

# Gender Audit

Study Periods (Five Years)

2018-2019; 2019-2020; 2020-2021; 2021-2022; 2022-2023

## Social Study AUDIT REPORT

**Studied For**  
Seva Bharati Mahavidyalaya  
Kapgari, Jhargram, West Bengal  
721505, India

**Studied by**  
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# Disclaimer

This report has been prepared by the Audit Team for **Seva Bharati Mahavidyalaya**, located at Kapgari, Jhargram, West Bengal, 721505, India, based on data submitted by the Institute and analyzed to the best of our abilities.

Our team has thoroughly examined the data in accordance with national and international guidelines for green buildings, conducting a comparative analysis of the existing facilities and prerequisites outlined by various standards. The report presents our findings and recommendations, aimed at enhancing and developing a healthy and sustainable institution.

These suggestions can be implemented in phases or in their entirety, subject to the decision of the Management and Institute. Please note that this report is for informational purposes only and does not constitute a warranty or undertaking, expressed or implied. The Audit Team assumes no responsibility for any direct or consequential loss arising from the use of the information, statements, or forecasts contained herein.

This report is a comprehensive study based on data collected over a period of time and should not be used for legal action. It is the property of **IQAC, Seva Bharati Mahavidyalaya**, and may not be copied or reproduced in any form without permission.



# Acknowledgment

The Audit Assessment Team thanks the **Seva Bharati Mahavidyalaya, West Bengal** for assigning this important work of Gender Audit. We appreciate the cooperation extended to our team during the entire process.

Our special thanks are due to **Higher Education Department, Government of West Bengal.**

Our heartfelt thanks to Chairperson of the entire process **Dr. Deba Prasad Sahu, Principal** and **Dr. Samit Kumar Maiti, Asst. Professor & Co-Ordinator, NAAC** for the valuable inputs.

We highly appreciate the assistance of the entire **Teaching, Non-teaching, and Admin. Staff** for their support while collecting the data.

**IQAC, Seva Bharati Mahavidyalaya**

Gender Audit Report Prepared by IQAC, SBM, Jhargram District, West Bengal, 721505

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# 1. Introduction

## 1.1 About the Institute and its history

At the dawn of Independence in November 1947, a renowned Agricultural Scientist, working in a high position under the then Bihar Govt., Professor Pabitra Kumar Sen (1906-1997) established Seva Bharati by taking 100 acres of undulated barren land situated in Kapgari and Bagda Mouza from the then Zamindar Jagadish Chandra Deo Dhabaldeb. Education was unknown in the area. The area was highly drought-prone. The land was undulated, the soil lateritic, and rainfall was normally low; less than 1% of the land was irrigated. The villages were predominantly inhabited by poor people belonging to Scheduled Tribe, Scheduled Castes and other backward communities. Poverty was so widespread that the people lived much below the 'poverty line'. As a result, the area presented a very gloomy picture of increasing joblessness, abysmal poverty and moral degradation. The Raja of Chilkigarh, the local Zamindar was good enough to make 40 acres of waste land lying in the boarder of Kapgari and two adjacent villages of Bagda and Panrusuli, available on permanent lease to Prof. Sen to embark upon his cherished work. He purchased another 10 acres from villagers to make the area contiguous and compact. Seva Bharati got into a modest start in November 1947 with the help of some of Prof. Sen's family when he came University of Calcutta, appointing him Khaira Professor of Agriculture in March 1948, thus he was able to pursue this project alongside his University work.

The name "**Seva Bharati**" suggests that the ideal India can only be constituted on the noble principle of "seva" or service. The word "Bharati" is pregnant with significance; one meaning of "Bharati" is speech, another learning, yet another, the presiding deity of India. The Mahavidyalaya is dedicated to this noble service since its establishment, and it has completed its fifty years of glorious service to the Nation. The motto of the Mahavidyalaya is "*Tapasya, Seva, Pragati*" — which means that the development of either the Nation or of the individual is a progressive concept, which can be achieved through sincere contemplation and selfless service. The "Pragati" or progress of India would come through the enlightenment of the society. The eight images of flowers scattered within the flower-wheel of the logo symbolize the progressive and full flowering of human potentials along with the growth of life.



## 1.2 Statements of the Institution

### 1.2.1 Vision

Our vision is to transform our Mahavidyalaya into a centre of excellence in the arena of higher education and contribute to the inclusive development of the country by generating quality human resources. The Mahavidyalaya aims at the holistic development of the young learners and hopes to mould them into young citizens of the nation who are dependable, honest, committed and possess a sound value system. Swami Vivekananda says: *“Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas.”* With this vision, Seva Bharati Mahavidyalaya aims at imparting an education that not only propels the students up the career ladder, but also empowers rural people including women and makes them independent and successful citizens.

### 1.2.2 Mission

- ❖ To provide quality education to the students who basically belong to the economically disadvantaged section of the society.
- ❖ To constantly endeavor towards the holistic developments of students into responsible citizens and exemplary human beings.
- ❖ To stimulate scientific temper and promote awareness of heritage and culture.
- ❖ To generate and sustain proper academic ambience inside the campus through maintenance of peace, communal harmony, spirit of brotherhood, and and upgradation of infrastructural facilities.
- ❖ To organize seminars, special lectures and workshops in emerging areas for the benefit of the students.
- ❖ To contribute to the socio-economic growth of the locality by providing the aged of the locality with opportunities of higher education through Distance Education Study Centre of Netaji Subhas Open University (NSOU).
- ❖ To inculcate discipline, patriotism, spirit of mutual co-operation and sense of social responsibility among the students through NCC and NSS programme.
- ❖ To make students worthy of facing the challenges of the competitive world and job market through encouragement and exploration of their potential ensuring their involvement in cultural events and sports.
- ❖ To ensure participation of all the stakeholders in the inclusive growth of the Mahavidyalaya.
- ❖ To work for the implementation of the objectives of NEP 2020.



## 1.3 Site and Building Spread Area

The total site area is 11.4 acres & total Built-up area of Institute is 2.40 acres (9712.46 sq. m.).

## 1.4 Timeline of activities for research

- Allotment and Initiation by the Institute.
- Process discussion with team.
- Data submitted by Institute.
- Submission of the files.

## 2. Documentation

### 2.1 Gender equality goals and objectives

#### 2.1.1 Context:

The Sustainable Development Goals (SDGs), also known as the Global Goals, are a comprehensive collection of 17 interconnected objectives aimed at creating a harmonious and prosperous future for all individuals and the planet. Adopted by the United Nations General Assembly in 2015, the SDGs serve as a universal blueprint for achieving peace, prosperity, and sustainable development. Among the 17 SDGs, Gender Equality is prominently featured as the fifth goal, SDG-5. This goal recognizes the critical importance of achieving gender equality and empowering all women and girls to ensure their rights, opportunities, and well-being are protected and promoted. By prioritizing Gender Equality as a standalone goal, the SDGs acknowledge the transformative impact that gender equality can have on individuals, communities, and societies as a whole, and strive to create a more just and equitable world for all.

#### 2.1.2 Observation:

The institute offers a comprehensive range of financial assistance programs to support its students, including: **Poor Fund:** A financial safety net designed to provide emergency assistance to students facing financial hardship or distress. **Students' Aid Fund:** A fund dedicated to providing monetary support to students in need, ensuring they have access to necessary resources and can continue their education without financial burdens. **Swami Vivekananda Merit-Cum-Means Scholarship (SYMCM):** A prestigious scholarship program that rewards academic excellence and financial need, helping to bridge the gap between merit and means. **OASIS Scholarship:** A scholarship program aimed at supporting students from economically weaker sections, providing them with the necessary financial support to pursue their education. **National Scholarship (NSP):** A scholarship program funded by the government to support meritorious students from financially weaker backgrounds. **Kanyashree Prakalpa:** A scholarship program initiated by the government to support female students from economically disadvantaged backgrounds. **Aikyashree Prakalpa:** A scholarship program initiated by the government to support students from minority communities. These financial support systems demonstrate the institute's commitment to ensuring that financial constraints do not hinder a student's educational journey, and that support is available to those who need it most.



5 GENDER EQUALITY



# ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

## THE WORLD IS NOT ON TRACK TO ACHIEVE GENDER EQUALITY BY 2030

OUT OF GOAL 5 INDICATORS:



- "ON TRACK"
- AT A MODERATE DISTANCE
- FAR OR VERY FAR OFF TRACK

AT THE CURRENT RATE, IT WILL TAKE



**300 YEARS** TO END CHILD MARRIAGE



**286 YEARS** TO CLOSE GAPS IN LEGAL PROTECTION AND REMOVE DISCRIMINATORY LAWS



**140 YEARS** TO ACHIEVE EQUAL REPRESENTATION IN LEADERSHIP IN THE WORKPLACE

### LEGISLATED GENDER QUOTAS ARE EFFECTIVE TO ACHIEVE EQUALITY IN POLITICS

WOMEN'S REPRESENTATION IN PARLIAMENT

[2022]



**30.9%** COUNTRIES APPLYING QUOTAS



**21.2%** COUNTRIES WITHOUT QUOTAS



**NEARLY HALF** OF MARRIED WOMEN LACK DECISION-MAKING POWER OVER THEIR SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS

**1 IN 5 YOUNG WOMEN**

**ARE MARRIED** BEFORE THEIR 18TH BIRTHDAY



Figure 1: Goal of the SDG goal 5 related to 'Gender Equality' (Image Source: <https://sdgs.un.org/goals/goal5>)





## 2.1.3 Recommendation

- Introduce the goals and objectives related to Gender Equality as a document which should be published on the website, prospectus and displayed in the premises.
- The Goals and objectives once formulated should be publicized in local newspapers.

## 2.2 Gender-wise skill enhancement

### 2.2.1 Context

The section focuses on the improvement in the contextual framework of the steps undertaken at present and their scope for betterment in future.

### 2.2.2 Observation

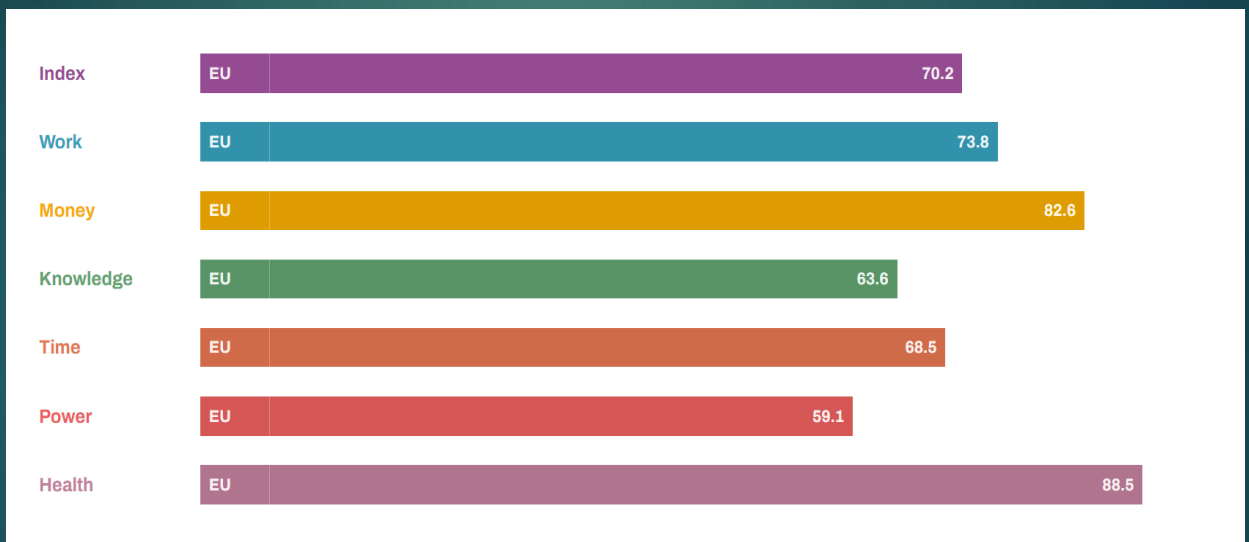
The data shared by the Institute is documented below:

Title of Workshop / Seminar / Webinar / Programme	Date
Special Lecture on "Black Daughter Rises: Subversion of Sexist Stereotypes in the Works of Bessie Head and Ama Ata Aidoo"	09.11.2020
National Level Webinar on "Marginalization and Gender in India" organized by Department of Political Science, Seva Bharti Mahavidyalaya, Jhargram, West Bengal India	08.10.2021
Students' Week: Online Quiz Competition	02.01.2022
A Virtual Celebration of International Women's Day	08.03.2022



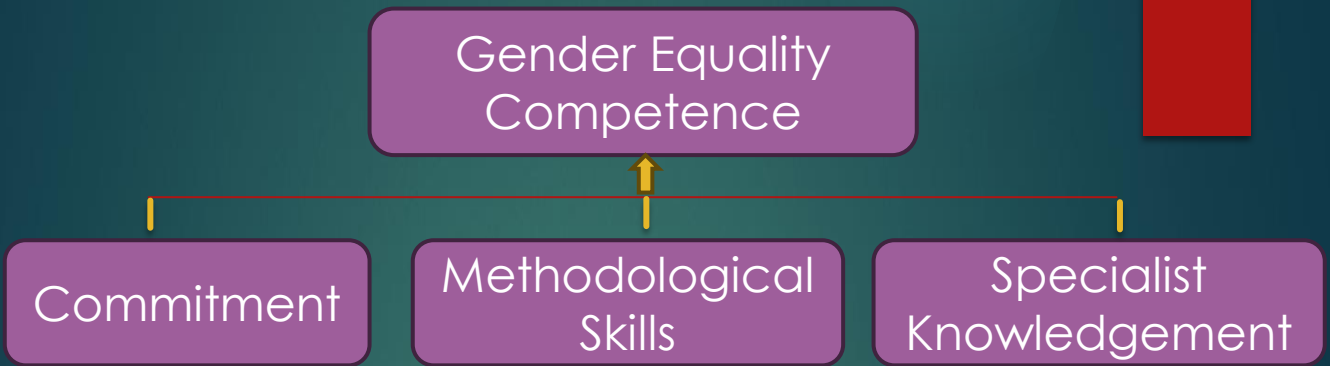
## 2.2.3 Recommendation

To promote inclusive development and bridge the skill gap, we recommend implementing gender-wise skill enhancement programs. This initiative should focus on empowering both men and women of the Santal community to acquire skills that are relevant to their interests and strengths. For women, this could include training in traditional crafts, entrepreneurship, and leadership, while for men, it could include skills like sustainable agriculture, conservation, and technology. By fostering gender-wise skill enhancement, we can promote gender equality, challenge stereotypes, and unlock the full potential of the Santal community, leading to a more vibrant and resilient cultural heritage.



**Fig. 2** The Gender Equality Index gives the EU and the Member States a score from 1 to 100. A score of 100 would mean that a country had reached full equality between women and men.





**Figure 3: Development framework of gender equality training**

Image source: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institutional-transformation/step-9-developing-gender-equality-competence>

There can be additional programs formulated on the basis of above context.

## 2.3 Gender Mainstreaming

### 2.3.1 Context:

Gender mainstreaming is essential for promoting gender equality and empowering women and men to equally contribute to the development of the Santal community. Despite their significant contributions to the community's cultural heritage, women often face barriers to equal participation and decision-making.

### 2.3.2 Observation

#### Anti-Ragging

Ragging is strictly prohibited within and outside the institute premises. Any student found indulging in ragging will face severe punishment, including expulsion.



## Women Cell (WC)

The WC is a dedicated body that addresses the grievances of women staff and students related to physical and mental safety and well-being. The cell also works towards women empowerment through various initiatives.

## Internal Complaints Committee (ICC)

As per UGC regulations and the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013, our ICC is responsible for hearing and addressing complaints of sexual harassment in the institute.

## Student Council

Our student council is a duly constituted body that oversees and coordinates various student associations and societies. It also makes recommendations to the authorities regarding student welfare.

## Research, Consultancy, and Extension Cell

This committee encourages research activities among teachers and students, organizes talks to guide them in writing research papers, and promotes student participation in annual institute functions.

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### 2.3.3 Recommendation

- 1. Gender-sensitive policies:** Develop and implement policies that promote gender equality and challenge gender stereotypes.
- 2. Equal representation:** Ensure equal representation of women and men in leadership positions, decision-making processes, and committees.
- 3. Gender-targeted programs:** Develop programs and initiatives that address the specific needs and priorities of women and men.
- 4. Capacity building:** Provide training and capacity-building programs for women and men to enhance their skills and knowledge.
- 5. Gender-disaggregated data:** Collect and analyze gender-disaggregated data to track progress and identify areas for improvement.
- 6. Safe and inclusive environment:** Create a safe and inclusive environment that is free from gender-based violence and discrimination.
- 7. Partnerships and collaborations:** Collaborate with gender-focused organizations and stakeholders to advance gender mainstreaming.
- 8. Accountability and monitoring:** Establish accountability mechanisms to monitor and evaluate progress on gender mainstreaming.
- 9. Gender-sensitive curriculum:** Develop a gender-sensitive curriculum that challenges gender stereotypes and promotes gender equality.
- 10. Continuous assessment and improvement:** Regularly assess and improve gender mainstreaming efforts to ensure their effectiveness and impact.

By implementing these recommendations, we can promote gender mainstreaming and create a more inclusive and equitable environment for all.



## 2.4 Gender Sensitivity

### 2.4.1 Context:

Gender sensitivity refers to the ability to understand and address the social, cultural, and economic differences and inequalities between men and women, boys and girls, and individuals who identify as non-binary or gender non-conforming. It involves recognizing and challenging harmful gender stereotypes, biases, and discrimination, and promoting equal opportunities, rights, and empowerment for all genders.

### 2.4.2 Observation

The data shared by the Institute stated that the following facilities have been adopted for betterment and gender sensitization.

- ❑ **Access** – Common main entrance without bifurcation is provided.
- ❑ **Circulation** – Common staircase & passage without bifurcation is provided.
- ❑ **Seating arrangement** – All classrooms have adequate seats for girls and boys.
- ❑ **Library** – Common book issue window and seating arrangements are provided.
- ❑ **Wash room** – Sufficient and separate toilets for Male and Female is provided on all floors, it is well maintained with proper hygiene.
- ❑ **Sanitary vending machine** – There are provisions for machines.
- ❑ **Canteen** – Common canteen seating and access is provided for girls and boys.

### 2.4.3 Recommendation

The current steps adopted by the Institute are excellent and thus the recommendations are skipped for this section.



## 2.5 Gender Balance

### 2.5.1 Context

This section examines the current state of gender balance in administrative and related aspects within the premises. As depicted in Figure 3, SDG Goal 5 focuses on achieving gender equality and empowering all women and girls (Source: (link unavailable)). Specifically, Target 5.1 aims to end discrimination against women and girls, as shown in Figure 4 (Source: (link unavailable)). While SDG 10 addresses reduced inequalities on a macro level, this study focuses on reducing inequalities on a micro level. The Department of Higher Education handles teacher recruitment, and due to the transferable nature of the job, the female-to-male faculty member ratio fluctuates annually. Currently, the ratio stands at 3:1 (male to female).

### 2.5.2 Recommendation

Given the excellent steps already taken by the Institute, no additional recommendations are necessary for this section.



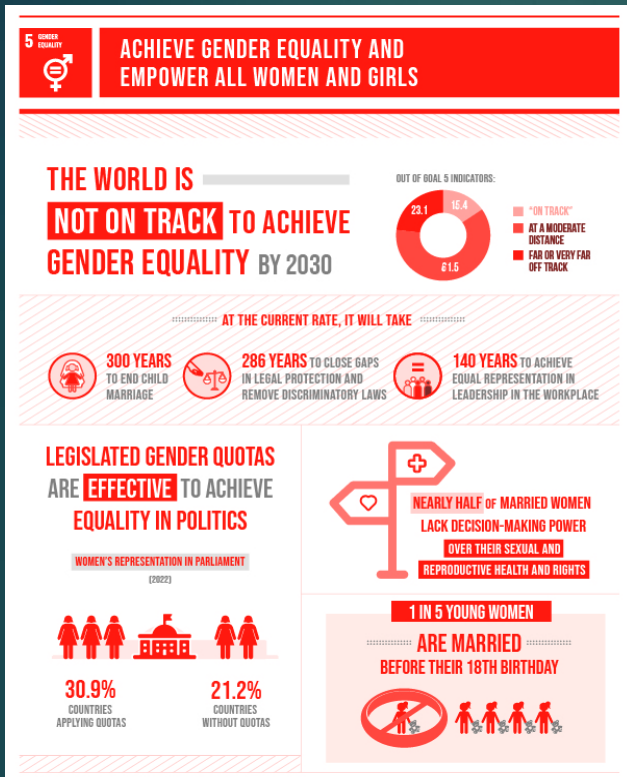


Fig. 4 Goal 5 infographic, source: <https://unstats.un.org/sdgs/report/2022/>

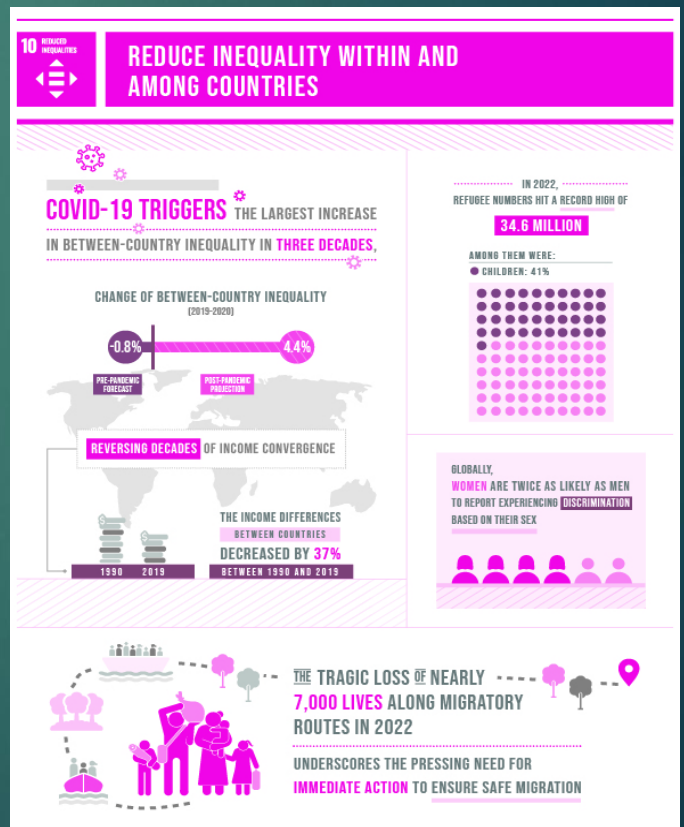


Fig.5 Goal 10 infographic, source: <https://unstats.un.org/sdgs/report/2023/>





### 3. Observation

The population data shared by the Institute is documented below:

Particulars		Student Population 2018-2019								Total
Course	Class	General		SC		ST		OBC		
		M	F	M	F	M	F	M	F	
B.A(G)	1st Year	28	24	16	6	70	34	50	19	247
	2nd Year	34	22	11	7	46	27	33	23	203
	3rd Year	7	2	1	0	6	11	3	2	32
Bengali(H)	1st Year	12	11	4	4	13	8	5	15	72
	2nd Year	13	10	3	2	7	10	12	17	74
	3rd Year	10	8	1	1	1	2	5	7	35
English(H)	1st Year	9	6	2	1	3	2	1	3	27
	2nd Year	2	10	1	0	2	2	3	0	20
	3rd Year	6	1	0	0	0	0	1	0	8
History(H)	1st Year	11	9	6	3	17	10	13	5	74
	2nd Year	10	6	2	2	5	3	7	8	43
	3rd Year	2	1	1	1	0	0	6	1	12
Santali(H)	1st Year	2	0	0	0	28	22	0	0	52
	2nd Year	0	0	0	0	17	23	1	0	41
	3rd Year	0	0	0	0	10	19	0	0	29
Philosophy(H)	1st Year	2	0	0	0	0	2	0	0	4
	2nd Year	0	0	0	0	0	0	0	1	1
	3rd Year	1	0	0	0	1	1	0	0	3
Sanskrit(H)	1st Year	2	1	2	0	3	4	1	4	17
	2nd Year	0	1	0	0	0	6	1	3	11
	3rd Year	1	0	0	0	1	3	0	2	7
B.sc(G)	1st Year	2	1	0	0	2	0	3	1	9
	2nd Year	3	0	0	0	1	0	3	0	7
	3rd Year	2	0	0	0	1	0	0	1	4
Geography(H)	1st Year	9	2	1	0	8	1	2	1	24
	2nd Year	9	6	0	0	5	3	7	1	31
	3rd Year	10	9	1	1	2	1	3	2	29
Anthropology(H)	1st Year	1	0	0	0	0	0	0	0	1
	2nd Year	0	0	0	0	1	0	1	0	2
	3rd Year	0	0	0	0	1	1	0	0	2
Mathematics(H)	1st year	4	1	2	0	1	0	4	0	12
	2nd year	3	1	2	0	1	0	4	2	13
	3rd Year	2	2	0	0	0	0	1	3	8
Chemistry(H)	1st Year	2	0	0	0	0	0	0	0	2
	2nd Year	3	0	0	0	0	0	2	0	5
	3rd Year	1	0	0	0	0	0	0	0	1
B.com(H)	1st Year	0	0	0	0	0	0	1	0	1
	2nd Year	0	0	0	0	0	0	0	0	0
	3rd Year	0	0	0	0	0	0	0	0	0

Table. 1 Population Data of academic year 2018-2019



Particulars		STUDENT POPULATION 2019-2020								Total
Course	Class	General		SC		ST		OBC		
		M	F	M	F	M	F	M	F	
	1st Year	32	15	13	8	69	32	39	15	223
<b>B.A(G)</b>	2nd Year	13	13	5	3	19	19	12	11	95
	3rd Year	3	5	1	0	15	18	1	7	50
	1st Year	6	8	3	1	3	3	1	13	38
<b>Bengali(H)</b>	2nd Year	7	9	1	2	7	6	0	12	44
	3rd Year	7	3	0	2	1	4	5	13	35
	1st Year	11	1	3	1	4	0	3	0	23
<b>English(H)</b>	2nd Year	3	4	1	1	2	2	1	3	17
	3rd Year	8	6	1	0	3	1	3	0	22
	1st Year	2	3	2	0	7	0	8	3	25
<b>History(H)</b>	2nd Year	3	4	1	0	6	8	9	4	35
	3rd Year	4	6	0	1	5	1	1	5	23
	1st Year	1	1	0	0	23	21	0	0	46
<b>Santali(H)</b>	2nd Year	2	1	0	0	18	18	0	0	39
	3rd Year	0	0	0	0	12	20	0	0	32
	1st Year	0	0	0	0	0	0	0	2	2
<b>Philo (H)</b>	2nd Year	0	0	0	0	0	0	0	0	0
	3rd Year	0	0	0	0	0	0	0	1	1
	1st Year	0	2	1	0	1	1	0	2	7
<b>Sans(H)</b>	2nd Year	0	1	1	0	0	3	0	3	8
	3rd Year	0	1	0	0	0	3	0	1	5
	1st Year	1	1	0	0	2	0	1	0	5
<b>B.sc(G)</b>	2nd Year	0	1	0	0	2	0	3	1	7
	3rd Year	2	0	0	0	1	1	2	0	6
	1st Year	4	3	5	1	3	2	6	3	27
<b>Geo (H)</b>	2nd Year	7	1	1	0	2	1	2	0	14
	3rd Year	9	6	0	0	5	3	9	4	36
<b>B.com(H)</b>	2nd Year	0	0	0	0	0	0	0	0	0
	3rd Year	0	0	0	0	0	0	0	0	0

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	1st Year	0	1	0	0	1	1	1	0	4
Anthro (H)	2nd Year	0	0	0	0	0	0	0	0	0
	3rd Year	0	0	0	0	1	0	2	0	3
Math (H)	1st year	1	0	0	0	1	0	1	0	3
	2nd year	5	2	2	0	0	0	4	2	15
	3rd Year	6	2	4	0	2	0	4	2	20
Chem (H)	1st Year	0	0	0	0	1	0	0	0	1
	2nd Year	5	0	0	0	0	0	1	0	6
	3rd Year	4	0	0	0	0	0	1	0	5
	1st Year	0	1	0	0	0	0	0	0	1

Table. 2 Population Data of academic year 2019 - 2020

STUDENT POPULATION 2020-2021										
Particulars		General		SC		ST		OBC		TOTAL
COURSE	CLASS	M	F	M	F	M	F	M	F	
BA (G)	1st year	16	9	8	5	62	37	32	17	186
	2nd year	11	5	4	4	23	21	17	3	88
	3rd year	9	12	5	3	17	16	10	12	84
BSC (G)	1st year	1	–	–	–	1	–	3	–	05
	2nd year	–	–	–	–	1	–	–	–	02
	3rd year	-	1	-	-	2	-	2	1	06
BENG (H)	1st year	12	11	3	–	3	4	4	5	41
	2nd year	4	7	2	2	1	–	–	10	26
	3rd year	6	10	1	2	5	7	-	9	40
HIST (H)	1st year	2	–	12	5	3	4	11	8	46
	2nd year	1	1	1	–	8	–	6	2	19
	3rd year	2	3	1		5	8	6	5	30



ENG (H)	1st year	–	1	4	0	7	6	4	3	25
	2nd year	8	2	3	–	1	1	2	0	17
	3rd year	4	5	1	1	2	2	1	3	19
SANS (H)	1st year	–	–	1	3	3	4	3	2	16
	2nd year	1	2	0	0	2	3	0	1	09
	3rd year	–	1	–	–	–	6	1	3	11
SANT (H)	1st year	–	–	13	8	1	10	1	0	33
	2nd year	–	–	–	–	17	15	–	–	32
	3rd year	1	–	–	–	21	19	–	–	41
PHIL (H)	1st year	–	1	–	–	–	–	1	–	02
	2nd year	–	–	–	–	–	–	–	–	–
	3rd year	–	–	–	–	–	–	1	–	01
GEO (H)	1st year	5	7	2	1	3	3	3	7	31
	2nd year	2	5	4	1	0	2	5	2	21
	3rd year	2	–	–	–	–	–	–	–	02
CHEM (H)	1st year	6	1	–	–	–	–	–	–	10
	2nd year	–	–	–	–	–	–	–	–	00
	3rd year	2	–	–	–	–	–	–	–	02
ANTH (H)	1st year	–	2	–	–	–	–	2	2	06
	2nd year	–	1	–	–	–	–	–	1	02
	3rd year	–	–	–	–	–	–	–	–	00
MATH (H)	1st year	2	–	1	–	1	–	–	–	04
	2nd year	2	–	1	–	–	–	–	–	03
	3rd year	–	–	4	1	2	–	3	1	11
COA (H)	1st year	1	–	–	–	–	–	–	–	01
	2nd year	–	1	–	–	–	–	–	–	01
	3rd year	–	–	–	–	–	–	–	–	00

Table. 3 Population Data of academic year 2020-2021



## STUDENT POPULATION 2021-2022

Particulars		open		SC		ST		OBC		TOTAL
Course	CLASS	M	F	M	F	M	F	M	F	
BA (G)	1st year	95	29	30	4	90	52	66	25	<b>391</b>
	2nd year	10	6	3	6	39	24	23	10	<b>121</b>
	3rd year	14	4	6	5	27	23	15	2	<b>96</b>
BSC (G)	1st year	2	1	0	0	1	0	0	0	<b>4</b>
	2nd year	2	0	0	0	1	0	1	0	<b>4</b>
	3rd year	1	0	0	0	0	0	0	0	<b>1</b>
BENG (H)	1st year	20	18	4	5	3	12	2	12	<b>76</b>
	2nd year	12	9	2	0	3	4	4	5	<b>39</b>
	3rd year	7	8	3	2	2	2	3	13	<b>40</b>
HIST (H)	1st year	10	14	9	1	16	16	25	6	<b>97</b>
	2nd year	3	4	2	0	8	3	9	7	<b>36</b>
	3rd year	0	0	0	0	7	0	6	0	<b>13</b>
ENG (H)	1st year	4	5	3	0	8	3	5	3	<b>31</b>
	2nd year	7	6	0	1	4	0	3	2	<b>23</b>
	3rd year	8	5	2	0	1	0	2	0	<b>18</b>
SANS (H)	1st year	4	3	1	1	1	0	0	0	<b>10</b>
	2nd year	1	4	0	0	1	3	3	1	<b>12</b>
	3rd year	1	1	0	0	1	4	0	4	<b>11</b>
SANT (H)	1st year	20	14	0	0	23	15	0	0	<b>72</b>
	2nd year	1	9	0	0	9	7	1	0	<b>27</b>
	3rd year	1	1	0	0	14	16	1	0	<b>33</b>
PHIL (H)	1st year	6	0	0	1	1	2	1	0	<b>11</b>
	2nd year	0	1	0	0	0	0	0	0	<b>1</b>
	3rd year	0	0	0	0	0	1	0	0	<b>1</b>
GEO (H)	1st year	20	10	1	1	4	3	11	7	<b>57</b>
	2nd year	5	7	2	1	3	2	2	5	<b>26</b>
	3rd year	2	5	3	1	1	2	4	1	<b>19</b>
CHEM (H)	1st year	4	4	1	0	0	0	4	0	<b>13</b>
	2nd year	4	1	0	0	0	0	3	0	<b>8</b>
	3rd year	1	0	0	0	0	0	0	0	<b>1</b>
ANTH (H)	1st year	4	0	0	0	3	1	1	3	<b>12</b>
	2nd year	0	0	0	0	0	0	2	2	<b>4</b>
	3rd year	0	1	0	0	0	1	0	0	<b>2</b>
MATH (H)	1st year	3	0	0	0	0	0	5	1	<b>9</b>
	2nd year	1	0	1	0	1	0	0	0	<b>3</b>
	3rd year	0	0	0	0	0	0	0	0	<b>0</b>
COA (H)	1st year	0	0	0	0	0	0	0	0	<b>0</b>
	2nd year	0	0	0	0	0	0	0	0	<b>0</b>
	3rd year	0	0	0	0	0	0	0	0	<b>0</b>

Table. 4 Population Data of academic year 2020 - 2021

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## STUDENT POPULATION 2022-2023

Particulars		open		SC		ST		OBC		TOTAL
COURSE	CLASS	M	F	M	F	M	F	M	F	
BA(G)	1st year	60	12	23	5	104	24	79	14	321
	2nd year	54	23	10	2	53	37	27	13	219
	3rd year	5	2	2	2	15	20	15	5	66
BSC (G)	1st year	2	1	0	1	0	1	3	1	9
	2nd year	1	0	0	0	0	0	0	0	1
	3rd year	0	0	0	0	1	0	1	0	2
BENG (H)	1st year	9	7	3	7	9	14	5	16	70
	2nd year	15	16	3	4	1	11	2	8	60
	3rd year	9	10	0	0	1	4	3	5	32
HIST(H)	1st year	7	5	5	3	19	32	26	8	105
	2nd year	3	12	3	2	11	13	12	4	60
	3rd year	3	4	2	0	6	3	9	6	33
ENG(H)	1st year	9	4	3	0	7	2	11	2	38
	2nd year	4	4	2	0	6	1	5	3	25
	3rd year	5	6	0	1	4	0	3	2	21
SANSK(H)	1st year	1	1	0	0	3	7	2	2	16
	2nd year	4	3	1	0	1	2	0	0	11
	3rd year	1	3	0	0	1	3	2	1	11
SANT(H)	1st year	0	0	0	0	22	29	0	0	51
	2nd year	12	11	0	0	13	16	0	0	52
	3rd year	1	8	0	0	8	7	0	0	24
PHIL(H)	1st year	2	1	0	1	2	3	0	2	11
	2nd year	1	0	0	1	0	1	1	0	4
	3rd year	0	1	0	0	0	0	0	0	1
GEO(H)	1st year	15	8	3	0	9	3	10	7	55
	2nd year	18	15	1	1	2	2	9	4	52
	3rd year	4	5	1	1	3	2	2	4	22
CHEM(H)	1st year	3	2	0	1	1	1	5	0	13
	2nd year	2	1	0	0	0	0	3	1	7
	3rd year	5	1	0	0	0	0	3	0	9
ANTH(H)	1st year	1	0	0	0	1	1	2	0	5
	2nd year	0	1	0	0	2	0	0	1	4
	3rd year	0	0	0	0	0	0	1	1	2
MATH(H)	1st year	2	0	2	0	0	0	2	2	8
	2nd year	0	0	1	0	0	0	2	0	3
	3rd year	0	0	0	0	0	0	0	0	0
COA(H)	1st year	0	0	0	0	0	0	0	0	0
	2nd year	0	0	0	0	0	0	0	0	0
	3rd year	1	0	0	0	0	0	0	0	1

**Table. 2 Population Data of academic year 2022 - 2023**



## 4. Inferences

As per our analysis the Institute has undertaken excellent steps towards maintaining a “Gender Balance” in the premises. At the same time continuous efforts have been undertaken to upgrade the quality initiatives in the premises. Thus, apart from the section-wise recommendations there are a few suggestions for the overall up gradation as follows.

- **Newsletter** – The Institute could begin a multi-lingual newsletter through the Institute website.
- **Blog** – The Institute could begin a multi-lingual blog related to „Gender – its importance in today’s time and the steps taken by the Institute towards the same” A weekly post could be edited by the staff and students. The benefit of being bi-lingual will be the awareness and outreach.
- **Full-time counsellor for the students and staff members** – Mental health is of utmost importance in today’s world. We never know what another person is going through, no matter how happy one pretends to be. It is a special step that the Institute can undertake by appointing a full-time counsellor for students and staff members.
- **Additional seminars** – The Institute could arrange additional seminars, symposiums related to Gender Sensitivity.
- **Courses** – The Institute could begin a Certificate course/ Diploma program related to Gender Sensitivity for adults and students.

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# 5. Compilation

The Gender Audit Handbook, Washington as a reference (partially) only for formal survey.

<https://reliefweb.int/report/lebanon/guide-note-gender-sensitive-communication-guidelines>

## Image sources:

➔ <https://www.isglobal.org/en/-/sdg-5-achieve-gender-equality-and-empower-all-women-and-girls>

➔ UN Women Asia and Pacific

➔ <https://eige.europa.eu/gendermainstreaming/toolkits/gender-institutional-transformation/step-9-developinggender-equality-competence>

➔ <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>

➔ <https://guardian.ng/saturday-magazine/youth-magazine/global-goals-5/>

➔ <https://www.isglobal.org/en/-/sdg-10-reduce-inequality-within-and-among-countries>

