GENDER AUDIT REPORT

2022-2023

UNIVERSITY OF NORTH BENGAL

INTERNAL QUALITY ASSURANCE CELL

Content

Acknowledgement

An academic institution is motivated by its vision to excel. One of the ways it can walk down the path of excellence is by being self-reflective. This can happen in two ways- by being appreciative of the existing policies and measures implemented by it, and by being critical of its practices and methods as they exist and function within the institutional fold. Both these ways-in retrospect- create avenues for the institution to move forward. While measures that it should be appreciative about encourage it, constructive criticism can foster rethinking and re-evaluation which is essential for an institution to function and grow in the long run.

Gender audit created one such avenue for self reflection where the audit team, along with those involved, was able to fathom how the University of North Bengal has been functioning along the coordinate of gender. Needless to say, the report, its findings, and the entire picture of gender equations and the perceptions that prevail within the Institution would not have been possible without the timely and invested help of the senior administrators within the University who provided us with all relevant data.

We are grateful to the administration of the University of North Bengal for providing us with all necessary information and documentation whenever requested.

We would like to put on record our sincere thanks to Prof Ranjita Chakraborty, Director IQAC for her constant guidance and support during the preparation of the report.

Our sincere thanks goes to Dr. Swapan Kumar Rakshit, Registrar (Officiating), Dr. Debasis Dutta, Controller of Examinations, Dr. Jaydeep Biswas, Secretary, Faculty Council of Science, Dr. Rupak Bhattacharya, Secretary Faculty Council for Arts, Commerce & Law for their extended cooperation and providing us with all necessary information as required.

Our thanks goes to all the hostel superintendents for their support and providing us with all necessary information related to the hostel borders within the stipulated time.
Last but not the least, our thanks goes to all the support staff of all administrative Departments and Branches for their cooperation and to provide us all necessary information in time.

We hope the Institution will look forward to fostering an ambience of gender equanimity in the coming days as well, a sense of responsibility that would allow the Institution to unveil newer scopes of development.

List of Figures

List of Tables

CHAPTER- 1

INTRODUCTION

ABOUT THE INSTITUTION

The University of North Bengal was established by an Act of the Legislature of West Bengal in 1962 in the Himalayan foothills of the Darjeeling district. Abiding by its mission "to encourage and provide for instruction for teaching, training and research in various branches oflearning and course of study; to promote advancement and dissemination of knowledge and learning and toextend higher education to meet the growing needs of society", the University of North Bengal has been working tirelessly for the growth and advancement of this region. It has been trying to pave the path towards this vision by disseminating knowledge through 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 an affordable cost.

Nestled within the green cover of trees, forests, tea gardens, and looking up to the blissful view of Kanchenjunga, the University of North Bengal stands within an area of nearly 331 acres of land. It has acquired 36.138 acres of land in Jalpaiguri, beside Jalpaiguri Government Engineering College, where the second campus of the University is running with proper facilities and provisions catering to a large number of students from the Jalpaiguri district and nearby areas. Besides, the University also has a functional campus at Kolkata, namely the Kolkata Camp Office and another at Coochbehar BT & Evening College.

Since its inception the University has taken mindful initiatives towards qualitative growth by way of achieving excellence. The Departments are well-equipped with distinguished faculties, facilities, research and outreach programmes which have been formulated while keeping in mind the needs of the time. The University comprises of 15 Departments under the Faculty of Science and 19 teaching Departments and 7Centres (01 Centre is also a teaching department) under the Faculty of Arts, Commerce and Law. Contributing to the dual-education mode of teaching and learning, the University also imparts distance and online education through its Centre for Distance and Online Education which runs UG programme in Commerce, and PG programmes in English, Bengali, Mathematics, Philosophy, Nepali, Political Science and History. Students from all walks of life and

far and wide places of northern Bengal, Sikkim and other north east Indian states have enrolled themselves for these programmes.

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 theDirector-memberSecretaryastheCoordinatorofIQAC.TheCellhasbeen instrumental in initiating the process of developingrealisticandattainablequalitybenchmarksforeachoftheAcademicandAdministrativeactivities.

VISION AND MISSION

The University has been working tirelessly to establish well-resourced vibrant multi-disciplinary teaching and research institutions by way of collaboration of teachers, research scholars, students, academic administrators and employees. It configures itself in playing a significant role in building strong educational communities and playing a catalytic role to provide high quality education in this provincial area. The University envisages a broad based liberal post graduate education with rigorous specialization in chosen disciplines and to provide optimal learning environment students support services. The University is continuously working towards fulfilling its mission in disseminating knowledge and education far and wide in the region. Most significantly the University seeks to inculcate environmental awareness and sense of urgency of conservation of nature creating pollution free green campus by encouraging sustainable practices.

CHAPTER-2

GENDER AUDIT : CONCEPT & METHODOLOGY

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 waslikelytoaffectthestatusofwomeninthecountry.Ayearlaterthatresolution 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 40countrieshaveintegratedthegender 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 afore-mentioned 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 sexualityamongothers.Asinstitutionsofhighereducationengagedinteaching,researchandthespreadofknowledge, (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 recognizing commitment towards the advancement of gender equality.

The official from DSTsaid 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 analyzing 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 core 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]

GENDER AUDIT

UNICEF says gender equality *"means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike"*.

On a global scale, achieving gender equality also requires eliminating harmful practices against women and girls, including sex trafficking, female feticide, war time sexual violence, gender wage gap, and other oppression tactics.

A gender audit is a tool to check and assess the institutionalization of gender equality into organizations, including in their policies, programs, projects and/or provision of services, proceedings etc. The basic assumption of gender audit in an educational institution is that public policy impacts differently on female and male learners. 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 ?

On other hand, Gender Audit of educational institutions is a process for organisational assessment and a tool for check and assess the institutionalization of gender equality into organizations, including in their policies, programs, projects and/or provision of services, proceedings etc. It critically examines the capacity of institutions to ensure a **'safe and secure'** ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit also encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues.

Gender audits allow organizations to set their own houses in order, and change aspects of the organisational culture which discriminate against women staff and women "beneficiaries"[5].Asamethodforgendermainstreaming,genderauditshelporganisationsidentifyandunderstandgenderpatterns withintheircomposition,structures,processes,organizationalculture and management of humanresources,andinthedesignanddeliveryofpoliciesandservices.Theyalsohelpassesstheimpactoforganizational 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

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.

An internal audit.

This dimension refers to how much an organisation fostersgender equality internallywithinitsorganisational,managerialstructureandinternalwork,andwhetherthesecontributetogen derequality 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).

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 auditsevaluate 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 andmenbenefitequallyorinaccordancewiththeirgenderneedsandthatinequalitiesarenotperpetuated.Simil arly,agenderauditgoesontoanalysehowgenderismainstreamedintotheimplementationphaseofthe policy, programme or project. Finally, a gender audit of the monitoring and evaluation phase investigateswhethertargetsandindicatorsincludeagenderperspectivebothintermsofsex-disaggregateddataandprogress 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.

OBJECTIVES OF THEGENDER AUDIT EXERCISE

The Gender Audit is gender positive initiative that periodically assesses the gender balance and adopt appropriate strategies an interventions at institutional level for improvisation of the situation.

According to an ILO Manifesto gender auditing helps institutions to focus on such areas as:

• Mainstreaming gender as a cross-cutting concern within the unit's objectives, programmes and budget.

• Existing gender expertise and competence

• Information and knowledge management on gender issues.

• Systems and instruments in use for accountability, evaluating and monitoring on gender equality.

*Staffing and human resources concerning balance between women and men, as well as
gender-friendly policies.

• Organisational culture and its effects on gender equality

The present 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:

i.   To examine the gender balance at different levels of the institution.

ii.   To analyze the strategy adopted for achieving gender equality and the empowerment of girls and women in the institution.

iii.   To find out the gender balance among the students in the institution.

iv.   To understand the perceptions of the faculty staffs (teaching an non-teaching)regarding gender equality in the institution.

v.   To identify room for improvement and suggest possible strategies for the better implementation of the action plan.

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 Political will means the initiatives in which the leadership within the institution at different levels use theirbranches 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]
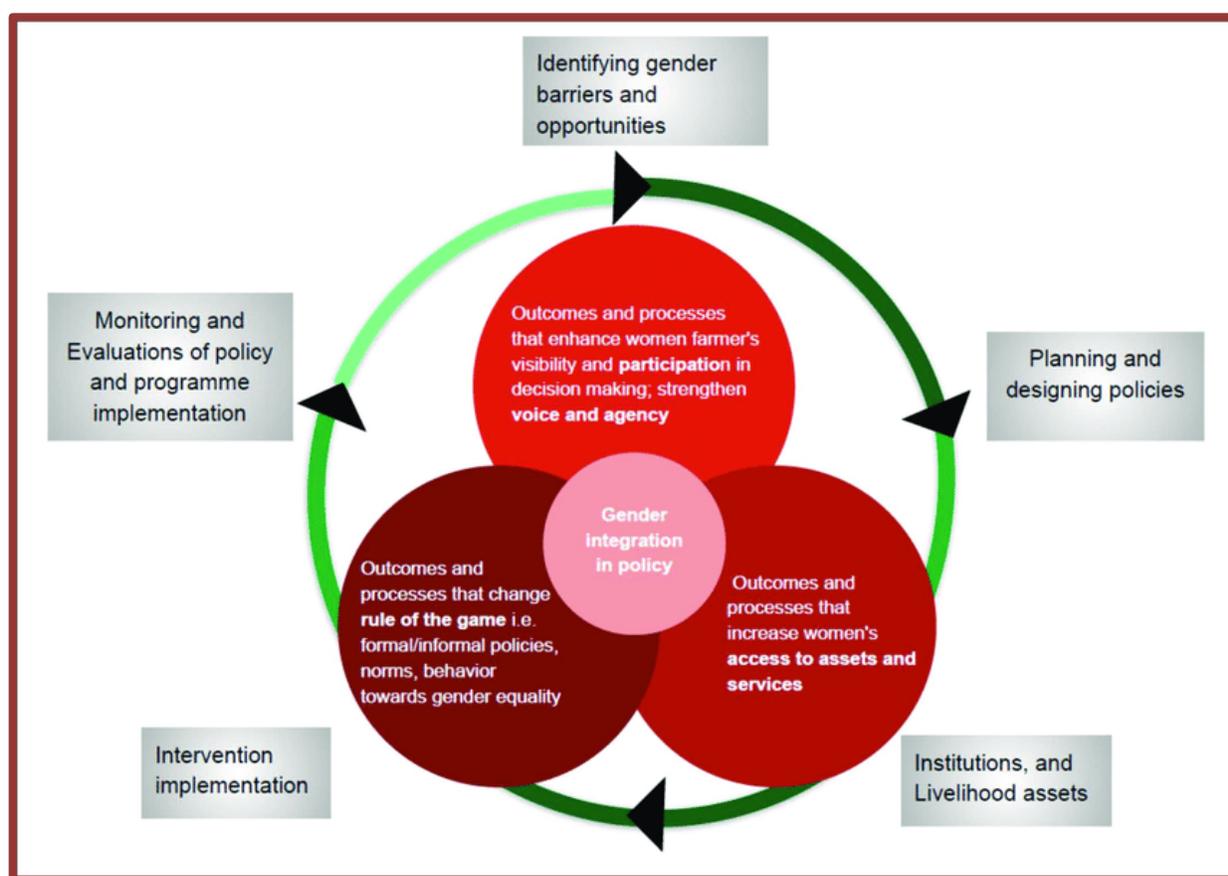
Fig1: Gender Integration Framework developed by Commission on the Advancement of Women,1999.

CHAPTER – 3

GENDER SENSITIVE FEATURES

Gender sensitivity refers to an attempt to encounter and accept people without presumptions. Gender sensitiveapproachaimsatopening,reconstructingandbroadeningexpectationsandbehaviouralmodelsrelatedtogender.Gendersensitivestructuresrespondequallytomenandwomen'sspecificinterestswithoutanypresumptionbased 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 there all 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. But in some Departments separate toilets for male and female faculty was not there.

- ✓ There is a Ladies Common room for both Female teachers and students namely- ***Basic Facilities for Women*** provided in the 2nd Floor of the Arts building, where female students and teachers can spent leisure time. Provisions for sick bed along with first aid also available.

- ✓ 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, 24hours lady 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 Department of Women's Studies that conducts Gender Sensitisation programmes regularly for the students as well as community people..

CHAPTER 4

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 has act as inhibitors to access. This results in lesser capability among women which in turn produces a snow ball effect on their empowerment and access to development initiatives. The region where the University islocatedismostlyagrarianandteabeltwithfewurbancentres,comprising of Scheduled Caste and Scheduled Tribe population. The region excepting the district of Darjeeling and Siliguri sub-division, is one of the backward regions.

1. Gender Balance among the Students

Year			Applied		Admitted		Percentageof women enrolled
	Programmes		Male	Female	Male	Female	
2021-2022	P.G.	Arts(inclusiveof Commerceand Law)	7138	6774	340	685	66.8
		Science	5358	4259	247	301	54.9
	P.G.	STEM	5418	4298	267	314	54.0
Total							

Table1: Gender Profile of the Students (PG)

STEM indicates Science, Technology, Engineering and Management.
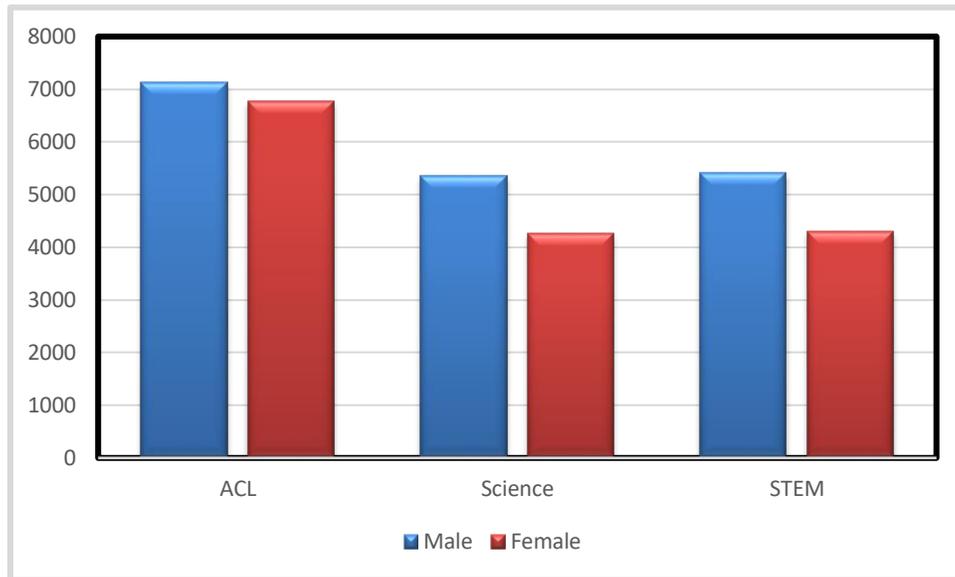
Fig 2: Male-Female Students (Applied) Ratio for PG (ACL, Science and STEM)
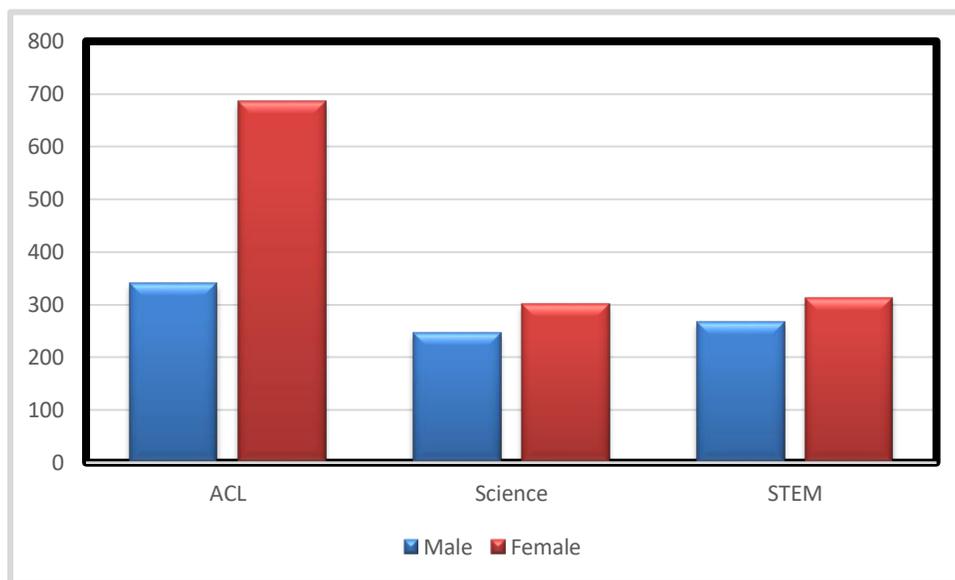
Fig3:Male-FemaleStudents(Admitted)Ratio for PG (ACL,ScienceandSTEM)
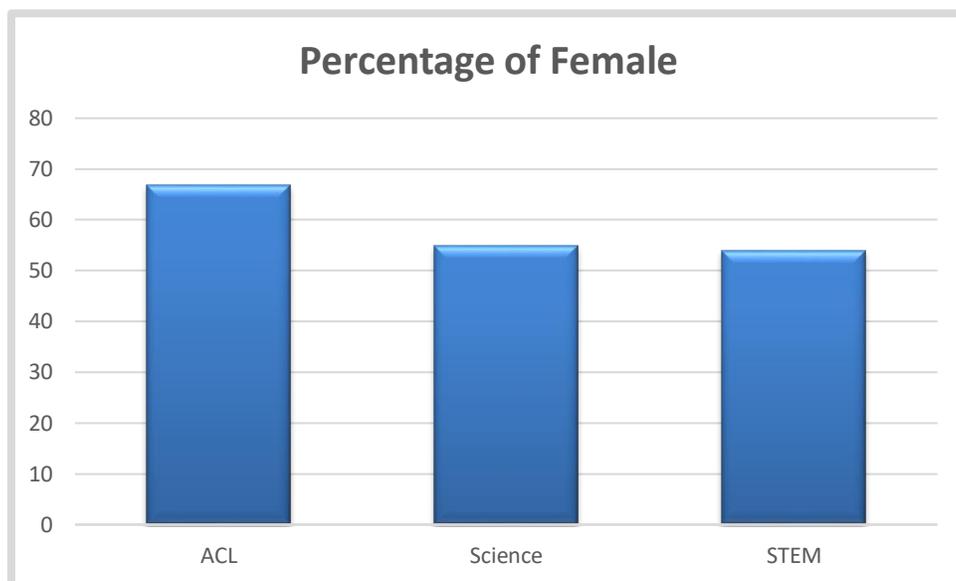
Fig4: Percentage of women enrolled in PG

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 enrolments scenario in the Science stream. Women prefer to study Arts, Commerce and Law subject, rather than Science.

Fig-3 indicates men dominate traditionally STEM disciplines. However, the current scenario indicates an 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 arefrom 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 inthe 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 has a rising trend.

2. Gender balance among the UG students in University Campus:

Course	Year	Male	Female	Total	SC	ST	OBC-A	OBC-B	PH	GEN
B.A. LL.B. (Honours)	2022-2023	36	60	96	26	06	11	16	3	34
B.Sc. in Geology (Honours)	2022-2023	05	03	08	01	0	0	0	0	07
B.Sc. in Anthropology (Honours)	2022-2023	03	04	07	0	01	01	0	0	05
B.Sc. in Tea Science	2022-2023	09	06	15	05	01	01	02	0	06

Table2:Gender Profile of theStudents (UG)

3. Gender balance among the Research Scholars and students

Data related to the gender balance among the research scholars and students are collected and presented in the following tables. It is found that a good number of female students are availing fellowship from the Central Government including NETJRF, SVMCM, NONNET, University Fellowship, State Fellowship, WBSCST, ICSSR, SERB SRG, SVMCM Kanyashree, Aikyashree, NSP, Oasis are the scholarships to state a few. However, more number of female students are availing different scholarships from state government.

I. Numbers of Research Scholars those who are availing fellowship from Central government:

Sl.No.	Scheme	Male	Female	Total
1.	MANF	07	07	14
2.	NETJRF	119	68	187
3.	NFOBC	07	06	13
4.	NFSC	37	20	57
5.	NFST	01	05	06
6.	CSIR	15	10	25
		186	116	302

Table3: Gender ratio among the Research Scholars who are availing fellowship from Central Government
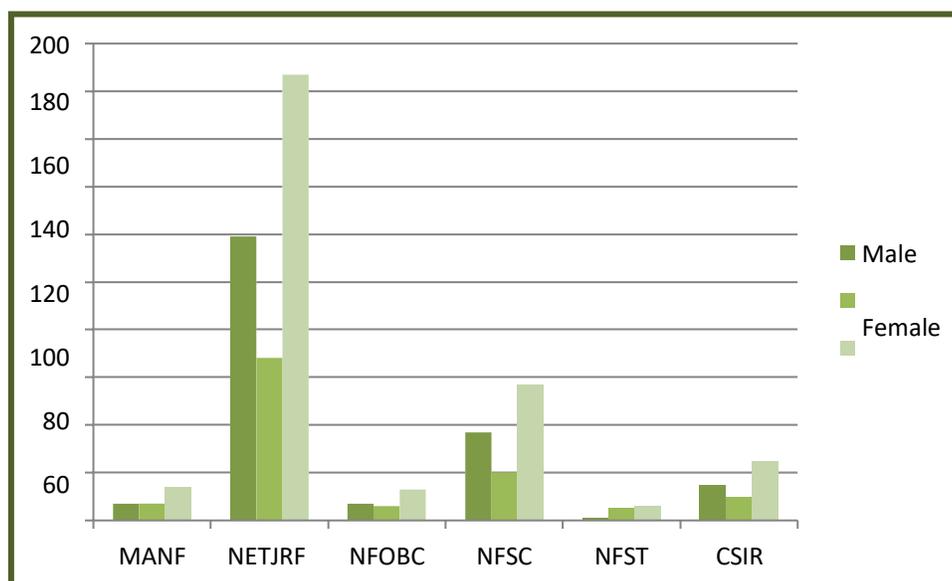
Fig 5: Numbers of Research Scholars those who are availing fellowship from Central Government

II. *NumbersofResearchScholarsthosewhoareavailingfellowshipfromStategovernment:*

Gender ofResearch Scholars	NumberofResearch Scholars
Male	195
Female	194

Table4: Gender ratio among the Research Scholars who are availing fellowship from State Government
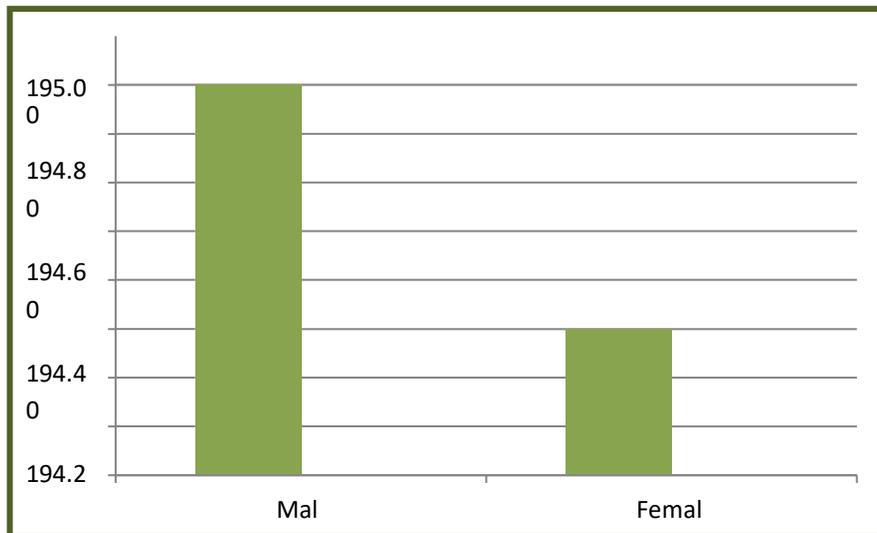
Fig6:Numbers of Research Scholars those who are availing fellowship from State Government

III. *NumbersofResearchScholarsthosewhoareavailingdifferentscholarshipfromStategovernment:*

Genderofstudents	Numberofstudents
Male	1145
Female	1832

Table5: Gender ratio among the Students who are availing fellowship from State Government
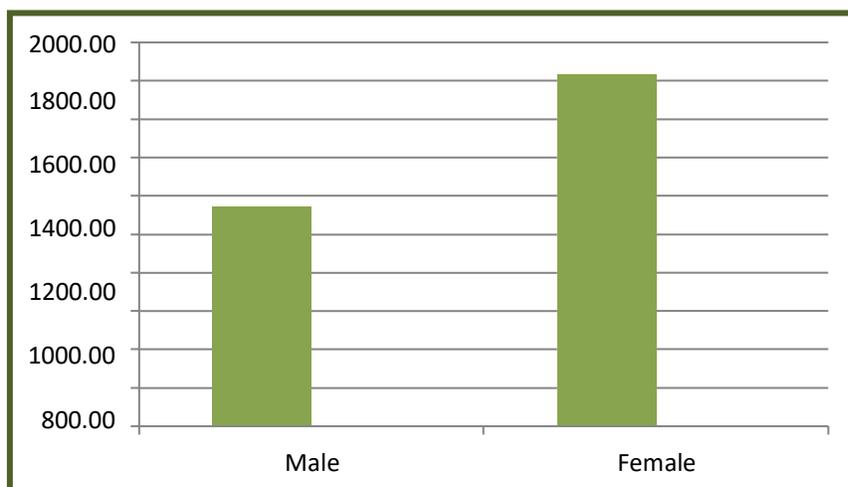
Fig7:Numbers of students those who are availing different scholarships

4. 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 ofindividual'sself-realisationwithinasociety,acceptanceandrecognitionofone'spotentialbysocialinstitutions, 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.

Academic Year	Gen	SC	ST	OBC-A	OBC-B	M.S.	Total
2022-2023	280	280	83	52	154	6	855

Table 6: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.

Academic Year	Gen	SC	ST	OBC-A	OBC-B	M.S.	Total
2022-2023	117	74	24	14	72	16	317

Table7: Social Composition in Science

The above tables show 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 thefaculty of Science is noticeable. The opening up of new Departments in the Faculty of Science could be attributed to this positive trend. But unfortunately no foreign student has taken admission in the academic session under discussion.
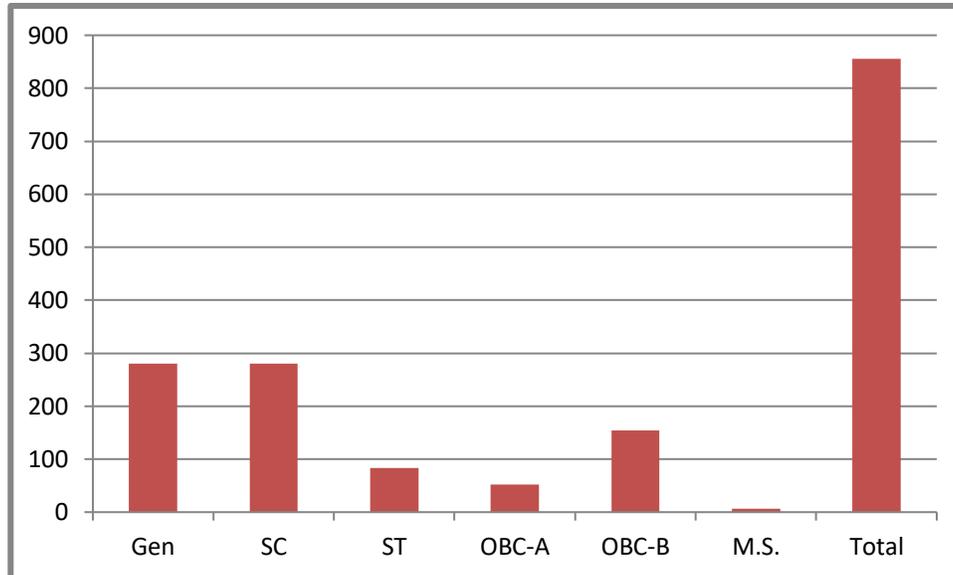
Fig8: Social Composition Trend in Arts, Commerce, Law
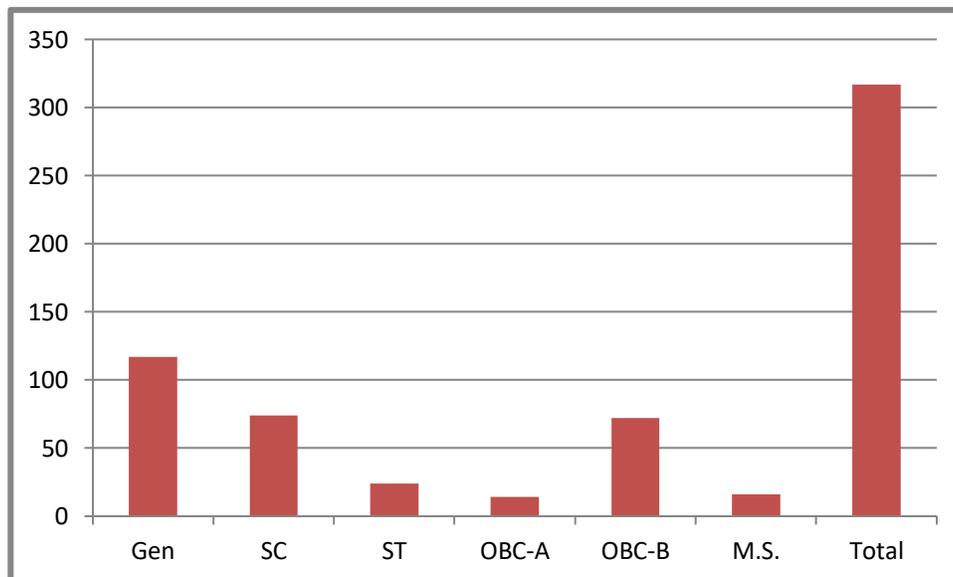
Fig9: Social Composition Trend in Science

The above figures show the general trend in the admission taken in the Faculty of Arts, Commerce and LawandintheFacultyofSciencebythewomenstudentsofdifferentcategories 2021-2022 academic session.

5. Gender balance among the Employees

Category	Natureof Service	Female	Male	Total	Percentageof Female
Officer	Permanent	6	33	39	**15.4**
	Contractual	1	5	6	**16.7**

Group-C	Permanent	19	109	128	**14.8**
	Contractual	8	41	49	**16.3**
Group-D	Permanent	16	108	124	**12.9**
	Contractual	0	24	24	**0**
Teachers Permanent	Arts,Com& Law	30	69	99	**30.3**
	Science	14	76	86	**16.3**
Teacher Contractual	Arts,Com& Law	16	14	30	**53.3**
	Science	3	8	11	**27.3**

Table 8: Gender balance among the Employees
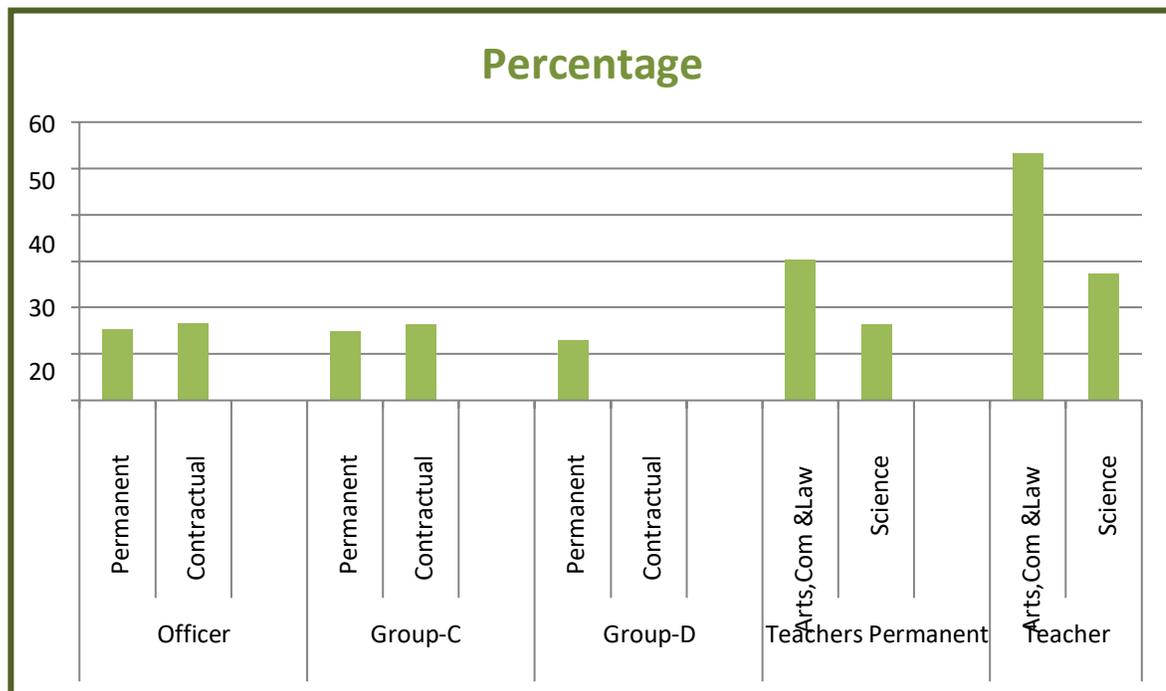
Fig10: NBU Employee Gender Profile

The above figure projects the combined gender profile of the employees of the University. Theprojectionincludesallcategoriesofemployees,teachingandnon-teachingemployeesoftheUniversity.
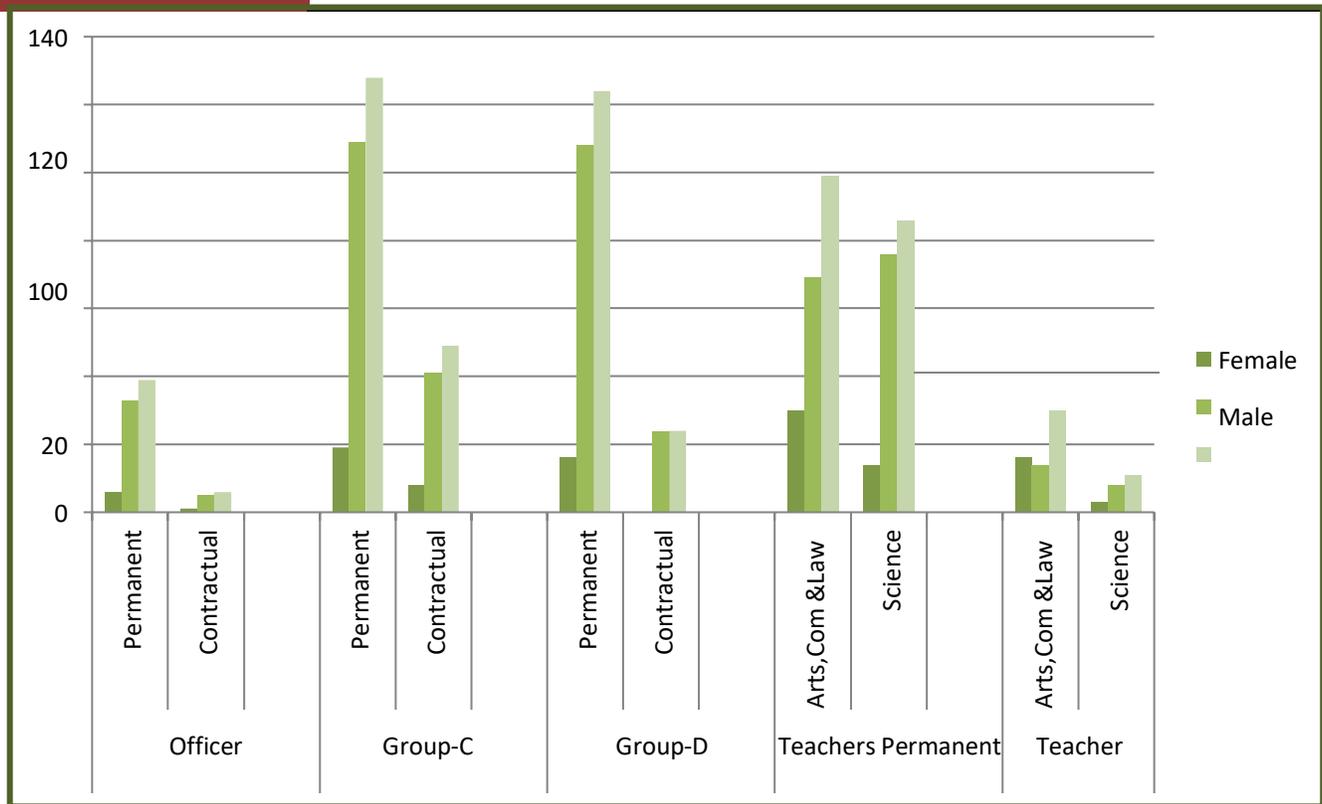
Fig11:Gender and Category Segregated Profile

Fig 11 indicates the Gender and Category segregated profile of the employees of the University.The highestrate of women is employed only in the teacher (permanent). The highest gender gap is found in the category ofGroup C (highin permanentcategory).However,barringteacher(contractual)and Officers (Contractual)category, gender gap is visible in all segments, total percentage of employment crossing not even 30%. Thereare at present strength of 226 faculties (permanent and contractual inclusive) out of which 63 are women. However the Science Departments do not have a good gender balance as there are many departments which donot have any lady faculty. Only two lady professors are there in science block which is definitely a threat togender balance. The University has a total number of a total of 49 Officers post out of which 10 are vacant. There are 07 women officers (01 contractual) . If we consider the previous scenario of our institution then wecan conclude that number of contractual teachers and permanent lady officers have remarkably increased. However, the percentage of permanent male faculty is around 70% and the same for female is around 30%,whichindicates"GlassCeilingEffect".If we consider officer category, Group C and Group D employees then in those cases also percentage employees are astonishingly very low, which should be enhanced in near/ farfuture to promote gender balance. There area total of 325 employees out of which only 43 are women whichmeans only 13.23%.In the Group D category the percentage of women is abysmally low, this is only 12.9%,with nowoman staff in the Contractual category.There is a skewed gender balancein all the categories noteven reaching 30% except the category of contractual teachers. In the higher levels of authority (officers) the percentage is only 15.55% whereas the balance is even more skewed at the GroupC and GroupD employees category. Another notable point is the rising number of Contractual faculty of whom a sizeable segment (53.3%) is 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 decision makingbodiesisdefinitelyamatterofseriousdoubt.Presentlythecontractualemployeesdonotenjoycareeradvancement   leave similar to the ones enjoyed by the permanent faculty. Therefore, the University authority needs to give a serious thought to the emerging gender imbalancescenario.

Department	Professor			AssociateProfessor			AssistantProfessor		
	female	male	%	female	male	%	female	male	%
Physics	0	6		0	2		1	2	
Chemistry	0	6		0	3		0	7	
Mathematics	0	2		0	1		1	7	
Geography	0	2		1	1		1	3	
Botany	0	4		0	1		0	2	
Zoology	0	3		0	1		0	2	
ComputerScience	0	0		0	2		1	4	
Anthropology	0	2		0	0		2	0	
Biotechnology	2	1		0	0		0	2	
Pharmaceuticaltech	0	0		0	1		0	2	
Foodtech	0	0		0	0		1	1	
Microbiology	0	0		0	0		1	1	
Teascience	0	0		1	0		1	1	
Geology	0	0		0	1		0	1	
Bio-Informaties	0	0		0	1		1	1	
Total	2	26	7.14	2	14	12.5	10	36	21.73

Table 9. Gender balance among the Teaching Faculty among Science (Rank wise breakup)

Mentor and sponsorship programs provide connections between senior leaders and other staff members to facilitate professional development. Mentor programs entail the exchange of advice, perspective and guidancebetweenmentorandmentee.Sponsorshipprogramsrequirematchinghighpotentialemployeeswithexecutives   who have decision making authority and can provide access to opportunities such as experiential learning assignments and make personal recommendations. Effectiveness of such programs is contingent on both genders participating in the process, with research indicating that male sponsors and mentors are equally important as female sponsors and mentors in supporting leadership development. Establishing a women's leadership network provides an opportunity to build a mutually supportive network with colleagues to meet formally or informally to discuss initiatives and challenges, share ideas and personal stories of leadership as well as opportunities to connect on a social level. Such networks may also include male representatives to build understanding of the importance of gender equity in the workplace rather than create segregation.

Department	Professor	AssociateProfessor	AssistantProfessor

	female	male	%	female	male	%	female	male	%
English	1	2		0	2		2	3	
Bengali	1	2		0	0		3	3	
History	0	0		1	2		4	0	
Economics	1	1		1	2		0	4	
PoliticalScience	1	2		0	1		2	2	
Philosophy	0	6		1	0		1	2	
Commerce	0	4		1	2		1	2	
Sociology	1	1		0	0		1	0	
Nepali	0	2		0	1		1	1	
Law	0	1		0	1		2	0	
BLIS	0	1		0	0		0	2	
CHS	1	2		0	0		0	2	
Hindi	1	1		0	0		0	1	
DLLE	0	0		0	1		0	0	
Management	0	0		0	0		0	2	
HRDC	0	1		0	1		0	1	
MassComm	0	0		0	0		0	2	
Education	0	0		0	0		1	1	
Sanskrit	0	0		0	0		1	2	
Total	7	26	21.21	4	13	23.52	19	30	38.77

Table10.Gender balance among the Teaching Faculty among Arts, Commerce and law(Rank wise breakup)
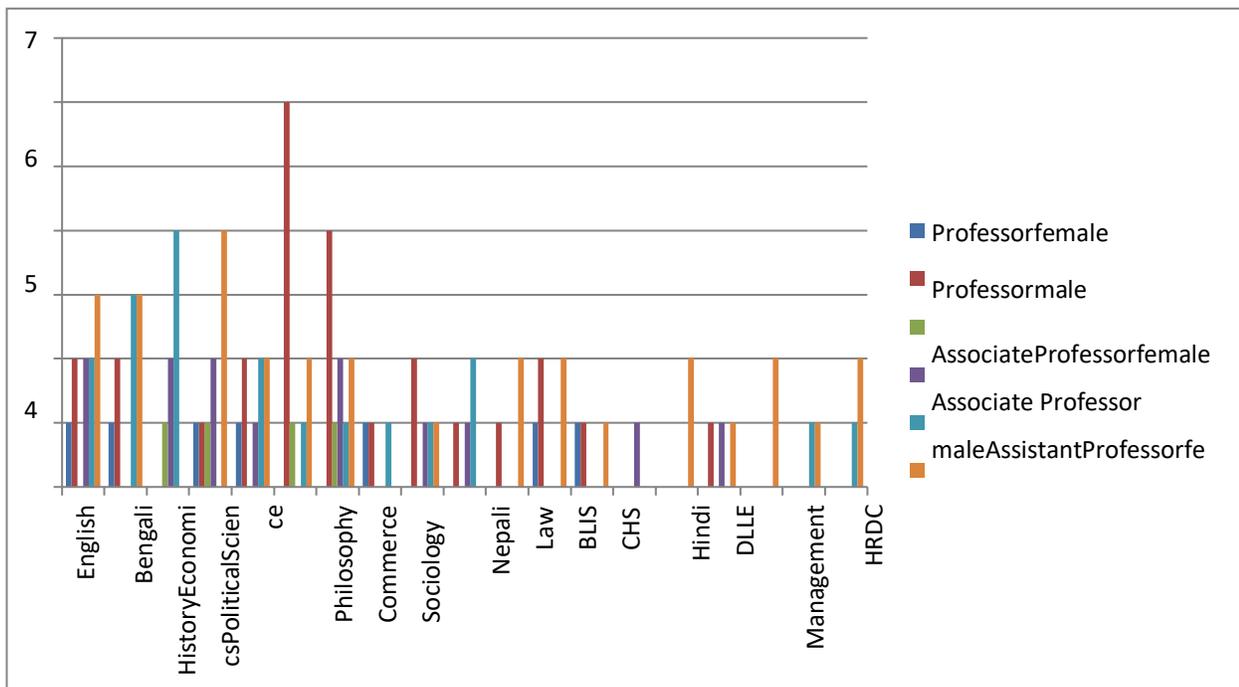
Fig12: Gender&RankwiseprofileinFacultyofArts,Commerce& Law(Rankwisebreakup)
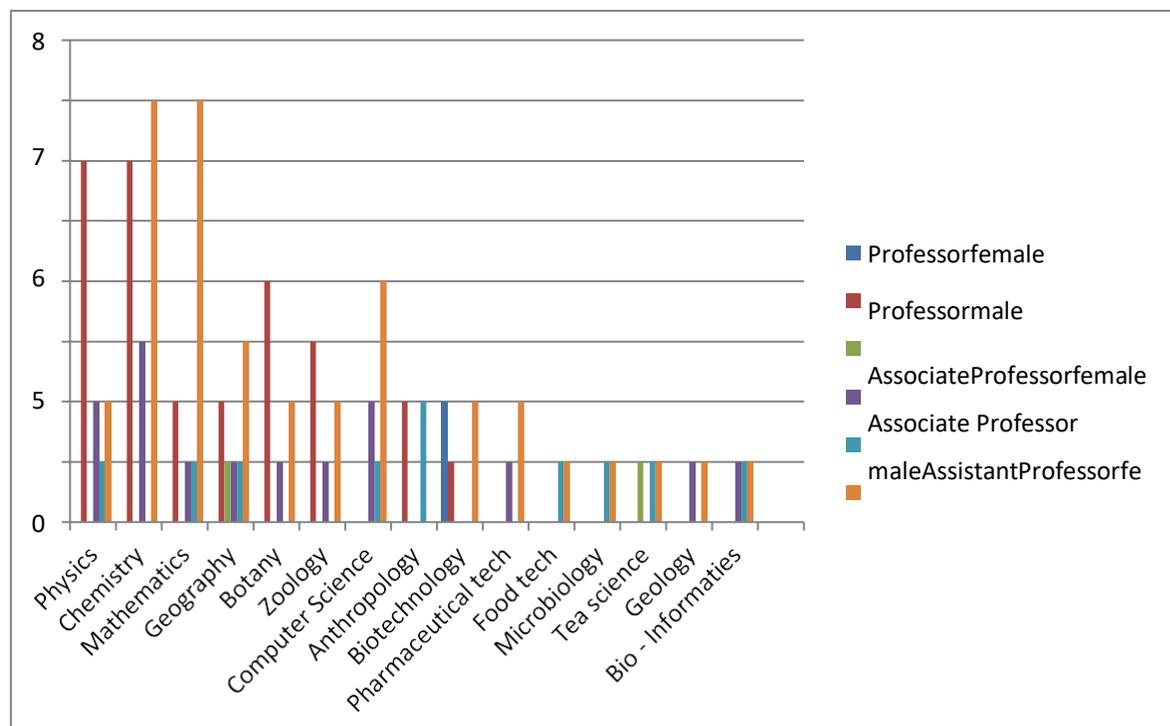
Fig13:Gender&RankProfileofFacultyinScience(Rankwisebreakup)

The above figures indicate that at present the gender picture doesn"t show much promise in terms ofthe numberof women holding professorial rank. The balance is favorable for the Arts faculty but thereare many women faculties in the Associate professor cadre especially in the Science faculty thatindicates that within the next three years the University is going to see more women from the Sciencefaculty occupy decision making positions. However, for a major change to take there is a need to fillup more posts keeping the gender balance in mind. A gleam of light is there when we look at theAssistantprofessorcadrewhereintheArts, Commerce and lawitis around 38.77 % , but inprofessor level it is only 21.21%. Similarly, in case of Science Block the percentages are 21.73% and7.14% respectively. Another alarming issue is that, 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 atthe time of the writing of the reporthad two lady faculties.As the Headship isrotationalandthetermoftheDepartmentisfixedtooneyearandahugenumberofteacher(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 virtueofherpositionis amemberofthe ExecutiveCouncil.

As the headship in the Department rotates, at present, 09 out of 33 teaching Departments are headed by womenfaculty. Apart from that the HRDC is headed by a lady faculty as well as the Centre for Women's Studies is alsoheaded by a lady faculty. Moreover, the Medical Officeris also a lady doctor.The Scientific Officer is also alady 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,themajordecisionmakingofficesareoccupiedbymen. The Principal Secretary of UG Council was entrusted with the additional charge of Registrar for the first time in the 60 years of history of this university. This is obviously an example of breaking the barrier of glass ceiling.

5. **Gender and category wise balance in Hostels (with gender and category wise distribution):**

Sarojini Hostel

Course	Year	Female	Total	SC	ST	OBC A	OBC B	PH	GEN
MA/ M.Sc./M.Com	2022-2023	118	118	53	08	09	28	00	20

Table 11: Category wise distribution for Sarojini Hostel

Purneswari Hostel

Course	Year	Female	Total	SC	ST	OBC A	OBC B	PH	GEN
MA/ M.Sc./M.Com	2022-2023	80	80	33	04	07	16	0	20

Table 12: Category wise distribution for Purneswari Hostel

Nivedita Girls' Hostel

Course	Year	Total	SC	ST	OBC A	OBC B	GEN
Masters	2022-2023	112	36	11	21	18	26

Table 13: Category wise distribution for Nivedita Girls' Hostel

Rani Bhawani Hostel

Course	Year	Total	SC	ST	OBC A	OBC B	GEN
Masters	2022-2023	154	64	15	10	33	32

Table 14: Category wise distribution for Rani Bhawani Hostel

Champala Girls' Hostel

Course	Year	Total	SC	ST	OBC A	OBC B	GEN
Masters	2022-2023	51	13	6	6	14	12

Table 15: Category wise distribution for Champala Girls' Hostel

NBU PG Boys' Hostel (Including Ram Krishna and Vivekananda Hall of Residence)

Course	Year	Male	Total	SC	ST	OBC A	OBC B	PH	GEN
MA/ M.Sc./M.Com	2022-2023	167	167	70	4	27	31	0	35

Table 16: Category wise distribution for PG Bpys' Hostel

NBU Law Hostel (Boys')

Course	Year	Total	SC	ST	OBC A	OBC B	GEN
LL.B. (H) & LL. M.	2022-2023	25	08	03	02	02	10

Table 17: Category wise distribution for Law Hostel (Boys') Hostel

NBU Law Hostel (Girls')

Course	Year	Total	SC	ST	OBC A	OBC B	GEN
LL.B. (H) & LL. M.	2022-2023	16	02	01	05	01	07

Table 18: Category wise distribution for Law Hostel (Girls') Hostel

Research Scholars (Male)

Course	Year	Male	Total	SC	ST	OBC A	OBC B	PH	GEN
MA/ M.Sc./M.Com	2022-2023	38	38	08	03	06	10	01	10

Table 19: Category wise distribution for Rs Hostel (Boys') Hostel

Research Scholars (Female)

Course	Year	Female	Total	SC	ST	OBC A	OBC B	PH	GEN
MA/ M.Sc./M.Com	2022-2023	33		09	10	03	04	00	07

Table 20: Category wise distribution for Rs Hostel (Girls') Hostel

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 . There is a minor gap between the applied candidates and theaccommodatedcandidates.SimilarlyintheRSwomen‟shostelthescenarioisquitesimilar.Thereisa 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.

CHAPTER-5

INTERNAL COMPLAINTS COMMITTEE

The Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act was enacted by the Parliament in 2013 and came into effect on December 9, 2013. The Act was a culmination of nearly two decades of law reform efforts to enact a law to deal with cases of sexual harassment in the workplace. Sexual harassment includes unwelcome sexually tinted behaviour, whether directly or by implication, such as physical contact and advances, demand or request for sexual favours, making sexually coloured remarks, showing pornography, or any other unwelcome physical, verbal or non-verbal conduct of a sexual nature. Some of the other things covered within the definition of sexual harassment include eve-teasing, unsavoury remarks, jokes causing or likely to cause awkwardness or embarrassment, innuendos and taunts, gender-based insults or sexist remarks, unwelcome sexual overtone.

To comply with the provisions of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions"s) Regulations, 2015, the University of North Bengal has established an Internal Complaints Committee.

Since the year 2018 the Sexual Harassment Redressal Cell of the University is functioning as the Internal Complaints Committee. The Committee aims at being a link between the students, teachers and the University administration. It aims at creating a healthy and safe atmosphere for students, teachers and other employees of the University while also actively seeking to address issues related to gender discrimination or harassment or other discrepancies related to gender at the campus, as and when it emerges. It acknowledges that despite the best of efforts in creating gender awareness there may be situations where individual or groups might show concern towards behaviourial patterns of others or may have suggestions for improving gender sensitized practices in the University. The Committee promotes timely and transparent resolution of these issues and suggestions discreetly.

The ICC aims to prevent and prohibit sexual harassment, ensuring a healthy and safe environment and creating a gender-sensitised campus. The ICC works towards women's right to protection against sexual harassment andpromotes a social, physical, and psychological environment that will raise awareness about and deter acts of sexual harassment of women; to organise gender sensitisation programmes; and, to deal with cases of discrimination and sexual harassment against women, in a time-bound manner.

While the POSH Act, as of now, applies only to the complaints of women in the corporate sector, UGC and AICTE Regulations are gender-neutral so far as students are concerned. The University has zero tolerance towards any form of

sexual harassment. Even male, trans-sexual, or third-gender students can also file a complaint under these regulations in case they face sexual harassment in the institution.

OBJECTIVES of ICC:

- To create awareness about the Act among all employees.
- To provide and promote a safe workplace for all the women working in this Institution and to extend the applicability of the provisions of the Act to all employees of the University ensuring them social, physical, and psychological support.
- To prohibit the unwelcome behaviour that constitutes workplace sexual harassment or acts amounting to sexual harassment of any employee
- To ensure that all individuals are treated with equal respect and no discriminatory treatment is meted out to anyone on grounds of gender alone
- To provide an unbiased yet empathetic redress process
- To provide assistance in case an employee or student chooses to file a complaint with the police;
- To provide mechanism of dispute redressal and dialogue to anticipate and address issues through just and fair conciliation without undermining the complainant's rights and minimise the need for purely punitive approaches that lead to further resentment, alienation, or violence:

Redressal

To handle the complaint of sexual harassment, the University of North Bengal has constituted an ICC, the composition of this committee is as follows:

https://www.nbu.ac.in/std/Sexual_harassment.aspx

Awareness Programme organised by ICC

The ICC Cell organised a Gender Champion Competition on 03.06.2022 to promote gender sensitized environment for the students and staff of the University.

Fig 14. Gender Champion Competition on 03.06.2022

CHAPTER- 6

GLIMPSES OF GENDER SENTIVE INITIATIVES WITHIN THE CAMPUS

INTRODUCTION

Gender sensitizing is a mode of impacting change in conventional behavioral practices towards gender types and inculcating empathy towards those who lie outside the normative understanding of gender. It helps people to become aware of their personal attitudes and beliefs, and question normative understanding of everyday lives. The need for this sensitivity has been felt and realised through times immemorial and in almost all kinds of human existence,acrosstheglobe.It is not only necessary to initiate change but it is also necessary to adapt to changes in order to better serve a community that is evolving with every passing day. As a catalyst for change, education has been considered as having a significant scope for impacting transformation in society.

Educational spaces have the potential to inculcate a world view for perceiving society differently. Instilling positive thoughts for changing gender perception can bring the future generations outside the static conventions of gender and also question the need and functionality of traditional, age old practices that are derogatory and discrimination. Educational spaces can create scope for questioning these practices, thereby paving way for new and change to evolve. Campuses can be sensitized towards gender issues through various activities like open participation in debates, discussions, seminars, theatrical performances, incorporating changes in syllabi, initiating open discussion in classroom spaces and the like. Thus there is a significant role to be played by gender sensitizing cells, gender sensitization committees and redressal forums, incorporation of compulsory courses in the syllabus on gender sensitization at all levels, organization of counseling or medical guidance sessions and so on.

To promote a gender-just society, the University of North Bengal is committed to ensuring equality and values humanism. The institution encourages students to ensure gender justice to internalize energy and vitality for a collective sense of purpose, comradeship, and social solidarity. It is a matter of great satisfaction and pride that the University has grown not only in size but has also catered to the needs of society for higher education and high social values. The Institution strives to provide an environment for the emancipation of unity in diversity, stimulating the spirit of fraternity and harmony, culminating into a gender-neutral society. The University thrives on promoting gender equality ensuring a conducive environment for the students and the staff members. To attain this goal, various departments have taken initiatives through a plethora of activities that aim towards a gender-neutral campus that is summarised below:

ROLE OF THE DEPARTMENTS

Courses in Syllabus

Acknowledging the absolute necessity of gender sensitization programmes within the campus as well as in knowledge producing systems, various initiatives have been taken within the campus in the present times. There is a Women's Studies Department at the University where the subject has been taught from interdisciplinary point of view. All aspects of gender studies like feminism, Women's Law, Counseling , Women and Mental Health, Women's Developmental issues, Violence against women has been incorporated in the syllabus. Apart from it 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.Gand Research programme level. Students have shown their interest in taking up these courses and thereby creating a vibrant ambience of knowledge dissemination and discussion on gender based issues. Students from all walks of life participate in these discussions and take up these courses bringing in their personal experiences as part of the process of understanding gender. The prejudice that feminism is for the female only has also been broken down so that both male and female have taken admission in the Women's Studies Department as well as actively participate in the various programmes conducted by various departments on gender on gender-based issues. This 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, although there are a large number of women students and research scholars involved there. However, from the academic session 2022-23 students from all streams including science can pursue P G in Women's Studies.

Gender-based Curriculum

Gender forms a critical component of the curriculum of a large number of undergraduate programs being offered by the college. This gives the students a nuanced understanding of Gender, Gendered inequality, Caste and Gender, Women's Movement, etc.

The **Department of Women's Studies** caters to such developmental needs of the students through academic research and teaching programs with an ultimate policy focus. The Department has introduced M A in Women's Studies from the

academic session 2021-22, where along with the papers on specifically Feminism, Women's Studies in order to develop the skill as well as employability among the students the department offers the papers like Counselling, Women and Mental Health, Women's Law, Community Development and Gender, Gender and Media etc . Further, apart from the P G Courses, to generate academic interest amongst the young generation towards Women's Studies and make them aware of gender issues, the Department also organises different short-term **Certificate Courses** on various women's issues along with its regular activities like Research works, Publications, Seminar, Workshop, Sensitization and Awareness programmes on gender issues at various level including the women from the grass roots.

The **Department of Sociology** offers papers such as Sociology of India, Gender Sensitization, Social Stratification, Socialization, Community Association etc. Also, it sends students to the community and neighborhood to give them a better understanding of the ever-changing gender relations.

The **Department of Law** offers a wide variety of subjects like Constitutional Law of India, Family law, Public International Law, Private International, Human Rights, Citizenship and Emigration Laws, Humanitarian and Refugee Law, and Gender Justice, empowering the students to uphold justice and contribute to societal improvements. The **Centre of Clinical Legal Aid** of the Department works throughout the year in conducting outreach programmes in various schools and annual legal awareness camps and also provides legal assistance to underprivileged and vulnerable community members. It also actively supervises the practical training programmes of the Law students, which is mandatory under the Bar Council of India Rules. A total of 366 participants were present in the Programme.

The **Department of Political Science** offers subjects like Women in Politics that introduce the students to the Schools of Feminism and the role of gender in the participation of women in politics. Human Rights is another subject that gives a basic understanding of the different generations of Human Rights, helping the students to apply the knowledge to human rights issues and violations.

Gender Awareness Campaigns and Workshops

The Department of Women's Studies regularly organizes various programmes like seminar, workshop, sensitization & awareness programme, training programme on Gender issues for the students, faculties and staff to create a gender friendly environment withinthecampus.ApartfromitTheDepartmentofLaw, theDepartmentofPoliticalScience, the Department of Historyhavealso organized Workshops and Seminars, both International and National. The CWS as well as

other Departments have organized Seminars and conferences regularly on gender based issues both within the campus and also in collaboration with other institutes and colleges in the region.The HRDC has also conducted several refresher programmes on Women's issues and problems.

Following are the glimpses of initiatives taken by different Departments and units of the University to promote gender equality within the campus-

Seminars and Workshops to promote Gender Equality

The Department of Women's Studies apart from its regular academic activities organizes various programmes on Gender issues like awareness and Sensitisation Workshops/programmes,Special Lecture for the students within the campus as well as for the grassroot people. The department also collaborates with various Govt. and Non Govt organizations, NGOs and organize extension and outreach activities to raise awareness on issues like gender based violence, Trafficking, Domestic violence,dowry etc. in entire the region.

Fig 15.   The Department of Women's Studies organised a programme for the students   on "Information sessionon bringing women economic empowerment" on 04.11.2022 in in collaboration with *Academy for Women Entrepreneurs(AWE) US Consulate***, Kolkata to develop interest towards the Entrepreneurship. The department also observe the International Women's Day every year and organize various programmes.**

SPECIAL LECTURE-
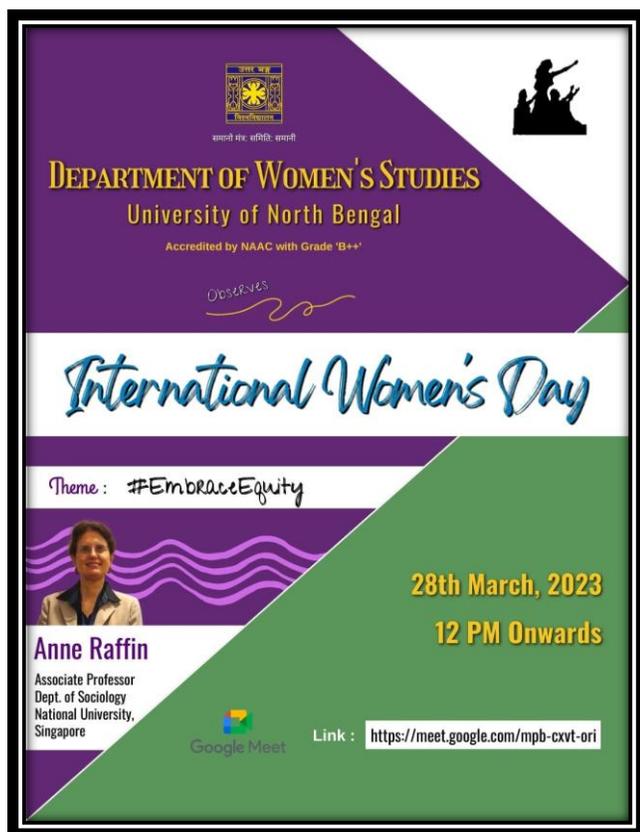
Fig 16. (a) and (b) INTERNATIONAL WOMEN'S DAY-SPECIAL LECTURE BY ANNE RAFFIN on 28th March, 2023.
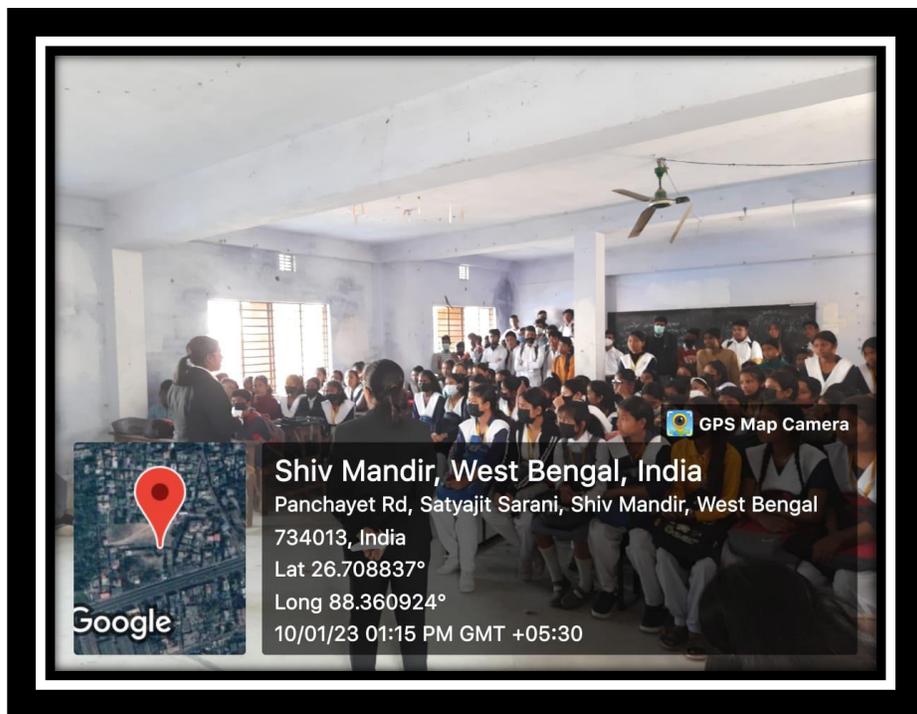
Fig 17. The Centre of Clinical Legal Aid established by the Department of Law, organised a Workshop on Legal Awareness at Nara Singha Vidyapith, Shivmandir on 10/01/23.

Fig 18. Legal Awareness Camp on the Rights of Women and Children in collaboration with the NGO Balason Society for Improved Environment held on 18th March,2023

- *Activities of NSS*

The entire program of the NSS Team of the University revolves around the students, wherein the NSS volunteers put the students in a single thread to implement services towards nation-building. Within the campus, the team organises various programmes giving equal opportunities to the students to represent themselves. It also collaborates with its affiliated colleges to reach out to the vulnerable section of the population and to work for them. The NSS has played an instrumental role in ensuring a gender-neutral society through its various outreach programmes.

Fig 19. Legal Awareness Programme on LGBTQIA+ Rights held on 03.06.22.

- *The SC/ ST Cell*

The University established an S.C. S.T. Cell that concentrates on the welfare of the SC and ST students and staff members. The Cell is crucial in addressing historical injustices and promoting social equality. The objective of this Cell is to monitor the guidelines laid down by the Ministry of Human Resource Development, the University Grants Commission, and the Government of West Bengal from time to time and ensure the effective implementation of the reservation policies with regard to admission in various courses, accommodation in hostels, allotment of quarters in the university, appointments to the teaching and non-teaching posts, scholarship, stipends, etc. for the reserved categories irrespective of their gender.

- *Scholarship Programmes*

To promote higher education and to encourage female students to pursue higher education, the University offers various Scholarship programmes, Post-Graduate Indira Gandhi Scholarship for Single Girl Child,

Aikyashree Scholarship, Swami Vivekananda Scholarship, Oasis Scholarship and various other scholarship programmes in compliance with the policies of the central and the State Governments.

- ## *The Internal Complaints Committee*

The University has a dedicated Internal Complaint Committee (I.C.C.) on lines of the Vishakha guidelines and U.G.C. Regulation. It handles the complaints related to sexual harassment at college from individuals irrespective of their sexual identities through the University's online portal.

Fig 20. The ICC Cell organised a Gender Champion Competition on 03.06.2022 to promote gender sensitized environment for the students and staff of the University.

Grievance Cell

With the objective of timely redressal of complaints, a special Grievance Redressal Cell is established to address grievances of the students that is functional 24/7 to help the students seeking assistance.

- ## *Anti Ragging Cell*

For building and preserving a Culture of a Ragging Free Environment on the University Campus, the Anti-Ragging Committee has constituted the Anti-Ragging Squad that works under the Supervision of the Anti-Ragging Committee and engages in the works of checking places like Hostels, Buses, Canteens, Classrooms, and other places of student congregation, for any incidences of Ragging. It educates the students at large in the University about the menace of ragging and related punishment provisions. The Ragging Committee designs strategies and action plans for curbing the menace of ragging in the Departments of the University by adopting various activities.Complaints of ragging may be made to the Nodal Officer, Registrar, University of North Bengal

regnbu@nbu.ac.in/regnbu@sancharnet.in

- ## *University Sports Board*

Gender equality is given prime importance and equal opportunities are provided in sports, cultural, curricular and co-curricular events organized in and outside the campus. The University Sports Board gives an array of opportunities to the students to undertake various activities that foster physical and mental development besides creating harmony in society. It orgnises inter-collegiate sports and games amongst the students of the university, colleges, and institutions affiliated to the University.It encourages women to participate in the Inter-University tournaments organised by A.I.U in different sports and games through selection trials and coaching camps.

- ## *University Health Centre*

The Health Centre of the University provides an array of facilities, including OPD services. and emergency on-call services, doctor consultation (General physician, eye, pediatrics, gynecology, pathology, and dentistry), medicines, emergency management with referral services to the higher centres if needed, and laboratory services. Considering the basic healthcare facilities, the Medical Officer acts as a liaison between the State Health Service and the University to provide preventive and to promote health services to the students and staff and carry on the National Health Programmes inside the campus as applicable. Periodical IEC materials are provided to the students both online and offline and awareness programmes are held to promote health awareness among women in particular.

- ## *Students Service Centre (SSC) / Stress Management Cell*

The Students Service Centre (SSC) of the University of North Bengal has been constituted as per the guidelines of the Ministry of Human Resource Development and University Grants Commission to take care of the student's mental health and address their tension and anxiety related to studies, career and health ensuring an equitable environment for the students.

- ## *Human Resource Development Centre*

The University UGC-Human Resource Development Centre, University of North Bengal (UGC-HRDC, NBU) through its various Refresher Courses, Orientation Programmes, and Workshops, has initiated inter-University research collaboration and outreach programs with a vision to transform the Centre as a multi-disciplinary center for training, research, and extension activities and provide a conducive environment for the students for their all-round development. It also implements the reservation criteria for selecting participants in the programmes/courses organised as part of the broader principle of social inclusion. It has organised various programmes empowering women and ensuring an equitable society.

- *Watch and Ward Department*

University has an active Watch and Ward Department that provides safety and security round the clock, covering a vast land area throughout the campus, including 6 Girls' Hostels and 6 Boys' Hostels, and also covering a large number of residential accommodations, Guest Houses, Departments, Buildings and a Museum with valuable and rare items. The bus services cater to university students, research scholars, staff, and faculty members, especially connecting with airport and railway stations. The Watch & Ward Department provides 24-hour' services. It keeps a close watch on the campus through its well-equipped CCTV Network System to ensure safety and security, especially for women, and to prevent untoward incidents within the campus. An evening bus facility for the students and Research Scholars has been introduced to ensure safe commute.

- *CCTV Surveillance*

A sophisticated, intelligent IP-based CCTV Surveillance system has been installed at every geographical corner of the University campus. A total No of 200+ cameras are in operation 24x7, and live feeds are being monitored from a central control facility under the supervision of the University Watch and Ward department to ensure a safe environment in and around the campus to women students and staff members.

Basic Facilities For Women-

Basic Facilities for Women, UGC Merged Scheme offers women a recreational Centre on the campus. The Scheme includes two rooms dedicated to female students and female teachers for the purpose of refreshment and recreation. The rooms include basic facilities like a sick bed, First- Aid box, refrigerator, water filter, television, computers, mirrors, and sports items used by the female students of the various departments.

CHAPTER- 7

BEST PRACTICES AND THE WAY FORWARD

INTRODUCTION

Through the Gender audit conducted it can be indicated that students, faculties and staff of the University feel that the campus is generally gender sensitive. However, some female students have felt that they have often been barred from their freedom owing to conventional ideas of protection, respect of community and honour traditionally associated with women. Sensitivity to the dignity of the individual irrespective of any category—sexual/religious/gender/linguistic/caste is something that the respondents have stressed on.

In the present time when pressures related to life style, ambition, expectation, awareness related to rights have increased, interfaces between genders, male, female and those who lie outside the normative idea of gender, often lead to conflict as stereotypical ideas of power, culture, dos and donts mostly rule society. An educational institution can play a pioneering role in breaking down the hegemonic practices of power which have impacted the way we deal with gender as a social and cultural construction. There is a need to increase awareness related to safe relationships, safe boundaries, and consent. It is also important to create sensitization regarding violence, abuse and harassment so that when it happens to an individual she/he may be able to recognize it and seek redress. 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 ego emerges in the form of either harassers or benevolent protectors. This needs to be addressed within the institution by the author it in order to realize the goals of the University itself.

BEST PRACTICES

The University authority has always encourages and maintain a gender friendly environment within the campus. Following practices may consider as the best practices of the University-

1. The University has maintained a gender segregated data in most categories, especially those related to students which is a good practice.

2. TheUniversityauthorityhassupportedseminarsandworkshopsconductedby various departments of the University and also in collaboration with other institutes and colleges.

3. TheUniversityhasregularlysupportedwomenemployeesintermsofgrantingthemmaternityleaveand child care leave.

4. The University has an Internal Complaints Committee which is very active.

5. Thegeneralenvironmentisgenderfriendlyasnocaseofdiscriminationemergedfromthesurveyquestionnairecirculatedamongthe students and staff.

6. The students' survey indicate the presence of dedicated, easily approachable faculty members who aid the students, as a result of which the respondents feel no barriers towards their psychological, social, cultural and educational progress. The survey indicates a gender friendly environment within the classrooms.

7. The Mentoring system followed within the Departments has helped in making the environment enabling to progression in higher education.

8. TheUniversityhasputupDisplayBoardswherethecontactofficialsoftheAnti-RaggingCommitteearegiven.

9. TheUniversityadministrationgivesfirstprioritytothestudentscholarshipsthatareavailedbythestudents which immensely help women scholars and students coming from socially and economically marginalized sections of society.

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.

FORTHEADMINISTRATION

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. Similar is the case of the Officers and Staff. The University should pay careful attention in its recruitment policy for ensuring gender balance.

3. All the Departments should been courage to maintain a gender segregated data.

FINANCE AND DEPARTMENTs

1.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 as and when required.

2.The Finance Branch should also maintain a gender Segregated 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 form. Segregated form.

GENDER SENSITIVE FACILITIES

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. Counselor needs to be recruited to handle the stress and anxiety often faced by many associated with the University.

5. The infrastructure as well as the facilities at the Unit for Basic facilities for Women should be strengthen.

6. There should be a club/community hall with recreational as well as gymnasium facilities exclusively for women faculties and staff.

Endnotes

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APPENDIX

Annexure-I

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

B6.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?

B7.Who is always included in decision-making? Is this selection related to functions, hierarchical

position or other factors? What other factors?

B8.Do men and women participate equally in decision-making?

B9.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 targetsto monitor gender mainstreaming incorporated into monitoring frameworks/mechanismssystematically?

U8   How are the responsibilities for gender mainstreaming shared at different levels in the workunit?

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 equalityin 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 documentsand 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/programmeson 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,Culturalviews,Pastexperience,Negativeexperience,Ignorance,Culturaldifferences,Peerpressure,Familyviews,Fe
ars, 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 a student 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

yourDepartment/courses? Yes NoIf no, cite examples:

8. Educational materials and textbooks:

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

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

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

9. Are you aware of the student grievance procedure for discriminationbased 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?

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