

Gender at Work: Building Respectful, Inclusive workspaces

Final report

1st workshop of Internal Complaints Committee (ICC)

under Gender Sensitization Committee

24th March 2026.



Indian Adult Education Association

17-B, IP Estate, Near WHO

New Delhi - 110002

1. Introduction

Indian Adult Education Association (IAEA) organized its first workshop on Gender at Work: Building Respectful, Inclusive Workspaces, for office employees and administrative staff to sensitize them about gender-based biases and equip them with gender related legal and ethical responsibilities for creation of more inclusive, respectful and equitable work places.

The workshop was held at Indian Adult Education Association, New Delhi on Friday, 24th March 2026. It was attended by 37 people from Bharat Scouts and Guides, IGNOU, GST, Rajiv Gandhi Study Circle and Indian Adult Education Association and three resource persons from Delhi University and 4 members of Internal Complaint Committee of IAEA (list of participants, resource persons and committee members are given as Annexure 3).

2. Background of workshop

As per POSH Act 2013, workplaces with 10 or more employees must constitute an Internal Complaints Committee (ICC) to handle sexual harassment complaints. Internal Complaint Committee has been constituted in IAEA under the Gender Sensitization Committee to address issues and concerns related to sexual harassment at workplace and to sensitize employees, members and workers of IAEA on matters concerning sexual harassment and Gender sensitivity.

One of the functions of the committee is to organize training program or as case maybe, workshop for officers and functionaries to sensitize them and ensure knowledge and awareness of the rights, entitlement and responsibilities enshrined in the Act and under these regulations; act decisively against all gender based violence perpetrated against employees and beneficiaries of all sexes, recognizing that primarily women employees and beneficiaries are vulnerable to many forms of sexual harassments, humiliation and exploitation. With a view to sensitize and create awareness among its stakeholders, IAEA has planned to organize few workshops, orientation programs and training programs.

Present workshop is the first workshop in this important initiative, focusing on officials and administrative staff of some government offices at ITO, New Delhi.

3. Objectives of the workshop

1. Sensitize employees about Gender based biases, stereotypes and microaggressions.
2. Promote a culture of inclusivity and equity at the workplace.

3. Address real world issues like harassment, division of labor and respect in communication.
4. Encourage reflection on personal biases and structural barriers.
5. Provide tools for fostering a respectful and inclusive professional environment.

4. Proceedings

Opening of the workshop

Participants were briefly welcomed by Mrs. Nishat Farooq, chairperson of Internal Complaint Committee and Gender Sensitization Committee IAEA. In her welcome address she explained the need and importance of the present workshop in promotion of inclusivity and equity at workplace. She stressed the effectiveness and usefulness of such workshops at every level.

The participants of the workshop were given an orientation by Dr. Chayanika Uniyal. In her address she explained the aims, objectives and methodology of the workshop in detail. (Workshop schedule is attached as Annexure 1).



Session 1: Gender Sensitization

Resource Person: Dr. Sujata, Associate Professor, Shyamlal College, University of Delhi
Session Chair – Mrs. Nishat Farooq, Former Director, State Resource Centre, Jamia Milia Islamia

Objectives of the Session

- To introduce the concept of gender and its social construction
- To examine how gender roles, influence daily life and decision-making
- To critically reflect on societal expectations and stereotypes
- To understand how silence and social conditioning reinforce inequality

Dr. Sujata provided a conceptual understanding of gender as a socially constructed phenomenon that shapes everyday behavior, expectations, and opportunities. Through interactive exercises, participants were encouraged to reflect on their own perceptions and internalized norms.

Exercise A: A Typical Day in a Married Woman's Life (Urban Indian Setting)

Participants were divided in groups, each consisting of five persons. They were asked to map a typical day of a married working woman in an urban Indian context.

Key reflections from participants:

- Women manage multiple roles simultaneously—household responsibilities, caregiving, and professional work
- Their work, especially unpaid domestic labor, often goes unrecognized and undervalued
- Even when employed, women are expected to take primary responsibility for home management
- A common perception emerged that women with multiple responsibilities “have more issues,” which was critically discussed as a biased societal assumption
- It was emphasized that jobs and responsibilities should be equally shared, and the burden should not fall disproportionately on women alone



Exercise B: What People Will Say

This activity explored how societal judgment shapes gendered behavior.

Participant responses highlighted:

- Pressure to conform to socially accepted norms of appearance, behavior, and roles
- For men: expectations of being financially strong, decisive, and dominant
- For women: expectations around being well-dressed, polite, modest, and socially “appropriate”
- Decision-making authority is often associated with men, especially in financial matters
- Social approval (“log kya kahenge”) acts as a powerful control mechanism, limiting individual freedom and reinforcing stereotypes

Exercise C: Don’t Tell Anyone – How Silence Shapes Our Gender

This exercise focused on the role of silence in sustaining gender inequalities.



Key insights:

- Participants noted that issues like eve-teasing, harassment, and abuse are often silenced and dismissed as “personal matters” (“ghar ki baat”)
- Silence is socially encouraged, especially for women, to maintain family reputation and avoid conflict

- This normalization of silence leads to underreporting of issues and continuation of injustice
- The discussion emphasized that breaking silence is essential for challenging gender-based discrimination and violence

Key Learnings from the Session

- Gender roles are not natural but socially constructed and reinforced through everyday practices
- Women's contributions, particularly in the domestic sphere, remain largely invisible and undervalued
- Societal expectations significantly influence individual choices and behaviors
- Silence acts as a powerful tool in sustaining inequality and discrimination
- There is a need to challenge stereotypes, redistribute responsibilities, and encourage open dialogue

Session 2: Understanding Gender & Workplace Norms

Resource Person: Prof. Rajyalakshmi, Professor, Janki Devi Memorial College (JDMC), University of Delhi

Session Chair: Dr. Gyanendra Kumar, President, Voluntary Health Association, Delhi



Objectives of the Session

- To understand the difference between gender and workplace norms

- To identify visible and invisible forms of gender bias in professional spaces
- To examine how institutional practices, reinforce inequality
- To encourage critical reflection on fairness, equity, and inclusion at work

This session focused on understanding how gender biases operate within workplace structures and practices. Prof. Rajyalakshmi highlighted that despite progress in education and employment, deep-rooted gender biases continue to influence hiring, role allocation, promotions, and everyday workplace interactions.

The session began with a discussion on how gender bias is often subtle, normalized, and embedded in workplace systems. Participants explored how stereotypes about men and women influence perceptions of capability, leadership, and commitment. Following types of workplace gender biases were discussed in details.

1. Hiring and Selection Bias

- Biases often appear during recruitment processes
- Employers may prefer male candidates for roles perceived as “demanding”
- Women are sometimes evaluated based on assumptions about marriage, family responsibilities or continuity at work
- Selection decisions are not always merit-based but influenced by gendered expectations

2. Interview-Level Bias

- Women are frequently asked questions related to marriage, maternity plans, and family responsibilities
- Such questions reflect an assumption that women may not be “stable” or “long-term” employees
- These practices were discussed as discriminatory and limiting women’s opportunities

3. Maternity and Career Progression Bias

- Maternity leave, though a right, is often viewed negatively in workplaces

- Women may face reduced responsibilities, slower promotions, or career breaks due to maternity
- The burden of caregiving is disproportionately placed on women, reinforcing inequality

4. Salary and Pay Gap

- Persistent gender pay gap across sectors
- Women are often paid less than men for similar roles and responsibilities
- Lack of transparency in salary structures further deepens inequality

5. Role Allocation and Work Distribution

- Women are often assigned roles aligned with stereotypical expectations (e.g., supportive or administrative tasks)
- Men are more likely to be given leadership or decision-making roles
- This creates unequal opportunities for growth and recognition

Session 3: Legal Awareness – POSH Act, Prevention and Redressal Mechanisms

Resource Person: Advocate Nilofar Khan, Advocate, Supreme Court

Session Chair: Dr. Geeta Mishra, Associate Professor, Department of Continuing Education and Extension, University of Delhi



Objectives of the Session

- To familiarize participants with the POSH Act and its provisions
- To understand the complaint and redressal mechanisms available at workplaces
- To explain the structure and role of Internal Complaints Committees (ICC)
- To highlight challenges in implementation and access to justice
- To encourage reporting and accountability

This session focused on legal awareness regarding workplace sexual harassment, with a detailed discussion on the **Prevention of Sexual Harassment (POSH) Act**. Advocate Nilofar Khan explained the legal framework, complaint mechanisms, institutional responsibilities, and challenges in implementation. The session emphasized the importance of awareness and access to justice in creating safe workplaces. Following key themes were discussed in details.

Understanding the POSH Act

- The POSH Act provides a legal framework to prevent and address sexual harassment at the workplace
- It defines sexual harassment broadly, including physical, verbal, and non-verbal conduct
- The law applies to all workplaces—organized and unorganized sectors

Historical Background: Vishakha Guidelines & Bhanwari Devi Case

- The session traced the origin of the POSH Act to the landmark Vishakha Guidelines
- These guidelines were framed by the Supreme Court to address the absence of specific laws on workplace harassment
- The case of Bhanwari Devi was discussed as a turning point, highlighting the urgent need for legal protection for women at workplaces

Key Learnings from the Session

- Legal awareness is crucial for ensuring safe and respectful workplaces

- The POSH Act provides a structured mechanism for prevention and redressal
- Proper functioning of ICCs is essential for justice delivery
- Confidentiality and sensitivity are key in handling complaints
- There is a need to strengthen implementation and awareness at all levels
- Breaking silence and reporting incidents is critical for systemic change

Session 4: Envisioning an Inclusive Workplace – Do's and Don'ts

Resource Person: Dr. Chayanika Uniyal, *Assistant Professor, Dept. of History, Shyama Prasad Mukherji College, University of Delhi*



The final session, led by Ms. Chayanika Uniyal, was highly interactive and solution-oriented, focusing on participants' perspectives on what an ideal workplace should look like. Drawing from participants' responses and group discussions, the session emphasized practical approaches to fostering an equitable, respectful, and inclusive work environment.

The session began with participants being divided into groups and encouraged to reflect on their own workplace experiences and expectations. They were asked to identify key elements that promote inclusivity as well as practices that hinder a positive work culture.

Key Insights from Group Discussions:

Group 1:

- Emphasized the need for flexibility in work, ensuring that roles and responsibilities are not rigidly defined by gender.
- Highlighted that facilities and opportunities should be equal for all employees, irrespective of gender.

Group 2:

- Suggested that POSH training and gender sensitization should be integrated into induction programs, ensuring awareness from the very beginning.
- Stressed the importance of clear and respectful communication among employees.
- Called for transparency in organizational processes, including decision-making and grievance redressal.

Group 3:

- Focused on maintaining professionalism and a healthy work culture.
- Highlighted the importance of awareness of laws and rights, especially related to workplace safety and equality.
- Strongly emphasized zero tolerance for discrimination based on caste, gender, religion, or any other identity.

Do's and Don'ts for an Inclusive Workplace:

Do's:

- Promote equality and fairness in recruitment, roles, and growth opportunities
- Ensure awareness and implementation of workplace policies like POSH
- Encourage open communication and safe spaces for dialogue
- Provide equal access to facilities and resources
- Build a culture of respect, professionalism, and accountability

Don'ts:

- Avoid gender stereotyping in roles and responsibilities
- Do not tolerate discrimination or biased behavior
- Refrain from suppressing voices or discouraging reporting of issues
- Avoid lack of transparency in decision-making processes
- Do not ignore the importance of continuous sensitization and training

Dr. Uniyal concluded the session by reinforcing that creating an inclusive workplace is a shared responsibility, requiring commitment from both individuals and institutions. She encouraged participants to actively practice these principles in their professional spaces.

Reading material for all the sessions is attached as Annexure 4.

Evaluation of the workshop:

The workshop was evaluated by the participants through Feedback Form. Their feedback was collected for the interactive nature of the workshop, the practical insights gained on gender sensitization, workplace inclusivity and overall organization of the workshop. (Workshop Feedback Form is attached as Annexure 2).

The feedback received was as follows:

- **Overall organization:** 70% of participants rated it as excellent, indicating the workshop was very well organized, 25% rated it as good and 5% as average.
- **Relevance of topics:** 65% rated the topics as excellent reflecting strong appreciation for the content. 30% rated it as good and 5% as average.
- **Quality of speakers:** 65% rated the speakers as excellent 30% as good and 5% as average.
- **Clarity of presentations:** 60% rated presentations as excellent ,30% as good and 10% as average, indicating overall clear and effective delivery.
- **Interactive activities:** 70% rated activity as excellent, highlighting strong engagement, 25% rated them as good and 5% as average.

Learning outcomes

- **Understanding of gender issues:** 45% of participants strongly agreed that their understanding improved, 45% agreed and 10% were neutral.

- **Confidence in identifying biases:** 55% strongly agreed their confidence increased, 30% agreed and 3% were neutral.
- **POSH and workplace policy awareness:** 40% strongly agreed their awareness improved, 55% agreed and 5% were neutral.

Reflection

Participants highlighted that the workshop provided valuable information on the POSH Act, women's rights, women empowerment and general sensitization for staff. It enhanced understanding of workplace policies and emphasized the importance of fostering a respectful and inclusive environment. The sessions were insightful, engaging and practical helping participants effectively recognize and address gender biases.

Recommendations

They recommended that such workshops should be organized regularly to reinforce awareness and skills among employees. Additionally, they express that they would highly recommend this workshop to others, as it supports both personal growth and the development of a more equitable workplace culture.

Closing of the Workshop:



The workshop was closed in an informal manner. Participants expressed their satisfaction from the workshop and shared expectations as fallout of the workshop. The workshop was officially closed by Mrs. Nishat Farooq with the assurance that more programmes will be organized as a follow-up. The vote of thanks was delivered by Ms. Neha Gupta, Documentation Officer, IAEA. She thanked all the participants, their respective Organizations/Institutions, Resource persons, Members of ICC and organizers of the workshop, for their valuable contributions and active engagement throughout the sessions.

Annexures

1: Workshop Schedule

2: Feedback Form

3: List of Participants

4: Reading Material

Annexure 1

Workshop Schedule: Gender at Work: Building Respectful, Inclusive Workspaces

Date: 24 March 2026

Venue: Indian Adult Education Association, New Delhi

Time	Programme
10.30 am.	Tea
11.00 am. to 11.30 am.	<u>Gender Sensitisation</u> Session 1(a): Setting the Stage • Welcome address and objectives • Icebreaker: “Gender Lens” activity — participants identify how gender shapes daily choices
11.30 am. to 12.15 pm.	Session 1(b): Understanding Gender & Workplace Norms • Concepts: Gender vs. Sex, Masculinity-Femininity Spectrum • Case studies: Subtle sexism, pay gap, promotion bias • Poll: Have you witnessed gender-based exclusion at work?
12.15 pm. to 1.00 pm.	Session 2: Microaggressions & Unconscious Bias • Role-play: "What’s wrong with this interaction?" • Group Discussion: Interruptions, credit-stealing, emotional labor • Activity: “Privilege Walk” adapted for professional settings
1.00 pm. to 2.00 pm.	Lunch Break
2.00 pm. to 3.00 pm.	<u>Legal Awareness</u> Session 3: Policy, Law, and Prevention • Brief on POSH (Prevention of Sexual Harassment Act) • Company policy walkthrough • Do’s and Don’ts at the workplace
3.00 pm. to 3.15 pm.	Tea Break
3.15 pm. to 4.30 pm.	Session 4: Voices & Solutions • Anonymous response box: “One thing I wish my colleagues understood...” • Group task: Design a workplace inclusion charter • Feedback collection
4.30 pm. to 5.00 pm	Closing

Annexure 2



Workshop Feedback Form

Gender @ Work: Building Respectful, Inclusive Workspaces

24 March 2026 | Indian Adult Education Association, New Delhi

Instructions: Please tick (✓) the option that best reflects your experience. Your feedback will help us improve future workshops. All responses will be kept confidential and used only for academic and training purposes.

Participant Information (Optional)

Name: _____
Organisation / Institution: _____
Designation: _____

Overall Workshop Feedback

Criteria	Excellent	Good	Average	Needs Improvement
Overall organisation	☐	☐	☐	☐
Relevance of topics	☐	☐	☐	☐
Quality of speakers	☐	☐	☐	☐
Clarity of presentations	☐	☐	☐	☐
Interactive activities	☐	☐	☐	☐
Usefulness for workplace	☐	☐	☐	☐

Learning Outcomes

Statement	Strongly Agree	Agree	Neutral	Disagree
Understanding of gender issues improved	☐	☐	☐	☐
Confidence to identify gender bias increased	☐	☐	☐	☐
POSH and workplace policy awareness improved	☐	☐	☐	☐

Your Reflection

One key insight from the workshop:

One action you will take to promote inclusion at work:

Suggestions

What improvements or additional topics would you suggest?

Would you recommend this workshop to others? ☐ Yes ☐ Maybe ☐ No

Annexure 3

List of Participants

1. **Bharat Scouts and Guides**

- Ms. Shivangi Saxena - Assistant Director
- Shri Analendra Sarma - Assistant Director
- Shri Mahinder Sharma - Assistant Director

2. **Indira Gandhi National Open University**

- Dr. Shyni Duggal - Regional Director
- Dr. Rita Chauhan - Regional Director
- Dr. Meena Singh - Regional Director

3. **Goods and Service Tax**

- Shri Satyawant Tax Assistant
- Shri Ajit Singh Superintendent

4. **Directorate General of Performance Management**

- Ms. Nipun Garg – Supervisor
- Ms. Pallavi Yadav - Steno
- Ms. Payal - Steno – I

5. **Rajiv Gandhi Study Circle**

- Shri Saurabh Rai
- Ms. Shaijal Gupta
- Shri Saurabh Kumar

6. **Indian Adult Education Association**

- Ms. Neha Gupta- Member, ICC and Librarian-Cum-Documentation Officer
- Shri ML Sharma - Finance Head
- Shri B. Sanjoy- Research Officer
- Shri Kripal Singh Mehra - Programme Associate-cum- Computer Operator
- Shri Vinay Chhetri - Senior Assistant
- Shri Jai Bhagwan – Assistant
- Shri Surender Singh Yadav – Caretaker
- Shri Ravi Subramaniam - Multipurpose Worker
- Shri Bittoo - Multipurpose Worker
- Shri Kishore Kumar - Multipurpose Worker

Resource Persons

- Dr. Sujata - Associate Professor, Shyamlal College, University of Delhi.
- Prof. Rajyalakshmi - Professor, Janki Devi Memorial College (JDMC), University of Delhi.
- Advocate Nilofar Khan - Advocate, Supreme Court.
- Dr. Chayanika Uniyal – Asst. Prof. Shyama Prasad Mukherji College, University of Delhi

Internal Complaints Committee

- Smt. Nishat Farooq - Chairperson, ICC, IAEA
- Dr. Chayanika Uniyal – Co-chairman, ICC, IAEA
- Dr. Geeta Mishra - Member, ICC, IAEA
- Dr. Gyanendra Kumar - Member, ICC, IAEA
- Dr. Joycia Thorat - Member, ICC, IAEA

Rapporteur

- Ms. Poonam - Ph.D. Scholar, University of Delhi
- Ms. Neha Gupta - Member, ICC (Librarian-Cum-Documentation Officer) IAEA

ANNEXURE 4.

READING MATERIAL

Internal Complaints Committee (ICC) mandated by POSH Act

- Every organization with 10 or more employees must constitute an ICC
- Composition of ICC:
 - Presiding Officer (a senior woman employee)
 - At least two members from the employees
 - One external member (NGO or legal expert)
- The ICC is responsible for:
 - Receiving complaints
 - Conducting inquiries
 - Recommending action

Complaint Mechanism & Process

- A complaint must be filed within a **stipulated time period** (generally within 3 months of the incident)
- The process includes:
 - Submission of written complaint
 - Inquiry by ICC
 - Opportunity for both parties to be heard
- Confidentiality must be maintained throughout the process
- The aim is to ensure **fair, unbiased, and timely resolution**

Role of District Authorities

- In organizations with **less than 10 employees**, or where ICC is not constituted, complaints can be made to the **Local Complaints Committee (LCC)**
- The District Magistrate plays a role in:

- Constituting LCCs
- Ensuring implementation of the Act at the district level
- Providing access to justice for employees in smaller establishments

Challenges in Implementation

- Lack of awareness about the POSH Act among employees
- Fear of stigma, retaliation, or job loss prevents reporting
- Inadequate or improper constitution of ICCs
- Bias or lack of sensitivity during inquiry processes
- Organizational reluctance to address complaints transparently

THE SEXUAL HARASSMENT OF WOMEN AT WORKPLACE
(PREVENTION, PROHIBITION AND REDRESSAL) ACT, 2013

ARRANGEMENT OF SECTIONS

CHAPTER I

PRELIMINARY

SECTIONS

1. Short title, extent and commencement.
2. Definitions.
3. Prevention of sexual harassment.

CHAPTER II

CONSTITUTION OF INTERNAL COMPLAINTS COMMITTEE

4. Constitution of Internal Complaints Committee.

CHAPTER III

CONSTITUTION OF LOCAL COMPLAINTS COMMITTEE

5. Notification of District Officer.
6. Constitution and jurisdiction of Local Committee.
7. Composition tenure and other terms and conditions of Local Committee.
8. Grants and audit.

CHAPTER IV

COMPLAINT

9. Complaint of sexual harassment.
10. Conciliation.
11. Inquiry into complaint.

CHAPTER V

INQUIRY INTO COMPLAINT

12. Action during pendency of inquiry.
13. Inquiry report.
14. Punishment for false or malicious complaint and false evidence.
15. Determination of compensation.
16. Prohibition of publication or making known contents of complaint and inquiry proceedings.
17. Penalty for publication or making known contents of complaint and inquiry proceedings.
18. Appeal.

मुझे एक पत्नी चाहिए'

“मैं उस वर्ग से आती हूँ जिसे आप 'पत्नी' के नाम से जानते हैं। मैं एक पत्नी हूँ और, एक माँ हूँ, जो कि पूर्णतः संयोग नहीं है।

बहुत पुरानी बात नहीं है जब हाल ही में अपने तलाक़ के बाद मेरा एक पुरुष मित्र ताज़ा-ताज़ा सीन में प्रकट हुआ। उसका एक बच्चा था, जो उसकी भूतपूर्व पत्नी से था। वह निश्चित रूप से एक और पत्नी तलाश रहा था। एक शाम कपड़े इस्तरी करते हुए मैंने उसके बारे में सोचा, अचानक मुझे लगा, मेरी भी एक पत्नी हो तो कितना अच्छा है। लेकिन मुझे एक पत्नी क्यों चाहिए?

मैं स्कूल वापस जाना चाहूँगी ताकि मैं आर्थिक रूप से आत्मनिर्भर बन सकूँ, अपना सहारा बन सकूँ, और, ज़रूरत पड़े तो उनका भी जो मुझ पर निर्भर हैं। मुझे एक पत्नी चाहिए जो काम करे और मुझे स्कूल भेजे। और जब मैं स्कूल जाऊँ तो मेरी पत्नी मेरे बच्चों का ध्यान रखे। मुझे एक पत्नी चाहिए जो मेरे बच्चों के (और मेरे भी) डॉक्टर और डेंटिस्ट अपॉइंटमेंट का ध्यान रखे। मुझे एक पत्नी चाहिए ताकि यह सुनिश्चित किया जा सके कि मेरे बच्चे ठीक से खाएँ और साफ़ रहें। मुझे एक पत्नी चाहिए जो मेरे बच्चों के कपड़े धोये और उनकी मरम्मत करे। मुझे एक पत्नी चाहिए जो मेरे बच्चों का ढंग से पालन-पोषण करने वाली परिचारिका हो, उनके स्कूल के इंतज़ाम करे, ध्यान रखे कि उनकी एक पर्याप्त सामाजिक ज़िन्दगी हो उनके दोस्तों के साथ, उन्हें पार्क, चिड़ियाघर वगैरह ले जाए। मुझे एक पत्नी चाहिए जो बीमार होने पर मेरे बच्चों का खयाल रखे, एक पत्नी जो यह प्रबंध करे कि जब बच्चों को विशेष देखभाल चाहिए

1. न्यूयॉर्क की एक स्तम्भकार और स्त्रीवादी ग्लोरिया स्टायनेम *मिज़* पत्रिका की संस्थापक थी। जल्द ही जुडी साइफर्स ने अपना विवाह से पहले का नाम जुडी ब्रेडी ही अपना लिया। न्यूयॉर्क ने अपने पचास सालों के बेहतरीन लेखों को किताब रूप में 2017 में प्रकाशित किया उसमें इस लेख को पढ़ा जा सकता है और विभिन्न वेबसाइट्स पर भी यह लेख आसानी से उपलब्ध है, जिसे 70 के दशक का स्त्रीवादी घोषणापत्र भी कहा गया। अंग्रेज़ी से अनुवाद—सुजाता। यह निम्न वेबसाइट से लिया है : <https://www.thecut.com/2017/11/i-want-a-wife-by-judy-brady-syfers-new-york-mag-1971.html>

हो तो वह उनके पास रहे, क्योंकि, निस्संदेह, मैं तो स्कूल में क्लास नहीं छोड़ सकती। मेरी पत्नी नौकरी से वक्त निकाले लेकिन नौकरी न जाने पाए। इसका मतलब हो सकता है कि पत्नी की तनख्वाह में छोटी-मोटी कटौती वक्त-वक्त पर होती रहेगी, पर मुझे लगता है मैं उसे बरदाश्त कर सकती हूँ। कहने की ज़रूरत नहीं, मेरी पत्नी नौकरी करती है इसलिए बच्चों की देख-भाल के लिए वह पैसा दे सकेगी।

मुझे एक पत्नी चाहिए जो मेरी शारीरिक ज़रूरतों का ध्यान रखे। मुझे एक पत्नी चाहिए जो घर को साफ़ रखे। मेरे इस्तेमाल करने के बाद चीज़ें समेटे। मुझे एक पत्नी चाहिए जो मेरे कपड़े साफ़ रखे, इस्तरी रखे, दुरुस्त रखे, जब ज़रूरत हो बदल दे, और जो यह ध्यान रखे कि मेरी निजी चीज़ें ठीक जगह पर रखी रहें ताकि जिस पल मैं ढूँढ़ूँ मुझे मिल जाएँ। मुझे एक पत्नी चाहिए जो अच्छा खाना बनाती हो। मुझे एक पत्नी चाहिए जो भोजन की योजना बनाए, किराने से सामान लाए, खाना बनाए, अच्छे से परोसे, और उसके बाद सफ़ाई करे जबकि मैं पढ़ने जाऊँ। मुझे एक पत्नी चाहिए जो मेरा ध्यान रखे जब मैं बीमार हो जाऊँ और मेरे दर्द को समझे, काम के नुकसान को लेकर मुझसे सांत्वना जताए। मैं चाहती हूँ कि जब हमारा परिवार छुट्टियाँ मनाने जाए तो पत्नी साथ चले ताकि कोई तो हो जो मेरा और मेरे बच्चों का ध्यान रख सके जब मुझे आराम चाहिए हो या माहौल का बदलाव।

मुझे एक पत्नी चाहिए जो हर वक्त पत्नी के कर्तव्यों के बारे में शिकायतें करके मुझे परेशान न करे। लेकिन मुझे एक पत्नी चाहिए जो मेरी बात सुने जब मुझे अपनी पढ़ाई के दौरान आई मुश्किल स्थिति के बारे में बात करने की ज़रूरत महसूस हो। और मुझे एक पत्नी चाहिए जो मेरे पेपर टाइप कर दे जब मैं उन्हें लिख डालूँ।

मुझे एक पत्नी चाहिए जो मेरे सामाजिक जीवन के व्यौरों का ध्यान रखे। जब मेरे मित्र मुझे सपलीक आमंत्रित करें तो मैं चाहती हूँ कि मेरी पत्नी पीछे से बच्चे को रखने का इंतज़ाम करे। स्कूल के जिन लोगों को मैं पसंद करती हूँ जिनसे मिलना चाहती हूँ जब वे घर आएँ तो मैं चाहती हूँ कि मेरी पत्नी स्पेशल खाना बनाए, मुझे और मेरे मित्रों को परोसे और जब मैं और मेरे मित्र गपियाँ तो बीच में बाधा न डाले। मुझे एक पत्नी चाहिए जो मेहमानों के आने से पहले बच्चों को खिला-पिला कर सुला दे ताकि वे हमें परेशान न करें।

और मुझे ऐसी पत्नी चाहिए जो समझे कि कभी-कभी मुझे अपने लिए भी एक रात घर से बाहर चाहिए।

मुझे एक पत्नी चाहिए जो मेरी यौन जरूरतों के प्रति संवेदनशील हो, पत्नी जो शिद्दत से प्यार करे और बेक्रार हो जब भी मुझे जरूरत हो और सुनिश्चित करे कि मेरी संतुष्ट हो गई। और हाँ, मुझे ऐसी पत्नी चाहिए जो मुझसे उस वक्त यौन-अपेक्षाएँ न करे जब मेरा मूड न हो। मुझे ऐसी पत्नी चाहिए जो गर्भ-नियंत्रण की ज़िम्मेदारी को खुद समझे क्योंकि मुझे और बच्चे नहीं चाहिए। मुझे ऐसी पत्नी चाहिए जो यौन-सम्बन्धों में मुझसे वफ़ादार रहे ताकि मेरा अपना बौद्धिक जीवन ईर्ष्याओं के चलते अव्यवस्थित न हो जाए और वह यह समझे कि मेरी यौन-जरूरतें एक-पत्नीव्रत का सख्त पालन करने से कहीं अधिक हो सकती हैं। आखिरकार, मुझे लोगों से यथासम्भव अधिकाधिक मेलजोल रखना जरूरी है।

(और अगर इत्तेफ़ाक़ से, मुझे कोई और व्यक्ति मिल जाए जो पहले से मेरी पत्नी से अधिक उपयुक्त हो पत्नी के रूप में तो मुझे यह आज्ञादी चाहिए कि मैं उस नए व्यक्ति को अपनी वर्तमान पत्नी की जगह ला सकूँ।) स्वाभाविक है, मैं एक नयी और ताज़ा ज़िंदगी चाहूँगी; ऐसे में मेरी पत्नी मेरे बच्चों के लिए अकेले ज़िम्मेदार होगी ताकि मैं आज़ाद छोड़ दी जाऊँ।

जब मेरा स्कूल समाप्त हो और मेरे पास एक नौकरी आ जाए तो मैं चाहूँगी कि मेरी पत्नी अब काम छोड़ कर घर में रहे ताकि वह पत्नी के कर्तव्यों को और अच्छे से और सम्पूर्णता से निभा सके।

हे भगवान! ऐसा कौन होगा जिसे एक पत्नी नहीं चाहिए?"