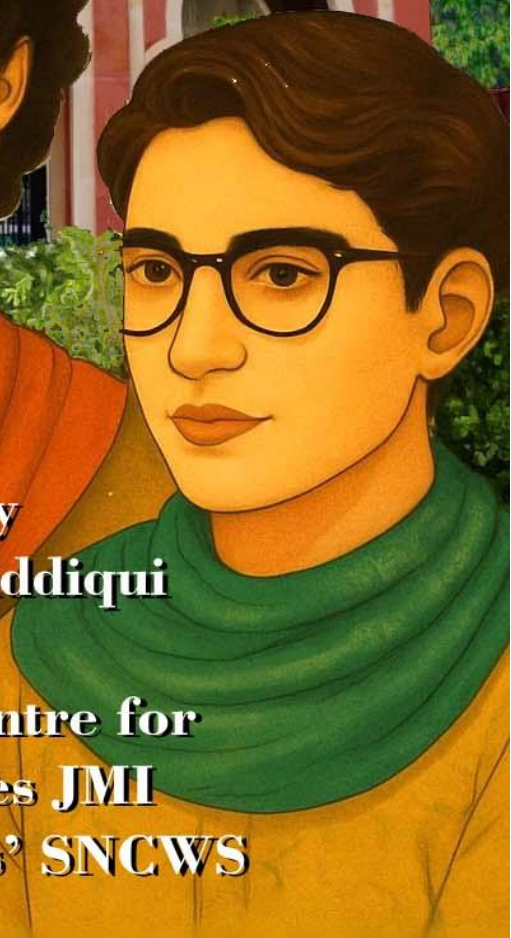
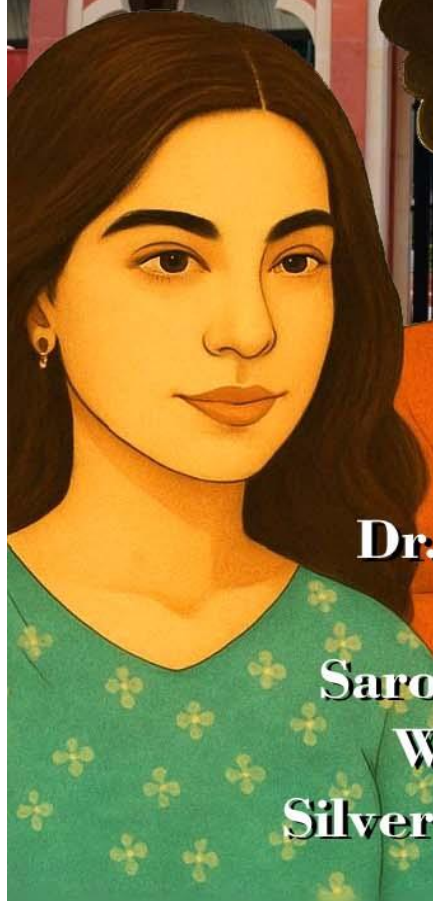


Gender Audit

2024-25
(Series-III)



CENTENARY GATE
JAMIA MILLIA ISLAMIA



Written by
Dr. Tarannum Siddiqui

**Sarojini Naidu Centre for
Women's Studies JMI
Silver Jubilee Years' SNCWS**

Gender Audit (2024-25)

Jamia Millia Islamia

(Series III)



Written by

Dr. Tarannum Siddiqui

Sarojini Naidu Centre for Women's Studies

Jamia Millia Islamia

New Delhi, 110025

Silver Jubilee years' SNCWS

Content

| Foreword Message Vice Chancellor, Jamia Millia Islamia | | |
|---|--|--------------|
| Registrar's Desk | | |
| Message From the Director | | |
| Preface | | |
| S.No. | Chapter | Pages |
| 1 | History of Jamia Millia Islamia | 1-4 |
| 2 | What is a Gender Audit | 5-14 |
| 3 | Gender Concern Structures | 15-16 |
| 4 | Gender Balance within the Institution | 17-34 |
| 5 | Gender Sensitization Initiatives | 35-37 |
| 6 | Road Map for Gender Balance | 38-40 |
| 7 | References | 41-42 |
| 8 | Annexure I | 43-47 |

जामिया मिल्लिया इस्लामिया
(केन्द्रीय विश्वविद्यालय)
मौलाना मोहम्मद अली जौहर मार्ग, नई दिल्ली-110025

JAMIA MILLIA ISLAMIA
(A Central University)
Maulana Mohammed Ali Jauhar Marg, Jamia Nagar, New Delhi-110025

جامعہ ملیہ اسلامیہ
(مرکزی یونیورسٹی)
مولا محمد علی جاہر مارگ، نئی دہلی-110025



جامعہ
ملیہ
اسلامیہ

Tel.: 011-26984650, 26985180 | E-mail: vc@jmi.ac.in | Web: www.jmi.ac.in

प्रोफ़ेसर मज़हर आसिफ़
कुलपति

Prof. Mazhar Asif
Vice Chancellor

پروفیسر مظہر آصف
شیخ الجامعہ



Foreword

As Vice Chancellor of Jamia Millia Islamia, I am proud to present this Gender Audit, 2024-25, a critical step in our collective journey towards building a more inclusive, equitable, and just academic community.

Universities are more than centres of learning; they are microcosms of society. As such, we have a responsibility to ensure that our institution embodies the principles of equality, diversity, and respect for all individuals, regardless of gender. This audit provides us with an honest and evidence-based assessment of where we stand in relation to gender equity, and more importantly, where we need to go.

The findings of this report highlight both our progress and our challenges. While we celebrate the strides made in certain areas, we also acknowledge the persistent disparities and structural barriers that continue to limit the full participation and advancement of all genders, particularly female and gender-diverse individuals. This audit is not merely an evaluative exercise — it is a call to action. It challenges us to reflect, to engage, and to commit to transformative change. As an institution, we must ensure that our policies, practices, and culture align with our values and the expectations of our community.

I extend my congratulations to the Sarojini Naidu Centre for Women's Studies, and Honorary Director, Prof. Nishat Zaidi. I would like to especially congratulate Dr. Tarannum Siddiqui on this important work (Gender Audit 2024-25). I also commend the Survey team (students, M.A., SNCWS) who meticulously conducted the survey, and the stakeholders whose voices and insights are reflected in this report. The honesty, courage, and commitment of all team members are deeply appreciated.

Mazhar Asif

(Prof. Mazhar Asif)
Vice Chancellor

जामिया मिल्लिया इस्लामिया

(केन्द्रीय विश्वविद्यालय) (नैक प्रत्यायित 'A++' ग्रेड)
मौलाना मोहम्मद अली जौहर मार्ग, जामिया नगर, नई दिल्ली-११००२५

JA
(A Central University) (NAAC Accredited 'A++' Grade)

Maulana Mohammad Ali Jauhar Marg, Jamia Nagar, New Delhi-110025

दूरभाष : 26984075, 26988044

Tel. : 26981717, 26985176

ई-मेल : registrar@jmi.ac.in

Web. : <https://jmi.ac.in>

3rd Rank in NIRF



جامعہ
ملیہ
اسلامیہ

कुलसचिव कार्यालय

Office of the Registrar

دفتر مسجل

Registrar's Desk



It gives me great pleasure to present the Gender Audit Report of Jamia Millia Islamia, a significant step in reaffirming our institution's commitment to gender equity, inclusiveness, and the empowerment of all members of our academic community.

As one of India's leading central universities, Jamia Millia Islamia has always upheld the values of justice, equality, and diversity. This Gender Audit is not merely a statutory exercise but a reflection of our on-going efforts to create a campus environment that is safe, inclusive, and conducive to the holistic development of every individual, regardless of gender.

The audit provides an objective assessment of gender sensitivity in our institutional policies, practices, and campus culture. It highlights areas where we have made progress and identifies opportunities for further improvement. I commend the efforts of the Internal Committee and all stakeholders who have contributed to this important document with dedication and integrity.

I sincerely hope this report will serve as a foundation for actionable recommendations and long-term strategies aimed at strengthening gender parity and fostering a culture of mutual respect and dignity across the University.

Prof. Md. Mahtab Alam Rizvi
Registrar,
Jamia Millia Islamia

JAMIA MILLIA ISLAMIA

(A Central University by an Act of Parliament)
NAAC Accredited Grade 'A++' (2016-2019)

جامعہ ملیہ اسلامیہ
जामिया मिल्लिया इस्लामिया



جامعہ
ملیہ
اسلامیہ

Sarojini Naidu Centre for Women's Studies

सरोजिनी नायडू महिला अध्ययन केंद्र

Maulana Mohammad Ali Jauhar Marg, New Delhi-110025

Tel.: +91-11-26987471, 26981717 Extn. 4340, 4341, Email: scws@jmi.ac.in

Message from the Director

It is my great pleasure to announce the culmination of our annual Gender Audit process. This marks a significant step forward in our commitment to building an inclusive, equitable, and gender-sensitive organisation. The gender audit is not merely a checklist activity, it is a strategic reflection. It allows us to critically examine our institutional policies, practices, culture, and everyday operations through a gender lens. This process helps us understand how gender dynamics shape our work environment and how we, as an institution, can become more responsive to the diverse needs of our team and stakeholders. Our goal is not only to identify gaps but also to celebrate the progress we have made and, most importantly, to take concrete steps toward improvement.



Gender equity is not just a development goal—it is a driver of effectiveness, innovation, and impact. I want to emphasize that this gender audit is participatory by design, and each participant's voice, experiences, and honest inputs are central to its success.

I would like to congratulate Dr. Tarannum Siddiqui for successfully conducting this mammoth task. I also express my appreciation for the entire team involved in this process. This includes the survey team comprising master's students of the Centre, and the office staff of the Sarojini Naidu Centre for Women's Studies.

Last, but not the least, this wouldn't have been possible without the active participation of all the stakeholders who graciously shared their inputs and experiences. I express my deep gratitude to them.

Thank you,

Prof. Nishat Zaidi

Honorary Director,

Sarojini Naidu Centre for Women's Studies,

Jamia Millia Islamia

Preface

This Gender Audit Report presents the findings and recommendations from a comprehensive gender assessment conducted at Jamia Millia Islamia for the academic year 2024-25. I initiated the first series of gender audits at Jamia Millia Islamia in 2009. Under the Vice Chancellorship of Professor Mushirul Hasan, and Professor Janaki Rajan as the Director of the Sarojini Naidu Centre for Women's Studies. The second series was published in the year 2020, under Professor Najma Akhtar as the Vice Chancellor and Director Professor Sabiha Hussain presented this now-tired gender audit research report.

The audit aimed to evaluate the extent to which gender equality is mainstreamed into the organisation's policies, programmes, structures, and institutional culture. It also sought to identify strengths, gaps, and opportunities for promoting a more inclusive, equitable, and responsive working environment. Gender equality is not only a fundamental human right but also a critical component of organisational effectiveness, innovation, and sustainable development. Recognising this, Jamia Millia Islamia initiated this audit as a strategic step towards ensuring that gender considerations are fully integrated across all levels of decision-making and service delivery.

The audit process involved a thorough review of documents, interviews, and surveys with staff and stakeholders. We hope the findings will catalyse concrete actions and policy improvements to strengthen gender responsiveness and inclusivity throughout the organisation. The objective of this gender audit is to ensure that the Gender Policy is followed and implemented in the campus, across all departments, administrative bodies and by students, faculty members, and staff.

In this research methodology, conducted a gender audit in an university setting requires a tailored method that evaluates policies, practices, culture, and experiences of staff and students through a gender lens. This research uses both primary and secondary research methods. This Gender Audit has six chapters. The first is the History of Jamia Millia Islamia, in which the history of the university has been discussed, and the contribution of women in the making of JMI. The second chapter is on the question of what is a gender audit ? This chapter throws light on what a gender audit is and how it is conducted. The third chapter discusses Gender Concern Structures in

this chapter; the gender-sensitive structures are shown to respond equally to men's and women's specific interests without any assumptions based on out-dated views. The fourth deals with the Gender Balance within Institution, meaning the existence of a fair ratio of male and female representation within the university in terms of the number of students in the various programs, as well as within the staff structure. The fifth chapter discusses the Gender Sensitization Initiative, gender sensitization is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. The last and sixth chapter, Road Map for Gender Balance discusses the findings and gives key suggestions for more upliftment of gender balance in Jamia Millia Islamia.

This report aims to enhance the implementation of gender development and gender equality programs at Jamia Millia Islamia ensuring greater effectiveness.

Dr. Tarannum Siddiqui
Sarojini Naidu Centre for Women's Studies,
Jamia Millia Islamia

Acknowledgment

I would like to express my heartfelt gratitude to all those who have contributed to the successful completion of this endeavour.

I extend my sincere gratitude to all who contributed their time, insights, and experiences to this important process.

I would like to convey my heartiest thanks to Professor Mazhar Asif, the Vice- Chancellor, Jamia Millia Islamia for giving me the opportunity to pursue my work in the University. I also convey thanks to Professor Md.Mehtab Alam Rizvi, the Registrar, Jamia Millia Islama, for his kind support.

I also want to extend my thanks to the DSW Office, Ms. Shruti Malhotra (V.C.Office), Ms. Farha Zaidi (Registrar Office), Jamia Millia Islamia, Ms. Snigdha Roy from Jamia Archive department and my colleagues Ahra and as well as all colleagues and staff of the Sarojini Naidu Centre, Mr.Viqar Ahmad, Dr.Adfer Shah, Dr. Aparna Dixit and Ms. Ferheen.

I would like to acknowledge Professor Nishat Zaidi, the Honorary Director of Sarojini Naidu Centre for Women's Studies, our survey(research) team: Mr.Vaibhav Saini, Ms.Shubhangi Mishra, Ms.Gargi Mishra, Ms. Zoyba Chaudhary, Ms. Muthara Khan, Ms. Meenakshi Jayan and Ms. Disha Kaur (MA students, SNCWS), Mr. Syed Ali Wahidi, Mr. Nehal Ali (JMI Students). The insights shared through interviews, surveys, and discussions have not only highlighted areas for improvement but also affirmed the positive steps the University has already taken toward gender equality.

Thank you once again for your valuable contributions.

Dr. Tarannum Siddiqui

**Sarojini Naidu Centre for Women's Studies,
Jamia Millia Islamia**



Abadi Bano Begum (Bi Amma)
1850-1924

Freedom Fighter of India
The Khilafat Movement (1919)
Non- Cooperation Movement (1922)



Gerda Philipsborn
(1895 –1943)

Educationist & Social Reformer



**Zohra Ansari, M.A. Ansari, Halide Edible and
Sarojini Naidu**

Chapter- I

History of Jamia Millia Islamia

Jamia Millia Islamia was established in Aligarh on 29 October 1920 by Mohammad Ali *Jauhar*, *Hakim Ajmal Khan*, *Mukhtar Ahmed Ansari*, *Abdul Majeed Khwaja*, and *Zakir Hussain* under the presidentship of *Mahmud Hasan Deobandi*. In 1925, Jamia Millia Islamia moved from Aligarh to Karol Bagh, New Delhi. A major stepping stone was the trifurcation of Jamia's department of Printing and Publications in 1928 with the newly established Jamia Press at Darya Ganj, Urdu Academy, and Maktaba Jamia. In 1936, all institutions of Jamia, except Jamia Press, the Maktaba and the library, were shifted to the new campus, the foundation stone of which was laid in 1935 in Okhla.

Mahatma Gandhi's own spirits soared with the release of Khilafat leaders, while kisan (farmer) and trade union campaigns intensified anti-colonial sentiments. All their lives the kisan and mazdoor (labourers) had lived in fear of the British and its collaborators. Now, it appeared that the long years of oppression were about to roll away. Words like Khilafat, Kisan, Ekta, Swaraj and Mahatma Gandhi conjured up in people's minds as a picture of better leaders. Peasants in many places believed that their economic salvation lay in Preserving their faith and the Khilafat, and that the promised Swaraj would soon be a reality. Surely, in Gandhi's Ramrajya at last there would be peace and safety. Ali brothers, founders of Jamia, their mother Bi Amma played a very active role in the Khilafat Movement. She

remained behind the Parda (veil) and went from door to door collecting donations for the movement. Ali (M. Hasan & R. Jalil, 2006).

The dream of equality and justice was the basis of the friendship of *Aapa Jaan*, Zakir Hussain, Muhammad Mujeeb and Abid Hussain, three prominent makers of the university. She introduced them to German pedagogy and post war institutions. Gerda's passion for education and a will to contribute to such a project of Jamia's stature was distinct. When *Aapa Jaan* joined Jamia Millia Islamia, she took responsibility as a kindergarten teacher in 1932. From her appointment, she began to actively participate in teaching, female education in Jamia fund-raising and institution building. Not only restricted to formal education, she

taught students about aspects from all walks of life and was an active participant of Jamia's growth (M. Hasan & R. Jalil, 2006). Jamia women have played a significant role in shaping Jamia as they took up the education of girls. Jamia women went door-to-door, campaigned and worked for the development of Jamia like Turkish author Halide Edib, the historian and Jamia's first full-fledged professor, and A.R.Saiyed the sociologist, kept the flame alight, Sarojini Naidu was always involved in Jamia literary programme and discussion.

Jamia Millia Islamia, an institution originally established at Aligarh in United Provinces, India in 1920 became a Central University by an act of the Indian Parliament in 1988. In Urdu language, Jamia means 'University', and Millia means 'National'. Today, Jamia Millia Islamia has 'grown up' to become a modern, bustling and vibrant University. But it is an institution

with a past that sets it apart from other educational institutions in India. It has a character and an identity uniquely its own. It has a legacy and rich inheritance. The story of its growth from a small institution in the pre-independence India to a central university located in New Delhi—offering integrated education from nursery to research in specialized areas—is a saga of dedication, conviction and vision of a people who worked against all odds and saw it growing step by step. The founder **“Built up the Jamia Millia Islamia stone by stone and sacrifice by sacrifice,”** said Sarojini Naidu, the nightingale of India. Dr. Najma Heptulla was the first female Chancellor of Jamia Millia Islamia and the first female to be appointed Vice Chancellor of Jamia Millia Islamia was Professor Najma Akhtar.

Jamia Millia Islamia have 11 faculty, 48 departments and 28 research and study centres. The institution today holds the torch of illumination giving shape to ideas and fostering innovation. Living up to the promises of the founding fathers, the university strive to realize our vision “to create a human universe that offers inclusiveness, equity, fellowship, justice and peace for one and all”.

The University continue to serve the nation through quality teaching and research through the production of competent, skilled and sensitive human resource that would catalyse enrichment of physical and human environment. Jamia Millia Islamia making endeavours to become a world-class teaching cum research University by bringing in best national and international practices through the development of collaborative partnerships with institutions of excellence both nationally and internationally. The institution is committed to offering cutting edge

learning experience, internationally benchmarked education, intellectual freedom and critical research opportunities in frontier areas of contemporary concern (www.jmi.ac.in).



Chapter -II

What is a Gender Audit?

Introduction

A gender audit is a tool to assess and check the institutionalisation of gender equality in institutions, with in their policies, programmes, projects and/or provision of services, structures, proceedings and budgets. The **"Gender Audit"** is one aspect of what is referred to as **"mainstreaming"** analysing mainstream public policy, including legislation, regulations, allocations, taxation and social projects, from the point of view of their effect on the status of women in a given society (Momsen, 2006). Gender audits analyse the income and expenditures of the government from a gender perspective. The basic theory of gender audits is that public policy impacts differently on men and women. The discrepancy stops from the different roles of women and men in the family and from the lower economic status of women amid the age old culture of patriarchy (J. Porter, & E. Judd, 1999). Three international agencies - the United Nations Development Fund for Women, the Commonwealth Secretariat and the International Development Research Centre - encourage governments and social advocacy organizations around the world to do gender audits of their national budgets. They also promote implementation of the conclusions of those audits, to the end of making national budgets more equitable from the standpoint of gender (Goetz, 1997).

Gender audits support efforts to assess the degree to which gender equality is progressing or women's and girls' empowerment is addressed in policies and programmes. Gender equality means that women and men experience equal conditions for realising their full human potential, and have the opportunity to participate, contribute to and benefit equally from national, political, economic, social and cultural development. Importantly, gender equality means equal outcomes for men and women (Barara, 2002).

According to United Nations Educational Scientific and Cultural Organization (UNESCO) "Gender equality, equality between men and women...does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Gender equity means fairness of treatment for men and women according to their respective needs". This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

The first ever government document on the status of women "**Towards Equality**" in India 1975 points out that despite visible presence of men and women in several spheres of work, it was found that in actual terms, the proportion of women in India at the workplace and higher education was very low.

Higher Education Institutions Education plays a crucial role in promoting the egalitarian commitments of Equality and Justice enshrined in the Constitution of India. The University Grants Commission (UGC) fully

recognizes how integral such education, and especially access to higher learning, is for all to reach their fullest potential, and more especially for the disadvantaged and the marginalized groups, including women. Promoting equity through higher education has always been at the very heart of the agenda of the UGC and reflects its commitment to nurture and preserve democracy within spaces of learning. It promoted this commitment through introduction of schemes for the marginalized sections of the society, particularly the Scheduled Castes (SCs), Scheduled Tribes (STs), Minorities, Differently abled Persons and especially, participation of women, cutting across regional and aforementioned social groups, to increase their access to, and retention and success in higher education. The outcome of these efforts touched different levels of satisfaction. But some special efforts were still needed to create a more conducive environment for girls and women for their participation and success in higher education (Saksham).

The Gender Audit is an attempt to study positive gender balance. This gender audit tries to check the impact of its current & proposed policies on gender equality. The university (Jamia Millia Islamia) always emphasizes the overall personality development of all students. Observing the gender equality, the girls are provided various facilities and special attention.

This is the third series of the Gender Audit 2024-25. The first of our **“Gender Audit Series”** was conducted by the Sarojini Naidu Centre for Women’s Studies, Jamia Millia Islamia, in 2009. It was a modest initial attempt to systematically map the representation of girls and women at

Jamia Millia Islamia across students, faculty and staff. The gender audit of 2009 revealed that the total female faculty representation in Jamia's departments was 23.3%, in the centres it was 31.6%, and for female students it was 24.9%. The second report for Jamia Millia Islamia students, faculty and all staff from 2019 to 2020 showed that the female students in Ph.D were 45%, postgraduate 46%, undergraduate 32%, and certificate courses 30%, and the total female student strength was 35%. According to the 2019 to 2020 data, the total percentage of female teaching staff was 31%.

Objectives

The purpose of this gender audit is to ensure that the Gender Policy is followed and implemented on the campus, across all departments and administrative bodies, and by students, faculty members and staff. This evaluation will help identify any gaps in compliance and establish best practices for promoting gender equality. By fostering a culture of inclusivity, we can enhance the overall educational experience for everyone involved.

The Audit was organized into four steps:

1. Preparing the University to carry out a Gender Audit.
2. Surveying staff to uncover their perceptions regarding gender equality in the University.
3. Creating the road map for Gender Action, the Audit would enable the Institution to identify the impact of gender relations on their agency's

culture, processes, programs and organizational performance and vice versa.

4. The following are the main objectives of the Gender Audit:

- a) To know about the gender balance in the institution.
- b) To know about gender perceptions in the Campus of the University.
- c) To Reflect and etch out a road map for gender action.

A Brief of History, Gender Audit

20 years ago, in 1983, the Australian parliament made a preceedent-setting decision. The initiative of "*femocrats*" from the Labor Party, the political party then in power, a resolution was passed to look into how the national budget of Australia was likely to affect the status of women in the country. One year later that resolution was implemented, when the national budget was presented to the Australian parliament together with the first Women's Budget Statement. The Statement was an extensive report detailing the implications of the proposed budget for Australian women and girls. Although then national budgets of around 40 countries have incorporated the gender concern in their plan documents.

Adaptation to Higher Education Institutions

Institutions of higher education in India today are at a critical juncture in relation to the basic ideals of equality enshrined in the Constitution. The recent expansion in higher education has made colleges and universities more demographically democratic than ever before, with growing diversity and heterogeneity among social groups. India has seen a significant rise

women's enrolment in higher education, increasing by 26% from 2023 to 2024, at the same time this closing gender gap hides on going inequalities and disparities among women and men, which can only be approached with an intersectional analysis that combines gender with region, class, caste, religion, ability and sexuality among others. As institutions of higher education engaged in teaching, research and the spread of knowledge, Higher Educational Institutions (HEIs) are well placed to reflect on, become sensitized to and counter all forms of discrimination and harassment, mainly sexual harassment on campuses across the country. Asserts of equality, dignity and the ability to live, work and study without fear of harassment are necessary ingredients of this moment.

Gender Audit

A gender audit is a tool to assess and check the institutionalization of gender equality into organizations, including in their policies, programs, projects and/or provision of services, structures, proceedings and budgets.

Rationale for doing gender audit is that they raise women's awareness about their rights and claims and also their access to resources and opportunities.

Gender audits permit organisations to set their own houses in order, and change aspects of the organisational culture which discriminate against women staff and women “beneficiaries” (Sweetman C., 1997). As a method for gender mainstreaming, gender audits help organisations identify and understand gender patterns within their composition, structures, processes, organizational culture and management of human resources, and in the design and delivery of policies and services. Gender audits also help

assess the impact of organizational performance and its management on gender equality within the organisation. It creates a baseline against which progress can be measured over time, identifying critical gender gaps and features, and making recommendations of how they can be addressed through developments and improvements (Inter Action Gender Audit Handbook, 2010).

1. An internal audit: This measurement refers to how many an institutions promote gender equality internally within its institutional, executive structure and internal work, and whether these contribute to gender equality in the institution. An internal gender audit monitors and assesses the relative progress made in gender mainstreaming, contributes to capacity building and collective institutional ownership for gender equality initiatives, and sharpens institutional wisdom on gender

2. An external audit: This dimension aims to assess to what level and institutions mainstreams gender in its policies, programmes, projects and services in terms of satisfied, delivery and evaluation. External gender audits evaluate to what extent gender integration fosters the inclusion of, and benefits to, women and men involved in or affected by the institution policies, programmes, projects or services provided. When applied to policies, programmes, projects or services, a gender audit starts by exploring to what extent gender equality is mainstreamed in high-level policy objectives and priorities, and further assesses to what extent policy intentions are actually carried out in specific initiatives (e.g. programmes, projects, services). At the planning level, a gender audit analyses whether there are gender specific objectives or if gender is mainstreamed in the

general objectives of the policy in order to guarantee that they contribute to close gender gaps, ensure that women and men benefit equally or in accordance with their gender needs and that inequalities are not perpetuated. Similarly, a gender audit goes on to analyze how gender is mainstreamed into the implementation phase of the policy, programs or project. Finally, a gender audit of the examine and evaluation step investigates whether targets and indicators include a gender viewpoint both in terms of sex-disaggregated data and progress towards gender equality.

The gender audit was conducted within the broad framework called the Gender Integration Framework which proposes that transformation can only follow when four organizational dimensions are competent of for gender integration. These four elements are political will, technical capacity, accountability, and institutional culture.

Research Methodology: Conducting a gender audit in an university setting requires a tailored methodology that evaluates policies, practices, culture, and experiences of staff and students through a gender lens. Here is a structured research methodology for a university gender audit:

Clarify the purpose of the audit, such as:

1. Assessing gender equality in students, faculty, staff hiring and leadership.
2. Evaluating gender-sensitive pedagogy and curriculum.
3. Identifying gender-based violence or discrimination.
4. Promoting inclusive learning environments

Scope

- Entire university or specific faculties/departments.
- Both academic and administrative sectors.

3. Data Collection Methods

Use mixed methods to ensure robust, inclusive insights:

a. Document Review: Gender policies, safety protocols, committee compositions. Review statistical records disaggregated by gender (enrolment, graduation, post-graduation, Ph.D, and diploma and certificate courses rates).

b. Surveys: Distribute questionnaires to faculty, administrative staff, and students.

Topics: gender experiences, equality perceptions, work-life balance, incidents of discrimination.

c. Observational Audits: Observe physical infrastructure and classroom environments for gender sensitivity.

4. Data Analysis: (i) Quantitative use descriptive statistics to analyse gender representation, etc. (ii) Qualitative thematic analysis of interviews and focus on group data to identify patterns. (iii) Intersectional lens: Consider other identity markers.

5. Reporting: Prepare a gender audit report including: Findings (strengths, gaps). Gender-disaggregated tables and charts.

6. Action Planning

- Co-create a gender equality action plan with SMART goals.
- Assign accountability to specific departments or leader



Chapter- III

Gender Concern Structures

Gender concern refers to an attempt to encounter and accept people without opinions. Gender sensitive approach aims at opening, reforming and broadening expectations and behavioural models related to gender. Gender sensitive structures respond equally to men's and women's specific interests without any presumption based on out date's views. The institution was established at a time in the early 1920 when the issue of gender was not much of a concern especially in an institution like us during the time when it was set up. Obviously when gender became a major parameter for institutional governance, the institutional leadership stepped forward. Although it cannot be said perfect but a general infrastructural survey does reflect the real picture. An Audit of gender sensitive features in the Institution yielded the following notable points.

A physical verification was made about the nature of the gender sensitive features within the campus. The following features were found present.

1. Important **hygiene facility in the form of separate toilets** for male and female students and staff is provided in the university's offices, the Departments and Centres.
2. There is a Girl students **Common room provided in the main campus**, Jamia Millia Islamia.
3. **"Gender Champion club"** under the Dean Students Welfare, Jamia Millia Islamia.

4. There is an **Internal Complaints Committee** as per provisions contained in the UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Education Institutions) Regulation, 2015.
5. There are **seven hostels for girls and female research scholars** in Jamia Millia Islamia campus secured with collapsible gates, **24 hours security personnel** and a full time lady warden and lady staffs.
6. The **Health Centre** has a permanent Lady Medical Officer.
7. There are **CCTV monitoring devices** installed at different locations within the campus especially within the Library, all gates and departments.
8. There is a **Day care centre for the children of the employees** with attendants to take care of the children.
9. Gender Studies Centre, **female food canteen, female hostel** has an important role in Jamia Millia Islamia.
10. There is a **sports ground in campus** with many facilities for female students and female staff.
11. There is a **canteen “Dasterkhwan”** run by female staff.
12. There are **NSS and NCC programmes for girl’s** students at university and national level.
13. The Centre for Women’s Studies conducts **Gender Sensitisation programmes, awareness against drug abuse regularly** for the students and staff of the University. The centre also organises **Self-defence training programs** in coordination with Delhi police crime against women cell for girl students across the campus.

Chapter- IV

Gender Balance within the Institution

Gender balance means the existence of a fair ratio of male and female representation within the university in terms of the number of students in the various programmes as well as within the staff structure. The rationale is that, traditionally, women have less access to resources and opportunities due to the social structures which act as inhibitors to access. This results in lesser capability among women, which in turn produces a snowball effect on their empowerment and access to development initiatives. India has seen a significant rise in women's enrolment in higher education, increasing by 26% from 2023 to 2024, while men's enrolment grew by 3.6%. Women's participation in work-linked and direct admission programs more than doubled, highlighting the need for continued investment in education pathways to support future workplace success.

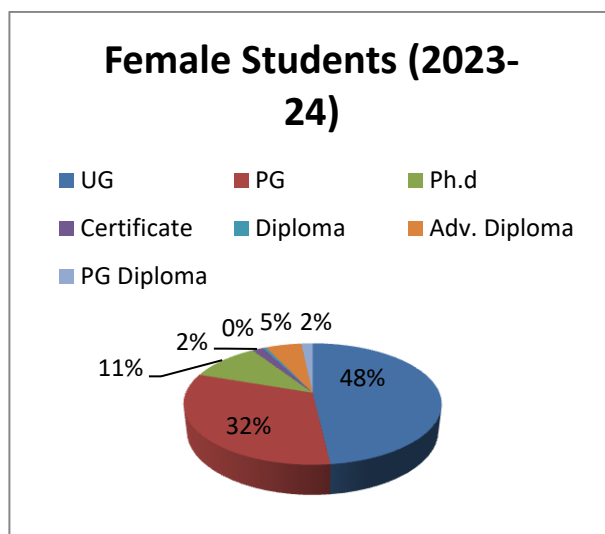
Students, Jamia Millia Islamia (2023-24,2024-25)

Tables no.1 & 2 indicate year-wise enrolled students in the academic years 2023-24 and 2024-25. Moreover, the table shows year-wise gender classification and percentage of female students.

Table No.1

| Students Strength Academic Session, 2023-24 | | | | |
|--|-------------|-------------|--------------|-----------|
| Course | Male | Female | Total | Female % |
| UG | 5016 | 3075 | 8091 | 38 |
| PG | 2289 | 2048 | 4337 | 47 |
| Ph.d | 645 | 672 | 1317 | 51 |
| Certificate | 191 | 106 | 297 | 36 |
| Diploma | 56 | 33 | 89 | 37 |
| Adv. Diploma | 1169 | 341 | 1510 | 23 |
| PG Diploma | 212 | 109 | 321 | 34 |
| Total | 9578 | 6384 | 15962 | 40 |

Source: Data from Internal Quality Assurance Cell (IQAC), Jamia Millia Islamia



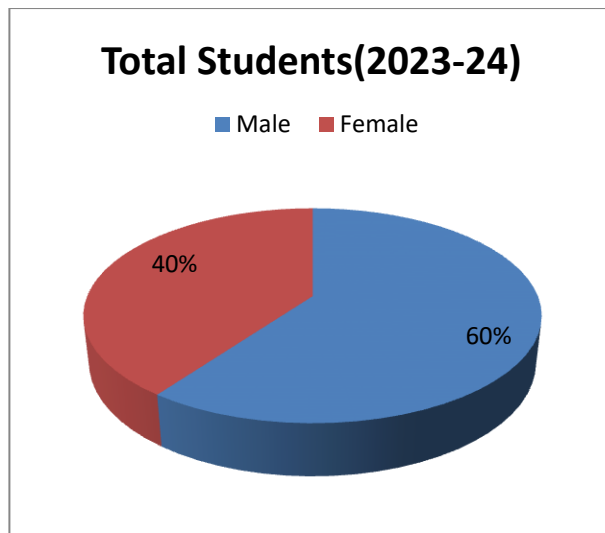


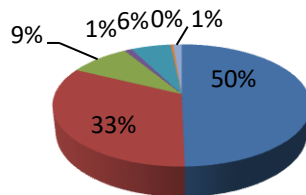
Table No. 2

| Students Strength Academic Session, 2024-25 | | | | |
|--|--------------|-------------|--------------|-----------|
| Course | Male | Female | Total | Female % |
| U G | 5116 | 3464 | 8580 | 40 |
| PG | 2454 | 2271 | 4725 | 48 |
| Ph.d | 640 | 629 | 1269 | 50 |
| Certificate | 175 | 76 | 251 | 30 |
| Diploma | 1891 | 416 | 2307 | 18 |
| Adv. Diploma | 83 | 29 | 112 | 26 |
| PG Diploma | 115 | 88 | 203 | 43 |
| Total | 10474 | 6973 | 17447 | 40 |

Source: Data from Internal Quality Assurance Cell (IQAC), Jamia Millia Islamia

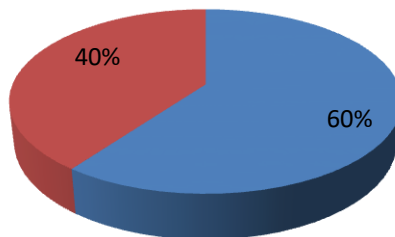
Female Students (2024-25)

■ U G ■ PG ■ Ph.d
■ Certificate ■ Diploma ■ Adv. Diploma
■ PG Diploma



Total Students percentage (2024-25)

■ Male ■ Female

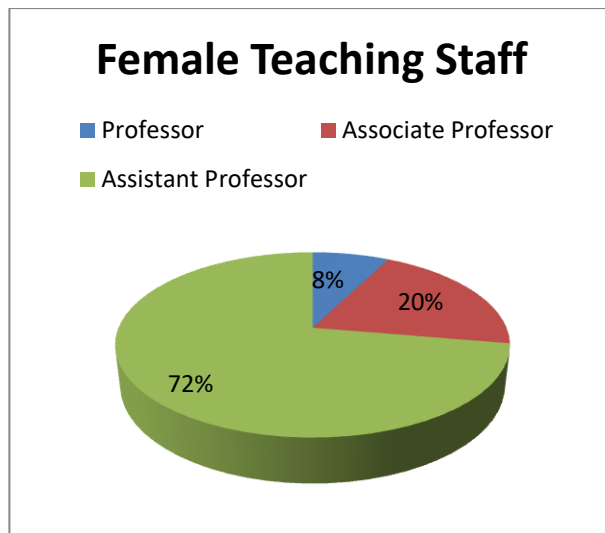


When we compare Tables No. 1 and 2 year-wise, it was found that in 2023-2024, the female percentage in UG was 38%, which increased to 40% in 2025. In PG, this percentage increased to 48% in 2023-24. In Ph.D., this percentage was reduced from 51% to 50%. This percentage has also decreased in certificate courses and diploma courses in 2024-25. It has decreased from 36% to 30% in certificates and from 37% to 18% in diplomas. This is a matter of concern. The advanced diploma has increased from 23% to 26%, and the PG diploma has increased from 34% to 43%. The percentage of these courses has increased in 2024-25. Comparing the total percentage of females, there was no increase from 2023-24 to 2024-25. It was 40% in 2024-25, and it remains 40% as well.

Teaching Positions

| Teaching Positions | | | | |
|---------------------|------------|------------|------------|-----------|
| Name of the Posts | Male | Female | Total | Female % |
| Professor | 45 | 16 | 61 | 26 |
| Associate Professor | 108 | 43 | 151 | 28 |
| Assistant Professor | 292 | 154 | 446 | 35 |
| Total | 445 | 213 | 658 | 32 |

Source: Data from Internal Quality Assurance Cell (IQAC), Jamia Millia Islamia



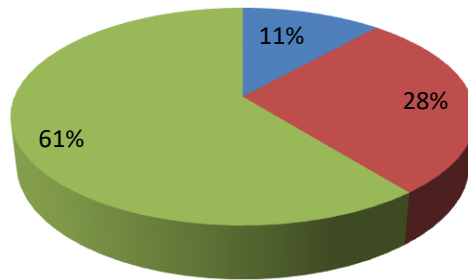
Details of Non-Teaching Positions (including the posts of various Schools)

| Name of Posts | Male | Female | Total |
|---------------------------------------|------------|------------|------------|
| Group A | 52 | 13 | 66 |
| Group B | 150 | 31 | 183 |
| Group C | 538 | 68 | 616 |
| Total | 740 | 112 | 865 |
| Principal/Vice Principal /Head Master | 1 | 2 | 3 |
| PGT | 15 | 15 | 30 |
| TGT | 10 | 25 | 35 |
| Primary Teacher/others | 2 | 21 | 23 |
| Sub Total | 28 | 63 | 91 |
| Grand Total | 768 | 175 | 956 |

Source: Data from Internal Quality Assurance Cell (IQAC), Jamia Millia Islamia

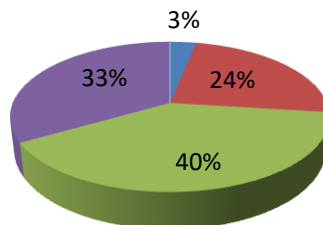
Female Non teaching staff

■ Group A ■ Group B ■ Group C



Female School Staff

■ Principal/Vice Principal /Head Master
■ PGT
■ TGT
■ Primary Teacher/others



Officers- Jamia Millia Islamia (2024-25)

| S.N. | Designation | Name |
|------|-----------------------------------|-----------------------------|
| 1 | Amir-e-Jamia (Chancellor) | Syedna Mufaddal Saifuddin |
| 2. | Shaikh-ul-Jamia (Vice-Chancellor) | Prof. Mazhar Asif |
| 3. | Musajjil (Registrar) | Prof. Md. Mahtab Alam Rizvi |
| 4. | Finance Officer | CA Shaikh Safiullah |
| 5. | Dean Student's Welfare | Prof. Neelofer Afzal |

Source: Data from Internal Quality Assurance Cell (IQAC), Jamia Millia Islamia

| S.N. | Designation | Male | Female | Total |
|------|----------------------------|------|--------|-------|
| 1 | Deans | 9 | 6 | 15 |
| 2 | Finance Officer | 1 | - | 1 |
| 3 | Controller of Examinations | 1 | - | 1 |
| 4 | Asst. Registrar (s) | 11 | 4 | 15 |

Source: Data from Internal Quality Assurance Cell (IQAC), Jamia Millia Islamia

Some questions related to gender equality were asked by Jamia Millia Islamia authorities, the answers to which were as follows:

Question:

1. Does the university have written policy/policies that affirm a commitment to gender equity and equality?
2. Is gender taken into account during strategic planning for university activities?
3. Does management take responsibility for the development and implementation of the gender policy/goal in the strategic plan?
4. Does the university set success measures for gender equity principles?
5. Have it developed a gender equality action plan through consultation with a range of staff, which is incorporated into an annual plan for the work unit and staff member annual work plans?
6. Is there a budget allocation for staff training or other workforce development activity in gender equity?
7. Is there designated responsibility for promoting gender equity in our university?
8. Does our university conduct an annual pay equity analysis?
9. Are recruitment applications assessed with a gender equity approach?
10. Are men and women receiving the same career training and development opportunities?
11. Are men and women receiving the same access to leadership and management training?
12. Do you have guidelines requiring you to report on gender equality progress in your annual reports?
13. Does your university have a gender Committee?

Response: Commitment to Gender Equality and Equity

We are pleased to affirm that **Jamia Millia Islamia** has adopted a **comprehensive and inclusive approach to gender equity** across all levels

of policy-making, strategic planning, and institutional functioning. Below are our responses to the outlined points:

1. Our university has well-defined and documented **policies that affirm a strong commitment to gender equity and equality**, embedded in our institutional ethos.
2. Gender perspectives are **actively integrated into strategic planning** processes to ensure inclusive academic, administrative, and student-related decision-making.
3. The **university's top management is deeply involved** in the development, implementation, and monitoring of gender-related goals and policies.
4. We have clearly **defined success indicators** to evaluate the effectiveness of our gender equity principles and initiatives.
5. A detailed **Gender Equality Action Plan** has been developed in consultation with diverse stakeholders and is seamlessly integrated into **annual departmental plans** and **individual work plans**.
6. The university ensures **dedicated budget allocations** for staff training and professional development initiatives focused on gender equity and inclusion.
7. A **designated committee and nodal officers** are responsible for championing gender equity and ensuring implementation of related initiatives.
8. We conduct a **comprehensive annual pay equity analysis** to assess and address any disparities and promote fairness.
9. Recruitment and selection processes are designed to be **gender-sensitive**, and applications are assessed through an equity lens to ensure fairness and representation.
10. Both men and women are provided **equal access to career development and training opportunities** without bias.
11. Leadership and management training programs are **equally accessible to all genders**, fostering an inclusive leadership pipeline.

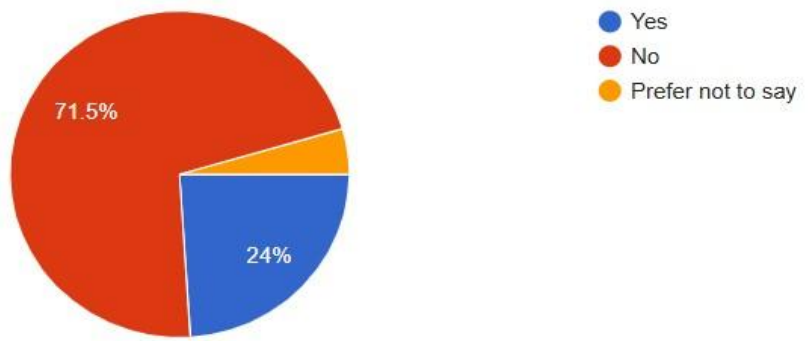
12. We follow institutional **guidelines to report gender equality progress** annually, ensuring transparency and accountability.
13. The university has an **active Gender Committee** which regularly meets, reviews policies, and promotes a gender-inclusive campus culture.



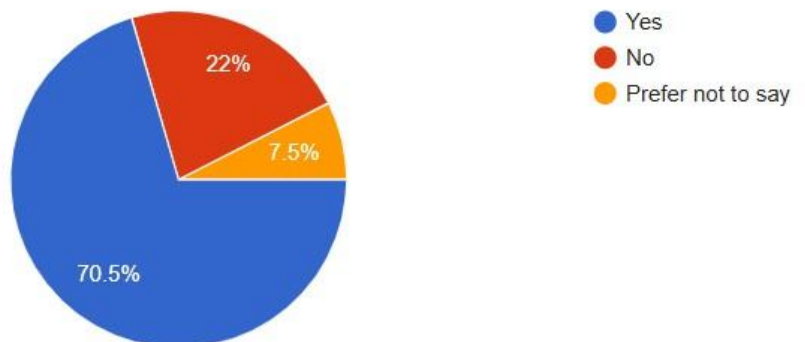
These survey 200 students included students from 11 faculties, along with their associated departments and centres, at Jamia Millia Islamia, covering a variety of disciplines. The purpose was to evaluate their understanding of gender and to investigate related issues.

Questions:

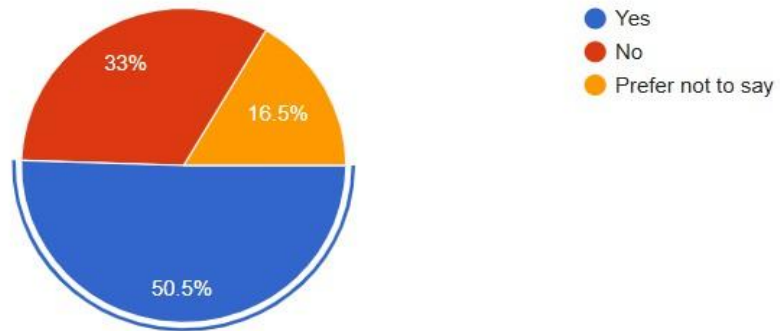
Have you encountered inappropriate behaviour (e.g., catcalling, verbal harassment) while on campus?



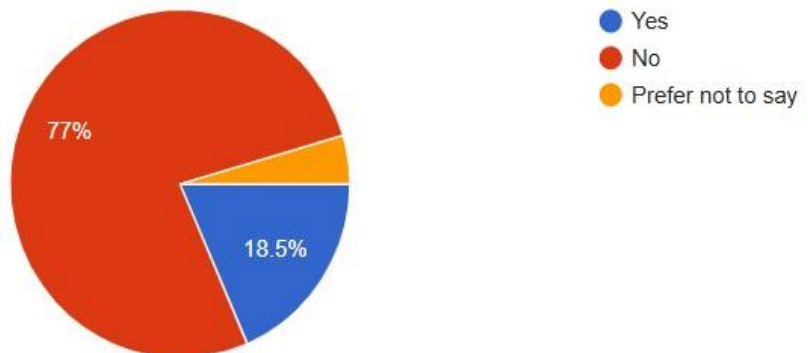
Do you feel that your gender identity is respected by staff and peers on campus? Does the university promote gender inclusivity?



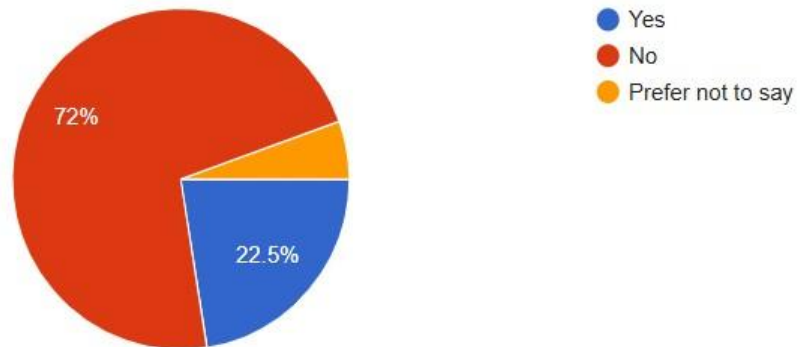
Do you think the university effectively addresses gender-related issues, such as harassment or assault, when they arise?



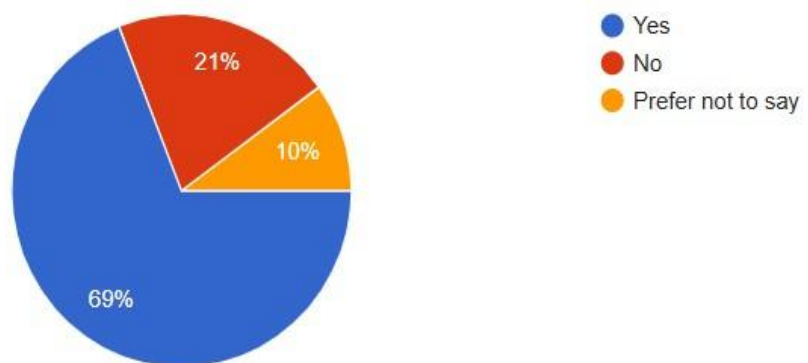
Have you ever felt threatened or unsafe on campus because of your gender?



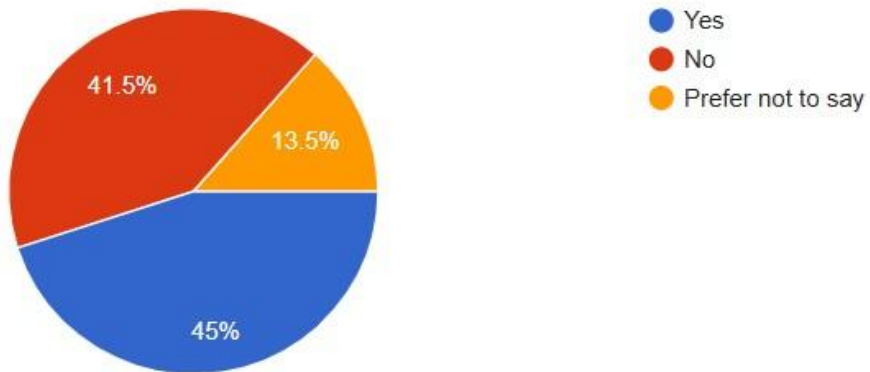
Have you noticed any gender biases in the way your instructors interact with students or in how they evaluate and grade you?



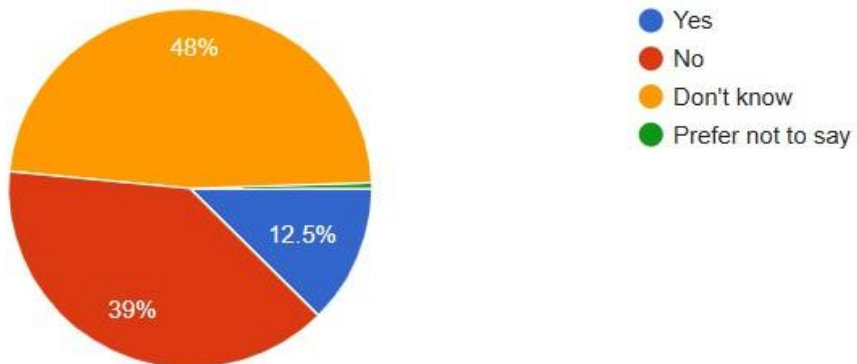
Does your department actively support gender diversity and equality, respond effectively to gender-related concerns, and incorporate discussions on topics such as gender equality and gender roles in your classes?



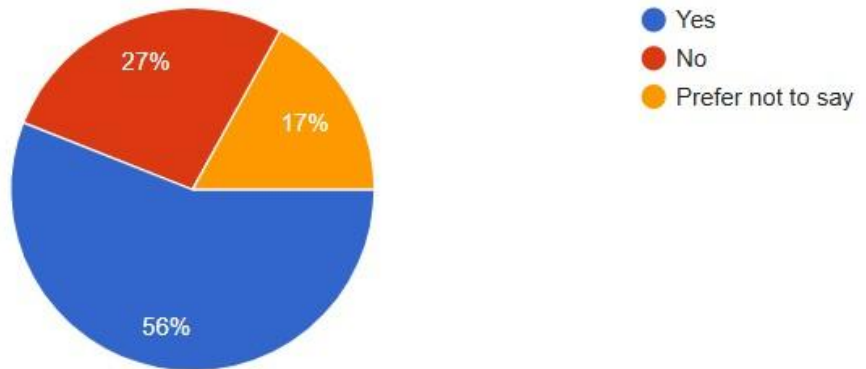
Do you feel that social interactions on campus are influenced by traditional gender roles or display significant gender segregation in spaces like cafeterias and common areas?



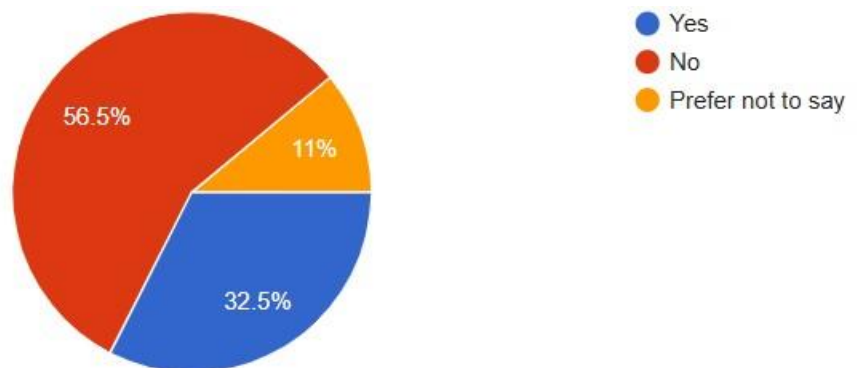
Does the university provide support services specifically for transgender and non-binary students (e.g., separate washrooms, counselling, health services, assistance with legal name changes), and conduct workshops on transgender awareness and inclusivity?



Are women adequately represented in leadership roles within sports teams or clubs (e.g., captains, coaches)?



Are you familiar with the university's policies on workplace harassment and unwelcome behaviour, including gender-based harassment?



The following observations need to be highlighted more to ponder upon seriously on what actually needs to be done:

It was found that students though are aware about gender inequality and equity along with the need for gender equality and sensitization however awareness about the university's gender equality framework is not much among them.

Whereas, all gender 71.5% is a high percentage, indicating that inappropriate behaviour on campus is not a widespread issue. Only 24% of respondents have experienced such behaviour, suggesting the campus environment may not feel safe. 4.5 % have not responded. A majority of respondents feel that their gender identity is respected and that the university promotes gender inclusivity 22%. This indicates that there are still systemic or cultural issues affecting a substantial portion of the community. 7.5% of this group may feel uncomfortable

disclosing their views, possibly due to fear of judgment or lack of trust in anonymity. Most of the students in survey find the university environment safe, and students also do not face "bias work-related challenges." All departments are also working on gender diversity and equality. We also observed the emergence of female leadership. Additionally, there was an understanding among students regarding third gender issues. The students had limited awareness of the university's gender-related policies, plans, and workplace harassment policy. This suggests a need for increased transgender training programs and more workplace harassment workshops. However consistent efforts need to be done to actualise a cent percent sensitive campus. While the positive story is that a considerable chunk of

students gave satisfactory responses towards the infrastructural facilities and safety and cleanliness that somehow defines a mega institution like *Jamia Millia Islamia*.

Also the 90% female and male students agreed that classroom; library and laboratory offer equal opportunities for all genders and have felt no discrimination on gender lines. Female respondents insisted for separate queues for boys and girls on administrative counters which should be granted. The recommendation of separate queues is forwarded for consideration. There are no sufficient women attendants/cleaners for women's toilets. There are no common rooms for girls in the departments and only one common room is there for girls in the University main campus. There is a need for increasing the number of female security personnel too.



Chapter- V

Gender Sensitization Initiatives

Gender sensitizing “is about changing behavior and instilling empathy into the views that we hold about our own and the other genders”. It helps people in “examining their personal attitudes and beliefs and questioning the 'realities' they thought they know”. The need for this sensitivity has been felt and realized through times immemorial and in almost all kinds of human existence, across the globe. Recent discourses focus upon the need to sensitize gender issues on campus as many believe that education is the catalyst for change. Educational spaces instill thought and make one have an awareness that they believe. Instilling positive thoughts on gender issues will enable and enhance the future population from practicing gender discrimination. Gender issues can be sensitized in campuses through various activities like debates, discussions, seminars, theatrical performances and other forms of arts. This can also be done through the gender sensitizing, gender, compulsory courses in the syllabus on gender sensitization at all levels, organization of workshops and seminars etc.

The University has constituted Sarojini Naidu Centre for Women’s Studies which has been functioning successfully since its inception. Internal Complaints Committee has been formed to redress the problems coming under the purview of Sexual harassment at workplace Act, 2013. The University apart from these also has provided support to organize programmes on gender issues.

Internal Complaints Committee

Initially a Sexual Harassment Redressal Cell was set up. However, in the year 2018, the cell was renamed as The Internal Complaints Committee. The committee after its inception during the assessment period received two complaints and has disposed them off favorably and delivered justice to the affected individuals within the stipulated 3 months' time.

Gender Awareness Campaigns and Workshops

The Sarojini Naidu Centre for Women's Studies regularly organizes Gender Sensitization Workshops for the students and faculty members and staff within the campus and out of the campus.

Centre had done 50 Gender sensitization programmes, organized workshops and seminars, both International and National. The SNCWS as well as other Departments and Centre's have organized Seminars regularly on gender issues. The HRDC (Academic staff college, *Jamia*) had also conducted several refresher courses and programmes on Gender issues for new teachers and administrative staff.

Courses in Syllabus

Understanding the fact that sensitization programmes are an absolute necessity within the campus today various initiatives have been taken. The Department's belonging to the Social science, Humanities and Law faculty, Economics, Political Science, Sociology, Social work, Hindi and English have incorporated gender concerns within their syllabus at the P.G and research programmes level and Sarojini Naidu Centre for Women's Studies started P.G. in Gender Studies and Ph.D programmes. Students, not just

women but men too are choosing the Course on gender. Men are also working on topics related to gender issues for their research programmes, which is definitely a healthy and progressive sign. However, one must agree that there is a serious absence of gender concerns within the science faculty with very few programmes organized in this direction like gender sensitization workshop and conferences.

In order to change the mind-set of the students, it is necessary to introduce a compulsory gender sensitization awareness training programme at all levels and in all disciplines so that gender equality becomes a reality in the near future.



Chapter- VI

Road Map for Gender Balance

The Gender audit conducted indicated that both Female and Male students as well as the staff felt that the campus was generally gender sensitive. In today's times the pressures have increased, interfaces between boys and girls often lead to conflicts as male fail to adjust to current reality of democratization of the educational space, that often lead to negative mental tendencies. Often the harasser himself doesn't know the real intentions behind the act committed by him. There is a need to sensitize not just the students but also the other stakeholders. Often our deeply ingrained ethos emerges in the form of either harassers or kind protectors. This needs to be addressed within the University by the authority in order to realise the goals of the University itself.

The Key Findings Suggest

1. To a bigger extent, the gender inclusion policy is fully in place and reliably implemented. The gender sensitivity workshops need to be conducted throughout the university. The gender action plan and policy needs to be developed further as things are well in place for a gender equal campus however to sensitize a large chunk of students every year is also a bigger challenge.

Therefore maximum training needs to be provided to student community and especially to the lower staff like sweeping staff and security etc. Lastly, a properly framed gender policy is desired and a proper gender budgeting is needed to empower both female staff and students as well.

2. Staff rooms for supporting staff, especially for female staff. Sanitary pad disposal bins and vending machines in all facilities for female toilets. The need to provide separate washrooms for female or LGBTQ+ students, staff, and teachers.
3. There should be arrangements for discussion and counselling of females staff on gender related, mental, and hygienic and health issues.
4. Implement Comprehensive Skill Development Programs for Women. To ensure women's active participation in the formal economy, India should implement widespread skill development programs focused on sectors with high-growth potential, such as technology, renewable energy, and digital services.
5. The awareness level of the academic and administrative staff on gender equality. The needs/challenges encountered by the staff. Organize focus group discussions with staff to determine the themes of needs and suggestions for a gender-equality approach in the university.
6. The following observations need to be highlighted more to ponder upon seriously on what actually needs to be done:

This Gender Audit reflected a lot about the gender scenario in Jamia Millia Islamia. The findings as discussed in detail give us the sense and overview of the overall scenario. The data reveals a positive story and will surely guide the institution in the area of planning developmental programmes and gender budgeting. It is also an attempt to understand the strengths and weaknesses i.e. where the institution needs more focus and attention to bridge the gender gap and sensitization. Needless to say that gender inequality is an issue in our society because the basic concept of gender awareness and gender sensitivity/gender neutrality has not been realised in full so far in this part of the world. Therefore, the aim at the moment should be to create an environment in which discrimination is not tolerated and dignity at workplace becomes an established norm and priority. The prime focus should be that every staff member/faculty and the students feel a congenial and gender sensitive campus environment.

Reference:

1. A.A.Afroz .(2019),*Gandhi aur Jamia*, INSAAN International Publication.
2. Data from Internal Quality Assurance Cell (IQAC), Jamia Millia Islamia.
3. Gardener, J and Subrahmanian, R. (2005) Tackling Social Exclusion in Health and Education in Asia. Study prepared for DFID Asia Division. London: Department for International Development.
4. M. Hussan & R.Jalil, (2006), *Partners in Freedom Jamia Millia Islamia*, Niyogi Books, New Delhi.
5. J. Henshell Momsen, (2004), *Gender and Development*, Routledge (Taylor & Francis Group) Perspectives on Development, London.
6. L. Moyoyeta, (2007),*Women, Gender and Development*, Bray and Lusaka, 80:20 Educating and Acting for a Better World and Women for Change, Ireland , Zambia.
7. M. Caroline, (2005), *An Introduction to Gender Audit Methodology*. Its design and Implementation in DFID Malawi Overseas Development Institute, UK.
8. Inter Action Gender Audit Handbook, Inter Action Audited voice for Global Change, 2010, www.interaction.org.
9. A.M. Goetz, (1997), 'Introduction', in Anne Marie Goetz (ed.) *Getting Institutions Right for Women in Development*, Zed Books, London.
10. Sweetman, C., (1997) “*Gender in development organisations*”,. Available at: [http:// policy-practice.oxfam.org.uk/publications/gender-in-development-organisations-121450](http://policy-practice.oxfam.org.uk/publications/gender-in-development-organisations-121450).
11. Saksham: *Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses*,2013,UGC,NewDelhihttps://www.ugc.ac.in/pdfnews/5873997_SAKSHAM-BOOK.pdf.
12. www.jmi.ac.in.

13. Ji-young, Soh, (2003), '*UN Commission head pledges to work toward gender equality*', The Korea Times, 16 April 2003, www.times.hankooki.com.
14. S. Barara, (2002), "*Information on Equality and social justice in Israel, ADVA Centre*".
15. UNDP (United Nations Development Programme) 2001, Human Development Report 2001, UNDP, New York.
16. J. Porter, & E. Judd, (1999), *Feminists Doing Development: A Practical Critique*, Zed Books, London.
17. *Gender and Development*, 2005, Vol. 13, No. 2, Jul., Pub: Taylor & Francis, Ltd , Oxfam GB.
18. K. Ittonen , 2010, "*Does Female Representation on Audit Committees Affect Audit Fees?*" ,Source: Quarterly Journal of Finance and Accounting , Summer/Autumn Vol. 49, No. 3/4 (Summer/Autumn 2010), pp. 113-139 Published by: Creighton University Stable URL: <https://www.jstor.org/stable/23074633>.
19. L. Vera, C. pIsabella, 2019, *Gender mainstreaming and gender equality in Europe: Policies, culture and public opinion*, Pub. Bristol University Press, Policy Press, <https://doi.org/10.2307/j.ctvqr1b54>.
20. <https://socialwelfare.vikaspedia.in/viewcontent/social-welfare/women-and-child-development/women-development-1/ugc-guidelines-for-women-safety-and-security>.
21. <https://economictimes.indiatimes.com/industry/services/education/enrolment-of-women-in-indian-universities-grew-26-in-2024->.
22. <https://www.newindianexpress.com/cities/bengaluru/2023/Jan/04/creating-a-gender-equal-world-a-road-map-for-the-future-2534454.html>.

Annexure I

The UGC is committed to the goal of developing a safe, secure and violence free environment in all the educational institutions across the country. The following guidelines have been released to to create safe, secure and gender equitable environment in all higher educational institutions (HEIs).

Saksham should act as a handbook for developing gender sensitisation programmes in HEIs. A soft copy of the "Saksham" must be freshly circulated in all HEISs across the country to implement the policy guidelines for women"s safety and security.

Overview of guidelines

The guidelines are broadly classified into the following two interlinked domains:

1. Infrastructural facilities and amenities for a safe and secure environment
2. Women Cells (for sensitization, policy implementation, monitoring and grievance Redressal

Guidelines for basic facilities & amenities for secure environment for women on campuses

- Students should be provided with a handbook at the time of admission that would contain detailed information about rules and regulations regarding proper conduct and behaviour expected of them. It should list the helpline numbers of ICC members, student counsellors, anti-ragging cell, proctor office, medical emergencies, health centre, canteen, and other university authorities to be approached in case of need.
- Professional counseling services should be available on the campus to address the psychological and emotional concerns of the students.
- Safety of women is a paramount concern for all. The higher education choices are, quite often, limited by perceptions of risk involved in going "outside" the home for higher education. Therefore, efforts by the college/university administration to make

their campuses better equipped and safer for women would strengthen women's participation in institutions of higher learning. Infrastructural improvement measures, therefore, would act as a strong component in creating a women friendly campus.

- The HEIs should ensure easy access to basic sanitation and hygiene facilities for women such as clean, well maintained and fully functioning separate restrooms equipped with 24 hours tap water supply, soap, covered dustbins, sanitary pad disposal bins and vending machines in all its buildings. There should be proper sanitary staff deployed to keep the facilities clean and usable at all times.
- The campus and the adjoining areas should be well lit. The sports and other play grounds and public parks should have flood lights. All the roads and streets on the campus, and the areas around the main/central library, the hostels, and parking lots must have adequate street lighting. There should be no dark stretches anywhere on the campus.
- The HEIs should provide reliable and consistent transport facilities and feeder buses for all students, especially for women students and female staff, for a safe transit within the campus. The services should be provided till late hours as laboratories and libraries are open till late.
- All the buildings, the open public spaces and other infrastructural amenities including transport, restrooms, footpaths, entry and exits should be friendly for specially abled Students.
- A sufficient number of female security guards should be hired from credible security firms.
- Each campus should have adequately equipped with primary health care centre along with an ambulance facility to ensure women's safety by availing the primary and emergency health care services on a 24 hours basis within the campus.
- Boundary wall provisions are essential for ensuring the safety of students especially where campuses are located in rural or out of town, secluded areas. In this regard the university/college premises must have a boundary wall to curtail unauthorized access of outsiders to the campus.
- All the public spaces on the campus such as streets, libraries, corridors, playgrounds, parks, sports stadia, laboratories, libraries,

parking lots should be under CCTV coverage with a centralized surveillance system to monitor the behaviour and activities of students, staff, and visitors. A system of issuing passes to all visitors at the campus entry should be in place.

- Childcare centres and crèches with trained personnel should be available at subsidized charges.
- The HEIs should build more hostels for women and all women students who need hostel rooms should be given this facility. Hostels should be designed to offer contemporary amenities such as the mess, canteen, clean restrooms, self- service laundry rooms fitted with washing machines, Wi-Fi, lounge, entertainment facilities for indoor games, and reading rooms etc.
- Healthy and nutritious food should be available at all the canteens and the mess premises of the college/university and its quality should be regularly checked by the food safety officials.
- The administration should organize self-defence classes/ training camps for female students and employees on a regular basis.
- Every college/university/educational institution must have an Internal Complaints Committee (ICC) constituted as per the legal requirements in the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. The ICC will work towards prevention and grievance redressal and look into all complaints of sexual harassment filed by the women students and women staff members and adhere to all the rules and regulations stipulated in this Act.
- Information about the ICC, its members, their contact details via phone and email, and details about the role and responsibilities of ICC should be prominently uploaded on the website of the institution. The same should also be disseminated widely through posters or brochures put up at prominent places, on notice boards of all departments, offices, hostels, auditoriums and sports stadia. A copy of the act should also be uploaded on the website of the institution. Complaint /grievance boxes should be put up at discreet locations in all buildings of the institution. An anonymous complaint should also be addressed.
- Universities must advocate a zero tolerance policy with respect to sexual harassment and gender based discrimination on the campus. In this regard, all the necessary actions should be taken and norms

should be followed as per the official gazette of India, University Grant Commission (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulation, 2015.

- Gender sensitization seminars, contests/exhibitions/debates/ and film screenings should be organized regularly to sensitize the students, teachers and other staff about the existing gender stereotypes that reinforce gender based discrimination and violence. In this regard, an Annual Fest can also be instituted around the Women's Day to create awareness on gender equality through interactive sessions, per formative arts, film discussions, essay and poetry writing, poster making, photography and critical debates. The selected pieces may be published in the campus magazine. A gender equality wall may be maintained in the campus and students should be encouraged to express their views on a daily basis to orient fellow students and staff members towards the need to build gender inclusive societies.
- HEIs should in still self confidence in young women to become achievers, leaders and entrepreneurs in order to empower them socially and economically. There should be a strong focus on developing and promoting gender inclusive curriculum in order to provide equal career opportunities, irrespective of gender.
- The HEIs must take strong steps to counter the practices of stigmatization and secondary victimization of the complainant/victim. This could be done through legal awareness lectures, workshops, seminars and conferences that would instil confidence in women to report any instance of sexual harassment or gender based violence that they observe, come to know about or experience. In this regard, the HEIs may invite the services of the legal counsellors from State Legal Service Authority (SLSA), District Legal Service Authorities (DLSA), or the law department, legal advocacy groups and in-house legal counsellors etc.
- Similarly, the campus community should regularly invite eminent members of society such as professionals, and functionaries from the state, corporate and civil society who are known to promote gender equality in their respective fields.
- The HEIs should regularly organise health awareness and health check-up camps to spread awareness about issues such as breast

cancer, menstrual hygiene, use of contraceptive pills, unwanted pregnancy, depression, anxiety, eating disorders, stress induced disorders, hormonal imbalance, Polycystic Ovarian Disease (PCOD) etc.

- The revised curriculum as per NEP 2022 should create ample space for vocational skill development and entrepreneurship for women to enable them to become economically independent. 25. The HEIs should try to motivate Women in general and more specifically women from socially disadvantaged groups, or women who are disabled to continue their education by offering scholarships and funding opportunities.
- The administration machinery of the HEIs should ensure the use of gender inclusive language for all official communications.
- Annual reports of the HEIs should include the data about the number of complaints of sexual harassment received, successfully disposed of and pending, without revealing the identities of complainants.
- The HEIs are supposed to submit a periodic report to UGC in regards to the measures taken for safety and security of women employees and students in the premises.
- All the facilities in women cells should be especially abled (Divyangjan) friendly.







Dr. Tarannum Siddiqui

Tarannum Siddiqui is working as an academican and research assistant (RA) in the Sarojini Naidu Centre for Women's Studies (SNCWS), Jamia Millia Islamia (JMI). Ph.D. research in "Ramification and Implications of Family Law Reforms: A Study of Muslim Women in India." Total working experience: nineteen years as a research assistant and eleven years of teaching experience at Sarojini Naidu Centre for Women Studies (SNCWS), Jamia Millia Islamia (JMI).

Books—"Muslim Women's Rights in Muslim Personal Law" (English, Hindi, and Urdu languages). Published by SNCWS, JMI, the two-booklet series "Gender Audit" (2009, 2020-2021) has been completed for all JMI teaching and non-teaching staff and students, and another book on "Gender Concerns on Campus" has been published by SNCWS, JMI. Articles written in national and international journals on gender-related issues, especially Muslim women's (minority) issues. Execute much research on women's issues. Initiated the 'Self Defence Programme' for the female students in JMI; UGC recognized the seriousness of the issue and made this program mandatory. Introduced a "Life Skill" research program for underprivileged girl students for Zakir Hussain Memorial Society, Jamia Millia Islamia. A trainer for gender sensitization training programs and legal training awareness workshops. Conducting and coordinating the JMI Radio Programme "Parwaz" 90.4 FM. Air on gender-related issues and dialogue with JMI dignitaries & guests of Jamia in collaboration with the Mass Communication Research Centre, JMI.



**Sarojini Naidu Centre for Women's Studies
Jamia Millia Islamia, New Delhi -110025
Silver Jubilee Years' SNCWS**