

BUNIADPUR MAHAVIDYALAYA GENDER AUDIT REPORT (2022-23)

Sustainable Development
Goal 5: Gender equality



REPORT OF THE GENDER AUDIT 2022-23

Preamble

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

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

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

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

Given below is a brief profile of Buniadpur Mahavidyalaya:

21st Century is the epoch of Knowledge, Information and Communication. Availability of information and effective communication has been made possible by Technological Development. But Knowledge without College is not possible. Keeping in mind this view some noble minds of Buniadpur undertake the pain of forming a Degree College at Buniadpur in dream of scintillating future of generation to come. It is the ideals in heart, hunger for knowledge in mind, indefatigable efforts, noble sacrifices, undiluted stewardship, love for future generation & for society at large and boundless initiative of the people in general of the locality and above all the Higher Education Policy of the Govt. of West Bengal that made it possible to brought into existence The BUNIADPUR MAHAVIDYALAYA as the centre of learning on the auspicious day of 13th June 2007 to cater to the increasing enthusiasm for higher education in the 21st Century. Affiliated to the University of Gour Banga (previously under North Bengal University), this Mahavidyalaya being the eighth-degree college in the district of Dakshin Dinajpur, is located in an idyllic environment amongst rural surrounding having a natural landscape with evergreen, calm and quite atmosphere free from the din and bustle of the municipal crowd but within the Township area. Far from the madding crowd, the place is really congenial to be absorbed in sustained studies with rapt attention. Situated at Buniadpur, just 1.5 km. from Buniadpur Railway Station and within 100 metres of State High Way, the Mahavidyalaya has in possession 4.23 acres of land enriching with potentiality for developing it into an ideal institution for higher studies. Meanwhile this Mahavidyalaya has come into limelight for its performance and result, comparable to many star colleges under University of Gour Banga. Within a very short span, the Mahavidyalaya has attained excellence & growth. But it has miles to go.

THE AUDIT

1. Student Data Analysis (2022-23)

- **Overall Gender Ratio:** The student body comprises 59.20% (592) females and 40.80% (408) males, indicating a slightly higher representation of female students.
- **Reserved Categories (SC, ST, OBC-A, OBC-B):** Across various reserved categories, females show higher representation compared to males. Females (60.93%) 432 and Males (39.06%) 277. Notably, in SC category students, female representation indicates higher enrolment of females from this category.
- **Semester Clearance (Passed) Students:** The data illustrates a higher percentage of female students (63.66%) successfully passing their semesters compared to male students (36.33%), indicating better academic performance by females.

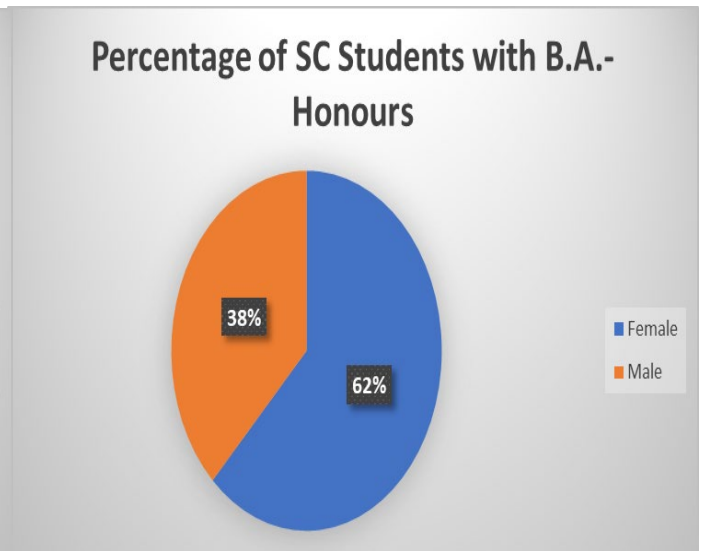
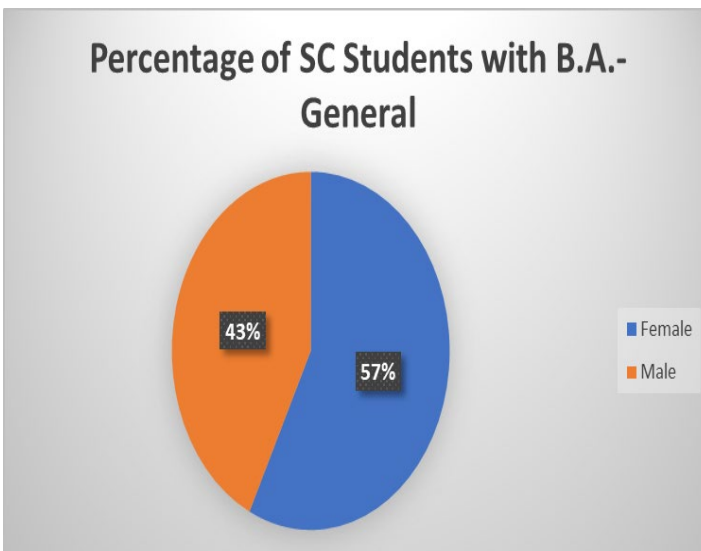
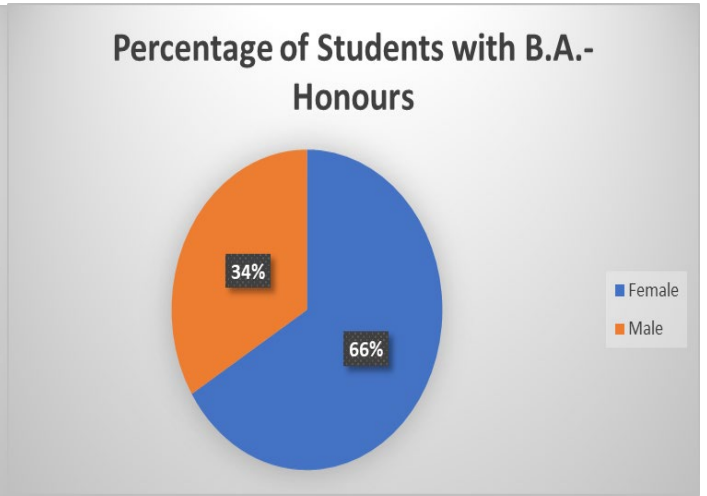
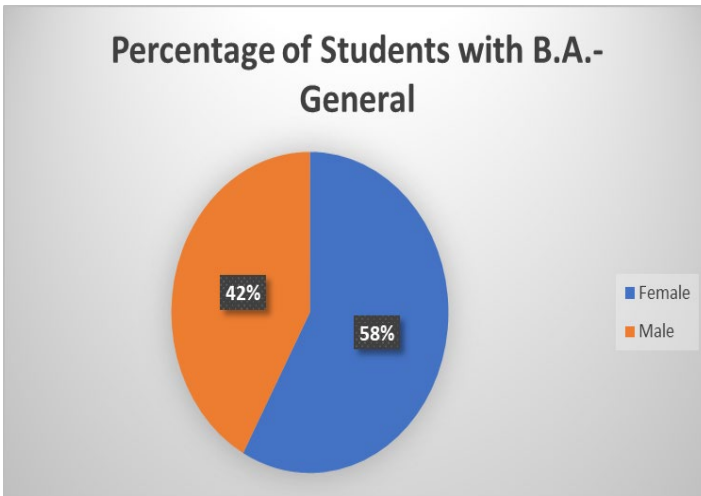
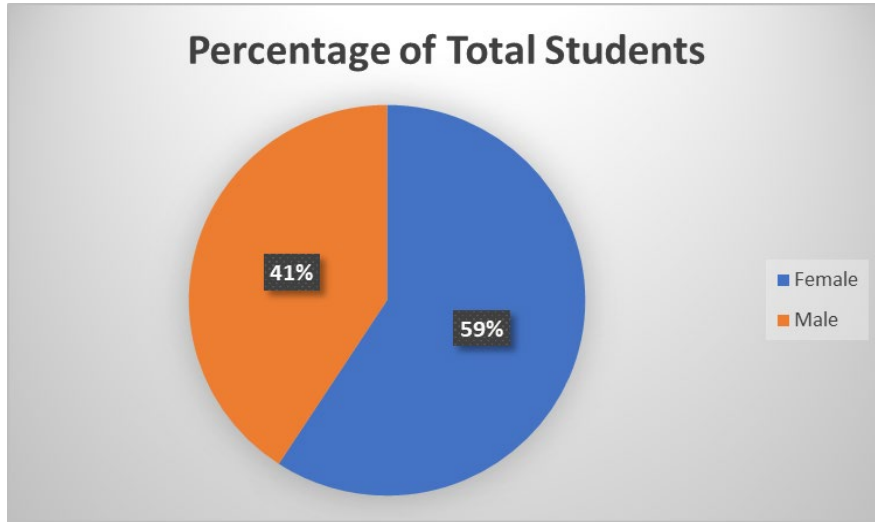
2. Teacher Data Analysis:

- **Principal & Full-time Teachers in Substantive Posts:** The Principal is male. The gender distribution among Full-time Teachers in Substantive Posts shows 25% (01) female teachers and 75% (03) male teachers, indicating a higher representation of males.
- **SACT (State Aided College Teachers-Full-Time):** SACT teachers show a lower percentage of female representation at 12.5% (01) compared to 87.5% (07) male teachers.
- **Non-teaching Staff and Librarian:** There is a significant gender disparity among non-teaching staff, with 87.5% (07) being male and only 12.5% (01) female, indicating a severe lack of gender diversity in administrative roles. The Librarian is a male staff.

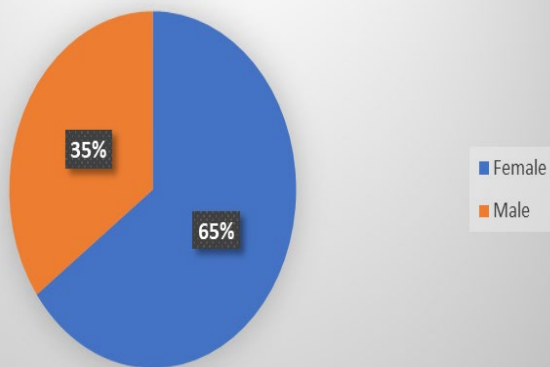
3. Summary and Observations:

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

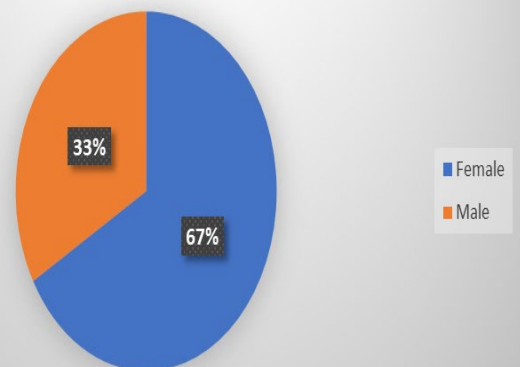
STUDENT DATA [Admission 2022-23]



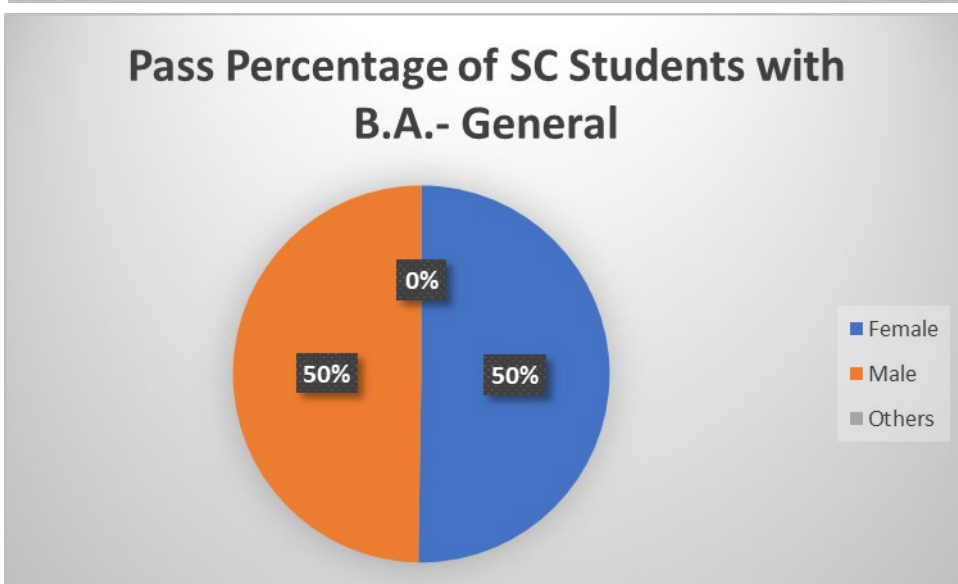
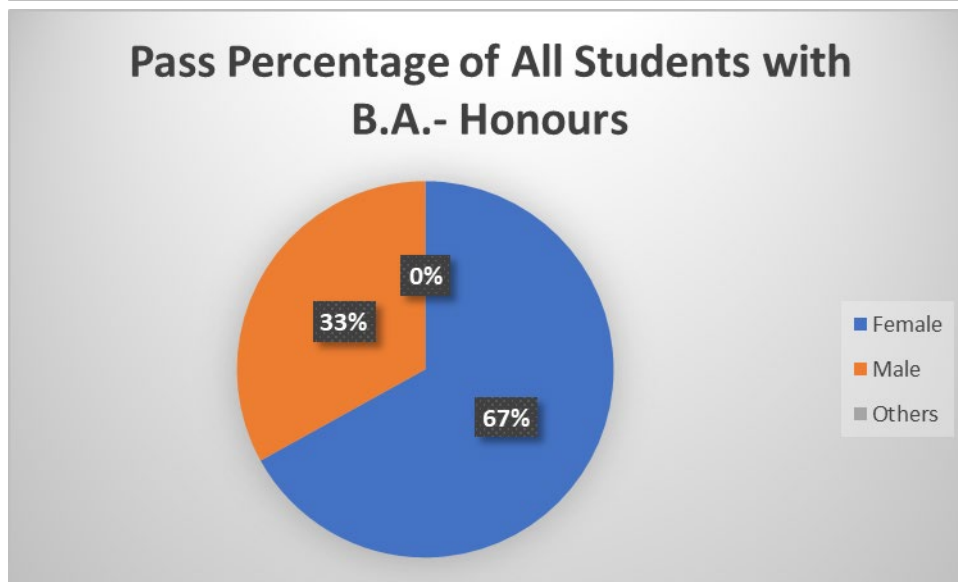
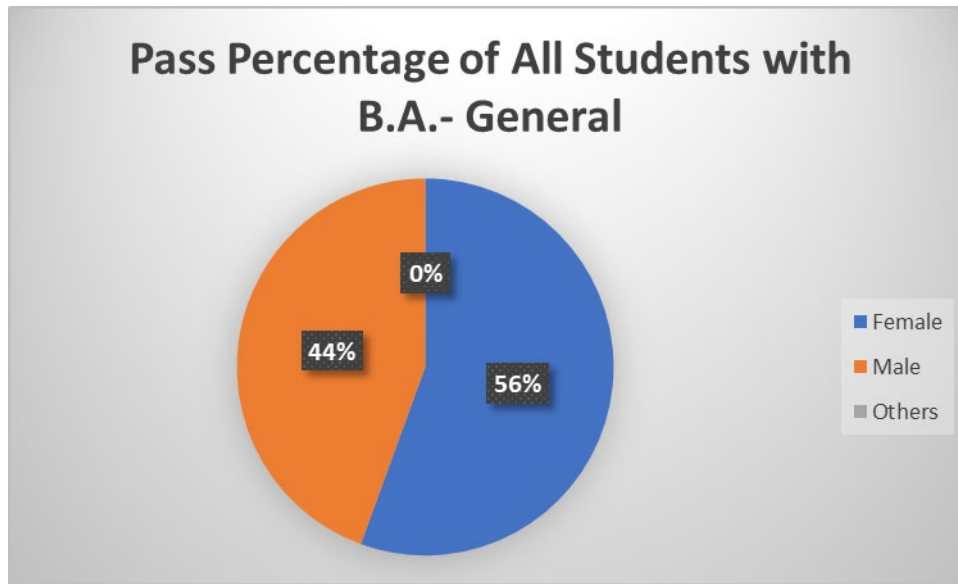
Percentage of ST Students with B.A.- General

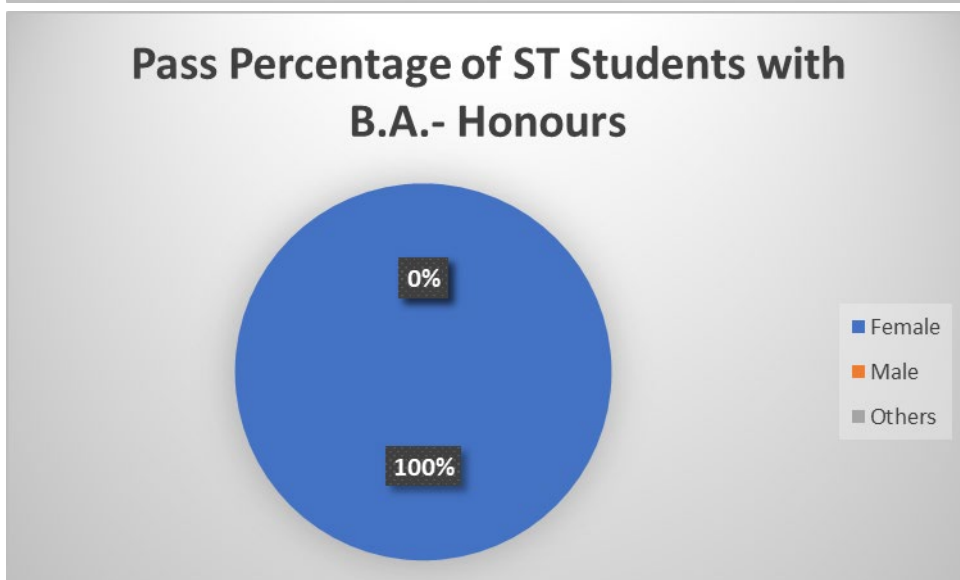
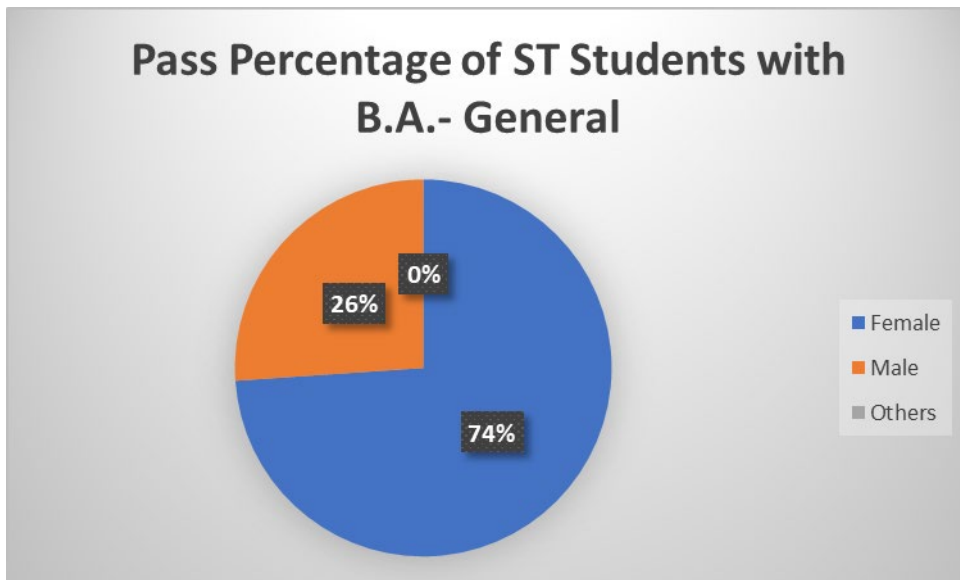
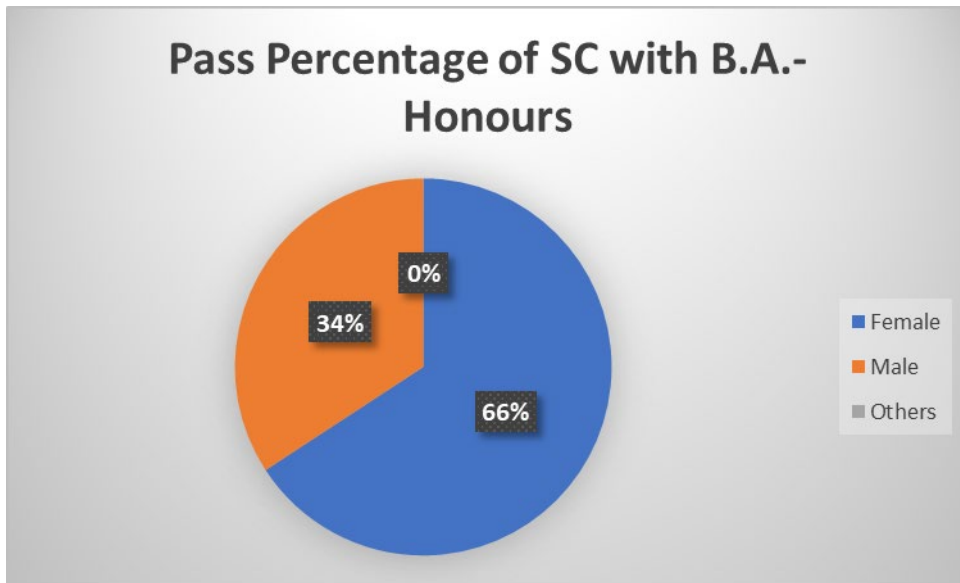


Percentage of ST Students with B.A.- Honours

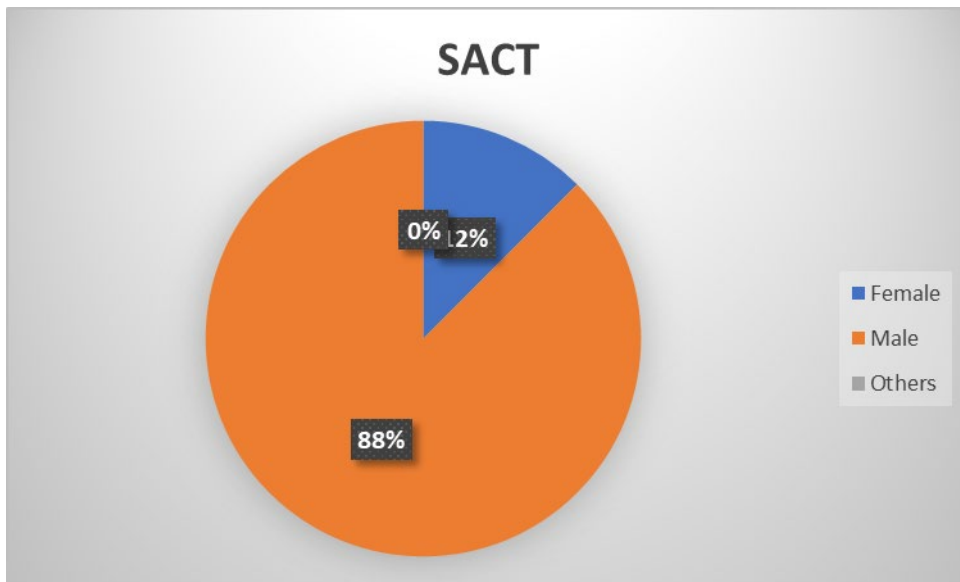
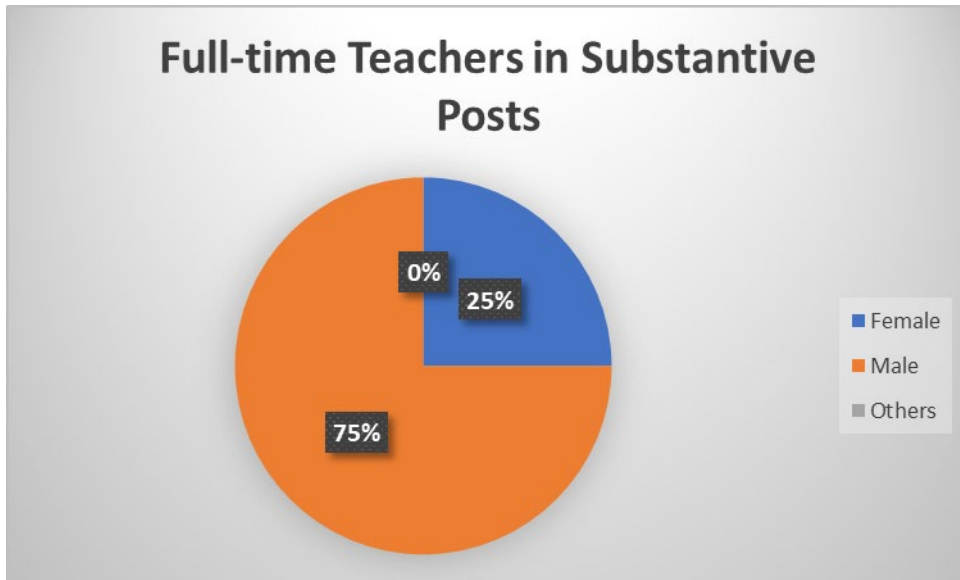


PASS PERCENTAGE (2023)

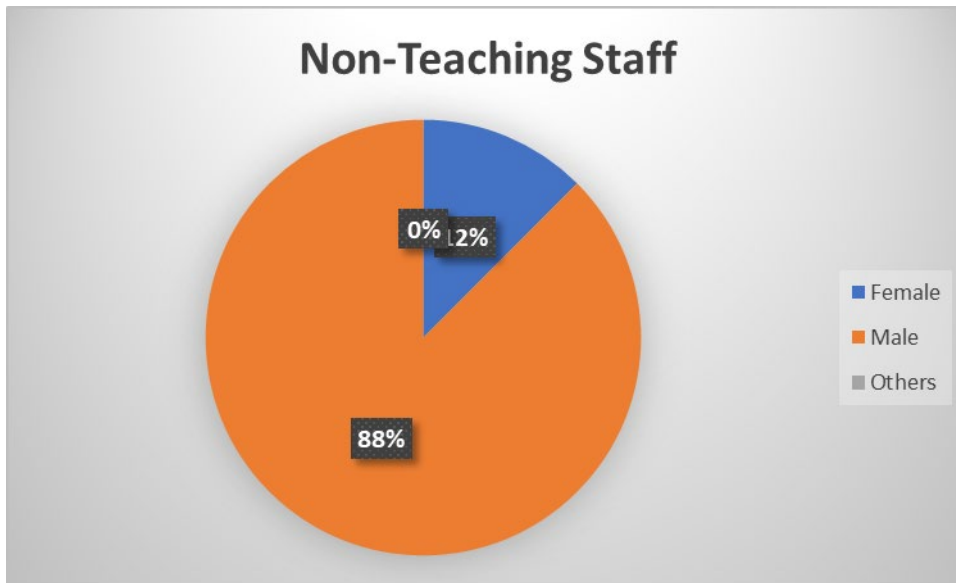




Teacher Data Analysis



Non-Teaching Staff



PRINCIPAL: Male

LIBRARIAN: Male

Service Provided: Green, Safety, Fire, Environment, Energy Audit and ISO, Information Security, Automotive, NABL, NABH, CSR, Food, Medical Certification and Training
Govt.Reg.No.200252020048281, MSME Reg.No.UDYAM-WB-14-0014572, GST No. 19FIIPM3803A1ZH

Facilities for male and female stakeholders of the college

- 1. Separate Urinals/Toilets/Washrooms for Male & Female Students, Teachers, Office Staff**
- 2. Sanitary Pad Vending machine & Incinerator for Female Students and Staff**
- 3. Separate Common Rooms for female and male students**
- 4. Functional Cells like Women Empowerment & Equal Opportunity Cell, Anti-Sexual Harassment Cell, Grievance Cell, and Internal Gender Audit Committee.**
- 5. The college organises various awareness programme/seminar/ workshops on gender equality and women empowerment.**
- 6. The college takes special initiatives for female students to empower them through add-on courses, skill development training etc.**

Suggestions and Recommendations:

1. Regular Gender Audits:

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

2. Data-Driven Decision-Making:

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

3. Community and Stakeholder Involvement:

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

4. Partnerships for Change:

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

5. Transparent Communication:

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

6. Celebrating Success Stories:

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

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

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

Concluding Remarks:

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

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

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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