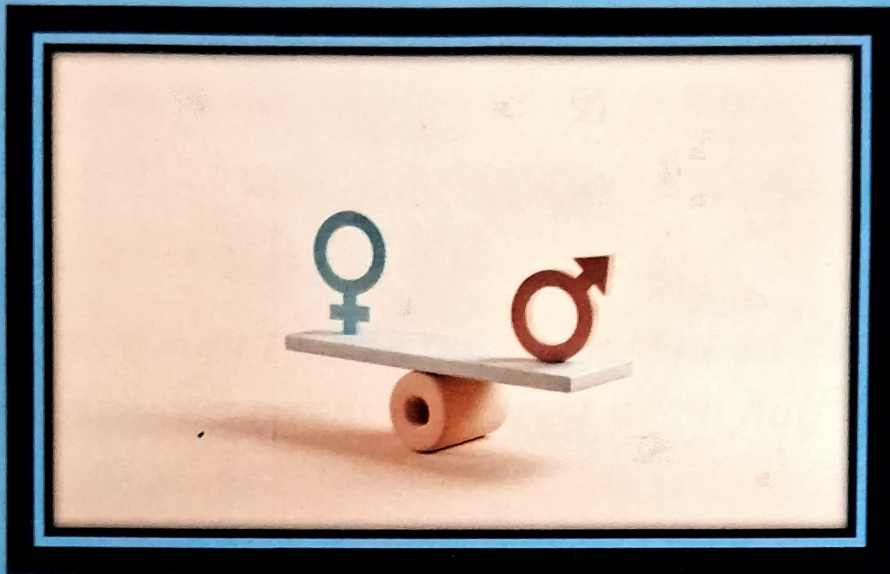




ছয়গাঁও মহাবিদ্যালয়

CHHAYGAON COLLEGE

An institution excelling perfection, Affiliated to Gauhati University
Reaccredited with "B" grade by NAAC



GENDER AUDIT REPORT 2024-25



WOMEN CELL, IQAC

CHHAYGAON COLLEGE, CHHAYGAON

Quotes on Gender Equality

"There is no limit to what we, as women, can accomplish."

-Michelle Obama

"I raise up my voice – not so I can shout, but so those without a voice can be heard... we cannot succeed when half of us are held back."

-Malala Yousafzai

"Life is not easy for any of us. But what of that? We must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something and that this thing must be attained."

- Marie Curie

"We need women at all levels, including the top, to change the dynamic, reshape the conversation, to make sure women's voices are heard and heeded, not overlooked and ignored."

- Sheryl Sandberg



OFFICE OF THE PRINCIPAL
CHHAYGAON COLLEGE, CHHAYGAON

P.O. - Chhaygaon, Dist. - Kamrup (Assam), Pin-781124
Est. 1974

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Permanently Affiliated to Gauhati University & Registered under 2(f) & 12(B) of UGC Act.1956

No. CC/

From:

Dr. Naba Kumar Kalita

Principal & Secretary, Chhaygaon College, Chhaygaon.


Date: 03/12/2025

Ph. 7002685720

Certificate


It is hereby certified that Women Cell in collaboration with IQAC of Chhaygaon College, Chhaygaon has carried out the necessary "Gender Audit Report 2024-25".

The Gender Audit team completed this audit in a satisfactory manner.


(Dr. Naba Kumar Kalita)
Principal
Chhaygaon College, Chhaygaon
Kamrup (Assam)

Acknowledgement

We, the members of Women Cell express our sincere gratitude to Dr. Naba Kumar Kalita, Principal, Chhaygaon College and Dr. Lakhyadhar Sarma, IQAC Coordinator of Chhaygaon College, Chhaygaon for giving us the opportunity of doing Gender Audit, providing necessary gender related data and leading our team with their valuable suggestions while compiling the report. We also express our sincere thanks to entire teaching and non-teaching staff of the college for their kind cooperation during the data collection process. Lastly, we thank everyone who helped us directly or indirectly in finalizing the report.


05/12/2025

Convener
Women Cell (IQAC)
Chhaygaon College, Chhaygaon

Women Cell, (IQAC)

Chhaygaon College, Chhaygaon

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Gender Audit Report

1. Introduction of the Institution:

Chhaygaon College, Chhaygaon, a leading institution of the South-Kamrup Belt in Assam, is situated on the bank of the ever flowing Kalahi River, beside the National Highway No.17, at a distance of about 32.6 kms from L.G.B International Airport, approximately 35 kms from Gauhati University. The College is dedicated to the cause of high quality Arts and Commerce education and installing zeal in Students towards Developing as a Productive Human resource ready to serve one's nation to the best of one's capability.

Chhaygaon College was established in 1974 with Arts Stream with the objective of promoting higher education and developing leadership thereby producing manpower to uplift the region and accelerating the nation building process. The college was temporarily affiliated in 1980-1981 and permanently affiliated in 1998-1999 by Gauhati University. The college got UGC Recognition with 2(f), 12(B) in 2004 and was provincialized in 2005. The College started Commerce stream in 1985. In 1990-91 the Commerce stream of our college was temporarily affiliated and 2009 -2010 the commerce stream got the affiliation permanently.

The college underwent the 1st cycle of NAAC assessment and accreditation in 2004 and 2nd in 2015 and 3rd in 2023 with B Grade respectively. Presently the college has been offering PG courses in Assamese, Post Graduate Diploma in Computer Application (PGDCA) apart from regular UG courses in Arts and Commerce stream.

2. Glimpse of Gender Audit: Definition, Methodology, Objective

2.1 Crucial Terminology in Gender Audit:

Gender:

Gender encompasses the socially constructed roles, identities, and duties assigned to individuals of various gender categories, as well as the dynamics among them. It signifies the socially established expectations for how men, women, and diverse gender identities should conduct themselves and interact, thus influencing their representation within different institutions and positions. These notions and customs are legitimized and upheld by a range of cultural, political, and economic entities, such as households, legal and governing systems, markets, and religious institutions.

Gender Equality:

As per the United Nations Educational, Scientific, and Cultural Organization (UNESCO), "Gender equality, the equality between men and women, does not imply that women and men must become identical, but rather that their entitlements, responsibilities, and prospects should not be contingent on their gender at birth. Gender equity signifies the just treatment of men and women in accordance with their distinct needs. This may encompass equal treatment or different treatment that is deemed equivalent concerning rights, advantages, obligations, and opportunities."

Gender Audit:

A gender audit serves as a tool for evaluating and scrutinizing the integration of gender equality within organizations, encompassing their policies, initiatives, projects, and/or service provision and structure proceedings. This audit would pay attention to different issues such as: the status of gender equality in their policy and decision making structures, organizational culture and processes as well as to gather staff's perceptions, understanding and behaviours towards the issues. Gender audit also evaluates to what extent the gender perspective is integrated into the academic policy and programmes, research, curriculum and in the management of work and staff's wellbeing.

2.2. Methodologies adopted for the Gender Audit Report:

It is basically a quantitative study. We have collected the data of students, teaching and non-teaching staff, management committee and various cells of our College from college administrative database to analysis the gender balance. While doing the study we have adopted descriptive and analytical method. Simple statistical tools have been used to analyze and represent data.

2.3. Objectives of Gender Audit Report:

- i. To have a better understanding of the gender wise data scenario of Chhaygaon College.
- ii. To Know about Gender balance within the college. While doing so, emphasis must be put on to identify the areas where the gender inequality exists and to find out the probable reason causing the same.
- iii. To suggest solution to bridge the gender gap and to maintain healthy gender balance in all the fields of the college. So that necessary actions be taken to create all type-Gender friendly environments in the college.

3. Rationale for Gender Balance

There is a global consensus on the importance of addressing gender inequalities, expressed in the inclusion of a standalone goal on gender equality in the Sustainable Development Goals. It is important to note that these goals are universal and relevant to every country, community, sector and area of the economy. Gender equality issues impact and are reflected in higher education systems worldwide – with unequal access to higher education in many countries, fewer resources and opportunities available to women, the existence of violence against women affecting students and staff, and sustained underrepresentation of women in leadership positions in higher education institutions. Despite women succeeding academically, it is more challenging for women to succeed in their future careers both within and outside academia following their studies. There is a critical need to address gender inequalities in higher education – requiring concerted efforts from a range of different institutions and partners, including governments, oversight and funding bodies, academics and civil society organizations as well as higher education institutions themselves.

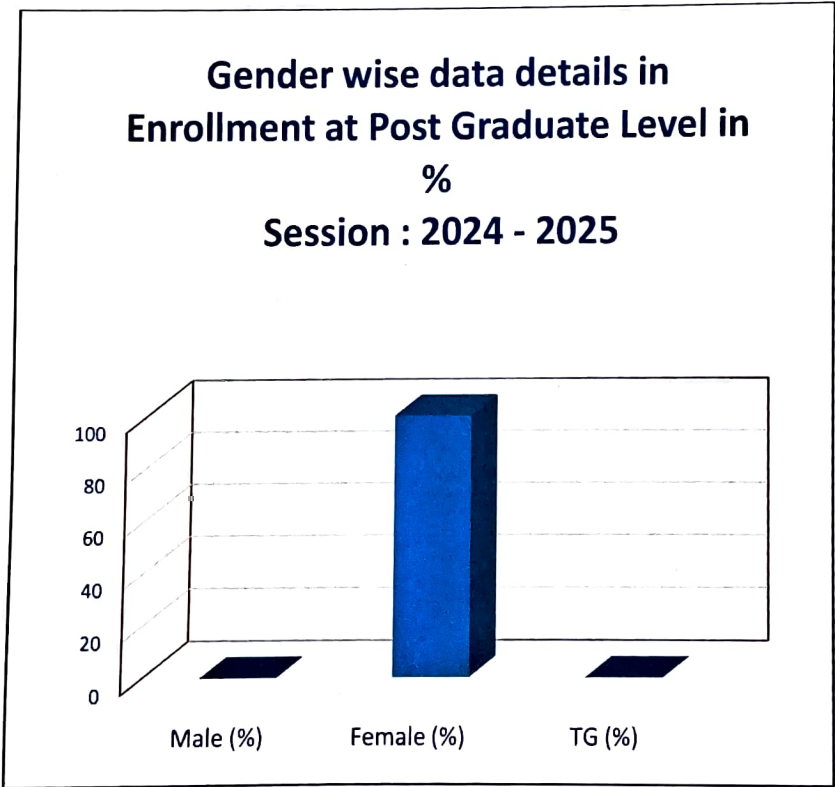
3.1 Analysis of gender wise data among students:

Gender balance among the students enrolling to various course offered by Chhaygaon College, Chhaygaon are listed below:

Table – 1

Gender wise data details at Post Graduate Level

Session	Male	Female	Third Gender	Total	Male (%)	Female (%)	T.G (%)
2024-25	00	20	00	20	0.0	100	0.00



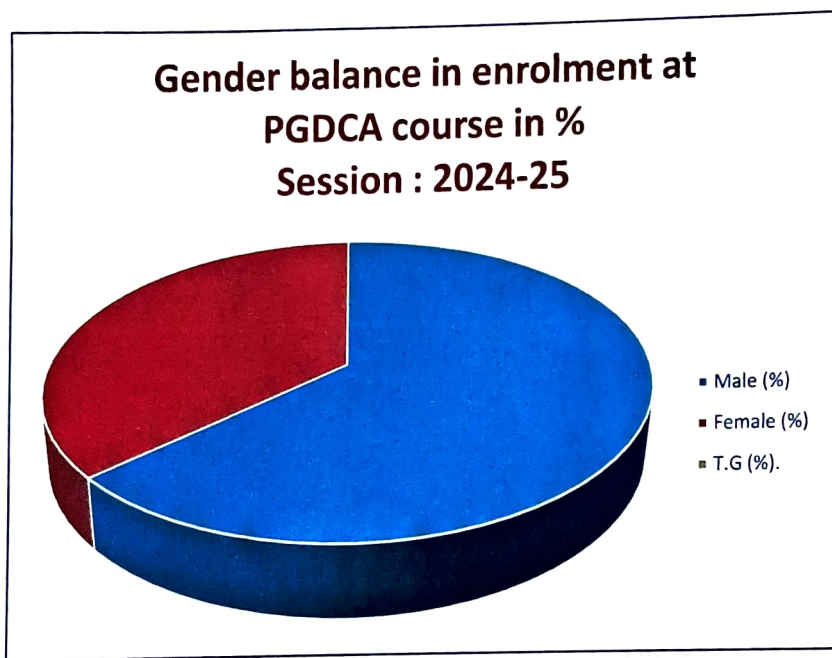
Source- College admission data 2024-25

Gender balance study at post graduate level reveals that female students completely outnumbered male students in the session 2024-25. There were no reported enrolments for third gender students in this session.

Table – 2

Gender wise data details in enrolment at PGDCA course

Session	Male	Female	Third Gender	Total	Male (%)	Female (%)	T.G (%)
2024-25	07	04	00	11	63.63	36.36	0.00



Source- College admission data 2024-25

It is clear that in this session 2024-25, there were no enrolments from the third gender category. In this session, female enrolment was found to be lesser than male.

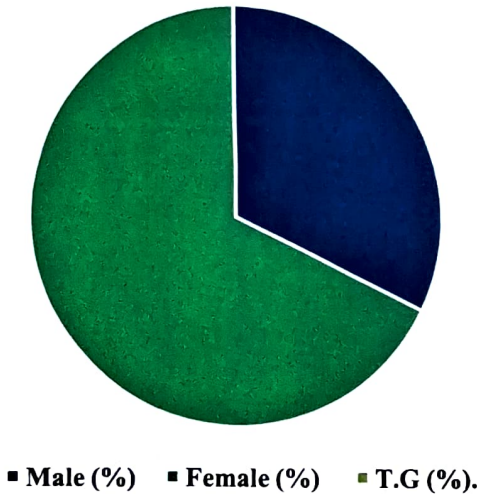
Table - 3

Gender wise data details in Enrolment at Under Graduate Level:

(Arts)

Session	Male	Female	Third Gender	Total	Male (%)	Female (%)	T.G (%)
2024-25	425	889	00	1314	32.34	67.65	0.00

**Gender wise data details in Enrolment at Under Graduate Level (Arts) in %
Session : 2024-25**



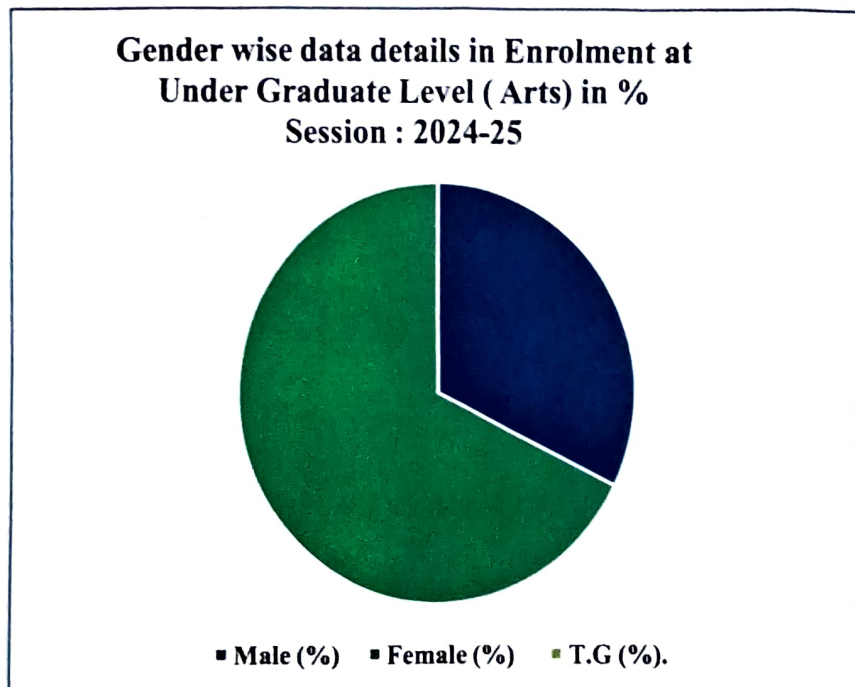
Source- College admission data 2024-25

The data shows that in the session 2024-25, female enrollment is significantly higher than male enrolment. In this session, there were no enrolments from the third gender category.

Table- 4

**Gender wise data details of enrolment at Under Graduate level:
(Commerce)**

Session	Male	Female	Third Gender	Total	Male (%)	Female (%)	T.G (%).
2024-25	264	84	00	348	75.86	24.13	0.00



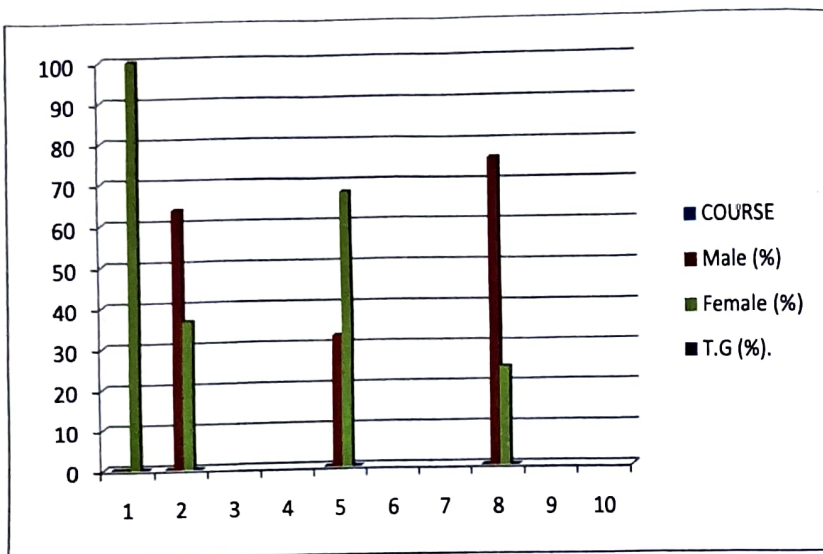
Source- College admission data 2024-25

However, in the 2024-25 session, enrolment quantity of male students is much higher than that of female students in comparison to enrolment scenario of B.A. In this session, there were no enrolments from the third gender category.

Table – 5

Course wise data details in all the courses among the Students

SESSION	COURSE	Male	Female	Third Gender	Total	Male (%)	Female (%)	T.G (%)
2024-25	M.A (ASSAMESE)	00	20	00	20	0	100%	0.00
	PGDCA	07	04	00	11	63.63	36.36	0.00
	B.A	425	889	00	1314	32.34	67.65	0.00
	B.COM	264	84	00	348	75.86	24.13	0.00



Source- College admission data 2024-25

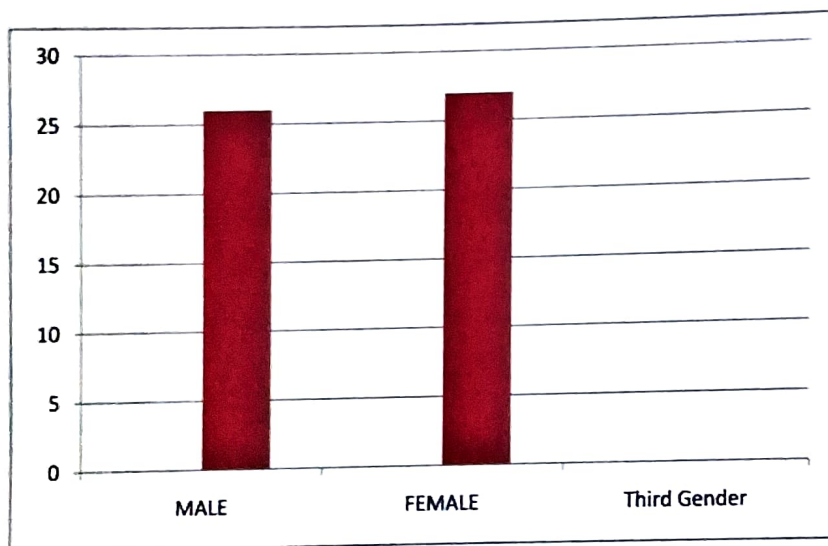
The table and the figure represented above show the comparative gender balance in different courses offered by Chhaygaon College, Chhaygaon, for the session 2024-25. In B.A and PG (ASSAMESE) courses, percentage of female students is quite high. In B.Com enrolment of male students is slightly higher than that of the female .Whereas in PGDCA course enrolment of female students is very poor.

3.2 Analysis of Gender wise data details among Teaching and Non-teaching staff:

Table- 6

Gender wise data details of teaching Staff in Chhaygaon College

SESSION	ASSOCIATE/ASSISTANT /TUTOR PROFESSOR			TOTAL	Male (%)	Female (%)	T.G (%).
	MALE	FEMALE	Third Gender				
2024-25	26	27	00	53	49.05	50.94	0.00



Source- IQAC and College Administration, 2024

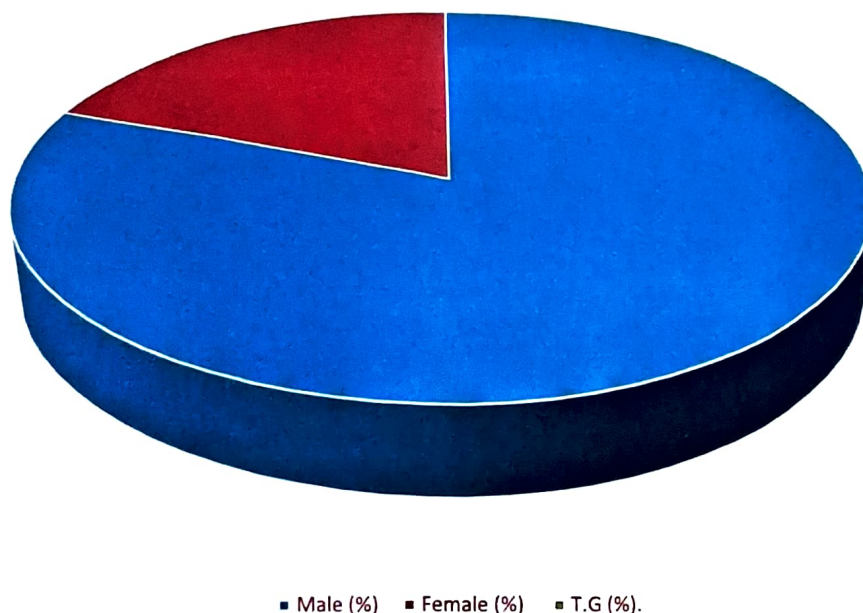
The above table shows that the total number of female staff is slightly higher than the male staff. It is noteworthy that the newly appointed teaching faculties are females.

Table 7

Gender wise data details in Chhaygaon College in Non-Teaching Staff

Session	Male	Female	Third Gender	Total	Male (%)	Female (%)	T.G (%)
2024-25	21	05	00	26	80.76	19.23	0.00

**Gender wise data details in Chhaygaon College in Non-Teaching Staff in %
Session : 2024-25**



Source- IQAC and College Administration, 2024-25

From the table and the figure shown above, it is clear that the number of males in the non-teaching staff of Chhaygaon College is much higher than female.

3.3 Gender division of the employees in different cells and committees of the Institution

Gender division of the workforce plays an important role in establishing gender equal society. It is not basically the students' gender distribution and their relative role but the gender division of the administrator's along with teaching and non-teaching staff of a college reflects the gender neutrality. Different committees and cells of the college are categorized into one head whereas IQAC sub committees are taken as the second head of classification.

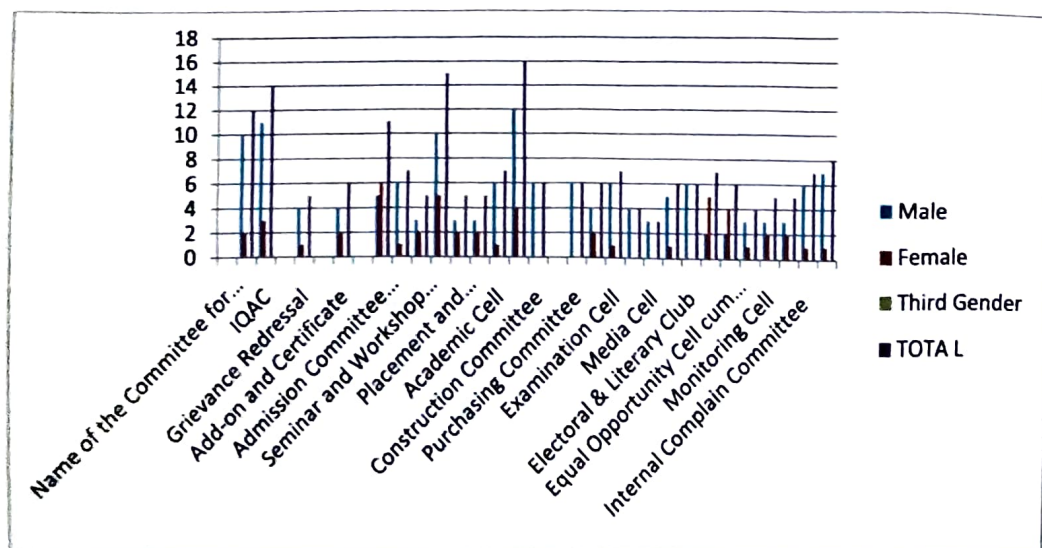
Table 08

Gender Division of the Various Internal Committees of the Institution

Name of the Committee for the Session 2024-25	Male	Female	Third Gender	TOTAL	Male (%)	Female (%)	T.G (%)
Governing Body	10	02	NIL	12	80.00	20.00	0.00
IQAC	11	03	NIL	14	62.50	37.50	0.00
Grievance Redressal Committee	04	01	NIL	05	71.43	28.57	0.00
Add-on and Certificate Course Sub-Committee	4	2	NIL	6	66.60	33.3	0.00
Admission Committee (Degree)	05	06	NIL	11	80.00	20.00	0.00
Examination Committee	06	01	NIL	07	83.33	16.67	0.00
Seminar and Workshop Committee	03	02	NIL	05	50.00	50.00	0.00
Library Committee	10	5	NIL	15	66.67	33.33	0.00
Placement and Entrepreneurship Cell	03	02	NIL	05	60.00	40.00	0.00
Career Counseling Committee	03	02	NIL	5	60.00	40.00	0.00
Academic Cell	06	01	NIL	07	85.7	14.2	0.00
Academic Monitoring Committee	12	04	NIL	16	75	25	0.00
Purchasing Committee	06	00	NIL	06	100	00	0.00

Anti-ragging Committee	04	02	NIL	06	66.6	33.3	0.00
Examination Cell	06	01	NIL	07	85.7	14.2	0.00
RUSA	04	00	NIL	04	100	0.00	0.00
Media Cell	03	00	NIL	03	100	0.00	0.00
Canteen Committee	05	01	NIL	06	83.33	16.67	0.00
Electoral & Literary Club	06	00	NIL	06	100	00	0.00
Gender Audit Committee	02	05	NIL	07	28.57	71.42	0.00
Equal Opportunity Cell cum ST/SC Cell	02	04	NIL	06	33.33	66.67	0.00
Publication Cell	03	01	NIL	04	75	25	0.00
Monitoring Cell	03	02	NIL	05	60	40	0.00
Seminar & Workshop Cell	03	02	NIL	05	60	40	0.00
Internal Complain Committee	06	01	NIL	07	85.71	14.28	0.00
Library Committee	07	01	NIL	08	87.5	12.5	0.00

Gender Division of the Various Internal Committees of the Institution

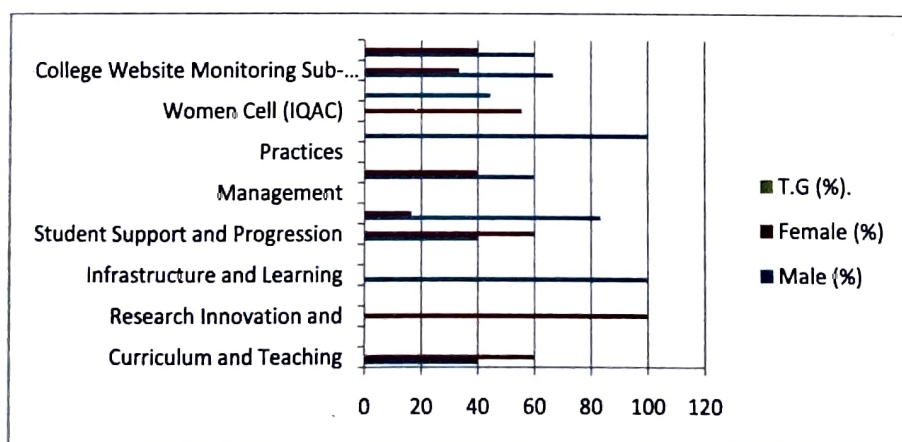


Source: Internal Quality Assurance Cell and College Authority, 2024

The above diagram shows that the Governing Body has higher percentage of male in comparison to female members. Similarly, IQAC also have higher percentage of male than in comparison to female. In RUSA committee, there is 100% male domination. There is a 100% male domination in Construction, as well as Purchasing Committee. There are a higher percentage of male in Internal Complaint Committee (85.71 %) and Library Committee (87.5 %). Apart from that, the other committees are having 60:40 ratios between male and female.

Table – 09
Gender wise data details of Sub Committees of IQAC
Sub-Committees

Name of the Committee for the Session 2024-25	Male	Female	Third Gender	TOTAL	Male (%)	Female (%)	T.G (%).
Curriculum and Teaching Learning Evaluation	02	03	NIL	05	40	60	0.00
Research Innovation and Extension	00	04	NIL	04	0.00	100	0.00
Infrastructure and Learning Resource	05	00	NIL	05	100	0.00	0.00
Student Support and Progression	02	03	NIL	05	40	60	0.00
Governance Leadership and Management	05	01	NIL	06	83.33	16.67	0.00
Institutional Values and Best Practices	03	02	NIL	05	60	40	0.00
Technical Support	03	00	NIL	03	100	0.00	0.00
Women Cell (IQAC)	04	05	NIL	09	44.45	55.56	0.00
College Website Monitoring Sub-Committee	02	01	NIL	03	66.67	33.33	0.00
Institutional Values and Best Practices	03	02	NIL	05	60	40	0.00



Source: Internal Quality Assurance Cell and College Authority, 2024

The above figure shows the percentage distribution of male and female members in IQAC sub committees of the college. It is seen that magnitude of participation of females are not lower than that of male counterpart in all the sub committees. While in Women Cell percentage of female (55.56) is higher than that of male (44.45). However, it is seen that there is no male in Research, Innovation and Extension cell. On the other hand, none of the committees have equal participation rather than participation is tilted towards male employees.

4. Findings & Concluding Remarks

Number of female students and teaching staff in the institutions of higher education has been gradually increasing almost everywhere. The following points can be inferred from the gender audit report –

- a) Percentage of male students in Arts stream at under graduate level has been observed to be decreasing, while the percentage of female students is increasing, which is an encouraging aspect. But among commerce students the enrolment of male and female is seen to be in more balanced condition. In the PGDCA course, the number of female students is lesser than the male students.
- b) Among the different cells of the institution, very less participation of females in the IQAC sub committees are observed except research, innovation and student support cell. There are no presence of women in governance and leadership, of the institution.
- c) Most importantly it has been observed that there is no female representative in the committee of RUSA, Purchasing and Construction Committees formed by the college authority.

5. Recommendations:

From the findings of the analysis the committee would like to provide the following recommendations:

- (a) Gradual engagement of women in different cells and committees of the institution is the urgent need of the hour. It is recommended that the college authority should include more female members in different committees and cells to develop it to a gender unbiased institution.
- (b) There must be appropriate intervention to accommodate more students in technical courses as compared to the traditional courses.
- (c) The college authority should take appropriate measures to enroll more girl students in Commerce and PGDCA Course.
- (d) The gender-neutral physical infrastructure is also instrumental in maintaining gender balance in the institution. It is recommended to conduct frequent gender sensitization programs to remove the existing gender gap.
- (e) Till now officially there is no third gender enrolled in the college though there is a provision of expressing the gender in the prescribed Form of Admission into the institution. We cannot assure that there is no third gender in the student community, as they might not show up due to the societal and cultural hegemony. The college authority should adopt appropriate measures to let them cross the social and cultural barriers and include themselves freely with the mainstream.
- (f) The college authority can prepare a gender policy for the appointment of teaching and non-faculty which should be approved by G.B.
- (g) The analysis shows that all the decision making Cells and Committees are male dominant. There is a huge gap in the male and female ratio in Governing Body, Grievance Redressal Committee, Electoral literary club and Examination committee. The College authority should take necessary action to maintain gender balance among both the genders.
- (h) Helpline Phone number and mail Id should be circulated among students for receiving information of sexual harassment and other gender related crimes.
- (i) The college Authority should take initiatives to aware the students and local Community about sexual harassment, and other gender related crimes.

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