

Report of the Committee set up by the Vice-Chancellor to recommend measures to prevent gender based violence and discrimination in JNU, in the aftermath of the incident of July 31st.

Members

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Introduction

All students who come to JNU as day scholars and hostellers, and all members of the JNU community should be conscious of the collective responsibilities and the potential for personal growth involved in living and working in a residential campus of great diversity. This diversity is across the lines of class, caste, region, religion, language and sexual orientation. Recognition of these differences involves constant dialogue and mutual respect, through which outlooks on life that do not respect particular forms of diversity – for example, casteism, homophobia, communal attitudes, sexism – must be transformed through participation in university life. Norms of behavior and knowledge that students and faculty carry with them, which are not in conformity with the value of equal treatment and democratic values, would have to be addressed through education, sensitization and skill building to value diversity and gender justice.

The role of the university is not restricted to providing skills alone. The university should unequivocally stand for the values of equality, personal freedom, dignity of the individual, acceptance of freedom of expression that does not denigrate another, respect for the space and dignity of others, responsibility towards dialogue and providing space for dissent.

While validating JNU's liberal ethos, it is imperative to recognize that liberty comes with responsibility.

Existing norms and rules that contribute towards ensuring the fulfillment of these values and upholding standards of excellence must be adhered to by all sections of the university community. These values should be made known to and honoured by all, so that JNU can be the enabling and transformative space it has been in the past for so many generations of students. Serious introspection and urgent measures to recharge these values are clearly necessary at this stage in JNU's history.

Establishment of the Committee

Immediately after the incident of July 31st, the JNU administration took steps to reach out to the JNU community, and supported the survivor and her family. Marking solidarity, the JNU administration, JNUTA, JNUSU, Schools and Centers organized several meetings to introspect and condemn the violence. These meetings were also an attempt to come to terms with what happened, critique violence against women unequivocally as well as to devise methods of

preventing such forms of violence on campus in the future. This led to the institution of a Committee by the Vice Chancellor on August 6, 2013, whose terms of reference are

- a) to look into issues related to gender-based violence and discrimination;
- b) to work out short and long term recommendations on how to prevent gendered violence and discrimination in the future.

The Committee would like to acknowledge the support extended by all sections of the JNU community, including the administration, in preparing this report. The Committee found that the violence on campus had generated a collective sense of shock, anger, fear, loss and guilt. By holding a series of public meetings, the committee aimed to create a context where these emotions could be constructively channelized into a blueprint of action. Further, these meetings allowed several voices to be heard, and concern was expressed at rising incidents of violence on campus over a period of time.

The Committee met with many sections of the university community on the following dates in August 2013:

- 12.8 & 13.8: Four hostels which acted as the venue for students from the neighbouring hostels as well – Shipra, Ganga, Lohit and Mahi-Mandvi. Wardens of these hostels also attended the meetings.
- 19.8: University Open House which specifically informed Foreign Students, Science students and faculty, JNUSU, JNUTA and all Schools and Centres.
- 20.8: GSCASH
- 21.8: Some members of mess and sanitation staff and IHA staff
- 21.8: Security Personnel (JNU and SIS Security Agency)
- 22.8: Professional Counsellors ([Annexure 1](#))

An email account was set up to which members of the university community could send suggestions and comments, which have been taken into consideration in this report.

This Report has been prepared on the basis of these interactions and the written representations made by Centres/ Schools/ sections of the university, the Committee's discussions/ deliberations on these; as well as the experience of the Committee members.

The Committee met on the following dates in August 2013 - 14.8, 23.8, 24.8, 26.8 and 27.8.

PART I

GENERAL OBSERVATIONS

On 31st July 2013, an incident of violence took place when a woman student was attacked by a male colleague in a classroom, which shook the entire JNU community. In this section the observations made in the various meetings listed earlier are provided. They are kept in mind in formulating the recommendations in the next part of the report.

It was widely recognized that this incident, although unprecedented in terms of violence, was not an isolated event. There have been and continue to be incidents of gender based violence, as was clear from our public discussions.

Many students as well as faculty members observed that sexual harassment and violence in JNU reflect our society which is characterized by patriarchal relations and values, as well as violence across other dimensions such as class and caste. These values are internalized by both men and women. Students and other members of the university community bring with them the traditional norms and values of their class/region/ community/caste/gender and other identities, and often expect these to remain unchallenged in the university. When these are challenged by the new norms they encounter, norms that govern living together in a modern community such as the university, they often feel threatened and react violently instead of responding in constructive ways.

Violence and sexism within JNU

JNU by and large is experienced as a safe campus by faculty and students.

- However, many women students expressed their views that there are spaces and occasions in which they experience sexual harassment, especially during events such as Hostel Nights, Freshers' Welcome and Holi.
- Abuse of alcohol on campus is viewed as a reason for some of this behavior.
- Additionally, women reported the issue of violence in relationships amongst intimate partners.
- Research scholars (both women and men) sometimes face intimidation and harassment (both sexual and non-sexual) from supervisors.
- At times, other members of the community, including women workers, faculty and residents also face sexual harassment, violence and domestic violence.

- Students pointed out that forms used by the administration insist on stating the father's/ husband's name. Married women students are compelled to state husband's name. University documents tend to refer to officials generically as 'he', and use Chairman instead of Chairperson. Alternative, non-sexist usage needs to be put in place immediately.
- Men too expressed a need for their viewpoints to be understood as they often face different sets of pressures and fears. Men feel the need to give expression to the pressures and demands of the dominant forms of masculinities they internalize. For example, men students said they are taunted if they do not have girl friends, and if they did not behave in a 'macho' manner, and so on. To understand and question these ideas and explore alternate ways of being a man and respecting women requires continuous, long term and dedicated counselling, consciousness raising and sensitization.

Growing sense of alienation among students

- It was widely felt that most students barely get to know the students of their own class, sometimes not even their room-mate.
- There is also some incomprehension of and resentment towards the free personal interaction of the sexes on campus, expressed by a few students who come from more 'traditional' environments (as they described it themselves).
- Students also felt that the teacher-student relationship is restricted to the classroom, and that teachers should be more available as a community to interact with students and to listen to them.
- Residents of hostels reported inadequate levels of interaction with Wardens.
- There seems to be a collapse of Student Faculty Committees as many students were not aware of the role that SFCs are expected to perform.
- Foreign students sometimes feel at a loss in a new environment.
- *Students with disability* experience problems to do with access, availability of study material, and insufficient understanding, sensitivity and support from the student community and faculty.

Gender Sensitization Committee against Sexual Harassment (GSCASH)

Many students showed a lack of awareness of GSCASH and its threefold functions of Gender Sensitization and Orientation, Crisis Management and Mediation and Enquiry and Redressal in cases of sexual harassment. Many men were convinced that it functioned in an arbitrary and highhanded way, although women felt differently.

Security

- Unregulated entry of outsiders is a serious problem noted by all sections.
- In discussions with Security personnel, it appears that residents themselves often undermine the capacity of security guards to perform their duties efficiently. Treating security staff with respect is essential.
- In cases of confrontation with 'outsiders', students occasionally tend to take matters into their own hands; Security guards are often passive observers in such situations, and this is partly because they feel they do not have the authority to intervene.
- On the other hand, it is the perception of students that Security does not respond adequately in times of crisis, leaving them to handle situations themselves.
- Security personnel are often gender insensitive themselves. There have been occasions on which Security has made students socializing with the 'opposite sex' feel uncomfortable.

Student events

a) Hostel Nights and private gatherings in hostels

The Hostel Night originally started as a special dinner when residents could invite a few friends. The cultural nights and the dance after dinner started in the late 1980s. For some time these cultural nights were commercially sponsored, but this practice was eventually discontinued after critique mounted from students themselves.

Many women students pointed out that Hostel Nights often create environments of sexual harassment. Large numbers of non-JNU people can purchase coupons through students and participate in Hostel Nights, and women students expressed discomfort with the behavior of many such men. At present many hostels have their cultural evenings in open spaces and not in the hostels as there is not sufficient room there. Even in small hostels these events have to accommodate up to a 1000 students (in larger hostels it can be anywhere between 5000-7000).

On Hostel nights, men students have been known to invite paid women dancers, pass sexist remarks, and behave in ways that women students find offensive. An overall climate of intimidation and violence towards women develops under these circumstances. There were complaints that noise levels on such occasions also cross acceptable norms, and violate the JNU rule about loudspeakers after midnight in open-air functions. JNU has 18 hostels, so these events continue for many weeks in different parts of the campus with charges of harassment and drunken behavior. Many students also expressed the need for hostel residents to observe norms of community living in the conduct of private gatherings too, which often tend to be noisy and inconsiderate towards other residents of the hostel.

The Hostel Manual carries specific instructions as to how Hostel Nights and private gatherings in Hostels are to be conducted but these are regularly flouted with impunity. Both students and faculty expressed the need to explore other creative ways of celebrating occasions such as these.

b) 'Freshers' Welcome Parties and Farewell Parties

'Freshers' Welcome parties, in the form they exist today, involving lavish food and hiring of Disc Jockeys with some form of bullying of new students, did not exist in the first decade of JNU. In many Centres and Schools today, teachers do not go to these events, because they are counter to any academic culture. The SFCs originally were responsible for organizing this welcome. Today students are expected to pay up to Rs. 500 if not more for this event and many resent it – one student commented that in a university where the tuition fee is so low, how could such extravagant spending be condoned. For many students, the party with a DJ is socially intimidating. More than one such 'Freshers' welcome is organized by some Centres.

Social Networking Sites

An important area of concern was the naming of women faculty and students in extremely derogatory and sexist ways on websites such as 'JNU confessions' on Facebook. While censorship was rejected, there was a general need expressed for self-disciplining and for the student community to establish norms of behavior on such sites, through peer pressure.

Counselling

There are currently two part time counsellors and a professional psychiatrist at the Health Centre and in Centre for Adult Education in SSS. However, many students did not know about the facility, while some who did, expressed the apprehension that Counsellors may inform

Centres/ Supervisors about their visit, and this fear acted as a deterrent. Several students and faculty members felt that while informal support can be provided by faculty, peer groups, and other sections of the university community, formal, trained support is required.

Part II

RECOMMENDATIONS TO BE IMPLEMENTED IN THE SHORT-TERM

The recommendations of the committee have been grouped into those that are to be implemented in the short-term and others, in the long-term. However, the long-term measures must also be implemented soon, otherwise the short-term measures will lack support, without which they will be unsustainable in the long run. Therefore, we would suggest that the implementation of both sets of recommendations begin simultaneously, even though the long-term recommendations will take more time to be operationalized.

1. Effective Counselling facilities

An effective Counselling Centre in JNU is required to ensure mental well being and care of the university community. Statistics show that the biggest burden of psychological distress strikes populations between 18 to 30 years, with 60% suicides between the ages of 18-40, so universities bear a huge burden of addressing mental health issues.

The following recommendations could take care of this aspect:

- Establishment of an independent Counselling Centre with a panel of counsellors available in two shifts, in the morning and afternoon/evening, throughout the week.
- A faculty led committee with outside experts should be set up to institute the Counselling Centre and Help Line.
- The selection of the counsellors needs to be made carefully, with inputs from trained psychologists and psychiatrists. Appointees must include both men and women.
- One counsellor from the panel should be available to GSCASH.
- A dedicated Counselling Helpline run by counsellors trained to handle cases of gender based discrimination and violence.
- Two kinds of intervention by these helpline counsellors in coordination with other services and bodies in the university are required i) Screening of calls to the Counselling Helpline and crisis intervention ii) Second, referrals to relevant service providers in the university, including the Counselling Centre.

- Confidentiality must be maintained, without any provision of reporting the student or faculty being counseled, to their School or Centre unless there is an extreme situation of harm to self or others.
- Counselling facilities should be made available to all members of the university community, and these should be widely publicized.

2. Supervisor - Student Interaction

This was a major area of concern for several students, and a memorandum relating to the issue was also received by the Committee. Some guidelines for establishing good practices in supervisor-student interaction would help in keeping this vital relationship professional and productive.

- A Supervisory Committee consisting of 3 faculty members including the supervisor at the M.Phil level; and at the Ph.D level, a Doctoral Committee consisting of faculty and external members apart from the supervisor, should be put in place. Graduate Advisory Committees already exist in some Science Schools. Such committees would ensure that all students have inputs and assistance from a team of faculty, and help in improving academic standards. The supervisor would remain the primary advisor.
- A University/School level Grievance Redressal mechanism already exists under the statutes of the University. Knowledge about this should be widely disseminated among students.
- If students are employed on supervisors' projects, clear norms must be laid down by each Centre to ensure that students' rights are protected, and that their own research does not suffer.
- Supervisors may not ask the students to perform any personal tasks.
- Supervisors should meet students in their office and during working hours except under extraordinary circumstances.
- Doors to Faculty rooms may be partially of glass. If not, it must be the norm that when a student/students are present in the faculty's room, the door must be kept partially open.
- Intimate relationships between faculty and students, even if fully consensual, are to be avoided as these involve conflict of interest. Should such a relationship develop, the supervisor has the obligation to disclose its existence to his/her Centre and cooperate in making alternative arrangements for the supervision, evaluation, and grading of the Student.

In the event of a student filing a sexual harassment complaint against her/his supervisor:

- The complaint must be forwarded to GSCASH immediately and only on the receipt of GSCASH's confirmation that a complaint has been lodged, should the suspension of supervisor/student relationship be brought into effect.
- The student should be re-assigned by the Centre to another faculty member in consultation with the student.
- Any faculty member who victimizes, pressurizes or defames a student after s/he filed a complaint with GSCASH will be liable for strict action by the administration in keeping with the university rules.

3. Student Faculty Committees

SFCs must be constituted in all Centres/Schools, meet regularly and be empowered to address complaints and grievances of students at a first level, forwarding these to the relevant committees or GSCASH as necessary.

4. Measures to improve Infrastructure for a safe campus

- Activating and running an Emergency 24/7 helpline and Quick Response Team (QRT). A Quick Response Team should be in place linked to the 24/7 Emergency Help Line, which can immediately respond in cases of emergency. The Chief Security Officer of JNU must establish a QRT system according to the requirements of the university. The QRT number should also be on the website.
- The Emergency 24/7 Helpline and Ambulance numbers must be prominently displayed at different parts of the campus.
- Battery operated buses should operate in a shuttle service from 5 am till midnight from Poorvanchal and Paschimabad to the North Gate.
- Steps need to be taken to improve lighting on campus. ([See Annexure 2 for maps of poorly lit areas that require immediate attention](#))
- Detailed maps of campus should be put up at several places on campus.
- Since mobile phone connectivity is erratic on campus, a few telephone booths may be set up in some locations from which only the Emergency 24/7 helpline can be reached. These should be widely publicized.

- Speed breakers may be built at the entry points, and properly highlighted/painted to make them visible.
- Road divider on the main entrance road from North Gate is necessary to regulate traffic.

Information about campus

The JNU website, Hostel Manual and Handbooks issued to new students should include orientation about transport inside the campus and into the city, transport routes, a city map, tips on navigating the campus and the city.

University Reception Centre

A University Reception Centre should be established. This should be centrally located, widely publicized and easily accessible. This could offer information of all kinds about JNU to new students, foreign students, the University community and visitors to the University.

Security

- The Chief Security Officer of JNU should put into place a Standard Operating Procedure (SOP) in coordination with JNU Administration and the Security Agency. This should be prominently posted at several points.
- The number of women Security guards and officers should be increased. They should be better trained and equipped to deal with situations. More security guards must be equipped with walkie talkies to ensure swift communication.
- Security personnel should be trained through regular programmes of gender sensitization. No woman student may be questioned by Security without the presence of a woman faculty member, lady warden or female Security Officer.
- Security guards should check for identity cards as required and the JNU community must co-operate.
- Security staff should be quick to respond when there are disputes that require their intervention, prevent the outbreak of clashes, and mediate a situation before it becomes one in which students take the law into their own hands.

'Outsiders'

While expressing anxieties about outsiders entering the campus, students strongly argued against the securitization of campus. But some measures should be taken immediately to regulate the entry of non-JNU persons into campus:

- All visitors entering after 9 pm, may be cross-checked by phone with the host they name (students or faculty). If a satisfactory response is not received, entry may not be permitted. The names of the visitor and the host should be noted in a register.
- Security at the North Gate should have a computerized list of students resident on campus as well as of all other residents to facilitate this.
- The 24/7 Dhaba could continue to serve the university community through the night, but restrict service to others (without JNU ID) after 11 pm. This rule should be enforced by Security if the situation demands it.

5. Hostel Nights and other gatherings

Students were clear that they themselves urgently need to put into place norms of conduct for Hostel Nights and other gatherings instead of administrative regulation of these events. This needs to be done by hostels residents together with the IHA, wardens and provosts. At the same time the following needs to be reiterated to the student community:

- Already existing rules regarding such matters as laid down in the Hostel Manual should be adhered to. For instance a) there is a cap on guests for Hostel Nights, each resident can invite only two guests; b) Under no circumstances can a non-JNU person be permitted by a Hostel resident to use his/her room in his/her absence, or to invite guests.
- The Government of India Act regarding use of loudspeakers after 10 pm should be strictly observed.
- In general it is worth considering whether routine use of loud speakers for every function should be resorted to in a residential university campus.
- In consultation with the JNUSU and re-energized SFC's, some guidelines may be laid down for 'Freshers' parties and farewell events. When these events are organized in Schools/Centres faculty participation should be encouraged.

- Students can consider holding a University-level, socio-cultural celebration over one week to replace multiple, hostel-level celebrations every year. The structure of such a celebration can be concretized in discussions between the faculty and students of the university but broadly, such a University Week could have a series of events including but not restricted to sports, cultural performances, dance and music events, etc.
- Khand-wise festivals instead of each individual Hostel holding a festival, could also be considered.

6. Orientation programmes and Workshops

Such programmes, to be held regularly throughout the academic calendar, would help to challenge gender stereotypes, and inculcate awareness of gender-based and related forms of discrimination, including caste, class, religion, disability and sexual orientation, for gender discrimination intersects with all of these. Imaginative pedagogical tools must be utilized, which can include film screenings followed by discussions, plays, musical performances, workshops on intimate relationships and friendship, workshops with psychologists/ psychiatrists/ medical personnel etc.

- Such programmes should be organized in all Centres/Schools/ Hostels and other areas, and should disseminate information about helplines, support on campus etc. All members of the university community, should be encouraged to participate in these. Where necessary, separate programmes can be organized for men and women.
- Programmes should be widely publicized and can be conducted drawing on expertise from within the university and outside, including NGOs that work on such issues.
- The programmes can be of half a day to a full day, and should be held once a semester. Financial outlays for such orientation programmes should be borne by the JNU administration.
- Chairpersons of Centres/Wardens of Hostels/Provosts under the convenorship of Equal Opportunity Office and GSCASH will be expected to take responsibility for organizing such programmes. JNUSU and other associations are expected to mobilize for these programmes. Reports of such programmes may be sent to GSCASH where they can be collated.

- Regular self-defense workshops for women should also be held, for students, faculty members, staff and other members of the university community. These must be widely publicized, and coordinated with the Sports Department. Financial support must be provided by the University.
- All associations, such as the Students' Union, Teachers' Association, SFC's, associations of Staff and Karamcharis, should be involved in these programmes to ensure maximum participation as well as wide reach.

7. Students with disability

- Visually Handicapped students need information about all activities on campus through email. Their already existing informal e-mail network system should be formalized by the Equal Opportunity Office.
- Members of the university community need to be sensitive in offering help to people with disabilities, respecting their autonomy and making sure that the assistance they offer is welcome. For instance, physical contact should be made only after ascertaining if this is acceptable to the person.

8. Foreign Students

The office of the Foreign Students' Advisor should be expanded and strengthened and a full-time person fluent in English and preferably a foreign language should be appointed to run this office.

9. Discrimination based on sexual orientation

It is time that the JNU community recognizes the existence of queer people on campus and takes responsibility for ensuring their dignity and safety.

10. Social Networking Sites

Two kinds of action are immediately possible to deal with hate speech on JNU Confessions page in particular:

- Students can mobilize and petition Facebook to remove offensive content. FB has policy on hate speech:

“We’ve built industry leading technical and human systems to encourage people using Facebook to report violations of our terms and developed sophisticated tools to help our teams evaluate the reports we receive and make or escalate the difficult decisions about whether reported content is controversial, harmful or constitutes hate speech. As a result, we believe we are able to remove the vast majority of content that violates our standards.”

- The JNU administration must issue a notification that hate speech on networking sites is an actionable offence. In cases where the identity of the offender is known, the University must take action through established procedures of enquiry.

11. Changing the format of University Forms

The forms and manuals issued by the administration need to be reviewed for sexist usage. Universal usage such as Mr/Ms/Dr and Parent’s Name in forms; and in circulars, notices and Manuals/Handbooks, the use of Chairperson, s/he etc. should be instituted.

12. Recommendations for Strengthening GSCASH

- GSCASH is a statutory body ratified through an Executive Council Resolutions (May 9, 2007) and has guidelines laid down by the Supreme Court of India, in *Vishaka v. State of Rajasthan* dated 13 August 1997. Therefore, the institution of GSCASH should be duly incorporated in the University Ordinances through a statute, as soon as possible.
- Better co-ordination of procedures with the Proctor’s office is necessary.
- GSCASH must be treated like a Section of JNU Administration, and a Section Officer appointed to it.
- Elections to GSCASH must be delinked from other elections (to JNUTA, JNUSU etc) and held at a different time of the year, to ensure its autonomy. All faculty of JNU are entitled to vote in GSCASH, and not only members of JNUTA.
- Elections should be conducted by the outgoing GSCASH and the term of GSCASH members should be increased to two years.

- Unreasonable delay must not be caused in acting on the recommendations of the GSCASH after an enquiry report is submitted to the University.
- During an enquiry, or after it is over, there have been campaigns slandering GSCASH members by some sections of the university. The administration in such cases must issue an official letter prohibiting such campaigns, failing which adequate action must be taken.
- Members of the faculty and non-teaching staff must attend workshops on gender sensitization and gender based harassment at the workplace.
- A panel of lawyers must be constituted to help GSCASH synchronize the rules and regulations as well as procedures of GSCASH with the new legislations that have recently been passed on sexual violence.
- The work of the Chairperson of GSCASH can sometimes be overwhelming; the person may be given a lighter workload in terms of teaching hours.
- In the 13 years that GSCASH has existed, the JNU community has grown at a tremendous pace. This body is much too small and needs to be expanded to become a 25 member body. At present there are 15 members.
- GSCASH requires full-time administrative staff to deal with increasing work: one steno-typist to transcribe interviews immediately or soon after each Committee meeting and four full time staff for administrative work. This will lead to quicker decisions, which will act as an important deterrent to gender violence. A panel of 10 court-approved stenographers may be set up for the use of GSCASH.
- More rooms are urgently required. At present GSCASH occupies one large room divided by a screen, and Enquiry Committees cannot meet simultaneously.
- While rules and regulations of GSCASH are available on the website, given that several misconceptions about the jurisdiction and functioning of GSCASH exist, an intensive publicity campaign as well as regular reports about the functioning of this body is needed.
- All members of the university community should sign a declaration saying that they are aware of the rules and regulations of GSCASH and agree to abide by them. This can be the first step towards making JNU a zero tolerance zone for sexual harassment.

- Complaint boxes for GSCASH should be installed in all Schools and Hostels, as well as in the Central Library. These should be periodically checked, and necessary action initiated. Complainants who fear for their safety can remain anonymous.
- Details on the JNU website regarding GSCASH must be regularly updated, including names of Committee members and where they can be contacted. All Hostels and department libraries should also keep a copy of the GSCASH Handbook.

13. Women workers on campus

- The safety of women contractual workers employed in both women and men's hostels needs to be guaranteed. Some have reported facing sexual harassment from other male workers and male students.
- Bathroom facilities for both men and women should be provided in all hostels, in the area available for public interaction.
- Women workers who work late at night have requested that their sons/relatives may escort them from the campus. I-cards on a case to case basis may be provided.

PART III

RECOMMENDATIONS TO BE IMPLEMENTED IN THE LONG-TERM

Socialization and sensitization of all sections of the JNU community in sustained ways through repeated interactions over every academic year must be undertaken. Orientation programmes and workshops have already been outlined in Part II.

In the long term however, other measures suggested are:

1. Special courses around gender. Such courses would have to deal also with related forms of discrimination, including class, caste, region, religion, ethnicity and disability, for gender intersects with all of these.

- Formal taught courses are most effective if these are chosen by students themselves. If they are mandatory, they can be counter-productive in terms of producing resentment as well as resulting in easy reproduction of “correct” answers for grades. Workshops and regular informal discussions are more effective in changing perceptions and behavior. Besides, a number of courses around gender and related forms of discrimination are already offered in different Centres, and several courses have some components of these.
- To begin with, a comprehensive listing of existing gender and discrimination-related courses available in different Centres in JNU should immediately be carried out and well publicized.
- **New courses** may be designed in a variety of ways, and Schools/ Centres can be encouraged to suggest modules, and ways in which these courses can be integrated within existing course structures.
- The contents of the courses also need to be thought through carefully. Issues that will require to be resolved:
 - (i) whether the courses should be compulsory or optional
 - (ii) are these to be credited
 - (iii) should this be one broad course available in the School of Social Sciences
 - (iv) how will responsibility for teaching/ running such courses be assigned

- A subcommittee may be set up to look into these issues and examine the viability of these options.
- Workshops on legal literacy may be instituted. ([See Annexure 3 prepared by CSLG](#))
- A program in psychology (psychotherapy and clinical therapy) may be instituted in JNU. It is recommended that such a program also start a psychotherapy unit on the pattern of the unit started in Ambedkar University, Delhi.

2. Setting up a JNU Women's Resource and Advocacy Collective (WRAAC)

This will serve many purposes, including functioning as a crisis centre, safe space or shelter in case of situations of extreme violence and would provide counselling facilities. In addition, it would engage in a wide range of activities which will be important in consciousness raising, and awareness building. ([For details, see Annexure 4](#)).

3. Strengthening bonds within JNU

Given that many students have expressed a sense of alienation and isolation, systematic attempts need to be made to strengthen communication networks within JNU.

- Greater interaction between students and wardens in hostels must be encouraged and students encouraged to participate in management of the hostel through various committees that exist for the purpose. Interactive websites and e-groups can facilitate better warden-student interaction.
- In the Schools and Centres, Deans and Chairpersons must take the initiative to organize such meetings at least once a semester, and, where Student Faculty Committees are dormant, these must immediately be activated
- A mentorship programme to be implemented for undergraduate and post-graduate students, in which each Faculty Advisor will have 5-8 students (depending on the number of students in the Centre) who will meet the students at least once a month and will advise them on their academic and other problems.
- Students can be encouraged to interact in non-formal settings—by rejuvenating the various non-political cultural clubs on campus. The activities of the Co-ordinator, Cultural Activities, International Students' Association and NSS should be publicized and encouraged so that there

is a larger sense of community life. The Sports office of JNU particularly the recently constituted Sports Committee should also provide greater encouragement to and arrange sports activities in the University.

- The University has two Yoga teachers who hold two classes daily – 6-7 am and 7-8 am. They also hold camps regularly on meditation, stress management etc. These have been widely publicized and everyone should be encouraged to attend these classes and camps.

JAWAHARLAL NEHRU UNIVERSITY
Office of the Vice Chancellor

F.No.VC/II-43/_
September 11, 2013

Notification

Based on the report submitted by the Committee set up by the Vice Chancellor vide Notification dated August 7, 2013 on the incident of July 31, 2013 in the School of Language, Literature & Culture Studies, and in terms of discussions held with members of the Committee on the Report on September 6, 2013, the Vice Chancellor has set up the following Committees to devise modalities for further follow up action:

- 1. Committee for Establishing a University Counselling Centre:**
Professor Nivedita Menon, CCP&PT/SIS - Convener
Professor Meeta Narain, CRS/SLL&CS
(Timeline: Three weeks)
- 2. Committee for Developing Courses on Gender Sensitization:**
Professor S.K.Thorat, CSR/D/SSS - Convener
Professor Kumkum Roy, CHS/SSS
Professor Nivedita Menon, CCP&PT/SIS
Professor Neera Bhalla Sarin, SLS
Professor Madhu Sahni, CGS/SLL&CS
Dr. Pratiksha Baxi, SCL&G
- 3. Committee for Establishment of Women's Resource and Advocacy Collective (WRAAC):**
Professor Kumkum Roy, CWS/SSS -Convener
Dr.Pratiksha Baxi, SCL&G
- 4. Committee to Oversee Orientation Programmes in Schools/Centres and Hostels:**
Professor Abhijit Karkun, CF&FS/SLL&CS-Convener
Professor Madhu Sahni, CGS/SLL&CS
Dr. Sucharita Sen, CSR/D/SSS
Dr.M.Qutbuddin, CAAS/SLL&CS

The respective Committee shall submit the action plans to the Vice Chancellor for implementation as early as possible.

Sd/-
Yashwant Singh
Officer on Special Duty