

ASUTOSH COLLEGE
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Action Plan

As part of our regular annual gender sensitization action plan the following are undertaken –

- Annual Gender Audit
- Regular gender sensitization workshops & seminars

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ASUTOSH COLLEGE



GENDER AUDIT REPORT 2023-2024

Prepared by

Women Empowerment & Gender Equity Cell

Asutosh College

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Introduction

A gender audit in an educational institution serves as an organizational evaluation and a strategic planning tool from a gender perspective. It assesses the institution's ability to provide a 'safe and inclusive' environment for students, faculty, and administrative staff, regardless of gender. This participatory audit process helps identify institutional strengths and areas for improvement in promoting gender equity, integrating gender considerations into the institution's systems, operations, programs, and activities. It encourages stakeholders to reflect on the institution's gender-related strengths and gaps. According to the ILO, gender audits help organizations focus on:

- a) Integrating gender as a fundamental aspect of the unit's goals, programs, and budget.
- b) Evaluating existing gender expertise and competencies.
- c) Managing knowledge and information on gender-related issues.
- d) Accountability systems for monitoring and evaluating gender equality efforts.
- e) Ensuring gender balance in staffing and human resources, along with implementing gender-friendly policies.

Asutosh College, under the leadership of the Internal Quality Assurance Cell (IQAC), conducted a gender audit to identify strategies for fostering a more inclusive and equitable atmosphere across all its campuses. The primary aim of the audit was to examine gender dynamics within the institution. The audit sought to assess whether Asutosh College maintains a balanced gender ratio, explore gender disparities faced by students, and ensure that the campus provides a supportive and secure space for everyone, regardless of gender.

By promoting gender equity, the institution aims to create a culture where every individual can thrive, realize their potential, and contribute their unique talents without being restricted by societal biases related to gender identity.

About Asutosh College

Asutosh College, a prestigious institution in Kolkata, has a rich legacy dating back to its founding in 1916 by Sir Asutosh Mukherjee, a pioneer of modern education in India. Originally established as South Suburban College, it was renamed Asutosh College in 1924 in honor of its founder. Though initially set up to serve the educational needs of South Kolkata, the college quickly grew to become a leading institution in West Bengal and neighboring states.

Asutosh College is committed to the holistic development of its students, fostering humanistic values, mutual cultural respect, and a strong foundation in knowledge. It aims to equip students to excel in their chosen fields by providing ample opportunities for them to realize their full potential.

The gender audit team conducted a detailed analysis of the college's operating environment, recognizing its inclusive nature, where students, faculty, and non-teaching staff have equal access to a diverse range of activities. Gender equity here does not mean offering identical programs for men, women, and other genders; rather, it ensures that all genders have access to a variety of activities tailored to their needs and interests.

After a careful review of stakeholder feedback, it was found that there is a positive perception regarding program planning and activities at the college. This feedback highlights that Asutosh College has successfully implemented policies that foster gender equity and inclusivity within the campus.

Gender Policy Adopted
a) Non-Discrimination: The institution upholds a zero-tolerance policy towards any form of gender-based discrimination.
b) Equal Opportunities: All genders are provided with equal opportunities across academic, professional, and extracurricular activities.
c) Freedom of Expression: Every individual, regardless of gender, has the right to voice their opinions and perspectives freely.
d) Grievance Redressal: A dedicated, impartial, and confidential grievance cell is available to address and resolve gender-related issues.
e) Safety and Security: The institution is committed to ensuring the safety and security of all individuals, irrespective of their gender.
f) Inclusivity and Sensitization: The institution actively promotes gender inclusivity and fosters awareness through regular sensitization initiatives.

Objectives

General objective
To conduct a gender based analysis of , gender issues and related issues faced by the students and staff in the college.
Specific objectives
1. To locate the areas of gender differences, if any, existing in the institution.
2. To investigate possible gender-based discrimination and inequalities faced in both academic and non-academic activities of the college
3. To identify the adequacy of facilities available in the campus for all genders.
4. To identify instances of sexual harassment if any at workplace and the redressal mechanisms that are available in the college.
5. To address gender related problems of administrative staffs/students/teachers.

Key steps in Gender Audit:

<i>Planning</i>	Setting the objectives and scope of the audit, determining the methodology, and creating a detailed plan for conducting the audit.
Data Collection	Conducting surveys, interviews, group discussions, reviewing relevant documents and policies and observing relevant practices within the organizations.
<i>Preliminary Reports</i>	Preparing the draft audit report, including audit observations, issues identified, and recommendations for improvement.
<i>Final Report</i>	The preliminary report is refined and finalized after incorporating necessary feedback and additional information. The final report presents comprehensive and objective audit findings, conclusions and recommendations.

Curricular Aspects:

SUBJECT	SEMESTER	PAPER CODE & NAME	UNIT	SYLLABUS	CREDIT MARKS
Journalism and Mass Communication	3	CC6- Media and Cultural Studies	4	Representation of nation, class, caste and gender issues in media (Assignment based)	2
	4	CC9- Film theories and production	2	Overview of Indian new wave: Aparna Sen, Mira Nair	2

	5	CC 12- Development Communication	2, 4	Gender and development Development support communication in India in the areas of women empowerment	2
		DSE A2- Media, Human rights, Gender, Environment studies	1, 2, 3, 4	Women Rights Human rights Media exposure and gender construction, Gender & advertising, Indecent representation of women in media, masculinity and femininity, feminist movement and media studies Major human rights issues in india	6
Communicative English	3	SECA1- Travel Writing and Review Writing	A	Gender and Travel	2
Political Science	5	DSE- Gender and Politics	I & 2	Groundings, Patriarchy, Sex-Gender Debates, Public & Private, Power, Feminism, Family, Community, State Movement & issues, History of the women's movement in India, Violence against women, Work and Labour, visible and invisible work, reproductive and care work, Sex work	2
Psychology	3	CC5- Development of psychological thought	4	Indian gender role identity scale, psychology of gender	4

Sociology	3	CC7- Gender and Sexuality	1, 2, 3 & 4	Gendering Sociology, Gender as a Social Construct, Gender: Differences and Inequalities, Gender, Power and Resistance	6
		SEC A2- Gender Sensitization		What is Gender? Gender construction, Gender practices and policies	2
History	5	History of modern Europe (C. 1780-1939)	1 (C)	Social Classes and emerging gender relations	1
		History of Bengal (C. 1757-1905)	5	Social reforms and the women's question	1
	6	History of India (C. 1857-1964)	4 (F)	Nationalism and social groups: Interfaces- Women	2
		History of Bengal (C. 1905-1947)	5	Women's movements in Bengal, 1920-1946	2
English	2	CC3- Indian Writing in English	Poetry	Kamala Das: 'An Introduction'	2
			Drama	Mahesh Dattani- Bravely Fought the Queen	2
		CC5- American Literatures	Poetry	Sylvia Plath 'Daddy'	2
	3	CC3- British Poetry and Drama	drama	John Webster- The Dutchess of Malfi	2
		GE3- Women's writing and Women's empowerment	Poetry	Elizabeth Barrett Browning 'How Do I Love thee' Christina Rosetti 'Uphill' Emily Dickinson 'I cannot Live with you' Sarojini Naidu- 'Palaquin Bearers' Rassundari Devi- Amar Jiban	2
			Prose		

				Rokeya Sakhawat hussain- Sultana's dreams	
	5	CC 11- Women's writing	Poetry	Emily Dickinson 'I cannot Live with you' Elizabeth Barrett Browning 'How do I Love thee' Eunice De Souza 'Advice to Women'	6
			Fiction	Alice Walker- The color Purple or Emily Bronte- Wuthering Heights Katherine Mansfield- Bliss Mary Wollstonecraft- A Vindication of the Rights of women, Chapter-1 Rassundari Devi- Amar Jiban	
		DSE A1- Modern Indian Writing in English Translation	Stories	Ismat Chughtai- 'The Quilt'	2
			Drama	Vijay Tendulkar- Silence! The court is in session	
		DSE A2- Literary Theory	Feminism	Virginia Wolf- A room of One's own	2
	6	DSE B2- Contemporary India: Women and Empowerment		Social Construction of Gender History of Women's movement in India (Pre and post-independence) Women and Law: Domestic Violence, Female foeticide, Sexual Harassment Dalit Women and double marginalisation	2

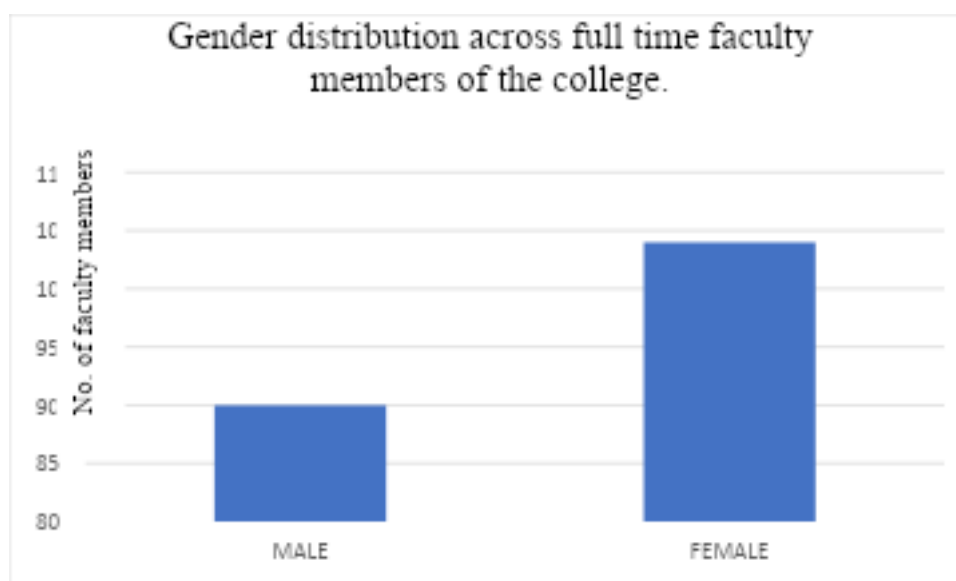
		DSE B3- Autobiography		Binodini Dasi- My story and life as an actress	2
Sanskrit	3	CC7- Indian Social Institutions and Polity	1, 2	Varna system and caste system Origin of caste system from inter-caste marriages Position of women in the society; brief survey of position of women in different stages of society Position of Women in Mahabharata Praise of women in the Bharatsamhita of Varahamihira	2
Bengali UG	2	CC 4- বাংলাসাহিত্যপ্রবেশকপাঠ	3	উনবিংশতাব্দীরনারীবিপ্লবসোফিয়াখাতুন	4
Bengali PG	3	DSE D1- কথাসাহিত্য	2	উপন্যাসবিচারেআধুনিকতথ্যওসাম্প্রতিকধারণা/নারীচেতনাবাদ	4
		DSE D2- কথাসাহিত্য	2	উপন্যাসবিচারেআধুনিকতথ্যওসাম্প্রতিকধারণা/নারীচেতনাবাদ ছোটগল্প- আশালতাসিংহ,প্রতিভাবসু	4
		DSE G1- তুলনামূলকসাহিত্য	2	ছোটগল্প - ইসমতচুগতাই, অনিতাদেশাই	4
	4	CC4-	13	প্রবন্ধ- কৈলাশবাসিনীদেবী নারীচেতনামূলকবিচারপদ্ধতি	4
		DSE	3	ছোটগল্প- মহাস্বৈতাদেবীউপন্যাস জ্যোতির্ময়ীদেবীছোটগল্পসু লেখাসান্যাল কাব্যপ্রীরাধা উপন্যাসসমাদার	4

Philosophy	2	SEC- Recent issues in philosophy: Political and Ethical	B	Feminist Ethics: Some key concepts of feminism	60
	4	SEC B- Feminist Philosophy	C	Feminist philosophy	2

Table 2: Gender data of full time teaching staff (2023-2024)

Gender	Total number of faculty members
Male	89
Female	103

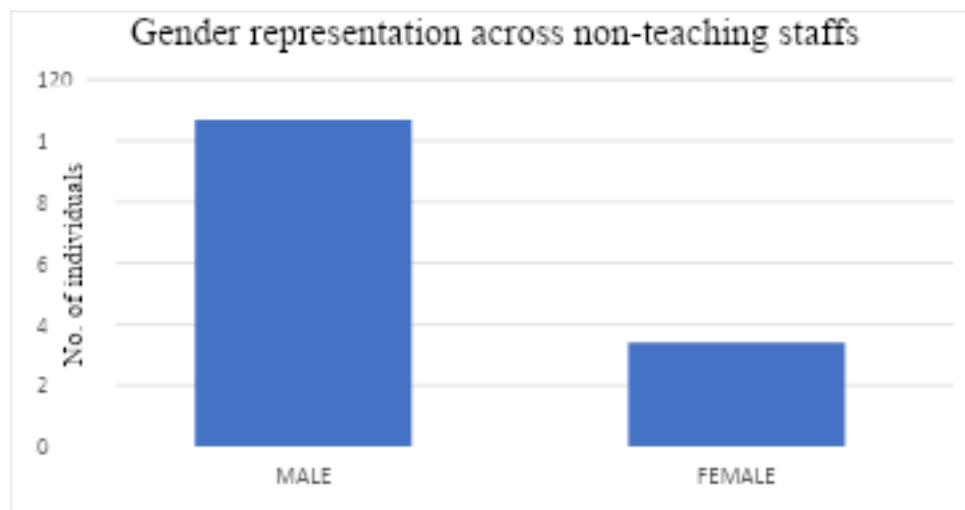
Gender Distribution among faculty members of the college :



This above stated information suggests that, there are 89 individuals who identify as male and 103 individuals who identify as female.

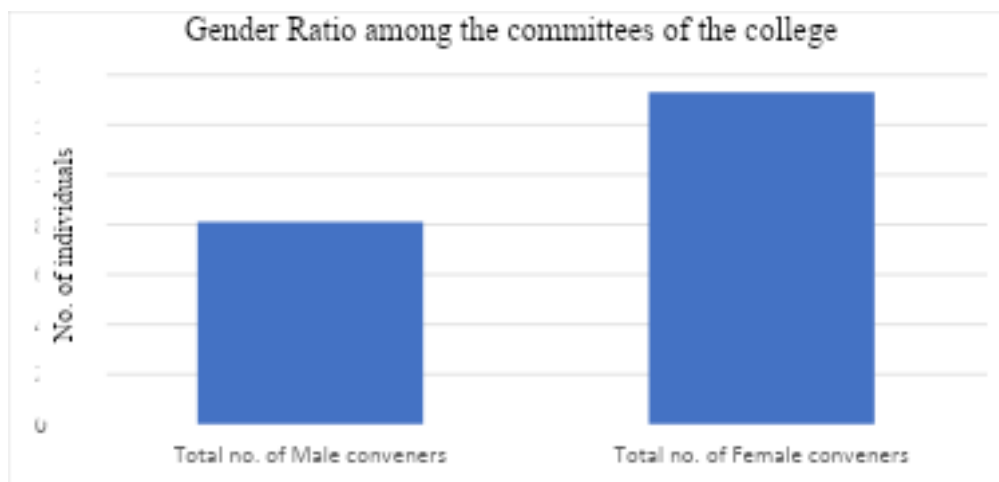
Table 3: Gender profile of non-teaching staff(2023-2024)

MALE	FEMALE	TOTAL
106	34	140



This statistics suggest that a majority of the non-teaching staff are male.

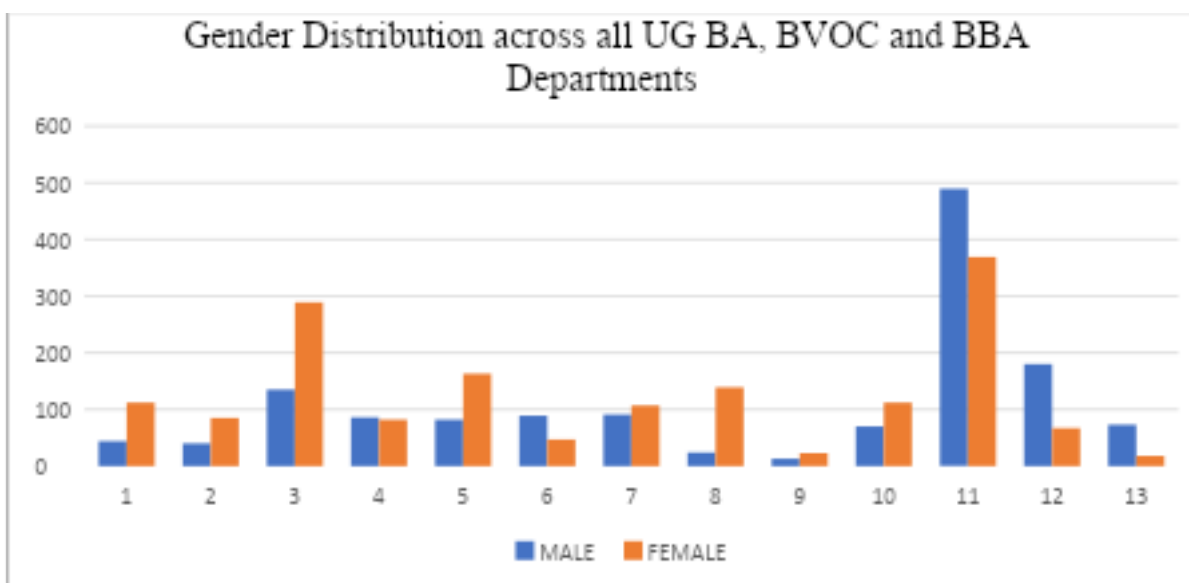
Table 4: Gender representation among the Working Committees



Note: Same faculty members are in different committees.

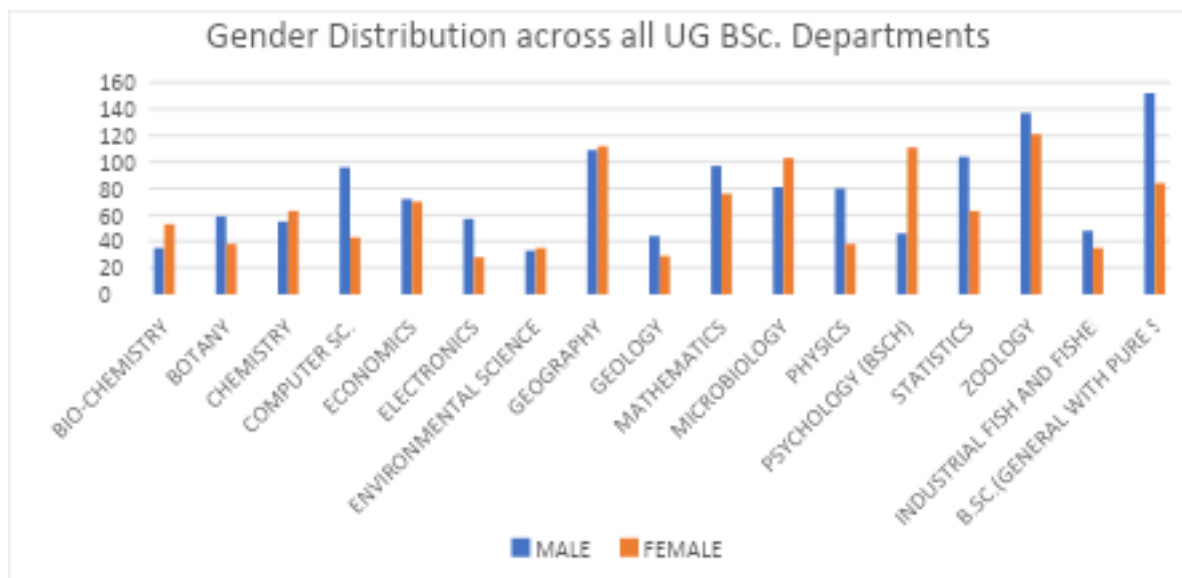
DEPARTMENT WISE GENDER MAPPING FOR ALL UG BA, BBA AND BVOC. COURSES

COURSES	MALE	FEMALE	THIRD GENDER
BENGALI	44	112	-
COMMUNICATIVE ENGLISH (M)	40	85	-
ENGLISH	135	289	-
HISTORY	86	82	-
JOURNALISM & MASS COMMUNICATION	82	163	-
PHILOSOPHY	89	47	-
POLITICAL SCIENCE	89	47	-
PSYCHOLOGY (BAH)	24	139	-
SANSKRIT	13	23	-
SOCIOLOGY	70	112	-
B.A.(GENERAL)	489	369	-
B.B.A	180	67	-
B.VOC	73	18	-



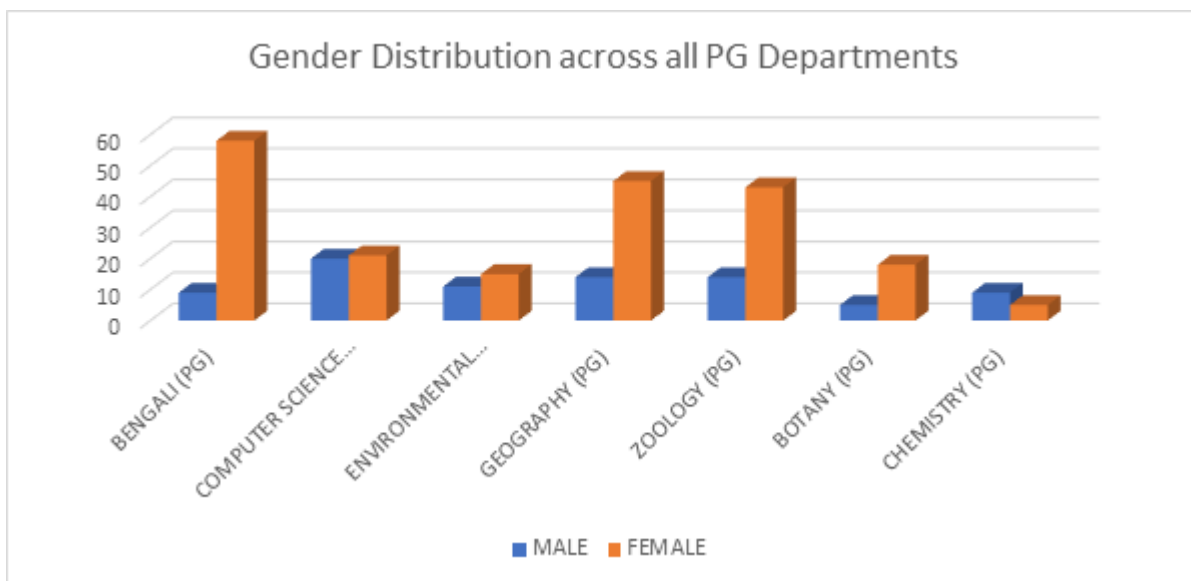
DEPARTMENT WISE GENDER MAPPING FOR B.SC DEPARTMENTS			
COURSES	MALE	FEMALE	THIRD GENDER
BIO-CHEMISTRY	35	53	0
BOTANY	59	38	0
CHEMISTRY	55	63	0
COMPUTER SC.	96	43	0
ECONOMICS	72	70	0
ELECTRONICS	57	28	0
ENVIRONMENTAL SCIENCE	33	35	0
GEOGRAPHY	109	112	0
GEOLOGY	44	29	0
MATHEMATICS	97	76	0
MICROBIOLOGY	81	103	0
PHYSICS	80	38	0

PSYCHOLOGY (BSCH)	46	111	0
STATISTICS	104	63	0
ZOOLOGY	137	121	0
INDUSTRIAL FISH AND FISHERIES(M)	48	35	0
B.SC.(GENERAL WITH PURE SC.)	152	84	0



Department wise gender enrollment of PG

Courses	MALE	FEMALE
BENGALI (PG)	9	58
COMPUTER SCIENCE (PG)	20	21
ENVIRONMENTAL SCIENCE (PG)	11	15
GEOGRAPHY (PG)	14	45
ZOOLOGY (PG)	14	43
BOTANY (PG)	5	18
CHEMISTRY (PG)	9	5



Semester wise gender enrollment of PG

Semester	Female	Male
Semester I	118	51
Semester III	87	31

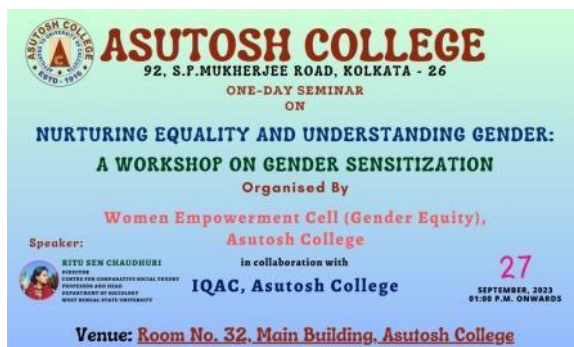
The data reflects that the ratio of female students pursuing post-graduation is much higher than their male counterparts. The representation of third gender is nil, which is an issue that needs to be addressed.

Activity : 01

GENDER SENSITIZATION EVENTS

Workshop on Gender Sensitization

“Nurturing Equality and Understanding Gender : A Workshop on Gender Sensitization”



Under the aegis of the Women Empowerment Cell (Gender Equity) and IQAC a one-day workshop-cum-seminar titled Nurturing Equality and Understanding Gender was organised on 27 September, 2023 in Room no 30. The main speaker of the workshop was Dr. Ritu Sen Chaudhuri, Professor of West Bengal State University and the Director of Centre for Social Theory. Faculty members from various departments of Asutosh College were present in the programme. About 80 students actively participated in this workshop. In a free-flowing discussion facilitated by the faculty members, students shared their experiences with some very bold and outspoken acknowledgements of their identity. Social labelling as man or woman was criticised by some of the students present who openly identified themselves as part of the LGBTQ community, while some spoke about their sexual orientations, which a hetero-normative society marks as ‘deviant’ or ‘abnormal.’ The right to choose partners as per one’s sexual orientation was demanded by some. Short clippings of the Bell Bajao campaign to break the cycle of domestic violence were screened. Dr Sen Chaudhuri interacted with the students and pointed out that education coupled with awareness generation and sensitization programmes at all levels would bring about a change in the mindset.



Activity : 02

Interactive Panel Discussion: Dynamics of Interpersonal Relationships Across Institutions: Past and Present



An interactive panel discussion titled "Dynamics of Interpersonal Relationships Across Institutions: Past and Present" was held at Asutosh College, featuring an esteemed panel of speakers. The discussion aimed to explore how interpersonal relationships have evolved across educational and professional institutions, emphasizing the implications for collaboration, communication, and cultural exchange.

Speakers

1. **Dr. Anupama Chowdhury** - Principal, Women's College, Calcutta
2. **Dr. Debarati Chakraborty** - Assistant Professor, Presidency University, specializing in Performing Arts
3. **Namrata Chakraborty** - Research Scholar, University of Calcutta
4. **Pew Roy** - Senior Assistant Editor, TV9 Bangla

The discussion was followed by an engaging Q&A session where audience members expressed their views on the evolving nature of relationships in academic and professional settings. Key questions revolved around balancing traditional values with modern practices and the impact of societal changes on interpersonal dynamics.

The panel discussion concluded with a consensus on the significance of fostering healthy interpersonal relationships across institutions. The speakers underscored the need for continuous dialogue and collaboration to navigate the complexities of modern interactions. As institutions evolve, understanding these dynamics will be crucial for fostering a supportive and productive environment.

The event was well-received, and the organizers expressed gratitude to the speakers for their valuable insights and to the audience for their active participation.



Activity : 03

Report of One Day State Level Seminar cum Workshop organized by Sir Asutosh Mukherjee Charcha Kendra, Women Empowerment Cell, Cultural Unit and IQAC, Asutosh College, Kolkata in collaboration with IQAC, Deshbandhu College, Kolkata

TITLE OF EVENT: NARI-KATHAY SAHITYA O SAMAJ – One Day State Level Seminar cum Workshop

THEME OF THE EVENT/ PROGRAMME: One Day State Level Seminar cum Workshop

আশুতোষ কলেজ দেশবন্ধু কলেজ ফর গার্লস

“নারী-কথায় সাহিত্য ও সমাজ”

একদিবসীয় আলোচনাচক্র ও কর্মশালা
আয়োজনে

মগের আশুতোষ মুখার্জি চর্চা কেন্দ্র, উইমেন এম্পাওয়ারমেন্ট
সেল, সংস্কৃতি সংগ্রহ, রাষ্ট্রীয় মেবা প্রকল্প কেন্দ্র ও
আই কিউ এ সি, আশুতোষ কলেজ
এবং
দেশবন্ধু কলেজ ফর গার্লস

প্রধান পৃষ্ঠপোষক

ড. মানস কবি ড. অনীতা চট্টোপাধ্যায় গুপ্ত
অধ্যক্ষ অধ্যক্ষ
আশুতোষ কলেজ দেশবন্ধু কলেজ ফর গার্লস

ড. বাসবী চক্রবর্তী শ্রীমতী মধুবনী চট্টোপাধ্যায় শ্রীমতী সুরঞ্জনা দাশগুপ্ত
অধ্যাপক পরিচালক অভিযোজনা ও পরিচালক
সমাজতত্ত্ব বিভাগ জাহ্নবী স্কুল অব পারফর্মিং আর্টস নাট্যাঙ্কনয় : বিনোদিনী
নেতাজী সুভাষ মুক্ত বিশ্ববিদ্যালয় আবর্তে মাজি স্মারক আত্মজীবনী অনুপ্রাণিত
সভাসূচ্য বক্তৃতা : " বিদ্রোহিনীর মহাকাব্যত" "আমার কথা"

তারিখ- ২৭ মার্চ ২০২৪
সময় - বেলা ১টা
স্থান - শতাব্দিকী ভবন, আশুতোষ কলেজ

On the World Theatre Day 27th March, 2024 the workshop was organized by the Asutosh College. The registration for the seminar began at 11.30 am at the Centenary Building of the Asutosh College. The entire workshop was divided into three events. Sharp at 1pm the first part of the programme began with the inaugural song, 'Bhoyhotetobooohoymajhe'. It was followed by the welcome address by Dr. Sraboni Roy, IQAC coordinator of the Asutosh College and offering floral tribute to Sir Asutosh Mukherjee. After felicitation of all the guest speakers, Dr. Anita Chattapadhyya Principal of Desabandhu College for Girls, set the beginning of the program with her insightful lecture. Dr. Chandramalli Sengupta, the coordinator of workshop introduced the theme of the program. Her lucid presentation actually generated captivating interest among the audiences. The second part of the event began around 1.35pm with the chorus performance of the number, 'OndhokarerUtshohote' by the cultural unit of the Asutosh College. Dr. Sayani Mukherjee, representative of the governing body and the convenor of the Women Empowerment Cell of the Asutosh College highlighted the importance of gender history and connected past and the present through certain examples from daily life. Renowned Bharatnatyam exponent and founder of Jahnvi Centre for Performing Arts, Smt. Madhuboni Chatterjee enthralled the audience with her presentation on Asutosh Memorial Lecture on 'Bidrohinir Mahabharat'. She took the audience to a journey into India's ancient past through thearyan and non aryan characters of Draupadi, Kunti, Gandhari and Hirimba. Very interestingly she decoded the symbolic blindfolding of Gandhari as a token of abhorrence towards her own parents for her matrimonial alliance in Hastinapur with Dhritarashtra. She brought forth Hirimba's motherhood and referred to Ghotkoch as a bridge between human and demons. Dr. Basabi Chakraborty, Professor of the Sociology Dept, Netaji Subhas Open University chaired the session. She began her speech on the importance of the Women History Month. She further analyzed the characters of Mahabharata and related with the present. The mission of a workshop gets accomplished when audiences participate and reflect with insight. The HOD of the Bengali Dept of Desabandhu College, Dr. Srimati Majumder came up with her very interesting inputs. She pointed at the lesser known character of Bidur's mother and commented her voice of dissent. The third part of the event began with the lecture of Dr. Manas Kabi, the Principal of the Asutosh College. He encouraged and spoke on the importance of such erudite workshop in academic sphere. Last but not the least the mesmerizing performance of the notable figure Smt. Suranjana Dasgupta on Binodini Atma jiboni Onupranito 'Amar Katha', charmed the audience to another level of absorption. The programme ended with the vote of thanks offered by Dr. Sanchita Sanyal, the joint coordinator of Sir Asutosh Mukherjee Charcha Kendra and a chorus performance of the song, 'Pran o bhoria Trisha horiye'



Activity : 4

VIOLENCE AGAINST WOMEN: SOCIOLOGICAL AND PSYCHOLOGICAL PERSPECTIVES

□ **ACTIVITIES (SEMINARS/ WEBINARS/ WORKSHOPS/ EXTENSION LECTURES/ KNOWLEDGE TRANSFER ACTIVITY/ ALUMNI TALK)**

TITLE OF EVENT/ PROGRAMME (SEMINAR/ WEBINAR/ WORKSHOP/ EXTENSION LECTURE/ EXTENSION ACTIVITY/ KNOWLEDGE TRANSFER ACTIVITY/ ANY OTHER ACTIVITY): Seminar on Violence Against Women: Sociological and Psychological Perspectives.

THEME OF THE EVENT/ PROGRAMME: An in-depth exploration of the issue of violence against women from sociological and psychological perspectives, aimed at understanding its causes, impacts, and potential interventions.

DATE: Friday, 30th August 2024, 1 P.M. onwards

VENUE: The event was held at the Centenary Building Seminar Hall, live-streamed and projected at the Main Building of Asutosh College.

COLLABORATOR/S (IF ANY): Organized by The Women Empowerment Cell (Gender Equity) in collaboration with the Department of Sociology and Psychology, Students' Union, and IQAC, Asutosh College.

OBJECTIVE/ PURPOSE: The purpose of the seminar was to foster an understanding of the complex issue of violence against women by addressing it from both sociological and psychological viewpoints. The seminar aimed to engage students and faculty in critical discussions, raise awareness, and explore practical solutions for addressing this societal challenge.

SPEAKER/S / RESOURCE PERSON/S:

- i. **Dr. Ritu Sen Chaudhuri** – Director at the Centre for Comparative Social Theory; Professor and Head, Department of Sociology, West Bengal State University
- ii. **Dr. Jhuma Basak** – Renowned Psychoanalyst, Crystal Minds; Training and Supervising Psychoanalyst, Indian Psychoanalytical Society
- iii. **Chairperson:** Prof. Pabitra Sarkar – Former Vice-Chancellor, Rabindra Bharati University; Former Professor, Department of Bengali, Jadavpur University

TARGET AUDIENCE/ PARTICIPANTS:

- i. Students: 218 attendees (across both Centenary Building and Main Building)
- ii. Faculty: 80 faculty members (from both buildings)

BRIEF REPORT ABOUT THE EVENT/ PROGRAMME: The seminar on *Violence Against Women: Sociological and Psychological Perspectives* took place on 30th August 2024 in the Centenary Building Seminar Hall and was live-streamed to the Main Building of Asutosh College to accommodate the large number of participants. The event began with an introduction by the Women Empowerment Cell, setting the stage for a day of insightful discussions.

Dr. Ritu Sen Chaudhuri opened the seminar with a presentation on the sociological aspects of violence against women. She discussed how societal norms, cultural structures, and gender roles contribute to the perpetuation of violence. Dr. Sen emphasized the need for policy reform and the role of education in changing societal attitudes.

Next, Dr. Jhuma Basak took the floor to explore the psychological ramifications of violence against women. As a psychoanalyst, she provided insights into the trauma that victims endure and discussed therapeutic methods for recovery. Dr. Basak also emphasized the importance of mental health support for survivors.

The seminar concluded with an address by Prof. Pabitra Sarkar, who offered a broader intellectual reflection on the issue. He tied together the sociological and psychological themes, stressing the importance of a holistic approach in addressing violence against women. Prof. Sarkar also highlighted the role of institutions like Asutosh College in advocating for change.

A lively Q&A session followed, where both students and faculty engaged with the speakers on various topics, including social responsibility, mental health, and the legal framework around violence against women.

EXPECTED OUTCOME:The seminar successfully heightened awareness about violence against women among students and faculty. Participants gained valuable insights into the sociological causes and psychological effects of violence and were encouraged to think critically about their role in addressing these issues. The event also reinforced the importance of collaborative efforts between education, policy, and mental health sectors to create a safer and more equitable society.

ASUTOSH COLLEGE
92, S.P. MUKHERJEE ROAD, KOLKATA - 26

One-day Seminar on
VIOLENCE AGAINST WOMEN : SOCIOLOGICAL AND PSYCHOLOGICAL PERSPECTIVES
এক দিবসীয় আলোচনা সভা
নারীর প্রতি হিংস্রতা: সামাজিক ও মনস্তাত্ত্বিক
দৃষ্টিকোণে

Organised by
Women Empowerment (Gender Equity) Cell
in association with the
Departments of Psychology & Sociology,
Students' Union
&
IQAC, Asutosh College

Chairperson:

Prof. Pabitra Sarkar
Former Vice-Chancellor, Rabindra Bharati University &
Former Professor, Dept. of Bengali, Jadavpur University

Speakers:

Dr. Jhuma Basak
Consultant Psychoanalyst, Crystal Minds
Training & Supervising Psychoanalyst, Indian Psychoanalytical Society

Dr. Ritu Sen Chaudhuri
Director, Centre For Comparative Social Theory &
Professor and Head, Department of Sociology,
West Bengal State University

Date: Friday, 30th August 2024 Time: 1 P.M. Onwards
Venue: Seminar Hall, Centenary Building & Live Screening For
Students in Room No. 30(Main Building), Asutosh College



SURVEY FOR GENDER AUDIT

Student's Data:

SL No.	Question	Response		
		Yes	No	Maybe
Q1.	Are you aware of the women empowerment and gender equity cell of the college?	88%	12%	
Q2.	Do you have any access to the women empowerment and gender equity cell of the college?	51.3%	48.7%	
Q3.	Do you think the topics which are covered in cell's program/trainings/workshops are relevant to the current challenges?	48.7%	2%	49.3%
Q4.	Do they think the topics covered in the cell's programs, trainings, and workshops have any impact on your everyday life?	59.9%	6.8%	33.3%
Q5.	Are all individuals of all genders, including male and LGBTQ+ participants, involved in the women empowerment cell's programs?	78.5%	21.5%	
Q7.	Do you feel a sense of comfort and belonging with the women empowerment cell?	89.7%	10.3%	
Q8.	Do you have access to the representatives or members of the women empowerment cell?	46.9%	53.1%	
Q9.	Do students have equal access to the scholarships and financial aid offered by the cell?	56.6%	11%	32.4%
Q10.	Does the College provide equal opportunity for all genders in every sports/outdoor activities?	80.7%	4.8%	14.5%
Q11.	Does the College provide equal opportunities to all genders for internship programs?	89.7%	1.4%	8.9%
Q12.	Does the College offer equal opportunities for all genders in technological/ soft skill training?	87.8%	2%	10.2%
Q14.	Does the college conduct women's safety workshops, such as self-defense training or the use of pepper spray?	60.7%	39.3%	
Q15.	Are issues related to menstrual hygiene adequately addressed?	47.6%	17%	35.4%

SL No.	Question	Response				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q6.	Is adequate and speedy redressal of the grievances are provided by the women's cell/college authority/grievance redressal cell?	4.7%		53.1%	25.2%	17%
Q13.	Does the college and the cell provide adequate awareness and sensitisation about rape and sexual violence?	2%	5.4%	26.5%	44.9%	21.1%

Q16.	Do you think the women empowerment and gender equity cell is influential and effective in addressing your gender-related issues?	4.1%	5.4%			
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Interpretation and analysis : Students data

1. Awareness of the Women Empowerment and Gender Equity Cell (Q1):

A high level of awareness (88%) reflects that the Women Empowerment and Gender Equity Cell is well-known among the respondents. However, 12% are still unaware, which could indicate gaps in the cell's outreach efforts. Ensuring that all students are made aware of the cell's existence and purpose through orientations, events, and collaborations with other student bodies could help bridge this gap.

2. Access to the Women Empowerment and Gender Equity Cell (Q2):

This finding reveals that nearly half of the respondents (48.7%) feel they do not have access to the cell. Despite high awareness, there seems to be a barrier in accessibility. Potential reasons could include unclear contact points, lack of representation, or physical or procedural barriers. The cell could address this by creating clear communication channels, such as designated office hours, online portals, or accessible locations, ensuring that students know how and where to reach out.

3. Relevance of the Topics Covered in Programs (Q3):

The near-even split between “Yes” and “Maybe” suggests uncertainty among students regarding the relevance of the topics addressed by the cell. This could indicate that while some students find the topics pertinent, others are either unclear about their significance or feel that the programs don't fully address contemporary gender challenges. The cell could conduct regular surveys or feedback sessions to better align its topics with the real-time issues students face. Collaborating with external experts or industry professionals might also enhance the relevance and timeliness of these sessions.

4. Impact of Topics on Everyday Life (Q4):

While a majority (59.9%) feel the topics discussed have an impact on their lives, a substantial 33.3% are uncertain about their effect. This may point to a disconnect between the cell's programming and its practical application in students' day-to-day experiences. To enhance the perceived impact, the cell could incorporate more hands-on, relatable experiences—such as case studies, role-playing scenarios, or follow-up workshops that show how these concepts can be applied in real-world situations.

5. Inclusivity of All Genders in the Cell's Programs (Q5):

A significant majority (78.5%) feel the cell's programs are inclusive of all genders, but 21.5% believe otherwise, which raises concerns. While the cell's primary focus is women's empowerment, the exclusion of male and LGBTQ+ participants could limit its broader impact on promoting gender equity. Inclusivity could be enhanced by incorporating more gender-neutral programs or explicitly inviting and encouraging participation from all gender identities in the cell's activities.

6. Sense of Comfort and Belonging (Q7):

The vast majority (89.7%) feel a sense of comfort and belonging in the cell's environment, indicating a positive internal culture. However, the 10.3% who do not feel comfortable should not be overlooked. The cell could engage in more personalized outreach efforts to understand the concerns of these individuals and implement strategies that make all students, regardless of background, feel included.

7. Access to Representatives or Members (Q8):

More than half (53.1%) report that they do not have access to cell representatives or members, highlighting a major area for improvement. The cell could increase visibility by introducing representatives during events, assigning them specific roles such as "gender equity ambassadors," and providing online profiles or contact information for ease of access. Active social media engagement or in-person forums could also help address this issue.

8. Equal Access to Scholarships and Financial Aid (Q9):

Though the majority (56.6%) agree that scholarships and financial aid are equally accessible, the high percentage of respondents unsure (32.4%) is concerning. This suggests a lack of transparency or communication about how these opportunities are distributed. The cell could improve by offering clearer guidelines, hosting informational sessions, and providing more direct support to students seeking financial aid.

9. Equal Opportunities in Sports/Outdoor Activities (Q10):

This is a relatively strong area, with a high percentage (80.7%) affirming that the college provides equal opportunities across genders in sports and outdoor activities. The 14.5% of respondents who are unsure could indicate a need for better communication or visibility regarding inclusive sports programs.

10. Equal Opportunities in Internship Programs (Q11):

With nearly 90% of respondents acknowledging that internship opportunities are distributed equally among genders, this is a clear success for the institution's gender equity efforts. However, the 8.9% of "Maybe" responses might suggest that some students are either unaware of this equality or feel that certain fields may still exhibit gender disparities.

11. Equal Opportunities in Technological/Soft Skills Training (Q12):

Like internships, the majority (87.8%) affirm that technological and soft skills training is offered equally to all genders. The "Maybe" responses could be addressed by ensuring that all gender groups are visibly represented in these training opportunities and that programs are accessible to students from diverse backgrounds.

12. Women's Safety Workshops (Q14):

While a majority feel that the college conducts safety workshops such as self-defense training, nearly 40% indicate a lack of such initiatives. This represents a critical gap in the institution's safety measures. To address this, the college could increase the frequency of these workshops, collaborate with external safety experts, and promote awareness through targeted campaigns.

13. Addressing Menstrual Hygiene (Q15):

Less than half of the respondents (47.6%) feel that menstrual hygiene issues are adequately addressed, while a substantial 35.4% are unsure, and 17% feel these issues are not handled properly. This points to a major area for improvement. The college could take several steps to address this, such as providing free menstrual hygiene products, conducting awareness campaigns, offering more educational sessions, and improving facilities to cater to students' needs.

Key Findings and Recommendations:

1. Visibility and Access:

There is high awareness but limited access to the Women Empowerment and Gender Equity Cell. The cell should focus on making its programs and representatives more accessible, ensuring all students know how to engage with it.

2. Relevance and Impact of Programs:

Many students are unsure about the relevance and impact of the cell's programs on their everyday lives. To resolve this, the cell should engage with students more actively, seeking feedback on the types of programs they want and demonstrating the practical application of these programs.

3. Inclusivity and Gender Equity:

While most respondents believe the cell promotes inclusivity, there is still a notable percentage who feel that it is not fully inclusive of all genders. The cell should actively involve all genders, particularly men and LGBTQ+ individuals, in its initiatives.

4. Practical Concerns (Menstrual Hygiene and Safety):

There are significant gaps in areas such as menstrual hygiene and women's safety workshops. Addressing these concerns should be a priority for the college, with a stronger emphasis on resource availability and awareness campaigns.

5. Equal Opportunities in Academics and Extracurriculars:

The college appears to be doing well in terms of offering equal opportunities for internships, sports, and training programs. However, there remains room to enhance transparency and communication about these opportunities, particularly for those who are uncertain.

By addressing these key areas of improvement, the Women Empowerment and Gender Equity Cell can enhance its effectiveness and further its mission of promoting gender equity across the college community.

Analysis of the like art scale items :

Analysis of Grievance Redressal, Awareness, and Effectiveness:

1. Adequate and Speedy Grievance Redressal (Q6):

A significant portion of respondents (53.1%) disagree that adequate and speedy grievance redressal is provided by the women's cell or college authorities. This suggests dissatisfaction with how grievances are handled, which may indicate inefficiencies, delays, or lack of communication in the current system. Only a small percentage (17%) agree that redressal is adequate. The 25.2% neutral responses suggest that some students either haven't had grievances or are unsure about the process.

Recommendations:

- The institution should evaluate its grievance redressal procedures, focusing on streamlining the process to ensure quicker and more effective responses.
- Regular feedback from students on their experiences with the grievance redressal mechanism could provide insight into specific areas for improvement.
- Training for grievance redressal officers on handling sensitive issues and improving communication with students might help address the concerns raised.

2. Awareness and Sensitisation on Rape and Sexual Violence (Q13):

Most respondents (66%) agree or strongly agree that the college and cell provide adequate awareness and sensitisation about rape and sexual violence, indicating that the programs in place are generally well-received. However, a quarter of respondents (26.5%) are neutral, which could reflect uncertainty or a lack of direct engagement with these initiatives.

Recommendations:

- The cell could reach out to the neutral group to ensure broader participation or engagement by offering additional workshops, campaigns, or awareness programs on these sensitive topics.
- Collaboration with external experts, law enforcement, or NGOs could further strengthen awareness programs and make them more impactful.

3. Influence and Effectiveness of the Cell in Addressing Gender-Related Issues (Q16):

A small percentage (9.5%) of respondents either disagree or strongly disagree with the effectiveness of the cell in addressing gender-related issues. Notably, no responses were recorded in the "Agree" or "Strongly Agree" categories, leaving a gap in positive affirmation. This lack of agreement may indicate a perception that the cell's influence is limited or that its efforts are not fully aligned with students' gender-related concerns.

Recommendations:

- The cell should re-evaluate its programs and engagement strategies to ensure they are effectively addressing the specific gender-related concerns of students.
- Increasing transparency in how the cell handles issues and publicizing successful interventions or support efforts may help build more confidence in its influence.
- A feedback mechanism where students can regularly voice their concerns and suggest improvements would help the cell become more responsive and tailored to their needs.

Key Insights and Actionable Recommendations:**1. Grievance Redressal:**

There is a high level of dissatisfaction with the grievance redressal system, suggesting the need for improvements in responsiveness and transparency. Strengthening communication between the grievance cell and students and reducing delays could improve perceptions.

2. Awareness on Sexual Violence:

While a majority find the awareness programs effective, a significant portion of students are either disengaged or neutral. Offering more comprehensive, mandatory sensitization programs or collaborating with experts could increase engagement and ensure all students are adequately informed.

3. **Perceived Effectiveness of the Cell:**

The absence of positive responses regarding the cell's influence in addressing gender-related issues is concerning. The cell should enhance its visibility and clearly communicate its role in supporting students. Ensuring its programs are seen as impactful and addressing student concerns is crucial.

These findings highlight the need for ongoing evaluation and adjustment of the cell's strategies to ensure that it remains effective, inclusive, and responsive to the community it serve.

Students' Response:

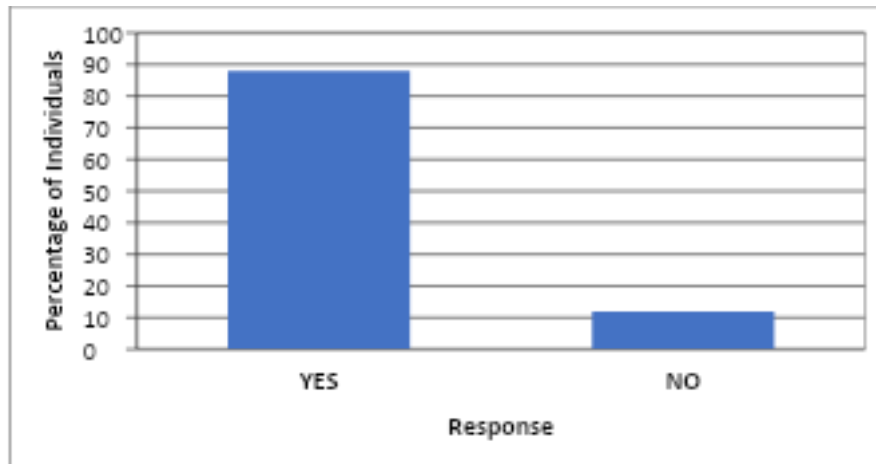


Fig 1: Awareness of students about the women empowerment and gender equity cell of the college

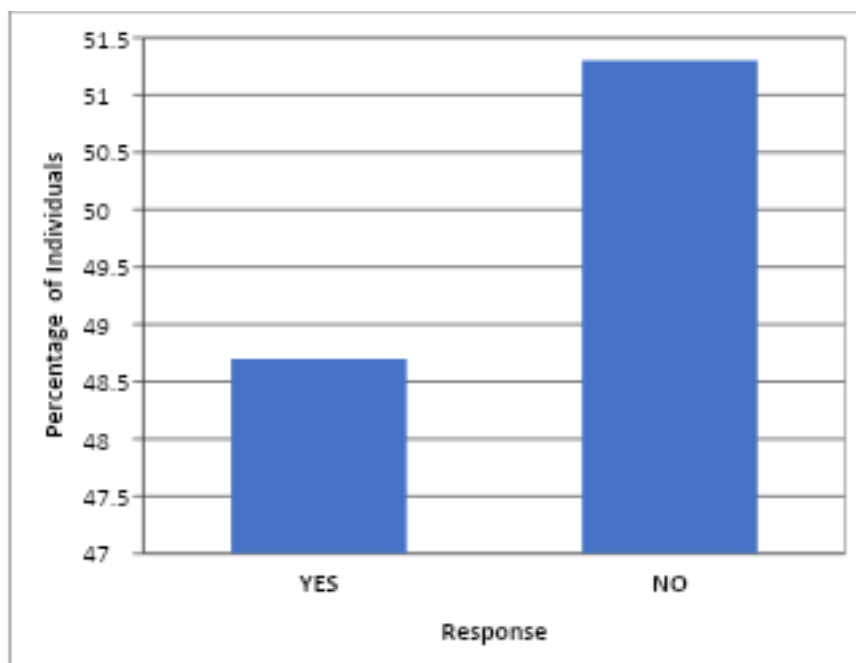


Fig 2: Access to the women empowerment and gender equity cell of the college to students

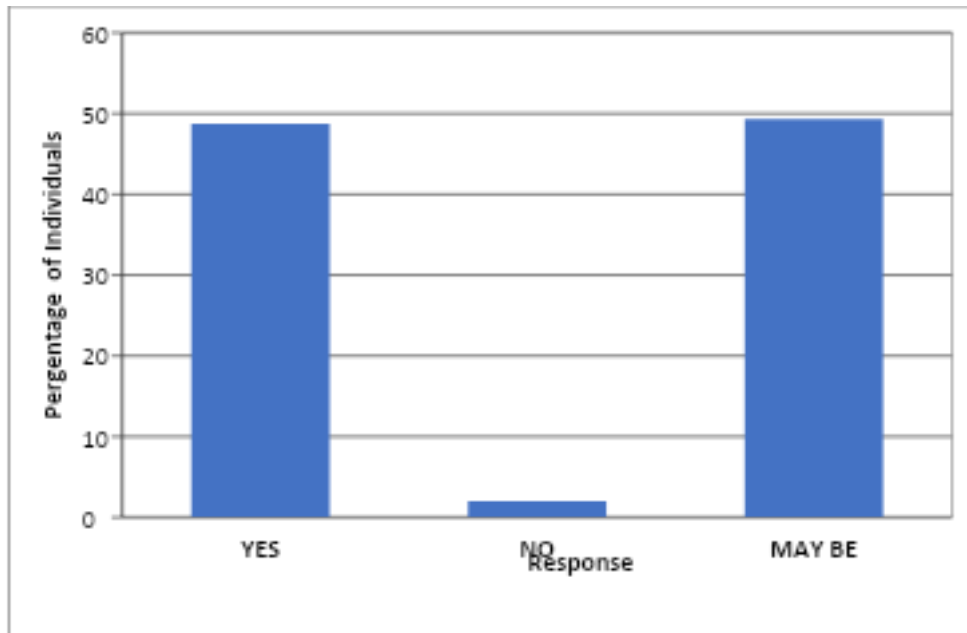


Fig 3: Response of students about the topics which are covered in cell's program/trainings/workshops is relevant to the current challenges

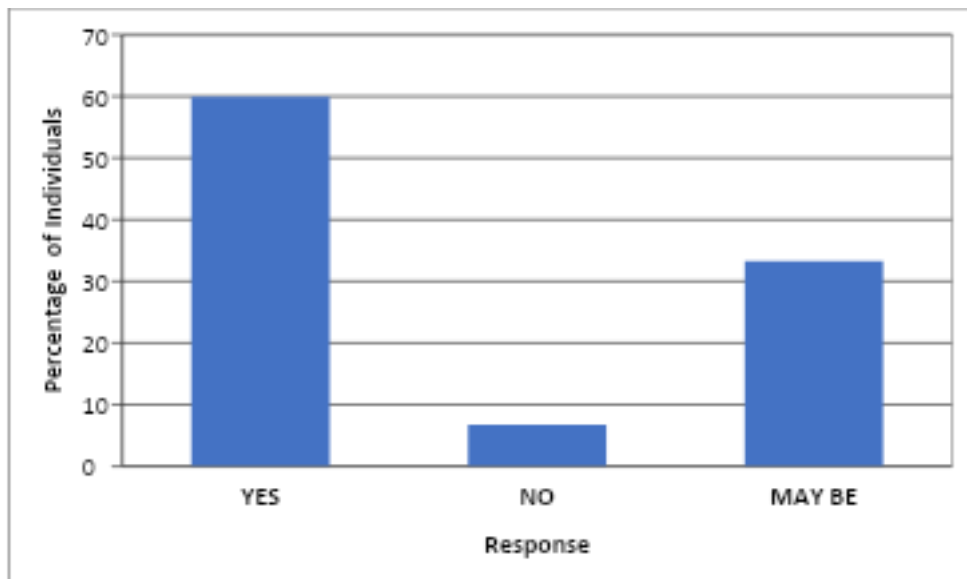


Fig 4: Response of students about the topics covered in the cell's programs, trainings, and workshops that have any impact on your everyday life

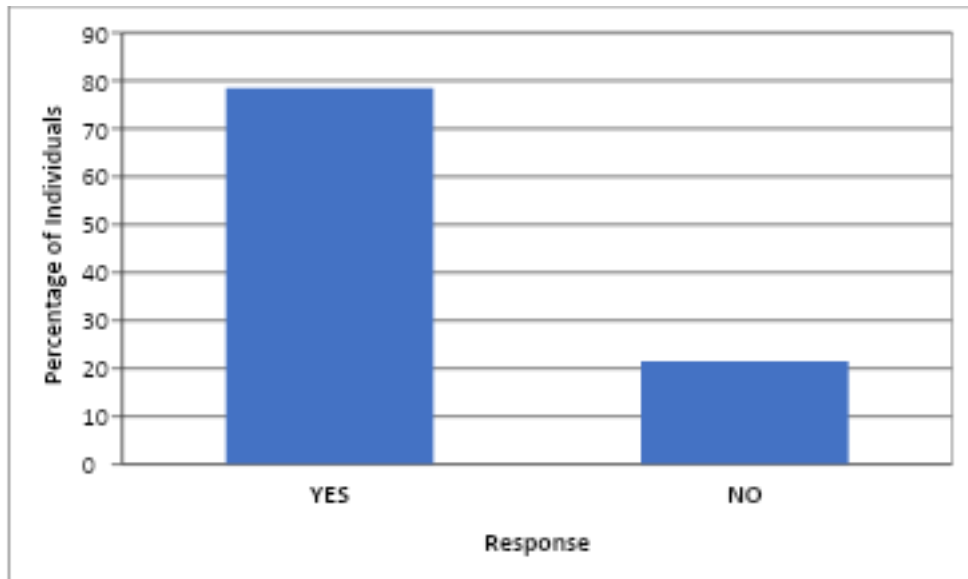


Fig 5: Participation of individuals of all genders, including male and LGBTQ+ participants, in the women empowerment cell's programs

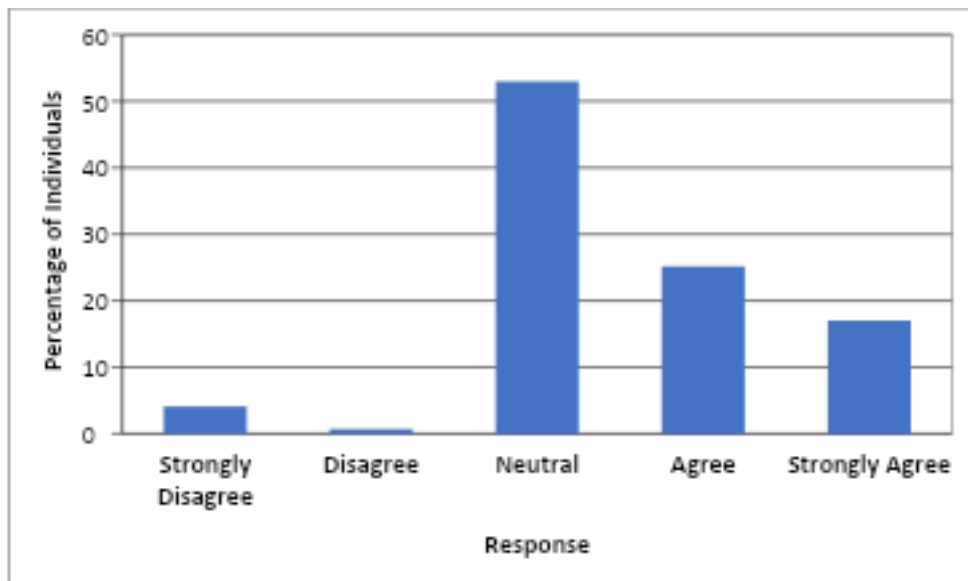


Fig 6: Response of students about the speedy redressal of the grievances provided by the women's cell/college authority/grievance redressal cell

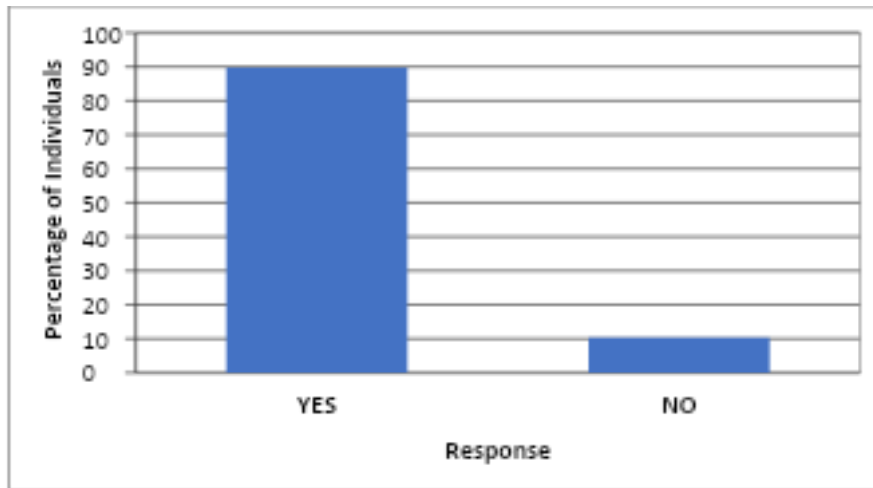


Fig: 7 Students feeling of a sense of comfort and belonging with the women empowerment cell

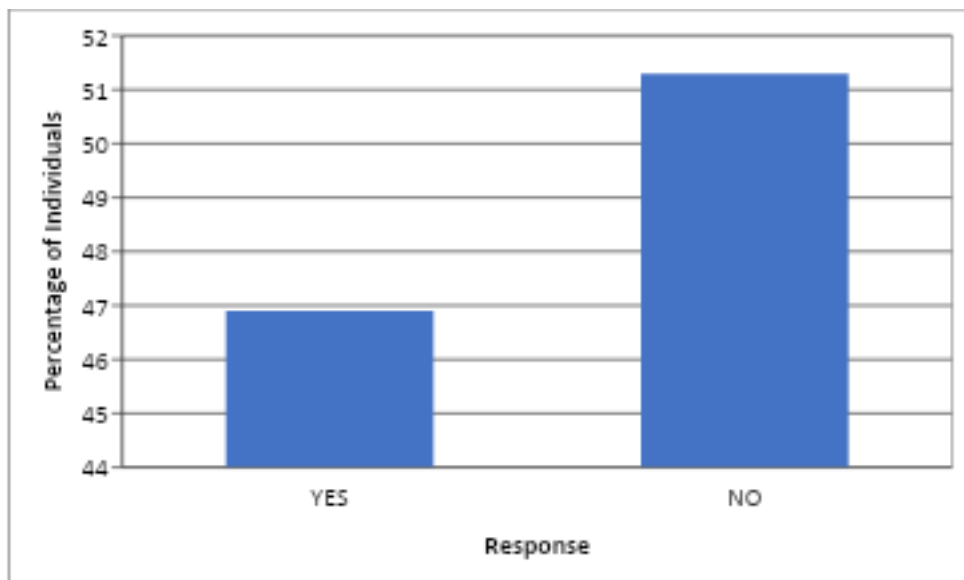


Fig 8: Access to the representatives or members of the women empowerment cell

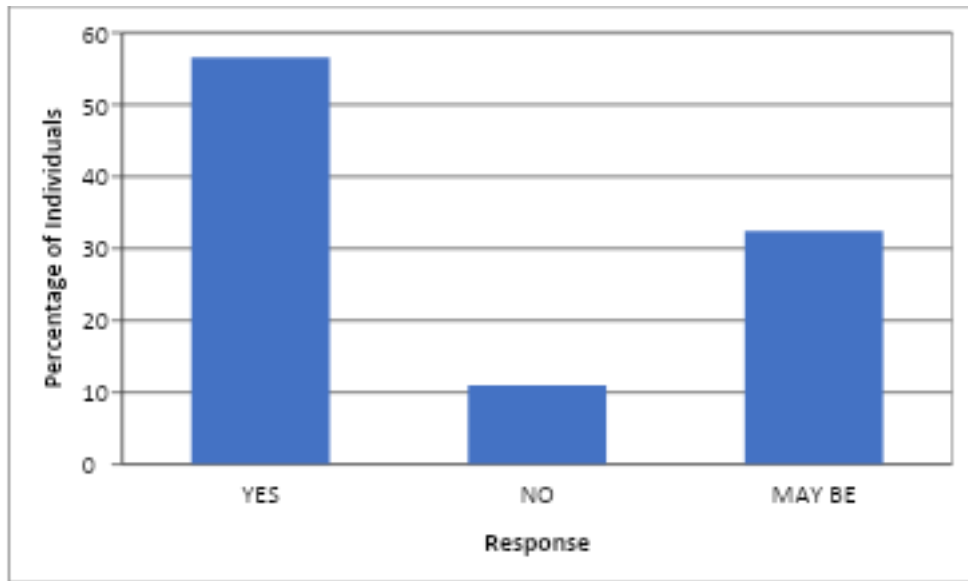


Fig 9: Equal access of students to the scholarships and financial aid offered by the cell

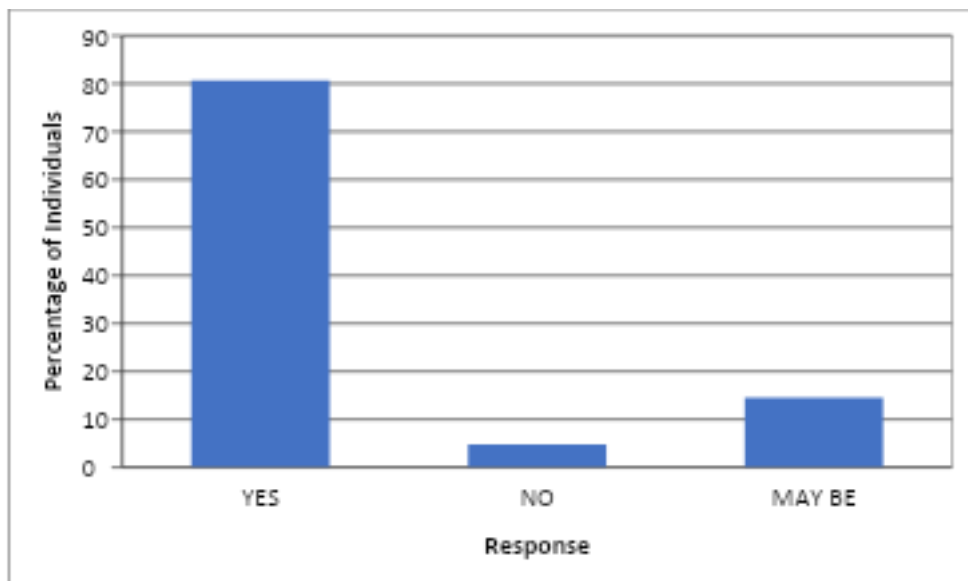


Fig 10: Provision of equal opportunity for all genders in every sports/outdoor activities by the College

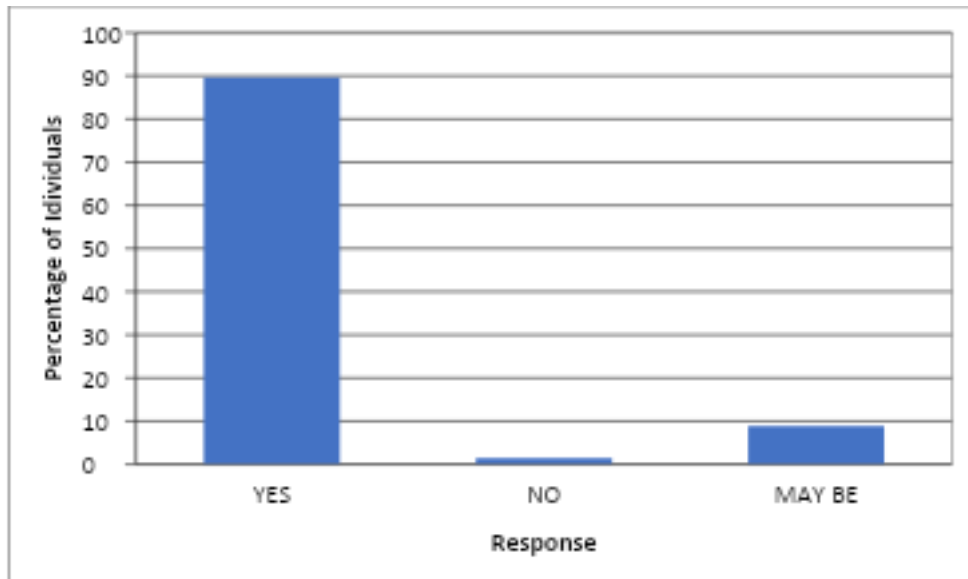


Fig 11: Provision of equal opportunity for all genders for internship programs by the College

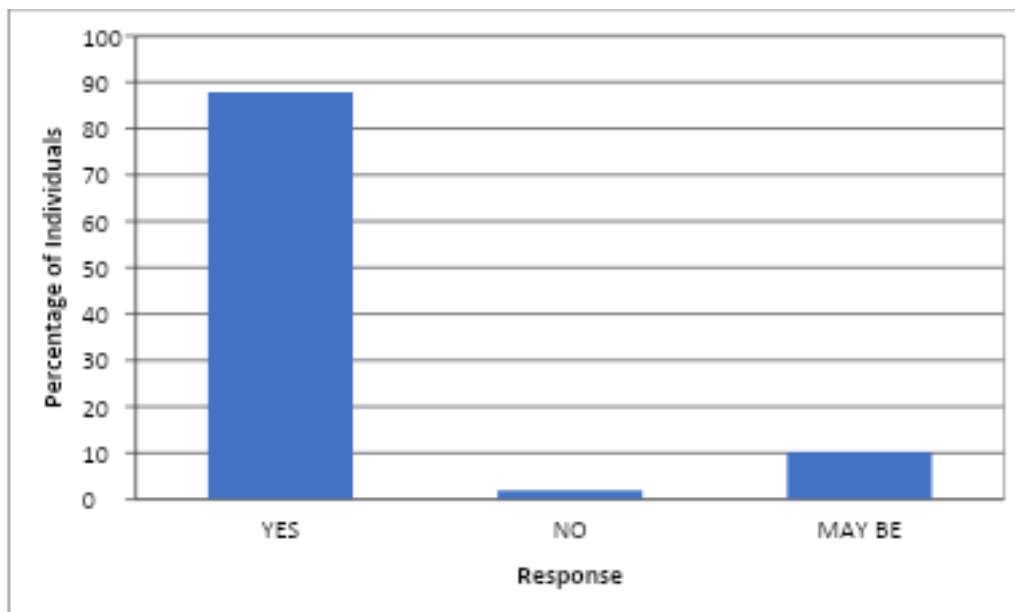


Fig 12: Provision of equal opportunity for all genders for technological/ soft skill training by the College

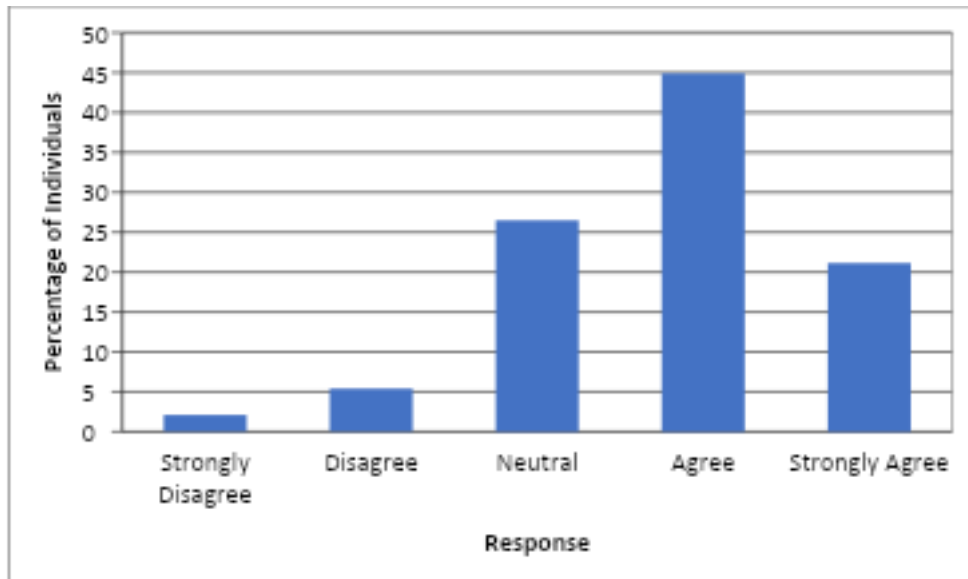


Fig 13: Provision of adequate awareness and sensitization about rape and sexual violence to students by the College & Women Empowerment Cell

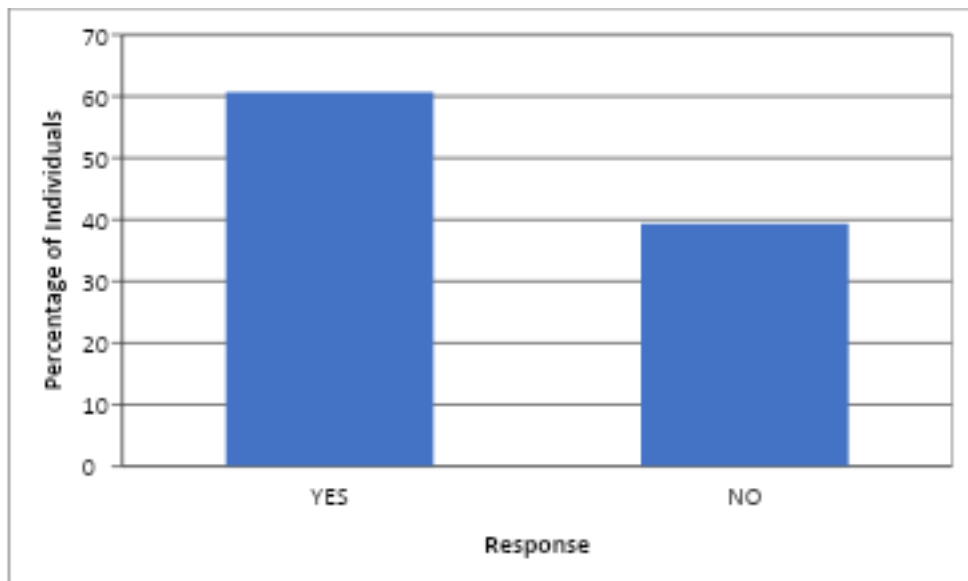


Fig 14: Conduction of women's safety workshops, such as self-defense training or the use of pepper spray by the College

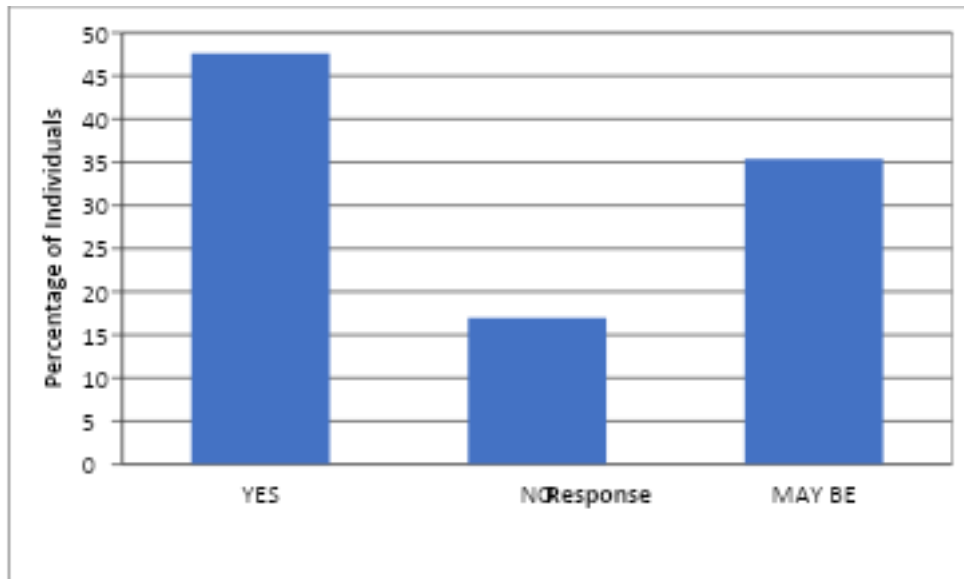


Fig 15: Adequate addressing to issues related to menstrual hygiene

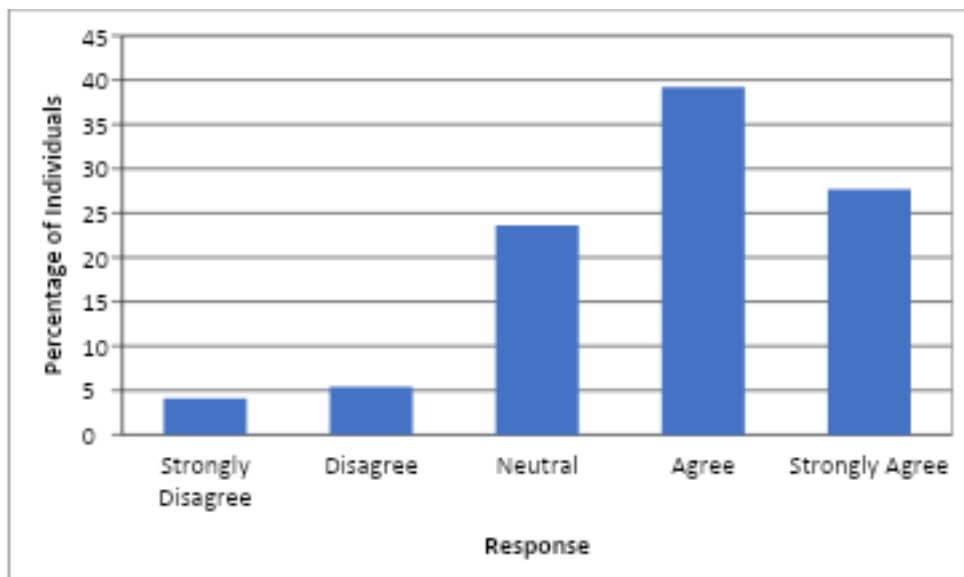


Fig 16: Accomplishment of women empowerment and gender equity cell in influencing and effective in addressing gender-related issues

Faculty Data :

SL NO	Questions	Responses		
		Yes	No	Maybe
1.	Are employees aware of the existence of the women empowerment cell?	100%	NIL	NIL
2.	Is the women empowerment cell as visible and important as other cells within the organization?	97.7%	2.3%	NIL
3.	Does the cell and college authority adhere strongly to the VISHAKHA guidelines?	53.5%	NIL	46.5%

7.	Is there any classroom application of the gender sensitive issues learned via cell's activities?	76.7%	23.3%	NIL
8.	Do you feel more confident and comfortable addressing gender-related issues after participating in the women empowerment and gender equity cell's programs?	95.3%	4.7%	NIL
9.	Are you aware and familiar with the college and the cell's policies and programs?	86%	2.3%	11.6%
11.	Is the feedback mechanism of the cell transparent?	93%	7%	
12.	Is there any prompt action taken by the cell in response to raging social issues?	67.4%	2.3%	30.2%
13.	Is there a smooth process for addressing health and reproductive issues, as well as providing subsequent leaves and psychological counseling for faculty members?	93%	7%	NIL
14.	Are you involved in and collaborating with the cell's activities to address gender-related issues?	81.4%	14%	4.6%

SI NO	Questions	Responses				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4.	Do you think the topics which are covered in cell's program/trainings/workshops are relevant to the present challenges?	NIL	NIL	7%	46.5%	46.5%
5.	Are the cell and its programs effective in promoting gender equality and equity?	NIL	NIL	9.3%	39.5%	51.2%
6.	Is adequate support and enthusiasm provided to the cell by the college authority in addressing women and LGBTQ+ issues?	NIL	NIL	25.6%	44.2%	30.2%
10.	Does the women empowerment cell support the professional development of female colleagues?	NIL	NIL	11.6%	53.5%	34.9%

Interpretation and analysis : Faculty data

Q1. Are employees aware of the existence of the women empowerment cell?

The response shows that every single employee surveyed is aware of the Women Empowerment Cell. This reflects exceptionally effective communication and outreach efforts within the organization

Q2. Is the women empowerment cell as visible and important as other cells within the organization?

The overwhelming majority (97.7%) of respondents feel that the Women Empowerment Cell is as visible and important as other organizational cells. This indicates a strong perception of its role within the institution.

Q3. Does the cell and college authority adhere strongly to the VISHAKHA guidelines?

A little over half (53.5%) of respondents believe that the Women Empowerment Cell and college authority adhere strongly to the VISHAKHA guidelines, while a significant portion (46.5%) is unsure.

Q4: Relevance of Topics Covered in Programs

With 93% of respondents agreeing or strongly agreeing that the topics are relevant to current challenges, it is clear that the cell's focus aligns well with employee needs. The 7% neutral responses indicate a small group that may feel less engaged or unsure about the relevance of the topics. This presents an opportunity for the cell to ensure that content is consistently aligned with participants' experiences.

Q5: Effectiveness of Programs in Promoting Gender Equality and Equity

A combined total of 90.7% of respondents view the programs as effective, which is a strong indicator of the cell's impact on gender issues. The 9.3% neutral responses suggest some individuals may not fully recognize the effectiveness, indicating a need for better communication about the outcomes of the programs.

Q6: Support from College Authority

While 74.4% of respondents agree that there is adequate support for the cell, the 25.6% neutral responses indicate uncertainty about the college authority's enthusiasm and support. This suggests there may be inconsistency in the support perceived by different individuals.

Q7. Is there any classroom application of the gender-sensitive issues learned via the cell's activities?

A significant majority (76.7%) of respondents indicate that gender-sensitive issues learned through the Women Empowerment Cell's activities are being applied in the classroom. This suggests a strong connection between the cell's training programs and practical implementation in educational settings.

Q8. Do you feel more confident and comfortable addressing gender-related issues after participating in the women empowerment and gender equity cell's programs?

An overwhelming majority (95.3%) of respondents report feeling more confident and comfortable in addressing gender-related issues after participating in the programs offered by the Women Empowerment and Gender Equity Cell.

Q9. Are you aware and familiar with the college and the cell's policies and programs?

A significant majority (86%) of respondents report being aware and familiar with the college and the Women Empowerment Cell's policies and programs. This indicates strong communication and dissemination of information regarding the initiatives.

Q10. Support for Professional Development of Female Colleagues

A total of 88.4% of respondents believe the cell supports the professional development of female colleagues, reflecting a strong commitment to enhancing opportunities for women in the organization. The 11.6% neutral responses indicate that some may not have fully experienced or recognized the support offered, suggesting an area for further visibility and engagement.

Q11. Is the feedback mechanism of the cell transparent?

A substantial majority (93%) of respondents believe that the feedback mechanism of the Women Empowerment Cell is transparent. This indicates a strong level of trust in how feedback is handled and addressed.

Q12. Is there any prompt action taken by the cell in response to raging social issues?

A majority (67.4%) of respondents believe that the Women Empowerment Cell takes prompt action on pressing social issues. However, a significant portion (30.2%) is uncertain about this responsiveness, indicating a gap in perception.

Q13: Is there a smooth process for addressing health and reproductive issues, as well as providing subsequent leaves and psychological counseling for faculty members?

A significant majority (93%) of respondents believe that there is a smooth process for addressing health and reproductive issues, along with the provision of leaves and psychological counseling for faculty members. This indicates strong confidence in the support mechanisms in place.

Q14: Are you involved in and collaborating with the cell's activities to address gender-related issues?

A significant majority (81.4%) of respondents report being involved in and collaborating with the Women Empowerment Cell's activities. This indicates a strong engagement with the cell's initiatives aimed at addressing gender-related issues.

Recommendations

1. Enhance Communication:

Increase transparency about the cell's initiatives, successes, and impacts. Regular updates, newsletters, or workshops can help keep faculty informed and engaged.

2. Conduct Feedback Sessions:

Organize focus groups or surveys specifically targeting neutral respondents to gather insights into their perceptions and identify areas for improvement.

3. Enhance Communication on Compliance:

Clearly communicate the cell's adherence to VISHAKHA guidelines through workshops, newsletters, or information sessions to address the uncertainty among employees.

4. Increase Classroom Integration:

Develop initiatives to facilitate greater application of gender-sensitive topics in classrooms, potentially through training sessions for faculty on integrating these issues into their curricula.

5. Engage Uninvolved Employees:

Implement targeted outreach strategies, such as informational sessions or incentive programs, to involve the 14% of employees who are not currently participating in cell activities.

Teacher's Response:

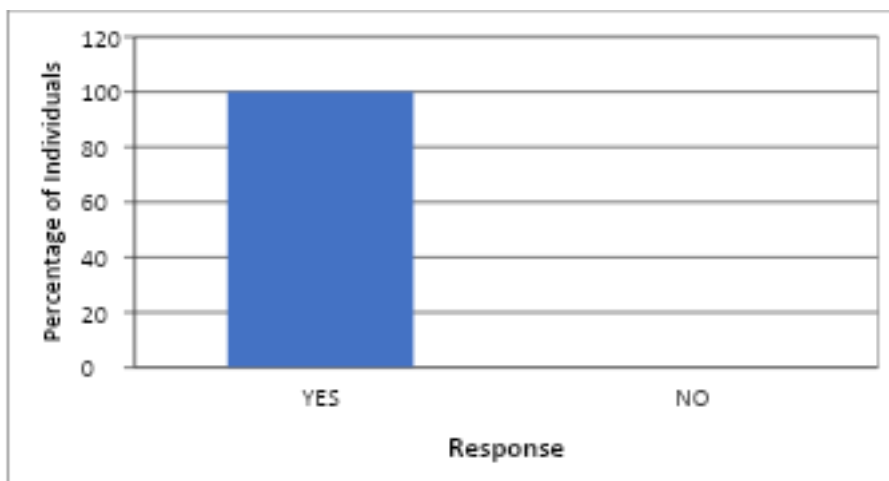


Fig 1: Awareness of teachers about the women empowerment and gender equity cell of the college

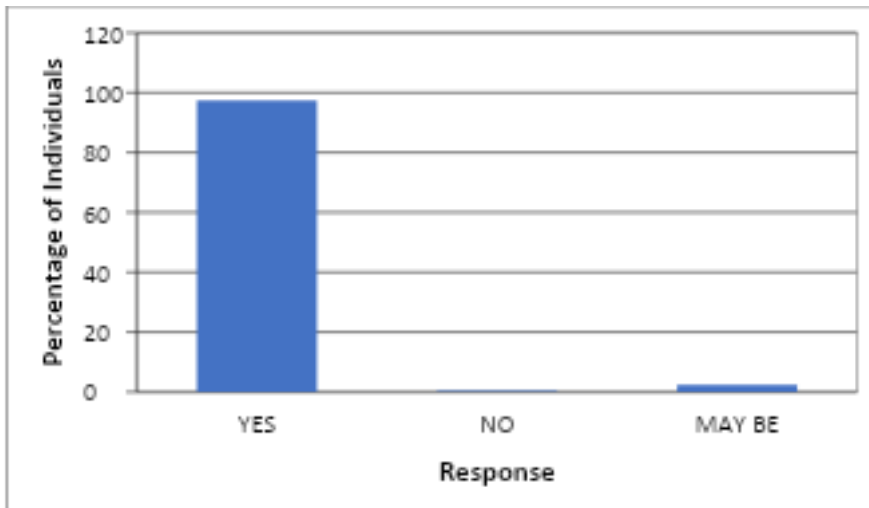


Fig2: women empowerment cell is as visible and important as other cells within the organization

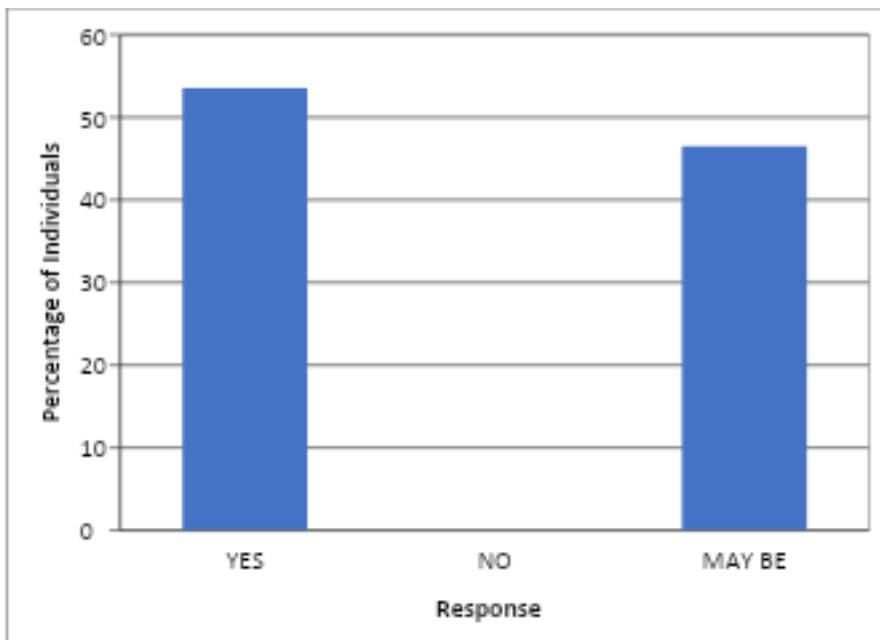


Fig3:Adherence of the cell and college authority to the VISHAKHA guidelines

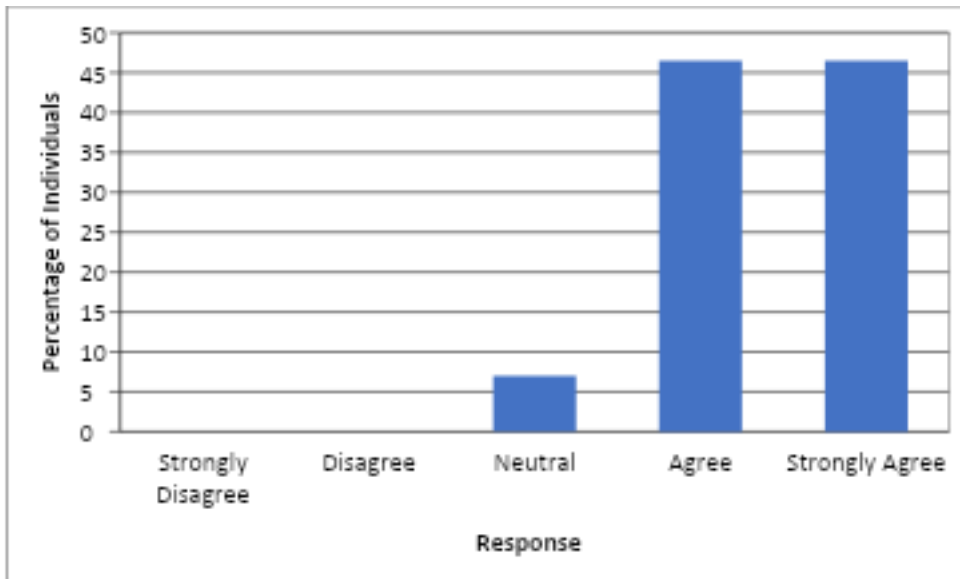


Fig4: Relevance of topics which are covered in cell’s program/trainings/workshops to the present challenges

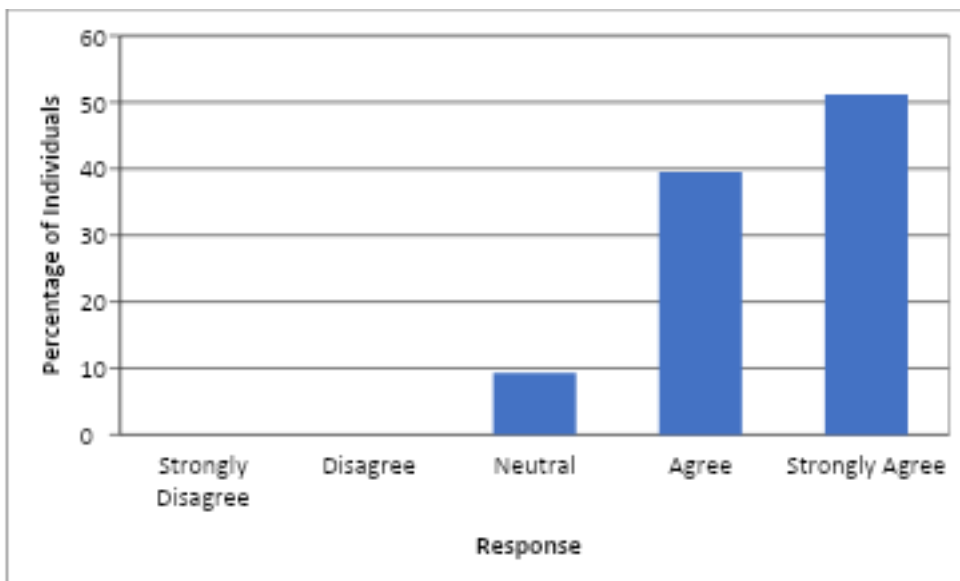


Fig 5: Effectiveness of the cell and its programs in promoting gender equality and equity

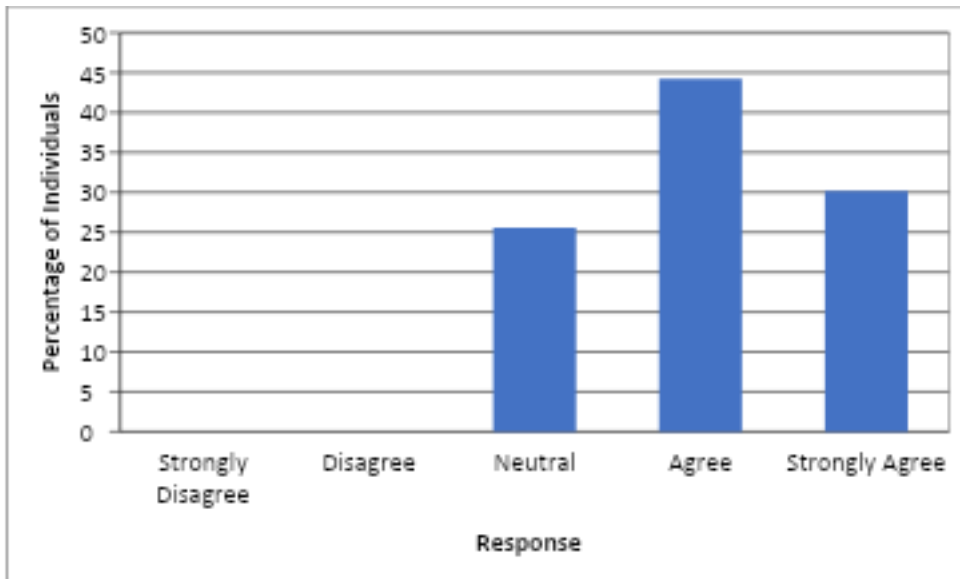


Fig 6: Support & enthusiasm of individuals of all genders, including male and LGBTQ+ participants, in the women empowerment cell's programs

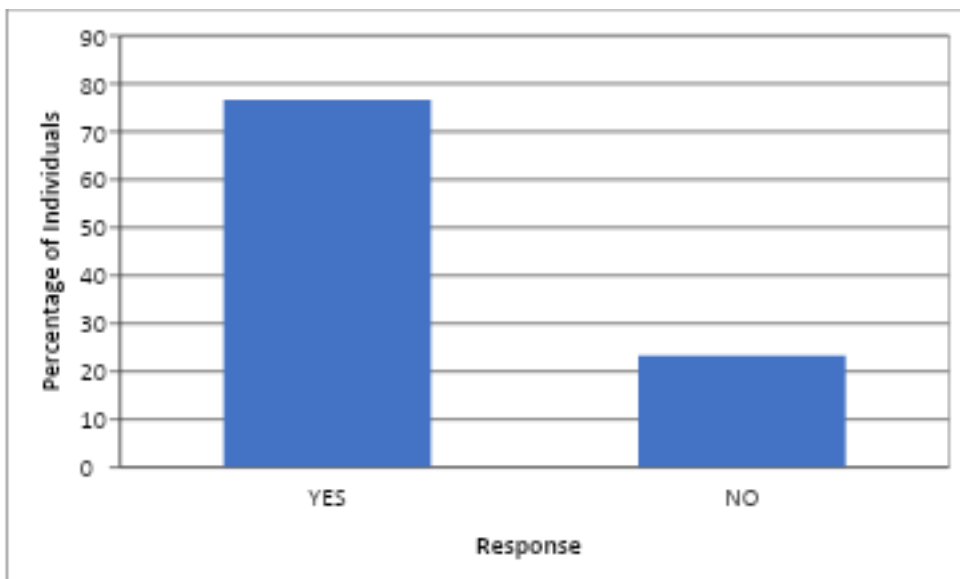


Fig 7: Availability of any classroom application of the gender sensitive issues learned via cell's activities

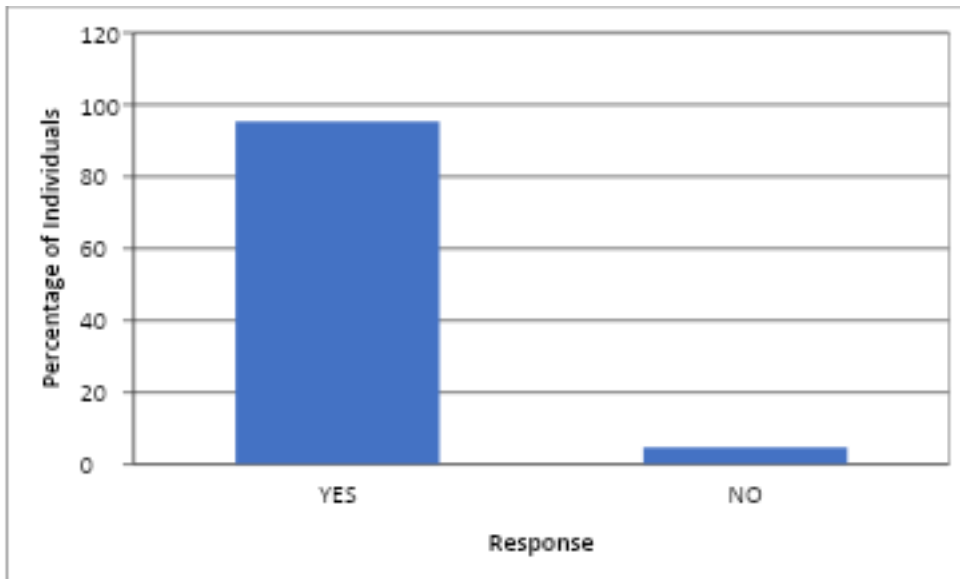


Fig 8: Teachers feeling more confident and comfortable addressing gender-related issues after participating in the women empowerment and gender equity cell's programs

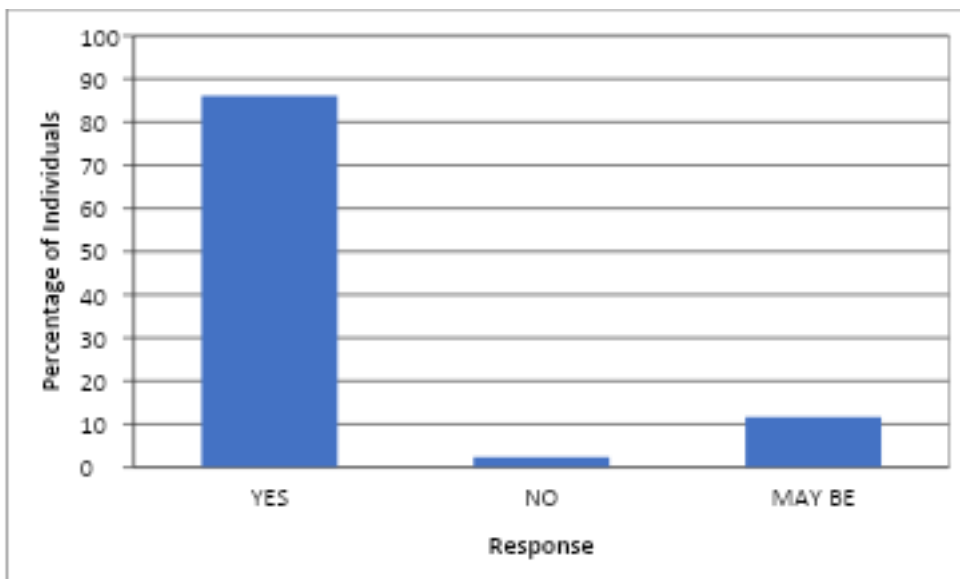


Fig 9: Teacher's awareness and familiarity with the college and the cell's policies and programs

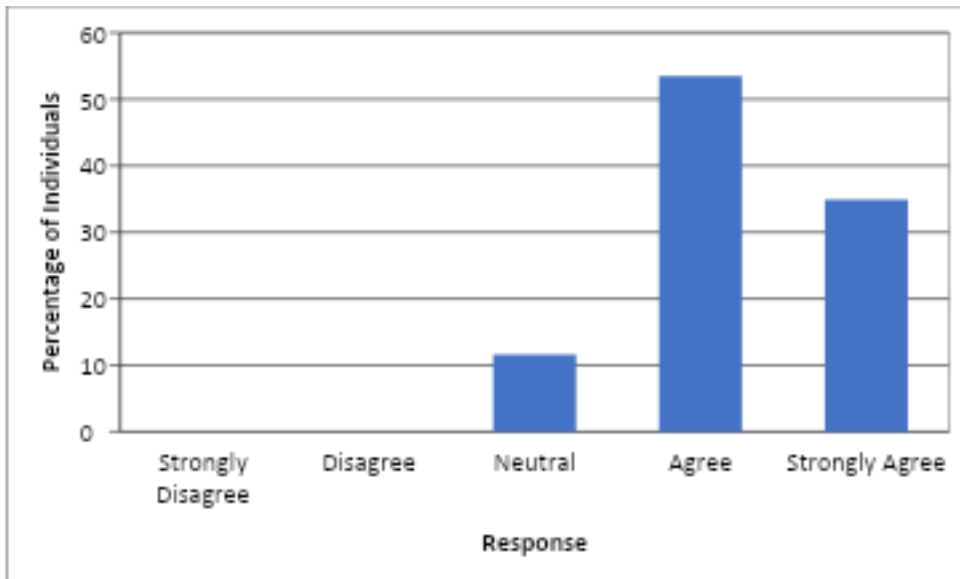


Fig 10: Women empowerment cell supports the professional development of female colleagues

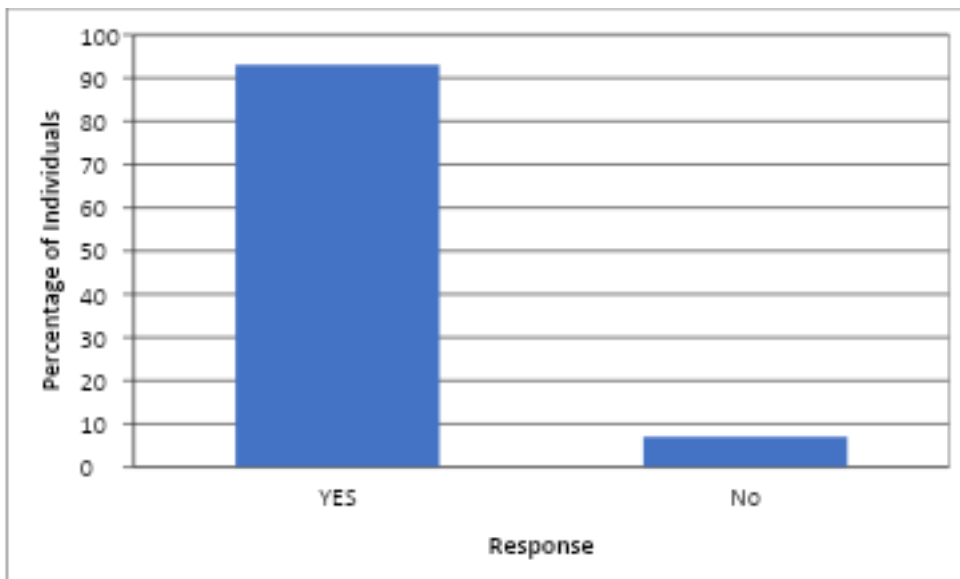


Fig 11: Transparency of feedback mechanism of the cell

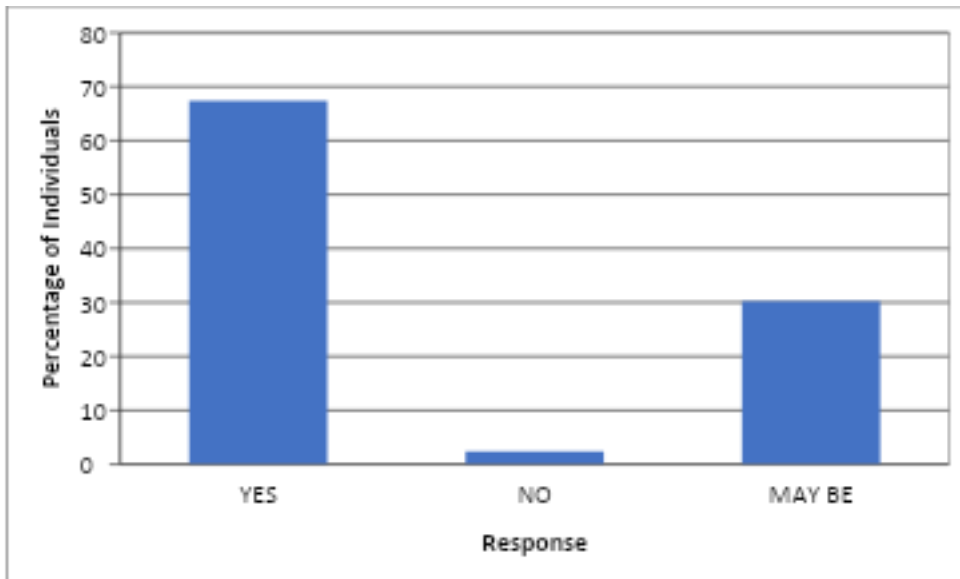


Fig 12: Prompt action taken by the cell in response to raging social issues

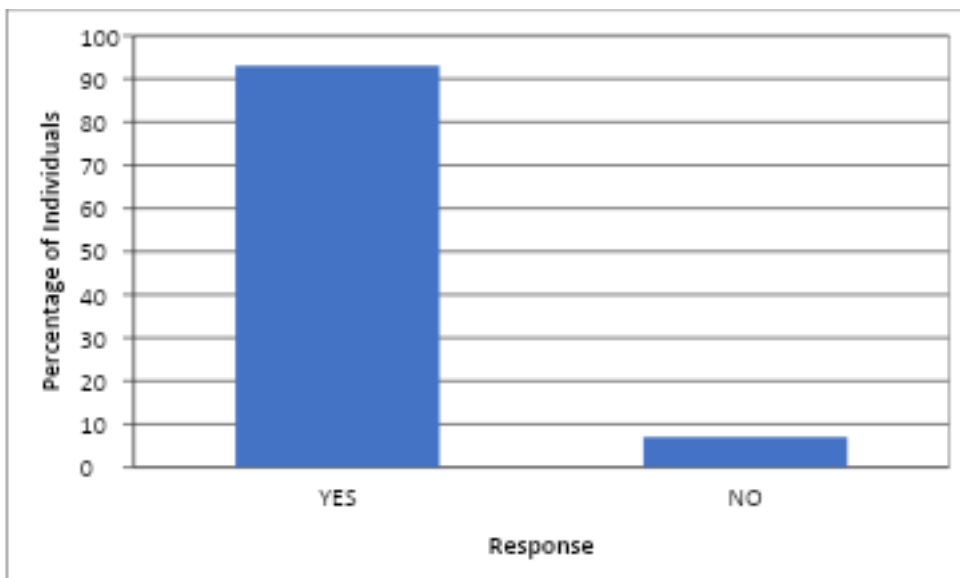


Fig 13: Smooth process for addressing health and reproductive issues, as well as providing subsequent leaves and psychological counseling for faculty members.

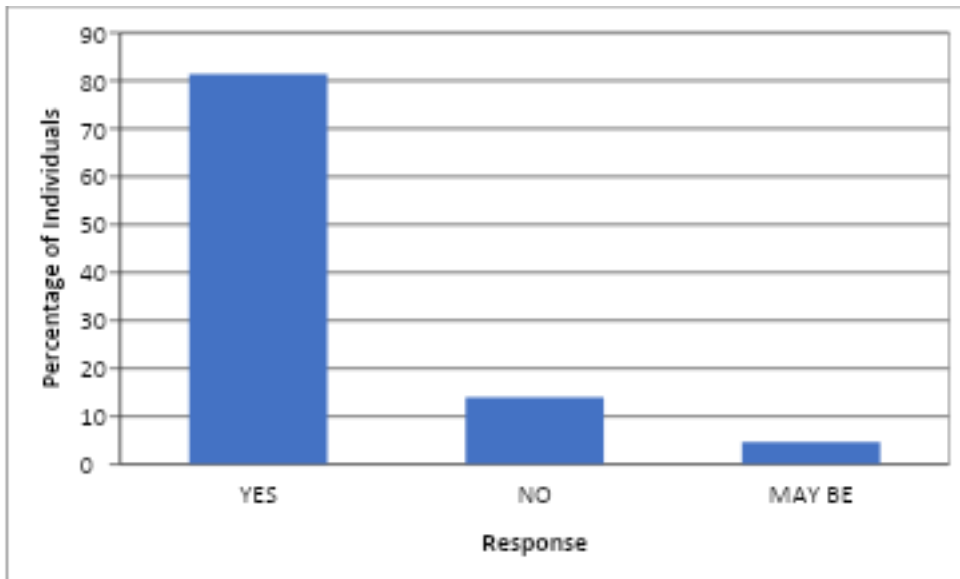



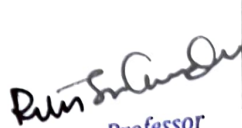



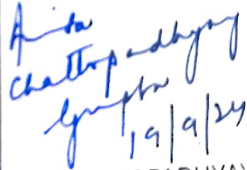
Fig 14: Involvement and collaboration of teachers with the cell's activities to address gender-related issues.


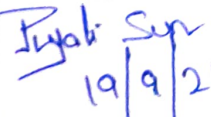
GENDER AUDIT TEAM

	Dr. Manas Kabi	Principal	 19.09.24 PRINCIPAL ASUTOSH COLLEGE 92, S. P. MUKHERJEE ROAD KOLKATA-700 026
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EXTERNAL EXPERTS




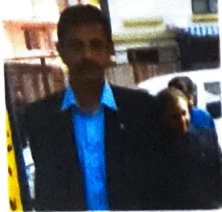
	Prof. (Dr). Ritu Sen Chaudhuri	Professor at Department of Sociology, West Bengal State University	 19/09/2024 Professor Department of Sociology West Bengal State University Berunanpukuria, Barasat, Kol-126
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	Prof. (Dr). Anita Chattopadhyay Gupta	Principal, Deshbandhu College for Girls.	 19/9/24 DR. ANITA CHATTOPADHYAY GUPTA PRINCIPAL DESHBANDHU COLLEGE FOR GIRLS KOLKATA
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	Prof. (Dr.)Piyali Sur	Professor at the Department of Sociology, Jadavpur University.	 19/9/24 Professor Department of Sociology Jadavpur University Kolkata - 700 082
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INTERNAL EXPERTS

	<p style="text-align: center;">Dr. Sayani Mukhopadhyay</p>	<p style="text-align: center;">Associate Professor in Geography, Governing Body Member</p>	<p style="text-align: right;"><i>Sayani Mukhopadhyay</i> 19/9/24 Associate Professor Department of Geography ASUTOSH COLLEGE Kolkata - 700 029</p>
	<p style="text-align: center;">Dr. Rina Kar Datta</p>	<p style="text-align: center;">Associate Professor in Philosophy, Teachers Council Secretary</p>	<p style="text-align: right;"><i>Rina</i> 19/9/24 ASSOCIATE PROFESSOR DEPT. OF PHILOSOPHY ASUTOSH COLLEGE KOLKATA - 700 029</p>
	<p style="text-align: center;">Dr. Bidisha Maitra Sen</p>	<p style="text-align: center;">Assistant Professor in IFF.</p>	<p style="text-align: right;"><i>Bidisha Maitra Sen</i> Dr. Bidisha Maitra Sen Coordinator B. Voc. Studies Asutosh College</p>
	<p style="text-align: center;">Dr. Tathagata Ray Chaudhuri</p>	<p style="text-align: center;">Associate Professor in Botany.</p>	<p style="text-align: right;"><i>Tathagata Ray</i> 19/9/24</p>



ANNEXURES

Survey on the Activities of the Gender Equity Cell: Assessing Impact and Engagement.

For Faculty Members

	QUESTIONS	OPTIONS
Q1	Are employees aware of the existence of the women empowerment cell?	Yes No
Q2	Is the women empowerment cell as visible and important as other cells within the organization?	Yes No Maybe
Q3	Does the cell and college authority adhere strongly to the VISHAKHA guidelines?	Yes No Maybe
Q4	Do you think the topics which are covered in cell's program/trainings/workshops are relevant to the present challenge	Strongly disagree Disagree Neutral Agree Strongly agree
Q5	Are the cell and its programs effective in promoting gender equality and equity?	Strongly disagree Disagree Neutral Agree Strongly agree
Q6	Is adequate support and enthusiasm provided to the cell by the college authority in addressing women and LGBTQ+ issues?	Strongly disagree Disagree Neutral Agree Strongly agree
Q7	Is there any classroom application of the gender sensitive issues learned via cell's activities?	Yes No
Q8	Do you feel more confident and comfortable addressing gender-related issues after participating in the women empowerment and gender equity cell's programs?	Yes No
Q9	Are you aware and familiar with the college and the cell's policies and programs?	Yes No Maybe
Q10	Does the women empowerment cell support the professional development of female colleagues?	Strongly disagree Disagree Neutral Agree

		Strongly agree
Q11	Is the feedback mechanism of the cell transparent?	Yes
		No
Q12	Is there any prompt action taken by the cell in response to raging social issues?	Yes
		No
		Maybe
Q13	Is there a smooth process for addressing health and reproductive issues, as well as providing subsequent leaves and psychological counseling for faculty members.	Yes
		No
Q14	Are you involved in and collaborating with the cell's activities to address gender-related issues?*	Yes
		No
		Maybe

Survey on the Activities of the Gender Equity Cell: Assessing Impact and Engagement.

For students

	<u>CONTROL</u>	<u>OPTIONS</u>
Q1	Are you aware of the women empowerment and gender equity cell of the college?	Yes
		No
Q2	Do you have any access to the women empowerment and gender equity cell of the college?	Yes
		No
Q3	Do you think the topics which are covered in cell's program/trainings/workshops are relevant to the current challenges?	Yes
		No
		Maybe
Q4	Do the think the topics covered in the cell's programs, trainings, and workshops have any impact on your everyday life?	Yes
		No
		Maybe
Q5	Are all individuals of all genders, including male and LGBTQ+ participants, involved in the women empowerment cell's programs?	Yes
		No
Q6	Is adequate and speedy redressal of the grievances are provided by the women's cell/college authority/grievance redressal cell?	Strongly disagree
		Disagree
		Neutral
		Agree
		Strongly agree
Q7	Do you feel a sense of comfort and belonging with the women empowerment cell?	Yes
		No
Q8	Do you have access to the representatives or members of the women empowerment cell?	Yes
		No
Q9	Do students have equal access to the scholarships and financial aid offered by the cell?	Yes
		No
		Maybe
Q10	Does the College provide equal opportunity for all genders in every sports/outdoor activities?	Yes
		No

		Maybe
Q11	Does the College provide equal opportunities to all genders for internship programs?	Yes
		No
		Maybe
Q12	Does the College offer equal opportunities for all genders in technological/ soft skill training?	Yes
		No
		Maybe
Q13	Does the college and the cell provide adequate awareness and sensitisation about rape and sexual violence.	Strongly disagree
		Disagree
		Neutral
		Agree
		Strongly agree
Q14	Does the college conduct women's safety workshops, such as self-defense training or the use of pepper spray?	Yes
		No
Q15	Are issues related to menstrual hygiene adequately addressed?	Yes
		No
Q16	Do you think the women empowerment and gender equity cell is influential and effective in addressing your gender-related issues?	Strongly disagree
		Disagree
		Neutral
		Agree
		Strongly agree