



MILLAT COLLEGE

Laheriasarai, Darbhanga, 846004



Internal Quality Assurance Cell (IQAC)

GENDER AUDIT

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Gender Audit: An Introduction

A. Introduction of the Institution

Millat College was founded on October 17, 1956. The foundation and establishment of Millat College, Darbhanga is a result of dedication, conviction and vision of the people, who realized the importance of modern and scientific education of Muslims and built it stone by stone making one sacrifice after another. Millat College started as the first Muslim Minority college of Bihar, founded by Hafiz Dr. Abdul Hafeez Salfi, a visionary and charismatic leader, scholars and educationists who laid stone on October 17, 1956 at Shafi Muslim School, Darbhanga. He also advocated and sought support to start the college, the congregation ended with the resolution and formation of an Organizing Committee to establish the College namely "Millat College". The College has come a long way from the time of Pioneers envisioned and under took the difficult task for establishing, when only a few enlightened and for sighted Persons were prepared to support the modern education. The concept of Millat College is derived from the vision of Sir Syed Ahmad Khan was an Indian Muslim reformer, philosopher and educationist in nineteenth century. After that Muslims Community established the educational institutions throughout the length and breadth of the country. The idea of Millat College was conceived out of the growing importance of modern and scientific education, educational backwardness and lack of educational opportunities and access for Muslims of Darbhanga. By the time of independence of India, the Muslim leaders and educationists of Darbhanga had established many institutions for religious and moral education of Muslims, prominent among them were, Darul Uloom Ahmadiya Salfia, Madarsa Imdadia, Madarsa Hamidia, Yateem Khana Islamia, Darasgah Islamia etc. Though the first institution of modern education by Muslims of Darbhanga was established in 1932 as a Shafi Muslim School. The dream of higher education institution remained disillusioned for long. It was only in 1956 that the long cherished dream became a reality in form of Millat College. The first academic year of Millat College started in 1957, with affiliation from Bihar University Patna for I. A. Course and started on lease in the premises of Shafi Muslim School, because it did not have its own land. Prof. Chandra Kant Jha delivered the first lecture on August 5, 1957 in the college. In 1962, the college was shifted to present permanent campus, and got affiliation for B. A. Programmer followed by B. A. Honor's programmers, I. Sc. in 1964 and B. Sc. in 1967. In 1976, the College came under the control of government of Bihar and became a constituent unit of Lalit Narayan Mithila University, Kameshwarnagar, Darbhanga in 1975 and recognized by the University Grants Commission (UGC) under Section 12 (B) and Section 2 (f) of UGC Act, 1956. The national Assessment and Accreditation Council (NAAC) have accredited the college with grade 'B'. In 1988-90 Post-graduate programmes (M. A. & M. Sc.) also were started till 1993-95 when first time co-education started in the college. In 2022 again

Post graduate programs in Urdu, Persian and Zoology have been started, presently more than sixty percent students enrolled in the College are female Students. In 1999, UGC sponsored B. Voc. Environment and Water Management (EWM) programmed was started in the college but it was discontinued later due to some technical reasons. The College has again forwarded the proposal to the government for revival the course. The college celebrated its Golden Jubilee on May 30, 2008 and distinguished alumni of Millat College, Union Minister of State in Human Resource Development (GOI) Janab Ali Ashraf Fatimi presided over the function as a Chief Guest. The college also received UGC constructed Golden Jubilee Block under this scheme. (For detailed history of the college please visit Millat College: website:www.millatcollege.ac.in)

The College offers full-fledged three years Government-aided degree courses namely B.A. (English, Economics, Political Science, Hindi, Urdu, Persian, Maithili, History, Geography, Home Science, Psychology, Philosophy, Sociology), B.Sc. (Chemistry, Botany, Zoology, Physics, Mathematics), B.Com.(Account & Marketing Management).

Millat College is a recognized Research Institute of the Lalit Narayan Mithila University and in the of Department Zoology, Botany, Physics, Chemistry, Economics, Urdu, Hindi, Psychology, Sociology, Political Science, Persian, Maithili. The College has expanded steadily over the last half century on a national and global scale with student enrollment exceeding every year, and has become a favored destination for education seekers from all Indian States particularly the Bihar State.

The College prides itself by possessing a rare distinction of having a highly qualified, dedicated and enthusiastic staff with doctorates. In addition to conventional teaching, more stress is laid on imbining moral and ethical characters, career planning and guidance, sports and co-curricular activities such as NCC, NSS and Sports.

B. What is a gender audit?

The college has a good gender balance. It tries to follows government rules, policies and actions formulated for up-gradation of women in society. The Gender Audit tries to access the impact of its current and proposed policies on gender equality.

Although there is no standard approach for carrying out a gender audit, international organizations use two main approaches: participatory in gender audit and the gender integration framework. A gender audit usually includes two dimensions as follows:

1. An internal audit: This dimension refers to how much an Institution fosters gender equality internally within its organizational, managerial 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 organizational ownership for gender equality initiatives.

2. An external audit: This dimension aims to assess to what extent, an Institution mainstreams gender in its policies, programmers, projects and services in terms of content,

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, programs, 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. A gender audit of the monitoring and evaluation phase investigates whether targets and indicators include a gender perspective both in terms of sex-disaggregated data and progress towards gender equality.

Constitution of Gender Audit committee:

Sr.No.	Name	Designation	Institution
1	Prof. Dr.Md Iftekhar Ahmad	Chairman	Principal, Millat College, Darbhanga
2	Dr. Sumita Jha	convener	Assistant Professor Millat College, Darbhanga
3	Dr. Kriti Chaurasiya	Internal Committee Member	Assistant Professor Dept. of Psychology
4	Dr. Abdus Salam Jeelani	Internal Committee Member	Assistant Professor, Millat College, Darbhanga
5	Dr. Munna Sah	Internal Committee Member	Assistant Professor, Millat College, Darbhanga
6	Dr. Soni Sharma	Internal Committee Member	Assistant Professor, Millat College, Darbhanga
7	Dr. Md Jamshaid Alam	Internal Committee Member	Controller of Examination
8	Dr. Nasrin Suraiya	External committee Member	Department of Urdu LNMU, Darbhanga

The Gender Audit undertaken by the IQAC, Millat College Darbhanga Bihar along with external and internal Committee Members. External Committee Member, and Chairman intended to scrutinize the gender balance within the institution and its practices and focused on the following objectives:

D. Objectives of the Gender Audit exercise:

- The institute shall take effective measures for the safety and security of all genders.
- There shall not be any kind of discrimination on the basis of gender.
- To develop and enhance the self-confidence and self-esteem of girl students, women faculty and staff in the college.
- Overall personality development programs shall be organized, which will develop confidence in the members of the institution.
- To protect girl students from eve teasing and for the same posters to be exhibited at focal places in and around the college.
- A certified consultant to be invited to take care of personal development and confidence building among students.
- Organizing programs to build confidence and instill leadership qualities in the girl students.
- To join hands with IQAC, Anti-ragging Committee, and Discipline Committee and Internal Complaint Committee for creation of gender sensitization.
- To create social awareness about the problems of women and gender discrimination in particular.
- The Audit would enable the organization to identify the impact of gender relations on their agency's culture, processes, programs and organizational performance and vice versa.

The following are the main objectives of the Gender Audit:

- a) To know about the gender balance in the college.
- b) To know about gender perception in the campus.
- c) To reflect and etch out a road map for gender action.

D. Gender Audit Methods:

The gender audit was conducted within the broad Committee called internal complaint and Sexual harassment of women Committee which proposes that transformation can only follow when four organizational dimensions are equipped for gender integration. These four elements are political will, technical capacity, accountability and organizational culture.

The Political Will: Means the initiatives in which the leadership within the college at different

levels use their branches of the tree and are also required in equal measure to successfully integrate gender, position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in the college.

Technical Capacity: Level of ability, qualifications and skills individuals in an organization need to carry out the practical aspects of gender integration for enhanced program quality, and level of institutionalization of gender equitable organizational processes.

Accountability: Mechanisms by which a college determines the extent to which it is "walking the talk" in terms of integrating gender equality in its programs and organizational structures.

Organizational Culture: Norms, customs, beliefs and codes of behavior in an organization that support gender equality - how people relate, what are seen as acceptable ideas, how people are expected to behave and what behaviors are rewarded.

1. Gender Wise Distribution of Staff

Gender sensitivity refers to an attempt to encounter and accept people without presumptions. Gender sensitive approach aims at opening, reconstructing and broadening expectations and behavioral models related to gender. Gender sensitive structures respond equally to men and women's specific interests without any presumption based on outdated views.

The institution was established in the early sixties when the issue of gender was not much of a concern especially in a remote region like ours. When gender became a major parameter for institutional governance, the institutional leaders stepped forward taking steps to ensure gender equality.

An audit of gender sensitive features in the Institution yielded the following notable points:

- Basic sanitation facility in the form of separate toilets for the students and staff is provided in the common area. Separate toilets for male and female faculty are available.
- There is a Ladies Common Room provided on the Ground Floor of the main building.
- There are CCTV monitoring devices installed at different locations within the campus especially within the library and major gates.
- There is a Women's Forum that conducts Gender Sensitization programmes regularly for the students.

A. Gender Balance within the Institution:

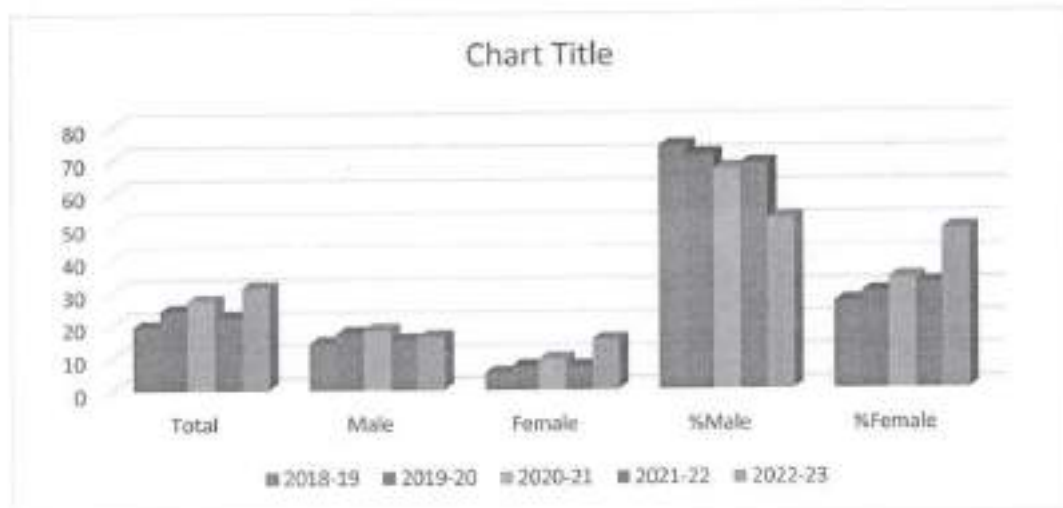
Gender balance means the existence of a fair ratio of male and female representation within the institution in terms of number of students in the various programmes as well as within the staff structure. The rationale is that traditionally women have lesser access to resources and opportunities due to 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.

Gender Audit Team reviewed and analyzed the operating environment of Millat College of Arts Commerce and Science Darbhanga. From the analysis, the team understood that the college is

operating in an environment where everyone has access to a full range of opportunities to achieve the social, psychological and physical benefits that come from participating and leading in sports and physical activity. Gender equity requires that girls and women be provided with a full range of activity and program choices that meet their needs, interests and experiences. Therefore, some activities may be the same as those offered to boys and men, some may be altered, and some may be altogether different. The college always concentrates on students' academic performance along with their overall personality development. Observing gender equality, the girls are provided with various facilities. The NCC unit for boys and girls is meticulously developing their character and qualities like comradeship, discipline, leadership, secular outlook and spirit of adventure. This unit focuses on outstanding achievements of the girls. The lectures of eminent personalities are held on various topics to develop their personality. Workshops are held on 'Prevention of Sexual Abuse and Safety of Girls Students', 'Health and Hygiene, 'Awareness & Legal Aspects of Sexual Abuse', 'Sexual Harassment of Women at Workplace (prohibition, prevention and redressal), etc. 11 such programs were Organized in the last 5 years to make the girls aware of their rights and responsibilities. Girls are made aware of laws and by-laws by organizing lectures of eminent judges, lawyers, social workers etchant-ragging Committee and Internal Complaints Committee have been formed in the college. Our girl students have achieved grand success in the field of Cultural Activities and Sports. Their participation in Youth Festival and various competitions has brought laurels and fame to them as well as the College. In the public societal action the College provides classes for parents on parenting issues and also women and Laws. The analysis of the responses of students with regard to programmed planning and design in college and its activities revealed that most student members feel that the gender equity in policies, programmers of the college isadequate.

Table 2.1: Gender wise Details of Students in the College

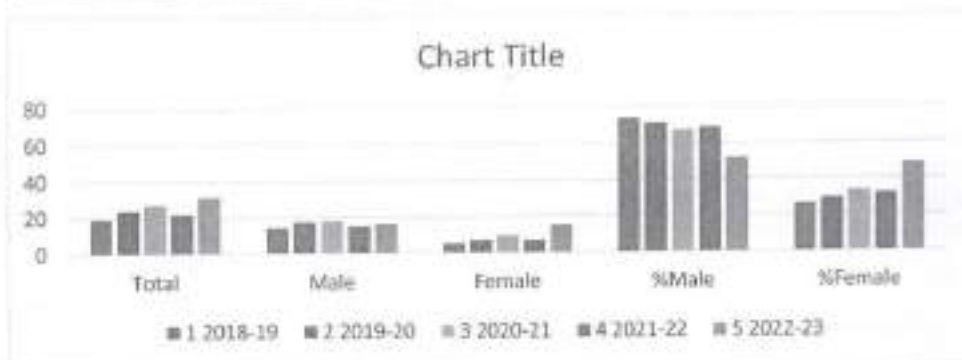
S.R No.	Year	Total	Male	Female	%M	%F
1	2018-19	1918	1059	859	55.21	44.79
2	2019-20	2642	1660	982	62.83	37.17
3	2020-21	1938	1180	758	60.89	39.11
4	2021-22	2640	1534	1106	58.11	41.89
5	2022-23	1755	1477	1278	84.16	72.82



The above table giving gender wise details of students in the College provides the information regarding growth of students' strength in the last five years. In the year 2018-19, 1918 out of total students were female students as compared to male students. The further years shows continuous increase in female students like of in the year 2022-23.

Table 2.2: Gender wise Details of Total Teaching Faculties in the College

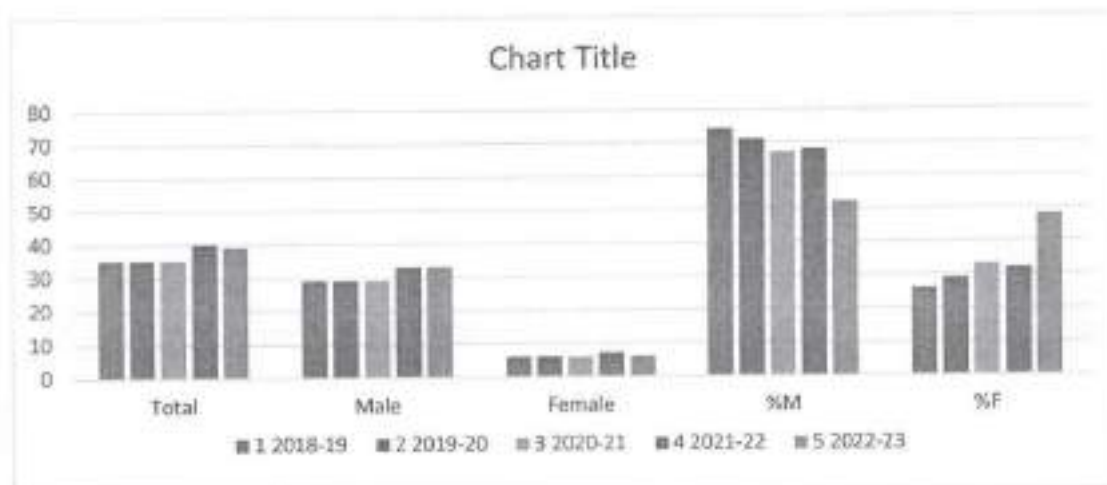
S.R. No	Year	Total	Male	Female	%Male	%Female
1	2018-19	19	14	5	73.68	26.32
2	2019-20	24	17	7	70.83	29.17
3	2020-21	27	18	9	66.67	33.33
4	2021-22	22	15	7	68.18	31.82
5	2022-23	31	16	15	51.61	48.39



The table on gender wise details of total teaching faculty in the College provides the information and growth of teaching faculty in the last five years. In the year 2018-19, 19 out of 34 teaching staff 05 were males and were females. In the year 2022-23, 31 out of total teaching staff 16 were males and 15 were females.

Table 2.3: Gender wise Details of Total Non-Teaching Staff in the College

S.R. No	Year	Total	Male	Female	%M	%F
1	2018-19	35	29	6	74	26
2	2019-20	35	29	6	71	29
3	2020-21	35	29	6	67	33
4	2021-22	40	33	7	68	32
5	2022-23	39	33	6	52	48



The table on Gender wise Details of Total Non-Teaching staff in the College provides the information and growth of non-teaching staff in last five years. In the year 2018-19, 35 out of staff non-teaching were 35 males and were 06 females. In the year 2022-23, out of

Total 39 non-teaching staff were 29 males and were 06 females.

1. Gender Sensitization Initiatives

By forming various committees like Anti-ragging, Internal Complaints, and Sexual Harassment Prevention; at the same time providing adequate facilities to girls, gender equality is kept upright in the college.

The following initiatives have been undertaken by the College for the convenience of girl students:

1. **Study Room:** Independent study room in the library provides girl students undistracted study time.
2. **Girls Common Room:** There are adequate facilities the Ladies Common Room and silence is maintained for girls to study. Washroom provision has also been made for girls in the

LadiesRoom.

3. **Girls Washroom:** Girls' washrooms are situated at two different places in the college with ample water supply and proper maintenance.
4. **Drinking Water:** Water coolers and water purifiers have been provided for boys and girls in the College campus.
5. **Canteen:** There is a separate section in the canteen for girls so that they can comfortably consume their own food or canteen food.

The college has established a number of committees to aid girl students and lady's staff. These committees include:

1. **Anti-Ragging Committee:** As the college is a constituent Unit of Lalit Narayan Mithila University, Darbhanga, some of its responsibilities are shared and covered by joint arrangements. The college publishes its regulations in the prospectus. Ragging is a criminal offence and UGC has notified regulations on curbing the menace of ragging in educational institutions. In order to prohibit, prevent and eliminate the scourge of ragging the College has formed an Anti-Ragging Committee. The students in distress owing to ragging related incidents can approach the Committee. The Committee has 04 females, 03 males and one Chairperson. The Principal of the College is the Chairperson of all Committee.
2. **NCC for Girls:** The NCC unit for girls provides a suitable environment for taking up a career in the armed forces. The girls are trained and motivated for leadership in all walks of life.
3. **NSS for Girls:** Our institute has NSS to sensitize students towards societal issues and community services, activities of which are mainly carried out by the students. The NSS unit for girls provides a suitable environment for taking up a career in the social services. The girls are trained and motivated for all kinds of social work in the field. They are motivated to serve the society.
4. **Administrative Committees and Girl Students Representative:** Becoming a student representative enables the student to develop and strengthen leadership skills, connect with various internal and external issues and problems, assist fellow students, share experiences and participate in college events for the administrative development.
5. **Internal Complaint Committee:** The College has constituted an Internal Complaint Committee (ICC) as per the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act and Rule 2013. Having raised the bar of responsibility and accountability in the Vishaka Guidelines, the Supreme Court placed an obligation on workplaces, institutions and those in positions of responsibility, to uphold working women's fundamental right to equality and dignity at the workplace. Three key obligations were imposed on institutions to meet that standard, namely-Prohibition, Prevention and Redress. In 2013, the Government of India notified the Sexual Harassment of Women at Workplace

(Prevention, Prohibition and Redressal) Act. Consistent with the Vishaka judgment, the Act aspires to ensure women's right to work place equality, protection from sexual harassment through compliance with the above mentioned three elements. It is important to note that the Act provides a civil remedy to women in addition to other laws that are currently in force. Consequently, any woman who wishes to report instances of sexual harassment at the workplace has the right to take recourse of both civil and criminal proceedings.

A. Gender Balance within the Institution.

B. Number of gender equity promotion programs organized by the institution during the last five years.

Academic Year-2018-2019

Sr. No	Title of the program	Date (From-to)		Female	Male	Number of participants
1.	Prevention of Sexual abuse and safety of Girl Students	23-8-2018	23-8-2018	60	0	60
2.	Prevention of Sexual abuse and safety of Girl Students	18-9-2019	18-9-2019	65	0	65
3.	Self Defense for Girls	19-9-2019	19-9-2019	60	0	60
4.	Gender Equality	24-8-2020	24-8-2020	70	0	70

Academic Year-2018-2019

Sr. No	Title of the program	Date (From-to)		Female	Male	Number of participants
1.	Gender Equality	24-8-2020	24-8-2020	56	0	56
2.	Cyber Crime on women issue	26-7-2021	26-7-2021	141	0	141
3.	Gender Equality	24-8-2020	24-8-2020			

Academic Year-2021-22

Sr. No	Title of the program	Date (From-to)		Female	Male	Number of participants
1.	Gender Awareness & Women's Right	25-8-2023	25-8-2023	60	41	99
2.	Gender Awareness & Women's Right	25-8-2023	25-8-2023	70	55	33

A number of activities were organized to empower women at Millat College, these include engaging, sensitizing and making all female staff and female students of the institution aware of gender equality. Upholding the motto 'Empowered and Skillful', the College organizes seminars, conferences, guest lectures, workshops and awareness programmes on various women related issues to equip them with wide range of skills and knowledge for the betterment of self, institution and society. The College also focuses on empowering and strengthening the confidence of girl students to be the future women leaders, technocrats, entrepreneurs and scientists. Regular sessions are organized at various levels to instill self-confidence, develop ethical values and make the girl students realize their true potential.

1. Summary and Conclusion

A. Progress towards Gender Equity

"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." –United Nations Educational, Scientific and Cultural Organization (UNESCO)

The College constantly endeavors to work for the benefit of female staff and female students. The institution 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 imbalances between the sexes. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. The college not only tries to organize different activities to make the female students and staff aware about gender sensitization but tries to motivate them to live in a dignified manner and due self-respect.

We find that student's strength particularly girls' strength is increasing in both UG and PG programmes. We can see the differences in their enrolment also. More girls are enrolling for higher studies. Their strength is on the higher side. Further it has been observed that the success rate among girl students is more as compared to boys. They are taking interest in participating in all co-curricular and extra-curricular activities including cultural programmes organized by

the institution. Their participation in sports is also commendable. In our institute we found that among regular teaching staff the strength of females is higher than that of males.

B. Conclusion:

The analysis shows that gender equity goals and objectives are included in all the policies, programmers of the college. The staff also reported that they have no problems related to gender

Criterion. Gender Audit Team analyzed that gender equality and gender sensitivity is encouraged by management and staff of the college and they do have gender sensitive behavior. It is found that the college has a lot of strengths and opportunities to develop good gender balance. The weaknesses can be overcome with gradual changes in value set up. Doubtless, the enrolment of girls from all sections of society is increasing and there are no gender issue complaints. With the strong will power and commitment to gender justice, the College would certainly make a mark in the country.

C. Recommendations:

In the coming years, we aim to –

- Increase the number of female staff to decision making bodies.
- Organize more co-curricular and extra-curricular activities for students and staff including males and females.
- Motivate girl students to actively participate in sports of their own choice.
- Organize awareness programs on Legal Rights of Women.
- Introduce self-employment training in different subjects.
- Improve the marketability of the products made by students.

Iftakhar Ahmad
03.8.24

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