

GENDER AUDIT

1. What?

Gender audit refers to a systematic assessment or evaluation of an organization, institution, or policy in terms of its gender responsiveness, equality, and inclusivity. It involves examining and analyzing the existing practices, policies, and structures within an entity to determine how they impact different genders and whether they promote or hinder gender equality.

2. Why?

A gender audit aims to identify the gaps, biases, and discriminatory practices that may exist within an organization's operations, decision-making processes, and policies. It helps to uncover areas where gender inequalities are prevalent and provides insights into the steps needed to address them effectively.

Gender audit has been conducted by Government General Degree College, Chapra as part of its effort to promote gender equality, diversity, and inclusion. By examining and addressing gender biases and inequalities, our institution can work towards creating more inclusive environments and policies that would benefit all genders.

3. How?

The process of conducting a gender audit typically involves several steps, including:

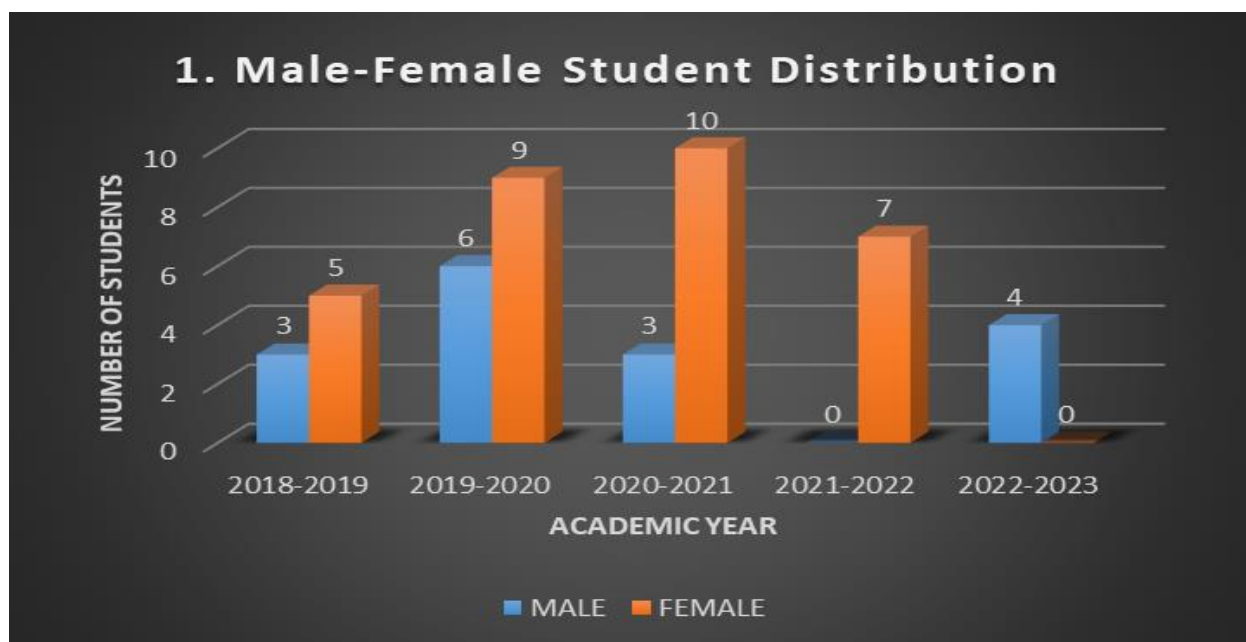
- i. **Data collection:** It means extraction of relevant information and data on the organization's policies, practices, and procedures. This may involve reviewing documents, conducting surveys or interviews, and analyzing existing data.
- ii. **Analysis:** It means examination of the collected data to identify patterns, trends, and discrepancies related to gender issues. This includes assessment of the representation of different genders in various roles and levels of the organization, examination of gender-based pay gaps, analysis of the policies and procedures for gender biases, and evaluation of the organization's overall gender-responsive approach.
- iii. **Identification of gaps and challenges:** It means identification of the areas where gender inequalities exist or where the organization falls short in promoting gender equality and inclusivity. This includes recognizing systemic biases, unequal power dynamics, and barriers that hinder gender equity.
- iv. **Recommendations:** It means providing recommendations and strategies to address the identified gaps and challenges. These recommendations may involve policy changes, adjustments to procedures and practices, capacity building and training programmes, and initiatives to promote gender equality and diversity.
- v. **Implementation and monitoring:** It means taking necessary steps to implement the recommended changes and monitoring their effectiveness. This may involve revising policies, conducting awareness campaigns, establishing accountability mechanisms, and regularly evaluating progress.

4. Committee members involved

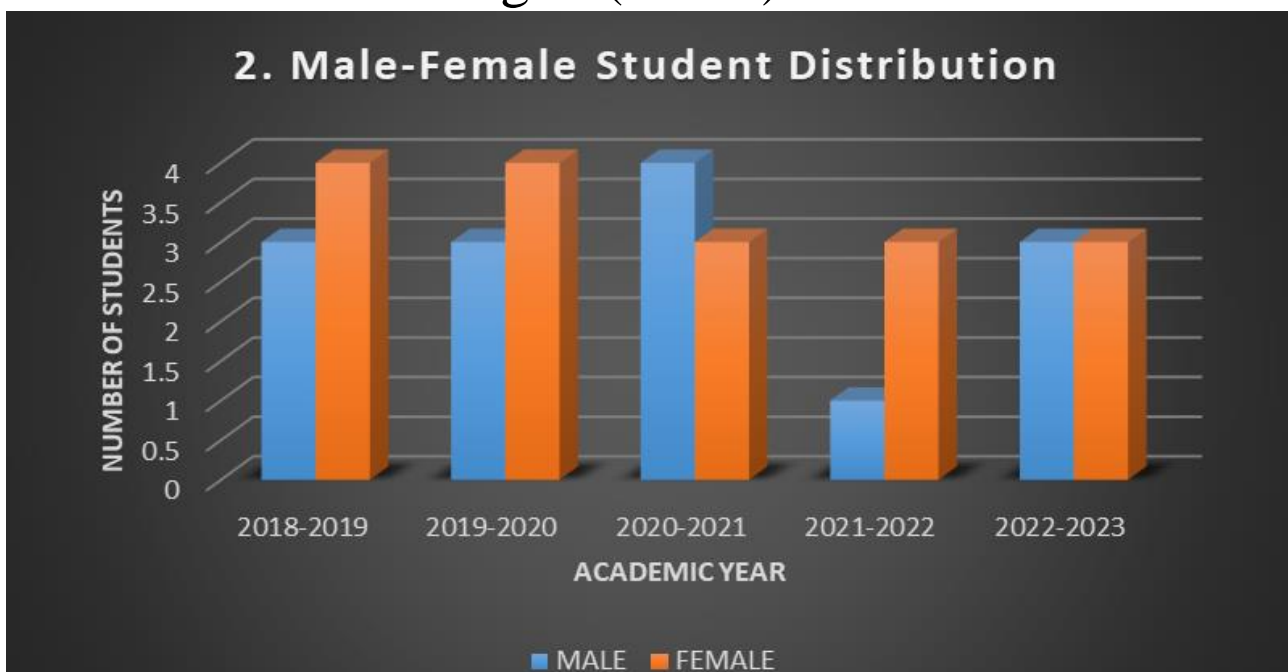
- 1) Dr. Subhasis Panda, Principal and Chairperson of Gender Audit Committee
- 2) Sri Sudipta Das, IQAC coordinator
- 3) Sri Rudra Sekhar Basu, Teachers' Council Secretary and Convener of Gender Audit Committee
- 4) Sri Krishnagopal Mohanto, Jt. Convener , Gender Audit Committee
- 5) Sri Arunava Sinha , Assistant Professor, Department of History
- 6) Sri Ajoy Ghosh, Assistant Professor, Department of History
- 7) Smt. Kajal Pradhan, Presiding Officer, Internal Complaint Committee
- 8) Smt. Priyanka Pradhan, Convener , Women Development Cell

5. Overview:

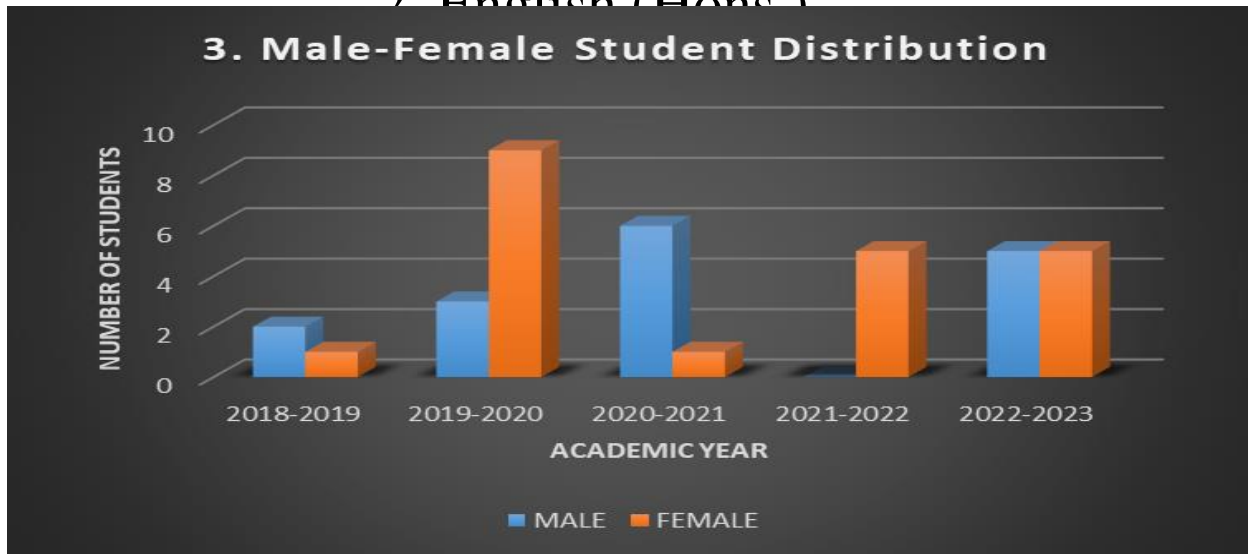
DEPARTMENT WISE STUDENT' S DISTRIBUTION FOR LAST 5 COMPLETED ACADEMIC YEARS



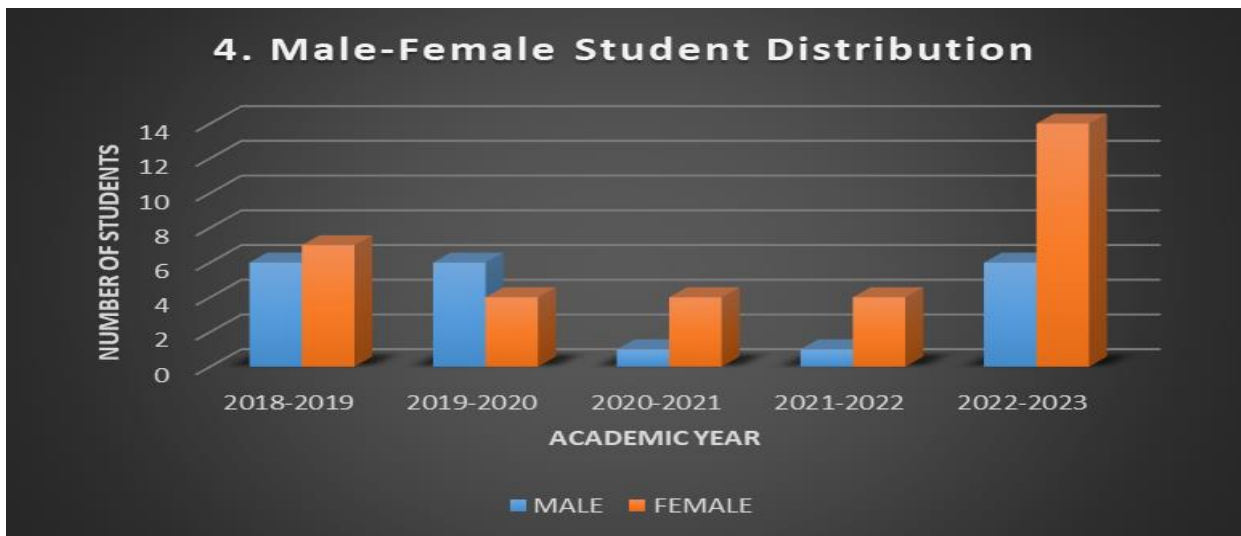
1. Bengali (Hons.)



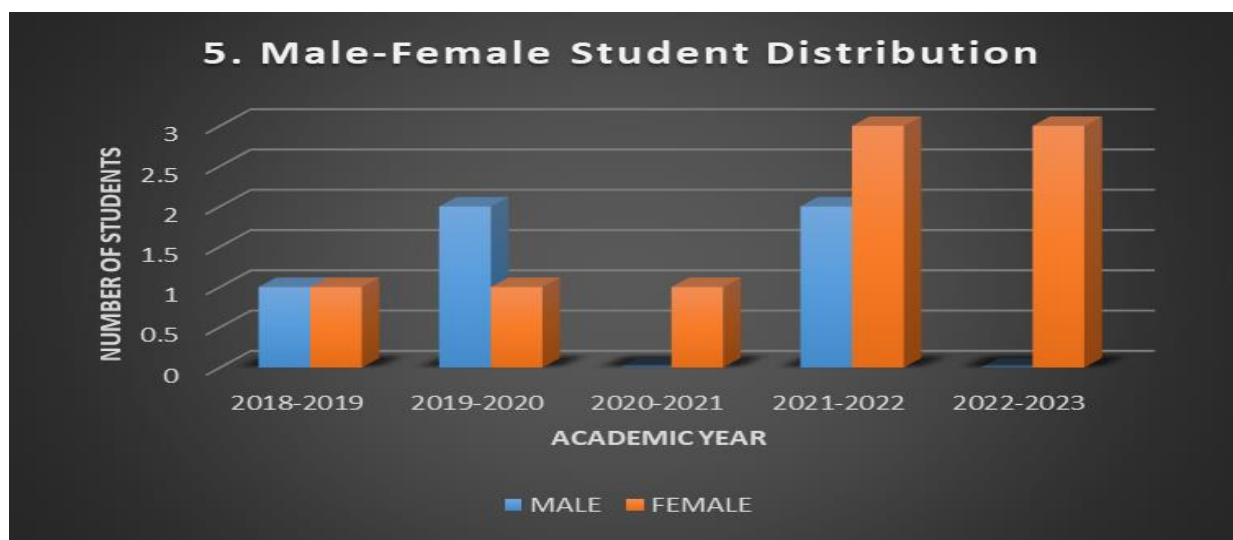
2. English (Hons.)



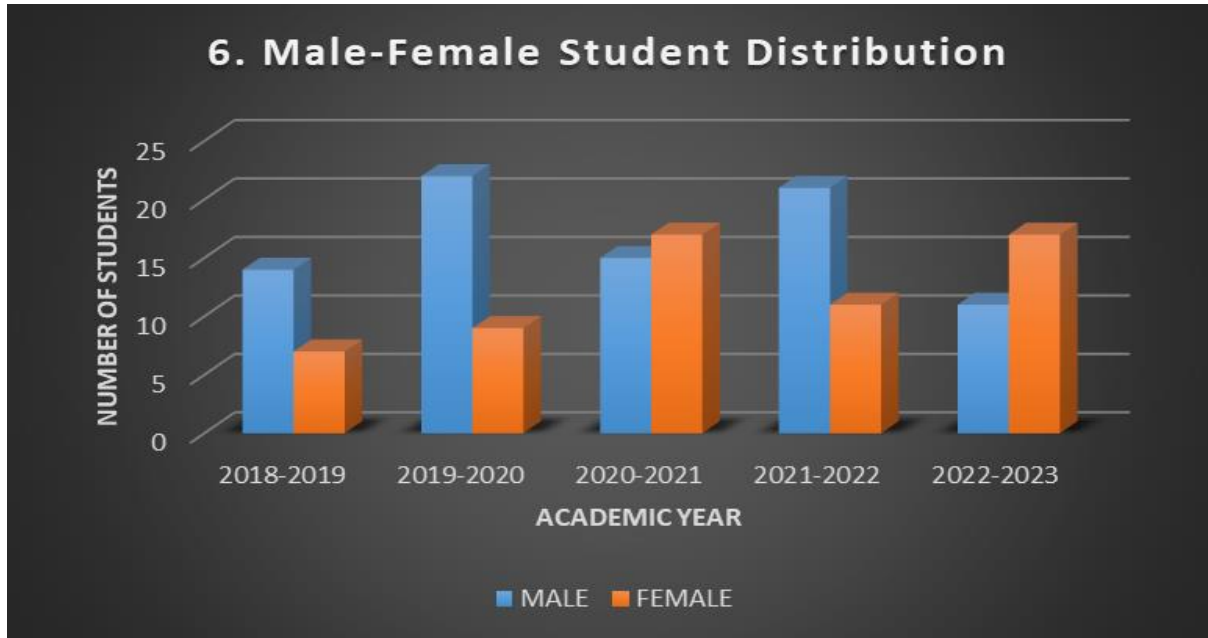
3. History (Hons.)



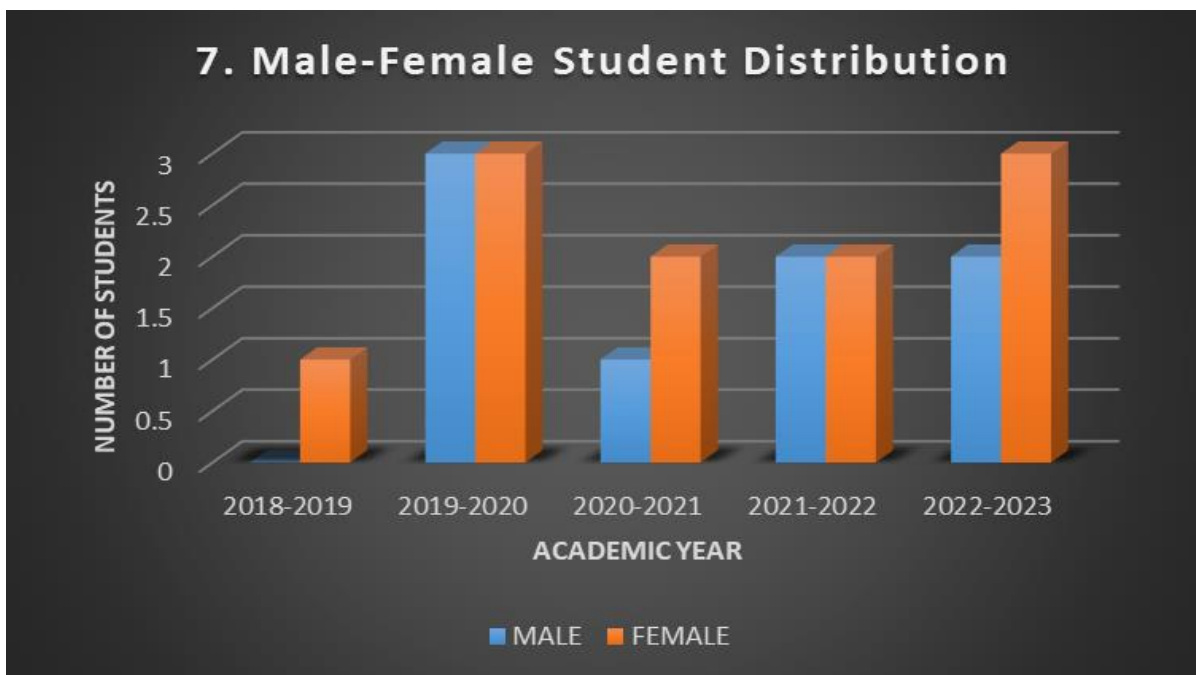
4. Political Science (Hons.)



5. Sociology (Hons.)

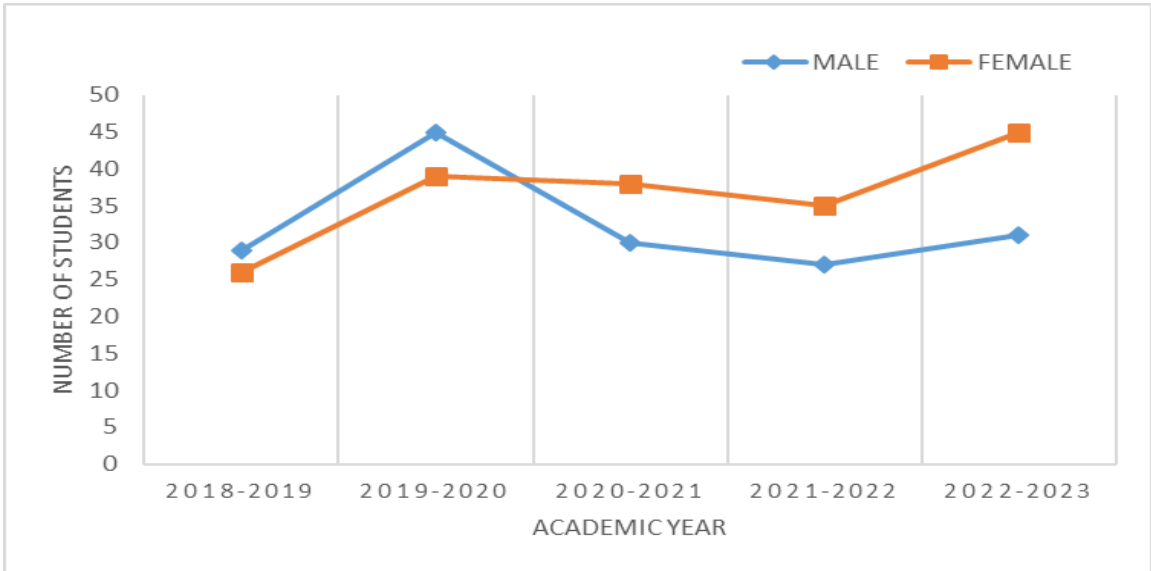
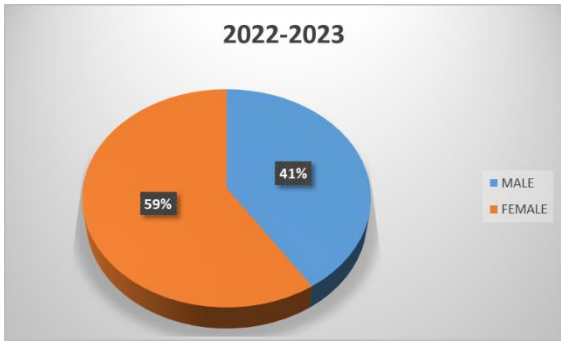
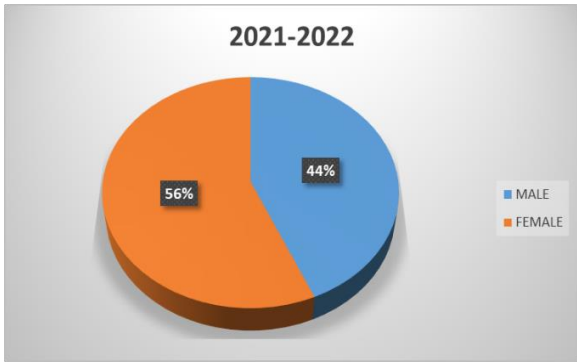
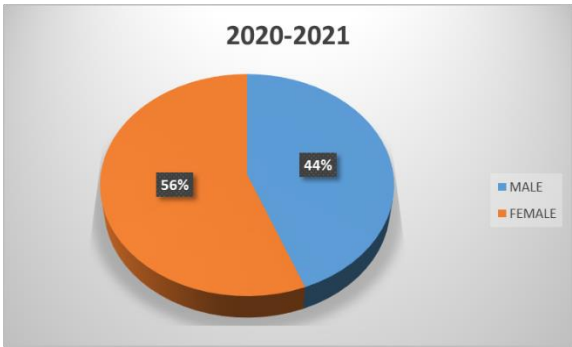
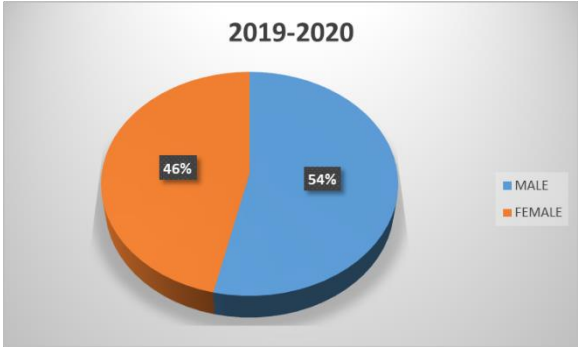
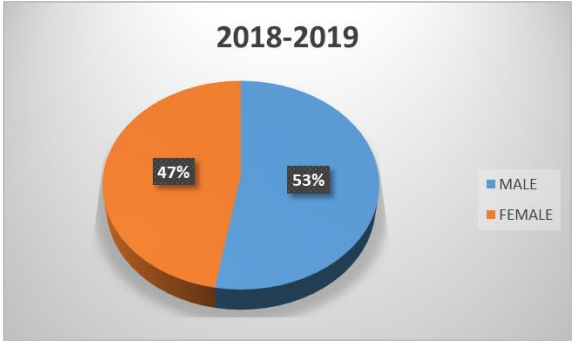


6. B.A. Programme

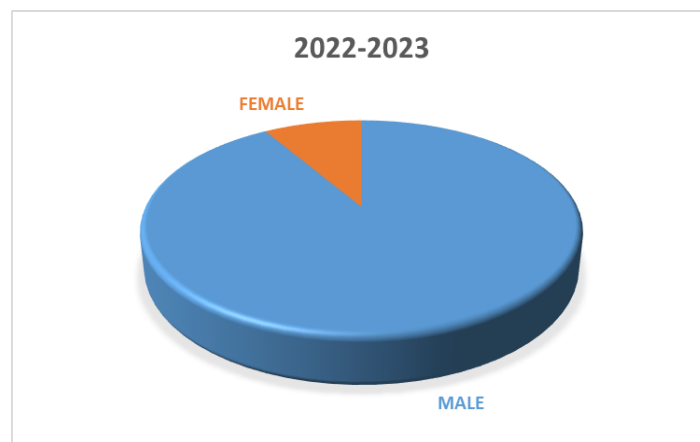
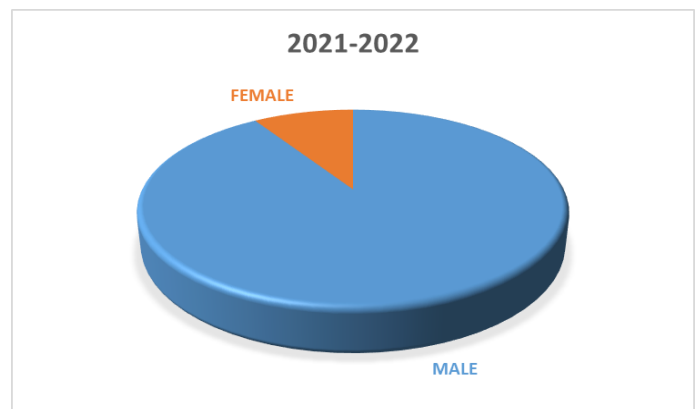
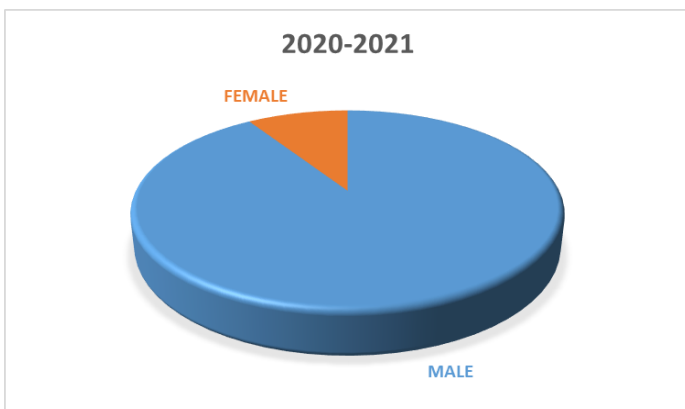
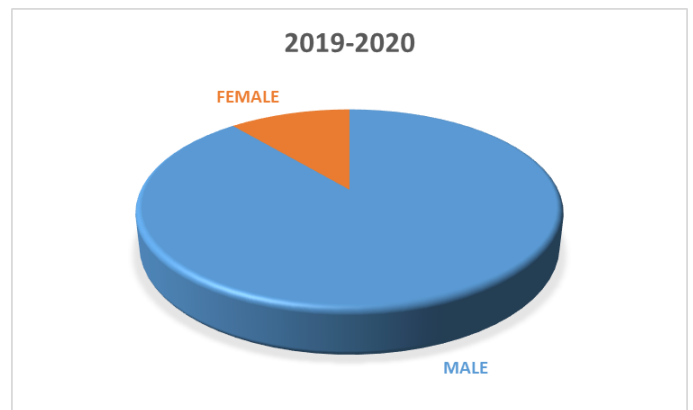
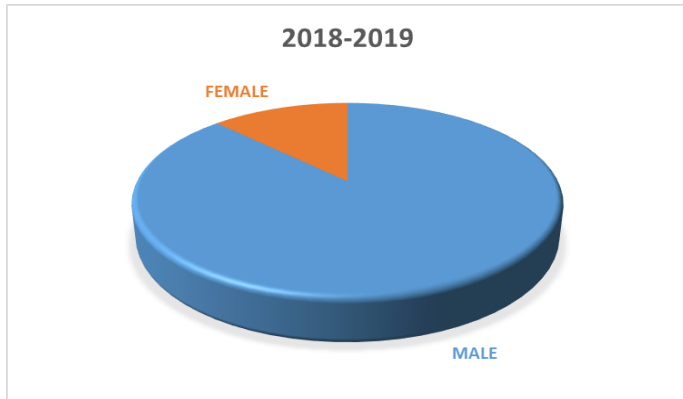


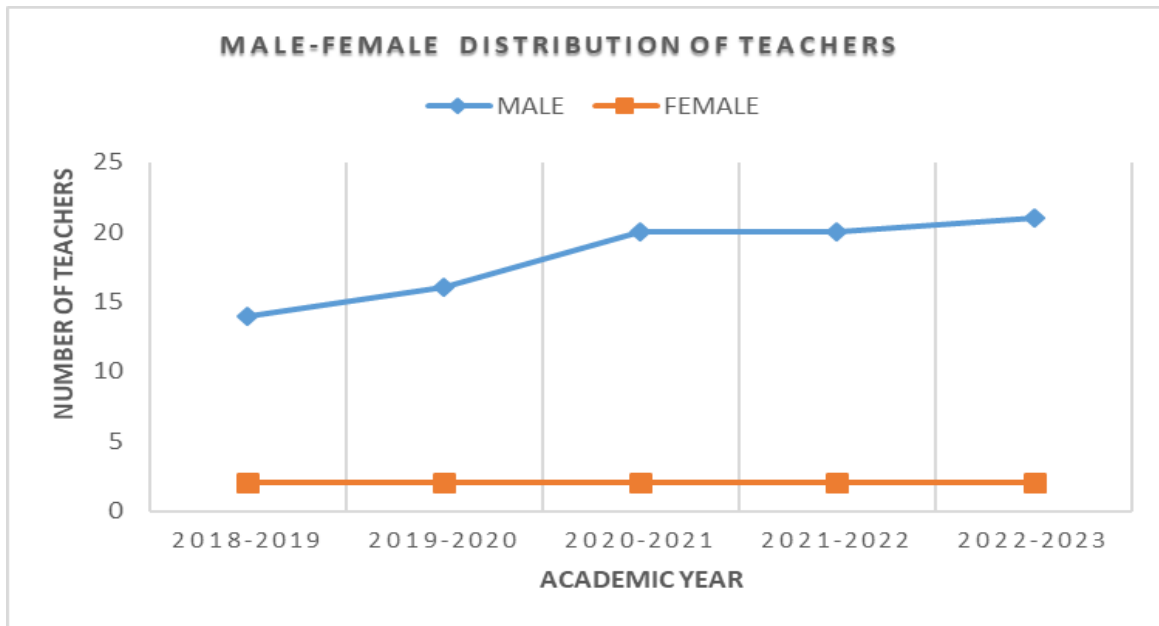
7. B.Sc. Programme

DISTRIBUTION OF MALE-FEMALE STUDENTS FOR LAST 5 COMPLETED ACADEMIC YEARS

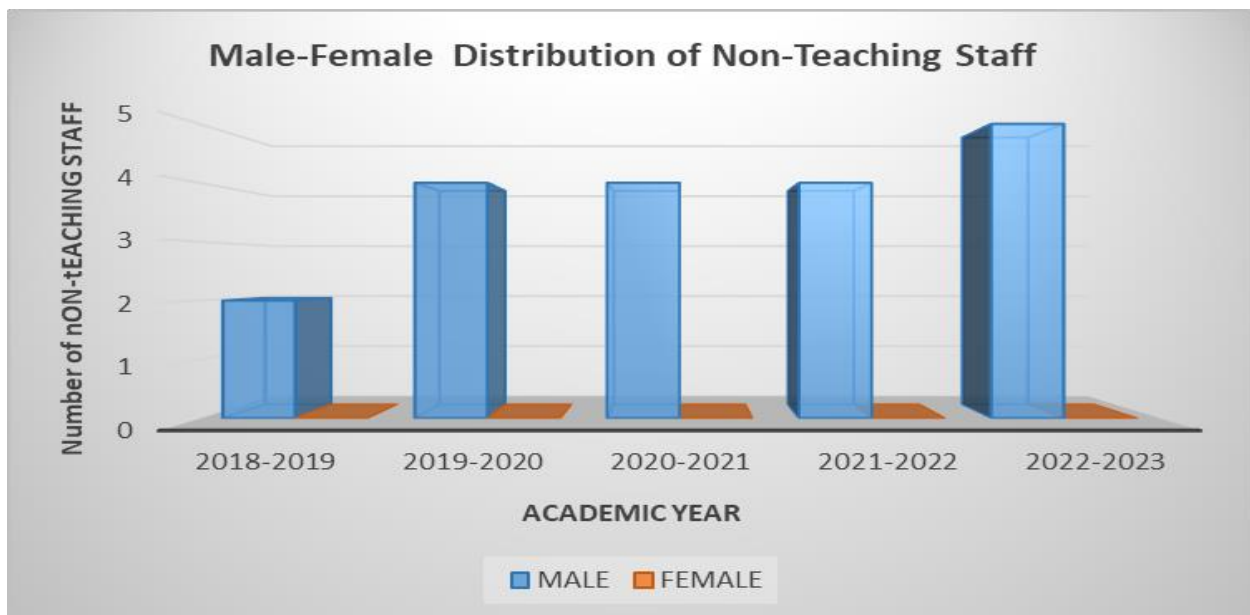


DISTRIBUTION OF MALE-FEMALE TEACHERS FOR LAST 5 COMPLETED ACADEMIC YEARS





DISTRIBUTION OF MALE-FEMALE NON-TEACHING STAFF FOR LAST 5 COMPLETED ACADEMIC YEARS:



6. Analysis:

- ❖ Science departments has higher enrolment % of female students.
- ❖ Arts departments has higher enrolment % of female students.
- ❖ Male-female student ratio difference reduces significantly with students' progression to higher.
- ❖ Enrolment of both male-female students has initially dropped during Covid-19 period, after that it is gradually increasing.

- ❖ Enrolment % of female in BSc gen is extremely low.
- ❖ ##### hons. has best male-female ratio.
- ❖ Number of male teachers is higher than female teachers.
- ❖ Male-female teacher ratio has gradually improved over last 5 years.
- ❖ Male-female non-teaching staff ratio is extremely low.
- ❖ Male-female non-teaching staff ratio has remained almost unchanged for last 5 years.

7. Action taken:

- ❖ Induction programmes are organised for freshers.
- ❖ Students are encouraged with various scholarships to continue their course.
- ❖ Various facilities are provided to female students to increase their enrolment.