



CHILARAI COLLEGE

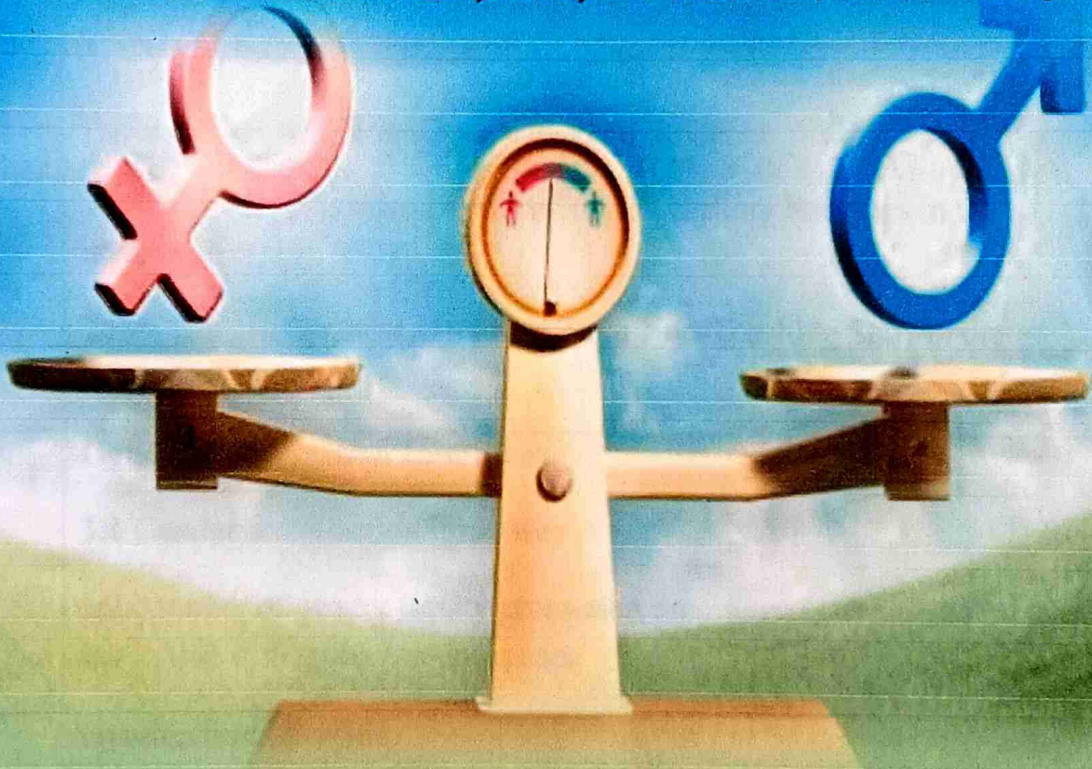
Ward No.-04, P.O.- Golakganj, District - Dhubri, Assam :: PIN - 783334

Stream : Arts and Management Studies

GENDER AUDIT REPORT

(2019-2020, 2020-2021, 2021-2022 & 2022-2023)

An Initiative of the
Internal Quality Assurance Cell (IQAC) & Women Cell, Chilarai College



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Sl No	CONTENTS
Chapter 1	Gender Audit: An Introduction A. Introduction of the Institution B. Gender Audit: An Overview C. Composition of the Gender Audit Committee D. Objectives of the Gender Audit Exercise E. Methodology
Chapter 2	Gender Wise Distribution of Staff A. Gender Balance within the Institution Table 2.1: Gender Wise Details of Total Students Table 2.2 : Gender wise Details of Total Teaching Faculties in the Institution Table 2.3: Gender wise Details of Total Non-Teaching Staff in the Institution
Chapter 3	Gender Sensitization Initiatives 3.1 Gender sensitization Initiatives 3.2 Number of gender Equity promotion programmes organized by the institution during the last five years
Chapter 4	Gender Sensitization 4.1 Findings 4.2 Follow up actions/Recommendations



CHAPTER 1

A. Introduction of the Institution: Chilarai College is situated in Golakganj adjacent to Indo-Bangla border. 26th January'73, was the first day of the college inside the Jogomohan Vidyapith Campus. The college was named after the 16th Century's greatest warrior scholar Biswa Mahabir Chilarai of Koch Kingdom. The college has been a leading co-educational institution for higher learning for students from diverse communities. The college developed into a full-fledged UG (Arts) college affiliated to Gauhati University, Assam with more than 1500 students including Higher Secondary. The college has also been running Arts Stream under AHSEC. Travel and Tourism (Vocational) and Management Studies have also been introduced in 2007 and 2013 respectively. Addition of Science Stream (Undergraduate Courses) to the college has already been declared by Govt of Assam and accordingly financial grants of Rs 10 lakhs has been allocated to set up four laboratories (Physics, Chemistry, Botany & Zoology) under financial grants from Higher Education, Government of Assam. The college is waiting for Government's initiatives for recruitment of science faculties.

The college was brought under the deficit grant-in-aid system in the year 1987 and it has been registered under UGC Act of 2(f) and 12(B) in the year 2001. The college was brought under deficit grant-in-aid system in the year 1987. The college has gone NAAC Assessment and Accreditation 1st cycle in 2004 (awarded "B" Grade) and 2nd cycle (awarded "B" Grade) in 2015.

The College is accredited by NAAC for the 1st Cycle in the year of 2004 with 'B' grade and in the year of 2015 for 2nd Cycle with 'B' Grade.

Most of the students in the college belong to socio-economically underprivileged sections. Some of the students come from Char areas. The college is situated in its own plot of land adjacent to NH 17 and it covers an area of 13.01 acres. The college had been following Three Years Degree (TDC) Semester System since 2011 and from 2019, the college has been following CBCS curriculum as per the guidelines/instructions of affiliating university. At present, the college is following the FYUP as introduced by Gauhati University under NEP 2020.

The college has 11 programmes in total. All the programmes under humanities & social sciences have both Honours/Major and Regular/Minor. There is BBA (professional course) and TTM (vocational course). Considering the focus on integration of Indian Knowledge System (IKS) the college has introduced one Certificate Course in Rajbangsi language since 2022. Recently, three Skill Courses under PMKVY 4.0 are also introduced this year. The college has a Centre for Ethnic Studies and Research (CESR). There had been a Study Centre of IDOL, Gauhati University in the college and the same has still been in the college which has been renamed later as GUCDOE. The college has also applied for a study centre of Krishna Kanta Handique State Open University (KKHSOU), Assam and approval of the centre is under process.

The college has 31 classrooms out of which four are equipped with LCD projectors. The college received and utilized Rupees two crores Infrastructure Grants to colleges under RUSA. The entire campus has 24 hours CCTV vigilance system for security and monitoring purposes. The college has a Girls' Hostel but its opening is still awaited. Chilarai College has a Credit & Co-operative Society (a registered financial organization) under Government of Assam Society Act.

The conduct of Gender Audit exercise in Chilarai College is the need of the hour. Institutions of higher learning under NEP 2020 are more responsible for creation of equitable and inclusive

education. By transgressing traditional gender norms, higher educational institutions should strive for a healthy academic ambience where students, faculties and non-teaching staff irrespective of gender attributes can enjoy their rights and opportunities. Most of the students in the are from economically weaker sections. They belong to OBC/MOBC, SC and Muslim minority. The practice of maintaining gender equity in the college campus can bring in a reform in the minds of the parents and guardians of the students. There are some parents who still prefer to get their daughters married just after they cross their marriageable age. Some parents still hold a stereotypical attitude towards their girls. The college has been trying its level best not only to maintain gender balance within its campus but it spreads a message to the masses by adopting initiatives for gender equity in the locality.

In addition to the conventional teaching in the college, special care is taken for imbuing moral and ethical values, career planning and guidance, sports and co-curricular activities. The college has an active NSS Unit under its affiliating university (Gauhati University, Assam) and a NCC Unit under 7th Assam Bn NCC, Dhubri, Assam. It is worth noting that the institution always takes into account whether adequate representatives from boys and girls find equal space in various cells, committees, forums etc.

B. Gender Audit: An Overview

Gender Audit is a continuous exercise by which we observe whether an institution or an organization has been able to maintain a fine gender balance in institutional functioning. The audit is conducted by adopting a suitable methodology. Gender audit tries to investigate whether the institution or the organization follows existing Government Rules, Policies and Actions for up gradation of women irrespective of class, caste, religion, geographical location etc. The Gender Audit tries to assess the impact of its current and proposed policies on gender equality. Although there is no standard approach for carrying out a gender audit, international organizations use two main approaches: participatory in gender audit and the gender integration framework. A gender audit usually comprises of two types.

1. Internal Audit: This dimension implies how much an organization or an institution fosters gender equality internally i.e within its organizational, managerial structure and in internal work and whether these are able to maintain gender equality in institutional functioning or management. An internal gender audit monitors and assesses the relative progress made in gender mainstreaming, contributes to capacity building and collective organizational ownership for gender equality initiatives, and sharpens organizational learning on gender.

2. External Audit : This dimension aims to assess to what extent, an organization mainstreams gender in its policies, programmes, projects and services in terms of content, delivery and evaluation. External gender audits evaluate to what extent gender integration fosters the inclusion of, and benefits to women and men involved in or affected by the organization's policies, programs, projects or services provided. When applied to policies, programmes, projects or services, a gender audit starts by exploring to what extent gender equality is mainstreamed in high-level policy objectives and priorities, and further assesses to what extent policy intentions are actually carried out in specific initiatives (e.g. programmes, projects, services). At the planning level, a gender audit analyses whether there are gender specific objectives or if gender is mainstreamed in the general objectives of the policy in order to guarantee that they contribute to minimize gender gaps, ensure that women and men can be benefitted equally or in accordance with their gender needs and that inequalities are not perpetuated.

The External Committee members of the Gender Audit Team of the college shall scrutinize whether the institution has been able to maintain gender balance and whether it has been adopting initiatives for promoting gender equity within its campus. As the college is a co-educational institution of higher learning, there is the need and necessity for scrutinizing gender balance.

D. Objectives of the Gender Audit Exercise: (i.) To examine whether the institution has been able to take effective measures for safety and security of all genders within its campus. (ii.) To investigate the functioning of the Grievance Redressal Cell (iii) To examine whether discriminatory practices prevail in course of its functioning on the basis of gender. (iv) To build up self confidence and self esteem of the girl students, of women in teaching and non teaching staff of the college. (v) To review whether the college takes care for equal participation of males and females in institutional functioning. (vi) To see if the college has organized capacity building programme to instil leadership qualities in girl students (vii) To find out if all the cells/committees work for gender sensitization. (viii) To offer recommendations/follow up actions towards gender equity.

E. Methodology: The audit process comprises of institutional data collection on gender wise composition of UG level students, teaching staff and non-teaching staff. In addition to that, data relating to infrastructural and other facilities available in campus, records of gender equity programmes organized by the college for gender sensitization are taken into account while drafting of audit report is done. Gender balance in various cells, committees, forums, administrative bodies and

other bodies is studied. Policy documents, Annual Gender Sensitization Action Plan, Data from Annual Quality Assurance Report(AQAR), Annual Reports submitted to affiliating university, and other relevant reports/information are used to understand the gender balances/imbbalances in the institution. Information is also collected from Feedback of the students, teachers and other stakeholders. This is followed by the analysis and the findings. The Report is shared with the Principal & Chairperson, IQAC and the Co-ordinator of the IQAC for follow up actions.



CHAPTER 2

Gender Wise Distribution of Staff



Gender sensitive structures in an educational institute respond equally to the aspirations, rights, opportunities, infrastructural facilities and amenities of people belonging to diverse gender categories. Gender friendly environment in an educational set up pays attention to the interests of all without any preconceived notion or presumption based on out-dated views. Sometimes perpetration on women also takes place due to some categorical identities of the victim. For instance, a girl or a woman has to be the victim due to caste, religion, colour etc. But society and the institution fails to explore the hidden or multiple interconnected threats that actually result in victimization. Established in 1973, Chilarai College closely monitors by application of diverse strategies or mechanisms whether its stakeholders (especially the students and the staff) have been made victims due to gender and other attributes. The institution follows an intersectional approach so that gender balance and a harmonious social relation exist among all. In the governance system of the institution, the authority and the administration as a whole ensure gender equality. The Students' Grievance Redressal Cell, Internal Complaints Committee, Women Cell and Governing Body of the college work together for a gender friendly ambience in the institution. The audit also covers the following aspects:

- i. Whether the institution provides sanitation facilities in the form of toilets for the students and the staff.
- ii. Availability of a common room for women teachers and girl students
- iii. Whether there are CCTV surveillance system at different locations including the college main gate, library and its reading room.
- iv. Availability of the Women Cell/Forum for conduct of gender sensitization programmes and counselling for the girls students.

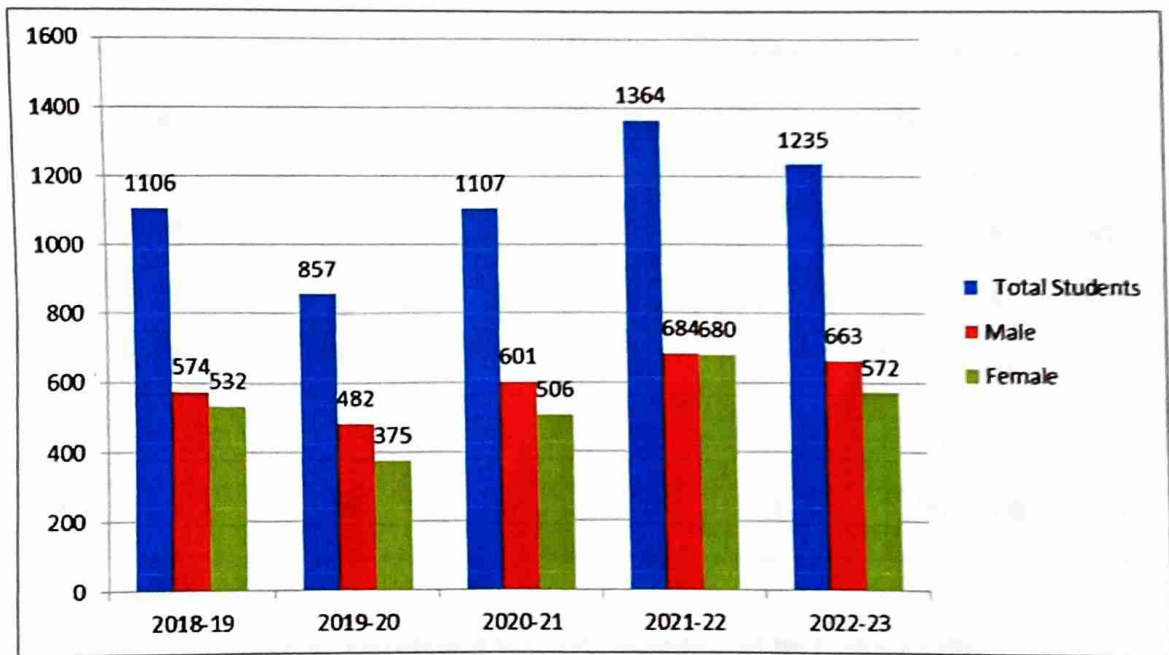
A. Gender Balance within the Institution: Gender balance in an institution is generally understood as a fair ratio of male, female and others in terms of number of students in various programmes/courses as well as within the staff structure. The rationale is that traditionally women have lesser access to resources and opportunities due to the social structures that prevent them to access. This adversely affects their holistic development and empowerment. The gender audit team reviews and makes a detailed analysis of the existing environment in Chilarai College. From the analysis, the team understands that the college is smoothly functioning in an environment where everyone can make access to opportunities to achieve social, psychological and physical benefits that come from participating in sports and physical activities. Gender equity demands that girls/women should be provided with a full range of activity and program choices that address their needs and interests. Some activities are similar with those offered to boys and some are specific to girls. The college with limited resources, teachers and staff put concentration on the students' academic performance and their holistic development. It may be mentioned that most of the students make entry into the college with a very poor academic background. As per observation of the team, it may be stated that both boys and girls in the college are provided equal facilities. Since inception of the NSS unit, there were no female cadets but the college took initiatives to enrol girls in NCC. A fine gender balance is visible in NCC and NSS unit. The performance of girl volunteers is better than the boys'. The NSS and NCC unit are contributing a good deal towards character building and improvement of qualities like discipline, leadership, comradeship, secular outlook etc.

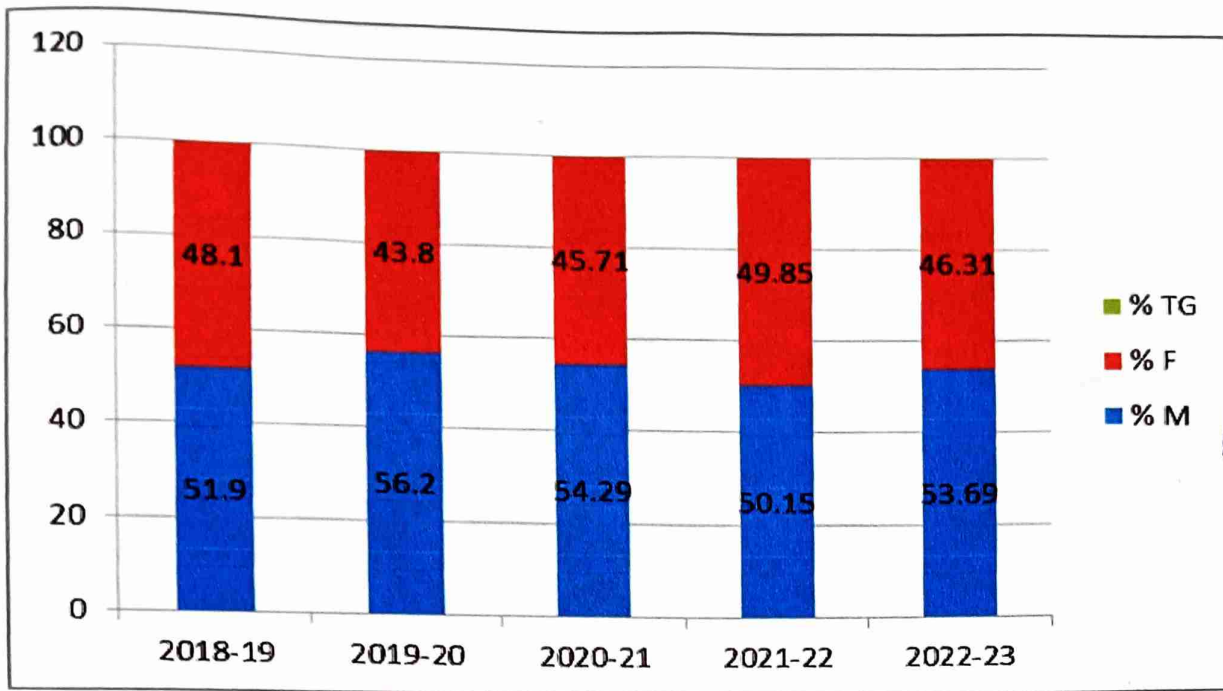
Table 2.1: Gender Wise details of the students (B.A) in the college during the last five years.

Sl No	Year	Total Students	Male	Female	Third gender	% M	% F	% TG
1	2018-19	1106	574	532	NIL	51.9	48.1	NIL
2	2019-20	857	482	375	NIL	56.2	43.8	NIL
3	2020-21	1107	601	506	NIL	54.29	45.71	NIL
4	2021-22	1364	684	680	NIL	50.15	49.85	NIL
5	2022-23	1235	663	572	NIL	53.69	46.31	NIL



Source: Enrolment Records maintained by College Office



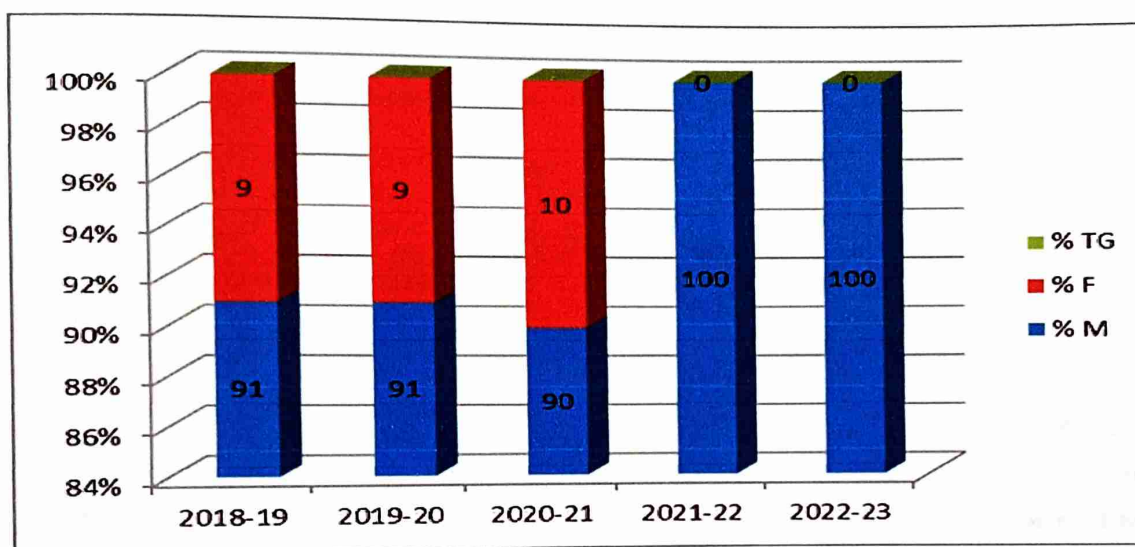
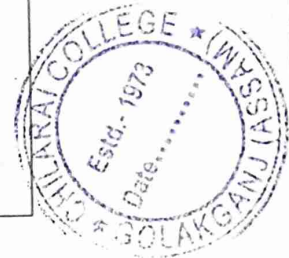
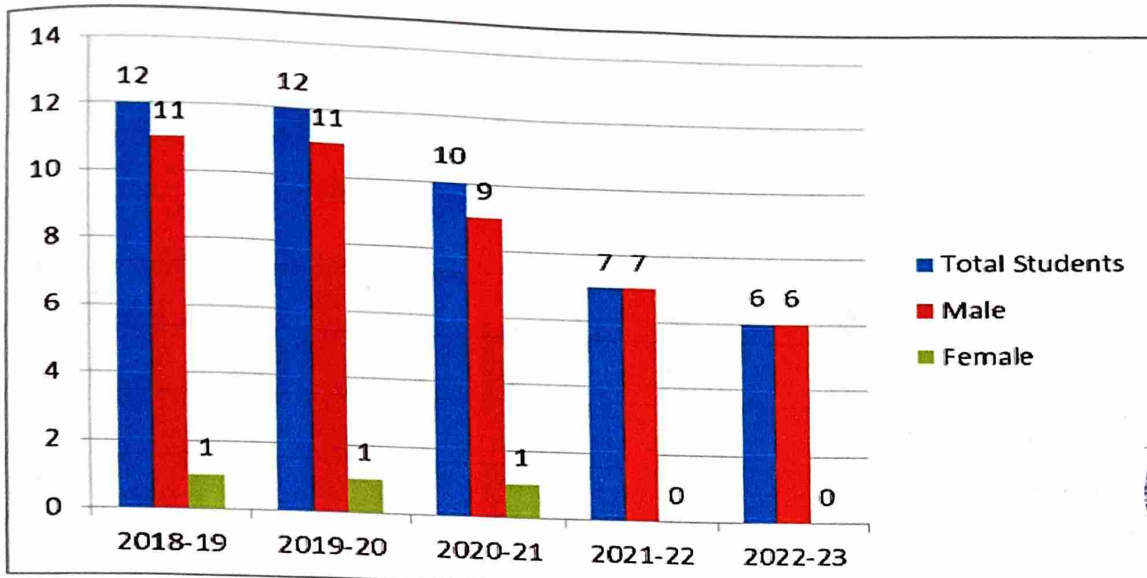


The above representation shows gender wise details of the regular students enrolled in the college. The table displays growth of students' strength in during the period covered under audit. The average enrolment percentage of the males during the stated periods is 53.25 % and the average enrolment of female is 46.75 %. The percentage of female enrolment is highest during the session 2021-22.

2.2 Gender Wise details of the students (BBA) in the college during the last five years.

Sl No	Year	Total Students	Male	Female	Third gender	% M	% F	% TG
1	2018-19	12	11	01	NIL	91	9	NIL
2	2019-20	12	11	01	NIL	91	9	NIL
3	2020-21	10	9	01	NIL	90	10	NIL
4	2021-22	07	07	00	NIL	100	00	NIL
5	2022-23	06	06	00	NIL	100	00	NIL

Source: Enrolment Records maintained by College Office

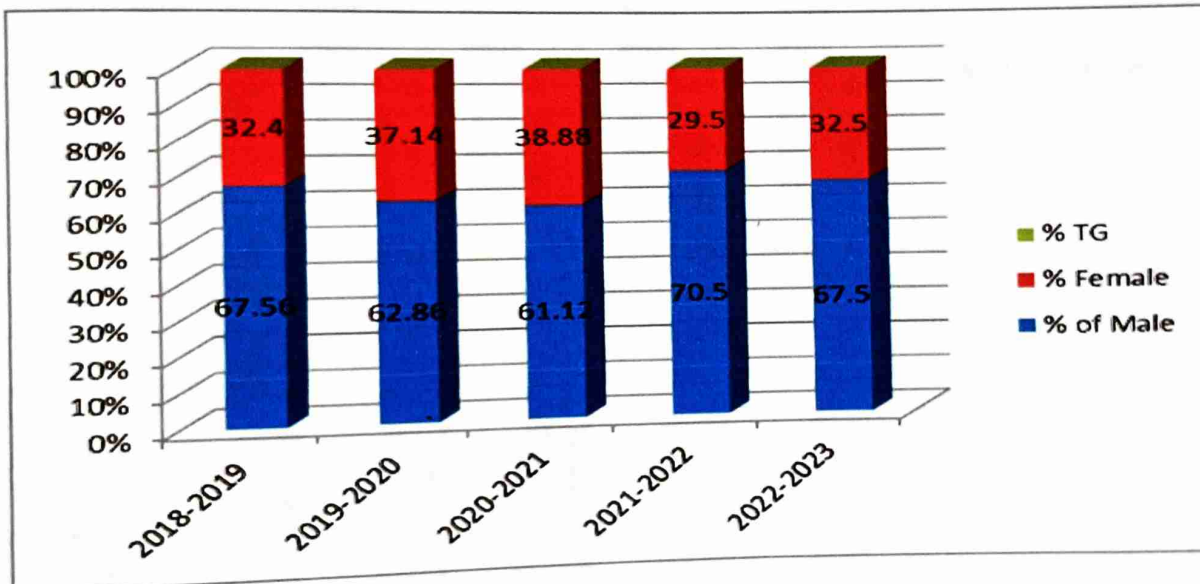
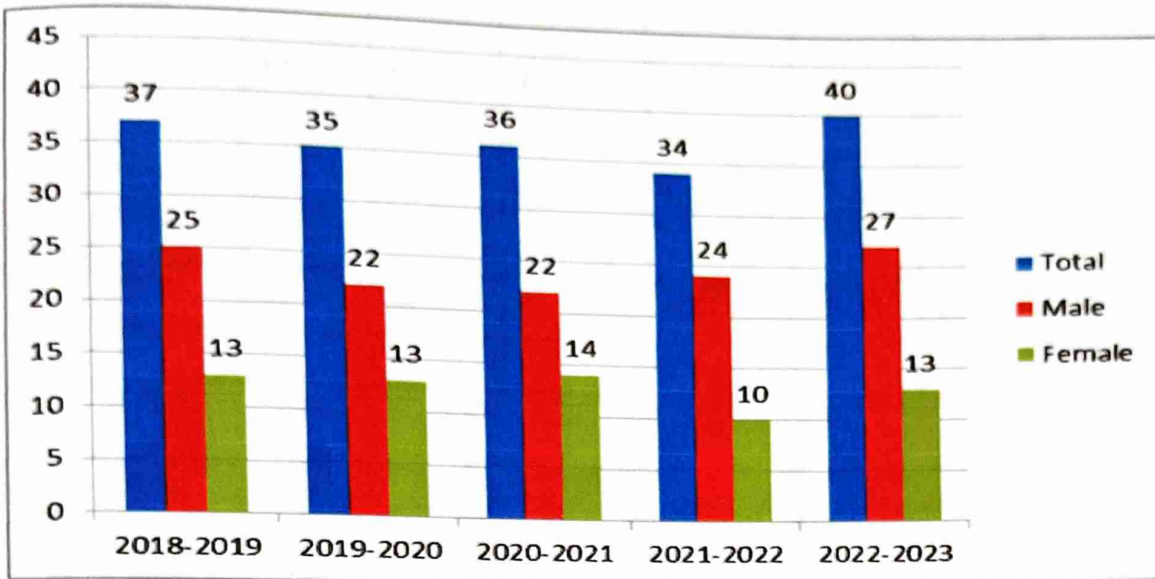


Female enrolment percentage in BBA is quite unsatisfactory. Male enrolment is not up to the mark. In the last two years (2021-22 & 2022-23), female enrolment is nil. It is observed that students are less interested in choosing BBA (professional course) for future career prospects. The college is required to take necessary initiatives for increase of enrolment in BBA.

2.3 Gender wise details of all the Teaching Faculties (Arts & BBA) in the institution

Sl No	Year	Total	Male	Female	Third gender	% of Male	% Female	% TG
1	2018-2019	37	25	13	NIL	67.56	32.4	NIL
2	2019-2020	35	22	13	NIL	62.86	37.14	NIL
3	2020-2021	36	22	14	NIL	61.12	38.88	NIL
4	2021-2022	34	24	10	NIL	70.5	29.5	NIL

5	2022-2023	40	27	13	NIL	67.5	32.5	NIL
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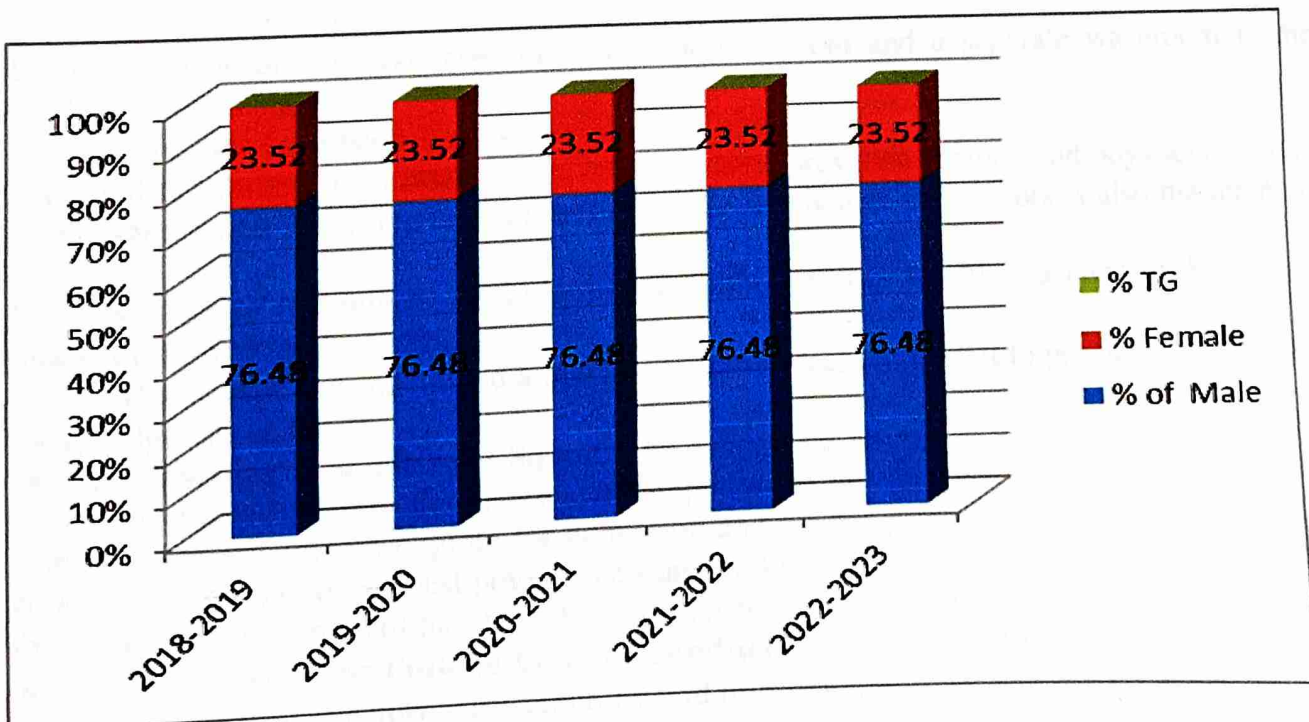
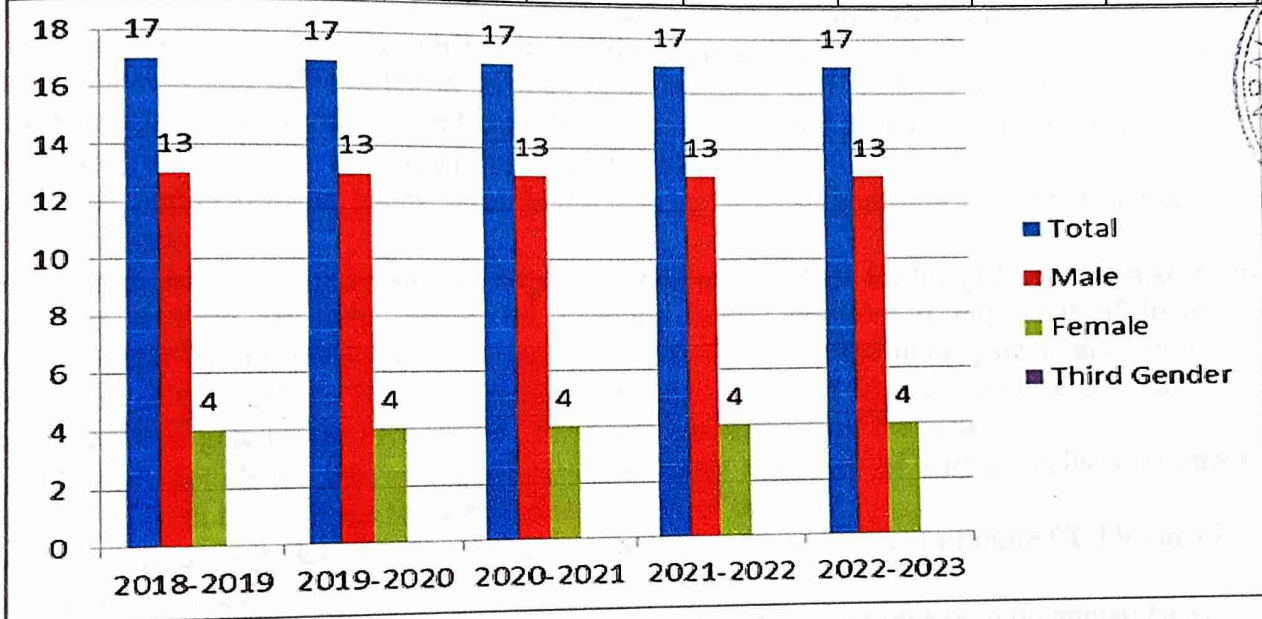
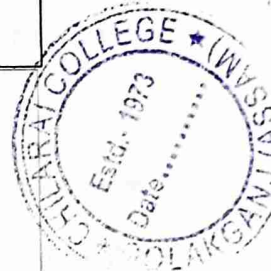


The presentation of gender wise data of total teaching faculties in the institution provides a picture of the gender wise faculties in the institution. It may be mentioned that there is **no women reservation policy of the government** for recruitment of faculties in institutions of higher learning of the state. Hence gender equity in terms of faculty recruitment in the institution is subject to the norms of Government recruitment process. Irrespective of gender identity, male, female and the other with requisite qualifications for Assistant Professor can be eligible to apply. But the college is bound to comply with the process of roster and other Govt guidelines in floating advertisement for filling up vacant positions. In terms of reservation policy in students' admission, only categorical identity comes first and gender identity is not countable. Due to that, the institution has certain limitations to promote gender balance in terms of student enrolment and faculty recruitment processes.

2.4 Gender wise details of total non-teaching staff including library staff in the institution

Sl No	Year	Total	Male	Female	Third Gender	% of Male	% Female	% TG
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1	2018-2019	17	13	4	NIL	76.48	23.52	NIL
2	2019-2020	17	13	4	NIL	76.48	23.52	NIL
3	2020-2021	17	13	4	NIL	76.48	23.52	NIL
4	2021-2022	17	13	4	NIL	76.48	23.52	NIL
5	2022-2023	17	13	4	NIL	76.48	23.52	NIL



Chapter 3

3.1. Gender Sensitization Initiatives: The college has constituted cells/committees /forums like Anti-Ragging Cell, Internal Complaints Cell, Sexual Harassment Prevention Committee, Women Cell etc and makes efforts to provide facilities to the girls equally. It is observed that a number of initiatives have been taken by the institution to empower women at Chilarai College during the last five years. These initiatives include engaging, sensitizing and making all females' staff and female students of the college aware of gender equality and promotion of a healthy gender friendly environment within its campus. The college conducts seminars/workshops, Students Induction Programme, capacity building programmes, talks for up skilling. The NSS and the NCC unit of the college have also taken a leading role for successfully organizing various programmes within and beyond college campus. The college motivates the girls for building up confidence to be the future women leaders, entrepreneurs and other roles in various organizations. Girl students have been also encouraged to explore their true potentials and they have been motivated to go beyond the gendered space. The following are the observations of the Gender Audit Team.

- a. In the library reading room, there is the display of small hoarding for seats to be occupied by the girl students.
- b. Though there is no provision of Separate Entrance and Exit for the girls and boys at the main gate, yet the security on duty during all working hours monitors if any kind of inconvenience is experienced by the girls for entry and exit. The CCTV at the main gate is also monitored by the authority of the college. During Examination days, male and female non-teaching staffs are engaged at the college gate by the Officer-In-Charge for convenience of the girls.
- c. Contact details of the nodal officers and other members of various cells/committees are also displayed with the campus for safety and security of the girls.
- d. The campus is under CCTV surveillance but there is requirement of more CCTVs in all classrooms and at some places of the campus.
- e. There are Teacher-In-Charge for both Boys' and Girls' Common Room on annual basis.
- f. The college does not have a common room exclusively for female staff.
- g. The college needs to establish a Day Care Centre.
- h. Girls Washroom are available in Girls Common room and a separate washroom is there for teaching staff(female).
- i. Water purifiers have been installed for boys and girls.
- j. The college canteen is too small in size and there is no provision for girls and boys separately.
- k. In Examination Halls, the ratio of between male and female invigilators is also maintained by the college
- l. At the time of assignment of duties/responsibilities to the faculties, a completely decentralized mode is followed by the authority.

The college has constituted a number of committees /cells/Unit to provide support services to the girl students and staff.

- a. **Anti-Ragging Committee & Squad:** The college has an Anti-Ragging Committee and a Squad to respond immediately to the grievances/complaints of the students. An undertaking is also taken from the selected student eligible for admission and his/her parents/guardians to stop ragging. The college has introduced one best practice i.e Ragging Free Campus since 2022-2023 academic session that creates an awareness of the students regarding zero tolerance of ragging within campus.
- b. The **Hand Book for College Code of Conduct** available in college website shares existing code of conduct for the authority, teaching and non-teaching staff and the students
- c. **The Women Cell** of the college has been working for promoting a gender friendly environment within the campus.
- d. **NCC for both boys & girls:** The NCC unit at present provides a suitable environment for career opportunities in armed forces. Earlier the Unit has been exclusively for the boys.

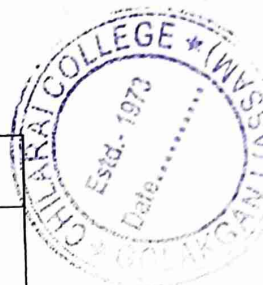
e. **NSS for both boys & girls:** Chilarai college has established the NSS Unit as per recommendation of NAAC Peer Team 2015. The unit has girl volunteers and the enrolment of the girls outnumbers the boys.

f. **Girl students and female teachers in committees/cells:** The participation of girl students for portfolios in Chilarai College Students' Union has been increasing. Female teachers are assigned responsibilities in various/cells. This enables them to strengthen leadership skills and to make them involved with various internal and external issues and challenges of the institution.

7. **Internal Complaints Committee:** The College has an Internal Complaints Committee and any aggrieved woman may report instances of sexual harassment at workplace as per existing guidelines/norms of the Government.

Structure of the Internal Complaints Committee (ICC)

	ICC Designation	Name	
1	Presiding Officer	Mrs Krishna Bhowmik	Assistant Professor & HoD, History
2	Convenor Member	Nirmala Roy	Assistant Professor, Assamese
3	Member	Jannatul Jahanara Sarkar	Assistant Professor, Education
4	Member	Nitai Chandra Roy	Associate Professor, Assamese
5	Member	Keramat Ali Sheikh	Associate Professor, Philosophy
6	Member	Arunava Sen	Associate Professor, Economics
7	Member	Sanjib Kumar Roy	Assistant Professor, Philosophy
8	Member	Alakesh Chandra Roy	Assistant Professor, Assamese
9	Member	Mrinal Kanti Roy	Jr Assistant, Office
10	External Member (Legal)	Pritam Prodhani	Advocate, Dhubri Civil Court



Since the establishment of the ICC, no such complaints have been reported to the Committee either by member of the teaching/non-teaching staff or students.

8. **Road Safety Committee:** The committee creates an awareness for traffic rules to be followed while riding bikes/scooty

3.2 Number of Gender Equity Promotion Programmes organized by the Institution during the last five years

- a. International Women's Day on 08-03-2021
- b. International Women's Day on 08-03-2022
- c. Sensitization Programme on Menstrual Hygiene dtd 05-3-2022
- d. A special talk on " Legal Provisions for Redressal of Sexual Harrassment Cases" dtd 18-04-2023
- e. Awareness Programme on Prevention of Child Marriage dtd 30-6-2023
- f. RONGULI Competition among Girl Students during Annual College Week (03-04-2023 to 08-04-2023)
- g. Preventing Abuse on Girl Child dtd 11-06-2023
- h. International Women Cell, 2023
- i. The college has been allocated Rs 1 lakh for conduct of one day Capacity Building & Personality Development Programme under Sponsorship of National Commission of Women vide F.No.05-1/14/2022-2023/WW&CBC (NCW) dtd 24-04-2023. The stated programme is successfully organized on 22-08-2023 by active participation of the Girl students of all the UG/PG colleges in Dhubri District.



The institution believes that women and men have different needs and power and that these differences should be tracked and addressed in a manner that minimizes the imbalances between the sexes. Efforts have been made by the college to organize different activities to make the female students and staff aware of gender sensitization and they have taught to live in a dignified manner and self-respect. There are some units/contents in curriculum that directly address gender issues and teachers always focus on these. It is also observed that the trend of more enrolment of the girls has already started. The success rate of the girls is comparatively better in comparison to their male counterparts. Spontaneous participation of the girls in extra-curricular activities and in different cultural and sports events bear witness to extraordinary performance of the girls. The college organizes some sports events and cultural events exclusively for girls. An action Plan has already been prepared by the college for some initiatives to be taken from Academic session 2024-2025.

CHAPTER 4



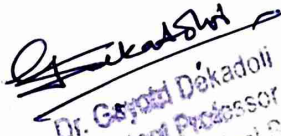



The analysis states that frames its policies and programmes to empower girls students. An inclusive environment exists in the college campus irrespective of caste, creed, religion, gender and other backgrounds of the students and the staff. The Gender audit team has made communication with students (male & female) and with the members of teaching and non-teaching staff randomly on the day of audit. This also provides the team members comprehend the state of affairs relating to gender equality and gender sensitivity. The college within its own space has a lot of strengths and opportunities to develop good gender balance. Weaknesses may be overcome with gradual changes in future. It is clear that enrolment of the girls from diverse sections of society is increasing day by day. It is also noticeable that the percentage of girls is higher than that of the boys in achieving Government scholarships on the basis of merits. The college with its strong will power and commitment towards gender justice and human rights would definitely be a model for the society.

Follow up actions/Recommendations:

1. The institution should establish a Day Care Centre
2. The institution should strive hard to accommodate the girls students in Hostels. Students from far off places like border villages, char areas come to the college.
3. There should be a significant increase of female staff and girl students in decision making bodies/cells/committees of the college.
4. 100% CCTV installation within the campus is immediate need of the college
5. The college canteen is very small in size. It should be more spacious. Provisions should be made so that girl students and female staff can have a separate space.
6. To introduce skill oriented subjects for self-employment of the students.
7. The space within the Girls' Common is not adequate and it should be well furnished with required facilities.
8. The audit committee recommends the Women Cell & IQAC to organize more sensitization programmes as the total number of programmes conducted during the last five years (2018-19 to 2022-2023) is not upto the mark.
9. The college needs to organize Capacity Building & Personality Development Programmes for the girl students.

Committee for Gender Audit in Chilarai College, PO-Golakganj, Dist-Dhubri

The following members have been involved in planning, surveying, analyzing, report preparing related to the Gender Audit of the college.

Team Designation	Name, Designation & Institution/Organization	Signature
External Committee Members	Dr. Gayotri Dekadoli (M.A, M.Phil, Ph.D JNU) Assistant Professor Department of Political Science Bodoland University, Kokrajhar BTR, Assam	 Dr. Gayotri Dekadoli Assistant Professor Department of Political Science Bodoland University, Kokrajhar
	Dr. Daisy Rani Deka (M.A, B.Ed., Ph.D) Assistant Professor Department of Assamese Bodoland University Kokrajhar, BTR, Assam	 Dr. Daisy Rani Deka Assistant Professor Department of Assamese Bodoland University, Kokrajhar
Chairperson	Mrs. Krishna Bhowmik Assistant Professor, History & Convener Women Cell, Chilarai College, Golakganj	 Mrs. Krishna Bhowmik Convener Women Cell, Chilarai College, Golakganj
Internal Committee Members	Prince Zakir Abdullah Assistant Professor, Dept. of Political Science, Chilarai College, Golakganj	
	Nirmala Roy Assistant Professor Dept. of Assamese Chilarai College, Golakganj	