

K.K. DAS COLLEGE

GENDER AUDIT

Sustainable Development
Goal 5: Gender equality





MANAGEMENT SYSTEM CONSULTANCY

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Govt.Reg.No.200252020048281, MSME Reg.No.UDYAM-WB-14-0014572, GST No. 19FIIPM3803A1ZH

REPORT OF THE GENDER AUDIT 2023

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.

K.K. DAS COLLEGE 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 fulfill 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 K.K. DAS COLLEGE 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

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audit that is presented below.

Given below is a brief profile of K. K. Das College:

K.K. Das College affiliated to University of Calcutta was established in 1964 as K. K. Das College of Commerce, with the vision of enlightening the under-privileged students of this predominant refugee inhabited hinterland despite several odds and constraints. The college had a modest beginning, a difficult adolescence and youth, but has a promising future, as stakeholders in this institution possess the desire to change and the capacity to actualize the desire. Initially it was an evening college. The initiative of establishing a Commerce College in evening shift was felt by prominent educationists of the locality. The dream became a reality with a generous donation from Dr. K. K. Das. The college was named after the great philanthrope. Along the last decade or so, the college has been showing vitality and planned consolidation on the basis of the strengths acquired in the past. We hope to gradually move towards growth and maturity.

The college shared the premises of Dinabandhu Andrews College since its inception. The college with a handful of teaching faculty was serving its purpose well. In the late 90's, however, demand for starting B.A and B.Sc programmes came up. The governing body and the faculty rose to the occasion which resulted in the introduction of B.A and B.Sc honours and general programmes in the 2001-2002 Academic year. In the same year, the college was also transformed into a Co-education college. Inclusivity became the motto. The college is now K.K.Das College, multi-faculty and co-education. The college now wanted to spread its wings and needed premises of its own for its expansive goals. With huge support from the locality, students, teachers and non-teaching staff, the governing body went ahead and a plot of land was acquired from KMDA. The stone laying ceremony was held on 14th February, 2001. The college organised quite a few blood donation camps, walks and a huge musical extravaganza at Nazrul Mancha as part of fundraising programmes for the construction of the college building. Huge efforts on the part of students, the Principal, faculty and nonteaching staff and good wishes and spontaneous donations from well-wishers and help of MP and MLA LAD funds the construction was partly completed with a much needed computer laboratory and a modest but well stocked library in March 2008. The college started operating from its new premises since 28th March 2008 as a day college.

The college has only ten departments. Our quality policy "Small is Beautiful". We focus on maintaining quality. With the quality control aspect in mind a large number of Cells/Sub-Committees have been formed including the Internal Quality Assurance Cell (established in the year 2010) to look into both academic and non-academic aspects. An understanding Governing Body, co-operative teaching and non-teaching staff, supportive students' union are always striving to make the college a better place to work, to learn to develop and to grow. The college boasts of an active NSS unit, an NCC unit and Eco-Club. They inculcate value-based education to the students. Students learn to become active participants in the transformation of the society. Cultural Society and Literary Society bring out the hidden talents of the students and help them grow beyond academics. We encourage all students to take advantage of the opportunities provided by the college and involve themselves in all the extra-curricular activities that are offered.

Under the able stewardship of the Principal K.K.Das College got accredited by NAAC(1st cycle) in 2016.

The college has always been striving for betterment. The number of Teaching & Non-Teaching Staff and students have increased day by day. Different Add-on courses have been introduced for the benefit of the students.

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The college has started to move towards ICT empowerment since 2015 by providing the students with e-Teaching-Learning benefits. Now, we can claim ourselves almost ICT empowered. We can proudly state that we are encouraging other institutions for ICT empowerment by providing different training programmes in connection to “Use of ICT in Teaching-Learning and Evaluation” and promise to continue the training programme.

THE AUDIT

1. Student Data Analysis

- **Overall Gender Ratio:** The student body comprises 45.73% females and 54.27% males, indicating a slightly higher representation of male students.
- **Reserved Categories (SC, ST, OBC-A, OBC-B):** Across various reserved categories, males show higher representation compared to females. Notably, in ST and OBC category students, female representation stands at 59.4%, indicating higher enrollment of females from this category.
- **Semester Clearance (Passed) Students:** The data illustrates a higher percentage of male students (58.79%) successfully passing their semesters compared to female students (41.21%), indicating better academic performance by males.

2. Teacher Data Analysis:

- **UGC Teachers in Substantive Post:** The gender distribution among permanent teachers shows 50% female teachers and 50% male teachers.
- **SACT (State-Aided College Teachers):** The gender distribution among SACT teachers shows a higher percentage of female representation at 61.12% compared to 38.88% male teachers.
- **Non-Teaching Staff:** There is a significant gender disparity among non-teaching staff, with 86.67% being male and only 13.33% female, indicating a severe lack of gender diversity in administrative roles.

3. Summary and Observations:

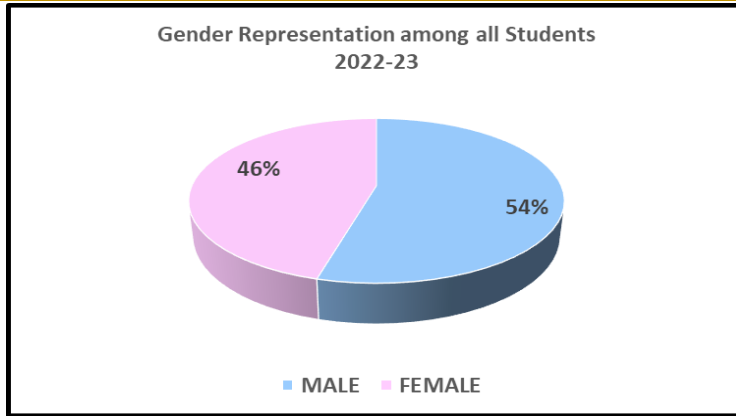
- **Student Body Gender Composition:** The overall student body demonstrates a slightly higher representation of male students, particularly noticeable.
- **Gender Disparities in Teaching Roles:** While permanent teachers have equal representation, SACT teachers exhibit a higher representation of females. However, a substantial gender gap exists among non-teaching staff, primarily comprising males.
- **Performance and Enrollment:** Males tend to perform better academically, as evidenced by their higher semester clearance rates. Additionally, they display higher representation across various reserved categories.

STUDENT DATA [2022-23](

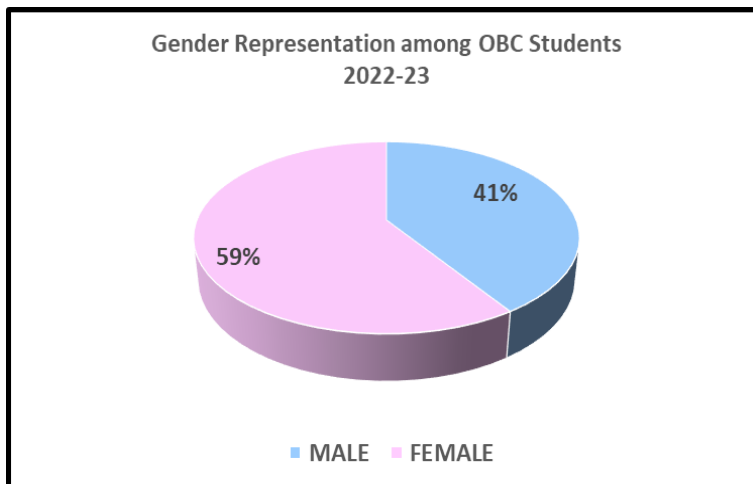
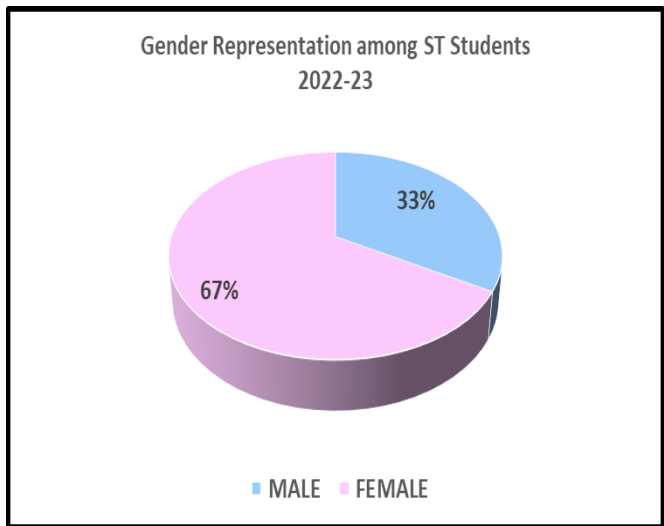
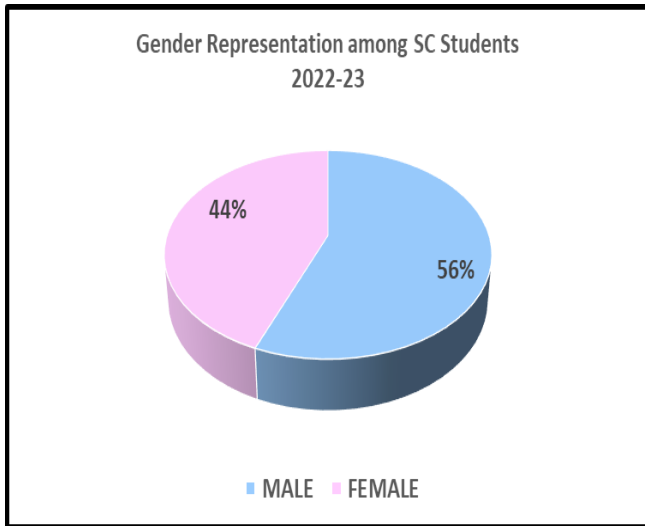
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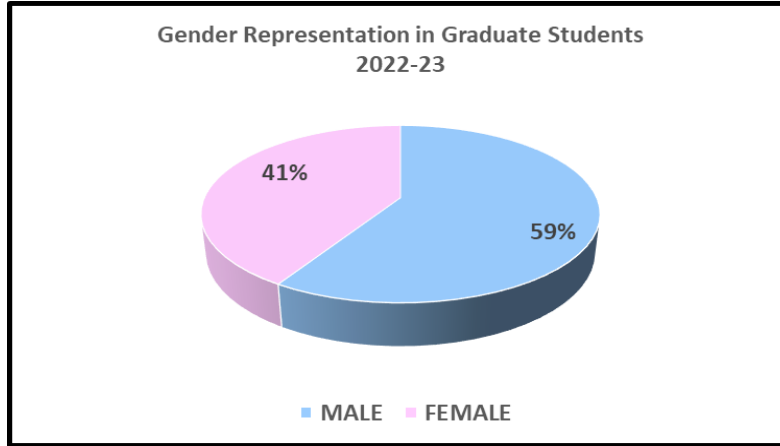
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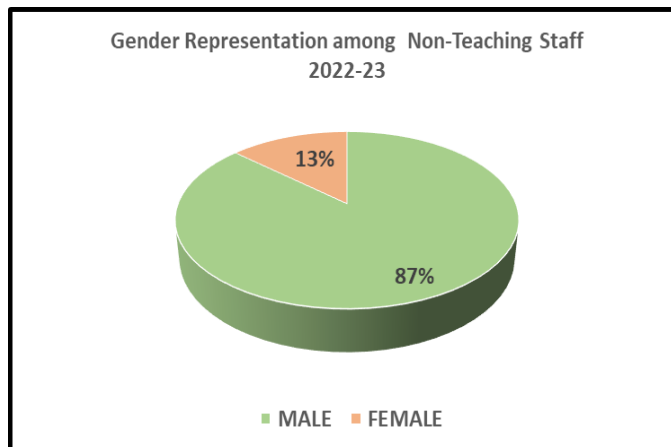
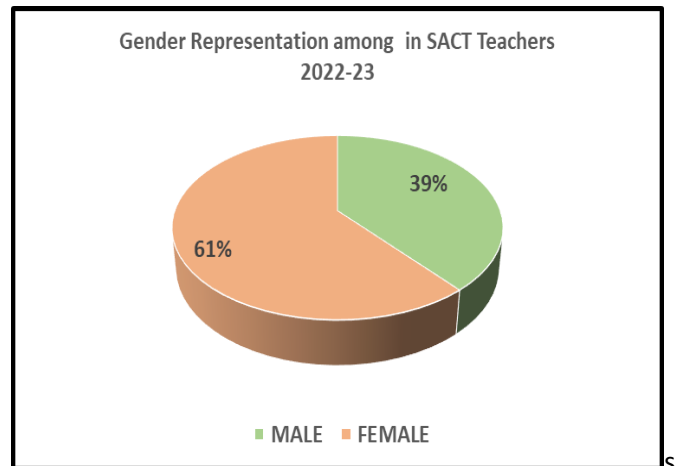
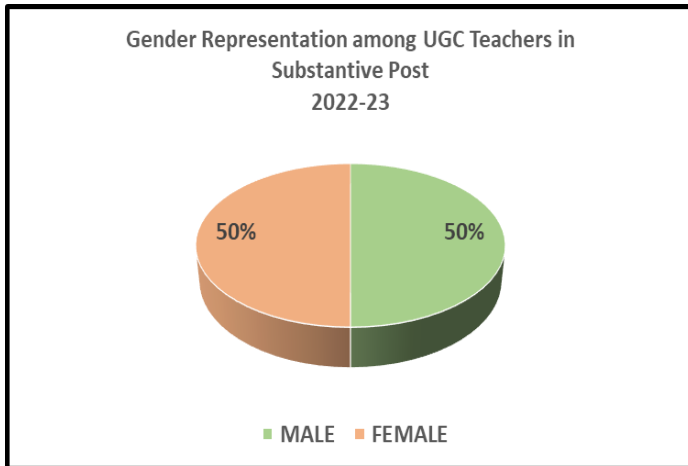
RESERVED CATEGORY



SEMESTER RESULT



TEACHING AND NON TEACHING STAFF [2022-23]



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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.



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Concluding Remarks:

Considering the global The Gender Audit of the College, 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.

Amalish Kr. Mandal

Amalish 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