



MANAGEMENT SYSTEM CONSULTANCY

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Govt.Reg.No.200252020048281, MSME Reg.No.UDYAM-WB-14-0014572, GST No. 19FIIPM3803A1ZH

CHANDERNAGORE COLLEGE

GENDER AUDIT

Sustainable Development
Goal 5: Gender equality



REPORT OF THE GENDER AUDIT: 2018-19

Preamble

Gender Audit of educational institutions is a process for organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues.

According to UN Sustainable Development Goal 5: Gender equality, gender auditing helps institutions to focus on such areas as:

- Mainstreaming gender as a cross-cutting concern within the unit's objectives, programmes and budget.
- Existing gender expertise and competence
- Information and knowledge management on gender issues.
- Systems and instruments in use for accountability, evaluating and monitoring on gender equality.
- Staffing and human resources concerning balance between women and men, as well as gender-friendly policies.
- Organisational culture and its effects on gender equality.

CHANDERNAGORE COLLEGE as an institution is committed to equity and equality of opportunity. It also aims to offer quality education to all students irrespective of disparities in background. To fulfil its aims the College decided to go for a Gender Audit and hence this study, which has been carried out by applying the participatory methodology. Towards this end, I made two visits (Online and onsite both applicable) to CHANDERNAGORE COLLEGE and had interactive sessions with the teachers, staff and students of the College on the College premises. With the cooperation of the Principal, teachers and students of the College I was able to visit the various facilities and structures of the College premises and examine them in relation to their gender quotient. I also examined various records and documents of the College as provided by their office. I am satisfied that I have sufficient data to prepare a comprehensive gender audit that is presented below.

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Given below is a brief profile of College:

Chandernagore College established in 1862 and re-established in 1931, is a Constituent College of the University of Burdwan. Chandernagore College is recognized by the University Grants Commission (UGC) under Section 2(f) 1956 and Section 12(B) 1972. The distinguished faculty members of this institution hail from the prestigious West Bengal Educational Service Cadre. The College was evaluated by the National Accreditation and Assessment Council (NAAC) in 2007 and was awarded 'B++' rank. In 2016 the College was re-accredited by NAAC with the same grade but with an improved overall score.

- Established in the year 1862
- Currently offering BA (Honours & Gen), B.com & B.Sc. (Honours & Gen) , MA & MSc
- Working Days- Monday to Saturday- 10.00 Am to 5.00 PM
- Two Campuses
- Girls' Hostel
- Central Library
- Well maintained medicinal Garden
- Central Instrument Lab
- Research Lab ,Well designed internet – enabled
- Smart classrooms with proper ventilation and lighting

THE AUDIT

1. Student Data Analysis

- **Overall Gender Ratio:** The student body comprises 61% females and 49% males, indicating a 2% higher representation of female students.
- **Undergraduate (UG) Students:** In UG programs, there's a distinct preference for female students at 59%, while male students constitute 41%.
- **Postgraduate (PG) Students:** The PG programs show a significant disparity, with 77% female students and only 23% males, highlighting a substantial preference or higher participation of females in PG education.
- **Reserved Categories (SC, ST, OBC-A, OBC-B):** Across various reserved categories, females show higher representation compared to males. Notably, in ST category students, female representation stands at 58%, indicating higher enrollment of females from this category.
- **Semester Clearance (Passed) Students:** The data illustrates a higher percentage of female students (58%) successfully passing their semesters compared to male students (42%), indicating better academic performance by females.

2. Teacher Data Analysis:

- **Permanent Teachers:** The gender distribution among permanent teachers shows 49% female teachers and 51% male teachers, indicating a higher representation of males.
- **SACT (State-Aided College Teachers):** Contrary to permanent teachers, SACT teachers show a higher percentage of female representation at 71% compared to 29% male teachers.
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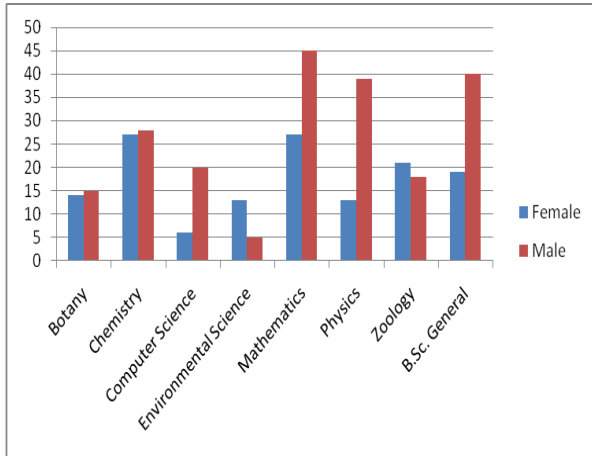
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- **Student Body Gender Composition:** The overall student body demonstrates a slightly higher representation of female students, particularly noticeable in UG programs.
- **Gender Disparities in Teaching Roles:** While permanent teachers lean towards male dominance, SACT teachers exhibit a higher representation of females. However, a substantial gender gap exists among non-teaching staff, primarily comprising males.
- **Performance and Enrolment:** Females tend to perform better academically, as evidenced by their higher semester clearance rates. Additionally, they display higher representation across various reserved categories.

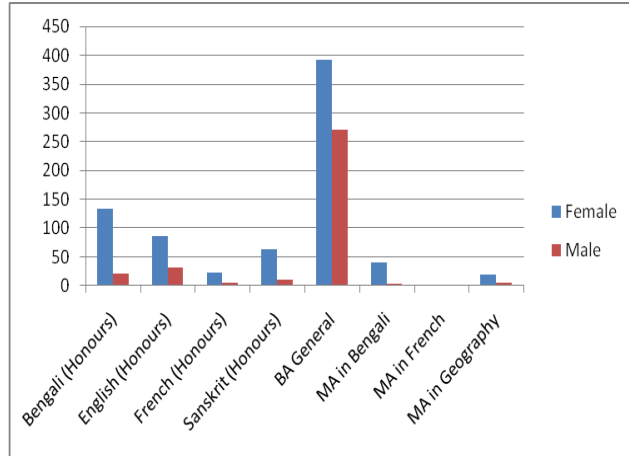
STUDENT DATA [2018-19]

Gender wise Subject Preference Data Analysis

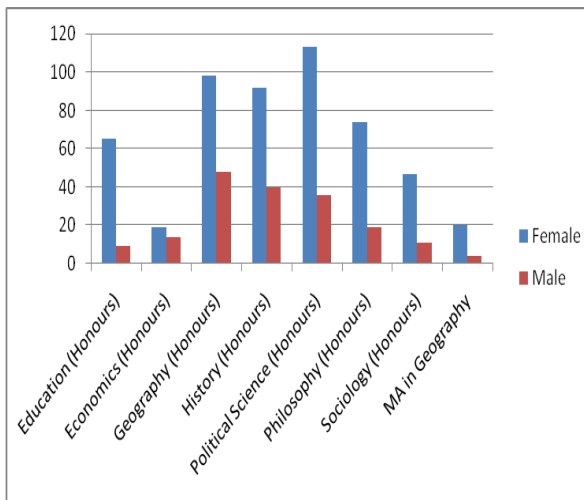
Science subjects preference Gender analysis



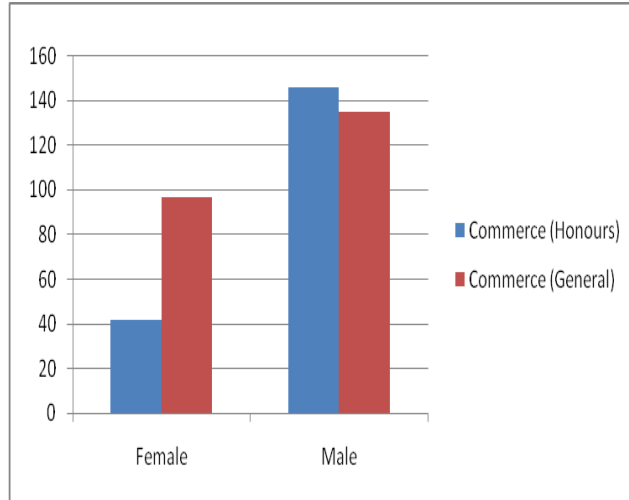
Language subject preference Gender analysis:



Humanities subject preference gender analysis

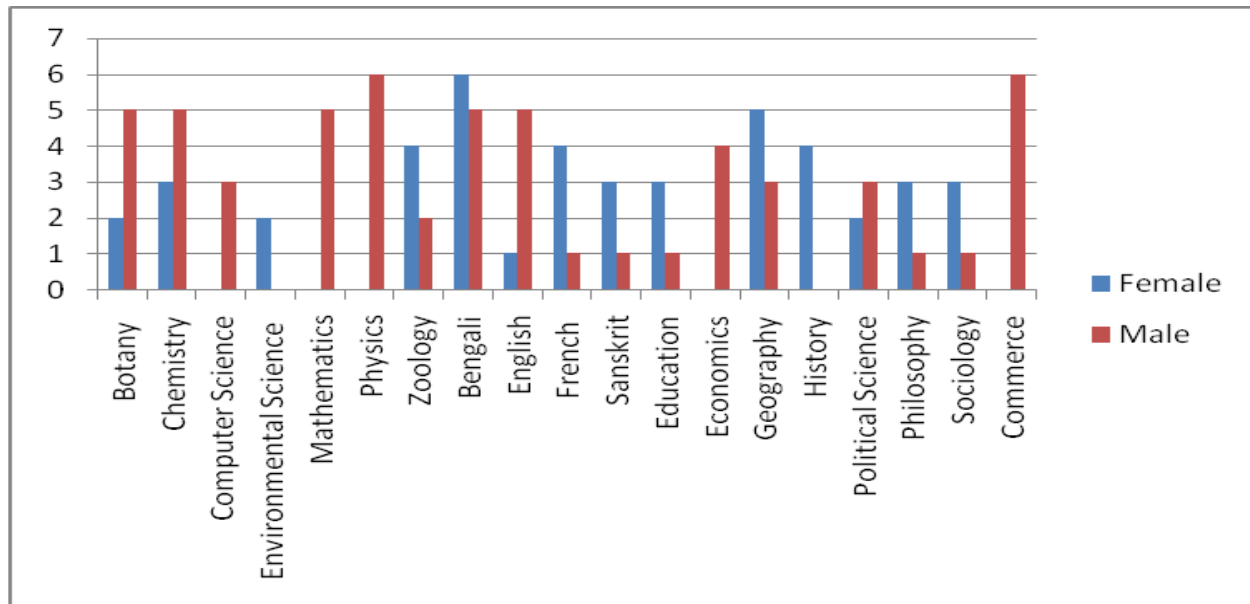


Commerce subject preference gender analysis

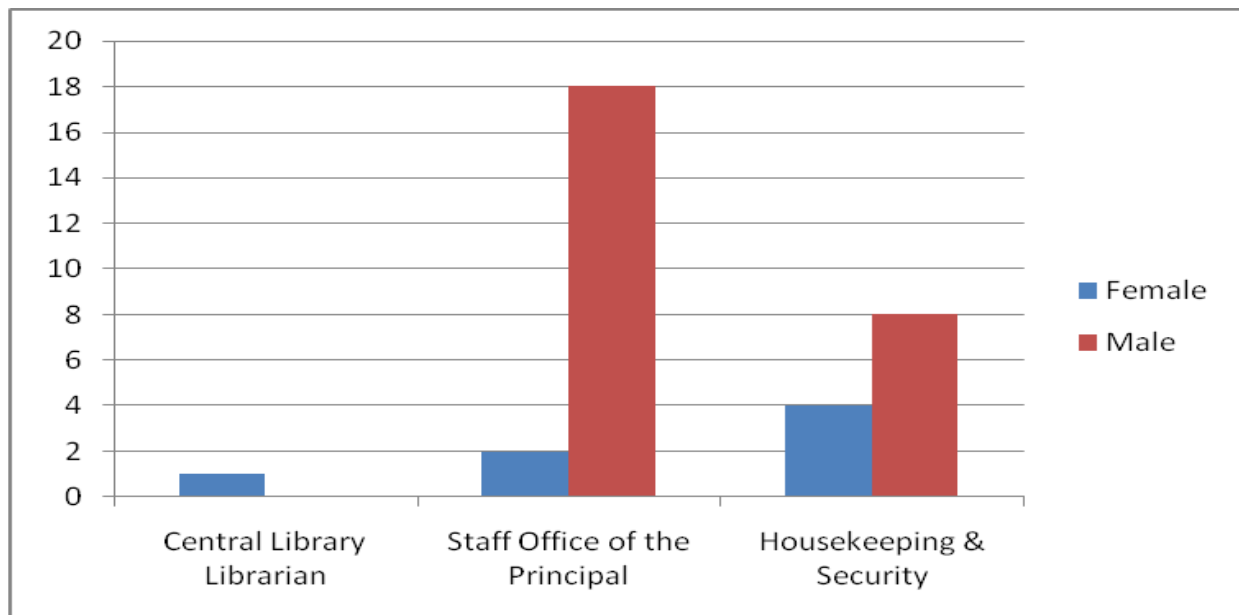


TEACHING AND NON TEACHING STAFF [2018-19]

Faculty Gender Ratio in different Departments



Non-Teaching staff member Gender Ratio analysis



Suggestions and Recommendations:

1. Regular Gender Audits:

Establish a routine schedule for gender audits to monitor progress and identify evolving challenges, ensuring sustained commitment to gender inclusivity.

2. Data-Driven Decision-Making:

Encourage ongoing data collection and analysis to inform decision-making processes, fostering evidence-based strategies for gender equality.

3. Community and Stakeholder Involvement:

Engage with the college community and relevant stakeholders to promote a collective commitment to gender diversity and inclusivity.

4. Partnerships for Change:

Explore partnerships with organizations and institutions experienced in promoting gender equality to leverage expertise and resources for sustained improvement.

5. Transparent Communication:

Foster transparent communication about the college's commitment to gender inclusivity, sharing progress, and seeking input from the college community.

6. Celebrating Success Stories:

Highlight and celebrate success stories of gender diversity and inclusivity within the college to inspire positive change.

7. It is my suggestion that the college continue its reputation of being a safe environment for women and retain its gender sensitive culture.

8. Also suggest that more female students be encouraged to participate in sports and to contest for college-level leadership positions.

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Concluding Remarks:

Considering the global The Gender Audit of the College, after an exhaustive examination of all the aspects of gender sensitivity and adequacy of facilities for both men and women, indicates a positive and eminently satisfactory situation. The College has always had a reputation for providing a safe and encouraging atmosphere for women's education.

In all these years rarely has any untoward incident involving women occurred. The College maintains its atmosphere of healthy interaction among boys and girls. Under the present leadership of the college principal and a gender balanced staff, the College maintains its tradition of gender sensitivity.

Amalesh Kr. Mandal

Amalesh Kumar Mandal

S. S. Saha
Principal
Chandernagore College



Chief Consultant/Auditor from Management System Consultancy

Authorization:

Certified from United Nations Institute for Training and Research on:

- 1. Gender Equality and Human Rights in Climate Action and Renewable Energy**
- 2. Sustainable Development in Practice**
- 3. Green Economy**



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Mob: 91-7439603177, Tel: 91-33-26835290

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Internal Gender Audit Report-2018-2019

Report of the Gender Audit team is furnished below:

After visiting all the departments and college office the committee/audit team found following facts:

1. Gender ratio among the students, Teachers and Non-Teaching Staff members:

Sl No.	Name of the Department	Student		Teacher/Staff	
		Female	Male	Female	Male
SCIENCE DEPARTMENTS					
1	Botany	43	16	1	5
2	Chemistry	29	30	3	5
3	Computer Science	6	19	0	3
4	Environmental Science	16	4	3	0
5	Mathematics	28	55	0	5
6	Physics	16	44	0	7
7	Zoology	28	23	4	2
8	B.Sc. General	28	60	-	-
8	Bengali	72	14	4	6
9	English	65	19	0	5
10	French	15	5	4	1
11	Sanskrit	65	10	3	1
12	MA in Bengali	41	7	-	-
13	MA in French	1	0	-	-
SOCIAL SCIENCE & HUMANITIES DEPARTMENTS					
14	Education	46	8	4	0
15	Economics	21	8	0	4
16	Geography	49	43	5	3
17	History	49	23	4	0
18	Political Science	46	25	3	2
19	Philosophy	52	31	3	1
20	Sociology	33	11	3	1
21	BA General	396	215	-	-
22	MA in Geography	20	19	-	-
COMMERCE DEPARTMENT					
23	Commerce (Honours)	71	150	0	6
24	Commerce (General)	54	124	-	-
NON - TEACHING STAFF					
25	Central Library Librarian	-	-	1	0
26	Staff Office of the Principal	-	-	2	20
27	Housekeeping & Security	-	-	4	8



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2. Some of the departments organized programmes on Gender equity and Gender sensitization at their departmental level. Departments also organize sessions on code of conduct within the Institution for developing better harmony within students.
3. Departments also organize mentoring sessions in routine structure for the students to discuss their difficulties and issues on Gender and equity.
4. Audit team also meets with the members of Sexual Harassment Cell and members of Bisakha Cell for addressing gender related complaints.
5. Separate Girls Common Room and Specified Toilets are present in the college campus to promote gender equity.
6. Separate Girls Hostel has been established to promote facilities to the Girls students.
7. Women empowerment has been reflected in the strategies and committees of the administration.



Principal
Chandernagore College



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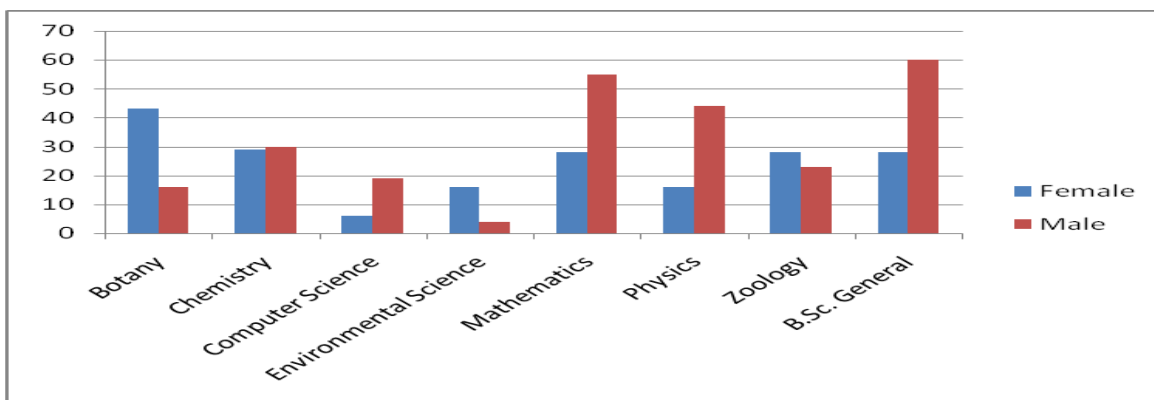
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Gender Audit Analysis Report:

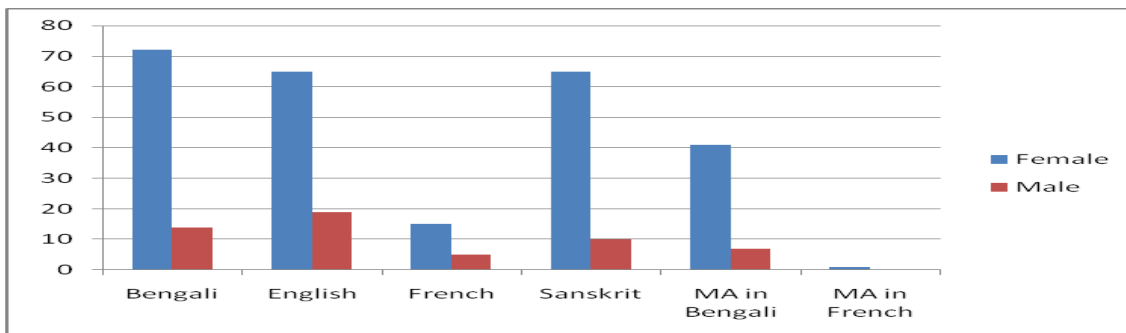
I. Science subjects preference Gender analysis.



Analysis:

1. The Courses like Zoology and Chemistry Honours subjects has been chosen by both genders more or less equally.
2. The Courses like Computer Science, Physics, Mathematics Honours and B.Sc. General Course is preferred by the male students.
3. Whereas Botany and Environmental Science Honours subjects are the science courses which is preferred by the female students

II. Language subject preference gender analysis:



Analysis:

1. The language subjects like Bengali, English, Sanskrit and French has been preferred by female students distinctively.
2. Male students are significantly lesser in number.

S. Shrotri
Principal
Chandernagore College





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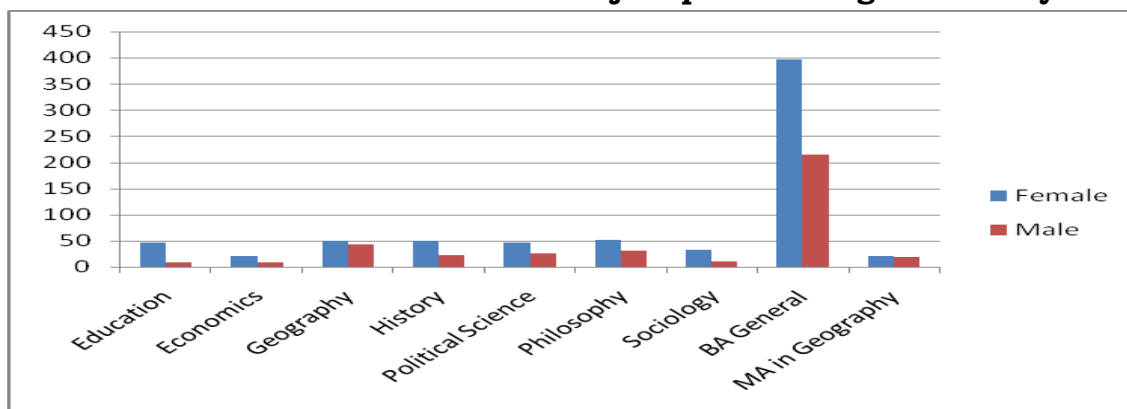
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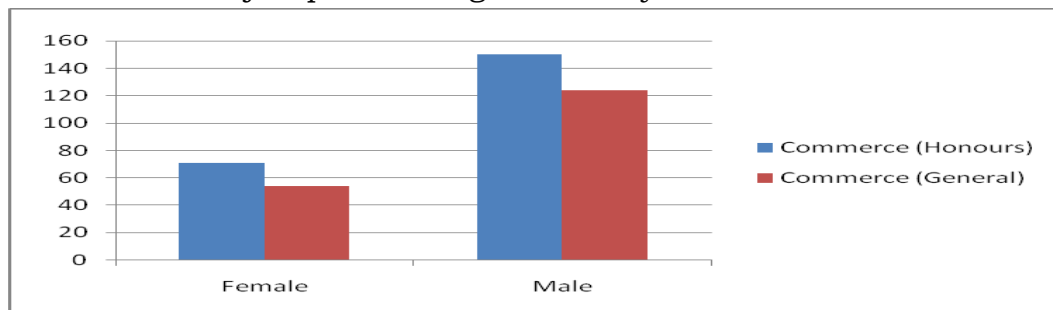
III. Social Science & Humanities subject preference gender analysis:



Analysis:

1. Subjects like Education, History, Political Science and Philosophy are distinctively preferred by the female students.
2. Geography shows equal preference by both the genders.
3. BA General Course has massive preference by female students.

IV. Commerce subject preference gender analysis:



Analysis:

1. Commerce Honours and General both the courses are preferred by the male students.
2. Distinctive variation has been noted in case of subject preference by the female students.

(Signature)
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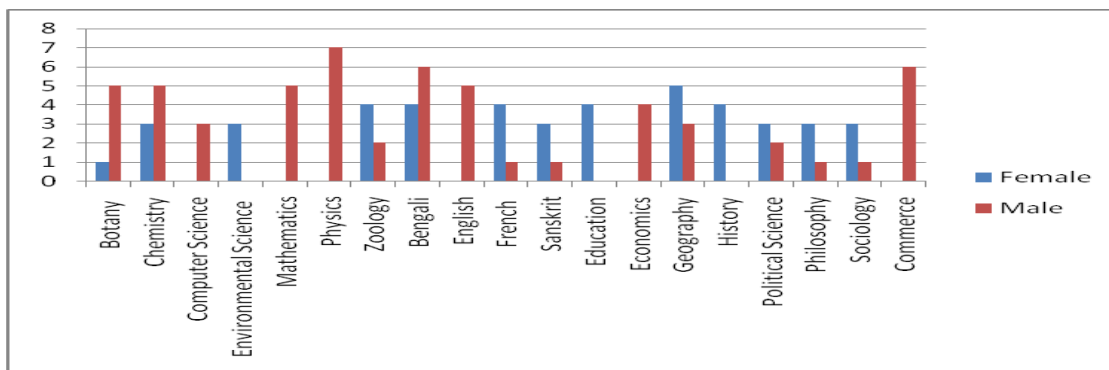
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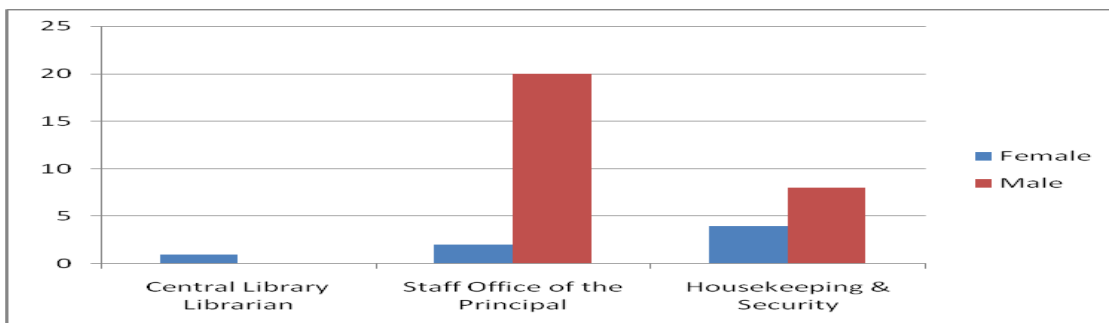
V. Faculty gender ratio in different departments.



Analysis:

1. Departments like Mathematics, Physics and Commerce faculty members are male only.
2. Faculty members of History and Environmental Science are female only
3. Botany, Chemistry, English departments have male faculty in majority.
4. Other departments have faculty with female members majority.

VI. Non-Teaching staff member gender ratio analysis:



Analysis:

1. Most of the non-teaching staff members are male, however female representatives are present among the House keeping staff and non-teaching staff.
2. The college Library is headed by the female librarian.

(Signature)

Principal
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Sustainable Development
Goal 5: Gender equality



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THE AUDIT

1. Student Data Analysis

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- **Undergraduate (UG) Students:** In UG programs, there's a distinct preference for female students at 51%, while male students constitute 49%.
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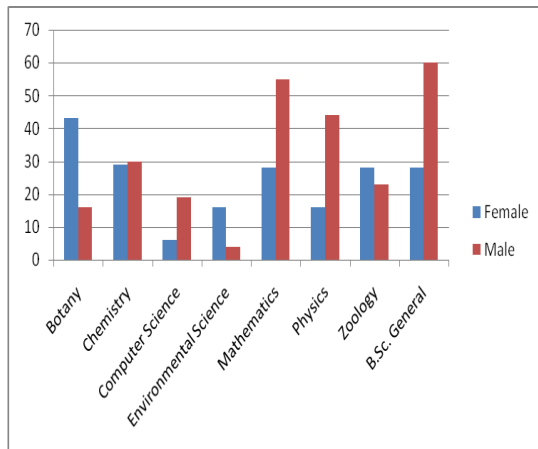
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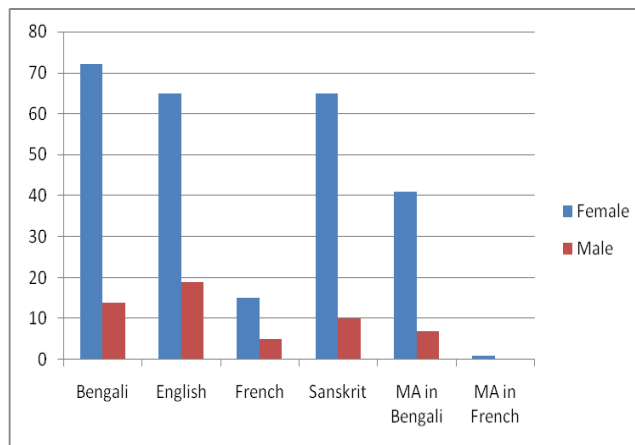
STUDENT DATA [2019-20]

Gender wise Subject Preference Data Analysis

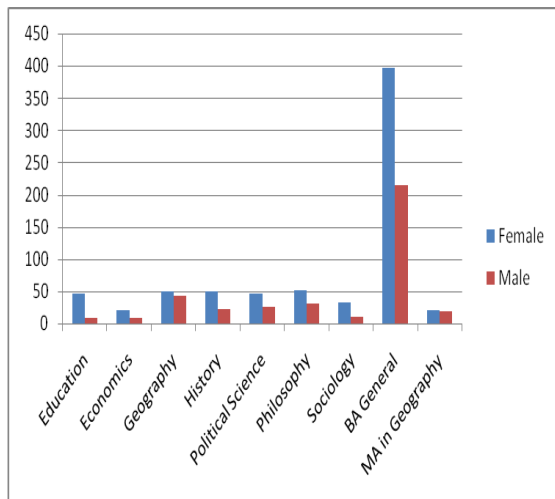
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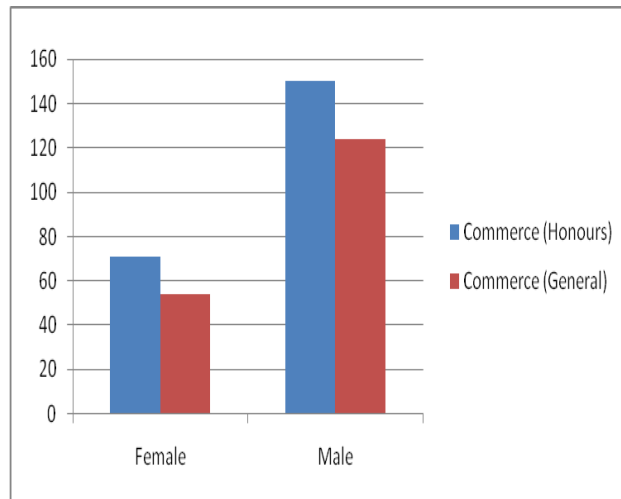
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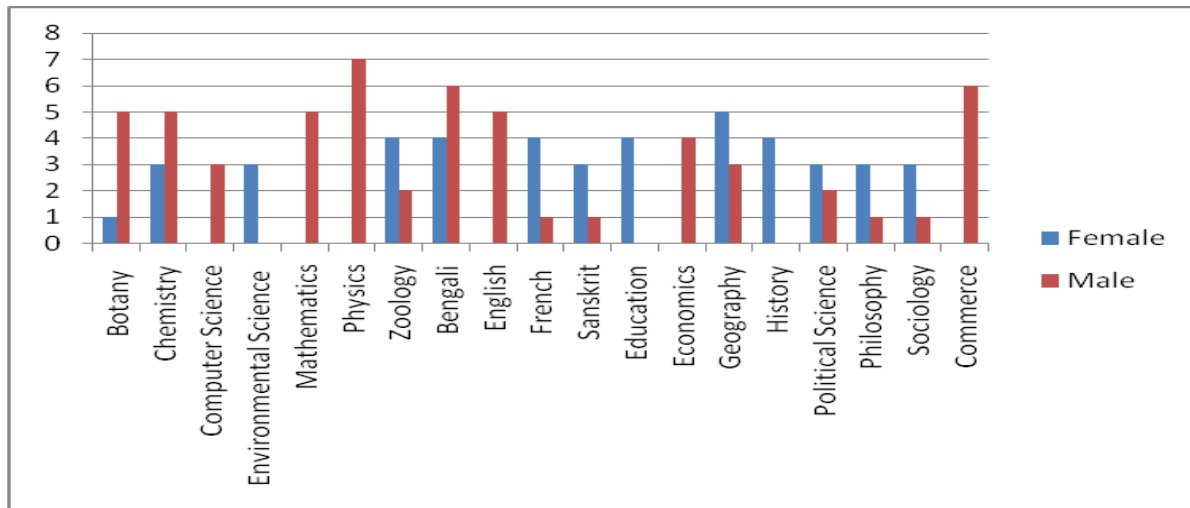


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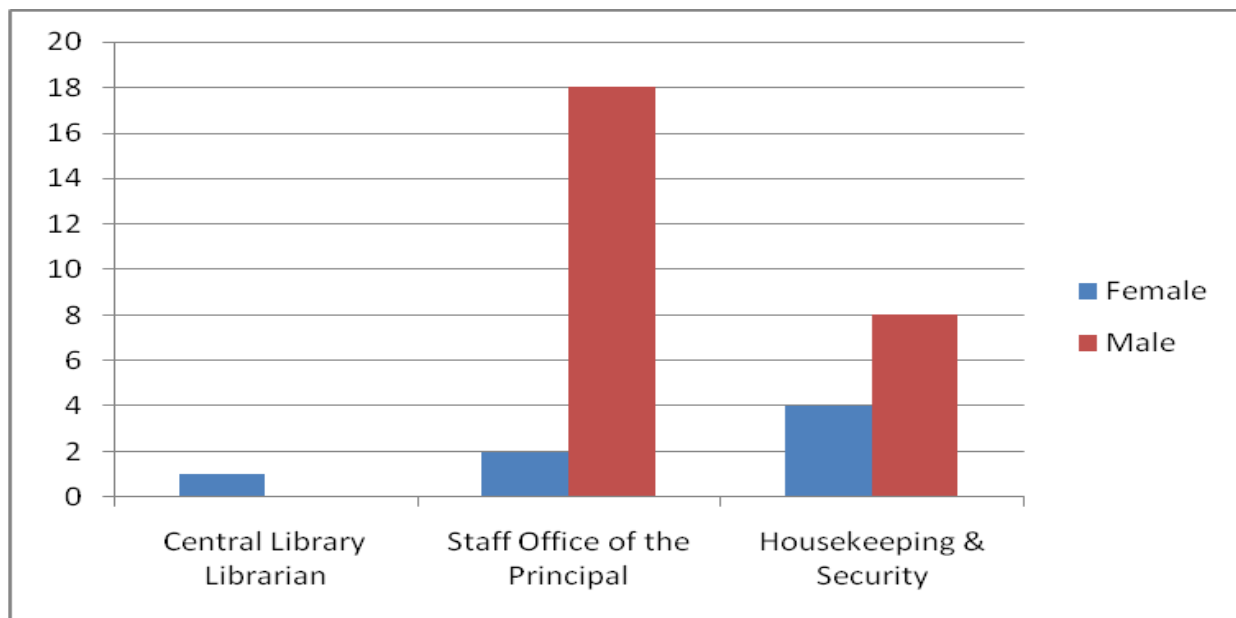


TEACHING AND NON TEACHING STAFF [2019-20]

Faculty Gender Ratio in different Departments



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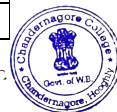
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15	Economics	21	8	0	4
16	Geography	49	43	5	3
17	History	49	23	4	0
18	Political Science	46	25	3	2
19	Philosophy	52	31	3	1
20	Sociology	33	11	3	1
21	BA General	396	215	-	-
22	MA in Geography	20	19	-	-
COMMERCE DEPARTMENT					
23	Commerce (Honours)	71	150	0	6
24	Commerce (General)	54	124	-	-
NON TEACHING STAFF					
25	Central Library Librarian	-	-	1	0
26	Staff Office of the Principal	-	-	2	20
27	Housekeeping & Security	-	-	4	8

S. S. Saha
Principal
Chandernagore College





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2. All the departments organized programmes on Gender equity and Gender sensitization at their departmental level. Departments also organize sessions on code of conduct within the Institution for developing better harmony within students.
3. Departments also organize mentoring sessions in routine structure for the students to discuss their difficulties and issues on Gender and equity.
4. Audit team also meets with the members of Sexual Harassment Cell and members of Bisakha Cell for assessing gender related complaints.
5. Separate Girls Common Room and Specified Toilets are present in the college campus to promote gender equity.
6. Separate Girls Hostel has been established to promote facilities to the Girls students.
7. Strategic women empowerment reflected in the administrative activities.

Principal
Chandernagore College



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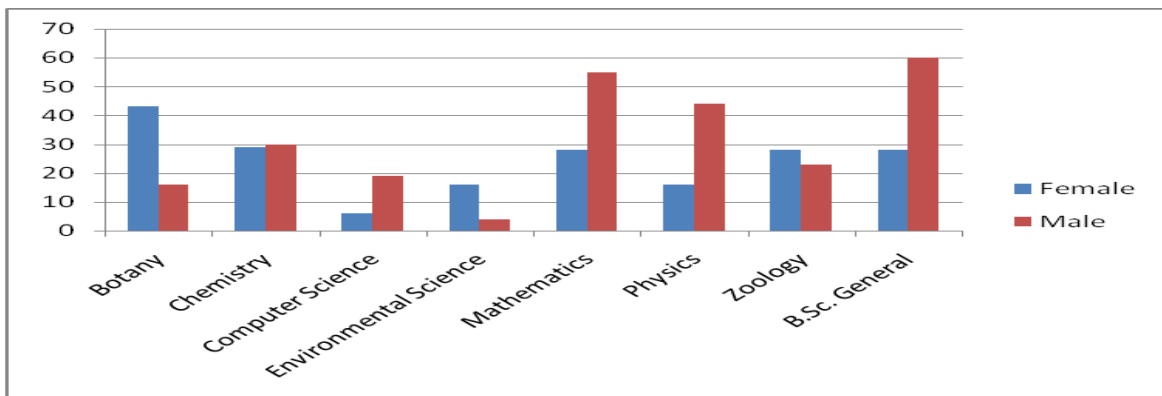
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Gender Audit Report Analysis:

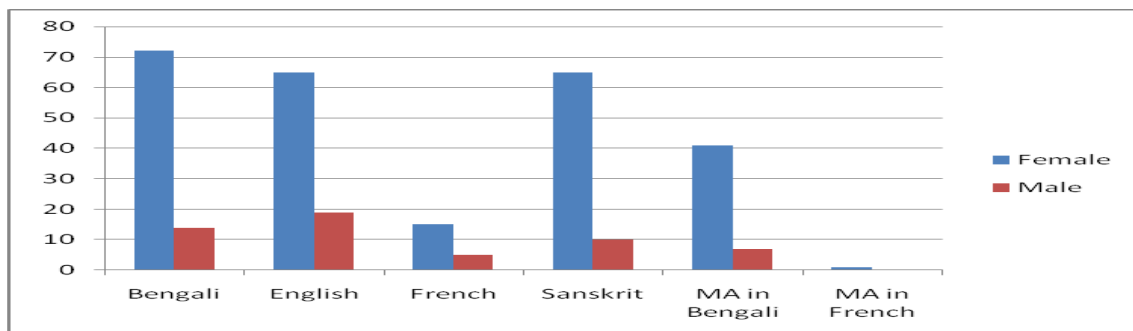
I. Science subjects preference Gender analysis.



Analysis:

1. The Courses like Zoology and Chemistry Honours subjects has been chosen by both genders more or less equally.
2. The Courses like Computer Science, Physics, Mathematics Honours and B.Sc. General Course is preferred by the male students.
3. Whereas Botany and Environmental Science Honours subjects are the science courses which is preferred by the female students

II. Language subject preference gender analysis:



Analysis:

1. The language subjects like Bengali, English, Sanskrit and French has been preferred by female students distinctively.
2. Male students are significantly lesser in number.





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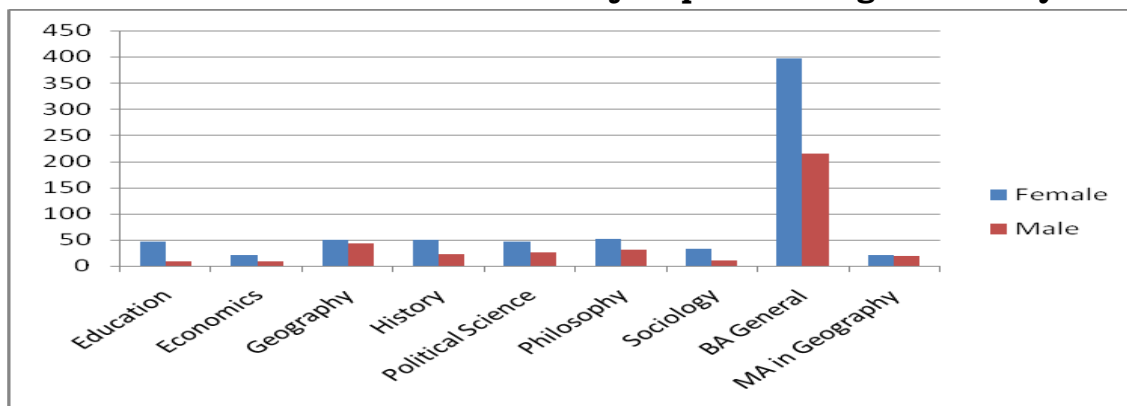
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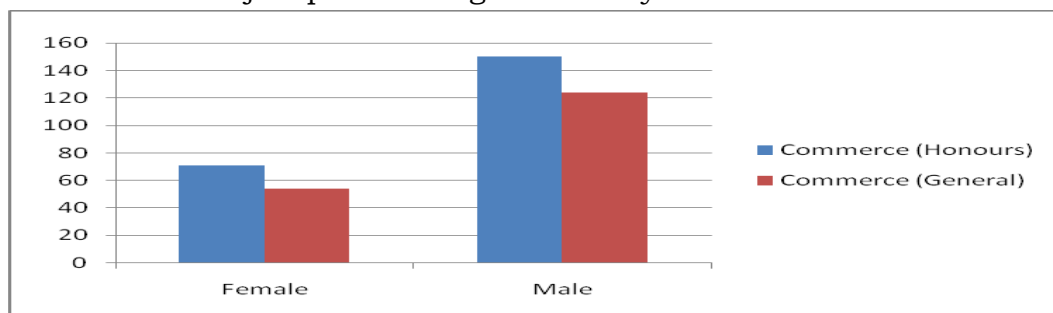
III. Social Science & Humanities subject preference gender analysis:



Analysis:

1. Subjects like Education, History, Political Science and Philosophy are distinctively preferred by the female students.
2. Geography shows equal preference by both the genders.
3. BA General Course has massive preference by female students.

IV. Commerce subject preference gender analysis:



Analysis:

1. Commerce Honours and General both the courses are preferred by the male students.
2. Distinctive variation has been noted in case of subject preference by the female students.

S. Ghosh
Principal
Chandernagore College





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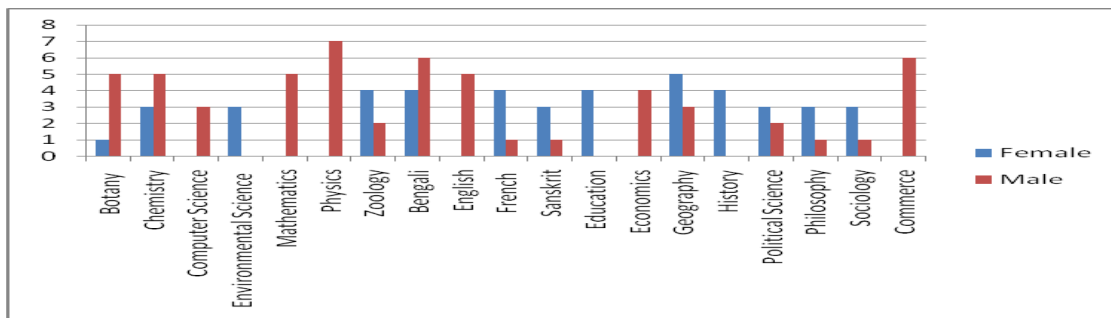
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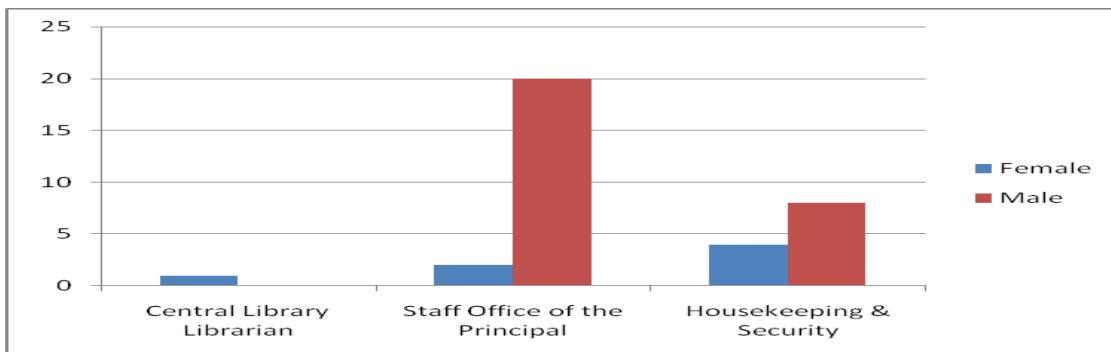
V. Faculty gender ratio in different departments.



Analysis:

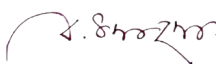
1. Departments like Mathematics, Physics and Commerce faculty members are male only.
2. Faculty members of History and Environmental Science are female only.
3. Botany, Chemistry, English departments have male faculty in majority.
4. Other departments have faculty with female members majority.

VI. Non-Teaching staff member gender ratio analysis:



Analysis:

1. Most of the non-teaching staff members are male, however female representatives are present among the House keeping staff and non-teaching staff.
2. The college Library is headed by the female librarian.


Principal
Chandernagore College
Principal
Chandernagore College





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CHANDERNAGORE COLLEGE

GENDER AUDIT

Sustainable Development
Goal 5: Gender equality



REPORT OF THE GENDER AUDIT: 2020-21

Preamble

Gender Audit of educational institutions is a process for organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues.

According to UN Sustainable Development Goal 5: Gender equality, gender auditing helps institutions to focus on such areas as:

- Mainstreaming gender as a cross-cutting concern within the unit's objectives, programmes and budget.
- Existing gender expertise and competence
- Information and knowledge management on gender issues.
- Systems and instruments in use for accountability, evaluating and monitoring on gender equality.
- Staffing and human resources concerning balance between women and men, as well as gender-friendly policies.
- Organisational culture and its effects on gender equality.

CHANDERNAGORE COLLEGE as an institution is committed to equity and equality of opportunity. It also aims to offer quality education to all students irrespective of disparities in background. To fulfil its aims the College decided to go for a Gender Audit and hence this study, which has been carried out by applying the participatory methodology. Towards this end, I made two visits (Online and onsite both applicable) to CHANDERNAGORE COLLEGE and had interactive sessions with the teachers, staff and students of the College on the College premises. With the cooperation of the Principal, teachers and students of the College I was able to visit the various facilities and structures of the College premises and examine them in relation to their gender quotient. I also examined various records and documents of the College as provided by their office. I am satisfied that I have sufficient data to prepare a comprehensive gender audit that is presented below.

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Given below is a brief profile of College:

Chandernagore College established in 1862 and re-established in 1931, is a Constituent College of the University of Burdwan. Chandernagore College is recognized by the University Grants Commission (UGC) under Section 2(f) 1956 and Section 12(B) 1972. The distinguished faculty members of this institution hail from the prestigious West Bengal Educational Service Cadre. The College was evaluated by the National Accreditation and Assessment Council (NAAC) in 2007 and was awarded 'B++' rank. In 2016 the College was re-accredited by NAAC with the same grade but with an improved overall score.

- Established in the year 1862
- Currently offering BA (Honours & Gen), B.com & B.Sc. (Honours & Gen) , MA & MSc
- Working Days- Monday to Saturday- 10.00 Am to 5.00 PM
- Two Campuses
- Girls' Hostel
- Central Library
- Well maintained medicinal Garden
- Central Instrument Lab
- Research Lab ,Well designed internet – enabled
- Smart classrooms with proper ventilation and lighting
- Girls' Common Room

THE AUDIT

1. Student Data Analysis

- Overall Gender Ratio: The student body comprises 61% females and 39% males, indicating a 22% higher representation of female students.
- **Undergraduate (UG) Students:** In UG programs, there's a distinct preference for female students at 60%, while male students constitute 40%.
- **Postgraduate (PG) Students:** The PG programs show a significant disparity, with 85% female students and only 15% males, highlighting a substantial preference or higher participation of females in PG education.
- **Reserved Categories (SC, ST, OBC-A, OBC-B):** Across various reserved categories, females show higher representation compared to males. Notably, in ST category students, female representation stands at 65%, indicating higher enrollment of females from this category.
- **Semester Clearance (Passed) Students:** The data illustrates a higher percentage of female students (60%) successfully passing their semesters compared to male students (49%), indicating better academic performance by females.

2. Teacher Data Analysis:

- **Permanent Teachers:** The gender distribution among permanent teachers shows 49% female teachers and 51% male teachers, indicating a higher representation of males.
- **SACT (State-Aided College Teachers):** Contrary to permanent teachers, SACT teachers show a higher percentage of female representation at 71% compared to 29% male teachers.
- **Non-Teaching Staff:** There is a significant gender disparity among non-teaching staff, with 90% being male and only 10% female, indicating a severe lack of gender diversity in administrative roles.

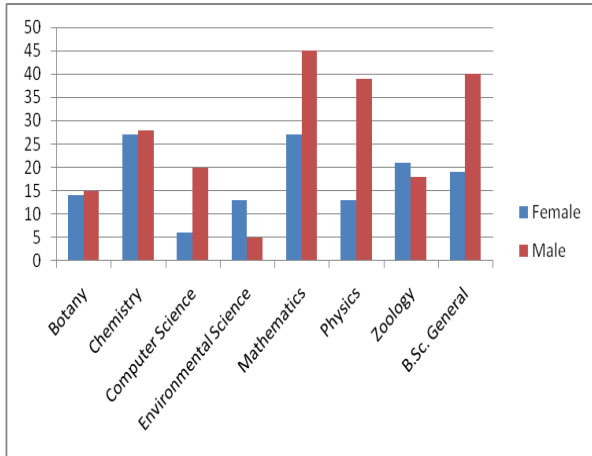
3. Summary and Observations:

- **Student Body Gender Composition:** The overall student body demonstrates a slightly higher representation of female students, particularly noticeable in UG programs.
- **Gender Disparities in Teaching Roles:** While permanent teachers lean towards male dominance, SACT teachers exhibit a higher representation of females. However, a substantial gender gap exists among non-teaching staff, primarily comprising males.
- **Performance and Enrolment:** Females tend to perform better academically, as evidenced by their higher semester clearance rates. Additionally, they display higher representation across various reserved categories.

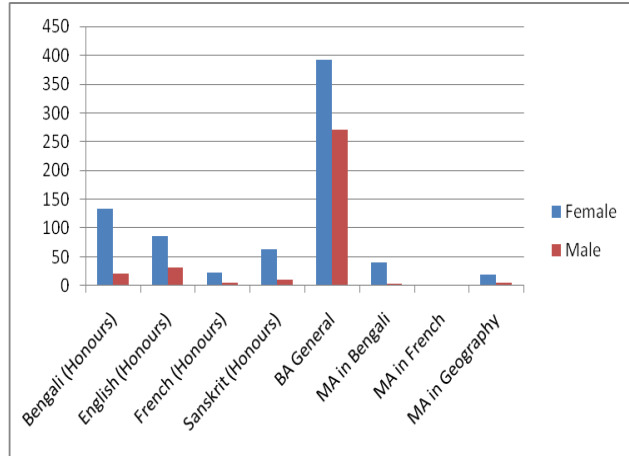
STUDENT DATA [2020-21]

Gender wise Subject Preference Data Analysis

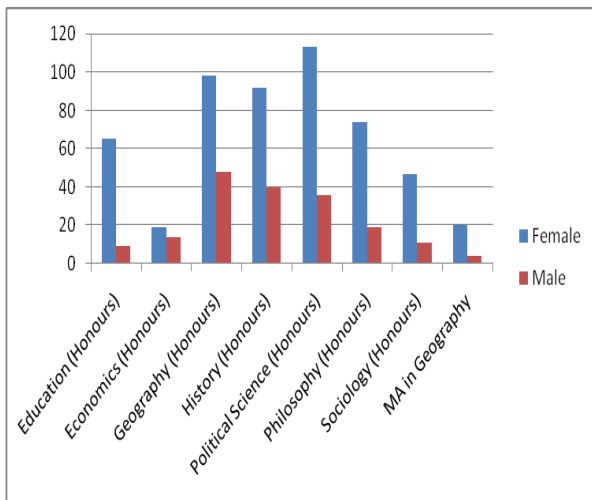
Science subjects preference Gender analysis



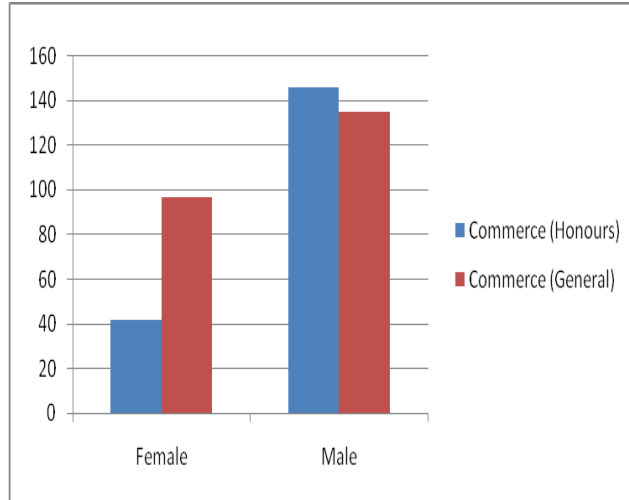
Language subject preference Gender analysis:



Humanities subject preference gender analysis

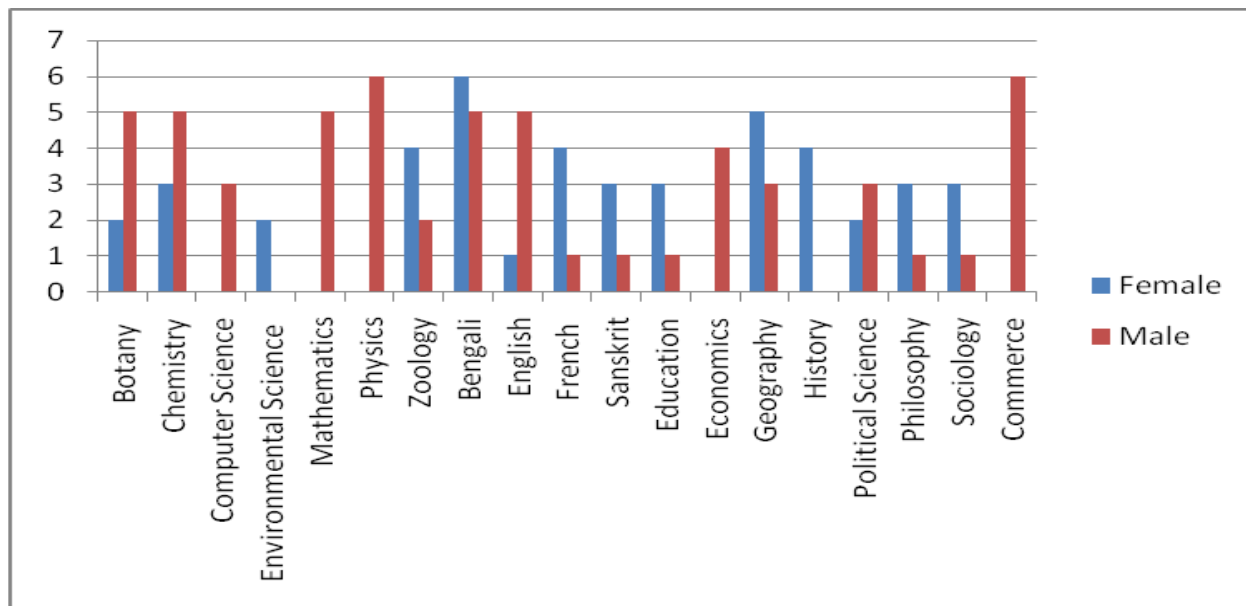


Commerce subject preference gender analysis

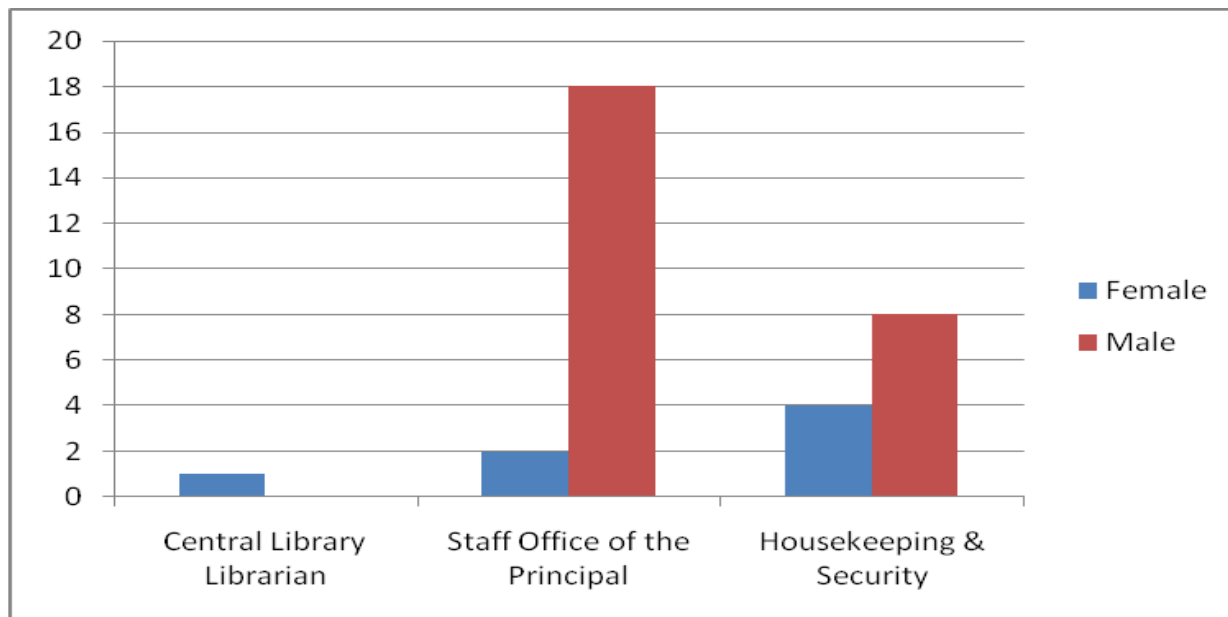


TEACHING AND NON TEACHING STAFF [2020-21]

Faculty Gender Ratio in different Departments



Non-Teaching staff member Gender Ratio analysis



Suggestions and Recommendations:

1. Regular Gender Audits:

Establish a routine schedule for gender audits to monitor progress and identify evolving challenges, ensuring sustained commitment to gender inclusivity.

2. Data-Driven Decision-Making:

Encourage ongoing data collection and analysis to inform decision-making processes, fostering evidence-based strategies for gender equality.

3. Community and Stakeholder Involvement:

Engage with the college community and relevant stakeholders to promote a collective commitment to gender diversity and inclusivity.

4. Partnerships for Change:

Explore partnerships with organizations and institutions experienced in promoting gender equality to leverage expertise and resources for sustained improvement.

5. Transparent Communication:

Foster transparent communication about the college's commitment to gender inclusivity, sharing progress, and seeking input from the college community.

6. Celebrating Success Stories:

Highlight and celebrate success stories of gender diversity and inclusivity within the college to inspire positive change.

7. It is my suggestion that the college continue its reputation of being a safe environment for women and retain its gender sensitive culture.

8. Also suggest that more female students be encouraged to participate in sports and to contest for college-level leadership positions.

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Concluding Remarks:

Considering the global The Gender Audit of the College, after an exhaustive examination of all the aspects of gender sensitivity and adequacy of facilities for both men and women, indicates a positive and eminently satisfactory situation. The College has always had a reputation for providing a safe and encouraging atmosphere for women's education.

In all these years rarely has any untoward incident involving women occurred. The College maintains its atmosphere of healthy interaction among boys and girls. Under the present leadership of the college principal and a gender balanced staff, the College maintains its tradition of gender sensitivity.

Amalesh Kr. Mandal

Amalesh Kumar Mandal



Chief Consultant/Auditor from Management System Consultancy

Authorization:

Certified from United Nations Institute for Training and Research on:

- 1. Gender Equality and Human Rights in Climate Action and Renewable Energy**
- 2. Sustainable Development in Practice**
- 3. Green Economy**



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Internal Gender Audit Report-2020-2021

Report of the Gender Audit team is furnished below:

After visiting all the departments and college office the committee/audit team found following facts:

1. Gender ratio among the students, Teachers and Non-Teaching Staff members:

Sl No.	Name of the Department	Student		Teacher/Staff	
		Female	Male	Female	Male
SCIENCE DEPARTMENTS					
1	Botany	36	18	2	5
2	Chemistry	34	28	3	5
3	Computer Science	6	21	0	3
4	Environmental Science	18	5	2	0
5	Mathematics	31	56	0	5
6	Physics	15	47	0	6
7	Zoology	24	19	4	2
8	B.Sc. General	25	55	-	-
8	Bengali	126	27	6	5
9	English	97	33	0	5
10	French	30	12	4	1
11	Sanskrit	93	12	3	1
12	MA in Bengali	42	6		
13	MA in French	0	1		
SOCIAL SCIENCE & HUMANITIES DEPARTMENTS					
14	Education	63	13	3	1
15	Economics	27	17	0	4
16	Geography	75	45	5	3
17	History	86	39	4	0
18	Political Science	92	38	2	3
19	Philosophy	100	30	3	1
20	Sociology	50	9	3	1
21	BA General	411	245	-	-
22	MA in Geography	24	19	-	-
COMMERCE DEPARTMENT					
23	Commerce (Honours)	86	143	0	6
24	Commerce (General)	49	124	-	-
NON TEACHING DEPARTMENTS					
25	Central Library Librarian	-	-	1	0
26	Staff Office of the Principal	-	-	2	18
27	Housekeeping & Security	-	-	4	8



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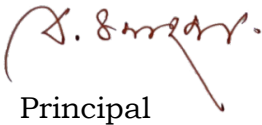
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2. All the departments organized programmes on Gender equity and Gender sensitization at their departmental level. Departments also organize sessions on code of conduct within the Institution for developing better harmony within students.
3. Departments also organize mentoring sessions for the students to discuss their difficulties and issues on Gender and equity.
4. Audit team also meets with the members of Sexual Harassment Cell and members of Internal Complaint Committee (ICC) for assessing gender related complaints.
5. Separate Girls Common Room, Gymnasium and Specified Toilets are present in the college campus to promote gender equity.
6. Separate Girls Hostel is running to promote facilities to the Girls students.



Principal
Chandernagore College


Principal
Chandernagore College





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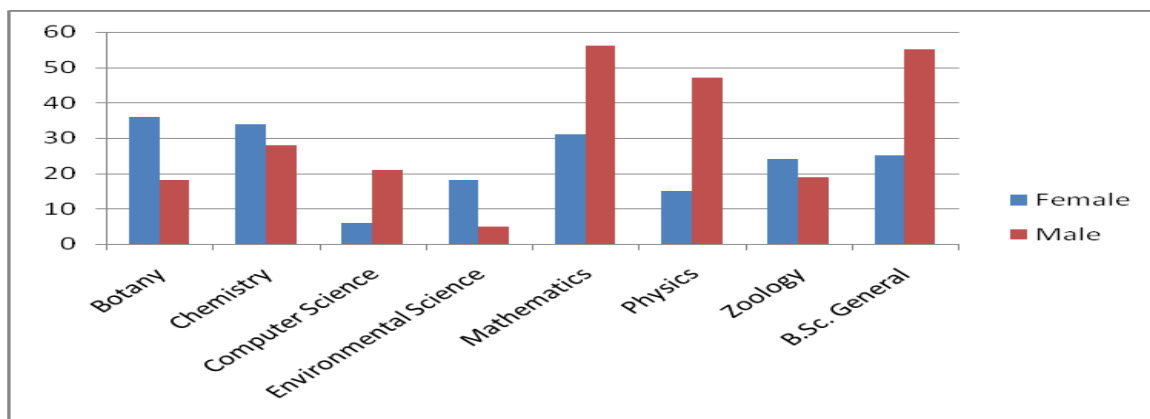
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Gender Audit Report Analysis:

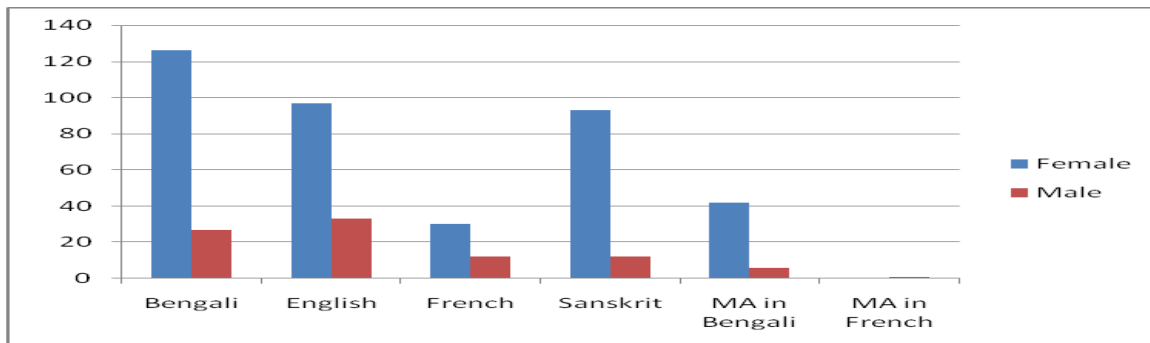
I. Science subjects preference Gender analysis.



Analysis:

1. The Courses like Botany, Zoology and Chemistry Honours has been chosen by both genders more or less equally.
2. The Courses like Computer Science, Physics, Mathematics Honours and B.Sc. General Course is preferred by the male students.
3. Whereas Environmental Science Honours is the only science course which is preferred by the female students

II. Language subject preference gender analysis:



Analysis:

1. The language subjects like Bengali, English, Sanskrit and French has been preferred by female students distinctively.
2. Male students are comparatively lesser in number.



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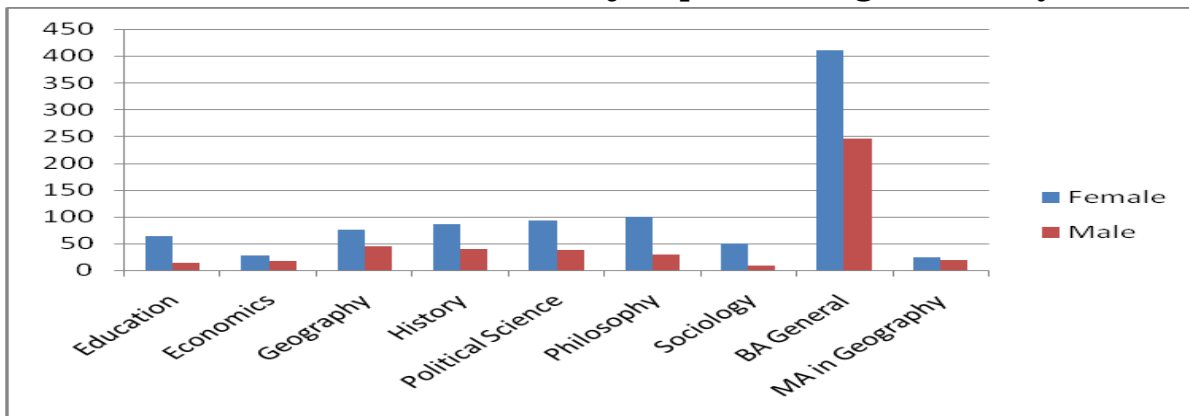
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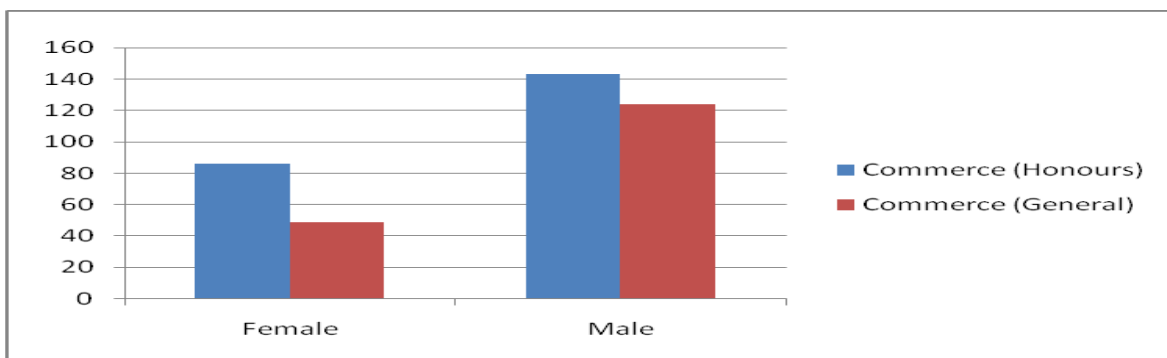
III. Social Science & Humanities subject preference gender analysis:



Analysis:

1. Subjects like Education, Geography, History, Political Science and Philosophy are distinctively preferred by the female students.
2. Economics shows equal preference by both the genders.
3. BA General Course have massive preference by female students.

IV. Commerce subject preference gender analysis:



Analysis:

1. Commerce Honours and General both the courses are preferred by the male students.
2. Distinctive variation has been noted in case of subject preference by the female students.

S. Sharmila
Principal
Chandernagore College





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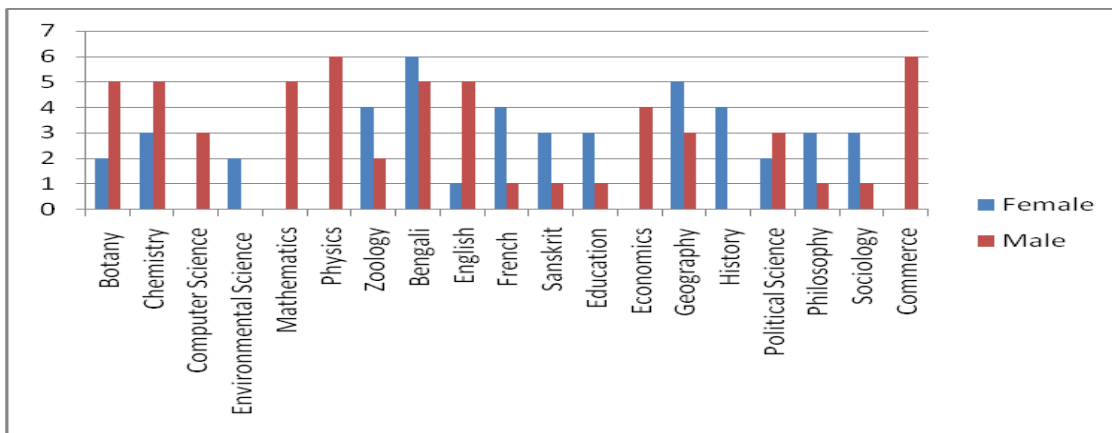
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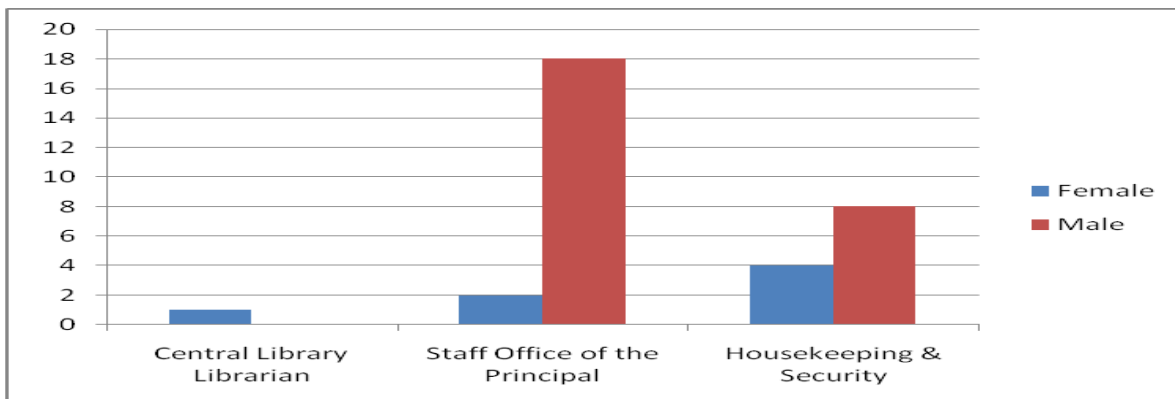
V. Faculty gender ratio in different departments.



Analysis:

1. Departments like Mathematics, Physics and Commerce faculty members are male only.
2. Faculty members of History and Environmental Science are female only.
3. Botany, Chemistry, English departments have male faculty in majority.
4. Other departments have faculty with female members majority.

VI. Non-Teaching staff member gender ratio analysis:



Analysis:

1. Most of the non-teaching staff members are male, however female representatives are present among the House keeping staff and non-teaching staff.
2. The college Library is headed by the female librarian.



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CHANDERNAGORE COLLEGE

GENDER AUDIT

Sustainable Development
Goal 5: Gender equality



REPORT OF THE GENDER AUDIT : 2021-2022

Preamble

Gender Audit of educational institutions is a process for organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues.

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- Well maintained medicinal Garden
- Central Instrument Lab
- Research Lab ,Well designed internet – enabled
- Smart classrooms with proper ventilation and lighting
- Auditorium Hall, Seminar Hall
- Heritage Building
- Girls' Common Room
- Central Canteen

THE AUDIT

1. Student Data Analysis

- Overall Gender Ratio: The student body comprises 59.6% females and 40.4% males, indicating a 19.2% higher representation of female students.
- **Undergraduate (UG) Students:** In UG programs, there's a distinct preference for female students at 58%, while male students constitute 42%.
- **Postgraduate (PG) Students:** The PG programs show a significant disparity, with 76% female students and only 24% males, highlighting a substantial preference or higher participation of females in PG education.
- **Reserved Categories (SC, ST, OBC-A, OBC-B):** Across various reserved categories, females show higher representation compared to males. Notably, in ST category students, female representation stands at 62%, indicating higher enrolment of females from this category.

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- **Semester Clearance (Passed) Students:** The data illustrates a higher percentage of female students (59%) successfully passing their semesters compared to male students (41%), indicating better academic performance by females.

2. Teacher Data Analysis:

- **Permanent Teachers:** The gender distribution among permanent teachers shows 49% female teachers and 51% male teachers, indicating a higher representation of males.
- **SACT (State-Aided College Teachers):** Contrary to permanent teachers, SACT teachers show a higher percentage of female representation at 71% compared to 29% male teachers.
- **Non-Teaching Staff:** There is a significant gender disparity among non-teaching staff, with 90% being male and only 10% female, indicating a severe lack of gender diversity in administrative roles.

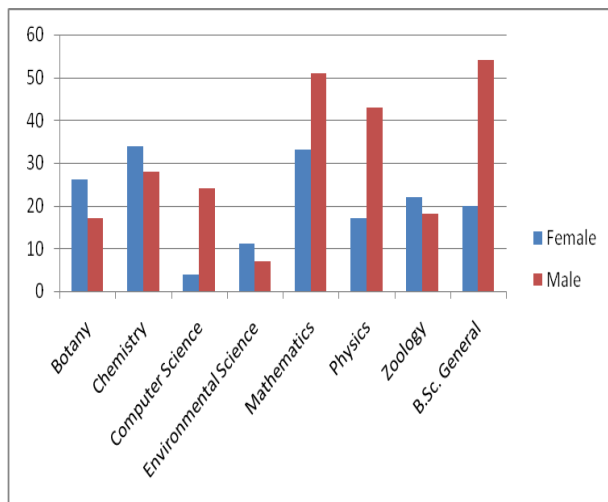
3. Summary and Observations:

- **Student Body Gender Composition:** The overall student body demonstrates a slightly higher representation of female students, particularly noticeable in UG programs.
- **Gender Disparities in Teaching Roles:** While permanent teachers lean towards male dominance, SACT teachers exhibit a higher representation of females. However, a substantial gender gap exists among non-teaching staff, primarily comprising males.
- **Performance and Enrolment:** Females tend to perform better academically, as evidenced by their higher semester clearance rates. Additionally, they display higher representation across various reserved categories.

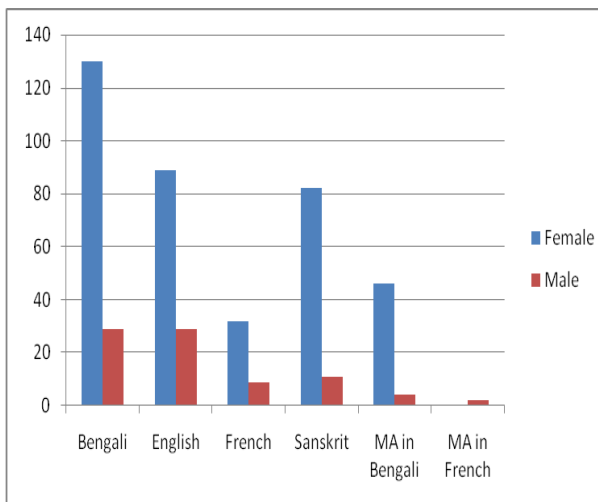
STUDENT DATA [2021-22]

Gender wise Subject Preference Data Analysis

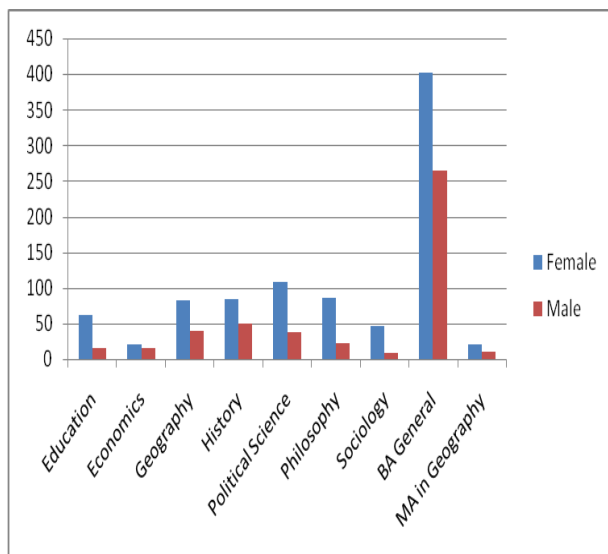
Science subjects preference Gender analysis



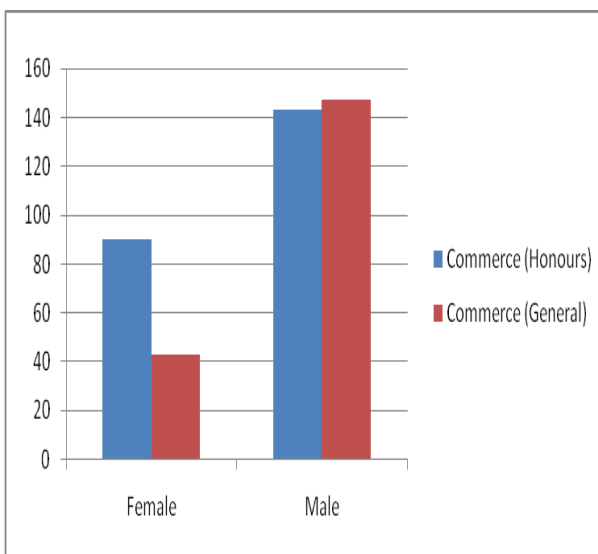
Language subject preference Gender analysis:



Humanities subject preference gender analysis

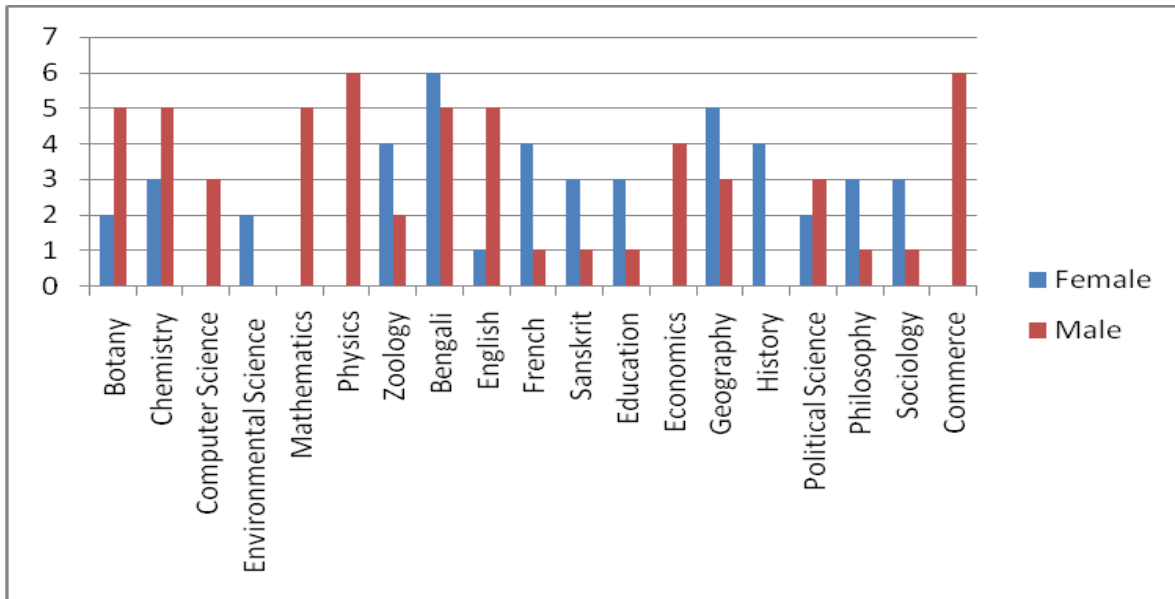


Commerce subject preference gender analysis

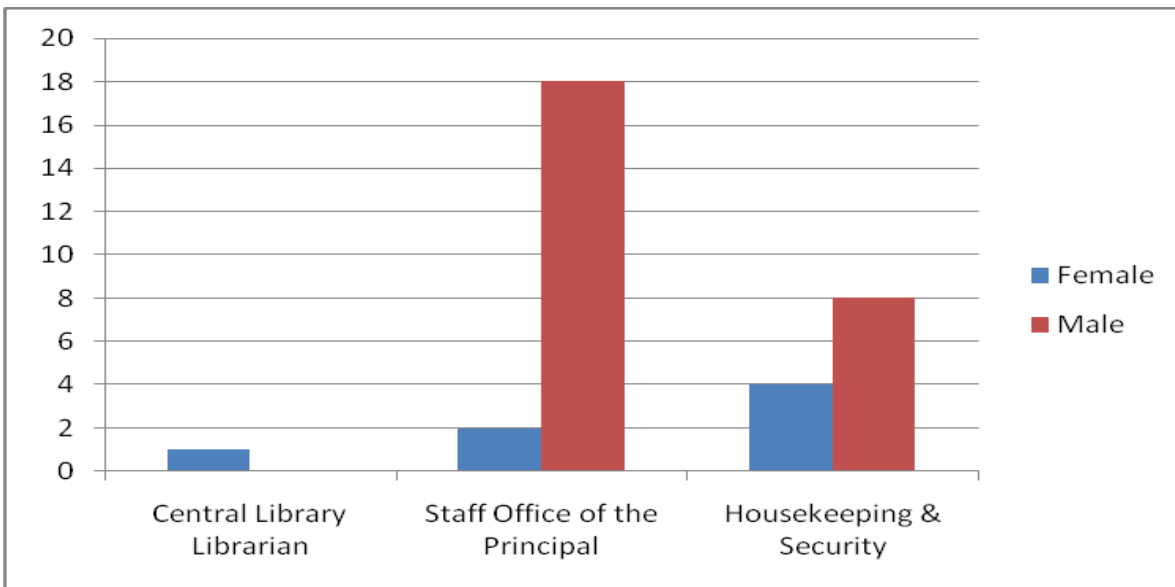


TEACHING AND NON TEACHING STAFF [2021-22]

Faculty Gender Ratio in different Departments



Non-Teaching staff member Gender Ratio analysis



Suggestions and Recommendations:

1. Regular Gender Audits:

Establish a routine schedule for gender audits to monitor progress and identify evolving challenges, ensuring sustained commitment to gender inclusivity.

2. Data-Driven Decision-Making:

Encourage ongoing data collection and analysis to inform decision-making processes, fostering evidence-based strategies for gender equality.

3. Community and Stakeholder Involvement:

Engage with the college community and relevant stakeholders to promote a collective commitment to gender diversity and inclusivity.

4. Partnerships for Change:

Explore partnerships with organizations and institutions experienced in promoting gender equality to leverage expertise and resources for sustained improvement.

5. Transparent Communication:

Foster transparent communication about the college's commitment to gender inclusivity, sharing progress, and seeking input from the college community.

6. Celebrating Success Stories:

Highlight and celebrate success stories of gender diversity and inclusivity within the college to inspire positive change.

7. It is my suggestion that the college continue its reputation of being a safe environment for women and retain its gender sensitive culture.

8. Also suggest that more female students be encouraged to participate in sports and to contest for college-level leadership positions.

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Concluding Remarks:

Considering the global The Gender Audit of the College, after an exhaustive examination of all the aspects of gender sensitivity and adequacy of facilities for both men and women, indicates a positive and eminently satisfactory situation. The College has always had a reputation for providing a safe and encouraging atmosphere for women's education.

In all these years rarely has any untoward incident involving women occurred. The College maintains its atmosphere of healthy interaction among boys and girls. Under the present leadership of the college principal and a gender balanced staff, the College maintains its tradition of gender sensitivity.



Principal
Chandernagore College



Amallesh Kumar Mandal

Chief Consultant/Auditor from Management System Consultancy

Authorization:

Certified from United Nations Institute for Training and Research on:

- 1. Gender Equality and Human Rights in Climate Action and Renewable Energy**
- 2. Sustainable Development in Practice**
- 3. Green Economy**



Government of West Bengal
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Formerly College Duplex

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Mob: 91-7439603177, Tel: 91-33-26835290

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Internal Gender Audit Report-2021-2022

Report of the Gender Audit team is furnished below:

After visiting all the departments and college office the committee/audit team found following facts:

1. Gender ratio among the students, Teachers and Non-Teaching Staff members:

Sl No.	Name of the Department	Student		Teacher/Staff	
		Female	Male	Female	Male
SCIENCE DEPARTMENTS					
1	Botany	26	17	2	5
2	Chemistry	34	28	3	5
3	Computer Science	4	24	0	3
4	Environmental Science	11	7	2	0
5	Mathematics	33	51	0	5
6	Physics	17	43	0	6
7	Zoology	22	18	4	2
8	B.Sc. General	20	54	-	-
LANGUAGE DEPARTMENTS					
8	Bengali	130	29	6	5
9	English	89	29	0	5
10	French	32	9	4	1
11	Sanskrit	82	11	3	1
12	MA in Bengali	46	4		
13	MA in French	0	2		
SOCIAL SCIENCE & HUMANITIES DEPARTMENTS					
14	Education	61	15	3	1
15	Economics	20	15	0	4
16	Geography	82	40	5	3
17	History	85	49	4	0
18	Political Science	109	37	2	3
19	Philosophy	86	22	3	1
20	Sociology	47	9	3	1
21	BA General	402	265	-	-
22	MA in Geography	21	10	-	-
COMMERCE DEPARTMENT					
23	Commerce (Honours)	90	143	0	6
24	Commerce (General)	43	147	-	-
NON TEACHING DEPARTMENTS					
25	Central Library Librarian	-	-	1	0
26	Staff Office of the Principal	-	-	2	18
27	Housekeeping & Security	-	-	4	8


 Principal
 Chandernagore College





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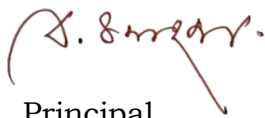
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2. All the departments organized programmes on Gender equity and Gender sensitization at their departmental level. Departments also organize sessions on code of conduct within the Institution for developing better harmony within students.
3. Departments also organize mentoring sessions for the students to discuss their difficulties and issues on Gender and equity.
4. Audit team also meets with the members of Sexual Harassment Cell and members of Internal Complaint Committee (ICC) for assessing gender related complaints.
5. Separate Girls Common Room, Gymnasium and Specified Toilets are present in the college campus to promote gender equity.
6. Separate Girls Hostel has been established to promote facilities to the Girls students.



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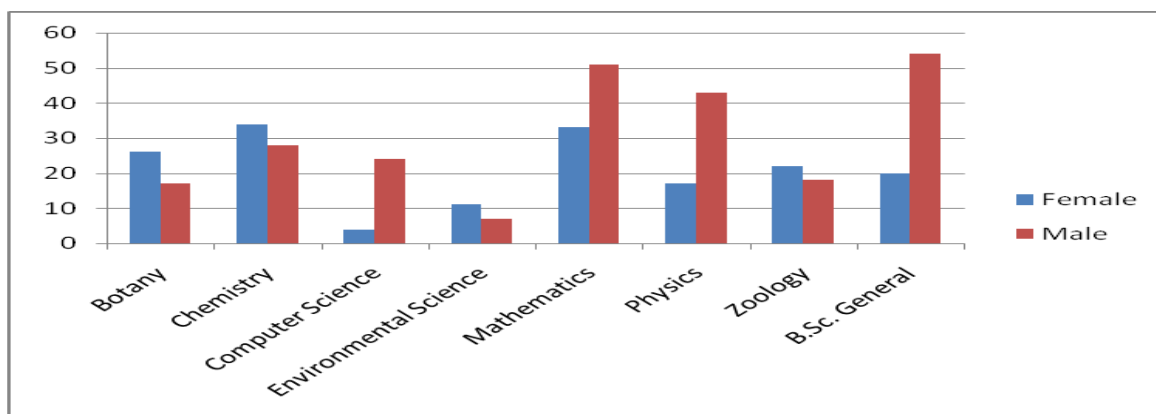
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Gender Audit Report Analysis:

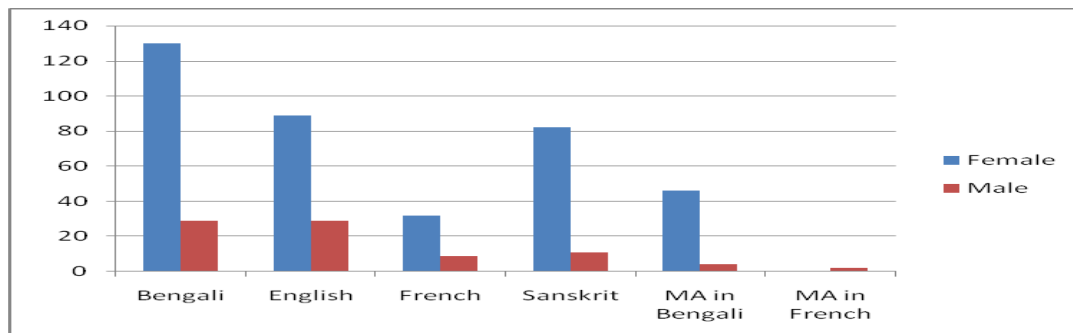
I. Science subjects preference Gender analysis.



Analysis:

1. The Courses like Botany, Zoology and Chemistry Honours has been chosen by both genders more or less equally.
2. The Courses like Computer Science, Physics, Mathematics Honours and B.Sc. General Course is preferred by the male students.
3. Whereas Environmental Science Honours is the only science course which is preferred by the female students

II. Language subject preference gender analysis:



Analysis:

1. The language subjects like Bengali, English, Sanskrit and French has been preferred by female students distinctively.
2. Male students are comparatively lesser in number.



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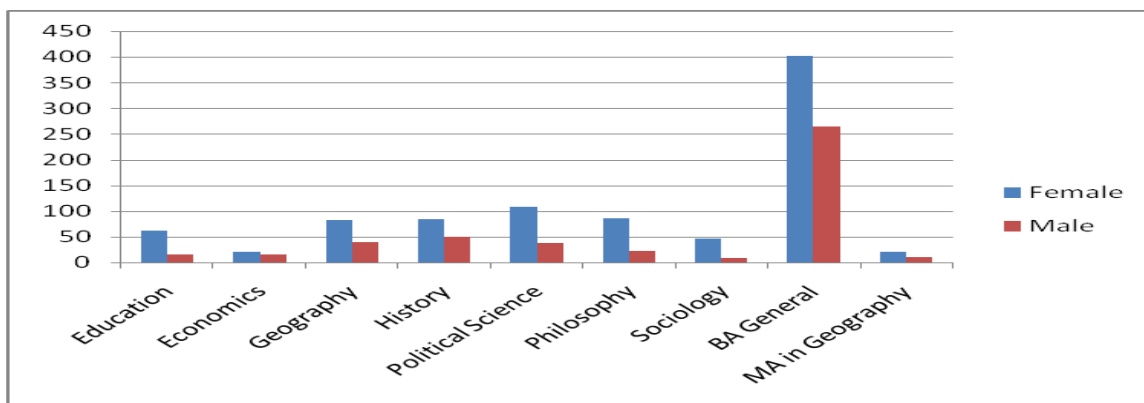
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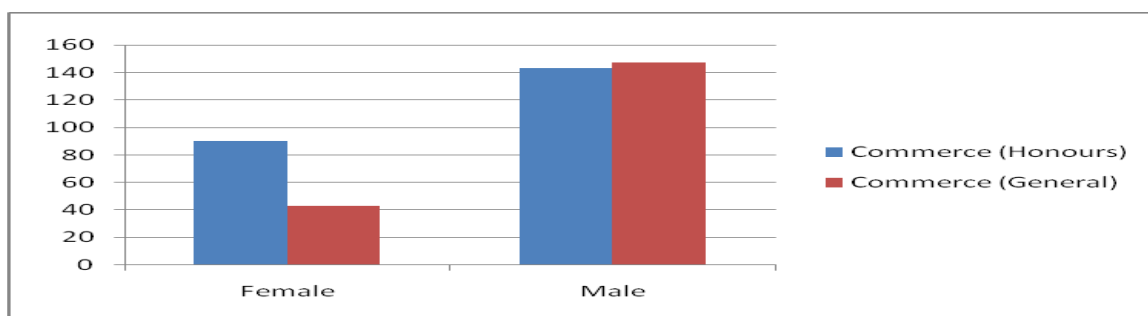
III. Social Science & Humanities subject preference gender analysis:



Analysis:

1. Subjects like Education, Geography, History, Political Science and Philosophy are distinctively preferred by the female students.
2. Economics shows equal preference by both the genders.
3. BA General Course have massive preference by female students.

IV. Commerce subject preference gender analysis:



Analysis:

1. Commerce Honours and General both the courses are preferred by the male students.
2. Distinctive variation has been noted in case of subject preference by the female students.

S. Sharmila
Principal
Chandernagore College





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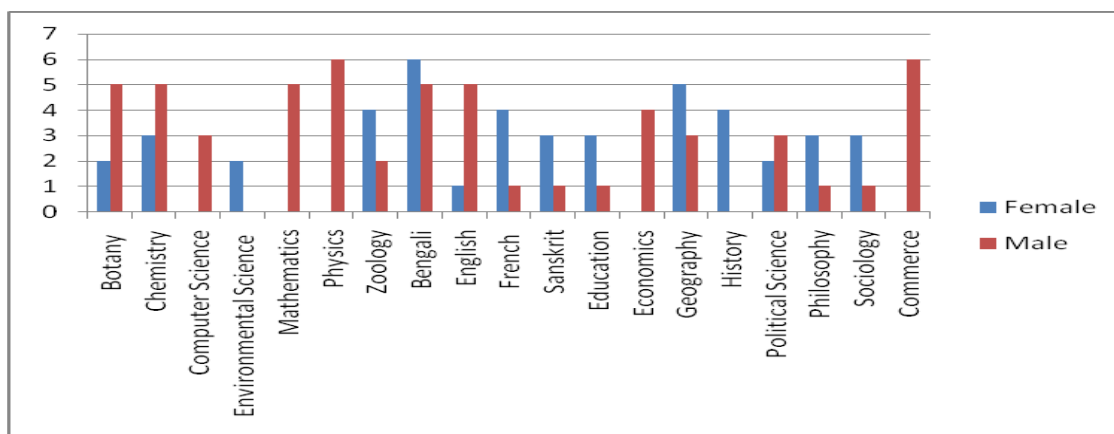
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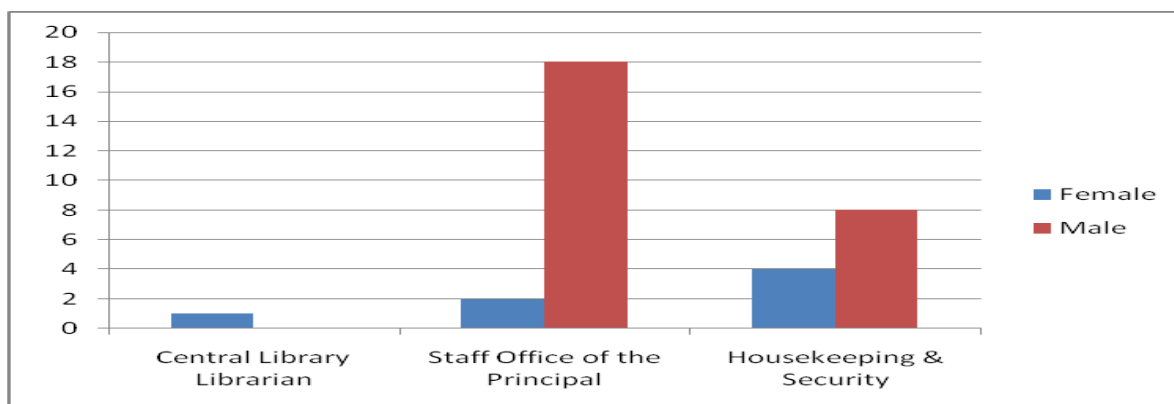
V. Faculty gender ratio in different departments.



Analysis:

1. Departments like Mathematics, Physics and Commerce faculty members are male only.
2. Faculty members of History and Environmental Science are female only.
3. Botany, Chemistry, English departments have male faculty in majority.
4. Other departments have faculty with female members majority.

VI. Non-Teaching staff member gender ratio analysis:



Analysis:

1. Most of the non-teaching staff members are male, however female representatives are present among the House keeping staff and non-teaching staff.
2. The college Library is headed by the female librarian.





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CHANDERNAGORE COLLEGE

GENDER AUDIT

Sustainable Development
Goal 5: Gender equality



REPORT OF THE GENDER AUDIT: 2022- 2023

Preamble

Gender Audit of educational institutions is a process for organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities. Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues.

According to UN Sustainable Development Goal 5: Gender equality, gender auditing helps institutions to focus on such areas as:

- Mainstreaming gender as a cross-cutting concern within the unit's objectives, programmes and budget.
- Existing gender expertise and competence
- Information and knowledge management on gender issues.
- Systems and instruments in use for accountability, evaluating and monitoring on gender equality.
- Staffing and human resources concerning balance between women and men, as well as gender-friendly policies.
- Organisational culture and its effects on gender equality.

CHANDERNAGORE COLLEGE as an institution is committed to equity and equality of opportunity. It also aims to offer quality education to all students irrespective of disparities in background. To fulfil its aims the College decided to go for a Gender Audit and hence this study, which has been carried out by applying the participatory methodology. Towards this end, I made two visits (Online and onsite both applicable) to CHANDERNAGORE COLLEGE and had interactive sessions with the teachers, staff and students of the College on the College premises. With the cooperation of the Principal, teachers and students of the College I was able to visit the various facilities and structures of the College premises and examine them in relation to their gender quotient. I also examined various records and documents of the College as provided by their office. I am satisfied that I have sufficient data to prepare a comprehensive gender audit that is presented below.

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Given below is a brief profile of College:

Chandernagore College established in 1862 and re-established in 1931, is a Constituent College of the University of Burdwan. Chandernagore College is recognized by the University Grants Commission (UGC) under Section 2(f) 1956 and Section 12(B) 1972. The distinguished faculty members of this institution hail from the prestigious West Bengal Educational Service Cadre. The College was evaluated by the National Accreditation and Assessment Council (NAAC) in 2007 and was awarded 'B++' rank. In 2016 the College was re-accredited by NAAC with the same grade but with an improved overall score.

- Established in the year 1862
- Currently offering BA (Honours & Gen), B.com & B.Sc. (Honours & Gen) , MA & MSc
- Working Days- Monday to Saturday- 10.00 Am to 5.00 PM
- Two Campuses
- Central Library
- Well maintained medicinal Garden
- Central Instrument Lab
- Research Lab ,Well designed internet – enabled
- Smart classrooms with proper ventilation and lighting
- Auditorium Hall, Seminar Hall
- Girls activity Centre
- Girls' Hostel
- College Museum
- 24 Hour CCTV surveillance
- 24 Hour security services

THE AUDIT

1. Student Data Analysis

- **Overall Gender Ratio:** The student body comprises 58% females and 42% males, indicating a 16% higher representation of female students.
- **Undergraduate (UG) Students:** In UG programs, there's a distinct preference for female students at 57%, while male students constitute 43%.
- **Postgraduate (PG) Students:** The PG programs show a significant disparity, with 87% female students and only 13% males, highlighting a substantial preference or higher participation of females in PG education.

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- **Reserved Categories (SC, ST, OBC-A, OBC-B):** Across various reserved categories, females show higher representation compared to males. Notably, in ST category students, female representation stands at 62%, indicating higher enrollment of females from this category.
- **Semester Clearance (Success) Students:** The data illustrates a higher percentage of female students (56.5%) successfully passing their semesters compared to male students (43.5%), indicating better academic performance by females.

2. Teacher Data Analysis:

- **Permanent Teachers:** The gender distribution among permanent teachers shows 49% female teachers and 51% male teachers, indicating a higher representation of males.
- **SACT (State-Aided College Teachers):** Contrary to permanent teachers, SACT teachers show a higher percentage of female representation at 71% compared to 29% male teachers.
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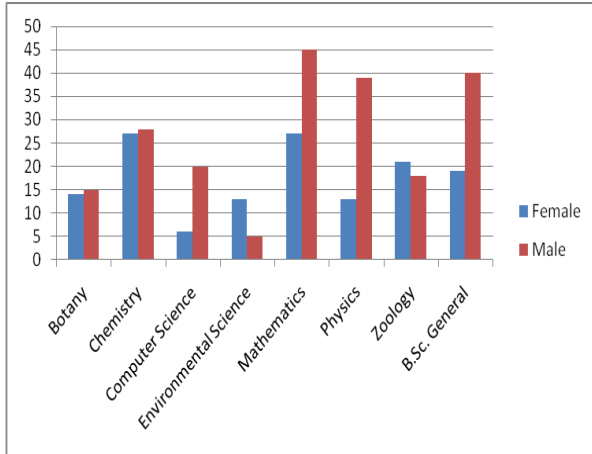
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- **Student Body Gender Composition:** The overall student body demonstrates a slightly higher representation of female students, particularly noticeable in UG programs.
- **Gender Disparities in Teaching Roles:** While permanent teachers lean towards male dominance, SACT teachers exhibit a higher representation of females. However, a substantial gender gap exists among non-teaching staff, primarily comprising males.
- **Performance and Enrolment:** Females tend to perform better academically, as evidenced by their higher semester clearance rates. Additionally, they display higher representation across various reserved categories.

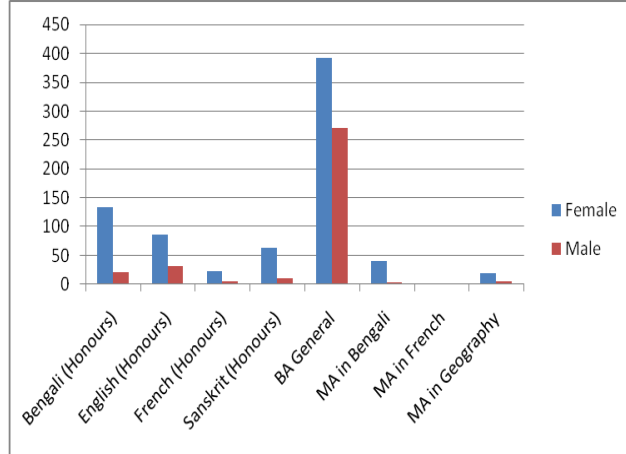
STUDENT DATA [2022-23]

Gender wise Subject Preference Data Analysis

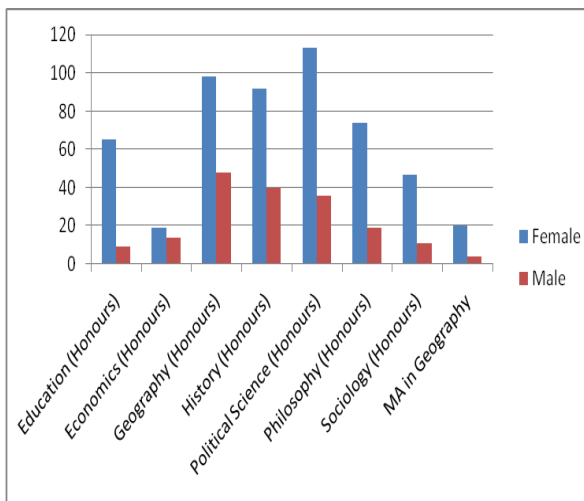
Science subjects preference Gender analysis



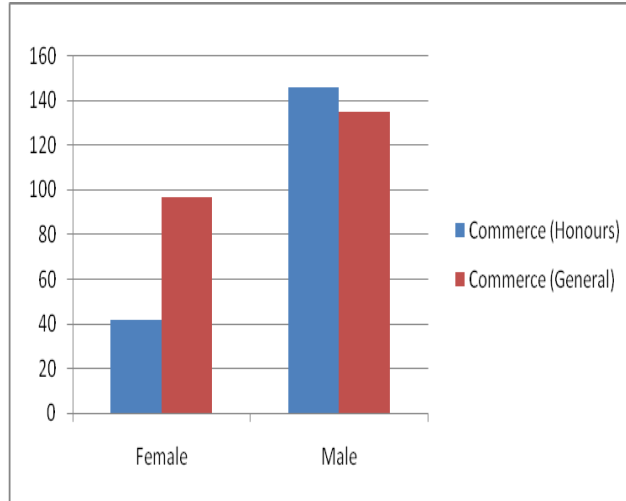
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Humanities subject preference gender analysis

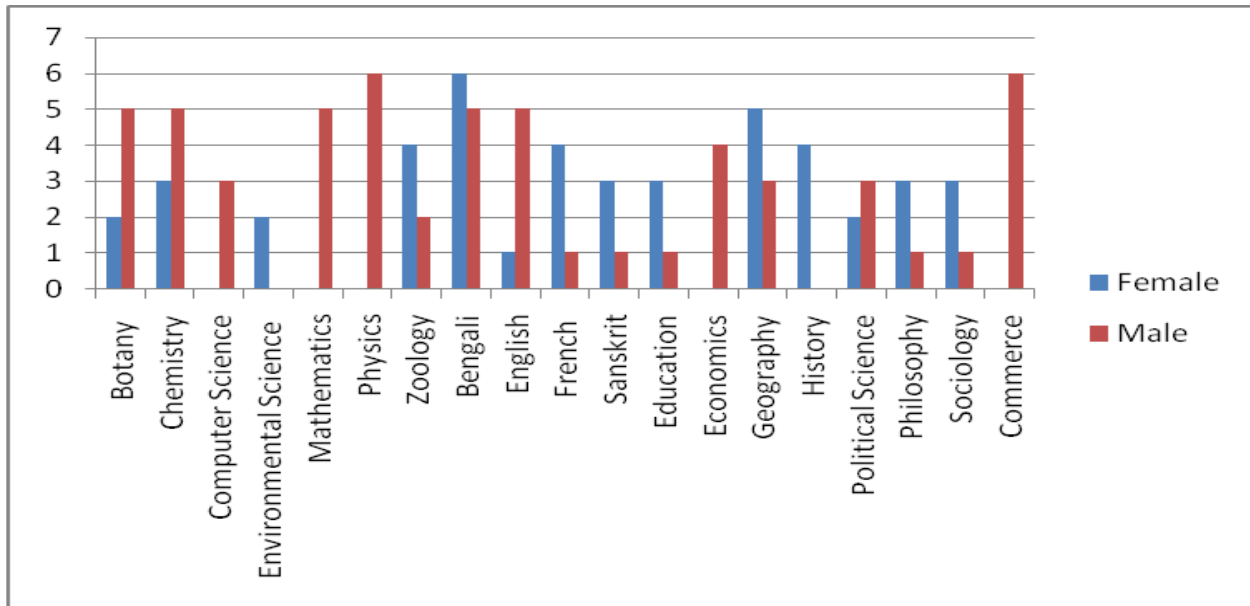


Commerce subject preference gender analysis

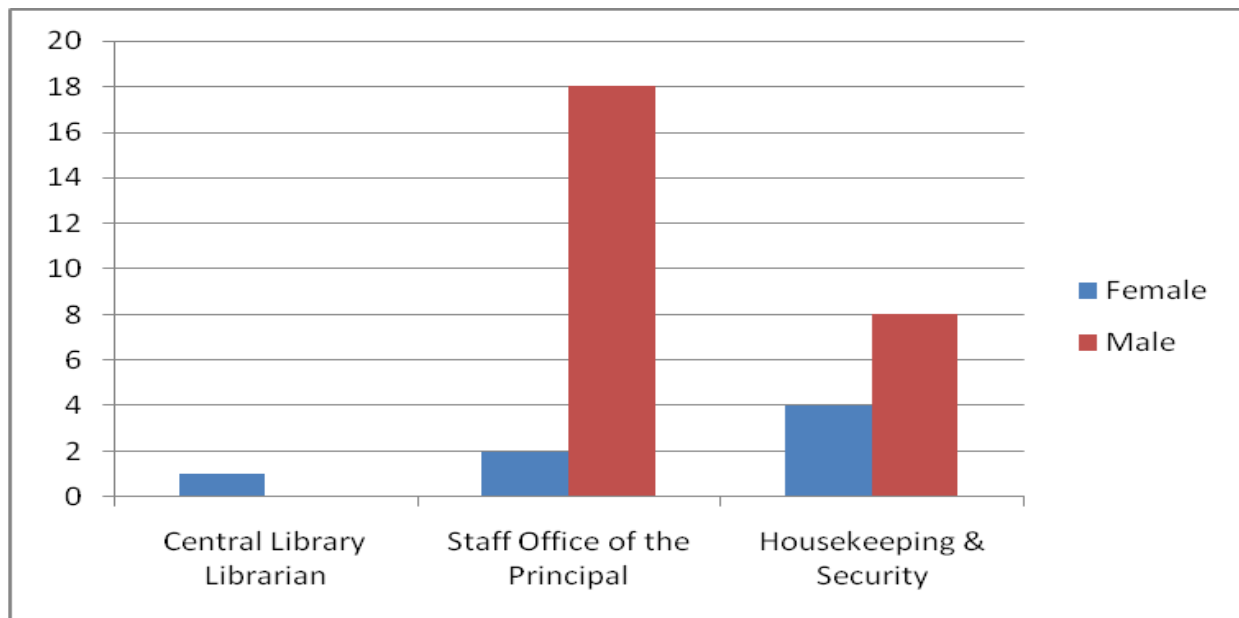


TEACHING AND NON TEACHING STAFF [2022-23]

Faculty Gender Ratio in different Departments



Non-Teaching staff member Gender Ratio analysis



Suggestions and Recommendations:

1. Regular Gender Audits:

Establish a routine schedule for gender audits to monitor progress and identify evolving challenges, ensuring sustained commitment to gender inclusivity.

2. Data-Driven Decision-Making:

Encourage ongoing data collection and analysis to inform decision-making processes, fostering evidence-based strategies for gender equality.

3. Community and Stakeholder Involvement:

Engage with the college community and relevant stakeholders to promote a collective commitment to gender diversity and inclusivity.

4. Partnerships for Change:

Explore partnerships with organizations and institutions experienced in promoting gender equality to leverage expertise and resources for sustained improvement.

5. Transparent Communication:

Foster transparent communication about the college's commitment to gender inclusivity, sharing progress, and seeking input from the college community.

6. Celebrating Success Stories:

Highlight and celebrate success stories of gender diversity and inclusivity within the college to inspire positive change.

7. It is my suggestion that the college continue its reputation of being a safe environment for women and retain its gender sensitive culture.

8. Also suggest that more female students be encouraged to participate in sports and to contest for college-level leadership positions.

MANAGEMENT SYSTEM CONSULTANCY

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Concluding Remarks:

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In all these years rarely has any untoward incident involving women occurred. The College maintains its atmosphere of healthy interaction among boys and girls. Under the present leadership of the college principal and a gender balanced staff, the College maintains its tradition of gender sensitivity.

Amalesh K. Mandal

Amalesh Kumar Mandal

S. S. S. S.
Principal
Chandernagore College



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		Female	Male	Female	Male
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4	Environmental Science	13	5	2	0
5	Mathematics	27	45	0	5
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17	Philosophy	74	19	3	1
18	Sociology	47	11	3	1
19	BA General	392	271	-	-
20	MA in Bengali	41	3	-	-
21	MA in French	0	1	-	-
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NON TEACHING DEPARTMENTS					
25	Central Library Librarian	-	-	1	0
26	Staff Office of the Principal	-	-	2	18
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 Principal
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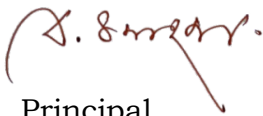
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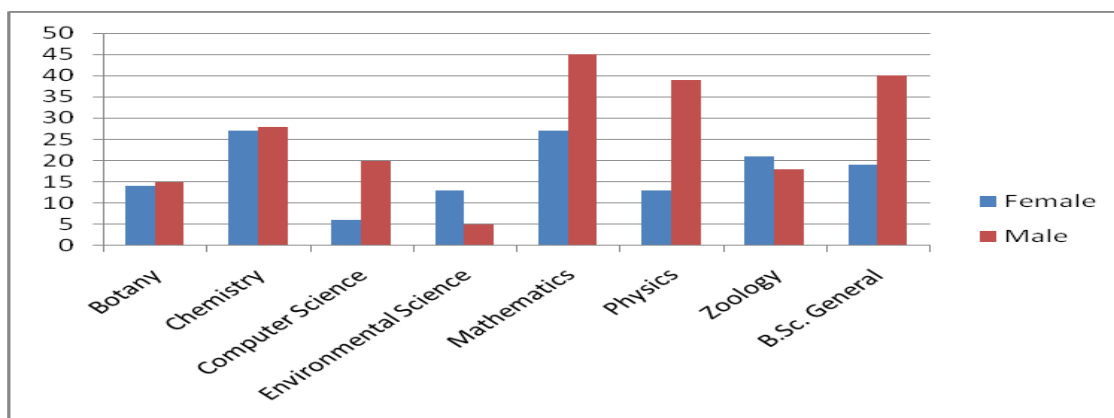
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Gender Audit Report Analysis:

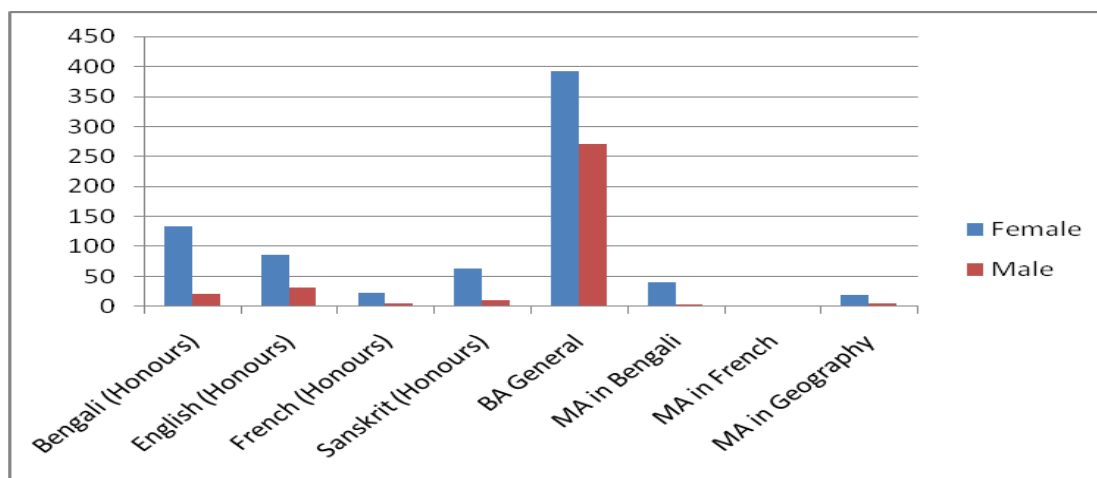
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II. Language subject preference gender analysis:





Government of West Bengal
OFFICE OF THE PRINCIPAL
Chandernagore College

Formerly College Dupleix

Strand Road, Chandannagar, Hooghly, West Bengal, India, Pin-712136

Website: www.chandernagorecollege.ac.in Mail: office@chandernagorecollege.ac.in

Mob: 91-7439603177, Tel: 91-33-26835290

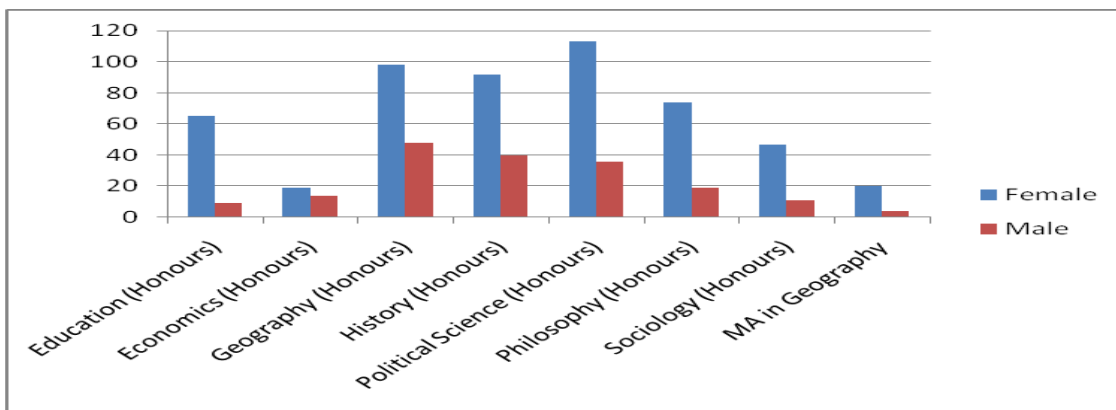
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Analysis:

1. The language subjects like Bengali, English, Sanskrit and French has been preferred by female students distinctively.
2. Male students are comparatively lesser in number.

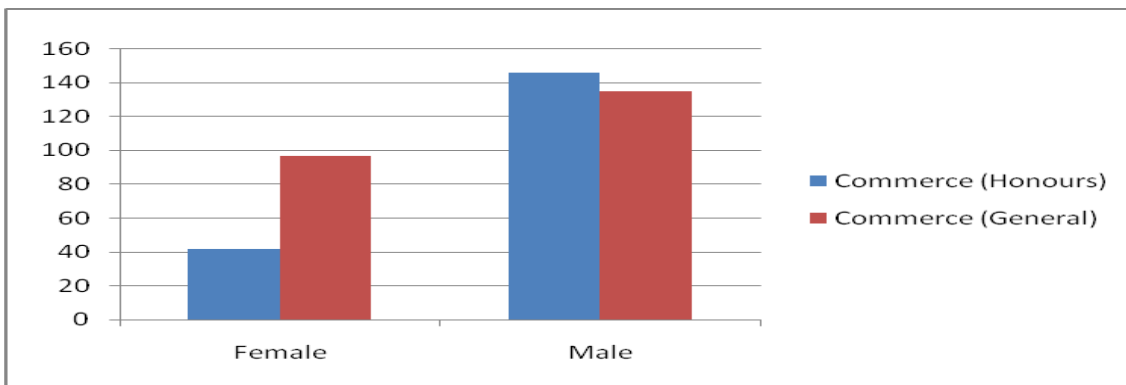
III. Social Science & Humanities subject preference gender analysis:



Analysis:

1. Subjects like Education, Geography, History, Political Science and Philosophy are distinctively preferred by the female students.
2. Economics shows equal preference by both the genders.

IV. Commerce subject preference gender analysis:



Analysis:

1. Commerce Honours and General both the courses are preferred by the male students.



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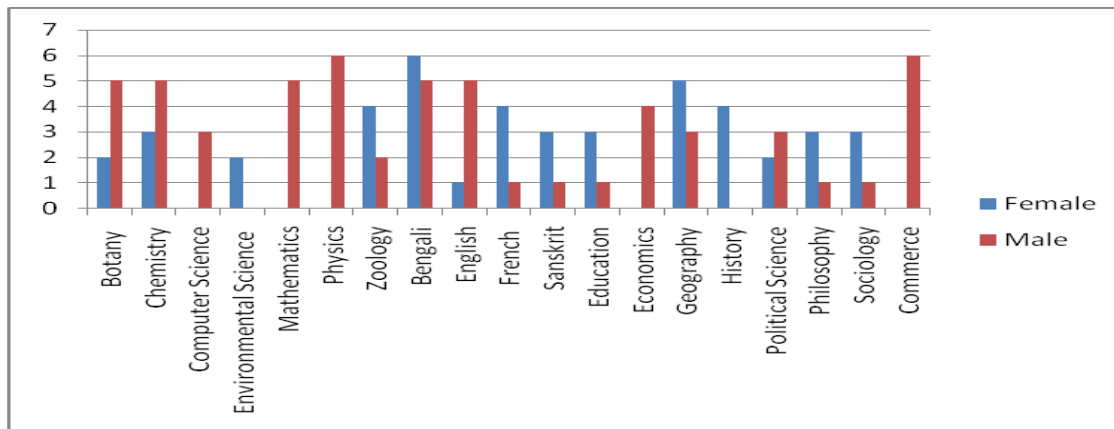
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2. Distinctive variation has been noted in case of subject preference by the female students.

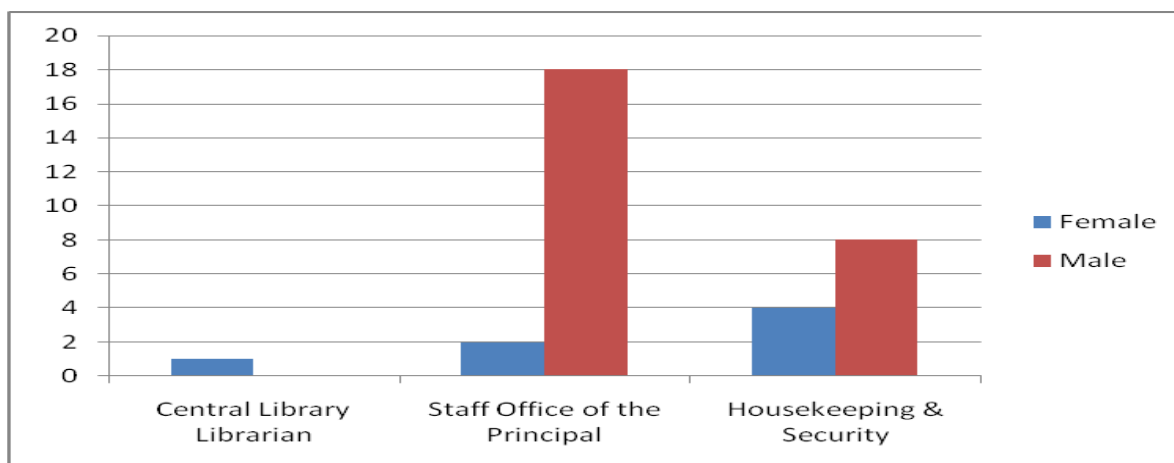
V. Faculty gender ratio in different departments.



Analysis:

1. Departments like Mathematics, Physics and Commerce faculty members are male only.
2. Faculty members of History and Environmental Science are female only.
3. Botany, Chemistry, English departments have male faculty in majority.
4. Other departments have faculty with female members majority.

VI. Non-Teaching staff member gender ratio analysis:



Analysis:

1. Most of the non-teaching staff members are male, however female representatives are present among the House keeping staff and non-teaching staff.
2. The college Library is headed by the female librarian.

