

# ASUTOSH COLLEGE



## GENDER AUDIT REPORT 2021 - 2022

Prepared by -

*Women Empowerment & Gender Equity Cell*

*Asutosh College*

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## **Introduction**

A gender audit in the realm of education is like peering into the heart and soul of an institution, a process of deep introspection and a blueprint for transformative action, all through the lens of gender equality. It's a discerning examination that assesses how well an educational institution provides a "safe and secure" haven for every student, faculty member, and administrative staff member, regardless of gender.

This collaborative audit journey unveils the institution's strengths and vulnerabilities in terms of integrating gender equality into its very fabric. It encourages all stakeholders to engage in a thoughtful dialogue, a mirror that reflects the institution's progress and shortfalls concerning gender-related issues.

Drawing inspiration from the ILO Manifesto, gender auditing sharpens the focus on various vital areas. It seeks to weave gender concerns seamlessly into an institution's objectives, programs, and budget. It also evaluates the institution's existing gender expertise and knowledge management, examining the systems and tools in place for ensuring gender equality and the staffing and human resources policies aimed at achieving gender balance.

Asutosh College took the bold step of conducting a gender audit under the guidance of IQAC to make its campuses more inclusive and equitable. The audit was a quest to unravel the hidden gender dynamics within the institution, aiming to ensure that gender balance is not just a lofty goal but a tangible reality. It probed into the gender ratios across the college and its departments, examining the inequalities experienced by students. The ultimate goal was to transform the college into a secure and supportive sanctuary for everyone, irrespective of their gender.

In the pursuit of gender equity, the college aspired to create a welcoming environment where every individual can flourish, realize their potential, and contribute their unique talents, unburdened by the shackles of societal biases or discriminatory gender norms.

## **Introducing Asutosh College**

Asutosh College, a prestigious institution in Kolkata, boasts a rich legacy that dates back to its establishment. Founded in 1916 by the trailblazer of modern education in India, Sir Asutosh Mukherjee, the college originally bore the name South Suburban College. In 1924, following the demise of its esteemed founder, it was rechristened Asutosh College. Its initial purpose was to cater to the educational requirements of South Calcutta/Kolkata, yet it swiftly transcended these local boundaries.

In due course, Asutosh College evolved into a preeminent centre of learning, not only within Kolkata but also across the wider landscape of West Bengal and its neighbouring states. The institution is

committed to nurturing the holistic development of its students, instilling humanistic values, and fostering respect for diverse cultures as an integral part of their lives. It places a strong emphasis on the significance of knowledge, nurturing students into visionaries poised for excellence in any chosen profession.

Asutosh College extends to its students an array of opportunities, allowing them to harness their full potential. The institution's commitment to an inclusive environment is exemplified through the gender audit conducted by a dedicated team. This comprehensive assessment revealed that the college offers an environment where students, faculty, and support staff have equal access to a wide spectrum of activities.

It's important to note that gender equity, in the context of Asutosh College, transcends mere parity in program offerings and facilities for all genders. It signifies that all genders enjoy a diverse array of activities and program options that align with their distinct needs and interests.

Having meticulously evaluated the feedback provided by various stakeholders, it is evident that their collective perspective regarding program planning and college activities is notably positive. This feedback underscores that the college has effectively implemented policies and programs aimed at promoting gender equity and cultivating an 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 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 Rossetti '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	



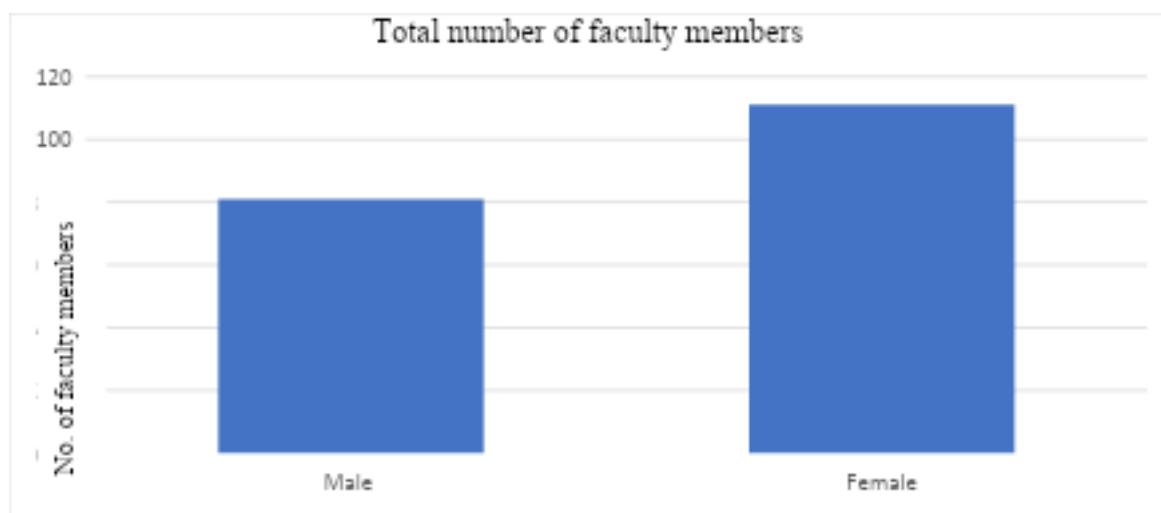
Sanskrit	3	CC7- Indian Social Institutions and Polity	1, 2	Varna system and caste system  Origin of caste system from inter-caste marriages  Position of women in the society; brief survey of position of women in different stages of society  Position of Women in Mahabharata  Praise of women in the Bharatsamhita of Varahamihira	2
Bengali UG	2	CC 4- 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 feminism	60
	4	SEC B- Feminist Philosophy	C	Feminist philosophy	2

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

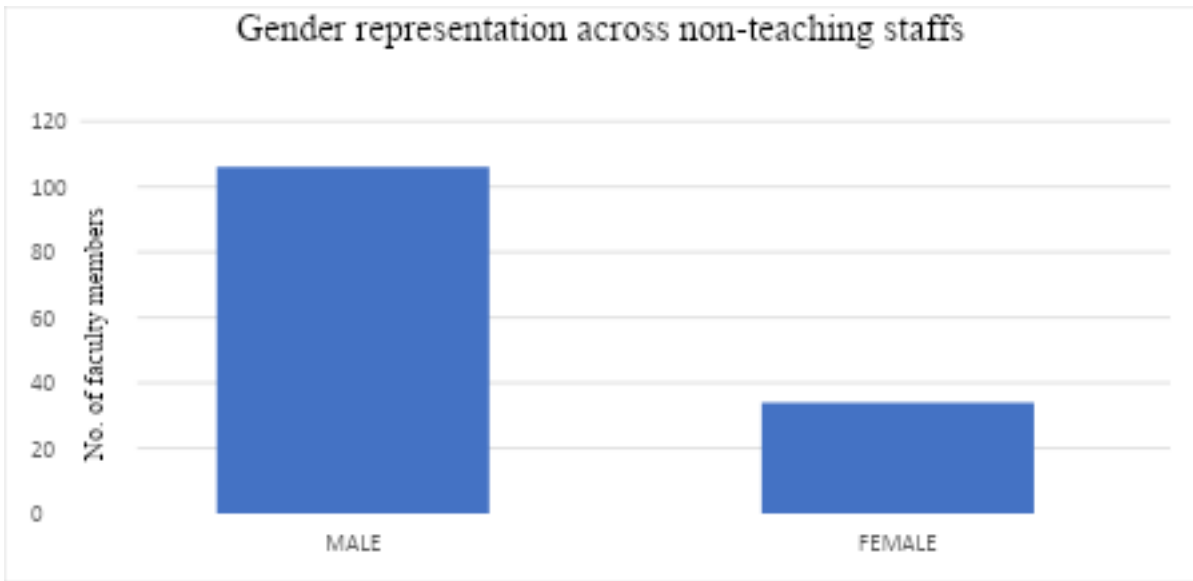
**Gender Distribution among faculty members of the college :**

Gender	Total number of faculty members
Male	81
Female	111



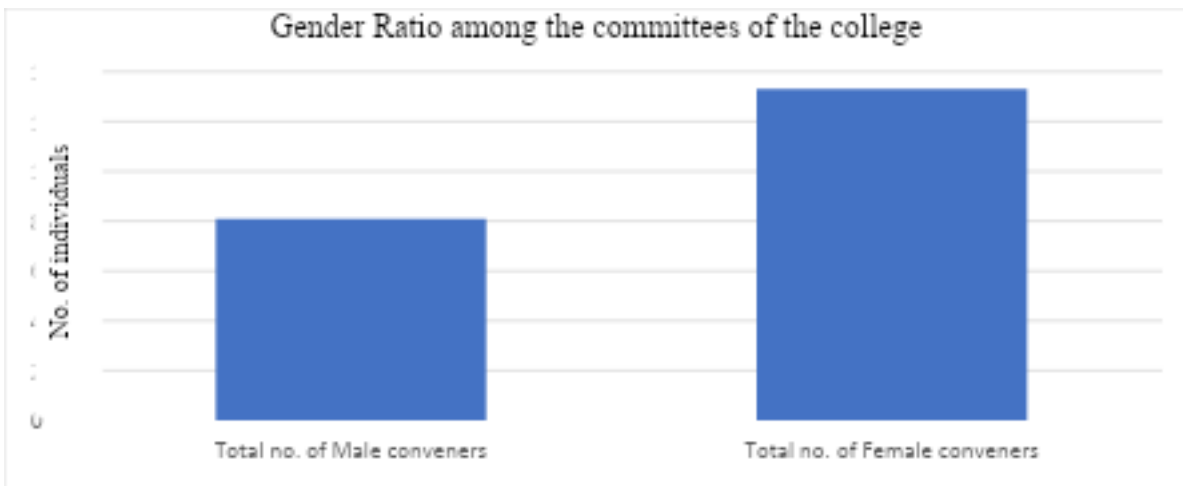
**Table 3: Gender profile of non-teaching staff (2021-2022)**

MALE	FEMALE	TOTAL
106	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.

<b>DEPARTMENT WISE GENDER MAPPING FOR ALL UG BA, BBA AND BVOC. COURSES</b>			
COURSES	MALE	FEMALE	THIRD GENDER
BENGALI	75	149	0
COMMUNICATIVE ENGLISH (M)	64	75	0
ENGLISH	154	239	0
HISTORY	95	96	0
JOURNALISM AND MASS COMMUNICATION	96	148	0
PHILOSOPHY	49	57	0
POLITICAL SCIENCE	104	99	0
PSYCHOLOGY (BAH)	14	49	0
SANSKRIT	26	28	0
SOCIOLOGY	59	100	0
B.A.(GENERAL)	530	421	0
B.B.A	165	103	0
B.VOC	134	29	0

#### **Analysis of Findings:**

##### **1. BENGALI:**

- Female enrollment (149) is higher than male enrollment (75), indicating a higher interest or preference among females for the Bengali course.

##### **2. COMMUNICATIVE ENGLISH (M):**

- Female enrollment (75) is slightly higher than male enrollment (64). This could suggest a balanced interest in the course among both genders.

##### **3. ENGLISH:**

- Female enrollment (239) is higher than male enrollment (154), indicating a significant interest among females in the English course.

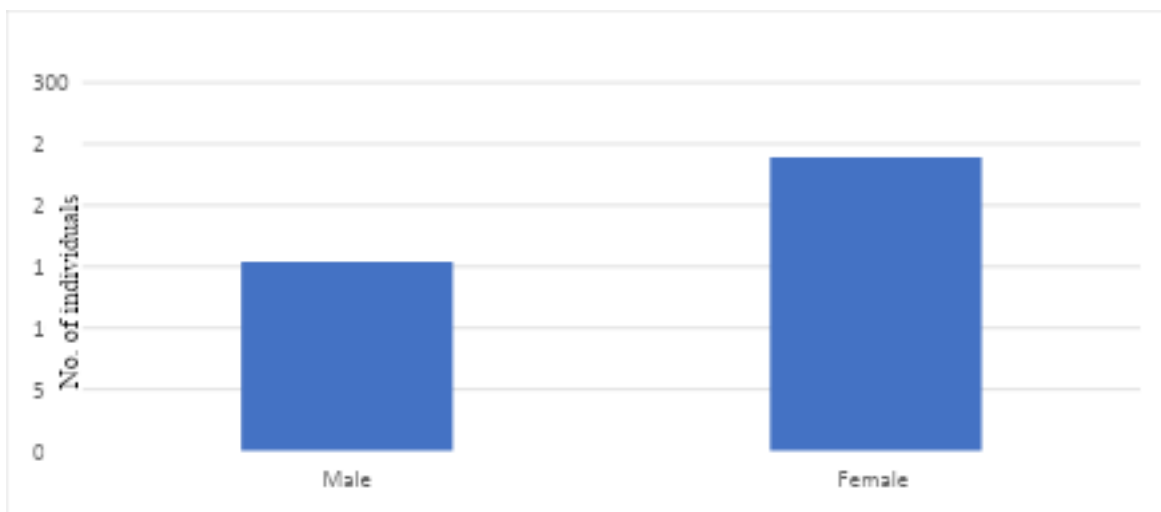
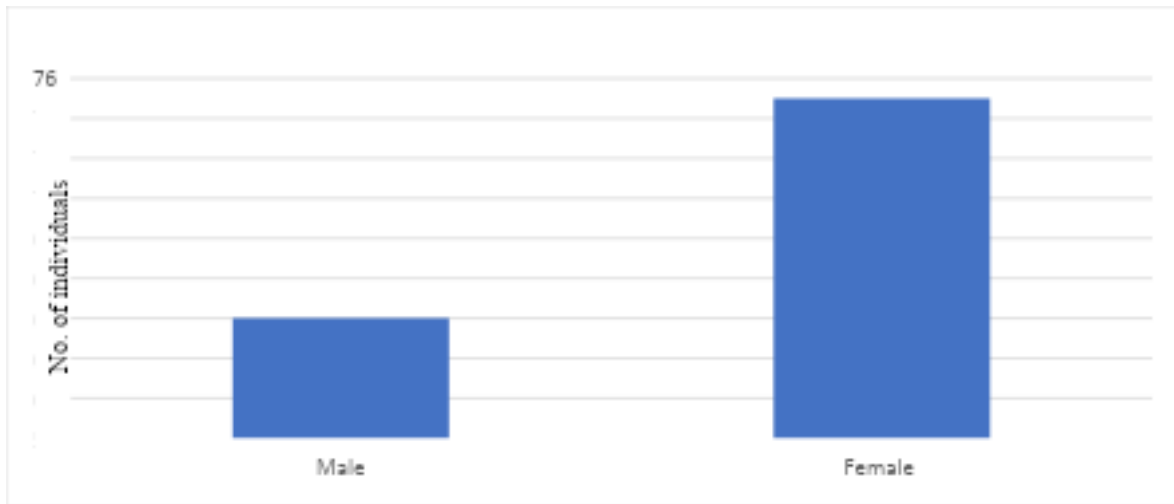
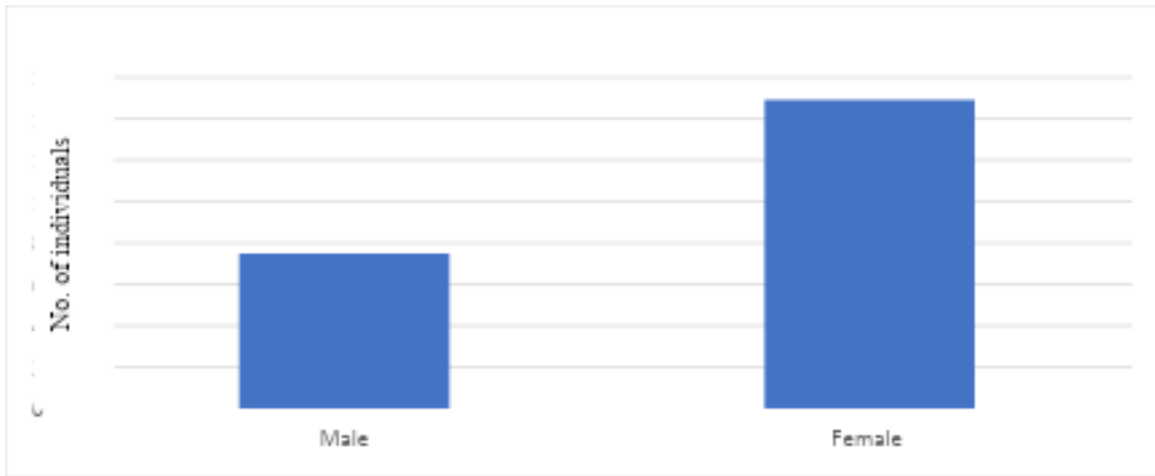
##### **4. HISTORY:**

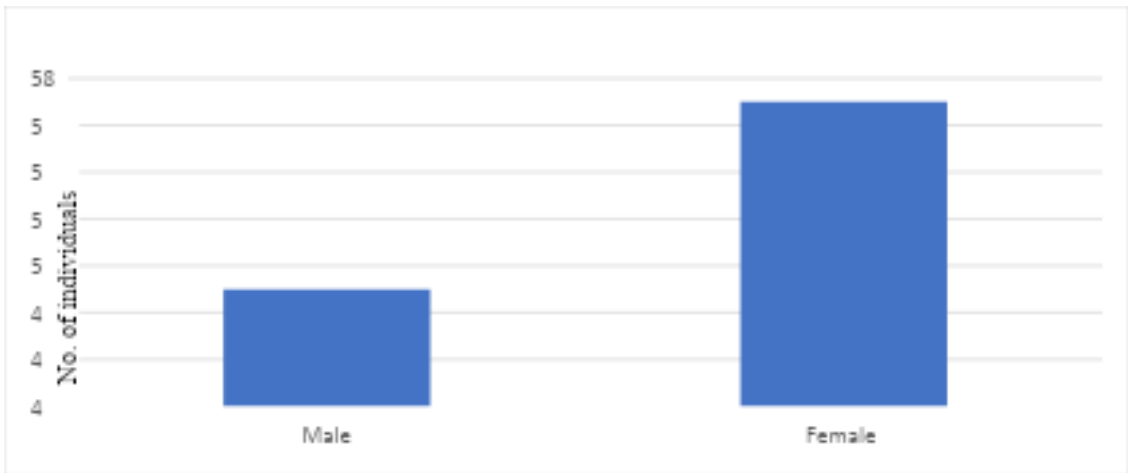
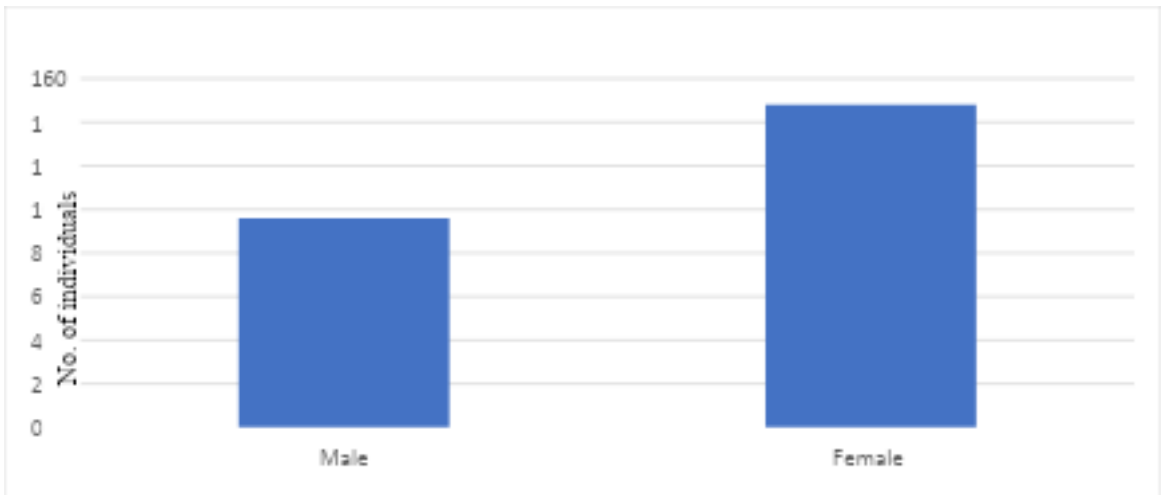
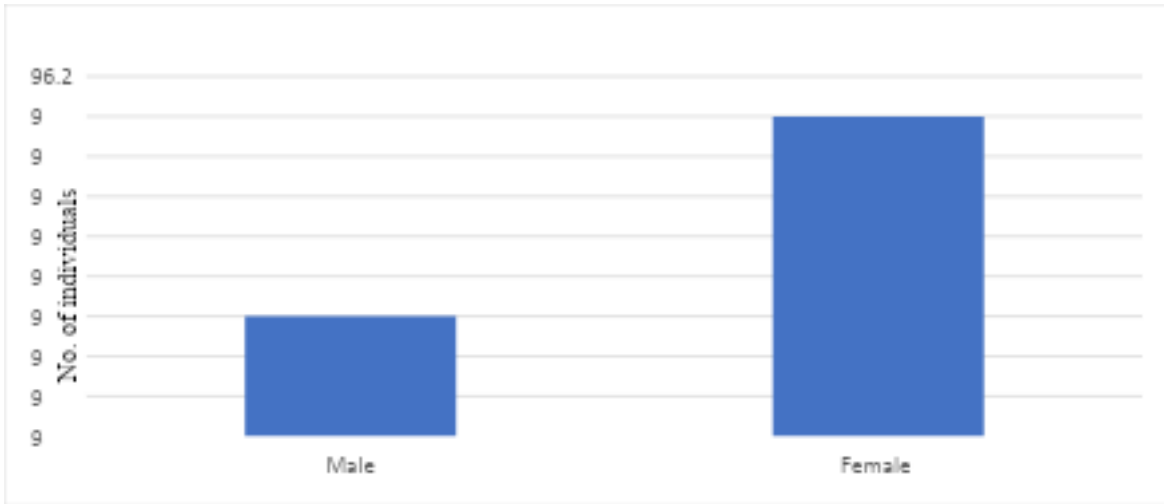
- Male and female enrollments are quite similar, with a slightly higher number of males (95) than females (96). The course seems to attract both genders relatively equally.

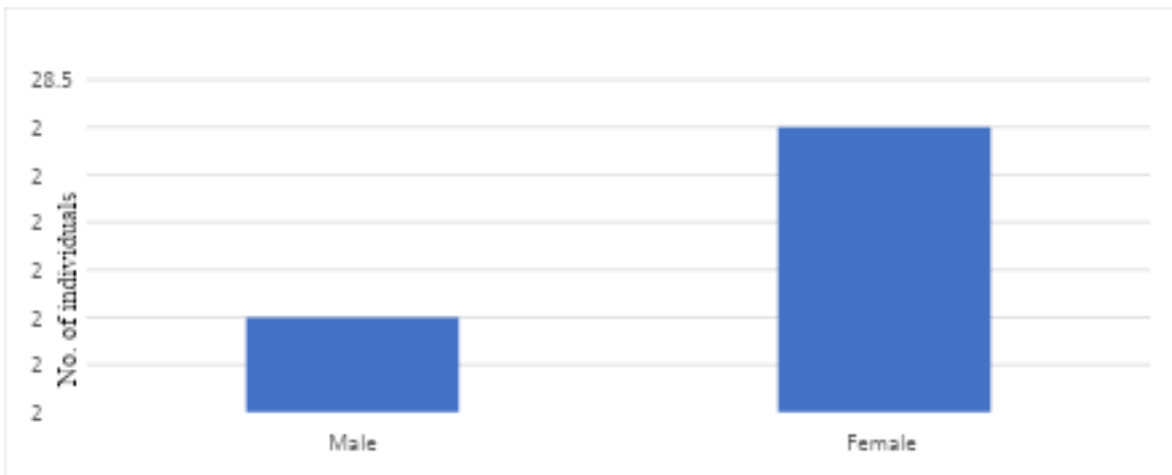
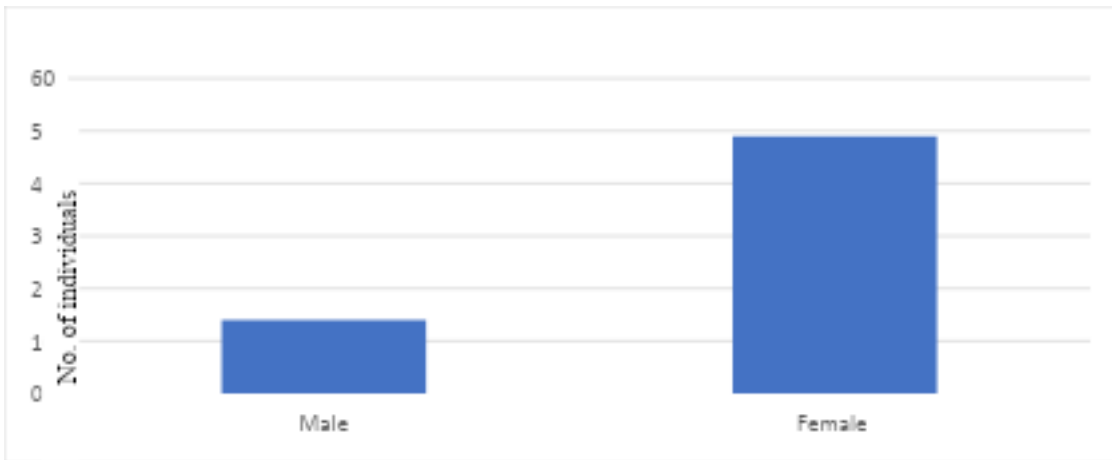
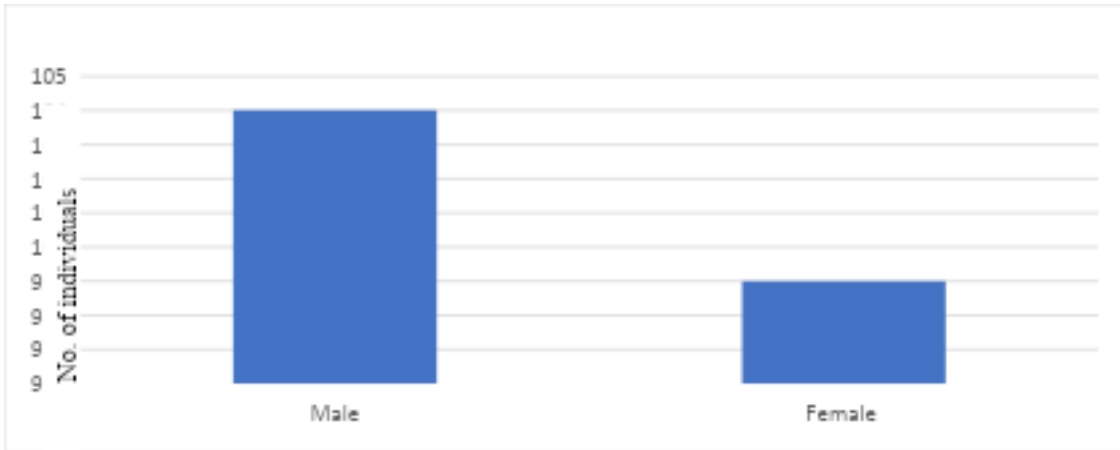
##### **5. JOURNALISM AND MASS COMMUNICATION:**

<ul style="list-style-type: none"> <li>Female enrollment (148) is higher than male enrollment (96), suggesting a stronger interest among females in the Journalism course.</li> </ul>
<b>6. PHILOSOPHY:</b>
<ul style="list-style-type: none"> <li>Female enrollment (57) is slightly higher than male enrollment (49), indicating a balanced or slightly higher interest among females in Philosophy.</li> </ul>
<b>7. POLITICAL SCIENCE:</b>
<ul style="list-style-type: none"> <li>Male and female enrollments are similar, with a slightly higher number of males (104) than females (99). The course attracts both genders relatively equally.</li> </ul>
<b>8. PSYCHOLOGY (BAH):</b>
<ul style="list-style-type: none"> <li>Female enrollment (49) is significantly higher than male enrollment (14), indicating a stronger interest among females in Psychology.</li> </ul>
<b>9. SANSKRIT:</b>
<ul style="list-style-type: none"> <li>Female enrollment (28) is slightly higher than male enrollment (26). The course seems to attract both genders relatively equally.</li> </ul>
<b>10. SOCIOLOGY:</b>
<ul style="list-style-type: none"> <li>Female enrollment (100) is higher than male enrollment (59), indicating a stronger interest among females in Sociology.</li> </ul>
<b>11. B.A.(GENERAL):</b>
<ul style="list-style-type: none"> <li>Male enrollment (530) is higher than female enrollment (421), suggesting a stronger interest among males in the B.A.(GENERAL) course.</li> </ul>
<b>12. B.B.A:</b>
<ul style="list-style-type: none"> <li>Male enrollment (165) is higher than female enrollment (103), suggesting a stronger interest among males in the B.B.A course.</li> </ul>
<b>13. B.VOC:</b>
<ul style="list-style-type: none"> <li>Male enrollment (134) is significantly higher than female enrollment (29), indicating a stronger interest among males in the B.VOC course.</li> </ul>
<b>Potential Reasons or Interpretations:</b>
<ul style="list-style-type: none"> <li><b>Subject-specific Preferences:</b> The data suggests that certain subjects attract more students of one gender over the other, indicating potential subject-specific preferences.</li> </ul>
<ul style="list-style-type: none"> <li><b>Career Aspirations:</b> The gender disparities may reflect societal norms and expectations regarding career choices, with certain fields traditionally perceived as more suitable for one gender.</li> </ul>
<ul style="list-style-type: none"> <li><b>Societal Trends:</b> The enrollment patterns could be influenced by broader societal trends, where certain subjects or fields are currently more popular or valued.</li> </ul>
<ul style="list-style-type: none"> <li><b>Educational Access:</b> Disparities in enrollment may also be influenced by differences in access to education among different genders, reflecting broader social and cultural contexts.</li> </ul>
In summary, the findings provide insights into the distribution of students across different courses, highlighting potential areas for further investigation into societal and cultural factors influencing educational choices.

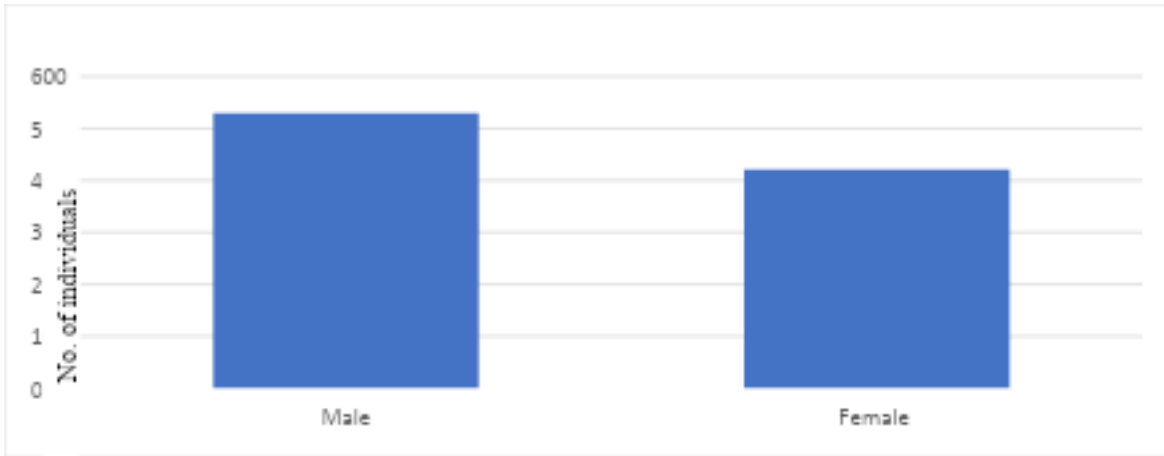
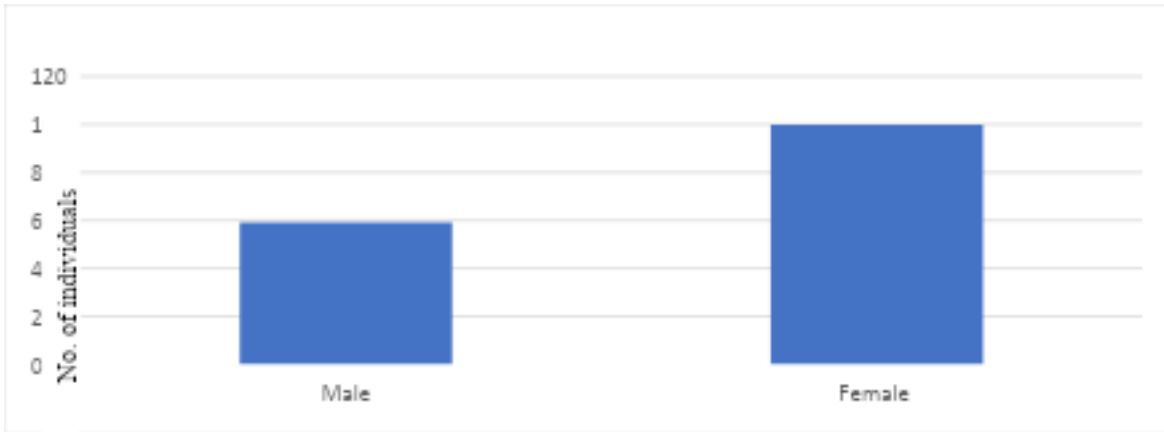
**GENDER MAPPING OF B.A DEPARTMENTS(UG) IRRESPECTIVE OF SEMESTERS**





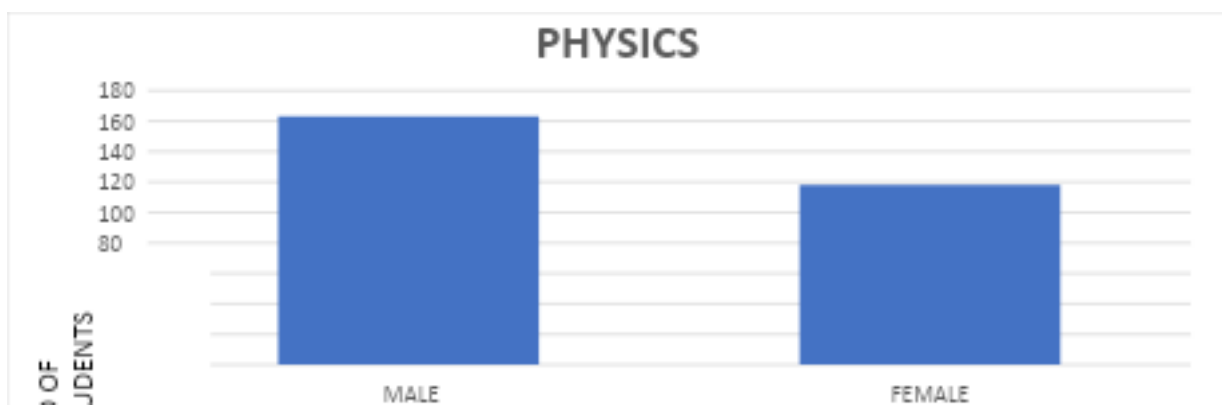
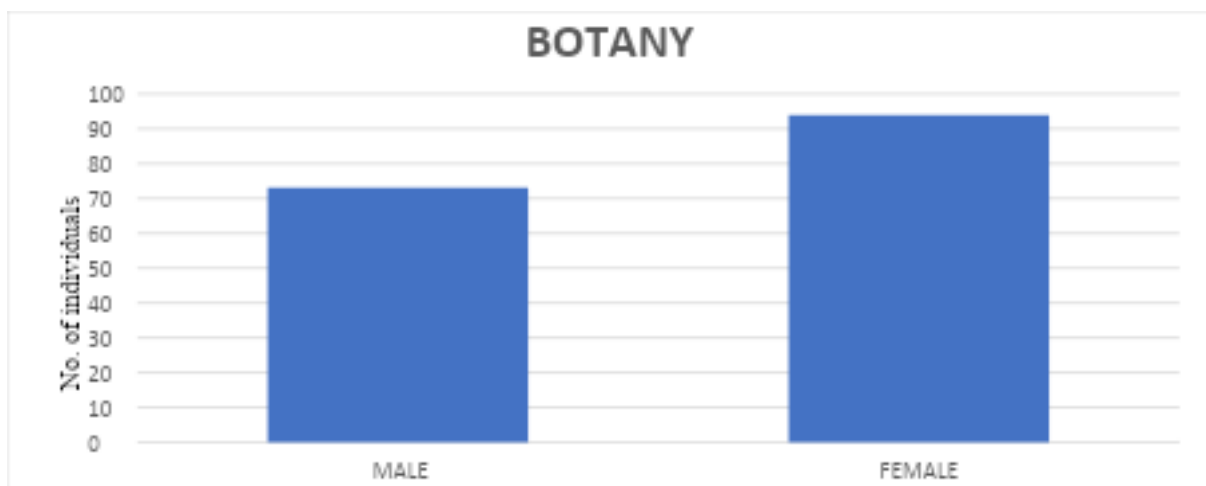
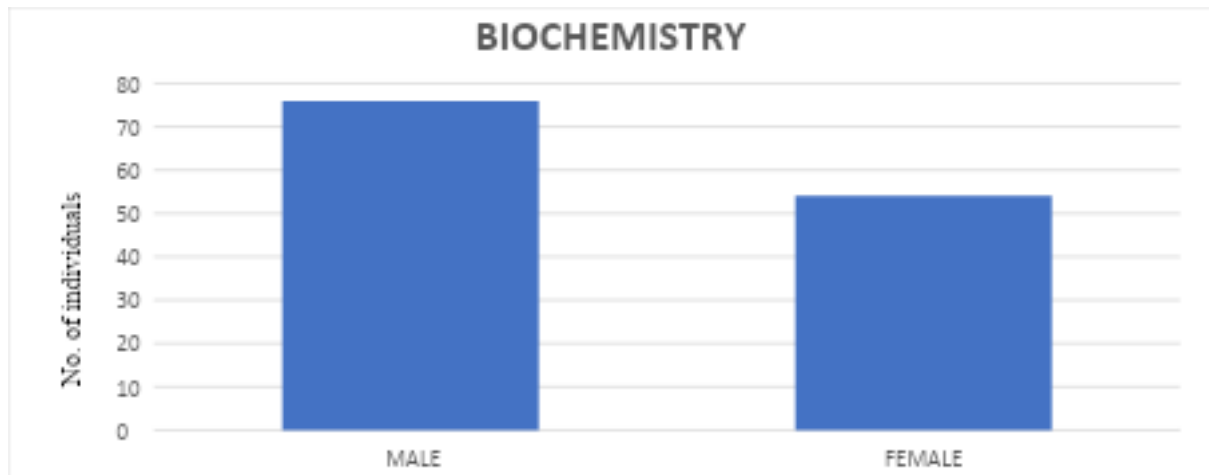


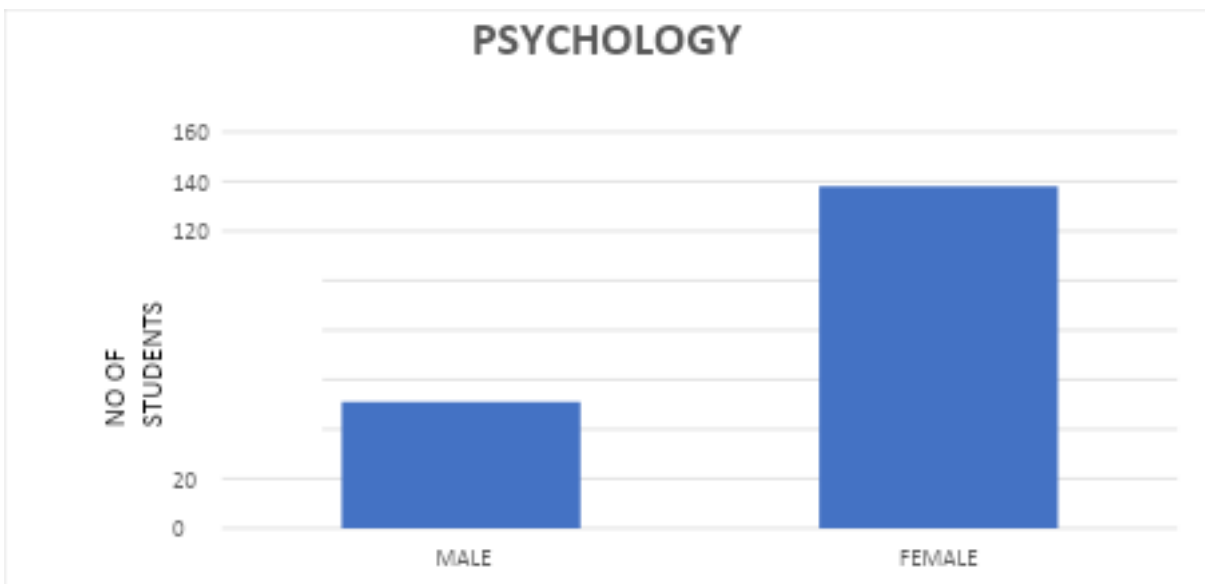
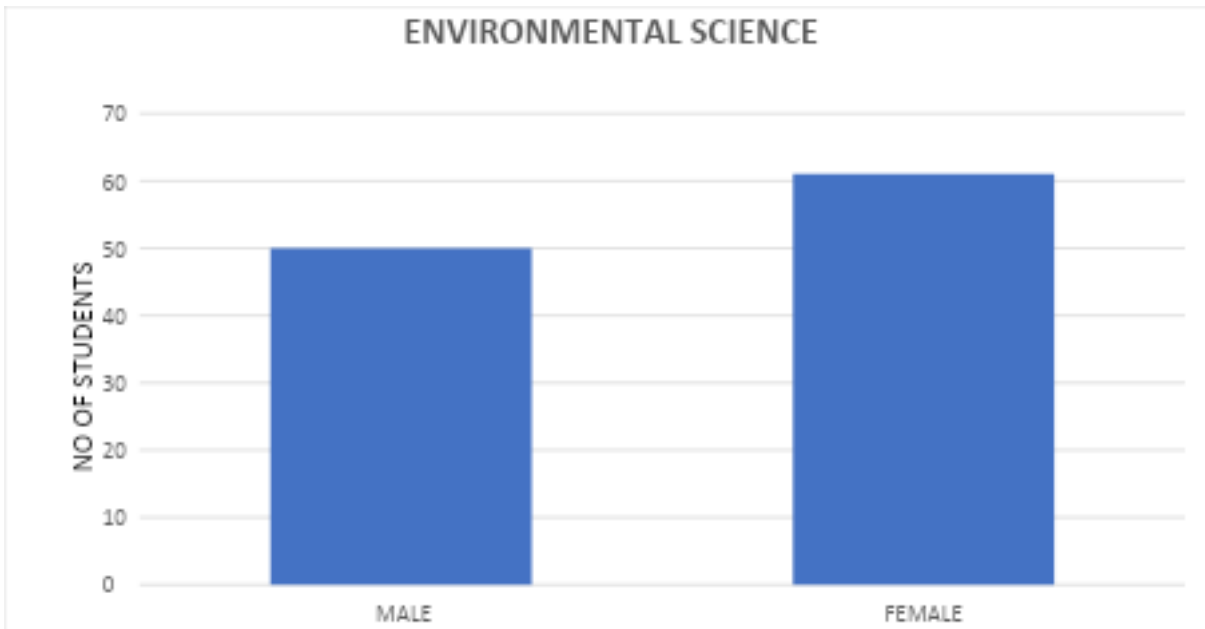
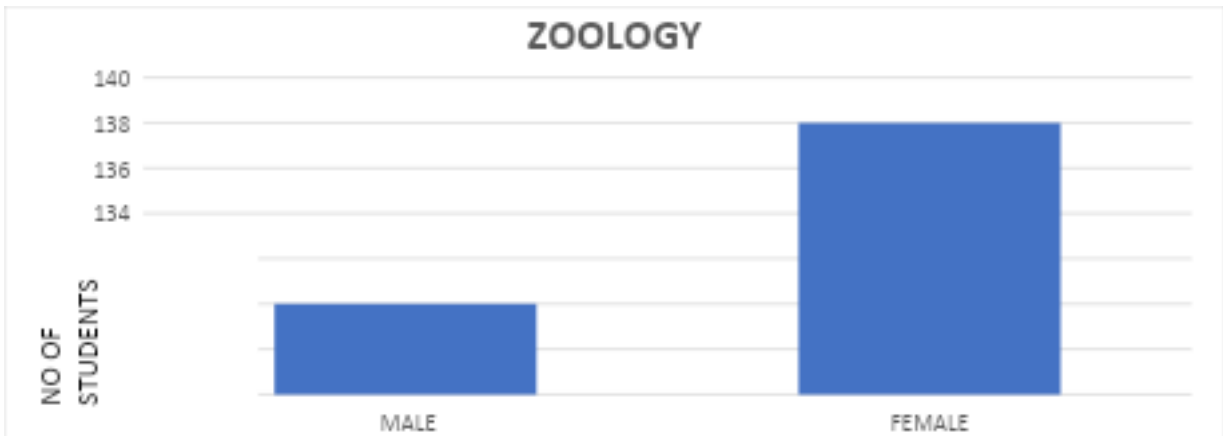


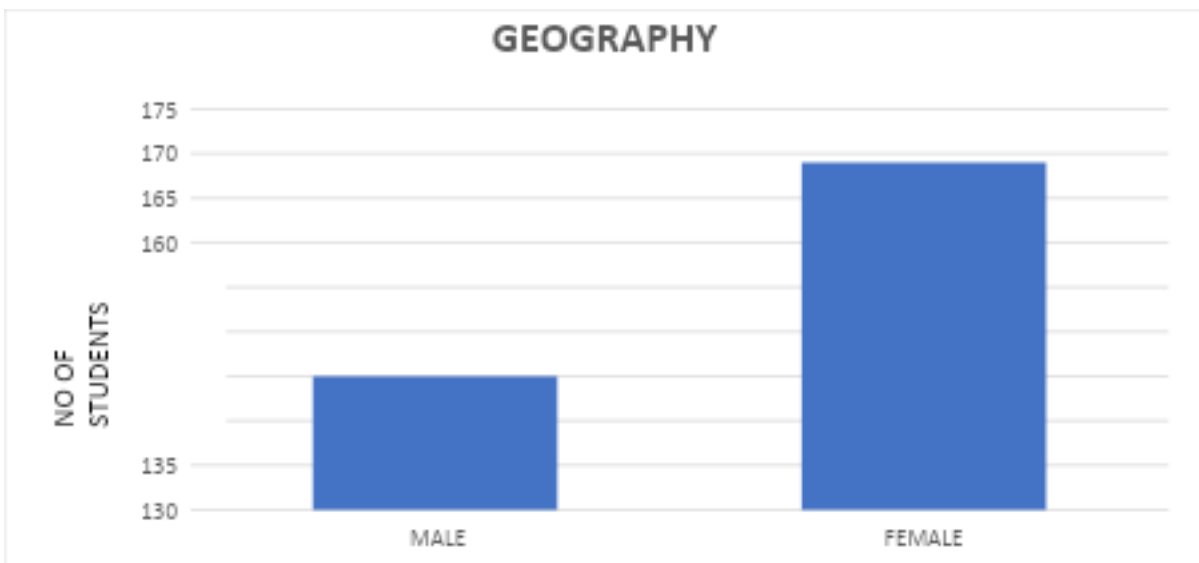
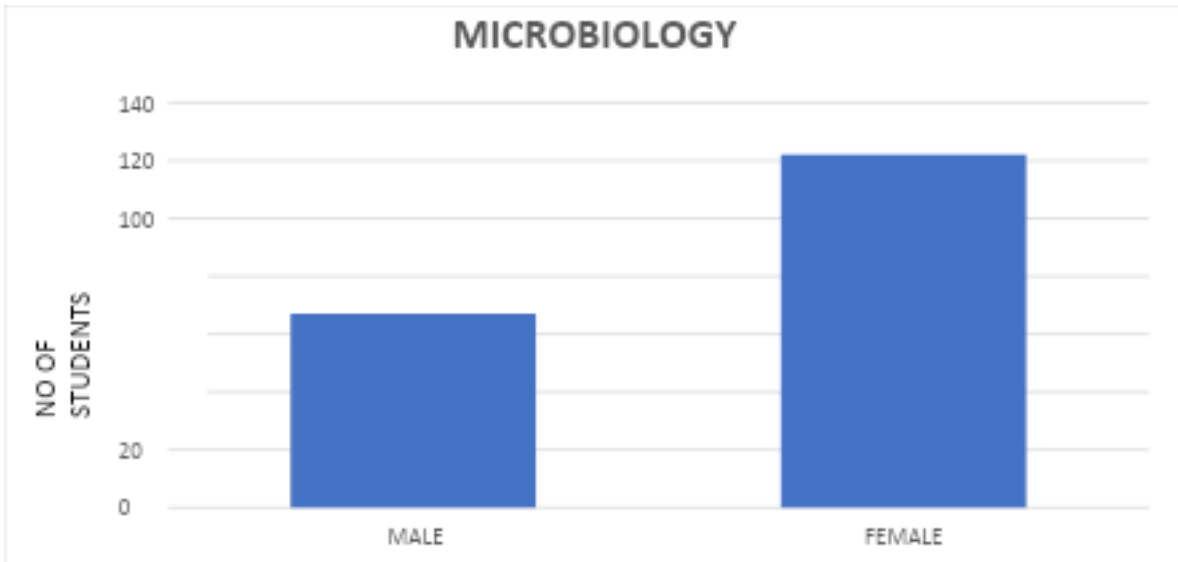
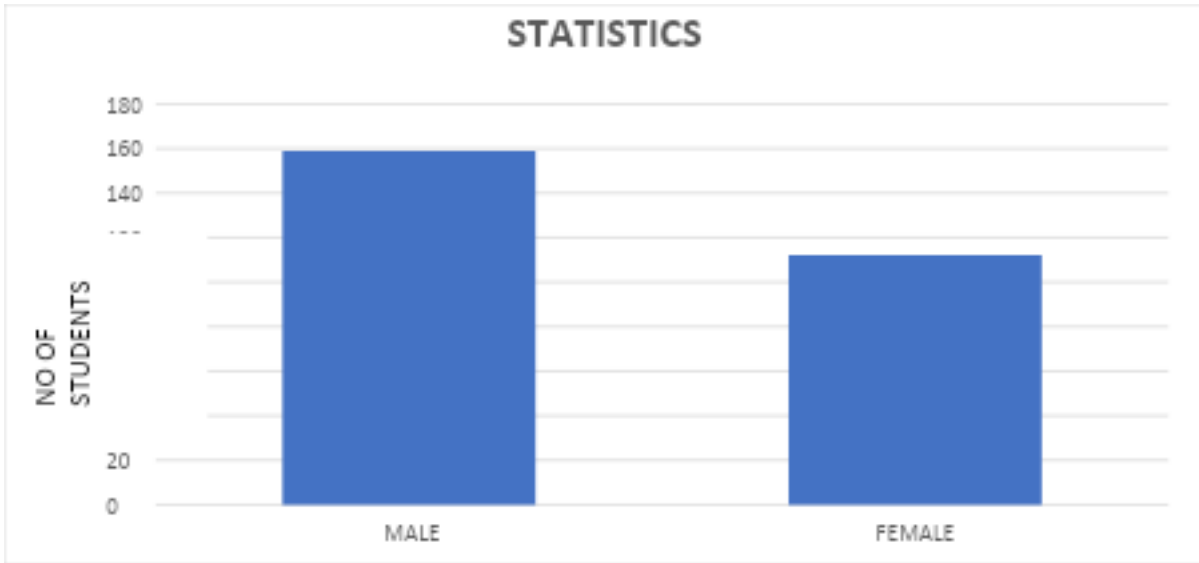


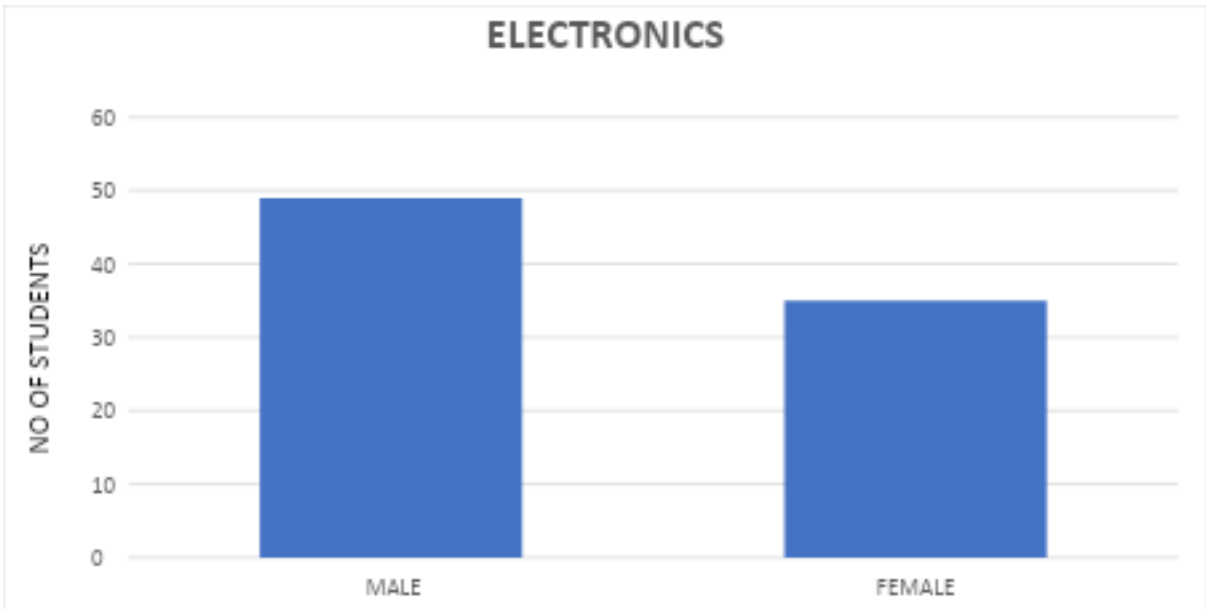
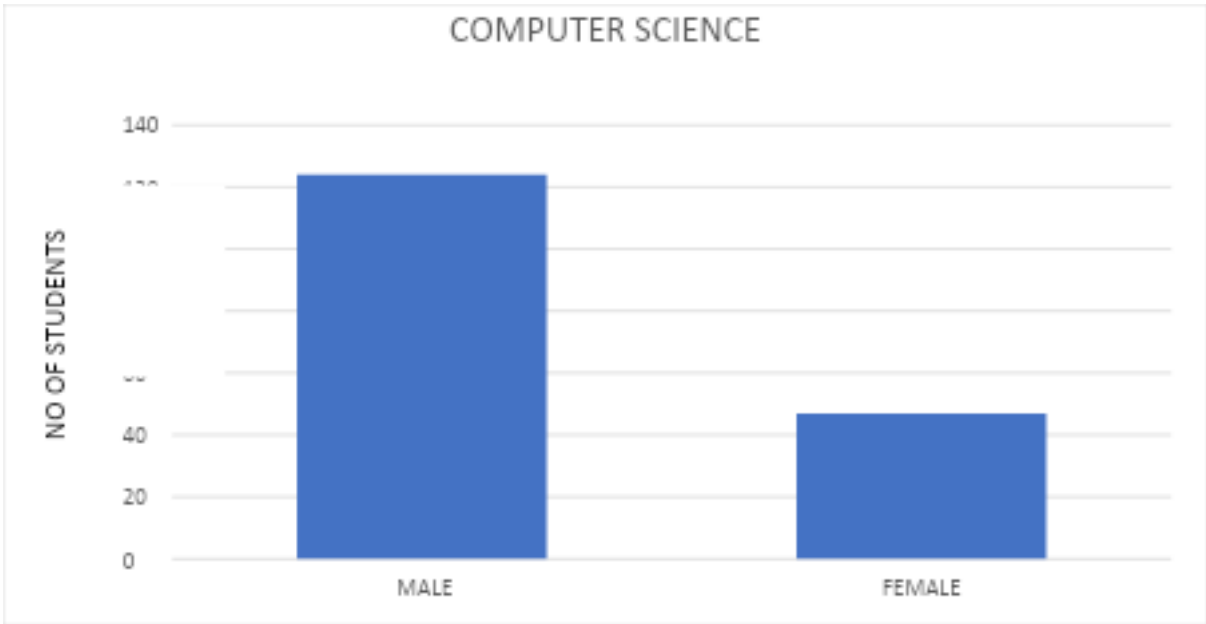
<b>DEPARTMENT WISE GENDER MAPPING FOR B.SC DEPARTMENTS</b>			
<b>COURSES</b>	<b>MALE</b>	<b>FEMALE</b>	<b>THIRD GENDER</b>
<b>BIO-CHEMISTRY</b>	76	54	0
<b>BOTANY</b>	73	94	0
<b>CHEMISTRY</b>	97	126	0
<b>COMPUTER SC.</b>	124	47	0
<b>ECONOMICS</b>	122	107	0
<b>ELECTRONICS</b>	49	35	0
<b>ENVIRONMENTAL SCIENCE</b>	50	61	0
<b>GEOGRAPHY</b>	145	169	0
<b>GEOLOGY</b>	140	118	0
<b>MATHEMATICS</b>	167	122	0
<b>MICROBIOLOGY</b>	67	122	0
<b>PHYSICS</b>	163	118	0
<b>PSYCHOLOGY (BSCH)</b>	51	138	0
<b>STATISTICS</b>	159	112	0
<b>ZOOLOGY</b>	130	138	0
<b>INDUSTRIAL FISH AND FISHERIES(M)</b>	70	110	0
<b>B.SC.(GENERAL WITH PURE SC.)</b>	190	75	0

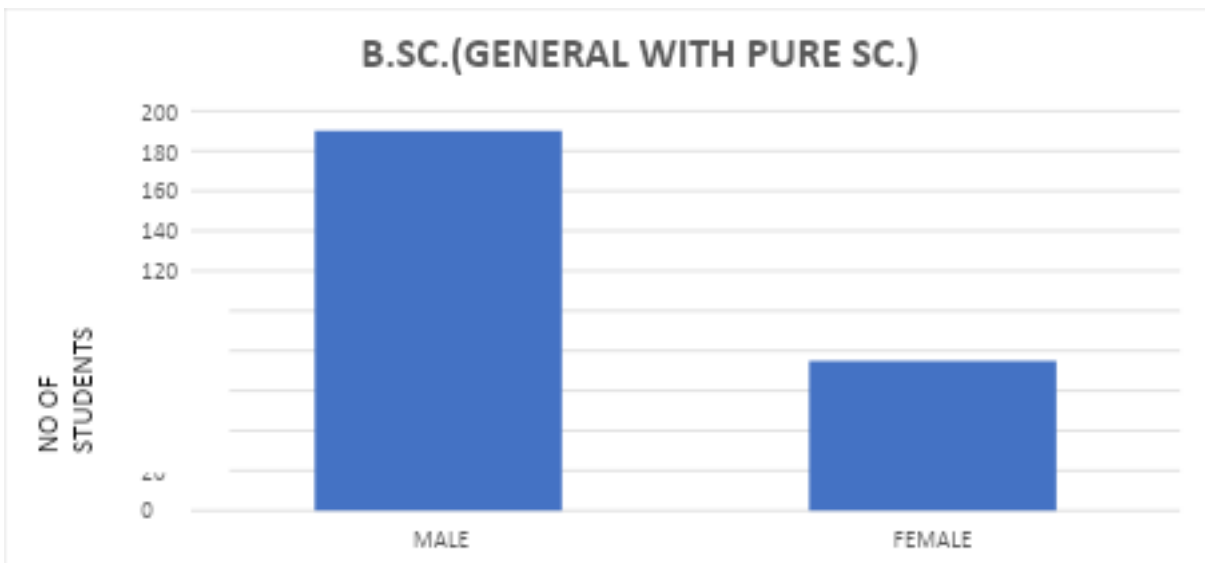
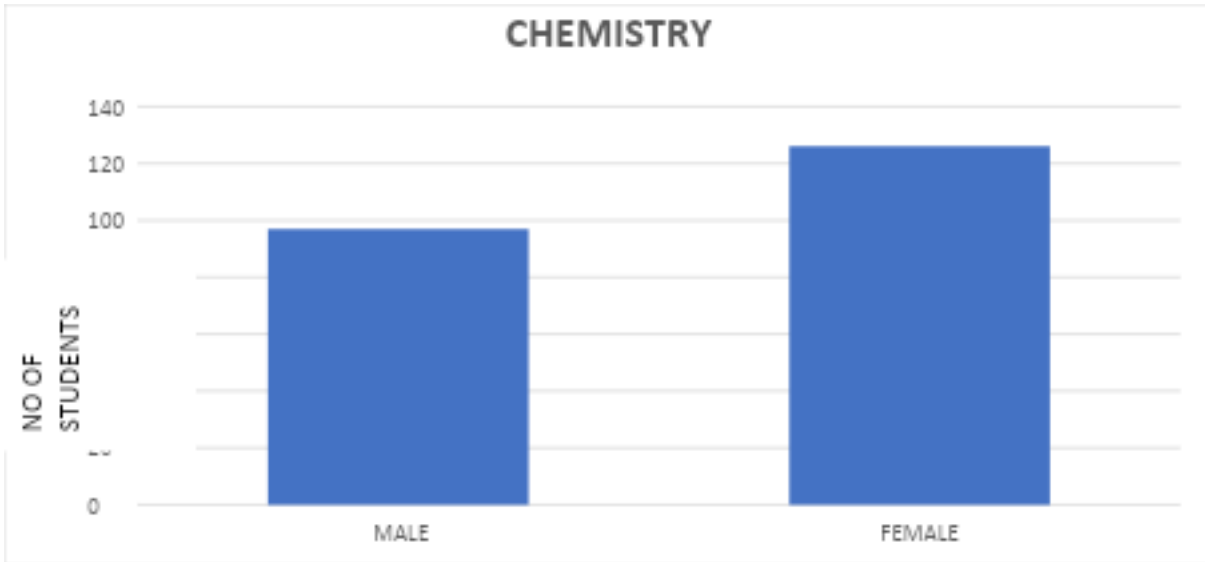
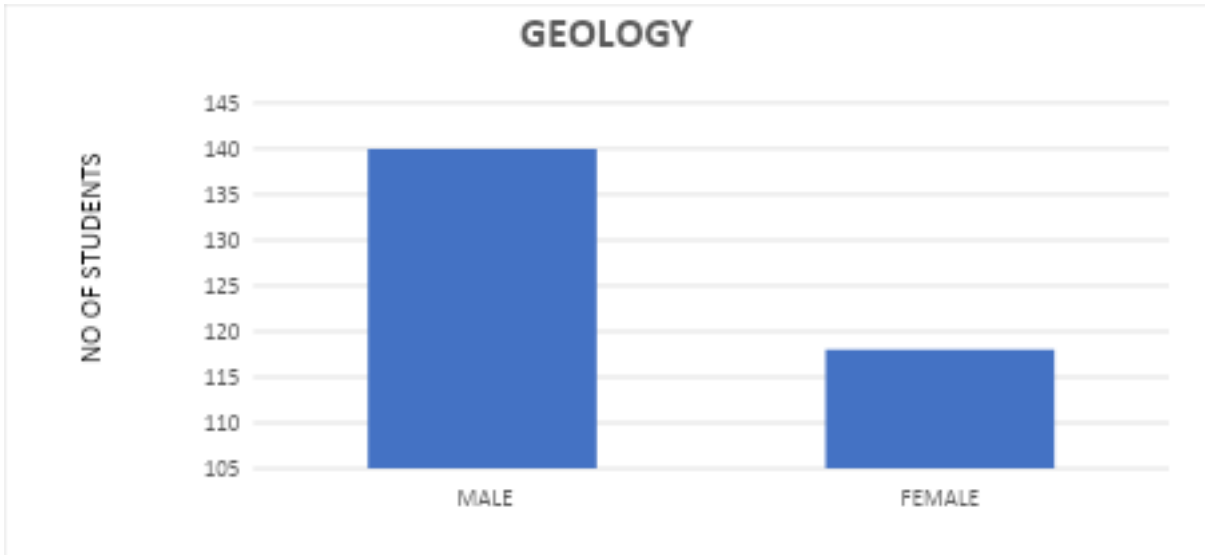
**GENDER MAPPING OF B.SC DEPARTMENTS(UG) IRRESPECTIVE OF SEMESTERS**

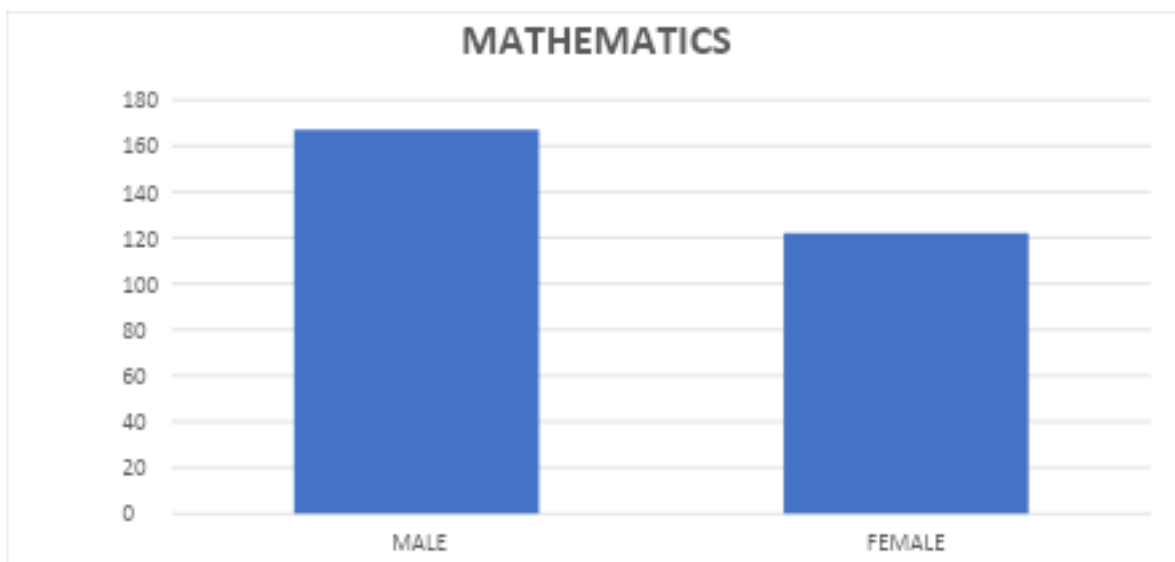
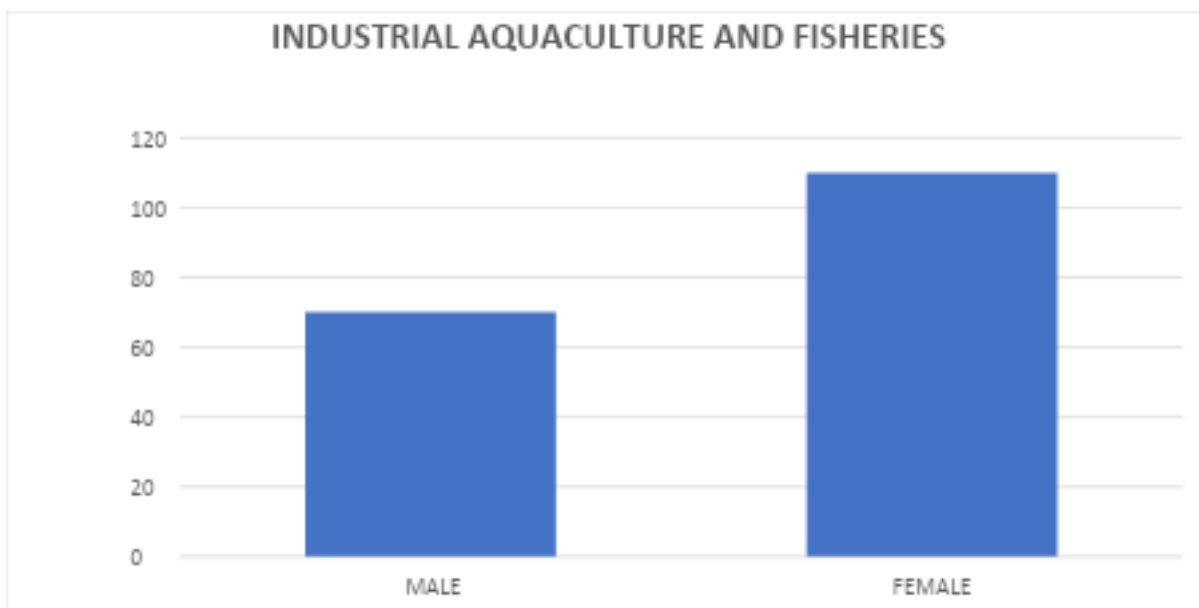












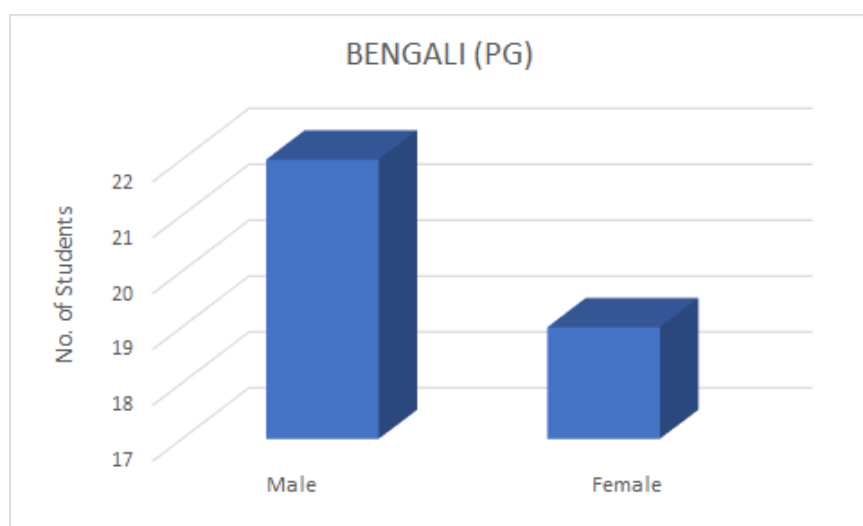
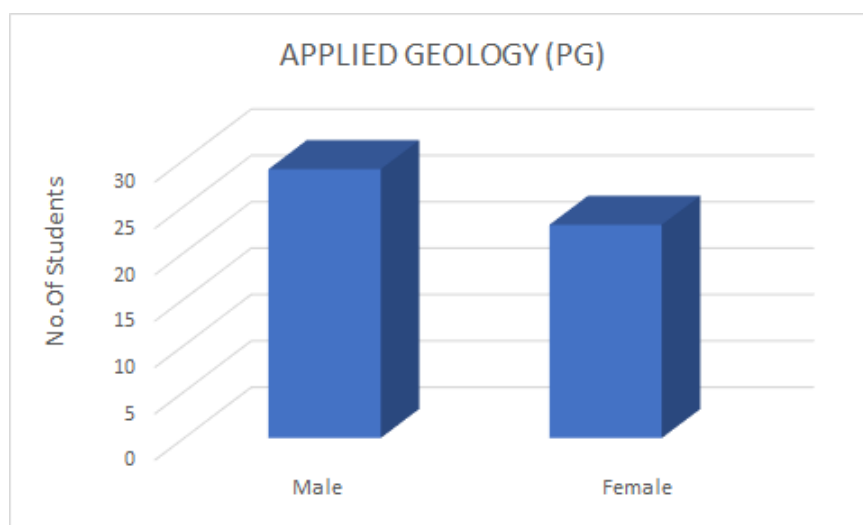
**Semester wise gender enrollment of PG**

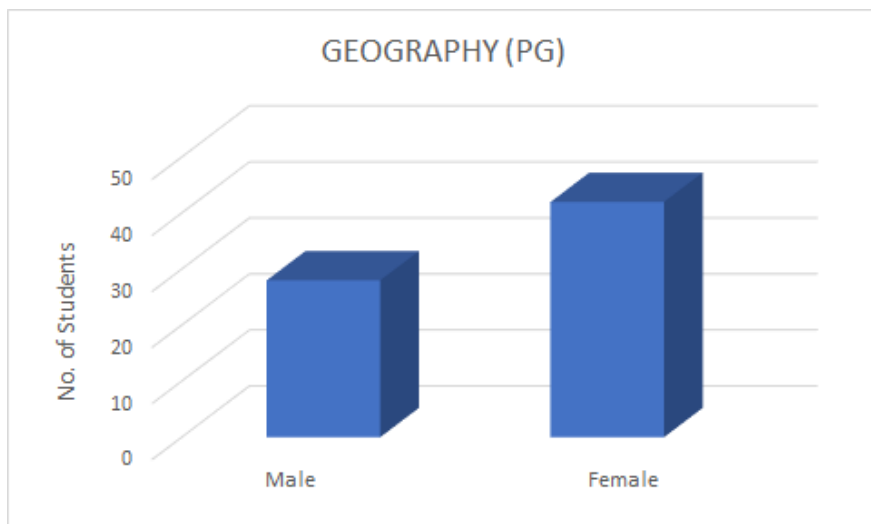
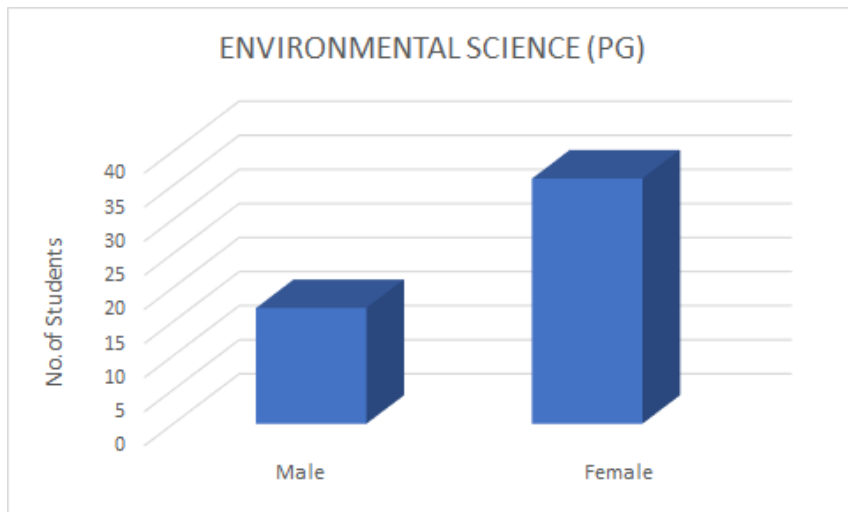
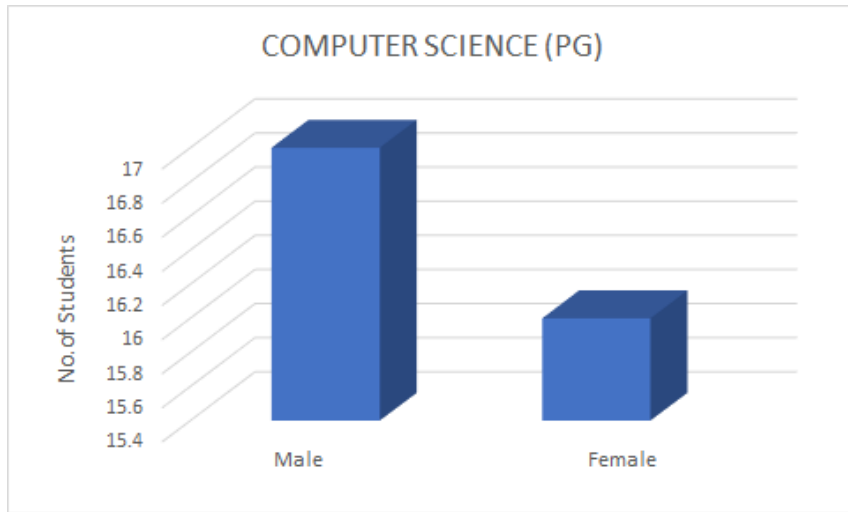
<b>Courses</b>	<b>MALE</b>	<b>FEMALE</b>
APPLIED GEOLOGY (PG)	29	23
BENGALI (PG)	22	19
COMPUTER SCIENCE (PG)	17	16

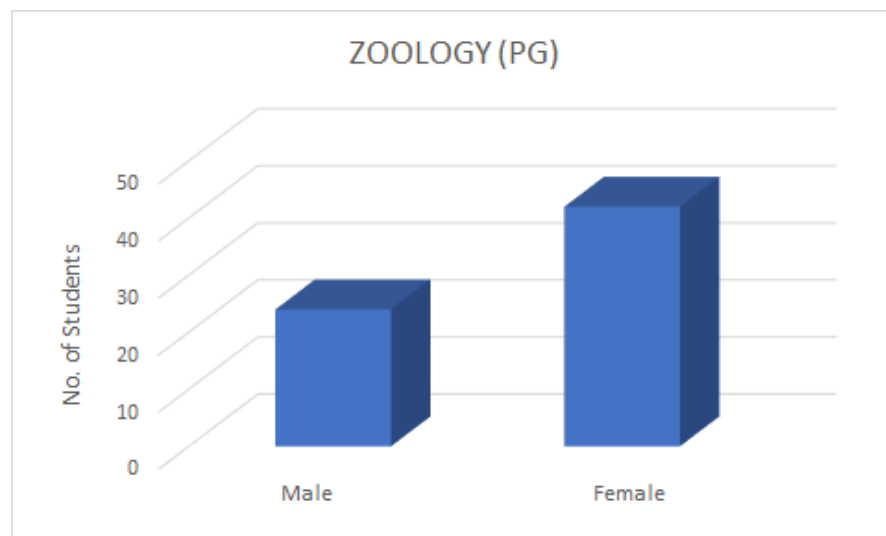


ENVIRONMENTAL SCIENCE (PG)	17	36
GEOGRAPHY (PG)	28	42
ZOOLOGY (PG)	24	42

**GENDER MAPPING OF PG DEPARTMENTS IRRESPECTIVE OF SEMESTERS**







### **Activities on gender sensitisation**

Classroom Gender Sensitization Initiatives: Fostering Inclusive Learning Environments

Objective: The primary objective of the gender sensitization activities conducted in the classroom was to cultivate a more inclusive and equitable learning environment by raising awareness about gender-related issues, fostering respectful dialogue, and challenging stereotypes and biases.

Activity : Interactive Workshops on Gender Stereotypes

Description: A series of interactive workshops were conducted in various classrooms across disciplines. These workshops aimed to engage students in thought-provoking discussions about prevalent gender stereotypes and their impact on individuals and society. Facilitators used multimedia presentations, case studies, and real-life examples to encourage critical thinking and reflection.

Key Components:

1. **Identification of Stereotypes:** Students actively participated in identifying common gender stereotypes prevalent in different contexts, including education, media, and workplaces.
2. **Open Discussions:** Facilitators encouraged open discussions, allowing students to share their perspectives and experiences related to gender stereotypes.

3. **Media Analysis:** A segment focused on analyzing media portrayals of gender roles and its influence on societal perceptions.
4. **Myth-Busting:** Facilitators debunked common myths associated with gender roles, promoting a more nuanced understanding of gender dynamics.

Outcome: The workshops fostered a more inclusive classroom culture where students became aware of the stereotypes they might unconsciously perpetuate. Additionally, students gained the skills to critically analyze and question societal norms related to gender.

**Table 1: General Survey of Gender Equity in the Year 2021-2022**

**Source: Student Survey: 2021-2022**

**Statistical Representation**

SL NO.	QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1	Conducts gender sensitization programmes	58.40 %	17.30%	19%	5.30%	1%
2	Raises awareness about sexual harassment	22.60 %	50.80 %	16.80 %	9.80%	0.00%
3	Established grievance redressal cell	79.80 %	15.10%	4.10%	1.00%	0.00%
4	Equal opportunity for all genders	44.90 %	38.03%	12.20 %	3.06%	1.81 %
5	Equal opportunity for all genders in co-curricular activities	28.03 %	50.97%	18.50 %	2.50 %	0.00%
6	Values the importance of Transgenders	21.50 %	51 %	23.90 %	3.60 %	0.00%

7	Equal opportunity for all genders to participate in clubs and forums	50.90 %	31.08 %	12.60 %	4.70 %	0.72%
8	Equal opportunity for impartial expression of ideas	35.50 %	44 %	13.10 %	7.40 %	0.00%
9	Adequate support services and resources are available	25.50 %	55 %	13.20 %	6.30 %	0.00%
10	Equal access to scholarships and financial aid is provided	50.60 %	26.80 %	19 %	3.60 %	0.00%
11	Are you aware of College Grievance and Redressal Cell in your College?	Yes: 84.9 %		No: 15.10 %		
12	The classroom offers equal opportunities to all genders.	75.20 %	12.10 %	10.60 %	2.10 %	0.00%
13	The college offers equal opportunities to all genders on sports	67.60 %	19.20 %	10.90 %	2.30 %	0.00%
14	There is equal opportunity to all genders to work with various clubs and forums	55.80 %	9.30 %	30.50 %	4.40 %	0.00%
15	There is equal opportunity to all genders for free and fair expression of ideas	45.60 %	35.05 %	15.11 %	4.24 %	0.00%

## ANALYSIS

1. From the survey, it is evident that a significant majority, comprising 58.40% strongly agree, indicating a notable level of support for these programmes. Additionally, 17.30% of the participants, agree with the college's initiatives in conducting gender sensitization programmes. A notable proportion of respondents, 19%, expressed a neutral stance, neither strongly agreeing nor disagreeing with the gender sensitization programmes. A smaller percentage, 5.30%, 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.

2. Among the respondents, 22.60% 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 50.80% agreed with the initiatives, showcasing a positive reception among the participants. However, a notable percentage of 16.80% responded neutrally, neither agreeing nor disagreeing with the programmes. On the other hand, a meagre percentage of 9.80% disagreed with the programme.

3. The results indicate that a significant majority, comprising 79.80% 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. Additionally, 15.10 % of the participants, agree with the college's initiatives for the existence of a Grievance Redressal cell.

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 38.03% agreeing and 44.9% 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, 12.2%, expressed a neutral stance, neither strongly agreeing nor disagreeing. A very small percentage, 3.06 %, disagreed with the statement. A small percentage, 1.81% of the 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 50.97% agreeing and 28.03% 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, 18.5%, expressed a neutral stance, neither agreeing nor disagreeing. Out of the total

respondents, only 2.5%, disagreed with the statement.

6. The results indicate that a significant portion of respondents, with 21.5% strongly agreeing and 51% 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, 23.9%, expressed a neutral stance, neither strongly agreeing nor disagreeing. Additionally, 3.6% of respondents disagreed with the statement. Notably, there were no respondents who strongly disagreed.

7. The findings indicate that a majority of respondents, with 31.08% agreeing and 50.90% 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, 12.6%, expressed a neutral stance, neither strongly agreeing nor disagreeing. Additionally, 4.70% of respondents disagreed with the statement. Importantly to note, there are only 0.72 % of respondents who strongly disagreed.

8. The findings indicate that a significant majority of respondents, with 44% agreeing and 35.5% 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, 13.1%, expressed a neutral stance, neither agreeing nor disagreeing. Additionally, 7.4% of the respondents disagreed with the statement. Importantly, there were no respondents who strongly disagreed.

9. The findings indicate that a majority of respondents, with 55% agreeing and 25.5% 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, 13.2%, expressed a neutral stance, neither agreeing nor disagreeing. A smaller portion of respondents, 6.3 % expressed disagreement.

10. The findings indicate that a majority of respondents, with 26.8% agreeing and 50.6% 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,

19%, expressed a neutral stance, neither agreeing nor disagreeing. Additionally, a small percentage of respondents, 3.6%, disagreed with the statement.

11. It is observed that about 84.9% 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 15.1% of the students are unaware of it.

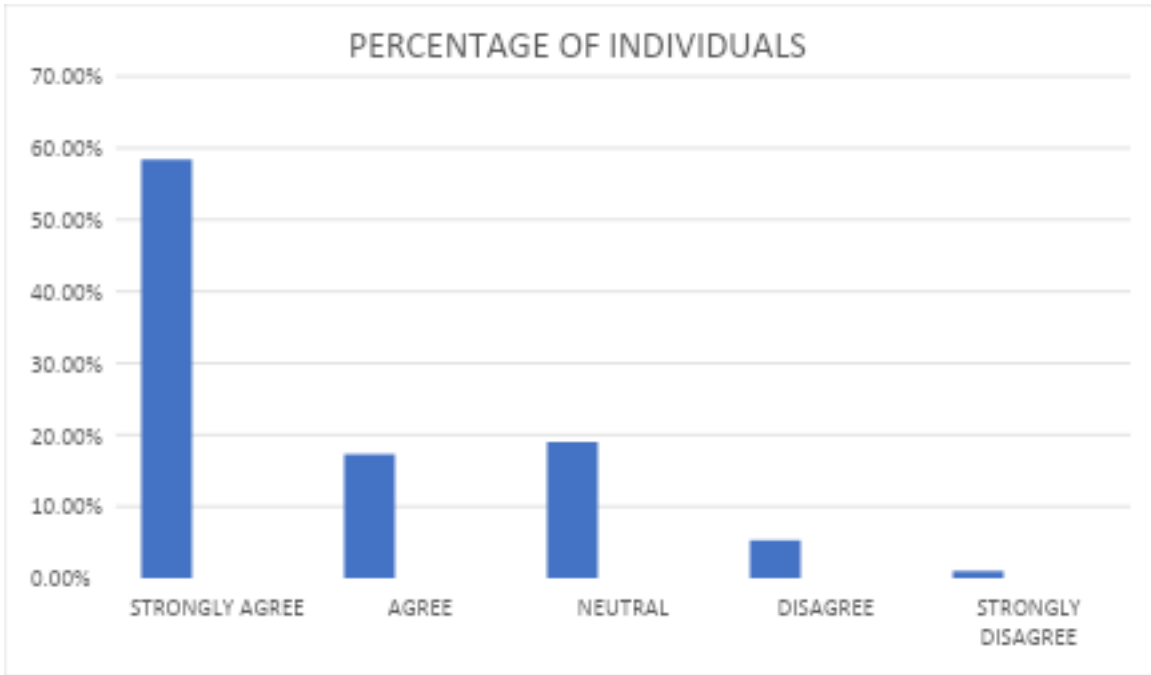
12. The percentage indicates that about 75.2% of the students strongly agree that the classroom offers equal opportunities to all genders, while 12.1% of the students agreed to it. This shows that the college strongly supports gender equality and believes that no one should be left behind. About 10.6% of the students are unable to decide whereas 2.1% disagree to it. None of the students strongly disagree to it.

13. It is observed from the results that the majority i.e., 67.6% of the students strongly agreed and 19.2% 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, 10.9% respondents have taken a neutral stand to it. A small section of students, about 2.3% have disagreed to it whereas no one has strongly disagreed.

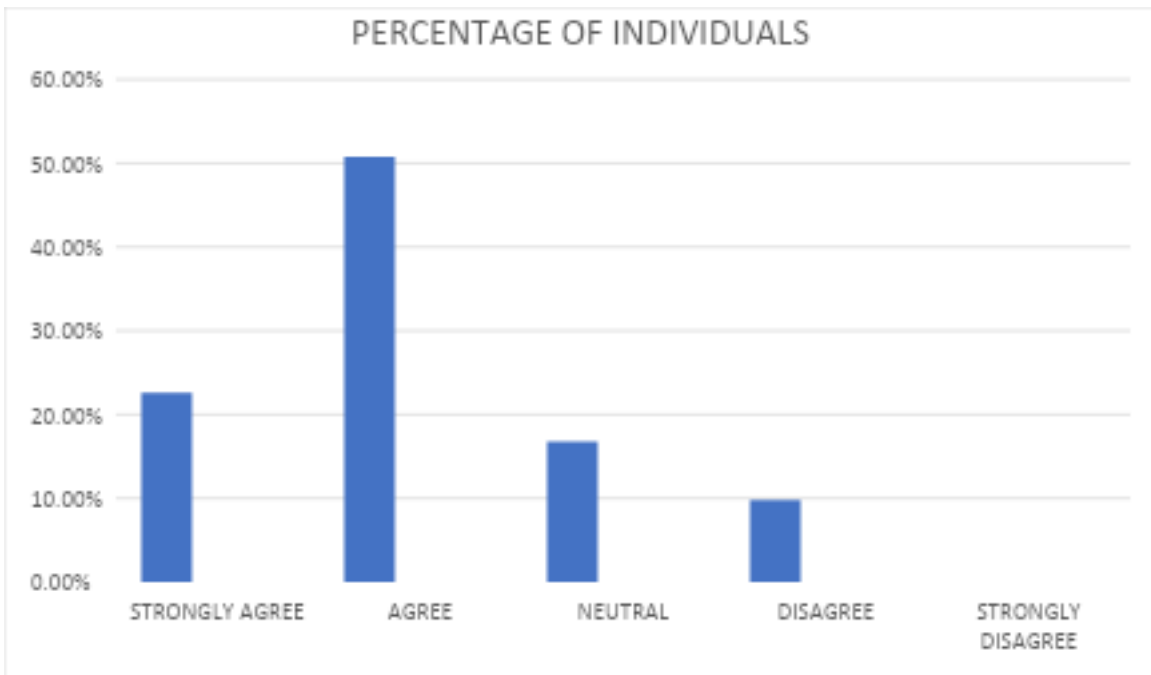
14. The figures in the table indicate that about 55.8% of the students strongly agreed and 9.3% agreed to the fact that the college offers equal opportunities to all genders to work with various clubs and forums. Thus, it can be concluded that the college supports all the genders. However, a large section of the students, about 30.50% respondents have taken a neutral stand to it. A small section of students, about 4.4% have disagreed to it whereas no one has strongly disagreed.

15. It is seen that a large number of respondents about 45.6% strongly agreed and 35.5% 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 15.11% respondents have taken a neutral stand. A small section of students, about 4.24% have disagreed to it whereas no one has strongly disagreed.

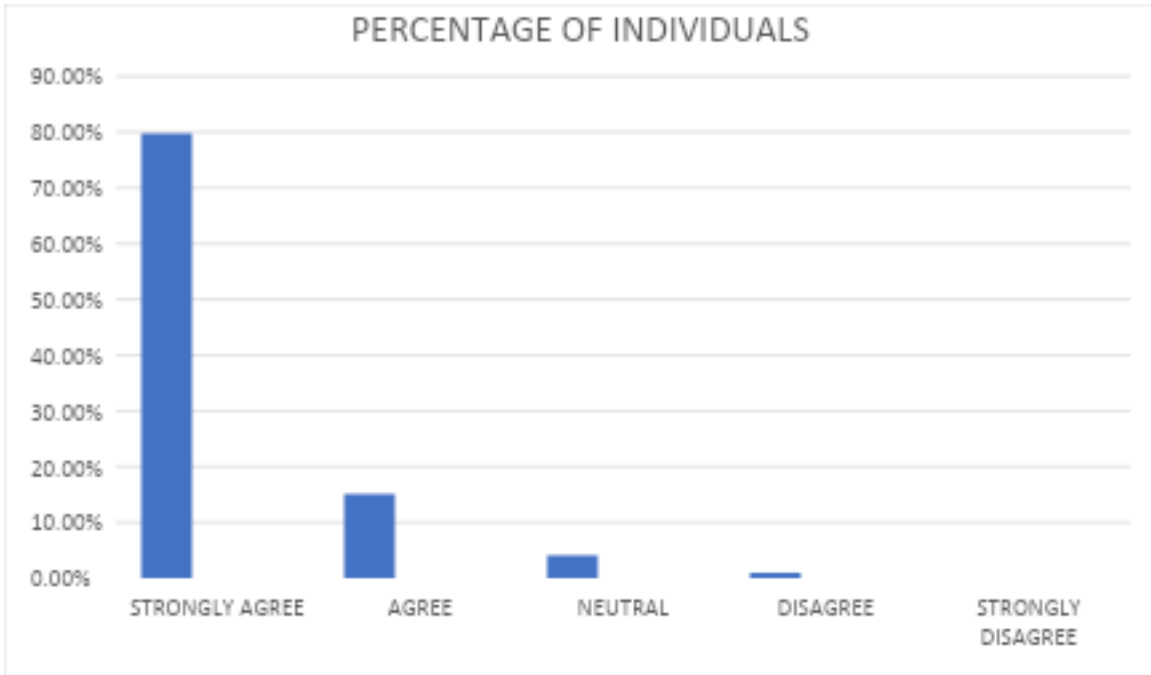




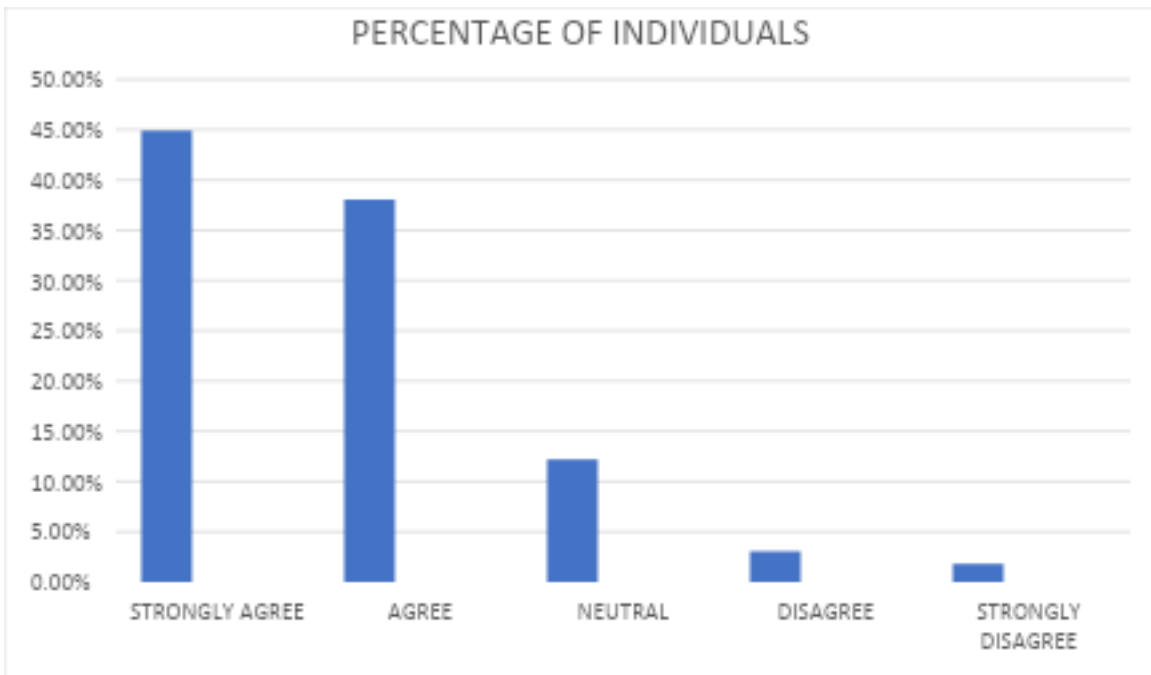
**FIG 1: Conducts gender sensitization programme**



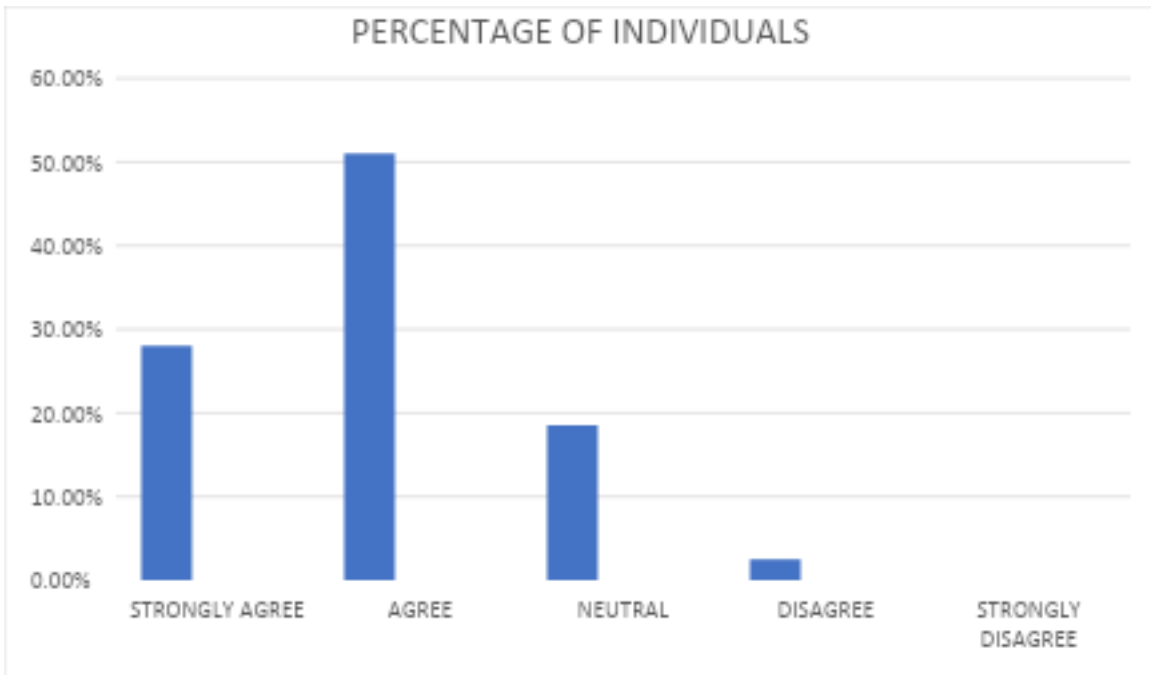
**FIG 2: Raises awareness about sexual harassment**



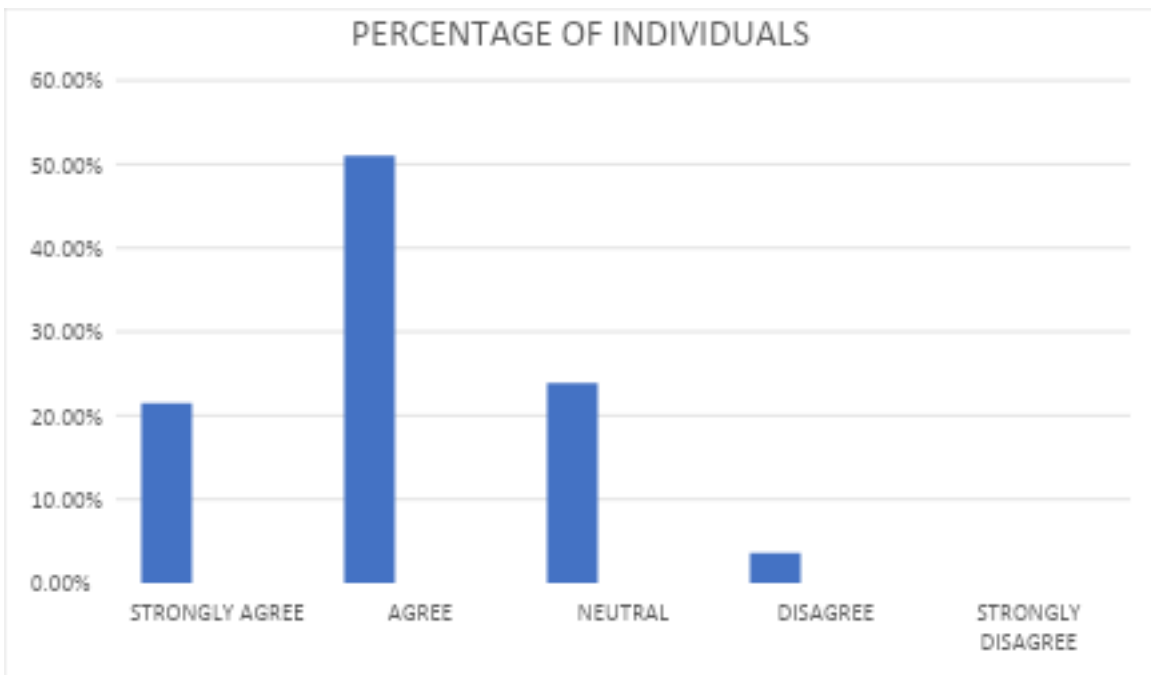
**FIG 3: Established grievance redressal cell**



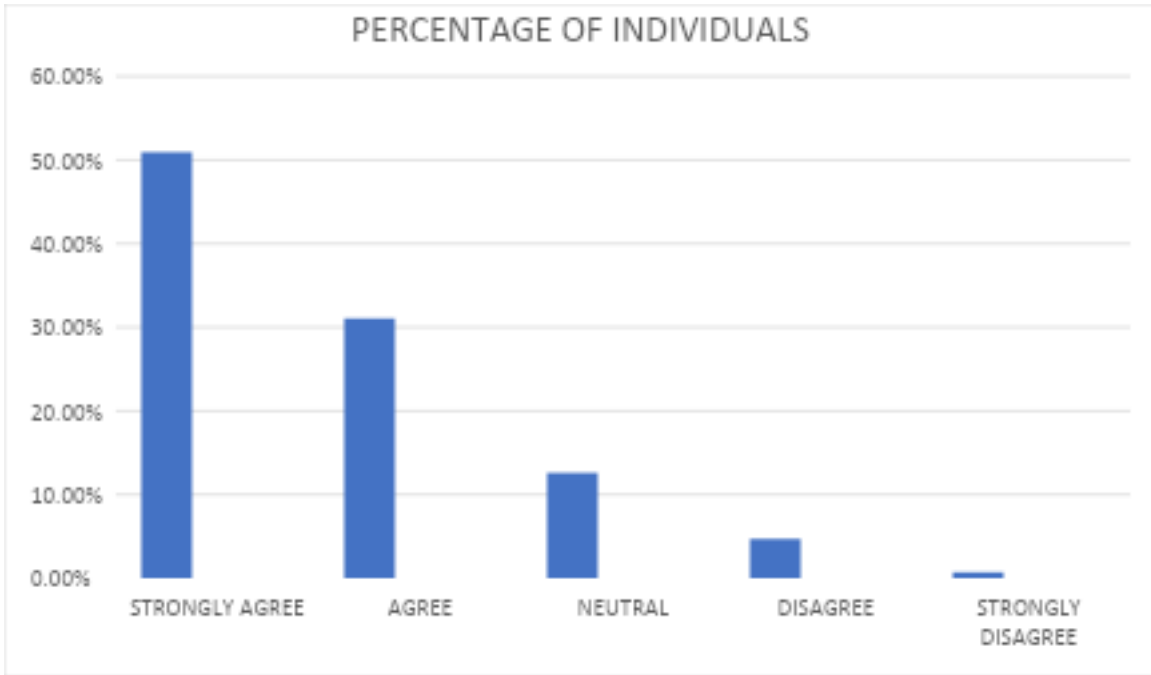
**FIG 4: Equal opportunity for all genders**



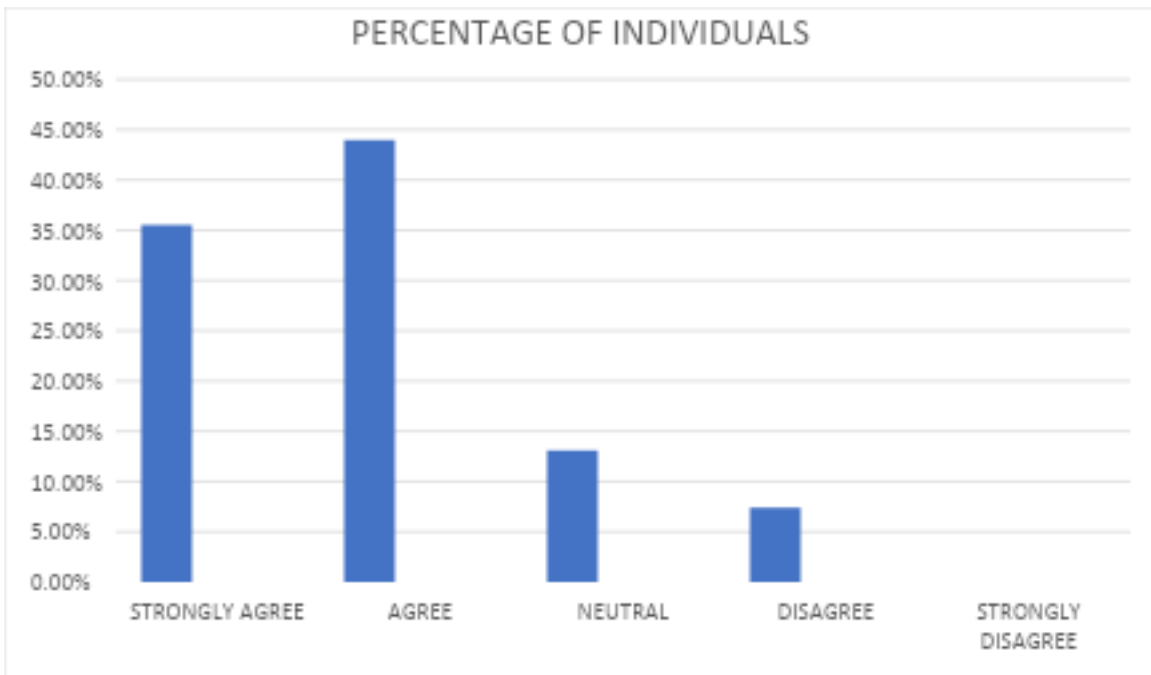
**FIG 5: Equal opportunity for all genders in co-curricular activities**



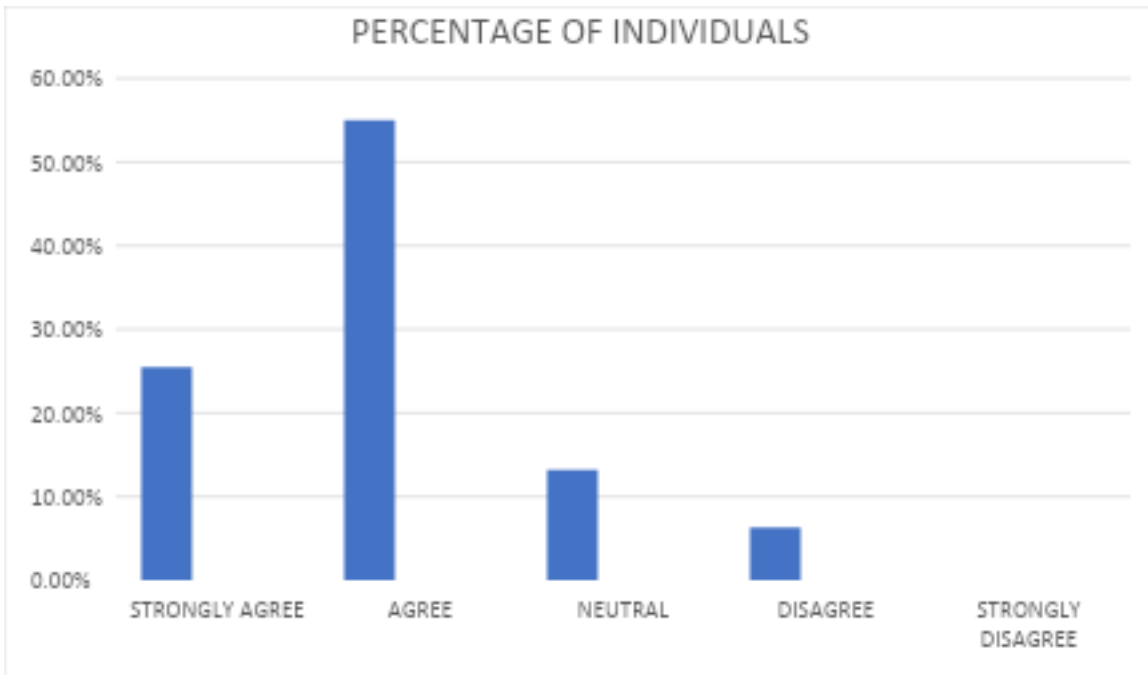
**FIG 6: Values the importance of Transgenders**



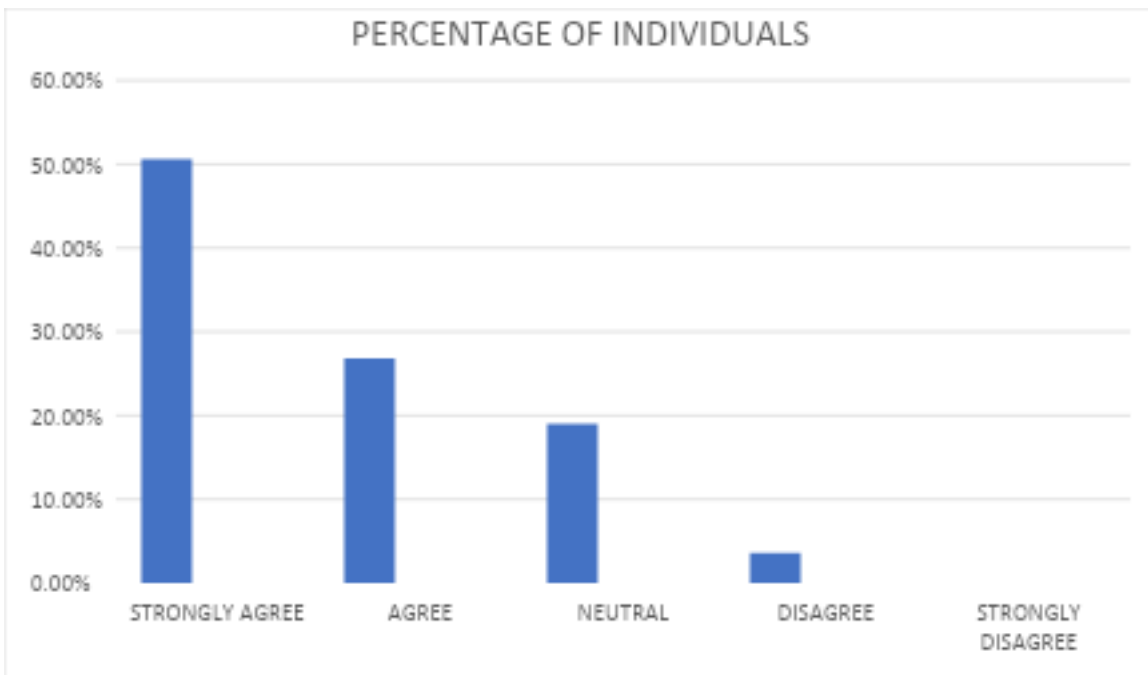
**FIG 7: Equal opportunity for all genders to participate in clubs and forums**



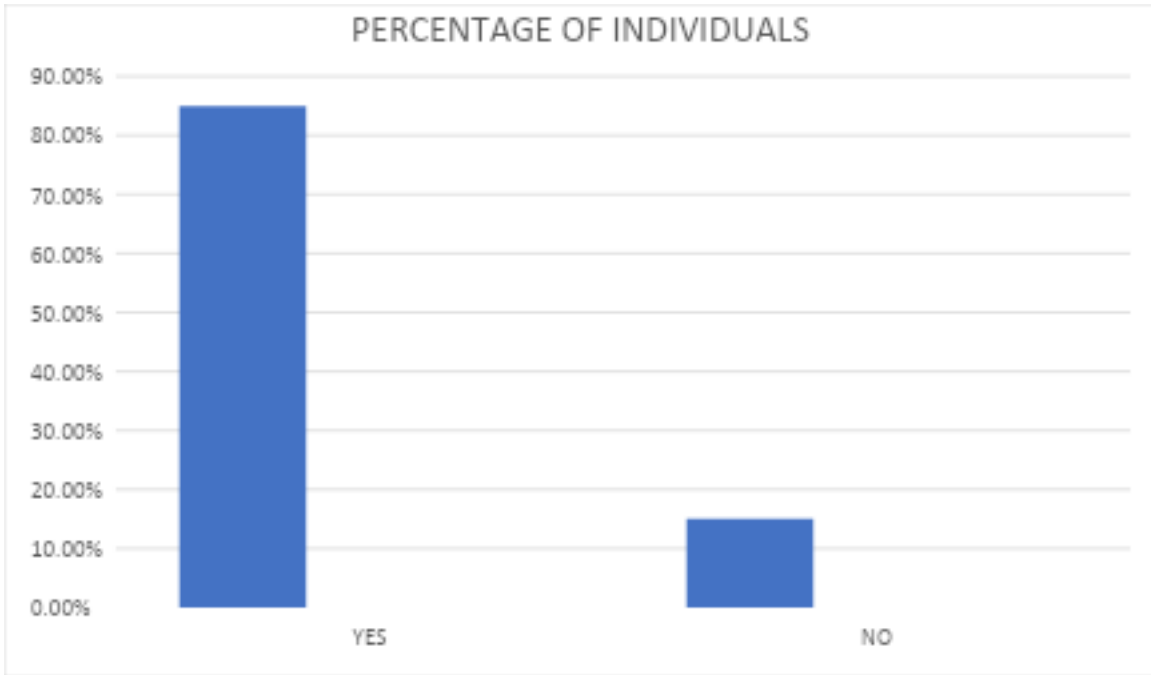
**FIG 8: Equal opportunity for impartial expression of ideas**



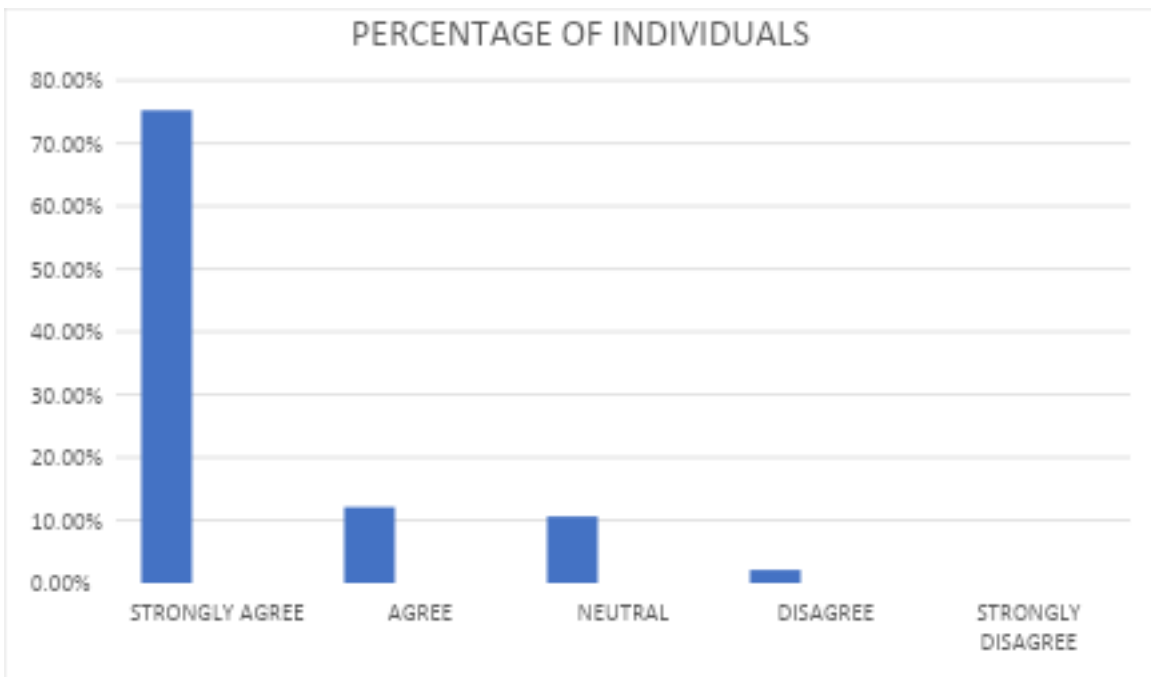
**FIG 9: Adequate support services and resources are available**



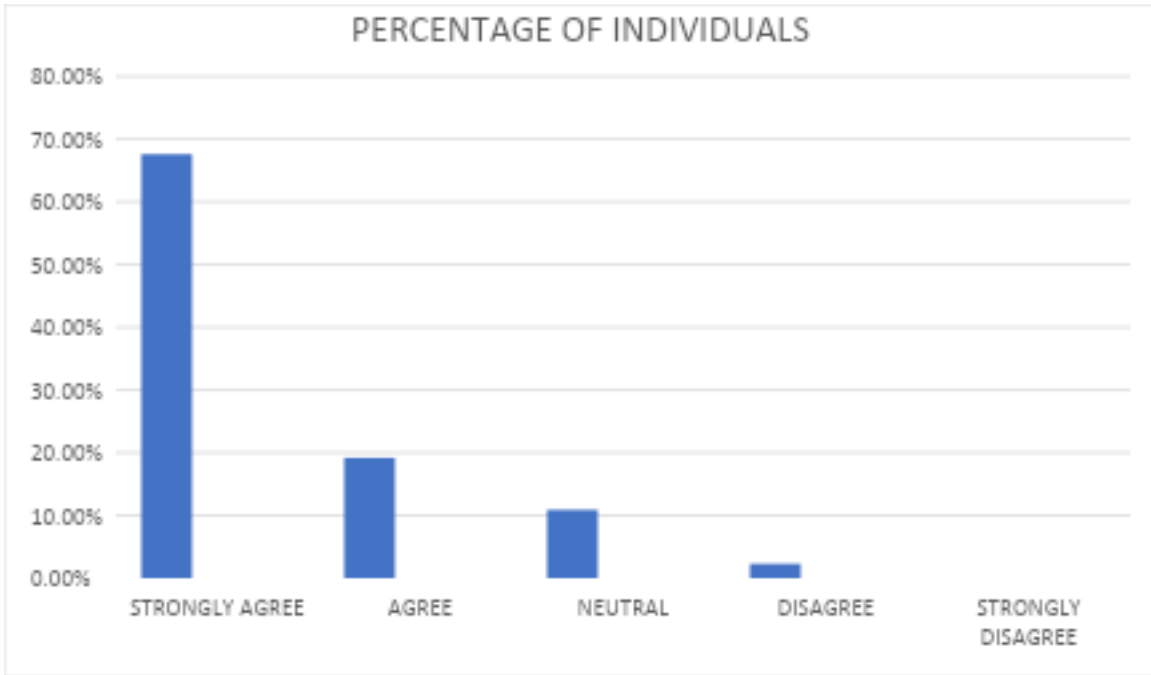
**FIG 10: Equal access to scholarships and financial aid is provided**



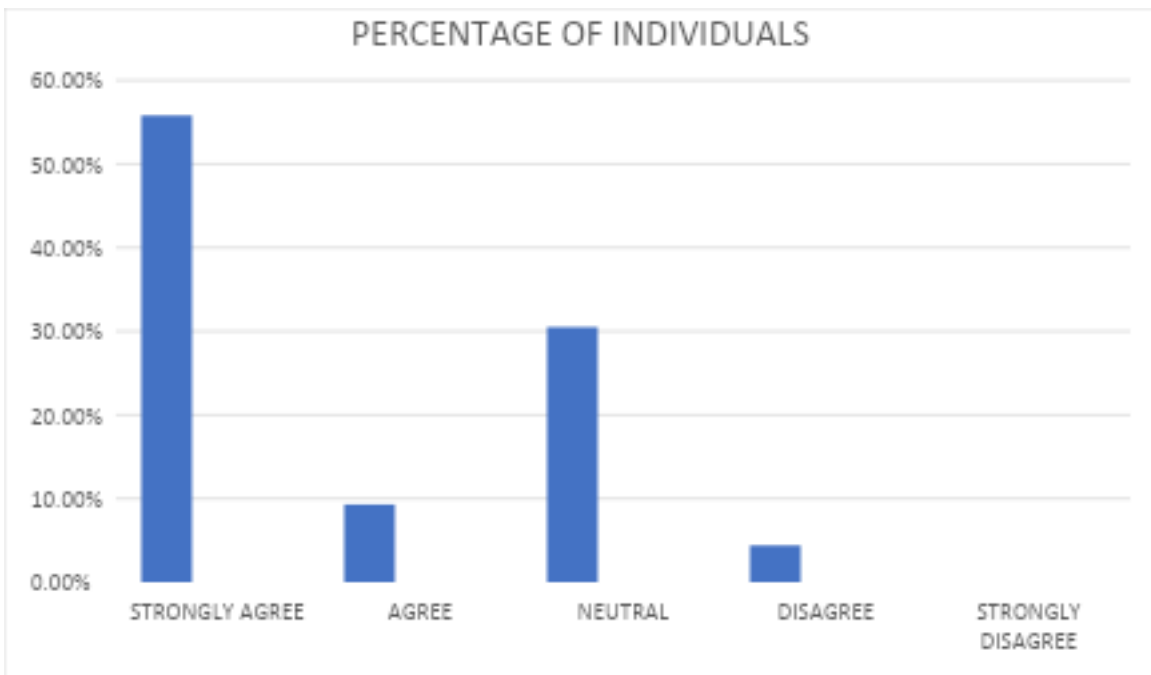
**FIG 11: Are you aware of College Grievance and Redressal Cell in your College?**



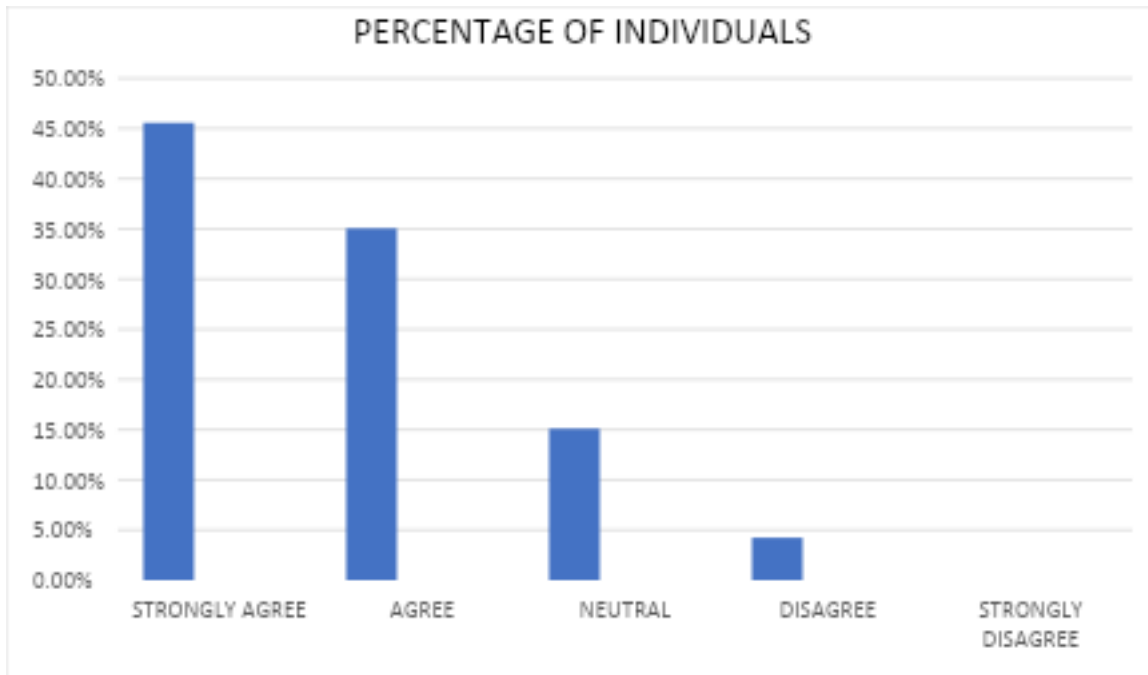
**FIG 12: The classroom offers equal opportunities to all genders**



**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 idea**

<b>Key findings from the survey</b>	
1.	Gender sensitization initiatives play a crucial role in fostering an environment of inclusivity and equity.
	<ul style="list-style-type: none"> <li>• These programs actively work to create a culture that values and respects all gender identities, ensuring that everyone has an equal footing.</li> </ul>
2.	Sexual harassment awareness campaigns and grievance mechanisms are in place to promptly and effectively handle any reported incidents.
	<ul style="list-style-type: none"> <li>• These initiatives are designed to provide a safe and secure platform for individuals to voice their concerns, with a focus on addressing and resolving complaints of sexual harassment.</li> </ul>
3.	Co-curricular activities offer equal opportunities to individuals of all genders, promoting diversity and participation.
	<ul style="list-style-type: none"> <li>• In extracurricular pursuits, such as sports, arts, and clubs, the emphasis is on ensuring that everyone, regardless of their gender, can engage and excel.</li> </ul>
4.	The institution recognizes and appreciates the unique perspectives and contributions of third-gender individuals.
	<ul style="list-style-type: none"> <li>• The institution acknowledges the presence and importance of third-gender individuals, affirming their worth and the richness they bring to the community.</li> </ul>



5. Access to clubs, forums, scholarships, and financial aid is distributed equitably, eliminating any gender-based barriers.
<ul style="list-style-type: none"> <li>• There is a commitment to ensuring that all students have equal opportunities to join clubs, participate in forums, apply for scholarships, and access financial aid, irrespective of their gender.</li> </ul>
6. Robust support services and resources are readily available to assist individuals with their diverse needs.
<ul style="list-style-type: none"> <li>• The institution maintains a comprehensive set of support services and resources to cater to a wide range of requirements, ensuring that everyone has access to the assistance they need.</li> </ul>

### **Recommendations evolved from the Audit Report:**

1. Elevate the execution of gender sensitization programs to make them more effective and impactful.
  - Enhancing the implementation of gender sensitization initiatives to ensure their meaningful impact.
2. Skillfully manage and respond to neutral responses and concerns.
  - Effectively handle and respond to neutral responses and issues in a proficient manner.
3. Raise awareness regarding the functioning of the Grievance Redressal Cell.
  - Increase public understanding and knowledge about the Grievance Redressal Cell and its role.
4. Advocate for equal opportunities within the realm of co-curricular activities.
  - Champion the cause of equal access and participation in co-curricular activities for all.
5. Cultivate an inclusive classroom environment that fosters diversity and respect.
  - Foster an inclusive classroom atmosphere that embraces diversity and promotes mutual respect.
6. Provide dedicated facilities to support women during menstruation, pregnancy, and other health-related matters.
  - Offer specialized amenities to assist women during menstruation, pregnancy, and other health-related circumstances.

7. Ensure the cleanliness and availability of restrooms while also expanding their number.
  - Guarantee the sanitation and accessibility of restroom facilities and consider increasing their quantity as necessary.
8. Bolster the availability of support services to cater to the needs of all genders.
  - Strengthen the availability of support services to meet the diverse needs of individuals of all genders.
9. Establish a 'self-space' for individuals belonging to the LGBTQIA+ Spectrum.
  - Create a designated safe and private area for individuals within the LGBTQIA+ Spectrum.
10. Foster an environment where individuals within the LGBTQIA+ community feel secure and comfortable with their identity.
  - Cultivate a welcoming atmosphere where LGBTQIA+ individuals can feel safe and confident in their own identities.

### ***Conclusion :***

The Gender Sensitization programs at Asutosh College have garnered substantial support, underscoring their effectiveness in fostering inclusivity and equality within the institution. The establishment of a Grievance Redressal Cell has been well-received by stakeholders, demonstrating a commitment to addressing concerns related to gender issues. The college's dedication to providing equal access to scholarships, promoting inclusivity in co-curricular activities, and recognizing the significance of inclusiveness for third-gender individuals has been widely applauded.

Respondents have acknowledged the availability of equal opportunities for expressing ideas and participating in various committees and forums. It is noteworthy that the Teachers' Council Secretary, the IQAC coordinator of the college, and significant members of the Governing body are female faculties, reflecting the college's commitment to gender diversity and representation.

The commitment to providing equal opportunities extends to the non-teaching staff, earning appreciation from the college community. The institution's vigilance in addressing issues related to gender harassment and its efforts to create a safe and secure environment for all genders have received positive feedback.



The college ensures that students are well-informed about available scholarships and streamlines the process for easy access. Scholarships like the Swami Vivekananda Scholarship, offered to

economically disadvantaged students regardless of gender, and the Kanyashree Scholarship, targeted at girl students from socio-economically disadvantaged backgrounds, highlight the commitment to providing equal educational opportunities to all genders. The introduction of the Third Gender option in college forms, meetings with the Students' Union representatives regarding gender equity, installation of CCTV cameras for safety, and the initiation of Project Sukanya, which provides self-defense training for female students, are steps taken to provide adequate support services and resources for students of all genders, all of which have been positively received.


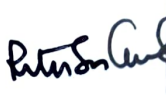
The institution's approach to privileges and leaves maintains gender equity, ensuring that no discrimination occurs based on gender. Members of the teaching and non-teaching staff are entitled to maternity/paternity leave, depending on their gender, further exemplifying the commitment to gender equality.


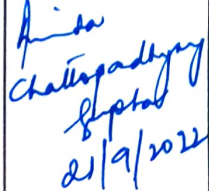
This gender-audit has revealed the vital importance of upholding inclusivity and equal opportunities to ensure a positive educational experience for all. It serves as a valuable tool for the institution to recognize its strengths and identify avenues for further enhancing gender sensitivity, inclusivity, and equal opportunities. Additionally, the audit highlights areas where improvement is necessary, enabling the institution to address concerns and implement changes that will create a more inclusive and supportive environment for everyone involved.


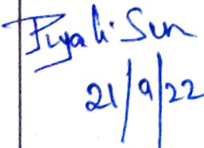
## GENDER AUDIT TEAM

	Dr. Manas Kabi	Principal	 21/09/22 PRINCIPAL ASUTOSH COLLEGE 92, S. P. MUKHERJEE ROAD KOLKATA-700 026
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### EXTERNAL EXPERTS




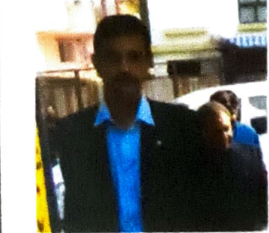
	Prof. (Dr.) Ritu Sen Chaudhuri	Professor at Department of Sociology, West Bengal State University	 01/09/2022 Professor Department of Sociology West Bengal State University Berunanpukuria, Barasat, Kol-126
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	Prof. (Dr.) Anita Chattaopadhyay Gupta	Principal, Deshbandhu College for Girls.	 21/9/2022 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.	 21/9/22 Professor Department of Sociology Jadavpur University Kolkata - 700 032
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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> 21/9/22 Associate Professor Department of Geography ASUTOSH COLLEGE Kolkata - 700026</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>R. Datta</i> 21/9/22 ASSOCIATE PROFESSOR DEPT. OF PHILOSOPHY ASUTOSH COLLEGE KOLKATA-700 026</p>
 <p style="text-align: right;">SCH</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 Chaudhuri</i> 21/9/22</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