may require transportation to be provided by the college. An activity of this nature also requires dedicated faculty members and support staff who are willing to work beyond the regular schedule and time, considering the academic time constraint.




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