

Title: NCW Sponsored National Conference on Cyber Crime and Women: Precautions and Strategies

Name and Address of the Organization Holding the Conference: Amity Law School, Amity University Chhattisgarh, Kharora, Chhattisgarh 493225

Funding organization: National Commission for Women

About the Funding Agency:

The National Commission for Women is a statutory body of the Government of India which was established in January 1992, as per the provisions of the Constitution of India as defined in the 1990 National Commission for Women Act. The commission is committed towards promoting and protecting women's rights and dignity. It also acts as an advisory body to the government with respect to legislations of policies that centres on the questions of women's issues.

The major functions of NCW include:

- To investigate and examine the matters related to women safety as well as to safeguard their rights guaranteed by the constitution.
- To present report to the government at the centre relating to the work done to ensure women's safety and rights.
- To review the legislations related to women's issues and to identify any insufficiency and probable shortcomings.
- To inform authorities about the cases that tantamount to violation of law against women
- To suggest measures and recommendations for effective implementation of such policy or laws that is aimed at maintaining women's safety and rights.
- Take cognizance of complaints and to take suo-moto action with regard to the same.
- To work towards safeguarding women's rights
- To mitigate the difficulties and hardship that women face and to provide them with lasting solutions
- To ensure each women have a claim to welfare and relief
- To give a call for special studies or investigations into specific problems or situations concerning women's issues

Introduction

(a) Background Note: The Internet has revolutionised the 21st century by enhancing proximity and connectivity between people across the world by a simple touch on the phone, laptop or any other similar device. Connecting to anyone sitting far across the globe, in a different continent or closer to home in a different city is now a simple technological matter. Wherever one goes, the internet follows, thanks to the universality of the social media which serves as a personal domain to remain in virtual contact with the public. As much as the cyber space promotes connectivity, knowledge-sharing, exposure in the private and public domain it also carries its own vices that often leads to the modelling of gender based violence and crime. Women by and large remain exposed to violence in the private and public sphere owing to the inherent gender disparity and the resultant discrimination that is systematically propagated through beliefs, customs and practices. The Cyber Space is but the virtual reflection of the social and women mostly remain vulnerable to threats, violence and organised as well as unorganised crimes in this space. From gas lighting, blackmailing, psychological threat, physical and sexual violence, abuse and manipulation the cyber space is a breeding ground for violence against women. Stalking, Bullying, Catcalling, Hacking, Morphed Compromising Pictures, Defamation are some of the classic strategies to instil an acute insecurity syndrome and exercise a very unique brand of psychological control on the women. A sense of constant vulnerability, threat, in confidence is what it takes to push these women towards becoming victims of cyber crime.

(b) Objectives of Conducting the Conference:

The dichotomy between victimhood and survival remains rather ambiguous when it comes down to the individual woman who remains at the receiving end of such violence. While many women are able to identify as survivors, seeking an agency for themselves, there are good number of women who struggle with shame, stigmatisation and victim blaming while the predator often goes unpunished. Even more a number of women remain largely isolated from seeking legal justice. It is important that there is increased academic engagement covering the theoretical and practical aspects of cyber crimes, so that its causes, nature and consequences can be better identified. Once the edifice is set, the engagement would further

result in addressing the theoretical questions of victimhood-survivor dichotomy, exploitation, violence that is more closely located within the disciplines of social sciences. On the other hand, the more practical aspect of seeking legal justice/redressal, precaution can be addressed from the structured perspectives of legal studies. A combination of socio-legal methods, theoretical engagements is not only academically enriching but also very crucial for developing the right kind of awareness to seek justice and to undertake precautionary measures.

The Amity Law School with the generous support of the National Commission for Women therefore organised a two-day national conference titled “National Conference on Cyber Crimes and Women: Precautions and Strategies” that saw rigorous discussion on the issues of cyber crime and women.

The conference was organized with a focus to understand why the virtual space remains so volatile and why women are rendered vulnerable to abuse.

- There was also a concerted effort to understand the victim-survivor dichotomy and to acknowledge the agency in women.
- The cyber Space remains largely under-theorized, the academic deliberations were conducted with an aim to understand the cyber space in its entirety as a virtual space where abuse against women come out as a stark reality.
- To sensitize the participants about various forms of cyber crimes and the laws pertaining to them.
- To create a space for students, scholars and academic practitioners from all over the country to come together and engage in rigorous academic discussions and dialogue.
- To sensitize the participants about the laws and policies pertaining to preventing and mitigating cyber crimes.
- To understand criminal psychology - decoding the mind of the abuser.
- To understand the psychology of the victim who remains on the other end of the spectrum, at the receiving end of such violence or abuse.
- To understand how therapy and professional help can enable survivors to cope with Post Traumatic Stress Disorder and other forms of traumatic experiences.
- To understand the nuanced technical aspects of cyber forensics, cyber crimes and cyber terrorism as a threat to state as well as human security.

- To outline the policies and the strategies that need to be employed to prevent such crimes from happening.

(c) Methodology adapted for conducting the Conference:

The conference was organised with an aim to discuss some of the urgent questions related to cyber crime and women. The idea was to generate debate, discussion and exchange of ideas across the entire spectrum of interested scholars, students and administrators. Thus, our inaugural session had a senior IPS officer who had in her service tenure held the portfolio of womens' safety along with a cyber expert who works in the field of cyber security and safety.

There were also two Thematic Panel Discussions which was titled: Understanding and Analyzing the Socio Legal Contours of Cyber Crime and The Techno-Social focusing on the technical and sociological aspects of cyber crime during the first and second day of the conference respectively. To have scholarly engagements from students, there were three thematic sessions of paper presentations that dealt with the socio-legal aspects along with the psychological and technical dimensions of cyber crime.

2. Proceedings of the Conference

Inaugural Ceremony: The inaugural ceremony was conducted in the University Auditorium at 10.00 a.m. which was chaired by Dr. Rajendra Kumar Pandey, Hon'ble Vice Chancellor, Amity University Chhattisgarh. Mrs. Anjana Sinha, IPS Andhra Pradesh Police was invited as the keynote speaker. The session was also attended by Dr. J.S Sodhi, Group CIO & Senior Vice President, Ritnand Balved Education Foundation (AMITY Group) & Executive Director Cyborg Cyber Forensics and Information Security Pvt Ltd. Throwing light upon some of the cases of cyber violation and cyber crimes that she encountered Mrs. Sinha, discussed the preventive and precautionary measures of using cyber space also giving an idea to identify the red flags or warning signs while exploring the cyber space. The Vice Chancellor discussed about the internet of things or the interconnection via the internet computing devices embedded in everyday objects, enabling humans to send and receive data is becoming the prime seat of danger, exposing every user of internet to the potential danger of intrusion. The internet is

not just a double-edged sword but also a multi edged sword, operating in numerous ways, sometimes in the performance and sometimes in its prevention. Dr. J.S.Sodhi, senior member of Amity Education Group, in his engaging talk delved into the propensity of the criminal activities in the digital world, and emphasized on the myth associated with the domain, the myth being “we are safe” but the reality speaks that the backdoor usage of the cyber space is making people more and more vulnerable. The Registrar Dr. S.C. Mukhopadhyay highlighted the need for creating awareness and the importance of individual responsibility to be informed about the things that go around in the domain of cyber space.

The inaugural was followed by a panel discussion titled “Understanding and analyzing the Socio-Legal Contours of Cyber Crime and Violence against Women” which was subsequently followed by parallel sessions in which almost 90 papers were presented. The conference was attended by Technocrats, Lawyers, Academics, Researchers, Students and Academic Council Members, AUC. The vote of thanks was moved by Deputy Pro Vice Chancellor Dr. Vijay Singh Dahima. The response of the students and other stakeholders were overwhelmingly positive and different aspect of the problems: technology, law, psychology and the social dimensions were adequately addressed in the problem.

Panel Discussion 1:

“Understanding and analyzing the Socio-Legal Contours of cyber crime and violence against women”

Distinguished academicians were invited in the panel discussion that took place in the Auditorium at 12 p.m. with Prof. Sabiha Hussain as the moderator. Prof. Sabiha Hussain reflected upon the following questions,

“What is cyber crime?”

“How cyber space is becoming unsafe for women?”

She elucidated on the need to educate the stakeholders and the common people about cyber space and how technology is used and misused. Her deliberations were on the forms of violence against women in the cyber space.

Prof. Anindya Jyoti Majumdar, the second panellist threw light upon the problems of structural inadequacy, culture of security, and the idealisation, which gives way to cyber crime. He further added that the inter play of security and insecurity creates a ghetto. The

inept or the unsuitable space is the product of idealisation that paves way for a greater danger in the cyber space.

Dr. Tumpa Mukherje, spoke about Gender socialization and pointed out on how activists and journalists are the major targets of cyber crime. She agreed with the proposition of the lack of social norm in cyber space facilitating immoral activities. She recommended conducting cyber sensitization, awareness programmes, counselling of cyber crime victims and more importantly, the parents must be given adequate knowledge about cyber space so that they could extend their hand towards their children at times of need. Moreover, she stressed upon the introduction of Cyber criminology as a subject in schools and colleges to impart knowledge in this area to the youngsters.

Dr. Atul Pandey discussed about the specific laws that deals with cyber crime and deliberated elaborately on obscenity, privacy violation and identity theft. He added that language has a massive effect in the process of cyber crime. He quoted Idi Amin Dada's famous dialogue, "You have freedom of speech but freedom after speech, and I cannot guarantee that."

Ms. Deeplina Banerjee, the organizing secretary concluded the panel discussion. She discussed on how anonymity in cyber space acts as an agent of cyber crime and more specifically how it results due to the thinning of boundaries between the virtual and the personal in the ambit of the cyber space. The need to secure the cyber space is all the more urgent because of the deep sense of insecurity embedded within the system. She concluded that in order to prevent the cyber crimes against women, it is important that the youth are sensitized thoroughly about the dangers so that they can take preventive measures.

Technical Session 1:

Theme: Law and Policy

Dr. Atul Pandey chaired the first Technical session, which was held in the Seminar Hall from 2.00 p.m. to 4.00 p.m. The students of ALS, Amity University Chhattisgarh, presented their research papers along with the students of HNLU and Amity Law School, Amity University Kolkata who also participated in this technical session. The Session focused on analyzing the existing legislative framework for dealing with cyber crimes not only in India but also abroad. The presenters critically evaluated the laws in force in India for the protection of women from the threats of cyber world. They emphasized on the right to privacy held by individuals and the need to enhance it. The speakers dealt with laws regarding cyber stalking,

extortion, harassment and obscenity. Chairperson Dr. Atul Pandey concluded the session by adding that there is an urgent need to create awareness among the people regarding cyber crime.

Second Panel Discussion:

“The Techno-Social” – Understanding the Technical and Social give and take in the virtual cyber space”

Distinguished guests were invited in the panel discussion that took place in the auditorium at 10.00 a.m., which continued until 12.00 p.m. Prof. Prosenjit Gupta moderated the panel. He delved into the precautionary measures that one must take to avoid and prevent cyber crime also stated about the issues related to privacy. He said that research has to be done to come up with better safety policies in the cyber space.

The next panellist was Advocate Anand Shankar Jha who reflected upon the various issues related to cyber crime and pointed out to the deliberate need of training the investigating officers to combat cyber crime. He also said that Law school’s curriculum needs to be updated and along with Law teachers, IT specialists should teach the students the subject of Cyber Law, enforcing the necessity to cultivate measures in the students to prevent being a helpless victim.

Dr. Atul Kumar Pandey was the third panellist who said that Cyber Law deals with a “plethora of issues”. Continuing with that, he gave presentation on ‘scaling up digital forensic- the past, present and future of cyber crime investigation’. He added that in India there is no law regarding the regulation of encryption code system.

The registrar of AUC was the last speaker of the panel. Dr. Mukhopadhyay talked about women’s vulnerability; how fear becomes an important factor during the post-traumatic period that results in a deep sense of insecurity. The power to combat the post-traumatic shock comes from within, and should be dealt in a very significant manner. Law and sociology goes hand in hand and both the disciplines are intertwined, therefore, should be read in accordance with each other.

Technical Session 2:

Theme- Sociological and Psychological Aspect of Cyber Crime

The second technical session focused on the sociological and psychological dimensions of cyber crime and its impact on the individual. There were advocates from Chattisgarh High Court, and Professors from local colleges along with students of Jadavpur University and Jawaharlal Nehru University as well as Amity University Chhattisgarh who explored the dimensions of the shift of violence from the physical to the virtual, victim advocacy, therapy that are available to the survivors among others. The speakers spoke about the trauma associated with cyber bullying or online violence that although do not have any immediate physical effect leaves a lasting impact on the psyche of the minds of the women who remain at the receiving end of such violence. The speakers dwelt on the questions of empathy and creating a secure virtual space for women who remain the most vulnerable. Speakers also spoke about feminizing the cyber space to address the problem of women's security from a ground level. There were also discussions on how the questions of "Gendered- Cyber Insecurity" is deeply rooted in the patriarchal set-up and how similar such patriarchal tropes could be debunked was also raised and discussed. This session was moderated by Mr. Anand Shankar Jha.

Technical Session 3:

Technical Aspects of Cyber Crime:

The third technical session focused on the technical aspects of cyber crime which was chaired by Prof. Prosenjit Gupta. This session also saw some very interesting papers that were presented by students of AUC, Jadavpur University and Jawaharlal Nehru University. There were discussions on the various forms online threats; cyber bullying and cyber harassment can be addressed. The speakers discussed about the issues of violation of privacy vis-a-vis the misuse of cyber space. Speakers also shed light on how mobile apps are controlling the lives of women in Saudi Arabia thus compromising personal freedom. It was noted that although there were laws to address this growing menace there was hardly any effort to see to the actual implementation at the ground level. The speakers also talked about the need of awareness drive so that users can be made aware of the red-flags or the warning signs and the possible measures to counter the threats prevalent in the cyber space. There was

also discussion on revenge porn and online gas lighting and mean comments made on celebrities on their social media handles or posts. The speakers also talked about the construction of feminine identity in the cyber space and how it subsequently leads to identity theft thus paving the way for white collar crimes. The speakers also tried to explore the themes of cyber voyeurism and the impact it has on the lives of individual women who remain at the receiving end of online harassment and cyber stalking. Discussions also centred on strategizing safety and empowerment in the cyber space and the policies and strategies that could be put to practise urgently.

3. Observations

1. The guest-speakers made some very pertinent points related to strengthening the security in the cyber space. It was discussed that since the cyber-space is a virtual domain where boundaries do not exist there needs to be more stringent laws to prevent crime and violence against women.
2. The speakers also highlighted that there needs to be a combination of technology and law in the training or teaching methodologies to help students and scholars understand the more nuanced aspect of cyber crime and how it affects women. This practise will also help in understanding the prevalent cyber laws and how they could be modified or if new laws could be introduced to address the growing menace.
3. The participants lay great focus on the security and safety of women in the cyber space through their presentation. Important points related to the mental wellbeing of women remaining at the receiving end of such atrocities were raised.
4. The participants also highlighted on the issues related to creating awareness among youth about how to identify harmful or dangerous sites and to sensitize them about online privacy.
5. Mrs. Anjana Sinha, the key-note speaker had a huge impact on the participants especially the female students. She appeared as an icon to the female students, as a woman who is not only serving in the Indian Police Force but also have actively tackled cases related to cyber crime, online harassment and bullying.
6. The participants also highlighted that it is important to look beyond the gender binaries while addressing issues of cyber crime and cyber bullying. It is important to take the

individual in consideration so as to ensure that they get justice and the perpetrators can be brought before law and adequately punished.

7. It was also discussed during the conference that there is an urgent need to sensitize the people especially women about various forms of cyber crimes that include phishing, morphing, cat-calling, gaslighting, verbal abuse, revenge-porn etc and how they can possibly combat them.

8. The participants discussed about identity theft and online voyeurism and how they become intricately linked with cyber crime and online harassment that leads to violating privacy and space that women occupy.

9. There were also suggestions to develop curriculum in educational institutes to help identify the warning signs of cyber harassment and to develop a holistic idea about violation of rights, space and abuse in the cyber space.

10. There needs to be a thorough sensitization of women about how they can avoid voyeurs, identify abusers, where they can raise their complaints and what are the possible actions that they can take to bring down the perpetrators.

4. Recommendations/Action Points

(i) Those relating to Local Administration and/or its agencies

1. There needs to be a 24x7 government helpline that can register problems related to online harassment/bullying and cyber security from women.

2. The local administering agencies may conduct sensitization programmes or drives in the educational institutes to create and spread awareness among students about how to securely use the internet.

3. The agencies can also ensure that the students who represent the youth population understand the basic concept of privacy and be sensitized enough to respect and acknowledge the private space of another individual.

(ii) Those relating to State Administration and/or its agencies

1. The Chhattisgarh State Government can have an online helpline to assist women who have been victims of cyber violence.
2. There should be psychological help for women in the government hospitals or medical schools to help women overcome the trauma associated with online harassment, bullying, trolling or similar such abuse.
3. The state government should encourage and support such endeavours in the form of seminars, conferences or awareness drives to educate women and also to allow dissemination of knowledge.

(ii) Those relating to Govt. of India and/or its agencies

1. The Department of Higher Education, Ministry of Human Resource Development should develop and introduce a curriculum that takes a holistic approach to understand the social, psychological, legal as well as technical aspects of cyber-based violence and crimes to help sensitize young students.
2. The Government of India should ensure that more women are involved into writing codes and developing the security techniques to combat cyber crime.
3. There needs to be a 24x7 helpline for psychological help for victims of cyber violence. The Government should ensure that victims receive any such medical help that helps them to survive and overcome the trauma or abuse.
4. There is a need for more holistic efforts towards victim advocacy and to ensure that women who undergo such violence are delivered justice and redressal at the earliest. The laws need to be strict and perpetrators should be heavily penalized.
5. There should be a regulatory check on harmful websites and a list may be published so that people can refrain from using or visiting those sites.
6. The National Commission for Women should extend their support towards academic endeavours to discuss about issues related to women's safety in the cyber space.

7. The Commission should also encourage educational institutions to conduct seminars, conferences or to hold special lectures to allow discussions on these very urgent issues as well as to address the problems faced by women in the cyber space.

Conclusion: The Conference was highly appreciated by Prof (Dr.) Rajendra Kumar Pandey, the Hon'ble Vice Chancellor of Amity University Chhattisgarh as well as all the guests, dignitaries and participants who shared their ideas and valuable inputs. The students of AUC were filled with enthusiasm which reflected in their participation during the conference.

As a result of the deliberations, the course on Cyber Laws and other related academic discourses has received a fillip and students are encouraged to participate more in similar such academic endeavours. The issues and problems that were raised during the conference related to the security of women in the cyber space have received due academic attention from the Vice Chancellor and other higher administrative officials at Amity University Chhattisgarh as well as the participating guests and scholars. New course structures and training to equip the students with the understanding of the virtual space, the technicalities that work in the background as well as the cyber laws prevalent in the existing legal framework will be proposed shortly.

Prepared by: Ms. Deeplina Banerjee

(Organising Secretary)

Mrs. Farah Minhaj

(Organising Secretary)

OUTCOME REPORT

of

"विधिक जागरूकता शिविर"

कानूनी चेतना की बयार

by

Amity Law School

Of

Amity University Chhattisgarh

GENERAL INFORMATION:

Date of Event : 18.09.2021

Venue : Village Manth, Kharora, Chhattisgarh

Organized by : Amity Law School, Amity University Chhattisgarh

Total Participation : Around 112 participants

Event Coordinator : Ms. Meenakshi Kaushal

OUTCOME REPORT:

To celebrate and commemorate Innovation Day 2021, Amity Law School, Amity University Chhattisgarh, organized a '**LEGAL AWARENESS CAMP**' on 18th September' 2021 at village Manth, Kharora as a part of social outreach program with the objective of contributing in sensitization of public welfare schemes and furthering legal awareness.

The event comprised of awareness sessions by various faculty members and students, related to legal and health issues of contemporary importance, to ensure reach of awareness among the residents of village Manth for the betterment. The event also marked participation in social outreach programme through Legal Aid Committee, Amity Law School, Amity University Chhattisgarh.

The event initiated with a *Welcome Address* and *Introductory Address* by Director, Amity Law School and Head of the Institute, Amity Law School, respectively. A special session '*Objectives & Significance of Legal Awareness Camp*' by Dr. Prasanna Kumar Sharma, ASET explained the overall objectives and blue-print of the event, followed by session by faculty members of ALS, Ms. Farah Minhaj & Ms. Shreya Bajpai, on '*Various Health Related Government Schemes*'. A session

on '*Advantages of 'Lok Adalats' as an Alternative Dispute Resolution Mechanism*' by IV year students of ALS, explained cost and time effectiveness of Lok Adalats with its procedures. The event proceeded with an '*Awareness Address on Cyber Threats & Security*', delivered by student of LLM, ALS to aware the misuse of data wrongly collected online. The event ended with '*Appeal for Vaccination*' by ALS faculty members Mr. Shaunak Sharma & Ms. Meenakshi Kaushal, an initiative taken to remove myths regarding COVID vaccination and encouraging Manth residents to get both doses of vaccine as a responsible citizen in interest of not only their village but also the State and the Nation. Refreshments were served to the attendees on the completion of the sessions.

All the faculty members of Amity University Chhattisgarh were invited to be a part of the event. Along with students and faculty members of Amity Law School, Manth residents took keen interest in all the sessions, while enthusiastically & actively participating in the event, sharing their experiences and asking various questions, which made the event a success while achieving its objectives.

PHOTOGRAPHS :

















Annex A PSEA ASSESSMENT

This assessment is intended to give UNICEF and its partners a baseline for tracking progress of partners' organizational capacities on PSEA. These standards are aligned with the [United Nations Protocol On Allegations Of Sexual Exploitation And Abuse Involving Implementing Partners](#).

For International NGO partners: INGO HQ are requested to self-complete the PSEA Assessment (including self-rating) and upload the completed Assessment, together with relevant supporting documents (considered as Proof of Evidence of meeting the required standard) into their partner profile in the UN Partner Portal. INGO's without an existing profile in UNPP will need to create one. There is no manual option for completing the parent INGO HQ PSEA Assessment. Further details are provided in the [Information Brief for CSO Partners on PSEA Assessment & Toolkit](#).

For national CSO partners: Partners and UNICEF counterparts (i.e. programme officers) (or UNICEF's 3rd party service providers) go through this assessment together before entering into a partnership to have a shared understanding of the partner's organizational strengths and areas of improvement on PSEA moving forward. The PSEA Toolkit contains a more detailed self-assessment checklist, which partners can use at any time to improve their organisational capacities on PSEA.

Partners are encouraged to use the findings to develop an action plan that reflects identified areas for improvement on PSEA (see [PSEA Toolkit](#) Tool 1: Sample Template for Action Plan on PSEA) that UNICEF and partners can revisit at regular intervals (i.e. every 6 or 12 months). The assessment can also help identify areas where external support from UNICEF or other partners is needed, such as trainings, technical advice, funding or increased coordination with inter-agency activities. In addition, UNICEF records the total score of each partner's capacity assessment as an "SEA Risk Rating" and uses it to determine the number of programmatic assurance visits needed by UNICEF staff and other follow-up actions.

To support partners' efforts in addressing identified capacity gaps, the [PSEA Toolkit](#) provides practical guidance on PSEA as well as an extensive list of additional resources in each section.

Instructions on the rating system for the assessment:

The table below provides **core standards** on PSEA organizational policies and procedures Organizations should use the "comment" section to document the organization's recent progress as well as support needs.

1 – Absent: The organization is not working towards this standard.

Give this score if the organization does not meet the standard.

2 – Progressing: The organization has made some progress towards applying this standard, but certain aspects need to be improved.

Give this score if the organization partially meets the criteria.

3 – Adequate: The organization fully meets this standard.

Give this score if the organization meets the standard.

After reviewing and scoring the organization's compliance with these standards, add up the totals for each standard to obtain a total score. This total score indicates the organization's current capacities on PSEA and its related risk rating.

Total score	PSEA organizational capacities	SEA Risk Rating
8 or less	Low	High
9 – 14	Needs improvement	Moderate
15 – 18	Adequate	Low

Annex A PSEA ASSESSMENT

Core Standard	1	2	3	Proof of evidence
<p>Core Standard 1: Organizational Policy</p> <p>Refer: PSEA Toolkit Section 4.2.1. Policies</p> <p><u>Required 1:</u> An organizational policy on PSEA exists and describes appropriate standards of conduct, other preventive measures, reporting, monitoring, investigation and corrective measures.</p> <p>(UN IP Protocol para 15 & Annex A.4)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Code of conduct <input type="checkbox"/> PSEA policy <input type="checkbox"/> Documentation of standard procedures for all personnel to receive/sign PSEA policy <input checked="" type="checkbox"/> Other (please specify): <p><u>Internal Complaint Committee (ICC) to prevent Sexual Harassment at Workplace</u></p>
<p>Comments:</p>				

Core Standard	1	2	3	Proof of evidence
<p>Core Standard 2: Organizational Management and HR Systems</p> <p>Refer: PSEA Toolkit Section 4.2.2. Procedures</p> <p><u>Required 1:</u> The organization’s contracts and partnership agreements include a standard clause requiring contractors, suppliers, consultants and sub-partners to commit to a zero-tolerance policy on SEA and to take measures to prevent and respond to SEA.</p> <p><u>Required 2:</u> There is a systematic vetting procedure in place for job candidates (e.g. reference checks, police records, Google searches) in accordance with local laws regarding employment, privacy and data protection, including checking for prior involvement in SEA.</p> <p>(UN IP Protocol para 11; 15; & Annex A.1, A.2)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> ToR (e.g. PSEA-related responsibilities) <input type="checkbox"/> Contracts/partnership agreements <input type="checkbox"/> Recruitment procedure (e.g. reference check with questions related to SEA/child safeguarding) <input checked="" type="checkbox"/> Other (please specify): <p><u>Copy of Appointment Orders</u></p>
<p>Comments:</p>				

Annex A PSEA ASSESSMENT

Core Standard	1	2	3	Proof of evidence
<p>Core Standard 3: Mandatory Training</p> <p>Refer PSEA Toolkit Section 4.3.1. Training</p> <p><u>Required 1:</u> The organization holds mandatory trainings for all personnel on the organization’s SEA policy and procedures and the training includes 1) a definition of SEA (that is aligned with the UN's definition); 2) a prohibition of SEA; and 3) actions that personnel are required to take (i.e. prompt reporting of allegations and referral of survivors).</p> <p>(UN IP Protocol para 17 & Annex A.5)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Annual training plan <input type="checkbox"/> Training agenda <input type="checkbox"/> Attendance sheets <input checked="" type="checkbox"/> Other (please specify): <p><u>Happens during the Induction Programs</u></p>
<p>Comments:</p>				




Core Standard	1	2	3	Proof of evidence
<p>Core Standard 4: Reporting</p> <p>Refer PSEA Toolkit Section 4.3.2. Awareness-raising and Section 5.2. Reporting Mechanisms</p> <p><u>Required 1:</u> The organization has mechanisms and procedures for personnel, beneficiaries and communities, including children, to report SEA allegations that comply with core standards for reporting (i.e. safety, confidentiality, transparency, accessibility) and ensures that beneficiaries are aware of these.</p> <p>(UN IP Protocol para 19 & Annex A.3)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Communication materials <input type="checkbox"/> PSEA awareness-raising plan <input type="checkbox"/> Description of Reporting Mechanism <input type="checkbox"/> Whistle-blower Policy <input checked="" type="checkbox"/> Other (please specify): <p><u>Manual of Internal Complaint Committee (ICC) to prevent Sexual Harassment at Workplace</u></p>
<p>Comments:</p>				

Annex A PSEA ASSESSMENT

Core Standard	1	2	3	Proof of evidence
<p>Core Standard 5: Assistance and Referrals</p> <p>Refer PSEA Toolkit Section 6.2. Assistance and Referrals</p> <p>Required 1: The organization has a system to ensure survivors of SEA, including children, receive immediate professional assistance, referring them to qualified service providers</p> <p>(UN IP Protocol para 22.d.)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> List of Service Providers <input type="checkbox"/> Description of Referral Process <input type="checkbox"/> Referral form for survivors of GBV/SEA <input checked="" type="checkbox"/> Other (please specify):
Comments:				

Core Standard	1	2	3	Proof of evidence
<p>Core Standard 6: Investigations</p> <p>Refer PSEA Toolkit Section 7.2. Investigation Procedures.</p> <p><u>Required 1:</u> The organization has a process for investigation of allegations of SEA and can provide evidence that it has appropriately dealt with past SEA allegations, if any, through investigation and corrective action.</p> <p>(UN IP Protocol para 20, 22.a., & Annex A.6)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Written process for review of SEA allegations <input type="checkbox"/> Dedicated resources for investigation(s) and/or commitment of partner for support <input type="checkbox"/> PSEA investigation policy/procedures <input checked="" type="checkbox"/> Other (please specify): <p><u>Manual of Internal Complaint Committee (ICC) to prevent Sexual Harassment at Workplace</u></p>
Comments:				

Annex A PSEA ASSESSMENT

TOTAL PER RATING (i.e. count all 1s, 2s and 3s)			
GRAND TOTAL (i.e. 1s + 2s + 3s)	16		
PSEA organizational capacities	Needs Improvement		
SEA Risk Rating	Moderate		

PSEA Assessment of [Name of the IP]: _____

Assessment completed by: Prof. Dr. Satyendra Patnaik _____

Email address: spatnaik@rpr.amity.edu _____

Signature _____ Date of Assessment 06/07/2021 _____



unicef 
for every child

Civil Society Partnership Resource Brochure

Knowledge essentials- tools, guides, and resources to
partnering with UNICEF

“We couldn’t do any of our work without you (our partners). You are absolutely essential.”

Henrietta Fore
UNICEF Executive Director



Updates

The resource brochure is a live document and will include periodic updates. The last update for this brochure was in **July 2021**. Click on the following link to check for the most recent update of the brochure.

[Link: Updates to Partnership Brochures](#)



Translations

Please click on the following link to access translations of the resource brochure. UNICEF will periodically publish translations of this brochure as they become available.

[Link: Updates to Partnership Brochures](#)



Feedback

Please take the time to complete this short feedback survey on partnership resource brochures and how UNICEF can strengthen its approach to knowledge sharing and learning with partners.

[Link: Feedback Survey on Knowledge Management with Partners](#)



Acknowledgements

Over 100 UNICEF staff globally have contributed to collect and curate knowledge resources for our implementing partners. These resources have come together as part of UNICEF’s Global Knowledge Management Strategy which prioritizes effective engagement and knowledge exchange with partners.

Introduction:

Partnering with civil society organizations (CSOs) is central to the success of UNICEF's programmes to achieve results for children. Partnerships with CSOs add value to UNICEF's core efforts by extending the reach and effectiveness of programmes and advocacy campaigns for children's rights across sectors,

communities and geographic areas. Civil society partners bring technical knowledge and expertise, and in particular, national CSOs often have deep knowledge of the local context to access different population groups and reach the most vulnerable children and women.

Civil Society Partnerships and UNICEF



4,000+ civil society partners each year, of which over 70% are local partners



1 billion USD per year transferred to partnerships with civil society to deliver results for children



Advocacy on the rights of every child with civil society partners

About this brochure

This brochure consolidates UNICEF's key partnership and technical resources, to ensure our civil society partners are aware and have access to these knowledge assets. Sharing knowledge and strengthening the capacity of our partners is critical to UNICEF's programme delivery approach.

While UNICEF has a wealth of assets that empower our implementing partners in putting knowledge to work to effectively deliver results for children, we have heard

from partners that these are often disbursed across different platforms and not always readily accessible.

The consolidated resources in this brochure are designed to help our partners easily access UNICEF's existing knowledge assets and thereby improve the effectiveness and efficiency of our partnerships, as well as strengthen our collaboration in achieving results for children worldwide.

The brochure is categorized into 3 key areas:



Partnership Resources

The knowledge assets in this section are designed to provide information on UNICEF's partnership framework with civil society. It is hoped that by reducing the information asymmetry between UNICEF offices and civil society partners, these resources will support the timely establishment of effective partnerships that in turn deliver high-quality, results-focused development and humanitarian programmes.



Technical Programming Resources

The knowledge assets in this section are designed to provide information on UNICEF's technical areas of engagement (e.g. Nutrition, Health, Education etc.). These resources provide evidence based best practices on technical approaches to deliver the best results for children worldwide that can be contextualized and applied in our partnerships.



General Resources

This section features knowledge assets and resources that provide partners with an overview of UNICEF's engagement to deliver results for children.

Your Feedback Matters

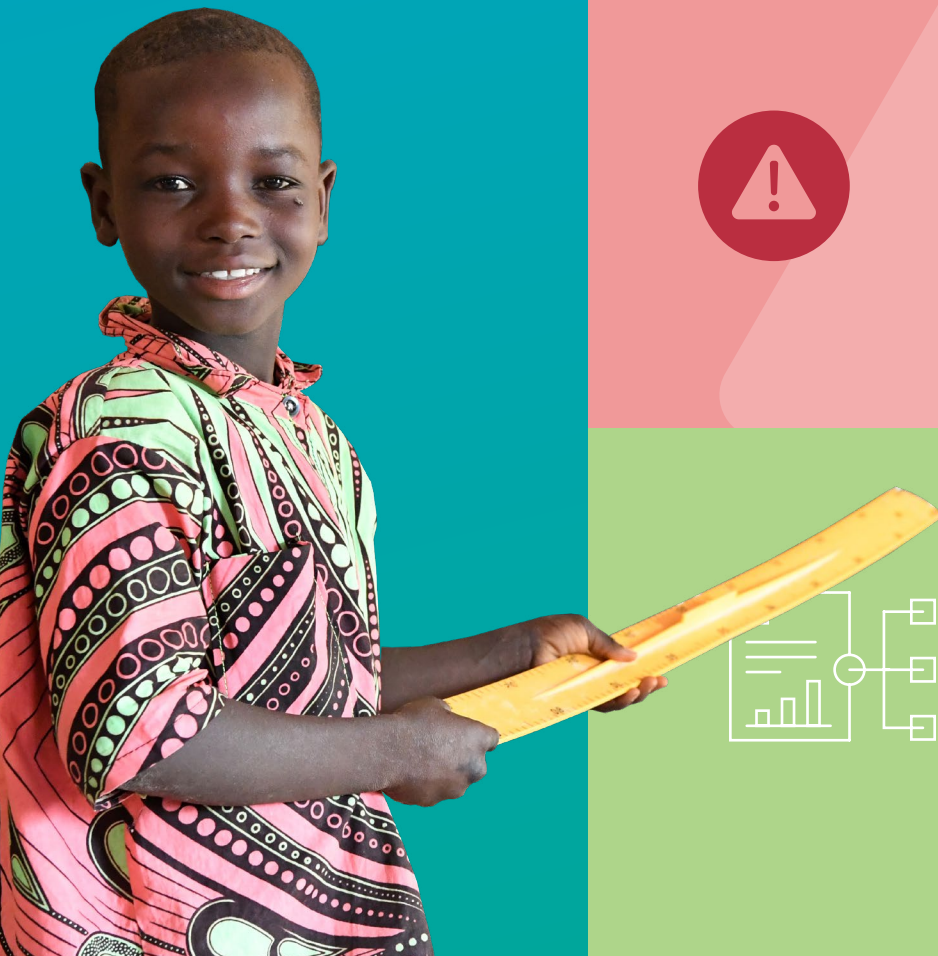
Please let us know if you find the resources in this brochure useful and/or if we should include additional material by completing this brief

SURVEY

So many great resources...

but where do I begin?

We have helped curate information in this brochure to identify key areas and content that are important to partners:



Highly recommended resource for partners



Digital Platform/Solution or resource focused on a digital product



Emergency/ Humanitarian response related resource



Technical resources have been grouped by relevant thematic areas

Partnership Resources

These knowledge assets are designed to provide information on UNICEF's partnership framework with civil society. It is hoped that by reducing the information asymmetry between UNICEF offices and CSOs, these resources will support the timely establishment of

effective partnerships that in turn deliver high-quality, results-focused development and humanitarian programmes. This focus area also includes a sub-section for eCourses/Online Trainings on UNICEF's partnership framework.



recommended



Digital



Emergency



Partnership Management and Administration



Guidance for Civil Society Organizations on Partnership with UNICEF:

This publication is designed for UNICEF's civil society partners to promote common understanding of UNICEF's civil society partnership requirements. **Languages:** [English](#) | [Arabic](#) | [French](#) | [Portuguese](#)

Partnership Agreements and Templates:

In this link you will find a list of templates on partnership agreements, funds authorization forms and reporting templates. **Languages:** The various templates included in the link are available in [Arabic](#) | [English](#) | [French](#) | [Portuguese](#) | [Russian](#) | [Spanish](#)



Funds Authorization and Certification of Expenditures (FACE) Form:

The FACE form is used by partners to request direct cash transfers; request authorization to incur expenditures for reimbursement or enter into commitments for direct payment; to certify and report expenditures or request reimbursement following completion of agreed upon activities; and request direct payment to third-party service providers upon delivery of agreed upon services on behalf of the implementing partner. **Languages:** [English](#) | [French](#) | [Spanish](#); Examples: [Completed FACE Form](#)



Emergency Procedures:

The Emergency Procedures reflect UNICEF's commitment towards working with our partners in an effective, timely, efficient, and empowered response in humanitarian programming. These procedures also reflect the standards and processes that are expected to be upheld by implementing partners, as we work together to reach children and communities in some of the most challenging contexts on the planet. Additional information on UNICEF's work in Emergencies can be found at the [UNICEF in Emergencies page](#).



Partner Reporting Portal (PRP):

The Partner Reporting Portal is an online platform enabling civil society partners to report progress against the jointly planned results in partnerships with UNICEF. It reduces the burden on partners by streamlining the reporting process. Please note login/access to PRP is only by invitation to partners from UNICEF country offices. For further information on PRP, please access following resources: [Introduction to PRP](#) | [Initial Access and Login to PRP](#) | [PRP Resource Library](#)



Prevention of Sexual Exploitation and Abuse (PSEA) Assessment and Toolkit:

UNICEF is working with CSO implementing partners to facilitate a sustained improvement in Sexual Exploitation and Abuse (SEA) prevention measures and a reduction of SEA risks in programme implementation. A range of guidance and tools are available to partners to support this effort, including the [PSEA Assessment and Toolkit](#), which are based on the [2003 Secretary-General Bulletin](#) and [2018 IP Protocol](#). More information on efforts to strengthen PSEA can be found on the [IASC PSEA website](#). **Languages:** *PSEA toolkit and related resources are available in Arabic, English, French, Portuguese, Russian and Spanish*

Click on the icons below to navigate to the relevant sections:



Partnership Resources



Technical Programming Resources



General Resources



recommended



Digital



Emergency



Guidance on Partnership with Civil Society Consortia:

UNICEF recognizes that by entering into consortia arrangements, some civil society actors—especially local and national organizations—may be able to deploy greater expertise, geographic coverage, operational capacity and management ability. UNICEF therefore encourages the consideration of partnership with consortia in situations where a programme is too large for any single Civil Society Organization (CSO) to implement individually. **Languages:** [English](#) | [French](#)

COVID-19 Partnership Resources:

In this link you will find *UNICEF's Guiding Principles and Efficiency Measures for Civil Society Partners During COVID-19*, which serves as a reference guide to support CSO partners in navigating the impact of coronavirus pandemic on programme partnerships with UNICEF. Additionally, recordings to thematic briefings held with civil society partners relating to the COVID-19 pandemic are available for review.

Guide to Financial Management for Implementing Partners:

The primary purpose of this guide is to orient UN implementing partners on key financial management standards and best practices. Each chapter of this guide covers a different subject area and includes an explanation of why it matters (to both the UN Agencies and the implementing partners), as well as a list of additional resources and recommended reading materials.



Partnership Opportunities and Information



UN Partner Portal (UNPP):

The UN Partner Portal is an online platform where civil society partners can register and create their organization's profile, update their profile with current information and explore partnership opportunities with UNICEF and other UN agencies. Partner's can also submit innovative concept notes that help improve opportunities for leveraging partnerships with UNICEF and other UN agencies. *For further information on UNPP, please access following resources:* [UNPP Explainer Video](#) | [UNPP Registration Guide](#) | [UNPP Quick Guides](#) | [UNPP Resource Library](#)

Partnering with Religious Communities/Faith-Based Organizations:

This guide is primarily intended to be a reference document for UNICEF staff and partners (including other child rights organizations) on building effective partnerships with religious communities, in particular religious leaders, networks and local faith communities. **Languages:** [Arabic](#) | [English](#) | [French](#) | [Spanish](#)

UNICEF-Innocenti Office of Research- Governance Resources:

Research is supported by virtually all UNICEF to inform programmes and policy advocacy for children. UNICEF often partners governments, academics, think tanks, the private sector and civil society to jointly conduct research. This page provides links to various research governance resources at UNICEF, including the UNICEF policy on research, the UNICEF procedure for Ethical Standards in Research, Evaluation and Data Collection & Analysis, and guidance on external academic publishing.

UNICEF Personal Data Protection Policy:

This Policy establishes a framework for the processing of personal data throughout UNICEF's offices globally. Compliance with the Policy will ensure that individuals' privacy rights are honored, and their data appropriately protected including through UNICEF's partnerships for programme implementation.

Click on the icons below to navigate to the relevant sections:



Partnership Resources



Technical Programming Resources



General Resources

Partnership e-Courses/Online Trainings

UNICEF offers many courses online that are free of charge. The following courses are highly encouraged for all CSO partners to use as resources to strengthen their capacities and programming. Whether you are

new to partnering with UNICEF or you have been partnering with UNICEF for a while, there will always be something new to learn. Your UNICEF counterpart in your country is also available to assist and in-person courses may be offered



UNICEF and Civil Society Organizations:

This e-course has been developed for all UNICEF staff and CSO partners who are involved in programme development and activity implementation. This e-course supports the mutual commitment of both UNICEF and CSO partners to quality programme delivery, clear accountabilities, transparency, and ultimately results for children. **Languages:** [English](#) | [Arabic](#) | [French](#) | [Spanish](#) | [Portuguese](#)



Online Child Safeguarding Training:

This training introduces the principles of child safeguarding and the ways in which you can keep children safe when they interact with UNICEF personnel, partners, programmes, and operations.

Harmonized Approach to Cash Transfers (HACT):

This e-course establishes common principles and process for managing cash transfers among UN agencies that have adopted the approach across all countries and operational contexts. This course describes the principles and processes of HACT and how they work in UNICEF. HACT is a common operational framework for transferring cash to government and non-government implementing partners.



Funding authorization and certificate of expenditure (FACE) Form:

This interactive e-course introduces the purpose and use of the FACE Form. Learners will become familiar with the structure of the FACE Form and practice how to complete it with simulations. **Languages:** [English](#) | [Spanish](#) | [Portuguese](#)



Prevention of Sexual Exploitation and Abuse (PSEA):

This e-learning course is composed of a set of lessons designed to raise your awareness about Sexual Exploitation and Abuse, become familiar with a range of measures to combat Sexual Exploitation and Abuse, understand what the impact of Sexual Exploitation and Abuse on victims is and the consequences for UN Personnel who commit Sexual Exploitation and Abuse. **Languages:** [Arabic](#) | [Burmese](#) | [English](#) | [French](#) | [Serbian](#) | [Spanish](#) | [Russian](#) | [Turkish](#)

Fraud Awareness (Implementing Partners Edition):

This e-course aims to raise awareness of fraudulent practices and assist partners in preventing and combatting fraud. It is highly recommended for senior management staff, as well as for finance staff but can be beneficial for all categories of staff. A certificate is issued upon successful completion of the course which we recommend that partners share with their Unicef programme counterparts, or with spot check staff. **Languages:** [English](#) | [Arabic](#) | [Spanish](#) | [French](#) | [Portuguese](#) | (more languages are coming soon!)



Results-Based Management (RBM) e-course:

Results-Based Management (RBM) is a core skill that should be utilized across all of UNICEF's programming approaches. The consistent use of RBM enables us to reach the most disadvantaged children and to report these results regularly to our stakeholders. **Languages:** [Arabic](#) | [Chinese](#) | [English](#) | [French](#) | [Spanish](#) | [Russian](#)

Research and Evidence at UNICEF:

In this short course, participants explore why research at UNICEF matters and observe ways to ensure that the highest-quality research is impacting the lives of women and children.

Introduction to Ethics in Evidence Generation:

This course explores the importance of Ethical Evidence Generation at UNICEF, the principles and requirements of the UNICEF Procedure for Ethical Standards in Research, Evaluations and Data Collection and Analysis and how this applies to the work that is undertaken across the organization. **Languages:** [Chinese](#) | [English](#) | [French](#) | [Portuguese](#) | [Spanish](#)



Click on the icons below to navigate to the relevant sections:



Partnership Resources



Technical Programming Resources



General Resources



recommended



Digital



Emergency

✂ Technical Programming Resources

These knowledge assets are designed to provide information on UNICEF's technical areas of engagement (e.g. Nutrition, Health, Education etc.). These resources provide evidence based best practices on technical

approaches to deliver the best results for children worldwide that can be contextualized and applied in our partnerships. This focus area also includes a sub-section for eCourses/Online Trainings on specific technical areas.



TECHNICAL AREA 1:

Child Protection and Human Rights



What Religious Communities Can Do to Eliminate Violence Against Children:

This guide is developed as a tool to support religious communities' work to promote child rights and to prevent and respond to rights violations, in particular violence against children.



Primero:

Primero™ is an open source software platform that helps social services, humanitarian and development workers manage child protection-related data, with tools that facilitate case management, incident monitoring and family tracing and reunification. UNICEF is expanding Primero's utility to make it available as an Digital Public Good for UNICEF country offices and partners, including government to civil society.



Convention on the Rights of the Child (CRC):

The Convention on the Rights of the Child (CRC), adopted in 1989, is an internationally binding human rights treaty that sets out the civil, political, economic, social and cultural rights of all children within a state's jurisdiction. It is the most complete statement of children's rights ever produced; all United Nations Member States except for the United States of America have ratified the CRC. The CRC is the basis of all the work of UNICEF (as stated in its mission statement). All UNICEF programming should be guided and informed by a systematic consideration and integration of the general principles.



TECHNICAL AREA 2:

Early Childhood Development and Education



UNICEF's Programme Guidance for Early Childhood Development (ECD):

Provides a framework for articulating a vision, corresponding goals and indicators linked to the commitments made for ECD within the Sustainable Development Goals (SDGs) and UNICEF's Strategic Plan (2018-2021); Identifies evidence-based multisectoral intervention packages, programmatic delivery platforms, contributions to sector goals, implementation strategies and organizational arrangements needed to advance the ECD agenda according to the needs and the situation at regional and country offices



Early Childhood Development in Emergencies:

This page includes resources on Early childhood development (ECD) and parenting services in humanitarian and fragile settings, which are increasingly recognised as essential to ending preventable deaths, supporting healthy brain development among new-borns and young children and for children's overall health and wellbeing. This page also includes the [Early Childhood Development in Emergencies Integrated Programme Guide](#).

Click on the icons below to navigate to the relevant sections:



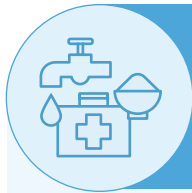
Partnership Resources



Technical Programming Resources



General Resources



TECHNICAL AREA 3:

Health, Nutrition and WASH



HCD for Health:

This website will guide you through why and how to use human-centered design as an approach to addressing challenges related to community demand for basic health services such as immunization.

UNICEF's Approach to Digital Health:

The term 'digital health', which includes both mHealth and eHealth, describes the general use of ICTs (digital, mobile and wireless) to support the achievement of health objectives. This resources also includes UNICEF's engagement in supporting governments and coordinating and aligning with other organizations, civil society actors, private sector partners and communities to leverage digital technologies to accelerate the achievement of health sector and Strategic Plan priorities.

UNICEF WHO Joint WASH Monitoring Programme:

Provides WASH data, information and global estimates to all WASH partners on WASH access in households, schools, health care facilities, etc.



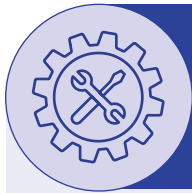
recommended



Digital



Emergency



TECHNICAL AREA 4:

Cross Cutting Technical Areas



Core Commitments for Children (CCCs) Site:

UNICEF is working to make humanitarian knowledge and learning more accessible to more people by publishing UNICEF practice on this site. The site also includes information on the CCCs, which set organisational, programmatic and operational commitments and benchmarks against which UNICEF holds itself accountable for the coverage, quality and equity of its humanitarian action and advocacy. Partners are encouraged to explore the following pages on the CCC site: [Knowledge Base](#) | [About the CCCs](#) | [Emergencies and Procedures](#)



Accountability to Affected Populations (AAP):

This page includes resources on AAP, to ensure our programming is putting the needs and interests of the people we serve at the centre of decision-making, and ensuring the most appropriate and relevant outcomes for them, while preserving their rights and dignity and increasing their resilience to face situations of vulnerability and crisis. The AAP Handbook is available in the following **Languages:** [Arabic](#) | [English](#) | [French](#) | [Spanish](#)



Risk Communication and Community Engagement (RCCE):

This page provides RCCE resources as one of the key pillars of UNICEF's COVID-19 response.



Gender Based Violence in Emergencies:

This page provides resources on GBV in emergency and humanitarian contexts. These resources also include [UNICEF's Operational Guide on Gender Based Violence in Emergencies](#).



Disabilities in Humanitarian Action:

This page includes resources for partners, UNICEF staff and development practitioners on addressing risks and challenges for children with disabilities in humanitarian/emergency contexts. The resources in this page include guidance to help make sure that children and adolescents with disabilities are included in all stages of humanitarian action – from preparing for emergencies to recovering from them.

Click on the icons below to navigate to the relevant sections:



Partnership Resources



Technical Programming Resources



General Resources



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Adolescent Development and Participation:

This page includes emergency/humanitarian related resources on to meet adolescents' immediate needs in the areas of education, health, well-being, and nutrition, protection, civic engagement and participation, and humanitarian and peace building.



Armed Non-State Actors:

On this site, UNICEF and partner staff will find policy and guidance to help them engage with ANSAs. Other related materials and links from other organizations can also be found.



Mental Health and Psychosocial Support (MHPSS):

On this site, UNICEF and partner staff will find resources to addressing the risk for mental health conditions and psychosocial problems among children and adolescents in humanitarian crises

Humanitarian Access:

This site includes resources related to humanitarian actors' ability to reach populations affected by crisis, as well as an affected population's ability to access humanitarian assistance and services.



U-Report:

U-Report is a free tool for community participation, designed to address issues that the population cares about. Once a U-Reporter has followed U-Report Global on Facebook messenger polls and alerts are sent via Direct Message and real-time responses are collected and mapped on this site. Results and ideas are shared back with the community. Issues polled include health, education, water, sanitation and hygiene, youth unemployment, HIV/AIDS, disease outbreaks and anything else people want to discuss.



Digital Public Goods Alliance:

In June 2020, the release of the UN Secretary General's [Roadmap for Digital Cooperation](#), called for the adoption of digital public goods including open source software, open data, open AI models, open standards and open content. These digital public goods should adhere to privacy and other applicable laws and best practices, do no harm, and help attain the SDGs. UNICEF is committed to promoting and using digital public goods with our partners to create a more equitable world.

Principles for Digital Development:

UNICEF is a co-creator of the Principles for Digital Development, which it strives to adhere to when innovating and developing technical solutions with partners. The Principles for Digital Development are nine living guidelines that are designed to help integrate best practices into technology-enabled programs and are intended to be updated and refined over time. They include guidance for every phase of the project life cycle, and they are part of an ongoing effort among development practitioners to share knowledge and support continuous learning.



Artificial Intelligence (AI) for Children:

Recent progress in the development of Artificial Intelligence (AI) systems, unprecedented amounts of data to train algorithms, and increased computing power are expected to profoundly impact life and work in the 21st century, raising both hopes and concerns for human development. This site includes information for development practitioners and UNICEF partners on how to promote children's development in AI strategies and practices and clear, usable principles for implementing AI that supports child rights. Other related materials and links from other organizations can also be found.




INVENT:

INVENT provides a one-stop-shop to explore, discover, connect and contribute to the landscape of Technology for Development (T4D) and Innovations across UNICEF, while improving portfolio management and decision making at all levels.

Human Centered Design (HCD):

This site includes HCD resources for partners and UNICEF staff to tailor solutions for children using repeatable, human-centred methods for creative problem solving and innovation. Human-centred design has long played a central role in UNICEF's programming as a primary innovation principles to making sure that a project takes a user-centric approach.

 Click on the icons below to navigate to the relevant sections:



Partnership Resources



Technical Programming Resources



General Resources



Children and COVID-19 Research Library:

The Children and COVID-19 Research Library was conceived as UNICEF Innocenti's contribution to enabling quick and easy access to the latest scientific research regarding the impacts of the current pandemic on children and adolescents. Given the growing number of excellent biomedical repositories on the subject of COVID-19, the current focus of this library is on the socio-economic impacts of the pandemic on children and young people, drawn largely from the social science literature.



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Digital



Emergency

Technical e-Courses/Trainings

UNICEF offers many courses online that are free of charge. The following courses are highly encouraged for all CSO partners to use as resources to strengthen their capacities and programming. Whether you are new to

partnering with UNICEF or you have been partnering with UNICEF for a while, there will always be something new to learn. Your UNICEF counterpart in your country is also available to assist and in-person courses may be offered



TECHNICAL AREA 1:

Child Protection and Human Rights



Introduction to Child Protection:

This short course describes UNICEF's work in the field of Child Protection, and why it matters. In this course, you will explore the goals, programmes, challenges and achievements of child protection work.



Child Protection in Emergencies:

In this Plan International (Plan Academy) e-course, you will review key legal instruments and some key interventions for child protection in emergencies. You'll also pick up tips on how to communicate with children and youth in emergencies.

Strategies to strengthen the Social Service Workforce for Child Protection:

This two-module course is aligned to the global Guidelines to Strengthen the Social Service Workforce for Child Protection.



Child rights and why they matter:

This short course will transform and/or refresh your understanding of child rights and a child rights approach, introduce you to UNICEF's mandate as it relates to child rights, and inspire you to apply a child rights lens to your everyday work and life. **Languages:** [Arabic](#) | [Chinese](#) | [English](#) | [French](#) | [Spanish](#) | [Russian](#)

Click on the icons below to navigate to the relevant sections:



Partnership Resources



Technical Programming Resources



General Resources



recommended



Digital



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Implementing the Child Friendly Cities Initiative (CFCI) (Basics):

This course describes the core components and key steps to be taken for a city/community to be recognized as child-friendly by UNICEF. The Child Friendly Cities Initiative (CFCI) is a UNICEF-led initiative that supports local governments in realizing the rights of children at the local level using the UN Convention on the Rights of the Child as its foundation.

Engaged and Heard! UNICEF Training on Adolescent Participation and Civic Engagement:

This course aims to build learners capacity to implement and promote meaningful adolescent participation and civic engagement.

Integrating child rights in development cooperation:

The Integrating Child Rights in Development Cooperation e-learning course is a suite of modules designed to help users gain an overview of critical child rights issues, standards and principles; help them understand the obligations of relevant actors to realize international commitments on child rights and some specific strategies and frameworks to ensure those are put in place at the country level; and build skills for mainstreaming child rights in different sectors and phases of development cooperation programming through the use of specific tools and examples. **Languages:** [English](#) | [French](#) | [Spanish](#)



TECHNICAL AREA 2:

Early Childhood Development and Education

**Early Childhood Development in the Field:**

In this course, you'll increase your knowledge and understanding of early childhood development interventions and why these are key to UNICEF's work in the field; build technical expertise and gain access to tools to implement ECD interventions at scale; learn how to accelerate results for the youngest children through a multi-sectoral approach.

The early childhood years:

This course address children's basic needs during the early years to offer them the base for developing competence and coping skills.

Common parenting concerns:

This course intended to home visitors covers the main concerns of parents of newborns and young children, and how to address it.

Engaging Fathers:

This course addresses the main aspects to support father-child engagement during home visits.

Falling in love - promoting parent child attachment:

This course addresses the basic principles to promote positive parent-children attachment.

The new role of the home visitor:

This course addresses the key role of home visitors when visiting families to engage the whole family in children's development.

**Global Education Cluster Core Coordination Training:**

Develop essential coordination and information management competencies for education cluster staff and key cluster's stakeholder.

Click on the icons below to navigate to the relevant sections:



Partnership Resources



Technical Programming Resources



General Resources

Education sector analysis and data literacy:

In nine modules, take a journey in understanding and utilizing basic concepts in education sector analysis and data literacy.

**Coaching Program for Coordinated Education in Emergencies Needs Assessment and Analysis:**

This coaching program aims to help education coordination staff and relevant stakeholders, establish a sound evidence-base for the design and delivery of a quality education in emergencies (EiE) response through conducting coordinated EiE needs assessments and analysis.

e-Toolkit on Gender Equality in Education:

Strengthening capacity of UNICEF's education implementing partners and staff globally in gender equality applied to education programming.



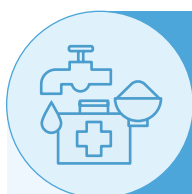
recommended



Digital



Emergency



TECHNICAL AREA 3:

Health, Nutrition and WASH**Role of Primary Health Care in the Context of the COVID-19 Pandemic:**

This course supports primary health care personnel to maintain essential services and control the pandemic while ensuring their safety.

Public Health Reporting:

This course is designed to help journalists to report effectively on public health.

High-Quality Measles and Rubella Supplementary Immunization Activities (SIAs):

This elearning program teaches how to plan and implement high-quality supplementary immunization activities for injectable vaccines (using an example of measles and rubella vaccines).

**Measles Control in Emergencies:**

Measles Control in Emergency Settings (MCES) This course is intended to enhance familiarity with the principles and practice in the prevention, investigation and response to potential measles outbreaks in emergency situations. **Languages:** [Arabic](#) | [English](#) | [French](#)

Immunization Supply Chain Management:

This learning programme covers the rehabilitation, management, and optimization of immunization supply chain systems. **Languages:** [English](#) | [French](#)

**Visibility for Vaccines (ViVa): using data in the immunization supply chain:**

This course is an introduction to UNICEF's Data for Management approach and the Visibility for Vaccines (ViVa) platform. **Languages:** [English](#) | [French](#)

**Vaccination during humanitarian emergencies:**

Vaccination should be among the high-priority health interventions implemented to limit the avoidable morbidity and mortality due to Vaccine Preventable diseases. **Languages:** [English](#) | [French](#)

How to Manage Immunization Stock:

This elearning module reviews how to operate a fully functioning stock management system.

Click on the icons below to navigate to the relevant sections:



Partnership Resources



Technical Programming Resources



General Resources



recommended



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Emergency

Vaccine Vial Monitors (VVM):

In this course, you'll learn about the impact that extreme temperatures can have on vaccines and how to interpret vaccine vial monitors (VVMs) to identify vaccines that can and cannot be used. Additionally, you will learn how to sort vaccines based on their type and VVM category and use VVMs to apply the Multi-Dose Vial Policy.

How to Use Passive Containers and Coolant-Packs:

This course provides strategies for choosing and packing the appropriate coolant-packs and passive containers for specific transport routes.

Microplanning for immunization: How to strengthen every step of your process:

This mini-course will help you to understand, evaluate, and strengthen each step of the microplanning process. **Languages:** [English](#) | [French](#)

Temperature Monitoring in the Vaccine Cold Chain:

This course will teach you how to examine information and uncover issues that can impact vaccine temperature monitoring. **Languages:** [English](#) | [French](#)

Cold Chain Logistics and Vaccine Management (CCL&VM) during Polio Supplementary Immunization Activities:

This e-learning course is a suite of modules designed to help users acquire the skills needed to manage CCL&VM systems for Polio supplementary immunization activities (SIAs). **Languages:** [English](#) | [French](#)

Introduction to Outbreak Investigation:

In order to assist UN country teams and partners in scaling up country preparedness and response to COVID-19, WHO has developed these learning modules as a companion to the Operational Planning Guidelines to Support Country Preparedness and Response.

Introduction to Nutrition:

This module presents Nutrition as one of UNICEF's focus areas. It introduces work approaches, core concepts and interventions. It also highlights the importance of multi-sectoral programmes.



Nutrition of Adolescents in Emergencies Preparedness and Response:

This course explains the principles, issues and interventions that support the nutrition of adolescents in emergencies.



Basic training on Nutrition in Emergencies:

This course highlights the importance of Nutrition in Emergencies and UNICEF's leadership role as the Cluster Lead Agency.



Acute Malnutrition in Emergencies Preparedness and Response:

This course provides technical information about treatment for children under 5 with acute malnutrition.



Multisectoral Interventions in Emergencies Preparedness and Response:

Learn how nutrition can be integrated with sectors such as health, WASH, education, food security, social protection, and cash transfer.

Programming for Infant and Young Child Feeding (IYCF):

This training course aims to enhance the competencies and build capacity of UNICEF staff and counterparts involved in IYCF.



Maternal Nutrition Programming in Emergencies:

This course covers maternal nutrition programming, pregnancy and breastfeeding related interventions.



Click on the icons below to navigate to the relevant sections:



Partnership Resources



Technical Programming Resources



General Resources

**Nutrition Coordination in Emergencies Preparedness and Response:**

This course provides an overview of coordination guidelines for nutrition and health professional stakeholders.

**Nutrition Capacity Strengthening Course for the Health Workforce in the context of COVID-19:**

This course covers Infant and Young Child Feeding (IYCF) and Management of Acute Malnutrition (Wasting) in the context of COVID-19.

**Micronutrient Malnutrition in Emergencies Preparedness and Response:**

This covers micronutrient deficiencies and associated health risks through proper assessment, prevention and treatment strategies.

Food Assistance Minimum Standards:

This course explains food assistance minimum standards and the design and distribution of food rations.

**Nutrition of Older People in Emergencies:**

This course describes the principles, issues and interventions required to support the nutrition of older people in emergencies.

Double Burden of Malnutrition and its causes:

This course defines the double-burden of malnutrition and its causes.

Knowledge Management for Handling Nutritional Information:

This course covers monitoring, evaluation, data management, and ethical considerations for handling nutritional information.

Introduction to Water, Sanitation and Hygiene (WASH):

This course describes UNICEF's work in the field of Water, Sanitation and Hygiene (WASH), and why it matters.

**Introduction to Humanitarian WASH Coordination-Global WASH Cluster:**

This course is part of the Global WASH Cluster training pathway, created for both WASH Cluster partners and UNICEF staff involved in coordination to ensure the efficient WASH coordination in humanitarian action.

**WASH Operational Coordination (distant course):**

This training is designed for professionals of the WASH sector who are involved in humanitarian coordination.

Languages: [English](#) | [French](#) | [Spanish](#)

Strengthening Enabling Environment for Water, Sanitation and Hygiene (WASH):

This e-course is a resource and guide for UNICEF staff working towards strengthening the enabling environment for Water, Sanitation and Hygiene (WASH).

WASH'Nutrition:

This online training explores why and how WASH should be integrated into the prevention and treatment of malnutrition. **Languages:** [English](#) | [French](#)

WASH BAT (Bottleneck Analysis in WASH):

This site offers governments and partners necessary tool to undertake an analysis of the bottlenecks in the WASH sector including Urban and Rural Water, Sanitation and Hygiene Services as well as issues related to climate change, WASH access in schools and institutions.

Rethinking Rural Sanitation:

This course has been developed to improve rural sanitation programmes and contribute to the worldwide drive to achieve the Sustainable Development Goals. **Languages:** [English](#) | [French](#)



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Emergency

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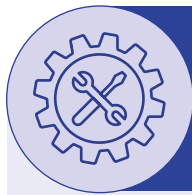
Partnership Resources



Technical Programming Resources



General Resources



TECHNICAL AREA 4:

Cross Cutting Technical Areas



Communication for Development (C4D) - Online Course:

This course will introduce participants to the field of Communication for Development (C4D). C4D is an evidence-based process that utilizes a mix of communication tools, channels and approaches to facilitate participation and engagement with children, families, communities, networks for positive social and behaviour change in both development and humanitarian contexts. **Languages:** [English](#) | [Spanish](#)

UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents:

Introducing UNICEF's approach to working with and for adolescents.

Children and climate change:

This course introduces the theme of children and climate change with an aim to provide a children's perspective to the discussions on how to deal with this global crisis. **Languages:** [English](#) | [French](#) | [Spanish](#)

Integrating GBV risk mitigation interventions in humanitarian action:

This course will equip participants with the knowledge and practical skills to integrate GBV risk mitigation into humanitarian action.



Gender Equality in Humanitarian Action:

This self-learning course is based on the IASC's Gender Handbook for Humanitarian Action.



Building Gender IQ:

This course will educate users on the benefits of gender equality and why it matters.



Core Commitments for Children in Humanitarian Action (eCourse):

This course has been designed to help you develop your understanding of the revised Core Commitments for Children (CCCs) and how to use them in an emergency response. With this course and accompanying toolkit, you will be able to recognize how to deliver principled, timely, quality and child-centred humanitarian response and advocacy in diverse types of crises.



Emergency Preparedness:

This course covers risks and risk analysis during emergency preparedness and response.



Humanitarian System in Emergencies Preparedness and Response:

This is Humanitarian System module that covers humanitarian actors and the standards involved in emergency preparedness and response.



Community Engagement in Emergencies Preparedness and Response:

This course explains the standards for communicating and engaging communities who are responding to nutrition in emergencies.



Situation Analyses in Emergencies Preparedness and Response:

This course explains the processes and standards related to situation analyses in emergency preparedness and response.



Resource Mobilization to Meet Nutritional Needs in Emergencies:

The course is about the response for mobilizing financial, supply and human resources to meet nutritional needs in emergencies.

Post Disaster Needs Assessment (PDNA) – Modules:

This is an introductory course to the Post Disaster Needs Assessment, PDNA, methodology and approach. **Languages:** [English](#) | [French](#) | [Spanish](#) | [Portuguese](#)

Click on the icons below to navigate to the relevant sections:

**Humanitarian Cash Transfers:**

This course covers the fundamentals on Humanitarian Cash Transfers (HCT). It provides a first introduction to what are HCT, and how UNICEF uses them in a humanitarian response as an implementation modality across sectors. It includes considerations on UNICEF comparative advantage and its strategic positioning on HCT, as well as showcase examples of programmes and two case studies.

**Emergency Telecommunications Training (ETT) e-Learning Series:**

This course will build your ICT skills to support humanitarian response & acquire prerequisite skills needed for the hands-on training.

Local Governance for Sustaining Peace:

The course will equip development practitioners with better understanding of the work on local governance and sustaining peace. The course provides participants with the frameworks and tools for designing and implementing local governance programmes that effectively contribute to stabilization and recovery after a crisis and support building of long-term resilient peace with focus on local governance.

National Logistics Working Group:

This course shows country-level leaders and managers how to establish or strengthen a National Logistics Working Group (NLWG).

**Introduction to RapidPro:**

Rapid Pro is a software product that allows you to visually build the workflow logic for running mobile-based services. In this course, you'll learn about RapidPro's features, how it has been used in several contexts, and how you can present RapidPro to a representative in your country or organisation.

**Strategizing RapidPro:**

In this course, you will learn how to successfully complete the RapidPro Project toolkit. The RapidPro Project toolkit will guide you step-by-step to determine where RapidPro can add the most value to your programming and how to design a RapidPro communication channel.

UNICEF and frontier technology- how to apply the rigor of venture capital to the needs of UNICEF:

Learn to prototype early stage solutions that leverage frontier technologies, partners and data. Based upon the experience of the Innovation Fund, this course has been designed to support development practitioners in designing and testing solutions in the intersection of emerging technology industries and the challenges facing the most vulnerable children.



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Partnership Resources



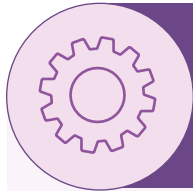
Technical Programming Resources



General Resources

General Resources

This section features knowledge assets and resources that support broader/cross-cutting areas of UNICEF's engagement to deliver results for children



GENERAL RESOURCES AREA 1:

General Crosscutting Resources



UNICEF website:

This is UNICEF's main website which includes information about UNICEF's work as well as relevant links to press briefings, research and reports, fundraising and how to work and partner with UNICEF. **Languages:** [Arabic](#) | [Chinese](#) | [English](#) | [French](#) | [Spanish](#)

Welcome to UNICEF (eCourse):

A short introduction to UNICEF- its mandate, history, structure, areas of work and strategy. **Languages:** [English](#) | [French](#) | [Spanish](#)

Resources on the Convention on the Rights of the Child (CRC):

The Convention on the Rights of the Child (CRC) is the most widely ratified human rights treaty in history and is central to UNICEF's approach towards child rights. Our partners should be aware of what they are and their criticality to UNICEF's purpose and programming.



Agora – UNICEF's Global Learning Platform:

Agora is a free portal offering tailored learning solutions to UNICEF's staff, partners and supporters. Agora provides personalized access to over a thousand learning activities to UNICEF staff and partners. **Languages:** [English](#) | [French](#) | [Spanish](#)

UNICEF in Emergencies:

This page includes information and resources related to how emergency response and humanitarian action are central to UNICEF's mandate and realizing the rights of every child.

The World's Largest Lesson:


Resources to promote the use of the Sustainable Development Goals in learning so that children can contribute to a better future for all. From citizenship and justice to climate change and the environment, these resources are available to partners to help inspire children to make a difference. **Languages:** Available in multiple languages including all official UN languages

UNICEF Innovation Fund:

UNICEF's Innovation Fund invests in early stage, open-source, emerging technology digital public goods with the potential to impact children on a global scale. It also provides product and technology assistance, support with business growth, access to a network of experts and partners to allow for scale and growth. The ambition is to build successful digital solutions into Global [Digital Public Goods](#), to ensure fair, equitable, and open access to these unique and new tools for human development on a global scale.

Data Savy Learning Channel:

This learning channel presents courses and resources that can help all UNICEF colleagues and partners strengthen their data-related skills. Whether you're interested in brushing up on your data visualization skills, learning about collection methods, or improving your statistical knowledge, there are tools here to help you use data more effectively in your work. There are no requirements for this channel - you can browse and explore freely. The content will be updated regularly so you may want to subscribe in order to get the latest updates.

 Click on the icons below to navigate to the relevant sections:

UNICEF Office of Research- Innocenti Publications and Tools:

Research is fundamental to UNICEF's mission. The struggle to safeguard the rights of all children in all circumstances can only succeed when supported by the most reliable evidence and the latest knowledge.

UNICEF Acronyms List:

With so many acronyms in UNICEF, it can be tough to know them all. We've created this article to attempt a comprehensive list, to help our partners understand the various acronyms used when engaging with UNICEF.

**Data for Children Site:**

UNICEF's Data for Children site is the global go-to for data on children around the world. UNICEF's Data & Analytics team manages the site and leads the collection, validation, analysis, use and communication of the most statistically sound, internationally comparable data on the situation of children and women around the world.

UNICEF Knowledge Exchange Toolbox:

The UNICEF Knowledge Exchange Toolbox was created to help UNICEF staff and partners to plan and implement successful knowledge sharing events. This Toolbox is for anyone who needs to make effective decisions, facilitate or guide effective decision-making processes, or manage or coordinate group work in development that requires the knowledge of multiple persons to succeed. UNICEF invites partners to use these approaches with communities and with UNICEF offices they work with, to capture or share knowledge, and to learn before, during and after program/project implementation.




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Partnership Resources



Technical Programming Resources



General Resources



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3 United Nations Plaza
New York, NY 10017, USA

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2021

AMITY UNIVERSITY, CHHATTISGARH
ESTABLISHED UNDER THE CHHATTISGARH PRIVATE UNIVERSITIES (ESTABLISHMENT AND
OPERATION) (AMENDMENT) ACT, 2014 (CHHATTISGARH ACT NO. 13 OF 2014)

LEAVE RULES FOR REGULAR EMPLOYEES

AMITY UNIVERSITY, CHHATTISGARH
ESTABLISHED UNDER THE CHHATTISGARH PRIVATE UNIVERSITIES (ESTABLISHMENT AND
OPERATION) (AMENDMENT) ACT, 2014 (CHHATTISGARH ACT NO. 13 OF 2014)

LEAVE RULES FOR REGULAR EMPLOYEES

1. TITLE

These Rules shall be called ‘Leave Rules for Regular Employees’

2. SHORT TITLE AND COMMENCEMENT

These Rules shall be called ‘Leave Rules for Regular Employees’, and shall come into force from the date of their notification.

3. APPLICABILITY

These Regulations shall apply to all Regular Employees of the University (Including its Campuses), other than the following:

- (1) Engaged on daily rates of wages;
- (2) Engaged on contract basis;
- (3) Engaged as Apprentices/Trainees; and /or
- (4) Whose terms of appointment do not include the benefit of leave.

4. DEFINITIONS

- (1) ‘**University**’ means Amity University Chhattisgarh Established under The Chhattisgarh Private Universities (Establishment And Operation) (Amendment) Act, 2014 [Chhattisgarh Act No. 13 of 2014].
- (2) ‘**Competent Authority**’ means the Vice Chancellor or any other authority specifically empowered by him to sanction leave to the employees concerned.
- (3) ‘**Year**’ means calendar year (1st January to 31st December).
- (4) ‘**Month**’ means calendar month, provided that for reducing credit of Earned Leave or Sick Leave on account of Leave without Pay availed by an employee every month shall be deemed to have 30 days.

5. KINDS OF LEAVE ADMISSIBLE

- (1) Casual Leave
- (2) Earned leave
- (3) Sick leave
- (4) Duty Leave
- (5) Maternity Leave
- (6) Study Leave
- (7) Sabbatical Leave
- (8) Extraordinary Leave
- (9) Station Leave

- (10) Any other kind of leave, as approved by the Board of Management from time to time.

6. DISCRETION TO GRANT OR REVOKE LEAVE

Leave cannot be claimed to a matter of right. Discretion is reserved to the authority empowered to sanction leave, to refuse or revoke leave at any time according to the exigencies of the University's work.

7. CASUAL LEAVE

- (1) Every employee will be eligible for 12 days' Casual leave in a calendar year. Accordingly, on completion of one month's service, one day's CL can be availed.
- (2) Maximum of five days' Casual Leave can be taken at a time, provided that the leave is due to the individual employee.
- (3) In respect of a new joiner who joins the service of the University, the Casual Leave entitlement during the first year of his employment, will be determined on the pro-rata basis of period of service rendered by him/her from the date of joining.
- (4) Casual Leave may be granted for the working days involved. Accordingly, any Saturday (where it is not a working day) / Sunday or any other weekly off day applicable to the employee concerned / University's holiday which intervenes, will not be counted towards leave.
- (5) Casual Leave may be taken in terms of ½ day, for the first or the second half of a day, the first half ending with the conclusion of the lunch Interval and the second half beginning with the commencement of the lunch interval. However, half-day CL would be permissible upto three times during the entire year.
- (6) Casual Leave will not be granted in combination with any other kind of leave with pay; provided that in a case involving the employee's sickness, when no other kind of leave is due, such combination may be permitted by the competent authority.
- (7) Un-availed CL cannot be carried forward to the next calendar year. The Casual Leave not availed upto December 31st will lapse.

8. EARNED LEAVE

- (1) Earned Leave can be availed on full pay and allowances only after the employee has completed 180 days' actual service from the date of his joining. Any leave availed before completion of 180 days will be sanctioned as 'leave without pay'.
- (2) Admissibility of Earned Leave to the Faculty, teaching staff (who are allowed to avail of vacations) will be governed by the following provisions:
- (3) Earned Leave admissible to the Faculty/teaching staff shall be:
 - a. 1/30th of actual service including vacation; plus
 - b. 1/3rd of the period, if any, during which he/she is required to perform duty during vacation.

- For the purpose of computation of period of actual service, all periods of leave, except casual leave, duty leave and the period spent on various assignment allocated by the University shall be excluded
- (4) Earned leave at the credit of Faculty/teaching staff shall not accumulate beyond 300 days. However, encashment of earned leave will be permissible @15 days per year of service subject to availability of earned leave credited to leave account of employee. The maximum EL that may be sanctioned at a time shall not exceed 30 days. EL exceeding 30 days may, however, be sanctioned in the case of higher study, or training, or leave with medical certificate, or when the entire leave, or portion thereof, is spent outside India.
 - (5) When a Faculty/teaching staff member combines vacation with EL, the period of vacation shall be reckoned as leave in calculating the maximum amount of leave.
 - (6) In case where only a portion of the leave is spent outside India, the grant of leave in excess of 120 days shall be subject to the condition that the portion of the leave spent in India shall not in the aggregate exceed 120 days.
 - (7) The Earned Leave entitlement in respect of employees other than those who are allowed to avail of vacations, will be 30 days in a year to be credited to the leave account on 1st January and 1st July @ 15 days for each half-year, In other words, for the half-year January-June and July-December of a year, EL will be credited @15 days per half-year, subjected to other conditions being fulfilled.
 - (8) Earned Leave will not normally be granted for more than 30 days in one spell and not more than five times in a year.
 - (9) General : The following general provisions will be applicable to all employees irrespective of their being teaching or non-teaching staff:
 - (10) Earned Leave can be taken in combination with any other kind of leave, except Casual Leave (CL), provided that in a case involving the employee's sickness, when no other kind of leave is due, its combination with CL may be permitted by the competent authority.
 - (11) Earned Leave will be granted for the calendar days involved, and any Intervening Saturday (where it is not a working day) / Sunday or any other weekly off day applicable to the employee concerned / University's holiday or restricted holiday will be counted towards leave. However, pre-fixing and suffixing of such non-working days to Earned Leave would be permissible.
 - (12) Earned Leave (EL) at the credit of an employee at the end of the previous half-year will be carried forward to the next half-year, subject to the condition that the total of (a) leave so carried forward, and (b) leave earned during the Immediately preceding half-year after taking into account the EL availed and any deduction from credit due to LWP availed will not exceed 300 days as on 1st day of the next half-year.
 - (13) Pay during earned Leave will be equal to pay drawn immediately before proceeding on Leave.

9. SICK LEAVE (SL)

- (1) Sick Leave can be availed only after completing at least one year actual service from the date of joining, excluding any period of Leave Without Pay availed of by the employee concerned.
- (2) An employee will be entitled to 10 days' Sick Leave in a year to be credited to the leave account on 1st January and 1st July @ 5 days for each half-year. In other words, for the half-year ending in 30th June and 31st December of a year, SL will be credited @ 5 days per half-year, subject to other conditions being fulfilled.
- (3) Sick Leave (SL) at the credit of an employee at the end of the previous half-year will be carried forward to the next-year, subject to the condition that the total of (a) sick leave so carried forward and (b) sick leave earned during the immediately preceding half-year after debiting the SL availed and any deduction from credit due to LWP availed – will not exceed 180 days.
- (4) Sick Leave may be taken in terms of ½ day, for the first or the second half of day the first half ending with the conclusion of the lunch interval and the second half beginning with the commencement of the lunch interval.
- (5) Sick Leave application for more than 3 days in one spell, or for Earned Leave due to reason of sickness for more than 3 days in one spell, will be accompanied by a medical certificate from a registered medical practitioner, any fee payable for the medical certificate being borne by the employee concerned.
- (6) Sick Leave can be taken in combination with any other kind of leave, except Casual Leave. Provided that in a case involving the employee's sickness, when no other kind of leave with pay is due, its combination with CL may be permitted by the competent authority.
- (7) Pay during sick leave will be equal to the pay drawn immediately before proceeding on Leave.
- (8) On return from sick leave (leave on medical grounds) if not found medically (physically and mentally) fit, the employee may not be allowed to resume duty until complete recovery from sickness and on production of certificate to fitness from a medical practitioner acceptable to the University.

10. GENERAL CONDITIONS FOR EARNED & SICK LEAVE

- (1) An employee, who is appointed in the middle of a year, will be eligible for Earned Leave and Sick Leave for the completed calendar months of service he/she renders upto 31 December of that year, any broken month's service being ignored. Entitlement of leave will be worked out pro-rata on the basis of the applicable rate and credited to the leave account accordingly.
- (2) An employee whose appointment is terminated in the middle of an year will be eligible for Earned-Leave and Sick Leave for the completed calendar months of service he has rendered in that year, any broken month's service being Ignored. Entitlement of leave will be worked out pro-rate on the basis

of the applicable rate and necessary adjustment carried out in the leave account on the date of termination.

- (3) Credit of Earned Leave or Sick Leave will not be admissible for the period of leave without pay (LWP). For this purpose, the total period of LWP availed of during the year will be divided by 30 to arrive at completed months; and any fraction of LWP upto 15 days will be ignored but a fraction of 16 days and above will be treated as a completed month. The employee's Casual Leave account may also be debited on this basis (I.e. pro-rata deduction of CL on account of LWP availed may be effected).
- (4) For the purpose of affording credit of EL and SL, fraction of a day will be rounded off to the nearest day, i.e. $\frac{1}{2}$ or above will be taken as 1 day and fractions below $\frac{1}{2}$ will be ignored.
- (5) Any Holiday, Saturday and Sunday falling between Earned Leave or Sick Leave will be treated as part of Earned or Sick-Leave.
- (6) Any leave sanctioned without pay for more than 15 days in a year shall not be reckoned for the purpose of calculation of Earned Leave & Sick Leave credit.

11. DUTY LEAVE

- (1) Duty Leave upto 15 working days in a year may be allowed for:
 - a. Attending conferences, congresses, symposia and seminars on behalf of the university or with the permission of the university.
 - b. Delivering lectures in Institutions / universities at the invitation of such institutions / universities received by the University, and accepted by the Vice Chancellor;
 - c. Participating in a delegation or working on a committee appointed by the Government of India, State Government, the University Grants Commission, a sister university or any other academic body; and
 - d. Attending official meetings or conferences to which an individual has been nominated by the University.
 - e. For performing any other duty for the University as authorized.
- (2) Duty leave may be granted on full pay, provided that if the employee receives a fellowship or honorarium or any other financial assistance beyond the amount needed for normal expenses, he /she may be sanctioned duty leave on reduced pay and allowances as determined by the Vice Chancellor.
- (3) Duty leave may be combined with earned leave sick leave or Extraordinary Leave.

12. MATERNITY LEAVE

- (1) Confirmed female employees will be eligible for grant of Maternity leave.
- (2) Maternity Leave on full pay would be admissible to female employees for a period not exceeding 90 (ninety) days from the date of its commencement, on production of requisite medical certificate. Such leave would, however, be

admissible on not more than two occasions in the entire service, provided the number of surviving children does not exceed two.

- (3) Maternity benefit is not entitled to a female employee unless she has actually worked for a period of not less than 80 (eighty) day in the immediately preceding twelve months period.
- (4) The date of absence from work should not be a date earlier than 45 days from the date of her expected delivery.
- (5) Maternity Leave may also be granted in case of miscarriage including abortion, subject to the condition that the total leave granted in this respect to a female employee in her career will not be more than 45 days. And the application for leave is supported by a medical certificate.
- (6) Maternity Leave may be combined with any other kind of leave except Casual Leave, if the request is supported by a Medical Certificate.
- (7) During the period of such leave, the leave salary will be equal to the salary drawn immediately before proceeding on maternity leave.
- (8) The eligible female employee shall apply on the prescribed form (Annexure-IV) for grant of maternity leave enclosing therewith the requisite medical certificate; and also give an undertaking that she will not work in any establishment during the period in which she receives maternity benefits. In case the female employee works in any establishment after she has been granted Maternity Leave for any period, she shall forfeit her claim to the maternity benefit.

13. STUDY LEAVE

- (1) Study leave shall not be granted to a teacher who is due to retire within 3 years of the date on which he/she is expected to return after the expiry of the study leave.
- (2) Study leave without pay may be granted to an Asstt. Professor / Asstt. Librarian / Asstt. Director of Physical Education-and Sports after a minimum of two years continuous service in the University, to pursue a special line of study or research directly related to his/her work In the University organization and methods of education, subject to the conditions that:
 - a. the subject has relevance to the sphere of duties of the employee concerned;
 - b. the proposed course of study / training would be of distinct advantage from the point of view of the University's interest and would significantly enhance the employee's efficiency and
 - c. the exigencies of the University's work permit release of the employee for the period involved.
- (3) The total period of study leave will not normally exceed three years in one spell. However, in the first instance it may be sanctioned for two years, and may be further extended upto one more year, if there is adequate progress as reported by the Research Guide, etc. Care should be taken that the number of teachers given Study Leave does not exceed the stipulated percentage of teachers in any department. Provided that the competent authority may, in

special circumstance of a case, waive off the condition of three years' continuous service.

- (4) Study leave may be granted no more than twice during the employee's career. However, the maximum period of study leave admissible during the entire service shall not exceed five years.
- (5) A teacher availing himself / herself of Study Leave shall undertake that he/she shall serve that University for a continuous period of at least two years to be calculated from the date his/her resuming duty after expiry of the Study Leave.
- (6) After the leave has been sanctioned, the teacher shall, before availing himself/herself of the leave, execute a bond in favour of the university, binding himself/herself in the form of affidavit on stamp paper of proper value. A teacher availing himself/herself of Study leave shall undertake that he/she shall serve the University for a continuous period of at least two years to be calculated from the date of his/her resuming duty after the expiry of the Study leave. If fails, he / she will be required to pay to the University the financial assistance given to him, if any and salary of the period not completed

14. SABBATICAL LEAVE

- (1) Confirmed whole-time teachers of the University, who have completed minimum seven years of service as Associate Professor / Professor, may be granted Sabbatical Leave without pay to undertake study or research or, other academic pursuit solely with the object of increasing their proficiency and usefulness to the University and higher education system.
- (2) The duration of leave shall not exceed one year at a time, subject to a maximum of two years in the entire career of teacher.
- (3) A teacher who has availed himself / herself of Study Leave, would not be entitled to the Sabbatical Leave.
- (4) Provided, further, that sabbatical leave shall not be granted until after the expiry of five years from the date of the teacher's return from previous sabbatical Leave or any other kind of training programme.

15. EXTRAORDINARY LEAVE

- (1) Extraordinary leave shall always be without pay and allowances.
- (2) Extraordinary Leave will not be granted if any kind of leave with pay admissible for the purpose is due to the employee.
- (3) Extraordinary Leave on any occasion will not normally be granted for more than two months. The competent authority may, at its sole discretion, grant such leave for a period exceeding two months to an employee suffering from a protracted illness.
- (4) Where Extraordinary Leave precedes and/or follows Saturday (where it is not working day) / Sunday or any other off-day applicable to the employee

concerned / University's holiday / such Saturday / Sunday / Holiday, etc. will be treated as part of Extraordinary Leave.

- (5) Extraordinary Leave will not count towards service qualifying for increment if the total period of such leave availed of during the period between the date of appointment / promotion / last increment and the normal date of annual Increment under consideration, exceeds 90 days. In other words, in a case involving Extraordinary Leave exceeding 90 days, for the purpose of determining the effective date of increment, the period of Extraordinary Leave will be added to the normal date of Increment. Subsequent annual increments(s) would be determined with reference to such deferred date.
- (6) Requests for grant of Extraordinary Leave on medical grounds will be supported by a Medical Certificate from the attending Doctor, any fee payable for the Medical Certificate being borne by the employee concerned.

16. STATION LEAVE

Permission of the leave sanctioning Authority will be taken by the concerned person when wants to go out of station during holidays / weekends. In such cases person will also inform Phone no. and address for emergency.

17. GUIDELINES & PROCEDURE IN APPLYING FOR LEAVE

- (1) Subject to the terms and conditions of appointment, employees will be eligible for leave in accordance with these Rules, as amended from time to time.
- (2) An employee who desires to proceed on leave shall apply on the prescribed form (Annexure-I) to the authority competent to sanction leave through proper channel, and must not avail of the leave before it is sanctioned. The said authority shall issue orders on the application and where the leave is refused or postponed, the fact of such refusal or postponement shall be recorded in writing on the leave application.
- (3) Leave applications will invariably be submitted to the sanctioning authority through the Reporting Officers can allowed as for the channel of submission given below

Category of Employee	Channel of Submission	Sanctioning Authority	Kinds of Leave
Heads of Institutions/ Independent/ Departments/ Centres	Pro-Vice-Chancellor	Vice-Chancellor	All Kinds of Leave

Category of Employee	Channel of Submission	Sanctioning Authority	Kinds of Leave
Professor & Heads of Departments in Institutions	Head of Institution/Department	Head of Instt./Deptt: Upto 5 days Vice-Chancellor: Above 5 days (through Pro-Vice-Chancellor)	CL, EL & SL & Station Leave
Other Teaching and Non-Teaching staff	Head of Institution/Department (through the Supervisor / Reporting Officer concerned)	Head of Instt: with a copy to Dy. Pro VC	CL, EL & SL & Station Leave
Class-IV staff, Cleaners/Casual staff	Head of Institution/Department (through the Supervisor/Reporting Officer concerned)	Head of Institution/Department	CL, EL & SL

Note: Application for any other kind of leave will be submitted to the Vice Chancellor, through Pro-Vice-Chancellor.

- (4) In extraordinary cases where for reasons beyond his/her control, it is not possible to obtain prior sanction, the employee will seek telephonic sanction from the competent authority; and on resumption of duty, submit the application on the prescribed form within 24 hours. In case the application for post-facto sanction is not submitted and/or sanctioned, the salary for the leave period will be deducted even if the employee has sufficient leave balance in his/her credit.
- (5) If an employee after proceeding on leave, desires an extension thereof, he shall apply to the competent authority, who shall send or cause to be sent a reply either granting or refusing extension of leave to the employee concerned at his last known address. It will be the duty of the employee to obtain approval for extension of leave from the appropriate authority, otherwise he shall be deemed to be on unauthorized absence.
- (6) An employee desirous of spending a period of leave at a station other than his place of posting shall indicate the leave address and contact telephone/mobile numbers on the leave application and also notify the University of any change thereafter as soon as it occurs.
- (7) Full and up-to-date complete record of all types of leave (showing calendar year-wise entitlement and leave availed) in respect of the employees located in Amity University Chhattisgarh Established under The Chhattisgarh Private Universities (Establishment And Operation)(Amendment) Act, 2014 [Chhattisgarh Act No. 13 of 2014], will be maintained as per Annexure-II in the respective Institutions/Departments and also by Head (HR/Admin) at the

University's Headquarters office. However, such record in respect of Class-IV & Casual workers located in Amity University Chhattisgarh Established under The Chhattisgarh Private Universities (Establishment And Operation)(Amendment) Act, 2014 [Chhattisgarh Act No. 13 of 2014], will also be maintained by Director-Administration. Similarly, leave record in respect of the employees located in any other Campus of the University will be maintained by the Executive In-charge of HR / Administration at the Campus.

- (8) The Head of the Amity University, Institutions as also Administrative Officers will send a consolidated half-yearly statement (in the prescribed format at Annexure-III) in respect of various kinds of leave availed by the employees and the balance at their credit as on 1st January and 1st July of the calendar year, to the Head (HR/Admin). at the University's Headquarters Office by 20th January and 20th July respectively at the latest.
- (9) If an employee remains absent beyond the period of leave originally granted or subsequently extended, he shall lose his lien on his appointment unless he – (a) returns within ten days of the expiry of the leave, and (b) explains, to the satisfaction of the University, his inability to return on expiry of his leave. Consequently, when an employee loses his lie on his name may be struck off the rolls of the University.
- (10) If an employee remains absent beyond ten days continuously without prior permission, he shall be deemed to have voluntarily abandoned the University's service and the University will notify him accordingly at his last known address. Such unauthorized absence shall be deemed as abandonment of service by the employee and not as termination by the University; and the employee concerned will be liable to pay one month's salary in lieu of notice, which may be deducted from his/her salary or other dues.

18. ATTENDANCE

- (1) Every member is required:
 - a. To attend office in time;
 - b. To strictly observe the prescribed lunch time and not to overstay.
 - c. Not to leave office before the office time
- (2) All employees shall use the Biometric attendance system to record their attendance both at the time of arrival and departure. An employee who fails to attend office at the scheduled time is late. However, late coming upto ten minutes of the scheduled time may be permitted by the concerned HOD.
- (3) When an employee attends office late or leaves office early and the late attendance or early leaving, as the case may be, is not condoned / permitted by the leave sanctioning authority as may be specified in this behalf, for each such occasion of late attendance or early leaving, ½ day's Casual Leave may be debited to the employee's leave account. However, late attendance up to one hour for not more than two occasions in a month can be condoned by the leave sanctioning authority on request of employee, if convinced that it is due to unavoidable reasons.

19. ENCASHMENT OF EARNED LEAVE

- (1) Encashment is not permissible for any kind of leave, except Earned leave.
- (2) During service no encashment of Earned leave will be permissible. In other words, encashment of EL will be permissible only at the time of cessation of the University's service, subject to other conditions being fulfilled.
- (3) Earned Leave due to regular employee (who is not on probation) on the date of termination of employment may be allowed to be encashed. Provided that in the case of termination as a disciplinary measure, the authority imposing the penalty shall pass orders as to whether such encashment may be allowed.
- (4) In the case of death of an employee while in the service of the University, the nominee, or the next kin of the deceased employee may be allowed the benefit of encashment of EL that may be admissible to the deceased employee immediately before his death, subject to a maximum of 300 days.
- (5) When encashment of Earned Leave is allowed to an employee, salary payable for the period of leave encashed will be computed as under

- a. In the case of employee placed in UGC / Govt. scales of pay (5th CPC Scales)

$$\text{EL Encashment value} = \frac{\text{Basic Pay+DP}}{30} \times \frac{\text{No. of days of EL encashed}}{30}$$

(DP = 50% of BP)

- b. In the case of employee placed in UGC / Govt. scales of pay (6th CPC Scales)

$$\text{EL Encashment value} = \frac{\text{Pay Band} + \text{Grade Pay}}{30} \times \frac{\text{No. of days of EL encashed}}{30}$$

- c. In the case of employee drawing consolidated / gross salary

$$\text{EL Encashment value} = \frac{60\% \text{ of Gross Salary}^*}{30} \times \frac{\text{No. of days of EL encashed}}{30}$$

Explanation

For calculation of the gross salary to be reckoned for the purpose of EL encashment, the reimbursement of expenses towards Transport / Conveyance, Driver's salary, HRA/ House Subsidy, Petrol expenses/subsidy, telephone/mobile expense, Children Education Allowance or Hostel Subsidy and other allowances e.g. special allowance, loyalty allowance, proctor allowance, programme coordinator allowance / programme leadership allowance / placement allowance, -- etc., Will not be taken into account.

- (6) Where Earned Leave is allowed to be encashed on termination of employment, any amount recoverable from the employee, including salary

towards shortfall in the period of notice of termination, may be adjusted from the salary payable for the period of EL encashed.

20. RESIDUAL PROVISION

- (1) The University may at its discretion sanction leave on full pay an employee who has no leave to his credit at the time of sanction of leave, if it is satisfied that the employee would continue In the service of the University; and such leave shall be adjusted against the future accrual of leave to him/her in due course of time.
- (2) The University may, at its discretion, allow relaxation of any of these rules in deserving cases.

R-12



AMITY UNIVERSITY
— UTTAR PRADESH —

R-12

**REGULATIONS FOR
PREVENTION OF SEXUAL
HARASSMENT**

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R-12: ¹REGULATIONS FOR PREVENTION OF SEXUAL HARASSMENT

1. DEFINITION

“Sexual Harassment” includes such unwelcome sexually determined behaviour (whether directly or by implication) as

- (a) Physical contact or advances;
- (b) A demand or request for sexual favours.
- (c) Sexually coloured remarks;
- (d) Showing Pornography; and
- (e) Any other unwelcome physical, verbal or non- verbal conduct of sexual nature.

Where any of these acts is committed in circumstances, where under the victim of such conduct has a reasonable apprehension that in relation to the victim’s employment or work, whether she is drawing salary, or honorarium or doing voluntary service, in the University/Institution/ Department, such conduct can be humiliating and may constitute a health and safety problem. It is discriminatory when the woman has reasonable ground to believe that her objection would disadvantage her in connection with her employment or work including recruitment or promotion or when it creates a hostile work environment. Adverse consequences might be visited if the victim does not consent to the conduct in question or raises any objection thereto,

2. WHO CAN MAKE A COMPLAINT?

- (a) A person who is –
 - i) A student of the University
 - ii) An employee of the University / Institution / Department or holding a consultative position in the University

¹ Regulation 12 adopted vide 5th Executive Council Meeting held on 07.01.2008 (Item No. 5.10)

- iii) An applicant for admission into any course offered by the University /Institution / Department.

Subject to the condition that:

Where a complaint instituted before the Complaint Committee is found to be frivolous or vexatious, the Committee shall, for reasons to be recorded in writing, dismiss the complaint and make an order that the complainant shall pay to the opposite party a fine of minimum Rs.5000/- (Rupees five thousand).

3. THE COMPLAINT COMMITTEE

There shall be a separate 'University Complaint Committee' for Noida campus and Lucknow campus which shall be constituted by the Vice-Chancellor; comprising of 5 ordinary members. At least half of the members of the Committee shall be women. The Chairperson of the Complaint Committee will be nominated by the Vice-Chancellor and shall be a woman. Committee may have co-opted members in addition to above. Three members shall form the quorum.

4. ELIGIBILITY FOR MEMBERSHIP OF THE COMMITTEE

- (i) A person employed as Professor or as Reader or in an equivalent grade in the University shall be appointed as ordinary Member of the Committee.
- (ii) In appointing ordinary members, the Vice-Chancellor may take into account the seniority, ability and background of the members.
- (iii) The Committee may co-opt as many members as are necessary to make an informed, reasonable and expeditious decision. Students, Staff, NGO's or other relevant persons can be co-opted as members.

5. JURISDICTION

All members of staff; teaching or non-teaching and all students, whether studying in the Amity University Campus in Noida or Lucknow or in any Institution/Department, are subject to the jurisdiction of this ordinance.

The territorial jurisdiction of the University Complaints Committee shall extend to acts of sexual harassment committed in the Amity University Campus, both at Noida and Lucknow. The campus shall also include hostels, guesthouses, car parks and other properties owned, maintained or under the control of the University.

In the case of sexual harassment of a third person by a student or staff of the University or of any Institution/Department, the Complaint Committee may in its discretion provide information regarding the student or staff to facilitate a proper determination of the third person's complaint.

6. CONDUCT OF ENQUIRY BY THE COMPLAINT COMMITTEE

- i) Any person aggrieved shall prefer a complaint before the Complaint Committee at the earliest point of time and in any case within 15 days from the date of occurrence of the alleged incident.
- ii) The complaint shall contain all the material and relevant details concerning the alleged sexual harassment including the names of the contravener and the complaint shall be addressed to the Complaint Committee
- iii) If the complainant feels that she cannot disclose her identity for any particular reason the complainant shall address the complaint to the Vice Chancellor and hand over the same in person or in a sealed cover. Upon

receipt of such complaint the Vice Chancellor shall retain the original complaint with himself and send to the Complaint Committee a gist of the complaint containing all material and relevant details, other than the name of the complainant and other details, which might disclose the identity of the complainant.

- iv) The Complaint Committee shall take immediate necessary action to cause an enquiry to be made discreetly or hold an enquiry, if necessary.
- v) The Complaint Committee shall after examination of the complaint submit its recommendations to the Vice Chancellor recommending the penalty to be imposed.
- vi) Vice Chancellor upon receipt of the report from the Complaint Committee shall after giving an opportunity of being heard to the person(s) complained against, confirm with or without modification the penalty recommended after duly following the prescribed procedure

7. DISCIPLINARY ACTION

Where the conduct of an employee amounts to misconduct in employment as defined in the conduct rules, appropriate disciplinary action in accordance with the relevant rules shall be initiated.

Where the conduct of a student amounts to misconduct, appropriate disciplinary action in accordance with the relevant Regulations for Maintenance of Discipline of Students shall be initiated by the competent authority.

8. THIRD PARTY HARASSMENT

Where sexual harassment occurs as a result of an act or omission by any third party or outsider, the employer and the persons incharge shall take all steps necessary and reasonable to assist the affected persons in terms of support and preventive action.

9. ANNUAL REPORT

The Complaint Committee shall prepare an Annual Report giving full account of its activities during the previous year and forward a copy thereof to the Vice Chancellor, who shall report to the Chancellor.

10. SAVING

Nothing contained in these Regulations shall prejudice any rights available to the employee or prevent any person from seeking any legal remedy under the National Commission for Women Act 1990, Protection of Human Rights Commission Act 1993 or under any other law for the time being in force.

Where such conduct amounts to a specific offence under the Indian Penal Code or under any other law, the University shall initiate appropriate action in accordance with law by making a complaint with the appropriate authority.

In particular, it should ensure that victims or witnesses are not victimized or discriminated against while dealing with complaints of sexual harassment. The victims of sexual harassment should have the option to seek transfer of the perpetrator or their own transfer.

AMITY UNIVERSITY CHHATTISGARH

Office Of The Registrar

Internal Complaints Committee (ICC).

POLICY DOCUMENT of INTERNAL COMPLAINT COMMITTEE TO PREVENT SEXUAL HARASSMENT OF WOMEN AT THE EDUCATIONAL INSTITUTIONS

The document is drafted for the creation of an Internal Complaints Committee for resolution of sexual harassment at the workplace/Educational Institution. Committee is to be constituted as per the UGC guidelines.

We propose the following:

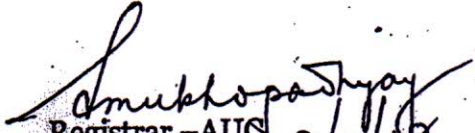
1. Presiding Officer	Dr. Sumita Dave	9826189175
2 Member	Mr. Jelis Subhan	9818046399
3 Member	Mr. Dennis Philips.	7773010791
4 Member	Dr Indrani Singh	9826128910
5 Member	Ms Annie James	8109274554
6 Member	Mrs. Dipti Gomasta (NGO)	9302940313

Member of child welfare
Committee, Galaxy -1 behind AG
Building, Vidhan Sabah road Raipur.

I Preamble

The Parliament of India passed the "Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act," in the year 2013. The ACT provides protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment and for the matters connected therewith or incidental thereto. The guidelines explicitly state the following: "It shall be the duty of the employer or other responsible persons in workplaces or other institutions to prevent or deter the commission of acts of sexual harassment and to provide the procedures for the resolutions, settlement, or prosecution of acts, of sexual harassment by taking all steps required. Educational Institutions are also bound by the Supreme Court's directive under the Act."

The Proposal to constitute Internal Complaints Committee at Amity University Chhattisgarh, Raipur is submitted to the office of the Vice Chancellor for kind perusal and approval please.


Registrar -AUC 9/2/18

Dr Surajit C Mukhopadhyay



II. Objectives

The objectives of the Internal Complaint Committee to Prevent Sexual Harassment of Women at the Workplace are as follows: To develop a policy against sexual harassment of women at the Institute.

- To evolve a permanent mechanism for the prevention and redressal of sexual harassment cases and other acts of gender based violence at the Institute.
- To ensure the implementation of the policy in letter and spirit through proper reporting of the complaints and their follow-up procedures.
- To uphold the commitment of the Institute to provide an environment free of gender based discrimination.
- To create a secure physical and social environment to deter any act of sexual harassment.
- To promote a social and psychological environment to raise awareness on sexual harassment in its various forms.

III. The Definition of Sexual Harassment

According to THE SEXUAL HARASSMENT OF WOMEN AT THE WORKPLACE (PREVENTION, PROHIBITION AND REDRESSAL) ACT 2013, sexual harassment includes any one or more of the following unwelcome acts or behavior (whether directly or by implication) namely:

1. Physical contact and advances; or
2. A demand or request for sexual favors; or
3. Making sexually colored remarks; or
4. Showing pornography; or

5. Any other unwelcome physical, verbal or non-verbal conduct of sexual nature. Any act falling under the purview of following cases will be considered as an incident of sexual harassment (Clarification of Unwelcome acts or behavior):

a) When submission to unwelcome sexual advances, requests for sexual favours, and verbal or physical conduct of a sexual nature are, implicitly or explicitly, made a term or condition of teaching/guidance, employment, participation, or evaluation of a person's engagement in any activity.

b) When unwelcome sexual advances, and verbal, non-verbal and/or physical conduct such as loaded comments, remarks or jokes, letters, phone calls or e-mails, gestures, exhibition of pornography, lurid stares, physical contact, stalking, sounds or display of a derogatory nature.

✓ c) Interfering with her work or creating an intimidating, offensive, or hostile environment for her.



d) When a person uses the body or any part of it or any object as an extension of the body with a sexual purpose in relation to another person without the latter's consent or against that person's will, such conduct will amount to sexual assault.

e) When deprecatory comments, conduct or any such behavior is based on the gender identity/sexual orientation of the person and/or when the premises or any public forum of the institute is used to denigrate/discriminate against person(s), or create a hostile environment on the basis of a person's gender identity/sexual orientation.

f) When a person shows any humiliating treatment to woman that is likely to affect her health and safety.

g) Teaching activities or explanation of various issues related to fertility, reproductive health and other research topics in a scientific manner will not be considered as harassment.

IV. Jurisdiction

The policy and the rules & regulations would apply to all students, faculty and nonteaching staffs. The policy and the rules & regulations would also apply to service providers and outsiders who are connected indirectly.

1. The policy would apply inside the campus but also on off-campus official duty (workshops, field work, group holidays/excursions organized, interviews/meeting with outside people and any other activity organized outside the campus including the period of travelling for such activity).

2. In particular, the rules and procedures laid down in this policy shall be applicable to all complaints of sexual harassment made:

I). By a student against a member of the academic or non-teaching staff or a costudent or by a member of the academic or non-teaching staff against a student or another member or the academic or non-teaching staff in either case, irrespective of whether sexual harassment is alleged to have taken place within or outside the campus.

II.) By a service provider or an outsider against a student or a member of the academic or non-teaching staff or by a student or a member of the academic or non-teaching staff against an outsider or a service provider, if the sexual harassment is alleged to have taken place within the campus.

In the above, the following definitions will apply: Members of the ICC include faculty (permanent and temporary), staff (permanent and temporary), research scholars/students (full time and part time) and any other visitors.



a). Faculty refers to any person or the staff of the Institute who is appointed to a faculty position, whether full time/temporary/ad-hoc/ part-time/ visiting/ honorary or on special duty /deputation and shall also include faculty employed on a casual or project basis.

b). Staff refers to any person in the Institute who is not included in the category of faculty. It shall also include contract workers and daily wagers.

c). Any other visitor refers to any person visiting library / faculty members / any other place in campus; or appearing /participating in interview/ entrance tests /seminars/ workshops/conferences.

d). Campus refers to all places of work and residence within the Institute territory. It includes all administrative section, academic section, library & computer centre, project offices as well as hostel & mess, guest house, staff quarters, security cabin and public places, etc.

3. In order to implement the policy, a Committee shall be appointed whose composition and mandate would be as described below.

V. Constitution of the Internal Committee

The Committee shall consist of following nine members, who shall be appointed by the Director as under, namely:

1. A senior female Faculty member from the Institute, as the Chair person
2. Two Faculty members(one female and one male)
3. Two Staff members (one female and one male from Group 'B' & 'C')
4. Three PhD students (two females and one male)
5. One External female member (preferably lawyer by profession or from NGO committed to the cause of women or familiar with issues related to sexual harassment)
6. At least one of the members shall be a woman belonging to the Scheduled Castes or the Scheduled Tribes or the Other Backward Classes or minority community notified by the Central Government, from time to time
7. The term of each member shall be of three years.
8. The previous committee members will continue till the new committee is constituted at the end of three years term.



VI. Disqualification

No person shall be appointed or continue to be a member of the Committee, if he/she is

1. Declared insolvent by the competent Court;
2. Lunatic or a person of unsound mind;
3. Convicted for an offence involving moral turpitude;
4. Involved in a misconduct amounting to immoral trafficking;
5. Convicted in any criminal offence/s;
6. Facing any inquiry relating to sexual harassment or found guilty of sexual harassment; punished for any misbehavior or misconduct.

VII. Statutory Status

The Internal Committee to Prevent Sexual Harassment of Women at the Workplace is empowered to carry out the mandate of the policy and has statutory power as are vested in a civil court under the Code of Civil Procedure, 1908 when trying a suit in respect of the following matters:

1. Summoning and enforcing the attendance of any person (COMPLAINANT /COMPLAINEE /WITNESS) and examining him/her on OATH and recording the statements
2. Requiring the discovery and production of valid Documents
3. Any other matter which may be prescribed

VIII. Power and Duties of the Committee:

The committee is NOT to act as a moral police; neither will it intrude on anyone's privacy. The role of the Committee is to create awareness about sexual harassment and to deal with and recommend punishment for non-consensual acts of sexual harassment, and not to curtail sexual expression within the campus. Members are expected to be sensitive to the issue and not let personal biases and prejudices (whether based on gender, caste, class) and stereotypes (e.g., predetermined notions of how a "victim" or "accused" should dress up or behave) affect their functioning as members of the committee.

A. Preventive

1. To create and ensure a safe environment that is free of sexual harassment, including safety from persons/visitors coming into contact at the workplace.
2. To publicise the policy in English, Hindi and Marathi widely, especially through notice boards and distribution of pamphlets



3. To publicise in English, Hindi and Marathi, the names and phone numbers of members of the Committee.

B. Gender Sensitization

Gender Sensitization involves creating awareness about issues of gender and sexuality and working towards and creating an enabling environment of gender justice where all can work together with a sense of personal security and dignity. Sensitization and Awareness will be a basic function of the Committee formed. The following is a list of methods in which awareness and sensitization of students, staff and faculty will be conducted:

1. An orientation seminar will be organized to discuss the nature and scope of the sexual harassment of women at the workplace (Prevention, Prohibition and Redressal) Act 2013, at the beginning of the academic year.

2. One or more workshops/seminars annually where external experts on the subject will interact with all employees and students

3. Seminars, performances and discussion forums where gender sensitization and gender awareness will be the focus – these will happen during the academic year.

C. Remedial

1. The mechanism for registering complaints should be safe, accessible, and sensitive.

2. To take cognizance of complaints about sexual harassment, conduct enquiries, provide assistance and redressal to the victims, recommend punitive action or take immediate action against the harasser, if necessary.

3. To recommend disciplinary action for any complaint registered with the Committee after the enquiry to the Director/administration/or concerned authorities and to followup action and monitor the same.

4. To recommend Institute to provide assistance to the complainant if she so chooses to file a complaint in relation to the offence under the Indian Penal Code or any other law for the time-being in force.

5. To recommend the Institute to provide the medical intervention with the consent of the complainant or even without consent in such cases where the complainant is physically or mentally incapacitated to give her consent.

6. To inform the administration to arrange for appropriate psychological, emotional, and physical support (in the form of counseling, security and other assistance) to the victim if she so desires.



IX. Meetings of the Committee:

The members of the Committee shall meet at least four times in a year. The Chairperson shall preside over the meeting. In the absence of the Chairperson, the second senior female Faculty member shall preside over the meeting. The Chairperson may upon the request of not less than one third of the total members of the Committee, call a meeting on a date not later than fifteen days after the receipt of such requisition.

1. The quorum of the meeting of the Committee shall be five of its members. If the quorum is not complete in any meeting, it shall be adjourned for half an hour and thereafter, the meeting shall precede with those members who are present in the meeting.
2. All decision in the meeting will be taken through mutual consent from the members of the Committee present in the meeting. In the case of any disagreement among the members regarding any decision, Chairperson of the Committee shall hold the authority to take the final decision and her decision would be considered as final.

X. Complaint Procedure

1. Any woman employee or female student (hereinafter mentioned as the 'COMPLAINANT') shall have the right to file a complaint concerning any harassment including sexual harassment against a male student /employee /faculty /administrative staff / research staff / any of the members of the Committee (hereinafter mentioned as the 'COMPLAINEE') as the case may be.
2. Any COMPLAINANT may file a complaint within a period of 3 months from the date of incident. In case of a series of incidents, COMPLAINANT should file a case within a period of 3 months from the date of last incident.
3. Where the aggrieved woman is unable to file a complaint on account of her physical or mental incapacity or death or otherwise, her legal heir or such other person as may be prescribed may make a complaint under this section.
4. All complaints will only be accepted in writing. The Committee is allowed to take action even in the absence of a written complaint. Though a written complaint is must (as per the Vishakha Guidelines), however if the woman does not want to do the same, anybody can write on her behalf.
5. Any complaint in writing has to be signed by the COMPLAINANT and will be read out to the complainant and will not be acted upon till the same is signed by the complainant.
6. The complainant shall be afforded full secrecy at each stage.
7. The name, address, identity or any other particulars calculated to lead to identification of the COMPLAINANT shall be kept confidential and will not be disclosed even to the Committee, till the meeting in this regard is convened.

8. Within a period of 5 working days from the date of such communication, the Chairperson shall convene a meeting to deal with the complaint and make preliminary enquiry/fact finding enquiry to verify the facts of the complaint. An Enquiry Committee will be constituted if the complaint is found genuine.

9. In case, the Enquiry Committee decides to proceed with the complaint, they may have the option to settle the matter between COMPLAINANT & COMPLAINEE through conciliation. For this the wishes of the complainant shall be ascertained and if the complainant wishes that a warning would suffice then the alleged offender shall be called to the meeting of the Committee, heard and if so satisfied that a warning is just and proper, he may be warned about his behavior. The matter shall then be treated as concluded and disposed of with a note to that effect made in the Complaint Register.

XI. Constitution of the Enquiry Committee

The Enquiry Committee will be a part of the main Committee with the following criteria –

1. When COMPLAINANT is a Student: The presence of two student members (one male and one female) is mandatory along with Chairperson (female member), one Faculty member, and the External Member.

2. When the COMPLAINANT is a Faculty: Presence of two Faculty members (one male and one female) is mandatory along with Chairperson (female member), one Staff Member, and the External Member.

3. When the COMPLAINANT is a Staff: Presence of two staff members (one male and one female) is mandatory along with Chairperson (female member), one Faculty Member, and the External Member.

4. When the COMPLAINANT is any other Visitor: Presence of one Staff member, one Student member, Chairperson (female member), one Faculty Member, and the External Member is mandatory. *** In all cases presence of at least one Male member is compulsory.

XII. The Inquiry Process

In case the COMPLAINANT requests that the complaint should be processed with beyond a mere warning, the same may be processed and has to be solved within a stipulated time of 90 working days.

1. Within five days of the start of the enquiry process, the Inquiry Committee shall furnish a copy of the complaint to the accused and complainant along with a written notice requiring both parties to furnish a written submission. In case the complainant does not have any additions to make to the complaint filed earlier, she can just submit a statement to that effect.



2. Within a week, both parties shall submit to Inquiry Committee their replies to the documents that have been served on them. The replies may also include a list of questions that the party wishes the Enquiry Committee to ask the other party or its witnesses.

3. Within one week of the receipt of the replies and list of question in (2) above, The Enquiry Committee shall start the process of an oral hearing.

4. In the course of the oral hearing, the complainant, the accused, and their witnesses will separately be given a chance to give an account of the instances alluded to in the complaint.

5. All parties can also submit any documentary evidence at the time of the oral hearing.

6. The Enquiry Committee shall have the power to ask questions that it deems fit to all parties during the oral hearing.

7. The Enquiry Committee would also ask questions which have been submitted by the complainant and defendant for the other parties. However, The Enquiry Committee has the right to disallow any questions that it has reason to believe to be irrelevant, mischievous, or gender-insensitive.

8. The Enquiry Committee may also call upon additional witnesses and ask them any questions that it may deem fit.

9. The Enquiry Committee shall have the power to ask the relevant authorities for any official papers or documents pertaining to the complainant as well as the accused.

10. The Enquiry Committee shall conduct the proceedings in a fair manner and shall provide reasonable opportunity to the complainant and accused for presenting and defending his/her case.

11. At no time during the inquiry proceedings shall the accused and the complainant be placed face to face, or put in a situation where they may be face to face.

12. The Enquiry Committee may consider as relevant any earlier complaints against the accused. However, at no time in the enquiry process shall the past sexual history of the complainant be probed into, as such information shall be deemed irrelevant to a complaint of sexual harassment.

13. If the accused fails, without valid ground, to present him for three hearing convened by the chairperson of the Enquiry Committee shall have right to take a decision on the complaint based upon available evidence.

14. Lawyers are not allowed during the enquiry but both sides can avail help from them.

Note: Most cases of sexual harassment occur in private, so there may not be any eye-witness. The Enquiry Committee will have to come to a conclusion



about the complaint without proof or evidence of this kind. It will rely on circumstantial evidence and the written submissions and oral testimonies of the complainant, the accused, and witnesses if any as well as any documentary evidence. This enquiry is not a criminal investigation or a proceeding in a court of law – a strong probability, rather than 'proof beyond reasonable doubt', is enough to take a decision on the complaint.

XIII. Complaint Withdrawal

1. The COMPLAINANT may withdraw her complaint in writing at any time during the inquiry procedure. However, the Committee must ascertain the reasons for withdrawal of the complaint and record the same in writing and get it counter-signed by the complainant.

2. The complaints enquiry procedure shall, on such withdrawal, be terminated, save in instances in which the Enquiry Committee is informed, knows, or has reason to believe, that the reasons for such withdrawal are the consequences or effect of coercion and intimidation exerted by the Accused(s), or any person on her/his behalf on the complainant. In such an instance, the complaints enquiry proceedings shall continue in accordance with the procedure outlined in the policy.

XIV. Disciplinary Actions

Enhancement of disciplinary action, by the Committee, could depend on factors such as the nature and extent of injury caused to the complainant, the impact of the violation on the institutions as a whole, the position of the harasser in the power hierarchy, repetition of offence etc.

A. Where the Committee finds an employee (faculty, staff (section IV 2 a, b) or research staff) of the Institute involved in sexual harassment of the complainant, it can recommend disciplinary action in the form of:

1. Warning
2. Written apology
3. Bond of good behaviour
4. Adverse remarks in the performance assessment
5. Debarring from teaching duties or duties as a guide or examiner or as a resource person
6. Denial of membership of statutory bodies
7. Denial of re-employment or renewal of contract
8. Stopping of increments/promotion

9. Reverting, demotion
10. Suspension
11. Dismissal
12. Any other relevant mechanism

B. Where the Committee finds a research scholar/student(Section IV 2 c, d) of the institute is involved in sexual harassment of the complainant, it can recommend disciplinary action in the form of:

1. Warning
2. Written apology
3. Bond of good behaviour
4. Debarring entry into the hostel/mess/guest house/campus
5. Suspension for a specific period of time
6. Withholding results
7. Debarring from exams
8. Stopping of fellowship and contingency
9. Expulsion
10. Denial of admission
11. Declaring the harasser as "persona non grata" for a stipulated period of time
12. Community service
13. Any other relevant mechanism

C. In such cases where the Committee finds a third party/outsider to be guilty of sexual harassment, the institute's authorities shall initiate action by making a complaint with the appropriate authority and at the Institute level it can recommend disciplinary action in the form of:

1. Warning
2. Written apology
3. Debarring entry into the campus



NOTE: *The reasons for the action have to be provided in writing. Action will be taken against person(s) who try to pressurize the complainant in any way and any pressure/threat to the committee.]*

In the above-mentioned reports, confidentiality of the complainants will be maintained.

XV. Redressal

1. The Committee will submit a report along with recommended disciplinary actions to the DIRECTOR.
2. The Director of the Institute upon receipt of the enquiry report shall implement the disciplinary action on the basis of the recommendations of the Committee under relevant service rules within two months.
3. The disciplinary action will be commensurate with the nature of the violation.
4. In case the complaint is not proved, the Committee shall recommend that no action is required to be taken in the matter. Mere inability to substantiate a complaint or provide adequate proof need not attract action against the complainant.
5. In such cases that are likely to be rare, where the Committee arrives at the conclusion that the allegation by the complainant is malicious or false with the full knowledge of the complainant or where the complainant has produced any forged or misleading document, the Committee may recommend punitive action against such COMPLAINANT.
6. If the Committee arrives at a conclusion that during the inquiry any witness has given false evidence or produced any forged or misleading document, it may recommend punitive action against the said witness,
7. Non-adversarial modes of redressal and resolution could also be considered in appropriate cases. Examples of this may be verbal warning, verbal apology, promise of good behavior etc.
8. The victim of sexual harassment/COMPLAINANT will have the option to seek adjustments such as change of the room/location of the office room, change of the quarter, etc.
9. The Committee, in exceptional cases, can ask the institute to allow the complainant to proceed on leave for a period of up to three month (the leave will not be deducted from her leave account).

XVI. Amendments in the Policy

1. The policy will be suitably amended as per modifications in the prevailing laws.
2. In case of need, committee may amend the policy time to time.

As per the Supreme Court of India Directive, it is mandatory to ensure safety of women at workplace

Vishaka Guidelines

against

Sexual Harassment at Workplace

Guidelines and norms laid down by the Hon'ble Supreme Court in Vishaka and Others Vs. State of Rajasthan and Others (JT 1997 (7) SC 384)

HAVING REGARD to the definition of 'human rights' in Section 2 (d) of the Protection of Human Rights Act, 1993,

TAKING NOTE of the fact that the present civil and penal laws in India do not adequately provide for specific protection of women from sexual harassment in work places and that enactment of such legislation will take considerable time,

It is necessary and expedient for employers in work places as well as other responsible persons or institutions to observe certain guidelines to ensure the prevention of sexual harassment of women.

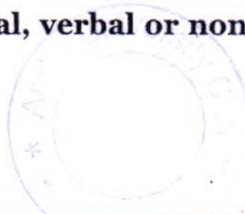
Duty of the Employer or other responsible persons in work places and other institutions

It shall be the duty of the employer or other responsible persons in work places or other institutions to prevent or deter the commission of acts of sexual harassment and to provide the procedures for the resolution, settlement or prosecution of acts, of sexual harassment by taking all steps required.

Definition

For this purpose, sexual harassment includes such unwelcome sexually determined behaviour (whether directly or by implication) as:

- a) **Physical contact and advances;**
- b) **A demand or request for sexual favours;**
- c) **Sexually coloured remarks;**
- d) **Showing pornography;**
- e) **Any other unwelcome physical, verbal or non-verbal conduct of sexual nature**



Where any of these acts is committed in circumstances where-under the victim of such conduct has a reasonable apprehension that in relation to the victim's employment or work whether she is drawing salary, or honorarium or voluntary, whether in government, public or private enterprise such conduct can be humiliating and may constitute a health and safety problem. It is discriminatory for instance when the woman has reasonable grounds to believe that her objection would disadvantage her in connection with her employment or work including recruiting or promotion or when it creates a hostile work environment. Adverse consequences might be visited if the victim does not consent to the conduct in question or raises any objection thereto.

Preventive Steps

All employers or persons in charge of work place whether in public or private sector should take appropriate steps to prevent sexual harassment. Without prejudice to the generality of this obligation they should take the following steps:

- A. Express prohibition of sexual harassment as defined above at the work place should be notified, published and circulated in appropriate ways.**
- B. The Rules/Regulations of Government and Public Sector bodies relating to conduct and discipline should include rules/regulations prohibiting sexual harassment and provide for appropriate penalties in such rules against the offender.**
- C. As regards private employers, steps should be taken to include the aforesaid prohibitions in the standing orders under the Industrial Employment (Standing Orders) Act, 1946.**
- D. Appropriate work conditions should be provided in respect of work, leisure, health and hygiene to further ensure that there is no hostile environment towards women at work places and no employee woman should have reasonable grounds to believe that she is disadvantaged in connection with her employment.**



Criminal Proceedings

Where such conduct amounts to a specific offence under the Indian Penal Code or under any other law, the employer shall initiate appropriate action in accordance with law by making a complaint with the appropriate authority.

In particular, it should ensure that victims or witnesses are not victimized or discriminated against while dealing with complaints of sexual harassment. The victims of sexual harassment should have the option to seek transfer of the perpetrator or their own transfer.

Disciplinary Action

Where such conduct amounts to misconduct in employment as defined by the relevant service rules, appropriate disciplinary action should be initiated by the employer in accordance with those rules.

Complaint Mechanism

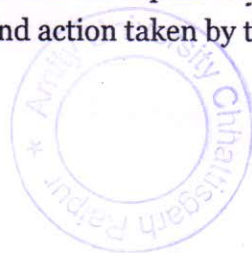
Whether or not such conduct constitutes an offence under law or a breach of the service rules, an appropriate complaint mechanism should be created in the employer's organisation for redress of the complaint made by the victim. Such complaint mechanism should ensure time bound treatment of complaints.

Complaints Committee

The complaint mechanism, referred to above, should be adequate to provide, where necessary, a Complaints Committee, a special counsellor or other support service, including the maintenance of confidentiality:

The Complaints Committee should be headed by a woman and not less than half of its member should be women. Further, to prevent the possibility of any undue pressure or influence from senior levels, such Complaints Committee should involve a third party, either NGO or other body who is familiar with the issue of sexual harassment.

The Complaints Committee must make an annual report to the Government department concerned of the complaints and action taken by them.



The employers and person in charge will also report on the compliance with the aforesaid guidelines including on the reports of the Complaints Committee to the Government department.

Worker's Initiative

Employees should be allowed to raise issues of sexual harassment at a workers' meeting and in other appropriate forum and it should be affirmatively discussed in Employer-Employee Meetings.

Awareness

Awareness of the rights of female employees in this regard should be created in particular by prominently notifying the guidelines (and appropriate legislation when enacted on the subject) in a suitable manner.

Third Party Harassment

Where sexual harassment occurs as a result of an act or omission by any third party or outsider, the employer and person in charge will take all steps necessary and reasonable to assist the affected person in terms of support and preventive action.

The Central/State Governments are requested to consider adopting suitable measures including legislation to ensure that the guidelines laid down by this order are also observed by the employers in Private Sector.

These guidelines will not prejudice any rights available under the Protection of Human Rights Act, 1993.

