

Gender Audit Report

Nani Bhattacharya Smarak Mahavidyalaya

Jaigaon, Dist: Alipurduar

West Bengal



"No country can truly develop if half of its population is left behind."

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CHAPTER-I

Introduction of the Institution

The College has had a modest beginning with a handful of students in the year 2000 and was initially housed in B.D.Memorial, a local school in Jaigaon. After a couple of months it was shifted to a facility of the Toorsa Tea Garden, where it functioned for a period of approximately five years. A five acre land was leased by the Jaigaon Development Authority and it was on the 5th of January 2005, that with a bare minimum infrastructure, the permanent college building was inaugurated at Ramgaon, Jaigaon. Over the years the college building was expanded into a two-storeyed premise through grants-in-aid received from different government sources. Being the only college under the Kalchini Block in the district of Alipurduar, the institution can boast of a sizeable roll strength that has only kept on augmenting with time. Presently however, the construction of a three- storeyed college building and a centralized library is in progress under the supervision of N.B.D.D. and the P.W.D. respectively.

Mission: Our College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

Vision: Our College is driven to provide excellent educational opportunities that are responsive to the needs of our students, and empower them to meet and exceed challenges as active participants in shaping the future of our world.

Values :

1. **Student Success and Completion:** Meeting student needs by creating an educational environment in which students can attain a variety of goals.
2. **Excellence:** Maintaining a high standard of integrity and performance leading to the achievement of academic and career goals.
3. **Collaboration:** Seeking input from all sectors of the college and the community.
4. **Diversity:** Fostering a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported.

5. **Life-Long Learning:** Encouraging enthusiastic, independent thinkers and learners striving for personal growth.
6. **Integrity:** Behaving ethically in all interactions at all levels.
7. **Technological Advancement:** Implementing cutting-edge technology that enhances instruction and prepares students for life-long success.

What is Gender Audit?

Gender Audit of educational institutions is a process for organizational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girls students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the Strengths and gaps of the system vis-à-vis gender related issues. According to an ILO Manifesto gender auditing helps institutions to focus on such areas as:

- Mainstreaming gender as a cross-cutting concern within the unit's objectives, programmes and budget;
- Existing gender expertise and competence;
- Information and knowledge management on gender issues;
- Systems and instruments in use for accountability, evaluating and monitoring on gender equality;
- Staffing and human resources concerning balance between women and men, as well as gender-friendly policies;
- Organizational culture and its effects on gender equality.

Nani Bhattacharya Smarak Mahavidyalaya as an institution is committed to equity and equality of opportunity. It also aims to offer quality education to all students irrespective of disparities in background. To fulfill its aims the College decided to go for a Gender Audit and hence this study, which has been carried out by applying the participatory methodology.

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Methodology for Gender Audit

The gender audit was conducted within the broad framework called the Gender Integration Framework (GIF), which proposes that transformation can only follow when four organizational dimensions are equipped for gender integration. These four elements are **political will, technical capacity, accountability** and **organizational culture**.

- ✚ **Political Will:** This refers to the initiatives in which the leadership within the college at different levels use their branches of the tree and are also required in equal measure to successfully integrate gender, position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in the college.
- ✚ **Technical Capacity:** Level of ability, qualifications and skills individuals in an organization need to carry out the practical aspects of gender integration for enhanced program quality, and level of institutionalization of gender equitable organizational processes.
- ✚ **Accountability:** Mechanisms by which a college determines the extent to which it is "walking the talk" in terms of integrating gender equality in its programs and organizational structures.
- ✚ **Organizational Culture:** Norms, customs, beliefs and codes of behavior in an organization that support gender equality-how people relate, what are seen as

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Acceptable ideas ,how people are expected to behave and what behaviors are rewarded.

Although there is no standard approach for carrying out a gender audit, international organizations use two main approaches in gender audit: participatory and the gender integration framework. A gender audit usually includes two dimensions as follows:

An internal audit: This dimension refers to how much an institution fosters gender equality internally within its organizational, managerial structure and internal work and whether these contribute to gender equality in the institution. An internal gender audit monitors and assesses the relative progress made in gender mainstreaming, contributes to capacity building and collective organizational ownership for gender equality initiatives, and sharpens institutional learning on gender.

An external audit: This dimension aims to assess to what extent, an institution mainstreams gender in its policies, programmes, projects and services in terms of content, delivery and evaluation. External gender audits evaluate to what extent gender integration fosters the inclusion of, and benefits to women and men involved in or affected by the institution's policies, programs, projects or services provided. When applied to policies, programmes, projects or services, a gender audit starts by exploring to what extent gender equality is mainstreamed in high-level policy objectives and priorities, and further assesses to what extent policy intentions are actually carried out in specific initiatives (e.g. programmes, projects, services). At the planning level, a gender audit analyses whether there are gender specific objectives or if gender is mainstreamed in the general objectives of the policy in order to guarantee that they contribute to close gender gaps, ensure that women and men benefit equally or in accordance with their gender needs and that inequalities are not perpetuated.

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Composition of the Gender Audit Committee

Name	Institution	Designation
Prof. Ranjan Roy	Department of Geography & Applied Geography University of North Bengal	Professor External Auditor
Dr. Saroj Kumari Sharma	Nani Bhattacharya Smarak Mahavidyalaya	Convenor, Gender Audit Committee
Dr. Sujit Sahoo	Nani Bhattacharya Smarak Mahavidyalaya	Member
Prof. Swarnim Hingmang	Nani Bhattacharya Smarak Mahavidyalaya	Member
Mrs. Sudha Biswakarma	Nani Bhattacharya Smarak Mahavidyalaya	Member
Prof. Jhinuk Sarkar	Nani Bhattacharya Smarak Mahavidyalaya	Member
Prof. Binapani Dhar	Nani Bhattacharya Smarak Mahavidyalaya	Member
Mrs. Gargee Kundu	Nani Bhattacharya Smarak Mahavidyalaya	Member

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- The institute shall take effective measures for the safety and security of all genders.
 - There must be an accessible, active, unbiased and confidential ICC (Internal Complaints Committee) and Grievance Redressal Cell.
 - There shall not be any kind of discrimination on the basis of gender.
 - To develop and enhance the self-confidence and self-esteem of girl students, women faculty and staff in the college.
 - To protect girl students from eve teasing and displaying banners/ posters to be exhibited at local places in and around the college.
 - Organizing programs to build the confidence and instill leadership qualities in the girl students.
 - To join hands with IQAC, Anti-ragging Committee, and Internal Complaint Committee for creation of gender sensitization.
 - To create social awareness about the problems of women and gender discrimination in particular.
 - The Audit would enable the organization to identify the impact of gender relations on their agency's culture, processes, programs and organizational performance and vice versa.
-
- The following are the main objectives of the Gender Audit:
 - a) To know about the gender balance in the college.
 - b) To know about gender perception in the campus.
 - c) To reflect and elaborate a road map for future gender action.

CHAPTER-II**Students gender composition for the last 5 years (Hons + Program) 2018 to 2022**

Teachers	Gender	2018 -2023
	Male	16
	Female	09

Category	Gender	2018	2019	2020	2021	2022
SC	Male	44	40	26	44	35
	Female	65	52	47	42	51
	Others	00	00	00	00	00
ST	Male	108	97	76	126	119
	Female	169	122	102	169	139
	Others	00	00	00	00	000
OBC	Male	36	33	12	31	37
	Female	49	39	39	50	45
	Others	00	00	00	00	000
GENERAL	Male	227	222	181	205	140
	Female	275	273	242	300	170
	Others	00	000	000	000	000
Total		973	878	725	967	736

Office Staff	Gender	2018 -2023
	Male	15
	Female	06

CHAPTER III

The pursuit of gender equality in education has been assigned if can't focus globally, especially in rural areas where socio-economic barriers often limit access for girls. Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community. This report highlights various initiatives taken by Nani Bhattacharya Smarak Mahavidyalaya to support and promote education for girl students, reflecting its commitment to gender equality. The college, located in pre-dominantly rural belt, has implemented a range of programmes and policies aimed at empowering female students and ensuring an inclusive and safe educational environment.

Scholarship Programmes

One of the primary initiatives is the provision of scholarships specifically for girl students. These scholarships are designed to reduce financial burdens and encourage higher enrolment rates among girls. The college offers merit-based scholarships to recognize and support academic excellence among female students. Additionally, need-based scholarships are available to assist those from economically disadvantaged backgrounds. By addressing financial barriers, these scholarships play a crucial role in increasing the retention and graduation rates of girl students.

Mentorship and Counseling

The college has established a robust mentorship and counseling program to support the personal and academic growth of girl students. Female faculty members and senior students act as mentors, providing guidance on academic, career, and personal issues. Regular counselling sessions are organized by the Students' Counseling Cell to address psychological and emotional challenges that girl students might face, helping them build confidence and resilience. This support system is crucial in creating a nurturing environment where female students can thrive.

Infrastructure and Facilities

Recognizing the importance of a safe and conducive learning environment, the college has invested in gender-sensitive infrastructure and facilities. The campus includes well-maintained restrooms and common areas specifically for female students. Additionally, the college has

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Established a girls' common room equipped with necessary amenities, providing a comfortable space for relaxation and study.

Health and Hygiene Programmes

To promote health and hygiene among girl students, the college conducts regular awareness programs and workshops. Topics covered include menstrual health, nutrition, and general well-being. The college also provides free sanitary napkins and has installed vending machine in the campus for the same. Health camps are organized periodically, offering free medical check-ups as well workshops are conducted on Breast Cancer detection as well. These initiatives ensure that girl students are well-informed and healthy, which is fundamental to their academic success.

Safety Measures on Campus

Ensuring the safety of girl students is a top priority for the college. Several measures have been implemented to create a secure campus environment:

1. **24/7 Security Personnel:** The college employs security personnel who patrol the campus around the clock.
2. **CCTV Surveillance:** Key areas of the campus, including entry points, class rooms and common areas are monitored through CCTV cameras to enhance security and deter any untoward incidents.
3. **Well-lit campus:** The campus is equipped with lights to ensure that students feel safe, especially during evening hours.
4. **Girls Washroom:** There is separate girls' washroom in the college with ample water supply and proper maintenance.
5. **Self-defense Workshops:** Regular self-defense training sessions are conducted to equip girl students with skills to protect themselves in case of any threats.
6. Women faculty members accompany girl students when they participate in outdoor activities or tours/excursions.
7. **Grievance Redressal Mechanism:** A dedicated Internal Complaints Committee, Grievance Redressal Cell addresses any complaints related to safety and harassment. This cell operates with confidentiality and promptness to resolve issues.

Extracurricular Activities and Leadership Opportunities

The college encourages girl students to participate actively in extracurricular activities, including sports, cultural events, and student clubs. Special efforts are made to ensure that girls have equal opportunities to engage in these activities. Leadership development programs are conducted to nurture the leadership potential of female students, with many holding key positions in student councils and organizations. This inclusive approach helps in breaking gender stereotypes and promoting gender equality on campus. Internal Complaints Committee (ICC) and Women's Cell and Prevention of Sexual Harassment Cell

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interact regularly with the girl students and resolve the issues addressed by them. There is a Students' Counseling Cell which organizes Lectures and Workshops wherein Student Counselors are regularly invited to counsel both the Faculty and the students. Guest lectures are arranged by ICC to address health, stress or gender sensitization issues.

Community Outreach and Sensitization

The college undertakes various community outreach programs aimed at raising awareness about the importance of girls' education in surrounding villages which have been adopted by the NSS. Workshops and seminars are organized involving parents and community leaders to discuss the benefits of educating girls. Awareness campaigns on women safety and gender sensitivity are organized through street plays rallies and camps by NSS and NCC student volunteers. Through these efforts, the college aims to change societal attitudes and garner community support for girls' education. Sensitization programs for both male and female students on gender issues are regularly conducted to foster a culture of respect and equality.

The college has established a number of committees to aid girl students and ladies staff. These committees include:

- 1. Anti-Ragging Committee:** The College publishes its regulations in the prospectus. Ragging is a criminal offence and UGC has notified regulations on curbing the menace of ragging in educational institutions. In order to prohibit, prevent and eliminate the scourge of ragging the College has for maiden Anti-Ragging Committee. The students in distress owing to ragging related incidents can approach the Committee. The Committee has 4females, 6 males and one Vice Chairperson. The Principal of the College is the Chairperson of the Anti-Ragging Committee.
- 2. Women's Cell:** Women Empowerment and Gender Equality are the most important requirements for the upliftment and progress of our nation. The forum has both the faculty and nonteaching of the College as its members and works with an aim to create a gender sensitized community within campus as well as in the society. It has been organizing various curricular activities both within and outside the college for the upliftment of women and promotion of the importance of gender equality in society through the College students.
- 3. NSS:** Our institute has NSS to sensitize students towards societal issues and community services, activities of which are mainly carried out by the students. The NSS unit for girls provides a suitable environment for taking up a career in the social services. The girls are trained and motivated for all kinds of social work in the field. They are motivated to serve the society.

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- 4. Internal Complaint Committee:** The College has constituted an Internal Complaint Committee (ICC) as per the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act and Rule 2013. Having raised the bar of responsibility and accountability in the Vishaka Guidelines, the Supreme Court placed an obligation on workplaces, institutions and those in positions of responsibility, to uphold working women's fundamental right to equality and dignity at the workplace. Three key obligations were imposed on institutions to meet that standard, namely- Prohibition, Prevention and Redress. In 2013, the Government of India notified the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act. Consistent with the Vishaka judgment, the Act aspires to ensure women's right to work place equality, protection from sexual harassment through compliance with the above mentioned three elements. It is important to note that the Act provides a civil remedy to women in addition to other laws that are currently in force. Consequently, any woman who wishes to report instances of sexual harassment at the workplace has the right to take recourse of both civil and criminal proceedings.

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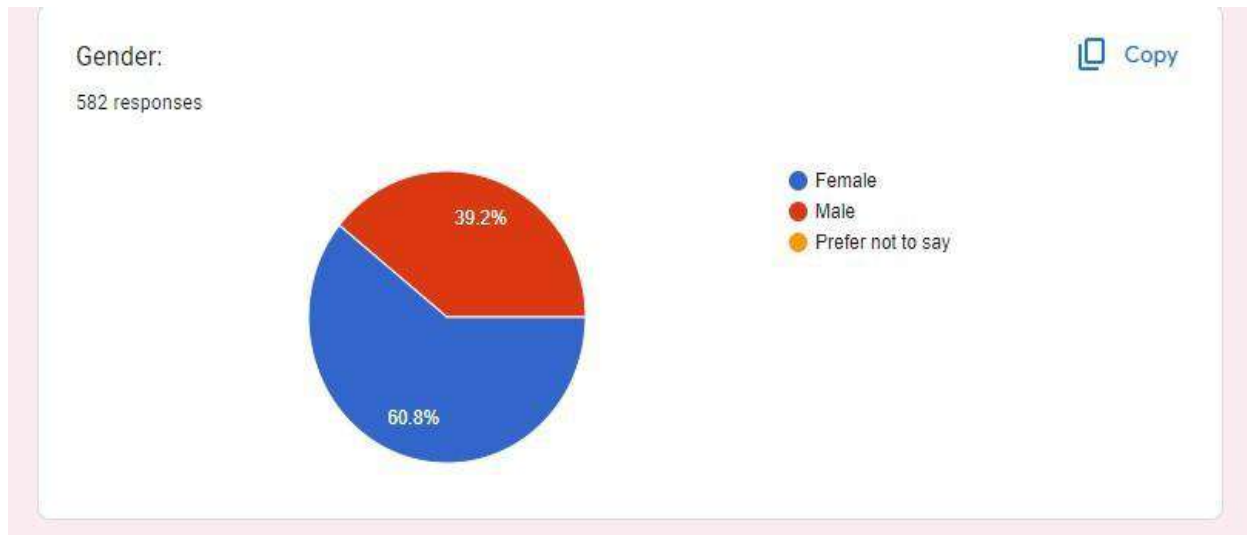
CHAPTER-IV

GENDER EQUITY MEASURES TAKEN BY THE COLLEGE IN THE LAST FIVE YEARS (2018-2023)

Title of the Programme	Period from	Period to
International Seminar on Kanyashree Prakalpa a Narrative Empowerment	27:08:2018	28:08:2018
Awareness Program on Health & Hygiene& Sanitary Pads Distribution	27-09-2021	27-09-2021
Women's day activities	8:03:2022	8:03:2022

CHAPTER-V

QUESTIONNAIRE AND RESPONSES FROM STUDENTS



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1. Have you felt discriminated in this College because of your gender? (তুমি কি তোমার লিঙ্গের (নারী বা পুরুষ বা রূপান্তরিত লিঙ্গ) কারণে এই কলেজে ছাত্র বা ছাত্রী হিসাবে কখনো বৈষম্য অনুভব করে বা করেছো?)

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532 responses

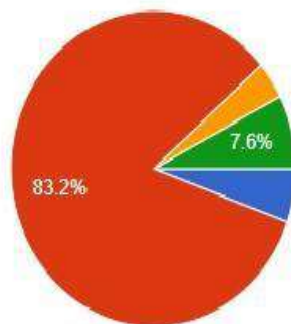


● Yes (হ্যাঁ)
● No (না)
● May be (হতে পারে)
● Cannot say (বলতে পারবো না)

2. Do you feel female students and male students are treated differently in your Department/College? (তুমি কি মনে করো যে তোমার বিভাগে (Department) বা কলেজে, ছাত্র এবং ছাত্রীদের মধ্যে বৈষম্যমূলক আচরণ করা হয়?)

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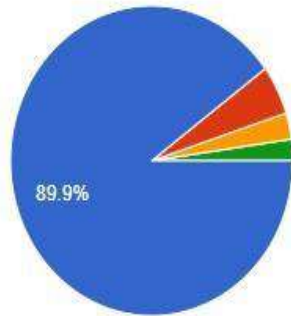


● Yes (হ্যাঁ)
● No (না)
● May be (হতে পারে)
● Cannot say (বলতে পারবো না)

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3. Do you feel safe within the College campus? (তুমি কি কলেজ ক্যাম্পাসে নিরাপদ বোধ করো?) [Copy](#)

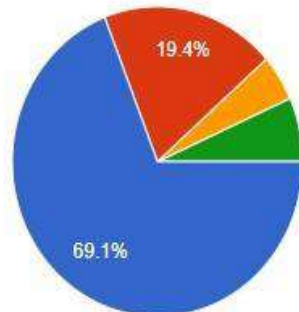
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- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবো না)

4. Is the College campus well equipped with 24X7 security provisions like adequate security personnel, lights (within classrooms, corridors, toilets) and CCTVs? {কলেজ ক্যাম্পাসে কি পর্যাপ্ত পরিমাণে নিরাপত্তা কর্মী, আলোর ব্যবস্থা (শ্রেণিকক্ষ, বারান্দা, টয়লেটের মধ্যে) এবং সিসিটিভির উপযুক্ত ব্যবস্থা রয়েছে?} [Copy](#)

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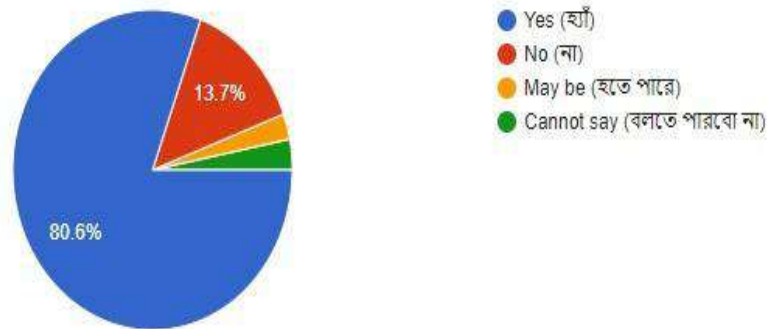
- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবো না)

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5. Do you feel safe to attend early morning/late afternoon classes? (তুমি কি সকালের প্রথমদিকের ক্লাসে (সকাল ১০:৩০টা) বা বিকালের শেষের দিকের ক্লাসে (বিকাল ৪:৩০টা) কলেজে উপস্থিত থাকতে নিরাপদ বোধ করো?)

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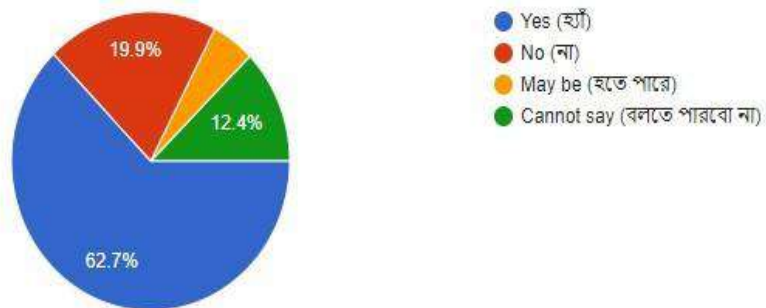
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6. Does the college have sufficient Ladies Toilets? (কলেজে কি পর্যাপ্ত পরিমাণে লেডিস টয়লেট রয়েছে?)

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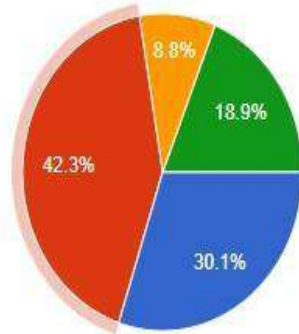


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7. Are there adequate facilities available inside the toilet keeping in mind the need of the girl students, like disposal bins, sanitary pad vending machine? {ছাত্রীদের বিশেষ প্রয়োজনের কথা মাথায় রেখে টয়লেটের ভিতরে কি উপযুক্ত সুবিধা প্রদান করা হয়েছে? (যেমন- ডিসপোজাল বিন, স্যানিটারি প্যাড ভেন্ডিং মেশিন)}

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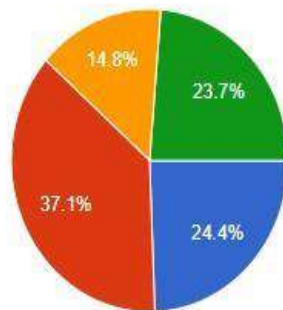


- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবো না)

8. Does the college conduct gender awareness programmes, such as awareness of sexual harassment, as a part of its curriculum? (কলেজের পাঠ্যক্রমে কি লিঙ্গ সচেতনতামূলক কর্মসূচি যেমন যৌন হয়রানি সম্পর্কে সচেতনতা, একটি অংশ হিসাবে পড়ানো হয়?)

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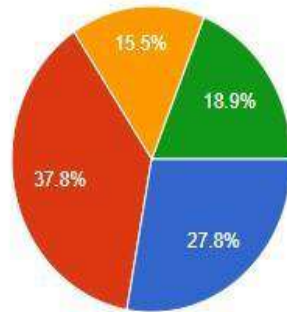
- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবো না)

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9. Are you aware that the College has an Internal Complaints Committee (ICC) to report cases of sexual harassment within the campus? {তুমি কি জানো যে কলেজ ক্যাম্পাসের মধ্যে যৌন হয়রানির ঘটনায় অভিযোগ জানানোর জন্য একটি 'অভ্যন্তরীণ অভিযোগ কমিটি' (ICC) রয়েছে?}

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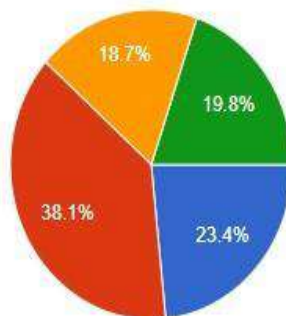


- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবো না)

10. Are you aware that the College has a Women's Cell? {তুমি কি জানো যে কলেজে ছাত্রীদের সুবিধার্থে একটি মহিলা সেল (Women's Cell) রয়েছে?}

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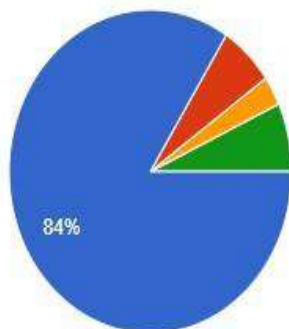


- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবো না)

11. Does the college offer equal opportunities to all genders on sports, cultural activities, NSS, NCC? (কলেজে কি খেলাধুলা, সাংস্কৃতিক অনুষ্ঠান, NSS, NCC-তে অংশগ্রহণের জন্য লিঙ্গ নির্বিশেষে ছাত্র এবং ছাত্রীদের সমান সুযোগ প্রদান করা হয়?)

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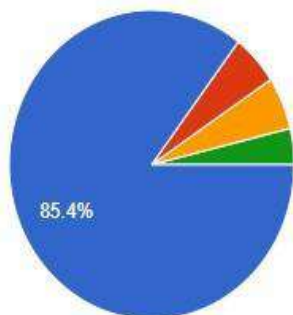


- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবো না)

12. Is there equal opportunity for all genders for free and fair expression of ideas within the Department/College? (বিভাগে বা কলেজের মধ্যে স্বাধীন এবং ন্যায্য মতামত প্রকাশের জন্য ছাত্র ও ছাত্রীদের কি সমান সুযোগ দেওয়া হয়?)

Copy

582 responses



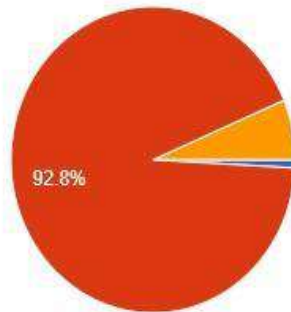
- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবো না)

GENDER AUDIT REPORT

13. Have you ever been a victim of sexual harassment in class by Teachers? (তুমি কি কখনো শিক্ষকদের দ্বারা ক্লাসে যৌন হয়রানির শিকার হয়েছো?)

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582 responses

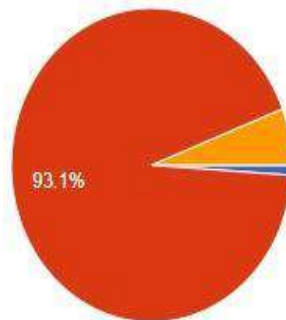


- Yes (হ্যাঁ)
- No (না)
- I don't feel comfortable to answer this question (আমি এই প্রশ্নের উত্তর দিতে চাইনা।)

14. Have you ever been a victim of sexual harassment in class by fellow students ? (তুমি কি কখনো ছাত্রদের দ্বারা কলেজের ক্লাসে যৌন হয়রানির শিকার হয়েছো?)

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582 responses



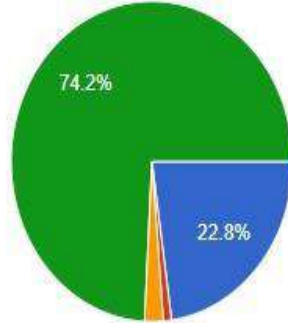
- Yes (হ্যাঁ)
- No (না)
- I don't feel comfortable to answer this question (আমি এই প্রশ্নের উত্তর দিতে চাইনা।)

GENDER AUDIT REPORT

15. If yes, have you reported the incident? Was a fair Enquiry conducted and your identity kept secret? {তোমার উত্তর যদি হ্যাঁ হয়, তাহলে তুমি কি ঘটনাটি কলেজের নির্দিষ্ট শাখায় (ICC-তে) জানিয়েছিলে? উক্ত ঘটনায় কি সুষ্ঠু তদন্ত পরিচালিত হয়েছিল এবং তোমার পরিচয় কি কলেজের পক্ষ থেকে গোপন রাখা হয়েছিল?}

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426 responses



- I did not report the incident (আমি ঘটনার রিপোর্ট করিনি।)
- I did report about the incident, but no action was taken (ঘটনাটি জানিয়েছিলাম, কিন্তু কোনো ব্যবস্থা নেওয়া হয়নি।)
- I did report the incident and I was satisfied with the Enquiry (আমি ঘটনাটি রিপোর্ট করেছিলাম এবং তদন্তে আমি স...)
- I don't feel comfortable to answer this question (আমি এই প্রশ্নের উত্তর দিতে চা...)

GENDER AUDIT REPORT

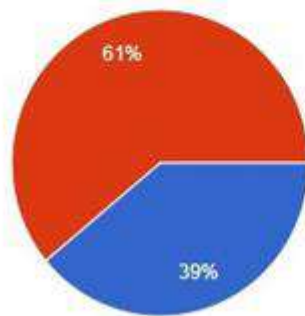
ANNEXURE 1.2

QUESTIONNAIRE & RESPONSES FROM THE TEACHING STAFF

Gender:

25 responses

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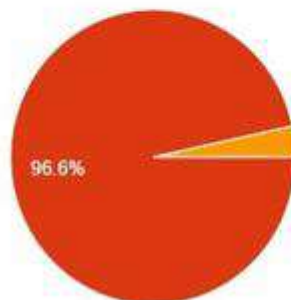


● Female
● Male
● Prefer not to say

Academic Responsibilities:

1. Have you ever felt women are not taken seriously in your Insitution compared to men?

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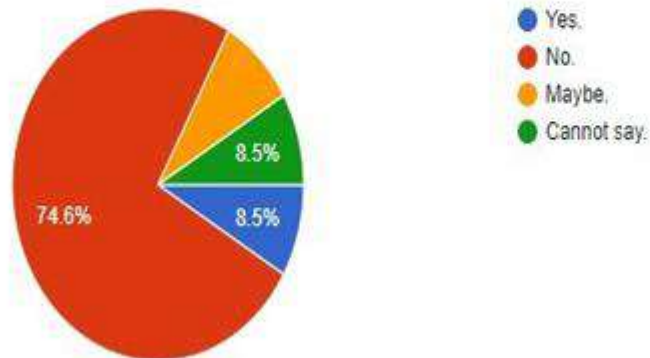


● Yes
● No
● Maybe
● Cannot say

GENDER AUDIT REPORT

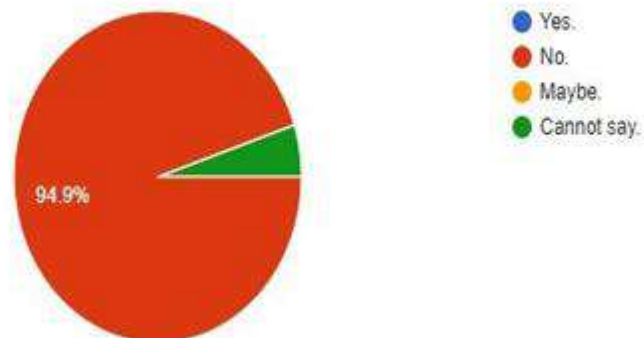
2. Have you felt that your ideas are not taken seriously, but if a senior woman or male faculty voices the same idea, it is taken seriously?

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3. Do you feel left out/less considered in department and your Institution decisions due to your gender?

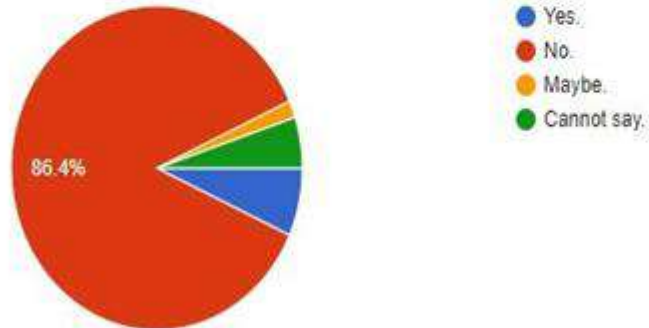
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GENDER AUDIT REPORT

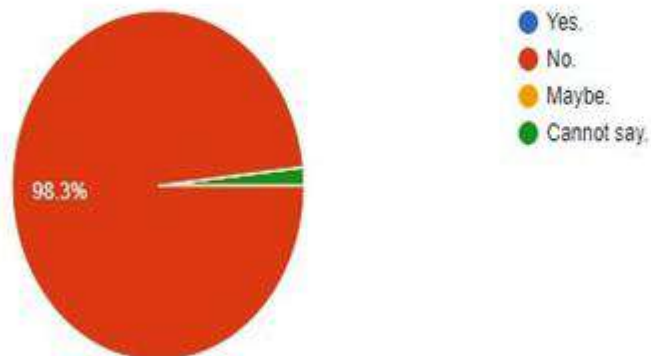
4. Have men or senior women faculty tried to take advantage of your academic and other contacts and pass it off as their own?

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5. Have you been forced to feel aware of your gender in your work space?

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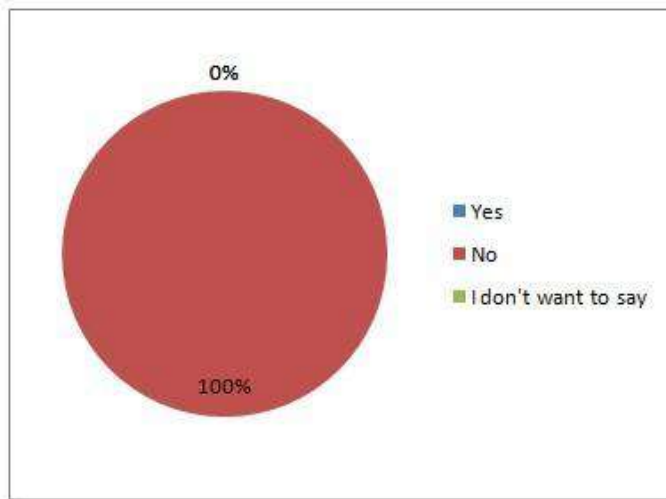


ANNEXURE 1.3

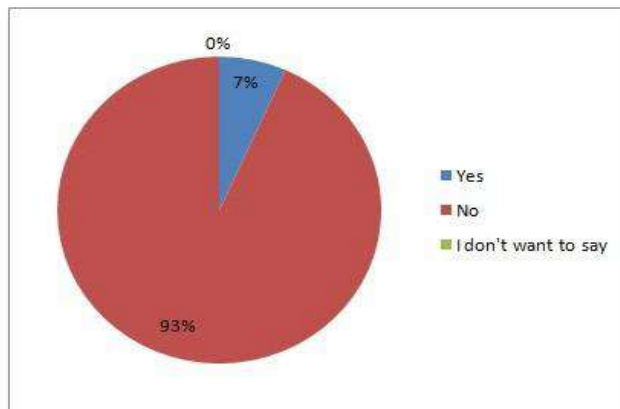
QUESTIONNAIRE & RESPONSES FROM NON-TEACHING STAFF

Administrative Responsibilities:

1. Have you ever felt that there are jobs and positions in your Institution for which women are overlooked due their gender?

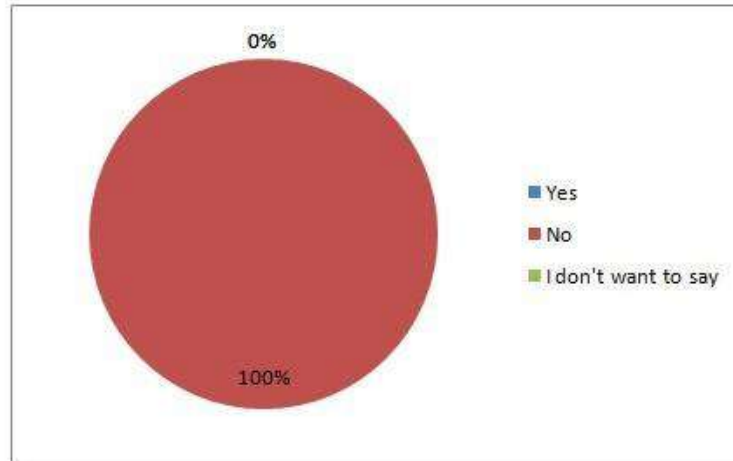


2. Have you ever felt that gender is a criterion for choosing and electing representations to the Governing Body/Teacher's Council or other Clubs/Cells/Committees in your Institution?

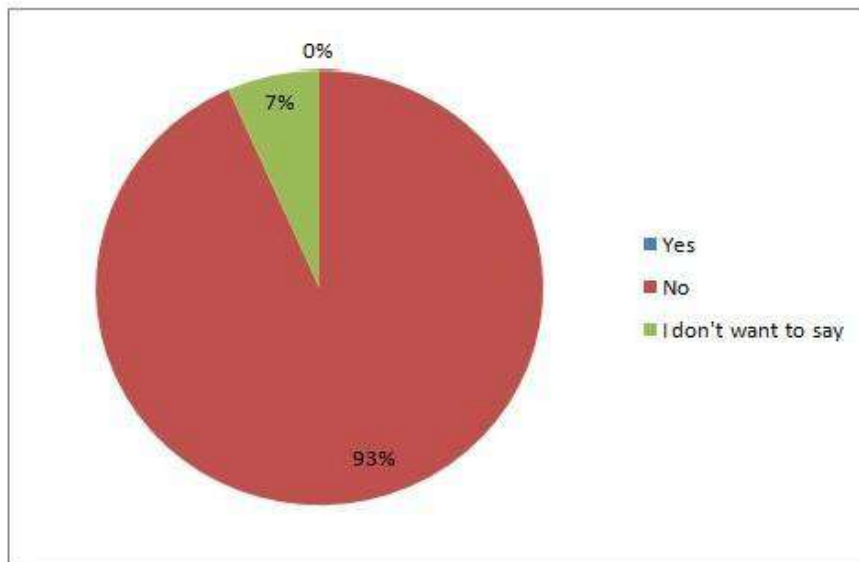


GENDER AUDIT REPORT

3. Do you feel you are judged and considered incompetent/inefficient because of your gender in your Institution?

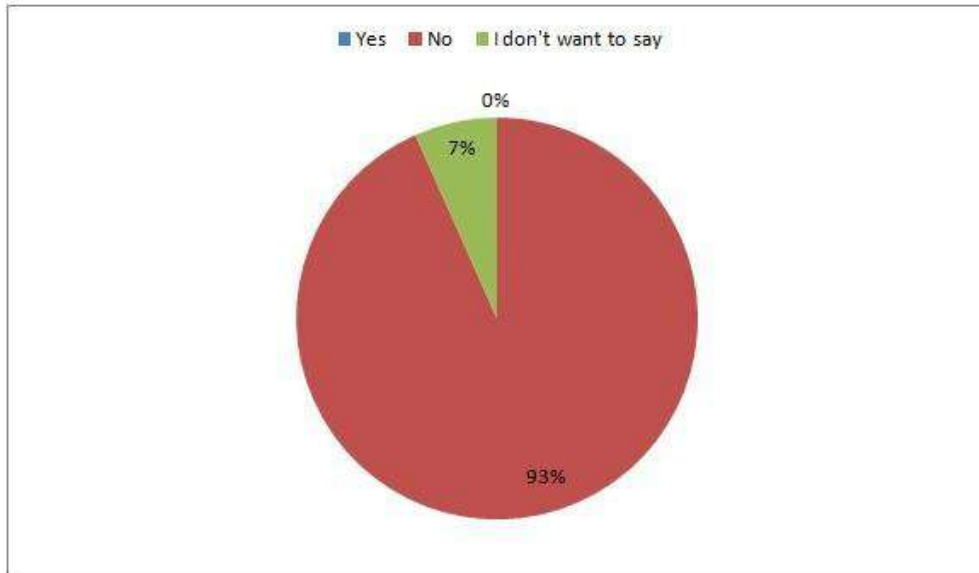


4. Do you ever feel that your chances of achieving higher ranks in your Institution are severely limited by your gender?



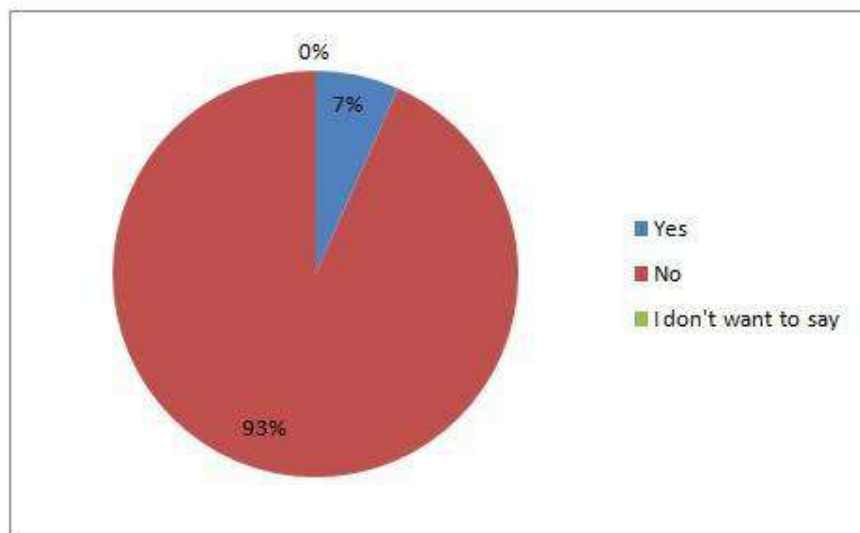
GENDER AUDIT REPORT

5. Have you ever felt limited in pursuing certain administrative responsibilities on account of your gender in your Institution?



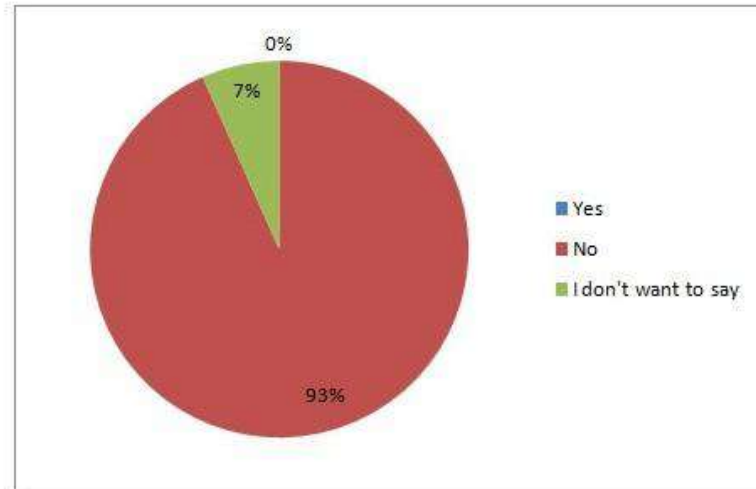
Day to Day Negotiations:

1. Have you ever felt that you were assigned any job in any event in your Institution due to your gender?

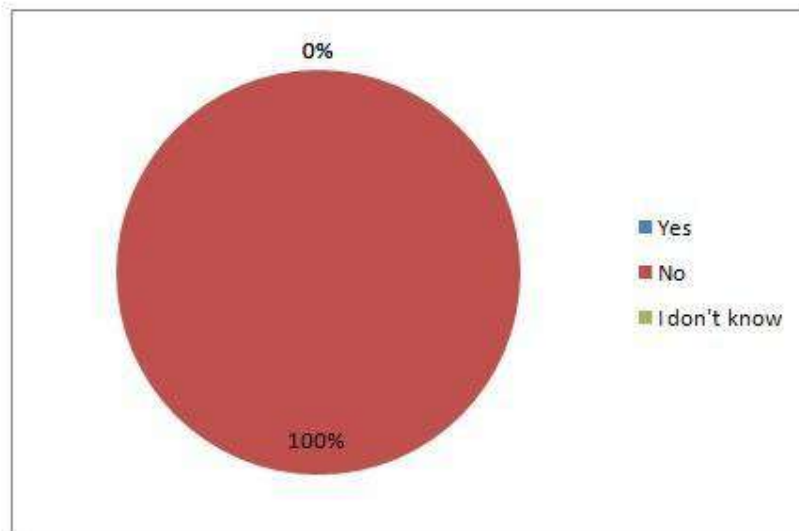


GENDER AUDIT REPORT

2. Have you ever felt that men are given preference over women on a daily basis in your Institution?

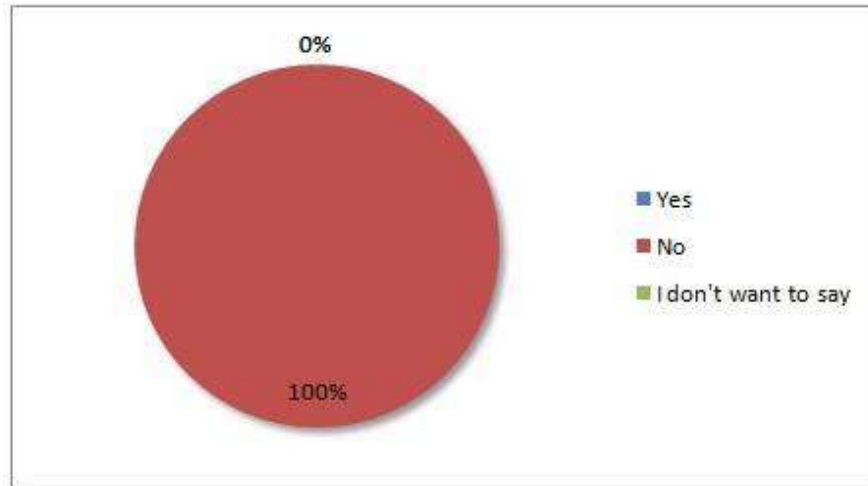


3. Have you ever been given or seen other women faculty being given the job of presenting flowers and bouquets to dignitaries in your Institution's programmes just because of their gender?

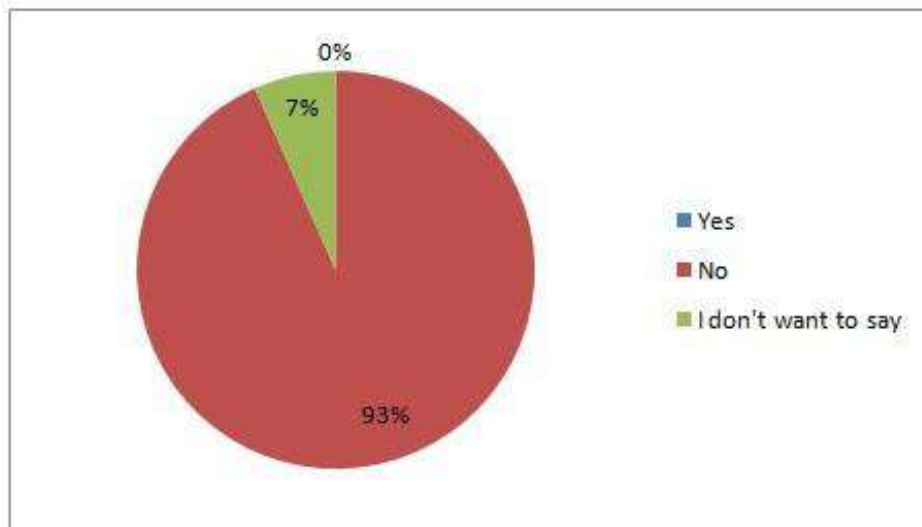


GENDER AUDIT REPORT

4. Have women and men commented on your dress and behavior in your Institution?

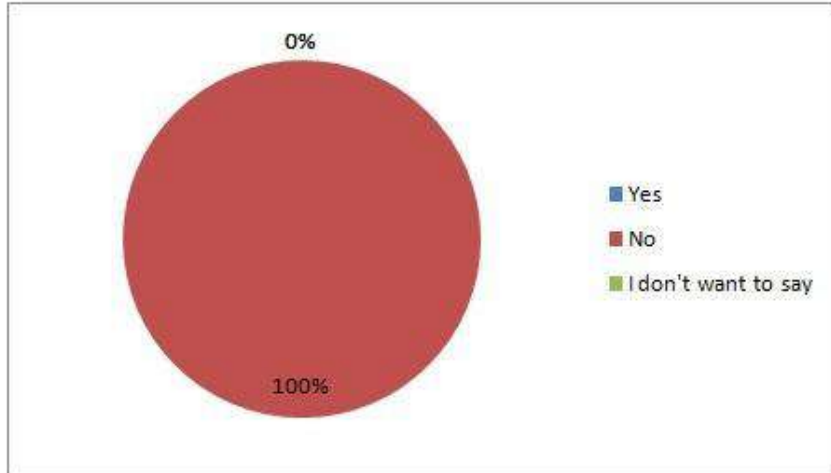


5. Have women and men commented on your menstrual/ reproductive cycle/ urged you to get married/ have children in your institution?

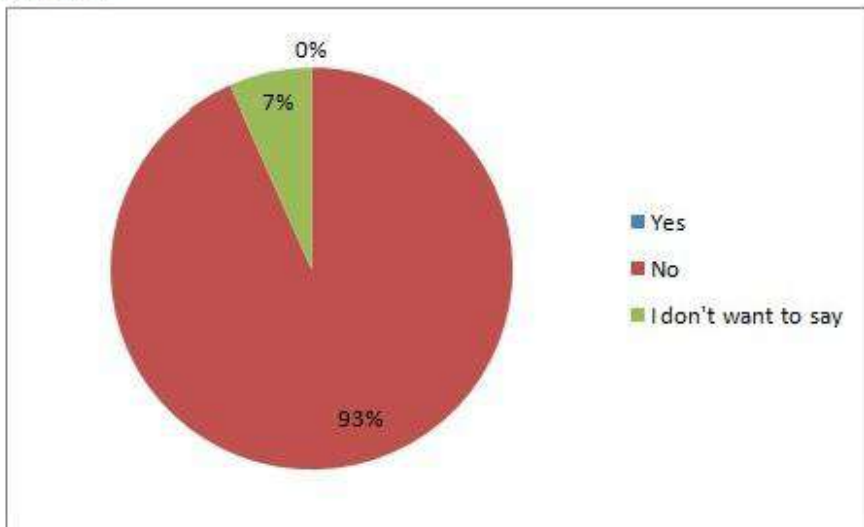


GENDER AUDIT REPORT

6. Have you heard or faced any situation where the teachers of your Institution were being gender insensitive and using gender insensitive comments which denigrate women?

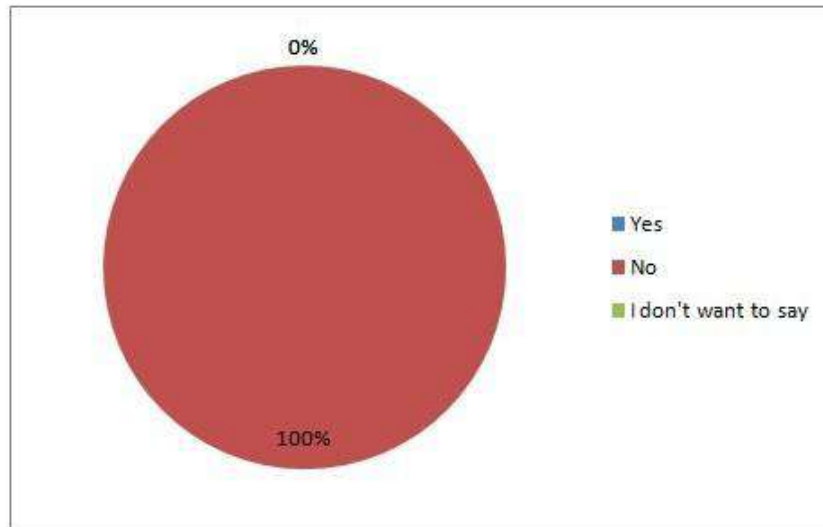


7. Have you ever felt that daily gender-based discrimination has been normalized in your Institution?

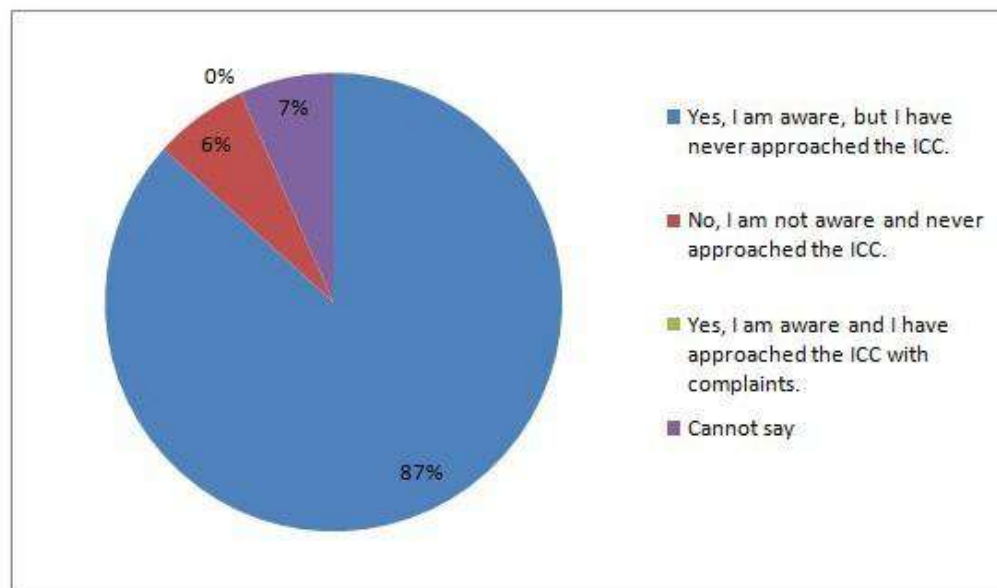


GENDER AUDIT REPORT

8. Have you ever faced or heard of sexual harassment at workplace?

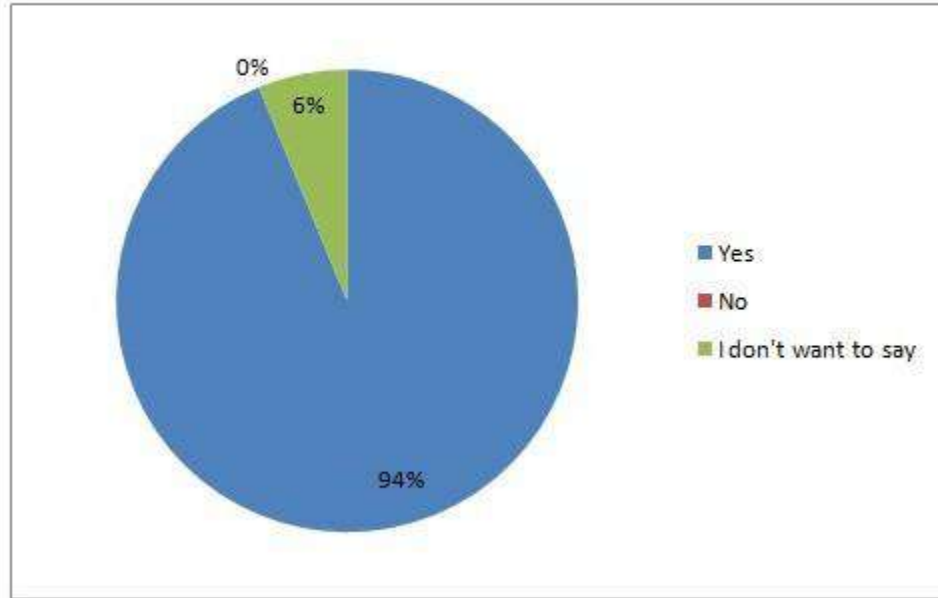


9. Are you aware that an Internal Complaints Committee (ICC) exist in your Institution? If yes, have you ever approached the ICC with any complaints?



GENDER AUDIT REPORT

10. Do people respect boundaries of your body in your Institution?



CHAPTER-VI

Summary & Photo Sample

Some glimpses from the Women's day celebration



Sanitary Pad Distribution on international women's day



Girl's Sick Room



Girl's Common Room



Introduction

The Gender Audit Report of Nani Bhattacharya Smarak Mahavidyalaya provides a comprehensive analysis of the gender composition and dynamics within the institution. Conducted to assess the level of gender inclusivity and equality, the audit examines various parameters such as the distribution of students, teaching staff, and non-teaching staff by gender. The findings highlight both strengths and areas requiring improvement, offering a pathway towards a more equitable academic environment.

Key Findings:

1. **Student Gender Balance:** The student body at XYZ College shows a favorable gender balance, with a higher proportion of female students. This trend is indicative of the institution's appeal to and support for female students, reflecting positively on the college's admission policies and environment. The significant presence of female students suggests that the college has successfully implemented measures to encourage female enrollment. This includes targeted scholarships, mentorship programs, and a safe and supportive campus atmosphere.
2. **Teaching Staff Disparity:** Despite the positive student demographics, the gender composition among the teaching staff reveals a disparity. Female representation in teaching roles is considerably lower, indicating potential barriers to recruitment, retention, and promotion for female faculty members. This imbalance suggests a need for proactive measures to attract and retain more female faculty members. Recommendations include the implementation of gender-sensitive hiring practices, professional development opportunities, and mentorship programs aimed at female academics.
3. **Non-Teaching Staff Imbalance:** The audit also highlights a gender disparity among the non-teaching staff. Female non-teaching staff is significantly underrepresented, which raises concerns about inclusivity and equitable employment practices in administrative and support roles. Addressing this imbalance requires targeted interventions such as diversity training, creating a more inclusive work environment, and providing career advancement opportunities for female non-teaching staff.

GENDER AUDIT REPORT

4. **Inadequate Sanitary Facilities:** The number of girls' toilets is insufficient relative to the female student population. This can affect the overall comfort and convenience for female students on campus.
5. **Lack of Female Representation in Leadership Roles:** There are few women in key leadership positions, such as department heads and administrative roles, which impacts decision-making processes and the representation of female perspectives.
6. **Safety and Security Concerns:** While the campus is generally safe, there are areas where female students and staff have expressed concerns about inadequate lighting and security, particularly in parking lots and less trafficked areas.
7. **Insufficient Support Services:** There is a lack of gender-specific support services such as childcare facilities, and dedicated spaces for female students and staff to gather and network.

RECOMMENDATIONS:

To address the identified gender disparities, the following actions are recommended:

1. **Prepare a Policy on Gender Equality:** Form a dedicated committee to oversee and implement gender equity initiatives. This committee should include representatives from faculty, staff, and students to ensure diverse perspectives.
2. **Implement more Gender Sensitization Programmes:** Conduct regular workshops, seminars, and training sessions on gender sensitivity and equity for all members of the college community. These programs should address issues such as unconscious bias, gender stereotypes, and respectful behavior.
3. **Review and Revise Policies:** Review existing college policies and revise them to promote gender equity. Ensure that policies related to admissions, hiring, promotions, and harassment are gender-inclusive and free from discrimination.
4. **Enhance Safety and Security Measures:** Strengthen safety and security measures on campus, including well-lit areas, security personnel, and emergency response systems. Establish clear protocols for reporting and addressing incidents of harassment and violence.
5. **Promote Equal Opportunities in Leadership:** Encourage and support the participation of women and other under represented genders in leadership positions. Implement mentorship and training programs to prepare them for these roles.
6. **Develop Gender-Responsive Infrastructure:** Ensure that campus infrastructure is gender-responsive, including safe and accessible restrooms, childcare facilities, and lactation rooms. Regularly assess and address the specific needs of all genders.

GENDER AUDIT REPORT

7. **Support Work-Life Balance:** Introduce flexible working hours, remote work options, and family-friendly policies to support work-life balance for faculty and staff. Provide support services such as counseling and wellness programs.
8. **Facilitate Equal Participation in Academic Activities:** Ensure equal participation of all genders in academic activities, including research, conferences, and extracurricular programs. Provide financial and logistical support to remove barriers to participation.
9. **Establish Transparent Grievance Redressal Mechanisms:** Create a transparent and accessible grievance redressal mechanism for addressing gender-based issues. Ensure confidentiality, timely resolution, and support for complainants.
10. **Conduct Regular Gender Audits:** Institutionalize the practice of conducting regular gender audits to assess the effectiveness of gender equity initiatives. Use the findings to continuously improve policies and practices, and ensure accountability through public reporting of progress.

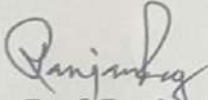
These recommendations aim to create a more inclusive and equitable environment at the college by addressing systemic barriers and promoting gender-sensitive practices.

***** BETI BACHAO, BETI PARAO**

***** STOP EARLY MARRIAGE OF GIRL CHILDREN**

Some hoardings in the College Campus may be displayed

Signature of the External Expert Member

 06/8/2024
Prof. Ranjan Roy

Department of Geography & Applied Geography

University of North Bengal

Prof. (Dr.) Ranjan Roy
Professor
Dept. of Geography
&
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