Rajganj College, Jalpaiguri

2023-24

GENDER AUDIT
REPORT

Audited by
**Gender Audit Team
Rajganj College, Jalpaiguri**

CONTENT OF THE REPORT

Executive Summary
1. Brief overview of the gender audit process
2. Key findings and recommendations

II. Introduction
1. Background and context of the institution
2. Purpose and objectives of the gender audit
3. Methodology used for the audit

III. Institutional Profile
1. Overview of the institution's history, mission, and vision
2. Organizational structure and management
3. Student and staff demographics

IV Audit of Gender-Sensitive Features in the Institution

V. Gender Balance Analysis
1. Analysis of gender disparities and inequalities in the institution
2. Examination of gender-sensitive policies and practices

#VI Understanding gender perceptions in the Campus

VII. Key Findings
1. Summary of the main findings from the gender audit
2. Identification of strengths, weaknesses, opportunities, and threats (SWOT analysis)

VIII. Recommendations
1. Short-term and long-term recommendations for addressing gender disparities and inequalities
2. Strategies for implementing gender-sensitive policies and practices

IX. Action Plan
1. Detailed plan for implementing the recommendations
2. Timeline, responsible personnel, and resources required

X. Conclusion
1. Summary of the key findings and recommendations
2. Reflection on the importance of gender mainstreaming in the institution

Preamble: Gender Audit Report, 2023–24
Rajganj College, Jalpaiguri

Gender equity and inclusivity are fundamental pillars of a progressive and inclusive educational institution. Rajganj College, Jalpaiguri, acknowledges the importance of fostering a culture where individuals of all genders have equal access to opportunities, resources, and decision-making roles. In alignment with the college's commitment to diversity, equity, and inclusion, the Gender Audit Report for 2023–24 has been prepared to assess the current state of gender representation, identify gaps, and recommend actionable measures for improvement.

This report serves as a comprehensive evaluation of gender dynamics across key areas of the institution, including employment, student enrolment, committee participation, and campus perceptions of gender inclusivity. By examining these aspects, the audit aims to highlight achievements, pinpoint areas of concern, and lay the groundwork for creating a more equitable academic and social environment.

The Gender Audit Report, 2023–24, embodies the following objectives:

1. To assess gender representation in employment, student demographics, and institutional committees.

2. To identify barriers and challenges to gender equality and inclusivity.

3. To evaluate the effectiveness of policies and practices that promote gender equity.

4. To recommend actionable steps to address gaps and enhance inclusivity.

Through this report, Rajganj College reaffirms its dedication to fostering an environment that upholds the principles of equality, fairness, and mutual respect. It underscores the need for continuous reflection and action to ensure that every individual, irrespective of gender, feels valued and empowered within the college community.

The findings and insights presented in this report are intended not only to guide institutional policy and practice but also to contribute to the broader societal goal of achieving gender equity. The college remains committed to implementing the recommendations from this audit and building an inclusive future for all its stakeholders.

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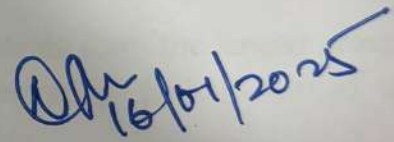
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Chapter 1: Executive Summary

This report examines critical issues related to gender representation in employment, student demographics and campus gender perceptions, revealing patterns of imbalance and providing insights into areas requiring attention for improved inclusivity.

Gender Representation in Employment

1. **Male-Dominated Employment**: Across employment groups (B, C, D), male employees dominate, with minimal female representation. This points to a significant gender imbalance in various employment sectors.

2. **Female Representation**: Women are entirely absent from permanent employment roles (Groups B, C, D), with their presence noted only in casual employment, where just one female employee is recorded. This suggests limited opportunities for women in stable, secure positions.

3. **Exclusion of "Other" Gender**: There is no representation of non-binary or other gender identities in any employment type, reflecting a lack of inclusivity for people outside the traditional male/female binary.

4. **Imbalance Across Employment Types**: Permanent employment, typically offering greater job security, is dominated by males, while females are relegated to casual, less stable roles with fewer benefits.

5. **Potential Bias and Structural Issues**: The absence of women in secure roles and the exclusion of non-binary individuals indicate possible recruitment biases and structural barriers limiting opportunities for gender-diverse individuals.

Student Demographics and Representation

1. **Dominance of Scheduled Caste (SC) Students**: SC students form the largest group (838 enrollments), reflecting the effectiveness of reservation policies aimed at increasing educational access for marginalized communities.

2. **Underrepresentation of Scheduled Tribe (ST) Students**: Only 21 students from ST communities are enrolled, pointing to significant barriers in access and support for higher education among this group.

3. **Moderate Representation of Other Backward Classes (OBC)**: OBC-A students have moderate representation (212 enrollments), while OBC-B students are fewer in number (70), indicating socio-economic disparities within these groups.

4. **High Enrolment of General Category Students**: General category students (449 enrolments) make up a significant portion of the student body, though their numbers are smaller than SC and OBC-A students, suggesting progress toward inclusivity.

5. **Absence of Foreign Students**: The lack of foreign students signals limited international engagement and suggests the need for strategies to enhance global presence and appeal.

Critical Issues:

- **Social Equity Gaps**: While SC students are well-represented, the low enrolment of ST students highlights ongoing social equity gaps.

- **Policy Effectiveness**: Disparities between OBC-A and OBC-B enrolments raise concerns about the fairness and effectiveness of reservation policies.

- **Globalization of Education**: The absence of foreign students indicates a gap in internationalization efforts, suggesting a need for more global outreach.

Social Group Disparity and Gender Representation

1. **Social Group Disparity**: SC students have the highest enrolment, benefiting from reservation policies, while ST students remain underrepresented, signalling access and awareness barriers.

2. **Gender Representation**: Women are generally better represented across most categories, showing cultural shifts favouring female education, though men remain underrepresented in all categories. This underrepresentation points to the need for targeted interventions for male students.

3. **Patterns and Implications**: Gender representation is near-equal in the ST category, but male dominance in SC and OBC-B categories suggests socio-cultural barriers. OBC-A, with no male participation, raises unique concerns that warrant further investigation.

Gender Imbalance in Committees

1. **Male-Dominated Committees**: Committees such as the Library and Games and Sports are overwhelmingly male, suggesting a gender imbalance in committee representation.

2. **Female-Dominated Committees**: Committees like the Anti-Ragging Squad and Sexual Harassment Prevention Cell are female-dominated, indicating a lack of male participation in these areas.

3. **Gender-Balanced Committees**: The Cultural Committee and Minority Cell show balanced gender representation, demonstrating successful inclusion efforts.

4. **Committees Without Female or Male Representation**: Some committees lack female or male members, indicating areas where gender diversity should be improved.

Key Findings from the Gender Perceptions Survey

1. **Demographics and Representation**: The survey involved 468 participants, mostly students (94.9%), with 73.9% female representation, highlighting the active engagement of women in gender-related discussions on campus.

2. **Institutional Inclusivity**: 66.7% of participants believe that the institution considers both men's and women's distinct needs. However, 12.8% disagree, suggesting room for improvement in gender inclusivity.

3. **Awareness of the Internal Complaints Committee (ICC)**: A high percentage (89.1%) were aware of the ICC, though 3.7% lacked knowledge about its specific functions.

4. **Perception of Equality**: 90.6% reported not experiencing gender-based discrimination, indicating a positive campus culture regarding equality.

5. **Awareness of Grievance Redressal Mechanisms**: 87.2% were aware of the SGRC and GRC, showing the presence of mechanisms addressing discrimination.

6. **Concerns About Campus Safety**: 2.1% disagreed with the statement that the campus is safe for everyone, highlighting the need for ongoing improvements in campus security and inclusivity.

The analysis reveals significant gender imbalances in employment and committee representation, as well as a strong social group disparity in student demographics. While the campus exhibits positive trends towards gender equality, challenges remain in terms of gender diversity in employment and committee roles, as well as addressing the underrepresentation of certain social groups. The findings underscore the need for targeted policies to address these disparities, improve gender inclusivity, and ensure a more equitable and globally engaged academic environment.

Chapter 2: Introduction

2.1 Background of Gender audit

A **Gender Audit** is a systematic process of assessing how gender relations and gender equality are integrated into the policies, programs, and practices of an organization or institution. It is conducted to evaluate how gender dynamics affect outcomes in various areas, including decision-making, resource allocation, and institutional priorities. The aim of a gender audit is to identify gender gaps, disparities, and biases within organizations, which may otherwise go unnoticed, and to develop strategies to promote gender equality and inclusion.

Key Aspects of a Gender Audit:

1. **Evaluation of Policies and Practices**: The audit looks at existing organizational policies, structures, and practices to assess whether they consider the needs and perspectives of different genders equitably. It can involve reviewing human resource policies, organizational culture, procurement practices, and financial resource allocation.

2. **Data Collection and Analysis**: Gender audits often involve gathering quantitative and qualitative data, such as the gender composition of staff, decision-making bodies, salary disparities, and the presence of gender-specific programs. Analysis of this data helps highlight the gender-related challenges faced by an organization.

3. **Assessing Gender Disparities**: A critical part of a gender audit is identifying and understanding the specific barriers or inequities faced by different genders. This may include examining pay gaps, access to leadership positions, and participation in decision-making processes.

4. **Promoting Accountability and Change**: The goal of a gender audit is not only to highlight gaps but also to create a framework for accountability. By establishing clear gender-related objectives and performance metrics, organizations can develop action plans that promote gender equality and reduce biases.

5. **Recommendations for Improvement**: Based on the findings of the audit, actionable recommendations are made to improve gender equality. This could include introducing gender-sensitive policies, improving training programs, ensuring equal opportunities, or revising recruitment and retention strategies.

Historical Context:

Gender audits originated from the feminist movement and the broader global push for gender equality, particularly in the context of development and human rights. Initially, gender audits were conducted primarily by development organizations, government agencies, and international NGOs to assess how well gender concerns were integrated into their projects and programs. Over time, gender audits have expanded beyond the development sector and

are now being used by businesses, public institutions, educational organizations, and even local governments to assess gender responsiveness in their activities.

Importance of Gender Audits:

- **Policy Integration**: Gender audits help integrate gender into all organizational processes, from decision-making to resource allocation, ensuring that gender concerns are not treated as secondary.

- **Equality and Empowerment**: By assessing where gender inequality exists and recommending changes, gender audits contribute to creating more inclusive and empowering environments.

- **Improved Organizational Performance**: Organizations that embrace gender equality tend to perform better in terms of employee satisfaction, retention, and innovation. Gender audits provide a roadmap to achieving these outcomes.

- **Compliance and Advocacy**: Gender audits can also help organizations meet regulatory or ethical standards regarding gender equality and help them advocate for gender-sensitive policies on a broader scale.

Types of Gender Audits:

1. **Institutional Gender Audits**: Focus on the gender-related policies, structures, and practices within an organization.

2. **Programmatic Gender Audits**: Assess specific programs or projects, evaluating how gender has been integrated into the design, implementation, and outcomes.

3. **Sectoral Gender Audits**: Examine how gender is addressed within a specific sector, such as healthcare, education, or agriculture.

2.2 Gender Audit for an academic institution

A gender audit is crucial for an academic institution for several reasons. It helps ensure that gender equality is promoted, both in policies and practices, and identifies areas where progress can be made. Here are some key reasons why a gender audit is required:

1. Promoting Gender Equality

- A gender audit assesses whether the institution's policies, programs, and practices are gender-sensitive and promote equality between men, women, and other gender identities. It ensures that everyone has equal opportunities for academic success, leadership roles, and career advancement.

2. Identifying Gaps and Disparities

- Through the audit, institutions can identify gender-based disparities in various areas such as faculty recruitment, student enrolment, retention rates, salaries, and

promotions. It helps highlight whether certain groups are underrepresented or face systemic disadvantages.

3. Ensuring Inclusive Curriculum and Teaching Practices

- The audit can evaluate if the curriculum is gender-neutral and inclusive of diverse gender perspectives. This helps ensure that teaching practices do not reinforce gender stereotypes or biases and that all students feel represented and included in their education.

4. Creating a Safe and Supportive Environment

- A gender audit examines the institutional culture, including issues such as sexual harassment, bullying, and discrimination. Identifying these issues allows the institution to create policies and programs that foster a safer, more inclusive campus for all genders.

5. Improving Institutional Reputation

- Institutions that demonstrate a commitment to gender equality are often viewed more favourably by prospective students, faculty, and staff. A gender audit can showcase the institution's dedication to diversity and inclusion, enhancing its reputation in the academic community and beyond.

6. Legal and Policy Compliance

- Many countries and regions have laws and regulations that require institutions to promote gender equality and prevent discrimination. A gender audit helps ensure compliance with these legal frameworks and avoids potential legal challenges or violations.

7. Encouraging Diverse Leadership

- A gender audit can assess leadership positions within the institution, examining whether there is a gender imbalance in decision-making roles. This helps encourage a more diverse leadership structure, which can contribute to better governance and policy-making that reflects the needs of all genders.

8. Data-Driven Decisions

- By collecting and analyzing data on gender representation, pay equity, retention, and other metrics, a gender audit provides the institution with objective evidence to inform decision-making. This data helps the institution implement targeted interventions and track progress over time.

9. Enhancing Faculty and Student Well-being

- By identifying gender-specific barriers or challenges that faculty and students face, such as maternity leave policies or gender bias in grading, the audit can help implement strategies that enhance the well-being and career prospects of all individuals, irrespective of gender.

10. Fostering Social Responsibility

- Institutions of higher learning are often expected to lead by example in societal matters, including gender equality. A gender audit helps position the institution as a champion of social justice and fairness, encouraging broader societal change.

A gender audit allows academic institutions to create a more inclusive, equitable, and supportive environment, ensuring that all individuals, regardless of gender, have equal opportunities to succeed and thrive. It also helps the institution align its practices with contemporary standards for diversity, equity, and inclusion.

2.3 Purpose and objectives of the gender audit

A **gender audit** is a systematic review or assessment of an organization's policies, practices, and culture to evaluate how gender issues are addressed and integrated. The purpose and objectives of a gender audit are aimed at understanding gender disparities, ensuring equality, and promoting fairness within the organization or society. Below are the key purpose and objectives:

2.3.1 Purpose of a Gender Audit:

1. **Identify Gender Gaps:** A gender audit seeks to identify disparities in opportunities, treatment, and outcomes between different genders within an organization or project.

2. **Promote Gender Equality:** The purpose is to ensure that the organization or system is fostering an environment where all genders have equal access to opportunities, resources, and benefits.

3. **Assess Impact:** A gender audit evaluates how policies and programs affect individuals of different genders, helping organizations measure if gender equality goals are being met.

4. **Create Accountability:** The audit helps hold organizations accountable for their actions towards gender equality, ensuring that they are actively working to address gender imbalances.

5. **Provide Evidence for Decision-Making:** It gathers data and insights to guide decision-making processes, policy adjustments, or interventions to improve gender equality.

2.3.2 Objectives of a Gender Audit:

1. **Evaluate Gender Sensitivity of Policies:** Assess whether the organization's policies, procedures, and practices incorporate gender equality considerations or if they inadvertently perpetuate gender biases.

2. **Understand Gender Representation:** Analyze the gender distribution in leadership positions, staffing, and decision-making roles to ensure there is equitable representation of all genders.

3. **Examine Resource Allocation:** Investigate whether resources, such as training, development programs, or funding, are distributed equally across gender groups.

4. **Highlight Gendered Impact:** Assess how various initiatives or programs impact people of different genders, identifying any unintended negative consequences or barriers that may exist for one gender.

5. **Recommend Gender-Responsive Strategies:** Provide actionable recommendations to bridge gender gaps and develop strategies for integrating gender equality into organizational practices and policies.

6. **Track Progress Over Time:** Enable the organization to measure its progress toward gender equality, ensuring that changes are made where needed and goals are being achieved.

7. **Support Inclusive Work Culture:** Foster a culture that values diversity and inclusion, ensuring all individuals, regardless of gender, feel respected and supported.

2.4 Methodology used for the Gender Audit

A gender audit is a tool used to assess the gender equality and inclusivity within an organization, project, or community. It helps in identifying gender-based disparities and providing recommendations for improvement. The methodology for conducting a gender audit typically involves several key steps to ensure a comprehensive understanding of gender dynamics. Below is a breakdown of the methodology used for conducting a gender audit:

1. Preparation and Planning

- Define the scope and objectives: Decide on the focus of the audit—whether it is a gender audit of policies, programs, practices, or organizational culture.

- Stakeholder Engagement: Identify and engage key stakeholders, including leadership, gender experts, employees, or community members.

- Form a Gender Audit Team: Assemble a team that can include gender experts, data analysts, or external consultants, depending on the scale of the audit.

- Set clear goals and timelines: Clarify what the audit aims to achieve (e.g., assessing gender parity, identifying gender-sensitive policies, etc.).

2. Data Collection

- Quantitative Data:

  o Collect statistical data related to gender, such as workforce composition (e.g., percentage of women, men, and non-binary individuals in different roles).

- o Gather gender-disaggregated data on pay, promotions, job classifications, and leadership roles.

- o Review resource allocation and budgets from a gender perspective.

- Qualitative Data:

  - o Conduct surveys, interviews, or focus groups to gather personal experiences, perceptions, and concerns regarding gender issues within the organization or community.

  - o Assess organizational culture, gender bias in decision-making, recruitment, and retention practices.

  - o Review policies, procedures, and programs from a gender perspective.

- Document Analysis: Review internal documents, reports, policies, and communications to identify gender-sensitive language, commitments, and practices.

3. Gender Analysis

- Gender Framework: Apply a gender analysis framework (e.g., gender mainstreaming, gender-responsive budgeting) to evaluate policies, programs, and practices.

- Identify Gender Gaps: Analyze the data to identify areas where there are gender imbalances or disparities (e.g., gender pay gaps, underrepresentation of women in leadership, unequal access to resources).

- Analyze Root Causes: Examine the underlying causes of gender disparities, including cultural, structural, and institutional factors, biases, or power dynamics.

- Assess Gender Responsiveness: Evaluate whether gender-related concerns are addressed in organizational policies, strategies, and practices.

4. Engagement and Consultation

- Consult with Employees or Community Members: Through surveys, interviews, or focus groups, engage different groups (e.g., men, women, non-binary people, minorities) to understand their experiences.

- Inclusivity: Ensure the audit includes a diverse range of voices, especially those who may be marginalized or underrepresented.

- Focus Groups or Workshops: Hold gender-focused workshops or discussions to gather more in-depth insights into specific gender issues or challenges.

5. Develop Findings and Recommendations

- Summarize Key Findings: Organize the data into themes or categories (e.g., recruitment practices, leadership participation, pay equity, work-life balance) and highlight key gender-related issues.

- Highlight Gaps: Focus on any gaps in gender equality, such as unequal opportunities, discrimination, or barriers to career progression for one gender.

- Recommendations for Change: Provide actionable recommendations for addressing identified issues. This could include policy adjustments, training programs, or shifts in organizational culture.

6. Action Planning

- Prioritize Actions: Rank the recommendations based on their importance and feasibility.

- Set Targets: Establish clear, measurable targets and deadlines for implementing changes.

- Define Accountability: Assign responsibilities to specific individuals or teams for the implementation of the recommendations.

7. Monitoring and Evaluation

- Continuous Monitoring: Regularly track the progress of implementing gender equality measures.

- Feedback Mechanism: Create a system for feedback from employees or community members regarding the impact of the changes.

- Evaluate Impact: Assess whether the gender audit recommendations have led to measurable improvements in gender equality over time.

8. Reporting and Dissemination

- Prepare a Gender Audit Report: Document the findings, recommendations, and action plans clearly and systematically.

- Share Findings: Present the audit results to stakeholders (e.g., leadership, employees, external partners) to raise awareness of gender issues and the need for action.

- Publicize Results: For organizations, share the findings publicly (e.g., via websites, reports, or community meetings) to demonstrate commitment to gender equality.

9. Follow-Up

- Review Progress: After a set period, review the implementation of recommendations and assess their impact on gender equality.

- Adjust Strategies: Modify approaches based on what is or isn't working to ensure that gender equality goals are achieved in the long term.

Tools Commonly Used in Gender Audits:

- Gender Analysis Tools: Tools like the Gender Action Plan, Gender Equality Index, or the Gender Audit Framework help in systematically analyzing gender gaps.

- Surveys and Questionnaires: Used to gather both qualitative and quantitative data on gender perceptions and experiences.

- Gender Scorecards: A tool to evaluate the extent to which an organization or program has met its gender-related objectives.
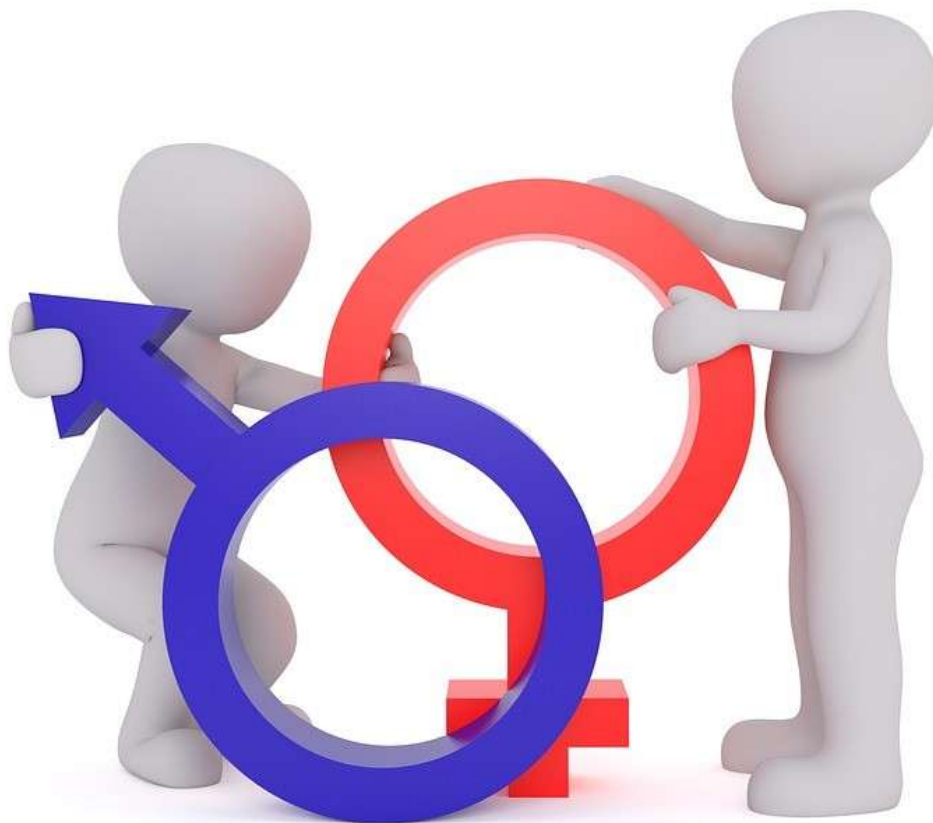
Chapter 3: Institutional Profile

3.1 Overview of the institution's history, mission, and vision

Rajganj College is a Government Aided general degree college offering under graduate courses (Honours and General) in various subjects. It is affiliated to the university of North Bengal and is enrolled under sections 12 (B) and 2(f) of UGC Act 1956.It also serves as a study centre for Master of Arts courses offered by Directorate of Distance Education, Rabindra Bharati University.

The College was established in 2009 in the idyllic location of Rajganj, Jalpaiguri. Rajganj is an area that lays claim to a rich and ancient cultural history. It derives its famed diversity from the various communities of people that have populated the region over various phases of history. The myth of Debi Chaudharani, who still serves as an exemplar of female independence, abounds in Shikarpur, Mantadari, Sannyasikata, Belacoba, et al, all of which are located within Rajganj. Bound by the rivers Teesta, Talma and Korotoa, the folk culture of Rajganj has gained an entirely different dimension. To realise the dreams of higher education of the students of this area, Rajganj College was set up on 9th September, 2009, on the banks of the historical and mythological River Korotoa, which finds mention even in our ancient epics.

The long wait of the people of this region was rewarded in 2009 when this college was established through the tireless efforts of Rajganj Shiksha Prashar Samiti, with the motto of providing opportunity of higher education to under –privileged students of the area. The college which started with a student strength of just 150, today boasts of nearly 3000 students, most of whom are first generation receivers of higher education in their families. The college initially started, in the morning shift, at the Fatapukur Saradamoni High School. It received its own building on 01.12.2011, thanks to the contributions of Sri Mahendra Kr. Roy, former Hon'ble Member of Parliament, Jalpaiguri and Sri Khageswar Roy, Hon'ble Member of Legislative Assembly, Rajganj. A second building, constructed by the North Bengal Development Department, was inaugurated on 24.07.2015 by Sri Goutam Deb, former Hon'ble Minister-in-charge, North Bengal Development Department. The college, which continues to grow prolifically, currently offers B.A. Honours courses in Bengali, English, Philosophy, Education and History, and B.A. General courses in Bengali, English, History, Education, Philosophy, Political Science, Geography and Physical Education and Sociology. The various sporting teams of the college have developed a formidable reputation far and wide, with the football team emerging as the University Champion for session 2009 – 2010, 2017-18 and State Champion for session 2016 –2017 organised by Department Higher Education, Govt of West Bengal.

Recent efforts towards forestation in the campus has been abundantly rewarded with thriving lush green cover of acacia, gulmohar, myrtle, Indian mahogany, teak, sheesham and Indian blackberry. The widespread campus in a calm and serene corner of North Bengal holds massive potential for further growth and development to become a premier institution for higher education in the region.

3.1.2 Vision

Rajganj College envisions a future where education transcends boundaries, creating a vibrant and inclusive society. Our foremost objective is to address socio-economic disparities by providing quality education accessible to all, irrespective of their background. We strive to foster an environment that celebrates diversity, promoting cultural sensitivity and mutual respect among our students and staff.

Furthermore, we are dedicated to career development, equipping our students with the skills and knowledge necessary to thrive in their chosen fields. Our commitment extends to empowering marginalized communities, ensuring equal opportunities and promoting social equity.

In essence, Rajganj College aims to be a catalyst for positive change, shaping the leaders of tomorrow who are socially conscious, culturally aware, and empowered to make a difference. We aspire to create a learning community where every individual is valued, inspired, and equipped to contribute meaningfully to society. Through our holistic approach to education, we strive to build a brighter, more inclusive future for all.

3.1.3 Mission

The mission of the college is succinctly expressed through our motto **: "Tamasoma Jyotirgamayah".** This resonates deeply with the college's mission and vision. It symbolizes the transformative power of education to dispel ignorance, overcome adversity, and pave the way for enlightenment. Rajganj College stands as a testament to the belief that education is the key to unlocking doors previously closed to many, illuminating paths that were once shrouded in darkness. The motto serves as a constant reminder of the college's commitment to guiding its students from the shadows of limited opportunities towards the brilliance of knowledge and empowerment. It reflects the college's unwavering dedication to uplifting the community, fostering growth, and creating a brighter future for all. Our mission includes:

- Securing holistic development of young minds.

- Makings students responsible towards society.

- Spreading the light of knowledge through academic skills, social skills, co-curricular activities and developing aesthetic sense in the students.

- Imparting a humanistic attitude and spirit of service.

- Motivating students in realising their potential through creative spaces.

- Promoting gender equality.

3.2 Organizational structure and management

Rajganj College operates under the strategic guidance of a Governing Body, comprising the President, Principal, University Nominees, West Bengal State Council of Higher Education representative, Government Nominees, and both teaching and non-teaching members. This

apex body oversees the academic, administrative, and financial dimensions of the college, playing a pivotal role in policy formulation, strategy development, and effective implementation. It periodically reviews progress and initiates corrective actions when necessary. The Principal leads academic and administrative affairs, responsible for the day-to-day management and execution of policies approved by the Governing Body. Supported by a dedicated team of faculty members renowned for their expertise in various disciplines, the Principal fosters an environment conducive to learning, innovation, and research. Faculty members actively engage in scholarly activities, contributing to research papers, attending seminars, workshops, and conferences, enriching the academic milieu. The college's management framework includes various departments and committees, facilitating seamless operations and decision-making processes. Regular committee meetings, chaired by the Principal, provide platforms for comprehensive discussions and strategic planning. Committed support staff, including roles such as Head Clerk, Accountant, Cashier, Typist, Clerk, Peon, Gym Attendant cum Playground Field-Worker, Security Guard, Cleaner, and Caretaker, ensure the smooth functioning of daily operations. Aligned with its community-centric ethos, Rajganj College actively engages in outreach initiatives designed to raise awareness and enhance the quality of life in the region. Feedback from stakeholders, including Governing Body members, students, faculty, and alumni, is actively sought, analyzed, and acted upon, reflecting a commitment to continuous improvement and responsiveness. Financial integrity is maintained through regular audits conducted by State Government-appointed External Auditors, overseen by the institution's Bursar. Embracing technological advancements, the college has implemented a robust e-governance system, streamlining processes such as admission, administration, salary, examination, finance, and accounts, enhancing efficiency. In summation, Rajganj College's governance, leadership, and management are distinguished by their unwavering commitment to quality education, academic excellence, and community engagement, driving the institution towards holistic development and societal impact.

Rajganj College envisions a future where education transcends boundaries, fostering a vibrant and inclusive society. Its foremost objective is to address socio-economic disparities by providing quality education accessible to all, regardless of their background. We strive to create an environment that celebrates diversity, promoting cultural sensitivity and mutual respect among our students and staff.

Organogram

Department of Higher Education, Govt. of West Bengal

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University Of North Bengal

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Governing Body, Rajganj College

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Principal, Rajganj College

| Academic Committee | ⇄ | IQAC | | Head Clerk |

Teachers`Council ← HODs/DIC

Gr-B, Gr-C, Gr-D staff

Departmental Teachers

| Finance, Purchase & Tender Committee | Accounts Bursar | Building Committee | Internal Complaint committee | Anti Ragging Cell | Grievance Redressal Cell | Games & Sports |

| Cultural Committee | Exam Committee | Library Committee | Routine Committee | SCC Cell | RTI Cell | Other Committees |

3.2.1 Members of different Committees and Cells

		RAJGANJ COLLEGE
		Different Committee for the academic session 2023-2024
		Secretary of Teacher's Council - Dr. Sudip Khasnobish, Department of History.
Sl. No.		**Admission & Registration Committee :-**
1	1	Nodal Officer - Alka Moktan, Department of Education,
	2	Convener - Dr. Sudip Khasnobish, Department of History,
	3	Nabanu Roy, Department of Geography,
	4	Ipsita Deb, Department of English,
	5	Dipankar Debnath, Librarian,
	6	Madhyam Moktan, Department of English,
	7	Subrata Roy, Head Clerk,
	8	Sukhen Dutta, Accountant,
	9	Tapojit Deb Singha, Clerk,
2		**Routine Sub-Committee :-**
	1	Nabin Barman, Department of Political Science,
	2	Dr. Biswajit Ray, Department of Bengali,
	3	Moumita Singha, Department of History,
	4	Nabanu Roy, Department of Geography,
	5	Tapojit Deb Singha, Clerk,
3		**Academic Committee :-**
	1	Convener - Dr. Magfera Begum, Department of Bengali,
	2	Dr. Sudip Khasnobish, Department of History,
	3	Yangki Dolma Sherpa, Department of Philosophy,
	4	Alka Moktan, Department of Education,
	5	Dr. Kusumita Mukherjee Debnath, Department of English,
	6	Sneha Ghosh, Department of Sociology,
	7	Nabin Barman, Department of Political Science,
	8	Rajesh Saibya, Department of Physical Education,
	9	Ipsita Deb, Department of English,
	10	Nabanu Roy, Department of Geography,
	11	Dipankar Debnath, Librarian,
4		**Examination Committee :-**
	1	Alka Moktan, Department of Education,
	2	Nabin Barman, Department of Political Science,
	3	Sanjoy Modak, Department of Environmental Studies,
	4	Subrata Roy, Head Clerk,
	5	Tapojit Deb Singha, Clerk,

		Library Committee :-
5	1	Dipankar Debnath, Librarian,
	2	Yangki Dolma Sherpa, Department of Philosophy,
	3	Dr. Biswajit Ray, Department of Bengali,
	4	Madhyam Moktan, Department of English,
	5	Accounts Burser,
	6	IQAC Coordinator/Co-Coordinator (anyone)
	7	TCS,
	8	Souvik Bhattacharjee, Department of English,
	9	Subrata Roy, Head Clerk,
6		**Finance, Purchase & Tender Committee :-**
	1	Dr. Magfera Begum, Department of Bengali,
	2	Dr. Biswajit Ray, Department of Bengali,
	3	Accounts Bursar,
	4	Nabanu Roy, Department of Geography,
	5	Souvik Bhattacharjee, Department of English
	6	Subrata Roy, Head Clerk,
	7	Sukhen Dutta, Accountant,
7		**Cultural Committee :-**
	1	Dr. Biswajit Ray, Department of Bengali,
	2	Dr. Shibnarayan Routh, Department of Bengali,
	3	Dayita Goswami, Department of Education,
	4	Susmita Guha, Department of Bengali,
	5	Moumita Singha, Department of History,
	6	Souvik Bhattacharjee, Department of English,
	7	Jolly Mallick, Department of Political Science,
	8	Subrata Roy, Head Clerk,
8		**Disciplinary Committee :-**
	1	Dr. Sudip Khasnobish, Department of History,
	2	Dr. Magfera Begum, Department of Bengali
	3	Ripan Sarkar, Department of Education,
	4	Rajesh Saibya, Department of Physical Education,
	5	Sanjoy Modak, Department of Environmental Studies,
	6	Dipankar Debnath, Librarian,
	7	Mousona Barman, Department of Environmental Studies
	8	Souvik Bhattacharjee, Department of English,
	9	Sushma Chhetri, Department of Philosophy,
	10	Subrata Roy, Head Clerk,
9		**Games and Sports :-**

	1	Convener - Rajesh Saibya, Department of Physical Education,
	2	Dr. Sudip Khasnobish, Department of History,
	3	Nabin Barman, Department of Political Science,
	4	Nabanu Roy, Department of Geography,
	5	Souvik Bhattacharjee, Department of English
	6	Lipika Mondal, Department of Education,
	7	Utpal Majumder, Department of History,
	8	Dipankar Debnath, Librarian,
	9	Niranjan Roy, Typist,
	10	Students' Representative/Game Secretary,
10		**Magazine :-**
	1	Madhyam Moktan, Department of English,
	2	Dr. Kusumita Mukherjee Debnath, Department of English,
	3	Dr. Shibnarayan Routh, Department of Bengali,
	4	Mamani Roy, Department of Bengali,
	5	Satya Narayan Routh, Department of History,
	6	Dipankar Debnath, Librarian,
	7	Niranjan Roy, Typist,
	8	Students' Representative,
11		**Students Welfare Committee :-**
	1	Madhyam Moktan, Department of English,
	2	Susmita Guha, Department of Bengali,
	3	Nabin Barman, Department of Political Science,
	4	Sushma Chhetri, Department of Philosophy,
	5	Sanjoy Modak, Department of Environmental Studies,
	6	Sukhen Dutta, Accountant,
	7	Niranjan Roy, Typist,
	8	Students' Representative,
12		**Anti-Ragging Committee and Squad :-**
	1	Convener - Yangki Dolma Sherpa, Department of Philosophy,
	2	TCS,
	3	I.C., Rajganj Police Station,
	4	Ripan Sarkar, Department of Education,
	5	Souvik Bhattacharjee, Department of English,
	6	Tapojit Deb Singha, Clerk,
	7	Parents' Representative :
	8	Students' Representative :

		Grievance Redressal Cell :-
	1	Yangki Dolma Sherpa, Department of Philosophy,
	2	Dr. Biswajit Ray, Department of Bengali,
	3	Dr. Sudip Khasnobish, Department of History,
13	4	Dr. Kusumita Mukherjee Debnath, Department of English,
	5	Ripan Sarkar, Department of Education,
	6	Susmita Guha, Department of Bengali,
	7	Subrata Roy, Head Clerk,
	8	Students Representative,
		Sexual Harassment Prevention Cell :-
	1	Chairperson - Dr. Magfera Begum, Department of Bengali,
	2	Principal - Member,
	3	Ripan Sarkar, Department of Education,
	4	Alka Moktan, Department of Education,
14	5	Dr. Kusumita Mukherjee Debnath, Department of English,
	6	Mamani Roy, Department of Bengali,
	7	Sushma Chhetri, Department of Philosophy,
	8	I.C., Rajganj Police Station,
	9	Student Representatives :
		ICC (As per POSH Act 2013) :
	1	Dr. Magfera Begum, Department of Bengali,
	2	Lipi Roy, Social Activist & External Member,
15	3	Dr. Biswajit Ray, Department of Bengali,
	4	Mamani Roy, Department of Bengali,
	5	Ipsita Deb, Department of English,
		Employment and Career Counselling :-
	1	Yangki Dolma Sherpa, Department of Philosophy,
	2	Dr. Shib Narayan Routh, Department of Bengali,
	3	Madhyam Moktan, Department of English,
	4	Ipsita Deb, Department of English,
16	5	Jolly Mallick, Department of Political Science,
	6	Moumita Singha, Department of History,
	7	Nabanu Roy, Department of Geography,
	8	Satya Narayan Routh, Department of History,
	9	Sneha Ghosh, Department of Sociology,
	10	Niranjan Roy, Typist,
17		**Alumni Committee :-**

	1	Dr. Biswajit Ray, Department of Bengali,
	2	Madhyam Moktan, Department of English,
	3	TCS,
	4	Dr. Shibnarayan Routh, Department of Bengali,
	5	Sanjoy Modak, Department of Environmental Studies,
	6	Susmita Guha, Department of Bengali,
	7	Nabin Barman, Department of Political Science,
	8	Lipika Mondal, Department of Education,
	9	Ripan Sarkar, Department of Education,
	10	Dipankar Debnath, Librarian,
	11	Niranjan Roy, Typist,
18		**Eco-Club & Gardening :-**
	1	Sanjoy Modak, Department of Environmental Studies,
	2	Mousona Barman, Department of Environmental Studies,
	3	Mamani Roy, Department of Bengali,
	4	Utpal Majumder, Department of History,
	5	Satya Narayan Routh, Department of History,
	6	Nabanu Roy, Department of Geography,
	7	Sushma Chhetri, Department of Philosophy,
19		**College Canteen :-**
	1	Madhyam Moktan, Department of English,
	2	Dr. Biswajit Ray, Department of Bengali,
	3	Jolly Mallick, Department of Political Science,
	5	Sukhen Dutta, Accountant,
20		**Building Committee :-**
	1	Dr. Sudip Khasnobish, Department of History,
	2	Dr. Biswajit Ray, Department of Bengali,
	3	Utpal Ranjan Sen Majumder - Governing Body Member,
	4	Rajganj Block Engineer,
	5	Accounts Burser,
	6	Subrata Roy, Head Clerk,
	7	Sukhen Dutta, Accountant,
21		**Minority Cell :-**
	1	Dr. Magfera Begum, Department of Bengali,
	2	Rajesh Saibya, Department of Physical Education,
	3	Ipsita Deb, Department of English,
	4	Niranjan Roy, Typist,
22		**Software/Website Development :-**
	1	Dr. Kusumita Mukherjee Debnath, Department of English,

	2	Susmita Guha, Department of Bengali,
	3	Nabanu Roy, Department of Geography,
	4	Ipsita Deb, Department of English,
	5	Souvik Bhattacharjee, Department of English,
	6	Sneha Ghosh, Department of Sociology,
	7	Satya Narayan Routh, Department of History,
	8	Dipankar Debnath, Librarian,
	9	Sukhen Dutta, Accountant,
	10	Tapojit Deb Singha, Clerk,
23		**NAAC Committee :-**
	1	Madhyam Moktan, Department of English - Convener,
	2	Dr. Biswajit Ray, Department of Bengali,
	3	Dr. Sudip Khasnobish, Department of History,
	4	Ipsita Deb, Department of English,
	5	Souvik Bhattacharjee, Department of English,
	6	Dipankar Debnath, Librarian,
	7	Sukhen Dutta, Accountant,
	8	Tapojit Deb Singha, Clerk,
24		**IQAC :-**
	1	Alka Moktan, Department of Education - Coordinator,
	2	Dr. Magfera Begum, Department of Bengali - Teacher member,
	3	Dr. Sudip Khasnobish, Department of History - Teacher member,
	4	Dr. Biswajit Ray, Department of Bengali - Teacher member,
	5	Paromita Ghosh - Academician (External),
	6	Dr. Tarun Bandyopadhyay - Senior Administrative Officer,
	7	Yangki Dolma Sherpa, Department of Philosophy - Teacher member,
	8	Sukhen Dutta, Accountant (One nominee from Administrative Staff),
	9	Laikshyamohan Roy (Member from management),
	10	Sarbani Dhara (Nominee from the local society),
	11	Student Representative :
	12	Alumni Representative :
25		**Media Correspondent :-**
	1	Dr. Shibnarayan Routh, Department of Bengali,
26		**(Electoral Club):-**
	1	Dr. Shibnarayan Routh, Department of Bengali - Nodal Officer,
	2	Jolly Mallick, Department of Political Science,
	3	Sanjoy Modak, Department of Environmental Studies,
	4	Nabanu Roy, Department Geography,
	5	Lipika Mondal, Department of Education,

	6	Student Representatives :
27		**NSS P.O.** :-
	1	Dr. Kusumita Mukherjee Debnath, Department of English,
28		**NSS Advisory Committee :-**
	1	Dr. Sudip Khasnobish, Department of History,
	2	Dr. Magfera Begum, Department of Bengali,
	3	Dr. Biswajit Ray, Department of Bengali,
	4	Yangki Dolma Sherpa, Department of Philosophy,
	5	Madhyam Moktan, Department of English,
	6	Nabin Barman, Department of Political Science,
	7	Sanjoy Modak, Department of Environmental Studies,
29		**Students Credit Card** :-
	1	Dr. Magfera Begum, Department of Bengali - Nodal Officer,
	2	Dr. Kusumita Mukherjee Debnath, Department of English - Nodal Officer,
	3	Dr. Biswajit Ray, Department of Bengali (Help Desk Officer),
30		**RTI Cell :-**
	1	Dr. Sudip Khasnobish, Department of History,
31		**RBU :-**
	1	Madhyam Moktan, Department of English,
	2	Subrata Roy, Head Clerk,
32		**Log Book :-**
	1	Souvik Bhattacharjee, Department of English,
33		**Kanyashree :-**
	1	Mamani Roy, Department of Bengali,
	2	Mousona Barman, Department of Environmental Studies,
34		**Banglar Uchchashiksha Portal,**
	1	Dipankar Debnath, Librarian,
35		**OASIS Scholarship :-**
	1	Yangki Dolma Sherpa, Department of Philosophy,
36		**Accounts Burser :-**
	1	Alka Moktan, Department of Education,

Chapter4: Audit of Gender-Sensitive Features in the Institution

Gender sensitivity entails acknowledging and accepting individuals without preconceived notions, striving to dismantle stereotypes and broaden expectations related to gender roles. A gender-sensitive approach ensures that the interests of all individuals, irrespective of gender, are addressed equitably, without reliance on outdated perspectives.

The institution, established in the early part of this century, operates in an era where gender-related concerns are an important focus, even in this rural region. However, as gender sensitivity emerged as a critical component of institutional governance, proactive measures has undertaken to address these needs. While not flawless, the institution's infrastructure reflects significant progress in integrating gender-sensitive features.

An audit of gender-sensitive provisions within the campus revealed the following notable points:

1. Sanitation Facilities

   - Separate toilets for students and staff are available across the Administrative Office, and Departments.

2. Ladies' Common Room

   - A dedicated Ladies' Common Room is located on the ground floor of the Building.

3. **Internal Complaints Committee**

   - An Internal Complaints Committee was established in 2018, replacing the earlier Sexual Harassment Redressal Cell.

4. **Surveillance Measures**

   - CCTV cameras are installed at strategic locations, including the library and major gates, to enhance campus safety.

These features demonstrate the institution's commitment to fostering a gender-sensitive environment, addressing the specific needs of its diverse community, and promoting equity and safety.

Gender sensitive awareness program organized in the campus

Awareness programme on Gender Equality	8th September, 2023
International Women's Day celebration	9th March, 2024
Special Discussion on Gender Discrimination and 21st Century	28th May, 2024

Awareness programme on Gender equality-8th september 2023

International Women's Day celebration-9th March 2024

Special Discussion on Gender Discrimination and 21st century -28th May 2024

Chapter 5: Gender balance and Analysis

Gender balance refers to the equitable representation and participation of individuals of all genders, aiming for fairness and inclusion across various domains, such as employment, education, and social settings. Achieving gender balance is a fundamental aspect of promoting equality and addressing the disparities that often exist between men, women, and non-binary individuals in society. In recent years, organizations, institutions, and governments worldwide have increasingly recognized the importance of fostering gender equality to ensure that every individual, regardless of gender, has equal access to opportunities, resources, and rights.

The analysis of gender balance typically involves examining patterns of gender representation and participation across different sectors, identifying barriers that may contribute to gender disparities, and proposing solutions to bridge these gaps. Gender balance is not just about numerical equality but also about providing a fair environment where individuals can thrive without facing gender-based discrimination or limitations.

In the context of this report, gender balance and its analysis are applied to three primary areas: **employment**, **student demographics**, and **institutional committees and policies**. This analysis highlights the current state of gender representation, identifies areas of imbalance or exclusion, and emphasizes the importance of developing strategies for fostering a more inclusive and diverse environment.

The primary objective of this analysis is to shed light on the persistent gender imbalances in various sectors, examine the factors contributing to these disparities, and suggest actionable recommendations for improving gender equality. By analyzing employment statistics, student enrolment trends, and gender representation in campus committees and policies, this report aims to provide a comprehensive understanding of the current challenges and opportunities in achieving gender balance.

Through this process, we can better understand the structural barriers that hinder gender equity and take informed steps toward creating a more inclusive and balanced society.

5.1 Gender Balance within the Institution

Gender balance refers to achieving a fair representation of males and females across various levels within the institution, including student enrollment in different programs and staff composition. This balance addresses systemic inequities that have historically limited women's access to resources and opportunities. These social structures often impede women's growth, leading to reduced capabilities and creating a cyclical effect that hinders empowerment and access to developmental initiatives.

The college is situated in a predominantly agrarian and tea-growing region, characterized by a socio-economic landscape that includes Scheduled Caste (SC) and Scheduled Tribe (ST) populations. Except for the relatively developed areas of Jalpaiguri, much of the region

remains underdeveloped, further emphasizing the need for deliberate measures to ensure gender balance and equitable access to educational and professional opportunities.

5.1.1 **Gender Balance among the Students**

Year	Programmes	Applied		Admitted		Percentage of women enrolled
		Male	Female	Male	Female	
2023-24	B.A. (1st , 3rd & 5th Semester)	769	999	659	931	**58.55%**

The data for the B.A. program in the 2023-24 academic year shows a significant gender disparity favoring female students. Out of the total 1,590 applications received, 62.83% were from female applicants. Of those admitted, females comprised 58.55% of the enrolled students, with 931 females admitted compared to 659 males.

This higher percentage of female enrollment indicates the institution's effectiveness in fostering opportunities for women, reflecting a positive trend toward gender equity in education. It also highlights a shift in societal norms within the region, suggesting growing empowerment and increased participation of women in higher education.
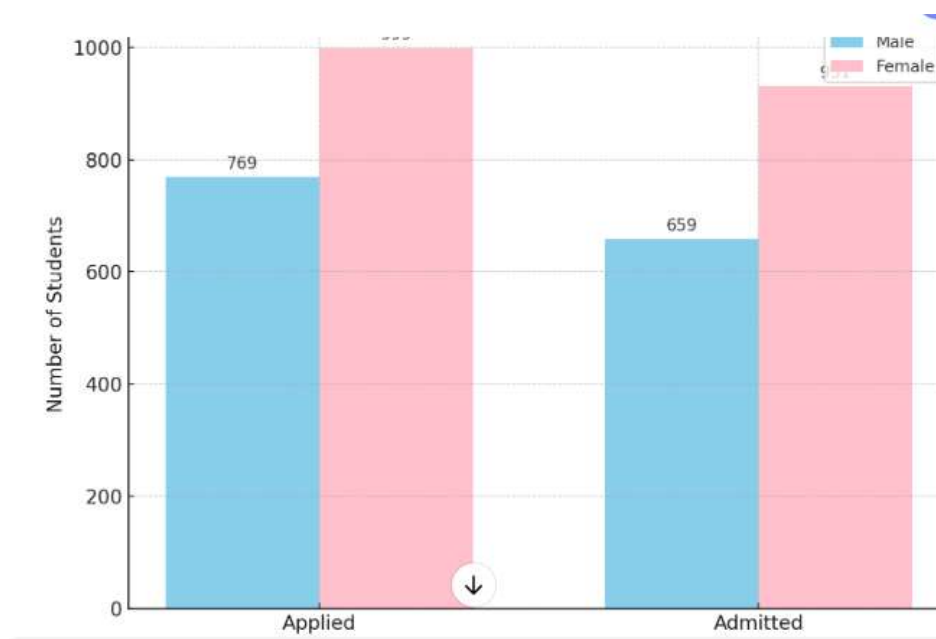
5.1.2 Gender balance (Teaching Staff)

Year	Total Teaching position			Type of employment					
				Substantive			SACT/GL		
2023-24	Male	Female	Other	Male	Female	Other	Male	Female	Other
	12	14	0	3	4	-	9	10	-

The employment data for the B.A. program in the 2023-24 academic year reveals a relatively balanced representation of male and female staff across different employment types.

Teaching Positions: Female employees slightly outnumber males, with 14 females compared to 12 males. This indicates progress toward gender equity in secure, long-term employment roles.

Substantive Teacher: Among the substantive teaching positions, females outnumber males, with 4 females compared to 3 males. This indicates a positive shift towards gender balance and highlights the institution's progress in promoting women to secure, long-term academic roles.

Such representation is crucial in traditionally male-dominated fields, as it sets an example of inclusivity and equity, especially in decision-making positions. However, the close ratio also suggests the need for continued efforts to maintain and further enhance this balance, ensuring equal opportunities for both genders and promoting a more inclusive academic environment.

SACT/Guest Lecturers: In this category, females also lead marginally, with 10 compared to 9 males, reflecting equitable opportunities in temporary or part-time teaching roles.

Other Employment: No representation of other gender categories is reported across employment types.

Overall, the institution demonstrates a commitment to gender balance in employment, fostering equitable participation for both genders in its workforce.


Gender Representation by Type of Employment (2023-24)
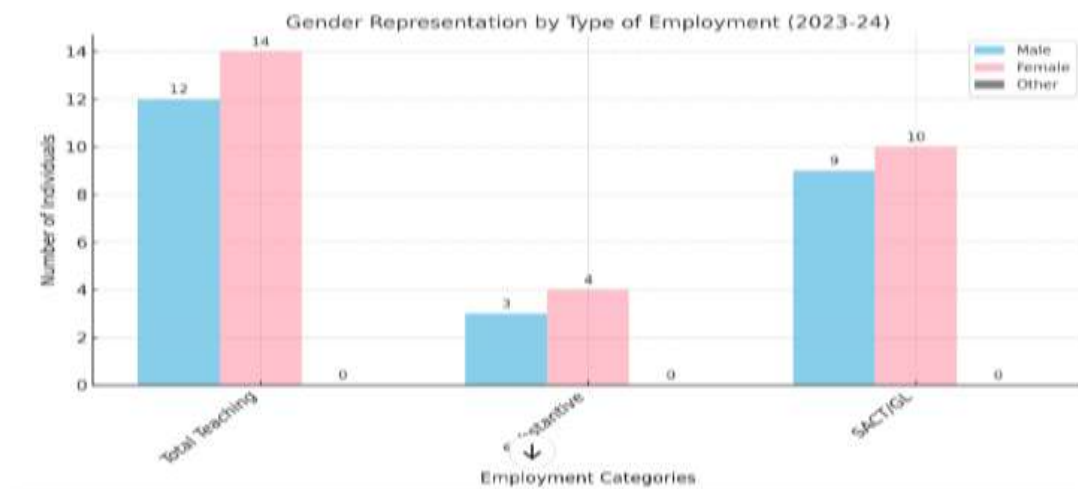
The employment data for the year 2023-24, breaking down total teaching positions by type of employment (Substantive, SACT/GL) and gender (male, female, other). Let me create a statistical visualization to represent this data effectively.

5.1.3   Gender balance (Substantive faculty member)

Professor		Associate prof.		Assistant Prof.	
Male	Female	Male	Female	Male	Female
				03	04

The data indicates that among assistant professors, there are 4 females and 3 males, showing a slight female majority in this faculty category. From a gender perspective, this is a positive indicator of progress toward achieving gender equity in academic roles, particularly at the entry and mid-level positions.

This balance demonstrates the institution's commitment to fostering inclusivity and providing opportunities for women in academia. It also highlights the breaking down of traditional gender barriers, allowing women greater representation in professional and intellectual spaces. However, continued efforts are necessary to sustain and enhance gender parity across all academic roles.
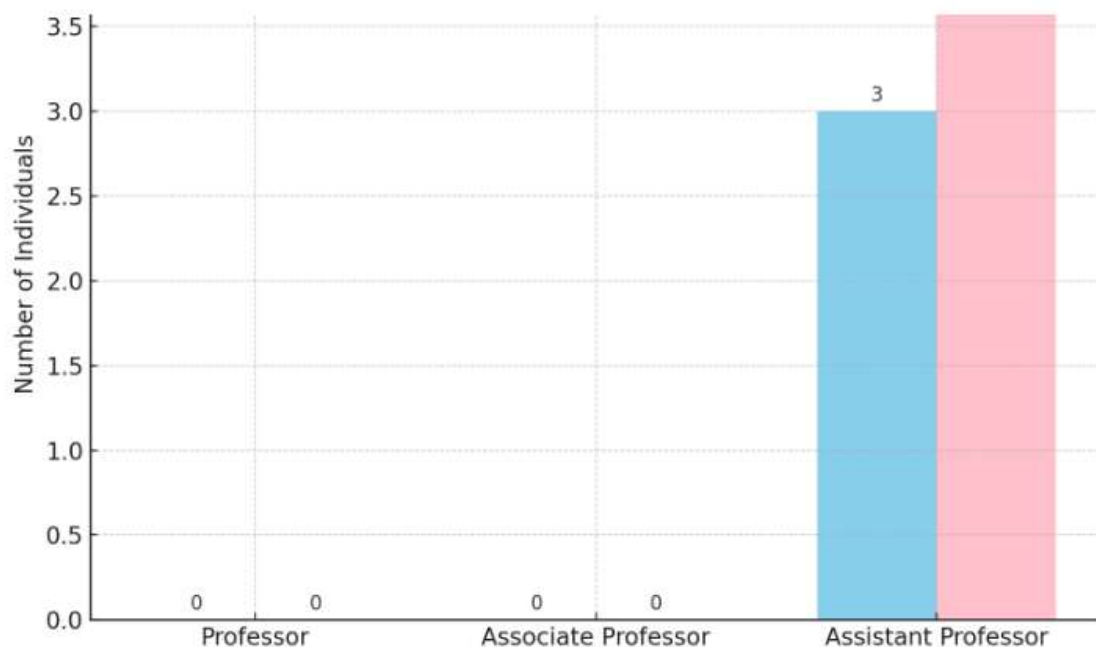
Here is the statistical visualization of gender representation across academic roles. It highlights the distribution for Assistant Professors, while the absence of data for Professors and Associate Professors is evident.

5.1.4 Gender balance (SACT/GL)

| SACT 1		SACT 2	
Male	Female	Male	Female
3 (43%)	4 (57%)	7 (58%)	5 (42%)

□ **Shift in Gender Dominance**:

- SACT1 is female-dominated (57% females), while SACT2 is male-dominated (58% males).
- This suggests a reversal in gender distribution between the two groups.

□ **Gender Representation**:

- Overall, the gender distribution shows that each group has both genders represented, but the balance differs significantly.

Females are more prevalent in SACT1, whereas males are more prevalent in SACT2
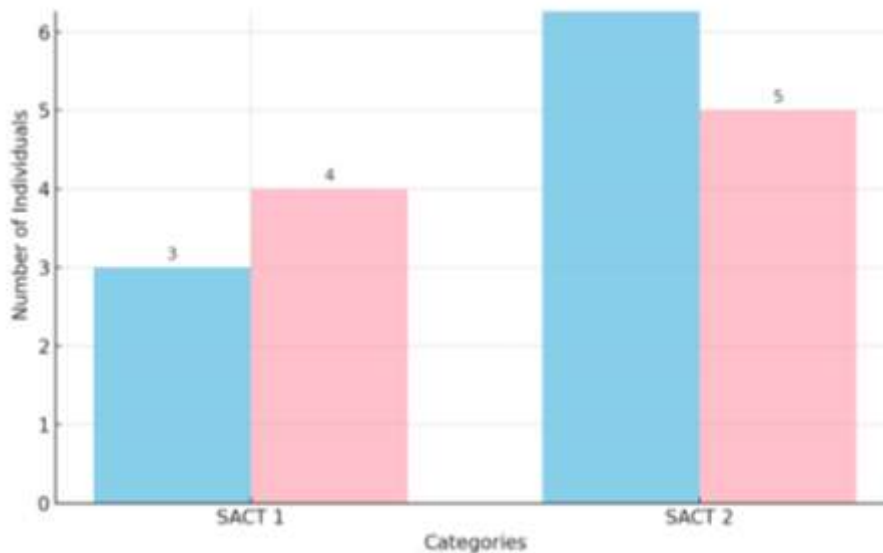
Here is the statistical visualization of gender representation in SACT 1 and SACT 2. The bar chart highlights the number of males and females in each category, showcasing the balance or imbalance.

5.1.5 Gender balance (Non Teaching Staff)

Year	Group									Type of employment					
2023-24	B			C			D			Permanent			Casual		
	Male	Female	Other	Male	Female	Other	Male	Female	Other	Male	Female	Other	Male	Female	Other
	2	-	-	2	-	-	3	-	-	7	-	-	-	1	-

The table presents employment data for the year 2023-24, categorized by group (B, C, D), type of employment (permanent, casual), and gender (male, female, other). A critical analysis from a gender balance perspective highlights the following points:

1. Male-Dominated Employment:

  - In all groups (B, C, D) and types of employment, male employees are exclusively present in most categories.

  - This indicates a significant gender imbalance, with female representation either absent or minimal.

2. Female Representation:

  - Female employees are entirely absent in permanent employment categories (Groups B, C, D).

  - The only occurrence of female representation is in casual employment, where one female employee is noted.

3. Exclusion of "Other" Gender:

  - The "Other" gender category is not represented in any type of employment or group. This suggests a lack of inclusivity and opportunities for non-binary or other gender identities.

4. Imbalance across Employment Types:

  - Male employees dominate permanent employment (Groups B, C, D), which are often associated with higher job security and benefits.

  - Casual employment shows minimal female representation but no male employees, except in one group.

5. Potential Bias and Structural Issues:

- The stark absence of women in secure employment and complete exclusion of "Other" gender employees could point to:

   - Recruitment biases favoring male employees.

   - Structural or cultural barriers that limit female and non-binary participation.

   - Lack of policies or practices promoting gender diversity.

Recommendations:

To address these imbalances, the organization should consider:

- Implementing targeted recruitment strategies to improve gender diversity, especially for women and "Other" genders.

- Introducing policies to promote workplace inclusivity and reduce barriers for underrepresented groups.

- Conducting regular gender audits to identify gaps and measure progress over time.

It appears there is a mismatch in the number of categories and the data points. Let me correct this and generate the visualization again.
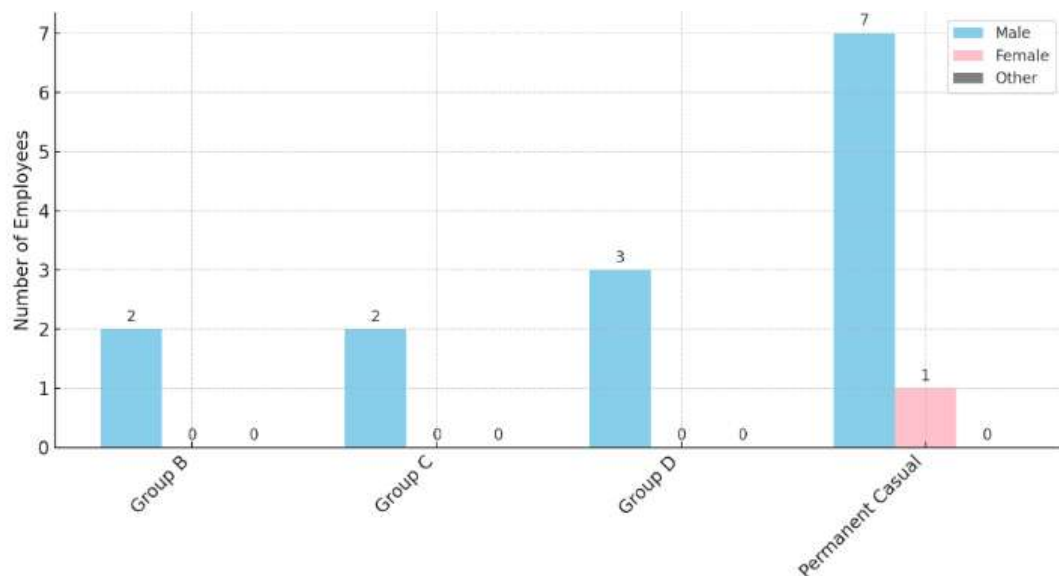
Here is the corrected statistical visualization representing gender representation across employment groups and types for 2023-24. The bar chart shows the stark gender imbalance, with males dominating most categories, females minimally represented in casual employment, and no representation for the "Other" gender. Let me know if you'd like further analysis or additional types of visualizations.

5.1.6 Gender profile of the college

The data includes gender distribution among students, teachers, and non-teaching staff for the year 2023-24. I'll create pie charts to represent the gender profile for each category.

Gender Profile of Students (2023-24) | Gender Profile of Teachers (2023-24) | Gender Profile of Non-Teaching Staff (2023-24)
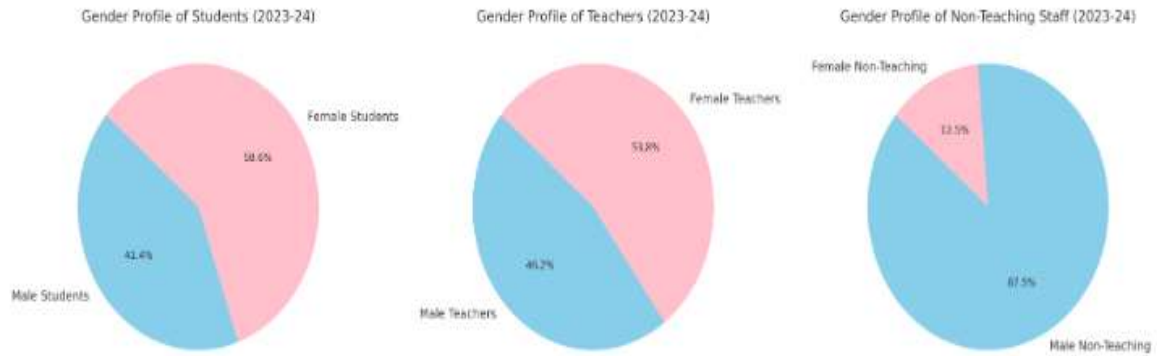
Here are the pie charts showing the gender profile for students, teachers, and non-teaching staff in 2023-24:

↓

The data includes gender distribution among students, teachers, and non-teaching staff for the year 2023-24. I'll create pie charts to represent the gender profile for each category.

5.2 Social Composition of Female Students

"Every society that values social justice and strives to improve the conditions of the common man while nurturing all available talent must prioritize progressive equality of opportunity for all sections of the population. This is essential for fostering an egalitarian and humane society where the exploitation of the vulnerable is minimized." (The Education Commission, GOI, 1966, p. 108).

Social inclusion refers to the process where individuals achieve self-realization within a society, gain acceptance and recognition of their potential by social institutions, and integrate into the web of social relations through study, employment, volunteer work, or other forms of participation.

The audit of the college revealed the following breakdown of the social composition of female students admitted to higher education.

The data outlines the social composition of students enrolled in the 1st, 3rd, and 5th semesters for the academic year 2023-24, categorized by general (Gen), Scheduled Caste (SC), Scheduled Tribe (ST), OBC-A, OBC-B, and foreign students. Here's a critical analysis:

5.2.1 **Social balance among all Students**

Academic Year	Gen	SC	ST	OBC-A	OBC-B	Foreign Student
2023-24 (1st , 3rd & 5th) Semester	449	838	21	212	70	NIL

1. Dominance of SC Students:

   - The largest group is Scheduled Caste (SC) students, with 838 enrollments. This indicates a strong representation, which may result from targeted reservation policies and outreach programs.

2. Underrepresentation of Scheduled Tribe (ST) Students:

   - Only 21 students from Scheduled Tribes are enrolled, representing a significant underrepresentation. This highlights potential challenges in access, awareness, or support for higher education among ST communities.

3. **Moderate Representation of OBC Categories:**

   - OBC-A students (212) have moderate representation, while OBC-B students (70) are comparatively lower. This imbalance could suggest varying levels of socio-economic challenges or policy impacts within these sub-categories.

4. High Enrollment of General Category Students:

   - 449 students belong to the general category, showing substantial participation. However, this number is smaller than the combined SC and OBC-A enrollments, indicating progress toward inclusivity.

5. Absence of Foreign Students:

   - No foreign students are enrolled, suggesting limited international engagement or appeal.

5.2.1.1 Critical Issues

- **Social Equity Gaps**: Despite significant SC enrollment, the very low ST representation indicates gaps in achieving comprehensive social equity.
- **Policy Effectiveness**: The disparities in OBC-A and OBC-B enrollments may call for a review of reservation policies and support mechanisms.
- **Globalization of Education**: The absence of foreign students could point to a need for internationalization efforts, such as exchange programs or enhanced visibility.
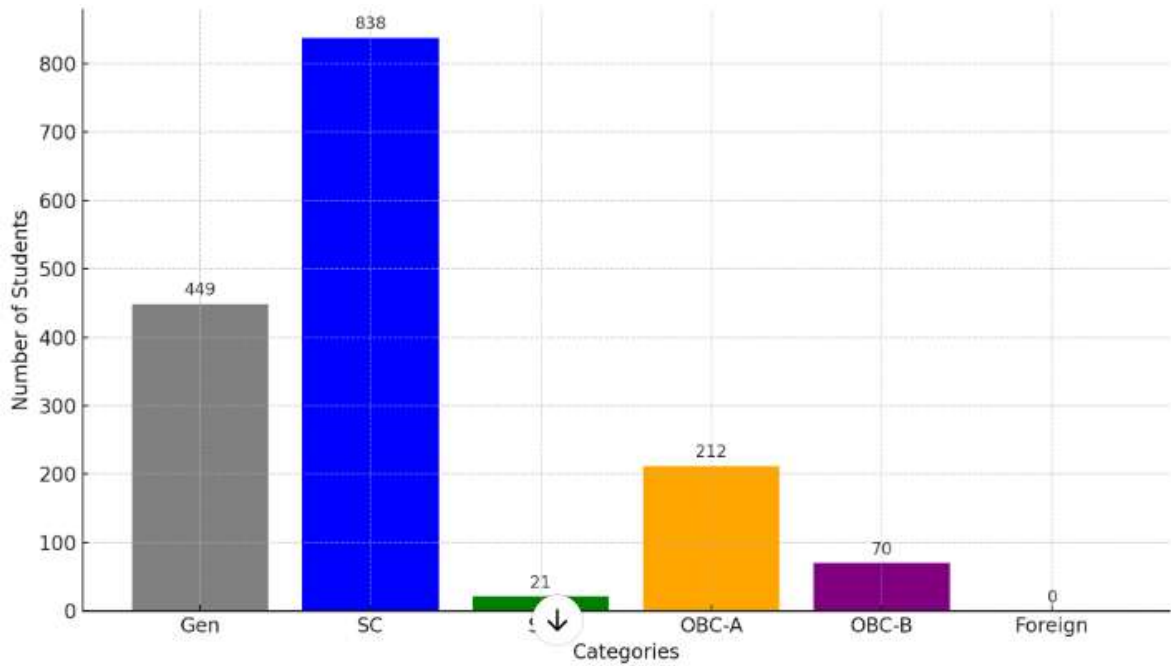
5.2.2 Social balance among all Female Students

Academic Year	Gen	SC	ST	OBC-A	OBC-B	Foreign Student
2023-24 (1st , 3rd & 5th) Semester	248	481	16	128	48	NIL

1. Predominance of Scheduled Caste (SC) Students:

  - SC students account for 481 enrollments, making them the largest group. This reflects the effectiveness of reservation policies aimed at increasing higher education access for marginalized communities.

2. Underrepresentation of Scheduled Tribe (ST) Students:

  - Only 16 students are from Scheduled Tribes, indicating significant underrepresentation. This highlights the need for enhanced outreach and support mechanisms for ST communities.

3. Moderate Representation of OBC Categories:

  - OBC-A (128) and OBC-B (48) students are present in moderate numbers. The lower count of OBC-B students could point to disparities within the OBC category in accessing higher education.

4. General Category (Gen) Students:

  - General category students number 248, forming the second-largest group but still smaller than SC enrollments. This suggests a positive trend toward inclusivity.

5. Absence of Foreign Students:

  - The lack of foreign students indicates limited international engagement or attractiveness of the institution to global learners.

5.2.2.1 Critical Issues

- **Social Equity Challenges**: While SC students are well-represented, the stark contrast with the ST enrollment figures reveals persistent inequalities.
- **OBC Disparities**: The variation between OBC-A and OBC-B enrollments suggests structural or socio-economic differences that need addressing.
- **Globalization Gap**: The absence of foreign students points to the need for strategies to internationalize the institution and attract a diverse student body.
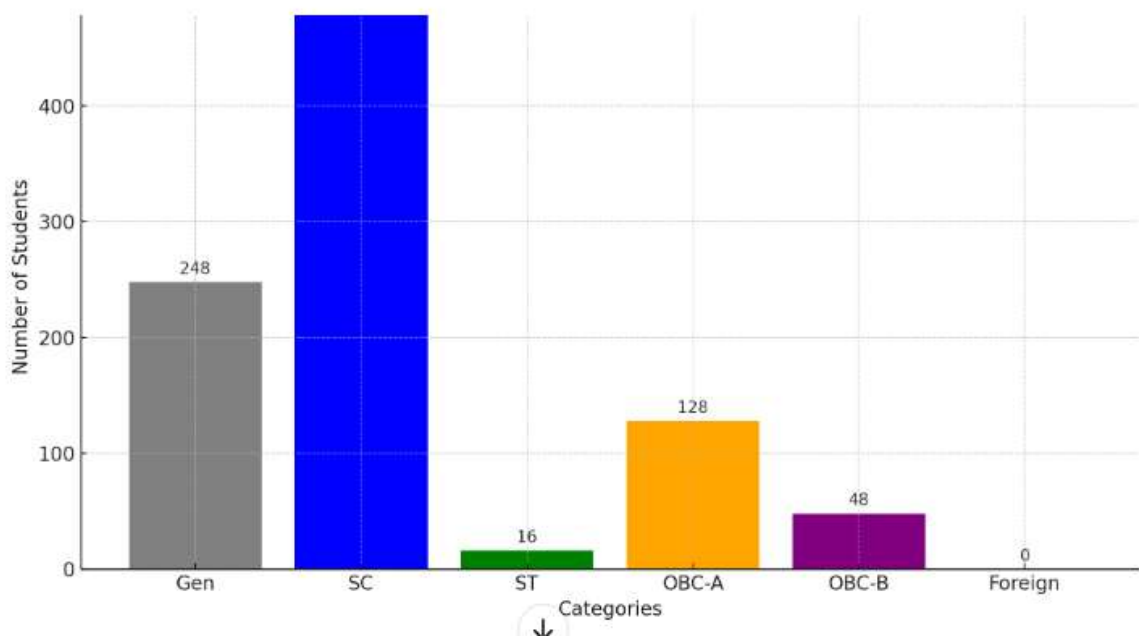
5.2.3 Social representation in student community

Academic Year	Gen		SC		ST		OBC-A		OBC-B	
2023-24 (1st, 3rd & 5th) Semester	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	201	248	357	481	5	16	84	128	22	48

Social Group Disparity

- The SC category has the highest enrolment across genders.
- The ST category exhibits the lowest enrolment, signalling possible barriers to access or interest in higher education.

Representation Trends

- Female representation is consistently higher across all categories, indicating successful initiatives or cultural shifts encouraging women's education.
- Male students are underrepresented in every category, which could warrant further investigation into their educational engagement.
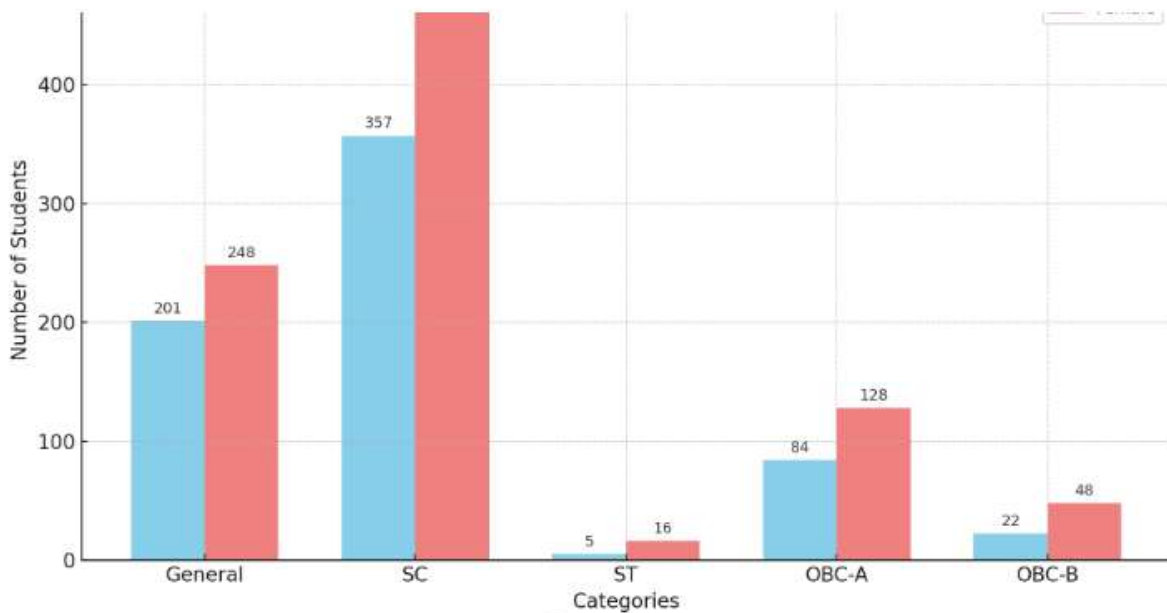

This graphical representation highlights trends in gender disparity and suggests a need for targeted measures to address low male participation and underrepresentation in specific categories like ST.

5.3 Social representation in all type of employee

Academic Year	Gen	SC	ST	OBC-A	OBC-B
Male	5	7	2	0	5
Female	4	5	2	1	2

Patterns and Implications

- The ST category exhibits balanced gender representation, which is an outlier in this dataset.
- Male dominance in the SC and OBC-B categories might stem from sociocultural or economic factors influencing female education access.
- Zero male in OBC-A could reflect a unique barrier or lack of interest that warrants further investigation.
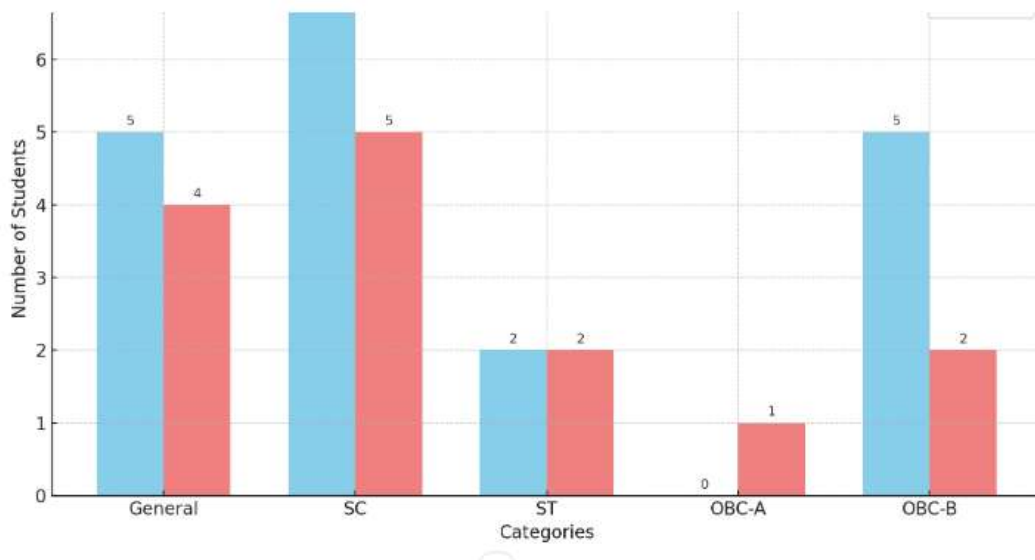
The bar chart illustrates gender-wise recruitment across categories for the dataset provided. Key insights from the gender study perspective:

1. **Near Parity**: The General category shows almost equal male and female representation.
2. **Male Dominance**: SC and OBC-B categories have higher male enrollment, reflecting gender imbalances.
3. **Gender Balance**: The ST category demonstrates equal participation, which is a positive trend.
4. **Unique Case**: OBC-A shows no male participation, with only one female enrolled, indicating specific challenges or dynamics in this group.

This analysis underscores the need for nuanced policies to address both male and female barriers in different social categories.

5.4 Gender diversity in Institutional Governance and Leadership

This is a breakdown of gender representation in various committees or groups within an institution.

Sl. No.		Male	Female
1	Admission & Registration Committee :-	7	2
2	Routine Sub-Committee :-	4	1
3	Academic Committee :-	5	6
4	Examination Committee :-	4	1
5	Library Committee :-	6	2
6	Finance, Purchase & Tender Committee :-	5	2
7	Cultural Committee :-	4	4
8	Disciplinary Committee :-	7	3
9	Games and Sports :-	9	1
10	Magazine :-	6	2
11	Students Welfare Committee :-	6	2
12	Anti-Ragging Committee and Squad :-	5	1
13	Grievance Redressal Cell :-	5	3
14	Sexual Harassment Prevention Cell :-	2	5
15	ICC (As per POSH Act 2013) :	1	4
16	Employment and Career Counselling :-	5	5
17	Alumni Committee :-	9	2
18	Eco-Club & Gardening :-	4	3
19	College Canteen :-	3	1
20	Building Committee :-	6	1
21	Minority Cell :-	2	2
22	Software/Website Development :-	6	4
23	NAAC Committee :-	7	1
24	IQAC :-	7	5
25	Media Correspondent :-	1	0
26	(Electoral Club):-	4	2
27	NSS P.O. :-	0	1
28	NSS Advisory Committee :-	6	2
29	Students Credit Card :-	1	2
30	RTI Cell :-	1	0

31	RBU :-	2	0
32	Log Book :-	1	0
33	Kanyashree :-	0	2
34	Banglar Uchchashiksha Portal,	1	0
35	OASIS Scholarship :-	0	1
36	Accounts Burser :-	0	1

5.4.1 Gender Imbalance Overview

- **Male-Dominated Committees**:
    - Library Committee (6 males, 2 females)
    - Building Committee (6 males, 1 females)
    - Games and Sports (9 males, 1 female)
    - Anti-Ragging Committee and Squad (5 male, 1 females)
    - Alumni Committee (9 males, 2 females)
- **Female-Dominated Committees**:
    - Sexual Harassment Prevention Cell (2 males, 5 females)
- **Balanced Committees**:
    - Cultural Committee (4 males, 4 females)
    - Employment and Career Counselling (5 males, 5 females)
    - Minority Cell (2 males, 2 females)

5.4.2 Potential observations and insights

5.4.2.1 Observations:

1. **Male-Dominated Committees**:

Committees such as the Library Committee, Building Committee, and Games and Sports have overwhelmingly male members (e.g., Library Committee has 6 males and 2 females).

2. Female-Dominated Committees:

Committee like Sexual Harassment Prevention Cell is heavily female-oriented.

3. Gender-Balanced Committees:
Cultural Committee, Employment and Career Counselling, and Minority Cell show more balanced representation.

4. Committees Without Male Representation: NSS P.O., Kanyashree, and Accounts Burser.

5.4.2.2 Suggestions:

Increase Female Participation: Committees like the Library Committee, Building Committee, and NAAC Committee could benefit from more female representation.

Encourage Male Involvement: Female-dominated groups like the Sexual Harassment Prevention Cell could aim for more male participation to ensure diversity.

Celebrate Balanced Committees: Highlight and emulate the success of committees that are already gender-balanced.
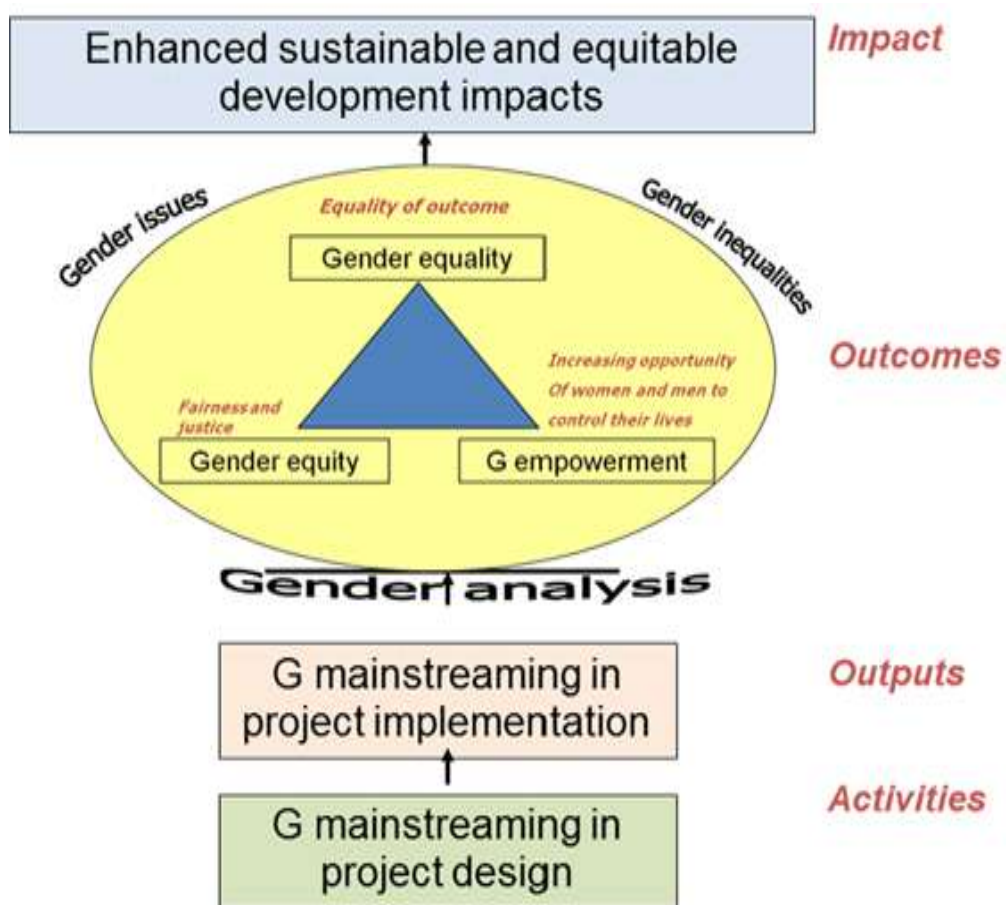
Chapter 6: Understanding gender perceptions in the Campus

Gender perceptions within academic institutions play a pivotal role in shaping the dynamics of equality, inclusivity, and leadership opportunities on campus. These perceptions influence how individuals experience education, interact within academic spaces, and access leadership roles. A comprehensive understanding of gender perceptions is essential to foster a culture that values diversity and ensures fair representation in decision-making processes.

Academic campuses often mirror societal attitudes toward gender, reflecting biases and stereotypes that can create barriers to equal participation. However, they also serve as transformative spaces where progressive policies and practices can challenge and change these perceptions. By examining the attitudes, beliefs, and behaviors related to gender, institutions can identify gaps in representation, promote inclusivity, and empower all genders to contribute equally to the campus ecosystem.

This exploration is particularly relevant in the context of leadership roles, where gender disparities remain a significant challenge. Understanding how gender is perceived in leadership and decision-making contexts helps institutions create targeted interventions to address these imbalances. Such efforts not only benefit women and underrepresented genders but also enrich the institution as a whole by fostering diverse perspectives and innovative approaches to governance.

Through surveys, interviews, and policy analyses, the study of gender perceptions on campus aims to provide actionable insights. These insights can guide the development of initiatives that nurture an equitable and supportive environment, ultimately enabling every individual to realize their potential, regardless of gender.

6.1 Understanding Gender Perception in the Campus: A Survey Analysis

A comprehensive survey titled *Understanding Gender Perceptions in the Campus* was conducted with the participation of 468 stakeholders. Among them, 94.9% were students, reflecting the primary demographic of the campus. Female representation was significantly higher, constituting 73.9% of respondents, compared to male participants. This highlights the active engagement of women in discussions around gender perceptions on campus.

The survey revealed that 66.7% of participants believe the organization considers the distinct needs of men and women in a participatory manner. This suggests a general sense of inclusivity in institutional practices and policies. However, 12.8% of respondents disagreed with this perspective, indicating room for improvement in addressing gender-specific concerns effectively.

Awareness regarding the Internal Complaints Committee (ICC) was notably high, with 89.1% of participants acknowledging familiarity with its existence. However, a small yet significant proportion (3.7%) admitted they were unaware of the specific functions of the ICC. This points to the need for more communication and education about the role and responsibilities of the committee to ensure stakeholders are well-informed.

A positive outcome of the survey was the perception of equality and non-discrimination on campus. A majority (90.6%) strongly believed they had never experienced gender-based discrimination. They also expressed confidence that men and women are treated equally in workplace interactions and opportunities, reflecting a culture of fairness and mutual respect.
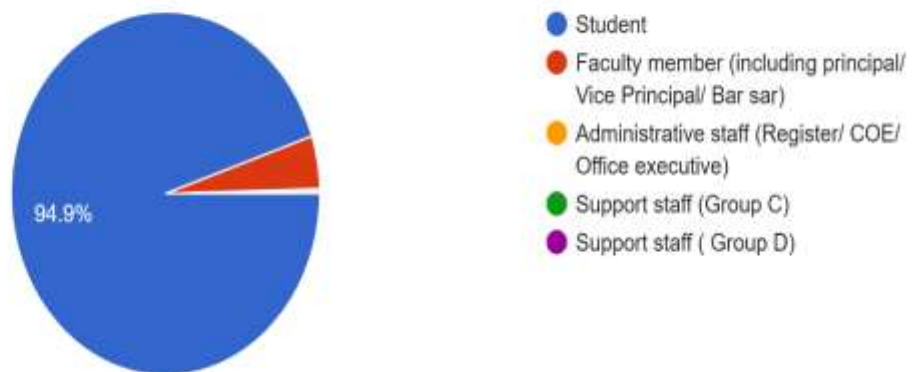
Additionally, 87.2% of respondents were aware of the Student Grievance Redressal Committee (SGRC) and the Grievance Redressal Committee (GRC), which address issues of discrimination based on sex, race, colour, or disability. This awareness underscores the presence of mechanisms to ensure justice and equality, although continuous awareness-building efforts remain essential.

Despite these positive indicators, safety concerns were highlighted by a small percentage (2.1%) of participants who disagreed with the notion that the campus is safe for everyone. While the majority of respondents felt secure, this minority opinion underscores the importance of ongoing measures to enhance safety and inclusivity for all members of the campus community.
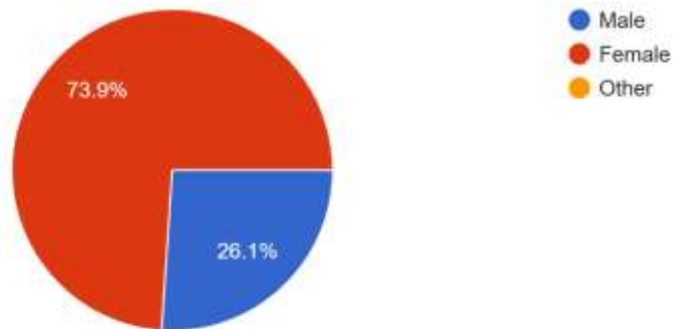
In summary, the survey paints a generally positive picture of gender perception and inclusivity on campus. Most stakeholders feel the institution is making efforts to address gender-specific needs, ensure fairness, and provide mechanisms to address grievances. However, areas such as increased awareness of committee functions and addressing specific safety concerns require further attention. These findings serve as a valuable foundation for fostering a more inclusive, secure, and equitable campus environment.
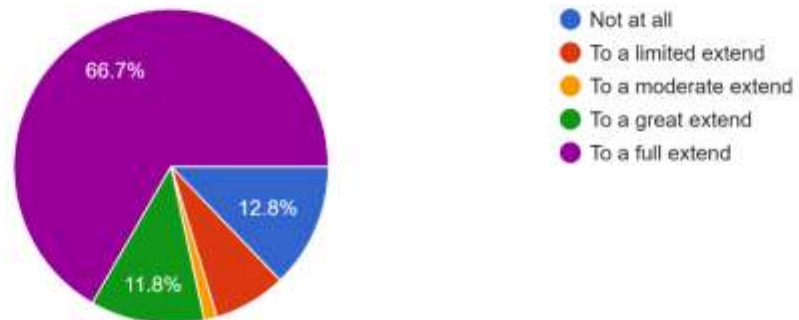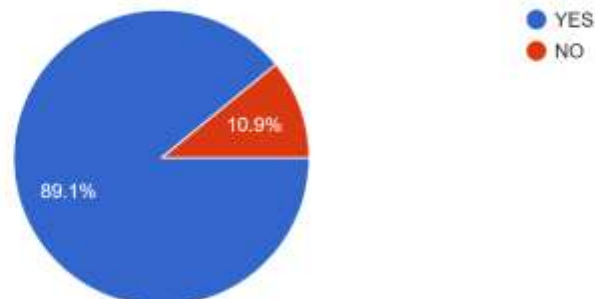

Your role in the organization
468 responses

94.9%

- Student
- Faculty member (including principal/ Vice Principal/ Bar sar)
- Administrative staff (Register/ COE/ Office executive)
- Support staff (Group C)
- Support staff (Group D)

Your gender
468 responses

- Male
- Female
- Other

73.9%
26.1%

My organisation takes men and women's different needs into account in a participatory ways
468 responses

- Not at all
- To a limited extend
- To a moderate extend
- To a great extend
- To a full extend

66.7%
12.8%
11.8%

Awareness about ICC
468 responses

- YES
- NO

89.1%
10.9%

Knowledge about ICC functions
468 responses

- YES
- NO

14.3%
85.7%
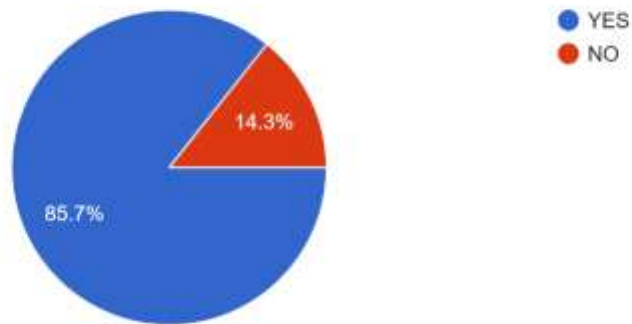
Have you felt discriminated due to your gender?
468 responses
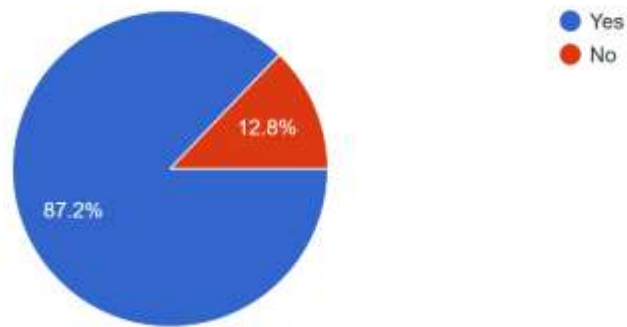

- Yes
- No

90.6%
9.4%
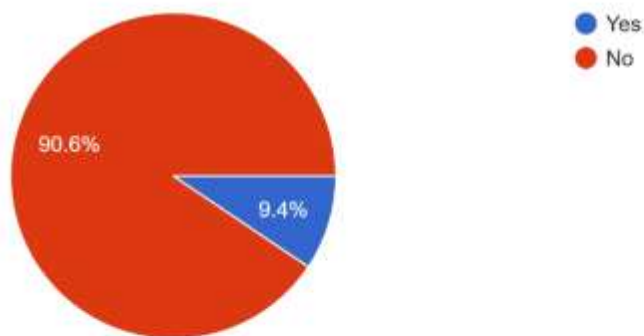
Do you feel women, men and others are treated in the like manner in your Department/office?
468 responses

- Yes
- No

10%
90%
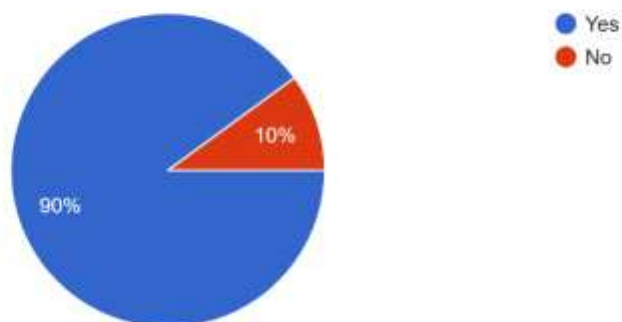
Are you aware of the SGRC and GRC for discrimination based on sex, race, color, or handicap?
468 responses

- Yes
- No

87.2%

12.8%

Do you think the campus is safe?
468 responses

- Agree
- Strongly agree
- Disagree
- Don't know
- No Option

67.3%

25%
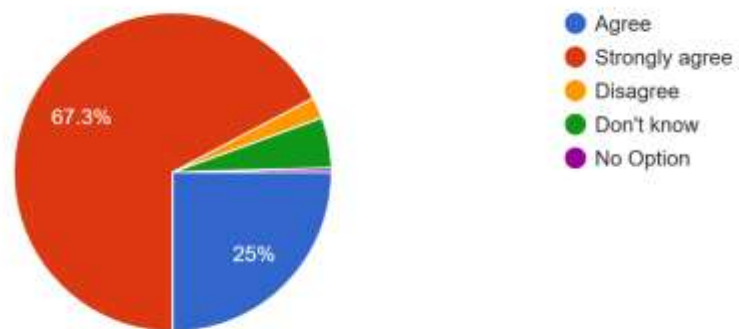
Chapter 7: Key Findings

The survey presents a generally positive outlook on gender perception and inclusivity at the campus. While most participants believe that the institution is making strides toward addressing gender-specific needs, promoting fairness, and providing mechanisms to address grievances, there is a need to focus on increasing awareness of committee functions and addressing safety concerns. These findings serve as a foundation for fostering a more inclusive, secure, and equitable campus environment.

7.1 Key findings of the gender audit

7.1.1 Summary: Gender Representation in Employment

1. **Male-Dominated Employment:**
   - Male employees dominate across all employment groups (B, C, D) and categories.
   - Female representation is minimal, highlighting a significant gender imbalance.

2. **Female Representation:**
   - Women are entirely absent in permanent employment (Groups B, C, D).
   - The only noted presence of female employees is in casual employment, where only one female employee is recorded.

3. **Exclusion of "Other" Gender:**
   - There is no representation of the "Other" gender category in any employment type or group.
   - This highlights a lack of inclusivity for non-binary or other gender identities.

4. **Imbalance across Employment Types:**
   - Permanent employment, often associated with greater job security, is entirely dominated by males.
   - Female representation appears only in casual employment, which is typically less stable and offers fewer benefits.

5. **Potential Bias and Structural Issues:**
   - The absence of women in secure employment roles and the exclusion of the "Other" gender suggest:

     - Structural or cultural barriers limiting opportunities for women and non-binary individuals.
     - A lack of inclusive policies to promote gender diversity.

7.1.2 Summary: Student Demographics and Representation

1. **Dominance of Scheduled Caste (SC) Students:**

   o   Scheduled Caste (SC) students form the largest group, with 838 enrolments.

   o   This strong representation likely reflects the effectiveness of reservation policies and outreach programs aimed at promoting access to education for marginalized communities.

2. **Underrepresentation of Scheduled Tribe (ST) Students:**

   o   Only 21 students from Scheduled Tribes are enrolled, highlighting significant underrepresentation.

   o   This suggests potential barriers in access, awareness, or support for higher education among ST communities.

3. **Moderate Representation of Other Backward Classes (OBC):**

   o   OBC-A students have a moderate presence with 212 enrolments.

   o   OBC-B representation is lower at 70 students, indicating disparities in socio-economic opportunities or the impact of policies within these sub-categories.

4. **High Enrolment of General Category Students:**

   o   General category students make up 449 enrollments, reflecting substantial participation.

   o   However, their numbers are smaller than the combined SC and OBC-A enrollments, signaling gradual progress toward inclusivity.

5. **Absence of Foreign Students:**

   o   The absence of foreign students suggests limited international engagement, visibility, or appeal.

   o   This may indicate a need for strategies to enhance the institution's global presence.

7.1.2.1 Critical Issues:

- **Social Equity Gaps:**
  Despite significant SC enrollment, the very low representation of ST students highlights persistent gaps in achieving comprehensive social equity.

- **Policy Effectiveness:**
  Disparities between OBC-A and OBC-B enrollments raise questions about the effectiveness and equity of reservation policies and support mechanisms.

- **Globalization of Education:**
  The lack of foreign students underscores the need for internationalization efforts, such as partnerships, exchange programs, and improved global visibility.

This analysis underscores the importance of addressing equity gaps, revisiting policy frameworks, and enhancing the institution's global outreach to ensure balanced representation and inclusivity.

7.1.3 Summary: Student Demographics and Representation

1. **Predominance of Scheduled Caste (SC) Students:**

   o SC students represent the largest group with 481 enrollments, reflecting the success of reservation policies designed to improve access to higher education for marginalized communities.

2. **Underrepresentation of Scheduled Tribe (ST) Students:**

   o Only 16 students belong to Scheduled Tribes, indicating a significant underrepresentation.

   o This highlights the need for more focused outreach and support to address the educational gaps for ST communities.

3. **Moderate Representation of OBC Categories:**

   o OBC-A students (128) and OBC-B students (48) are represented in moderate numbers.

   o The lower enrollment of OBC-B students suggests potential disparities within the OBC category, requiring further attention to ensure equitable access to education.

4. **General Category (Gen) Students:**

   o With 248 enrollments, General category students form the second-largest group, though still smaller than SC students.

   o This reflects a positive trend toward inclusivity in the student body.

5. **Absence of Foreign Students:**

   o The institution has no foreign students, indicating a gap in international engagement and suggesting the need for strategies to attract global learners.

7.1.3.1 Critical Issues:

- **Social Equity Challenges:**
  While SC students are well-represented, the stark contrast with the low enrollment of ST students points to ongoing social equity issues that need to be addressed.

- **OBC Disparities:**
  The disparity between OBC-A and OBC-B enrollments suggests structural or socio-economic factors that limit equal access for all OBC sub-categories, warranting a review of policies and support.

- **Globalization Gap:**
  The absence of foreign students highlights the need for the institution to develop strategies for internationalization, such as partnerships and exchange programs, to attract a more diverse and global student body.

This summary emphasizes the need for enhanced support for underrepresented groups, equitable policies within OBC categories, and strategies for improving global visibility and engagement.

7.1.4 Summary: Social Group Disparity and Gender Representation

Social Group Disparity

- **Scheduled Caste (SC):** The SC category has the highest enrollment across genders, indicating the success of reservation policies and initiatives aimed at enhancing access to education for marginalized groups.

- **Scheduled Tribe (ST):** The ST category has the lowest enrollment, suggesting potential barriers to access, awareness, or interest in higher education within ST communities.

Representation Trends

- **Female Representation:** Women are consistently better represented across all categories, reflecting successful efforts or cultural shifts that encourage female education.

- **Male Representation:** Male students are underrepresented in all categories, pointing to a potential need for targeted interventions to better engage male students in higher education.

Patterns and Implications

- **Balanced Gender Representation in ST:** The ST category stands out with near-equal male and female participation, which is a positive trend.

- **Male Dominance in SC and OBC-B:** The male-dominated SC and OBC-B categories may be influenced by socio-cultural or economic factors that limit female access to education in these groups.

- **OBC-A Gender Disparity:** The OBC-A category shows no male participation, with only one female student enrolled, suggesting unique barriers or a lack of interest that requires further investigation.

- **General Category Parity:** The General category has nearly equal representation of males and females, indicating a more balanced educational environment.

This analysis reveals the need for nuanced policies to address gender-specific barriers across different social groups, ensuring equal opportunities for both males and females in each category.

Gender Imbalance in Committees

Male-Dominated Committees

- Committees such as the Library Committee, Building Committee, and Games and Sports are overwhelmingly male (e.g., the Library Committee consists of 6 males and 2 females), indicating gender imbalances in committee representation.

Female-Dominated Committees

- Committee like the Sexual Harassment Prevention Cell is dominated by females, highlighting an imbalance in male participation in these areas.

Gender-Balanced Committees

- The Cultural Committee, Employment and Career Counselling, and Minority Cell exhibit balanced gender representation, demonstrating successful efforts in ensuring equality in committee memberships.

Committees Without Male Representation

- Committees like NSS P.O., Kanyashree, and Accounts Burser show no male representation, suggesting the need for more male involvement in these areas.

7.1.5 Summery of Understanding *Gender Perceptions in the Campus* Survey

1. **Demographics and Representation**

   o A total of 468 stakeholders participated in the survey, with 94.9% being students, highlighting the student-centric nature of the campus.

   o Female representation was significantly higher at 73.9% compared to male participants, demonstrating greater engagement from women in discussions surrounding gender perceptions on campus.

2. **Institutional Inclusivity**

   o 66.7% of participants believe that the organization takes both men's and women's distinct needs into account in a participatory manner, suggesting a general sense of inclusivity in institutional policies.

   o However, 12.8% disagreed with this perspective, indicating there is room for improvement in addressing gender-specific concerns.

3. **Awareness of the Internal Complaints Committee (ICC)**

   o 89.1% of participants were aware of the ICC's existence, demonstrating good familiarity with the committee.

   o Despite this, 3.7% of respondents were unaware of the specific functions of the ICC, signaling a need for enhanced communication and education about its role.

4. **Perception of Equality and Non-Discrimination**

   o A positive finding was that 90.6% of respondents reported never experiencing gender-based discrimination, and they believed that men and women are treated equally in workplace interactions and opportunities.

   o This reflects a culture of fairness and mutual respect on campus.

5. **Awareness of Grievance Redressal Mechanisms**

   o 87.2% of participants were aware of the Student Grievance Redressal Committee (SGRC) and the Grievance Redressal Committee (GRC), which address issues of discrimination based on sex, race, color, or disability. This shows the presence of mechanisms ensuring justice and equality on campus.

6. **Concerns About Campus Safety**

   o While the majority of respondents felt secure on campus, 2.1% disagreed with the notion that the campus is safe for everyone. This minority opinion highlights the importance of continuous efforts to improve campus safety and inclusivity for all.

7.2 Identification of strengths, weaknesses, opportunities, and threats (SWOT analysis)

Strengths:

1. Successful Reservation Policies:

   o SC Students: The high enrollment of SC students (838) reflects the effectiveness of reservation policies, indicating that targeted measures have succeeded in promoting access to higher education for marginalized groups.

2. Awareness of Grievance Mechanisms:

   o High awareness of committees like the Internal Complaints Committee (ICC) (89.1%) and Student Grievance Redressal Committee (SGRC) (87.2%) indicates the presence of established channels to address gender-based issues and discrimination.

3. Perception of Equality:

   o 90.6% of respondents reported never experiencing gender-based discrimination, showing that a majority believe in the fairness and equality of the campus environment.

4. Gender Awareness and Engagement:

   o A significant female representation (73.9%) in the gender perceptions survey highlights active engagement and interest in discussions about gender equity.

Weaknesses:

1. Low Female Representation in Permanent Employment:

   o Women are entirely absent in permanent employment positions (Groups B, C, D), suggesting gender-based barriers to stable and secure roles. This points to significant structural and cultural issues that need to be addressed.

2. Exclusion of Non-Binary and Other Genders:

   o The absence of the "Other" gender category across all employment types and groups points to a lack of inclusivity for non-binary individuals.

3. Underrepresentation of ST Students:

   o Only 21 ST students enrolled indicates a stark underrepresentation of Scheduled Tribe communities, reflecting gaps in outreach, support, and accessibility for these groups.

4. Gender Imbalance in Committees:

   o Male-dominated committees (e.g., Library, Building, and Sports Committees) highlight a gender imbalance, while female-dominated committees (e.g., Anti-Ragging Committee) reflect the need for more male participation.

5. Safety Concerns:

o A minority (2.1%) felt that the campus is not safe for everyone, underscoring the need for further work to ensure a secure and inclusive campus for all genders.

Opportunities:

1. Policy and Recruitment Reform:

   o Addressing the gender disparity in permanent employment could create more opportunities for women in stable positions, contributing to overall gender balance in the workforce.

   o Developing and implementing inclusive policies to ensure opportunities for the "Other" gender can improve overall inclusivity.

2. Increasing Global Engagement:

   o The absence of foreign students highlights an opportunity to internationalize the campus through partnerships, exchange programs, and enhanced global visibility.

3. Enhancing Female Participation in Leadership Roles:

   o Promoting female participation in male-dominated committees and leadership roles can lead to a more balanced, inclusive work environment and contribute to the institutional goal of gender equality.

4. Further Engaging Male Students:

   o Engaging with underrepresented male students in academic settings and addressing the gender disparity in the SC and OBC-B categories may enhance male participation across various areas.

Threats:

1. Persisting Gender Bias:

   o Male-dominated employment groups and the absence of women in secure positions may point to deep-seated biases and discrimination within the recruitment and promotion processes, threatening long-term equality.

2. Social Inequities and Gaps in Representation:

   o Underrepresentation of ST students and disparities between OBC-A and OBC-B enrollments threaten social equity goals and may require a reevaluation of existing policies.

3. Lack of Safety:

   o Safety concerns and a perception of insecurity (expressed by a minority) could damage the campus's reputation and deter students and staff from engaging fully in campus life.

4. Cultural and Structural Barriers:

   o Cultural and socio-economic factors influencing male dominance in certain categories (SC, OBC-B) and the lack of interest or barriers for women in permanent employment may continue to perpetuate gender and social inequities.

Chapter 8: Recommendations

8.1 Short-Term Recommendations

1. Address Gender Imbalance in Employment:

   o Introduce Quotas or Targets for female and "Other" gender representation in permanent employment (Groups B, C, D), aiming for immediate diversity improvement.

   o Review Recruitment Practices to identify and eliminate biases that may be affecting the inclusion of women and non-binary individuals in secure roles.

   o Promote Inclusive Policies to encourage female and "Other" gender candidates to apply for roles traditionally dominated by males.

   o Conduct Gender Sensitivity Training for staff involved in recruitment and HR processes to address unconscious bias.

2. Enhance Female Representation in Permanent Employment:

   o Develop Programs specifically designed to increase female presence in permanent roles, such as mentorship or leadership development initiatives tailored for women.

   o Support Career Advancement Programs for women in casual roles to transition into permanent, secure employment.

3. Improve Inclusivity for Non-Binary Individuals:

   o Introduce Gender-Neutral Policies for job applications and workplace practices.

   o Raise Awareness and provide training for all staff on the importance of inclusivity for non-binary individuals.

4. Gender Diversity in Committees:

   o Ensure Equal Gender Representation in all committees by setting diversity goals for committee compositions.

   o Encourage Male Participation in female-dominated committees and vice versa to foster gender balance.

5. Campus Survey Action Points:

   o Increase Awareness about grievance redressal mechanisms and the functions of committees such as the Internal Complaints Committee (ICC) and the Grievance Redressal Committee (GRC).

   o Address Safety Concerns by holding discussions or surveys to explore the reasons behind the 2.1% of participants feeling unsafe, and implementing targeted measures.

8.2 Long-Term Recommendations

1. Long-Term Gender Diversity Strategy:

   o Create an Institutional Gender Equality Plan that addresses recruitment, career development, and gender inclusion in all aspects of employment, with annual reviews to track progress.

   o Cultivate an Inclusive Culture by establishing long-term awareness and training programs on gender diversity across the entire organization.

2. Strengthen Support for Underrepresented Groups:

   o Offer Scholarships and Support programs for underrepresented genders and groups (e.g., women, non-binary individuals) to pursue secure employment positions.

   o Establish Long-Term Partnerships with organizations and educational institutions that advocate for gender diversity, aiming for sustained pipeline development.

3. Expand and Diversify Committees:

   o Institutionalize Gender-Balanced Committees as a long-term goal by integrating gender diversity clauses into committee formation policies.

   o Monitor Committee Composition annually and make necessary adjustments to maintain balanced representation.

4. Global Outreach for Student Demographics:

   o Develop International Partnerships and student exchange programs to increase foreign student enrollment and improve the institution's global presence.

   o Targeted Programs for ST Communities: Long-term outreach and support programs for Scheduled Tribe students, focusing on breaking barriers to access and increasing enrollment.

5. Continuous Feedback and Monitoring:

   o Regular Surveys and Feedback Mechanisms to ensure that students, faculty, and staff feel represented and that gender inclusivity initiatives are evolving with changing needs.

   o Institutionalize Safety Measures by developing long-term strategies to ensure that campus safety and inclusivity remain a priority, especially for marginalized groups.

By adopting both short-term and long-term strategies, the institution can significantly improve gender representation, inclusivity, and fairness, ultimately fostering a more equitable and diverse environment for both employees and students.

8.3 Strategies for Implementing Gender-Sensitive Policies and Practices

1. Promoting Gender Representation in Employment

- **Inclusive Recruitment Policies:**

  - **Set Gender Diversity Targets:** Implement gender-based recruitment quotas or set specific targets for female and "Other" gender representation across all employment groups, particularly for permanent roles in Groups B, C, and D.

  - **Bias-Free Job Descriptions:** Ensure that job advertisements and descriptions are free from gendered language and encourage applications from diverse gender identities.

  - **Inclusive Interview Panels:** Form diverse hiring panels to ensure equal opportunities and minimize gender biases during the recruitment process.

- **Support Career Development for Women:**

  - **Mentorship Programs:** Establish mentorship and leadership development programs to guide women and non-binary individuals toward permanent, higher-level roles.

  - **Training for Advancement:** Offer targeted skill-building workshops, professional development, and certification programs for women and non-binary employees to advance in their careers.

- **Create Gender-Neutral Workplaces:**

  - **Flexible Work Policies:** Introduce gender-neutral policies for work-from-home options, parental leave, and flexible hours to support all gender identities.

  - **Gender-Inclusive Facilities:** Ensure workplace facilities (e.g., bathrooms, changing rooms) are gender-neutral, providing inclusive spaces for non-binary employees.

2. Addressing Gender Representation in Student Demographics

- **Outreach Programs for Underrepresented Groups:**

  - **Targeted Recruitment for ST Students:** Develop and implement outreach programs focused on Scheduled Tribe (ST) communities to reduce the underrepresentation in higher education. This could include special scholarships, preparatory courses, and community-based recruitment initiatives.

- **Support for OBC-B Categories:** Review and refine policies to support OBC-B students, ensuring that assistance programs and educational initiatives are equitable and effective in reaching these students.

- **Encourage Female Participation in Male-Dominated Courses:**

  - **Gender-Sensitive Curriculum Design:** Design and promote courses, especially in male-dominated fields, with gender inclusivity in mind. Offer scholarships and financial support to women pursuing careers in fields traditionally dominated by men, such as engineering, technology, and science.

- **Internationalization Strategies:**

  - **Global Partnerships and Exchange Programs:** Develop partnerships with international institutions to enhance global visibility and attract foreign students. Launch initiatives such as student exchange programs, scholarships for international students, and global recruitment fairs.

3. Gender-Sensitive Committee Representation

- **Gender Balanced Committee Composition:**

  - **Mandatory Gender Balance:** Ensure that committees have gender-balanced representation by implementing policies that require equal male and female participation, especially in committees like Library, Building, and Sports, where there is an imbalance.

  - **Encourage Male Participation in Female-Dominated Committees:** Promote male participation in committees that are female-dominated, such as the Anti-Ragging Committee, and vice versa, to achieve balanced gender representation across all committees.

- **Diversity Training for Committee Members:**

  - **Gender Sensitivity Training:** Provide regular gender sensitivity training for all committee members to raise awareness of unconscious biases and improve the functioning of committees with diverse gender representation.

4. Gender-Sensitive Campus Culture

- **Improve Gender Awareness and Communication:**

  - **Regular Awareness Campaigns:** Organize workshops, seminars, and campaigns to raise awareness about gender inclusivity, focusing on non-binary individuals and gender stereotypes. Involve students, staff, and faculty to ensure wide participation.

  - **Transparent Grievance Redressal Systems:** Improve communication about grievance redressal mechanisms, ensuring that all stakeholders are fully aware of the complaint procedures and their rights in case of discrimination.

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- **Enhance Campus Safety and Inclusivity:**

    o **Develop Safety Programs:** Conduct regular campus safety audits and ensure that 100% of students feel safe on campus by addressing concerns raised in surveys. Implement measures such as increased campus security, better lighting, and awareness campaigns focused on safety for all genders.

    o **Inclusive Campus Design:** Review campus infrastructure and facilities to ensure they are accessible and welcoming to all genders, ensuring there are gender-neutral bathrooms and spaces that cater to diverse needs.

- **Strengthen Mental Health and Support Systems:**

    o **Counseling Services:** Provide gender-sensitive counseling and mental health services to support the emotional well-being of students, staff, and employees. Ensure that there are resources specifically tailored for women, non-binary individuals, and other underrepresented groups.

    o **Support Groups for Marginalized Genders:** Create support groups and forums for women and non-binary students to discuss issues related to gender discrimination, mental health, and career development.

5. Monitoring and Feedback Mechanisms

- **Conduct Regular Gender Audits:**

    o **Audit Gender Representation and Practices:** Regularly conduct gender audits across employment, student demographics, committees, and campus culture to assess progress and identify areas of improvement. This should be followed by actionable strategies to address gaps.

    o **Inclusive Feedback Channels:** Establish open feedback channels for students, employees, and stakeholders to voice concerns or suggestions about gender representation and inclusivity. Use this feedback to continuously improve policies and practices.

- **Ongoing Training and Development:**

    o **Mandatory Gender Sensitivity Training:** Implement mandatory training on gender diversity and inclusion for all employees and students. This should cover topics such as gender bias, unconscious bias, inclusivity in education, and the experiences of non-binary individuals.

    o **Create Awareness Campaigns:** Use various platforms such as social media, newsletters, and campus events to promote gender-inclusive policies and practices.

By strategically implementing these policies and practices, the institution can foster a gender-inclusive environment, addressing both immediate and long-term disparities, and ensuring that individuals from all gender identities have equal access to opportunities and resources.

Chapter 9: Action Plan

9.1 Action Plan on Short-Term Recommendations

1. Address Gender Imbalance in Employment

- Introduce Quotas or Targets for female and "Other" gender representation in permanent employment (Groups B, C, D), aiming for immediate diversity improvement.

- Review Recruitment Practices to identify and eliminate biases affecting the inclusion of women and non-binary individuals in secure roles.

- Promote Inclusive Policies to encourage female and "Other" gender candidates to apply for roles traditionally dominated by males.

- Conduct Gender Sensitivity Training for staff involved in recruitment and HR processes to address unconscious bias.

2. Enhance Female Representation in Permanent Employment

- Develop Programs specifically designed to increase female presence in permanent roles, such as mentorship or leadership development initiatives tailored for women.

- Support Career Advancement Programs for women in casual roles to transition into permanent, secure employment.

3. Improve Inclusivity for Non-Binary Individuals

- Introduce Gender-Neutral Policies for job applications and workplace practices.

- Raise Awareness and Provide Training for all staff on the importance of inclusivity for non-binary individuals.

4. Gender Diversity in Committees

- Ensure Equal Gender Representation in all committees by setting diversity goals for committee compositions.

- Encourage Male Participation in female-dominated committees and vice versa to foster gender balance.

5. Campus Survey Action Points

- Increase Awareness about grievance redressal mechanisms and the functions of committees such as the Internal Complaints Committee (ICC) and the Grievance Redressal Committee (GRC).

- Address Safety Concerns by holding discussions or surveys to explore the reasons behind the 2.1% of participants feeling unsafe, and implementing targeted measures.

9.2 Long-Term Recommendations

1. Long-Term Gender Diversity Strategy

- Create an Institutional Gender Equality Plan that addresses recruitment, career development, and gender inclusion, with annual reviews to track progress.

- Cultivate an Inclusive Culture by establishing long-term awareness and training programs on gender diversity across the entire organization.

2. Strengthen Support for Underrepresented Groups

- Offer Scholarships and Support Programs for underrepresented genders and groups (e.g., women, non-binary individuals) to pursue secure employment positions.

- Establish Long-Term Partnerships with organizations and educational institutions that advocate for gender diversity, aiming for sustained pipeline development.

3. Expand and Diversify Committees

- Institutionalize Gender-Balanced Committees as a long-term goal by integrating gender diversity clauses into committee formation policies.

- Monitor Committee Composition annually and make necessary adjustments to maintain balanced representation.

4. Global Outreach for Student Demographics

- Develop International Partnerships and student exchange programs to increase foreign student enrollment and improve the institution's global presence.

- Targeted Programs for ST Communities: Long-term outreach and support programs for Scheduled Tribe students, focusing on breaking barriers to access and increasing enrollment.

5. Continuous Feedback and Monitoring

- Regular Surveys and Feedback Mechanisms to ensure that students, faculty, and staff feel represented and that gender inclusivity initiatives are evolving with changing needs.

- Institutionalize Safety Measures by developing long-term strategies to ensure that campus safety and inclusivity remain a priority, especially for marginalized groups.

9.3 Strategies for Implementing Gender-Sensitive Policies and Practices

1. Promoting Gender Representation in Employment

- Inclusive Recruitment Policies

- - Set gender-based recruitment quotas or targets for female and "Other" gender representation across all employment groups, particularly for permanent roles in Groups B, C, and D.

  - Ensure job descriptions are free from gendered language and encourage applications from diverse gender identities.

  - Form diverse hiring panels to ensure equal opportunities and minimize gender biases during recruitment.

- Support Career Development for Women

  - Establish mentorship programs to guide women and non-binary individuals toward permanent, higher-level roles.

  - Offer targeted skill-building workshops, professional development, and certification programs for women and non-binary employees to advance in their careers.

- Create Gender-Neutral Workplaces

  - Introduce flexible work policies, such as work-from-home options and gender-neutral parental leave, to support all gender identities.

  - Ensure workplace facilities (e.g., bathrooms, changing rooms) are gender-neutral, providing inclusive spaces for non-binary employees.

2. Addressing Gender Representation in Student Demographics

- Outreach Programs for Underrepresented Groups

  - Implement outreach programs focused on Scheduled Tribe (ST) communities to reduce underrepresentation in higher education. This could include special scholarships, preparatory courses, and community-based recruitment initiatives.

  - Review and refine policies to support OBC-B students, ensuring that assistance programs are equitable and effective.

- Encourage Female Participation in Male-Dominated Courses

  - Design and promote courses, especially in male-dominated fields, with gender inclusivity in mind. Offer scholarships to women pursuing careers in traditionally male-dominated fields like engineering, technology, and science.

- Internationalization Strategies

  - Develop international partnerships and student exchange programs to enhance global visibility and attract foreign students.

3. Gender-Sensitive Committee Representation

- Gender Balanced Committee Composition

- o Implement mandatory gender balance policies for committees, ensuring equal male and female participation, especially in committees like Library, Building, and Sports.

- o Promote male participation in female-dominated committees, such as the Anti-Ragging Committee, and vice versa, to achieve balanced gender representation.

- Diversity Training for Committee Members

  - o Provide regular gender sensitivity training for committee members to raise awareness of unconscious biases and improve functioning with diverse gender representation.

4. Gender-Sensitive Campus Culture

- Improve Gender Awareness and Communication

  - o Organize workshops and campaigns to raise awareness about gender inclusivity, focusing on non-binary individuals and challenging gender stereotypes.

  - o Ensure transparent communication about grievance redressal mechanisms and participants' rights in case of discrimination.

- Enhance Campus Safety and Inclusivity

  - o Conduct regular campus safety audits and implement measures such as increased security, better lighting, and awareness campaigns focused on safety for all genders.

  - o Review campus infrastructure to ensure it is accessible and welcoming to all genders, ensuring gender-neutral facilities.

- Strengthen Mental Health and Support Systems

  - o Provide gender-sensitive counseling and mental health services tailored to the emotional well-being of women, non-binary individuals, and other underrepresented groups.

  - o Create support groups for marginalized genders to discuss gender discrimination, mental health, and career development.

5. Monitoring and Feedback Mechanisms

- Conduct Regular Gender Audits

  - o Regularly audit gender representation across employment, student demographics, committees, and campus culture to assess progress and identify areas for improvement.

  - o Establish inclusive feedback channels for all stakeholders to voice concerns and suggestions regarding gender representation and inclusivity.

- Ongoing Training and Development

  - o Implement mandatory gender sensitivity training for all employees and students to foster understanding of gender bias, unconscious bias, and inclusivity.

  - o Promote gender-inclusive policies and practices through campaigns on various platforms.
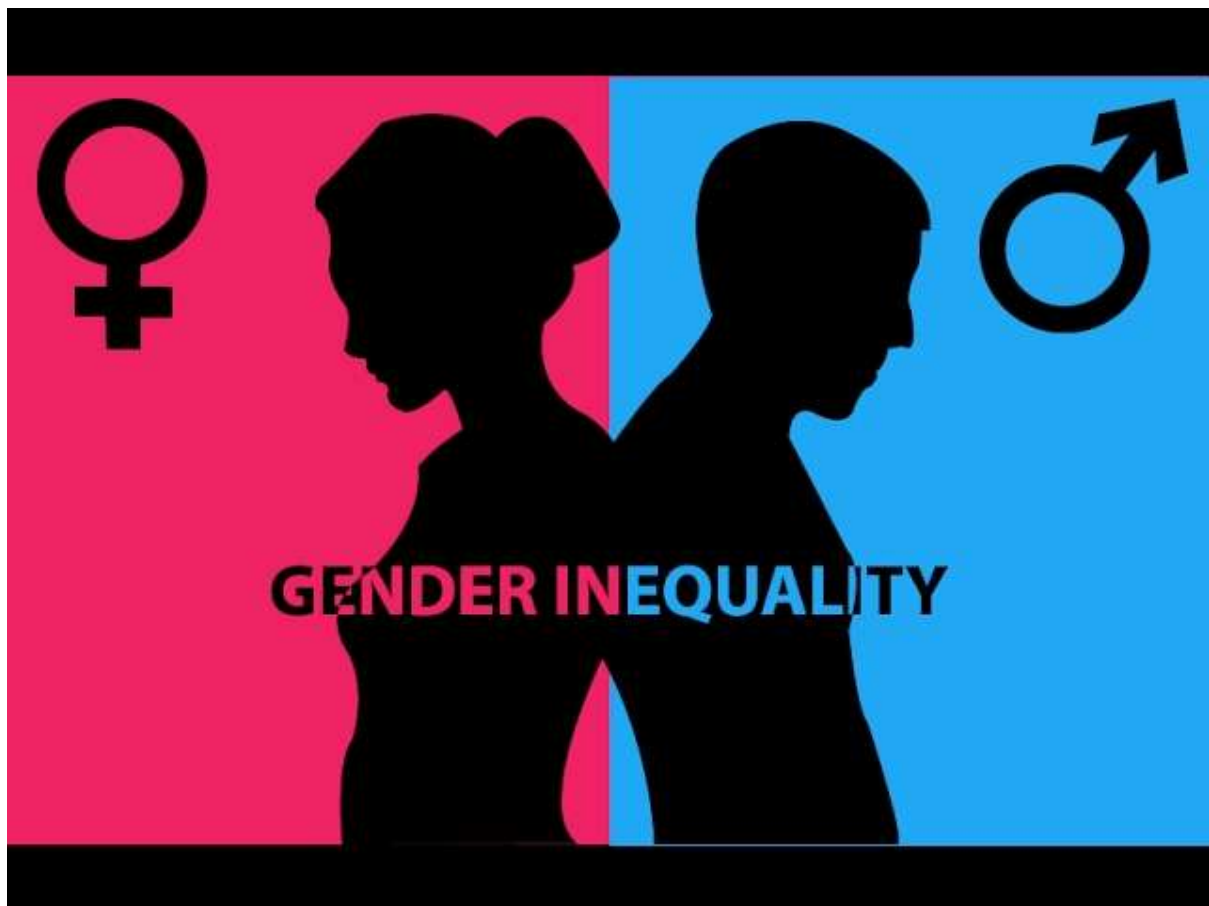
Chapter 10: Conclusion

Gender Representation and Inclusivity in Employment, Education, and Campus Life

The findings from the analysis of gender representation in employment, student demographics, committee involvement, and campus perceptions paint a picture of significant gender imbalances and highlight areas requiring concerted effort to promote inclusivity and equity. While progress has been made in various areas, persistent disparities demand focused attention, policy changes, and structural improvements.

Gender Representation in Employment

The gender representation across employment categories reveals a male-dominated workforce, especially in permanent roles. Men dominate all employment groups (B, C, D), while women are virtually absent in permanent positions, with only one female employee noted in casual employment. This stark gender imbalance underscores the significant barriers women face in securing stable, permanent roles. The absence of the "Other" gender category further signals a lack of inclusivity for non-binary individuals, highlighting a broader issue of underrepresentation in the workforce. The data suggest potential recruitment biases and structural barriers that limit opportunities for women and non-binary individuals in both permanent and casual employment.

This scenario points to a need for inclusive hiring practices, gender-sensitization programs, and policies aimed at overcoming these biases. Organizations must introduce structural changes to ensure gender diversity in all roles, particularly in those associated with job security and career growth. Addressing these gender imbalances requires not only revising recruitment processes but also ensuring that organizational culture is supportive of all genders.

Student Demographics and Representation

In the student body, Scheduled Caste (SC) students make up the largest demographic group, with 838 enrollments. This strong presence reflects the success of reservation policies aimed at improving access to higher education for marginalized communities. However, the low enrollment of Scheduled Tribe (ST) students, at only 21, highlights a significant gap in access, awareness, and support for ST communities in higher education. This disparity signals a need for focused outreach, support programs, and policy interventions that address the unique challenges faced by ST students.

The representation of Other Backward Classes (OBC) is more moderate, with OBC-A students (212 enrollments) outnumbering OBC-B students (70 enrollments), which may point to socio-economic barriers within these categories that need to be addressed. General category students, though smaller in number than SC and OBC-A students, reflect gradual progress toward inclusivity. However, the complete absence of foreign students indicates a need for strategies to enhance global engagement and visibility, which could help diversify the student body further.

Social Equity Gaps and Policy Effectiveness

While SC students are well-represented, the striking underrepresentation of ST students illustrates ongoing gaps in social equity. Disparities within OBC categories further raise concerns about the effectiveness of current policies in addressing the needs of different sub-categories within OBC groups. These findings suggest that policies need to be revisited to ensure they are addressing the socio-economic challenges faced by these students. Additionally, the lack of foreign students points to the necessity for strategic internationalization efforts that can improve the institution's global presence and appeal.

The lack of foreign students and the underrepresentation of certain social groups call for a review of both national and international recruitment strategies. Institutions must look at creating targeted programs to encourage the enrollment of underrepresented groups, particularly from marginalized communities, and to attract international students through partnerships, exchange programs, and improved visibility abroad.

Gender Representation in Committees

The gender distribution within committees further illustrates the imbalance in representation. Male-dominated committees such as the Library and Building Committees, and the Games and Sports Committee, highlight the lack of female participation in key decision-making and operational bodies. On the other hand, female-dominated committees, such as the Anti-Ragging Committee and Sexual Harassment Prevention Cell, suggest an imbalance in male participation in areas traditionally associated with gender-based issues.

This indicates the need for proactive strategies to ensure balanced gender representation across all committees. Gender diversity in committees is essential for promoting inclusive decision-making processes and ensuring that all perspectives are considered when policies and initiatives are developed. Establishing guidelines for equal representation in committee structures and encouraging members of both genders to participate in diverse areas of committee work would be a step forward in addressing these imbalances.

Perceptions of Gender Equality on Campus

Survey data on campus perceptions present a positive outlook regarding gender equality. A majority of participants (90.6%) report no experiences of gender-based discrimination, and 66.7% believe the institution takes both men's and women's distinct needs into account. However, the presence of concerns related to safety and a small percentage of respondents (12.8%) expressing dissatisfaction with gender inclusivity policies highlights areas for improvement.

While the high awareness of grievance redressal mechanisms like the Internal Complaints Committee (ICC) and the Student Grievance Redressal Committee (SGRC) is commendable, there is still room for enhancing communication about these bodies' functions. The minority of respondents who expressed safety concerns indicates that the institution needs to continue its efforts to create a secure environment for all students, with a particular focus on ensuring that gender-related safety concerns are promptly addressed.

The findings presented in this analysis emphasize the urgent need for policies and practices that address gender imbalances and promote greater inclusivity, both in the workforce and within educational institutions. While positive steps have been made in areas such as SC student enrolment and the general awareness of gender equality mechanisms, the disparities in employment, student representation, and committee involvement reflect ongoing structural and cultural barriers.

To move forward, the institution must implement targeted interventions that focus on improving gender balance in permanent employment roles, fostering diversity in committees, and ensuring that policies are effectively addressing the needs of all marginalized groups, including non-binary individuals. Additionally, expanding international engagement and creating a safer and more inclusive environment for all genders will be crucial to promoting long-term social equity and fairness. The implementation of these changes will help create a more inclusive, equitable, and globally engaged institution.