

GENDER AUDIT 2021



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Centre for Women's Studies & Team IQAC

University of Kerala



OCTOBER 2021

Introduction

A gender audit is a tool to assess and check the institutionalisation of gender equality into organisations, including in their policies, programmes, projects and/or provision of services, structures, proceedings and budgets. The higher education system definitely setup a democratic ideal of equality among both men and women and should acknowledge that people have different gender identity. If there is any gender gap in the educational system, this should be addressed with a rigorous cross-sectional analysis of gender with various socio-economic indicators. In order to finding out this gap, University of Kerala has conducted this gender audit. Gender audit is one such attempt to understand the lacunae and ensure equity and removing gender gap in the university campus. This ensure the democratic ideals among the teaching, non-teaching staff and students and their dignified existence of different gender identities. This gender audit has tried for identifying the best practices and gender friendly initiatives in the campus as well as to understand the lives of people in different categories. It covers all aspects about their studies like teaching, classroom activities, behaviour of teachers towards students, facilities in the departments, hostel information etc.

For this purpose, the University of Kerala with the initiative of IQAC, the gender audit survey has been conducted among students, teachers and administrative staff in the university campus. The main purpose of this audit is to find out the gender dimensions. The gender audit is an attempt to analyse whether the university of Kerala and its departments have an equal gender ratio and also trying to analyse the gender inequalities faced by the students.

The present audit look into the current Gender policy and practices of the University such as the committees constituted for ensuring women's safety and security. The audit found maximum female participation in curricular and co-curricular activities. Currently 9 Faculty Deans, 4 School Directors and 2 Syndicate Members are women. That 72.66% of the total students and 62.37% of the staff are women stand testimony, to University's gender just, equitable, and ethical modes of education.

While doing this audit, it is essential to portray the current facilities and infrastructural capabilities of the university for ensuring gender equality in the campus. The hostel facility is one such major arena of concern and it is important to consider whether the

students get adequate facilities and equal treatment in their hostels and ensure that there is an effective redressal mechanism for solving the issues. Ensuring the gender equality and peaceful working environment of the teaching and administrative staff is essential. The current audit has also examined whether there is sexual harassment at workplace and the available mechanisms and policies for combating this issue.

About the University

The University of Travancore was established in 1937 by a promulgation of the Maharaja of Travancore, Sri Chithira Thirunal Balarama Varam who was also the first chancellor of the University. The University has currently 46 PG teaching and research departments including the School of Distance Education under eleven identified schools, 42 research centres, Area Study Centre, seven institute of Technology(UIT). University has services like Computer Centre, Central library, Campus library at Kariavattom Campus , libraries for different departments , University Press, Engineering Unit, Health Centre, Department of Student Services, Physical Education Centre, Publications Department, Employment and Information Guidance Bureau, Placement Cell and Finishing School. The university has two campuses namely the main campus at Kariavattom, accommodating majority of the academic departments and the senate House campus accommodates a handful number of departments. The University operates programmes by using the service of regular and contract appointments. The University adopts various measures to keep up with the changing scenario in education in terms of curriculum, syllabi, pattern of imparting education and it ensure different services for the teaching, non-teaching staff and students

Objectives

General objective

To conduct a gender-based (based on sexual identity) analysis, gender issues and related issues faced by the students and staffs in the university

Specific objectives

1. To find out the areas of gender differences exists in the University
2. To find out the gender-based discrimination and inequalities faced in academic and non-academic activities in the University.

3. To find out the adequacy of facilities available in the campus for all genders
4. To find out the instances of sexual harassment at workplace and the redressal mechanisms available in the University
5. To study about the gender related problems of administrative staffs/students/teachers

Data Analyses

In order to achieve the objectives, an online survey has been carried out among students/staff/teachers of the University. Based on the data a profile has been prepared and tabulated in the table 1. The profile gives a picture about the status of women in the university occupying various positions, which include student profile also. The data in the table 1 shows that out of 1981 masters students 1535 are females.

Table 1.GENDER AUDIT OF UNIVERSITY OF KERALA (2021)

Overall Profile

Sl. No.	Sector	Total	Female
1.	Statutory officers (VC, PVC, etc.)	5	0
2.	Statutory and other officers upto PRO	12	3
3.	Syndicate	23	3
4.	Senate	93	14
5.	Academic Council	128	43
6.	Directors of Schools	11	4
7.	HODs	44	15
8.	Directors of Centres	67	16
9.	Deans of Faculties	16	6
10.	Teachers of Department	166	77
11.	Joint Registrars	7	4
12.	Deputy Registrars	20	10
13.	Assistant Registrars	54	29
14.	Library Assistants	41	23
15.	Masters Students (Both years) in University Departments	1981	1535

16.	M. Phil Students (University Departments)	281	220
17.	Ph.D. Students (University Departments)	863	588
18.	Total PhDs awarded (University Depts. & Other Centres)	109 (only dept) 234 (from Dept. &Centres)	72 (only Dept)
19.	University Union Office bearers	7	4

During the survey some representative photographs are also taken. Figure 1 shows the gender inclusiveness in the workspace.

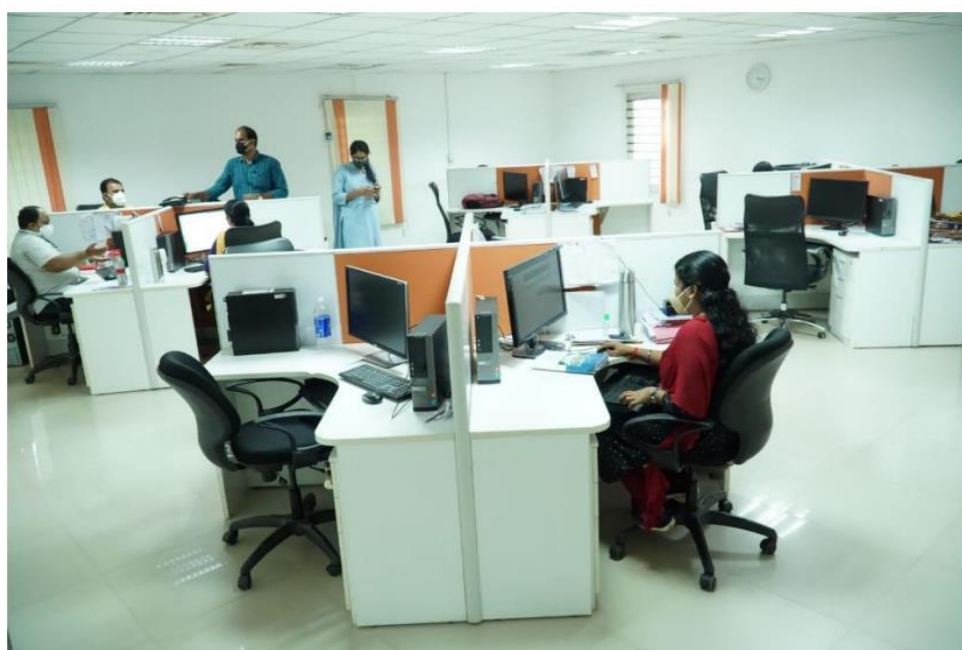


Figure 1. Gender inclusiveness in the campus

Detailed analyses have been carried out for various categories. The analyses for faculty are shown in the table 2 and its graphical representation is given in the figure 2.

Table 2: Faculty Profile

	Professor				Associate Professor				Assistant Professor			
	Ma le	Fema le	Othe rs	Tot al	Ma le	Fema le	Othe rs	Tot al	Ma le	Fema le	Othe rs	Tot al
Sanctio ned	36				57				205			
Recruite d	8	5	0	13	11	11	0	22	105	61	0	166
Current	38	19	0	57	14	13	0	27	74	43	0	117

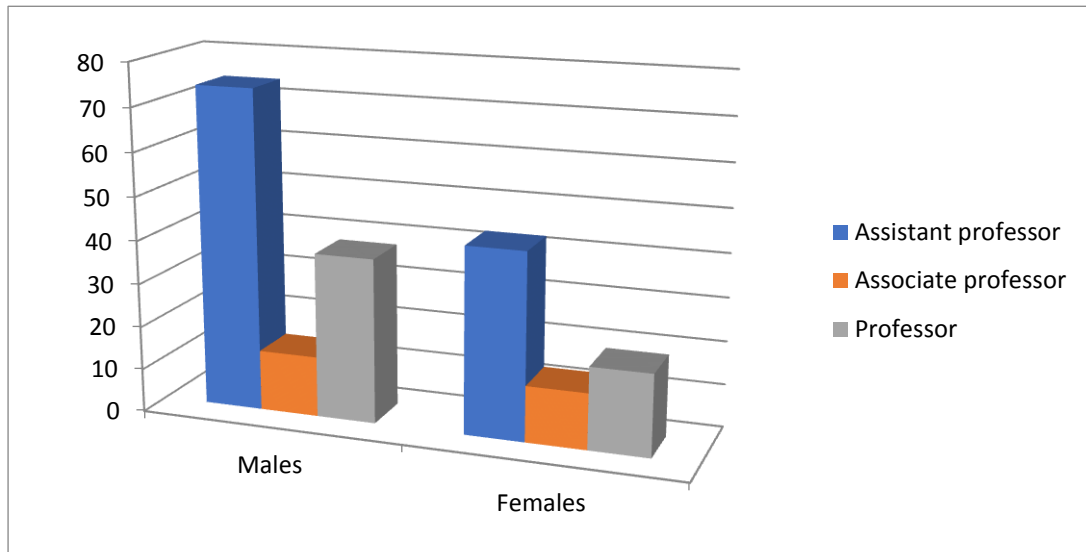


Figure 2: Category wise representation of Teaching staff in the University

Similarly, the sex wise representation of teachers and their work life satisfaction is tabulated and shown in the table 3.

Table3: Sex wise Representation of Teachers and Work Life Satisfaction

Sex	To a great extent	To some extent	Not at all	Total
Males	115 (92.74%)	9(7.26%)	0	124(61.69%)
Females	67(87.01%)	10(12.98%)	0	77 (38.31%)
Total	182(90.55%)	19 (9.45%)	0	201 (100%)

(Source: Primary data)

It is found that 92.74 per cent of the male teachers are satisfied with the work life in the university to a great extent and a large majority of the female teachers also have of the opinion that they are satisfied in the work life provided by the university. It is very important to note that nobody has pointed out that they are not satisfied. Very few i.e. 12.98 per cent of female faculty members opined that they are satisfied in the work life to some extent only. It is because of they were facing some difficulty with work family conflict, lack of flexible time in the work space, other external factors and also, they are unable to meet deadlines satisfactorily.

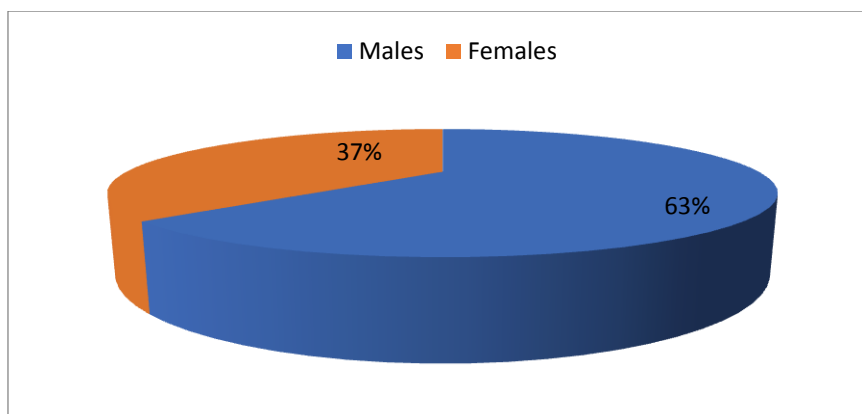


Figure 3: Work Life Satisfaction among Teachers

Table 4: Sex Wise Representation of Teachers and their opinion regarding Discrimination in Work Life

Sex	Yes	No	Total
Male	5(4.03%)	119 (95.97%)	124(61.69%)
Female	10(12.98%)	67 (87.01%)	77 (38.31%)
Total	15(7.46%)	186(92.53%)	201 (100%)

(Source: Primary data)

The table No. 4 explains the sex wise representation of Teachers and their opinion regarding the nature and extent of discrimination facing atwork place. It clearly shows that 95.97 per cent of the male teachers have of the opinion that they do not face any discrimination in the academic activities. 87.1 % of the female teachers have this same opinion. But some of the female teachers have opined that they face discrimination in the academic activities i.e., they are engaging in more teaching than males in the Department and they are not able to attend the late-night meetings and activities of the university due to family responsibilities and the existing social norms. Due to the dual burden of work and family,women’s participation in nonacademic activities in the late hours is less when it is compared to men. That being the case, everyone commented that with the support of university and gender planning, the situation of women would improve a lot in the coming years.

Table 5: Opinion regarding work overload

Sex	To a great extent	To some extent	Not at all	Total
Males	0	7(5.66%)	117(94.36%)	124(61.69%)
Females	3(3.90%)	24(31.17%)	50(64.94%)	77 (38.31%)
Total	3(1.49%)	31(14.76%)	167(83.08%)	201 (100%)

(Source: Primary data)

The table No.5 shows that most of the male teachers and female teachers (83.08%) have of the opinion that they do not feel academic works assigned overloaded, but 31.17 per cent of female teachers opined that the academic works assigned to them are sometimes felt overloaded. The reasons they pointed out is work family conflict, travelling time, dependency on public transportation and child caring all intensify their workload assigned. And also, they opined that staff strength is not proportional to the work load. One of the respondents says:

“It takes a lot of time for research and learning to go together. I'm coming from 24km away. I have to spend a lot of time for the bus. Only those who work in the lab without looking at the time will get the result. Often there is a clash between homework and academic work”.

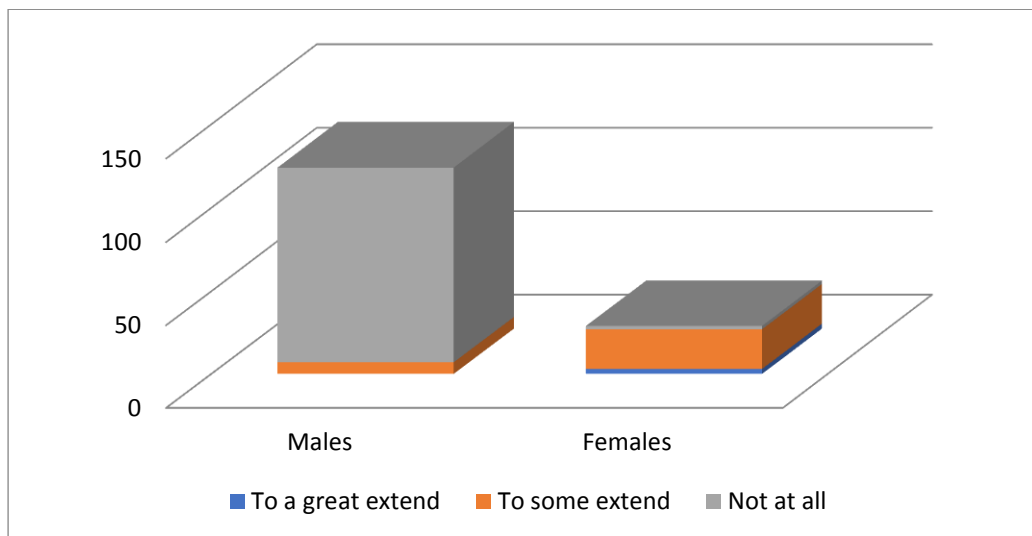


Figure:4 Opinion regarding workload among teachers

Table 6: Gender equality data (voicing your demands in the affairs of your department in par with your male counterparts or vice versa).

Sex	Yes	No	Total
Male	121(97.58%)	3(2.41%)	124(61.69%)
Female	65(84.42%)	12(15.58%)	77 (38.31%)
Total	186(92.54%)	15(7.46%)	201 (100%)

(Source: Primary data)

In the above table 6 shows that most of the male teachers and female teachers i.e. 92.54 % have of the opinion that they have provided equal chance of participating and voicing demands in the affairs of department in par with male counterparts or vice versa as shown in the figure 5. Excepting a few faculty members, majority of the teachers are happy with their workplace environment in the campus and they responded that they are getting enough opportunity to express their opinions. The sex wise analyses shows that 15. 58% of female respondents are still facing issues in decision making and its implementation. *One Female respondent opined that workplace is also a reflection of patriarchal society, therefore we have to face the same bias in our workplace even in this globalized era too. That's why we expect the same in our workplace too. No wonder in this matter”*

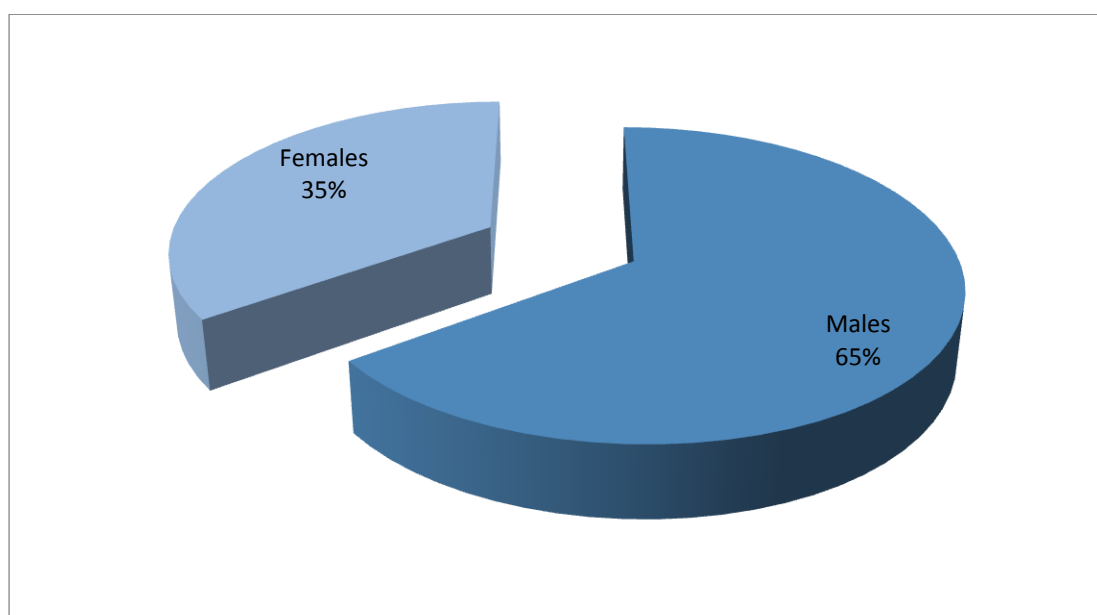


Figure 5: Pictorial representation of Gender equality data

Proper recognition of achievements among various categories have been analyzed and presented in table 7.

Table.7: Recognition of your achievements in the academics

Sex	Always	Sometimes	Never	Total
Male	121(97.58%)	3(2.42%)	0	124(61.69%)
Female	69(89.61%)	8(1.39%)	0	77 (38.31%)
Total	190(94.53%)	11(5.47%)	0	201 (100%)

(Source: Primary Data)

The above table 7 shows that most of the male teachers and female teachers have of the opinion that they are being deservedly recognized for the achievements in the academics. Both female and male teachers unanimously opined that promotion or performance evaluation processes are conducted by the university in proper timing particularly during the last three years and they are highly satisfied in their promotion prospects. Nowadays faculty members are not facing any discrimination in their career advancement matter. They opined that they are being deservedly recognized for their achievements in the non-academic matters also such as participation in NSS and other research bodies and activities. The Question “How far is the academic environment conducive for your career betterment” is positively responded both by female and male faculty members in the University. The study found that most of the male and female teachers have of the opinion that they organize programs together in the department.

When the question ‘Do you feel that you are being deservedly recognized for your achievements in your academics raised by the study, it is found that male teachers and female teachers have of the opinion that they are being deservedly recognized for the achievements in the academics. Some of the female teachers have of the opinion that promotion has been denied for three years for simple reasons. In the above table shows that male teachers and female teachers have of the opinion that they are being deservedly recognized for the achievements in the non-academics. The graphical mode (figure 6) also attests the above statements.

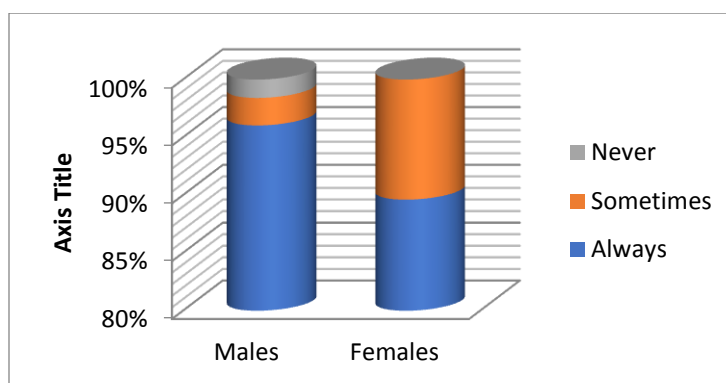


Figure: 6 Recognition of achievements in academics

Glass ceiling

The term glass ceiling refers to a metaphorical invisible barrier that prevents certain individuals from being promoted to managerial- and executive-level positions within an organization or industry. The phrase is commonly used to describe the difficulties faced by women and minorities when trying to move to higher roles in a male-dominated hierarchy. The barriers are most often unwritten, meaning that these individuals are more likely to be restricted from advancing through accepted norms and implicit biases rather than defined corporate policies¹.

Table 8: Data on glass ceiling towards female teachers

Sex	Yes	No	Total
Male	5(4.03%)	119(95.97%)	124(61.69%)
Female	31(40.26%)	46(59.74%)	77 (38.31%)
Total	36(17.91%)	165(82.09%)	201 (100%)

(Source: Primary data)

The above table no 8 shows that most of the male teachers and female teachers have of the opinion that they do not feel any form of glass ceiling in the junior level. Some of the female Senior Professors opined that proportionate representation of female in policy making bodies and statutory positions are minimal and have to be increased proportionally as represented in the figure 7. Representation of female teachers is

¹<https://www.investopedia.com/terms/g/glass-ceiling.asp>

satisfactory in academic/nonacademic bodies, but when it comes to the higher levels female participation is less.

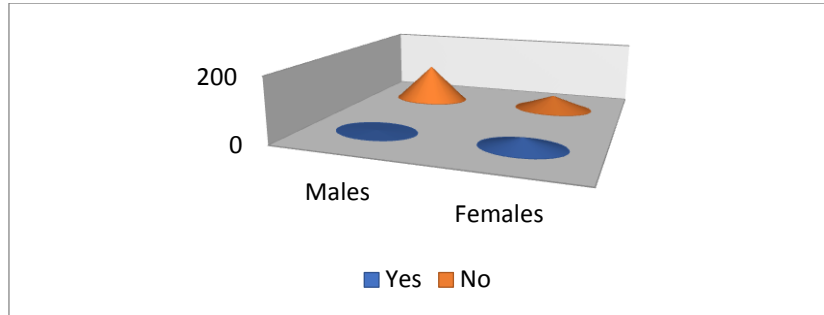


Figure 7: Data on glass ceiling towards female teachers

Table 9: Data on discrimination in the allocation of infrastructural facilities

Sex	Yes	No	Total
Male	0	124(100%)	124(61.69%)
Female	6(7.79%)	71 (92.21%)	77 (38.31%)
Total	6(7.79%)	195(97.01%)	201 (100%)

(Source: Primary data)

The table No. 9 and figure 8 shows that majority of the male and female teachers have of the opinion that they do not face discrimination in the allocation of benefits. Some of the female teachers have of the opinion that if there is speedy allocation of quarters, it would have been more beneficial. They also opined that Categorization and grading of quarters allotment are transparent and accountable.

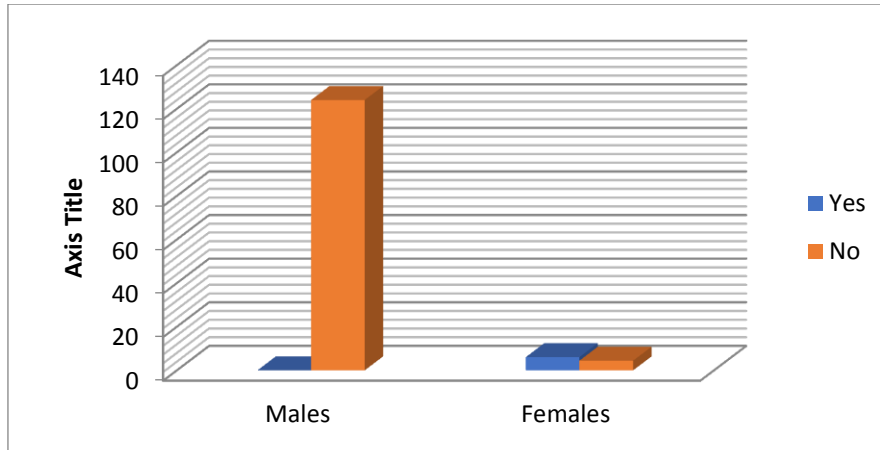


Figure 8: Discrimination in the allocation of infrastructural facilities

The study revealed that the academic infrastructure is very good, but some of them opined that it is better to improve the infrastructural facilities. Delay in processing the demands for infrastructural facilities makes them little bit tired.

“A separate room for the lab, the equipment inside, and other facilities are all very important. Although the head of the department is a woman, I personally feel that I do not get as many facilities as men in my department. Some tools are only available to the senior teachers alone. It makes my research activities very difficult to proceed”. As a young faculty I am facing little bit discrimination regarding the distribution of lab instruments to some extent. When allocating lab facilities, involvement of university officials is critical and it is their responsibility to make sure equal distribution of facilities”

Amenities available at university Campus

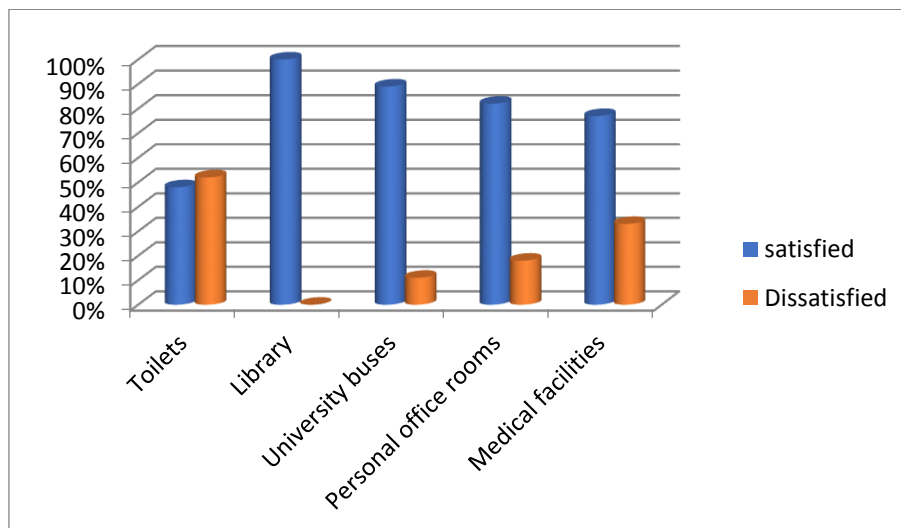


Figure 9: Satisfaction with amenities (Source: Primary Data)

The above table shows that most of the teachers have of the opinion that they are satisfied with the amenities particularly library, university buses and medical facilities, but they suggested some measures to improve the conditions of the amenities like personal office rooms and toilets. It is also evident from the table that these factors are to be seriously considered and taken care of to bring in better facilities.

Table 10: Awareness about Issues related to sexual harassment at workplace and Vishakha Guidelines.

Sex	To a great extent	To some extent	Not at all	Total
Male	46(37.10%)	46(37.10%)	29(23.39%)	124(61.69%)
Female	49(63.63%)	28(36.36%)	0	77 (38.31%)
Total	95(47.26%)	74(36.82%)	29(14.43%)	201 (100%)

(Source: Primary data)

The table no 10 and figure 10 shows that most of the male and female teachers have of opinion that they are aware about the sexual harassment related issues at workplace and the university mechanism to resolve the issue to a great extent. The table shows that there were 14.43 per cent of faculty members do not experience the Gender related issues. University introduced Gender sensitization Programme for the students, staff and non- teaching staffs. The 29 per cent of respondents are not aware about the Supreme courts' 1997 Vishakha guidelines. But most of the teachers aware about the recent sexual harassment against women at work place Act 2013. Majority of the women teachers opined that they got the information about the Act mainly through university programs and social media. Most of the teachers opined that they are aware about "Internal Complaint Committee" and its functioning in the University. Besides, the Department Council addresses all complaints of research

scholars, teachers and administrative staffs if any. They are also aware about Student Grievance Redressal Cell, Anti ragging cell, Employees grievance Cell. But Some of them opined that they are not aware about the committee members.

Each Department in the Campus has displayed the procedures of Internal Complaint Committee. Majority of them opined that they are getting awareness class on the legal aspects of sexual harassment at workplace. From the above table it is evident that most of the teachers have of the opinion that awareness regarding the problem of sexual harassment. The teachers have of the opinion that they need more awareness programs, stringent action, orientation program.

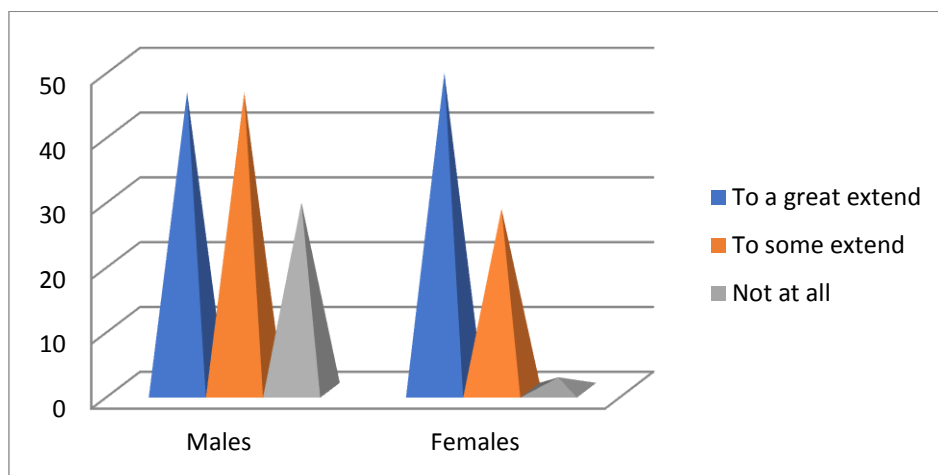


Figure 10: Awareness about Issues related to sexual harassment at workplace and Vishakha Guidelines

Most of the male and female teachers have of the opinion that they never witnessed sexual harassment against women at work place. Very few female teachers have of the opinion that they faced harassment from their colleagues and this has been effectively solved by university. Majority of them aware about the Act from Newspaper, Internet and colleagues and Gender sensitization Programs and so on.

Internal Complaint Committee is formulated by University of Kerala. Every Year, there are complaints registered through post or email to the Presiding officer. There are eight members at present in the committee including Presiding officer. Posters regarding the Prevention Method of registering complaints are displayed in each Department. In all the Departments, guidelines regarding Internal Complaint Committees are displayed. Centre for Women’s Studies conduct awareness classes regularly for the staff and students.

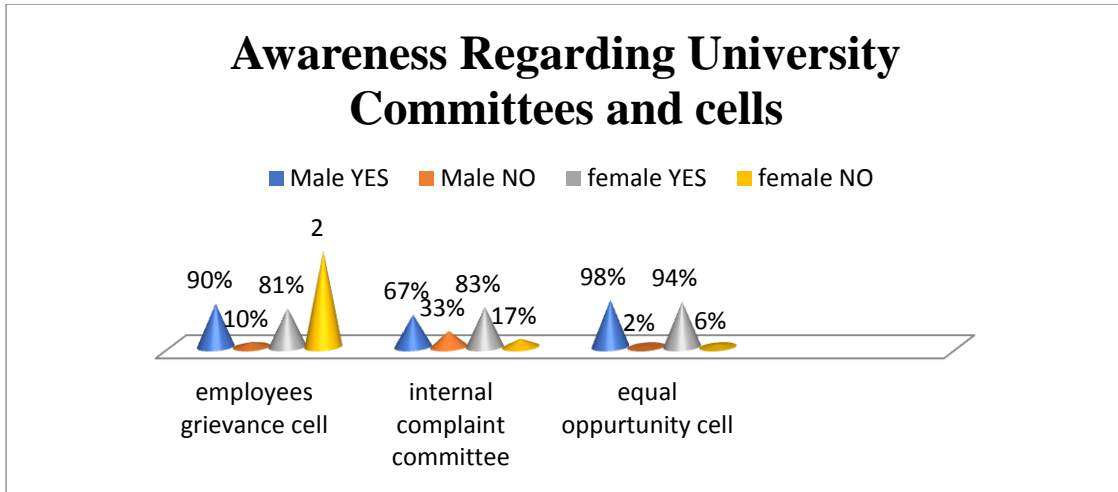
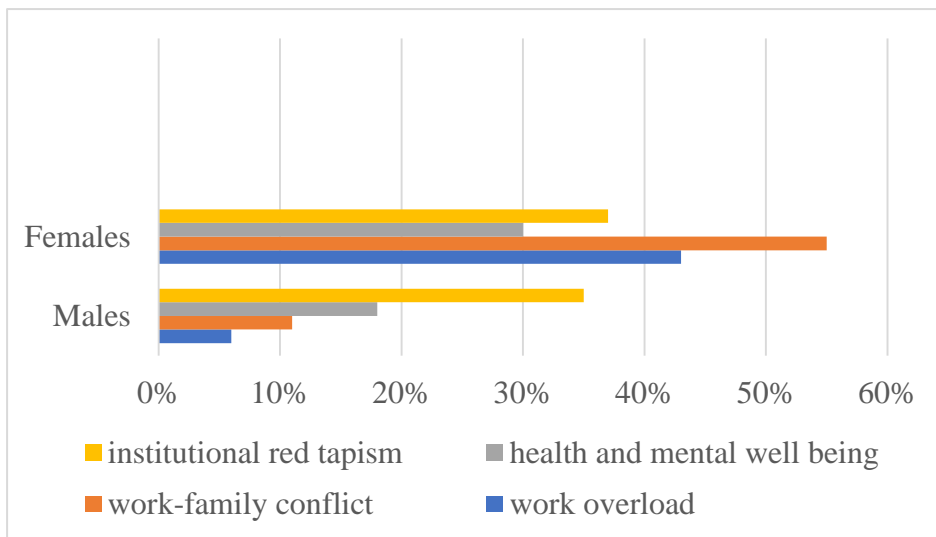


Figure 11: (Source: Primary data)

The above figure clearly shows that most of the teachers are well aware about the Employees Grievance Cell, Internal Complaint Committee, Equal Opportunity Cell in the University.

Figure 12: Challenges faced as a Faculty Member in the University



(Source: Primary data)

The above figure shows that most of the male and female teachers opined that work related problems are the major challenge faced by them as a teacher. some of the female teachers have of the opinion that women's responsibilities family put pressure on the work life .

Regarding Health and mental well-being, University provides all teachers staff quarters, Health Centre, Medical reimbursement, Canteen, cafeteria services, Day Care & Nursery school, University Bus, Hostel facilities Medical reimbursement and other incentives provided for major hospitalization services. The university has given freedom to wear any decent attire to all faculty members and staffs. Faculty members have full freedom to work at late night in their laboratory or department irrespective of their sex. Security staffs work around the clock to ensure the safety of and security of everyone in the campus.

Major problems pointed out by women faculty members are the stress of domestic work which also puts a lot of pressure on academic work. Health issues are also pointed out by some senior faculty members as a barrier to the academic productivity. Few women commented that the old patriarchal notion of getting home earlier has not changed even today. One responded to the Gender audit that those household chores and protection of children and taking care of the elderly are still on the shoulder of women and it naturally affects their academic productivity. Many said that they wanted to go to professional courses for their self-development but it remains a dream.

University provides Maternity leave as per the Government Order to all women, especially permanent staff and contract workers. Women friendly toilets and amenities are available and university has established incinerators and Napkin vending Machines in the campus. University has sanctioned flexi timing for newly mothers who have children below two years in the context of covid pandemic. Gender Justice Forum has also been formulated by the university. Most of the teachers opined that Day care centers for the children are good. All members are provided with a safe and secure working environment to bring out their academic potential.

Administrative staff in the University

The objectives of the present study were to find out the following things with regard to administrative staff in the university: (1) To find out any gender stereotyping in assigning duties and responsibilities among Administrative/Non-teaching staff in the university. (2) To find out university staffs are able to balance work-family life situation according to gender basis. (3) To find out the staffs are satisfied with the

benefits existing in the university according to gender basis. (4) To find out any gender discrimination in the university (5) To find out the staffs have the facility to lodge a complaint if they face any work problem (6) To find out leadership/decision making levels of service among women (7) To find out is their gender policies existing in the university (8) To find out any gender awareness training programs organized by the university.

Table no 11: Gender stereotyping in assigning duties and responsibilities

Sex	Yes	No	Total
Male	2 (4%)	498(99%)	500(34.77%)
Female	27 (2.9%)	911(97.12%)	938(65.23%)
Total	29 (2%)	1409 (97%)	1438(100)

(Source: Primary data)

The above table shows that 4 per cent of male staff answered that there is gender stereotyping in assigning duties and responsibilities and 99 per cent of male staff is not experiencing any gender stereotyping while assigning duties whereas 2.9 per cent of female staff answered that there is gender stereotyping in assigning duties and responsibilities and 97.12 per cent of women staff do not feel any gender stereotyping in assigning duties and other responsibilities in the office.

Work life Balance: Issues and Concerns

Most of the developed countries consider work life balance is most important than benefits. Now parental leave and flexible work patterns are benefits that most top companies offer because we recognize that it's vital to focus on what we want when the need arises.

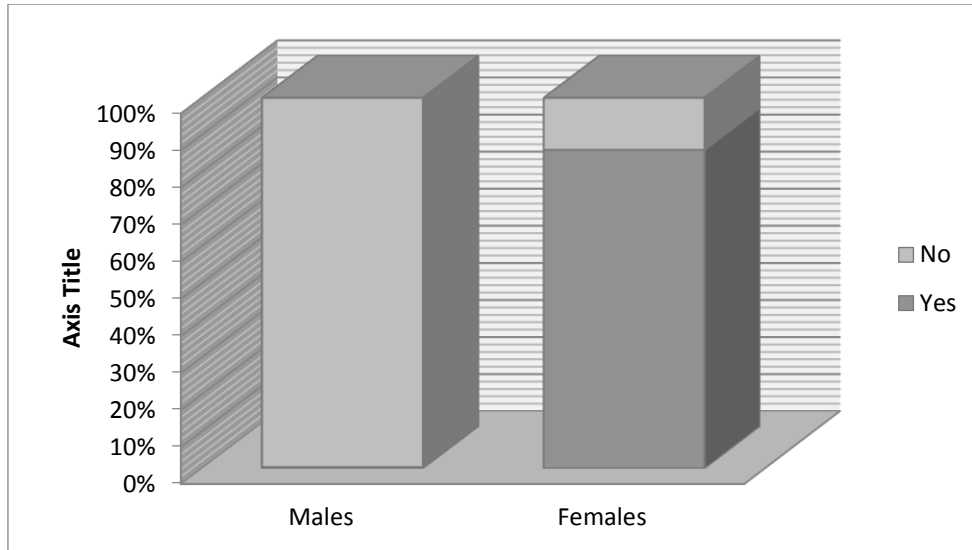


Figure 13: Gender stereotyping in assigning duties and responsibilities

Table no 12: Work-Family life balance

Sex	Yes	No	Total
Male	378 (75.6%)	122 (24.4%)	500(34.77%)
Female	396 (42.2%)	542 (57.7%)	938(65.23%)
Total	774 (54%)	664 (46.2%)	1438(100)

(Source: Primary data)

The above table shows that 42.2 per cent of female administrators opined that they are able to balance the work-family life situations where as 57.7 per cent of female administrators answered that they are not able to balance work family life situations.

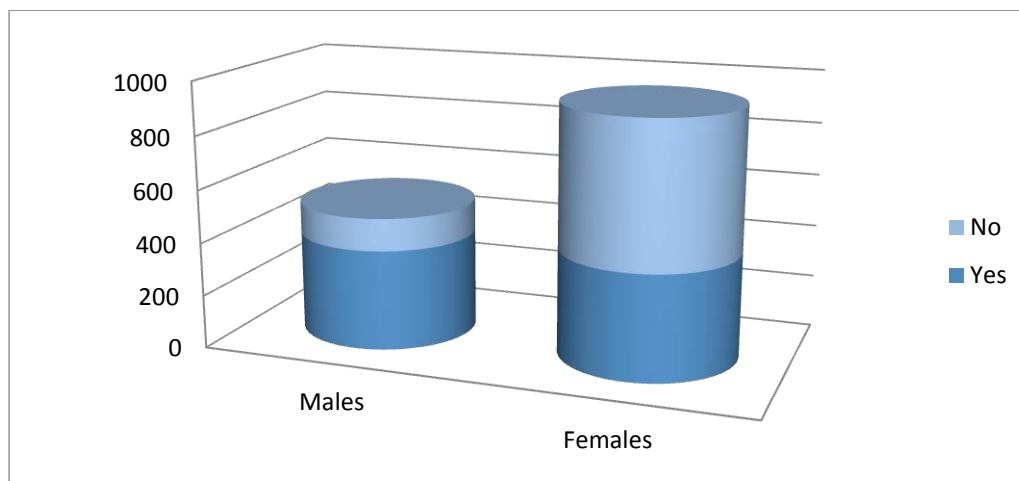


Figure14: Work Life Balance-Administrative Staff

Table 13: Maternity /paternity benefits existing in the university.

Sex	Satisfied	dissatisfied	Total
Male	420 (84%)	80 (16%)	500(34.77%)
Female	691 (73.6%)	247 (26.3%)	938(65.23%)
Total	1111 (77.2%)	327 (22.7%)	1438(100)

(Source: Primary data)

The above table shows that 26.3 per cent of female staff was dissatisfied with the maternity benefits in the university that is they are not fully satisfied with the benefits provided, and 16 per cent of the male staff also has this opinion. They demanded the extension of period of Paternity leave for males.

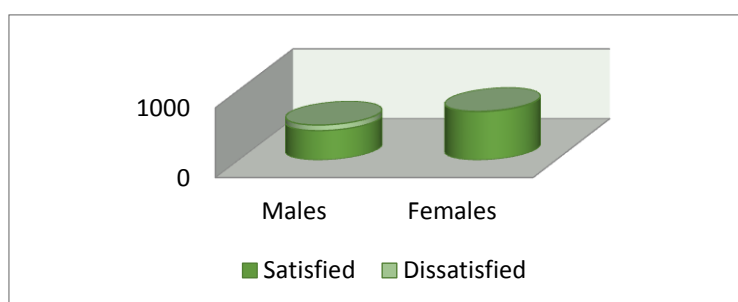


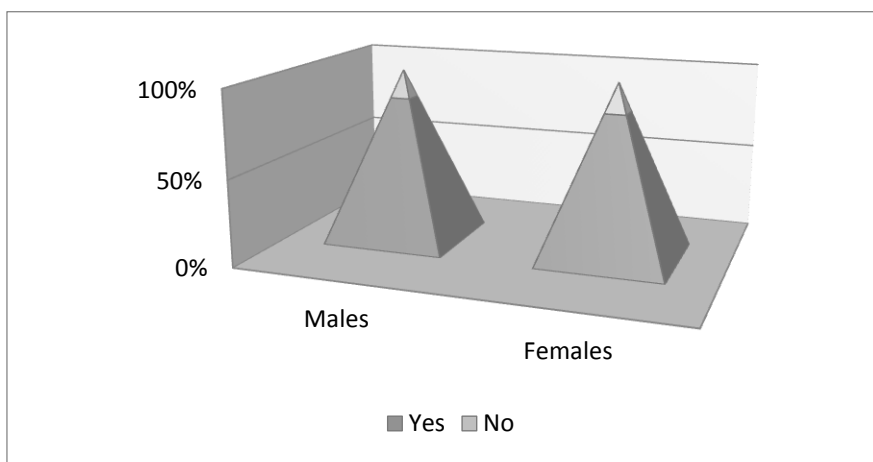
Figure 15:- Maternity /paternity benefits existing in the university

Table 14: Opinion regarding the effectiveness in addressing gender related issues

Sex	Yes	No	Total
Male	420 (84%)	80 (16%)	500(34.77%)
Female	780 (83.1%)	158 (8.5%)	938(65.23%)
Total	1200 (83.4%)	238 (16.5%)	1438(100)

The above table no 14 shows that 83.1 per cent of female administrators have opined that the ICCs are very effective in addressing and mitigating gender related issues. While 84 per cent of the males also opined this and agree the statement. It should also note that, there are about 8.5 per cent of females and 16 per cent of males who are

unaware of these cells. The association between female administrative staffs and their decision making in university level matters are important. About 74.35 per cent of them opined that there is a good level of participation in making decisions among women. Majority of the staff members opined that they are satisfied with infrastructural facilities. Staffs are very satisfied with the arrangements like computer, internet and furniture . Regarding the communication in official meetings , both the males and females opined that they receive proper communication. They are adequately represented in the university in different committees and hence they do not feel any kind of marginalized.



(Source: Primary data)

Figure 16: Opinion regarding the effectiveness in addressing gender related issues

Most of the staffs opined that there is not enough number of employees in their respective section. They opined that interpersonal relationship is better in the University Campus. Majority of the female administrative staffs are highly satisfied with the maternity benefits existing in the university. Majority of the female administrative staff opined that child care and dependent care leave is necessary for the University administrative staff. And also, they opined that there is no gender discrimination in assigning duties on administrative matters. 8.9 per cent of female staff opined that there is male domination in office meetings and events. 95 per cent of the females opined that they have the facility to lodge a complaint if they suffer any problem in their workspace. Majority of the staff are highly aware about the Internal Complaint Committee in the university and they opined that it is highly functioning. It is effective in addressing and mitigating the verbal and sexual harassment issues. Very few female employees opined that they are reluctant to approach the committee

due to the hectic process in related to the committee. Female employees are more familiar with Kerala university women's Club which facilitates the women's cultural programs in the campus. Every year they conduct cultural events, celebrate multi cultural and multi religious festivals in the break time. When analyze that satisfaction level, it can be concluded that majority of the respondents are satisfied to a great extent.

When it is enquired about Gender equality concern of the university, 78.78 per cent of women opined that they have equal opportunities for men and women. Most of the administrative staff opined that there are gender awareness training programs organized by the university and it helps them to increase general sensitivity, in understanding gender equality, promote and encourage gender-related challenges, informing men and women about gender equality. Most of the staffs opined that they are satisfied with the additional facilities in the university such as sports facilities, eco-friendly and green and clean campus , medical support, rooms for lactating mothers in the senate house campus and Kariavattom campus, Training related to the departmental test, recreational facilities, separate toilets for female and male staffs, transport facilities for staff.

They demanded classes to get awareness about latest technologies, more permanent staffs with the increasing workloads, supply adequate stationeries required for office use, and travelling facilities to railway station. The audit found that female staffs at Senate House Campus are more satisfied than the women at University Karivattom Campus. It is because of the less transportation facility to those people who use train from Kariavattom. They pointed out shortage of space for the storage of records as the major issue they are currently facing.

Contract Staff (Teaching / Non Teaching) Graphical Representation



Figure 17: Graphical representation of Contract Staff (Teaching and Non Teaching)

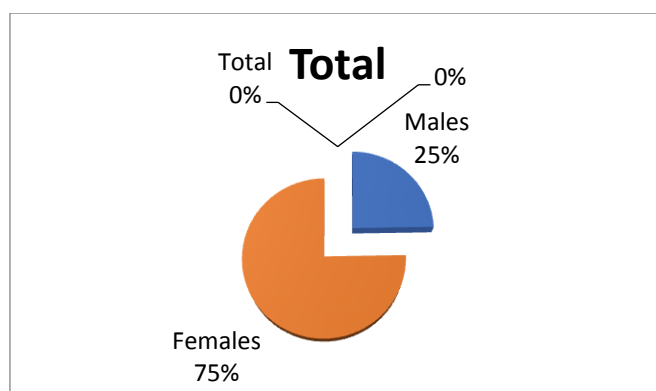
Regarding Contract staff of the University, the joining date of each of them comes in different dates in 2021. Therefore it is not possible to make an accurate calculation.

STUDENTS

The objectives of the present study were to find out the following objectives among students in the University. The major objectives are, (1) To find out students faced any kind of gender based physical or mental torture from teachers (2) To find out students faced any kind of gender based physical/mental torture from fellow students (3) To find out any gender discrimination while assigning academic/non-academic duty ((5) To find out the forums for students ((7) To find out any health or financial problem affecting the study and so on.

A transgender student was on rolls during 2019 for a PG programme (philosophy) and full support was extended to the student including free separate hostel accommodation.

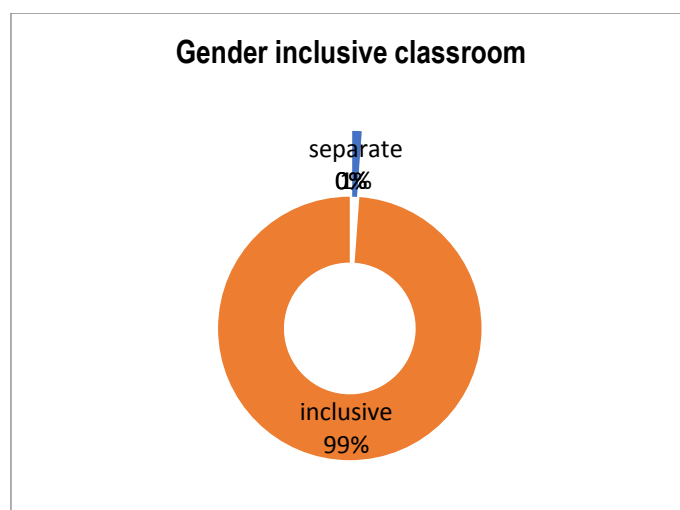
However, during survey (2021) no transgender student was admitted in the University, therefore their data is not included in the report.



(Source: Primary)

Figure 18: Male & Female students' representation

The above graph shows that female students (2394) are more than male students (787) in the University. Students opined that the classroom seats are not separately arranged for boys and girls. The study also found that that they do not observe any kind of gender discrimination while assigning academic/non-academic duty. They also opined that there are forums to discuss gender issues. Students are getting awareness through gender related seminars and discussions. Some departments have student counseling facilities for students such as sociology and psychology and Philosophy. Counseling is most important for students to develop their personality. Through counseling, students are given advice on how to manage and deal with emotional conflict and personal problems. Students are given proper guidance by most of the departments on how to deal with psychological problems which can badly impact their studies. Through these sessions, the students are able to develop certain problem-solving skills. Students also opined that there is Department Council and Grievance Redressal Cell through which students receive redressal from these bodies formulated in the department level .Most of the students opined that they never felt any partiality from office staff on the basis of their gender. Students also opined that there is good academic ambience in the Campus which helps them to communicate with others in the campus. open discussions help them to practice and critical thinking skills and improve their academic works. Most of the students opine that the non-teaching staffs also help them in their academic needs. All Departments formulated Grievance Cell for students and thereby they can lodge complaints, and their problems get resolved.



(Source: Primary data)

Figure 19: Nature of classrooms in the Campus

The above Figure shows that students opined that the classroom seats are not separately arranged for girls and boys. Gender inclusiveness is ensured in all departments. They are free to attend the class the way they want to be with their classmates. There is no gender-based discrimination in this regard. They strongly opined that they feel happy to be in a gender friendly classroom.

Table 15: Experience of Gender based harassment from teachers

Sex	Yes	No	Total
Male	0	787 (24.74%)	787 (24.74%)
Female	0	2394 (75.26%)	2394(75.26%)
Total	0	3181 (100%)	3181(100%)

(Source: Primary data)

In the above table no 15 shows that majority of the male and female student respondents have of the opinion that they never faced gender based physical mental torture from teachers. One student reported the same and it is under the scrutiny of the Internal Complaint Committee. Also all male and female student respondents have opined that they never faced gender based physical or mental torture from fellow students. They are happy with the institutional mechanisms to address such kind of issues.

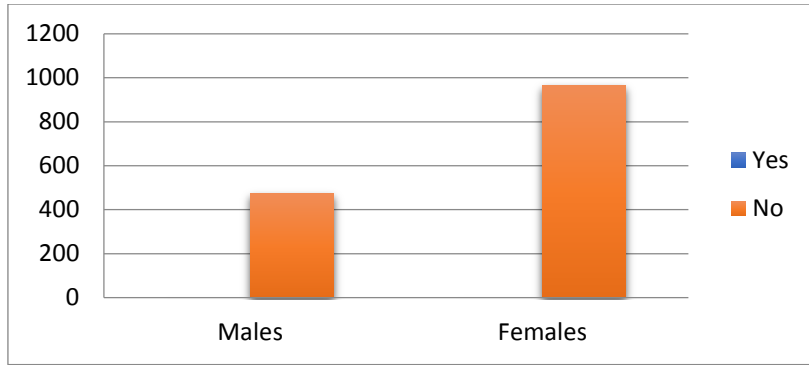


Figure 20 : Experience of Gender based Discrimination among students

Table 16: Do you ever experienced discrimination in the University life

Sex	Yes	No	Total
Male	0	787 (24.74%)	787 (24.74%)
Female	0	2394(75.26%)	2394(75.26%)
Total	0	3181 (100%)	3181(100%)

(Source: Primary data)

All students have of the opinion that the teachers don't have any kind of gender favoritism. Most of the respondents have opined that they do not observe any kind of gender discrimination while assigning academic/non-academic duty by teachers.. Some female students opined that while assigning non- academic activities by the teachers, preference naturally goes to male students . They accused that even in this 21st century society has some thoughts that boys alone can carry the heavy works.

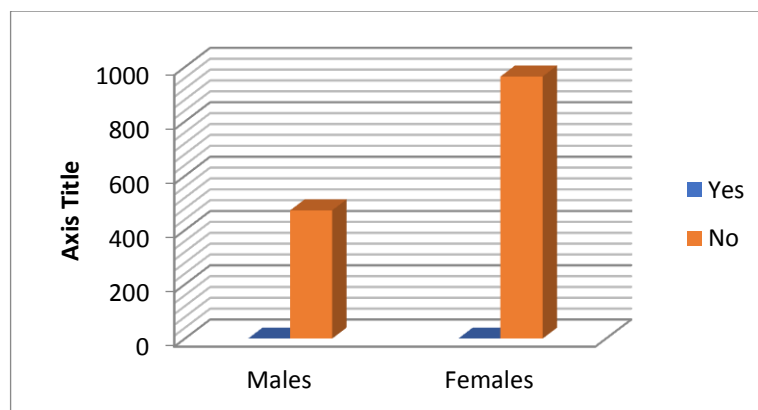


Figure 21 : Do you ever experience Gender Discrimination in your Campus life

Most of the students respondents have opined that the proportion between girls and boys is not at all a considerable factor, but some of them have of the opinion that it is

a considerable factor. most of the students have of the opinion that there is no gender inequality in the department.

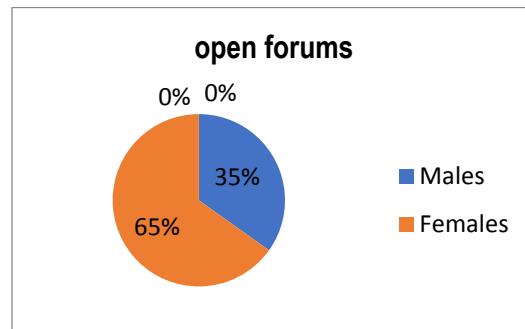


Figure 22: Opportunity for public discussions

Most of the students have of the opinion that there is an open forum to discuss gender issues. Students who are not as confident in a social environment may find these forums help them to be more confident so it acts as a confidence booster among students. It also enriches discussion and to acknowledge thoughtful ideas, students another outlet for sharing ideas. So, open discussions are very useful for students.

Most of the students have opined that the open discussions in their department give enough acceptances for the students. Open discussions help them to practice and demonstrate critical thinking skills, helps to improve persuasion skills helps sharpen communication skills and can learn to say more with fewer words. So, open discussions are important to give acceptance to all departments.

Most of the students have of the opinion that it is necessary to conduct gender related seminars and discussions in the department. It provides more knowledge to gender equality and related topics among students. The invited talks and lectures on the gender related concepts helps many of them to understand the new trends in the area and hence is very helpful. They also expressed that inter-departmental collaboration helps better by giving opportunities to present their ideas and opinions.

Most of the students have of the opinion that there is counseling conducted for students. Counseling is most important for student's to polish their personality. Through counseling, students are given advice on how to manage and deal with emotional conflict and personal problems. Students are given proper guidance on how to deal with psychological problem which can badly impact their studies. Through these sessions, the students will be able to develop certain problem-solving skills

which to an extent help them deal with particular issues surrounding their lives. So counseling is very essential among students.

Students have of the opinion that there is faculty members who is able to deal with problems related to gender issues in their department. Centre for Women's studies, conduct regular talks on gender sensitization for the students in all departments.



Figure:23 gender issues

Students have of the opinion that the available toilet facility is enough to secure their privacy .There are separate toilet facilities for both males and females and they are kept hygienic. Most of the students opined that they never felt any partiality from office staff on gender basis, but few of them opined that they felt partiality from office staff. Students said rest rooms for girls are there in campus. The students have opined that the campus is drug free, There is strong drive and academic interventions in the campus to make students more focused on academics and hence it stands against the use of drugs or any forms of illegal practices. Most of the students opined that there are some bodies which helped them to overcome even their financial difficulties. Male and Female students in the Campus equally utilize the Counselling sessions offered by Psychology and philosophy Departments. A complete Seminar Hall for the Researchers and Student Union is the demand put forward by Male and Female students alike.

RECOMMENDATIONS

Introduction of Child care and dependent leave for the female/ Male staff at par with the Central Government rule

More area of work space

As the women community are more in the campus, more wash room facilities and recreation facilities are to be improved.

More residential and hostel facilities are to be increased.

Separate hostels and amenities may be established for transgender's.

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