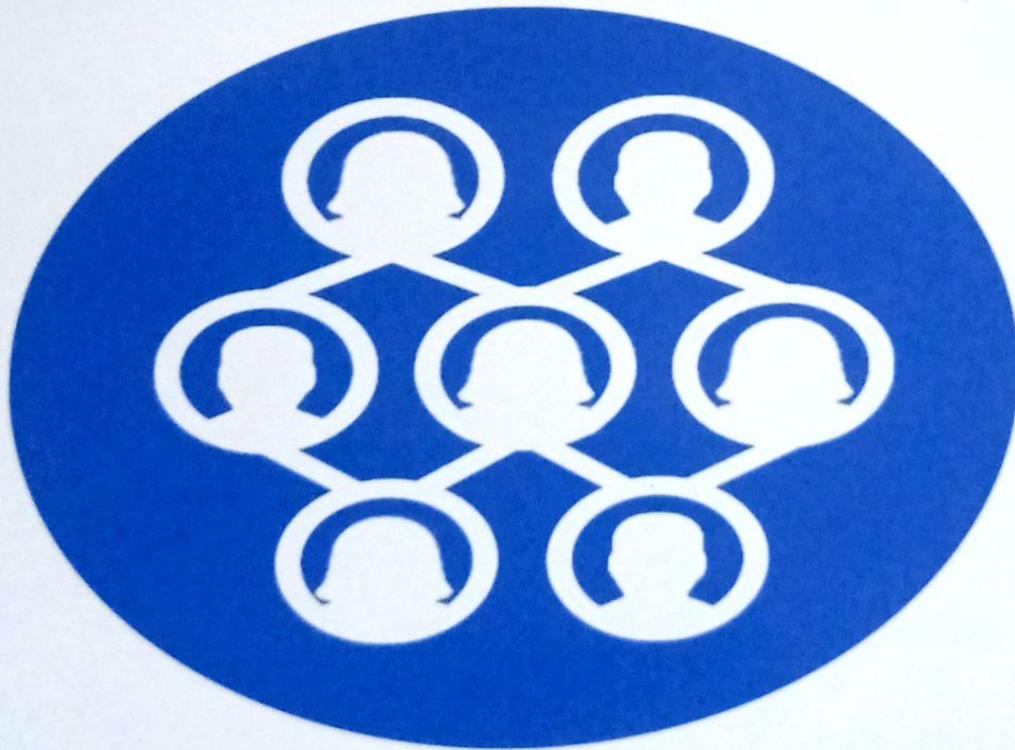




# Gender Audit Report 2015-2020



WOMEN'S STUDIES CENTRE  
TRIPURA UNIVERSITY  
(A CENTRAL UNIVERSITY)  
SURYAMANINAGAR  
2021

**GENDER AUDIT REPORT**

**TRIPURA UNIVERSITY**

**2015-2020**

  
04/03/2022

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## Acknowledgments

Gender Audit of Tripura University was initiated on 2021, for the first time, as part of the Self Study Report to be presented for NAAC evaluation. This much needed exercise was long overdue and I am extremely grateful to the authority for taking up the matter. The process started in February 2021, when the undersigned was assigned the task and the mandate and broad objectives were decided in consultation with Hon'ble Vice Chancellor, Registrar and Director IQAC. Accordingly, a seven member team was constituted and work commenced in mid-March. In the intervening period before the second lockdown, we had a very brief window to carry out the offline Gender Audit Survey.

I acknowledge with gratitude the support provided by the University in carrying on the work. I also thank the students, research scholars, teachers, officers and employees, constituting the University Community, who participated in the survey. I also extend my heartfelt thanks to my colleagues in Department of Economics for their constructive inputs and support.

I am also thankful to the committee members, who have always been there to discuss and forthcoming with their suggestions. I take this opportunity to mention particularly the efforts of Dr. Soma Debnath and Sri Manuj Baruah for data processing and presentation, Ms Moumita Deb for secondary data collection from University data base. Dr. Ashim Shil deserve mention for his conceptual inputs and overall management of the data collection exercise. I thankfully acknowledge the support extended by all of them.

  
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# GENDER AUDIT REPORT

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## **LIST OF ABBREVIATIONS**

AISHE	All India Survey for Higher Education
BCRU	Bamboo Cultivation and Resource Utilization
CSSEIP	Centre for Study of Social Exclusion and Inclusive Policies
ICC	Internal Complaints Committee
IMD	Integrated Master Degree
KAP	knowledge, Attitude and Practice
MHRD	Ministry of Human Resource Development
NAAC	National Assessment and Accreditation Council
PoSH	Prevention of Sexual Harassment at the Workplace
PG	Post-Graduation
SDG	Sustainable Development Goals
SEM	Semester
STEM	Science, Technology, Engineering, and Mathematics
SSR	Self-Study Report
UG	Under Graduation
UGC	University Grant Commission

# **Chapter 1**

## **Introduction**

### **1.1 Gender Initiatives in Tripura University: Looking back and moving forward**

Tripura University was established as a State University in the year 1987 at a time when the murmurs of gender equality has already begun in the corridors of Higher Education. The famous Status of Women Report namely Towards Equality was published way back in 1974, but the efforts towards institutionalization of women's perspective in higher education began only in 1986 with the establishment of Women Studies Centres, first in SNTD Women's University and then in other Indian Universities and Colleges over the next few years (Patel, 2009).

The earliest record of incorporating women's issues at the institutional level, was formation of Women's Grievance Cell under UGC directive. This would be called by many other names and would be reconstituted many times in future, before being known as Internal Complaints Committee in 2013. In the meantime in Sept 2005 the University set up a Women's Study Centre on its own initiative and a core committee was formed for smooth functioning of the Centre and a proposal for funding was submitted to the UGC on March 2006. Subsequently, it was decided that pending the UGC approval and funding, a Women Study Cell will carry out the relevant activities for which a fund of Rs. 100000.00 (one lakh) was approved along with necessary infrastructure. Several computer training and vocational training programs for underprivileged rural women were organized. After Tripura University became a Central University in 2007, the focus shifted to academic activities and several research studies were taken up and number of seminars were organized by the Women's Study Cell. In 2011, the Women Study Centre at Tripura University got UGC approval and received funding, for the XII Plan period. After the

hesitant initial years the Women Study Centre at the University was finally set in motion and gender issues began to be noticed. A detailed account of the activities taken up by the Centre is in page:

Presently, the Women's Study Centre, which is engaged in the academic aspects of gender studies and research and in building gender awareness, the Internal Complaints Committee, which looks after all gender related grievances of the members of the University community, are the two main wings of the University to deal with the gender question. The various academic departments also offer gender related courses and carry out research on gender issues.

## **1.2 Gender Audit: Conceptual Framework and Importance**

Women rights and gender equality issues constitute a major concern, both at international and national levels and are guaranteed via various international agreements, resolutions and declarations. United Nations has recognized gender equality as a fundamental human right. Yet women and girls around the world experience inequalities in access of resources and opportunities, in terms of the choices that they can make and in sharing of power. Gender equality is thus one of the seventeen sustainable development goals (SDG 5) of the United Nations.

The Constitution of India guarantees equal rights to all men and women of the country and considers them as equal citizens. However, gender disparities exist in various forms in our society and continues to be a problem area. Promotion of gender equality is accepted as one major goal of any development effort in our country, while gender neutrality and gender equity are the practices adopted to achieve the same. Removing gender disparities is a precondition to build up a sustainable future for all and it requires knowledge, values, attitude and skills to tackle such disparities. Of the many obstacles, on the way of realization of equality between men and

women, lack of gender awareness and absence of data on gender inequality and its various dimensions, are the basic ones.

Gender audit is a tool that helps to overcome these main obstacles by generating data on the actual situation from gender perspective and also by initiating a dialogue within an institution to acquire competences for adopting a gender based approach. Gender audit is also an assessment tool and process for identifying perceptions of the stakeholders in the organization, about how gender issues are addressed within the organization.

The introduction of gender based approach needs, a vision and adoption of a policy of gender equality, a resolve or action plan for implementation of the policies and finally, verification and evaluation of the results through gender audit. Gender audit is thus a part of quality audit, distinct from financial audit. Gender audit provides a range of advantages to the participating organization. The exercise helps to understand the current challenges, identify good practices towards attaining gender equality. It also launches a process of systematic reflection and self-analysis. The data collected during the audit allows to identify weak areas and enables the organization to improve upon those by taking a gender based approach. Participatory approach taken during gender audit allows to improve communication and understanding among key stakeholders. In brief, Gender Audit enables the institution to reflect on the status of gender equality within the organization, to create a baseline for discussion and analysis in order to design future course of action and also to build up organizational ownership for gender equity initiatives.

### **1.3 Scope of the Gender Audit Process**

The present audit is being carried out in the context of NAAC assessment of the University and as part of the documentation process for the SSR. The entire process is informed by the latest

Framework of Gender Sensitive Indicators suggested by NAAC. Thus, the audit seeks to find out and report the gender equality initiatives and also the gender equality status of the University for all its stake holders. It is also decided to conduct an internal audit for preparing the status report and to conduct a survey for perception analysis of the stakeholders.

#### **1.4 Organisation of the Report**

The Report consists of seven chapters in all. Chapter 1 discusses the background of gender mainstreaming in Tripura University and also describes the concept of Gender Audit and its importance also discusses the scope and organization of the report. Chapter 2 describes the gender audit process, ie the objectives of the audit, methodology of data collection and data analysis. Chapter 3 is based on secondary data and examines the gender balance among students and employees. The gender content in the curriculum, availability of books on women in the library and gender dimension of students' performance in examinations are also discussed in Chapter 3. The chapter also presents an analysis of participation of faculty members in various academic activities from a gender perspective. Chapter 4 lists the gender responsive features in the institution in terms of policies promoting gender equality and ensuring work life balance. An account of participation of women in organizational activities is also provided in this chapter. The findings from the primary survey on perception of students and employees on various gender related issues are reported in Chapter 5. Chapter 6 documents the various gender equality initiatives taken up by Tripura University. Chapter 7 offers some policy suggestions.

## **Chapter 2**

### **Gender Audit Process**

#### **2.1 Objectives of Gender Audit in Tripura University**

The broad objective of Gender Audit is to undertake Gender Equity Assessment of the Institution on select parameters of gender bias, neutrality and friendliness across various stake holders, namely students, employees both teaching and non-teaching. Within this broad perspective the present gender audit initiative attempts

- (1) To highlight the status of gender balance among students, teachers and employees.
- (2) To enquire and report about in campus amenities, provisions & services (in terms of availability, accessibility, affordability, acceptability).
- (3) To provide a gender perspective of Security aspects and Work environment.
- (4) To report policies, statutes, regulations adopted by the organization for gender inclusion.
- (5) To report the best practices adopted for promoting gender equality.
- (6) To identify needs and also strategic/ performance gaps & recommend/ suggest measures to achieve and or enhance gender equality.

#### **2.2 Methods of Data Collection, Analysis and Presentation**

Based on principles of self-assessment and collective participation the audit takes into consideration both objective data as well as perception of the stake holders about gender issues within the institution. Data are collected from (a) Secondary sources like institutional archives, office records, and University websites and through (b) Primary survey.

From the secondary sources information are collected on gender balance among students, staff and the organizational structure, grievance redressal mechanism and gender equality initiatives. These are presented and analysed using tables and charts after constructing suitable indicators.

A quick survey based on personal interviews, was conducted among the students, teaching and non-teaching employees of the University on the basis of a semi structured questionnaire on their knowledge, attitude, practice (KAP), perceived, felt & unmet need with respect to the gender question. The findings from primary data sources are based on the analysis of the contents of responses.

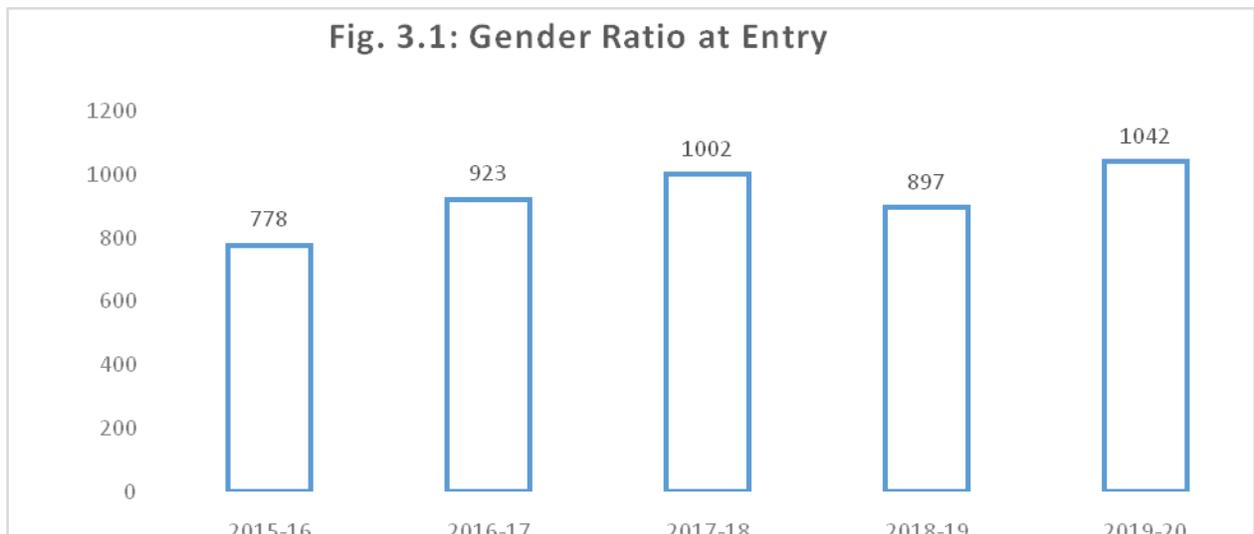
## Chapter 3

### Gender Balance in the Institution

#### 3.1 Gender Balance in Students' Access to Higher Education

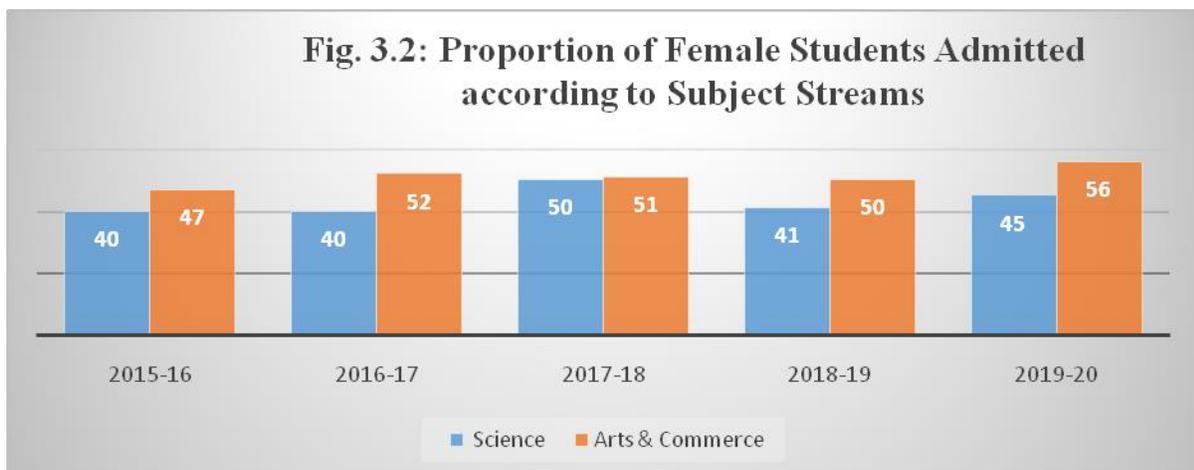
It is instructive to look into different aspects of gender imbalance in the educational system which is comprised of student, teachers, employees and administrators. In case of students we may consider imbalance for example a) in access to higher education, b) campus life experiences and c) educational outcome etc. The inequality may be more pronounced in some of these than in others. The issue of access in higher education is taken up in this section and the admission data for last five academic years are analysed considering, the admission of girls in Faculty of Arts and Commerce and Faculty of Science separately. In addition the data on enrolment is also considered. Presences of female students among students belonging to different communities are also calculated, in order to understand the situation in different communities.

Women fare relatively well in the area of access in higher education in general (Jacob, 1996). This is found to be true in case of Tripura University also. Figure 1 shows the gender ratio in admission, for the five years under consideration. It is evident that, for every thousand boys admitted, one thousand forty two (1042) girls are admitted in different courses in the university in 2019-20. This is calculated from the data on admission in the first semester of different courses as given in Table 3.1. This is in conformity with the findings of AISHE, 2018-19 with respect to Central Universities of India. (MHRD, 2019).



Note: Based on Table 3.1.

Gendered choice of subjects results in absence of women in STEM disciplines. Gender disparity in science has been a contentious issue among policy makers, as research shows this to be the reason for under-representation of women in the globalized mainstream knowledge economy (Chanana, 2011). Tripura University is also no exception in this regards. As shown in Fig. 2 proportion of female students admitted in science subjects remained lower in all the years under consideration. This is only expected, as the choice of subject, at school level is also gendered. However, it is heartening to note that the figure is improving over the years.



Note: Based on Table 3.1

**Table3.1: Students' Admission, 2015-16 to 2019-2020**

Year	Programme		Student Admitted		
			Male	Female	Total
2015-16	PG	Faculty of Science	223	148	371
		Faculty of Arts & Commerce	524	458	982
	Others	Integrated Master Degree	18	12	30
		Film & Video Production (B. Voc)	19	8	27
		Rubber Technology (B. Voc.)	16	6	22
		Under graduate course	45	25	70
<b>Total2015-16</b>			<b>845</b>	<b>657</b>	<b>1502</b>
2016-17	PG	Faculty of Science	271	184	455
		Faculty of Arts & Commerce	498	548	1046
	Others	Integrated Master Degree	22	16	38
		Film & Video Production (B. Voc)	19	8	27
		Rubber Technology (B. Voc.)	16	6	22
		Under graduate course	0	0	0
<b>Total2016-17</b>			<b>826</b>	<b>762</b>	<b>1588</b>
2017-18	PG	Faculty of Science	215	215	430
		Faculty of Arts & Commerce	502	531	1033
	Others	Integrated Master Degree	72	52	124
		Film & Video Production (B. Voc)	13	4	17
		Rubber Technology (B. Voc.)	5	7	12
		Under graduate course	0	0	0
<b>Total2017-18</b>			<b>807</b>	<b>809</b>	<b>1616</b>
2018-19	PG	Faculty of Science	254	175	429
		Faculty of Arts & Commerce	477	471	948
	Others	Integrated Master Degree	56	53	109
		Film & Video Production (B. Voc)	11	2	13
		Rubber Technology (B. Voc.)	4	6	10
		Under graduate course	20	30	50
<b>Total2018-19</b>			<b>822</b>	<b>737</b>	<b>1559</b>
2019-20	PG	Faculty of Science	256	211	467
		Faculty of Arts & Commerce	504	630	1134
	Others	Integrated Master Degree	73	72	145
		Film & Video Production (B. Voc)	18	1	19
		Rubber Technology (B. Voc.)	16	6	22
		Under graduate course	39	24	63
<b>Total2019-20</b>			<b>906</b>	<b>944</b>	<b>1850</b>

Source: ESIS Software

**Table 3.2: Total Students Enrolled (odd semesters)**

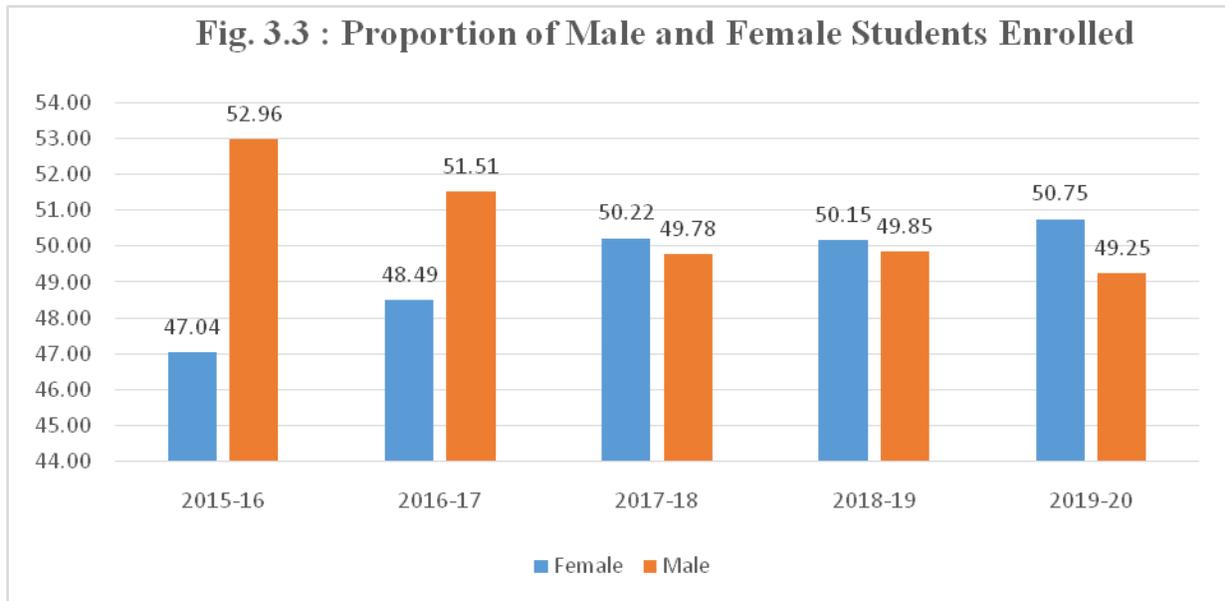
Years	Programme name		Female	Male	Total
2015-16	PG	Faculty of Arts	769	791	1560
		Faculty of Science	265	367	632
	IMD	115	113	228	
	Other	26	52	78	
	Total		1175	1323	2498
2016-17	PG	Faculty of Arts	859	803	1662
		Faculty of Science	302	390	692
	IMD	125	142	267	
	Other	30	63	93	
	Total		1316	1398	2714
2017-18	PG	Faculty of Arts	985	858	1843
		Faculty of Science	345	386	731
	IMD	135	162	297	
	Other	31	77	108	
	Total		1496	1483	2979
2018-19	PG	Faculty of Arts	902	836	1738
		Faculty of Science	321	384	705
	IMD	147	170	317	
	Other	110	81	191	
	Total		1480	1471	2951
2019-20	PG	Faculty of Arts	1113	918	2031
		Faculty of Science	334	417	751
	IMD	149	171	320	
	Other	28	70	98	
	Total		1624	1576	3200

Source: Annual Reports 2015-16 to 2019-20

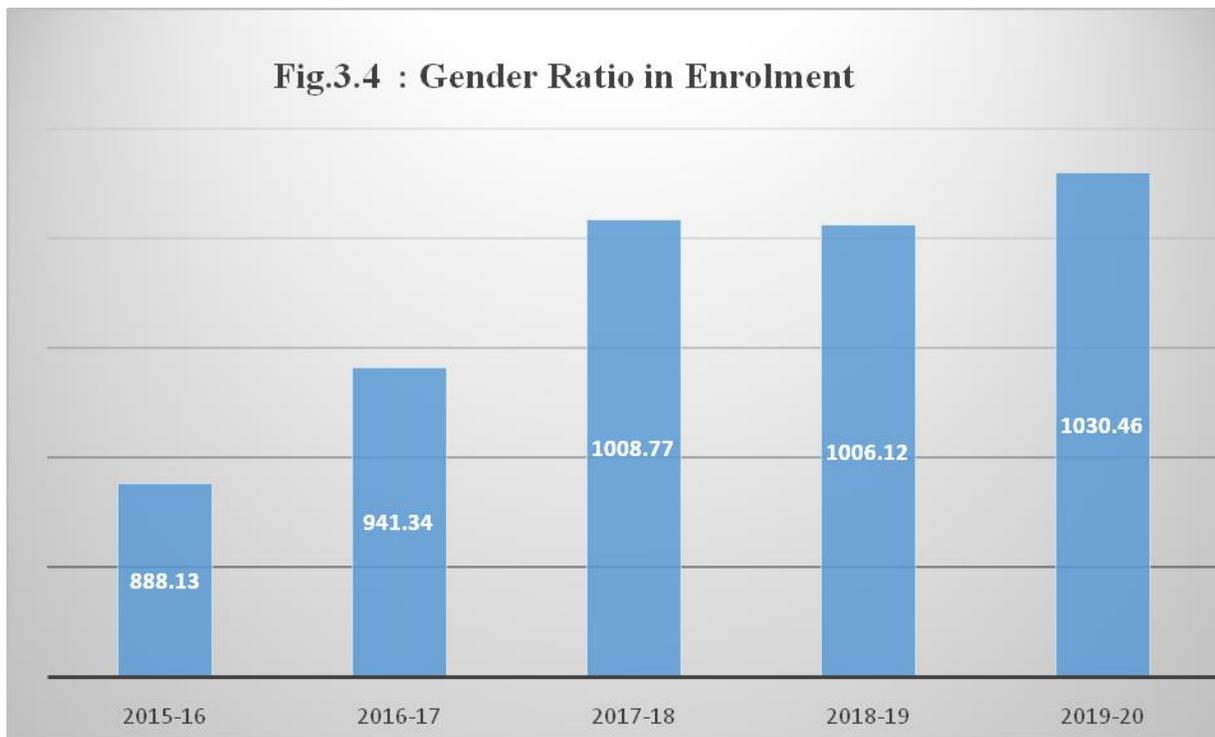
Note: Others= UG+ BCRU+ CSSEIP+ Women's Studies+ B.ED

Table 3.2 shows the number of male and female students enrolled in different courses in different semesters. From these the proportion of female and male students in total students enrolled in the two semesters Sem I and Sem III are calculated and shown in Fig 3.3. Proportion of female students since 2017-18 is slightly higher than fifty per cent. The gender ratio defined

as female students per thousand male students enrolled is shown in Fig 3.4. In 2019-20 the gender ratio in enrolment is lower than the genderratio in admission.



Based on Table 3.2



### 3.2 Access to Higher Education: Women belonging to different Social categories

It is important to understand that, women are a heterogeneous group and the extent of impact of any development initiative are likely to be different for women belonging to different social and caste groups. Interconnectedness of caste, community and gender is an issue which needs to be adequately studied.

**Table 3.3: Social Category of Students Enrolled**

Category	2016-17			2017-18			2018-19			2019-20		
	M	F	Total									
Gen	478	474	952	423	482	905	376	402	778	443	522	965
SC	248	176	424	244	182	426	242	197	439	248	192	440
ST	490	483	973	616	645	1261	589	632	1221	630	690	1320
OBC	182	183	365	200	187	387	264	249	513	219	188	407
EWS	0	0	0	0	0	0	0	0	0	36	32	68
Total	1398	1316	2714	1483	1496	2979	1471	1480	2951	1576	1624	3200

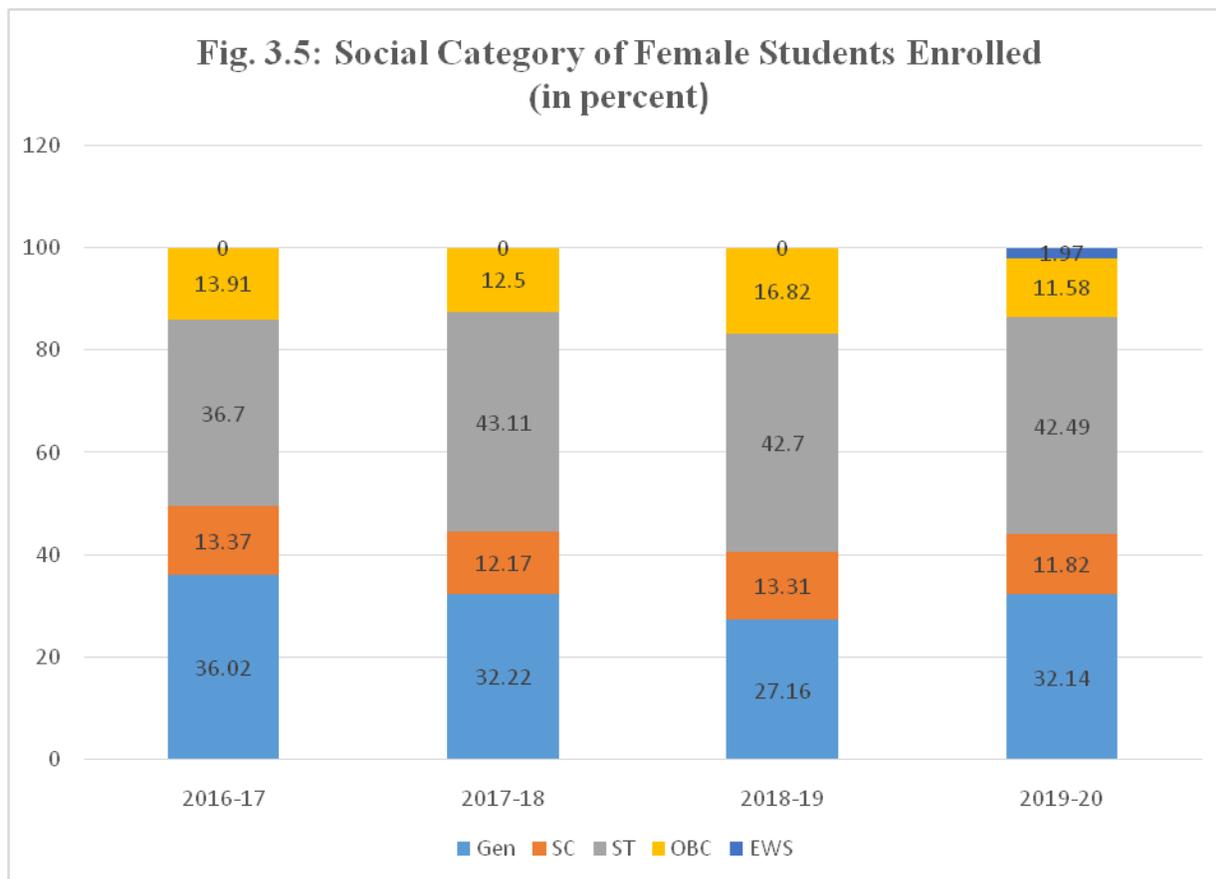
Source: Annual Reports 2016 to 2020

Table 3.3 provides the data of students belonging to different social categories for the specified period of analysis, from which we calculated, the proportion of female students belonging to different social categories (Table 3.4). If we look at Table 3.4 showing, the social category of female students, it is observed that highest proportion of female students belong to the scheduled tribe (ST) category, every year. This is more prominently displayed in Fig 3.5.

**Table 3.4: Social Category of Female Students Enrolled (in percent).**

Category	2016-17	2017-18	2018-19	2019-20
Gen	36.02	32.22	27.16	32.14
SC	13.37	12.17	13.31	11.82
ST	36.70	43.11	42.70	42.49
OBC	13.91	12.50	16.82	11.58
EWS	0.00	0.00	0.00	1.97
Total	100.00	100	100	100

Note: Based on Table 3.3.



## Gender balance in Social Categories

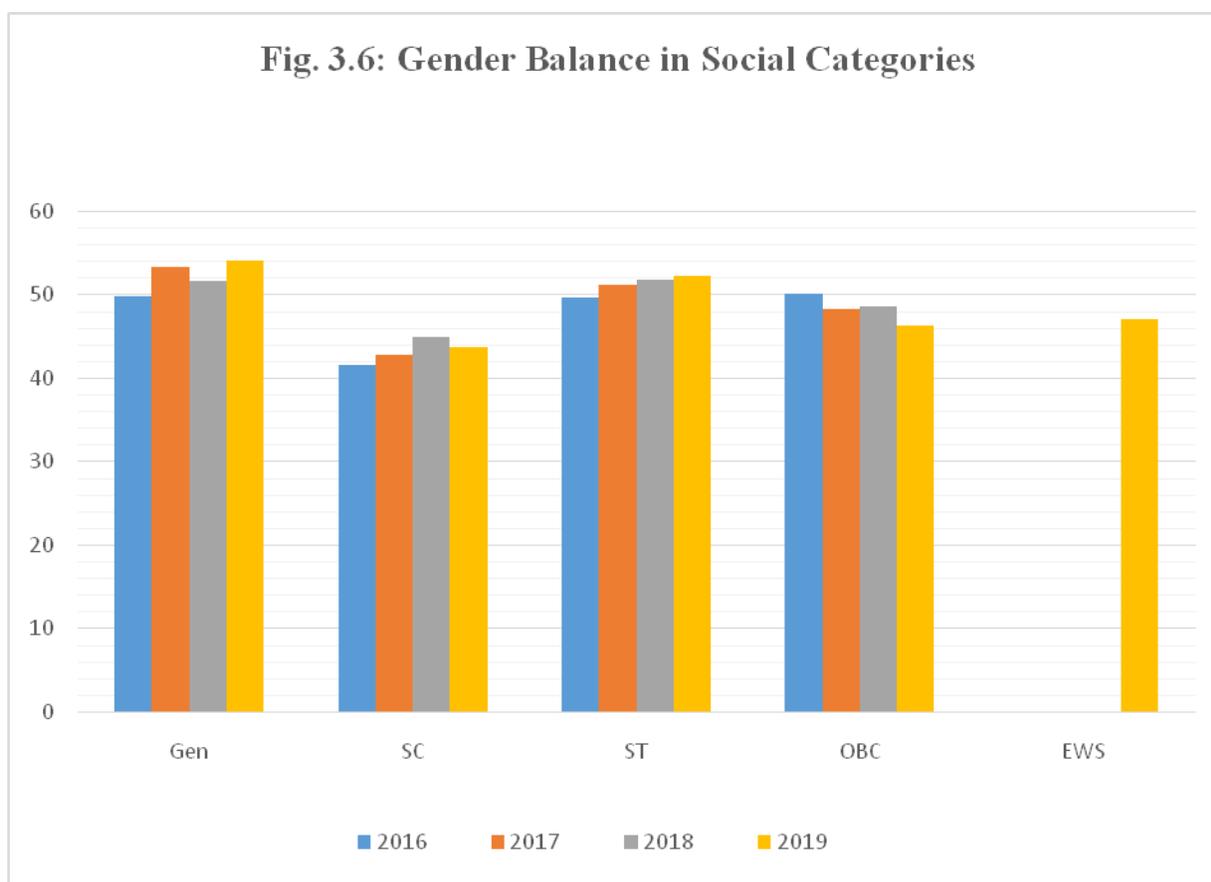
It is interesting to look at the male - female composition of students in all the social categories separately in order to have an idea about the impact of inclusive policies on women belonging to those. This enables us to understand the gender balance within the social categories, that is, the position of female students belonging to different social categories vis a vis their male counterpart, (Table 3.5). It may be noted that, during the period of analysis, proportion of female students have gone up in all social categories, except the OBC category, where it has actually declined. The increase in proportion of female students is most prominent in the general category.

**Table 3.5: Percentage of Female in Social Category**

Community	2016	2017	2018	2019
Gen	49.79	53.26	51.67	54.09
SC	41.51	42.72	44.87	43.64
ST	49.64	51.15	51.76	52.27
OBC	50.14	48.32	48.54	46.19
EWS	0	0	0	47.06

Note: Based on Table 3.3

**Fig. 3.6: Gender Balance in Social Categories**



### **3.3 Academic Activities: A Gender Perspective**

#### **3.3.1 Gender Content in Curriculum**

Design of courses and teaching with a gender perspective can play crucial role in promotion of gender equality. Teaching with a gender perspective stimulates critical thinking in students and enable them to identify social stereotypes, norms and roles related to gender. They learn to question the dominant pattern of socialization and can avoid gender blindness in their future careers. Without a gender perspective, there is every possibility of overgeneralization of a phenomenon which is studied on the basis of experiences of men only. This makes the women invisible, blurs the differences between men and women and considers them as homogenous groups. Mainstreaming gender into courses, where gender is relevant, enables students to

develop the skill to assess inequality on the grounds of sex and gender and to design solutions. It is also important to introduce gender perspective in research methods particularly in data collection and analysis.

One objective of the gender audit was also to look into if and how the different departments of the University engage in promoting gender equality by conducting programmes related to gender awareness and by incorporating gender in the syllabus content. A detailed analysis of the syllabus content of all the departments, was not possible due to time constraint. Information were collected from the Heads of various academic departments. Responses were received from Heads of thirty-one departments. Of these 31(thirty one) departments only 10 (ten) said to have a gender perspective in teaching, with 31 courses and 92 credits in total. In rest of the cases the issues related gender was not considered at all. Seven of these thirty-one departments said to have conducted one or more programs on gender related issues. Moreover, around 640 books are available in the Central Library of the University on gender issues.

### **3.3.2 Success Rate of Male and Female Students in PG Courses**

It is important to look into the gender aspects of outcome variables, in order to obtain an idea about the institutional approach towards the academic achievements of female students. For this purpose, the success rate of female students in the Master's Degree Programmes in the two faculties, are compared in this section. Progression and access of female students to research are also discussed here

The data on students appearing in the final Semester IV examination of Master Degree Courses in Science and Arts & Commerce, and number of students passed are used to calculate the success rate among male and female students as given in Table 3.6 below. In most of the years success rate of female students marginally exceeds that of male students in both the faculties.

**Table 3.6: Success Rate of Male and Female Students**

Years	PG Science		PG Arts and Commerce	
	Female	Male	Female	Male
2015	98	99	99	95
2016	100	96	96	94
2017	96	98	97	96
2018	98	98	96	92
2019	97	93	95	96
2020	99	98	100	98

Note: Success rate: Ratio of students appeared to students passed

### **3.3.3 Access of Female Students to Research**

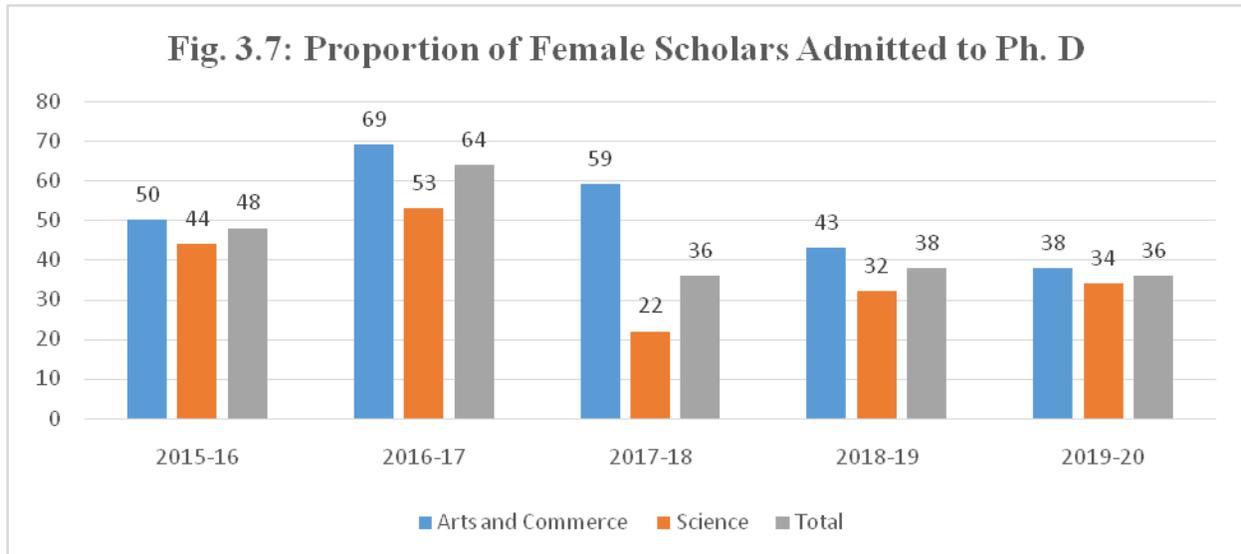
Numbers of male and female scholars admitted to Ph.D. course in the University in different years are given in Table 3.7. Based on this, proportion of female scholars admitted in different faculties are calculated and presented in Fig 3.7. Number of Ph. D s Awarded to female and male scholars are given in Table 3.8 from which percentage of female scholars receiving PhD degree in Science, Arts and Commerce, are calculated and presented in Fig. 3.8.

It is evident from Fig 3.7, that proportion of female scholars admitted to Ph.D. Course has fallen over the time period under consideration, though number of female scholars registered marginal increase in both the faculties from 2015-16 to 2019-20. Proportion of female scholars awarded Ph.D. degree also declined over the years, in both the faculties. (Fig. 3.8)

**Table 3.7: Ph. D Admission in Different Faculty**

Years	Science			Arts & Commerce			Total
	Female	Male	Total	Female	Male	Total	
2015-16	8	10	18	17	17	34	52
2016-17	8	7	15	22	10	32	47
2017-18	6	21	27	10	7	17	44
2018-19	20	42	62	40	54	94	156
2019-20	12	23	35	20	33	53	88

Source: esis software

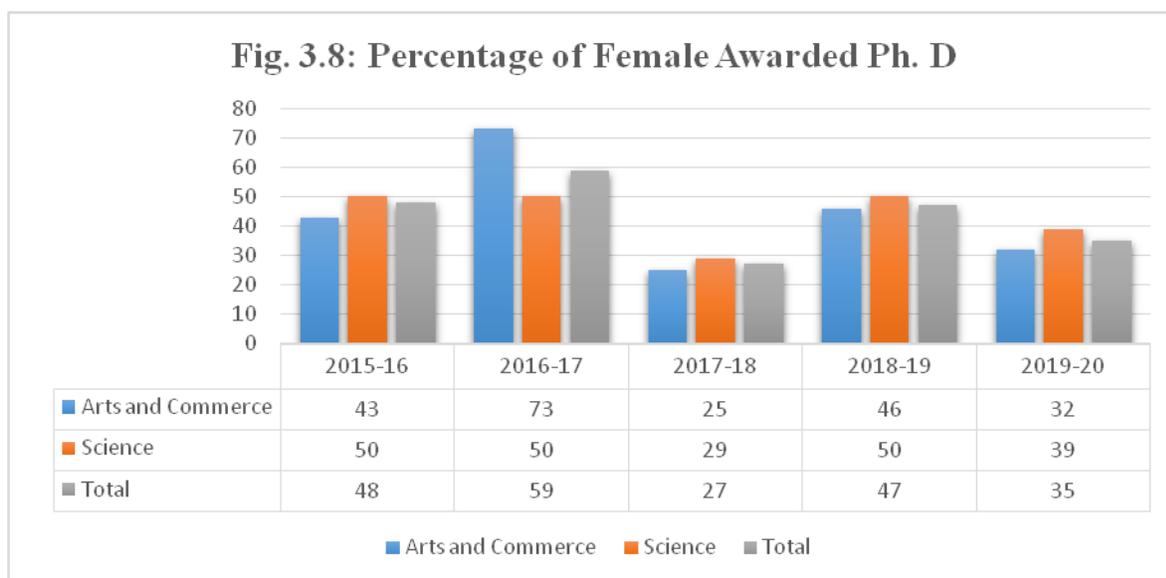


Note: Based on Table 3. 7.

**Table 3.8: Number of Ph. D. Awarded**

Years	Arts and Commerce			Science			Total
	Female	Male	Total	Female	Male	Total	
2015-16	3	4	7	11	11	22	<b>29</b>
2016-17	8	3	11	9	9	18	<b>29</b>
2017-18	6	18	24	6	15	21	<b>45</b>
2018-19	5	6	11	4	4	8	<b>19</b>
2019-20	6	13	19	7	11	18	<b>37</b>

Source: Academic Section



### 3.3.4 Faculty Participation in Academic Activities

Participation in academic activities is indicated by publication of articles in journals and in edited book chapters, book publication, lectures delivered as invited speakers, participation in seminars, conferences, workshops, faculty development programmes etc. Data pertaining to all these for individual teachers are available for the two years 2018 -19 and 2019-20 in the Annual Report of

the respective years. Table 3.9. shows the total number of publications ( in journals, in edited volumes and books) considering publications both as authors and coauthors, for male and female faculty members. The table also shows the number of Conferences, Seminar, Workshops, FDP etc. attended by the faculty members in the two years.

**Table 3.9: Participation in Academic Activities**

Academic Activities	2018-2019			2019-2020		
	Total	Female	Male	Total	Female	Male
Book Chapters	64	18	46	52	21	31
Books	36	07	29	9	2	7
Published in Journals/Proceedings of Conference/seminars/Symposium	288	37	251	267	38	229
Attended in Conferences/Seminar/Workshops	271	58	213	260	47	213
Attended in Invited Talks in Colloquium/ Seminar/workshops etc.	190	39	151	172	44	128
Attended in Orientation/ Refresher/ FDC programmes	80	15	65	56	10	46

Source: Annual Reports for 2018-19 and 2019-20

In order to have an idea of the extent of participation over the years Academic Participation Indicator is constructed by dividing figures in Table 3.9 by corresponding number of faculty members obtained from Table 3.11 for each activity and presented in Table 3.10.

**Table 3.10 Academic Participation Indicator**

Academic Activities	2018-19			2019-2020		
	Total	Female	Male	Total	Female	Male
Book Chapters	0.38	0.53	0.35	0.33	0.64	0.25
Books	0.22	0.21	0.22	0.06	0.06	0.06
Published in Journals/Proceedings of Conference/seminars/Symposium	1.72	1.09	1.89	1.69	1.15	1.83
Attended in Conferences/Seminar/Workshops	1.62	1.71	1.60	1.65	1.42	1.70
Attended in Invited Talks in Colloquium/ Seminar/workshops etc.	1.14	1.15	1.14	1.09	1.33	1.02
Attended in Orientation/ Refresher/ FDC programmes	0.48	0.44	0.49	0.35	0.30	0.37

Source: Annual Reports for 2018-19 and 2019-20

Note: Calculations based on Table 3.9 and Table 3.11

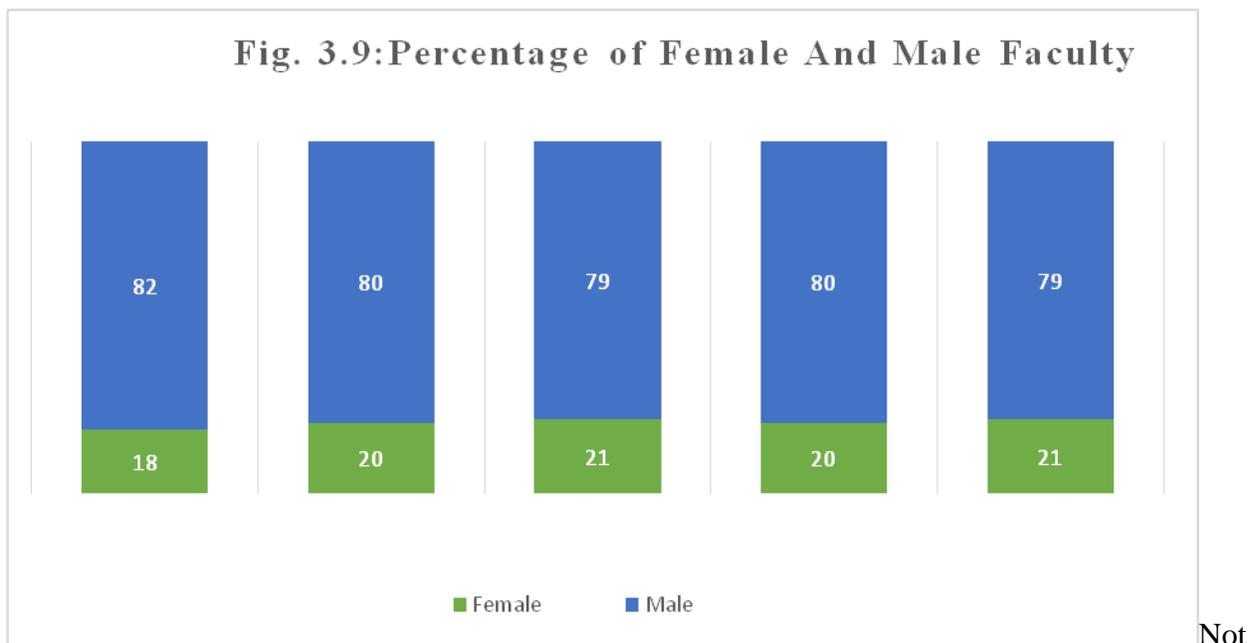
Thus, we may have an idea of how participation by female faculty in different category of activities have changed on average, during the two years. For example, both publication in book chapters and publication in journals per female faculty has increased from 2018-19 to 2019-2020. However, participation of female faculty members on average, in conference workshops etc. shows a marked decline. Also average number of invited talks by female faculties and their participation as resource persons has gone up.

### 3.4 Gender Balance among Employees

Presence of a sizable number of women, a critical mass is important in order to initiate a concerted effort towards gender mainstreaming for achieving gender equality. The number and proportion of women employees in an institution thus becomes important (UN, 2010).

### 3.4.1 Gender Balance among Teachers

The question of gender balance in a University cannot be complete without looking into the gender composition of teaching community. The All India Survey for Higher Education 2018-19 shows that in institutes of higher education in India 42 per cent are women. When Tripura University was established in 1997, there were only three women members of the faculty. It took more than two decades for that number to reach a two digit figure after the University became a Central University in 2007. By 2011 there were 27 women teachers and the tally goes to 33 in 2019 (Table 3.9). It is evident from the Fig.3.9, that over the last five years, the proportion of female teachers has increased from 18 per cent 2015-16 to 21 percent in 2019-20.



e: Based on Table 3.9

**Table 3.11: Female and Male Faculty, 2015-2020.**

Year	Professor		Associate Professor		Assistant Professor		Total		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
2015-16	2	24	6	15	18	79	26	118	144
2016-17	2	31	6	15	26	87	34	133	167
2017-18	2	29	5	15	27	86	34	130	164
2018-19	1	28	5	17	28	88	34	133	167
2019-20	1	24	5	17	27	84	33	125	158

Source: Office Records

As is generally found, presence of female teachers declines as we go up the rank, from Assistant Professor to Professors.

### 3.4.2. Gender Balance among Non-Teaching Employees

As on March 2021, among the 306 non-teaching employees in the University, 67, that is roughly 22 percent are women. Of 67 women employees, 36 that is 53 per cent are regular employees. Of all 306 non-teaching employees, 219 are regular employees, 27 are contractual and 60 are casual employees. In these three categories proportion of female employees is highest among casual employees (43 per cent). As is shown in Table 3.11, most of the regular female workers belong to the Group C category. Among the group C employees roughly 17 percent are women. This percentage declines in Group B and Group A category employees.

**Table 3.12: Gender Balance among Employees as on March, 2021.**

Category	Female	Male	Total
Regular	36 (16)	183 (84)	219
Contractual	11(41)	16 (59)	27

Casual	20 (43)	40 (67)	60
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Source: Office Records.

Note: Values in the Parenthesis shows percentage.

**Table 3.13: Regular Non- Teaching Female Employees**

Years	Group-A		Group-B		Group-C		Total		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
2015-16	2	27	6	24	24	113	32	164	196
2016-17	2	28	7	33	30	146	39	207	246
2017-18	2	25	7	33	30	149	39	207	246
2018-19	1	24	7	32	30	148	38	204	242
2019-20	1	20	5	18	30	145	36	183	219

Source: Office Records

## **Chapter 4**

### **Gender Responsive Features**

#### **4.1 Women in Organizational Activities**

In conformity with the low proportion of women teachers and employees in the organisation as noted in Chapter 3, participation of women in organisational activities is expected to be low.

Inclusion of women as members in committees reflect the gender inclusive culture of the organization. Statutory Committees are formed according to prescribed membership structure and often inclusion of women members are mandatory. Committees are also formed for a particular purpose for a limited time span, where members are chosen as per discretion of the administrative authority or on the basis of some prevailing conventions. Discussion with the authority revealed that committees are constituted following the University Statutes and UGC guidelines from time to time. In constituting selection committees, female members are included wherever required and also on the basis of availability and expertise.

To look into the gender breakup a sample of seventy committees (both statutory and even based), as available from the administration, were considered during the five year time period as detailed in Table 4.1 and 4.2. These consisted of total of 679 members, out of which only 77 i.e. around 11 percent were females, indicating, as expected, marginal participation of women in organizational matters. It needs to be noted here, that often female members are included because of the administrative position and also the same female member is included in many committees. Thus, most of the women in the organization do not get a scope to participate in

collective activities. For gender inclusion it is necessary to broad base the committees, particularly those which are event based.

**Table 4.1: Sample of Committees**

Years	2016	2017	2018	2019	2020	Total
Statutory Committees	38	01	0	01	0	40
Event Based Committees	06	05	02	08	09	30
Total in no. sample	44	06	02	09	09	70

Source: Office Records

It is also observed that female members constituted only 10 percent in Statutory Committees and 13.98 per cent in event based committees (Table 4.2) as included in the sample.

**Table 4.2 Proportion of Women Members in Committees**

Year		2016	2017	2018	2019	2020	Total
Members in Statutory Committees	Total	374	20	0	6	0	400
	Female	31	4	0	3	0	40 (10)
Members in Event based Committees	Total	41	39	17	62	120	279
	Female	2	7	2	11	17	39 (13.98)
Total members		415	59	17	68	120	679
Total female members		33	11	02	14	17	77 (11.34)

Source: Office Records

## 4.2 Work Life Balance

Being able to balance work and life is essential for success of both women and men. A proactive approach towards ensuring employees' work-life balance goes a long way towards creating a

gender friendly environment and promotion of gender equality within the organization. Provision of paid maternity leave and leave for care responsibilities are two basic policy measures considered to be instrumental for work participation of women.

Women employees, (both teaching and non-teaching) of Tripura University are entitled to enjoy paid maternity leave and child care leave. These are included in the leave rules of the University, in conformity with UGC directives in this regards, and are modified following the recommendations of Central Pay Commission from time to time.

The available records reveal that, starting from 2015 to Sept 2020, 09 (nine) female teachers and 05 (five) non-teaching female employees availed maternity leave. Table 4.3. shows the details of maternity leave enjoyed by the employees of Tripura University, year wise for the period under consideration.

#### **4.3. Maternity Leave (2015-2020)**

Year	Teaching		Non-Teaching	
	Numbers	Days	Numbers	Days
2015	02	145	nil	Nil
2016	02	146	2	271
2017	02	254	2	89
2018	03	410	nil	Nil
2019	04	220	02	360
2020	03	208	01	03

Source: Based on Office Records, Registrar Branch

#### 4.4. Child Care Leaves (2015-2020)

Year	Teaching		Non-Teaching	
	Numbers	Days	Numbers	Days
2015	4	104	4	127
2016	4	135	3	113
2017	3	158	4	196
2018	3	179	7	293
2019	3	191	6	330
2020	2	103	3	51

Source: Based on Office Records, Registrar Branch

Regarding child care leave, data was available for sanctioned leave only. Instances when application for child care leave was not granted are not available on record. Also, no such case was reported during the interview of teaching and nonteaching employees.

Table shows that starting from 2015 to Sept 2020, a total of 8 (eight) female teachers and 13 (thirteen) non-teaching female employees availed 870 days and 1110 days of child care leave respectively. On an average 340 days of CCL were sanctioned for female employees as a whole every year.

#### 4.3 Gender Responsive Infrastructure

1. Gender neutral approach in student admission, and recruitment of staff.
2. Various provisions for women employees like maternity leave, child care leave etc. are adopted and implemented.
3. There is a Primary Health Care Facility with a permanent Women Medical Officer.

4. Hostel facilities are available for girl students including women research scholars and sixty seats are available for them. Hostels are well secured with 24 hours women guards and a full time matron and women staff.
5. The University premise is well lighted and secure.
6. All the academic buildings and administrative buildings have adequate facilities of separate washroom for women students and staff.
7. There is a Day Care Building, and efforts are on to make the day care facility functional.
8. There is an Internal Complaints Committee for complaints pertaining to gender issues including sexual harassment.
9. There is Women's Studies Centre which conducts programme for gender sensitization and awareness.

## **Chapter 5**

### **Perception and Awareness of Gender Equality**

#### **5.1. Perception about Gender Equity Orientation of the University**

In order to find out the opinion of students and employees regarding the gender equality orientation of the institution and gender questions in general, as outlined in Chapter 2, a survey was conducted during the month of March 2021. All willing students present in a department on the particular date of data collection were asked to fill up the survey schedule. Attempts were made to include students from as many academic departments as possible. Similar approach was taken in case of staff also. Thus, a total of 160 students, 29 teachers and 39 non-teaching staff were surveyed using two different sets of questions for students and employees (Appendix). Questions were asked about their attitude, experiences and impression on gender related matters within the campus. Both structured and unstructured data were generated through closed and open ended questions and content analysis of the data were done.

#### **5.2. Students' Perception:**

##### **Sample Description**

The 160 students, who willingly filled up the questionnaire, constituted the sample of students coming from sixteen academic departments. Care was taken to ensure adequate representation of students from Sem I, Sem III and Research scholars, as well as from different social categories. It is to be noted that roughly 10 percent of all students were covered. In the sample 61 percent were female students. Sample characteristics are shown in Table 5.1. Out of 98 girls in the sample 43 that is around 44 per cent were staying in University Hostel.

**Table 5.1: The Sample Profile of Students**

Students	Female	Male	Total
SEM I	33	19	52
SEM III	55	34	89
Research Scholar	10	9	19
Social Category			
OTHER	43	23	66
SC	9	16	25
ST	26	10	36
OBC	20	13	33
TOTAL	98	62	160

Source: Survey

In order to understand the attitude of Students regarding gender equity orientation of the institution several questions were asked. 157 out of 160 students, felt that boys and girls are equally good at studies. None of them ever felt being discriminated against, neither have they come across anyone being discriminated in the institution. 153 out 160 felt that girls and boys are treated equally within the institution. Regarding the experience within the classroom, none of the students, male and female, reported feeling uncomfortable in the classroom situation. They also think that girls and boys are treated equally in the institution. Most of the students (93 percent) said that they feel safe in the university campus and not much difference is observed between the responses of girls and boys. Out of the 43 hostellers only 5 (12 percent aprox.) reported difficulties about facilities in hostels and complained that their needs are not taken care off. 88 per cent of the boarders (girls) were satisfied with the hostel arrangements. It needs to be mentioned here that, these students have only limited on campus experience, because of the pandemic situation caused by COVID 19.

### 5.3. Employees' Perception:

A total of 68 employees, (29 teaching and 39 non-teachings) employees responded and filled up the questionnaires as detailed in Table 5.2.

**Table 5.2: The Sample of Employees**

Staff	Female	Male	Total
Teachers	20	11	31
Non-teaching	18	22	40
Social Category			
OTHER	22	15	37
SC	3	4	7
ST	7	8	15
OBC	6	6	12
<b>Total</b>	<b>38</b>	<b>33</b>	<b>71</b>
Age Group			
25-35	4	4	8
35-45	18	15	33
45-55	13	11	24
55+	3	3	6
Length of Service			
less than 10 years	12	14	26
10 to 20 years	17	12	29
more than 20 years	9	7	16
Types of Employment			
Permanent	31	23	54
Contractual	3	4	7
Casual	4	6	10
<b>Total</b>	<b>38</b>	<b>33</b>	<b>71</b>

Source: Survey

### Perception of Employees about Work Environment and Security

Questions were asked to both male and female employees regarding the situation of women employees within the institution, regarding service matters and also about the work environment.

The questions and responses of the male and female employees are given in Table 5.3 (a) and Table 5.3(b).

When asked about if the institution attaches higher value to the work performed by male employees, 69 per cent of all employees (who responded) said ‘no’ implying that, they do not think it to be true. However, considering the responses of male and female employees separately, it is found that 35 per cent of the male employees, who responded, said yes and felt that male employees are valued more by the institution, while only 29 percent of the female employees felt so. This indicates that perception of male employees regarding their importance within the organization differ from that of the female employees. Clearly more males felt them to be relatively more valued within the institution.

**Table 5.3 (a): Perception of Employees about Work Environment**

Response	Employees	If male work has higher value	If male and female employees are treated equally in service matters	Recall incidence of discrimination against woman employee	If ever discriminated against
Yes	Male	10	30	2	5
	Female	11	23	4	3
	Total	21	53	6	8
No	Male	19	3	31	28
	Female	27	15	34	32
	Total	46	18	65	60
NR	Male	4	0	0	0
	Female	0	0	0	3
	Total	4	0	0	3
TOTAL	Male	33			
	Female	38			

Source: Survey. Note: NR= no response

On the other hand 75 percent of all male and female employees felt that, they are equally treated in respect to facilities received in service. Here also, the perception differed between genders, with only 61 percent of female employees accepting that they are equally treated, while 91 percent of male employees thought they are equally treated. This indicates that relatively higher percentage of female employees perceive being subjected to unequal treatment. When asked about whether they have come across any incidence of discrimination in service matters, against any female employee, 92 per cent employees answered in negative. However, when asked about if they themselves have ever been discriminated against in service matters, 85 per cent answered in the negative. Interestingly, 15 percent of male respondent said that they have been discriminated against, while only 9 percent of female employees reported so.

Questions and responses regarding work environment are presented in Table 5.3 (b). Regarding comments stereotyping women 59 per cent of employees said that they rarely come across such comments. It is to be noted that eight (11 percent) of the employees did not answer the question. However, 41 percent of female employees reported that they come across comments stereotyping women sometimes and often, while only 24 percent of the male employees reported so. Only 23 per cent of the employees responding, felt that gender issues are always taken seriously and discussed openly. 45 per cent thought that these issues are rarely taken seriously or discussed openly. 32 per cent said that gender issues are not all taken seriously and never discussed openly. When asked if the work environment is congenial to self-development, 20 percent the employees did not answer. 79 per cent considered the work environment congenial. While 17 percent of the male employees considered the work environment to be hostile, 25 percent of female employees thought so. Regarding efforts of University to promote of gender sensitive environment, 42 percent of those who responded said that they are not aware of any such efforts.

Regarding the statement that organization is responsive to gender specific needs of employees, 42 percent thought that organization is not at all responsive.

**Table 5.3 (b): Perception of Employees about Work Environment**

Whether encountered Comments stereotyping women			
Response	Male	Female	Total
Rarely	22	20	42
Sometimes	6	11	17
Often	1	3	4
NR	4	4	8
Gender issues taken seriously and discussed openly			
Response	Male	Female	Total
Always	9	6	15
Rarely	11	18	29
Never	10	10	20
NR	3	4	7
Workplace for self-development			
Response	Male	Female	Total
Congenial	24	21	45
Hostile	5	7	12
NR	4	10	14
University takes adequate measures for promotion of gender sensitive environment			
Response	Male	Female	Total
Strongly Agree	4	0	4
Agree	10	11	21
Disagree	3	10	13
Do not Know	13	15	28
NR	1	3	4
Organization responsive to gender specific needs			
Response	Male	Female	Total
To a great extent	8	6	14
Sometimes	10	9	19
Not at all	10	14	24
NR	6	8	14

Source: Survey

Note: NR=no response

Except for one employee all considered the campus safe. However, when asked if there has been any situation, when they might have felt insecure in the campus, 7 per cent of the employees said yes. These incidents apparently are considered unusual and rare.

**Table 5.4: Employees’ Perception about Security**

Response	Employees	Is campus safe for women	Any situation when felt insecure
Yes	Male	32	1
	Female	37	4
Total		69	5
No	Male	0	30
	Female	1	32
Total		1	62
NR	Male	1	2
	Female	0	2
Total		1	4

Source: Survey

#### **5.4 Awareness about Grievance Redrassal Mechanism**

There are various bodies to look after the interest of students and employees. Dean, Students’ Welfare is the nodal officer regarding matters related to students. As per UGC/MHRD, [www.antiragging.in](http://www.antiragging.in) site is used for filing anti ragging undertaking and also may be used for filing complaints. The helpline no 1800-180-5522, is widely displayed. Students may also lodge complaints on various type of grievances, including against sexual harassment in the Student Grievance Portal accessible at Tripura University website. 41 percent of the student surveyed reported that they are aware of the student’s grievance portal. More female (44%) students are aware compare to their male counterpart (35%). Following the UGC directives, Internal Complaints Committee (ICC) receives and settles complaints of employees in general regarding sexual harassment.

The constitution and functioning of the ICC is discussed in details in Chapter 6. Here we enquired about awareness regarding issues of sexual harassment and the related redrassal

mechanism. Table 5.5 presents the responses of employees regarding the three questions on sexual harassment. It is noted that 35 employees (out of 66 responding) i.e. 53 percent think that sexual harassment does not take place in the workplace. However, 24 female employees i.e. 67 percent of female employees think that sexual harassment takes place in workplace. 32 percent of female employees reported that they do not know of any such incidence. 84 percent of female employees feel that one should file complaint against such incidents. On the other hand 23 percent of male think that complain should not be filed against cases of sexual harassment.

**Table 5.5: Awareness of Employees about Sexual Harassment**

Response	Category	Sexual harassment occurs in workplace	Have you come across any such incident of harassment?	Do you think one should file complaint against such incidents?
Yes	Female	24	12	32
	Male	7	1	24
	Total	31	13	56
No	Female	12	25	6
	Male	23	30	7
	Total	35	55	13
NR	Female	2	1	0
	Male	3	2	2
	Total	5	3	2

Source: Survey

As revealed by the data in Table 5.6, around 70 percent of employees are aware of ICC in the university, 56 percent are aware of its functions. 39 percent are aware of the procedures of lodging complaints. 20 percent have information about complaints lodged with the ICC.

**Table 5.6 Awareness of Employees about ICC**

Response	Category	Do you Know				
		About ICC	Functions of ICC	Procedure to lodge complain	Any member of the ICC	About any complain ICC
Yes	Male	22	18	15	11	7
	Female	27	21	12	14	7
	Total	49	39	27	25	14
No	Male	10	14	17	21	25
	Female	11	17	26	24	29
	Total	21	31	43	45	54
NR	Male	1	1	1	1	1
	Female	0	0	0	0	0
	Total	1	1	1	1	1

Source: Survey

In general awareness of female employees (71%) is higher than their male counter parts (69%) in this respect.

## Chapter 6

### Gender Equality Initiatives

Tripura University works for gender equality and creation of a gender sensitized community. The University is also committed to gender justice and promotion of gender balance within the institution. For realizing these, several bodies are formed within the University like the Women's Studies Centre, which is engaged in gender awareness building and gender sensitization, the Internal Complaints Committee for addressing the issues and complaints of sexual harassment by research scholars and all employees, the Grievance Redressal Cell for attending to various other complaints by employees and the Counselling Centre for psychological support of students as well as staff members.

**6.1. The Women's Study Centre,** Tripura University was recognized by the UGC in 2011 and received UGC funding for the Twelfth Plan period. Even before that, since its inception in 2006, as a cell, it is engaged in generating awareness about women's issues, in conducting research on these issues, in organizing extension activities, seminars and workshops. From 2011, under the UGC scheme of Development of Women's Studies in Indian Universities and Colleges the Women's Studies Centre, Tripura University started working on independent Research, Legal Advocacy, Documentation, Teaching, Training and Extension programme. Throughout its activities, the Centre has been trying to generate awareness about the role of women in society, by conducting various Seminars, Workshops and Interaction Programmes. Over time the Centre has completed nine research studies (two within the reference period) and started one PG Diploma Course in 2016.

To promote gender awareness and sensitivity the Centre has organized 5 Lectures, 4 Interaction Programmes, 1 Panel Discussion, 2 Seminars, 3 Training Programmes, 1 Workshops, 2

Awareness Programmes, 2 Webinars on Women and Gender issues during the reference period as given below, yearwise.

1. Webinar on Stress Management in COVID-19 Context on 19<sup>th</sup> October, 2020
2. National Webinar on Gender Issues in COVID-19 Context on 28<sup>th</sup> September, 2020
3. Legal Awareness Programme on Women in Indian Constitution on 20<sup>th</sup> February, 2020
4. Panel Discussion (Round Table) on Skill and Entrepreneurship on 6<sup>th</sup> March, 2020.
5. Interactive session on Gender Sensitization and Globalization on 21<sup>st</sup> May, 2019
6. Interaction Programme on Gender and Media on 5<sup>th</sup> March 2019
7. Training of Trainers (TOT) on Gender Equity from 11<sup>th</sup> -13<sup>th</sup> January, 2018
8. Computer Skill Development Programme for Rural Women from 24<sup>th</sup> September, 2018 – 24<sup>th</sup> November, 2018
9. Special Lecture on Rabindranath and Debate on Feminism’ on 5<sup>th</sup> April 2018
10. Invited Lecture on ‘Human Rights and Women’s Rights’ on 10<sup>th</sup> December, 2018
11. Special Lecture on Women and Indian Culture’ on 14<sup>th</sup> December, 2018
12. National Seminar on ‘Violence against Women’ from 5<sup>th</sup> -6<sup>th</sup> April, 2017
13. Special Lecture on ‘Law & Domestic Violence’ on 1<sup>st</sup> September 2017
14. Two Day Legal Awareness Programme for the Students of Tripura University on 29<sup>th</sup> -30<sup>th</sup> March, 2016.
15. Gender Sensitisation Programme on Anti-Sexual Harassment in Institutional Setup on 5<sup>th</sup> April, 2016
16. A Special Lecture on “Gender Issues in the Works of Tagore” on 8<sup>th</sup> August, 2016
17. Training on ‘Self Defence’ and ‘Yoga for Health’ on 10<sup>th</sup> – 12<sup>th</sup> February, 2015
18. Three day orientation programme on ‘Women’s Studies as an emerging discipline’ on 3<sup>rd</sup> - 5<sup>th</sup> September, 2015

19. An interaction programme on 'Police-Public Relation on 8<sup>th</sup> April, 2015

## **6.2. Internal Complaints Committee**

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) **Act**, 2013, commonly referred to as the '**PoSH Act**' is an Indian **law** enacted with the objective of making workplaces safer for women by preventing, prohibiting and redressing **acts** of sexual harassment against them in the workplace. The important feature of this Act is that it mandates setting up of Internal Complaints Committee at every office of the organization or institution, having more than ten employees to hear and redress complaints pertaining to sexual harassment. (Section 4 of the Act). Consequent upon this UGC Regulations 2015 was notified for Universities and Colleges. The Internal Complaints Committee was constituted in Universities following the UGC Regulations, 2015 and replaced the existing Sexual Harassment Redressal Committee.

During the period from 2016 to 2020, five complaints were received by the Internal Complaints Committee, one each in the years 2016 and 2017, and three in 2019. There was no complaints in 2018 and 2020. It may be noted here that due to Covid 19 pandemic, University was only partially functional in 2020. Also, it may be mentioned here that only        per cent of the employees interviewed are aware of the ICC functions and procedures to lodge complaint. Complaints were received from one research scholar against the guide, from a female student against a male student, from a female employee against a male employee, from a woman teacher against one officer in administration and a complaint against the Head of Department. The nature of complaint varied from sexual harassment, physical assault and other grievances. The ICC heard all the cases and disposed them off in a suitable manner. Two cases were referred to the Grievance Redressal Cell, one is sub judice. Details provided in Table 6.1.

**Table 6.1: Complaints Received in the ICC**

Year	No. of Complaints received	Ground of Complaint	Complainant	Defendant	Status
2016	1	Sexual Harassment	PhD Scholar	Guide	Suspended
2017	1	Grievance ( not of sexual nature)		HOD	Referred to grievance redrassal cell
2018	NIL	NA	NA	NA	NA
2019	3	Sexual Harassment	Female Staff	Male Staff	Sub Judice
		Grievance ( not of sexual nature)	Female Faculty	Registrar	
		Physical Assault	Female Student	Male Student	Warning issued
2020	NIL	NA	NA	NA	NA

Source: As Obtained from ICC records

The ICC also conducted one webinar for generating awareness about sexual harassment prevention in workplace. More such programmes may be organised in order to reach all categories of employees and research scholars.

### 6.3. Counselling Centre

The counselling Centre is an important initiative of the University, to create and promote a gender-sensitive campus. Counsellors can provide psychological support to the students in distress and can actively engage students in meaningful dialogue and can be instrumental in instilling gender sensitive values in them. The presence of counselling centre at Tripura University from 2016 is a unique effort by the University. Since inception, the centre has conducted more than 600 counselling sessions for the students. The number of female students seeking counselling out numbers the male students to a large extent as shown in Table:

**Table 6.2: Students Seeking Counselling**

Year	Counselling sessions	Proportion of Students seeking Counselling		
		Female	Male	Total
2016-16	88	93	7	100
2016-17	82	95	5	100
2017-18	66	74	26	100
2018-19	60	61	39	100
2019-20	336	94	6	100

Sources: As obtained from records of Counselling Centre

In 2016 more than 90 percent of the counselling sessions were held for female students as individual and group counselling. In the time of COVID-19 Pandemic, the numbers of counselling sessions were high, almost 336 counselling sessions took place both online and offline and here also percentage of female students are higher than the male students. The counselling sessions were mainly on adjustment problems, relationship issues, exam phobia and stress, future uncertainty, depression and identity crisis.

## Chapter 7

### **The Way Forward: Need Perception and Suggestions**

Engaging stakeholders in discussions about gender issues is a useful tool in policy making and promotion of gender friendly environment within the institution. Need perception of the community members, and assessment of unmet need is necessary for program design and resource allocation. Stakeholder consultations ensure evidence based participatory decision making which takes into consideration different needs and priorities of the members of the University Community. Gender equity consultations ensure that stakeholders' voices are heard and their priorities are reflected in policies of the institution.

This Gender Audit exercise, therefore, included an open ended question asking for suggestions of teachers, students and research scholars, non-teaching staff, about, what are the facilities required for making the campus women friendly and for promoting gender equity. The individual responses then are analyzed, classified and presented in Table 7.1 and Table 7.2. Responses of students related mostly to personality development, health and hygiene, security and infrastructure.

#### **7.1 Need-perception of Research Scholar and Students**

Students who responded to the question and offered suggestions, stressed mostly on health and hygiene, personality development, security and infrastructure and in that order, as is evident in Table 7.1. The table also mentions the specific requirements of the students.

Health and hygiene related issues topped the priority list of the students, with 60 per cent of the students mentioning these. The need for proper medical facilities like a pharmacy within the campus was also mentioned. The issue of clean campus and clean washrooms also came up in a

major way. Many expressed the need for installing proper garbage disposal systems in washrooms and sanitary napkin vending machines.

**Table 7.1: Opinion of Students and Research Scholar**

Categories	Items	Percentage of Respondents
Health and Hygiene	Clean Campus, Clean washrooms with proper disposal of sanitary garbage and sanitary napkin vending facilities Pharmacy with the PHC	60
Personality Development	Conducting Self defense Courses, Cultural & Co-curricular activities, Various personality development programs	49
Security and Infrastructure	Increased seat capacity in hostels, Safe campus, Photocopy facilities, Ladies common rooms	35

Sources: Primary Survey

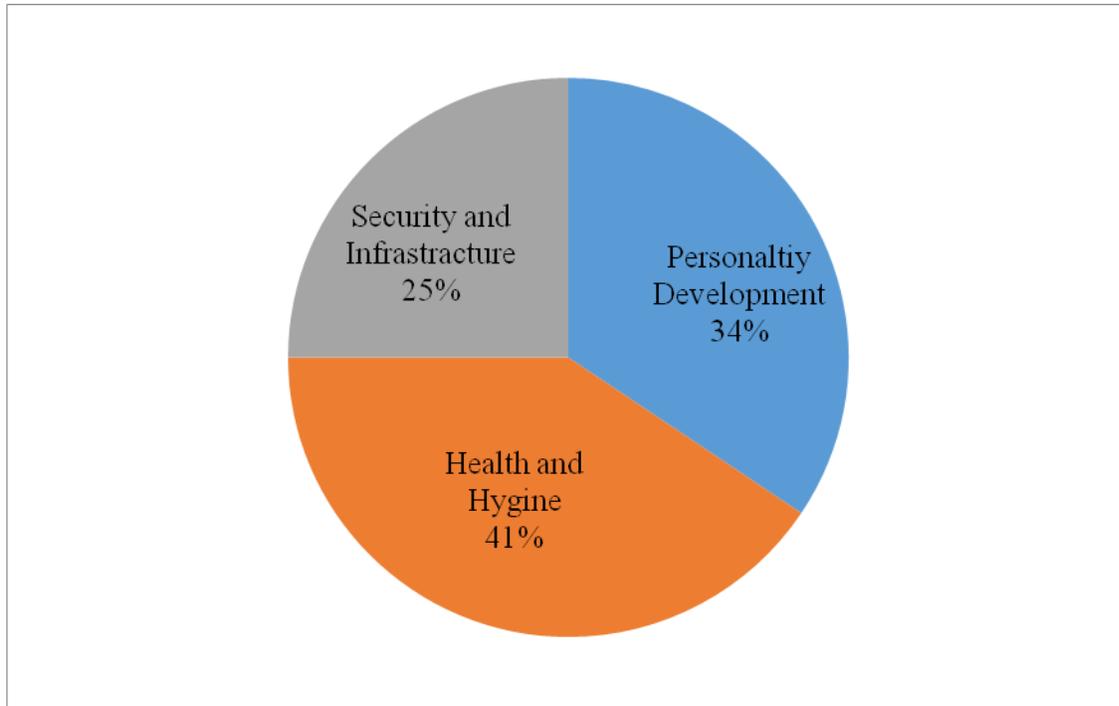
Note: The percentage does not add up to 100 as many students offered more than two suggestions.

Another group of suggestions related to conduct of personality development programs. Table 7.1 shows that 49 percent of the students who responded, felt that self-defense courses, personality development program like English speaking courses, life skill development courses, career counselling etc should be conducted periodically.

Students also mentioned the need for installing a photocopying facility within the campus, a ladies common room, proper lighting and camera surveillance along the in campus pathways. Increasing the seat capacity of women's hostels was also a major demand. All these are clubbed / classified under security and infrastructure. It needs to be mentioned here that a new multi storied girls' hostel has become operational since last session.

The pie chart below, shows the share of a particular category among all kinds of suggestions, reflecting the weight students attach to different categories of needs. Health and hygiene issues are considered as most important followed by personality development issues and then security and infrastructure.

**Figure 7.1: Weightage of Student Need Category**



## **7.2 Need Perception of Employees**

A similar exercise for the employee suggestions was also undertaken, as presented in Table 7.2. The need for various awareness generation programs, relating to gender sensitization and various other gender related issues were identified as priority by 51 percent of all respondents. Awareness programs on issues of women health, sexual harassment at workplace, service related matters and legal awareness, were also mentioned. Specifically, need for online portal for complaints against sexual harassment and a neutral enquiry process was pointed out. A large

number of teaching and non teaching employees expressed the need for a properly functioning Day Care Centre for both male and female employees of the University.

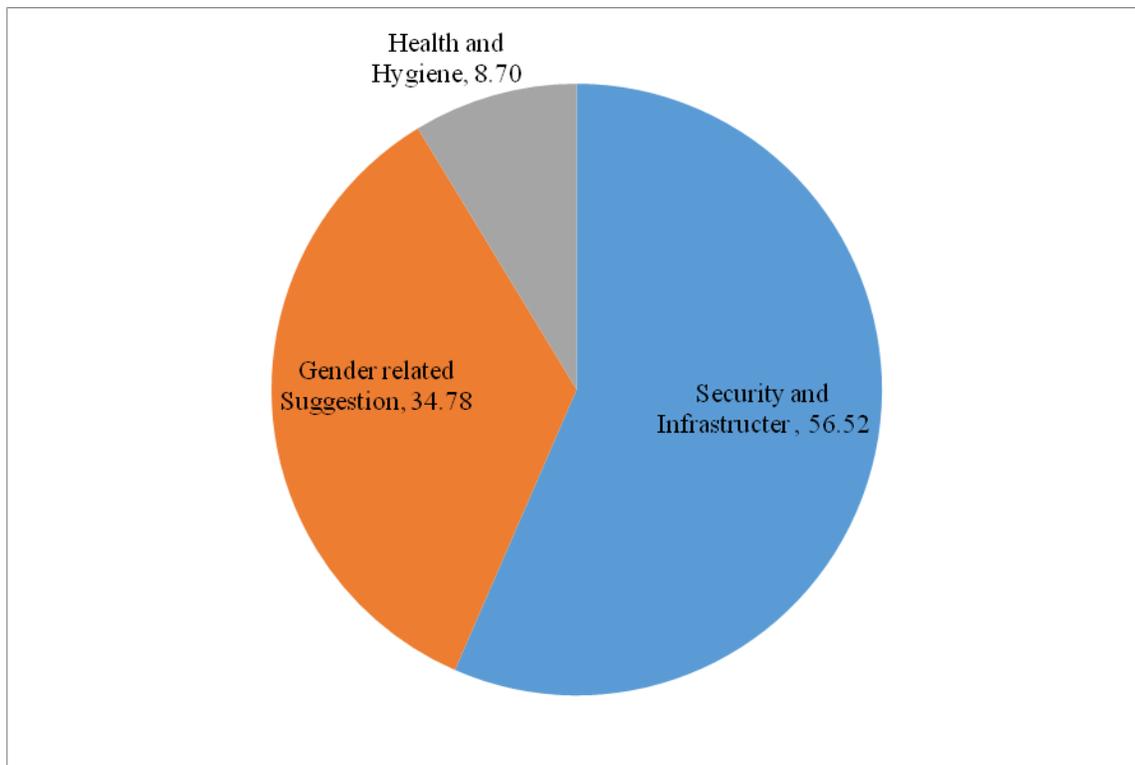
Table 7.2: Opinion of Employees

Categories	Items	Percentage of Respondent
Gender Issues	Online portal for lodging complaint against sexual harassment, neutral enquiry and proper safeguards thereof, Inclusion of women in various administrative committees, Conduct of Gender sensitization and awareness programs	51
Security and Infrastructure	Day care centre, Rest room for women, Self-defence Courses, Oncampus accommodation.	41
Health and Hygiene	Health awareness programs for women, Adequate number of Clean washrooms with proper garbage disposal.	15

Sources: Primary Survey

Demand for on campus accommodation facility, in adequate numbers, a restroom/ recreation room for women employees also were put up. Health awareness programs for women and separate clean washrooms for women employees also find a mention in the need assessment. The weight of need categories is presented in the pie chart below.

Figure 7.2: Weightage of Employee Need Category



### Suggestions

Based on the above analysis the following suggestions are made.

1. Day Care Centre to be made operational and a mechanism to be developed for making the facility available to the potential users when required.
2. Girls' Common Room to be allocated at a suitable location.
3. Rest Room for women workers and / employees to be made available.
4. Photocopy facility within campus for students and research scholars.
5. Expansion of hostel facilities for women students.
6. Expansion of on campus accommodation facilities for employees.
7. Clean campus, garbage disposal ( in washrooms)

8. Conduct of various personality development programs for students in greater numbers.
9. Conduct of awareness program on gender issues, legal awareness and health related issues periodically in a sustained manner.
10. Awareness generation on issues related to sexual harassment at workplace should be taken up for students, researchscholars teaching and non-teaching employees, both male and female.



## Appendix: ii

### Schedule: II

#### Gender Audit Survey Schedule: Employees

1.
  - a) Name of Respondent
  - b) Designation and Department
  - c) Gender: M/F /O
  - d) Age: less than 25 / 25- 35/35- 45/ 45-55/ 55 +
  - e) Social Category: SC/ST/OBC/Other
  - f) Permanent/Contractual/Casual
  - g) years in service : less than 10 yrs/10-20 yrs/ more than 20 yrs
2. Do you think women and men should be paid equally for equal work? Y/N
3. Do you think women and men are paid equally for equal work? Y/N
4. Do you think male and female employees are treated equally in the institution? Y/N
5. Have you ever come across any situation when there was discrimination against woman employee in matters of pay, promotion, recognition etc. Y/N

If yes, give the number of times this happened

6. Have you been ever discriminated against in this institution? Y/N

If yes, give details

7. Do you come across comments by your colleagues stereotyping women?

Rarely/ sometimes/ often

8. Do you find the workplace congenial/ hostile to your self-development?

9. In the Institution for delegation of workgender is not considered.

Do you strongly agree / agree/ disagree/do not know

10. The Institution takes adequate policies to promote gender sensitive environment.

Do you strongly agree/ agree/ dis agree/do not know

11. In this context name the organizational unit/s involved in building gender awareness in the institution

12. Do you think the organization unit is responsive to gender specific needs of men and women?

To a great extent/ sometimes/ not at all

Add details:

13. Do you think the university campus is safe for women? Y/N

14. Have you encountered any situation making you feel insecure in the campus? Y/N

15. Do you know about

- a. the ICC in the University(Y/N)
- b. the functions of ICC(Y/N)
- c. procedure to lodge complain(Y/N)

d. any member of the ICC(Y/N)

16. Have you heard of any complaint placed in the ICC? Y/N

If yes, please provide details

17. Do you think sexual harassment occurs in workplace?

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

19. Do you think one should file complaint against such incidents?

20. What are your suggestions for better facilities for women in the campus?

## Appendix: iii

### Schedule: III

#### Gender Audit Survey Schedule: Student/ Scholar

1. a) Name of Respondent  
b) Occupation: Student (department / class)  
c) Sex: M/F /O  
d) Age : less than 25 / 25- 35/35- 45/ 45-55/ 55 +  
e) Social Category: SC/ST/OBC/Other
2. Do you think in studies: Boys perform better than girls /Girls are better than boys/ Boys are girls are equally capable
3. Have you ever felt uncomfortable in class room situation for your gender? Y/N  
If yes give details
4. Have you been ever discriminated against in this institution? Y/N  
If yes, give details
5. Have you come across anyone being discriminated against in this institution for gender or for any other reason? Y/N  
If yes, give details
6. Do you think girls and boys are treated equally in the institution?
7. Are you aware of the procedure of lodging complain in the student grievance portal?
8. Do you know about the ICC procedure to lodge complain? (Y/N)
9. Do you think the university campus is safe for women? Y/N
10. Have you encountered any situation making you feel insecure in the campus? Y/N
11. Do you stay in Hostel? ` Y/N

If yes,(12- 13for women students only)

12. Do you think women specific needs are taken care of in the hostel? Y/N

If no, give details:

13. Do you face any difficulty as a woman boarder? Y/N

If yes, give details:

14. What are your suggestions for better facilities for women in the campus?

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