

**Gender Based Violence on Campuses in India: A Sociological Study
of Selected Universities of Lucknow City of Uttar Pradesh**

Thesis

**SUBMITTED TO THE
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
LUCKNOW**



**FOR THE AWARD OF THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN
SOCIOLOGY**

**SUBMITTED BY
KOMAL GAUTAM
Enrolment No: - 1214/16**

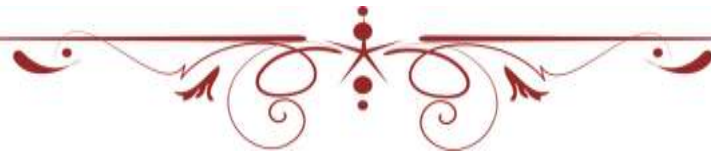
**UNDER THE SUPERVISION OF
Prof. JAYA SHRIVASTAVA**

**DEPARTMENT OF SOCIOLOGY
SCHOOL FOR AMBEDKAR STUDIES
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
(A CENTRAL UNIVERSITY)
VIDYA VIHAR, RAEBARELI ROAD, LUCKNOW-226025
UTTAR PRADESH, INDIA**

2022



**DEDICATED TO
MY BELOVED PARENTS AND
SUPERVISOR**



DECLARATION

I hereby, declare that the thesis entitled, **Gender Based Violence on Campuses in India: A Sociological Study of Selected Universities of Lucknow City of Uttar Pradesh** has been carried out by me under the guidance of **Prof. Jaya Shrivastava**, Head Department of Sociology, Babasaheb Bhimrao Ambedkar (A Central) University, Lucknow.

I further declare that the work included in this thesis has not been submitted in part or full for any other diploma or degree of any other university. This is also declared that the thesis is essentially free from all kinds of plagiarism.

Date: 30/05/2022

Place: Lucknow

Komal

Komal Gautam

(Enrolment No. 1214/16)

Department of Sociology

Babasaheb Bhimrao Ambedkar

(A Central) University

Lucknow, Uttar Pradesh

CERTIFICATE

This is to certify that the Thesis entitled **Gender Based Violence on Campuses in India: A Sociological Study of Selected Universities of Lucknow City of Uttar Pradesh** submitted by **Ms. Komal Gautam** is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The thesis submitted to Babasaheb Bhimrao Ambedkar University; Lucknow satisfies all the requirements as stipulated in the *Doctor of Philosophy Ph.D. Regulations- 1999 as amended in 2013* and it is fit for submission and evaluation for the award of the degree of Doctor of Philosophy of the University.

Date: 30/05/2022

Place: Lucknow

Jaya S.
30/05/2022
Supervisor

Jaya S.
30/05/2022
Head of the Department

ACKNOWLEDGEMENT

*Every struggle is not possible without the combined efforts of an individual and everyone who are related in the process of its successful accomplishment. Hence, the researcher expresses her heartfelt thanks to everyone who were involved in success of the contemporary study. It has been my fortunate to have received constant inspiration, incentive and knowledge of esteemed Supervisor – **Prof. Jaya Shrivastava**, Head of the Sociology Department. She aroused my interest and understanding gender issues and especially on the campuses. She has provided their valuable support by accessing performance of the study. Also thanks to her for giving the learning opportunity to conduct this study under her calm and task-mastery role. Researcher is sincerely grateful for her guide's constant support, motivational words, insightful advices and the patience shown at each stage of thesis preparation.*

I have experienced a lot of innovative and invaluable guidance from her guide that have extremely helped the researcher in her research and also in her professional development. I extend her sincere thanks to the respected teaching faculty members of the Department of Sociology, Babasaheb Bhimrao Ambedkar (A Central) University, Lucknow for their persistent admiration. I am thankful to the generosity of the administration and teachers of selected educational institutions of Lucknow for giving authorization to collect data and so cooperative during the course of the study.

*I mention the contributions made by parents, **Mrs. Neelam Gautam** and **Mr. Laxmi Narayan Gautam**, uncle and aunt **Mr. Rajendra Kumar** and **Mrs. Geeta Gautam** has supported me during Ph.D. course. I am thankful to elder brothers i.e. **Mr. Sunil, Sandeep, Suraj, Gaurav** deserve a special mention here as despite the circumstances they did not let my confidence break at any time for their appreciation. In the same breathe, I am also thankful to dearest sister-in-laws i.e. **Swati and Malti**, cutiest cousins **Vartika, Nikhil and Anvesha** for their appreciation and supporting.*

*I convey my affection to my little nephew, **Advit** for their naughty activities and lovely talk to lower tension during the tedious course of work.*

I sincerely accept the warm blessings of all the respected elders of the family.

*I also applaud the sincere efforts of the students, teaching and non – teaching staff of selected Universities for filling the data. Researcher appreciates the motivation and support provided by her batchmates. I am extremely thankful to friends **Shikha Singh, Rahul Kumar Yadav, Dilip Kumar, Mudassir Qadir, Abha Mishra, Pooja Singh, Varsha, Sunita Bharti** for their strong support and providing guidance in conducting the research. I will treasure this enriching and memorable experience of research study for all her life.*

I sincerely record my sense of gratitude to all of the above.

Lastly, I am sincerely thankful to each and everyone who knowingly and unknowingly have contributed to the successful completion of this work.

Komal
30/5/2022
(Komal Gautam)

CONTENT

| S.NO. | LIST OF CONTENTS | PAGE NO. |
|-------|---|----------|
| • | Declaration | I |
| • | Certificate | II |
| • | Acknowledgement | III |
| • | List of Tables | IV |
| • | List of Figures | V |
| • | Abbreviations | VI |
| | CHAPTER I: INTRODUCTION | 1-44 |
| 1.1 | Introduction | 1-2 |
| 1.2. | Sociological Explanation of Violence | 2 |
| 1.3. | Meaning of Violence and its origin | 2-3 |
| 1.4. | Interlinkage Between Gender and Violence | 3-5 |
| 1.5. | Meaning of Gender Based Violence | 5-8 |
| 1.6. | Gender Based Violence on Campuses in India | 8-9 |
| 1.7. | Mapping Gender Based Violence on Campuses of Uttar Pradesh | 9-10 |
| 1.8. | Review of Literature | 10-30 |
| 1.9. | Statement of the Problem | 30-31 |
| 1.10 | Objectives of the Study | 31 |
| 1.11. | Hypotheses of the Study | 31-32 |
| 1.12. | Methodology of the Study | 31-41 |
| 1.13. | Significance of the Study | 41-42 |
| 1.14. | Limitation of the Study | 42 |
| 1.15. | Field Survey Experience | 42-43 |
| 1.16. | Chapter Plan | 42-44 |
| | CHAPTER 2: GENDER BASED VIOLENCE ON CAMPUSES IN INDIA: CONCEPTUAL AND THEORETICAL ANALYSIS | 45-64 |
| 2.1 | Introduction | 45 |
| 2.2 | Concepts | 45-56 |
| 2.3. | Theoretical Framework | 56 |
| 2.4. | Theoretical Perspective Adopted in the Study | 57-65 |
| 2.5. | Conclusion | 64 |
| | CHAPTER 3: PREVALENCE, FORMS, CAUSES, CONSEQUENCES OF GENDER BASED VIOLENCE IN INDIA: A STUDY BASED ON SECONDARY SOURCES | 64-95 |
| 3.1. | Introduction | 64-66 |
| 3.2. | Prevalence of Gender Based Violence on Campuses | 66-79 |
| 3.3 | Forms of Gender Based Violence on Campuses | 79-85 |

| | | |
|------|---|--------------------|
| 3.4. | Causes of Gender Based Violence on Campuses | 85-90 |
| 3.5. | Consequences of Gender Based Violence on Campuses | 90-92 |
| 3.6. | Conclusion | 92-94 |
| | PART 4: GOVERNMENTAL POLICIES FOR THE SAFETY OF INDIVIDUAL ON CAMPUSES | 95-119 |
| 4.1. | Introduction | 95 |
| 4.2. | Government Policies | 95-113 |
| 4.3. | Legal Provisions Related with Sexual Harassment, Ragging in Indian Penal Code (IPC) | 114-116 |
| 4.4. | Legal Provisions Against Ragging in Indian Penal Code (IPC) | 116-119 |
| 4.5. | Conclusion | 119 |
| | CHAPTER 5: GENDER BASED VIOLENCE ON CAMPUSES: AN EMPIRICAL STUDY AMONG THE SELECTED UNIVERSITIES OF LUCKNOW CITY | 120-237 |
| 5.1. | Introduction | 120 |
| 5.2. | Socio-Economic Background of the Respondents | 120-135 |
| 5.3. | Gender Based Violence on Campuses of Lucknow City: An Empirical Study | 135-237 |
| 5.4. | Conclusion | 237 |
| | CHAPTER 6: FINDINGS, CONCLUSION, SUGGESTIONS, RECOMMENDATIONS | 238-263 |
| 6.1. | Introduction | 238-239 |
| 6.2. | Findings of the Study | 240-256 |
| 6.3. | Conclusion | 256-260 |
| 6.4. | Suggestions | 260-261 |
| 6.5. | Recommendations | 261-262 |
| 6.6. | Suggestions for Further Research | 262-263 |
| | <ul style="list-style-type: none"> • References • Appendix • Questionnaire | 264-281 282-284 |

| S.No. | LIST OF TABLES | PAGE NO. |
|--------------|---|-----------------|
| Table. 1.1. | Total No. of Universities in India | 34 |
| Table. 1.2. | Total Number of Universities in Uttar Pradesh | 34 |
| Table. 1.3. | Total Number of Universities in Lucknow | 35 |
| Table. 3.1. | Number of cases registered under Internal Complaint Committee in Babasaheb Bhimrao Ambedkar University, Lucknow from 2014 to 2018 | 75 |
| Table. 3.2. | Number of cases of Gender based violence registered in Dr. Ram Manohar Lohiya National Law University, Lucknow from 2016 to 2019 | 76 |
| Table. 3.3. | Year wise ragging complains received yearly by UGC | 78 |
| Table. 3.4. | Consolidated Status Report of Annual Return on Sexual Harassment cases during 01/04/2015 to 31/03/2018 | 79 |
| Table. 5.1. | Distribution of Respondents as per their Age group | 121 |
| Table. 5.2. | Distribution of Respondents as per their Gender | 122 |
| Table. 5.3. | Distribution of Respondents as per their Category | 123 |
| Table. 5.4. | Distribution of Respondents as per their Religion | 124 |
| Table.5.5 | Distribution of Respondents as per their Education Qualification | 126 |
| Table. 5.6. | Distribution of Respondents | 127 |
| Table.5.7. | Distribution of Respondents as per their Annual Income of Family | 128 |
| Table. 5.8. | Distribution of Respondents as per their Academic Area | 129 |
| Table. 5.9. | Distribution of Respondents as per their Nature of University | 131 |
| Table.5.10 | Distribution of Respondents as per their Regional Background | 132 |
| Table. 5.11. | Distribution of Respondents as per their Locality/ Site of Residence | 134 |
| Table. 5.12 | Respondent Wise Opinion Regarding the Prevalence of Gender-Based Violence on Campuses | 135 |
| Table.5.13. | Gender Wise opinion regarding Gender Based Violence is | 137 |

| | | |
|--------------|---|-----|
| | prevalent on Campuses | |
| Table. 5.14. | University wise Opinion regarding gender-based violence is prevalent on campuses | 138 |
| Table. 5.15. | Respondent Wise Opinion regarding the extent/rate of Gender Based Violence on Campuses | 139 |
| Table. 5.16. | Gender Wise Opinion regarding the extent/rate of Gender Based Violence on Campuses | 140 |
| Table.5.17. | Respondent Wise Opinion regarding “Who faced Gender Based Violence on Campuses” | 141 |
| Table. 5.18. | Gender Wise Opinion regarding “Who faced Gender Based Violence more on Campuses”? | 143 |
| Table.5.19. | Respondent wise Opinion Regarding the Forms of Gender Based Violence Prevalent more on Campuses | 144 |
| Table. 5.20. | Gender wise Opinion Regarding the Forms of Gender Based Violence prevalent more on campuses | 147 |
| Table. 5.21. | University wise Opinion Regarding the Forms of Gender Based Violence prevalent more on campuses | 149 |
| Table.5.22. | Respondent wise Opinion Regarding “Have you ever faced Gender Based Violence on Campuses”? | 150 |
| Table. 5.23. | Gender wise Opinion Regarding “Have you ever faced Gender Based Violence on Campuses”? | 151 |
| Table.5.24. | Nature of University wise Opinion Regarding “Have you ever faced Gender Based Violence on Campuses”? | 153 |
| Table. 5.25. | Respondent wise Opinion regarding the types of perpetrator behind gender-based violence on the campuses | 155 |
| Table.5.26. | Gender Wise Opinion regarding the types of perpetrator behind gender-based violence on the campuses | 156 |
| Table. 5.27. | Respondent Wise Opinion regarding types of physical violence faced by the respondents on the campuses | 158 |
| Table. 5.28. | Gender Wise Opinion Regarding type of Physical Violence faced by the respondents on the campuses | 161 |

| | | |
|--------------|--|-----|
| Table. 5.29. | Respondent wise opinion regarding types of psychological violence faced by the respondents on the campuses | 162 |
| Table. 5.30. | Gender wise opinion regarding type of psychological violence faced by the respondents on the campuses | 164 |
| Table. 5.31. | Respondent wise opinion regarding type of sexual violence faced by the respondents on the campuses on campus | 166 |
| Table.5.32. | Gender wise opinion regarding type of sexual violence faced by the respondents on the campuses | 169 |
| Table. 5.33. | Respondent wise opinion regarding “Have you ever faced stalking during your campus life”? | 171 |
| Table.5.34. | Gender wise opinion regarding “Have you ever faced stalking during your campus life”? | 173 |
| Table. 5.35. | Respondent wise opinion regarding cyber violence faced by the respondent during your campus life | 174 |
| Table.5.36. | Gender wise opinion regarding cyber violence faced by the respondents during your campus life | 175 |
| Table. 5.37. | Respondent wise opinion regarding “Have you ever faced Ragging during your campus time”? | 176 |
| Table.5.38. | Gender wise opinion regarding “Have you ever faced Ragging during your campus time” | 177 |
| Table. 5.39. | Respondent Wise Opinion Regarding the Level of Effects because of Ragging | 178 |
| Table.5.40. | Gender Wise Opinion Regarding the Level of Effects because of Ragging | 179 |
| Table. 5.41. | Respondent Wise opinion regarding the reasons behind the Prevalence of Ragging on Campuses | 180 |
| Table. 5.42. | Gender wise opinion regarding the reasons behind the Prevalence of Ragging on Campuses | 182 |
| Table. 5.43. | Respondent wise opinion regarding Gender Based Violence and number of cases being reported on | 183 |

| | | |
|--------------|--|-----|
| | campuses. | |
| Table. 5.44. | Gender wise opinion regarding Gender Based Violence and number of cases being reported on campuses. | 185 |
| Table.5.45. | Respondent opinion regarding “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”? | 186 |
| Table. 5.46. | Gender wise opinion regarding “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”? | 188 |
| Table. 5.47. | Respondent wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”? | 189 |
| Table.5.48. | Respondent wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”? | 190 |
| Table. 5.49 | Gender wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”? | 192 |
| Table. 5.50. | University wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”? | 193 |
| Table.5.51. | Respondent wise opinion regarding “Is increasing rates of gender-based violence on campuses leads to gender inequality”? | 195 |
| Table. 5.52. | Gender wise opinion regarding is increasing rates of gender-based violence on campuses leads to gender inequality? | 196 |
| Table.5.53. | University wise opinion regarding “Is increasing rates of gender-based violence on campuses leads to gender inequality”? | 197 |
| Table. 5.54. | Respondent wise opinion regarding the extent of gender-based violence on campus and Its Effects your Educational/Working Level | 198 |

| | | |
|--------------|---|-----|
| | | |
| Table.5.55. | Gender wise opinion regarding the extent of gender-based violence on campus and Its effects your Educational/Working Level | 200 |
| Table. 5.56. | Respondent wise opinion regarding “How they tackled the situation when they faced GBV on campuses”? | 201 |
| Table. 5.57. | Gender wise opinion regarding “How they tackled the situation when they faced GBV on campuses”? | 203 |
| Table.5.58. | Respondents wise opinion regarding impacts of GBV on campuses. | 204 |
| Table. 5.59. | Gender wise opinion regarding Impacts of GBV on campuses. | 206 |
| Table. 5.60. | Respondent Wise opinion regarding “Have you heard about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions? Regulations, 2015”? | 207 |
| Table.5.61. | Gender Wise opinion regarding “Have you heard about the UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions Regulations, 2015”? | 209 |
| Table. 5.62. | Respondent wise opinion regarding “Have you heard about the Information Technology Act 2000”? | 210 |
| Table. 5.63. | Gender wise opinion regarding “Have you heard about the Information Technology Act 2000”? | 211 |
| Table.5.64. | Respondent wiseopinion regarding “Have you heard about the criminal law amendment act 2013”? | 212 |
| Table. 5.65. | Gender wise opinion regarding “Have you heard about the criminal law amendment act 2013”? | 213 |
| Table. 5.66. | Respondent wiseopinion regarding “Have you aware of regulations/acts related to GBV on campuses”? | 215 |
| Table.5.67. | Gender wise opinion regarding “Have you aware of regulations/acts related to GBV on campuses”? | 216 |
| Table. 5.68. | University wise opinion regarding “Have you aware of | 217 |

| | | |
|--------------|---|-----|
| | regulations/acts related to GBV on campuses”? | |
| Table.5.69. | Respondent wise opinion regarding “Have you got justice by complaining Gender Based Violence happened with you”? | 218 |
| Table. 5.70. | Gender wise opinion regarding “Have you got justice by complaining Gender Based Violence happened with you”? | 219 |
| Table.5.71. | Respondent wise opinion regarding “Has your university made any policy for the safety of students/faculty and staff against the prevalence of the gender-based violence on campuses”? | 220 |
| Table. 5.72. | Gender wise opinion regarding “Has your university made any policy for the safety of students/faculty and staff against the prevalence of the gender-based violence on campuses”? | 221 |
| Table.5.73. | Respondents wise opinion regarding awareness of the respondents about the existence of various policies at the university level regarding what according to you are these policies | 222 |
| Table. 5.74. | Gender wise opinion regarding awareness of the respondents about the existence of various policies at the university level | 223 |
| Table.5.75. | Respondent wise opinion regarding remedial measures taken by university that protect student/teaching and non-teaching staff from GBV on campuses | 224 |
| Table. 5.76. | Gender wise opinion regarding remedial measures taken by university that protect student/teaching and non-teaching staff from GBV on campuses | 226 |
| Table.5.77. | Respondent wise opinion regarding the social campaigns organised by the university | 227 |
| Table. 5.78. | Gender wise opinion regarding the social campaigns | 228 |

| | | |
|--------------|---|-----|
| | organised by the university | |
| Table. 5.79. | Gender wise opinion regarding types of social campaigns organised by the university | 230 |
| Table.5.80 | Respondent wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees. | 231 |
| Table. 5.81. | Gender wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees. | 233 |
| Table.5.82. | University wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees. | 234 |

| S.No. | LIST OF FIGURES | PAGE NO. |
|--------------|---|-----------------|
| Fig.1.1. | The map of Selected Universities of Lucknow City | 36 |
| Fig.1.2. | Respondent's sample size | 37 |
| Fig. 5.1. | Distribution of Respondents as per their Age group | 121 |
| Fig. 5.2. | Distribution of Respondents as per their Gender | 122 |
| Fig. 5.3. | Distribution of Respondents as per their Category | 123 |
| Fig. 5.4. | Distribution of Respondents as per their Religion | 125 |
| Fig.5.5. | Distribution of Respondents as per their Education Qualification | 126 |
| Fig. 5.6. | Distribution of Respondents | 127 |
| Fig.5.7. | Distribution of Respondents as per their Annual Income of Family | 128 |
| Fig.5.8. | Distribution of Respondents as per their Academic Area | 130 |
| Fig. 5.9. | Distribution of Respondents as per their Nature of University | 131 |
| Fig. 5.10. | Distribution of Respondents as per their Regional Background | 133 |
| Fig. 5.11 | Distribution of Respondents as per their Locality/ Site of Residence | 134 |
| Fig.5.12. | Respondent wise opinion regarding the Prevalence of Gender-Based Violence on Campus | 136 |
| Fig. 5.13. | Gender wise opinion regarding gender-based violence is prevalent on campuses | 137 |
| Fig. 5.14. | University Wise Opinion regarding Gender Based Violence is Prevalent on Campuses | 138 |
| Fig. 5.17 | Respondent wise opinion regarding who faced Gender Based Violence on Campus | 142 |
| Fig.5.18. | Gender Wise Opinion Regarding Who faced Gender Based Violence more on Campus | 143 |
| Fig. 5.19 | Respondent wise Opinion Regarding the Forms of GBV Prevalent more on campus | 145 |
| Fig. 5.20. | Gender wise Opinion Regarding the Form of violence prevalent more on campus | 147 |
| Fig. 5.22. | Respondents wise Opinion regarding have you Faced Gender Based Violence on Campus | 150 |
| Fig. 5.23. | Gender wise Opinion Regarding Have you ever faced Gender Based Violence on Campuses | 152 |
| Fig. 5.24 | University Wise Opinion Regarding have you ever faced Gender Based Violence on Campuses | 153 |
| Fig. 5.25 | Respondents wise opinion regarding the perpetrator behind gender-based violence on the campuses | 155 |
| Fig.5.26. | Gender wise opinion regarding type of psychological violence you faced on campuses | 165 |

| | | |
|------------|---|-----|
| Fig. 5.27. | Respondent wise opinion regarding type of sexual violence you faced on campus | 167 |
| Fig. 5.32. | Gender wise opinion regarding type of sexual violence you faced on campus | 169 |
| Fig. 5.29. | Respondents wise opinion regarding Gender Based Violence and number of cases being reported on campus | 184 |
| Fig.5.30. | Gender wise opinion regarding Gender Based Violence and number of cases being reported on campus | 185 |
| Fig. 5.31. | Respondents wise opinion regarding Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses. | 187 |
| Fig. 5.33. | Gender wise opinion regarding the extent of gender-based violence on campus and Its effects your Educational/Working Level | 200 |
| Fig.5.34. | Respondents wise opinion regarding have you heard about the UGC (Prevention, Prohibition and Redressal of Sexual harassment of women employees and students in higher educational institutions 2015 | 208 |
| Fig. 5.35. | Gender wise opinion regarding “Have you heard about the UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions 2015”? | 209 |
| Fig. 5.36 | Gender wise opinion regarding “Have you heard about the Criminal Law Amendment Act 2013”? | 214 |
| Fig. 5.37 | University wise opinion regarding “Have you aware of these regulations/acts earlier”? | 217 |
| Fig. 5.38 | Respondents wise opinion regarding are you satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees | 232 |

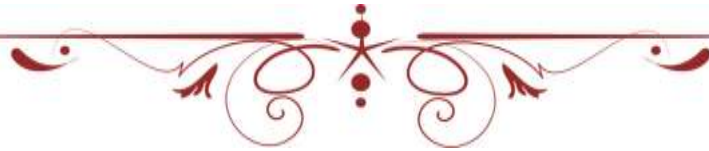
Abbreviations

| | |
|----------------|--|
| AAUW | American Association of University Women |
| AKTU | Abdul Kalam Technical University |
| BBAU | Babasaheb Bhimrao Ambedkar University |
| CEDAW | Convention on the Elimination of all forms of Discrimination against women |
| DEVW | Declaration on the Elimination of Violence against Women |
| EU | European Union |
| FGM | Female Genital Mutilation |
| GBV | Gender Based Violence |
| HEIS | Higher Educational Institutions |
| ICC | Internal Complaint Committee |
| LU | Lucknow University |
| RMLNLU | Ram Manohar Lohiya National Law University |
| RWAMREC | Rwanda Men's Resource Centre |
| SIDA | Swedish International Development Agency |
| SPSS | Statistical Package for Social Sciences |
| UGC | University Grants Commission |
| UNDAW | United Nations Division for the Advancement of Women |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNFPA | United Nation Population Fund |
| USAID | U.S. Agency for International Development |
| VAWG | Violence against women and Girl |
| WHO | World Health Organisation |



CHAPTER-1

INTRODUCTION



Chapter-1

Introduction

1.1. Introduction:

Gender based violence on campuses has become a serious concern in India. The issue of gender-based violence (GBV) on campuses has begun to outward with alarming rate (Finchilescu and Dugard, 2018). It is considered as a serious challenge that needs to be addressed because various types of incidences of violence that are occurring on the campuses of India. It also provides an international perspective of GBV in higher educational institutions with a view towards confirming that it is a global phenomenon although its forms, intensity and prevalence patterns vary from country to country (Davids, 2020). Though, recent outbreaks on the campuses by targeting students, teachers and non-teaching staff have not only violated their rights by hitting them at risk of injury or death but also exaggerated their education, their work by hindering them from attending campuses and causing property damage. It is also ushered by a fear of fierceness. Violent campus events emphasized by the media, newspapers have drawn a focus towards university campuses of India that has twisted the impression that campuses are increasingly dangerous places. Campuses of India that has been set aside for study and reflection looks dubious place for fear and violence.

It is a complex phenomenon that is not measured a civilised method because it has a criminal or subversive aspect in terms of the harm it causes to students, universities, their reputation, and the local community (Al-Momani, Al-Hatamleh and Tashtoush, 2014). The impact of gender-based violence on higher education is difficult to assess because different aspects must be observed in different circumstances before any conclusions can be drawn. It is a risky action not only for students who come to campus for a safe and secure learning environment, but also for teaching and non-teaching professionals who come to campus for employment, as well as for instructing students on campus.

Universities in India are an important part of the country's higher education system. Nowadays, violence on campus in Lucknow's universities has increased to the point where it can no longer be ignored or neglected; a point where we can no longer hide behind the excuse that it is a minor incident. It has been well documented that student violence has escalated in recent years, particularly inside Uttar Pradesh's public and private universities. Furthermore, it is steadily rising and worsening the lives of students, teachers, and non-teaching personnel. There has been no research conducted to determine the causes of this phenomena. There is also a noticeable lack of knowledge among official parties about the dangers of campus violence, both on an academic level and in terms of their ability to promote their services locally and regionally. Furthermore, gender-based violence has negative, harmful, and dangerous consequences for students, professors, and non-teaching personnel on college campuses.

1.2. Sociological Explanations of Violence

There are a number of sociological explanations of violence but the majority of sociological explanations of violence focus on structural and cultural living conditions that influence individual and group behavior. Some sociological theories are concerned with big macrounits, such as society, while others are concerned with smaller units, such as the family. However, in general, they are interested in discovering what environmental factors or situations contribute to violent behavior. Biological and psychological theories of violence tend to focus on internal motivations for behavior, whereas sociological theories tend to focus on external impacts on behavior (Alvarez, Bachman, 2017). Therefore, the present study tries to give sociological explanations (i.e. external impacts of behaviour) of violence.

1.3. Meaning of Violence and its Origin

The word 'violation' comes from the same source as the word 'violence', which suggests that violence is carrying force against something that constitutes a violation (Borkar, 2014). Galtung first expounded the concept of violence in his "Violence, Peace and Peace Research" in 1969, when he presented the crucial variation between personal and structural

violence. Galtung states that “Violence is present when human beings are being influenced so that their actual somatic and mental realizations are below their potential realizations” (Anju, 2018). It is considered as a device that men use continually to control women as a result of enormously assumed patriarchal conditioning coupled with legality for coercion to impose compliance and collective goals, hindrances and 'might is right' becoming an authentic view and growing need for proclamation of person egos and control. In this context, various changes serve as an outline to the debate and investigation of growing violence against women (Sharma & Gupta, 2004).

1.4. Interlinkage between Gender and Violence

The relationship between gender and violence is complex because gender shapes the meaning of violent acts differently for women and men, however, and that meaning varies widely depending on the situational and cultural context. For example, severity of specific physical acts will be rated differently depending on whether or not the perpetrator of the act is male or female (Marshall, 1992a, 1992b). Example in the one of the selected universities of Lucknow, a victim has faced physical assault along with sexual harassment during their campus time from one of the individual of the same campus (Field Survey, 2020). As well as recently in 2022, ragging has been faced by one of male student of selected university. These all shows that everyone on campus has faced violent acts, no matters whether they are male or female.

That’s why the different roles and behaviors of females and males, children as well as adults, are shaped and reinforced by gender norms within society. These are social expectations that define appropriate behavior for women and men (e.g. in some societies, being male is associated with taking risks, being tough and aggressive and having multiple sexual partners). Differences in gender roles and behaviors often create inequalities, whereby one gender becomes empowered to the disadvantage of the other. Thus, in many societies, women are viewed as subordinate to men and have a lower social status, allowing men control over, and greater decision-making power than women. Gender inequalities have a large and wide-ranging impact on society. For example, they can contribute to gender inequities in health and access to health care, opportunities for

employment and promotion, levels of income, political participation and representation and education (WHO, 2009).

In 1996, the UN World Health Assembly approved a resolution that stated violence to be a chief and rising communal health problem across the world. A wide-ranging array of consequences, including injuries, chronic diseases, psychological harm and adverse development, that pose an extensive burden on persons, families, and communities has been covered by violence. The world report on violence and health primarily described the physical, psychological and social difficulties of intimate partner violence and sexual violence against women, and, to a slighter degree, the possible long-term, health-related consequences of violence against men. (Larsen Karin, 2008).

It is visibly significant for sociology as a discipline, yet has often been detached and split into specialist areas of analysis. Much has been contributed by the sociologists towards the intellectual understanding of violence as social processes and institutions; there are a diversity in a sociological theories and perspectives under debate and subject to vital critical argument at world and state levels. There have always been those who have examined violence as essential to social expansions and not reducible to other societal developments (Walby, 2012).

Violence is a pervasive and everyday social phenomenon. At the same time, it is both an extremely difficult and a doubtful term and notion in sociological perceptive. Seeing its status, it must be accepted that it has not been considered as one of the discipline's basic terms nor has sociology thrived in agreeing upon what precisely violence means. Though, given essential conflicts of welfares and morals in any kind of human connotation as well as humans anthropological aptitude to exert violence under exact social circumstances, this predominant self-image of innovation is slightly ambiguous. Just as every other form of human connotation in history, modern society is categorized by violence. We can observe violence in any kind of social relation, from intimate relations in romantic attachments or families to relations both within and amid social groups, clans, or teams and in class struggles or ethnic struggles up to geopolitical relations. The massive range of violence phenomena makes for misperception. Notwithstanding this vagueness

and these inconsistencies, in recent years a wide and fruitful debate on violence has emerged that clearly reveals that sociology will not comprehend today's social world without both understanding and explaining the emergence, processes, and dynamics of the many kinds of violence that characterize social relations from face-to-face interactions to geopolitics (Mackert Juergen, Hartmann Eddie, 2015). Similarly, though not all men commit rape, all men benefit from the socially arranged roles and confines that women experience as a result of their distress. Violence hinders all women's abilities to exercise their human rights, and it circumscribes women's capacity to function as full citizens in society (Fried Susana, 2003).

Jakobsen (2014) notes that what is "gendered" about gender-based violence in context remains woefully undertheorized. In her own work, she argues gender is salient in domestic violence in Tanzania, where the "gooding" of wives is prescribed in the performance of hegemonic masculinity and femininity. This interactionist approach illuminates how violence be "based on gender, while at another level violence may affect gender," cycling from micro to macro-institutional levels in a matrix of mutually reinforcing process.

Today, it has become a callous truth that breaks the overall life of women and it is a type of disease that destroy the life of women and also emerged as a global issue in the social, regional, cultural and economic fields. Gender-based violence is embedded in gender inequality and the social structures, gender norms, roles play an important roles in occurrence of gender-based violence in our country and also defend them from gender based violence. Gender-based violence harms women, families, communities and societies. As gender is surrounded by different levels of inequality- individual selves, organizational practices, social interaction and cultural rules (Elizabeth A Armstrong, Laura Hamilton and Brian Sweeney, 2006) which deprive the human from their rights and also one of the most persistent forms of discrimination among men and women.

1.5. Meaning of Gender-based Violence

Gender-based violence is not a new phenomenon. It is a universal reality prevailing in all societies regardless of income, class and culture (RWAMREC, 2013). Through human

history, the relations between males and females have involved various forms of discrimination based on gender, including cases where male genocides have been used in post-conflict surroundings (Carpenter 2006). It is considered as a structural problem that are strongly implanted in unfair power relationship between men and women. Hannah Britton argued that “gender- based violence is often linked to patterns of patriarchy and systems of oppression that are in accord with those formed during the colonial period” (Edward, 2014). Gender-based violence was well-thought-out as a taboo subject, expressed in whispers or suffered in silence (Fried Susana, 2003). It is conceptualized here as violence that targets women on the basis of their gender. It includes any action, which results in physical, sexual, and/or psychological harm on women (Jane Kani Edward, 2014). The United Nations has identified gender-based violence against women as a global health and development issue, and a host of policies and public education programs have been undertaken around the world that aim at reducing such gender-based violence (United Nations, 1989). In the United States, recent studies have reported that women and men commonly commit violent acts such as shoving, hitting, or throwing objects against each other, and have found little difference in prevalence rates for such acts by gender (Archer, 2000, 2002; Brush, 1990, 2005; Frieze, 2005; Frieze & Mettugh, 2005; Frieze & McHugh, 2005).

“Gender-based violence is a form of inequality and impedes and supports the variations between men and women and also negotiate the dignity, safety, prestige, health of the victims. It abolishes the rights of human beings and these types of violence brings several psychological marks, destroy women health that includes their reproductive and sexual health and sometimes the death of the victims also occurs”- (UNFPA, 2007). Gender based violence is a global phenomena, the nature and forms of GBV is differ one context to another. In academic arena, gender - based violence is existential subject to the policy and program of institutions and may different according to the specific culture of school and society. The nature and forms of gender violence are culturally specific (Tara, 2014).

Though, the term gender-based violence has been well defined only in the last few decades as activists and advocates of gender parity fight to lessen discrimination and destructive practices against women. It is true that mostly gender-based violence acts are

directed toward women and this also hits men as well (Christian et al. 2011). The essential distinctive feature of gender-based violence is that it originates from the use of power or intimidation, physical or psychological, which is socially abided on a social basis and is approved out mostly against women and girls at every phase of their life cycle. As females, they face systematic discrimination from an entrenched and rationalized system of gender-based power relations, which then perpetuates an almost universal pattern of subordination that leaves girls and women highly vulnerable to acts of physical, sexual or psychological harm from male members of their families and communities including husbands, lovers, brothers, sisters, mothers, fathers, teachers and employers (Mkandawire Bonaventure, 2009).

In places like public and private, violence or the threat of violence frightens many women and keeps them from spontaneously and solely conducive to the social, economic, and political expansion of their societies (Fried Susana, 2003). Gender based violence is a serious violation of human rights and a complex problem all over the world including all ages and sexes (Shelah S. Bloom, 2008). It would be problematic to find one woman, whom at one time or the other in her lifetime had not been afraid merely because she was a woman. Those women who are particularly susceptible to violence are those who live in enormously risky situations or who are discriminated against on the basis of race, language, racial group, culture, age, opinion, religion or association in a minority group (RWAMREC, 2013).

GBV is often divided into two intertwined groups, interpersonal and structural/institutional violence. Interpersonal violence refers to an act of economic, sexual, psychological or other violence perpetrated by an individual against another individual. Structural/institutional violence refers to ‘any form of structural inequality or institutional discrimination that maintains a person in a subordinate position, whether physical or ideological, to other people within her family, household or community’ (Manjoo 2011). Both types involve the ranking of hegemonic masculinities above the rights of other gendered individualities, including women’s (Kangas, A., Haider, H., and Fraser, E. 2014).

Although the term "gender-based violence" is widely used as a substitute for violence against women but it also happens among men. The UN Declaration on the Elimination of Violence against Women (DEVW), defines the term "violence against women" as: "Any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary scarcity of liberty, whether occurring in private or community life. *“GBV is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society”* (Shelah S. Bloom, 2008).

1.6. Gender based Violence on Campuses in India

Campuses means a place where students come and developed their personality, gain knowledge so that they can do their best according to what societies needs and it is also a place where the teachers and non-teaching staff come to fulfilled their livelihoods, devoting their time in order to make a student’s personality. Campuses across the country are reimposing law and order in an indication of new resolve to root out ragging and violence, especially against women students (**Pooja Rawat, 2003**). Emma Watson, actress and Global Goodwill ambassador for UN Women, said, “universities are tiny utopias, a miniature model of how society could look”. However, every college campus consists of its own sub-culture. For universities with campuses located on the outskirts of cities, cut off from civilization, the metaphorical bubble assumes physical dimension. In the context of India, much progress has been achieved in bridging the gender gap at the level of primary education. However, the same isn’t true at the college level (Mehrotra, 2019). For the estimated six million young adults enrolled in India’s 322 universities and 14,000 colleges, the rite of passage from school to college — from child to adulthood — is grimmer than depicted in popular literature and cinema. Indeed, in college campuses across the country old fashioned ragging has not only persisted but degenerated into full-scale violence. The growing number of victims of campus violence face traumatisation — intense fear and emotional numbing, loss of control, and the shattering of their trust and

ability to make sound judgements about the people and the world around them. The cost of this potential loss is inestimable (Pooja Rawat, 2003).

1.7. Mapping Gender Based Violence on Campuses of Uttar Pradesh

Uttar Pradesh is the most populated state of India having many universities including state, central, national, deemed. Per year many students are enrolled many teaching and non-teaching staff are recruited in these universities. But recently, there are many incidences regarding the prevalence of gender-based violence in these universities reveals a high frequency of gender-based violence on campuses especially on the campuses of Lucknow city. Reports collected from four selected universities of Lucknow since 2014 to 2019 and secondary data collected from various newspapers, websites, selected universities of Lucknow reveals a high degree of prevalence of gender-based violence happening against specific gender i.e. female students, teaching and non-teaching staff of these campuses and perpetrator behind the gender-based violence was basically their male colleagues, students etc. Accordingly, we carried out, this study to determine the prevalence of GBV and its subtypes, perpetrators and predictors of its occurrence among students, teaching and non-teaching staff of selected Universities in Lucknow.

Recently, in 2022, various types incidences of gender-based violence has been happened with students, teachers and non-teaching staff on the campus of Lucknow. Basically, these incidences are related with sexual violence when professor of one renowned university of Lucknow has sexually harassed their scholar on March 2022 (www.jagran.com, 2022). Other incidents are related with physical and psychological violence when teaching and non-teaching staff of campus of Lucknow fight with each other on Feb 2022 that leads to serious injuries to both of them (www.timesofindia.com, 2022) and most recent incident has happened on April 2022 and is related with ragging when one of the senior of dental college of Lucknow has ragged their junior for accepting what they has said to them (www.jagran.com, 2022). Incident is related with the Physical violence when some professor has thrown the chairs and mike and do the sabotage in protest against academic council in October 2018 (www.jagran.com, 2019). Incident is related with verbal abuse when professor of chemistry has verbally abuses one of the

professor of Environmental Science in November 2018 (www.jagran.com, 2019). Two cases of sexual harassment has been came from IIT Kanpur and BBAU University when a professor sexually harasses a female student of these universities and both of them has lodged the complaint against them and administration has investigating the matter in September 2019 (www.edexlive.com, 2019). One of the medical university in UP, ragging cases has been filed by juniors of this university against their seniors in February, 2019 (www.jagran.com, 2021). Two engineering students of BBAU were arrested for sexually harassing and assaulting a woman researcher on the campus. Both were rusticated after internal proceedings in February 11, 2021 (www.thetimesofindia.com, 2021).

As the present study deals the gender-based violence on campuses and all these cases of gender-based violence on campuses in Uttar Pradesh indicates that the prevalence rate of violence is increasing at a very high proportion. The present study shows how different types of gender-based violence affecting the lives of individuals so severely and becoming more and more dangerous on campuses of Uttar Pradesh especially the campus of Lucknow. Both male and female became the victims of gender-based violence and perpetrator are their colleagues, seniors, juniors, professor etc. Some cases of gender-based violence has been resolved but some are still under process. The violence hurt the victims deeply that they suffer from various types of stresses, depression etc. This indicates there should be some strict measures regarding the prevention and policies beset against gender-based violence in institutions of post-secondary education. After discussing about the incidences of gender-based violence on campuses of Uttar Pradesh. It is necessary to know what is gender-based violence, how it affected the particular gender or individual.

1.8. Review of Literature

The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step. It helps you to establish the theoretical roots of your study, clarify your ideas and develop your methodology. It also enhance and consolidate your knowledge base and helps you to integrate your findings with the existing body of knowledge. (Ranjit Kumar, 2005). The researcher reviewed literature related to their topic from 1981 to 2019. In this portion of chapter, the researcher

reviewed literature related to prevalence, forms, causes and consequences of GBV on campuses. And also included preventive measures taken by the administrative authority of universities.

The researcher has divided the review of literature into various sub-themes that includes:

- Literature related to the prevalence of gender-based violence on campuses.
- Literature related to the forms of gender-based violence on campuses.
- Literature related to the causes and consequences of gender-based violence on campuses.
- Literature related to the government and institutional policies formed to prevent gender-based violence on campuses.

The researcher got a clearcut knowledge about their problem by visiting various websites related with the work. Confirming to the chief theme, studies in this section have been assorted into various clusters that follow a chronological sequence.

1.8.1. Literature related to the prevalence of gender-based violence on campuses.

- **Alvarez Alex and Bachman Ronet (2008)** pointed that college campuses are as dangerous and crime prone area in comparison to larger communities. The study explains that women attending college are at a greater risk of rape and sexual assault compared with other women of the same age in common population. Outcome of the study was that mostly college women were not reported to police and law enforcement officials against the crime committed against her and this shows the unreliable nature of officials reports when trying to estimate the magnitude of rape on college campuses. They also due to this disturbing reality most perpetrators go unpunished and remain free to do such crime again.
- **Damra K. Jalal and Ghbari A. Thaer (2014)** explains the interrelationship and frequency from low to moderate between observing university violence and their posttraumatic stress disorder among university students of Jordan. The study also adopted the different perspectives for understanding violence among students. the

study adopted a stratified random sampling and cross-sectional design of 885 students in order to see the attitude of students and prevalence of PTSD symptomatology among university. The study shows that personal, social, academic and violence characteristics variables can be causes for the emergence of PTSD on campus and this is not only considered as a criminal act and academic problem but serious mental problem and deeply affected the health of students studying on campuses.

- **Lampman Claudia et.al. (2008)** explains in their article the prevalence and classify counter power harassment as student rudeness, sexual kindness and intimidation in academia and how all these violence impact the faculty of the campus. The study reveals that due to this faculty of campus faces serious negative effects like. the study also focussed on how gender and other sign socio cultural and institutional power related with counter power harassment on academia. The guest faculty of university faces more sexual attention bullying incivility because they spent more time on classroom. The study shows female faculty did not report their harassment to any authority just because of defaming. female faculty has faced harassment because students have also think that they do not have enough knowledge. Female faculty did not or likely report their harassment than men. Men openly comes forward and report their harassment incident. These all are happened because there is no policy regarding this in the university of Alaska.
- **Whitaker Leighton, Pollard Jeffrey (2014)** In this book, author explained the types, roots and remedies of violence that disturbed the campuses existing and learning culture prospects. Along with types this book also shows the nature of internal and external violence and how to tackle it. Along with the increasing rate of violence among the colleges and university campuses of U.S and how to deconstruct the violence ethos from the campuses society. The book is divided into four section: first section deals with the concepts of campus violence their administrative outlooks, second section deals with the specific kinds of violence, third section focuses on the immediate perpetrators i.e. male students and how they predates their carrier, fourth section emphasises on how college counsellor or psychotherapist play their active role with respect to students who are in trouble.

- **Mohler M, Dowdall, George W, Koss, Mary P, Wechsler, Henry (2004).** The objective is that heavy alcohol use is widespread among college students particularly where the risk of rape rises. The purpose of study was to prevent prevalence data for rape under the condition of intoxication when the victim is unable to consent and to identify college and individual level risk factors attached with that condition. The study utilizes data from 119 schools participating in 3 Harvard School of Public Health College Alcohol Study Survey. The researcher randomly selected students that 8,567 women in 1997 , 8,425 in 1999 and 6,988 in 2001 survey. Findings of the study was that 1 in 20 (4.7 percent) women reported being raped. Nearly , 3 quarters (72 percent) of the victims experienced rape while intoxicated. The high proportion of rapes found to occur when women were intoxicated indicates the need for alcohol prevention programs on campuses that address both to educate men about what constitutes rape and to advise women to face risky situations. The findings that some campus environments are associated with higher levels of both drinking and rape will help target rape prevention programs at college.
- **Schwartz. Martin D. & Dekeseredy Walter (1997).** In this book the author reveals that the co - educational college campus life is very much seduced by the experiences of sexual assault. Their work examines the main role of male peer support in legitimizing the sexual assault of women and the male is the only offender who made this offensive sexual behaviour on the college campuses. Empirical studies are used. The book also deals with sociological and psychological aspects of why men commit rape against women and why we can prevent it. Examines a set of policies and action for reducing the victimization of women on campuses.
- **Germain J. Lauren (2016)** has rightly pointed out the issues and impact of campus sexual violence. Also examines the post sexual experiences of 26 college women. She remade statement about sexual violence and student agency on American college campuses by drawing insight directly from the stories of how survivors reacts individually to attacks as well as how and why peers ,

family members and school, medical and civil authorities were and were not engaged in addressing the crimes. She also rattle women's statement to show the women not as a victims per se but as individuals with the power to overcome these traumatic experiences. Also examines beside the prevalence of anti - rape activism and federal legislation acts their still remains the existence of sexual assault in American campuses due to services given by government. The main essence of this book is to end to the silence around sexual trauma by giving voice to those closest to it and providing tools for others to hear with and to act on.

- **Henning et. al., (2017)** conducted a study on occurrences of harassment in academic settings The study used thematic analysis to identify several themes, such as causes, types of harassment, authorities' and employers' roles, effects, and remedial methods. According to the study, harassment is one of the most common issues among academics.
- **Sara Carrigan Wootan and Roland W. Mitchell (2016)** in this book the author proposes the close linkage between the high rate of campus sexual assault and their institutional retorts for occurrences. the author denotes the alarming facets of higher education nowadays along with this the study deliver a dangerous, nuanced and some of the causes that hinders the preventive responses in higher education. This book also explains how the higher education scholars, administrators and practitioners make an effective and suitable directions and procedures for preventing sexual assault on the campuses, colleges and universities.
- **Jennings G. Wesley, Gover R. Angela & Pudrzynska Dagmar (2007)** has used a convenience sample of 564 undergraduate students at a prominent southern university participated in this descriptive study, which examined topics connected to campus safety, including college students' feelings of dread and perceived risk of crime. Constrained behaviour was also mentioned by students as a way to lower their chances of being victimized. There are estimates of the prevalence of personal, property, and sexual assault victimizations. There were substantial gender variations in terror perceptions, safety perceived risk, and involvement in limited behaviour, according to the findings. Self-reported sexual assault and property crime victimisation also showed significant gender differences. Risk reduction and

prevention techniques for campus victimisation are explored, as well as concluding observations about the importance of these campus-related concerns.

1.8.2. Literature related to the forms of gender-based violence on campuses

- **Daniel Ari Kapner (2003).** The study primarily focused on heavy drinking effects on campus. The study also explained that heavy drinking not only affect our health and academic potential but also the physical , mental and emotional well - being of their peers who abstain or drink moderately. This data offers an outline of the secondary effects that results from heavy drinking on campus including sexual assault and interpersonal violence consequences for communities around campuses and how campus might use information on secondary effects for alcohol prevention . It also lists different aspects for effective prevention that many campuses currently following to address alcohol problems.
- **Fisher, B.S., Cullen, FT, Turner, M.G. (2000).** The study focused on a systematic analysis of the sexual victimization of college women by examining two national level surveys that used 2 different survey methods. The national college women sexual victimization study and the national crime victimization survey. A research report was co sponsored by the national institute of justice and bureau of justice statistic to assess the extent and nature of sexual victimization of college women Based on the findings, it is estimated that more than 350 rapes per year may occur on a campus with a population of 10000 female students.
- **Morgan K. Robin (2009)** has explored the occurrence of teacher stalking by students in a large university system was explored in this study (eight campuses). A subset of stalked professors was interviewed. The findings are explored in terms of stalking classification schemes, professor-student interaction, changes in teaching methods, and the special challenges that students stalking faculty members cause. The form should specifically represent circumstances in which the professor and the student had no prior personal relationship, as well as asking more questions

about how the faculty handled the stalking occurrences. Although all faculty members described the unwanted behaviours as threatening or intimidating, meeting the criteria of stalking, the level of concern about stalking was not expressly addressed in the current study.

- **Armstrong A.M , Hamilton Laura , Sweeney Brian (2006)** focuses mainly on sexual assault occurring on the campuses and its linkages with alcohol and also focused on why rates of sexual assault remain high on college campuses and reason behind the increment of sexual assault among campuses is the imitation of gender inequality. They also determine processes functions at individual, organizational and interactional level contribute to high rates of sexual assault. Ethnographic study is used and interviews are conducted by the researcher to get more information about raising of sexual assault rate.
- **Thompson P. Martie (2014)** The main goals of this paper are to expand on three topics from conference papers about risk and protective factors for dating and sexual assault, as well as to make recommendations for future research. The co-occurrence of sexual and relationship violence with other forms of violence and other campus health issues is the first theme. The significance of prospective research in exposing temporal patterns of victimisation and perpetration is a second topic. The influence of peer norms in college student violence is a third subject. The need for comprehensive prevention approaches, more longitudinal research spanning the years before, through, and after college, and the use of social media technologies in our intervention strategies are all presented as suggestions for converting these ideas into research and action. This event should motivate us to develop multifaceted, comprehensive intervention measures to lessen the danger of violence. By focusing on violence risk factors such as alcohol abuse, both directly and indirectly, violence can be reduced. Future research should incorporate longitudinal data encompassing the years before, during, and after college, in addition to correlational studies.
- **Kaukinen Catherine (2014)** The author review the body of knowledge on risk and protective factors for dating violence, emphasising its relevance to violence against college women. The review focuses on the personal, family, interpersonal, and

behavioural characteristics that increases the likelihood of dating violence, victimisation and perpetration, as well as the methodological constraints of the current body of empirical research and future academic directions. Researchers have discovered a link between dangerous health and behavioural characteristics and dating violence, most commonly modelling the seas portion of the genesis of dating violence among college students. Scholars have looked on co-occurring risk variables in the seas less frequently. This approach to dating violence could be utilised to create meaningful and impactful treatments to minimise its prevalence Reducing the frequency of college dating violence, while also addressing other health risk behaviours that have an influence on academic progress and jeopardise students' well-being. The dating violence research has offered a lot of information on the nature, context, and dynamics of college dating violence.

- **Lehrer A.J, Lehrer L.V, Lehrer L.E & Oyarzun B. Pamela (2004)** points out that youngsters between the ages of 20 and 24 encounter significant rates of sexual victimisation among college students in the United States. The demographic and socioeconomic factors associated with violence are the driving forces behind this victimisation. In Chile, 46 percent of young people enrolled in higher education institutions, and there are no formal procedures in place to protect students against sexual exploitation.
- **Culberston and Rosenfeld (1994), Morris (1996), Tang et. al (1996)** has examined the extension of harassment among men and women and found that women are more sexually harassed than men both in the workplace and on college campuses.
- **Okoye Mezie & Alamina Folusho (2014)** demonstrates that sexual violence is a frequent problem in Nigerian educational institutions, committed primarily by students and teachers. According to the findings of the study, there is a significant rate of sexual violence in our institution. Fresh female freshmen are more than three times as likely than others to be sexually abused. This study, which included 413 female students, employed a cross-sectional design.
- **Gonzalez B. heather and Feder Jodey (2016)** has viewed high profile incidents of sexual violence at institutions of higher education have heightened congressional

and administration scrutiny of the policies and procedures that IHEs use to address sexual violence on campus. There are two federal laws that address sexual violence on college campuses: the Jeanne Clery disclosure of campus safety security policy and campus crime statistics act as amended (Clery Act) and title IX of education amendments of 1972. The main aim of federal policymakers have been actively involved in seeking ways to improve how IHEs respond to, investigate and adjudicate incidents of campus sexual violence. 114 members of congress have introduced several bills that seek to strengthen existing laws pertaining to campus sexual violence.

- **Clodfelter A. Tammatha et.al. (2008)** argues in his article that Sexual harassment of college students may lead to more serious forms of sexual assault. Few studies have investigated sexual harassment predictors framed within competing theoretical perspectives. In this study, the literature is extended by examining (a) three types of sexual harassment on a college campus, (b) the nature of reporting, and (c) whether routine activities and self-control theories effectively explain sexual harassment. Findings indicate that one fourth of the participants in the sample were sexually harassed, assaulted students are extremely unlikely to officially report incidents, and measures of routine activities theory are important predictors of sexual harassment. Prevention and education policies should focus on increased reporting to university authorities and helping students understand the situational contexts in which these behaviours are likely to occur. One primary purpose of this research is to determine whether the level of self-control contributes to the risk of sexual harassment victimization. The results of the present study suggest a two-tiered approach for policies seeking to reduce the probability of sexual harassment experience for college students.
- **Huerta et.al (2006)** has shown the correlation of sexual harassment prevalent in academia with power and they all presented a cohesive theory to understand this gender based violence on campus and how this vehemence act effects the female day to day life. They all surveyed 1,455 campus female and they found that the practices of sexual harassment prevalent on campus brought female to psychological distress which then connected with huge bodily sickness, inferior

speculative fulfillment, and larger messy consumption. The situation of female also led to worse when the harassment was done by the higher authority of campus which includes faculty, staff or administrators. And this also led to mental health. All these reasons has made a negative image of educational institutions. The study determines that the long – lasting effects that negatively impacts the lives of campus women. Findings reveals that the greater majority of assaulter were peers and non – peers groups. The findings states that an implication of more general and innovative ideas and preventive measures are needed to tackle the problem of sexual harassment on academics.

- **Shinde V (2017)** in his article that ragging is considered as an evil practice occurring on the campuses and it violates the human right of people. In this article the author also considers that if ragging occurs on campuses, universities on regular basis it effects the future nation i.e. young people. The study deals with doctrinal research method and through this the author try to explain the concept, causes, judiciary and legislative measures adopted by institutions. At last the study deals with not only legislative measures but with legislative measures strict rules and regulation should be formed for the prevention of ragging on campuses.
- **Sabu Miranda et.al. (2018)** proposes that ragging is a big problem. The incidence of Ragging has been increasing among the students over years, despite legislation, execution and strong judicial support given to anti ragging act. Ragging, being a type of abuse of newcomers in educational institutions, where some senior students force the newcomers to go through different verbal, mental, physical, sexual, other, and or combination of tortures, is becoming rampant in colleges and it is about time that the student community awakens its conscience to this inhuman practice. Therefore, the knowledge of students is an indispensable ingredient in identifying and preventing ragging along with the other hazards it is potential enough to cause. Objectives: The study was conducted to assess the knowledge about hazards of ragging and to determine its with the selected baseline data. Methods: A descriptive study approach has been used on a sample of 100 undergraduate nursing students, who were selected by Stratified random sampling by lottery method, in a selected college, in Mangaluru after obtaining institutional ethical clearance. The tools

consist of demographic profile along with checklist. Reliability and validity of the tool were established. Data was analyzed by using descriptive statics. Results: The knowledge assessed by using checklist revealed that 69% of students have good knowledge about hazards of ragging, 30% have average knowledge and 1% having poor knowledge. There is no significant association between knowledge score and selected demographic variables. The study also revealed that only 97% of students have attended any anti-ragging program organized by their college.

- **Potter J. Sharyn et.al. (2009)** has focused their attention on the poster campaign in preventing the sexual violence on college campuses but the poster campaign should not be the only tool college communities must adopt some more campaigns like poster campaign because poster campaign play an important role in creating awareness among students and insists them to come forward and report about their incidents and also others incidents that you have seen ever.
- **Almerab Moneera (2017)**. In their article pointed out the different kinds of violence and their prevalence from students' standpoint and when conducted a survey and a questions are asked from 100 males and 100 females the author found that the frequency rate of verbal violence followed by physical is much more higher than others violence and property destruction and teaching and administrative staff faces less violence. A variance of social, economic, educational, cultural responses between females and males leads to violence. Various suggestive measures are adopted by the hail university towards their students' safety.
- **Klerk de Vivian, Klazinga Larissa and McNeill Amy (2007)**. This article seeks to define the altering ways of rape and sexual assault in Rhodes University and the shortcomings of the past and proposed new strategies and principles which helps in grappling the sexual violence issues on campuses.
- **Kaura A. Shelby & Lohman J. Brenda (2007)**. In their study the author proposes the relationship amid dating violence persecution, relationship satisfaction, mental health problems and acceptability of violence among male and female and through regression analysis the author found two stated impact of dating violence and these are effects on victim's mental health and on victim's satisfaction with their

idealistic relationship. The study also shows that in dating relationship men are more victimized or have equal victimized than women.

1.8.3. Literature related to the causes and consequences of gender-based violence on campuses

- **Schrag Voth J. Rachel (2016)** has explained the existing evaluation seeks to understand the extent to which our knowledge base around campus dating violence and sexual assault is adequate for understanding differences that could directly impact survivor's experience of violence, prevention, and intervention.
- **Kalof. L, Eby K.K, Matheson L. J. & Kroska J .R. (2001)** explained that race and gender is the main cause behind the student's sexual harassment by their college professors. The study shows that the sexual harassment is one of the serious problem in academic settings which shows that male and females students are harassed by their professors and about 30 percent of female students are harassed by their professors and reason behind this is gender stereotyping and the strengthening of women's dependency and the institutions of higher education are generally male dominated.
- **Bizu Gelaye et.al (2009)** has examined in his study the risk of depression and depressive factors among 1,102 female undergraduate students who suffered from gender based violence. The researcher also wants to make a linkage between gender-based violence regard to post - traumatic stress syndrome, depression, anxiety and low self - esteem.
- **American Association of University Professors (2010)** on the scope of the problem, the consequences and the management of sexual assault and then the federal laws related to sexual assault. The study also focus on the importance of feasible policy throughout the institution. Women between 18 to 21 are 4 times more likely to be sexually assaulted than women in any age group . Between 20 and 25 percent of college women and 4 percent of college men report having been sexually assaulted during their college years . Less than 5 percent of college students are brought to the authorities and law enforcement of campus .

- **Pryor D.W ; Hughes M.R. (2013)** has rightly pointed out the social psychological fortify fear of rape among college women. The researcher find out data from a survey of 1,905 female undergraduates to test the influence of 5 esthesis about vulnerability and harm : unique immunity , gender risk , defensibility , deterrent shame and attribution of inquiry. The researcher include 3 sources of crime exposure in their models: past sexual victimization, past non – contact violent victimization and structural risk measured by age, parent’s income and race. The data shows that fear of rape among college women appears more ashore in constructed cognition of harm and danger than in past violent experiences.
- **A Report on sexual harassment in Delhi University by Gender Study Group(1996)** demonstrated the actuality that mostly all women on campuses faces sexual harassment. The study also reveals that the sexual harassment has thrown a negative impact on women i.e. women are effected psychologically, emotionally and educationally and authorities of campuses should take proper action to tackle the problem on campuses.
- **Mengo Cecilia and Black M. Beverly (2015)** in this study the author examines physical/verbal and sexual violence against university students and how these forms of violence affect them mentally leading to poor academic performance also. The study finds that the students who faces sexual violence has leaved their university forever than those who experienced physical violence. Findings also suggested that to control these forms of violence on campuses, the universities will confront their day-to-day violence happened against students and universities should start violence prevent.
- **Sable R. Marjorie et.al. (2006)** in his article “Barriers to reporting sexual assault for women and men: perspectives of college students” addresses why the college students not reported the violence happened against them. To rate the importance of list of barriers to reporting rape and sexual assault among male and female victims. These barriers are shame, guilt, embarrassment not wanting friends and family to know, concerns about confidentiality, fear of not being believed. Both gender perceived a fear of being judged as guy as an important barrier for male victims and

fear of retaliation to be an important barrier for female victims of sexual assault and rape.

- **Logan TK, Leukefeld C, Walker B (2000).** The purpose of study was to examine physical, psychological and stalking victimization and perpetration among males and females. Alcohol use was also examined. A sample of 46 male and 84 female undergraduates who reported stalking victimization and perpetration after a difficult breakup and psychological and physical victimization during that specific relationship. There is also a reciprocal relationship between stalking and psychological abuse victimization and perpetration of male and female. For female stalking was associated with physical and psychological abuse victimization and for male stalking associated with psychological abuse.
- **Chireshe Regis & Chireshe Excellent (2009).** The study primarily focus on the expansion and nature of sexual harassment female students prevalent among the high school in Zimbabwe. The study conducted a survey of 60 female peer educators and 9 school counselors to see upto which extent the sexual harassment is prevalent in that school and study showed that sexual harassment of female students was widespread in schools where they faced various forms of harassment done by male teachers and students. Both quantitative and qualitative data were used in this study. The study also exposed that sexual harassment was viewed in terms of victim – initiated , perpetrator – related and mystical factors. The main reason behind this was that sexually harassed female students do not report about the abuse. Recommendation is made to alleviate sexual harassment.
- **DeFrancisco Pruin Victoria et.al. (2014)** proposes that sexual assault and its risk fragments one of the barriers to gender equality on college campuses. It is also said that college campuses are now becoming the culture of violence where hypersexualized and inclined to alcohol are prevalent. Women are most often the reported victim. The link between drinking and sexual assault is addressed in progressive campus policies that require verbal consent for consensual sex and note that if a person is incapacitated that person can't say yes. Women are the main victim of sexual violence and instead of knowing their assaulter they do not report

to campus authority just because of the fear of publicity, embarrassment and shame, the most importantly mistrust of the campus judicial system.

- **Banyard L. Victoria et.al (2017)** in his article discussed about the interrelationship between academic upshots and practices of sexual violence, relationship violence and stalking victimization among college students. A total of 6,482 undergraduate students were surveyed on the idea of educational efficiency, collegiate strain, institutional assurance and scholastic carefulness. These four kinds of victimization were related to significant differences on academic outcomes after controlling for sex and year at school, with victimized students reporting lower academic efficacy, higher college-related stress, lower institutional commitment, and lower scholastic conscientiousness. Multiple persecution was expressively linked which leads to more negative academic outcomes. with the greater number of types of victimization experienced by students being associated with more negative academic outcomes.
- **Speranza Keriann (2010)** explained that in college and university the incident of rape is common and has become a serious issue now and victims suffers from various negative, long term and \multiple consequences just because of victims not registered their incident to the campus authority, administration. Campus rape is the most underreported abuse. Finally, I present current legislation surrounding campus crimes, and propose a new policy that prohibits alcohol on campus and targets members of fraternities and athletic teams, which may more effectively prevent and reduce campus rape rates. Women aged sixteen to twenty-four experience rape at rates four times higher than the sexual assault rate of all women. Furthermore, if awareness about alcohol consumption and the likelihood of sexual victimization is increased, more aggressive preventative measures may be taken and then campuses and college parties can be safer environments.
- **Okoye-Mezie MMI Mary Margaret and Alamina F. Folusho (2014)** has proposed about the sexual violence prevalent among the university of Port Harcourt of Nigeria and explores about the incidence, form, factors and health consequences on female undergraduates. A survey of 413 female students was studied through cross sectional and questionnaire and through empirical study it is found that one in

four women may have experienced sexual violence and touching/grasping are common on the university campuses and this impacts victims mentally, physically, sexually that prevents students from attaining the maximum intellectual, emotional and educational potentials. The reason behind the prevalence of sexual violence is underreporting. So, for stopping this on universities their required an urgent preventive measures for creating awareness regarding violence. This article also focusses on the services to create a youth friendly centre in order to provide a safe and conducive environment and counselling for victims.

1.8.4. Literature review related with government and institutional Policies

- **Karjane, H.M., Fisher, B., & Cullen, F.T. (2005).** Researchers used the random sample in their study to determine the financial aid given by the federal government to their students in the U.S. & Puerto Rico. Researcher had examined almost 2,500 schools to check the sexual assault policies, and campus administrators were asked about the issues mandated by Federal Law. Federal Law (the Clergy Act of 1990 and the Campus Sexual Assault Victims' Bill of Rights of 1992) requires that schools annually disclose information about crime on campus. This study found that schools are complying with federal law unevenly. Although most schools comply with the requirement to report crime data, only about one - third do so in a way that fully complies with federal laws. Anonymous reporting, which encourages victims to come forward, is an option at only half of the Nation's schools. Schools were not given any resources to the victim to come forward to complained against that particular criminal. Fewer than half the schools inform students on how to file criminal charges. The report identifies promising practices, recommends the development of model policies and guidelines, and suggests areas for more research.
- **Sulkowski L. Michael (2011)** addresses the students' willingness to report threats of violence to college aged populations. The study shows that almost 70 percent of

students endorsed being at least somewhat willing to report a threatening peer. Police and administration of campus positively support the students to report threats of violence. but still the fear of negative evaluation was unrelated to students' willingness to report.

- **Harris C. Jessica & Linder C (2017)** explains for decades and recent ages various activists, campus administrators, policymakers have focuses their courtesy on the problem of campus sexual violence and made efforts for the eradication of sexual violence. the book also highlights that the rates of sexual victimization on college campuses have not changes it is still same as 60 years of before so their required a need to change in action, training and behaviour among member who work in this field. The reason behind the sexual violence is power oppression the training that is given to the victims is related how not to get rape rather than potential perpetrator not to rape. Further focus only on one type white cisgender heterosexual college woman. Based on the lackness of college administrators and based on their empirical study of over 10 years the author suggests to adopt the power conscious lens to challenge student activists, administrators, educators and policy makers to develop more nuanced approaches to sexual violence awareness, response and prevention on college campuses.
- **Aina Deborah Adetutu, Kulshrestha Pradeep (2017)**. This study examined the level of awareness of sexual harassment in educational institutions in Delhi NCR (India). This paper grouped the results of all respondents into two categories, i.e. Private and State institutions, wherein a total number of 430 respondents were selected from ten private and state universities by simple random sampling from their respective law faculties. The statistical tools used in analyzing the data collected were frequency and chi square which revealed that the level of awareness of private or individually owned institutions is relatively high but lacks clarity, and boils down to a lower level of awareness as compared with state or government owned institutions. The findings also revealed that private universities experience sexual harassment just like state universities. Based on these results, the author recommends the augmentation of awareness programs in all universities, especially private ones. Compulsory sexual education courses for new intakes

could be arranged, and final year students could also be re-oriented before they graduate. Although our respondents from both institutions agreed that sexual harassment affects our educational institutions and lack of proper awareness is one of the key issues for not reporting experience of sexual harassment in their institutions. The research reveals that the level of awareness of 'sexual harassment' by respondents from private institutions lacks clarity as compared with that of the State institutions. It is concluded that, the type of educational institutions will determine the level of awareness and perception of students about sexual harassment.

- **Potter et.al. (2010)** has shown that social marketing campaign has play an important role in preventing sexual violence on campuses. It will also provide a benign grounds where adherents of the campus community recognize and take on the part of prosocial bystanders who send out the message that sexual violence is not endured in their community. And in this self - identification model also play a crucial role for the eradication of sexual violence from the university.
- **Jordan E. Carol et.al. (2014)**. The literature has documented the widespread nature of sexual assault victimization among college women. While the aftermath of violence against university women has also received focus, that is, documenting trauma-related sequelae; risk factors; reporting patterns; and legal interventions, the impact on academic performance has not received adequate attention in the literature. The primary purpose of this study was to explore the association of rape and sexual assault with academic performance among college women. Its specific aims included the following: to compare high school and college sexual assault experiences with collegiate grade point averages (GPAs) at key points in time; to examine any differences in GPA by type of sexual assault; to urge researchers studying retention and persistence patterns or sexual assault among college students to ensure that the relationship between the two is included in research designs; and to recommend that academic institutions expand programming on retention to include rape and sexual assault among the risk factors associated with a lack of persistence.

- **Veras Edlin and Davis Dr Jason (2015).** The current paper seeks to contribute to the ever - expanding campus crime literature by offering a theoretical proposal to better understand factors that may contribute to student-on-student assault in university settings. Despite its status as the most common violent crime committed on college campuses, very little is known about factors that cause students to participate in aggravated assault. In this paper, we offer a theoretical proposal that utilizes Edwin Sutherland's differential association theory to better anticipate factors that may contribute to assault. In general, we propose that students that hold favourable definitions of crime and less conventional attitudes will be more inclined to participate in assault. At the same time, we postulate that students that have deviant peer associations would be more likely to commit an aggravated assault on campus as would students that anticipate that they would not lose respect their closest associates if they personally assaulted another person. Consistent with Sutherland's theory, we offer a survey instrumentation that measures key concepts related to favourable definitions, conventionality, peer association, and acceptance. Furthermore, we discuss the best strategies for implementing such a survey. Finally, we conclude by discussing potential limitations of our research design. Majority of these offenses, 38 percent (15,021), were aggravated assault cases. By comparison, robberies accounted for 36 percent (14,145) of reported violent crimes during the same period, while 25 percent (10,032) were forcible sexual assaults. Specifically, we utilize Edwin Sutherland's theory of differential association to predict how personal believes and peers can influence interpersonal violence.

1.8.5. Major gaps found by the researcher during the Review of Literature

After reviewing so many books, journals, articles on gender-based violence on campuses, a number of research work has been found on the prevalence of gender-based violence on campuses, its forms like sexual harassment, sexual assault, dating violence basically, the focus has been on the sexual violence faced by the students on the international campuses but very less literature was found on Indian campuses related to sexual violence, physical

violence, psychological violence among students, teaching and non-teaching staff on university campuses.

Basically, in India work has been done on sexual harassment against female students on campuses, ragging, stalking, dating violence and its forms, causes and consequences of these types of violence. No work or rare work has been found on the gender-based violence on campuses of India its related forms, causes, consequences as a whole covering all major forms of gender-based violence especially in Uttar Pradesh.

Review of literature shows that a lot of research has been done on sexual harassment, sexual assault of students in different streams in abroad. However, very little research has been done on gender-based violence on campuses occurring against students, faculty and non-teaching staff in India and further in Lucknow.

Previous studies show that there is still need to investigate other factors that relate to gender based violence on campuses of Lucknow such as time, location and levels of violence.

There is lack of qualitative studies on gender-based violence on campuses occurring against students, teaching and non-teaching staff and further whatever studies have been conducted are quantitative in nature. But in order to have in-depth understanding of the problem, both quantitative and qualitative research methods are to be used. There is relatively little use of police data in relation to gender-based violence on campuses, There is a critically important caution though when using police data to better understand gender based violence on campuses of India especially Lucknow and no research has been conducted on the basis of the secondary data of selected universities of Lucknow city.

1.9. Statement of the Problem

Gender-based violence on campuses is a serious problem occurring worldwide as well as in India. It has become a component of problem poisoning the stream of the campus society. Estimates of campus violence range widely due to the underreporting that twists the official statistics. However existing data indicates that a substantial majority of

students, teachers and non-teaching staff especially females of campuses experience various forms of violence and suffers from severe consequences. According to one nationally representative survey of college students, approximately 17 percent of students reported experiencing some form of violence or harassment in the previous year (Presley, 2004). Gender discrimination and violence is commonly evident in the field of higher education. India's population is still marked with significant inequalities in achievements of men and women in various fields. The country, in fact ranks very low in the world in terms of parity between the two sexes (Hassan, Daspattanayak and Rath, 2008).

As campuses are the positive and provides the suitable environment to every person working, studying on the campuses but for those who faces sexual assault, dating violence, stalking, bullying, sexual harassment, ragging, rape makes them fragile. These different forms of gender-based violence create a public health and safety concern because of the host of physiological, psychological and academic, working outcomes associated with student, teaching and non-teaching staff on campuses has deeply affected them. Gender based violence on campuses breaks or disturbs everyone social lives, day to day interaction with one another. Students who faced any type of violence on campuses results in lower grades or performance in academics, they dropped their classes, do not interact with anyone whether it is their family or friends, withdraw their name from the institution. And for staff, whether it is teaching or non-teaching, they also don't concentrate on their official works, they leave that campus and took transfer to another campus.

Individuals on the university blames themselves for the misconduct. They feel shame, losses their self – esteem, prestige, they want to live alone, become so much afraid from others. In the past 10 years, institutions of higher education have been under increasing pressure to effectively respond to and prevent gender-based violence on their campuses. The impact of gender-based violence can cause immediate and long term physical and mental health consequences for campus students. Students who suffers gender based violence experiences higher rates of post – traumatic stress disorder risk of re-victimization, depression, substance abuse and suicidality. The present study deals with an issue of gender-based violence on the selected universities of Lucknow. Because more or less many works has been done on sexual harassment especially happening against

female on the international level but on the India level especially in Uttar Pradesh but no such works has been done related to gender-based violence as a whole on the campuses of Lucknow.

1.10. Objectives of the Study

The present study deals with following objectives:

1. To examine the prevalence of gender-based violence on the campuses among students, teaching staff and non-teaching staff.
2. To understand the forms (physical, psychological, sexual) of gender-based violence on campuses among students, teaching staff and non-teaching staff.
3. To investigate the causes and consequences of gender-based violence on campuses among students, teaching staff and non-teaching staff.
4. To examine the government and university policies that are formed for preventing gender-based violence on campuses.
5. To give suggestions to curb the problems of gender-based violence on campuses.

1.11. Hypotheses of the Study

The present study deals with following hypotheses:

1. Gender based violence is more prevalent on campuses among students, teaching staff and non-teaching staff.
2. There are various forms of violence occurring on the platform of campuses among students, teaching staff and non-teaching staff.
3. Individual, community, relationship, society are the causes and the post- traumatic stress, suicide, depression etc are the consequences that deeply affects the students, teaching and non-teaching staff.

4. Gender based violence has been occurring mostly against women on campuses in India.
5. Apart from various policies formed by the government and university, women and men are still not safe in the campuses.

1.12. Methodology of the Study

This section of methodology designates the methods selected to conduct the study. The research was conducted to assess the attitude, awareness, prevalence, forms of gender-based violence on campuses in Lucknow as well as the consequences, causes, governmental and institutional policies framing by the universities of Lucknow. This is systematized into diverse segments that explain the details of research design, sampling procedure, measures used for the study, procedure followed for conducting the study, statistical analysis used by the researcher for the present study.

Background of Lucknow City:

Lucknow is the capital and largest city of the Indian state of Uttar Pradesh. It is the eleventh most populous city and the twelfth most populous urban agglomeration of India. Lucknow has always been known as a multicultural city that flourished as a north Indian cultural and artistic hub and the seat of power of nawabs in the 18th and 19th centuries. It continues to be an important center of governance, administration, education, commerce, aerospace, finance, pharmaceuticals, technology, design, culture, tourism, music and poetry. As Lucknow the “city of nawabs” stands at an elevation of approximately 123 meters (404 ft.) above the sea level. Lucknow city covers an area of 2,528 square kilometers (976 sq.m). Lucknow in the state of Uttar Pradesh, India is situated on the northern Gangetic plains of India between 26.50 north and 80.50 east, according to census 2011. Bounded on the east by Barabanki, on the west by Unnao, on the south by Raebareli and in the north by Sitapur and Hardoi, Lucknow sits on the northwestern shore of the Gomti river, Hindi is the main language of the city and Urdu is also widely spoken.

Pilot Study

After finalizing the questionnaire, the researcher has gone for the pilot survey. The researcher has done the pilot survey from the selected four Universities of Lucknow city. The tools are directed in a pilot study to determine reliability and clarify questions for the final construction of the survey. The survey was administered to volunteer students, teaching and non-teaching staff of the selected universities. The pilot survey has been conducted on the 10 percent from 360 respondents i.e. 36 in order to represent the validity of the survey. The suggested corrections are evaluated; reviewed, corrected and prepared for final construction.

Universe of the Study

Lucknow, the capital of Uttar Pradesh state of India, has schools, colleges, universities & research institutions. But the researcher has taken only the universities of Lucknow. As there are overall 16 universities in Lucknow city. These universities are further divided into four groups as state universities, central universities, private university and deemed university. There are 8 State universities in Lucknow city which includes Lucknow University, Sanjay Gandhi Post Graduate Institute of Medical Sciences, Dr. Ram Manohar Lohiya National Law University, Khwaja Moinuddin University, King George Medical College, English and Foreign language university, Lucknow Campus, Dr. Shakuntala Mishra National Rehabilitation University (www.ugc.ac.in) There is only 1 central university in Lucknow City that is Babasaheb Bhimrao Ambedkar (A Central) University (www.ugc.ac.in). There are 6 Private Universities in Lucknow City which include Amity University, Babu Banarasi Das University, Gautam Buddha Technical University, Integral University, Era University, Dr. APJ Abdul Kalam University, Indian Institute of Management (www.ugc.ac.in). There is only one deemed university that is Bhatkande Music Institute (www.ugc.ac.in)

Population of the Study Area

Researcher has selected 4 universities out of 16 universities of Lucknow city through convenience sampling. The Lucknow university, Babasaheb Bhimrao Ambedkar (A

Central) University, Dr. Babu Banarasi Das University and Dr. Ram Manohar Lohiya National Law University. Students, Teaching and Non-Teaching staffs of the selected universities were chosen as respondents by the researcher by using purposive sampling method. The researcher extracted the information pertaining to the prevalence, extent, causes and its consequences of GBV on campuses. The population of the present study includes all the campus students who are pursuing their undergraduate, post graduates, M.Phil. and Ph.D. of any stream and also faculty, non- teaching staff of campus of universities.

Table 1.1. Total No. of Universities in India as on 18.06.2021

| S.no. | Universities in India | Total Number |
|--------------|------------------------------|---------------------|
| 1. | State University | 429 |
| 2. | Central University | 54 |
| 3. | Private University | 380 |
| 4. | Deemed University | 125 |
| | Total | 988 |

Source: Retrieved from the website www.ugc.ac.in on March 3, 2022

Table 1.2. Total Number of Universities in Uttar Pradesh

| S.no. | University in U.P. | Total Number |
|--------------|---------------------------|---------------------|
| 1. | State University | 31 |
| 2. | Central University | 5 |
| 3. | Private University | 32 |
| 4. | Deemed University | 9 |
| | Total | 77 |

Source: Retrieved from the website www.ugc.ac.in on March 3, 2022

Table 1.3. Total Number of Universities in Lucknow

| S.no. | University in Lucknow | Total Number |
|-------|---------------------------|--------------|
| 1. | State University | 8 |
| 2. | Central University | 1 |
| 3. | Private University | 6 |
| 4. | Deemed University | 1 |
| | Total | 16 |

Source: Retrieved from the website www.ugc.ac.in on March 3, 2022

Sample

The sample was drawn using convenient sampling method. Sample of the study will consists of students, faculty, non-teaching staff of selected universities of Lucknow city to get deeper information about prevalence, forms, causes and consequences of gender based violence on campuses and also to see the awareness of policies formed by their institution and government. The population from the universe will consist of 360 respondents (90 respondents from each University).

Sample Unit

There are 16 universities in the Lucknow and through purposive sampling, the researcher has chosen these four universities because these four universities has different perspectives i.e. central, state, national, private universities and have different streams and these perspectives helps to know variations of gender based violence among students, teaching and non-teaching staff in these universities.

- Babasaheb Bhimrao Ambedkar University (Central University)
- Lucknow University (State University)
- Dr. Ram Manohar Lohiya National Law University (National University)
- Abdul Kalam Azad Technical University (Private University)

Fig. 1.1. shows the map of selected universities of Lucknow City Universities



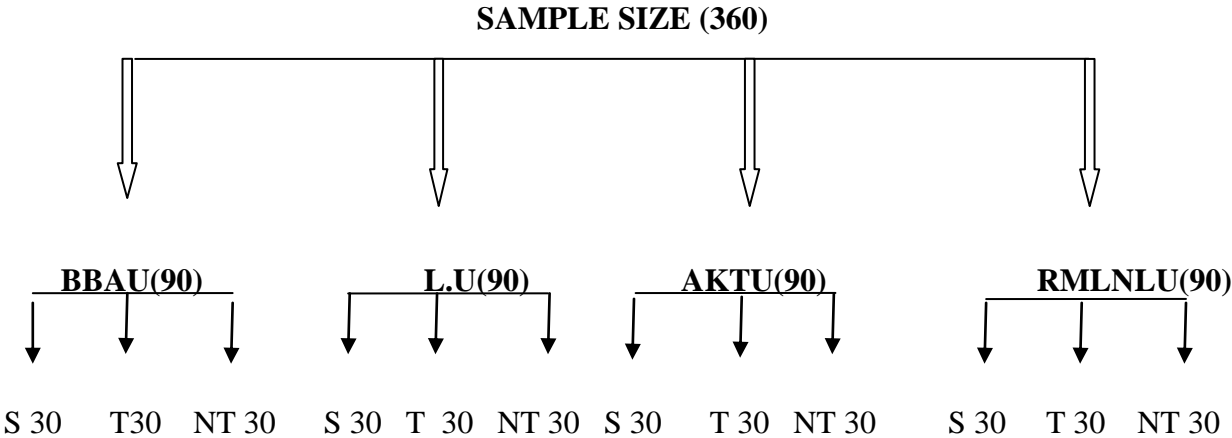
Source: <https://www.google.com/>

Sample Size

Sample size means the number of items to be selected from the population to constitute a sample (Kothari, 2004, p. 56). This sample size should neither be too large nor too small, but ideal. It must be well-organised, dependable, representing and flexible for the survey. Getting a substantial sample size of the target population within this cross-sectional study might be impossible, considering the duration of time, money, and man-power. Also, studying the entire population is also impossible. However, a reasonable sample size of 360 respondents have been the sample size for the research study. These samples are valid and sufficient for the purpose of the study with regard to the time, resources, and method of analysis adopted.

A sample of 90 respondents have been chosen from each selected University of Lucknow City. As there are three variables in the research study i.e. students, faculty and non-teaching staff of university. By using stratified sampling, the sample of 90 respondents is further divided into 30 students, 30 teaching and 30 non-teaching staff of university. As the present study is related with gender-based violence on campuses in Lucknow so by using proportionate stratified sampling, 30 respondents are further divided into 15 males and 15 females.

Fig. 1.2.shows respondent's sample size



S=STUDENT, T=TEACHING, NT=NON-TEACHING STAFF

Sampling Strategy

The sampling techniques or procedure selected for this study include stratified random sampling because it made the results more efficient since the researcher surveyed the population in strata group before drawing the conclusions. The researcher also used simple random sampling by giving all participants equal privilege to participate in the study. The researcher chooses purposive sampling to know the gender-based violence on the campuses of Lucknow. Stratified sampling has been chosen for dividing the sample into three equal parts as the study is three tier that includes students, teaching and non-teaching staff of campus. Proportionate stratified sampling has been used to divide students, teaching and non-teaching staff into male and female.

Tools and Techniques of Data Collection

There are various types of tools and techniques in the research for collecting data. These tools and techniques are interview schedule, interview guide, questionnaire, interview, case study, content analysis, observation. In line with its objectives, the researcher used both qualitative and quantitative approaches in their study. Quantitative research generated tendencies on various indicators on the situation related to GBV in the selected universities of Lucknow. Qualitative research was designed to reveal a target audience's range of behaviour and the perceptions that drive it with reference to specific topics or issues. It used in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are narrative rather than predictive. It didn't just rely on statistics or numbers, which are the domain of quantitative researchers. The researcher has used the questionnaire for collecting data. Data has been collected by using structured questionnaire. Case study has also been conducted by the researcher through interview from few respondents out of 360 respondents to attain the knowledge about the prevalence rate of gender-based violence on campuses, their forms, its reasons and what are the results after facing the GBV on campuses.

A questionnaire is addressed to a group of individuals in order to collect their opinions, perceptions, knowledge and demonstrations on a given phenomenon. In the context of this study, it was addressed to various people, both men and women. The questionnaire has divided into two parts: First, demographic profile of the respondents and second part covered key aspects of the study, including:

- The level of awareness among students, faculty and non-teaching staff on GBV situation prevalent on campuses.
- The causes of GBV on campuses;
- The dominant forms of GBV on the campuses;
- The magnitude and consequences of GBV;
- The level and frequency of different forms of GBV;

- People's awareness of institutions and structures to which they may report in case of GBV

Case Study Method

The case study method is a very popular form of qualitative analysis. The advantages of case study method are its applicability to real life current human conditions and its public availability through written reports. The results related directly to the common readers everyday experience and facilitate in understanding complex real life condition. It leads to new understandings and presents a true picture of respondent's live. For better understanding of the issue, 3 case histories i.e. one from student, one from teaching and one from non-teaching staff, who faced gender based violence on campuses were taken. Each case study was recorded through several meetings with the respondents. This technique was used to understand what kind of gender-based violence they faced on campuses, at what faced the problem, who were the perpetrator, trauma they faced, what are the causes of gender-based violence on campuses and what consequences they faced after facing gender based violence, coping mechanism adopted by the cases etc. Further, the qualitative information gathered from the selected cases was also used to check the analysis based on sample data.

Research Design

The research is based on a cross sectional design with descriptive research design i.e. produced through primary data to examine dimensions of attitude, awareness, prevalence, forms, causes, consequences of GBV from the perspective of male as well as female population of the university. Our research method has involved the use of mixed methodology (qualitative and quantitative). , "A survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2013). Survey method was opted for the study due to its advantages of economic nature, and characteristics of enabling researcher to collect data from a large number of populations in a short period of time. This study will validate to use both quantitative and qualitative method. SPSS will also be used in the research study to show the extension of gender-based violence on campuses.

Data collection procedure

The research has done among the campuses of Lucknow city of Uttar Pradesh. Researcher move toward these campuses authorities for gaining consent and for directing the study. Data were collected from both male and female students studying as well as teaching and non-teaching staff of the campuses. Data collection was done in group setting during the campus hours. The researcher has obtained the informed consent from the participants for conducting the study. The participants were informed about the objective of the study and their freedom to quit the study at any point of time. The students, teaching and non-teaching staff has given assurance about the confidentiality of their responses.

Data Analysis

After the completion of data collection, data entry and analysis were done by using SPSS 20 version. Descriptive statistics, such as frequency tables, percentages, and graphs, were used to present the descriptive results. Additionally, we performed cross tabulations to assess the associations between GBV and independent variables.

Variables of the Study

The dependent variable of this study is GBV. However, the independent variables (predictors) are gender, nature of university, respondents. In this study, perpetrators of gender-based violence (college friend, stranger, boyfriend, and teachers); as well as perpetration tactics of physical violence (bruising, cuts, scratches, and fractures); perpetration tactics of sexual violence (making them drunk, forcing them to take one or more substances such as khat and shisha, using their authority (e.g., teachers); and perpetration tactics of Emotional/verbal violence (being insulted, humiliated, being intimidated, and being subjected to inappropriate comments) were assessed. Besides, we have assessed the effects of gender-based violence especially physical and sexual violence on the respondents' activities. Moreover, variables about reporting/non-reporting of the violence to the legal body and the reason behind of non-reporting were included in this study.

1.13. Significance of the Study

The significance of the present study is that it seeks to observe the occurrence rate, its forms and highlighted the causes as well as consequences of GBV on campuses occurring against the students, teaching and non-teaching staff of the campuses and what are the government and institutional schemes that protect the respondents from gender-based violence on their campuses. The study would contribute to eradicate gender-based violence from the campuses and make a friendly environment on the campuses so that the individuals on the campuses come without any fear of insecurity. The study also investigate the gender-based violence and its related institutional policies formed for the protection of students, teaching and non-teaching staff of the campuses. The study is also significant because very less articles, books are available in India so this study would be helpful for understanding the seriousness of Gender based violence that is prevalent on Indian campuses and which affects the students, teaching and non-teaching staff of the campuses and improves their institutional if some remedies requires on policies. The study is also significant that research has been done mostly with students not with teaching and non-teaching staff researcher has studied gender-based violence happening with students, teachers and non-teaching staff which is mostly prevalent on equal amount with whether it is student, teacher and non-teaching staff of the campuses. Therefore, this study would be significant and it would also add to the academia.

1.14. Limitation of the Study

- The researcher limited their study to 4 universities of Lucknow city due to Covid 19 pandemic.
- The researcher limited their study to students, Teaching and non-teaching staff of the campuses.
- As we know the government has given recognition to transgender i.e. there are three genders in our society (male, female and transgender) that has got recognition from the government of India. As researcher chooses to study all these types of

genders but they do not find any transgender on campuses that they selected for study. So, they limited their study to females and males respondents of campuses.

- The researcher has limited their study to gender-based violence happening in post-secondary education.

1.15. Field Survey Experience

- Respondents found questionnaire to be too long, complex and sensitive.
- During field survey, some respondents do not take questionnaire and some respondents do not give me the permission to come due to Covid 19 situation which makes me difficult data on time.
- Data filled in the survey form was poorly done because some respondents has not filled the questions or filled the questions by giving their response as none of the above.
- The researcher faced difficulty in collecting their questionnaire because most of the respondents especially teaching and staff of the campuses on the time. Some of them especially faculty and non-teaching staff of the campuses has taken too much time i.e. one month or one and a half month for filling my questionnaire.
- Some respondents after asking the researcher's topic misbehaved with the researcher by saying that why you have taken this topic as they said to the researcher that it is not prevalent on our campuses.
- Researcher found that respondent has no time by saying I am not faced these types of violence during my working time. They said that go to new teachers and non-teaching staff of the administration.

1.16. Chapter Plan

Since, social scientists basically present their study to the scientific community for its appraisal and acceptance, a detailed study is prepared of the findings. We have provided

the theoretical perspective, the methodological framework and the tools and techniques used. The present study is organized in seven chapters. List of referred books, journals, articles are framed in bibliography and is given at the end as per alphabetical order.

The first chapter deals with **Introduction** which comprises background of the study including the introduction, sociological explanation of violence, meaning of violence and its origin, interlinkage between gender and violence, meaning of gender-based violence, gender based violence on the campuses in India, , mapping gender based violence on campuses of Uttar Pradesh, statement of the problem, its objectives, hypotheses, review literature related to various aspects of gender-based violence on campuses, research gap, significance of the study, limitations are discussed in this chapter. This chapter also provides details about research methodology, including nature and research design, area of study, sample size, sampling strategy, variables of study, tools and methods of data collection and statistical tools which were used to analyze the data.

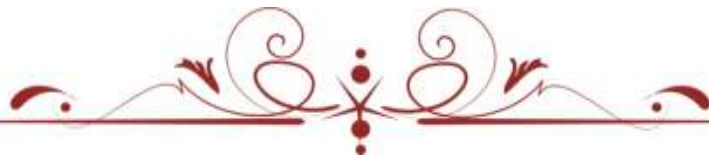
The second chapter entitled **Gender based Violence on Campuses in India :Conceptual and Theoretical Analysis** provides a review of theories about the subject matter, and its related various concepts.

The third chapter entitled **Prevalence, Forms, Causes and Consequences of Gender Based Violence on Campuses in India** deals with the prevalence of gender-based violence on campuses in India, its various kinds of violence faced by the individuals on campus, its causes and consequences on individuals campuses. It also includes the secondary data of selected universities of Lucknow and various incidences of GBV on Indian universities collected from various secondary sources like online websites, newspapers.

The fourth chapter entitled **Government and Institutional guidelines and policies formed for the safety of individuals on campus** includes various regulation formed by the government and institutions for safety. Also includes various IPC sections related with the Gender based violence on campuses.

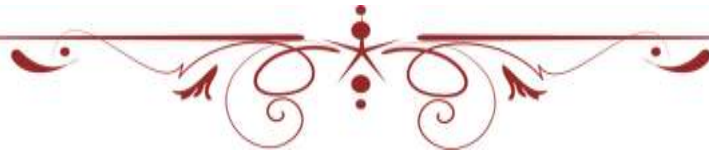
Chapter Fifth entitled **Gender Based Violence on Selected Campuses of Lucknow City: A study based on Empirical Analysis** includes the socio-economic background of respondents as well as empirical study done in the field survey.

Chapter Sixth entitled **Findings, Conclusion, Suggestions and Recommendations** provides summary of previous chapters, findings of the primary survey, findings of the secondary data, Conclusion, hypothesis proving, suggestions, recommendations and suggestions for further research.



CHAPTER-2

GENDER BASED VIOLENCE ON CAMPUSES IN INDIA: CONCEPTUAL AND THEORETICAL ANALYSIS



Chapter-2

Gender Based Violence on Campuses in India: Conceptual and Theoretical Analysis

2.1. Introduction

A conceptual schema is a structure that a researcher believes best depicts the natural progression of the subject being studied (Camp, 2001). It is linked to the researcher's concepts, empirical research, and fundamental theories for furthering and systematising his or her competence (Peshkin, 1993). From a statistical approach, the conceptual framework explains the relationship between the study's main concepts. It is organised in a logical order to assist in the production of a visual depiction of how the ideas in a research relate to one another (Grant & Osanloo, 2014). Surprisingly, it represents the researcher's preferred order of steps during a study project. (Dixon, Gulliver & Gibbon, 2001). Miles and Huberman (1994, p.18) opine that conceptual frameworks can be 'graphical or in a narrative form to display the key variables or constructs to be studied and the supposed relationships between them.

2.2 Concepts

The following concepts are related to the gender-based violence on campuses are:

Gender-

Gender is a constitutive element in all social relations. The term „gender“ refers to the social classification of men and women as masculine and feminine (Oakley, 1972) and their expected behaviour based on their assigned social roles (Bhasin, 2000). The different roles that are ascribed to men and women are socially and culturally determined and influenced by traditional practices, institutions, customs and beliefs. Most of the societies of India are patriarchal society where men dominate and exercise control over most of resources and are considered superior to women. Basically, there are three types of gender sex categories that are characterised as masculine (male inner-sex identity), feminine (female inner sex identity) and neutral (having both male and female inner sex identity balancing each other out). The concept of gender came into being in 1970s. It was used as an organized type to draw a line of diversity between biological sex alterations and the way these are used to notify behaviours and developments which are then assigned as masculine or

feminine. Gender refers to the private inner sex distinctiveness of an individual regardless of his or her outer sexuality, which is determined by his/her sexual organs (Irengbam Arun, 2011). Gender refers to the characters, behaviours, actions, traits and prospects that any society imitates appropriate for girls and boys, and women and men. Gender interrelates but is dissimilar from the binary groups of hereditary sexual practice.

The Oxford Etymological Dictionary of the English Language of 1882 defined gender as kind, breed, sex, derived from the Latin ablative case of genus, like genere natus, which refers to birth. Gender refers to the roles and tasks of men and women that are formed in our relations, our societies and our cultures. The concept of gender also covers the scenarios held about the features, capabilities and probably behaviours of both women and men (femininity and masculinity). They can variate over time and vary within and between opinions. Systems of social difference such as political status, class, ethnicity, physical and mental inability, age and more, adapt gender roles. The concept of gender is vital because, applied to social analysis, it reveals how women's subordination (or men's domination) is socially created. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever (UNESCO 2013). Gender (socially produced differences between being feminine and being masculine (Mary Holmes, 2007). Gender is essentially a performative repetition of acts associated with male or female. Currently, the actions appropriate for men and women have been transmitted to produce a social atmosphere that both maintains and legitimizes an outwardly natural gender binary (Judith Butler, 1988).

In this way gender is the essential part of our society so gender means the communal, behavioural characteristics that a men and women posses with them and performs their actions, duties according to the norms of the society. There are roles and expectations assigned to men and women of our society. Through gender we can identify that what roles, what expectations society demands, what behaviours has been performed by which person of society.

Violence

Violence, an act of physical force that causes or is intended to cause harm. The damage inflicted by violence may be physical, psychological, or both. Violence may

be distinguished from aggression, a more general type of hostile behaviour that may be physical, verbal, or passive in nature (Jacquin, 2020). Violence is a relatively common type of human behaviour that occurs throughout the world. People of any age may be violent, although older adolescents and young adults are most likely to engage in violent behaviour. Violence has a number of negative effects on those who witness or experience it, and children are especially susceptible to its harm. Fortunately, various programs have been successful at preventing and reducing violence.

Violence is an act of aggression that crosses the boundary of another person's autonomy and identity. It is a coercive instrument to assert one's will over another, to prove or feel a sense of power (Rao Mamta, 2012). Galtung (1969) states that "Violence is present when human beings are being influenced so that their actual somatic and mental realizations are below their potential realizations." Violence, an act of physical force that causes or is intended to cause harm. The damage inflicted by violence may be physical, psychological, or both. Violence may be distinguished from aggression, a more general type of hostile behaviour that may be physical, verbal, or passive in nature (Encyclopaedia Britannica, n.d.). Violence can be variously defined with connotations ranging from the more obvious to something subtle, from physical force used so as to harm, damage or destroy to unjust or callous use of force or power as in violating another's rights, sensibilities etc (Pezza,1995). The word violence as behaviour "which is experienced by other members of the same culture as a positive violation of culturally patterned interpersonal behavioural norms" (Pollard, W, 2014). In our patriarchal society, masculinity is usually associated with power, domination and control over women and, as McHugh 2005 argues, "violence is one means by which men can perform masculinity" as well; this male trend traditionally has been legitimised and seen as natural.

Gender based Violence

The United Nations Declaration on violence against women was formulated to provide a common basis for defining gender-based violence (Mkandawire, 2009). According to article 1 of the Declaration, violence against women is to be understood as: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women including threats of such acts as coercion or arbitrary deprivations of liberty, whether occurring in public or private

life. In an effort to establish the parameters of what constitutes gender-based violence, Article 2 of the United Nations Declaration presents the international community's view of what it essentially recognizes as generic forms of violence against women. The definition encompasses, but is not limited to physical, sexual and psychological violence occurring in the family and in the community, including battering, sexual abuse of female children and women, marital rape, female genital mutilation (FGM) and other traditional practices harmful to women, non-spousal violence, violence related to exploitation, sexual harassment and intimidation at work and in educational institutions, forced prostitution and violence perpetrated or condoned by the state. In addition to the United Nations definitions, other attempts have been made to articulate the complex dimensions of what constitutes gender-based violence (Mkandawire, 2009).

SIDA (The Swedish International Development Cooperation Agency) (2015) defines GBV as “any harm or suffering that is perpetrated against a woman or girl, man or boy and that has a negative impact on the physical, sexual or psychological health, development or identity of the person. The cause of the violence is founded in gender-based power inequalities and gender-based discrimination”. Gender-based violence undermines the health, dignity, security and autonomy of its victims, yet it remains shrouded in a culture of silence. The United Nations defines violence against women as “any act of gender based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life”

The term “gender-based violence” arose within the women’s rights movement to articulate women’s exposure to violence in the context of patriarchy. The term was first taken up in the UN Declaration on the Elimination of Violence Against Women (DEVAW, 1993), an international agreement in which violence against women is defined as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women.” (<https://www.un.org>)

In addition to emphasizing that GBV takes many forms, DEVAW makes the link between patriarchy and GBV clear by emphasising that violence against women is “a manifestation of historically unequal power relations between men and women, which have led to the domination over and discrimination against women by men and

to the prevention of the full advancement of women. The European Union (EU) defines gender-based violence as violence directed against a person because of that person's gender or as violence that affects persons of a particular gender disproportionately. USAID defines Gender-based Violence as an umbrella term for any harmful threat or act directed at an individual or group based on actual or perceived biological sex, gender identity and/or expression, sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity. Violence directed against a person because of that person's gender, gender identity or gender expression, or which affects persons of a particular gender disproportionately (European institute of gender equality).

Physical Violence

Physical abuse means any non-accidental act or behaviour causing injury, trauma, or other physical suffering or bodily harm. Abusive acts toward children can often result from parents' attempts at child discipline through excessive corporal punishment. Any act which causes physical harm as a result of unlawful physical force (Giardino, A.P.; Giardino, E.R. (2008). Physical violence can take the form of, among others, serious and minor assault, deprivation of liberty and manslaughter (European institute of gender equality, 2010). Physical or material violence is another type of violence defined as the intentional use of physical (body) force against others with the intent of injuring them and causing bodily injuries as an illegal punishment method, resulting in pains, aches, and psychological sufferings as a result of these injuries. This type of abuse includes the use of fire, ironing, leg kicks, strangulation, and hand beatings (Al-Khaldi, 2008).

Psychological Violence

WHO, who define psychological violence (i.e. emotional or psychological abuse) such as "insults, belittling, constant humiliation, intimidation (e.g. destroying things), threats of harm, threats to take away children", while controlling behaviour is defined as "isolating a person from family and friends; monitoring their movements; and restricting access to financial resources, employment, education or medical care" Any intentional conduct that seriously impairs another person's psychological integrity through coercion or threats. Any act which causes psychological harm to an individual. Psychological violence can take the form of, for example, coercion, defamation, verbal insult or harassment. (European Institute of Gender Equality,

2010). The Istanbul Convention defines psychological violence as ‘seriously impairing a person’s psychological integrity through coercion or threats’ however, coercion or threats can be carried out in both physical and non-physical ways. The definition currently focuses on the psychological impact to the victim but does not clearly specify psychological violence as a distinctive form of abuse. Ambiguity in this definition, the key legislative tool in Europe for raising awareness and prosecuting acts of non-physical violence, impacts on professionals, across agencies, and survivors’ ability to recognise psychological violence when it occurs (safelivesresearch, 2019). Psychological violence or abuse, often called emotional abuse, is a form of abuse, characterized by a person subjecting or exposing another person to behaviour that may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder (Dutton (1994), Dutton et al.(2000), Thompson, et al.(1996).

It is often associated with situations of power imbalance in abusive relationships, and may include bullying, gaslighting, and abuse in the workplace (Dutton et al. (2000), Thompson et al. (1996)). It also may be perpetrated by persons conducting torture, other violence, acute or prolonged human rights abuse, particularly without legal redress such as detention without trial, false accusations, false convictions and extreme defamation such as where perpetrated by state and media (*Wikipedia, the free Encyclopedia*). Psychological violence refers to the use of various behaviours intended to humiliate and control another individual in public or private. Examples of psychological violence include, verbal abuse, name calling, constantly criticizing, blackmailing, saying something or doing something to make the other person feel embarrassed, threats to beat women or children, monitoring and restricting movements, restricting access to friends and family, restricting economic independence and access to information, assistance or other resources and services such as education or health services (Follingstad & DeHart, 2000; WHO, 2002).

Sexual Violence

Sexual violence refers to “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s Literature Review 8 sexuality using coercion, by any person, regardless of their relationship to the victim, in any setting, including but not limited to home and work” (Jewkes, Sen, & Garcia-Moreno, 2002, p. 149). In the context of IPV, sexual

abuse refers to physically forcing a partner, to have sexual intercourse, who did not want it, forcing a partner to do something that she found degrading or humiliating (García-Moreno et al., 2005), harming her during sex or forcing her to have sex without protection (World Health Organization, 2014). Kelly and Radford (1998) argue that sexual violence is the outcome of women's inferior status since sex and sexuality is the arena in which men attempt to maintain dominance. Radford and Stanko (1996: 62) see sexual violence used by men as a way of securing and maintaining the relations of male dominance and female subordination central to the patriarchal order.

Dating Violence

Dating violence consists of physical, sexual or psychological harm toward a current or former dating partner (Carr, 2007). At times, the term dating violence is used interchangeably with Intimate Partner Violence (IPV). Essentially each term represents the same type of violence; however, to distinguish between the two, researchers often use dating violence in reference to college students, teachers and non-teaching staff (Paludi, 2008).

Sexual Harassment

MacKinnon defines sexual harassment as "the unwanted imposition of sexual requirements in the context of a relationship of unequal power."(1979). Sexual harassment is defined as inappropriate sexual behaviour as associated with employment or student performance that leads to unwanted touching or sex – related comments (Carr,2007). Brandenburg (1997) defines sexual harassment as “unwanted sexual attention that would be offensive to a reasonable person and that negatively affects the work or school environment” (p. 1). From a legal standpoint, sexual harassment is a form of sex discrimination composed of two forms of behaviour: quid pro quo harassment and hostile environment harassment. The American Association of University Women (AAUW) defines “SH as a non-consensual and unwelcome sexual behaviour that affects lives of the victims. This definition emphasizes the consequences and implications of sexual harassment, and distinguishes it from consensual behaviours such as flirting, kissing and touching” (2001/1993, p. 2).

The World Health Organization (WHO) in its 2002 World Report on Violence and Health

defined sexual violence as: "any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work"(WHO, 2002). WHO's definition of sexual violence includes but is not limited to rape, which is defined as physically forced or otherwise coerced penetration of the vulva or anus, using a penis, other body parts or an object. Sexual violence consists in a purposeful action of which the intention is often to inflict severe humiliation on the victim(s) and diminish human dignity.

The International Labour Organization uses a definition of workplace violence adapted from the European Commission: "Incidents where staff are abused, threatened or assaulted in circumstances related to their work, including commuting to and from work, involving an explicit or implicit challenge to their safety, well - being or health".

Campus

A campus fosters critical thinking, independence, and a diversity of perspectives among students. A safe campus environment is one in which students, faculty, and staff can go about their everyday lives without fear of physical, emotional, or psychological harm, both within and outside the classroom (Gujjar and Simran, 2021). "The grounds and institution, notably a college, university, or other institution of learning, a hospital, or a company," according to a dictionary definition of campus (The American heritage dictionary of the English language, 1992). However, "campus" can refer to both an attitude and physical goods. There is no definitive solution to the question of how far to go beyond particular geographic marks to include perceptual and psychological groups as part of the college campus. Their boundaries are relatively penetrable and the restrictions of words are not easily recognized (Whittaker, 2011).

Campus Violence

Campus violence may be variously defined as the more inclusive definition would embrace incidents including faculty and staff as well as students and would extend the locus of events to the area immediately surrounding the college or university campus (Paul Pezza, 1995). Campus violence refers to a variety of psychological or physical

acts committed by a university student (or a group of students) against another student (or a group of students). It includes physical or psychological harm, theft, tampering with the property of others, destroying university property, and so on. In light of the preceding definitions, campus violence can be defined as any aggressive behaviour directed toward other students with the intent of causing harm and causing damage through physical, verbal, symbolic, or material violence; or assaulting public and private property within the university. Campus violence manifests itself in various forms and images, such as verbal violence, which is defined as violence intended to cause harm to others through speech and words, such as insults, verbal abuse, ostracism, and humiliation (Yahia, 2000).

Stalking

The Oxford English dictionary defines stalking as the action, practice or crime of harassing or persecuting a person with unwanted, obsessive and usually threatening attention over an extended period of time. Stalking involves “the willful, malicious and repeated following or harassing of another person that threatens his or her safety” (Amar, 2006, p. 108). Cupach and Spitzberg (1998) describe stalking as "the frequent and unwanted pursuit and violation of one's sense of physical or symbolic privacy by another person, either stranger or acquaintance, who craves and or presumes an intimate relationship" (pp.234-235). "Stalking has been described as forceful, pursuit-oriented behaviour intended toward an individual, generally a love object or former intimate, who engages in unsettling, disrespectful, and even intimidating behaviour," (Paludi, 2008).

Victim

Paralleling the attention given to the difficult task of defining violence is the need to clarify terms used to refer to the recipient of violent acts. Victim is commonly defined as a person to whom a crime has happened. According to Pollard (2011), a victim is a person who is injured, harmed, or abused physically or psychologically. Victims can suffer economic, social, medical, or legal indignities. They may have been chosen because of their vulnerability. The process of becoming a victim is termed victimization. According to Cambridge dictionary, victim refers to someone or something that has been hurt, damaged, or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance. So, victim

refers to a person harmed, injured, or killed as a result of a crime, accident, or other event or action.

Ragging

The UGC vide D.O. letter No.F.1-15/2009 (ARC) pt.-III dated August, 8, 2016 has expanded the definition of Ragging in the following manner: “(j) Any act of physical or mental abuse (including bullying and exclusion) targeted at another student (fresher or otherwise on the ground of colour, race, religion, caste, ethnicity, gender (including transgender), sexual orientation, appearance, nationality, regional origins, linguistic identity, place of birth, place of residence or economic background.

AICTE denies ragging as “Any conduct of a student or students by spoken or written words or by an act which has act of teasing, treating or handling with rudeness, indulging in rowdy or undisciplined activities which cause or likely to cause annoyance, hardship physical or psychological harm or to raise fear or apprehension in any student, asking any student to do any act which a student will not do in ordinary course and has the effect of causing or generating a sense of shame or torment or embarrassment adversely affecting physique or psyche of fresher or any other student, any act by a senior students preventing, disrupting or disturbing academic activity of any other student, exploiting services of a fresher or any other student for completing the academic tasks assigned to a student or a group of students, any act of financial extortion or forceful burden of expenditure, physical abuse of all variants like sexual abuse, homosexual assaults, stripping, forcing obscene & lewd acts, gestures, bodily harm or danger to health on fresher or any student, any act or abuse by spoken words, e-mails, posts, public insults to derived perverted pleasure, vicarious/sadistic thrill from actively or passively participating in discomture to fresher or other student, any act acting mental health and self-confidence of any student to derive sadistic pleasure or showing power, authority or superiority by a student over any other student”

Ragging is denied by Hon’ble Supreme Court of India in SLP 24295/2006 dated 16.5.2007 and Civil Appeal No. 887 of 2009 dated 8.5.2009 as “ Any disorderly conduct whether by words spoken or written or by an act which has the Act of teasing, treating or handling with rudeness any student, indulging in rowdy or undisciplined activities which causes or likely to cause annoyance, hardship or

psychological harm or to raise fear of apprehension thereof, in a fresher or a junior student, or asking the students to do any act or perform something which such students will not do in the ordinary course and which has the effect of causing or generating a sense of embarrassment so as to adversely affect the physique or psyche of a fresher or a junior student”.

Therefore, it can be concluded that with the help of these concepts viz gender, violence, gender-based violence, sexual harassment, physical violence, psychological violence, sexual violence, dating violence, campus, campus violence, stalking, victim, ragging etc the issue of gender-based violence can be understood and analysed properly. Now, after discussing concepts related to gender-based violence on campuses in India, following theoretical frameworks are needed to be applied to understand the topic holistically.

2.3.Theoretical Framework

It is the research's blueprint' or guidance (Grant & Osanloo, 2014). It's a framework that's based on an existing theory in a field of study that's related to and/or reflects a study's hypothesis. The theoretical framework is compared to a map or a journey itinerary by Sinclair (2007), Fulton, and Krainovich Miller (2010). As a result, when travelling to a specific location, the map will direct you. Similarly, the theoretical framework directs the researcher to stay within the bounds of approved theories in order to make his or her final contribution scientific and academic. "Theoretical framework" is made up of two words: "theory" and "framework." As a result, it is appropriate to begin with definitions of what a theory and a framework are. Kerlinger (1986:9) defines a theory as "a collection of interconnected constructs, explanations, and intentions that give a systematic perspective of phenomena by establishing relationships among variables with the goal of explaining and imagining occurrences." Kerlinger (1986) claims that a theory can be utilised to generate accurate predictions, and that this predictive capacity can help researchers ask the right research questions. A framework, on the other hand, gives structure for explaining the relationships between variables in a phenomenon. Simply defined, a theoretical framework serves as a foundation for undertaking research. (Adom & Hussein, 2018).

2.4 Theoretical Perspectives Adopted in the Study:

As we know that Sociology has various branches and it has its relation with various disciplines of social sciences like it has its related with economics, political science, psychology, anthropology, history, criminology etc. Sociology has many theoretical perspectives and sub-perspectives. The intersectional perspective has been the most appropriate theory and this theory has been used by the researcher in their study. As this theory persists that how various concepts of sociology like gender, race, class, caste, religion intersect with each other and how all these concepts would lead to create a serious obstacles in the life of an individual of a society.

Intersectional Approach

The interweaving of social inequalities, including class, race/ethnicity, gender, disability and sexuality which produces more complex patterns of discrimination than allowed for by single dimensional conceptualizations (Giddens and Sutton, 2017).

Sociology after Marx theorized social class as the primary form of inequality which shaped the life chances of individuals. Gradually, over the twentieth century other dimensions of inequality came to be recognized as increasingly significant and by the 1970's sources of inequality in modern societies were seen as diverse. The first use of the concept of intersectionality is thought to be in Crenshaw's (1989) paper on the intersection of race and sex in the USA. This was quickly followed by Anderson and Collins's (2016) anthology exploring the ways in which intersections of class, race, gender and sexuality shape people's identities and life chances. Intersectionality accounts for the form of inequality affecting the symbolic structures and shared illustrations of gender and "race", sexual orientation, age, legal status, class and culture (Toffanin, 2011). Gender, "race" and culture are not to be considered as separate categories. Mason (2002) proposes to consider the intersectional approach as an interactional approach, thus starting from the concrete experiences of women and considering all the different systems of domination, not only that of patriarchy. This is the basis for the analysis of the relationship between symbolic violence and the different effects of violence (be it physical, sexual, emotional, or economic).

The meaning of an event (as well as violence) is built on the differences that are shaped through the discourse by a never-ending cultural construction. Differences exist, but their hierarchies are closely related to discourse and power relations: difference makes a difference because it is built as such. Therefore, violence emerges

not from intrinsic features of any particular body but rather from the hierarchies of difference between such embodied constructs. Hence, the intersectional approach can highlight the interactive potential of every difference, through considering how identities work together, in the context of violence and, further, may even hinder us in moving away from essentialised understanding of violence (Mason, 2002, 59).

The present study is embedded primarily in an intersectional feminist framework. Intersectionality, coined by Crenshaw (1989) maintains that individuals and groups hold unique social locations created and maintained through overlapping and intersecting axes of oppression, which inform these individuals' and groups' opportunities and barriers on an individual and structural level. The intersectional approach (Crenshaw, 1994) points to considering concurrently all the axes of subordination that women experience and incorporate. A feminist intersectional framework invites academics and practitioners to bring marginalized populations to the center of research, suggesting that understanding the experiences of marginalized individuals and groups will aid in a better understanding of social problems (Naples and Gurr 2013). By approaching college campus sexual assault from an intersectional feminist lens, the present analysis acknowledges that students, teaching and non-teaching staff are facing different experiences and social locations that influence their risk for sexual assault, harassment victimization. Furthermore, focusing specifically on women having vulnerable condition recognizes them to have marginalized positions on college campuses, examining what that might mean in terms of risk for sexual assault, harassment victimization.

Academically too, the statistics pointing to higher achievement among girls fail to take into account the ways in which a sexist and homophobic culture may undercut the promise of change. For example, recently one of the professor of renowned universities of Lucknow has sexually abuses and harasses a girl on campus in respect for giving good academic marks in exam and demanded for sleep with him.

In order to be comprehensive, interventions on campuses must also account for the causes and subsequent impact of GBV as being multivalent and contingent upon identity formation and lived experiences of inequality and inequity. Intersectionality calls for the pursuit of culturally relevant programs and practices that name and meaningfully consider how various identities (such as race, gender, class, sexual orientation, ability, among others) interact with each other and within the lives

of individual survivors. Intersectionality has recently been applied in a broader sense as a general theory of identity – i.e. every member of the campus community, whether from historically marginalized communities or not, lives at the nexus of various identities which contribute to their own decision-making and lived experience. An intersectional analysis on both counts (survivor-centric for the most marginalized campus community members, as well as more generally applied) is critical to uncovering the attitudes, beliefs, and barriers, which may create conditions for violence or prevent adoption of meaningful bystander intervention and prevention models from occurring. (Campus Technical Assistance and Resource Project, 2015).

Sexual Objectification Theory

Objectification theory (Fredrickson & Roberts, 1997) suggests that many women are sexually objectified and treated as an object to be valued for its use by others. Sexual Objectification occurs when a woman's body or body parts are singled out and separated from her as a person and she is viewed primarily as a physical object of male sexual desire (Bartky, 1990). Objectification theory posits that sexual objectification of females is likely to contribute to mental health problems that disproportionately affect women (i.e., eating disorders, depression, and sexual dysfunction) via two main paths. The first path is direct and overt and involves sexual objectification experiences. The second path is indirect and subtle and involves women's internalization of sexual objectification experiences or self-objectification (Fredrickson & Roberts, 1997). Fredrickson and Roberts (1997) asserted that women to varying degrees internalize this outsider view and begin to self-objectify by treating themselves as an object to be looked at and evaluated on the basis of appearance. Self-objectification manifests in a greater emphasis placed on one's appearance attributes (rather than competence-based attributes) and in how frequently a woman watches her appearance and experiences her body according to how it looks (Paludi, 2011). Objectification theory also posits a mediation model that may explain how self-objectification leads to women's mental health risks via negative psychological outcomes. More specifically, Fredrickson and Roberts (1997) postulated that self-objectification can increase women's anxiety about physical appearance (i.e., fear about when and how one's body will be looked at and evaluated); reduce opportunities for peak motivational states or flow; diminish awareness of internal bodily sensations (e.g., hunger, sexual arousal, stomach contractions); increase

women's opportunities for body shame (i.e., the emotion that results from measuring oneself against a cultural standard and coming up short); and increase women's anxiety about their physical safety (e.g., fears about being raped), which in turn can lead to disordered eating, depression, and sexual dysfunction. Objectification theory (Fredrickson & Roberts, 1997) provides a framework for understanding the experience of being female in a sociocultural context that sexually objectifies the female body.

Sociocultural Theory

According to socio-cultural theories, sexual harassment is formed and occurs in a larger social and political framework. According to this viewpoint, sexual harassment is a logical result of society's existing gender disparity and discrimination (Kapila, 2017). According to this hypothesis, women's lower standing in society is reflected in workplace structures and culture, resulting in male dominance remaining the norm. Men have traditionally been socialised into positions of sexual assertiveness, leadership, and tenacity, whilst women have traditionally been socialised as passive, submissive, and gatekeepers. Sexual harassment is the result of these social/cultural norms being played out at work. As a result, while sexual harassment is a means for men to display dominance, they are more likely to be the perpetrators; females, on the other hand, are the most frequent victims owing to their inherent physical frailty and subservient conduct. As a result, sexual harassment is merely one symptom of a much larger patriarchal system in which men are the dominant group, reflecting society's disparity in power and position between the sexes. Because patriarchal culture is so prevalent in society, a woman is seen as a source of pleasure. Sexual harassment abusers have no regard for women as equal human beings. As a result, abusing women is a part of the male way of having fun in society (Kapila, 2017). This theory suggests that power and masculinity are linked to harassing behaviours and perceived sexual harassment. MacKinnon (1979) posits that sexual harassment derives its meaning from the social context of power relations in the workplace and in society. MacKinnon's (1979) theory of the sexual harassment of working women hypothesizes that dominant constructions of heteronormative masculinity also shape the harassment experiences of other workers. We need better measures to learn how the workplace is gendered for men and women and to test whether men who do not adhere to dominant constructions of masculinity are more vulnerable to harassment. A

model of workplace power and gender stereotyping appears most consistent with the social distribution of harassing behaviours as well as the age and sex differences observed in their meaning to targets. MacKinnon's theory and more recent feminist work suggest that power and masculinity explain the social distribution of harassment experiences.

General Strain Theory

The study of Robert Agnew's General Strain theory expands the work of classical strain theories by looking at the link between strain, negative affect, and crime and deviance (Agnew, 1992). Strain theories have traditionally focused on relationships in which someone or something stops a person from accomplishing positive goals (Agnew, 1992). Individual-level strain theory was broadened by Agnew to incorporate various sources of strain. The negative affect – particularly anger and melancholy – that emerges from dysfunctional connections, according to General Strain Theory, pressures people into crime and delinquency (Agnew, 1992). Unpleasant impact is said to put pressure on people to use illegal means to achieve their goals, avoid or escape from sources of stress, and/or manage their negative effects through substance abuse (Agnew, 1992). GST identifies three major sources of strain (1) the failure to achieve positively valued goals, (2) the removal of positively valued stimuli and (3) the confrontation with negative stimuli.

Durkheimian and Mertonian Roots of GST

Merton's explanation of criminal behavior "has been acclaimed as one of the most influential developments in the study of crime and deviance". Merton's explanation of crime was very similar to that of Agnew. Merton (1938) opined that "some social structures exert a definite pressure upon certain persons in the society to engage in nonconformist rather than conformist conduct". According to Merton (1938):

The extreme emphasis upon the accumulation of wealth as a symbol of success in our own society militates against the completely effective control of institutionally regulated modes of acquiring a fortune. Fraud, corruption, vice, crime, in short, the entire catalog of proscribed behavior, becomes increasingly common when the emphasis on the culturally induced success-goal becomes divorced from a coordinated institutional emphasis. Merton (1938) contended that: Antisocial behavior is in a sense "called forth" by certain conventional values of the culture and by the class

structure involving differential access to the approved opportunities for legitimate, prestige-bearing pursuit of the culture goals. The lack of high integration between the means-and-end elements of the culture role pattern and the particular class structure combined to favor a heightened frequency of antisocial conduct in such groups.

Tracing strain farther back it is seen that both of these criminologists had their foundation laid by the work of Emile Durkheim. Durkheim (1951) believed that: When society is disturbed by some painful crisis or by beneficent but abrupt transitions, it is momentarily incapable of exercising this influence; thence come the sudden rises in the curve of suicides. Then, truly, as the conditions of life are changed, the standard according to which needs were regulated can no longer remain the same; for it varies with social resources, since it largely determines the share of each class of producers (p. 213).

Durkheim (1951) discussed that the strain affected social classes differently and suggested, however, “economic distress does not have the aggravating influence often attributed to it, is that it tends rather to produce the opposite effect. Poverty may even be considered a protection” (p. 206). Young people who experienced crime victimization, unemployment, more frequent school exclusion, longer periods of homelessness after leaving care and more placements were reported to be more likely to engage in criminal activity; while those who acquired higher level of life skills were less likely to be involved in criminal activity (p. 215).

The results of this study clearly reinforced the theoretical premise that the greater the amount of strain a person has in their life, the more susceptible they are to committing deviant acts.

General Strain theory developed a method of explaining crime in relation to the strain people deal with in their daily lives. Agnew was able to identify a “number of cognitive, emotional, and behavioral adaptations that would minimize negative outcomes and thus reduce the probability of criminal behavior resulting from strain” It was also evident that in addition to the decline of criminal activity “persons who learn to reduce the relevance of strain will be less likely to resort to antisocial behavior” . While no single theory is capable of explaining all crime, GST covers a broad range of behaviors, relationships, and outside influences.

Routine Activities Theory

Routine activity theory (Cohen & Felson, 1979; Cohen, Felson & Land, 1980; Cohen & Cantor, 1980) is a staple theory in the field of criminology. Felson and Cohen's (1979/2006) routine activities theory has two major propositions. First, it asserts that in order for crime to occur, motivated offenders must encounter suitable targets in the absence of capable guardians. Second, it argues that the probability of this situation occurring is influenced by a person's "routine activities" (work, family, and leisure activities). The relative presence or absence of the three main elements (motivated offenders, suitable targets of criminal victimization, and capable guardians of persons or property) may change, and, "the risk of criminal victimization varies dramatically among the circumstances and locations in which people place themselves and their property" (Akers & Sellers, 2009, p. 36). Routine activities are "recurrent and prevalent activities that provide for basic population and individual needs" (Akers & Sellers, 2009, p. 36).

Routine activities theory helps to explain high rates of sexual assault on college campuses. "Suitable targets" flourish in the number of women who routinely attend parties and voluntarily ingest large amounts of alcohol or drugs on campus, and the lack of effective deterrence on most campuses particularly an absence of effective guardians at these parties increases the likelihood of victimization (Schwartz, DeKeseredy, Tait, & Alvi, 2001).

Schwartz and Pitt (1995) contend that two lifestyle factors increase women's suitability for sexual victimization. First, "women who are sexually assaulted are statistically likely to go out drinking more often than other women, and second these women are more likely to report that they have male friends who they knew tried to get a women drunk in order to victimize them sexually" (Schwartz et al., 2001, p. 631). Fraternities provide an atmosphere that encourages heavy alcohol consumption and endorses drinking at social functions. This shows a "convergence between two aspects of routine activities theory: likely offenders – men who are sexually aggressive, and who often belong to all-male, pro-abuse subculture – and suitable targets – women who are so chemically incapacitated that they cannot resist these men's coercive sexual advances" (Schwartz et al. 2001, p. 633). Most college campuses are too often, "effective guardian absent;" meaning no one is watching the

behaviour of these males or punishing those who commit violent sexual offenses. Felson and Cohen's routine activities theory indicates that motivated offenders (college males) are more likely to come into contact with suitable targets (intoxicated women) with no guardians present at college parties. They reiterate that with no guardians present, motivated offenders will almost always be able to commit crimes.

Differential Association Theory

Differential association is a social learning theory developed in the 1930s by Edwin Sutherland et al. (1992), in part as a critique of biological theories, who stated that criminal behaviour is passed down through generations through learning. The frequency, duration, priority, and intensity of differential connections can all be different. This is a highly generic hypothesis that simplifies the complexity of normative learning processes but does not explain why specific social places may have an excess of connections favourable to lawbreaking. Differential association was further addressed in subcultural theories such as Wolfgang and Ferracuti (1967), who stated that there is a subcultural ethos in which violent and physically aggressive responses are expected in some settings and views supportive of violence are expected in others (most prominent among adolescent males). Are learned through a process of differential association has a behaviourist, undeveloped theory of cognitive-moral learning. A behaviourist, underdeveloped theory of cognitive-moral learning states that are learned through a process of differential association.

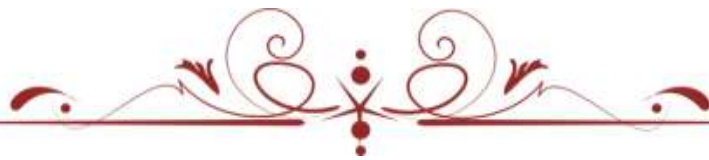
Piaget and Kohlberg created a more complex theory. In Kohlberg's book (1981). Moral judgement incorporates reasoning based on ethical fairness concepts, and laws are examined in terms of their coherence with basic principles of justice rather than accepted merely because they exist. As a result, he claims, there is a consensus that certain aspects of morality, such as respect for life and human wellbeing, transcend cultures and societies and must be respected regardless of other norms or normative requirements. According to this viewpoint, obedience to the law is tied to a judgement that it is rational and fair, rather than a simple balance of association, and moral action may in some cases mean breaching the law (Ray, 2018). The theory of differential association, which claims that all criminal behaviour is learned and that the learning process is influenced by the extent of the individual's contact with persons who commit crimes. The more an individual associates with such persons, the more likely

it becomes that he will learn and adopt criminal values and behaviours. In criminology, differential association is a theory developed by Edwin Sutherland (1883–1950) proposing that through interaction with others, individuals learn the values, attitudes, techniques, and motives for criminal behavior. Differential association theory is the most talked-about of the learning theories of deviance. This theory focuses on how individuals learn to become criminals, but it does not concern itself with why they become criminals.

4.5. Conclusion:

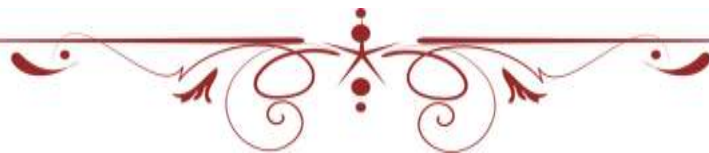
As there are many theories that are related to gender-based violence on campuses of India. Though, it has been recognised that no single theory on its own is sufficiently describe gender-based violence on campuses though these theories provide us a thorough understanding of the interlinkage between gender-based violence and how campuses are affected by it. The theories that are incorporated in the study and are valid all the objectives of the research work are intersectional theory, routine activity theory, sexual objectification theory, socio cultural theory, differential association theory. As theories shows that violence is prevalent on campuses from decades that results in severe consequences. However, the above theories asserts that women remain the primary victim of gender-based violence and male primary perpetrator. The reason that females faced GBV on campuses that people considered females as an object and considered her as inferior in comparison to males.

After that, intersectional theory is most appropriate theory for the study as using intersectional theory to notify study. As this study uses data from a survey of students, teaching and non-teaching staff across four selected campuses of Lucknow city to examine the gender-based violence and differences in rates, risk, and extent of student/teaching/non-teaching staff and peer/colleagues perpetrated gender-based violence on campuses as according to gender, class, caste, race. On the basis of this approach, the questionnaire has been framed by the researcher for fulling the objectives of the study and in analysing and interpreting the data, intersectional approach has been taken into consideration.



CHAPTER 3

PREVALENCE, FORMS, CAUSES AND CONSEQUENCES OF GENDER BASED VIOLENCE ON CAMPUSES IN INDIA: A STUDY BASED ON SECONDARY SOURCES



Chapter-3

Prevalence forms causes and consequences of Gender based Violence on Campuses in India: A study based on secondary sources

3.1. Introduction

Advanced educational organisations differ from other environments in their interactions with respect to prospects, desires, operating philosophies, and morals. Colleges and universities have pledged to uphold the ideals of open inquiry, rational morality, specific honesty, tolerance for diversity, and admiration for social self-esteem. Experimentation and freedom of expression connected to personal life styles (Whitaker, Pollard, 2013). Today, these organisations are more diverse than ever before, and in every field women are growing and giving their best. To this level, these are the organisations that may be contiguous to fulfilling India's principles of justice and social fairness (Whittaker, 2011).

But, nowadays the day-to-day increment of gender based violence on campus is a serious problem that is of increasing importance in today's media, in the current culture, and in the minds of the common community (Paludi, 2008). It has become one of the most thrilling appearance of inadequate gender relationships in society and one of the most extensive violations of human rights (Flood and Fergus 2008, Fergus & Van't Rood, 2013). As Brown (1983) pointed that the public media present a idealistic interpretation of campus life, attainment through campus can be a harsh and challenging experience due to the severity of the campus setting, the scaling system in higher education, and the traumas of collegiate life (Whitaker; Pollard, 2013). For example: one of the student of IIT Madras commit suicide only because one of the professor of campus has harassed her. She wrote this on her suicide note (Lobo, 2019). Usually, gender-based violence affects girls and women's usually committed by victim (male) but usually in the settings fight it distresses boys and men (Flood and Fergus 2008, Fergus & Van't Rood, 2013). For example: one of the student of medical studying dentistry in KGMU, Lucknow suffers from ragging from their seniors. Ragging was done only for not accepting his seniors order (Amar Ujala, 2018). These mistreatments has been taken place all over the world whether it is

homes, schools, work-places and communities (Fergus & Van't Rood, 2013) and the forms that distress individual on campuses are physical, sexual, verbal, psychological violence and it impacts on people as they present alone or in assemblies because these people play active role as a precise gender or biological sex in society (Ward 2002). Research suggests that women on college campuses are at a higher risk for certain types of violence than women in other groups (Fisher, Cullen, and Turner, 2000); as women experience phenomena such as sexual harassment, stalking and relationship in far greater numbers than men (Gross, 1994). As a result, campus violence is becoming horrible for the larger school environment, raising concerns about whether there is a safe heaven on campuses because GBV (Gender Based Violence) plays a vital part in our society. It is defined as the destruction and abuse of human rights on a large or massive scale. Academic campuses are being built all over the world to be sites of sexual discovery. A number of research on university campuses have established the importance of transactional links for the drives of prestige and considerable gain (including access to clothes, cell phones, driving in smart cars, wearing heavy fashionable outfits, and so on).

Therefore, events of violence on campus are predominantly dreadful for the extended campus environment, suggesting questions about whether there is any safe heaven (Langford, n.d.). The role of GBV (Gender Based Violence) in our society is very serious basically it define as on vast or enormous scale, the devastation and misuse of human rights. It also impacts both economically and socially, health related, also impacts the inhabitants and individual by the educational achievement (Lilja, 2011). Everywhere in the globe, academia campuses are made as places of sexual exploration. A number of studies at university campuses have further demonstrated the salience of transactional associations for the drives of status and substantial gain (including access to clothes, cell phones, driving in smart cars, wearisome stylish clothes and so on). These have also foregrounded the flexibility of heteronormative gender disparities in current relations (Shefer et.al. 2012).

Violence between outsiders, among associates and interrelations is present on college and university campuses as well as in our society. In light of conformist pledges to education, growth and particular security of people, acts of particular exploitation in the campus location are particularly harmful. On campuses across the state, activities in a diversity of associations are leaving people mistreated by abuse,

intense, harassment, rape and other insolence that are unlucky to a civilized world and critical to a learning setting (Whittaker, 2011)

3.2. Prevalence of Gender Based Violence on Campuses

The present study deals with the prevalence of gender based violence on Indian campuses and many types of incidences are prevalent on all over the campuses of India which shows that gender-based violence on campus is increasing day by day on campuses. These incidences are:

Incidences and Statistics of Gender Based Violence on Campuses of India

Under this, the researcher shows the various incidences of gender-based violence occurred on the campuses like sexual harassment, ragging, suicide etc and they collected these content from from the various newspaper like Dainik Jagran, Hindustan Times, The Times of India, Amar Ujjala and from the various online sites also. The researcher collected these incidences from the year 2017 to 2019. The researcher also collected secondary data of last 5 years from the selected universities of Lucknow. The BBAU and RMLNLU has given the data of last 5 years incidences of violence happened on the campuses while Lucknow university and AKTU has rejected the application by saying it is confidential at all They will not give. Below are the description of various types of violence occurring on the campuses:

1. The wire is an Indian news website. The wire is a news website based in India. This website highlighted the issue of harassment and persistent marginalisation of Rosina Nasir, a female faculty member at JNU, on July 22, 2019. Because of their communal identification, i.e., she belongs to a Muslim community, she is confronting distress, alienation, and segregation by their faculty members. The reason for all of this is that the other faculty members did not want her to be a part of their institution and demanded that she resign. According to Nasir's statement to the DMC, if she does not quit her employment, she would be forced to leave campus (like they did with a student three years ago). Despite the continuation of the CSSEIP plan, she claims that the administration has not paid her a wage. The JNU administration, on the other hand, disputed all of the charges, claiming that the remuneration was paid in accordance with UGC norms. JNU administration has also stated that she is not a permanent employee and is only visiting the university as part of a UGC-sponsored

initiative. As a result, her salary is granted by the UGC rather than the university. When the UGC issued the salary, it was delayed, but it has now been released, and she has been paid. Nasir, on the other hand, sees this as a pretext to target her. Their co-workers had subjected her to mental torment, and as a result, she felt compelled to commit suicide.

2. In a newspaper (The Times of India) on 22 August 2019, this paper highlights one of the forms of violence happening on campuses when an undergraduate student of BBAU has accused a group of her seniors of ragging and harassment. According to the girl's statement, a senior student deliberately brushed against her while she was coming out of her classroom on Monday. She confronted him and he hurriedly left because other students were around. On Tuesday when the complainant was buying fruits from a vendor outside the gate, the accused and his group allegedly approached her. The main perpetrator allegedly remarked that "yesterday there were so many who supported you but today you are alone..... who will protect you". The girl quickly ran away from that place before the seniors do anything wrong with her. The incident had left her deeply agonised and worried. The proctor of university said that if allegations are proved to be true then strict action will be taken against the perpetrator. The proctor also said that all departments had been asked to step up vigil against ragging and harassment. Overall, the girl faced a psychological violence and serious and a long life psychological consequences and fear that comes after this incident spoil her career badly.

3. In a newspaper (Dainik Jagran) on 12 July 2019, this paper explains physical violence on the campus of Lucknow university. The incident was a student who has beaten a research scholar. University has started the proceedings by filing a case against the accused on the complaint of the victim student.

3. The Babasaheb Bhimrao Ambedkar University (BBAU) was back in the news after registrar Sunita Chandra, a dalit, alleged that the finance officer misbehaved with her on Thursday. Police registered an FIR against finance officer Rama Shankar Singh on the complaint of Chandra. A case of SC/ST Act and IPC Section 323 was slapped against Singh, said Sudhakar Pandey, inspector Ashiana. Singh also lodged a complaint against Chandra. The registrar alleged that the university administration was harassing her ever since she resumed duty on May 1 this year after a court order.

She said that “The finance department has deprived me of HRA (Rs 7,000 to 8,000) despite the fact I was putting up in a private accommodation,” said Chandra.

4. In the newspaper (Dainik Jagran) on 23 August 2019, explains the incident of physical violence i.e. prevalence of ragging when a senior B.Tech student ragged a junior first year B.tech student in the Babasaheb Bhimrao Ambedkar university however The complete case is being procured from serial by the university administration. "The BBAU administration wants to put a stop to this. The incident occurred at 1:00 p.m., when a senior B.Tech student entered the classroom of b.tech first-year students, took their introduction, and inquired about their hobbies. Before they arrived, seniors hurried away from this b.tech first-year student who called the anti-ragging cell. The BBAU administration stated that a freshers party would be held, which is why they took the initiative to introduce them. However, it is unclear why juniors refer to the anti-ragging cell as such. When the BBAU proctor was queried about junior ragging, he answered, "nothing comes to mind and there are no written complaints."

5. In the news channel (News 18), on 15 September 2019 highlights that the BHU students' protest when the BHU administration's executive council reverses its decision against a BHU professor who sexually harassed students by passing vulgar comments and making uncomfortable gestures while they were all on a study tour in Odisha and allows them to return to their classrooms. Hearing this, the protesting female students feel frightened by his return to campus, and as a result, they have protested about the university administration's misogyny. To soothe the uproar, the university management declared that the lecturer was now censored and could not hold a position of responsibility. The university spokesperson said “the suspension has been revoked but he faces the strictest form of punishment which is censor. He can't apply for jobs, be promoted and enjoy other achievements that come with academics.” He further said that “the decision was taken by EC. The girls who are protesting can write to us on what else do they want and the matter will be taken up by the EC again. Only the EC can review its decision.” The All India Students Association (AISA) has condemned the university administration's decision to reinstate Chaube, recalling a 2017 case in which a girl student at BHU was blamed for being outside the premises after 6 p.m., rather than dealing with her molestation

complaint. In a statement, the association demanded that SK Chaube be suspended immediately, that all restrictive rules against female students be revoked, and that the administration not interfere in sexual harassment investigations.

6. The newspaper (Dainik Jagran), on 20/08/2019 highlights the case of physical violence in the bbaU campus when the external person enters in the campus and throw an acid on her not only this he also molest that law girl, seeing this the students of campus comes forward and beat him on the same time BBAU proctor and police come and arrest him. There is a panic situation among the girl students of the university after this incident.

7. The newspaper (Dainik Jagran) on 12 February 2019 highlights the case of physical violence in the BBAU campus when the BBAU VC (professor NMP Verma) was attacked by unknown miscreants around 9 pm on Monday night. The incident happened when VC do cycling near their residence. The attacker started to get out of the rung before the VC was understood. For his safety he ran away towards the house of computer science professor. The attacker escaped, threatening to kill him. BBAU registrar RB Ram and Proctor Ramchandra complain about this incident in the Ashiyana police station. Where VC said, behind this incident attached some university person.

8. The newspaper (Dainik Jagran) on 4 November 2017, highlights the form of gender based violence on campus of BBAU and the prevalence of physical violence on campus, the violence arise when the seniors beated very badly the B.Tech first year student for not giving their introduction. Juniors students protest against this incident in front of Ambedkar building seeing this Proctor Ramchandra says that he said the student the to come with a written application but no one came. Proctor prof. Ramchandra said this is a fight between a senior and a junior and this mysterious given the name of ragging. Currently, alert has been issued to the wardens of all the hostel to keep juniors away from seniors and keep them safe and in this matter warden has given a report of the incident proctor said to all hostel wardens.

9. The newspaper (The Times of India), 11 August 2019, explains the case of Gender based violence on the campus of Allahabad University. The incident was “university administration expels seven students from hostel for ragging. Proctor, Prof. Ram Sewak Dubey said, “the students of BA I had complained that senior students took

them to hostel roof around midnight in the garb of taking introduction and ragged them. The freshers were compelled to kneel and hold ears. They also hurled abuses at fresher and told them to do the same,” he added. The senior students have been suspended and a show case notice issued to them. He suspended all the seven students and ordered them to vacate the hostel within 24 hours. He also lodged a complaint of ragging at Colonel Ganj police station for lodging an FIR.

10. The newspaper (Dainik Jagran), 3 September 2019, shows the case of ragging in the KGMU, KGMU administration took a strong stand on ragging right from the beginning. but the seniors are not coming to the with their actions. Seniors calls on the phone of juniors and said them to give their introduction in Hindi, when the English word comes, seniors abuse them. Due to fear, they do not receive any unknown number and they are also intimidating them when they do complain.

11. In the newspaper (The Indian Express), 23 August 2019, illustrates the suspension of six medical students for ragging freshers at shaikh -ul-hind maulana Mahmood Hasan medical college in Saharanpur. Here the seniors allegedly entered the college hostel of juniors with the intention of ragging. They entered the hostel at night and made the freshers first sing songs and then dance all night. After a grievance lodged against them all the seniors involved in the ragging cases has been suspended for 3 months. Police got the information about the incident of ragging but no official notice has been to us by the administration so no case has been registered against the incident.

12. OpIndia Staff, 4 September 2019 has revealed the case of physical assault in the Amity University of Noida after an argument with a girl over parking. According to reports, the girl had parked her car wrongly which prompted the victims to request her to move the car. However, the matter soon escalated and the girl allegedly had the students beaten up by her acquaintances. A false molestation case has also been allegedly filed against the victims by the girl. Boy’s Statement “It was around 2.30 p.m. I was in my i20 car and was looking to park it while a girl in her Ford Endeavour came that way. She parked her SUV in the middle of the road and when I asked her to move, she started arguing with me. I parked my vehicle elsewhere and then when I confronted her again, she started abusing and threatening me after which the argument escalated,” Harsh, one of the victims, wrote in his complaint. Police has reportedly

arrested four students for allegedly beating up the students inside the university campus. Girl has also registered an FIR against that two students for molesting her. Cross FIR's have been registered in the case. CCTV footage is also being looked at. While university said that no students has directly field a complaint and both individuals has lodged a complaint against each other and police are investigating. University formed an proctorial discipline committee to look into the matter and this committee has suspended few students.

13. In the newspaper (Dainik Jagran), 25 July 2019 has shown the another case of physical violence on the Lucknow university, campus. Anarchy spread in the starting session of campus when the dozen student of B.A. final year abused and then beated the B.Com. police has registered a case against accused students and started an investigation. At the same time, Lucknow University administration has also started the process of sending the complaint of the case to the house of all the students. According to the police, the investigation has been started by registering a protest case of about five students on the complain of the injured students.

14. In the newspaper (The Indian Express), 17 May 2019 explains KGMU suspended 13 senior students after allegations of ragging were against them by the parents of a second year MBBS student. The students allegedly detained eight junior students for around 4-5 hours on Monday night and made them do squats. The seniors also allegedly hurled abuses at the juniors. Now, a committee has been formed for dealing the case of ragging and further action will be decided on the basis of its report.

15. In the newspaper (Dainik Jagran), 16 September 2019 reveals the case of physical violence in BBAU campus. The incident is that the two groups of boys of Kanishka hostel has started fighting and beated each other in which one of boy got on the head injury and other one get stricken badly. Police came after the incident and got arrested that students and did the challan of 6 students for disturbing the campus environment. Later on, they made a deal with each other. The Procter of BBAU has doing his best for stopping these incidents and the matter is being under investigation.

15. In the newspaper (India Today), 4 September 2019 illustrates that the case of suicide from the agriculture and technology university in Kanpur when a BSC student attempt to do suicide due to constant ragging by her seniors. Due to the rising

violence on campuses, the student demanded for a complete ban on ragging in educational institutions across the country but the college administration is not showing any signs of acting on this demand.

16. The newspaper (Times of India), 22 May 2019 shows the case of murder of final year student of pharmacy department of Kurukshetra University. After this the proctoral board of university rusticated and imposed the ban on entry to varsity campus on that 8 students. On the other hand district police registered a case under section 148 (rioting, armed with a deadly weapon), 149 (every member of unlawful assembly guilty of offence committed in prosecution of common object), 323 (punishment for voluntarily causing death), 341 (punishment for wrongful restraint) and 506 (punishment for criminal intimidation) of the IPC against identified accused of violence in KU. The violence has done due to the previous rivalries related with ragging.

17. One of the student of Lucknow University has told about the incident of physical violence in 2019. She told that one of the student of her university has slapped his female partner for not accepting his proposal. That girl due to fear, afraid, embarrassment, hurt has left the university and in fact, Lucknow also.

18. The newspaper (The Times of India), on 7 May 2022, illustrate that one of the Professor of BBAU has sexually harassed a female student of her department. She lodged a complaint and in that complain, that student wrote “I was unwell, hence decided to leave my hostel. For that, a student has to submit a leave application duly signed by the senior most professor. Hence, I called up and he said he will himself visit the hostel and sign it.”. she also said that professor visited the hostel and ordered her to sit in his car he signed the application and after signing the application he said that demanded her to drink beer, he touched her inappropriately and blew a cigarette at her face. After that, when she opposed to do all these activities he said to her that he threatened to spoil her career if she lodged a complaint or tell anyone else. She became scared and went back to her home. After telling everything in their family, they all supported her and told her to lodged a complaint. After that, she sent a written complaint to the UGC, National Commission for Backward Classes as well as SC/ST cell. BBAU spokesperson all the matter have been sent to the ICC for immediate action.

Here, we can say that whatever the researcher has gathered from various newspapers, online websites, it is clear that gender-based violence is prevalent on Indian campuses. It is occurring on campuses so severely that it has affected the students, faculty as well as non-teaching staff of the Indian campuses. There are so many campuses of Uttar Pradesh especially Lucknow where different forms of gender-based violence has been occurring with individuals and the effects of this is severe on the particular victim. Many of the victim due to fear, embarrassment don't come to university they left the university due to this violent act happened against them.

After the incidents collected from various newspapers website the researcher has also collected the secondary data from 2014 to 2018 from selected university of Lucknow but due to the sensitive nature of study two university has given the data of gender-based violence on their campuses and two university has not given the secondary data by saying that it is confidential so we can't provide the data. After collected all the given data from the university of Lucknow the researcher has make the table of given data that are provided by the BBAU university. Given below are the tables of number of cases of gender-based violence registered under Internal Complaint Committee of BBAU.

Table 3.1 Number of cases registered under Internal Complaint Committee in Babasaheb Bhimrao Ambedkar University, Lucknow from 2014 to 2018

| Sl. no. | Profession | Cases received by internal complaint committee | Incident | Date when ICC resolved the cases | Comments | Department | Type of violence | Gender |
|---------|---------------------|--|---|----------------------------------|--------------------|--------------------|------------------------|--------|
| 1. | Assistant Professor | 27/10/2014 | Sexual harassment | - | Case solved by ICC | MCJ | Sexual Violence | Female |
| 2. | Student | 12/08/15 | Harassment | 21/08/16 | Case solved by ICC | Hr | Sexual violence | Female |
| 3. | Research Scientist | 3/12/15 | Seeking voluntary retirement | 8/12/17 | Settled | History | Psychological violence | Female |
| 4. | Registrar | 15/06/17 | Indecent behaviour and manhandling | 17/06/17 | Settled | Administration | Psychological violence | Female |
| 5. | Assistant Professor | 14/05/15 | Sexual harassment | 10/06/15 | Under process | Zoology department | Sexual violence | Female |
| 6. | Assistant Professor | 14/7/17 | Mental harassment by hod, hd and fs | 19/07/17 | Resolved | DHD AND FS | Psychological violence | Female |
| 7. | Assistant Professor | 14/8/17 | Mental harassment/trauma and ruining by HOD,hd and fs | 23/8/17 | Finalized | DHD and FS | Psychological violence | Female |
| 8. | Assistant Professor | 18/09/17 | Harassment | 20/9/17 | Case finalized | History | Sexual violence | Female |
| 9. | Ph.D. Scholar | 5/10/18 | Harassment | 8/10/18 | Under process | Dem | Sexual violence | Female |

Source: BBAU, Lucknow

The above table shows that a number of cases of Gender based Violence has been lodged by faculty and student in the internal complain committee from the year 2014 to 2018. Six

female faculty has lodged the cases of harassment, mental harassment, seeking voluntary retirement, indecent behaviour and manhandling that comes under the category of sexual violence and psychological violence. Two students of campus has lodged a case of harassment in the year 2015 and another in 2018 and the table shows that both the cases filled by student under ICC are of sexual violence and cases filed by faculty under ICC are of more psychological and less sexual violence. The table shows that most of the cases lodged by faculty and student has been solved by internal complaint committee formed by university administration but instead of this two cases has been still under process. Hence, it can be inferred that Gender based Violence has been happening against the females of campus. Most of the cases has been resolved by the ICC committee and most has been still under process. This shows that ICC committee are doing their best in resolving the cases but some improvement are still needed so that everyone can get justice and everyone can be freely come and lodged the complaint in the ICC.

After making the table of secondary data of BBAU, Lucknow, the table of secondary data (2016-2019) of cases of gender based violence collected from RMLNLU has formed and analysed.

Table. 3.2 Number of cases of Gender based violence registered in Dr. Ram Manohar Lohiya National Law University, Lucknow from 2016 to 2019

| S.no | Occupation | Date of lodged complain | Incident | Comments | Form of violence | Gender |
|------|------------|-------------------------|--|--|---|--------|
| 1. | Faculty | 2016 | Sexual harassment | Case resolved by ICC | Sexual violence | Female |
| 2. | Student | 2017 | Bodily integrity, privacy, sexual harassment | Closed decision taken in favour of victim | Sexual violence | Female |
| 3. | Faculty | 2018 | Stalking, harassment and misbehaviour | Temporary Closed | Sexual violence/psychological/verbal violence | Female |
| 4. | Student | 2019 | Misbehaviour and sexual remarks | Not taken any decision till 9 September 2019 | Sexual violence | Female |
| 5. | Student | 2019 | Misbehaviour | Closed decision taken in favour of victim | Verbal violence | Female |

Source: Dr. Ram Manohar Lohiya National Law University, Lucknow

The above table shows that a number of cases of gender-based violence on campus has been registered against faculty, students in the Dr. Ram Manohar Lohiya National Law University from the year 2016 to 2019. In which two cases of gender-based violence on campus has been lodged by faculty in the year 2016 and 2018 and three complain has been lodged by students in which one complain was lodged in the year 2017 and two complain was lodged in the 2019. The table also shows the prevalence of various forms of gender-based violence on campus in which the 4 cases of sexual violence followed by 2 case of verbal violence and 1 case of psychological violence this also shows that sexual violence is more prevalent on the campus and a violence is committed against a particular gender i.e. female whether it is faculty or student the target are always females.

Hence, it can be inferred that there is prevalence of gender-based violence on the campus of RMLNLU and here various forms of gender-based violence is prevalent like sexual, verbal, psychological violence on huge context. ICC of this university are performing well in preventing the gender-based violence on their campuses but still need some improvement because they are not taking the seriousness of GBV happening on campus.

After doing the analysis of secondary data that the researcher has collected from various universities. After that the number of cases of ragging has been received by UGC yearly in last 10 years i.e. from 2009-2019. It is necessary to mention it.

Table 3.3. Year wise ragging complains received yearly by UGC

| Year | Complaint received | Closed complaints | Active complaints | Remarks (No. of cases where punitive has been imposed on the culprit) |
|-------------|---------------------------|--------------------------|--------------------------|---|
| 2009-2010 | 299 | 292 | 7 | 22 |
| 2010-2011 | 148 | 146 | 2 | 15 |
| 2011-2012 | 100 | 94 | 6 | 9 |
| 2012-2013 | 69 | 38 | 2 | 29 cases forwarded to other councils and 2 complaints against the faculty sent to other section for further action |
| 2013-2014 | 132 | 125 | 7 | In the 7 cases action taken report is awaited and in case no response is received, relevant punitive action shall be initiated as per the UGC Regulations |
| 2014-2015 | 211 | 181 | 30 | In case no report is received relevant punitive action shall be initiated as per UGC Regulations. |
| 2015-2016 | 424 | 403 | 21 | No response is received, relevant punitive action shall be initiated as per the UGC regulations. |
| 2016-2017 | 515 | 489 | 26 | No response is received, relevant punitive action shall be initiated as per the UGC regulations |
| 2017-2018 | 997 | 983 | 14 | Action taken on the minutes of the meeting. |
| 2018-2019 | 1031 | 1009 | 22 | |

Source: www.ugc.ac.in

In the above table number of cases of ragging received by the universities in the last 10 years i.e. from 2009-2019 has been given by the universities of India to the UGC. This table shows that highest number of cases of ragging has been received by the UGC in the 2019 followed by 2018, 2017. The table shows that the UGC received a larger number of cases as the year passes.

Gender Sensitization cell

UGC has taken various actions for safeguarding the security of women on campuses and programmes for gender sensitization. Following the Justice Verma Committee Bill in 2013, the Vishakha Guidelines and the Sexual Harassment at Workplace Act 2013, a special Task Force was constituted by the UGC to study and make recommendations on making the University campuses free from gender discrimination & harassment of any kind. UGC has notified UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and students in Higher Educational Institutions) Regulations, 2015.

Table 3.4. Consolidated Status Report of Annual Return on Sexual Harassment cases during 01/04/2015 to 31/03/2018

| <i>Year</i> | <i>Universities responded</i> | <i>Sexual harassment cases registered</i> | <i>Cases disposed off during the year</i> | <i>Cases pending for more than 90 days</i> | <i>Workshop on awareness programme on sexual harassment</i> | <i>No. of internal complaint committee constituted</i> |
|-------------|-------------------------------|---|---|--|---|--|
| 2015-2016 | 145 | 86 | 18 | 0 | 238 | 232 |
| 2016-2017 | 186 | 149 | 139 | 7 | 635 | 183 |
| 2017-2018 | 63 | 75 | 73 | 3 | 535 | 31 |

Source: UGC.ac.in

In the above table it has been shown that from the year 2015-2018, 149 cases of sexual harassment has been registered in the 2016-2017 in which 139 cases are disposed off while 7 cases are pending for more than 90 days and maximum workshop on awareness regarding sexual harassment has been organised but the maximum 232 internal complaint committee has been constituted in the year 2015-2016 while minimum 18 committee has been formed in the year 2017-2018. Hence, this shows that universities has recorded maximum cases of sexual harassment in the 2016-2017 but in the year 2017-2018, 63 universities retorted and 75 cases are registered. This shows that the cases of sexual harassment are increasing year by year.

The present study deals with the gender-based violence happened with students, teaching and non-teaching staff on the campuses of Lucknow on the basis of secondary data. It has cleared from whatever researcher has collected from various universities of Lucknow, from UGC regarding ragging cases from various newspaper,

it is cleared that it is highly prevalent on campuses of Lucknow and it also shows that the main perpetrator behind the violence on campus and it is found that the individuals around their surroundings and outsiders are the perpetrators and the victim would be the students, teaching and non-teaching staff of the campuses.

3.2. Forms of Gender-Based Violence on Campuses

There are many types of gender-based violence on campuses including sexual, physical, psychological and verbal violence and these types of gender-based violence are further classified into rape, assault, fighting, hazing, dating violence, sexual harassment, hate and biased violence, stalking, rebelling, disarrayed conduct, property crime, and even self-harm and suicide (Langford, n.d.). These are the commonly occurring on the campuses on world as well as on India. The kinds of violence on the college campus include broad range of actions extending from rape with its varieties of perpetrators-strangers, friends, dating partners and gangs to non-sexual physical violence including assault, fighting, mugging and other forms of physical and interactive violence. Besides this there are various offensive situations of concern in higher education institutions that are purely psychological: academic harassment (intimidation and humiliation of students by professors); expressions and manifestation of bias against persons with disabilities; emotional abuse in relationships; inappropriate teasing and joking and verbal harassment by peers. All categories of persons including heterosexual women and men, gays and lesbians, members of varied ethnic, racial, religious and socioeconomic groups, students, staff and faculty can become targets of gender-based violence on campuses.

Sexual Assault

The incidence of sexual assault on college campuses is shocking. Undergraduate victims frequently report a lack of respect and acceptance on campus (Cortina, Swan, Fitzgerald and Waldo, 1998). Rape is the most common type of sexual assault on campus. According to studies, one out of every four students will be sexually assaulted before they graduate (Norment, 2002). According to one study, 20-25 percent of college women attempted or completed rape while still in school (Carr, 2007). Because 80 percent of sexual assaults on college campuses are carried out by a co-worker, victims may believe they were somehow to blame for the assault (Goodman et.al., 1993). According to statistics, 26.1 percent of senior women on

campus have been victims of sexual assault, either attempted or completed, since starting college (Krebs et al., 2007). Another study of female college students found that 84 percent of those who reported being victims of sexually coercive situations did so during their first four semesters on campus (Gross et al., 2006). Physically forced sexual assault claimed the lives of 7% of those surveyed, while undermined sexual assault claimed the lives of 16%. (Krebs et al., 2007). Victims of incapacitated sexual assault have been much more likely to have consumed alcohol prior to the assault and to have been considered drunk during the assault (Krebs et al., 2007).

The campuses are predominantly male-dominated, with a culture that devalues female co-workers and students. Bourdieu (1984) refers to these contained characters and defiance that inspire behaviour as 'habitus' (cited in Corson, 1993: 90). The habitus of the dominant tends to permeate the societal system, making it problematic for those with an another 'habitus' (such as females or members of racial minorities) to participate as equals. It demonstrates how rape has been dealt with differently in different parts of the University, with students (usually female) consistently complaining about gender disparity, sexism, and sexual harassment over time, and 'official' responses (almost exclusively male) being responsive, resilient, and aimed at preserving the 100-year-old habitus, and the culture of masculinity, which viewed women as potential conquests, objectified and dehumanised them, perpetuating sexism. As a result, men clearly saw the problem of rape and women's security as a concern of women, and as a result, women's problems were not fully discussed (Brownmiller, 1976:400).

Sexual Harassment

Sexual harassment is a complex phenomenon that involves a number of interconnected factors, including gender, patriarchal norms (most notably hegemonic masculinity), and power dynamics (Lips, 2014). According to Mackinnon (1979), sexual harassment affects women in the opposite way that it affects men, regardless of whether the harasser is male or female. Sexual harassment continues to be a global problem in a variety of workplaces, with negative consequences for both individuals and the organisations to which they belong.

According to Mackinnon, the problems that women face justify considering sexual harassment for sex purposes. Bartky (1990) explains why women are the most

common victims of sexual harassment and why, until recently, sexual harassment was considered acceptable behaviour. " According to Humphrey and White (2000), from the age of 14 to their fourth year of college, 69.8% of college women experience at least one instance of sexual violence. Females who were sexually assaulted in high school were also more likely to commit suicide are likely to be sexually assaulted in college (Hall Smith, White, and Holland, 2003). Apart from students, teachers and non-teaching staff also faced gender-based discrimination at workplace. Sexual harassment in the workplace is universal and disproportionately experienced by women.

They faced unwanted sexual advances that intimate or bother a person and/or the formation of an intimidating work setting through sexual intimations, mischievous, touching etc that unreasonably interferes with an individual's workplace experience and performance. Such behaviour was at one time measured the mess of workplace humour rather than a serious problem. The name was not even publicly named as sexual harassment until the 1970's (Brownmiller,1999). The common of sexual harassment reports made to the Equal Employment Opportunities Commission (EEOC), for example, have been started by women (Shaw, Hegewisch, Hess 2018) and 60% to 75% of women report experiencing "uninvited sexual courtesy or sexual intimidation" in the workplace (Feldblum, Lipnic 2016). Females in the academics are also more likely to be the aims of inapt sexual commentaries from supervisors during fieldwork and are frequently targeted when they are learners. It is merely one facet of sexual terrorism that serves to keep women in positions of fear and powerlessness.

Dating Violence

IPV is commonly referred to as dating violence (DV) among this age group, and while DV was once thought to be limited to men physically assaulting women, it is now widely recognised that both men and women can be perpetrators and victims, and that DV can take many forms (physical, sexual, psychological/verbal). Physical DV, such as hitting, striking, or hurling things at one's partner, is carried out by 17 percent to 48 percent of young women and 10 percent to 39 percent of young males, according to research. Psychological DV is committed by 60 percent to 83 percent of young women and 55 percent to 80 percent of young males, and consists of unpleasant or cruel words to a partner (Dardis M. Christina et.al. 2015). Intimate

violence is measured to be a chief health risk for womanhood according to the National Institutes of Justice and the National Institutes and the National Institutes of Health (Sinclair and Frieze, 2005). White and Koss found that 32% of women experienced violence in dating relations between the ages of 14 through campus. According to Marshall and Rose (1988), 75% of all campus students may have experienced intimate violence (as cited in Logan, Leukefeld and Walker, 2002). Moreover, physical violence occurs in nearly 20% of campus students' current relations (Paludi, 2011).

Adolescence is the time when women are most susceptible to physical dating violence (Hall Smith, White, & Holland, 2003). Psychological abuse in the early stages of a relationship is a predictor of future physical violence (Logan, Leukefeld and Walker, 2002). Women may feel powerless to discourage because their efforts to reject their pursuers are frequently ineffective (Sinclair and Frieze, 2005). "Typically, women don't integrate their desires directly," writes Gross (1994). Furthermore, if a woman chooses to quit a relationship, a guy who sees his function as primary may not appreciate her decision. Williams and Frieze (2005) investigated the connection between persistence or pre-stalking behaviours during early dating and subsequent relationship violence. They discovered that perseverance and violent behaviour are linked in relationships. Furthermore, minor antagonism at the start of a relationship is linked to a higher likelihood of increased violence later on in the relationship. Inquiry, compulsion, self-harm, verbal antagonism, and physical violence are examples of these behaviours (Williams and Frieze, 2005). Through the cycle of shock and passion, wrath and care, emotional blackmail and emotional bonding, offensive partners can swiftly build a profound bond with coercive associates. As a result, the victim feels destitute, poor, and afraid, while also feeling closer to the abusive partner.

Stalking

It's a form of action that makes you feel frightened, upset, or threatened (Sparc, 2021). Approaching, following, or frightening the target or the target's friends/relatives, fanatically detecting the target from a distance, driving by the person's home, school, or business, and ruining the one's property are all examples of stalking behaviours. Many of these events may appear innocuous at first, but they evolve into a pattern of

behaviour that instils terror in the lives of those who are targeted. Because most students are in a stage of looking for a spouse, stalking is a common concern on campuses (Finn, 2004).

Campus is a time of growing and fulfilling relationships; students live in close quarters, making dating forms unstable (McCann, 2001). For a multitude of reasons, stalking is more prevalent on campus than in the general community; "Negative Ness blindness" is a condition in which people fail to hear or see negative reactions to their dreamlike quests or developments (Malamuth and Brown, 1994). Although stalking is a sort of gendered violence, until the 1994 Violence Against Women Act, law enforcement agencies and the authorised system often ignored cases of stalking (Gross, 1994).

Every year, around 1 million women and 4,00,000 men are victimised by stalking (Sinclair and Frieze, 2005). Male stalkers make up the great bulk of stalkers. Women account for around four out of every five stalking victims (Paludi, 2008). Paludi (2008) distinguishes two types of stalkers: those who perpetrate violence and those who seek vengeance. Researchers discovered that 8% of women and 2% of males have been stalked in a nationally representative study of stalking (Tjaden and Thoennes, 1997).

The majority of stalking instances take place in the context of previous relationships or with current or former intimates (Tjaden and Theonnes, 1997). In partnerships, stalking is used to gain and maintain power and control (Morewitz, 2003). According to the National Violence Against Women (NVAW) report, nearly 1 million women are stalked each year. Bjerregaard (2002) also found that 21% of her sample of faculty students (24.7% of female students and 10.9% of male students) reported past experiences of stalking and 6% reported currently being stalked. Overall, female students are at a greater risk of being stalked and male students, typically an ex-boyfriend, are presumably to be their stalkers.

If teaching members are in danger of being stalked by their students, it has received little notice. When you consider the pedagogical improvements that have been advocated to school instructors over the last 20 years, this seeming disparity is even more concerning. Faculty members have been encouraged to engage in teaching approaches that improve faculty-student engagement, partly as a result

of constructivist theories. Incessant phone calls, sending constant gifts/letters, professing love to the target, following the target, stealing the target's mail, spying on the target, standing outside the target's home or workplace, vandalising the target's property, killing or threatening to kill the victim's pet, and so on are all examples of stalking behaviours (Merschman, 2001).

There are three sorts of stalkers, according to Merschman (2001): close or former intimate stalkers, acquaintance stalkers, and stranger stalkers. Violence is expected to occur in 25-35 percent of stalking cases, particularly when the stalker has had a close relationship with the target (Merschman, 2001). In general, men engage in more acts of approach (attempts at direct contact), whereas women engage in more acts of surveillance, according to Sinclair and Frieze (2002). Stalkers are usually men with above-average intelligence who are also avid readers who can do study and acquire information. They don't have a fundamental identity, therefore they cling to others to affirm their feeling of self-worth (Gross, 1994). Bjerregaard (2002) discovered that male stalkers target 96 percent of female stalking victims. Almost a third of male stalker victims said they were stalked by somebody of the same gender. Many young adults may be exploring intimate relationships during college, and they may be experiencing both the thrill of going insane and having sexual encounters, as well as the misery of seeing these relationships fail. The most typical type of stalking occurs after a relationship has ended, but it can also happen during the first wooing before a meaningful relationship begins. Stalking has been observed following the dissolution of marriages and dating relationships (Paludi, 2008).

Ragging

Ragging in India commonly involves serious abuses and clear violations of human rights. It has been rightly said that the end may not always justify the means. Behind the decade, of 'welcoming' new students to college, ragging, in actuality, is a notorious practice wherein the senior students get an excuse to harass their junior counterparts, and more often than not, make them easy targets to satiate their own perverse sadistic pleasures. "Ragging has become a grave menace in educational institutions. Students have sometimes died. We are ashamed about it and have to put an end to the practice," comments Hari Gautam former chairman of the University Grants Commission (Mehrotra, 2019). With the increasing privatization of higher education in India, academic institutions in India have been experiencing increasing

ragging related excesses.. “In foreign countries ragging is meant to toughen freshers. Indian youth lack the mental toughness of their western counterparts. Colleges in India are certainly not safer than elsewhere and unless stern measures are adopted to curb the menace of ragging and adequate security is provided to students by college authorities, it will lead to escalating campus violence,” warns Parthiban. Fortunately, officialdom is becoming aware of the magnitude and ramifications of the ragging phenomenon which is escalating into campus violence (Mehrotra, 2019). Apart from sustaining grievous physical injuries, those unfortunate students who succumb to ragging either develop a fear psychosis that haunts them throughout their lives, or worse, quit their college education even before it begins. For any student who slogs day and night to secure admission into a prestigious college, ragging can be his or her worst nightmare come true. It would not be an exaggeration to say that, today, ragging has taken the shape of a serious human rights violation with even the most respected and disciplined educational institutes falling prey to it. The person who is new to the environment is ragged. There are countless hazing stories as well, and, while the majority are not so severe, but many do include acts of abuse or humiliation. One may read the stories of ragging and ponder as to why individuals allow themselves to be subjected to such treatment or, one may question why ragging occurs in the first place. There are many factors that cause this behaviour to continue, without the objection of either the members of the group or the pledges themselves. One aspect that many students face in novel situations is ragging. Ragging is defined as harassment, abuse or humiliation by way of initiation. This definition however can include both physical and mental forms of ragging. It is a process that may occur in many different contexts, such as fraternities and sororities, the armed forces and even the workplace (Davis 1998).

3.4. Causes of Gender Based Violence on Campuses

There are various causes that leads to the beginning of gender-based violence on campuses. There is no only reason of violence. The ultimate cause of violence is the manifestation of a combination of factors. They range from social factors such as caste, religion, and gender to the political conditions of the country. Factors ranging from social class, race, and gender influence the relationship between violence and peer acceptance as well as dominant nature of one towards others substantially (Gujjars and Sharma, 2021).

Because all acts of violence follow the same pattern and have a similar foundation, examining and comprehending common features can help guide intervention attempts. Because violence is a symptom of bigger, linked societal issues, determining its root causes is challenging (Whittaker, Pollard,1993). "There is no single cause of violence," Hoff said. Rather, there are a number of intricate, interconnected reasons why some people are aggressive and others are not... Violent retaliation is not a foregone conclusion; it is a choice. The choice of violent person's cultural community's social, political, legal, and belief and knowledge systems all impact his or her violent behaviour. Violent behaviour is caused by the interaction of personality, biology, environment, and social acceptability, just like any other dysfunctional behaviour. The following explanations of the elements that contribute to all forms of campus violence should not be construed as justifications for abusive behaviour or as an exhaustive list. Campus violence encompasses a wide range of topics, including the following interconnected and overlapping phenomena:

Gender –

Women at college are more likely than women in the broader population of comparable age groups to be victims of rape and other forms of sexual assault than women in any other demographic. Rigid sex-role stereotypes, pornography, and social misogyny all contribute to sexual harassment. Pornography and other media images represent imposed sexuality, aggression, and an attempt to legitimise the mistreatment of women and other genders. These can have negative consequences for younger generations, resulting to aggressive and coercive sexually mentalities. As a result, one of the main causes of campus violence is hierarchical dominance patterns. Males are seen as aggressive, whereas girls are portrayed as submissive. All of this contributes to campus gender-based violence. The social and cultural means for defining, controlling, and constraining sexuality are a unique aspect of male power over women. Macho sex norms, which are reinforced by sex stereotypes, drive violence on campus. All of this contributes to an increase in gender-based violence, especially against women (Gujjars, Simran, 2021).

Susceptibility of traditional age academy students:

College students typically create a population at risk for victimization. In terms of crime statistics, they are in the age group (16-25) that comprises the most frequent

offenders and the most frequently offended against. Students stages of psychosocial development during the late teens and early twenties are a factor in their victimization on campus. They are in transition from direct parental supervision to eventual autonomy, usually in new settings and always with a variety of environmental stressors. Sensual impulses and cultural expectations make insistent demands. Peer pressures are heavy, competencies only partially established, and mistaken beliefs about personal invincibility abound. They live away from old support systems, among others who are experimenting with new freedoms. They may be socially immature and naïve about the world. They may feel themselves to be under a heavy pressures of competition for available jobs, income and status. While some of the stresses and strains on college students are unique to the times in which we live, others have always been a part of campus life (Whittaker, Pollard, 2011)

Societal legitimization of violence:

Mario Cuomo noted:

“For too many men, the masculine ideal is the silent, tough, even brutal hero who wins confrontations with guns and fists. They can be gentle with their women and their kids as long as it’s clear who’s boss and a long as things go well. But in the real world, things frequently go badly. There are pressures and disappointments, moments of tension and embarrassment. In those moments, the smaller and physically weaker women and children become targets for the range and frustration that society has not taught men to ventilate through self-effective speech and analysis (1986, p. 11, 12). In addition to violence against females and children, male violence toward other males is seen in three major areas: criminal assault, sports and war (Whittaker, Pollard, 2011).

Predicament of sexuality and violence:

There is a lot of uncertainty about sex and sexuality, which contributes to society's pro-violent mentality. When sex and violence are combined, a victim is almost always created. Pornography is an example of this mix, as it connects male-defined and imposed sexuality, violence, and women's physical and sexual abuse. Themes of anger, pain, and humiliation separate pornography from sensual texts. Images of sex and violence in the media foster an ideology that justifies the abuse and dominance of women, children, and others who are viewed as weak. According to the Attorney

General's Pornography Commission (1986), violent pornography can influence negative views toward women and teach people that coercive sexuality and aggression are acceptable in partnerships.

Sex Role Socialization procedures:

The underlying determinants of violence on campuses include rigid sex role norms that socialise males to be aggressive and females to be submissive. Because abuse is strongly founded in beliefs of what constitutes a woman's place, function, and relationship with males, societal sexism may contribute to violence in relationships. It's just as hazardous to have people in a community who neglect other people's rights as it is to have people who deny their own. Our culture appears to be transitioning from earlier, more explicit role prescriptions to more fluid, self-defined roles, and transitions are notorious for being perplexing and disturbing. A crucial aspect in male control over women is the social and cultural methods for defining, shaping, and constraining sexuality. Some parts of the fraternity system may be fuelling violence on campus environment.

Hierarchical patterns of dominance:

Hierarchical patterns of dominance are inextricably linked to societal legitimization of violence and sex role socialisation processes. Many requests and directives that lead to victimisation appear to include the inappropriate use of personal, physical, or institutionally based authority. Most violence is a power issue rather than a sexual or aggressive issue, as has been determined in the case of rape. The majority of forms of harassment are predicated on the misuse of power. Most women and most men are harmed by patriarchal institutions and paternalism.

Inequality and prejudice:

Lack of mutual respect for people who are different from oneself, the perpetuation of discriminatory stereotypes, and acting on the basis of personal prejudices all contribute to the creation of prospective victims. Undervalued classes and groups are the most common objects of hostility; people who are considered equals are rarely exploited. When violence is directed at individuals who are already devalued, it adds to the devaluation. Hatred breeds violence, and violence degrades both the target and the perpetrator's dignity. Anxiety can lead to violence in both dramatic and subtle

ways, especially among historically advantaged groups. Fear of competition from previously disadvantaged communities may make the former oppressor feel victimised, as Lee Daniels pointed out in a New York Times (1989) article. Self-preservation is the real or imagined goal of reactive violence, which is rooted on fear, prejudice, ignorance, and misperception.

Denial

The voice of complicity is silence. While denial and downplaying the occurrence of violence is not a cause of violence in the first place, it does make violence possible. Denial, ignorance, and the deliberate concealment of facts are all factors that contribute to the continuation of violence. The types of violence being discussed are very intimate, and the behaviours are usually carried out in private. It's simple to argue that something that was not witnessed by others did not happen. Members of the campus community are frequently uninformed of the problem's origin and scope, or refuse to acknowledge its existence. The victim's humiliation and self-blame, the offender's "I won't do it again/please forgive me" syndrome, and bystanders who turn a blind eye have all contributed to a high level of secrecy surrounding personal violence. Victims, offenders, and those with duties to both parties may have an interest in remaining silent about behaviour that is harmful to the entire community. Faculty and staff, fearing job retaliation, the threat of witch-hunts, or believing that incidents are either misrepresented, distorted, or hearsay, tend not to see or know of the violence, and interpersonal violence is underreported, under prosecuted, and under punished, allowing it to occur in secrecy, ignorance, and shame, according to Hanson, Turbett & Whelehan (1986, p.14, Whittaker, Pollard, 2011).

Religion

Religion and violence have long been inextricably linked. War and martyrdom, according to Durkheim, have the capacity to become hallowed obligations because violence has been "sacralized." Rene Girard's research focuses on two key aspects of the relationship between religion and violence: internalised violence in the form of sacrifice, and externalised violence. As a result, religion plays an important part in college violence in India. This is especially true in religiously diverse populations. The violence that ensued over the new law at Aligarh Muslim University resulted in the deaths of around 20 people, all of whom were Muslims. This minority group of

students was anxious that they would be treated as second-class citizens in India. This component has also become contentious as a result of the insertion of a new viewpoint. A boy on college murdered a girl after pressuring her to marry him. The importance of religion in establishing the causes of college violence is highlighted by a love jihad perspective on the issue. (Gujjars and Simran, 2021).

These all are the causes that may contribute to gender-based violence on campuses in India as well as in international level. Instead of causes, there are consequences for individuals facing gender-based violence. These consequences are:

3.5. Consequences of GBV on Campuses

It is reasonable to assume that violence affects individuals all around the world. As a result of media coverage and technological advancements, people are exposed to violent acts on a local, national, and international level. While such acts often elicit shock, fury, and grief in the general population, these emotions tend to diminish over time. On the other hand, the impact of violence and its effects on the victim is long-lasting. According to the World Health Organization, violence causes injury, psychological and physical disability, maldevelopment, and deprivation (Carr, 2007).

Indeed, a violent act typically causes an individual's well-being to deteriorate. According to other studies, college students face a variety of violent acts, including sexual assault, stalking, hazing, celebratory violence, sexual harassment, dating violence, racial and ethnic violence, and murder (Carr, 2007). As a result, it's critical to consider the health implications of violent acts against college students. Student victims, regardless of the type of campus violence, have a variety of rapid reactions. Students frequently drop out of school, take a temporary leave of absence, return home, or transfer to a new university to recuperate from their victimisation.

Many students report a deterioration in their ability to concentrate and study if they stay at university. In order to prevent possible interaction with their perpetrator, students frequently forego academic and social activities (Carr, 2007). Furthermore, widespread violence on campus has the potential to disrupt the instructional environment and have severe effects for the university. Sexual assault victims are at risk of developing depression, coping with suicide ideation, and using and abusing substances, in addition to many of the same poor outcomes as other victims/survivors

of campus violence. Substance abuse can be viewed as a method of self-medicating, numbing the pain and moving on. Many survivors of campus sexual abuse endure scholastic challenges in addition to the emotional and psychological impacts of sexual assault, which may necessitate them to seek a leave of absence or cause them to drop out of university.

Sexual harassment can have a significant impact on the assignment of female employees and students in routine activities, with some resorting to avoidance tactics in order to prevent being victimised again. Female students may experience decreased class involvement, less concentration during lectures, and even drop out of courses as a result of sexual harassment. Because potential is squandered, the negative consequences of GBV on students' ability to study have a detrimental impact not just on their academics and future prospects, but also on the university and society as a whole. GBV in higher education institutions can also foster a sense of mistrust among students. It's also important to address the fear of GBV victimisation among employees and students while dealing with GBV on campus. Student and staff well-being, academic achievement (such as class and work attendance), and engagement in campus activities can all be affected by worry. Students and staff should not only be free of GBV, but they should also be free of the fear of it. "Fear of victimisation and perceived risk" characterises this.

Physical, psychological, and sexual abuse can be perpetuated by words and/or actions, with varying outcomes, degrees of pain, and human and financial costs. People of all kinds – heterosexual women and men, homosexuals and lesbians, members of diverse ethnic, racial, religious, and socioeconomic groups – can be victims of criminal activity and suffer the following consequences: Rape, assault, harassment, and hazing are all big concerns on college campuses. Men are more likely than women to be victims of hazing and fighting, whereas women are more likely to be victims of acquaintance rape and sexual harassment. The consequences are similarly consistent across different types of violence, even though the severity and nature of the repercussions may vary. Individuals can be affected by violence in cognitive, effective, or behavioural domains. Extremes in thinking, emotion, and behaviour are common responses to unusual events. While these effects are separated for discussion reasons, they interact in ways that are unique to the individual based on his or her experiences. The severity of the crime, its significance to the victim, the

extent of its impact, the availability and effectiveness of the victim's support system, the victim's coping skills, prior experience with traumatic events, and the relationship between the parties involved may all influence the response. The effects are not all felt at the same time or in the same order; reactions might occur in stages and include a wide range of consequences. (Whittaker, 2011).

3.6. Conclusion

In an effort to address this gap, we conducted a study of a wide range of factors—including contextual ones—associated with the occurrence of GBV within academic institutions of higher education, specifically. To this end, we collected descriptions of incidents University of Lucknow city faculty, staff, students, and postdoctoral scholars experienced, their action and reaction to GBV, their consequences and awareness towards the institutional policies framed for their safety. These accounts included a detailed description of the observed behaviour(s) of the harasser(s), what subsequently occurred, and the context or setting surrounding the incident.

From the secondary data collected from selected universities of Lucknow and various types of gender-based violence happening on campuses of India and Uttar Pradesh, it is found that gender-based violence is happening and specially, sexual violence followed by psychological violence is occurring with female students, teachers instead of various resolving committees established on campuses. This shows that these committees are not taking these seriously or may be the victim don't come in front and speak about their violence. so, there should be a open and friendly environment for all whether it is student, teachers and non-teaching staff, so that, they come and speak about the mishappening happened against them without any hesitation. There is the male who dominates the will of the others at educational workplaces. So, it can be said that the reason for the sexual harassment of women in educational workplaces is the dominative conduct of males.

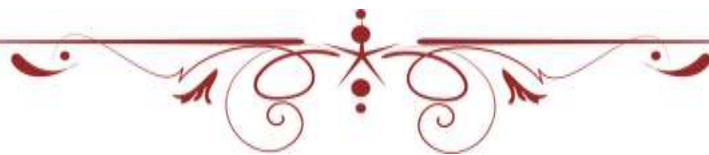
The campus response to violence typically is instigated and informed by counsellors who share with other student affairs professionals a heritage of concern for student welfare and well- established skills of responding to student needs through crisis, remedial, developmental and preventive outreach activities. The development of the whole student has long been the theoretical and philosophical base of student affairs professionals with extensive practical applications of this developmental

perspective to all aspects of college life. the prevention of violence while never easy or simple, is not basically different from developmental interventions already made by counsellors and administrators in other areas of student growth, maturation and concerns. Thus, mechanisms necessary to counteract violence and victimization are not unique; they are generally available and need only to be focussed on the problem at hand. Progress in the elimination of campus violence will be due more to a core of knowledgeable and committed persons than it will be to innovations in types of activities. The prevailing conclusion from existing research is that more empirical research is needed to inform the development of effective prevention efforts. In particular, there has been a plea for more systemic changes to the broader culture in higher education in order to effectively prevent sexual harassment.



CHAPTER 4

GOVERNMENT AND INSTITUTIONAL GUIDELINES AND POLICIES FOR THE SAFETY OF INDIVIDUAL ON CAMPUSES



Chapter -4

Government and Institutional Guidelines and Policies for the Safety of Individual on Campuses

4.1. Introduction

Policy is an umbrella term that covers a lots of schemes which works a protection for the peoples of our country. People wanted an environment that are free from violence, abuse, mishandling and for that our government i.e. the ministry of women and child development, national commission for women are forming a lots of schemes so that peoples live in an environment that is free from ill practices of prevalent in our society. Their relevance is equally important for the educational institutional as important for other institutions of society. These are designed in order to protect the violations of human rights. As so many types of violence are happening at the educational institutions especially on higher education. And for that so many policies are framed by the government and institutional authorities so that the people working, studying on campus can get justice for what injustice happened against her/him and also feeling safe on campuses.

This chapter deals with the government and universities rules and regulations for preventing gender-based violence on campuses and also for the protection of students, teachers and non-teaching staff on campuses and give them security of being secure and safe on campuses.

4.2. Government Policies

Under the government regulations anyone belonging to public and private places can register their complain related to gender based violence to UGC. There are various regulations, guidelines framed by the government for the people these are:

Vishaka Guidelines

In India, the Vishaka Guidelines are a comprehensive set of developed guidelines for sexual harassment situations. The Indian Supreme Court promulgated them in 1997, and the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act replaced them in 2013. Under this action, a person facing sexual harassment at work was required to file a complaint under Section 354 of the Indian Penal Code 1860, which deals with "criminal assault of women to outrage women's modesty," and Section 509, which punishes an individual or individuals for using a "word, gesture, or act intended to insult a woman's modesty" (<http://gptsoraba.in>).

Vishakha vs. State of Rajasthan

In the same Vishakha case, the Supreme Court issued a landmark decision in 1997, laying down standards for establishments to follow when dealing with sexual harassment accusations. The Supreme Court of India issued the Vishakha Guidelines in 1997 in the case of Vishakha and others v State of Rajasthan, which dealt with workplace sexual harassment. The court stated that these recommendations will be followed until legislation to address the problem was introduced.

The court found that "International Conventions and norms are significant for the purpose of interpreting the guarantee of gender equality, right to work with human dignity in Articles 14, 15 and 19(1)(g) and 21 of the Constitution, as well as the implicit safeguards against sexual harassment." The rules suggest that the complaint procedure should ensure that complaints are dealt with in a timely manner, but they do not provide that a report must be made within a certain amount of time after the incident happened. The police frequently refuse to file FIRs in incidents of sexual harassment, especially when the harassment occurred some time ago.

Internal Complaints Committee and Local Complaints Committee:

The Sexual Harassment Act mandates that any office or branch with more than 10 employees of any gender establish a "Internal Complaints Committee" ("ICC"). The government is then required to establish "Local Complaints Committees" ("LCC") at the district level to investigate sexual harassment complaints from establishments where the ICC has not been established because the establishment has fewer than 10 employees or the complaint is against the employer. The Sexual Harassment Act of

2013 also specifies the composition of the committees, the procedure for filing a complaint, and the timelines for investigating the complaint.

Interim Reliefs

The Sexual Harassment Act authorizes the ICC and the LCC to recommend to the employer, at the request of the aggrieved employee, interim measures such as (i) transfer of the aggrieved woman or the respondent to any other workplace; or (ii) granting leave to the distressed woman up to a period of 3 months in addition to her regular statutory/ contractual leave prerogative.

Preventive steps

Sexual harassment should be affirmatively discussed at workers' meetings, employer-employee meetings, etc. Guidelines should be prominently displayed to create awareness about the rights of female employees. The employer should assist persons affected in cases of sexual harassment by outsiders. Central and state governments must adopt measures, including legislation, to ensure that private employers also observe the guidelines. Names and contact numbers of members of the complaints committee must be prominently displayed. From Guidelines to Act The Sexual harassment at Workplace Bill was passed by the Lok Sabha on the 2nd of September, 2012. It is now The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. It defines sexual harassment as laid down by the Supreme Court in Vishakha and others v State of Rajasthan (1997) case.]

The Vishakha guidelines has been reformed in 2013 as Sexual Harassment at the Workplace act 2013.

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

An Act to provide protection against sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment and for matters connected therewith or incidental thereto. Whereas sexual harassment results in violation of the fundamental rights of a woman to equality under articles 14 and 15 of the Constitution of India and her right to life and to live with dignity under article 21 of the Constitution and right to practice any profession or to carry on any occupation, trade or business with includes a right to a safe environment free from sexual

harassment; and whereas the protection against sexual harassment and the right to work with dignity are universally recognised human rights by international conventions and instruments such as Convention on the Elimination of all Forms of Discrimination against Women, which has been ratified on the 25th June, 1993 by the Government of India; and whereas it is expedient to make provisions for giving effect to the said Convention for protection of women against sexual harassment at workplace.

Be it enacted by Parliament in the Sixty-fourth Year of the Republic of India as follows and that includes following titles such as: short title, extent and commencement under this heading an act of Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 i.e. implicable to the whole of India and it come into force as the Central Government may by notification in the Official Gazette, appoint. The act has also given the definition of the terms like aggrieved woman, appropriate government, employee, chairperson under sub-section (1) of section 7, district officer, Domestic Worker, Employer, workplace, unorganised sector, sexual harassment includes any one or more of the following unwelcome acts or behaviour (whether directly or by implication) namely:—

- (i) physical contact and advances; or
- (ii) a demand or request for sexual favours; or
- (iii) making sexually coloured remarks; or
- (iv) showing pornography; or
- (v) any other unwelcome physical, verbal or non-verbal conduct of sexual nature

The act has also explained various terms under various sections of the constitution internal complaint committee under section 4, Local Committee constituted under section 6 and within these committee there should be the presiding officer, members of the committee, respondent means a person against whom the aggrieved woman has made a complaint under section 9,

The act's third provision deals with sexual harassment prevention, stating that no woman shall be subjected to sexual harassment at any job. If it occurs, or is present in relation to or connected with any act or behaviour of sexual harassment, the following

circumstances, among others, may amount to sexual harassment: implied or explicit promise of preferential treatment in her employment; implied or explicit threat of detrimental treatment in her employment; implied or explicit threat about her current or future employment status; or interference with her work; or creating an intimidating environment.

The sexual harassment act 2013 again reformed in 2015 as University Grants Commission University Grants Commission (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015.

Below is the brief description of the Act:-

University Grants Commission (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015

After observing that sexual harassment occurs not only among female employees of the workplace, but also among students enrolled in university courses. As a result, the government of India has reformed the Sexual Harassment of Women Employees (Prevention, Prohibition, and Redressal) Act, 2013 as University Grants Commission (Prevention, Prohibition, and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015 No. F. 91-1/2013. (TFGS). The University Grants Commission, in exercising the powers conferred by clause (g) of sub-section (1) of section 26 of the University Grants Commission Act, 1956 (3 of 1956), read with sub-section (1) of Section 20 of the said Act, adopts the following regulations:

Short title, application and commencement-

(1) The University Grants Commission (Prevention, Prohibition, and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015 are the name of these regulations.

(2) They will apply to all Indian higher education institutions.

(3) They take effect on the day they are published in the Official Gazette.

Definitions-

In these regulations, "aggrieved woman" refers to a woman of any age, whether employed or not, who alleges to have been subjected to any act of sexual harassment by the respondent, and "campus" refers to the location or land on which a Higher Educational Institution and its related institutional facilities such as libraries, laboratories, lecture halls, residences, halls, toilets, student centres, hostels, and dining halls are located, unless the context requires otherwise. Bank counters, etc., are situated and also includes extended campus and covers within its scope places visited as a student of the HE including transportation provided for the purpose of commuting to and from the institution, the locations outside the institution on field trips, internships, study tours, excursions, short-term placements, places used for camps, cultural festivals, sports meets and such other activities where a person is participating in the capacity of an employee or a student of the HEI;

The University Grants Commission, formed under section 4 of the University Grants Commission Act, 1956 (3 of 1956), is referred to as the Commission.

Persons who have engaged in protected behaviour, such as filing a sexual harassment accusation, or who are intimately affiliated with an individual who has engaged in protected activity, such as an employee, a fellow student, or the offended person's guardian, are considered "covered individuals."

For the purposes of these Regulations, "employee" means a person as defined in the Act, as well as trainees, apprentices (or any other name), interns, volunteers, teacher assistants, and research assistants, whether employed or not, including those involved in field studies, projects, short-visits, and camps;

"Executive Authority" means the chief executive authority of the HEI, by whatever name called, in which the general administration of the HEI is vested. For public funded institutions the Executive Authority means the Disciplinary Authority as indicated in Central Civil Services (Classification, Control and Appeal) Rules, 1965 or its equivalent rules;

"Higher Educational Institution" (HEI) means a university as defined in clause (j) of section 2, a college as defined in clause (b) of sub-section (1) of section 12A, and an institution deemed to be a university as defined in section 3 of the University Grants

Commission Act, 1956 (3 of 1956); and "Internal Complaints Committee" (ICC) means the Internal Complaints Committee to be constituted by a HEI as defined in sub regulation (1) of regulation 4 of Camps, projects, and brief visits; Any existing body that serves the same purpose (such as the Gender Sensitization Committee Against Sexual Harassment (GSCASH)) should be reconstituted as the ICC; however, in the latter case, the HEI shall ensure that the constitution of such a Body meets the requirements of the ICC under these regulations. Furthermore, such a Body is subject to the terms of these regulations; Participating in sexual harassment proceedings, participating with an internal inquiry into alleged sexual harassment practises, or acting as a witness in an investigation by an outside agency or in litigation are all examples of "protected action."

"Sexual harassment" is defined as "unwanted conduct with sexual overtones that occurs or persists and degrades, humiliates, or creates a hostile and intimidating environment, or is calculated to induce submission through actual or threatened adverse consequences, and includes any one or more or all of the following unwelcome acts or behaviour (whether directly or by implication), namely;

- (a) any unwelcome physical, verbal or non - verbal conduct of sexual nature;
- (b) demand or request for sexual favours;
- (c) making sexually coloured remarks
- (d) physical contact and advances; or
- (e) showing pornography

Any of the following circumstances, if they occur or are present in relation to or related with any behaviour that has explicit or implicit sexual connotations (a) implied or explicit promise of preferential treatment in exchange for sexual favours; implied or explicit threat of adverse treatment at work; (b) implied or explicit threat about the person's current or future status; creating an intimidating offensive or hostile learning environment; (e) humiliating treatment likely to affect the person's health, safety, dignity, or physical integrity;

"Student" means a person who has been duly admitted and is enrolled in a HEI and is pursuing a programme of study, whether on campus or online, including short-term

training programmes; provided, however, that a student who is in the process of enrolling in HEIs campus, but has not yet been admitted, shall be treated, for the purposes of these regulations, as a student of that HEI; provided, further, that a student who is a participant in any of the activities in a HEI other than the HEI where such student is enrolled shall be treated, for the purposes of these regulations, as a student of that HEI where any incident of sexual harassment takes place against such student;

“Third Party Harassment” refers to a situation where sexual harassment occurs as a result of an act or omission by any third party or outsider, who is not an employee or a student of the HEI, but a visitor to the HEI in some other capacity or for some other purpose or reason; implicit or explicit

“Victimisation” means any unfavourable action imposed on a person with an intention to attain sexual favour;

“Workplace” means the campus of a HEI including

Any department, organisation, undertaking, establishment, enterprise, institution, office, branch or unit which is established, owned, controlled or wholly or substantially financed by funds provided directly or indirectly by the appropriate HEIS; Any sports institute, stadium, sports complex or competition or games venue, whether residential or not used for training, sports or other activities relating thereto in HEIs; Any place visited by the employee or student arising out of or during the course of employment or study including transportation provided by the Executive Authority for undertaking such journey for study in HEIS.

Responsibilities of the Higher Educational Institution-

(1) Every HEI shall,

Wherever necessary, incorporate the spirit of the above definitions into its policy and regulations on the prevention and prohibition of sexual harassment against employees and students, and amend its ordinances and rules to comply with the Regulations; publicise the provisions against sexual harassment and ensure their wide dissemination; organise training programmes or, as the case may be, workshops for officers, functionaries, and others as indicated in the SAKSHAM Report (Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on

Campuses) of the Commission, to sensitize them and ensure knowledge and awareness of the rights, entitlements and responsibilities enshrined in the Act and under these regulations; Act decisively against all gender-based violence perpetrated against employees and students of all sexes, acknowledging that primarily female employees and students, as well as some male students and students of the third gender, are vulnerable to many forms of sexual harassment, humiliation, and exploitation; publicly commit to a zero-tolerance policy toward sexual harassment; reaffirm its commitment to creating a campus free of discrimination, harassment, and retaliation;

Include the penalty and consequences of sexual harassment in its prospectus and prominently display the information on the mechanism put in place for redressing complaints pertaining to sexual [TT III-05 47 harassments, contact details of members of the Internal Complaints Committee, complaints procedure, and so on to all sections of the institutional community. Any existing body that serves the same purpose (such as the Gender Sensitization Committee Against Sexual Harassment (GSCASH)) should be reconstituted as the ICC; however, in the latter case, the HEI shall ensure that the constitution of such a Body meets the requirements of the ICC under these regulations.

Furthermore, such a Body shall be obligated by the terms of these legislation; notify employees and students of their rights if they are victims of sexual harassment; and Organize frequent orientation or training programmes for ICC members on how to handle complaints, steer the settlement or conciliation process, and so on; proactively address all forms of harassment of staff and students, whether perpetrated by people in positions of dominating authority or hierarchical relationships within the HEI, or as a result of intimate partner violence, peers, or components outside the HEI's geographical boundaries; be accountable for bringing individuals responsible for sexual harassment against its employees and students to justice and initiating any necessary legal processes, as well as putting in place measures and redress systems, such as the ICC, to control and prevent sexual harassment on its campus;

If the perpetrator is an employee, treat sexual harassment as a violation of service rules and take appropriate action.

Supportive measures.

1. As court judgements and other laws and rules continue to change the legal framework within which the Act is to be implemented, the rules, regulations, or any other document by which the ICC shall function must be amended and revised from time to time.
2. The HEI's Executive Authority must provide mandatory full support to ensure that the ICC's recommendations are implemented in a timely way. The ICC must have access to all available institutional resources, including office and building infrastructure (computers, photocopiers, audio-video, equipment, etc.), employees (typists, counselling, and legal services), and adequate financial resources.
3. Vulnerable populations are more likely to be harassed and have a harder time reporting it. Region, class, caste, sexual orientation, minority identification, and being differently abled can all contribute to social vulnerability. Such vulnerabilities and particular needs must be taken into account by enabling committees.
4. Because research students and doctoral candidates are particularly vulnerable, HEIs must guarantee that research supervision rules are in place.
5. All HEIs must perform a regular and half-yearly evaluation of their anti-sexual harassment policy's efficacy and implementation.
6. Gender sessions must be included in all academic staff colleges (currently known as Human Resource Development Centres (HRDCs) and Regional Centres for Capacity Building (RCCBs) introduction and refresher courses. This should be across disciplines, and preferably mainstreamed using the UGC SAKSHAM Report which provides indicative modules in this regard.
7. HEIs must include a session on gender sensitization and sexual harassment issues in their administrator orientation courses. Workshops will be held on a regular basis for all members of the HEI community.
8. All HEIs must have well-trained full-time therapists and counselling services must be institutionalised.

9. Many HEIs with big campuses have inadequate illumination, which the institutional community perceives as unsafe. Infrastructure and maintenance cannot function without enough lighting.

10. Adequate and well-trained security personnel are required, including a good proportion or balance of female security personnel. As part of their contract, security personnel must undergo gender sensitization training.

11. Residential HEIs should accord priority to construction of women & hostels. For the growing population of young women wishing to access higher education, hostel accommodation is desirable in both urban and rural areas and at all levels of higher education which provides a modicum of protection from harassment of all kinds.

12. Concern for the safety of female students should not be used to justify discriminatory policies in hostels for female students in comparison to male students. Campus safety regulations should not lead to securitization, such as excessive monitoring or policing, or restrictions on women's and students' freedom of movement.

13. All HEIs are required to provide adequate health facilities. Women must have access to gender-sensitive doctors and nurses, as well as the services of a gynaecologist.

14. Women and Development Cells in colleges should be revived and sponsored so that they can carry out the full spectrum of gender sensitization activities while remaining independent of anti-sexual harassment committees and ICCs. Simultaneously, they will expand their operations to include gender sensitization programmes in collaboration with ICCs, as well as frequent dissemination of anti-sexual harassment regulations on campuses. To make these workshops unique, interesting, and non-mechanical, the cultural and formal academic spaces must combine.

15. Hostel Wardens, Provosts, Principals, Vice Chancellors, Legal Officers, and other functionaries must be brought within the realm of accountability, if necessary, by amending rules or ordinances.

Grievance Redressal Mechanism –

(1) Every Executive Authority shall constitute an Internal Complaints Committee (ICC) with an inbuilt mechanism for gender sensitization against sexual harassment. The ICC shall have the following composition:

(a) A Presiding Officer, who shall be a woman faculty member employed at a senior level (not below a Professor in the case of a university, and not below an Associate Professor or Reader in the case of a college), nominated by the Executive Authority; provided, however, that if a senior level woman employee is not available, the Presiding Officer shall be nominated from other offices or administrative units of the workplace referred to in sub-section 2. Provided further that in case the other offices or administrative units of the workplace do not have a senior level woman employee, the presiding officer shall be nominated from any other workplace of the same employer or other department or organization;

(b) Two faculty members and two non-teaching employees, preferably committed to the cause of women or who have had experience in social work or have legal knowledge, nominated by the Executive Authority;

(c) Three students, if the matter involves students, who shall be enrolled at the undergraduate, master and research scholar levels respectively, elected through transparent democratic procedure;

(d) One member from amongst non-government organisations or associations committed to the cause of women or a person familiar with the issues relating to sexual harassment, nominated by the Executive Authority.

Such Presiding Officer or Member, as the case may be, shall be removed from the Committee and the vacancy so created or any casual vacancy shall be filled by fresh nomination in accordance with the provisions of this section & responsibilities of Internal Complaints Committee (ICC) –

The Internal Complaints Committee shall:

(a) provide as provide assistance if an employee or a student chooses to file a complaint with the police;

(b) provide mechanisms of dispute redressal and dialogue to anticipate and address issues through just and fair conciliation without undermining complainant rights, and minimize the need for purely punitive approaches that lead to further resentment, alienation or violence; protect the safety of the complainant by not divulging the person identity, and provide the mandatory relief by way of sanctioned leave or relaxation of attendance requirement or transfer to another department or supervisors required during the pendency of the complaint, or also provide for the transfer of the offender; ensure that victims or witnesses are not victimised or discriminated against while dealing with complaints of sexual harassment; and ensure prohibition of retaliation or adverse action against a covered individual because the employee or the student is engaged in protected activity.

The process for making complaint and conducting Inquiry - The ICC shall comply with the procedure prescribed in these Regulations and the Act, for making complaint and inquiring into the complaint in a time bound manner. The HEI shall provide all necessary facilities to the ICC to conduct the inquiry expeditiously and with required privacy

Process of making complaint of sexual harassment - An aggrieved person is required to submit a written complaint to the ICC within three months from the date of the incident and in case of a series of incidents within a period of three months from the date of the last incident. Provided that where such complaint cannot be made in writing, the Presiding Officer or any Member of the Internal Committee shall render all reasonable assistance to the person for making the complaint in writing;

Provided further that the ICC may, for the reasons to be accorded in the writing, extend the time limit not exceeding three months, if it is satisfied that the circumstances were such which prevented the person from filing a complaint within the said period.”Friends, relatives, Colleagues, Co-students, Psychologist, or any other associate of the victim may file the complaint in situations where the aggrieved person is unable to make a complaint on account of physical or mental incapacity or death.

Process of conducting Inquiry-

(1) The ICC shall, upon receipt of the complaint, send one copy of the complaint to the respondent within a period of seven days of such receipt.

(2) Upon receipt of the copy of the complaint, the respondent shall file his or her reply to the complaint along with the list of documents, and names and addresses of witnesses within a period of ten days.

(3) The inquiry has to be completed within a period of ninety days from the receipt of the complaint. The inquiry report, with recommendations, if any, has to be submitted within ten days from the completion of the inquiry to the Executive Authority of the HEI. Copy of the findings or recommendations shall also be served on both parties to the complaint.

(4) The Executive Authority of the HEI shall act on the recommendations of the committee within a period of thirty days from the receipt of the inquiry report, unless an appeal against the findings is filed within that time by either party.

(5) An appeal against the findings or /recommendations of the ICC may be filed by either party before the Executive Authority of the HEI within a period of thirty days from the date of the recommendations.

(6) If the Executive Authority of the HEI decides not to act as per the recommendations of the ICC, then it shall record written reasons for the same to be conveyed to ICC and both the parties to the proceedings. If on the other hand it is decided to act as per the recommendations of the ICC, then a show cause notice, answerable within ten days, shall be served on the party against whom action is decided to be taken. The Executive Authority of the HEI shall proceed only after considering the reply or hearing the aggrieved person.

(7) The aggrieved party may seek conciliation in order to settle the matter. No monetary settlement should be made as a basis of conciliation. The HEI shall facilitate a conciliation process through ICC, as the [TT III - Tus 4] case may be, once it is sought. The resolution of the conflict to the full satisfaction of the aggrieved party wherever possible, is preferred to purely punitive intervention.

(8) The identities of the aggrieved party or victim or the witness or the offender shall not be made public or kept in the public domain especially during the process of the inquiry. 9. Interim redressal-The HEI may,

(a) transfer the complainant or the respondent to another section or department to minimise the risks involved in contact or interaction, if such a recommendation is made by the ICC;

(a) grant leave to the aggrieved with full protection of status and benefits for a period up to three months;

(c) restrain the respondent from reporting on or evaluating the work or performance or tests or examinations of the complainant;

(d) ensure that offenders are warned to keep a distance from the aggrieved, and wherever necessary, if there is a definite threat, restrain their entry into the campus;

(e) take strict measures to provide a conducive environment of safety and protection to the complainant against retaliation and victimisation as a consequence of making a complaint of sexual harassment.

10. Punishment and compensation-

(1) Anyone found guilty of sexual harassment shall be punished in accordance with the service rules of the HEI, if the offender is an employee.

(2) Where the respondent is a student, depending upon the severity of the offence, the HEI may,

(a) withhold privileges of the student such as access to the library, auditoria, halls of residence, transportation, scholarships, allowances, and identity card;

(b) suspend or restrict entry into the campus for a specific period;

(c) expel and strike off name from the rolls of the institution, including denial of readmission, if the offence so warrants;

(d) award reformatory punishments like mandatory counselling and, or, performance of community services.

(3) The aggrieved person is entitled to the payment of compensation. The HEI shall issue direction for payment of the compensation recommended by the ICC and accepted by the Executive Authority, which shall be recovered from the offender.

The compensation payable shall be determined on the basis of

- (a) mental trauma, pain, suffering and distress caused to the aggrieved person;
- (b) the loss of career opportunity due to the incident of sexual harassment;
- (c) the medical expenses incurred by the victim for physical, psychiatric treatment;
- (d) the income and status of the alleged perpetrator and victim; and the feasibility of such payment in lump sum or in instalments.

Taking action against unfounded complaints.— Rules against false or malicious accusations must be made and publicised inside all HEIs to guarantee that the provisions for protecting staff and students from sexual harassment are not misused. If the ICC finds that the allegations made were false, malicious, or that the complaint was made with the knowledge that it was false, or that forged or misleading information was provided during the investigation, the complainant may be punished under sub-regulation (1) of Regulation 10 if the complainant is an employee, and under sub-regulation (2) of that regulation if the complainant is a student. The sheer failure to establish a complaint or give enough proof, on the other hand, will not draw attention to the complainant. Before any action is advised, the complainant's malicious purpose must be established by an investigation done in line with the protocol prescribed.

Consequences of non-compliance

After providing due notice, the Commission may take one or more of the following actions against any institution that wilfully violates or repeatedly fails to comply with the obligations and duties set forth for the prevention, prohibition, and redress of sexual harassment of employees and students: - (a) withdrawal of declaration of suitability to receive grants under to section 12B of the University Grants Commission Act, 1956.

(b) removing the university or college's name from the Commission's list maintained under clause (f) of section 2 of said Act, 1956; (c) withholding any grant allocated to the institution; (d) declaring the institution ineligible for consideration under any of the Commission's general or special assistance programmes.

(c) suppression any grant owed to the institution;

(d) declaring the institution ineligible thought for any support under any of the wide-ranging or special assistance programmes of the Commission

University Grants Commission UGC Regulations on curbing the Menace of Ragging in Higher Educational Institutions, 2009

The University Grants Commission framed "UGC Regulations on curbing the menace of ragging in higher educational institutions, 2009" first notified on 4th July, 2009 and further amended on 08.10.2012, 29.03.2014, and 29.06.2016, which are in force, in accordance with the Hon'ble Supreme Court of India's judgement dated 8.5.2009 in Civil Appeal No. 887/2009. All institutes of higher learning are required to follow these rules. A toll-free anti-ragging helpline, 1800-180-5522, has been established for students who are in distress as a result of ragging incidents. The hotline includes call centre capabilities in 12 languages, including English, Hindi, and regional languages (Tamil, Telugu, Malayalam, Kannada, Punjabi, Marathi, Oriya, Assamese, Gujarati and Bengali), with the purpose of assisting victims of ragging occurrences and facilitating appropriate response to such incidents. The Ragging Helpline handles complaints directly from ragging victims. The information is forwarded by the helpline to the appropriate institutions and local government (SHO and SP) for corrective action.

The UGC has an Anti-Ragging Cell that coordinates the different anti-ragging efforts. All complaints about alleged ragging instances received by the UGC are swiftly addressed, and an action taken report is requested from the institution involved as soon as the complaints are received. When there is a delay in responding, numerous reminders are issued, and if no activity is reported, punitive action is performed. The Commission has made it essential for all institutions to include the Government's directives on ragging ban and repercussions in their prospectus.

In any financial assistance or grants-in-aid to any institution under any of the Commission's general or special schemes, the Commission has placed a particular condition in the Sanction Letter that the institution has complied with the anti-ragging measures. Every year, before the commencement of the academic session, the UGC urges all universities to maintain strict compliance with anti-ragging policies through public notifications, the UGC website, and letters to universities. The UGC has previously published a circular regarding Self-Declaration Form compliance. On

February 19, 2016, a public notice was issued to address the threat of ragging at higher education institutions.

The UGC has taken a number of changes to reduce the possibility of ragging in higher education institutions. Chiefly three has been made by UGC after 2009 and these amendments are:

UGC Regulation on Curbing the Menace of Ragging in Higher Educational Institutions (First Amendment), 2012.

8 October 2012, No. F. 15-3/2012 (ARC) The University Grants Commission, in exercising the powers conferred on it by clause (g) of sub-section (1) of section 26 of the University Grants Commission Act 1956 (3 of 1956), makes the following regulations:

(1) These regulations may be referred to as the "curbing the Menace of Ragging in Higher Educational Institutions (Amendment) Regulations, 2012."

(2) They take effect on the day they are published in the Official Gazette.

2. In UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter referred to as the Principal regulations), in regulation 1, in sub-regulation 1.1, for the letters and words "UGC Regulations on curbing the Menace of Ragging in Higher Educational Institutions", the words "Curbing the Menace of Ragging in Higher Educational Institutions Regulations" shall be substituted.

3. In the principal regulations, in regulation 8,

(a) In sub-regulation 8.1, in clause (f), for the words "Central Government", the words "University Grants Commission" shall be substituted;

(b) In sub-regulation 8.2, in clause (f), for the words, brackets, letter and figures "clause (g) of regulation 8.1", the words, brackets, letter and figures "clause (f) of Regulation 8.1" shall be substituted.

University Grants Commission on Curbing the Menace of Ragging in Higher Educational Institutions (Second Amendment), 2013

The University Grants Commission hereby makes the following regulations in exercise of powers conferred under clause (g) of sub-section (1) of section 26 of the University Grants Commission Act 1956 (3 of 1956): (1) These regulations may be referred to as the "curbing the Menace of Ragging in Higher Educational Institutions (second Amendment) Regulations, 2013."

(2) They take effect on the day they are published in the Official Gazette. 2. The following statements in Annexure-I and II of the UGC Regulations for Combating the Threat of Ragging in Higher Educational Institutions, 2009 (hereafter referred to as the Principal regulations) shall be deleted: Gravely avowed and signed in my existence on this day of (month), (year) after reading the contents of this affidavit.

University Grants Commission Regulation on Curbing the Menace of Ragging in Higher Educational Institutions (Third Amendment), 2016

The University Grants Commission, in exercise of the powers provided by paragraph (g) of sub-section (1) of section 26 of the University Grants Commission Act, 1956 (3 of 1956), establishes the following regulations: —

(1) These rules are known as the "Curbing the Threat of Ragging in Higher Educational Institutions (Third Amendment) Regulations, 2016."

(2) They take effect on the date they are published in the Official Gazette.

2. The following shall be included below Paragraph 3 of the UGC Regulations on Combating the Threat of Ragging in Higher Educational Institutions, 2009 (hereinafter referred to as the Principal Regulations):

3(i) under caption what constitutes Ragging.—

3(j). Any act of physical or mental abuse (including bullying and exclusion) directed at another student (fresher or not) based on colour, race, religion, caste, ethnicity, gender (including transgender), sexual orientation, appearance, nationality, regional origins, linguistic identity, place of birth, place of residence, or economic background.

4.3. Legal provisions Related with Sexual Harassment, Ragging in Indian Penal Code (IPC)

IPC SECTION 354.

Female assault or unlawful force with the goal to offend her modesty. Whoever assaults or uses unlawful force against any woman with the intent to offend or knowing that he will likely outrage her modesty is punishable by imprisonment of either description for a time up to two years, a fine, or both.

IPC SECTION 294.

Obscene acts and songs.—Whoever, to the bother of others—

(a) does any indecent act in any public place, or

(b) sings, narrates or utters any obscene song, ballad or words, in or near any public place, shall be penalized with imprisonment of either explanation for a term which may extend to three months, or with fine, or with both.

IPC- SECTION 509.

Word, Gesture or Act Intended to Insult The Modesty Of A Woman Whoever, intending to insult the modesty of any woman, utters any word, makes any sound or gesture, or exhibits any object, intending that such word or sound shall be heard, of that such gesture or object shall be seen, by such woman, or interrupts upon the privacy of such woman, shall be disciplined with simple imprisonment for a term which may extend to one year, or with fine, or with both.

IPC- SECTION 376.

Punishment for Rape

Punishment for rape.—(1) Whoever, except in the cases provided for by sub-section (2) commits rape shall be punished with imprisonment of either description for a term which shall not be less than seven years but which may be for life or for a term which may extend to ten years and shall also be liable to fine unless the woman raped is his own wife and is not under twelve years of age, in which cases, he shall be punished with imprisonment of either description for a term which may extend to two years or with fine or with both:

Provided, however, that the court may impose a sentence of imprisonment for a period of less than seven years for reasonable and special reasons to be stated in the judgement.

(2) Whoever: (a) Commits rape while serving as a police officer

(i) Within the confines of the police station where he has been assigned; or

(ii) Any station house, whether or not located in the police station to which he has been assigned; or

(iii) A lady in his custody or the custody of a junior police officer; or

(b) Taking advantage of his official position as a public servant and committing rape on a woman in his custody as such public servant or in the custody of a public servant subordinate to him; or

(c) Being on the management or staff of a jail, remand home, or other place of custody established by or under any law for the time being in force, or of a woman's or children's institution, and taking advantage of his official position and committing rape.

(d) Being on the management or on the staff of a hospital, takes advantage of his official position and commits rape on a woman in that hospital; or

(e) Commits rape on a woman knowing her to be pregnant; or

(f) Commits rape when she is under twelve years of age; or

(g) Commits gang rape,

Shall be punished with rigorous imprisonment for a term which shall not be less than ten years but which may be for life and shall also be liable to fine: Provided that the court may, for adequate and special reasons to be mentioned in the judgment, impose a sentence of imprisonment of either description for a term of less than ten years. (The Indian Penal Code, Hoffmann, 2012)

Averting Ragging: The Landmark Supreme Court Guidelines

With ragging having become a national issue affecting millions of students across India, the Hon'ble Supreme Court of India could no longer keep silent and has issued a strong statement condemning the practise. To discourage ragging, the Supreme

Court of India has issued wide recommendations for universities and educational institutions. In a nutshell, these rules are as follows: anti-ragging campaigns should be started by all universities and educational institutions, Freshmen and their parents/guardians will be asked to sign undertakings, and seniors and their parents/guardians will also be asked to sign undertakings. In the event of ragging, notices will be published specifying where to go for help. Management, principles, and instructional staff should communicate with freshmen on a personal level. Proctorial committees will be established. Zones prone to ragging must be identified and actively defended. Raising awareness of ragging in society. Failure to prevent ragging from being construed as a negligent conduct. Hostels and accommodations must be carefully monitored. Migration certificates must state whether the student has ever raped. Withdrawal of financial aid to universities when ragging occurrences have been reported. Students should approach their colleges first. When dealing with ragging offenders, police should avoid retaliation.

4.4. Legal provisions against Ragging in Indian Penal Code (IPC)

IPC SECTION - 339. Wrongful restraint

Whoever voluntarily obstructs another person's ability to move in any direction in which that person has a right to move is said to be unfairly restraining that person. Exception: Obstruction of a private route over land or water that a person in good faith believes he or she has a legal right to obstruct is not an offence under this section. Illustration: A is blocking a path that Z has the right to use. He does not believe in good faith that he has the authority to block the path. As a result, Z is unable to pass. Z is illegally restrained by A.

IPC SECTION - 340. Wrongful confinement

Whoever "wrongfully confines" a person in such a way as to prevent that person from progressing beyond specific circumscribing limitations is considered to have done so.

IPC SECTION - 341. Punishment for wrongful restraint

Whoever illegally restrains another person shall be punished by simple imprisonment for a period not exceeding one month, a fine not exceeding five hundred rupees, or both.

IPC SECTION - 342. Punishment for wrongful confinement

Whoever wrongfully confines another person must be punished by imprisonment of either sort for a term up to one year, or by a fine up to one thousand rupees, or by both.

IPC SECTION - 294. Obscene acts and songs Whoever, to the annoyance of others-

(a) does any obscene conduct in a public place, or (b) sings, recites, or utters any obscene song, ballad, or words in or near a public place, shall be punished by imprisonment of either kind for a time up to three months, or by fine, or by both.

IPC SECTION - 506. Punishment for criminal intimidation

Whoever commits, the offence of criminal intimidation shall be punished with imprisonment of either description for a term which may extend to two years, or with fine, or with both; If threat be to cause death or grievous hurt, etc- and if the threat be to cause death or grievous hurt, or to cause the destruction of any property by fire, or to cause an offence punishable with death or 152[imprisonment for life], or with imprisonment for a term which may extend to seven years, or to impute, unchastity to a woman, shall be punished with imprisonment of either description for a term which may extend to seven years, or With fine, or with both.

In cases of extreme ragging that includes violence:

IPC SECTION - 323.

Punishment for causing harm on purpose Except in the case provided for in section 334, anybody who causes harm voluntarily shall be punished by imprisonment of either sort for a time up to one year, or a fine up to one thousand rupees, or both.

IPC SECTION - 324.

voluntarily inflicting harm through the use of risky weapons or methods Except as provided in section 334, anyone who voluntarily causes harm to another person by using any instrument for shooting, stabbing, or cutting, or any instrument that, when used as a weapon of offence, is likely to cause death, or by using fire or any heated substance, or by using any poison or corrosive substance, or by using any explosive

substance, or by using any substance that is harmful to the human body to inhale, swallow, or receive into the body.

IPC SECTION 325. Punishment for voluntarily causing grievous hurt

Except in the instance provided for in section 335, anybody who causes grave harm voluntarily shall be punished by imprisonment of either kind for a time that may extend to seven years, as well as a fine.

IPC SECTION 326

Voluntarily causing grievous hurt by dangerous weapons or means Whoever, except in the case provided for by section 335, voluntarily causes grievous hurt by means of any instrument for shooting, stabbing or cutting, or any instrument which, used as a weapon of offence, is likely to cause death, or by means of fire or any heated substance, or by means of any poison or any corrosive substance, or by means of any explosive substance, or by means of any substance which it is deleterious to the human body to inhale, to swallow, or to receive into the blood, or by means of any animal, shall be punished with 152[imprisonment for life], or with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine.

In case a ragging victim has lost his/her life:

IPC SECTION 304. Punishment for guilty homicide not amounting to murder

Whoever commits culpable homicide not amounting to murder shall be punished with [imprisonment for life], or imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine, if the act by which the death is caused is done with the intention of causing death, or of causing such bodily injury as is likely to cause death, or with imprisonment of either description for a term which may extend to ten years, or with fine, or with both, if the act is done with the knowledge that it is likely to cause death, but without any intention to cause death, or to cause such bodily injury as is likely to cause death.

IPC SECTION 306 Abetment of suicide

If any person commits suicide, whoever abets the commission of such suicide, shall be punished with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine.

IPC SECTION 307 Attempt to murder

Whoever does any act with such intention or knowledge, and under such circumstances that, if he by that act caused death, he would be guilty of murder, shall be punished with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine; and if hurt is caused to any person by such act, the offender shall be liable either to 104[imprisonment for life], or to such punishment as is here in before mentioned. (www.telanganauniversity.ac.in) Ragging is a problem of the students and by the students; and therefore, the solution to it also lies with the students. With ragging becoming rampant in colleges, it is about time that the student community awakens its conscience to this inhuman practice before more and more innocent students become victims of it and before more and more educational institutes are degraded by it(The Indian Penal Code, Hoffmann, 2012).

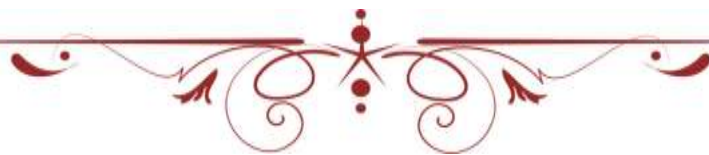
4.5. Conclusion:

There are many governmental committees that are formed for preventing the gender-based violence on campuses. They are formed for the purpose of safety of an individual on campus but still the proper implementation of these laws and regulations are needed because instead of the regulations and acts GBV still prevalent on a high rate. So, campus response to violence generally is distorted and informed by counsellors who share their issues with other student affairs



CHAPTER 5

GENDER BASED VIOLENCE ON CAMPUSES: AN EMPIRICAL STUDY AMONG THE SELECTED UNIVERSITIES OF LUCKNOW CITY



Chapter-5

Gender Based Violence on Campuses: An Empirical Study among the Selected Universities of Lucknow City

5.1. Introduction

Gender-based violence in the academic setting is an existential issue that is subject to institutional policy and programme, and can vary depending on the culture of the school and society. Gender violence has a culturally distinct nature and forms (Poudel, 2014). When violence is employed as a method for disciplining or punishing both male and females because the behavior they utilised for this aim is not acceptable, the violence becomes gender based. GBV and education have a bidirectional relationship. People who have experienced violence have negative educational outcomes, therefore the research and experiment found that pupils who have experienced GBV in the past are more likely to have unfavourable educational outcomes (Flood and Fergus 2008).

The chapter has been divided into two sections: First section- socio-economic background of the respondents and second section deals with empirical study of respondents of selected universities of Lucknow city by linking the objectives with gender, profession as well as nature of university.

Section I - Socio-Economic Profile of Respondents

In this section the researcher discussed about the socio-economic profile of respondents. The respondents have been selected from Lucknow city. In descriptive research study of socio-economic profile is very important as it provides basic information about variables in a dataset and also it highlights potential relationships between variables. Descriptive statistics has been displayed graphically to show the results of research. Socio-economic profile in this research includes age, gender, category, religion, education qualification, nature of university, academic area etc. below. Results of the research have been showed with the help of Bar graph in the entire thesis.

The researcher has used crosstabs to analysed the three-tier study. The researcher has taken gender as independent variable and linked this variable with age, education, occupation, income of family, stream of study etc. And with the help of

these variables the researcher has measured variation in respondents (students, teaching & non-teaching staff of the university) opinion.

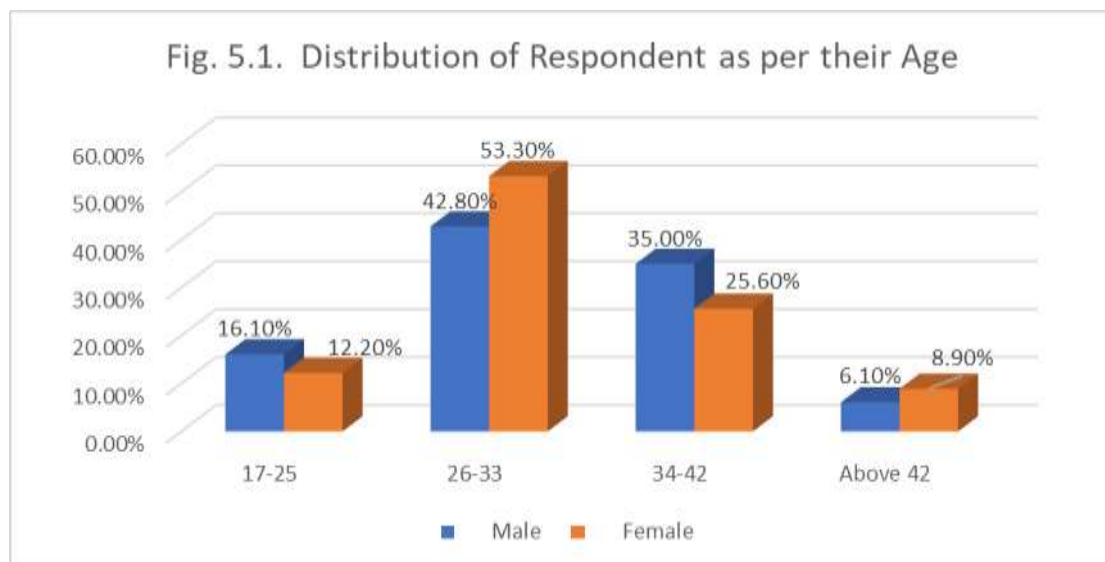
Age

The researcher has divided into the four age groups for the study. It has been observed that gender-based violence on campuses against the students, teaching and non-teaching staff are directly affected by the age factor. The distribution of respondents by age groups has been given below:-

Table. 5.1. Gender wise distribution of respondent as per their Age group

| Age (in years) | Gender | | Total |
|----------------|--------------|--------------|--------------|
| | Male | Female | |
| 17-25 | 29 (16.1%) | 22 (12.2%) | 51 (14.2%) |
| 26-33 | 77 (42.8%) | 96 (53.3%) | 173 (48.1%) |
| 34-42 | 63 (35.0%) | 46 (25.6%) | 109 (30.3%) |
| Above 42 | 11 (6.1%) | 16 (8.9%) | 27 (7.5%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey



In the above table and graph, it has been observed that out of the total male respondents, majority of 42.8% respondents falls in the age group of 26-33 years of age and 35.0% of respondents belongs to age group 34-42 years, 16.1% of respondents belongs to age group 17- 25 years, 6.1% of respondents belongs to age group of above 42 years.

Hence, it has been found that around half 48.1% of respondents falls under the age group 26-33 of years and rest falls under 30.3% of respondents under the age group 34-42 of years, 14.2% of respondents falls under the age group 17-25 of years, 7.5% of respondent to above 42 years of age group.

Gender

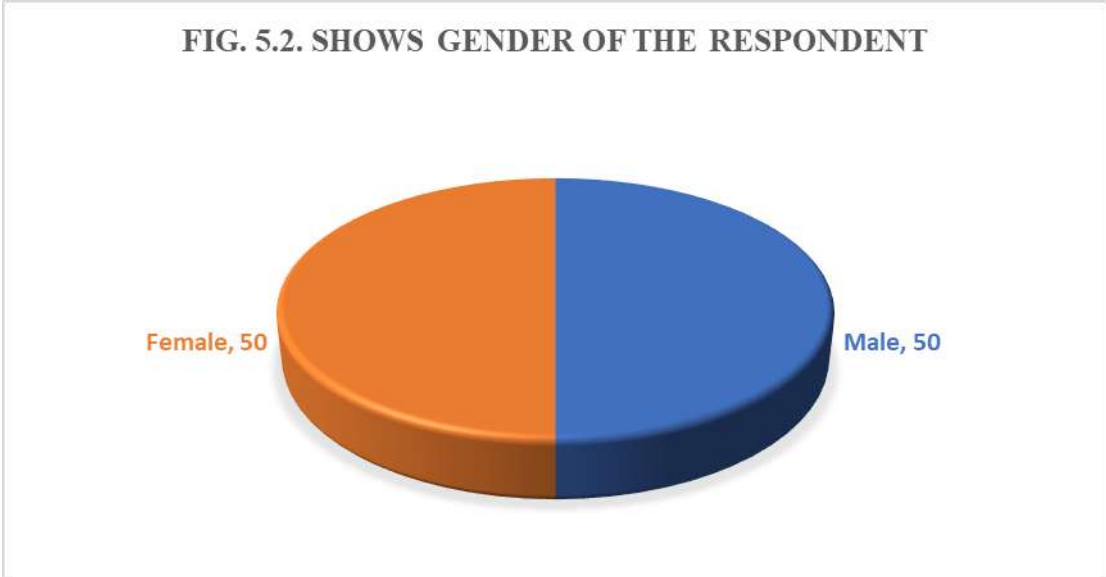
The gender of respondents is another variable which provides with information on how many men and women have participated in the survey. Gender based violence is mainly based on gender. The distribution of respondents by gender has been presented below.

Table 5.2. shows Gender of Respondents

| Response | Frequency | Percent |
|----------|-----------|---------|
| Male | 180 | 50.0 |
| Female | 180 | 50.0 |
| Total | 360 | 100.0 |

Source: Field Survey

Fig. 5.2. shows gender of the respondent



From the above table & pie chart, it has been observed that there is an equal proportion of male and female respondents i.e. 50% of male respondents & 50% of female respondents. Hence it can be observed that the ratio of male to female are equal.

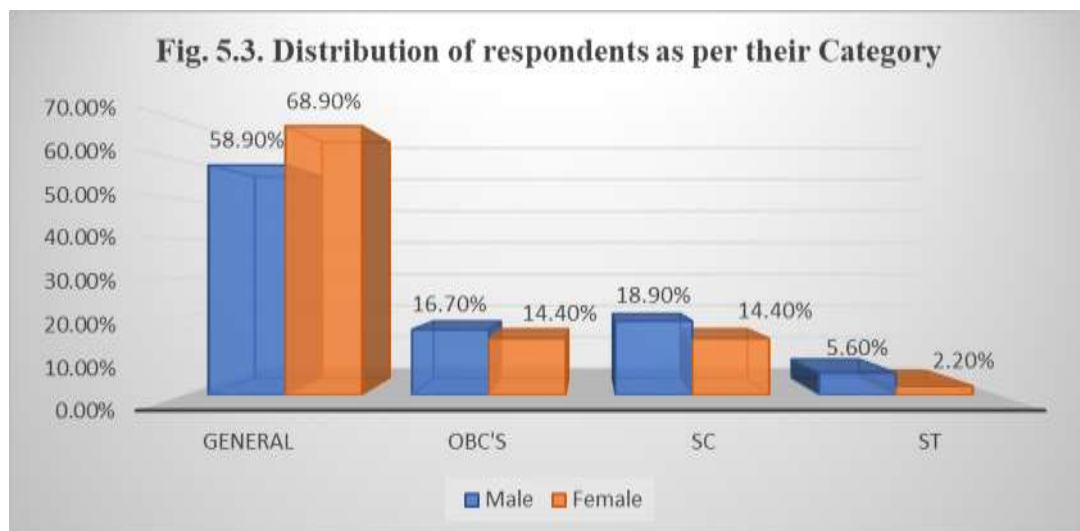
Category

There are several factors which affecting the violence, atrocities and crime against women. Indian Constitution has made the clearcut protection of its citizen according to their socio-economic background. There are different categories of students, teaching and non-teaching staff studying as well as working on the selected universities of Lucknow city. On the basis of this, the researcher divided the respondent categories as General, OBCs, SC, ST etc.

Table 5.3 Distribution of Respondents as per their Category

| Category | Gender | | Total |
|----------------|-------------|-------------|-------------|
| | Male | Female | |
| General | 106 (58.9%) | 124 (68.9%) | 230 (63.9%) |
| OBC | 30 (16.7%) | 26 (14.4%) | 56 (15.6%) |
| SC | 34 (18.9%) | 26 (14.4%) | 60 (16.7%) |
| ST | 10 (5.6%) | 4 (2.2%) | 14 (3.9%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey



From the above table & graphs, it has been observed that more than half of male respondents 58.9% belongs to general category followed by 18.9% of respondents belongs to SC, 16.7% of respondents belongs to OBC, 5.6% of respondents belongs to ST. Among female respondents, more than half 68.9% of respondents belongs to general category while 14.4% of respondents belongs to SC as well as OBC and 2.2% of respondents belongs to ST.

More than half 63.9% of respondents belongs to general caste but the ratio of STs is very low in comparison to other three categories i.e. SCs, OBCs, STs.

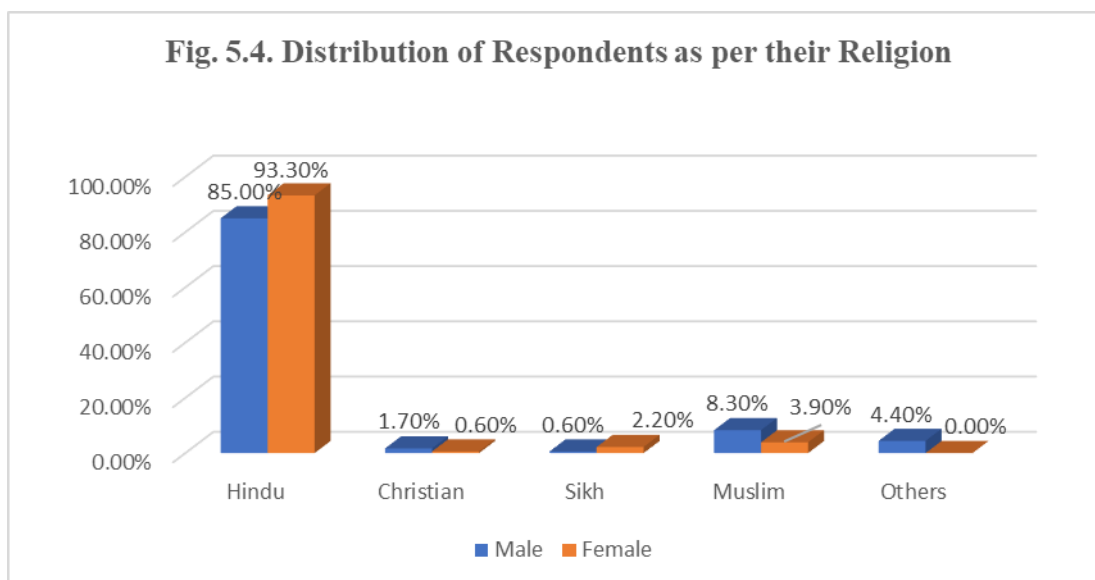
Religion

India is a secular country. There are different types of religion found in India i.e. Hindu, Muslim, Christian, Sikh and others religions i.e. include like Buddhist, Jainism etc. Keeping in mind researcher tries to study religious background of the respondents. Distribution of respondents on the basis of their religion is given below.

Table. 5.4. Distribution of Respondent as per their Religion

| Religion | Gender | | Total |
|-----------|--------------|--------------|--------------|
| | Male | Female | |
| Hindu | 153 (85.0%) | 168 (93.3%) | 321 (89.2%) |
| Christian | 3 (1.7%) | 1 (0.6%) | 4 (1.1%) |
| Sikh | 1 (0.6%) | 4 (2.2%) | 5 (1.4%) |
| Muslim | 15 (8.3%) | 7 (3.9%) | 22 (6.1%) |
| Others | 8 (4.4%) | 0 (0.0%) | 8 (2.2%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey



From the above table & graph, it has been observed that out of 180 males, overwhelming majority i.e. 85.0% of respondents are Hindus followed by 8.3% of respondents Muslim, 4.4% of respondents belongs to others religion, 1.7% of respondents belongs to Christian while 0.6% of respondents are Sikh. Furthermore, out of 180 females, overwhelming majority 93.3 percent of respondents are Hindu followed by 3.9% of respondents are Muslim, 2.2% of respondents are Sikh while 0.6 percent of Christian & no respondents belongs to other religion. The researcher has found that overwhelming majority of respondents are from the Hindu religion which comprise of 89.2% followed by Muslim 6.1%, Sikh 1% Christian 1.1% and other religion 2.2% have least respondents. Hence, majority of respondents belongs to Hindu religion.

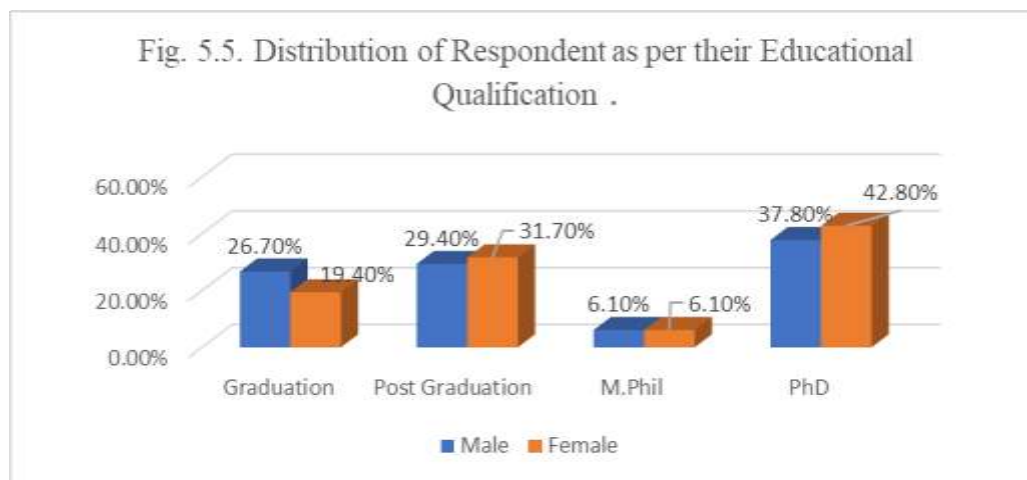
Educational Qualification

This study sought to know the education level of respondents. Education is an important variable that defines one's attitudes and beliefs. Every campus has different courses including Graduation, Post - Graduation, M.Phil., Ph.D. of different streams in which students took admission and employers are appointed on the basis of their qualification for different posts. The figure below presents the educational level of the respondents.

Table. 5.5. Distribution of Respondent as per their Educational Qualification

| Educational Qualification | Gender | | Total |
|---------------------------|------------|------------|-------------|
| | Male | Female | |
| Graduation | 48 (26.7%) | 35 (19.4%) | 83 (23.1%) |
| Post-Graduation | 53 (29.4%) | 57 (31.7%) | 110 (30.6%) |
| M.Phil. | 11 (6.1%) | 11 (6.1%) | 22 (6.1%) |
| Ph.D. | 68 (37.8%) | 77 (42.8%) | 145 (40.3%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey



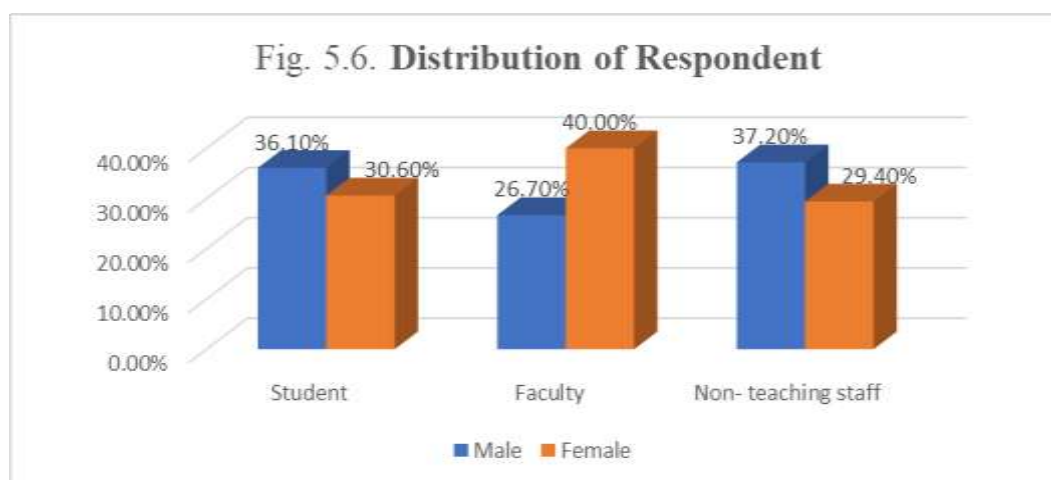
From the above table and graph, it has been observed that less than half 37.8% of the male respondents have Ph.D. as their qualification followed by 29.4% of respondents have post-graduation, 26.7% of respondent have graduation and 6.1% of respondents have M.Phil. While less than half 42.8% of female respondents are doing Ph.D. 31.7% of respondents have post-graduation, 19.4% of respondents have graduation and 6.1% of respondents have M.Phil. Hence, less than half of respondents 40.3% have PhD degree as their qualification followed by post-graduation as their educational qualification with 30.6%, while 23.1% have graduation as their qualification, 6.1% have M.Phil. as their educational qualification. Hence, respondents are well educated and have higher degree on campuses.

Respondents

Table. 5.6. Distribution of Respondent

| Respondent | Gender | | Total |
|---------------------|------------|------------|-------------|
| | Male | Female | |
| Student | 65 (36.1%) | 55 (30.6%) | 120 (33.3%) |
| Teaching | 48 (26.7%) | 72 (40.0%) | 120 (33.3%) |
| Non- teaching staff | 67 (37.2%) | 53 (29.4%) | 120 (33.3%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey



The Table represents distribution of respondents. It shows that majority 36.1% of students belong to male respondents while 30.6% of students belongs to female respondents. After that among teaching staff, majority 40.0% of respondents are females while 26.7% of respondents are males. Among non-teaching staff, majority 37.2% of respondents are male and 29.4% of respondents are female. Hence, the researcher has found a variation between male and female among students, teaching and non-teaching staff of campuses.

Annual Income of Family

Income recognizes the social status of individuals. Although income is a significant variable of the study, yet it is an insignificant variable as it is tough to know the exact income of a person. The annual income of family has been shown below:-

Table. 5.7. Distribution of Respondents as per their Annual Income of Family

| Annual income (in Rs.) of the family | Gender | | Total |
|---|------------|------------|-------------|
| | Male | Female | |
| 0-50,000 | 17 (9.4%) | 11 (6.1%) | 28 (7.8%) |
| 50,000-2,00,000 | 36 (20.0%) | 42 (23.3%) | 78 (21.7%) |
| 2,00,000-4,00,000 | 41 (22.8%) | 46 (25.8%) | 87 (24.2%) |
| 4,00,000-6,00,000 | 39 (21.7%) | 27 (15.0%) | 66 (18.3%) |
| Above 6,00,000 | 47 (26.1%) | 54 (30.0%) | 101 (28.1%) |
| Total | 180 (100%) | 180(100%) | 360(100%) |

Source: Field Survey

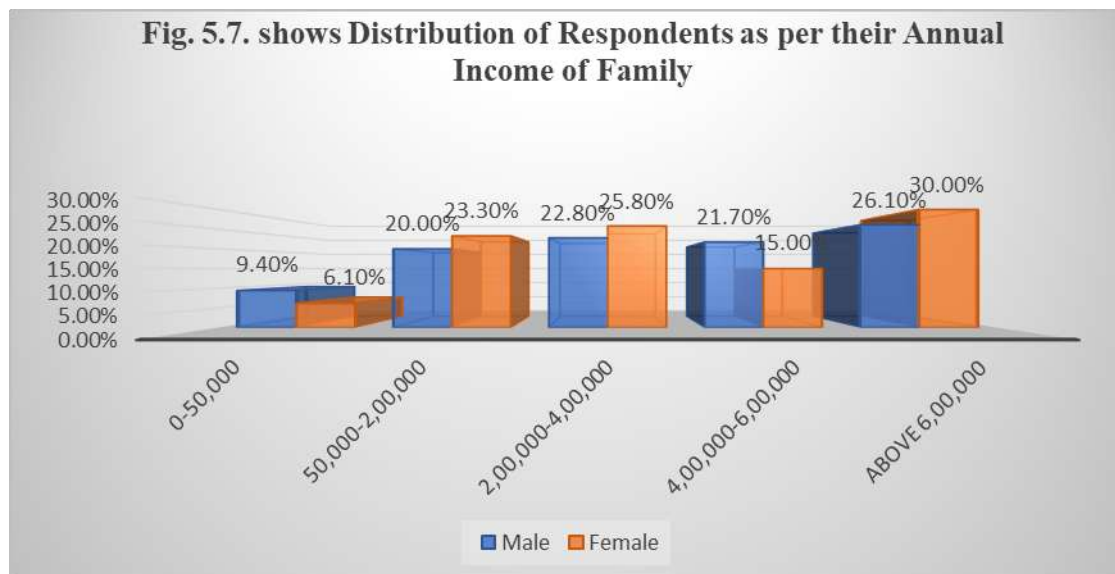


Table represents distribution of respondents as per their annual income of family. From the above figure and table, it has been observed that among male respondents, almost one fourth are having an annual income of family above 6 lacs followed by 22.8% of respondents having an annual income between 2,00,000 to 4,00,000 lacs, 21.7% of respondents having an annual income between 4,00,000-6,00,000 lacs, 20.0% of respondents having an annual income between 50,000-2,00,000 lacs. Among male respondents, more than one fourth 30.0% of respondent having an annual income of family above 6 lacs followed by 25.8% of respondents having an annual income between 2,00,000 to 4,00,000 lacs, 23.3% of respondents having an annual income between 50,000-2,00,000 lacs, 15.0% of respondent having an annual income between 4,00,000-6,00,000 lacs.

Hence, it has been observed that more than one-fourth 28.1% of respondents are having an annual income of family above 6 lacs followed by 24.2% are having an annual income between 2 lacs to 4 lacs. 21.7% of respondents are having an annual income between 50,000 – 2,00,000 lacs. 18.3% of respondents are having an annual income between 4,00,000 – 6,00,000 lacs. 7.8% of respondents are having an annual income between 0-50,000 lacs. Hence, respondents belong to financially sound family.

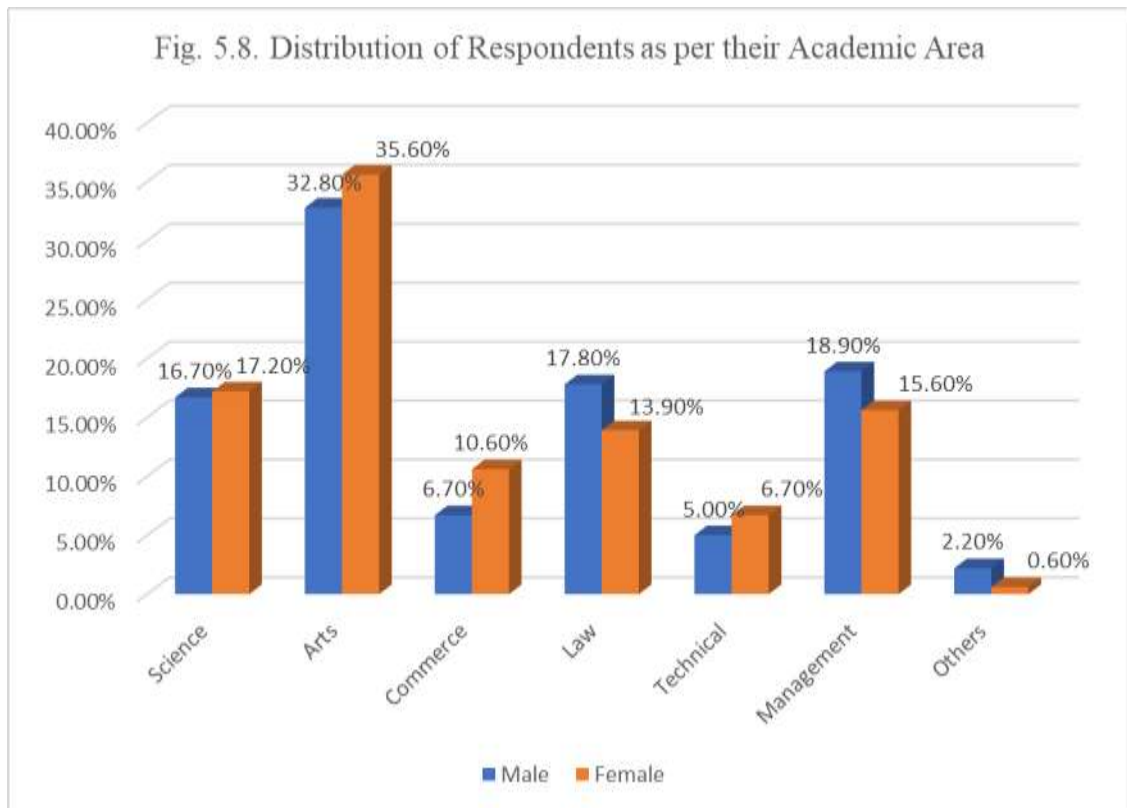
Academic Area

Academic area is something that an individual adopts it as their stream. Researcher has taken four university of Lucknow city as for their study and there are different types of streams in these universities like science, arts, commerce, law, management, technical and others and gender-based violence have been observed in every stream. The distribution of respondents on the basis of academic area have been presented below.

Table. 5.8. Distribution of Respondents as per their Academic Area

| Academic Area | Gender | | Total |
|----------------------|---------------|---------------|--------------|
| | Male | Female | |
| Science | 30 (16.7%) | 31 (17.2%) | 61 (16.9%) |
| Arts | 59 (32.8%) | 64 (35.6%) | 123 (34.2%) |
| Commerce | 12 (6.7%) | 19 (10.6%) | 31 (8.6%) |
| Law | 32 (17.8%) | 25 (13.9%) | 57 (15.8%) |
| Technical | 9 (5.0%) | 12 (6.7%) | 21 (5.8%) |
| Management | 34 (18.9%) | 28 (15.6%) | 62 (17.2%) |
| Others | 4 (2.2%) | 1 (0.6%) | 5 (1.4%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey



The table represents distribution of respondents as per their academic area. From the above table, it has been observed that out of 180 male respondents, 32.8 percent of respondents has been preferred to study arts followed by 17.8 percent of management, 16.7 percent of Science and 2.2 percent of respondents selected other area for study. Out of 180 female respondents, 35.6 percent of respondents chooses arts as their stream for study followed by 17.2 percent of Science, 15.6 percent of management and very less i.e. 0.6 percent of respondents chooses other stream other than these six stream.

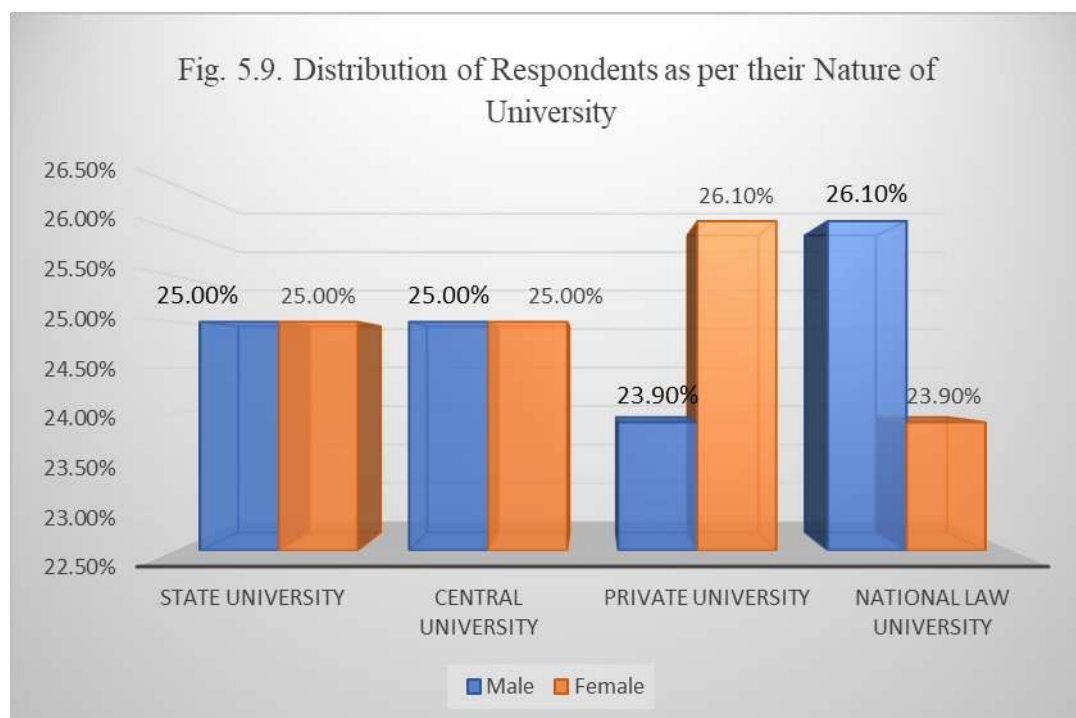
Hence, the researcher has found that one-third majority of respondents i.e. 34.2% have opted Arts as their academic area followed by management 17.2 percent as their academic are and 15.8% respondents opted law as the academic area.

University

Table. 5.9. Distribution of Respondents as per their Nature of University

| Nature of University | Gender | | Total |
|-------------------------|------------|------------|------------|
| | Male | Female | |
| State university | 45 (25.0%) | 45 (25.0%) | 90 (25.0%) |
| Central university | 45 (25.0%) | 45 (25.0%) | 90 (25.0%) |
| Private University | 43 (23.9%) | 47 (26.1%) | 90 (25.0%) |
| National Law University | 47 (26.1) | 43 (23.9%) | 90 (25.0%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey



The table and figure represent distribution of respondents as per their nature of university. It shows that more than one fourth 26.1% of male respondents are in national law university followed by one fourth 25.0% of respondents are in state as well as in central university and 23.9% of respondents are in private university. While more than one fourth 26.1% of female respondents are from private university, one fourth

25.0% of respondents are in state as well as in central university and 23.9% of respondents are in national law university.

Hence, the researcher has found that there are equal number of respondents from each i.e. 25% from Private University followed by 25% from Central University, 25% from State University and 25% from National Law University respectively. Hence, there are equal number of respondent in each selected university of Lucknow city.

Regional Background

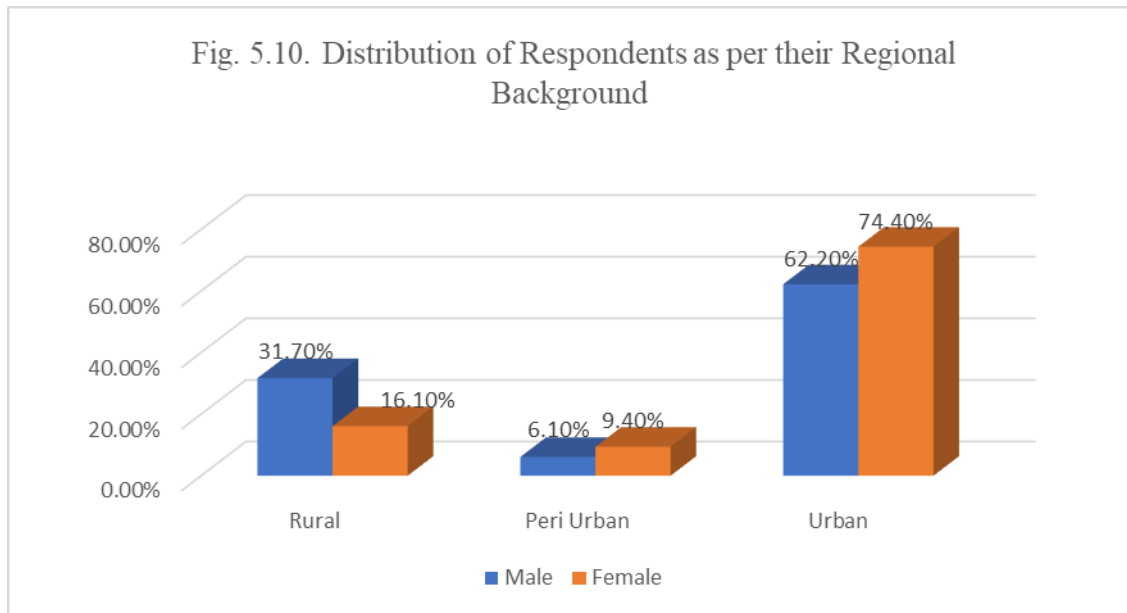
Regional background basically denotes from where an individual is coming. The study includes rural, urban and per-urban background of respondents as for their study. These areas of an individual are deeply connected gender-based violence. The violence is happened against a particular person on the basis of their background.

Table. 5.10. Distribution of Respondents as per their Regional Background

| Regional Background | Gender | | Total |
|---------------------|-------------|-------------|-------------|
| | Male | Female | |
| Rural | 57 (31.7%) | 29 (16.1%) | 86 (23.9%) |
| Peri Urban | 11 (6.1%) | 17 (9.4%) | 28 (7.8%) |
| Urban | 112 (62.2%) | 134 (74.4%) | 246 (68.3%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey

Fig. 5.10. Distribution of Respondents as per their Regional Background



The table and graph shows distribution of respondents as per their Regional Background. It shows that two-third 62.2% majority of male respondents belong to Urban background followed by less than one-third i.e. 31.7% of respondents belong to rural background and very small number i.e. 6.1% of respondents belong to peri-urban background. While three-fourth i.e. 74.4% majority of female respondents belong to Urban background followed by 16.1% of respondents belong to rural background and very small number i.e. 9.4% of respondents belong to peri-urban background.

Hence, the researcher has found three-fourth i.e. 68.3% of respondents belongs to urban background. While less than one-fourth i.e. 23.9% of respondents belong to rural background and very less number of respondents i.e. 7.8% are come from peri urban.

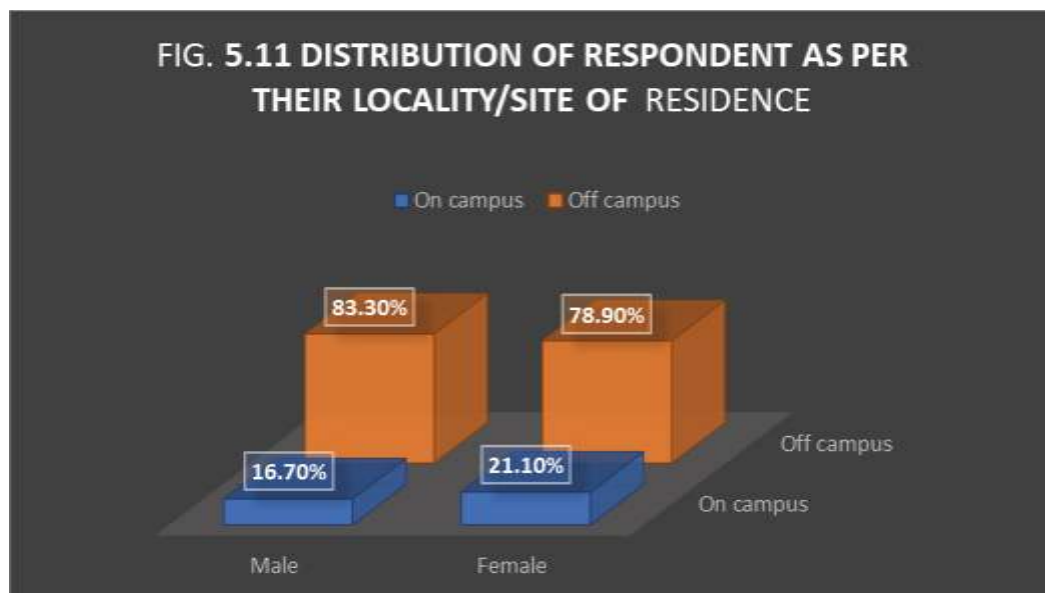
Locality/Site of Residence

Locality/site of residence influences the lifestyle of people as well as their behaviour. Gender based violence is also likely to be influenced by the type of residence as this will be examined in the next section of this study. The following figure displays the type of locality/site of residence of the respondents.

Table. 5.11 Distribution of respondent as per their Locality/Site of residence

| Locality/Site of Residence | Gender | | Total |
|----------------------------|-------------|-------------|-------------|
| | Male | Female | |
| On campus | 30 (16.7%) | 38 (21.1%) | 68 (18.9%) |
| Off campus | 150 (83.3%) | 142 (78.9%) | 292 (81.1%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey



The table represents distribution of respondent as per their Locality/Site of residence and it has been observed that among male respondent overwhelming majority i.e. 83.3% of respondents stay at off campus followed by very less number i.e. 16.7% of respondents stay at on campus locality/site of residence. While among female respondents overwhelming majority i.e.78.9% of respondents stay at off campus locality/site of residence followed by less number i.e. 21.1% of respondents stay at on campus locality/site of residence.

Hence, the researcher has found that overwhelming majority i.e.81.1% of respondents stay at off campus locality/site while less than one-third i.e. 18.9% of respondents stay

at on campus locality/site of residence. Hence, the researcher has found that the majority of respondents are not residing on the campuses.

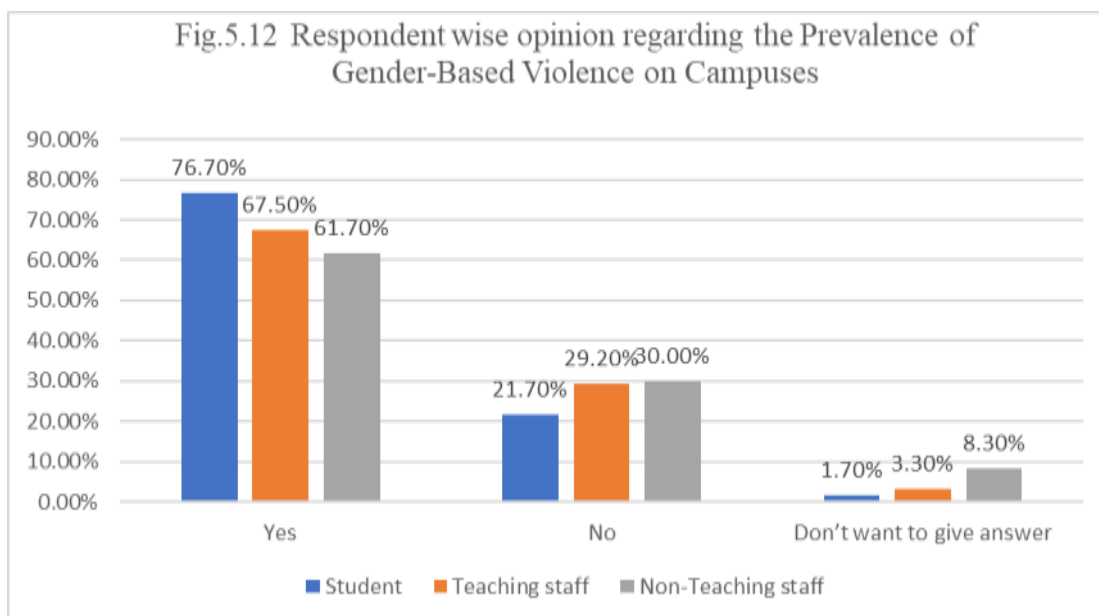
Section II – Gender Based Violence on Campuses of Lucknow City: An Empirical Study

The present study deals with gender-based violence on campuses happening with students, teaching and non-teaching staff of the selected universities. The researcher wants to observe the variation of prevalence of gender-based violence on campuses of selected universities of Lucknow city, various forms of gender-based violence on campuses, causes and consequences of gender-based violence, various government and institutional policies for the safety of students, teaching and non-teaching staff in the selected campuses of Lucknow city.

Table. 5.12. Respondent wise opinion regarding the Prevalence of Gender-Based Violence on Campuses

| Opinion regarding the Prevalence of Gender-Based Violence on Campuses | Respondents | | | Total |
|--|--------------------|-----------------------|---------------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 92 (76.7%) | 81 (67.5%) | 74 (61.7%) | 247 (68.6%) |
| No | 26 (21.7%) | 35 (29.2%) | 36 (30.0%) | 97 (26.9%) |
| Don't want to give answer | 2 (1.7%) | 4 (3.3%) | 10 (8.3%) | 16 (4.4%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey



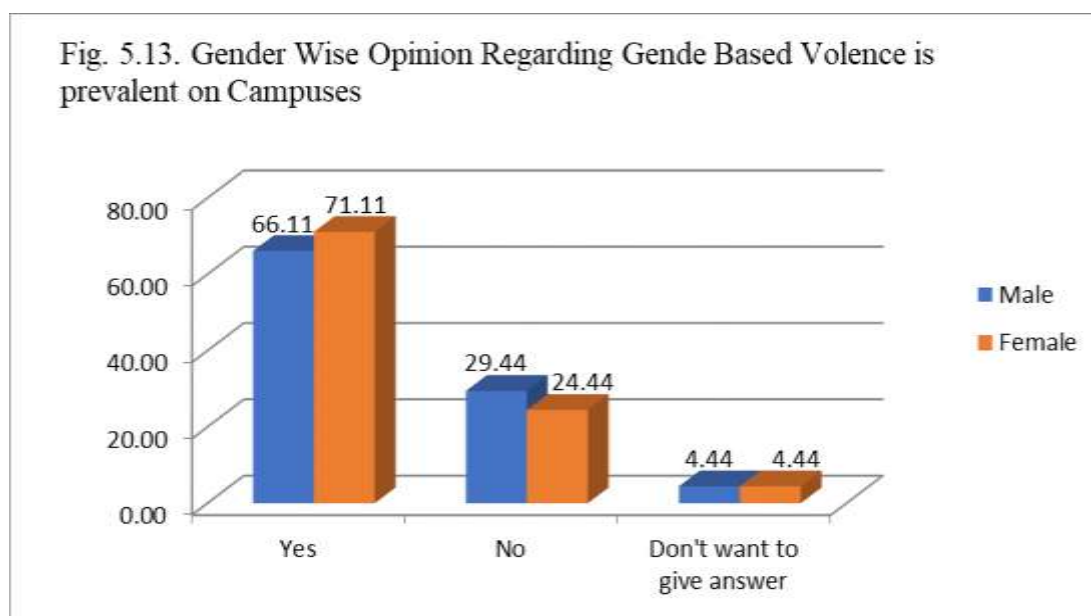
The table and graph determines Respondent (student, teaching and non-teaching staff) wise opinion regarding the Prevalence of Gender-Based Violence on Campuses. It shows that out of 120 students, a large number of students 76.7% said that there is prevalence of gender-based violence on campuses. After that, 21.7% of respondents said that there is no gender-based violence on their campuses. Barely, 1.7% of respondents don't give any answer. Out of 120 teaching, maximum number of teaching staff 67.5% said yes that there is prevalence of gender-based violence on campuses followed by 29.2% of respondents said that there is no gender-based violence on their campuses and barely, 3.3% of respondents don't give any answer. Among non-teaching staff, a large number of 61.7% of respondents thinks that gender-based violence is prevalent on campuses followed by 30.0% of respondents said that there is no gender-based violence on their campuses and barely, 8.3% of respondents who don't give answer.

Hence, a large number i.e. 68.6% of respondent affirms that there is a prevalence of gender-based violence on campuses followed by less than one-fourth i.e. 26.9% of respondents said no that gender-based violence has not prevalent on campuses. Henceforth, it has been said that gender-based violence is prevalent in the selected universities of Lucknow city in which maximum number of students 76.7%, teaching staff i.e. 67.5% and non-teaching staff i.e. 61.7% admitted that gender-based violence has been prevalent in selected universities of Lucknow city.

Table.5.13. Gender Wise Opinion Regarding Gender Based Violence is prevalent on Campuses

| Opinion regarding gender-based violence is prevalent on campuses | Gender | | Total |
|--|-------------|-------------|-------------|
| | Male | Female | |
| Yes | 119 (66.1%) | 128 (71.1%) | 247 (68.6%) |
| No | 53 (29.4%) | 44 (24.4%) | 97 (26.9%) |
| Don't want to give answer | 8 (4.4%) | 8 (4.4%) | 16 (4.4%) |
| Total | 180 (100%) | 180 (100%) | 180 (100%) |

Source: Field Survey



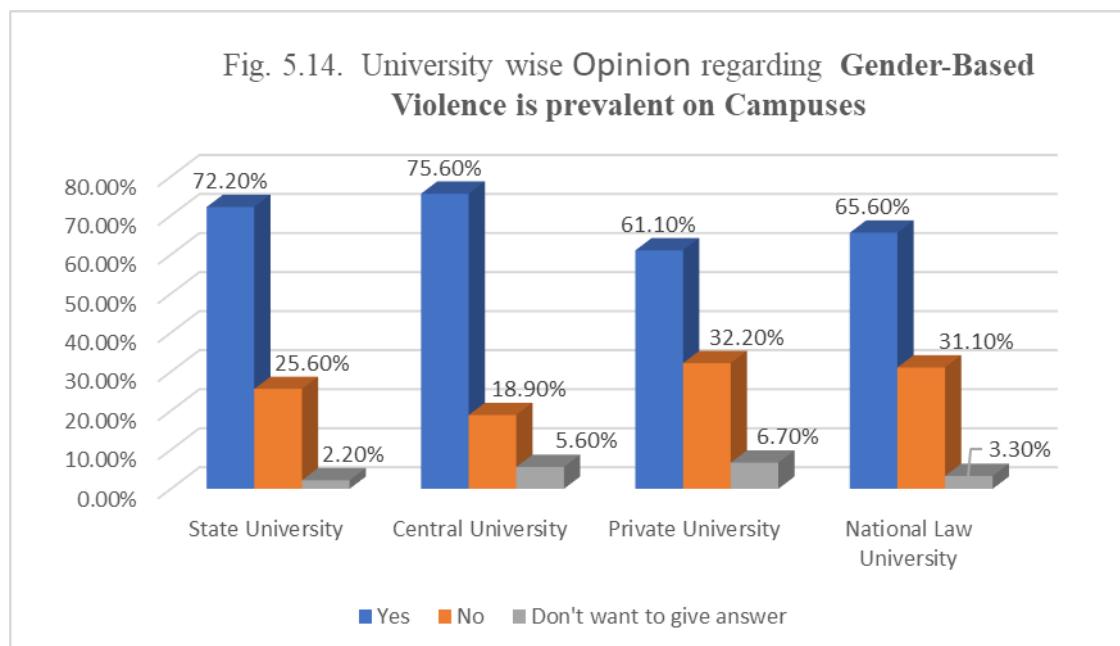
The table demonstrates gender wise opinion regarding gender-based violence is prevalent on campuses. It shows that nearly two-third i.e. 66.1% of male respondents affirms that GBV is prevalent on campuses while almost one-fourth i.e. 29.4% of respondents said no that there is no gender based violence on campuses and very few i.e. 4.4% of respondents don't want to give answer. Moreover, a large number i.e. 71.1% of female respondents said yes that GBV is prevalent on campuses. while more than one-fourth i.e. 24.4% of respondents said no that there is no gender based violence on campuses and very few i.e. 4.4% of respondents don't want to give answer.

Hence, a large number i.e. 68.6% of female respondents other than male respondents affirms that there is a prevalence of gender-based violence on campuses in which a large number i.e. 71.1% of female respondents admitted that there is a prevalence of gender based violence in the selected universities of Lucknow city.

Table. 5.14 University Wise Opinion regarding Gender Based Violence is prevalent on Campuses

| University Wise Opinion regarding Gender Based Violence is prevalent on Campuses | Nature of University | | | | Total |
|--|----------------------|--------------------|--------------------|-------------------------|----------------|
| | State University | Central University | Private University | National Law University | |
| Yes | 65 (72.2%) | 68 (75.6%) | 55 (61.1%) | 59 (65.6%) | 247 (68.6%) |
| No | 23 (25.6%) | 17 (18.9%) | 29 (32.2%) | 28 (31.1%) | 97 (26.9%) |
| Don't want to give answer | 2 (2.2%) | 5 (5.6%) | 6 (6.7%) | 3 (3.3%) | 16 (4.4%) |
| Total | 90 (100%) | 90 (100%) | 90 (100%) | 90 (100%) | 360 (100%) |

Source: Field Survey



The table and graph represents university wise opinion regarding the prevalence of gender-based violence on campuses. The table shows that among the selected university, majority of respondent i.e 75.6% from central university said yes that there

is prevalence of gender-based violence on campuses followed by state university respondents i.e. 72.2%.

Hence, majority 68.6% of respondents admitted that gender-based violence is prevalent on campuses and majority of respondents from central university thinks that GBV is prevalent on campuses followed by respondents from state university.

Table. 5.15 Respondent wise Opinion regarding Extent/rate of Gender Based Violence on Campuses

| Respondent wise Opinion regarding Extent/rate of Gender Based Violence on campuses | Respondents | | | Total |
|--|-------------|----------------|--------------------|-------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Zero Percent | 34 (28.3%) | 35 (29.2%) | 27 (22.5%) | 96 (26.7%) |
| Low Extent | 35 (29.2%) | 30 (25.0%) | 29 (24.2%) | 94 (26.1%) |
| Moderate Extent | 39 (32.5%) | 40 (33.3%) | 42 (35.0%) | 121 (33.6%) |
| Extreme Extent | 6 (5.0%) | 13 (10.8%) | 15 (12.5%) | 34 (9.4%) |
| Don't want to give answer | 6 (5.0%) | 2 (1.7%) | 7 (5.8%) | 15 (4.2%) |
| Total | 120 (100%) | 120 (100%) | 120 (100%) | 360 (100%) |

Source: Field Survey

The table determine respondent wise opinion regarding extent/rate of Gender Based Violence on Campuses. From the above table, nearly one-third i.e. 32.5%) of students said that the extent rate of gender-based violence on campuses is moderate followed by barely i.e. 5.0% of extreme and 5.0 % are those respondents who don't give any answer to the question asked. In case of teaching staff, one third i.e. 33.3% of respondents said extent rate on campus are moderate followed by extreme i.e. 10.8% and barely i.e. 1.7% are those who don't give answer. In terms of non-teaching staff that more than one-third i.e. 35.0% of respondents said that the extent rate of gender-based violence on campus is moderate followed by i.e. 12.5% said extreme to the answer and barely i.e. 5.8% of respondents are those who do not give any answer. Hence, one third i.e. 33.6 % of respondent said that the extent rate of gender-based violence on campuses are moderate followed by i.e. 26.7%of respondents said there is zero gender-based violence

on their campuses followed by i.e. 9.4 % of respondents said that extreme to the answer.

Hence, the researcher has found that more than one third i.e. 33.6% of respondents said that it is moderately occurring on campuses while more than one fourth i.e. 26.7% of respondents said that gender based violence has not prevalent on campuses. It is found that more than one-third i.e 35% of non-teaching staff thinks that gender-based has been moderately occurring on the campuses of Lucknow city whereas one third 33.3% of teaching staff thinks that it has been moderately occurring on campuses and almost one third 32.5% of students thinks that it has been moderately occurring on campuses Hence, almost one third of students, teaching and non-teaching staff said that gender-based violence is occurring moderately on campuses.

Table. 5.16. Gender wise Opinion regarding Extent rate of Gender Based Violence on Campuses

| Gender wise Opinion regarding Extent/rate of Gender Based Violence on Campuses | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Zero | 47 (26.1%) | 49 (27.2%) | 96 (26.7%) |
| Low | 44 (24.4%) | 50 (27.8%) | 94 (26.1%) |
| Moderate | 58 (32.2%) | 63 (35.0%) | 121 (33.6%) |
| Extreme | 18 (10.0%) | 16 (8.9%) | 34 (9.4%) |
| Don't want to give answer | 13 (7.2%) | 2 (1.1%) | 15 (4.2%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents gender wise opinion regarding the extent/rate of gender-based violence on campuses of Lucknow city. It shows that almost one third i.e. 32.2% of male respondents thinks that the extent rate of gender-based violence is moderately occurring on selected campuses of Lucknow city. After that, 26.1% of respondents said that the extent rate of gender-based violence is zero, barely,7.2% of respondents do not give answer. Furthermore, more than one third 35.0% of female respondents said that the extent rate of gender-based violence is moderately occurring on campuses of

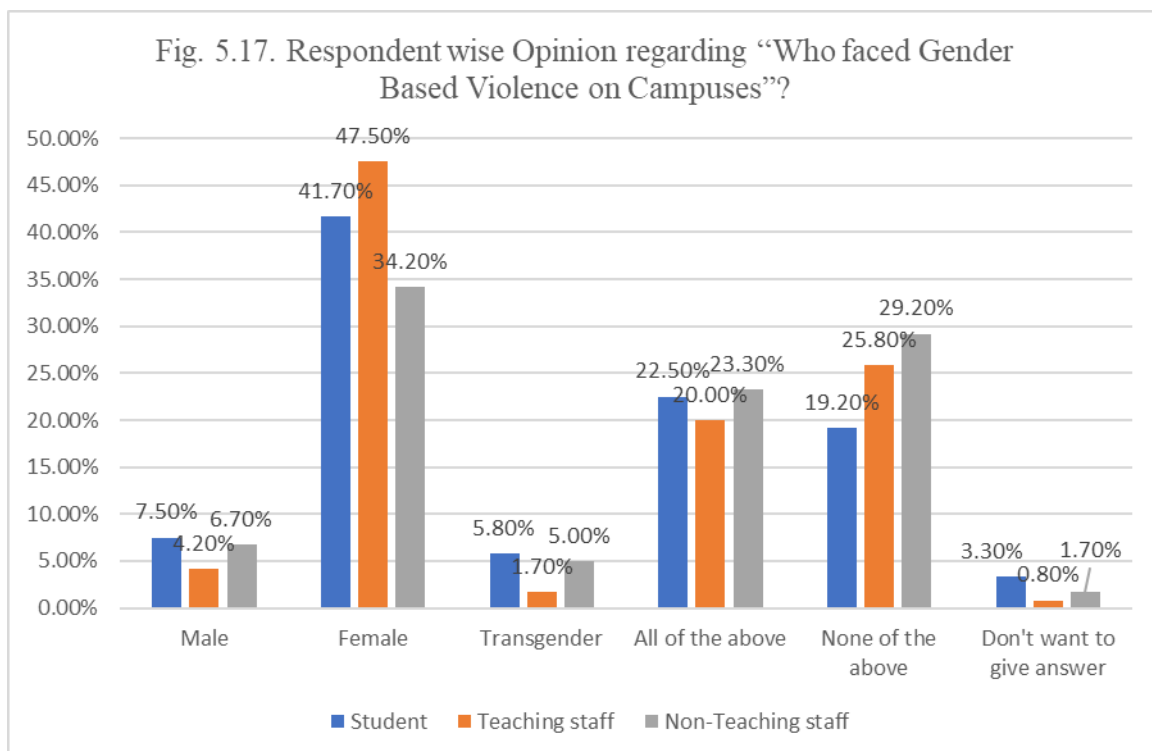
Lucknow. After that, 27.8% of respondents it is occurring low on campuses and barely, 1.1% of respondents don't give any answer.

Hence, the researcher has found that more than one third i.e. 33.6% of respondents said that it is moderately occurring on campuses while more than one fourth i.e. 26.7% of respondents said that gender based violence has not prevalent on campuses. More than one third 35.0% of female respondent than male respondent accepted that it is neither high nor low or zero. It has been occurring on campuses at a moderate level.

Table. 5.17. Respondent wise Opinion regarding “Who faced Gender Based Violence on Campuses”

| Respondent wise Opinion regarding “Who faced Gender Based Violence on Campuses”? | Respondents | | | Total |
|--|-------------|-------------------|---------------------------|-------------|
| | Student | Teaching staff | Non- Teaching staff | |
| Male | 9 (7.5%) | 5 (4.2%) | 8 (6.7%) | 22 (6.1%) |
| Female | 50 (41.7%) | 57(47.5%) | 41 (34.2%) | 148 (41.1%) |
| Transgender | 7 (5.8%) | 2 (1.7%) | 6 (5.0%) | 15 (4.2%) |
| All of the above | 27 (22.5%) | 24 (20.0%) | 28 (23.3%) | 79 (21.9%) |
| None of the above | 23 (19.2%) | 31 (25.8%) | 35 (29.2%) | 89 (24.7%) |
| Don't want to give answer | 4 (3.3%) | 1 (0.8%) | 2 (1.7%) | 7 (1.9%) |
| Total | 120 (100%) | 120 (100%) | 120 (100%) | 360 (100%) |

Source: Field Survey



The table and graph demonstrate that Respondent wise Opinion regarding “Who faced Gender Based Violence on Campuses”? It shows that a large number of students i.e. 41.7% answered that females faced gender-based violence more on campuses followed by i.e. 22.5% all of the above and i.e. 3.3% of respondents don’t give answer. While a large number teaching staff i.e. 47.5% answered that females faced more gender-based violence on campuses followed by i.e. 25.8% of respondents said none of the above that they no one faced gender-based violence on campuses. More than one-third of non-teaching staff i.e. 34.2% answered that females on campuses faces gender-based violence followed by i.e. 1.7% who do not give any answer.

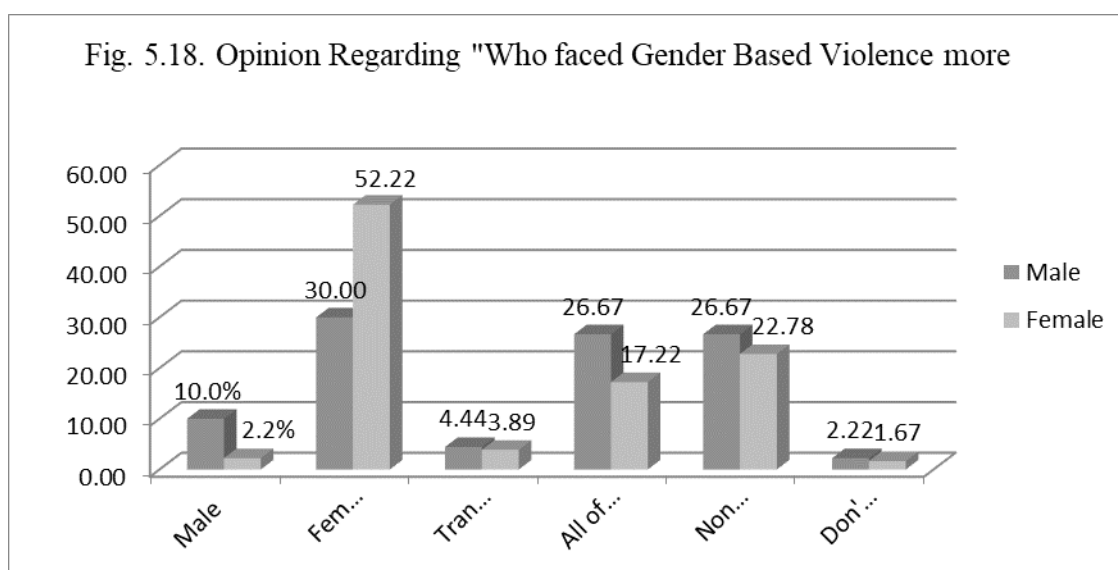
Hence, the researcher has found that a total of i.e. 41.1% of respondent said that female faces more gender-based violence on campuses followed by i.e. 24.7% of respondents said that no one faces gender-based violence on campuses while barely i.e. 1.9% of respondent give no response. Hence, females are the main victim on campuses and faces more violence than any other gender whether it is male or transgender across different categories i.e. students, teaching and non-teaching staff. It is also found that nearly half i.e. 47.5% teaching staff said that females on campuses became the victim of gender-based violence followed by students and non-teaching staff while majority of non-teaching staff said that there is no one on the campuses who faced gender-based

violence on campuses followed by teaching and students. Majority of non-teaching staff said that there is everyone on campuses who faced gender-based violence.

Table.6.18 Gender Wise opinion about “Who faced Gender Based Violence more on Campuses”?

| S.no. | Gender Wise opinion regarding “who faced Gender Based Violence more on Campuses”? | Gender | | Total |
|-------|---|--------------|--------------|--------------|
| | | Male | Female | |
| 1. | Male | 18(10.0%) | 4 (2.2%) | 22 (6.1%) |
| 2. | Female | 54 (30.0%) | 94 (52.2%) | 148 (41.1%) |
| 3. | Transgender | 8 (4.4%) | 7 (3.9%) | 15 (4.2%) |
| 4. | All of the above | 48 (26.7%) | 31 (17.2%) | 79 (21.9%) |
| 5. | None of the above | 48 (26.7%) | 41 (22.8%) | 89 (24.7%) |
| 6. | Don't want to give answer | 4 (2.2%) | 3 (1.7%) | 7 (1.9%) |
| | Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey



The table and graph represents opinion Regarding "Who faced Gender Based Violence more on Campuses"?. It shows that nearly one third i.e. 30% of male respondent said that female faced more violence on campuses of Lucknow city. After that, 26.7% of respondent said that male, female and transgender all persons on the campuses faces gender-based violence while 26.7% of respondent said that no one faces gender-based

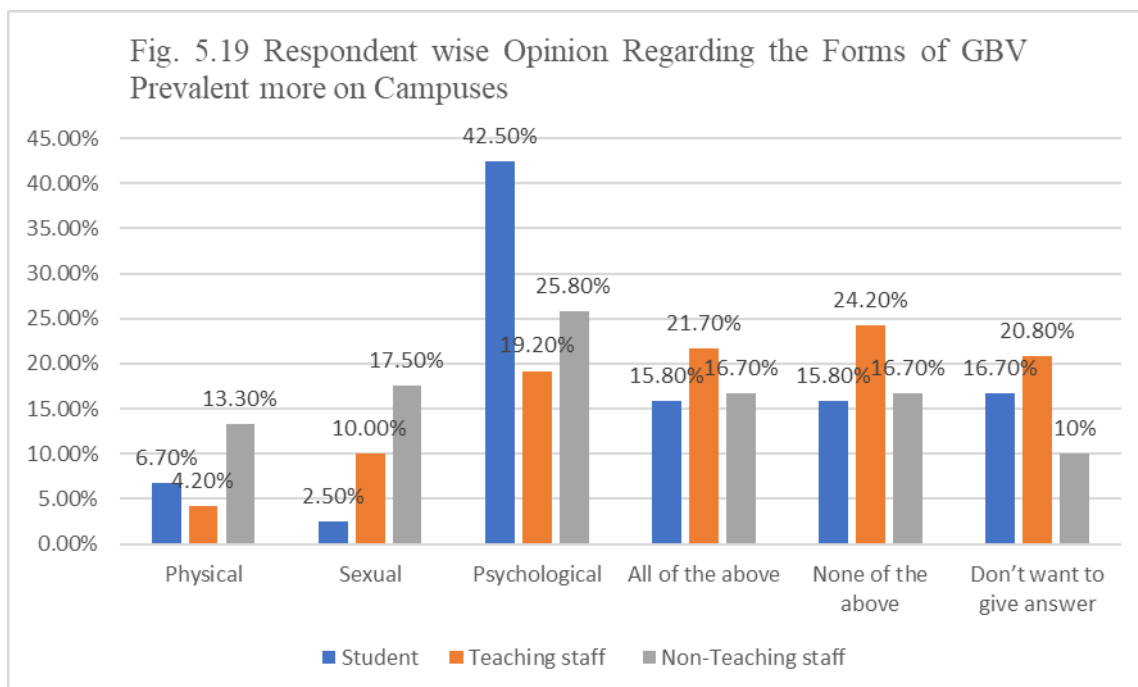
violence on campuses of Lucknow city. While more than half i.e. 52.2% of female respondent said that female faces more violence on campuses of Lucknow. After that, 22.8% of respondent said that no one faces gender-based violence on campuses of Lucknow and barely 1.7% of respondent don't give answer.

Hence, the researcher has found that average majority i.e. 41.1% of respondents said that females are the main victim on campuses and suffers from gender based violence more on campuses followed by almost one fourth i.e. 24.7% of respondents said that no one on the campuses faced gender based violence on campuses in which the researcher has also found that more than half female i.e. 52.2% of respondents thinks that females are the main victims of GBV on campus of Lucknow city than male while nearly one third i.e. 30% of respondents thinks that females faced more gender-based violence on campuses.

Table. 5.19 Respondent wise Opinion Regarding the Forms of GBV Prevalent more on Campuses

| Opinion Regarding the Forms of GBV Prevalent on Campuses | Respondents | | | Total |
|--|-------------|----------------|--------------------|-------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Physical | 8 (6.7%) | 5 (4.2%) | 16 (13.3%) | 29 (8.1%) |
| Sexual | 3 (2.5%) | 12 (10.0%) | 21 (17.5%) | 36 (10.0%) |
| Psychological | 51 (42.5%) | 23 (19.2%) | 31 (25.8%) | 105 (29.2%) |
| All of the above | 19(15.8%) | 26 (21.7%) | 20 (16.7%) | 65 (18.1%) |
| None of the above | 19(15.8%) | 29 (24.2%) | 20 (16.7%) | 68 (18.9%) |
| Don't want to give answer | 20 (16.7%) | 25 (20.8%) | 12 (10%) | 57 (15.8%) |
| Total | 120 (100%) | 120 (100%) | 120 (100%) | 360 (100%) |

Source: Field Survey



The table and graph represents Respondent wise Opinion Regarding the Forms of GBV Prevalent on Campuses. It shows that there are various forms of GBV prevalent on campuses. Out of total students, it is found that average number i.e. 42.5% of respondents said that psychological violence is prevalent on campus followed by 16.7% of respondents don't give answer, 15.8% of respondent said that all types of violence is prevalent on campuses, 15.8% of respondents said that there is no gender-based violence on campuses. After that, 6.7% of respondents said that there is a prevalence of physical violence on campuses.

Out of total teaching staff, it is found that almost one-fourth i.e. 24.2% of respondent said that there is no gender-based violence on their campuses while i.e. 21.7% of respondents said that there is a prevalence of all types of gender-based violence on campuses of Lucknow. 20.8% of respondent don't give answer, 19.2% of respondent said that psychological violence is prevalent on campus,

Out of total non-teaching staff, it is found that majority 25.8% of respondent said that psychological violence is prevalent on campus while 17.5% of respondent said that sexual violence is prevalent on selected campuses of Lucknow, 16.7% of respondents said that there is a prevalence of all types of gender-based violence on campuses of Lucknow.

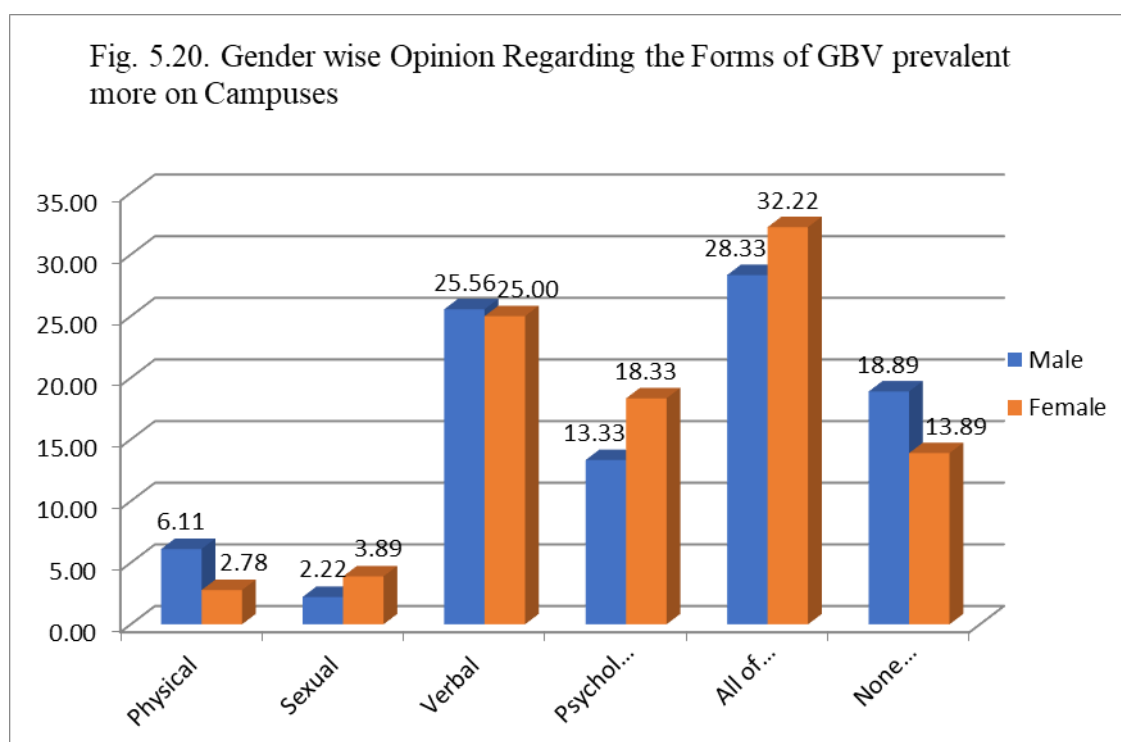
Hence, the researcher has found that a total of i.e. 29.2% respondents said that psychological violence is prevalent more on selected campuses of Lucknow followed by i.e.18.9% of respondent said that there is no gender-based violence on campuses while 8.1% of respondents said that there is physical violence on campuses. It is also found said that student are in majority who said that there is a prevalence of psychological violence on campuses while teachers said that there is no such prevalence of gender-based violence on campuses, non-teaching staff said that there is a prevalence of psychological violence followed by 17.5% of sexual violence. Hence, a variation in the prevalence of forms of gender-based violence on selected campuses of Lucknow has been observed. Hence, various types of gender-based violence has prevalent on campuses and has been faced by students, teaching and non-teaching staff of selected universities of Lucknow city.

Similar kinds of results have been found in some studies like a study done by Langford. As according to nationally representative survey of college students, approximately 17% of students reported experiencing some form of violence or harassment (Langford n.d.). Similarly, according to Humphrey and White (2000), 69.8 % of college women experience at least one instance of sexual violence from the age of 14 to their fourth year in college. Additionally, women who were sexually assaulted in high school were more likely to be sexually assaulted in college (Hall Smith, White, and Holland, 2003). National sexual assault data indicate that half of all female sexual assault victims are between the ages of 12 and 24, and that most rapes occur prior to age 24 (Hall Smith, White, and Holland, 2003).

Table. 5.20. Gender wise Opinion Regarding the Forms of GBV prevalent more on Campuses

| Gender wise Opinion Regarding the Forms of GBV prevalent more on campuses | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Physical | 18 (10.0%) | 11 (6.1%) | 29 (8.1%) |
| Sexual | 13 (7.2 %) | 23 (12.8%) | 36 (10.0%) |
| Psychological | 58 (32.2%) | 47 (26.1%) | 105 (29.2%) |
| All of the above | 30 (16.7%) | 38 (21.1%) | 68 (18.9%) |
| None of the above | 28 (15.6%) | 37 (20.6%) | 65 (18.1%) |
| Don't want to give answer | 33 (18.3%) | 24 (13.3%) | 57 (15.8%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field survey



The table and graph represents Gender wise Opinion Regarding the Forms of GBV prevalent more on campuses. It shows that nearly one third i.e 32.2% male respondent said that psychological violence has prevalent more on campuses. After that, 18.3% of

respondents don't give any answer related to the prevalence of forms of gender-based violence on campuses. 16.7% of respondents said that there has been all forms of gender-based violence prevalent on campuses. 15.6% of respondents said that there has no such of violence is prevalent on campuses. 12.8% of male respondents said that sexual violence is prevalent on campuses.

More than one fourth i.e. 26.1% female respondent said that psychological violence has prevalent more on campuses. psychological violence has prevalent more on campuses. 13.3% of respondent don't give any answer related to the prevalence of forms of gender-based violence campuses. 12.8% of respondents said that there is prevalence of sexual violence on campuses. 6.1% said that there is a prevalence of physical violence on campuses.

Hence, the researcher has found that the more than one fourth i.e. 29.2% of respondent said that psychological violence has been prevalent on campuses followed by 18.9% of respondents said that all forms of gender-based violence has been prevalent on campuses. While very low majority of respondent said that physical violence is occurring on campuses as secondary data also shows that physical violence has prevalent on campuses that include fighting, beating, slapping etc and male respondents answered that psychological violence has been prevalent more on campuses. Hence, the table has revealed that psychological violence is prevalent more on campuses than other types of violence but the secondary data also reveals that sexual violence has prevalent on campuses but due to social stigma, fear they don't come forward tell about the incidence.

Table. 5.21 University Wise Opinion Regarding the Forms of GBV prevalent more on campuses.

| University Wise Opinion Regarding the Forms of GBV prevalent more on campuses. | Nature of University | | | | Total |
|--|----------------------|--------------------|--------------------|-------------------------|--------------|
| | State university | Central university | Private University | National Law University | |
| Physical | 8 (8.9%) | 5 (5.6%) | 3 (3.3%) | 0 (0.0%) | 16 (4.4%) |
| Sexual | 12 (13.3%) | 20 (22.2%) | 17 (18.8%) | 19 (21.1%) | 68 (18.8%) |
| Psychological | 29 (32.2%) | 25 (27.8%) | 22 (24.4%) | 15 (16.7%) | 91 (25.3%) |
| All of the above | 18 (20.0%) | 24 (26.7%) | 33 (36.7%) | 34 (37.8%) | 109 (30.3%) |
| None of the above | 17 (18.9%) | 7 (7.8%) | 13 (14.4%) | 22 (24.4%) | 59 (16.4%) |
| Don't want to give answer | 6 (6.7%) | 9 (10.0%) | 2 (2.2%) | 0 (0.0%) | 17 (4.7%) |
| Total | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents University Wise Opinion Regarding the Forms of GBV prevalent more on campuses. The table shows that among state university, almost one third i.e. 32.2% of respondents said that psychological violence is prevalent more on campuses followed by 20.0% of respondents said that all types of violence is prevalent on their campus. Among central university, more than one fourth i.e. 27.8% of respondents said that psychological violence is prevalent more on campuses followed by 26.7% of respondents said that all types of violence is prevalent on their campuses.

Among private university, more than one-third i.e. 36.7% of respondents say all of the above are prevalent on campuses followed by 24.4% of respondents say psychological violence is prevalent more on campuses.

Among National Law University, 37.8% of respondents said that all of the above are prevalent on campuses followed by 24.4% of respondent said that there is no violence in their university.

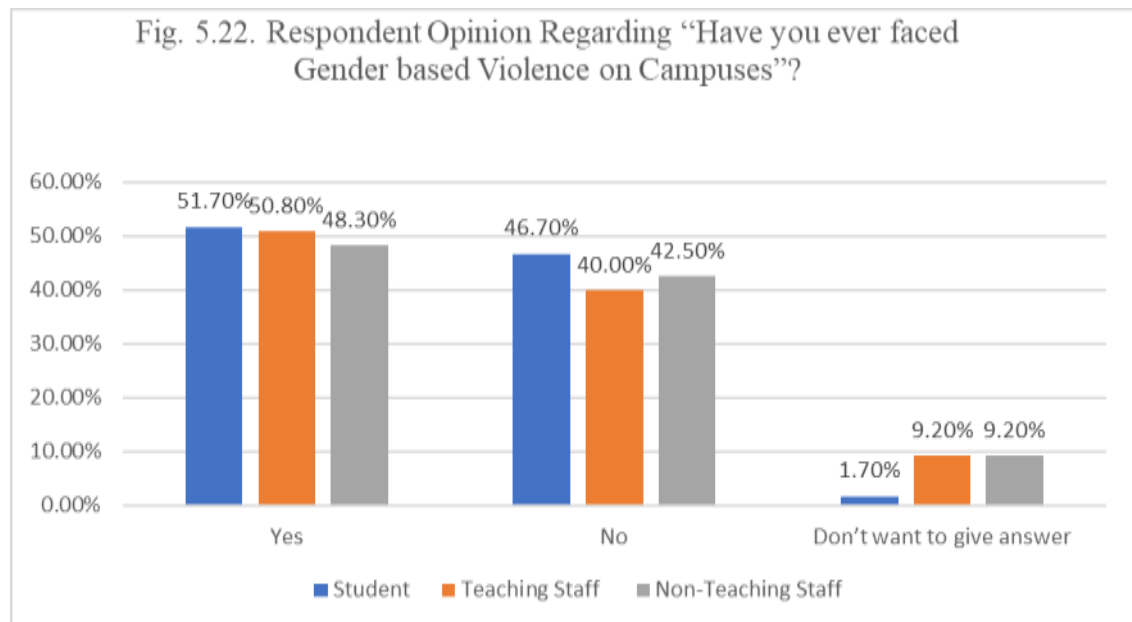
Hence, the researcher has found that the total of 30.3% of respondents said that all types of gender-based violence is prevalent on campuses followed by 25.3% of respondent who said that psychological violence is prevalent on campuses while very few 4.7% of respondents don't give answer. It is found that physical violence is

prevalent more in state university. After that, sexual violence is prevalent more in central university. Psychological violence is prevalent more in state university. All types of gender-based violence whether it is sexual, physical, psychological is prevalent in National Law University.

Table 5.22. Respondent Opinion Regarding “Have you ever faced Gender based Violence on Campuses”?

| Opinion Regarding “Have you ever faced Gender Based Violence on Campuses”? | Respondents | | | Total |
|--|-------------|-------------------|---------------------------|-------------|
| | Student | Teaching Staff | Non- Teaching Staff | |
| Yes | 62 (51.7%) | 61 (50.8%) | 58 (48.3%) | 181 (50.3%) |
| No | 56 (46.7%) | 48 (40.0%) | 51 (42.5%) | 155 (43.1%) |
| Don't want to give answer | 2 (1.7%) | 11 (9.2%) | 11 (9.2%) | 24 (6.7%) |
| Total | 120 (100%) | 120 (100%) | 120 (100%) | 360 (100%) |

Source: Field Survey



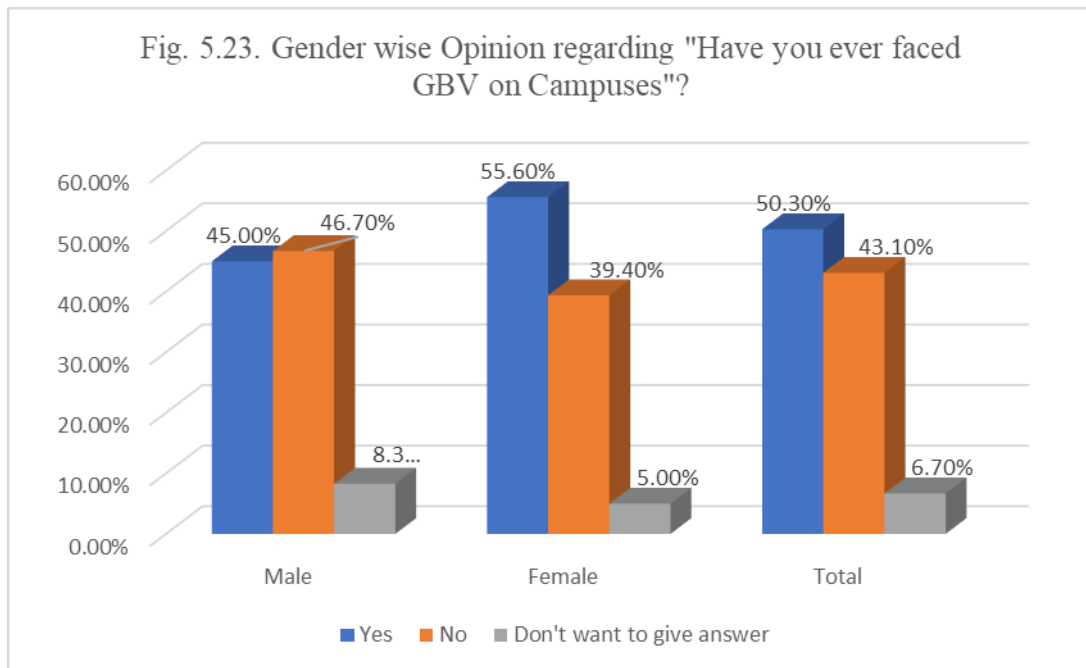
The table and graph represents Respondent wise Opinion regarding "Have you ever faced GBV on Campuses"? The table shows when the question is asked that have you ever faced gender-based violence on campus. 51.7% of students, 50.8% of teaching staff and 48.3 percent of non-teaching staff said that they have faced gender-based violence on campuses while 46.7% of students, 40.0% of teaching staff and 42.5% of non-teaching staff said that they don't face gender-based violence during campus time and 1.7% of students, 9.2% of teaching staff and non-teaching staff are those who are silent about the gender-based violence means they don't give any answer.

Hence, researcher has found that half of 50.3 % respondent said that they have faced gender-based violence on campus followed by 43.1% of respondent said that they don't faced violence followed by 6.7 % of respondents of don't give any answer and more than half i.e. 51.7% of the students have faced gender-based violence followed teaching and non-teaching staff.

Table. 5.23. Gender wise Opinion Regarding “Have you ever faced GBV on Campuses”?

| Gender wise Opinion Regarding “Have you ever faced Gender Based Violence on Campuses”? | Gender | | Total |
|--|---------------|----------------|----------------|
| | Male | Female | |
| Yes | 81 (45.0%) | 100 (55.6%) | 181 (50.3%) |
| No | 84 (46.7%) | 71 (39.4%) | 155 (43.1%) |
| Don't want to give answer | 15 (8.3%) | 9 (5.0%) | 24 (6.7%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey



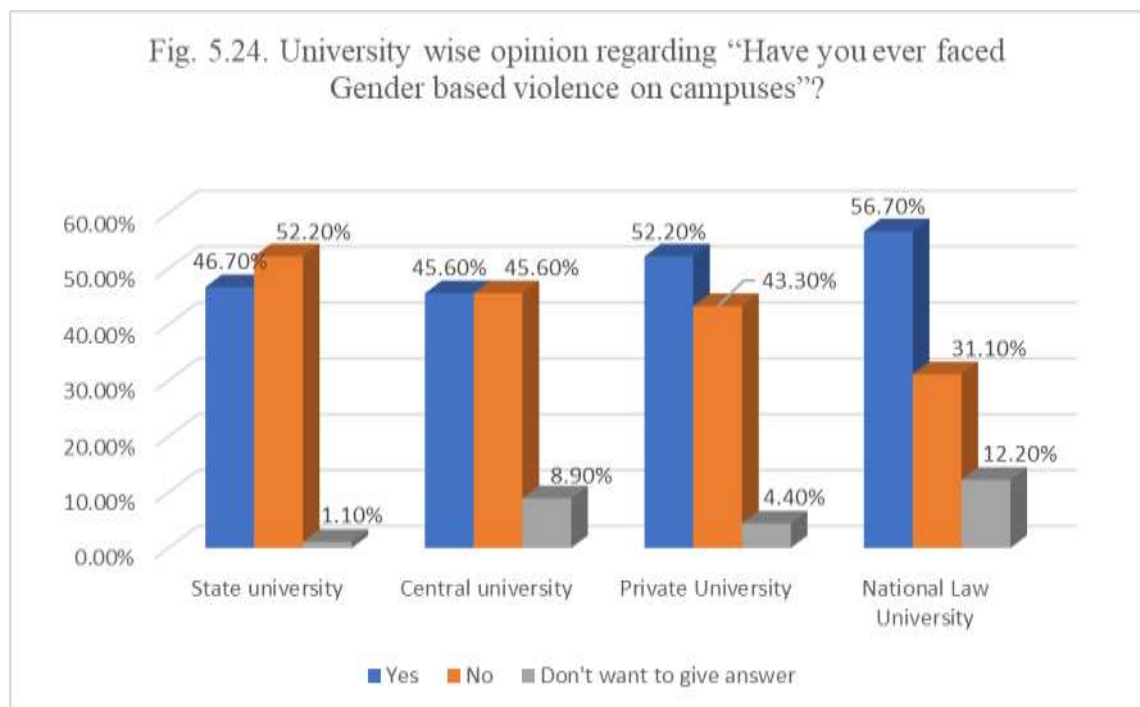
The table and graphs illustrates Gender wise Opinion regarding "Have you ever faced GBV on Campuses"?The table depicts that 55.6 percent of female respondents has faced gender-based violence on campuses followed by 45.0 percent of male respondents. Furthermore, 46.7 percent of male respondents said that they do not faced gender-based violence on campus followed by 39.4 percent of female respondents said that they do not faced gender-based violence on campus. 8.3 percent of male respondents do not give answer about the gender-based violence while 5.0 percent of female respondents do not give answer about the gender-based violence.

Hence, half of 50.3 % respondent said that they have faced gender-based violence on campus followed by 43.1% of respondent said that they don't faced violence followed by 6.7 % of respondents of don't give any answer Majority of females faced gender-based violence on campuses while males also faced gender-based violence but their majority is little bit less than females.

Table. 5.24. University wise opinion regarding “Have you ever faced Gender based violence on campuses”?

| University wise opinion regarding “Have you ever faced Gender based violence on campuses”? | Nature of University | | | | Total |
|--|----------------------|--------------------|--------------------|-------------------------|--------------|
| | State university | Central university | Private University | National Law University | |
| Yes | 42 (46.7%) | 41 (45.6%) | 47 (52.2%) | 51 (56.7%) | 181 (50.3%) |
| No | 47 (52.2%) | 41 (45.6%) | 39 (43.3%) | 28 (31.1%) | 155 (43.1%) |
| Don't want to give answer | 1 (1.1%) | 8 (8.9%) | 4 (4.4%) | 11 (12.2%) | 24 (6.7%) |
| Total | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 360 (100.0%) |

Source: Field Survey



The table and graph represents that gender-based violence faced by respondent on campus as according to university. It shows that among state university, majority of 52.2% respondents said no that they don't face gender-based violence in their university while 46.7% has said yes that they face gender-based violence on campuses.

Among Central University, out of total respondents, majority 45.6% of respondents affirms that they face gender-based violence in their university. While same majority of 45.6% respondents said no that they don't face gender-based violence in their university.

Among Private University, out of total respondent, majority 52.2% of respondents said yes that they face gender-based violence in their university. While 43.3% respondents said no that they don't face gender-based violence in their university.

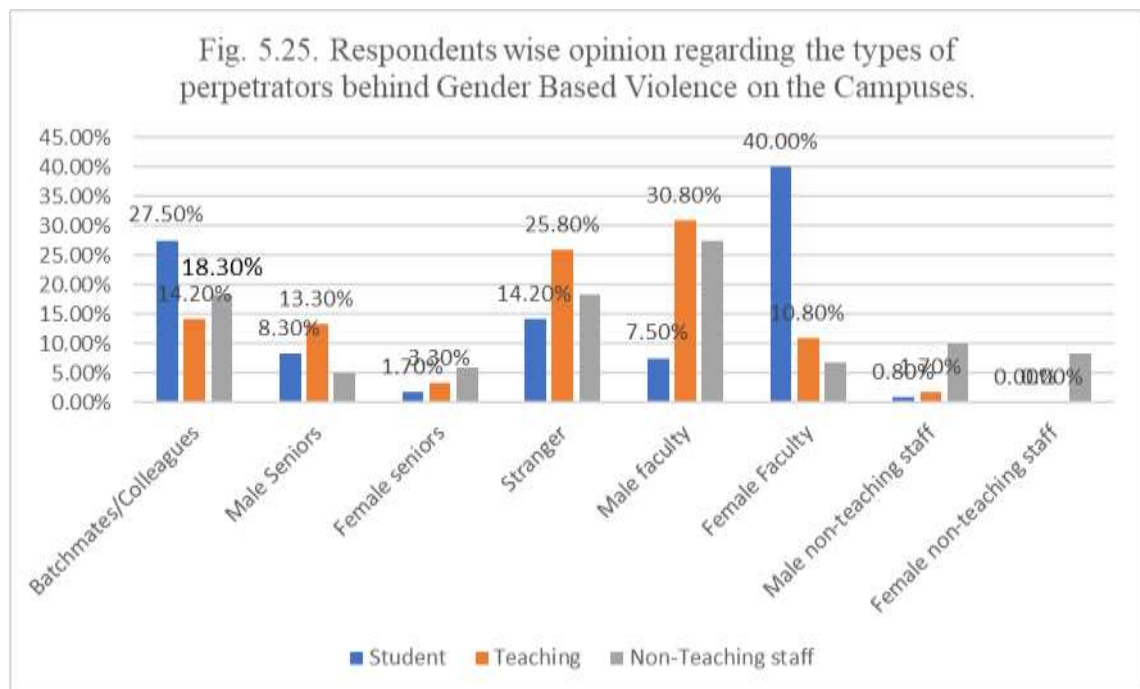
Among National Law University, more than half i.e. 56.7% of respondents said yes that they face gender-based violence in their university. While 28 (31.1%) respondents said no that they don't face gender-based violence in their university.

Hence, the researcher has found that the more than half i.e. 50.3% of respondent in the selected university of Lucknow city has said yes that they have faced gender-based violence in their university. Henceforth, it is inferred that gender-based violence is prevalent in the selected universities of Lucknow. It is also found that gender-based violence is prevalent more in National Law university while in the state university majority of respondent said no that they don't face gender-based violence in their university. More than half of respondents from national law university and private university has alleged that gender-based violence is faced by them. While more than half of the respondents from state university said no that they have never faced gender-based violence on campuses.

Table.5.25. Respondents wise opinion regarding the types of perpetrators behind gender-based violence on the campuses

| Respondents wise opinion regarding the types of perpetrators behind gender-based violence on the campus | Respondents | | | Total |
|---|-------------|----------------|--------------------|------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Batchmates/Colleagues | 33 (27.5%) | 17 (14.2%) | 22 (18.3%) | 72 (20.0%) |
| Male Seniors | 10 (8.3%) | 16 (13.3%) | 6 (5.0%) | 32 (8.9%) |
| Female Seniors | 2 (1.7%) | 4 (3.3%) | 7 (5.8%) | 13 (3.6%) |
| Stranger | 17 (14.2%) | 31 (25.8%) | 22 (18.3%) | 70 (19.4%) |
| Male faculty | 9 (7.5%) | 37 (30.8%) | 33 (27.5%) | 79 (21.9%) |
| Female Faculty | 48 (40.0%) | 13 (10.8%) | 8 (6.7%) | 69 (19.2%) |
| Male non-teaching staff | 1 (0.8%) | 2 (1.7%) | 12 (10.0%) | 15 (4.2%) |
| Female non-teaching staff | 0 (0.0%) | 0 (0.0%) | 10 (8.3%) | 10 (2.8%) |
| Total | 120 (100%) | 120 (100%) | 120 (100.0%) | 360 (100%) |

Source: Field Survey



The table and graph represents Respondents wise opinion regarding the types of perpetrators behind gender-based violence on the campuses. It shows that out of the total respondents from student's category, majority i.e. 40.0% of respondents said that female teachers has violated them followed by 27.5 percent of respondents said that their batchmates are violated them on campuses whereas zero percent of respondents said that non-teaching staff are not involved in any type of gender based violence happened against them. Out of the total respondents from teacher's category, maximum 30.8 % respondents said that male teachers do gender-based violence happened against them followed by 25.8 % of strangers and 10.8% of female non-teaching staff. While zero percent of respondents said that female non-teaching staff do not do gender-based violence. Majority of 27.5% non-teaching staff said that male teaching staff are the perpetrator behind the gender-based violence on campuses. After that, 18.3% of respondents said that their colleagues and stranger are responsible for gender-based violence on campuses, 6.7% of respondent said that female teaching staff are responsible for gender-based violence on campuses.

Hence, it is found that majority 21.9% of respondents said that male faculty are responsible for GBV on campuses followed by 19.2% of respondents said that female faculty is the perpetrator behind GBV on campuses. Majority of students said that female faculty is the perpetrator behind GBV on campuses while teaching and non-teaching staff said that male faculty are responsible for the GBV on campuses.

Table. 5.26 Gender wise opinion regarding the types of perpetrator behind gender-based violence on the campuses

| Gender wise opinion regarding the types of perpetrator behind gender-based violence on the campuses | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Batchmates/Colleagues | 31 (17.2%) | 41 (22.8%) | 72 (20.0%) |
| Male Seniors | 15 (8.3%) | 17 (9.4%) | 32 (8.9%) |
| Female seniors | 6 (3.3%) | 7 (3.9%) | 13 (3.6%) |
| Stranger | 35 (19.4%) | 35 (19.4%) | 70 (19.4%) |
| Male faculty | 43 (23.9%) | 36 (20.0%) | 79 (21.9%) |
| Female Faculty | 42 (23.3%) | 27 (15.0%) | 69 (19.2%) |
| Male non-teaching staff | 6 (3.3%) | 9 (5.0%) | 15 (4.2%) |
| Female non-teaching staff | 2 (1.1%) | 8 (4.4%) | 10 (2.8%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table depicts gender wise opinion regarding the types of perpetrator behind gender-based violence on the campuses. It shows that 23.9 percent of male respondents said that male teaching staff is the perpetrator behind the gender-based violence on campuses of selected universities of Lucknow followed by 23.3 percent of respondents said that female teaching staff are equally responsible for gender-based violence on campuses of selected universities of Lucknow. Whereas very least i.e. 1.1 percent of male respondents said that female non-teaching staff are responsible for gender based violence happened against him.

Furthermore, 22.8 percent of female respondents, said that their batchmates as well as 19.4 percent of respondents said that strangers and 20.0 percent of respondents said that male teaching staff are responsible for gender-based violence happened against them followed by 4.4 percent of respondents said that female non-teaching staff are responsible for gender-based violence on campuses of Lucknow city.

Hence, the researcher has found that the total of 21.9 percent of male teaching staff are responsible for gender-based violence occurred against them followed by 20 percent of batchmates is responsible for gender-based violence on campuses whereas 2.8 percent of respondents said that very least number of non-teaching staff has violated them. Henceforth, it is also found that one fourth of male respondent believed that faculty whether it is male or female did GBV on campuses while majority of female respondents thought that their batchmates did GBV on campuses.

Table.5.27.Respondent wise opinion regarding types of physical violence faced by the respondents on the campuses

| Opinion regarding types of physical violence faced by the respondents on the campuses | Respondents | | | Total |
|---|-------------|----------------|--------------------|-------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Grapping Breasts and buttocks | 6 (5.0%) | 4 (3.3%) | 4 (3.3%) | 14 (3.9%) |
| Slapping and kicking | 19 (15.8%) | 19 (15.8%) | 16 (13.3%) | 54 (15.0%) |
| Pushing or pulling | 4 (3.3%) | 2 (1.7%) | 10 (8.3%) | 16 (4.4%) |
| Pinching, Twisting earlobes, piling hairs | 14 (11.7%) | 11 (9.2%) | 11 (9.2%) | 36 (10.0%) |
| Fighting/beating | 11 (9.2%) | 11 (9.2%) | 24 (20.0%) | 46 (12.8%) |
| Using an objects that could hurt you | 4 (3.3%) | 9 (7.5%) | 8 (6.7%) | 21 (5.8%) |
| All of the above | 3 (2.5%) | 12 (10.0%) | 14 (11.7%) | 29 (8.1%) |
| None of the above | 53 (44.2%) | 43 (35.8%) | 30 (25.0%) | 126 (35.0%) |
| Don't want to give answer | 6 (5.0%) | 9 (7.5%) | 3 (2.5%) | 18 (5.0%) |
| Total | 120 (100%) | 120 (100%) | 120 (100%) | 360 (100%) |

Source: Field Survey

The table represents Respondents wise opinion regarding types of Physical violence faced by the respondents on the campuses. The table shows that majority i.e. 44.2 percent of respondents from the Student's background have never faced physical violence on campuses followed by 15.8 percent of slapping and kicking, 11.7 percent of pinching, twisting earlobes, piling hairs, 3.3 percent of pushing or pulling and 3.3 percent of respondents said that an object has been thrown on him for hurting them, 5% of percent of grapping breasts and buttocks and 6 percent of respondents are those who don't give any response and very few students face all types of physical violence.

Majority 35.8 percent of respondents from teaching background have never faced physical violence followed by 15.8% of slapping and kicking, 10 percent of respondents has said that they have faced all types of physical violence on campus while 9.2 percent of respondents have faced fighting, pinching, twisting earlobes, piling hairs, 7.5 percent of respondents do not give any response. Barely 1.7% of respondents has faced slapping and kicking.

One fourth 25% of respondents from non-teaching background have never faced physical violence on campus followed by 20 percent of fighting/beating, 13.3 percent of slapping and kicking, 11.7 percent of respondents said that they have faced all types of physical violence on campus, 9.2 percent of respondents have faced fighting, pinching, twisting earlobes, piling hairs, 6.7% of respondents said that an object has been thrown on him for hurting them. Minority 3.3% of respondents have said that they have faced grapping breasts and buttocks and 2.5 % of respondents do not give any response.

Hence, the researcher has found that more than one third i.e. 35 % of respondents has never faced the physical violence on campuses and majority comes from student's background and minority of respondents said that they have faced some form of physical violence like slapping and kicking has been faced on an equal amount by students and teaching's background. Majority of respondents among facing all types of violence comes from non-teaching staff. Hence, non-teaching staff are in majority who faced fighting and beating and the majority is large in number to student and teachers.

CASE STUDY - I

A case study documented the physical violence explained by the teaching staff of one of the selected university of Lucknow has been discussed below:-

Interview from faculty was done through telephonic mode due to COVID-19 pandemic. He cooperated with the researcher so much and frankly told about the whole incident of physical violence that he faced in 2019. He said that “He faces gender-based violence especially the physical violence and the perpetrator was male student. Actually, he was Ph.D. scholar and working under my supervision. He is good scholar no doubt and very much honest towards their work. Till 3 years he is continuously coming and consult with me about the work that and his work is almost finish he did his pre submission but after pre-submission he did not come and one day he came and he did not improvise the correction that other faculties has suggested him at last I will not accept that thesis and said that go and do the correction but he is listening anything and that scholar said that Sir please give me the permission for final binding but I did not give him the permission for final submission. This argument is going on at last that scholar get irritated and shouted at me, kicked, slapped me very badly that I bleed from my mouth. After that, I ringed the bell and my assistant came and I told the assistant to take this boy out. Finally, after that I lodged a complained against that scholar and police came and arrested him. This incident hit me not only physically but psychologically”.

This case study supported the form of gender-based violence i.e. physical violence. As quantitative data also reveals that majority of males faced slapping and beating on campus. This shows that physical violence is not very much prevalent on campuses but to some extent it is prevalent and individuals faced it during their campus time.

Table.5.28. Gender Wise Opinion Regarding types of physical violence faced by the respondent son the campuses

| Gender wise opinion regarding types of physical violence faced by the respondents on the campuses | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Grapping Breasts and buttocks | 3 (1.7%) | 11 (6.1%) | 14 (3.9%) |
| Slapping and kicking | 19 (10.6%) | 35 (19.4%) | 54 (15.0%) |
| Pushing or pulling | 11 (6.1%) | 5 (2.8%) | 16 (4.4%) |
| Pinching, Twisting earlobes, piling hairs | 15 (8.3%) | 21 (11.7%) | 36 (10.0%) |
| Fighting/beating | 32 (17.8%) | 14 (7.8%) | 46 (12.8%) |
| Using an objects that could hurt you | 10 (5.6%) | 11 (6.1%) | 21 (5.8%) |
| All of the above | 1 (0.6%) | 28 (15.6%) | 29 (8.1%) |
| None of the above | 73 (40.6%) | 53 (29.4%) | 126 (35.0%) |
| Don't want to give answer | 16 (8.9%) | 2 (1.1%) | 18 (5.0%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Gender wise opinion regarding types of physical violence faced by the respondents on the campuses. It shows that among male respondents, majority (40.6%) of respondents said that they do not faced any type of physical violence on campuses followed by 17.8 percent of respondents faced fighting or beating, 10.6 percent of slapping and kicking, 8.9 percent of respondents don't give answer. Among female respondents, 29.4% of respondents said that they don't faced any types of physical violence on campuses while 19.4 percent of respondents faced slapping and kicking, 15.6% of respondents faced all type of physical violence physical violence that includes slapping and kicking, pinching, twisting earlobes, piling hairs, grapping, breasts and buttocks, pinching, twisting earlobes, piling hairs.

Hence, more than one third i.e. 35 % of respondents has never faced the physical violence on campuses and majority of males don't faced physical violence but they are mostly faced fighting or beating on campus. While majority of females have never

faced physical violence but they faced slapping and kicking more during campus time. Hence, physical violence is occurring on campus but the rate of occurring is minimum and basically females faces various types of physical violence in comparison to male.

Table.5.29. Respondent wise opinion regarding types of psychological violence faced by the respondents on the campuses.

| Opinion regarding types of psychological violence faced by the respondents on the campuses | Respondents | | | Total |
|--|--------------|----------------|--------------------|------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Blackmail | 3 (2.5%) | 13 (10.8%) | 13 (10.8%) | 29 (8.1%) |
| Verbal aggression/yelling | 27 (22.5%) | 12 (10.0%) | 12 (10.0%) | 51 (14.2%) |
| Control | 4 (3.3%) | 3 (2.5%) | 3 (2.5%) | 10 (2.8%) |
| Insults | 7 (5.8%) | 31 (25.8%) | 27 (22.5%) | 65 (18.1%) |
| Defamation | 3 (2.5%) | 3 (2.5%) | 5 (4.2%) | 11 (3.1%) |
| All of the above | 14 (11.7%) | 19 (15.8%) | 22 (18.3%) | 55 (15.3%) |
| None of the above | 18 (15.0%) | 13 (10.8%) | 19 (15.8%) | 50 (13.9%) |
| Don't want to give answer | 44 (36.7%) | 26 (21.7%) | 19 (15.8%) | 89 (24.7%) |
| Total | 120 (100.0%) | 120 (100%) | 120 (100%) | 360 (100%) |

Source: Field Survey

The above table represents Respondent wise opinion regarding types of psychological violence faced by the respondents on the campuses. It shows Blackmail 8.1% which comprises of 2.5% of students, 10.8% of teaching and 10.8% of non-teaching staff. Verbal aggression/yelling 14.2% which comprises of 22.5% of student, 10% of teaching and 10% of non-teaching staff. Control 2.8% which comprises of 3.3% of student, 2.5% of teaching staff and 2.5% of non-teaching staff. Insults 18.1% which comprises of 5.8% student, 25.8% teaching and 22.5% of non-teaching staff. Defamation 3.1% which comprises of 2.5% student, 2.5% of teaching and 4.2% of non-teaching staff. Whereas 15.3% said all of the above as their response which comprise of 11.7% of student, 15.8% of teaching and 18.3%. 13.9% said none of the above which

comprises of 15% of students, 10.8% of teaching and 19 15.8% of non-teaching staff. And 24.7% said they don't want to give answer which comprise of 36.7% of student, 21.7% of teaching and 15.8% of non-teaching staff.

Hence, the researcher has found that almost one fourth i.e. 24.7% of respondents don't give any answer regarding whether they faced psychological violence or not. This shows that respondents faced blackmailing, insults, defamation, verbal aggression/ yelling in their campus time and they are silent about this incident they hesitate to speak especially students. As students are in majority who don't give answer. Hence it can be inferred that on campuses psychological violence has still been happening.

CASE STUDY - II

Rupa is 35 years old, senior clerk in one of the selected university of Lucknow. She has been working here at same position for last 6 years. She is married and has 2 children. Rupa is very polite in her behavior and is punctual and sincere in her work, hence all the staff in the office has due respect for her. But for last 4 months she looks disturbed and has been doing mistakes in her work. Very often she is on leave and seems to be unhappy. One day she shared the incident with her colleague, Chhaya who was of same age that her senior passes some vulgar remarks which make me feel uncomfortable. He makes her wait late in the evening almost daily even if there is no work and there is no one in the office other than both of them. He also gave an expensive gift to her on her birthday. She expressed that all this makes her feel uncomfortable and she feels very awkward to go in his cabin. This has hampered her work in the office as well as disturbed her personal life too. On the contrary Chhaya said that senior colleague is a very good person. His behavior is very decent towards all the female staff. Till date no one has had such type of experience. May be Rupa is misunderstanding his goodness and should remove such negative thoughts from her mind. Rupa was again very disturbed and thought of sharing her problem with an elderly colleague could help. So, she shared with Ashatai, a female typist around 55. But

Ashatai advised her that it is alright that she shared with her but in future not to share such matters with anybody else. Just ignore whatever is happening, things will automatically be alright. This experience made Rupa to go into depression which affected her physical health too. She lost interest in work which she used to enjoy earlier and also affected her family relations.

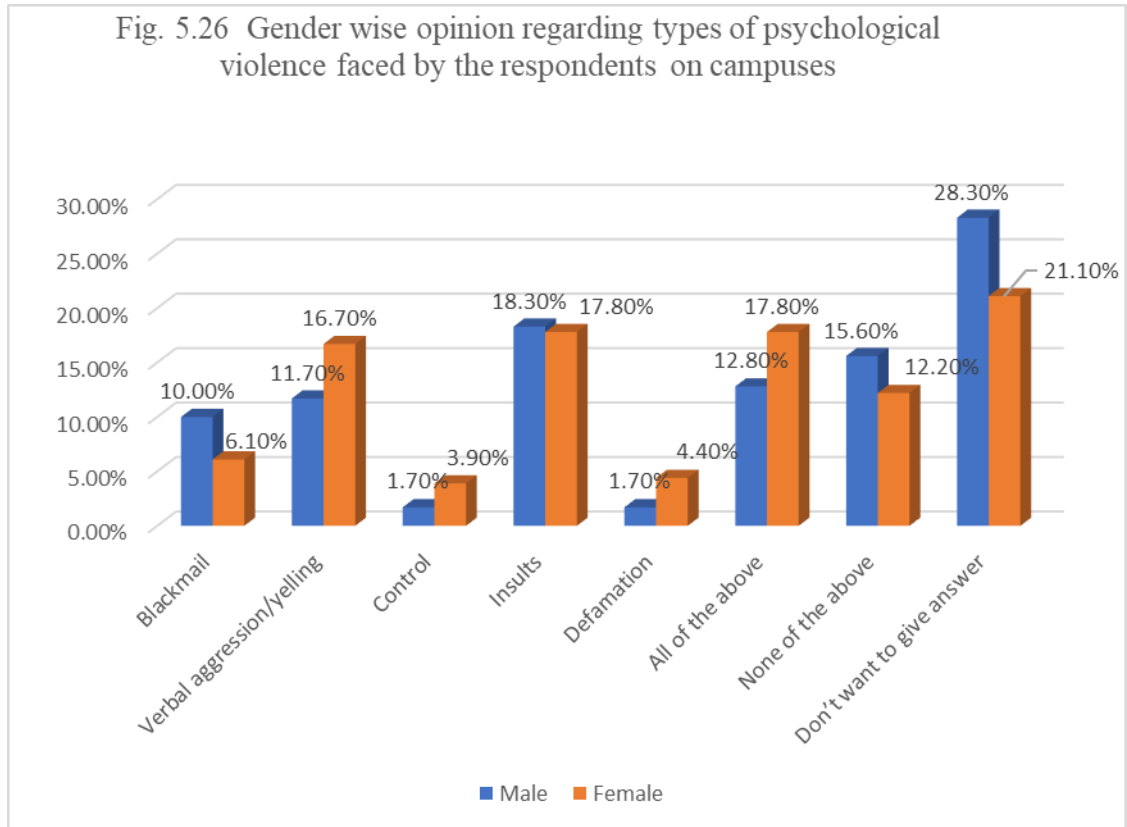
This case study reveals that psychological violence is prevalent on campuses and quantitative that collected from selected universities also reveals that it is prevalent on a huge extent on campus. It is clear that this violence is prevalent in a huge extent and everyone on campuses are the sufferer.

Table.5.30. Gender wise opinion regarding types of psychological violence faced by the university on the campuses.

| Gender wise opinion regarding type of psychological violence faced by the university on the campuses | Gender | | Total |
|--|------------|------------|------------|
| | Male | Female | |
| Blackmail | 18 (10.0%) | 11 (6.1%) | 29 (8.1%) |
| Verbal aggression/yelling | 21 (11.7%) | 30(16.7%) | 51 (14.2%) |
| Control | 3 (1.7%) | 7 (3.9%) | 10 (2.8%) |
| Insults | 33 (18.3%) | 32 (17.8%) | 65 (18.1%) |
| Defamation | 3 (1.7%) | 8 (4.4%) | 11 (3.1%) |
| All of the above | 23 (12.8%) | 32 (17.8%) | 55 (15.3%) |
| None of the above | 28 (15.6%) | 22 (12.2%) | 50 (13.9%) |
| Don't want to give answer | 51 (28.3%) | 38 (21.1%) | 89 (24.7%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey

Fig. 5.26 Gender wise opinion regarding types of psychological violence faced by the respondents on campuses



The above table and graph represents Gender wise opinion regarding types of psychological violence faced by the respondents on campuses. It shows that more than one fourth of respondents 28.3% don't give answer followed by 18.3% of respondents said that they faced insults on their campuses. After that 15.6% of respondent said that they don't face psychological violence. While barely 1.7% of respondents said that they face defamation as well as control on campuses.

Among female respondent, majority of respondents i.e. 21.1% don't give any answer followed by 17.8% of respondent face insults while 17.8% of respondents face all types of psychological violence. 16.7% of respondent face verbal aggression/yelling on campuses, 3.9% of respondents said that they control.

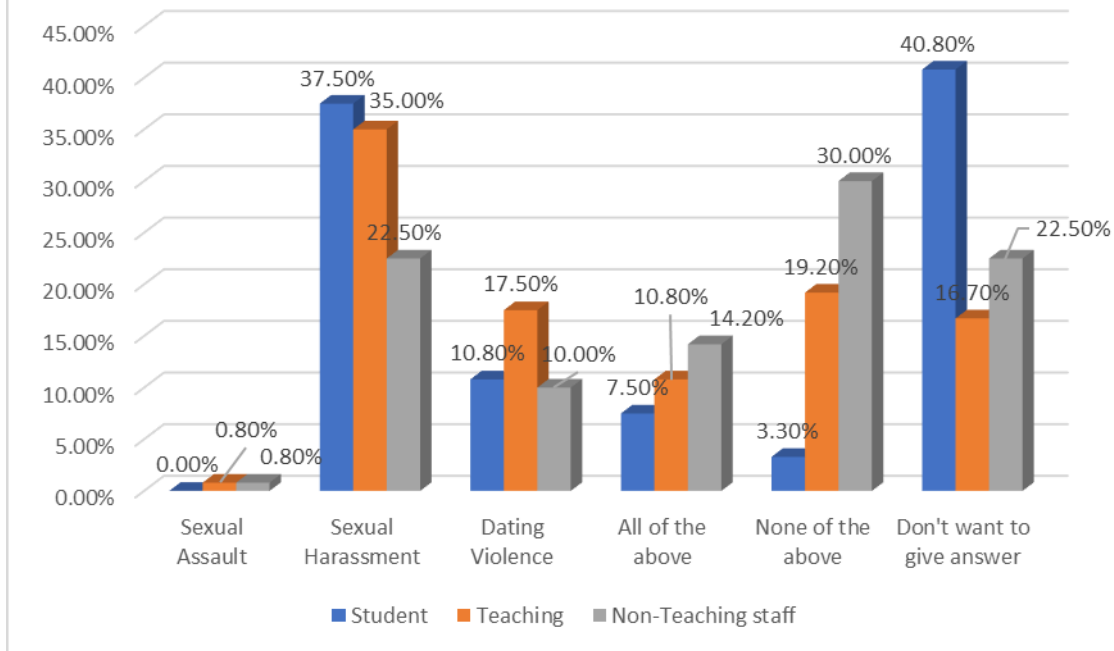
Hence, almost one fourth i.e. 24.7% of respondents don't give any answer regarding whether they faced psychological violence or not. This shows that respondents are silent about this incident they hesitate to speak especially students. Males also faces psychological violence but they are in less majority than female.

Table. 5.31. Respondents wise opinion regarding types of sexual violence faced by the respondents on the campuses.

| Respondents wise opinion regarding types of sexual violence faced by the respondents on the campuses. | Respondents | | | Total |
|---|--------------|----------------|--------------------|--------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Sexual Assault | 0 (0.0%) | 1 (0.8%) | 1 (0.8%) | 2 (0.6%) |
| Sexual Harassment | 45 (37.5%) | 42 (35.0%) | 27 (22.5%) | 114 (31.7%) |
| Dating Violence | 13 (10.8%) | 21 (17.5%) | 12 (10.0%) | 46 (12.8%) |
| All of the above | 9 (7.5%) | 13 (10.8%) | 17 (14.2%) | 39 (10.8%) |
| None of the above | 4 (3.3%) | 23 (19.2%) | 36 (30.0%) | 63 (17.5%) |
| Don't want to give answer | 49 (40.8%) | 20 (16.7%) | 27 (22.5%) | 96 (26.7%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

Fig. 5.27 Respondents wise opinion regarding types of sexual violence faced by the respondents on the campuses.



The above table and figure illustrates Respondents wise opinion regarding types of sexual violence faced by the respondents on the campuses. It shows that among student, majority 40.8% of respondents don't give answer followed by 37.5% of respondents on campuses faces sexual harassment while 10.8% of respondents faces dating violence on campuses while no student faces sexual assault on their campuses. Among teaching staff, more than one fourth majority of 35.0% of respondents faces sexual harassment during their campus time followed by 19.2% of respondent said that they don't face any type of sexual violence while 17.5% of respondents said that they face dating violence during their campus time and 0.8% of respondents said that they face sexual assault on their campus. Among non-teaching staff, one fourth 30.0% of respondents said that they don't face any type of sexual violence while 22.5% of respondent said that they face sexual harassment during their campus time as well as they don't want to give answer. While 0.8% of respondent said that they don't face any type of sexual assault.

Hence, the researcher has found that almost one third i.e. 31.7% of respondent face sexual harassment while 26.7% of respondent didn't give any answer followed by 17.5% of respondent don't face any type of sexual violence while only 0.8% of respondent faces sexual assault on their campuses. But the secondary data that the researcher collected from selected university of Lucknow city reveals that respondents

especially females faces types of sexual violence like sexual harassment like misbehaviour and sexual remarks that affect bodily integrity, privacy of a particular victim etc in their campus. The data reveals sexual violence like sexual harassment has been faced by students and teaching staff of campuses.

CASE STUDY - III

Shreya Singh (Assumed name), a 36 years old faculty member of BBAU university. She is faculty member of Department of Mass Communication and Journalism. She is unmarried and belongs to general caste. She is residing on campus with her family.

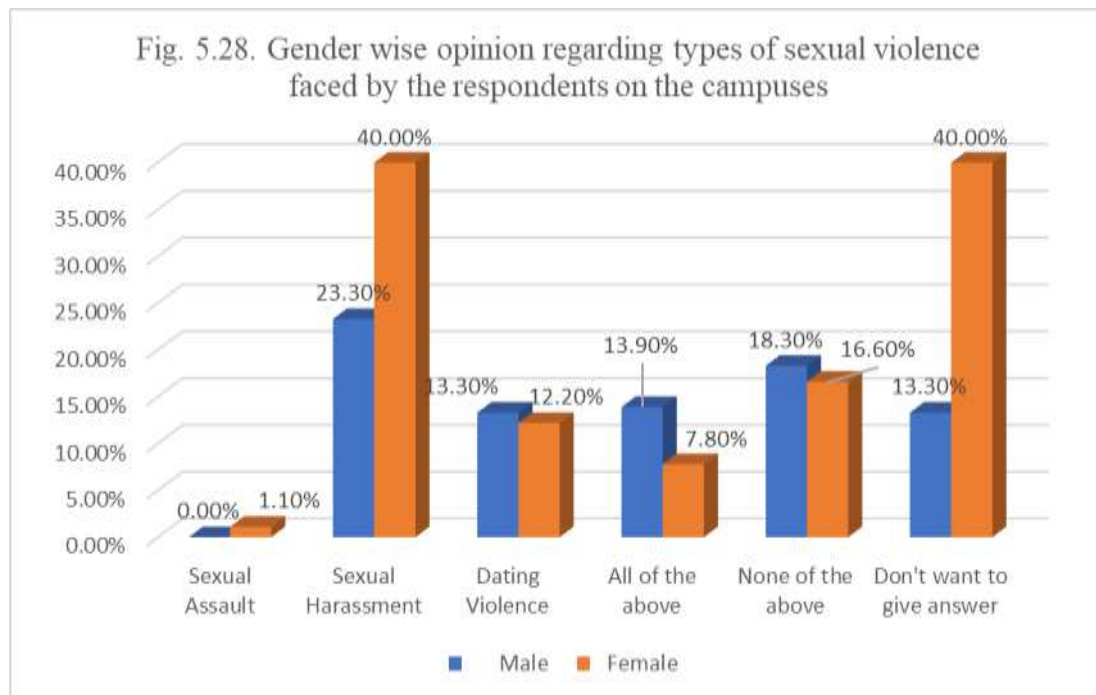
*She joined the department in 2011. She works with the department with full dedication and courage. When the researcher asked her about the incident that she faced on campuses. She replied very frankly and answered openly about the incident that she faced on campus. She told the researcher about the mischievous activities that she faced on campuses. When the researcher asked the questions from her, she replied that she was suffered from sexual violence as well as psychological violence two times on campuses first in 2014 and second in 2018. She said that the perpetrator behind this violence was her male colleague of the same campus. She said that that male passes a sexual comments on me by saying **“you are looking so sexy today”** **Ma’am, can we go for coffee date today.** She rejected her proposal and come on the track of her work. After that day, when she came on campus, he again and again asking me for a date. Again and again, I ignored and said that no I will not go with you for a date. After that, he said that If you will not go then I defame you on the campus. This narration has made me so fearful and hurtful and I am thinking that why he did this violence with me. After that, she said that she never come on campus for a week. But after that, she decided to fight back and lodge a complaint against that perpetrator. After a week she came to campus and lodged a complaint against him in the ICC panel formed for the safety of victim. ICC committee has lodged her complaint and resolved her matter by giving punishment to him.*

From the above case study, it is confirmed that sexual harassment is prevalent in selected universities of Lucknow city.

Table.5.32. Gender wise opinion regarding types of sexual violence faced by the respondents on the campuses

| Gender wise opinion regarding types of sexual violence faced by the respondents on the campuses | Gender | | Total |
|---|--------------|--------------|--------------|
| | Male | Female | |
| Sexual Assault | 0 (0.0%) | 2 (1.1%) | 2 (0.5%) |
| Sexual Harassment | 42 (23.3%) | 72(40.0%) | 114 (31.6%) |
| Dating Violence | 24 (13.3%) | 22 (12.2%) | 46 (12.8%) |
| All of the above | 25 (13.9%) | 14 (7.8%) | 39 (10.8%) |
| None of the above | 33 (18.3%) | 30 (16.6%) | 63 (17.5%) |
| Don't want to give answer | 24 (13.3%) | 72 (40.0%) | 96 (26.7%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey



The above table and graph represents Gender wise opinion regarding types of sexual violence faced by the respondents on the campuses. The table shows that among male respondent, majority of respondents 35.0% said that they do not face any type of sexual violence on campuses. After that 48 26.7% of respondent don't not give answer when the question is asked. 13.9% of respondents said that they faced all types of sexual violence on their campus whether it is sexual harassment, sexual assault, dating violence. 11.1% of respondent faces sexual harassment.

Among female respondent, majority i.e. 40.0% of respondent said that they don't not give answer when the question is asked which type of sexual violence you face on campus. After that, 22.2% of respondent said that they face sexual harassment during campus time 16.7% of respondents said that they don't face any type of sexual violence. 7.8% of respondents said that they faced all types of sexual violence on their campus whether it is sexual harassment, sexual assault, dating violence. 1.1% of respondent said that they faces sexual assault.

Hence, the researcher has found that almost one third i.e. 31.7% of respondent face sexual harassment while 26.7% of respondent didn't give any answer followed by 17.5% of respondent don't face any type of sexual violence while only 0.8% of respondent faces sexual assault on their campuses as majority of females faces sexual harassment as well as majority of female respondents don't give answer. Females on campuses are very much prone to sexual violence on campuses in comparison to male.

CASE STUDY – IV

Ritu Kumari, 21 years student old has took an admission in one of the state university of Lucknow i.e. in Lucknow University. She chooses commerce stream and doing B.COM. She belongs to Scheduled caste category and Hindu Religion. The annual income of their family is between 4 Lakhs to 6 Lakhs. Her geographical area is urban and she is residing outside the campus.

She told the researcher that she has faced sexual harassment along with physical assault in 2018. She said that it was almost one month of my class and as usual the class has been left over everybody has ready to go for canteen but some batchmates of my class has come and stopped me from going to canteen. One of the individual from that group proposed me and said that I Love You. I did not give any answer and said to him leave the way otherwise I will shout. At that,

they all were leave me and go somewhere. Next morning, when I came to university. Again, he did the same activity with me and this happening for a long time. His this mischievous broken me internally because I did not tell about this incident neither in my house nor share with my friends. I am very much afraid from this incident and I am not able to concentrate on studies. After sometimes, when I am coming for university with full of fear that individual came and hold my hand very badly and forced me to come the ground I tried my best not to go the ground but he stretched me to the sports ground and here he vehemently slapped me two times and nobody come and safe me from that individual. After that, I complained about this incident to the authority and authority only explained that boy and did not take any strict action against him because the boy used to have a political background.

After that, he did not do anything with me but that incident has affected me mentally and suffers from mental trauma due to which I did not do well in my exams. Last but not the least, I want to say that authority's decision is very much disappointed for me because they did not take any strict action against that boy.

Table. 5.33. Respondent wise opinion regarding “Have you ever faced stalking during your campus life”?

| Respondent wise opinion regarding “Have you ever faced stalking during your campus life” | Respondents | | | Total |
|--|--------------|----------------|--------------------|--------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 37 (30.8%) | 47 (39.2%) | 39 (32.5%) | 123 (34.2%) |
| No | 80 (66.7%) | 70 (58.3%) | 75 (62.5%) | 225(62.5%) |
| Don't want to give answer | 3(2.5%) | 3 (2.5%) | 6 (5.0%) | 12 (3.3%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Respondent wise opinion regarding “Have you ever faced stalking during your campus life”. The table shows that majority i.e. 66.7% of respondents from student’s background said no i.e. they don’t face stalking on campus. After that 30.8% of respondents said yes i.e. they faced stalking followed by 2.5% of respondents who do not give any response. Majority i.e. 58.3% of respondents from Teaching background said no i.e. they don’t face any stalking on campus. After that 39.2% of respondent said yes they faced stalking on their campuses, 2.5% of respondents are those who do not give any response. Among non-teaching staff, majority 62.5% of respondents said no i.e. they do not face any stalking while 32.5% of respondents said yes they faced stalking on their campuses, 5% of respondents are those who do not give any response.

Hence, the researcher has found that a large number 62.5% of respondents do not face stalking on campus while 34.2% of respondent agreed that they face stalking. Majority of respondents who face violence are teaching staff they face more violence than student and non-teaching staff.

CASE STUDY - V

Ankita Singh (Assumed name) is a post-graduation student of Lucknow University. She is 25 years of old and belongs to general caste and belongs to Hindu religion. She opted arts for study. She belongs to urban area and lives outside the campus. The subjects that she opted in her course was Political Science.

*The respondent explained me about the incident of gender-based violence happened against her. She explained the respondent that gender-based violence is moderately occurring on campuses. She also explains that female are mainly the sufferers of GBV on campuses. She also explains that physical and psychological violence are prevalent on campus but psychological violence are prevalent on campus. She said that she has become the victim of stalking in the year 2019. He stalked me for six months. But I ignored that person. The perpetrator was the student of same campus and was stranger for me. She told me that that person is totally unsound person and hit me very badly by his shoulder. She told me that narration that he said to her “**Aap Itni Khubsoorat Lag Rahi Thi ki Mai kahi aur jaane ke bajaye aapse Aapse Takra Gaya**”. But when he hit me very*

badly by his shoulder and his hand after this incident, I became very much scared and hurt and did not come to university by thinking that he again met me and did the same activity. She became angry, embarrassed, afraid and ran away from the incident without doing anything. But after sometimes she came to university and reported the incident to the authority. After complaining the incident, CCTV cameras are installed on the campuses.

This case study reveals the psychological violence faced by one of the student of Lucknow university. And this study also shows that psychological violence is very prevalent on campuses. Males and females both are facing psychological violence but females are in majority who faced more psychological violence than males. Mostly males don't give answer about whether they faced psychological violence or not they hesitate to give answer to others

Table. 5.34. Gender wise opinion regarding “Have you ever faced stalking during your campus life”?

| Gender wise opinion regarding “Have you ever faced stalking during your campus time”? | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Yes | 44 (24.4%) | 70 (38.9%) | 114 (31.7%) |
| No | 113 (62.8%) | 90 (50%) | 203 (56.3%) |
| Don't want to give answer | 23 (12.8%) | 20 (11.2%) | 43 (11.9%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents that Gender wise opinion regarding “Have you ever faced stalking during your campus time”? It shows that among total male respondents, majority i.e. 62.8% of respondent said no that they don't face stalking during campus time while 24.4% of respondents said yes that they face stalking during their campus time. 12.8% of respondent don't give answer.

Among total female respondents, half i.e. 50.0% of respondent said no that they don't face stalking during campus time while 38.9% of respondents said yes that they face stalking during their campus time. 11.2% of respondent don't give answer. Hence, a large number 62.5% of respondents do not face stalking on campus while 34.2% of respondent affirms that they face stalking in which female faces more stalking than men on campuses..

Table..5.35.Respondent wise opinion regarding cyber violence faced by the respondents during your campus life

| Opinion regarding type of cyber violence faced by the respondents during your campus life | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 37 (30.8%) | 47 (39.2%) | 39 (32.5%) | 123 (34.2%) |
| No | 80 (66.7%) | 70 (58.3%) | 75 (62.5%) | 225 (62.5%) |
| Don't want to give answer | 3 (2.5%) | 3 (2.5%) | 6 (5.0%) | 12 (3.3%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents respondent wise opinion regarding cyber violence faced by the respondents on campuses. The table shows that majority i.e. 66.7% of respondents from student's background said no i.e. they don't face any cyber violence on campus. After that 30.8% of respondents said yes i.e. they faced cyber violence. followed by 2.5% of respondents who do not give any response. Majority 58.3% of respondents from Teaching background said no i.e. they don't face any cyber violence on campuses. After that 39.2% of respondent said yes they faced cyber violence on their campuses, 2.5% of respondents are those who do not give any answer. Among non-teaching staff, majority 62.5% of respondents said no i.e. they do not face any cyber violence while

32.5% of respondents said yes they faced cyber violence on their campuses, 5% of respondents are those who do not give any answer.

Hence, the researcher has found that majority i.e. 62.5% of respondents do not face any cyber violence on campus while 34.2% of respondent agreed that they face cyber violence. Majority of respondents who face violence are teaching staff they face more violence than student and non-teaching staff.

Table. 5.36. Gender wise opinion regarding cyber violence faced by the respondents during your campus life

| Gender wise opinion regarding cyber violence faced by the respondents during your campus life | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Yes | 50 (27.8%) | 73 (40.6%) | 123 (34.2%) |
| No | 125 (69.4%) | 100 (55.6%) | 225 (62.5%) |
| Don't want to give answer | 5 (2.8%) | 7 (3.9%) | 12 (3.3%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field survey

The table represents Gender wise opinion regarding cyber violence faced by the respondents during your campus life. It shows that majority i.e. 69.4% of male respondents said that they don't face cyber violence on campuses. After that 27.8% of respondents said that they faced cyber violence during campus time, 2.8% of respondents do not give any response. While majority 55.6% of female respondents said that they don't face cyber violence, 40.6% of respondents said that they face cyber violence, 3.9% of respondents don't give any answer.

Hence, the researcher has found that the total of 62.5% respondents said that they do not face cyber violence while 34.2% of respondent said that they faced cyber violence. Hence, female respondents has suffered from cyber violence not on large scale but occurring at least stage.

Table.5.37.Respondent wise opinion regarding “Have you ever faced ragging during your campus time”?

| Respondent wise opinion regarding have you ever faced ragging during your campus time”? | Respondent | | | Total |
|---|--------------|----------------|--------------------|--------------|
| | Student | Teaching staff | Non-teaching staff | |
| Yes | 36 (30.0%) | 25 (20.8%) | 34 (28.3%) | 95 (26.4%) |
| No | 82 (68.3%) | 83 (69.2%) | 78 (65.0%) | 243 (67.5%) |
| Don't want to give answer | 2 (1.7%) | 12 (10.0%) | 8 (6.7%) | 22 (6.1%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents respondent wise opinion regarding “Have you ever faced ragging during your campus time”. It shows that among students, majority i.e. 68.3% of respondents agreed that they have never faced ragging on campuses on the same ahead 30% of students said that they have faced ragging on campuses. 1.7% of respondents have given no response.

Among teaching staff, 69.2% of respondents said that they have never faced ragging on campuses while 20.8% of respondents agreed that they have faced ragging during the campus time followed by 10% of respondents who do not give any response.

Among non-teaching staff, 65% of respondents said that they have never faced ragging on campuses on the same ahead 28.3% of respondents agreed that they have faced ragging during campus time followed by 6.7% of respondents give no response.

Hence, the researcher has found that a large number i.e. 67.5% respondents have never faced ragging on campuses while 26.4% of respondents agreed that they have faced ragging on campuses. The researcher also found that among respondent’s students are in majority who faced ragging on campuses followed by non-teaching staff and teaching are less in number who have ragging on campuses of Lucknow city.

Majority of the respondents are students because various news related to ragging has been occurred in the last years.

Table.5.38. Gender wise opinion regarding “Have you ever faced ragging during your campus time”?

| Gender wise opinion regarding “Have you ever faced ragging during your campus time” ? | Gender | | Total |
|---|----------------|----------------|----------------|
| | Male | Female | |
| Yes | 44 (24.4%) | 51 (28.3%) | 95 (26.4%) |
| No | 125 (69.4%) | 118 (65.6%) | 243 (67.5%) |
| Don't want to give answer | 11 (6.1%) | 11 (6.1%) | 22 (6.1%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey

The table represents the ragging faced during campus time. The table shows that among male respondents, majority of 69.4% respondents affirms that they never faced ragging during campus time while 24.4% of respondents said that they have faced ragging on campus and 11 6.1% of respondents don't give answer.

The table represents the ragging faced during campus time. The table shows that among female respondents, majority i.e.65.6% of respondents affirms that they never faced ragging during campus time while28.3% of respondents said that they have faced ragging on campus and 6.1% of respondents don't give answer.

Hence, the researcher has found that a large number i.e. 67.5% respondents have never faced ragging on campuses while 26.4% of respondents agreed that they have faced ragging on campuses. Almost one fourth of respondents face ragging during campus time in which females are more prone to ragging than males. But recently there are many cases of ragging happening on campuses as collected from various newspapers reveals that it is prevalent on huge rate and respondents hesitate to talk about ragging or they are not taken it as serious matter or not considered it as violent act.

Table.5.39. Respondent wise opinion regarding the level of effects because of ragging on you

| Respondent wise opinion regarding the level of effects because of ragging on you | Respondents | | | Total |
|--|---------------|----------------|--------------------|----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Low | 26 (21.7%) | 35 (29.2%) | 44 (36.7%) | 105 (29.2%) |
| Moderate | 17 (14.2%) | 36 (30.0%) | 25 (20.8%) | 78 (21.7%) |
| Extreme | 7 (5.8%) | 7 (5.8%) | 6 (5.0%) | 20 (5.6%) |
| Zero | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) |
| Don't want to give answer | 70 (58.3%) | 42 (35.0%) | 45 (37.5%) | 157 (43.6%) |
| Total | 120 (100%) | 120 (100%) | 120 (100%) | 360 (100%) |

Source: Field Survey

The table represents respondent wise opinion regarding the level of effects because of ragging on you. The table shows that majority i.e. 58.3% of respondents from student's background don't give answer related to the effect of ragging on them. After that, 21.7% of respondents said that the effect of ragging on them is low, 14.2% of respondents said that the ragging effects them moderately while very few 5.8% of respondents said that they are extremely affected by ragging on campuses.

Among teachers, majority 35% of respondents don't give any response. After that, 30% of respondents said that the ragging effects them moderately, 29.2% of respondents said that ragging affect them low, 7.8% of respondents said that they are extremely affected by ragging on campuses.

Among non-teaching staff, majority 37.5% of respondents don't give any response. After that, 36.7% of respondents said that ragging affects them low, 20.8% of

respondents said that the ragging affects them moderately while very few 5% of respondents said that they are extremely affected by ragging on campuses.

Hence, the researcher has found that the total 43.6% of respondents do not take in giving the response regarding the effect of ragging on them followed by 29.2% of respondents when they face ragging the affect is low followed by moderately to least extremely. Hence, ragging affected the respondents from low to moderate to high on campus. As non-teaching staff accepted that the effect of ragging is low.

Table. 5.40. Gender wise opinion regarding the level of effect and ragging on you

| S.no. | Gender wise opinion regarding the level of effect and ragging on you | Gender | | Total |
|-------|--|-----------------|-----------------|-----------------|
| | | Male | Female | |
| 1. | Low | 58 (32.2%) | 47 (26.1%) | 105 (29.2%) |
| 2. | Moderate | 36 (20.0%) | 42 (23.3%) | 78 (21.7%) |
| 3. | Extreme | 10 (5.6%) | 10 (5.6%) | 20 (5.6%) |
| 4. | Zero | 0(0.0%) | 0 (0.0%) | 0 (0.0%) |
| 5. | Don't want to give answer | 76 (42.2%) | 81 (45.0%) | 157 (43.6%) |
| | Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Gender wise opinion regarding the level of effect and ragging on you It shows that among male respondent's majority i.e. 42.2% of respondents gave no response. After that, 32.2% of respondents said that the effect of ragging on them is low, 20% of respondents said that ragging affects them moderately, 5.6% of respondents said that ragging affects them extremely. Among female respondents, majority 45% of respondents did not give any answer, 26.1% of respondents said that the effect of ragging on her is low, 23.3% of respondents said that ragging affects them moderately, 5.6% of respondents said that ragging affects them extremely.

Hence, the researcher has found that the total of 43.6% respondents did not give any response about the effect of ragging on them followed by 29.2% of respondents felt the low effects of ragging, 5.6% of respondents felt that the effect of ragging effect

extremely the respondents. Hence, around one third i.e. of male said that the effect of ragging is very low.

Table. 5.41. Respondent wise opinion regarding the reasons behind the prevalence of ragging on Campuses

| Respondent wise opinion regarding the reasons behind the prevalence of ragging on Campuses | Respondents | | | Total |
|--|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Seniors were ragged, so they also do the same thing to their juniors | 18 (15.0%) | 9 (7.5%) | 7 (5.8%) | 34 (9.4%) |
| Sense of superiority | 13 (10.8%) | 8 (6.7%) | 7 (5.8%) | 28 (7.8%) |
| Introduction of juniors | 24 (20.0%) | 12 (10.0%) | 16 (13.3%) | 52 (14.4%) |
| Lack of supervision and lack of implementation of serious anti ragging measures by college authorities | 10 (8.3%) | 20 (16.7%) | 18 (15.0%) | 48 (13.3%) |
| Ragging is not taken as an evil on campus | 21 (17.5%) | 30 (25.0%) | 41 (34.2%) | 92 (25.6%) |
| All of the above | 14 (11.7%) | 8 (6.7%) | 8 (6.7%) | 30 (8.3%) |
| None of the above | 19 (15.8%) | 30 (25.0%) | 19 (15.8%) | 68 (18.9%) |
| Don't want to give answer | 1 (0.8%) | 3 (2.5%) | 4 (3.3%) | 8 (2.2%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents reasons behind the prevalence of ragging on campuses. It shows that among students, 20% of respondent said that ragging is just taken as for the general introduction of juniors followed by 17.5% of respondents said that the ragging is not taken as an evil on campus, 15.8% of respondents said that there is no ragging on their

campuses, 15% of respondents said that seniors were already ragged by someone in the past on campus for taking revenge they do the same with their juniors, 11.7% of respondents said that all the reasons that are mentioned are responsible for the prevalence of ragging on campuses, 0.8% of respondent don't give answer regarding the prevalence of ragging on campuses.

Among Teaching staff 25% of respondents said that ragging on campuses is not taken as an evil and same majority said that there is no ragging on campuses on the same ahead, 16.7% of respondents said that ragging is prevalent just due to the lack of proper supervision and lack of implementation of serious anti ragging measures by college authorities, 10 percent of respondents said that it is just happening on campuses just to take or gain general introduction of juniors, 7.5% of respondents said that seniors were already ragged by someone on campus for taking revenge they do the same with their juniors, 10.8% of respondents said that ragging is prevalent on campuses just to show the sense of superiority as well as same percent of respondents said that all reasons are true for prevalence of ragging followed by 2.5% of respondents who do not give answer.

Among non-teaching staff, 34.2% of respondents said that ragging on campuses is not taken as an evil, 15.8% of respondents said that there is no ragging on their campuses, 15% of respondents said that ragging is prevalent just due to the lack of proper supervision and lack of implementation of serious anti ragging measures by college authorities, 13.3% of respondents said that it is just happening on campuses just to take or gain general introduction of juniors, 6.7% of respondents said that all reasons are true for prevalence of ragging, 5.8 % of respondents show their sense of superiority followed by 3.3% of respondents who do not give answer.

Hence, the researcher has found that one fourth i.e. 25.6% of respondents don't considered ragging as an evil on campus of selected university of Lucknow city in which majority of non-teaching staff agreed that ragging is prevalent on campuses just because it is not considered as evil. Majority of teaching staff said that there is no ragging on campuses while majority of students agreed that it is just happening on campuses just to take or gain general introduction of juniors. Hence, ragging has been prevalent on campuses not on large scale but small scale.

Table. 5.42. Gender wise opinion regarding the reasons behind the prevalence of ragging on Campuses

| Gender wise opinion regarding the reasons behind the prevalence of ragging on Campuses | Gender | | Total |
|--|-----------------|-----------------|-----------------|
| | Male | Female | |
| Seniors were ragged, so they also do the same thing to their juniors | 18 (10.0%) | 16 (8.9%) | 34 (9.4%) |
| Sense of superiority | 11 (6.1%) | 17 (9.4%) | 28 (7.8%) |
| Introduction of juniors | 26 (14.4%) | 26 (14.4%) | 52 (14.4%) |
| Lack of supervision and lack of implementation of serious anti ragging measures by college authorities | 23 (12.8%) | 25 (13.9%) | 48 (13.3%) |
| Ragging is not taken as an evil on campus | 42 (23.3%) | 50 (27.8%) | 92 (25.6%) |
| All of the above | 20 (11.1%) | 10 (5.6%) | 30 (8.3%) |
| None of the answer | 33 (18.3%) | 35 (19.4%) | 68 (18.9%) |
| Don't want to give answer | 7 (3.9%) | 1 (0.6%) | 8 (2.2%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table denotes gender wise opinion regarding reasons behind the prevalence of ragging on campuses. It shows among total male respondent, majority i.e. 23.3% of respondent said that ragging is not taken as an evil on campus followed by 18.3% of respondent who said that there is no such prevalence of ragging on their campuses while 3.9% of respondent don't give answer.

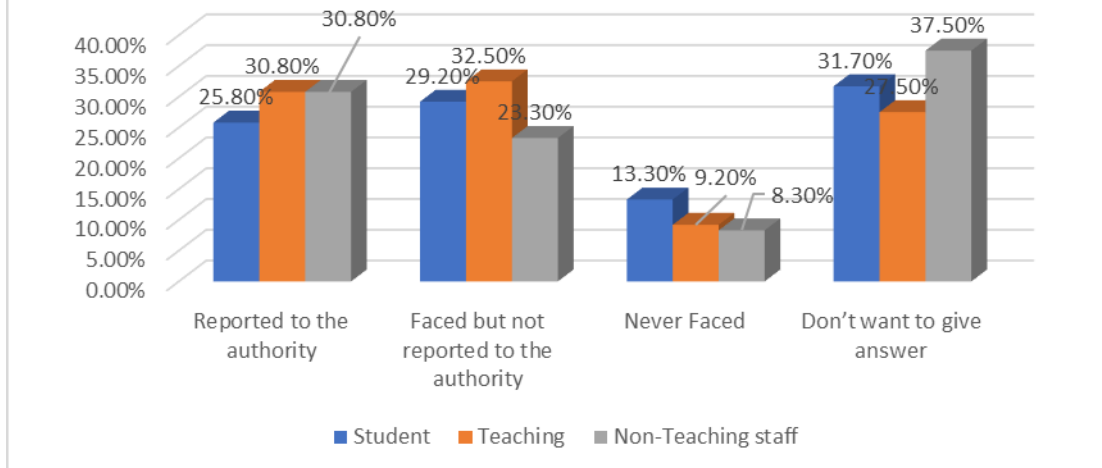
Among total female respondent, majority i.e.19.4 % of respondent who said that there is no such prevalence of ragging on their campuses followed by 7.8% of respondent said that ragging is not taken as an evil on campus while 0.6% of respondent don't give answer. Hence, one fourth i.e. 25.6% of respondents don't considered ragging as an evil on campus of selected university of Lucknow city in which majority of non-teaching staff agreed that ragging is prevalent on campuses just because it is not considered as evil. Majority of teaching staff said that there is no ragging on campuses while majority of students agreed that it is just happening on campuses just to take or gain general introduction of juniors. Hence, it has been observed that ragging is prevalent on campuses not on large scale but small scale and more female than male are agreed that ragging has been prevalent on campuses.

Table.5.43. Respondents wise opinion regarding Gender Based Violence and number of cases being reported on campuses

| Respondents wise opinion regarding Gender Based Violence and number of cases being reported on campuses | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Reported to the authority | 31 (25.8%) | 37 (30.8%) | 37 (30.8%) | 105 (29.2%) |
| Faced but not reported to the authority | 35 (29.2%) | 39 (32.5%) | 28 (23.3%) | 102 (28.3%) |
| Never Faced | 16 (13.3%) | 11 (9.2%) | 10 (8.3%) | 37 (10.3%) |
| Don't want to give answer | 38 (31.7%) | 33 (27.5%) | 45 (37.5%) | 116 (32.2%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

Fig.5.29. Respondents wise opinion regarding Gender Based Violence and number of cases being reported on campuses



The table and graph represents respondents wise opinion regarding Gender Based Violence and number of cases being reported on campus. It shows that among students, more than one fourth of 31.7% respondents don't give answer followed by 29.2% of respondents who faced the violence but never reported to the authority. 25.8% of respondents reported to the authority. 13.3% of respondents don't faced violence. Hence, majority of students don't give answer and some of respondents faced but not reported to the authority.

Among teaching staff, majority 32.5% of respondent faced the violence but never reported to the authority while 30.8% of respondent reported to the authority. 27.5% of respondents don't give answer. 9.2% of respondents has never faced gender-based violence during their campus time. Majority of Teaching staff faced the violence but never reported to the authority.

Among non-teaching staff, majority of 37.5% of respondent don't give answer while 30.8% of respondents reported to the authority. 23.3% of respondents faced the violence but never reported to the authority. 8.3% of respondents has never faced gender-based violence during their campus time. Majority of non-teaching staff don't give answer.

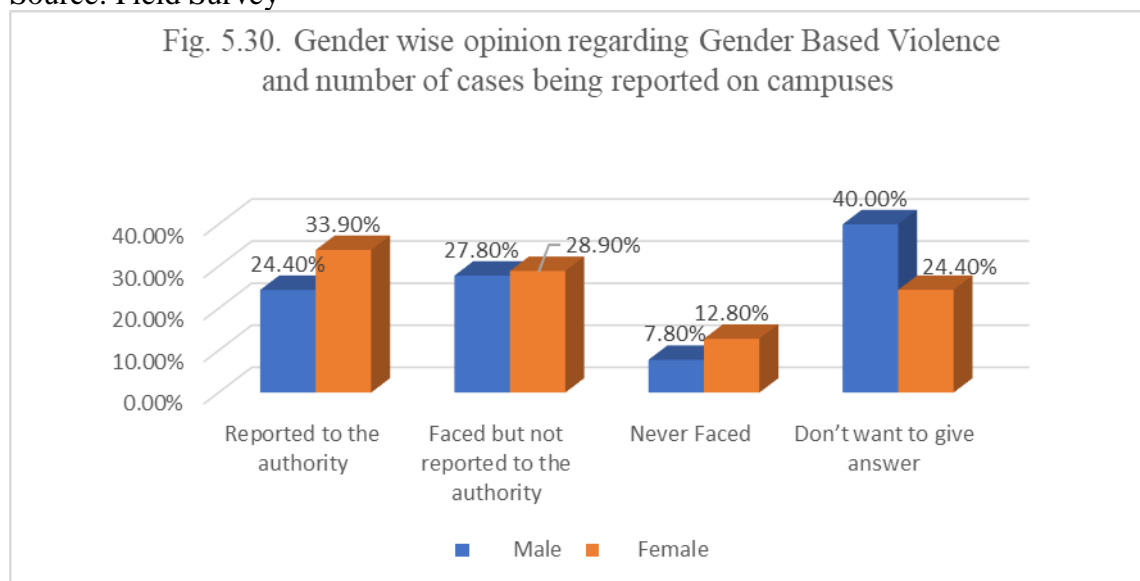
Hence, researcher has found that a total of 32.2% of respondent don't give answer followed by 29.2% respondents said that they reported to the authority about the incident. It is also that non-teaching staff are in majority who don't give the answer followed by students and teaching staff. While majority of teaching and non-teaching

staff reported to the authority while students don't do the report about the incident. Hence, it is clear that student hesitate to do report to the authority.

Table.5.44. Gender wise opinion regarding Gender Based Violence and number of cases being reported on campuses.

| Gender wise opinion regarding Gender Based Violence and number of cases being reported on campuses. | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Reported to the authority | 44 (24.4%) | 61 (33.9%) | 105 (29.2%) |
| Faced but not reported to the authority | 50 (27.8%) | 52 (28.9%) | 102 (28.3%) |
| Never Faced | 14 (7.8%) | 23 (12.8%) | 37 (10.3%) |
| Don't want to give answer | 72 (40.0%) | 44 (24.4%) | 116 (32.2%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey



The table and graph represent Gender wise opinion regarding Gender Based Violence and number of cases being reported on campuses. Its shows that majority i.e.

40% of male respondents don't give answer whether he faced gender-based violence on campuses or not followed by 27.8% of respondents faced gender-based violence on campuses but they never reported to the campus authority While more than one-third i.e.33.9% of female respondents have never faced gender- based violence on campuses on the same ahead 8.9% of female respondents has faced the gender-based violence but not reported to the campus authority.

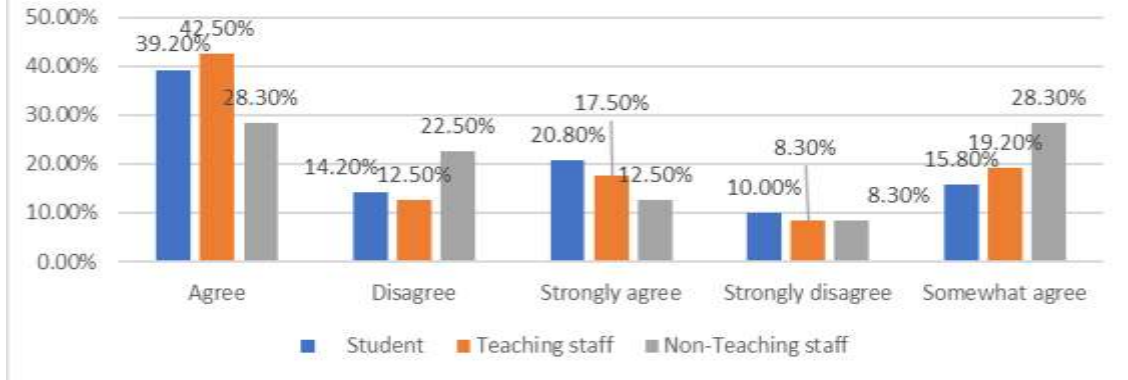
The researcher has found that majority 32.2% of respondents don't give answer followed by 29.2% of respondents have never faced gender-based violence on campuses while almost same majority 28.3% of respondents faced the gender-based violence but they do not report about the incidence to the campus authority. Very few respondents have reported about the incidence to the authority. This shows that gender-based violence is prevalent on campuses and occurring mostly with female but due to fear, shame, image, self-esteem they don't reported about the incident to the campus authority.

Table. 5.45. Respondents wise opinion regarding “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”?

| Respondents wise opinion regarding Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses | Respondents | | | Total |
|--|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Agree | 51 (42.5%) | 52 (43.3%) | 45 (37.5%) | 148 (41.1%) |
| Disagree | 10 (8.3%) | 18 (15.0%) | 20 (16.7%) | 48 (13.3%) |
| Strongly agree | 15 (12.5%) | 23 (19.2%) | 13 (10.8%) | 51 (14.2%) |
| Strongly disagree | 15 (12.5%) | 5 (4.2%) | 3 (2.5%) | 23 (6.4%) |
| Somewhat agree | 29 (24.2%) | 22 (18.3%) | 39 (32.5%) | 90 (25.0%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

Fig. 5.31. Respondents wise opinion regarding “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”?



The above table and graph represent Respondents wise opinion regarding “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”? It shows that in the context of students, out of 120 respondents, majority i.e. 42.5% respondents agree that gender, respondent’s sex, their race, caste are the causes behind the prevalence GBV on campuses. 12.5% of respondents are equally strongly agree and strongly disagree for these causes. While 8.3% of respondents are disagree. In the context of Teaching staff, out of 120 respondents, 43.3% of teachers agree about the causes of gender-based violence on campuses, 19.2% are strongly agree while 4.2% of respondents are strongly disagreed. 18.3% of respondents are somewhat agree about the causes of gender-based violence on campuses. In the context of Non-Teaching staff, out of 120 respondents, 37.5% of respondents agreed that gender, sex, race, caste are the cause for gender based violence on campuses. 32.5% of respondents are somewhat agree about the causes of Gender based violence followed by 2.5 % of respondents who are disagreed totally about the causes of gender-based violence. Hence, teaching staff are more in numbers who agreed that gender, sex, race, caste are the causes of gender-based violence followed by students and non-teaching staff.

Hence, the researcher has found that a total i.e. 41.1% of respondents are agreed that gender, sex, race, caste are the cause for the prevalence of gender-based violence followed by 14.2% respondents are strongly agreed and 6.4% respondents who are strongly disagreed about the causes of gender-based violence on campuses and majority of teaching staff agreed that gender, sex, race, caste are the cause for the prevalence of gender-based violence on campuses.

Table. 5.46. Gender wise opinion regarding “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”?

| Gender wise opinion regarding “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”? | Gender | | Total |
|--|-----------------|-----------------|-----------------|
| | Male | Female | |
| Agree | 57 (31.7%) | 91 (50.6%) | 148 (41.1%) |
| Disagree | 29 (16.1%) | 19 (10.6%) | 48 (13.3%) |
| Strongly agree | 34 (18.9%) | 17 (9.4%) | 51 (14.2%) |
| Strongly disagree | 13 (7.2%) | 10 (5.6%) | 23 (6.4%) |
| Somewhat agree | 47 (26.1%) | 43 (23.9%) | 90 (25.0%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents that “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”? It shows that among male respondent, majority i.e. 31.7% of respondent agreed that gender, sex, race, caste are the causes that leads to gender-based violence on campuses. After that, 26.1% of respondent are somewhat agreed that leads to gender-based violence on campuses, while 7.2% of respondent said that they are strongly disagreed that gender, sex, race, caste are not the causes that leads to gender-based violence on campuses.

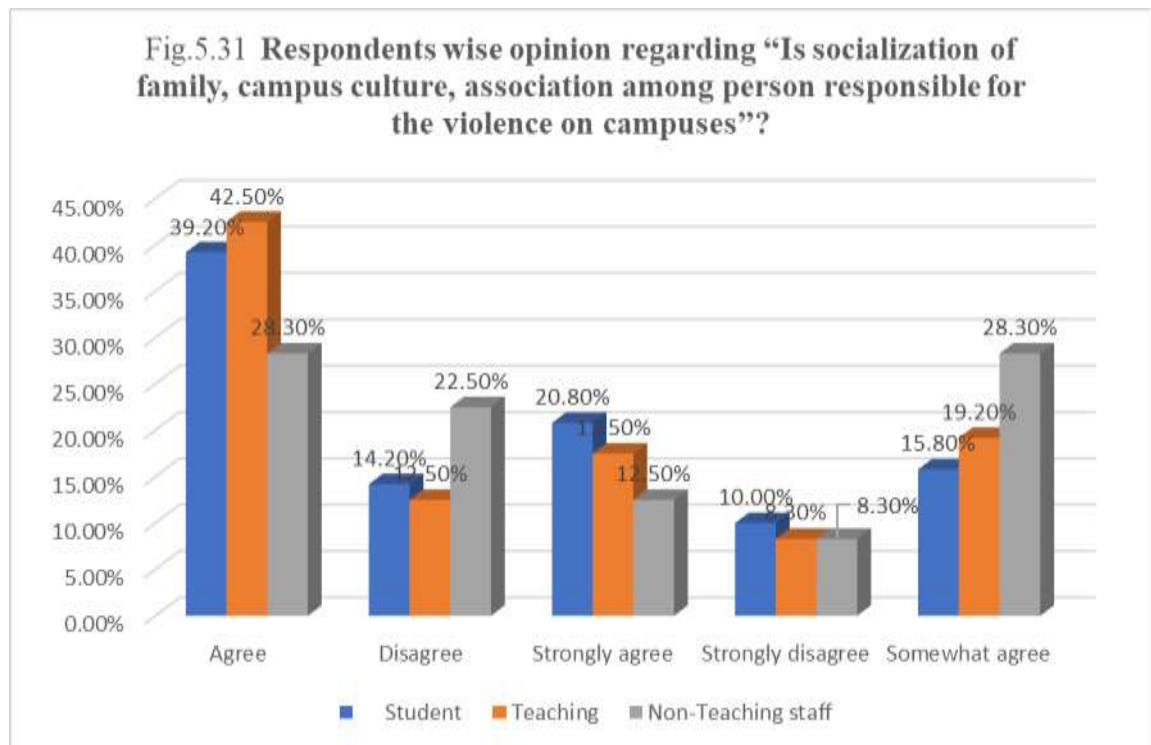
Among female respondent, half i.e. 50.6% of respondent agreed that gender, sex, race, caste are the causes that leads to gender-based violence on campuses while 23.9% of respondent are somewhat agreed that leads to gender-based violence on campuses, 5.6% of respondent said that they are strongly disagreed that gender, sex, race, caste are the causes that leads to gender-based violence on campuses.

Hence, a total i.e. 41.1% of respondents are agreed that gender, sex, race, caste are the cause for the prevalence of gender-based violence followed by 14.2% respondents are strongly agreed and 6.4% respondents who are strongly disagreed about the causes of gender-based violence on campuses it is clear that majority of female respondents in comparison to male agreed that gender , sex, race, caste are the causes that leads to the prevalence of gender-based violence on campuses.

Table.5.47.Respondents wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”?

| Respondents wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”? | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Agree | 47 (39.2%) | 51 (42.5%) | 34 (28.3%) | 132 (36.7%) |
| Disagree | 17 (14.2%) | 15 (12.5%) | 27 (22.5%) | 59 (16.4%) |
| Strongly agree | 25 (20.8%) | 21 (17.5%) | 15 (12.5%) | 61 (16.9%) |
| Strongly disagree | 12 (10.0%) | 10 (8.3%) | 10 (8.3%) | 32 (8.9%) |
| Somewhat agree | 19 (15.8%) | 23 (19.2%) | 34 (28.3%) | 76 (21.1%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey



The table and graph represents that “Is socialization of family, campus culture, association among person responsible for the violence on campuses”? It shows that

among 120 students, 39.2 percent of respondents said they are agree that socialization of family, campus culture, association among person is responsible for GBV on campuses followed by 20.8 percent of strongly agree, 10.0% of respondents strongly disagree. Among teaching staff, 42.5 percent of responsible are agree about the causes of GBV on campuses followed by 19.2 percent of somewhat agree, 17.5% percent of strongly agree. Among Non-teaching staff, 28.3% percent of respondents are agreed and somewhat agree about the causes of GBV on campuses.

Hence, the researcher found that more than one third i.e.36.7% of respondent agreed that socialization of family, campus culture, association among person has been the responsible causes for GBV on campuses followed 16.9% of responsible to strongly agree to 8.9 percent of responsible who are strongly disagree. And teaching staff followed by students are in majority who agreed that socialization of family, campus culture, association among person has been the responsible causes for GBV on campuses.

Table. 4.48. University wise opinion regarding “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”?

| University wise opinion regarding “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”? | Nature of University | | | | Total |
|--|----------------------|--------------------|--------------------|-------------------------|--------------|
| | State university | Central university | Private University | National Law University | |
| Agree | 34 (37.8%) | 33 (36.7%) | 52 (57.8%) | 29 (32.2%) | 148 (41.1%) |
| Disagree | 15 (16.7%) | 12 (13.3%) | 10 (11.1%) | 11 (12.2%) | 48 (13.3%) |
| Strongly agree | 5 (5.6%) | 14 (15.6%) | 9 (10.0%) | 23 (25.6%) | 51 (14.2%) |
| Strongly disagree | 6 (6.7%) | 4 (4.4%) | 3 (3.3%) | 10 (11.1%) | 23 (6.4%) |
| Somewhat agree | 30 (33.3%) | 27 (30.0%) | 16 (17.8%) | 17 (18.9%) | 90 (25.0%) |
| Total | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents “Is gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses”?. It shows that among state university, more than one third i.e. 37.8% of respondents are agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by 33.3% of respondents are somewhat agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses.

Among Central University, 36.7% of respondents are agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by 30.0% of respondents are somewhat agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses.

Among Private University, 57.8% of respondents are agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by 17.8% of respondents are somewhat agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses

Among National Law University, 32.2% of respondents are agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by 25.6% of respondents are strongly agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses.

Hence, the researcher has found that a total 41.1% of respondents are agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by 25.0% of respondents are somewhat agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses while 13.3% of respondents are disagreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses. It is also found that majority of respondents from private university are agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by state, central and national law university while majority of respondents from state university are somewhat agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by central, national law and private university.

Table.4.49. Gender wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”?

| Gender wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”? | Gender | | Total |
|--|-----------------|-----------------|-----------------|
| | Male | Female | |
| Agree | 62 (34.4%) | 70 (38.9%) | 132 (36.7%) |
| Disagree | 32 (17.8%) | 27 (15.0%) | 59 (16.4%) |
| Strongly agree | 33 (18.3%) | 28 (15.6%) | 61 (16.9%) |
| Strongly disagree | 19 (10.6%) | 13 (7.2%) | 32 (8.9%) |
| Somewhat agree | 34 (18.9%) | 42 (23.3%) | 76 (21.1%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents “Is socialisation of family, campus culture, association among person responsible for the violence on campuses”? It shows that among total male respondent, majority 34.4% of respondents agreed that socialisation of family, campus culture, association among person responsible for the violence on campuses followed by 18.9% of respondent who are somewhat agreed that socialisation of family, campus culture, association among person responsible for the violence on campuses while 10.6% of respondents who are strongly disagreed that socialisation of family, campus culture, association among person responsible for the violence on campuses.

Among total female respondent, majority 38.9% of respondents agreed that socialisation of family, campus culture, association among person responsible for the violence on campuses followed by 23.3% of respondent who are somewhat agreed that socialisation of family, campus culture, association among person responsible for the violence on campuses while 7.2% of respondents who are strongly disagreed that socialisation of family, campus culture, association among person responsible for the violence on campuses.

Hence, the researcher has found that more than one third i.e.36.7 of respondent agreed that socialization of family, campus culture, association among person has been the responsible causes for GBV on campuses followed 16.9% of responsible to strongly agree to 8.9 percent of responsible who are strongly disagree and females are in majority who agreed that socialisation of family, campus culture, association among person responsible for the violence on campuses.

Table. 5.50. University wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”?

| University wise opinion regarding “Is socialization of family, campus culture, association among person responsible for the violence on campuses”? | Nature of University | | | | Total |
|--|----------------------|--------------------|--------------------|-------------------------|--------------|
| | State university | Central university | Private University | National Law University | |
| Agree | 29 (32.2%) | 32 (35.6%) | 30 (33.3%) | 41 (45.6%) | 132 (36.7%) |
| Disagree | 11 (12.2%) | 14 (15.6%) | 21 (23.3%) | 13 (14.4%) | 59 (16.4%) |
| Strongly agree | 17 (18.9%) | 14 (15.6%) | 21 (23.3%) | 9 (10.0%) | 61 (16.9%) |
| Strongly disagree | 10 (11.1%) | 7 (7.8%) | 2 (2.2%) | 13 (14.4%) | 32 (8.9%) |
| Somewhat agree | 23 (25.6%) | 23 (25.6%) | 16 (17.8%) | 14 (15.6%) | 76 (21.1%) |
| Total | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Is socialization of family, campus culture, association among person responsible for the violence on campuses. It shows that among state university, almost one third i.e. 32.2% of respondents said they are agreed that socialization of family, campus culture, association among person responsible for the violence on campuses followed by 25.6% of respondents are somewhat agreed that socialization of family, campus culture, association among person responsible for the violence on campuses.

Among Central University, more than one third i.e. 35.6% of respondents said they are agreed that socialization of family, campus culture, association among person responsible for the violence on campuses followed by 25.6% of respondents are somewhat agreed that socialization of family, campus culture, association among person responsible for the violence on campuses.

Among Private University, one third i.e. 33.3% of respondents said they are agreed that socialization of family, campus culture, association among person responsible for the violence on campuses followed by 23.3% of respondents are disagreed that socialization of family, campus culture, association among person responsible for the violence on campuses

Among National Law University, majority 45.6% of respondents said they are agreed that socialization of family, campus culture, association among person responsible for the violence on campuses followed by 15.6% of respondents are somewhat agreed that socialization of family, campus culture, association among person responsible for the violence on campuses.

Hence, the researcher has found that a total 36.7% of respondents said that socialization of family, campus culture, association among person responsible for the violence on campuses followed by 21.1% of respondents said they are somewhat agreed that socialization of family, campus culture, association among person responsible for the violence on campuses while 8.9% of respondents said they are strongly disagreed that socialization of family, campus culture, association among person responsible for the violence on campuses. It is found that majority of respondents in national law university are agreed that the socialisation of family, campus culture, association among person responsible for the violence on campuses followed by central university, private university, state university. While few respondents in private university are strongly disagreed that socialization of family, campus culture, association among person responsible for the violence on campuses followed by central, national law and state university.

Table. 5.51. Respondent wise opinion regarding “Is increasing rates of gender-based violence on campuses leads to gender inequality”?

| Respondent wise opinion regarding “Is increasing rates of gender-based violence on campuses leads to gender inequality”? | Respondents | | | Total No % |
|--|--------------|---------------|-------------------------|--------------|
| | Student No % | Teaching No % | Non-Teaching staff No % | |
| Agree | 54 (45.0%) | 60 (50.0%) | 41 (34.2%) | 155 (43.1%) |
| Disagree | 15 (12.5%) | 11 (9.2%) | 18 (15.0%) | 44 (12.2%) |
| Strongly agree | 10 (8.3%) | 23 (19.2%) | 21 (17.5%) | 54 (15.0%) |
| Strongly disagree | 13 (10.8%) | 7 (5.8%) | 5 (4.2%) | 25 (6.9%) |
| Somewhat agree | 28 (23.3%) | 19 (15.8%) | 35 (29.2%) | 82 (22.8%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The above table and graph represent that respondent wise opinion regarding “Is increasing rates of gender-based violence on campuses leads to gender inequality”? it shows that majority i.e. 43.1% of respondents have agreed on the increasing rates of Gender based violence on campuses leads to gender inequality which comprise 45.0% of students, 50.0% of teaching staff and 34.2% of non-teaching staff. And 12.2% said they disagree on the increasing rates of Gender based violence on campuses leads to gender inequality which comprise of 12.5% of student, 9.2% of faculty and 15.0% non-teaching staff. 15.0 % said they are strongly agreed which comprise of 10 8.3% of students, 19.2% of teaching staff and 17.5% of non-teaching staff. Whereas 6.9% of respondents are strongly disagreed which comprise of 10.8% of students, 5.8% of teaching staff and 4.2% of non-teaching staff. 22.8% of respondents are somewhat agreed which comprise of 23.3% of student, 15.8% of teaching staff and 29.2% of non-teaching staff.

Hence, the researcher has found that a total i.e. 43.1% of respondents agreed that increasing rates of gender-based violence leads to gender inequality. It is also found

that majority of teaching staff agreed that increasing rates of gender-based violence on campuses leads to gender inequality. Majority of teaching staff strongly agreed that increasing rates of gender-based violence on campuses leads to gender inequality. Majority of students are strongly disagreed that increasing rates of gender-based violence on campuses leads to gender inequality.

Table.5.52. Gender wise opinion regarding “Is increasing rates of gender-based violence on campuses leads to gender inequality”?

| Gender wise opinion regarding “Is increasing rates of gender-based violence on campuses leads to gender inequality” | Gender | | Total |
|---|---------------|---------------|---------------|
| | Male | Female | |
| Agree | 75 41.7% | 80 44.4% | 155 43.1% |
| Disagree | 23 12.8% | 21 11.7% | 44 12.2% |
| Strongly agree | 25 13.9% | 29 16.1% | 54 15.0% |
| Strongly disagree | 16 8.9% | 9 5.0% | 25 6.9% |
| Somewhat agree | 41 22.8% | 41 22.8% | 82 22.8% |
| Total | 180 100.0% | 180 100.0% | 360 100.0% |

Source: Field Survey

The table represents “Is increasing rates of gender-based violence on campuses leads to gender inequality”? It shows among male respondents, majority 41.7% of respondents agreed that is increasing rates of gender-based violence on campuses leads to gender inequality followed by 22.8% of respondent said that somewhat agreed that is increasing rates of gender-based violence on campuses leads to gender inequality. Among female respondents, majority 80 (44.4%) of respondents agreed that is increasing rates of gender-based violence on campuses leads to gender inequality followed by 41 (22.8%) while 9 (5.0%) of respondent said that somewhat agreed that is increasing rates of gender-based violence on campuses leads to gender inequality.

Hence, researcher has found that a total i.e. 43.1% of respondents agreed that increasing rates of gender-based violence leads to gender inequality and females are in

majority who agreed that increasing rates of gender-based violence on campuses leads to gender inequality.

Table. 5.53. University wise opinion regarding “Is increasing rates of Gender based violence on campuses leads to gender inequality”?

| University wise opinion regarding “Is increasing rates of Gender based violence on campuses leads to gender inequality”? | Nature of University | | | | Total |
|--|----------------------|--------------------|--------------------|-------------------------|--------------|
| | State university | Central university | Private University | National Law University | |
| Agree | 40 (44.4%) | 42 (46.7%) | 29 (32.2%) | 44 (48.9%) | 155 (43.1%) |
| Disagree | 19 (21.1%) | 9 (10.0%) | 11 (12.2%) | 5 (5.6%) | 44 (12.2%) |
| Strongly agree | 8 (8.9%) | 10 (11.1%) | 25 (27.8%) | 11 (12.2%) | 54 (15.0%) |
| Strongly disagree | 2 (2.2%) | 6 (6.7%) | 5 (5.6%) | 12 (13.3%) | 25 (6.9%) |
| Somewhat agree | 21 (23.3%) | 23 (25.6%) | 20 (22.2%) | 18 (20.0%) | 82 (22.8%) |
| Total | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents University wise opinion regarding “Is increasing rates of Gender based violence on campuses leads to gender inequality”?. It shows that among state university, majority 44.4% of respondents agreed that increasing rates of Gender based violence on campuses leads to gender inequality followed by 23.3% of respondents are somewhat agreed that increasing rates of Gender based violence on campuses leads to gender inequality.

Among Central University, majority 46.7% of respondents agreed that increasing rates of Gender based violence on campuses leads to gender inequality followed by 25.6% of respondents are somewhat agreed that increasing rates of Gender based violence on campuses leads to gender inequality.

Among Private University, majority 32.2% of respondents agreed that increasing rates of Gender based violence on campuses leads to gender inequality followed by 27.8% of respondents are strongly agreed that increasing rates of Gender based violence on campuses leads to gender inequality.

Among National Law University, majority 48.9% of respondents agreed that increasing rates of Gender based violence on campuses leads to gender inequality followed by

20.0% of respondents are somewhat agreed that increasing rates of Gender based violence on campuses leads to gender inequality.

Hence, the researcher has found that a total of 43.1% respondents agreed that increasing rates of Gender based violence on campuses leads to gender inequality followed by 22.8% of respondents are somewhat agreed that increasing rates of Gender based violence on campuses leads to gender inequality. 15.0% of respondents are strongly agreed that increasing rates of Gender based violence on campuses leads to gender inequality. It is found that majority of respondents from national law university are agreed that increasing rates of Gender based violence on campuses leads to gender inequality. Majority of respondents from state university disagreed that increasing rates of Gender based violence on campuses. Majority of respondents from private university are strongly agreed that increasing rates of Gender based violence on campuses. Majority of respondents from national law university are strongly disagreed that increasing rates of Gender based violence on campuses. Majority of respondents from central university are somewhat agreed that increasing rates of Gender based violence on campuses.

Table. 5.54. Respondent wise opinion regarding the effect of gender-based violence on campus on your educational/working level

| Respondent wise opinion regarding the effect of gender-based violence on campus on your educational/working level | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching | Non-Teaching staff | |
| Extreme Effect | 23 (19.2%) | 53 (44.2%) | 40 (33.3%) | 116 (32.2%) |
| Medium Effect | 51 (42.5%) | 12 (10.0%) | 23 (19.2%) | 61 (16.9%) |
| Low Effect | 19 (15.8%) | 26 (21.7%) | 15 (12.5%) | 60 (16.7%) |
| Zero Effect | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Don't Faced | 26 (21.7) | 27 (22.5%) | 34 (28.3%) | 112 (31.1%) |
| Don't want to give answer | 1 (0.8%) | 2 (1.7%) | 8 (6.7%) | 11 (3.1%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

The table represents at what extent the gender-based violence on campus affects your educational/working level. It shows that among students, majority 42.5% of respondents said gender-based violence on campuses affects their education level to moderate level. After that, 21.7% of respondents don't face the gender-based violence on campuses. 19.2% of respondents who have faced gender-based violence affected the respondents to the extreme level. 0.8% of respondents who do not give any response.

Among Teaching, majority 44.2% of respondents said that gender-based violence affected them to the extreme level and affected their working level. After that, 22.5% of respondents said that they don't face the gender-based violence on campuses and don't affect their working level. 21.7% of respondents affected their working level to low level, 10.0% of respondents gender based violence affected moderately teaching's working level. 1.7% of respondents are those who don't give any response.

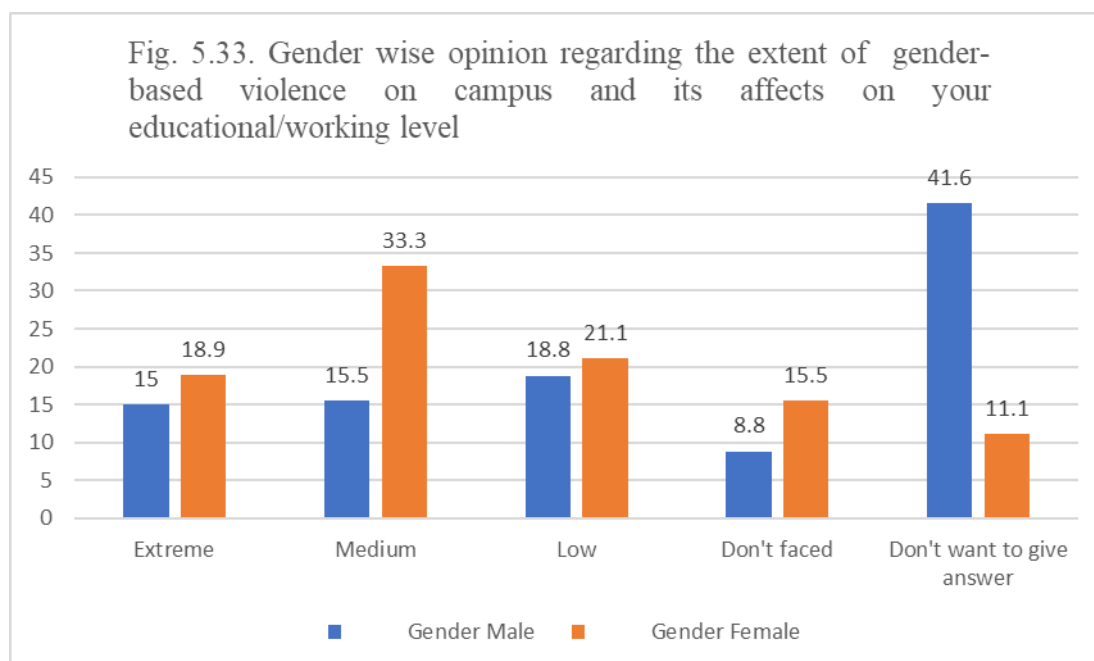
Among Non-Teaching staff, majority 33.3% of respondents said that gender-based violence affected their work to the extreme level. After that, 28.3% percent of respondents said that they don't face the violence. 19.2% of respondents said that they faced the violence but moderately affected their work. 12.5% of respondents said that they face the violence but the level of effect is very low. 6.7% of respondents don't give any response.

Hence, the researcher has found that a total i.e.42.2% of respondents said that the gender based violence has extremely effected their educational/working level and majority of respondents from teaching background and non-teaching staff has been affected by gender-based violence extremely level from the gender-based violence they faced on campuses while gender based violence effects the students moderately. And very few respondents are those who don't give any response. Hence, it has been said that gender-based violence affected the respondents from extremely to low.

Table. 5.55. Gender wise opinion regarding the effect of gender-based violence on campus on your educational/working level.

| Gender wise opinion regarding the effect of gender-based violence on campus on your educational/working level | Gender | | Total |
|---|-------------|-------------|-------------|
| | Male | Female | |
| Extreme Effect | 27 15.0% | 34 18.9% | 61 16.9% |
| Medium Effect | 28 15.5% | 60 33.3% | 88 24.4% |
| Low Effect | 34 18.8% | 38 21.1% | 72 20.0% |
| Zero Effect | 0 0.0% | 0 0.0% | 0 0.0% |
| Don't faced | 16 8.8% | 28 15.5% | 44 12.2% |
| Don't want to give answer | 75 41.6% | 20 11.1% | 95 26.4% |
| Total | 180 100% | 180 100% | 360 100% |

Source: Field Survey



The table represents Gender wise opinion regarding the effect of gender-based violence on campus on your educational/working level. The table depicts that majority i.e.41.6% of male respondents don't give answer. After that, 18.8% of respondents said that the effect of gender-based violence is low on their educational/working level. 15.5% of respondent said that the gender-based violence effects them moderately while 15.0% of

respondents gender-based violence extremely effects their educational/working level. While 8.8% of respondents don't faced gender-based violence.

The table depicts that one third i.e. 33.3% of female respondents said that the gender-based violence affect them moderately affect their educational/working level. 21.1 % of respondents said that the effect of gender-based violence is low on their educational/working level. 18.9% of respondents gender-based violence extremely affects their educational/working level. of respondents don't faced gender-based violence while 11.1% of respondents don't give answer.

Hence, the researcher has found that a total i.e.42.2% of respondents said that the gender based violence has extremely effected their educational/working level and majority of male respondent don't give the answer while majority of female respondent thought that GBV affected their educational/working level moderately. Hence, it is clear that males remained silent about the GBV affects.

Table. 5.56. Respondent wise opinion regarding “how they tackled the situation when they faced GBV on campuses”?

| Respondent wise opinion regarding “how they tackled the situation when they faced GBV on campuses”? | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Avoid the situation | 51 (42.5%) | 42 (35.0%) | 35 (29.2%) | 128 (35.6%) |
| Protest Verbally | 14 (11.7%) | 11 (9.2%) | 8 (6.7%) | 33 (9.2%) |
| Protest Physically | 2 (1.7%) | 0 (0.0%) | 5 (4.2%) | 7 (1.9%) |
| Run away from the situation | 2 (1.7%) | 4 (3.3%) | 7 (5.8%) | 13 (3.6%) |
| Revert back | 2 (1.7%) | 7 (5.8%) | 4 (3.3%) | 13 (3.6%) |
| All of the above | 11 (9.2%) | 4 (3.3%) | 9 (7.5%) | 24 (6.7%) |
| Don't faced | 29 (24.2%) | 30 (25.0%) | 37 (30.8%) | 96 (26.7%) |
| Don't want to give answer | 9 (7.5%) | 22 (18.3%) | 15 (12.5%) | 46 (12.8%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table shows respondent wise opinion regarding “how they tackled the situation when they faced GBV on campuses”?It shows that among students, more than one third i.e. 42.5%of respondents avoid the situation followed by 24.2% of respondents don't face the gender-based violence on campuses while 11.7% of respondent said that they protest verbally against the violence. Among teaching staff more than one third 35.0% of respondents avoid the situation after facing gender-based violence on campuses followed by 25.0% of respondents don't face while 9.2%of respondent said that they protest verbally against the violence.3.3% of respondent said that they run away from the situation as well as 3.3%of respondent said that they do all the above.

Among non-teaching staff, less than one third i.e. 30.8% of respondent said that they don't face gender-based violence followed by 29.2% of respondents avoid the situation when they face gender-based violence on campuses while 9.2% of respondent said that they protest verbally against the violence. 3.3%of respondent said that they revert back when they faced gender-based violence on campuses.

Hence, the researcher has found that the total of35.6% of respondent of respondents said that they avoid the situation followed by 26.7% don't face gender-based violence on campuses. It has also found that mostly students avoid the situation and they are facing gender-based violence on campuses.

Table. 5.57. Gender wise opinion regarding “how they tackled the situation when they faced GBV on campuses”?

| Gender wise opinion regarding “how they tackled the situation when they faced GBV on campuses”? | Gender | | Total |
|---|---------------|---------------|----------------|
| | Male | Female | |
| Avoid the situation | 68 (37.8%) | 60 (33.3%) | 128 (35.6%) |
| Protest Verbally | 13 (7.2%) | 20 (11.1%) | 33 (9.2%) |
| Protest Physically | 7 (3.9%) | 0 (0.0%) | 7 (1.9%) |
| Run away from the situation | 8 (4.4%) | 5 (2.8%) | 13 (3.6%) |
| Revert back | 4 (2.2%) | 9 (5.0%) | 13 (3.6%) |
| All of the above | 14 (7.8%) | 10 (5.6%) | 24 (6.7%) |
| Don't faced | 4 (22.2%) | 56 (31.1%) | 96 (26.7%) |
| Don't want to give answer | 26 (14.4%) | 20 (11.1%) | 46 (12.8%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey

The table denotes Gender wise opinion regarding “how they tackled the situation when they faced GBV on campuses”? It shows that among male respondent, more than one third i.e. 37.8% of respondent said that they avoid the situation whenever they face gender-based violence on campuses while 2.2% of respondent said that they don't faced GBV in the selected universities of Lucknow city. Among female respondent, one third i.e. 33.3% of respondent said that they avoid the situation whenever they face gender-based violence on campuses.

Hence, the researcher has found that the total 35.6% of respondent of respondents said that they avoid the situation followed by 26.7% don't face gender-based violence on campuses. Majority of male don't face gender-based violence while majority of females avoid the situation whenever they face gender-based violence on campuses.

Table. 5.58. Respondents wise opinion regarding impacts of Gender Based Violence on campuses

| Respondents wise opinion regarding impacts of Gender Based Violence on campuses | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Low academic record, poor performance in the class | 15 (12.5%) | 0 (0.0%) | 0 (0.0%) | 15 (4.2%) |
| Lowself-esteem, Depression, loneliness and anxiety | 10 (8.3%) | 18 (15.0%) | 18 (15.0%) | 46 (12.8%) |
| Leave campus permanently | 11 (9.2%) | 18 (15.0%) | 18 (15.0%) | 47 (13.1%) |
| Post-Traumatic stress disorder | 14 (11.7%) | 5 (4.2%) | 4 (3.3%) | 23 (6.4%) |
| Behave differently with friends and family | 2 (1.7%) | 2 (1.7%) | 5 (4.2%) | 9 (2.5%) |
| Leads to lifetime threatening | 11 (9.2%) | 8 (6.7%) | 7 (5.8%) | 26 (7.2%) |
| Feeling worried, angry, upset, embarrassed, hurt and frustrated | 40 (33.3%) | 8 (6.7%) | 6 (5.0%) | 54 (15.0%) |
| Low concentration on their work | 13 (10.8%) | 21 (17.5%) | 19 (15.8%) | 53 (14.7%) |
| All of the above | 4 (3.3%) | 7 (5.8%) | 12 (10.0%) | 23 (6.4%) |
| None of the above | 0 (0.0%) | 22 (18.3%) | 22 (18.3%) | 44 (12.2%) |
| Don't want to give answer | 0 (0.0%) | 11 (9.2%) | 9 (7.5%) | 20 (5.6%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Respondents wise opinion regarding impacts of Gender Based Violence on campus. It shows that among students, one third i.e.33.3% of respondents leave the campus permanently while 12.5% of respondents has low academic record, poor performance in the class. While zero percent of respondent has said that there is

no impact of gender-based violence on them and 1.7% of respondent behave differently with friends and family.

Among Teaching staff, majority 18.3% of respondents has not faced gender-based violence on campus while 17.5% of respondents said that they don't concentrate on their work. 15.0% of respondent said that they feel low self-esteem, depression, loneliness and anxiety while same majority of respondent feels worried, angry, upset, embarrassed, hurt, frustrated followed by 1.7% of respondents behave differently with friends and family.

Among non-teaching staff, majority 18.3% of respondents has not faced gender-based violence on campus while 15.8% of respondents said that they don't concentrate on their work. 15.0% of respondent said that they feel low self-esteem, depression, loneliness and anxiety while same majority of respondent feels worried, angry, upset, embarrassed, hurt, frustrated followed by 3.3% of respondents suffers from post-traumatic stress disorder.

Hence, the researcher has found that the total of 15.0% of respondent said that they get angry, worried, upset, embarrassed, hurt as well get frustrated after facing gender-based violence on campuses followed by 14.7% of respondent said that the impact of gender-based violence is that they don't concentrate on their works followed by 13.1% of respondents said that they leave the campuses permanently and one third majority of students are affected by it.

Table. 5.59. Gender wise opinion regarding Impacts of Gender Based Violence on Campuses

| Gender wise opinion regarding Impacts of Gender based Violence on Campuses | Gender | | Total |
|--|-----------------|-----------------|-----------------|
| | Male | Female | |
| Low academic record, poor performance in the class/work | 7 (3.9%) | 8 (4.4%) | 15 (4.2%) |
| Low self-esteem, Depression, loneliness and anxiety | 15 (8.3%) | 31 (17.2%) | 46 (12.8%) |
| Leave campus permanently | 23 (12.8%) | 24 (13.3%) | 47 (13.1%) |
| Post-Traumatic stress disorder | 15 (8.3%) | 8 (4.4%) | 23 (6.4%) |
| Behave differently with friends and family | 2 (1.1%) | 7 (3.9%) | 9 (2.5%) |
| Leads to lifetime threatening | 16 (8.9%) | 10 (5.6%) | 26 (7.2%) |
| Feeling worried, angry, upset, embarrassed, hurt and frustrated | 27 (15.0%) | 27 (15.0%) | 54 (15.0%) |
| Low concentration on their work | 27 (15.0%) | 26 (14.4%) | 53 (14.7%) |
| All of the above | 11 (6.1%) | 12 (6.7%) | 23 (6.4%) |
| None of the above | 27 (15.0%) | 17 (9.4%) | 44 (12.2%) |
| Don't want to give answer | 10 (5.6%) | 10 (5.6%) | 20 (5.6%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table denotes gender wise opinion regarding the impact of gender-based violence on campuses. It shows that among male respondents, 15.0% of respondents feel worried, angry, upset, embarrassed, hurt and frustrated when they face gender-based violence on campuses while 14.7% of respondents don't do concentration in their work. Among female respondents, majority i.e. 15.0% of respondents feel worried, angry, upset, embarrassed, hurt and frustrated when they face violence on campus while 14.4% of respondents have low concentration in their work.

Hence, the researcher has found that the total of 15.0% of respondents said that they get angry, worried, upset, embarrassed, hurt as well get frustrated after facing gender-based violence on campuses followed by 14.7% of respondents said that the impact of

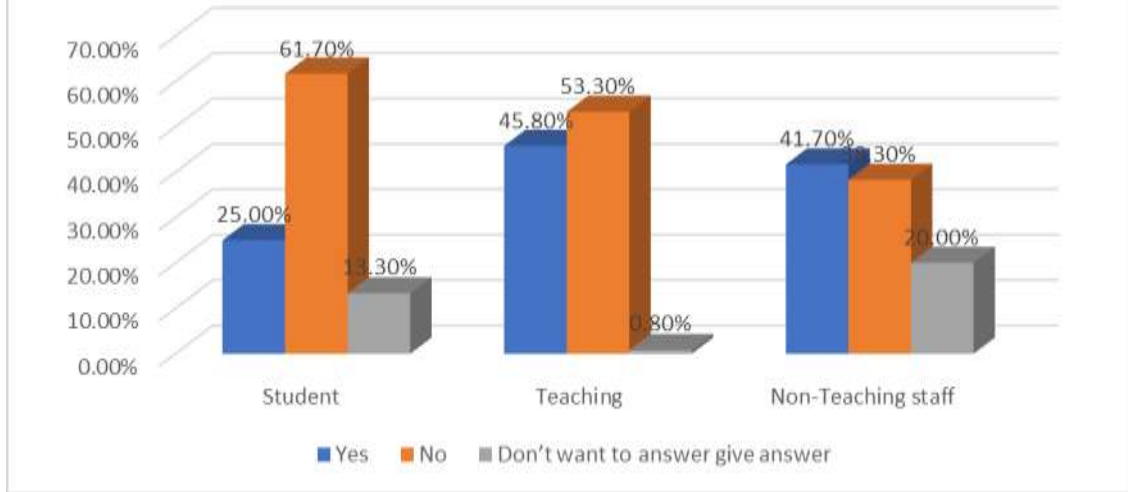
gender-based violence is that they don't concentrate on their works followed by 13.1% of respondents said that they leave the campuses permanently. It has been inferred that equal number i.e. 15% of female and 15% male have suffer from angry, hurt, frustration, embarrassed, upset, and worried all the time when they face gender-based violence on campus followed by 14.7% of respondents have not concentrate on their work.

Table. 5.60. Respondents wise opinion regarding “Have you heard about the UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions 2015”?

| Respondents wise opinion regarding “Have you heard about the UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions 2015”? | Respondents | | | Total |
|--|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 30 (25.0%) | 55 (45.8%) | 50 (41.7%) | 135 (37.5%) |
| No | 74 (61.7%) | 64 (53.3%) | 46 (38.3%) | 184 (51.1%) |
| Don't want to answer give answer | 16 (13.3%) | 1 (0.8%) | 24 (20.0%) | 41 (11.4%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

Fig. 5.34. Respondents wise opinion regarding "Have you heard about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions 2015"?

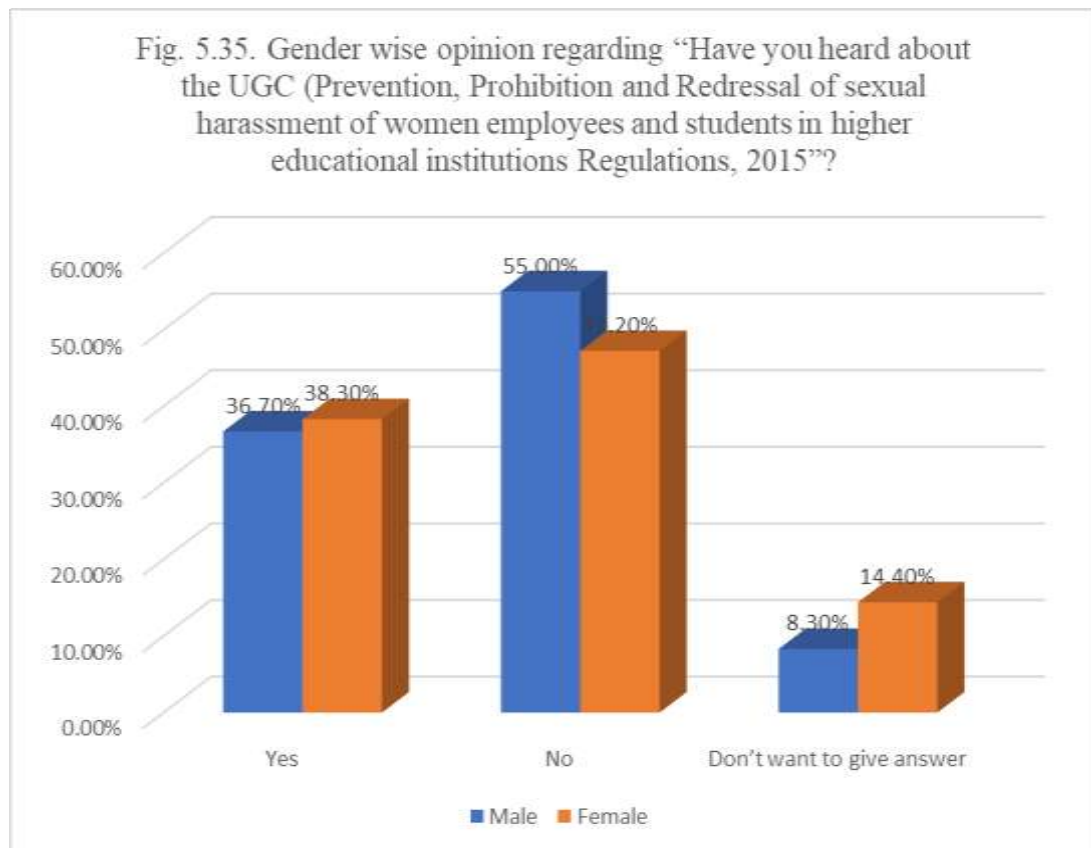


The above table and graphs demonstrate Respondents wise opinion regarding "Have you heard about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions 2015"? it shows that more than one third of respondents i.e. 37.5% said yes that they have heard about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions Regulations 2015 which comprise 25.0% of student, 45.8% of teaching staff and 41.7% of non-teaching staff. Whereas 51.1% of respondents said no as their response which comprise of 61.7% of student, 53.3% of teaching staff and 38.3% of non-teaching staff and 11.4% said they don't want to give answer which comprise of 13.3% student, 0.8% teaching staff and 20.0% non-teaching staff. Hence, more than half of the majority of respondents 51.1% do not heard about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions 2015 in which student's percent are highest in numbers. Hence, respondents are less aware about the laws.

Table.5.61. Gender wise opinion regarding “Have you heard about the UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions Regulations, 2015”?

| Gender wise opinion regarding “Have you heard about the UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions Regulations, 2015”? | Gender | | Total |
|--|------------|------------|-------------|
| | Male | Female | |
| Yes | 66 (36.7%) | 69 (38.3%) | 135 (37.5%) |
| No | 99 (55.0%) | 85 (47.2%) | 184 (51.1%) |
| Don't want to give answer | 15 (8.3%) | 26 (14.4%) | 41 (11.4%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey



The table and graph depicts Gender wise opinion regarding “Have you heard about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions Regulations, 2015”?. It shows that 38.3 % of female respondents have heard about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions Regulations, 2015 followed by 36.7 percent of male respondents. In the same way 55 % of male respondents have not heard about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions Regulations, 2015 followed by 47.2 percent of female respondent who don’t give any answer about the UGC Regulation, 2015.

Hence, the researcher has found that more than half i.e. 51.1% majority of respondents don’t have any knowledge about the UGC Regulation, 2015. More than one third i.e. 37.5of respondents have known about the UGC Regulation, 2015. It is found that males are not aware of the about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions Regulations, 2015 in comparison to females.

Table. 5.62. Respondent wise opinion regarding “Have you heard about the Information Technology Act 2000”

| Respondent wise opinion regarding “Have you heard about the Information Technology Act 2000”? | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 76 (63.3%) | 86 (71.7%) | 70 (58.3%) | 232 (64.4%) |
| No | 40 (36.7%) | 30 (25.0%) | 47 (39.2%) | 117 (32.5%) |
| Don't want to give answer | 4 (3.3%) | 4 (3.3%) | 3 (2.5%) | 11 (3.0%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents respondent wise opinion regarding “Have you heard about the information technology act 2000”?. It shows that majority i.e. 64.4% of respondents which comprise of 63.3% of students, 71.7% of teaching staff and 58.3% of non-

teaching staff and less than one third i.e. 32.5% said no that they don't know about the Information Technology Act 2000 which comprise of 36.7% of student, 25.0% of teaching staff and 39.2% of non-teaching staff. Very less number i.e. 3.0% of respondent don't want to give answer which comprise of 3.3% student, 3.3% Teaching staff and 2.5% of non-teaching staff.

The researcher has found that majority i.e. 64.4% of respondent have heard about the Information Technology act 2000 in which teaching staff know much about the laws then students and non-teaching staff.

Table. 5.63. Gender wise opinion regarding “Have you heard about the Information Technology Act 2000”?

| Gender wise opinion regarding “Have you heard about the Information Technology Act 2000”? | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Yes | 128 (71.1%) | 104 (57.8%) | 232 (64.4%) |
| No | 45 (25.0%) | 72 (40.0%) | 117 (32.5%) |
| Don't want to give answer | 7 (3.9%) | 4 (2.2%) | 11 (3.0%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

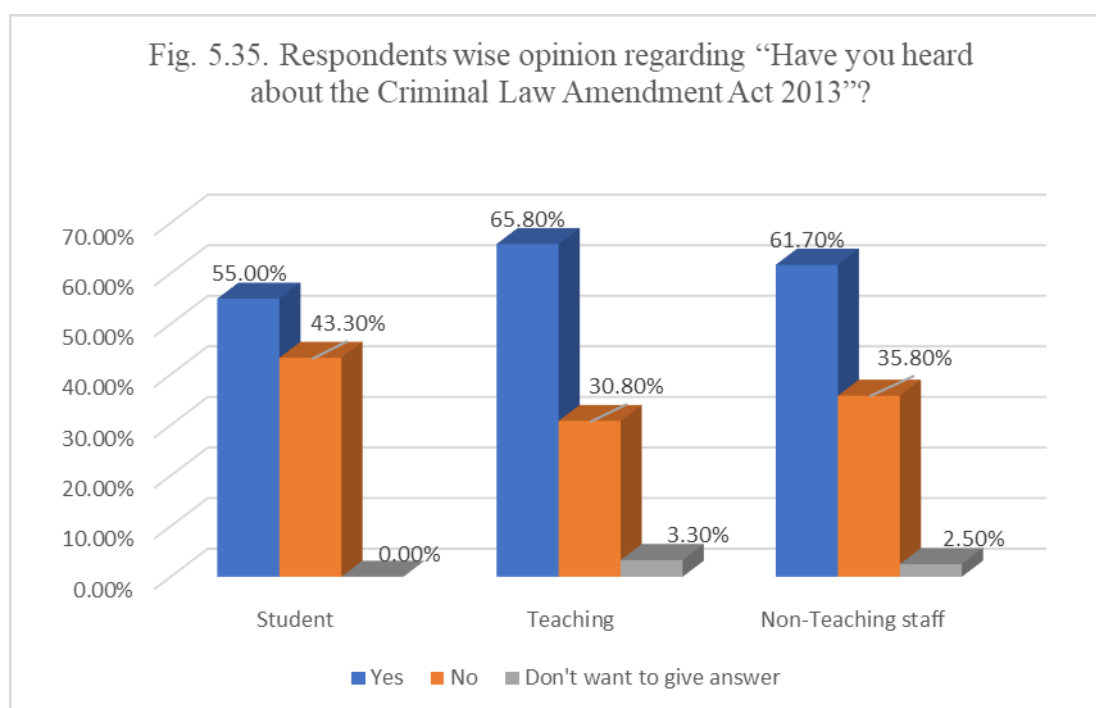
The table represents Gender wise opinion regarding “Have you heard about the information technology act 2000”?. Its shows that among male respondent, majority of 128 (71.1%) respondents said yes that they heard about the information technology act 2000. 45 (25.0%) of respondent said no they don't hear about the information technology act 2000. 7 (3.9%) of respondents don't give answer. Among female respondent, majority of 104 (57.8%) respondents said yes that they heard about the information technology act 2000. 72 (40.0%) of respondent said no they don't hear about the information technology act 2000. 4 (2.2%) of respondents don't give answer.

Hence, the researcher has found that majority 64.4% of respondent have heard about the Information Technology act 2000 majority of males in comparison to female know the information technology act 2000. Majority of female don't know about the information technology act 2000.

Table.5.64. Respondents Wise opinion regarding “Have you heard about the criminal law amendment act 2013”?

| Respondents wise Opinion regarding “Have you heard about the Criminal Law Amendment Act 2013”? | Respondents | | | Total |
|--|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 66 (55.0%) | 79 (65.8%) | 74 (61.7%) | 219 (60.8%) |
| No | 52 (43.3%) | 37 (30.8%) | 43 (35.8%) | 132 (36.7%) |
| Don't want to give answer | 0 (0.0%) | 4 (3.3%) | 3 (2.5%) | 7 (1.9%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey



The table denotes respondents wise opinion regarding “Have you heard about the criminal law amendment act 2013”? It shows that among student, more than half i.e. 55.0% of respondent said yes that they heard the Criminal Law Amendment Act 2013 while average number i.e. 43.3% of respondent said no that they heard the Criminal Law Amendment Act 2013. There is no respondent who don't give answer. Among

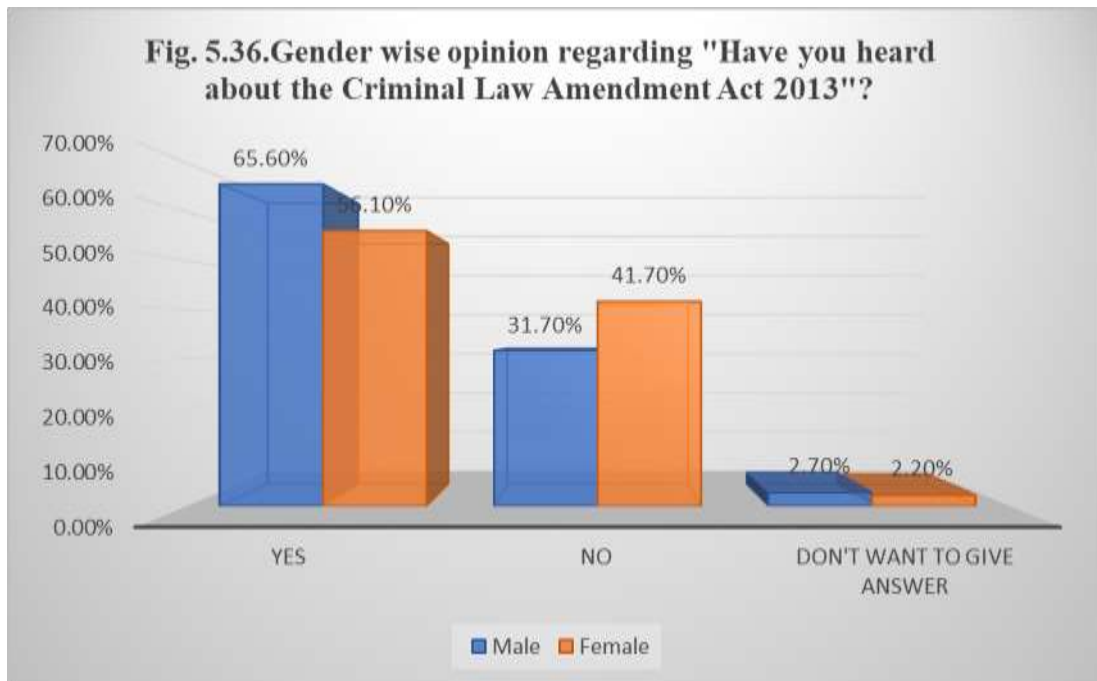
Teaching, more than half i.e. 65.8% of respondent said yes that they heard the Criminal Law Amendment Act 2013 while more than one fourth i.e. 30.8% of respondent said no that they heard the Criminal Law Amendment Act 2013. Very less number i.e. 3.3% of respondent who don't give answer. Among Non-Teaching staff, more than half i.e. 55.0% of respondent said yes that they heard the Criminal Law Amendment Act 2013 while more than one-third i.e. 35.8% of respondent said no that they heard the Criminal Law Amendment Act 2013. Very less number i.e. 2.5% of respondent are those who don't give answer.

Hence, the researcher has found that majority 60.8% of respondent are well aware of the criminal amendment act 2013. While 36.7% of respondent don't know about the criminal amendment act 2013. It is found that teaching and non-teaching staff are well aware of the act than students.

Table. 5.65. Gender wise opinion regarding “Have you heard about the criminal law amendment act 2013”?

| Gender wise opinion regarding “Have you heard about the Criminal Law Amendment Act 2013”? | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Yes | 118 (65.6%) | 101 (56.1%) | 219 (60.8%) |
| No | 57 (31.7%) | 75 (41.7%) | 132 (36.7%) |
| Don't want to give answer | 5 (2.7%) | 4 (2.2%) | 9 (2.5%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey



The table and graph represents that Gender wise opinion regarding "Have you heard about the Criminal Law Amendment Act 2013"? It shows that among male respondents, majority 65.6% of respondents said yes that they heard about the Criminal Law Amendment Act 2013. 31.7% of respondents said no that they don't hear about the Criminal Law Amendment Act 2013. 2.7% of respondent don't give answer. Among female respondents, majority 56.1% of respondents said yes that they heard about the Criminal Law Amendment Act 2013. 41.7% of respondents said no that they don't hear about the Criminal Law Amendment Act 2013. 2.5% of respondent don't give answer.

Hence, the researcher has found that majority 60.8% of respondent are well aware of the criminal amendment act 2013. While 36.7% of respondent don't know about the criminal amendment act 2013. majority of male respondent has heard about the criminal amendment act 2013 while majority of female respondent has not heard about the criminal amendment act 2013.

Table. 5.66. Respondent wise opinion regarding “Have you aware of regulations/acts related to GBVs on campuses”?

| Respondent wise opinion regarding “Have you aware of regulations/acts related to GBVs on campuses”? | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 54 (45.0%) | 24 (20.0%) | 45 (37.5%) | 123 (34.2%) |
| No | 58 (48.3%) | 95 (79.2%) | 65 (54.2%) | 218 (60.6%) |
| Don't want to give answer | 8 (6.7%) | 1 (0.8%) | 10 (8.3%) | 19 (5.3%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table shows Respondent wise opinion regarding “Have you aware of regulations/acts related to GBVs on campuses”? It shows that almost half 48.3% of respondents from student’s background said no that they are not aware of the regulations, acts, cells earlier framed by the government while 45% of respondents said yes that they are aware of the regulations, cells, acts of the university earlier. Among teaching staff, 79.2% said no that they are not aware of these regulations, acts, cells earlier whereas 20% of respondents said yes that they are not aware of these regulations, acts, cells earlier. Among non-teaching staff, more than half i.e. 54.2% of respondents said no that they are not aware of these regulations, acts, cells earlier whereas 37.5 % of respondents said yes that they are aware of these regulations, acts, cells earlier.

Hence, the researcher has found that a large number 60.6% of respondents said no that do not they knew the regulations, acts, cells earlier followed by 34.2% of respondents are those who has aware of these regulations, acts, cells earlier and very few respondents don’t want to give answer. It has been seen that among students, , majority of teaching staff are not aware of these regulations earlier It shows that some definite step must be taken by authority of university in order to make students fully aware of the regulations so that the incident of gender-based violence that is prevalent on campuses must be reported by everyone on campuses.

Table. 5.67. Gender wise opinion regarding “Have you aware of regulations/acts related to GBVs on campuses”?

| S.no. | Gender wise opinion regarding “Have you aware of regulations/acts related to GBVs on campuses”? | Gender | | Total |
|-------|---|----------------|----------------|----------------|
| | | Male | Female | |
| 1. | Yes | 61 (33.9%) | 62 (34.4%) | 123 (34.2%) |
| 2. | No | 110 (61.1%) | 108 (60.0%) | 218 (60.6%) |
| 3. | Don't want to give answer | 9 (5.0%) | 10 (5.6%) | 19(5.3%) |
| Total | | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey

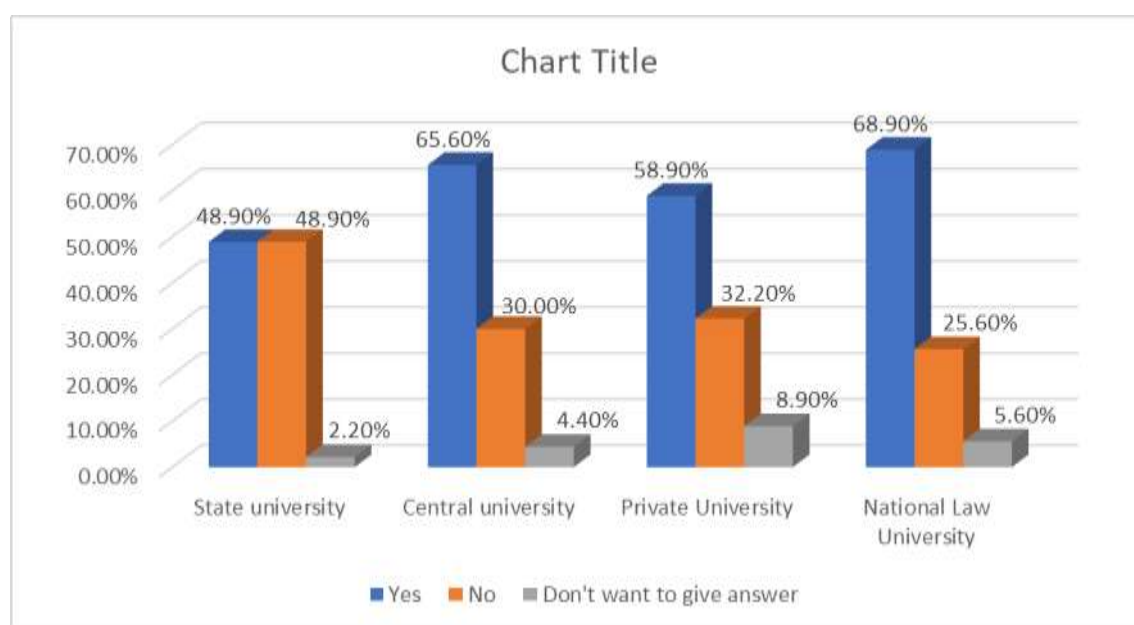
The table shows Gender wise opinion regarding “Have you aware of regulations/acts related to GBVs on campuses”?that did you aware of these regulations/acts earlier as according to gender wise. The table shows that among males, majority 61.1% of respondents said no that they are not aware of the regulations and acts earlier followed by 33.9% of respondents said yes that they are aware of these regulations earlier,5.0% of respondents don’t give answer. Among female, majority 60.0% of respondents said no that they are not aware of the regulations and acts earlier followed by 34.4% of respondents said yes that they are aware of these regulations earlier, 5.6% of respondents don’t give answer.

Hence, the researcher has found that a large number 60.6% of respondents said no that do not they knew the regulations, acts, cells earlier followed by 34.2% of respondents are those who has aware of these regulations, acts, cells earlier and very few respondents don’t want to give answer and males and females are almost equally aware of these regulations earlier.

Table. 5.68. University wise opinion regarding “Have you aware of regulations/acts related to GBVs on Campuses”?

| University wise opinion regarding “Have you aware of regulations/acts related to GBVs on Campuses”? | Nature of University | | | | Total |
|---|----------------------|--------------------|--------------------|-------------------------|--------------|
| | State university | Central university | Private University | National Law University | |
| Yes | 44 (48.9%) | 59 (65.6%) | 53 (58.9%) | 62 (68.9%) | 218 (60.6%) |
| No | 44 (48.9%) | 27 (30.0%) | 29 (32.2%) | 23 (25.6%) | 123(34.2%) |
| Don't want to give answer | 2 (2.2%) | 4 (4.4%) | 8 (8.9%) | 5 (5.6%) | 19 (5.3%) |
| Total | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 90 (100.0%) | 360 (100.0%) |

Source: Field Survey



The table represents the University wise opinion regarding “Have you aware of regulations/acts related to GBVs on campuses”? It shows that among state university, majority 44 (48.9%) of respondents said yes that they are aware of the regulations and acts earlier followed by 44 (48.9%) of respondents said no that they are not aware of the regulations and acts earlier while 2 (2.2%) of respondents don’t give answer. Among Central University, majority 59 (65.6%) of respondents said yes that they are aware of the regulations and acts earlier followed by 27 (30.0%) of respondents said no

that they are not aware of the regulations and acts earlier while 4 (4.4%) of respondents don't give answer. Among Private University, 53 (58.9%) of respondents said yes that they are aware of the regulations and acts earlier followed by 29 (32.2%) of respondents said no that they are not aware of the regulations and acts earlier while 8 (8.9%) of respondents don't give answer. Among National Law University, 62 (68.9%) of respondents said yes that they are aware of the regulations and acts earlier followed by 23 (25.6%) of respondents said no that they are not aware of the regulations and acts earlier while 5 (5.6%) of respondents don't give answer.

Hence, the researcher has found that the total of 218 (60.6%) of respondents said yes that they are aware of the regulations/acts earlier followed by 123 (34.2%) of respondents said no that they are not aware of the regulations and acts earlier while 19 (5.3%) of respondents don't give answer. National law university are very much aware about the regulations/acts earlier than other universities while state university are less aware about the laws/regulations/acts earlier framed by their university and government while very few respondents from state university don't give answer.

Table. 5.69. Respondent wise opinion regarding “Have you got justice by complaining about the Gender based Violence happened with you”?

| Respondent wise opinion regarding “Have you got justice by complaining about the Gender based Violence happened with you”? | Respondents | | | Total |
|--|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching | Non-Teaching staff | |
| Yes | 27 (22.5%) | 55 (45.8%) | 31 (25.8%) | 113 (31.4%) |
| No | 38 (31.7%) | 33 (27.5%) | 41 (34.2%) | 112 (31.1%) |
| Don't Faced | 32 (26.6%) | 19 (15.8%) | 42 (35%) | 93 (25.8%) |
| Don't want to give answer | 23 (19.2%) | 13 (10.8%) | 6 (5.0%) | 42 (11.7%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Respondent wise opinion regarding “Have you got justice by complaining about the Gender based Violence happened with you”? Among students, majority i.e. 31.7% of respondents said no that they do not get justice by complaining of violence happened followed by 26.6% of respondents don’t face violence on campuses. Moreover, among teaching staff, Around 45.8% of respondents said yes that they get justice when they do any incident complaint to the authority followed by 27.5% of respondents who do not get justice from the authority. Among non-teaching staff, more than one third 34.2% of respondents don’t get justice when they do the complaint followed by 35% of respondents who don’t face gender-based violence on campus.

The researcher has found that more than one third i.e. 31.4% of respondents said yes that they get justice moreover almost the same majority 31.1% of respondents said no that they don’t get justice. Hence, majority of respondents get justice or they don’t get justice by complaining violence happened against you. It is also found that majority of respondents from student’s background and non-teaching background don’t get justice by complaint about the violence happened against them. majority of respondents from non-teaching background don’t face any type of violence on campuses followed by respondents from teaching staff said yes that they get justice by complaining. Hence, we can say that students don’t has power or authority listen their complain but don’t work on it.

Table: 5.70. Gender wise opinion regarding “Have you got justice by complaining about the Gender based Violence happened with you”?

| Gender wise opinion regarding “Have you got justice by complaining about the Gender based Violence happened with you”? | Gender | | Total |
|--|--------------|--------------|-------------|
| | Male | Female | |
| Yes | 51 (28.3%) | 62 (34.4%) | 113 (31.4%) |
| No | 61(33.9%) | 51 (28.3%) | 112 (31.1%) |
| Don’t faced | 41 (14.4%) | 52 (18.9%) | 93 (16.7%) |
| Don’t want to give answer | 27 (15.0%) | 15(8.3%) | 42(11.7%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360(100.0%) |

Source: Field Survey

The table shows that Gender wise opinion regarding “Have you got justice by complaining about the Gender based Violence happened with you”? It shows that among male respondents, more than one third i.e. 33.9% of respondents said no that they don’t get justice when they do the complaint followed by 28.3% of respondents said yes that they get justice while 14.4% of respondents don’t face gender-based violence on campuses. Among female respondents, more than one third i.e. 34.4% of respondents said yes that they get justice when they do the complaint followed by 18.9% of respondents has don’t faced gender-based violence on campuses.

Hence, the researcher has found that more than one third i.e. 31.4% of respondents said yes that they get justice moreover almost the same majority 31.1% of respondents said no that they don’t get justice females get justice when they do complaint to the authority while males don’t get justice when they do the complaint. This shows that authority has to reform their policies and listen the voice of males because they are also the sufferer of gender-based violence.

Table. 5.71. Respondents wise opinion regarding “Have your university made any policy for the safety of students/teaching staff and non-teaching staff against the prevalence of the gender-based violence”?

| Respondent wise opinion regarding “Have your university made any policy for the safety of students/teaching staff and non-teaching staff against the prevalence of the gender-based violence”? | Respondents | | | Total |
|--|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 79 (65.8%) | 108 (90.0%) | 92 (76.7%) | 279 (77.5%) |
| No | 35 (29.2%) | 11 (9.2%) | 23 (19.2%) | 69 (19.2%) |
| Don't want to give answer | 6 (5.0%) | 1 (0.8%) | 0.8% (4.2%) | 12 (3.3%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

The table represents Respondent wise opinion regarding “Have your university made any policy for the safety of students/teaching staff and non-teaching staff against the prevalence of the gender-based violence”? The table shows that majority 65.8% of respondents from student’s category said yes about the university policy made for

safety of students, teaching and non-teaching staff of campus while 29.2% respondents has said no that their university has not made any policy for preventing gender-based violence on campuses while 5% respondents do not give any answer. Among teaching staff, majority 90% of respondents said yes about the university policy made for safety of students, teaching and non-teaching staff of campus while 9.2% of respondents has said no that their university has not made any policy for preventing gender-based violence on campuses, 0.8% respondents do not give any answer. Among non-teaching staff, majority 76.7% of respondents said yes about the university policy made for safety of students, teaching and non-teaching staff of campus while 19.2% of respondents has said no that their university has not made any policy for preventing gender-based violence on campuses, 4.2 % respondents do not give any answer.

Hence, the researcher has found that a large number i.e. 77.5% of respondents has said that their universities has made policy for the safety of students, teaching and non-teaching staff followed by most of the respondents are still said that there is no policy in their universities for protecting students, teaching and non-teaching staff. The researcher has also found that teaching staff are majority in number who said that there is no gender-based violence on their campuses as their universities has made policy for the safety of students, teaching and non-teaching staff followed by non-teaching staff and student.

Table. 5.72. Gender wise opinion regarding “Have your university made any policy for the safety of students/faculty and staff against the prevalence of the gender-based violence”?

| Gender wise opinion regarding “Have your university made any policy for the safety of students/faculty and staff against the prevalence of the gender-based violence”? | Gender | | Total |
|--|-----------------|-----------------|-----------------|
| | Male | Female | |
| Yes | 141 (78.3%) | 138 (76.7%) | 279 (77.5%) |
| No | 30 (16.7%) | 39 (21.7%) | 69 (19.2%) |
| Don't want to give answer | 9 (5.0%) | 3 (1.7%) | 12 (3.3%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Gender wise opinion regarding “Have your university made any policy for the safety of students/faculty and staff against the prevalence of the gender-based violence”? it shows that overwhelming majority i.e. 78.3% of male respondents said that yes that their university has made policy for preventing gender-based violence on campuses against the students, teaching and non-teaching staff while 16.7% of respondents said no that their university has not anything for preventing GBV on campuses. Among female respondent, a large number 76.7% of respondents said that yes that their university has made policy for preventing gender-based violence on campuses against the students, teaching and non-teaching staff while 21.7% no that their university has not anything for preventing GBV on campuses.

Hence the researcher has found that a large number i.e. 77.5% of respondents has said that their universities has made policy for the safety of students, teaching and non-teaching staff and almost equal majority of male and female said yes that their university has made various policies that protect the student, teaching and non-teaching staff from gender-based violence.

Table. 5.73. Respondent wise opinion regarding awareness of the respondents about the existence of various policies at the university level.

| Respondent wise opinion regarding awareness of the respondents about the existence of various policies at the university level. | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Anti-ragging cell | 22 (18.3%) | 43 (35.8%) | 40 (33.3%) | 105 (29.2%) |
| Grievance/ICC | 3 (2.5%) | 4 (3.3%) | 8 (6.6%) | 15 (12.5%) |
| Anti-harassment cell | 17 (14.2%) | 11 (9.2%) | 16 (13.3%) | 44 (12.2%) |
| All of the above | 14 (11.7%) | 4 (3.3%) | 8 (6.7%) | 26 (7.2%) |
| None of the above | 20 (16.7%) | 25 (20.8%) | 23 (19.2%) | 68 (18.9%) |
| Don't want to give answer | 44 (36.7%) | 33 (27.5%) | 25 (20.8%) | 102 (28.3%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Respondent wise opinion regarding awareness of the respondents about the existence of various policies at the university level. It shows that among students, majority 36.7% of respondents don't want to give answer followed by 18.3% of respondents know about the anti-ragging cell while very few respondents 2.5% know about the grievance/ICC. Among teaching staff, majority 35.8% of respondents know the anti-ragging cell followed by 27.5% of respondents don't give answer while very few respondents 3.3% know about the grievance/ICC. Among non-teaching staff, 33.3% of respondents know the anti-ragging cell followed by 20.8% of respondents don't give answer while very few respondents 6.6% know about the grievance/ICC. Hence, the researcher has found that majority 29.2% of respondents know about the anti-ragging cell followed by 28.3% of respondents who don't give answer and very few 12.5% of respondents don't know about the Grievance/ICC. It is also found that majority of students don't give answer while teaching and non-teaching staff know about the anti-ragging cell.

Table. 5.74. Gender wise opinion regarding awareness of the respondents about the existence of various policies at the university level.

| Gender wise opinion regarding awareness of the respondents about the existence of various policies at the university level. | Gender | | Total |
|---|---------------|---------------|----------------|
| | Male | Female | |
| Anti-ragging cell | 52 (28.9%) | 53 (29.4%) | 105 (29.2%) |
| Grievance/ICC | 7 (2.2%) | 8 (1.7%) | 15 (1.9%) |
| Anti-harassment cell | 17 (9.4%) | 27 (15.0%) | 44 (12.2%) |
| All of the above | 15 (8.3%) | 11 (6.1%) | 26 (7.2%) |
| None of the above | 39 (21.7%) | 29 (16.1%) | 68 (18.9%) |
| Don't want to give answer | 50 (27.8%) | 52 (28.9%) | 102 (28.3%) |
| Total | 180 (100%) | 180 (100%) | 360 (100%) |

Source: Field Survey

The table shows Gender wise opinion regarding awareness of the respondents about the existence of various policies at the university level. It shows that among male

respondents, majority 28.9% of respondents there is anti-ragging cell in their campus and 27.8% of respondents don't want to give answer followed by 2.2% of respondents know about the grievance/ICC committee. While among female respondents, majority 29.4% of respondents there is anti-ragging cell in their campus and 28.9% of respondents don't want to give answer followed by 1.7% of respondents know about the grievance/ICC committee.

Hence, the researcher has found that more than one fourth i.e. 29.2% of respondents knew only about the anti-ragging cell followed by more than one fourth i.e. 28.3% of respondents who didn't give answer this may be because of the lack of awareness regarding cells on campus and very few 12.5% of respondents knew about the Grievance/ICC. The researcher has found that more than one fourth i.e. 28.9% of male and 29.4 % female knew about the anti-ragging cell but they don't not aware of the Grievance /ICC where they can go and lodged the complaint.

Table. 5.75. Respondents wise opinion regarding remedial measures taken by university that protect student/teaching and non-teaching staff from GBV on campuses.

| Respondents wise opinion regarding remedial measures taken by university that protect student/teaching and non-teaching staff from GBV on campuses. | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Awareness camps | 22 (18.3%) | 43 (35.8%) | 40 (33.3%) | 105 (29.2%) |
| Sex-education related programmes | 1 (0.8%) | 1 (0.8%) | 5 (4.2%) | 7 (1.9%) |
| Workshops/conferences/seminars | 17 (14.2%) | 11 (9.2%) | 16 (13.3%) | 44 (12.2%) |
| Gender Sensitization program | 14 (11.7%) | 4 (3.3%) | 8 (6.7%) | 26 (7.2%) |
| All the above | 20 (16.7%) | 25 (20.8%) | 23 (19.2%) | 68 (18.9%) |
| None | 44 (36.7%) | 33 (27.5%) | 25 (20.8%) | 102 (28.3%) |
| Don't want to give answer | 2 (1.7%) | 3 (2.5%) | 3 (2.5%) | 8 (2.2%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Respondents wise opinion regarding remedial measures taken by university that protect student/teaching and non-teaching staff from GBV on campuses. It shows that among students, more than one third i.e. 36.7% of respondents said that none of the remedial measures has been taken by the university. After that, 18.3% of respondents said that the university organises awareness camps, 16.7% of respondents said that all remedial measures that includes awareness camps, sex education related programmes, workshops/conferences/seminars, gender sensitization program has been organised by the university,

Among teaching staff, more than one third i.e. 35.8% of respondents said that the university organises awareness camps. After that 27.5% of respondents said that none of the remedial measures has been taken by the university. After that 20.8% of respondents said that all remedial measures has been organised that includes awareness camps, sex education related programmes, workshops/conferences/seminars, gender sensitization program has been organised by the university.

Among non-teaching staff, one third i.e. 33.3% of respondents said that the university organises awareness camps. After that 20.8% of respondents said that none of the remedial measures has been taken by the university. After that 19.2% of respondents said that all remedial measures that includes awareness camps, sex education related programmes, workshops/conferences/seminars, gender sensitization program has been organised by the university.

Hence, the researcher has found that a total of 29.2% respondents agreed that their university organises awareness camps in order to eradicate gender-based violence from campuses followed by 28.3% of respondents said that no remedial measures has been taken by their university while 18.9% of respondents said that all the aforementioned remedial measures by very least respondents said that sex education related programmes has been organised by their university. More than one third i.e. 36.7% of students said that no programme has been organised by their university while more than one third i.e. 35.8% of teaching staff and one third 33.3% of non-teaching staff said their university organises awareness camps. Hence students are very much dissatisfied with their university.

Table. 5.76. Gender wise opinion regarding remedial measures taken by university that protect student/teaching and non-teaching staff from GBV on campuses

| Gender wise opinion regarding remedial measures taken by university that protect student/teaching and non-teaching staff from GBV on campuses | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Awareness camps | 52 (28.9%) | 53 (29.4%) | 105 (29.2%) |
| Sex education related programmes | 4 (2.2%) | 3 (1.7%) | 7 (1.9%) |
| Workshops/conferences/seminars | 17 (9.4%) | 27 (15.0%) | 44 (12.2%) |
| Gender Sensitization program | 15 (8.3%) | 11 (6.1%) | 26 (7.2%) |
| All the above | 39 (21.7%) | 29 (16.1%) | 68 (18.9%) |
| None of the above | 50 (27.8%) | 52 (28.9%) | 102 (28.3%) |
| Don't want to give answer | 3 (1.7%) | 5 (2.8%) | 8 (2.2%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Gender wise opinion regarding remedial measures taken by university that protect student/teaching and non-teaching staff from GBV on campuses. It shows that among male respondents, majority i.e. 28.9%) said that their university organises awareness camps for protection of persons on campuses followed by 27.8% of respondents said that no remedial measures has been taken by universities. Among female respondents 53 (29.4%) of respondents said that their university organises awareness camps for protection of persons on campuses followed by 52 (28.9%) of respondents said that no programmes has not been organised by universities.

Hence, the researcher has found that more than one fourth i.e. 29.2% of respondents agreed that their university organises awareness camps in order to eradicate gender-based violence from campuses followed by 28.3% of respondents said that no remedial measures has been taken by universities the researcher has found that almost equal majority of male and female respondents i.e. 28.9% and 29.4% has said that their

university organises awareness camps for protection of persons on campuses on the same ahead no remedial measures has been organised in their campuses.

Table: 5.77. Respondent wise opinion regarding the social campaigns organised by the university.

| Respondent wise opinion regarding the social campaigns organised by the university | Respondents | | | Total |
|--|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 70 (58.3%) | 98 (81.7%) | 71 (59.2%) | 239 (66.4%) |
| No | 43 (35.8%) | 20 (16.6%) | 47 (39.1%) | 110 (30.5%) |
| Don't want to give answer | 7 (5.8%) | 2 (1.7%) | 2 (1.7%) | 11 (3.0%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Respondent wise opinion regarding the social campaigns organised by the university. It shows that among students, a large number i.e. 58.3% of respondents said yes that their university organises social campaigns in university. While 35.8% of respondents said no that their university organises no social campaigns followed by 5.8% of respondent don't give answer. Among teaching staff, overwhelming majority 81.7% of respondents said yes that their university organises social campaigns in university. While 16.6% of respondents said no that their university organises no social campaigns followed by 1.7% of respondent don't give answer. Among students, majority 59.2% of respondents said yes that their university organises social campaigns in university. While 39.1% of respondents said no that their university organises no social campaigns followed by 1.7% of respondent don't give answer.

Hence, the researcher has found that a large number i.e. 66.4% of respondent said yes that their university organises social campaigns. While 30.5% of respondents said no that their university organises no social campaigns followed by very less number i.e. 3.0% of respondent don't give answer. The researcher has also found that majority of

teaching staff agreed that their university organises social campaign and more student and non-teaching staff don't know whether their university organises social campaigns or not.

Table:5.78. Gender wise opinion regarding the social campaigns organised by the university

| Gender wise opinion regarding the social campaigns organised by the university | Gender | | Total |
|--|-----------------|-----------------|-----------------|
| | Male | Female | |
| Yes | 119 (66.1%) | 120 (66.7%) | 239 (66.4%) |
| No | 54 (30.0%) | 56 (31.1%) | 110 (30.5%) |
| Don't want to give answer | 7 (3.9%) | 4 (2.2%) | 11 (3.1%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table denotes that Gender wise opinion regarding the social campaigns organised by the university. It shows that among male respondent, majority i.e. 66.1% of respondent said yes that university has organises social campaigns while more than one third i.e. 30.0% of respondent said no that their university has not organises any social campaigns. 3.9% of respondents do not give answer. Among female respondent, majority i.e. 66.7% of respondent said yes that university has organises social campaigns while 1.1% of respondent said no that their university has not organises any social campaigns. 2.2% of respondents do not give answer.

Hence, the researcher has found that a large number i.e. 66.4% of respondent said yes that their university organises social campaigns. While 30.5% of respondents said no that their university organises no social campaigns followed by very less number i.e. 3.0% of respondent don't give answer. The researcher has also found that a large number i.e.66.1 and 66.7% of male and females agreed that their university organises social campaigns.

Table.5.78. Respondent wise opinion regarding types of social campaigns organised by the university.

| Respondent wise opinion regarding types of social campaigns organised by the university | Respondents | | | Total |
|---|-----------------|-----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Organises poster campaigns to raise awareness regarding GBV | 17 (14.2%) | 43 (35.8%) | 45 (37.5%) | 105 (29.2%) |
| Use communication technology | 16 (13.3%) | 9 (7.5%) | 8 (6.7%) | 33 (9.2%) |
| Uses social marketing campaign | 5 (4.2%) | 7 (5.8%) | 6 (5.0%) | 18 (5.0%) |
| All the above | 32 (26.7%) | 27 (22.5%) | 24 (20.0%) | 83 (23.1%) |
| None of the above | 17 (14.2%) | 20 (16.7%) | 22 (18.3%) | 59 (16.4%) |
| Don't want to give answer | 33 (27.5%) | 14 (11.7%) | 15 (12.5%) | 62 (17.2%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Respondent wise opinion regarding types of social campaigns organised by the university. It shows that among students, majority 27.5% of respondents don't give any answer. After that, 26.7% of respondents said that all types of social campaigns like poster campaigns, communication technology, social marketing campaign.

Among teaching staff, 35.8% respondents said that their university organises poster campaign for raising awareness regarding gender-based violence. After that, 22.5% of respondents said that all types of social campaigns like poster campaigns, communication technology, social marketing campaign,

Among non-teaching staff, 37.5% of respondents said that their university organises poster campaign for raising awareness regarding gender-based violence. 20% of respondents said that all types of social campaigns like poster campaigns, communication technology, social marketing campaign,

Hence, the researcher has found that the majority 29.2% of respondents said that their university organises poster campaigns for making the campuses violence free while 23.1% of respondents said that all types of social campaigns that are

mentioned has been organised by their university, very few 5% of respondents said that social marketing campaign has been organised by their university. It is also found that one fourth i.e. 27.5% of students remain silent about the social campaigns organised by their university while on the same ahead more than one third i.e. 47 (35.8%) and 45 (37.5%) majority of teaching and non-teaching staff said their university has organises various types of social campaigns on campuses in which majority said that it is poster campaign that is organised by mostly by university but social marketing campaign is organising less by their university.

Table. 5.79. Gender wise opinion regarding types of social campaigns organised by the university

| Gender wise opinion regarding types of social campaigns organised by the university | Gender | | Total |
|---|-----------------|-----------------|-----------------|
| | Male | Female | |
| Organises poster campaigns to raise awareness regarding GBV | 53 (29.4%) | 52 (28.9%) | 105 (29.2%) |
| Use communication technology | 12 (6.7%) | 21 (11.7%) | 33 (9.2%) |
| Uses social marketing campaign | 9 (5.0%) | 9 (5.0%) | 18 (5.0%) |
| None of the above | 36 (20.0%) | 23 (12.8%) | 59 (16.4%) |
| All the above | 46 (25.6%) | 37 (20.6%) | 83 (23.1%) |
| Don't want to give answer | 24 (13.3%) | 38 (21.1%) | 62 (17.2%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents that Gender wise opinion regarding types of social campaigns organised by the university. The table shows that more than one fourth i.e.29.4% of male respondents said that their university organises poster campaigns to raise awareness regarding gender-based violence followed by i.e. 25.6% of respondents said that their university organises all the social campaigns i.e. organises poster campaigns, uses communication technology, uses social marketing. While more than one fourth 28.9% of female respondents said that their university organises poster campaigns to

raise awareness regarding gender-based violence followed by 21.1% of respondents are those who don't give answer, 20.6% of respondents said that their university organises all the social campaigns i.e. organises poster campaigns, uses communication technology, uses social marketing.

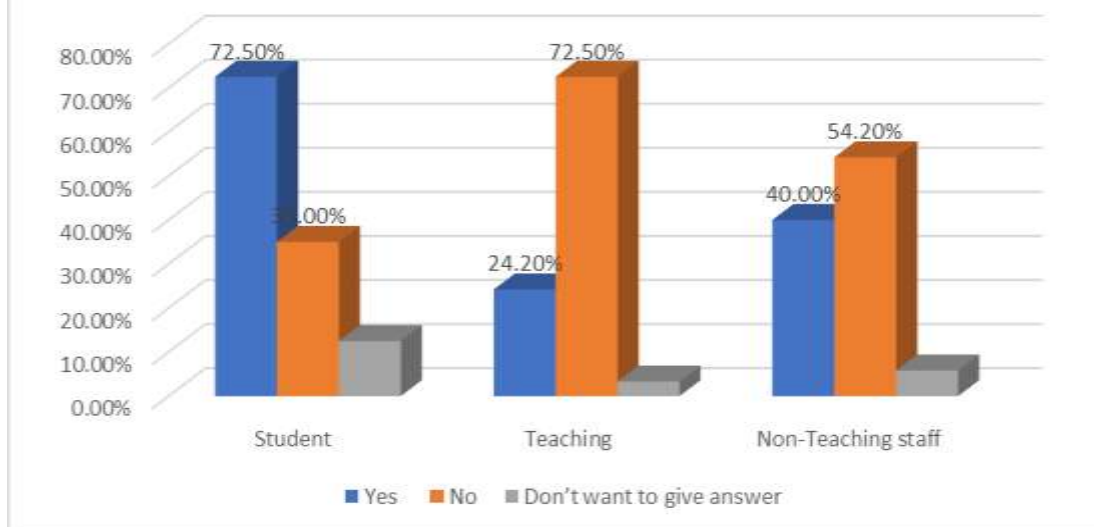
Hence, the researcher has found that the total i.e. 29.2% of respondents said that their university organises poster campaigns for making the campuses violence free while 23.1% of respondents said that all types of social campaigns that are mentioned has been organised by their university, very few 5% of respondents said that social marketing campaign has been organised by their university. While the perceptions of male to female regarding gender-based violence and social campaigns is same.

Table. 5.80. Respondents wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees

| . Respondents wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees | Respondents | | | Total |
|---|-----------------|----------------|--------------------|-----------------|
| | Student | Teaching staff | Non-Teaching staff | |
| Yes | 63 (72.5%) | 29 (24.2%) | 48 (40.0%) | 140 (38.9%) |
| No | 42 (35.0%) | 87 (72.5%) | 65 (54.2%) | 194 (53.9%) |
| Don't want to give answer | 15 (12.5%) | 4 (3.3%) | 7 (5.8%) | 26 (7.2%) |
| Total | 120 (100.0%) | 120 (100.0%) | 120 (100.0%) | 360 (100.0%) |

Source: Field Survey

Fig. Respondents wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees



The table and graph represents Respondents wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees. It shows that among students, more than half i.e.52.5% of respondents are satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff while 35.0% of respondents are not satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff. 12.5% of respondents don't give answer whether they are satisfied or not. Hence, it can be seen that majority of students are satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff. Among Teaching staff, three-fourth i.e. 72.5% of respondent said no that they are not satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff while24.2% of respondents are satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff, 4 3.3%of respondents don't give answer whether they are satisfied or not. Among Non-Teaching staff more than half54.2% of respondent said no that they are not satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff while 40.0% of respondents are satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff, 5.8% of respondents don't give answer whether they are satisfied or not.

Hence, the researcher has found that more than half i.e. 53.9% of respondents said no that they are not satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff while 7.2% don't give answer whether they are satisfying or not. Hence it can be inferred the educational institute need to reform their existing arrangements and protect the students from gender-based violence. Teaching staff are in majority who are not satisfy with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff of campus.

Table. 5.81. Gender wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees.

| Gender wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees. | Gender | | Total |
|---|-----------------|-----------------|--------------|
| | Male | Female | |
| Yes | 65 (36.1%) | 75 (41.7%) | 140 (38.9%) |
| No | 100 (55.6%) | 94 (52.2%) | 194 (53.9%) |
| Don't want to give answer | 15 (8.3%) | 11 (6.1%) | 26 (7.2%) |
| Total | 180 (100.0%) | 180 (100.0%) | 360 (100.0%) |

Source: Field Survey

The table represents Gender wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees. It shows that among the among the male respondent majority of 55.6% respondent said no that they are not satisfied with the existing arrangements of the campus for ensuring the safety of students, teaching and non-teaching staff while 36.1% of respondent said yes that they are satisfied with the existing arrangements of the campus for ensuring the safety of students, teaching and non-teaching staff. 8.3% of respondents don't give answer when the question is asked. Hence, mostly male respondents are not satisfied with the existing arrangements of the campus about the safety of student, teaching and non-teaching staff. Among female respondent majority of 52.2% respondent said no that they are not satisfied with the

existing arrangements of the campus for ensuring the safety of students, teaching and non-teaching staff while 41.7% of respondent said yes that they are satisfied with the existing arrangements of the campus for ensuring the safety of students, teaching and non-teaching staff. 6.1% of respondents don't give answer when the question is asked about the safety of student, teaching and non-teaching staff of campus of Lucknow. Mostly female respondents are satisfying with the existing arrangements on the ahead mostly females has also not been satisfying with the remedial measures of campus.

Hence, it is clear that more than half i.e. 53.9% of respondents said no that they are not satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff while 7.2% don't give answer whether they are satisfying or not. And both male and females are not satisfying with existing arrangements of the campus for ensuring the safety of students, teaching and non-teaching staff of campus.

Table. 5.82. University wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees

| University wise opinion regarding satisfaction of the respondents pertaining to the remedial measures taken by the university for ensuring the safety of both students and employees | Nature of University | | | | Total |
|--|----------------------|--------------------|--------------------|-------------------------|--------------|
| | State University | Central University | Private University | National Law University | |
| Yes | 41 (45.6%) | 37 (41.1%) | 28 (31.1%) | 34 (37.8%) | 140 (38.9%) |
| No | 41 (45.6%) | 47 (52.2%) | 58 (64.4%) | 48 (53.3%) | 194 (53.9%) |
| Don't want to give answer | 8 (8.9%) | 6 (6.7%) | 4 (4.4%) | 8 (8.9%) | 26 (7.2%) |
| Total | 90 (100%) | 90 (100%) | 90 (100%) | 90 (100%) | 360 (100.0%) |

Source: Field Survey

The table represents are you satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees. It shows that among state university, majority 45.6% of respondents said no that they are not satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees followed by 45.6% of respondents said yes that they are satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees while 8.9% of respondents do not give any answer. Among Central University, majority 52.2% of respondents said no that they are not satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees followed by 41.1% of respondents said yes of respondents said yes that they are satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees while 6.7% of respondents do not give any answer. Among Private University, majority 64.4% of respondents said no that they are not satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees followed by 31.1% of respondents said yes that they are satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees while 4.4% of respondents do not give any answer. Among National Law University, majority 53.3% of respondents said no that they are not satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees followed by 37.8% of respondents said yes that they are satisfied with the existing arrangements on the campus for ensuring the safety of both students and employees while 8.9% of respondents do not give any answer.

Hence, more than half i.e. 53.9% of respondents said no that they are not satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff while 7.2% don't give answer whether they are satisfying or not. Respondent from Private university are in majority who said that they are not satisfied with the existing arrangements of campus.

Conclusion:

From the above study, it is clear that majority of respondent belong to the age group of 26-33 years. And the ratio of male to female are equal and mostly belongs to general caste and follow Hindu religion. Respondents are well educated and attain higher degrees from campuses and majority comes from arts stream but the variation of male to female varies regarding students, teaching and non-teaching staff of campuses. Most

of the respondents comes from financially sound family. There are equal number of respondents in each selected university of Lucknow in which a majority of respondents come from urban area and least respondents are come from peri-urban and they are not residing on the campuses. The prevalence of gender-based violence in university, types of GBV on campuses, its causes and consequences in these universities as well as awareness regarding various regulations and acts has been analysed empirically on the field survey and these all are discussed in the next chapter.

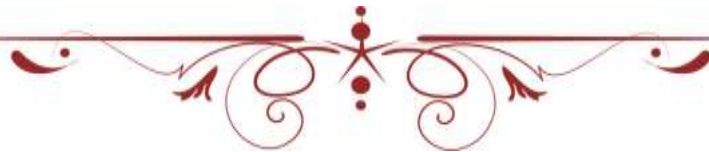
Hence, it can be concluded that gender-based violence is prevalent on campuses of Lucknow as more than half of the respondents faced it during their campus time. As gender-based violence is occurring moderately affected the majority of the respondents. There are various types of violence which the face on campuses but the psychological violence is faced by majority of respondents as well as sexual violence is also faced by the respondents but their ratio is little bit low than from psychological violence. GBV has not only affected the respondent's studies as well as their day to day work. Mainly, males and females both are the victim of gender-based violence but females suffers more GBV on campuses than males because individuals especially male contemplates that they are superior than man as Simone de Beauvoir famous said that "one is not born, but rather becomes, a woman." Because around half of the respondents has agreed that gender, race, sex, socialization of family, campus culture, association among peers as well as gender inequality all are responsible for the gender-based violence on campus and. These are the reasons that GBV has still prevalent on campuses and GBV prevalent on campuses extremely the respondent's work/education. As, one third of the respondents avoided the situation that they faced in the selected campuses of Lucknow city and GBV impacted the respondents very much as they don't concentrate on their work, suffered from depression, anxiety, embarrassment, low self-esteem, loneliness, post-traumatic stress disorder, behave differently with their family as well as friends, sometimes it may also become a lifetime threatening for the respondents etc. Majority of respondents don't aware of the regulations/acts related to GBV on campuses as majority of respondents do not knew the UGC (Prevention, Prohibition, Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions 2015. Very less number of respondents do not know about the Grievance cell/ICC committee framed by the university for the safety of them. There are various measures taken by the university as almost one third of

respondents said that their university organises awareness camps, workshops/conferences/seminars, gender sensitization program etc. Mostly respondents hesitate to do the complaint to the authority and lack of awareness regarding governmental laws and policies. In the study, majority of respondents from universities in which males and females that includes teaching and non-teaching staff has not been satisfied with the existing arrangements (remedial measures) of the selected universities of Lucknow city.



CHAPTER – 6

FINDINGS, CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS



Chapter–6

Findings, Conclusion, Suggestions and Recommendations

6.1 Conclusion

Gender-based violence occurs in all countries, developed and developing, in communities, our families, schools, and institutions and it is a matter of concern. It happens to people of various ages, genders, religions, social classes, and castes all across the world. Gender-based violence on college campuses occurs regardless of the victim's age, religion, class, or caste. Gender violence is a pattern of abuse against women, boys, and girls that is only differentiated in form and extent by the traditions, cultural, and societal contexts in which it happens. The bulk of violence against women and girls is done by partners with whom they have a close or interdependent connection. Gender-based violence on college campuses violates a number of rights, including the right to life, the right not to be tortured or subjected to cruel, inhuman, or degrading treatment or punishment, the right to equal protection under the law, the right to equality in the family, the right to the highest standard of physical and mental health. The present study focuses on the gender-based violence on campuses of Lucknow and however, it has been found that it is increasing day by day and its prevalence on campuses of Lucknow has become a major concern for all of us because a significant proportion of cases of GBV take place in institutions that are supposed to follow the code of respect of human rights, academic discourses, and determination of struggles over civic means. It is indicative of some underlying challenges in the curricula, institutional cultures and the management and governance of the universities. It is therefore crucial that GBV becomes an important area of research and discourse in higher education for the study of students, teaching and non-teaching staff in the selected universities of Lucknow city. It has been conceptualized in present study that gender-based violence on campuses still exist in the study area but it differs in nature and intensity with variance among the prevalence of GBV in selected universities of Lucknow city. For analysing the prevalence of gender-based violence on campuses, knowing the various types of gender-based violence, its causes and consequences, correlation between prevalence of GBV on campuses with males, females, among students, teaching and non-teaching staff and between selected universities of Lucknow

has been planned and on the basis of this, data has been collected by making questionnaire.

Cross-sectional descriptive research design has been adopted in the present study to know the prevalence of GBV on campuses at a specific time period. A total of 360 respondents has been taken in which 90 respondents has taken from each selected university of Lucknow. 90 respondents have been further divided into three parts i.e. 30 students, 30 teaching and 30 non-teaching staff are randomly chosen from each selected university of Lucknow by using stratified sampling.

With the help of concepts like gender, gender-based violence, campus violence etc and theories such as Intersectional theory, Sexual objectification theory, socio-cultural theory, General Strain Theory, Differential Association Theory etc. the researcher tries to analyse the research problems the interweaving of social inequalities, including class, race/ethnicity, gender, disability and sexuality which produces more complex patterns of discrimination than allowed for by single dimensional conceptualizations.

From the secondary data collected from selected universities of Lucknow and various types of gender-based violence happening on campuses of India and Uttar Pradesh, it is found that gender-based violence has been happening and specially, sexual violence followed by psychological violence. Female students, teaching staff and non-teaching staffs are its victim instead of various resolving committees established on campuses. This shows that these committees are not taking the issues related to GBV on campuses seriously or may be the victims don't come forward and speak out their pain and agony they are facing because of violence. So, there should be open and friendly environment for all whether it is student, teachers and non-teaching staff, so that, they come and speak about the mishappening happened against them without any hesitation.

Moreover, there are many governmental committees that are formed for preventing the gender-based violence on campuses. They are formed for the purpose of safety of an individual on campus but still the proper implementation of these laws and regulations are needed because instead of the regulations and acts GBV still prevalent on a high rate. So, campus response to violence generally is distorted and informed by counsellors who share their issues with other student affairs

6.2. Findings of the Study

The researcher explains the findings of the study, conclusion, suggestions and recommendations for future research has been presented. Here, in this study the researcher has collected the data from students, teaching staff and non-teaching staff of selected four universities of Lucknow city to know the variance of gender-based violence on campuses, the awareness level of respondents towards the policies that are framed for the prevention of GBV on campuses. For this, the researcher has used mixed method approach to show the variation in GBV among students, teachers and non-teaching staffs of selected universities of Lucknow city.

Findings pertaining to Quantitative Study

Findings related to the quantitative study reveal that:

The researcher tries to analyse the variation in gender-based violence faced by students, teaching and non-teaching staff of the campuses with respect to gender and selected universities of Lucknow city.

1. Around half 48.1% of respondents falls under the age group 26-33 of years and rest falls under 30.3% of respondents under the age group 34-42 of years, 14.2% of respondents falls under the age group 17-25 of years, 7.5% of respondent to above 42 years of age group.
2. There is an equal proportion of male and female respondents i.e. 50% of male respondents & 50% of female respondents. Hence it can be observed that the ratio of male to female are equal.
3. More than half 63.9% of respondents belongs to general caste but the ratio of ST is very low in comparison to other three categories i.e. SCs, OBCs, STs.
4. Overwhelming majority of respondents are from the Hindu religion which comprise of 89.2% followed by Muslim 6.1%, Sikh 1% Christian 1.1% and other religion 2.2% have least respondents. Hence, majority of respondents belongs to Hindu religion.
5. Less than half of respondents 40.3% have PhD degree as their qualification followed by post-graduation as their educational qualification with 30.6%, while 23.1% have graduation as their qualification, 6.1% have M.Phil. as their

educational qualification. Hence it has been said that respondents are well educated and have higher degree on campuses.

6. A variation between male and female among students, teaching and non-teaching staff of campuses.
7. More than one fourth 28.1% of respondents are having an annual income of family above 6 lacs followed by 24.2% are having an annual income between 2 lacs to 4 lacs. 21.7% of respondents are having an annual income between 50,000 – 2,00,000 lacs. 18.3% of respondents are having an annual income between 4,00,000 – 6,00,000 lacs. 7.8% of respondents are having an annual income between 0-50,000 lacs. Hence, respondents belong to financially sound family.
8. One-third majority of respondents 123 (34.2%) have opted Arts as their academic area followed by management 17.2 percent as their academic area. Law has 57 (15.8%) respondents as the academic area. It can also be noticed that maximum respondents are chooses arts as their academic area followed by management. Hence it can be inferred that maximum respondents comes from art stream.
9. There are equal number of respondents from each i.e.25% from Private University followed by 25% from Central University, 25% from State University and 25% from National Law University respectively. Hence, there are equal number of respondent in each selected university of Lucknow city.
10. Three-fourth i.e. 68.3% of respondents belongs to urban background. While less than one-fourth i.e. 23.9% of respondents belong to rural background and very less number of respondents i.e. 7.8% are come from peri urban.
11. Overwhelming majority i.e.81.1% of respondents stay at off campus locality/sitewhile less than one-third i.e. 18.9% of respondents stay at on campus locality/site of residence. Hence, the researcher has found that the majority of respondents are not residing on the campuses.

Objective 1.To examine the prevalence of gender-based violence on the campus.

Based on the first objective, following findings havebeen foundat the levels of gender and university.

1. A large number i.e. 68.6% of respondent answered yes and agreed that there is a prevalence of gender-based violence on campuses followed by less than one-

fourth i.e. 26.9% of respondents said no that gender-based violence has not prevalent on campuses. Henceforth, it has been said that gender-based violence has prevalent in the selected universities of Lucknow city in which maximum number of students 76.7%, teaching staff i.e. 67.5% and non-teaching staff i.e. 61.7% admitted that gender-based violence has been prevalent in selected universities of Lucknow city.

2. A large number i.e. 68.6% of female respondents other than male said that there is a prevalence of gender-based violence on campuses in which a large number i.e. 71.1% of female respondents admitted that gender based violence has been prevalent in the selected universities of Lucknow city.
3. Majority 68.6% of respondents admitted that gender-based violence is prevalent on campuses and majority of respondents from central university thinks that GBV is prevalent on campuses followed by respondents from state university.
4. More than one third i.e. 33.6% of respondents said that it is moderately occurring on campuses while more than one fourth i.e. 26.7% of respondents said that gender based violence has not prevalent on campuses. It is found that more than one-third i.e 35% of non-teaching staff thinks that gender-based has been moderately occurring on the campuses of Lucknow city whereas one third 33.3% of teaching staff thinks that it has been moderately occurring on campuses and almost one third 32.5% of students thinks that it has been moderately occurring on campuses Hence, students, teaching and non-teaching staff said that gender-based violence is occurring moderately on campuses.
5. More than one third
i.e. 33.6% of respondents said that it is moderately occurring on campuses while more than one fourth i.e. 26.7% of respondents said that gender based violence has not prevalent on campuses. More than one third 35.0% of female respondent than male respondent accepted that it is neither high nor low or zero. It has been occurring on campuses at a moderate level.
6. A total of i.e. 41.1%
of respondent said that female faces more gender-based violence on campuses followed by i.e. 24.7% of respondents said that no one faces gender-based violence on campuses while barely i.e. 1.9% of respondent don't give answer . Hence, females are the main victim on campuses and faces more violence than

any other gender whether it is male or transgender across different categories i.e. students, teaching and non-teaching staff. It is also found that nearly half i.e. 47.5% teaching staff said that females on campuses became the victim of gender-based violence followed by students and non-teaching staff while majority of non-teaching staff said that there is no one on the campuses who faced gender-based violence on campuses followed by teaching and students. Majority of non-teaching staff said that there is everyone on campuses who faced gender-based violence.

7. Average majority i.e. 41.1% of respondents said that females are the main victim on campuses and suffers from gender based violence more on campuses followed by almost one fourth i.e.24.7% of respondents said that no one on the campuses faced gender based violence on campuses in which the researcher has also found that more than half female i.e. 52.2% of respondents thinks that females are the main victims of GBV on campus of Lucknow city than male while nearly one third i.e. 30% of respondents thinks that females faced more gender-based violence on campuses.
8. A total of i.e. 29.2% respondents said that psychological violence is prevalent more on selected campuses of Lucknow followed by i.e.18.9% of respondent said that there is no gender-based violence on campuses while 8.1% of respondents said that there is physical violence on campuses. It is also found said that student are in majority who said that there is a prevalence of psychological violence on campuses while teachers said that there is no such prevalence of gender-based violence on campuses, non-teaching staff said that there is a prevalence of psychological violence followed by 17.5% of sexual violence. Hence, a variation in the prevalence of forms of gender-based violence on selected campuses of Lucknow has been observed. Hence, various types of gender-based violence has prevalent on campuses and has been faced by students, teaching and non-teaching staff of selected universities of Lucknow city.
9. More than one fourth i.e. 29.2% of respondent said that psychological violence has been prevalent on campuses followed by 18.9% of respondents said that all forms of gender-based violence has been prevalent on campuses. While very low majority of respondent said that physical violence is occurring on campuses

as secondary data also shows that physical violence has prevalent on campuses that include fighting, beating, slapping etc and male respondents answered that psychological violence has been prevalent more on campuses. Hence, the table has revealed that psychological violence is prevalent more on campuses than other types of violence but the secondary data also reveals that sexual violence has prevalent on campuses but due to social stigma, fear they don't come forward tell about the incidence.

10. Half of 50.3 % respondent said that they have faced gender-based violence on campus followed by 43.1% of respondent said that they don't faced violence followed by 6.7 % of respondents of don't give any answer and more than half i.e. 51.7% of the students have faced gender-based violence followed teaching and non-teaching staff.
11. Half of 50.3 % respondent said that they have faced gender-based violence on campus followed by 43.1% of respondent said that they don't faced violence followed by 6.7 % of respondents of don't give any answer Majority of females faced gender-based violence on campuses while males also faced gender-based violence but their majority is little bit less than females.
12. Half i.e. 50.3% of respondent in the selected university of Lucknow city has said yes that they have faced gender-based violence in their university. Henceforth, gender-based violence is prevalent in the selected universities of Lucknow. It is also found that gender-based violence is prevalent more in National Law university while in the state university majority of respondent said no that they don't face gender-based violence in their university. More than half of respondents from national law university and private university has alleged that gender-based violence is faced by them. While more than half of the respondents from state university said no that they have never faced gender-based violence on campuses.
13. Majority 21.9% of respondents said that male teaching staff are responsible for GBV on campuses followed by 19.2% of respondents said that female faculty is the perpetrator behind GBV on campuses. Majority of students said that female faculty is the perpetrator behind GBV on campuses while teaching and non-teaching staff said that male faculty are responsible for the GBV on campuses.
14. Total of 21.9 percent of male teaching staff are responsible for gender-based violence occurred against them followed by 20 percent of batchmates is

responsible for gender-based violence on campuses whereas 2.8 percent of respondents said that very least number of non-teaching staff has violated them. Henceforth, it is also found that one fourth of male respondent believed that faculty whether it is male or female did GBV on campuses while majority of female respondents thought that their batchmates did GBV on campus.

Objective 2: To understand the forms (physical, psychological, verbal, sexual) of gender-based violence on campuses

1. More than one third i.e. 35 % of respondents has never faced the physical violence on campuses and majority comes from student's background and minority of respondents said that they have faced some form of physical violence like slapping and kicking has been faced on an equal amount by students and teaching's background. Majority of respondents among facing all types of violence comes from non-teaching staff. Hence, non-teaching staff are in majority who faced fighting and beating and the majority is large in number to student and teachers.
2. More than one third i.e. 35 % of respondents has never faced the physical violence on campuses and majority of males don't faced physical violence but they are mostly faced fighting or beating on campus. While majority of females have never faced physical violence but they faced slapping and kicking more during campus time. Hence, physical violence is occurring on campus but the rate of occurring is minimum and basically females faces various types of physical violence in comparison to male.
3. Almost one fourth i.e. 24.7% of respondents don't give any answer regarding whether they faced psychological violence or not. This shows that respondents are silent about this incident they hesitate to speak especially students. As students are in majority who don't give answer. Hence it can be inferred that on campuses psychological violence has still been happening.
4. Almost one fourth i.e. 24.7% of respondents don't give any answer regarding whether they faced psychological violence or not. This shows that respondents are silent about this incident they hesitate to speak especially students. Males also faces psychological violence but they are in less majority than female.
5. Almost one third i.e. 31.7% of respondent face sexual harassment while 26.7% of respondent didn't give any answer followed by 17.5% of respondent don't

face any type of sexual violence while only 0.8% of respondent faces sexual assault on their campuses. But the secondary data that the researcher collected from selected university of Lucknow city reveals that respondents especially females faces types of sexual violence like sexual harassment like misbehaviour and sexual remarks that affect bodily integrity, privacy of a particular victim etc in their campus. The data reveals sexual violence like sexual harassment has been faced by students and teaching staff of campuses.

6. Almost one third i.e. 31.7% of respondent face sexual harassment while 26.7% of respondent didn't give any answer followed by 17.5% of respondent don't face any type of sexual violence while only 0.8% of respondent faces sexual assault on their campuses. As majority of females faces sexual harassment as well as majority of female respondents don't give answer. Females on campuses are very much prone to sexual violence on campuses in comparison to male.
7. A large number i.e.62.5% of respondents do not face stalking on campus while 34.2% of respondent agreed that they face stalking. Majority of respondents who face violence are teaching staff they face more violence than student and non-teaching staff.
8. A large number i.e. 62.5% of respondents do not face stalking on campus while 34.2% of respondent agreed that they face stalking in which female faces more stalking than men on campuses..
9. Majority i.e.62.5% of respondents do not face any cyber violence on campus while 34.2% of respondent agreed that they face cyber violence. Majority of respondents who face violence are teaching staff they face more violence than student and non-teaching staff.
10. The total of 62.5% respondents said that they do not face cyber violence while 34.2% of respondent said that they faced cyber violence. Hence, female respondents has suffered from cyber violence not on large scale but occurring at least stage.
11. A large number i.e. 67.5% respondents have never faced ragging on campuses while 26.4% of respondents agreed that they have faced ragging on campuses. The researcher also found that among respondent's students are in majority who faced ragging on campuses followed by non-teaching staff and teaching are less in number who have ragging on campuses of Lucknow city. Majority of the

respondents are students because various news related to ragging has been occurred in the last years.

12. A large number i.e. 67.5% respondents have never faced ragging on campuses while 26.4% of respondents agreed that they have faced ragging on campuses. Almost one fourth of respondents face ragging during campus time in which females are more prone to ragging than males. But recently there are many cases of ragging happening on campuses as collected from various newspapers reveals that it is prevalent on huge rate and respondents hesitate to talk about ragging or they are not taken it as serious matter or not considered it as violent act.
13. The total 43.6% of respondents do not take in giving the response regarding the effect of ragging on them followed by 29.2% of respondents when they face ragging the affect is low followed by moderately to least extremely. Hence, ragging affected the respondents from low to moderate to high on campus. As non-teaching staff accepted that the effect of ragging is low.
14. The total of 43.6% respondents did not give any response about the effect of ragging on them followed by 29.2% of respondents felt the low effects of ragging, 5.6% of respondents felt that the effect of ragging effect extremely the respondents. Hence, around one third i.e. of male said that the effect of ragging is very low.
15. One fourth i.e. 25.6% of respondents don't considered ragging as an evil on campus of selected university of Lucknow city in which majority of non-teaching staff agreed that ragging is prevalent on campuses just because it is not considered as evil. Majority of teaching staff said that there is no ragging on campuses while majority of students agreed that it is just happening on campuses just to take or gain general introduction of juniors. Hence, ragging has been prevalent on campuses not on large scale but small scale.
16. One fourth i.e. 25.6% of respondents don't considered ragging as an evil on campus of selected university of Lucknow city in which majority of non-teaching staff agreed that ragging is prevalent on campuses just because it is not considered as evil. Majority of teaching staff said that there is no ragging on campuses while majority of students agreed that it is just happening on campuses just to take or gain general introduction of juniors. Hence, it is

considered that the ragging is prevalent on campuses not on large scale but small scale.

17. A total i.e.32.2% of respondent don't give answer followed by 29.2% respondents said that they reported to the authority about the incident. It is also that non-teaching staff are in majority who don't give the answer followed by students and teaching staff. While majority of teaching and non-teaching staff reported to the authority while students don't do the report about the incident. Hence, it is clear that student hesitate to do report to the authority.
18. Majority 32.2% of respondents don't give answer followed by 29.2% of respondents have never faced gender-based violence on campuses while almost same majority 28.3% of respondents faced the gender-based violence but they do not report about the incidence to the campus authority. Very few respondents have reported about the incidence to the authority. This shows that gender-based violence is prevalent on campuses and occurring mostly with female but due to fear, shame, image, self-esteem they don't reported about the incident to the campus authority

Objective 3: To investigate the causes and consequences of gender-based violence on campuses.

1. A total i.e. 41.1% of respondents are agreed that gender, sex, race, caste are the cause for the prevalence of gender-based violence followed by 14.2% respondents are strongly agreed and 6.4% respondents who are strongly disagreed about the causes of gender-based violence on campuses and majority of teaching staff agreed that gender, sex, race, caste are the cause for the prevalence of gender-based violence on campuses.
2. A total i.e. 41.1% of respondents are agreed that gender, sex, race, caste are the cause for the prevalence of gender-based violence followed by 14.2% respondents are strongly agreed and 6.4% respondents who are strongly disagreed about the causes of gender-based violence on campuses majority of female respondents in comparison to male agreed that gender , sex, race, caste are the causes that leads to the prevalence of gender-based violence on campuses.
3. A total 41.1% of respondents are agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by 25.0% of respondents are somewhat agreed that gender, sex, race, caste is the

main cause behind the increment of gender-based violence on campuses while 13.3% of respondents are disagreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses. It is also found that majority of respondents from private university are agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by state, central and national law university while majority of respondents from state university are somewhat agreed that gender, sex, race, caste is the main cause behind the increment of gender-based violence on campuses followed by central, national law and private university.

4. More than one third i.e.36.7 of respondent agreed that socialization of family, campus culture, association among person has been the responsible causes for GBV on campuses followed 16.9% of responsible to strongly agree to 8.9 percent of responsible who are strongly disagree. And teaching staff followed by students are in majority who agreed that socialization of family, campus culture, association among person has been the responsible causes for GBV on campuses
5. More than one third i.e.36.7 of respondent agreed that socialization of family, campus culture, association among person has been the responsible causes for GBV on campuses followed 16.9% of responsible to strongly agree to 8.9 percent of responsible who are strongly disagree and females are in majority who agreed that socialisation of family, campus culture, association among person responsible for the violence on campuses.
6. A total 36.7% of respondents said that socialization of family, campus culture, association among person responsible for the violence on campuses followed by 21.1% of respondents said they are somewhat agreed that socialization of family, campus culture, association among person responsible for the violence on campuses while 8.9% of respondents said they are strongly disagreed that socialization of family, campus culture, association among person responsible for the violence on campuses. It is found that majority of respondents in national law university are agreed that the socialisation of family, campus culture, association among person responsible for the violence on campuses followed by central university, private university, state university. While few respondents in private university are strongly disagreed that socialization of

family, campus culture, association among person responsible for the violence on campuses followed by central, national law and state university.

7. A total i.e. 43.1% of respondents agreed that increasing rates of gender-based violence leads to gender inequality. It is also found that majority of teaching staff agreed that increasing rates of gender-based violence on campuses leads to gender inequality. After that, majority of non-teaching staff disagreed that increasing rates of gender-based violence on campuses leads to gender inequality. Majority of teaching staff strongly agreed that increasing rates of gender-based violence on campuses leads to gender inequality. Majority of students are strongly disagreed that increasing rates of gender-based violence on campuses leads to gender inequality.
8. A total of 43.1% respondents agreed that increasing rates of Gender based violence on campuses leads to gender inequality followed by 22.8% of respondents are somewhat agreed that increasing rates of Gender based violence on campuses leads to gender inequality. 15.0% of respondents are strongly agreed that increasing rates of Gender based violence on campuses leads to gender inequality. It is found that majority of respondents from national law university are agreed that increasing rates of Gender based violence on campuses leads to gender inequality. Majority of respondents from state university disagreed that increasing rates of Gender based violence on campuses. Majority of respondents from private university are strongly agreed that increasing rates of Gender based violence on campuses. Majority of respondents from national law university are strongly disagreed that increasing rates of Gender based violence on campuses. Majority of respondents from central university are somewhat agreed that increasing rates of Gender based violence on campuses.
9. A total i.e. 43.1% of respondents agreed that increasing rates of gender-based violence leads to gender inequality and females are in majority who agreed that increasing rates of gender-based violence on campuses leads to gender inequality.
10. A total i.e. 42.2% of respondents said that the gender based violence has extremely effected their educational/working level and majority of respondents from teaching background and non-teaching staff has been affected by gender-based violence extremely level from the gender-based violence they faced on

campuses while gender based violence effects the students moderately. And very few respondents are those who don't give any response. Hence, it has been said that gender-based violence affected the respondents from extremely to low.

11. A total i.e.42.2% of respondents said that the gender based violence has extremely effected their educational/working level and majority of male respondent don't give the answer while majority of female respondent thought that GBV affected their educational/working level moderately. Hence, it is clear that males remained silent about the GBV affects.
12. The total of 35.6% of respondent of respondents said that they avoid the situation followed by 26.7% don't face gender-based violence on campuses. It has also found that mostly students avoid the situation and they are facing gender-based violence on campuses.
13. The total 35.6% of respondent of respondents said that they avoid the situation followed by 26.7% don't face gender-based violence on campuses. Majority of male don't face gender-based violence while majority of females avoid the situation whenever they face gender-based violence on campuses.
14. The total of 15.0% of respondent said that they get angry, worried, upset, embarrassed, hurt as well get frustrated after facing gender-based violence on campuses followed by 14.7% of respondent said that the impact of gender-based violence is that they don't concentrate on their works followed by 13.1% of respondents said that they leave the campuses permanently and one third majority of students are affected by it.
15. The total of 15.0% of respondent said that they get angry, worried, upset, embarrassed, hurt as well get frustrated after facing gender-based violence on campuses followed by 14.7% of respondent said that the impact of gender-based violence is that they don't concentrate on their works followed by 13.1% of respondents said that they leave the campuses permanently. It has been inferred that equal number i.e. 15% of female and 15% male have suffer from angry, hurt, frustration, embarrassed, upset, and worried all the time when they face gender-based violence on campus followed by 14.7% of respondents have not concentrate on their work.

Objective 4: To examine the government and university policies that are formed for preventing gender-based violence on campuses.

1. More than half of the majority of respondents 51.1% do not heard about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions 2015 in which student's percent are highest in numbers. Hence, respondents are less aware about the laws.
2. More than half 51.1% majority of respondents don't have any knowledge about the UGC Regulation, 2015. More than one third i.e. 37.5 of the respondents have known about the UGC Regulation, 2015. It is found that males are not aware of the about the UGC (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions Regulations, 2015 in comparison to females.
3. Majority 64.4% of respondent have heard about the Information Technology act 2000 in which teaching staff know much about the laws then students and non-teaching staff.
4. Majority 64.4% of respondent have heard about the Information Technology act 2000 majority of males in comparison to female know the information technology act 2000. Majority of female don't know about the information technology act 2000.
5. Majority 60.8% of respondent are well aware of the criminal amendment act 2013. While 36.7% of respondent don't know about the criminal amendment act 2013. It is found that teaching and non-teaching staff are well aware of the act than students.
6. Majority 60.8% of respondent are well aware of the criminal amendment act 2013. While 36.7% of respondent don't know about the criminal amendment act 2013. majority of male respondent has heard about the criminal amendment act 2013 while majority of female respondent has not heard about the criminal amendment act 2013.
7. A large number 60.6% of respondents said no that do not they knew the regulations, acts, cells earlier followed by 34.2% of respondents are those who has aware of these regulations, acts, cells earlier and very few respondents don't want to give answer. It has been seen that among students, , majority of

teaching staff are not aware of these regulations earlier. It shows that some definite step must be taken by authority of university in order to make students fully aware of the regulations so that the incident of gender-based violence that is prevalent on campuses must be reported by everyone on campuses.

8. A large number 60.6% of respondents said no that do not they knew the regulations, acts, cells earlier followed by 34.2% of respondents are those who has aware of these regulations, acts, cells earlier and very few respondents don't want to give answer and males and females are almost equally aware of these regulations earlier.
9. The total 60.6% of respondents said yes that they are aware of the regulations/acts earlier followed by 34.2% of respondents said no that they are not aware of the regulations and acts earlier while 5.3% of respondents don't give answer. National law university are very much aware about the regulations/acts earlier than other universities while state university are less aware about the laws/regulations/acts earlier framed by their university and government while very few respondents from state university don't give answer.
10. More than one third i.e. 31.4% of respondents said yes that they get justice moreover almost the same majority 31.1% of respondents said no that they don't get justice. Hence, majority of respondents get justice or they don't get justice by complaining violence happened against you. It is also found that majority of respondents from student's background and non-teaching background don't get justice by complaint about the violence happened against them. majority of respondents from non-teaching background don't face any type of violence on campuses followed by respondents from teaching staff said yes that they get justice by complaining. Hence, we can say that students don't has power or authority listen their complain but don't work on it.
11. More than one third i.e. 31.4% of respondents said yes that they get justice moreover almost the same majority 31.1% of respondents said no that they don't get justice and females get justice when they do complaint to the authority while males don't get justice when they do the complaint. This shows that authority has to reforms their policies and listen the voice of males because they are also the sufferer of gender- based violence.

12. A large number i.e. 77.5% of respondents has said that their universities has made policy for the safety of students, teaching and non-teaching staff followed by most of the respondents are still said that there is no policy in their universities for protecting students, teaching and non-teaching staff. The researcher has also found that teaching staff are majority in number who said that there is no gender-based violence on their campuses as their universities has made policy for the safety of students, teaching and non-teaching staff followed by non-teaching staff and student.
13. A large number i.e. 77.5% of respondents has said that their universities has made policy for the safety of students, teaching and non-teaching staff and almost equal majority of male and female said yes that their university has made various policies that protect the student, teaching and non-teaching staff from gender-based violence.
14. Majority 29.2% of respondents know about the anti-ragging cell followed by 28.3% of respondents who don't give answer and very few 12.5% of respondents don't know about the Grievance/ICC. It is also found that majority of students don't give answer while teaching and non-teaching staff know about the anti-ragging cell.
15. More than one fourth i.e. 29.2% of respondents knew only about the anti-ragging cell followed by more than one fourth i.e. 28.3% of respondents who didn't give answer this may be because of the lack of awareness regarding cells on campus and very few 12.5% of respondents knew about the Grievance/ICC. The researcher has found that more than one fourth i.e. 28.9% of male and 29.4 % female knew about the anti-ragging cell but they don't not aware of the Grievance /ICC where they can go and lodged the complaint.
16. A total of 29.2% respondents agreed that their university organises awareness camps in order to eradicate gender-based violence from campuses followed by 28.3% of respondents said that no programmes has been organised by their university while 18.9% of respondents said that all the aforementioned programmes followed by very least respondents said that sex education related programmes has been organised by their university. More than one third i.e. 36.7% of students said that no programme has been organised by their university while more than one third i.e. 35.8% of teaching staff and one third

33.3% of non-teaching staff said their university organises awareness camps. Hence students are very much dissatisfied with their university.

17. A large number i.e. 66.4% of respondent said yes that their university organises social campaigns. While 30.5% of respondents said no that their university organises no social campaigns followed by very less number i.e. 3.0% of respondent don't give answer. The researcher has also found that majority of teaching staff agreed that their university organises social campaign and more student and non-teaching staff don't know whether their university organises social campaigns or not.
18. A large number i.e. 66.4% of respondent said yes that their university organises social campaigns. While 30.5% of respondents said no that their university organises no social campaigns followed by very less number i.e. 3.0% of respondent don't give answer. The researcher has also found that a large number i.e. 66.1 and 66.7% of male and females agreed that their university organises social campaigns.
19. Majority i.e. 29.2% of respondents said that their university organises poster campaigns for making the campuses violence free while 23.1% of respondents said that all types of social campaigns that are mentioned has been organised by their university, very few 5% of respondents said that social marketing campaign has been organised by their university. It is also found that one fourth i.e. 27.5% of students remain silent about the social campaigns organised by their university while on the same ahead more than one third i.e. 35.8% and 37.5% majority of teaching and non-teaching staff said their university has organises various types of social campaigns on campuses in which majority said that it is poster campaign that is organised by mostly by university but social marketing campaign is organising less by their university.
20. The total i.e. 29.2% of respondents said that their university organises poster campaigns for making the campuses violence free while 23.1% of respondents said that all types of social campaigns that are mentioned has been organised by their university, very few 5% of respondents said that social marketing campaign has been organised by their university. While the perceptions of male to female regarding gender-based violence and social campaigns is same.
21. More than half i.e. 53.9% of respondents said no that they are not satisfying with the existing arrangements of the campus for the safety of students, teaching and

non-teaching staff while 7.2% don't give answer whether they are satisfying or not. Hence, the educational institute need to reform their existing arrangements and protect the students from gender-based violence. Teaching staff are in majority who are not satisfy with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff of campus.

22. More than half i.e.53.9% of respondents said no that they are not satisfying with the existing arrangements of the campus for the safety of students, teaching and non-teaching staff while 7.2% don't give answer whether they are satisfying or not. both male and females are not satisfying with existing arrangements of the campus for ensuring the safety of students, teaching and non-teaching staff of campus.

Findings based on Qualitative Study

Case study has been used for qualitative study. The case study has been conducted upon the respondents of the selected universities of Lucknow city and it reveals that:

- Gender-based violence is prevalent on the campuses of Lucknow because respondents has been facing various types of violence during their campus time.
- It is basically found that majority of females are facing sexual violence and psychological violence whereas males are facing physical violence
- Majority of female respondents explores the incidents that they have faced on campus in comparison to males.
- Mostly females are scared after the incident.
- Majority of respondents lodged the complaint to the police as well as to the ICC committee.

7.3. Conclusion:

Gender-based violence is a rampant problem that affects every organisation, sector, and institution in the country. Gender-based violence on campuses affects everyone on campus, including students, faculty, and non-teaching staff, as well as the campus environment. All these violent acts have created a fearful atmosphere on campus, and everyone, especially the victims of gender-based violence on campus, thinks twice about going to class, to work.

From the study, it is clear that majority i.e. 48.1% of respondent belong to the age group of 26-33 years. And the ratio of male to female are equal and mostly belongs to general caste and follow Hindu religion. Respondents are well educated and attain higher degrees from campuses and majority comes from arts stream but the variation of male to female varies regarding students, teaching and non-teaching staff of campuses. Most of the respondents comes from financially sound family. There are equal number of respondents in each selected university of Lucknow in which a majority of respondents come from urban area and least respondents are come from peri-urban and they are not residing on the campuses.

As the findings reveals from the secondary and primary data that there is prevalence of gender-based violence on campuses as a large number i.e. 68.6% of respondents have agreed that gender-based violence is prevalent on their campuses as one third i.e. 33.6% of respondents said that the extent/rate of gender-based violence on campus has been moderately occurring on campuses of Lucknow city. Average number i.e. 41.1% of respondents admitted that both males and females has been the sufferer of gender-based violence on selected universities of lucknow city but females has always been on a higher risk of gender-based violence on campuses, particularly at universities, because they are perceived as inferior to males.

The findings reveals that majority of respondents on selected universities of Lucknow city are at high risk of gender-based violence and majority of males don't faced physical violence but they are mostly faced fighting or beating in the selected universities of Lucknow city. Moreover the majority of respondents don't give any answer regarding whether they faced psychological violence or not. This shows that respondents are silent about this incident they hesitate to speak especially students. The present study highlights that majority of respondents faced sexual violence and the ratio of sexual harassment is highest in selected universities of Lucknow city. Majority of respondents do not face stalking on campus but average amount of respondents has faced stalking so this shows that it is prevalent but not on a large extent. More than half (56.3%) do not face any cyber violence on campus.

As majority of respondents don't faced ragging and a less amount of respondents face ragging during campus time in which females are more prone to ragging than males. there are many cases of ragging happening on campuses as collected from various newspapers reveals that it is prevalent on huge rate and respondents hesitate to talk about ragging or they are not taken it as serious matter or

not considered it as violent act. the total of respondents do not take in giving the response regarding the effect of ragging on them. majority of the respondents are students because various news related to ragging has been occurred in the last years. The reasons for the prevalence of ragging on campuses is that majority of respondents don't considered ragging as an evil on campus of selected university of Lucknow city. Majority of respondents don't give answer whether they do their complain to the authority or nnot do the complain. This illustrates that they are hiding something due to fear or they are maintaining the reputation of the campus and only average respondents do the complain to the authority.

There are many factors or causes as well as consequences that may contribute to the prevalence of gender based violence as on an average majority of respondents said that respondent's gender, sex, race, class, caste, their socialisation in their family, their associations with the other members of the violent community as well as campus environment means what type of acts, what types of actions, activities they are seen on their campuses all leads to the increment of gender-based violence in the selected universities of lucknow city. Infact, majority of respondents also agreed that if GBV is happening on a same ratio in the selected universities of lucknow city, it may create a gender inequality also plays an important role to the GBV in the selected universities of Lucknow city. Majority of respondents are avoiding the situation whenever they faced gender-based violence in the selected universities of Lucknow city. However, the findings also reveals that the majority of respondent permanently leave their campus or don't concentrate on their work properly, feeling worried, having low self esteem, suffer from anxiety, depression, having a sense of embarrassment or they get hurt very much if they faced gender based violence in their campuses of Lucknow city.

There are many laws, regulations, acts, cells that are for the safety of individuals on campuses but beside all these laws, regulations, acts, cells respondents are still not feeling safe on campuses. It is because majority of respondent don't know the about the UGC (Prevention, Prohibition and Redressal of Sexual Harassment of women employees and students in Higher Educational Institutions) Regulations 2015 but they are aware of the information technology act 2000 as well as Criminal Law Amendment Act 2013 but they are not aware of the regulation that are totally related to the prevention of gender-based violence on campuses for the safety of employees and students of campus. Infact, less than one third of respondents know only about the anti-ragging cells formed on the campus but they don't aware of the Internal Complaint

Committee that are formed for preventing the gender-based violence in the selected universities of Lucknow city. As less than one-third of respondents said that their university has started various types of awareness camps for stopping GBV. However, there are many types of social campaigns has been started by their university like poster campaigns, communication technology, social marketing campaign in which the highest majority of respondents agreed that their university organises poster campaigns in order to prevent gender based violence in their selected universities of Lucknow city. Beside all these types of campaigns that are organised by the university for protecting an individuals of the selected universities of Lucknow city, more than half of the respondents are still not satisfying with the existing arrangements of the selected universities of lucknow city. So, University administrators should review their rules to ensure that there are policies in place that specifically address GBV. On-campus security officers should be aware of GBV and trained to assist victims in reporting incidences and prosecuting perpetrators and majority of respondents demanded programmes like awareness camps as well as workshops/conferences/seminars, gender sensitization program for preventing GBV in selected universities of Lucknow. Mostly respondents hesitate to do the complaint to the authority and lack of awareness regarding governmental laws and policies. In the study, majority of respondents from universities in which males and females that includes teaching and non-teaching staff has not been satisfied with the existing arrangements (remedial measures) of the selected universities of Lucknow city. So the on campus security officers must need to focus on it and should work on it.

The above findings also confirm that hypothesis of the study are true. Findings of the study prove that:

- Gender based violence has been more prevalent on campuses.
- There has been various forms of gender based violence occurring on the platform of campuses.
- Individual, community, relationship, society are the causes and the post-traumatic stress, suicide, depression etc are the consequences that deeply affects the students, teaching and non-teaching staff.
- Gender based violence has been occurring mostly against women on campuses in India.

- Apart from various policies formed by the government and university, women and men are still not safe in the campuses.

6.4. Suggestions

Following are some suggestions as given by student, teaching and non-teaching staff of selected universities of Lucknow City and these are discussed below:

1. A proper active cell working for the protection of students and employees in the campus.
2. Gender based biasness should be completely removed for our society. For this we will have to educate the male of our family, about how to treat woman and these issues should be discussed more often.
3. There should be an app through which instant actions could be taken.
4. Separate complaining body, stringent laws, department to department awareness programs, awareness regarding laws, Strict security for outsiders.
5. CCTV cameras are needed in every area of campus whether it is classroom, canteen, hostels and Infact, at the university gate too.
6. The University environment should free from all types of outside politics and a numerical advantage of women does not prevent unequal gendered power relations between women and men. Despite increased representation of women on campus, relations have not transformed much often those engaging in harassment are respected members of an academic community, and some may not even realise they are making women around them uncomfortable, which means that a woman has to challenge the status quo if she does not challenge herself/himself instead.
7. Everyone on the campus should take stand and come into front and fight them bravely and all people should do their work honestly and raise their voice if they did anything wrong.
8. A full-ledged autonomous cell from the ministry of Education must be set up consisting with external members. The complaint should be lodged proper conceal of victims.
9. By making awareness in all types between social marketing through pamphlets etc. By make them aware follow their guidelines. By which students, faculty and non-teaching staff should feel protected and should aware about their rights.

10. Coordination among male and female employees to overcome problems related to working hours, work environment etc.
11. More transparency in terms of communication should be there between management and students/staff and treat everyone as a humans.... Not as commodity.
12. Maintain good relationship between teacher and student and non-teaching. If any student, staff or faculty complaint about any type of gender-based violence happened against them, the college authority should take it seriously and take strict action against the perpetrator.
13. Victims should fights back and come forward and raise their voice against the GBV happened against them and must report to the authority as early as possible so that actions has to be taken as soon as possible.
14. Campus authority should open a police station within campus.
15. The committees that are formed for tackling the problems on campuses should listen the complaints of victims seriously.
16. Each college or university must have a counselling cell for students, faculty and non-teaching staff must have cctv. Discussions and interactions are crucial, and punishments and penalty should be very tough.
17. Grant commission and state and central university need to work on women safety and security.

6.5. Recommendations

The findings of this study have provided many possibilities for future investigations that would benefit students, teaching, non- teaching staff of campuses. There are some recommendations in order to provide safety to the students, teaching and non-teaching staff of the campuses as well as for men and women of any women and various universities if they needed:

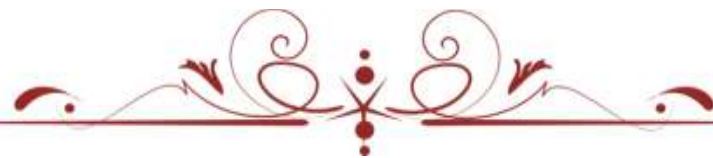
1. Awareness campaign among student, faculty and non-teaching staff should be run and proper assistance and help should be given to victim. There should be no gender discrimination at that time whatever their gender is and there should be counselling centres in universities.

2. A toll-free number should be given to each student, teaching and non-teaching staff of universities so that if they face any problem they can reach out to easily.
3. Strict monitoring is the need of the hour, when gender-based violence happening over and over again strictness in actions leads to quick and positive result for victim and culprit.
4. Gender wise Redressal cell need to be made for eradication of gender base violence.
5. Social media campaign needs to run among youngster so that they can easily open up.
6. There should be NGO's campaign and programs such as NukkadNatak to enhance awareness regarding gender-based violence.
7. Organisations should focus on gender diversity at a workplace not only in terms of increasing numbers of women but also ensuring a safe working environment for them and that their voices are heard.
8. It is important for organizations to educate their employees on proper conduct at the workplace, conduct regular training and aware about severe repercussions of any unwelcome behaviour. Women employees should be made aware of their rights and about what constitutes gender-based violence at workplace.
9. Organizations need to tighten their internal processes to respond to gender-based violence complaints and take the requisite steps to appropriately respond to such cases through ICCs.
10. The issue of gender-based violence cannot be addressed by mere enactment of laws. Sincere efforts need to be made in overcoming stereotypes, narrow-mindedness and gender biasness. A more gender-neutral approach needs to be taken to address gender-based violence on campuses.
11. Promote gender equality and behavioural change through strong partnerships with civil society organizations.

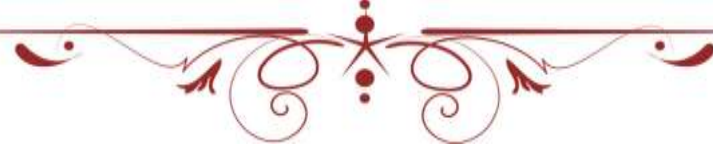
6.6. Suggestions for Further Research

1. The study is limited to four universities of Lucknow, one of the city of Uttar Pradesh, the same study can be conducted on other universities of Uttar Pradesh as well as on Indian Universities.

2. The sampling method has been used to select respondents from the four selected universities of Lucknow and the sample size is limited to 360, however, this can be extended to a large scale.
3. The study is based on cross-sectional research design to know the prevalence of gender-based violence on campuses, its kinds, causes, consequences and awareness regarding governmental policies, however, longitudinal research design can be used to know the gender-based violence more deeply on campuses.
4. The study has been conducted in post-secondary institutes, further research can be extended on the secondary as well as primary educational institutions.



REFERENCES



References

1. Abrams, K.M., & Robinson, G.E. (2002). Occupational effects of stalking. *Canadian Journal of Psychiatry*, Vol. 47, pp. 468-472.
2. Abrams, K.M., and Robinson, G.E., (2002). Occupational effects of stalking. *Canadian Journal of Psychiatry*, Vol. 47, pp. 468-472.
3. Adom Dickson and Emad Kamil Hussein (2018). Theoretical and Conceptual Framework: Mandatory Ingredients of a Quality Research. *International Journal of Scientific Research*, Vol. 7, pp. 438-441. Retrieved from <http://www.researchgate.net/publication/322204158>.
4. Adrija Dey Adrija and Dr. Orton Bev. Gender and Caste Intersectionality in India: An Analysis of the Nirbhaya Case December 16th 2012 Retrieved from <https://core.ac.uk/download/pdf/161529497.pdf>.
5. Afroditi Pina, Theresa A. Gannon, Benjamin Saunders (2009). An overview of the literature on sexual harassment: Perpetrator, theory, and treatment issues. *Aggression and Violent Behavior*, Vol. 14, pp. 126–138.
6. Agnew, R. (1992). Foundation for a general strain theory of crime and delinquency. *Criminology*, 30, (1), 47-87.
7. Aina Deborah Adetutu, Kulshrestha Pradeep (2017). Sexual Harassment in Educational Institutions in Delhi' NCR (India): Level of Awareness, Perception and Experience. *Sexuality and Culture*, Vol. 22 (3), pp. 1-21. Retrieved from https://www.researchgate.net/publication/318736784_Sexual_Harassment_in_Educational_Institutions_in_Delhi'_NCR_India_Level_of_Awareness_Perception_and_Experience
8. Akram M., Laila U., Amiri A. (2020). The Relationship Between Education and Gender-Based Violence. <https://www.researchgate.net/publication/344771918>
9. AlmerabMoneera (2017). The phenomenon of students' violence at Hail University: Prevalence, causes and suggested solutions from the students' perspective. *International Journal of Psychology and Counselling*, Vol. 9(6), pp. 34-41.
10. Al-Momani, FawwazAyyoub; Al-Hatamleh, Lana Tayseer and Tashtoush, Rami Abdullah (2014). Causes of Violence among the Students of the Jordan University of Science and Technology (JUST) in the Light of Certain Variables. *Jerusalem Open University Journal for Research and Study*, Vol. 23 (1), pp. 11-46.
11. Alvarez Alex and Bachman Ronet (2017). *Violence: The Enduring Problem*. Sage Publication.
12. Alvarez Alex and Bachman Ronet.(2008). *Violence: The Enduring Problem*. Los Angeles: Sage Publication.
13. Amar, A.F. (2006). College women's experience of stalking: Mental health symptoms and changes in routines. *Archives of Psychiatric Nursing*, Vol. 20, pp. 108-116.
14. Amar, A.F. and Alexy, E.M. (2005). Dissed by dating violence. *Perspectives in Psychiatric Care*, Vol. 41, pp. 162-171.
15. Amar, A.F., and Gennaro S. (2005). Dating violence in college women. Associated physical inquiry, Healthcare usage and mental health symptoms. *Nursing Research*, Vol. 54, pp. 235-242.

16. American Association of University Professors (2010). Campus Sexual Assault : Suggested Policies and Procedures. American Association of University Professors, Vol. 99, pp. 92-100. Retrieved from <https://www.jstor.org/stable/24615249>. Assessed on 20 March 2017 at 6:38.
17. Anju Chaplot (2018). A study of attitude towards violence among the students of different educational levels in relation to their social environment and emotional intelligence. Retrieved from <http://hdl.handle.net/10603/282939>
18. Archer, J. (2000). Sex differences in aggression between heterosexual partners: A meta-analytic review. *Psychological Bulletin*, Vol. 126, pp. 651–680.
19. Archer, J. (2002). Sex differences in physically aggressive acts between heterosexual partners: A meta- analytic review. *Aggressive and Violent Behavior*, Vol. 7, pp. 313–351.
20. Armstrong, E., Hamilton, L., & Sweeney, B. (2006). “Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape”. *Social Problems*, 53(4), 483-499. doi:10.1525/sp.2006.53.4.483.
21. Arvind Vijayan “Ragging In Educational Institutes: A Human Rights Perspective”<http://www.legalserviceindia.com/articles/ragging.htm>
22. Banyard V. et.al. (2017). Academic Correlates of Unwanted Sexual Contact, Intercourse, Stalking, and Intimate Partner Violence: An Understudied but Important Consequence for College Students. *Journal of Interpersonal Violence*, vol. 35, pp. 1-18. Retrieved from https://www.researchgate.net/publication/316643614_Academic_Correlates_of_Unwanted_Sexual_Contact_Intercourse_Stalking_and_Intimate_Partner_Violence_An_Understudied_but_Important_Consequence_for_College_Students
23. Benson, D. J., & Thomson, G. E. (1982). Sexual harassment on a university campus: The confluence of authority relations, sexual interest and gender stratification. *Social problems*, 29(3), 236-251.
24. Bhasin K. (2000). *Understanding Gender*. Kali for Women Publisher. Retrieved from <https://www.arvindguptatoys.com/arvindgupta/kamla-gender1.pdf>.
25. Bjerregaard, B. (2002). An Empirical Study of Stalking victimization. In K.E. Davis, I.H. Frieze and R.D. Maiuro (Eds.), *Stalking: Perspectives on victims and perpetrators*, pp. 112-137. New York: Springer Publishing Company.
26. Blume W Thomas (1996). Social perspectives on violence. *Michigan family review*. Volume 02, issue 1, pp. 9-23. Retrieved from <https://quod.lib.umich.edu/m/mfr/4919087.0002.102/--social-perspectives-on-violence?rgn=main;view=fulltext>
27. Bohn, D.K. and Holz. K.A. (1996). Sequelae of abuse: Health effects of childhood sexual abuse, domestic battering and rape. *Journal of Nurse-Midwifery*, Vol. 41, pp.442-456.
28. Borkar, U. A. (2014). Transacting Peace Education in School Using PETS-A Study. *IOSR Journal of Research & Method in Education*, Vol. 4, pp. 30-34. Retrieved from

<http://www.iosrjournals.org/iosr-jrme/papers/Vol-4%20Issue-1/Version1/G04113034.pdf>. Assessed on 3, September, 2020.

29. Brownmiller S (1976) *Against Our Will: Men, Women and Rape.*, Harmondsworth, Middlesex: Penguin.
30. Camarasa Mar, Heim Daniela (2007). Theoretical and methodological framework. Gender violence effects indicators. SURT. Associació de Dones per la Inserció Laboral.
31. Camp William (2001). Formulating and Evaluating Theoretical Frameworks for Career and Technical Education Research. *Journal of Vocational Education Research*, Vol. 26 (1), pp. 4-25(22) Association for Career and Technical Education Research. Retrieved from <https://doi.org/10.5328/JVER26.1.4>
32. Campbell, J.C. (2002). Health consequences of intimate partner violence. *Lancet*, Vol. 359, pp. 1331-1336.
33. Caravaca Sanchez, F., Falcon Romero, M., Navarro- Zaragoza, J., Luna Ruiz-Cabello, A., RodriguesFrantzisko, O., & Luna Maldonado, A. (2016). Prevalence and patterns of traditional bullying victimization and cyber-teasing among college population in Spain. *BMC Public Health*, 16, 176. <http://doi.org/10.1186/s12889-016-2857-8>.
34. Carolyn Winslow Carolyn, Isabelle Thibau Isabelle, Cristina Banks Cristina (2019). Factors Associated with Sexual Harassment in Academic Institutions of Higher Education: A Technical Report to Inform Prevention Efforts. https://care.berkeley.edu/wp-content/uploads/2019/07/Sexual-Harassment-Report-from-ICHW_Final.pdf
35. Carpenter, R. C. (2006). Recognizing gender-based violence against civilian men and boys in conflict situations. *Security Dialogue*, Vol. 37 (1), pp. 83–103. Retrieved from doi: 10.1177/0967010606064139.
36. Carr, J.L. (2007). Campus violence white paper. *Journal of American College Health*, Vol. 55, pp. 304-319.
37. Chireshe Regis&Chireshe Excellent (2009). Sexual harassment of female students in three selected high schools in urban Masvingo, Zimbabwe, Vol.23 , No. 80, Faylor and Francis Publication, Inc.
38. Christian, M., Safari, O., Ramazani, P., Burnham, G., & Glass, N. (2011). Sexual and gender based violence against men in the Democratic Republic of Congo: Effects on survivors, their families and the community. *Medicine, Conflict, and Survival*, Vol. 27 (4), pp. 227–246.
39. Coffey, P., Leitenberg, H., Henning, K., Bennett, R.T., and Jankowski, M.K.,(1996). Dating Violence: The association between methods of coping and women's psychological adjustment. *Violence and Victims*, Vol. 11, pp. 227-238.
40. Cohen, L., & Cantor, D. (1980). The determinants of larceny. *Journal of Research in Crime and Delinquency*, Vol. 17, pp. 140-159.

41. Cohen, L., & Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, Vol. 44, pp. 588-607.
42. Cohen, L., Felson, M., & Land, K. (1980). Property crime rates in the United States: A macrodynamic analysis. *American Journal of Sociology*, Vol. 86, pp.90-117.
43. Corson D (1993) Language, Minority Education and Gender, Clevedon: Multilingual Matters.
44. Cortina, L.M. Swan, S. Fitzgerald, L.F. and Waldo, C. (1998). Sexual Harassment and assault: Chilling the climate for women in academia. *Psychology of women Quarterly*, Vol. 22, pp. 419-441.
45. Culberston and Rosenfeld (1994), Morris (1996), Tang et. al (1996). Gender and Sexual Harassment
46. Cupach, W.R, and Spitzberg, B.H. (1999). Obsessive relational intrusion and stalking. In B.H. Spitzberg and W.R. Cupach (Eds.), *The dark side of close relationships*; pp. 233-296. Hillsdale, NJ: Erlbaum.
47. Dardis Christina et.al. (2015). An Examination of the Factors Related to Dating Violence Perpetration Among Young Men and Women and Associated Theoretical Explanations. *Trauma, Violence & Abuse* , Vol. 16, No. 2 (April 2015), pp. 136-152. Sage Publications, Inc. <https://www.jstor.org/stable/10.2307/26638346>
48. Darzi Prachi (2017). Ragging in educational institutions in India - Know its Law and implications. <https://www.myadvo.in/blog/ragging-in-educational-institutions-in-india-know-its-law-and-implications/>
49. Das Ashmita (2015). India: Campus Gender Politics. *Southern Social Movements Newswire*. <https://www.cetri.be/India-Campus-gender-politics?lang=fr>
50. DavidsNoraan (2020). Gender-based violence in South African universities: an institutional challenge. Council on Higher Education. Retrieved from <https://www.researchgate.net/publication/339975323>. Assessed on 03 October 2020 at 07:32 p.m.
51. Davis, K.E., Coker, A.L., and Sanderson, M. (2002). Physical and mental health effects of being stalked for men and women. *Violence and Victims*, Vol. 17, pp. 429-443.
52. Defranco, P. Victoria, Palczewski, H. Catherine, and McGeough, D. Danielle (2014). *Gender in communication: a critical introduction*. Sage publication.
53. Dematteo David et.al. (2015). Sexual assault on college campuses: A 50-state survey of criminal sexual assault statutes and their relevance to campus sexual assault. *Psychology Public Policy and Law*, Vol. 21, No. 3, 227–238. <https://www.researchgate.net/publication/281998102>
54. Desai Chetna (2009). Ragging: Let's say NO to it. *Indian Journal of Pharmacology*. Volume 41(2): 59. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2841232/>
55. Dixon, J., Gulliver, A., Gibbon, D. & Hall, M. (2001). *Farming Systems and Poverty: Improving Farmers' Livelihoods in a Changing World*. Washington, DC: World Bank.

56. Downey, J.P., Stage, F.K., (1999). Hate Crimes and Violence on College and University Campuses. *Journal of College Student Development*, 40(1), 3-9.
57. Dr. Shinde VG (2017). The menace of ragging in educational institutes: A human right perspective. *International Journal of Advanced Research and Development*. Volume 2; Issue 6; November 2017; Page No. 664-667. www.advancedjournal.com
58. Drucker, C.B. (1999). "Living in hell": the experience of being stalked. *Issues in Mental Health Nursing*. Vol. 20, pp. 473-484.
59. Durkheim, E. (1951). *Suicide, a study in sociology*. Glencoe, Ill.: Free Press.
60. Dutton, Donald G. (Summer 1994). Patriarchy and wife assault: the ecological fallacy. *Violence & Victims*. Vol. 9 (2), pp. 167-182. Retrieved from <https://doi.org/10.1891%2F0886-6708.9.2.167>. PMID 7696196 <https://pubmed.ncbi.nlm.nih.gov/7696196>.S2CID 35155731 <https://api.semanticscholar.org/CorpusID:35155731>.
61. Dutton, Mary Ann; Goodman, Lisa A.; Bennett, Lauren (2000). Court-involved battered women's responses to violence: the role of psychological, physical, and sexual abuse", in Maiuro, Roland D.; O'Leary, K. Daniel (eds.), *Psychological abuse in violent domestic relations*, New York: Springer Publishing Company, p. 197, ISBN 9780826111463. Preview. Retrieved from <https://books.google.com/books?id=pv6XIjT4MpUC&printsec=frontcover#PPA192,M1>)
62. Duvvury, N. (2009). Keeping gender on the agenda: Gender based violence, poverty and development. An Issues Paper from the Irish Joint Consortium on Gender Based Violence. Retrieved from http://www.realizingrights.org/pdf/Keeping_Gender_on_the_Agenda.pdf.
63. Edex Live (2019). Sexual Harassment at IIT Kanpur: Which colleges in India have been hit by #MeToo Scandals? Retrieved from <https://www.edexlive.com/news/2019/sep/10/sexual-harassment-at-iit-kanpur-which-colleges-in-india-have-been-hit-by-metoo-scandals-8008.html>
64. Edward, J. (2014). A Strategy for Achieving Gender Equality in South Sudan. pp. 23-26, Rep. Sudd Institute. Retrieved from <http://www.jstor.org/stable/resrep11063.9> Assessed on October 18, 2020.
65. F. Leach & S. Humphreys (2007B), "Gender Violence in Schools: Taking the Girls as Victims Discourse Forward", G.T. Hoare (Ed.), *Gender Based Violence, Oxford: Oxfam GB*, Pp. 106-120.
66. Ferrales, G. Brehm, H., and Mcelrath, S. (2016). Gender-based Violence against men and boys in Darfur: The gender-genocide Nexus. *Gender and Society*, Vol. 30(4), pp.

- 565-589. Retrieved from <http://www.jstor.org/stable/24756217> Assessed on October 18, 2020 at 02:10 P.M.
67. Finchilescu Gillian and Dugard Jackie (2018). Experiences of Gender-Based Violence at a South African University: Prevalence and Effect on Rape Myth Acceptance. *Journal of Interpersonal Violence*, Vol. 36(1), pp. 1-24. Retrieved from <https://www.researchgate.net/publication/324484337> assessed on 03-10-2020 at 08:04 P.M.
68. Finn, J. (2004). A Survey of online harassment at a university campus. *Journal of Interpersonal Violence*, Vol. 19(4), pp. 468-483.
69. Fisher, B.S., Cullen, F.T., and Turner, M.G. (2000). The Sexual victimization of college women, *U.S. Department of Justice*, Washington, DC:, (NCJ 182369).
70. Florence M. Itegi and Felicita W. Njuguna (2013). Gender based Violence in Educational Institutions and its impacts on Girls' Education: A comparative study of selected countries. *Research Journal in Organizational Psychology and Educational Studies*, Vol.2(5), pp. 276-279. Retrieved from <https://irlibrary.ku.ac.ke/bitstream/handle/123456789/11861/Gender%20based%20violence%20in%20educational%20institutions%20and%20its.pdf?sequence=1>
71. Follingstad, D. R., & DeHart, D. D. (2000). Defining psychological abuse of husbands toward wives: Contexts, behaviors, and typologies. *J Interpers Violence*, Vol. 15(9), pp. 891- 920. Retrieved from doi: 10.1177/088626000015009001.
72. Frampton D.B. (1998). Sexual Assault: The role of the advanced practice nurse in identifying and treating victims. *Clinical Nurse Specialist*, Vol. 12, pp. 177-182.
73. Frieze, I.H. & Mchugh, M (Eds.) (2005). Female violence against intimate partners. *Psychology of Women Quarterly*, Vol. 29, Whole No. 3.
74. Fulton, S. & Krainovich-Miller, B. (2010). Gathering and Appraising the Literature. IN LoBiondo-Wood, G. & Haber, J. (Eds). *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice (7th Edition)*. St. Louis MO: Mosby Elsevier.
75. Gannon, T. A. & Ó Ciardha, C. (2012). Psychological theories related to sexual violence and abuse. In J.L. Postmus (Ed.), *Sexual Violence and Abuse: An Encyclopedia of prevention, impacts, and recovery*. Santa Barbara, CA: ABC-CLIO.
76. García-Moreno, C., Jansen, H. A. F. M., Ellsberg, M., Heise, L., & Watts, C. (2005). WHO multi-country study on women's health and domestic violence against women: Initial results on prevalence, health outcomes and women's responses Geneva: World Health Organization.
77. Garg Rajesh (2009). Ragging: A public health problem in India. *Indian Journal of Medical Sciences*, vol. 63 No. 6. pp. 263-271 <https://www.researchgate.net/publication/26671360>

78. Garland D (2001) *The Culture of Control*. Oxford: Oxford University Press.
79. Gender and Caste Intersectionality in the Indian Context <https://www.ufhrd.co.uk/wordpress/wp-content/uploads/2013/09/Mrudula-Callahan-Kang-full-paper.pdf>
80. Germain, L. J. (2016). *Campus Sexual Assault: College Women Respond*. Baltimore: The Johns Hopkins University Press. Retrieved May 21, 2017, from Project MUSE database..
81. Gilfus, M., Trabold, N., O'Brien, P., & Fleck-Henderson, A. (2010). Gender and Intimate Partner Violence: Evaluating the Evidence. *Journal of Social Work Education*, Vol. 46(2), pp. 245-263. Retrieved from <http://www.jstor.org/stable/23044408> Assessed on October 18, 2020,
82. Gill, A., Heathcote, G., & Williamson, E. (2016). Introduction: Violence. *Feminist Review*, Vol. 112, pp. 1-10. Retrieved from <http://www.jstor.org/stable/44987245> Assessed on October 18, 2020.
83. Grant, C. & Osanloo, A. (2014). Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for 'House'. *Administrative Issues Journal: Connecting Education, Practice and Research*, Pp. 12-22. Retrieved from DOI: 10.5929/2014.4.2.9
84. Gross, L. (1994). *Surviving a stalker: Everything you need to know to keep yourself safe*. New York: Marlowe and Company.
85. Gujjar and Simran (2021). *Campus Violence: Infringement of Fundamental Rights*. *International Journal of Policy Sciences and Law* Volume 1, Issue 3.
86. Gunatilaka Hemamalie (2019). Ragging; Its Evolution and Effects: A Literature Review with a Special Reference to Sri Lanka. *International Journal of Research and Innovation in Social Science (IJRISS)* |Volume III, Issue X, pp. 92-99.
87. Harper R. Shaun, Harris Frank, Mmeje (K.C.) Kenechukwn (2005). A Theoretical Model to Explain the Overrepresentation of College Men among Campus Judicial Offenders: Implications for Campus Administrators. *NASPA Journal*, Vol. 42, no. 4. Retrieved from http://repository.upenn.edu/gse_pubs/203
88. Harris, Geoff. Studying conflict, violence and peace in African Universities. *Higher Education*, Vol. 59, pp. 293–301.
89. Has, Y. (2015). Towards a Historical Ontology of Violence. *Theoria: A Journal of Social and Political Theory*, Vol. 62(142), pp. 26-49. Retrieved from <http://www.jstor.org/stable/24719950> Assessed on October 26, 2020.
90. Hassan, M., Dasguptanayak, P., & Rath, P. (2008). Gender bias and economic development in India: A case study of Haryana. *Journal of the Council for Social Development*, Vol. 38 (2), pp. 226-228. Retrieved from <https://doi.org/10.1177/004908570803800204>

91. Heidari, S., & Moreno, C. (2016). Gender-based violence: A barrier to sexual and reproductive health and rights. *Reproductive Health Matters*, Vol. 24(47), pp. 1-4. Retrieved from <https://www.jstor.org/stable/26495885> Assessed on October 18, 2020
92. Helweg-Larsen, K. (2008). Violence: News on a public health problem. *Scandinavian Journal of Public Health*, Vol. 36, pp. 561-563; Sage Publications, Ltd. Retrieved from <https://www.jstor.org/stable/45150034>. Assessed on 18 October 2020 at 02:30
93. Henning, M. A., C. Zhou, P. Adams, F. Moir, J. Hobson, C. Hallett, and C. S. Webster. 2017. Workplace Harassment among Staff in Higher Education: A Systematic Review. *Asia Pacific Education Review*, Vol. 18, pp. 521–539. Assessed on 15 May 2021 at 05:30 p.m.
94. Holmes Mary (2007). *What is Gender? Sociological Approaches*. Sage Publication.
95. Ishita Mehrotra (2019). Gender in Education: The damaging impact of the college bubble in India. <https://qrius.com/gender-in-education-the-damaging-impact-of-the-college-bubble-in-india/>
96. Jackman, M. R. (2002). Violence in social life. *Annual Review of Sociology*, Vol.28, pp. 387-415.
97. Jackson Stevi and Scott Sue (2002). *Gender: A Sociological Reader*. Routledge Publication.
98. Jackson, S. (1997). Crossing borders and changing pedagogies: From Giroux and Freire to feminist theories of education. *Gender and Education*, Vol. 9(4), pp. 457-468.
99. Jacquin, Kristine M. (2002). Violence. *Encyclopedia Britannica*. Retrieved from <https://www.britannica.com/topic/violence>. Accessed 8 April 2021.
100. Jakobsen, Hilde (2014). What is gendered about gender-based violence? An empirically grounded theoretical exploration in Tanzania. *Gender & Society*. Vol.28, pp. 537-61.
101. Jalal K. Damra and Thaer A. Ghbari (2014). University Violence in Jordan: PTSD Consequences, *Journal of Loss and Trauma*, Vol. 19 (4), pp. 364-374. Retrieved from <https://doi.org/10.1080/15325024.2013.788955>. Assessed on 8 February 2018 at 06:56.
102. Jayant Minj1, Dr. Abdul Alim Khan. *A Critical Evaluation of Ragging and Anti ragging Laws in India*.
103. Jewkes, R., Sen, P., & Garcia-Moreno, C. (2002). Sexual violence. In E. G. Krug, L. L. Dahlberg, J. A. Mercy, A. B. Zwi, & R. Lozano (Eds.), *World report on violence and health* (pp. 149-181). Geneva: World Health Organization.

104. Jordan, C., Combs, J., & Smith, G. (2014). An Exploration of Sexual Victimization and Academic Performance Among College Women. *Trauma, Violence & Abuse*, 15(3), 191-200. doi:10.2307/26876510
105. Kalof, L., Eby, K., Matheson, J., & Kroska, R. (2001). "The Influence of Race and Gender on Student Self-Reports of Sexual Harassment by College Professors". *Gender and Society*, 15(2), 282-302. Retrieved from <http://www.jstor.org/stable/3081848>
106. Kalunta-Crumpton A. (2015). Intersections of Patriarchy, National Origin and Immigrant Nigerian Women's Experiences of Intimate Partner Violence in the United States. *International Journal of Sociology of the Family*, Vol. 41(1), pp. 1-29. Retrieved from <http://www.jstor.org/stable/43488448> Assessed on October 18, 2020.
107. Kangas, A., Haider, H., and Fraser, E. (2014). *Gender: Topic Guide*. Revised edition with E. Browne. Birmingham: GSDRC, University of Birmingham, UK
108. Kapila P. (2017). Theoretical Perspectives to Sexual Harassment of Women at Workplace. *International Journal of Humanities and Social Science Invention*, Volume 6 (9), pp. 32-35. Retrieved from [https://www.researchgate.net/publication/350107107__Theoretical_Perspectives_to_Sexual_Harassment_of_Women_at_Workplace_\(researchgate.net\)](https://www.researchgate.net/publication/350107107__Theoretical_Perspectives_to_Sexual_Harassment_of_Women_at_Workplace_(researchgate.net))
109. Kapnerari Daniel (2003). 'Secondary Effects of Heavy Drinking on Campus' Higher Education Center for Alcohol and Other Drug Prevention.
110. Karjane, H. M., Fisher, B., & Cullen, F. T. (2005). *Sexual assault on campus: What colleges and universities are doing about it?* Washington, DC: US Department of Justice, Office of Justice Programs, National Institute of Justice.
111. Katz, J.; Moore, J. (2013). Bystander Education Training For Sexual Assault Prevention : An Initial Meta Analysis. *Violence and Victims*, (2013), Vol. 28, Issue 6, 1054-1067.
112. Kaufman Peter (2014). *Understanding Violence Sociologically*. Everyday Sociology blog. <https://www.everydaysociologyblog.com/2014/10/understanding-violence-sociologically.html>
113. Kaukinen, C. (2014). Dating Violence Among College Students: The Risk and Protective Factors. *Trauma, Violence & Abuse*, 15(4), 283-296. doi:10.2307/268765
114. Kaura Shelby and Brenda Lohman (2007). Dating Violence Victimization, Relationship Satisfaction, Mental Health Problems, and Acceptability of Violence: A Comparison of Men and Women. *Journal of Family Violence*, Vol. 22, 367-381. <https://www.researchgate.net/publication/226540036>
115. **Keashly, L., & Neuman, J. (2010). Faculty Experiences with Bullying in Higher Education: Causes, Consequences, and Management. *Administrative Theory & Praxis*, 32(1), 48-70. Retrieved September 9, 2020, from <http://www.jstor.org/stable/25611038>**

116. Kelly, L. and Radford, J. (1998). Sexual violence against women and girls, in R.E. Dobash and R.P. Dobash (eds), *Rethinking Violence against women*, London: Sage, pp. 53-76.
117. Kimuna R. Sitawa and DjambaYanyi (2015). *Gender-Based Violence Perspectives from Africa, the Middle East, and India*. Springer Publication.
118. Klerk De Vivian et.al (2007). *The Habitus of the Dominant: Addressing Rape and Sexual Assault at Rhodes University*. *Agenda: Empowering Women for Gender Equity*, No. 74, Rape: Gender Based Violence Trilogy, pp. 115-124. Taylor & Francis, Ltd. on behalf of Agenda Feminist Media. <http://www.jstor.org/stable/27739352>
119. Kohlberg L. (1981). *The Philosophy of Moral Development: Moral Stages and the idea of Justice*. New York: Harper and Row.
120. Kothari, J. (2013). *Oxford Human Rights Hubs: Sexual Harassment in the Indian Legal Profession*. Retrieved from <http://ohrh.law.ox.ac.uk/sexualharassment-in-the-indian-legal-profession/>
121. Kruse M, Sorensen J. Bronnum Hansen H and Helweg Larsen K. (2010). Identifying victims of violence using register-based data. *Scandinavian Journal of Public Health*, Vol. 38(6), pp. 611-617. Retrieved from doi:10.2307/45150307
122. Kumar Akhil (2019). *Feels Like Committing Suicide: JNU Prof Alleges Harassment Due to Muslim Identity*. Retrieved from <http://the-wire.in/communalism/jnu-muslim-professor-harassment-vc/amp/>
123. Kumar R. (2007). *Research Methodology: A Step by Step Guide for Beginners*. Pearson India Education Services.
124. Lampman Claudia et.al. (2008). *Contrapower Harassment in Academia: A Survey of Faculty Experience with Student Incivility, Bullying, and Sexual Attention*. *Sex Roles*, Vol. 60 (5), pp. 331-346. Retrieved from https://www.researchgate.net/publication/225656729_Contrapower_Harassment_in_Academia_A_Survey_of_Faculty_Experience_with_Student_Incivility_Bullying_and_Sexual_Attention.
125. Langford Linda (n.d.). *Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach*. The Higher Education Center for Alcohol and Other Drug Abuse and ViolencePrevention.<https://files.eric.ed.gov/fulltext/ED537696.pdf>
126. Leighton C. Whitaker and Jeffrey W. Pollard (2013). *Campus Violence: Kinds, Causes, and Cures*. *Journal of College student Psychotherapy*; Vol. 8, nos.1-3. Routledge Publisher.

127. Lobo Shalini (2019). IIT Madras suicide case: in note, student blames professor for harassing her. Retrieved from [www- indiatoday-in.cdnampproject.org](http://www-indiatoday-in.cdnampproject.org).
128. Logan, T.K, Leukefeld, C., & Walker, B. (2000). Stalking as a variant of intimate violence: Implications from a young adult sample. *Violence and Victims*. 15(1), 91-110. Springer Publication.
129. Logan, T.K., Leukefeld, C., and Walker, B. (2002). Stalking as a variant of intimate violence: Implications from a young adult sample. In K.E. Davis, I.H. Frieze and R.D. Maiuro (Eds.), *Stalking: Perspectives on victims and perpetrators*, pp. 112-137. New York: Springer Publishing Company.
130. Luke, K. (2009). Sexual Violence Prevention and Technologies of Gender among Heavy- Drinking College Women. *Social Service Review*, 83(1), 79-109. doi:10.1086/599311
131. Mackert Juergen, Hartmann Eddie (2015). *Violence*. Oxford Bibliographies <https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0137.xml>
132. Malamuth, M.B., and Brown, L.M. (1994). Sexually aggressive men's perceptions of women's communications: Testing three explanations. *Journal of Personality and Social Psychology*; Vol. 67, pp. 699-712.
133. Manheim Harmann and Bernard J. Thomas Retrieved from <https://www.britannica.com/science/criminology/Sociological-theories>.
134. Manjoo R. (2011). Report of the Special Rapporteur on violence against women, its causes and consequences. Human Rights Council. Retrieved from <https://www2.ohchr.org/english/bodies/hrcouncil/docs/17session/a-hrc-17-26.pdf>
135. Mann M (1986) *The Sources of Social Power. A History of Power from the Beginning to A.D. 1760*. Cambridge: Cambridge University Press. Volume 1.
136. Marshall L.L. (1992b). The severity of violence against men scales. *Journal of Family Violence*, Vol. 7, pp. 189–203.
137. Marshall, L.L. (1992a). Development of the severity of violence against women scales. *Journal of Family Violence*, Vol. 7, pp. 103–121.
138. McCann, J. (2001). *Stalking in children and adults: The primitive bond*. Washington, DC : American Psychological Association.
139. McNulty R.J., Heller, D., & Binet, t. (1997). Confronting dating violence. *Educational Leadership*, Vol. 55(2), pp. 26-28.
140. Mengo Cecilia and Black M. Beverly (2015) *Violence Victimization on a College Campus: Impact on GPA and School Dropout*. *Journal of College Student Retention Research Theory and Practice*, Vol. 18 (2). Retrieved from https://www.researchgate.net/publication/277343957_Violence_Victimization_on_a_College_Campus_Impact_on_GPA_and_School_Dropout
141. Merschman, J.C. (2001). The dark side of the web: Cyberstalking and the need for contemporary legislation. *Harvard Women's Law Journal*, Vol.24, pp. 255-292.

142. Merton, R. (1938). Social Structure and Anomie. *American Sociological Review*, pp. 672- 682.
143. Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Source Book* (2nd ed.). Newbury Park, CA: Sage Publisher, pp. 18.
144. Miranda Sabu et.al. A Study to Assess the Knowledge about Hazards of Ragging among Undergraduate Nursing Students in a Selected College at Mangaluru. *International Journal of Health Sciences & Research*, Vol.8; Issue: 10, pp 172-177.
145. Mkandawire, B. (2009). Gender based violence and HIV/AIDS on the Malawian Community. *The Society of Malawi Journal*, Vol. 62(1), pp. 1-14. Retrieved from <http://www.jstor.org/stable/29779276> Assessed on October 18, 2020.
146. Mohler, Meichun; Dowdall, George W.; Koss, Mary P.; Wechsler, Henry. (2004). Correlates of rape while intoxicated in a National Sample of College Women . *Journal of Studies on Alcohol*, Vol. 65, 37-45.
147. Morewitz, S.J. (2003). *Stalking and Violence: New patterns of trauma and obsession*. New York: Kluwer Academic/Plenum Publishers.
148. Morgan K. Robin (2009) Student stalking of faculty: impact and prevalence *Journal of the Scholarship of Teaching and Learning*, Vol. 9, No. 2, June 2009, pp. 98 – 116. <https://files.eric.ed.gov/fulltext/EJ854904.pdf>
149. Morrison, A., Ellsberg, M., & Bott, S. (2007). Addressing Gender-Based Violence: A Critical Review of Interventions. *The World Bank Research Observer*, Vol. 22(1), pp. 25-51. Retrieved from <http://www.jstor.org/stable/40282335> Assessed on October 18, 2020
150. Negi KalaSunder, Singh Hoshiar (2018)A Comparative Study of Attitude towards Ragging among Government and Private College Students. 2nd international conference on research developments in arts, science and humanities. Pp. 280-290.
151. Oakley Ann (1972). *Sex, Gender Society*. Routledge Publisher. Retrieved from https://www.google.co.in/books/edition/Sex_Gender_and_Society/IB2oDQAAQBAJ?hl=en&gbpv=1&dq=inauthor:%22Ann+Oakley%22&printsec=frontcover.
152. Okoye Mezie&Alamina Folusho (2014). *Sexual Violence Among Female Undergraduates in a Tertiary Institution in port Harcourt : Prevalence , Pattern , Determinants and Health Consequences*
153. Oladepo, O., Yusuf, O., &Arulogun, O. (2011). Factors Influencing Gender Based Violence amo2ng Men and Women in Selected States in Nigeria. *African Journal of Reproductive Health / La Revue Africaine De La Santé Reproductive*, Vol. 15(4), pp. 78-86. Retrieved from <http://www.jstor.org/stable/41762366> Assessed on October 18, 2020.

154. Paludi A. Michele (2008). *Understanding and Preventing Campus Violence*. Praeger Publishers.
155. Paul, L. A., Walsh, K., McCauley, J. L., Ruggiero, K. J., Resnick, H. S., & Kilpatrick, D. G. (2013). College Women's Experiences With Rape Disclosure: A National Study. *Violence against Women*, 19(4), 486–502. <http://doi.org/10.1177/1077801213487746>.
156. Perry, B. (2002). American Indian Victims of Campus Ethnoviolence. *Journal of American Indian Education*, 41(1), 35-55. Retrieved from <http://www.jstor.org/stable/24398552>
157. Personal communication with Cheryl Presley, Ph.D., executive director of the Core Institute, e-mail January 29, 2004. (National Probability Sample Study, Core Institute, Student Health Programs, Southern Illinois University, Carbondale, Ill.).
158. Peshkin A. (1993). The Goodness of Qualitative Research. *Educational Researcher*, Vol. 22(2), pp. 23-29.
159. Pezza, P.E., Bellotti, A. College campus violence: Origins, impacts, and responses. *Educ Psychol Rev* 7, 105–123 (1995). <https://doi.org/10.1007/BF02214209>
160. Pomykacz, Corey, "Sexual Violence Victimization and Prescription Drug Misuse: An Analysis Using General Strain Theory" (2017). *Electronic Theses and Dissertations*, 2004-2019. 5553. <https://stars.library.ucf.edu/etd/5553>.
161. Poudel N. Tara (2014). Gender and Violence in School: Current Phenomena and Coping Strategies. *The SIJ Transactions on Industrial, Financial & Business Management (IFBM)*, Vol. 2, No. 3. Retrieved from <https://www.researchgate.net/publication/263431919>.
162. Prof. Rao Mohan et.al. (2015). Psychosocial Study of Ragging in Selected Educational Institutions in India. https://www.ugc.ac.in/pdfnews/7661310_Psychosocial-Study-of-Ragging.pdf
163. Pryor, D.W.; Hughes, M.R.(2013) ' Fear of Rape Among College Women : A Social Psychological Analysis ' *Violence Vict.*, Vol. 28, Issue 3, 443-465.
164. Psychological Abuse. From Wikipedia, the free encyclopedia. Accessed from https://en.wikipedia.org/wiki/Psychological_abuse 19/10/2020
165. R.H.Waghamode , J.L.Kalyan and S.S. Angadi (2014). RAGGING IN INDIA: PROBLEM AND PERSPECTIVE. *Reviews of Literature*, Volume 1 , Issue 6, pp. 1-19.
166. Radford, J. and Stanko, E.A. (1996). Violence against women and children: the contradictions of crime control under patriarchy, in M. Hester, L, Kelly and J. Radford (eds), *Women, Violence and Male Power: Feminist Activism, Research and Practice*. Buckingham: Open University Press, pp. 1-18.
167. Ragging in dental Faculty of KGMU www.amarujala.com-cdn.ampproject.org

168. Ravensberg, V. and Miller, C. (2003). Stalking among young adults: A review of the preliminary research. *Aggression and Violent Behaviour*, Vol. 8, pp. 455-469.
169. Rawat Puja (2003). Stemming Campus Violence. Retrieved from <http://www.indiatogether.org/campviol-education>
170. Ray Larry (2018). *Violence and Society*. Sage Publications Inc.
171. Resick, P.A. (1993). The psychological impact of rape. *Journal of Interpersonal Violence*, Vol. 8, pp. 223-255.
172. Review with a Special Reference to Sri Lanka. *International Journal of Research and Innovation in Social Science (IJRISS)*. Volume III, Issue X.
173. Roark, M. (1992). Helping High School Students Assess Campus Safety. *The School Counselor*, 39(4), 251-256. Retrieved from <http://www.jstor.org/stable/23900306>
174. Russo and Pirlott (2006). Gender- Based Violence. *Annals of the New York Academy of Sciences*, Vol. 1087(1), pp. 178-205. Retrieved from https://www.researchgate.net/publication/6610117_Gender-Based_Violence
175. RWAMREC (2013). Sexual and Gender-Based Violence (GBV) baseline study in 13 District. Retrieved from http://www.rwamrec.org/IMG/pdf/baseline_study_on_gbv_may_2013-_rwamrec.pdf
176. Sabina, C., & Ho, L. (2014). Campus and College Victim Responses to Sexual Assault and Dating Violence: Disclosure, Service Utilization, and Service Provision. *Trauma, Violence & Abuse*, 15(3), 201-226. Retrieved May 19, 2021, from <https://www.jstor.org/stable/26876511>
177. Samson S R Nallapu (2017). Students Perceptions and Feedback on Ragging in a South Indian Medical College. *South East Asian Journal of Medical Education*, Vol. 7 no. 2, pp. 33-39.
178. Schwartz, M. D., & Pitts, V. L. (1995). Exploring a feminist routine activities approach to explaining sexual assault. *Justice Quarterly*, Vol. 12(1), pp. 9-31. Retrieved from <https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=2726&context=td>
179. Schwartz, M. D., DeKeseredy, W. S., Tait, D., & Alvi, S. (2001). Male peer support and a feminist routing activities theory: Understanding sexual assault on the college campus. *Justice Quarterly*, Vol. 18(3), pp. 623-649. Retrieved from <https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=2726&context=td>
180. Sen Amit , Rao Mohan , Seshadri Shekhar, Sonpar Shobna (2017). Understanding ragging: Ahead of the academic season, a look at the problem, its impact. <https://indianexpress.com/article/explained/understanding-colleges-anti-ragging-act-4777974/>
181. Shafritz, J. M., & Russell, E.W. (2003). *Introducing public administration*. Wesley: Longman, Inc.
182. Shaw M (2000) *Theory of the Global State*. Cambridge: Cambridge University Press.
183. Shaw M (2005) *The New Western Way of War*. Cambridge: Polity.

184. Shields, N., Fieseler, C., Gross, C., Hilburg, M., Koechig, N., Lynn, R., & Williams, B. (2010). Comparing the Effects of Victimization, Witnessed Violence, Hearing about Violence, and Violent Behavior on Young Adults. *Journal of Applied Social Science*, 4(1), 79-96. Retrieved from <http://www.jstor.org/stable/23548928>
185. Sida (March, 2015). Gender Based Violence and Education.
186. **Silveira, J., & Hudson, M. (2015). Hazing in the College Marching Band. *Journal of Research in Music Education*, 63(1), 5-27. Retrieved September 9, 2020, from <http://www.jstor.org/stable/43900277>**
187. Sinclair M. (2007) Editorial: A Guide to Understanding Theoretical and Conceptual Frameworks. *Evidence Based Midwifery*. Vol. 5(2), pp. 39.
188. Sinclair, H.C., and Frieze, I. H. (2005). When courtship persistence becomes intrusive pursuit: Comparing rejecter and pursuer perspectives on unrequited attraction. *Sex Roles*, 52(11/12), 839-851.
189. Speranza, Keriann (2010). Campus Rape Phenomenon. *Undergraduate Review*, Vol.6, pp. 169-175. Retrieved from http://vc.bridgew.edu/undergrad_rev/vol6/iss1/31
190. Spitzberg, B.H. (2002). Cyberstalking and the technologies of interpersonal terrorism. *New media and society*, 4(1), 71-92.
191. Spitzberg, B.H., and Rhea, J.(1999). Obsessive relational intrusion and sexual coercion Victimization. *Journal of interpersonal Violence*, 14(1), 3-20. Sage publication. <https://doi.org/10.1177/088626099014001001>
192. STADER, D. (2011). Dating Violence. *The Clearing House*, 84(4), 139-143. Retrieved September 9, 2020, from <http://www.jstor.org/stable/41304323>
193. Staudigl, M. (2013). Towards a Relational Phenomenology of Violence. *Human Studies*, Vol. 36(1), pp. 43-66. Retrieved, from <http://www.jstor.org/stable/41818848> Assessed on October 26, 2020.
194. Stein, N. (2007). Bullying, Harassment and Violence Among Students. *The Radical Teacher*, (80), 30-35. Retrieved from <http://www.jstor.org/stable/20710424>
195. SulkowskiMichael (2011). An Investigation of Students' Willingness to Report Threats of Violence in Campus Communities. *Psychology of Violence*, Vol. 1 (1), pp. 53-65. Retrieved from https://www.researchgate.net/publication/232499081_An_Investigation_of_Students'_Willingness_to_Report_Threats_of_Violence_in_Campus_Communities
196. Susana T. Fried. (2003). Violence against Women. *Health and Human Rights*, Vol. 6(2), pp. 88-111. Retrieved from <https://doi.org/10.2307/4065431>. Assessed on 18 October 2020 at 02:44 P.M.

197. Tamara Shefer , Lindsay Clowes & Tania Vergnani (2012) Narratives of transactional sex on a university campus, *Culture, Health & Sexuality*, Vol. 14:4, pp. 435-447. Retrieved from <https://doi.org/10.1080/13691058.2012.664660> Assessed on 30 May 2021 at 10:55.
198. Thompson, M. (2014). Risk and Protective Factors for Sexual Aggression and Dating Violence: Common Themes and Future Directions. *Trauma, Violence & Abuse*, 15(4), 304-309. doi:10.2307/26876519
199. Tjaden, P., and Thoennes, N. (1997). *Stalking in America: Findings from the National Violence Against Women Survey* (N.I.J. Grant No. 93-IJ-CX-0012). Washington, DC: National Institutes of Justice/Centers for Disease Control.
200. Toffanin Maria Angela (2011). Research on violence against women. A sociological perspective. *International Journal of Family Studies*. Vol. XVII, no.1.
201. Turchik, J., Hebenstreit, C., & Judson, S. (2016). An Examination of the Gender Inclusiveness of Current Theories of Sexual Violence in Adulthood: Recognizing Male Victims, Female Perpetrators, and Same-Sex Violence. *Trauma, Violence & Abuse*, Vol. 17(2), pp. 133-148. Retrieved from doi:10.2307/26638391
202. Uggen Christopher; Blackstone Amy (2004). Sexual Harassment as a Gendered Expression of Power. *American sociological review*. Volume: 69, pp. 64-92.
203. Ullman, S.E., Karabatsos, G., Koss, M.P., (1999). Alcohol and Sexual Assault in a National Sample of College Women. *Journal of Interpersonal Violence*, 14(6), 603-625, Sage Publication.
204. UNFPA (2007). Ending Widespread Violence Against Women. Retrieved from <http://www.unfpa.org/gender/violence.htm>
205. United Nations (1989). *Violence against women in the family*. New York, NY: United Nations.
206. Wacquant L (2009) *Punishing the Poor: The Neoliberal Government of Social Insecurity*. Durham, NC: Duke University Press.
207. Waghmode R.H., Kalyan J.L. Angadi S.S. (2014). Ragging In India: Problem and Perspective. *Reviews of Literature*. Volume 1 , Issue 6. Retrieved from <http://oldrol.lbp.world/UploadArticle/86.pdf>.
208. Walby Sylvia (2012). Violence and society: Introduction to an emerging field of sociology. *Current Sociology*, Vol. 61(2), pp. 95–111. Sage Publisher. Retrieved from DOI: 10.1177/0011392112456478
209. Walby, S., Towers, J., Balderston, S., Corradi, C., Francis, B., Heiskanen, M., . . . Strid, S. (2017). Different Forms of Violence. In *The concept and measurement of*

violence (pp. 57-102). Bristol, UK; Chicago, IL, USA: Bristol University Press.
Retrieved from doi:10.2307/j.ctv47w5j0.9

210. Washburn, K. (2015). Addressing Stalking on Campus. *Academe*, 101(3), 41-44. Retrieved from <http://www.jstor.org/stable/24643045> assessed on October 21, 2020
211. Whittaker L.C., Pollard W.J. (2013). *Campus Violence: Kinds, Causes, and Cures*. *Journal of College Student Psychotherapy*. Volume 8, Numbers (1/2) (3). Routledge Publication. London and New York.
212. Wolfgang, M.E. and Ferracuti, F. (1967). *The Subculture of Violence: Towards an Integrated Theory in Criminology*, London: Tavistock.
213. World Health Organisation (2009). *Violence Prevention the evidence. Promoting gender equality to prevent violence against women*. Retrieved from https://www.who.int/violence_injury_prevention/violence/gender.pdf
214. World Health Organization (2002). *World report on violence and health: Summary*. . Geneva: WHO.: World Health Organization
215. World Health Organization. (2014). *Health care for women subjected to intimate partner violence or sexual violence: a clinical handbook*.
216. World report on violence and health (2015). Retrieved from http://www.who.int/violence_injury_prevention/violence/world_report/en/summary_en.pdf on 10 March, 2015.
217. Yahia, Khawla Ahmad (2000). *Behavioural and emotional Disorders*. Ammam, Jordan- Dar-el-Fikr for Publication and Distribution.

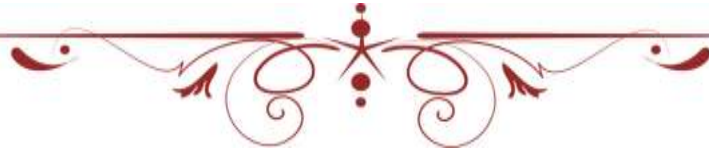
Internet sites/Newspapers

1. Jagran (2019). B.A. students beaten B.COM students. Retrieved from www.jagran.com
2. OpIndia Staff (2019). Noida: Two students of Amity University brutally beaten by mob after argument with a girl over parking. Retrieved from <https://www.opindia.com/2019/09/noida-two-students-of-amity-university-brutally-beaten-by-mob-after-argument-with-a-girl-over-parking/>
3. TNN (2022). Lucknow: BBAU student accuses prof. of sexual harassment, files complaint with PMO. Retrieved from <https://timesofindia.com>.
4. Express news Service (2019). Six medical students suspended for ragging freshers at Saharanpur College. Retrieved from www.indianexpress.com.
5. Jagran (2019). Ring tone from every ring. Retrieved from www.jagran.com.
6. Jagran dainik (2017). Seniors ne parichayna dene per chatra ka sir phoda. Retrieved from www.jagran.com
7. Jagran (2019). Bbau VC prof. NMP Verma per jaanlevahumla. Retrieved from www.jagran.com

8. CNN News18 (2019). BHU Professor suspended for sexual Harassment Returns to Classrooms sparks protest in campus. Retrieved from <http://www.news18.com/amp/news/india/bhu-professor-guilty-of-sexual-harassment-returns-to-classrooms-sparks-protest-on-campus-2309539.html>.
9. Hindustan times (2017). BBAU row: Registrar alleges misbehaviour by finance officer Retrieved from <https://www.hindustantimes.com/lucknow/bbau-row-registrar-alleges-misbehaviour-by-finance-officer/story-9kfK5UBLnfbp5mQJqomgeM.html>
10. Jagran (2019). Retrieved from www.jagran.com
11. Express News Service (2019). KGMU suspends 13 students for ragging. Retrieved from <https://indianexpress.com/article/cities/lucknow/kgmu-suspends-13-students-for-ragging-5732043/>
12. Jagran (2019). Conflict between two groups of students in BBAU, Challan on six students. Retrieved from www.jagran.com
13. Hindustan Times (2019). University student in Kanpur critical after falling from second floor, family suspects ragging. Retrieved from <https://www.hindustantimes.com/india-news/university-student-in-kanpur-critical-after-falling-from-second-floor-family-suspects-ragging/story-ezB5DsSUI9YSrVPwu5pEAI.html>
14. <http://gptsoraba.in/english/doc/vishakaguidelines.pdf>
15. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/ru2279.pdf
16. <https://www.saferspaces.org.za/understand/entry/gender-based-violence-at-higher-education-institutions-in-south-africa1#Introduction>
17. <https://www.stalkingawareness.org/wp-content/uploads/2021/09/Campus-Understanding-Stalking-Flyer.pdf>
18. <https://www.ugc.ac.in/oldpdf/ragging/gazzetaug2010.pdf>
19. <https://www.ugc.ac.in/oldpdf/ragging/publicnoticeragging.pdf>
20. <https://www.ugc.ac.in/oldpdf/ragging/reco suggestragginghei.pdf>
21. <https://www.ugc.ac.in/oldpdf/ragging/sensitizationragging08.pdf>
22. <https://www.ugc.ac.in/page/Ragging-Related-Circulars.aspx>
23. https://www.ugc.ac.in/pdfnews/3284424_Handbook.pdf?_gl=1*1y0rqk7*_ga*MTY3NjgwNDxNC4xNjUyNjM2NDI4*_ga_FGHYECNLXB*MTY1MjYzNjQyNy4xLjEuMTY1MjYzNjQ3NC4w
24. https://www.ugc.ac.in/pdfnews/3284424_Handbook.pdf Professor Jayati Ghosh, Paper on What Exactly is Ragging? http://www.macrosan.org/curl/loctt4lpc/f/Exactly_Work.pdf, NSSO 2011-12
25. https://www.ugc.ac.in/pdfnews/3825441_first_amendment-ragging.pdf
26. https://www.ugc.ac.in/pdfnews/5873997_SAKSHAM-BOOK.pdf
27. Singh Jaskaran (2019). Kurushetra University Proctoral Board rusticates 8 students, following death of a Pharmacy student after a violence on campus. Retrieved from <https://timesofindia.indiatimes.com/home/education/news/kurukshetra-university-proctorial-board-rusticates-8-students-following-death-of-a-pharmacy-student-after-violence-on-campus/articleshow/69447477.cms>



APEENDIX



Appendix

QUESTIONNAIRE

I. Socio-economic background of the Respondents.

1. Name.....
2. Age- 17-25/26-33/34-42/above 42
3. Gender : Male/Female
4. Category- General/OBC/SC/ST
5. Religion- Hindu/Christian/Sikh/Muslim/Others
6. Educational Qualification- Graduation/Post-Graduation/M.Phil./Ph.D./Others
7. Respondent- Student/Teaching/Non-Teaching staff
8. Academic Area- Science/Arts/Commerce/Technical/Management/Law/Others
9. Nature of University- State/Central/Private/Deemed
10. Annual Income of family- 0-50,000/50,000-2,00,000/2,00,000- 4,00,000/4,00,000-6,00,000/above 6,00,000
11. Regional Background- Rural/Peri-Urban/Urban
12. Locality/site of Residence Area- On campus/Off campus

II. To examine the prevalence of gender-based violence on the campus among students, teaching and non-teaching staff.

1. Do you think that gender-based violence is prevalent on campuses? Yes/No/Don't want to give answer
2. The extent/rate of gender-based violence on campuses: Zero/Low/Moderate/Extreme/Don't want to give answer
3. Who faced gender-based violence more on campuses: Male/Female/Transgender/All of the above/None of the above/Don't want to give answer
4. Which forms of GBV is more prevalent on campuses: Physical/Sexual/Psychological/All of the above/None of the above/Don't want to give answer
5. Have you ever faced Gender based violence on campuses? Yes/No/Don't want to give answer
6. Who is the types of perpetrators behind Gender Based Violence on the campuses? Batchmates/colleagues/male seniors/female seniors/stranger/Male faculty/female faculty/male non-teaching/female non-teaching staff.

III. To understand the forms (physical, psychological, sexual) of gender-based violence on campuses occurring against students, teachers and non-teaching staff.

1. Which types of Physical violence faced by the respondents on the campuses? Grapping Breasts/Buttocks, Slapping/kicking, Pushing/pulling, Pinching, twisting earlobes, piling hairs, Fighting/Beating, Using an objects that could hurt you, All the above, None of the above, Don't want to give answer

2. Which types of psychological violence faced by the respondents on campuses? Blackmail/verbal aggression/yelling/control/insults/defamation/All the above/ None of the above/Don't want to give answer
3. Which types of sexual violence faced by the respondents on campuses? Sexual Assault/ Sexual Harassment/Dating Violence /All the above/None of the above/Don't want to give answer
4. Have you faced Ragging during your campus time? Yes/No/ Don't want to give answer
5. Please tell the level of effect of ragging on you? Low/Moderate/ Extreme/Zero/ Don't want to give answer
6. Reasons behind the prevalence of ragging on campuses? Seniors were ragged, so they also do the same thing to their juniors/Sense of superiority/Introduction of juniors/Lack of supervision and lack of implementation of serious anti-ragging measures by college authorities/Ragging is not taken as an evil on campus/All of the above/None of the above/Don't want to give answer
7. Have you ever faced stalking during your campus? Yes/No/don't want to give answer
8. Have you ever faced cyber violence during your campus? Yes/No/don't want to give answer
9. Have you reported the following violence done with you on the university campus to the authority? Reported to the authority/ Faced but not reported to the authority/Never Faced/Don't want to give answer
10. Please tell the level of effect of GBV happening on campus on you? Zero/Low /Moderate /Extreme/Don't want to give answer
11. At what extent the Gender based Violence on Campuses that effects your educational/working level? Extreme Effect/Medium Effect/Low Effect/Zero Effect/Don't faced/Don't want to give answer
12. How you tackled the situation when you faced GBV on campuses? Avoid the situation/Protest Verbally/Protest Physically/Run away from the situation /Revert Back/ All of the above/none of the above /don't want to give answer

IV. To investigate the causes and consequences of gender-based violence on campuses among students, teaching staff and non-teaching staff.

1. Is gender and race is the main cause behind the increment of sexual harassment of students within the campuses? Agree/disagree/ strongly agree/ strongly disagree/somewhat agree
2. Is socialization of family responsible for the violence on campuses? Agree/disagree/ strongly agree/ strongly disagree/somewhat agree

3. Is Increasing rates of Gender based violence on campuses leads to the imitation of gender inequality? Agree/disagree/ strongly agree/ strongly disagree/somewhat agree

4. Impacts of GBV on campuses? Low academic record/poor performance in the class or work, Low self-esteem/Depression/ Loneliness/anxiety, Feeling worried/angry/upset/embarrassed/hurt/frustrated, Post Traumatic stress disorder, Behave differently with friends & family, Leads to lifetime threatening, Leave campus permanently, Low concentration on their work, All of the above, none of the above, Don't want to give answer.

V. To examine the government and university policies for the safety of students, teaching and non-teaching staff of campuses.

1. Have you heard about the University Grants Commission (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015? Yes/No/Don't want to give answer

2. Have you heard about the information technology act 2000? Yes/No/Don't want to give answer

3. Have you heard about the criminal law amendment act 2013? Yes/No/Don't want to give answer

4. Have your university made any policy for the safety of students/teaching staff/non-teaching staff against the prevalence of the gender-based violence? Yes/No/Don't want to give answer

5. Awareness of the respondents about the existence of various policies at University Level? Anti-ragging cell/Grievance cell/ICC (Internal complaint committee)/Anti-harassment policy/All the above/None of the above/Don't want to give answer

6. Have you got justice by complaining violence happened with you? Yes/No/Don't want to give answer

7. Has your university started any type of remedial measures taken by the university that protect students/teaching/non-teaching staff from GBV on campuses? Awareness camps/Sex education related program, Workshop/Conferences/seminars, Gender sensitization program, All the above, None of the above, Don't want to give answer

8. Has your university organizes any type of social campaigns? Yes/No/Don't want to give answer

9. If yes then which types of social campaigns organized by the university? Organises poster campaigns to raise awareness regarding GBV/ Uses communication technology/Uses social marketing campaign/All the above/None of the above/Don't want to give answer

10. Are you satisfied with the remedial measures taken by the university for ensuring the safety of both students and employees? Yes/No/Don't want to give answer