

GENDER AUDIT REPORT

(For the Academic Years: 2018-19 to 2022-23)

by

Internal Quality Assurance Cell (IQAC)

Saltora Netaji Centenary College

Saltora, Bankura, West Bengal- 722 158



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PREFACE

Gender Equity is one of the most important issues for any educational institutions as it prohibits gender discrimination. It promotes gender neutrality in terms of learning. An unbiased place of education, in terms of gender, is a prerequisite for effective learning and way towards making a gender sensitise society. Constitution of India ensure the adjuration of gender parity in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. Indian Constitution promote gender equality by Article 14 that requires 'equality before law' and ensures universal rights for all regardless of birth, ethnicity, gender or race. Article 15 (1) bestowed upon the state not to isolate any person based on sex, race, nationality, caste, ethnicity or any of them. Article 15 (3) mandates the state to offer special arrangements for women. Article 15 (3) also empower women and children by laws such as Domestic Violence Act, Workplace Harassment Law, Sexual Abuse Legislation, Amendment to the Hindu Succession Act etc. Likewise, Article 16 authorizes equal opportunity for all, Article 39 (a) confirmation for governments aim its policies towards right to a decent medium of living for people. Article 39 (d) mandates 'equal wages for equal work' for all and Article 42 authorizes governments for fair and reasonable working conditions and maternity assistance. Article 243 D (3), (4), T (3) supports one-third of the total number of seats reserved for women in Panchayats and Municipality.

Following the greater objective of the Constitution of India regarding achieving a gender-neutral equitable society the institution of higher education Saltora Netaji Centenary College expected to promote, implement and monitor a bias free curricular, cocurricular, and extracurricular activities. As an educational institution it has tremendous possibility to build policies and procedures that question inequalities and foster equal opportunity across genders. Which ultimately lead towards a safer and healthier society where everyone can live up to their full potential, regardless of gender identity. It is noteworthy to mention that this is a continuous process thus evaluation and reframing of existing strategies and planning-policies is needed on regular interval. Here comes the relevant of Gender Audit. With the objective to ensure women friendly environment at the college campus, and to understand the outcome of already taken initiatives addressing gender equity a Gender Audit has been undertaken by the Gender Audit Committee of the institution.

ABOUT THE INSTITUTION:

Saltora Netaji Centenary College is a co-educational institution of higher education, located at Saltora village in the Bankura sub-division of Bankura District, West Bengal. The college is currently affiliated to Bankura University, Bankura, West Bengal and recognized by the University Grants Commission under section 2 (f) and 12 (B) on 2nd February, 2007.

Let's know the history on the inception of the institution. The people of Saltora and adjoining blocks acutely felt the need for a degree college at Saltora for a long time. As a step to that direction, a public meeting was convened in the year 1997 by the local people who took an oath to proceed further for the establishment of the degree college. People from every walk of life promised all kinds of possible help. An organizing committee was constituted. It was decided that the proposed degree college be named as "Saltora Netaji Centenary College" to show reverence and respect to our legendary national hero, Netaji Subhas Chandra Bose on his auspicious birth Centenary. Land, money and materials came in the form of donation. The University of Burdwan granted affiliation and recognition to this co-educational institution from the session 2000-2001. The College started with only 58 students. In the beginning, classes were held at Saltora Dr. B. C. Vidyapith. Later on, the college building was constructed and classes were shifted from Dr. B. C. Vidyapith to the present location in the year 2001. Affiliation has later been changed following the order from Department of Higher Education, Government of West Bengal. The college is currently affiliated to Bankura University, Bankura, W.B. w.e.f. 2017-18 session. The institution believes that the relationship between the teachers and the students is sacred and eternal and therefore encourages the creation of a lifetime bond in its truest sense.

Legal Provisions:

The college's policy on sexual harassment and gender discrimination is consistent with the following legal provisions:

- The Vishaka Guidelines, issued by the Supreme Court of India in 1997;
- The UGCs Saksham Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses;
- The University Grants Commission (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015.

INSTITUTIONALISE GENDER EQUITY:

The famous quote of Nelson Mandela 'Education is the most powerful weapon which you can use to change the world' is equally relevant for eradication of gender disparity. The educational learning process needs to be designed in such a way that encourages equity and equality which ultimately pave the road towards a gender sensitized and sustainable society. It is noteworthy to mention that designing and monitoring institutions' policy programs through a gender lens is important because it helps to understand the impact of gender on people's opportunities, social roles, and interactions. With this insight, appropriate and necessary action can be taken by the institutions to promote equity and ultimately influence the process of all-round social development.

Gender equality is a concept where a person can enjoy equal opportunities for self-development and decision-making power irrespective of gender identity. It is an antithesis of the stereotypical norms of conservative society by advocating for judicious treatment of different genders as per their requirement and needs (The United Nations Educational, Scientific and Cultural Organization [UNESCO], 2000). According to the World Bank (2001), gender equality is defined as equality under the laws of the land, equality of opportunity, and equality of voice. It is noteworthy to mention that "gender equality does not mean that men and women become the same; only that access to opportunities and life changes is neither dependent on nor constrained by their sex" (UNFPA, 2005). On the other hand, United Nations Population Fund (UNFPA, 2005) defines **gender equity** as "the process of being fair to women and men. To ensure fairness, strategies, and measures must often be available to compensate for women's historical and social disadvantages that prevent women

and men from otherwise operating on a level playing field.” Equity paves the road to equality which ultimately leads to women's empowerment.

Presently the concept of gender equity is gaining more attention worldwide in the context of achieving a gender-sensitized society where policies are made in such a way that individuals are able to access resources and opportunities as per need. In educational institutions, different genders receive equitable treatment and attention and have equal opportunities to teach and learn. There must be a standardized structure that is gender-neutral but also has scope to provide special care for those who are lagging behind based on their gender. It is of utmost importance to provide a safe and secure learning environment where every gender must feel welcome. Governments, educational institutions, faculties, and students all have a part to play in ensuring that educational institutions are free of discrimination and provide a gender-sensitive, quality education. If an educational institute actively promotes gender sensitization it will ultimately be able to change the stereotypical mindset about prescribed gender roles in our society, particularly for marginalized genders. An educational institution has the immense potential to empower the marginalized gender and help to stop oppression and exploitation. With these objectives, Saltora Netaji Centenary College has taken a number of initiatives to ensure a safe and secure learning environment to achieve gender equity. Special programs and policies are taken to encourage and empower local tribal women as they are the most deprived population of the surrounding area. Besides this institution also tries to create awareness about the stereotype perception about men that exists not only among boys but also among girl students. This Institution tries its best to offer bias-free curricular, co-curricular, and extracurricular activities and promote an inclusive and supportive environment for all students.

GENDER AUDIT: CONCEPT, OBJECTIVES, AND METHODS

Eliminating gender discrimination is one of the primary priorities of the current world. Inclusive development of a society is impossible without uplifting the socio-economic status of the backward gender. Therefore, it is important for any institution to promote gender sensitization, and to achieve that monitoring the gender scenario at a regular interval is of utmost importance. To increase awareness of gender issues, spontaneous action against women's oppression and exploitation is needed to bring to the forefront. Gender awareness allows students to move beyond other conventional gender stereotypes and rigid gender norms. Here comes the application of gender audit to assess the existing gender scenario of

an institution. The Gender Audit is an attempt to understand whether the institution has a good gender balance or not. Another important dimension is to observe whether the institution follows government rules, policies, and actions formulated for the up-gradation of women in society.

Gender audit is helpful to understand the existing gender bias and the recommendations will help to eliminate them accordingly. A Gender Audit also assesses how well the gender viewpoint is incorporated into academic policy and programs in an academic institution. It also focuses on the wellness and scope of its staff and how they can harness their potential without having any gender barrier. The primary objective of the gender audit is the prohibition of discrimination based on gender and encourages gender-neutral learning curriculum and environment. Gender audit is an essential part of promoting gender equality and women empowerment.

Saltora Netaji Centenary College has made considerable effort to achieve gender balance in the academic and administrative sectors. The college always focuses on students' qualitative performance along with their overall personality development. Essential facilities are being provided to women and girls students on campus. In this context, a gender audit committee has been developing and the report has been prepared for the last five academic years.

Constitution of Gender Audit Committee:

Sl. No.	Name	Designation	Institution
1.	Dr. K. K. Biswal	Principle	Saltora Netaji Centenary College
2.	Dr. Tushar Mondal	IQAC Coordinator Assistant Professor &HOD Dept. of Geography	Saltora Netaji Centenary College
3.	Shampa Debnath	Convenor of Women Cell, Associate Professor, HOD Dept. of Philosophy	Saltora Netaji Centenary College
4.	Dr. Santosh Konar	Principal (External Expert)	Patrasayer Mahavidyalaya, Patrasayer, Bankura, W.B.

5.	Dr. Ritushree Sengupta	IQAC Coordinator & Member of the Women's Cell (External Expert)	Patrasayer Mahavidyalaya, Patrasayer, Bankura, W.B.
6.	Dr. Krishna Biswas	Independent Researcher (External Committee Member)	-

The Gender Audit was undertaken by the IQAC, Saltora Netaji Centenary College, Bankura along with external and internal Committee Members to scrutinize the gender balance within the institution and its practices.

Objectives:

The Gender Audit has the following objectives:

- To find out the existing gender balance scenario.
- To find out whether the students are well informed about the initiatives already taken to promote a women-friendly environment in the college.
- To understand how far the college has contributed towards gender sensitisation.
- To suggest measures for bridging the gender gap and to introduce effective policy and decision-making processes in college activities to ensure gender equity.

Methods: The first part of the report has deals with the initiatives taken by the college to address gender discrimination and has identified existing gender scenario. The gender-segregated data on the curriculum, male–female composition as well as listing of programs/workshops /Seminars conducted on Gender-related issues are done. As part of the Audit, a survey was conducted among students to procure data to understand whether the college's initiatives regarding gender issues are known to them and another questionnaire was specially designed to understand their perception of education and life in the context of gender sensitization. The statistical data are provided for the last five academic years together with the findings of the pilot surveys. The broad gender-sensitive indicators which have been studied in detail include the following:

- ✓ Resources, Infrastructure & Gender Sensitization Policy and Practices
- ✓ Curricular Aspects

- ✓ Gender Balance
- ✓ Gender Issues - Mechanisms and Methods

MAJOR FINDINGS:

✓ Resources, Infrastructure & Gender Sensitization Policy and Practices

Without proper education, it is impossible to create a society where the egalitarian commitments of Equality and Justice enshrined in the Constitution of India are maintained. The University Grants Commission (UGC) acknowledges the essential need for education for all to reach their fullest potential. Access to higher education for disadvantaged and marginalized groups, including women is necessary to bring social justice. Promoting an equitable learning environment in higher education has always been the primary agenda of the UGC. The commitments, policies, and programs of UGC try to preserve democracy and promote equality within the sphere of learning. The outcome of these efforts is very effective and progressive. But as every geographical area is characterized by different types of population composition and has differences in developmental level, it is important to have some special efforts and policies to address the local issues regarding promoting a more conducive environment for girls and women for their participation in higher education. Saltora Netaji Centenary College institutionalizes gender equality through various means and mechanisms.

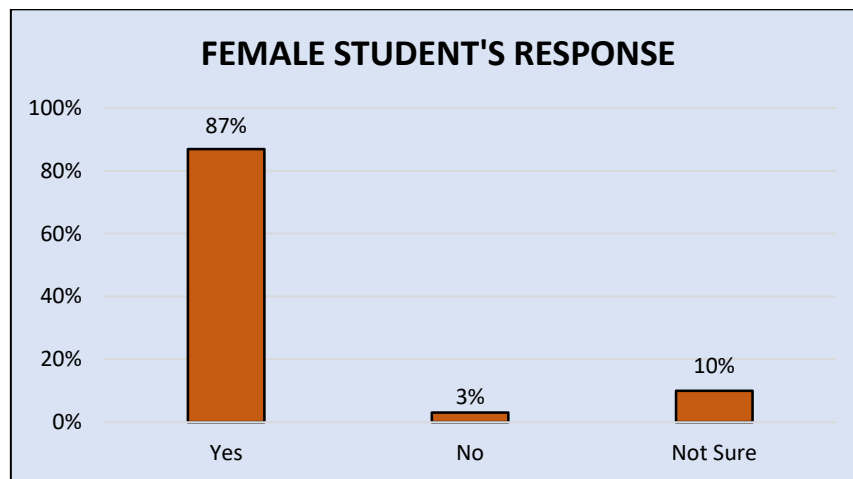
- The entire campus is under 24/7 CCTV Surveillance.
- The campus has sufficient ladies' toilets.
- Ramps are constructed at every needful point for differently abled students.
- Girl's common room with all basic facilities including an attached toilet, sanitary vending machine napkin incinerator machine, etc. is present.
- A sick room has been established in the College where First Aid facilities are available for the students.
- Awareness drives conducted by the Institution, Students' Council Alumni Association, NSS, and Red Ribbon Club on health issues such as Blood donation, Eye health, etc. to increase awareness amongst the youth.
- Suggestion/Complaint Box – Fixed at various spots in the college.
- Unique ID numbers were provided to all students for their identification.

- Online admission and examination form submission system available. As the transport communication system is not good in the surrounding area and a number of students have to help their families with different domestic and economic work, it helps the students particularly the female students to get connected to the college.
- Specific committees are formed to monitor the personal enhancement measures such as the Training and Placement Cell that keeps students informed about job opportunities, and career identification and helps students find proper employment opportunities.
- The institution also takes effective measures in soft skills development including Basics of Computer application, Basics of Beauty Care, Personality Development, Spoken English, etc.
- International webinars are held on "Women in the 21st Century" to make the girls aware of their rights and responsibilities.
- Anti-ragging Committee is formed in the college. These committees arrange lectures of Police officers, and social workers to aware the girls for their privileges and duties.
- The Internal Complaints Committee (Sexual Harassment) is in place. The college policy is that the grievances are resolved in a confidential and timely manner. We are proudly saying that no such complaints have been submitted to the cell to date.
- All students are getting equal opportunities in terms of sports, cultural, curricular, and co-curricular events organized in and outside the campus.
- within the last five years, the College has organized a number of special sessions /workshops /webinars regarding gender issues to foster gender equality in the mindsets of the students and community at large.
- The College Students' Council is also working towards promoting gender sensitization.
- The Women's Cell is highly active and works throughout the year on different gender-related issues.
- The College has regularly supported the welfare of women staff in terms of maternity leave or child care leave.

A Questionnaire survey has been conducted in this context to find out whether the students are well informed about the initiatives already taken to promote a women-friendly environment in the college. The findings are quite promising in that the majority of the

students are aware of the facilities colleges are providing to them. The survey questions and findings are given below (Sample: 100 female students):

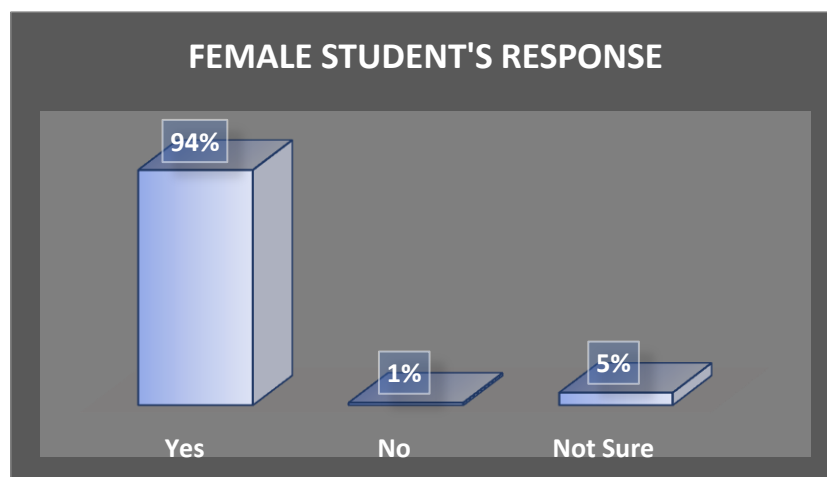
1. Is your college a gender-happy place?



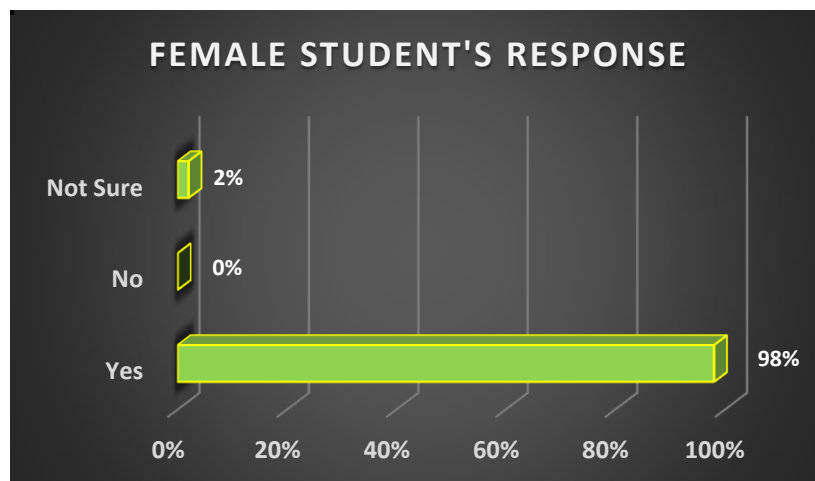
2. Do you feel safe in college?

	Yes	No
Female Student's Response	100%	-

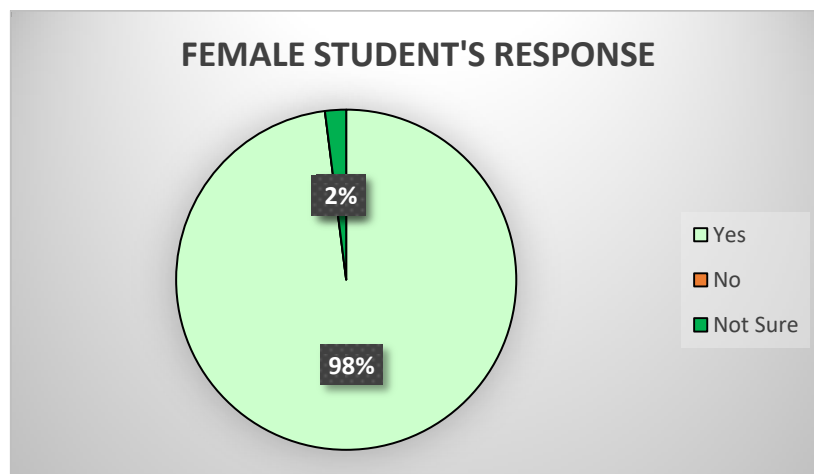
3. Do you know the college has a Women's Cell?



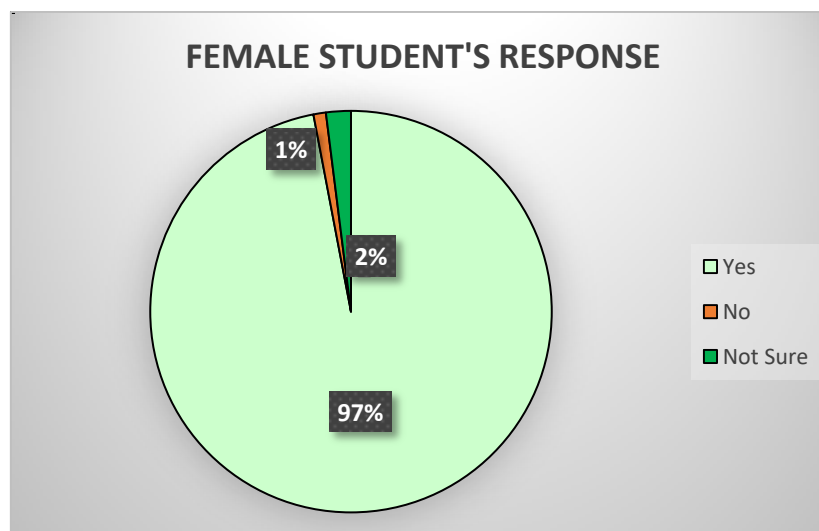
4. Does your college have a grievance redressal cell [ICC]?



5. Do you know you can complain about any misdeed anonymously in the internal complaint committee [ICC]?



6. If needed, do you know how and where to lodge a complaint?



6. Do you think the number of toilets is adequate?

	Yes	No
Female Student's Response	100%	-

7. Do you visit the girl's common room?

	Yes	No
Female Student's Response	100%	-

8. Is the common room clean and does it have a sanitary napkin vending and disposal facility?

	Yes	No
Female Student's Response	100%	-

9. If required are students get first aid facilities on the college campus?

	Yes	No
Female Student's Response	100%	-

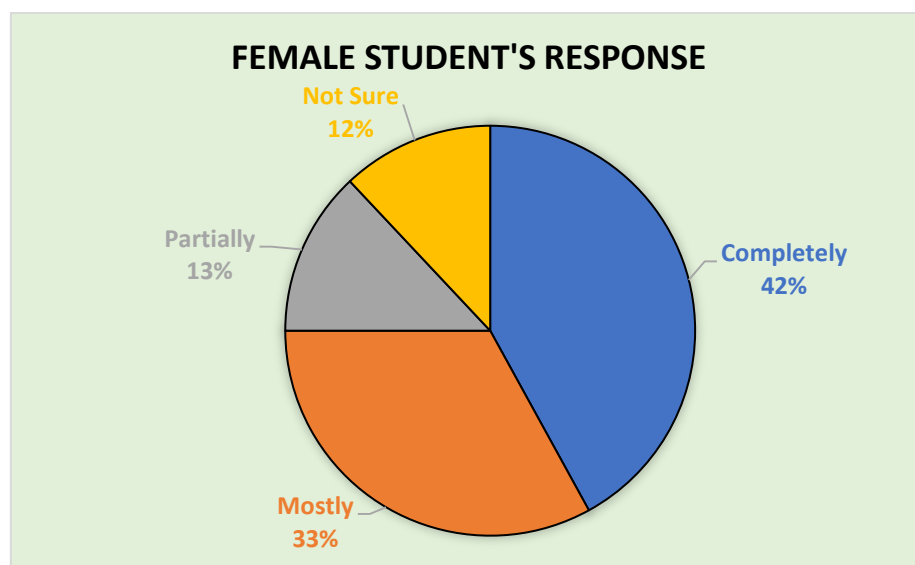
10. Do you feel discrimination in educational, and cultural activities in the college?

	Yes	No
Female Student's Response	-	100%

11. Do you face or hear about ragging in the college compound?

	Yes	No
Female Student's Response	-	100%

12. Are your peers gender-sensitive?



✓ **Curricular Aspects:**

The college is an affiliated institution of the Bankura University of West Bengal, the departments namely Bengali, Santali, English, Sanskrit, Philosophy, Political Science, History, Geography, and Physical Education have gender-related issues within their syllabus at the U.G level. To mainstream gender sensitization, it is important to make students aware of the struggle and contribution of different genders, particularly women's contribution in the establishment of an academic discipline. It is expected that this kind of exposure helps the student understand their worth and they will learn to respect others irrespective of their gender identity.

GENDER-RELATED ISSUES COVERED BY DIFFERENT SUBJECT

Sl. No.	Subject	Topics cover gender-related issues in the curriculum
1	English	Contemporary India: Women & Empowerment, Women's Writing etc.
2	Philosophy	Philosophy of Human Right, Feminism etc.
3	Political Science	Human Rights, Gender & Environment etc.
4	History	Women's Studies in India, Gender and Education in India etc.
5	Geography	Gender Geography, Inequality etc.

✓ **Gender Balance:**

Gender Composition Profile of Students:

During the assessment period, it was observed that female students outnumber boys in the enrolment.

1) Gender distribution of total students allotted and admitted in the last five years

Academic Year	Allotted Seats	Male Student Admitted	Female Student Admitted	Total
2018-19	-	224	318	542
2019-20	-	227	334	561
2020-21	-	222	305	527
2021-22	-	289	390	679
2022-23	-	312	323	635

2) Achievements by some of the female students of the last five years

Academic Years	Name of the student	Team / Individual	National / International	Name of the Event	Name of the Award / Position
2018-19	Puja Roy (II), Panmoni Mandi (IV), Mamoni Hansda (II), Latika Mondal (IV)	Team	University	4 X 100 Mts Relay Race	2 nd
	Panmoni Mandi	Individual	University	High Jump	2 nd
	Latika Mondal	Individual	University	800 Mts.	3 rd
2019-20	Latika Mondal	Individual	University	800 Mt	1 st
	Latika Mondal	Individual	University	400 Mt	1 st
	Priyanka Mondal	Individual	University	1500 Mt	2 nd
	Priyanka Mondal	Individual	University	800 Mt	1 st
	Priyanka Mondal	Individual	University	Discuss	3 rd
	Bandana Paul	Individual	University	Broad Jump	2 nd
	Bandana Paul	Individual	University	100 Mts	3 rd
	Babita Mandi	Individual	University	High Jump	3 rd
2020-21	-	-	-	-	-
2021-22	-	-	-	-	-
2022-23	Sudipa Tudu	Individual	University	100 Mts.	2 nd
	Sharmila Tudu	Individual	University	High Jump	2 nd
	Mridula Hansda	Individual	University	1500 Mts.	3 rd
	Kabita Kisku	Individual	University	Discus	1 st
	Kabita Kisku	Individual	University	Shot Put	2 nd

Gender Balance of Teaching and Non-teaching Staffs:

1) Gender Profile of the Teaching Staff

Academic Year	Female	Male	Total	Percentage of female staff
2018-19	3	18	21	14.28
2019-20	5	35	40	12.50
2020-21	6	35	41	14.63
2021-22	6	36	42	14.28
2022-23	6	35	41	14.63

2) Qualifications and achievement of Female Faculties

Name	Dept. & Designation	Qualification	M.Phil/Ph.D.		Refresher/orientation/ FDP/short term courses	Seminar /Workshop/Conferences	Publication	Part of different committee
			Completed	Admitted				
Mrs. Shampa Debnath	Associate Professor in Philosophy	M.A., SET	-	-	Yes	8 state, national & international	25 research publication	Women's Cell, Academic Council, Hygiene & Sanitation Committee, Member of the IQAC Committee, Member of the Cultural Committee
Ms. Purbasha Mondal	Assistant Professor in English	M.A. SET	-	Yes	Yes	40 state, national & international	07 research publication	Convenor of the Women's Cell, NSS Programme Officer (Unit II), The State Public Information Officer (SPIO), Member of the NAAC Committee, Member of the IQAC Committee, Member of the Cultural Committee, Member of the SC, ST, OBC Welfare Committee, Member of the E-journal Committee, Member of the Anti-ragging Committee, Member of the Hygiene and Sanitization Committee
Mrs.		M.A.	-	Yes	Yes	5 state,	03 research	Women's Cell, Hygiene &

Sanchita Santra		SET				national & international	publication	Sanitation Committee
Mrs. Madhumita Pal		M.A.	-	Yes	-	5 state, national & international	-	Women's Cell, Hygiene & Sanitation Committee
Mrs. Mousumi Mondal		M.A.	-	Yes	-	-	-	Women's Cell, Hygiene & Sanitation Committee
Mrs. Mousumi Rakshit		M.A.	-	-	-	-	-	Women's Cell, Hygiene & Sanitation Committee

3) Gender Profile of the Academic and Non-Academic Staff

Academic Year	Female	Male	Total	Percentage of female staff
2018-19	3	26	29	10.34
2019-20	5	43	48	10.41
2020-21	6	43	49	12.24
2021-22	6	44	50	12.00
2022-23	6	43	49	12.24

✓ Gender Issues - Mechanisms and Methods

The following gender-related program organized by the college in the last five years to promote gender sensitization:

1. State Level Seminar on “Narir Kshomotayan: Prosongo Bangla Sahitya” on 03.06.2023 organized by the Dept. of Bengali (<http://www.saltorancollege.org/storage/miscellaneous-pdf/1701858134876.pdf>)
2. State Level Seminar on “History of the Womens' Movement in India” on 31-05-2023 organized by the Dept. of Pol. Sc. on (<http://www.saltorancollege.org/storage/miscellaneous-pdf/17019377895653.pdf>)

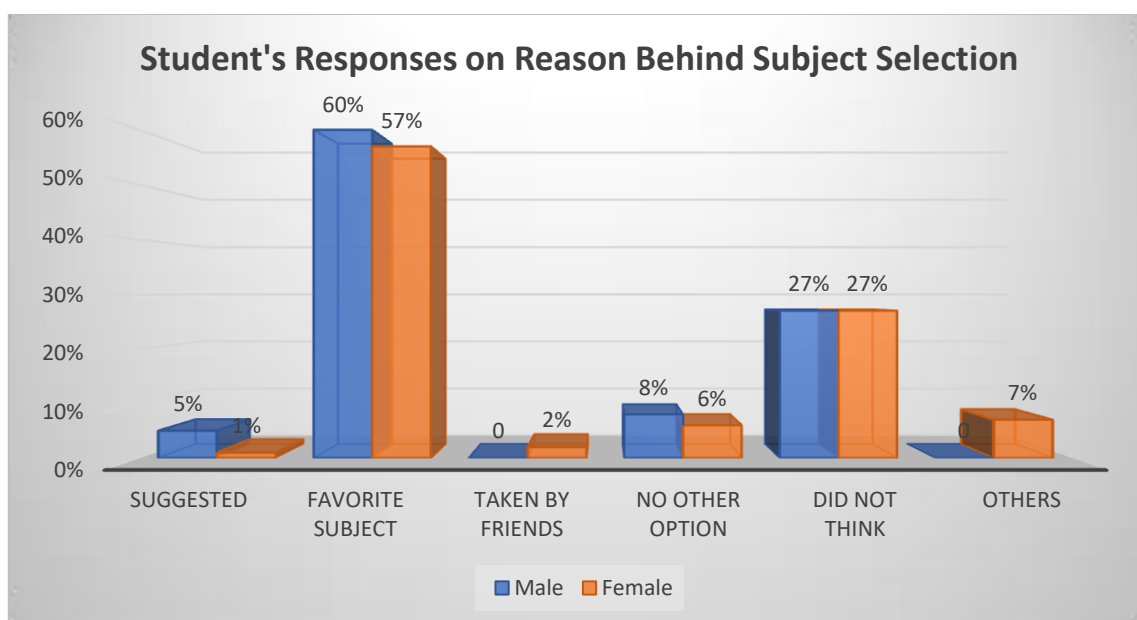
3. State Level Seminar on "Shohor Kolkatar Udvastu Nari: Samajik Itihaser Ekti Adhyay " on 20.05.2023 organized by the Dept. of History (<http://www.saltoranccollege.org/storage/miscellaneous-pdf/1701933062179.pdf>)
4. International Webinar on "The Crises of Women in the 21st Century: Looking for Possible Solution" organized by the Women's Cell on 16.03.2023 (<http://www.saltoranccollege.org/activities>)
5. International Webinar on "Womens Right" 17.12.2022 organized by the Women's Cell (<http://www.saltoranccollege.org/activities>)
6. One Day Departmental Seminar on "Rise of Dalits in Indian Politics " organized by the Dept. of Pol. Sc. on 15th December, 2022 (<http://www.saltoranccollege.org/storage/miscellaneous-pdf/17019377895653.pdf>)
7. One Day Departmental Seminar on "Recent Women in Sports-Myths & Reality" organized by the Dept. of Physical Education on 06.12.2018 (<http://www.saltoranccollege.org/storage/miscellaneous-pdf/17019331022388.pdf>)
8. Self Defence Training Programme for Girls
9. Outreach Programme on Humanitarianism on World Red Cross Day on 08.05.2023 by the NSS unit-I
10. Celebration of Menstruation Hygiene Day on 25.05.2023 by the NSS unit-I.

❖ **How far the college has contributed to create a gender sensitise future generation?**

It is noteworthy to mention that the word Gender sensitization is not only applicable to creating awareness among girls, but it is equally important to make boys aware about various societal as well as domestic norms, that are regressive and lead to gender biases. Gender sensitization is a process where people learn about gender sensitivity. This can be achieved through teaching gender sensitivity and it is expected that this will modify the participants behaviour through raising awareness about gender equality. Aim of this programme is to change the patriarchal mind set prevalent in the Indian society not only among the men but also among the women. Gender mainstreaming is a multidimensional aspect, as an academic institution a college has the potential to create differences by shaping and reshaping the stereotype mindset. Perception about gender identity is reflected through a multiple way but the most direct impact will fall upon perception of the students about higher education based

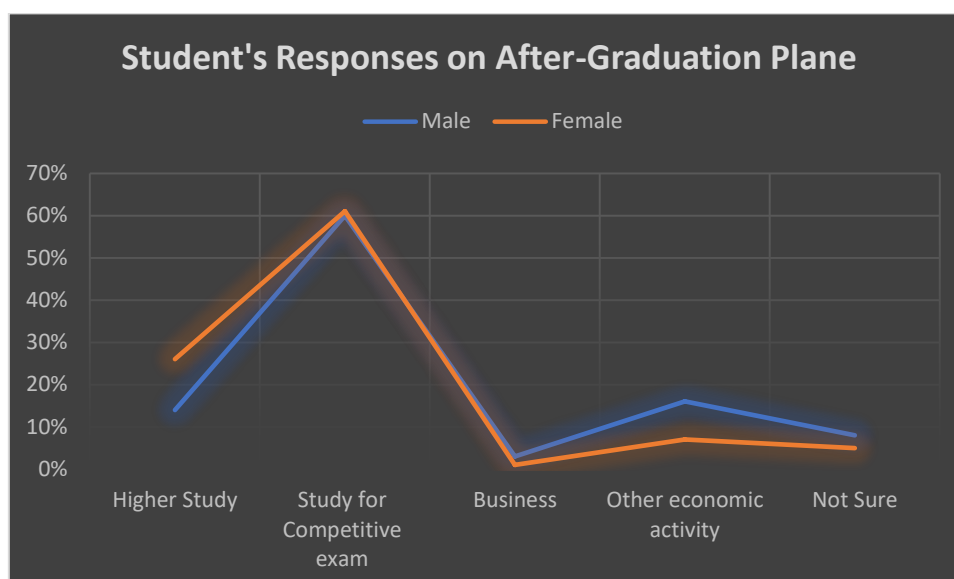
on gender. It is evident that the mindset of students about education and job opportunities is highly gendered in nature. Not only that proper education will help in self-development which is ultimately able to challenge the societal ill practices. One of the measure objectives of education is to identify one's self-worth and provide courage to harness their potential irrespective of their gender. Saltora Netaji Centenary College has been serving a backward rural area since the year 2000. It is expected that this college has put deep impression on the surrounding area and among its pupils in different aspects. To fulfil the third objective a pilot questionnaire survey is done to understand the perception of male and female students on higher education and how education helps them visualize their future as an individual entity. The outcome and findings are listed below:

- 1) It is promising that nearly 60% of students are enjoying the freedom to choose their favourite subject irrespective of their gender and all of the surveyed students are wanted to be economically self-dependent. Another remarkable observation is that in spite of having socio-economic backwardness, most of the respondents (92% male & 97% female) mentioned that they have complete family support for continuing their education. 41% of female respondents are gaining positive encouragement from their fathers to pursue higher education. 38% of male respondents gained the same from both mother and father.

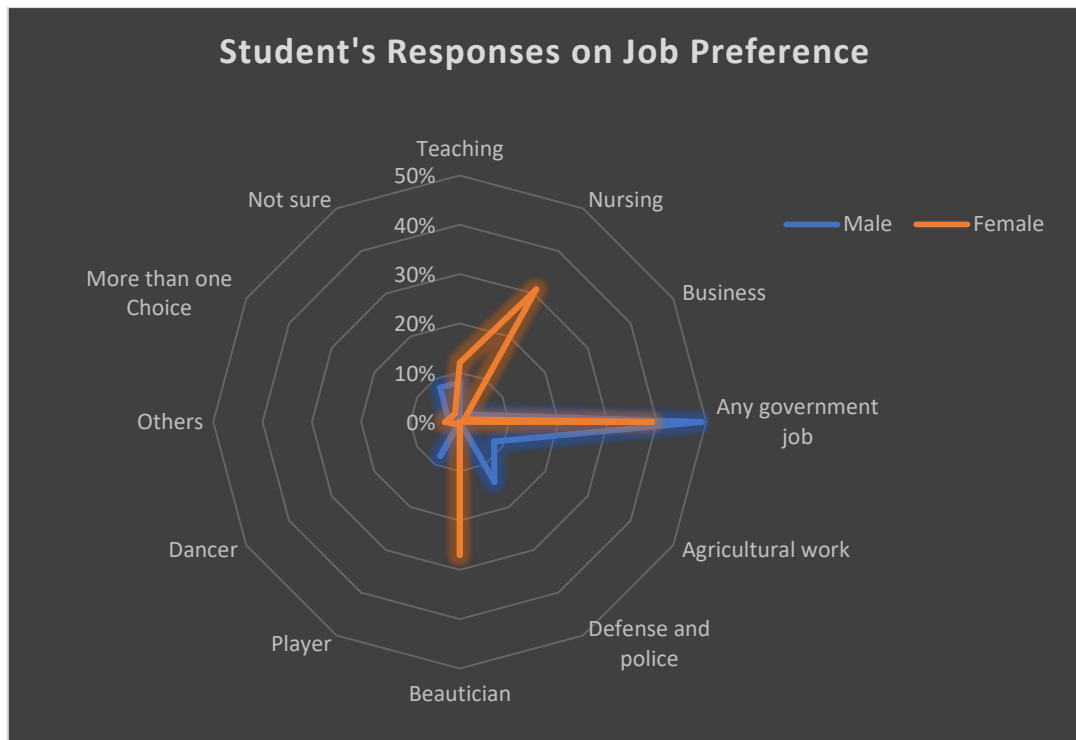


- 2) A striking feature is that only 14% of male students are interested in obtaining higher study whereas 26% of female students are interested in going to universities to obtain an M.A./M.Sc. course. 16% of Boyes are more interested in joining any economic activity whereas only 7% of girls are interested in pursuing any economic activity

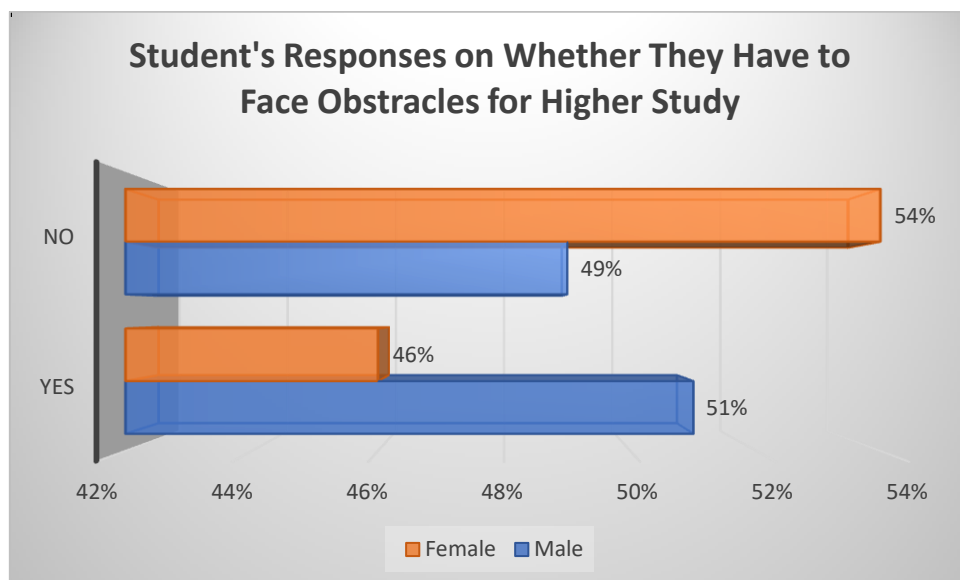
after graduation. But 60% of male and female students are interested in job-oriented study more than obtaining higher education. It is evident that the male students are bound to participate in economic activities at their earliest.

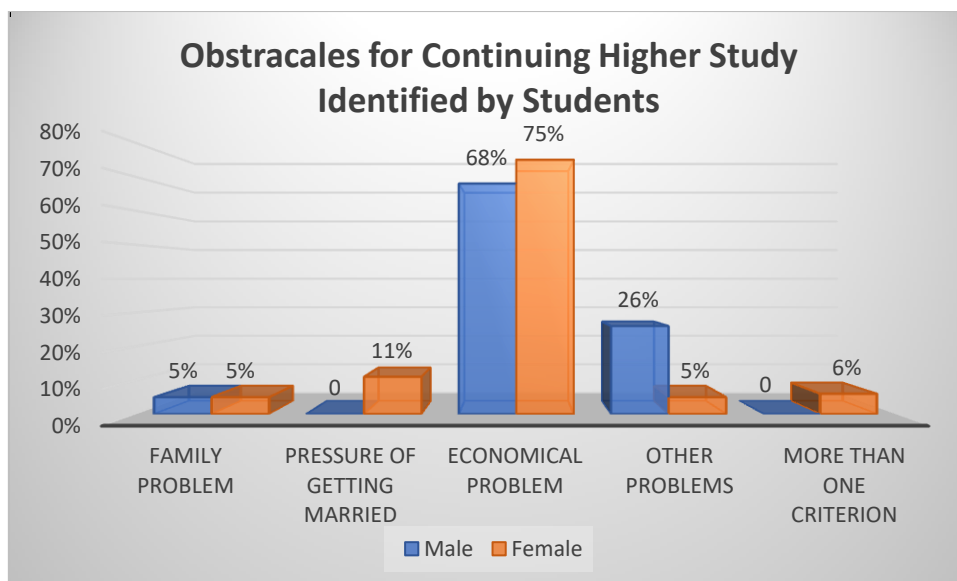


- 3) When they are asked about their work preference it is revealed that their preferences are very gendered in nature and follow the societal stereotype about which job is appropriate for which gender. For example, professions like nursing, and beautician are entirely girls' preferred job options whereas in activities associated with agriculture, Defense, and police, being a player is completely male students' choice. Both genders are interested in the teaching profession and having any government job but the male and female response percentages are 8% & 12% and 49% & 39% respectively. The co-curricular learning like dancing, singing, painting, sports, etc. are still not accounted as a profession. This situation needs to be addressed by the college through counseling, workshops, and seminars to inform the students about possible other job options and how every gender with proper education and training can pursue any profession.

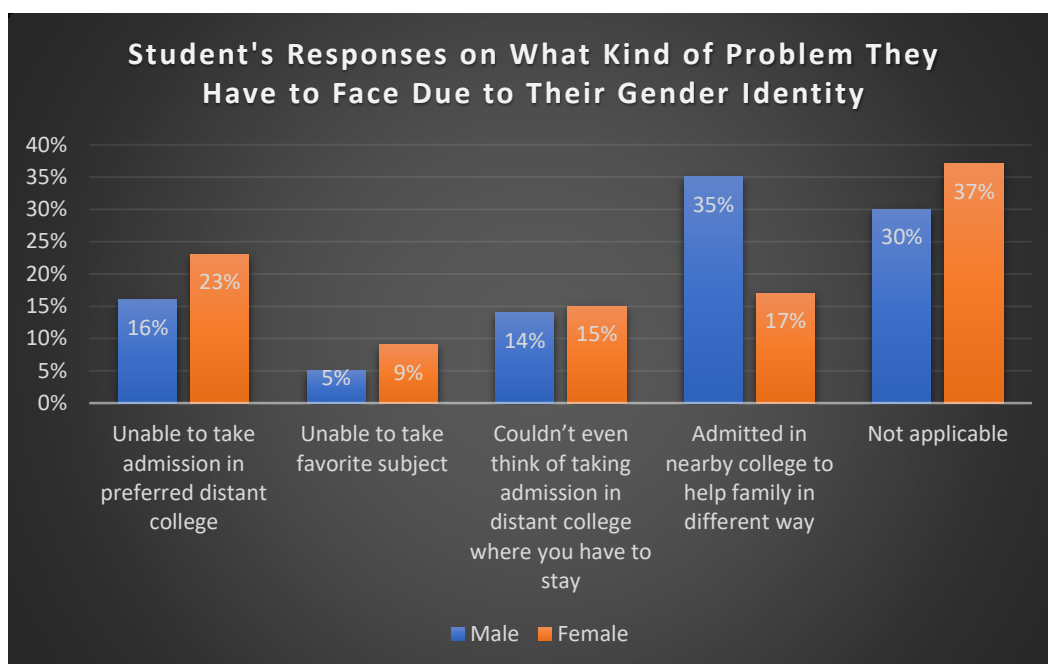


- 4) More or less half of the respondents informed that they have to face obstacles if they want to continue further study. However, there is no drastic gender difference found in the query about the nature of obstacles they have to face to continue higher study.

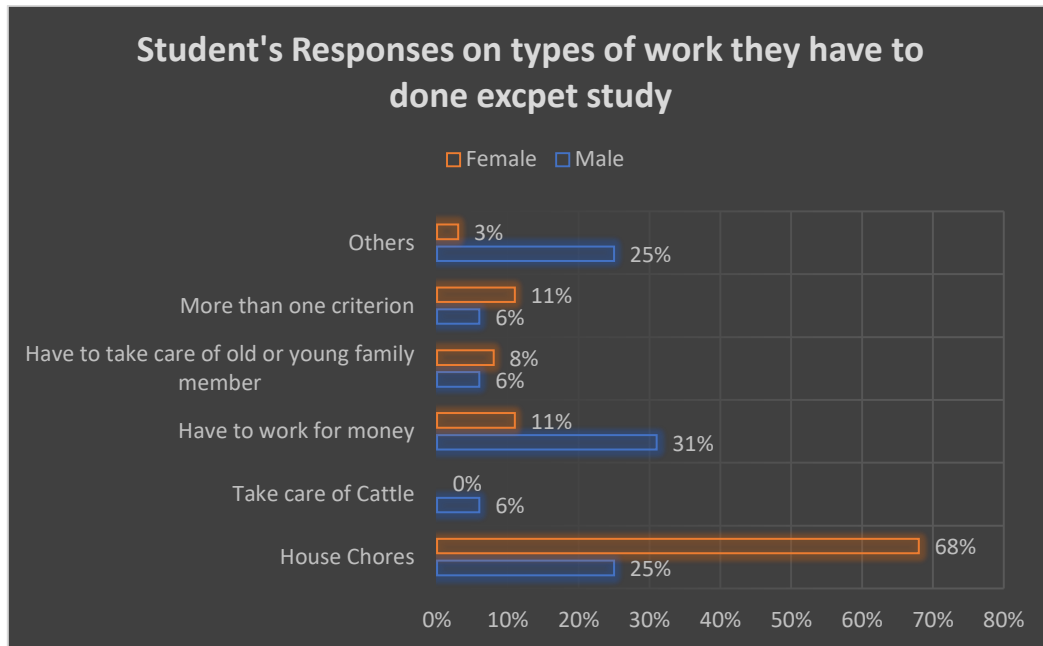




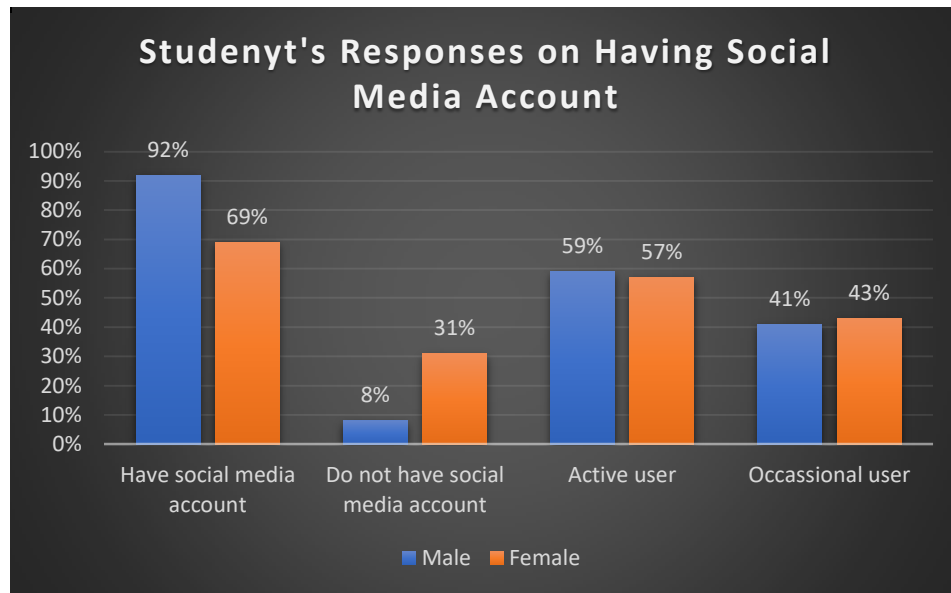
5) Another important study finding is that the students of this locality are facing problems in getting admission to distant colleges where they have to stay to continue studying. If this feature prevails it will be impossible for these students to get admitted to distant universities for further studies, especially for the girls who want to continue higher study. On the other hand, some students are choosing a nearby college to help their family economically and the number of boys is double that of girls in this particular finding. It is evident that gender roles and norms prescribed by society play a crucial role in limiting the possibilities of most students. Girls and boys are suppressed under their gender identity and economic backwardness.



6) During the survey a considerable number of students (43% boys & 26% girls) mentioned that they are unable to dedicate their full attention to study. The reasons are highly gendered in nature. For example, most of the girl students (68%) have identified family chores as a time-consuming activity they have to take part but boys have to earn money (31%) along with outside-oriented house chores (25%).



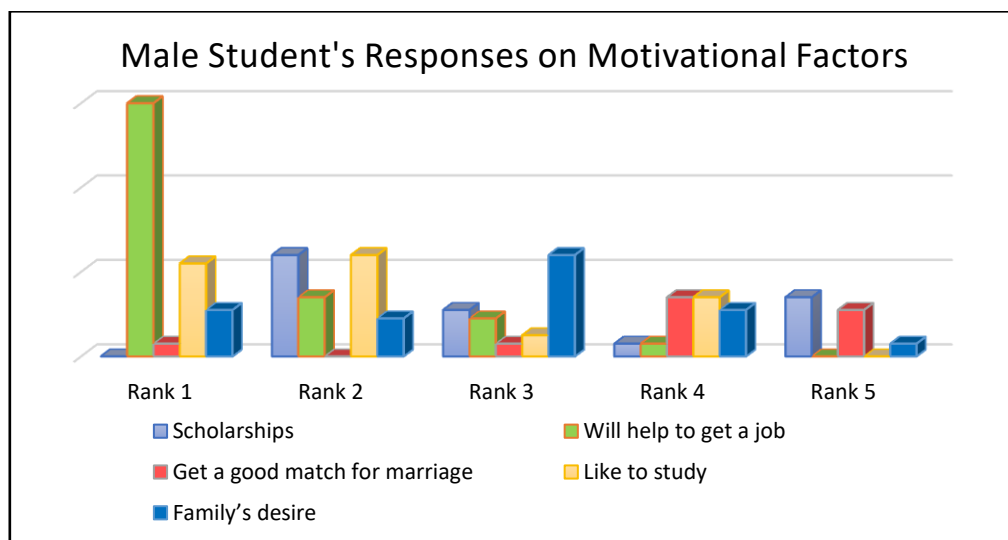
3) It is evident that most of the boys have social media accounts and 59% of them are active users. In contrast, 69% of girls have social media accounts and among them, 57% are active users. It is evident that girls are facing more family restrictions on using social media than boys. It is noteworthy to mention that among the active social media users 75% of male and 84% of female respondents agreed that they were able to give more time in study when there was no social media in their life.



- 4) Students are asked about the motivation behind pursuing higher study. Few factors are provided and they ask to rank those factors according to their judgment. The gender-wise outcome is bellowed:

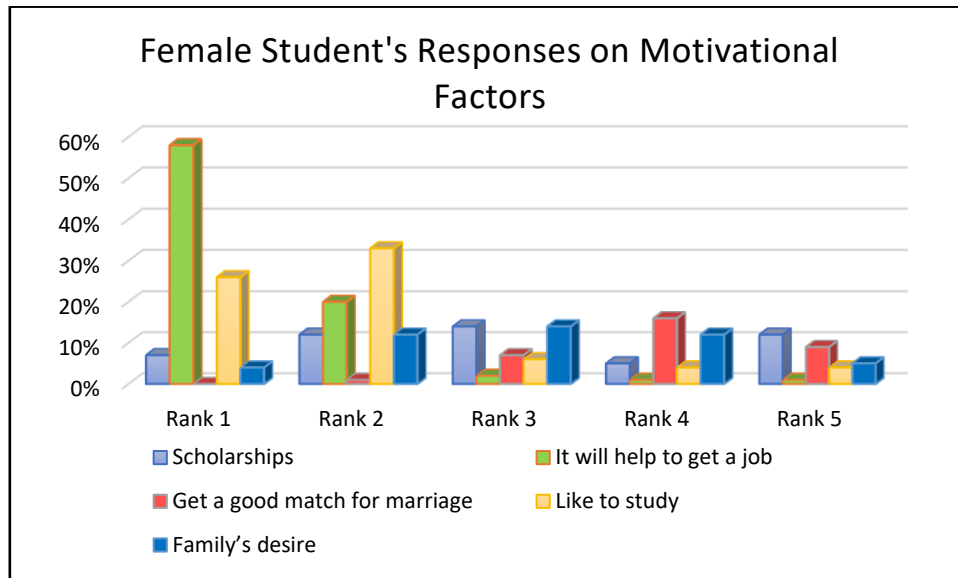
Male Response:

Criteria	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Scholarships	0	24%	11%	3%	14%
It will help to get a job	60%	14%	9%	3%	0
Get a good match for marriage	3%	0	3%	14%	11%
Like to study	22%	24%	5%	14%	0
Family's desire	11%	9%	24%	11%	3%

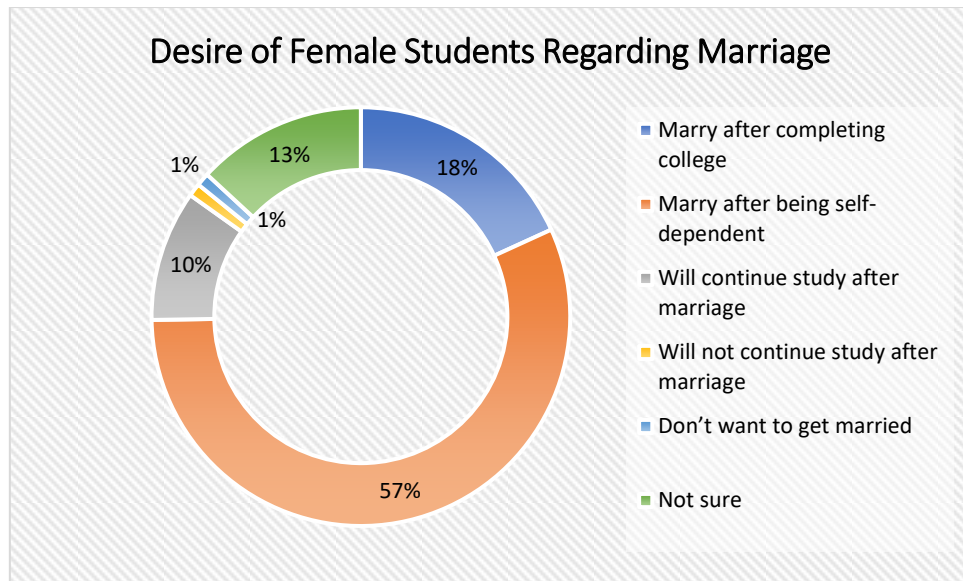


Female Response:

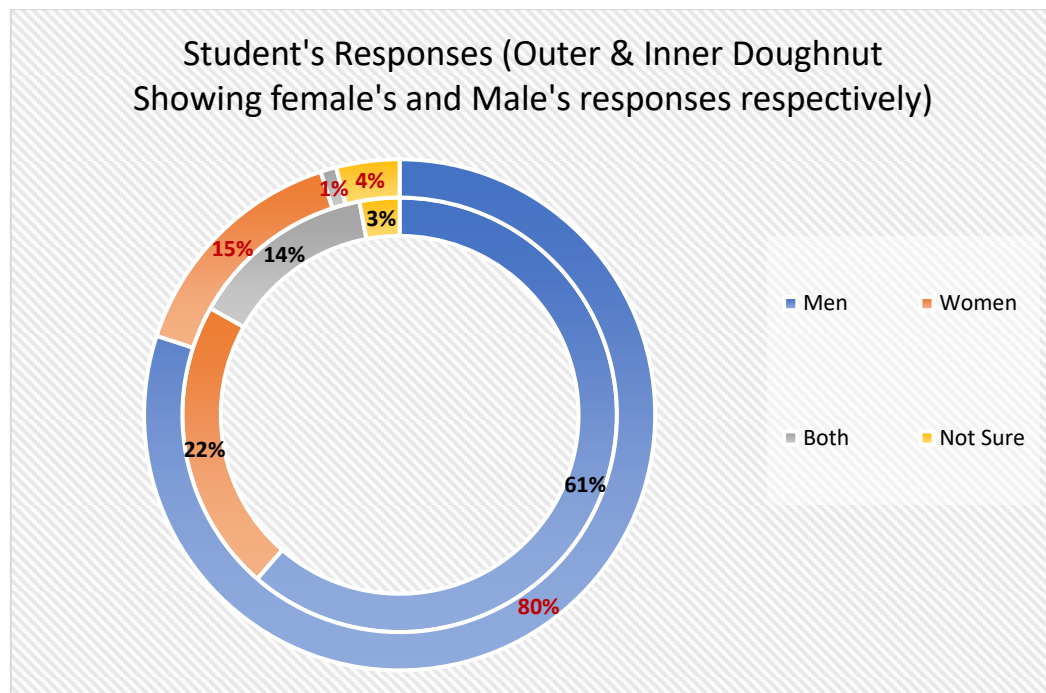
Criteria	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Scholarships	7%	12%	14%	5%	12%
It will help to get a job	58%	20%	2%	1%	1%
Get a good match for marriage	0%	1%	7%	16%	9%
Like to study	26%	33%	6%	4%	4%
Family's desire	4%	12%	14%	12%	5%



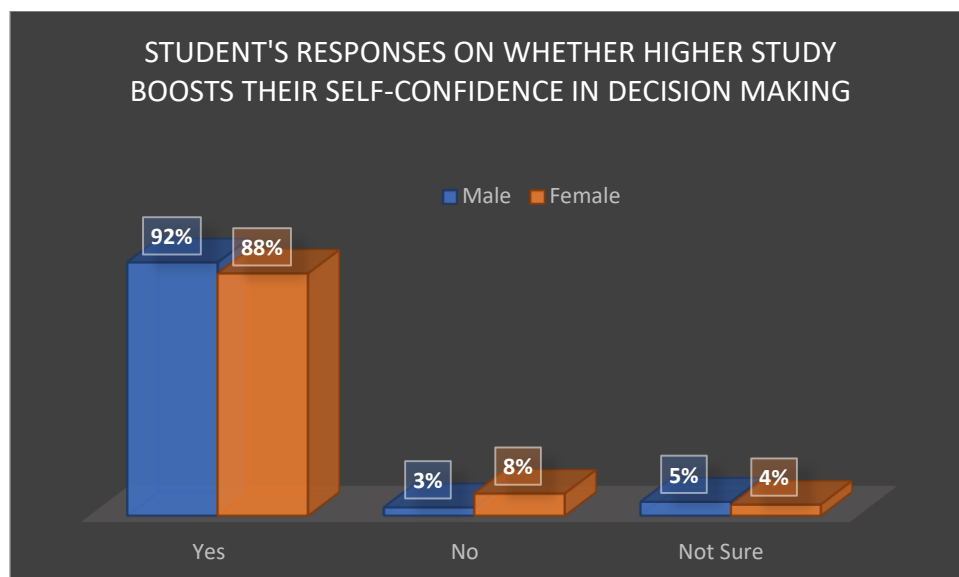
- 9) From the survey, it is clear that 54% of the female student's families will pressure them to marry if they get any suitable match. In this context, the college needs to address this issue during Parent-Teacher Meetings. It is a positive sign of education that among these girls 56% wanted to get married after achieving economic self-dependence.



- 10) The male respondents participated more in different kinds of co-curricular activities than girls. And again, these selections are highly gendered in nature. For example, 35% of boys are learning different types of sports activities where whereas 32% of girls are engaging in learning different kinds of handicrafts, mostly tailoring. Activities like singing, dancing, and beautician courses are completely female-dominated. But a considerable number of respondents are learning Computers to develop their soft skills.
- 11) The respondents were asked, “With equal academic qualification, who do you think enjoys more freedom in decision-making?”. The responses are presented graphically below:



12) The final question asked them whether the higher study is boosting their self-confidence or not. The response is very positive but 8% of female's responses are negative. Among these 8% of respondents, 27% don't think that they can make the right decision for themselves, 18% are afraid of being accused of making the wrong decision, and 55% are relying more on their guardian.



The overall response is not that unpromising rather optimistic but the college should conduct gender sensitization training program for the students as well as for the parents to eliminate the existing gender stereotypes and build self-confidence among the students to harness their full potentials. As we all aware that gender sensitization is the process of changing the

stereotype mindset of men and women, and what better place than an educational institution to practice it in a organized manner! Every institution needs to put more emphasis on this particular matter to build a gender sensitive future.

RECOMMENDATIONS:

Since its inception, the College has not only made substantial progress in the field of education but also contributed immensely to the development of the surrounding areas. Most of the students of the college are female and belong to the economically backward section of the society. A large number of students from tribal communities are admitted to this college from the beginning. The College aims to be a pathfinder in creating a unique and exclusive learning environment where the stakeholders can develop themselves in such a way that they can contribute to making a sustainable society where every gender will have equal scope and opportunity as per their needs.

Presently the college is doing good work in achieving gender equity at the same time there is scope for work in this particular agenda.

- First of all, the institution should have a transparent and vibrant gender policy. Display of 'Gender Policy' on the website is highly recommended. Circulating newsletters, regular communication, and arrangement of seminars and self-defence classes more frequently are suggested to sensitize the students and the faculties.
- The college should create awareness of the existence of gender-friendly policies and procedures among students. More female staff may be absorbed by the college in different non-academic positions to ensure women's empowerment and the safety of the female students. Students should be aware that the College is always under CCTV surveillance.
- All the Departments and offices should be encouraged to maintain gender-segregated data. The Finance Branch should be directed to carry out gender budgeting and gender audits annually so that the College, if required can provide gender statistics especially related to the amount of money generated and spent on women students and employees in different categories within no time.

- It will be highly appreciated if the institute can execute job-oriented capacity-building and training programs for girls and women on the campus. Most of the girls who are admitted to various courses belong to economically backward classes. Their communication skill and language proficiency are not up to mark. Because of that, they lack confidence in exhibiting their potential. Therefore, they need special facilities to improve their communication skills.
- The institution should ensure adequate representation of female students in co-curricular and extra-curricular activities. Exclusive training programs to become self-reliant are highly recommended in this context. Special incentives for life skills enhancement activities will be helpful in this context.
- Women's health issue is an important concern for every policymaker. Women's health is essential for the overall development of society but unfortunately, this particular issue is being neglected. Girls need to understand the gender-specific nature, requirements, and problems of their own bodies. Hence, it is important to promote health-hygiene-related awareness and sexual awareness among young girls. To achieve that the college may organize health programs specifically targeting girls in the college are also recommended.
- Another important issue any institution needs to take care of that the mental health of their stakeholders. Life of women is not easy in our society which affects their mental health adversely. Therefore, the institution needs to arrange psychological counselling to address the mental health problem more frequently.
- An exclusive yoga and wellness program is genuinely required for the female stakeholders.
- Special extension activities for girls and women employees would be undertaken especially through NSS.
- The college has major drawbacks in the Research and Development sector. This backward region with diverse cultures of multiple ethnic groups offers a huge scope for conducting research on gender-related issues. The faculties should take this opportunity seriously. It is suggested to focus on gender development-related



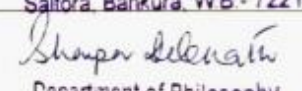
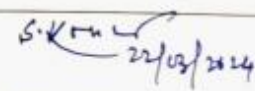
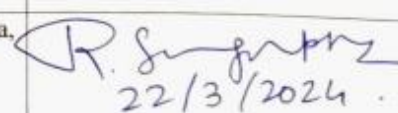
research. Students must be encouraged to participate in this kind of venture under the supervision of the teachers.

- Introducing a Legal Cell, the female students shall be made aware of laws and their rights by organizing lectures by government officials.
- During the survey, it was revealed that a number of students have objections to the limited subject choice. Currently, this college offers only one B.Sc. degree in Geography. It is important to open more science departments so that the local students particularly the women do not have to travel to distant colleges or compromise their desire.
- The College needs to introduce self-employment training in different subjects. A number of women-specific provisions are taken by the University Grants Commission and Central as well as by State Governments regularly for women and female students. However, they are not implemented and monitored regularly. In this context establishing a separate cell would be helpful.

Conclusion

The institution has many strengths and few weaknesses. The weaknesses can be overcome with gradual changes in value setup. Without any doubt, the enrolment of girls from all sections of society is increasing and there are no gender issues complaints, which may contribute more towards making the college a gender-sensitive institution. Many programs have been conducted from time to time specifically for female students to enhance their confidence building. With strong willpower and commitment to gender justice, the Saltora Netaji Centenary College would certainly make a mark even in the areas that need some improvements.

Gender Audit Committee:

Sl. No.	Name	Designation	Institution	Signature & Date
1.	Dr. K. K. Biswal	Principle	Saltora Netaji Centenary College	 Principal Saltora Netaji Centenary College P.O.- Saltora, Dist.- Bankura
2.	Dr. Tushar Mondal	IQAC Coordinator Assistant Professor &HOD Dept. of Geography	Saltora Netaji Centenary College	 Coordinator 21/03/24 Internal Quality Assurance Cell (IQAC) Saltora Netaji Centenary College Saltora, Bankura, W.B. - 722158
3.	Mrs. Shampa Debnath	Convenor of Women Cell, Associate Professor, HOD Dept. of Philosophy	Saltora Netaji Centenary College	 Department of Philosophy Saltora Netaji Centenary College P.O.-Saltora, Dist.-Bankura
4.	Dr. Santosh Konar	Principal (External Expert)	Patrasayer Mahavidyalaya, Patrasayer, Bankura, W.B.	 22/03/24 Principal Patrasayer Mahavidyalaya Partasayer, Bankura
5.	Dr. Ritushree Sengupta	IQAC Coordinator & Member of the Women's Cell (External Expert)	Patrasayer Mahavidyalaya, Patrasayer, Bankura, W.B.	 22/3/2024 IQAC Co-ordinator Patrasayer Mahavidyalaya Patrasayer, Bankura
6.	Dr. Krishna Biswas	Independent Researcher (External Committee Member)	-	Krishna Biswas 22/03/24