



2023

GENDER AUDIT REPORT



Prepared by:

**Gender Audit Committee
Maynaguri College**

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

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CHAPTER I

Gender Audit: An Introduction*Introduction of the Institution*

Maynaguri College is situated in the UGC-recognised Backward District. In spite of this impediment, in 2007, Maynaguri College, being the youngest college under the University of North Bengal, got accredited by the National Assessment and Accreditation Council (NAAC) with a grade “B”. In 2016, we improved upon our previous grade and got re-accredited by the NAAC with an impressive “B+” grade.

Maynaguri College is a fast growing institution of higher learning in this region of northern Bengal. The students’ strength, which has increased by almost twenty per cent within a span of merely ten years, reflects this trend. At present, this College boasts of having about 6,000 students enrolled in various courses in this College. There is one NCC unit having the strength of 100 Cadets and 7 units of NSS accruing to the strength of 700 students. In terms of extra-curricular activities, this College provides an ideal platform to students to nurture their cultural, educational, literary, artistic and aesthetic skills. Currently, Maynaguri College hosts study centres for Indira Gandhi National Open University (IGNOU) and Netaji Subhas Open University.

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 girl 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.

Maynaguri College 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.

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

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.

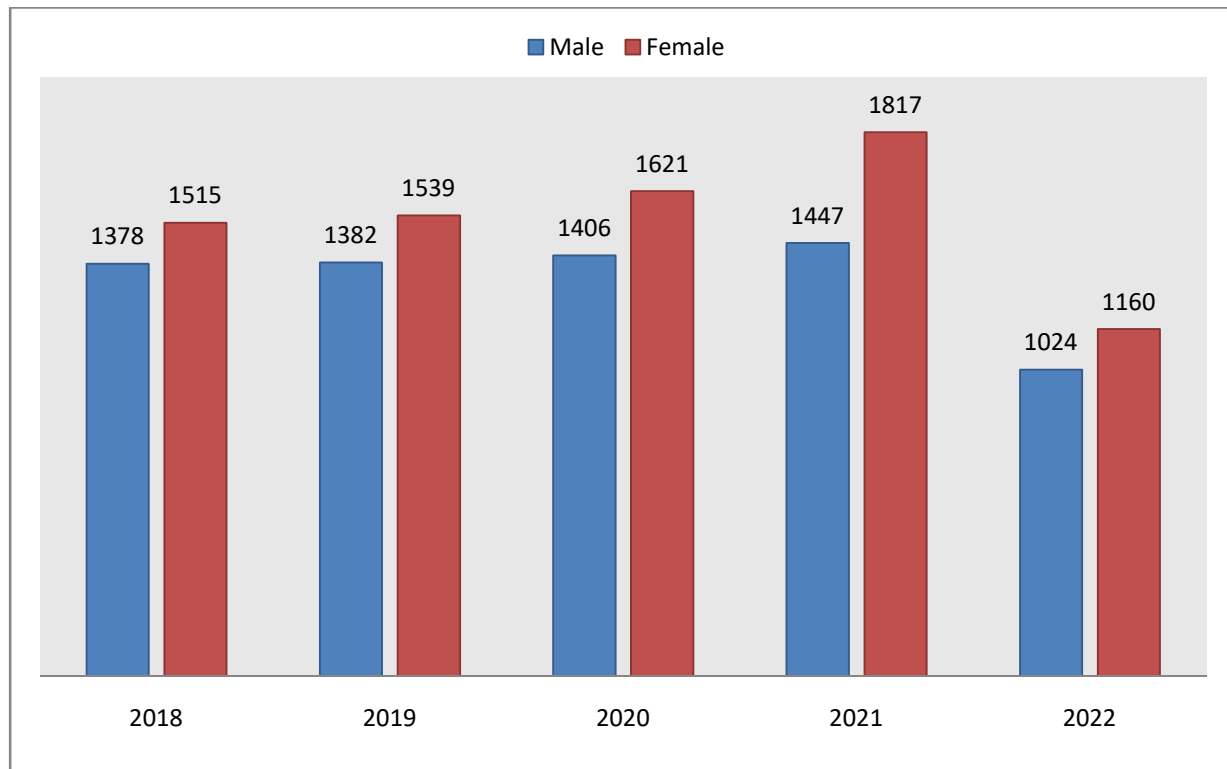
Composition of the Gender Audit Committee

Name	Institution	Designation
Dr. Ranjita Chakraborty	Presiding Officer Internal Complaints Committee University of North Bengal & Professor Dept. of Political Science University of North Bengal	External Auditor
Dr. Zinia Mitra	Head Womens' Studies University of North Bengal & Professor Dept. of English University of North Bengal	External Auditor
Dr. Priyadarshini Ghosh	Assistant Professor Dept. of Political Science Maynaguri College	Convenor Gender Audit Committee Maynaguri College
Dr. Rajadipta Roy	Associate Professor Dept. of English Maynaguri College	Member
Dr. Papia Deb	Associate Professor & Head Dept. of Political Science Maynaguri College	Member
Susmita Pandit	Bursar Maynaguri College	Member
Susmita Singh	Librarian Maynaguri College	Member
Sudip Bhattacharya	Assistant Professor & Head Dept. of History Maynaguri College	Member
Nandita Patranobish	SACT-II Dept. of Bengali Maynaguri College	Member

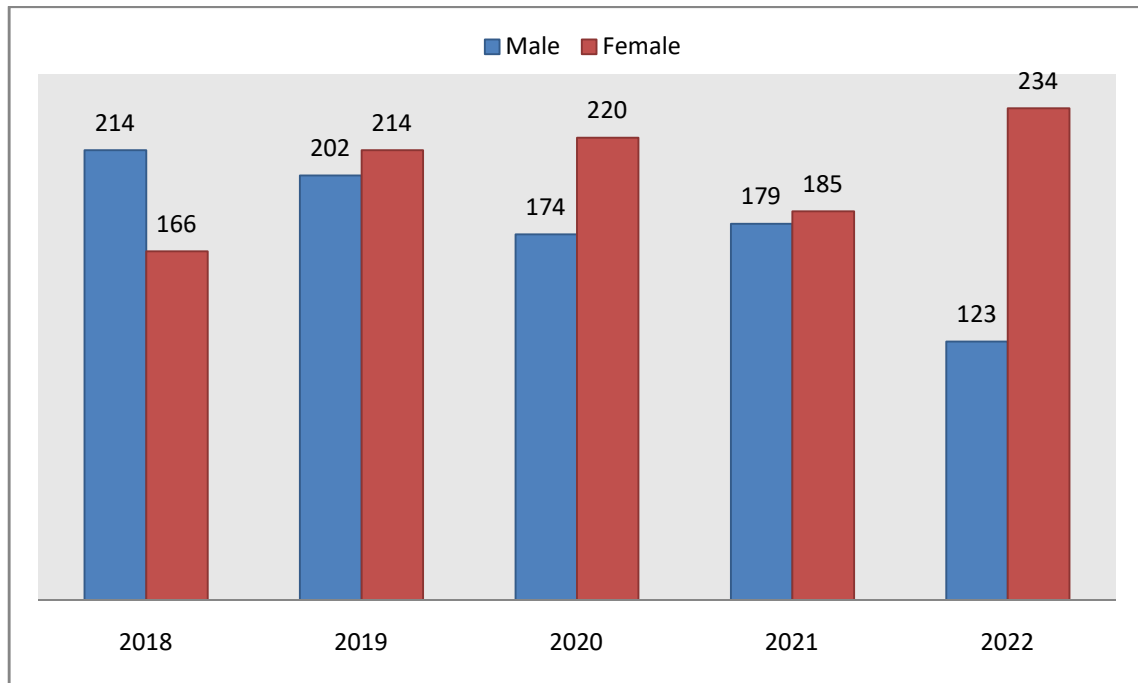
MANDATE OF THE GENDER AUDIT COMMITTEE

- 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 for the same posters to be exhibited at focal places in and around the college.
 - Organizing programs to build 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 etch out a road map for future gender action.

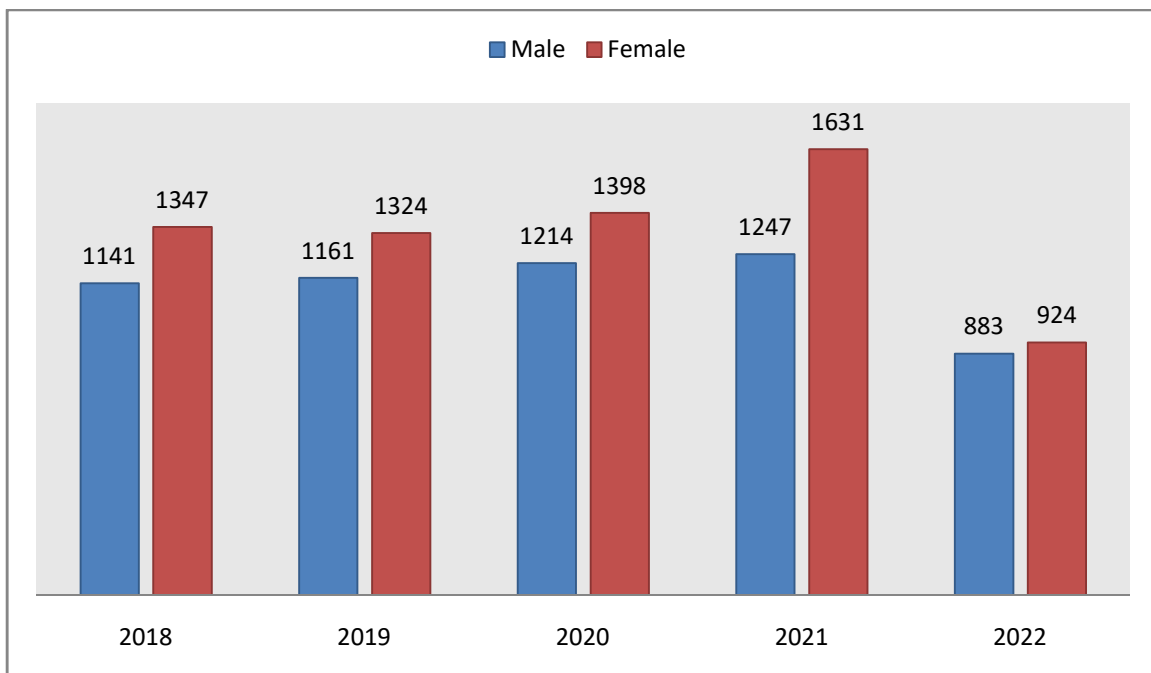
CHAPTER II

**MEASURING GENDER BALANCE WITHIN THE
INSTITUTION****3.1 Gender composition of total students admitted in First Year
(2018 to 2023)**

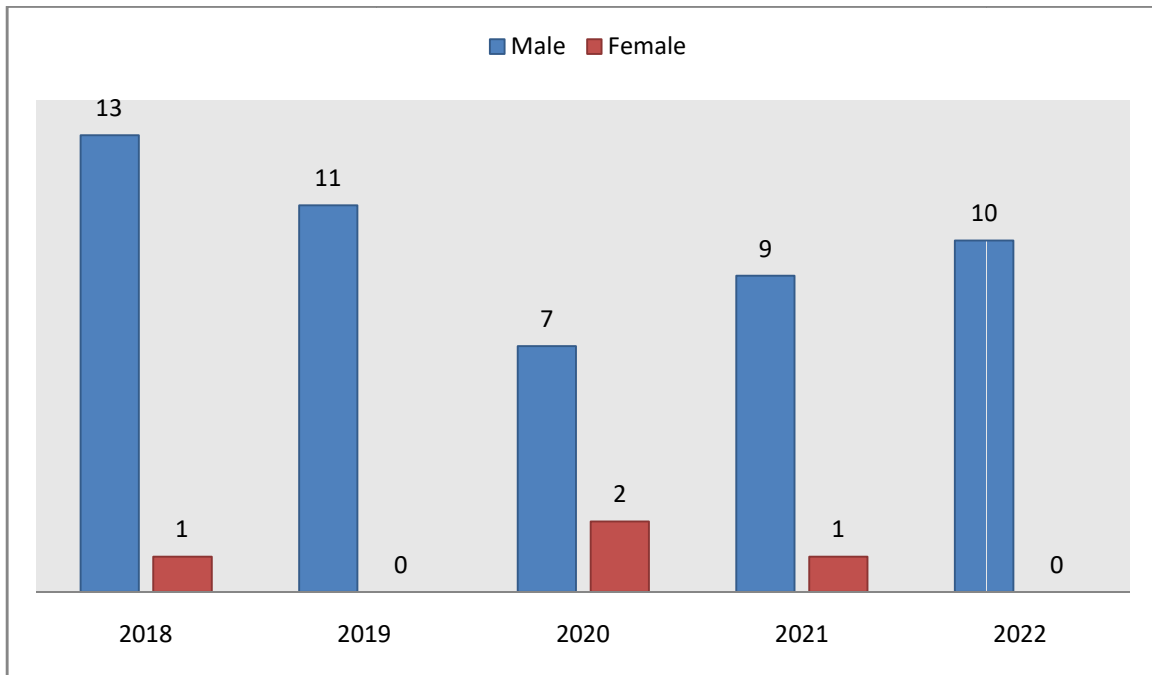
3.2 Gender composition of students enrolled in the Faculty of Arts (Hons. Course) 2018-2023



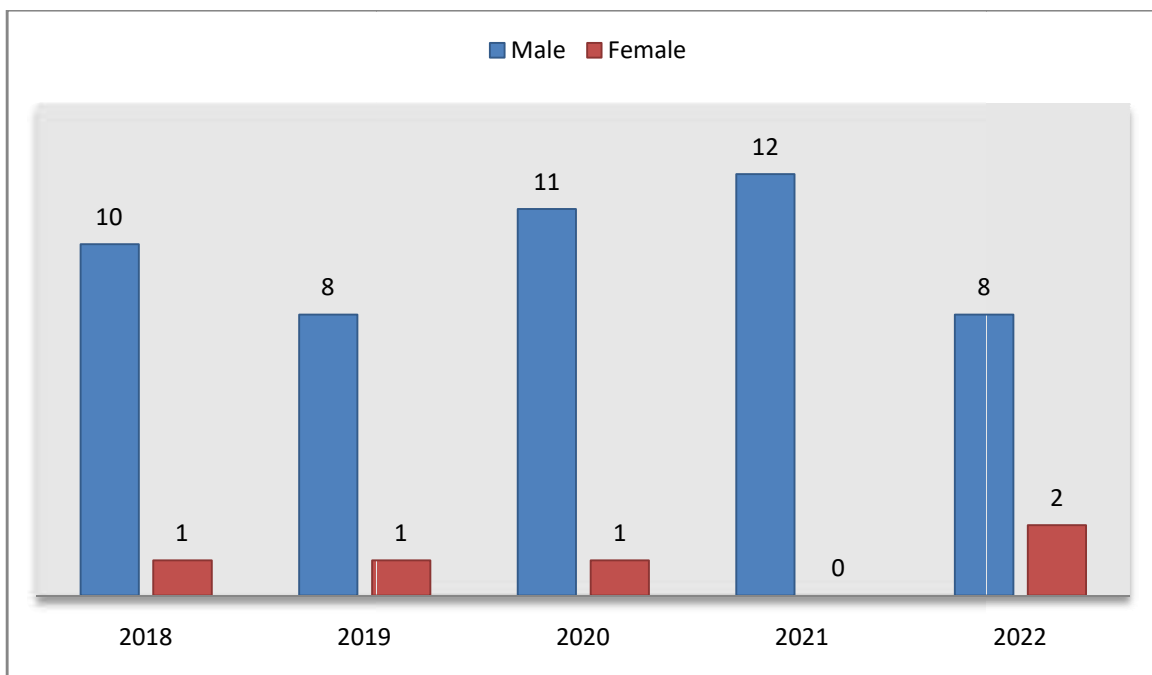
3.3 Gender composition of students enrolled in the Faculty of Arts (Program Course) 2018-2023



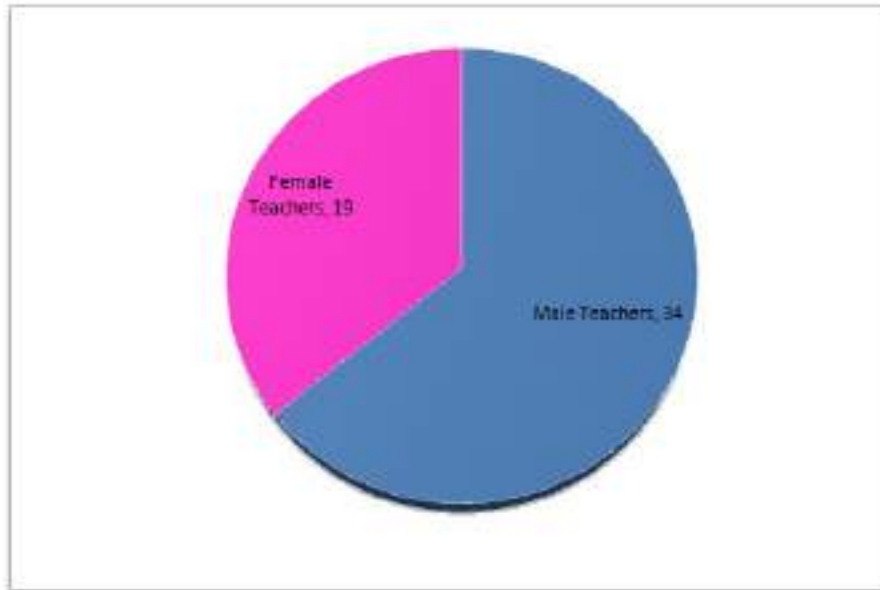
3.4 Gender Composition of students enrolled in the Faculty of Science (Hons.)



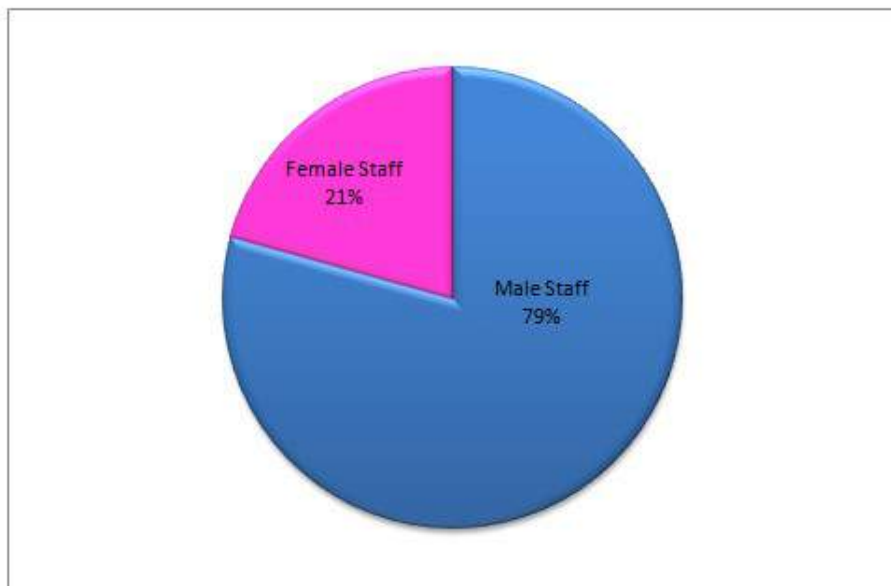
3.5 Gender Composition of students enrolled in the Faculty of Science (Program Course)



3.6 Gender Composition of Teaching Staff (2018-2023)



3.7 Gender Composition of Non-Teaching Staff (2018-2023)



CHAPTER III

Gender Sensitization Initiatives taken by the Institution

The pursuit of gender equality in education has been a significant 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 Maynaguri College to support and promote education for girl students, reflecting its commitment to gender equality. The college, located in a predominantly 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 enrollment 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 counseling 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

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

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 formed an Anti-Ragging Committee. The students in distress owing to ragging related incidents can approach the Committee. The Committee has 4 females, 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. In the effort to make Poona College of Arts, Science and Commerce, Camp, Pune, a strong kernel of gender sensitization, the Women's Forum was constituted in December of 2019. 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 skill enhancement, academic, technical, medical, cultural and social events 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.

- 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.

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

Academic Year: 2018-2019:

Title of the Programme	Period from	Period to
Discussion on Women Empowerment: Rhetoric vs. Reality	18/09/2018	20/09/2018
Special Lecture on Feminist Movement	12/11/2018	14/11/2018
Legal Awareness programme on dowry laws and domestic violence	05/02/2019	07/02/2019
Lecture & movie screening to Celebrate International Women's Day	08/03/2019	08/03/2019

Academic Year: 2019-2020:

Title of the Programme	Date	Organized by
International Women's Day Celebration	07/03/2020	Womens' Cell
Celebrating National Girl Child day	24/01/2020	Womens' Cell
Lecture on Gender Equity and Equality	30/08/2020	Womens' Cell
Lecture on Gender Equity in Higher Education in India	14/11/2019	Womens' Cell
Awareness Programme on the Taboo around Women's Health	15/02/2020	Womens' Cell
National Webinar on 'Plurality of Gendered Experiences – Biases, Stereotypes and Rights: Issues and Challenges with special reference to COVID 19'	28/08/2020	Womens' Cell

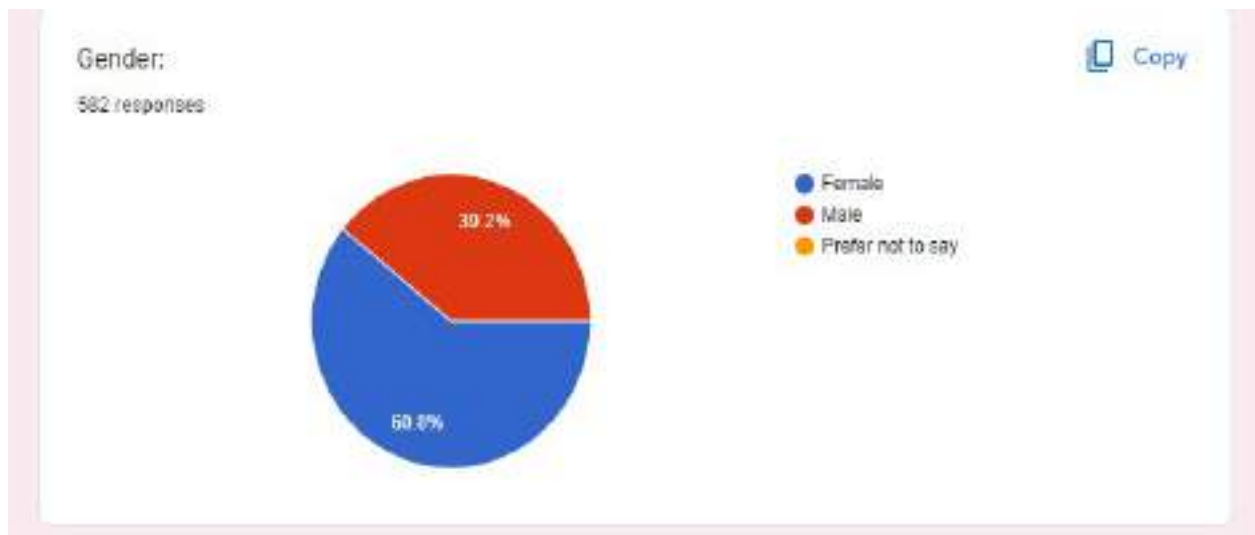
Academic Year: 2020-2021

Title of the Programme	Date	Organized by
Online Webinar on 'Plurality of Gendered Experiences-Biases, Stereotypes and Rights'	28/08/2020	Dept. of English
Online Webinar on 'Status of Women in the Indian Society Changing mindsets'	29/05/2021 & 30/05/2021	Women's Cell & Prevention of Sexual Harassment Cell
Aid & Donation Camp for Installing Sanitary Pad vending Machine	22/05/2021	Womens' Cell & Students' Welfare Committee
Breast Cancer Detection Workshop		Womens' Cell & NSS

Academic Year: 2021-2022

Title of the Programme	Date	Organised by
Online Webinar on 'Implementing Gender Audit in Colleges'	22/02/2022	Gender Audit Committee

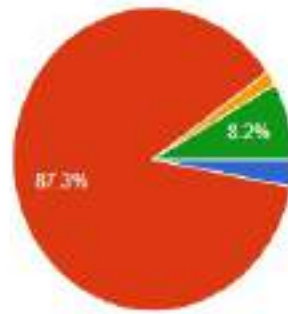
CHAPTER IV

ANALYZING THE GENDER QUESTION WITHIN THE INSTITUTION**4.1 QUESTIONNAIRE AND RESPONSES FROM STUDENTS**

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 করো বা করেছো?)

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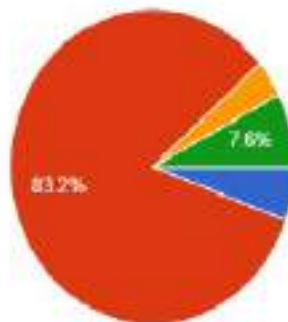


● Yes (হ্যাঁ)
● No (না)
● May be (হতে পারে)
● Cannot say (বলতে পারবো না)

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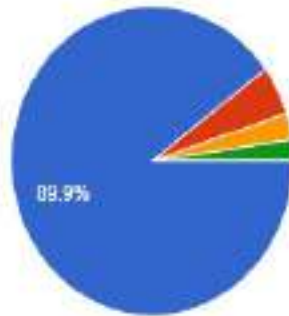
● Yes (হ্যাঁ)
● No (না)
● May be (হতে পারে)
● Cannot say (বলতে পারবো না)



3. Do you feel safe within the College campus? (তুমি কি কলেজ ক্যাম্পাসে নিরাপদ বোধ করে?)

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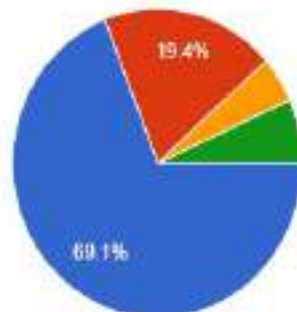


- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবে না)

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

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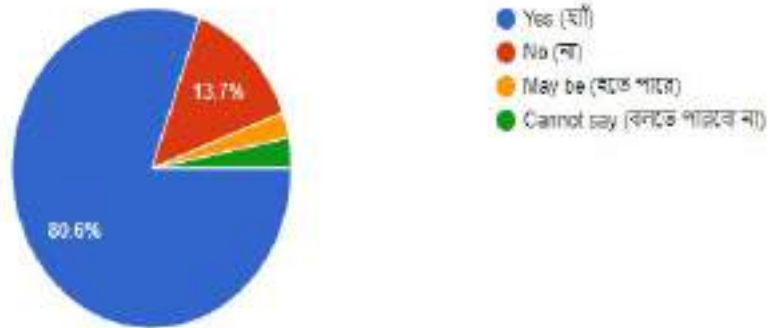
- Yes (হ্যাঁ)
- No (না)
- May be (হতে পারে)
- Cannot say (বলতে পারবে না)



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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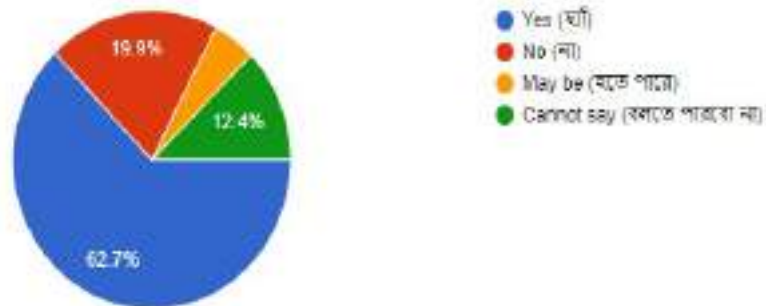
582 responses



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

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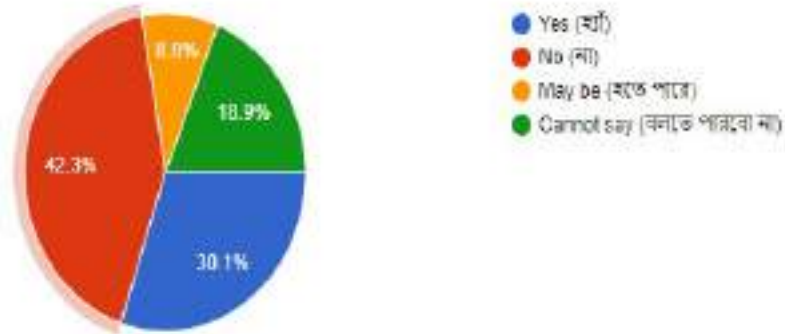
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7. Are there adequate facilities available inside the toilet keeping in mind the need of the girl students, like disposal bins, sanitary pad vending machine? (ছাত্রীদের বিশেষ প্রয়োজনের কথা মাথায় রেখে টয়লেটের ভিতরে কি উপযুক্ত সুবিধা প্রদান করা হয়েছে?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

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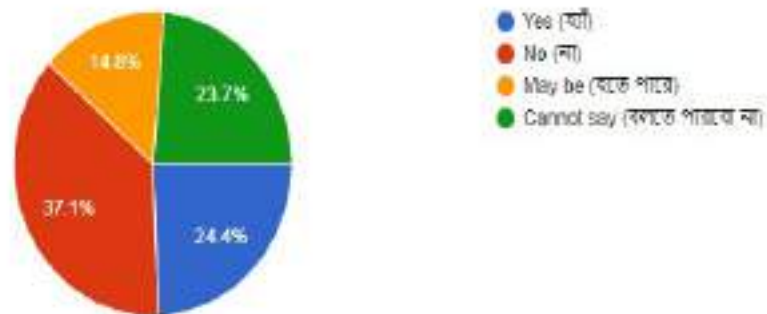
562 responses



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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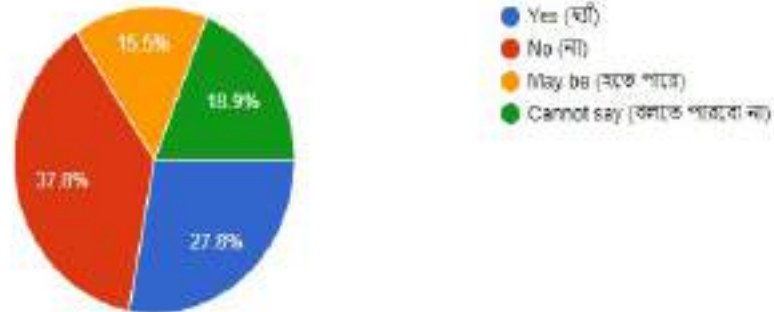
562 responses



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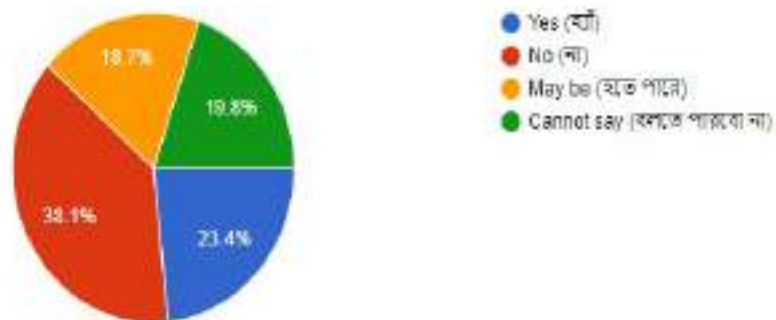
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10. Are you aware that the College has a Women's Cell? (তুমি কি জানো যে কলেজে ছাত্রীদের সুবিধার্থে একটি মহিলা সেল (Women's Cell) রয়েছে?)

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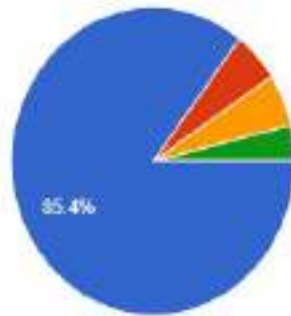
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12. Is there equal opportunity for all genders for free and fair expression of ideas within the Department/College? (বিভাগে বা কলেজের মধ্যে স্বাধীন এবং ন্যায্য মতামত প্রকাশের জন্য ছাত্র ও ছাত্রীদের কি সমান সুযোগ দেওয়া হয়?)

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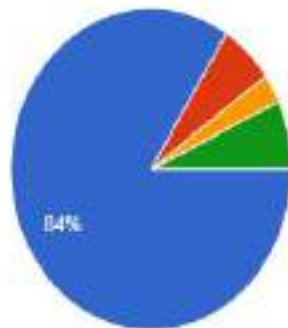


- Yes (হ্যাঁ)
- No (নে)
- May be (হতে পারে)
- Cannot say (কিনতে পারবো না)

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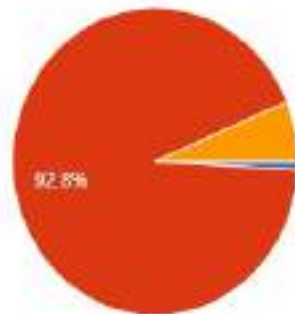
- Yes (হ্যাঁ)
- No (নে)
- May be (হতে পারে)
- Cannot say (কিনতে পারবো না)



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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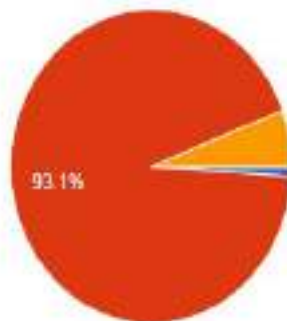


- Yes (হ্যাঁ)
- No (না)
- I don't feel comfortable to answer this question (আমি এই প্রশ্নের উত্তর দিতে চাইনা।)

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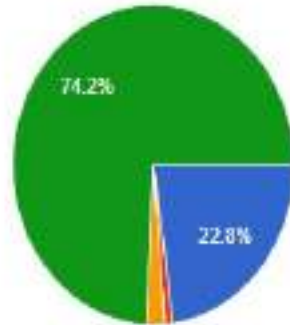
- Yes (হ্যাঁ)
- No (না)
- I don't feel comfortable to answer this question (আমি এই প্রশ্নের উত্তর দিতে চাইনা।)



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 সূচু তদন্ত পরিচালিত হয়েছিল এবং তোমার পরিচয় কি কলেজের পক্ষ থেকে গোপন রাখা হয়েছিল?)



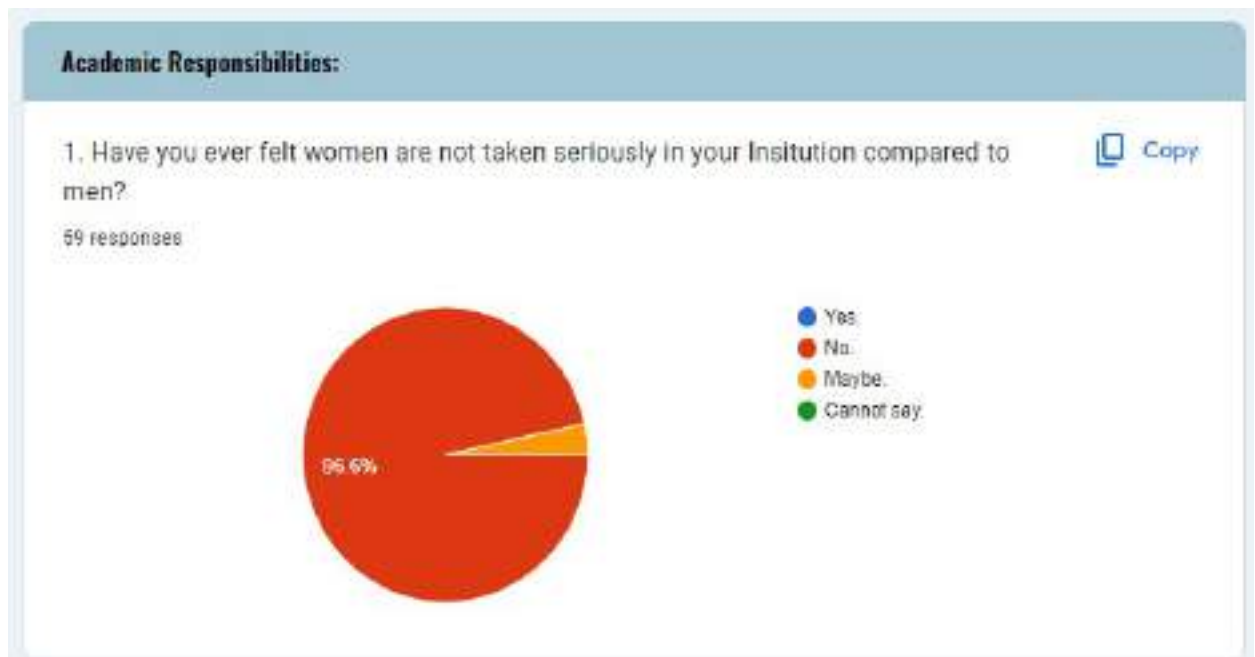
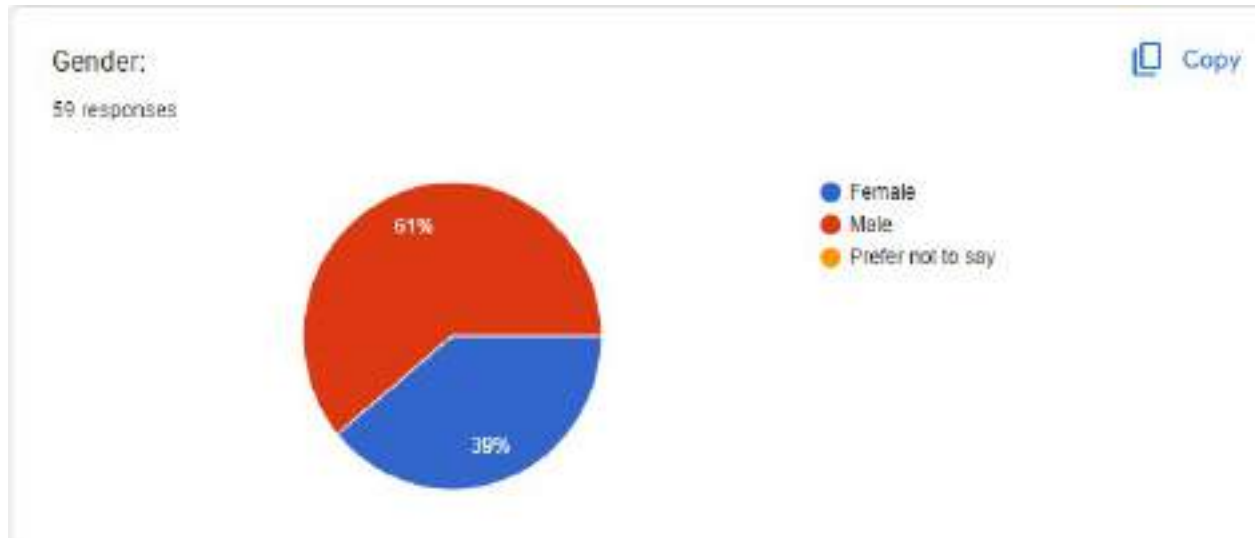
426 responses



- 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...



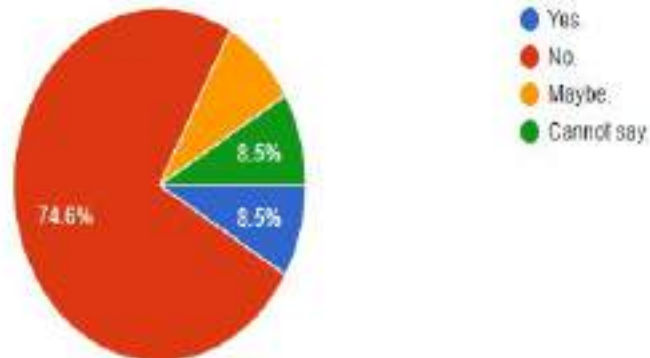
ANNEXURE 1.2

QUESTIONNAIRE & RESPONSES FROM THE TEACHING STAFF

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?



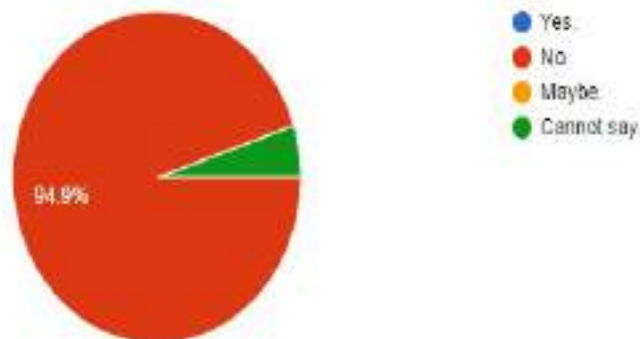
59 responses



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



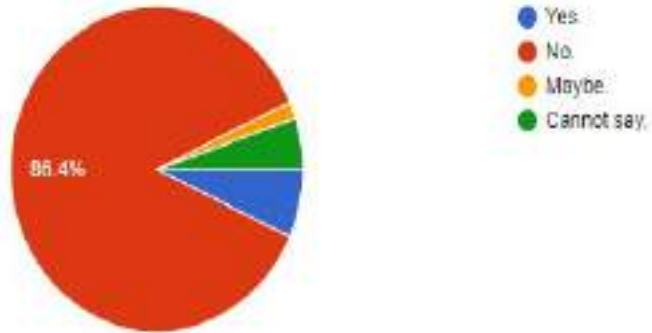
59 responses



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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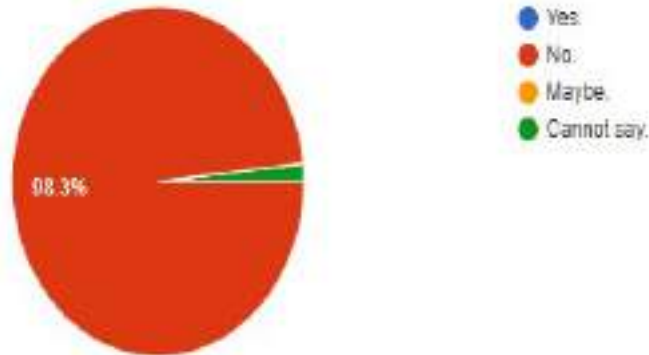
59 responses



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

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59 responses

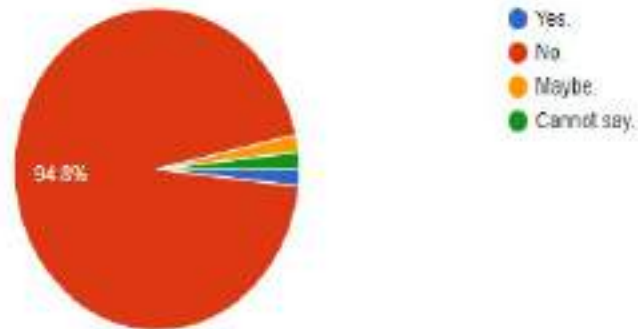


Administrative Responsibilities:

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

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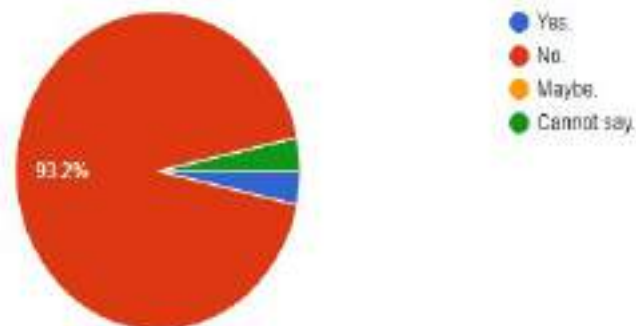
58 responses



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?

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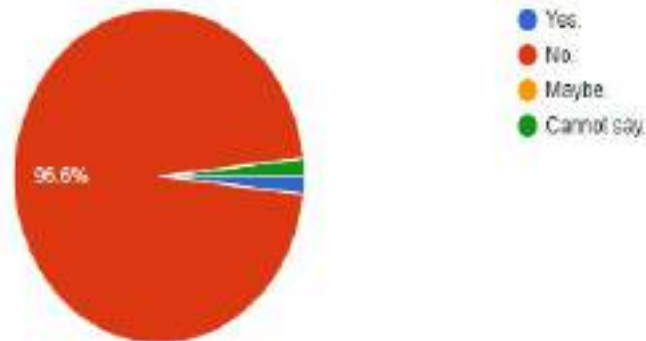
59 responses



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

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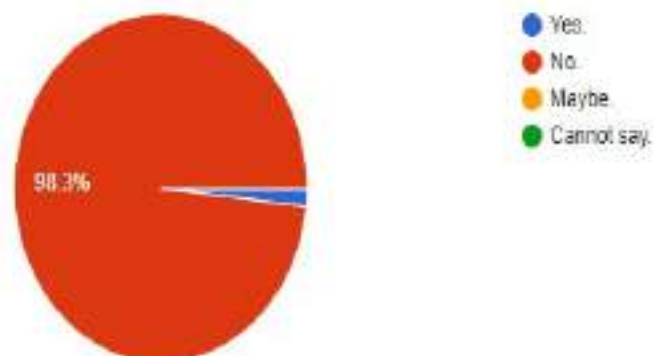
59 responses



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

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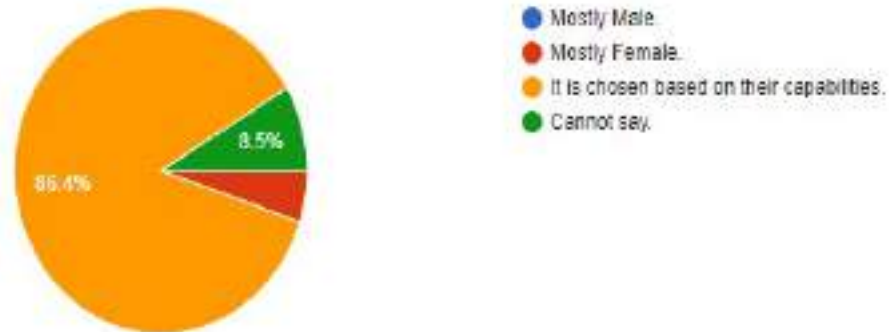
59 responses



5. What is the usual gender of members of Clubs/Cells/Committees/Departmental Heads/other bodies/ Invited speakers/resource persons in your Institution?

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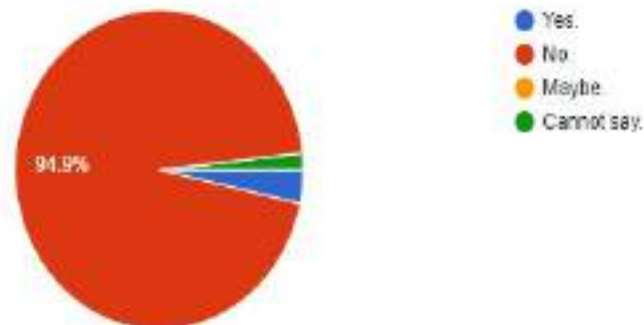
59 responses



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

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59 responses

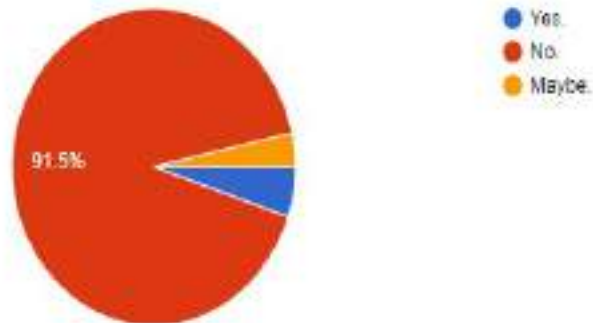


Day to Day Negotiations

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

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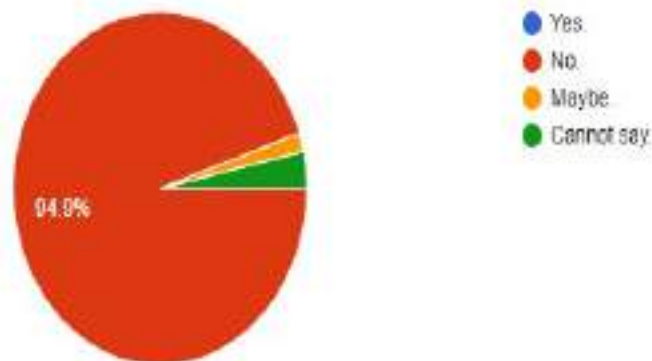
59 responses



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

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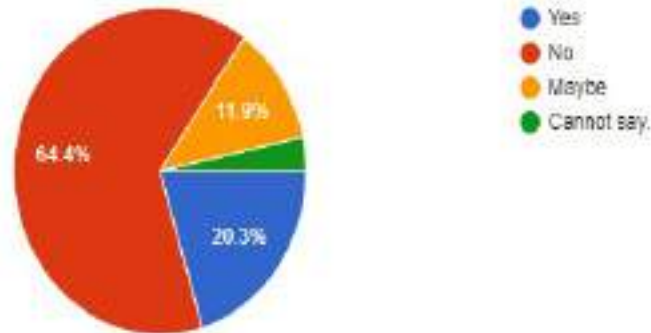
59 responses



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?

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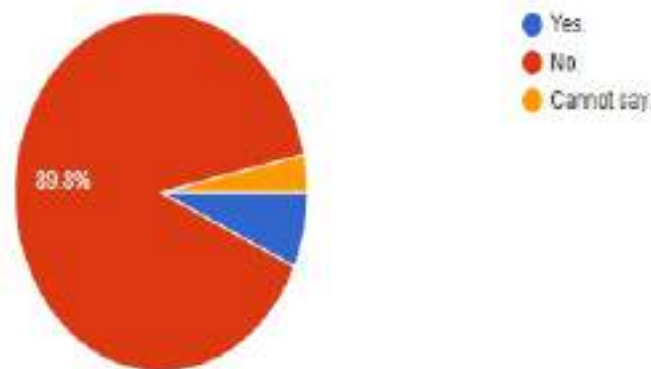
59 responses



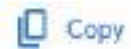
4. Have women and men commented on your dress and behavior in your Institution?

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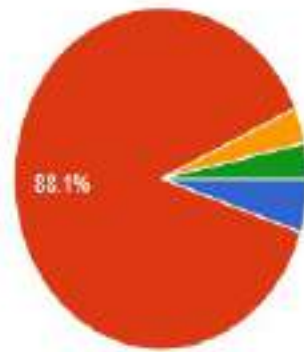
59 responses



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



59 responses

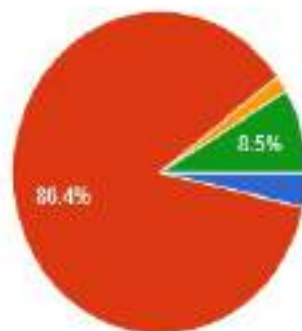


- Yes
- No
- Cannot say
- I feel uncomfortable to answer this question

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?



59 responses



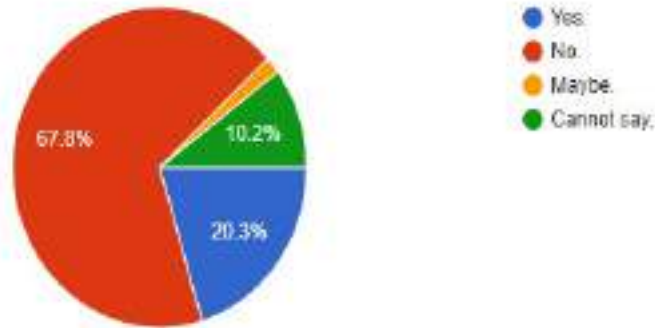
- Yes
- No
- Maybe
- Cannot say



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

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59 responses



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

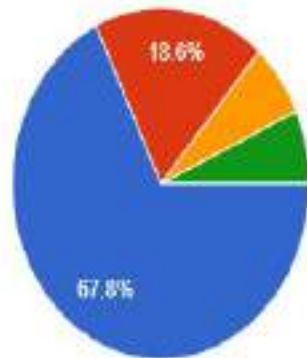
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59 responses



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

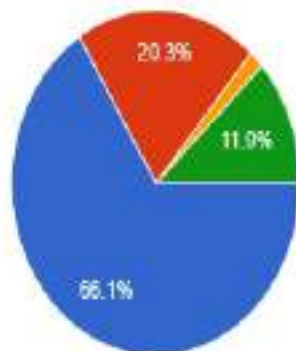
59 responses



- Yes, I am aware, but I have never approached the ICC.
- No, I am not aware and never approached the ICC.
- Yes, I am aware and I have approached the ICC with complaints.
- Cannot say.

10. Do people respect boundaries of your body in your Institution? [Copy](#)

59 responses



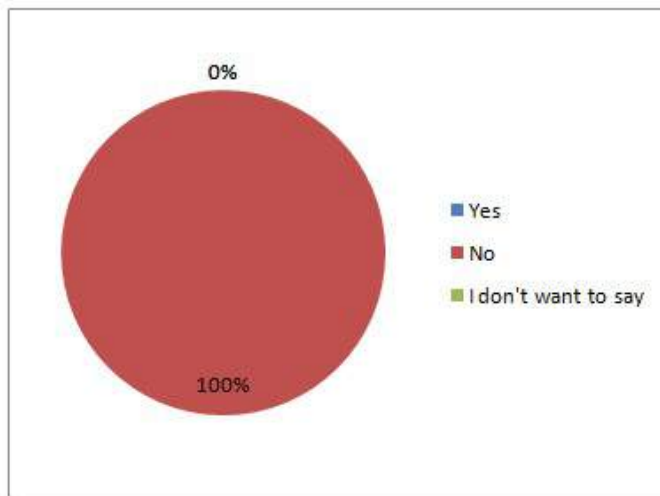
- Yes.
- No.
- Maybe.
- Cannot say.



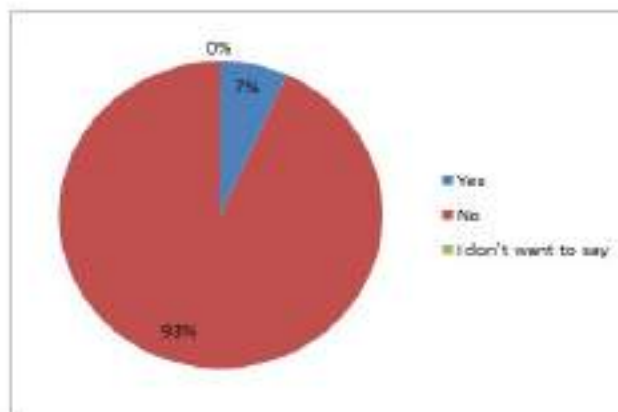
ANNEXURE 1.3

QUESTIONNAIRE & RESPONSES FROM NON-TEACHING STAFF**Administrative Responsibilities:**

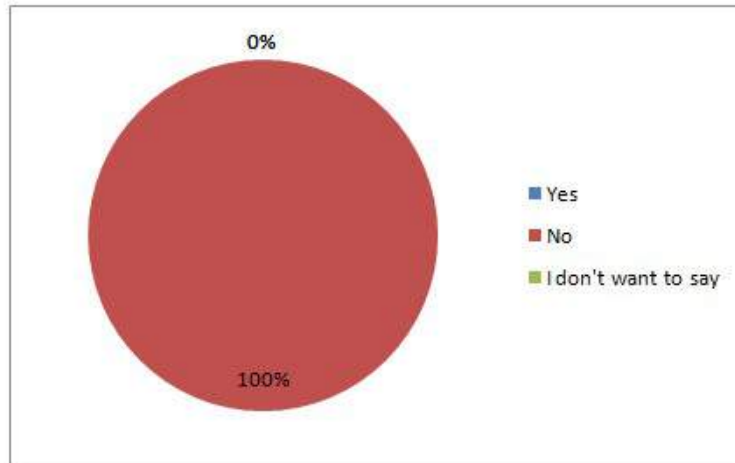
1. Have you ever felt that there are jobs and positions in your Institution for which women are overlooked due their gender?



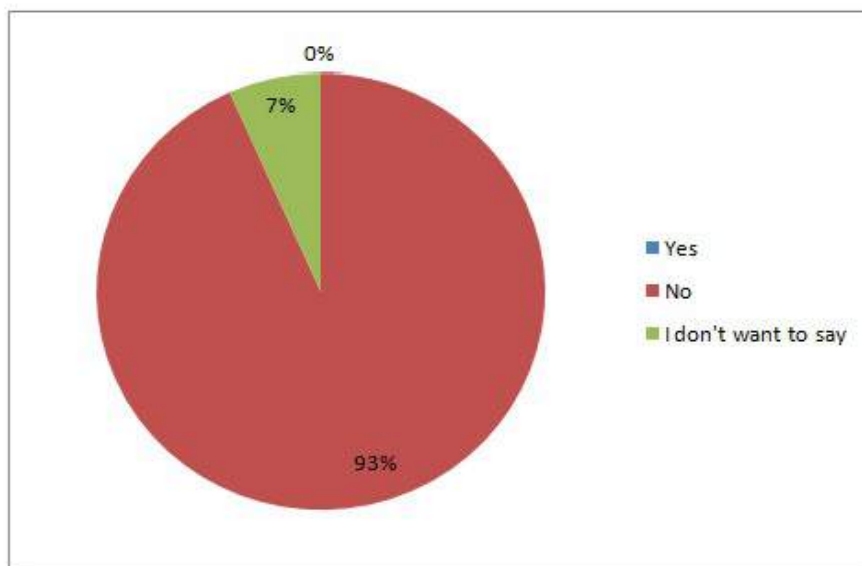
2. Have you ever felt that gender is a criterion for choosing and electing representations to the Governing Body/Teacher's Council or other Clubs/Cells/Committees in your Institution?



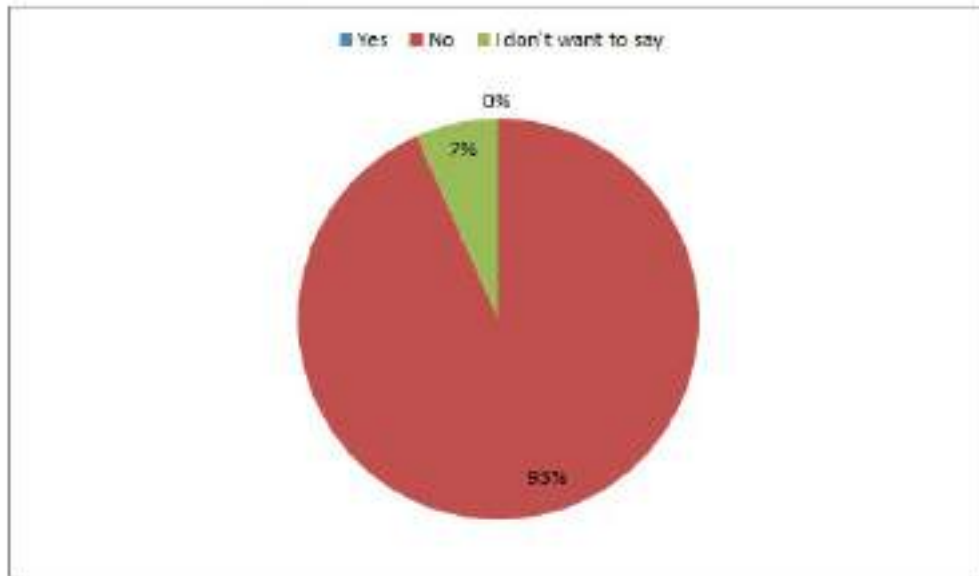
3. Do you feel you are judged and considered incompetent/inefficient because of your gender in your Institution?



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

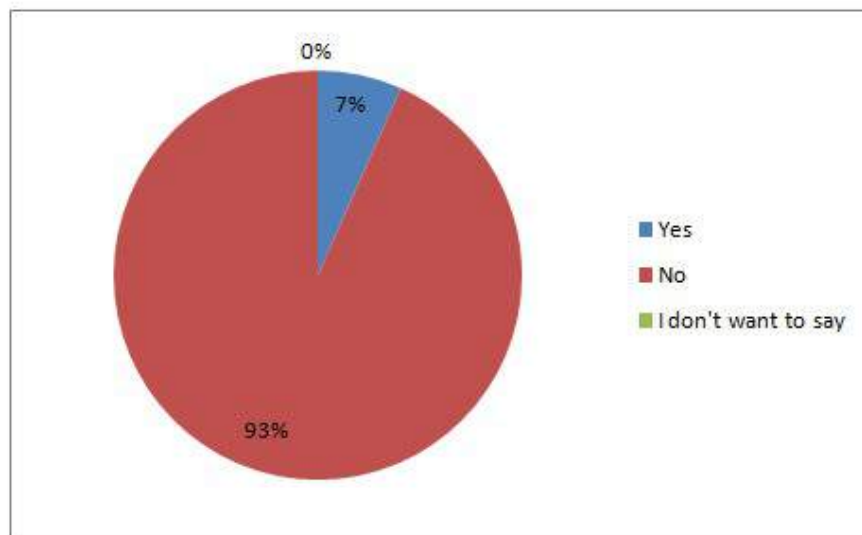


5. Have you ever felt limited in pursuing certain administrative responsibilities on account of your gender in your Institution?

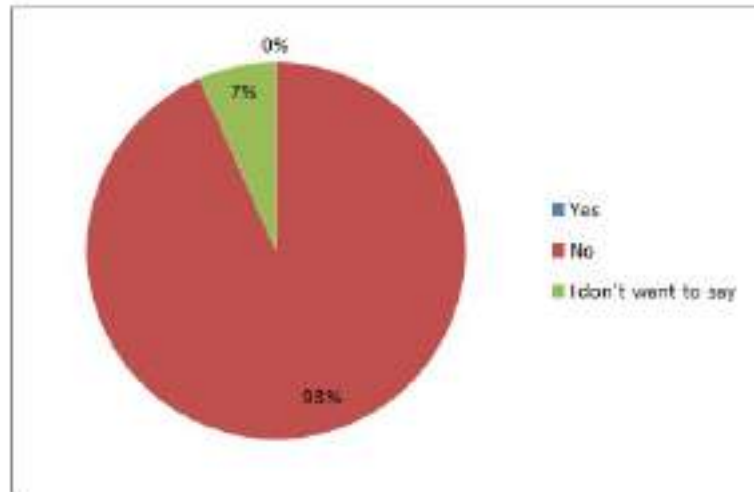


Day to Day Negotiations:

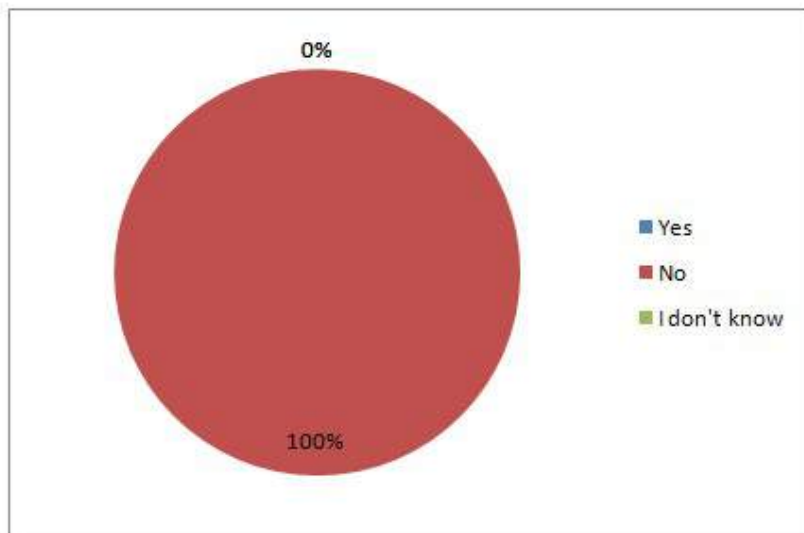
1. Have you ever felt that you were assigned any job in any event in your Institution due to your gender?



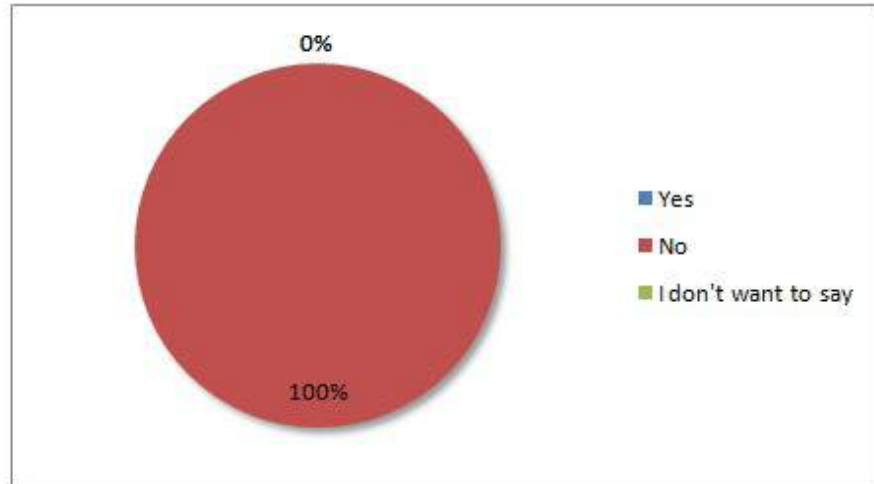
2. Have you ever felt that men are given preference over women on a daily basis in your Institution?



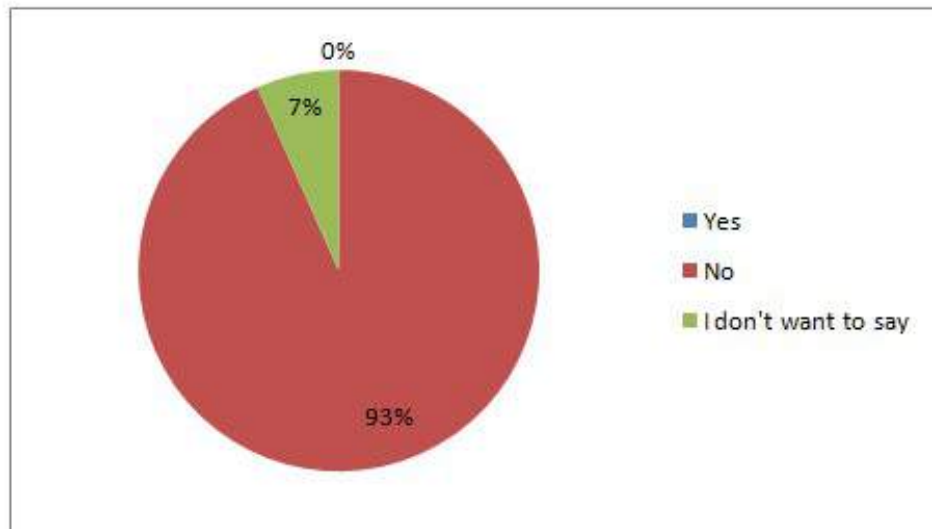
3. Have you ever been given or seen other women faculty being given the job of presenting flowers and bouquets to dignitaries in your Institution's programmes just because of their gender?



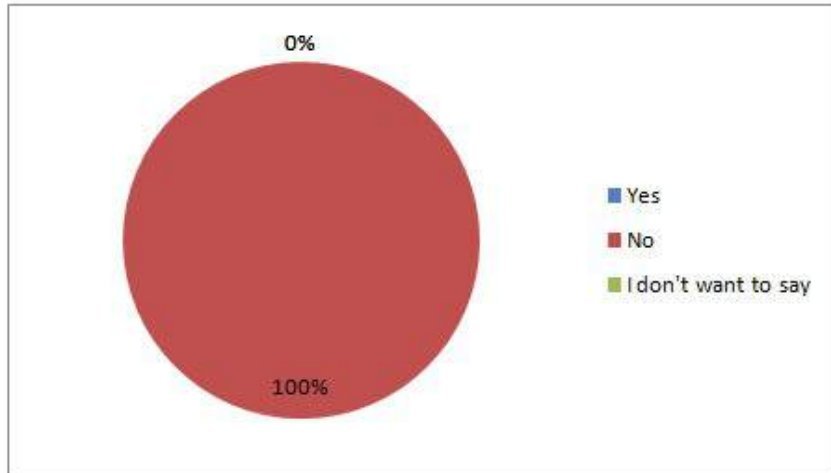
4. Have women and men commented on your dress and behavior in your Institution?



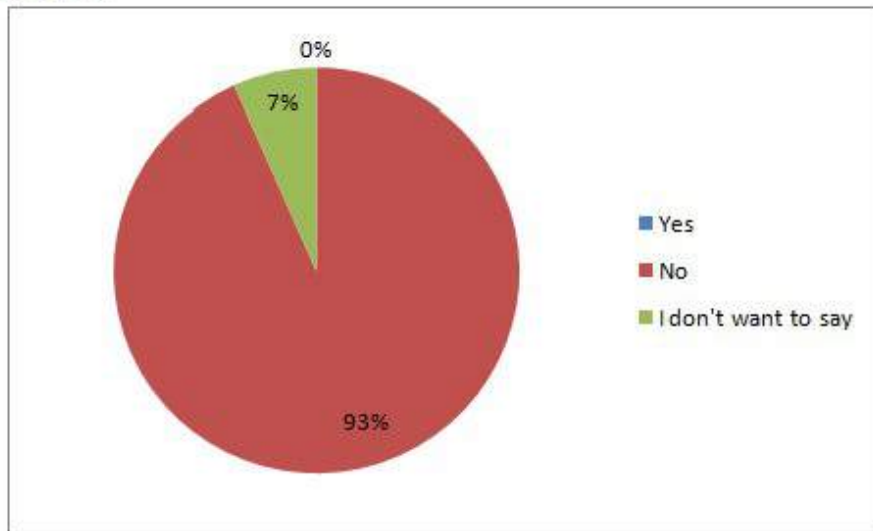
5. Have women and men commented on your menstrual/ reproductive cycle/ urged you to get married/ have children in your institution?



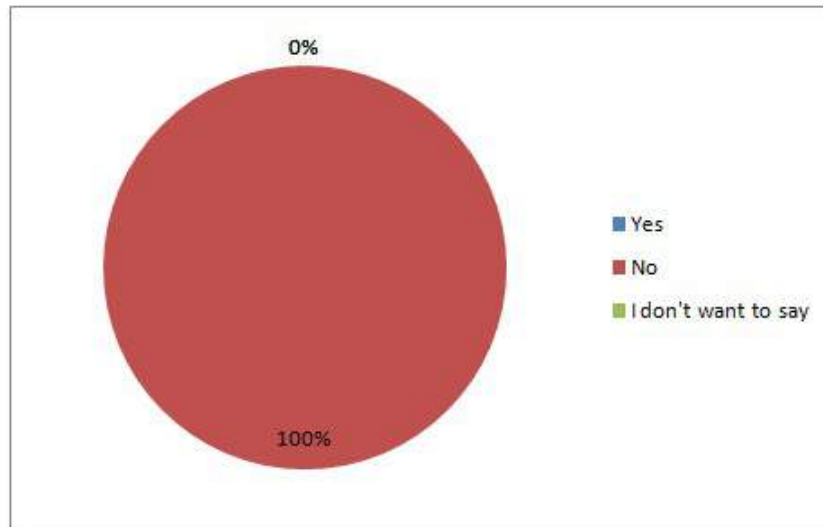
6. Have you heard or faced any situation where the teachers of your Institution were being gender insensitive and using gender insensitive comments which denigrate women?



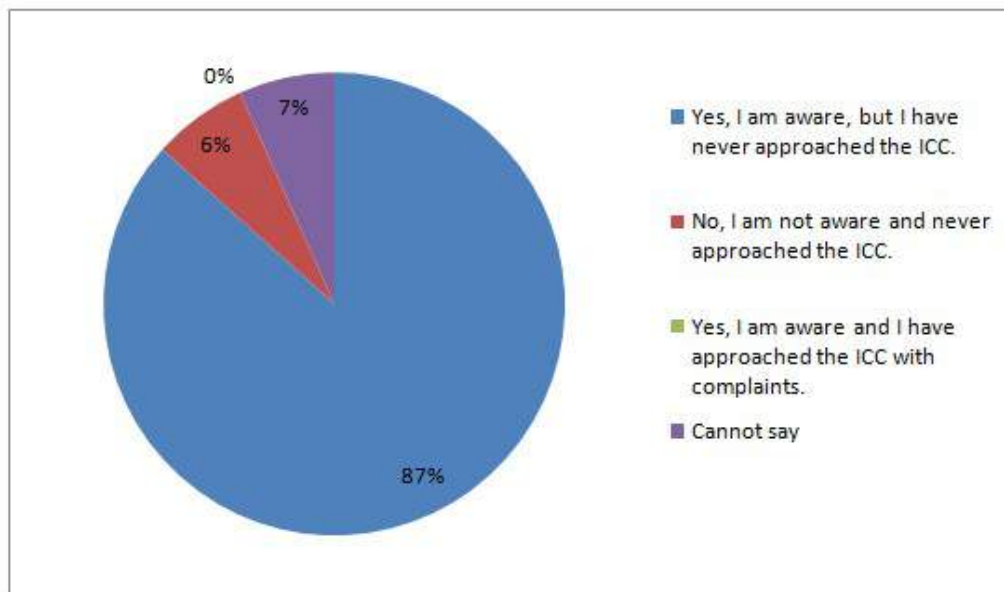
7. Have you ever felt that daily gender-based discrimination has been normalized in your Institution?



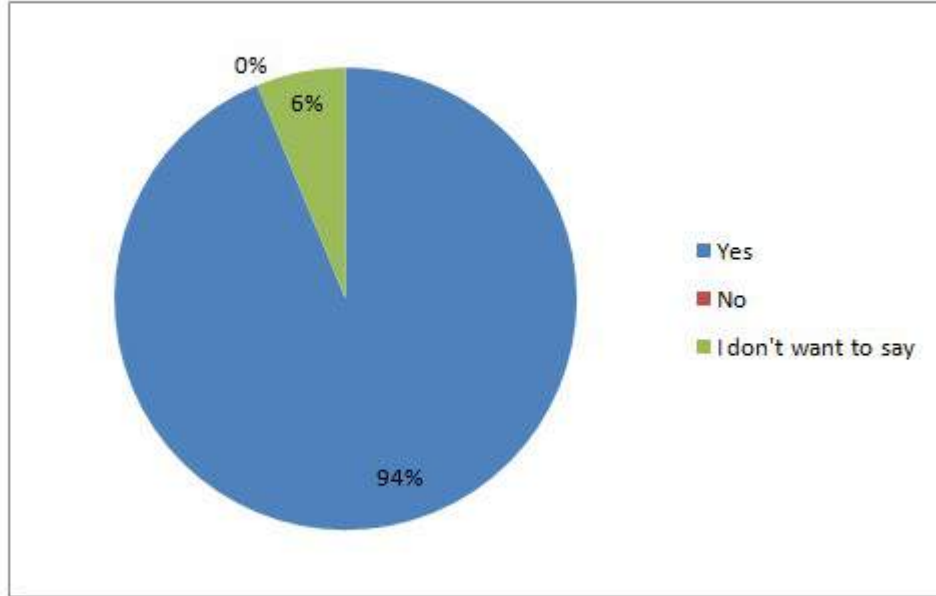
8. Have you ever faced or heard of sexual harassment at workplace?



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?



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



REPORT SUMMARY & RECOMMENDATIONS

Introduction

The Gender Audit Report of Maynaguri College 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 are 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.

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 underrepresented 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.

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.

GENDER AUDIT REPORT 51

The Gender Audit Report is hereby placed for approval of the Governing Body, Management College.

<p> 06/07/22 Professor Department of English North Bengal University Presiding Officer General College for Children University of North Bengal Signature</p> <p> Signature 06/07/22</p> <p> Signature</p> <p> Signature 06/07/22</p> <p>Signature</p>	<p> Signature Signature</p> <p> Signature 06/07/22 IQAC Management College Signature</p> <p> Signature 06/07/22</p> <p> Signature 06/07/22</p> <p>Signature</p> <p>Signature</p>
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