

बाबू राम सिंह महाविद्यालय

खाड़पाथर, पो-मुर्घवा (रिनुकूट) सोनभद्र-उ०प्र०

(सम्बद्ध-महात्मा गाँधी काशी विद्यापीठ, वाराणसी)



पंजीयन संख्या-1482/2002-03

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पत्रांक.....

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Criterion VII – Institutional Values and Best Practices

7.1.1: Institutional Values and Social Responsibilities

Link of relevant document

- Additional Information
- Gender Equity Policy
- Women Development Cell – Structure/Report/e-magazin

Signature

जाचार्य

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GENDER EQUITY POLICY

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प्रचारार्थ

बापू राम सिंह मना ११/११

बाइपाथर कुमठ (रूहद)

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FOREWORD

BRSM , Sonebhadra is conscious of the importance of gender as a key component of the strategic objectives of the University.

Higher education campuses have a special role in promoting gender equity between women and men. Gender responsive activities under a university wide gender program includes gender sensitisation along with addressal of any imbalances among students and staff in terms of student enrolment, employment, and retention. This policy is an outcome of the belief of the stakeholders to recognise gender concerns as an important issue on the development agenda at national, regional and international levels. The success of the gender policy is the responsibility of all people at policy, decision making and implementation levels of BRSM , Sonebhadra.

Higher education institutions are also responsible for ensuring that what is taught and learned contributes in a positive way to the lives of both boys and girls. A college should ensure that students, female, and male, have equal access to the knowledge and skills that are imparted on the campuses. The stakeholders in the higher education system must ensure equal participation of all students in classrooms, thus achieving the vision of gender equity campus. This gender equity in campus (GEC) policy provides a framework of principles and practices that will improve the opportunities of all students regardless of their gender. The education system has the responsibility to provide high quality equitable education that meets the needs of all genders. The gender equity Policy has been developed to ensure that students are not discriminated based on their gender.

Gender equality and equity is at the centre of BRSM Sonebhadra ,objectives and functions. It aims at ensuring both woman and men (staff and students) are considered equal and treated equally in terms of dignity and rights.

BRSM Sonebhadra fraternity is striving towards non-discrimination of any kind based on gender differentiation or any other factor like caste, race, nationality etc. The gender policy provides guidelines and frameworks for creation of a gender just environment of learning.

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INTRODUCTION

The Constitution of India embodies the government's commitment to equality for both women and men within family, community and society. It supports the idea of human development, which encourages every person to be dynamically involved in the process of liberating himself or herself from every form of domination and oppression so that each man or woman will have the opportunity to develop as a whole person in relation to others. The Government of India also subscribes to and has endorsed a range of international Conventions such as the United Nations Declaration of Human Rights (1962), the United Nations Convention on the Rights of the Child (1989), and Education for All (United Nations Declaration 1990) and the Beijing Declaration (1995) which called for the mainstreaming of gender issues. Hence, it is imperative that the essence and spirit of these declarations become part of day-to-day life particularly in the educational system.

Gender equity refers to fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and that these differences should be identified and addressed in a manner that rectifies the imbalance between the sexes.

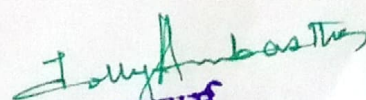
Equity is not maintained where there is discrimination. Discrimination involves treating the genders differently in ways that suggest that one is inherently inferior to the other. Being treated differently in areas of learning and related activities can and does affect the distribution of political, economic and social benefits and influence. Equality is different from equity. Equality means every person receiving the same treatment regardless of who or where he or she may be. Equity is the means and the goal.

GENDER EQUITY AND GENDER: DEFINITIONS

'Gender' in this policy refers to those behaviours and attitudes which are culturally accepted as appropriate ways of being a woman (femininity) and ways of being man (masculinity). The sex of a person is biologically determined, whereas ways of being a man or women are learned, they are a social construct— they are constructed, reinforced, maintained, and reconstructed over time through social and cultural practices. Such social prescription of gender and gender behaviour vary across cultures, social class, and time.

'Equity' means fairness and without bias. In our daily lives, fairness exists when persons who have made the largest contributions receive relatively large rewards, those who have made small contributions receive small rewards, and so on. In the social context, equity also involves conscience or principles of natural justice. This can result in people being given different if it is considered fair or just. Therefore, some people may be recognized as more deserving than others. The bias on which preferential treatment is made is important in judging whether a case is just or unjust. It can vary according to basic beliefs or political persuasion.

The College Gender Policy attempts to redress the historical gender imbalances that have placed 'women' in a disadvantaged position in accessing, benefiting and getting fair treatment as the users and producers of knowledge. Challenges to self-actualize based on gender differentiation have to be continually addressed consistent with national and international policies on development.


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RATIONALE

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated, and SDG 5 specifically focusses on gender equality.

Equality between men and women is an integral part of human rights and a fundamental criterion for democracy. Equality is a necessary foundation for a peaceful, prosperous, and sustainable world.

Baboo Ram Singh Mahavidyalaya as a higher education institution has a key role in contributing to a socially just society. This can be achieved by ensuring equal and fair access to, participation in and outcomes from the education provided for its faculty and staff members as well as for female and male students.

In order that all citizens have an equal opportunity to participate in and benefit from the development of the country, men's and women's aspirations, achievements and life choices must not be constrained by gender. Understanding gender equity in education enables students and educators to recognize and remedy the constraints and inequalities that may result from not understanding constructions of gender. The Gender Equity in campus Policy aims to develop every individual to her or his full potential.

The policy document is a result of BRSMs intent to establish an environment which addresses gender equity and defines the College vision on woman's development along with a framework of broad policy commitments and guidelines. The national imperative for women's empowerment, gender neutral workspaces and government's commitment to equal employment opportunity coupled with University's mission, is guiding this policy.

Gender discrimination has for long created a culture of exclusion of women and absence of women in higher leadership as well as accessing higher education. The women who make it to the College therefore should not be confronted with gender unfriendly learning and working environment. Measure to address gender inequality cannot take place in vacuum and need participation from all stakeholders in higher education institutions. The various forms of gender- based violence, which can hinder effective participation in learning and working of any member based on gender also needs to identify and corrected with due protocol.

Therefore, the scope of the policy has been designed to encourage all members of society across gender to contribute equally to the College's organisational culture as per cadre, qualifications, and status.

SCOPE OF THE POLICY (For Employees)

The Workplace Gender Equality and Diversity Policy applies to BRSM job applicants and to all employees whether full time or part time, temporary or permanent and wherever they are located within Colleges offices.

It covers:

- Recruitment, selection, and promotion
- Terms and conditions of employment
- Professional development
- Flexible working options

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- e. Safe working environment
- f. Leadership, management, and accountability
- g. Grievances, disciplinary action, and termination of employment.

SCOPE OF THE POLICY (For Students)

The Gender Equality and Diversity Policy applies to BRSM students and research scholars whether fulltime or part time, and wherever they are located within offices.

- a. Safe working environment
- b. Equal opportunities for students
- c. Grievances, disciplinary action,

GOALS AND OBJECTIVES

Baboo Ram Singh Mahavidyalaya promotes an organisational culture which highly values equity and inclusiveness and believes strongly in social responsibility and transformation. The College strives to provide a vibrant and inclusive intellectual community, including a safe and supportive working and learning environment for people of all genders. To realise these objectives, the College implements a range of measures to prevent gender-based discrimination and adopts flexible provisions for employees.

The College is dedicated to improving and promoting gender equality and diversity in the workplace through improving recruitment and retention practices to encourage a high-quality workforce thoughtful of the gender diversity and promoting gender inclusive and sharing decision-making.

EDUCATIONAL PRINCIPLES AND VALUES

The higher education system in India encourages, supports and promotes the following values and principles as being essential to the development and implementation of quality curriculum and educational experiences for male and female students.

PRINCIPLES

- All students can achieve their full potential; being either male or females does not determine the capacity to learn.
- Equality of opportunity and outcomes in higher education for female and male students may require that girls and boys get some preferential treatment at least for a period.
- Strategies to improve the quality of education for female students should be based on an understanding that neither men nor women are the same individually or as a group, having different needs and coming from different socio-economic and cultural backgrounds.

VALUES

- Both female and male students should value each other and be valued equally in all aspects of Campus life.
- High quality education for female students as well as for male students is a professional responsibility for all the faculty members, support staff and others involved with academics

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- Campus life for girls and boys should reflect the entitlements of all women to personal respect and personal safety, economic security, and participation in and influence over decisions making which affect their lives.

GENERAL POLICY STATEMENTS

Policy Statements

The management arrangement for implementing the Gender Policy includes:

- i. Defining the role and position of major stakeholders within the community in relation to the Gender Policy.
- ii. Establishing a framework for coordinating, monitoring, and evaluating the implementation of the policy.
- iii. Reviewing and setting up of an enabling legislative and institutional arrangement.

BRSM will:

- Promote a working environment where all employees are treated with respect and dignity.
- Ensure that no-one is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance.
- Challenge discriminatory behaviours or attitudes wherever they occur.
- Respond swiftly and sensitively to any incidences of discrimination.
- Provide any reasonable adjustments for people with disabilities to ensure they have access to our services and employment.
- Ensure that employees' religion or beliefs and related observances are respected and accommodated wherever possible where the expression of those beliefs does not impinge on the legitimate rights of others.
- Ensure that we take account of the needs of our employees' pregnancy or maternity.
- Celebrate a diverse workforce to ensure fair treatment.

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 सोनभद्र ३ २०)

CURRICULLAM DEVELOPMENT AND LEARNING ENVIRONMENT

The Gender Equity Policy in campus is expected to result in:

- Provision of a curriculum which, in content, language and methodology meets the educational needs of students of both genders
- Acknowledges and respects positive cultural values and individual differences of genders.
- Provision of a curriculum which challenges unfair cultural practices and recognizes the contribution of women to society
- Encouragement in the development of the correct attitude, conduct and behaviour in all students which focuses on social responsibility, empathy, and sensitiveness, equal and non-abusive relationships.
- Provision of a challenging learning environment which is socially and culturally supportive and physically comfortable for students of both sexes
- Preparing all students to understand their rights to personal respect and safety and provision of an environment that is safe and free from all forms of harassment and violence.
- Provision of learning skills and support facilities in the campus to ensure that the capabilities of all students are fully and equally realized.
- Making effective changes and lasting improvements on the campus whereby there is a high degree of awareness, understanding and acceptance of the educational needs of girl students by involving all the stakeholders i.e., students, parents, faculty, support staff and the management

BREACHES OF THIS POLICY

Staff should use the grievance procedure to make a formal complaint in writing regarding any instance of harassment or discrimination. More information regarding options, and support for employees who feel they are being harassed, can be found in the POSH Policy.

Serious breaches of the Workplace Gender Equality and Diversity Policy will constitute gross misconduct and give rise to serious action and dismissal of employee.

Anyone found guilty will be dealt with according to the disciplinary procedures. BU is committed to protecting from retaliation those staff members who report what they reasonably and in good faith believe to be any instance of harassment or discrimination under the terms of this policy.

“Retaliation” or “victimisation” means any direct or indirect action that might be recommended, threatened, or taken to the detriment of an employee who engaged in reporting misconduct or who is suspected of doing so. Retaliation against a person reporting breaches of this policy will lead to disciplinary proceedings up to and including dismissal.

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मोनमद ३-५०)

CONCLUSION

The principles, strategies and institutional arrangements outlined in this Gender policy represent the pursuit of the recognition of the equality of all persons by the Constitution of India and the respect of the human rights provided for in the Universal Declaration of Human Rights that all institutions provide equal opportunity for both men and women citizens. The successful implementation of these policy objectives will depend on the concerted and determined collective effort, willingness, and accountability by all stakeholders within the University.

To note the progress and monitor impact of the gender policy, Bennet University will periodically assess the percentage of female employment and female student community to move toward reaching an optimum level of participation from diverse members of the community and create a gender balance higher education environment.

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