



GENDER AUDIT REPORT

Internal Quality Assurance Cell

UNIVERSITY OF NORTH BENGAL

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GENDER AUDIT REPORT

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Acknowledgements

The exercise was a timely exercise as we could feel when we were conducting the survey and discussing with the students and staff. The voices that wanted to be heard welcomed the move. It was absolutely necessary to probe the gender balance and the perceptions that prevail within the Institution.

The Gender Audit wouldn't have been complete without the help of the senior administrators within the University who provided the relevant data. Research assistance was provided by Dr. Ramesh Dural, Mr. Nilkantha Biswas, Mr. Jyotirmoy Biswas, Mr. Narayan Barman, and Master.Nirnay for computer and graphics support. Mention needs to be made of Mr. Anirban Biswas and Dr. PrajnamitaDasgupta who willingly shared the data that we required.

Last but not the least, Good things always happens when we move!

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Ch 1

Introduction to the Institution

The University of North Bengal was established by an Act of the Legislature of West Bengal in 1962 with the mission “to encourage and provide for instruction for teaching, training and research in various branches of learning and course of study; to promote advancement and dissemination of knowledge and learning and to extend higher education to meet the growing needs of society.” The University of North Bengal campus located in the idyllic foothills of high Himalaya in close proximity of vast plains around it, offers a fascinating glimpse of the Kanchenjunga peak, tea gardens and forest cover and covers an area of nearly 331 acres of land. The University of North Bengal has acquired 36.138 acres of land and is setting up another campus at Jalpaiguri by the side of the campus of Jalpaiguri Government Engineering College for widening the modern higher education net for the people of the region. Apart from this the University has two other campus namely, the Kolkata Camp Office and Coochbehar BT & Evening College.

The University of North Bengal, since its inception in 1962, has been fulfilling the objectives of imparting higher education and facilitating research for the people of this socio-economically backward area of the country. With the global advancement and requirements in the arena of higher education and research, the University has shouldered the responsibility of dissemination of knowledge by judicious expansion of its role in advanced, non-conventional, applied and job-oriented fields keeping the quality of education at par with global standards at low cost. The University has taken initiatives in qualitative growth by way of achieving excellence. The Departments are well-equipped with research programmes from various agencies and have received academic recognition. An Internal Quality Assurance Cell (IQAC) of University of North Bengal which was established on 10th July 2003 with 16 members with the Hon'ble Vice-Chancellor as the Chairman and the Director-member Secretary as the Coordinator of IQAC. The Cell has already initiated the process of developing realistic and attainable quality bench marks for each of the Academic and Administrative activities.

The University boasts of 15 Departments under the Faculty of Science and 19 teaching Departments and 3 Centres (01 Centre is also a teaching department) under the Faculty of Arts, Commerce and Law. Apart from the regular mode of education, University of North Bengal has been running the online mode of education as well. University of North Bengal, through Directorate of Distance Education, provides quality post graduate courses in seven subjects, namely, M.A. in English, Bengali, Nepali, Philosophy, Political Science and History and M.A./M.Sc. in Mathematics. Undergraduate courses in B.A. and B.Com. are also available. These courses can be taken by students of any location and age in the comfort of their home.

Ch2

Gender Audit: Concept & Methodology

A Bit of History

About 20 years ago, in 1983, the Australian parliament made a precedent-setting decision. At the initiative of "femocrats" from the Labor Party, the political party then in power, a resolution was passed to look into how the national budget of Australia was likely to affect the status of women in the country. A year later that resolution was implemented, when the national budget was presented to the Australian parliament together with the first Women's Budget Statement. The Statement was an extensive report detailing the implications of the proposed budget for Australian women and girls. Since then national budgets of around 40 countries have integrated the gender concern in their plan documents.

Adaptation to Higher Education Institutions

Education plays a crucial role in promoting the egalitarian commitments of Equality and Justice enshrined in the Constitution of India. The University Grants Commission (UGC) fully recognizes how integral such education, and especially access to higher learning, is for all to reach their fullest potential, and more especially for the disadvantaged and the marginalized groups, including women. Promoting equity through higher education has always been at the very heart of the agenda of the UGC and reflects its commitment to nurture and preserve democracy within spaces of learning. It promoted this commitment through introduction of schemes for the marginalized sections of the society, particularly the Scheduled Castes (SCs), Scheduled Tribes (STs), Minorities, Differently-abled Persons, and especially, participation of women, cutting across regional and aforementioned social groups, to increase their access to, and retention and success in higher education. The outcome of these efforts touched different levels of satisfaction. But some special efforts were still needed to create a more conducive environment for girls and women for their participation and success in higher education.[1]

Institutions of higher education in India today are at a critical juncture in relation to the basic ideals of equality enshrined in the Constitution. The recent expansion in higher education has made colleges and universities more demographically democratic than ever before, with growing diversity and heterogeneity among social groups. Women constitute 42 per cent of all students in higher education in India today. At the same time this closing gender gap hides on-going inequalities and disparities among women and men, which can only be approached with an intersectional analysis that combines gender with region, class, caste, religion, ability and sexuality among others. As institutions of higher education engaged in teaching, research and the spread of knowledge,

(Higher Educational Institutions (HEIs) are well placed to reflect on, become sensitized to and oppose all forms of discrimination and harassment, especially sexual harassment on campuses across the country. Claims of equality, dignity and the ability to live, work and study without fear of harassment are intrinsic ingredients of this moment.[2]

Addressing a women's conclave at Jawaharlal Nehru University (JNU) on International Women's Day, Sanjay Mishra, head, Kiran Division of the DST, said the department is trying to develop a framework on the lines of Athena SWAN. Athena SWAN (Scientific Women's Academic Network) is a charter recognising commitment towards the advancement of gender equality.

The official from DST said just like universities receive accreditation from the National Assessment and Accreditation Council (NAAC), the department is planning to have an "audit and accreditation of gender perception in universities". "Before the NAAC team visits a college, the college has to carry out an internal review of its teaching and learning processes and various departments are sent questionnaires. Similarly, the gender audit would involve analysing the recruitment process, the infrastructure of the university and of course, the gender ratio," the official said on the sidelines of the event. It will be a self-appraisal form, in which the university will give its current data and once the data comes, a team will visit the university and review it and give a grading, the modalities of which need to be worked out, he said. "They will give grading to the university. For instance, if the university gets an A grade, it might be given Rs one crore as incentive to invest in gender empowerment. We will prescribe a mechanism that will help institutions in improving their grading. Currently, there are only individual women driven programmes. This will give a push to women's empowerment at the institutional level," the official added.[3]

What is a gender audit?

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 [4].

The basic assumption of gender audit is that public policy impacts differently on men and women. The variance stems from the different roles of women and men in the family and from the lower economic status of women. The purpose of gender audit is to lead to changes in public policy that contribute to an increase in gender equality. Unless a gender audit is done, we cannot answer the question: Is the Institution doing everything it can to improve the status of women in general and the representation of women's voices in particular? The second

rationale for doing gender audit is that they raise women's awareness about their rights and claims and also their access to resources and opportunities.

Gender audits allow organisations 'to set their own houses in order, and change aspects of the organisational culture which discriminate against women staff and women "beneficiaries"[5]. As a method for gender mainstreaming, gender audits help organisations identify and understand gender patterns within their composition, structures, processes, organizational culture and management of human resources, and in the design and delivery of policies and services. They also help assess the impact of organizational performance and its management on gender equality within the organisation. Gender audits establish a baseline against which progress can be measured over time, identifying critical gender gaps and challenges, and making recommendations of how they can be addressed through improvements and innovations[6].

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

1. An internal audit. This dimension refers to how much an organisation fosters gender equality internally within its organisational, managerial structure and internal work, and whether these contribute to gender equality in the organisation. An internal gender audit monitors and assesses the relative progress made in gender mainstreaming, contributes to capacity building and collective organizational ownership for gender equality initiatives, and sharpens organisational learning on gender [7]. (Read more on EIGE's Toolkit on Gender Institutional Transformation).

2. An external audit. This dimension aims to assess to what extent an organization mainstreams gender in its policies, programmes, projects and services in terms of content, delivery and evaluation. External gender audits evaluate to what extent gender integration fosters the inclusion of, and benefits to, women and men involved in or affected by the organisation's policies, programmes, projects or services provided [8]. When applied to policies, programmes, projects or services, a gender audit starts by exploring to what extent gender equality is mainstreamed in high-level policy objectives and priorities, and further assesses to what extent policy intentions are actually carried out in specific initiatives (e.g. programmes, projects, services). At the planning level, a gender audit analyses whether there are gender-specific objectives or if gender is mainstreamed in the general objectives of the policy in order to guarantee that they contribute to close gender gaps, ensure that women and men benefit equally or in accordance with their gender needs and that inequalities are not perpetuated. Similarly, a gender audit goes on to analyse how gender is mainstreamed into the implementation phase of the

policy, programme or project. Finally, a gender audit of the monitoring and evaluation phase investigates whether targets and indicators include a gender perspective both in terms of sex-disaggregated data and progress towards gender equality [9]

The Gender Audit undertaken by the IQAC, University of North Bengal intended to enquire into the gender balance within the institution and its practices and focused on the following objectives.

I. Objectives of the Gender Audit exercise

The *Audit* was organized into four steps:

1. Preparing the University to carry out a *Gender Audit*.
2. Surveying staff to uncover their perceptions regarding gender equality in the organization and programs.
3. Creating the road map for Gender Action

The Audit would enable the organization to identify the impact of gender relations on their agency's culture, processes, programs and organizational performance and vice versa. The following are the main objectives of the Gender Audit:

- a) To know about the gender balance in the institution
- b) To know about gender perception in the Campus
- c) To Reflect and etch out a road map for gender action.

II Methodology

The gender audit was conducted within the broad framework called the Gender Integration Framework (GIF), which proposes that transformation can only follow when four organizational dimensions are equipped for gender integration. These four elements are political will, technical capacity, accountability, and organizational culture, and they can be viewed as similar to a tree (Fig 1). Political will constitutes the roots of the tree and is indispensable to promote and make organizational change possible. The other three elements comprise the branches of the tree and are also required in equal measure to successfully integrate gender, position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in the organization.

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

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

Organizational Culture - Norms, customs, beliefs and codes of behavior in an organization that support or undermine gender equality - how people relate; what are seen as acceptable ideas; how people are "expected to behave" and what behaviors are rewarded.[10]

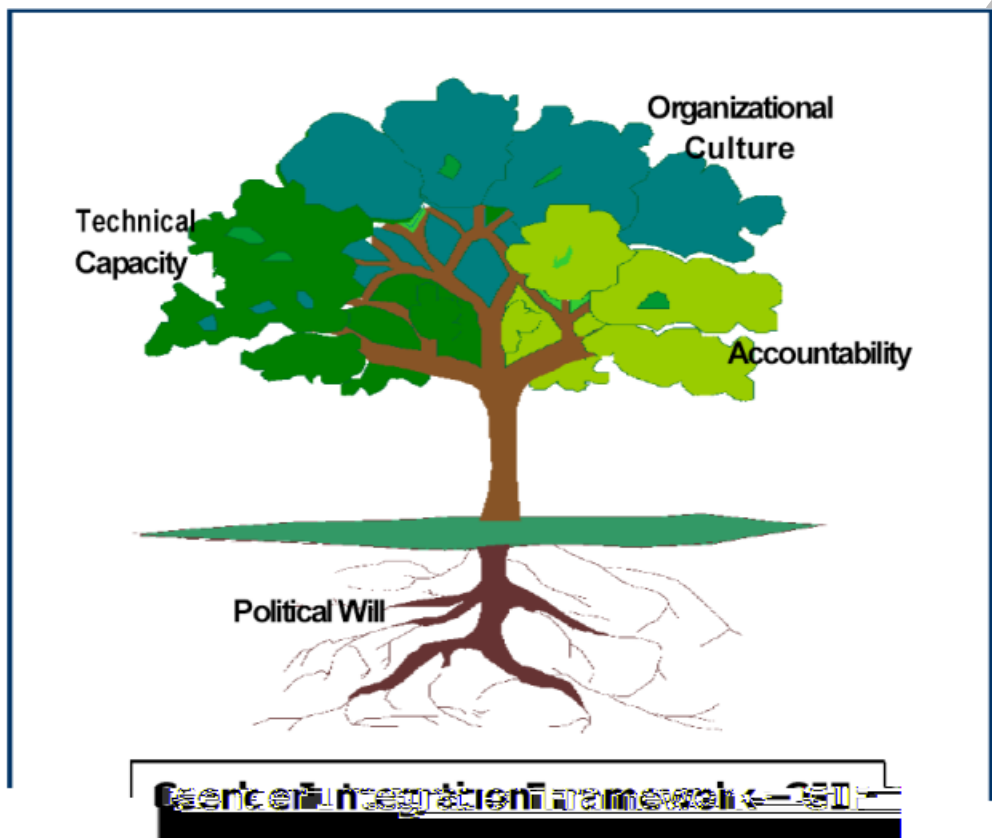


Fig1:Gender Integration Framework developed by Commission on the Advancement of Women,1999.

Integrating gender into an organization's activities and structures has dimensions that are both external and internal to the organization itself. Externally, gender integration fosters the inclusion of and benefits to women and men who participate in or who are affected by an organization's projects, services, or initiatives. Internally, gender integration promotes women's leadership and equality within the organization's policies and structures and provides benefits for both women and men in the process.

The gender audit has, following the above declared vision developed a three set questionnaire, for the i)Students;ii) Staff and iii) the Establishment. The objectives of the questionnaire were to find out the nature of integration of gender within the institution's objectives, Programme and budget. It also focused on the issue of gender equality in terms of inclusion of women and gender friendly environment within the institution. A part from that there was a physical verification made on the gender sensitive infrastructure in the Campus. A survey of various components of gender sensitization programme was also carried out. Focus group discussions with the students and staff(both clerical and faculty) was conducted.

Ch3

Gender Sensitive Features

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

The institution was established at a time in the early sixties when the issue of gender was not much of a concern especially in a remote region like ours considering the time when it was set up. Obviously when gender became a major parameter for institutional governance, the institutional leadership stepped forward. Although it cannot be said perfect but a general infrastructural survey does reflect the real picture.

An Audit of gender sensitive features in the Institution yielded the following notable points.

A physical verification was made about the nature of the gender sensitive features within the Campus. The following features were found present.

- ✓ Basic sanitation facility in the form of separate toilets for the students and staff is provided in the Administrative office, the Departments and the Hostels. Although in some Departments separate toilets for male and female faculty was not there.
- ✓ There is a Ladies' Common room provided in the 2nd Floor of the Arts building
- ✓ There is an Internal Complaints Committee which was formed in 2018 in place of the earlier Sexual Harassment Redressal cell located in the Ground Floor of the Arts Building.
- ✓ The hostels for girls and women Research scholars are secured with collapsible gates, 24 hours security personnel and a full time Lady warden and lady staffs.
- ✓ The Health Centre has a permanent Lady Medical Officer
- ✓ There are CCTV monitoring devices installed at different locations within the campus especially within the Library and major gates.
- ✓ There is a Day care Centre for the children of the employees with attendants to take care of the children.
- ✓ There is a Centre for Women's Studies that conducts Gender Sensitisation programmes regularly for the students.

Ch4.

Gender Balance within the Institution

Gender balance means the existence of a fair ratio of male and female representation within the institution in terms of number of students in the various programmes as well as within the staff structure. The rationale is that traditionally women have lesser access to resources and opportunities due to the social structures which act as inhibitors to access. This results in lesser capability among women which in turn produces a snowball effect on their empowerment and access to development initiatives. The region where the University is located is mostly agrarian and tea belt with few urban centres, comprising of Scheduled Caste and Scheduled Tribe population. The region excepting the district of Darjeeling and Siliguri subdivision, is one of the backward regions.

1. Gender Balance among the Students

Year	Programmes		Applied		Admitted		Percentage of women enrolled
			Male	Female	Male	Female	
2015-16	P.G	Arts(inclusive of Com&Law)	1438	1955	403	534	56.9
		Sc	1147	1042	216	176	44.8
		Com	69	46	38	29	43.2
		Law(LLM)	24	23	15	14	48.2
		STEM*	1182	1065	235	189	44.5
	M.Phil(2014-16)	169	91	31	21	40.3	
Total				650	731	52.9	
2016-17	P.G	Arts(inclusive of Com&Law)	1096	1627	387	607	61
		Sc	777	709	211	162	43.4
		Com	69	66	34	37	52.1
		Law	13	25	11	17	60.7
		STEM*	823	741	230	189	45.1
	M.Phil(2015-17)	145	109	53	37	41.1	
Total				651	806	55.3	
2017-18	P.G	Arts(inclusive of Com&Law)	1177	1821	350	637	64.5
		Sc	1316	1083	199	178	47.2
		Com	58	67	34	34	50
		Law	11	29	07	23	76.67
		STEM*	1350	1108	219	194	46.9
	M.Phil(2017-18)						
Total				549	815	59.75	
2018-19	P.G	Arts(inclusive of Com&Law)	1031	1765	325	664	67.13
		Sc	950	767	200	185	48.05
		Com	56	47	34	22	39.28
		Law	18	35	12	19	61.29
		STEM*	988	801	216	208	49.05
	M.Phil(2018-20)	123	100	20	22	52.3	

Total					725	871	54.57
2019-20	P.G	Arts(inclusive of Com&Law)	1035	1937	356	701	66.31
		Sc	904	948	257	225	46.68
		Com	50	49	23	34	59.64
		Law	12	21	07	19	73.07
		STEM*	943	972	276	238	46.30
Total					613	926	60.16

Table-1 Gender Profile of the Students

**STEM indicates Science, Technology, Engineering and Management.*

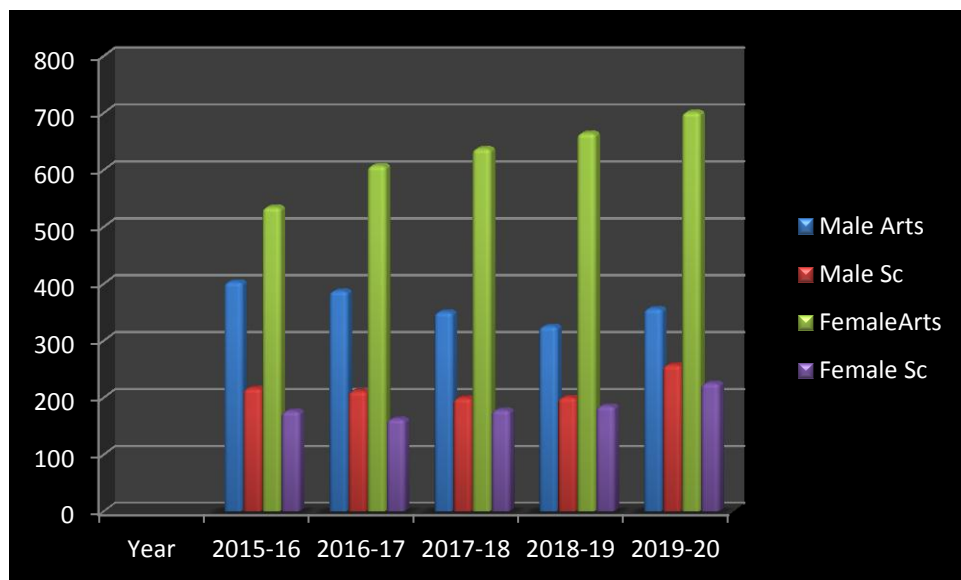


Fig2 Male-Female Students Ratio for PG

The above figure points to the fact that the number of women students in Arts have increased considerably and a similar trend is also visible in terms of women students joining the Science stream. However, male students dominate the enrolment scenario in the Science stream. Women prefer to study Arts, Commerce and Law subject, rather than Science.

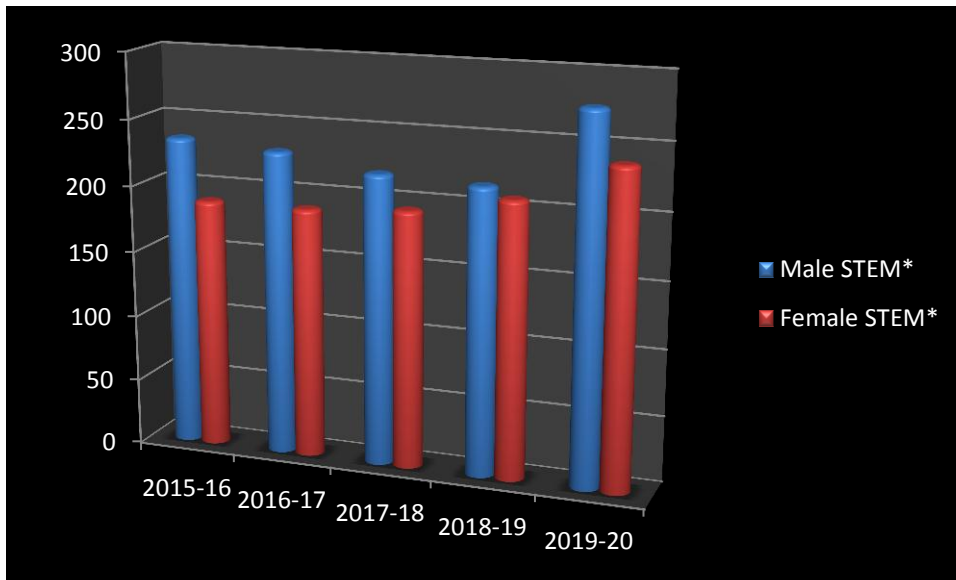


Fig3 Male-Female Ratio for STEM*(Science,Technology,Engineering&Management)

Fig3 indicates men dominate traditionally STEM disciplines. However, the current scenario indicates a narrowing of the gap which could be attributed to the opening of new subjects within the Science faculty. It has been seen that within the Assessment period there is a rising trend in the number of female students which indicates the preference of girl students to come and study in the institution. Many of the students are from Assam and Sikkim who have preferred to pursue their higher studies in this institution. Out of the total admitted students female students are more as compared to male students, although there is a slight change in the pattern with respect to Science and specifically STEM. However, the gender gap is very narrow and is showing a marked rise in the number of women taking admission in these subjects. The difference in the number of students applying and finally taking admission is because of the fact that three new Universities have come up in the region which has resulted in the decline in the number of admissions. However, the new disciplines started in the University would definitely produce another change in the future. However, the number of female students taking admission in 2015-16(710) has risen in 2019-20(926 excluding data on M.Phil).

2. Gender balance among the Research Scholars

The MPhil programme though is present in many subjects but is at present continuing in few Departments in the Arts, Commerce and law faculty. The present data gives the enrolment scenario of the Departments of English, History, Political Science, Economics, Philosophy, Nepali and Centre for Himalayan Studies.

Programme	Applied(M)	Applied(F)	Admitted(M)	Admitted(F)	Percentage%
M.Phil(2014-16)	169	91	31	21	40.3
M.Phil(2015-17)	145	109	53	37	41.1
M.Phil(2018-20)	123	100	20	22	52.3
Total			104	80	43.4

Table-2 Gender Balance in MPhil

The following figure indicates the rise in the progression of women in higher education that has presently crossed 50% which projects gender inclusion in higher education and the positive role of the University within the region.

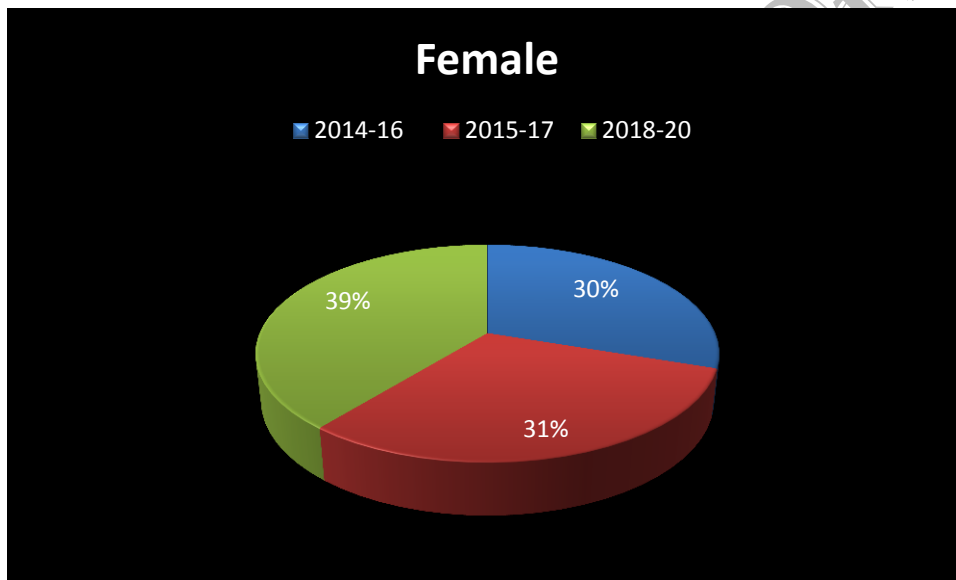


Fig 4 Gender Balance in M.Phil.

There are more women Research scholars and the number is growing over the years. Although it must be pointed out those women scholars are more in the Arts, Commerce and Law as compared to the Science faculty. There has been a steady rise in the percentage of women scholars from 40.3% in 2014-16 session to 52.3% in the session, 2018-20.

In the PhD programme, in the assessment period out of 303 candidates who received their doctoral degree, 100 of them were women, which indicate that around 33% of women scholars acquired the highest degree in academics.

3. Social Composition of the Female Students

“Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and human society in which the exploitation of the weak will be minimized”. (The Education Commission, GOI, 1966. 108). Social inclusion is the process of individual's self-realisation within a society, acceptance and recognition of one's potential by social institutions, integration (through study, employment, volunteer work or other forms of participation) in the web of social relations in a community. The Audit yielded the following break up in the social composition of the female students who took admission for higher education in the University.

Arts, Commerce & Law

Academic Year	Gen	SC	ST	OBC-A	OBC-B	Foreign Student
2015-16	165	135	69	22	65	-
2016-17	283	148	66	20	90	-
2017-18	269	180	73	31	85	-
2018-19	267	189	77	21	110	-
2019-20	265	197	105	34	101	-

Table-3 Social Composition in Arts, Commerce & Law

Over the academic sessions, there is a rising trend in the admission taken by the SC, ST and OBC both categories. ST and OBC-B students have recorded a high rise in the number of women students taking admission in the institution in the last two sessions, which is definitely a positive trend.

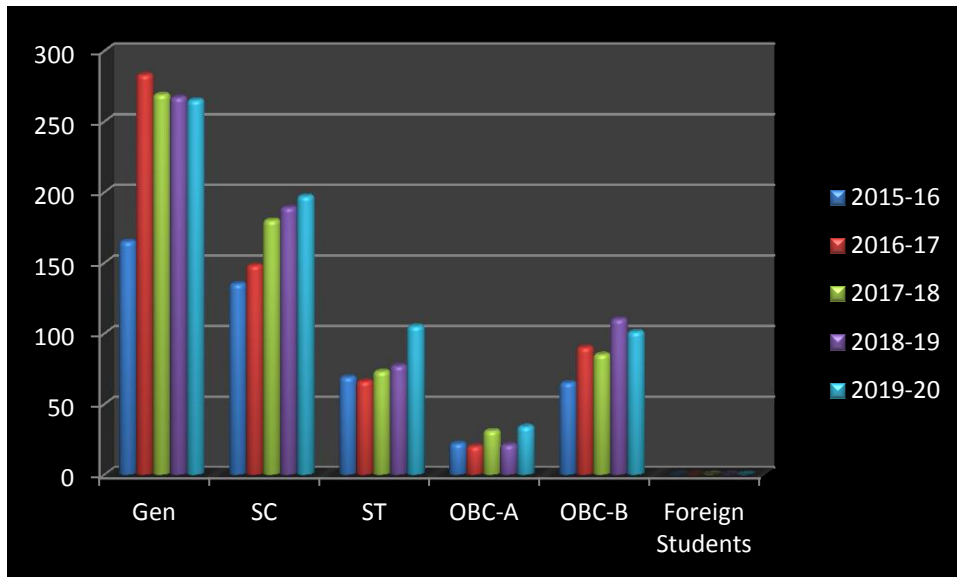


Fig 5 Social Composition Trend in Arts,Commerce,Law

The above figure shows the general trend in the admission taken in the Faculty of Arts, Commerce and Law by the women students of different categories in the last five academic sessions.

Faculty of Science

Academic Year	Gen	SC	ST	OBC-A	OBC-B	Foreign Student
2015-16	97	46	05	09	19	-
2016-17	86	30	18	08	20	-
2017-18	83	44	13	09	29	-
2018-19	91	39	16	09	30	-
2019-20	99	44	21	15	45	01

Table-4 Social Composition in Science

The above table shows the trend. Although the general category is still a majority, but a noticeable rise in the number of women candidates belonging to SC,ST and OBC of both categories taking admission in the faculty of Science is noticeable. Another notable point is that there is one(01) foreign student taking admission in the institution is a good trend.

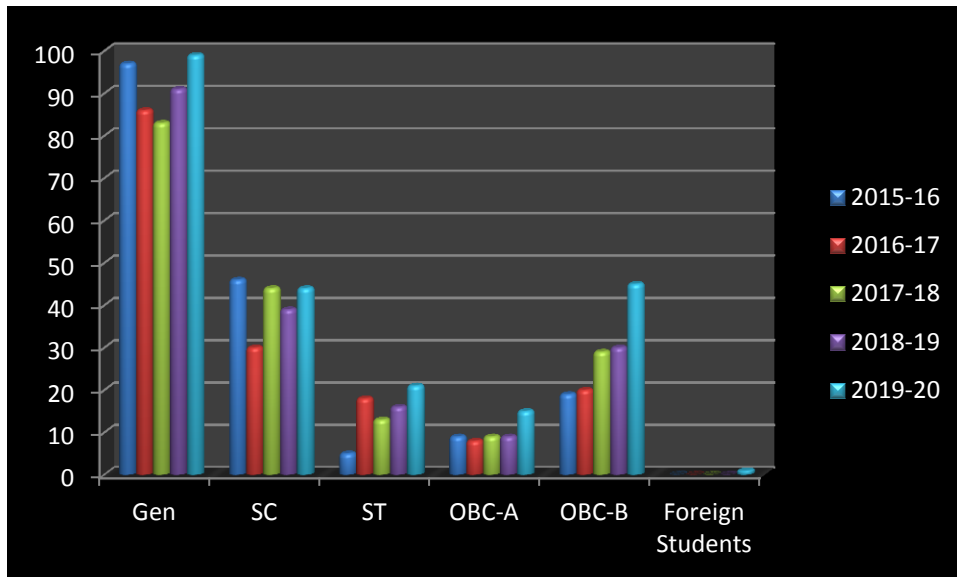


Fig6 Social Composition Trend in Science

Although General category students still dominate but there has been a noticeable increase in the number of students taking admission from SC,ST and OBC can be observed. The opening up of new Departments in the Faculty of Science could be attributed to this positive trend.

4. Gender balance among the Employees

Category		Female	Male	Total	Percentage
Teacher(Permanent)	Arts/Com/Law	32	75	107	29.90
	Science	14	74	88	15.90
Total		46	149	195	23.58
Teacher(Contractual)	Arts/Com/Law	12	08	20	60
	Science	04	09	13	30.76
Total		16	17	33	48.48
Officers	Permanent	06	33	39(07 vacant)	15.38
	Contractual	01	02	03	33.33
Total		07	35	42	16.66
Distance Education(contractual)	Officers	00	03	03	00
	Staff	02	15	17	11.76
	Faculty	07	07	14	50
Total		09	25	34	26.47
Group C	Permanent	38	262	300	12.66
	Contractual	06	48	54	11.11
	Casual	12	52	64	18.75
Total		56	362	418	13.39
Group D	Contractual	00	30	30	00
	Casual	31	102	133	23.30
Total		32	132	163	19.63
Total		195	957	1141	17.09

Table-5 Gender balance among the Employees

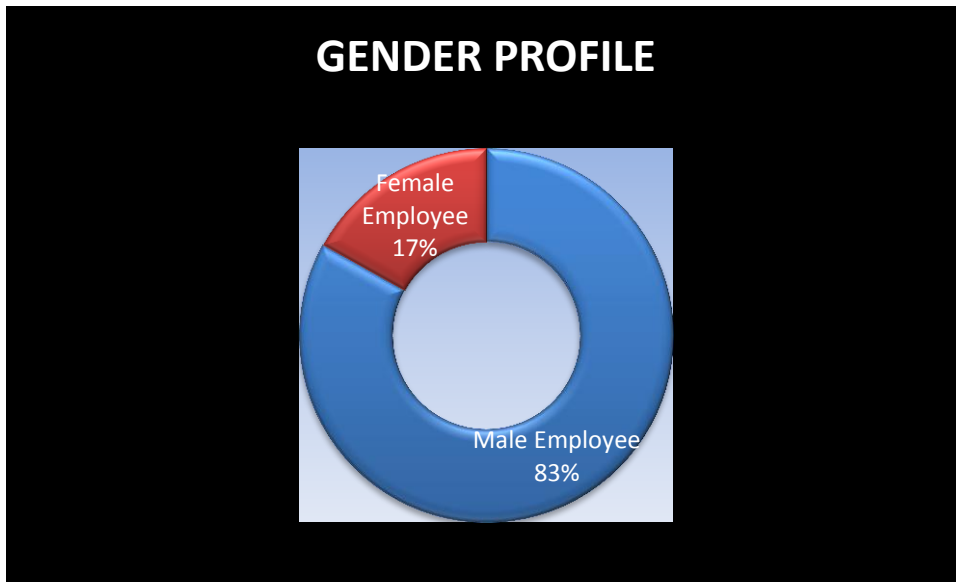


Fig-7 NBU Employee Gender Profile

The above figure projects the combined gender profile of the employees of the University. The projection includes all categories of employees, teaching and non-teaching employees of the University. Compared to 83% male employees, there is only 17% of women employee at present.

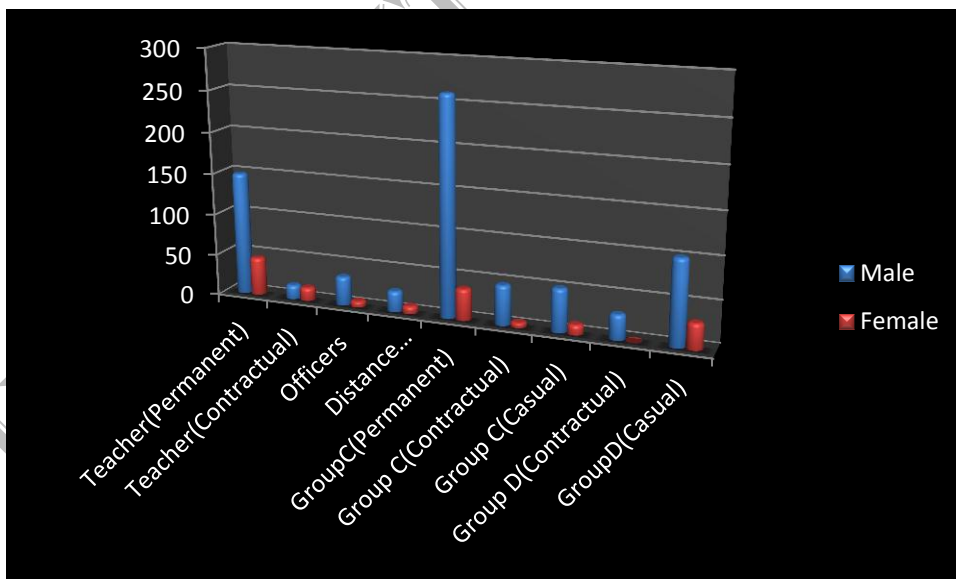


Fig-8 Gender and Category Segregated Profile

Fig6 indicates the Gender and Category segregated profile of the employees of the University. The highest rate of women is employed only in the teacher (permanent). The highest gender gap is found in the category of Group C (high in permanent category). However barring teacher(contractual) and Officers(Contractual)category, gender gap is visible in all segments, total percentage of employment crossing not even 30%.

There are at present strength of 228 faculties out of which 62 are women. However the Science Departments do not have a good gender balance as there are many departments which do not have any lady faculty. The University has a total number of a total of 49 Officers post out of which 07 are vacant. There are 07 women officers(01 contractual) . There are a total of 418 employees out of which only 56 are women which means only 13.39%. In the Group D category the percentage of women is abysmally low, this is only 19.63%, with no woman staff in the Contractual category. There is a skewed gender balance in all the categories not even reaching 30% except the category of contractual teachers, where 60% of the teachers are women faculty. In the higher levels of authority the percentage is only 16.66% whereas the balance is even more skewed at the Group C and Group D employees category.

Faculty	Professor		%	Associate prof.		%	Assistant prof.		%
	Female	Male		Femal e	Male		Femal e	Male	
Arts,Commerce and Law	09	21	30	02	19	9.52	33	43	43.42
Science	01	21	4.5	03	11	21.4	14	52	21.21
Total	10	42	19.23	05	30	14.28	47	95	33.09

Table6. Gender balance among the Teaching Faculty(Rank wise breakup)

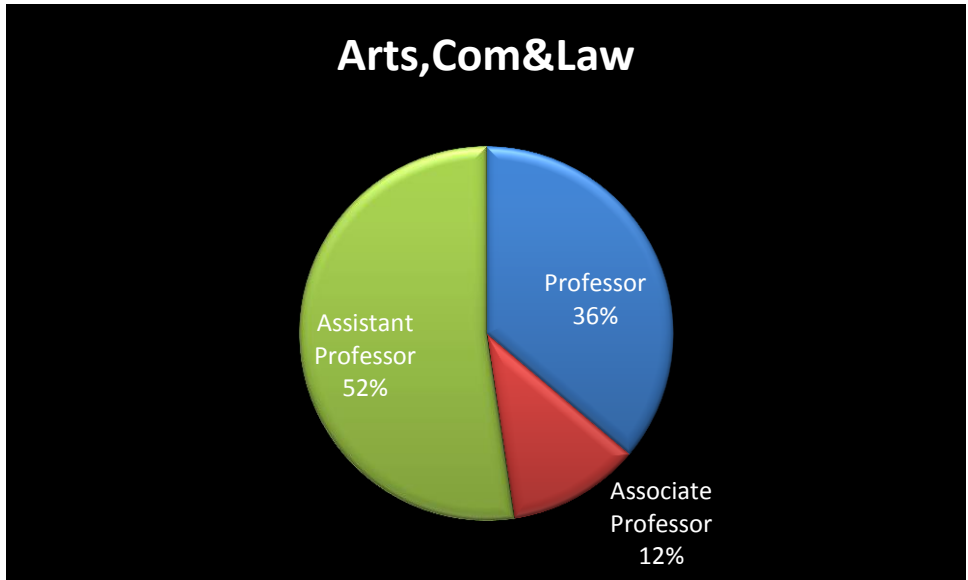


Fig-9 Gender Profile of the Teaching Staff(Rank wise) in Arts,Commerce&Law

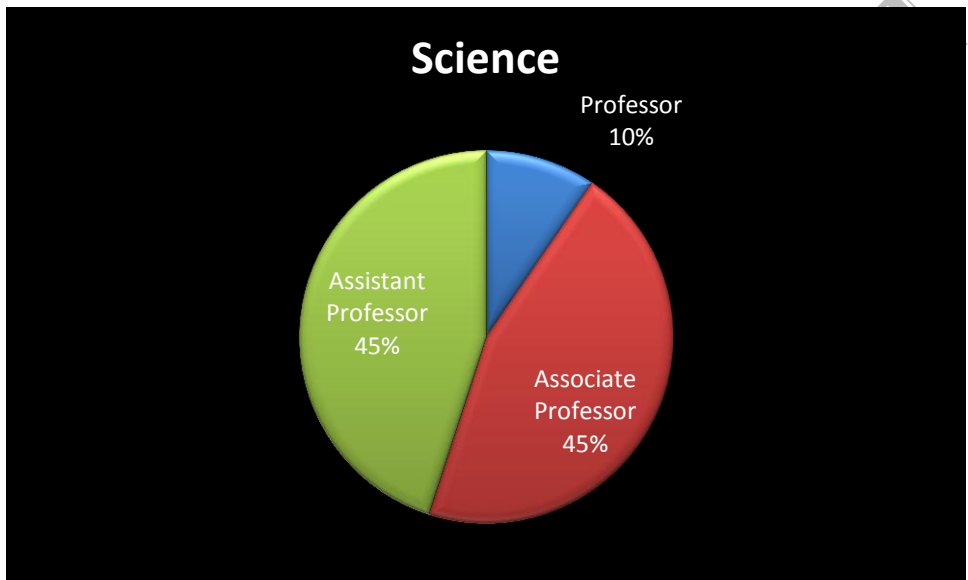


Fig-10- Gender&Rank Profile of Faculty in Science

The above figure indicates that at present the gender picture doesn't show much promise in terms of the number of women holding professorial rank. The balance is favorable for the Arts faculty but there are many women faculties in the Associate professor cadre especially in the Science faculty that indicates that within the next three years the University is going to see more women from the Science faculty occupy decision making positions. However, for a major change to take there is a need to fill up more posts keeping the gender balance in mind. A gleam of light is there when we look at the Assistant professor cadre where in the Arts,Commerce

and law faculty it is 43.42%, as compared to Science which has a slight decrease from the earlier rank, from 21.4%, it is 21.21%. Another notable point is the rising number of Contractual faculty of whom a sizeable segment(48.93%) are women. However, whether they would enjoy equal rights in terms of job security, career advancement etc equally with the permanent women faculty and subsequently occupy chairs in decisionmaking bodies is definitely a matter of serious doubt. Presently the contractual employees do not enjoy career advancement leave similar to the ones enjoyed by the permanent faculty. Therefore, the University authority needs to give a serious thought to the emerging gender imbalance scenario.

4. Gender Balance as Heads of Offices and Statutory Bodies

The Executive Council at the time of the writing of the report had two lady faculties. As the Headship is rotational and the term of the Department is fixed to one year and a huge number of teacher(elected) representatives have not been filled up, the Executive Council may not always have women representatives. Presently, the Dean of the Faculty Council of Arts, Commerce and law is also a lady faculty and she is by virtue of her position is a member of the Executive Council.

As the headship in the Department rotates, at present, 09 out of 33 teaching Departments are headed by women faculty. Apart from that the HRDC is headed by a lady faculty as well as the Centre for Women's Studies is also headed by a lady faculty. Moreover, the Medical Officer is also a lady doctor. The Scientific Officer is also a lady official. The Internal Complaints Committee is also headed by a lady faculty. The Assistant Registrar(Jalpaiguri Campus) is a lady officer. The Assistant Controller of exams in the main campus is also lady official. However, the major decision making offices are occupied by men.

5. Gender balance in Hostels

Academic Session	Hostels											
	P.G Boys		P.G Girls		R.S(Men)		R.S(Women)		Law(Boys)		Law(Girls)	
	Applied	Admitted	Applied	Admitted	Applied	Admitted	Applied	Admitted	Applied	Admitted	Applied	Admitted
2015-16	511	490	643	478	68	53	25	25	33	21	25	15
2016-17	498	484	562	478	67	50	20	20	35	22	27	16
2017-18	525	513	492	478	72	48	28	28	37	23	26	14
2018-19	496	482	611	478	75	48	77	45	29	23	29	15
2019-20	575	563	849	480	82	64	82	48	41	25	37	16

Table-7 Demand and Supply profile of Hostels

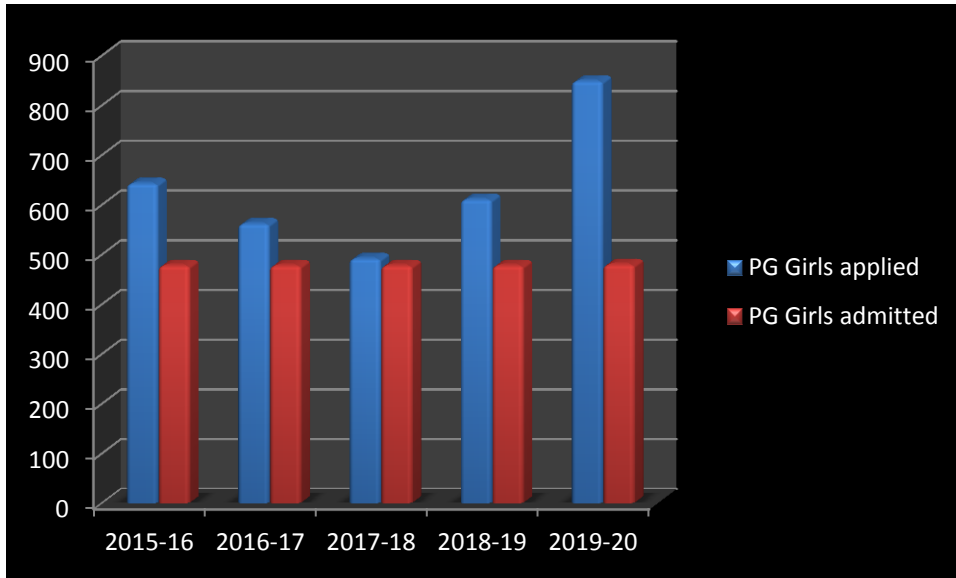


Fig-11 Demand-Supply of Hostels for PG Girls

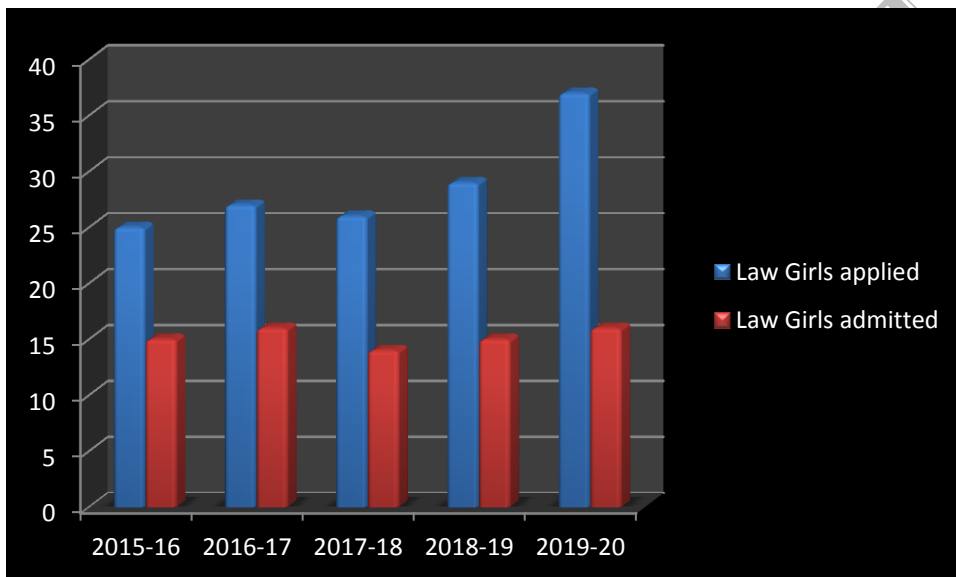


Fig-12 Demand-Supply of Hostels for Law(Girls)

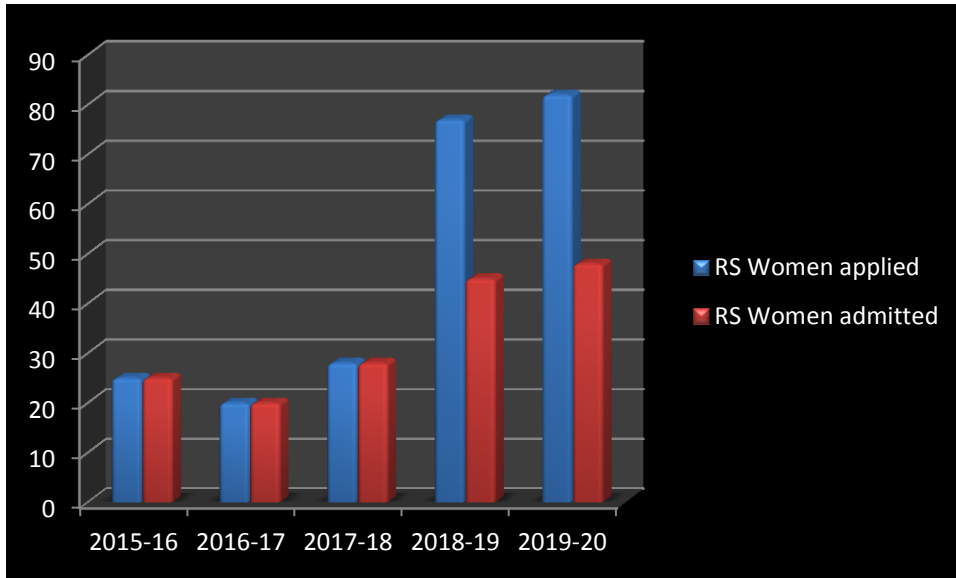


Fig-13 Demand-Supply of Hostels for Women Research scholars

There are 4 hostels for women but it is still very low in facilitating women students and scholars. The University has decided to open two more hostels for women which would help to tide over the crisis as can be seen in the current year data . Out of 849 aspirants only 480 could get accommodation. Similarly in the RS women's hostel the scenario is quite similar. There is a high demand for hostel accommodation as it is often unsafe for women to stay outside and secondly, many girls come from very poor families and their parents cannot provide the money for the rent which is very high. This has resulted in dropout rates among women who drop out simply because they do not find a safe accommodation for themselves to pursue education in the University. This is leading to exclusion of women from the domain of higher education.

Ch5

Glimpses of Gender Perception within the Campus

The Survey and the focus group discussions conducted among the Establishment, faculty, staff and the students of the University yielded at the following findings.

Reflection from the Survey

I. Response from the Establishment

The survey response from the Establishment yielded the following points.

Gender equality is integrated into the University's programme objectives as the establishment ensures that there is no gender discrimination. The University has stakeholders' specific activities without any gender discrimination. University does not consider gender as women specific but as men and women as equal stakeholders. Except in the woman specific programs the university follows unisexual approach. Except in the case of women's hostels and CWS university does not distinguish between sexes. The University however takes special care to upgrade facilities for women such as hostels, toilets and security. Gender related choices do influence the general objectives of the programmes and while formulating the development proposals gender gap if any is attempted to be bridged. However, no gender specific frameworks for measuring results, monitor gender mainstreaming, etc. systematically are currently in place. Statutory guidelines in the formulation of work groups are followed for gender mainstreaming. The funding agencies guidelines are followed and no specific funds are earmarked for gender equality. The units have to operate within statutory guidelines which may or may not allow possibility of specific funds for promoting gender equality in its core activities. Gender as a basis for allocation of funds has not been introduced so far for university administration. Project funds are allocated without any gender discrimination.

The university staff in the absence of gender budgeting and regulatory guidelines cannot apply gender-responsive budgeting techniques. The implementation report includes a budgetary analysis but without gender specific indicators, as no such official or governmental template is available. The format for budget reporting as approved by external audit does not disaggregate work on gender basis. Sex disaggregated data is maintained for students and used for development planning but not for staff.

The deficiencies for tracking planned and spent resources flow from absence of MIS which university intends to overcome. The opportunity is to discover gender gap in a gender neutral work environment but the absence of MIS in the existing system makes it hard to identify such gap for remedial action.

The system can be improved in order to better incorporate and monitor gender issues by tracking all stakeholders data digitally in the first place and by identifying gender gaps through gender audit and by adopting criteria for gender mainstreaming.

The university is revamping its website and more information on gender specific activities are expected to be available.

The items that have been conducted/installed/policy measures taken keeping in mind gender equality are the following:

Construction of more women's toilet and women's hostels.

Introduction of UG level generic elective course on Feminism.

Specific seminars, workshops on gender sensitization.

II. Response of the Staff

The survey conducted among the staff of the institution yielded a generally positive picture about gender sensitivity in the campus and the institutional environment. However, the staff needs to be sensitized about the differences that exist between gender blindness and gender responsiveness. Gender responsiveness is desirable to strengthen gender sensitivity within the institution. The following presents a glimpse of the gender perception among the staff.

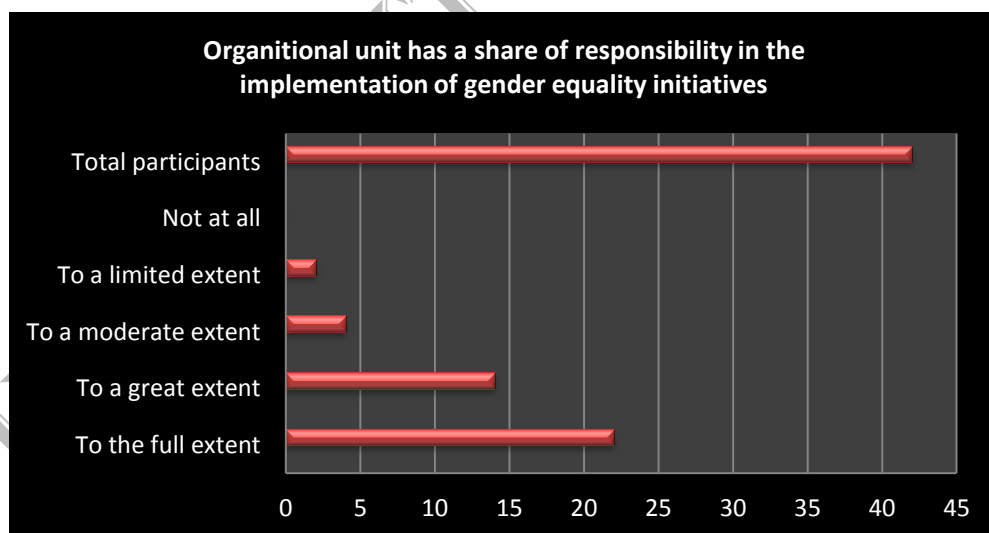


Fig II(i)

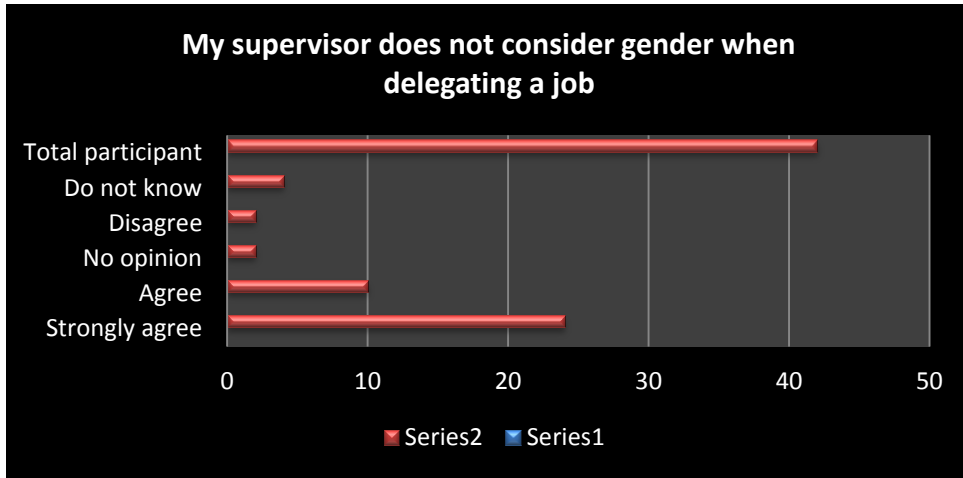


Fig II(ii)

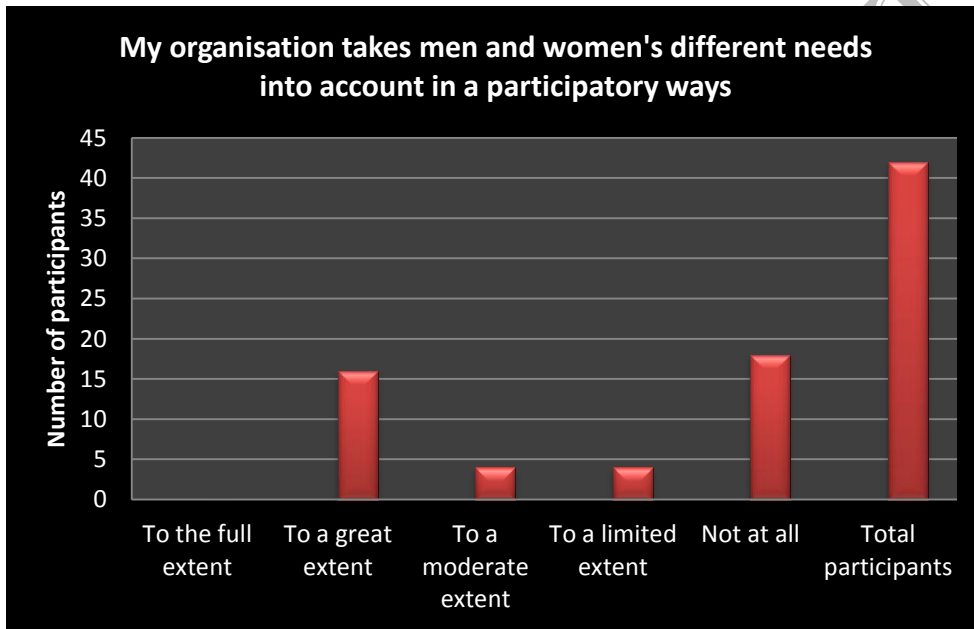


Fig.II (iii)

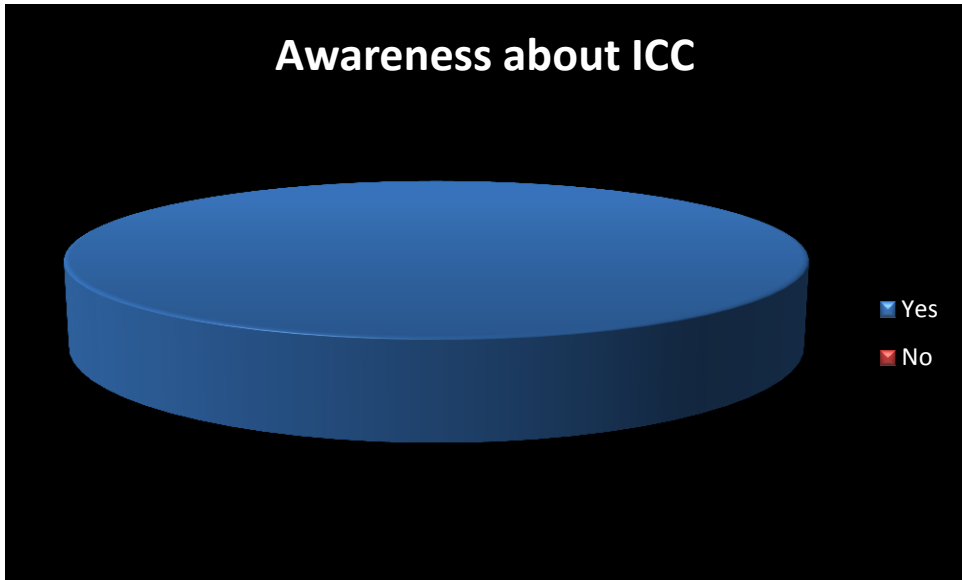


Fig. II(iv)

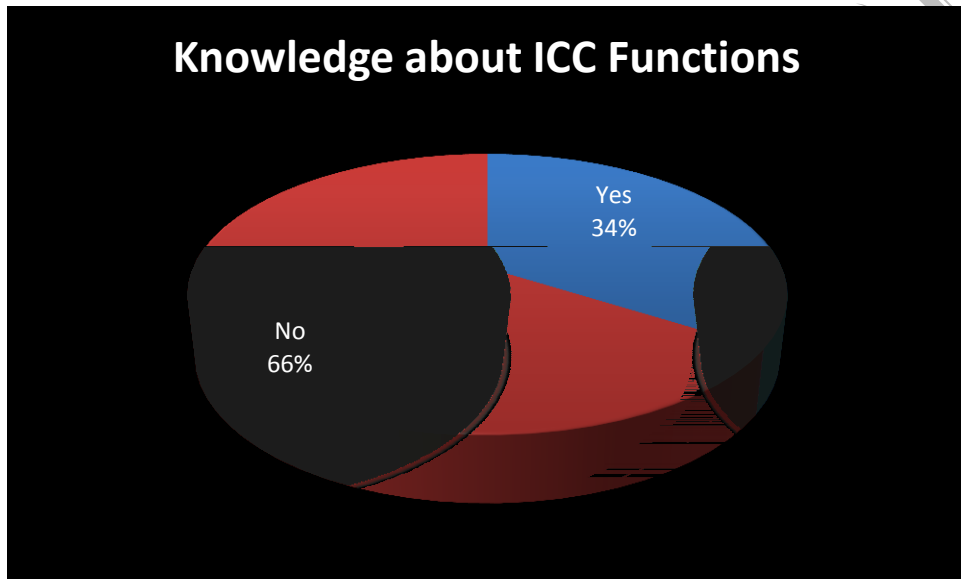


Fig.II(v)

III. Response of the Students

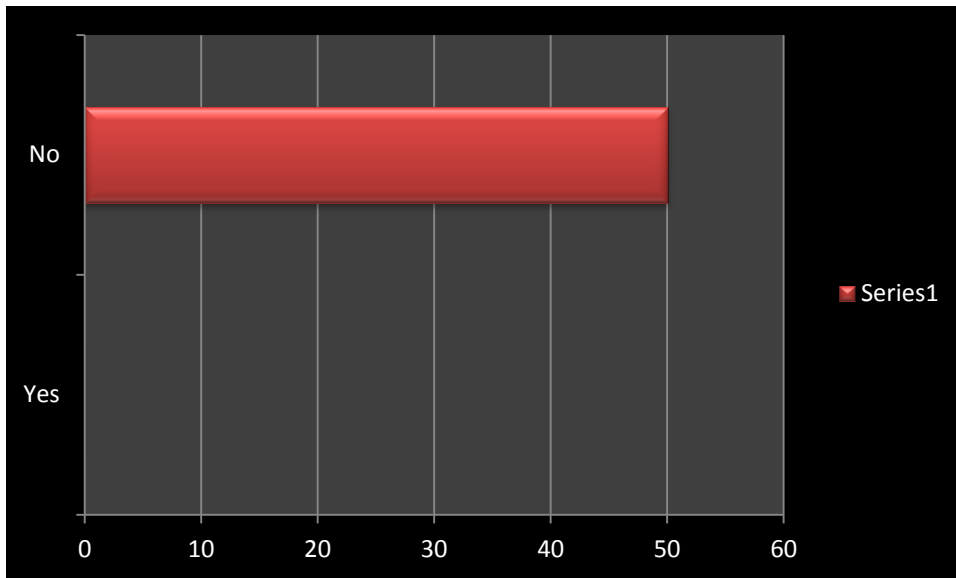


Fig.III(i) Have you felt discriminated due to your gender?

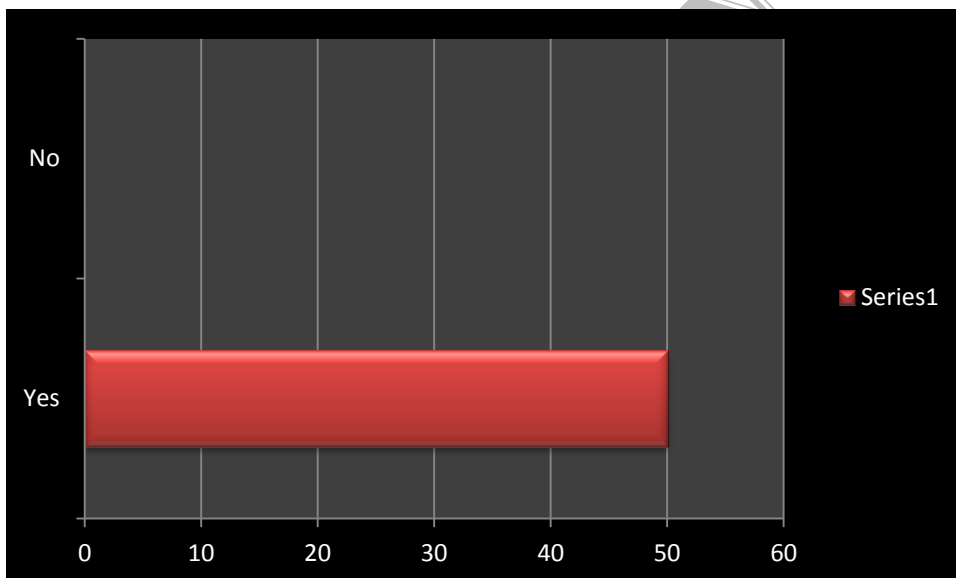


Fig.III(ii) Do you feel women and men are treated in the like manner in your Department/course?

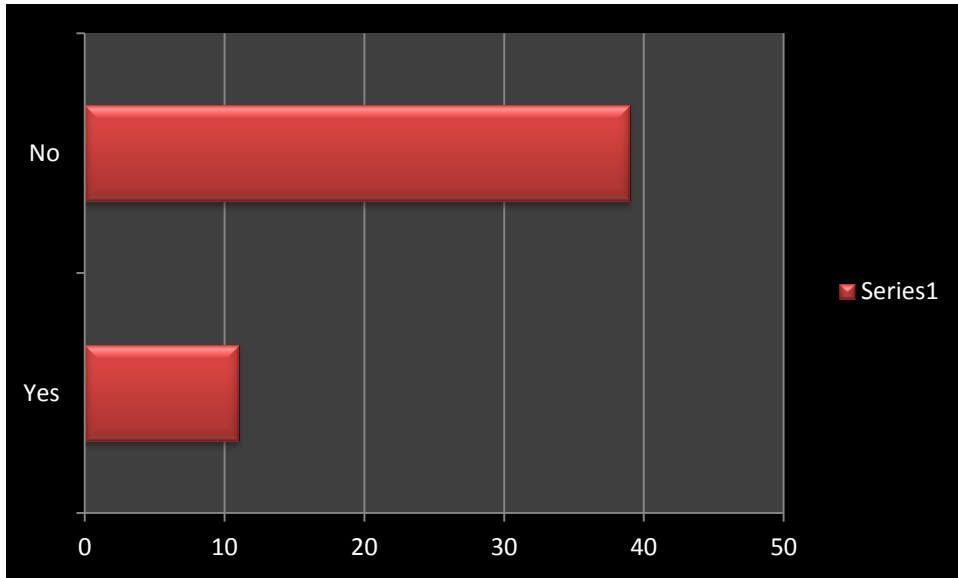


Fig.III(iii) Are you aware of the student grievance procedure for discrimination based on sex, race, color, or handicap?

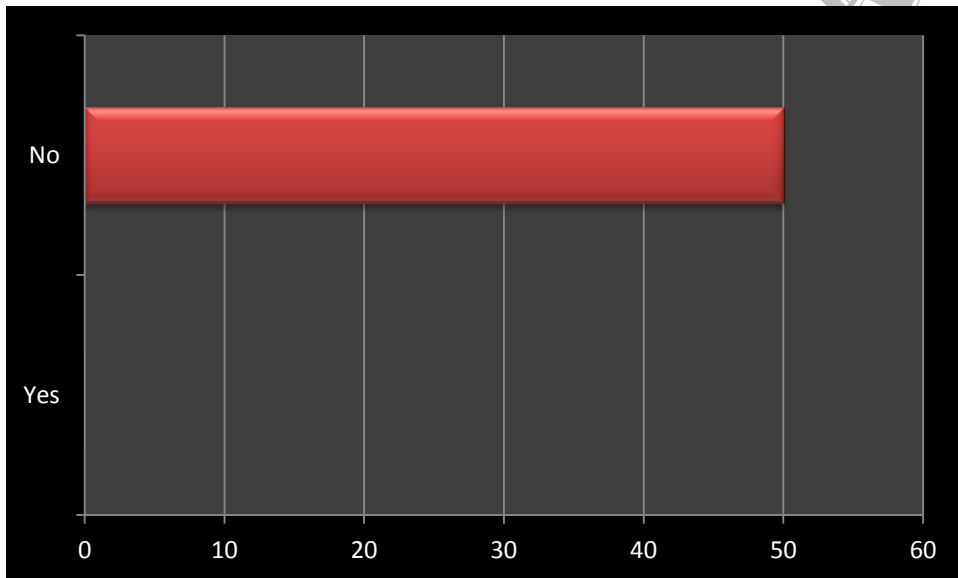


Fig.III(iv) Do you know who is the Sexual Harassment Grievance Officer /Authority/Committee member?

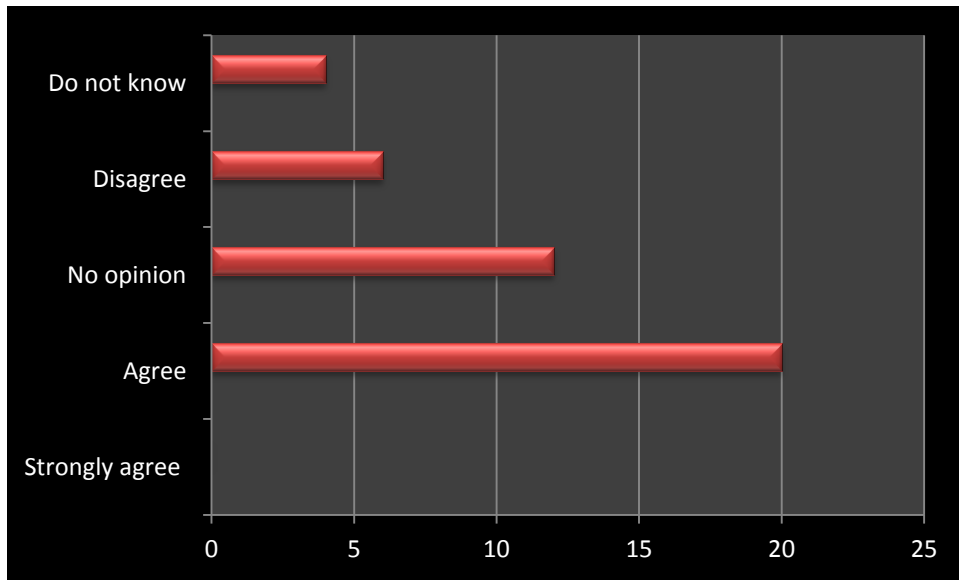


Fig III(v) Do you think the campus is safe?

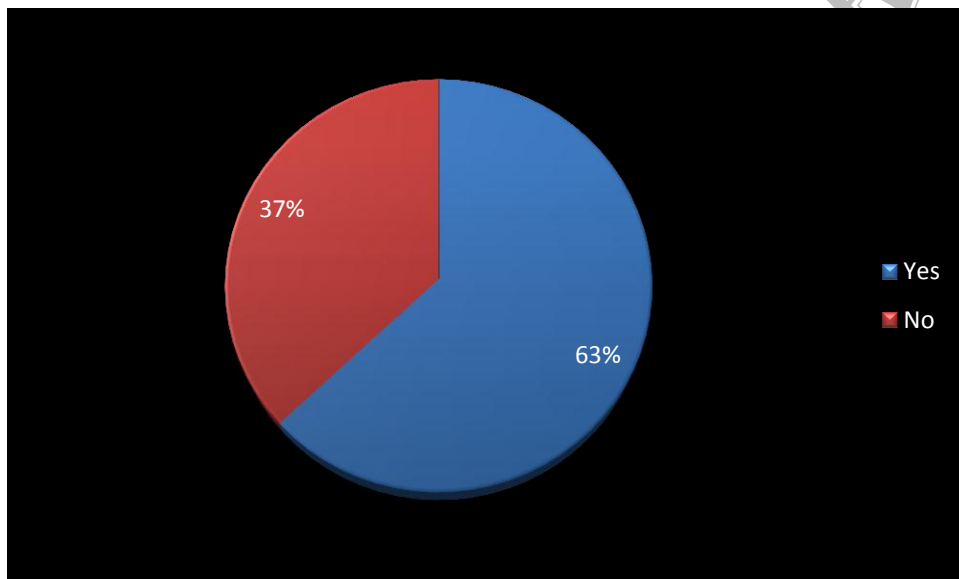


Fig.III (vi)Have you been to the Health Centre?

Gender Sensitive Environment in Health Centre

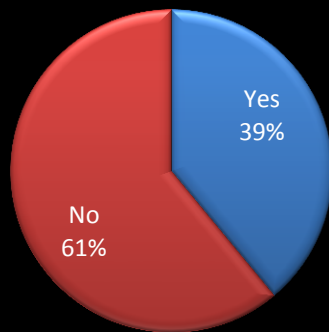


Fig III(vii) Did you feel that gender sensitivity exists in the behavior of the doctors/officials?

Gender Sensitivity in Hostel

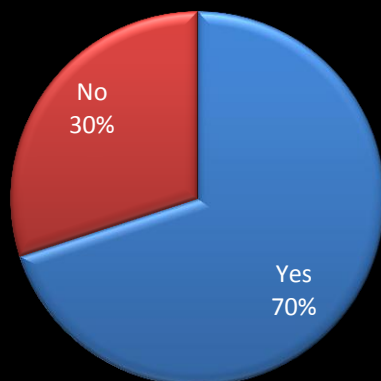


Fig.III(viii) Do you think the hostel is gender sensitive understanding the specific needs of women boarders?

Ch. 6

Gender Sensitisation Initiatives

Gender sensitizing "is about changing behavior and instilling empathy into the views that we hold about our own and the other genders." It helps people in "examining their personal attitudes and beliefs and questioning the 'realities' they thought they know. The need for this sensitivity has been felt and realised through times immemorial and in almost all kinds of human existence, across the globe. Recent discourses focus upon the need to sensitize gender issues on campus as many believe that education is the catalyst for change. Educational spaces instill thought and make one have a perception that they believe. Instilling positive thoughts on gender issues will enable and enhance the future population from practicing gender discrimination. Gender issues can be sensitized in campuses through various activities like debates, discussions, seminars, theatrical performances and other forms of arts. This can also be done through the gender sensitizing cells, gender sensitization committees and redressal forum, compulsory courses in the syllabus on gender sensitization at all levels, organization of Workshops and seminars etc.

The University has constituted a Centre for Women's Studies which has been functioning successfully since its inception. Internal Complaints Committee has been formed to redress the problems coming under the purview of Sexual harassment at workplace Act, 2013. The University apart from these also has provided support to organize programmes on gender issues.

Internal Complaints Committee

Initially a Sexual Harassment Redressal Cell was set up. However, in the year 2018, the cell was renamed as The Internal Complaints Committee. The committee after its inception during the assessment period received two complaints and has disposed them off favorably and delivered justice to the affected individuals within the stipulated 3 months' time.

Gender Awareness Campaigns and Workshops

The Centre for Women's Studies regularly organizes Gender Sensitization Workshops for the students within the campus. Apart from CWS, The Department of Law and the Department of Political Science have also

organized Workshops and Seminars, both International and National. The CWS as well as other Departments have organized Seminars regularly on gender issues. The HRDC has also conducted several refresher programmes on Women's issues.

Courses in Syllabus

Understanding the fact that sensitization programmes are an absolute necessity within the campus today various initiatives have been taken. The Departments belonging to the Arts faculty, namely English, Bengali, Law, Economics, Political Science and Sociology have incorporated gender concerns within their syllabus at the P.G and Research programme level. Students, not just women but men too are choosing the papers on feminism. Men are also working on topics related to gender issues for their research programmes, which is definitely a healthy and progressive sign. However, one must agree that there is a serious absence of gender concerns within the Science faculty with very few programmes organized in this direction.

In order to change the mindset of the students, it is necessary to introduce a compulsory course on gender sensitization at all levels and in all disciplines so that gender equality becomes a reality in the near future.

Ch7

Best Practices and the Way Forward

The Gender audit conducted indicated that both men and women students as well as the staff felt that the campus was generally gender sensitive. However, over protectionism was a tendency they felt was at times inhibiting the freedom of the female students. Sensitivity to the dignity of the individual irrespective of any category—sexual/religious/gender/linguistic/caste, etc. was something that the respondents stressed on.

In today's times the pressures have increased, interfaces between boys and girls often lead to conflicts as men fail to adjust to current reality of democratization of the educational space, that often lead to negative mental tendencies. Often the harasser himself doesn't know the real intentions behind the act committed by him. There is a need to sensitize not just the students but also the other stakeholders. Often our deeply ingrained ethos emerge in the form of either harassers or benevolent protectors. This needs to be addressed within the institution by the authority in order to realise the goals of the University itself.

Best practices

1. The University has maintained a gender segregated data on most of the issues especially those related to the students which is a good practice.
2. The University authority has supported the seminar and workshops conducted by the various Departments and CWS on women's issues.
3. The University has regularly supported women employees in terms of granting them maternity leave or child care leave.
4. The University has an Internal Complaints Committee which is very active.
5. The general environment is gender friendly as no case of discrimination emerged from the survey questionnaire circulated among the students and staff.
6. The students' survey indicate a dedicated easily approachable faculty who aid the students, as a result of which the respondents felt no barriers to their educational progress due to their sex. The survey indicates a gender friendly environment within the classrooms.
7. The Mentoring system followed within the Departments have helped in making the environment enabling to progression in higher education.

8. The University has put up Display Boards where the contact officials of the Anti-Ragging Committee are given.

9. The University administration gives first priority to the student scholarships that are availed by the students from the backward segments.

10. The University authorities are easily approachable by the students.

Policy Recommendations

The gender audit team after going through the exercise considers the following as the major recommendations to be made to the University.

For the Administration

1. The University authority should actively integrate the gender concerns within its policy, programmes and action.

2. The University should consider the case of gender balance in its recruitment policy. In the Science faculty the gender ratio is very poor. Similarly is the case of the Officers and Staff. The University should pay a careful attention in its recruitment policy for ensuring gender balance.

3. The University should introduce female security personnel in the Campus and hostels in particular.

Finance and Departments

1. All the Departments should be encouraged to maintain a gender segregated data.

2. The Finance Branch should be directed to carry out gender budgeting and gender audit annually so that the University, if required can provide the gender statistics especially related to the salary component, the amount of money generated and spent on women employees within no time.

3. The Finance Branch should also maintain a gender disaggregated data of the number of application sent by the male and female faculty in terms of research project proposals, request for funding for participation in seminars, inside and outside the country. The approval/rejection record should also be maintained in a gender disaggregated form.

Gender sensitive Facilities

Women Friendly Toilets

1. The university should understand that those Departments which are old Departments do not have separate toilets for male and female faculty. The toilets should be made women friendly as many women faculties have joined different Departments, as well as differently abled friendly.
2. There should be a sanitary napkin vending and disposal machine installed in the hostels mandatorily as well as if possible inside the Department toilets.

Hostel Facilities

1. The number of Hostels for women should be increased both for P.G and Research Scholars.
2. More CCTV cameras should be installed inside the campus at vantage points.
3. More Lights should be installed inside the Campus.

Others

1. Incentives to be provided to women so that they are encouraged to join the Science stream.
 2. Some schemes like Earn and Learn scheme could be initiated for the poor students so that they can work and pay for their education.
 3. More initiatives for the awareness of the rights of women and gender sensitivity should be taken up centrally by the IQAC.
 4. A separate gymnasium should be constructed for women with all the facilities.
 5. A separate post of Counsellor needs to be created and a trained certified counsellor needs to be recruited to handle the pressure.
-

Endnotes

- [1] Saksham: Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses, 2013, UGC, New Delhi https://www.ugc.ac.in/pdfnews/5873997_SAKSHAM-BOOK.pdf
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Annex1

CENTRE FOR WOMEN'S STUDIES

UNIVERSITY OF NORTH BENGAL

Year Wise programme details for last five years (2014-15 to 2018-19)

2014-15

Year	Sl No	Title of the programme	Duration	No of Participants
2014-15	1	Refresher Course in Women's Studies Theme: Women, Society and Crime	30 th October- 19 th November, 2014	40
	2		8 th March, 2015	117
	3	Certificate Course on B		34
	4	Certificate Course on	13 th -19 th March, 2015 (07 days)	24
	5	Certificate Course on <i>Women's Studies</i>	18 th -26 th March, 2015 (07 days)	55
	6	B	21 st -22 nd March, 2015 (02 days)	18
	7	UGC Sponsored National Seminar on B	27-28 March, 2015 (02 days)	40
	8	Workshop on status of Women and Their Rights	31 st March, 2015	57

2015-16

Year	Sl No	Title of the programme	Duration	No of Participants
2015-16	1	Refresher Course in Them: Women & Society.	5 th August-25 th August, 2015	50
	2	Certificate Course on B	16 th -23 rd March, 2016 (07 days)	18
	3	Certificate Course on	10 th -16 th March, 2016 (07 days)	28
	4	Hand's on training on	25-26 March, 2016 (02 days)	60
	5		8 th March 2016	50
	6	UGC Sponsored National Seminar on	26-27 March, 2016. (02 days)	40

2016-17

Year	Sl No	Title of the programme	Duration	No of Participants
2016-17	1	Refresher Course on Women's Studies. Theme: Women in Literature and Society	3 rd August -23 rd August,2016	40
	2	Certificate Course on <i>Women's Studies</i> .	22 nd February-28 th February,2017	27
	3	Certificate Course on <i>Research Methodology</i> .	21 st March-27 th March,2017	24
	4	Certificate Course on <i>Geoinformatics</i>	17 th March -23 March, 2017	15
	5	Computer Awareness and Literacy Programme	18 March 2017	10
	6	International Women's Day	8 th March,2017	70
	7	UGC Sponsored National Seminar on <i>Women ,Society & Crime</i>	31 March, 2017	40

2017-18

Year	Sl No	Title of the programme	Duration	No of Participants
2017-18	1	Certificate Course on Women's Studies	1 st -8 th September,2017 (07 days)	45
	2	Training programme on <i>Mushroom Cultivation</i>	16 th September, 2017	15
	3	Workshop on <i>Geo informatics</i>	20 th September, 2017	15
	4	Awareness programme on <i>Legal issues</i>	22 nd September, 2018	
	5	Awareness programme <i>Women's Health</i>	8 th February, 2018	
	6	International Women's Day	8 th March, 2018	70
	7	Certificate Course on <i>Women's Studies</i>	12 th -19 th March, 2018 (07 days)	42
			Refresher Course on Women's Studies. Theme: Women in Literature and Society	8 th February-28 th February,2018

2018-2019(Dec)

Year	Sl No	Title of the programme	Duration	No of Participants
2018-2019,Dec	1	Orientation programme on Combating Violence Against Women and Girls for University/ College Teachers	August 27-31,2018 NBU(05 days)	35
	2	Two day workshop on Gender Awareness and Recent Trends for University/ College Teachers	September,12-13, 2018 (02 days)	40
	3	Short Term Course on Women's Studies for University/ College Teachers	January 10-17 2019(07 Days)	30
	4	Refresher Course on Gender Studies (ID)	5th-25th February,2019. (21 days)	50
	5	Special Lecture by K. SunitaSheshadri , Assistant Director, NIPCCD, Guwahati, Topic: Child Rights and policies programmes related to Children and Mechanisms to address Children.	15th January,2019	55
	6	Special Lecture by Prof. TanveerNasreen , Topic : Bengali Women Writers during 19th Century	13th February,2019	78
	7	International Women's Day Special Lecture by MsSudeshna Roy , an eminent Film Director, Tollygunj, Kolkata Topic : Representation of Women in Indian Films with Special Reference to Bengali Film Industry.	8th March,2019 NBU,	100
	8	Two-Day UGC Sponsored National Seminar onCounter cultures of Indian Women: From Myth to Contemporary Representations.	19th -20th March, 2019 (02 days)	No. of papers presented-54 Total no of participants 150
	9	Workshop on Gender Awareness (Theme-AB SamjhuthaNahin , at South Field College , Darjeeling	18 th November, 2019	287
	10	Workshop on Gender Awareness (Theme-AB SamjhuthaNahin , at St. Joshep'S College , Darjeeling	19 th November, 2019	213
	11	Workshop on Gender Awareness (Theme-AB SamjhuthaNahin , at Siliguri College , Darjeeling	21stNovember, 2019	150
	12	Workshop on Gender Awareness (Theme-	21 st November, 2019	49

		AB SamjhuthaNahin , at, KGTM, Bagdogra,Darjeeling		
	13	Workshop on Gender Awareness (Theme- AB SamjhuthaNahin , at University of North Bengal ,Darjeeling	22 nd November, 2019	<i>113</i>

UNIVERSITY OF NORTH BENGAL

Annexure-II

Questionnaire for Staff

Name of the Respondent.....Gender—Male /Female/Other

Age- under 25/25-35/35-45/above 45

Social Category-Gen/SC/ST/OBC-A/OBC-B

Designation.....

Category-Officer/Staff/Technician/Others

Staff Category-Permanent/Contractual/Casual

Years in Service- Less than 10 years/10yrs-20yrs/above 20yrs

Please choose the appropriate answer

A1.Do you believe men and women should be paid equally for equal work? Yes/No

A2.Have you come across a situation when there was a discrimination made between male and female workers by the University authority in terms of pay, promotion, recognition, etc?

A3. If yes then how many times?(specify nature)

A4. Do you feel you are encouraged by your superior to develop your potential?

A5. What are the most common stereotypes you hear about women?

- i) Women are supposed to cook and do household work
- ii) Women cannot lead.
- iii) Women should raise better children
- iv) Women should have adjustable jobs
- v) Women are not strong as men
- vi) Women are good at multitasking

- vii) Women make better tea
- viii) It is very likely to cause problems if a woman earns more than her partner
- ix) Women are supposed to make less money than men
- x) Women should not meddle with decision making
- xi) Women are better workers as they follow orders.

A6. What are your thoughts on the following statements?(Agree/Disagree)

- i) Men and women are equal.
- ii) Men are better leaders than women
- iii) Men should earn more money than their partners
- iv) Men have more power over women
- v) Women should have the same rights as men
- vi) Women are only good for cooking and cleaning.

A6. My supervisor does not consider gender when delegating a job?

- i) Strongly Agree ii) Agree iii) No Opinion iv) Disagree v) Do not know/NA

B.Organizational Structure

B1.Are you aware of your organization's policies as well as the tools and methods in place for gender sensitive work?

- i) Strongly Agree ii) Agree iii) No Opinion iv) Disagree v) Do not know/NA

B2.My organization's gender unit or gender point person has a role and mandate that I feel is adequate to my organization's needs(in terms of support, advice, setting priorities, etc)

- i)To the fullest extent ii) To a great extent iii)To a moderate extent iv) To a limited extent v) Not at all
- vi)Do not know/not applicable

B3.My organizational unit has a share of responsibility in the implementation of gender equality initiatives

- i)To the fullest extent ii) To a great extent iii)To a moderate extent iv) To a limited extent v) Not at all
- vi)Do not know/not applicable

B4. Do you find that staff at all organizational levels consider gender to be important?

- i) Strongly Agree ii) Agree iii) No Opinion iv) Disagree v) Do not know/NA

B5. My organization takes men and women's different needs into account in a participatory way?

- i) To the fullest extent ii) To a great extent iii) To a moderate extent iv) To a limited extent v) Not at all
vi) Do not know/not applicable

B7. How are decisions taken in the work unit? To what degree are people left out or included, partially- or fully-informed, and informed in a timely manner?

B8. Who is always included in decision-making? Is this selection related to functions, hierarchical position or other factors? What other factors?

B9. Do men and women participate equally in decision-making?

B10. Do you think the Organization is sensitive to gender needs?

- i) To the fullest extent ii) To a great extent iii) To a moderate extent iv) To a limited extent v) Not at all
vi) Do not know/not applicable

C1. Are you aware that there exists an ICC in the University?

C2. Are you aware of its functions?

C3. Have you heard of any complaint that has been placed in the ICC?

C4. Was it resolved?

C5. Do you think sexual harassment occurs at workplace?

C6. Have you come across any such incident of harassment?

C7. Do you think it wise to file a complaint against an offender who might be one's superior?

C8. If no, why do you think so?

For Registrar/Establishment

U1. Do you think gender equality is integrated into the University's programme objectives, and, if so, how?

U1a What activities are specifically geared towards gender equality? What proportion of the total activities do they represent?

U2 Do the policies and strategic objectives show that gender is understood as concerning women only or as concerning both sexes and the relations between them?

U3 Are gender equality objectives formulated and translated into performance indicators and targets at the level of the programme and budget?

U4 Are financial resources available to carry out activities promoting gender equality issues (gender-specific and mainstreamed)? Are these adequate?

U6 Do the gender related choices influence the general objectives of the programmes?

U7 Are there gender specific indicators for measuring results? Are these indicators and targets to monitor gender mainstreaming incorporated into monitoring frameworks/mechanisms systematically?

- U8 How are the responsibilities for gender mainstreaming shared at different levels in the work unit?
- U9 Who funds the work unit's activities? Are there funds earmarked for gender equality?
- U10 Does the unit have the possibility to dedicate specific funds to promoting gender equality in its core activities?
- U11 How does allocation of funds happen? Are there specific criteria and is gender one of them?
- U12 How are the different responsibilities for project management allocated?
- U13 Does the university staff understand and apply gender-responsive budgeting techniques?
- U14 Are gender equality objectives reflected in budget allocations?
- U15 Does the implementation report include a budgetary analysis?
- U16 Is the format for budget reporting transparent and disaggregated according to activities, research, area of work, etc.?
- U17 Is sex-disaggregated data collected and used systematically in planning and reporting?
- U18. Are effective financial and administrative mechanisms in place allowing for the tracking of planned and spent resources and planned and completed activities on gender mainstreaming?
- U19. What are the opportunities and limitations of the existing systems and instruments for mainstreaming gender equality?

U20. How can the systems be improved in order to better incorporate and monitor gender issues?

U21. Does the university have a web page? How is gender represented on the web page?

U22. List items that have been conducted/installed/policy measures taken keeping in mind gender equality.

Centre for Women's Studies

WS1 Is there a well-stocked, operational documentation centre with a collection of documents and audio/visual materials? Do these include gender issues? Are these materials catalogued and easy to find?

WS2. If there is a work unit newsletter, does it pay attention to experiences in projects/programmes on gender issues?

WS3. Do you have mechanisms in place, such as face-to-face, virtual or other networking approaches such as communities of practice to allow exchange of experience and support between different departments/offices? Are gender focal points and other resource persons included in these networking approaches?

WS4. List the activities that the Centre takes to promote gender awareness among the students and staff?

Students Survey

Name of the Respondent.....Gender—Male /Female/Other

Age- under 25/25-35/35-45/above 45

Social Category-Gen/SC/ST/OBC-A/OBC-B

Department.....

1. Indicate next to each statement, whether it is about sex/gender.

- i) Women should earn less money than their partners
- ii) Men can't cook
- iii) Girls drop out of school more than boys do.
- iv) Girls dress in pink, boys dress in blue.
- v) A girl cannot propose marriage to a boy.
- vi) Men make good doctors, women make good nurses.
- vii) Men don't cry.
- viii) Men grow beards.
- ix) A man cannot get pregnant.

1b. What are the main factors that you believe cause discrimination to exist?

You can choose several answers.

Religious

beliefs, Cultural views, Past experience, Negative experience, Ignorance, Cultural differences, Peer pressure, Family views, Fears, Laws, Physical Appearance

2. What are your thoughts on the following statements? (Agree/Disagree)

- i) Men and women are equal.
- ii) Men are better leaders than women
- iii) Men should earn more money than their partners
- iv) Men have more power over women
- v) Women should have the same rights as men
- vi) Women are only good for cooking and cleaning.

3. Have you felt uncomfortable in any classroom or counseling situation?

Yes__ No_

As a result of: Sexist jokes Textbooks

Visual displays AV Presentation

Sexist comments Lecture content

Other (Please specify)

4. Have you ever been harrassed or discriminated against while astudent at this institution? Yes No_

If yes, by: faculty administration/counselors/ others

5. Was the discrimination on the basis of sex race/handicap /ethnic origin ?

6. Was the discrimination in a Education class/field trip/research programme? Yes No_

If yes, cite examples or give the class:

7. Do you feel men and women are treated in a like manner in your Department/courses? Yes No

If no, cite examples:

8. Educational materials and textbooks:

a. Do your textbooks show proportionate numbers of pictures of men and women? Yes No

b. Are the females depicted in leadership or active roles as frequently as men? Yes No

c. Are males depicted in nurturing care-giving roles as frequently as women? Yes No

9. Are you aware of the student grievance procedure for discrimination based on sex, race, color, or handicap? Yes No

10. Do you know who is the Sexual Harassment Grievance Officer /Authority/Committee member? Yes No

11. Have you ever felt that women/girl students are treated differently by the administration as compared to men?

12. If yes, what according to you could be the reason?

13. Have you been to the health centre?

14. Did you feel that gender sensitivity exists in the behavior of the doctors/officials?

15. Do you stay in the hostel?
16. If yes, do you think it is gender sensitive understanding the specific needs of women boarders?
17. If yes/no, cite examples
18. Do you consider the University campus safe for women?
19. Have you encountered yourself/or heard from your friends about incidents of insecurity?
20. If yes, was it reported? If not reported why was it not?
21. Was action taken immediately by the authority?
22. What according to you could be the ways to make the institution more gender sensitive?

Compiled by

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Dr. Bithika Moni Dutta (Member)

Thank you for your cooperation.