

ASUTOSH COLLEGE



GENDER AUDIT REPORT 2022-2023

Prepared by

Women Empowerment & Gender Equity Cell

Asutosh College

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Introduction

Gender audit of an educational institution is a process of organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of the institution to ensure a 'safe and secure' ambience for all students, faculties and administrative staff irrespective of gender. The participatory audit process helps to identify institutional strengths and challenges to integrate gender, as well as foster gender equity in the institution's systems, operations, programmes and activities of the institution. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps within the system vis-à-vis issues relating to gender. According to an ILO Manifesto, gender auditing helps institutions to focus on areas like:

- 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, evaluation and monitoring of gender equality.
- Staffing and human resources that strive for balance amongst genders, as well as implementation of gender-friendly policies.

In pursuing gender equity, a gender audit was conducted by Asutosh College with the initiative of IQAC, to identify strategies for creating a more inclusive and equitable environment across all the campuses. The main purpose of the audit was to explore the gender dimensions within the premises of the institution. The gender audit was an attempt to identify whether the Asutosh College and its departments have an equal gender ratio, to analyse the gender inequalities faced by the students, and to ensure that the college campus becomes a secure and more supporting space for all individuals, irrespective of their gender.

By fostering gender equity, we strive to create an institutional culture and space where every individual can thrive, recognise their potentials and contribute their unique skills and perspectives without being limited by societal prejudices or discriminations based on their gender identity.

Introducing the College

Asutosh College is a renowned college in Kolkata, established with a rich legacy since its inception. Founded in 1916 by one of the pioneers of modern education in India, Sir Asutosh Mukherjee, the college, earlier known as South Suburban College (renamed Asutosh College in 1924, after the demise of its founder), was set up initially to cater to the educational needs of South Calcutta/Kolkata. It soon surpassed the boundaries.

of the locality and established itself as a premier institute of learning, not only of Kolkata, but also of West Bengal and its neighbouring states.

Asutosh College promotes an all-round development of its students by including of humanistic values and respect for each other's culture as a way of life; by promoting the importance of knowledge, making students visionaries to excel in any profession, and by providing students the widest opportunities to develop their potential to the fullest. The gender audit team conducted a thorough review of the operating environment of Asutosh College. Through this analysis, the team recognised that the college operates in an inclusive environment where students, teachers and non-teaching staff, have equal access to a wide range of activities. Gender equity is not simply providing identical programmes and facilities for

both male, female and other genders. It entails that all the genders have a diverse selection of activities and program choices that cater to their needs and interest.

After carefully examining the feedback provided by all the stakeholders, it was determined that their overall view pertaining to programme planning and college activities is positive. The feedback affirms that the college has successfully implemented policies and programmes that promote gender equity and inclusive environment.

Gender Policy Adopted:

- Non- discrimination: No gender-based discrimination shall be tolerated in the institution.

- Equal opportunities: The institution provides equal opportunities for all genders.

- Freedom of Expression: All genders have the right to express their opinions freely.

- Grievance redressal: An accessible, unbiased, and confidential cell is available for addressing gender related grievances.

- Safety and Security: The institution ensures safety and security of all genders.

- Inclusivity and Sensitization: The institution promotes gender inclusivity and awareness.

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	6

				<p>construction, Gender & advertising, Indecent representation of women in media, masculinity and femininity, feminist movement and media studies</p> <p>Major human rights issues in india</p>	
Communicative English	3	SECA1- Travel Writing and Review Writing	A	Gender and Travel	2
Political Science	5	DSE- Gender and Politics	I & 2	<p>Groundings, Patriarchy, Sex-Gender Debates, Public & Private, Power, Feminism, Family, Community, State</p> <p>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</p>	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 Rokeya Sakhawat hussain- Sultana's dreams	2
5	CC 11- Women's writing	Poetry	Emily Dickinson 'I cannot Live with you'	6	

				Elizabeth Barrett Browning 'How do I Love thee' Eunice De Souza 'Advice to Women'	
			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

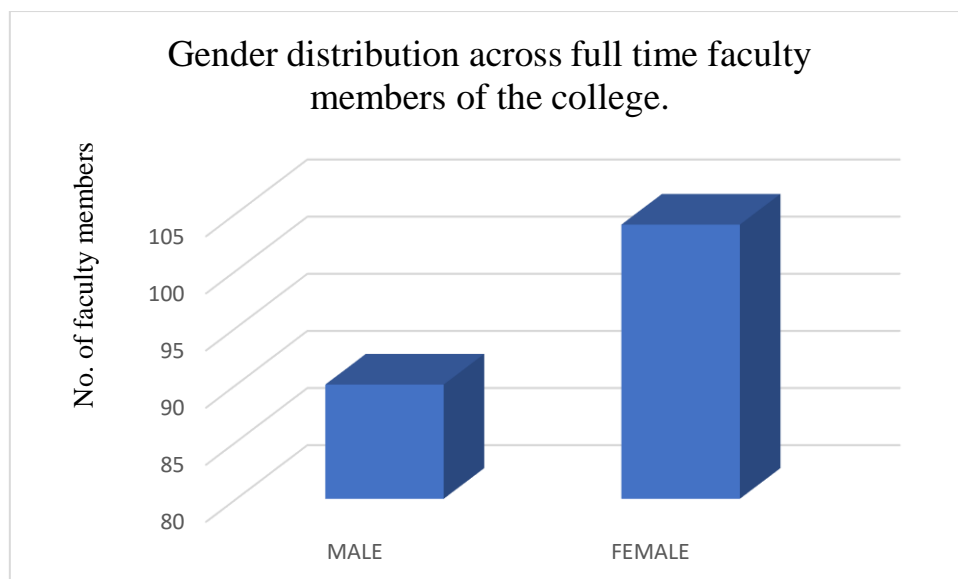
		DSE B3- Autobiography		Binodini Dasi- My story and life as an actress	2
Sanskrit	3	CC7- Indian Social Institutions and Polity	1, 2	Varna system and caste system Origin of caste system from inter- caste marriages Position of women in the society; brief survey of position of women in different stages of society Position of Women in Mahabharata Praise of women in the Bharatsamhita of Varahamihira	2
Bengali UG	2	CC 4- বাংলা সাহিত্য প্রবেশক পাঠ	3	ঊনবিংশ শতাব্দীর নারী বিপ্লব সোফিয়া খাতুন	4
Bengali PG	3	DSE D1- কথা সাহিত্য	2	উপন্যাস বিচারে আধুনিক তথ্য ও সাম্প্রতিক ধারণা/ নারী চেতনাবাদ	4
		DSE D2- কথা সাহিত্য	2	উপন্যাস বিচারে আধুনিক তথ্য ও সাম্প্রতিক ধারণা/ নারী চেতনাবাদ ছোটগল্প- আশালতা সিংহ, প্রতিভা বসু	4
		DSE G1- তুলনামূলক সাহিত্য	2	ছোটগল্প - ইসমত চুগতাই, অনিতা দেশাই	4

	4	CC4-	13	প্রবন্ধ- কৈলাশবাসিনী দেবী নারীচেতনামূলক বিচার পদ্ধতি	4
		DSE	3	ছোটগল্প- মহাশ্বেতা দেবী উপন্যাস জ্যোতির্ময়ী দেবী ছোটগল্প সুলেখা সান্যাল কাব্য শ্রীরাধা উপন্যাস মাদার	4
Philosophy	2	SEC- Recent issues in philosophy: Political and Ethical	B	Feminist Ethics: Some key concepts of femininism	60
	4	SEC B- Feminist Phylosophy	C	Feminist philosophy	2

Table 2: Gender data of full time teaching staff (2022-2023)

Gender	Total number of faculty members
Male	90
Female	104

Gender Distribution among faculty members of the college :



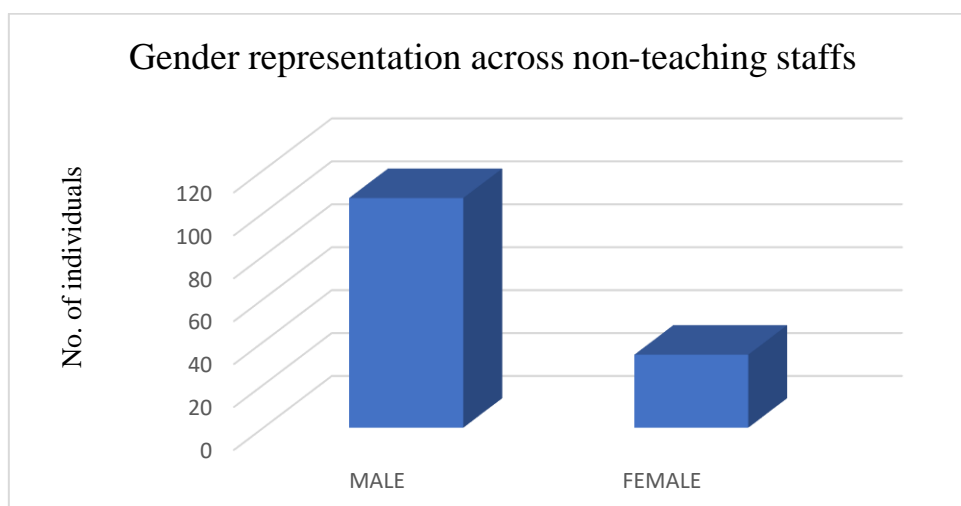
This above stated information suggests that, there are 90 individuals who identify as male and 104 individuals who identify as female.

DATA ANALYSIS

The result indicates that the college maintains a balanced male-female workplace ratio, as out of 194, 112 professors are female.

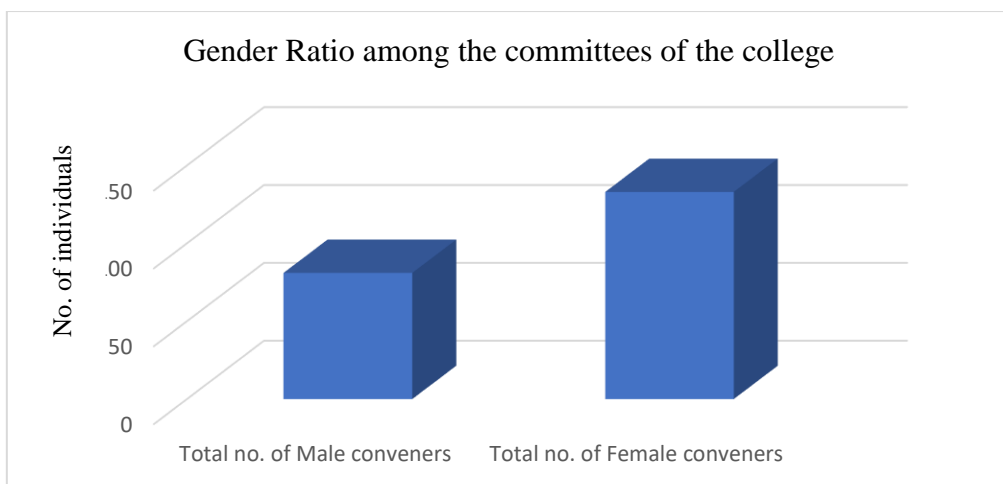
Table 3: Gender profile of non-teaching staff (2022-2023)

MALE	FEMALE	TOTAL
107	34	141



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

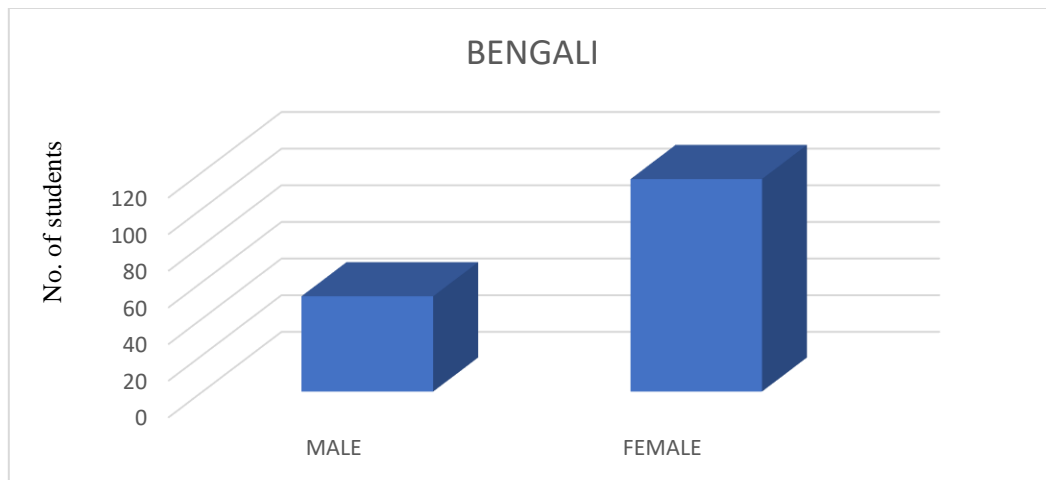
Table 4: Gender representation among the Working Committees



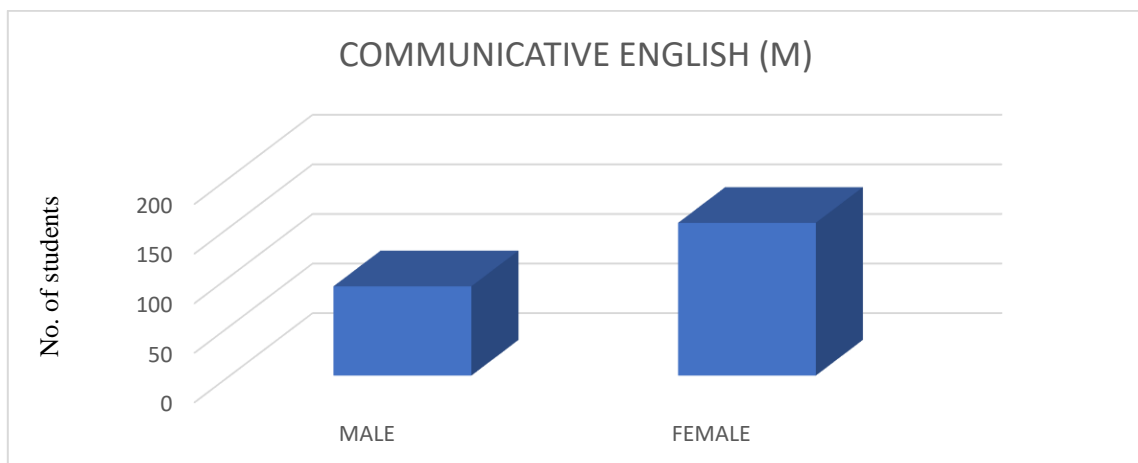
Note: Same faculty members are in different committees.

DEPARTMENT WISE GENDER MAPPING FOR ALL UG BA, BBA AND BVOC. COURSES			
COURSES	MALE	FEMALE	THIRD GENDER
BENGALI	52	116	0
COMMUNICATIVE ENGLISH (M)	90	154	0
ENGLISH	126	214	0
HISTORY	83	115	0
JOURNALISM(H.)	81	126	0
PHILOSOPHY	55	70	0
POLITICAL SCIENCE	68	87	0
PSYCHOLOGY (BAH)	17	65	0
SANSKRIT	36	58	0
SOCIOLOGY	129	178	0
B.A.(GENERAL)	473	315	0
B.B.A	177	105	0
B.VOC	124	34	1

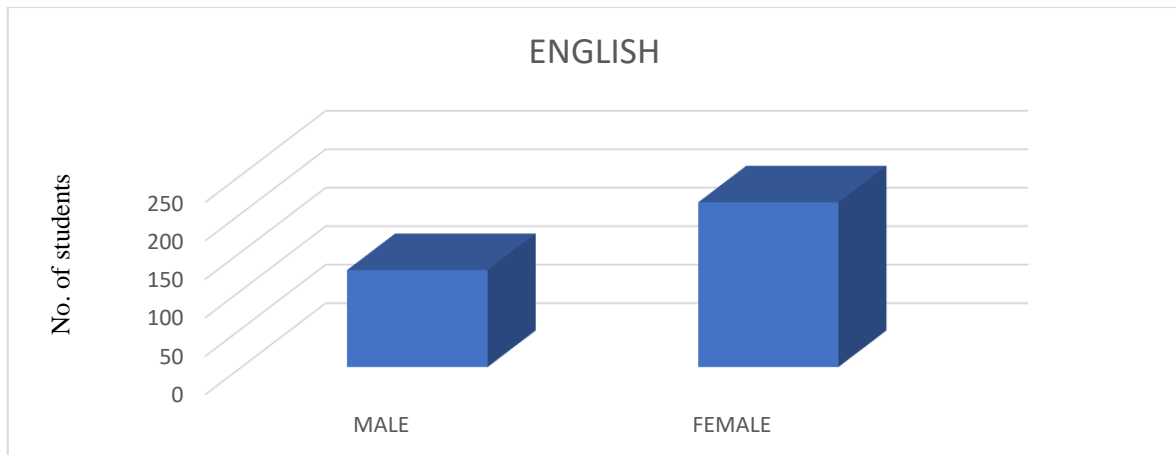
1. GENDER MAPPING OF DEPARTMENT OF BENGALI (UG) IRRESPECTIVE OF SEMESTERS



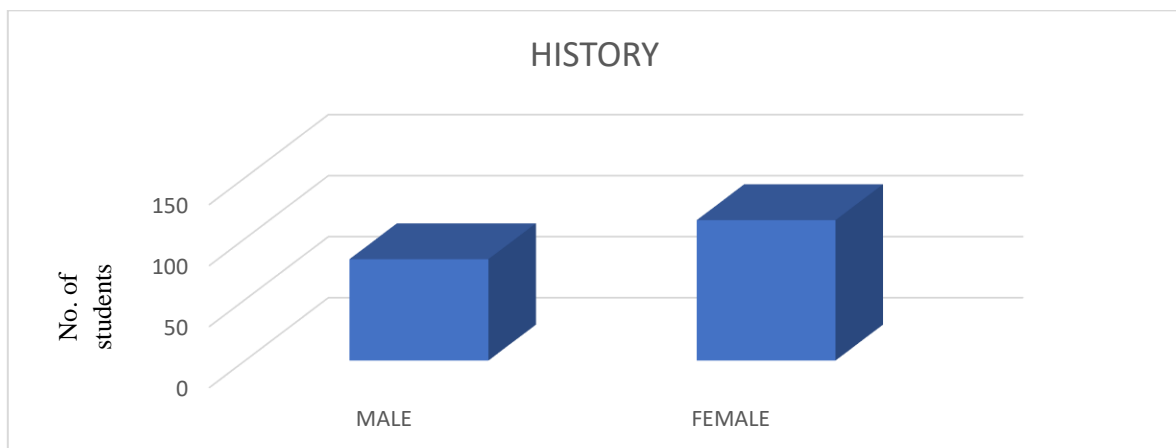
2. GENDER MAPPING OF DEPARTMENT OF COMMUNICATIVE ENGLISH (UG) IRRESPECTIVE OF SEMESTERS



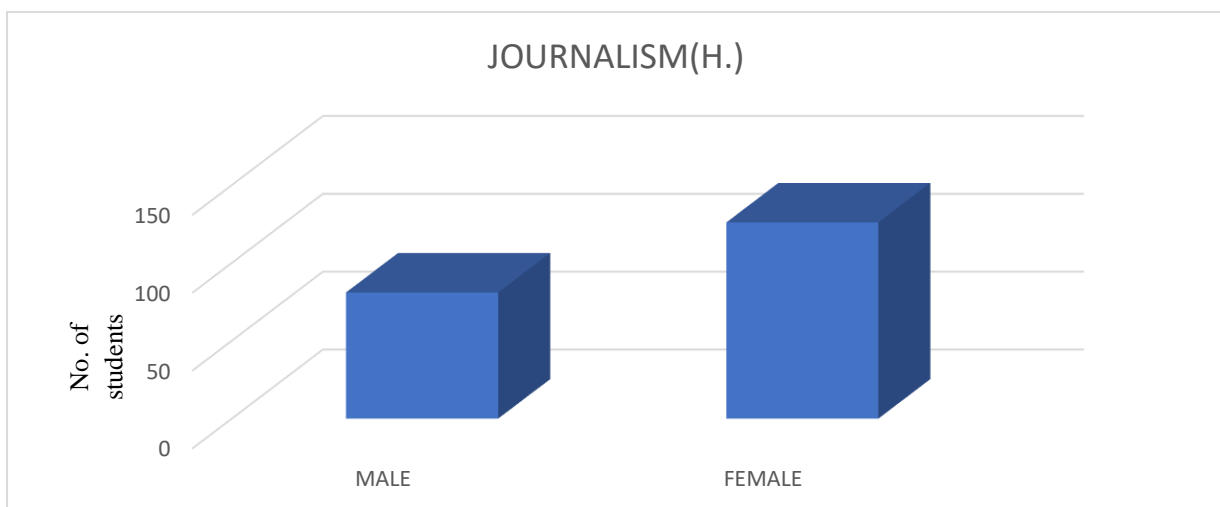
3. GENDER MAPPING OF DEPARTMENT OF ENGLISH (UG) IRRESPECTIVE OF SEMESTERS



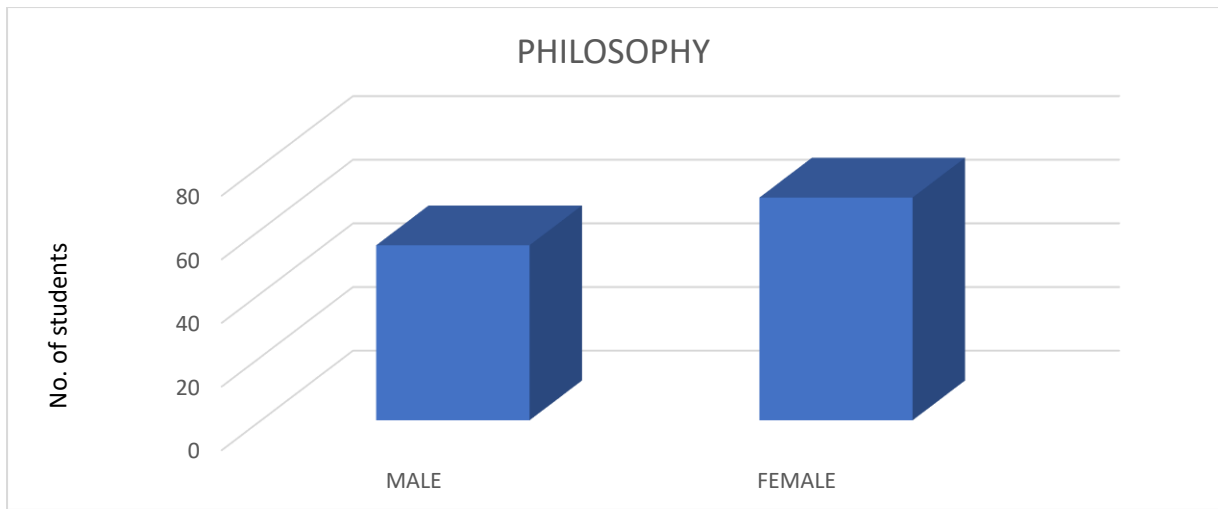
4. GENDER MAPPING OF DEPARTMENT OF HISTORY (UG) IRRESPECTIVE OF SEMESTERS



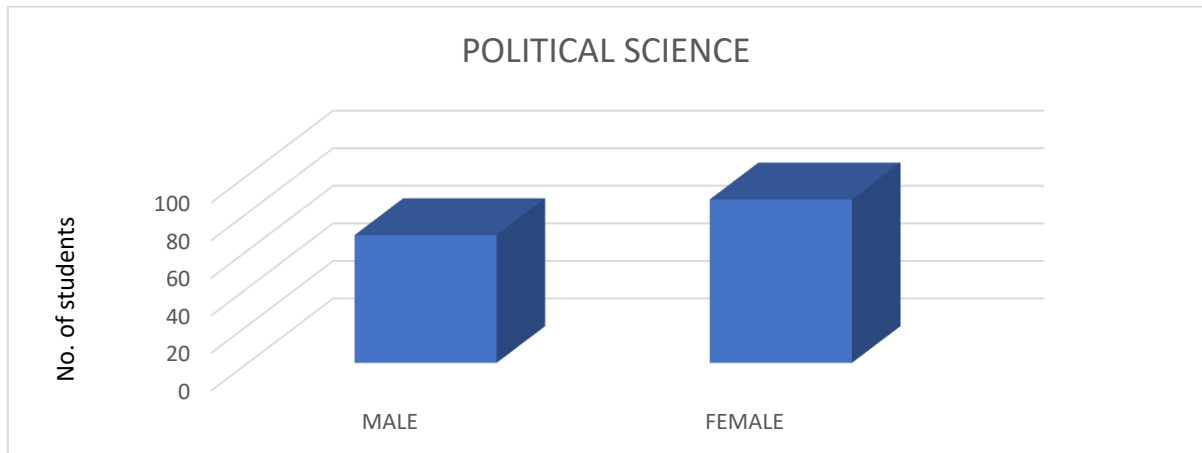
5. GENDER MAPPING OF DEPARTMENT OF JOURNALISM (UG) IRRESPECTIVE OF SEMESTERS



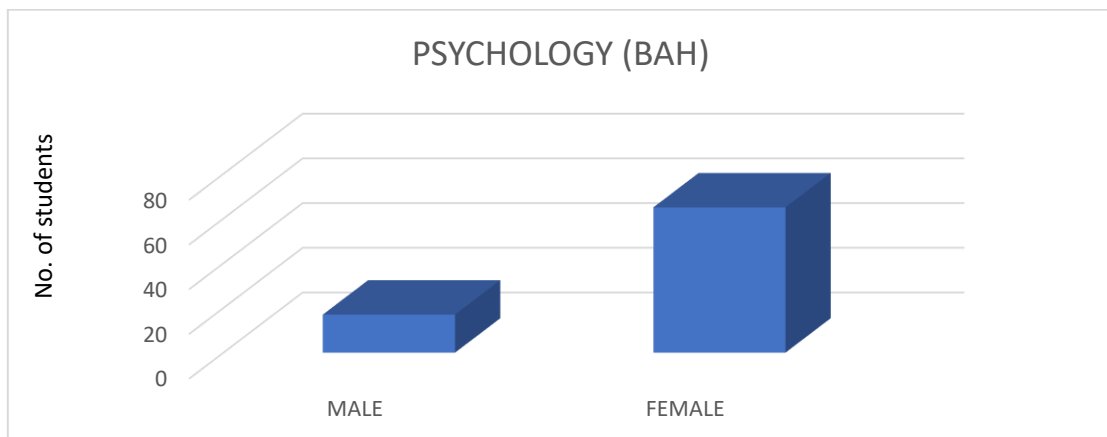
6. GENDER MAPPING OF DEPARTMENT OF PHILOSOPHY (UG) IRRESPECTIVE OF SEMESTERS



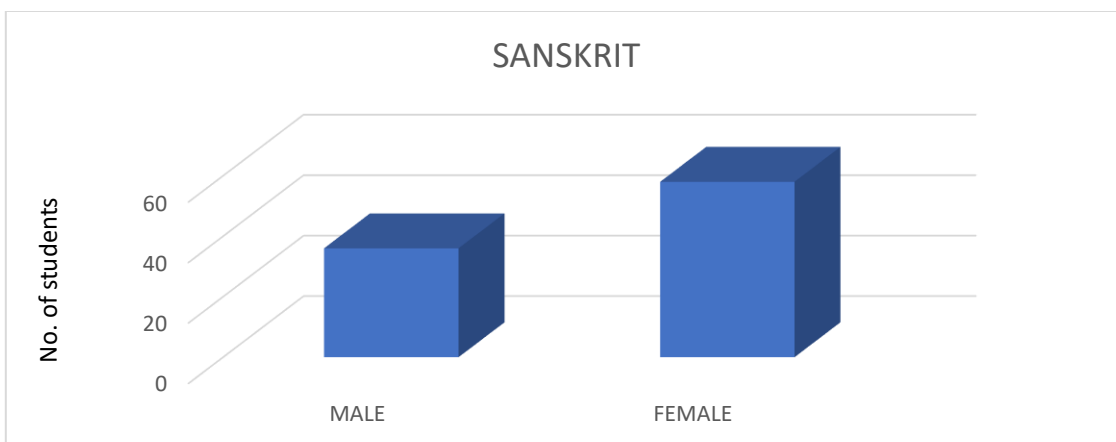
7. GENDER MAPPING OF DEPARTMENT OF POLITICAL SCIENCE (UG) IRRESPECTIVE OF SEMESTERS



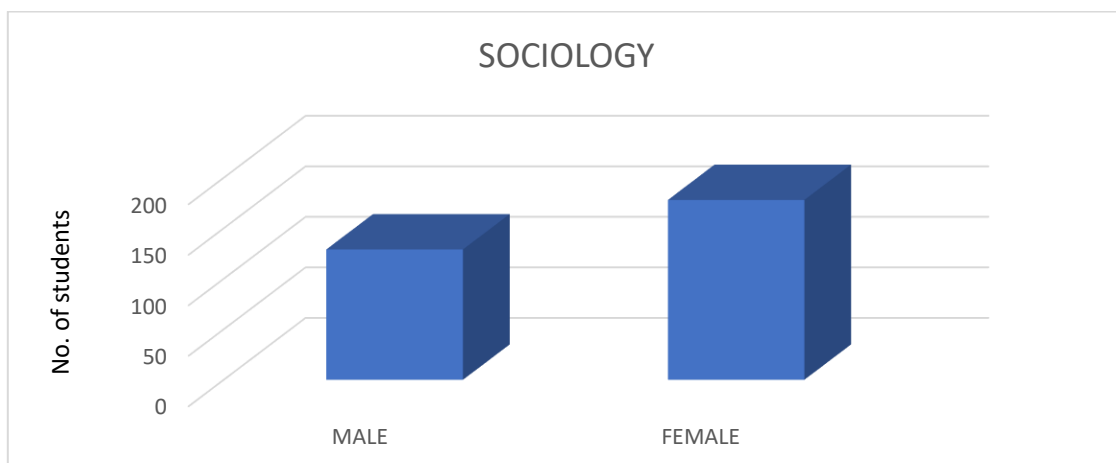
8. GENDER MAPPING OF DEPARTMENT OF PSYCHOLOGY_BAH (UG) IRRESPECTIVE OF SEMESTERS



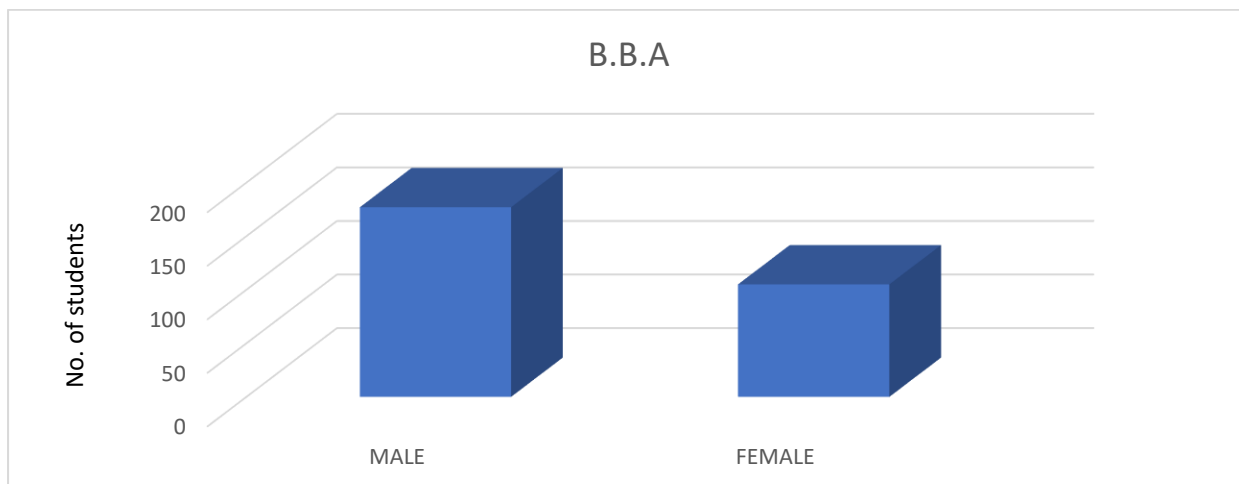
9. GENDER MAPPING OF DEPARTMENT OF SANSKRIT (UG) IRRESPECTIVE OF SEMESTERS



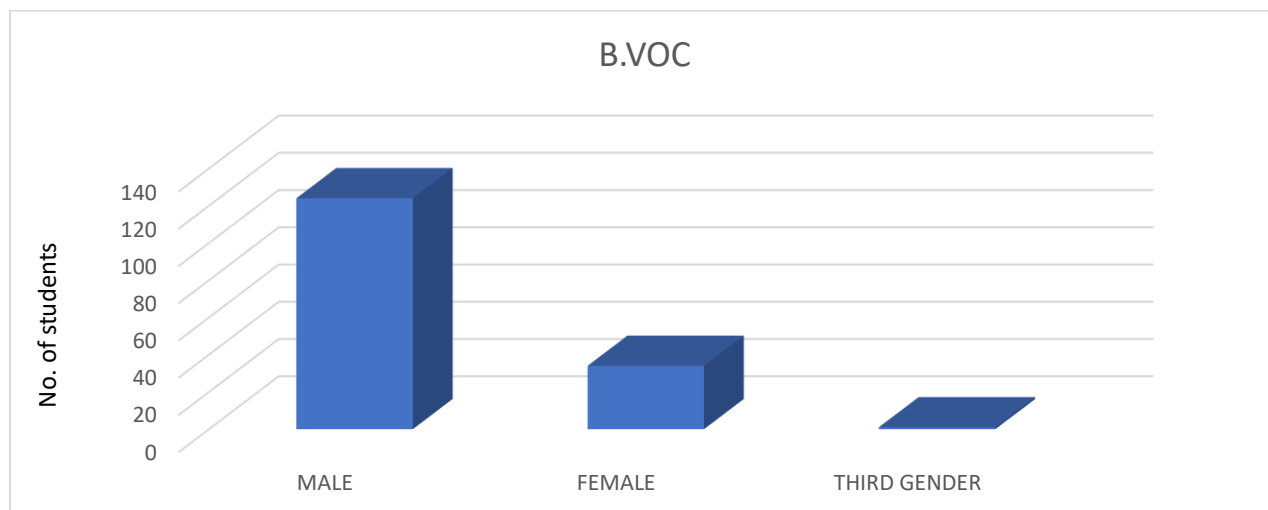
10. GENDER MAPPING OF DEPARTMENT OF SOCIOLOGY(UG) IRRESPECTIVE OF SEMESTERS



11. GENDER MAPPING OF DEPARTMENT OF BA GENERAL (UG) IRRESPECTIVE OF SEMESTERS



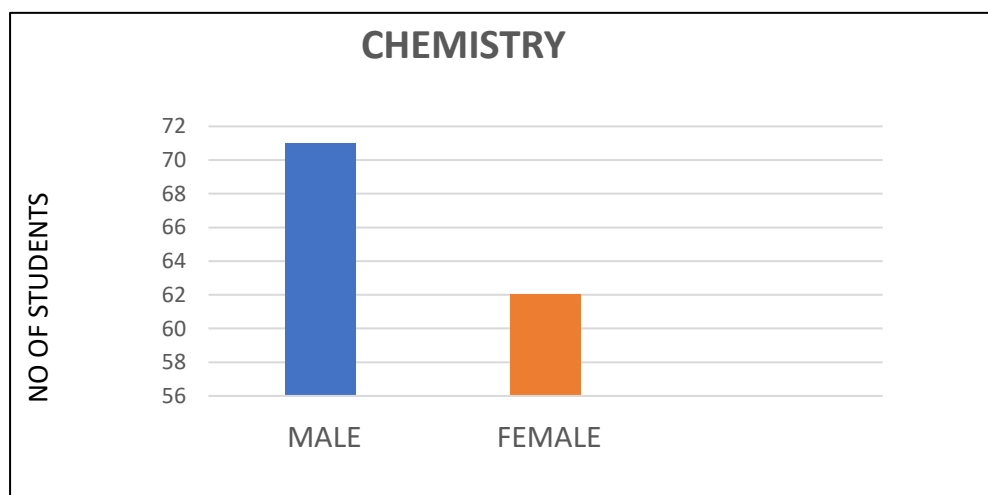
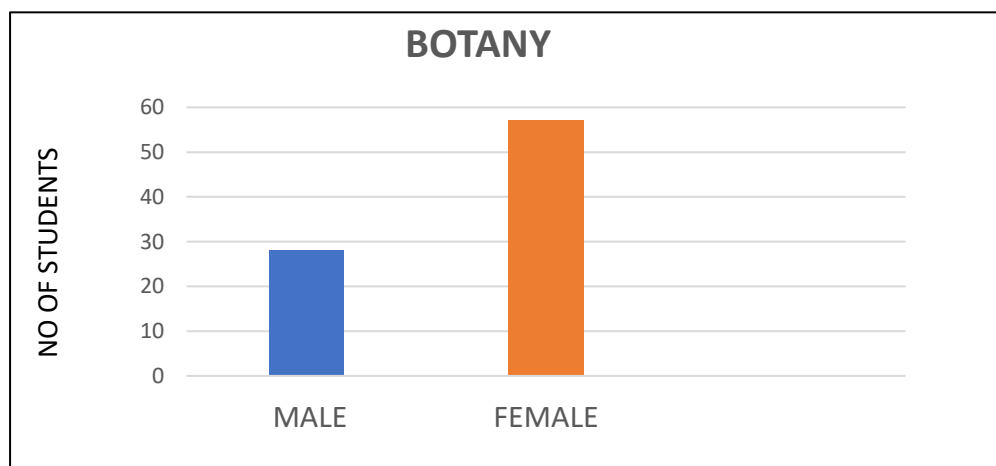
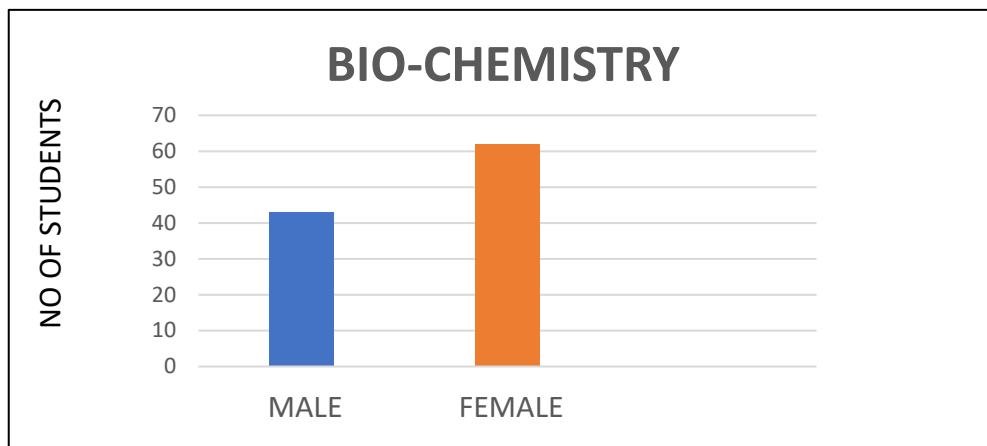
12. GENDER MAPPING OF DEPARTMENT OF BVOC (UG) IRRESPECTIVE OF SEMESTERS

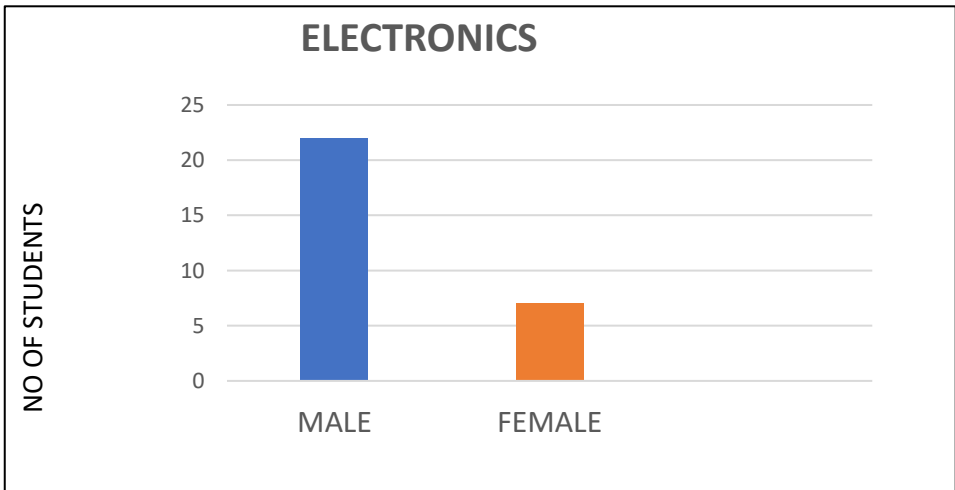
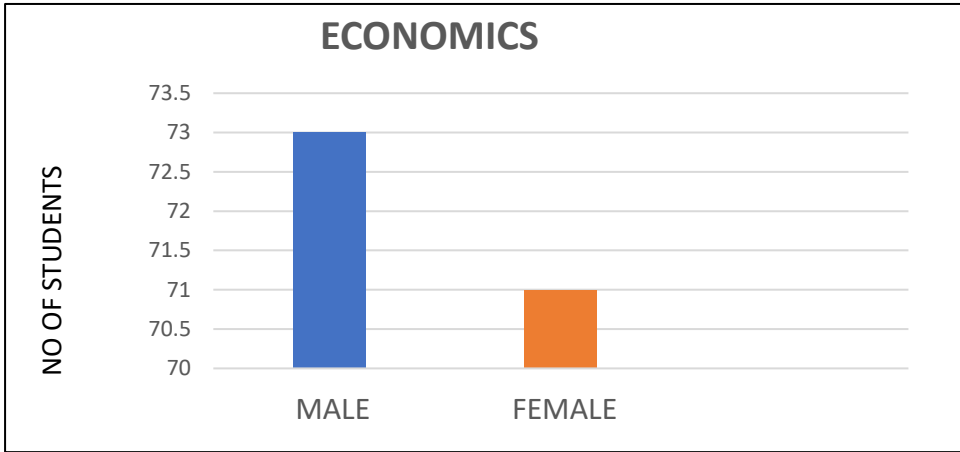
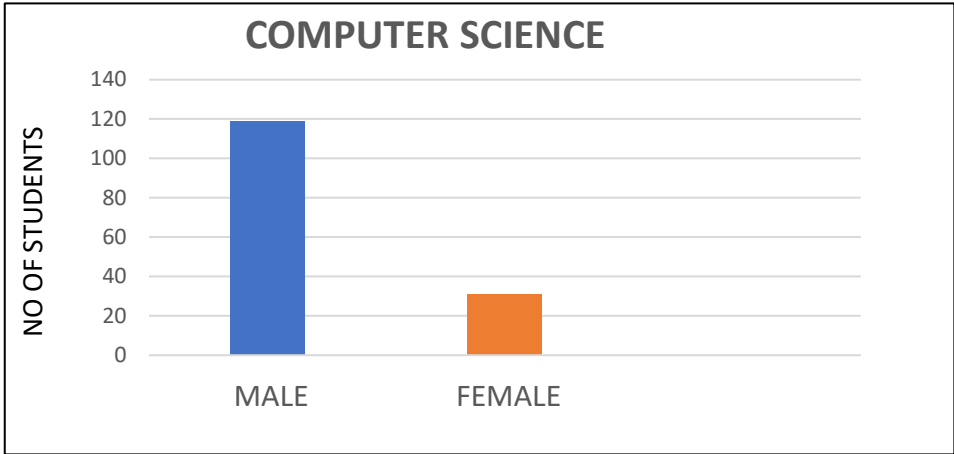


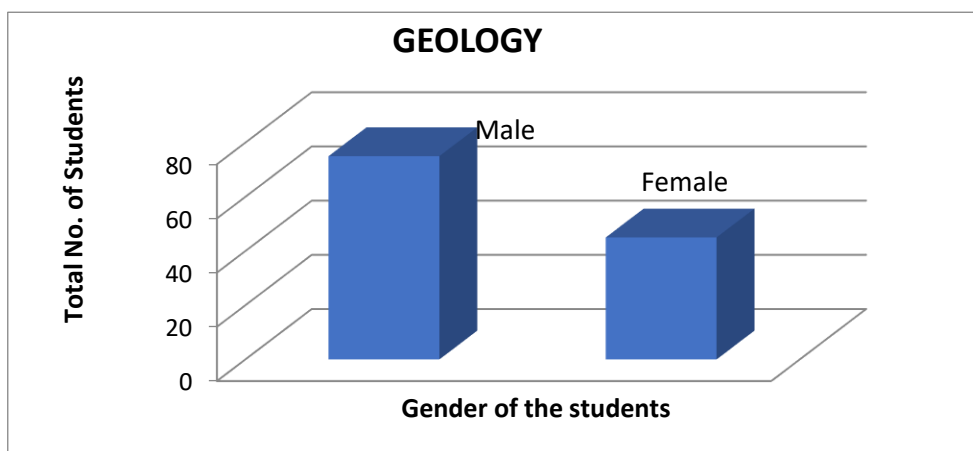
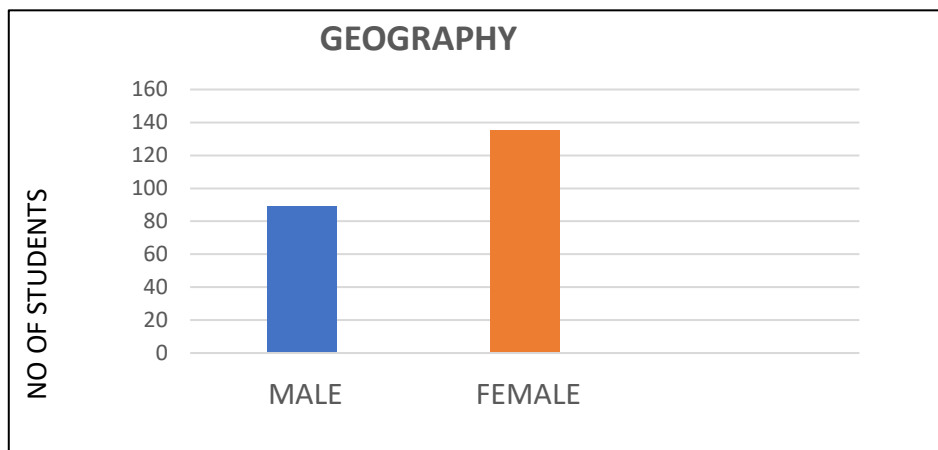
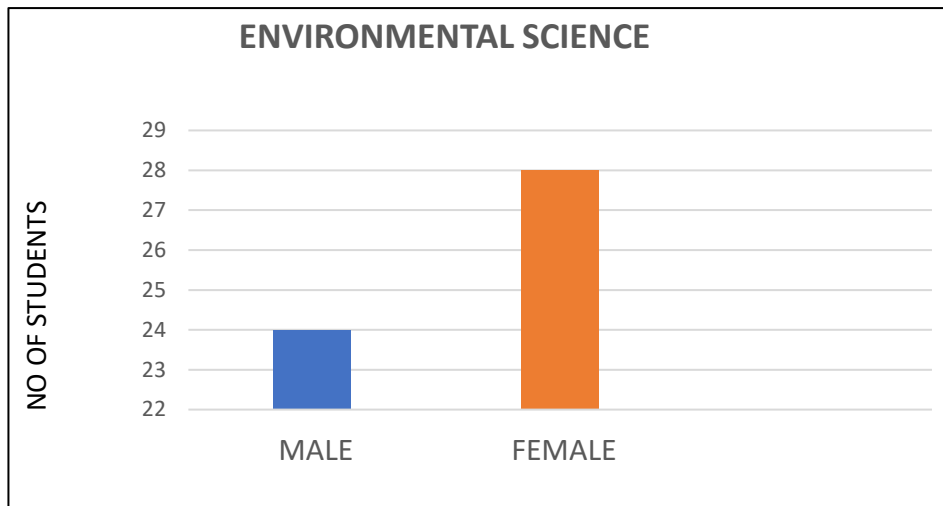
DEPARTMENT WISE GENDER MAPPING FOR B.SC DEPARTMENTS

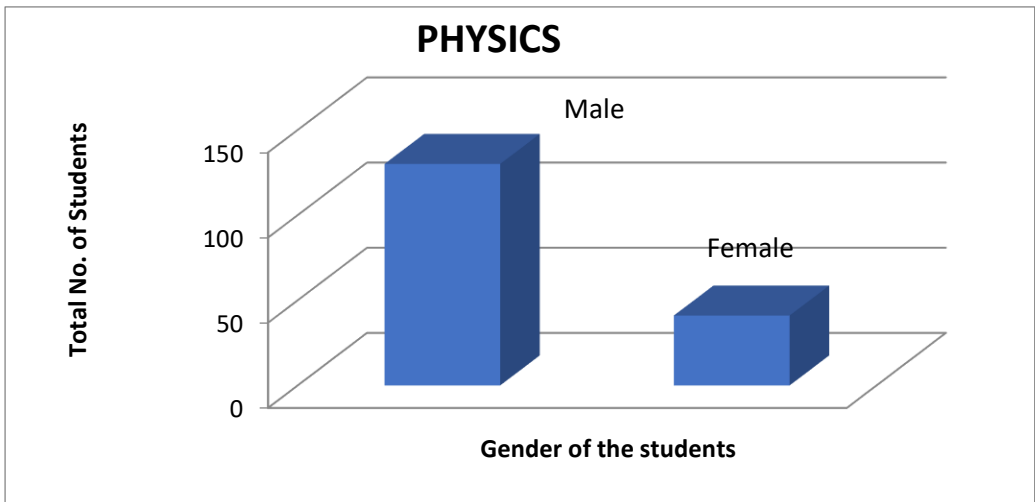
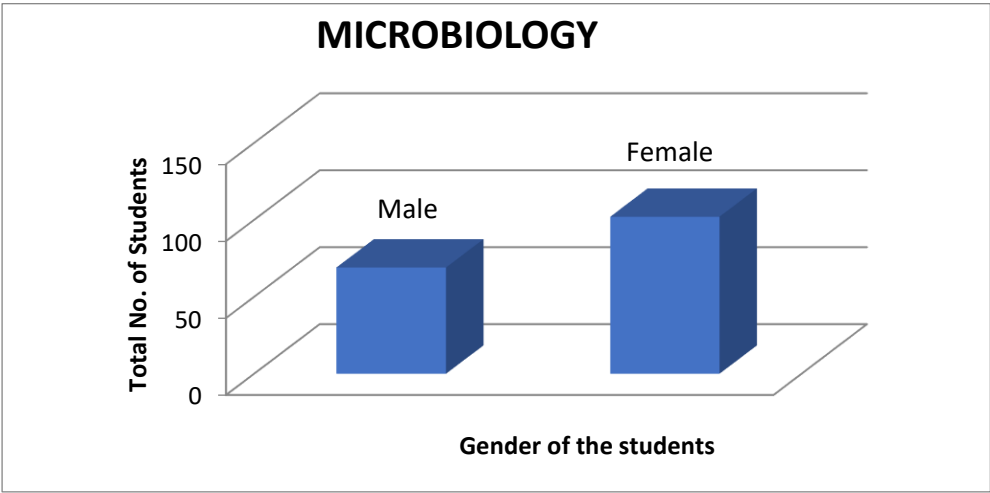
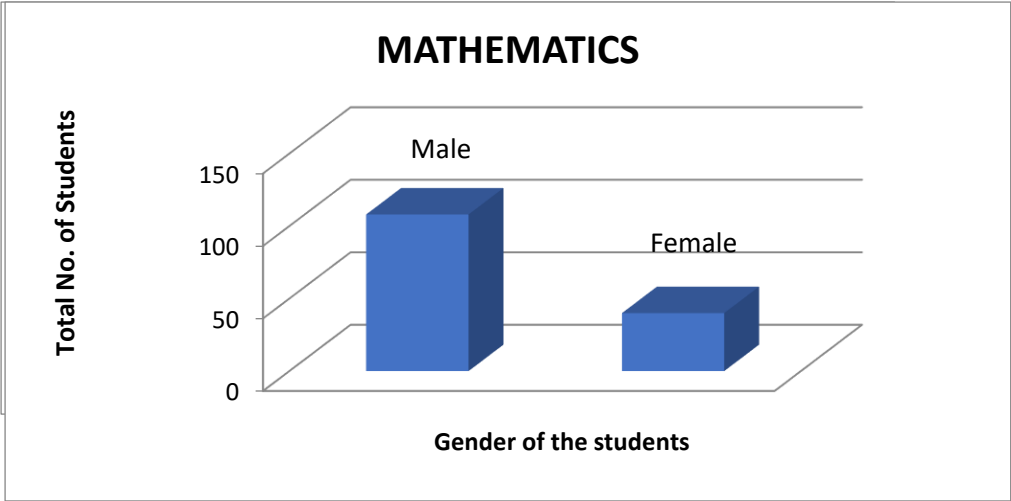
COURSES	MALE	FEMALE	THIRD GENDER
BIO-CHEMISTRY	43	62	0
BOTANY	28	57	0
CHEMISTRY	71	62	0
COMPUTER SC.	119	31	0
ECONOMICS	73	71	0
ELECTRONICS	22	7	0
ENVIRONMENTAL SCIENCE	24	28	0
GEOGRAPHY	89	135	0
GEOLOGY	75	45	0
MATHEMATICS	108	40	0
MICROBIOLOGY	69	102	0
PHYSICS	130	41	0
PSYCHOLOGY (BSCH)	31	138	0
STATISTICS	117	75	0
ZOOLOGY	95	127	0
INDUSTRIAL FISH AND FISHERIES(M)	240	68	0
B.SC.(GENERAL WITH PURE SC.)	81	46	0

GENDER MAPPING OF B.SC DEPARTMENTS(UG) IRRESPECTIVE OF SEMESTERS:

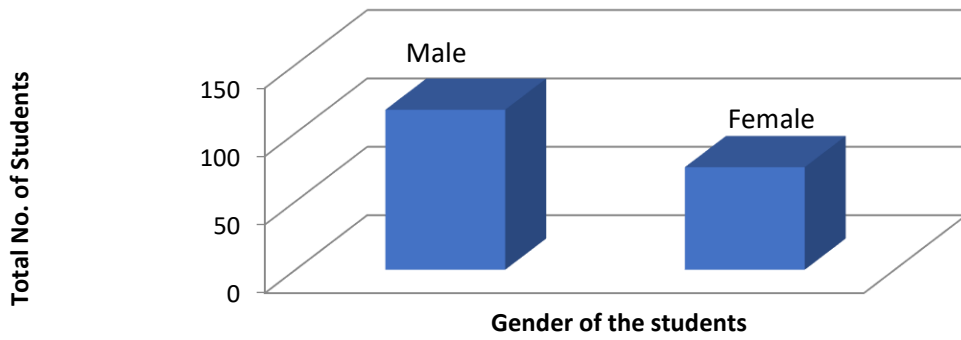




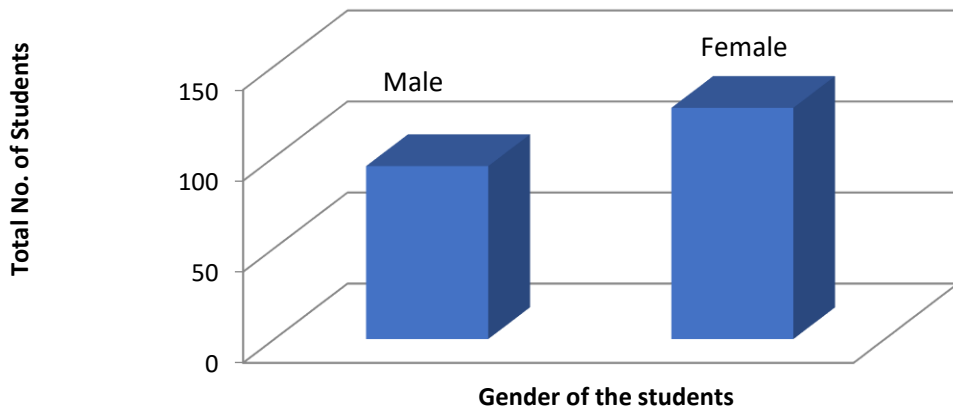




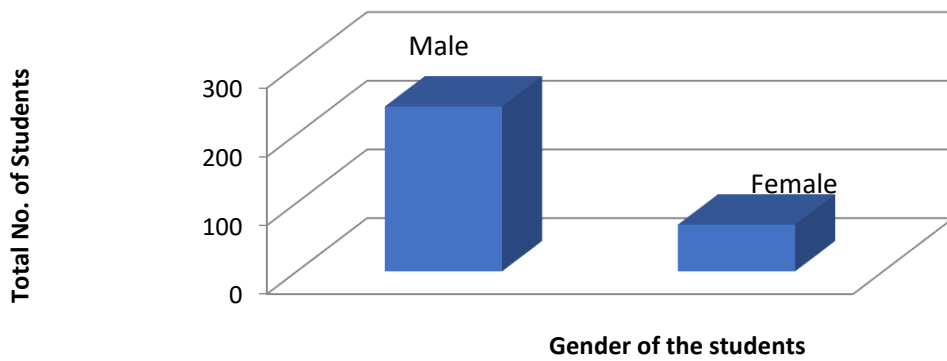
STATISTICS

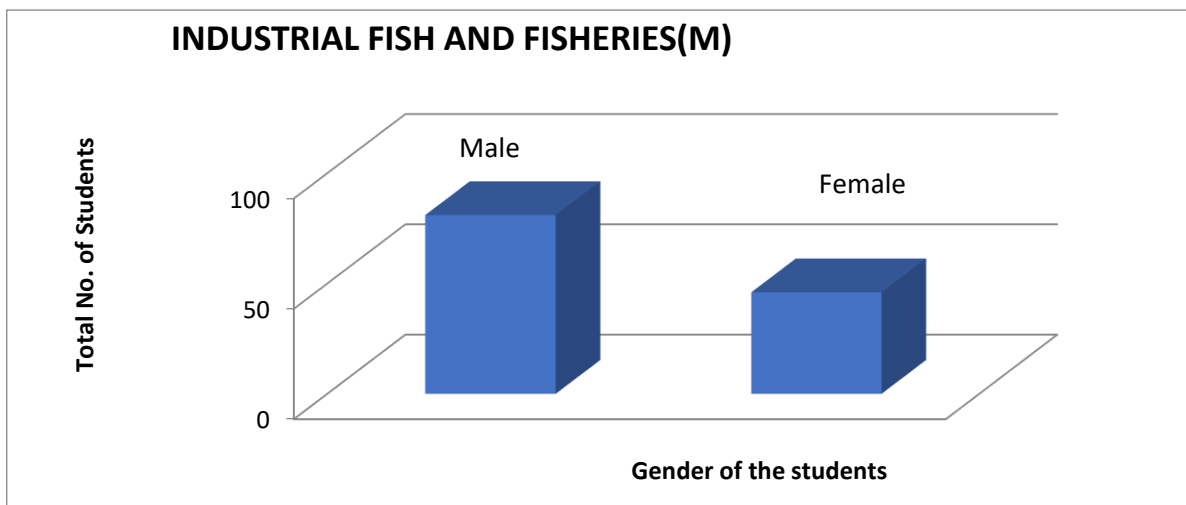


ZOOLOGY



B.SC.(GENERAL WITH PURE SC.)





Semester wise gender enrollment of PG

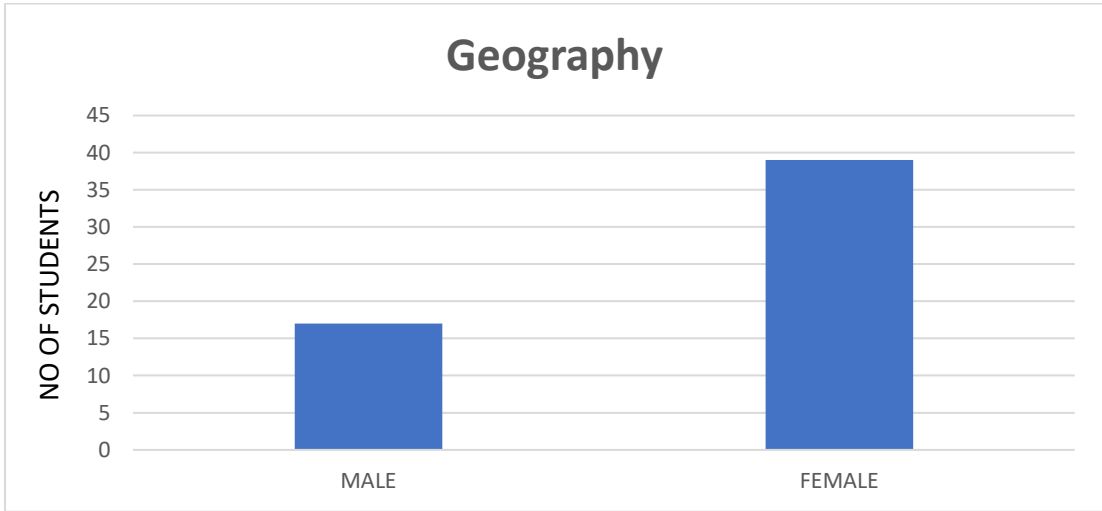
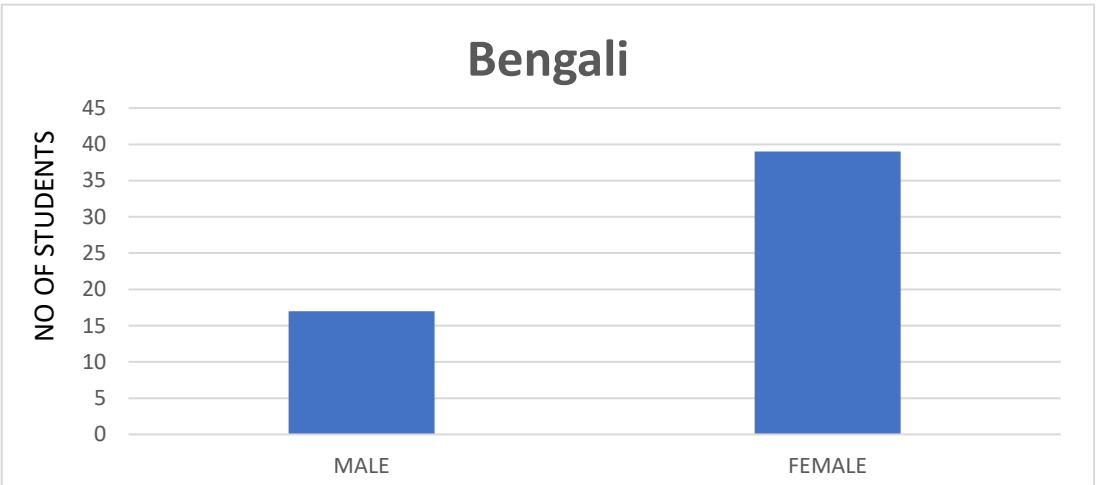
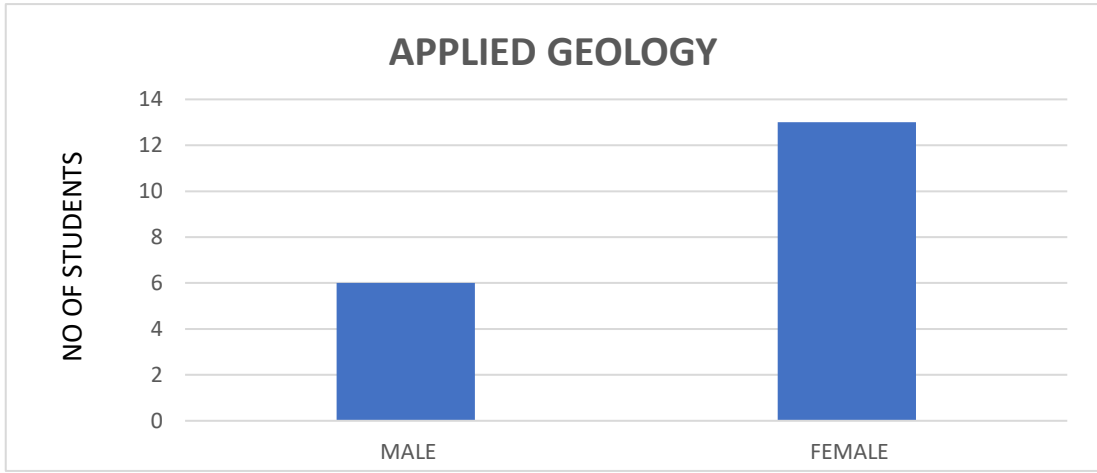
Semester	Male	Female
Semester I	46	104
Semester III	55	106

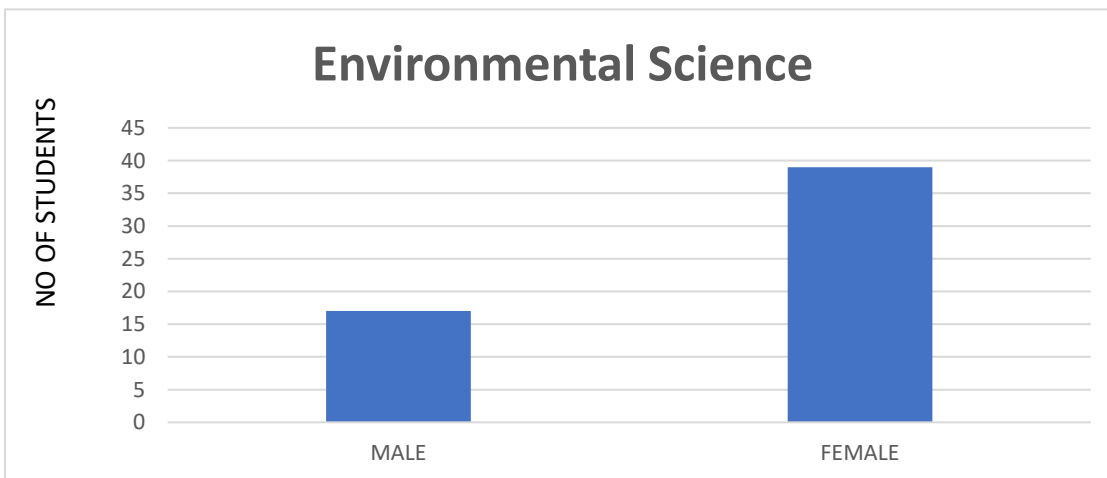
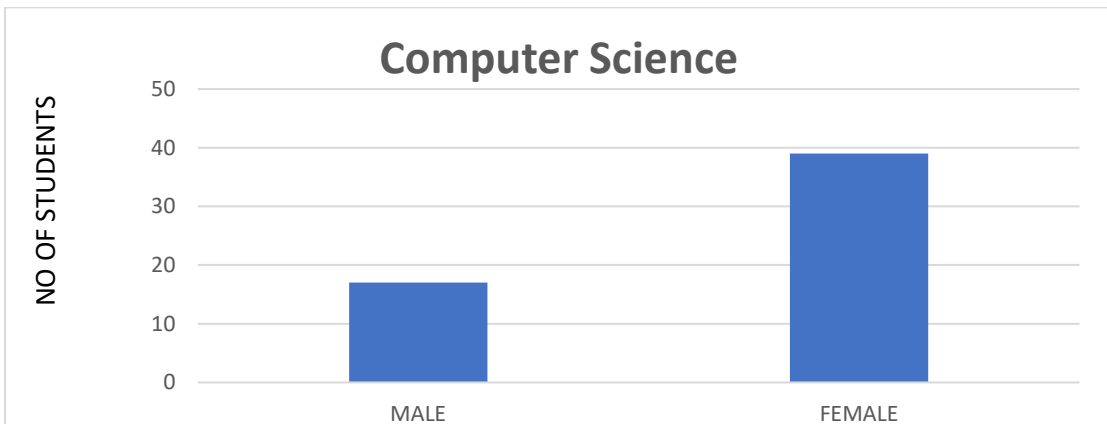
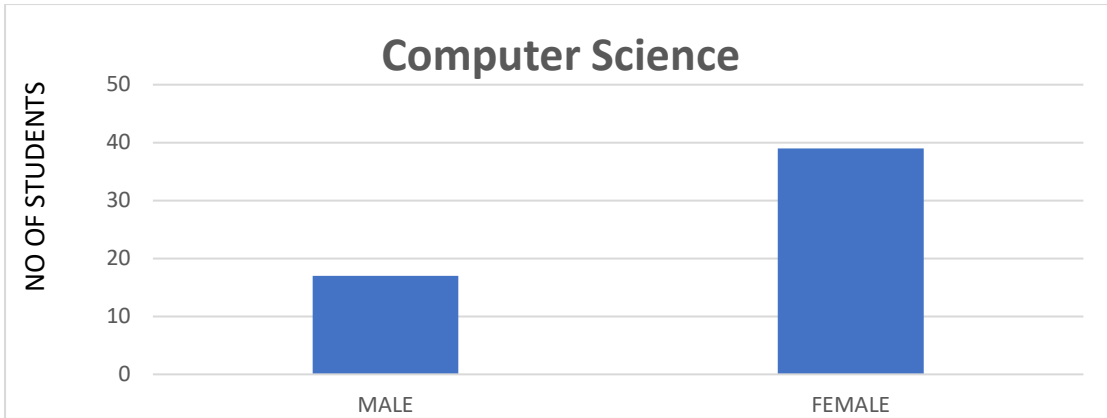
Interpretation :

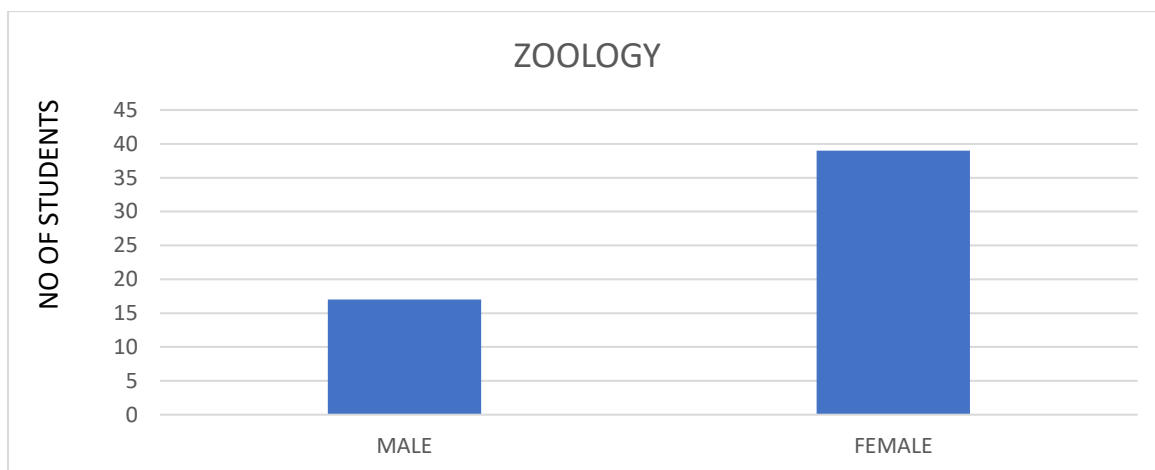
The data reflects that the ratio of female students pursuing post-graduation is much higher than their male counterparts. The representation of third gender is nil, which is an issue that needs to be addressed.

Department wise gender enrollment of PG

Courses	MALE	FEMALE
APPLIED GEOLOGY (PG)	6	13
BENGALI (PG)	37	35
COMPUTER SCIENCE (PG)	17	20
ENVIRONMENTAL SCIENCE (PG)	17	24
GEOGRAPHY (PG)	18	40
ZOOLOGY (PG)	17	39







Event on gender sensitisation held on International Women's day 2023

The theme of this year's International Women's Day is 'DigitALL: Innovation and Technology for Gender Equality'. The theme focuses on a gender-equal world that is free from bias, stereotypes and discrimination- a world that is diverse, equitable and inclusive- a society where difference is valued and celebrated. This gender-equal world can only be realised if one understands that women/girls are essential to success and progress in every aspect of our society and that no great global challenge of our time can be solved if half of the population is left behind.

Images from the One Day Seminar on The Sex- Gender System : Thinking across the Nature – Culture Binary conducted on the International Women's Day , 2023 at the Asutosh College Centenary Building by Dr. Ritu Sen Chaudhuri.



23.03.2023 13:21
 22.52823, 88.34437
 33/R, Jatin Das Park, Patuapara, Bhowanipore, Kolkata, West
 Bengal 700025



23.03.2023 12:33
22.5287, 88.3442
25, Kalighat Rd, Jatin Das Park, Patuapara, Bhowanipore,
Kolkata, West Bengal 700025




Asutosh College
International Women's Day Celebration 23
23.03.2023 13:49
45Q 638239 2491970 (±38m)
Altitude: -24m
25, Kalighat Rd, Jatin Das Park, Patuapara, Bhowanipore,
Kolkata, West Bengal 700025, India

Table 1: General Survey of Gender Equity in the Year 2022-2023

Source: Student Survey: 2022-2023

Statistical Representation

SL NO.	QUESTION	STRONG LY AGREE	AGREE	NEUTRAL	DISAGREE	STRONG LY DISAGREE
1	Conducts gender sensitization programmes	61.30%	19.40 %	15%	3.30%	1%
2	Raises awareness about sexual harassment	24.80%	52.60 %	17.80%	4.80%	0.00%
3	Established grievance redressal cell	82.10%	16.10 %	1.80%	0.00%	0.00%
4	Equal opportunity for all genders	47.03%	40.90 %	10.20%	1.06%	0.00%
5	Equal opportunity for all genders in co-curricular activities	31.07%	54.03 %	13.50%	0.50%	0.00%
6	Values the importance of Transgenders	23.60%	53%	21.50%	1.90%	0.00%
7	Equal opportunity for all genders to participate in clubs and forums	54.08%	33.90 %	9.70%	1.60%	0.00%
8	Equal opportunity for impartial expression of ideas	38%	50.50 %	9.40%	2.10%	0.00%

9	Adequate support services and resources are available	30%	58.50 %	9.30%	2.20%	0.00%
10	Equal access to scholarships and financial aid is provided	54.80%	29.60 %	14%	1.60%	0.00%
11	Are you aware of College Grievance and Redressal Cell in your College?	Yes - 89.10		No : 10.9		
12	The classroom offers equal opportunities to all genders.	78.10%	15.20 %	6.10%	0.60%	0.00%
13	The college offers equal opportunities to all genders on sports	70.20%	21.60 %	7.30%	0.90%	0.00%
14	There is equal opportunity to all genders to work with various clubs and forums	61.30%	12.80 %	24.40%	1.50%	0.00%
15	There is equal opportunity to all genders for free and fair expression of ideas	52.05%	39.60 %	7.24%	1.11%	0.00%

ANALYSIS

- From the survey, it is evident that a significant majority, comprising 61.3% strongly agree, indicating a notable level of support for these programmes. Additionally, 19.4% of the participants, agree with the college's initiatives in conducting gender sensitization programmes.. A notable proportion of respondents, 15%, expressed a neutral stance, neither strongly agreeing nor disagreeing with the gender sensitization programmes. A smaller percentage, 3.3%, disagreed with the programmes, while 1% strongly disagreed.

These results highlight the overall positive perception of the college's gender sensitization initiatives. The significant agreement and strong agreement percentages indicate that these programmes are effective in promoting gender sensitivity and fostering an inclusive environment in the campus.

- Among the respondents, 24.8% strongly agreed with the college's initiatives, indicating a significant level of support for the gender consciousness programmes including those that raise awareness about sexual harassment. Additionally, a majority

of 52.6% agreed with the initiatives, showcasing a positive reception among the participants. However, a notable percentage of 17.8% responded neutrally, neither agreeing nor disagreeing with the programmes. On the other hand, a meagre percentage of 4.8% disagreed with the programme.

3. The results indicate that a significant majority, comprising 83.1% of the respondents answered positively, confirming their knowledge about the existence of a Grievance Redressal cell. This suggests that the college has taken proactive measures to address grievances and provide a mechanism for resolving issues within the institution. On the other hand, 16.1% of the respondents answered negatively, indicating that they are unaware of the existence of a Grievance Redressal cell or the college does not have such a system in place.

These results underscore the importance of having a Grievance Redressal Cell, as it plays a crucial role in ensuring a fair and supporting environment for gender issues.

4. The results indicate that a majority of respondents, with 40.9% agreeing and 47.3% strongly agreeing, perceive that equal opportunities are extended to students of all genders in the classroom. This demonstrates a positive perception of the college's efforts in creating an inclusive learning environment. A minority of respondents, 10.2%, expressed a neutral stance, neither strongly agreeing nor disagreeing. A very small percentage, 1.6%, disagreed with the statement. Notably, no respondents strongly disagreed, indicating that there is no strong opposition regarding the notion of equal opportunities in the classroom.

5. The findings indicate that a majority of respondents, with 54.3% agreeing and 31.7% strongly agreeing, perceive that the college provides equal opportunities to individuals of all genders in co-curricular activities. This reflects a positive perception of the college's efforts in promoting inclusivity and fairness in these activities. A notable portion of respondents, 13.5%, expressed a neutral stance, neither agreeing nor disagreeing. Out of the total respondents, only 0.5%, disagreed with the statement.

6. The results indicate that a significant portion of respondents, with 23.6% strongly agreeing and 53% agreeing, perceive that the college recognizes and values the importance of inclusiveness for transgender individuals. This suggests a positive perception of the college's efforts in promoting an inclusive environment for the community. A considerable number of respondents, 21.5%, expressed a neutral stance,

neither strongly agreeing nor disagreeing. Additionally, 1.9% of respondents disagreed with the statement. Notably, there were no respondents who strongly disagreed.

7. The findings indicate that a majority of respondents, with 33.9% agreeing and 54.8% strongly agreeing, perceive that all genders have an equal chance to join in various clubs and forums in the college. This suggests a positive perception of the college's efforts in promoting gender inclusivity and providing equal opportunities for participation. A smaller portion of respondents, 9.7%, expressed a neutral stance, neither strongly agreeing nor disagreeing. Additionally, 1.6% of respondents disagreed with the statement. Importantly to note, there are no respondents who strongly disagreed.

8. The findings indicate that a significant majority of respondents, with 50.5% agreeing and 38% strongly agreeing, perceive that all genders have an equal opportunity for the open and impartial expression of ideas. This suggests a positive perception of the college's efforts in fostering an inclusive and respectful environment for idea sharing. A notable portion of respondents, 9.7%, expressed a neutral stance, neither agreeing nor disagreeing. Additionally, a small percentage of respondents, 2.1%, disagreed with the statement. Importantly, there were no respondents who strongly disagreed.

9. The findings indicate that a majority of respondents, with 58.5% agreeing and 30% strongly agreeing, perceive that the college provides adequate support resources, including counseling and career guidance, for students of all genders. This suggests a positive perception of the college's efforts in addressing the needs and well-being of all students. A notable portion of respondents, 9.3%, expressed a neutral stance, neither agreeing nor disagreeing.

10. The findings indicate that a majority of respondents, with 29.6% agreeing and 54.8% strongly agreeing, perceive that the management provides equal access to scholarships and financial aid for students of all genders. This suggests a positive perception of the college's efforts in promoting equal education opportunities. A significant portion of respondents, 14%, expressed a neutral stance, neither agreeing nor disagreeing. Additionally, a small percentage of respondents, 1.6%, disagreed with the statement.

11) It is observed that about 89.1% of the students have said yes about the fact that they are aware of the grievance and redressal cell of the college. This indicates that the college believes in providing healthy environment to the students. But about 10.9% of the students are unaware of it.

12) The percentage indicates that about 78% of the students strongly agree that the classroom offers equal opportunities to all genders, while 15.2% of the students agreed to it. This shows that the college strongly supports gender equality and believes that no one should be left behind. About 6.10% of the students are unable to decide whereas 0.6% disagree to it. None of the students strongly disagree to it.

13) It is observed from the results that the majority i.e. 70.20% of the students strongly agreed and 21.6% agreed to the fact that the college offers equal opportunities to all the genders on sports. This shows that the college has taken strong initiative to promote sports among the students irrespective of the gender. However 7.3% respondents have taken a neutral stand to it. A small section of students, about 0.9% have disagreed to it whereas no one has strongly disagreed.

14) The figures in the table indicate that about 61.3% of the students strongly agreed and 12.8% agreed to the fact that the college offers equal opportunities to all genders to work with various clubs and forums. Thus it can be concluded that the college supports all the genders. However a large section of the students, about 24% respondents have taken a neutral stand to it. A small section of students, about 1.5% have disagreed to it whereas no one has strongly disagreed.

15) It is seen that a large number of respondents about 52.5% strongly agreed and 39.60% agreed that the college offers equal opportunities to all genders for free and fair expression of ideas. Thus it can be concluded that the college supports all the genders. About 7.24% respondents have not given any response.. A small section of students, about 1.11% have disagreed to it whereas no one has strongly disagreed.

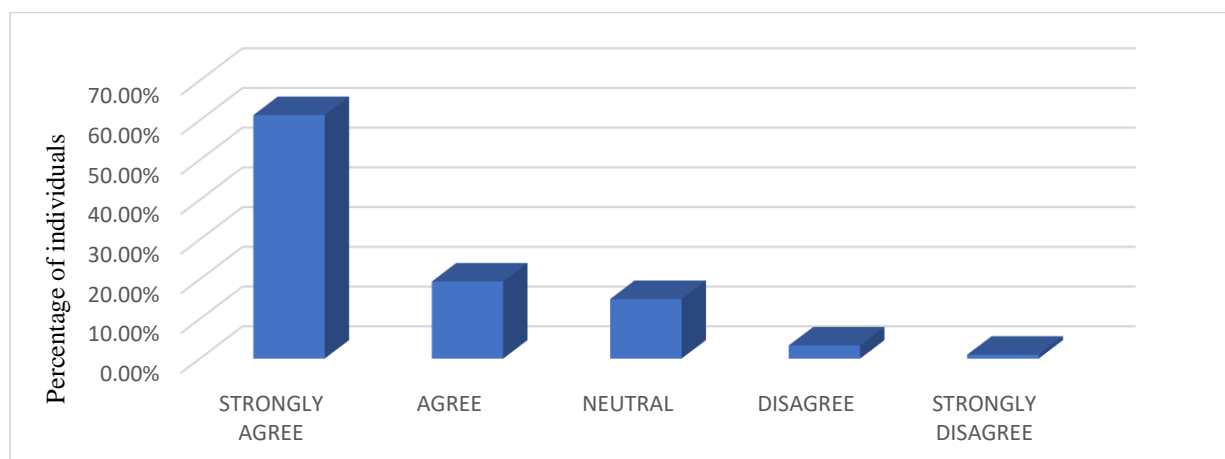


Fig 1. Conducts gender sensitization programmes.

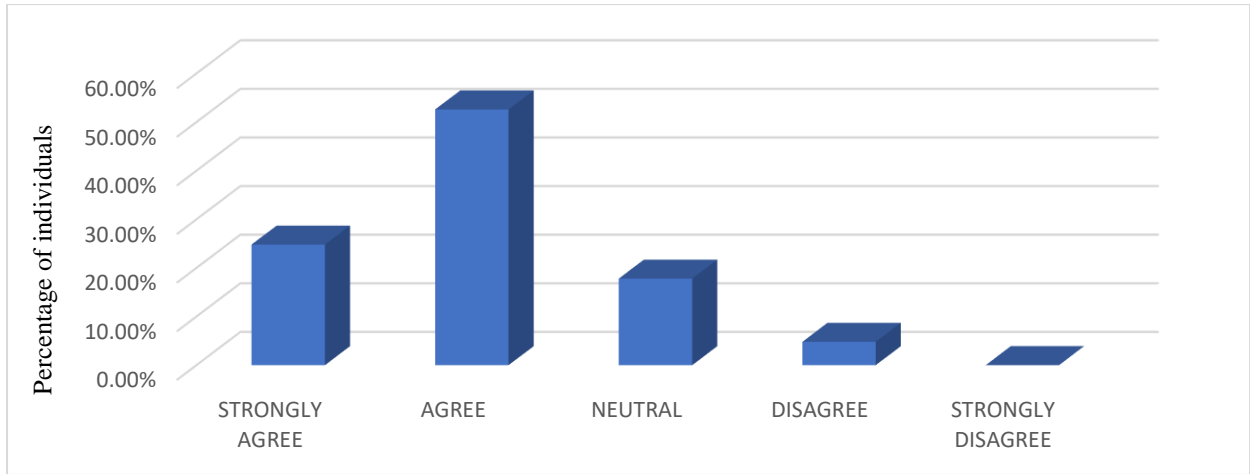


Fig 2. Raises awareness about sexual harassment

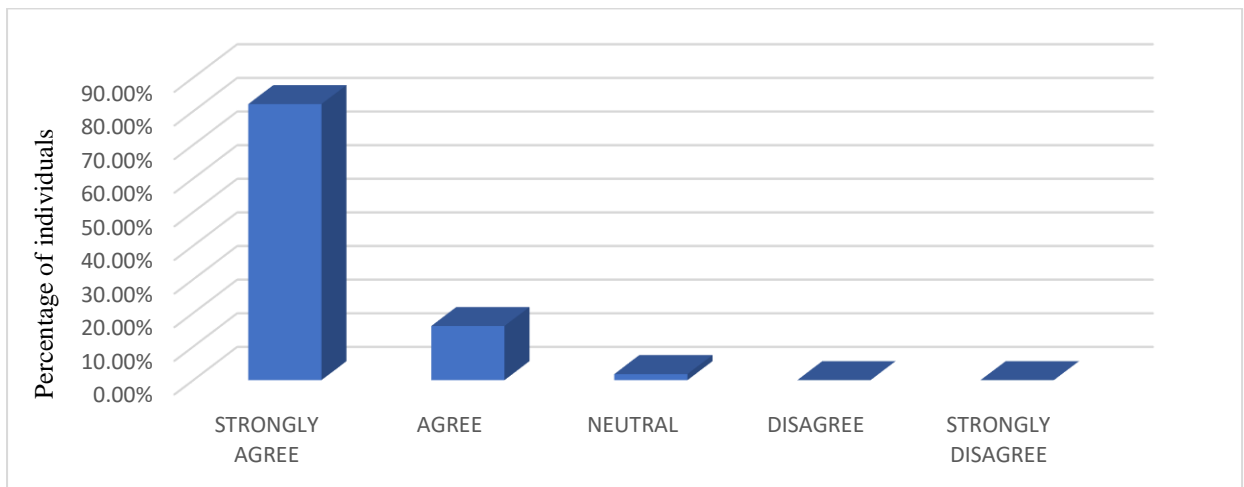


Fig 3. Established grievance redressal cell

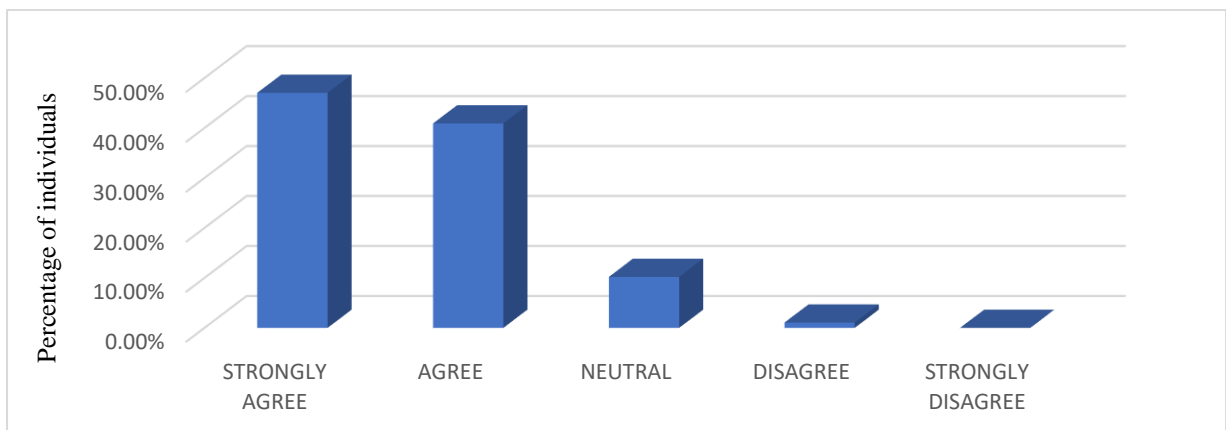


Fig 4. Equal opportunity for all genders

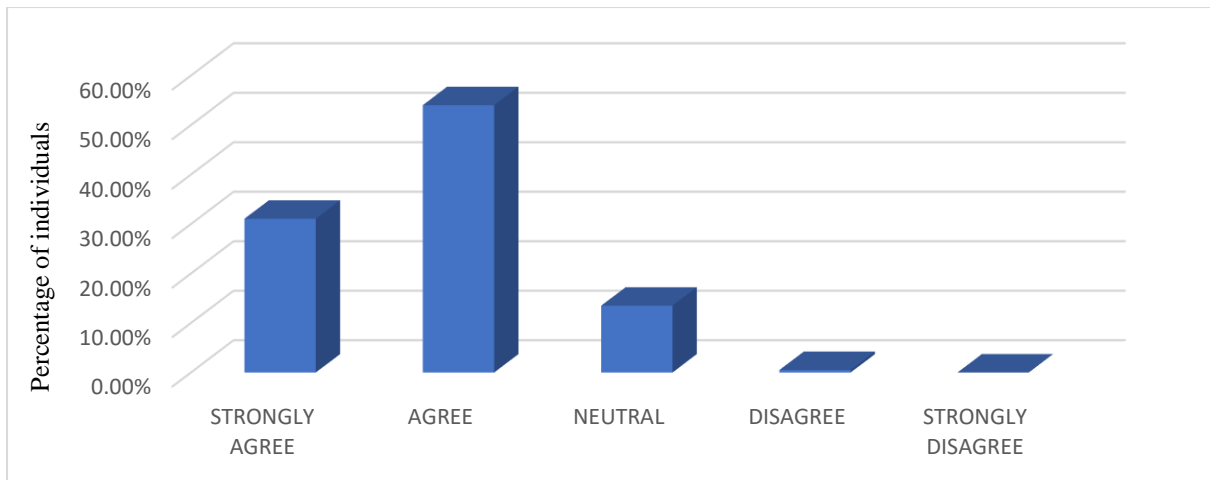


Fig 5. Equal opportunity for all genders in co-curricular activities

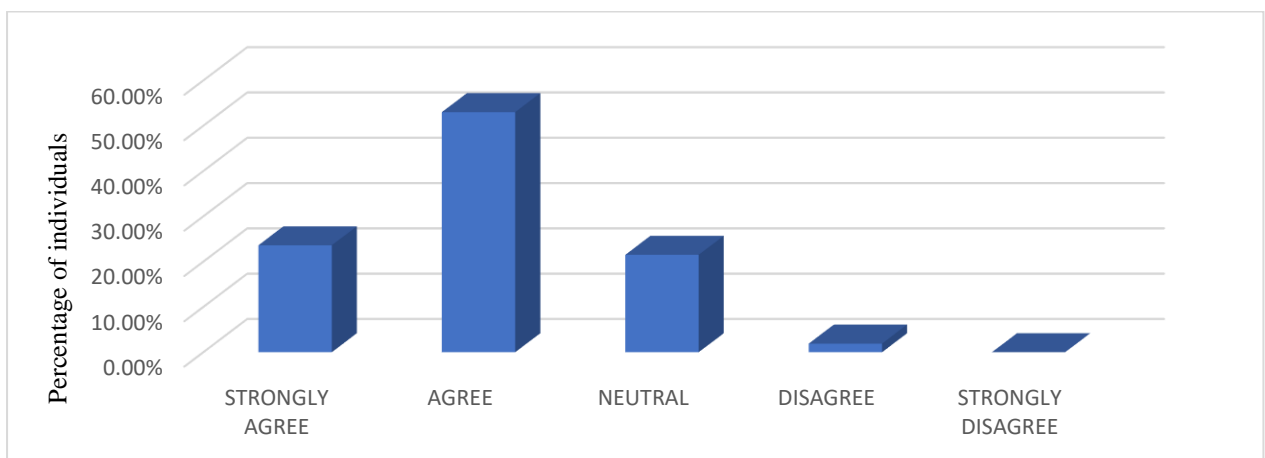


Fig 6. Values the importance of Transgenders

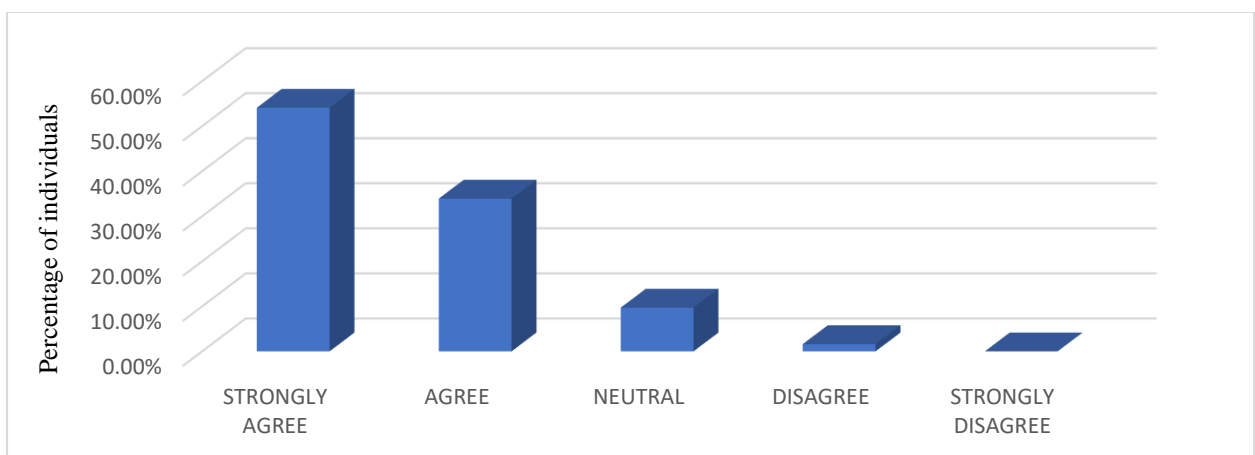


Fig 7. Equal opportunity for all genders to participate in clubs and forums

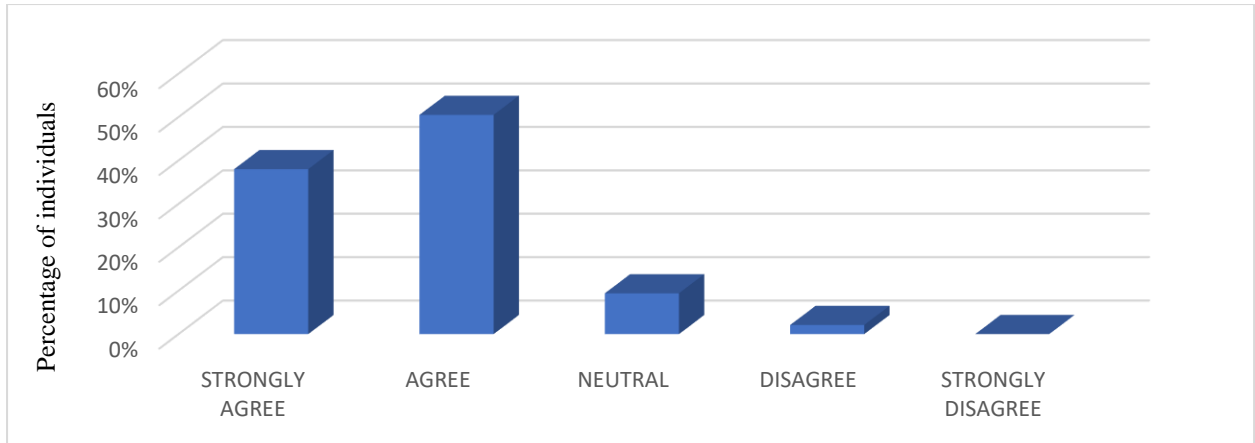


Fig 8. Equal opportunity for impartial expression of ideas

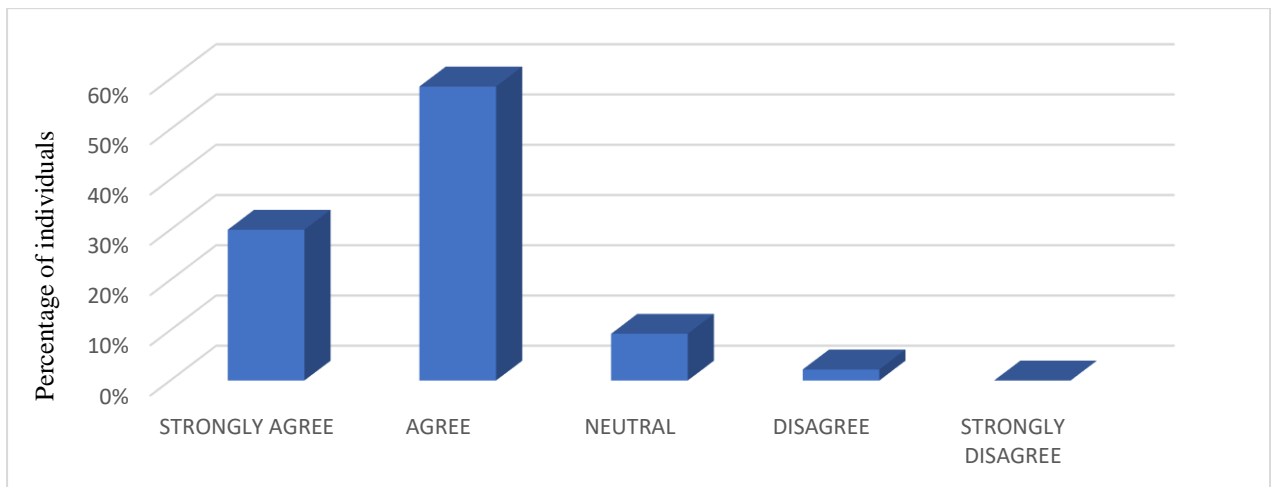


Fig 9 : Adequate support services and resources are available

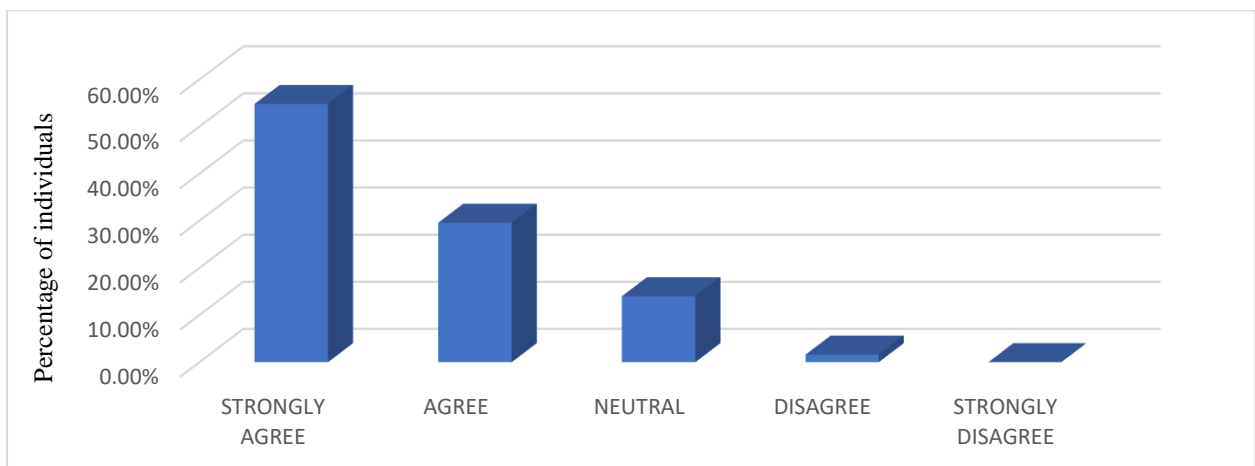


Fig 10. Equal access to scholarships and financial aid is provided

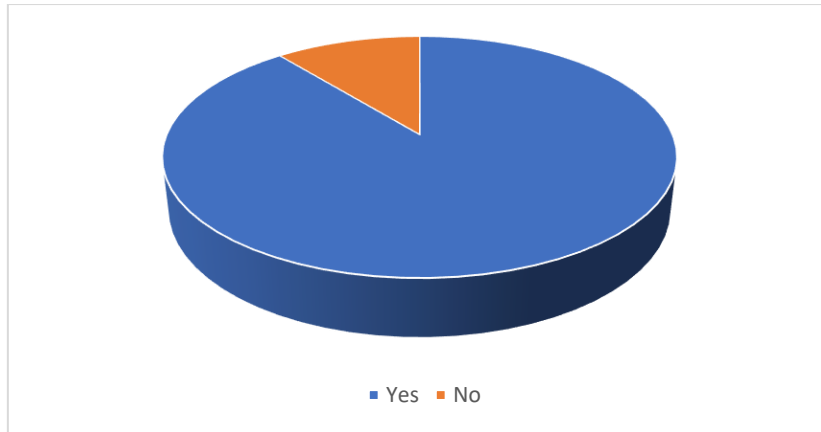


Fig 11. Aware of College Grievance and Redressal Cell in your College

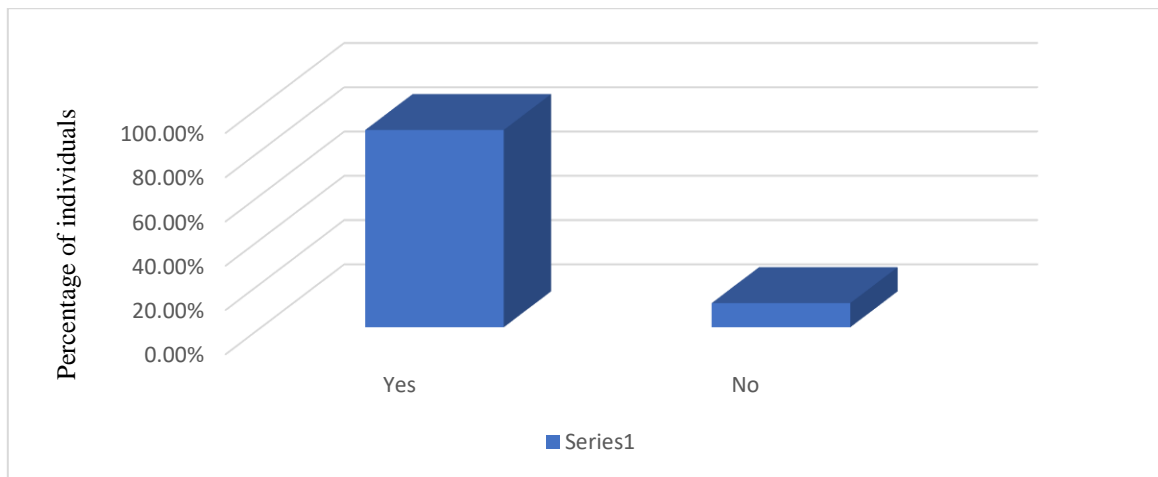


Fig 11. Are you aware of College Grievance and Redressal Cell in your College?

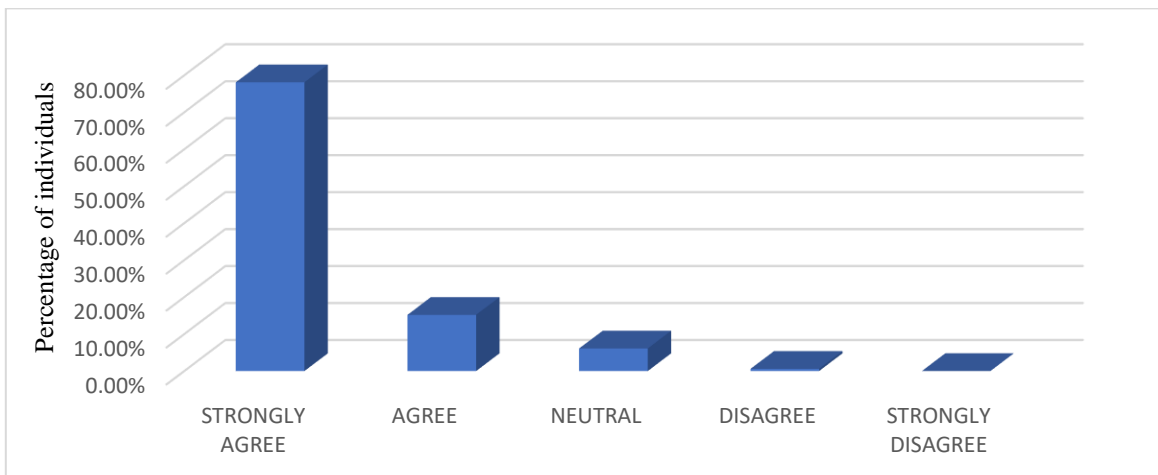


Fig 12. The classroom offers equal opportunities to all genders.

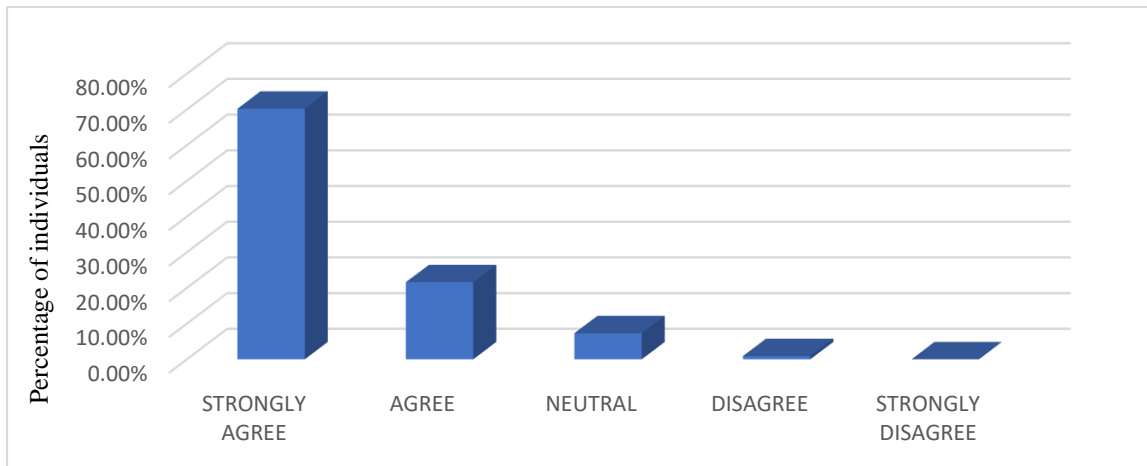


Fig 13. The college offers equal opportunities to all genders on sports

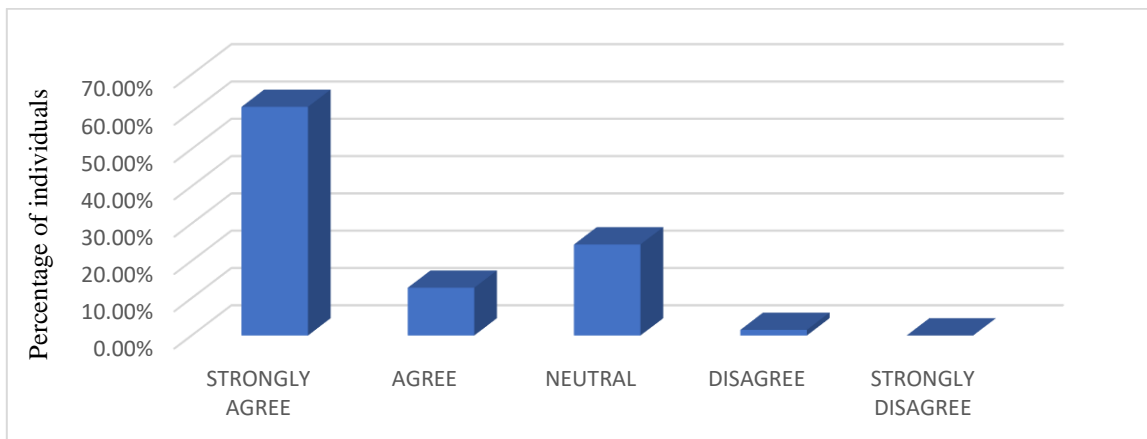


Fig 14. There is equal opportunity to all genders to work with various clubs and forums

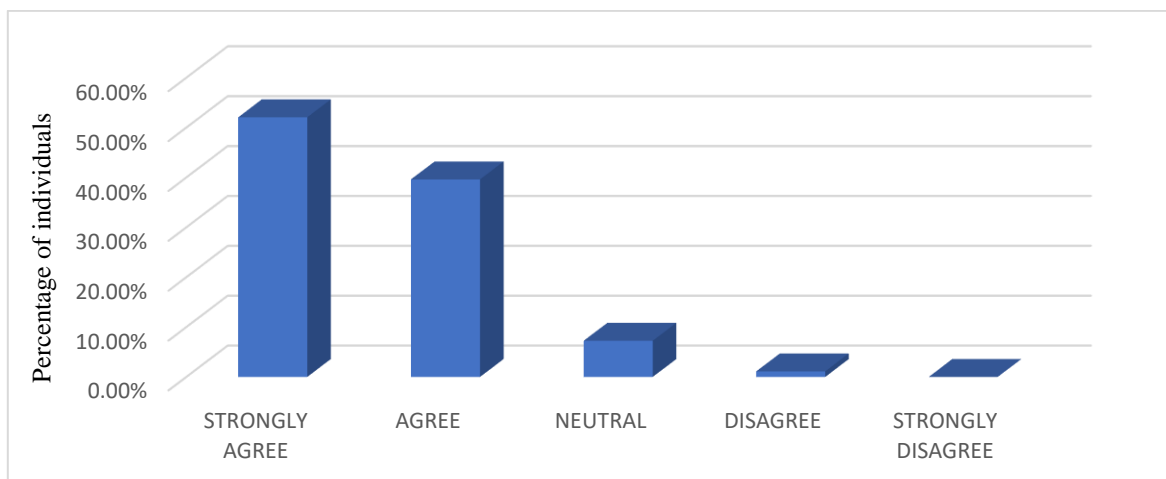


Fig 15. There is equal opportunity to all genders for free and fair expression of ideas

Key Findings From The Survey

1. Gender sensitization programs promote inclusivity and fairness.
 2. Sexual harassment awareness and grievance cell address complaints.
 3. Equal opportunities provided for all genders in co-curricular activities.
 4. Recognition and value for third-gender individuals.
 5. Equal access to clubs, forums, scholarships, and financial aid.
 6. Adequate support services and resources available.
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Recommendations evolved from the Audit Report:

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1. Enhance conduction of gender sensitization programs.
 2. Address neutral responses effectively.
 3. Increase awareness about Grievance Redressal Cell.
 4. Promote equal opportunities in co-curricular activities.
 5. Maintain an inclusive classroom environment.
 6. Provide facilities for rest for women during menstruation, pregnancy and other health related issues.
 7. Ensure cleaner washrooms and increased its number.
 8. Strengthen support services for all genders.
 9. Create 'self-space' for individuals belonging to the LGBTQIA+ Spectrum.
 10. Create an environment where LGBTQIA + feels secure and comfortable with their identity.
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Conclusion

Gender sensitization programmes of Asutosh College have received significant support, indicating their effectiveness in promoting inclusivity. Establishment of a Grievance Redressal Cell has been positively perceived by stake holders. The college's efforts in providing equal access to scholarships, promoting inclusivity in co-curricular activities and recognizing the importance of inclusiveness for third gender individuals have been appreciated. Respondents perceived equal opportunities for expressing ideas and participating in committees and forums. It was worthy to note that the Teachers' Council Secretary, the IQAC coordinator of the college are the female faculties of the college and the Governing body of the college also has significant female representation.

Equal opportunities for all non-teaching staff in the college were appreciated. It was affirmed that the college is very vigilant regarding issues of any kind of gender harassments and endeavours to provide a safe and secure ambiance conducive to all genders.



The institution ensures that students are made aware of the available scholarships and provides easy access to the same. Meritorious students belonging to economic-backward families irrespective of gender are offered Swami Vivekananda Scholarship. *Kanyashree* Scholarship is offered to girl students, specifically to those belonging to socio-economically disadvantaged families. These scholarships provide equal opportunities for all students, thereby enabling access to education for all genders. Various measures like formal introduction of the Third Gender option in college forms, meetings with the representative of the Students' Union regarding gender equity, installation of CCTV cameras for safety and security purposes, introduction of Project *Sukanya* which provides self-defense training for girl students were initiated. Such adequate support services and resources for students of all genders were met with a positive response.

With regard to privileges and leaves, gender equity has been maintained by the institution with no discrimination with regard to gender. Depending on their gender, members of the teaching and non-teaching staff can avail maternity/paternity leave.

The findings of this gender-audit highlight the importance of maintaining inclusivity and equal opportunities to ensure a positive educational experience. This survey has helped the institution to identify its strengths and ways to further promote gender sensitivity, inclusivity, and equal opportunities, while also identifying the challenges present and the areas that may require improvement, thereby allowing the institution to address the concerns and make necessary changes to create a more inclusive and supportive environment for all.

GENDER AUDIT TEAM

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	<p>Dr. Rina Kar Datta</p>	<p>Associate Professor in Philosophy, Teachers Council Secretary</p>	 <p>SECRETARY TEACHERS' COUNCIL ASUTOSH COLLEGE</p>
 <p>SCF</p>	<p>Dr. Bidisha Maitra Sen</p>	<p>Assistant Professor in IFF.</p>	 <p>ASSISTANT PROFESSOR DEPT. OF INDUSTRIAL FISH & FISHERIES ASUTOSH COLLEGE KOLKATA-700026</p>
	<p>Dr. Tathagata Ray Chaudhuri</p>	<p>Associate Professor in Botany.</p>	



QUESTIONNAIRE FOR GENDER AUDIT

	Control objective	Option
1	The college conducts gender sensitization programmes as a part of its Curriculum	Strongly agree
		Agree
		No opinion
		Disagree
		Strongly disagree
2	The college conducts gender awareness programmes, such as addressing of sexual harassment, as a part of its curriculum.	Strongly agree
		Agree
		No opinion
		Disagree
		Strongly disagree
3	Adequate number of toilets are available in the campus for women.	Strongly agree
		Agree
		No opinion
		Disagree
		Strongly disagree
4	Adequate facilities are available inside the toilet , keeping in mind the need of the girl students/ female professors/staff. Adequate disposal bins are available in the toilet for the said purpose.	Strongly agree
		Agree
		No opinion
		Disagree
		Strongly disagree
5	Adequate lighting is available inside the campus during night, including but not limited to, adequate light in corridor, class rooms, common areas, toilets etc.	Strongly agree
		Agree
		No opinion
		Disagree
		Strongly disagree
6	Adequate security arrangements have been made in the campus and common areas during day and night.	Strongly agree
		Agree
		No opinion
		Disagree
		Strongly disagree
7	A Women Empowerment Cell is set up in the college and students are aware about the cell.	Strongly agree
		Agree
		No opinion
		Disagree
		Strongly disagree