

# TURKU HANSDA LAPSA HEMRAM MAHAVIDYALAY

( A Govt. Aided General Degree College affiliated to Burdwan University and registered u/s 2(f) & 12(B) of UGC Act, 1956)  
[Established in 2006 and Accredited 'B' by NAAC in 2016]

Vill-Madian, Mallarpur

PIN 731216, West Bengal

website- [www.thlhmahavidyalay.ac.in](http://www.thlhmahavidyalay.ac.in)



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## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1: Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc.**

**Documents: Gender Audit**



*Shubhrajit*  
Teacher-in-charge  
THLH Mahavidyalay  
Madian, Mallarpur, Ganpur  
Birbhum, Pin- 731216, W.B.



**TURKU HANSDA LAPSA HEMRAM MAHAVIDYALAY**

# **GENDER AUDIT REPORT | 2018-2023**

**Prepared by Gender Audit Team**

**Date of Audit: 18.01.24**







### **ACKNOWLEDGEMENT**

Internal Quality Assurance Cell of THLH Mahavidyalay is pleased to conduct the Gender Audit Report of 2018 - 2023.

The Gender Audit and analysis is giving way to understand the development and involvement in increasing female's ratio in all aspects. The present report shows the improvement and status of Gender based steps taken by the college to increase involvement of both genders in all spheres.

The Gender Audit Team extends our sincere thanks to Honorable Teacher-In-Charge, Dr. Suman Mukherjee for the encouragement to conduct the study. The entire team thanks our respected Head Clark, Mr. Ajfar Ali for supporting us in conducting this study.

The team recollects the support and encouragement from the Administrative Office, Departments and Faculty members, for their support to update data in every relevant way.

IQAC wishes to express our sincere thanks to all members who are involved in this study.

Signature  
of an External Member

Jt. Block Dev. Officer  
Mayureswar-I Dev. Block  
Mollarpur, Birbhum

Signature  
of an Internal Member

Convener  
Gender Cell  
THLH Mahavidyalay  
Mallarpur, Birbhum

Signature  
of Principal / Teacher-In-Charge



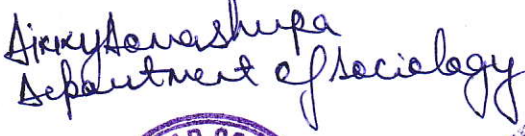

Dr Suman Mukherjee  
Teacher-in-Charge  
Turki Hansda Lapsa Hemram Mahavidyalay  
Mallarpur, Birbhum-731216



Gender Audit Report  
THLH Mahavidyalay  
Session 2022-23

Gender  
Audit Team

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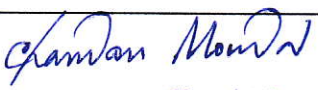




Gender Audit Report  
THLH Mahavidyalay  
Session 2022-23

Gender  
Audit Team

Endorsement signature by Gender Audit Team Members:

| Sl. No. | Name with Designation   | Signature and Seal  |
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## Chapter-01

### AUDIT OBJECTIVES / METHODOLOGY

#### 1.1 About College:

Our college under the Green Canopy of Shal & Mahuya Forest, named after the two great tribal leaders of Birbhum, Turku Hansda & Lapsa Hembram. THLH Mahavidyalaya was established on 1st August, 2006 with a view to catering higher education to the aspiring students of a wide area surrounding Mallarpur, Birbhum. THLH Mahavidyalaya of Birbhum District in West Bengal is situated in a plot of 5 acre land on the Raniganj-Suri-Moregram NH 60.

The college is Accredited with 'B' grade by NAAC. The college has 10 departments in campus, dedicated to teaching. Highly qualified and well-experienced faculty members manage all Departments.

#### 1.2 General Details of Turku Hansda Lapsa Hemram Mahavidyalaya, Mallarpur:

| Sr. No. | Head                  | Particulars  |
|---------|-----------------------|--|
| 1.      | Name of Institution   | Turku Hansda Lapsa Hemram Mahavidyalaya  |
| 2.      | Address               | Modian, Mallarpur, Birbhum, WB 731101  |
| 3.      | Year of Establishment | 2006   |
| 4.      | Salient Features      | Affiliated by College of Burdwan   |
| 5.      | Courses offered       | Graduate Level courses in Mathematics, Physics, Chemistry, Bengali, Philosophy, Political Science, Sanskrit, Santali, History, Geography, English and Physical Education |
| 6.      | Total built up area   | 12078.8 sq. m  |

#### 1.3 VISION

Education for all with Value Systems of Empathy, Enrichment, Equity, Excellence, Empowerment, Entrepreneurship & Enlightenment to Serve the Society

#### 1.4 MISSION

The institution is dedicated towards the goal of preserving healthy relationship among all its stakeholders to practice the following:

- ❖ Spreading education to the grass-root levels of society particularly for students who are primarily first-generation learners.
- ❖ Providing support to the socially, economically and morally backward set of students to encourage inclusion without discrimination.
- ❖ Increase awareness about various subjects among the young learners through extensional activities and outreach programs to prepare them for their future.
- ❖ Enable the marginalised tribal students to empower themselves through quality education and participative learning.
- ❖ Facilitate interdisciplinary learning by accommodating the scope of activities like sports, extra- curricular projects, field works etc.
- ❖ A minimum Nature invasive policy is preached and practised in the educational approach of the institution



## 1.5 About IQAC

IQAC initiated to develop the outcome-based curriculum and the same has been implemented by all Departments. It has Trained faculty members for Open-Source Learning through Web Portals. The IQAC is developing college database for applying the National Institutional Ranking Framework (NIRF), and several other rankings (The Week, India Today, Nielsen India etc). Provided training to faculty of college to undergo NAAC Revised Assessment and Accreditation process and also supporting the sub-committee of the college by delivering lectures and discussion. It has conducted Lecture Series, training, Workshops, Orientation, and Evaluation Process for Teachers, Non-teaching staff and UG students, on various topics including Reaccreditation process. Green Audit, Energy Audit, Academic and Financial Audit, Review of existing academic programmes have been conducted. Establishment of Incubation Centres, Publication refereed journals are other achievements are marked.

## 1.6 Background of the Audit

The awareness to empower female has been steadily increasing all over the world during the past three decades. Measures have been taken to enhance social, political and economic equity and provide access to human rights, education, health care and nutrition to female. In recent years, there has been an engendering of documents and reports, which have emphasized on gender indices to evaluate, assess and monitor the actions taken by the government and institutions with respect to the participation of female in all aspects of development. World Development Report and Human Development Report at International level, and the National Planning documents at national level are illustrations of engendered reports. In this context, there is a need to understand educational institutions, more particularly higher educational institutions, from a gender perspective. It is considered that gender equality perspective is a prerequisite for gender mainstreaming strategy which emphasizes that the needs and interest of female should be systematically pursued in the formulation and execution of all policies and programmes. The gender perspective must become a part of the process of formulating, implementing and evaluating policies and programmes which includes teaching, research, advocacy, documentation, seminars, conferences, awareness programmes, capacity building, extension and networking.

## 1.7 Gender Audit

A gender audit is a tool to assess and check the institutionalization of gender equality in organizations, including their policies, programs, projects and/or provision of services, structures, proceedings and budgets. The basic assumption of gender audit is that public policy impacts men and female differently. The variance stems from the different roles of female and men in the family and the lower economic status of female. The purpose of a gender audit is to lead to changes in public policy that contribute to an increase in gender equality. Unless a gender audit is done, we cannot answer the question: Is the Institution doing everything it can to improve the status of female in general and the representation of female's voices in particular? The second rationale for conducting a gender audit is that they raise female's awareness about their rights and claims and also their access to resources and opportunities. The rationale for undertaking a gender audit is that they raise female's awareness about their rights and claims and also their access to resources and opportunities. Gender Audits allow organisations to set their own houses in order and change aspects of the organizational culture which discriminate against female staff and female "beneficiaries". As a method for gender mainstreaming, gender audits help organizations identify and understand gender patterns within their composition, structures, processes, organizational culture and management of human resources, and in the design and delivery of policies and services. They also help assess the impact of organizational performance and its management on gender equality within the organization. Gender audits establish a baseline against which progress can be measured over time, identifying critical gender gaps and challenges, and making recommendations of how they can be addressed through improvements and innovations. Although there is no standard approach for carrying out a gender audit, international organisations use two





main approaches: participatory gender audit and the gender integration framework. A gender audit usually includes two dimensions.

The 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 of gender.

The External gender audits evaluate the extent gender integration fosters the inclusion and benefits to female and men through the organization's policies, programmes, projects and services provided.

The Gender Audit undertaken by the IQAC, THLH Mahavidyalaya in association with Gender Audit Team intended to enquire into the gender stability within the institution.

### **1.8 Objectives**

The Study has the following objectives. It aims:

- To Identify the gender gap between men and female students, research scholars and faculty in enrolment and empowerment
- To establish good gender balance in decision-making processes in all areas of the department activities
- To Know the representation of female in decision-making bodies
- To create involvement of men faculty in research projects related to gender issues
- To Examine visibility given to female's challenges in the curriculum

### **1.9 Methodology**

The present study is based on the data collected from all Departments of the College. The study also relies on secondary data collected from Annual reports, Newsletters and College Academic Calendar. The required data were collected in an information format prepared for this purpose (Appendix A). The data was collected between 2018 and 2023.

### **1.10 Scope**

The present study gives an opportunity to identify the progress of Gender Equality on our campus.





## CHAPTER-II

### Gender Proportion among Teaching & Non-Teaching Staffs:

Table: 2.1 Gender-wise details of Administrative Representation by Faculty members

| Year    | GB Member |        | Head of the Department |        | Convener of Sub-Committee |        |
|---------|-----------|--------|------------------------|--------|---------------------------|--------|
|         | Men       | Female | Men                    | Female | Men                       | Female |
| 2022-23 | 09        | 00     | 07                     | 04     | 27                        | 05     |
| 2021-22 | 09        | 00     | 07                     | 04     | 27                        | 05     |
| 2020-21 | 09        | 00     | 08                     | 03     | 27                        | 05     |
| 2019-20 | 09        | 00     | 08                     | 03     | 27                        | 05     |
| 2018-19 | 09        | 00     | 06                     | 03     | 27                        | 05     |

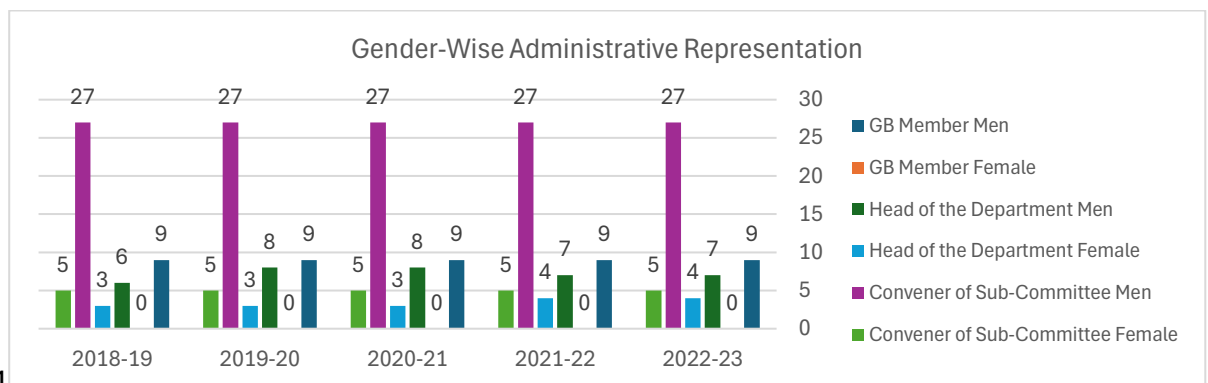


Figure 2.1

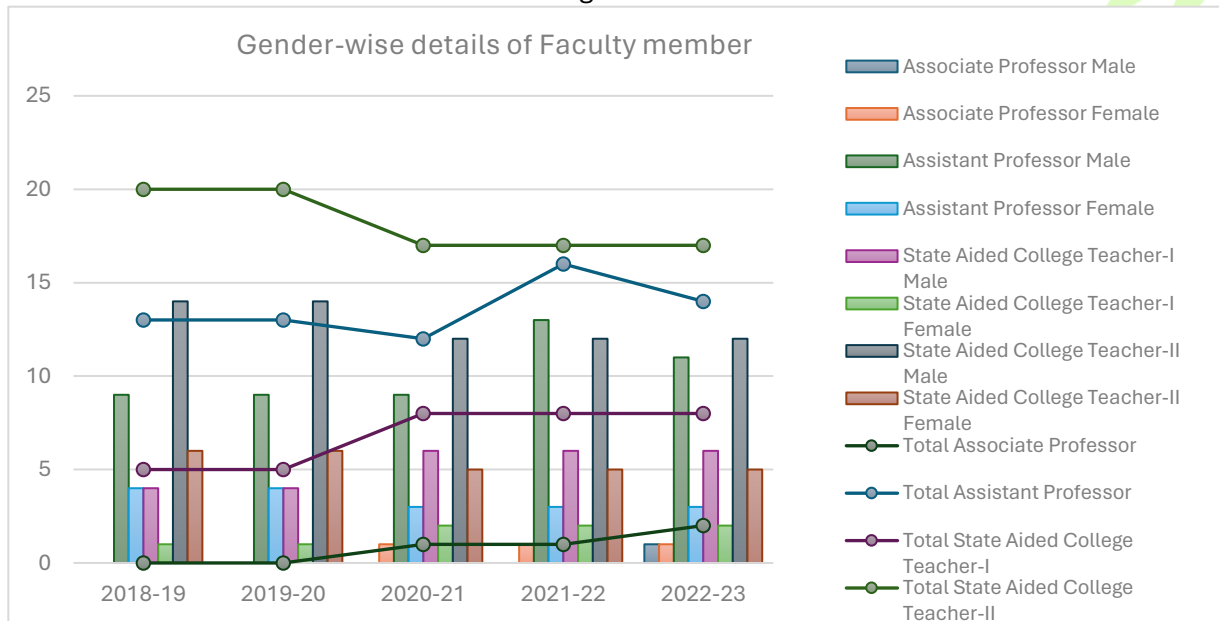
The above table shows the details of men and female in administrative responsibilities as faculty members of the college. It shows participation from both genders as GB Members, Heads of the Departments and Conveners of Sub-Committees. It is observed that the participation of women in various administrative positions of the college is still very low which the college authorities need to take effective steps to improve.

Table: 2.2 Gender-wise details of Teaching Faculty members

| Year    | Associate Professor |        | Assistant Professor |        | State Aided College Teacher-I |        | State Aided College Teacher-II |        |
|---------|---------------------|--------|---------------------|--------|-------------------------------|--------|--------------------------------|--------|
|         | Male                | Female | Male                | Female | Male                          | Female | Male                           | Female |
| 2022-23 | 01                  | 01     | 11                  | 03     | 06                            | 02     | 12                             | 05     |
| 2021-22 | 00                  | 01     | 13                  | 03     | 06                            | 02     | 12                             | 05     |
| 2020-21 | 00                  | 01     | 09                  | 03     | 06                            | 02     | 12                             | 05     |
| 2019-20 | 00                  | 00     | 09                  | 04     | 04                            | 01     | 14                             | 06     |
| 2018-19 | 00                  | 00     | 09                  | 04     | 04                            | 01     | 14                             | 06     |



Figure 2.2



The above table shows the details of men and female faculty members of the College. It reflects an visual representation of progress of participation of female in the position of Associate Professors, Assistant Professors and State Aided College Teacher- I, Sate Aided College Teacher- II.

Table: 2.3 Gender-wise details of Teaching and Non-Teaching Staff.

| Year    | Teaching Staff |        | Non-Teaching Staff |        | Contractual staff |        |
|---------|----------------|--------|--------------------|--------|-------------------|--------|
|         | Male           | Female | Male               | Female | Male              | Female |
| 2022-23 | 31             | 11     | 05                 | 01     | 05                | 01     |
| 2021-22 | 31             | 11     | 05                 | 01     | 05                | 01     |
| 2020-21 | 31             | 11     | 05                 | 01     | 06                | 00     |
| 2019-20 | 30             | 11     | 05                 | 01     | 05                | 00     |
| 2018-19 | 27             | 11     | 05                 | 01     | 05                | 00     |

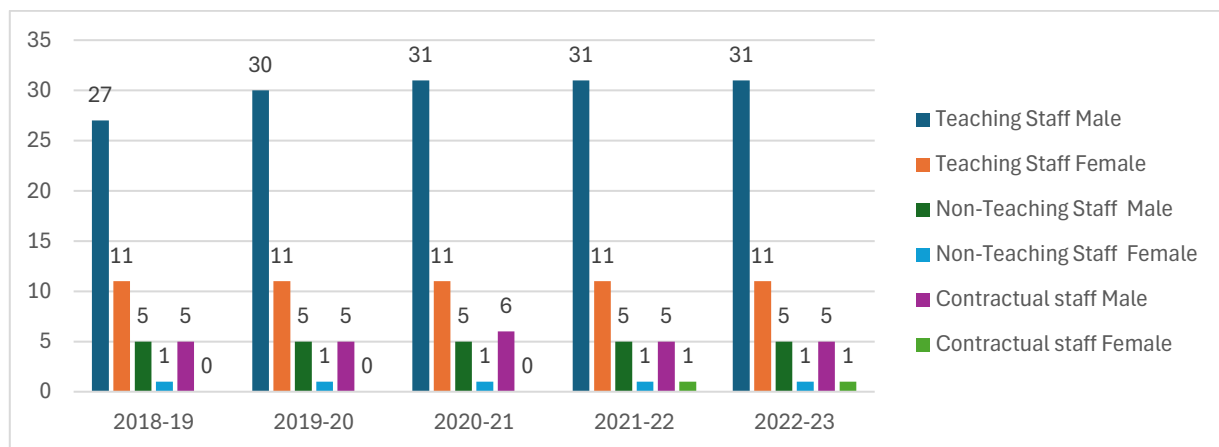


Figure: 2.3 Gender-wise details of Faculty and Non-Teaching Staff members

The above table and figure reflect the gender representation of employees within the institution in terms of teaching staff, non-teaching staff and technicians. The above table indicates that the participation of female is very low in all the category.





### CHAPTER III

#### GENDERWISE ENROLLMENT AT UG LEVEL:

The college offers Programmes like B.A., B.Sc.. Below is the list of students' year wise enrolled during the last five years: (2018-19 to 2022-23)

Number of students enrolled for different courses in academic year 2018-19 is given in

Table No. 3.0.1 Gender-wise details of students enrolled for different courses

| Year    | B.A Honours |        | B.Sc. Honours |        | B.A General |        | B.Sc. General |        |
|---------|-------------|--------|---------------|--------|-------------|--------|---------------|--------|
|         | Male        | Female | Male          | Female | Male        | Female | Male          | Female |
| 2022-23 | 55          | 130    | 6             | 1      | 435         | 430    | 4             | 0      |
| 2021-22 | 52          | 147    | 4             | 3      | 455         | 400    | 3             | 0      |
| 2020-21 | 52          | 129    | 6             | 5      | 338         | 306    | 3             | 1      |
| 2019-20 | 75          | 133    | 9             | 3      | 348         | 286    | 3             | 2      |
| 2018-19 | 74          | 112    | 20            | 4      | 326         | 362    | 3             | 2      |

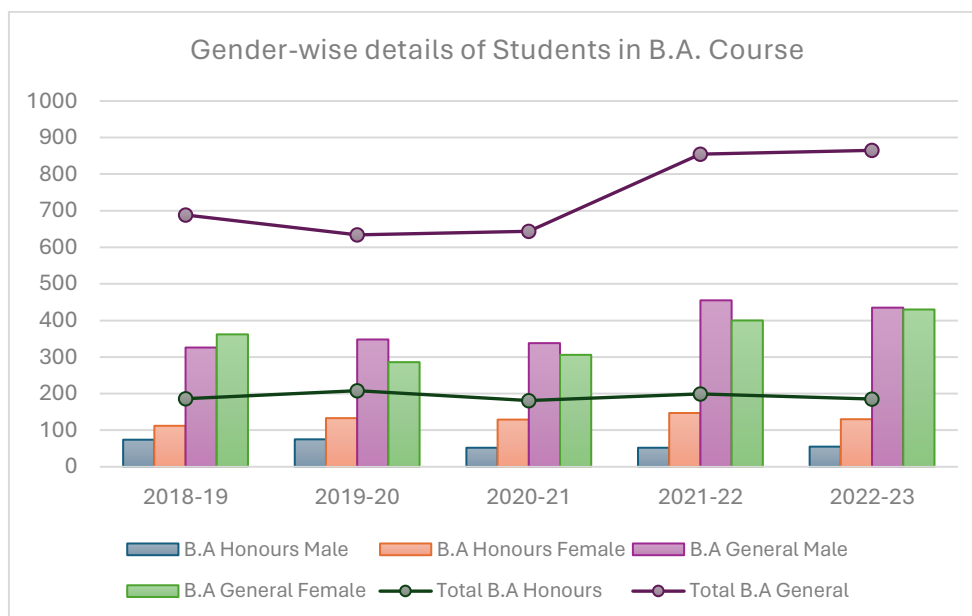


Figure 3.0.1

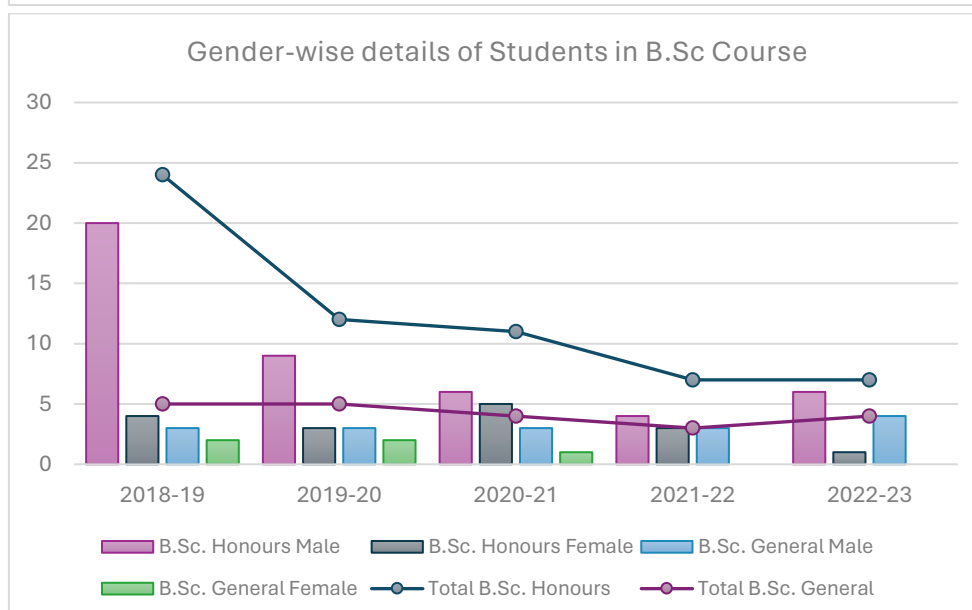


Figure 3.0.2

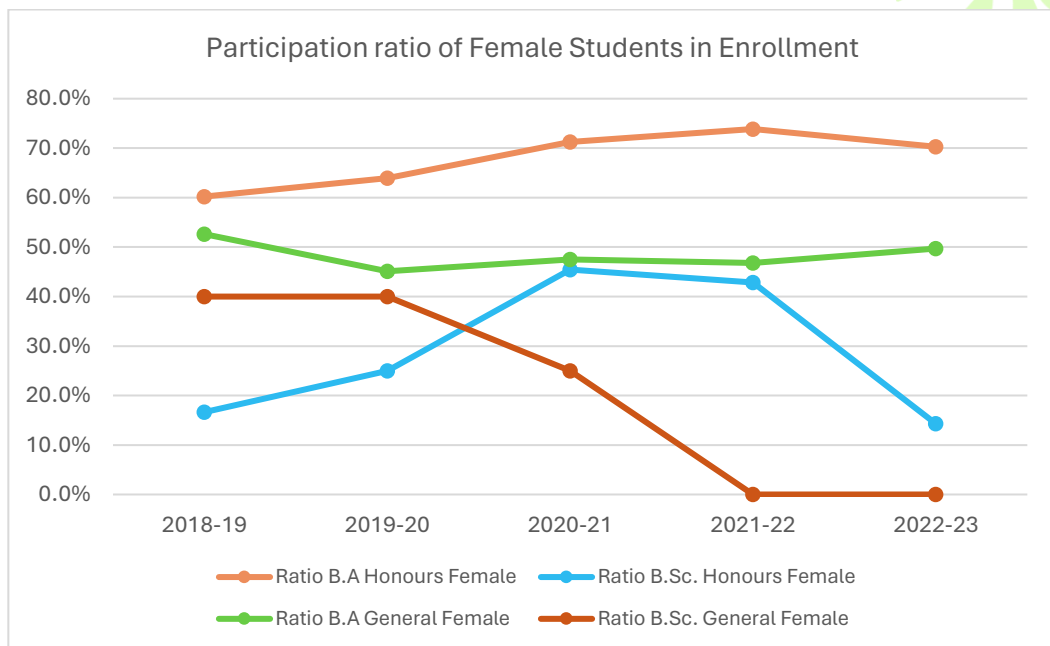


Figure 3.0.3

From the above Figures it is clear that not only the number of students enrolled in BA honours is relatively stable, but also it is note-worthy that the ratio of admission of female students is much higher than that of male students and the ratio is increasing every year which is a success story for the institute. On the other hand, the admission number of General BA students has continued to increase and it is observed that in the session 2018-19 the ratio of female students is more than male students but in the subsequent years the ratio of female students has slightly decreased compared to male students but this ratio has remained almost the same since then.

From the above figure it is clear that the admission rate in the case of science students has decreased dismally and it is clearly perceived that the ratio of female students is much less than male students although this ratio gap has been reduced continuously but this ratio gap has increased again in the session 2022-23. The participation ratio for female students in the B.Sc. General program remained relatively stable for five years. In the case of General students of Science, the situation has worsened as in this case the number of admissions is very low and the ratio of female to male students is very high and this difference continues to increase and it is seen that in 2021-22 session no female students were admitted in general session.





### 3.1 CATEGORY WISE GENDER BALANCE:

Table No. 3.1.1 Gender-wise details of category students on campus during five years

| Year    | General |        | SC   |        | ST   |        | OBC  |        |
|---------|---------|--------|------|--------|------|--------|------|--------|
|         | Male    | Female | Male | Female | Male | Female | Male | Female |
| 2022-23 | 227     | 235    | 101  | 136    | 49   | 51     | 123  | 139    |
| 2021-22 | 224     | 212    | 119  | 118    | 45   | 68     | 126  | 152    |
| 2020-21 | 204     | 210    | 116  | 81     | 23   | 35     | 56   | 115    |
| 2019-20 | 195     | 208    | 120  | 75     | 35   | 23     | 85   | 118    |
| 2018-19 | 216     | 264    | 111  | 99     | 25   | 27     | 71   | 100    |

Figure 3.1.1

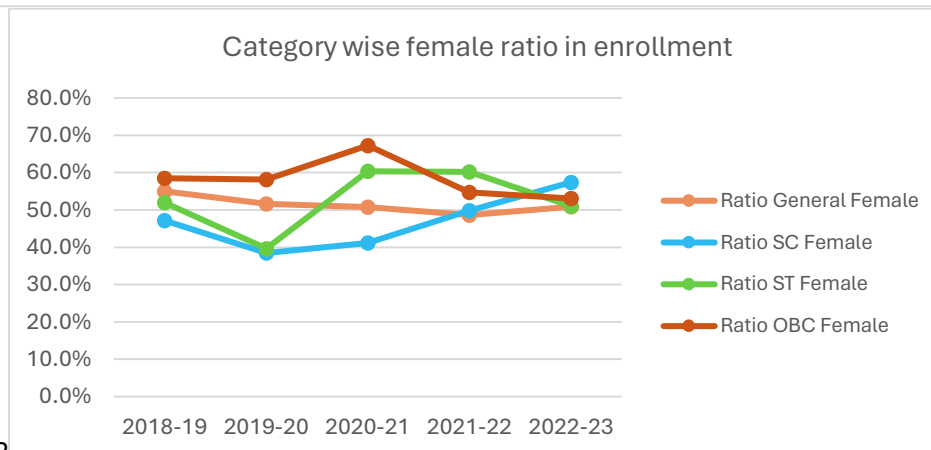
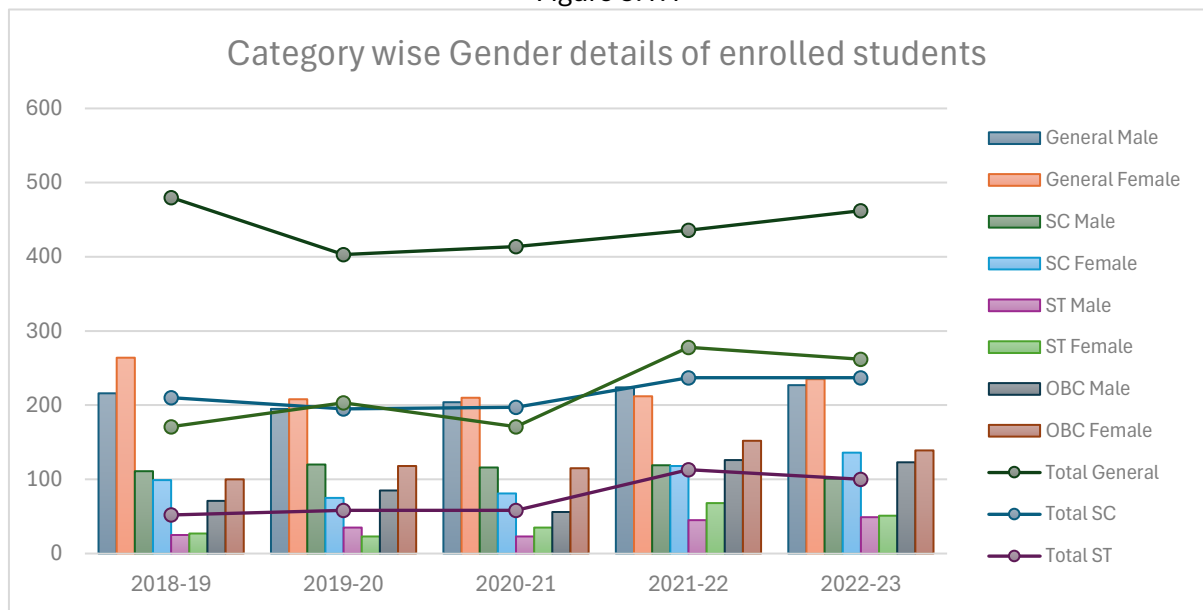


Figure 3.1.2

The figure above clearly shows that there has been a gradual increase in the number of students admitted to the college by caste category. Although the number of students admitted in general category has decreased compared to the 2018-19 session, it has increased in subsequent years after 2019-20. On the other hand, the interesting fact is that the admission ratio of girl students in general and OBC categories is much higher than that of male students. In SC and ST category, the ratio of female to male students was lower initially, but in subsequent years, the ratio of female students to male students increased, which is a very promising figure. In other words, overall female admission ratio has increased continuously. It indicates that the female student enrollment in our college is commendable.



### 3.2 Department wise Gender Balance

Table: 3.2.1: Gender wise admission of Students in Department of Bengali(H)

| Year    | Department of Bengali (Hons) |        |      |        |      |        |      |        | Ratio |        |       |        |       |        |       |        |
|---------|------------------------------|--------|------|--------|------|--------|------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
|         | Gen                          |        | SC   |        | ST   |        | OBC  |        | Gen   |        | SC    |        | ST    |        | OBC   |        |
|         | Male                         | Female | Male | Female | Male | Female | Male | Female | Male  | Female | Male  | Female | Male  | Female | Male  | Female |
| 2018-19 | 11                           | 19     | 3    | 8      | 1    | 2      | 5    | 2      | 36.7% | 63.3%  | 27.3% | 72.7%  | 33.3% | 66.7%  | 71.4% | 28.6%  |
| 2019-20 | 6                            | 13     | 4    | 6      | 0    | 0      | 6    | 9      | 31.6% | 68.4%  | 40.0% | 60.0%  | -     | -      | 40.0% | 60.0%  |
| 2020-21 | 6                            | 15     | 2    | 9      | 1    | 1      | 1    | 9      | 28.6% | 71.4%  | 18.2% | 81.8%  | 50.0% | 50.0%  | 10.0% | 90.0%  |
| 2021-22 | 3                            | 13     | 2    | 2      | 0    | 3      | 0    | 15     | 18.8% | 81.3%  | 50.0% | 50.0%  | 0.0%  | 100.0% | 0.0%  | 100.0% |
| 2022-23 | 3                            | 14     | 0    | 14     | 1    | 2      | 1    | 9      | 17.6% | 82.4%  | 0.0%  | 100.0% | 33.3% | 66.7%  | 10.0% | 90.0%  |

Figure No.3.2.1a

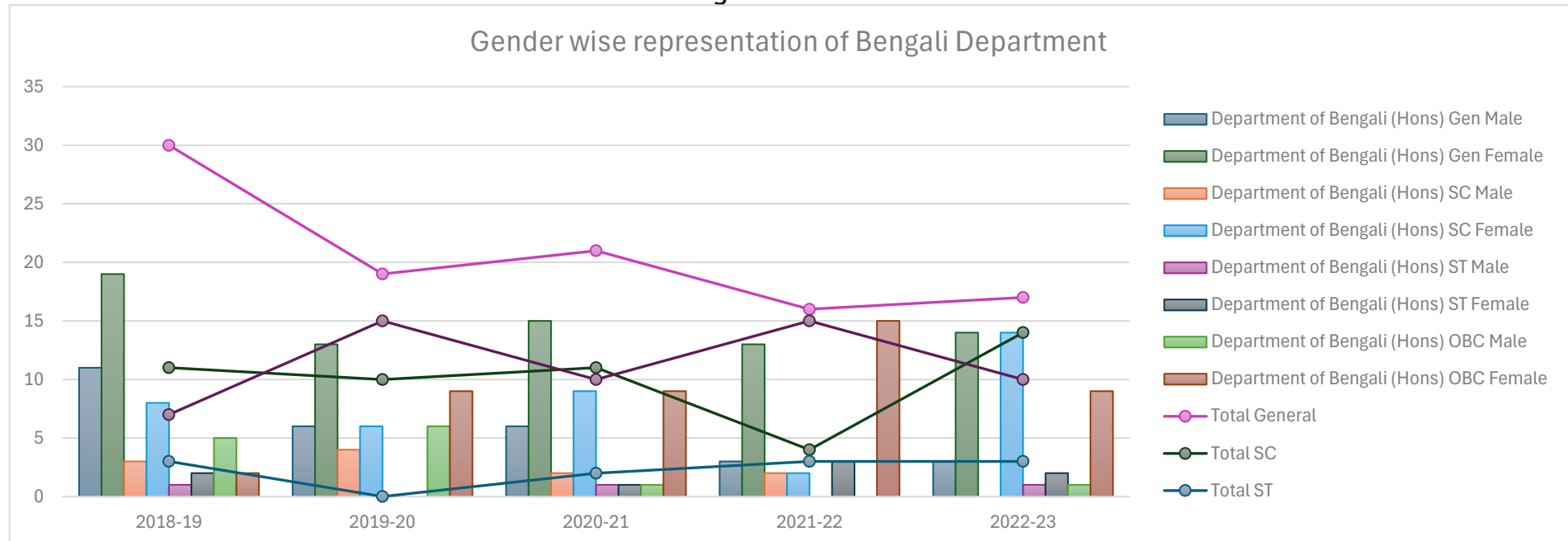
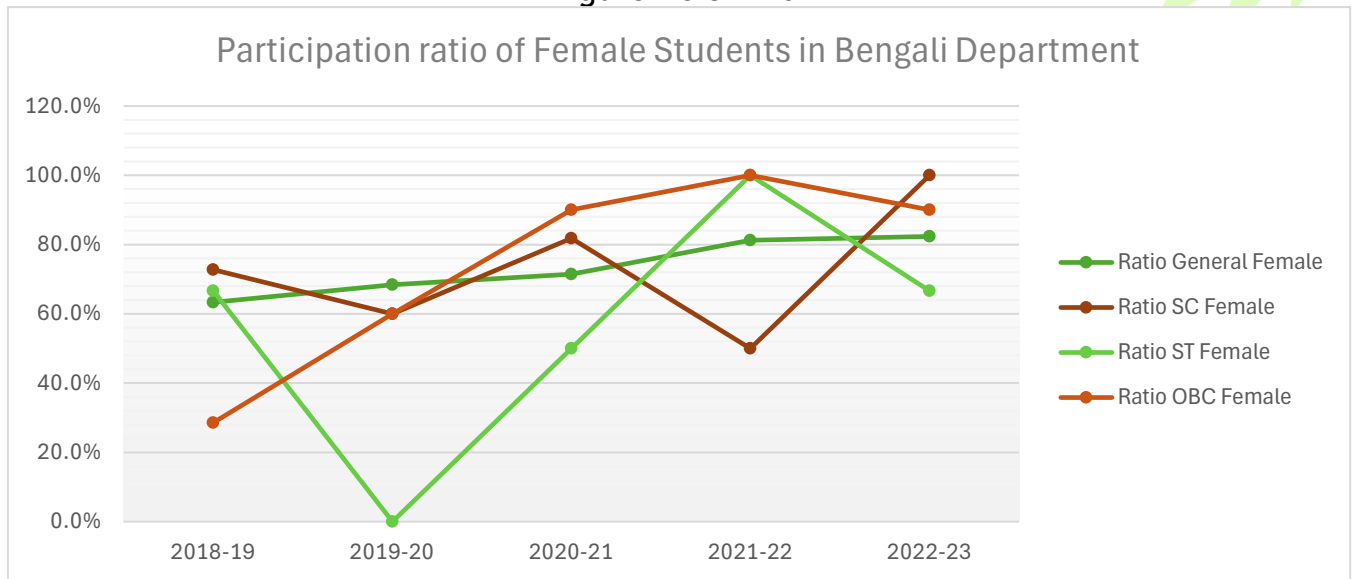






Figure No.3.2.1b



**REMARK:**

The data shows that during 2018-19 and 2022-23 there is more or equal uniform admissions. During five years, there is remarkable increase in the admission of OBC female students. It is interesting to note that during last five years remarkable increase in the admission of OBC female students and average admission ratio of SC & ST female students, but the admission of GEN female students are decreasing which should take in consideration by the institute.

The above table indicates that the female students' enrollment in the department of Bengali the ratio of female is higher than Men. There is a remarkable difference in the ratio of the number of female as against the number of men. It indicates that the female student enrollment in our college is commendable.



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Table: 3.2.2: Gender wise admission of Students in Department of English(H)

| Year    | Department of English (Hons) |        |      |        |      |        |      |        | Ratio |        |       |        |        |        |       |        |
|---------|------------------------------|--------|------|--------|------|--------|------|--------|-------|--------|-------|--------|--------|--------|-------|--------|
|         | Gen                          |        | SC   |        | ST   |        | OBC  |        | Gen   |        | SC    |        | ST     |        | OBC   |        |
|         | Male                         | Female | Male | Female | Male | Female | Male | Female | Male  | Female | Male  | Female | Male   | Female | Male  | Female |
| 2018-19 | 5                            | 13     | 6    | 3      | 1    | 1      | 2    | 2      | 27.8% | 72.2%  | 66.7% | 33.3%  | 50.0%  | 50.0%  | 50.0% | 50.0%  |
| 2019-20 | 2                            | 17     | 4    | 3      | 1    | 0      | 1    | 7      | 10.5% | 89.5%  | 57.1% | 42.9%  | 100.0% | 0.0%   | 12.5% | 87.5%  |
| 2020-21 | 8                            | 14     | 1    | 2      | 0    | 1      | 2    | 7      | 36.4% | 63.6%  | 33.3% | 66.7%  | 0.0%   | 100.0% | 22.2% | 77.8%  |
| 2021-22 | 10                           | 8      | 1    | 3      | 0    | 2      | 3    | 13     | 55.6% | 44.4%  | 25.0% | 75.0%  | 0.0%   | 100.0% | 18.8% | 81.3%  |
| 2022-23 | 9                            | 15     | 2    | 4      | 0    | 1      | 4    | 5      | 37.5% | 62.5%  | 33.3% | 66.7%  | 0.0%   | 100.0% | 44.4% | 55.6%  |

Figure No.3.2.2a

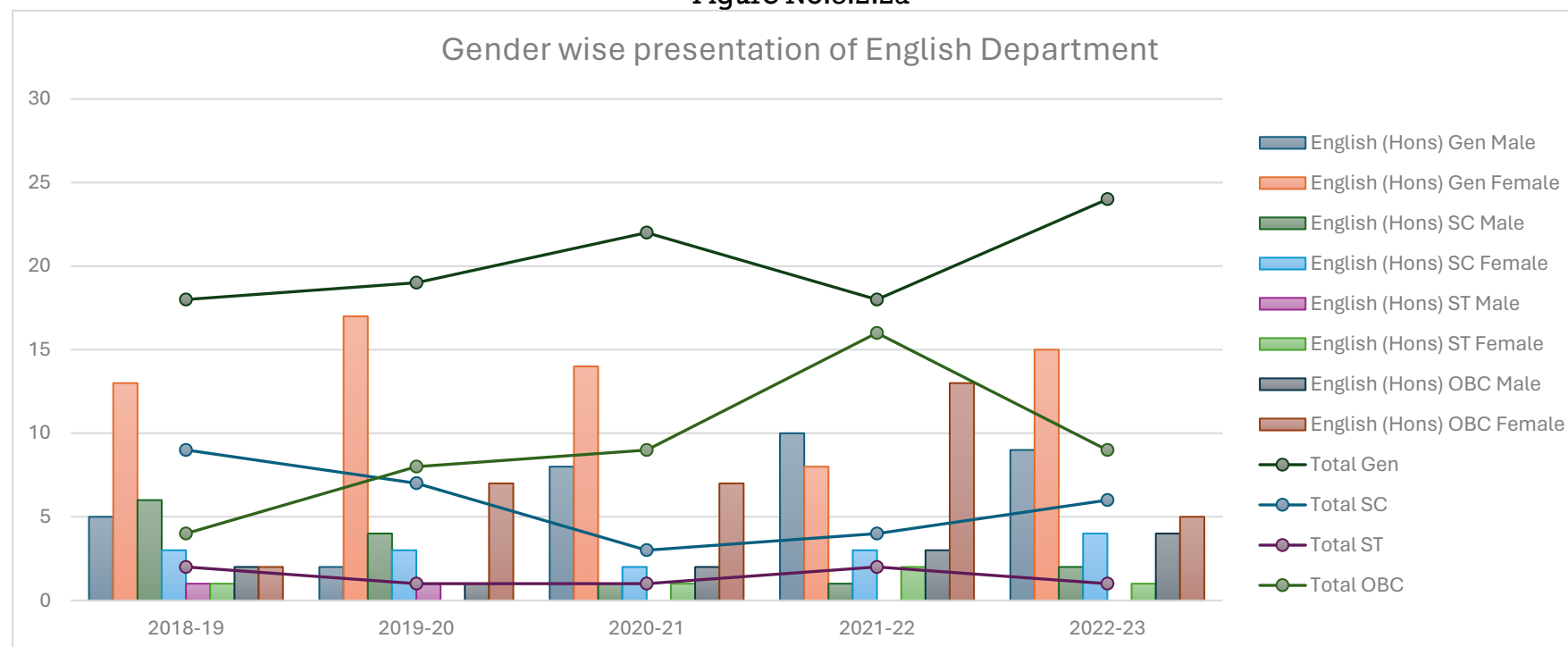
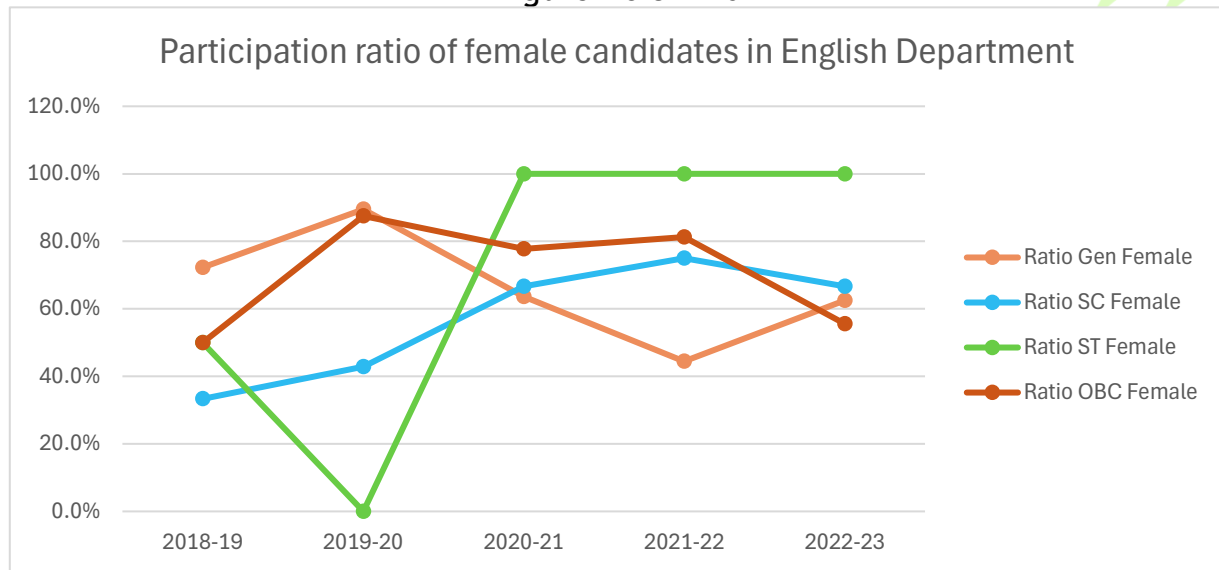






Figure No.3.2.2b



**REMARK:**

In this subject the data shows that during 2018-19 and 2022-23, there is a trend that participation ratio of female candidates from various categories is gradually increasing by means of average except for General female candidates. The participation ratio of General Female candi

The Figure No.\* indicates that the female students' enrolment in the department of English in the ratio is higher than Male. There is a remarkable difference in the ratio of the number of female as against the number of male. It indicates that the female student enrolment in our college is commendable.



## Gender Audit Report | 2018-23 THLH Mahavidyalaya

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Table: 3.2.3: Gender wise admission of Students in Department of History(H)

| Year    | Department of History (Hons) |        |      |        |      |        |      |        | Ratio |        |      |        |      |        |      |        |
|---------|------------------------------|--------|------|--------|------|--------|------|--------|-------|--------|------|--------|------|--------|------|--------|
|         | Gen                          |        | SC   |        | ST   |        | OBC  |        | Gen   |        | SC   |        | ST   |        | OBC  |        |
|         | Male                         | Female | Male | Female | Male | Female | Male | Female | Male  | Female | Male | Female | Male | Female | Male | Female |
| 2018-19 | 7                            | 6      | 6    | 2      | 0    | 0      | 2    | 1      | 54%   | 46%    | 75%  | 25%    | ---  | ---    | 67%  | 33%    |
| 2019-20 | 6                            | 12     | 3    | 3      | 1    | 0      | 2    | 9      | 33%   | 67%    | 50%  | 50%    | 100% | 0%     | 18%  | 82%    |
| 2020-21 | 3                            | 14     | 1    | 4      | 1    | 2      | 1    | 6      | 18%   | 82%    | 20%  | 80%    | 33%  | 67%    | 14%  | 86%    |
| 2021-22 | 6                            | 6      | 1    | 3      | 1    | 3      | 1    | 15     | 50%   | 50%    | 25%  | 75%    | 25%  | 75%    | 6%   | 94%    |
| 2022-23 | 4                            | 10     | 2    | 4      | 0    | 1      | 3    | 7      | 29%   | 71%    | 33%  | 67%    | 0%   | 100%   | 30%  | 70%    |

Figure No.3.2.3a

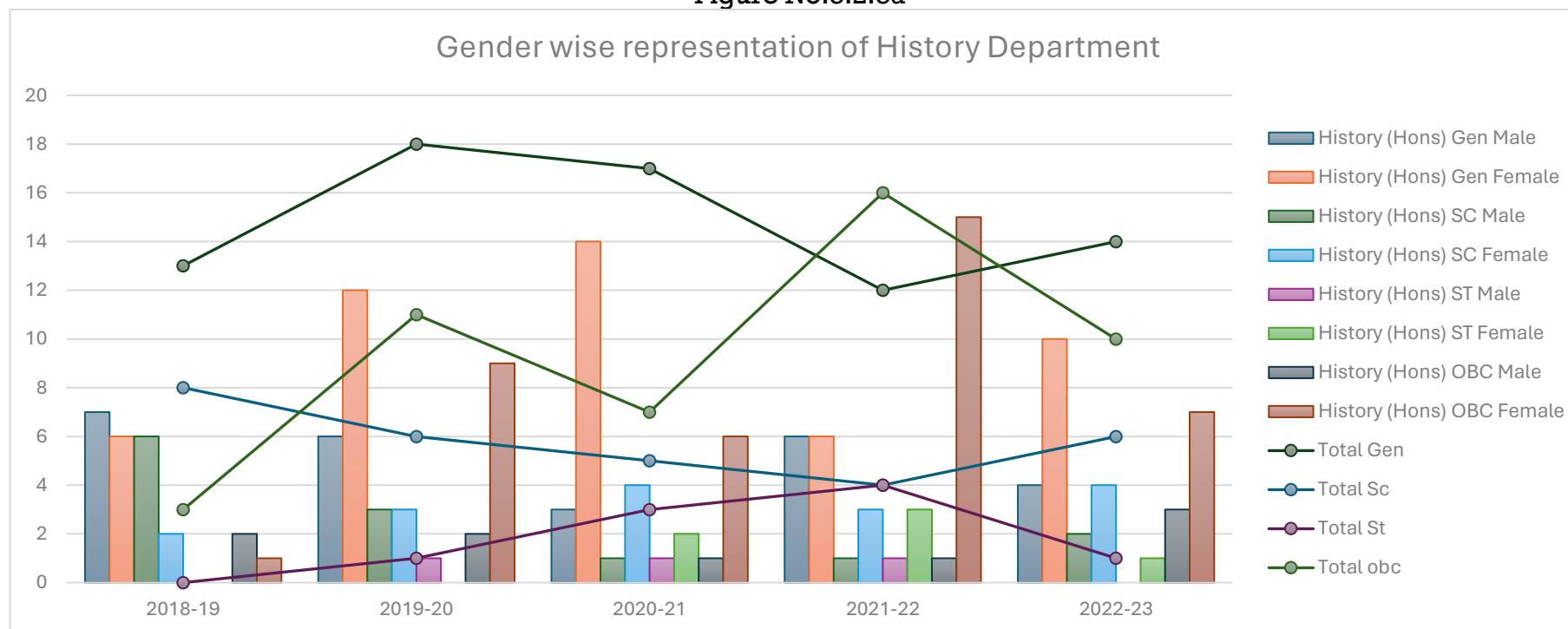
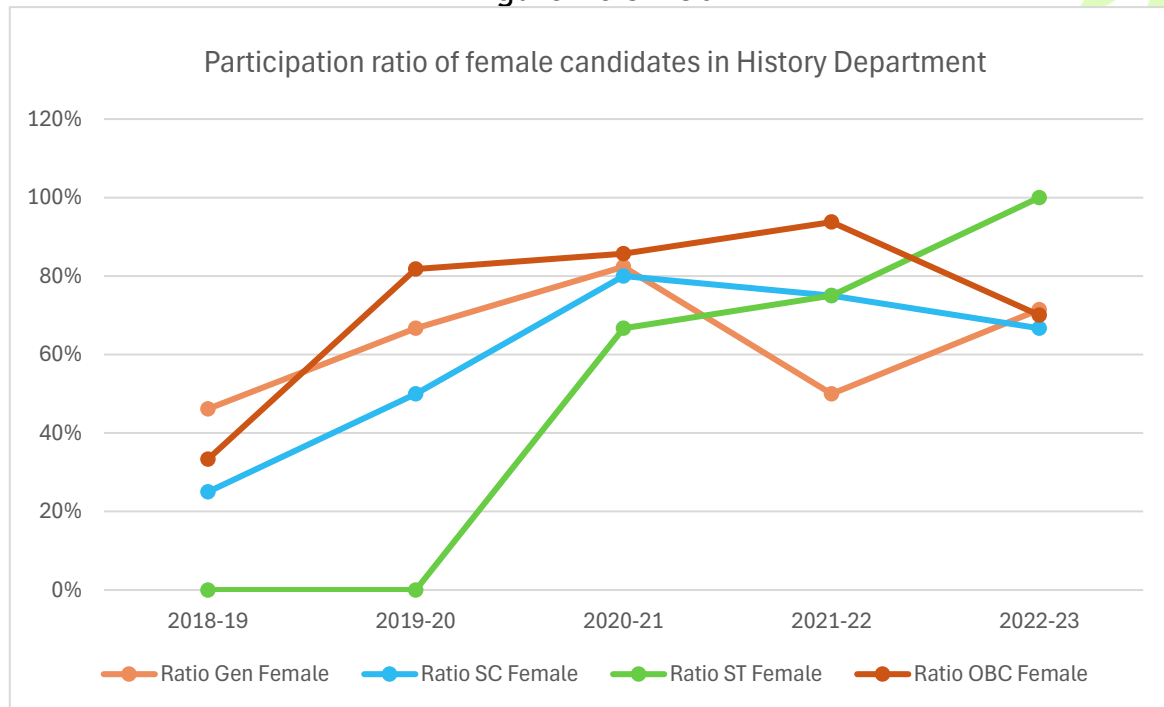




Figure No.3.2.3b



**REMARK:**

The data shows that during 2018-19 and 2022-23, there is a trend that participation of female candidates from various categories is either same or decreasing in this subject. It is interesting to note that during last five years remarkable increase in the admission of OBC female students and average admission ratio of SC & ST female students, but the admission of GEN female students are decreasing which should take in consideration by the institute.

The Figure No.\* indicates that the female students' enrolment in the department of History in the ratio is higher than Male. There is a remarkable difference in the ratio of the number of female as against the number of male. It indicates that the female student enrolment in our college is commendable.





## Gender Audit Report | 2018-23 THLH Mahavidyalaya

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Table: 3.2.4: Gender wise admission of Students in Department of Sanskrit (H)

| Year    | Department of Sanskrit (Hons) |        |      |        |      |        |      |        | Ratio |        |      |        |      |        |      |        |
|---------|-------------------------------|--------|------|--------|------|--------|------|--------|-------|--------|------|--------|------|--------|------|--------|
|         | Gen                           |        | SC   |        | ST   |        | OBC  |        | Gen   |        | SC   |        | ST   |        | OBC  |        |
|         | Male                          | Female | Male | Female | Male | Female | Male | Female | Male  | Female | Male | Female | Male | Female | Male | Female |
| 2018-19 | 2                             | 11     | 1    | 3      | 0    | 1      | 1    | 1      | 15%   | 85%    | 25%  | 75%    | 0%   | 100%   | 50%  | 50%    |
| 2019-20 | 4                             | 7      | 3    | 3      | 1    | 1      | 1    | 6      | 36%   | 64%    | 50%  | 50%    | 50%  | 50%    | 14%  | 86%    |
| 2020-21 | 2                             | 4      | 2    | 1      | 0    | 0      | 0    | 2      | 33%   | 67%    | 67%  | 33%    | --   | ---    | 0%   | 100%   |
| 2021-22 | 1                             | 8      | 1    | 4      | 1    | 1      | 0    | 1      | 11%   | 89%    | 20%  | 80%    | 50%  | 50%    | 0%   | 100%   |
| 2022-23 | 1                             | 4      | 0    | 3      | 0    | 0      | 0    | 0      | 20%   | 80%    | 0%   | 100%   | --   | --     | --   | --     |

Figure No.3.2.4a

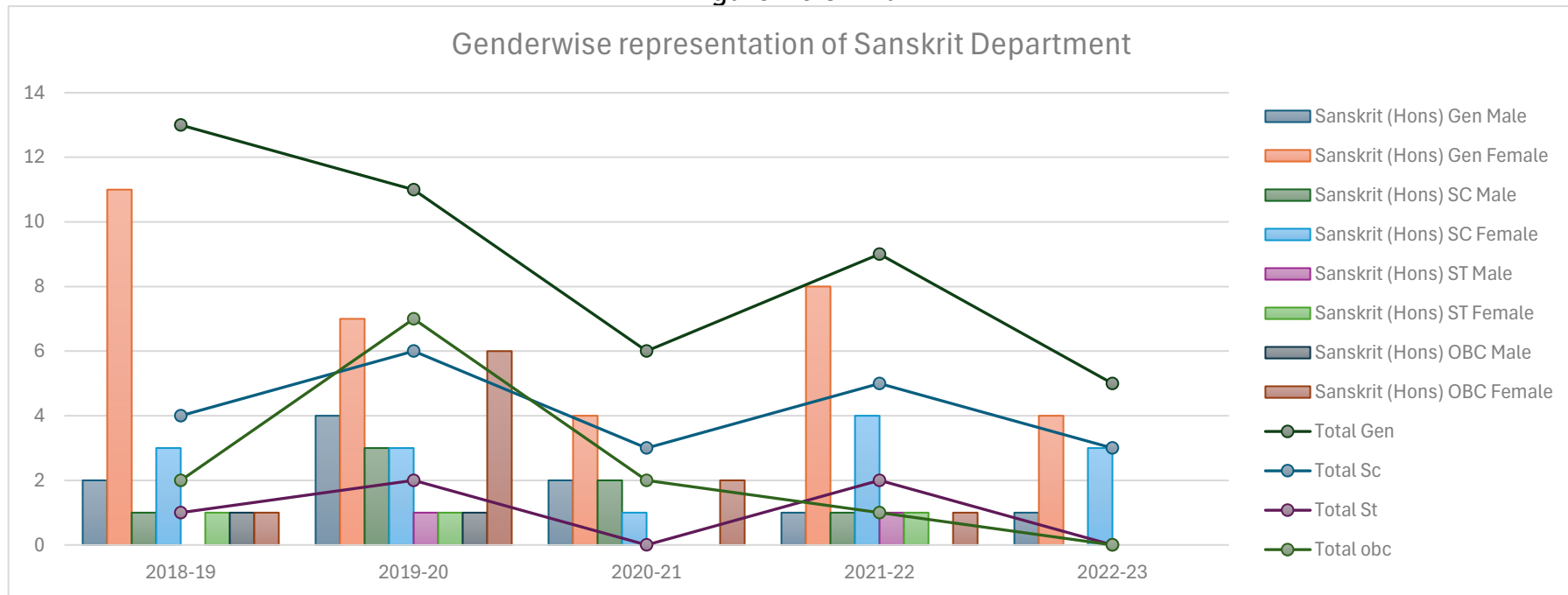
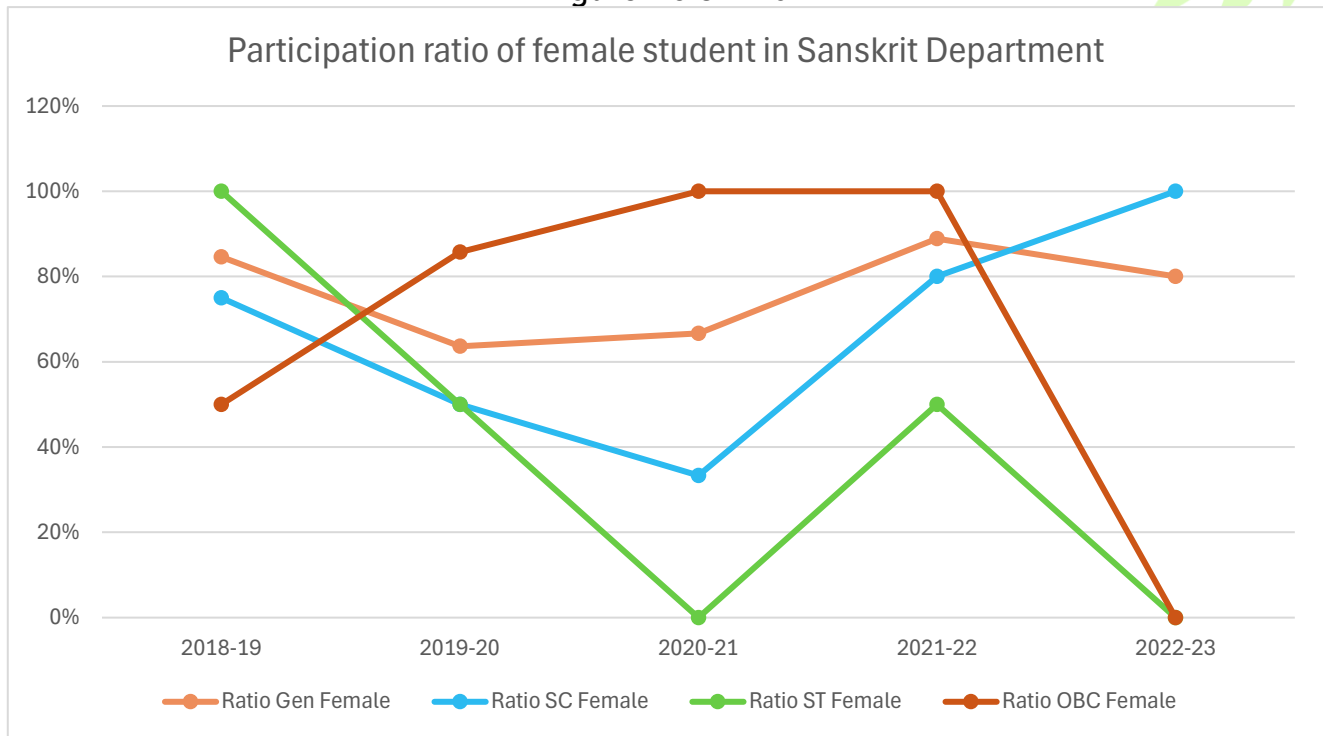




Figure No.3.2.4b



**REMARK:**

From the above Figure 3.2.4a it is clear that the number of student in enrollment is decreasing every year. It is a matter of great concern, though one gratifying aspect is that in all caste categories, female students outnumber male students in admission.

On the other hand, from Figure 3.2.4b, the ratio of admission of female students is understood. In this regard, the proportion of students belonging to SC and General category has been increasing gradually in recent years but the proportion of students belonging to OBC and ST category has been decreasing gradually which needs to be looked into by the college authorities.



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Table: 3.2.5: Gender wise admission of Students in Department of Geography (H)

| Year    | Department of Geography (Hons) |        |      |        |      |        |      |        | Ratio |        |      |        |      |        |      |        |
|---------|--------------------------------|--------|------|--------|------|--------|------|--------|-------|--------|------|--------|------|--------|------|--------|
|         | Gen                            |        | SC   |        | ST   |        | OBC  |        | Gen   |        | SC   |        | ST   |        | OBC  |        |
|         | Male                           | Female | Male | Female | Male | Female | Male | Female | Male  | Female | Male | Female | Male | Female | Male | Female |
| 2018-19 | 4                              | 11     | 1    | 2      | 0    | 0      | 3    | 0      | 27%   | 73%    | 33%  | 67%    | -    | -      | 100% | 0%     |
| 2019-20 | 7                              | 6      | 1    | 1      | 0    | 0      | 2    | 4      | 54%   | 46%    | 50%  | 50%    | -    | -      | 33%  | 67%    |
| 2020-21 | 6                              | 9      | 2    | 4      | 1    | 1      | 1    | 2      | 40%   | 60%    | 33%  | 67%    | 50%  | 50%    | 33%  | 67%    |
| 2021-22 | 4                              | 6      | 3    | 2      | 0    | 1      | 2    | 4      | 40%   | 60%    | 60%  | 40%    | 0%   | 100%   | 33%  | 67%    |
| 2022-23 | 8                              | 5      | 3    | 5      | 0    | 1      | 3    | 6      | 62%   | 38%    | 38%  | 63%    | 0%   | 100%   | 33%  | 67%    |

Figure No.3.2.5a

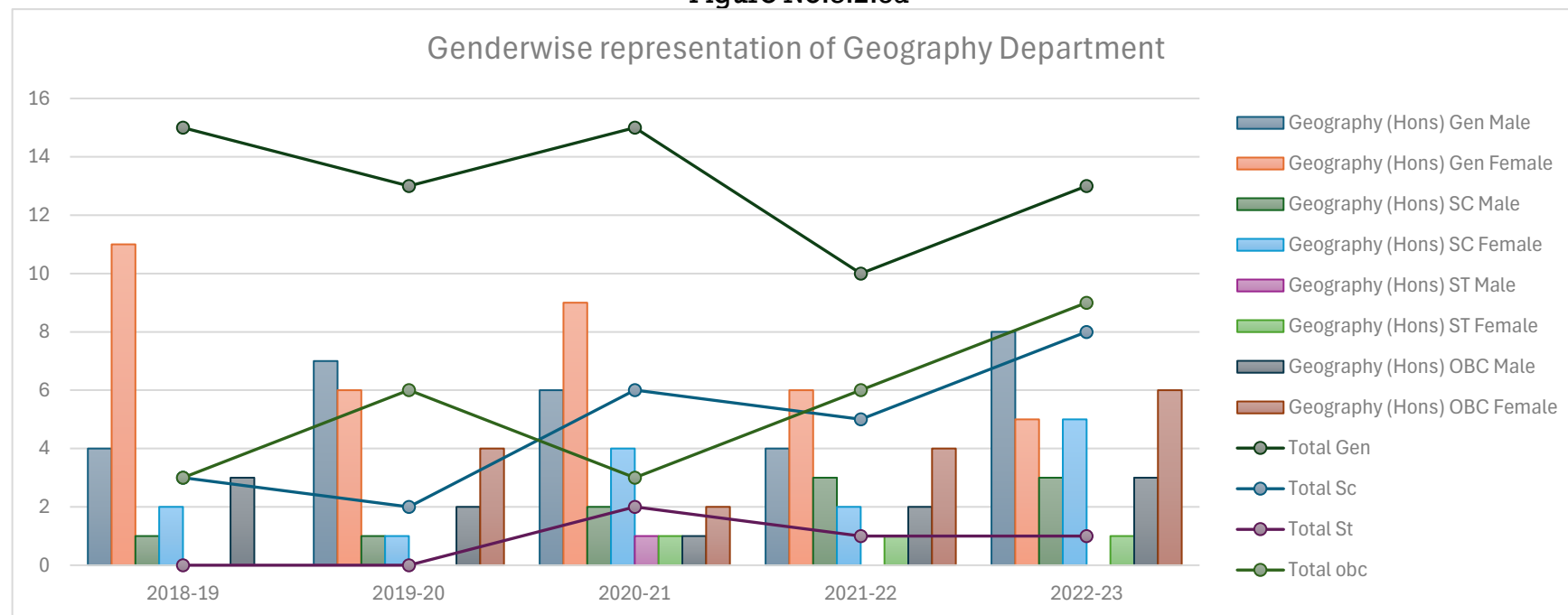
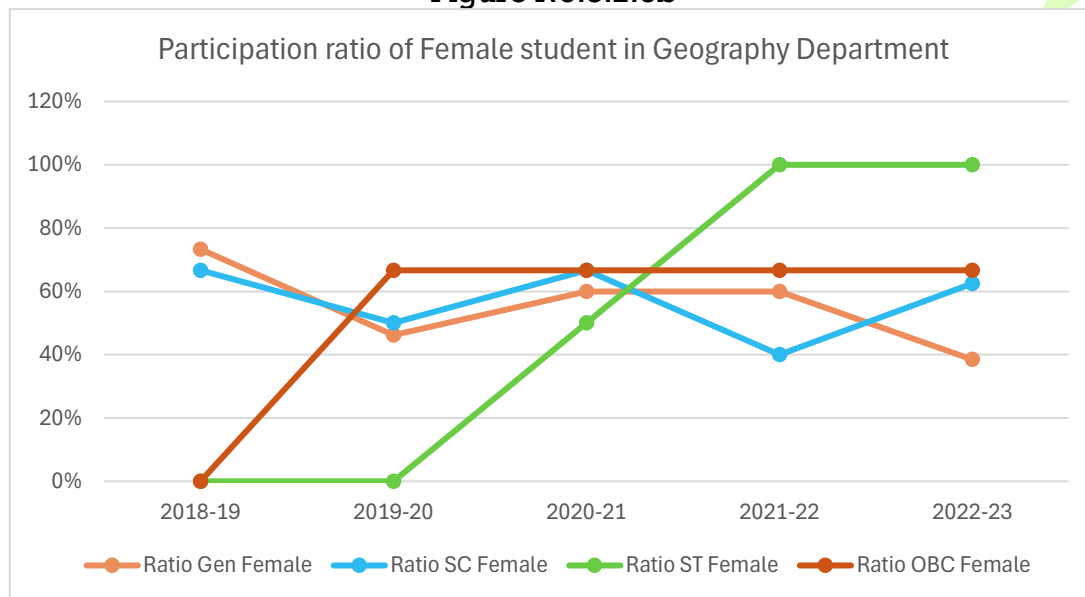




Figure No.3.2.5b



**REMARK:**

A look at the gender wise chart of the Geography Department shows that the number of students admitted to this department has been steadily increasing in all the categories except the General category, which is a very promising scenario. Similarly, the ratio of female students is either equal or more than male students.

On the other hand, if we look at Figure No. 3.2.5b, the ratio of admission rate of female students, it will be seen that the ratio of female students is continuously increasing. This achievement of the Department of Geography in terms of student enrollment has set an example for the entire college.





## Gender Audit Report | 2018-23 THLH Mahavidyalaya

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Table: 3.2.6: Gender wise admission of Students in Department of Philosophy (H)

| Year    | Department of Philosophy (Hons) |        |      |        |      |        |      |        | Ratio |        |      |        |      |        |      |        |
|---------|---------------------------------|--------|------|--------|------|--------|------|--------|-------|--------|------|--------|------|--------|------|--------|
|         | Gen                             |        | SC   |        | ST   |        | OBC  |        | Gen   |        | SC   |        | ST   |        | OBC  |        |
|         | Male                            | Female | Male | Female | Male | Female | Male | Female | Male  | Female | Male | Female | Male | Female | Male | Female |
| 2018-19 | 1                               | 4      | 2    | 0      | 0    | 0      | 1    | 4      | 20%   | 80%    | 100% | 0%     | -    | -      | 20%  | 80%    |
| 2019-20 | 3                               | 3      | 1    | 2      | 0    | 0      | 2    | 2      | 50%   | 50%    | 33%  | 67%    | -    | -      | 50%  | 50%    |
| 2020-21 | 0                               | 2      | 0    | 0      | 0    | 0      | 0    | 1      | 0%    | 100%   | -    | -      | -    | -      | 0%   | 100%   |
| 2021-22 | 2                               | 2      | 1    | 1      | 0    | 3      | 0    | 0      | 50%   | 50%    | 50%  | 50%    | 0%   | 100%   | -    | -      |
| 2022-23 | 2                               | 2      | 0    | 1      | 0    | 2      | 1    | 1      | 50%   | 50%    | 0%   | 100%   | 0%   | 100%   | 50%  | 50%    |

Figure No.3.2.6a

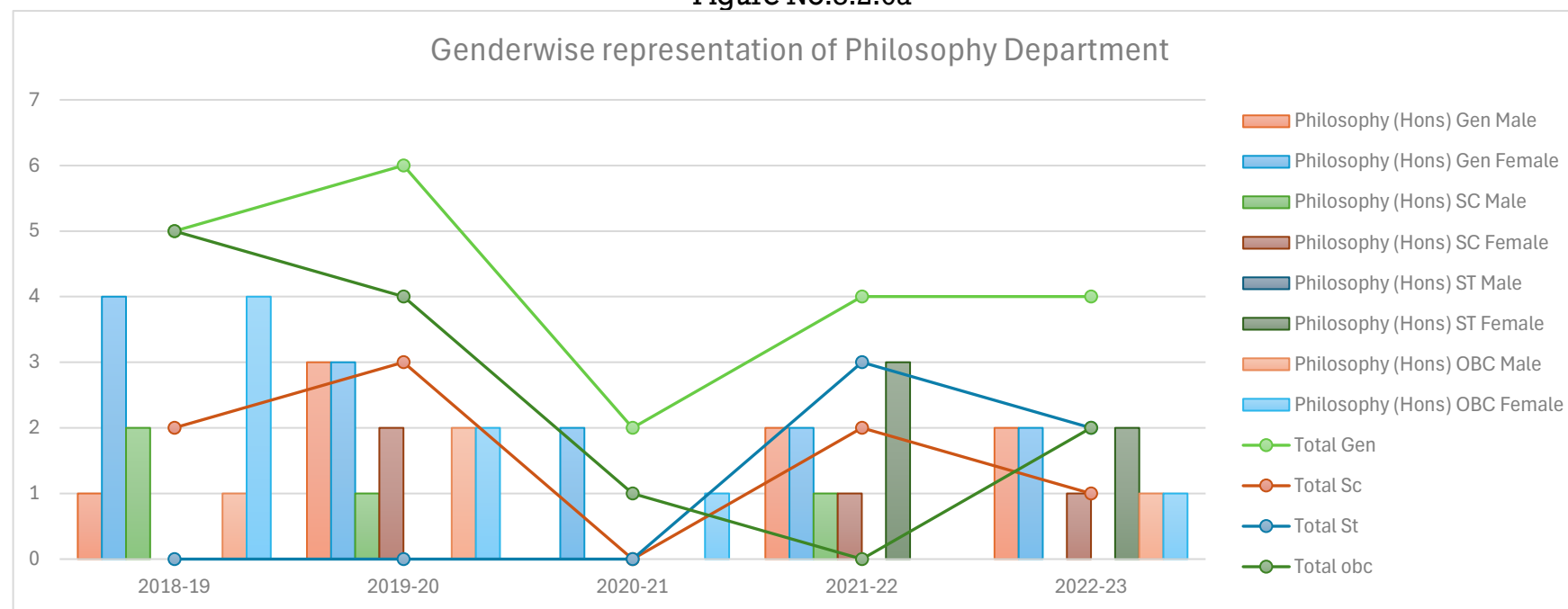
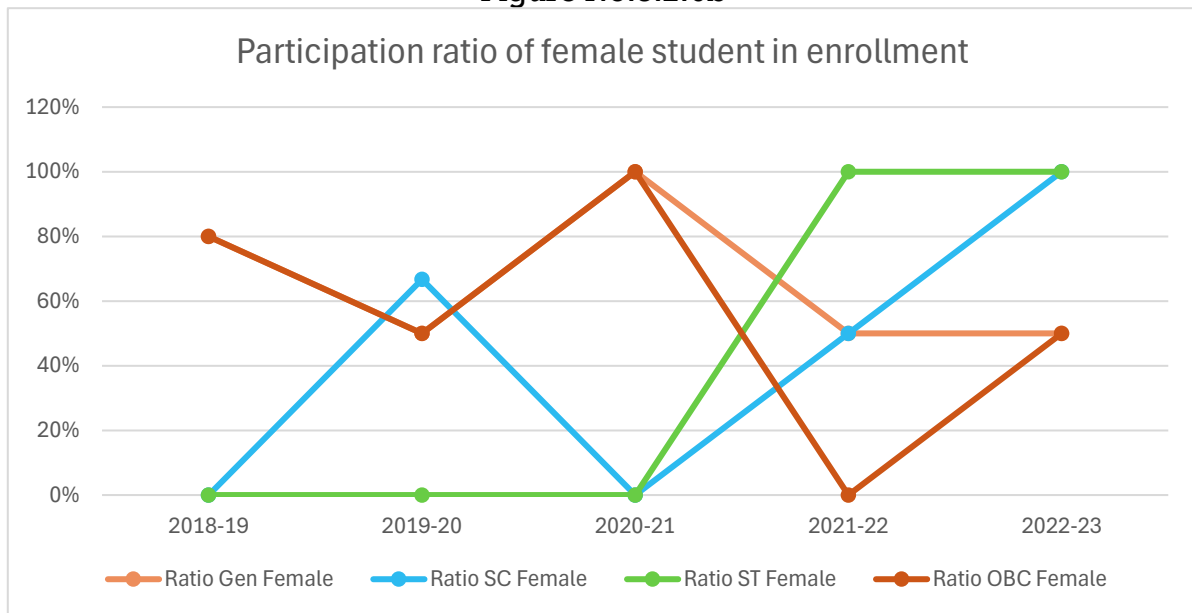




Figure No.3.2.6b



**REMARK:**

The figure 3.2.6a shows that numerically the philosophy department is very unstable in terms of admissions. The number of students admitted in this department is very less. Not only that, but it is also seen that student enrollment is continuously decreasing every year.

On the other hand figure 3.2.6b, looking at the second figure, it can be seen that the enrollment rate or participation ratio of female students is changing unexpectedly every year, that is, in some years, the ratio of female students is higher and in some years, the ratio of male students is higher.



## Gender Audit Report | 2018-23 THLH Mahavidyalaya

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Table: 3.2.7: Gender wise admission of Students in Department of Santali (H)

| Year    | Department of Santali (Hons) |        |      |        |      |        |      |        | Ratio |        |      |        |      |        |      |        |
|---------|------------------------------|--------|------|--------|------|--------|------|--------|-------|--------|------|--------|------|--------|------|--------|
|         | Gen                          |        | SC   |        | ST   |        | OBC  |        | Gen   |        | SC   |        | ST   |        | OBC  |        |
|         | Male                         | Female | Male | Female | Male | Female | Male | Female | Male  | Female | Male | Female | Male | Female | Male | Female |
| 2018-19 | 6                            | 16     | 0    | 0      | 3    | 0      | 0    | 0      | 27%   | 73%    | --   | --     | 100% | 0%     | ---  | ---    |
| 2019-20 | 6                            | 5      | 2    | 2      | 5    | 10     | 1    | 1      | 55%   | 45%    | 50%  | 50%    | 33%  | 67%    | 50%  | 50%    |
| 2020-21 | 8                            | 16     | 2    | 1      | 1    | 2      | 0    | 0      | 33%   | 67%    | 67%  | 33%    | 33%  | 67%    | ---  | ---    |
| 2021-22 | 1                            | 2      | 1    | 1      | 7    | 17     | 0    | 1      | 33%   | 67%    | 50%  | 50%    | 29%  | 71%    | 0%   | 100%   |
| 2022-23 | 3                            | 2      | 0    | 0      | 5    | 12     | 0    | 0      | 60%   | 40%    | ---  | ---    | 29%  | 71%    | ---  | ---    |

Figure No.3.2.7a

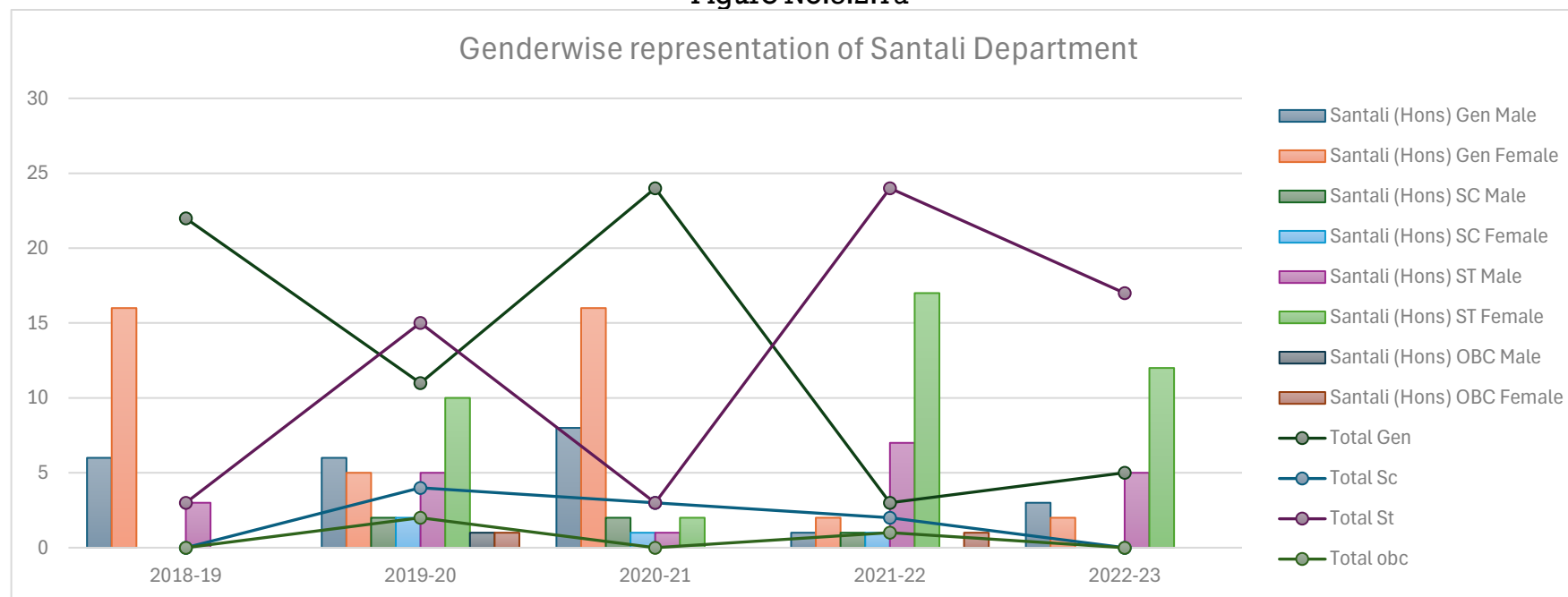
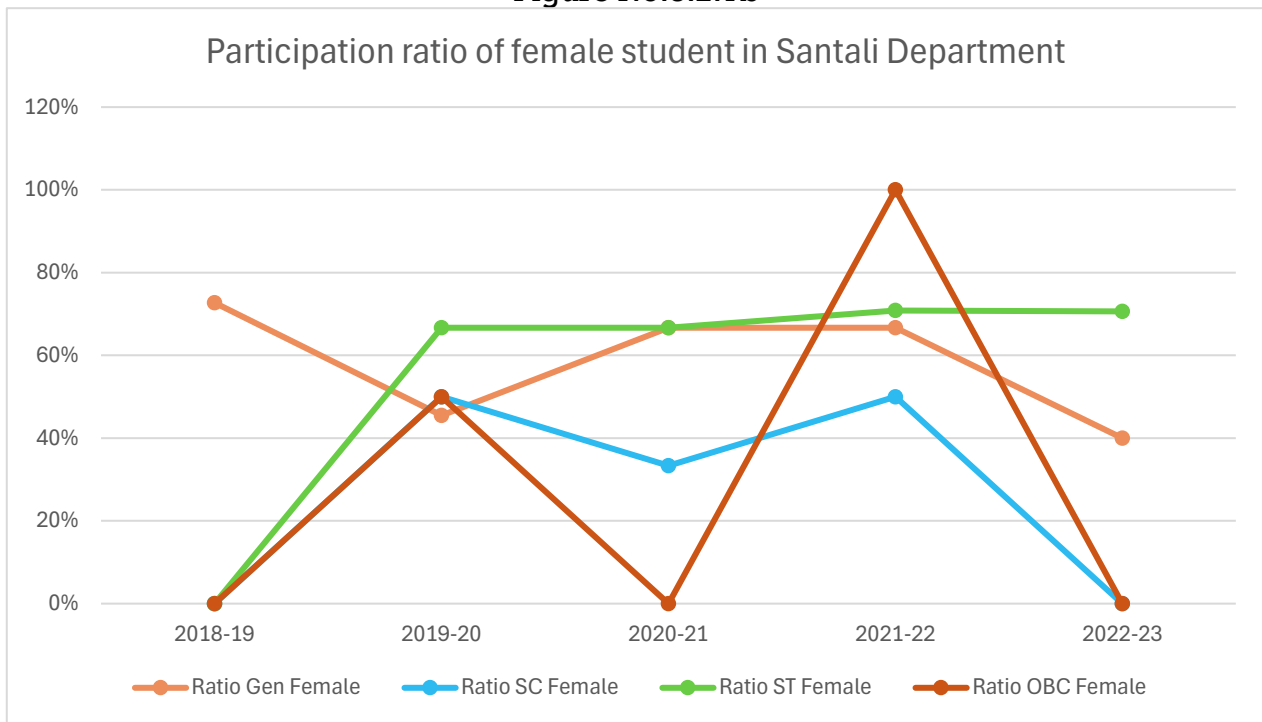




Figure No.3.2.7b



**REMARK:**

If we observe the trend of student admission rate in Santali Department, it will be seen that the admission of students belonging to General, SC and OBC categories has continued to decrease and in 2022-23 session the percentage of SC and OBC students has reached zero.

On the other hand, the number of admissions of students belonging to ST category alone has increased steadily and in 2022-23 session, this number reached a maximum of 17. The enrollment ratio of female students has increased steadily, but the ratio of OBC and SC female students has reached zero in 2023.





#### 4. GENDER SENSITIVE FEATURES IN THLH Mahavidyalaya

Gender sensitive features are carefully observed in every corner of the college system. By forming various committees like Anti-ragging, Sexual Harassment Prevention, and providing adequate facilities to girls, gender equality is kept upright in the college.

##### 4.1 National Service Scheme (NSS):

The table no.4.1.1 indicates year wise enrolled students in NSS for academic years 2018-19 to 2022-23

Table No. 4.1.1 Gender-wise details of students enrolled for NSS on campus during five years

| Year    | NSS Student |        |       | Ratio |        |
|---------|-------------|--------|-------|-------|--------|
|         | Male        | Female | Total | Male  | Female |
| 2022-23 | 32          | 50     | 82    | 39%   | 61%    |
| 2021-22 | 48          | 31     | 79    | 61%   | 39%    |
| 2020-21 | 60          | 40     | 100   | 60%   | 40%    |
| 2019-20 | 107         | 90     | 197   | 54%   | 46%    |
| 2018-19 | 109         | 86     | 195   | 56%   | 44%    |

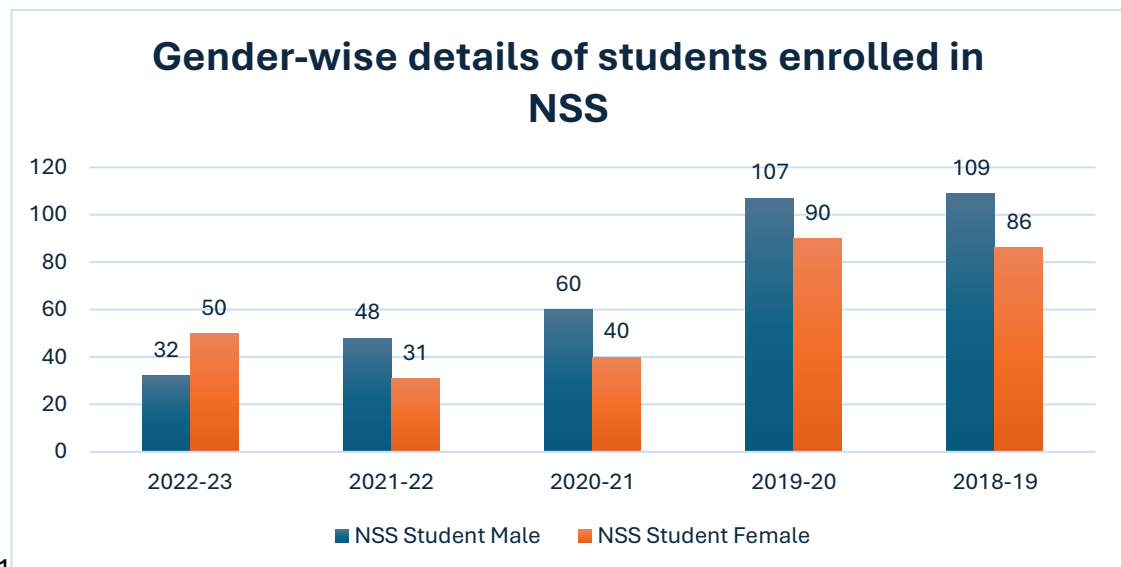


Figure 4.1.1

The data shows year wise gender classification and percentage of students with gradual increase in number of females as compared to male students during five years.

##### 4.2 National Cadet Corps (NCC):

The table no. 4.2.1 indicates year wise enrolled candidates in NCC from academic years 2018-19 to 2022-23.

Table 4.2.1: Number of Students enrolled for NCC

| Year    | NCC Student |        |       | Ratio |        |
|---------|-------------|--------|-------|-------|--------|
|         | Male        | Female | Total | Male  | Female |
| 2022-23 | 9           | 8      | 17    | 53%   | 47%    |
| 2021-22 | 7           | 8      | 15    | 46.6% | 53.3%  |
| 2020-21 | --          | --     | --    | --    | --     |
| 2019-20 | --          | --     | --    | --    | --     |
| 2018-19 | --          | --     | --    | --    | --     |

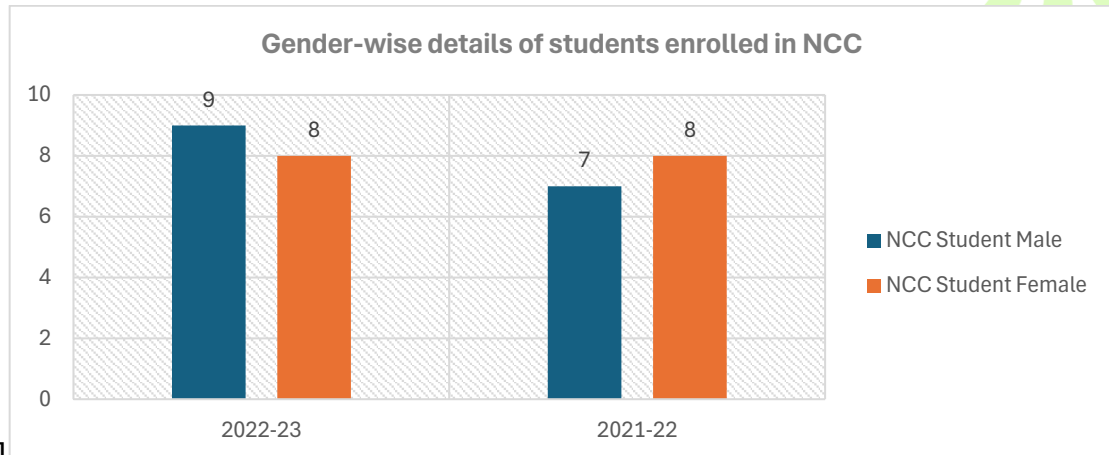


Figure 4.2.1

The table shows year wise gender classification and percentage of students. The strength of female students in NCC is Good. But it is observed that during the years there is no increase in no of female as well as male students in NCC.

#### 4.3 Gender Ratio in Sports Participants

The following table shows number of students and male – female ratio participated in Sports in last three years

Table 4.3.1: Gender-wise details of Students participated in Sports

| Year    | Student participated in Sports |        |       | Ratio  |        |
|---------|--------------------------------|--------|-------|--------|--------|
|         | Male                           | Female | Total | Male   | Female |
| 2022-23 | 56                             | 45     | 101   | 55.45% | 44.55% |
| 2021-22 | --                             | --     | --    | --     | --     |
| 2020-21 | --                             | --     | --    | --     | --     |
| 2019-20 | --                             | --     | --    | --     | --     |
| 2018-19 | 65                             | 29     | 94    | 69.15% | 30.85% |

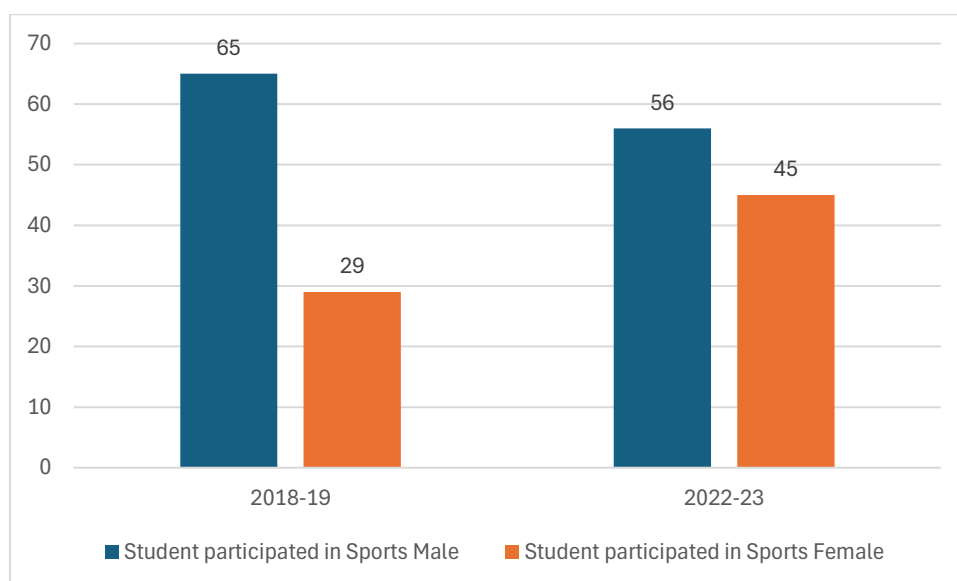


Figure No. 10. Gender-wise details of students enrolled in sports

The above data shows that there is gradual increase in girl students participation in various sports.



## 5. Financial Assistance availed by Students/ Scholars

Table: 5 Financial Assistance availed by Students

| Sl. No. | Name of the Scholarship  | 2018-19 |        | 2019-20 |        | 2020-21 |        | 2021-22 |        | 2022-23 |        |
|---------|--|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
|         |  | Male    | Female | Male    | Female | Male    | Female | Male    | Female | Male    | Female |
| 1.      | Government of WB Post matric Scholarship for minority students under AIKYASREE | --      | --     | 145     | 159    | 131     | 135    | 218     | 217    | 195     | 159    |
| 2.      | SVMCM Scholarship Schemes for minority students under AIKYASREE                | --      | --     | 6       | 10     | 5       | 28     | 28      | 73     | 159     | 223    |
| 3.      | TSP Scholarship under AIKYASREE  | --      | --     | 82      | 127    | 108     | 116    | 125     | 118    | 70      | 52     |
| 4.      | SVMCM - Merit-Cum-Means Scholarship for General Student                        | 25      | 50     | 30      | 24     | 49      | 76     | 131     | 146    | 248     | 287    |
| 5.      | OASIS Scholarship  | 306     | 400    | 394     | 407    | 184     | 197    | 193     | 217    | 203     | 281    |
| 6.      | Student Freeship Scheme  | 62      | 101    | 0       | 0      | 22      | 37     | 9       | 15     | 14      | 19     |
| 7.      | K2   | 0       | 311    | 0       | 314    | 0       | 48     | 0       | 18     | 0       | 56     |
| 8.      | K1   | 0       | 0      | 0       | 40     | 0       | 3      | 0       | 1      | 0       | 1      |

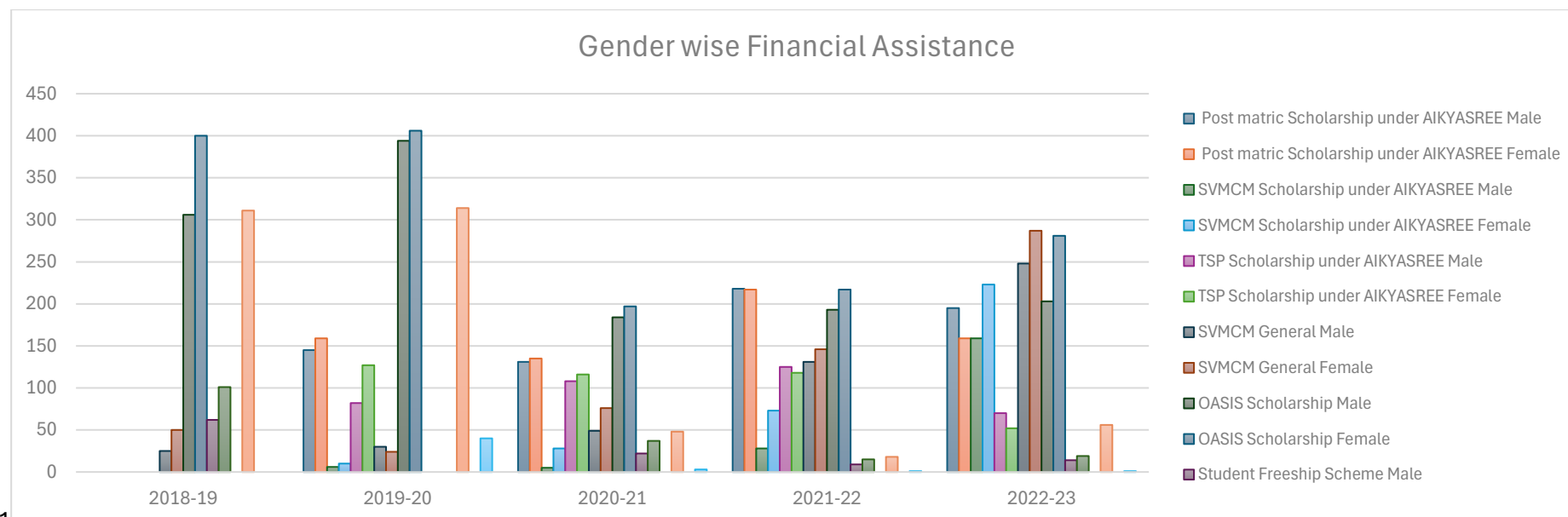
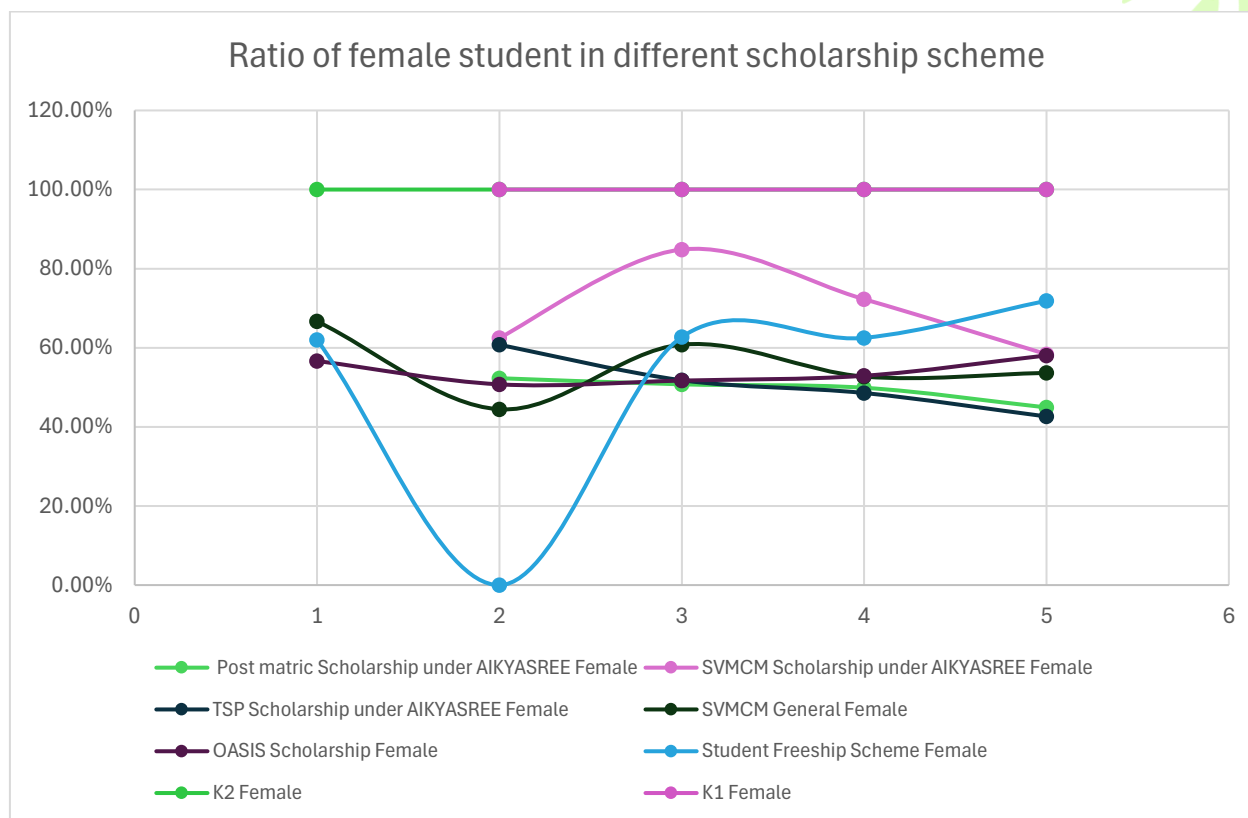


Figure 5.1



The above table indicates the financial assistance availed by students and scholars through various scholarship schemes offered by the Central and State Government. Student Freeship Scheme is offered by our college for one student of each department, who is in need of economic assistance to complete the course. It is seen here, that most of these schemes are availed by women. It reflects the high support meted out by the college to female towards the completion of their education.

## 6. Gender Sensitization Initiatives

Gender sensitizing is about changing behavior and instilling empathy into the views that we hold about our own and the other genders." It helps people in "examining their personal attitudes and beliefs and questioning the 'realities' they thought they know the need for this sensitivity has been felt and realized through times immemorial and in almost all kinds of human existence, across the globe. Recent discourses focus upon the need to sensitize gender issues on campus as many believe that education is the catalyst for change. Educational spaces instill thought and make one have a perception that they believe. Instilling positive thoughts on gender issues will enable and enhance the future population from practicing gender discrimination. Gender issues can be sensitized in campuses through various activities like debates, discussions, seminars, theatrical performances and other forms of arts. This can also be done through the gender sensitizing cells, gender sensitization committees and redressal forum, compulsory courses in the syllabus on gender sensitization at all levels, organization of Workshops and seminars etc.

The College has constituted a Gender Cell which has been functioning successfully since its inception. Internal Complaints Committee has been formed to redress the problems coming under the purview of Sexual harassment at workplace Act, 2013. The College apart from these also has provided support to organize programs on gender issues.

### Gender Policy on website.

Gender Policy Link: refer Appendix 3: [https://www.thlhm.com/home/gender\\_cell](https://www.thlhm.com/home/gender_cell)





### 7. Internal Complaints Committee & Vishakha committee

(objectives and composition, meeting minutes will not be shared as per ugc POSH Act 2013).

Table 7.1: Composition of Internal Complaints Committee 2021-22, THLH Mahavidyalaya

| Position                | Name                       | Designation                    |
|-------------------------|----------------------------|--------------------------------|
| Presiding Officer       | Dr. Amit Kumar Chakrabarty | Principal                      |
| Member(s), Teaching     | Dr. Reba Das (Convener)    | HOD, Department of Bengali     |
|                         | Dr. Bratati Chakraborty    | HOD, Department of Sanskrit    |
|                         | Dr. Sewli Chatterjee       | HOD, Department of Mathematics |
|                         | Dr. Sk. Nur Upsar          | HOD, Department of Philosophy  |
|                         | Prof. Chandan Mondal       | SACT, Department of Bengali    |
|                         | Prof. Oendri Chattoraj     | SACT, Department of English    |
| Member(s), Non-Teaching | Smt. Rajmati Mardi         | Peon                           |

Responsibilities of (I.C.C.) – The I.C.C. shall:

- Provide assistance in case an employee or student chooses to file a complaint with the police;
- Provide mechanism of dispute redressal and dialogue to anticipate and address issues through just
- and fair conciliation without undermining complainant's rights, and minimize the need for purely
- punitive approaches that lead to further resentment, alienation or violence:
- Protect the safety of the complainant by not divulging the person's identity, and provide the
- mandatory relief by way of sanctioned leave or relaxation of attendance requirement or transfer to
- another department or supervisor as required during the pendency of the complaint, or also provide for the transfer of the offender.
- Ensure that the victims or witnesses are not victimised or discriminated against while dealing with complaints of sexual harassment: and
- Ensure prohibition of retaliation or adverse action against a covered individual because the
- employee or student is engaged in protected activity.

### 8. The Grievance Redressal Cell has a time bound action program displayed on the website.

THLH Mahavidyalaya aims to provide a comfortable, productive, safe and ethical work environment to all the students and staff members. The college has a robust mechanism of handling grievances of students, who can approach the college through various modes without any fear of bias or judgment. To ensure these regular interactions and discussions are conducted with students regarding any problems they may be facing so that they may be timely addressed and catered to. Students are sensitized that they must bring up any grievance they may be facing at college level to the teachers or the college administration as they may find comfortable. The college focuses on immediate redressal/ resolution of the complaints to foster an environment conducive to the development of stake holders. To ensure an active and judicious compliance mechanism, the college has constituted an apt grievance procedure outlined as under:

A help desk has been installed outside the Principal's office which students can approach on all working days during office hours. There is also a provision of grievance post box at the installed in the campus where students can post their grievances anonymously. There is a fully operational Internal Quality Assurance Cell (I.Q.A.C.) in the college which conducts regular meetings with the students through the respective class representatives ensuring all grievances whether academic in nature or otherwise are brought to the notice of the college. It also creates confidence and trust in



the students that there problems no matter how small they may be, will be well received and reciprocated by the college. Complaints can also be shared online under the tabs of GRIEVANCE with email I.D.'s [https://www.thlhm.com/home/grivance\\_redressal\\_cell](https://www.thlhm.com/home/grivance_redressal_cell).

There is an S.C./S.T. Cell which handles the complaints specifically related to issues pertaining to minority students. The college has an Internal Complaint Committee (I.C.C.) on lines of the Vishakha guidelines as per U.G.C. Regulation which handles the complaints related to sexual harassment at college. With the objective of timely redressal of complaints of varied constitutions a special Admissions Grievance Committee is also created to address grievances related to admissions and it works 24/7 during the admission period to help the students seeking admissions. On similar lines Examination Committee is constituted to resolve examination related grievances of the students. The main premise of developing an elaborate and multi dimensional grievance handling procedure of college is to ensure maximum reach of students and staff members who may find it easy to approach the requisite forum for a timely action and resolution, as the college firmly believes in creating a positive work environment where all stake holders co exist with respect and responsibility towards each other.



### 9. Gender Awareness Campaigns and Workshops

The Gender Cell regularly organizes Gender Sensitization Workshops for the students within the campus. Apart from GC, the Department of Political Science have also organized Workshops and Seminars.

**Table: 9.1 Gender-related Projects/Programmes and number of participations:**

| Sl. No. | Name of the Programme  | Date     | Purpose/Outcome   | Number of Participations |        |
|---------|--|----------|---|--------------------------|--------|
|         |  |          |   | Male                     | Female |
| 1.      | Prohibition of Child Marriage, organized by Gender Cell  | 09/03/23 | The <b>objective</b> of the event was to build awareness among the young learners about the difficulties involved in child marriage and the possible problems that may arise with it.   | 12                       | 33     |
| 2.      | Educating the Girl child and Various Scholarship Schemes for Girls, organized by Gender Cell                 | 08/03/22 | The <b>objective</b> of this program was to spread the awareness about the necessity of education for girls in a country like India particularly in the rural areas and also to inform about the various kinds of scholarships available to the girl child for fulfilling her dreams irrespective of her origin.                                    | 8                        | 29     |
| 3.      | Sensitization and Awareness Programme on Sexual Harassment: The Vishaka Guidelines, organized by Gender Cell | 22/01/22 | The <b>objective</b> of sensitizing the stakeholders of the institution about the possibility of avoiding any chances of sexual harassment arising within the institution.  | 5                        | 17     |
| 4.      | Sensitization and Awareness Programme on Gender Roles during the Pandemic, organized by Gender Cell          | 08/03/21 | The <b>objective</b> of the program was to have an interactive session about the kind of roles and responsibilities which had become important to be performed during the pandemic period particularly due to the phenomena of 'work from home' for both men and women.   | 8                        | 20     |
| 5.      | One Day Awareness Programme on Gender Based Violence, organized by Gender Cell                               | 03/03/20 | The <b>primary objective</b> of the program was to make the students understand the concept of violence which can take place in a variety of ways. The participants came to know about the different areas of concern that might be raised due to the practice of violence and severity upon both men and women in a primarily patriarchal society. | 12                       | 31     |
| 6.      | One Day Awareness Programme on Menstrual and Hygiene, organized by Gender Cell                               | 08/03/19 | The major <b>objective</b> of this program was to empower the participants with the right kind of knowledge about the issue. The program also handled the misconceptions about menstruation and health issues related with it.  | 0                        | 30     |

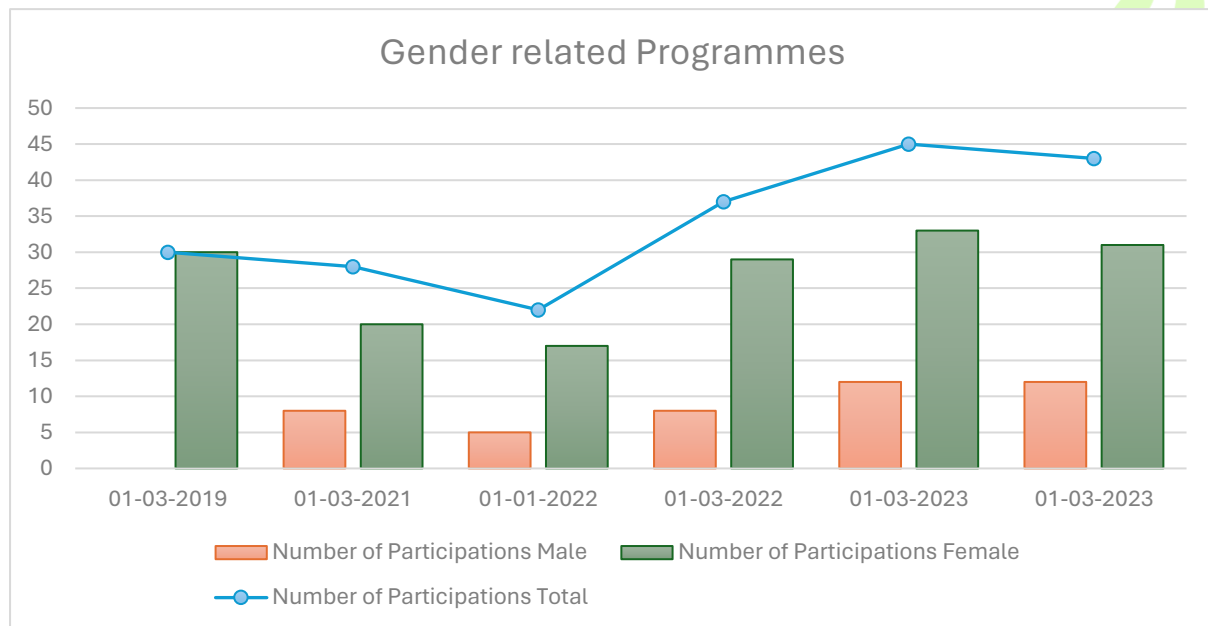
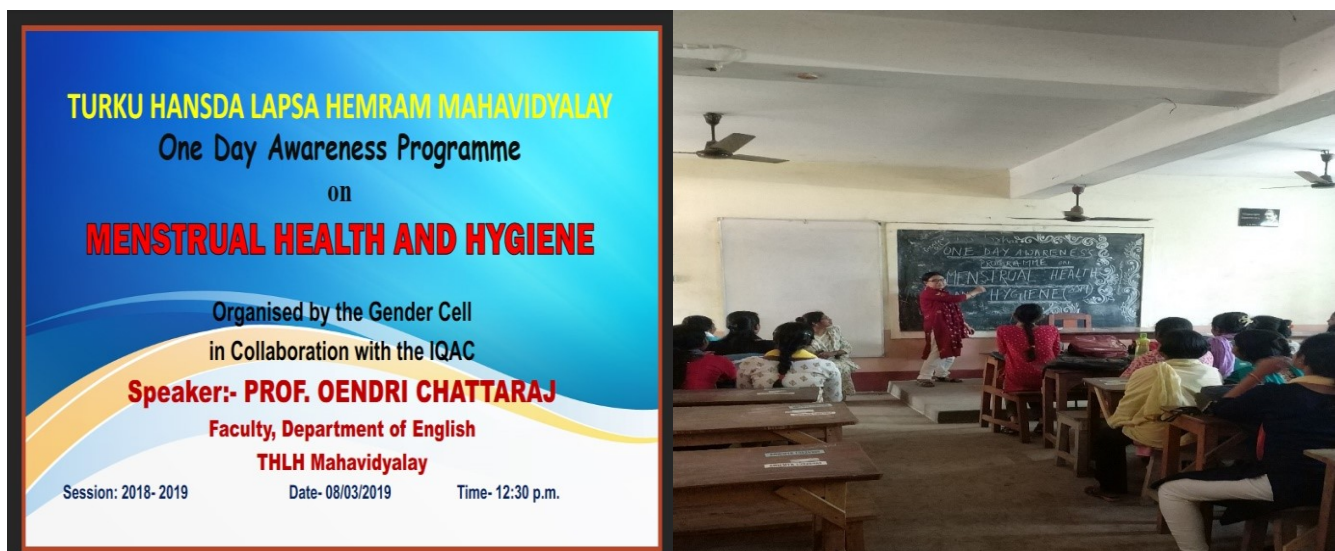


Figure: 6 Programme conducted by Faculty

## 9.2 Gender-related Projects/Programmes

The above table indicates the faculty member's participation in Gender-based Projects / Training / Awareness programmes and Workshops. The higher ratio of participation of women in Gender-based research work and programmes is evident in the chart. It is also important to note that men have taken an almost equal interest in these programs since these gender-based programmes go a long way in decreasing the gender gap in the workspace.

**Pic 9.2.1:** A one day Sensitization and awareness program on the topic of 'Menstrual Health and Hygiene' was organized by the Gender Cell of Turku Hansda Lapsa Hemram Mahavidyalay on 8<sup>th</sup> March 2019 in collaboration with the IQAC







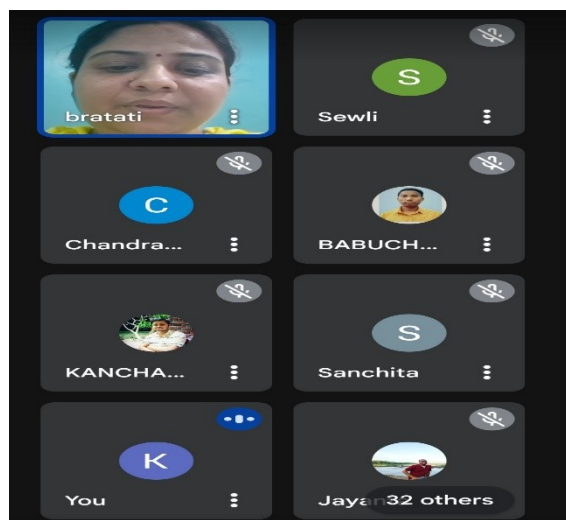
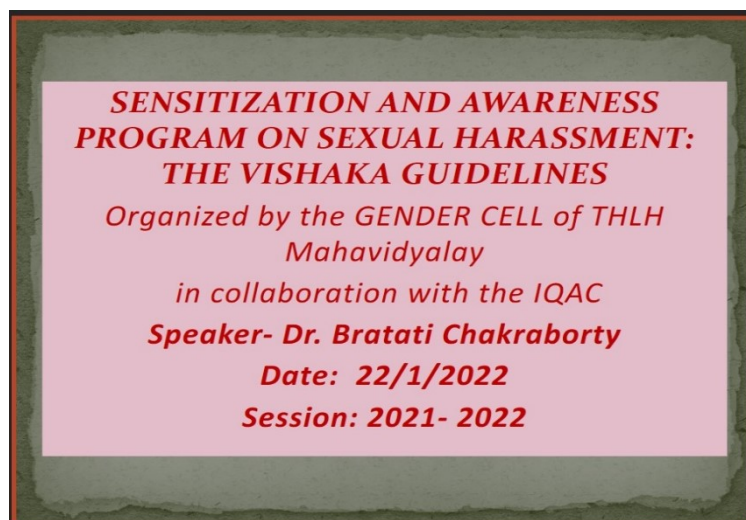
**Pic 9.2.2:** An awareness program was organized by the Gender Cell of the College in collaboration with the IQAC of the College on 3<sup>rd</sup> March 2020



**Pic 9.2.3:** The Gender Cell of THLH Mahavidyalay took this opportunity to organize an awareness program in collaboration with the IQAC to sensitize on the topic 'Gender roles during the Pandemic' on 8<sup>th</sup> March 2021.



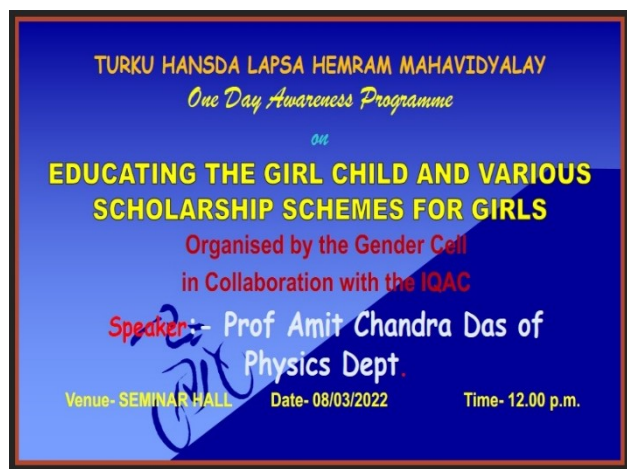
**Pic 9.2.4:** program was organized by the Gender Cell of the College in collaboration with the IQAC on the topic of Vishaka guidelines. It was an online program arranged on the Google Meet platform on 22<sup>nd</sup> January 2022.



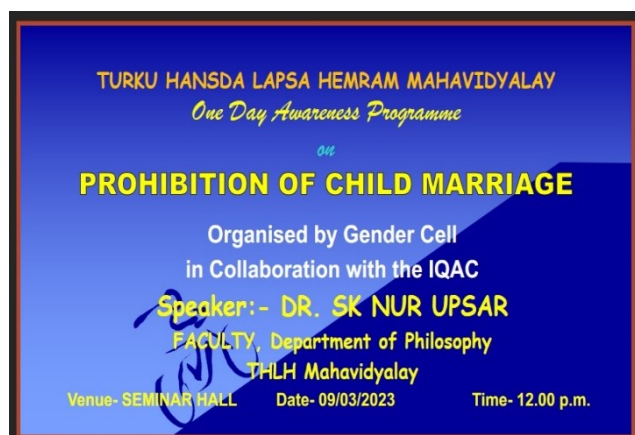




**Pic 9.2.5:** An awareness program was organized by the Gender Cell of the College in collaboration with the IQAC. It took place on **8<sup>th</sup> March 2022**



**Pic 9.2.6:** A awareness program was organized by the Gender Cell of the College on the topic of 'Prohibition of Child marriage' in collaboration with the IQAC on **9<sup>th</sup> March 2023**.



## 10. Curriculum aspects of all the Departments in THLH Mahavidyalay

| Sl. No. | Department | Topic/course  |  |
|---------|------------|---|--|
|         |            | Honours Programme   | General Programme  |
| 1.      | Bengali    | <b>Semester-II</b><br>AECC-2 Bhasa O Sahitya Ongso<br><b>Semester-III</b><br>CC-7 Unish shataker kabya<br><b>Semester-IV</b><br>CC-10 Natak<br><b>Semester-V</b><br>CC 11 Galpo<br>CC-12 Prabandha o prachyakabyatattwa | <b>Semester-I</b><br>CC-1A Prabandha<br>sahitya:Bankimchandra o Rabindranath<br><b>Semester-II</b><br>AECC-2 Bhasa O Sahitya Ongso |
| 2.      | English    | <b>1.Semester I-</b><br>CC2: European Classical Literature<br>Specific Texts: <i>Oedipus the King</i><br><b>2.Semester II</b><br>CC3: Indian Writing in English   | <b>1.Semester III</b><br>GE- 3: Contemporary India: Women and Empowerment (The entire paper)                                       |



|    |                |   |   |
|----|----------------|---|---|
|    |                | Texts- <i>Clear Light of Day, Bravely Fought the Queen</i><br><b>3. Semester V</b><br>CC XI: Women's Writing (Entire Paper)<br><b>4. Semester VI</b><br>CC XIII: Modern European Drama<br>Texts- a) <i>a Doll's House</i><br>b) <i>The Good Woman of Szechwan</i> |   |
| 3. | Political Sci. | ---   | Semester V:<br><b>SEC-3: Gender Sensitization</b> |
| 4. | Santali        | <b>Semester III</b><br>CC-7 History of Santali Modern Literature<br><b>Semester IV</b><br>CC-9 Comparative Study Tribal Literature<br><b>Semester-V</b><br>CC 11 Novel & Short Story<br>DSE-2 Prose Literature (From Starting Period to 1980)                     | <b>Semester III</b><br>GE/CC- 3 Drama Literature  |

In a college, the syllabus gets updated to reflect the current reality. It is necessary to introduce the contribution of women in different disciplines to create gender sensitization among young students. It is a recent trend that marks the disciplines to integrate new knowledge about women. The Curriculum of Arts and Science courses are reviewed to observe whether the current syllabus contains women and gender-related papers and units in various courses. It can be seen above that the curriculum has integrated gender-sensitive topics in the curriculum to ensure the gender sensitization of the students.



### 11. Best Practices and the Way Forward

The Gender audit conducted indicated that both men and women students as well as the staff felt that the campus was generally gender sensitive. However, over protectionism was a tendency they felt was at times inhibiting the freedom of the female students. Sensitivity to the dignity of the individual irrespective of any category—sexual/religious/gender/linguistic/caste, etc. was something that the respondents stressed on. Often the harasser himself doesn't know the real intentions behind the act committed by him. There is a need to sensitize not just the students but also the other stakeholders. Often our deeply ingrained ethos emerge in the form of either harassers or benevolent protectors. This needs to be addressed within the institution by the authority in order to realise the goals of the Institute itself. Best practices

1. The Institute has maintained gender segregated data on most of the issues especially those related to the students which is a good practice.
2. The Institute authority has supported the seminar and workshops conducted by the various Departments and CWS on women's issues.
3. The Institute has regularly supported women employees in terms of granting them maternity leave or childcare leave.
4. The Institute has an Internal Complaints Committee which is very active.
5. The general environment is gender friendly as no case of discrimination emerged from the survey questionnaire circulated among the students and staff.
6. The students survey indicate a dedicated easily approachable faculty who aid the students, as a result of which the respondents felt no barriers to their educational progress due to their sex. The survey indicates a gender friendly environment within the classrooms.
7. The Mentoring system followed within the Departments have helped in making the environment enabling to progression in higher education.
8. The Institute has put up Display Boards where the contact officials of the Anti-Ragging Committee are given.
9. The Institute administration gives first priority to the student scholarships that are availed by the students from the backward segments. 10. The Institute authorities are easily approachable by the students.

### 12. Policy Recommendations :

The gender audit team after going through the exercise considers the following as the major recommendations to be made to the Institute.

#### **For the Administration**

1. The Institute authority should actively integrate gender concerns within its policy, programmes and action.
2. The Institute should consider the case of gender balance in its recruitment policy. In the Science faculty the gender ratio is very poor. Similarly is the case of the Officers and Staff. The Institute should pay careful attention in its recruitment policy for ensuring gender balance.
3. The Institute should introduce female security personnel in the Campus and hostels in particular.

#### **Finance and Departments**

1. All the Departments should be encouraged to maintain a gender segregated data.
2. The Finance Branch should be directed to carry out gender budgeting and gender audit annually so that the Institute, if required can provide the gender statistics especially related to the salary component, the amount of money generated and spent on women employees within no time.
3. The Finance Branch should also maintain a gender disaggregated data of the number of application sent by the male and female faculty in terms of research project proposals, request for funding for participation in seminars, inside and outside the country. The approval/rejection record should also be maintained in a gender disaggregated form.



**Gender sensitive Facilities:**

- 1 The toilets should be made women friendly as many women faculties have joined different Departments, as well as differently abled friendly.
- 2 The number of Hostels for women should be increased for UG
- 3 More CCTV cameras should be installed inside the campus at vantage points.
- 4 More Lights should be installed inside the Campus.
- 5 Incentives to be provided to women so that they are encouraged to join the Science stream.
- 6 Some schemes like Earn and Learn scheme could be initiated for the poor students so that they can work and pay for their education.
- 7 More initiatives for the awareness of the rights of women and gender sensitivity should be taken up centrally by the IQAC.
- 8 A separate gymnasium should be constructed for women with all the facilities.
- 9 A separate post of Counsellor needs to be created and a trained certified counsellor needs to be recruited to handle the pressure.



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### 13. List of publications by Women faculty members

(Relating to Research/review articles/ books /book chapters during the year -2018-2023)

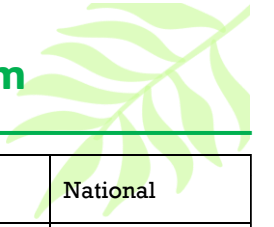
| Name of the Faculty Member | Department        | a Book or a Chapter | Title of the Book / Edited Book/ Chapter in an Edited Book / Proceedings of the conference  | ISBN / ISSN                                       | Year of Publication | Name of Publisher / Conference and Place   | National/ International |
|----------------------------|-------------------|---------------------|---|---|---------------------|--|-------------------------|
| KYAMALIA BAIRAGYA          | English           | Chapter             | Julius Caesar and Richard II: Appropriating the Past to the Present in Shakespeare's Plays  | 0976- 9536  | 2017                | Yearly Shakespeare   | International           |
| Dr Sewli Chatterjee        | Mathematics       | Chapter             | Effects of thermal conductivity and Joule heating of Power-law nanofluids on heat and mass transfer over a plate in porous medium,                            | ISSN: 2169-432X (Print) EISSN: 2169-4338 (Online) | 2017                | Journal of Nanofluids  | International           |
| Dr. Monalisa Ghosh         | Political Science | Chapter             | Shakespeare's Julius ক্যাসার in the light of Roman Political Thought  | 978-93-81245-74-3                                 | 2016                | Shakespeare in India   | National                |
| Dr. Monalisa Ghosh         | Political Science | Chapter             | Gender Equality and Human Rights  | 978-93-81245-92-7                                 | 2017                | Women, Politics and Development in India : Issues, Challenges and Prospects          | National                |
| Dr. Monalisa Ghosh         | Political Science | Chapter             | Gandhian Movements And Mass Participation In Assam  | 2347-4564   | 2018                | Impact Journals  | International           |
| Dr. Monalisa Ghosh         | Political Science | Chapter             | Labpur In Literature Tourism :Revisiting The Prospects Of Tourism In The Birth Place Of Tarashankar Bandyopadhyay   | 978-81-86772-98-0                                 | 2018                | Journeys into the Past : Historical and Heritage Tourism in Bengal                   | National                |
| Dr Sewli Chatterjee        | Mathematics       | Chapter             | Convective-radiative double-diffusion heat transfer in power-law fluid due to a stretching sheet embedded in non-Darcy porous media with Soret-Dufour effects | NA  | 2019                | International Journal for Computational Methods in Engineering Science and Mechanics | International           |
| Dr. Reba Das               | Bengali           | Chapter             | ছোট গল্পের বিচারে পরজন্মে   | 0976-9463   | 2020                | তবু একলব্য   | International           |
| Dr. Reba Das               | Bengali           | Chapter             | মধুময় পৃথিবীর ধূলি   | NA  | 2020                | থোয়াই   | International           |
| Dr. Reba Das               | Bengali           | Chapter             | মাইকেল মধুসূদন এর মেঘনাদ প্রসঙ্গ  | 2319-8389   | 2020                | এবং মহায়া   | National                |
| Dr. Monalisa Ghosh         | Political Science | Chapter             | Quit India Movement : As Reflected In Assamese Novels   | 978-81-939476-5-4                                 | 2020                | Bharat Chharo Andolan : Fire Dakha   | International           |
| KYAMALIA BAIRAGYA          | English           | Chapter             | Exploring the heterotopic spaces in Shakespeare's plays: Caliban and Prospero's Island in The Tempest   | 0976- 9536  | 2022                | Yearly Shakespeare   | International           |
| Dr Bratati Chakraborty     | Sanskrit          | Chapter             | সমাজসৃজনে শিক্ষার ভূমিকা : প্রেক্ষিত উপনিষদ   | 2278-5264 (Online)                                | 2023                | Pratidwani the echo  | International           |





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|                        |                   |   |  |                                |      |  |               |
|------------------------|-------------------|---|--|--------------------------------|------|--|---------------|
| Dr Bratati Chakraborty | Sanskrit          | Chapter                                   | হংসোপনিষদে প্রতিপাদিত হংসোপাসনা : ব্রহ্মবিদ্যালয়ের এক অনন্য উপায়   | 2582-3841 (O)<br>2348-487X (P) | 2023 | এবং প্রান্তিক                                    | National      |
| Dr Bratati Chakraborty | Sanskrit          | Chapter                                   | যোগ : চর্চা থেকে দর্শন   | 2582-3841 (O)<br>2348-487X (P) | 2023 | এবং প্রান্তিক                                    | National      |
| Dr Bratati Chakraborty | Sanskrit          | Chapter in edited book/volume             | অনন্য  | ISBN- 978-93-94385-13-9        | 2023 | অনন্য প্রকাশনী, সোনারপুর, কলকাতা                 | National      |
| Dr Bratati Chakraborty | Sanskrit          | Paper in edited book/volume               | স্বাধীনোত্তর ভারতীয় সংস্কৃত সাহিত্য   | ISSN- 978-93-94474-43-1        | 2023 | এভেনেল প্রেস, মেমারি, পূর্ব বর্ধমান              | National      |
| Dr Sewli Chatterjee    | Mathematics       | Paper published in conference proceedings | Mixed convection flow of a nanofluid through a porous medium with internal heat generation and chemical reaction | ISSN No. 0974-9527             | 2016 | Int. J. BITM Transaction on EECC                 | International |
| KYAMALIA BAIRAGYA      | English           | Paper published in conference proceedings | Law, Court and Politics: Re- Negotiating Global and National Perspectives  | 978- 93- 87602- 10- 6          | 2018 | Kabitika   | National      |
| KYAMALIA BAIRAGYA      | English           | Chapter in edited book/volume             | Journeys Into the Past   | 978- 81- 86772- 98- 0          | 2018 | New Academic Publishers, New Delhi               | National      |
| KYAMALIA BAIRAGYA      | English           | Chapter in edited book/volume             | Critical Essays on English and Bengali Detective Fiction   | N.A                            | 2022 | Lexington Books                                  | International |
| Sanchita De            | Sanskrit          | Paper published in conference proceedings | Journeys into the past Historical and Heritage Tourism in Bengal   | 978-81-86772-98-0              | 2018 | New Academic Publishers (New Delhi)              | National      |
| Sanchita De            | Sanskrit          | Paper published in conference proceedings | ঈশ্বর 200 : নবরূপে ঐতিহাসিক মূল্যায়ন  | 978-93-88868-63-1              | 2020 | আসাদীপ ১০/২ বি রমানাথ মজুমদার স্ট্রিট কলকাতা -০৯ | International |
| Sanhita Samanta        | Political Science | Chapter in edited book/volume             | Ishwar 200 :Nabarupe oitihashik mulyan   | 978-93-88868-63-1              | 2020 | Ashadeep publisher,kolkata                       | State level   |



## 14. COLLEGE INFRASTRUCTURE:

### 14.1 Classroom, Main building, library, Staffroom and Practical Lab:

College provides spacious infrastructural facilities which include well equipped Classrooms and Practical Labs for all students, well facilitated Staffroom for teaching staff ,Provision of ICT- based study material (e-books, e-journals, etc.) to students in the library, Internet facility to faculty & students and Seminar halls with ICT facilities

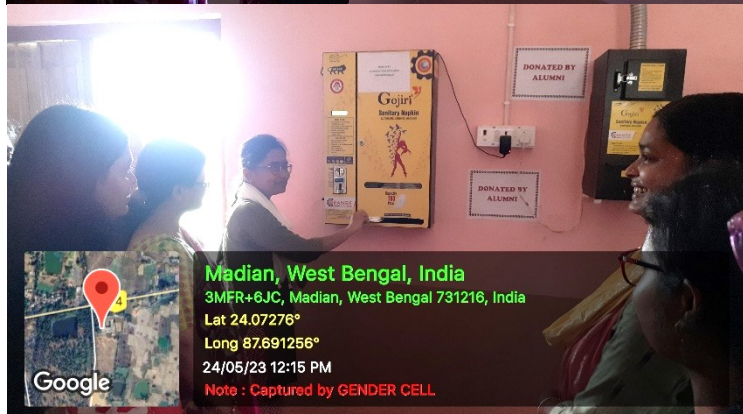
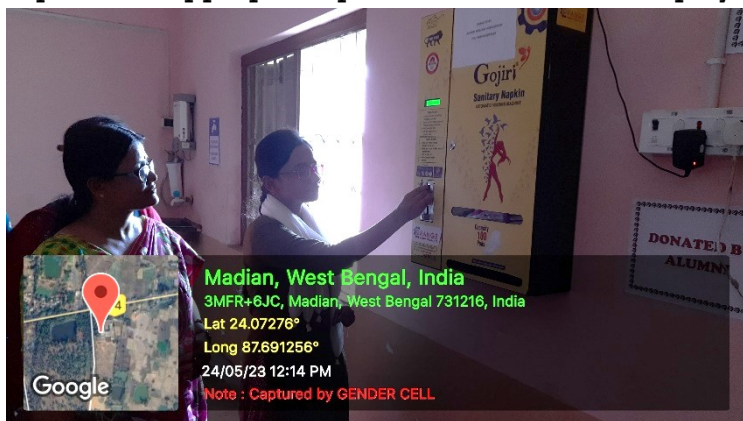
### 14.2 Ladies rooms & washrooms:

Provision of ladies room is made for rest mode of girls which includes beds with one attached washroom. It is suggested that proper cleaning and hygienic conditions to be maintained.



### 14.3 Vending Machine:

Vending machine for Sanitary napkins and sanitary napkins disposal machine are provided which is placed in appropriate place with Instruction display in the college for proper utilization.







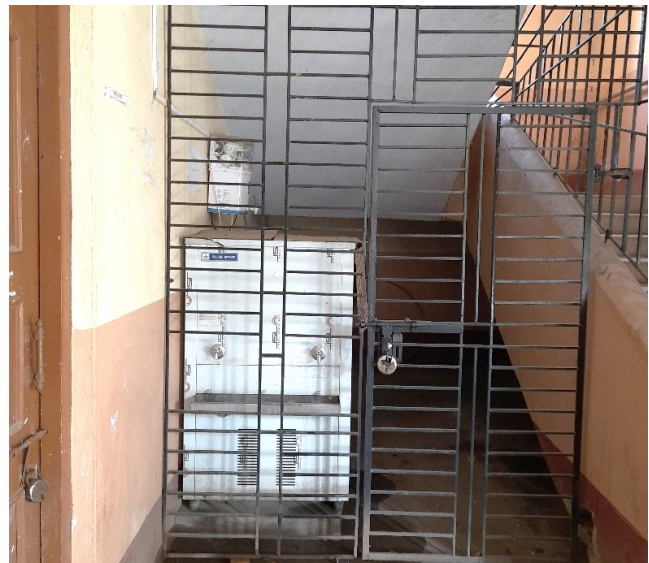
#### 14.4 Complaint box mechanism:

A suggestion box is provided for students, which is opened on regular intervals and corrective actions are taken on the same.



#### 14.5 Drinking water:

Water purifiers are placed at different places for the convenience of students.







#### 14.6 Facilities for differently able:

Ramps are provided at different entrances of college for easy commuting for differently abled students.







#### 14.7 CCTV:

CCTV cameras are installed at possible areas for full coverage of security of girls.



#### 14.8 Ladies Rest-room & Baby-care room: College has separate Ladies Rest-room Facility .



#### 14.9 Notification of Helpline number:

Helpline number is displayed on sexual harassment display board.

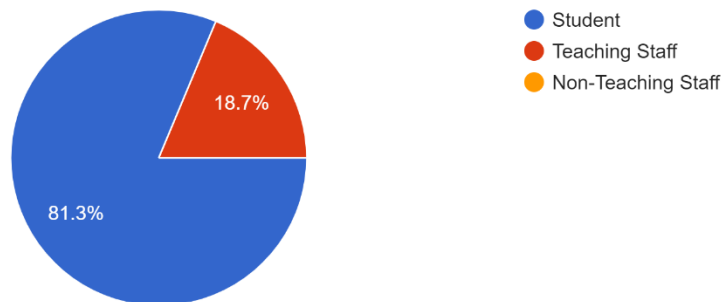


## 15. Grievance Feedback Analysis Report of THLH Mahavidyalaya

Prepared by Grievance Cell, Gender Cell & Anti-Ragging Cell

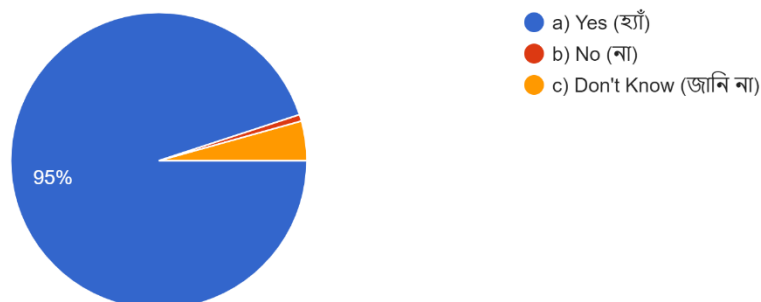
You are belong to:

139 responses



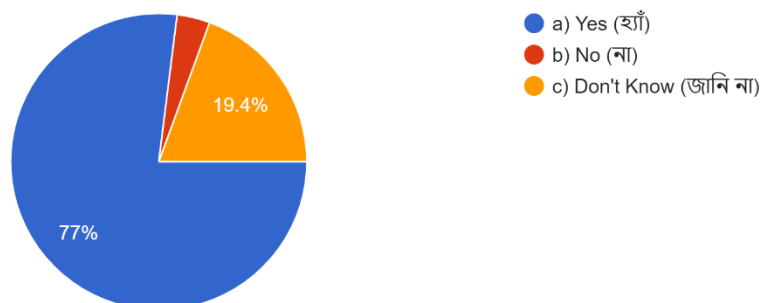
2. Is access to campus facilities (libraries, laboratories, campus events) gender neutral and everybody has the same rights? ক্যাম্পাস সুবিধাগুলি... িঙ্গ নিরপেক্ষ এবং প্রত্যেকেরই সমান অধিকার রয়েছে?

139 responses



3. Is adequate hygiene (particularly sanitary napkin disposal) and privacy maintained ? পর্যাপ্ত স্বাস্থ্যবিধি (বিশেষত স্যানিটারি ন্যাপকিন নিষ্পত্তি) এবং গোপনীয়তা বজায় রাখা হয়?

139 responses

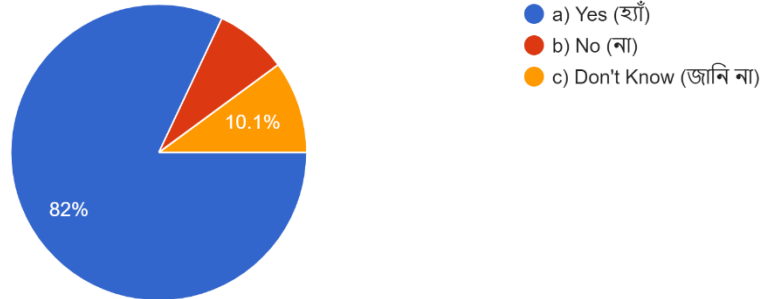






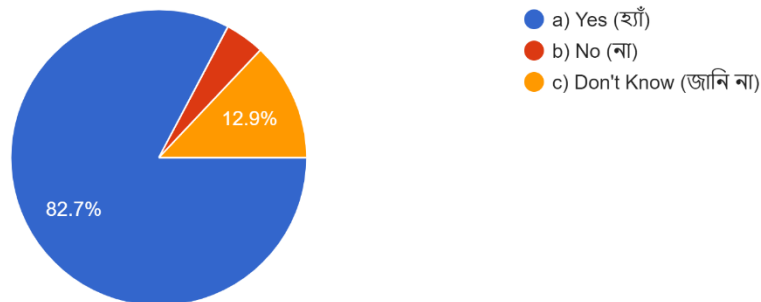
4. Whether CCTV cameras are provided on the campus? ক্যাম্পাসে সিসিটিভি ক্যামেরা আছে কি?

139 responses



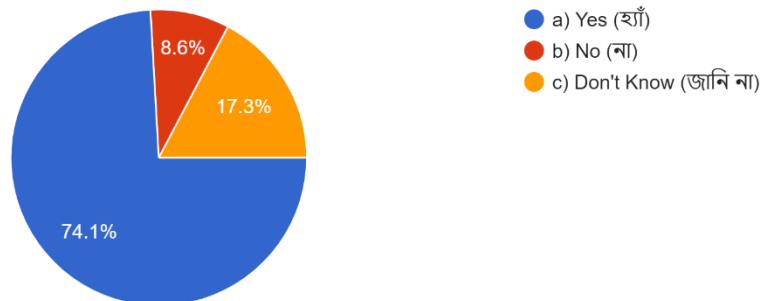
5. Whether there is the provision of a suggestion/ complaint box on the campus? ক্যাম্পাসে সাজেশন/অভিযোগ বক্সের বিধান আছে কি?

139 responses



6. Whether helpline numbers are clearly displayed at various places on the campus? ক্যাম্পাসের বিভিন্ন জায়গায় হেল্পলাইন নম্বর স্পষ্টভাবে প্রদর্শিত আছে কি?

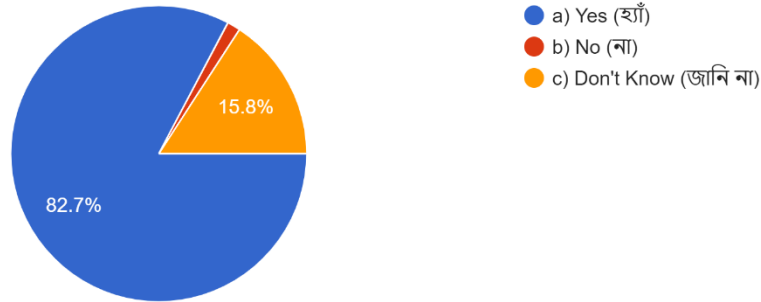
139 responses





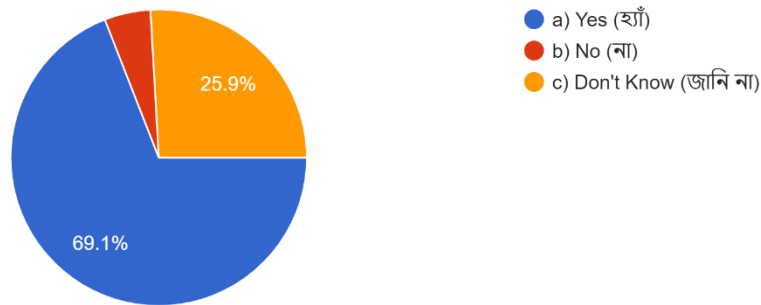
7. Whether there is any safe spot in the campus where females can have privacy in case of emergency / need? ক্যাম্পাসে কি এমন কোন নিরাপদ ...রুম / প্রয়োজনে মহিলারা গোপনীয়তা রাখতে পারে?

139 responses



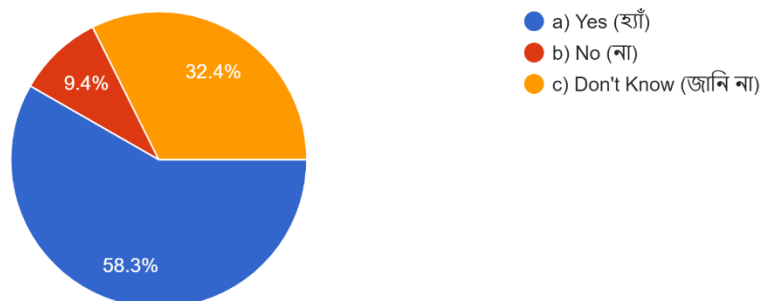
8. Is awareness of any Report published by the Institute covering gender-specific issues at regular intervals? ইনস্টিটিউট কর্তৃক প্রকাশিত কোনও প্রতিবেদন... নিয়মিত লিঙ্গ-নির্দিষ্ট বিষয়গুলি সচেতন/কভার করে?

139 responses



9. Do you know about Published policy to deal with sexual harassment complaints in campus? ক্যাম্পাসে যৌন হয়রানির অভিযোগ মোকাবেলায় প্রকাশিত নীতিমালা সম্পর্কে জানেন কি?

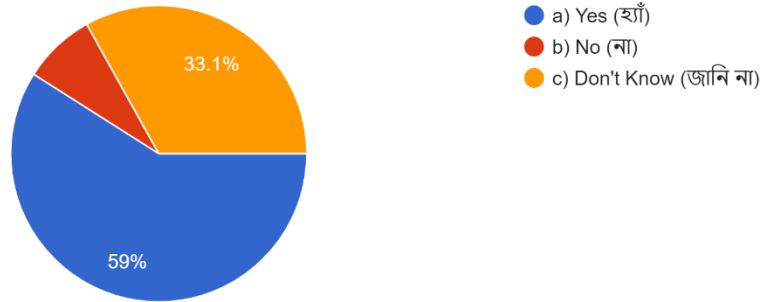
139 responses





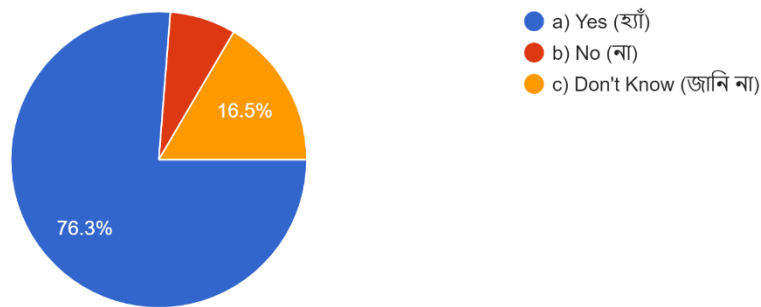
10. Do you know about Internal complaint committee is in place? আপনি কি জানেন অভ্যন্তরীণ অভিযোগ কমিটি গঠন করা হয়েছে?

139 responses



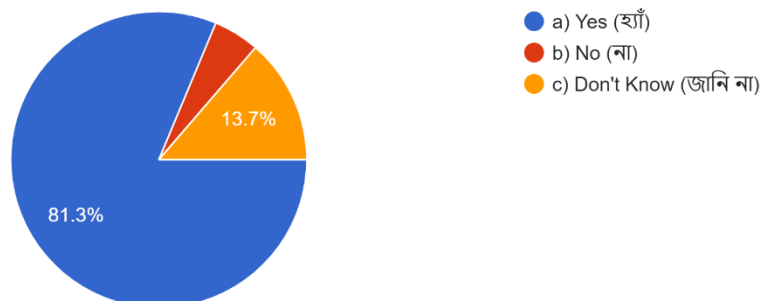
11. Do you aware about written down procedure for handling such complaints? আপনি কি এই জাতীয় অভিযোগগুলি পরিচালনা করার জন্য লিখিত পদ্ধতি সম্পর্কে সচেতন?

139 responses



12. Do you feel comfortable approaching the committee for grievance redressal? আপনি কি অভিযোগ নিরসনের জন্য কমিটির কাছে যেতে স্বাচ্ছন্দ্য বোধ করেন?

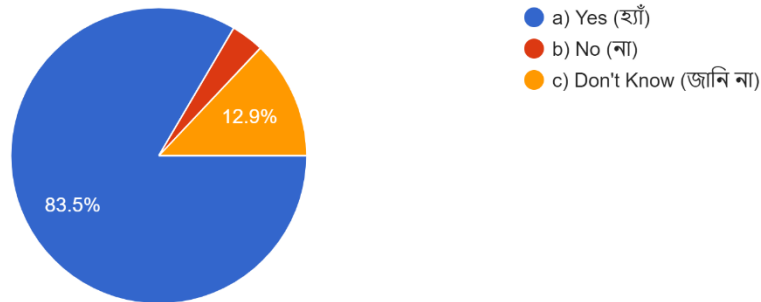
139 responses





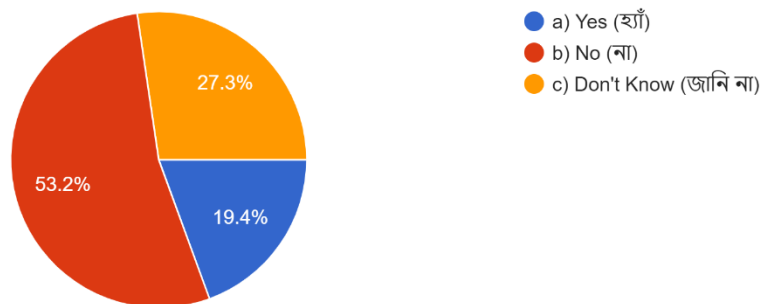
13. Are induction /Orientation programs held to explain policy and methods? নীতি ও পদ্ধতিগুলি ব্যাখ্যা করার জন্য কি ইনডাকশন/ ওরিয়েন্টেশন প্রোগ্রামগুলি অনুষ্ঠিত হয়?

139 responses



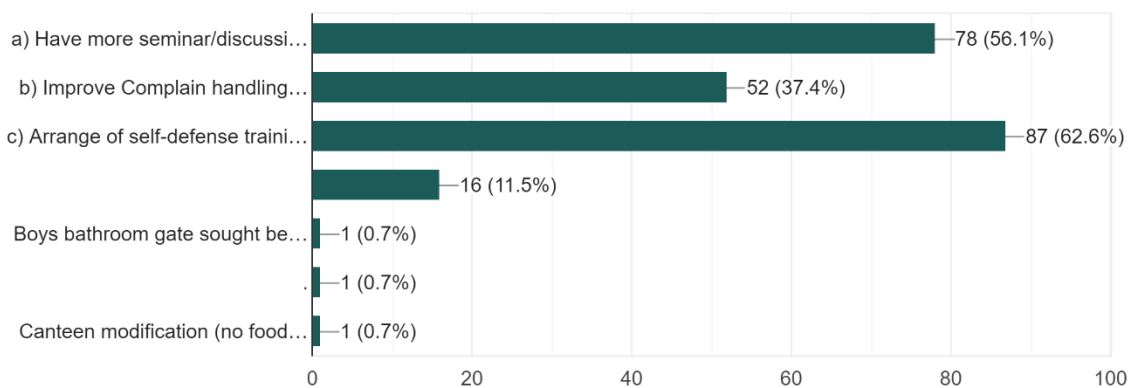
14. Whether you or anyone else you know, have made a complaint on related issue? আপনি বা আপনার পরিচিত অন্য কেউ সংশ্লিষ্ট বিষয়ে অভিযোগ করেছেন কি?

139 responses



15. Suggestions (পরামর্শ):

139 responses





Gender Audit Report  
THLH Mahavidyalaya  
Session 2022-23

Gender  
Audit Team

**Conclusion:**

From the overall analysis, it is reflected that the institution sticks to its gender equity goals and objectives. The gender-based analysis of enrollment of students in different educational streams, employees of teaching, non-teaching, programmes and student supportive progression exhibits the progress of the institution towards gender equity and equality. Efforts towards gender sensitization through genderbased curriculum, gender awareness programmes, seminars and workshops, delivers the commitment of the institution to creating a gender inclusive and gender justice society. Gender representation in terms of student enrolment, teaching and non-teaching employees, technicians and student progression activities shows impressive strides towards gender equity and equality in the institution. Every year gender neutral opportunities were implemented to meet need-based requirements from all categories. Many departments included gender-based syllabi with their subjects from a gender perspective. Safety and Security inside the campus are ensured with the help of various instruments of technology like CCTV. The Counseling Centre provides ways to overcome distractions and disturbances. The overall view of the Institute indicates the improvement and movement toward the initiation of gender friendly campus in the future.

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