

# **GENDER AUDIT**

**2021 – 22**

**INSTITUTIONAL SELF ASSESSMENT PROCESS**

**Affiliated to University of Burdwan**

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

# **GENDER AUDIT**

**2021 – 22**

**Prepared by**

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



**Affiliated to University of Burdwan**

**Tehatta Sadananda Mahavidyalaya  
Tehatta, PurbaBardhaman,  
WEST BENGAL  
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 a global issue. It is a fundamental principle that underlines the equal rights, responsibilities and opportunities of all individuals, regardless of their gender. In order to build efficient and constructive societies with maximum human potential and sustainable development, gender equality is a fundamental necessity. Regrettably, discrimination persists in many areas of life, depriving people of their rights to equal resources and opportunities thereby creating multilayered disparities. In order to effect long-lasting organizational change, efforts to bring in gender equality seek to incorporate equity into member organizations' programming and organizational practices. 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

The basic assumption of gender audit is that public policy impacts differently on men and women. The variance stems from the different roles of men and women in the family and from the lower economic status of women. The purpose of gender audit is to lead to changes in public policy that contribute to an increase in gender equality. Gender audit is therefore essential to ensure that the institution is doing its best to improve the status of women in general and the representation of women's voices in particular. It also helps in raising women's awareness about their rights and claims and also their access to resources and opportunities.

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. To know about the gender balance in the institution.
2. To know about gender perception in the campus
3. To reflect and etch out a roadmap for gender action.

### 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. In the year of 2022 the college gets permanent affiliation from 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.

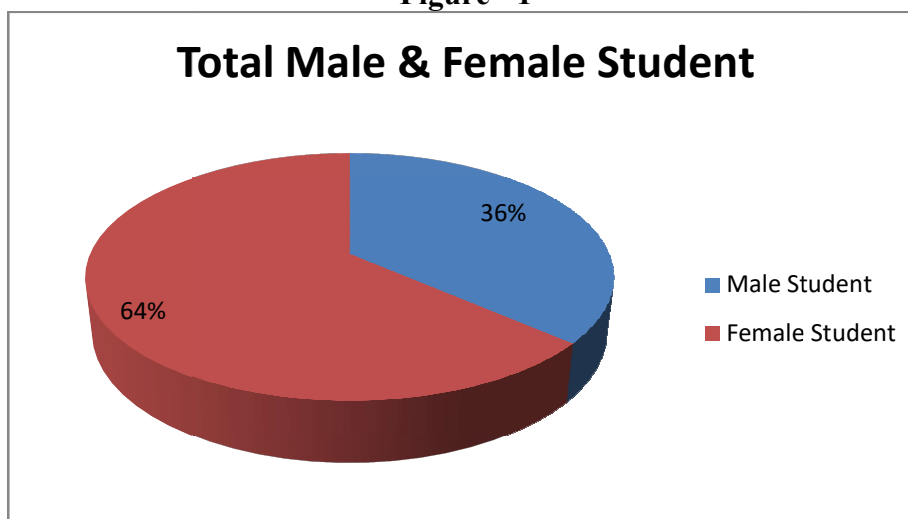
Women have historically had less access to opportunities and resources because of social institutions that frequently serve as barriers. Women become less capable as a result, which has a knock-on effect on their empowerment and ability to participate in development programmes. However, Tehatta Sadananda Mahavidyalaya does a wonderful job of upholding gender neutrality on campus. The gender breakdown of all college students for the 2021–2022 academic year is displayed in the table below.

### 2021– 22

#### 1. Total Male &Female Student

Year	Total Student	Male Student	Female Student	Male Student %	Female Student %
2021-22	431	157	274	36.4	63.6

Figure - 1

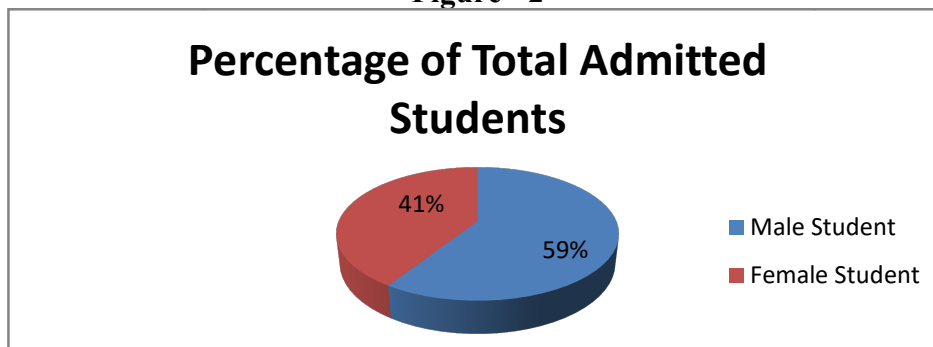


**Interpretation:** The graphical representation of Figure – 1 shows that the percentage distribution of Total male & female Students. The graphical representation of Figure – 1 also shows that the percentage score of female students is higher than the percentage score of male students.

**2. Total Admitted Students**

Year	Total Student	Male Student	Female Student	Male Student %	Female Student %
2021-22	269	159	110	59	41

Figure - 2

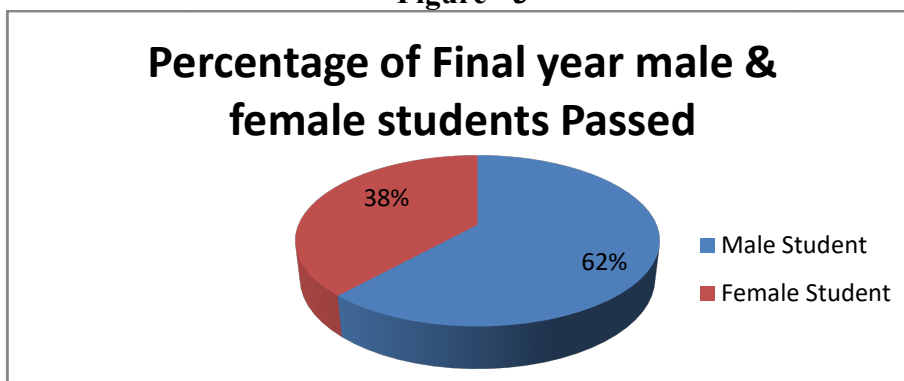


**Interpretation:** The graphical representation of Figure – 2 shows that the percentage distribution of Total admitted male & female Students. The graphical representation of Figure – 2also shows that the percentage score of admitted male students is higher than the percentage score of female students.

**3. Total Number of Final year students Passed**

Year	Total Student	Male Student	Female Student	Male Student %	Female Student %
2021-22	81	50	31	62	38

Figure - 3

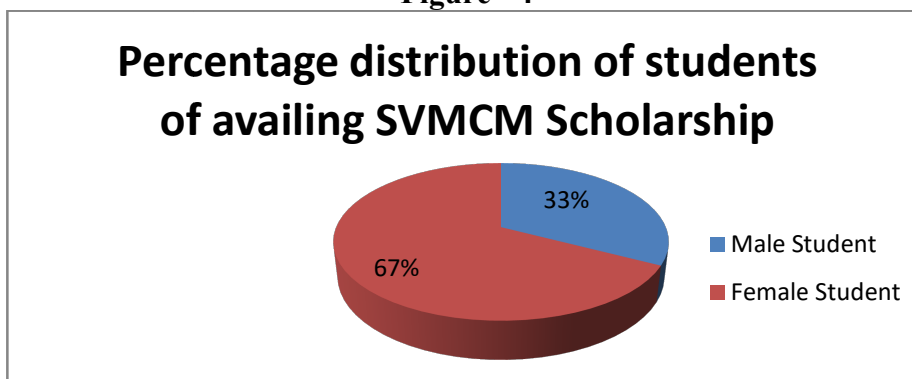


**Interpretation:** The graphical representation of Figure – 3 shows that the percentage distribution of Total male & female passed Students. The graphical representation of Figure – 3also shows that the percentage score of malepassed students is higher than the percentage score of female passed students.

**4. Percentage distribution of students of availing SVMCM Scholarship**

Year	Total Student	Male Student	Female Student	Male Student %	Female Student %
2021-22	49	16	33	32.7	67.3

Figure - 4

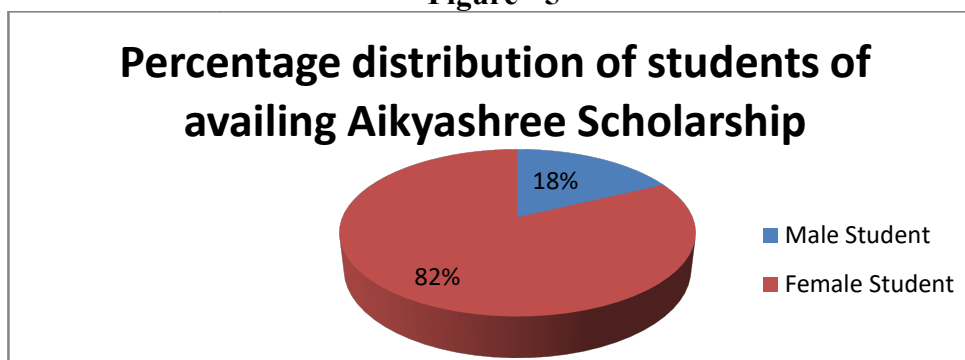


**Interpretation:** The graphical representation of Figure – 4 shows that the percentage distribution of Total male & female Students availing SVMCM Scholarship. The graphical representation of Figure – 4 also shows that the percentage score of female students availing SVMCM Scholarship is higher than 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 %
2021-22	84	15	69	17.9	82.1

Figure - 5

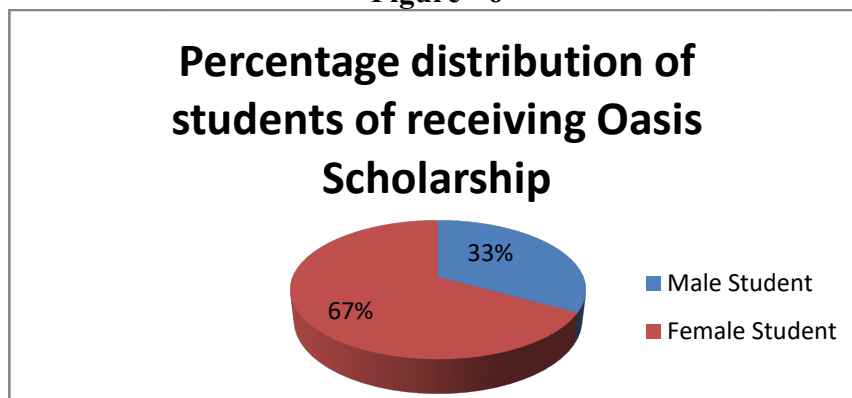


**Interpretation:** The graphical representation of Figure – 5 shows that the percentage distribution of male & female Students availing Aikyashree Scholarship. The graphical representation of Figure – 5 also shows that the percentage score of female students availing Aikyashree Scholarship is higher 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 %
2021-22	145	48	97	33.1	66.9

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 %
2021-22	00	00	00

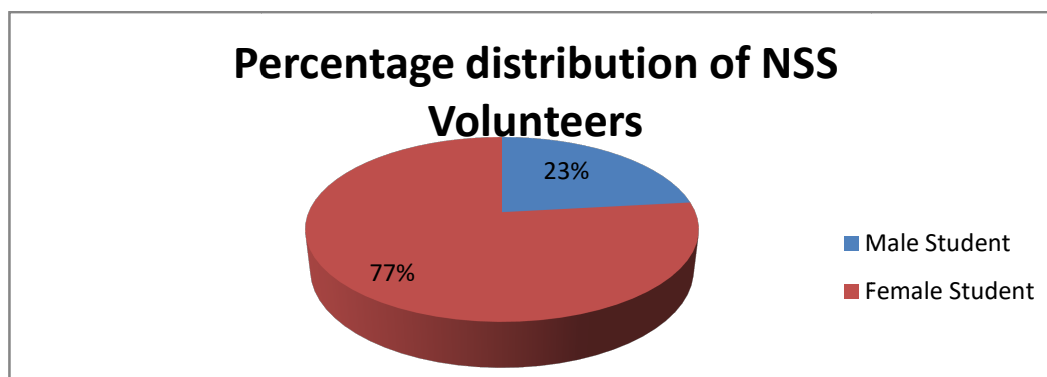
Figure - 7

*\*2021-22 – Due to COVID-19, students already received their Kanyasree scholarship from their school.*

**8. Percentage distribution of NSS Volunteers**

Year	Total Student	Male Student	Female Student	Male Student %	Female Student %
2021-22	99	23	76	23.2	77

Figure – 8

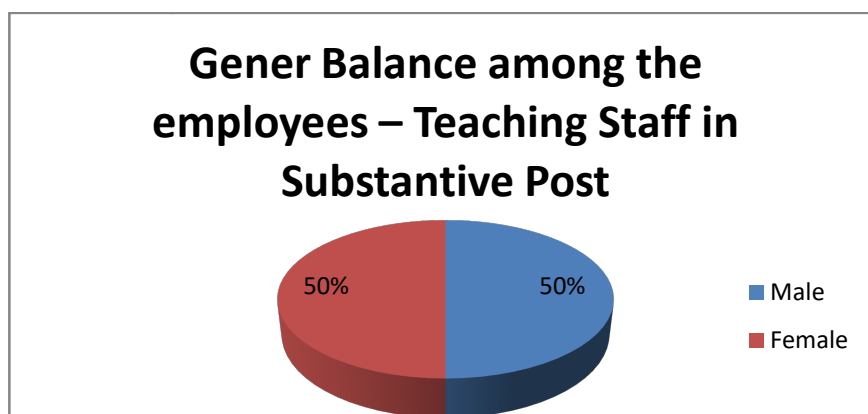


**Interpretation:** The graphical representation of Figure – 8 shows that the percentage distribution of NSS male & female Student Volunteers. The graphical representation of Figure – 8 also shows that the percentage score of NSS female student Volunteers is higher than the percentage score of NSS male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

**9. Gender Balance among the employees – Teaching Staff in Substantive Post**

Year	Total	Male	Female	Male %	Female %
2021-22	08	04	04	50	50

Figure – 9

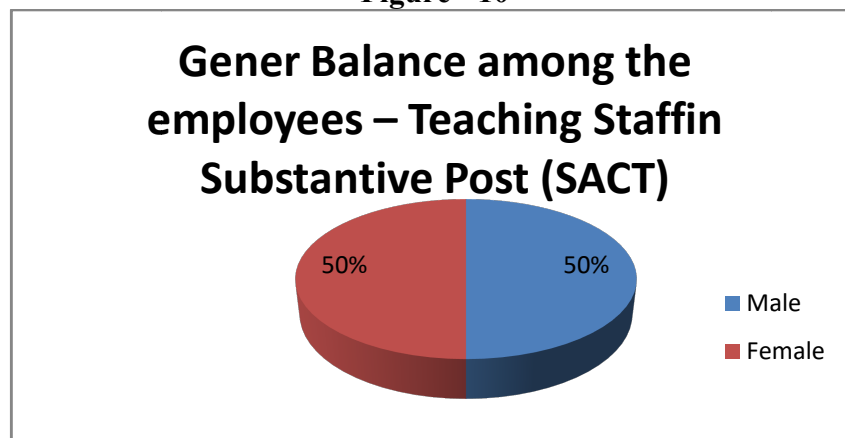


**Interpretation:** The graphical representation of Figure – 9 shows that the percentage distribution of Total male & female employees (Teaching Staff). The graphical representation of Figure – 9 also shows that the percentage score of male employees and the percentage score of female employees (Teaching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

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

Year	Total	Male	Female	Male %	Female %
2021-22	10	05	05	50	50

Figure - 10

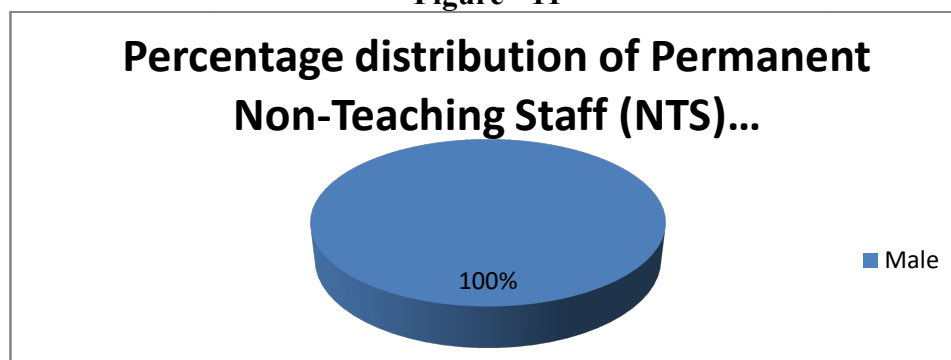


**Interpretation:** The graphical representation of Figure – 10 shows that the percentage distribution of Total male & female Teaching Staff in Substantive Post (SACT). The graphical representation of Figure – 10 also shows that the percentage score of male student Volunteers and the percentage score 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 %
2021-22	01	01	00	100	00

Figure - 11



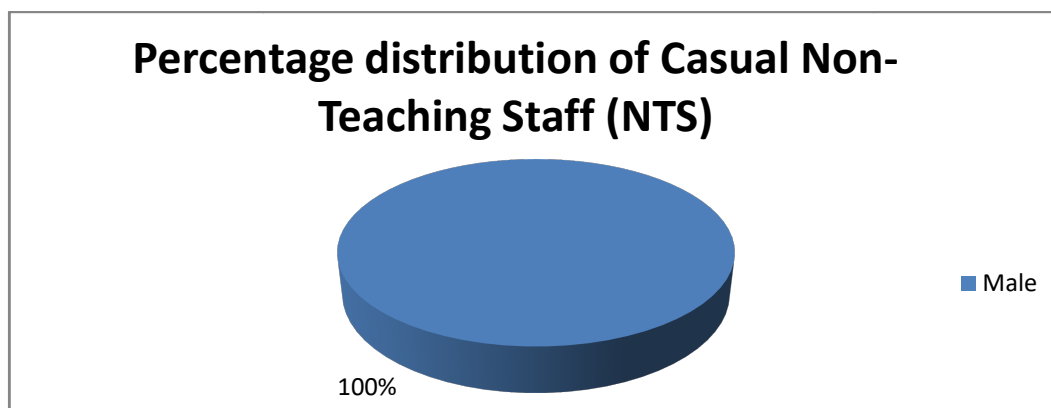
**Interpretation:** The graphical representation of Figure – 11 shows that only male Permanent Non-Teaching Staff (NTS) percentage because college has only male post.



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

Year	Total	Male	Female	Male %	Female %
2021-22	03	03	00	100	00

Figure – 12

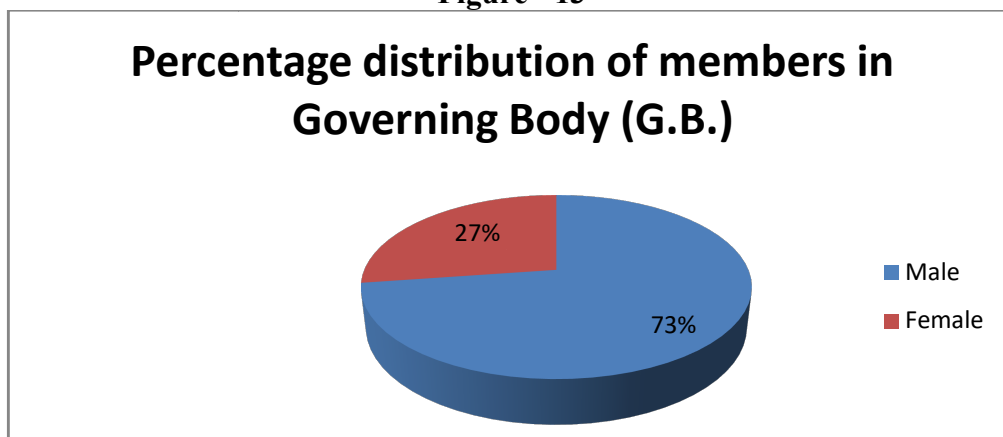


**Interpretation:** The graphical representation of Figure – 12 shows that three male Casual Non-Teaching Staff (NTS) and here is no any female staff.

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

Year	Total	Male	Female	Male %	Female %
2021-22	11	08	03	72.7	27.3

Figure - 13

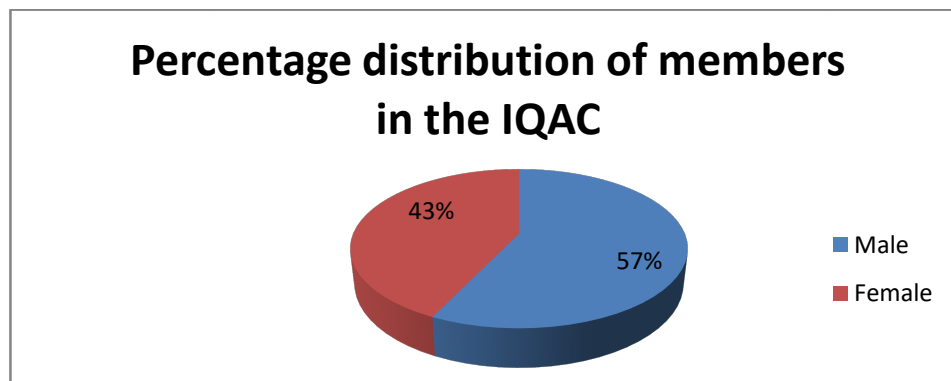


**Interpretation:** The graphical representation of Figure – 13 shows that the percentage distribution of Total male & female in Governing Body (G.B.) The graphical representation of Figure – 13 also shows that the percentage score of male Teaching staff is higher than the percentage score of female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

### 14. Percentage distribution of members in the IQAC

Year	Total	Male	Female	Male %	Female %
2021-22	14	08	06	57.1	42.9

Figure – 14

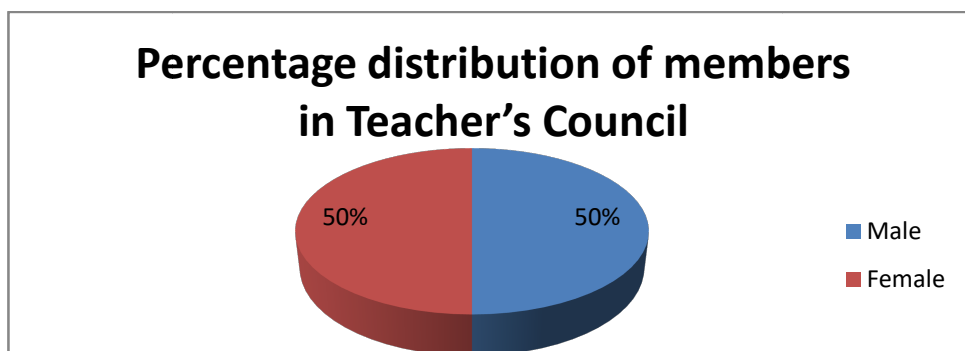


**Interpretation:** The graphical representation of Figure – 14 shows that the percentage distribution of Total male & female members in the IQAC. The graphical representation of Figure – 14 also shows that the percentage score of male member is higher than the percentage score of female members in the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

### 15. Percentage distribution of members in Teacher’s Council

Year	Total	Male	Female	Male %	Female %
2021-22	18	09	09	50	50

Figure – 15

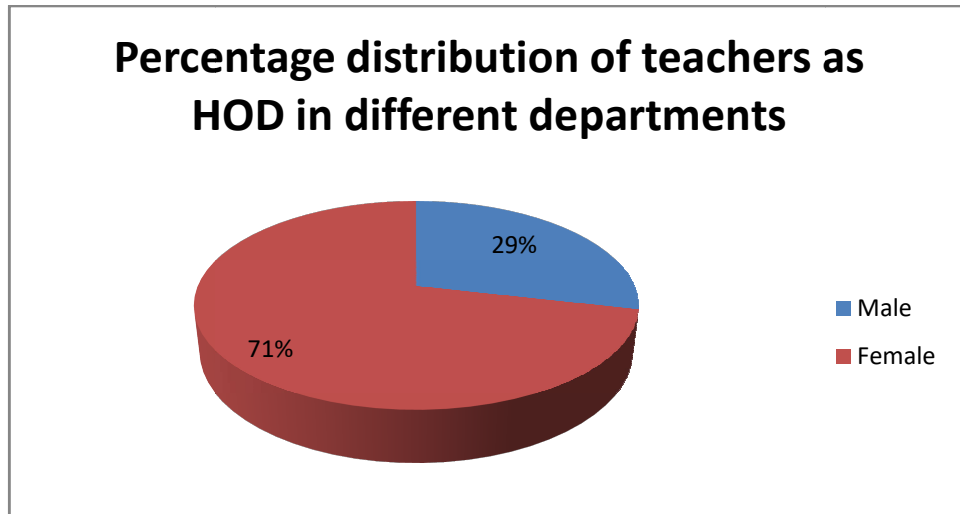


**Interpretation:** The graphical representation of Figure – 15 shows that the percentage distribution of Total male & female members in Teacher’s Council. The graphical representation of Figure – 15 also shows that the percentage score of male Teaching staff and the percentage score of female Teaching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

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

Year	Total	Male	Female	Male %	Female %
2021-22	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.

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?)				

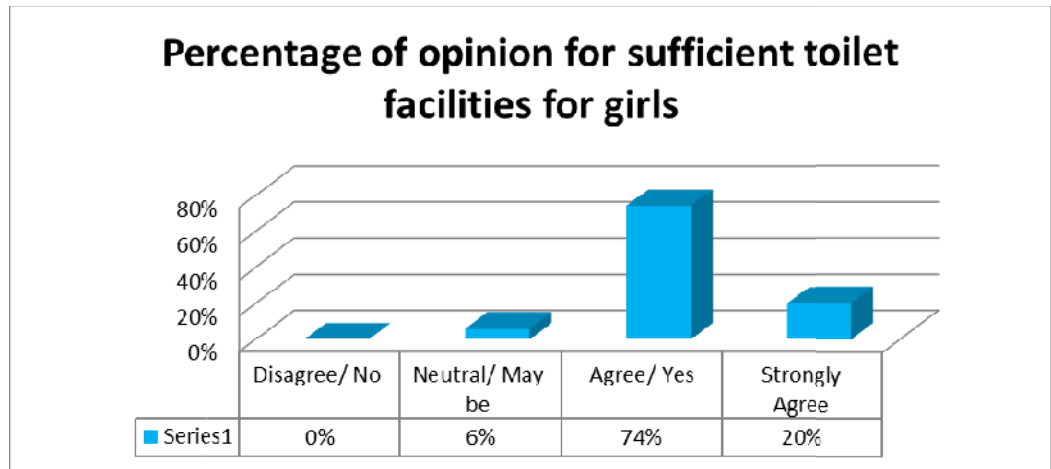
## Gender Audit : 2021-22

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?)				
<b>Remarks (মন্তব্য):</b>					
<i>Bi-lingual Questionnaire - Developed by Dr. Pritam Das, IQAC Coordinator, Tehatta Sadananda Mahavidyalaya</i>					

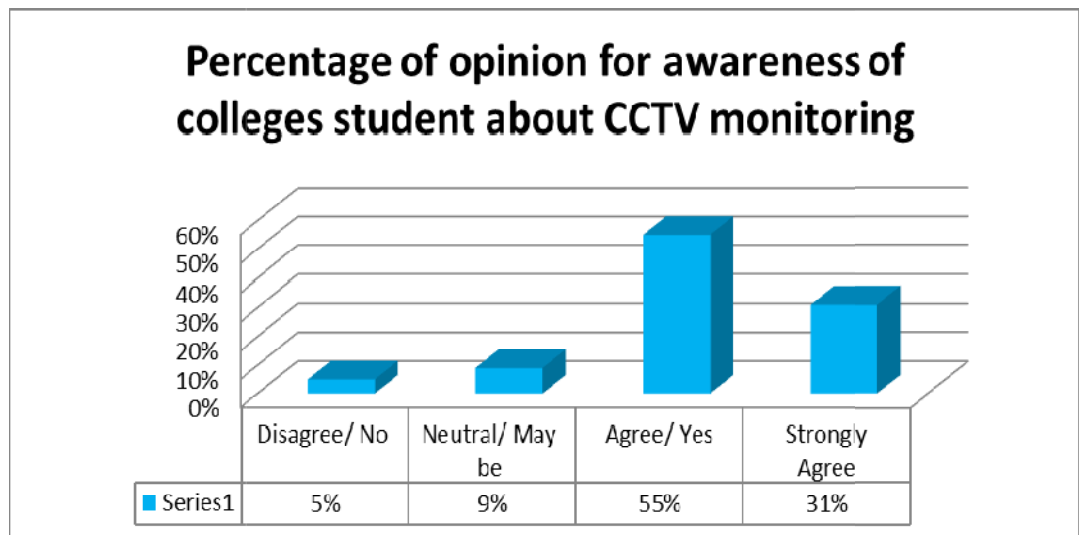
### Graphical representation in the basis of student's answers from questionnaire

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.

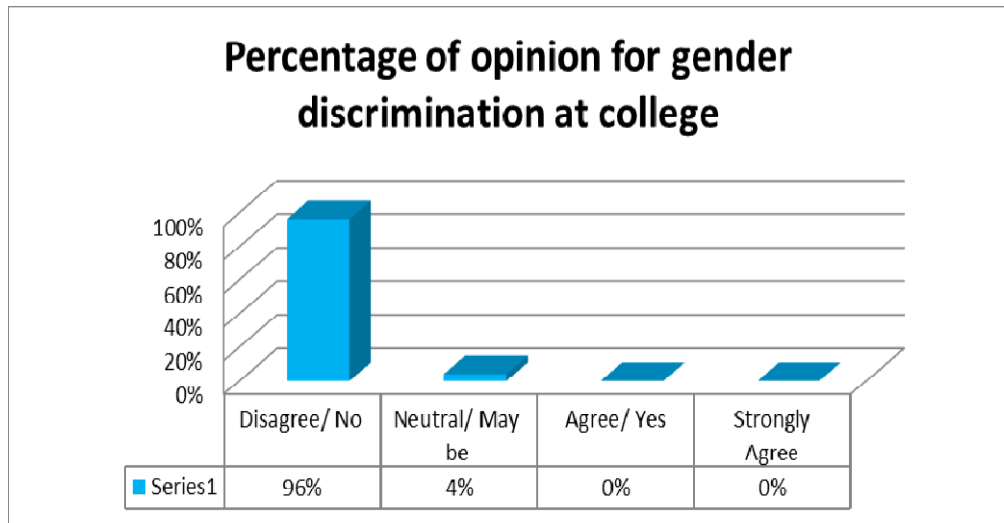
1. Are there sufficient toilet facilities for girls to use on campus? (ক্যাম্পাসে মেয়েদের ব্যবহারের জন্য পর্যাপ্ত টয়লেট সুবিধা আছে কি?)



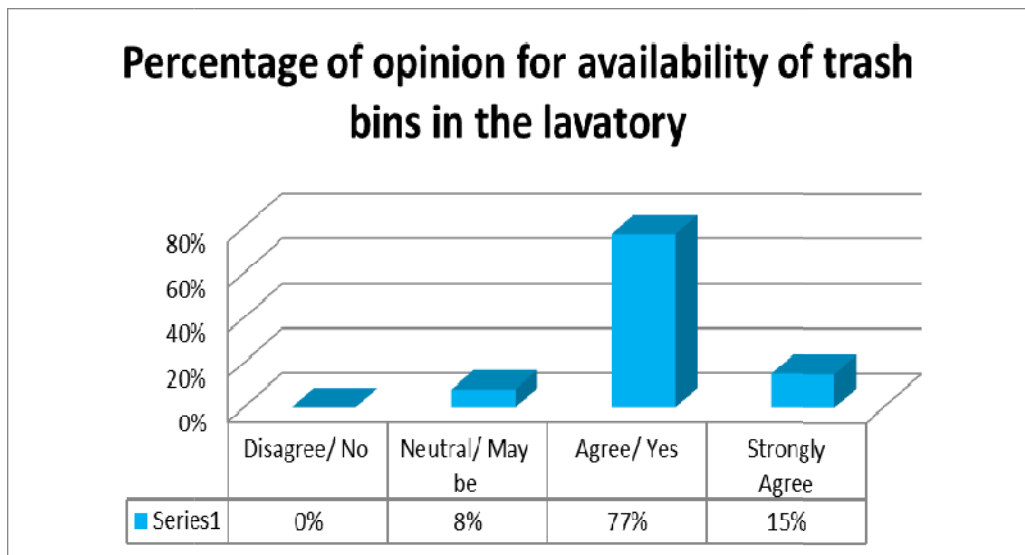
2. Are you aware that colleges are monitored by CCTV? (আপনি কি জানেন যে কলেজ সিসিটিভি দ্বারা পর্যবেক্ষণ করা হয়?)



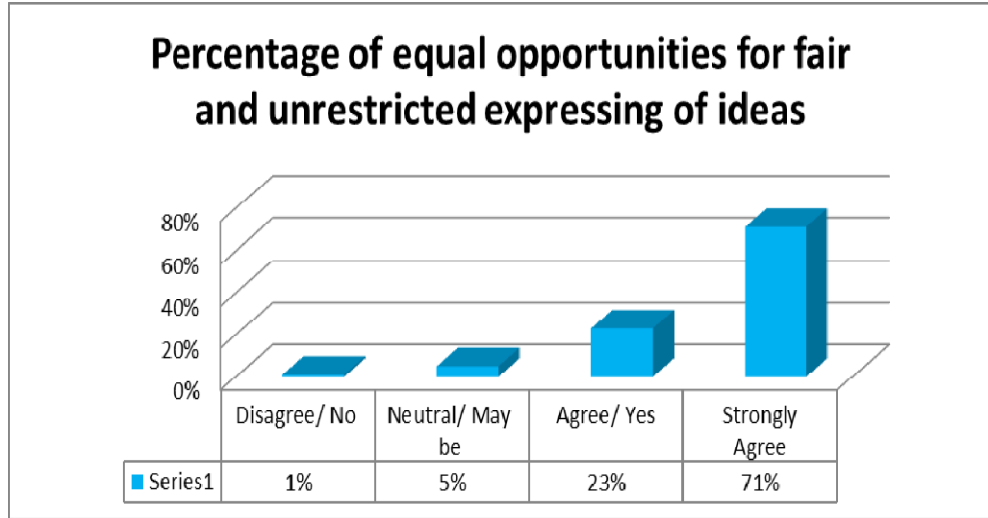
3. **Has gender discrimination ever been an issue for you at college?** (কলেজে লিঙ্গবৈষম্য কি কখনও আপনার জন্য একটি সমস্যা হয়েছে?)



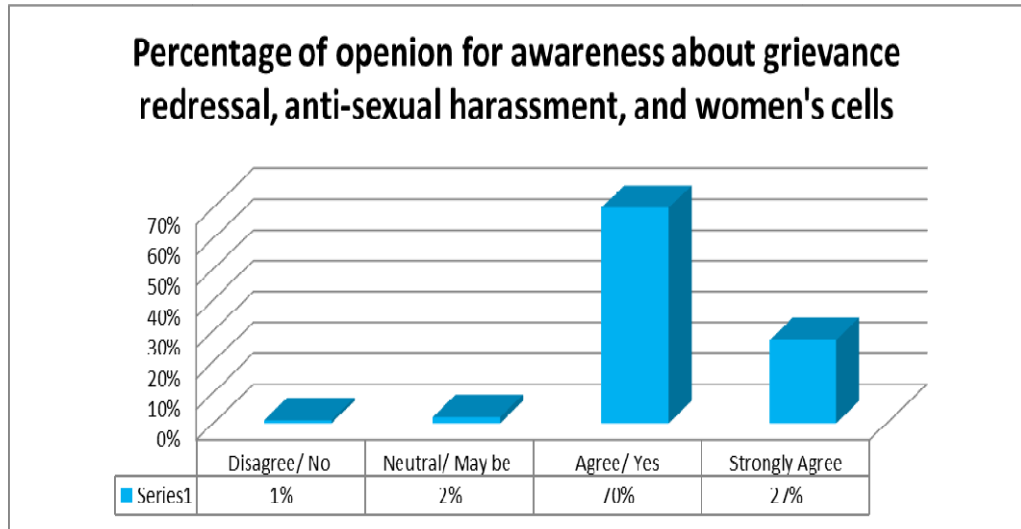
4. **Are there sufficient trash bins in the lavatory?** (শৌচাগারে কি পর্যাপ্ত ট্র্যাশবিন আছে?)



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

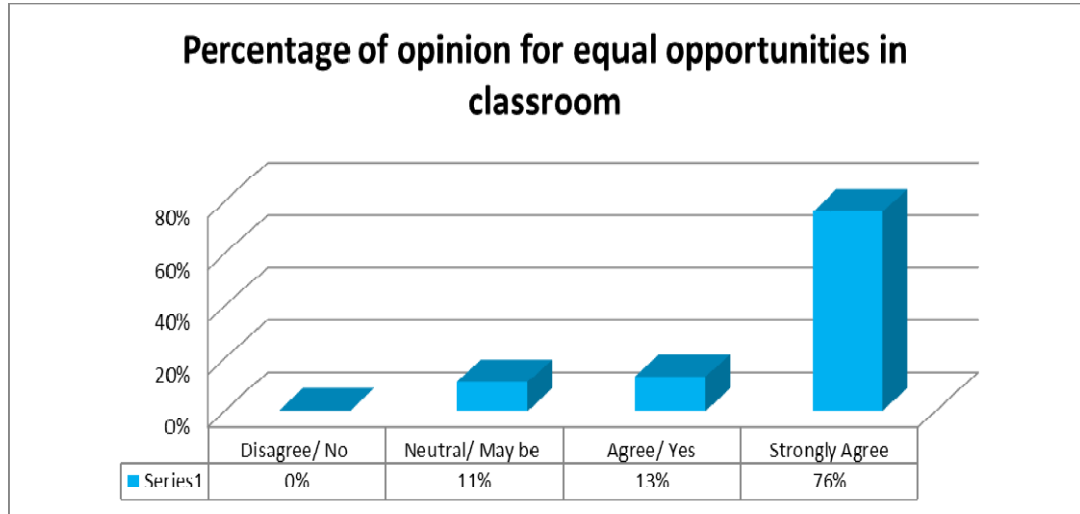


6. Are you aware that the college has grievance redressal, anti-sexual harassment, and women's cells?  
(আপনি কি জানেন যে কলেজে অভিযোগ নিষ্পত্তি, যৌন হয়রানি বিরোধী এবং মহিলাদের সেল রয়েছে?)

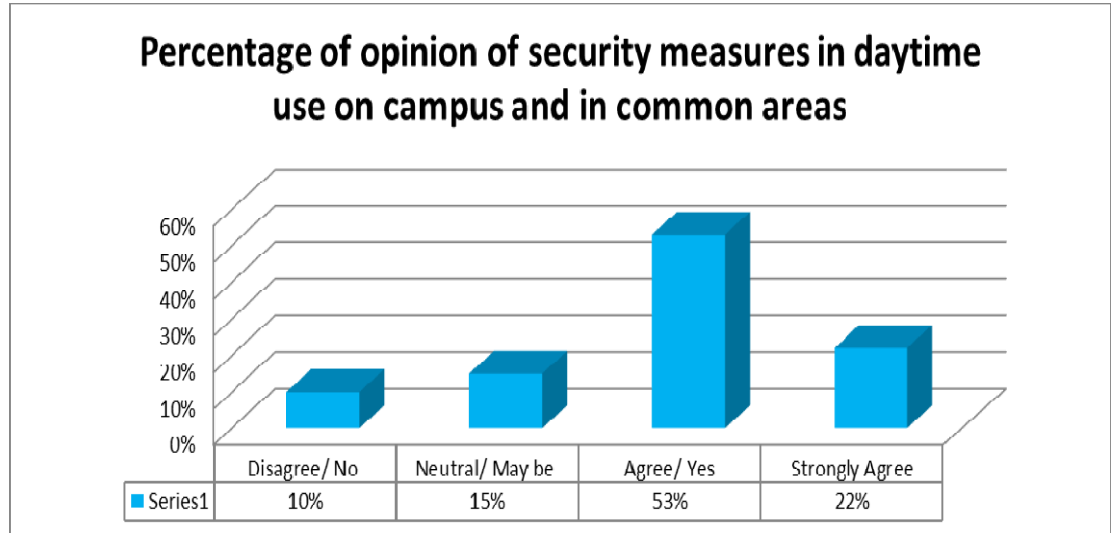




7. Does the classroom provide all genders with equal opportunities? (শ্রেণীকক্ষ কি সব লিঙ্গকে সমান সুযোগ প্রদান করে?)

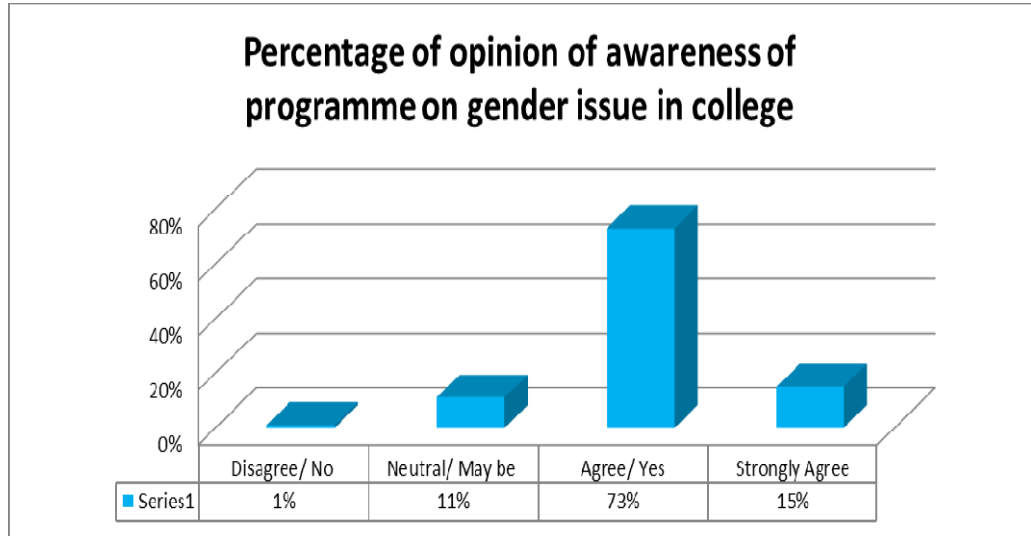


8. Have enough security measures been put in place for daytime use on campus and in common areas? (ক্যাম্পাস এবং সাধারণ এলাকায় দিনের ব্যবহারের জন্য যথেষ্ট নিরাপত্তা ব্যবস্থা রাখা হয়েছে?)

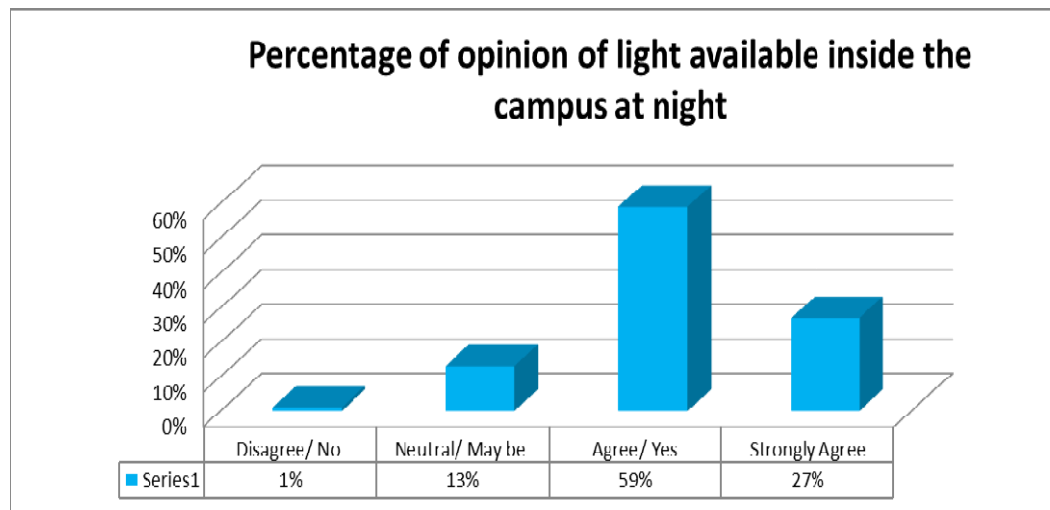


9. Does your college run a programme on gender awareness? ( আপনার কলেজ কি লিঙ্গ সচেতনতার উপর একটি প্রোগ্রাম চালায়? )

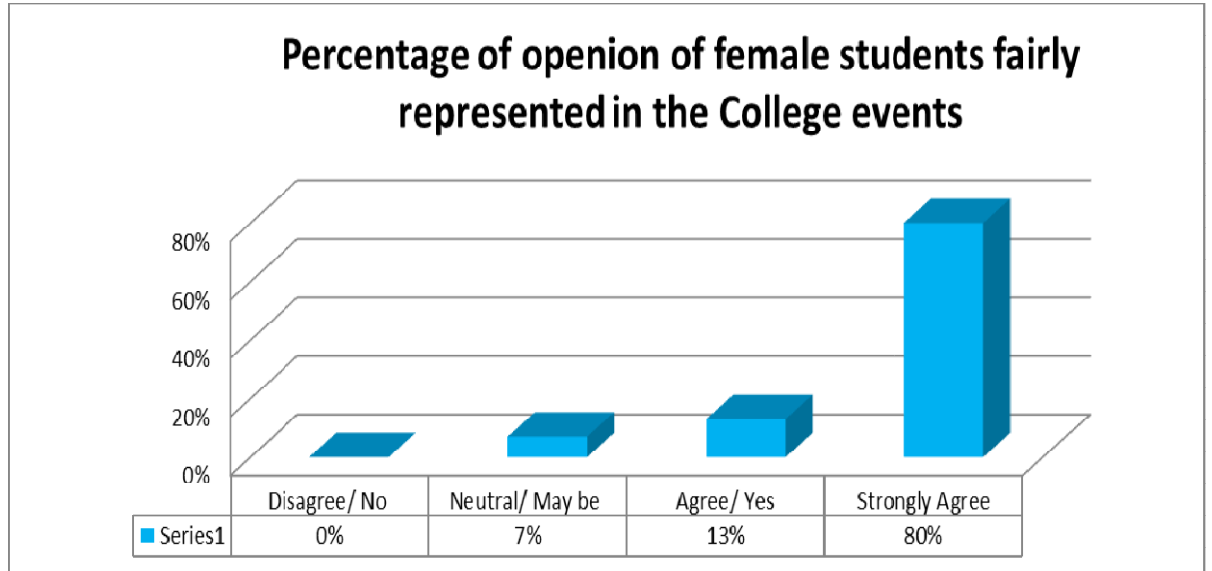
10.



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, উদাহরণস্বরূপ, সাধারণস্থান, বিশ্রামাগার, শ্রেণীকক্ষ এবং করিডোরে? )



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



## Gender Audit : 2021-22

### QUESTIONNAIRE FOR TEACHERS ( শিক্ষকদের জন্য প্রশ্নাবলী )

Sl · N o. ক্র ম না.	Questions (প্রশ্ন )	Options			
		Disagr ee/ No (একমত /না)	Neutr al/ May be (নিরপে ক্ষ/ হতেপা রে)	Agre e/ Yes (একম ত/ হ্যাঁ)	Strongl y 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				

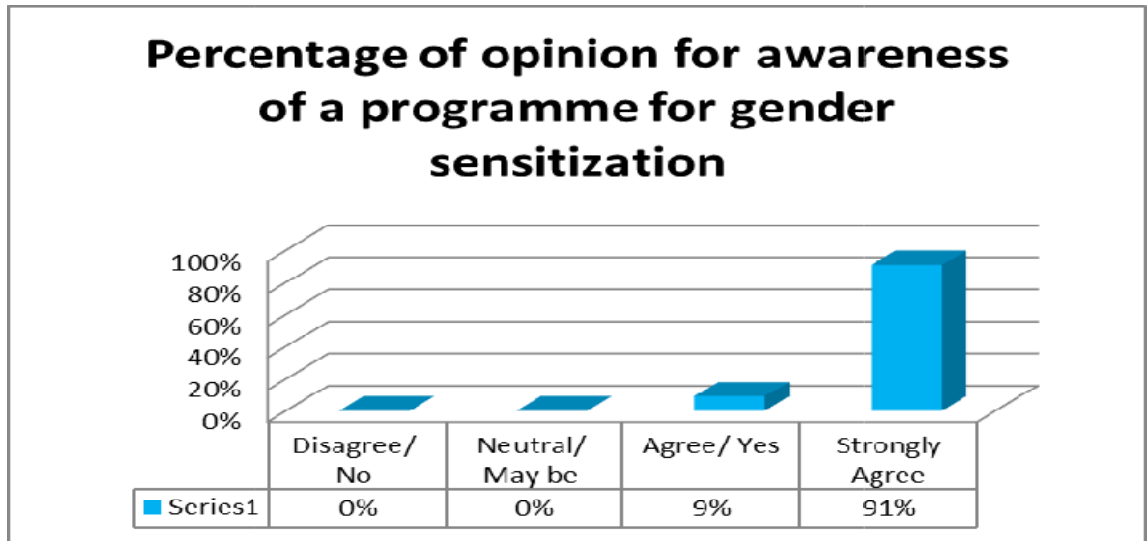
## Gender Audit : 2021-22

	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>			
<b><i>Bi-lingual Questionnaire - Developed by Dr. Pritam Das, IQAC Coordinator, Tehatta Sadananda Mahavidyalaya</i></b>					

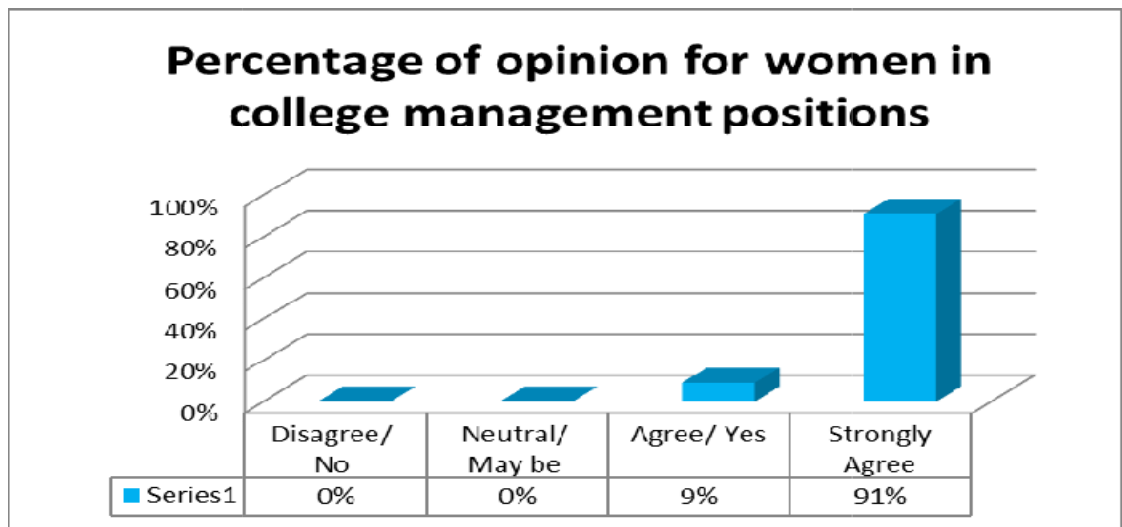
## Gender Audit : 2021-22

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.

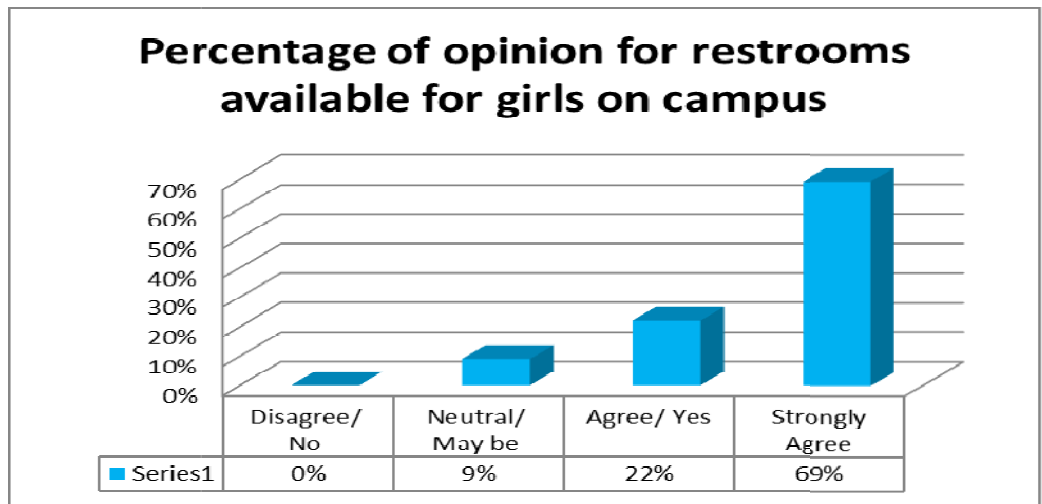
1. Does the college have a programme for gender sensitization? (কলেজে কি লিঙ্গ-সংবেদনশীলতার জন্য একটি প্রোগ্রাম আছে?)



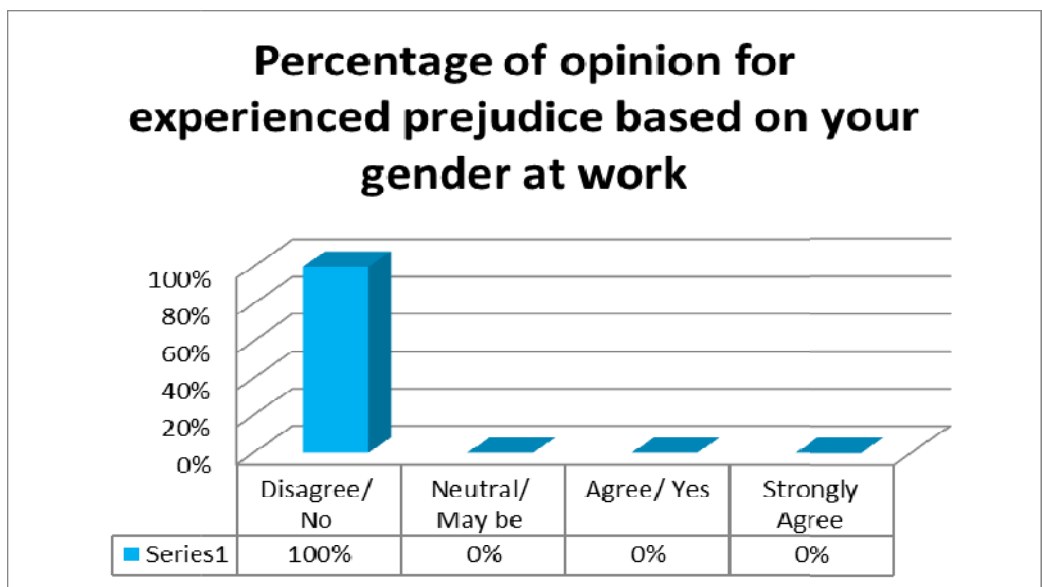
2. Are there enough women in college management positions? (কলেজ ব্যবস্থাপনা পদে কি পর্যাপ্ত মহিলা আছেন?)



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

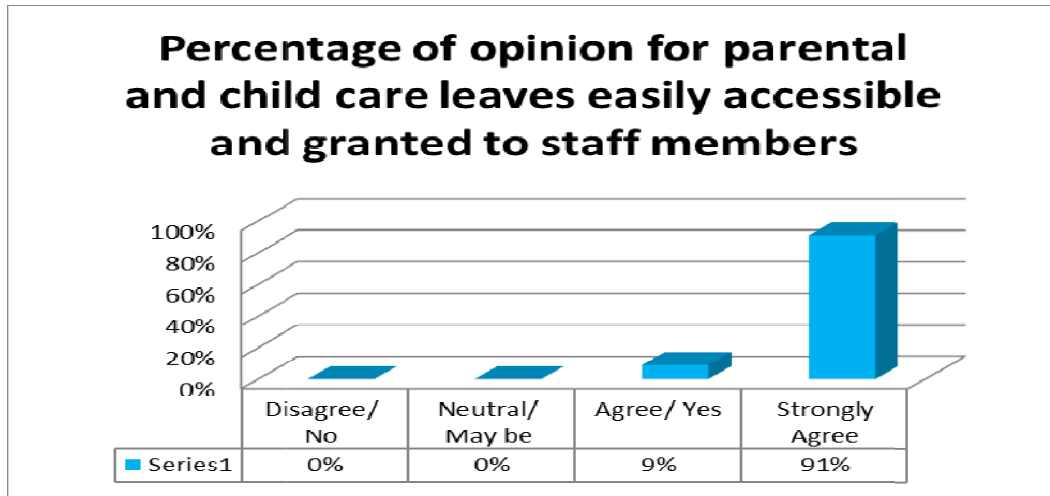


4. Have you ever experienced prejudice based on your gender at work? (আপনি কি কখনও কর্মক্ষেত্রে আপনার লিঙ্গের উপর ভিত্তিকরে কুসংস্কার অনুভব করেছেন?)

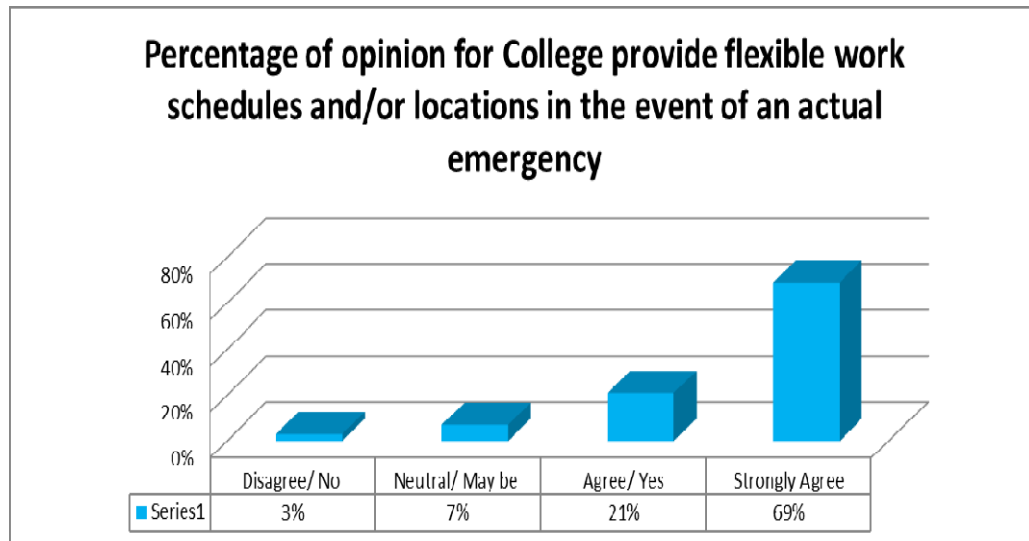


5. Are parental and child care leaves easily accessible and granted to staff members?  
(পিতামাতার এবং শিশু যত্নের ছুটিগুলি কি সহজে অ্যাক্সেসযোগ্য এবং কর্মীদের সদস্যদের দেওয়া হয়?)

6.

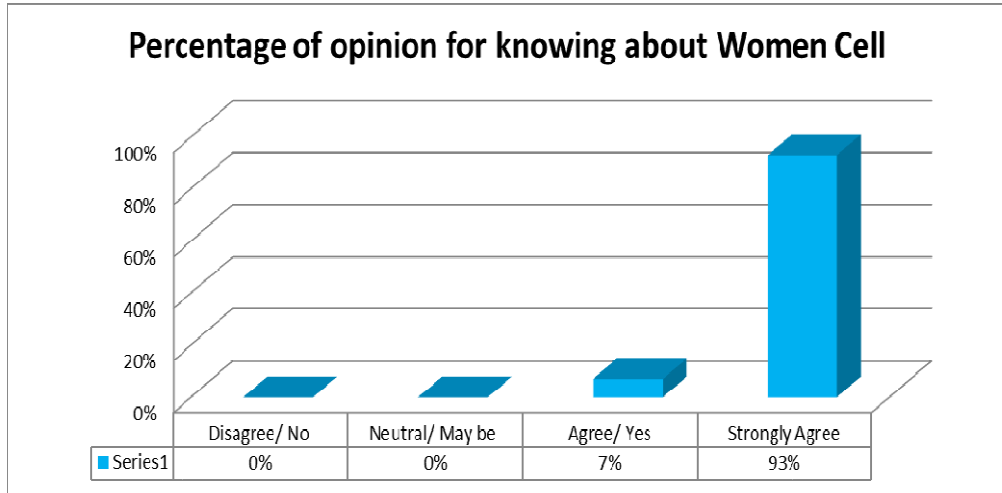


7. Does the College provide flexible work schedules and/or locations in the event of an actual emergency?  
(কলেজকি একটি বাস্তব জরুরী পরিস্থিতিতে নমনীয় কাজের সময়সূচী এবং/ অথবা অবস্থান প্রদান করে?)

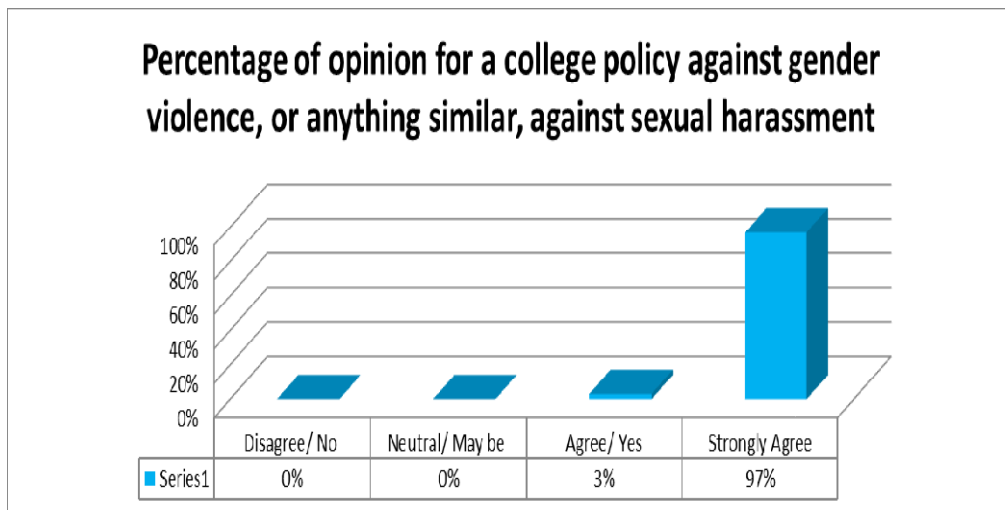




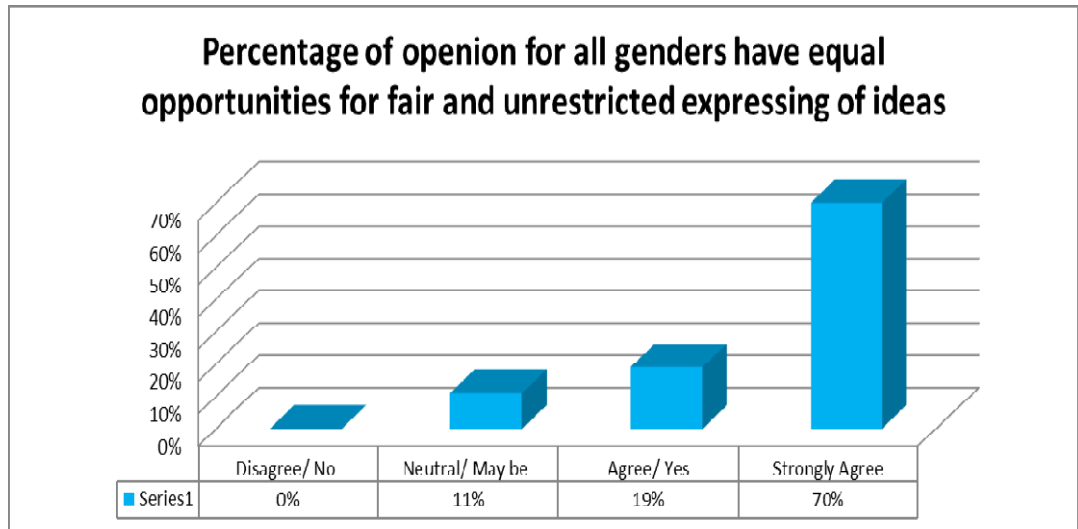
8. Do you know that the college has a Women Cell? ( আপনি কি জানেন যে কলেজে একটি মহিলা সেল আছে? )



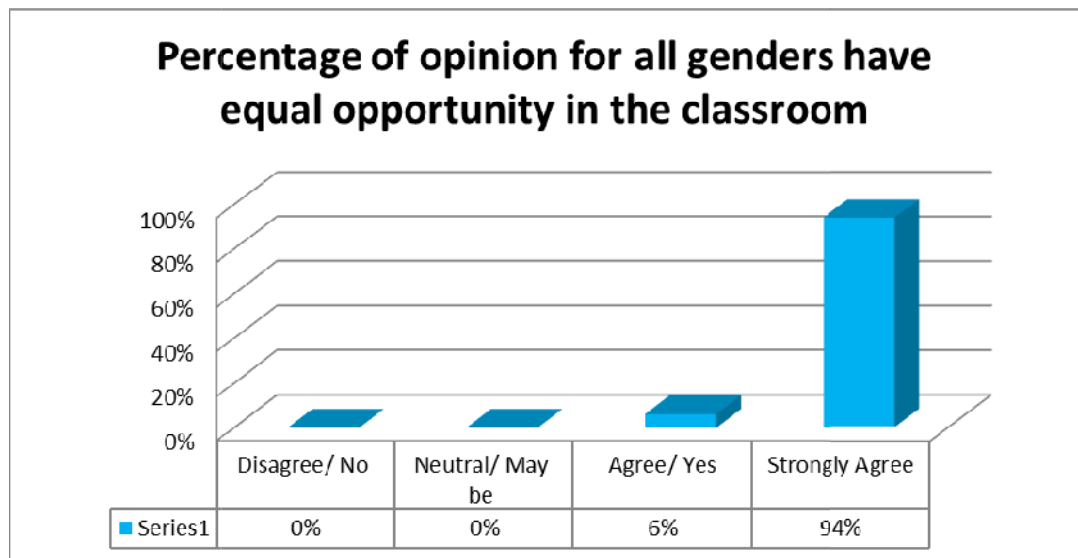
9. Does the College have a policy against gender violence, or anything similar, against sexual harassment? (কলেজের কি যৌন হয়রানির বিরুদ্ধে লিঙ্গ সহিংসতা বা অনুরূপ কোনো নীতি আছে?)



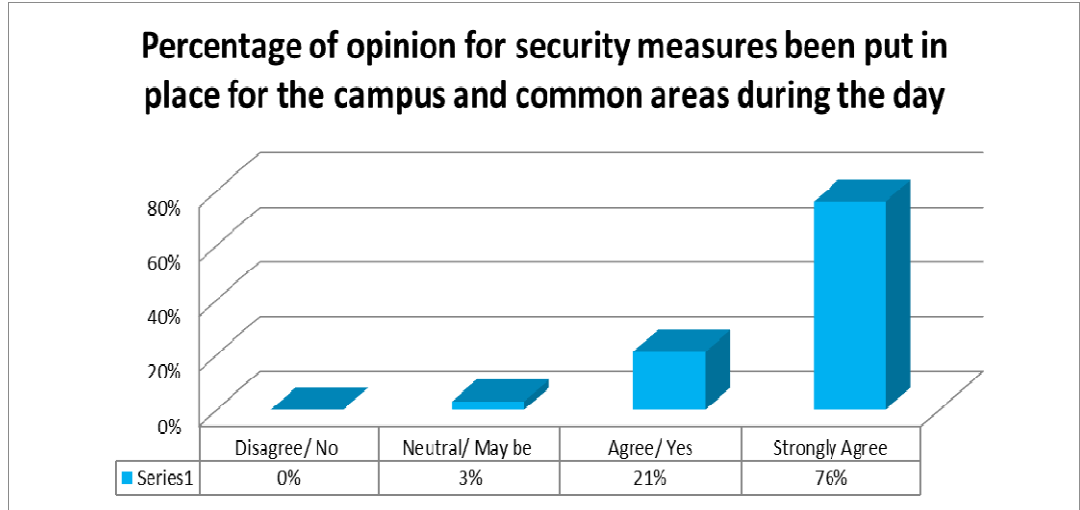
10. Do all genders have equal opportunities for fair and unrestricted expressing of ideas?  
(সবলিঙ্গেরই কি সুষ্ঠু ও সীমাহীন মত প্রকাশের সমান সুযোগ আছে? )



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



12. **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 2021 – 22

Programme of Kanyashree Diwas

Notice of Programme

Brochure

## Gender Audit : 2021-22

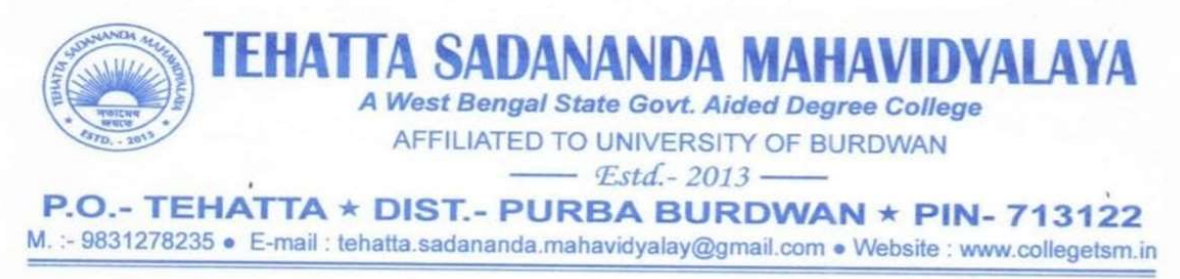
Programme Report of Kanyashree Diwas	
<b>Date and Time of Workshop:</b>	14 <sup>th</sup> August, 2021. At 04.00 P.M
<b>Organized by:</b>	Women Cell
<b>Convener:</b>	Dr. Ruchira Chanda Assistant Professor of the Bengali Department
<b>Venue:</b>	Google Meet
<b>Brief Description</b>	
Kanyashree Diwas programme was conducted by women Cell, dated 14 <sup>th</sup> August, 2021. The programme was started from 4.P.M. All teaching, non- teaching and students were present in this programme. So, the main purpose these programme was to aware motivate our girls students in basic and higher studies. Ruchira Chanda, Convener of the women cell was the main leader of this programme. Our Principal, Dr. Nilanjan De delivered his speech on this special day. Our honorable president Sri Pranab Roy gave his valuable opinion towards the students. Except this Joint BDO of Kalna Block-1 also gave the proper view about the Kanyashree Prakalpa to the female students. Dr. Ruchira Chanda anchored the whole programme. Public reaction proved the success of the programme. 18 teaching, 4 non- teaching and 75 student was present in this programme.	

## Photographs of the Seminar



REPORT ON WEBINAR GENDER SENSITIZATION FOR STUDENTS

Notice



Notice

Ref. No -

Date – 03.11.2021

All the Students, Teaching and Non-Teaching staffs are hereby informed that, a Webinar on **Gender Sensitization for Students** will be held on Friday, 05.11.2021, time 12.00 Noon. All students, Teaching and Non-Teaching staffs are requested to attend this programme on Google Meet.

Basanti Rani Bag

Convenor of Vishaka Committee

Tehatta Sadananda Mahavidyalaya

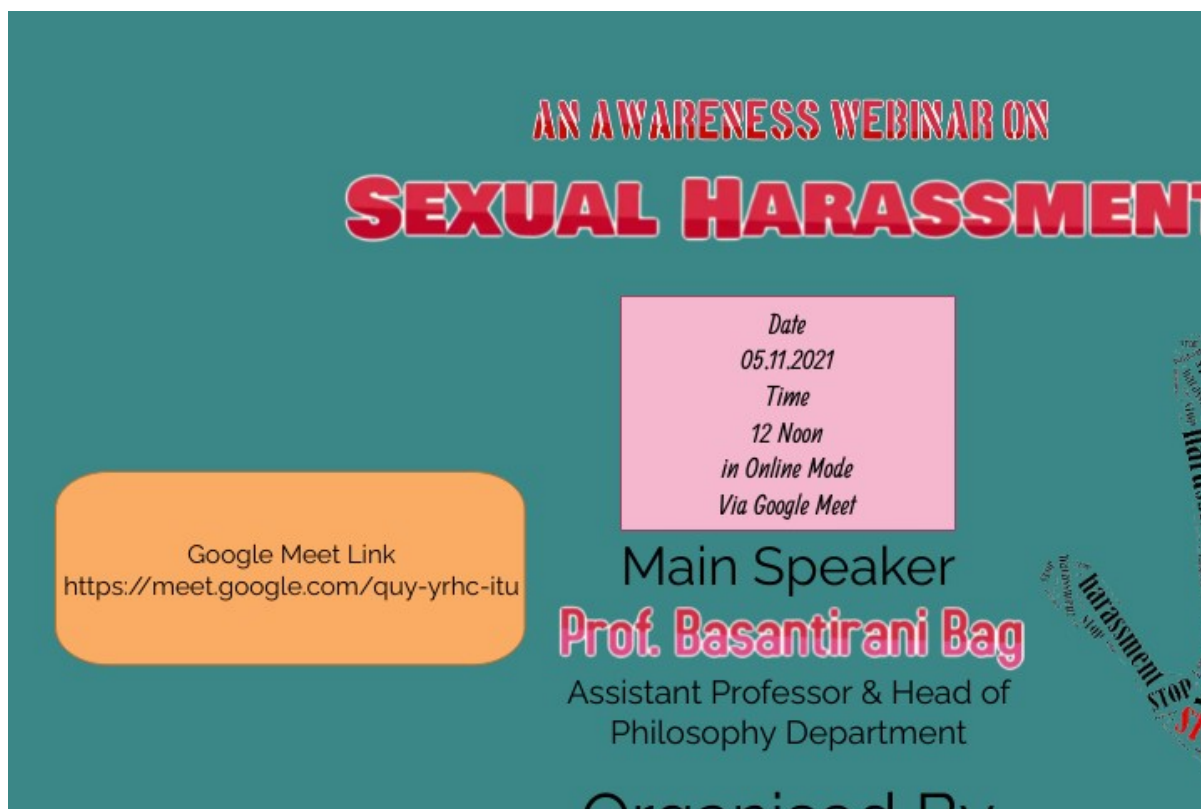
Sd/- Dr. Nilanjan De

Principal

Tehatta Sadananda Mahavidyalaya



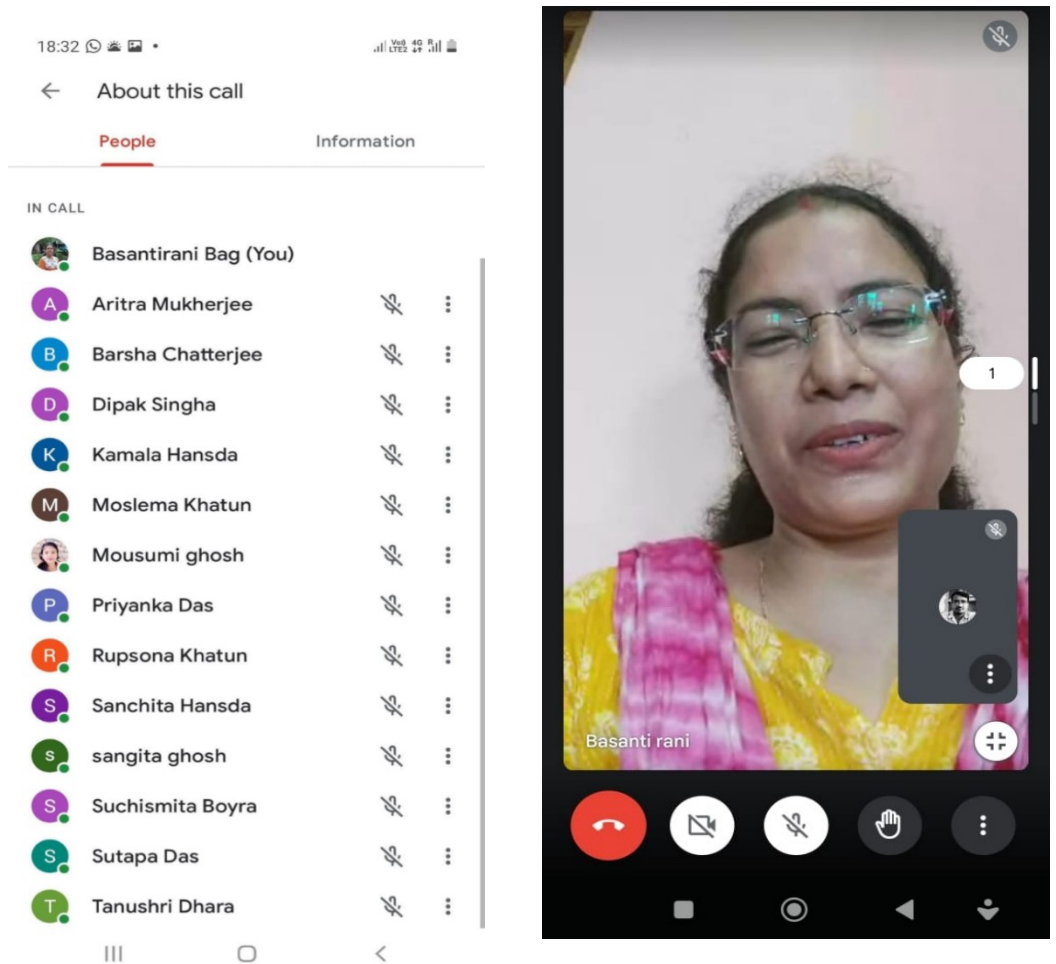
**BROCHURE**



**Details of the Event**

<b>Date, Time &amp; Place</b>	05.11.2021, Friday @12.00 Noon in Online Mode Via Google Meet.
<b>Main Speaker</b>	Prof. Basanti Rani Bag Assistant Professor & Head of the Department of Philosophy Tehatta Sadananda Mahavidyalaya
<b>Organizing Committee</b>	Vishaka Committee
<b>Convener</b>	Prof. Basanti Rani Bag Assistant Professor & Head of the Department of Philosophy Tehatta Sadananda Mahavidyalaya
<b>Brief Description</b>	Anonline webinar on Gender Sensitization for students was arranged inGoogle Meet Platform. Main purpose of the program to spread awareness about gender issues and provide an environment with gender equality. The program started at 12:00 Noon on 5 <sup>th</sup> November 2021. 35 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 Prof. Arunima Guin Discussed in detailed about sexual harassment

## PHOTOS





**STUDENTS ATTENDANCE**

Tehatta Sadananda Mahavidyalaya  
Gender Sensitization for Students  
Date- 05.11.2021  
Students Attendance

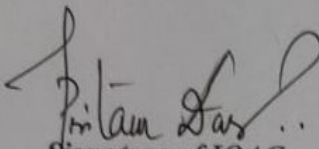
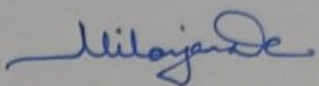
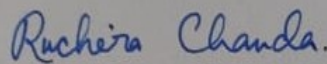
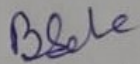
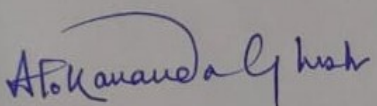
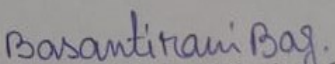
Sl No	Name of the Students	Semester
1	Sabita Durlov	1st
2	Sucharita Poddar	1st
3	Mollah Amina Khatun	1st
4	Farhana Khatun	1st
5	Arghya pramanik	1st
6	Armina Khatun	1st
7	Prokriti Ghosh	1st
8	Papiya ghosh	1st
9	Jesmin Khatun	1st
10	Susmita nandy	1st
11	Munmun Hansda	1st
12	Rittik Pal	1st
13	Anisha Dhara	1st
14	Brishti Majumder	1st
15	Hasna Jarin	1st
16	Jit Mondal	1st
17	Riya Das	1st
18	Sudipa Ghosh	3rd
19	Dip Malik	1st
20	Bitan Ghosh	1st
21	Labani Bag	1st
22	Annesha Ghosh	1st
23	Taniya Khatun	1st
24	Ajay Pal	1st
25	Niloy Das	3rd
26	Riya bag	3rd
27	Souvik Ghosh	3rd
28	Swagata Pramanik	5th
29	Rakesh majhi	5th
30	Rexona Khatun	5th
31	Pallabi Ghosh	5th
32	Sangita Ghosh	5th
33	Barsha Chatterjee	5th

*Barandijani Bag*  
Convenor of Vishaka Committee  
Tehatta Sadananda Mahavidyalaya

*Milajade*  
Principal  
Tehatta Sadananda Mahavidyalaya  
Principal  
Tehatta Sadananda Mahavidyalaya  
Tehatta, Purba Bardhaman

### **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 by the departments on a regular basis 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.

 <i>Signature of IQAC</i> <b>IQAC</b> Co-ordinator Tehatta Sadananda Mahavidyalaya Purba Bardhaman, W.B.	 <i>Signature of Principal</i> <b>Principal</b> Tehatta Sadananda Mahavidyalaya Purba Bardhaman, W.B.
 <i>Signature of Women's Cell Convener</i>	 <i>Signature of External Expert</i> Principal Purbasthali College Parulia, Purba Bardhaman.
 <i>Signature of Grievance Cell Convener</i>	 <i>Signature of Vishaka Committee Convener</i>

\*\*\*\*\*