



GENDER AUDIT

**2019 – 20
INSTITUTIONAL SELF ASSESSMENT PROCESS**

Affiliated to University of Burdwan

**TEHATTA SADANANDA MAHAVIDYALAYA
TEHATTA, PURBA BARDHAMAN
WEST BENGAL
INDIA**

GENDER AUDIT

2019 – 20

Prepared by

**Internal Quality Assurance Cell (IQAC)
Tehatta Sadananda Mahavidyalaya**



Affiliated to University of Burdwan

**Tehatta Sadananda Mahavidyalaya
Tehatta, PurbaBardhaman,
West Bengal, India
PIN - 713122**

DECLARATION OF AUDIT TEAM

We believe that sufficient and appropriate audit processes were carried out and that evidence was obtained to substantiate the accuracy of the conclusions drawn and presented in this report. A comparison of the circumstances as they were at the time of the audit forms the basis of the conclusions.

PREFACE

Gender equality is not only a fundamental right but a necessary foundation for a peaceful, prosperous and sustainable world. It is essential to achieve a more holistic society with full human potential and sustainable development. It implies that individuals of all age groups irrespective of their class, caste, race and sex enjoy an equal distribution of power and influence, have equal opportunities for financial independence through work or through setting up businesses, enjoy equal access to education and the opportunity to develop personal ambitions, interests and talents, share responsibility for the family and children and are completely free from coercion, intimidation and gender based violence both at workplace and at home front. Unfortunately the reality is far from this ideal; for discrimination is often seen to be practiced which is fostered by age old biased conceptions about gender roles. Achieving gender equality thus necessitates dismantling of existing social, economic and political structures that perpetuate gender based disparities. Gender equality aims to create a society where all individuals regardless of their gender have the same prospects for personal development and fulfillment. Gender equity goes beyond the simple consideration that men and women are equal. It acknowledges the fact that individuals of different genders may face different challenges and therefore require different solutions to cater to their specific needs and bring about parity between men and women. It promotes a healthier ambience by eradicating the imbalances and ensuring that everyone has an equitable chance to succeed. Gender equity therefore seeks to address the disparities by taking into account the unique requirements of different genders without perpetuating the stereotypes.

In order to foster gender equality, gender awareness is essential which involves a heightened understanding of the roles, expectations and societal constructs associated with different genders. Awareness empowers people to question and challenge the age old biased viewpoints and bring in a positive change thereby ensuring a more congenial environment that respects diversity and promotes inclusivity. It prompts individuals, organizations and societies to confront biases, combat discrimination and strive for an equal world for people of all genders. Gender equality and gender equity are therefore not just essential to promote social welfare but are cornerstones of sustainable development of the society.

INTRODUCTION

Gender analysis offers information to understand women's and men's access to and control over resources that can be used to address disparities, challenge systemic inequalities and build efficient and equitable solutions. A gender audit tool is a practical resource to guide organizations in identifying challenges and opportunities for increasing organizational equality and to create gender action planning.

Any organization involved in higher education is required to establish a democratic ideal of equity and equality for men and women. If a gender gap is discovered within the organization, it needs to be addressed with a thorough cross-sectional investigation of gender and a range of socioeconomic factors. This gender audit was put together by IQAC and the Women's Cell at Tehatta Sadananda Mahavidyalaya. This audit's primary goal is to:

1. Assess organizational readiness and surveying staff to understand perceptions of gender integration.
2. Use focus group conversations to develop an organizational vision of gender equality
3. Create an inclusive procedure for developing and carrying out the organization's gender parity programmes.

ABOUT THE COLLEGE

Since long before the dawn of Independence the erudite people among the depressed, persecuted and toiling masses of Tehatta and her adjacent villages have earnestly tried to eradicate the cause of illiteracy from the locality and to enlighten them with the blessing of higher education. The initial steps, now recognized as prime, were the foundation of Tehatta Sailendra Smriti Sangha, a village Library, a small Hospital, a Post Office and of course Tehatta Free Primary School and Tehatta High School. The latest and glorious inclusion in the list was Tehatta Sadananda Mahavidyalaya, (Estd. 2013) a coeducational Govt. aided Degree College, affiliated to University of Burdwan.

GENDER POLICY OF THE COLLEGE

- i. To include gender equity into the culture, procedures, programmes, and values of organizations.
- ii. Encourage and practice equal compensation for equal labour.
- iii. Create a setting where men and women can successfully juggle work and family obligations.
- iv. Preserve gender parity among employees and organizational structures.
- v. Encourage the presence of women in senior decision-making roles inside the institute.
- vi. Encourage cooperation between men and women.
- vii. Set up practical safeguards for everyone's (all genders) protection and safety.

GENDER BALANCE WITHIN THE INSTITUTION

STUDENTS PROFILE

The term "gender balance" refers to having a proportionately high and low number of male and female employees and students inside the organization.

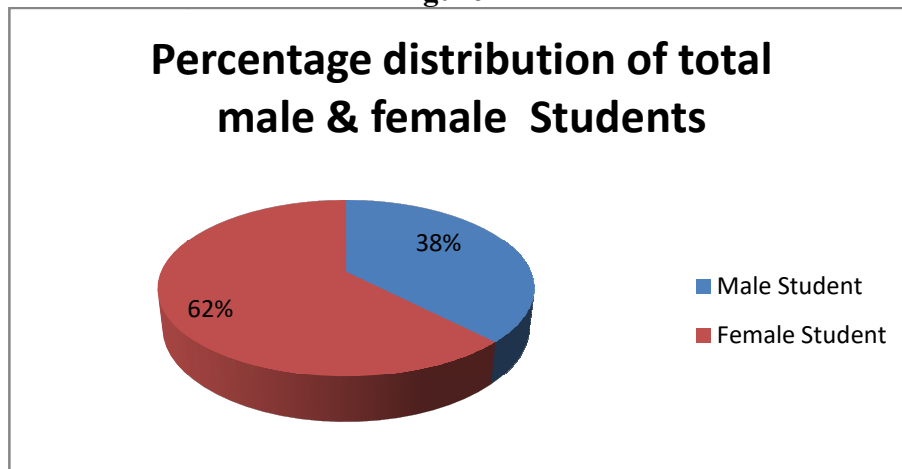
Women have historically had less access to opportunities and resources because of social institutions that frequently serve as barriers. Women become less capable as a result, which has a knock-on effect on their empowerment and ability to participate in development programmes. However, Tehatta Sadananda Mahavidyalaya does a wonderful job of upholding gender neutrality on campus. The gender breakdown of all college students for the 2019 – 2020 academic year is displayed in the table below.

2019-20

1. Total Student

| Year | Total Student | Male Student | Female Student | Male Student % | Female Student % |
|---------|---------------|--------------|----------------|----------------|------------------|
| 2019-20 | 326 | 123 | 203 | 37.7 | 62.3 |

Figure - 1

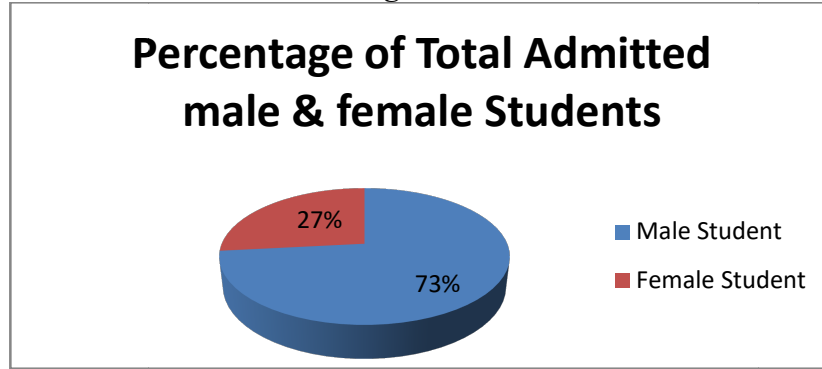


Interpretation: The graphical representation of Figure – 1 shows that the percentage distribution of Total male & female Students. The graphical representation of Figure – 1 also shows that the percentage score of female students is higher than the percentage score of male students.

2. Total Admitted Students

| Year | Total Student | Male Student | Female Student | Male Student % | Female Student % |
|---------|---------------|--------------|----------------|----------------|------------------|
| 2019-20 | 195 | 143 | 52 | 73 | 27 |

Figure - 2

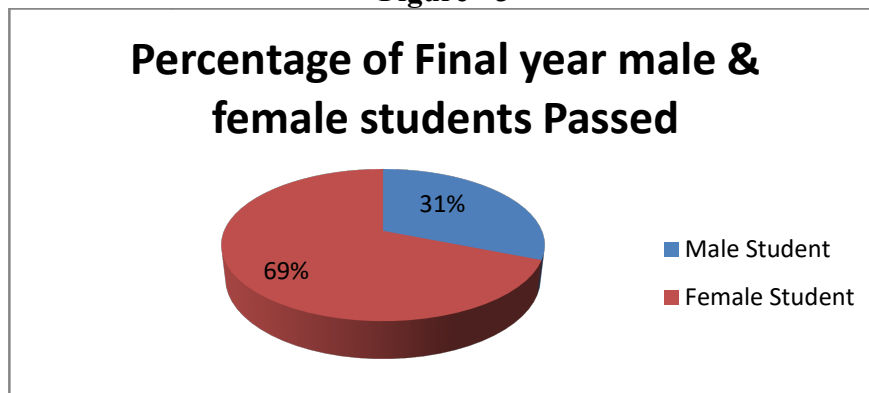


Interpretation: The graphical representation of Figure – 2 shows that the percentage distribution of Total admitted male & female Students. The graphical representation of Figure – 2 also shows that the percentage score of admitted female students is higher than the percentage score of male students.

3. Total Number of Final year students Passed

| Year | Total Student | Male Student | Female Student | Male Student % | Female Student % |
|---------|---------------|--------------|----------------|----------------|------------------|
| 2019-20 | 47 | 09 | 20 | 31 | 69 |

Figure - 3

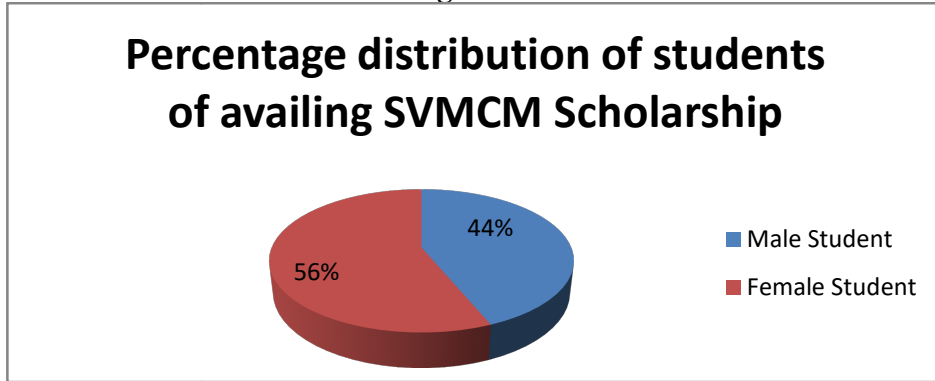


Interpretation: The graphical representation of Figure – 3 shows that the percentage distribution of Total male & female passed Students. The graphical representation of Figure – 3 also shows that the percentage score of female passed students is higher than the percentage score of male passed students.

4. Percentage distribution of students of availing SVMCM Scholarship

| Year | Total Student | Male Student | Female Student | Male Student % | Female Student % |
|---------|---------------|--------------|----------------|----------------|------------------|
| 2019-20 | 16 | 07 | 09 | 43.8 | 56.2 |

Figure - 4

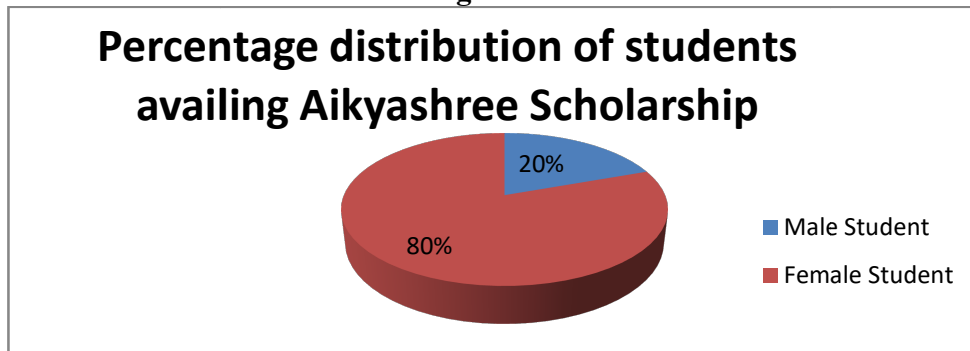


Interpretation: The graphical representation of Figure – 4 shows that the percentage distribution of Total male & female Students availing SVMCM Scholarship. The graphical representation of Figure – 4 also shows that the percentage score of female students availing SVMCM Scholarship is higher than the percentage score of male students.

5. Percentage distribution of students of availing Aikyashree Scholarship

| Year | Total Student | Male Student | Female Student | Male Student % | Female Student % |
|---------|---------------|--------------|----------------|----------------|------------------|
| 2019-20 | 41 | 08 | 33 | 19.5 | 80.4 |

Figure - 5

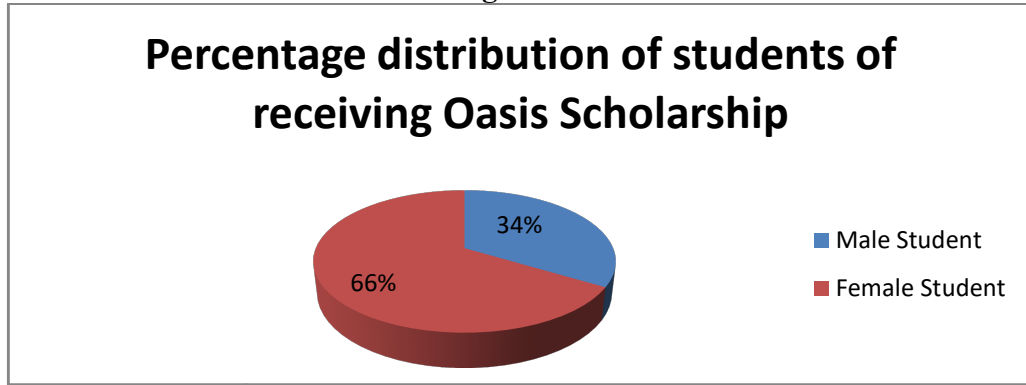


Interpretation: The graphical representation of Figure – 5 shows that the percentage distribution of male & female Students availing Aikyashree Scholarship. The graphical representation of Figure – 5 also shows that the percentage score of female students availing Aikyashree Scholarship is higher than the percentage score of male students.

6. Percentage distribution of students of receiving Oasis Scholarship

| Year | Total Student | Male Student | Female Student | Male Student % | Female Student % |
|---------|---------------|--------------|----------------|----------------|------------------|
| 2019-20 | 122 | 41 | 81 | 33.6 | 66.4 |

Figure - 6

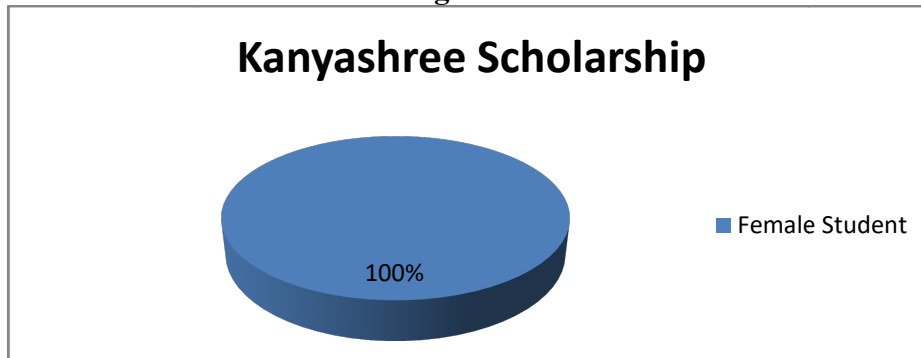


Interpretation: The graphical representation of Figure – 6 shows that the percentage distribution of Total male & female Students receiving Oasis Scholarship. The graphical representation of Figure – 6 also shows that the percentage score of female students receiving Oasis Scholarship is higher than the percentage score of male students.

7. Kanyashree Scholarship

| Year | Total Female Student | Female Student | Female Student % |
|---------|----------------------|----------------|------------------|
| 2019-20 | 33 | 33 | 100 |

Figure - 7

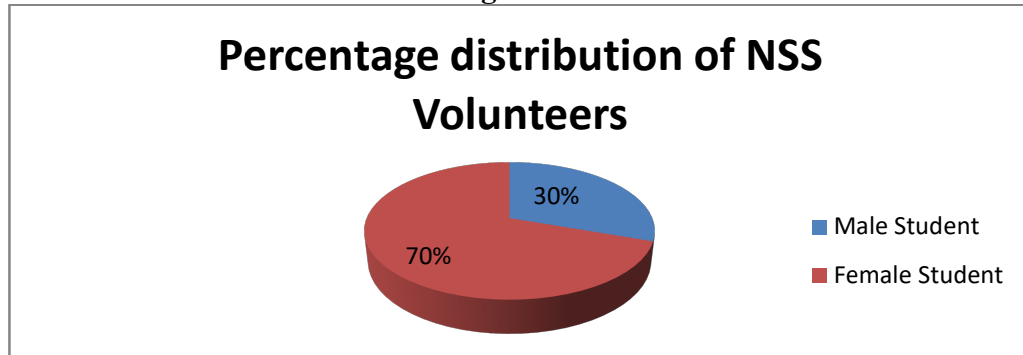


Interpretation: The graphical representation of Figure – 7 shows that only female Students percentage of Kanyashree Scholarship because the scholarship is only provided for female students.

8. Percentage distribution of NSS Volunteers

| Year | Total Student | Male Student | Female Student | Male Student % | Female Student % |
|---------|---------------|--------------|----------------|----------------|------------------|
| 2019-20 | 89 | 27 | 62 | 30.3 | 69.7 |

Figure - 8

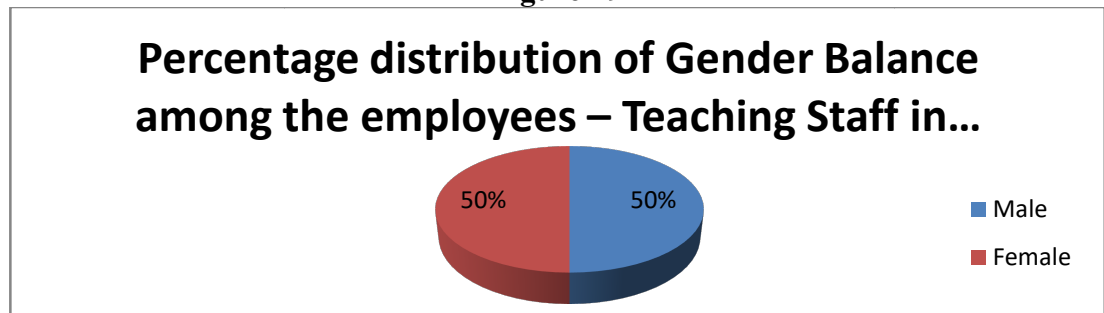


Interpretation: The graphical representation of Figure – 8 shows that the percentage distribution of NSS male & female Student Volunteers. The graphical representation of Figure – 8 also shows that the percentage score of NSS female student Volunteers is higher than the percentage score of NSS male student Volunteers.

9. Percentage distribution of Gender Balance among the employees – Teaching Staff in Substantive Post

| Year | Total | Male | Female | Male % | Female % |
|---------|-------|------|--------|--------|----------|
| 2019-20 | 08 | 04 | 04 | 50 | 50 |

Figure - 9

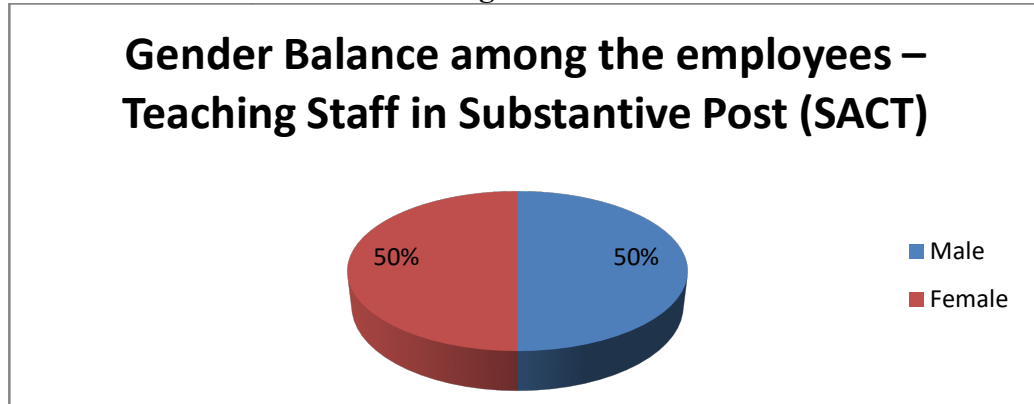


Interpretation: The graphical representation of Figure – 9 shows that the percentage distribution of Total male & female employees (Teaching Staff). The graphical representation of Figure – 9 also shows that the percentage score of male employees and the percentage score of female employees (Teaching Staff) are equal.

10. Gender Balance among the employees – Teaching Staffin Substantive Post (SACT)

| Year | Total | Male | Female | Male % | Female % |
|---------|-------|------|--------|--------|----------|
| 2019-20 | 10 | 05 | 05 | 50 | 50 |

Figure - 10

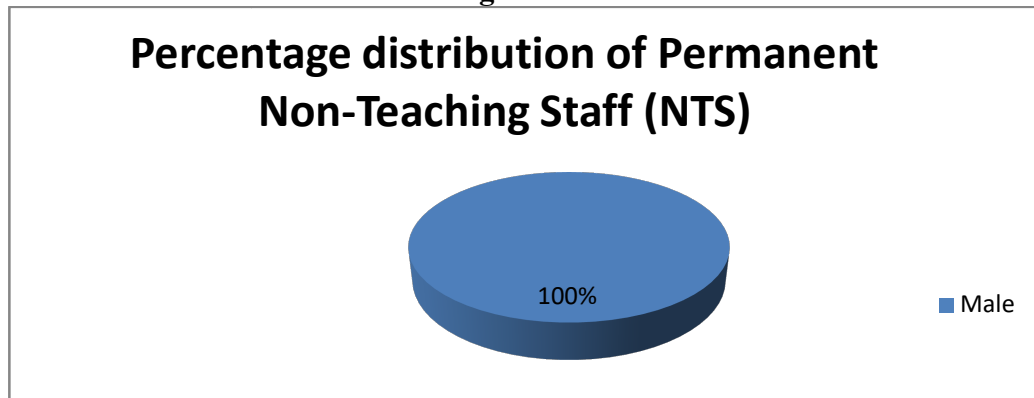


Interpretation: The graphical representation of Figure – 10 shows that the percentage distribution of Total male & female Teaching Staff in Substantive Post (SACT). The graphical representation of Figure – 10 also shows that the percentage score of male student Volunteers and the percentage score of female Teaching Staff in Substantive Post (SACT) are equal.

11. Percentage distribution of Permanent Non-Teaching Staff (NTS)

| Year | Total | Male | Female | Male % | Female % |
|---------|-------|------|--------|--------|----------|
| 2019-20 | 01 | 01 | 00 | 100 | 00 |

Figure - 11

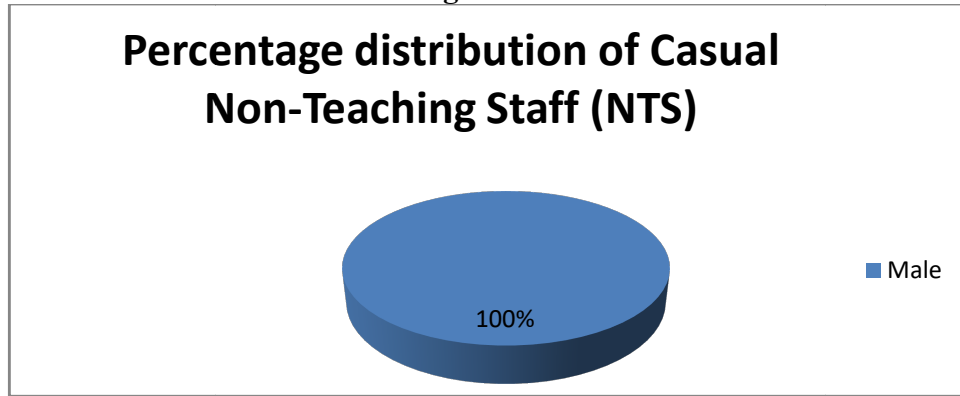


Interpretation: The graphical representation of Figure – 11 shows that only male Permanent Non-Teaching Staff (NTS) percentage because college has only male post.

12. Percentage distribution of Casual Non-Teaching Staff (NTS)

| Year | Total | Male | Female | Male % | Female % |
|---------|-------|------|--------|--------|----------|
| 2019-20 | 03 | 03 | 00 | 100 | 00 |

Figure - 12

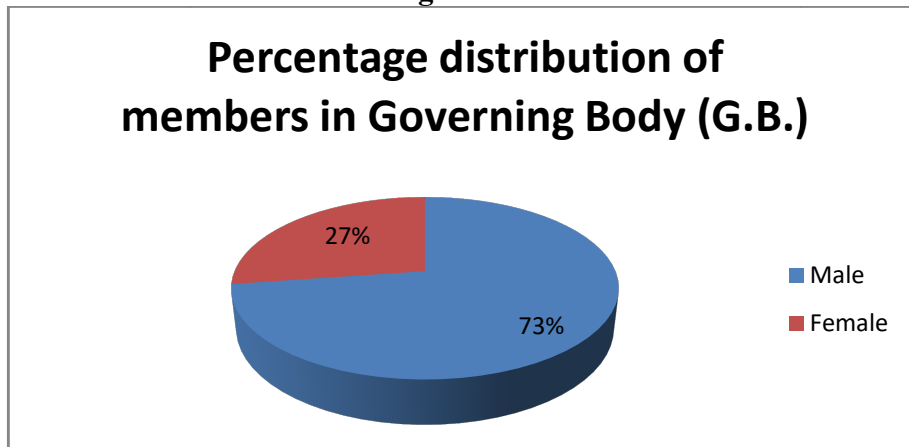


Interpretation: The graphical representation of Figure – 12 shows that three male Casual Non-Teaching Staff (NTS) and here is no any female staff.

13. Percentage distribution of members in Governing Body (G.B.)

| Year | Total | Male | Female | Male % | Female % |
|---------|-------|------|--------|--------|----------|
| 2019-20 | 11 | 08 | 03 | 72.7 | 27.3 |

Figure - 13

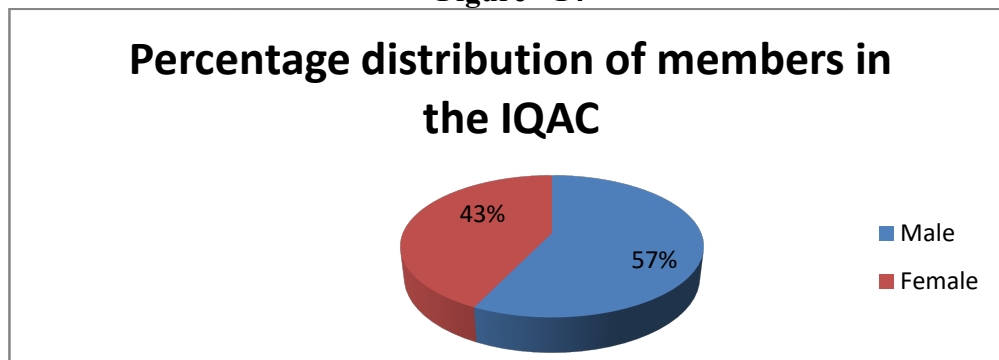


Interpretation: The graphical representation of Figure – 13 shows that the percentage distribution of Total male & female in Governing Body (G.B.) The graphical representation of Figure – 13 also shows that the percentage score of male Teaching staff is higher than the percentage score of female Teaching staff in Governing Body (G.B.).

14. Percentage distribution of members in the IQAC

| Year | Total | Male | Female | Male % | Female % |
|---------|-------|------|--------|--------|----------|
| 2019-20 | 14 | 08 | 06 | 57.1 | 42.9 |

Figure - 14

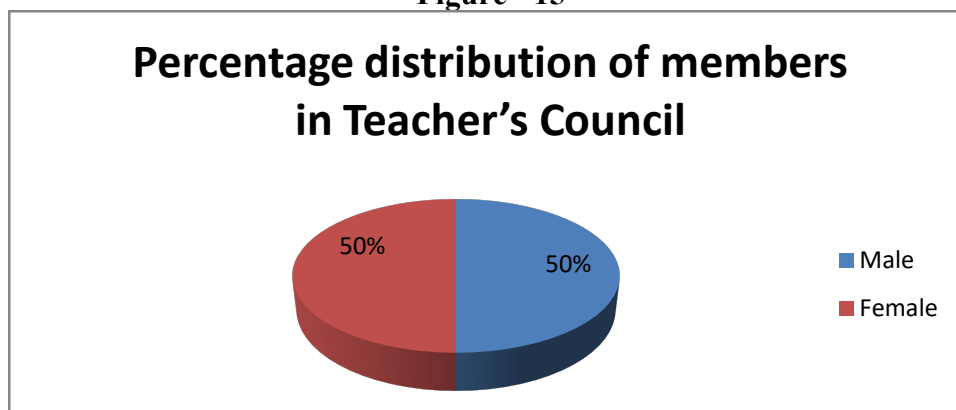


Interpretation: The graphical representation of Figure – 14 shows that the percentage distribution of Total male & female members in the IQAC. The graphical representation of Figure – 14 also shows that the percentage score of male member is higher than the percentage score of female members in the IQAC.

15. Percentage distribution of members in Teacher’s Council

| Year | Total | Male | Female | Male % | Female % |
|---------|-------|------|--------|--------|----------|
| 2019-20 | 18 | 09 | 09 | 50 | 50 |

Figure - 15

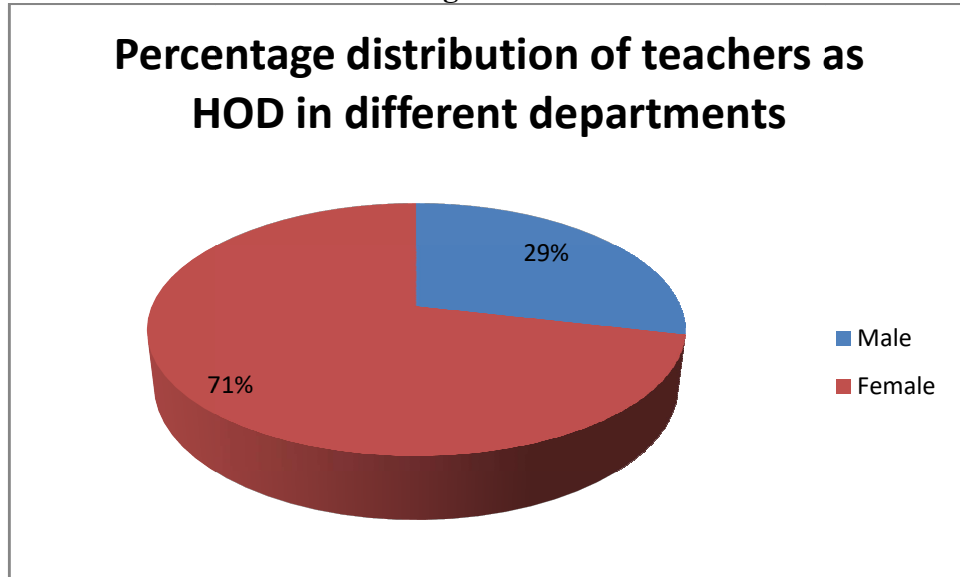


Interpretation: The graphical representation of Figure – 15 shows that the percentage distribution of Total male & female members in Teacher’s Council. The graphical representation of Figure – 15 also shows that the percentage score of male Teaching staff and the percentage score of female Teaching staff in Teacher’s Council are equal.

16. Percentage distribution of teachers as HOD in different departments.

| Year | Total | Male | Female | Male % | Female % |
|---------|-------|------|--------|--------|----------|
| 2019-20 | 07 | 02 | 05 | 28.5 | 71.5 |

Figure - 16



Interpretation: The graphical representation of Figure – 16 shows that the percentage distribution of Total male & female teachers as HOD. The graphical representation of Figure – 16 also shows that the percentage score of female teachers as HOD is higher than the percentage score of male teachers as HOD.

Gender Audit: 2019-20

QUESTIONNAIRE FOR STUDENTS (শিক্ষার্থীদের জন্য প্রশ্নাবলী)

| Sl. No.ক্রমনা. | Questions (প্রশ্ন) | Options | | | |
|----------------|--|----------------------------------|--|-----------------------------------|---|
| | | Disagree/ No (একমত /না) | Neutral/ May be (নিরপেক্ষ/ হতেপারে) | Agree/ Yes (একমত/ হ্যাঁ) | Strongly Agree (দৃঢ়ভাবে একমত) |
| 01 | Are there sufficient toilet facilities for girls to use on campus? (ক্যাম্পাসে মেয়েদের ব্যবহারের জন্য পর্যাপ্ত টয়লেট সুবিধা আছে কি?) | | | | |
| 02 | Are you aware that colleges are monitored by CCTV? (আপনি কি জানেন যে কলেজ সিসিটিভি দ্বারা পর্যবেক্ষণ করা হয়?) | | | | |
| 03 | Has gender discrimination ever been an issue for you at college? (কলেজে লিঙ্গবৈষম্য কি কখনও আপনার জন্য একটি সমস্যা হয়েছে?) | | | | |
| 04 | Are there sufficient trash bins in the lavatory? (শৌচাগারে কি পর্যাপ্ত ট্র্যাশবিন আছে?) | | | | |
| 05 | Do all genders have equal opportunities for fair and unrestricted expressing of ideas? (সবলিঙ্গেরই কি সুষ্ঠু ও সীমাহীন মত প্রকাশের সমান সুযোগ আছে?) | | | | |
| 06 | Are you aware that the college has grievance redressal, anti-sexual harassment, and women's cells? (আপনি কি জানেন যে কলেজে অভিযোগ নিষ্পত্তি, যৌন হয়রানি বিরোধী এবং মহিলাদের সেল রয়েছে?) | | | | |
| 07 | Does the classroom provide all genders with equal opportunities? (শ্রেণীকক্ষ কি সব লিঙ্গকে সমান সুযোগ প্রদান করে?) | | | | |

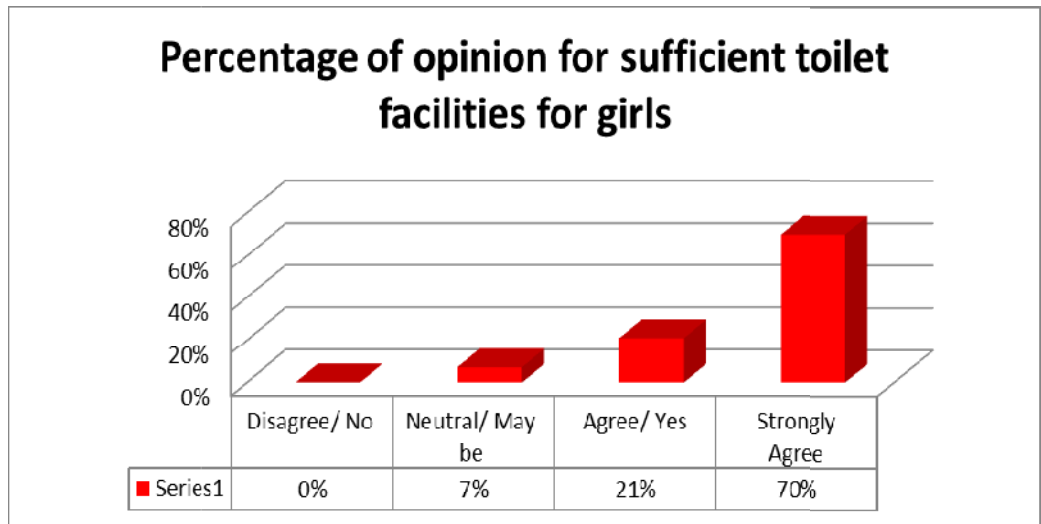
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| | | | | | |
|--|---|--|--|--|--|
| 08 | Have enough security measures been put in place for daytime use on campus and in common areas? (ক্যাম্পাস এবং সাধারণ এলাকায় দিনের ব্যবহারের জন্য যথেষ্ট নিরাপত্তা ব্যবস্থা রাখা হয়েছে?) | | | | |
| 09 | Does your college run a programme on gender awareness? (আপনার কলেজ কি লিঙ্গ-সচেতনতার উপর একটি প্রোগ্রাম চালায়?) | | | | |
| 10 | Is there enough light available inside the campus at night, for example, in the common spaces, restrooms, classrooms, and corridors? (রাতে কি ক্যাম্পাসের ভিতরে পর্যাপ্ত আলো পাওয়া যায়, উদাহরণ স্বরূপ, সাধারণ স্থান, বিশ্রামাগার, শ্রেণীকক্ষ এবং করিডোরে?) | | | | |
| 11 | Are female students fairly represented in the College's events? (কলেজের ইভেন্ট গুলিতে মহিলা ছাত্ররা কি যথাযথ ভাবে প্রতিনিধিত্ব করে?) | | | | |
| 12 | Which of the following five years' worth of improvements at the college do you think have happened most favourably? (কলেজে নিম্নলিখিত পাঁচ বছরের উন্নতির মধ্যে কোনটি সবচেয়ে অনুকূল ভাবে ঘটেছে বলে আপনি মনে করেন?) | | | | |
| Remarks (মন্তব্য): | | | | | |
| <i>Bi-lingual Questionnaire - Developed by Dr. Pritam Das, IQAC Coordinator, Tehatta Sadananda Mahavidyalaya</i> | | | | | |

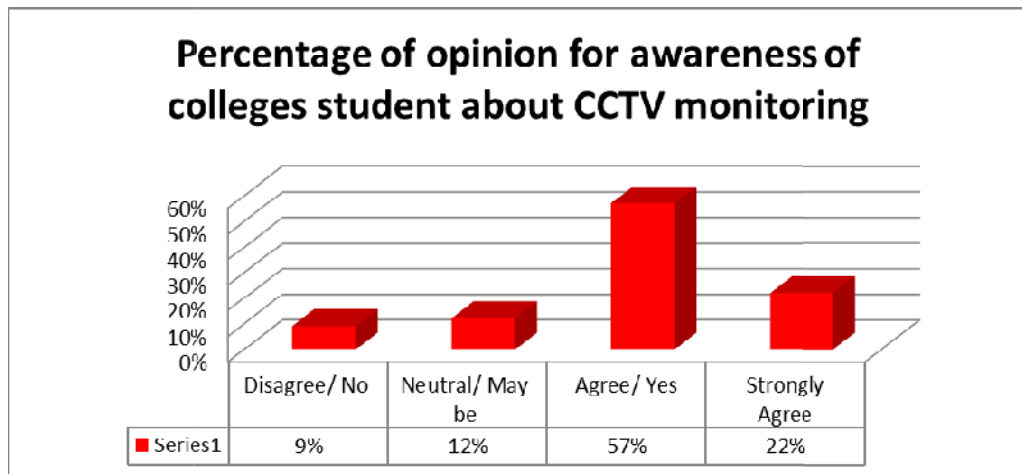
Graphical representation in the basis of student's answers from questionnaire

The questionnaire was distributed among the college students to collect proper answers. Approx 202 college students express their views about college through the questionnaire. The evaluation of their answers shown below by graphical representation.

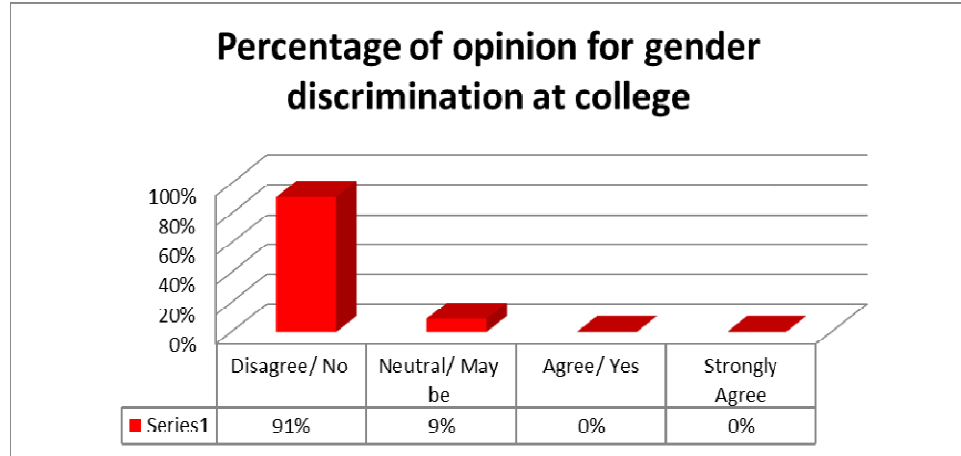
1. Are there sufficient toilet facilities for girls to use on campus? (ক্যাম্পাসে মেয়েদের ব্যবহারের জন্য পর্যাপ্ত টয়লেট সুবিধা আছে কি?)



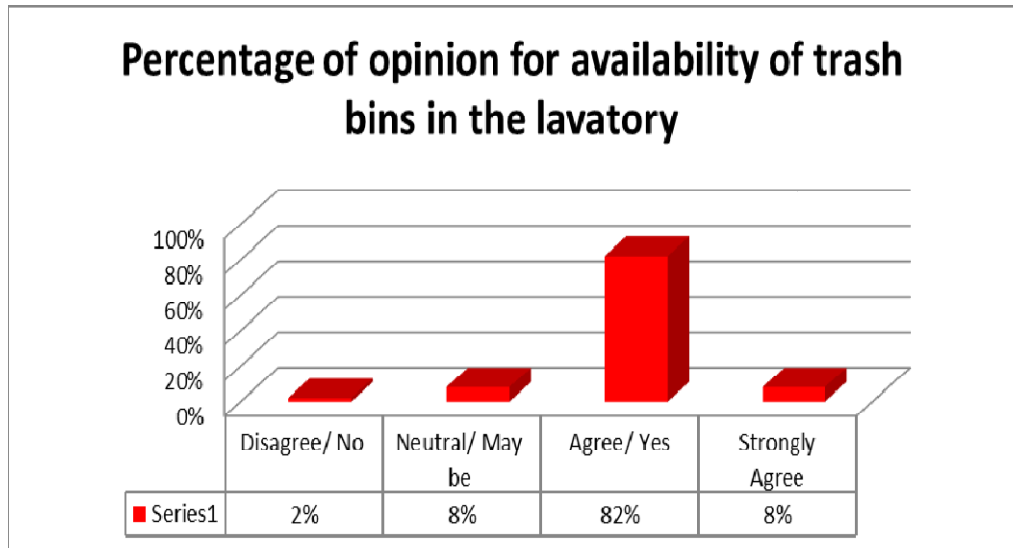
2. Are you aware that colleges are monitored by CCTV? (আপনিকি জানেন যে কলেজসিসিটিভি দ্বারা পর্যবেক্ষণ করা হয়?)



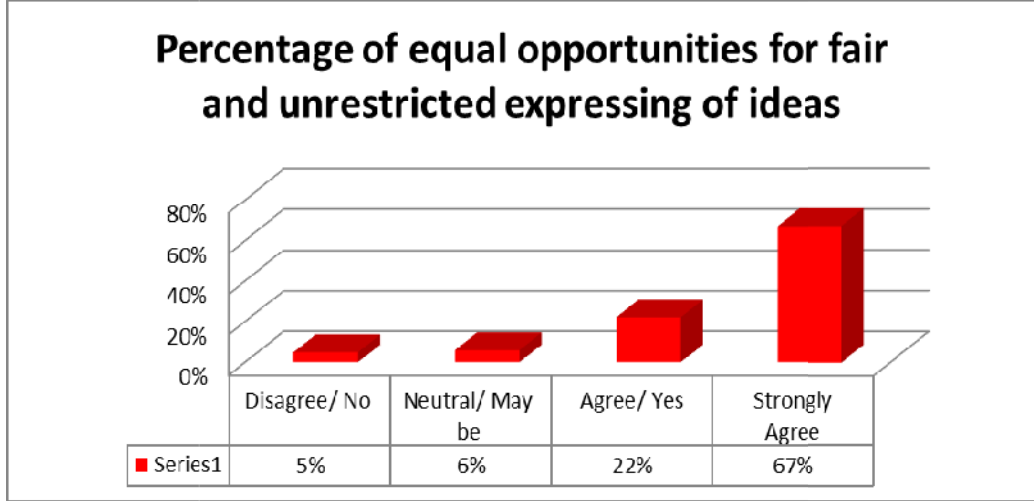
3. **Has gender discrimination ever been an issue for you at college? (কলেজে লিঙ্গ বৈষম্য কি কখনও আপনার জন্য একটি সমস্যা হয়েছে?)**



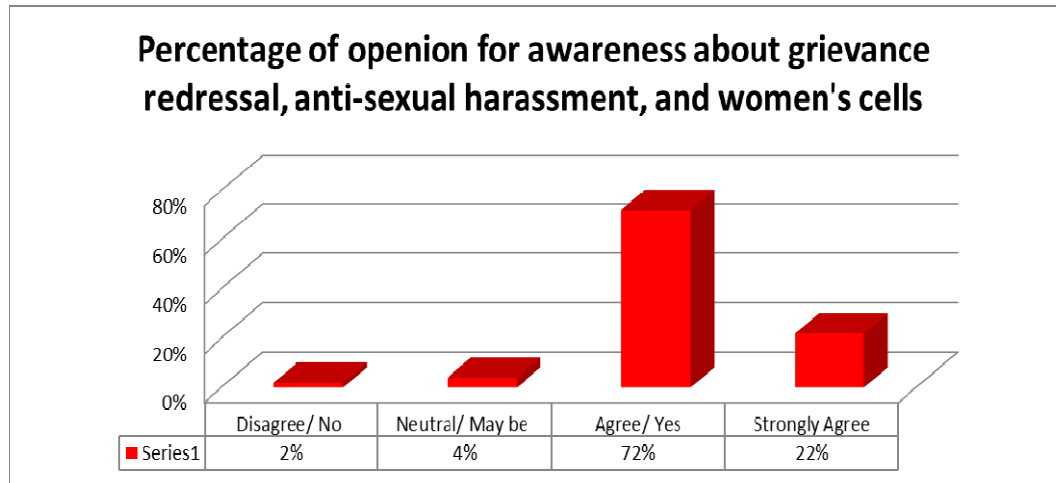
4. **Are there sufficient trash bins in the lavatory? (শৌচাগারে কি পর্যাপ্ত ট্র্যাশবিন আছে?)**



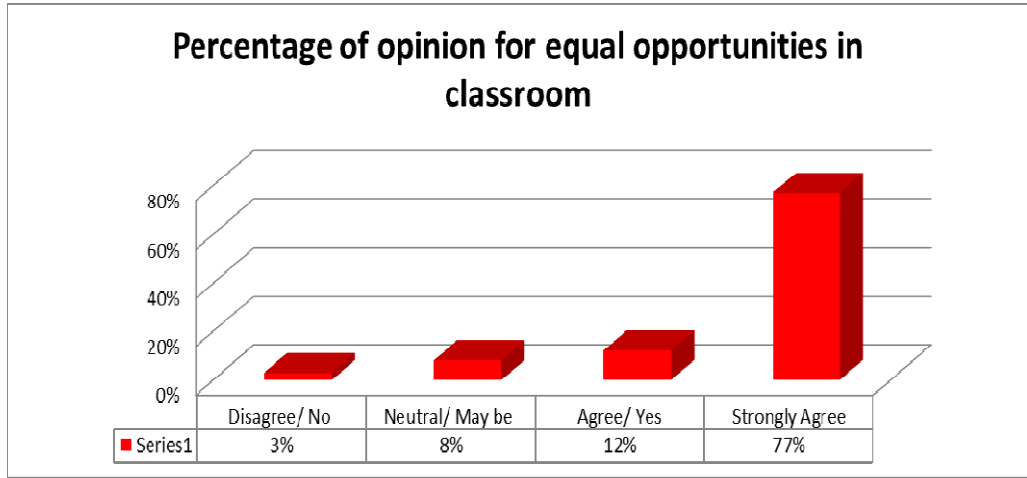
5. Do all genders have equal opportunities for fair and unrestricted expressing of ideas?
(সবলিঙ্গেরই কি সুষ্ঠু ও সীমাহীন মত প্রকাশের সমান সুযোগ আছে?)



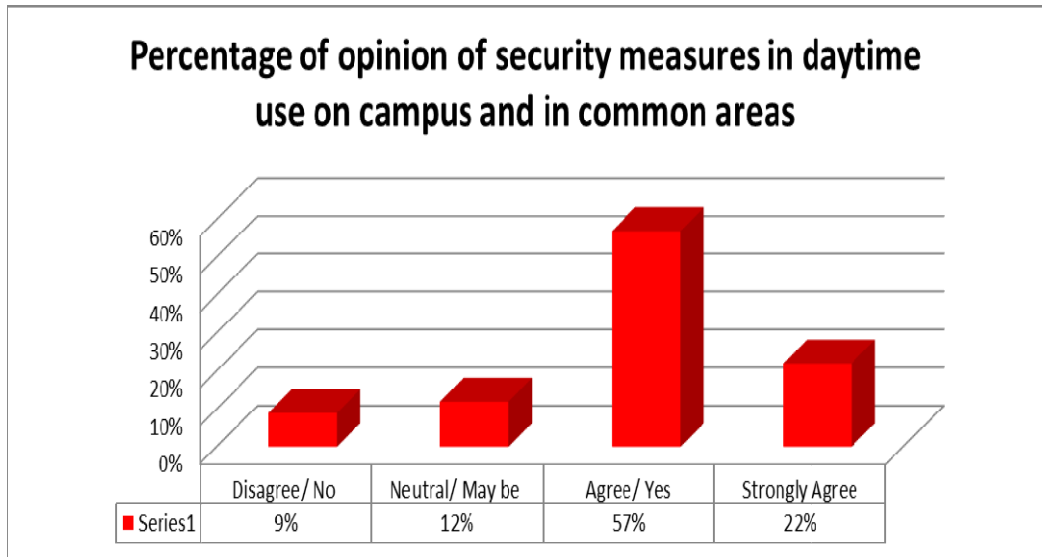
6. Are you aware that the college has grievance redressal, anti-sexual harassment, and women's cells?
(আপনি কি জানেন যে কলেজে অভিযোগ নিষ্পত্তি, যৌন হয়রানি বিরোধী এবং মহিলাদের সেল রয়েছে?)



7. Does the classroom provide all genders with equal opportunities? (শ্রেণীকক্ষ কি সব লিঙ্গকে সমান সুযোগ প্রদানক রে?)

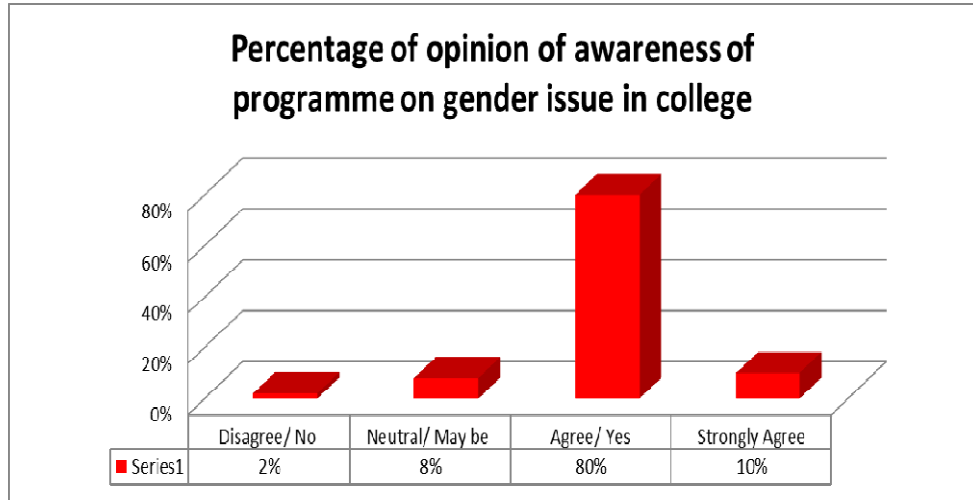


8. Have enough security measures been put in place for daytime use on campus and in common areas? (ক্যাম্পাস এবং সাধারণ এলাকায় দিনের ব্যবহারের জন্য যথেষ্ট নিরাপত্তা ব্যবস্থা রাখা হয়েছে?)

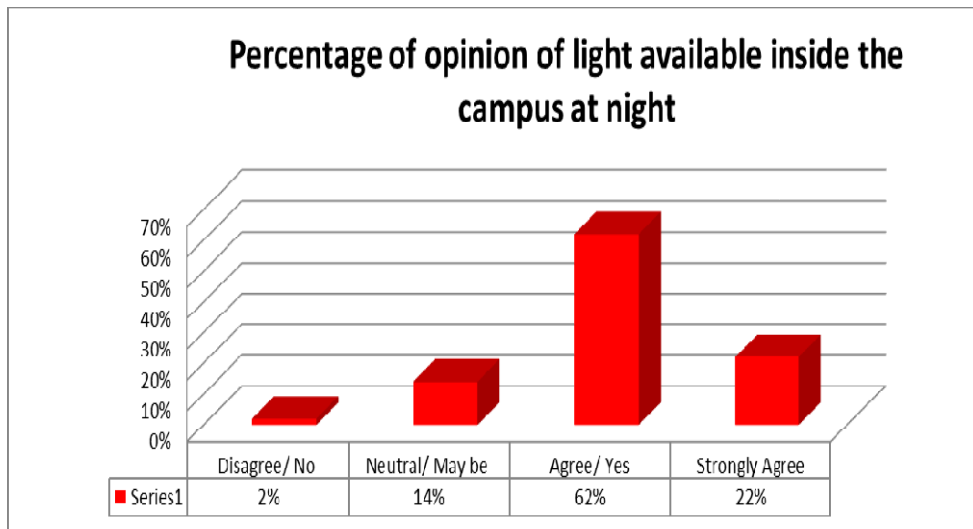


9. Does your college run a programme on gender awareness? (আপনার কলেজ কি লিঙ্গ সচেতনতার উপর একটি প্রোগ্রাম চালায়?)

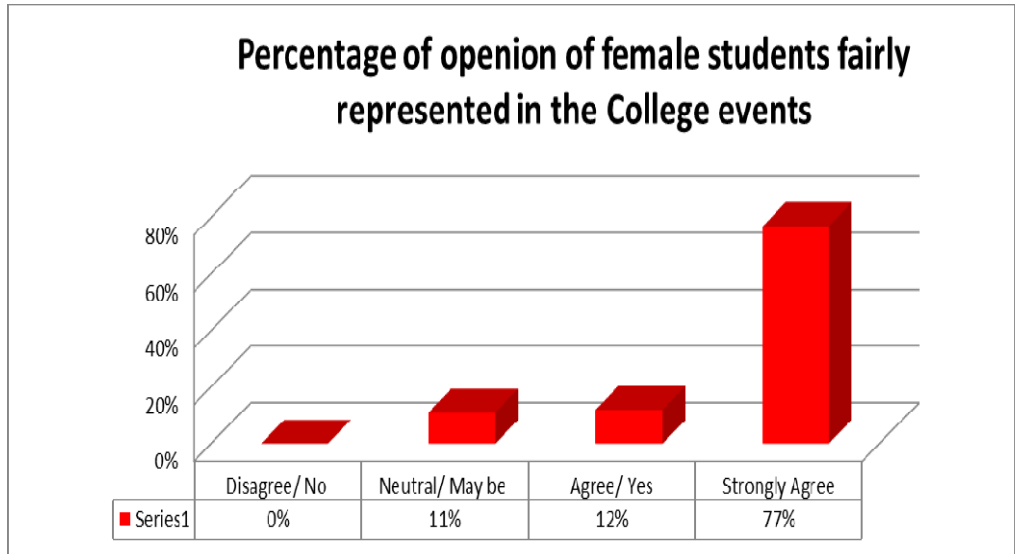
10.



11. Is there enough light available inside the campus at night, for example, in the common spaces, restrooms, classrooms, and corridors? (রাতে কি ক্যাম্পাসের ভিতরে পর্যাপ্ত আলো পাওয়া যায়, উদাহরণ স্বরূপ, সাধারণ স্থান, বিশ্রামাগার, শ্রেণীকক্ষ এবং করিডোরে?)



12. Are female students fairly represented in the College's events? (কলেজের ইভেন্ট গুলিতে মহিলা ছাত্ররা কি যথাযথ ভাবে প্রতিনিধিত্ব করে?)



Gender Audit: 2019-20

QUESTIONNAIRE FOR TEACHERS (শিক্ষকদের জন্য প্রশ্নাবলী)

| Sl. No. ক্রম না. | Questions (প্রশ্ন) | Options | | | |
|------------------|---|-------------------------|--------------------------------------|--------------------------|--------------------------------|
| | | Disagree/ No (একমত /না) | Neutral/ May be (নিরপেক্ষ/ হতে পারে) | Agree/ Yes (একমত/ হ্যাঁ) | Strongly Agree (দৃঢ়ভাবে একমত) |
| 01 | Does the college have a programme for gender sensitization? (কলেজে কি লিঙ্গ-সংবেদনশীলতার জন্য একটি প্রোগ্রাম আছে?) | | | | |
| 02 | Are there enough women in college management positions? (কলেজ ব্যবস্থাপনা পদে কি পর্যাপ্ত মহিলা আছেন?) | | | | |
| 03 | Are there enough restrooms available for girls on campus? (ক্যাম্পাসে মেয়েদের জন্য পর্যাপ্ত বিশ্রামাগার আছে কি?) | | | | |
| 04 | Have you ever experienced prejudice based on your gender at work? (আপনি কি কখনও কর্মক্ষেত্রে আপনার লিঙ্গের উপর ভিত্তি করে কুসংস্কার অনুভব করেছেন?) | | | | |
| 05 | Are parental and child care leaves easily accessible and granted to staff members? (পিতামাতার এবং শিশু যত্নের ছুটি গুলি কি সহজে অ্যাক্সেসযোগ্য এবং কর্মীদের সদস্যদের দেওয়া হয়?) | | | | |
| 06 | Does the College provide flexible work schedules and/or locations in the event of an actual emergency? (কলেজ কি একটি বাস্তব জরুরী পরিস্থিতিতে নমনীয় কাজের সময়সূচী এবং / অথবা অবস্থান প্রদান করে?) | | | | |
| 07 | Do you know that the college has a Women Cell? (আপনি কি জানেন যে কলেজে একটি মহিলা সেল আছে?) | | | | |
| 08 | Does the College have a policy against gender violence, or anything similar, against sexual harassment? (কলেজের কি যৌন-হয়রানির বিরুদ্ধে লিঙ্গ সহিংসতা বা অনুরূপ কোনো নীতি আছে?) | | | | |
| 09 | Do all genders have equal opportunities for fair and unrestricted expressing of ideas? (সবলিঙ্গেরই কি সুষ্ঠু ও | | | | |

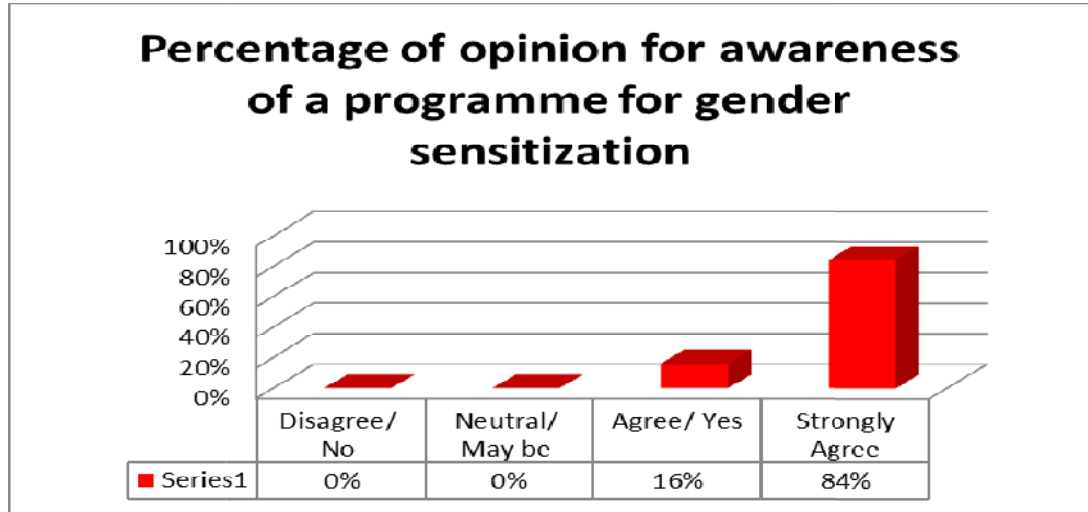
Gender Audit: 2019-20

| | | | | | |
|---|---|--------------------------|--|--|--|
| | সীমাহীন মতপ্রকাশের সমান সুযোগ আছে?) | | | | |
| 10 | Do all genders have equal opportunity in the classroom? (শ্রেণীকক্ষে কি সব লিঙ্গের সমান সুযোগ আছে?) | | | | |
| 11 | Have enough security measures been put in place for the campus and common areas during the day? (দিনের বেলায় ক্যাম্পাস ও সাধারণ এলাকায় কি পর্যাপ্ত নিরাপত্তা ব্যবস্থা রাখা হয়েছে?) | | | | |
| 12 | Over the next five years, how do you think the workplace will develop to better accommodate female employees? (আগামী পাঁচবছরে, মহিলা কর্মচারীদের আরও ভালভাবে মিটমাট করার জন্য কর্মক্ষেত্রটি কীভাবে গড়ে উঠবে বলে আপনি মনে করেন?) | <u>Give Short Answer</u> | | | |
| 13 | Over the next five years, how do you think the workplace will develop to better accommodate female employees? (আগামীপাঁচবছরে, মহিলা কর্মচারীদের আরও ভালভাবে মিটমাট করার জন্য কর্মক্ষেত্রটি কী ভাবে গড়ে উঠবে বলে আপনি মনে করেন?) | <u>Give Short Answer</u> | | | |
| 14 | Which beneficial changes in the workplace have you observed most recently, over the last five years? (কর্মক্ষেত্রে কোন উপকারী পরিবর্তনগুলি আপনি সাম্প্রতিককালে, গত পাঁচ বছরে লক্ষ্য করেছেন?) | <u>Give Short Answer</u> | | | |
| <i>Bi-lingual Questionnaire - Developed by Dr. Pritam Das, IQAC Coordinator, Tehatta Sadananda Mahavidyalaya</i> | | | | | |

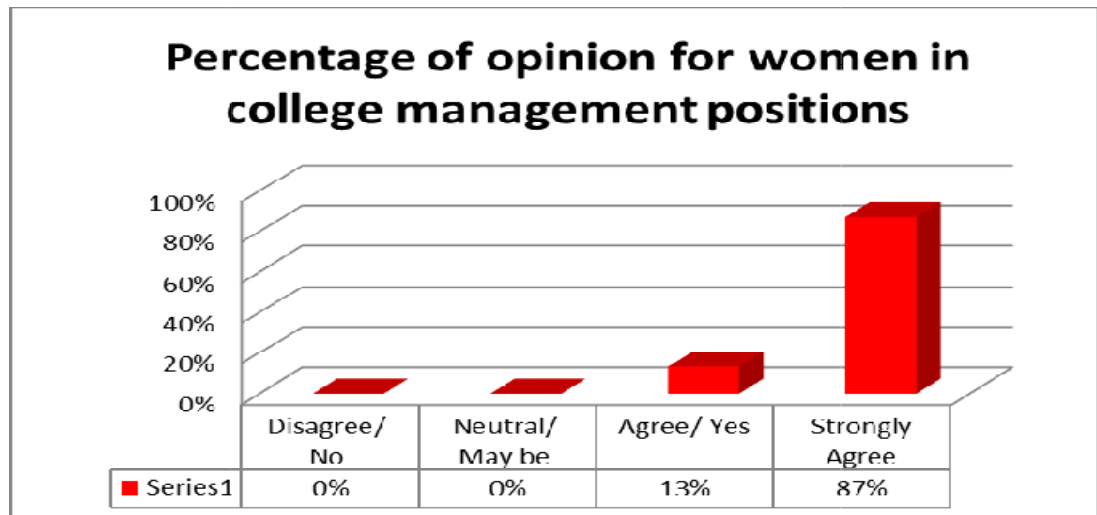
Graphical representation in the basis of teacher's answers from questionnaire

The questionnaire was distributed among the college teachers to collect proper answers. 18 teachers express their views about college through the questionnaire. The evaluation of their answers shown below by graphical representation.

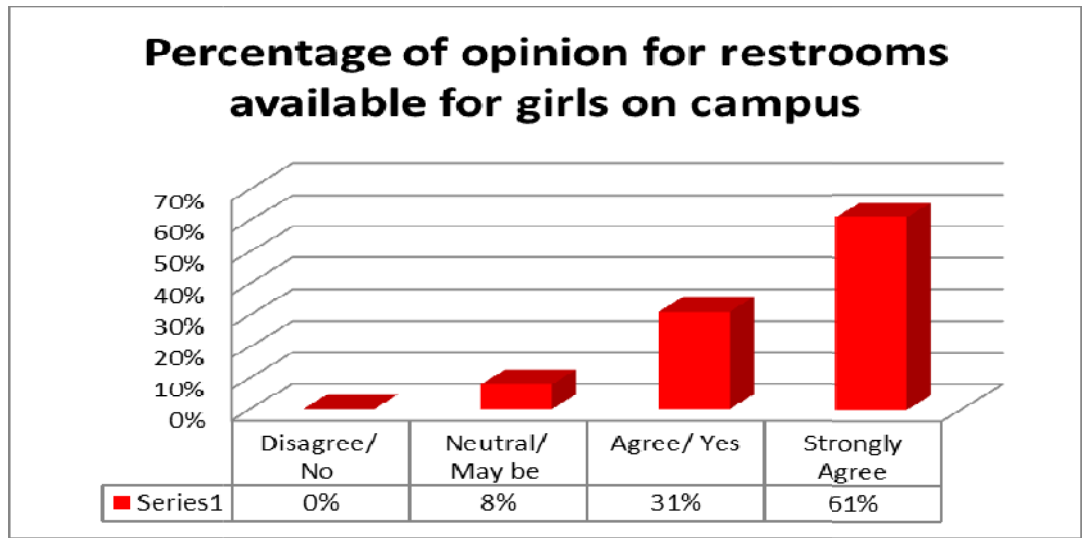
1. Does the college have a programme for gender sensitization? (কলেজে কি লিঙ্গ-সংবেদনশীলতার জন্য একটি প্রোগ্রাম আছে?)



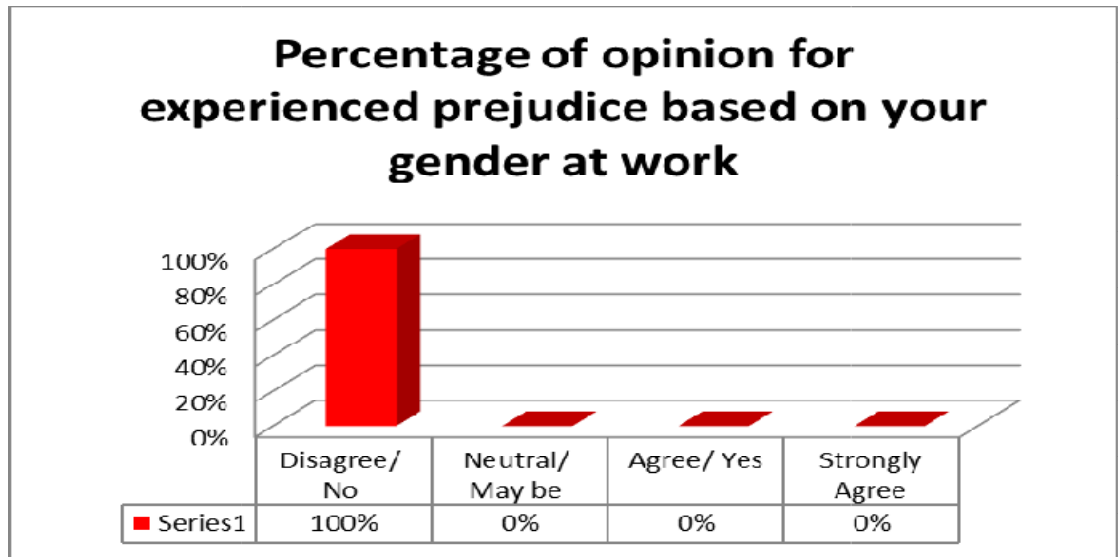
2. Are there enough women in college management positions? (কলেজ ব্যবস্থাপনা পদে কি পর্যাপ্ত মহিলা আছেন?)



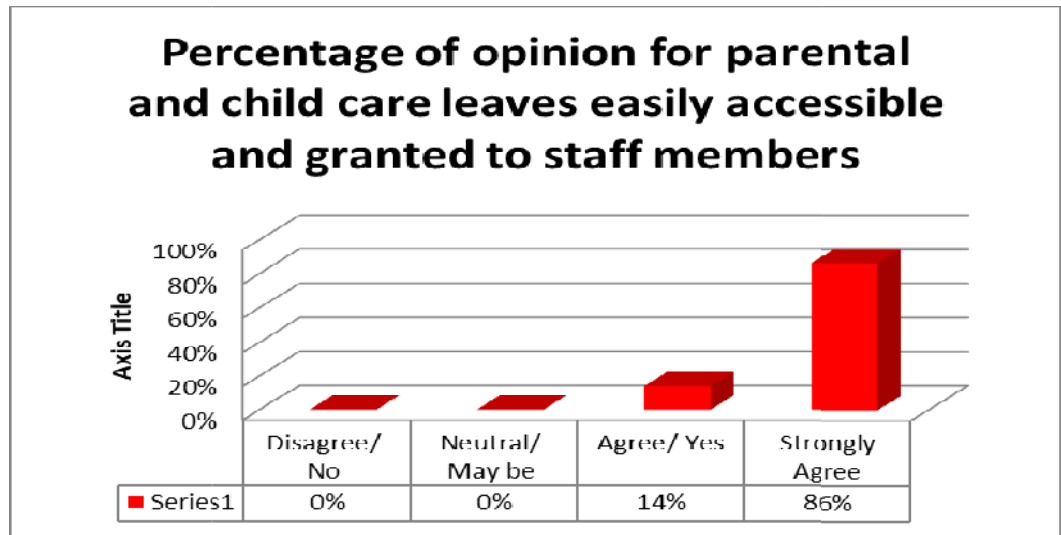
3. Are there enough restrooms available for girls on campus? (ক্যাম্পাসে মেয়েদের জন্য পর্যাপ্ত বিশ্রামাগার আছে কি?)



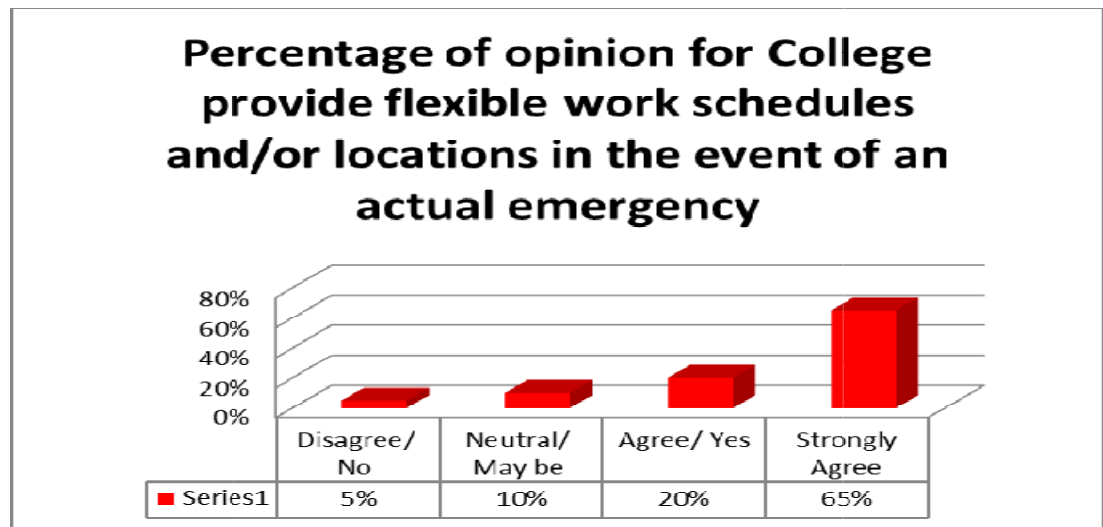
4. Have you ever experienced prejudice based on your gender at work? (আপনি কি কখনও কর্মক্ষেত্রে আপনার লিঙ্গের উপর ভিত্তি করে কুসংস্কার অনুভব করেছেন?)



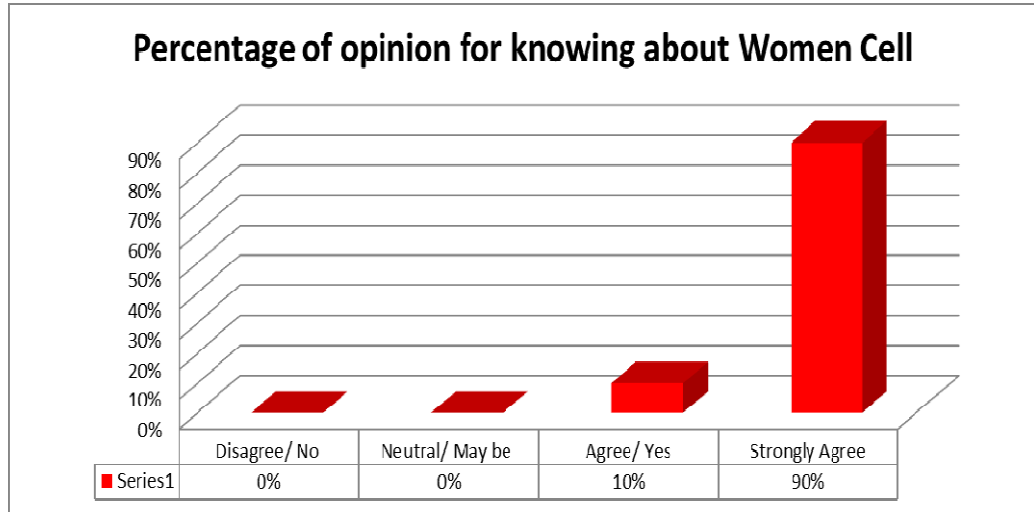
5. Are parental and child care leaves easily accessible and granted to staff members? (পিতা-মাতার এবং শিশু যত্নের ছুটি গুলি কি সহজে অ্যাক্সেসযোগ্য এবং কর্মীদের সদস্যদের দেওয়া হয়?)



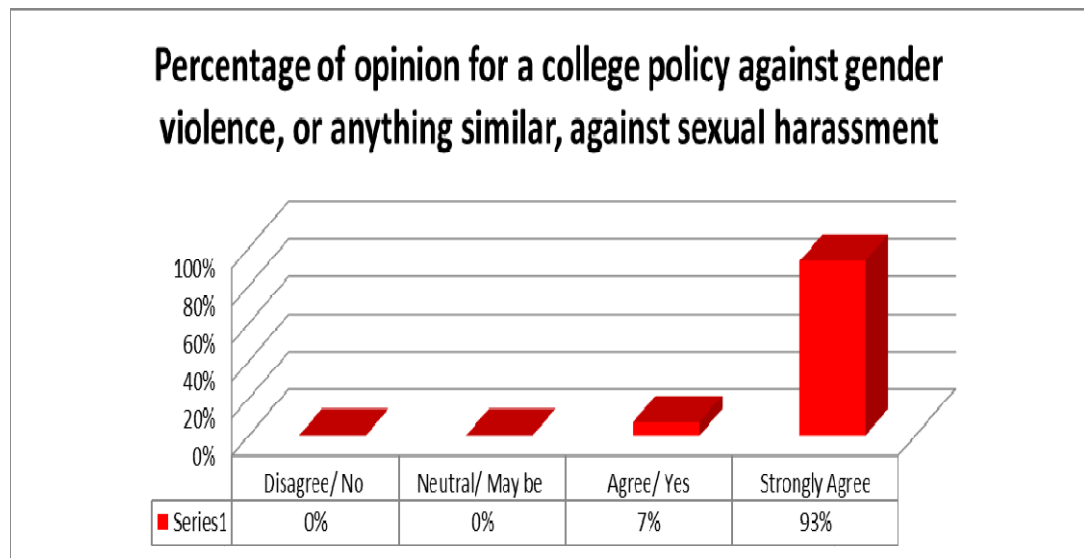
6. Does the College provide flexible work schedules and/or locations in the event of an actual emergency? (কলেজ কি একটি বাস্তব জরুরী পরিস্থিতিতে নমনীয় কাজের সময়সূচী এবং/ অথবা অবস্থান প্রদান করে?)



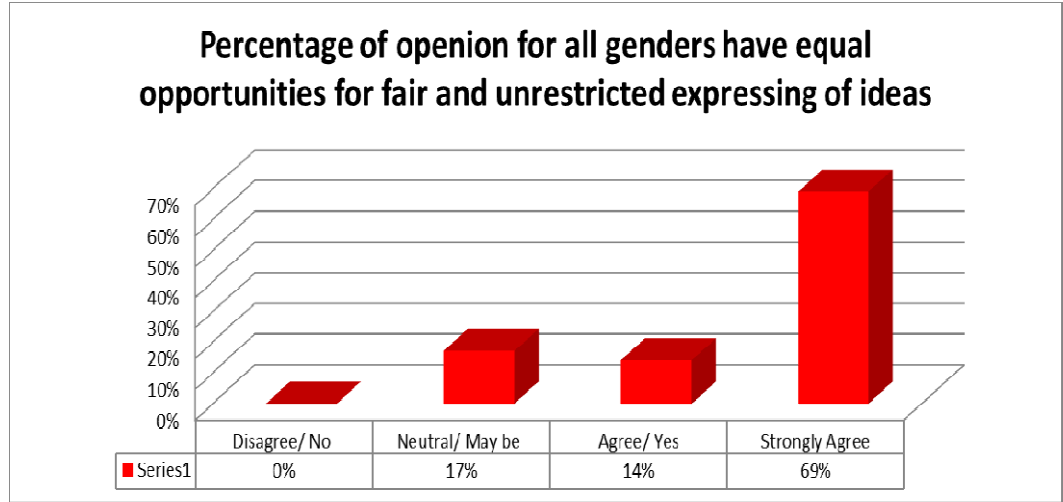
7. Do you know that the college has a Women Cell? (আপনি কি জানেন যে কলেজে একটি মহিলা সেল আছে?)



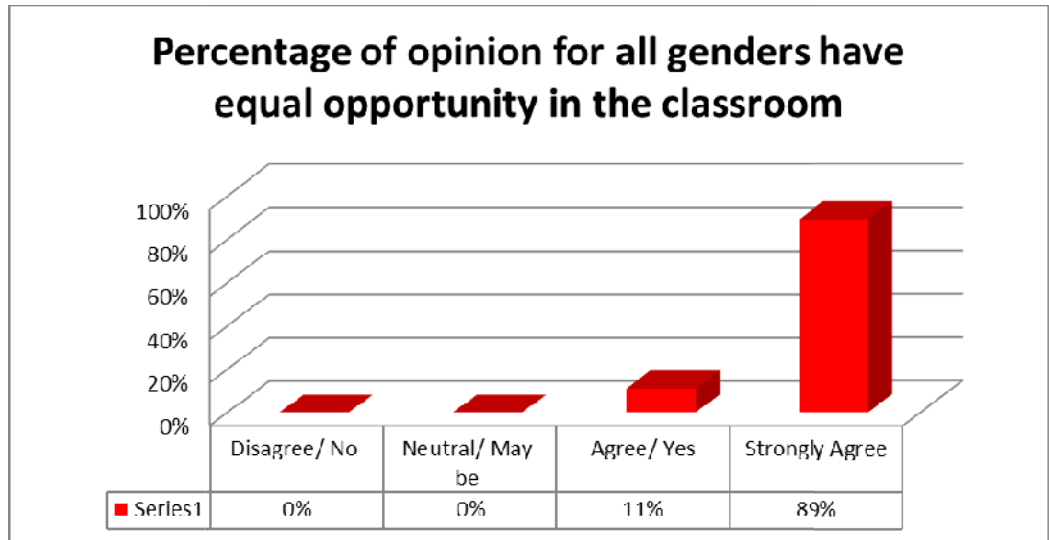
8. Does the College have a policy against gender violence, or anything similar, against sexual harassment? (কলেজের কি যৌন হয়রানির বিরুদ্ধে লিঙ্গ সহিংসতা বা অনুরূপ কোনো নীতি আছে?)



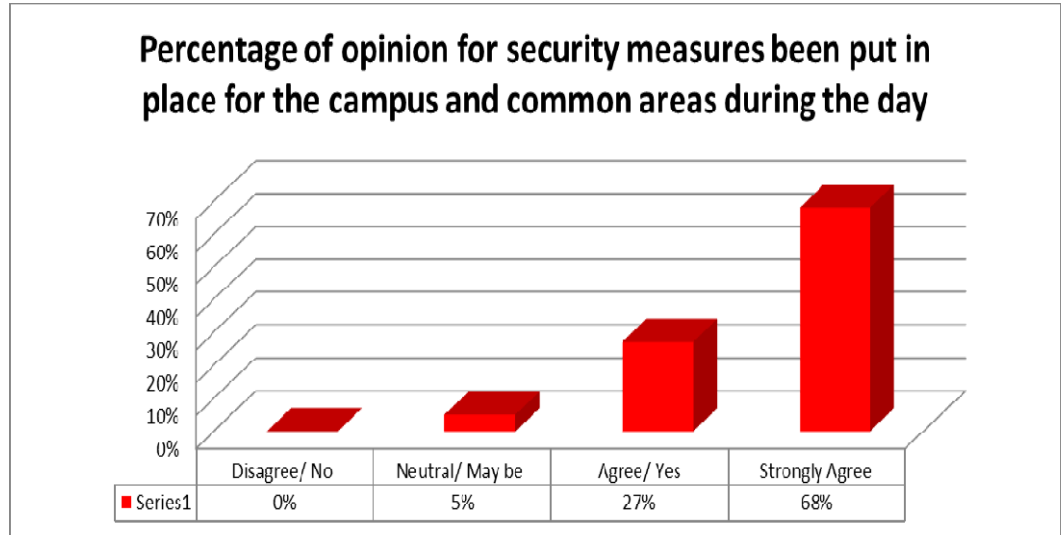
9. Do all genders have equal opportunities for fair and unrestricted expressing of ideas?
(সব লিঙ্গেরই কি সুষ্ঠু ও সীমাহীন মত প্রকাশের সমান সুযোগ আছে?)



10. Do all genders have equal opportunity in the classroom?
(শ্রেণীকক্ষে কি সব লিঙ্গের সমান সুযোগ আছে?)



11. **Have enough security measures been put in place for the campus and common areas during the day?** (দিনের বেলায় ক্যাম্পাস ও সাধারণ এলাকায় কি পর্যাপ্ত নিরাপত্তা ব্যবস্থা রাখা হয়েছে?)



**Activity of women's cell
Session 2019 – 20**

Report on the participation in Tourism Festival of Kalna

Notice

TEHATTA SADANANDA MAHAVIDYALAYA
A General Degree College
(Approved by the Govt. of W.B. * Affiliated to the University of Burdwan)
Village & P.O.: Tehatta, Dist.: PurbaBardhaman, PIN-713122

Ref.no-TSM/women's Cell/Notice/

Date: 02.07.2019

Notice

It is hereby notified to all concerned that on 10.07.2019 a participation in tourism festival of Kalna will be held at 11:00 a.m. in the Kalna ground. All the students, teachers and non-teaching staff are hereby requested to attend the programme on that day.

Rachira Chanda.
Convenor (Women's Cell)

Tehatta Sadananda Mahavidyalaya

B. S.
Teacher-In Charge

Tehatta Sadananda Mahavidyalaya




| |
|--|
| Details of the program: |
| Organised by: Women's Cell |
| Venue: Kalna fair ground |
| Date and time: 10th July, 2019 11:30 a.m onwards |
| Coordinator: Ruchira Chanda |
| Brief description of the program: A tourism festival was organised in Kalna by the local municipal corporation. Tehatta Sadananda Mahavidyalaya had the privilege to participate in this initiative. It was organised on the Kalna fair ground. A stall was established for the publicity of the college. As the college was newly established, we tried to spread awareness among the community about the institution. Some charts, collage of photographs were there to convey our efforts. We also participated in the cultural program there. Our student Sanjita Mukherjee performed a dance in the competition. She got the first prize there. That was a huge encouragement for us. The organising committee ensured that we are going to participate in the program in the upcoming years also. Almost 20 teachers and students joined there to celebrate the occasion. |

Photo gallery



Report on Seminar about Gender Equality in Education

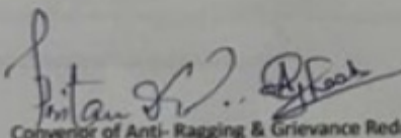
Notice

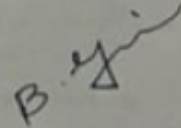
 **TEHATTA SADANANDA MAHAVIDYALAYA**
A West Bengal State Govt. Aided Degree College
AFFILIATED TO UNIVERSITY OF BURDWAN
— Estd. - 2013 —
P.O.- TEHATTA * DIST.- PURBA BURDWAN * PIN- 713122
M. :- 9831278235 * E-mail : tehatta.sadananda.mahavidyalay@gmail.com * Website : www.collegeasm.in

Notice

Ref. No- TSM/Notice/Nov'19/12/02 Date - 13.11.2019

All the Students, Teaching and Non-Teaching staffs are hereby informed that, a Seminar on **Gender Equality in Education** will be held on Friday 15.11.2019, 2 P.M. All Students, Teaching and Non-Teaching staffs are requested to attain this programme in 206 no room.


Convener of Anti- Ragging & Grievance Redressal Cell
Tehatta Sadananda Mahavidyalaya


Teacher - in- Charge
Tehatta Sadananda Mahavidyalaya
Teacher-in-Charge
Tehatta Sadananda Mahavidyalaya
P.O.-Tehatta, Burdwan-713122

Brochure

The poster features a circular logo in the top left corner with the text "TEHATTA SADANANDA MAHAVIDYALAYA" and "ESTD. - 2013". The main title "SEMILAR ON Gender Equality in Education" is written in large, bold, yellow-green letters. A central box contains the speaker's details: "Honourable Speaker Dr. Pritam Das Assistant Professor & Head of the Department of Education Tehatta Sadananda Mahavidyalaya". To the right, a white scalloped border contains the date "15TH NOVEMBER, 2018", the day "Friday", and the acronym "EPM". Below this, the location "Room No. - 206 of Main Building" is noted. At the bottom, it says "Organized By Anti Ragging & Grievance Redressal Cell Tehatta Sadananda Mahavidyalaya" and includes a "POSTER MAKER" watermark.

SEMILAR ON
Gender Equality in Education

Honourable Speaker
Dr. Pritam Das
Assistant Professor &
Head of the
Department of
Education
**Tehatta Sadananda
Mahavidyalaya**

15TH
NOVEMBER,
2018
Friday
EPM

Room No. - 206 of
Main Building

Organized By
Anti Ragging & Grievance
Redressal Cell
Tehatta Sadananda Mahavidyalaya

POSTER MAKER

Details of the Event

| | |
|-------------------------------|--|
| Date, Time & Place | 15.11.2019, Friday @2pm in Room No. 206 of Main Building. |
| Main Speaker | Dr Pritam Das Assistant Professor & Head of the Department of Sanskrit Tehatta Sadananda Mahavidyalaya |
| Organizing Committee | Anti-Ragging & Grievance Redressal Cell |
| Convenors | Dr Pritam Das Assistant Professor & Head of the Department of Education Tehatta Sadananda Mahavidyalaya Prof Alokanda Ghosh Assistant Professor & Head of the Department of Geography |
| Brief Description | A program on sexual harassment for students was arranged in the smart classroom of the main building. Main purpose of the program was to aware the students about sexual harassment. The program started at 2:00 p.m. on 15 th November 2019. 30 students attended the program. All the teaching and nonteaching staff were present in the program. The welcome speech of the program was delivered by the teacher- in -charge of our college. The Main Speaker of the program was Dr Pritam Das Discussed in detailed about sexual harassment. |

Gender Audit: 2019-20

Students Attendance

ATTENDANCE SHEET

Equality in Education

TITLE OF THE EVENT Seminar on Gender Equality

DATE: 15.11.2019

| SL.NO. | ROLL NO. | NAME | SEMESTER | SIGNATURE |
|--------|----------|--------------------|----------|--------------------|
| 1 | 44 | Kingshuk Halder | 1st | Kingshuk Halder |
| 2 | 110 | SOURAV CHAKRABORTY | 1st | Sourav Chakraborty |
| 3 | 81 | Arjun Das | 1st | Arjun Das |
| 4 | 18 | Jimi Khan | 1st | JK |
| 5 | 40 | Sabana Azim | 1st | Sabana Azim |
| 6 | 19 | Ankita Das | 1st | Ankita Das |
| 7 | 42 | Susmita Das | 1st | S.J |
| 8 | 97 | Asim Mandal | 1st | A.M |
| 9 | 53 | Dimple Muzumdar | 1st | D.M |
| 10 | 5 | Soma Das | 1st | S.J |
| 11 | 36 | Asha Das | 1st | A.D |
| 12 | 59 | Arpita Mukherjee | 1st | A.M |
| 13 | 32 | Sima Keshripal | 1st | S.K |
| 14 | 01 | Sourav Ghosh | 1st | S.G |
| 15 | 50 | Shilpa Das | 3rd | S.B |
| 16 | 22 | Baishakhi Banerjee | 3rd | B.B |
| 17 | 71 | Kaushik Sil | 3rd | K.S |
| 18 | 34 | Sayantika Halder | 1st | S.H |
| 19 | 162 | Manas Das | 1st | M.D |
| 20 | 97 | Tufan Mondal | 1st | T.M |
| 21 | 46 | Tinakarun | 1st | T.K |
| 22 | 05 | Sutapa Das | 1st | S.D |
| 23 | 130 | MD Sabir | 1st | M.S |
| 24 | 154 | Keka Das | 1st | K.D |
| 25 | 164 | Tamasa Das | 1st | T.D |
| 26 | 02 | Silpa Ghosh | 1st | S.G |
| 27 | 02 | Lina Ghosh | 3rd | Lina Ghosh |
| 28 | 03 | Monalisa Dhara | 1st | M.D |
| 29 | 13 | Susmita Pal | 1st | S.P |
| 30 | 17 | Sathi Ghosh | 1st | S.G |

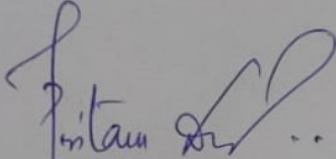
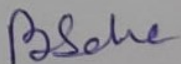
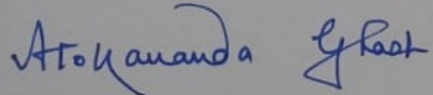
Photographs of the programme



Conclusion:

The above study shows that not a striking gender gap exists in the institution at the academic level. Overall, female students outnumbered male students but a bias towards humanities was noticed among female students. The enrolment data showed that strength of female students in the Department of Commerce is significantly less compared to the Arts and Science streams. Every department in the college conducts Internal Assessment on a regular basis as part of the curriculum and it enables the teachers to assess the progress of the learning of the students. The institution had already started the Mentor-Mentee programme which gives a vivid idea about the challenges faced by the students especially the female students in both the classroom and outside the college campus. Parent-Teacher Meetings are also conducted on a regular basis by the departments which give an opportunity to share insights and information about the students to their parents. After examining the data, it was found that the college has adequate facilities for both men and women. The institution is committed in maintaining a gender balanced environment and will strive towards promoting the balance in the imminent years.

Gender Audit: 2019-20

| | |
|---|---|
| <p> <i>Signature of IQAC Coordinator</i></p> <p>Co-ordinator (IQAC) Tehatta Sadananda Mahavidyalaya</p> | <p><i>Sd/-</i> <i>Dr. Banibrata Goswami</i> <i>Signature of Teacher-In-Charge</i></p> <p>Teacher-in-Charge Tehatta Sadananda Mahavidyalaya P.O.-Tehatta, Burdwan-713122</p> |
| <p><i>Ruchira Chanda</i> <i>Signature of Women's Cell Convener</i></p> | <p> <i>Signature of External Expert</i></p> <p>Principal Purbasthali College Parulia, Purba Bardhaman.</p> |
| <p> <i>Signature of Grievance Cell Convener</i></p> | <p><i>Basanti Rani Bag.</i> <i>Signature of Vishaka Committee Convener</i></p> |
