



## **GENDER AUDIT REPORT OF GOA UNIVERSITY (2019-2024)**

### **Executive Summary**

This report presents a comprehensive gender audit of Goa University from 2019 to 2024, assessing gender representation, institutional policies, and initiatives promoting gender inclusivity. The findings highlight significant progress in fostering gender equality across various domains. Student enrolment trends indicate a strong female presence, with women consistently outnumbering men, including in STEM disciplines where female participation has increased. Faculty composition also reflects a positive shift, with women making up 56% of the teaching staff. The university has implemented proactive policies to ensure gender-sensitive governance, including initiatives such as anti-discrimination policies, gender-sensitive curriculums, and empowerment programs for women. Additionally, the institution has created a safe and inclusive campus environment through facilities like hostels, daycare centre, and menstrual hygiene management systems.

### **1. Introduction**

Goa University, established in 1985 from the erstwhile Centre for Post Graduate Instruction and Research (CPIR) of the University of Mumbai at Panaji, has been a pivotal institution in the region's higher education landscape. Over the years, the university has expanded its academic offerings and infrastructure, attracting a diverse student body. This gender audit assesses the university's progress in achieving gender balance and inclusivity across various domains.

#### **1.1 Gender Audit**

A Gender Audit is a tool used to assess how gender equality is integrated into an institution's policies, practices, and culture. It helps in identifying gender gaps, analyzing the impact of existing policies, and suggesting recommendations for fostering a gender-inclusive environment. The purpose of this Gender Audit for Goa University is to evaluate the institution's commitment to gender equity across academic, administrative, and

infrastructural aspects. This report examines gender representation among students, faculty, and staff, assesses gender-sensitive policies and programs, and highlights areas that require intervention. The audit is essential for ensuring the university is aligned with national and international gender equality frameworks, creating a more inclusive and equitable educational space.

The scope of this gender audit includes an in-depth analysis of gender representation in student enrolment, faculty recruitment, leadership positions, research contributions, and institutional policies. It also examines support services for women, safety measures, and facilities such as hostels, health care, and childcare support. Additionally, it evaluates the presence of gender mainstreaming in curriculum and extracurricular activities. By adopting a systematic and evidence-based approach, the gender audit will help Goa University develop action-oriented recommendations to enhance gender parity and create an inclusive institutional culture.

### **1.2 Purpose and Scope of the Gender Audit**

The primary purpose of the gender audit is to identify and address gender disparities within Goa University. By examining gender-sensitive policies, institutional mechanisms, and infrastructure, the audit aims to understand the current status of gender inclusion clearly. The findings of this audit will serve as a basis for developing targeted interventions to promote gender equality in governance, academic participation, and work environments. It will also contribute to the university's commitment to national policies such as the National Education Policy (NEP) 2020 and UGC guidelines on gender sensitisation, ensuring compliance with best practices for gender inclusion. This audit will also serve as a self-assessment tool to improve the university's efforts toward gender mainstreaming.

### **1.3 Key Definitions**

Gender-related concepts play a crucial role in understanding the scope of this audit. Gender equality refers to the state where individuals, regardless of gender, have equal access to resources, opportunities, and rights in all aspects of life. Gender equity, on the other hand, acknowledges existing disparities and aims to create policies that provide fair treatment based on individual needs. Gender mainstreaming is the process of integrating a gender perspective into institutional policies, decision-making, and academic curricula to promote inclusivity.

Other essential concepts include gender-responsive governance, which ensures the active participation of women and gender minorities in leadership and decision-making. The audit will also focus on intersectionality, recognising that gender discrimination often overlaps with other forms of social disadvantage, such as caste, class, disability, and sexual orientation. These definitions will be a foundation for analysing gender dynamics at Goa University and developing strategies to promote inclusivity and equality.

## **2. Institutional Overview**

Goa University, established in 1985, is one of India's premier institutions of higher learning, committed to academic excellence, research, and social responsibility. With a diverse student body and faculty, the university plays a crucial role in shaping the educational landscape of Goa and beyond. As a state university, it offers various undergraduate, postgraduate, and doctoral programs across multiple disciplines, fostering an inclusive environment for students from different backgrounds. Over the years, the university has taken significant strides toward gender inclusivity, ensuring equitable access to education and professional growth for all genders.

Despite these efforts, achieving gender equity in academic and administrative structures remains a continuous challenge. Ensuring equal representation of women in leadership positions, faculty recruitment, and research opportunities is essential for fostering a truly inclusive academic culture. This section provides an overview of the institutional framework at Goa University, examining governance structures, decision-making mechanisms, and gender-sensitive policies. It aims to highlight the university's commitment to gender equality while identifying areas that require further intervention.

### **2.1 History and Mission of Goa University**

Goa University was founded to advance higher education, promote research, and serve as a catalyst for social and economic development in the region. As the state's primary institution of higher learning, it has played a pivotal role in promoting knowledge dissemination and fostering intellectual growth. Over the decades, the university has expanded its academic programs, research initiatives, and international collaborations, ensuring a comprehensive educational experience for its students. A key component of this mission has been the emphasis on inclusive education, particularly in providing equal opportunities for women and marginalised communities.

Gender inclusivity has been progressively integrated into the university's policies and programs. From increasing female enrolment in traditionally male-dominated disciplines to providing scholarships and mentorship programs for women scholars, Goa University has demonstrated a commitment to gender equity. However, challenges such as gender imbalances in administrative leadership and research funding persist. The gender audit seeks to assess the extent to which the university's mission aligns with gender-equitable practices and recommends strategies for further enhancement.

## **2.2 Governance and Decision-Making Structure**

The governance structure of Goa University consists of various administrative and academic bodies, including the Vice-Chancellor, Registrar, Academic Council, Executive Council, and various faculty committees. These bodies play a crucial role in decision-making processes, policy formulation, and implementation of academic programs. The participation of women in these governing bodies is a key indicator of gender inclusivity in institutional leadership. Ensuring that women have equitable representation in decision-making positions is essential for fostering gender-sensitive governance and addressing female students and faculty members' unique challenges.

The representation of women in administrative leadership roles at Goa University remains a critical area of concern. Institutional policies should promote gender-balanced leadership by encouraging women's participation in governance through mentorship programs, leadership training, and reforms supporting women's career progression.

## **2.3 Gender Sensitivity in Institutional Policies**

Goa University has implemented various policies aimed at fostering a gender-sensitive academic environment. These include anti-discrimination policies, sexual harassment prevention mechanisms, and facilities like a daycare centre for faculty and staff. The university also follows guidelines set by regulatory bodies such as the University Grants Commission (UGC) and the National Assessment and Accreditation Council (NAAC) to ensure gender equity in higher education institutions.

The Policy for Gender Equity and Sensitivity at Goa University is a comprehensive framework that fosters an inclusive and gender-just environment across the institution. The policy emphasises a zero-tolerance approach toward gender discrimination, violence, and stereotyping, ensuring equal opportunities for all students, faculty, and staff. It aligns with national and international commitments, including India's constitutional provisions and

global treaties such as CEDAW. The policy sets out clear guiding principles, outlining the university's responsibility to create gender-sensitive curricula, equitable hiring practices, and a safe campus environment.

The policy further details specific measures to integrate gender sensitivity into various aspects of university life. It mandates equal representation of women in decision-making bodies, gender-inclusive infrastructural facilities, and proactive measures to increase female participation in STEM fields. Additionally, it highlights the importance of teacher-student relationships, prohibiting any form of exploitation or abuse of power. By institutionalising these measures, the policy aims to create a safe, respectful, and empowering academic environment, ensuring that gender equity is embedded in all teaching, research, and administration aspects at Goa University.

### **3. Student Enrolment Analysis**

Between 2019 and 2024, Goa University consistently reported a higher percentage of female students than male students. This trend aligns with broader state-level data, which shows that female enrolment in higher education in Goa has been on the rise. For instance, in the academic year 2020-2021, the Gross Enrolment Ratio (GER) for females was 37.3%, surpassing the male GER of 30.8%.

**Table 3.1: Male-to-female ratio at Goa University**

Student Enrolment in Graduate, Post-Graduate and PhD programmes									
2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
Total Number of Males	Total number of females	Total Number of Males	Total number of females	Total Number of Males	Total number of females	Total Number of Males	Total number of females	Total Number of Males	Total number of females
382	801	436	851	482	974	428	966	384	793

The Table 3.1 illustrates the male-to-female ratio at Goa University over the specified period. These figures demonstrate a stable female majority in the student population, with women consistently representing over 65% of the enrolment.

**3.2: Programme-wise Gender Distribution**

Year	Departments / Schools offering STEM programmes		Departments / Schools offering Humanities and languages programmes	
	Male	Female	Male	Female
2019-2020	119	199	160	381
2020-2021	153	311	266	518
2021-2022	204	373	269	586
2022-2023	152	400	262	549
2023-2024	144	308	239	484

The data on student enrolment from 2019 to 2024 highlights several key trends in gender distribution and field preferences. Female enrolment has consistently been higher than males across STEM and Humanities and Languages.

In STEM, female students have consistently outnumbered male students, contrary to traditional global trends where STEM fields are usually male-dominated. The highest female enrolment in STEM was observed in 2022-2023, with 400 students, while the highest male enrolment was recorded in 2021-2022, with 204 students. However, male enrolment in STEM has been declining, dropping from 204 in 2021-2022 to 144 in 2023-

2024. This suggests that while more women are entering STEM fields, there may be a decreasing interest among male students.

In the Humanities and Languages field, female students dominate significantly, with enrolment numbers nearly double those of male students yearly. Gender disparities in both fields remain evident, but the trends present an interesting contrast. While STEM shows increasing female participation, Humanities continues to see significantly higher female representation and declining male participation. This shift in gender distribution across fields suggests that while efforts to encourage women in STEM are showing results, there may be a need to explore factors discouraging male students from Humanities.

#### 4. Faculty and staff composition in the year 2023-2024

**Table 4.1: Faculty at Goa University (2023-2024)**

Designation	Female	Male	Grand Total
Assistant Professor	128	72	200
Assistant professor (UGC-FRP)		4	4
Associate Professor	7	11	18
Professor	10	20	30
Senior Professor	1	7	8
Visiting Lecturer		1	1
Grand Total	146	115	261

Out of 261 faculty members, 146 (56%) are female, while 115 (44%) are male, indicating a higher overall representation of women in the teaching positions at Goa University. However, this gender balance shifts significantly at different academic ranks. At the Assistant Professor level, which forms the majority of faculty positions (200 out of 261), female faculty members (128) vastly outnumber their male counterparts (72). This suggests that more women have joined at the entry-level.

As the academic rank increases, male representation becomes more dominant. Among Associate Professors, male faculty members (11) outnumber female faculty members (7). This gap widens further at the Professor level, where 20 male professors surpass the 10

female professors. The disparity is even more pronounced at the Senior Professor level, where only one female professor is present compared to seven male professors.

## **5. Research and Academic Contributions to Gender Equality**

### **5.1 Research Projects from 2019-2024**

Analysing gender-based trends in research projects undertaken at Goa University from 2019 to 2024 reveals significant disparities in funding and thematic focus areas. The dataset indicates that male-led projects outnumber female-led ones, with 98 projects led by men compared to 47 led by women during the assessment period. Moreover, the total funding allocated to male-led projects is Rs. 3184.09 lakhs, whereas female-led projects have received significantly less at Rs. 755.79 lakhs. Despite this imbalance, female researchers have made significant contributions, particularly in fields such as environmental sciences, biological research, and chemical sciences. Their projects often address pressing global issues like climate change, pollution control, biotechnological advancements, and biomedical research. These fields have profound social and environmental impacts, demonstrating that female-led research addresses key societal challenges despite receiving comparatively lower funding.

Male-led projects, on the other hand, show a strong presence in technological innovation, applied sciences, and business-oriented research. These projects focus on artificial intelligence, engineering advancements, electronics, and urban development strategies. Additionally, research in governance, economic strategy, and large-scale infrastructural development appears to be more prevalent in male-led initiatives. The funding gap between male-led and female-led projects highlights the need for more support structures to ensure that female researchers receive adequate financial backing for their work.

### **5.2 Ph. D. Theses**

Ph. D. research at Goa University encompasses diverse topics that engage with gender and social issues, reflecting the growing academic interest in social justice, inclusivity, and equitable development. Several Ph. D. theses at Goa University focus explicitly on gender issues, examining the role of women in various societal sectors, challenges faced by marginalised genders, and frameworks for empowerment. Studies on women's participation in the workforce investigate the barriers and opportunities available to female entrepreneurs and professionals. Research on gender representation in corporate and



academic leadership examines disparities in decision-making roles and workplace policies that impact career growth. Some studies explore women's reproductive health, access to medical services, and the psychological stress faced by caregivers of children with disabilities. Feminist literary research delves into the portrayal of women in cinema and literature, analysing how media and narratives shape public perceptions of gender roles. Additionally, studies on intersectionality address the overlapping influences of caste, economic status, and gender in shaping individual experiences and social mobility.

Beyond gender-specific inquiries, numerous Ph. D. theses contribute to broader discussions on social progress, development policies, and systemic change. Research on education and inclusivity evaluates the challenges faced by students with disabilities and assesses the impact of digital learning tools on equitable access to education. Studies in economic development explore rural tourism's socio-economic impact, the role of microfinance in poverty alleviation, and the contribution of community organisations to sustainable growth. The legal and governance-focused thesis analyses the effectiveness of the Right to Information Act, urban planning strategies, and public policy reforms to improve social equity. These research projects collectively enhance the understanding of social structures and propose solutions for systemic challenges.

Notably, the university offers a Ph. D. programme in Women's Studies, which delves into subjects such as feminist theory, women's history, gender and sexuality studies, and social justice. This program underscores the institution's dedication to fostering in-depth research and understanding of gender-related issues.

### **5.3 Research Publications**

Between 2019 and 2024, Goa University has demonstrated a growing commitment to research concerning gender equality, women's issues, and gender diversity. This period has seen an increased focus on interdisciplinary studies that explore the multifaceted dimensions of gender and its impact on society. However, the analysis is constrained by the lack of gender-segregated data on authorship, making it difficult to assess the representation and contribution of researchers based on gender.

## **6. Inclusion of Gender component in Curriculum**

**6.1 The Master of Arts (M.A.) in Women's Studies** at Goa University is a comprehensive two-year programme designed to provide an in-depth understanding of gender dynamics and feminist scholarship. Structured across four semesters, the curriculum encompasses core and optional courses. The core courses lay a foundational framework, covering essential topics such as Core Concepts in Women's Studies and Feminist Thought, Mapping the Women's Movement, Gender, Development and the State, Doing Feminist Research, Field Work Skills and Practice, Gender and Marginality, Gender-Sensitive Interventions for Change, and Gender, Human Rights and Law. These courses are meticulously crafted to equip students with critical analytical skills and a profound understanding of gender issues.

In addition to the core curriculum, the programme offers a diverse range of optional courses, allowing students to tailor their learning experience to their specific interests. These electives delve into specialised areas such as Women's Health: Critical Debates, Gender and Culture, Re-reading History: Feminist Perspectives, A Gender Review of Literature, Gender and Political Processes, Gender and Media, Demography, Labour, Work and Gender, Gender, Environment and Ecology, Gender and Education, Women and Violence, Basic Research-enhancing Skills, and Gender Sensitivity and Equity. This extensive selection enables students to engage deeply with various facets of Women's studies, fostering a holistic educational experience.

**Table 6.1: Women's Studies**

<b>M.A. Women's Studies</b>	
Year	Number of students enrolled
2019-2020	9
2020-2021	5
2021-2022	4
2022-2023	3
2023-2024	2

Students from various other programmes opt for the M.A. Women's Studies courses as electives. The following table shows the number of students opting for the courses offered at M.A. Women's Studies (This includes students of WS and other programmes).

**Table 6.2: Students Enrolled opting for Women's Studies Courses**

Course Code	Course Title	No. of students enrolled				
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
WSC111	Core Concepts in Women's Studies and Feminist Thought	9	5	4	3	2
WSC112	Mapping the Women's Movement	9	5	4	3	23
WSC113	Gender, Development and the State: Issues in the World, India & Goa	9	5	4	2	2
WSC114	Doing Feminist Research	9	5	3		2
WSC115	Field Work Skills and Practice	9	5	3		2
WSC116	Gender and Marginality	9	5	3	3	17

WSC117	Gender-Sensitive Interventions for Change	5	8	5	2	2
WSC118	Gender, Human Rights and Law	5	8	4	2	2
WSO111	Women's Health: Critical Debates	27	8	5	2	2
WSO112	Gender and Culture	11			2	
WSO113	Re-reading History: Feminist Perspectives	6	5			
WSO114	A Gender Review of Literature		8	5		
WSO115	Gender and Political Processes			5	3	2
WSO116	Gender and Media	12		10	3	17
WSO117	Demography, Labour, Work and Gender	8	8	4	3	2
WSO118	Gender, Environment and Ecology	10		2		3
WSO119	Gender and Education	19		5	3	2
WSO120	Women and Violence	37	8	6	3	11
ESO320	Women and Environment					
WST-601	Research Methods and Academic Writing				3	1
WSD 111	Dissertation	5	8	4	3	2

## 6.2 Integration of gender component in Curriculum

Apart from the M.A. programme in Women's Studies, other Undergraduate and Post-Graduate programmes at Goa University include a Gender studies component as shown in table 6.3.

**Table 6.3: Gender Components in Courses**

Course Code	Course Title	Gender component in the syllabus/ teaching methods	No. of students enrolled				
			2019	2020	2021	2022	2023
			2020	2021	2022	2023	2024
<b>Name of the programme</b>	<b>MA English</b>						
<b>Name of the school</b>	<b>Shenoi Goembab School of Languages and Literature.</b>						
ENG -600	Feminism: Theory and Praxis	The course aims to show how gender is an important category in shaping identities in the material world. A critique of gender inequality and bias in the material world is provided through the course and students discover ways to overcome the same.	NA	NA	NA	NA	45
<b>Name of the programme</b>	<b>MA Konkani</b>						
<b>Name of the school</b>	<b>Shenoi Goembab School of Languages and literature</b>						

KKO- 403	Concept of feminism in literature	<p>What is feminism, definition, type of feminism, history of feminism, how women is depicted religion, society , law and education, also In Indian Literature and in Konkani Story Poetry &amp; Novels, also in Indian films.</p> <p>Teaching Methods are used during the course are : Debate, presentation, Group discussion</p>	45	32			
KKN- 621	Concept of feminism in literature	<p>What is feminism, definition, type of feminism, history of feminism, how women is depicted religion, society , law and education, also In Indian Literature and in Konkani Story Poetry &amp; Novels, also in Indian films.</p> <p>Teaching Methods are used during the course</p>				14	31

		are : Debate, presentation, Group discussion					
<b>Name of the programme</b>	<b>MA Marathi</b>						
<b>Name of the school</b>	<b>Shenoi Goembab School of Languages and Literature</b>						
Marathi MAR - 603	Feminist literature in Marathi and Research	The paper Feminist Literature in Marathi and Research highlights the gender component in the academic discourse by critically examining feminist themes, narratives, and perspectives in Marathi short stories. It explores how gender roles, identity, and power structures are represented and challenged within literary texts. The research methodology employed in this study includes pedagogical					8

		discussions, seminars, and assignments that engage with language and literature from a feminist lens. These approaches foster an interactive and analytical learning environment, encouraging scholars to critically engage with feminist theories and their application in Marathi literary studies. Through this interdisciplinary framework, the paper not only contributes to gender studies but also enriches the academic understanding of feminist discourse in regional literature.					
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Mar - 603	Autobiographies of women writers in Marathi	<p>The paper Autobiographies of Women in Marathi Literature examines the gender component in literary studies by analyzing how women narrate their lived experiences, struggles, and resistance through personal narratives. Marathi women's autobiographies serve as a powerful medium for understanding gender dynamics, social norms, and the evolving roles of women in society. The methodology for this study includes pedagogical discussions, seminars, and assignments that encourage critical engagement with language and literature from a feminist perspective. By incorporating these interactive</p>			17		
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		approaches, the paper enables a deeper understanding of how women's voices in autobiographies contribute to both literary and gender discourse, enriching the academic exploration of feminist narratives in Marathi literature.					
<b>Name of the programme</b>	<b>Portuguese and Lusophone Studies</b>						
<b>Name of the school</b>	<b>Shenoi Goembab School of Languages and Literature</b>						
UWOC 103	Women's Herstory - a study of women's history	The course deals with iconic Issues and collective women's struggles. Through a gender critique of history, it discusses Feminism, Gender equality, Women's rights, National Organisation for	4	2	12	7	0

		women, Women's suffrage, Chipko movement, Anti-Arrack Movement. It also discusses the role of women visionaries, women leaders, women discoverers and women in the world of sports.					
UWOC 102	Gender and Popular culture	This course deals with socio-cultural construction of Gender, Race and Identity in popular culture - Constructing Masculinity and Femininity. Objectification and Rise of the Raunch Culture. -Queer Theory: LGBT issues and Human Rights in France. - Gender construction as a social justice issue. Associations that defend women's rights. Changes in the legal system of the country.	4	2	12	7	0

		Representation of Gender in Film and TV					
		- Gender roles in Hollywood (Disney/Pixar, DC and Marvel superhero movies) and Bollywood , French cinema and TV serials. - Analysis of pro-social and anti-social behaviours to determine gender stereotypes. - Gender in Advertising and fashion magazines; Analysis of advertisements across cultures in different media; Objectification of men and women in advertisements; - The «loi mannequins »in France.					

UWOC 104	French Visual culture through gender perspective	Themes, allegories and symbols in depictions -Gender relationships, Female fertility, motherhood, personification of gender-specific virtues, moralistic tendencies in the representations of gender relation, Stereotypes eg. goddess-like figures. Representing Female Rule: Portraits of Queens; Fashioning the Self, Living in a Material World; Female form as allegory: Fecund France, Revolution, liberty, motherland etc	0	4	2	11	7
UWOC 105	Women's Writings from India and the Francophone World	This course deals with feminist Literary Theory; First wave feminism, Second wave feminism, Third wave feminism, Fourth wave feminism, Post feminism.	0	4	2	11	7

		<p>Ideologies and Movements:  Anarchist, Socialist and Marxist, Radical, Liberal, Black, Third World, South Asian, Libertarian, Ecofeminism, Post structural and Post modern, Riot Grrrl, Contemporary Movement</p>					
<b>Name of the programme</b>	<b>MA Hindi</b>						
<b>Name of the school</b>	<b>Shenoi Goembab School of Languages and Literature</b>						

HIN 522	Modern Hindi Poetry: Practical Criticism	<p>The syllabus provides a strong foundation for understanding modern Hindi poetry and includes renowned poets like Mahadevi Verma and Subhadra Kumari Chauhan, who were among the most respected and influential female voices of their time. Their inclusion highlights the significant contributions of women poets in shaping modern Hindi poetry. Their works not only showcase the aesthetic value of women's poetry but also reflect various social and political inclinations, along with strong gender perspectives. Mahadevi Verma, regarded as one of the first feminists in Hindi</p>				22	11
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		<p>literature, plays a crucial role in understanding the roots of feminist thought in modern Hindi poetry. The syllabus encourages students to engage with the unique perspectives and sensitivities of female voices, offering insights into themes of gender, identity, and societal transformation.</p> <p>Teaching methods such as discussions on gender issues addressed by these poets and other female voices of that era further enhance the learning experience, fostering a deeper understanding of women's literary and social contributions.</p>					
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HIN 623	Indian Literature	<p>The gender component in this syllabus is included in the selected texts, offering various perspectives on women's experiences, identity, and societal roles. Amrita Pritam's poetry and Ismat Chughtai's stories challenge patriarchal norms and bring forth the complexities of female agency and resistance. Badal Sircar's play 'Pagla Ghoda' critically examines gender, patriarchy, and the suppressed voices of women, shedding light on their struggles within societal structures. Salman Rushdie's 'Midnight's Children' also engages with gender through its portrayal of women</p>					40
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		<p>navigating post-colonial India, highlighting their agency in between the historical and political turmoil. The inclusion of Laxman Gaikwad's 'Uchakka' and adds intersectional layers by addressing caste, class, and gender. Damodar Mauzo's 'Swapna Premi' includes short stories related to the gender dynamics in the Goan society. The syllabus includes lectures, discussions, and audiovisual presentations, which can be further enriched by video interviews of female poets as an assignment, allowing students to</p>					
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		engage directly with contemporary voices to understand gender dynamics in Indian literature.					
HIN-501	Medieval poetry: practical criticism	The gender component in this syllabus is included poems of Mirabai Padavali. mirabai's padavali are devotional songs,primarily focusing on her intense love and devotion to lord krishna,often described as a passionate and unconventional expression of bhakti.				40	43
HIN-503	Hindi story &novel	The syllabus includes three stories as follows- Ek tokri bhar mitti,trishanku and belpatra.The plot of the story 'Ek Tokri Bhar Mitti' is very simple and natural. Through this story, the author has presented				40	43

		<p>reality and ideals in front of the readers very easily. In this story, the orphan widow has also given voice to social sensitivity. Mannu Bhandari's story 'Trishanku' is a deep and sensitive story. This story touches upon the themes of identity, social expectations, and self-acceptance. This story depicts the difficult turns of life through which a person gets stuck in the situation of Trishanku. When characters like Fatima and Om from the story 'Belpatra' written by Geetanjali Shree, who are of different religions, fall in love and get married, their emotions and the sorrow of breaking or leaving their relationships come to</p>					
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		the fore. For a woman, it is her nature to get emotional and get involved in it.					
<b>Name of the programme</b>	<b>MA International Studies</b>						
<b>Name of the school</b>	<b>School of International and Area Studies</b>						
INR 500	Theories in International Relations	Feminism is covered as a sub-topic in theories in International Relations. International Relations challenges traditional power dynamics, emphasizing gender inequality in global politics. It critiques the male-dominated narratives of security, war, and diplomacy, advocating for the inclusion of women's perspectives. Feminist theory highlights the impact of gender on global systems and seeks to transform	NA	NA	21	9	14

		inequitable structures in international affairs.					
INR 501	International Relations: Concepts and Perspective	Feminism in human rights and humanitarianism highlights gender-based inequalities, advocating for women's rights and inclusion in global justice frameworks. It challenges traditional power structures, emphasizing the need for policies addressing gendered violence, discrimination, and access to resources, aiming to create more equitable and inclusive international human rights practices.	NA	NA	21	9	14

INR 503	International Political Economy	<p>Feminist critique in International Political Economy (IPE) challenges the gendered structures of global economic systems. It highlights how capitalism, neoliberalism, and globalization disproportionately affect women, particularly in developing regions. Feminism in IPE calls for rethinking economic policies to address gender inequality, exploitation, and marginalization within global economic relations.</p>	NA	NA	21	9	14
INR 504	International law	<p>Gender in International Law highlights the need for legal frameworks that address gender inequality and discrimination. It ensures women's</p>	NA	NA	21	9	14

		<p>rights are recognized in global treaties, focusing on issues like sexual violence, reproductive rights, and labor rights. Incorporating gender perspectives strengthens human rights and promotes equal protection under international law.</p>					
INR 505	International and Regional Institution in Global Governance	<p>Gender in international and regional institutions influences global governance by advocating for equal representation and addressing gendered disparities in decision-making. It promotes inclusive policies, tackling issues like women’s rights, gender-based violence, and economic inequality. Integrating gender perspectives ensures more equitable,</p>	NA	NA	21	9	14



		comprehensive approaches to global challenges and governance structures.					
INR 601	Research Techniques in Area Studies	Gender and feminism in Area Studies research techniques challenge traditional, male-centered perspectives by emphasizing women's experiences and gender dynamics within specific regions. They promote inclusive methodologies, addressing power relations, intersectionality, and marginalized voices. This approach deepens understanding of socio-political contexts and contributes to more holistic, equitable analyses in global studies.	NA	NA	21	9	14

<b>Name of the programme</b>	<b>Masters of Social Work</b>						
<b>Name of the school</b>	<b>D. D. Kosambi School of Social Sciences and Behavioural Studies</b>						
SWK 523	Gender and Equity	<p>The objective is to sensitize students and develop their understanding of gender and equity by exploring key concepts and their implications in the Indian context. It aims to provide a comprehensive understanding of gender, highlighting its social, cultural, and economic dimensions. Additionally, the focus is on differentiating between equality and equity, emphasizing the importance of fairness in opportunities and resources. Students will also learn about women's</p>	NA	NA	NA	8	NA

		empowerment and the crucial role of the state in formulating policies and initiatives that promote gender justice and social inclusion.					
<b>Name of the programme</b>	<b>M.A. Philosophy</b>						
<b>Name of the school</b>	<b>School of Philosophy and Indic Studies</b>						
PYO 121	Philosophy of Gandhi	Gandhi on the caste system, Women, children and the environment. Gandhi and the modern world: In the framework of Gandhi's philosophy, women are regarded as having significant moral and spiritual fortitude. He championed their equality and empowerment, urging their involvement in social movements and political spheres. Gandhi posited that women's contributions	NA	NA	8	3	NA

		to education and their economic autonomy were vital for the advancement of society. Furthermore, through discussions and lectures, the course studies Gandhi's perception of women as representations of non-violence and self-sacrifice, which he considered fundamental attributes for fostering peaceful transformation.					
PHI 621	Philosophy of Gandhi	Gandhi on the caste system, Women, children and the environment. Gandhi and the modern world: In the framework of Gandhi's philosophy, women are regarded as having significant moral and spiritual fortitude. He championed their equality and empowerment, urging	NA	NA	NA	NA	4

		<p>their involvement in social movements and political spheres.</p> <p>Gandhi posited that women's contributions to education and their economic autonomy were vital for the advancement of society. Furthermore, through discussions and lectures, the course studies Gandhi's perception of women as representations of non-violence and self-sacrifice, which he considered fundamental attributes for fostering peaceful transformation.</p>					
PYO -117	Environmental Ethics	<p>Ecofeminism represents a significant area within environmental ethics that examines the relationship between the rights of women and ecological concerns. It argues</p>	2	4	8	NA	NA

		<p>that the degradation of the environment is intrinsically tied to the subjugation of women, with both phenomena stemming from patriarchal structures that emphasize male authority over both the female gender and the natural environment. By incorporating feminist perspectives into environmental discourse, ecofeminism enhances the field of environmental ethics, questioning male-centric viewpoints and promoting a more comprehensive approach to understanding ecological challenges through academic lectures and discussions.</p>					
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PHI-500	Environmental Ethics	<p>Ecofeminism represents a significant area within environmental ethics that examines the relationship between the rights of women and ecological concerns. It argues that the degradation of the environment is intrinsically tied to the subjugation of women, with both phenomena stemming from patriarchal structures that emphasize male authority over both the female gender and the natural environment. By incorporating feminist perspectives into environmental discourse, ecofeminism enhances the field of environmental ethics, questioning male-centric viewpoints and promoting a more</p>	NA	NA	NA	3	1
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		comprehensive approach to understanding ecological challenges through academic lectures and discussions.					
PHI-624	Women and Peace MGPE-012 Women and Peace - Course (swayam2.ac.in)	<p>This online swayam course examines the links between women and peace. It presents some basic gender concepts, allowing students to critically engage with women's peace-related topics.</p> <p>This multidisciplinary course provides a gender perspective on the peace process in India and the international arena.</p> <p>The course enables students to situate women's problems</p>	NA	NA	NA	NA	NA



		within the frameworks of caste, community, ethnicity, violence, environmental movements, economic involvement, and so on. The fundamental focus of this course is focused on the question of women's roles in the peacebuilding process as change agents.					
<b>Name of the programme</b>	<b>MA Sociology</b>						
<b>Name of the school</b>	<b>D. D. Kosambi School of Social Sciences and Behavioural Studies</b>						
SOO 213	Sociology of Gender	This course aims to provide a critical understanding of gender in social science, focusing on its emergence, theoretical debates, and its role in shaping Indian society. In	NA	20	35	23	NA

		addition to classroom teaching, assessment methods comprised written assignments, presentations, and active participation in discussions, fostering a comprehensive understanding of gender in the Indian context.					
CSSEIP SOO 220	Social Exclusion: Theories, Concepts, and Policies	The Social Exclusion and Marginalization of Gender component in this course aims to critically examine how gender intersects with social structures to create exclusionary experiences. Teaching methods are interdisciplinary, incorporating lectures, case studies, policy analysis, and participatory discussions.	20	25	15	21	NA

SOC 500	Classical Sociology	The Feminist Critique in this course examines how early sociological theories largely excluded gendered perspectives and how feminist scholars have critiqued and reinterpreted these foundational ideas. Teaching methods include critical readings of both classical and feminist texts, interactive discussions, and analytical essays.	NA	NA	NA	23	21
SOC 502	Contemporary Sociological Theories	Feminist Sociological Theory component in this course examines the evolution of feminist thought within sociology and its contribution to understanding power, inequality, and social structures. Teaching methods incorporate lectures, critical readings of feminist	NA	NA	NA	23	21

		scholars, presentations, assignments and discussions					
SOC 503	Indian Sociological Perspectives	Component of Feminist Perspective critically examines the contributions of feminist thought to Indian sociology. Teaching methods involve a combination of lectures, analysis of feminist ethnographies, discussions on contemporary gender issues, and assignments.	NA	NA	NA	23	21
SOC 525	Social Exclusion: Theories, Concept, and Policies	The Social Exclusion, and Marginalization component in the course explores how gender operates as a key axis of exclusion in various social, economic, and political spheres. Teaching methods	NA	NA	NA	3	NA

		involve lectures, case studies, policy analysis, and discussions on feminist and intersectional approaches.					
SOC 624	Environment and Society	<p>component of the Gender and Environment component explores the intersection of gender with environmental issues, focusing on how ecological changes disproportionately impact different gender groups, particularly women in rural and indigenous communities.</p> <p>Teaching methods include lectures, discussions, and analysis of key readings from scholars such as Vandana Shiva and Bina Agarwal.</p>	NA	NA	NA	NA	20

<b>Name of the programme</b>	<b>MA Political Science</b>						
<b>Name of the school</b>	<b>D. D. Kosambi School of Social Sciences and Behavioural Studies</b>						
POL-500	Political Theory: Concepts and Perspectives	The Course deals with theoretical understanding with regard to feminism, Multiculturalism. Also encourage students to develop argumentative skills. The teaching methods were classroom discussions, detailed analysis of the theory, group discussion, debates, flip classroom.	26	21	31	31	29
POL-501	International Relations	The paper engages with the alternative theoretical perspectives such as feminist theories along with the core theories in International Relations. Teaching methods included are classroom teaching,	26	21	31	31	29

		case studies, debates, and discussions.					
POL-503	Political Economy of India	The papers engage with intersection of politics and economics and its influence on the women in India. There is a detail discussion on social movements pertaining to women, dalits, tribals in India. Teaching Methods focused on case studies, classroom teaching, audio-visual, guest speakers.	26	20	33	31	29
POL-504	Modern Indian Political Thought	The paper deals with key political thoughts, its impacts and interpretations in the modern times. The thoughts and reformations that were engaged by the thinkers and activists such as Raja Ram Mohan Roy, Dayanand Saraswati,	26	20	32	31	26

		Aurobindo Ghosh, Jyotiba Phule, Radicals like M.N Roy, and E.V. Ramaswamy are discussed in detail thorough classroom teaching, discussions, assignnments, presentations.					
POL-505	Constitutional Government in India	Unit 3 in the course deals with Individual and Group Rights and Equality also focussing in detail on the feminist critique, constitutional justice, and reforms with regard to feminist discussions in the making and functioning of the constitution of the country. The pedagogy includes lecturre, assignment, debates, and group discussion.	26	20	32	31	26



POL-506	Comparative Politics	<p>Comparative Politics engages with critically comparing and analysing political systems operating in different parts of the world. It discusses important debates such as political socialization, political culture, political communication, political activism. Pedagogy included are classroom lectures, case studies, assignments, presentations.</p>	NA	20	31	31	26
POL-507	Political Economy of Goa	<p>The paper details about Women's role in political economy of Goa, their issues, challenges, developmental issues different movements related to women and their participation with regard to economic and political transition in Goa. The teaching methods</p>	21	16	30	31	26

		includes lectures, discussions, guest speakers, assignments, presentations.					
POL-521	State and the Marginalized	<p>Paper deals with overall marginalization within the state and its people, the impact and challenges are discussed in this paper, the issues of marginalisation with regard to gender pertaining to caste, class, religion, welfare state, secular state, reforms, policies and legal provisions are discussed in detail.</p> <p>The pedagogy adopted are lectures, presentations, discussions, audio-visual.</p>	NA	20	27	31	25

POL-523	International Political Economy	<p>Along with the core theories the paper details critical International Political Economy perspectives including Feminist International Political Economy. It engages with NGOs, their performance, National and International Protests, transnational issues of migration, poverty, climate change and its impacts on women are also dealt in detail. the pedagogy adopted are classroom lectures, assignments, presentations, discussions, audio-visuals.</p>	NA	21	4	12	NA
POL-524	Key Texts in Indian Political Thought	<p>The course provides analysis of the key letrature in Indian Political Thought and also discusses the ideas put forward on issues related to gender, women and</p>	20	9	4	10	9

		<p>feminism. The works of Manu, Jyotiba Phule, B. R. Ambedkar, Pandita Ramabai Saraswati are some of the prominent works discussing women rights and concerns. The pedagogy includes lecture, assignment, debates including dialogic and participatory collective teaching and learning.</p>					
POL-525	Politics in the Developing World	<p>The paper discusses issues and concerns pertaining to women in the developing world and how politics and economics of these regions affect their well being. Unit 4, 5, and 6 discusses various challenges of development that the women also have to address in the developing world. The</p>	NA	NA	NA	NA	6

		pedagogy highlights on the lecture, comparative studies, assignment, audio-visual, discussions.					
POL-600	Concepts and Theoretical Approaches in Political Science	This paper deals with detail studies of Post-Positivist Approaches in Political Science primarily focusing on the Feminist Research Approach. The pedagogy involves, class lectures, field studies, presentations, dialogic and participatory learning and teaching.	NA	NA	NA	20	26
POL-602	Community Engagement and Rural Development	This paper is interactive field work based studies, deals in case studies approaches of different issues faced at the community level with regard to local bodies such as Panchayats, self-help	9	8	11	11	1

		groups, rural development.					
POL-603	Critical Perspectives in Politics	The paper engages in detail Feminist Perspectives put forth by critical feminist thinkers such as Betty Friedman, Simon de Beauvoir, and Anne Phillips. The pedagogy focuses on lectures, discussions, debates, and assignments.	16	10	20	30	NA
POL-604	Human Rights	The paper deals with Women and Human Rights discussing in detail gendered discourses on Human Rights, Women's Movement, contemporary concerns relating to womens rights. The Pedagogy for the paper includes lectures, assignments,	32	6	14	18	NA

		case studies, group discussions.					
POL-621	Government and Politics in South Asia	The course discusses issues and concerns faced by the women in the region of South Asia, leadership, politics and participation. The pedagogy involves lectures, case studies, group discussions, assignments.	NA	32	26	20	17
POL-622	Urban Governance	The paper highlights concerns of women and the rights of the Women in urban governance. The pedagogy involves class lectures, discussions, assignment.	NA	19	5	30	24
POL-623	Democratic Politics in India	This paper deals with Gender Indian Politics, their identity, political participation, role of women in Indian democracy.	32	26	20	31	26

		The pedagogy involves class lectures, assignment, discussions, case studies.					
POL-624	Development Administration and Governance	The paper deals with challenges of development, administration, different opportunities of development, with regard to SDGs, empowerment, education, health policies. The pedagogy involves class lectures, assignments, self-studies.	6	14	11	NA	NA
POL-625	Theories of Democracy	The paper engages with various theories of democracy, and key issues like freedom, participation, representation citizenship. The teaching is done through classroom lectures, assignments, presentations, discussions.	26	11	24	NA	11



POL-628	Human Rights and Vulnerable Groups and Jurisprudence	This paper engages detailed discussions on Women as a vulnerable group, discrimination against women, different conventions, legislation, domestic violence act, and National Commission for Women. The pedagogy involves lectures, assignments, presentations, and discussions.	21	12	17	13	NA
POL-628	Human Rights and Vulnerable Groups and Jurisprudence	This paper engages detailed discussions on Women as a vulnerable group, discrimination against women, different conventions, legislation, the Domestic Violence Act, and the National Commission for Women. The pedagogy involves lectures, assignments, presentations, and discussions.	21	12	17	13	NA

## **7. Workshops/ Seminars/ Activities for Gender Equality**

### **a. Activities of the Women's Studies programme from 2019-2024**

The Women's Studies Programme at Goa University has played a pivotal role in advancing gender equality through its academic, research, training, and outreach initiatives. The programme has undertaken diverse activities, including curriculum development, capacity-building training, awareness campaigns, field action projects, research, and advocacy.

a. The Training of Trainers Programme on Gender Awareness, Sensitivity, and Equity (2019) was designed to equip lecturers with the necessary skills to conduct gender sensitisation courses. As a result, faculty members were encouraged to integrate gender perspectives into college curricula, fostering a more inclusive educational environment. The Training for 181 Helpline Counsellors (2019) focused on enhancing domestic violence's legal and psychological understanding. This initiative strengthened the capacity of helpline counsellors to assist victims, ensuring that they could provide better support and intervention. The Teachers' Training on Gender Sensitivity in Schools (2019) aimed at creating an equitable classroom environment by addressing gender biases in school education. This training encouraged educators to adopt gender-inclusive teaching methods, making classrooms more inclusive for all students. The Training on Child Sexual Abuse and Protection of Children from Sexual Offences Act (2019-2020) sought to educate school staff on child protection laws. The impact of this training was seen in improved awareness and response mechanisms to child sexual abuse cases within educational institutions.

b. Research has been a strong component of the Women's Studies Programme, with several studies addressing gender-related issues. The Fieldwork Placement for MA Students provided students with opportunities to work in organisations dedicated to women's rights, child protection, and legal aid. This hands-on experience exposed students to gender-based societal challenges, reinforcing the theoretical knowledge gained in classrooms. The Doctoral Research undertaken within the programme explored diverse topics such as tribal women's livelihoods, gender and sanitation, gender representation in media, and emotional labor. These research efforts contributed to academic discourse on gender equity, shedding light on various socio-cultural and economic dimensions of gender

issues. The Dissertation Projects on Gender Issues included analyses of domestic violence laws, representation of women in history and media, and challenges faced by women in traditional occupations. These studies helped better understand localised gender issues and their implications.

c. The programme has consistently engaged with the public through campaigns, lectures, and cultural activities. The Making Equality a Reality (MEAR) Event is an annual intercollegiate initiative organised by the Women's Studies Programme to commemorate International Women's Day. The event aims to engage students in discussions and activities promoting gender equality through competitions such as poetry recitation, poster making, street plays, and debate sessions. Each year, the event revolves around a central theme reflecting global gender discourse, encouraging participants to analyze gender issues in their academic and social environments critically. The MEAR event fosters students' awareness, creativity, and activism, reinforcing the university's commitment to building a more inclusive society. The Purple Campaign for Gender Equity (2019-2024) involved workshops conducted in colleges aimed at challenging gender stereotypes. This campaign successfully enhanced gender awareness among undergraduate students and promoted discussions on breaking traditional gender roles. The Film Festivals (2019-2024) screened films that addressed gender issues such as domestic violence, workplace discrimination, and women's empowerment. These screenings encouraged critical discussions on gender roles, challenging prevailing societal norms and biases.

d. A National Online Conference on "Gender and Caste: Re-thinking Intersectionality" was organized on October 5–6, 2020, focusing on four key themes: Gender, Caste, Livelihoods and Economic Growth; Resistance, Movement and Change; Creative Expressions against Patriarchy and Caste Oppression; and Gender and Caste Intersections in Goa. A significant achievement of the conference was providing a platform for 40 researchers to present their papers in sessions professionally chaired by seasoned academicians, including Prof. Meena Gopal, Dr. V Geetha, and Dr. Anagha Tambe. The event witnessed participation from over 85 attendees, including faculty, students, and research scholars from renowned institutions such as Jadavpur University, Tata Institute of Social Sciences, SNDT, Ambedkar University, Savitribai Phule University of Pune, Aligarh Muslim University, Guwahati University, Goa University, and several other colleges and institutions.

e. The Gender Sensitivity Intervention for Change Projects (2020-2024) included digital campaigns addressing menstrual hygiene, gender stereotypes, and child rights. These campaigns successfully raised awareness among different sections of society, particularly in rural and underprivileged communities. The Field Trips to Tribal Villages (2019-2024) provided students with direct engagement with rural and tribal communities. These trips helped students develop gender-sensitive perspectives by witnessing firsthand the lived realities of marginalized groups.

f. The Women's Studies Programme has actively participated in shaping policy through collaborations with government bodies. Through Participation in Goa State Commission for Women and Other Committees, faculty members contributed to policy discussions on gender-related laws and schemes. The State Resource Centre for Women (SRCW) (2018-2019) was a key initiative coordinated by the Women's Studies Programme, acting as a state-level convergence platform for academia, government agencies, and civil society organizations.

#### **b. Directorate of Equal Opportunities**

The Directorate of Equal Opportunities at Goa University promotes equity and inclusivity through initiatives supporting marginalised groups, gender justice, and accessibility. It organises workshops on anti-discrimination laws, gender sensitisation, and disability rights. The directorate also collaborates with NGOs and government agencies to implement affirmative action programs, conduct research on social inclusion, and provide mentorship for disadvantaged students. Additionally, it hosts interactive seminars, career guidance sessions, and legal aid workshops to empower underrepresented communities.

#### **c. Visiting Research Professorship Programme (VRPP)**

Goa University's Visiting Research Professorship Programme (VRPP) has consistently facilitated a series of lectures and courses focusing on gender studies, women's issues, and diversity. Between 2019 and 2024, several distinguished scholars have contributed to this discourse through various academic engagements.

Professor Vrinda Nabar, under the Kavivarya Bakibaab Borkar Chair in Comparative Literature, has been instrumental in exploring the intersections of gender and literature. In September 2019, she conducted a one-credit course titled "The Anxieties of Orientalism: India and the Diaspora," which examined the portrayal of Indian identities and the diasporic experience, focusing on gender narratives. In January 2024, Professor Nabar

offered another course, "Imagining Women: Representations in Literature and Cinema," which delved into the portrayal of women across various literary works and their cinematic adaptations. The course aimed to foster a nuanced understanding of the cultural and ideological constructs surrounding femininity and how these narratives shape societal perceptions of gender roles.

The VRPP has also hosted courses integrating gender perspectives into broader socio-political contexts. For instance, in August 2023, a one-credit course titled "Women as Go-Between in Processes of Empire Building, 1500-1700: Between Cooperation and Resistance" was conducted by Prof. Amelia Polonia. This course examined women's roles during the early modern period, highlighting their contributions and resistance within imperial frameworks. It provided insights into how women navigated complex power dynamics, influencing historical trajectories.

Beyond structured courses, the VRPP has organised public lectures and workshops addressing gender-related themes. In March 2024, Professor Nabar delivered a public lecture as part of the "Imagining Women" series, focusing on the evolving representations of women in contemporary literature and cinema. This lecture provided a platform for critical discussions on the progress and challenges in depicting women's narratives in modern media.

The diverse courses, lectures, and workshops conducted between 2019 and 2024 reflect the university's dedication to promoting critical engagement with gender-related issues across disciplines.

#### **d. Health Centre**

The Health Centre at Goa University provides medical assistance and health services to students, faculty, and staff. It has basic healthcare facilities, including consultations with medical professionals, emergency care, and preventive health checkups. The Centre also organises health awareness programs, vaccination drives, and wellness initiatives to promote a healthy campus environment.

Some of the activities conducted by the Health Centre during the assessment period are given in Table 7.1.

**Table 7.1: Activities in the Goa University’s Health Centre**

Date	Name of the Activity	Number of Participants
5/5/2022	Breast Cancer Screening Camp	158
23/03/2022	Ophthalmic Camp	83
May-22	Covid Precautionary Dose	49
28/11/2022	Breast Cancer Screening Camp	26
23/06/2023	Medical Camp	87
14/07/2023	Breast Cancer Screening Camp	26
16/10/2023	Breast Cancer Screening Camp for Hospitality Staff	13
29/09/2023	Diabetic and Naturopathy	27
11/10/2023	Ayurvedic Camp	97

**e. Malviya Mission Teacher Training Centre (MMTTC)**

The Malaviya Mission Teacher Training Centre (MMTTC) at Goa University is dedicated to enhancing the professional development of academic faculty through a range of structured programs.

Between 2019 and 2024, the MMTTC has proactively promoted gender equality within the academic community. Notably, it organised a Short-Term Programme on Gender Sensitization, conducted online from September 19 to 25, 2024. This program aimed to address and discuss gender-related issues, fostering a more inclusive and equitable environment in educational institutions. Some of the programs organised by MMTTC during the assessment period are given in the Table 7.2.

**Table 7.2: Gender Sensitive Courses**

Courses conducted by MMTTC with a gender component		
Year	Title of the course	Participants
2021	Women Empowerment	38
2022	Gender Inequality	30
2023	Gender Sensitization	23

## **7. Facilities and systems available for the promotion of gender equality**

### **a. Internal Complaints Committee (ICC)**

Goa University's Internal Complaint Committee (ICC) is established in accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, aiming to provide a safe and equitable environment for all members of the university community. The ICC's primary objectives include preventing gender-based discrimination, addressing complaints of sexual harassment, and promoting awareness about such issues. The committee is chaired by Prof. Joanna Pereira Coelho from the D. D. Kosambi School of Social Sciences and Behavioural Studies, serving as the Presiding Officer. Other members comprise faculty from various departments, an external member from a non-governmental organisation committed to women's causes, and student representatives from undergraduate, master's, and research levels. The ICC actively organises sensitization programs annually, engaging staff and students. During the assessment period, the committee successfully conducted eight awareness programs, including skits, poster presentations, and interactive discussions to foster a culture of respect and inclusivity.

**b. Hostel**

Goa University provides well-structured hostel facilities for male and female students, ensuring a comfortable and academically conducive environment. The university has two hostels each for men and women, primarily accommodating postgraduate and research students, with undergraduate students from affiliated colleges being considered based on availability. The men's hostels, 'Miramar' and 'Baga,' offer double-seated rooms for 168 students and single-seated rooms for 28 research scholars, respectively. The women's hostels, 'Cavolosim' and 'Arambol,' provide double-seated rooms for 200 and 60 students, while 'Palolem' caters to 40 female research scholars with single-seated rooms.

Each hostel has a mandatory mess facility that serves breakfast, lunch, and dinner, with students required to pay mess charges in advance for the semester. Residents have access to high-speed Wi-Fi, facilitating academic and research work. Common areas in the hostels include TV rooms for recreational purposes, and the women's hostels additionally provide sports facilities such as carom, table tennis, badminton, and volleyball to encourage physical activities. A dedicated bus service is available during the academic term on working days, ensuring easy connectivity between hostels and academic departments.

**c. Day Care Centre**

The Daycare Centre, situated at B-25/1 Quarter on campus, offers essential childcare services for children aged six months to six years, exclusively for the university's staff. Operating from 9:30 am to 5:45 pm on all working days, the centre has a kitchen, refrigerator, washing machine, sleeping room, activity room, and a children's park, ensuring a nurturing environment for young children. Staffed by a full-time teacher and a full-time aaya, both on contract, the Day Care Centre provides quality care and early education. It enables employees, particularly women, to pursue their professional and academic aspirations without the added concern of childcare, thereby supporting a more balanced and equitable workplace.

**d. Menstrual Hygiene Management**

Goa University has taken significant steps towards promoting menstrual hygiene and ensuring accessibility to sanitary products on campus. 17 sanitary napkin vending machines have been installed at strategic locations across the university, allowing students and staff to access sanitary products conveniently. Additionally, 23 incinerators have been



placed to facilitate the proper disposal of used sanitary napkins, contributing to a cleaner and more sustainable environment. These initiatives reflect the university’s commitment to gender-sensitive infrastructure and menstrual health management, creating a more inclusive and supportive academic space for menstruating women and individuals.

**e. Security on campus**

Goa University ensures a secure and safe campus environment through 24-hour security coverage across its buildings. From April 2019 to March 2021, 11 buildings were under round-the-clock security, which was later expanded to 17 buildings from April 2021 onwards, reflecting the university’s commitment to enhancing campus safety. Security personnel are strategically deployed, and female security guards are also posted in some of these buildings, ensuring a gender-sensitive approach to campus security. This measure provides students, faculty, and staff a safer environment, particularly for women and individuals attending late-evening academic or research activities.

**Table 7.3: Round the Clock Security Arrangement**

Year	Number of buildings with 24-hour security on campus
April 2019 to March 2020	11
April 2020 to March 2021	11
April 2021 to March 2022	17
April 2022 to March 2023	17
April 2023 to March 2024	17

**8. Recommendations**

Goa University has made commendable strides in fostering gender equality through its proactive policies, inclusive academic environment, and institutional support systems. The university has successfully achieved gender parity in student enrolment, with women consistently outnumbering men, including in traditionally male-dominated fields like

STEM. Its faculty composition reflects a progressive shift, with women making up a majority of teaching positions, demonstrating an encouraging trend toward gender inclusivity in academia. Additionally, the university has implemented gender-sensitive policies such as anti-discrimination measures, leadership development programs for women, and a robust Internal Complaints Committee to ensure a safe and equitable campus. Facilities like gender-responsive hostels, daycare centre, and menstrual hygiene management initiatives further highlight its commitment to creating an inclusive learning and working environment.

The audit underscores the importance of continued efforts in gender mainstreaming across institutional structures, leadership roles, and research opportunities. Strengthening gender-disaggregated data collection, enhancing mentorship programs for women faculty, and ensuring equitable access to research funding are key areas for improvement.



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DEAN

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