GENDER
AUDIT

UNIVERSITY OF KASHMIR
Srinagar, Kashmir

University Vision

To be a world class University committed to create and disseminate knowledge for human development and welfare.

University Mission

To create intellectually stimulating environment, promote excellence in teaching, research and extension activities and facilitate academic freedom, diversity and harmony.

Contents

Preface

Women and men have different needs and power, and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. Gender equity has been at times used in a way that perpetuates stereotypes about women's role in society, suggesting that women should be treated 'fairly' in accordance with the roles that they carry out. This understanding, risks perpetuating unequal gender relations and solidifying gender stereotypes that are detrimental to women. Therefore the term should be used with caution to ensure it is not masking a reluctance to speak more openly about discrimination and inequality. To ensure everyone has equal opportunities, we need to consider privilege, bias and other parameters that can limit how people access opportunities. Institutions of higher education can be critical actors for change. They can make certain that their female students have equal chances regarding applications, admissions, and completion rates. They can teach curricula that promote gender equality and gender equity, as well as equal representation. Through their research, they can expose inequalities, such as how women are discriminated against, and ensure that datasets include women's perspectives. Moreover, universities can help address gender inequality in the broader society by engaging in outreach projects that support women. In many ways, institutions of higher education have already been a positive force in the journey toward gender equality. However, with their significant outreach and impact, these institutions hold a much wider role in driving gender equality beyond their campuses into communities.

It is in this context that the gender audit of Kashmir University is undertaken from March 2017 to March 2023. The audit is carried out in context to understand the university's current practices and situation from a gender perspective, identifying gaps and strong points, create a baseline in which

the design of the Gender Equality Plan shall be based on and foster gender equality in all aspects of university community. This gender audit was carried out in methodological and participating manner and includes voices from different levels i.e. departmental as well as administrational level. Gender Audit in Kashmir University consists of four levels .In Level 1st of Gender Audit in Kashmir University, gender based committees, centres, cells programmes and courses initiated by the University were identified, evaluated and analyzed. These were audited in context to their activities, performances and outcomes. At Level 2nd, Gender Audit was obtained in the prescribed format in order to find out gender differences in opportunities, participation and achievements of students, scholars faculty, officials/technical staff, and administration. In the 3rd level of gender audit , Faculty, Officials, research scholars and students were involved through focused group discussions. Their perceptions were represented through reviewing and discussing the questionnaires, and offered them the opportunity to provide feedback throughout the process. The purpose of these focused group discussions was to further explore practices and gaps in relation to gender equity and diversity inclusion, and collect recommendations. At the last level of gender audit, gender comparison of perceptions related to gender friendly environment in the University were studied through framed questionnaires administered on faculty, officials, research scholars, P.G. and U.G. students in a prescribed format from all departments.

We acknowledge our indebtedness to Honourable vice chancellor Prof. Nilofer Khan for providing us an opportunity to be a part of Gender Audit team in Kashmir University and provided us the liberty to conduct gender audit of Kashmir university without any bias in a transparent manner. She has been kind enough to provide her support and encouragement for the compilation and presentation of gender audit in the present form. We also acknowledge worthy Dean Academics Prof. Farooq A. Masoodi; worthy Registrar Prof. Naseer Iqbal; and Director DIQA and Chairman Gender Audit Team Prof. Manzoor Ahmad Shah; whose contributions have been valuable in Compilation and presentation of the Gender Audit report. Without the cooperation and help of HOD's/Directors, of Departments/Centers, Officers, administrators, faculty and others we could not have produced this audit report. We are beholden to all of them for providing their kind support. Gender Audit team is also indebted to Prof. Tariq Jan for his contribution by analysis of

questionnaires through SPSS software. We also appreciate research scholars Hibat ul Parveen and Ms. Sarah Mir for their support during data collection from various department and rapporteuring during various focused group discussions during gender audit. We also express our sincere thanks to all participants of focused group discussion sessions for providing their valuable feedback and suggestion, most of which are incorporated in this gender report.

This audit report is unique in presentation, design, contents, illustrations and approach. No superfluous matter has been added and nothing of importance has been left out. Further constructive suggestions will be gratefully accepted. We hope that this gender audit report will be valuable to administrators and policy makers who have an interest and concern for creating a gender friendly environment in all campuses of Kashmir University.

Gender Audit Team

Foreword

Education plays an important role in redefining gender norms. It is education which increases women's abilities to deal with the problems of her life, her family, her society and nation. An educated woman can easily understand the demerits of early marriage and high birth rate. They have the attitude of gender parity among their children right from health care, nutrition, education and even career. The fruits of education are enjoyed not only by the woman concerned but it passes to her family in later life. For female academics, a career in her education is often with pitfalls such as gender discrimination; sexual harassment and barriers to professional advancement. While efforts are being taken to make it easier for women to thrive in higher education positions, the difficulties still persist. Ample number of qualified women is available to fill the nation's higher education leadership roles. The presence of women in colleges and universities are growing. Not only this, it is also found that in some most competitive higher educational institutions, women are gaining entry without availing gender quota. This is undoubtedly credit for them. Today, none can ignore the necessity and urgency of higher education for women. Universities must commit themselves to gender equity and comply with policy instruments as well as really allow gender mainstreaming in the curriculum in all subjects. When it comes to the indicators of universities' policies and services, not only on women's progress but on other factors like anti-discrimination and other gender equality policies, most institutions initially declare that they have these measures. This gender audit report demonstrates awareness of gender equality and gender sensitivity in university, which are essential for pulling contemporary academia back from the brink. This gender audit report also assesses the extent to which gender equality is effectively institutionized in the policies and programmes of this university. I hope that this gender audit report will help us to identify critical gaps and challenges faced by university in mainstreaming gender.

Prof. Nilofer Khan

Vice Chancellor

University of Kashmir

Foreword

The gender audit report is an important document that not only envisions the way forward on achieving gender parity in higher education institutions but also attempts to identify the critical gaps and challenges in the infrastructure, internal practices and related support systems within the university for gender mainstreaming. It is also a kind of impact evaluation that assess and measure the impact of various interventions on gender equality and women's empowerment. The audit outcome aims to assist the university to become more gender responsive.

The present gender audit has identified various areas of gender balance and the measures that need to be taken to ensure it. On the basis of this report we hope that the requirements and interests of all the genders will be taken into account while framing the policies for the future. Also, this report would help provide a safe and encouraging work environment for all stakeholders i.e teaching, non-teaching, students and scholars in our institution. The report also encompasses a vital audit of the physical space in our institution in terms of infrastructure. My sincere hope is that this gender audit will serve as a resource for achieving gender equality in the University of Kashmir and will serve as a model for identifying and addressing data gaps on gender issues. .

I congratulate the Chairperson and the entire gender audit team, and others associated with the report for preparing this valuable document.

Prof. Farooq A. Masoodi
Dean Academic Affairs
University of Kashmir

Foreword

Gender equity has always been a major issue in pursuit for achieving the goal of higher education. Therefore mainstreaming gender always remains significant issue of education system in Kashmir University. The institution provides services to combat various aspects of gender equity. Gender equity leads to actual gender equality. Actual gender equality means equal outcomes for men and women; equal enjoyment by women and men of goods, opportunities, resources and rewards. The Sustainable Development Goals (SDGs) are intrinsically linked with equal access to men and women, to the information services, infrastructure and resources which should be ensured to bring gender equity. Kashmir University is committed to gender equality. The University has undertaken several initiatives to reduce the vulnerability and secure the entitlements of marginalized groups including women. Yet there may remains a palpable and, in some cases, stark gap between formal commitments to the equal rights and responsibilities of men and women and the gendered realities of women's lives. There continues to be ambivalence about and resistance to equality as well as legal, political, and social obstacles to attaining it.

This gender audit report explores the prevailing forces that pose obstacles to driving gender-sensitive campuses in Kashmir University. The report has established baseline data for due importance to gender equality in the university and has monitored and assessed the progress made by university in gender mainstreaming. The report holds lessons to take forward the agenda of making education more inclusive and gender sensitive.

Prof. Naseer Iqbal
Registrar
University of Kashmir

Foreword

The gender audit report in your hands is an attempt to critically analyze whether our institutionhas a fair gender balance and promotes gender neutrality in terms of teaching-learning processes. In order to promote gender equality, as enshrined in the Constitution of India, a non-discriminant place of education is a prerequisite for effective dissemination of knowledge and learning. This audit report is an attempt to assess the impact of policies on gender equality followed by the university.

The objective of this audit report is to produce the major findings of the Gender audit survey so that gender friendly and student-centric policies in academics as well as co-curricular activities are framed and implemented. This report provides the latest statistics since 2017 to 2023 on various institutional parameters of the University of Kashmir and indicators that review the progress towards gender equality in the university. This gender audit survey is essentially an audit of both the physical and social space enshrined in a university set-up. Apart from using secondary data on various indicators from the Directorate of Quality Assurance (DIQA) and Annual Reports, the report employs a survey based on both quantitative and qualitative instruments. The audit survey was carried out in a methodological and participatory manner using four survey questionnaires which were used to collect data from a heterogenous group of respondents; Teaching, Non-teaching, Research Scholars and Students. A separate qualitative discussion based questionnaire was prepared for the administrators, proctorial wing, hostels, health centre and DSW officials to examine various kinds of educational spaces in relation to their gender quotient. Various workshops and Focus Group discussions were held over time with faculty and non-faculty members, students and research scholars to identify organizational strengths and weaknesses.

This gender audit has taken into account whether internal practices and related support systems within university for gender mainstreaming are effective and reinforce each other. It has identified critical gaps and challenges and recommended ways of addressing these issues. It is hoped that this gender audit report will not only serve as a resource for achieving gender equality in the University of Kashmir but will also act as a blue print for integrating gender perspective into the university structure in a holistic way for various other universities existing in the peripheries of the country, especially in the Himalayan institutions.

Prof. Manzoor Ahmad Shah
Chairperson
Gender Audit Report – 2023

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GLIMPSE of UNIVERSITY OF KASHMIR

The University of Jammu and Kashmir was founded in the year 1948, and subsequently in the year 1969, it was bifurcated into two full-fledged Universities: University of Kashmir at Srinagar and University of Jammu at Jammu. The University of Kashmir is situated at Hazratbal in Srinagar. It is flanked by the world famous Dal Lake on its eastern side and Nigeen Lake on the western side. The Main Campus of the University spread over 247 acres of land is divided into three parts – Hazratbal Campus, Naseem Bagh Campus and Mirza Bagh Campus (serving residential purpose). The tranquil ambience of the Campus provides the right kind of atmosphere for serious study and research. Over the years, University of Kashmir in its efforts to make higher education more accessible to people living in remote areas of the Kashmir valley has established Satellite Campuses at Anantnag (South Campus), Baramulla (North Campus) and Kupwara. To keep pace with the growing demand for information technology a full-fledged Institute of Technology has been established as a separate campus at Zakura. The University has also established a Sub-Office at Jammu to cater to the needs of the candidates enrolled with the University from outside Kashmir. The University is committed to provide an intellectually stimulating environment for productive learning to enhance the Educational, Economic, Scientific, Business and Cultural Environment of the region. The University offers programmes in all the major Schools; Arts Languages and Literature, Business Studies, Education and Behavioural Sciences, Law, Applied Sciences and Technology, Biological Sciences, Earth and Environmental Science, Physical & Mathematical Sciences, Social Sciences, Open Learning, Unani and Ayurvedic Sciences, Medicine, Dentistry and Engineering. It has been constantly introducing innovative/ new programmes to cater to the needs and demands of the students and the society. . The university of Kashmir has a robust and vibrant Centre for Women studies and Research established in 2006 under the visionary leadership of our Honourable Vice Chancellor, Prof Nilofer Khan, KU remains steadfast in promoting women empowerment and gender equality. The Centre offers programmes on Gender Sensitivity, Women Empowerment, legal awareness and women's rights awareness programs. Over the Years the University has marched towards excellence in its programmes and activities. It has been re-accredited as Grade - A+ University by the National Assessment & Accreditation Council (NAAC) of India in the year 2019. This is a recognition and reflection of the high standard

of quality in teaching and research at the University of Kashmir. The Ministry of Education, Govt of India ranked University of Kashmir at 33 [rd] position under the National Institutional Ranking Framework (NIRF) during 2022-23 for the Higher Education Institutions making quantum jump. The University treading the path of excellence with all enthusiasm and without being complacent is open to self introspection for institutional perfection.

AS we reflect on the years gone by, it's clear that University of Kashmir (KU) continues to shine brightly as an example of excellence and innovation. From groundbreaking research to empowering initiatives, KU has remains dedicated to academic brilliance and societal impact. The 20th Convocation of Kashmir University was a momentous occasion, graced by the esteemed presence of the President of India, Her Excellency Shrimati Droupadi Murmu. This event not only celebrated our academic achievements but also highlighted our commitment to shape future leaders. It was a proud moment for every member of the KU family to witness our graduates step into the world readied with knowledge, skills and purpose. In addition, KU has hosted numerous international workshops and conferences, welcoming the Honourable Chancellor KU, Shri Manoj Sinha as chief guest. These gatherings have enthused intellectual exchange and collaboration, positioning KU as a hub of academic discourse and a catalyst for positive change. We are delighted to welcome Prof. Naseer Iqbal as the new Registrar of KU, whose expertise in teaching and research will undoubtedly contribute to our continued growth and success. We are pleased to introduce the first-of-its-kind 4-year undergraduate course created under the National Education Policy 2020, Design Your Degree program. This unique course will run under the recently constituted Centre for Innovation, Incubation & Entrepreneurship Development. The program provides students with the liberty to design their educational pathway based on their interests, passions, and future career goals. Thus, at the heart of the DYD course is the philosophy that enables students to be inventive or think outside the box, think critically and acquire knowledge across disciplines. Over the years, students will learn through multiple innovative projects, on-site industry practice and mentoring opportunities the abilities and attitudes needed to succeed in a fast-paced and ever changing professional environment. Looking ahead, KU is proud to lead initiatives for Viksit Bharat 2047, envisioning a prosperous and inclusive nation. Through collaborative efforts, we aim to shape a brighter tomorrow for generations to come. The journey of University of Kashmir is marked by resilience, determination and a relentless pursuit of excellence. As we celebrate our achievements and embark on new endeavours, we remain dedicated to advancing knowledge, cherishing innovation and creating a better world for all.

The South Campus ADD PICS

The University of Kashmir achieved a major milestone in 2008 when it formally launched its first satellite campus 'The South Campus'. The **Campus** established on 259 kanals of land is situated on a plateau at High-Ground, Fatehgarh, Sarnal, Anantnag, three Kms away from the main city centre of the town, providing a panoramic view of the town and its environs. Over the years this Campus has become a preferred destination of students belonging to various parts of the Jammu and Kashmir, for Post Graduate degree programmes being offered in the disciplines of Business Administration, Computer Sciences, Mathematics, English, Education, M.Ed. and Urdu. Professional nursing is a significant component of quality healthcare and is considered vital to the National Health Care Delivery System The institute of Nursing was established in 2017 as the first parent nursing institute in University of Kashmir, South Campus Fatehgarh, Anantnag. It offers course like Bachelor of Science in Nursing or B. Sc Nursing which is a 4-year undergraduate professional course which includes classroom learning and practical sessions. The South Campus also has an institute of Paramedical Sciences to Empower tomorrow's Healthcare Professionals and nurture a new generation of skilled and compassionate healthcare professionals.The institute stands as a beacon of excellence, providing comprehensive education and training in various paramedical fields.

The North Campus ADD PICS

The **North Campus** on 559 kanals at Delina, Baramulla was formally made operational in 2009. Initially, two programmes – Masters in Computer Applications (MCA) and B. Tech in Computer Science and Engineering were launched, followed, by M.A English. Five years (BBA+MBA) Integrated Masters Programme in Business Administration (IMBA) was launched from June-July 2012. It also offers Masters in Education and recently introduced a five year integrated (B.Sc-M.Sc) Botany course. The two post graduate diploma programs which have also been already approved are PG Diploma in Tourism Management and PG Diploma in Non-Conventional Energy shall also be subsequently started once the required infrastructure is put in place. The campus focuses presently on Job- oriented professional and non professional courses with the motto to provide access to the people living in these distant areas to higher education by making them to prepare a diverse community of learners who could demonstrate a global perspective. By opening this Campus, the University has paid special attention to the improvement of social and economic conditions and welfare of the people dwelling in these remote areas by enhancing their intellectual, academic and cultural development through education. The Campus has envisioned excelling and growing in its strength, manpower and other potentialities for realizing its long cherished dream of earning a lasting place on the academic map of the University of Kashmir in the forthcoming years.

 ZAKURA CAMPUS
Established in 2014, the Institute of Technology (IoT) is the University of Kashmir's prestigious constituent engineering college. Accredited by the All India Council for Technical Education (AICTE), IoT offers a rigorous and recognized academic experience. IoT provides a stimulating academic environment for undergraduate students seeking a Bachelor of Technology (B.Tech.)

degree in core engineering disciplines. For students seeking advanced studies, IoT offers Master of Technology (M.Tech.) programs in the Electronics & Communication, Electrical and Mechanical Engineering. University at IoT also offers Design Your Degree(DYD): A Pioneering Undergraduate Program (FYUG) aligned with NEP-2020. This innovative undergraduate program permits students to craft their curriculum, aligning courses with their technical passions. Dive deeper into their chosen field while fostering leadership skills through a "Knowledge in Action" approach. In addition, IoT offers several short-term skill-based training programs through the Centre for Innovation, Incubation and Entrepreneurship (CIIE). IoT also seeks collaboration with industry partners.. This collaboration benefits both students, who gain practical experience and industry partners, who have access to a pool of talented engineers. IoT believes in building a strong relationship that contribute to the overall growth and success of the institute.

Organisation and administration

There are 12 faculties, 47 academic departments, 21 centres, 36 colleges and six (privately managed) recognised institutes spread all over the state. The University of Kashmir has 45 affiliated and 21 constituent colleges.

Academics

University of Kashmir offers 107 courses across 11 streams at undergraduate, postgraduate and doctoral level. These courses are offered by different schools of specialisations which fall under their respective departments and faculties.

The ALLAMA IQBAL LIBRARY

The Allama Iqbal Library is presently the Centre of the University Library System, having fifty-seven seminar libraries attached with different Departments, Centres, and the Institutes of the

University. The Library along with its network of libraries is the largest library system in the state having 16 Divisions in well decorated and centrally heated halls managed by well qualified professional staff. At

present, the library has a collection of more than 7.5 lac books. Allama Iqbal Library has developed a special collection for visually impaired students. Through e-Shodhsindhu consortium, Library is getting access to leading Bibliographic material, The JCCC provides article-level access for all the journals subscribed by the e-Shodhsindhu consortium as well as journals subscribed by 22 university libraries designated as Inter-Library Loan (ILL) Centres of the INFLIBNET Centre.

Photocopying facility at nominal rates is also provided to the readers in the Library. Internet Access centre in the library comprising of three labs and E-Resources centre with around 80 computers provides high speed Internet connectivity to the users.

The Library distinguishes itself by providing Remote Access Facility (RAF) to all the subscribed electronic journals and journals accessible via e-Shodhsindhu consortium. This facility helps the registered users to access all the E-Resources available at Allama Iqbal Library from any part of the world through the Internet. The entire collection of Central Library is bar coded and RFID (Radio Frequency Identification System) tagged and therefore Allama Iqbal Library is unique in successfully implementing RFID technology in the State of Jammu and Kashmir.

The Library has a 24x7 Library Facilities Centre which remains open round the clock throughout the year and provides a wide area for reading and study. Daily locals, national and some international newspapers are displayed here. The 'Career Corner' at First floor of the library houses latest material for the students preparing for Competitive tests and Civil Service examinations. The

Career corner has individual Study Carrels for students and Research Scholars. The library has 7,74,556 books, 56,513 journals (Back Volumes), 415 manuscripts, 1442 rare books, 1435 thesis

and dissertations,215 microfilms, 17500 digital books, 15 microfiche, 545 DVD/CD books and 165 DAISY- Digital Talking Books.

The Directorate of Physical Education & Sports

The Directorate of Physical Education & Sports was established in 1948 with an objective of promoting sports culture among the youth for overall development of the personality. Sports help in promoting cultural integration amongst the people belonging to different geographical settings and socio-economic background besides helping Sports Tourism in Kashmir.

The Directorate hosts scores of Inter- University Tournaments in various sports at Zonal and National Level. The University has the honor of introducing three new sporting events i,e Kayaking, Canoeing and Baseball in All India Inter-University Tournaments. The Directorate is regularly conducting Water Skiing, Kayaking, Canoeing, Surfing, Sailing, Dragon boating, Long distance Swimming and Aqua-parasailing etc. The Directorate has setup an adventure sports- unit which undertakes sports like Snow Skiing, Mountaineering, White Water Sports, Aero-Sports, Mountain Biking, and Trekking etc. Training and coaching camps are conducted regularly for the student's perusing different academic courses at College and University level. For providing the accommodation to the players/athletes the Directorate has raised a huge sports/youth hostel at the main University campus which has the capacity of accommodating 200 officials/players at a time. With the construction of hostel we are able to conduct more sporting events at local, Zonal and All India Level.

Keeping in view the growing demand, the Directorate started Master's Course in Physical Education a few years back. The pass out of three batches have already sought their jobs particularly in the Department of Youth Services & Sports. The Directorate intends to start M.Phil/Ph.D courses in the near future.

The university has cricket, hockey, football, volleyball, handball, baseball, tennis, and basketball courts/fields and gyms within the main campus.

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Scholarships

Kashmir University provides following scholarships to its students and scholars:

Merit scholarships Students selected for admission to various courses/programmes in the university are eligible to receive two merit scholarships which are given to the top two merit holders. Merit scholarship in favour of previous year paid students is granted on the basis of merit in the entrance test to the course. In the final year, it is awarded on the basis of merit in the M.A/ MSc/ M.Com./ MLIS Previous/ 1st & 2nd semester examination. The scholarship is granted from the date of admission to the course up to the last date of the examination, subject to a maximum period of 12 calendar months.

Research scholarships There are six departmental scholarships in each Department/Research Centre awarded for research leading to the award of Ph.D./M.Phil. degrees in addition to contingency grant payable annually for meeting miscellaneous expenses. The amount of scholarship paid to each selected scholar is Rs 10000/= per month for the period of maximum three years.

Students Aid The University has adopted a scheme called "Student Aid Fund" under which financial assistance is extended to students, particularly the meritorious ones from low-income

groups. The Kashmir University Alumni Association also provides financial assistance to students with poor economic backgrounds with preference given to students who are orphans.

Implementation of NEP

As a mentoring institution Kashmir University has taken a pivotal role in ensuring NEP's proper implementation and is among the first institutions in India to take a lead in implementing the NEP-2020 in all its affiliated colleges offering undergraduate courses. The varsity has aligned the entire curriculum of its undergraduate programmes with NEP regulations. Key parameters like local needs, requirements, infrastructure and human resource are taken into consideration under NEP by the university. NEP in Kashmir University lays the foundation of such education system that encourages inclusion, critical thinking, problem solving, and flexibility of choice, skills and experiential learning.

2 Gender Audit: Methodology

The field of gender is ever-evolving, and so are relevant, practical, tools and methodologies for its mainstreaming. Gender mainstreaming is the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, programs, to promote equality between women and men, and combat discrimination.A "gender audit" is one aspect of what is referred to as "mainstreaming"- analyzing mainstream public policy, including legislation, regulations, allocations, taxation and social projects, from the point of view of their effect on the status of women in a given society. Gender audits analyze the income and expenditures of the government from a gender perspective. The basic assumption of gender audit is that public policy impacts differently on men and women. The variance stems from the different roles of women and men in the family and from the lower economic status of women. Gender audit also assesses the extent to which gender is being mainstreamed in organizational practices, plans, policies, programs, projects, provision of services, structures, proceedings, budgets and culture to accommodate changing discourses. It is also an important instrument in preparing and monitoring gender mainstreaming strategies and plans. A diversity assessment ensures a holistic audit process and is an important tool in determining the extent to which organizations are sensitive to different cultural or minority groups. It is a process that reveals how bias manifests within an organization's informal and formal practices and cultural norms. It uses the voices of the people to reveal strengths and weaknesses in the culture. A candid diversity assessment takes into account individual needs, cultural and religious requirements, levels of knowledge by minority groups on provided services, and whether issues such as discrimination, harassment and disadvantage on grounds of race, sexual orientation, disability, age and other factors are thoroughly dealt with.

Objectives of Gender Audit

Gender Audit in Kashmir University provides the picture of the present situation from a gender perspective in its all Campuses. The objectives were to:

- Understand the organization's current practices and situation from a gender perspective, identifying gaps and strong points.
- Organize focused group discussions to identify gender differences in teaching , research and administration
- Create a common awareness background and understanding of gender audit in the university.
- Gather qualitative and quantitative data for gender perspective analyses.
- Evaluate the extent gender perspective is integrated into the academic policy and programmes, in research, in study curricula, in the management of work and staff's wellbeing.
- Create the baseline in which the design of the Gender Equality Plan shall be based on.
- Suggest measures for bridging the gender gap
- Foster gender equality in all aspects of university community

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Gender Audit Process

This gender audit was carried out in methodological and participating manners and includes the voices from different levels at departmental as well as administrical level. The period of study covered under this Gender Audit is **April 2017 - March 2023**. This Gender Audit was carried out in following levels:
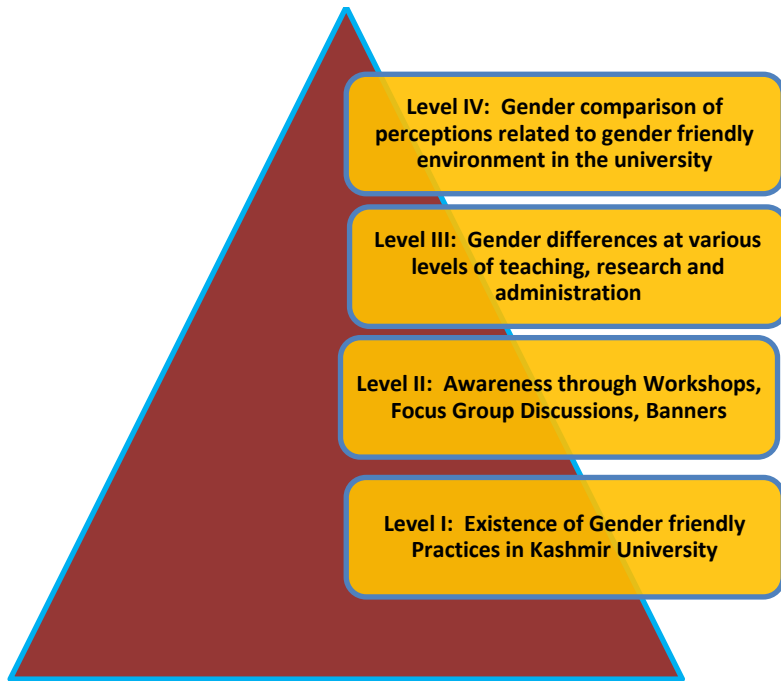
The **first level** of the Gender Audit Process was to identify the existence of gender friendly practices in Kashmir University. The **second level** of gender audit process in Kashmir University dealt with creating an awareness through workshops, Focus Group Discussions and by displaying banners at prominent places in the University. The **third level** of the gender audit process involved an indepth analysis of the gender differences at various levels of teaching, research and administration.

The **fourth** and last level of the gender audit process in Kashmir University dealt with Gender comparison of perceptions related to gender friendly environment in the University.

3 Gender Friendly Practices in University of Kashmir

University of Kashmir ensures gender equity among the teaching, administration and research in all its campuses through its policies. The university believes in motivating and empowering all stakeholders i.e teachers, officials and students to perform their social responsibilities to the best of their capabilities. To this end, the University of Kashmirconducts different programs to boost the strength and capabilities of both men and women students, scholars, executives and teachers, thus recognising commitment towards the advancement of gender equality.The University provides a platform for quick redressal of complaints and grievances, and the sensitizing of female students and teachers on gender issues.

Woman Vice Chancellor

On Thursday, 19 May 2022, the Lieutenant Governor of Jammu and Kashmir, Manoj Sinha appointed Prof. Nilofer Khan as the Vice-chancellor of the University of Kashmir. She is the first woman to have been appointed to this post. She has been a professor in the university's Institute of Home Science. She took the charge on 20 May 2022 replacing Prof. Talat Ahmad.Prof.Nilofer Khan formerly served as the Dean Student Welfare at the University of Kashmir (KU). She is the first woman to hold this post at the university. She also served as the dean of the University's College Development Council, and as the dean of the Faculty of Applied Science and Technology. Prof. Nilofer Khan also served as the Registrar of the varsity. At the University of Kashmir. she has been a member of decision-making bodies including Academic Council, Finance Committee and the University Syndicate. She also chaired the Students' Grievance Committee at the university and served as a co-presiding officer of Internal Compliance Committee of the Central University of Kashmir. Prof. Nilofer Khan visited several USA-based universities to examine their academic and examinations system during 2003. She has supervised more than twenty doctoral research scholars and nine MPhil researchers.

Internal Complaints Committee (ICC)

The University of Kashmir has an active Internal Complaints Committee, a statutory body formed to register complaints of harassment and to undertake formal proceedings to resolve them.In pursuance of the University Grants Commission (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015 read with the POSH Act, 2013, the Internal Complaints Committee has been constituted. The mandate of the Committee is to deal with the complaints relating to sexual harassment at workplace. The vision of ICC is to maintain and strengthen educational, employment and living environment free of harassment and intimidation.

The formation of Internal Complaints Committee in the university is a vital step towards promoting equality of opportunity between men and women, eliminate unlawful discrimination and create zero tolerance to harassment.

Gender Sensitization Committee against Sexual Harassment (GSCASH)

The University is committed to the providing a place of work and study free of sexual harassment, intimidation or exploitation. It is expected that all students, faculty, officials and non-teaching staff will treat one another and visitors to the University with respect. All members of the University community, including those who are in temporary or short term positions are subject to this policy.

Following the guidelines on the prevention and deterrence of several harassment in the workplace laid down by Supreme Court of India in its 13th August 1997 judgment on the writ petition (criminal) Vishaka vs State of Rajasthan, theWomen's Study Centre at the University of Kashmir in 2016 pushed for the establishment of the Gender Sensitisation Committee Against Sexual Harassment (GSCASH).GSCASH has three major functions:

1. Gender Sanitization and Orientation.
2. Crisis Management and mediation.
3. Formal Enquiry and Redressal.
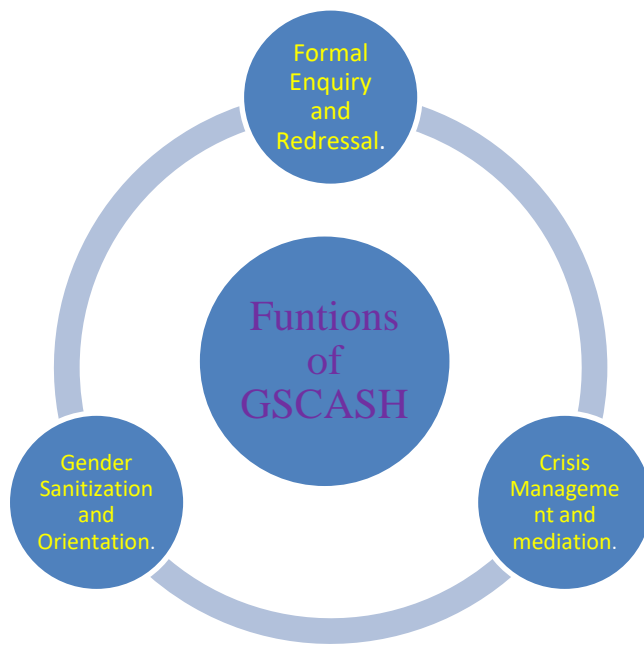
Gender Advancement for Transforming Institutions (GATI)

University of Kashmir has been selected as one of the Pilot institutions for participation in the 'Gender Advancement for Transforming Institutions (GATI)' Pilot project,a Government of India, Department of Science and Technology (DST) concern, for promoting gender equity in Science and Technology. The programme, initiated by **WISE** (Women In Science & Engineering) **KIRAN** (Knowledge Involvement in Research Advancement through Nurturing) Division of DST, is being undertaken in partnership with the British Council, which will facilitate collaboration between selected institutions under GATI with Athena-Scientific Women's Academic Network (SWAN) accredited universities and research institutions in the UK. The aim is to advance

the representation of women in science, technology, engineering, mathematics and medicine (STEMM).

GATI pilots a sustainable self-assessment and accreditation model, based on the principles that articulate a commitment towards overcoming systemic and cultural barriers to women's

academic and professional advancement at all levels. GATI draws inspiration from the Athena SWAN Gender Equality Charter and accreditation framework operated by Advance HE, UK since 2005 when the Charter was officially launched,with the first awards conferred in 2006. A growing number of universities, science departments and research institutes in UK are a part of this programme and have been recognized for their accomplishments. Recognizing the framework's evidence-based approach to analysis, action and demonstrable impact, several countries have been inspired to join the Athena SWAN collaborative international network and launch similar initiatives. With the launch of GATI, India joins the list. The participating institutions will diligently work towards peer recognition as beacons of gender equity. Successful completion of the pilot would provide insight for nation-wide implementation of the GATI Charter. In time, all institutions would be expected to demonstrate continuous and sustained progression towards transformative change over several cycles of accreditation.

GATI being a community-based project that brings together a large number of stakeholders, will create a peer network of participating institutions where contribution of each institution to the mission will be valuable. The defining feature of GATI is that it will not just assess, accredit and recognize institutions through certification and awards but will also engage, mentor, partner and support institutions as they work towards reaching the global best practices of gender equality. Participating organizations will be provided with the requisite training and support at every stage as they undertake to work towards institutional recognition and GATI Award implementation.

A group of 30 institutions is participating in this programme. The selected institutions include top research and higher educational institutions like IITs, IISERs ICAR institutes, several DBT, DST, DRDO and Mo&CF sponsored research institutes, AIIMS and select Central, Deemed and State Universities. University Kashmir, Srinagar is one of the only two State/UT Universities figuring in the list of selected institutions. The scheme will cover the University's main campus and satellite campuses. The award was announced on April 23, 2021 and stands listed on the official Website of DST, GoI.

Centre for Women Studies and Research (CWSR)

Women's Studies Centre, University of Kashmir was established in August-2006. The main objective of Centre is to educate the community about gender issues and to provide a safe psychological and physical space for all women and men interested in gender issues. The Centre is

open to the public and University community. It houses and distributes information and literature regarding issues of concern to women, as well as information on Women's Studies and other related activities. The Centre also houses a growing library of works about women and gender. The Centre is acting as catalyst for promoting and strengthening women's studies through teaching, research, curriculum, field and extension work, training and continuing education, etc. The Centre has carried out its work not only in the above areas, but also in the areas of gender equity, economic and self-reliance, girl's education, population education, issues of women rights, laws, social exploitation, awareness activities, capacity building etc.

In addition, the Women's Studies Centre organizes a variety of lectures, workshops and other activities relevant to campus life throughout the academic year. The Women's Studies Centre co-sponsors a number of activities with various organizations and departments on campus.

Objective of CWSR: The Centre is acting as catalyst for promoting and strengthening women's studies through teaching, research, curriculum development, field and extension work, training and continuing education, etc. The Centre has worked in the areas of gender equity, economic and self-reliance, girl's education, population education, issues of women rights, laws, social exploitation, awareness activities, capacity building etc.

Role and Functions of CWSR: The Centre is expected to play a vital role in academic upliftment including mainstreaming gender perspective into development process. It is working to create a gender friendly environment for the development of women to make them realize their full potential, by providing equal access to health care, educational, and occupational facilities. It tries to act as catalyst for the same through teaching, research, training, field and extension work etc. The Centre is performing its role and functions so as to assimilate and transmit knowledge through teaching, research, complementary roles for the academic communities and society as a wholeand thereby supplement and strengthen the national goals and contribute to the policy making and implementing actions.

The diagram shows "Outcomes of Women Studies Centre" at the center connected to:
- Extension/Community action for women.
- Documentation / Field work related to women Development.
- Counseling for Women
- Legal Empowerment and Bringing forth Issues Related to
- Economic Empowerment of w...
- Capacity Building Programmes for W...
- Training programmes for Women in Higher
- Awareness camps for women
- Skill Development programmes for women
- Teaching and Research Work

Population Research Centre (PRC)

Established in 1985, the Population Research Centre (PRC) at University of Kashmir, Srinagar is an interdisciplinary community of scholars engaged in population research and training. The faculty is trained in various disciplines including Economics, Geography, Population Studies and Statistics. The major objectives of the Centre are to conduct and promote research in population studies; and to assist the Ministry of Health and Family Welfare, New Delhi with policy input's and feedback on population and health issues. The Centre also conducts training programs with a specialization in health Management Information System. The main financial support for the Centre comes from the Ministry of Health and Family Welfare (MOHFW), New Delhi.

Thrust Areas of PRC

- National Rural Health Mission
- Reproductive Health
- Child Health
- Sex Ratio
- Demographic and Health Surveys (National Family Health Survey-4)
- Monitoring and Evaluation of Centrally Sponsored Schemes
- Health Management and Information System

Goal and Mission of PRC

The mission of the Population Research Centre is to conduct and promote research that will advance our understanding of how demographic processes impact the composition and structure of populations over time. This knowledge can be applied to improve the health and well-being of population, as well as that of social groups within population.The Centre's main objective is to promote and disseminate knowledge in the field of population studies by engaging in interdisciplinary research on contemporary issues in demography and health. Capacity building, through the development of scholars with sound research skills grounded in population theory and knowledge, as well as by providing training to various stake holders, forms the second objective of the Centre. In addition to conducting fundamental research and building upon the existing body of scientific knowledge, the PRC aims to contribute to the policy making process by participatingin government sponsored research programs. The Centre also acts as a data bank on population, health and other socio-economic characteristics for the faculty members, research scholars, students of the university and community at large. The Centre hascollaborated with IIPS Mumbai in the conduct of National Family Health Survey-1 and also monitored the conduct of NFHS-2, NFHS-3 and NFHS-

4 in J&K. They have also assisted the United Nations Children's Fund (UNICEF) in the conduct of Multiple Indicator Cluster Survey and Rapid Survey on Children in Jammu and Kashmir.

Policy Interface and Dissemination

The PRC also maintains a close link with the health department at both the national and state level, and contributes to policy-making through participating in government sponsored research programs, as well as through its workshops and seminars. The findings of research conducted at the PRC are disseminated through Reports. Members of the PRC regularly attend and present their research at National and International Conferences including annual meetings of the Indian Association for the Study of Population (IASP), the Population Association of America (PAA) and the International Union for the Scientific Study of Population (IUSSP), among others. In addition, individual faculty

members, also uses different methods to disseminate research findings to the policy makers and other researchers primarily through workshops and seminars publications in local dailies.

Women's Development/ Gender Sensitization Committee (WDC)

North Campus, University of Kashmir has a Women's development/ Gender Sensitization committee (WDC) whose aim is to build a gender sensitive campus. WDC organizes various orientation programmes for the students and faculty members and aims to build sensitivity and awareness on gender equity which is the only long-time measure for building awareness about women's related issues and prevention of various kinds of harassment on campus.

Scholarships, Programmes, Courses and Research on Gender Issues

Various Gender friendly scholarships are being provided by University of Kashmir to its enrolled students. Training programmes, seminars, conferences and workshops are also being organized in order to make the campus gender friendly. Moreover, every year Malaviya Mission Teachers' Training Centre of Kashmir University offers a three weeks refresher course on gender equity. The main purpose behind organising this course on gender equity is to sensitize male as well as female teachers regarding gender sensitive issues. The course is organised for teachers up to the level of Assistant Professors irrespective of their subject and gender. Kashmir University offers various gender related courses at under graduate as well as at post graduate levels as core subjects, discipline elective subjects and/or open elective subjects. The university also conducts various research courses at Masters' and PhD levels on numerous gender issues.

Day Care Centre

Day care centre of the university provides special care to look after every child just the way a mother would, throughout the day. The centre provides a safe secure and learning environment for children to learn play and grow. A structured daily schedule is followed with planning for Nutritious meals and adequate rest periods. Good Health hygiene is ensured with age appropriate facilities like

play material, and child friendly washrooms. Children learn through engaging activities involving outdoor play, indoor games, music, art and storytelling. The program schedule includes preschool in the morning/mid-morning and activities like art& craft, music and movement, physical experiences in the afternoon/evening program. The full day care program has been designed to provide a facility for university faculties and nonteaching staff who like to see their child be comfortable and safe, while they are at their respective departments or sections. The centre gives a safe, healthy and nurturing space for children to learn and grow. Children in University Day Care Centre have opportunities to learn socialization skills and how to deal with different types of personalities and cultures. They can learn to play together and share with other children. Kashmir University Day Care Centre provides culturally diverse families with child-inspired learning opportunities in a safe, inclusive and nurturing environment so parents can better balance work, education and family life,

and children can develop to their fullest potential. Campus Day Care Centre accepts any child between the ages of 6 months to two years who are in the care of an employee of the University of Kashmir. The enrolled child can stay in the Day Care Centre till the maximum of attaining two and a half years of age.

The Campus Day Care Centre fulfils its mission by achieving the following **objectives:**
- ✓ To educate children through play
- ✓ To teach children healthy life-skills through play
- ✓ To provide children with opportunities for physical activity
- ✓ To provide inclusive programming
- ✓ To encourage parent involvement and facilitate a parents' community
- ✓ To support parents and strengthen families
- ✓ To support ongoing employee development in current early childhood education, research and practices.

Campus Day Care Centre creates a safe, inclusive and nurturing environment that promotes optimal child growth and development. Within this context, the Centre aims to:

- strive to meet each child's unique needs
- provide a child-inspired environment where child exploration guides programming
- learning through hands on experience
- believe that children have the right to be respected, to make choices and to be heard
- learning through play
- celebrate diversity and the uniqueness of every child, parent and family
- value employees and support professional development
- flexible supportto the changing needs of children, families and the community
- collaboration and engagement with other parents and the community as a whole

Awareness regarding Gender Audit

Gender Audit was obtained in the prescribed format in order to find out gender differences in opportunities, participation and achievements of students, scholars faculty, officials/technical staff, and administration. In this context, the following levels were approached under present gender audit:Teaching Wing, Non-teaching Wing, Proctor Office, Watch and Ward, Estate Section, Dean Students Welfare, Distance and Online Education, Health Centre, Provost Office, NSS, Physical Education Department, Malviya Mission Teachers' Training Centre, and Hostels.

Inauguration of Gender Audit

Banners were placed at important corners of the campus in order to aware all the stakeholders of Kashmir University regarding the conduct of gender audit. Moreover, two Workshops and various Focused Group Discussions were carried out to complement staff input in gender audit. Faculty, Officials, research scholars and students were involved in focused group discussions. Their perceptions were represented through reviewing and discussing the questionnaires, and offered them the opportunity to provide feedback throughout the process. The purpose of these focused group discussions was to further explore practices and gaps in relation to gender equity and diversity inclusion, and collect recommendations. Banners, workshops and various focused group discussions are presented at glance in pictures here.

4. Gender Differences at various levels of Teaching, Research and Administration

Vigorously developing higher education has become an important measure for university of Kashmir. More and more women are entering in the field of higher education through university of Kashmir and have made great contributions to the development of higher education. Therefore, university management should pay due attention to the differentiated management of men and women, such as specialty, course, teaching material construction, guiding students to participate in competitions, hostels, sports and other teaching works out of classroom and scientific research works, which reflects the differences of assessment. In addition, it is necessary to strengthen the process management of teachers' teaching and research, which will help to provide a more scientific realization of differentiated system design. However, it is impossible for all these teachers to greatly improve their teaching and research capabilities, which is nearly unrealistic. But if some of them can improve their abilities, it will play a great role in the development of the university.

Gender Differences at Administrative Levels

Since the inception of Kashmir University, there has been only Woman Vice Chancellor, out of 21 vice chancellors. Out of 16 syndicate members, there are only 6 women syndicate members. There are only six women council members in Kashmir University, out of 19 council members. Members in advisory committees are only 6 out of 17 members. There is only Dean of Schools (one out of 11) in the University. Heads of departments comprise 6 women out of 48 in University. There is no woman Director at any Directorate and only Director in One Centre out of 12 centers in University

Faculty members at all levels are 83 out of 353all faculty members. Other Gender differences are presented in graphs on following pages.

Table: 4.1 University Authorities

S. no	Sector	Total	Female
1	**Statutory officer** (VC)	21	01
2	**Statutory officers** (DAA, Dean Colleges, Dean Research, Controller Of Exams, Registrar)	05	00
3	**University Syndicate**	16	06
4	**University Council**	17	04
5	**Academic Council**	93	
6	**Directors of Directorates**	06	0
7	**HOD's** (2022-23)	69	27
8	**Directors of Centres** (2022-23)	12	01
9	**Deans of schools** (2022-23)	11	01
10	**Faculty of Departments**	353	83
11	**Joint Registrars**	04	01
12	**Deputy Registrars**	03	01
13	**Assistant Registrars**	20	06
14	**Assistants Librarians**	06	02
15	**Advisory Committee**	17	06
16	**Hostel Organization**	10	05
Source DIQA report			

Fig. 4.1: Permanent Faculty Members in the University: 2023

Legend:
- Assistant Professors
- Associate Professors
- Professors

Men: 152, 27, 66
Women: 37, 13, 18

Y-axis: In Numbers (0 to 160)
X-axis: Men, Women
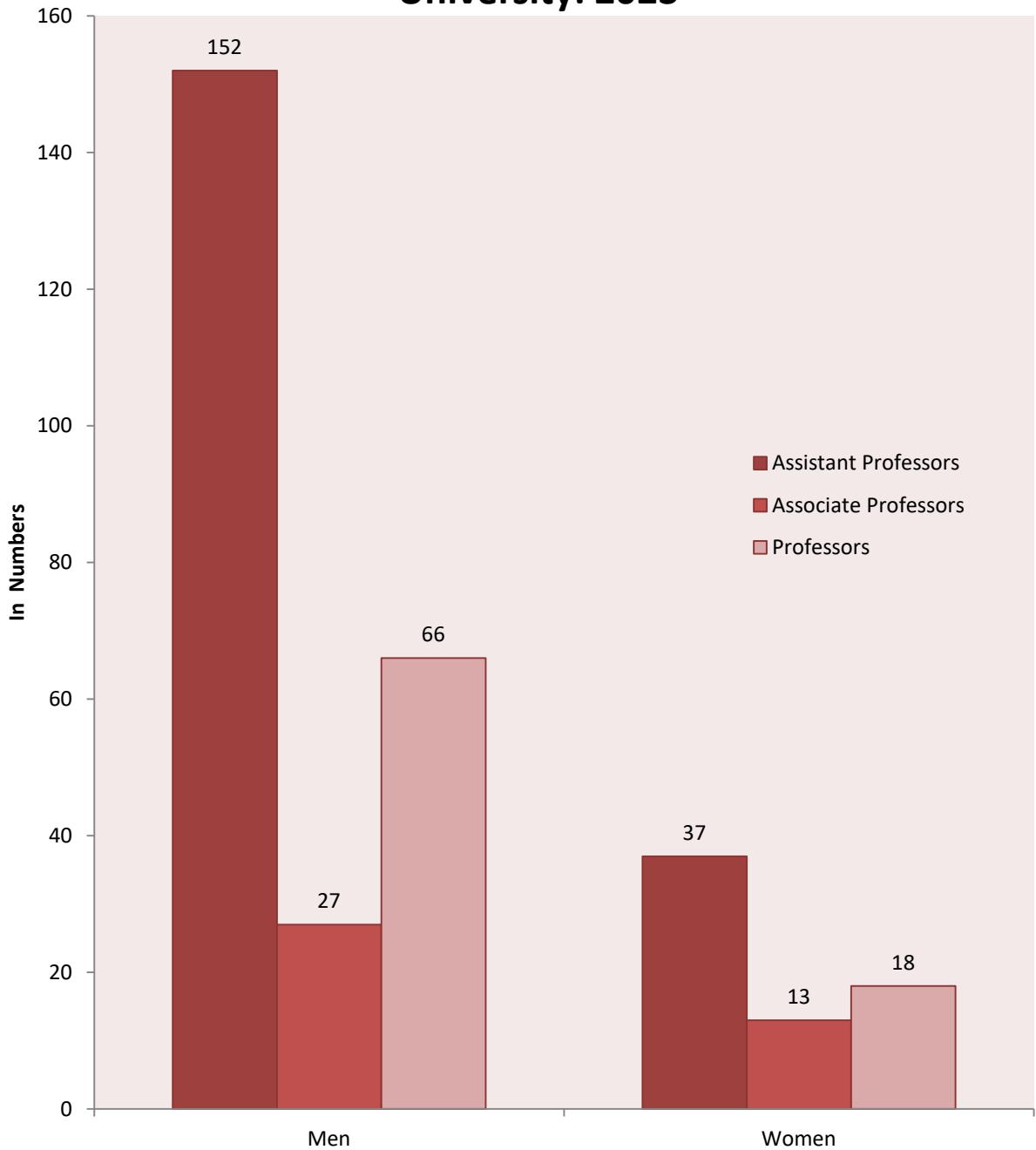
Fig. 4.2: Contractual Teaching Staff in the University

in Numbers

Campus	Men	Women
Main Campus	95	44
North Campus	12	9
South Campus	4	2
Zakura Campus	12	13
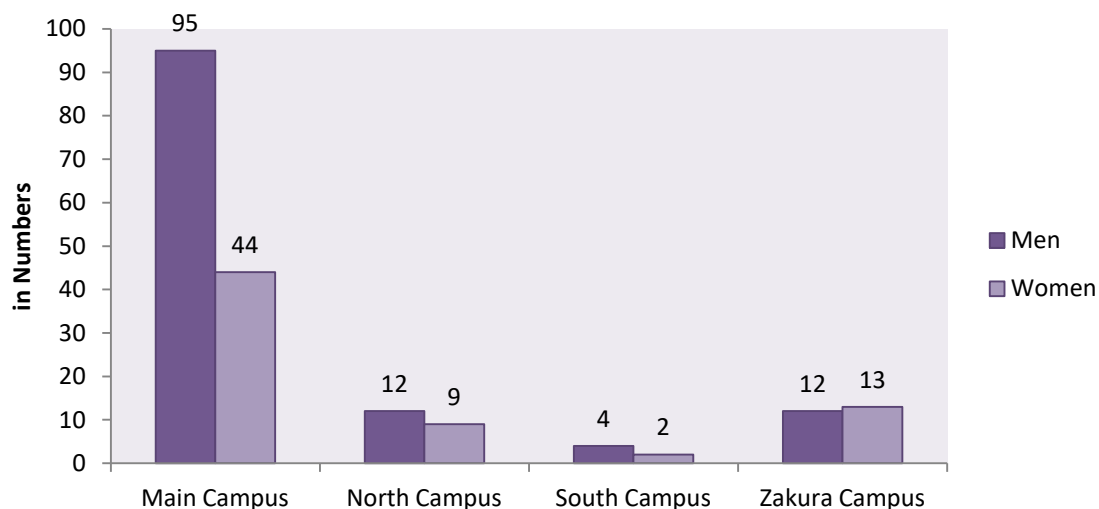
Fig. 4.3: Non Teaching Staff in the University

In Numbers

Group	Men	Women
Group A	19	12
Group B	22	87
Group C	307	68
Group D	952	188
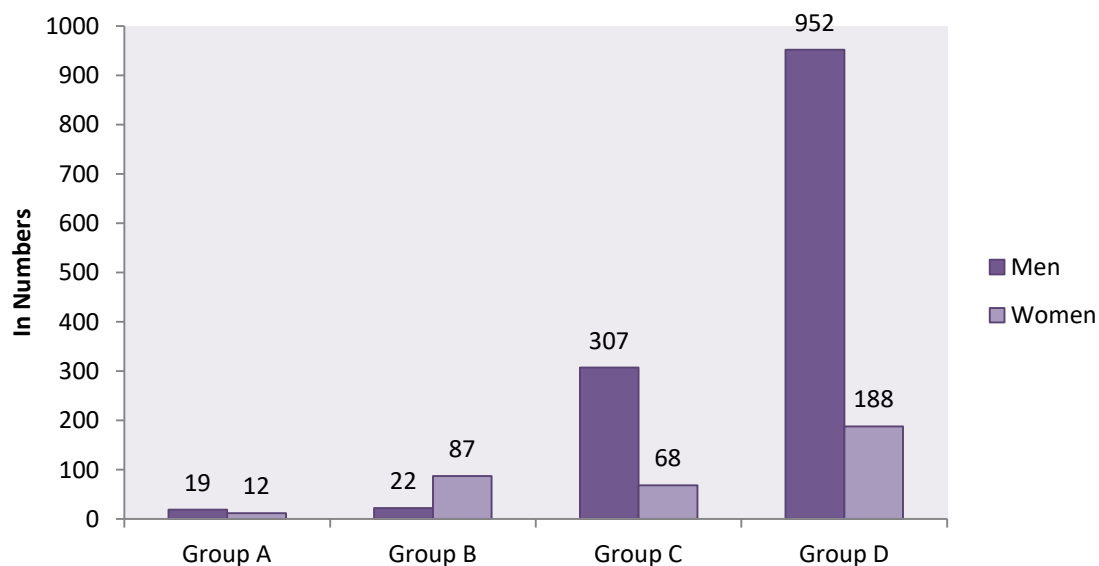
Fig. 4.4: Permanent Non Teaching Assistants in the University

Legend: Men, Women

- 2020: Men 281, Women 91
- 2021: Men 270, Women 84
- 2022: Men 254, Women 88
- 2023: Men 248, Women 80

Y-axis: In Numbers (0 to 300)
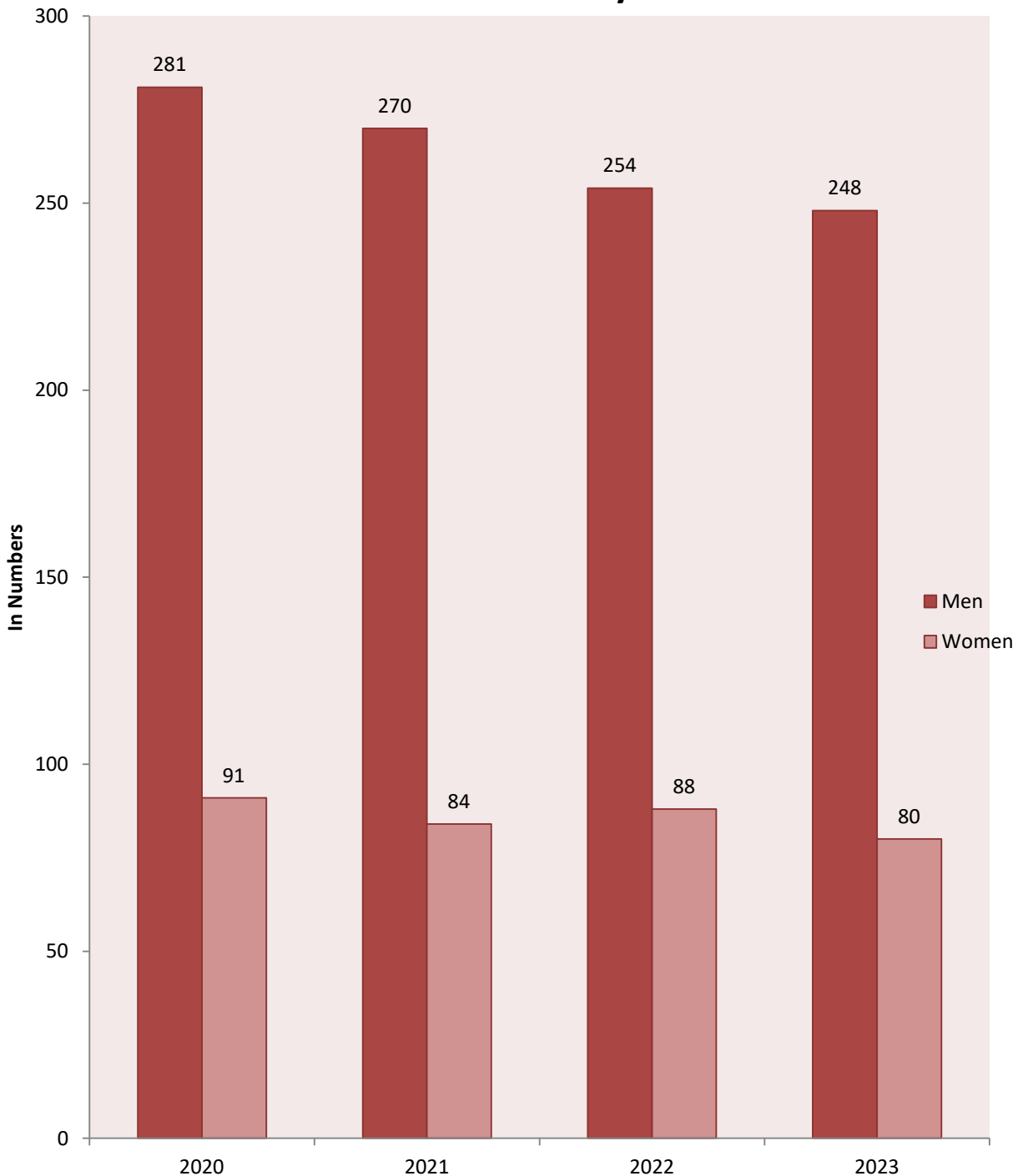
Fig. 4.5: Permanent Section Officers & Liaison Officers in University
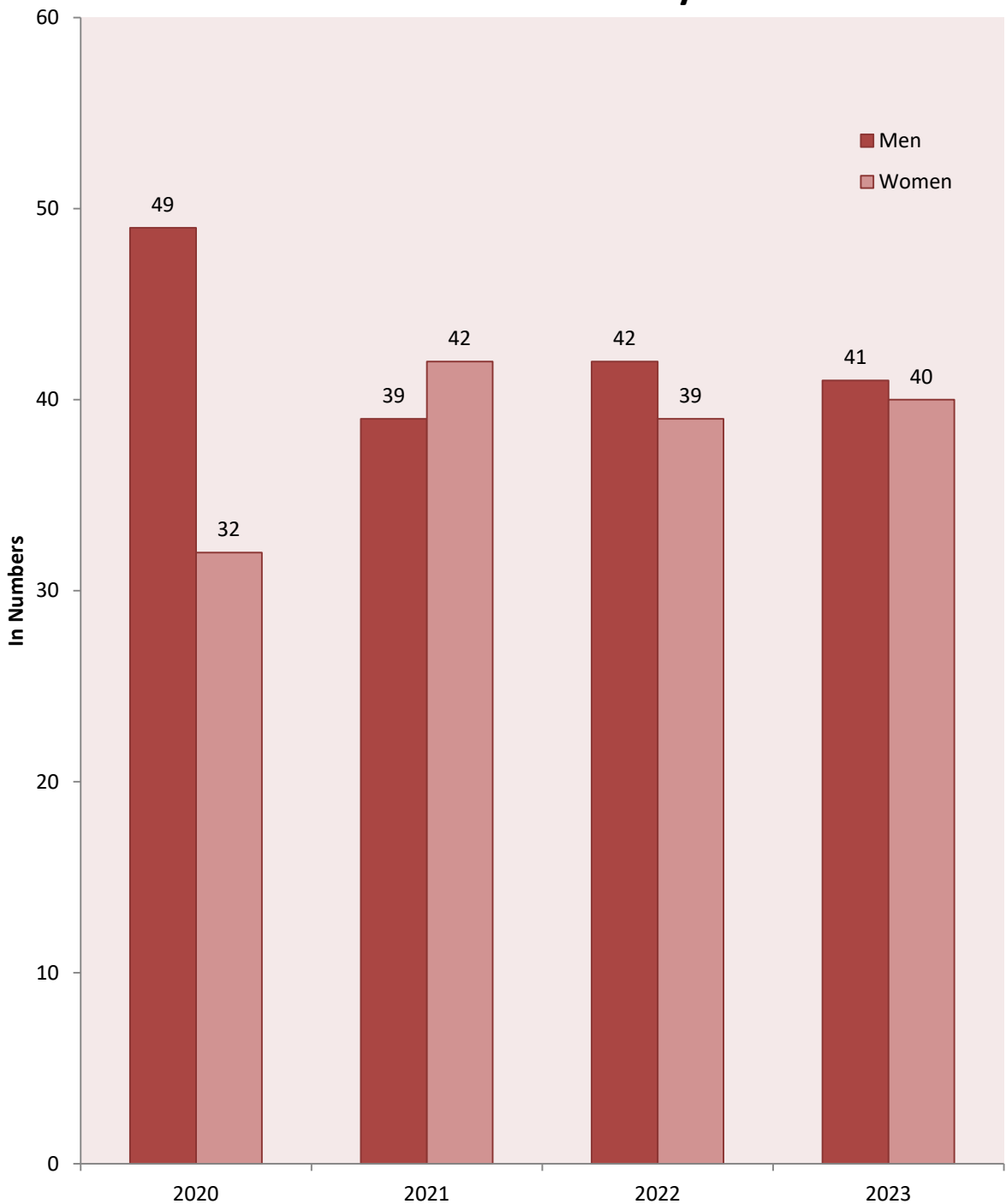
Fig. 4.6: Local Fund Employees in University: 2023
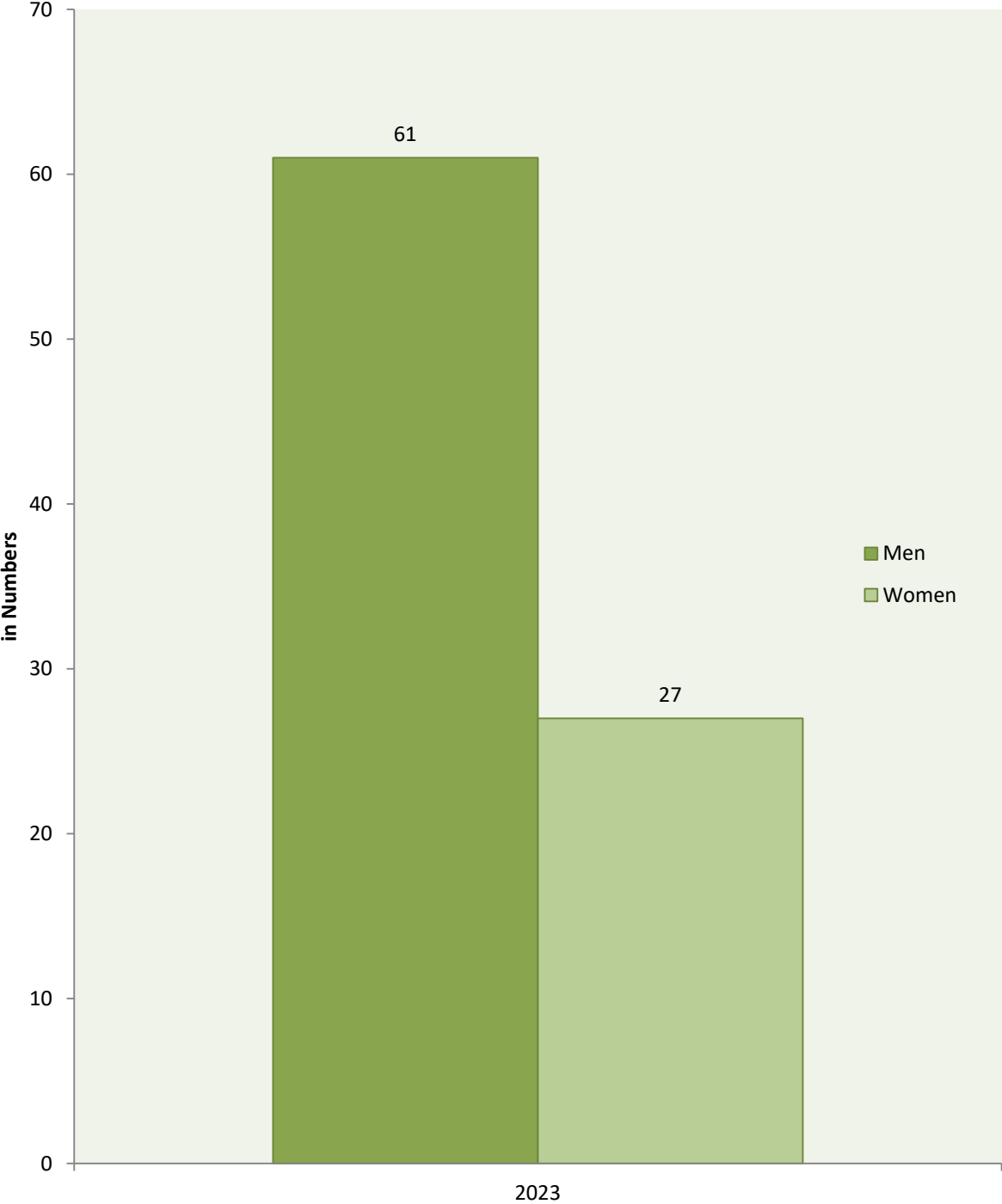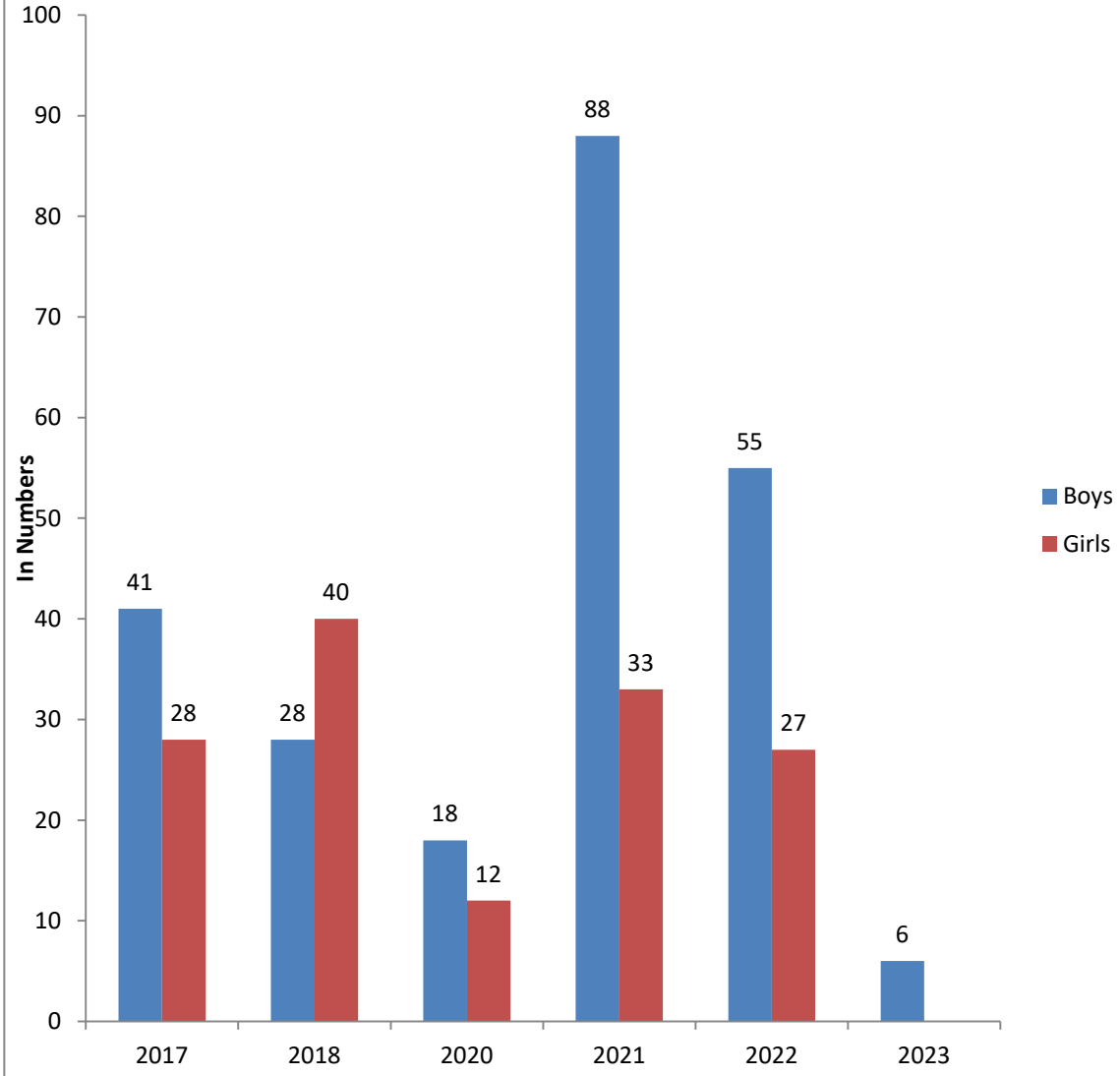
Fig. 4.7: Campus Recruitment
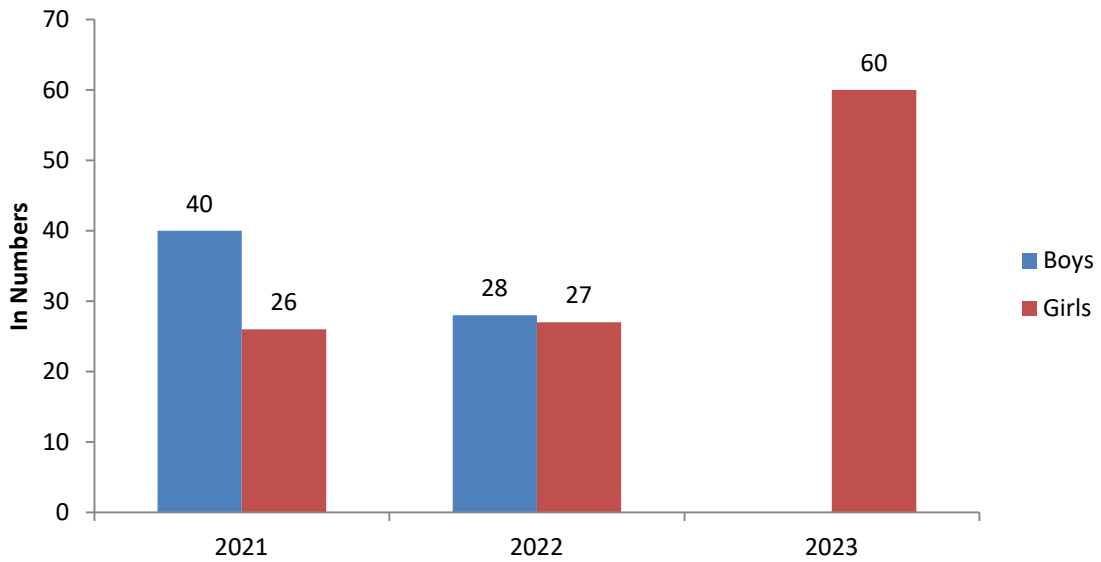
Fig. 4.8: Coaching for IAS
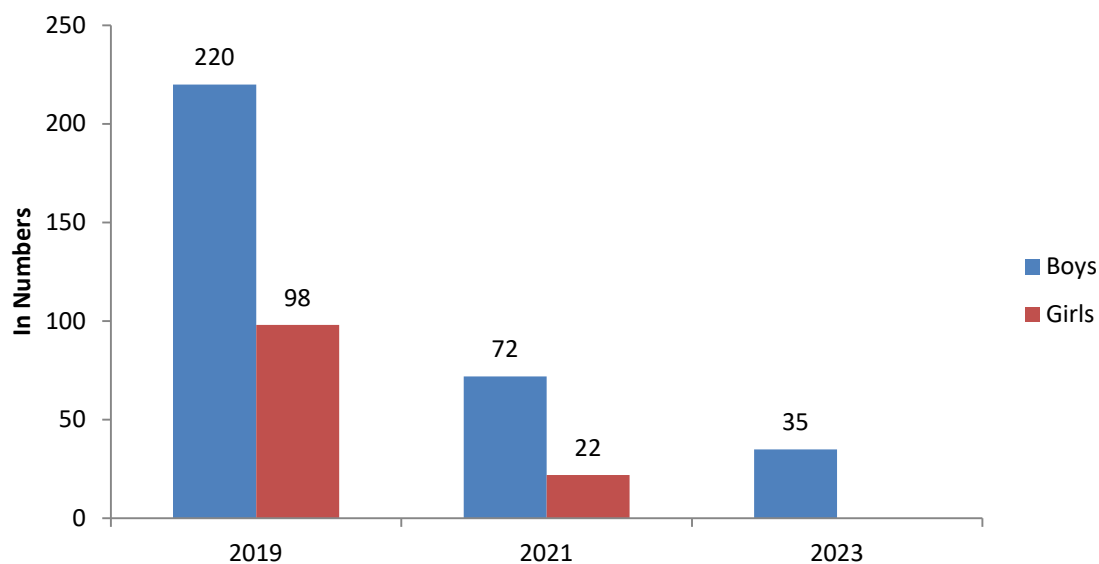
Fig. 4.9: Coaching for NEET
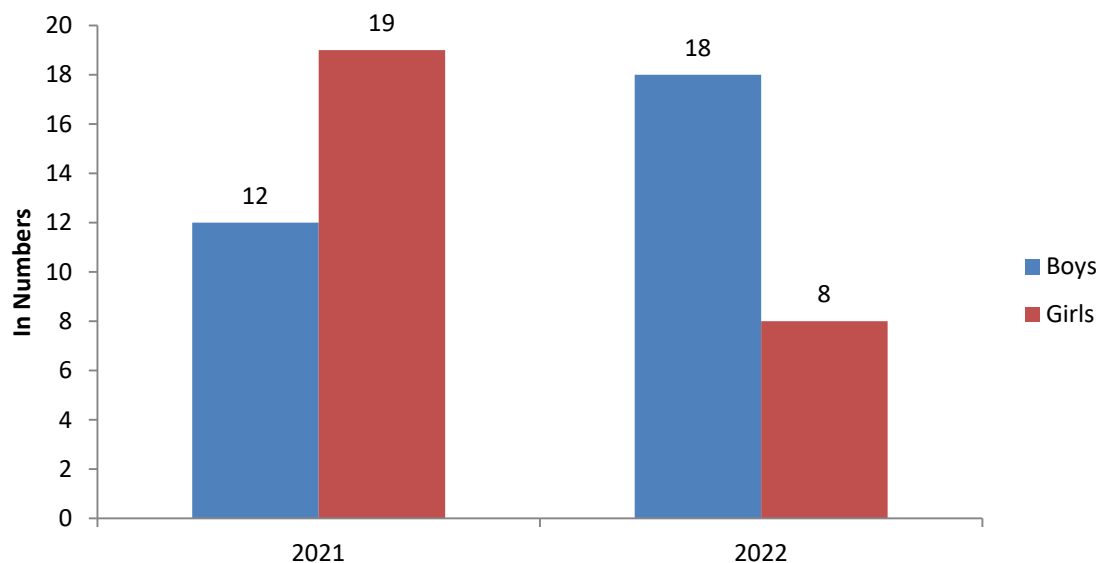

Fig. 4.10: Coaching for NET/JRF
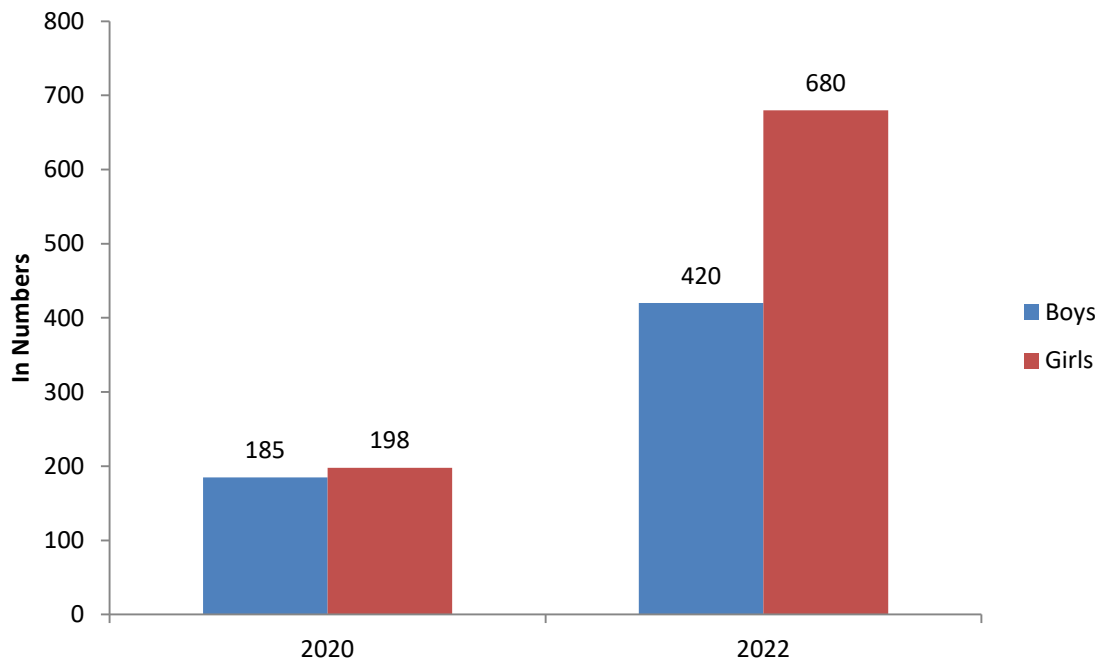
Fig. 4.11: Participants in Seminars

Fig. 4.12: Health Facility in 2017 to 2023

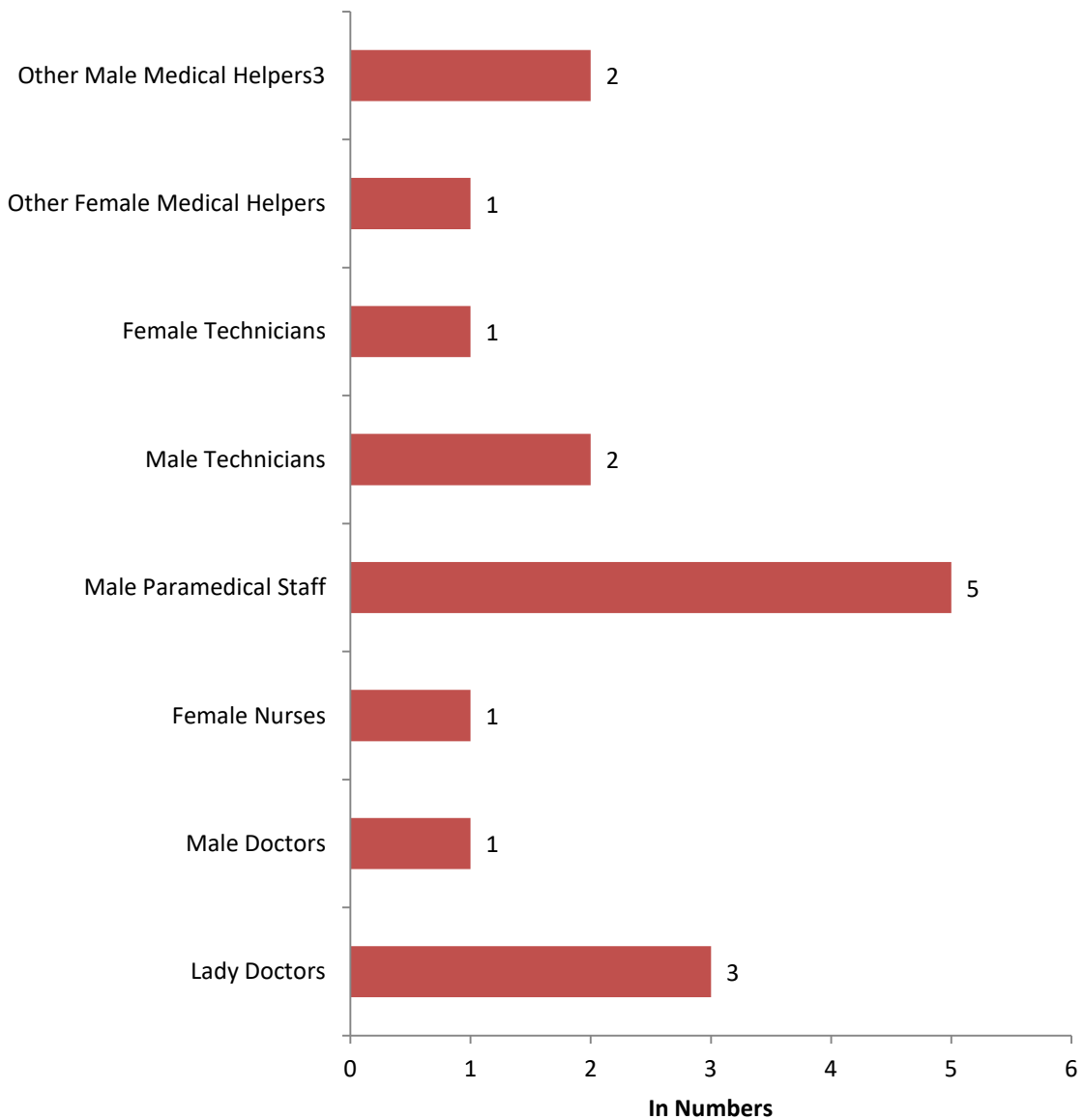| Category	In Numbers
Other Male Medical Helpers3	2
Other Female Medical Helpers	1
Female Technicians	1
Male Technicians	2
Male Paramedical Staff	5
Female Nurses	1
Male Doctors	1
Lady Doctors	3

In Numbers
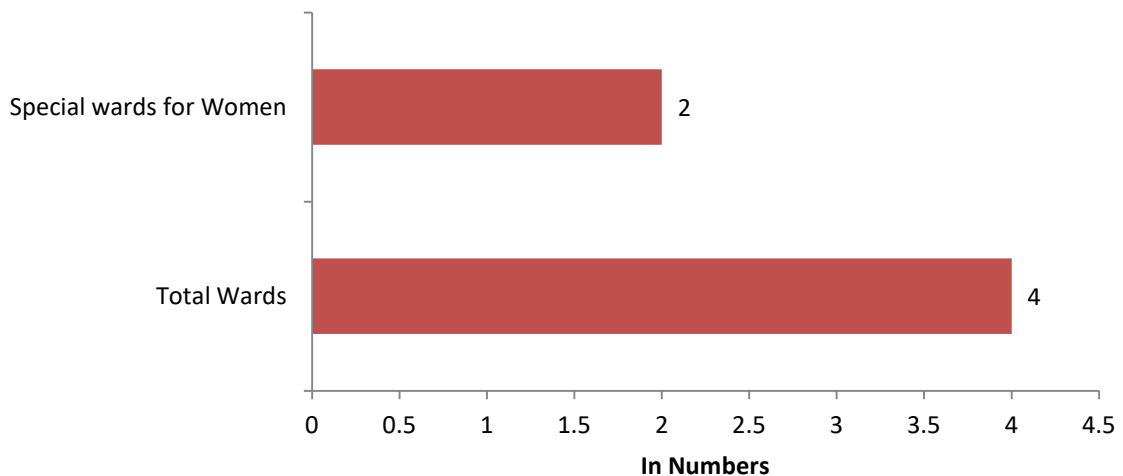
Fig. 4.13: Gender Friendly Infrastructure in Health Centre; 2017-2023

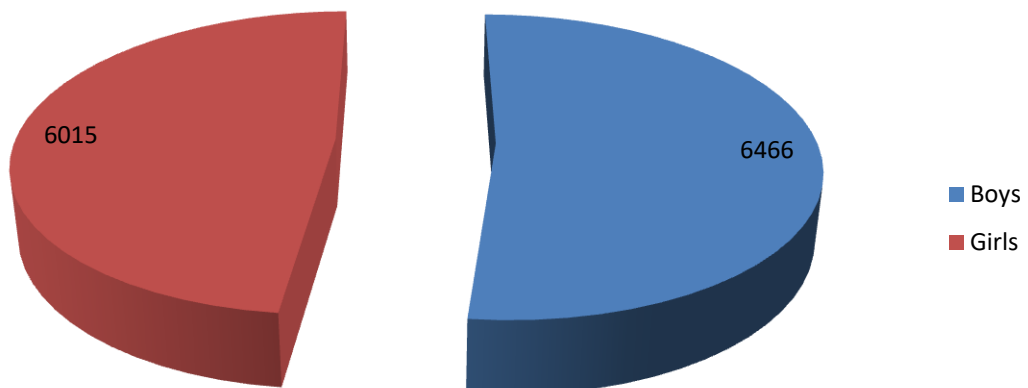# Fig. 4.14: Treatment Provided in Health Centre in 2023 (in Nos.)
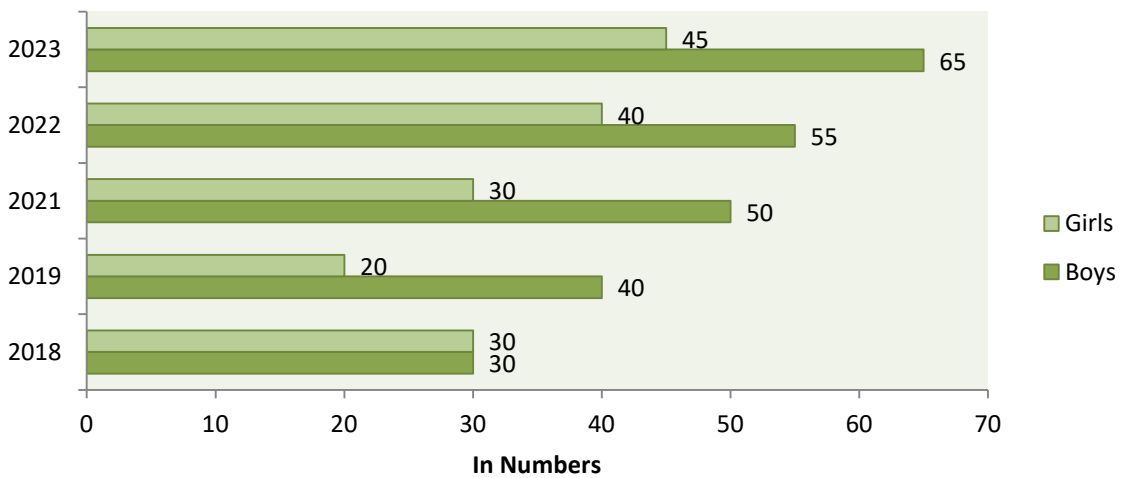
Fig. 4.15: Participants in Blood Donation Camps

Year	Girls	Boys
2023	45	65
2022	40	55
2021	30	50
2019	20	40
2018	30	30

In Numbers

Fig. 4.16: Participants in Cleanliness Drive

Year	Girls	Boys
2023	175	200
2022	150	225
2021	40	43
2019	40	50
2018	30	50
2017	40	50

In Numbers
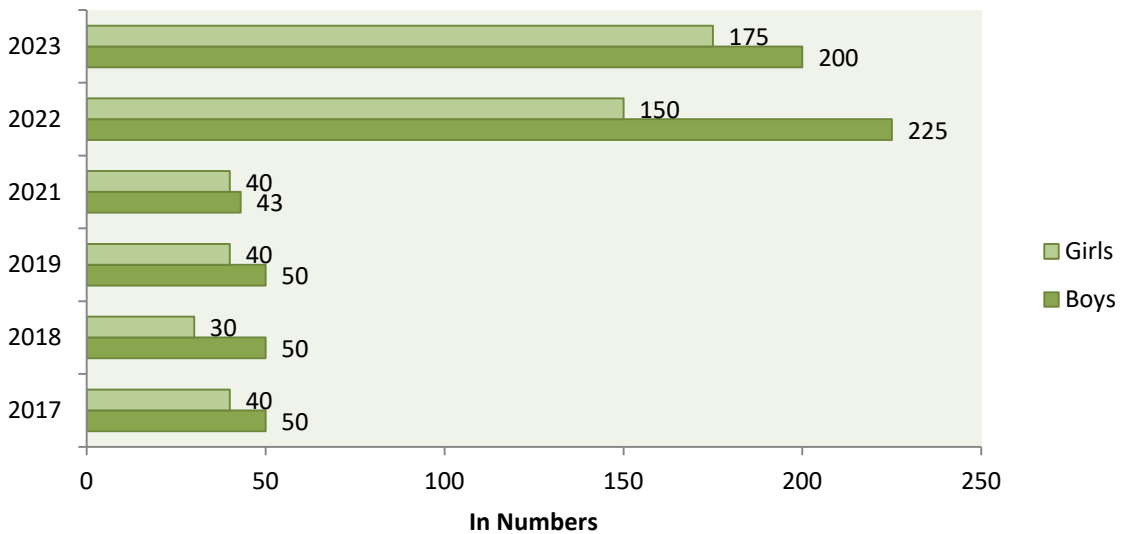
fig. 4.17: Participants in Social Service Camps

Year	Girls	Boys
2023	175	200
2022	150	225
2021	40	43
2019	40	50
2018	30	50
2017	40	50

In Numbers
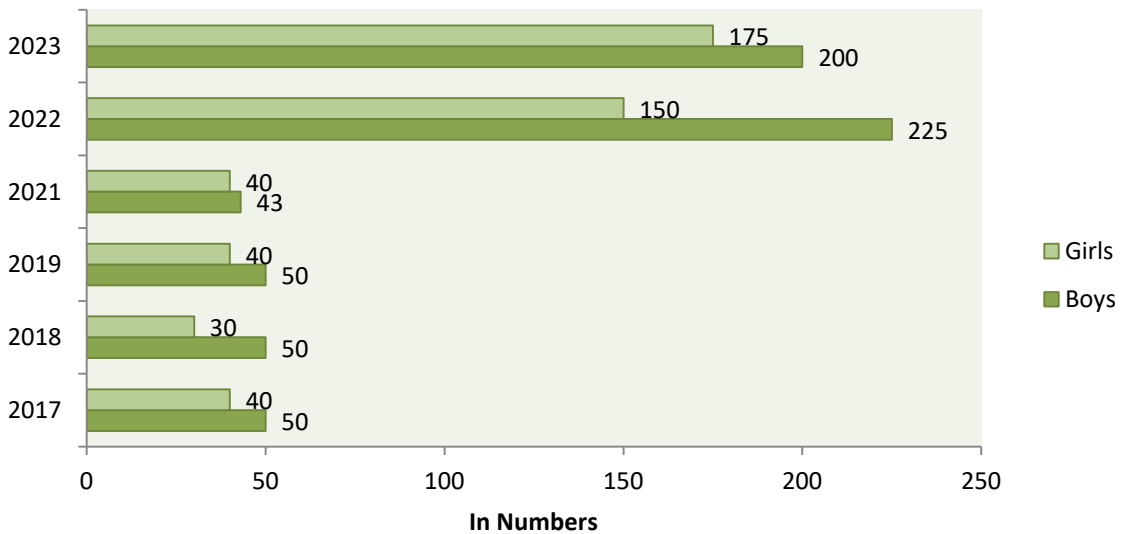
fig. 4.18: Participants in COVID Camps
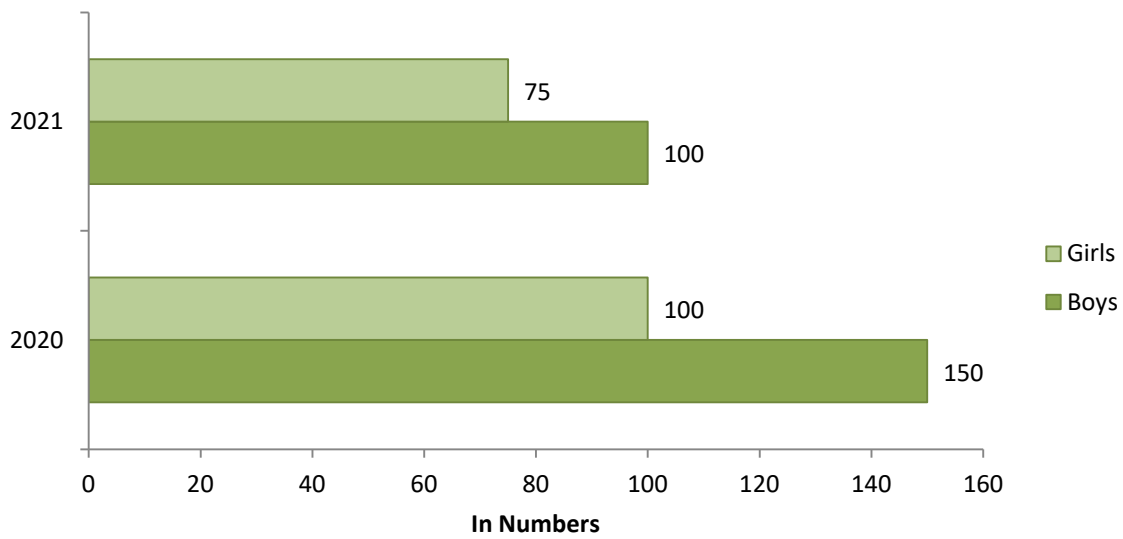
Fig. 4.19: Participants in Other NSS Campaigns

Years	Girls	Boys
2023	80	90
2022	65	75
2021	40	80
2020	60	75
2019	25	80
2018	40	60
2017	40	60

In Numbers
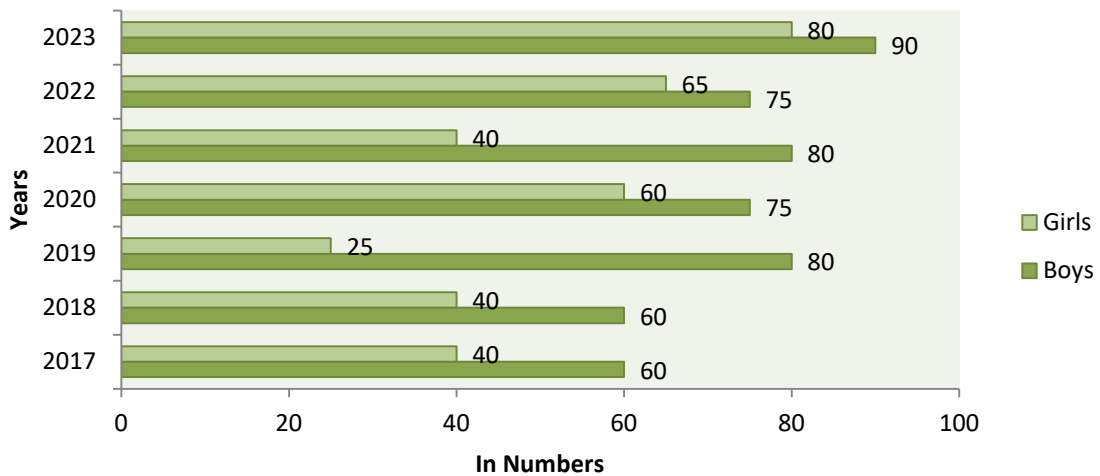
Fig. 4.20: Participants in Sonzal Festival Programme

Years	Girls	Boys
2023	72	64
2022	143	83

In Numbers
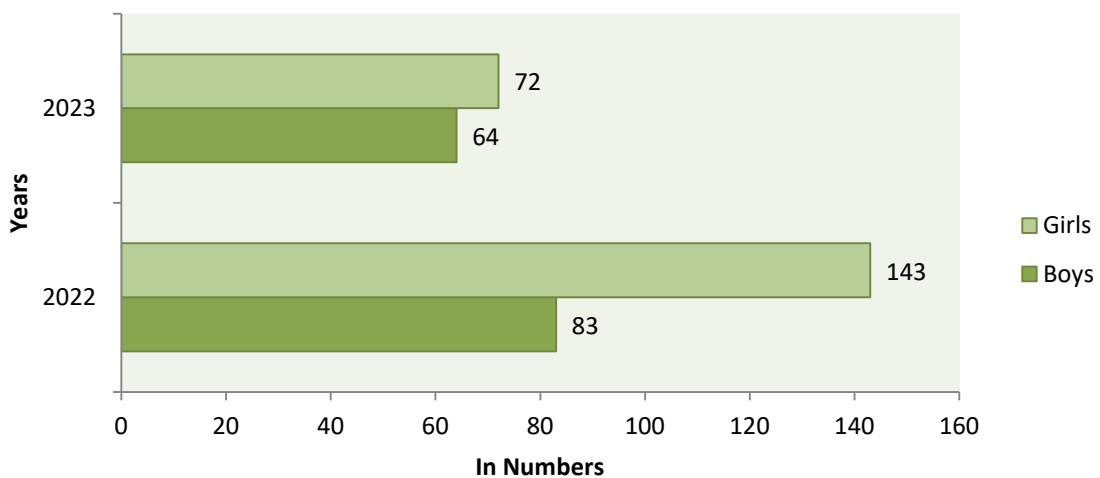
Fig. 4.21: Participants in Orientation Courses

Non Local Participants

Women
- 2022: 1
- 2021: 6
- 2020: 2
- 2019: 1
- 2018: 0
- 2017: 24

Men
- 2022: 13
- 2021: 3
- 2020: 4
- 2019: 7
- 2018: 5
- 2017: 71

Local Participants

Women
- 2022: 5
- 2021: 9
- 2020: 9
- 2019: 14
- 2018: 55
- 2017: 40

Men
- 2022: 5
- 2021: 25
- 2020: 15
- 2019: 60
- 2018: 151
- 2017: 32

Legend:
- 2022
- 2021
- 2020
- 2019
- 2018
- 2017

In Numbers
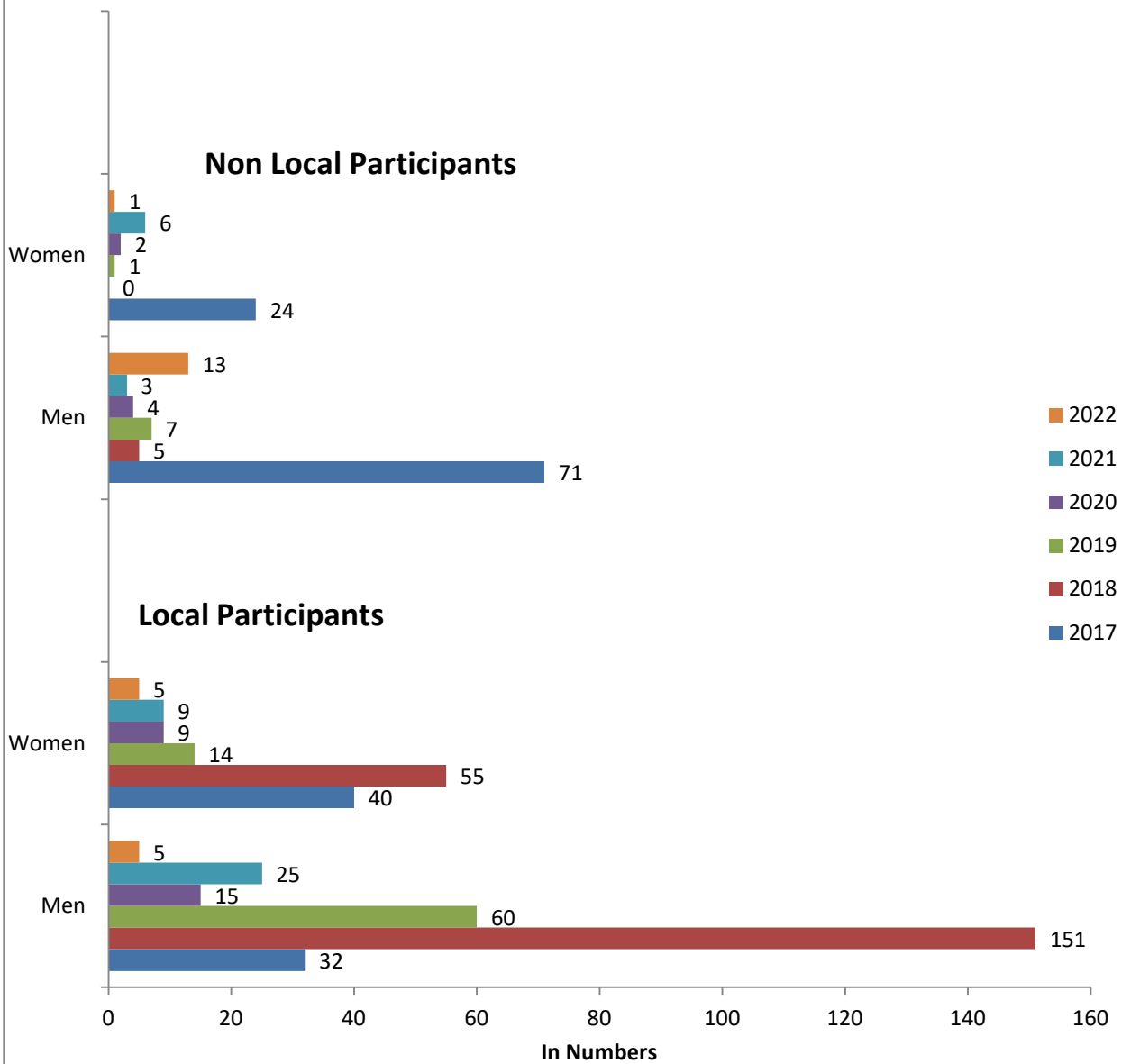
Fig. 4.22: Participants in Refresher Courses

Non Local Participants

Women
- 2022: 21
- 2021: 8
- 2020: 4
- 2019: 0
- 2018: 0
- 2017: 10

Men
- 2022: 19
- 2021: 10
- 2020: 15
- 2019: 0
- 2018: 1
- 2017: 14

Local Participants

Women
- 2022: 22
- 2021: 29
- 2020: 43
- 2019: 26
- 2018: 27
- 2017: 11

Men
- 2022: 61
- 2021: 77
- 2020: 130
- 2019: 54
- 2018: 52
- 2017: 25

In Numbers

Legend:
- 2022
- 2021
- 2020
- 2019
- 2018
- 2017
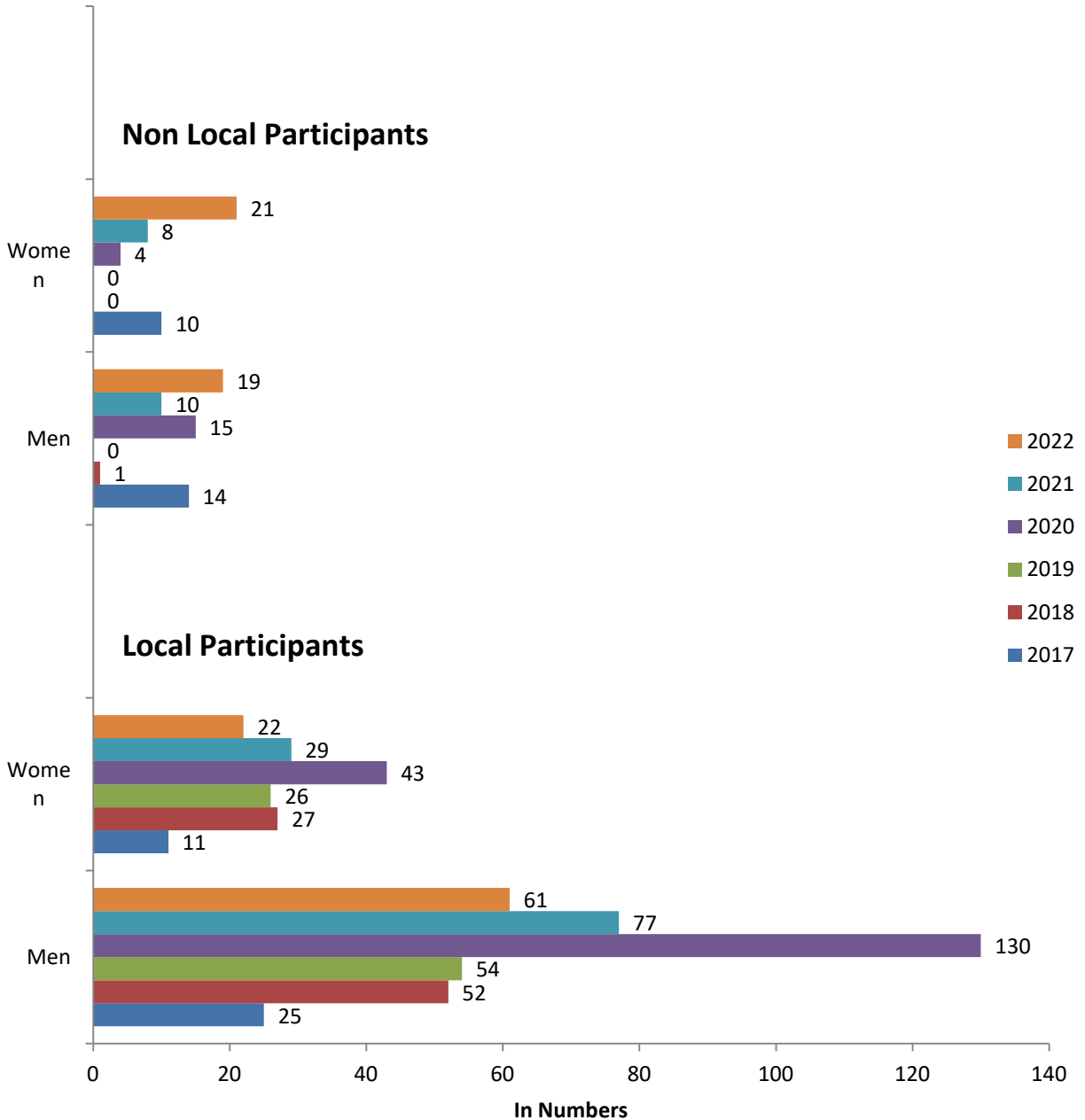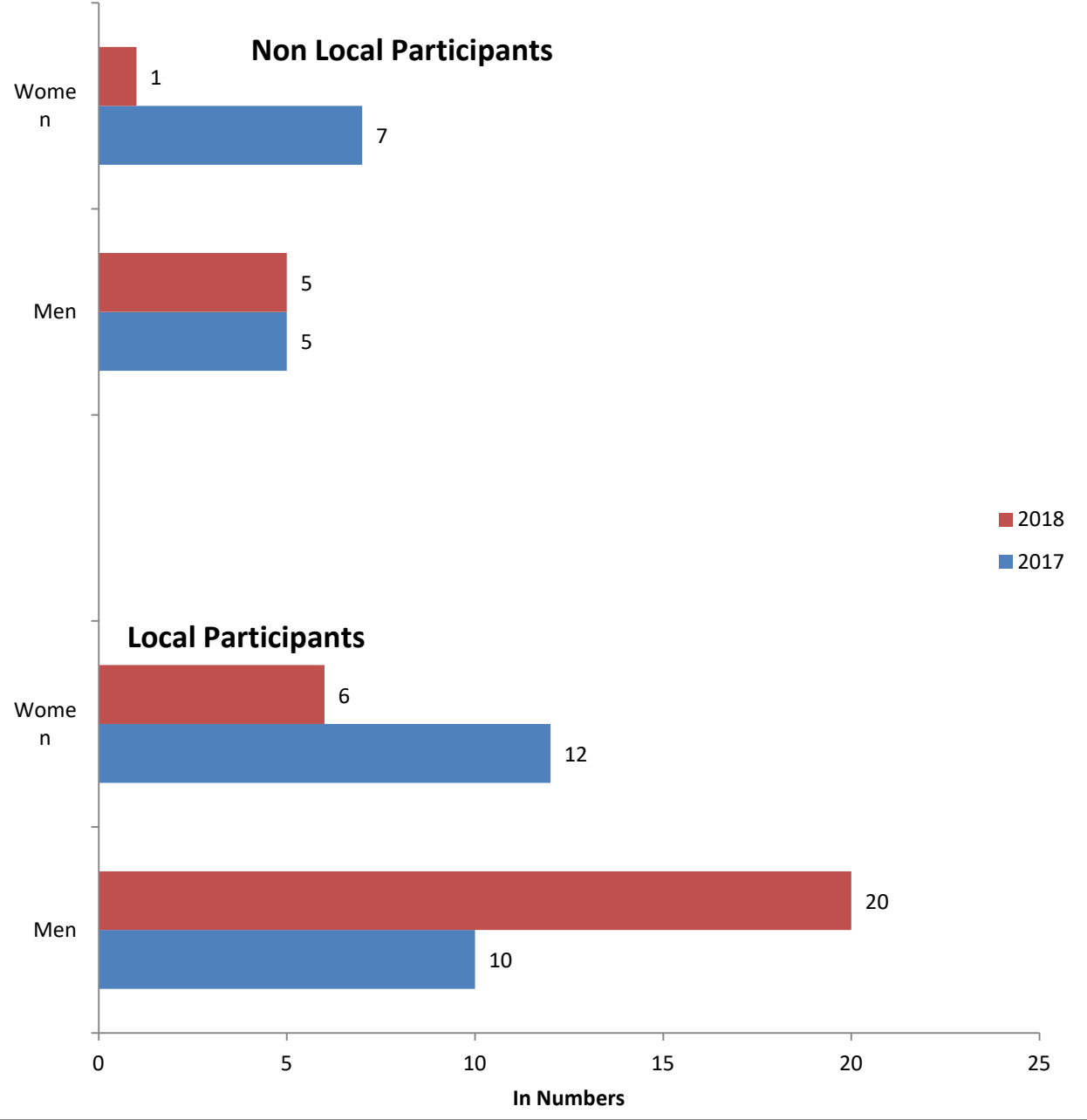
Fig. 4.23: Participants in Summer Schools

Fig. 4.24: Participants in Gender Equity Courses
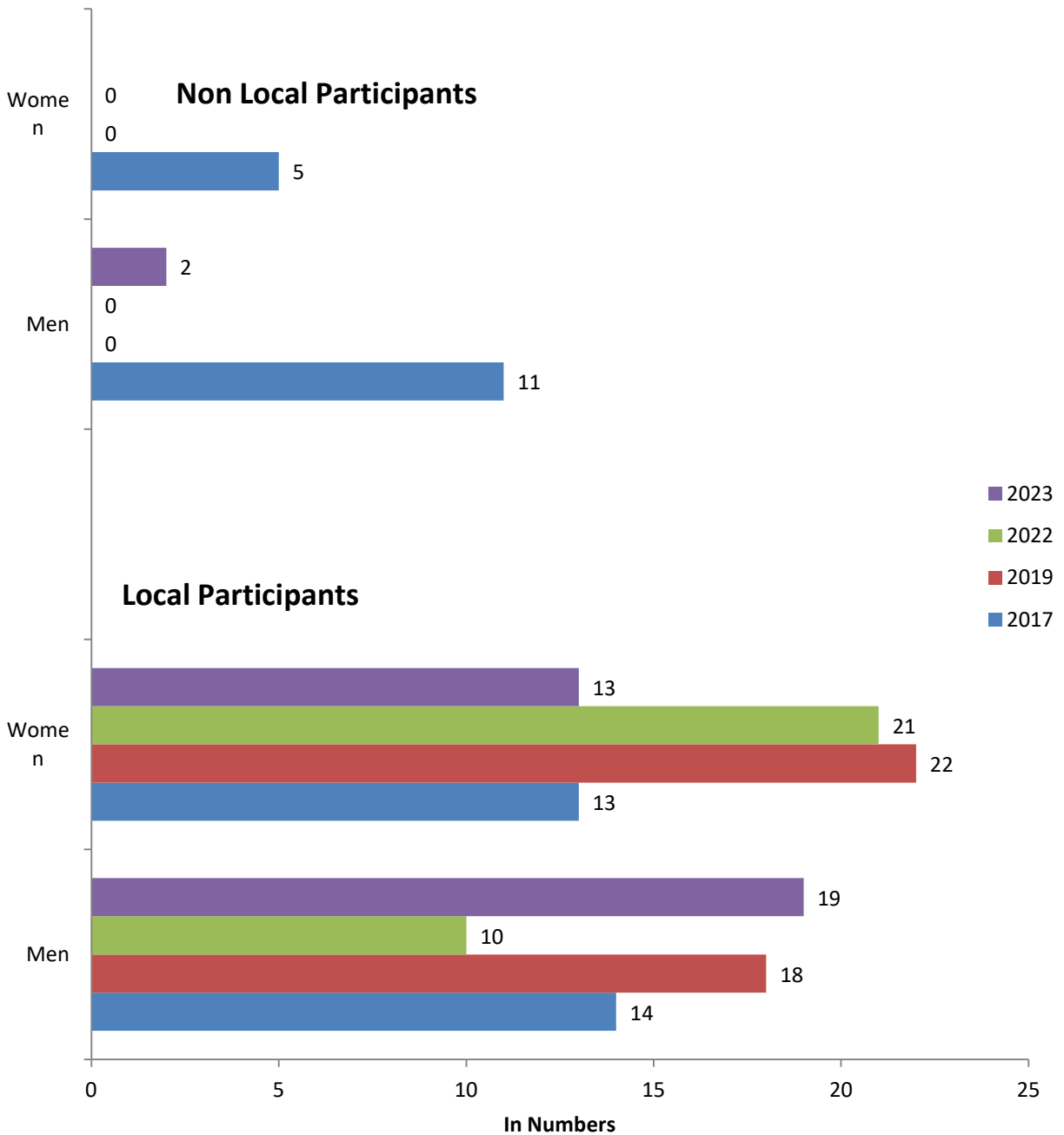
Fig. 25: Participants in Webinars

In Numbers

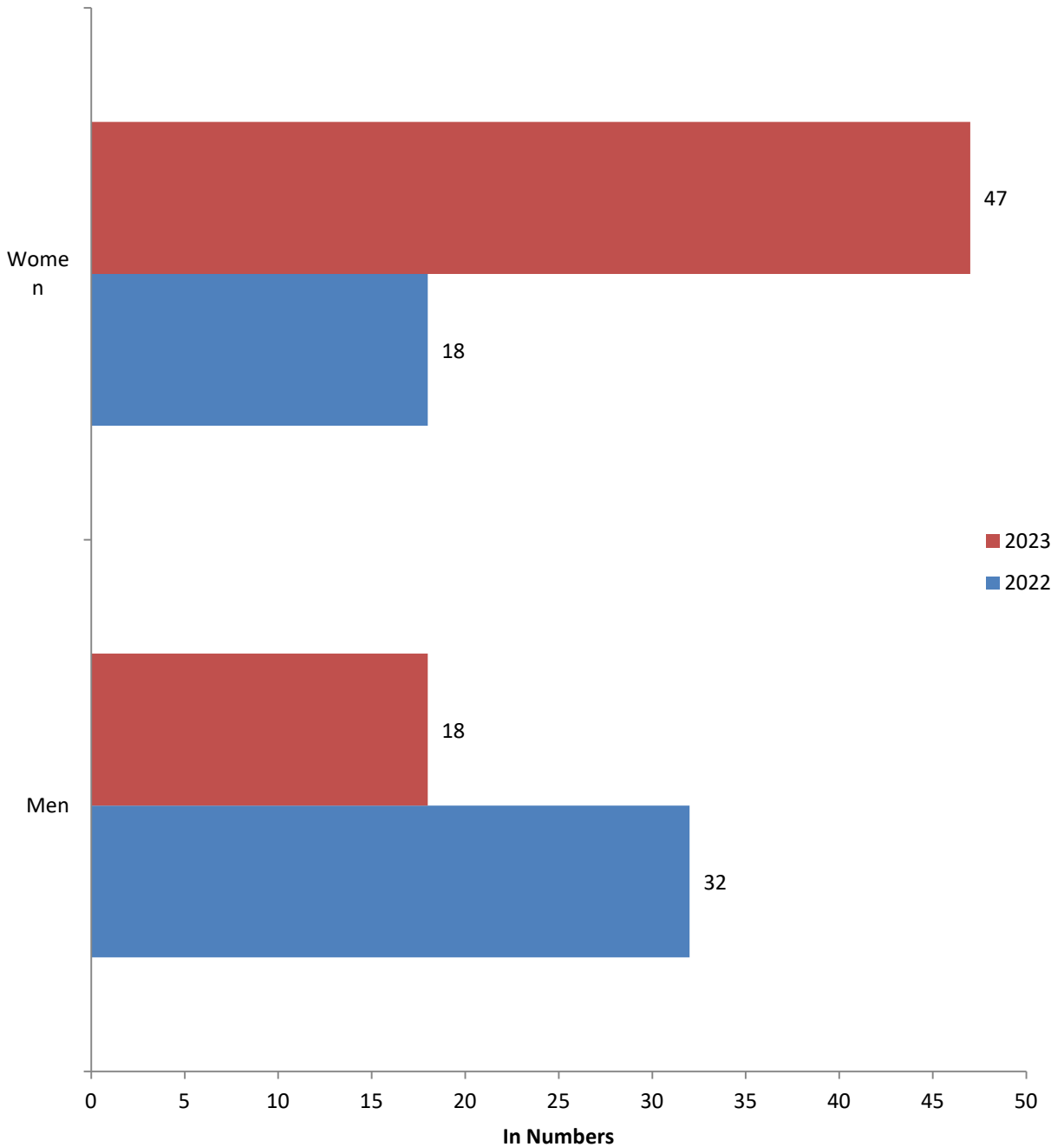# Fig. 4.26: Allotment of Residential Quarters

Non Taching Staff

- Women: 21, 14, 14, 12, 11, 11
- Men: 94, 105, 93, 93, 102, 105, 105

Faculty Members

- Women: 15, 11, 12, 12, 13, 10, 12
- Men: 91, 95, 95, 94, 93, 95, 91

Legend:
- 2023
- 2022
- 2021
- 2020
- 2019
- 2018
- 2017

In NUmbers
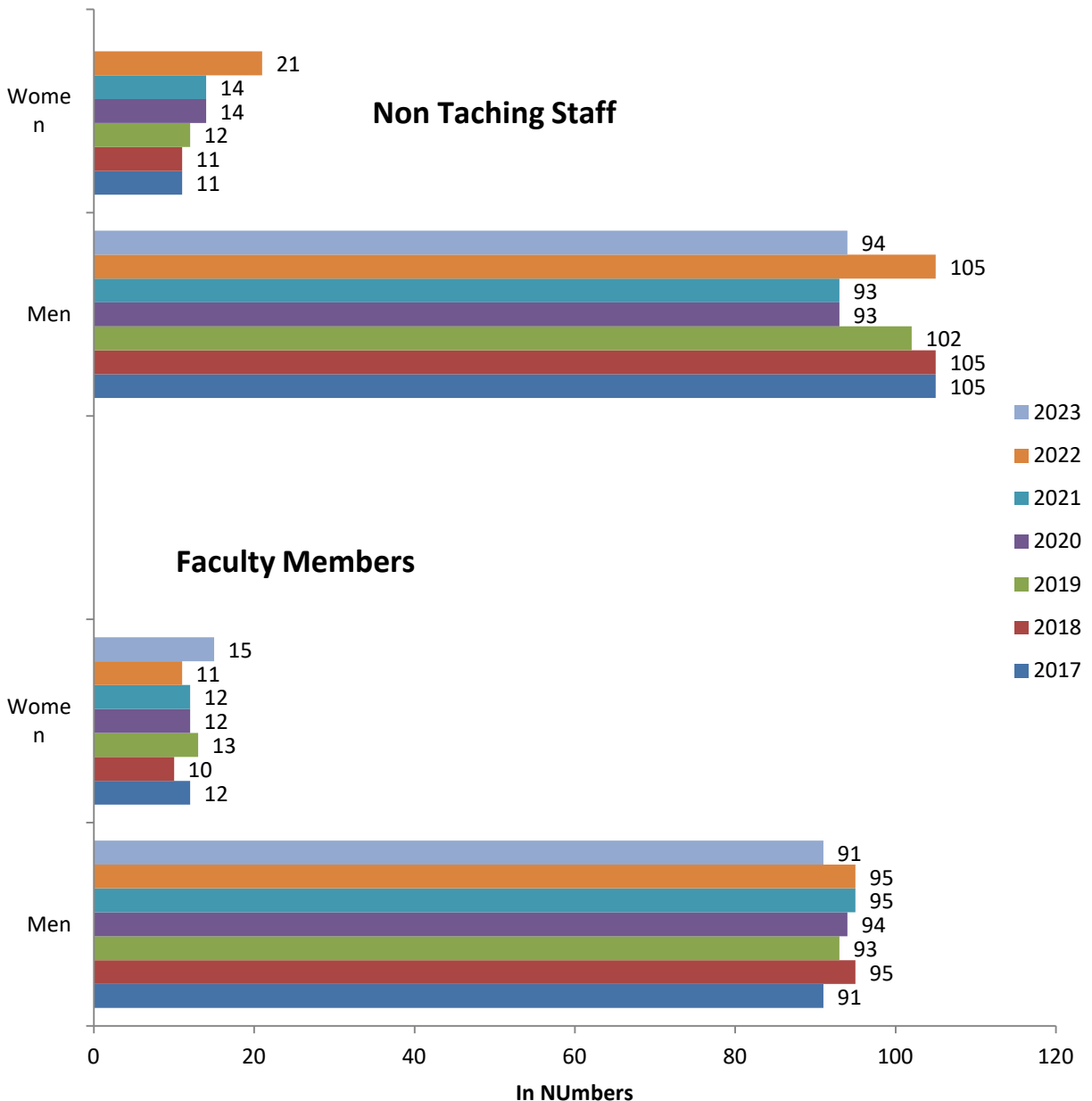
Fig. 4.27: Gender Friendly Permanent Staff in Central Library

In Numbers

Year	Men	Women
2017	36	37
2018	61	52
2019	55	44
2020	51	38
2021	50	36
2022	49	31
2023	56	32
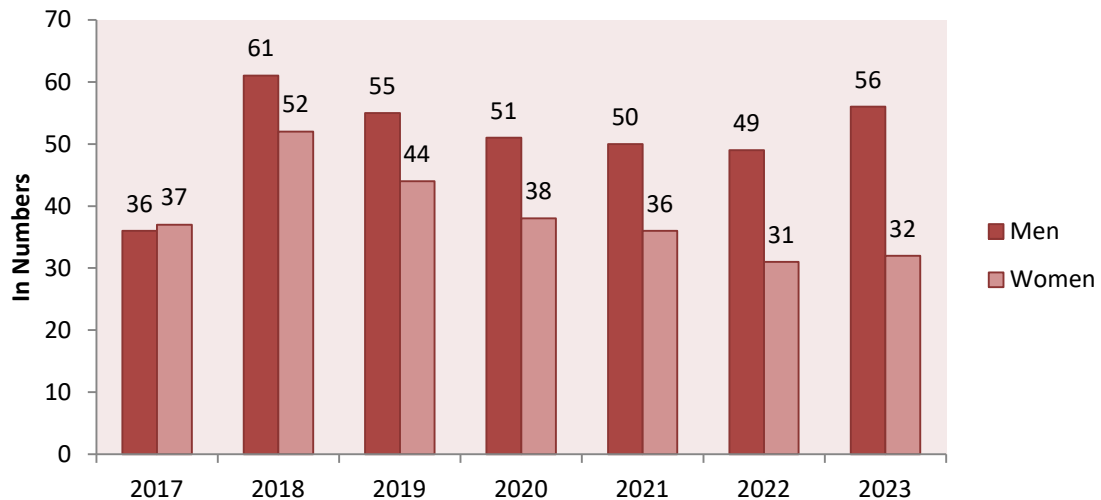
Fig. 4.28: Local Fund Staff in Central Library

In Numbers

Year	Men	Women
2017	26	13
2018	11	7
2019	11	7
2020	11	7
2021	11	7
2022	11	7
2023	11	32
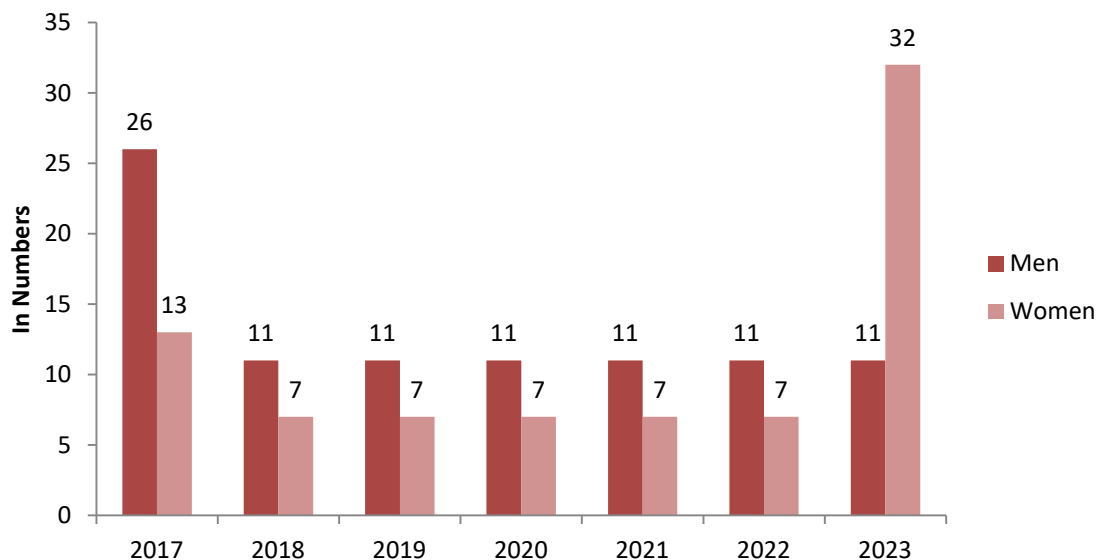
Fig. 29: Students' Enrolment and Dropouts in Bachelor's Courses through Distance Mode

Student Dropouts

Girls
- 0
- 170
- 168
- 171
- 312
- 200

Boys
- 0
- 198
- 107
- 212
- 174
- 133

Student Enrollment

Legend:
- 2023
- 2022
- 2020
- 2019
- 2018
- 2017

Girls
- 2403
- 1445
- 1613
- 1602
- 2575
- 2082

Boys
- 1047
- 573
- 751
- 720
- 1031
- 1155

In Numbers
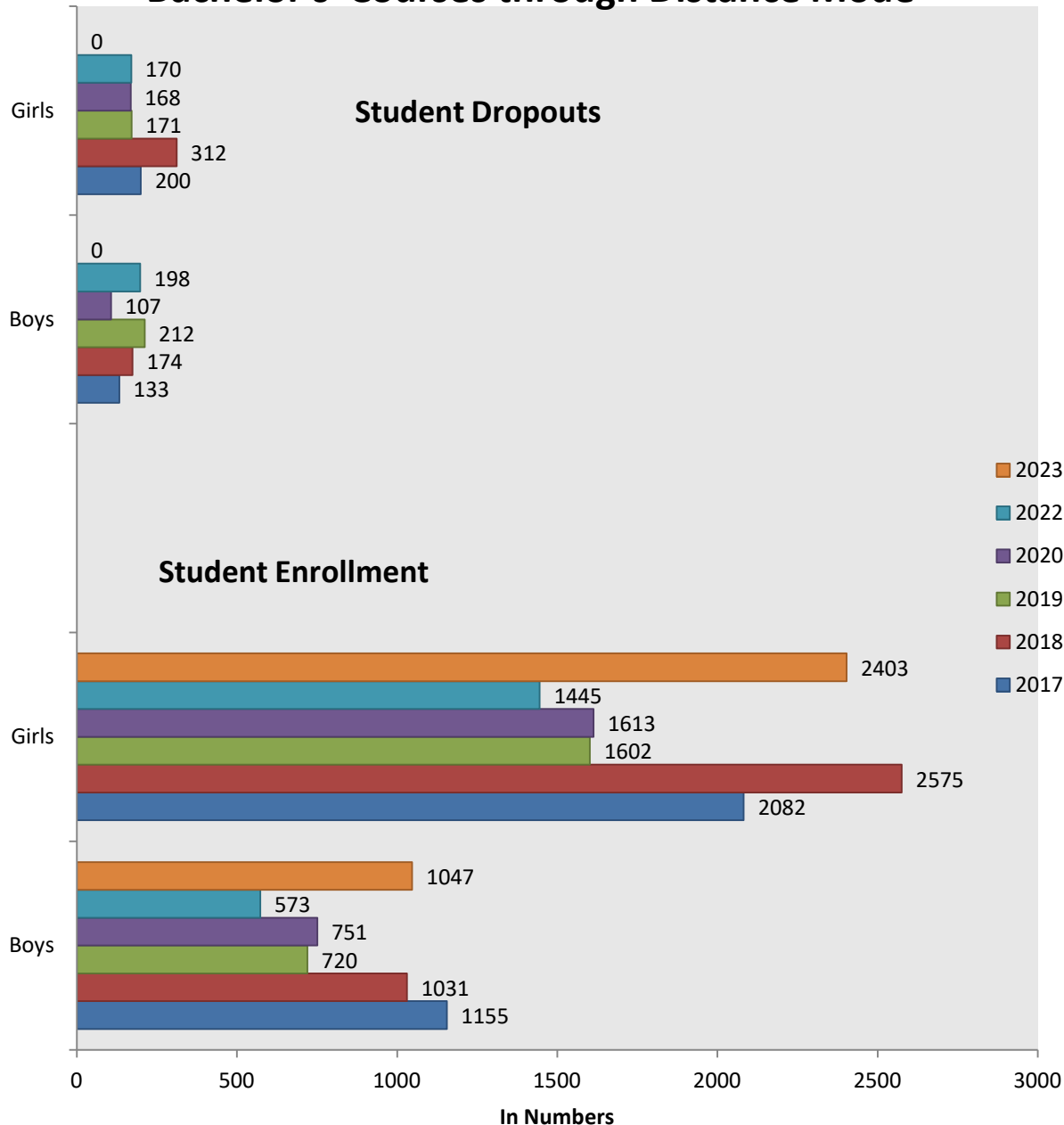
Fig. 4.30: Students' Enrolment and Dropouts in P.G. Courses through Distance Mode

Student Dropouts

Girls
- 0
- 3
- 11
- 14
- 14
- 16

Boys
- 3
- 7
- 15
- 20
- 15
- 30

Student Enrollment

Girls
- 380
- 399
- 557
- 601
- 597
- 436

Boys
- 210
- 215
- 375
- 415
- 587
- 348

Legend:
- 2023
- 2022
- 2021
- 2020
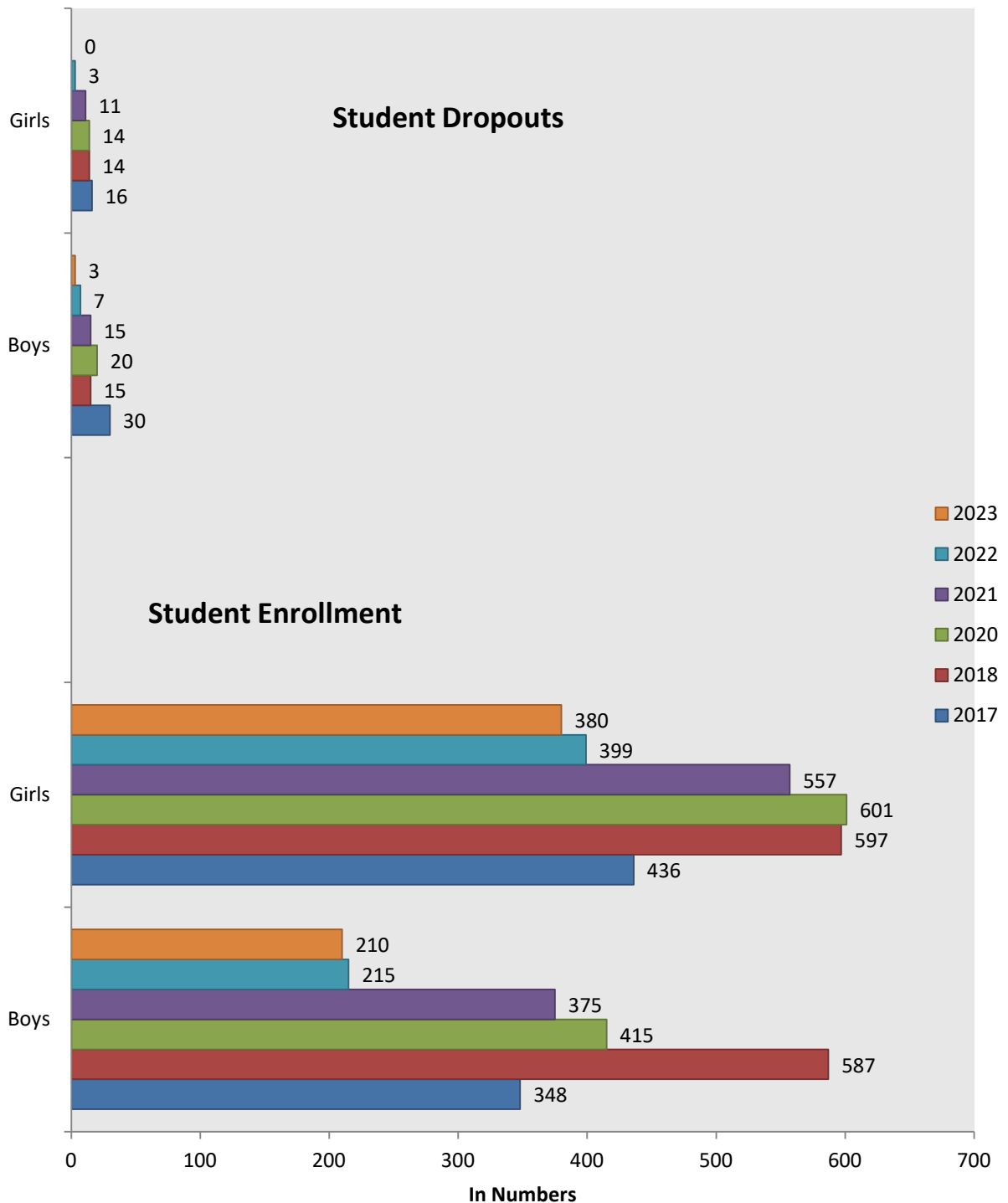- 2018
- 2017

In Numbers
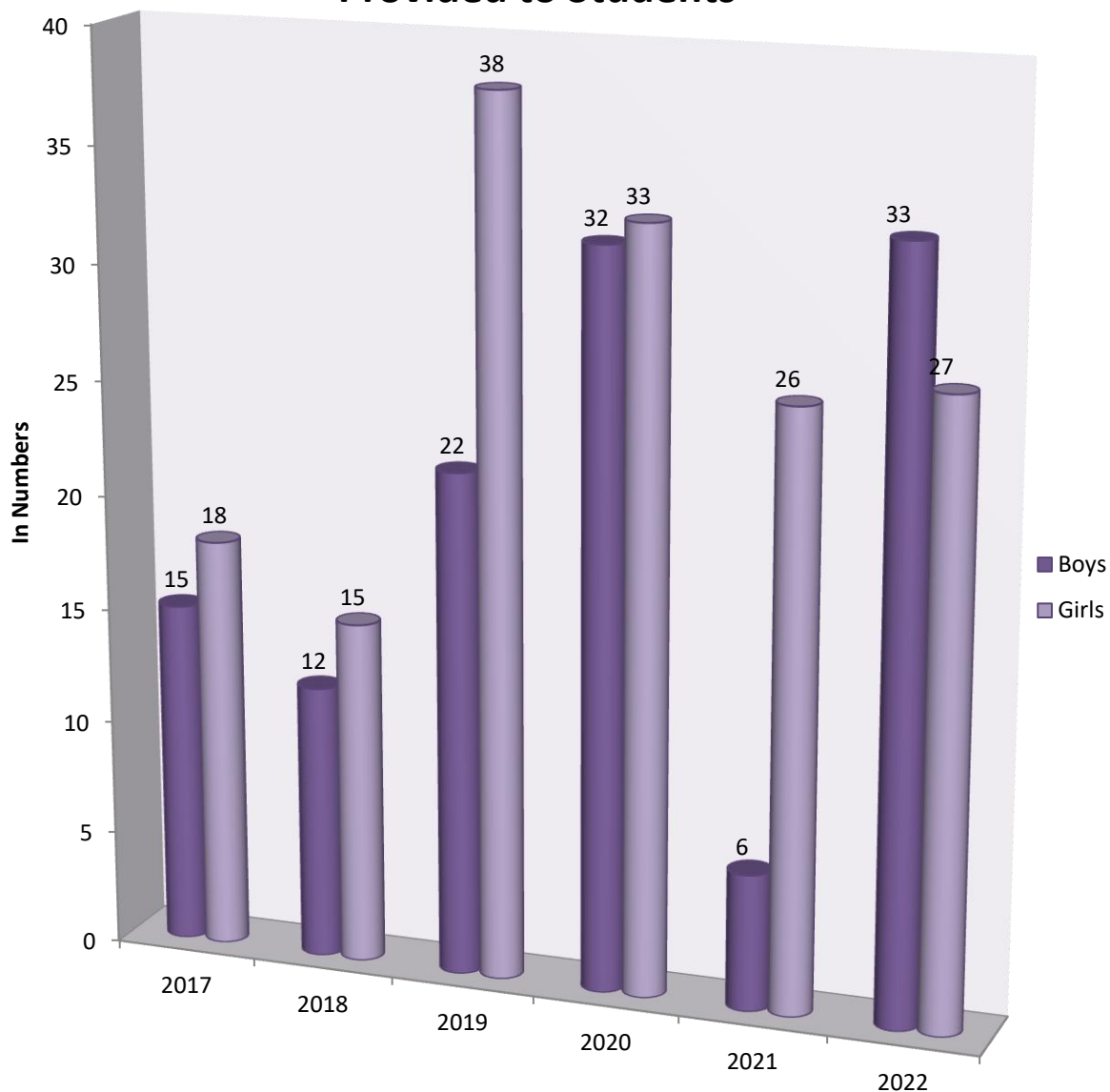
Fig. 4.31: Computer and Internet Training Provided to Students

Fig. 4.32: Training Provided to Students for Graphic Designing

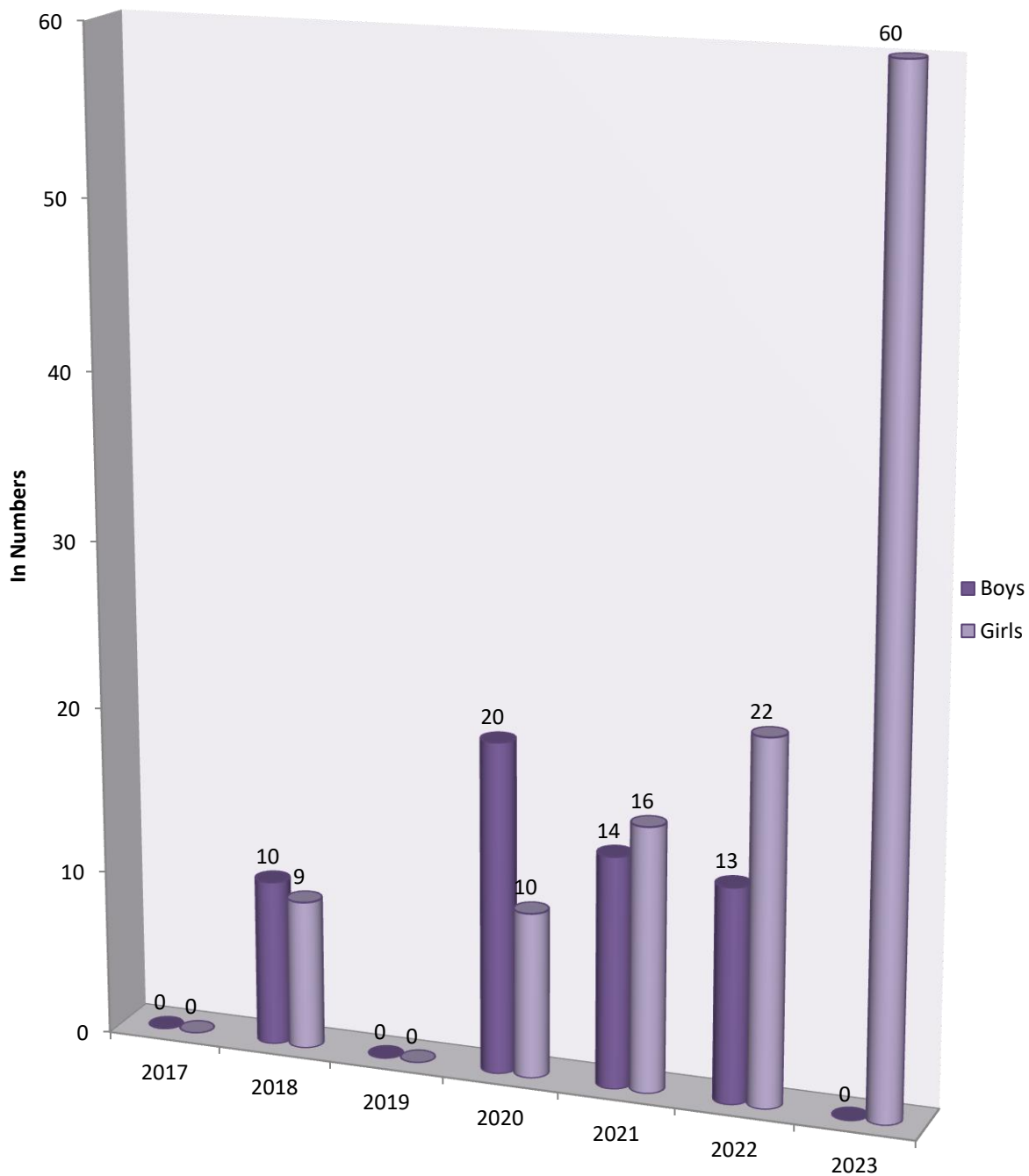# Fig. 4.33: Trainers available in University for Vocational Courses

Men
Women

In Numbers

2017: Men 7, Women 2
2018: Men 6, Women 3
2019: Men 5, Women 3
2020: Men 11, Women 5
2021: Men 3, Women 3
2022: Men 7, Women 5
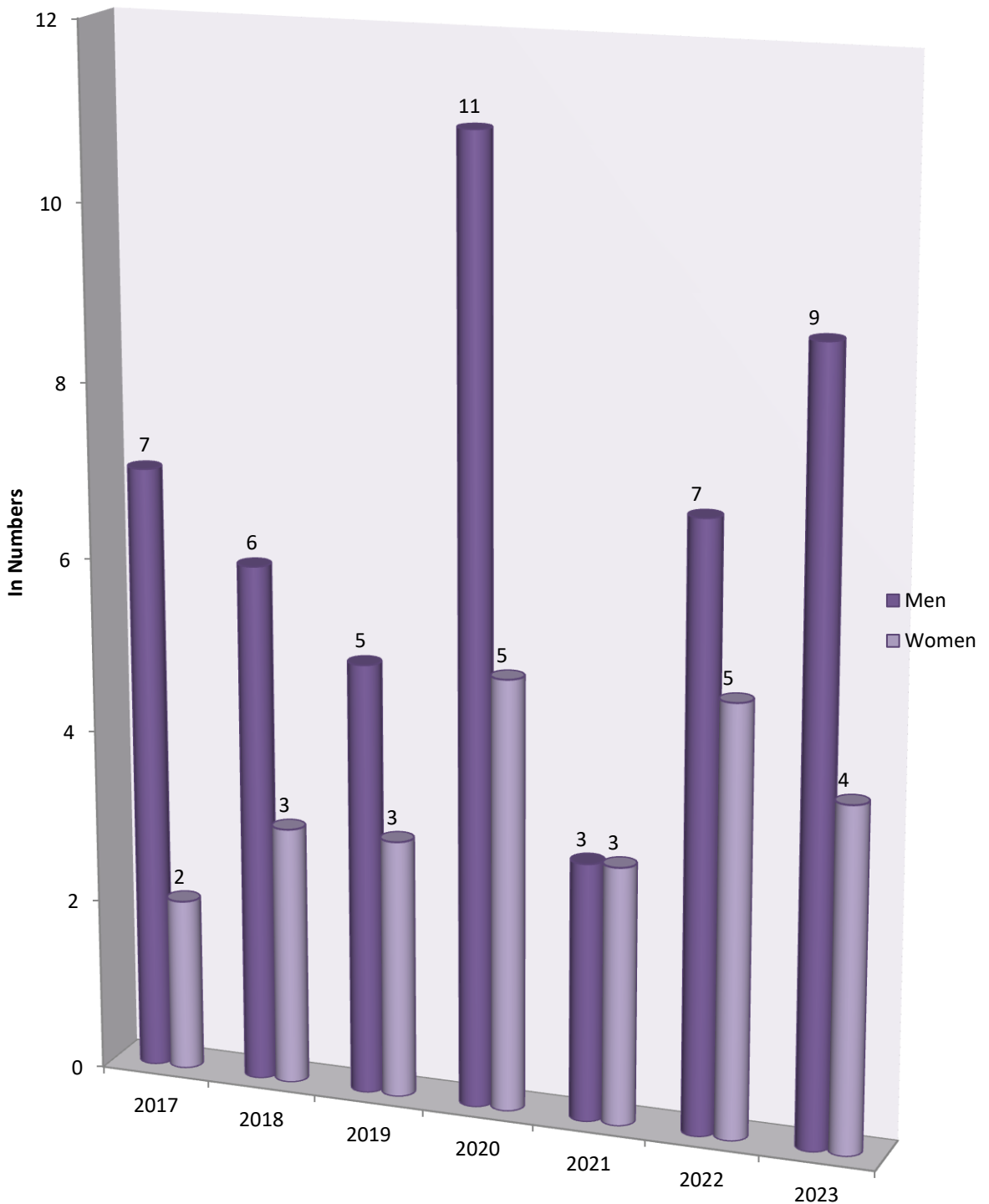2023: Men 9, Women 4
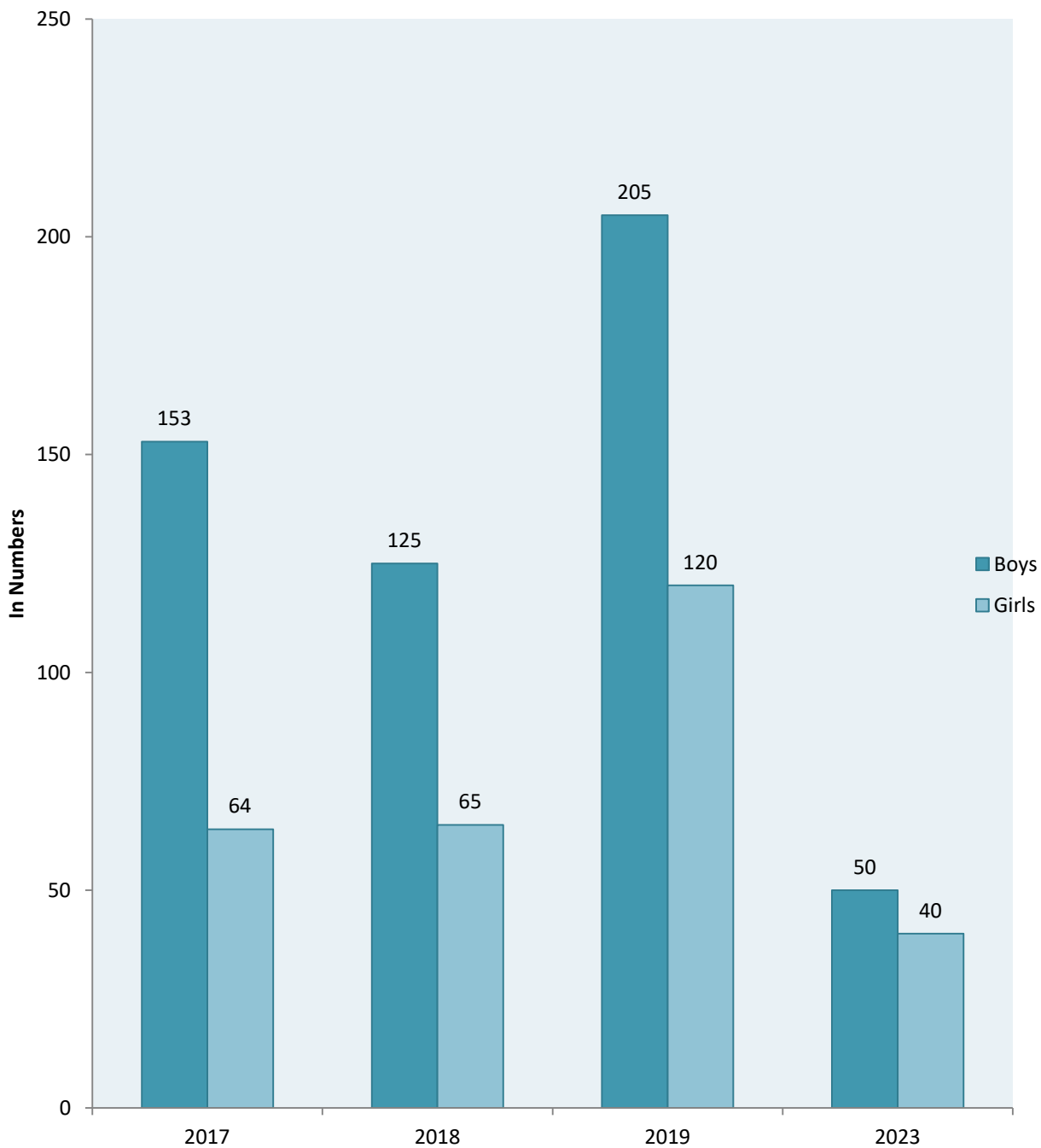
Fig. 4.34: Participants in Road Race

Fig. 4.35: Participants in Cycle Racing
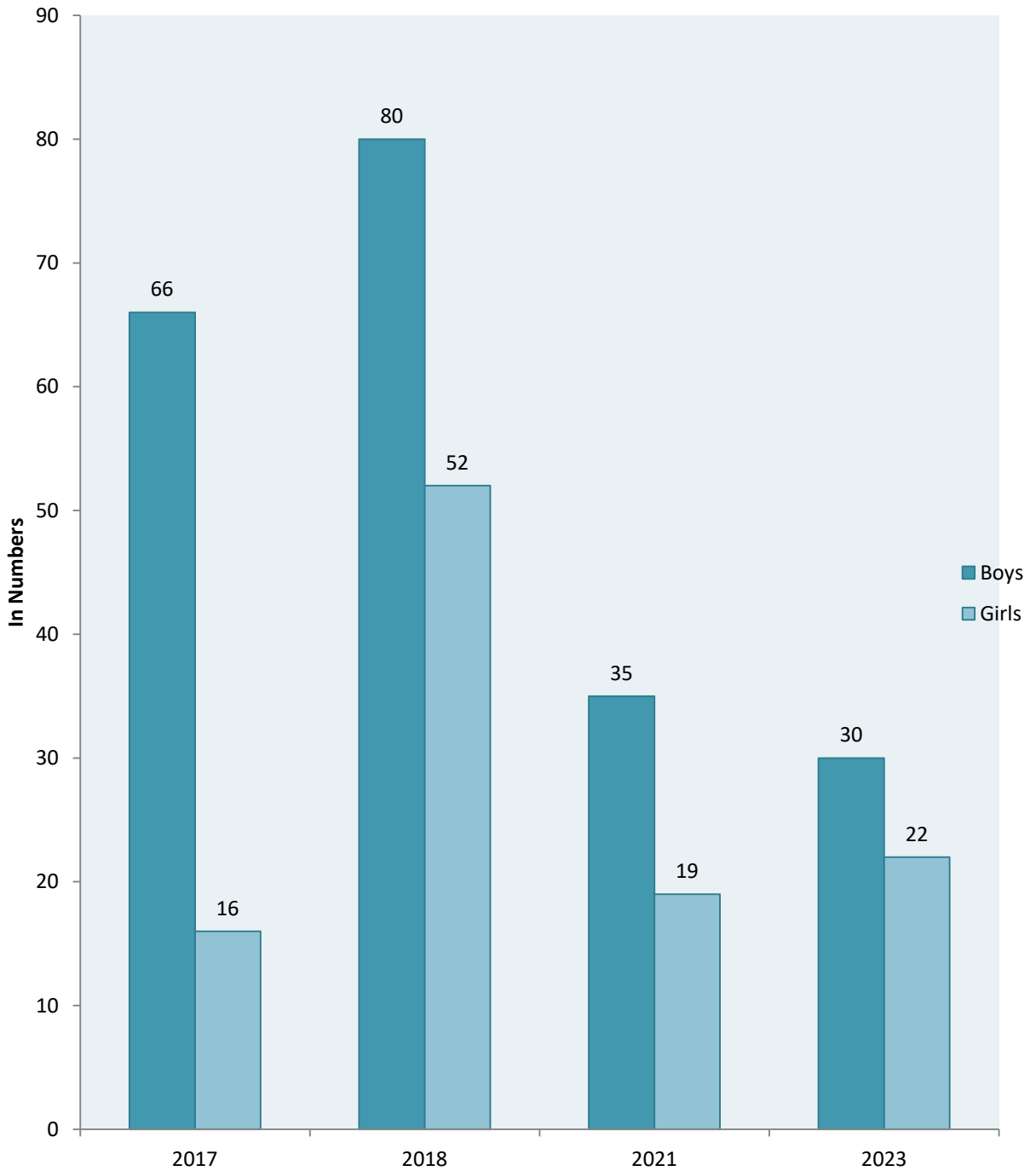
Fig. 4.36: Participants in Volley Ball
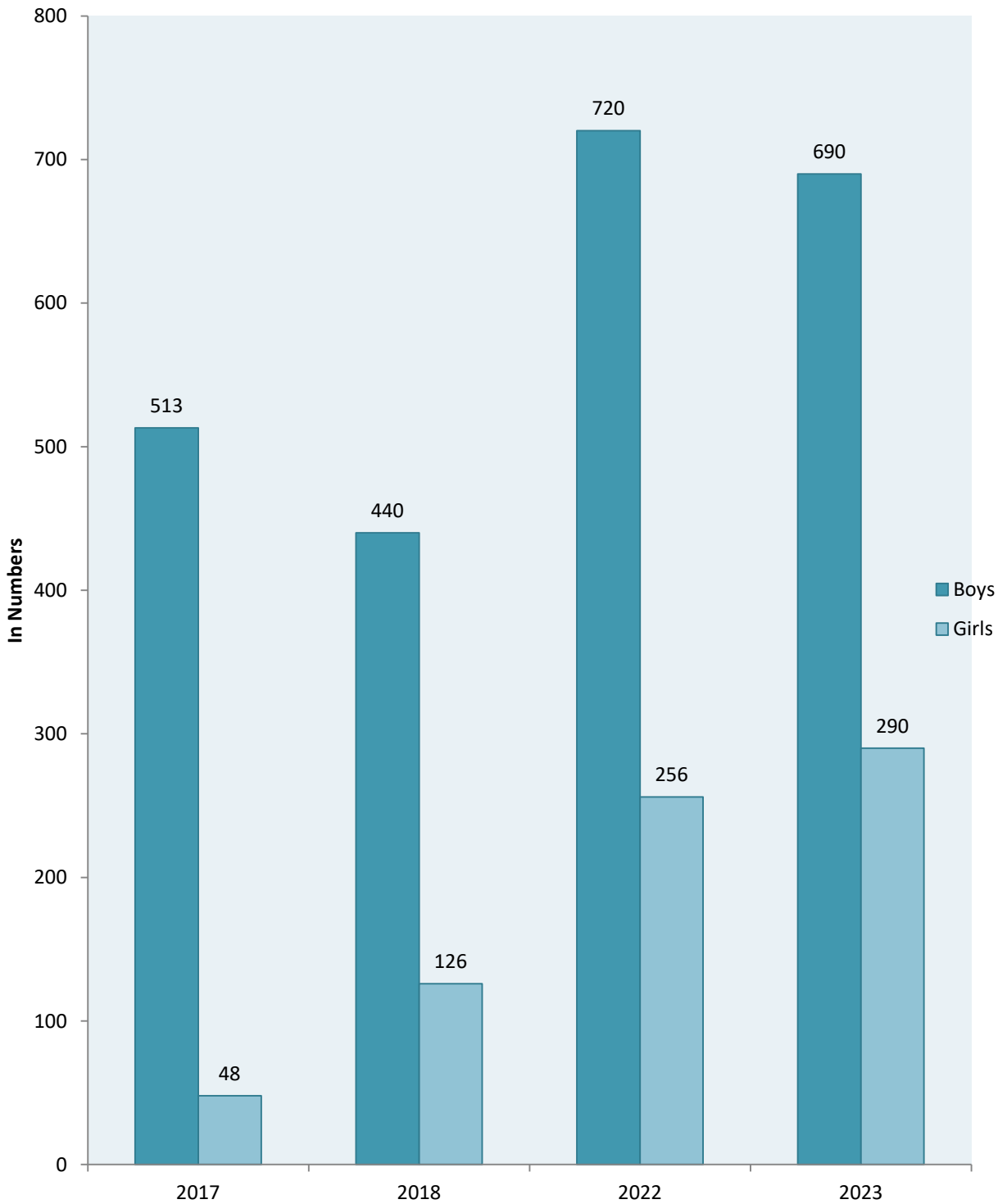
Fig. 4.37: Participants in Badminton
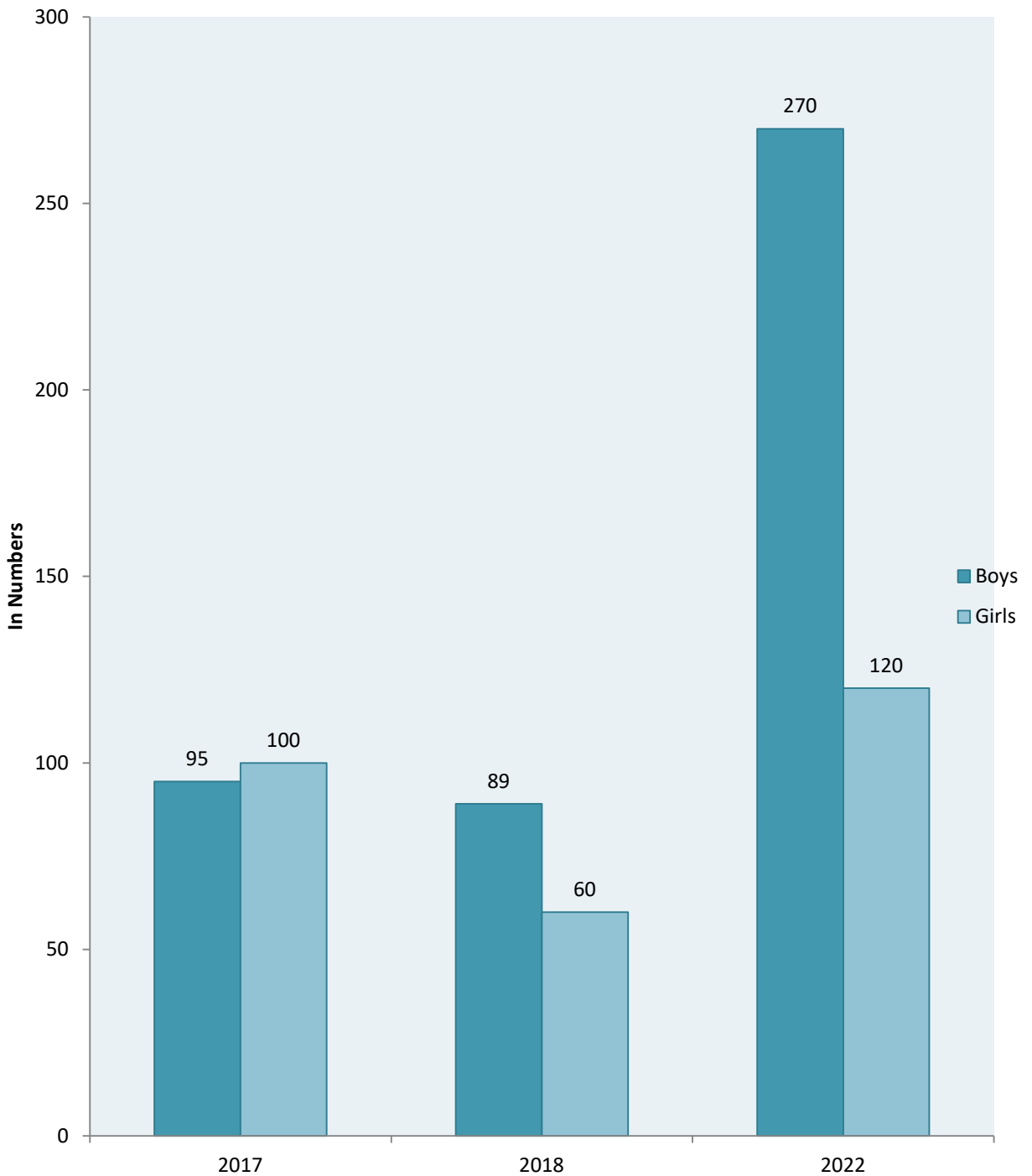
Fig. 4.38: Participants in Football
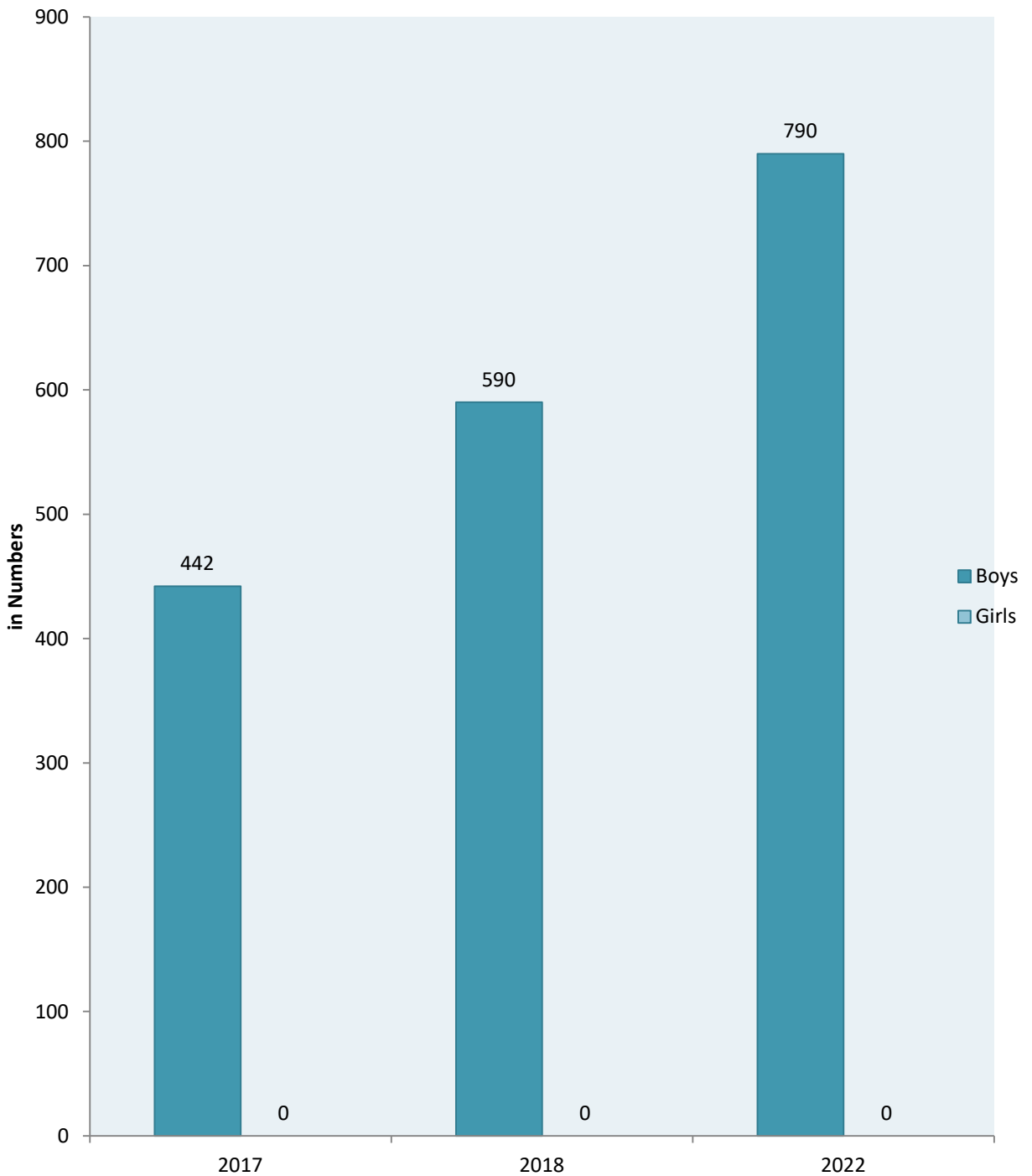
Fig. 4.39: Participants in Table Tennis

Boys
Girls

in Numbers

Year	Boys	Girls
2017	70	30
2018	110	24
2021	30	0
2022	165	130
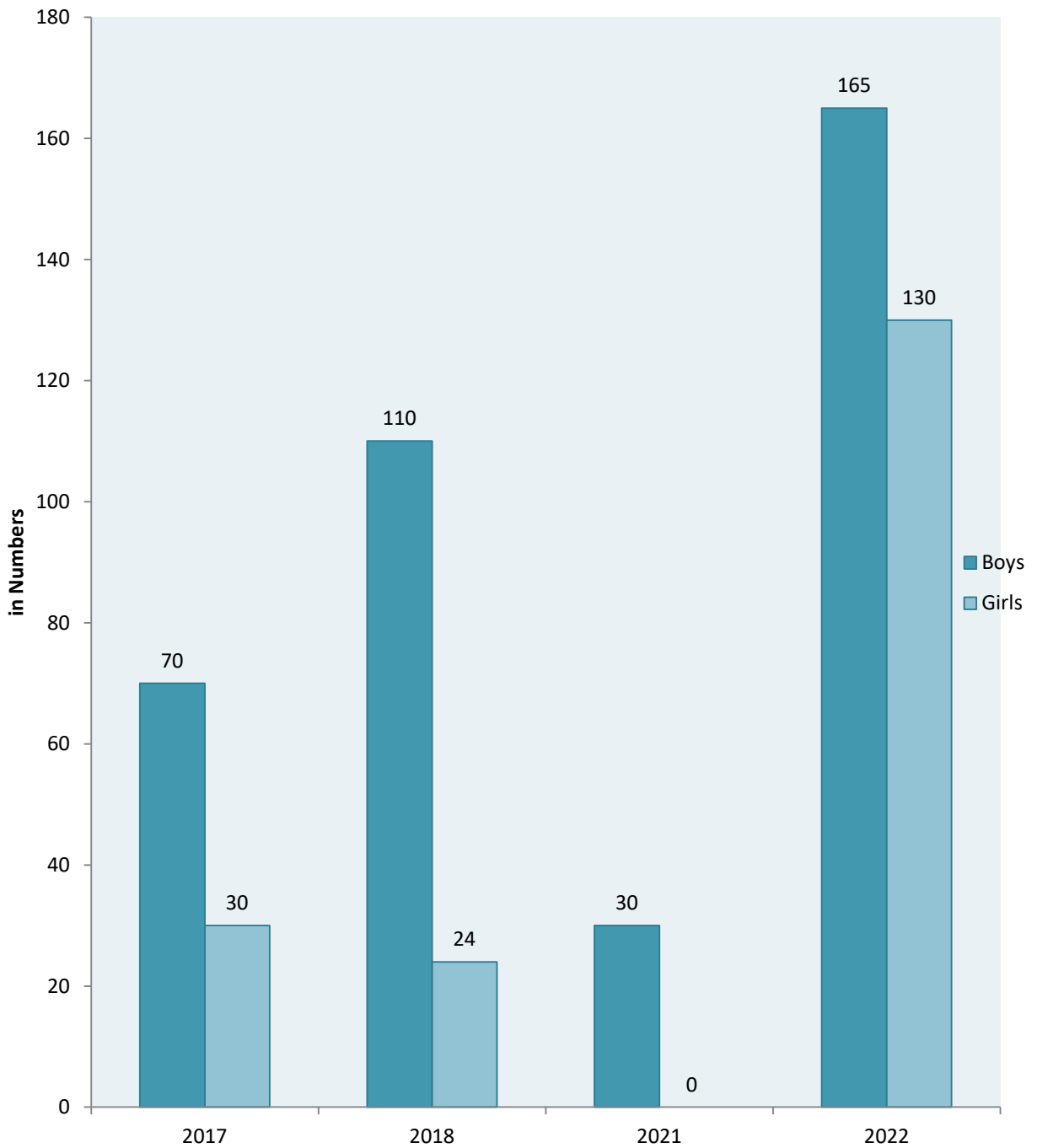
Fig. 4.40: Participants in Cricket
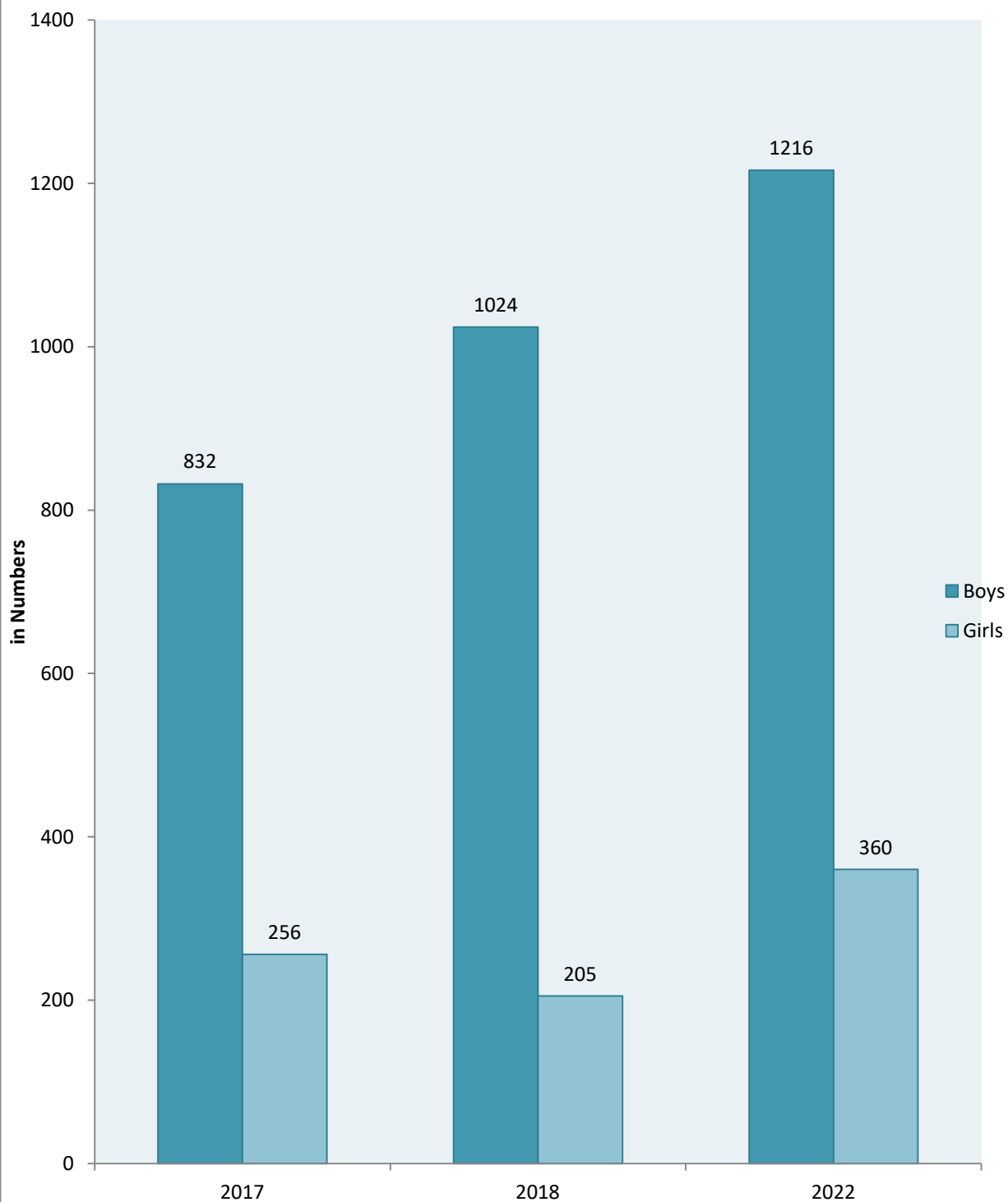
Fig. 4.41: Participants in Kabadi

In Numbers

	Boys	Girls
2018	60	0
2022	264	0
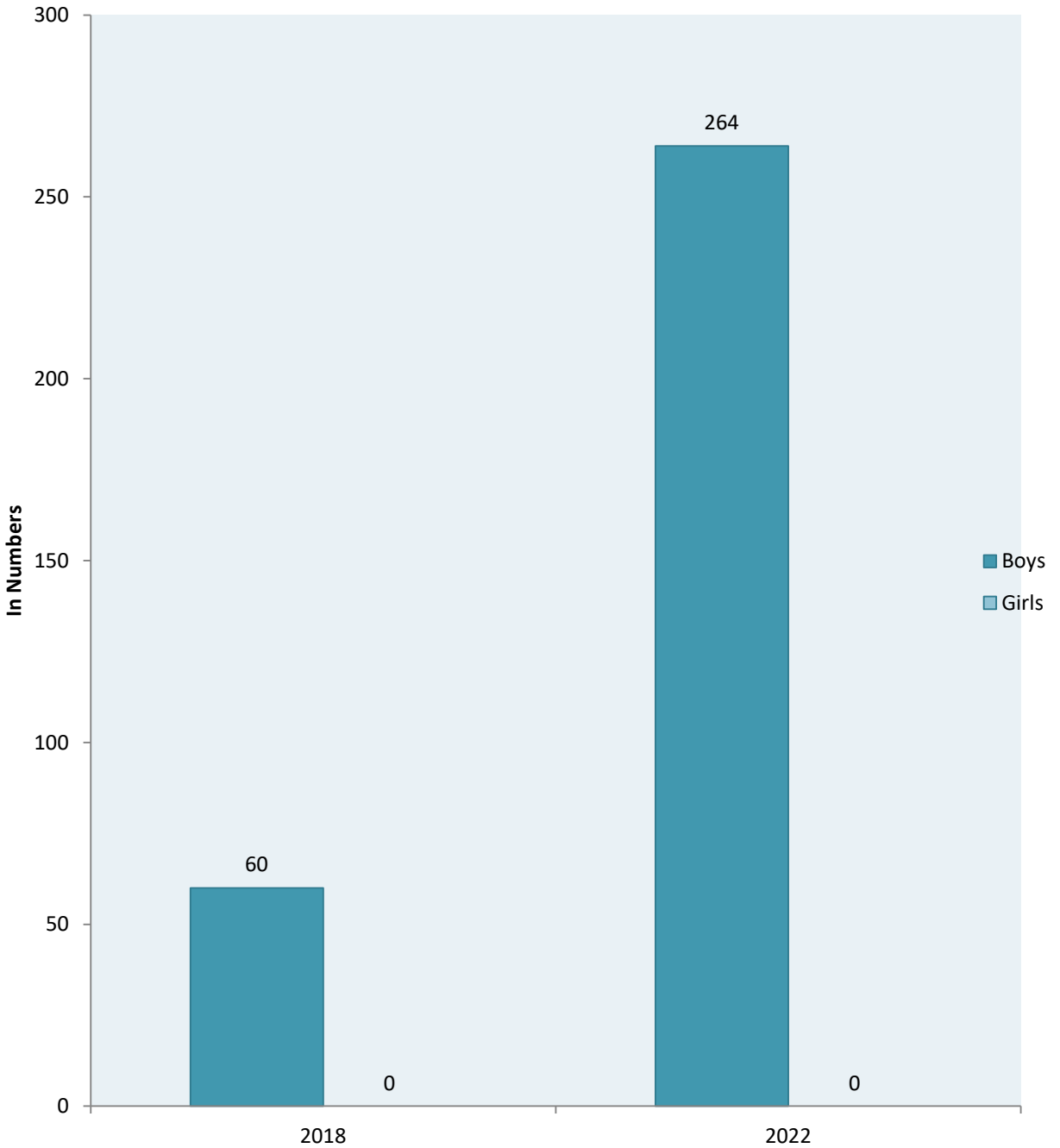
Fig. 4.42: Participants in Kho Kho
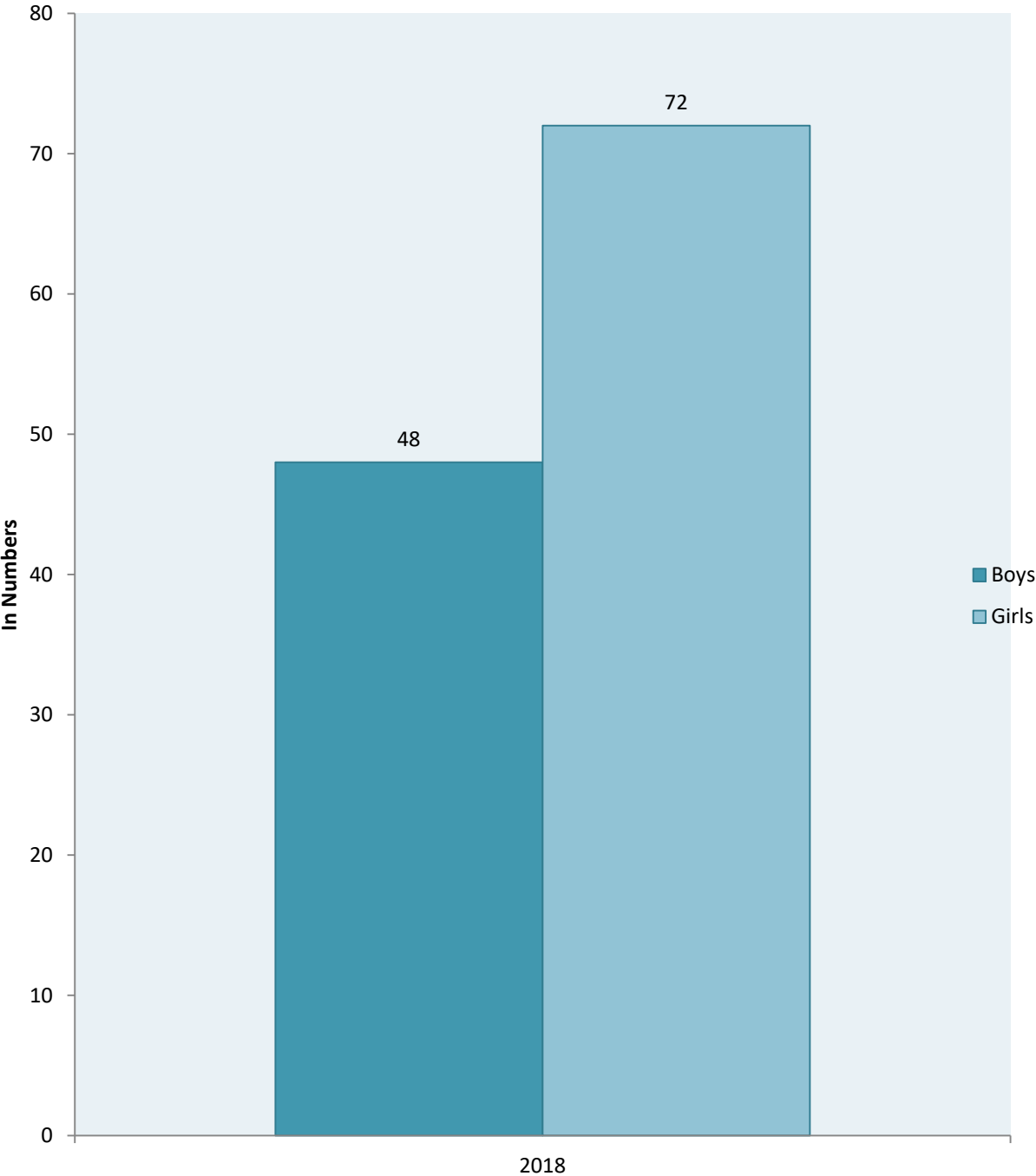
Fig. 4.43: Participants in Hockey
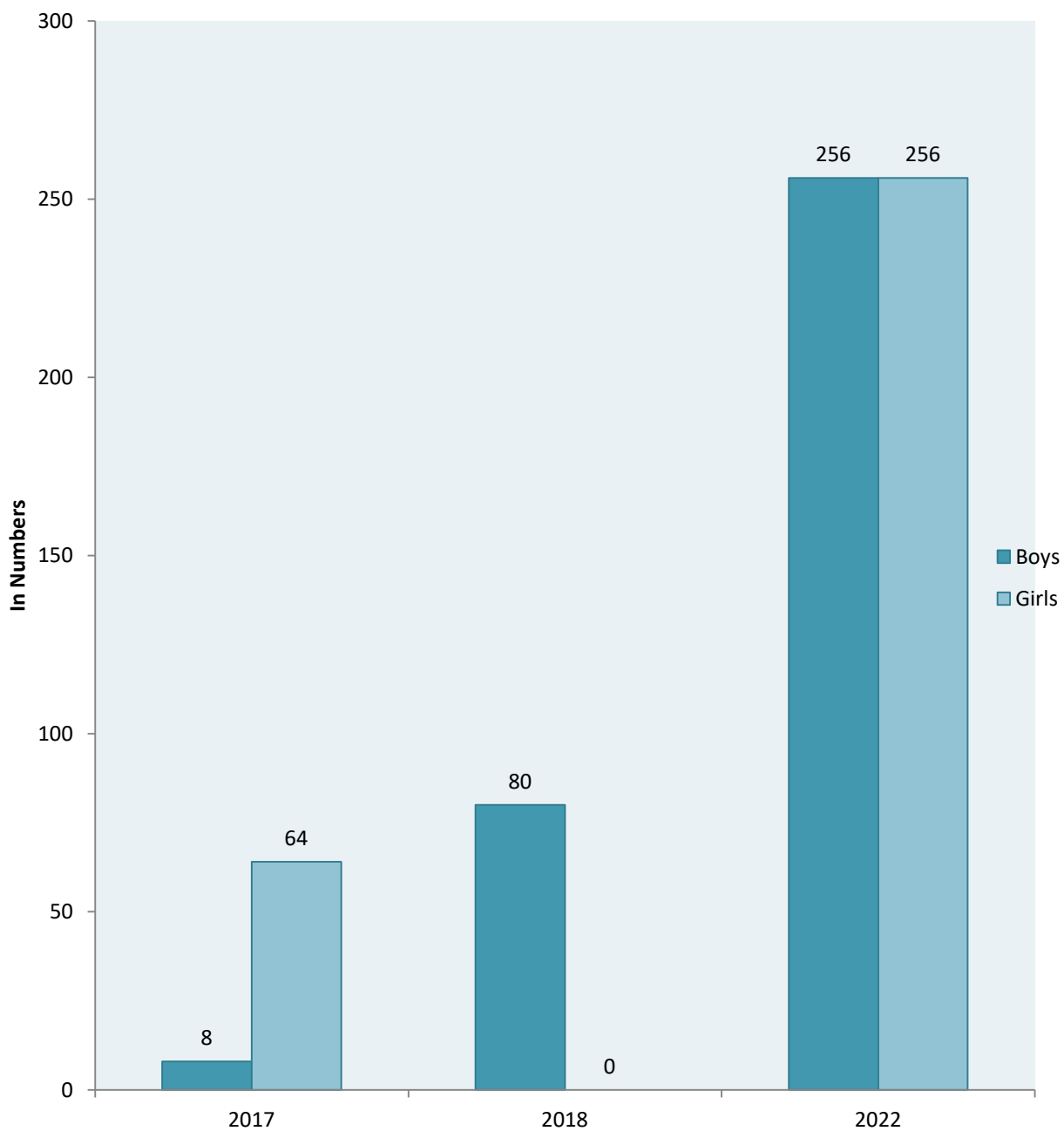
Fig. 4.44: Participants in Snow Skiing
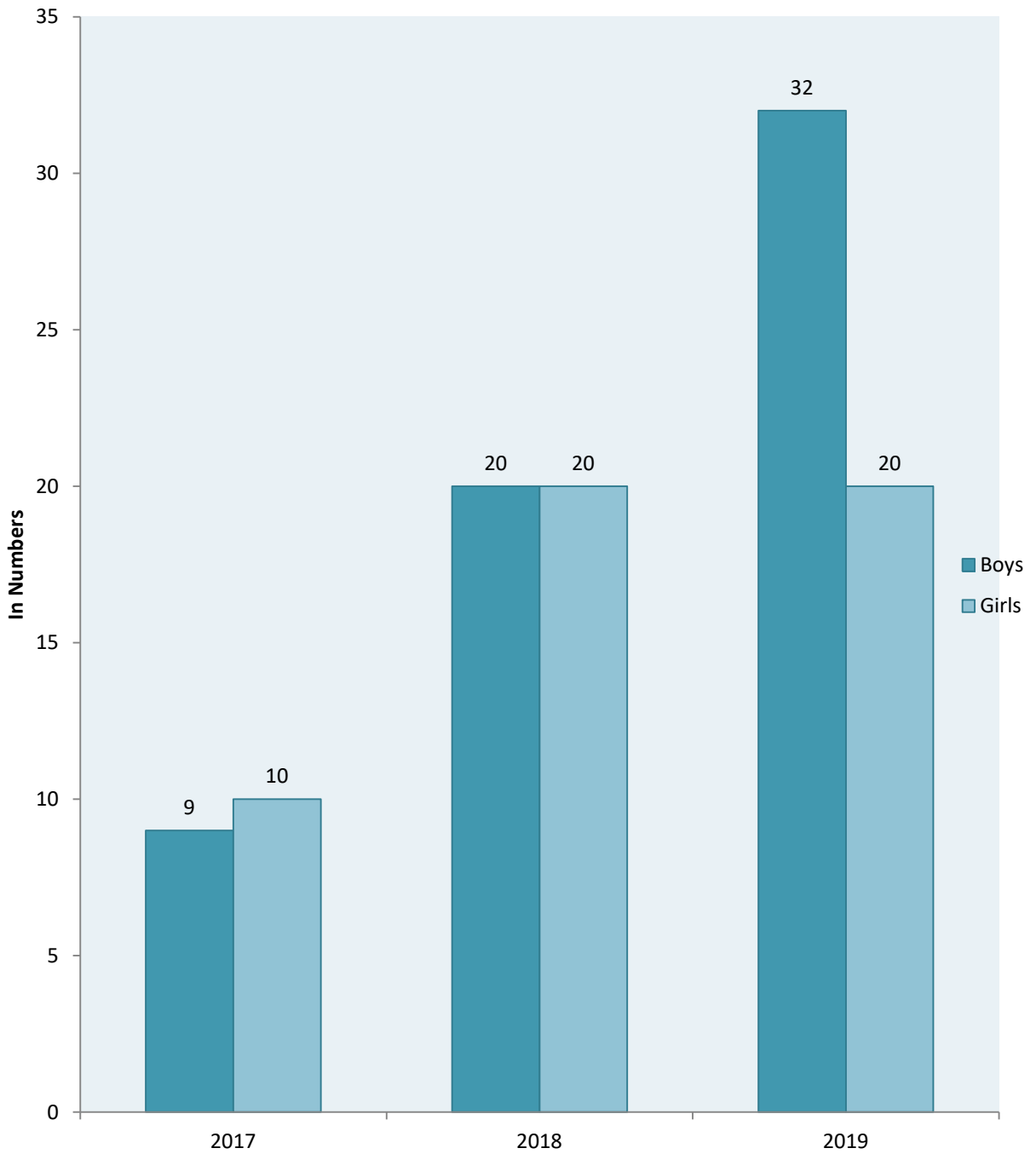
Fig. 4.45: Sports Coaches in University (in Nos.)

1

5

Men
Women
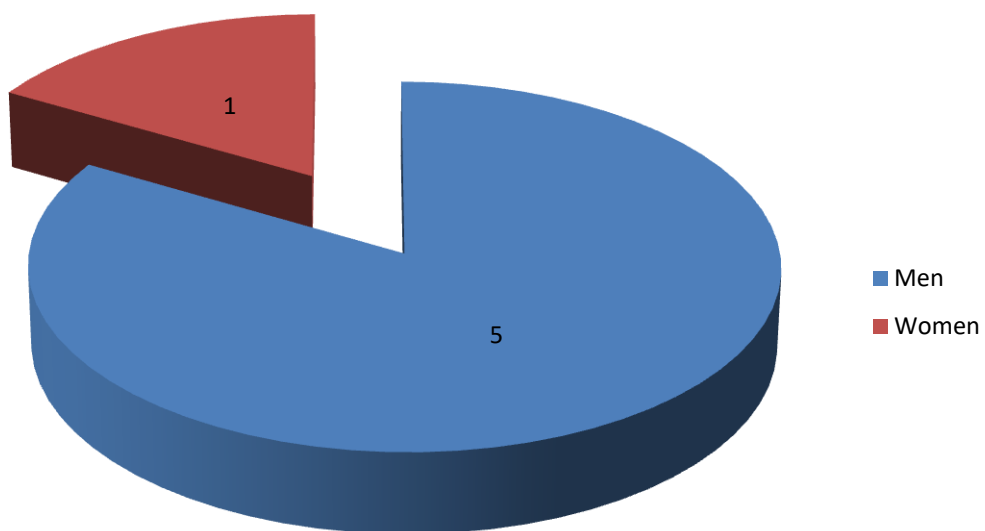
Fig. 4.46: Gold Medals in all Sports
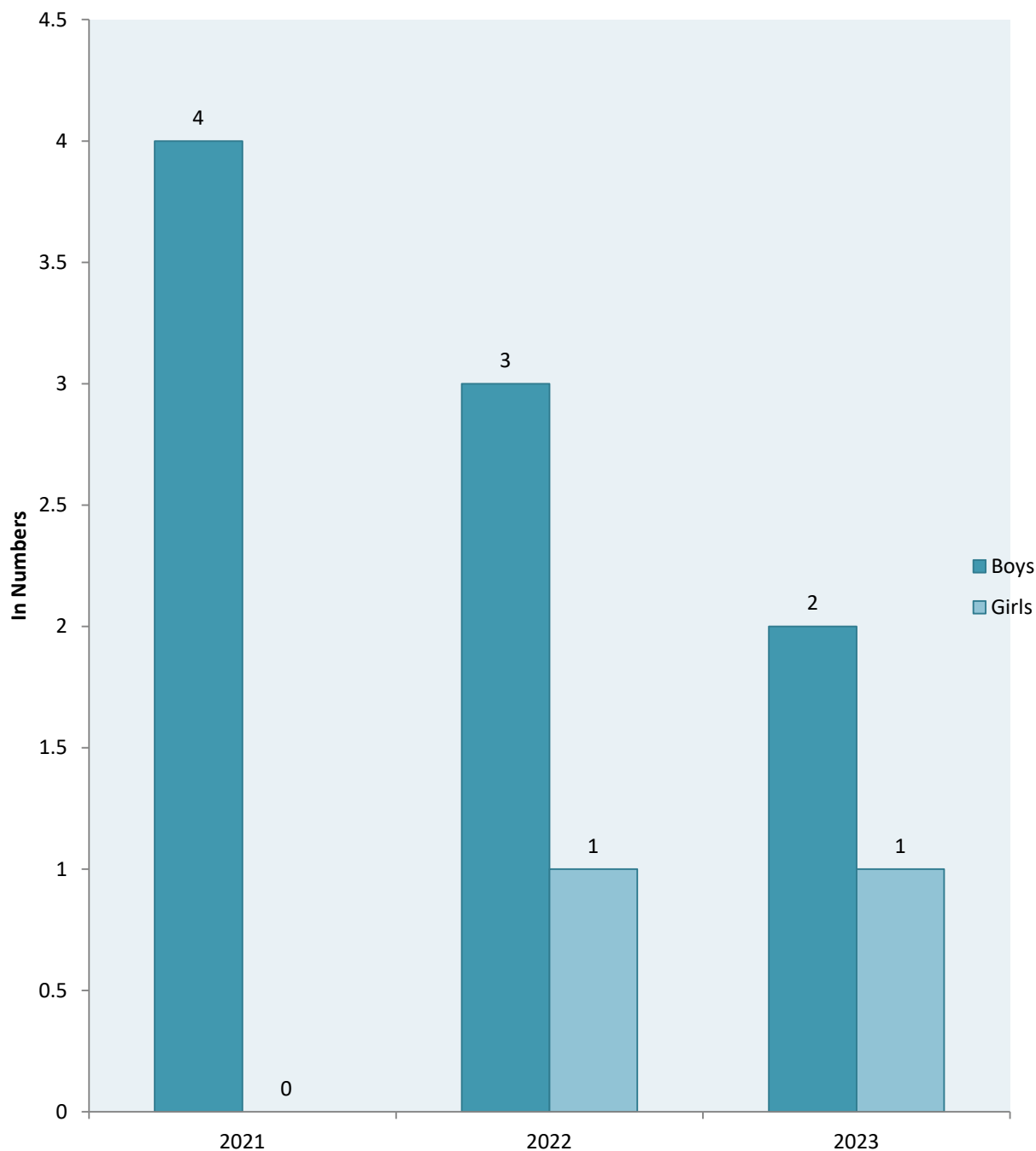
Fig. 4.47: Silver Medals in all sports
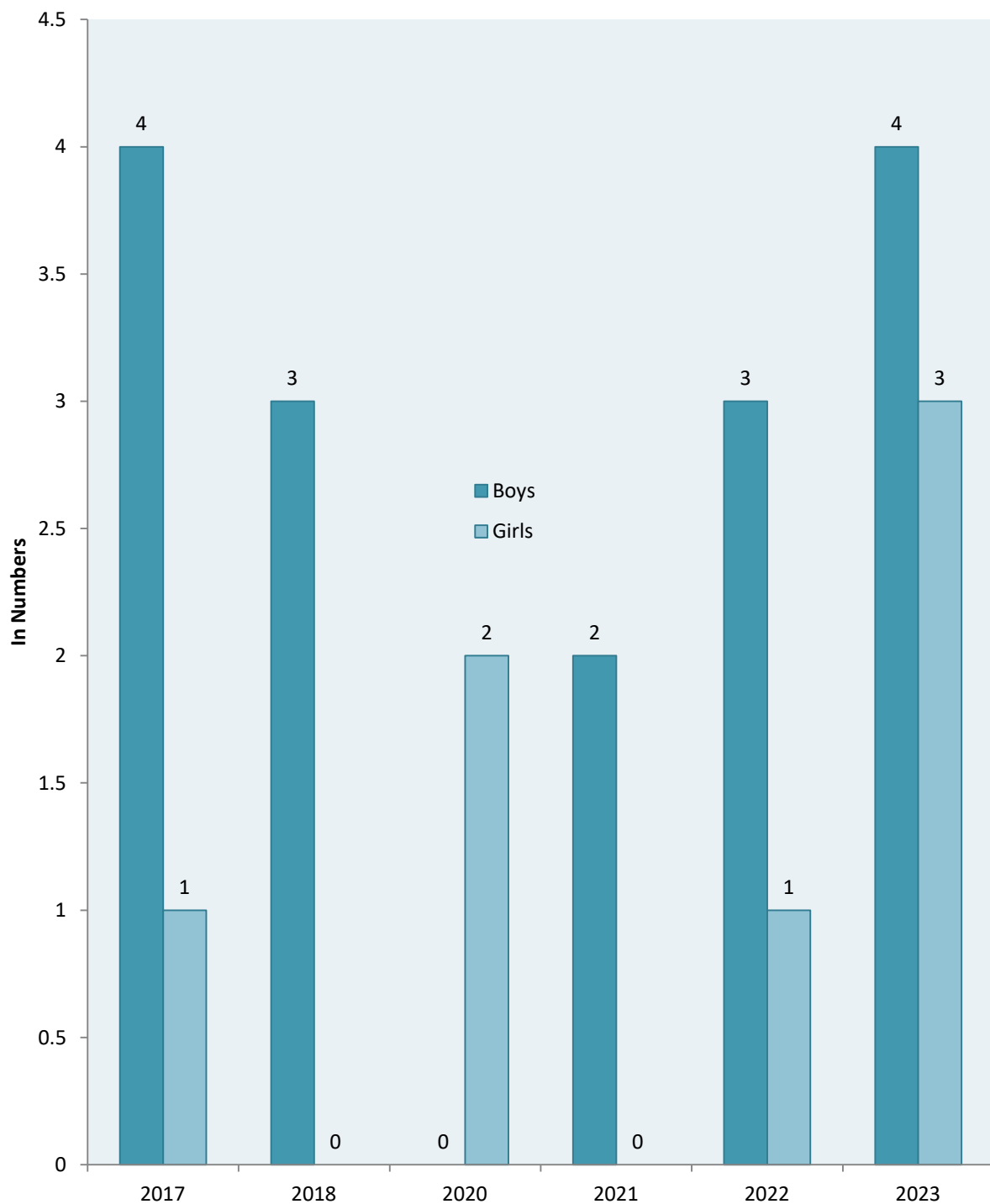
Fig. 4.48: Bronze Medals in all Sports
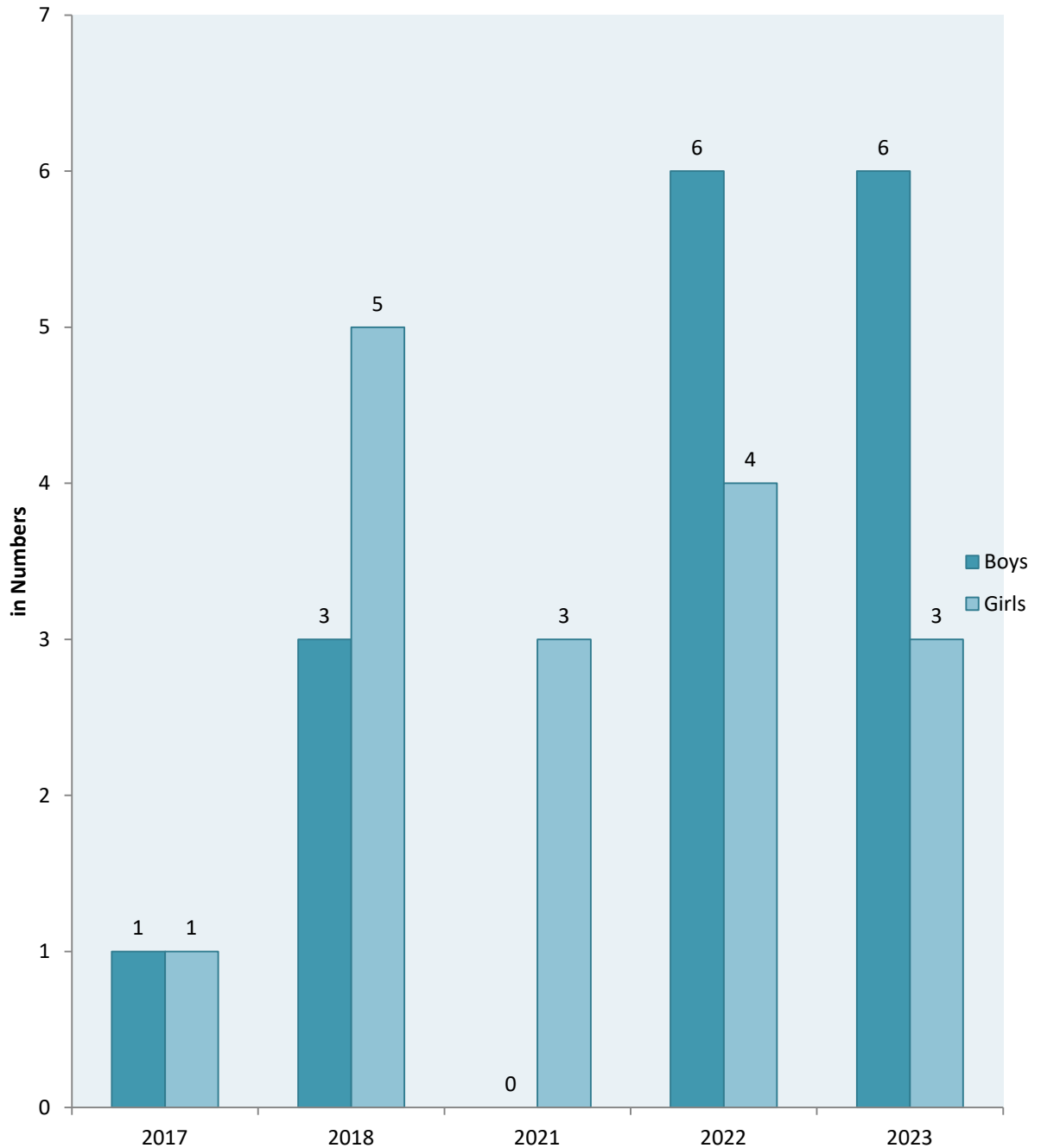
Fig. 4.49: Students' Enrollment : 2022

Campus	Boys	Girls
Main Campus Regular	3494	3952
Main Campus DDE	2783	5256
Main Campus DLL	75	154

Y-axis: In Thousands (0 – 6000)
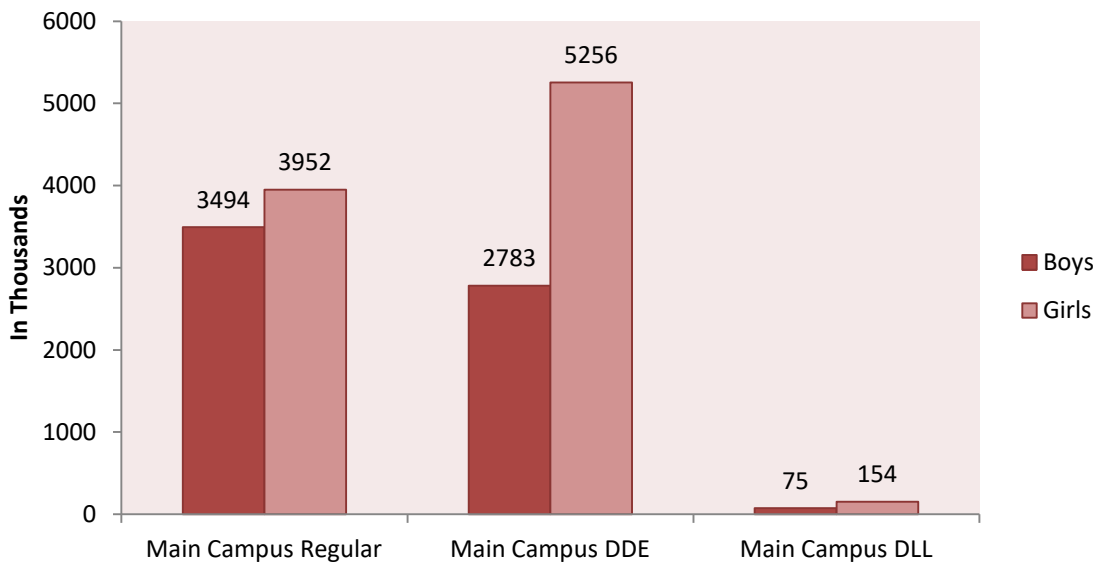
Fig. 4.50: Students' Category for Enrollment: 2022

Category	Boys	Girls
General	6744	9041
OBC	769	1260
ST	116	193
EWS	19	22
SC	20	21

Y-axis: In Thousands (0 – 10000)
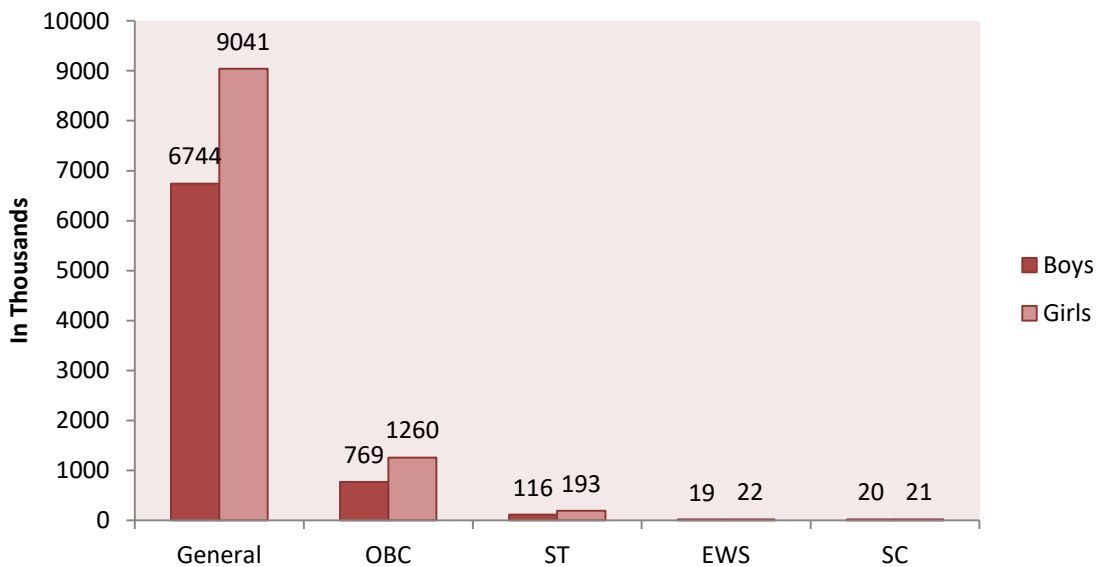
Fig. 4.51: Academic Details of Students: 2023

Legend:
- North Campus
- Zakura Campus
- Main Campus DLL
- Main Campus DDE
- Main Campus Regular

Acheiving ≥ 60 %

Category	Gender	North Campus	Zakura Campus	Main Campus DLL	Main Campus DDE	Main Campus Regular
Acheiving ≥ 60 %	Girls	148	0	46	101	1532
Acheiving ≥ 60 %	Boys	117	0	98	22	1451
Passed Candidates	Girls	184	73	48	105	1538
Passed Candidates	Boys	156	76	112	32	1457
Appeared Candidates	Girls	184	86	59	310	1589
Appeared Candidates	Boys	156	97	140	124	1598

In Numbers

Fig. 4.52: Students Enrollment: 2023

In Numbers

	Main Campus	Distance Education Mode
Main Campus	1648	826
Distance Mode	2277	1897
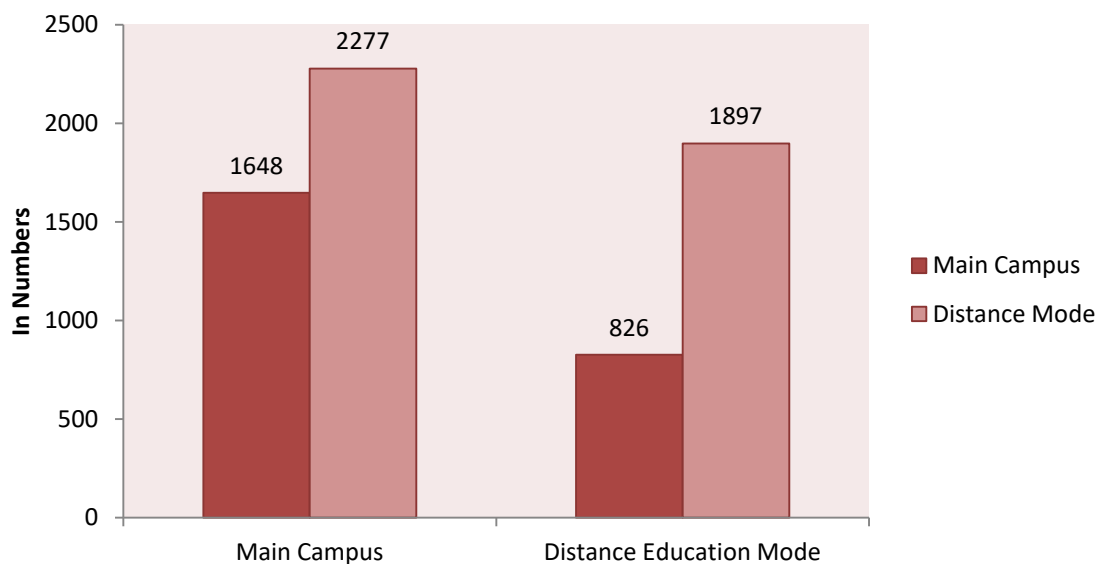
Fig. 4.53: Merit Scholarship to Students

In Numbers

	2019	2020	2021	2022
Boys	152	293	298	247
Girls	63	79	161	121
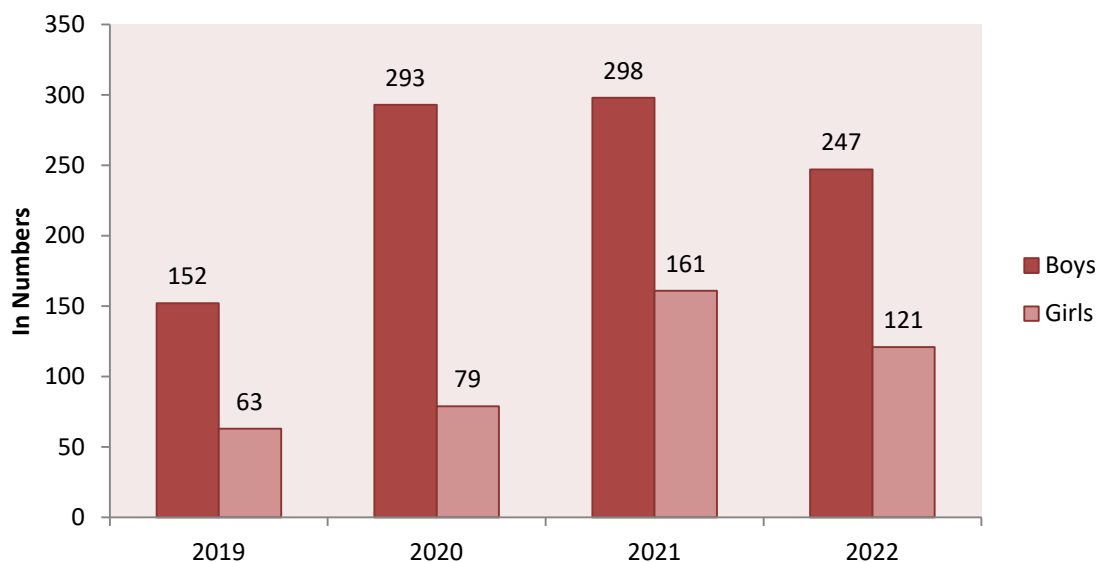
Fig. 4.54: Scholarship to Disabled Students
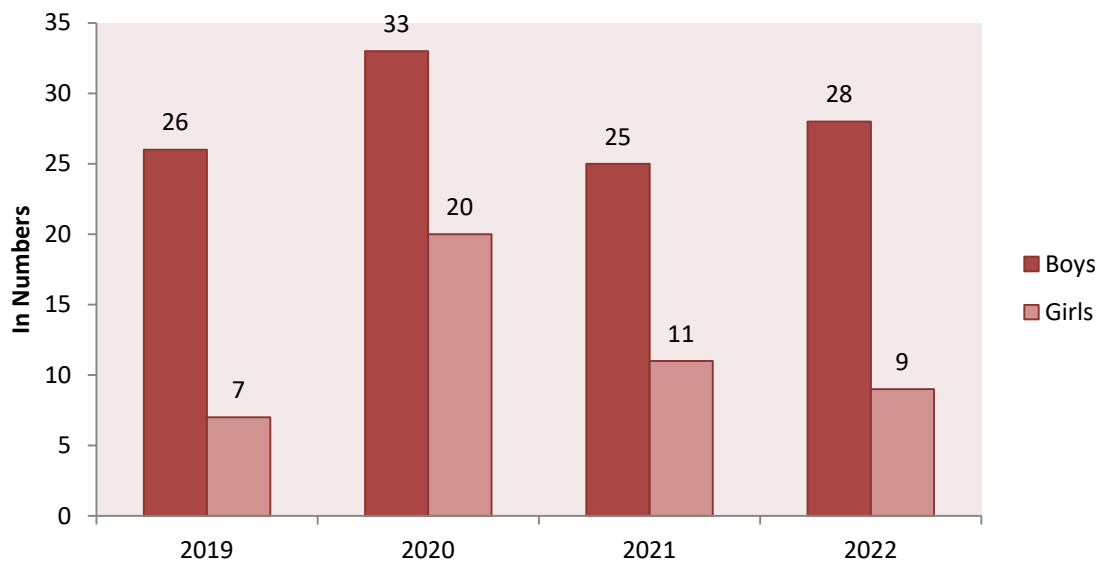
Fig. 4.55: Research Scholars in the University

Boys | Girls

Category	Boys	Girls
M. Phil Scholars	3	1
Ph.D Awarded	83	74
Ph.D Newly Registered	61	61
Ph.D under Supervision	337	2.8

Y-axis: In Numbers (0 to 400)
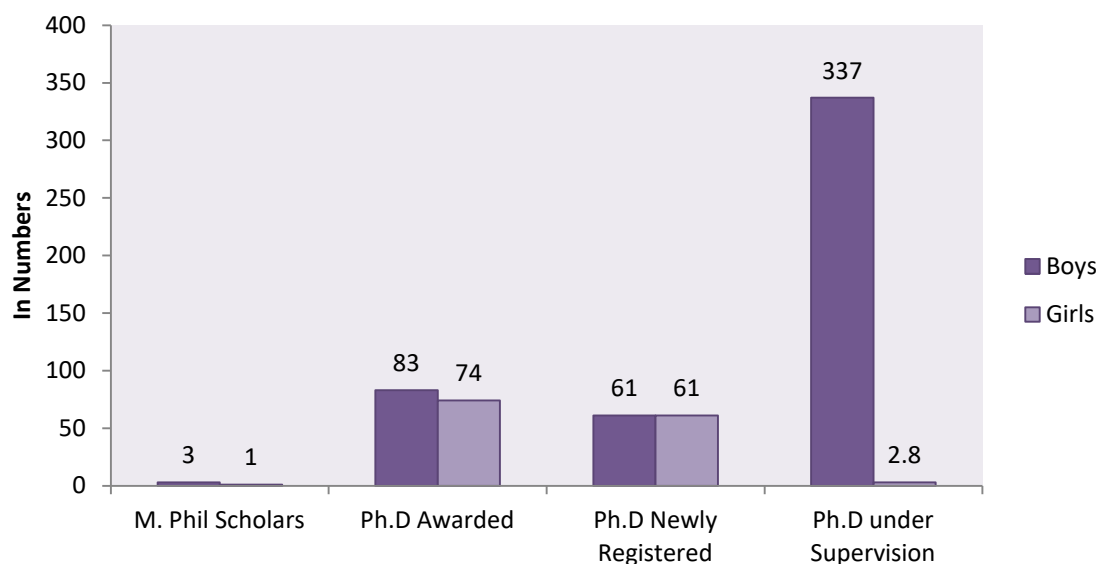
Fig. 4.56: Placement of Students: 2022

Boys | Girls

Campus	Boys	Girls
Main Campus	240	106
Zakura Campus	5	3
North Campus	9	7

Y-axis: In Numbers (0 to 300)
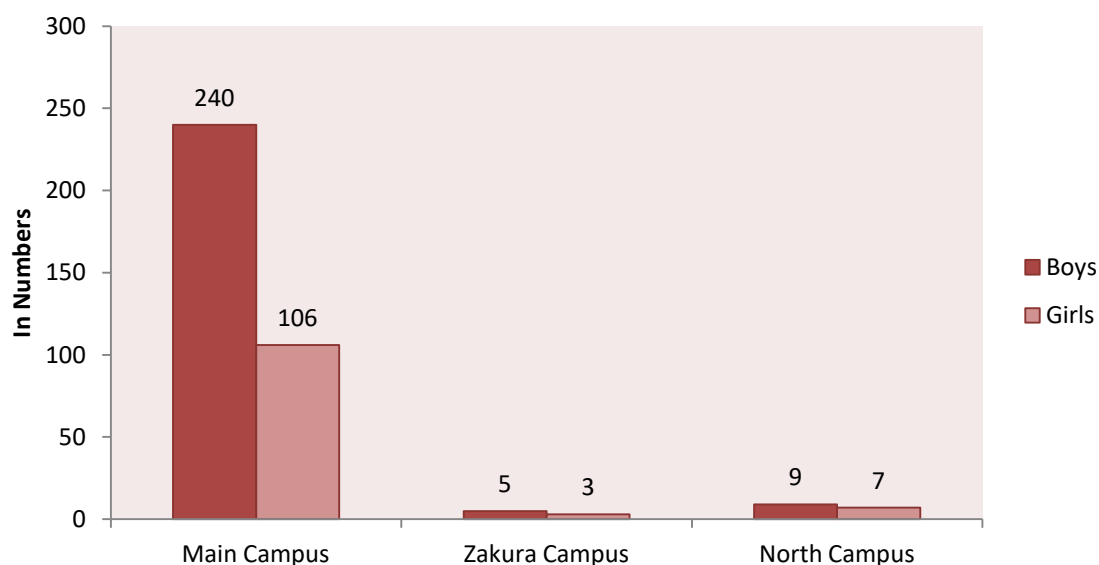
5 Gender comparisons of perceptions related to gender friendly environment in the university

At this stage, gender audit questionnaire based on various elements of gender equity were framed along with various focused group discussions. The questionnaires were framed, pretested and tested to solicit information concerning the statistics of gender equity in all department and centers in Kashmir University. The questionnaires were adopted in a very methodological way with focused group discussions, so that it may become more representative of the university. At this level, questionnaires were administrated on faculty, officials, research scholars, P.G. and U.G. students in a prescribed format fromall departments.

PERCEPTIONS OF FACULTY

Do you think there is a need for 'working women's hostel' in the University of Kashmir
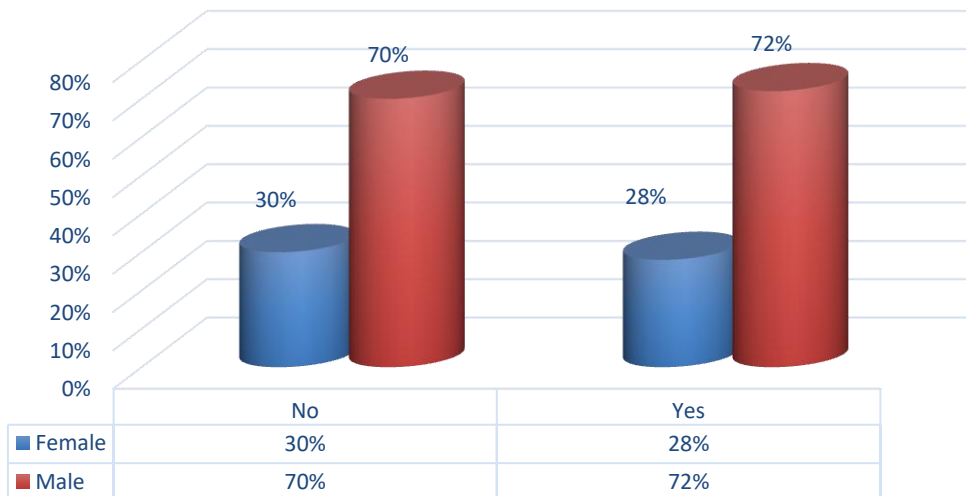
	No	Yes
■ Female	30%	28%
■ Male	70%	72%

Are you aware of Kashmir University policies regarding gender sensitivity?

	Not at all	To a great extent	To a limited extent	To a moderate extent	To the fullest extent
Assistant Professor	87.1%	72.9%	83.9%	79.5%	61.1%
Associate Professor	6.5%	9.3%	8.0%	8.0%	11.1%
Professor	6.5%	17.8%	8.0%	12.5%	27.8%

Are you aware of Kashmir University policies regarding gender sensitivity?

	Not at all	To a great extent	To a limited extent	To a moderate extent	To the fullest extent
Female	14.30%	22.90%	32.40%	24.80%	5.70%
Male	6.00%	31.00%	19.80%	32.10%	11.20%

Is your work place gender sensitive?

	Not at all	To a great extent	To a limited extent	To a moderate extent	To the fullest extent
Female	13.30%	30.50%	13.30%	31.40%	11.40%
Male	7.10%	39.90%	8.60%	20.10%	24.30%
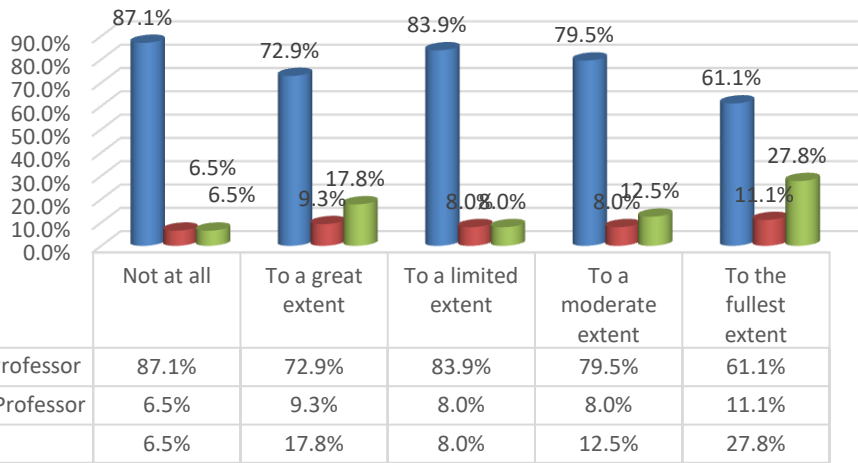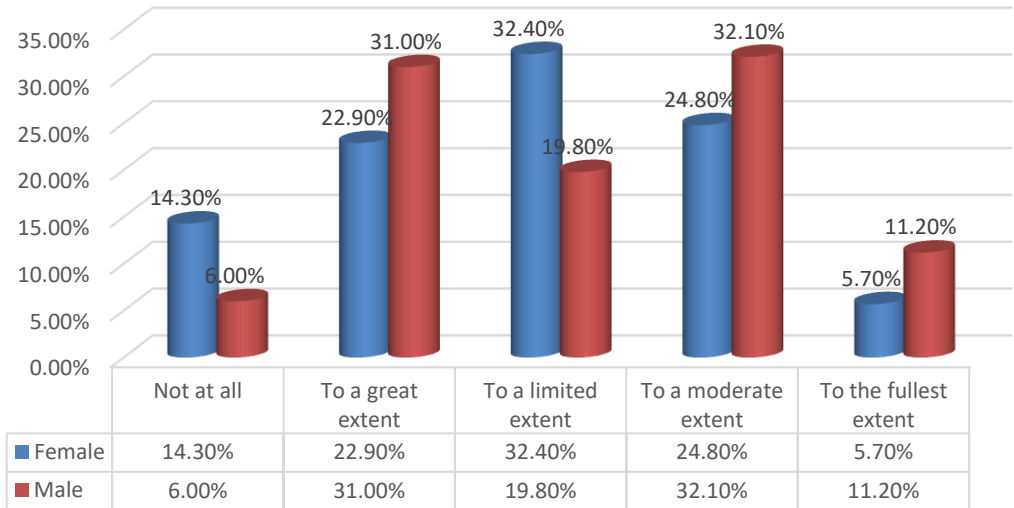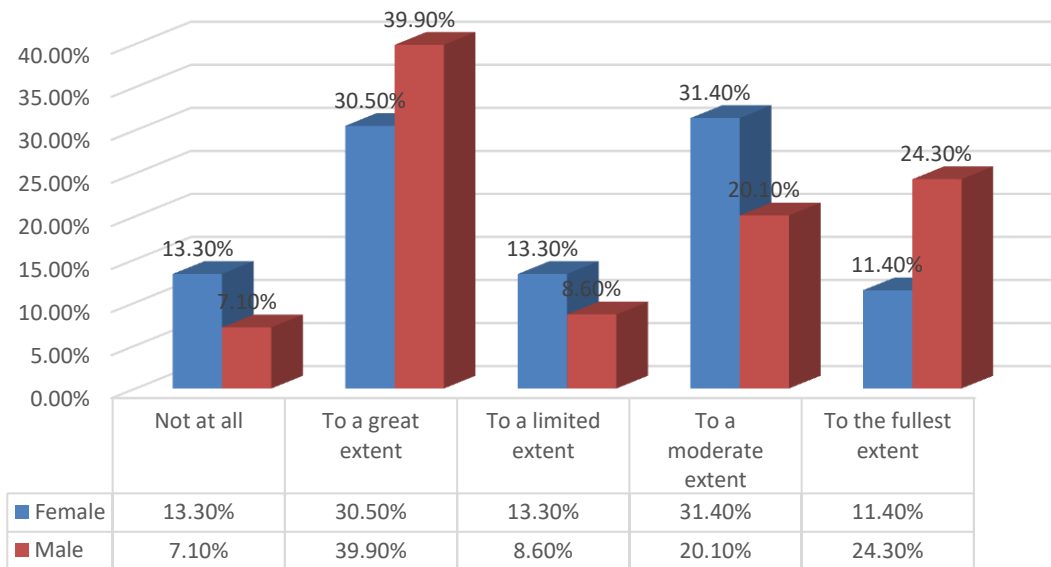
Attend refresher course/orientation course/FDP/others under Career Advancement Scheme outside the University
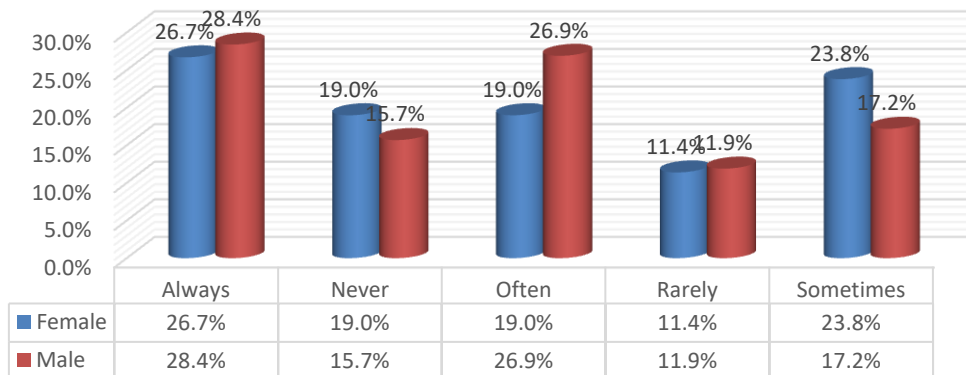
	Always	Never	Often	Rarely	Sometimes
Female	26.7%	19.0%	19.0%	11.4%	23.8%
Male	28.4%	15.7%	26.9%	11.9%	17.2%

Avail Maternity /Paternity leave

	Always	Never	Often	Rarely	Sometimes
■ Female	51.40%	23.80%	9.50%	6.70%	8.60%
■ Male	48.20%	32.80%	9.00%	4.90%	5.20%
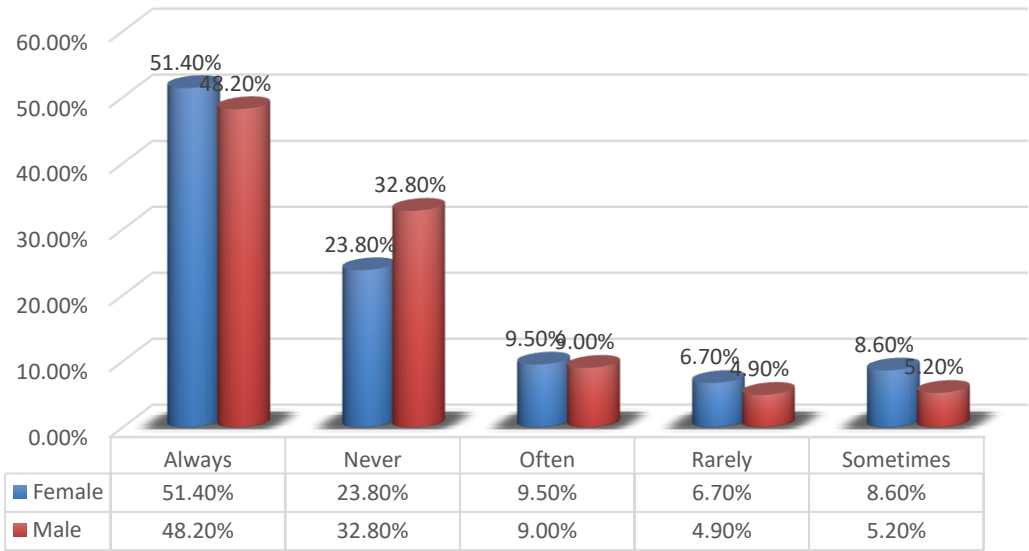
Participation in conferences/seminars/workshops, etc outside university
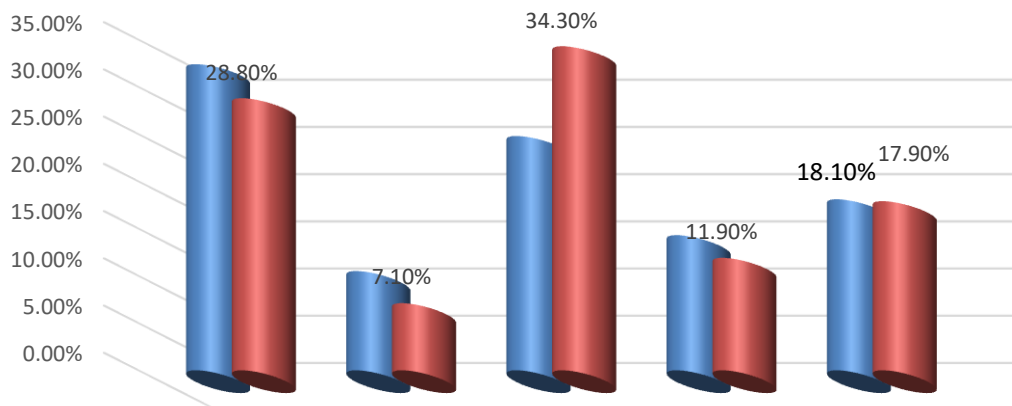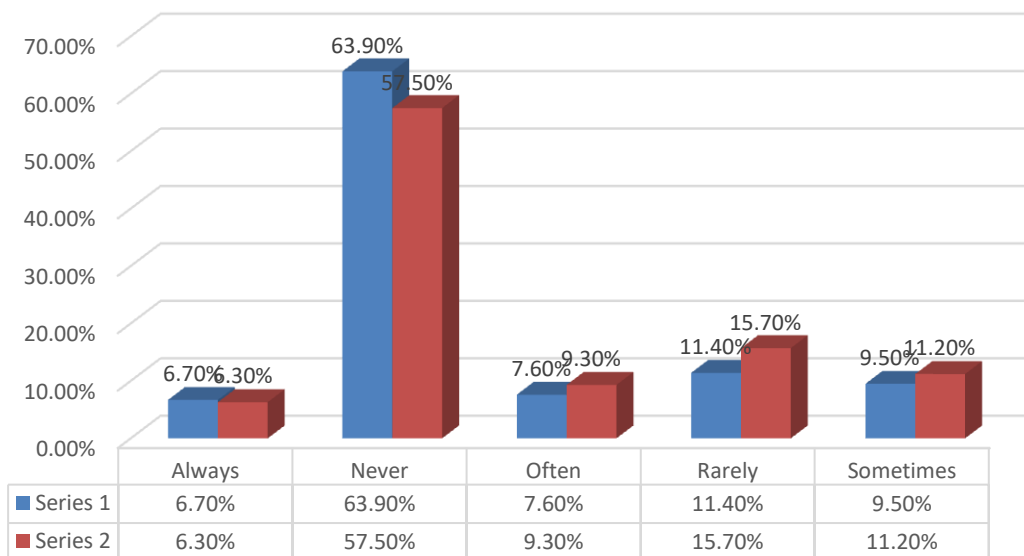
28.80%
34.30%
7.10%
11.90%
18.10%
17.90%

Grant of Travel Allowances /availed

63.90%
57.50%
6.70% 6.30%
7.60% 9.30%
11.40% 15.70%
9.50% 11.20%

	Always	Never	Often	Rarely	Sometimes
Series 1	6.70%	63.90%	7.60%	11.40%	9.50%
Series 2	6.30%	57.50%	9.30%	15.70%	11.20%

Easy access to childcare leave (for women employees only)]

Always	37.10%
Never	30.50%
Often	17.10%
Rarely	5.70%
Sometimes	9.50%

Legend: ■ Always ■ Never ■ Often ■ Rarely ■ Sometimes
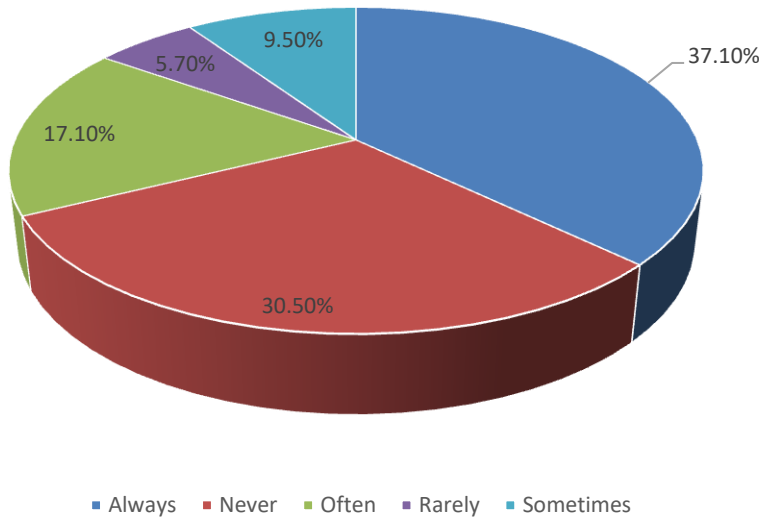
Do you feel you are encouraged by 'immediate boss/superior' to develop your potential?

	Always	Never	Often	Rarely	Sometimes
Female	51.40%	4.80%	19.00%	9.50%	15.20%
Male	50.40%	3.70%	22.00%	7.50%	16.40%
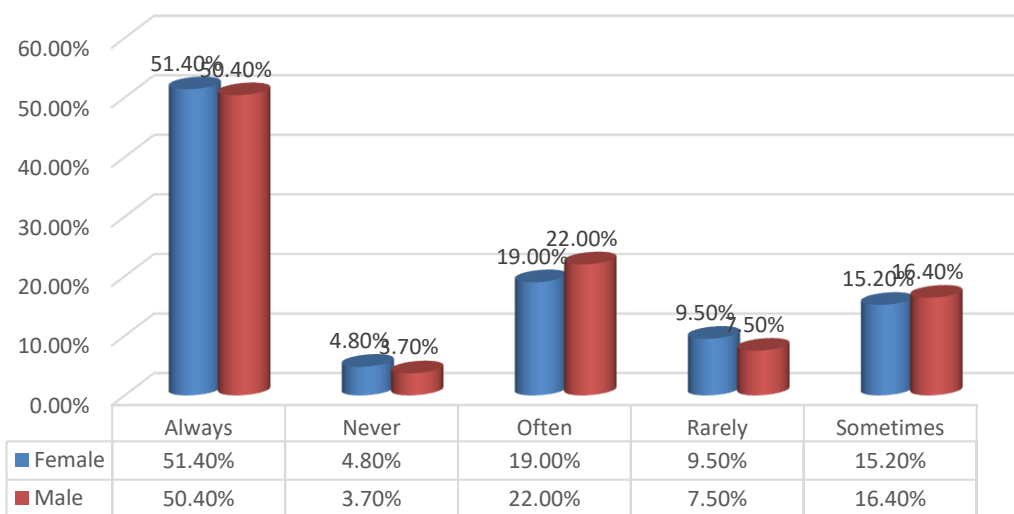
Does your 'immediate boss' consider gender while delegating an official responsibility?
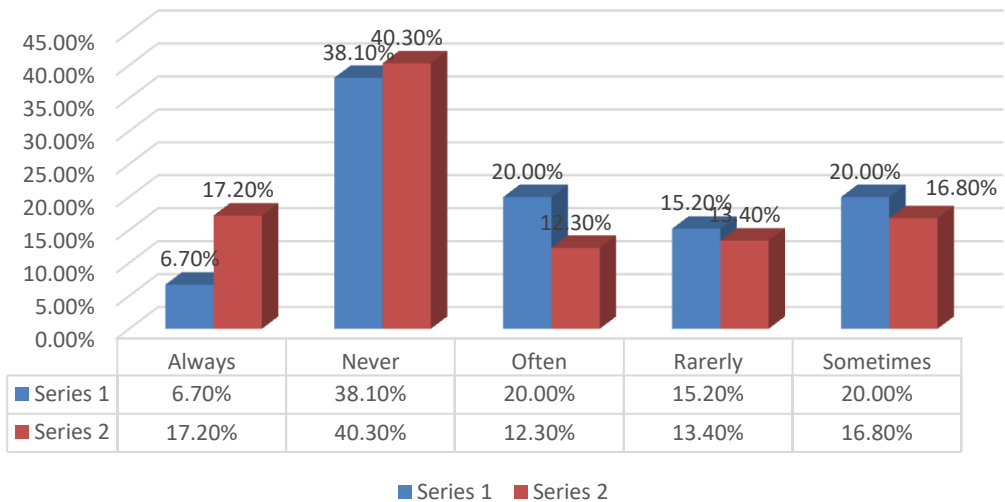
	Always	Never	Often	Rarerly	Sometimes
Series 1	6.70%	38.10%	20.00%	15.20%	20.00%
Series 2	17.20%	40.30%	12.30%	13.40%	16.80%

How are decisions taken in your work unit?

	Men and women participate equally in dec	Only Men take Decisions	Only Women take Decisions	Superior solely takes decision
Female	79.10%	6.70%	1.00%	13.30%
Male	90.70%	1.50%	0.40%	7.50%
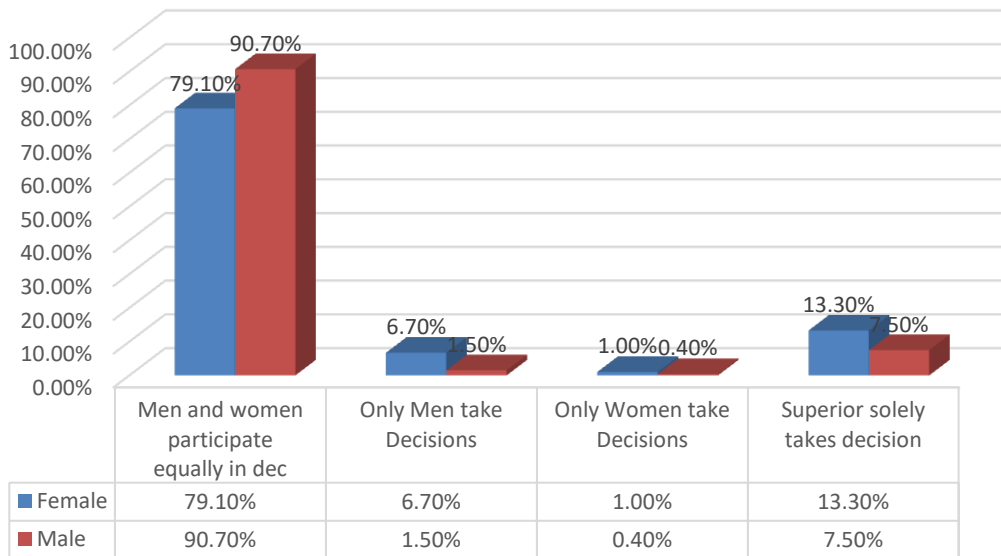
Who is assigned the following activities/assignments in your department? [Organizing Picnic]"

	Both	Men Colleagues	Men Colleagues, Both	Men Colleagues, Women Colleagues	Women Colleagues
Female	4.80%	45.70%	0.00%	22.90%	26.70%
Male	8.60%	2.20%	54.50%	0.40%	34.00%
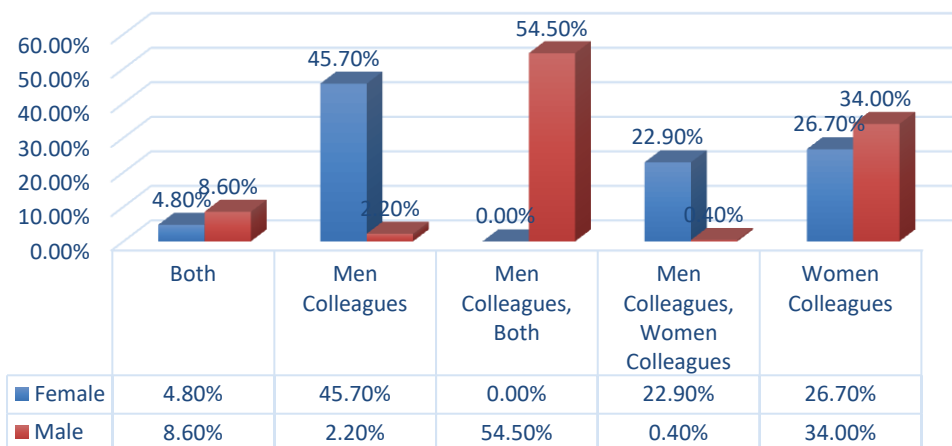
Who is assigned the following activities/assignments in your department?Financial allocations

	Both	Men Colleagues	Men Colleagues, Women Colleagues	Women Colleagues
■ Female	4.80%	62.90%	18.10%	14.30%
■ Male	2.60%	59.00%	30.20%	8.20%
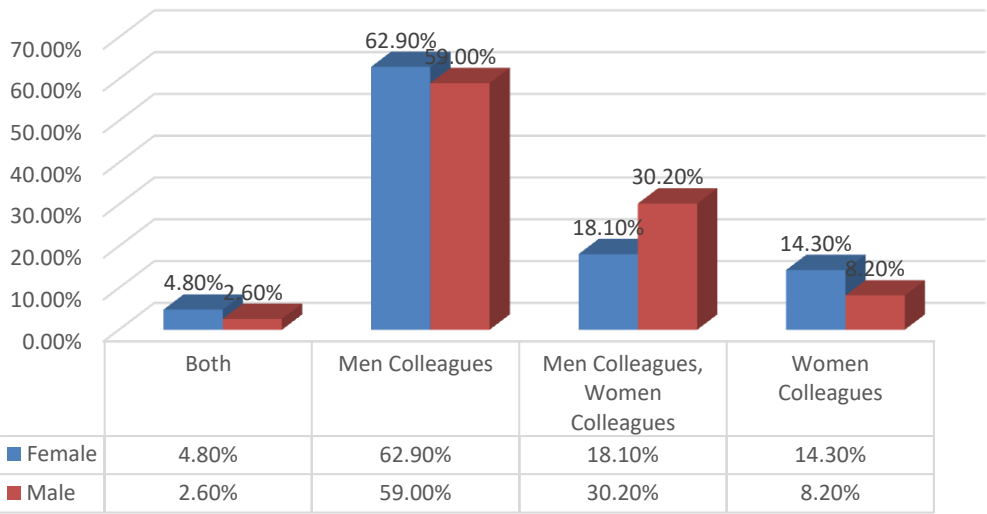
Who is assigned the following activities/assignments in your department? Farewell/Welcome parties
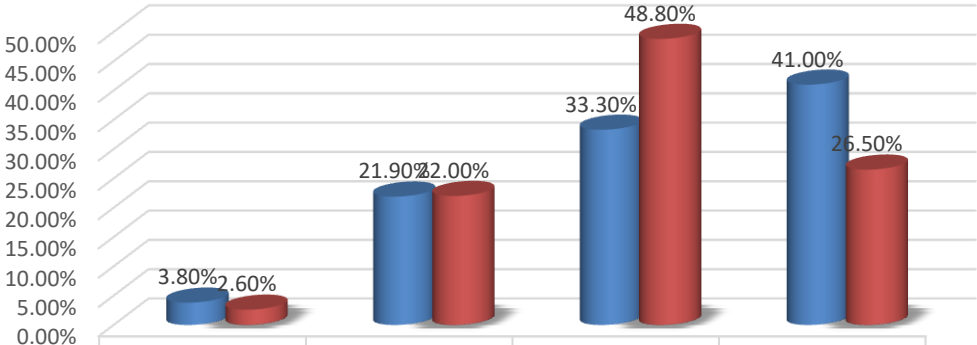
	Both	Men Colleagues	Men Colleagues, Women Colleagues	Women Colleagues
■ Female	3.80%	21.90%	33.30%	41.00%
■ Male	2.60%	22.00%	48.80%	26.50%

Anchoring seminars/workshops/conferences, etc

	Both	Men Colleagues	Men Colleagues, Women Colleagues	Women Colleagues	Women Colleagues, Both
Female	2.90%	20.00%	37.10%	40.00%	0.00%
Male	2.20%	25.00%	43.00%	29.50%	0.40%
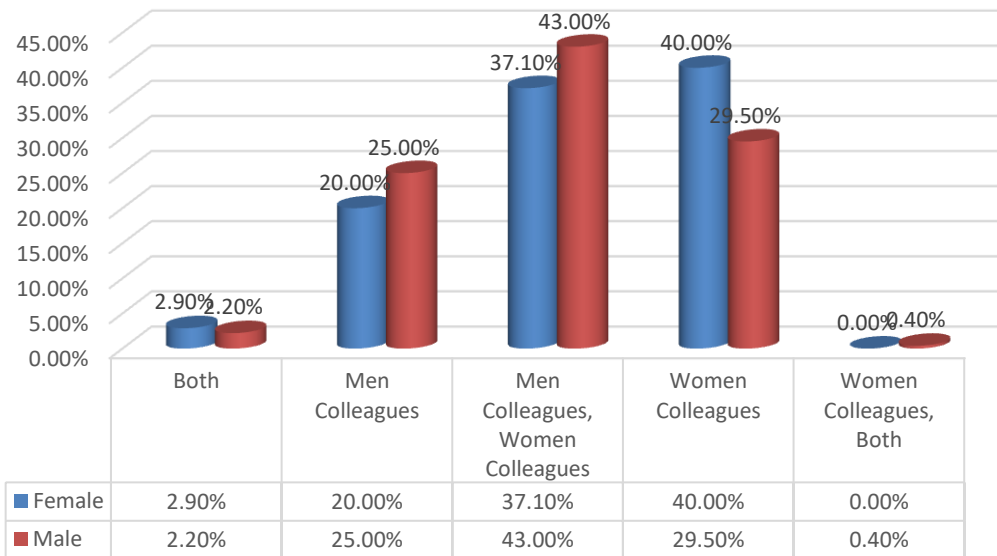
. Do you think women should be entitled to 'Period (Menstrual) Leave' and as such should have higher number of causal leave's than male employee's as affirmative action?
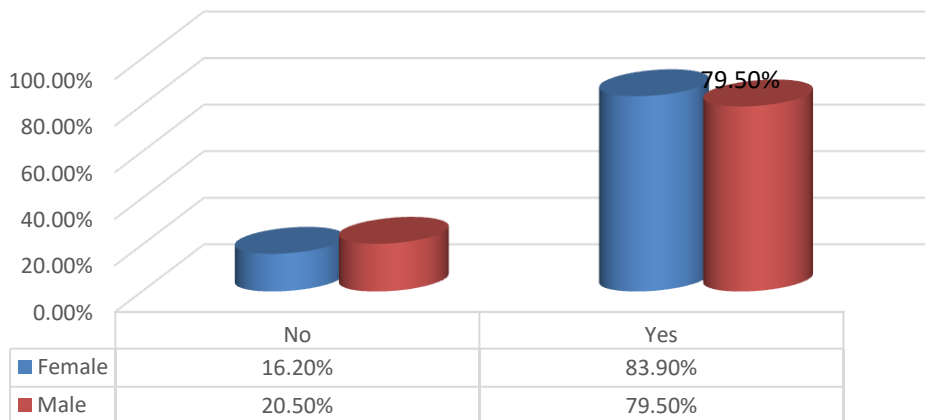
	No	Yes
Female	16.20%	83.90%
Male	20.50%	79.50%

What kind of response did you receive while joining department after availing the following leave: [Maternity leave (for married females)

- 1.90%
- 4.80%
- 7.60%
- 85.70%

■ Concerned   ■ Funny comments   ■ Sarcastic gesture   ■ Taunts

Childcare Leave

0.95%
3.80%
4.76%
90.40%
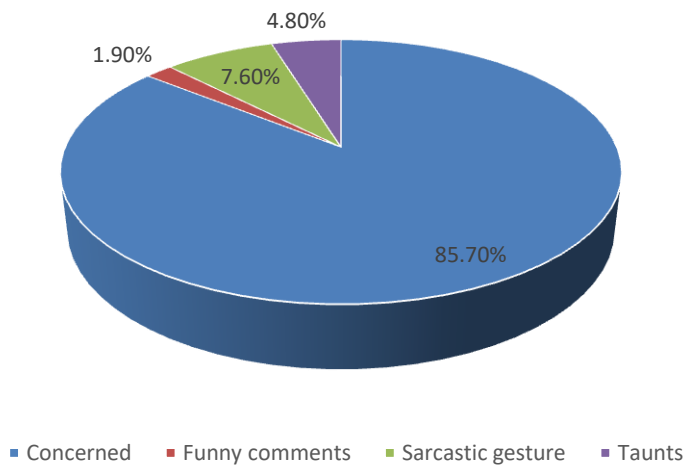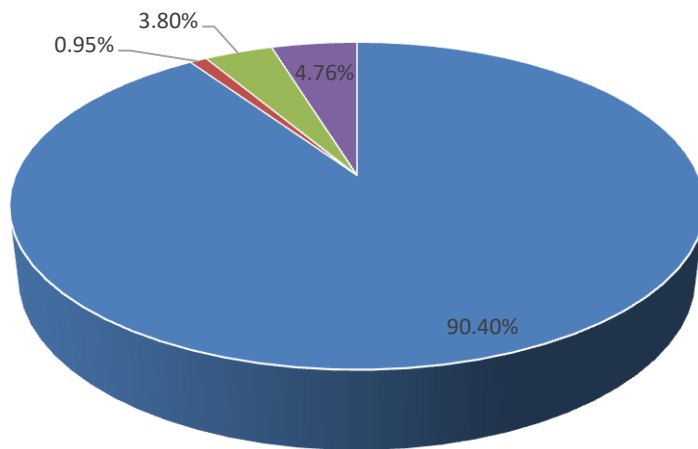
Concerned   Funny comments   Sarcastic gesture   Taunts

Have you ever availed "Paternity Leave" (to be answered by men employees only)?
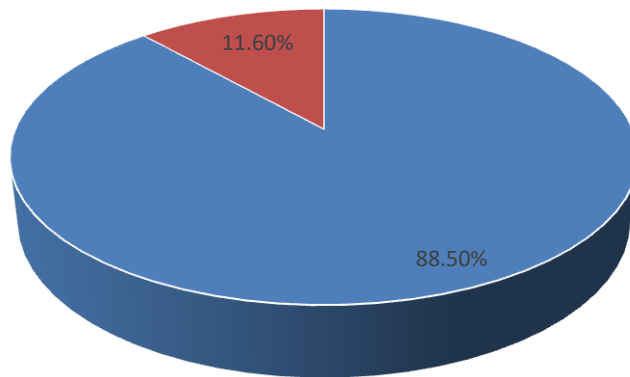
11.60%

88.50%

■ No ■ Yes

Are you aware that there exists an Internal Complaints Committee (ICC) for Redressal of Sexual Harassment in the University?"

	No	Yes
Series 1	31.50%	68.60%
Series 2	0	71.30%

Do you think ICC in our university is functioning efficiently?

	Definitely	Definitely Not	Possibly Not	Probably
Series 1	39.10%	2.90%	14.30%	43.80%
Series 2	36.60%	3.00%	9.30%	51.10%

Do you think sexual harassment occurs at workplace?

	Maybe	No	Yes
Series 1	31.40%	14.30%	54.30%
Series 2	48.10%	28.70%	23.10%

Series 1: Maybe 31.40%, No 14.30%, Yes 54.30%

Series 2: Maybe 48.10%, No 28.70%, Yes 23.10%

Have you ever been harassed at your workplace?

	Maybe	No	Yes
■ Series 1	4.80%	83.80%	5.70%
■ Series 2	2.30%	94.80%	2.98%

How safe do you feel at following places in the university: [Canteen (Alone)]

	Always safe	Safe during working hours	Some times safe
Female	58.10%	34.30%	7.60%
Male	82.50%	16.00%	1.50%

How safe do you feel at following places in the university: [Garden]

	Always safe	Safe during working hours	Some times safe
Female	58.1	34.30%	7.60%
Male	76.1	16.40%	7.50%
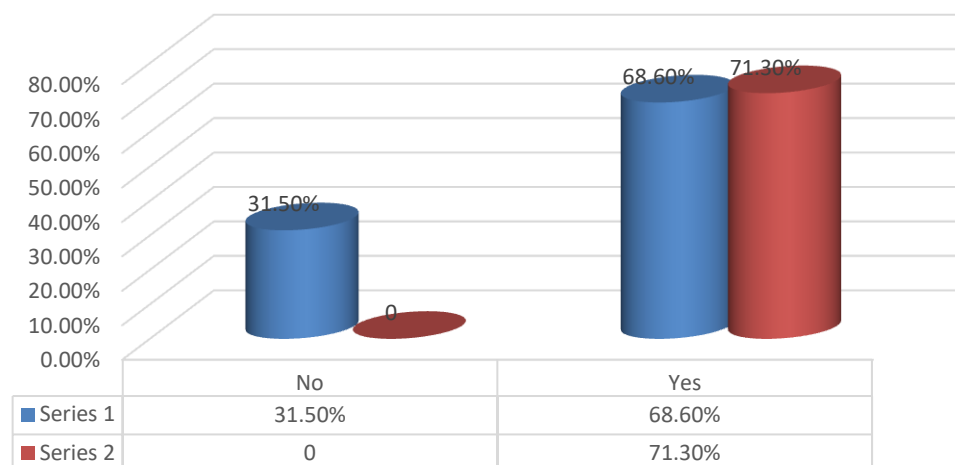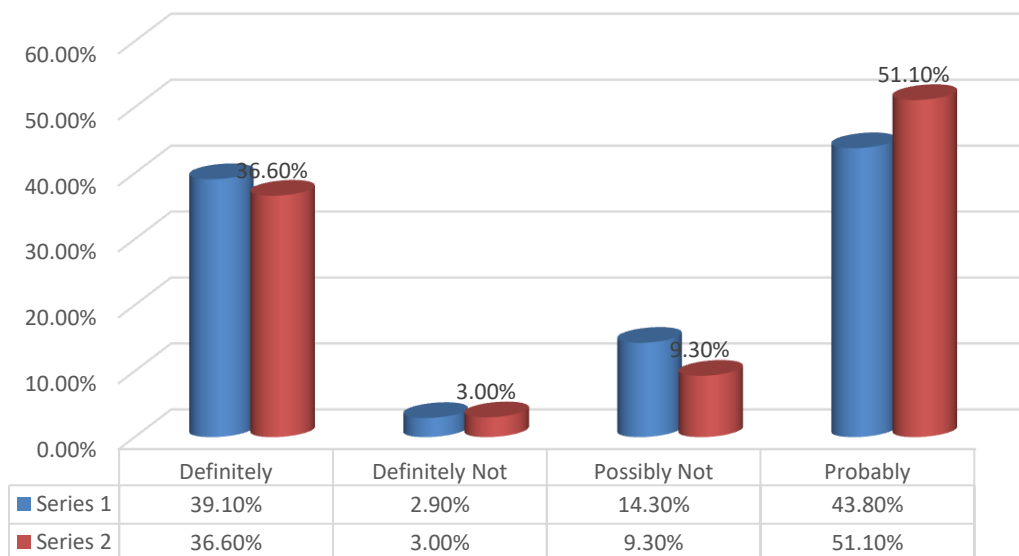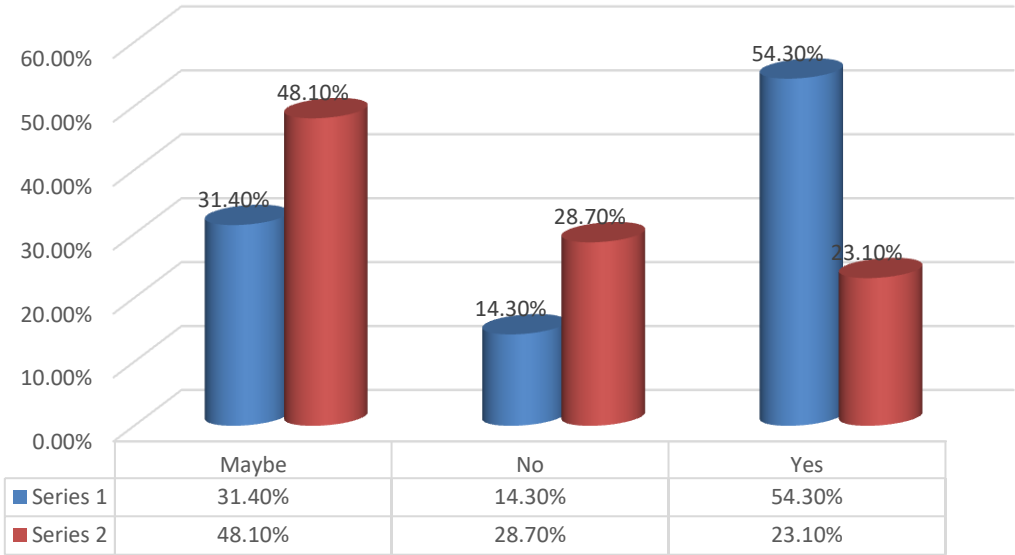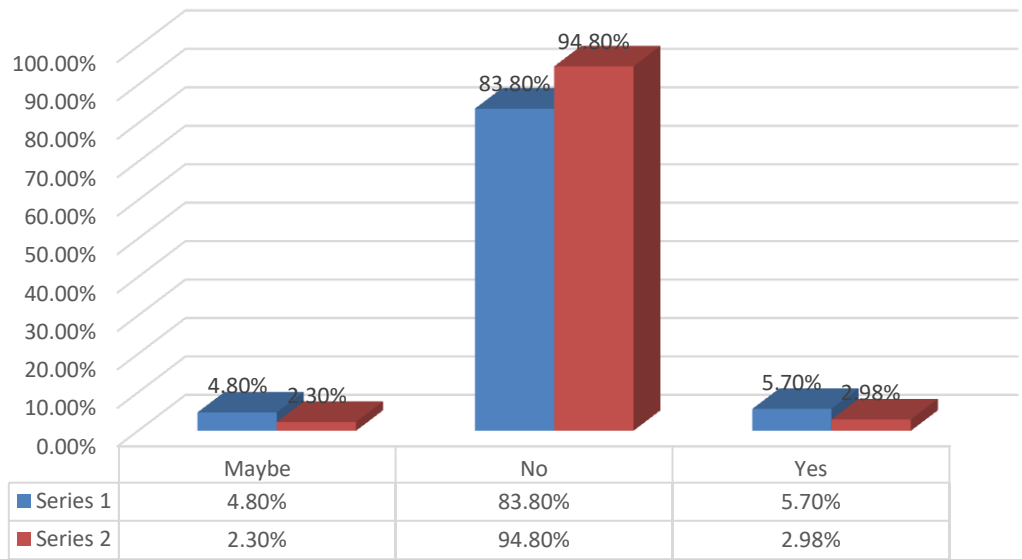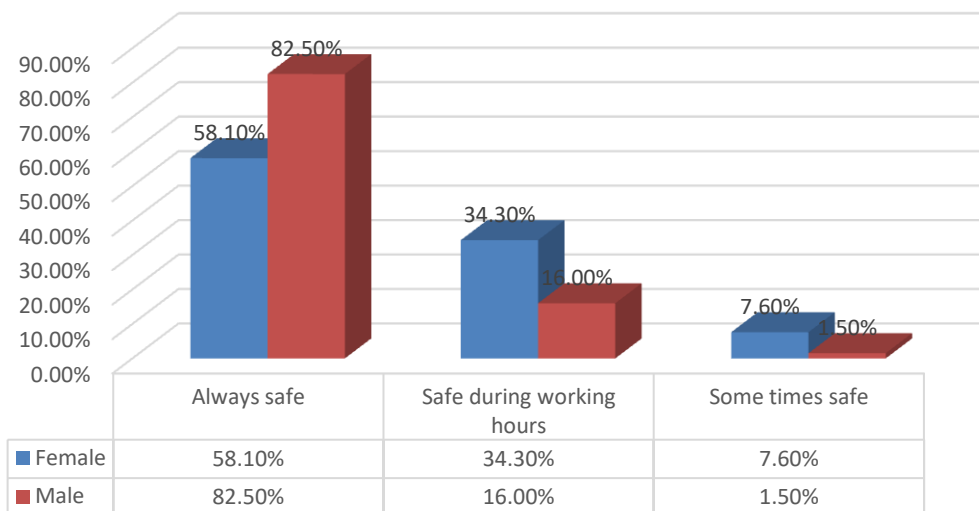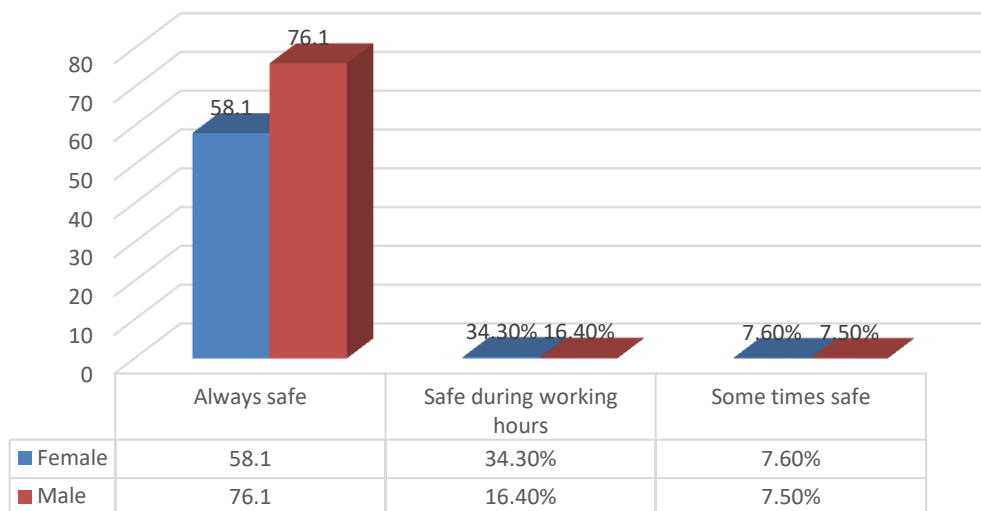
How safe do you feel at Working in departmental laboratory
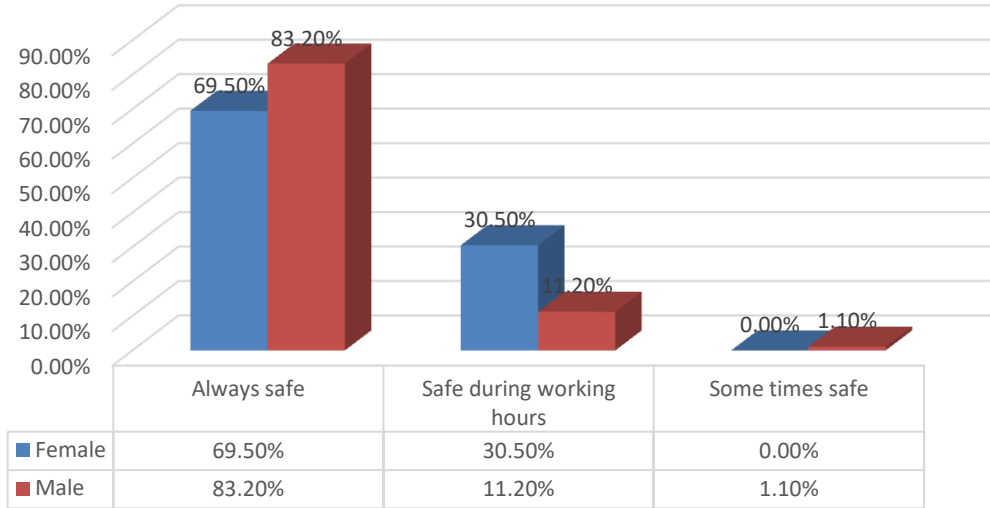
	Always safe	Safe during working hours	Some times safe
Female	69.50%	30.50%	0.00%
Male	83.20%	11.20%	1.10%

Do you think there is a need for 'working women's hostel' in the University of Kashmir

	No	Yes
Female	22.20%	44.90%
Male	77.80%	55.10%
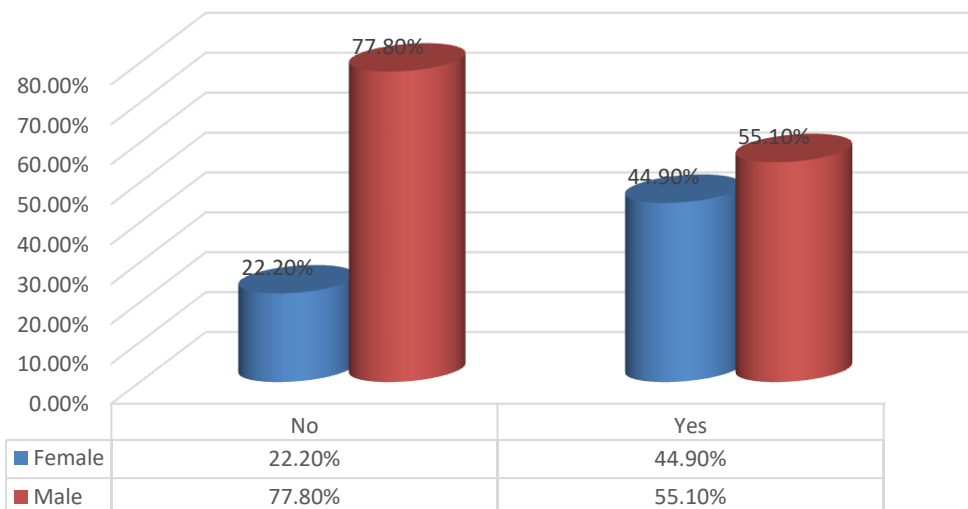
Are you aware of Kashmir University policies regarding gender sensitivity?
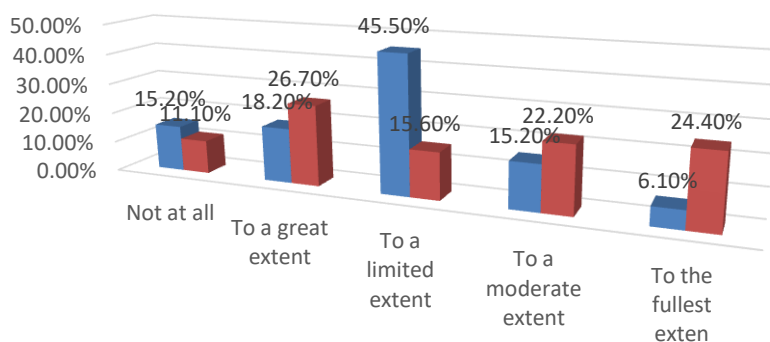
	Not at all	To a great extent	To a limited extent	To a moderate extent	To the fullest exten
Female	15.20%	18.20%	45.50%	15.20%	6.10%
Male	11.10%	26.70%	15.60%	22.20%	24.40%

2. Is your work place gender sensitive?	Not at all	6	18.2%	4	8.9%	10	
	To a great extent	9	27.3%	16	35.6%	25	
	To a limited extent	7	21.2%	2	4.4%	9	
	To a moderate extent	9	27.3%	6	13.3%	15	
	To the fullest exten	2	6.1%	17	37.8%	19	
	Total	33	100.0%	45	100.0%	78	

Is your work place gender sensitive?

	Not at all	To a great extent	To a limited extent	To a moderate extent	To the fullest exten
Female	18.20%	27.30%	21.20%	27.30%	6.10%
Male	8.90%	35.60%	4.40%	13.30%	37.80%

Avail casual leave

	Always	Often	Rarely	Sometimes
Female	42.10%	57.10%	50.00%	31.80%
Male	57.90%	42.90%	50.00%	68.20%
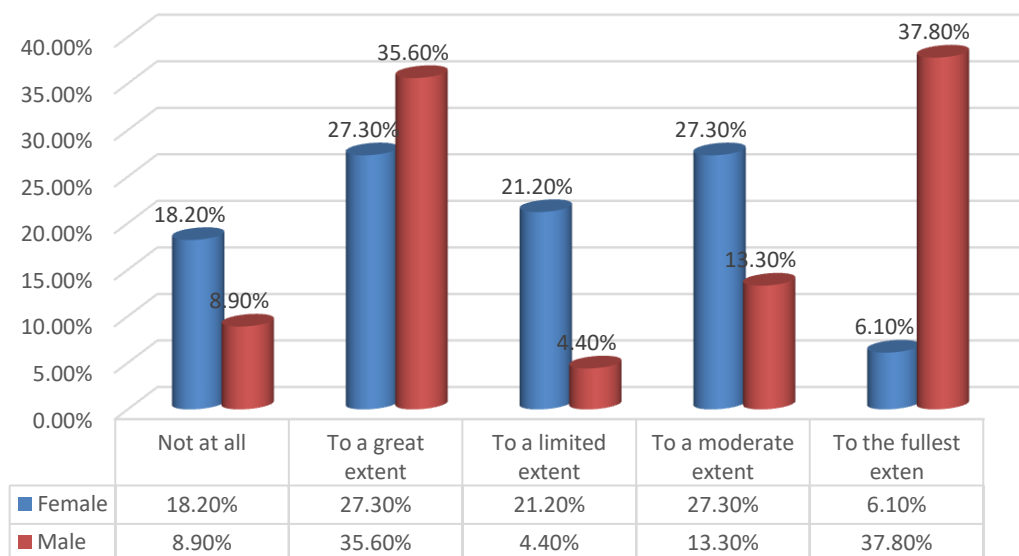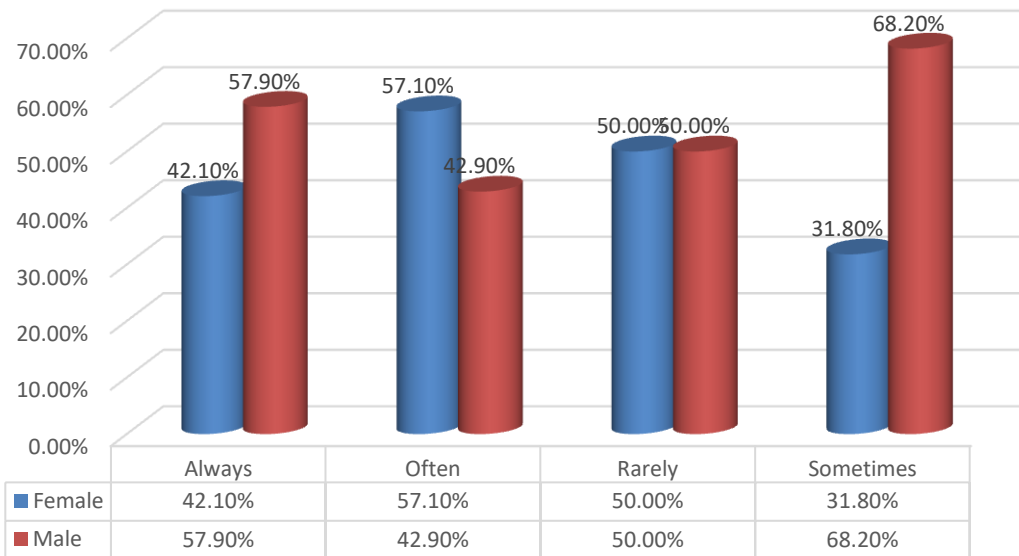
3. Earned leave easily sanctioned		1	100.0%	0	0.0%	1	100.0%
	Always	15	43.8%	18	56.3%	33	100.0%
	Never	6	60.0%	4	40.0%	10	100.0%
	Often	4	40.0%	6	60.0%	10	100.0%
	Rarely	2	28.6%	5	71.4%	7	100.0%
	Sometimes	6	33.3%	12	66.7%	18	100.0%
	Total	33	42.3%	45	57.7%	78	100.0%

Earned leave easily sanctioned

	Always	Never	Often	Rarely	Sometimes
Female	43.80%	60.00%	40.00%	28.60%	33.30%
Male	56.30%	40.00%	60.00%	71.40%	66.70%
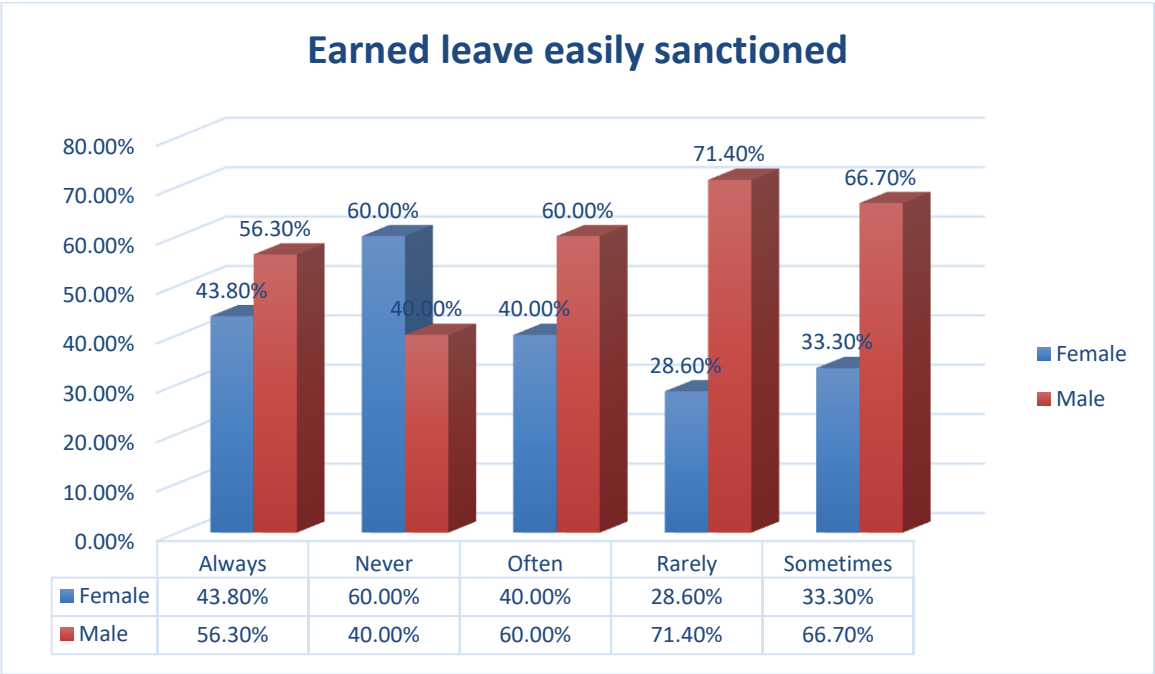
Avail Maternity /paternity leave
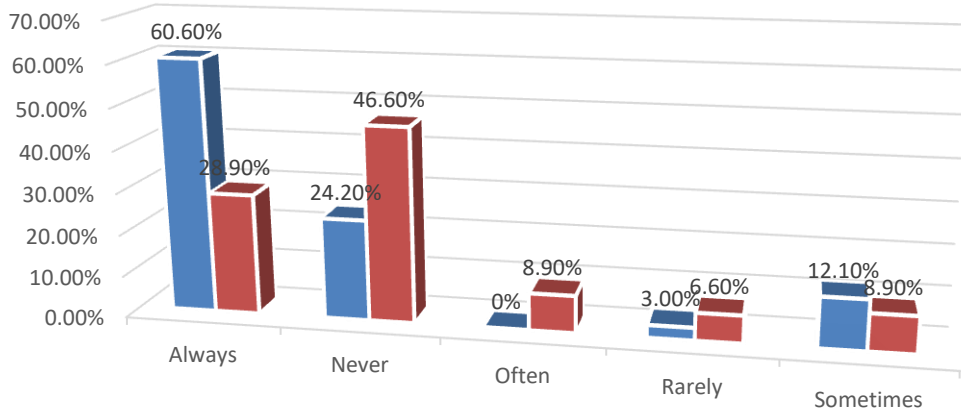
	Always	Never	Often	Rarely	Sometimes
■ Female	60.60%	24.20%	0%	3.00%	12.10%
■ Male	28.90%	46.60%	8.90%	6.60%	8.90%

Grant of Medical Leave / availed

	Always	Never	Often	Rarely	Sometimes
Female	56.50%	28.60%	50.00%	50.00%	37.50%
Male	43.50%	71.40%	50.00%	50.00%	62.50%
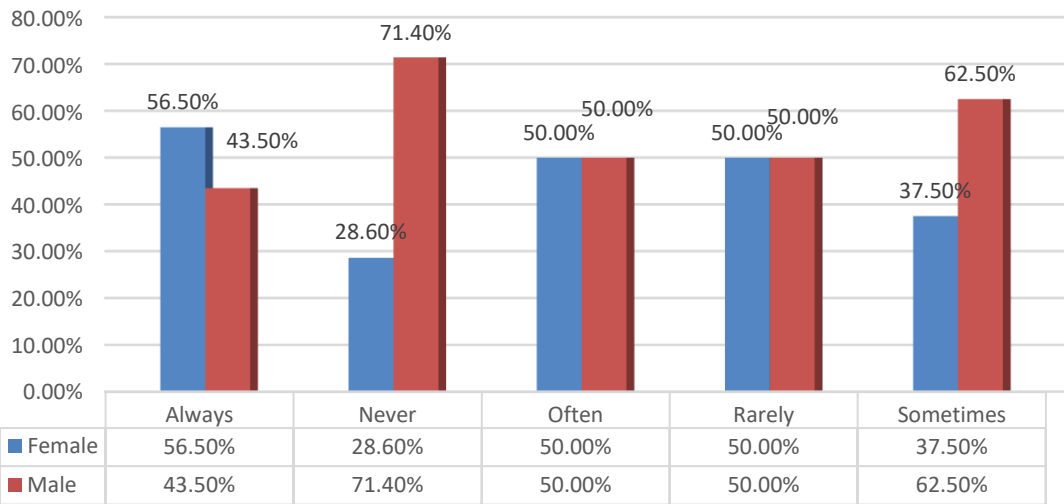
Female Male

Access to medical allowances / availed

	Always	Never	Often	Rarely	Sometimes
Female	30.30%	42.40%	7.30%	12.10%	9.10%
Male	46.60%	31.10%	6.60%	6.65	8.80%
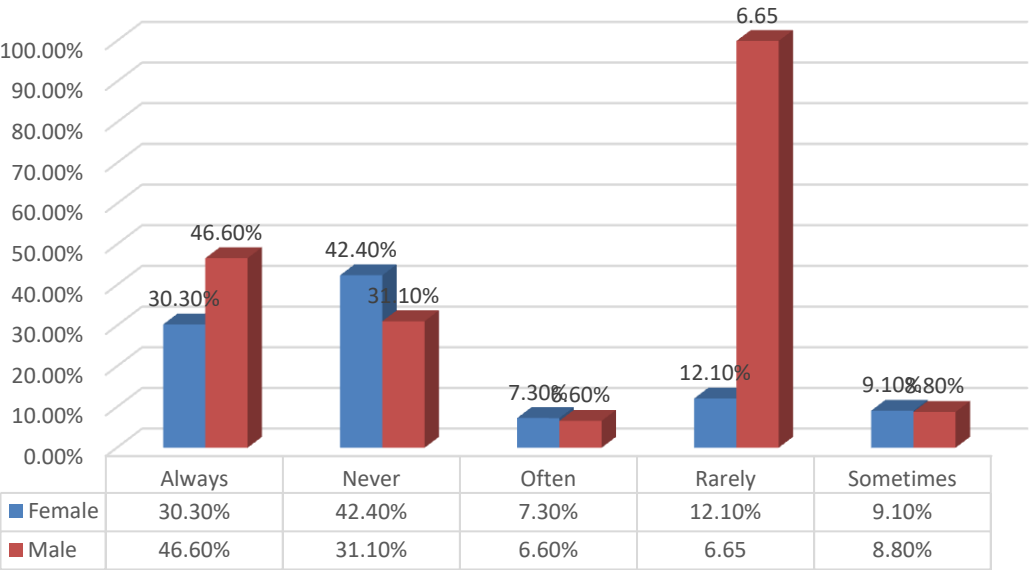
Do you feel you are encouraged by 'immediate person-in-charge' to develop your potential?
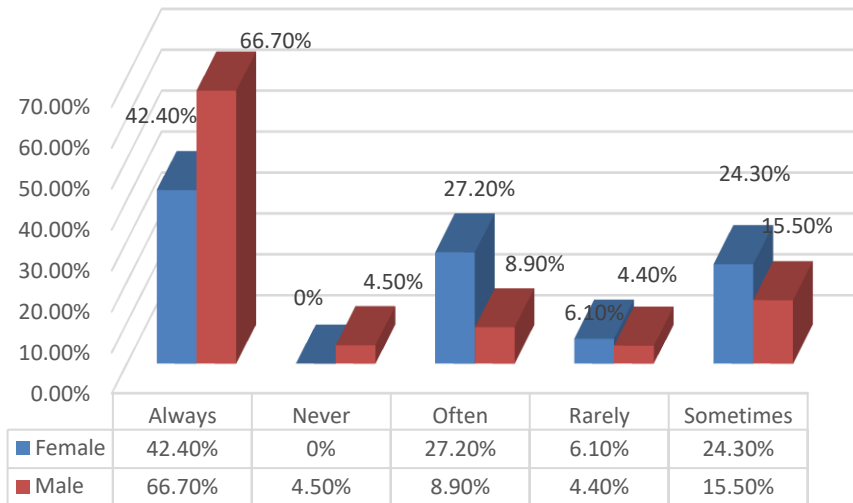
	Always	Never	Often	Rarely	Sometimes
Female	42.40%	0%	27.20%	6.10%	24.30%
Male	66.70%	4.50%	8.90%	4.40%	15.50%

Does your immediate person-in-charge' consider gender while delegating an official responsibility?

	Always	Never	Often	Rarerly	Sometimes
Female	33.30%	34.80%	42.90%	55.60%	66.70%
Series 2	66.70%	65.20%	57.10%	44.40%	33.30%
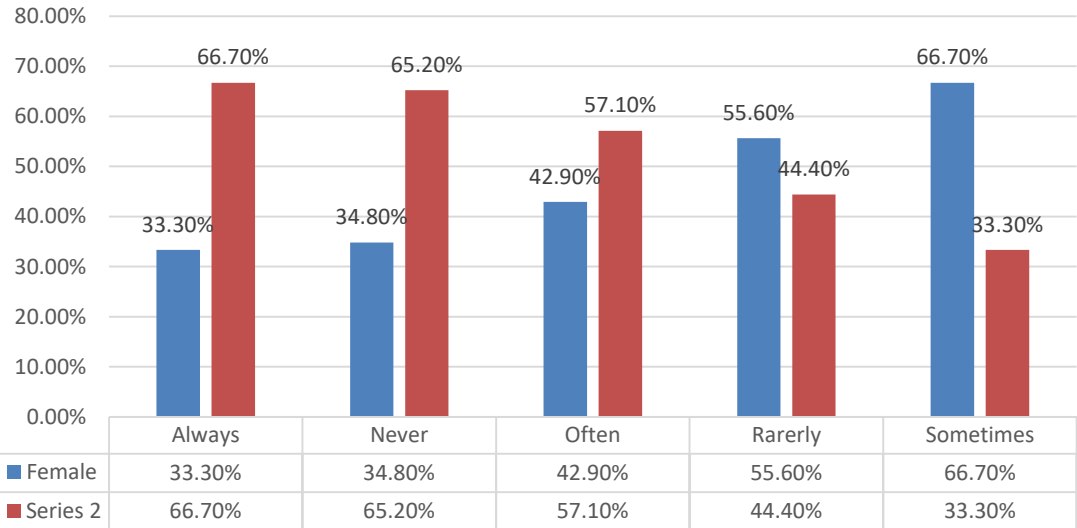
Who is assigned the following activities/assignments in your department/section? Organizing Picnic

	Men Colleagues	Men Colleagues, Women Colleagues both	Women Colleagues
Female	60.60%	39.40%	0.00%
Male	42.20%	42.20%	15.60%
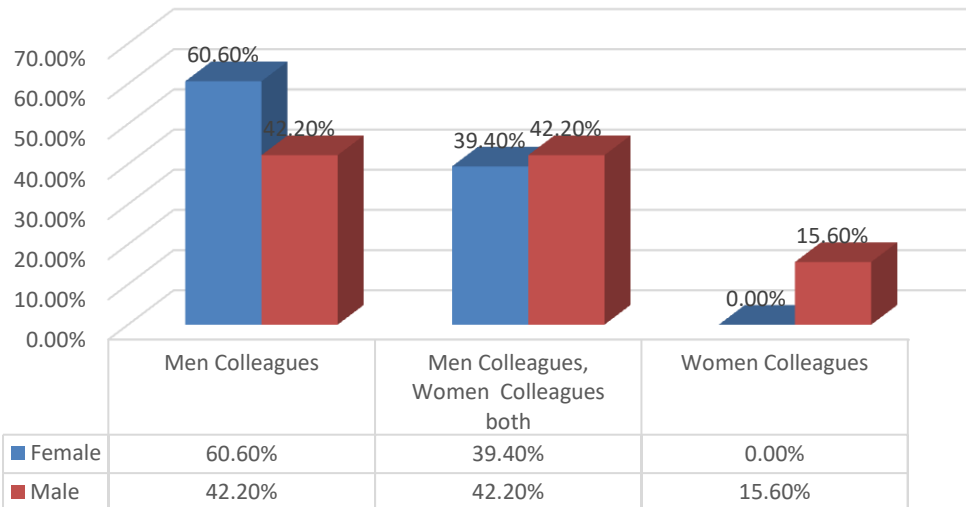
Who is assigned the following activities/assignments in your department/section?) [Financial allocations]

	Men Colleagues	Men Colleagues, Women Colleagues	Women Colleagues
Female	66.60%	27.20%	6.80%
Male	44.40%	48.80%	6.60%

Female   Male
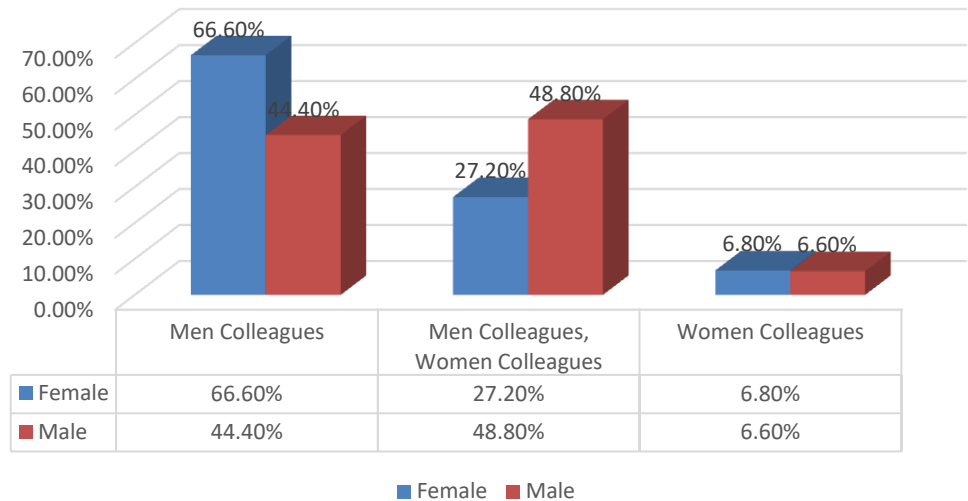
Who is assigned the following activities/assignments in your department/section?) [Cultural Activities]

	Men Colleagues	Men Colleagues, Wome	Women Colleagues
Series 1	57.10%	37.50%	36.00%
Series 2	42.90%	62.50%	64.00%
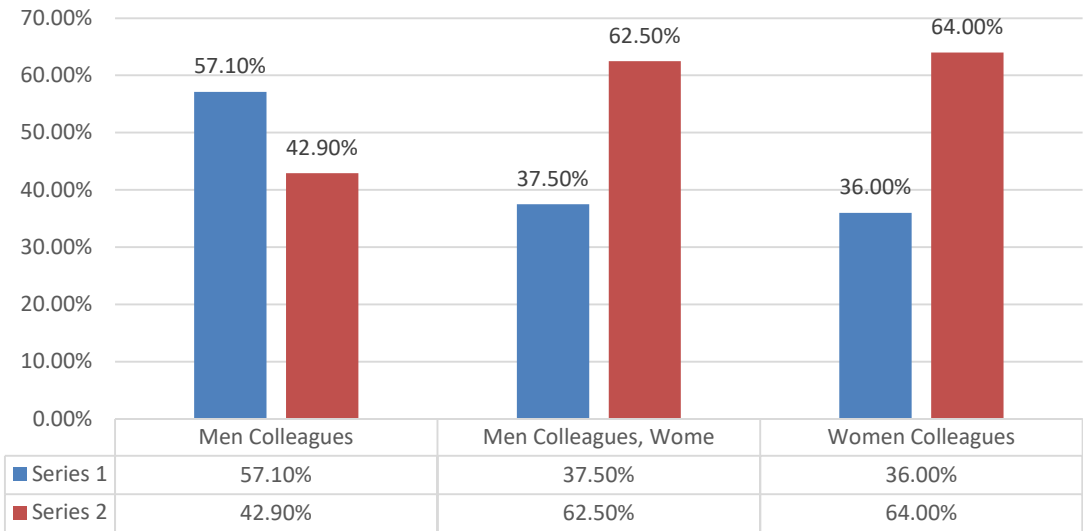
Who is assigned the following activities/assignments in your department/section? [Farewell/Welcome parties]

	Men Colleagues	Men Colleagues, Wome	Women Colleagues
■ Series 1	44.40%	37.50%	47.40%
■ Series 2	55.60%	62.50%	52.60%

■ Series 1 ■ Series 2
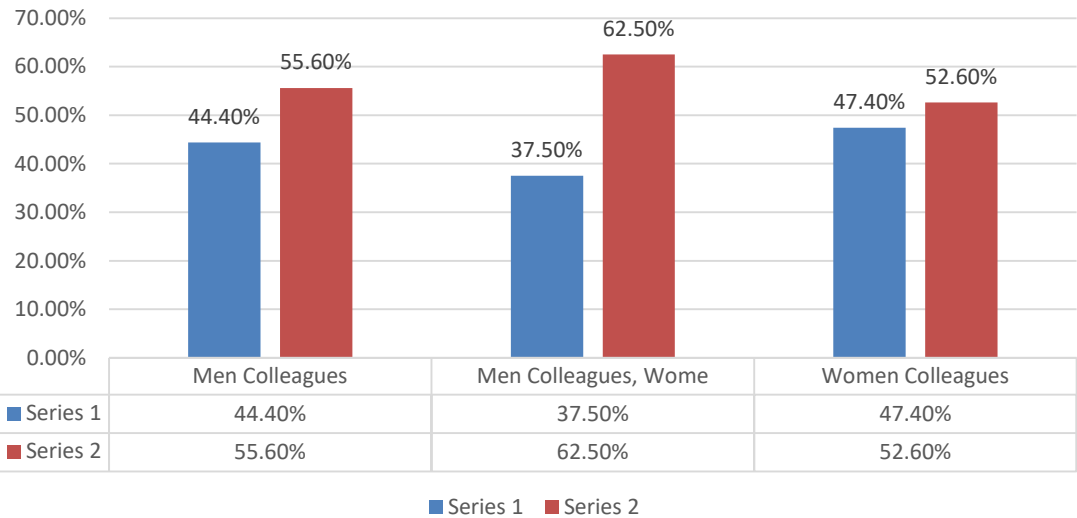
Who is assigned the following activities/assignments in your department/section? [Preparation of departmental Budget proposals]
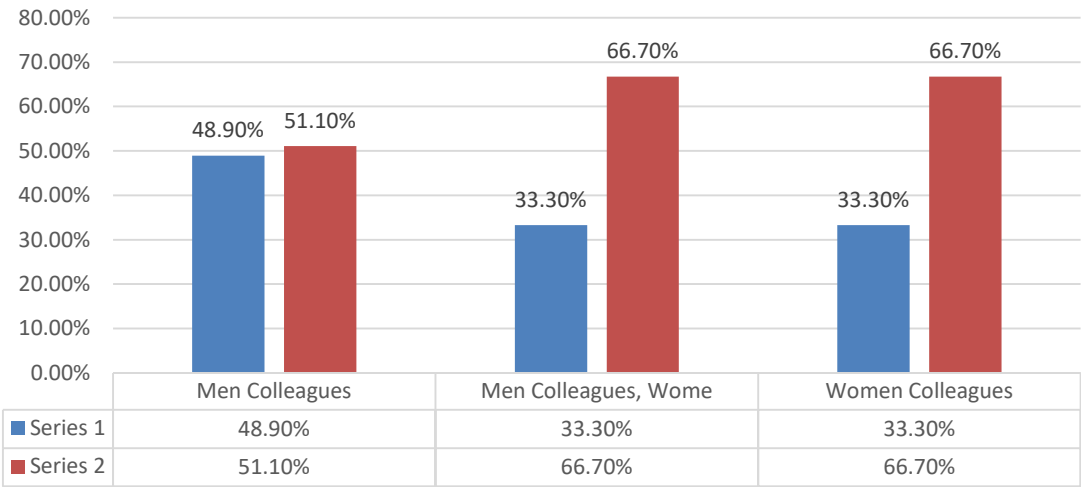
	Men Colleagues	Men Colleagues, Wome	Women Colleagues
Series 1	48.90%	33.30%	33.30%
Series 2	51.10%	66.70%	66.70%

What kind of response did you receive while joining department/section after availing the following leave: [Maternity leave (for married females) :]

3.00%

6.10%

90.90%

■ Concerned   ■ Funny comments   ■ Sarcastic gesture
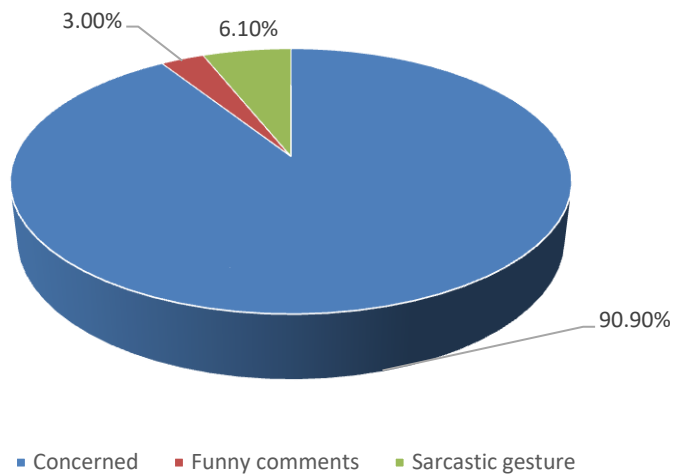
What kind of response did you receive while joining department/section after availing the following leave: Childcare Leave (for married females/widowed male)
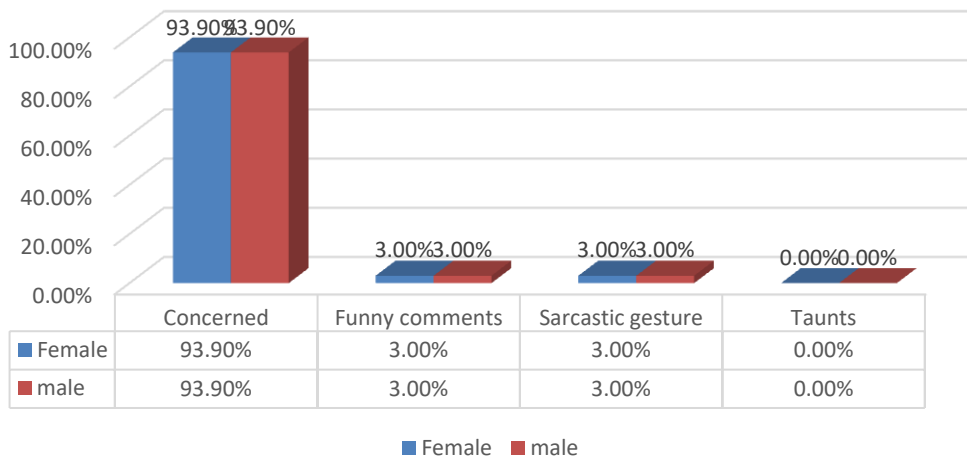
	Concerned	Funny comments	Sarcastic gesture	Taunts
Female	93.90%	3.00%	3.00%	0.00%
male	93.90%	3.00%	3.00%	0.00%

Female   male

What kind of response did you receive while joining department/section after availing the following leave: Paternity leave (for married males)
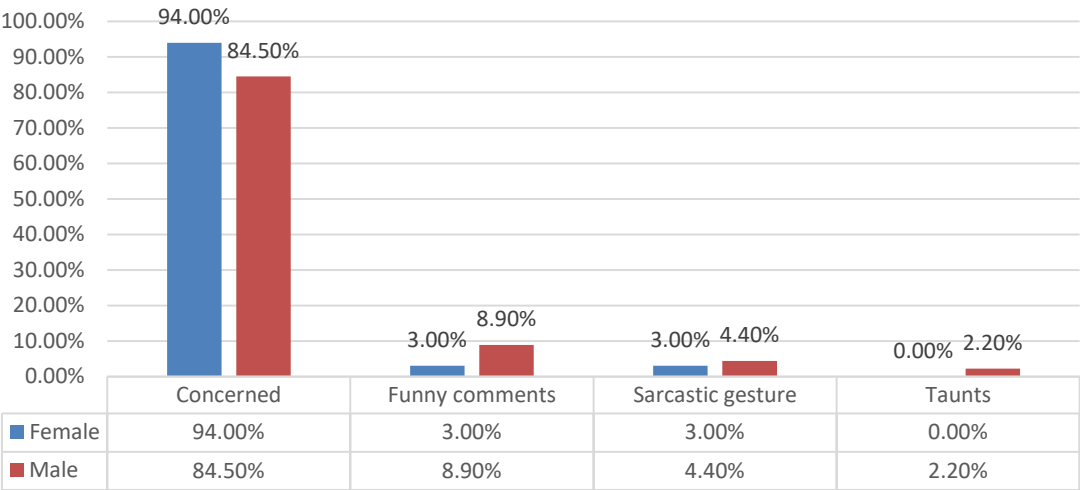
	Concerned	Funny comments	Sarcastic gesture	Taunts
Female	94.00%	3.00%	3.00%	0.00%
Male	84.50%	8.90%	4.40%	2.20%

Are you aware that there exists an Internal Complaints Committee (ICC) for Redressal of Sexual

	No	Yes
Female	33.30%	66.70%
Male	11.10%	88.90%

Do you think ICC in our university is functioning efficiently?

	Category 1	Category 2	Category 3	Category 4
Female	49.60%	3.00%	9.10%	36.40%
Male	57.70%	4.40%	2.20%	35.60%

Do you think sexual harassment occurs at workplace?

	Maybe	No	Yes
Female	30.30%	45.50%	24.20%
Male	35.60%	44.40%	20.00%

Are you ever been harassed at your workplace?

	maybe	No	Yes
Female	0.00%	97.00%	3.00%
Male	2.20%	93.40%	4.40%

How safe do you feel at following places in the university: [Canteen (Alone)]

	Always safe	Safe during working	Some times safe
Female	69.70%	24.20%	6.10%
Male	77.80%	17.80%	4.40%
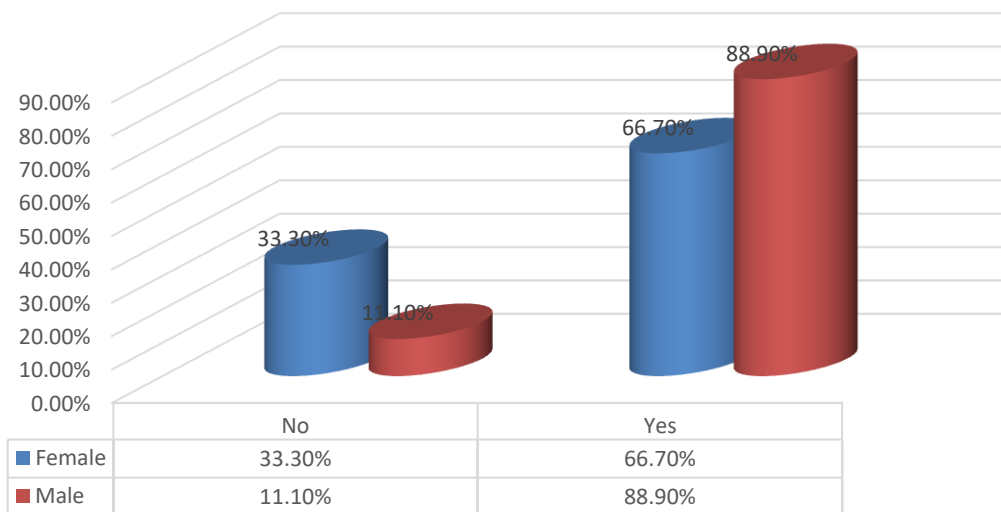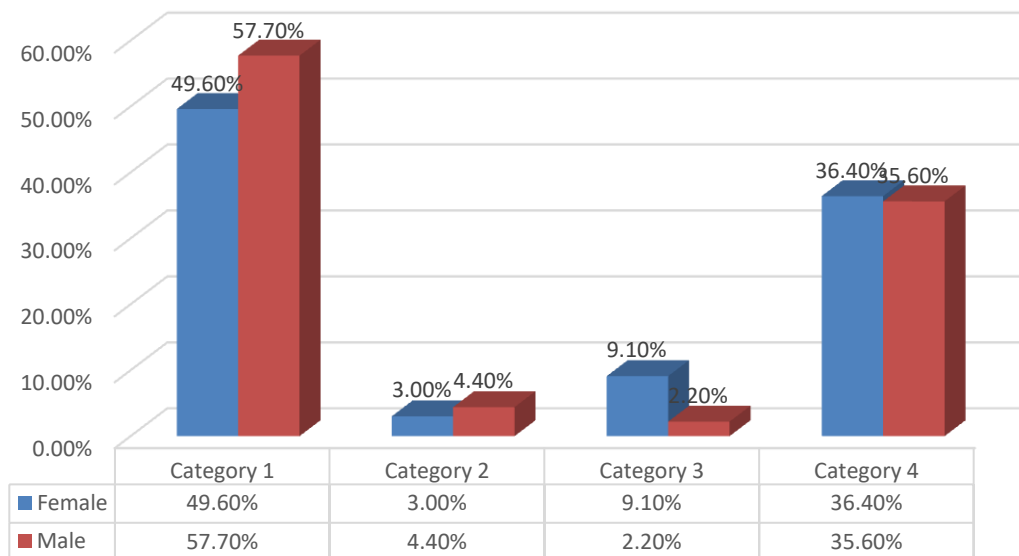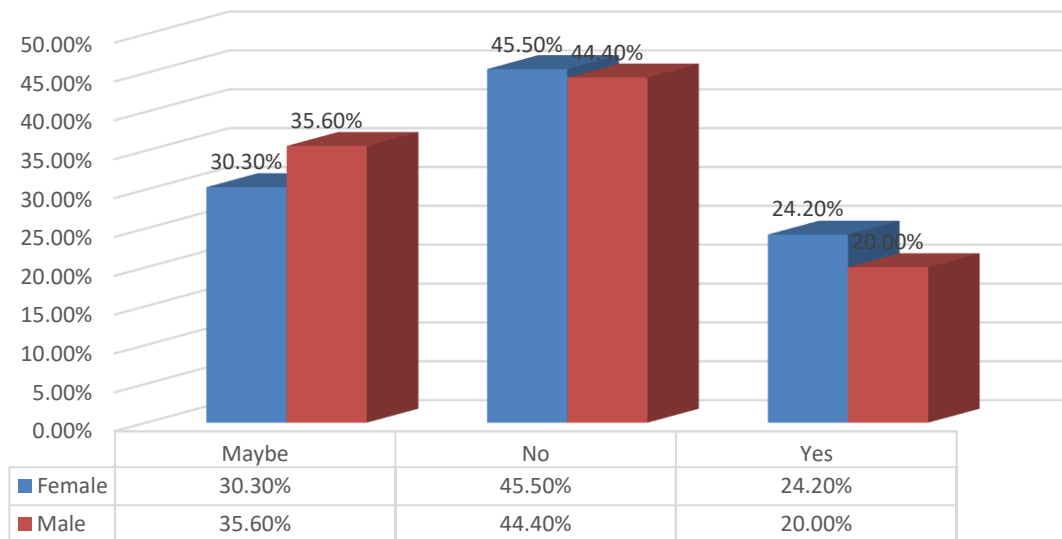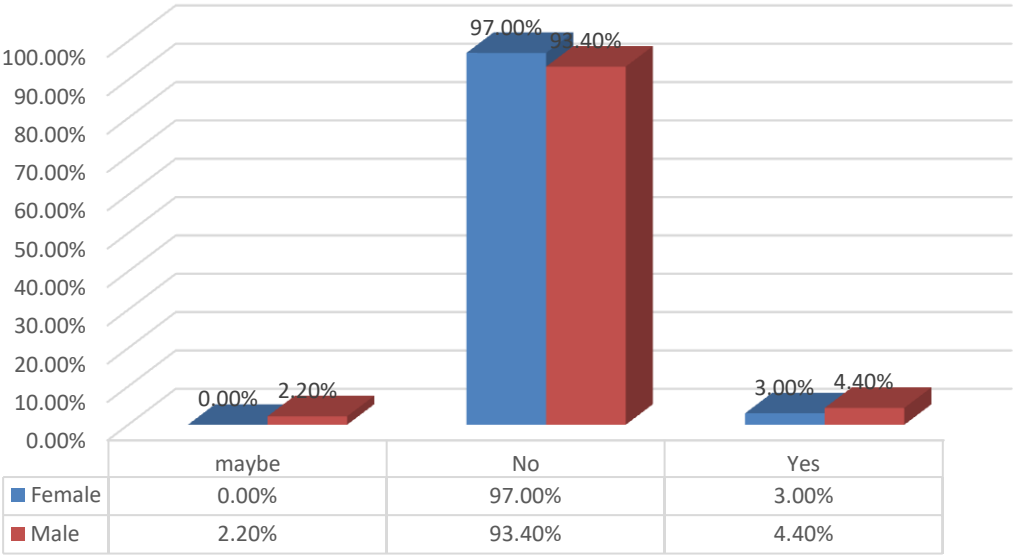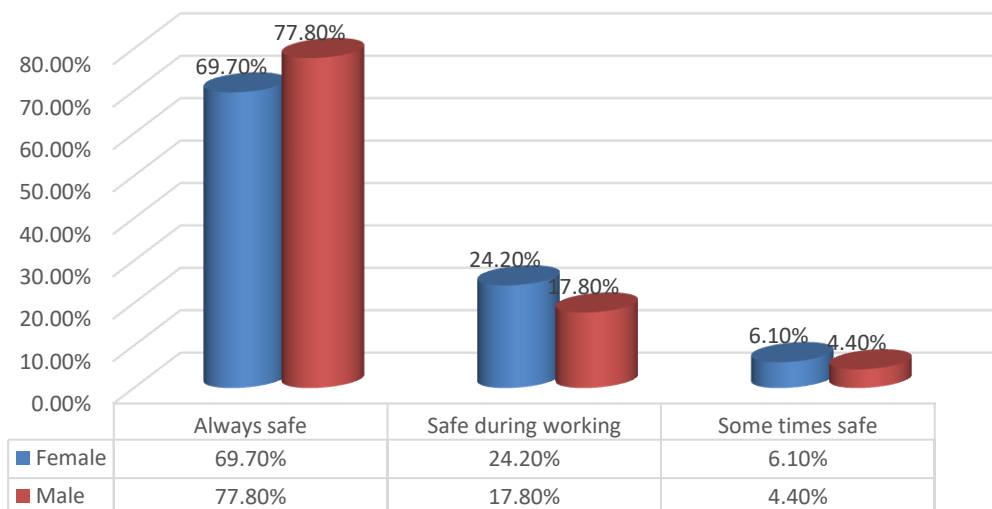
How safe do you feel at following places in the university: [Moving from one dept/section to Another (alone)]

	Always safe	Safe during working	Some times safe
Series 1	78.80%	18.20%	3.00%
Series 2	88.90%	6.70%	4.40%
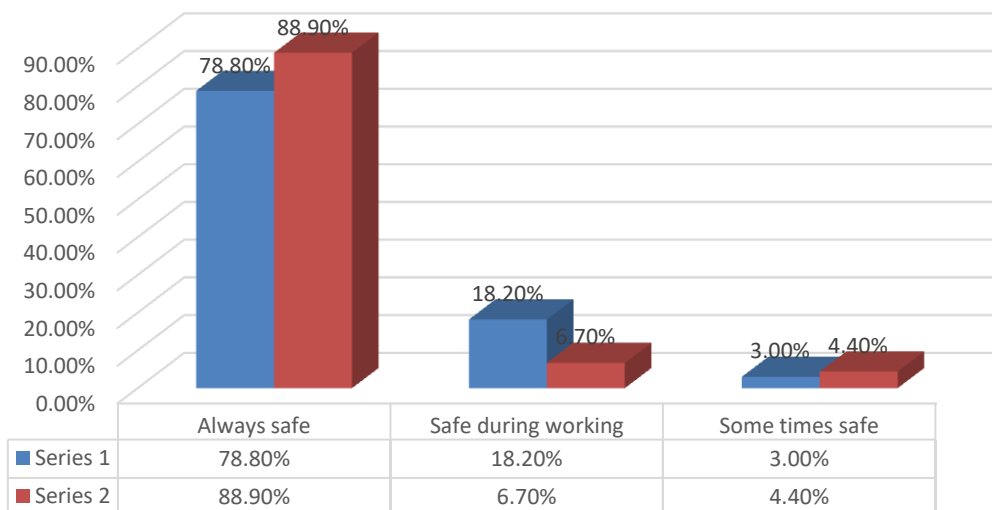
Do you think there is need for special transport facility for female employees on various routes?

	No	Yes
Female	3.00%	93.90%
Men	6.70%	93.30%

93.90%   93.30%

3.00%   6.70%

100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
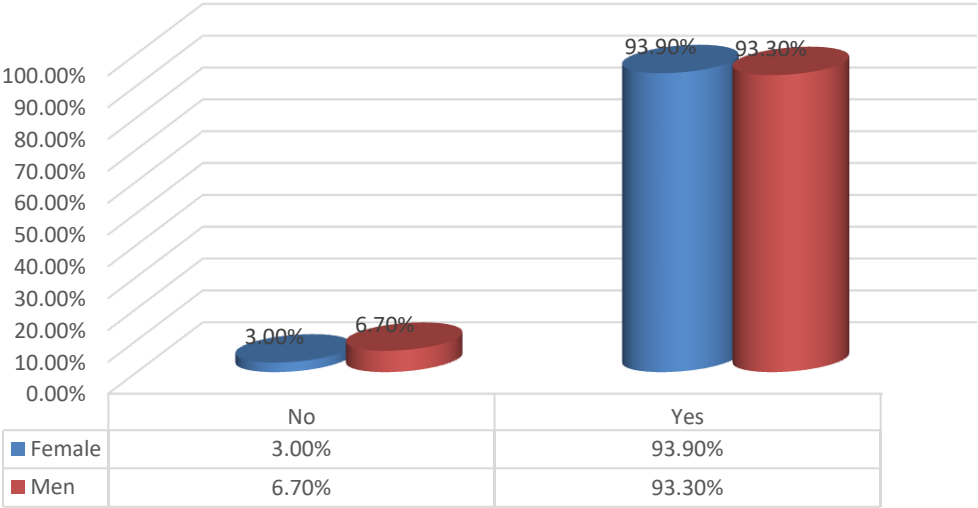
Does your department/ section have enough washrooms?

	No	Yes
Female	39.40%	60.60%
Male	24.40%	75.60%
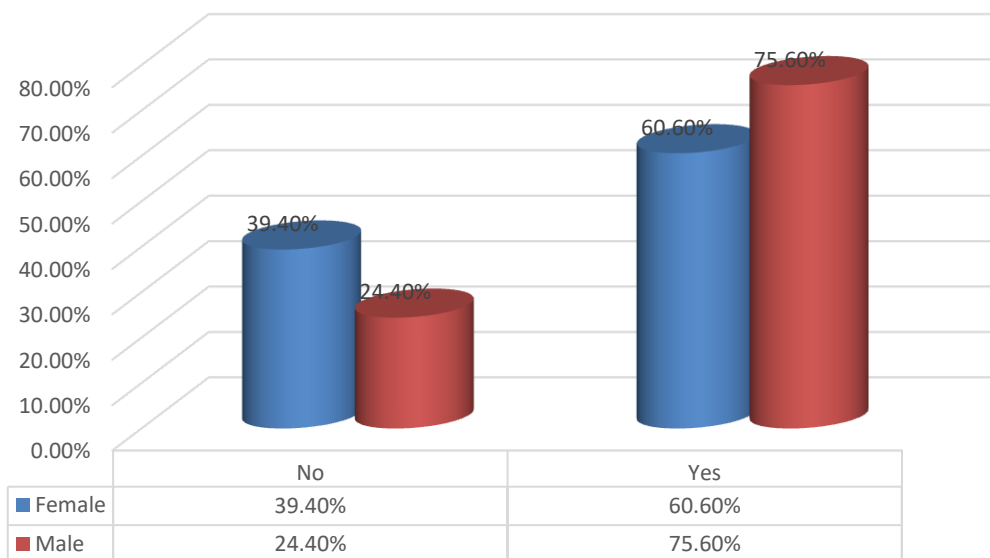
Does your department/section have a prayer room?

	No	Yes
Female	66.70%	33.30%
Male	57.80%	42.20%
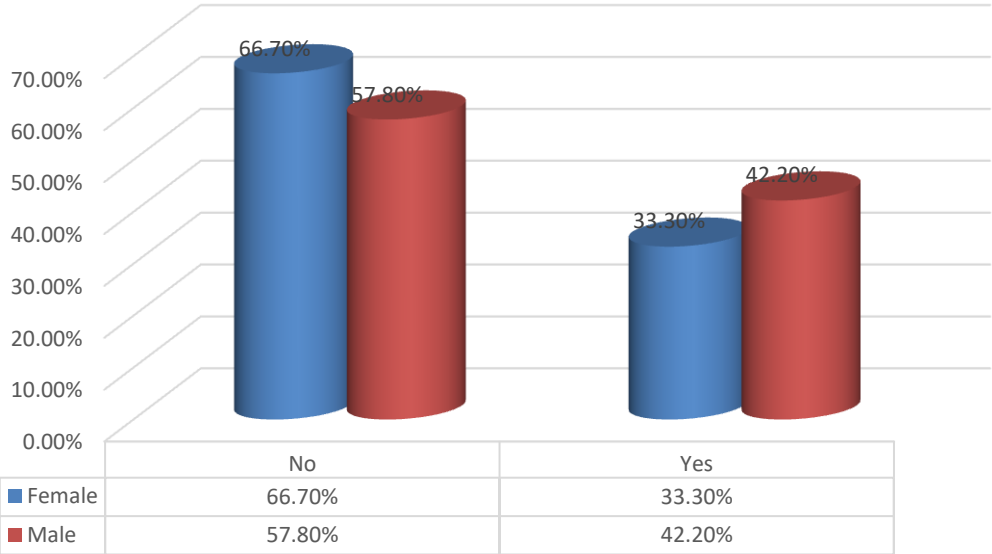
Is your 'classroom /lab/research space' gender friendly?

	No	Yes
No	6.90%	93.10%
Yes	3.90%	96.10%
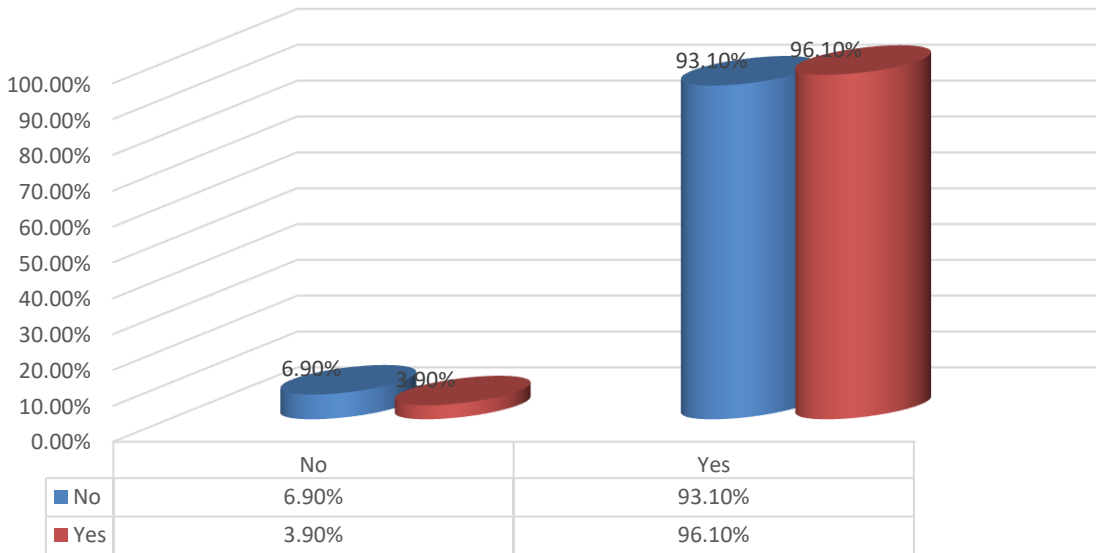
Have you ever felt uncomfortable in any classroom/ counseling/lab situation?
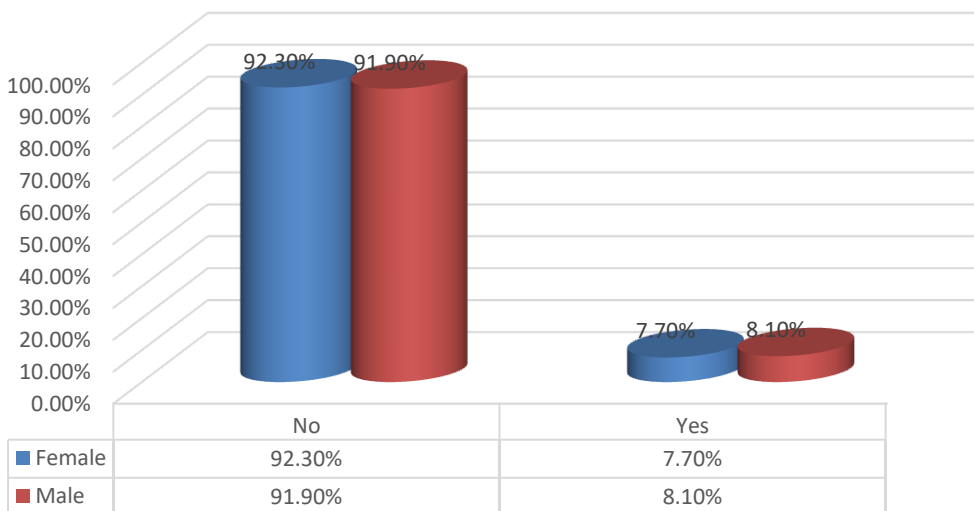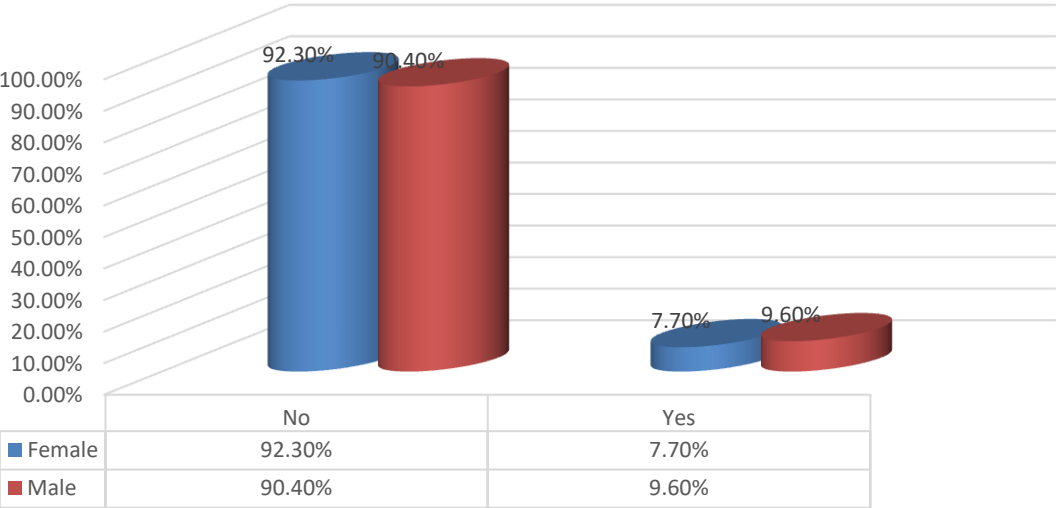
	No	Yes
Female	92.30%	7.70%
Male	91.90%	8.10%

Have you ever been bullied/harassed/intimidated within the campus?

	No	Yes
■ Female	92.30%	7.70%
■ Male	90.40%	9.60%

Do you know where 'Sexual Harassment Grievance Cell is located in your University?

72.50%

77.20%

80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%

27.50%

22.80%

Male

Female

	No	Yes
Female	77.20%	22.80%
Male	72.50%	27.50%

Do you know who is officer-in-charge of the 'Sexual Harassment Grievance Cell'?

87.40%

90.70%

100.00%

80.00%

60.00%

40.00%

20.00%

0.00%

12.60%

9.30%

Male

Female

	No	Yes
Female	90.70%	9.30%
Male	87.40%	12.60%

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

	No	Yes
Female	89.10%	10.90%
Male	92.80%	7.20%
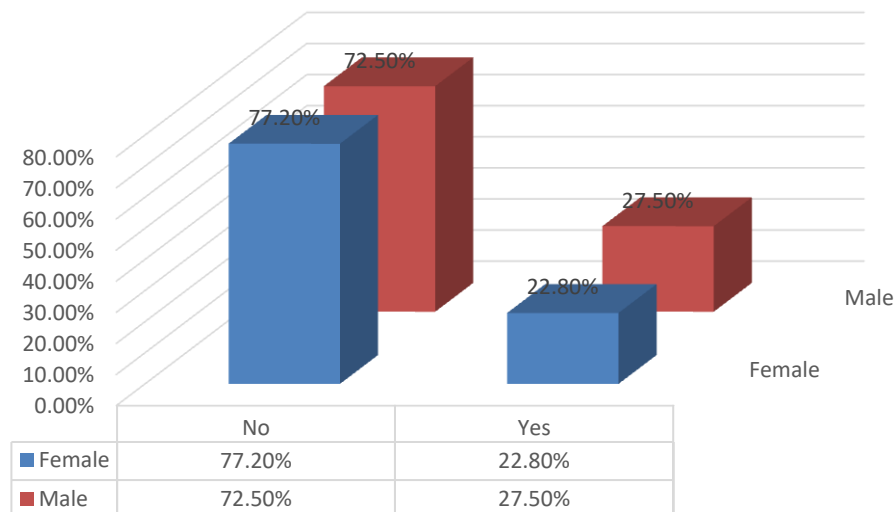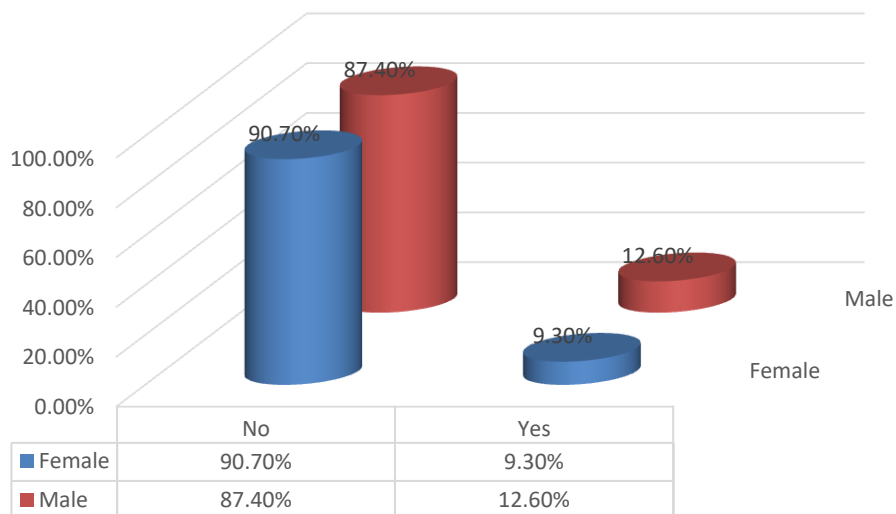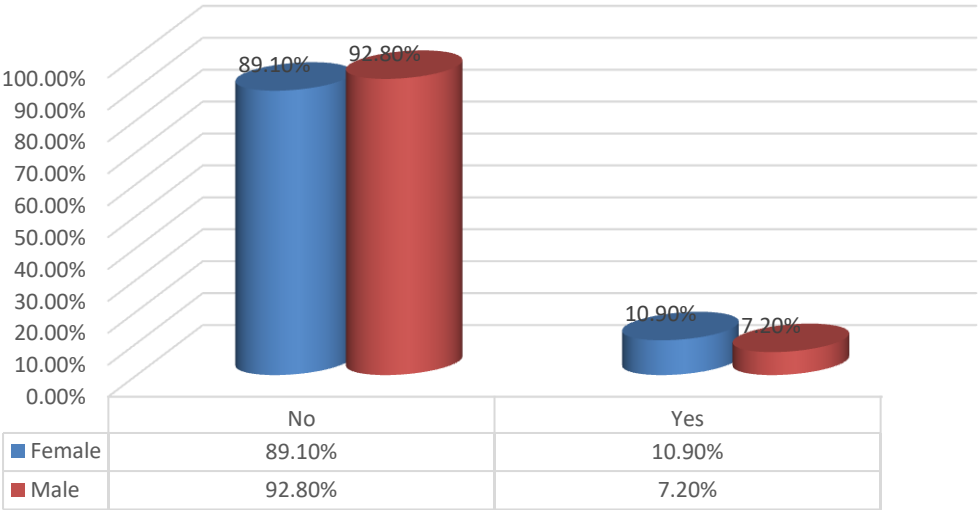
Do you think sexual harassment occurs in the university campus?

	Maybe	No	Yes
Series 1	62.30%	18.00%	19.60%
Series 2	60.20%	27.20%	12.60%
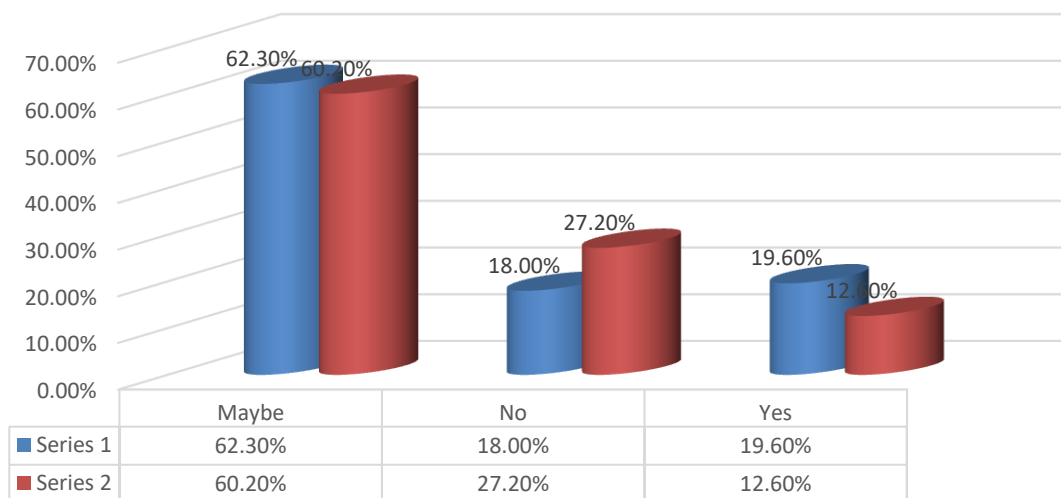
Have you ever experienced sexual harassment in the campus
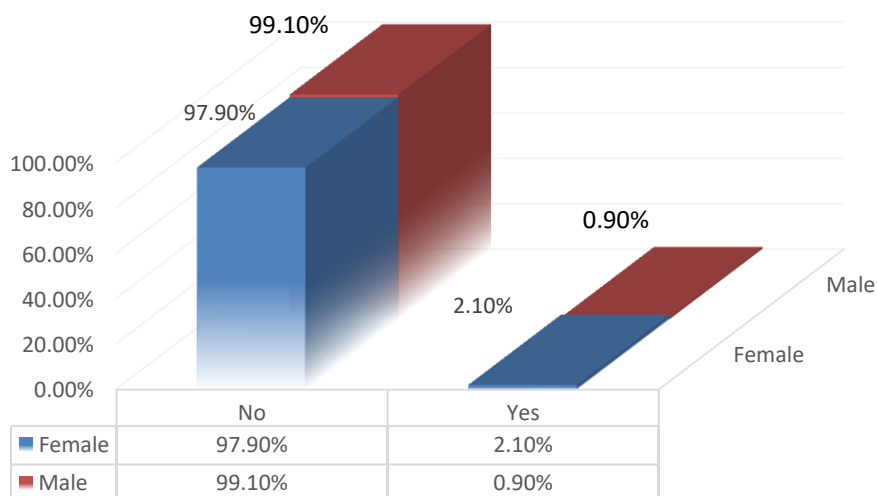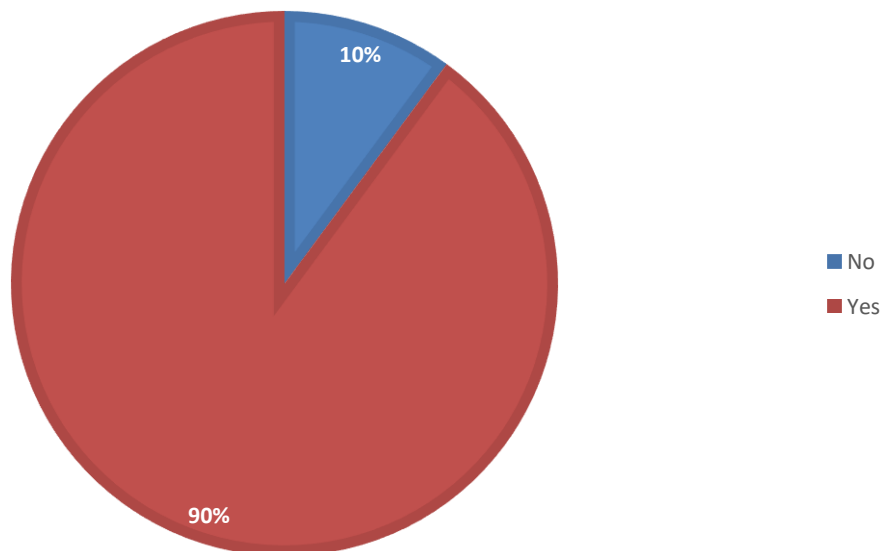
	No	Yes
Female	97.90%	2.10%
Male	99.10%	0.90%

Do you feel comfortable in going to canteen alone?

■ No	10%
■ Yes	90%

Do you consider the University campus safe for women?

	Always	Never	Often	Sometimes
■ Female	70.80%	0.50%	12.70%	15.90%
■ Male	82.30%	0.60%	6.60%	10.50%
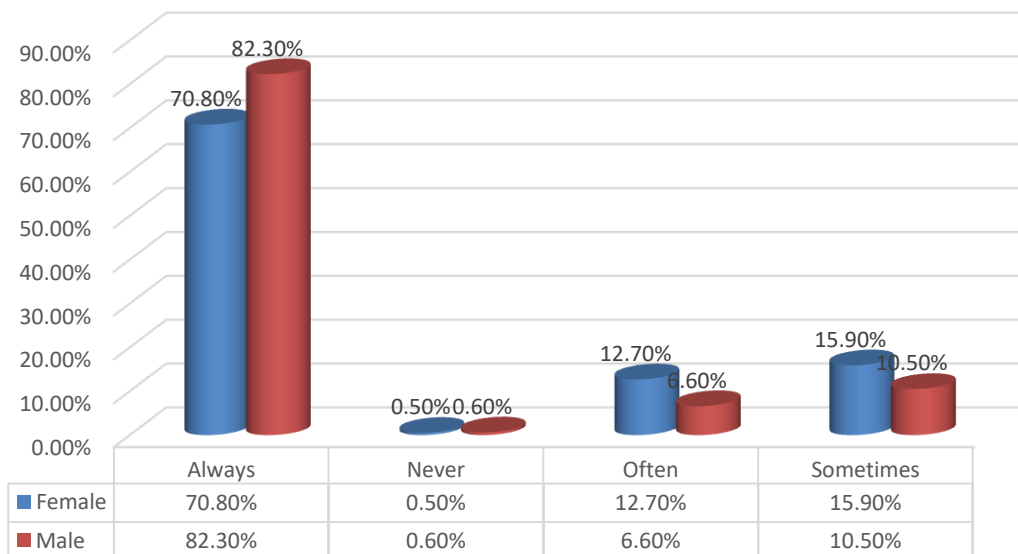
How safe do you feel at following places the university: [Canteen (alone)]

57.30%

35.50%

7.20%

■ Always safe ■ safe during working ■ Sometimes safe
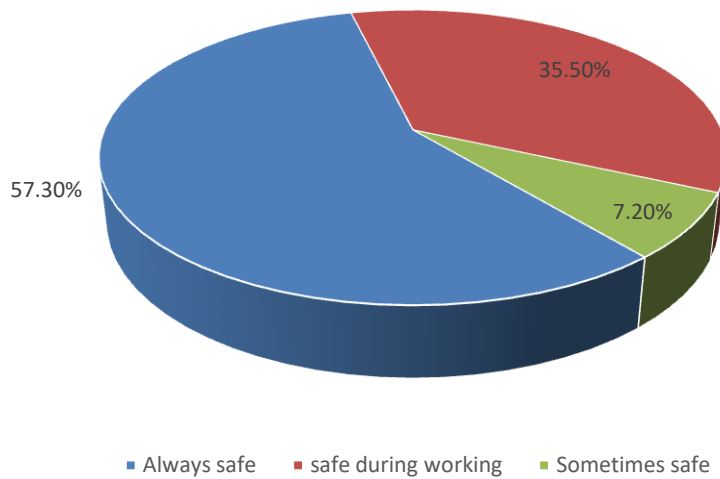
Do you think the washroom in your department suffices the needs of the students?

	Category 1	Category 2
Female	57.00%	43.00%
Series 2	56.90%	43.10%
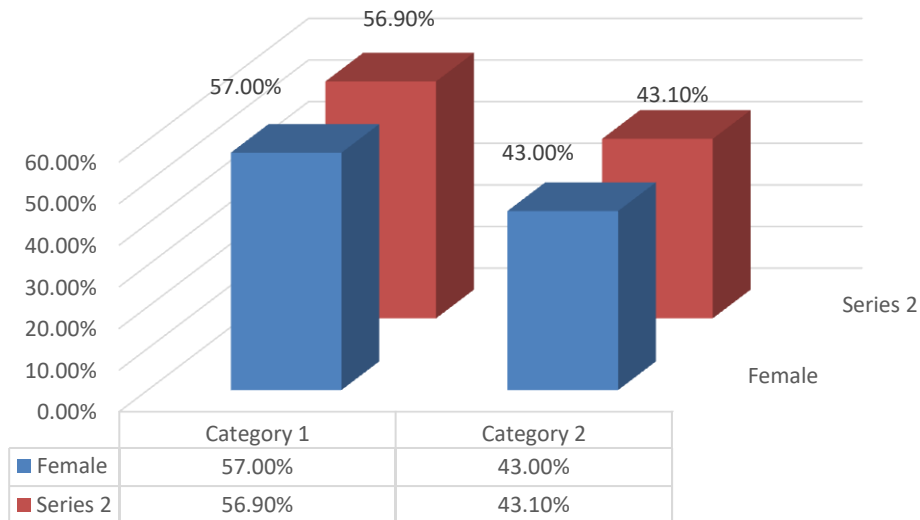
Are you motivated to attend workshops/conferences/seminars outside University?

	Always	Never	Often	Rarerly	Sometimes
Female	77.20%	0.30%	8.00%	1.90%	12.70%
Male	83.20%	0.90%	4.80%	0.60%	10.50%
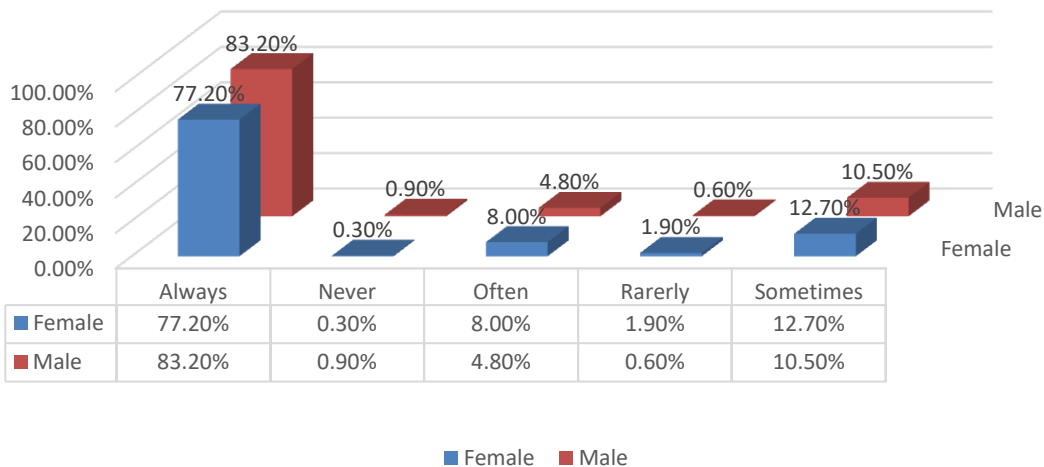
Do you stay in the campus library after the university working hours?

	No	Yes
Female	39.50%	60.50%
Male	19.80%	80.20%
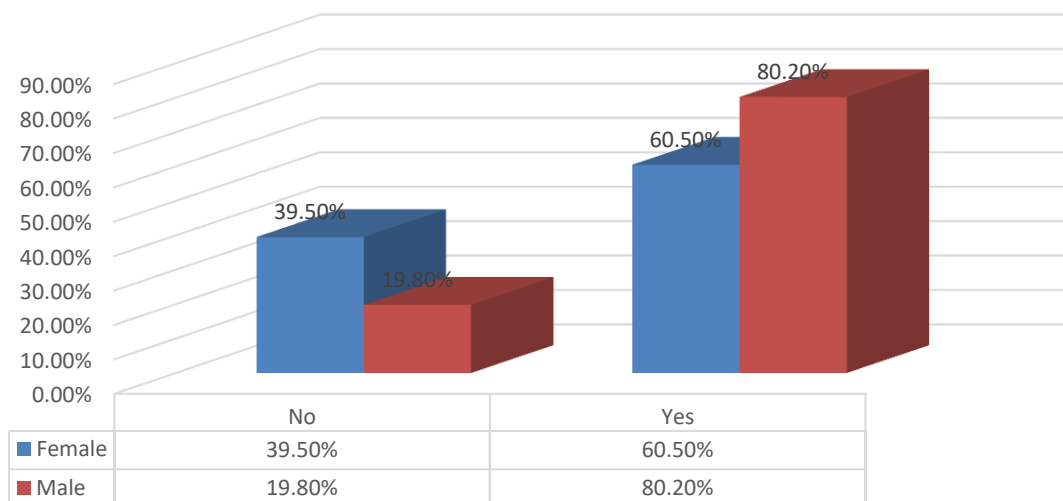
Are you able to continue with your research in your departmental laboratory/library during late hours?

	No	Category 2
Series 1	13.80%	86.20%
Series 2	10.20%	89.80%
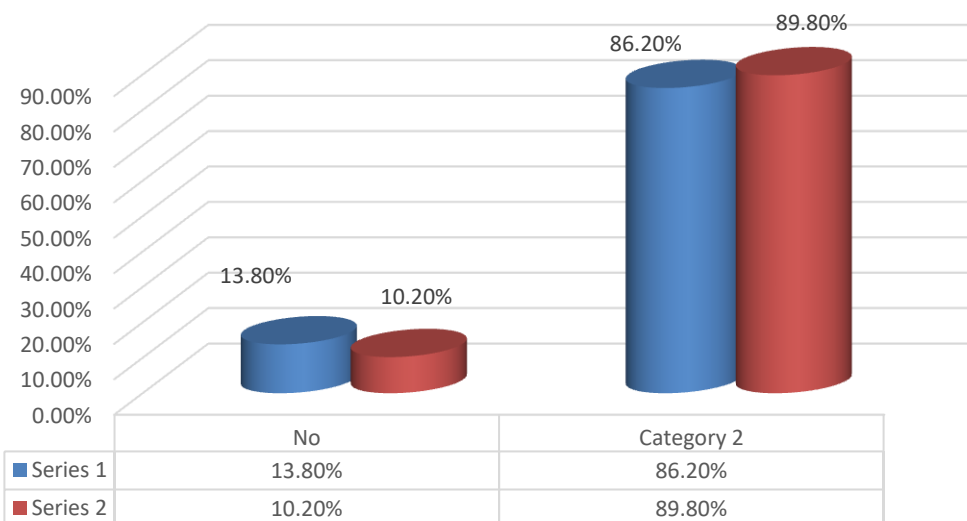
Is your Classroom Gender Friendly?
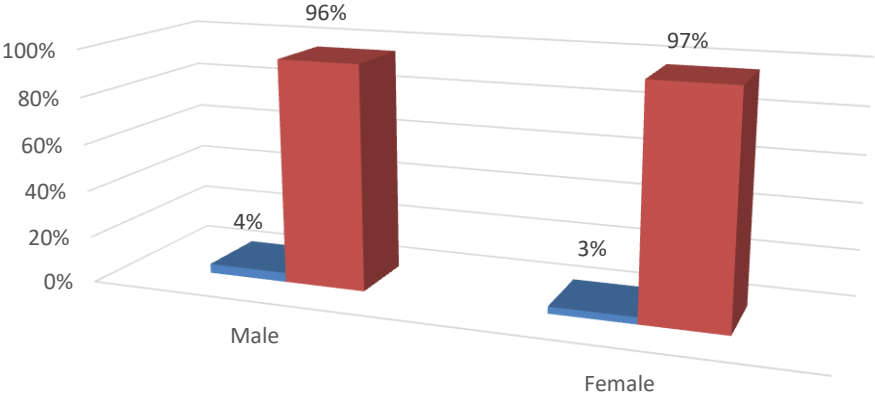
	Male	Female
■ Yes	4%	3%
■ No	96%	97%

Have you ever felt uncomfortable in any classroom or counselling situation?itle

	No	Yes
Female	94%	6%
Male	91%	9%
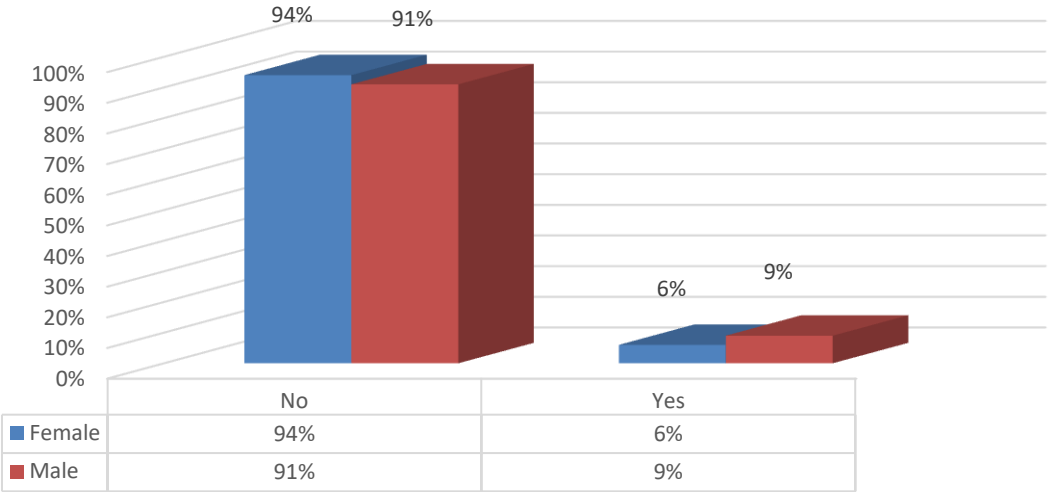
If Yes ; because of what? [Sexist jokes by classmates]

	Always	Never	Often	Rarerly
Female2	2%	64%	5%	6%
Male	2%	62%	4%	6%
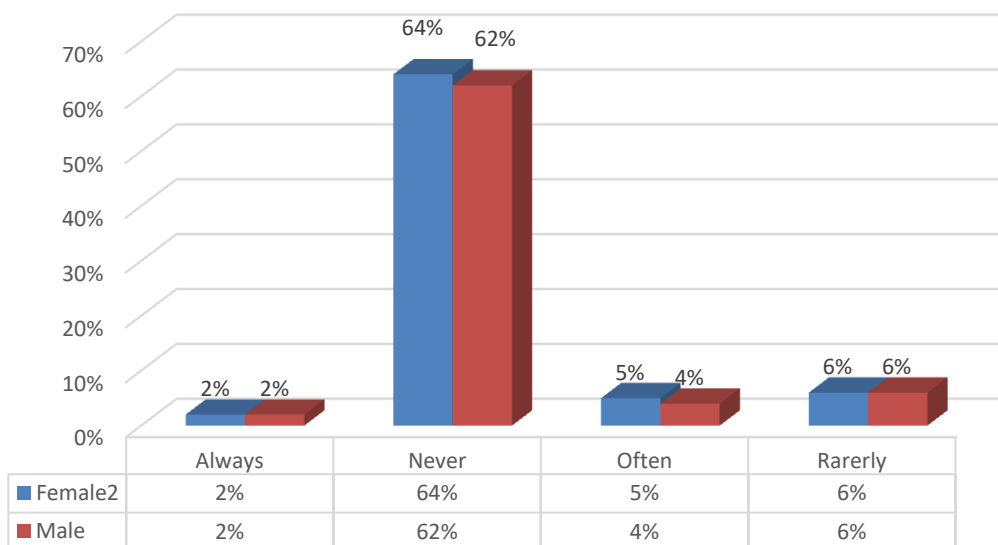
If Yes ; because of what? [Sexist comments by teacher]

	Always	Never	Often	Rarely	Sometimes
Female	1%	81%	4%	6%	8%
Male	4%	81%	2%	4%	9%
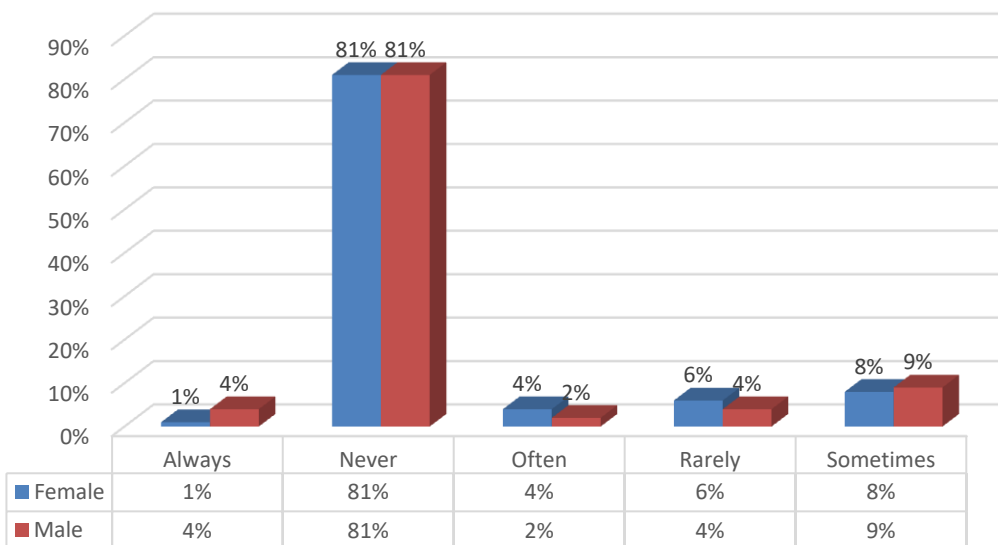
If Yes ; because of what? [Books' visual display]

	Always	Never	Often	Rarely	Sometimes
Female	5%	79%	3%	5%	8%
Male	10%	74%	5%	3%	7%
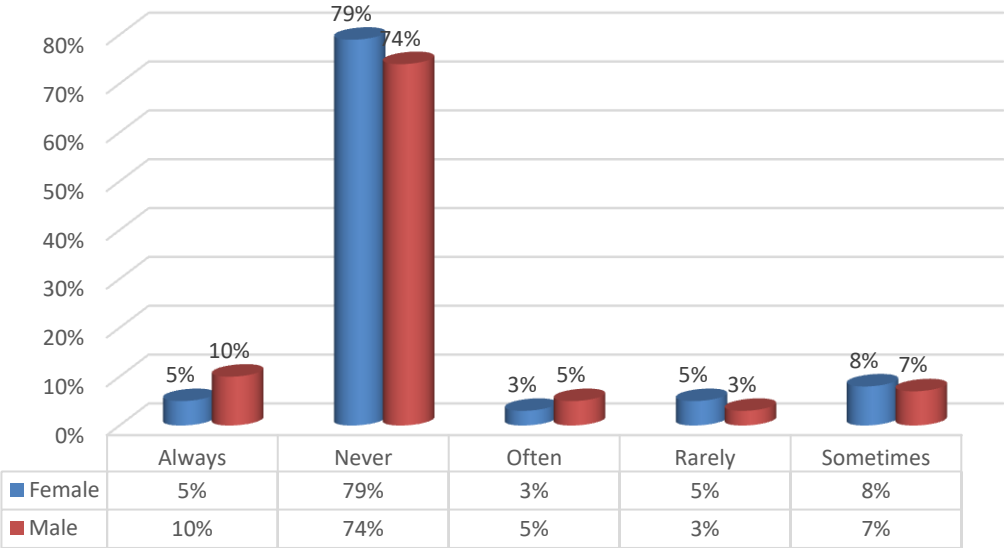
If Yes ; because of what? [Sexist AV Presentation]

	Always	Never	Often	Rarely	Sometimes
Female	1%	90%	1%	4%	5%
Male	2%	86%	4%	3%	4%
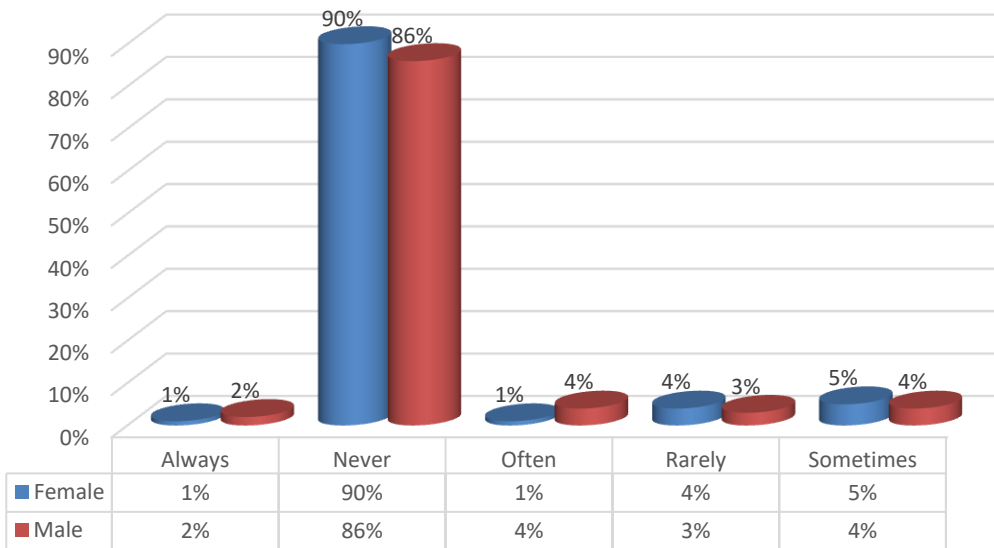
If Yes ; because of what? [Gesture of teacher]

	Always	Never	Often	Rarely	Sometimes
Female	5%	64%	7%	7%	17%
Male	9%	63%	5%	6%	18%
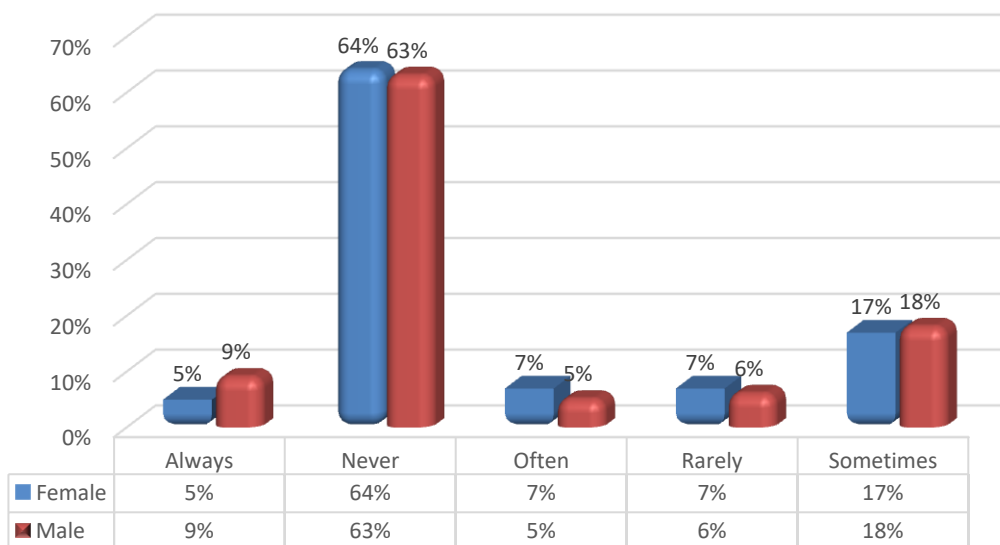
If Yes ;because of what? [Extra Attention by teacher of opposite sex]
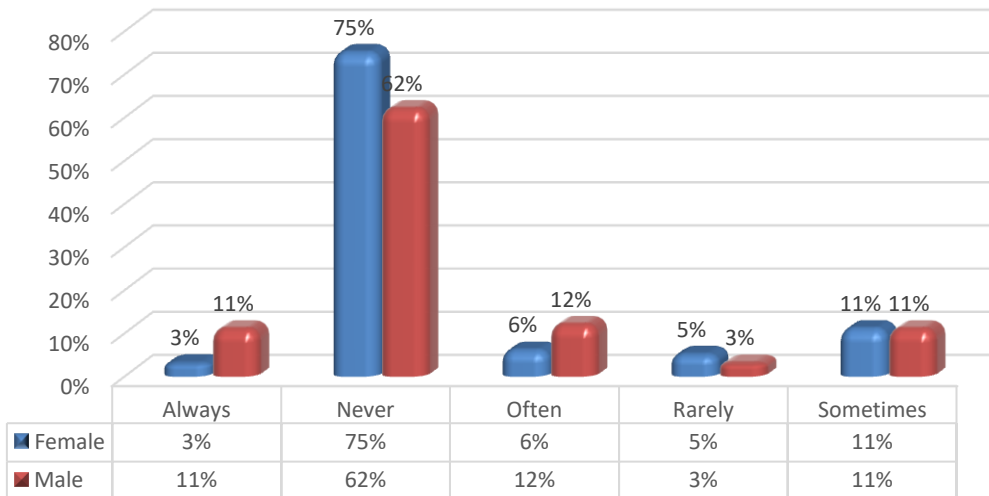
	Always	Never	Often	Rarely	Sometimes
Female	3%	75%	6%	5%	11%
Male	11%	62%	12%	3%	11%

Have you ever been bullied/harassed/intimidated within the campus?

	No	YES
Female	98%	2%
Male	98%	2%

Do you know who is officer-in-charge of the 'Sexual Harassment Grievance Cell'?
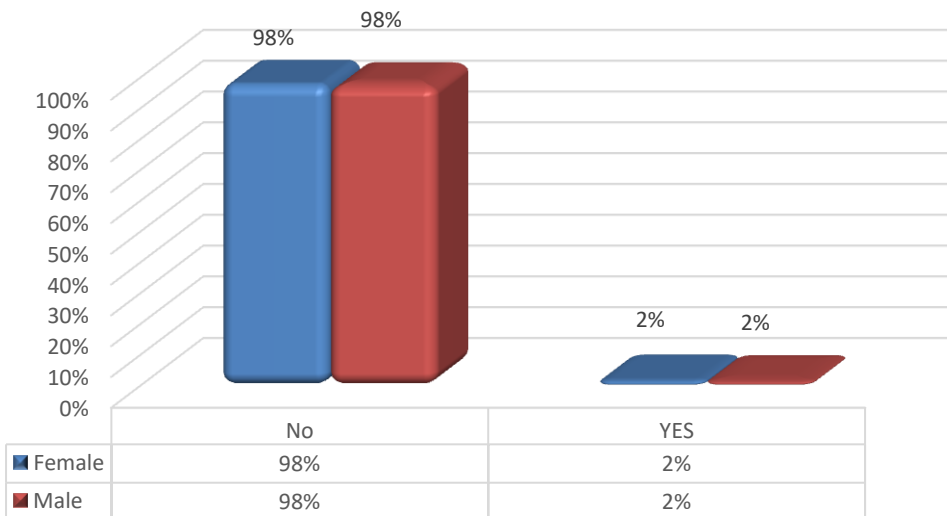
	No	Yes
Female	59%	41%
Male	55%	45%
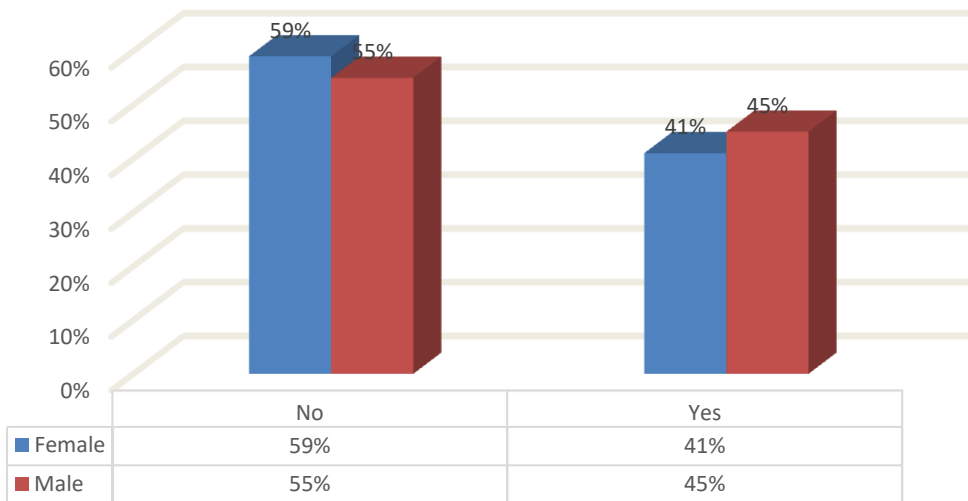
Is there any sanitary napkin vending machine in your department/campus?
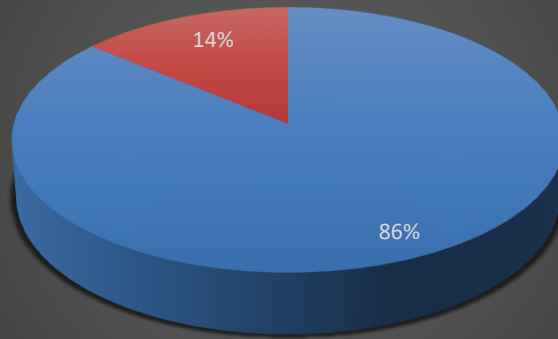
14%

86%

No   Yes

How safe do you feel at following places in the university: [Canteen (Alone)]

	Always safe	Safe during working hours
Female	76%	24%
Male	91%	9%

Where do you stay?
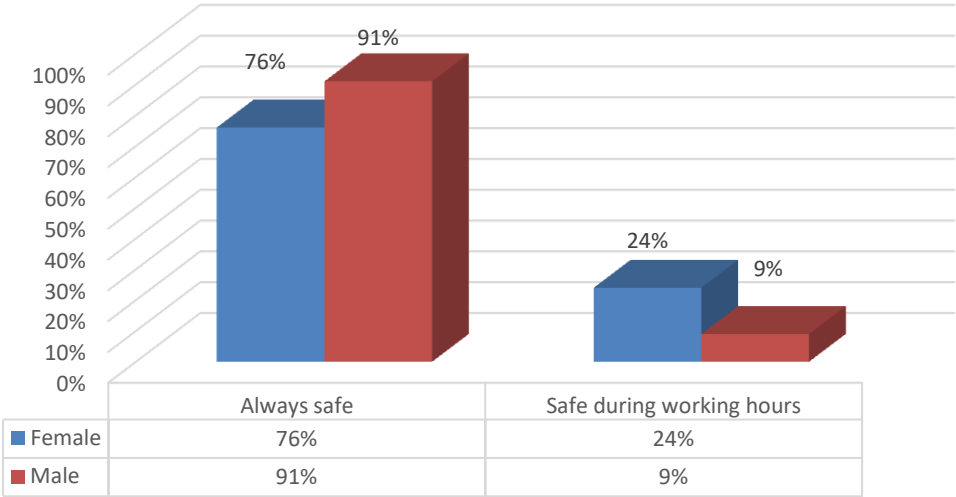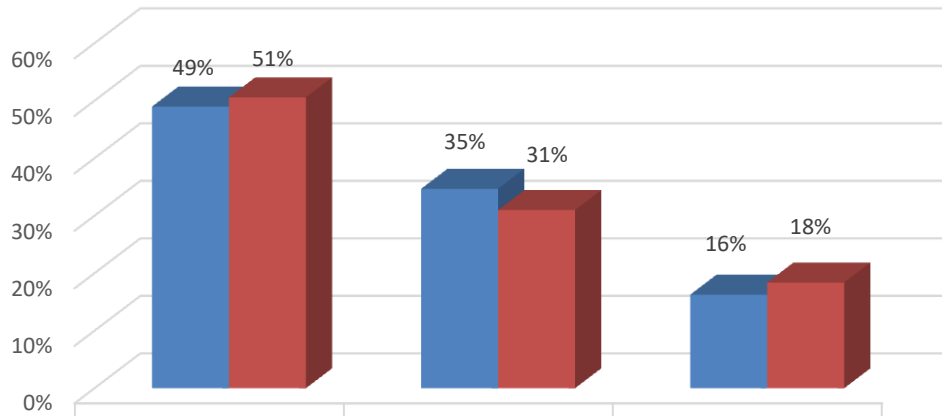
	Home	Private accommodation	University hostel
Female	49%	35%	16%
Male	51%	31%	18%

Gender audit of educational institutions is a process for organisational assessment and an action tool to critically examine the capacity of institutions in ensuring a safe and secure ambience for faculty and administrative staff, students and research scholars, especially women. This audit process is participatory in nature and helps to identify institutional strengths and challenges to integrating gender equity and parity, in the institution's systems and operations and in programs and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues.

The University of Kashmir as an institution is committed to equity and equality of opportunity across genders. The gender audit exercise is an important tool through which an evidence based policy can be devised to address various lacunae in the same and a concerted effort could be made to increase the capacity of our institution in ensuring a 'safe and secure' environment given our socio-cultural context. Through the instrument of Focus discussion groups and interactive sessions, it has been ensured that using a participatory methodology various groups of stakeholders are brought on board and a comprehensive gender audit report is prepared. This report will help integrate gender equity in the institution's systems and operations and also in its programmes and activities.

It is important to highlight the relevance of changes in Kashmir University in order to introduce equality plans and integrate the gender perspective in Kashmir University that may favour the advancement of equality in the long way. This part of gender audit presents different gender equality perceptions between men and woman teachers, officials, scholars and students. Administrators, Students and faculty were surveyed through annexure questionnaires. There is a lot to be done for teaching and administration and develop gender-sensitive environment in all campuses of Kashmir University. Gender wise perceptions of faculty, officials, scholars and students are presented in following pages, which reflects significant relevance to gender equity in all campuses of Kashmir University.

The current gender audit trail from 2017 to 2023 in the University of Kashmir tracks gender representation at all levels in the academic and non-academic sectors as well of the infrastructure therein. Both primary and secondary data was employed to reflect on various aspects of gender parity in the University of Kashmir. Secondary data extracted from various DIQA and Annual reports was used to throw light on some of the key variables like proportions of women and men in the entry, middle and upper cadres over the survey period in both teaching and non-teaching jobs in the university, gender composition of the students and scholars, various parameters related to gendering of infrastructure in the university etc. Other important variables used for analyses include demographic characteristics like age, gender, marital status, education etc which were collected by using questionnaires through Google form.

For proper conduct and assessment of the various facets of gender equality in any educational space, it is of utmost importance that the various stakeholders like faculty, non-teaching staff, students and scholars are trained about the principles and tools of gender audit of institutions. In this regard the Centre for Women's Studies and Research (CWSR), University of Kashmir in collaboration with Women in Security, Conflict Management and Peace (WISCOMP), New Delhi organized a two-day workshop on 'Gender Audit Training' in August 2023. The workshop imparted training to a diverse group from the teaching and non-teaching staff of the university as well as the members of the gender audit team identified for the purpose of carrying out the survey amongst various stakeholders and provided them the relevant expertise required to conduct a gender audit survey in various campuses of the University of the Kashmir. This workshop was instrumental in the formulation of the survey design and instruments, the questionnaire's and the FDG structure, which were then used to collect data from the respondents to highlight the institutional strengths andchallenges for integrating gender in the education system.

For the purpose of collection of primary data on gender related aspects, four detailed questionnaires were prepared by the Gender audit team to collect data from a heterogenous group of respondents; Teaching, Non-teaching, Research scholars and students. A separate qualitative discussion based questionnaire was prepared for administrators, proctorial wing, health centre and

DSW officials to examine the gender quotient of various kinds of spaces in the university. A stratified random sampling design was prepared to collect data from all departments across all the campuses of the University of Kashmir.

All four of the survey questionnaires covered a detailed and diverse set of questions on both qualitative and quantitative parameters to reflect about the strengths and gaps in the university spaces vis-à-vis gender related issues. From assessing gender parity inside departmental committees, classrooms and administrative offices to exploring issues of sexual harassment and insecurity, the questionnaires collected data on a range of complex and intricate issues. In an attempt to make the questionnaires innovative, a part on 'Safety audit' of university spaces like gardens, labs, libraries, hostels, canteens etc was also incorporated. A part of the research scholars questionnaire also dealt with 'scholar-supervisor' relationship and its intricate nuances. An attempt was made to investigate the comfort of scholars especially females around their supervisors in the department. All the questionnaire also had numerous questions through which it was ascertained whether ICC is effective in solving cases of sexual harassment on the campus. The questionnaires also critically examined the ease of maternity, paternity and child-care leaves for male and female faculty members and female research scholars. Through questions it was also tried to ascertain whether there is demand for facilities like working women 's hostel, special transport facility for students and scholars on different routes, creche's, play schools etc. The data collection was started on 10th November and completed by the end of December, 2023.

Across the four categories of respondents, data was collected from all teaching departments (faculty, students and scholars) and non-teaching sections through the use of google forms. Out of the total data collected from 5025 respondents, 375 was collected from teaching staff, 80 from non-teaching sections, 3865 from students and 703 from research scholars from all departments of the University of Kashmir across campuses. The total sample size across the four categories of respondents was 5025. The survey questions captured vital demographic indicators like gender, age, marital status, along with various questions auditing the various kinds of infrastructural facilities available in the University. Many questions in the study were employed to capture the perception of

the respondents regarding gendering of the work space on a five point rating scale such as strongly agree, agree, neutral, disagree and strongly disagree.

GENDER AUDIT TRAINING PROGRAMMES

Panel Discussion regarding Gender Audit in Workshop

Focused Group Discussion regarding Gender Audit with Faculty Members

Focused Group Discussion: Feedback from Faculty

Prof. Effat Yasmin
Department of Eco...

Dr. Sheikh Tajamul Islam
Department of Bioresources

Dr. Farrukh Faheem
IKS, UoK

Dr. Javaid ul Aziz
Department of History

Dr. Asma Nabi
Department of Psychology

Prof. Sumeer Gul
Department of Library & Information Science

Focused Group Discussion with Research Scholars

Focused Group Discussion with Students

Focused Group Discussion with Students

6 Suggestions and Recommendations

Stereotype promoting language (INCORRECT)	Alternative language (PREFERRED)
Adulteress	Woman who has engaged in sexual relations outside of marriage
Affair	Relationship outside of marriage
Bastard	Non-marital child or, a child whose parents were not married
Biological sex / biological male / biological female	Sex assigned at birth
Born a girl / boy	Assigned female / male at birth
Career woman	Woman
Carnal intercourse	Sexual intercourse
Chaste woman	Woman
Child prostitute	Child who has been trafficked
Concubine / keep	Woman with whom a man has had romantic or sexual relations outside of marriage
Dutiful wife / Faithful wife / Good wife / Obedient wife	Wife
Easy virtue (e.g., a woman of easy virtue)	Woman
Effeminate (when used pejorative-ly)	Accurately describe the characteristic using a genderneutral term (e.g., confident or responsible)
Eve teasing	Street sexual harassment
Faggot	Accurately describe the individual's sexual orientation(e.g., homosexual or bisexual)
Fallen woman	Woman
Feminine hygiene products	Menstrual products
Forcible rape	Rape
Harlot	Woman
Hermaphrodite	Intersex
Hooker	Sex worker

Hormonal (to describe a woman's emotional state)	Use a gender neutral term to describe the emotion (e.g., compassionate or enthusiastic)
Housewife	Homemaker
Indian woman / western woman	Woman

Handbook on Combating Gender Stereotypes

Stereotype promoting language (INCORRECT)	Alternative language (PREFERRED)
Ladylike	Use a gender neutral description of behaviour or charac-teristics (e.g., amusing or assertive)
Layabout / Shirker	Unemployed
Marriageable age	A woman who has attained the legal age required to marry
Mistress	Woman with whom a man has had romantic or sexual relations outside of marriage
Prostitute	Sex worker
Provider / Breadwinner	Employed or earning
Provocative clothing / dress	Clothing / dress
Ravished (e.g., she was "ravished" by him)	Sexually harassed / assaulted or raped
Seductress	Woman
Sex change	Sex reassignment or gender transition
Slut	Woman
Spinster	Unmarried woman
Survivor or Victim? An individual who has been affected by sexual violence may identify themselves as either a "survivor" or "victim". Both terms are applicable unless the individual has expressed a preference, in which case the individual's preference should be respected.	
Transsexual	Transgender
Transvestite	Cross-dresser
Unwed Mother	Mother
Violated (e.g., he violated her)	Sexually harassed / assaulted or raped
Whore	Woman
Woman of loose morals / easy virtue / promiscuous woman / wanton woman	Woman

Recommendations and Suggestions:

1. To humanely manage the number of stray dogs on campus, implement a thorough stray animal control program in partnership with regional animal welfare organizations.

2. To keep rest rooms, canteens, and common areas clean, do routine sanitation audits and hire more cleaning personnel.

3. Upgrade the quality of the mess food, improve the first-aid and medical services, and give security personnel and caregivers sensitivity training to create a welcoming atmosphere for the hostel's occupants.

4. To maintain equity and take into account a range of living circumstances, implement a reimbursement scheme for students who do not live in dorms.

5. Curfew regulations should be reviewed and updated to treat all pupils equally, regardless of gender, and to encourage personal responsibility and trust.

6. Create and implement required self-defense training programs for all students in partnership with law enforcement organizations and self- defense specialists, emphasizing the empowerment of female students in particular.

7. Encourage cross-disciplinary cooperation between the Institute of Home Science, Faculty of Extension and Communication, and Department of Psychology to create thorough education programs on topics including harassment, toxic relationships, consent, and domestic abuse.

8. Incorporate comprehensive sex education programs that address biological, psychological, and societal elements to encourage students to make educated decisions and adopt positive attitudes.

9. Promote and assist the establishment of varied student-run organizations, associations, and support groups in order to develop individual development, artistic expression, and a feeling of belonging.

10. To guarantee an inclusive and barrier-free campus environment for students with disabilities, conduct accessibility audits and make the necessary infrastructural adjustments, such as adding lifts, ramps, and wheelchair-friendly facilities.

11. To satisfy the healthcare needs of female students, expand the availability of gynecological services by recruiting more medical professionals or working with nearby healthcare providers.

12. Examine and reorganize institutional access regulations to provide fair and easy access for all genders, encouraging a warm and inviting atmosphere.

13. By adding sufficient street illumination, putting in place a secure and effective on-campus transit system, and putting in place efficient stray animal control measures, you may improve campus security measures.

14. Security staff should receive thorough sensitivity training in order to discourage moral policing and encourage polite interactions amongst all students, regardless of gender.

15. Provide required orientation sessions for incoming students that address the policies of the university, the code of conduct, the resources that are available, and the inclusiveness and gender sensitivity principles.

16. For the purpose of providing workshops, internships, and placement opportunities that are in line with current industry trends and equip students for successful careers, strengthen the relationships between industry and academics.

17. Performing arts, digital marketing, public speaking, data science, coding, and soft skills are examples of modern skill development programs that should be incorporated into the curriculum to improve students' employability and personal development.

18. Strict visitor guidelines and more security personnel are needed to stop illegal entry and possible harassment by sellers and beggars on campus.

19. Create specialized reading areas and adjustable exercise schedules to meet the requirements of hostel guests and foster an environment that is supportive of both academic and personal growth.

20. To handle subtle kinds of harassment, put in place anonymous reporting systems and offer counseling services. This will create an environment where students feel empowered to ask forhelp without worrying about the consequences.

Annexure A: Questionnaire for Teaching And Non Teaching Staff

<u>Section A</u>

i) Nameof the Department/Centre/Institute/Section at Administration Block

ii) Name of the Staff:

iii) Gender: Man/ Woman/Transgender

iv) Cadre: Teaching/ Non Teaching

v) Nature of Appointment: Permanent/Contractual/Local Fund

vi) Designation: Gazetted/Non Gazetted

vii) Education Qualification: Pre Matric/Matric/Higher Secondary/Under Graduate/Post Graduade/M.Phil Ph.d/PDF/Other if any Specify

viii) Age:

ix) Social Category General/ SC/ST/RBA/ANC/EWS/OBC

x) Whether differently abled: yes/No;   If Yes, Specify:

xi) Years in Service:

xii) University accommodation availed: Yes/ No

If no: why:

a) No need

b) Applied but not allotted

c) Not pleased with the facility and infrastructure of quarters

d) Feel insecure

xiii) If living in university quarter, are you satisfied by the facility? Yes/no

xiv) Do you feel safe in the university accommodation? yes/No

xv) Do you think there should be working women hostel in the university: yes/no

xvi) If no: why?

If yes: why?

Section B

1. Areyouawareof Kashmir universitypoliciesregardinggendersensitivity?

i) Tothefullestextent

ii)Toa greatextent

iii)To amoderate extent

iv)To alimitedextent

v) Notatall

2. Is your work placegender sensitive?

i)Tothefullestextent

ii)Toa greatextent

iii)To amoderate extent

iv)To alimitedextent

v) Notatall

3. Do you have easy access to following opportunities in the university?

(Always=5/ Often=4/ Sometimes=3/Rarely=2/ Never=1)

Sl. No.	Access to opportunity	1	2	3	4	5
1	Attend refresher course/orientation course/FDP/others under Career Advancement Scheme within university/UT					
2	Attend refresher course/orientation course/FDP/others under Career Advancement Scheme without UT					
3	Avail casual leave without humiliation					
4	Earned leave easily sanctioned					
5	Avail Maternity /paternity leave					
6	Participation in conferences/seminars/workshops, etc within university or UT					
7	Participation in conferences/seminars/workshops, etc outside UT within country					
8	Participation in conferences/seminars/workshops, etc outside Country					
9	Grant of Travel Allowances					
10	Easy access to childcare leave (for women employees only)					
11	Grant of Medical Leave					
12	Access to medical allowances					

4.   Doyoubelievemenandwomen are paid equallyforequalwork in this university?

Definitely/ Probably/ Possibly/ Probably Not / Definitely Not

5. If not, reasons thereof?

6. HaveyoucomeacrossanysituationwhentherewasadiscriminationmadebetweenmaleandfemaleworkersbytheUniversityauthorityin terms ofpay,promotion, recognition,etc?

Yes/No

7. Ifyesthenhowmanytimes? (Specifynature)

8. If yes, then specify the nature of this discrimination.

9. Is your 'immediate person in charge' Man or Woman?

10. Doyoufeel youareencouragedby 'immediate person in charge'/superior todevelopyourpotential?

Always/ Often/ Sometimes /Rarely/ Never

11. Does your 'immediate person in charge'considergenderwhile delegatinganofficial responsibility?

Always/ Often/ Sometimes /Rarely/ Never

12. Howaredecisionstakeninyour workunit?
a. Menandwomenparticipateequallyindecision-making
b. Only Men take Decisions
c. Only Women take Decisions
d. Superior solely takes decision

13. What arethecommonstereotypesyouhearaboutwomen at your work place from your colleagues or superiors?

(Always=5/ Often=4/ Sometimes=3 /Rarely=2/ Never=1)

Sl. No.	Most Common Stereotype statements	1	2	3	4	5
1	Womenshould not be in lead roles at workplaces					
2	Womenshouldraise children than work outside home					
3	Womenmakegoodtea at home, so they should do the same at their workplace for their superiors.					
4	Women should earn less money than men					
5	Women are less educated/qualified than men					
6	Womenshouldnot be in decision making					
7	Womenare not good administrators					
8	Women should not bring their children to workplace					
9	Women are not good managers					
10	Men colleagues work more efficiently than women					
11	Women are lazy at work places.					
12	Men are more professional than women					
13	Women are better off as school teachers only					
14	Women work better as sub-ordinates					

15	Women gossip more than men at workplaces					

14. Whatareyourthoughtsonthefollowingstatements?

(Strongly Agree=5/ Agree=4/ Undecided=3 / Disagree=2/ Strongly Disagree=1)

Sl. No.	Thoughts	5	4	3	2	1
1	Womenaregoodatmultitasking					
2	Itisverylikelytocauseproblemsifawomanearnsmorethanher partner					
3	Womenare as strongasmen in positions of power					
4	Womenare good at following orders at work place					
5	Womenandmen colleagues should be equally treated					
6	Women are as good leaders as Men					
9	Women and men have equal rights					
10	Men and women should share household chores equally					

15. Who is assigned the following activities/assignments in your department?

(Tick the relevant One)

Sl. No.	Assignment/Activity	Men Colleagues	Women Colleagues
1	Organizing Picnic		
2	Financial allocations		
3	Cultural Activities		
4	Farewell/Welcome parties		
5	Tea clubs		
6	Anchoring seminars/workshops/conferences, etc		
7	Presenting bouquets to dignitaries		
8	Welcoming dignitaries		
9	Preparation of departmental Budget proposals		
10	Organizing group discussions/panels/debates		

16. Do you think women should be granted 'Period (Menstrual) Leave"? {*Mandatory question}

Yes/No

16.1 If yes, for how many days?

16.2 If no, Why/ (Specify)?

16.3 What kind of response did you receive while joining department after availing the following leave's:

Maternity leave (for married females)   : Casual treatment/ Funny Comments/ Sarcastic gesture/ Taunts

Childcare Leave (for married females)   : Casual treatment/ Funny Comments/ Sarcastic gesture/ Taunts

Medical Leave   (for both gender)   : Casual treatment/ Funny Comments/ Sarcastic gesture/ Taunts

Earned Leave (for both gender)   : Casual treatment/ Funny Comments/ Sarcastic gesture/ Taunts

Study Leave (for both gender)   : Casual treatment/ Funny Comments/ Sarcastic gesture/ Taunts

Paternity leave   (for married males) : Casual treatment/ Funny Comments/ Sarcastic gesture/ Taunts

17. Have you ever availed "Paternity Leave" (to be answered by men employees only)?

Yes/ No

17.1. If Yes, how many days?

17.2 How did you spend your paternity leave?

17.3 Where did you stay during your paternity leave? Own home/ Wife's maternal home?

18. Is there CCTV surveillance in and around your department/ centre/section?

Yes/No

18.1 If yes, does it add to your sense of safety and security?

Yes/No

18.2 If No, why?

19. Areyouawarethatthereexistsan Internal Complaints Committee (ICC)for Redressal of Sexual Harassment intheUniversity?

<div align="center">Yes/No</div>

19.1. If Yes! What are its functions?

20. Do you think ICC in our university is functioning efficiently?

<div align="center">Definitely/ Probably/ Possibly Not/ Definitely Not</div>

20.1 HaveyouheardofanycomplaintthathasbeenplacedintheICC?

<div align="center">Yes/No</div>

20.2. If Yes! Was it resolved?

<div align="center">Yes/No/ Unaware</div>

21. Do you think sexual harassment occurs at workplace?

<div align="center">Yes/No</div>

22. Are you ever been harassed at your workplace?

<div align="center">Yes/No</div>

22.1. If yes, did you report it?

<div align="center">Yes/No</div>

22.2. If No, why did not you report it?
- a. No confidence on authority
- b. Fear of Stigma
- c. Spiritual Forgiveness

22.3. If yes, whom did you report it to
a. Higher authority

b. Immediate boss

c. Colleagues

d. Friends

e. Family

23. Who accompanied you while reporting the case?

a. None

b. Colleagues

c. Friends

d. Family

24. Was the complaint redressed?

Yes/No

24.1. If not, why?

a. No evidence against accused

b. Non seriousness of authority

c. Time consuming

d. Favoritism towards the accused

e. Withdrawal of complaint due to Stigma

24.2. If yes, what action was taken against accused?

a. Verbal apology given by the accused

b. Written apology given by the accused

c. Official action against accused

d. Legal action against accused

25. Were you satisfied by the action taken?   (Yes/ No)

26. Did any of your colleagues face harassment at workplace?

Yes/No

27. Did she report it?

Yes/No

28. Did you accompany her while filing a complaint?

Yes/No

29. Do you think you will be accompanied by your colleagues if you face such harassment in future?

Yes/No

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

Yes/No

30.1. If no, whydoyou thinkso?

31. Do you think Kashmir University requires a hostel for working women in order to meet the requirement of women contractual, divorcee, single parent and unmarried women workforce in Kashmir University? Required/Not Required

32. Are you aware that there is a Day Care Centre in Kashmir University?
Aware/Not Aware

32.1 If you are aware, do you think it suffices the needs of employees in the university?
Yes/No/Don't know

32.2 If not, why?
   i.   Lack of space
   ii. Limited infrastructure
   iii. Not located at ground floor
   iv. Insufficient caretakers
   v.   Untrained Staff
   vi. All

33. How safe do you feel at following places in the university:

Places	Always Safe	Safe during working hours only	Sometimes Safe	Unsafe before 9 a.m	Unsafe after 5 pm
Canteen (with colleagues)					
Canteen (Alone)					

Moving from one dept to another (alone)				
Moving from one dept to another (with colleagues)				
Walk in university gardens				
Availing Library facility				
Working in departmental laboratory				
Using Toilets				
Walk through and inside administrative block				
University Gym				
Convocation Hall				
Gandhi Bhawan				

33. Have you ever attended any Gender Sensitivity/Awareness programme?

Yes/No

33.1. If Yes, did it sensitize you?

Yes/No

33.2. If Yes? How (Specify)?

33.3 Are you aware about previous Gender audit conducted in the university? Yes/No

33.4. Do you know about 'Gender Audit' will be held in this university this year?

Yes/No

34.1. If Yes, what is the whole exercise about (Specify)?

Annexure B: Questionnaire for Students and Scholars

Section A

i) Nameof the Department/Centre/Institute:

ii) Name:

iii) Gender:

iv) Entitlement: U.G. Students/ P.G. Student/ Research Scholar

v) Age:

vi) Date of joining the Department:

vii) SocialCategory: General/ SC/ST/RBA/ANC/EWS/OBC/Orphan

Section B

1. Is there equal representation of gender in your classroom?

    Yes/No

2. Haveyou ever feltuncomfortablein anyclassroomorcounselingsituation?

        Yes/No

2.1. If Yes ; because of what?

a. Sexistjokes by classmates	(Always /Often/ Sometimes/ Rarely/ Never)
b. Sexist comments by teacher	(Always /Often/ Sometimes/ Rarely/ Never)
c. Books' visual display	(Always /Often/ Sometimes/ Rarely/ Never)
d. Sexist AV Presentation	(Always /Often/ Sometimes/ Rarely/ Never)
e. Gesture of teacher	(Always /Often/ Sometimes/ Rarely/ Never)
f. Extra Attention by teacher of opposite sex	(Always /Often/ Sometimes/ Rarely/ Never)
f. Any other(Please specify)	(Always /Often/ Sometimes/ Rarely/ Never)

3. Have you ever been bullied/harassed/intimidated within the campus?

                                               Yes/ No

3.1 If yes, by whom?

a. Class mates   (Yes/No)

b. Students/Scholars from other departments/Centre/Institution
        (Yes/No)

c. Faculty member   (Yes/No)

d. Administration   (Yes/No)

e. Academic counselors   (Yes/No)

f. Others (Specify)   (Yes/No)

3.2. Kindly elaborate the situation:

4. Do you feel men and women are treated equally in your Department/Centre?

                                   Yes/No

4.1. If no, cite examples:

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

                                   Yes/No

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

6. In your reference books/ educational material/text books:

6.1. Are there proportionate numbers of pictures of men and women?

                                   Always /Often/ Sometimes/ Rarely/ Never

6.2. Are females depicted in leadership or active roles as frequently as men?

                                   Always /Often/ Sometimes/ Rarely/ Never

6.3. Are males depicted in nurturing care-giving roles as frequently as women?
                                   Always /Often/ Sometimes/ Rarely/ Never

7. Areyouawareofthestudentgrievanceprocedurefordiscrimination basedon?

7.1. Sex   Yes/No

7.2. Race   Yes/No

7.3. Disability   Yes/No

8. Do you know where 'Sexual Harassment Grievance Cell' is located in your University?

Yes/ No

9. Doyouknowwhoisofficer in charge of such 'Sexual Harassment Grievance Cell'?

Yes/No

10. Haveyou everbeentothehealthcentre of the university?

Yes/No

11.1 If yes, didyoufeelthatgendersensitivityexistsinthebehaviorof:

a. Doctors   (YesNo)

b. Officials   (YesNo)

c. Para medical staff   (YesNo)

d. Nurses   (YesNo)

12. Is there any sanitary napkin vending machine in the campus?

Yes/No

13. Do you visit campus canteen/

Yes/No

14. How many times do you visit the campus canteen?

Always /Often/ Sometimes/ Rarely/ Never

15. With whom do you visit the campus canteen?

i) Visit Alone

ii) With friends/classmates

iii) With girls/women only

16. Do you feel comfortable in going to canteen alone?

Yes/No

16.1 If yes, Why

i) Eve Teasing

ii) Constant Staring

iii) Rowdy Remarks

iv) Unwanted Attention

17. Is your campus canteen gender friendly?

Definitely/ Probably/ Possibly/ Probably Not/ Definitely Not

18. Do you feel secure in campus canteen?

Always /Often/ Sometimes/ Rarely/ Never

19. Is there any 'women only canteen' in your campus?

Yes/No

20. Doyou stayinthe hostel?

Yes/No

21. How many boarders stay in each room?

22. Do you feel safe in hostel?

Always /Often/ Sometimes/ Rarely/ Never

22. What is the outstay timing in your hostel?

23. DoyouconsidertheUniversitycampussafeforwomen?

Always /Often/ Sometimes/ Rarely/ Never

24. Haveyouencounteredyourself/orheardfromyourfriendsabout incidentsofinsecurity within the campus?   Yes/No

24.1 If yes, was it reported?

Yes/No

24.2 If yes, wasactiontakenimmediatelybytheauthority?

Yes/No

24.3. Ifnot reportedwhy?

24.4 How safe do you feel at following places in the university:

Places	Always	Safe during	Sometimes	Unsafe	Unsafe

	Safe	working hours only	Safe	before 9 a.m	after 5 pm
Canteen (with colleagues)					
Canteen (Alone)					
Moving from one dept to another (alone)					
Moving from one dept to another (with colleagues)					
Walk in university gardens					
Availing Library facility					
Working in departmental laboratory					
Using Toilets					
Walk through and inside administrative block					
University Gym					
Convocation Hall					
Gandhi Bhawan					

25. Do you attend seminar/workshops/conferences? Yes/No

26. Have you ever attended any gender sensitivity /awareness programme?

Yes/No

26.1. If no, why?

26.2. If yes, how did it help you (specify)

27. If given an opportunity, would you be interested in attending gender sensitivity /awareness programmes? Yes/ No

28. Are you aware about previous Gender audit conducted in this university? Yes/No

29. What are your suggestions to make Kashmir Universitymoregendersensitive?

Additional Questions for Research Scholars Only

29. Gender of Supervisor:_____ Co-Supervisor_____

30. Do you feel comfortable to visit your supervisor, when he/she is alone in his/her chamber?

<div align="center">Yes/No</div>

30.1. If no; why?

31. Do you feel stigma for building good rapport with your supervisor?

<div align="center">Definitely /Probably/ Possibly/ Probably Not/ Definitely Not</div>

32. Are you motivated to attend workshops/conferences/seminars outside state/UT?

<div align="center">Always /Often/ Sometimes/ Rarely/ Never</div>

33. Are you motivated to attend workshops/conferences/seminars within/UT?

<div align="center">Always /Often/ Sometimes/ Rarely/ Never</div>

34. Do you stay in the campus library after office hours? Yes/No

34.1 If yes, do you feel comfortable staying in library late evening hours?

<div align="center">Yes/No</div>

35.1.1. If no; why?
    i) Not allowed
    ii) Feel insecure due to absence of staff
    iii) Not interested
    iv) Lack of facilities

36. Are you able to concentrate on your research in your laboratory in late hours?

<div align="center">Yes/No</div>

37. Are you comfortable in spending late hours with your supervisor devoting to research work?

<div align="center">Yes/No</div>

37.1. If no, why?

38. Are you aware about scholarship/fellowship rules of this university?

<div align="center">Yes/No</div>

39. Are you aware about pregnancy/maternity leave provisions of UGC for girl scholars?
<div align="center">Yes/ No</div>

39.1. If yes, how many days can you avail such leave?

39.2   Have you ever availed such leave (For married girl scholars only)? Yes/ No

39.3 Was it beneficial for you?

39.4 Was the leave easily sanctioned?
<div align="center">Yes/No</div>