



TRAINEE-TEACHERS' AWARENESS ON GENDER BASED VIOLENCE (GBV) IN WEST BENGAL

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RESEARCH ARTICLE



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Abstract

Gender based violations one of the burning issue in the present time. The most of the violence cases in India are based on gender related or general based violence. The main causes of this issue are lack of awareness among the people. Illiteracy, poor lifestyle and unhealthy social and physical relation made these issue as social curse. Hence the objectives of this research are to find out the different forms of Gender Based Violence (GVB) and to study the awareness on Gender Based Violence (GVB) among trainee teachers. Cross sectional research method followed by the researchers over the sample of 100 trainee teachers. After data collection researchers used t-test to analyze the data and concluded that most of the respondents possess higher percent awareness on different forms of Gender Based Violence (GVB). Study also revealed that academic qualification, marital status and geographical location of trainee teachers did not make significant difference of awareness on Gender Based Violence (GVB) where Male and female trainee teachers showed Significant difference of awareness on Gender Based Violence (GVB). This study will enhance the knowledge and deep thinking towards Gender Based Violence (GVB), different forms of Gender Based Violence (GVB), gender discrimination, gender inequality and prevention methods or strategies for these gender issues. Trainee teachers will be benefited by this study for future perspectives and the policy makers also Benefited by this study for policy formation.

Keywords: Awareness, Gender Based Violence (GVB), Trainee Teachers, Physical Violences (Ph.V.), Psychological Violences (Psy.V.), Cultural Violences (C.V.), Sexual Violences (S.V.)

Introduction

Among the most global issues Gender Based Violence (GVB) is one of the burning issue in the present time. India is the third largest country by its geographical area and first by its population in the world. The total population of India is around 145 crores, whereas India's female population is nearly 48.4 crores (Countrymeters, 2024). Gender inequality, gender bias, gender discrimination and Gender Based Violence (GVB) are common issues in every aspect of daily life. According to Zain, 'Violence and threats of violence can be experienced by every woman – irrespective of age, skin colour, religion, and economic or social status'. Muzaffar and others in his study said, 'In India, women have been subjected to violence and they are suffering from various causes such as cheating, rape, torture, abduction, violent pornography, immortal trafficking and so on'. NCBR report of 2022 showed 4,45,256 single cases were registered. The rate of crimes against woman per lakh population was 66.4% while case chargesheet logged 75.8%. The most of crimes in contrast to woman were brutality by partner or families 31.4%, woman kidnap case 19.2%, woman assault case 18.7% and rape 7.1%. the NCBR report 2024 showed that overall crimes decreased 0.56% whereas crimes against woman increased by 4%.

Indian society is Patriarchic in nature. Male-dominating society structured the women's lifestyle as they liked or wanted to. But at the age of 21st century of civilization we have to come forward. The constitution also gave some directions to equalize the gender perspectives and ensure the equal rights for every individual irrespective of men, women and other genders of our society. We need more consciousness and educated mindset to demolish this type of violence. Education can bring awareness about that kind of violence and sharpen our culture at the extreme level where we can freely enjoy our life, and maintain our physical as well as mental healthy surroundings.

Literature Review

Zain (2012) conducted a quantitative research to observe the awareness of different GVB in the form of sexual molestation, incest, violence by family member, women centric violence, rape, date-rape and violence on especially abled persons among

higher education institute students. The study was conducted on 52 bachelor students at UiTM Malacca by the using of stratified sampling technique to gather primary data and secondary data from All Women's Action Society (AWAM), information from earlier study and web based resources. The outcomes revealed that majority of students are aware about Gender Based Violence (GVB). Most of identical violence was date rape and rape while the others violence were also remarkable. Societal deny against the victims, Poor education and religious values system promoted to Gender Based Violence (GVB) on women at the high. Most of the violence against woman cases were suffering from lower earning family and non-working women by family male persons. The researcher suggested to organize seminar, workshops for increase the awareness among the woman as well as every persons of the society which leads the different violence at the low in future.

Miller et al. (2014) investigated a research work on 'Evaluation of a Gender Based Violence (GVB) Prevention Program for Student Athletes in Mumbai, India.' The objectives of this study were to find out abusive behavior, gender-equitable attitude measurement, intervene intention and promoting prevention programme to engage male athletes' participants. Experimental method was administered on 309 students of 10-16 years in 46 urban school. Research result showed that significant improvement found on reduction of negative behavior; violence prevention programme utilized positive manners, respect for woman and non-violence attitude on their behavior.

Mullu et al. (2015) conducted a cross sectional study on 'Prevalence of Gender Based Violence (GVB) and associated factors among female students of Menkoror high school in Debre Markos town, Northwest Ethiopia' to explore the amplitude of Gender Based Violence (GVB) and GBV causes. Total research had implemented on 140 girls' students of high school of 9 and 10 grade using stratified random sampling techniques. Self-made questionnaire was used and SPSS software used for data interpretation. Result of study showed that prevalence of GBV in current year was 57.30% where life-long commonness of Gender Based Violence (GBV) was 67.7%, occurrence of physical violence (Ph.V.) in current year was 54.8% where life time prevalence of physical violence was 66.10%. life-long sexual violence (S.V.) experienced 24.20%. Reasons related with GBV were academic accomplishment, drinking alcohol, urban resident, violence as a child greatly influential. Researchers suggested that Physical violence (Ph.V.) and sexual violence (S.V.) among girl pupils were in top and common problem of the society. Awareness programmes should be organized continuously to eradicate the issue.

Ajan and Bhaskar (2015), in this study, the researchers tried to find out the prevalence of GBV against women and made them aware of laws and helplines for protection. The study was followed by cross-sectional study among 17-23 years 397 female students across the 3 colleges of Kottayam district. The researchers used the questionnaire as a tool and the chi-square test for data analysis at the significant level of 0.05 value. The result of the study showed 86.4% of the students experienced Gender Based Violence (GVB) psychologically, physically, sexually and financially. 76.9% of the students had experienced GBV. 85 of physical and 33 students experienced sexual form of violence. 276 female students experienced abuse from strangers and 33 from the peer. Gender Based Violence (GVB) also experienced by the pupils. 209 students face violence at the time of travelling and 62 in public place. Most of the students (92.9%) feels insecure at out spear and they required self-defense training for personal safety. Out of 397 only 61.46% students aware about Gender Based Violence (GVB). Researchers suggested that more awareness programmes should be organize in school and colleges for girl safety and need. Laws and amendments should be implemented strictly. Help line numbers and woman friendly travelling service (like 'she taxies') should be start.

Baral and others (2016), conducted a qualitative study on Gender Based Violence (GVB). This research aimed to study the global and nationwide different aspects of Gender Based Violence (GVB). The study discussed different factors of Gender Based Violence (GVB). The global aspect indicates 35% of woman who experienced of Gender Based Violence (GVB) and 30% woman faced different kind of domestic violence. In South Asia around 50 million pre-birth female fetus killed by their parents through violence or negligence. 50% of total female population facing domestic violence. 10% female and 20% of male students facing Gender Based Violence (GVB). Class, race, age and religious based gender violence found significantly in Nepal. Domestic violence, work place violence, market, public place, bus, traffic, hotel, office every aspect of human living Gender Based Violence (GVB) are present. 48% lifelong, 40.4% emotional, 26.8% physical, 15.3% sexual, 8% economical violence found in Nepal. Researcher gave some suggestions to control these type of violence like female legal representation and opportunities to get justice, promoting gender equality, strict restrictions on child marriage, banned on pre-birth sex identification, awareness campaign and advertisement promoted by government and NGO etc.

Malik and Nadda (2019) researched on 'A Cross-sectional Study of Gender-Based Violence against Men in the Rural Area of Haryana, India' to investigate the prevalence, characteristics and sociodemographic factors of Gender Based Violence (GVB) against men. The researcher used cross-sectional research method to conduct the study, multistage random sampling method used to select 1000 married man between the age of 21-49 years as sampling unit. The result of the research revealed that 52.4% experienced Gender Based Violence (GVB), 51.5% faced domestic violence by their wife at once. The victims faced 51.6% emotional, 6% physical violence in their life. Out every 10 men 1 person got severe physical assault. The main factors of the violence were poor education, less income, nuclear family structure, alcohol and earning wife in the family. The researchers also conclude that not only females are victims, there are remarkable percentage of men also faced this social issue.

Muzaffar and others (2020) on 'Perception of Students Regarding Gender Based Violence (GVB).' In this study researcher tried to revealed students' perception about domestic violence and sexual violence. The researchers followed explanatory research to conduct the research. Between the age group 18-25 years 220 medical and engineering students were selected as sample to collect

the data through questionnaire. The study concluded that 60% medical student and 56% engineering students denying that Indian woman enjoy the equal rights to men. 77% boys and 82% girl pupils had faith and differ that nothing is wrong for the men to beat his wife to keep his wife under control. 61% medical and 63% engineering scholars agreed on acid attack on women is a reason of disfigurement is an instance of GVB. Perception of both medical and engineering students against GBV showed quite similar. Women are still facing Sexual assault, gender inequality, harassment and domestic violence in the family or in the society. Awareness on GBV and quality education can relief this issues positively.

Bolsas et al. (2020) researched on 'Variables associated with a higher awareness of Gender Based Violence (GVB) by students of the health sciences and social work.' The main objectives of the study were to measure attitude about equality and prevention of GBV and analyse the variables associated with Gender Based Violence (GVB) of health-science learners and social-work learners. In this study researchers used cross-sectional study on 437 scholars of health-science and social-work degree in Zaragoza Univ. of Spain. They used socio-demographic variable, academic variable, feminist attitude, woman movement, attitude, gender equality and prevention of GBV as the variable or key factor of the research. Data analyzing process done with the help of correlation study and multiple liner regression method. The study concluded that there are attitudinal differences about GBV found on the basis of sex, age and feminist movement. F.W.M. Scale played as predictor role on G.E.P.G.V. Scale.

Mingude and Dejene (2021) in this research researchers tried to find out the commonness and main factors of Gender Based Violence (GVB) of grade 12 school girls' pupils at Debre Berhan town in Ethiopia. The research was conducted by cross-sectional method on 350 girls' students using stratified sampling techniques. Self-made questionnaire used to collect the data. Bivariate logistic analysis and multivariate logistic regression analysis used to analyze the data. The result of the study concluded that GBV prevalence in lockdown was 36.2%, life-long occurrence of GBV was 47.20%, Sexuality based violence was 27.99%, 37.99% physical violence found. Sexual and physical violence in lockdown was 21.3% and 17.8%. educational performance, personal expenditure, discussion session on procreative problem and involvement of sensual interaction were discovered as associated to GBV factors.

Meullen and Waldt (2022) conducted a research on 'Promoting Gender Based Violence (GVB) Awareness in higher Education Institutions' to find out the Student Representative Council (SRC) role on Gender Based Violence (GVB), how they perceived these issues and prevalences, promoting challenges and efforts to Gender Based Violence (GVB) awareness in different South African Universities. Researchers used qualitative case study design for conducting the research. Sample size of the research was 27 and interview schedule had used for gather the data. The result revealed that 53.8% male and 46.2% female participants took part of this research. Student Representative Council (SRC) should take the responsibility to promote Gender Based Violence (GVB) (GVB) awareness, only male and female students get support from SRC and Lesbian, Gay, Bisexual and Transgenders (LGBT) were not benefited by SRC policies and structures. Most of the cases women were the main victims. Study revealed that a large number of victims lost their trust and did not file case report due to fear. Physical, emotional and psychological violence made the victims distractive and depressed in their academic life. University support and SRC empowerment have to increase, different GBV awareness methods and programmes need to run simultaneously to eradicate the issue.

Rationale of the study

Gender Based Violence (GVB) is a broad issue in the world as well as in India. Every one woman out of three experienced Gender Based Violence (GVB) in their life. The victims got different kinds of violences throughout their life. Most of the cases women faces these violences at family, society, educational institution, working place and transportation services everywhere.

School is a medium where children come from different strata of society. Different gender, Multicultural environments and different family backgrounds of students make the school compound diverse. In this situation, the teacher must have the proficiencies and skills to handle all the problems in school. Only teachers can defeat gender differences, gender inequalities and gender bias soft-handedly. Teachers can provide gender-based education and organise awareness programmes to degrade gender issues.

Teacher education programme (B.ED.) enhances the skills and proficiencies of a teacher. It provides quality teachers to our school. All the professional qualities like teaching, management, supervising and guidance to students including gender-related education everything embedded and makes a teacher as a quality teacher.

The present study will help the trainee-teachers to think and encourage about gender perspectives, gender roles and power dynamics. Teachers will be aware of promoting gender equality and effective prevention strategies for Gender Based Violence (GVB). Gender misconception and knowledge gaps on Gender Based Violence (GVB) can be covered and it can help the policymakers to restructure the education system to be inclusive and diverse with less quantity of Gender Based Violence (GVB).

Operational Definitions

- a) Gender Based Violence (GVB):** according to European Commission, 'Gender Based Violence (GBV) is violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately'. When a person face violence due to his or her gender identity is called Gender Based Violence (GBV). This type of violence results physical, psychological, sexual and cultural harassment of sufferings of an individual particularly based on gender.

b) Trainee-Teachers’: Trainee-teachers are the students of B. Ed. degree college. The students of this institution take 2-year professional bachelor's degree. After completion of this degree, students can join a school as an assistant teacher.

Statement of the Problem

In present time gender issues’ is a big problem. In everywhere gender bias makes discrimination in our society. Educational institutions are also in this malpractice sometimes. The teachers have an important role in abolishing this malpractice in schools. In this regard the trainee teachers or would be teachers must have an idea of this problems. Thus, the present researcher stated his research title as: ‘**Trainee-Teachers’ Awareness on Gender Based Violence (GBV) in West Bengal.**’

Objectives of the study

- i) To know the various forms of Gender Based Violence (GVB) in present.
- ii) To study the awareness percentage of different forms of Gender Based Violence (GVB) in present.
- iii) To study trainee-teachers' awareness on Gender Based Violence (GVB) according to educational & social dimension.

Research hypotheses

- H₀₁** – There is no significant difference between trainee-teachers’ awareness on Gender Based Violence (GVB) in respect to their academic qualification.
- H₀₂** – There is no significant difference between trainee-teachers’ awareness on Gender Based Violence (GVB) in respect to their gender.
- H₀₃** – There is no significant difference between trainee-teachers’ awareness on Gender Based Violence (GVB) in respect to their marital status.
- H₀₄** – There is no significant difference between trainee-teachers' awareness on Gender Based Violence (GVB) in respect to geological location.

Methodology

Researchers used cross-sectional descriptive method for this study. Random Sampling technique used for obtain 100 sampling unit from different B.Ed. college (4th Sem) students from southern zone of West Bengal. A self-made questionnaire (20 Questions) used to data collection from the sample. For the data analysis t-test was done.

Data Analysis and interpretation

The result of the study revealed that awareness on different forms of violences showed high percentage. Awareness on physical violence at 78.24%, awareness on psychological violence at 91.93%, awareness on cultural violence at 94.22% and awareness on sexual violence at 85.60% respectively.

Hypothesis wise data interpretation

H₀₁ – There is no significant difference between trainee-teachers' awareness on Gender Based Violence (GVB) in respect to their academic qualification.

Academic Qualification	N	Mean	Std. Deviation	t	df	Mean difference	Sig. (2-tailed)	Std. Error Difference
Graduate	55	52.00	3.897	1.250	98	1.022	.214	.818
Postgraduate	45	50.98	4.272					

Table 1

After calculating the data t-test outcome (table 1) displays higher p-value than 0.05 significance level ($p=0.214>0.05$). statistically this result is not significant. In this regard the researchers accepted the null hypothesis H₀₁. Hence, it can be determined that there is no significant difference between trainee-teachers' awareness on Gender Based Violence (GVB) among Graduate and Postgraduate trainee teachers.

H₀₂ – There is no significant difference between trainee-teachers' awareness on Gender Based Violence (GVB) in respect to their gender.

Gender	N	Mean	Std. Deviation	t	df	Mean difference	Sig. (2-tailed)	Std. Error Difference
Male	36	50.44	4.977	-2.045	98	-1.712	.043	.837
Female	64	52.16	3.368					

Table 2

After calculating the data t-test outcome (table 2) displays lower p-value than 0.05 significance level ($p=0.043>0.05$). statistically this result is significant. In this regard the researchers rejected the null hypothesis H₀₂. Hence, it can be determined that there is

significant difference between trainee-teachers' awareness on Gender Based Violence (GVB) among Male and Female trainee teachers.

H₀₃ – There is no significant difference between trainee-teachers' awareness on Gender Based Violence (GVB) in respect to their marital status.

Marital Status	N	Mean	Std. Deviation	t	df	Mean difference	Sig. (2-tailed)	Std. Error Difference
Unmarried	87	51.40	4.214	-.872	98	-1.059	.385	1.215
Married	13	52.46	3.017					

Table 3

After calculating the data t-test outcome (table 3) displays higher p-value than 0.05 significance level ($p=0.385>0.05$). statistically this result is not significant. In this regard the researchers accepted the null hypothesis H_{03} . Hence, it can be determined that there is no significant difference between trainee-teachers' awareness on Gender Based Violence (GVB) among Unmarried and Married trainee teachers.

H₀₄ – There is no significant difference between trainee-teachers' awareness on Gender Based Violence (GVB) in respect to geological location.

Geological Location	N	Mean	Std. Deviation	t	df	Mean difference	Sig. (2-tailed)	Std. Error Difference
Rural	88	51.41	4.190	-.868	98	-1.091	.388	1.257
Urban	12	52.50	3.148					

Table 4

After calculating the data t-test outcome (table 4) displays higher p-value than 0.05 significance level ($p=0.388>0.05$). statistically this result is not significant. In this regard the researchers accepted the null hypothesis H_{01} . Hence, it can be determined that there is no significant difference between trainee-teachers' awareness on Gender Based Violence (GVB) among Rural and Urban trainee teachers.

Findings & Discussions

The study revealed that

- awareness on different Gender Based Violence (GVB) showed very high percentage. Though the physical violence percentage should be higher.
- Graduate and Postgraduate trainee teachers' awareness on Gender Based Violence (GVB) were same and expressed no significant difference.
- Male and Female trainee teachers' awareness on Gender Based Violence (GVB) were not same and expressed significant difference.
- Unmarried and Married trainee teachers' awareness on Gender Based Violence (GVB) were same and expressed no significant difference.
- Rural and Urban trainee teachers' awareness on Gender Based Violence (GVB) were same and expressed no significant difference.

At the discussion portion it can summarized that most of the trainee teachers much aware on Gender Based Violence (GVB). They were familiar with Physical Violences (Ph.V.), Psychological Violences (Psy.V.), Cultural Violences (C.V.), Sexual Violences (S.V.) very well. Research Objectives and the hypothetical assumptions achieved as it is except gender related assumption was denied. Here the results have fulfilled research objectives and identified different forms of Gender Based Violence (GVB) which enhanced and examine the deep understanding of the trainee teachers' awareness. This study endorses the concern among trainee teachers on Gender Based Violence (GVB).

Conclusion

In conclusion, the study has achieved all the research objectives successfully. Respondents freely express their opinions through the questionnaire. Trainee teachers showed their knowledge and awareness on Gender Based Violence (GVB). They are much aware about the gender issues. Reflection of thoughts on gender perspectives and gender roles showed via their feedback. They nurture gender fairness and effective rejection strategies against Gender Based Violence (GVB) in daily life situation. Study revealed that academic qualification, marital status and geographical location of trainee teachers did not make significant difference of consciousness on Gender Based Violence (GVB) where Male and female trainee teachers showed Significant difference of awareness on Gender Based Violence (GVB). This research will enhance the knowledge and deep thinking towards Gender Based Violence (GVB), different forms of Gender Based Violence (GVB), gender discrimination, gender inequality and prevention methods or strategies for these gender issues. Trainee teachers will be benefited by this study for future perspectives and the policy makers also Benefited by this study for policy formation.

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