



GENDER AUDIT REPORT

Internal Quality Assurance Cell



VYASAVIHAR
BALASORE-756089
NOVEMBER-2021

<http://www.fmuniversity.nic.in>

Achieving gender equality requires the engagement of women and men, girls and boys.
It is everyone's responsibility.

BAN KI MOON



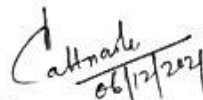
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PREFACE

"GENDER EQUALITY, EQUALITY BETWEEN MEN AND WOMEN DOES NOT MEAN THAT WOMEN AND MEN HAVE TO BECOME THE SAME, BUT THAT THEIR RIGHTS, RESPONSIBILITIES AND OPPORTUNITIES WILL NOT DEPEND ON WHETHER THEY ARE BORN MALE OR FEMALE. GENDER EQUITY MEANS FAIRNESS OF TREATMENT FOR MEN AND WOMEN ACCORDING TO THEIR RESPECTIVE NEEDS. THIS MAY INCLUDE EQUAL TREATMENT OR TREATMENT THAT IS DIFFERENT BUT WHICH IS CONSIDERED EQUIVALENT IN TERMS OF RIGHTS, BENEFITS, OBLIGATIONS AND OPPORTUNITIES." UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO).

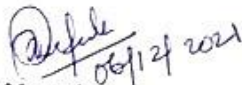
GENDER EQUITY MEANS FAIRNESS OF TREATMENT FOR MEN AND WOMEN, ACCORDING TO THEIR RESPECTIVE NEEDS. GENDER EQUITY IS A GLOBAL ISSUE, AND DISCUSSION ON WOMEN'S EMANCIPATION AND HER RIGHTS ARE AT THE FOREFRONT OF MANY WORLDWIDE FORMAL AND INFORMAL CAMPAIGNS. AS THE AWARENESS OF GENDER ISSUES INCREASES, WOMEN SPONTANEOUSLY TAKE ACTION AGAINST WOMEN OPPRESSION AND EXPLOITATIONS. GENDER AWARENESS ALLOWS WOMEN TO MOVE BEYOND OTHER CONVENTIONAL GENDER STEREOTYPES AND RIGID GENDER ROLE DEFINITIONS. THE GENDER AUDIT IS CONDUCTED TO IDENTIFY WAYS TO MAKE UNIVERSITY CAMPUS SAFER FOR WOMEN. THE AUDIT PROCESS INVOLVED CHOOSING SITES TO BE AUDITED, SELECTING THE PARTICIPANT, ORIENTATION OF THE PARTICIPANTS, PREPARING THE CHECKLIST AND THE WALK-ABOUT, WRITING DOWN THE FEELINGS AND SHARING THE RESULTS WITH VICE CHANCELLOR FOR IMPLEMENTATION OF THE RECOMMENDATIONS.


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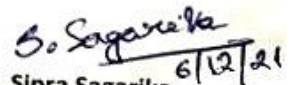
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Chapter-1

Introduction to the University

The Fakir Mohan University, Vyasa Vihar, Balasore was established by the Government of Odisha, under Section 32 of the Odisha Universities Act, 1989 (Act 5 of 1989) and it was notified vide the Government's Notification No. 973 dated 3rd July, 1999. The University has also been duly recognized by the UGC under section 2(f) of the UGC Act by the Notification No. F-9-1 / 2000 (CPP-I), dated 11th February 2000 as well as under section 12(B), vide UGC letter No. F.9-1 /2000 (CPP-I) dated 23rd December, 2005. It has also been accredited by the Association of Indian Universities, vide their letter No. Meet: SC: 261:2K/108693, dated 22nd August, 2000. The University is functioning from its campus at Vyasa Vihar and New campus at Nuapadhi. The University is accredited by NAAC B+ grade.

The F.M. University since its inception has been fulfilling the objectives of imparting higher education and facilitating research for the people of this socio-economically backward area of the state of Odisha. With the global advancements and requirements in the area of higher education and research. The University has shouldered the responsibilities 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 boasts of 18 Departments under the faculty of Science, Arts and Management. Apart from regular Departments the University runs some self-financing courses like Law and Library science. Also, the University is imparting several courses under Distance mode through Directorate of Distance Education.

Chapter-2

Gender Audit Concept

A Bit of History

About 20 years ago in 1983, the Australian parliament made a precedent-setting decision. At the initiative of “democrats” from the labour party a resolution was passed to look into how the national budget of Australia was likely to affect the status of women. A year later that resolution was implemented when the national budget was presented to the Australian parliament together with the first Women Budget statement. Since then, national budget of 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 is for all to reach their optimum potential and more especially for the disadvantaged and marginalised groups, including women. Promoting equity through higher education has always been at very heart of the agenda of UGC and reflects its commitments to nurture and preserve democracy within spaces of learning. It promoted these commitments through introduction of schemes for the marginalised sections of the society particularly Scheduled Caste (SC), Scheduled Tribes (ST), 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 [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. 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 men, women, which can only be

approached with an intersectional analysis that combines gender with religion, caste, class.

What is Gender Audit?

A gender audit is a tool to assess and check the institutionalisation of gender equality into organisations, including their policies, programmes, projects and/or provision of services, structure proceedings and budget [3]. The basic assumption of gender audit is that policy impacts differently on men and women. The purpose of gender audit is to lead to changes in public policy that contributes to an increase in gender equality. Unless a gender audit is done, we cannot answer to questions like whether the institution doing everything to improve the status of women and the representation. Gender audit allows setting their own houses in order and changing the aspects of the organizational culture which discriminate against women staff. The gender audit undertaken by IQAC of the University intended to enquire into the gender balance within the University and its practices and focussed on following objectives.

Objectives

The Audit was organized into four steps

- Preparing the University to carry out a gender audit.
- Surveying the staff to uncover their perception regarding gender equality in the organization and programs.
- Creating a road map for gender action.

The audit will enable the organization to identify the impact of gender relations on their culture, processes, programs and performances. The main objectives are

- To know about gender balance within the university.
- To know about the gender perception in the campus.
- To reflect a road map for gender action.

The Gender audit has a set of questionnaires for students and staff of the University. The objectives of the questionnaire are to find out the nature of integration of gender within the institution objective. It also focussed on the issue of gender equality in terms of inclusion of women and gender friendly environment within the university. A part from that there was physical verification made on gender sensitive infrastructure in the campus. A survey of various components of gender sensitization

programmes was also carried out. Focus group discussions with students and staff (both teaching and non-teaching) was conducted.

Chapter-3

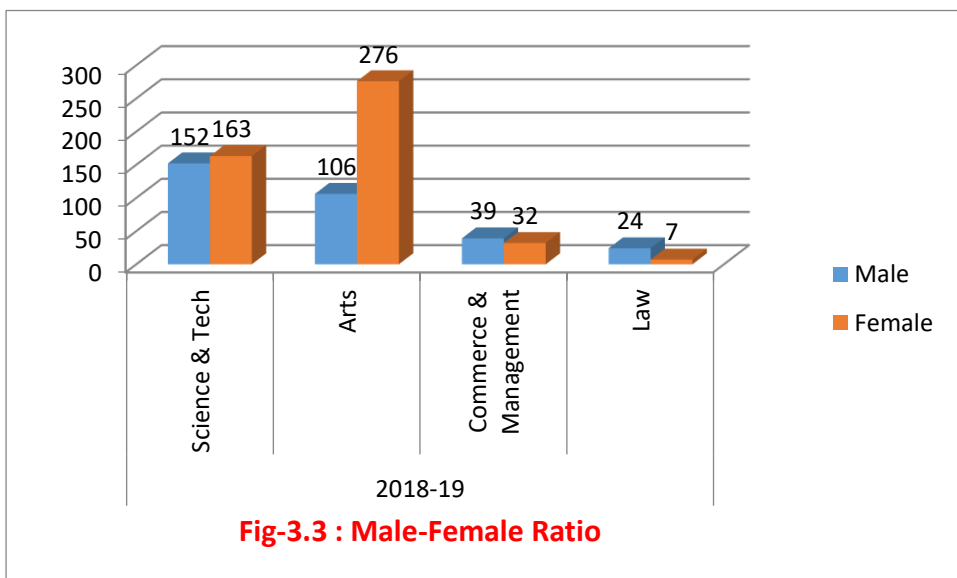
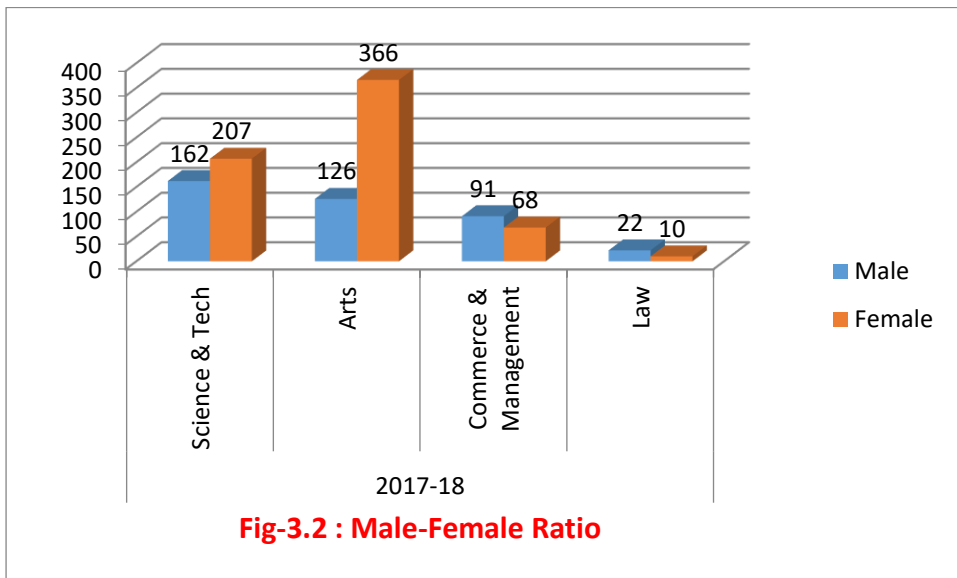
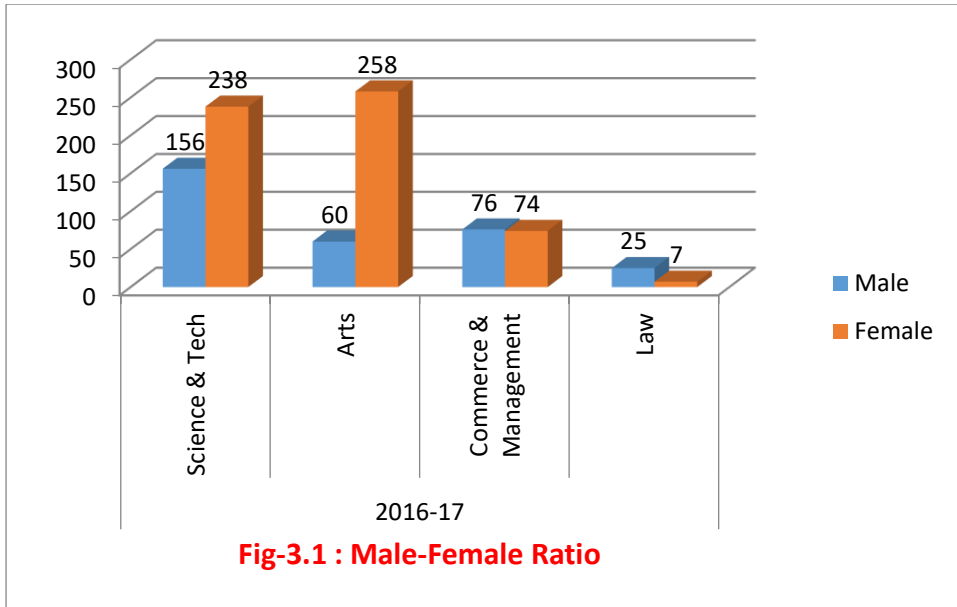
Gender Balance within the University

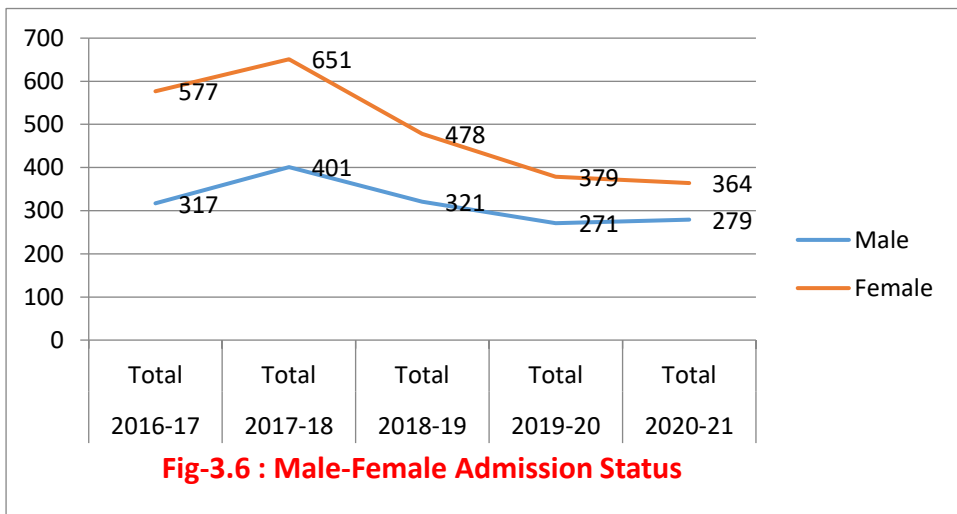
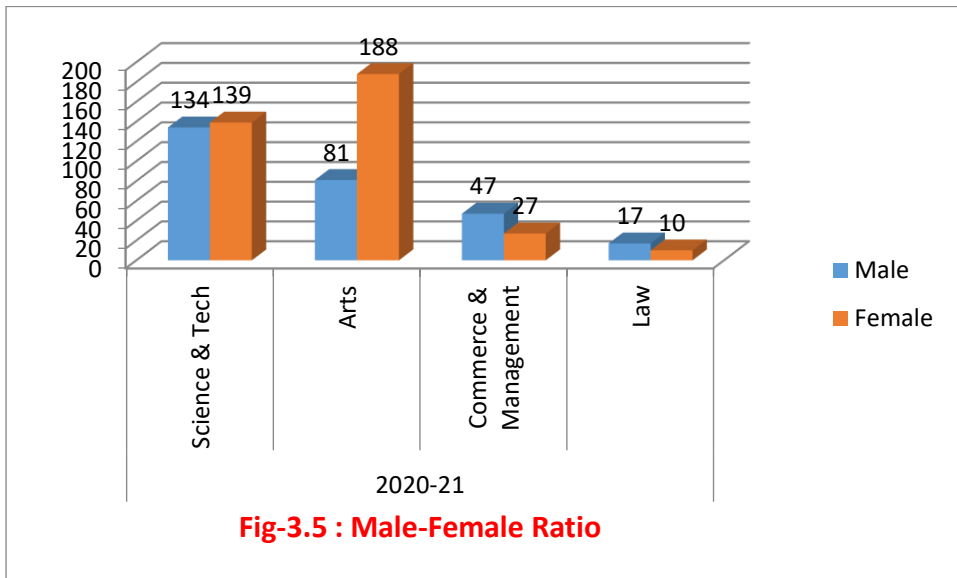
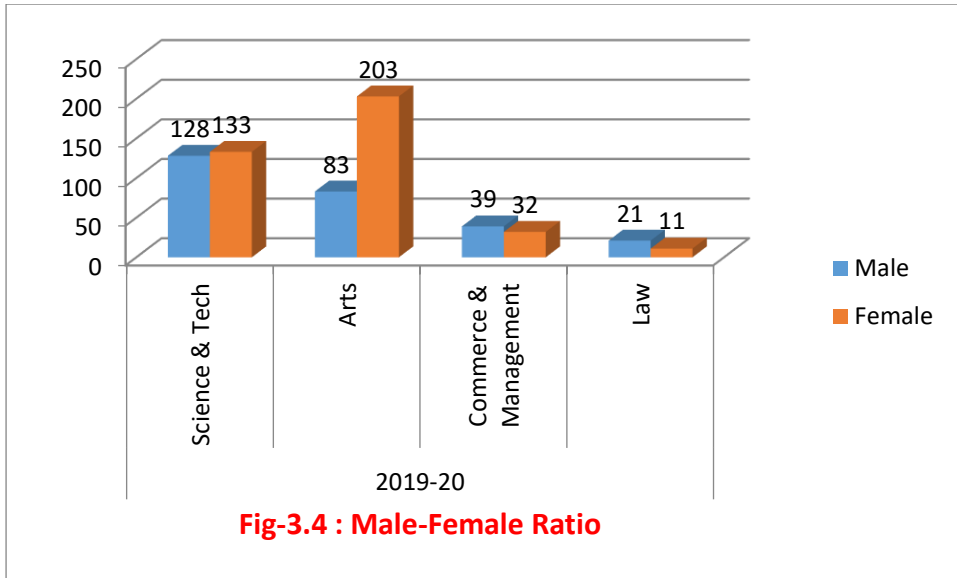
Gender balance means the existence of a fair ratio of male and female representation in terms of number of students in various programs as well as within the staff structure. The rationale is that traditionally women have lesser access to resources and opportunities due to social structure which act as inhibitors to access. This result in lesser capabilities 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 comprising of Scheduled Caste and scheduled tribe population.

1. Gender Balance among Post Graduate students

Data on Post Graduate students from academic year 2016 to 2021 by gender								
Academic year	Programme	Total Seats	Applied		Admitted		Total	Percentage of women enrolled
			Male	Female	Male	Female		
2016-17	Science & Tech	395	155	246	156	238	394	60.41
	Arts	326	73	265	60	258	318	81.13
	Commerce & Management	163	84	80	76	74	150	49.33
	Law	32	60	21	25	7	32	21.88
	Total	916	372	612	317	577	894	64.54
		Total Seats	Applied		Admitted		Total	Percentage of women enrolled
			Male	Female	Male	Female		
2017-18	Science & Tech	364	165	205	162	207	369	56.10
	Arts	482	132	305	126	366	492	74.39
	Commerce & Management	152	92	64	91	68	159	42.77
	Law	32	51	27	22	10	32	31.25
	Total	1030	440	601	401	651	1052	61.88
		Total Seats	Applied		Admitted		Total	Percentage of women enrolled
			Male	Female	Male	Female		
2018-19	Science & Tech	320	175	172	152	163	315	51.75
	Arts	400	125	315	106	276	382	72.25
	Commerce & Management	72	46	38	39	32	71	45.07
	Law	32	32	12	24	7	31	22.58
	Total	824	378	537	321	478	799	59.82
		Total Seats	Applied		Admitted		Total	Percentage of women enrolled
			Male	Female	Male	Female		
2019-20	Science & Tech	280	130	146	128	133	261	50.96
	Arts	390	94	270	83	203	286	70.98
	Commerce & Management	72	48	43	39	32	71	45.07
	Law	32	30	18	21	11	32	34.38
	Total	774	302	477	271	379	650	58.31
		Total Seats	Applied		Admitted		Total	Percentage of women enrolled
			Male	Female	Male	Female		
2020-21	Science & Tech	260	121	150	134	139	273	50.92
	Arts	390	105	230	81	188	269	69.89
	Commerce & Management	72	46	40	47	27	74	36.49
	Law	32	26	12	17	10	27	37.04
	Total	754	298	432	279	364	643	56.61

Table-3.1: Gender Profile of students





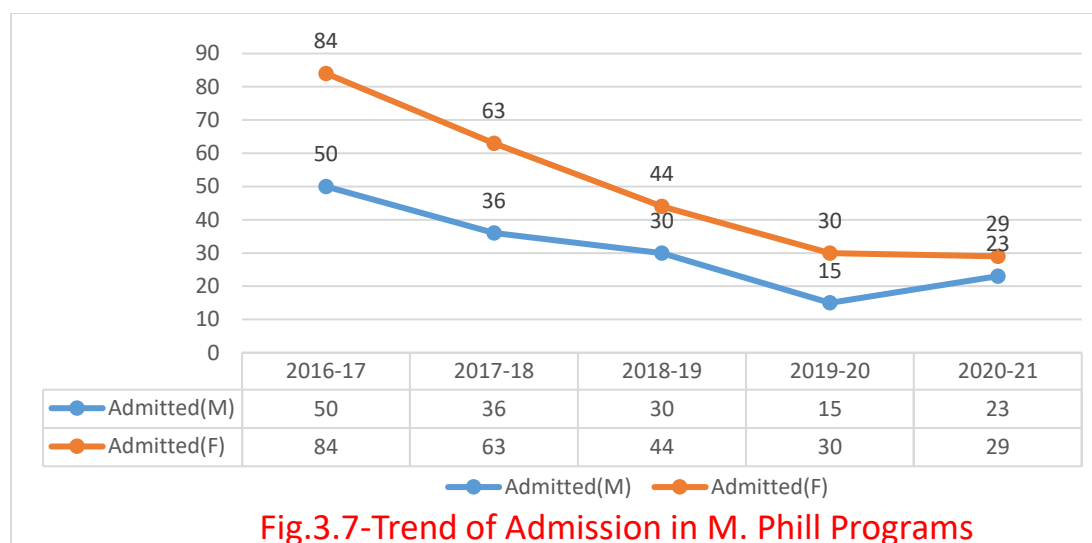
The above figures for last five years of enrolment points to the fact that the number of women students in Arts have increased considerably and a similar trend is also visible in terms of women students joining the Science stream. However, the male students dominate the enrolment scenario in commerce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

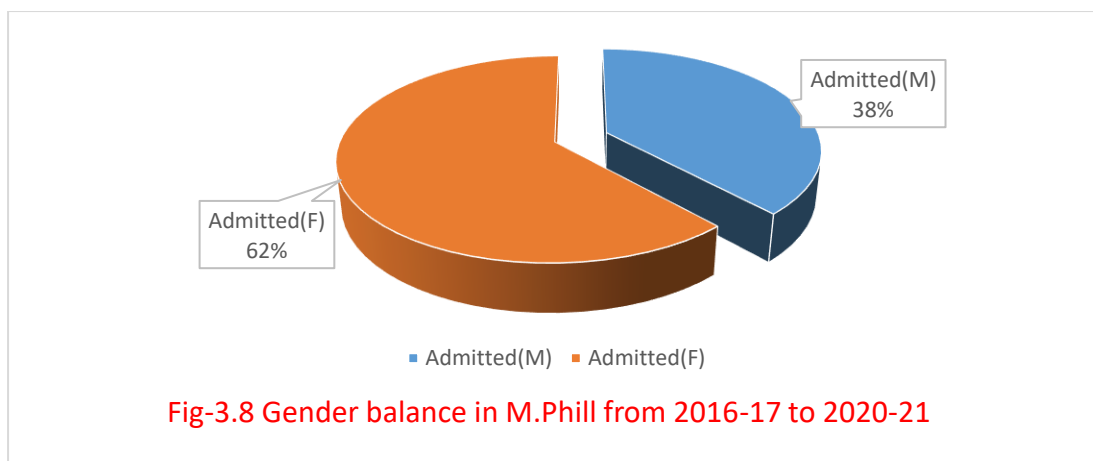
2. Gender Balance among research scholars

The M.Phil programs are present in the entire post graduate Departments. The present data gives the scenario in the University with regards to the admission to the M. Phill course from 2016-17 to 2020-21.

Program M.Phil	Total M.Phil Seats across all the Streams	Applied(M)	Applied(F)	Admitted(M)	Admitted(F)	Percentage of Male Admitted	Percentage of Female Admitted
2016-17	142	96	62	50	84	35.21	59.15
2017-18	142	98	65	36	63	25.25	44.36
2018-19	79	42	48	30	44	37.97	55.69
2019-20	68	28	40	15	30	22.05	44.11
2020-21	76	30	35	23	29	30.26	38.15
Total	507	294	250	154	250	38.10	61.90

Table -3.2- Admission status of M.Phil Program





The figure above indicates the women in higher education that has presently projects gender inclusion in higher education and the positive role of the University within the region. However due to COVID-19 the admission status in M.Phil is slightly lower in 2019-20. The number of females admitted is more than male candidates in last five years. The overall admission of female is 62% in comparison to male which is 38%.

The PhD programme is continuing in all P.G. Departments. The present data gives the enrolment scenario in PhD in last five years

Programme	Applied		Admitted		Percentage of Male admitted	Percentage of Female admitted
	Male	Female	Male	Female		
2016-17	41	30	34	26	56.67	43.33
2017-18	45	29	40	24	62.50	37.50
2018-19	49	33	39	25	60.94	39.06
2019-20	31	33	21	16	56.76	43.24
2020-21	75	59	59	48	55.14	44.86
Total	241	184	193	139	58.40	41.60

Table-3.3: Gender balance in PhD Program

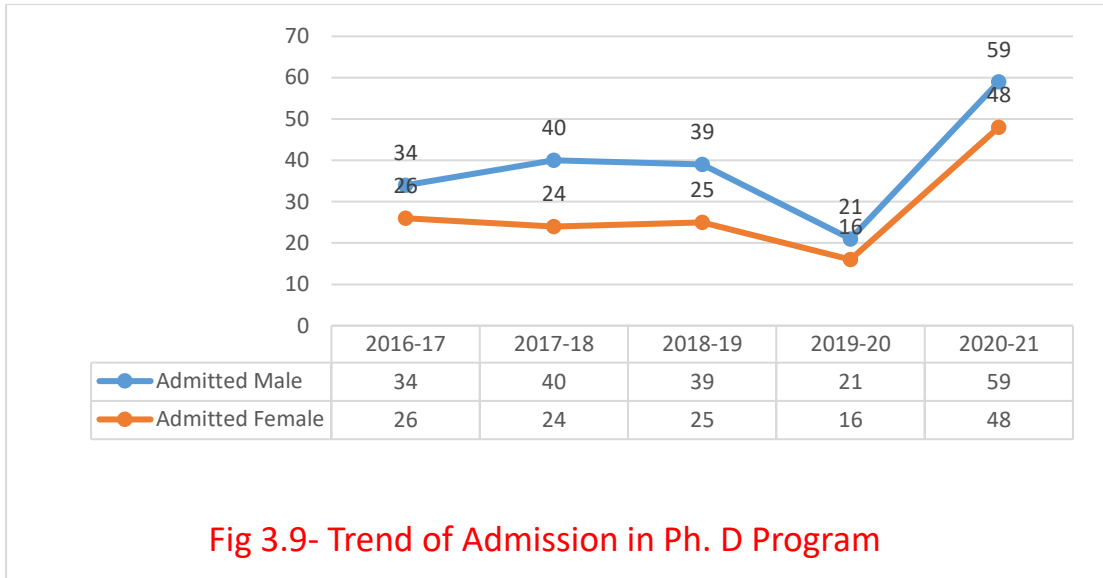


Fig 3.9- Trend of Admission in Ph. D Program

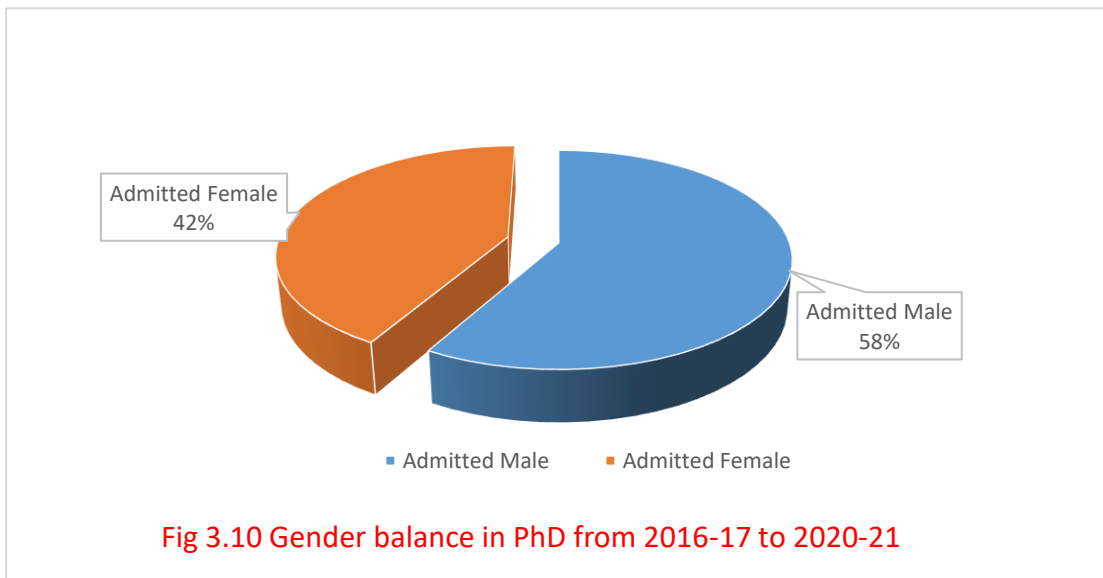


Fig 3.10 Gender balance in PhD from 2016-17 to 2020-21

The above figures indicate the rise of male research scholars in last five years. However, the number of research scholars in female category maintains a slow progression. The University may take step up action to motivate the women research scholars.

3. Social composition of the students

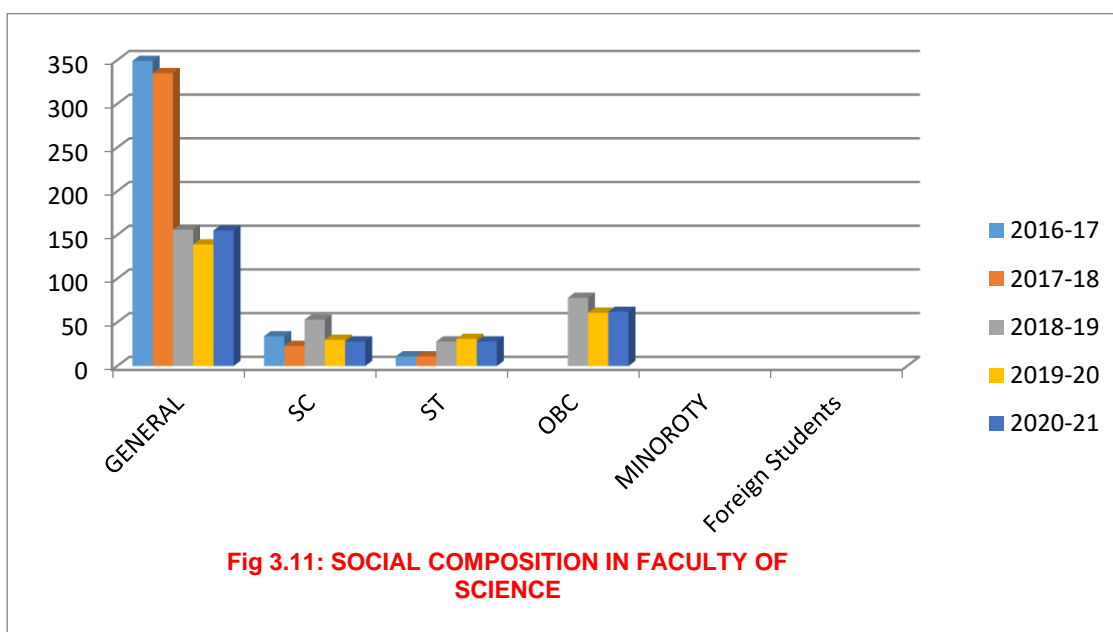
Every society that values social justice and is anxious to improve the lot of common man and cultivate all available talents must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building of an egalitarian and human society in which the exploitation of the weak will be minimized. Social inclusion is the process of individual’s self-realisation within a society, acceptance and recognition of one’s potential by social institution, integration (through

study, employment etc). The audit yielded the following breakup in the social composition of the students taking admission for higher studies in the University.

Faculty of Science

Year	General			SC			ST			OBC		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	female	Total
2016-17	130	219	349	19	15	34	7	4	11	0	0	0
2017-18	147	188	335	11	12	23	4	7	11	0	0	0
2018-19	74	82	156	21	32	53	15	13	28	42	36	78
2019-20	69	70	139	13	17	30	16	15	31	30	31	61
2020-21	75	80	155	12	16	28	15	13	28	32	30	62

Table-3.4: Social composition in faculty of science



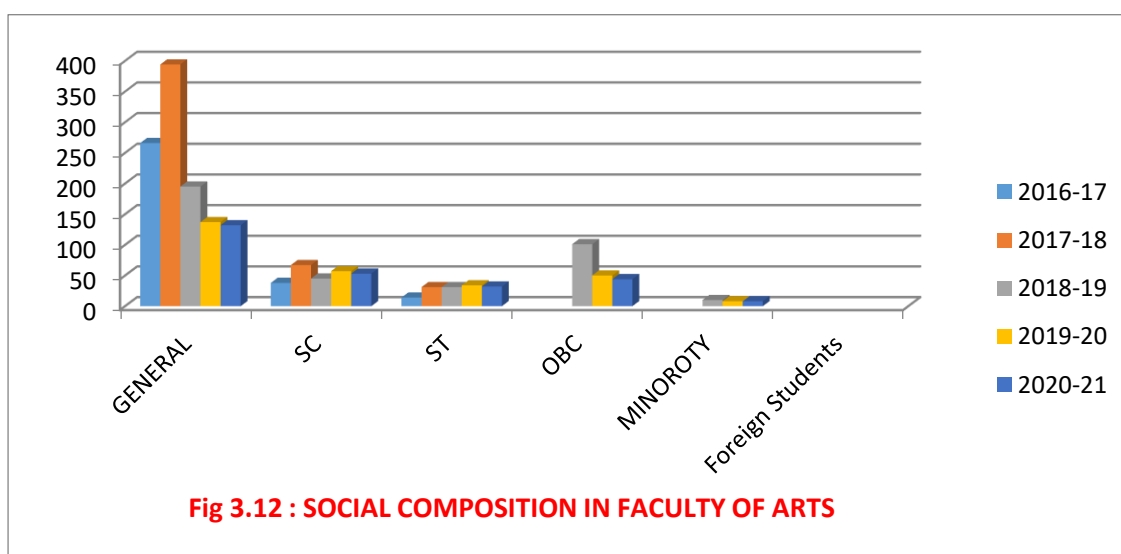
The above figure shows the general trend in the admission taken in faculty of science in the last five academic sessions. Over the academic sessions there is a rising trend in the admission taken by SC, ST, and OBC category. It is observed that there is a high rise in SC and OBC category in faculty of science. The number of female students surpass in all categories over last five years which is a positive trend.

Faculty of Arts

Year	General			SC			ST			OBC			Minority		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	female	Total	Male	female	Total
2016-17	44	222	266	12	26	38	4	10	14	0	0	0	0	0	0
2017-18	95	299	394	21	46	67	10	21	31	0	0	0	0	0	0
2018-19	55	140	195	20	25	45	11	20	31	18	83	101	2	8	10
2019-20	33	104	137	14	43	57	9	25	34	25	25	50	2	6	8
2020-21	31	101	132	18	35	53	10	22	32	20	24	44	2	6	8

Table-3.5: Social composition in Arts

The above table shows the trend. Although the general category is still the majority, but a noticeable rise in women candidates in all categories. It is observed that female students are more in number than male with remarkable increase in every session. Another noticeable figure in minority students since 2018-19.



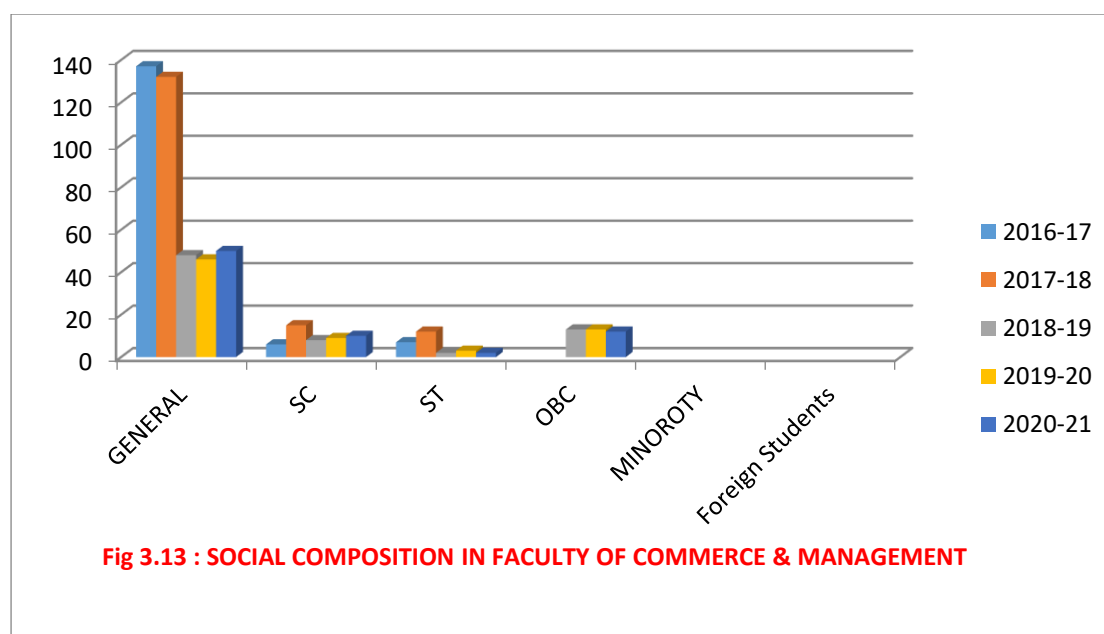
The figure shows a trend of admission of all categories. The opening of new Department of language and literature also shows the increase of interest in minority students.

Faculty of Commerce & Management

Year	General			SC			ST			OBC		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	female	Total
2016-17	65	72	137	6	0	6	5	2	7	0	0	0
2017-18	76	56	132	7	8	15	8	4	12	0	0	0
2018-19	25	23	48	6	2	8	1	1	2	7	6	13
2019-20	21	25	46	7	2	9	2	1	3	9	4	13
2020-21	34	16	50	6	4	10	2	0	2	5	7	12

Table-3.6: Social composition in faculty of Commerce and Management

The above table shows the trend. Although the general category is still the majority, but a noticeable rise in OBC candidates in some admission sessions. It is observed that female students are less in number than male except 2016-17.



The above figure shows the trend. It is a matter of concern that there is no such increase in admission of female students in commerce and management for last five years.

Faculty of Law

Year	General			SC			ST			OBC		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	female	Total
2016-17	24	5	29	1	2	3	0	0	0	0	0	0
2017-18	21	9	30	1	1	2	0	0	0	0	0	0
2018-19	14	7	21	7	0	7	0	0	0	3	0	3
2019-20	20	9	29	0	2	2	0	0	0	1	0	1
2020-21	14	9	23	2	1	3	0	0	0	1	0	1

Table-3.7: social composition in Law

The University is running the self-financing program in LLM. The above table shows for last five years status of admission in LLM program where it is observed that the male students are more in number than female students in all categories. This is a matter of concern as female candidates are not quite interested in this program.

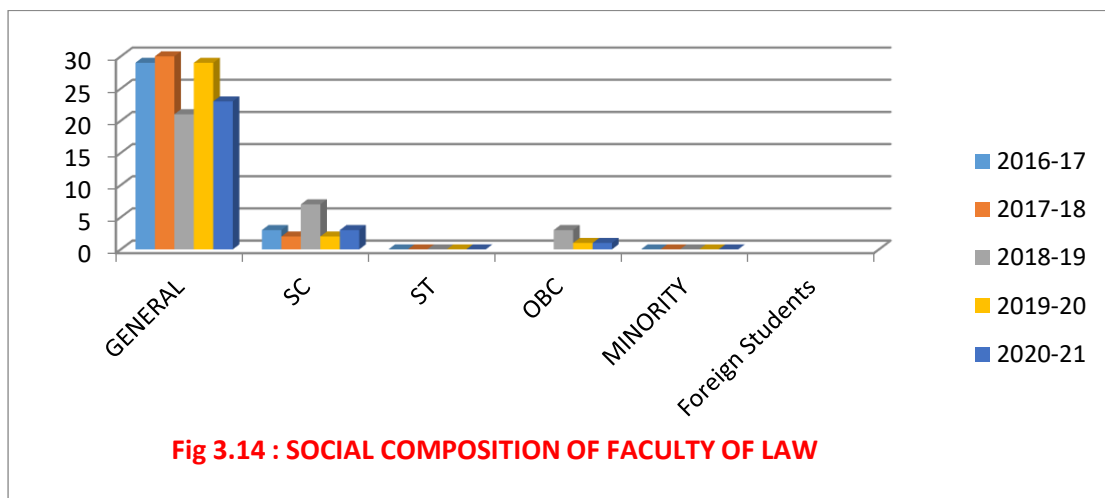


Fig 3.14 : SOCIAL COMPOSITION OF FACULTY OF LAW

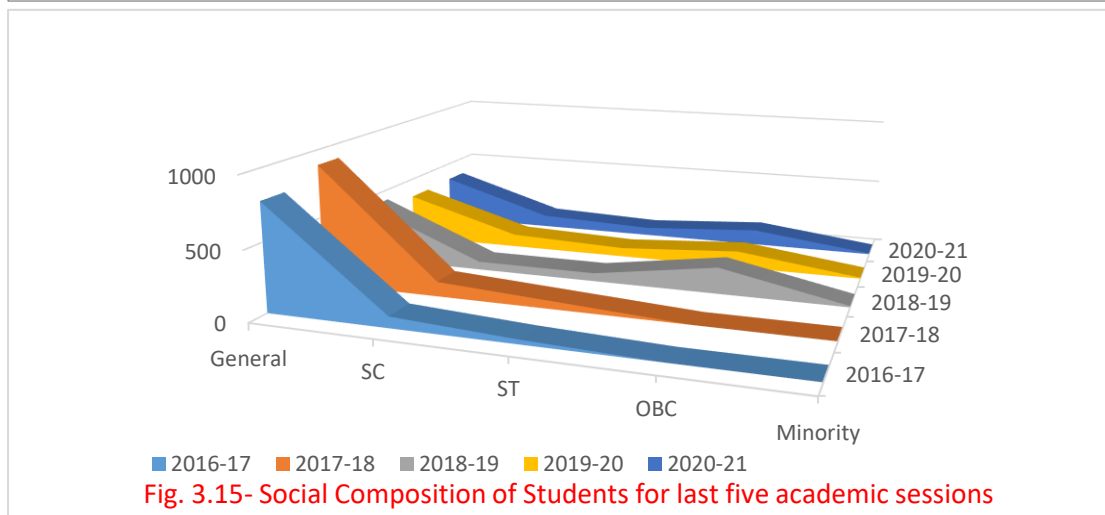


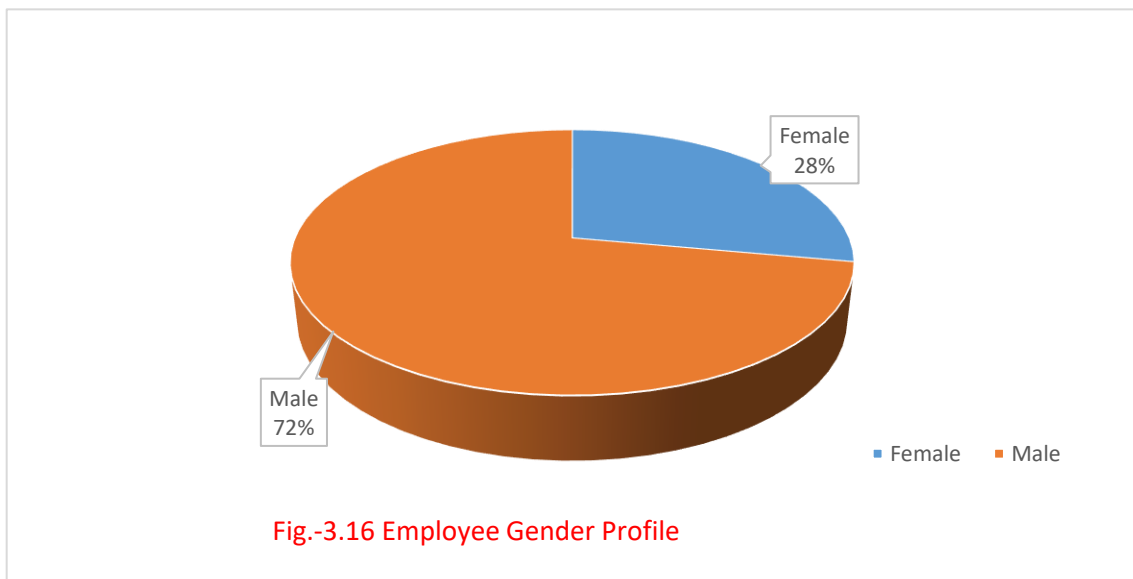
Fig. 3.15- Social Composition of Students for last five academic sessions

3. Gender Balance among Employees

Category		Female	Male	Total	% Female
Teacher(Permanent)		28	46	74	38
Teacher(Contractual)		10	17	27	37
Officers		01	03	04	25
Distance Education(contractual)	Officers				
	Staff				
	Faculty		01	01	00
Total		38	64	102	37
Group C	Permanent		03	03	
	Contractual	06	13	19	32
	Casual	07	15	22	32
Total		13	31	44	30
Group D	Permanent		04	04	
	Contractual	08	21	29	28
	Casual	04	43	47	9
Total		12	68	80	15
Grand Total		63	163	226	28

Table-3.8: Gender balance among employees

The above figure projects the combined gender profile of the employees of the University. The projection includes all categories of employees both teaching and non-teaching. Compared to 72% of Male employees there is only 28% female employees at present.



4. Gender Balance in Hostels

Hostels				
Academic Session	PG & RS Boys		PG & RS Girls	
	Applied	Admitted	Applied	Admitted
2016-17	96	92	85	70
2017-18	126	112	186	151
2018-19	163	144	264	242
2019-20	192	173	215	169
2020-21	194	174	201	134

Table-3.9: Demand and supply profile of Hostels

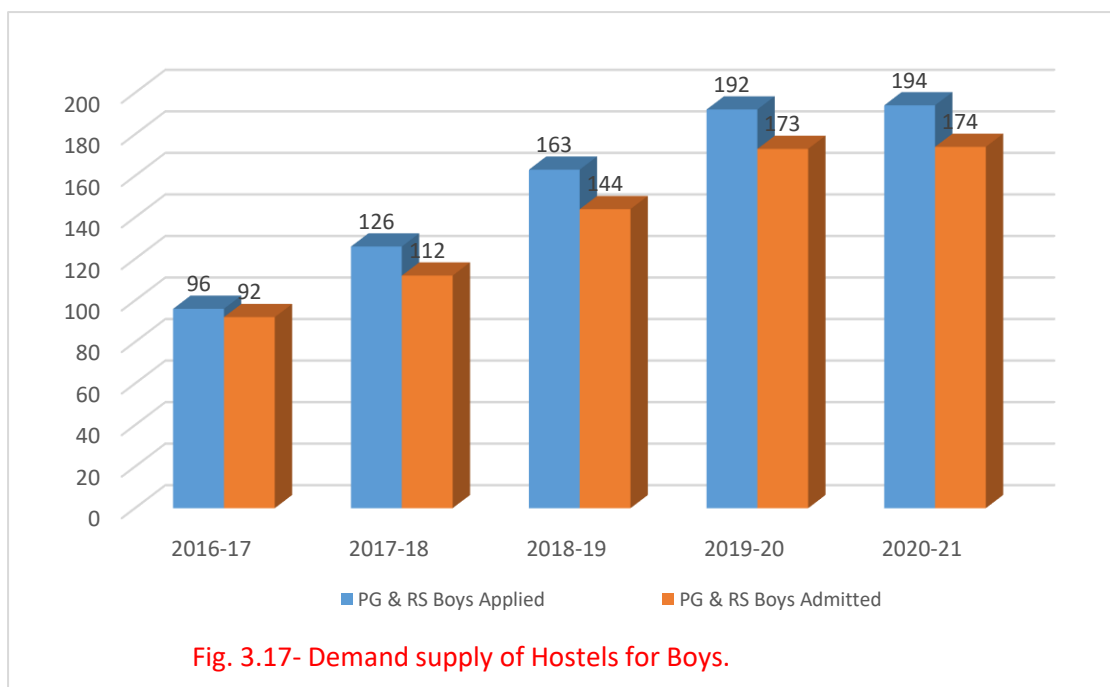


Fig. 3.17- Demand supply of Hostels for Boys.

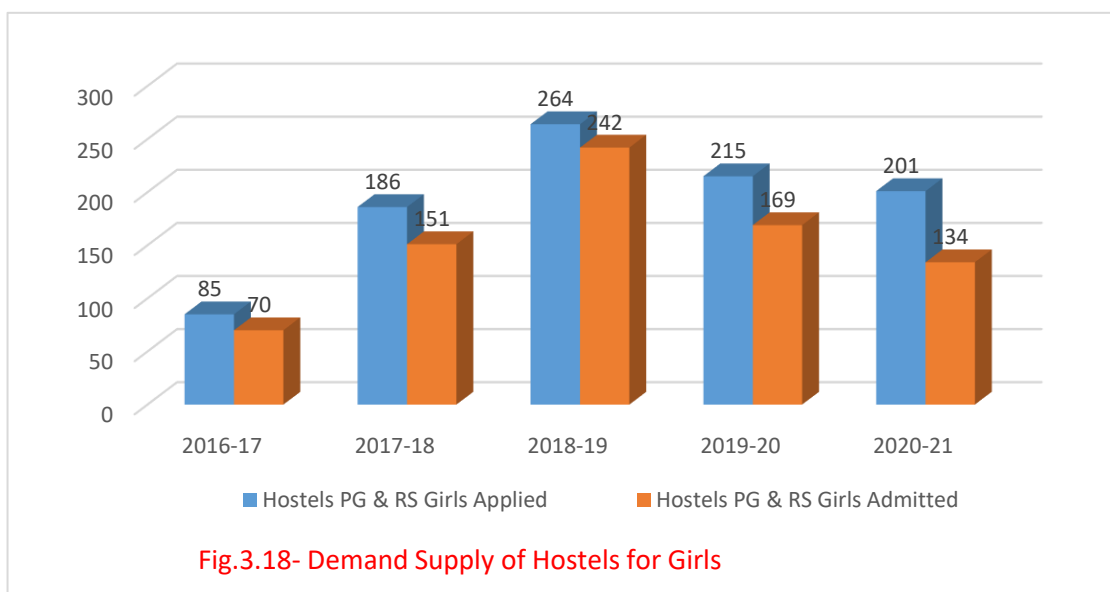


Fig.3.18- Demand Supply of Hostels for Girls

There are 04 Hostels for Girls but it is still less in number as the Girl students are applying for Hostel accommodation increasing every year. There is a high demand for hostels accommodation for girls as it is unsafe to stay outside and many girls are from poor families and their parents cannot provide to stay outside in rent. This may be a reason for dropout of girl students. This is leading to exclusion of women from domain of higher education.

Chapter- 4

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 behavioral models related to gender. Gender sensitive structures respond equally to men and women specific interests without any presumption based on outdated views.

The University was established at a time in the early twenties 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 University 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 an Anti-sexual harassment cell located in the PG council office which was formed in 2015.
- ✓ The hostels for girls and women Research scholars are secured with collapsible gates, 24 hours security personnel and a full time Matron and lady staffs.
- ✓ The Health Centre has a permanent Lady Medical Officer
- ✓ There are adequate lighting and 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.
- ✓ University conducts Gender Sensitisation programmes regularly for the students.

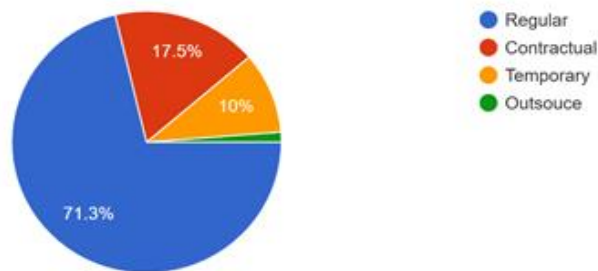
Glimpses of Gender Perception within the campus

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

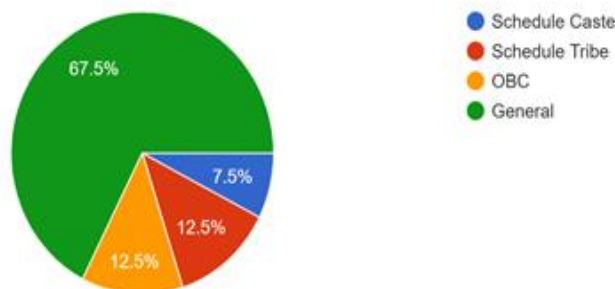
Reflections from The Survey:

1) Response from the Employees

Status of employment
181 responses

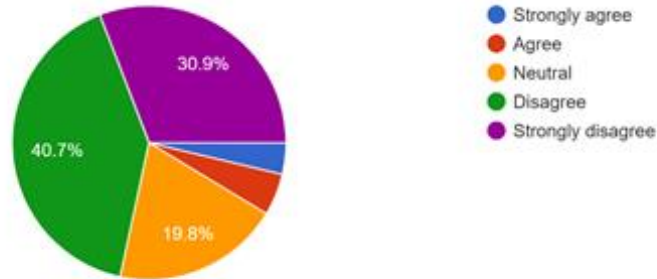


Social Category
181 responses



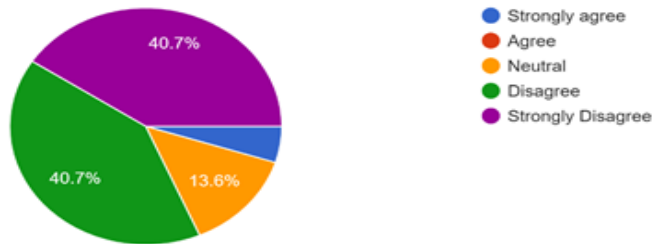
Have you experienced any discrimination based on your gender?

181 responses



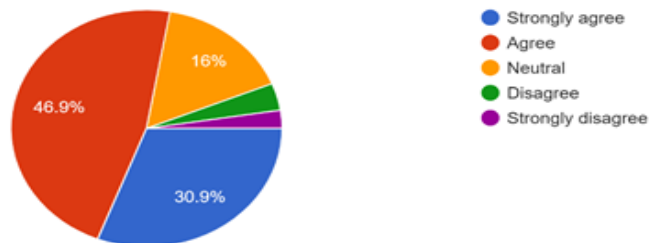
Have you ever experiences where you feel discriminated because you are a male/female by the University authority in terms of pay, promotion, benefits, recognition, etc?

181 responses



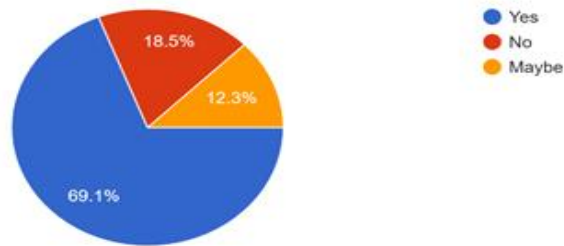
Do you ever feel encouragement or support by your seniors' colleagues to develop your potential and skills?

181 responses



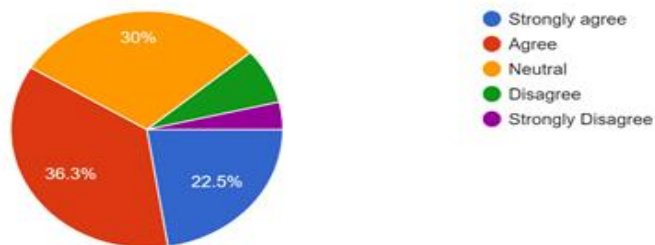
Are you aware of the university women's cell?

181 responses



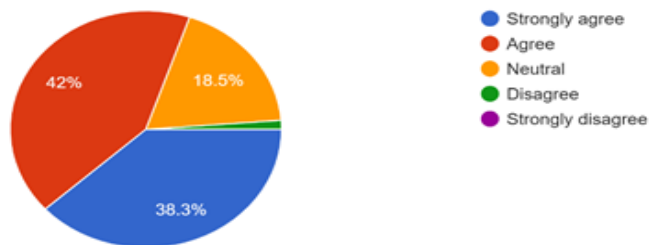
The university consider male and female different needs into account in a participatory way?

181 responses



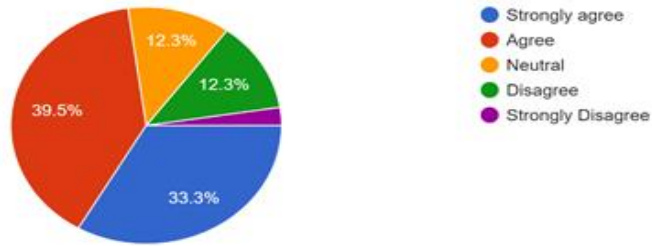
The university has a share of responsibility in the implementation of gender equality initiatives for the employees.

181 responses



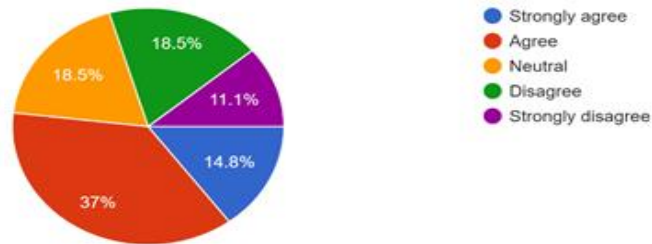
In the university there is adequate toilet facilities separately for male and female

181 responses



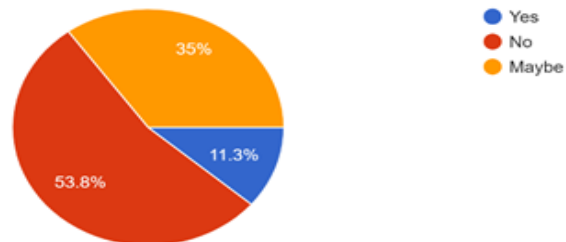
The university has adequate disposal bins available in the toilet

181 responses



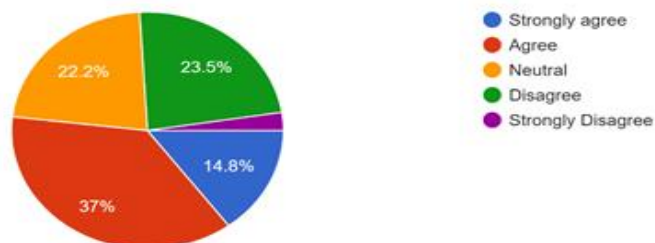
Are there adequate crèche facility for working women having children of age group of 6 months to 6 years?

181 responses



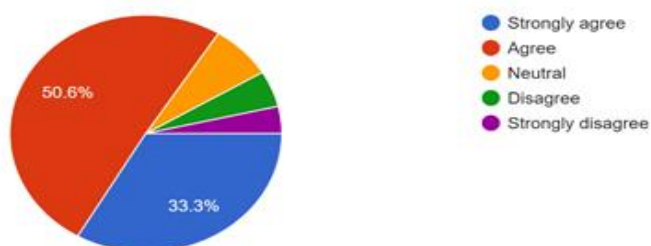
There are adequate lighting facilities available inside the campus during night.

181 responses



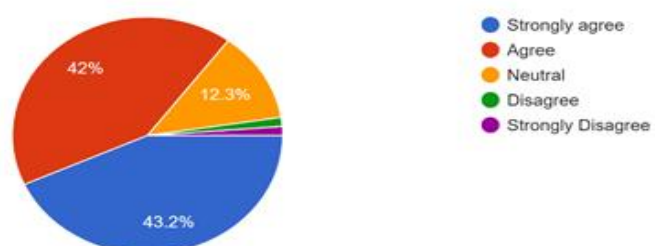
There are adequate light in corridor, class rooms, common areas, toilets etc

181 responses



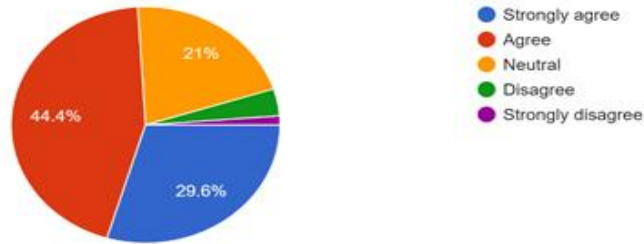
There is equal opportunity to all genders for free and fair expression of ideas

181 responses



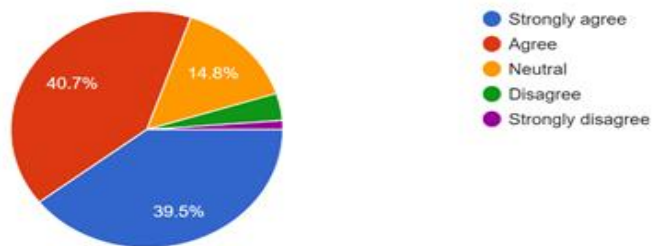
Do you think the university is sensitive to gender needs?

181 responses



Do men and women participate equally in decision-making?

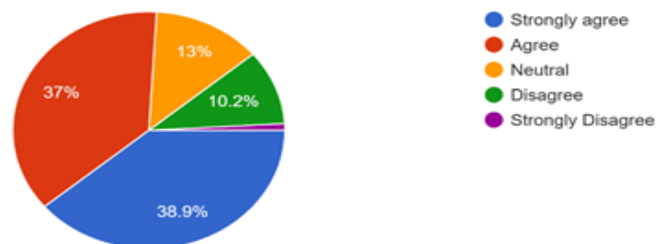
181 responses



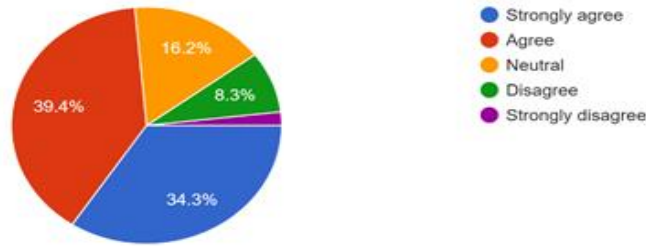
2. Response from the students

The University conducts gender awareness programs, such as awareness on sexual harassment, as a part of its curriculum.

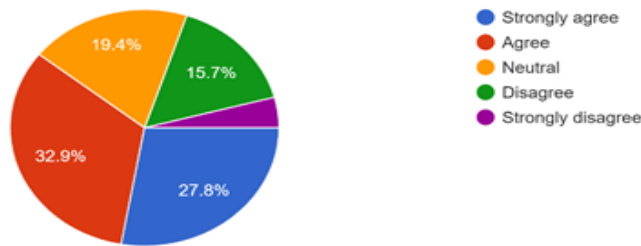
621 responses



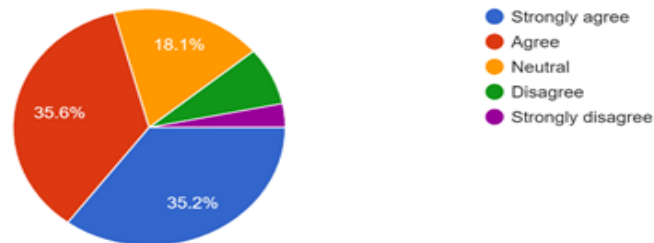
Adequate numbers of toilets are available in the campus for girls.
621 responses



Adequate facilities are available inside the toilet keeping in mind the need of the girl students (adequate disposal bins are available in the toilet).
621 responses

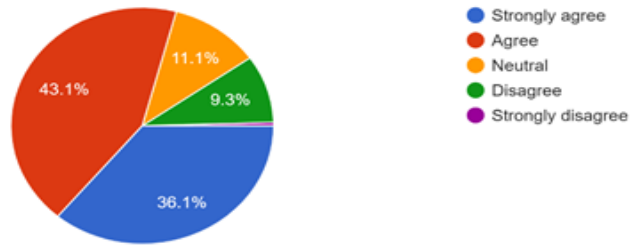


Adequate lighting is available inside the campus during night, including but not limited to, adequate light in corridor, class rooms, common areas, toilets etc.
621 responses



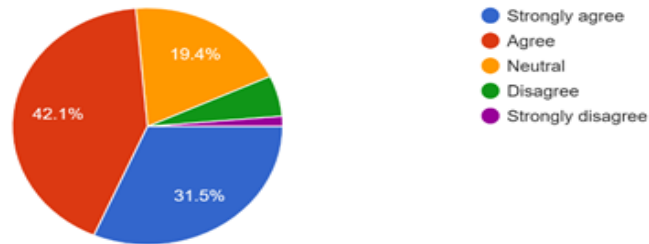
Adequate security arrangements have been made in the campus and common areas during day and night.

621 responses



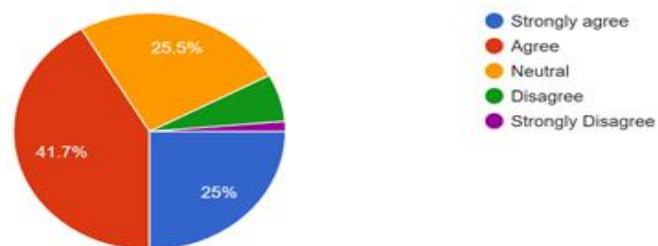
Options for flexible timing are available for girl students. For example, for outside scholars, no class is arranged in late evening or early morning.

621 responses

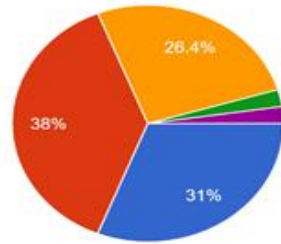


You are aware about a women cell set up in the University.

621 responses

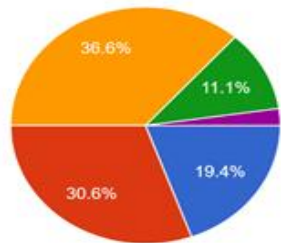


There are lady faculties available in the women cell.
621 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Do you reach out to women's cell?
621 responses



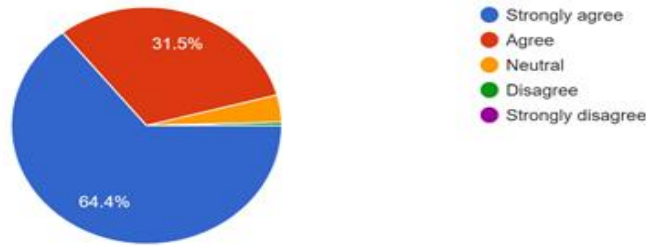
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

A grievance redresses cell has been set up in the University.
621 responses

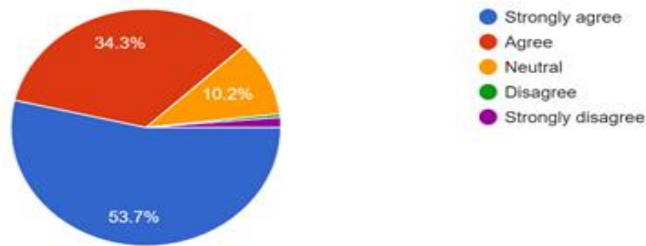


- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

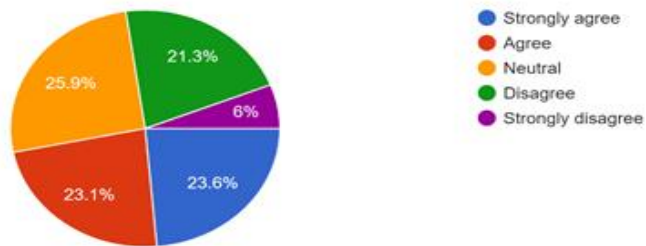
The classroom offers equal opportunities to all genders.
621 responses



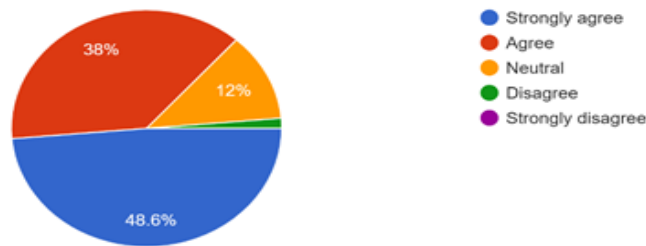
The University offers equal opportunities to all genders on sports
621 responses



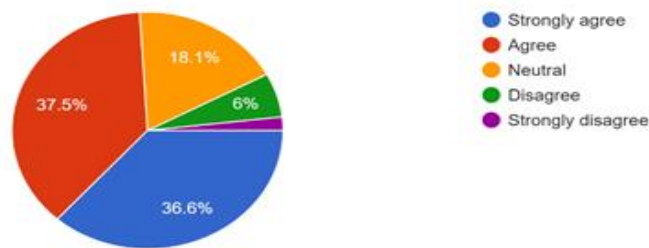
Whether self-defence programs are conducted for girl students regularly?
621 responses



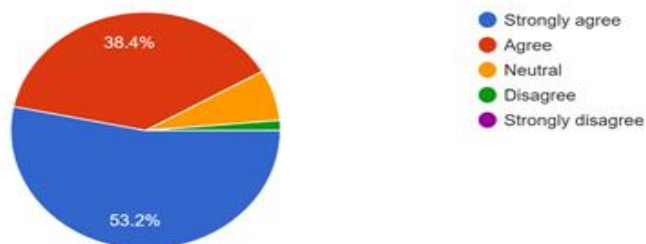
There is equal opportunity to all genders to work with various committees (eg. cultural committee, sports committee, etc.), associations, and forums.
621 responses



The University conducts gender sensitization program as a part of its curriculum.
621 responses



There is equal opportunity to all genders for free and fair expression of ideas.
621 responses



The responses from employees and students shows overall positive response towards the University, its social life, hostel, sanitation etc. However, it needs to be improved.

Chapter- 5

Glimpses of Gender Perception within the Campus & Recommendations

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

Reflection from the Survey

I. Response from the Employees

The survey response from the employees yielded the following points:

Gender equality is integrated into the University's program objectives as the employees ensure 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 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 program 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 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 stakeholder's 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.

Specific seminars, workshops on gender sensitization.

The survey conducted among the staff of the university 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.

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

- The University authority should actively integrate the gender concerns within its policy, programmes and action.
- The University should consider the case of gender balance in its recruitment policy. In the Science faculty the gender ratio is very poor. Similarly in the case of the Officers and Staff. The University should pay a careful attention in its recruitment policy for ensuring gender balance.
- The University should introduce female security personnel in the Campus and hostels in particular.

Gender sensitive Facilities (Women Friendly Toilets)

- 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.
- 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

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

Others

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

References

1. *Saksham: Measures for Ensuring Safety of Women and programmes for Gender Sensitization on Campuses*, 2013, UGC, New Delhi http://www.ugc.ac.in/pdfnews/5873997_SAKSHAM-BOOK.pdf
2. *Govt. planning gender audit in universities: Official*, Press Trust of India, New Delhi, March 8, 2019.
3. *Council of Europe-Directorate General of Human Rights and Legal Affairs, Gender Budgeting: practical Implementation, Hand book prepared by Sheila Quinn*, 2009 (<http://rm.coe.int/1680599885>)
4. *The Gender Audit Handbook (2003, 2010)* www.interaction.org

Appendix-1

Employee Response form



Untitled form

Questions

Responses 181

Settings

Gender Audit_ questionnaire for Teaching and Non-teaching Employees

Form description

Age of the respondent

Short answer text

Gender

- Female
- Male
- Transgender

Social Category

- Schedule Caste
- Schedule Tribe
- OBC
- General



Short answer text

Status of employment

- Regular
- Contractual
- Temporary
- Outsouce

Years of working experience in this University

Short answer text

Have you experienced any discrimination based on your gender?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Have you ever experiences where you feel discriminated because you are a male/female by the University authority in terms of pay, promotion, benefits, recognition, etc?

- Strongly agree



- Neutral
- Disagree
- Strongly Disagree

Do you ever feel encouragement or support by your seniors' colleagues to develop your potential and skills?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Are you aware of the university women's cell?

- Yes
- No
- Maybe

The university has a share of responsibility in the implementation of gender equality initiatives for the employees.

- Strongly agree
- Agree
- Neutral



Strongly disagree

The university consider male and female different needs into account in a participatory way?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

In the university there is adequate toilet facilities separately for male and female

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

The university has adequate disposal bins available in the toilet

Strongly agree

Agree

Neutral

Disagree



Are there adequate crèche facility for working women having children of age group of 6 months to 6 years?

- Yes
- No
- Maybe

There are adequate lighting facilities available inside the campus during night.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

There are adequate light in corridor, class rooms, common areas, toilets etc

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

There is equal opportunity to all genders for free and fair expression of ideas



- Agree
- Neutral
- Disagree
- Strongly Disagree

Do men and women participate equally in decision-making?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Do you think the university is sensitive to gender needs?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

What is your understanding of gender equity in the work place?

Long answer text



According to you what can be done to improve the gender equity in the university?

Long answer text



Appendix-2
Student Response form



Untitled form

Questions

Responses 621

Settings

Gender Audit _ Student Questionnaire

Form description

What is your name? *

Short answer text

Question *

- What is your gender
- Female
- Male
- Transgender

Name of your department *

Short answer text

The University conducts gender sensitization program as a part of its curriculum. *

- Strongly agree



The University conducts gender awareness programs, such as awareness on sexual harassment, as a part of its curriculum. *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Adequate numbers of toilets are available in the campus for girls. *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Adequate facilities are available inside the toilet keeping in mind the need of the girl students (adequate disposal bins are available in the toilet). *

- Strongly agree



- Neutral
- Disagree
- Strongly disagree

Adequate lighting is available inside the campus during night, including but not limited to, ^{*} adequate light in corridor, class rooms, common areas, toilets etc.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Adequate security arrangements have been made in the campus and common areas ^{*} during day and night.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Options for flexible timing are available for girl students. For example, for outside ^{*} scholars, no class is arranged in late evening or early morning.

- Strongly agree



- Neutral
- Disagree
- Strongly disagree

You are aware about a women cell set up in the University. *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

There are lady faculties available in the women cell. *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Do you reach out to women's cell? *

- Strongly agree
- Agree



- Disagree
- Strongly disagree

A grievance redresses cell has been set up in the University. *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The classroom offers equal opportunities to all genders. *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The University offers equal opportunities to all genders on sports *

- Strongly agree
- Agree
- Neutral



Strongly disagree

Whether self-defence programs are conducted for girl students regularly? *

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

There is equal opportunity to **all** genders to work with various committees (eg. cultural committee, sports committee, etc.), associations, and forums. *

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

There is equal opportunity to **all** genders for free and fair expression of ideas. *

Strongly agree

Agree

Neutral

Disagree



