



GENDER AUDIT

2018-19 to 2022-23



KANCHRAPARA COLLEGE

Prepared By: ICC & VISAKHA CELL, KANCHRAPARA COLLEGE

GENDER AUDIT

KANCHRAPARA COLLEGE

2018-19 to 2022-23

Prepared by the Internal Complain Cell & Visakha Cell:

Prof. Debjani Roy Choudhury (Presiding Officer)

Dr. Swarupa Pal

Dr. Krishna Jhulki

Dr. Sunita Mandal

Dr. Barnali Roy

Prof. Moumita Chakraborty

Dr. Moumita Roy

Prof. Anuradha Mandal

Prof. Kamrunnessa Khatun

Smt Chandrani Das (Guha Roy) Cashier

Ms. Ishika Baidya (Student member)

Ms. Puja Das (Student member)

Ms. Ankita Das (Student member)

Smt. Baisali Bhattacharya (Advocate)

Genesis:

Kanchrapara College situated at the cross point between Kalyani and Kanchrapara, established in 1972, under the entrepreneurship of the then MLA of the area, Hon'ble Sri Jagdish Chandra Das, Ex-teacher, Kanchrapara High School, is still now carrying the legacy of spreading education among the common people of the locality.

The college started its journey on 13th Nov, 1972 with a meager number of only 32 students with affiliation of only Pre-University class. In course of time the college has grown up to full maturity. The college now has more than 6000 students with Honors in 21 subjects in Science, Arts and Commerce division. The class of Science and Arts stream takes place in day shift. Commerce section runs in Evening shift. Both BA general and B.Com general and Honors courses are running in Evening shift. Apart from a good number of devoted Non-Teaching Staff whose service is available for 24 hours, there is a band of highly qualified teachers whose scholarly guidance and advice is always available for the students. Besides the traditional core subjects there are also honors course in some new emerging subjects like Environmental Science, Molecular Biology and Biotechnology, Microbiology, Food and Nutrition, Computer Science etc. Post-Graduation in Hindi is also running in this college for a few years. The college has a Study Centre under the Distance Education Directorate, University of Kalyani where M.A. in Bengali, English, History and Education is taught in the same premises on Sundays and Holidays. With all the basic amenities like Students' Common Room, Gymnasium, Playground, Net Resource Centre etc the College each year attracts a large number of students from the surrounding areas and makes its presence felt in the academia by the good results each year the students attain.

Objectives:

The Gender Audit of KANCHRAPARA COLLEGE has the following objectives:

- ❖ Throughout its history KANCHRAPARA COLLEGE has dedicated itself to the cause of the poor and underprivileged students, ensuring equal educational opportunities regardless of gender.
- ❖ KANCHRAPARA COLLEGE is whole-heartedly dedicated to the all-round development of personality of its students regardless of their gender by imparting a value- based, liberal, modern and self-reliant education.
- ❖ KANCHRAPARA COLLEGE is still continuing this mission by arranging scholarships, stipends from different students regardless of their gender or underprivileged backgrounds.
- ❖ The college also regularly seeks reviews from different academicians and re-orient its activities, so its activities are gender-inclusive and suitable for all students.
- ❖ The college has wide-ranging courses from almost all the major streams to offer to its students.

Gender Sensitive Features:

Gender sensitive features are carefully observed in every corner of the system by forming various committees like Anti-Ragging, Internal Complaints Committee and Sexual Harassment in the College.

- The College has made provision for a **Girl's Common Room** with adequate space. Here the girls can take some rest or study and spend quality time.
- Separate Girl's Washrooms with ample water supply is available in the College. The washrooms are regularly cleaned.
- The college is also the first college in West Bengal to host a transgenders' toilet to prevent humiliation of transgender students.
- Girls actively take part in outdoor games like annual sports.
- The College plays an active role in mobilizing funds under **Kanyashree Prakalpa** – a State Government venture in which unmarried female students are given a stipend of Rupees 25,000/-. The College issues applications to the bonafide students who are interested and eligible. In the year 2018-19 in 518, 2019-20 in 553, 2020-21 in 02, 2021-22 in 49 and 2022-23 in 117 girl students belonging to the said category have received this financial benefit.
- The College has in place **Anti-Ragging Committee** comprising of teachers and representatives of students. The College publishes its regulations in prospectus. Ragging is a criminal offence and UGC has notified regulations on curbing the menace of ragging in Higher Educational Institutions in order to prohibit, prevent and eliminate the scourge of ragging. The students in distress owing to ragging related incidents can access the Committee. However, ragging in the campus is non-existent and no complaint of ragging has been made till now.
- The College has a Sexual Harassment Cell comprising of members of the ICC. Students can lodge their complaints with the cell without inhibition and the cell is committed to take up the complaints seriously. However, no such complaints have been received from any student till now.
- The girl students are trained and motivated for leadership in all walks of life. They are made to serve the nation. Unity and discipline always runs through the veins of girls. Apart from regular parades and camps, cadets participated in social activities like Blood Donation Camp, Common Tree Plantation Programme.

Awareness Programmes:

SL.	NAME OF THE ACTIVITY	YEAR OF THE ACTIVITY	ORGANIZED BY THE DEPARTMENT /IQAC
-----	----------------------	----------------------	-----------------------------------

1	World Population Day and Women's fertility	11/07/2022	NSS Unit
2	Breast feeding Week Celebration	01/08/2022	NSS Unit
3	Menstrual Hygiene Awareness Programme	13/09/2022	Food & Nutrition Department
4	State Level Workshop on "Women's Self Defence Camp & A discussion on Combative Women in Bengali Literature"	16/03/2023	ICC & Visakha cell

Why Gender Audit in KANCHRAPARA COLLEGE

Our society is still predominated by patriarchal norms, where women are subject to discrimination right from birth to death. The dimensions of discrimination may be diverse. In the family, it may vary from female feticide, asymmetrical opportunities for education, secondary position in the family to domestic violence and dowry deaths. In the job market the discrimination gets reflected in lower female earnings than males for similar work, occupational segregation whereby women are concentrated in certain specific jobs that are often low paid, glass ceiling on top management jobs by women, sexual harassment, etc. Despite a plethora of government schemes, awareness campaigns and media outcry, the gender based discrimination undoubtedly prevails. However, the silver lining to this grim situation is that our society is gradually moving ahead towards gender equality.

KANCHRAPARA COLLEGE believes that an educational institution has some responsibility towards building up a society where gender equality prevails by trying to instill among students a sense of respect towards women and the virtues of gender equality. Efforts should be taken by colleges to develop awareness among the youth, the torch bearers of future generation, of how social cultures are created and maintained, how power is deployed to shape values and behaviour especially those which are gender related.

The Gender Audit in KANCHRAPARA COLLEGE is an attempt to gauge whether gender balance exists in the college. It also tries to assess the impact of the current and proposed policies of the college on gender equality.

The Gender Audit has been conducted in two parts:

- First, we have tried to measure the extent of gender equality that exists among students, teachers and non-teaching staff in the college.

- Secondly, we have made a questionnaire based survey among a sample of the students to comprehend their understanding and views related to gender equality in the college and various other issues related to gender.

PART-I

GENDER BALANCE IN COLLEGE: STUDENTS, TEACHERS, NON-TEACHING STAFF, GOVERNING BODY, AND IQAC

Gender Classification of Students (2018-19 to 2022-23)

Session	Male	Female	Total	% of Male	% of Female
2018-19	1133	1167	2300	49.26	50.74
2019-20	1067	1099	2166	49.26	50.74
2020-21	1161	1191	2352	49.36	50.64
2021-22	981	1143	2124	46.19	53.81
2022-23	1096	1188	2284	47.99	52.01

Table: 1

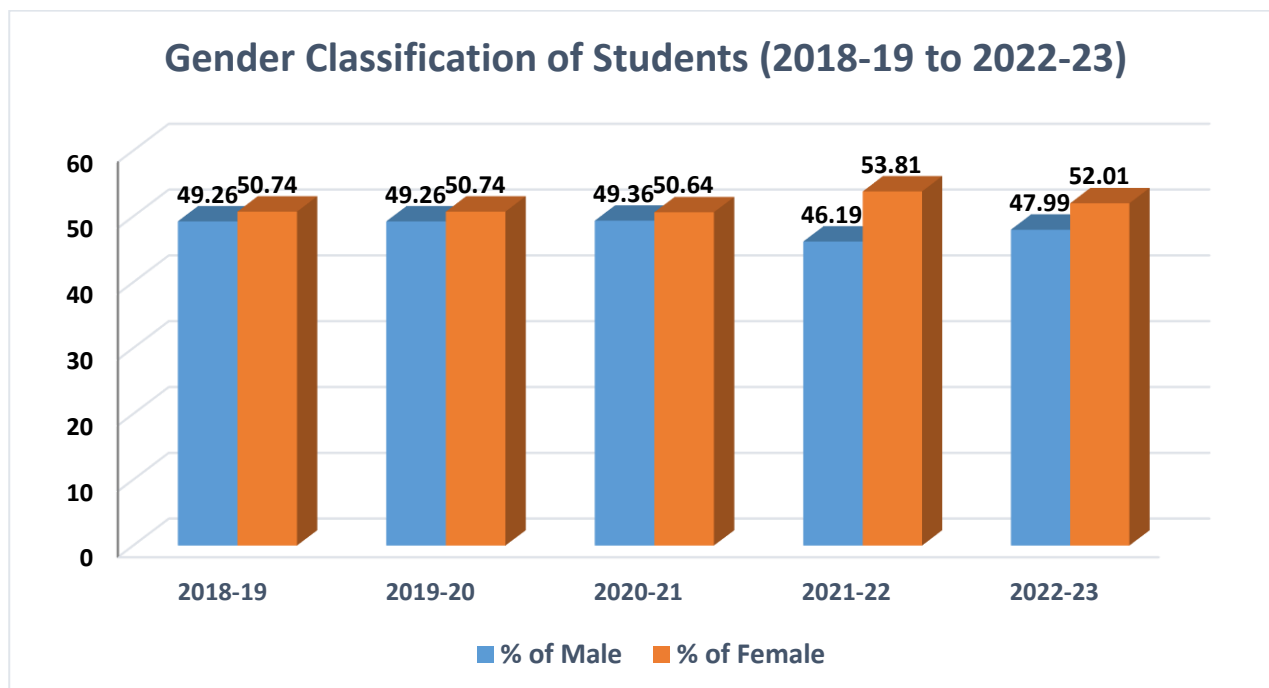


Figure: 1

The table shows Year wise gender classification of male and female percentage of enrolled students to the College. The bar graph and tabular form vividly give important data of year wise gender classification. The percentage of male and female students can be easily viewed at a glance with the help of graph and the table. It appears that, since the academic years 2018-19 to 2022-23 the Percentage

of male and female student ratio is almost the same, and not much change has occurred during those years.

Gender Classification Teaching Faculty (2018-19 to 2022-23)

Session	Male	Female	Total	% of Male	% of Female
2018-19	24	10	34	70.59	29.41
2019-20	24	14	38	63.16	36.84
2020-21	50	58	108	46.30	53.70
2021-22	50	58	108	46.30	53.70
2022-23	50	58	108	46.30	53.70

Table: 2

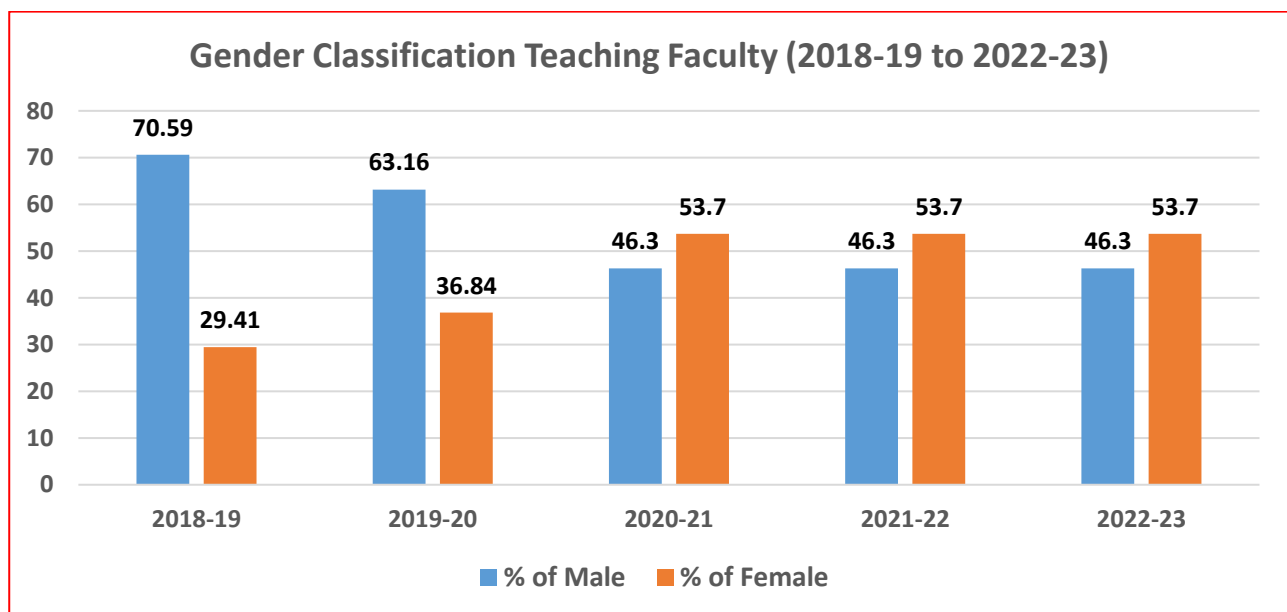


Figure: 2

The table shows the year wise classification of teaching faculty during the Academic Year 2018- 19 to 2022-23. In the academic years 2018-19 and 2019-20, the percentage of male teachers exceeded the percentage of female teachers. However, from 2020-21 to 2022-23, the male and female teacher ratios were almost the same, and there wasn't much change during those years.

Gender Classification Non-Teaching Faculty (2018-19 to 2022-23)

Session	Male	Female	Total	% of Male	% of Female
2018-19	07	03	10	70	30
2019-20	06	02	08	75	25
2020-21	06	02	08	75	25
2021-22	05	02	07	71.43	28.57
2022-23	05	02	07	71.43	28.57

Table: 3

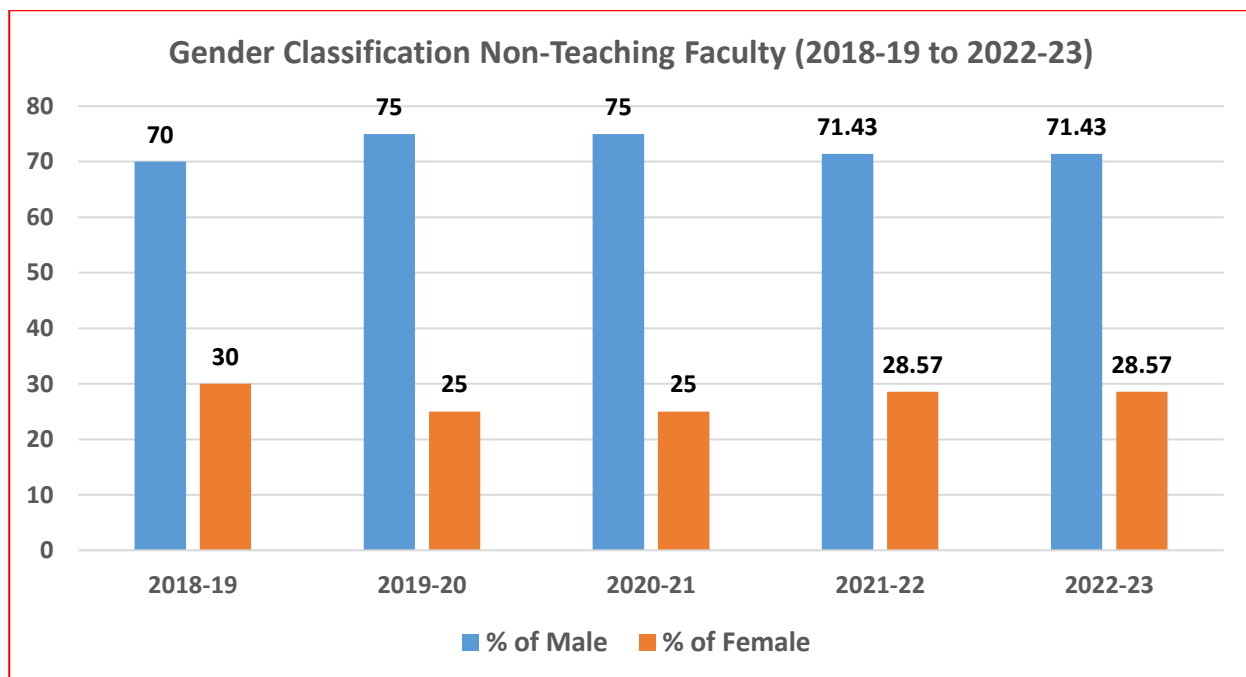


Figure: 3

It is evident from Table 3 that women are extremely under-represented in non-teaching staff. This situation has remained largely unchanged over the past five years.

Gender Classification Governing Body (2018-19 to 2022-23)

The Governing Body of the College comprises of 12 members who include the President of the Governing Body, Secretary and Principal, Local Councillor of the Municipality, two Government Nominees, two University of Kalyani Syndicate Nominees, three Teachers' Representatives, one Representatives of Non-Teaching Staff and the General Secretary of the Students' Union.

Session	Male	Female	Total	% of Male	% of Female
2018-19	06	04	10	60	40
2019-20	06	04	10	60	40
2020-21	06	04	10	60	40
2021-22	09	02	11	81.82	18.18
2022-23	09	02	11	81.82	18.18

Table: 4

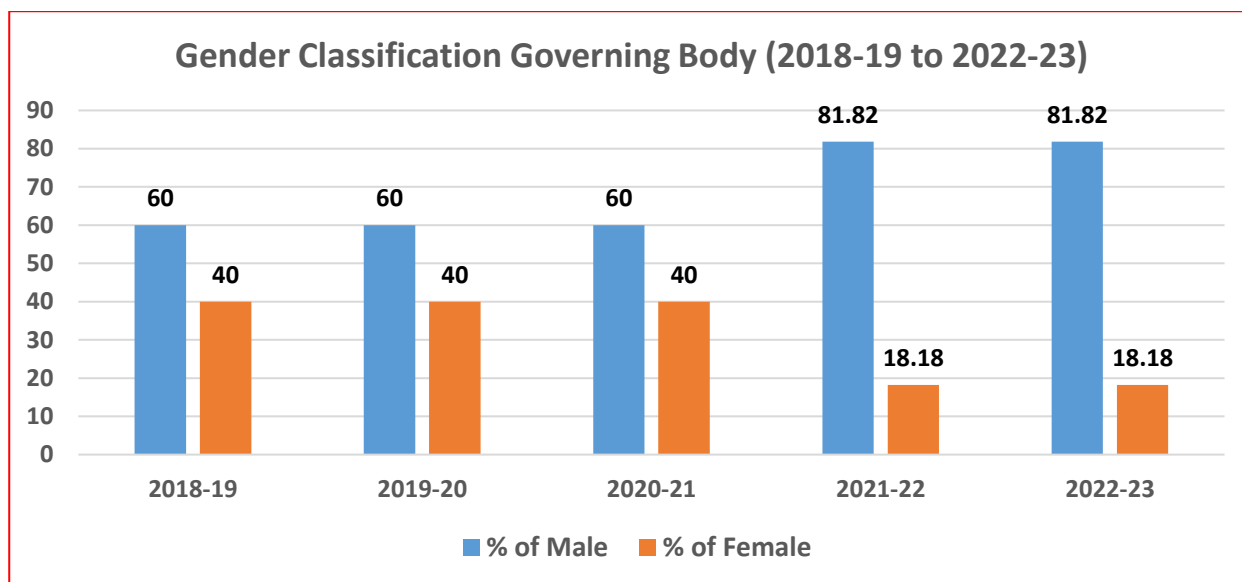


Figure: 4

It is evident from Table 4, women are extremely under- represented in Governing Body. It seems that in the academic years 2018-19 to 2022-23, the percentage of male members exceeded the percentage of female members, with a noticeable decrease in female members during the last two years.

Gender Classification IQAC Member (2018-19 to 2022-23)

Session	Male	Female	Total	% of Male	% of Female
2018-19	18	01	19	94.74	05.26
2019-20	18	01	19	94.74	05.26
2020-21	18	01	19	94.74	05.26
2021-22	13	03	16	81.25	18.75
2022-23	13	03	16	81.25	18.75

Table: 5

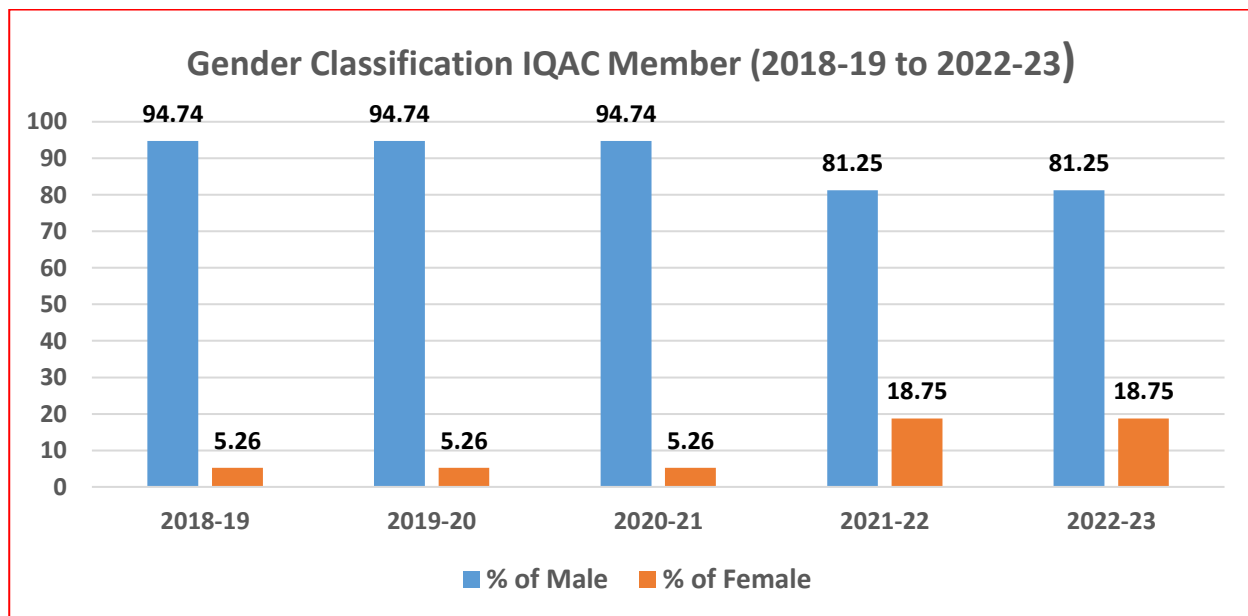


Figure: 5

The table shows the year wise classification of IQAC members during the Academic Year 2018- 19 to 2022-23. It seems that in the academic years 2018-19

to 2022-23, the percentage of male members exceeded the percentage of female members, and not much change has occurred during those years.

PART-II

VIEWS OF STUDENTS ON GENDER BASED ISSUES: A SURVEY

Relevance of the Survey

The socio-economic profile of the students in KANCHRAPARA COLLEGE is considerably diverse. On the other hand, there are students from distant rural places with conservative background; on the other there are students who are typically urbane with modern outlooks. Some are first generation learners, some are socially backward and deprived, while some are financially weaker. Quite predictably the students are likely to have varied opinions and perspectives regarding various social issues, including gender issues.

KANCHRAPARA COLLEGE, while realizing this diversity among the students, aims to ensure that educational attainment is accompanied by gender sensitive mind-set. For the purpose, a number of policy measures have been taken as mentioned earlier. However, it is necessary to determine the attitude and sensitivity of the students towards gender issues. The beliefs of both girls and boys are equally important – because it is perhaps the transformation of the mind-sets of young men that can challenge the feudal - patriarchal attitudes and institutions, which are largely responsible for undermining women in the society and perpetuating violence against them.

Methodology

In order to analyze the views of the students, the Internal Complaints Committee carried out a sample survey. For the purpose, a questionnaire was designed that comprised of 10 questions, 8 among them being of objective-type and 2 short answer types. The questionnaires were given out to all the departments to be filled up by the students of 1st semester, 3rd semester and 5th semester. The filled up questionnaires were taken back after three days.

The total number of filled-in questionnaires was 617. The class-wise distribution of respondents was as follows:

Class	No. of Respondents
-------	--------------------

1 st Semester	187
3 rd Semester	209
5 th Semester	221
Total	617

The questionnaire filled up by the students is given below:

1. Do you feel 'Bharat' is moving towards a gender equal society?

(a) Very true (b) Partially true (c) Not at all/ Can't say

2. Do you feel 'Kanchrapara College' is moving towards a gender equal campus?

(a) Very true (b) Partially true (c) Not at all/ Can't say

3. 'Women education is the gateway for progress of our society'. Give your view.

(a) Very true (b) Partially true (c) Not at all/ Can't say

4. Is your mother working?

(a) Yes (b) No

5. Who takes decisions regarding everyday purchases?

(a) Father (b) Mother (c) Both

6. Who takes decisions regarding your education and career?

(a) Father (b) Mother (c) Both

7. Do you think girls should get higher education?

(a) Yes (b) No (c) Can't say

8. What benefit do you think girls may get by acquiring higher education?

9. Do you think women should work after marriage?

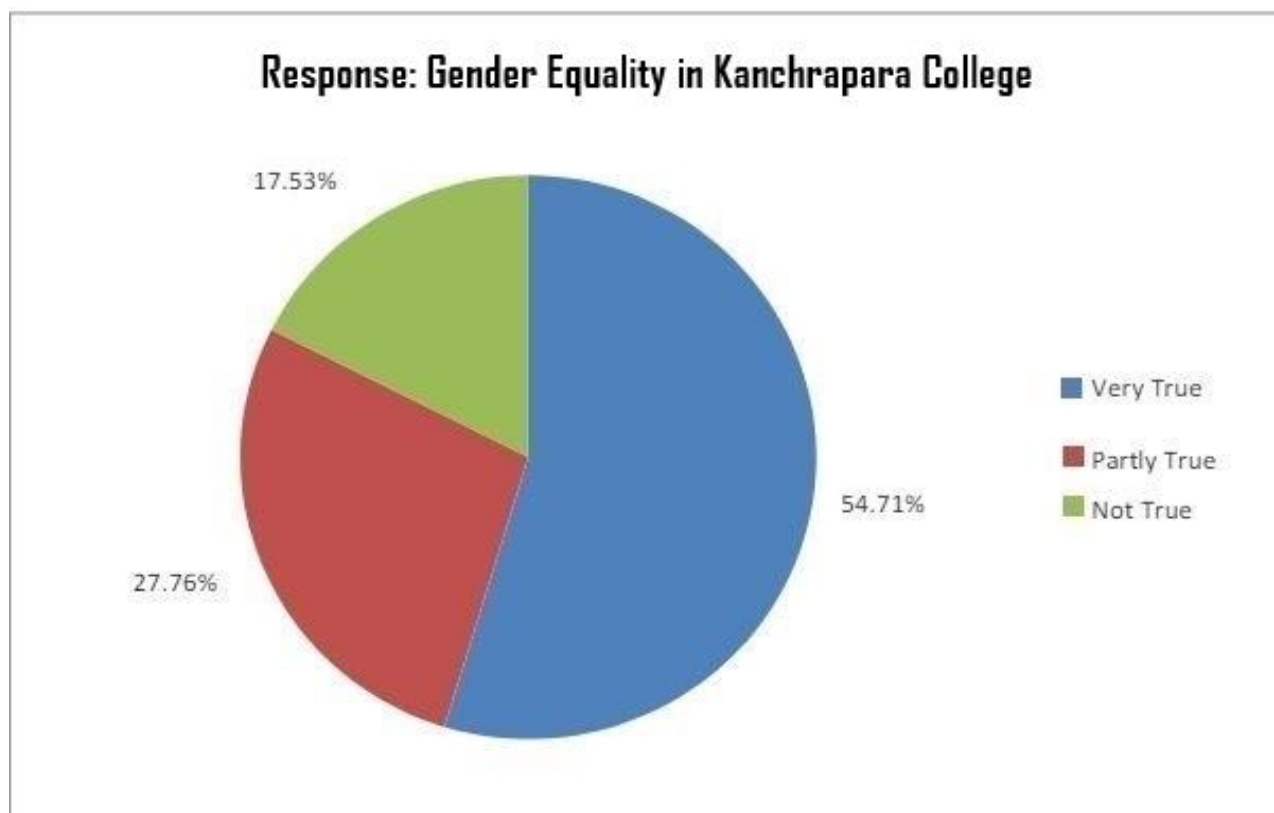
(a) Yes (b) No (c) Can't say

10. What are the reasons for increasing atrocities against women?

Findings from the survey

➤ Assessment regarding gender equality in KANCHRAPARA COLLEGE campus

Based on the answers to question no. 2, the responses were as follows:



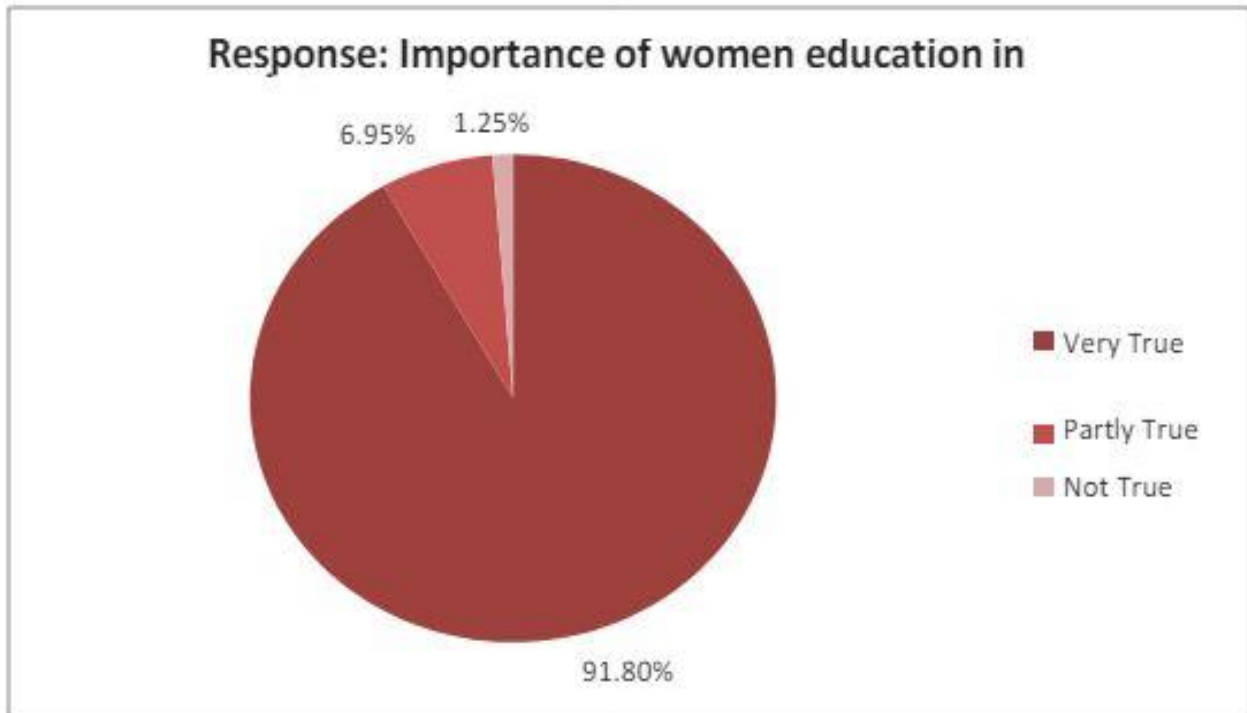
It is found that 54.71% of the respondents think that KANCHRAPARA COLLEGE is moving towards a gender equal campus.

➤ Assessment regarding importance of women education in society

Based on the answers to question no. 3, the responses were as follows:

Quite predictably, 91.8% of the respondents agree that women education is important for society. However, 4 male students think it is not true, and 20 male and even 2 female students think that it is only partially true!

Response: Importance of women education in



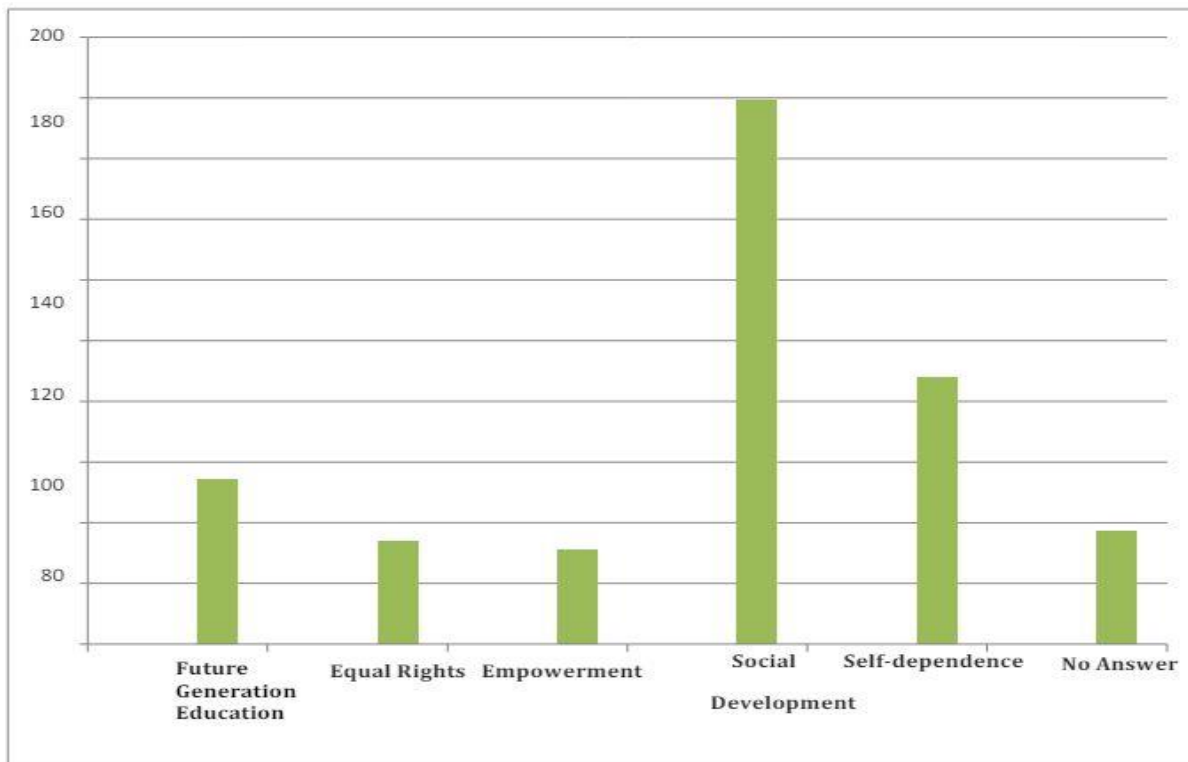
➤ **Assessment regarding whether girls should get higher education**

Based on the answers to question no. 7, the responses were as follows:

99.05% of the respondents agree that girls should get higher education, while there are 3 male students who are unsure!

➤ **Assessment regarding what benefit they think girls may get by acquiring higher education**

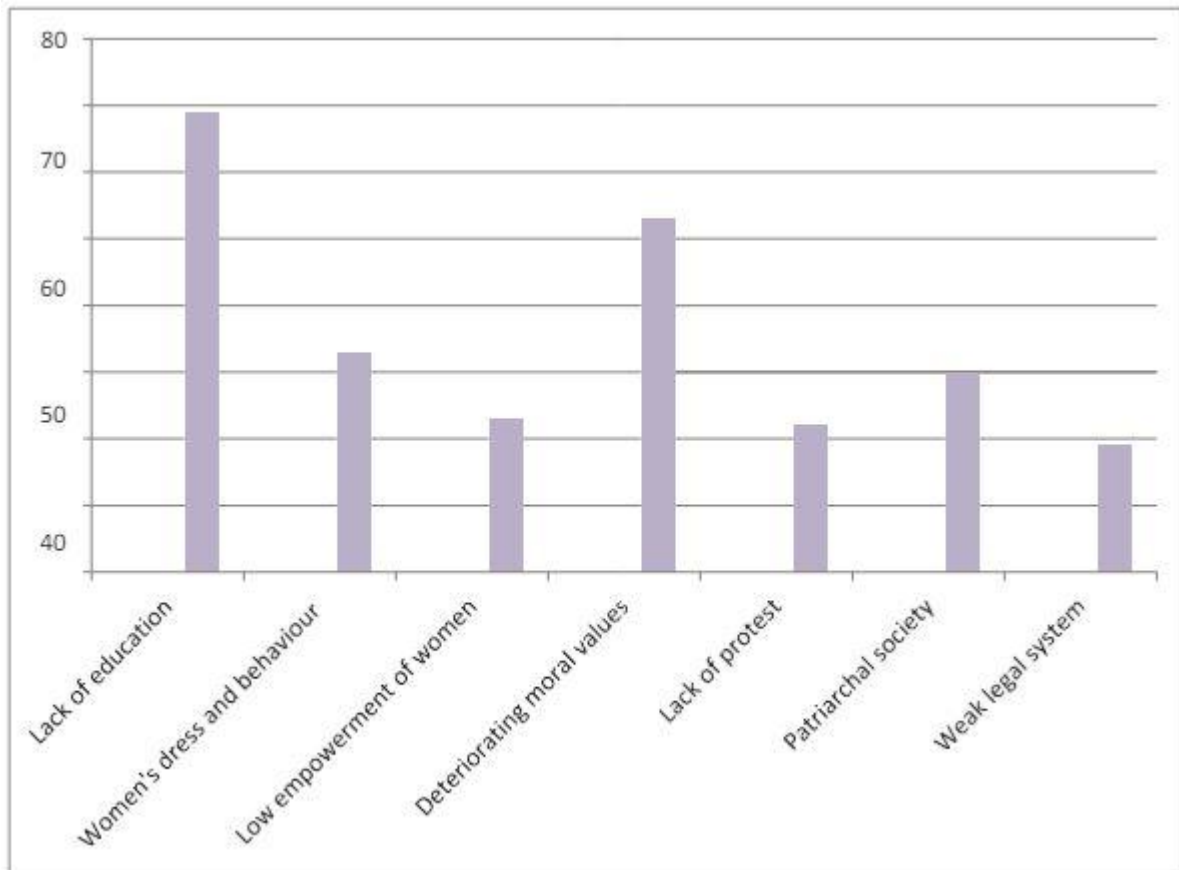
Based on the answers to question no. 8, the responses were broadly classified into five benefits as shown below:



The findings are quite interesting since the students show considerable rationality and pragmatism while elaborating on their answers to question 8. Their answers are often overlapping in the sense that while pointing out the benefit, they have addressed more than one benefit. The highest numbers of students think that education obtained by girls may lead to ‘social development’. The next most popular response is ‘self-dependence’, which implies that they realize that girls’ education paves the way for their job opportunities and financial independence. The lowest numbers of students opt for ‘empowerment’ followed by ‘equal rights’. It is true that education alone may not always lead to empowerment and equal rights.

➤ **Assessment regarding their view on the reasons for increasing atrocities against women**

Based on the answers to question no. 10, the responses were broadly classified into five benefits as shown below:



Among the significant reasons behind increasing atrocities against women identified by the respondents, lack of education feature as the most important, followed by deteriorating moral values. A considerable number of students (13.2%) blame the girls themselves for violence against them.

Concluding Remarks

The Gender Audit in Kanchrapara College reflects the existence of gender difference within the campus. The gender difference is the widest in case of non-teaching staff in the college, while in cases of students and teachers in substantive posts, the gender difference is low. However, in case of part-time teachers, the number of female teachers exceeds the number of male teachers. There is considerable lack of gender balance in representation in decision-making bodies of the students as well as the college. The sample survey among the students reveal that although most of the students are aware and sensitive to gender issues in the society, a considerable number of them are oblivious and ignorant of the problems and their causes.

Recommendations for making KANCHRAPARA COLLEGE more gender balanced

- ✚ The college should strive to appoint more women as non-teaching staff.
- ✚ There should be reservation for girls in the election of class representatives for formation of the Students' Union.
- ✚ The college should hasten up the starting of Women Study Centre to facilitate research in gender studies.
- ✚ The college should organize more awareness programmes and include value education along with the curriculum.
- ✚ The college should conduct the gender audit after every two years to keep a track on the trend of gender balance in the campus.