

Gender based Violence: Its Prevalence in the University Settings

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Abstract: Gender based violence is a violence targeted against a person (it could be a male or a female or a transgender) on the basis of their sex. Gender based violence happens against both man and women but women is usually the target of violence. There are so many cases of gender-based violence prevalent in higher education institutions has been seen in the form of intimidating, troublesome, mistreating, ragging, threatening or assaulting, or deliberately damaging the property of teachers, students, non-teaching staffs and visitors etc. by another member of that particular institution or the public. It is shocking for all of us that gender-based violence occurring in all countries whether it is developed or developing, in communities, in homes, in schools, in universities. The results of GBV on campuses of higher education institution are victims hurt from a long term physical, sexual, mental injury, health problems as well as social exclusion and reduced ability to maintain economic security. It also damages the dignity, security, prestige, health of the victim. The purpose of this paper is to study the forms prevalence of gender-based violence in the higher education, to recognize the causes and consequences of gender-based violence on campuses of higher education institutions. The present study focuses on the secondary data collected from articles, books, newspaper etc. This paper is basically descriptive in nature.

Keywords: Gender, Violence, Higher Education, Harassment, Ragging etc.

1. INTRODUCTION:

Gender-based violence is an umbrella term and it itself contains various types, ranging from sexual violence that includes mainly harassment and assault to verbal and physical abuse to psychological and economic violence. Gender based violence becomes a big problem in the higher education institutions. Gender based violence deprive the human from their rights and also one of the most persistent form of discrimination among men and women. As **(Article 15 prohibits the state/nation from discriminating any citizen on the basis of any one or many of the aspects such as religion, race, caste, sex, place of birth and others.....)**. The World Health Organisation (WHO) estimates that 1 in 3 women worldwide (35%) have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime. In recognition of this global pandemic of violence against women, the UN issued the Declaration on the Elimination of Violence against Women in 1993, “alarmed that opportunities for women to achieve legal, social, political and economic equality in society are limitedby continuing and endemic violence”. The elimination of violence against women involves challenging the unequal division of social, political, and economic power among women and men, and the ways in which this inequality is perpetuated through institutions at all levels of society. “Gender based violence violates a number of women’s rights, including the right to life, the right not to be subject to torture or to cruel, inhuman or degrading treatment or punishment the right to equal protection under the law, the right of equality in the family or the right to the equality in the highest standard attainable of physical and mental health” (CEDAW 1992). Cases of gender-based violence in higher education institutions is seen in the form of daunting, harassing, abusing, threatening or assaulting, torturing or deliberately damaging the property of teachers, students, non-teaching staffs and visitors etc. by another member of that particular institution or the public. Gender-based violence is currently a major public health problem in all parts of the world, encompassing a multitude of forms of gender-motivated abuse directed against women in the course of their lives. In most cases, the aggressor is the male intimate partner of the victim, and between 15 to 71% of women who have had a male partner have suffered physical and/or sexual violence. Jane Bennett argues that despite the prevalence of gender and sexual violence in universities, these matters are being rendered invisible by a political culture or silence around it. **Aim of the study** is to know the issues of gender-based violence in the higher education institutions and to examine the consequences of gender-based violence in the higher education institutions.

2. REVIEW OF LITERATURE:

Kalof. L, Eby K.K, Matheson L. J. & Kroska J.R. (2001) examines that race and gender play an important role behind the student’s sexual harassment. And their perpetrator is their college professors. And study also shows it has becoming a day to day serious problem.

Lehrer A.J, Lehrer L.V, Lehrer L.E & Oyarzun B . Pamela (2004) rightly points out that youths between age 20-24 faces high rates of sexual victimization among college students in U.S. The motive behind this victimization is the demographic and socio economic features related to violence. 46 percent of youths in Chile took admission in institutions of higher education and there is no systematic programs for the safety of students regarding sexual victimization.

R.H.Waghamode(2014) focusses mainly to understand the problem and perspective of ragging in India, and its legal approaches for prevention. this paper will discuss the role of UGC and Guidelines imposed by SC, along with role of Educational institutions which is more crucial to control the incidents of ragging.

3. METHODS AND MATERIALS:

The methodology used in the study is descriptive in nature and is based on secondary data i.e. the materials that we used in the study is from various articles, books, journals etc.

GENDER BASED VIOLENCE IN THE UNIVERSITY SETTINGS:

Gender based violence in the higher education is happening at a very high rate on the campuses of higher education. Violence in the higher education is an issue that is of growing relevance in today's media, in the popular culture and in the minds of the general public. Sexual assault, sexual harassment, rape, bullying, stalking, relationship violence, cyberstalking, hazing, mental torture, sexual victimization are some of the issues that are arising in the current scenario of campuses. All these phenomena have different causes and effects because it represents danger to students particularly women and LGBTTIQQ. Research suggests that women on the college campuses are at a higher risk for certain types of violence than women in other groups (fisher, Cullen and turner, 2000)

FORMS OF GENDER BASED VIOLENCE AND ITS IMPACTS

Sexual assault

Sexual assault at the higher education institutions in the United States has recently gathered attention. Sexual assaulting is the issues arising on the colleges and universities that goes beyond those of sexual harassment (AAUP 2010). Campus sexual assault is a significant problem. According to the **Violent Victimization of College Students of US** report between 1995 and 2002, college students ages 18-24 were victims of approximately 479,000 crimes of violence annually: rape/sexual assault, robbery, aggravated assault, and simple assault (Robert Forbus and Somantha Gomes 2005). Women whose age is between 18-21 are four times more likely to be sexually assaulted than women in any other age group. Between 20-25 percent of college women and 4 percent of college men report having been sexually assaulted during their college years. The rate of sexual assault is slightly high in case of LBTQ students. According to the Rape, Abuse and Incest National Network, a rape, attempted rape or sexual assault occurs approximately once every 2 minutes. U.S. Department of Justice (2003) found that 40 percent of victims report their crime to the police, other research has placed this number significantly lower, at 16 percent for adult women and only 2 percent for college women. Rates of sexual assault appear to be higher on college campuses, where it is estimated that between 20 to 25 percent of women will experience a completed or attempted rape at some point during their collegiate career (Mallicoat L. Stacy). Sexual coercion is prevalent among the US universities and it shown that 55.7 percent of women experienced some type of sexual coercion (dating violence) and 173 male university students surveyed and a survey reveals that 36.4 percent of sample participants mentioned having used some coercion tactics to obtain a sexual relationship at some time during their lifetime over the female partners. (Hernandez Gabriela and Mendoza Martha).

Impacts

The consequences of sexual assault are potentially very serious. An immediate concern is physical injury which may be extensive enough to require medical treatment or hospitalization. pregnancy and sexually transmitted diseases including HIV are additional concerns. Emotional damage may be serious and equally requiring of treatment. Assaulted students regularly drop courses, leave school, took transfer (AAUP). Along with these consequences the destructive bodily, sensitive, and mental impacts include sexually transmitted infections, unwanted pregnancies, substance use, and post-traumatic stress disorder. Higher education institutions are being urged to implement and improve prevention and treatment for sexual violence (**Coulter Robert et.al.**). Attention has turned towards sexual violence and its stances creates the difficulties for the students studying in the classroom, campus community. The most common perpetrators of these acts of sexual violence are not strangers, but partners, teachers, or family members(**womendeliver.org**). There is high rate of prevalence of sexual victimization among female college students in the US (**Lehrer A. Jocelyn et. al.**). As the studies shows that 1in 4 women suffers from sexual violence by an intimate partner and up to a 3 of adolescent girls report their experience as being forced. At least 1in 5 women has been sexually abused by man at some time in her life (**Okaye-Mezie and Alamina Folusho, 2014**).

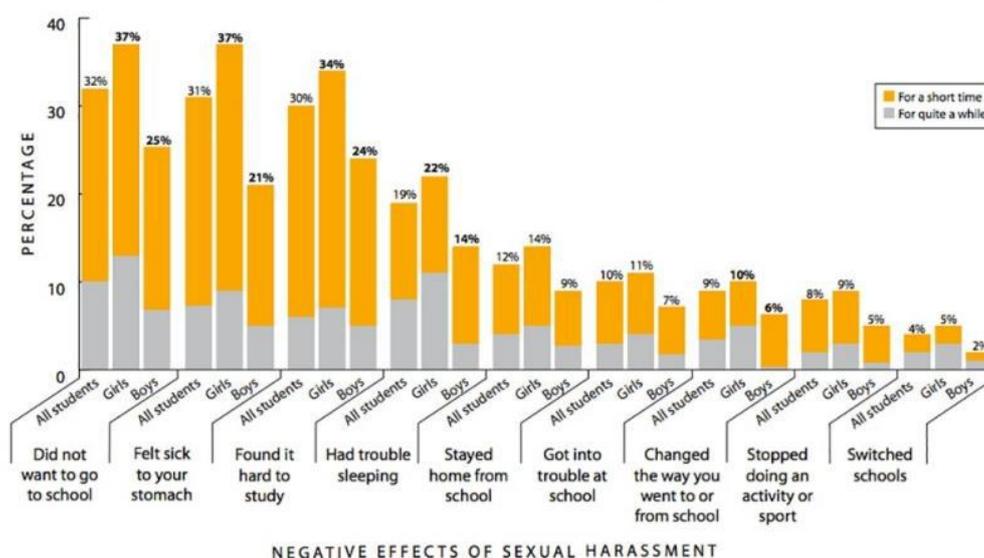
Sexual harassment

Sexual harassment, a form of GBV, is a common experience for female students and occasionally male students. Sexual harassment is a complex phenomenon involving various interrelated factors such as gender, patriarchal norms (most specifically hegemonic masculinity) and issues of power. Sexual harassment as defines by Brandenburg as “unwanted sexual attention that would be offensive to a reasonable person and that negatively affects the work or school environment” research on sexual harassment suggests that over 90 percent of the time, males are the perpetrators of sexual harassment against females (Fineran and bennett, 1999). As Mackinnon (1979) argues that sexual harassment affects women differently than men, no matter if the harasser is male or female. As Bartky (1990) provides insight into why women are the women are the most frequent victims of sexual harassment and also why sexual harassment was considered to be normal behaviour until the recent past. Approximately 50 percent experience some form of sexual harassment has been associated while in college and harassment has been associated with elevated levels of fear regarding personal safety in undergraduate students. Sexual harassment is the main problem in the academic settings where it is estimated that 30 percent of female students are being sexually harassed by professors (Kalof Linda et.al.)

Impact

The impact of sexual harassment can cause a student to give up work, research and educational opportunities (Koss, 1990). According to Paludi and Colleagues (2006), 29 percent of sexual harassment victims report a decrease in academic and professional opportunities and 13 percent a decline in grades as well as financial support due to the victimization. Additional consequences such as impaired concentration, decreased educational satisfaction, interference in supervision, scholastic decline, decreased morale, changes in study habits and unfavourable performance evaluations have been reported by victims (Cortina et al., 1998; Paludi, Nydegger, Desouza, Nydegger and Dicker, 2006; Woody and Perry, 1993). Over 20 percent of college women who reported harassment also reported an increase in absenteeism, 7 percent of victims avoided a particular location on campus or dropped out of school completely (Roosmalen and Mcdaniel, 1998). Sexual harassment can function as a stressor that leads to a decline in mental health and well being.

Figure 7. Student Reactions to Sexual Harassment, by Gender



Source: infograph.vinenge.com

Diagram shows that sexual harassment has thrown a very negative impact on the sufferers. Like they do not want to go to school, troubled sleeping, find hard to study etc.

Relationship violence

Relationship violence consists of physical, sexual or psychological harm toward a current or former dating partner (Carr, 2007). Dating violence is simply intimate partner violence perpetrated at the college level (Amar and Gennaro, 2005). Cases of dating violence are - 8-14 percent of women, in all age ranges are assaulted by a husband, boyfriend or ex-partner every year (Campbell, 2002). White and Koss found that 32 percent of women experienced violence in dating relationships between the ages of 14 through college. 75 percent of all college students may have experienced intimate violence (Marshall and Rose, 1988). Researcher have found a link between alcohol and intimate partner violence as alcohol is very common on college campuses and mostly sexual assault and dating violence interventions on campus should include the effects of alcohol and drugs. In a longitudinal study of university women,

hall smith, white and Holland (2003) examined dating violence in adolescent and college women over a period of four years. Regarding the issue of sexual victimization, research indicates that the most common form for adolescent females is verbally coercive sexual assault at 15.1 percent, this figure increases to 21.1 percent by the end of college. Attempted rape was reported at 7.4 percent in adolescence and 11.8 percent at the end of college and in all these the group of women most likely to be victimized was women who had reported a history of childhood or adolescent victimization. As Spitzberg and Rhea (1999) studied sexual coercion and found that the sexual double standard still has much to do with sexual assault and gendered violence. More specifically, the sexual double standard rewards men for sexual persistence and women for resistance, penalizing women for expressing sexual interest overtly.

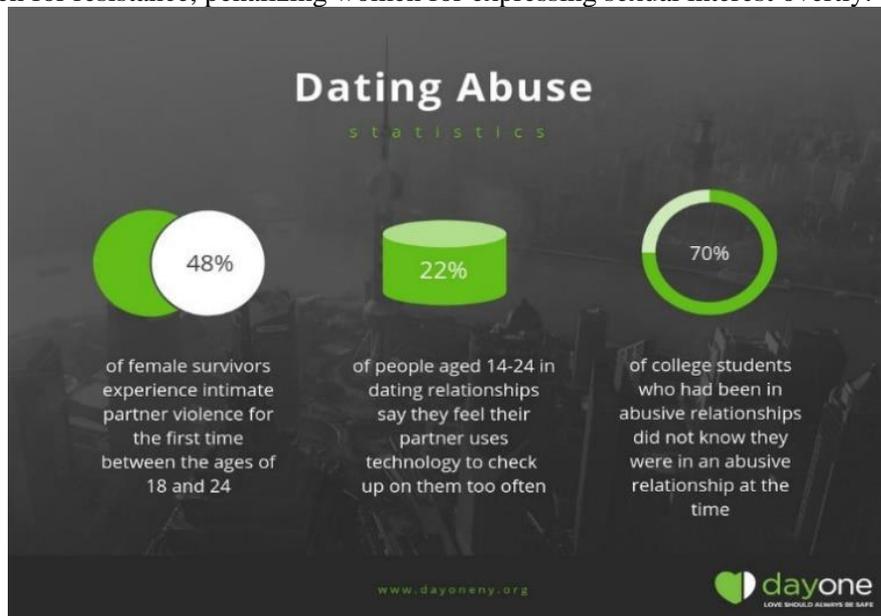


Diagram show that 48% of women who are under aged 18-24 faces dating violence and 70 % of college students do not know that their partner abuses him/her.

Impact

As we know that the rate of dating violence is high on campuses and its impact is also high on campuses as students faces a wide variety of negative emotional and physical consequences that result from victimization (Amar and Gennaro, 2005, p. 235). Before discussing its consequences, it is necessary to reviewed its impacts also. Some person felt dissed when they are in dating relationship. Among victims, feelings of rejection and psychological turmoil were the result of turmoil. The majority of individuals described experiences consistent with emotional distress including emotional suffering, mental anguish and feelings of vulnerability after their encounter with dating violence. negative reactions from individuals can result in an individuals reluctance to disclose the trauma. Victims of dating violence exhibit more mental health symptoms as suggested by Amar and Alexy (2005) than non-victims. According to Campbell (2002), depression and PTSD are the most prevalent sequelae associated with dating violence. Factors involving the severity of victimization, one's previous trauma history and the level of partner violence affect the onset of PTSD in victims (Campbell, 2002). Moreover, individuals often report intense feelings of betrayal, stigmatization, self – blame, fear, powerlessness and lowered self-worth (Coffey, Leitenberg, Henning, Bennett and Jankowski, 1996). Dating violence victims also faces insomnia, sexual dysfunction, sexual problems and substance abuse are often reported. Studies suggest that victims of dating violence are injured in the head, face, neck, thorax, breasts and abdomen to a greater degree than other victimized individuals.

Stalking

The occurrence of stalking violence is increasing among the general population. The 2009 Bureau of Justice Statistics Special Report, Stalking Victimization in the United States, estimated that 3.4 million people were stalked during a 12-month period. The National College Women Sexual Victimization Study found that over 13 percent of college women had been stalked in the academic year prior to the study. The prevalence of stalking is also increasing on campuses (Amar, 2006). Though stalking behaviour is often prolonged and ongoing, the majority of stalking incidents (over 83 percent) were not reported to police or campus law enforcement. Three in ten college women reported being injured emotionally or psychologically from being stalked. It is important to note that stalking often occurs in the context of both dating violence and sexual assault. In one study, researchers found that 43 percent of victims were stalked by a current/ former boyfriend and in 10 percent of incidents, the victim reported that the stalker forced or

attempted sexual contact. In the U.S. and India, approximately 1 million women and 4,00,000 men are stalked annually. Indeed, 20-35 percent of students are stalked while in college and report extreme concern regarding personal safety as a result of the abuse (Amar, 2006; Davis, Coker and Sanderson, 2002). More than 13% of college women indicated that they had been stalked in one college year (Fisher, 2000). The victims of this violence suffers from various serious health issues and they not want to go the institutions for study due to fear. They also dropped their campuses. The Stalking Resource Center recommends the development of a collaborative and comprehensive response to stalking on campus that includes creating a campus stalking policy. A university or college stalking policy is one of the best ways to address the significant problem of stalking on campus.

Cyberstalking

This form of stalking involves offensive, threatening communication through the Internet, via email, chat rooms, or instant messaging or through other electronic means, such as cellular telephones or pagers. Most of the time, the perpetrators hang around in the neighbourhood, outside offices and schools, etc. Cyber-stalkers can easily disguise themselves, adopt several false identities, and change identities and servers often, creating difficulty for the victim to trace the messages sent. 25% of the stalking incidents among college women involve cyberstalking (Cyberstalking, 1999). The cyber-stalker can easily find out the victim's personal profile, as it is easily accessible on-line. This type of stalking is methodical, deliberate, and persistent communication that disturbs the recipient. It is equally as serious as conventional stalking and is included in most statutes addressing stalking. Some states have addressed this problem by enacting a separate criminal law against it. In addition to directly contacting victims, cyber -stalkers may pose as the victim on the Internet to induce others to harass and threaten the victim.

Ragging

Ragging is a type of abuse done by the senior students to the freshers who enter the educational institutions. It could be verbal, mental, sexual or a combination of all. Highly reputed Indian colleges have a wistful history of ragging especially Medical colleges. Ragging was considered as welcoming fresher's but behind the word of welcoming there exists notorious activities which will target the victims and makes them to satisfy their own sadistic pleasures. The Honourable Supreme Court of India has given a more comprehensive meaning as "Ragging is any disorderly conduct, whether by words spoken or written, or by an act which has the effect of teasing, treating or handling with rudeness any student, indulging in rowdy or in disciplined activities which cause or are likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student and which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the psyche of a fresher or a junior student (R.H.Waghmode et.al, 2014). Student who passes through ragging incident have severe ill effects include right from the physical injury through beating, hitting by objects or by forcing to perform dangerous tasks to sexual abuse by forced stripping, forced masturbation, forced unnatural sex, etc. The psychological effects include constant fear, loss of concentration, inferiority complex and guilt because of decline in academic performance and feeling of insecurity arising out of financial exploitation.

4. DISCUSSION:

From the above study, it is clear that various types of violence are being faced by the students, faculty and staff as well. The forms of violence that the persons facing during their tenure period are sexual assault, ragging, sexual harassment, stalking, cyberstalking etc. These violence are not prevalent only on international campuses but national campuses are also the carrier of it. The victims are very much suffers from PTSD, depression, anxiety, loss of self esteem etc.

5. FINDINGS:

The study shows that the women faces more violence in comparison to males and men are the main perpetrator.

6. RECOMMENDATION:

- Policies that are framed for safety are needed to be checked from grassroots levels
- Awareness campaign regarding their safety
- Various strict steps should taken at the institutional level

7. CONCLUSION:

The above study states about the issues of gender-based violence on campuses of higher education institutions and the study shows that the campus environment is not free from gender violence, there is so much prevalence of different forms of violence on campuses happening at the global as well as country level as secondary data shows.

Instead of various laws implemented by campus authority for the students but still they face violence. So, a strict action must be taken by authority of campus so that the preparator first thinks about doing these severe crimes at the campuses.

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