



CHHATNA CHANDIDAS MAHAVIDYALAYA

(Affiliated to Bankura University)

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GENDER AUDIT REPORT

(2018-2023)

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Foreword

A Gender Audit is an assessment process that is used to analyze an institution's gender equality and pinpoint its primary gender biases. It aims to understand the organization's current processes and situations from a gender perspective, highlighting areas of strength and weakness. It would capture employee attitudes, understandings, and behaviors regarding a range of themes, including the state of gender equality in organizational culture and procedures, policy and decision-making structures, and decision-making processes.

Additionally, a gender audit evaluates how successfully research, study curriculum, academic policies and programs, staff wellness and work management, and research are all influenced by gender perspectives.

Organizations can identify and understand gender trends in their human resource management practices, organizational culture, and the composition, structures, procedures, and policy and service design by using gender audits, a gender mainstreaming technique. They also help to ascertain the ways in which organizational performance and management choices impact gender equality inside the company. Gender audits pinpoint important gaps and challenges in gender roles and offer solutions through innovations and enhancements. They act as a benchmark so that advancement may be tracked over time.



P. Kumbhakar

IQAC Co-ordinator
Chhatna Chandidas Mahavidyalaya

Malanika Sinha

Principal
Chhatna Chandidas Mahavidyalaya
Chhatna, Bankura

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About Our Institution:

Chhatna Chandidas Mahavidyalaya started journey on 02/08/2007. Chhatna Chandidas Mahavidyalaya is located in Chhatna Block, Bankura District, West Bengal. It is located 15 KM towards west from District headquarters Bankura. There is a common belief that the Chhatna is the birthplace of Poet Chandidas (14th Century). College is well connected to the roadway and railway. Nearest railway station is the Chhatna Rail station (SE railway) and college lies in the side of the Bankura Purulia Road. The College is located in a remote area of Bankura district, catering to the academic needs of the socially backward communities, since the majority of the population belongs to areas with limited access to educational facilities.

This college believes in holistic education rather than simply syllabus-oriented study and students are provided with opportunity to join NSS Training and study tour etc. The Teachers, Teaching Supporting Staffs, Students, Parents, Alumni along with The Principal convey thanks to you for visiting the website.

Principal's Outlook on Gender Equity & Equality:

We believe that gender equity is the equitable allocation of resources, opportunities, and responsibilities among people, irrespective of their gender. Treating every person equally regardless of gender in terms of rights, opportunity, and respect is the foundation of gender equality.

We work hard to ensure that girls and boys have equal access to resources and educational opportunities as well as that they are not the targets of gender-based discrimination. We work hard to ensure that recreational, co-curricular, and academic activities are free of gender bias and stereotypes while maintaining an inclusive atmosphere for all students.

Through our administrative initiatives and policies, we support the establishment of an inclusive and varied environment where everyone has the chance to fulfill their full potential, regardless of background, identity, or circumstances. Sensitization efforts against domestic violence, job harassment, and sexual assault are typical.

Gender equity and equality in the workplace refers to giving men and women the same benefits and compensation, as well as equal access to working spaces, equal possibilities for growth, and a harassment- and discrimination-free work environment. There hasn't been any report of harassment from staff or faculty as of yet.

We attempt to achieve equity and equality by putting the ideas and policies into practice through the Gender equity Cell, Grievance Redressal Cell, Anti-ragging committee by putting various government plans into action, among other things. As gender equity and equality are both important principles for creating a fair and just society where all individuals have the opportunity to reach their full potential, regardless of their gender, we strictly strive for a gender-neutral institution with equal opportunities to all.



P. Kumbhakar

IQAC Co-ordinator
Chhatna Chandidas Mahavidyalaya

Malavika Sinha

Principal
Chhatna Chandidas Mahavidyalaya
Chhatna, Bankura

Objectives of the Audit Report (Gender):

Gender parity is specifically stated as a desirable aim in the Preamble, Fundamental Rights, Fundamental Responsibilities, and Directive Principles of the Indian Constitution. As mandated by Article 14 of the Constitution, which protects universal rights for all persons regardless of their place of birth, ethnicity, gender, or race, to advance gender equality and prohibit discrimination based on gender. The Constitution gives the state the right to prevent one from discriminating against another/people on the basis of his/their gender, race, nationality, caste, ethnicity, or any combination of these.

The objectives are as follows:

- ✓ Implementation of practical steps to ensure the protection and safety of all genders.
- ✓ Establishment of an easily reachable, dynamic, impartial Grievance Redressal Cell.
- ✓ Prohibition of discrimination based on gender in all forms.
- ✓ Development of self-assurance and self-worth of female students, women faculty members and college staff.
- ✓ Arrangement of Programs for the whole development of personality fostering self-assurance among the institution's members.
- ✓ Prevention and Protection of female students from being teased by others.

With the objective for key findings regarding gender neutrality and to ensure gender equality at our campus, our institution requested to conduct a gender audit.

Methodology:

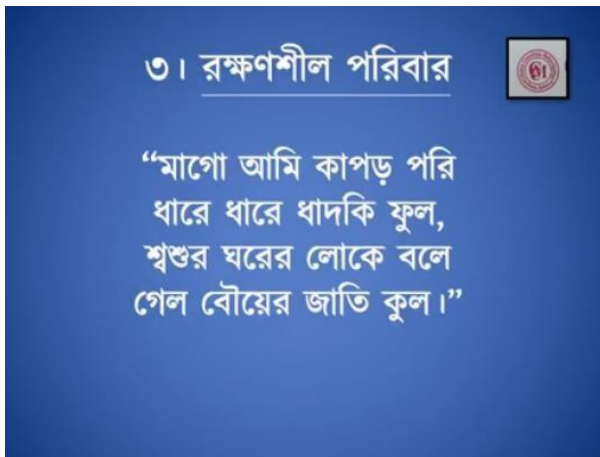
A questionnaire was specifically created to gather information on the key areas as part of the audit to collect gender- specific data on the curriculum, the male-female composition of various departments, facilities and on gender-related topics. The results of the survey were reviewed along with the statistical information offered for the previous five academic years. The male female enrolment ratio received from Enrolment data sheet during admission and with the help of Excel a few statistical technique has been used to represent the data.

Curricular Aspects:

Since its establishment in 2007, Chhatna Chandidas Mahavidyalaya always emphasized on value-based education though it had little scope to introduce new courses. Several measures have been adopted in light of the fact that sensitization programs are currently an absolute necessity on campus. Gender equity and equality have been internalized in all the aspects of our institution. The departments of Psychology, Economics, Hindi and English have courses that address gender issues within their syllabus at the undergraduate level.

Gender equality or women empowerment have always been given prime importance in the curriculum of the institute. Several departments offer gender-based papers as a part of regular curriculum. These are as follows:

1. Contemporary India: Women and Empowerment (Political Science)
2. Psychology of Gender and Identity (Sociology)
3. Understanding Gender and Power Politics (Political Science)
4. Women's Movement and Empowerment
5. Demography and Population Studies I
6. Demography and Population Studies II



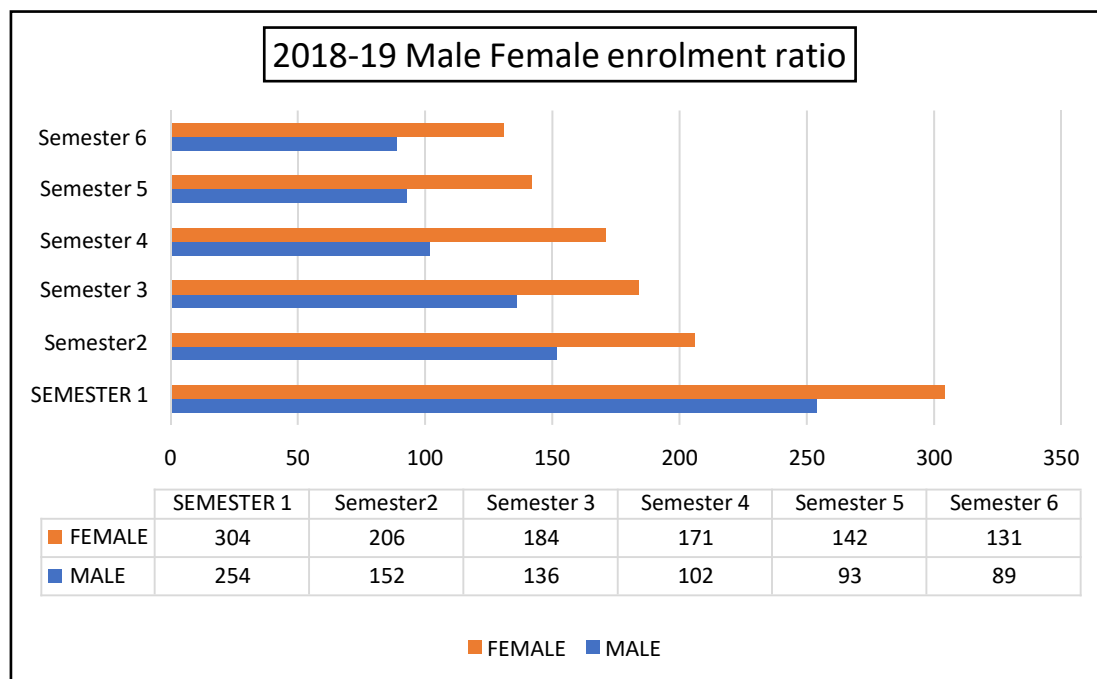
https://youtu.be/DuZw0T0d_Ko

Learning and Evaluation (Female Enrolment Ratio)

Institutional data of the admitted students as compared to total students from the categories Gen-SC-ST-OBC-Min/EWS & Others (2018-2023).

ENROLMENT REPORT 2018-19

(Semester 1st to 6th) Hons & Programme Courses



(Sources: Enrolment Sheet provided by the University, 2024 April) Figure No.1

Table 1: Semester and Course Wise Male Female Enrolment Ratio (2018-19)

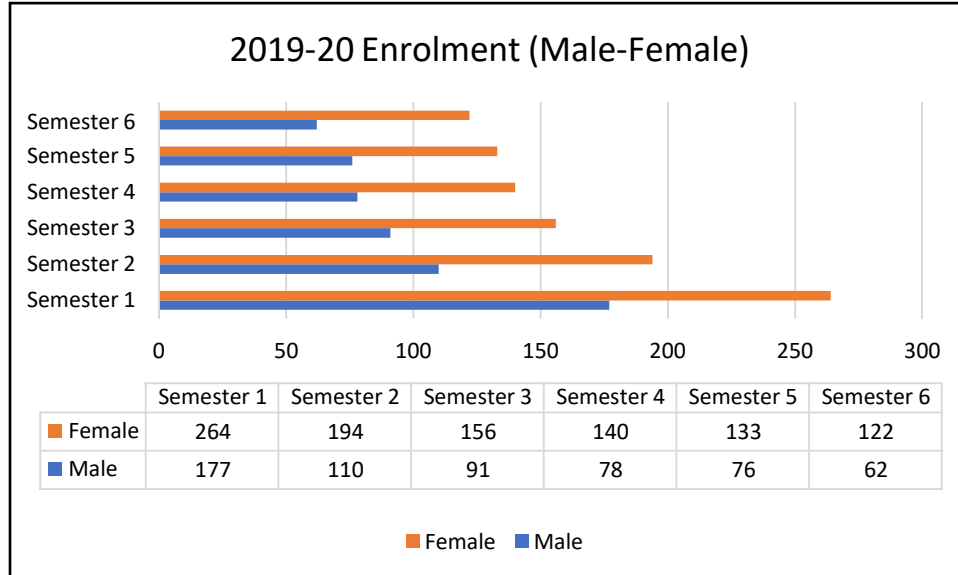
2018-19	MALE	% of Male	Female	% of Female	Total
SEMESTER 1	254	45.51	304	54.49	558
Semester2	152	42.46	206	57.54	358
Semester 3	136	42.51	184	57.499	320
Semester 4	102	41.29	171	58.71	274
Semester 5	93	39.57	142	60.43	235
Semester 6	89	40.45	131	59.55	220

Female Enrolment ratio is higher than male ratio.

ENROLMENT REPORT 2019-20

(Semester 1st to 6th)

Hons & Programme Courses



(Sources: Enrolment Sheet provided by the University, 2024 April) Figure No.2

A decreasing trend has been noticed in the student enrolment in with increasing semester Above all, the percentage of Female enrolment is comparatively high in all the semesters.

Table 2:Semester and Course Wise Male Female Enrolment Ratio (2019-20)

2019-20	Male	% of Male	Female	% of Female	Total
Semester 1	177	40.13	264	59.87	441
Semester 2	110	36.18	194	63.82	304
Semester 3	91	36.84	156	63.16	247
Semester 4	78	35.77	140	64.23	218
Semester 5	76	36.36	133	63.64	209
Semester 6	62	33.69	122	66.31	184

Female Enrolment ratio is higher than male ratio.

ENROLMENT REPORT 2020-21

(Semester 1st to 6th)

Hons & Programme Courses

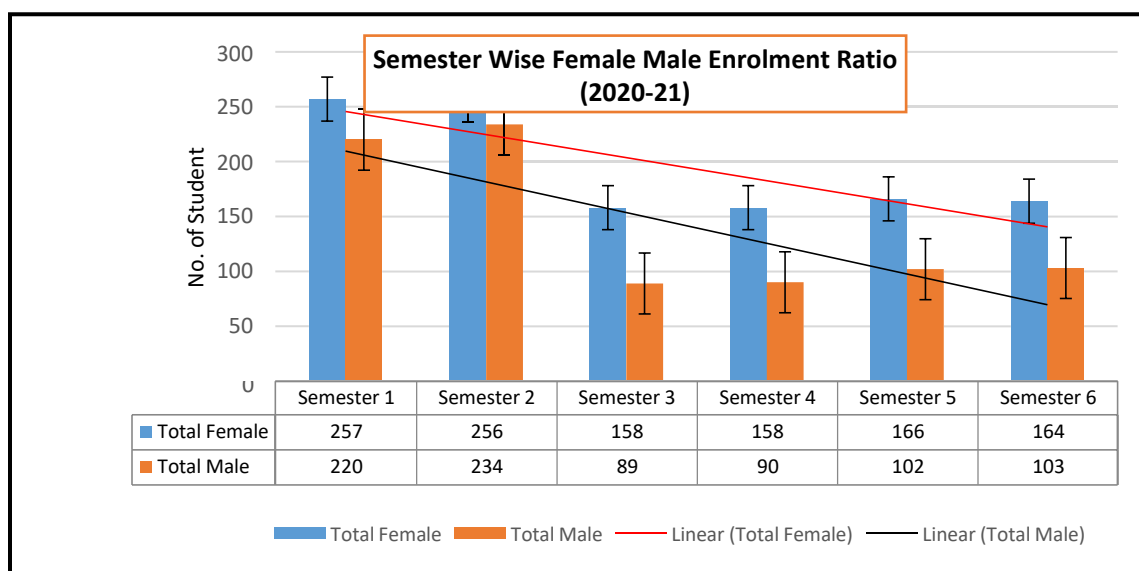


Figure No.3

Table 3: Category Wise Male Female Enrolment Ratio 2020-21

	MALE	FEMALE	Total Student
UR	372	569	941 (47.20%)
OBC A	17	15	32(1.60%)
OBC B	169	219	388 (19.42%)
SC	196	233	429(21.48%)
ST	86	121	207(10.36%)
	840(42.07%)	1157(57.93%)	1997

**Table 4 Male Female Enrolment Ratio (Male per thousand of Female)
(1st to 6th Semester) 2020-21**

Category	Number of Male per thousand of Female
UR	654/1000
OBC A	1133/1000
OBC B	771/1000
SC	842/1000
ST	710/1000

Female Enrolment ratio is higher than male ratio.

Table 5: Category and Gender Wise Enrolment Ratio 2020-21

	UR	OBC A	OBC - B	SC	ST	TOTAL
Semester 1(Hons) Male	14	0	10	17	7	48
Semester 1(Hons) Female	30	1	25	16	9	81
Semester 1(Programme) Male	78	1	31	49	13	172
Semester 1(Programme) Female	97	3	19	42	15	176
Semester 2(Hons) Male	15	0	10	17	6	48
Semester 2(Hons) Female	30	1	26	16	9	82
Semester 2 (Programme) Male	94	1	31	48	13	187
Semester 2(Programme) Female	96	3	19	42	15	175
Semester 3(Hons) Male	22	1	1	2	2	28
Semester 3 (Hons) Female	45	2	3	7	4	61
Semester 3 (Programme) Male	33	2	4	13	9	61
Semester 3(Programme) Female	58	1	10	13	14	96
Semester 4(Hons) Male	22	0	1	3	1	27
Semester 4(Hons) Female	45	2	4	7	4	62
Semester 4 (Programme) Male	35	2	4	13	9	63
Semester 4 (Programme) Female	58	1	10	13	14	96
Semester 5 (Hons) Male	10	0	21	10	5	46
Semester 5 (Hons) Female	15	0	24	20	3	62
Semester 5 (Programme) Male	19	5	17	7	8	56
Semester 5 (Programme) Female	40	1	28	19	16	104
Semester 6 (Hons) Male	10	0	21	10	5	46
Semester 6(Hons) Female	15	0	23	20	2	60
Semester 6 (Programme) Male	20	4	18	7	8	57
Semester 6 (Programme) Female	40	1	28	18	16	103

At all level Female Enrolment ratio is higher than male ratio.

ENROLMENT REPORT 2021-22

(Semester 1st to 6th) Hons & Programme Courses

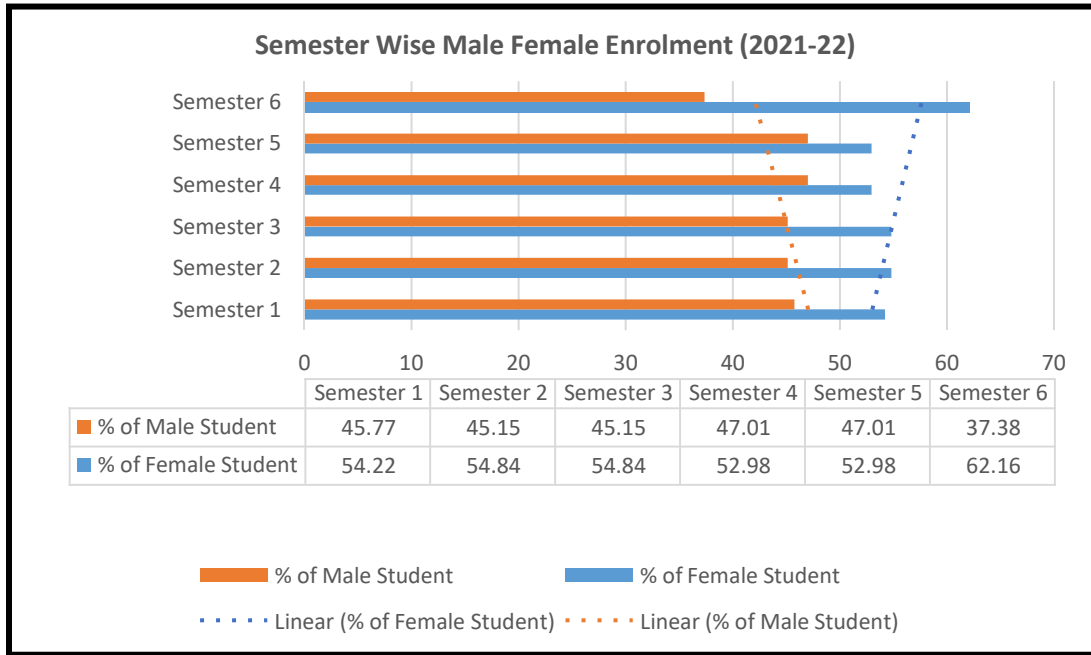


Figure No.4

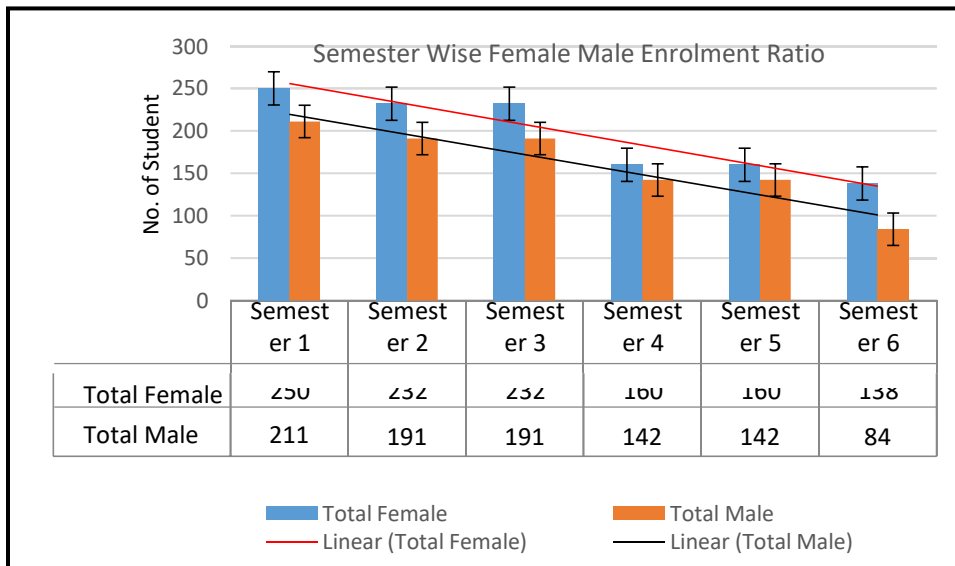


Figure No.5

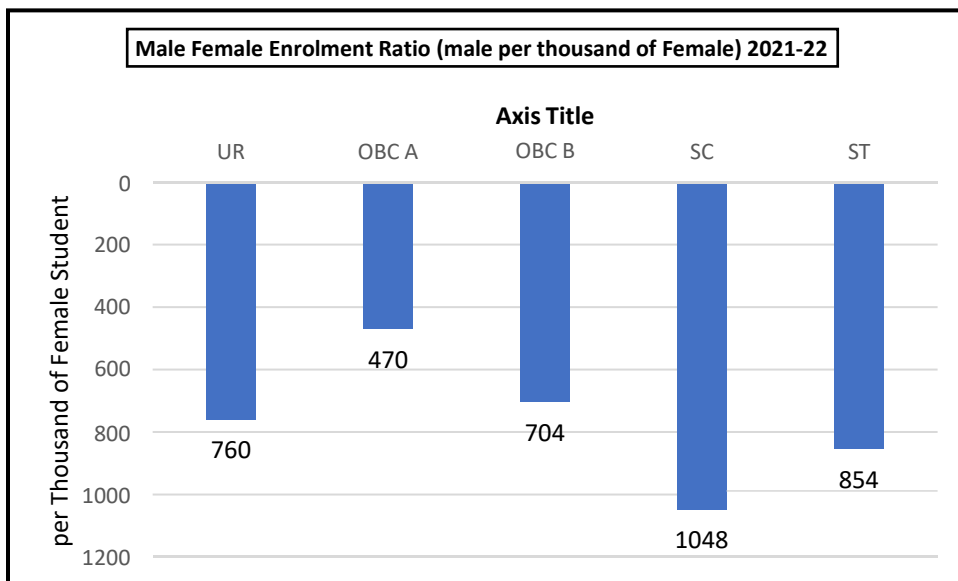


Figure No.6

Table 6: Semester & Course Wise Male Female Enrolment (2021-22)

	FEMALE	Female	MALE	MALE			
2021-22	Hons.	PROGRAMME	HONS	PROGRAMME	Total Female	Total Male	Total
Semester 1	64	186	35	176	250	211	461 (21.61%)
Semester 2	60	172	33	158	232	191	423 (19.83%)
Semester 3	60	172	33	158	232	191	423(19.83%)
Semester 4	71	89	42	100	160	142	302(14.15%)
Semester 5	71	89	42	100	160	142	302(14.15%)
Semester 6	60	78	26	58	138	84	222 (10.40%)

(Sources: Enrolment Sheet provided by the University, 2024 April)

Table 7: Category Wise Male Female Enrolment Ratio(2021-22)

	MALE	FEMALE	Male Female Enrolment Ratio (male per thousand of Female)	% of Students	
				Male	Female
UR	334	440	774	40.25%	59.75%
OBC A	16	34	50	37.50%	62.50%
OBC B	176	250	426	44.52%	55.48%
SC	283	270	553	52.30%	47.70%
ST	152	178	330	45.45%	54.55%
	961	1172	2133		

(Sources: Enrolment Sheet provided by the University, 2024 April)

**Table 8: Male Female Enrolment Ratio (Male per thousand of Female)
(1st to 6th Semester) 2021-22**

Category	Number of Male per thousand of Female
UR	760/1000
OBC A	470/1000
OBC B	704/1000
SC	1048/1000
ST	854/1000

(Sources: Enrolment Sheet provided by the University, 2024 April)

At all level Female Enrolment ratio is higher than male ratio (EXCEPT SC).

Table 9: Category and Gender Wise Enrolment Ratio 2021-22

	UR	OBC A	OBC -B	SC	ST	TOTAL
Semester 1(Hons) Male	7	2	13	8	5	35
Semester 1(Hons) Female	25	1	25	9	3	64
Semester 1(Programme) Male	52	2	29	57	36	176
Semester 1(Programme) Female	43	1	33	52	47	181
Semester 2(Hons) Male	6	2	10	8	7	33
Semester 2(Hons) Female	24	1	27	9	3	65
Semester 2 (Programme) Male	47	2	25	53	31	158
Semester 2(Programme) Female	49	1	31	45	41	172
Semester 3(Hons) Male	6	2	10	8	7	33
Semester 3 (Hons) Female	24	1	27	9	3	65
Semester 3 (Programme) Male	47	2	25	53	31	158
Semester 3(Programme) Female	49	1	31	45	41	172
Semester 4(Hons) Male	12	0	10	13	7	42
Semester 4(Hons) Female	27	1	22	16	6	72
Semester 4 (Programme) Male	44	1	20	29	6	100
Semester 4 (Programme) Female	44	1	10	24	7	88
Semester 5 (Hons) Male	12	0	10	13	7	42
Semester 5 (Hons) Female	27	1	22	16	6	72
Semester 5 (Programme) Male	44	1	20	29	6	100
Semester 5 (Programme) Female	44	1	10	24	7	88
Semester 6 (Hons) Male	21	0	1	3	1	26
Semester 6(Hons) Female	42	1	6	7	3	60
Semester 6 (Programme) Male	33	2	3	9	8	55
Semester 6 (Programme) Female	45	1	6	14	11	77

(Sources: Enrolment Sheet provided by the University, 2024 April)

At all level Female Enrolment ratio is higher than male ratio.

ENROLMENT REPORT 2022-23

(Semester 1st to 6th) Hons & Programme Courses

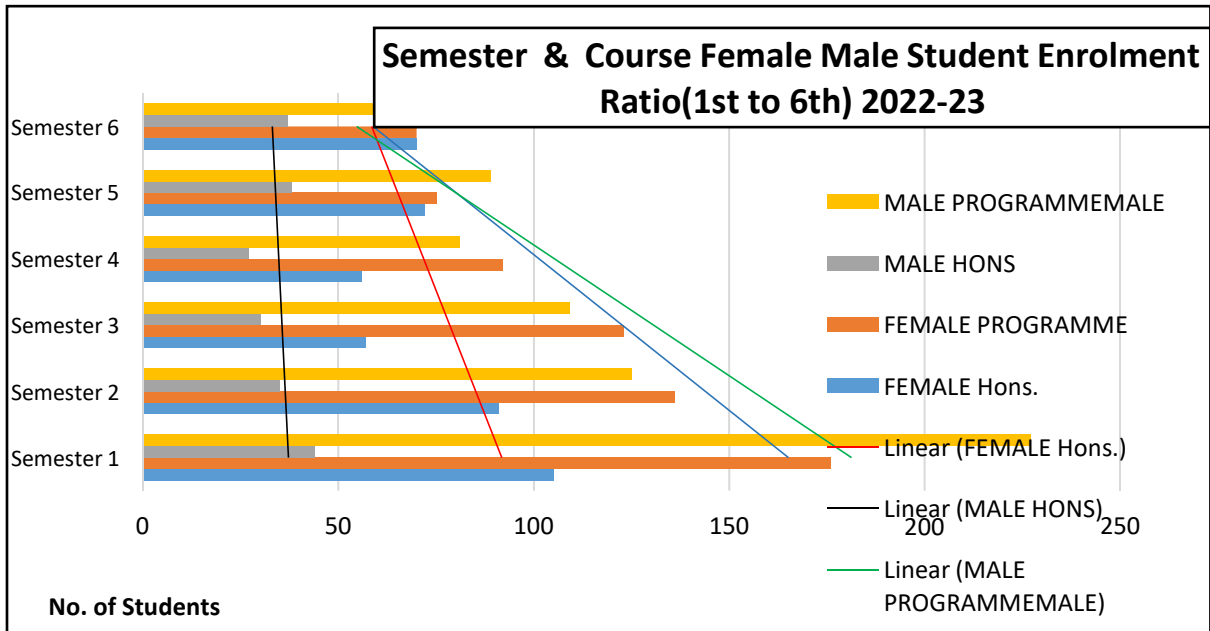


Figure No.7

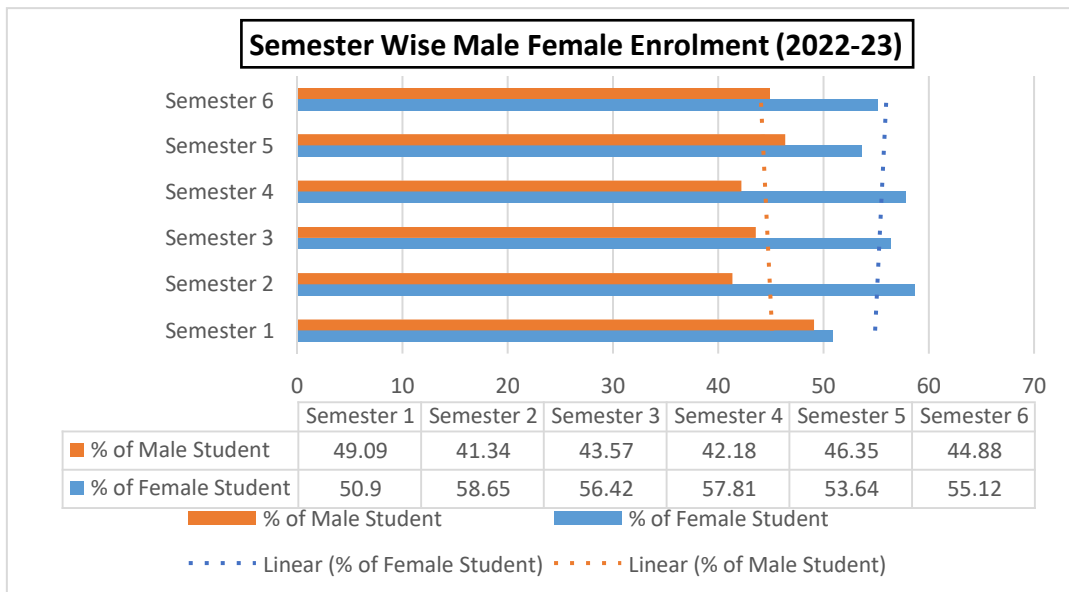


Figure No.8

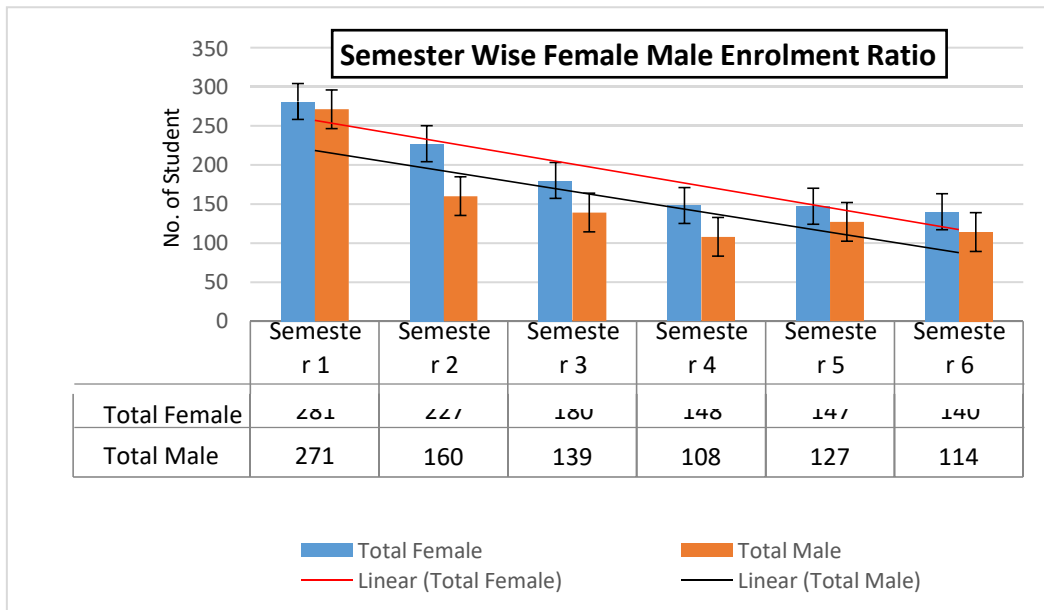


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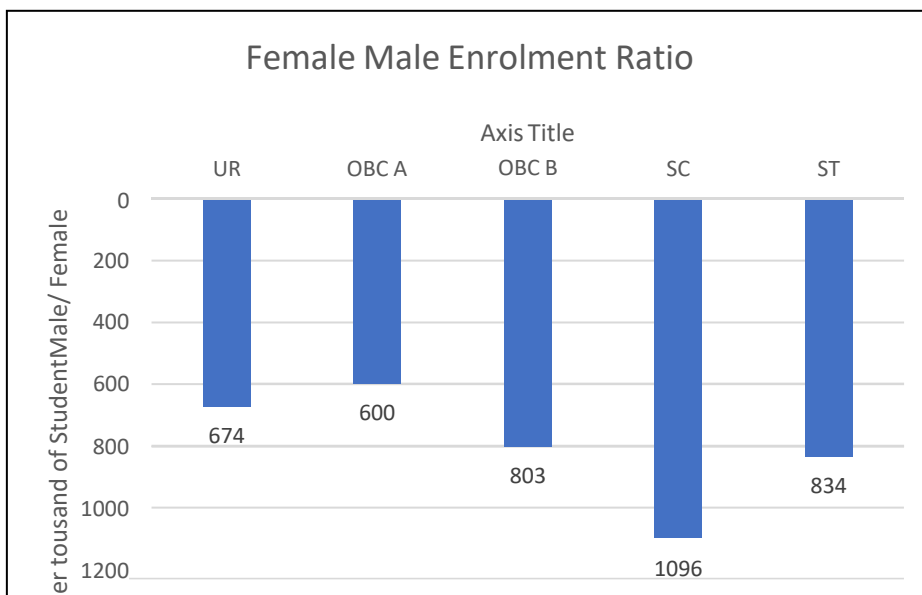


Figure No.10

Table 10: Semester and Course Wise Male Female Enrolment Ratio (2022-23)

	FEMALE		MALE				
2022-23	Hons.	PROGRAMME	HONS	PROGRAMME	Total Female	Total Male	Total
Semester 1	105	176	44	227	281	271	552
Semester 2	91	136	35	125	227	160	387
Semester 3	57	123	30	109	180	139	319
Semester 4	56	92	27	81	148	108	256
Semester 5	72	75	38	89	147	127	274
Semester 6	70	70	37	77	140	114	254
Total (2042)	451	672	211	708	1123	919	2042
					54.99%	45.01%	

Table 11: Category Wise Male Female Enrolment Ratio 2022-23

Category	Male	Female	Total	% of Male	% of Female	% of Students
UR	324	369	693	46.75	53.24	34.20%
OBC A	15	17	32	46.87	53.12	1.57%
OBC B	179	342	521	65.64	34.35	25.71%
SC	244	243	487	49.89	50.10	24.03%
ST	150	143	293	48.80	51.19	14.46%
			2042			

**Male Female Enrolment Ratio (Male per thousand of Female)
(1st to 6th Semester) 2022-23**

Category	Number of Male per thousand of Female
UR	67/41000
OBC A	600/1000
OBC B	803/1000
SC	1096/1000
ST	834/1000

At all level Female Enrolment ratio is higher than male ratio.



P. Kumbhakar
IQAC Co-ordinator
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**Table 12: Enrolment Ratio Programme and Hons.
1st to 6th Semester, 2022-23**

2022-23 ENROLMENT	HONS	PROHRAMME	Total
Female	451	672	1123
Male	211	708	919
Total	662	1380	2042
2022-23 ENROLMENT	HONS	PROGRAMME	
	32.41%	67.58%	

(Sources: Enrolment Sheet provided by the University, 2024 April)

Table 13:Category and Gender Wise Enrolment Ratio 2022-23

	UR	OBC A	OBC -B	SC	ST	TOTAL
Semester 1(Hons) Male	3	1	22	11	7	44
Semester 1(Hons) Female	31		45	17	10	105
Semester 1(Programme) Male	63	0	61	70	33	227
Semester 1(Programme) Female	64		34	42	35	176
Semester 2(Hons) Male	2	1	17	8	7	35
Semester 2(Hons) Female	26		37	16	10	91
Semester 2 (Programme) Male	33	0	28	41	23	125
Semester 2(Programme) Female	47		26	31	31	136
Semester 3(Hons) Male	6	2	9	7	6	30
Semester 3 (Hons) Female	23		22	8	2	57
Semester 3 (Programme) Male	36	2	16	35	20	109
Semester 3(Programme) Female	40		24	29	27	123
Semester 4(Hons) Male	6	2	9	5	5	27
Semester 4(Hons) Female	23		22	8	2	56
Semester 4 (Programme) Male	30	2	12	25	12	81
Semester 4 (Programme) Female	31		21	19	21	92
Semester 5 (Hons) Male	12	0	10	10	6	38
Semester 5 (Hons) Female					7	72
Semester 5 (Programme) Male	40	1	19	23	6	89
Semester 6 (Programme) Female	39		8	19	6	75
Semester 6 (Hons) Male	12	0	10	9	6	37
Semester 6(Hons) Female	26		20	16	7	70
Semester 6 (Programme) Male	36	1	19	17	4	77
Semester 6 (Programme) Female	38		8	17	4	70

(Sources: Enrolment Sheet provided by the University, 2024 April)



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Since 2018-19 semester and course wise male and female enrolment ratios showed a significant increase in both genders and female enrolment percentages in each semester is comparatively higher than male. Only exception observed in the case of SC enrolment in 2022-23..

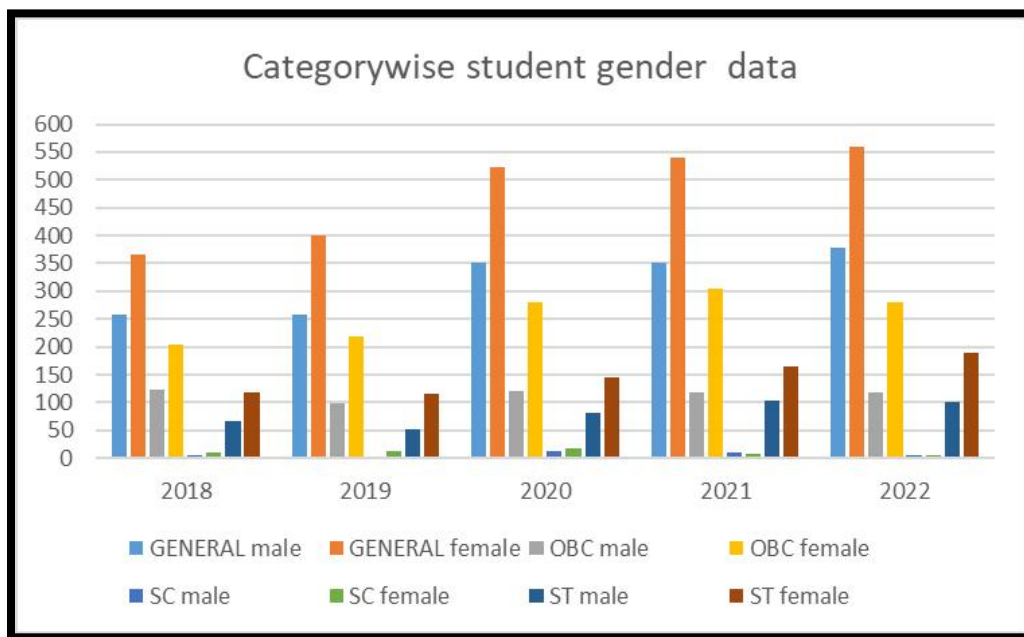


Figure No. 11
Bar Graph showing Institutional Profile of the Students (2019-2023)

Data analysis shows that there is an overall rising trend in admission over the last five years (Fig. 1 to 11)

The graph showcases the data of male and female academic employees where by the female employees are always in majority as compared to the males.

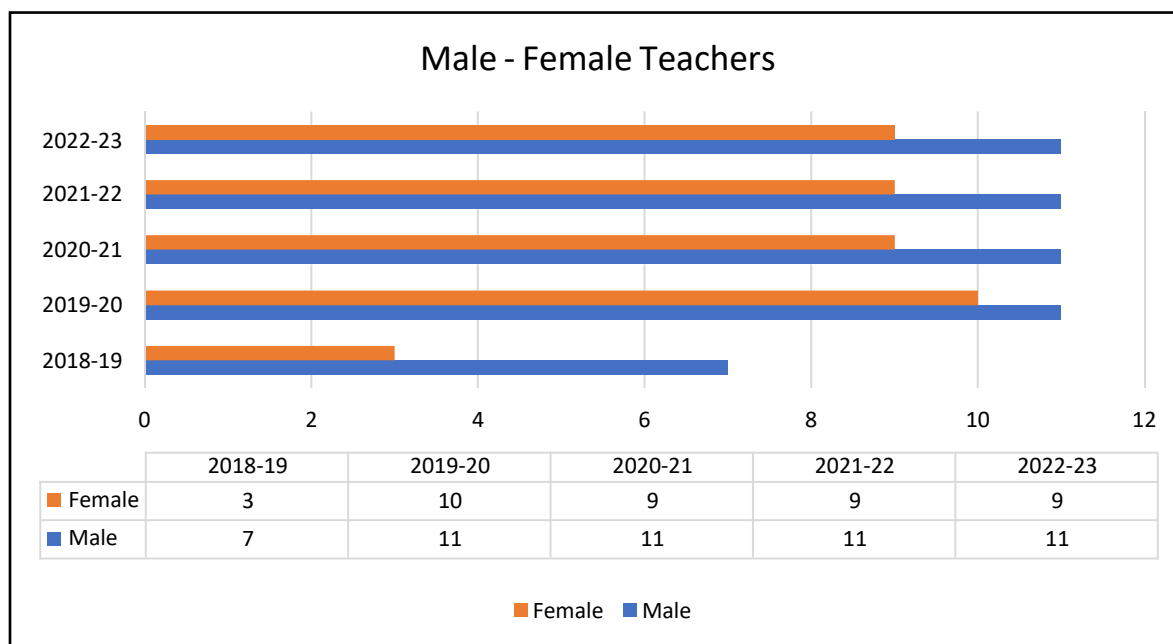


Figure No.12

Infrastructure and Learning Resources

The college is actively fostering the idea of gender sensitivity in various ways. Visualization and taking concrete actions allow us to focus on diverse spaces of empowerment and engagement with issues that impact women's life within the campus. With a moderately high proportion of female faculties, staff, and students, we try our best in terms of empowering them.

- A women's hostel is under construction.
- A common room for women is available in the Arts & Commerce Building.
- Clean and well-maintained washrooms with necessary amenities are available in all the blocks.
- The institutional library is constantly upgraded in terms of books
- Counseling facilities are available in the campus.
- Canteen facilities are available that serve healthy food.
- Good Sports facilities are available in the campus.
- The physical monitoring by the security staff is ensured for safety and security.

Scholarships: Student Support

Our students get benefitted with the following scholarships. Major contribution of the scholarship comes from the Central sector Scholarship for SC, ST, OBC, Minority and EWS students.

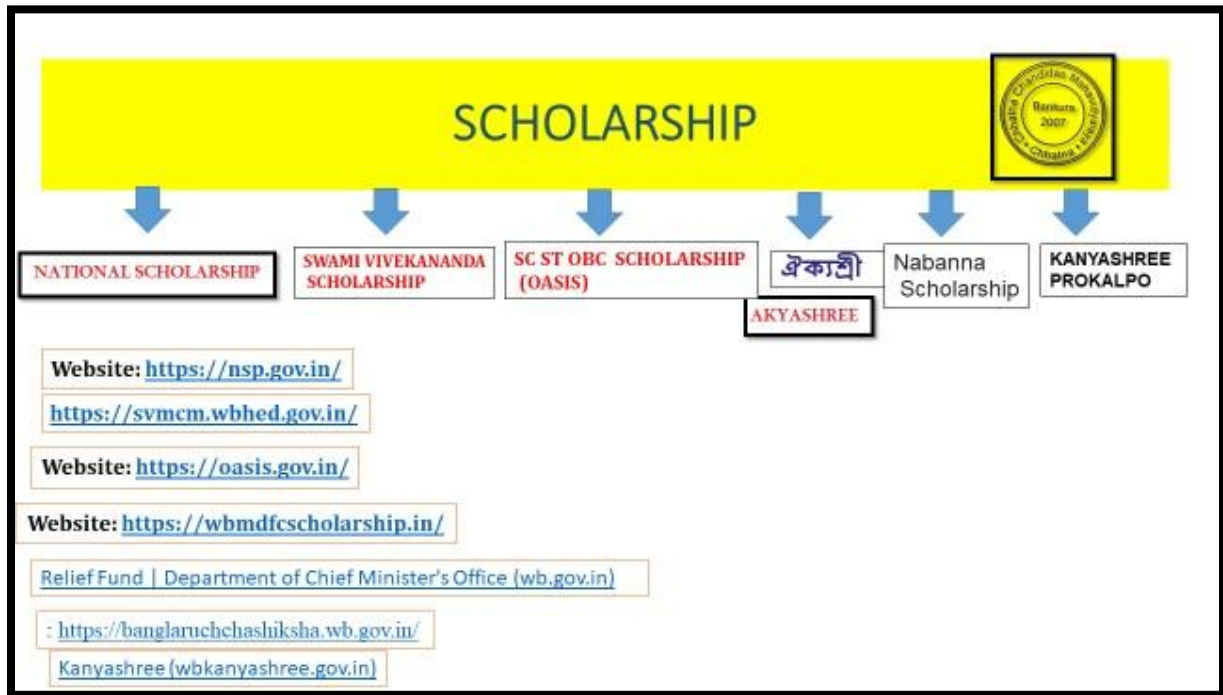


Figure No.13

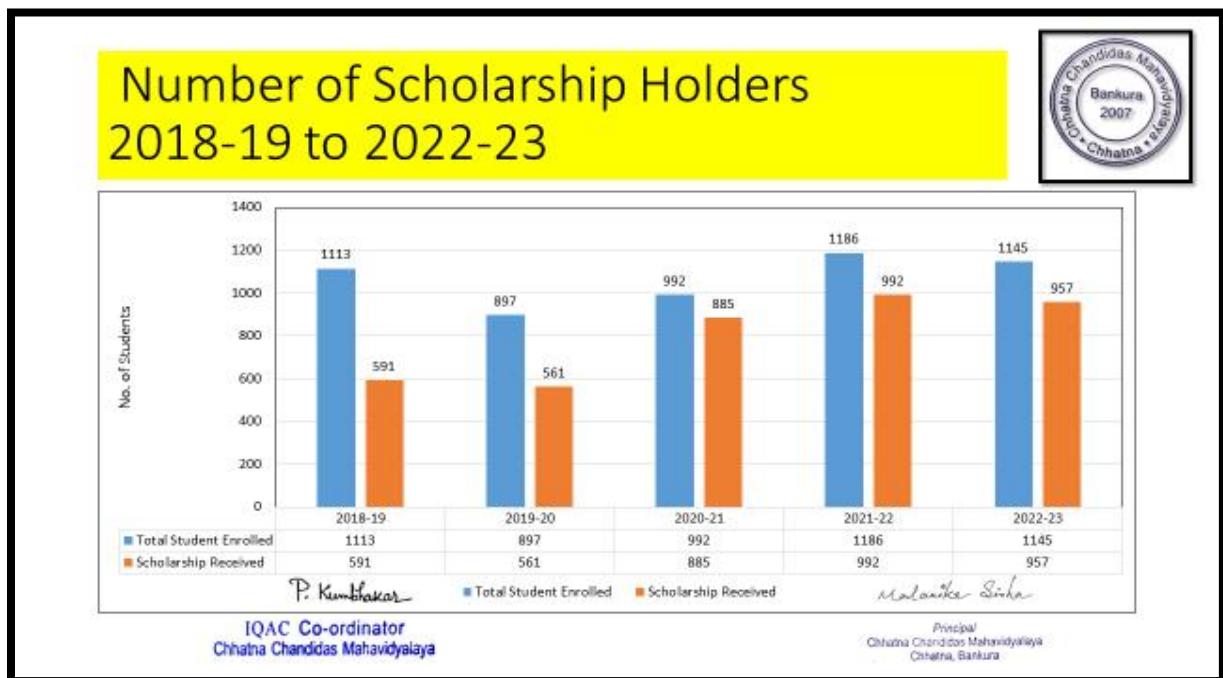


Figure No.14

Percentage of Scholarship Holder (2018-19 to 2022-23)

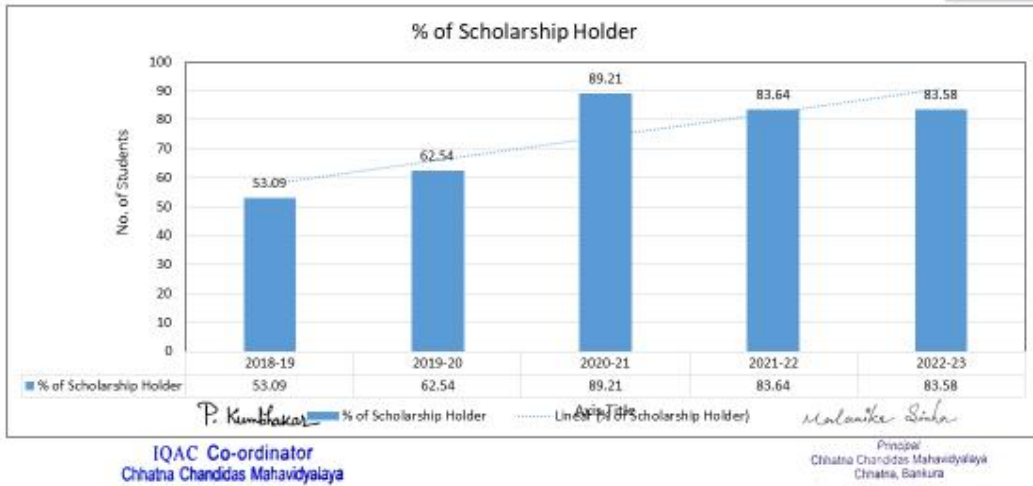


Figure No.15

Types of Scholarship Received (Since 2018)

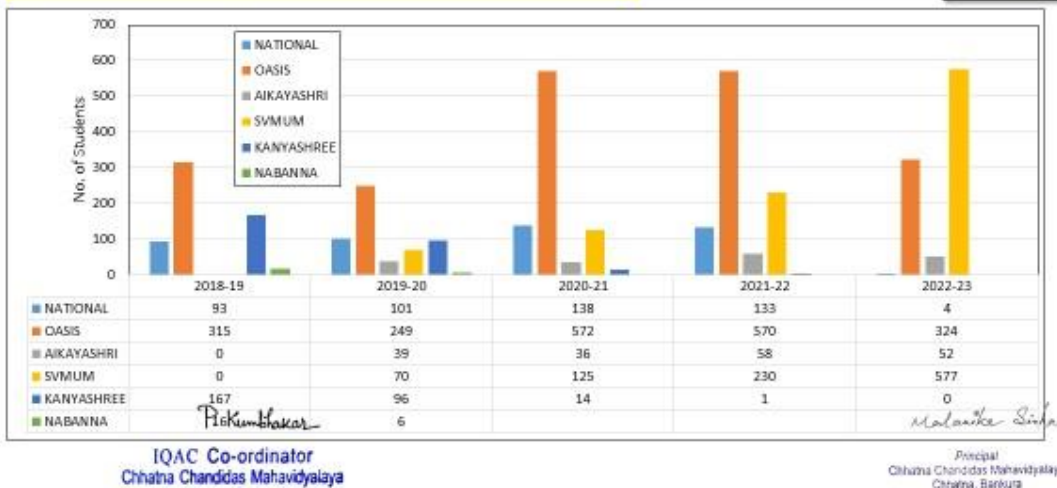
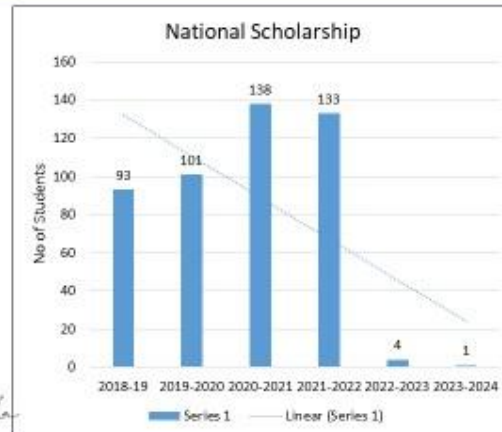


Figure 16

NATIONAL SCHOLARSHIP 2018-2024

NATIONAL SCHOLARSHIP	
Website: https://nsp.gov.in/	
SESSION	NO. OF STUDENTS RECEIVED GRANT
2018-19	93
2019-2020	101
2020-2021	138
2021-2022	133
2022-2023	04
2023-2024	01



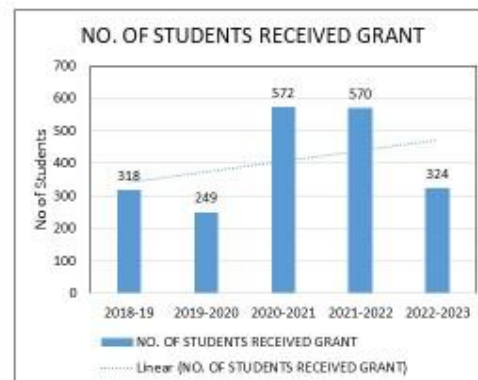
IQAC Co-ordinator
Chhatra Chandidas Mahavidyalaya

Principal
Chhatra Chandidas Mahavidyalaya
Chhatra, Bankura

Figure No.17

SC ST OBC SCHOLARSHIP (OASIS) (2018-2024)

SC ST OBC MINORITY SCHOLARSHIP (OASIS)	
Website: https://oasis.gov.in/	
SESSION	NO. OF STUDENTS RECEIVED GRANT
2018-19	318
2019-2020	249
2020-2021	572
2021-2022	570
2022-2023	324
2023-2024	303



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Chhatra, Bankura

Figure No.18

AIKYASHREE SCHOLARSHIP FOR MINORITY (2018-2024)

AIKYASHREE SCHOLARSHIP FOR MINORITY	
Website: https://aikyashreescholarship.in/	
SESSION	NO. OF STUDENTS RECEIVED GRANT
2018-19	0
2019-2020	39
2020-2021	36
2021-2022	58
2022-2023	52
2023-2024	09



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Malanka Saha
Principal
Chhatra Chandidas Mahavidyalaya
Chhatra, Bankura

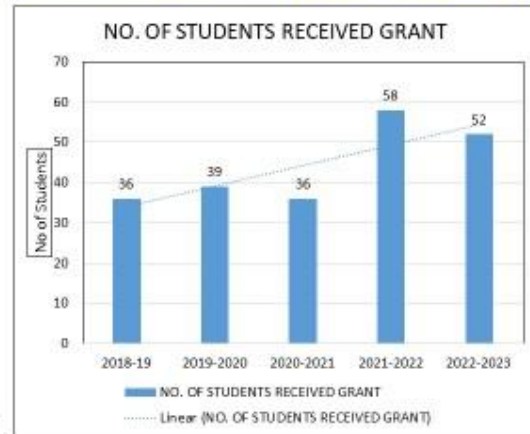


Figure No 19

SWAMI VIVEKANANDA SCHOLARSHIP (2018-2024)

SWAMI VIVEKANANDA SCHOLARSHIP	
Website: https://swamis.org.in/	
SESSION	NO. OF STUDENTS RECEIVED GRANT
2018-19	00
2019-2020	70
2020-2021	125
2021-2022	230
2022-2023	577
2023-2024	220



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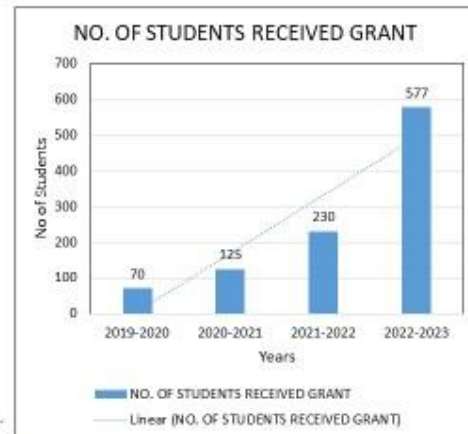
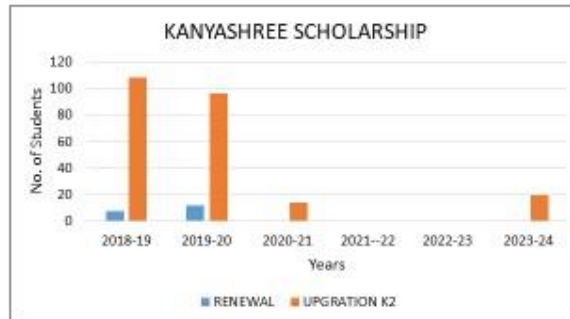


Figure No 20

KANYASHREE PROKALPO (2018-2023)

KANYASHREE	
Website: https://www.wbkanyashree.gov.in/kp_4.0/index.php	
SESSION	NO. OF STUDENTS RECEIVED GRANT
2018-19	167
2019-2020	96
2020-2021	14
2021-2022	01
2022-2023	00
2023-2024	20



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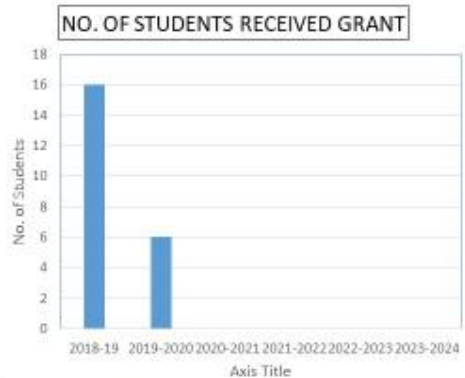
Nabanna Scholarship (2018-2024)

Nabanna Scholarship	
Website: https://www.wbkanyashree.gov.in/kp_4.0/index.php	
SESSION	NO. OF STUDENTS RECEIVED GRANT
2018-19	16
2019-2020	06
2020-2021	
2021-2022	
2022-2023	
2023-2024	



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Malanika Saha

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Chhatra Chandidas Mahavidyalaya
Chhatra, Bankura

Figure No 21

The above table indicates the financial assistance availed by students and scholars through various scholarship schemes offered by the Central and State Government. It is seen here, that most of these schemes are availed by women. It reflects the high support meted out by our college to women towards the completion of their education.

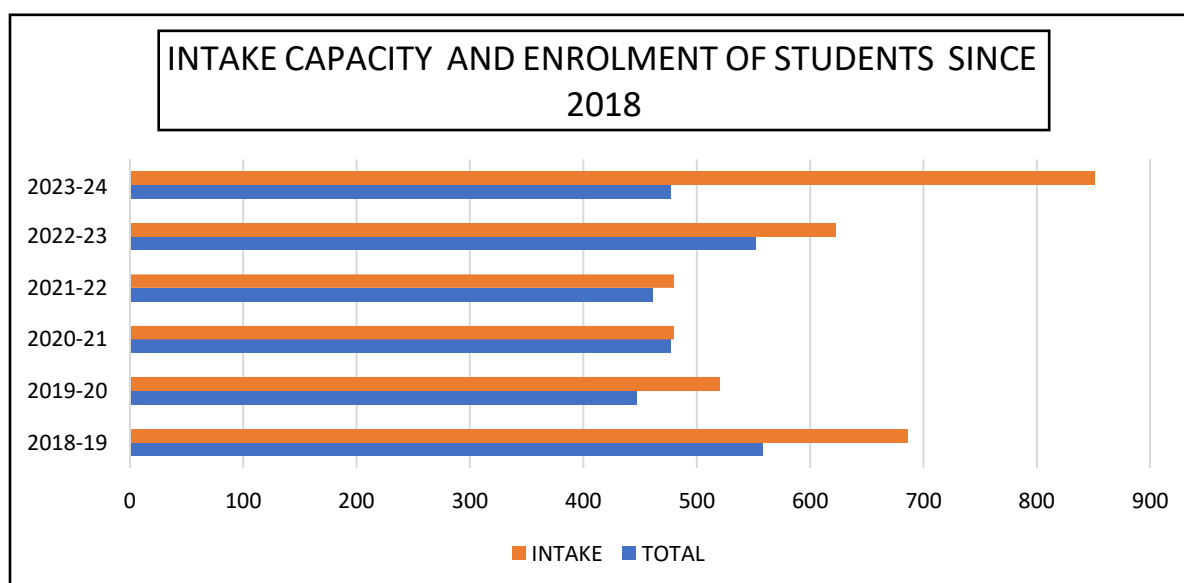


Figure No 22

Source: Enrolment Sheet 2018-19 (Excel)



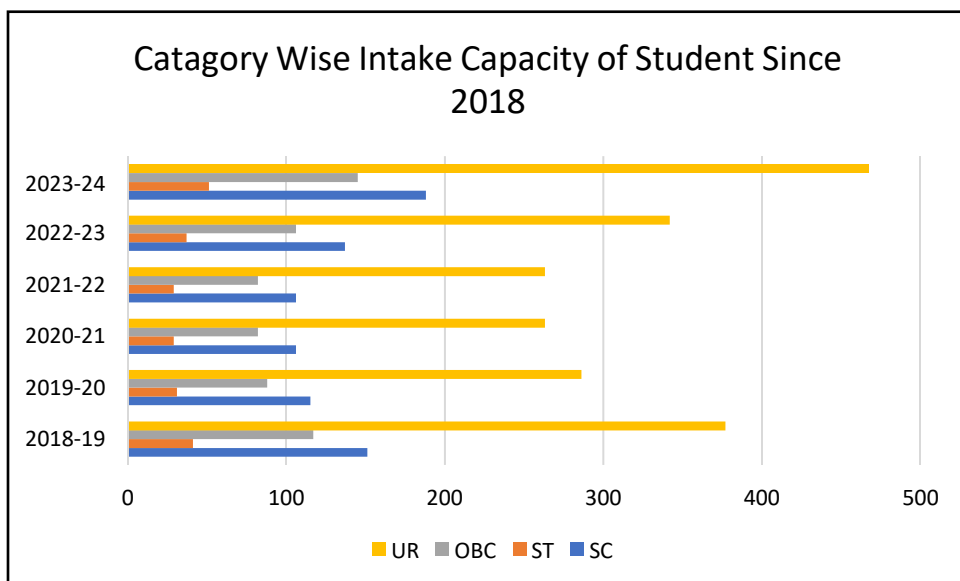
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Chhatna Chandidas Mahavidyalaya

Manauka Sinha
 Principal
 Chhatna Chandidas Mahavidyalaya
 Chhatna, Bankura

Table 14: CATEGORY WISE INTAKE CAPACITY SINCE 2018

YEARS	SC	ST	OBC	UR	TOTAL INTAKE
2018-19	151	41	117	377	686
2019-20	115	31	88	286	520
2020-21	106	29	82	263	480
2021-2022	106	29	82	263	480
2022-23	137	37	106	342	622
2023-24	188	51	145	467	851

Source: Enrolment Sheet 2018 to 2024 (Excel)



Source: Enrolment Sheet 2018 to 2024 (Excel)

Figure No 23



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Chhatna Chandidas Mahavidyalaya

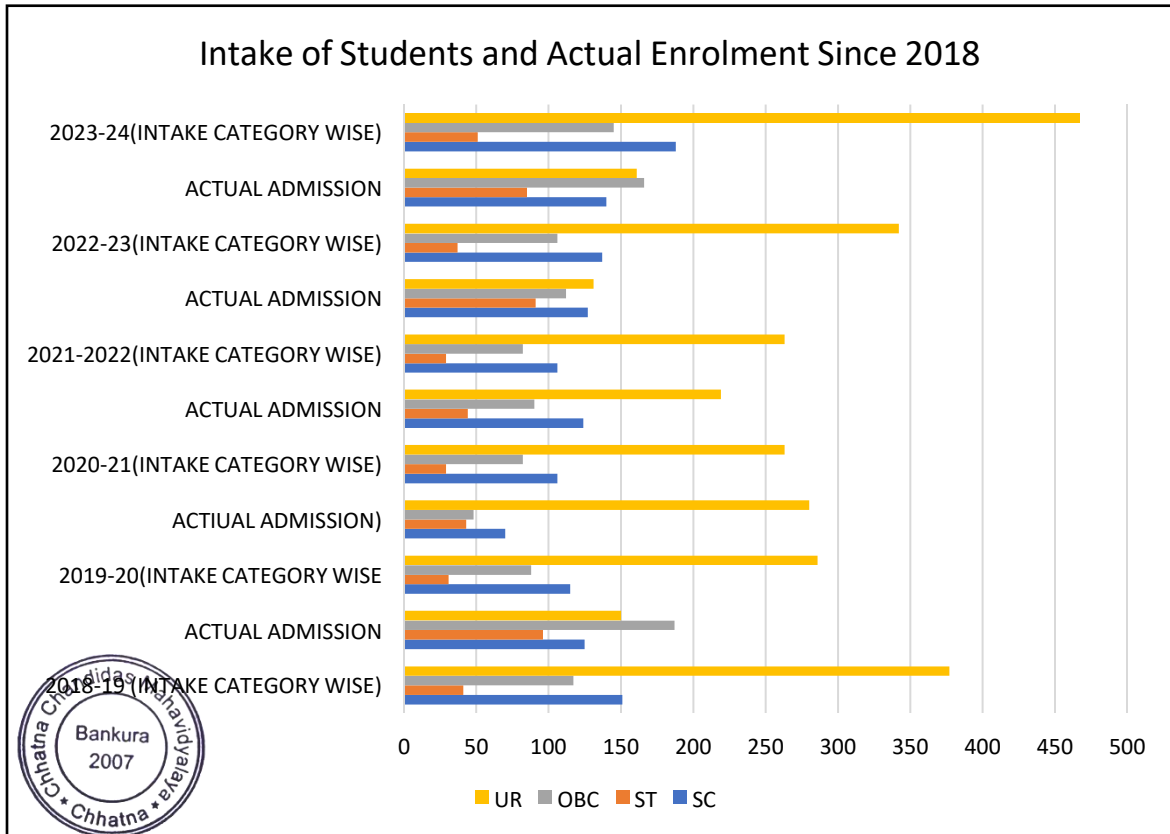
Malavika Sinha
Principal
 Chhatna Chandidas Mahavidyalaya
 Chhatna, Bankura

Table 15: CATEGORY WISE INTAKE CAPACITY AND ACTUAL ENROLMENT SINCE 2018

YEARS	SC	ST	OBC	UR	TOTAL
2018-19 (INTAKE CATEGORY WISE)	151	41	117	377	686
ACTUAL ADMISSION	125	96	187	150	558
2019-20 (INTAKE CATEGORY WISE)	115	31	88	286	520
ACTUAL ADMISSION)	70	43	48	280	441
2020-21 (INTAKE CATEGORY WISE)	106	29	82	263	480
ACTUAL ADMISSION	124	44	90	219	477
2021-2022 (INTAKE CATEGORY WISE)	106	29	82	263	480
ACTUAL ADMISSION	127	91	112	131	461
2022-23 (INTAKE CATEGORY WISE)	137	37	106	342	622
ACTUAL ADMISSION	140	85	166	161	552
2023-24 (INTAKE CATEGORY WISE)	188	51	145	467	851
ACTUAL ADMISSION	142	41	155	139	477

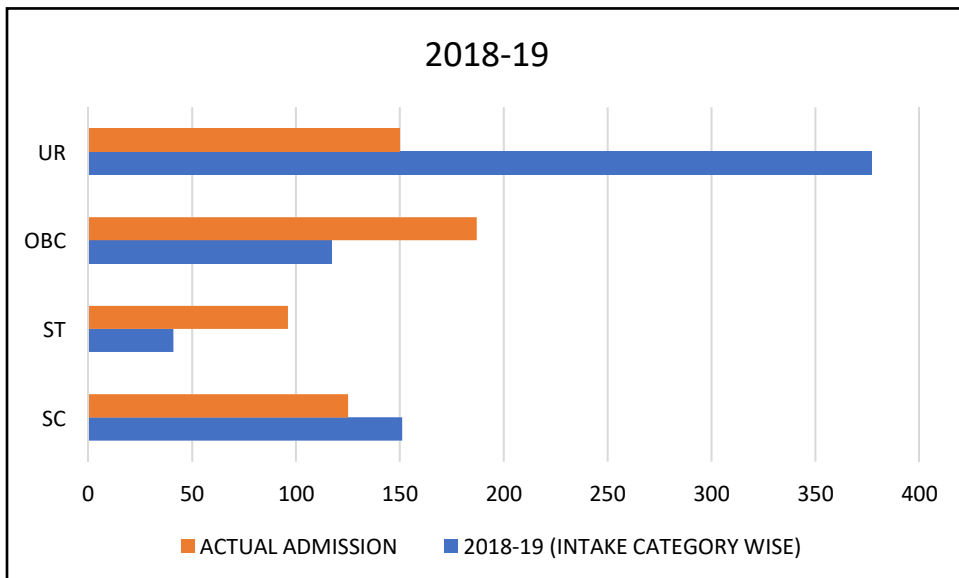
Source: Enrolment Sheet 2018 to 2024 (Excel)

Note: The excess number of Enrolled students reflected in Reserved Category (marked in blue colour) are actually reserved category students enrolled as UR (UNRESERVED) category on the basis of merit.



Source: Enrolment Sheet 2018 to 2024 (Excel)

Figure No 24



Source: Enrolment Sheet 2018 -19 (Excel)

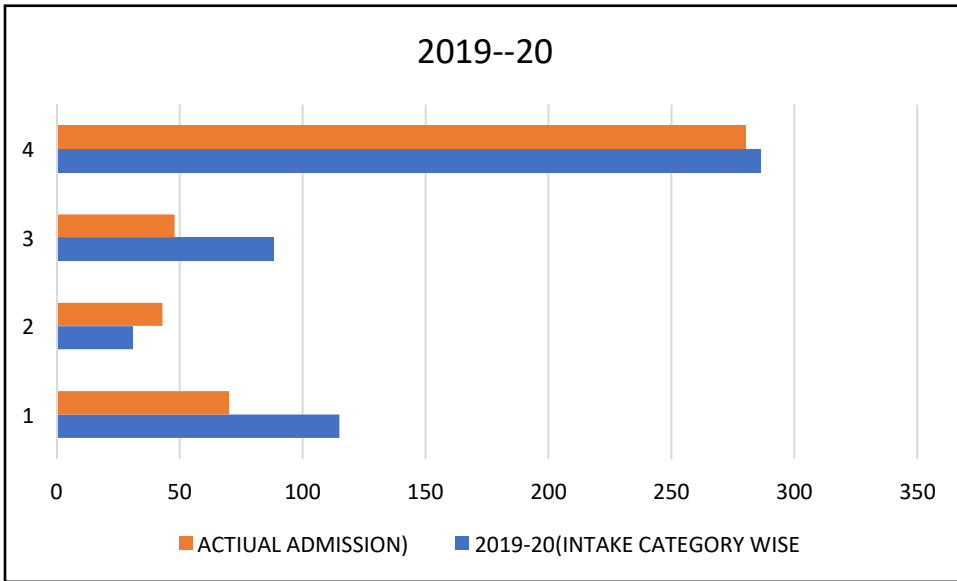
Figure No 25

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Chhatna Chandidas Mahavidyalaya

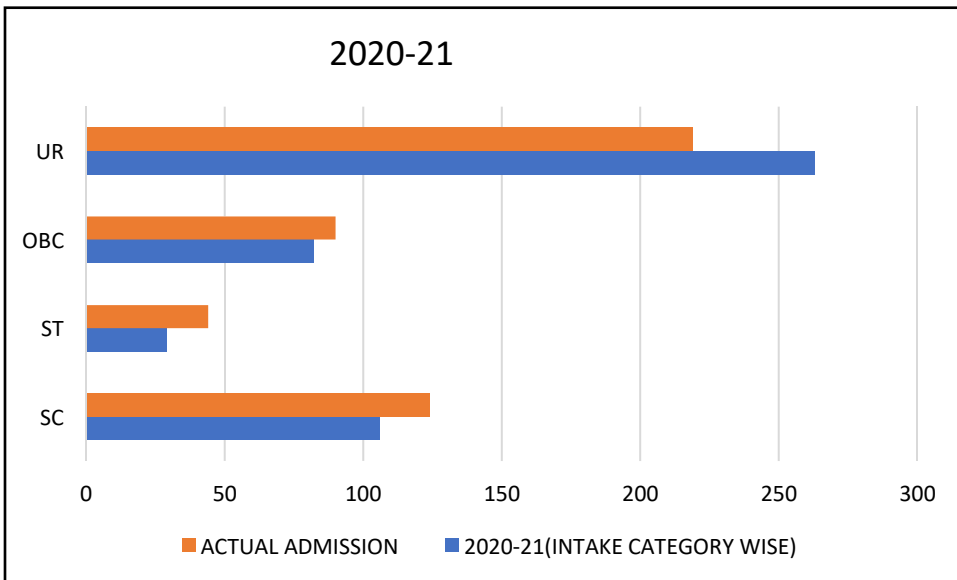
Malavika Sinha

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Chhatna, Bankura



Source: Enrolment Sheet 2019-20 (Excel)

Figure No 26

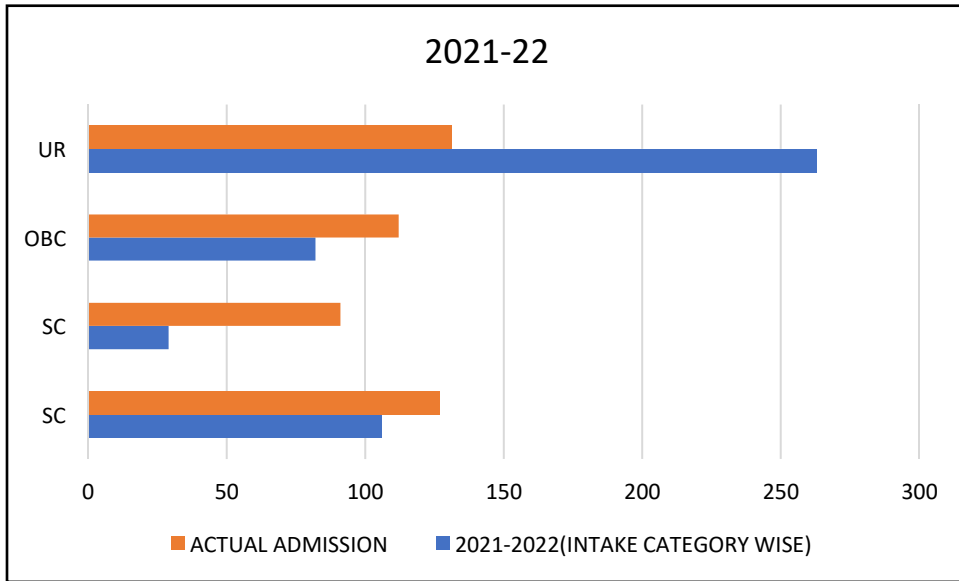


Source: Enrolment Sheet 2020-21 (Excel)

Figure No 27

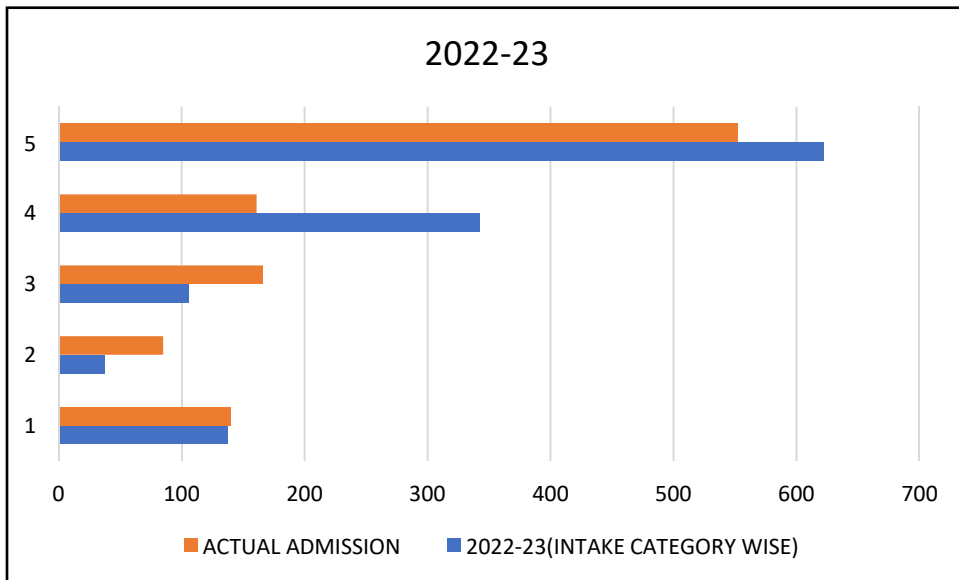
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Malavika Sinha
Principal
Chhatna Chandidas Mahavidyalaya
Chhatna, Bankura



Source: Enrolment Sheet 2021-22 (Excel)

Figure No 28



Source: Enrolment Sheet 2022-23 (Excel)

Figure No 29

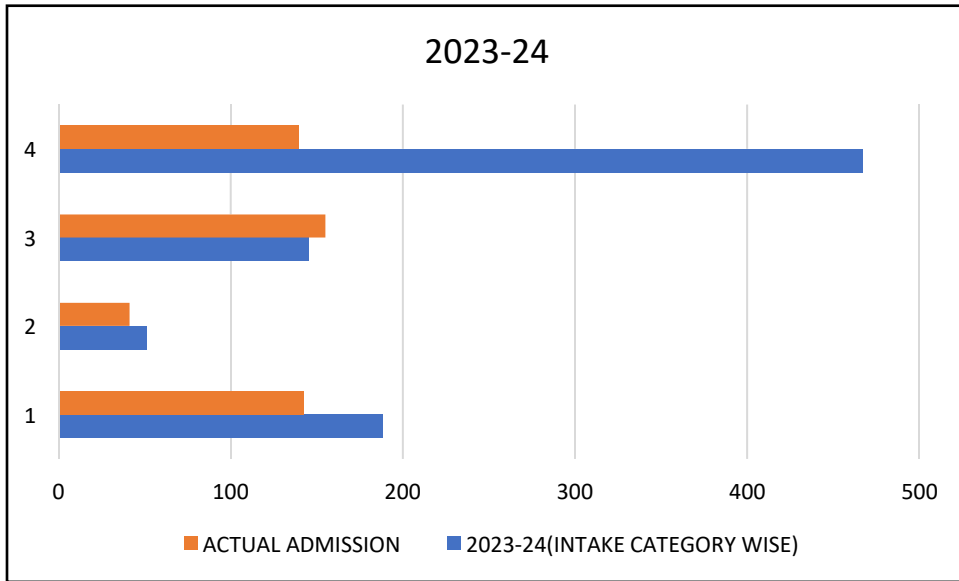


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Source: Enrolment Sheet 2023 to 24 (Excel)

Figure No 30

The excess number of Enrolled students reflected in Reserved Category are actually reserved category students enrolled as UR (UNRESERVED) category on the basis of merit.

Date:17/05/24



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Malavika Sinha

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Chhatna Chandidas Mahavidyalaya
Chhatna, Bankura

RATIO OF MALE FEMALE NSS VOLUNTEERS (2018-19)

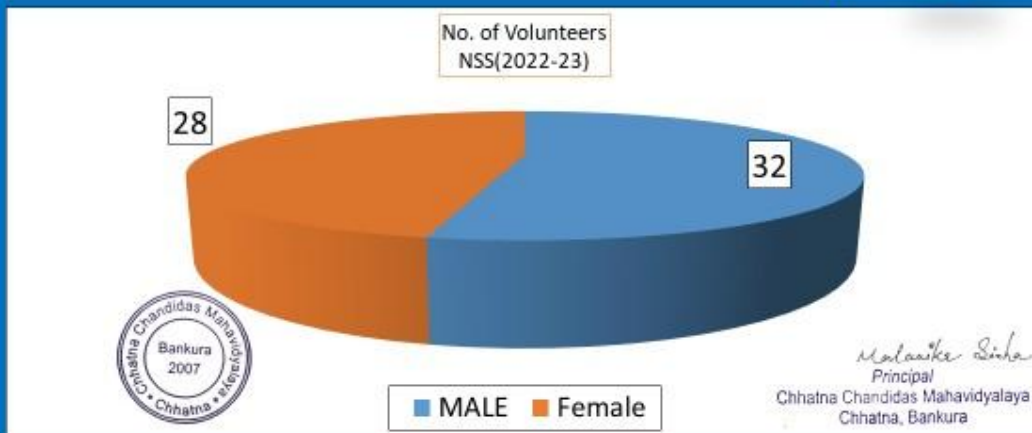


Figure No 31

Category Wise Male Female Volunteers Ratio (NSS:2022-23)

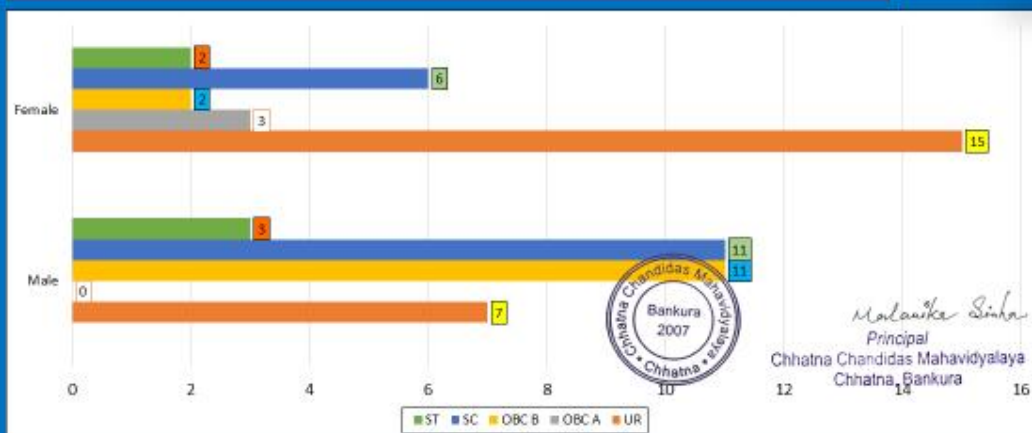


Figure No 32

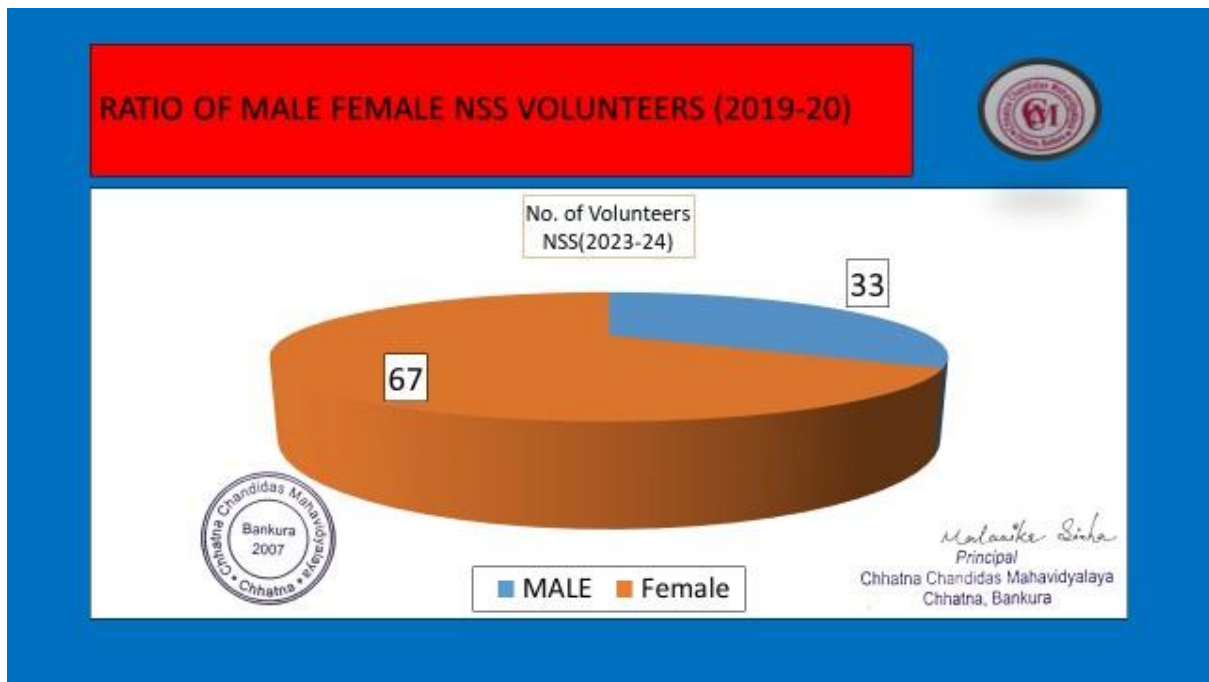


Figure No 33

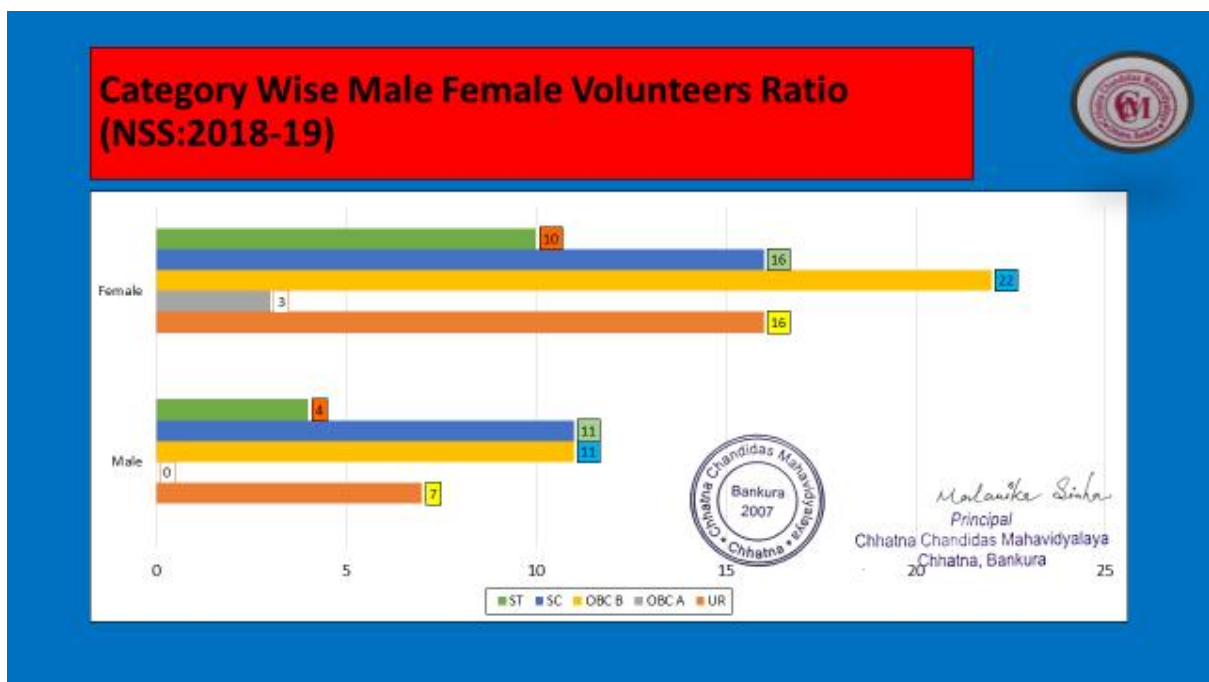


Figure No 34

Welfare measures

Various welfare measures are initiated at the institutional level for promotion of gender sensitization with special concern for the girls through its various activities, notices and circulars. Following measures are initiated for gender sensitization and promotion of gender equity.

- Surveillance through CCTV cameras and monitored entry of all persons and vehicles.
- The committee of proctors/mentors consists of both male and female faculties.
- Lady staff members always accompany female students during study tours/college functions and other such activities.
- Availability of anti-sexual harassment cell, anti-ragging cell, women counsellors etc. An anti-sexual harassment cell and internal Complaints Committee exists to handle the related issues. Till date no complaint has been received regarding such issues.
- An equal opportunity cell also exists to monitor the institutional working with any biases based on caste, creed, religion, age, financial status, nationality etc.
- Counselors are available on a daily basis. During COVID-19 Pandemic, online counseling has been initiated.
- Grievance Redressal Committee is in place for solving of their problems.
- Gender equity and equality are also discussed during handling of cross-cutting issues during curriculum delivery.
- Placement cell works for the career related counselling of both genders.
- On-campus availability of medical facility and for health-related counseling.
- Girls Common Room with all necessary amenities is available.
- Separate washroom for girls and lady staff is available in every block.
- Sanitary pad vending machines and incinerators have been installed.
- Awareness programs, Quiz on health and hygiene issues, women-specific government policies are organized.
- Special days dedicated to women icons are celebrated.
- Women are also felicitated for their contribution in respective fields.
- Wheelchair and other facilities are available for specially-abled students.

Annual Gender Sensitization Action Plan

It is made and implemented every year since 2018. A number of gender sensitization programs conducted and women-related themes and topics were taken up for discussion and debates by various departments with cleared timeline and cells and is monitored by IQAC.

Few practices that have been inducted are:

1. Provision of senior staff/mentor or advisor level/Psychological/career counselling for students which is a continuous process.
2. Conduction of regular meetings of Gender equality Cell, Internal Complain Committee, Anti-ragging Cell, Student Grievances Redressal Committees, for monitoring gender equality in the Institution.
3. Organizing Talks / Workshops / Conferences / Quiz / info talk / Webinar on gender related issues.
4. Celebration of International Women's Day and International day of the Girl Child.
5. Organize a student awareness program on sexual Harassment Act at work place
6. Conduction of awareness programs about sexual harassment, cyber security, trafficrules.
7. Provision of maternity leave/ child care leave/ special leaves for women staff members as per the existing State Government rules.
8. Regular counselling on state Government schemes on Girl Child & other schemes.
9. Regular counselling for health and hygiene of students under "poshan and aahar" programmes.

Three Important aspects of the College:

1. Female enrolment is consistently and steadily higher than the male ratio since 2018 (Figure)
- 2 In NSS female student's participation is higher than the male participation
3. Students are not only thinking about the conventionally binary gender concept; they are aware and familiar about the Tertiary gender concept rather have idea of LGBTQ+

Gender sensitization activities photo gallery



Women's Day lecture Programme 2018-19

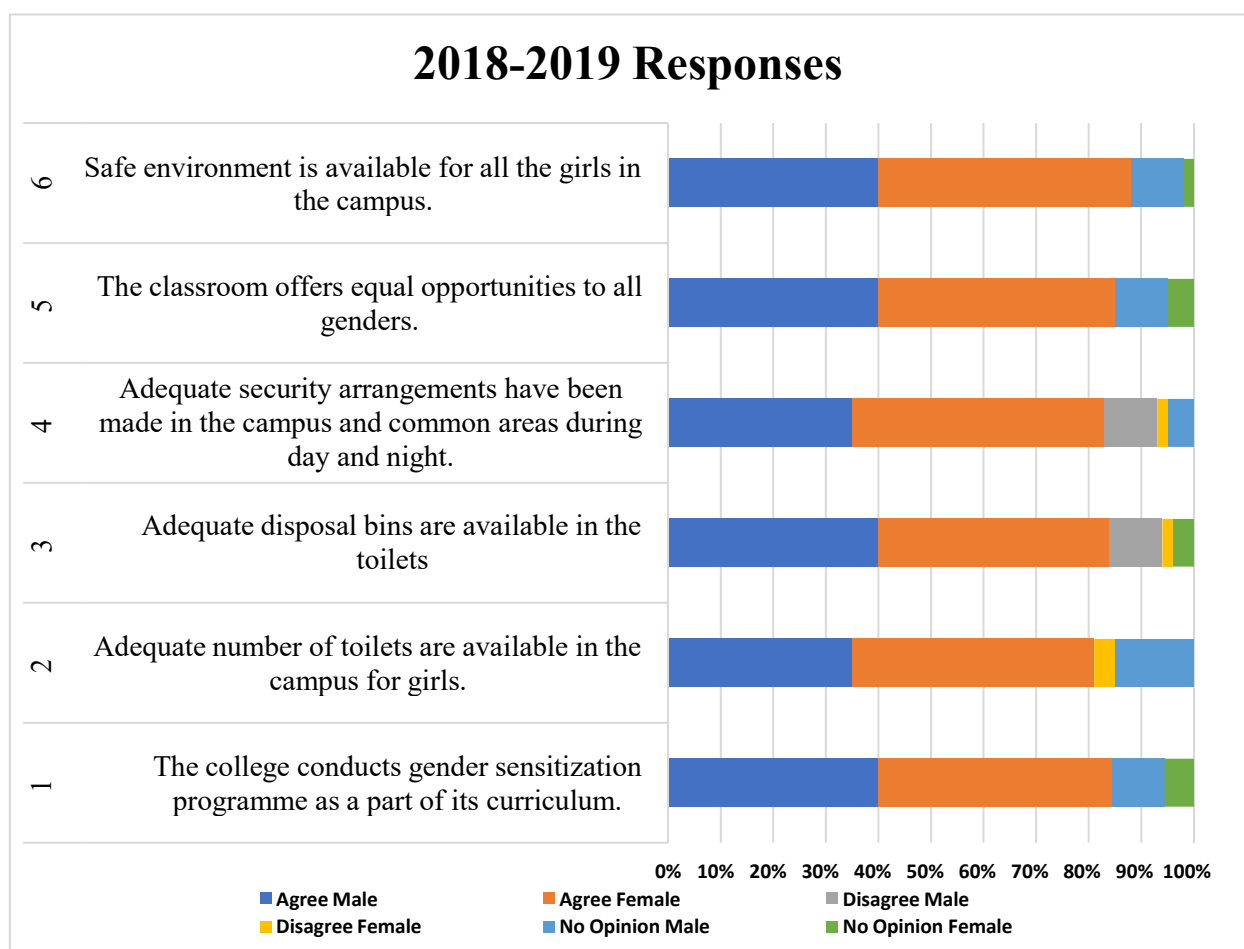


Women's Day 2022-23

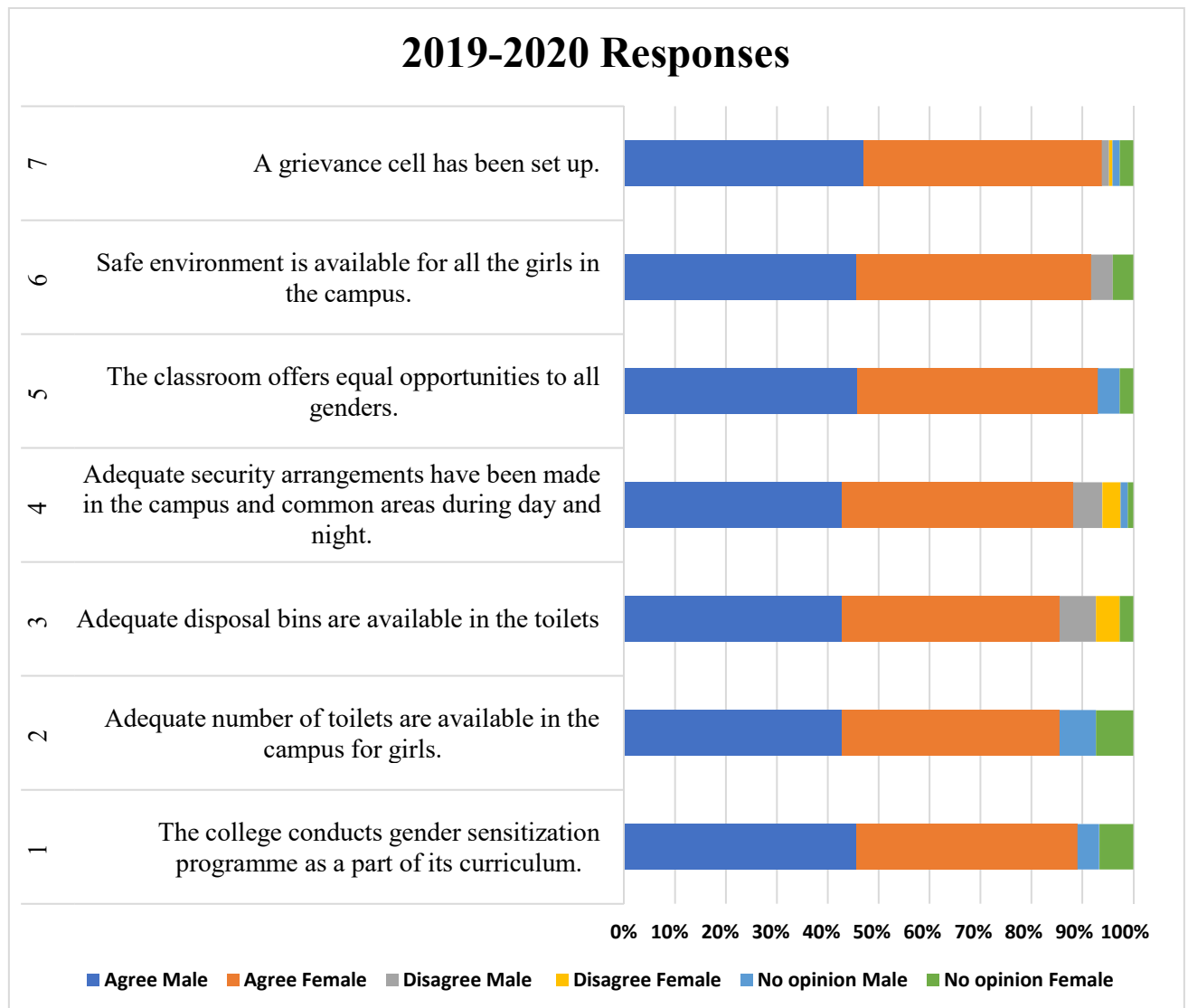
Questionnaire & Analysis for Gender Audit

To maintain good gender balance in all fields of college and to reduce the gender gap if any, the institute conducted survey on the gender issues and gender equality among students during the last 5 years. A set of 6-10 questions were floated to the students from academic year 2018-2023 and responses were obtained. Comparative analysis is discussed below.

Academic year 2018-2019

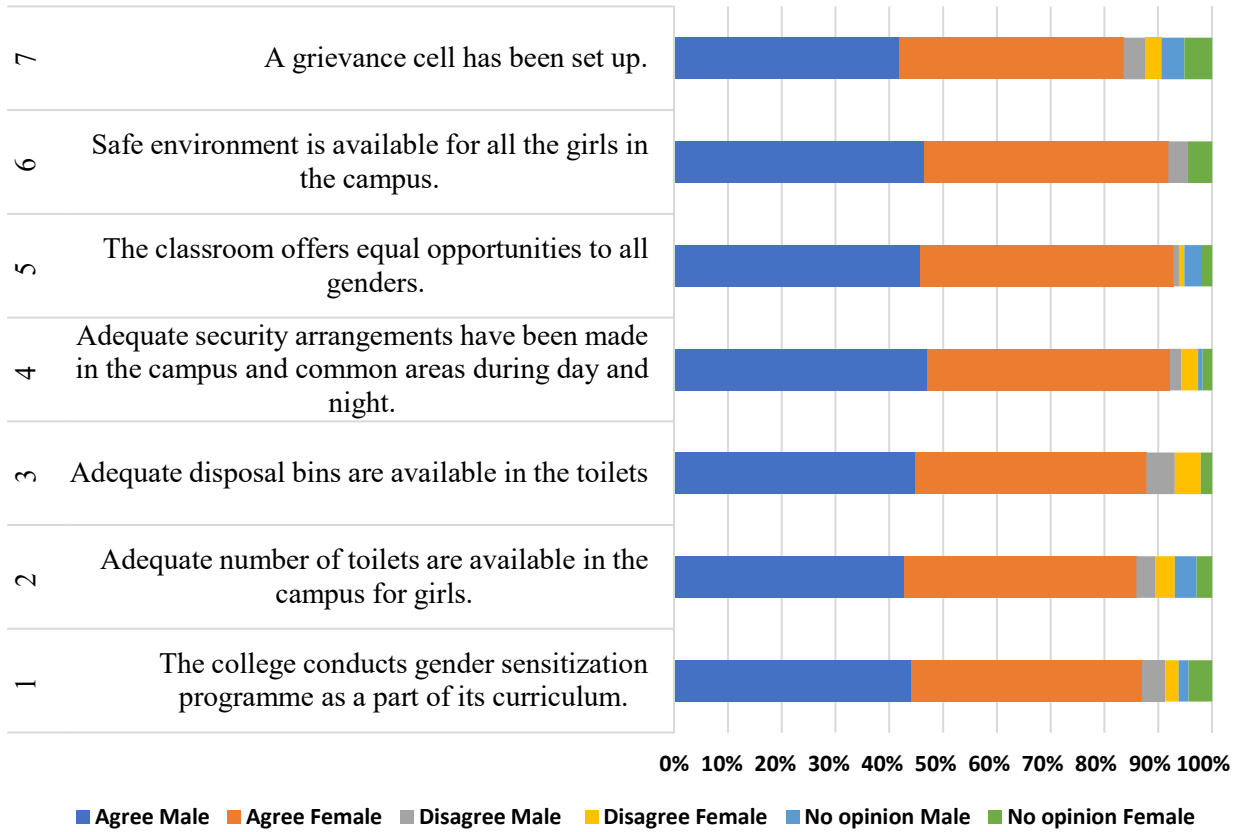


Academic year 2019-2020



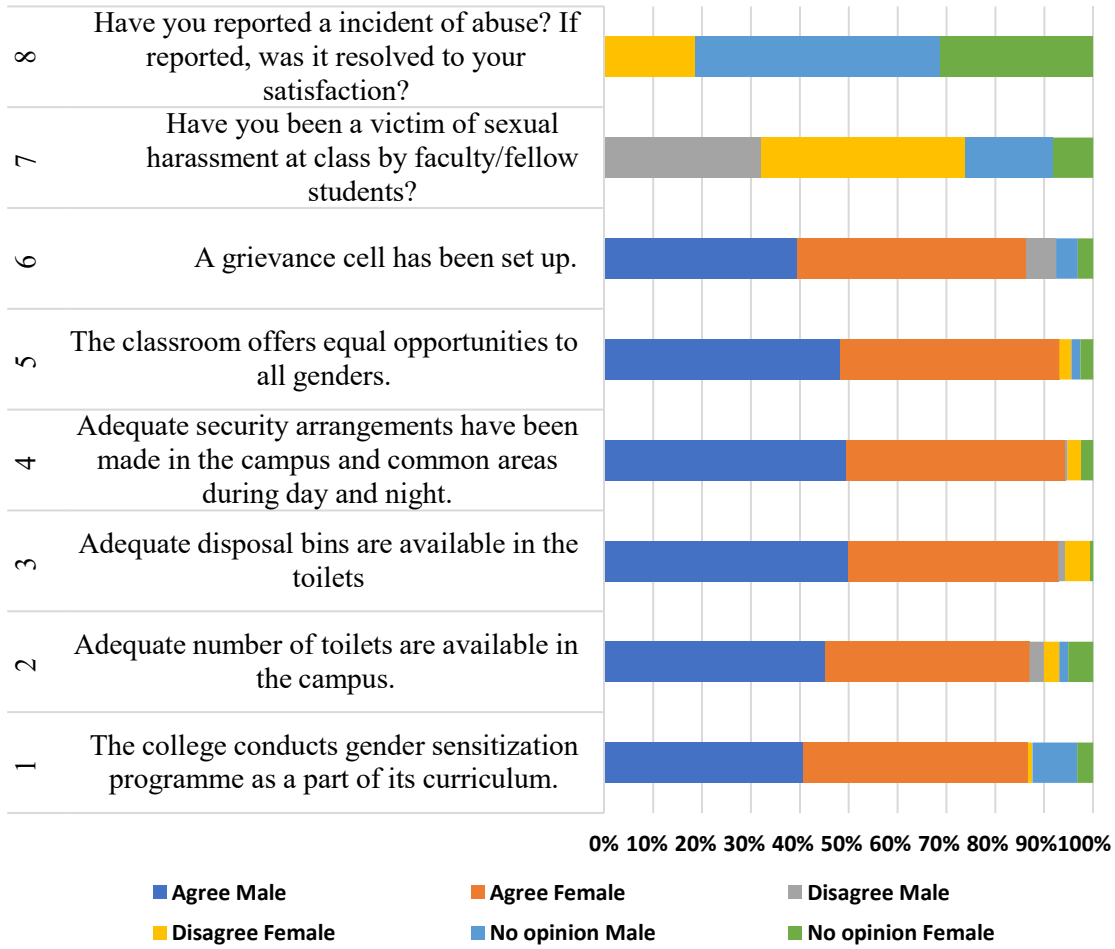
Academic year 2020-2021

2020-2021 Responses

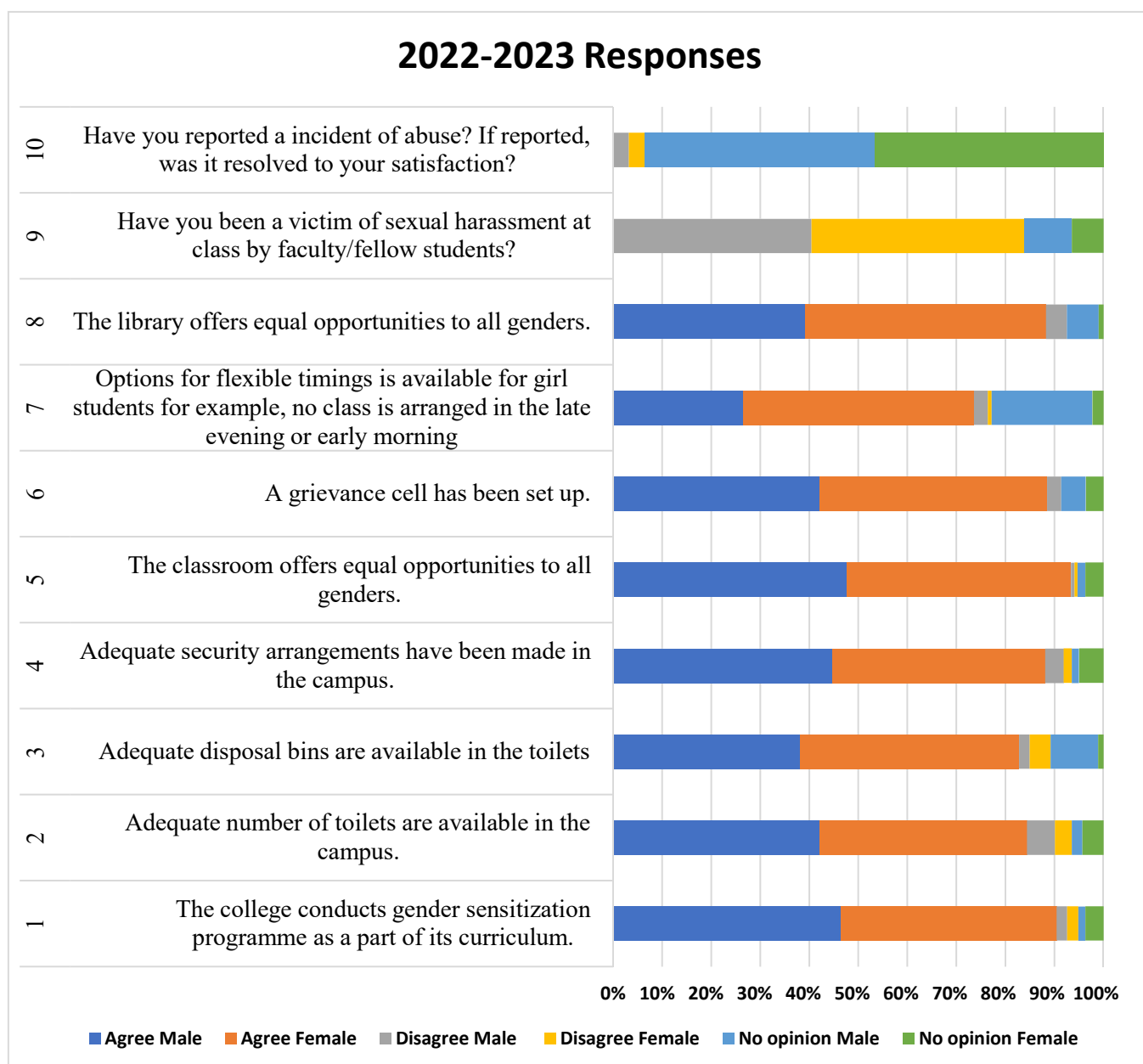


Academic year 2021-2022

2021-2022 Responses



Academic year 2022-2023



Results from the survey show that more than 86 % of female and 80 % of males agree consistently that college conduct gender sensitization programme as a part of its curriculum. During, 2019-2020 and 2022-2023, about 92% of the male student were agreed for conduct of such programme.

83 to 92 % of the female students agrees that there are adequate numbers of toilets for girls in the campus and disposal bins in the toilets are available. In contrast, 70 % males agreed to have adequate numbers of toilets for girls and 80 % disposal bins in the toilet during the academic 2018-2019 and up to 90% and 97 % respectively in 2021-2022.

Further during five academic years of survey, around 90% of female students agreed that there were adequate security arrangements in the campus and common areas, whereas 70 % male students agreed and 20% male disagreed in academic year 2018-19, about 99% in 2021-22 and between 85 to 94 % during the academic period 2019-2021 and 2022-2023.

80% of male and 90% of female students agreed that the classrooms offer equal opportunities to all genders in the academic year 2018 - 2019, nevertheless more than 90 % students (male and female) accepted the same during remaining period of the survey.

More than 91 % students agreed for availability of the safe environment for all the girls in the campus, during the three academic year survey period (that is from 2018-2021).

During the academic year 2019-2020 college constituted a grievance cell and 93 % of the students agreed for it, but in 2020-21, 83 % of the students agreed, around 7% disagreed and about 9 % with no opinion about the grievance cell. For next two academic years 78.9 % and % male and around 93 % female students agreed for the same.

When questioned (during 2021-2022 and 2022-2023) whether they have been a victim of sexual harassment at class by faculty/ fellow students, 64.2% of male and 83.5 % of female students disagreed and rest were with no opinion on the issue. 100% and 93.5% of male, 62.6 % and 93.4 % female students with no opinion for they being reported an incident of abuse during academic years 2021-2022 and 2022-2023 respectively and remaining disagreed for such incident.

In 2022-23, 93.9 % of female students agreed, 4.5 % with no opinion, while 53.2% male students agreed, 41% with no opinion for the option, an availability of flexible timing for girl students, e.g. no class is arranged in the late evening or early morning. Males with 78.4 % agreed, 12.9 % with no opinion, whereas 98.1 % of female students agreed that the library offers equal opportunities to all genders.

Key Findings

This gender audit was conducted to assess gender equity and identify areas for improvement in CHHATNA CHANDIDAS MAHAVIDYALAYA. The audit involved a review of policies and procedures, data analysis, and input from stakeholders including students, faculty, and staff. The findings of the audit indicate that while the college has made progress in promoting gender equity, there are still scope of improvement in certain areas.

Policies and Procedures: The institution has policies and procedures in place to address gender equity issues. The policies are revised and accordingly amendment is done. In the preceding three years, no sexual harassment issues have been raised, which shows robust monitoring in the campus. To promote tolerance, harmony and women's empowerment our college pays great attention towards gender equity and gender sensitization. College always ensures equal concern for every student specially girls in the institution in all its notices and curricular, through its proactive faculty, staff and student through implementation of Annual Gender Sensitization Action Plan.

Curriculum: The survey found out that the designed curriculum is gender-neutral. But a lack of diversity in course content and materials related to gender issues was noticed.

Student Experiences: The survey found out that a significant number of girls prefers admission in this institution. Female students as well as male students are provided with equal opportunities in academic and extracurricular activities. No gender-biased issues are observed. Adequate and good quality common room facilities are provided to the girl students.

Faculty and Staff: The survey found that the institution has policies and practices in place to promote gender-equality among faculty and staff including equal pay and non-discriminating policies. All the faculty and staff are recruited as per the govt. norms. Career advancement procedures are also followed as per the govt. norms. No gender-based barriers are observed during the recruitment of staff at the college and it is done solely based on merit.

Facilities and Infrastructure: The survey found that the institution has sufficient facilities available on campus.

Campus Safety provisions: The institution has well drafted policy and procedures in place to address safety, security, gender-based violence and harassment, but there is need for more awareness of these policies and procedures. However, the survey identified that some students and staff are not aware of the process of reporting incidents on gender-based violence and harassment.

Summary & Recommendations

1. **Policies and Procedures:** The institution should review and update its policies and procedures to ensure that they are effective in addressing gender equity in a broader aspect. It is appreciable that college maintains zero tolerance towards sexual harassment and no such untoward incident has been observed in the campus. Establishment of a routine schedule for gender audits to monitor progress and identify evolving challenges ensures sustained commitment to gender inclusivity.
2. **Curriculum:** The institution should review its curriculum to ensure that it includes a diverse range of perspectives, inclusive of gender issues. It is recommended to include outreach activities related to gender issues with societal background. Also, it is recommended, that meritorious women from various works of life be invited in the college for interactions. The library should also add biographies of renowned women from various fields to encourage girls for a better and respectable future.
3. **Community and Stakeholder Involvement:** Engage with the college community and relevant stakeholders to promote a collective commitment to gender diversity and inclusivity. Explore partnerships with organizations and institutions experienced in promoting gender equality to leverage expertise and resources for sustained improvement.
4. **Student Experiences:** The institution has increased its efforts to promote the safety of all students on campus, such as lighting in all the areas of campus, Suggestion and grievance box at every building, a proper mechanism for reporting and responding to gender-based violence and harassment. But students need to be more sensitized regarding gender biases and acquainted with policies and procedures through various mechanisms. A special focus on financial and legal empowerment needs to be addressed.
5. **Faculty and Staff:** The institution has a balanced gender ratio and the institution implements its policies to create better work-culture for faculty and staff.
6. **Facilities and Infrastructure:** The institution should have hostel for its students.
7. **Campus Safety provisions:** The institution should increase awareness programs of its policies and procedures for addressing gender- based violence and harassment. This may include offering training to students and staff on the reporting and response process. Foster transparent communication about the college's commitment to gender inclusivity, sharing progress, and seeking input from the college community.

The college has a reputation of having a safe environment for women and retaining its gender sensitive culture. It was also decided that more female students are to be encouraged to participate in sports and to contest for college-level leadership positions.



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Conclusion

In conclusion, the findings of this gender audit demonstrate that CHHATNA CHANDIDAS MAHAVIDYALAYA maintains good Gender balance. It also identified the areas, where there is a need for continued efforts to promote gender equity and equality.

The institution should regularly upgrade its policies, practices, facilities and, focus on implementing strategies with recommended changes and monitor and evaluate the progress over time. Thus, the institution can promote a safer and more equitable environment and create a more inclusive and diverse environment that promotes a holistic excellence for its faculty, staff and students.

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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