

Khwaja Moinuddin Chishti Language University

Lucknow, U.P.

Gender Audit Report

2019 - 2020

Date: 18 NOVEMBER, 2020

AUDITED BY



Prof. S. Haider Ali



Dr. Sauban Sayeed

 **इ० आशुतोष कुमार श्रीवास्तव**
मण्डल अभियंता
पूर्वोत्तर रेलवे बरेली

Independent Auditor: Er. Ashutosh Kumar Srivastava

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KHWAJA MOINUDDIN CHISHTI
LANGUAGE UNIVERSITY,
LUCKNOW

INTRODUCTION

In the academic year 2019-20, Khwaja Moinuddin Chishti Language University in Lucknow, Uttar Pradesh continued its commitment to fostering gender equality within the institution through the Gender Audit process. Serving as both an evaluative tool and a strategic initiative, the Gender Audit played a crucial role in assessing the university's progress in creating a safe, inclusive environment for all members of its community, irrespective of gender.

This comprehensive audit delved into various aspects of the university's operations, including policies, practices, and cultural norms, to identify areas for improvement and to reinforce existing strengths. Through meticulous examination, the university aimed to address any disparities or challenges hindering gender equality and promote initiatives that promote inclusivity and diversity.

The Gender Audit not only provided valuable insights into the university's current state but also guided the development of targeted interventions and initiatives to enhance gender equality. By engaging stakeholders across the institution, including students, faculty, and administrative staff, the audit process encouraged collaboration and dialogue to drive meaningful change.

Through its ongoing commitment to the Gender Audit, Khwaja Moinuddin Chishti Language University reaffirmed its dedication to creating an environment where all individuals can thrive, regardless of gender identity. This reflective and proactive approach underscores the university's broader mission to cultivate a culture of respect, dignity, and equity within its academic community.

PRIMARY GOALS

In the academic year 2019-20, Khwaja Moinuddin Chishti Language University in Lucknow, Uttar Pradesh continued its rigorous Gender Audit process to comprehensively assess the integration of gender considerations and equity within its policies, practices, and cultural norms. This evaluative endeavour aimed to not only identify areas of strength but also to confront challenges hindering gender equality within the institution.

Embracing a participatory approach, stakeholders from diverse backgrounds engaged in constructive dialogue to delve into gender-related issues and explore avenues for promoting inclusivity across the university's systems and operations. Through this collaborative process, the university fostered a culture of reflection and action, encouraging active involvement from students, faculty, and administrative staff alike.

The Gender Audit served as a lens through which the university could critically examine its progress towards gender equality, emphasizing the importance of creating a supportive and respectful environment for all members of its community. By highlighting both successes and areas for improvement, this process enabled the university to implement targeted interventions and initiatives aimed at fostering greater gender integration and equity.

As a result of the Gender Audit's broad-based approach, Khwaja Moinuddin Chishti Language University reaffirmed its commitment to advancing gender equality and inclusivity, reinforcing its position as an institution dedicated to promoting social justice and diversity within the academic sphere.

AREAS OF CONCENTRATION

1. Integrating gender perspectives into the university's goals, initiatives, and financial planning.
2. Reviewing current gender-related skills and facilitating professional growth.
3. Improving the management of information and knowledge related to gender matters.
4. Examining systems of responsibility and oversight to ensure gender parity.
5. Encouraging gender equilibrium in hiring practices and workplace policies, alongside the adoption of gender-sensitive approaches.
6. Tackling institutional culture and its influence on advancing gender parity within the university.

DEDICATION TO FAIRNESS

In line with its dedication to fairness and ensuring equal opportunities, Khwaja Moinuddin Chishti Language University strives to deliver high-quality education to every student, irrespective of their socio-economic circumstances. To uphold this pledge, the university initiated the Gender Audit as a proactive step to pinpoint areas necessitating improvement and bolster inclusivity across its academic and administrative structures.

GENDER AWARENESS

1. Khwaja Moinuddin Chishti Language University, located in Lucknow, Uttar Pradesh, has consistently strived to enhance the enrolment of female students across its diverse academic offerings.
2. Through an array of platforms including seminars, workshops, debates, street theatre, and film screenings, the university actively advocates for gender sensitization. These endeavours serve to enlighten the university community on pressing matters such as environmental sustainability, women's rights, gender parity, and empowerment. The enthusiastic participation of both male and female students fosters a collaborative atmosphere, promoting collective efforts towards shared objectives.
3. The university's NCC unit has warmly embraced several female cadets, recognizing and appreciating their invaluable contributions. These women cadets actively engage in various activities and are commended for their exceptional achievements within the unit.
4. Khwaja Moinuddin Chishti Language University has instituted an Internal Complaints Committee, a statutory entity responsible for addressing reports of harassment. This committee plays a pivotal role in providing a platform for students and staff to voice concerns regarding harassment incidents, ensuring that formal procedures are followed to effectively resolve such matters.



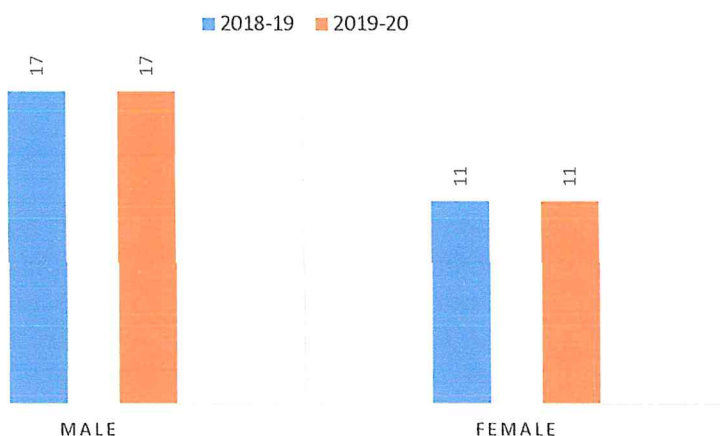
FACULTY AND STAFF

In the academic year of 2019-20, Khwaja Moinuddin Chishti Language University undertook a Gender Audit to scrutinize the gender composition and interactions within its teaching and non-teaching staff. The subsequent details provide an overview of the gender distribution across various staff categories:

1. Permanent Teaching Staff

Permanent Teaching Staff			
Sr. No.	Years	Male	Female
1	2018-19	17	11
2	2019-20	17	11

PERMANENT TEACHING STAFF

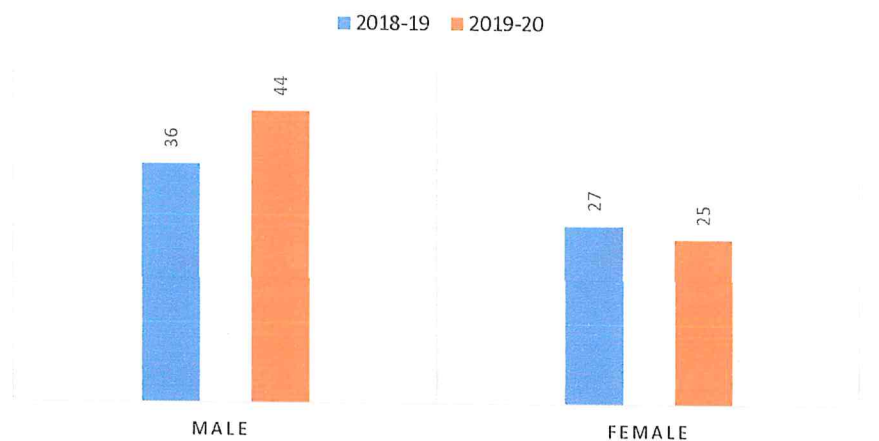


Details of Permanent Teaching Staff for 2018-19 & 2019-20

2. Guest Lecturer

Guest Lecturer			
Sr. No.	Years	Male	Female
1	2018-19	36	27
2	2019-20	44	25

GUEST LECTURER

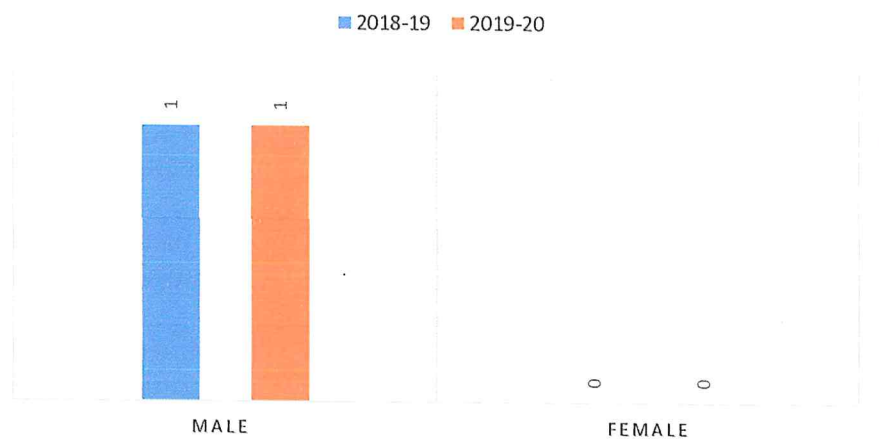


Details of Guest Lecturer for 2018-19 & 2019-20

3. Permanent Non-Teaching Staff

Permanent Non-Teaching Staff			
Sr. No.	Years	Male	Female
1	2018-19	1	0
2	2019-20	1	0

PERMANENT NON-TEACHING STAFF



Details of Permanent Non-Teaching Staff for 2018-19 & 2019-20

4. Non-Permanent Non-Teaching Staff:

Non-Permanent Non-Teaching Staff			
Sr. No.	Years	Male	Female
1	2018-19	50	5
2	2019-20	53	3

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NON- PERMANENT NON-TEACHING STAFF



Details of Non-Permanent Non-Teaching Staff for 2018-19 & 2019-20

Key Observations:

1. The gender distribution among permanent teaching staff remains consistent over the two years, with a slightly higher representation of male teachers compared to female teachers.
2. The gender composition of guest lecturers has seen some changes, with an increase in the number of male lecturers and a decrease in female lecturers from 2018-19 to 2019-20.
3. The permanent non-teaching staff category shows a consistent gender distribution, with only male staff members in both years.
4. There is a notable decrease in the number of female non-permanent non-teaching staff from 2018-19 to 2019-20, while the number of male staff members has increased.

Recommendations:

1. **Recruitment Policies:** Implement gender-sensitive recruitment policies to ensure equal opportunities for both male and female candidates across all staff categories.
2. **Retention Strategies:** Develop strategies to retain female staff members, particularly in non-teaching positions, by providing support and professional development opportunities.
3. **Awareness Programs:** Conduct awareness programs and training sessions to promote gender equality and inclusivity within the university community.
4. **Monitoring and Evaluation:** Regularly monitor and evaluate gender diversity initiatives to track progress and identify areas for improvement.

Conclusion:

The Gender Audit findings underscore the importance of addressing gender disparities within the staffing structure of Khwaja Moinuddin Chishti Language University. By implementing targeted interventions and fostering a culture of inclusivity, the university can strive towards creating a more equitable and diverse work environment conducive to academic excellence and innovation across both

years.

STUDENTS

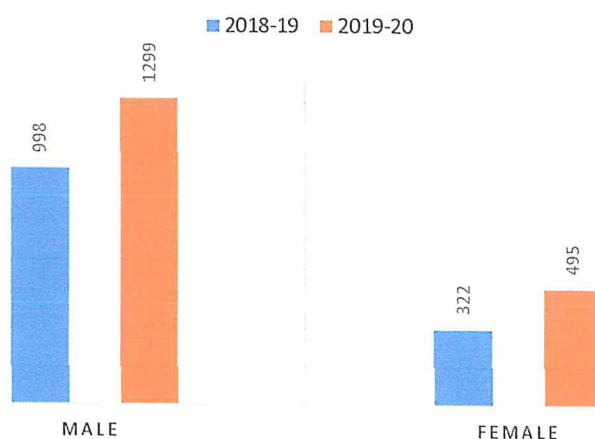
Gender Audit Report for Khwaja Moinuddin Chishti Language University, Lucknow, Uttar Pradesh (2018-19 & 2019-20).

The Gender Audit conducted at Khwaja Moinuddin Chishti Language University for the academic years 2018-19 and 2019-20 aimed to analyse the gender distribution among undergraduate (UG), postgraduate (PG), and Ph.D. students. The following details present the gender composition within these student categories for both years:

1. Undergraduate (UG) Students:

Undergraduate (UG) Students			
Sr. No.	Years	Male	Female
1	2018-19	998	322
2	2019-20	1299	495

UNDERGRADUATE (UG) STUDENTS



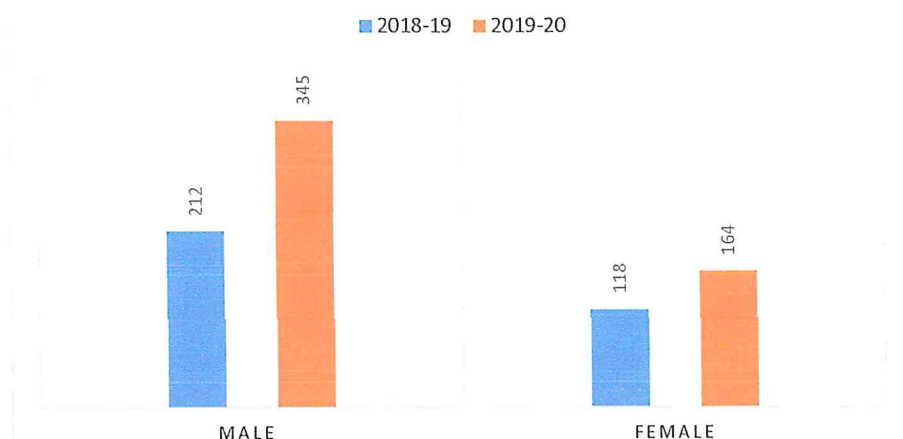
Details of Undergraduate Students for 2018-19 & 2019-20

2. Postgraduate (PG) Students:

Postgraduate (PG) Students			
Sr. No.	Years	Male	Female
1	2018-19	212	118
2	2019-20	345	164

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POSTGRADUATE (PG) STUDENTS



Details of Postgraduate Students for 2018-19 & 2019-20

3. Ph.D. Students:

Ph.D. Students			
Sr. No.	Years	Male	Female
1	2019-20	65	60

Key Observations:

- Across both academic years, there is a notable gender disparity among undergraduate students, with a higher number of male students compared to female students. However, the proportion of female undergraduate students has shown an increase from 2018-19 to 2019-20, indicating positive progress towards gender balance.
- In the postgraduate student category, while male students outnumbered female students in both years, there was also an increase in the number of female postgraduate students from 2018-19 to 2019-20.
- The Ph.D. student cohort in 2019-20 displays a relatively balanced gender distribution, with a slightly higher number of male students compared to female students.

Recommendations:

- 1. Recruitment and Outreach:** Implement targeted recruitment and outreach strategies to attract more female candidates, especially at the undergraduate level, to achieve gender parity.
- 2. Support Programs:** Provide support programs and resources tailored to the needs of female students to enhance their academic success and retention rates.
- 3. Mentorship Opportunities:** Establish mentorship programs to support female students in pursuing advanced degrees, such as postgraduate and Ph.D. studies.
- 4. Awareness Campaigns:** Conduct awareness campaigns to promote gender diversity and inclusivity within the university community and address any existing biases or stereotypes.

Conclusion:

The Gender Audit findings highlight the importance of addressing gender disparities and fostering inclusivity within Khwaja Moinuddin Chishti Language University. By implementing targeted interventions and creating a supportive environment, the university can strive towards achieving gender equity across all academic levels.



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ACTION TAKEN ON THE AGENDA SET IN 2018-19 MoM

2018-19 MoM



خواجہ معین الدین چشتی اردو، عربی-فارسی یونیورسٹی، لکھنؤ
Khwaja Moinuddin Chishti Urdu, Arabi-Farsi University, Lucknow
U.P. STATE GOVERNMENT UNIVERSITY

Minutes of Gender Audit Committee Meeting held on 21/03/2018

The meeting of Gender Audit Committee was held on 21/03/2018 at 11 am in the committee room of administrative block.


Agenda:


1. To conduct gender audit of teaching faculty, non-teaching staff & students of the session 2018-2019.
2. To discuss on the need of sign board of University on the main road (Sitapur- Hardoi Bypass Road), Lucknow as the University is situated at 1 km distance from the main road.
3. To discuss on the need of gender sensitization in University.


Recommendations:


1. The committee members decided to conduct gender audit of the session 2018-2019.
2. The committee members discussed on the need of sign board of University on the main road (Sitapur- Hardoi Bypass Road), Lucknow and resolved to allow for the provision of signboard with University name on the main road so as to facilitate the clear identification of the University campus.
3. The members resolved for the co- curricular programmes to be conducted by various departments of the University.


Signature


(Prof. S. Haider Ali)
Internal Member
Professor
Department of Business
Administration


(Mr. Shabih Haider)
Accountant
Finance Office


(Dr. Nafini Misra)
Internal Member
Assistant Professor
Department of Education


(Mr. Ashutosh Srivastava)
Divisional Engineer
North-Eastern Railway, Bareilly


(Dr. Sauban Sayeed)
Chairman
Associate Professor
Department of Urdu

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Action Taken Report (On 2018-19 MoM)



خواجہ معین الدین چشتی اردو، عربی-فارسی یونیورسٹی لکھنؤ
Khwaja Moinuddin Chishti Urdu, Arabi-Farsi University, Lucknow
U.P. STATE GOVERNMENT UNIVERSITY

Date: 21/12/18


ACTION TAKEN REPORT


With reference to the minutes of the Gender Audit Committee conducted on 21st March, 2018, the Gender Audit for the session 2018- 2019 is done and report made.


The Sign board with University name is placed on a proper position on main road, thereby giving clear identification and direction towards University campus.

The various departments of University are conducting co-curricular activities for gender sensitization of University teachers, students and employees.


Signature


(Prof. S. Haider Ali)
Internal Member
Professor
Department of Business
Administration


(Dr. Nalini Misra)
Internal Member
Assistant Professor
Department of Education


(Dr. Saubhan Sayeed)
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Department of Urdu


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