



GENDER EQUITY POLICY

**DOLPHIN (PG) INSTITUTE OF BIOMEDICAL
AND NATURAL SCIENCE, DEHRADUN**

INTRODUCTION

Throughout the world, attention is focused on the status of women and the need to improve the condition of their lives, and highlight the benefits of a society where women and men participate as equals in all aspects of social, economic and political life. Higher education campuses have a special role in promoting gender equity between women and men. They are responsible for ensuring that what is taught and learned, contributes in a positive way to the lives of both boys and girls. As educators one must ensure that female and male students have equal access to the knowledge and skills that campuses can provide. The gender equity in campus (GEC) policy provides a frame work of principles and practices that will improve the life chances and opportunities of all students regardless of they are male or females. The education system has the responsibility to provide high quality equitable education that meets the needs of both female and male students. The Gender Equity Policy has been developed so that no students in Dolphin (PG) Institute of Biomedical and Natural Sciences are disadvantaged on the basis of gender.

GENDER EQUITY VISION OF DOLPHIN (PG) INSTITUTE OF BIOMEDICAL AND NATURAL SCIENCE

Dolphin (PG) Institute believes in offering equal opportunity to everyone in the campus, without any discrimination on the basis of gender.

‘**Gender**’ is 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, where as ways of being a man or women are learned: they are constructed, reinforced, maintained and reconstructed over time through social and cultural practices, such social construction of gender vary across cultures, social class and time.

‘**Equity**’ means fairness and without bias. In social exchange 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 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 that 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.

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 power 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 sexes differently in ways that suggest that one is inherently inferior to the other. Being treated differently in area 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 whom or where he or she may be. Equity is the means. Equality is the goal.

The Education system in the Dolphin campus has a role and responsibility in contributing to a socially just society. It can be done by ensuring equal and fair access to, participation and outcomes from the education provided 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 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.

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 equality curriculum and educational experiences for male and female students.

PRINCIPLES

- All students have the ability to 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 same preferential treatment.
- 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 group. They have different needs and come 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 educators in the system.
- Campus life for girls and boys should reflect the entitlement of all women, in their own right, to personal respect and personal safety, economic security, and participation in and influence over decision making which affect their lives.

- Equal opportunities to both male and female students and staff members. Conducive environment for women and men at work place is responsibility of the institution.
- Empowering the girls with healthcare. Physical, moral, cultural and skill development of all students is prime focus of the institution.

STAFF COMPOSITION/ REPRESENTATION

- Recruiting adequate women staff and ensuring the balance also at senior levels; with an objective of achieving a numerical gender balance in all posts at all levels as far as possible.
- Ensuring equal opportunities among male and female staff for personal growth, in promotion benefits, training and working conditions.
- Ensuring equitable representation and participation of men and women in the Academic Council and in various functional committees of the institution.

WORKPLACE

- Providing a safe and secure workplace for women staff, free from sexual harassment with a Gender compliance committee or Grievance Redressal Cell to look into specific concerns.
- Providing an enabling and friendly work environment where both men and women enjoy and actively participate in work.
- Extending work related concessions and relaxations for women staff depending upon the situations and requirement e.g. providing secure transport facilities, ensuring security measures along with minimum basic facilities for women staff travelling in the field.
- Reviewing the institutional structure, functioning, problems in relation to gender imbalance among staff and the work environment time to time and taking definite steps to address the same.
- Providing wages in accordance with the principle of equal pay for equal work for both men and women.
- Placing gender in existing committees; A woman employee who has put in 3 years of service after confirmation shall be entitled for 3 months of Maternity Leave on full pay upto 2 children and under probation, she will be eligible for leave without pay for the same length of period.
- Male employees when their spouses have children shall be entitled for 7 days of leave immediately after child birth.
- Making special efforts to provide empowerment education through necessary support and guidance.
- Sensitizing the male students and staff and mobilizing their support towards gender balance in the campus.

- Building awareness and sensitivity by processing information and discussing communication material in diverse ways towards gender sensitization. The college has taken an initiative to provide sanitary napkin vending machine for the students and teachers, it is combined effort to normalize menstruation and break cultural taboos surrounding it. This is a significant step where an environment of self-empowerment and sensitivity towards others are created.

STAFF CAPACITY BUILDING

- Facilitating staff capacity building process and trainings to enhance perspectives and conceptual clarity on Gender issues (for all the staff members). It will be important component of the induction programme.
- Ensuring that all trainings (internal and external) facilitated by the institution are gender-sensitive. a) Training content/methodology/mode of facilitation b) logistics part-time /location of venue.

INITIATIVES TAKEN BY INSTITUTION

Dolphin Institute gives equal opportunities to all the faculty members for development of their potential through participation in Faculty Development Programmes .The representation of male and female HOD's is equal. Students get access to institutional resources and opportunities without any bias. Girl's common room and other toilets in the campus have sanitary napkin vending machines. The participation of girls and boys in NCC, NSS and Scouts and Guide is equal. Dolphin (PG) Institute of Biomedical and Natural Sciences provides safe and secure environment to everyone so as to develop empowered individuals which will be ambassadors of gender equality in the society.

EXPECTED OUTCOMES

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

- Education of female and male students for a satisfying, responsible and productive life, including work inside and outside the home.
- Provision of a curriculum which, in content, language and methodology meets the educational needs and rights of female students as well as male students.
- Acknowledgement and respect of positive cultural values and individual differences.
- Provision of a curriculum which challenges unfair cultural practices and recognizes the contribution of women and society and the full range as well as the contributions of diverse group of men.

- Encouragement to the development of positive attitudes and behaviours in male and female students which promote social responsibility, empathy, and sensitive, equal and non-violent relationships.
- Provision of a challenging learning environment which is socially and culturally supportive and physically comfortable for female as well as male students.
- Preparing female and male students for their rights to personal respect and safety and provision of an environment that is safe and free from all forms of harassment and violence
- Gender equality policies can create pathways for women to access leadership roles within academic institution resulting in more women serving as department heads, deans or in other leadership capacities.
- Creating an inclusive and equal learning environment can enhance overall student satisfaction, leading to positive perception of the institution and potentially attracting a more diverse student body
- By educating and empowering individuals to challenge gender stereotypes, college can contribute to long term societal change, influencing attitudes and behaviours beyond the campus and preparing students to be advocates for gender equality in their future endeavors.

