



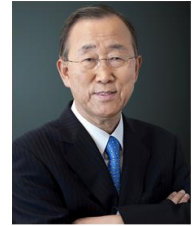
জৱাহরলাল নেহরু মহাবিদ্যালয়  
JAWAHARLAL NEHRU COLLEGE



## GENDER AUDIT REPORT 2020-2022

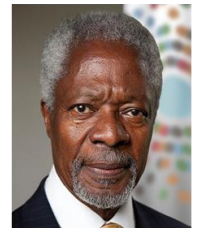
COMPILED BY IQAC AND CENTER FOR GENDER STUDIES  
JAWAHARLAL NEHRU COLLEGE, BOKO

**“Achieving gender equality requires the engagement of women and men. Girls and boys. It is everyone's responsibility”**



**BAN KI-MOON**

**“Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance”**



**KOFI ANNAN**

**“ A gender equal society would be one where the word gender does not exist; where everyone can be themselves”**



**GLORIA STEINEM**

**“Freedom cannot be achieved unless women have been emancipated from all kinds of oppression”**



**NELSON MANDELA**

# Certificate



**It is hereby certified that IQAC Cell in collaboration with center for gender studies of JN College, Boko has carried out the necessary “Gender Audit Report 2020-2022”. The gender audit team completed this internal audit course in a satisfactory manner.**

**Dr. Tapan Dutta**  
**Principal and Chairman, IQAC**  
**J. N. College, Boko**

### **Acknowledgement**

We, the Gender Audit Assessment Team expresses our gratitude to Dr. Tapan Dutta, principle and Dr. Dhiraj Das, IQAC Coordinator at Jawaharlal Nehru College for providing us the necessary gender related data and leading our team with their valuable suggestions while compiling the report. Thanks are also due to the 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.

## Table of contents

| Content   | Page no. |
|---|----------|
| 1. Introduction to the institution -----                                  |          |
| 2. Glimpse of gender audit: Concept, methodology and implementation ----- |          |
| 3. Objective of the audit report -----                                    |          |
| 4. Results and discussion -----   |          |
| 4.1 Analysis of gender balance among students -----                       |          |
| 4.2 Analysis of gender balance among teaching & non-teaching staff -----  |          |
| 4.3 Gender audit sample survey in Jawaharlal Nehru college, Boko -----    |          |
| 4.4 Summary of the findings-----  |          |
| 5. Recommendations and future prospective -----                           |          |
| 6. Endnote -----  |          |

# Gender Audit Report

## 1.Introduction to the institution:

Jawaharlal Nehru College, Boko, a leading institute of the south Kamrup belt in Assam, is nestled in nature's lap by highway No. 17 and is dedicated to the cause of imparting higher 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.

Established in 1964 on Aug 3rd, the institute was the outcome of ignited mind of Boko, like the late Prabin Kumar Choudhury and late Achuyt Kanata Adhikary, for extension of higher education in this area fraught with a lack of opportunity and scope of higher education. The college affiliated with Guwahati university took humble steps under the full-time principal Mr. J.C. Nath and received its degree affiliation in 1967 with the arts stream receiving "Deficit Grant" in aid in 1969 on Sept 1st. UGC recognized college with 2(f), 12(B) in 1969 and was provincialized on Dec 1st, 2005. Significantly the college started its science stream in the year 1986. The college completed more than 50 years of rendering service as a full-fledged institute excelling in academic, curricular, and co-curricular activities.

The college underwent 1st cycle of NAAC assessment and accreditation in 2004 and 2nd in 2014 with Grades C<sup>++</sup> and B, respectively. From 2011, the college followed three years of degree course under the semester system, and from the onwards academic session 2019-20, the CBCS system prescribed by Guwahati university was implemented.

With a phenomenal enrolment rise of 1626 (2020-2021) and 2056 (2021-2022), the college offers PG courses in mathematics and Assamese department apart from regular UG courses across 14 departments having 43 sanctioned teachers and 27 temporary full-time teachers. As for physical facilities, the college has an indoor and outdoor stadium, two playgrounds, a gymnasium, a swimming pool, and a girls' hostel with 70 seats. The college runs five UGC-sponsored Add on/certificate/diploma courses, namely mushroom cultivation, Montessorie methods, and human rights and duties under dept. of botany, education, and political science, respectively. Also, it runs two self-financed certificate courses on spoken Bodo and certificate courses in MX-excel and telly ERP 9.

## 2.Glimpse of gender audit: Concept, methodology and implementation:

### Key terminologies in gender audit:

**Gender:** Gender defines the socially constructed identities, roles and responsibilities of different gender types and the relationship between them. It refers to the socially defined norms of how men, women and other gender types should behave, and relate to each other and consequently govern their representation in various organisations and positions. These ideas and practices are sanctioned and reinforced by a host of cultural, political, and economic institutions including the household, legal and governance structures, markets, and religion.

**Gender equality:** According to United Nations Educational, Scientific and Cultural Organization (UNESCO) "Gender equality, equality between men and women does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities".

**Gender audit:** A gender audit is a tool to access and check the institutionalisation of gender equality into organisations, including their policies, programmes, projects and/or provision of services and

## **Gender Audit Report**

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 issue. Gender Audit also evaluates to what extent the gender perspective is integrated into the academic policy and programmes, research, curricula and in the management of work and staff's wellbeing.

### **Methodologies adopted for our gender auditing process:**

The data on students, faculty members and the administrative staff was collected from the database available in the administrative department. A review of courses taught in various programs were carried out to understand the integration of gender in the curriculum. A questionnaire survey was administered to faculty members, students, and staff of JN college to get their views on different aspects of gender sensitivity in the institute.

The Gender Audit was conducted in the following process:

- i) Orientation of the students and Staff members through various activities like webinars, Guest lectures, interactive talk-shows, workshop and research conference, posters, PPT presentations, debate competitions and statistical research cases were also presented.
- ii) Questionnaire was circulated among the students to understand their awareness about women safety in the College campus.
- iii) Statistical Gender Analysis was collected of all staff-members, students and management.

### **Implementation of gender audit in JN college, Boko:**

This Gender Audit tries to check the impact of its current & proposed policies on gender equality. The college always concentrates on student's qualitative performance along with their overall personality development. The college has set up "Center for gender studies" to ensure gender equity among the students in the campus and to make them aware of the relevance of gender equity in the society. The cell always motivates the students to perform their social responsibilities and to empower them. Observing the gender equality, the girls are provided with various facilities and special attentions. The NCC unit for girls concentrates in developing their characters and qualities like comradeship, discipline, leadership, secular outlook and spirit of adventure. This unit focuses on outstanding achievements of the girls. The NSS has separate unit of girls, this unit always motivates girls for their social responsibilities. Moreover, special study room is provided for the girls, they are also given self-defence trainings, the lectures of eminent personalities are held on various topics to develop their personalities. By organizing Financial Education Workshop, the girls are made aware of savings and investments. They are trained for ornament making, cloth bag making. Workshops are held on "Women and Human Rights" and Women and Laws" to make the girls aware of their rights and responsibilities. Regular classes are organised on different women related issues. Anti-Ragging Committee and Internal Complaints Committee are formed in the college. In the field of Cultural Activities and Sports, girls have achieved grand success. Their participation in Youth Festival and various competitions gives name and fame to both to college and to themselves.

### **3.Objective of the audit report:**

Jawaharlal Nehru college, Boko follows zero resistance policy to discrimination of human resources on the basis of Gender. In the same line of judgement, following are the main objectives of the of the current Gender Audit report:

- 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.

## Gender Audit Report

- Next objective was to suggest solutions to bridge the gender gap and to maintain healthy gender balance in all fields of college. So action must be taken to persist freedom for all genders to express of free and fair opinion
- The institute shall take effective measures for the safety and security of all genders. To develop and enhance the self-confidence and self-esteem of girl students, women faculty and staff in the college, personality development programs shall be organized, which will develop confidence in the members of the institution.
- The institute shall arrange effective measures for the safety and security of all gender. There must be an accessible, active, unbiased and confidential grievance redressed cell.

### 4. Results and discussion:

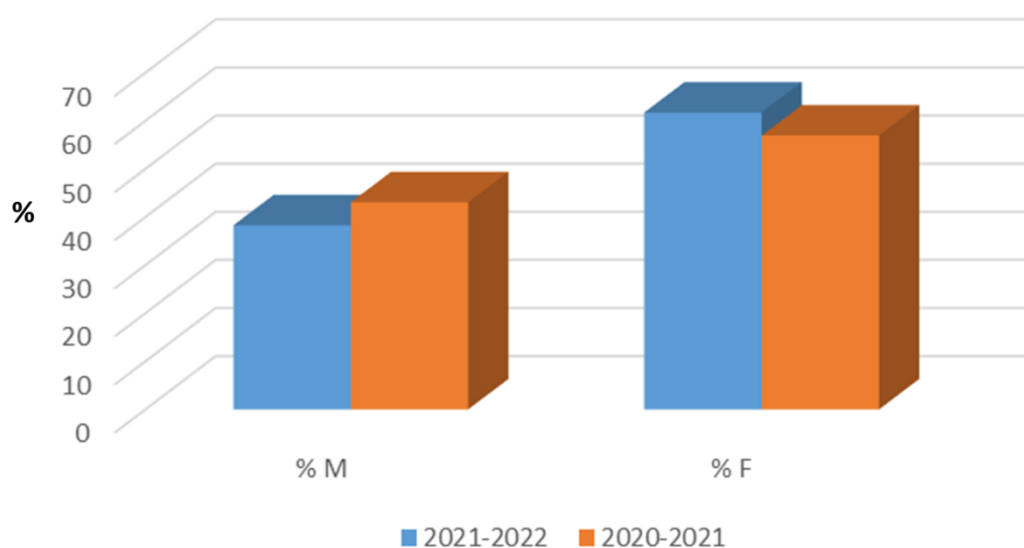
JN college, Boko, hopes to create, attract and retain gender balanced environment which in turn would help achieve better man-woman relationships in the community and make all our students responsible citizens of this country. Gender balance means the existence of a fair ratio of male and female representation in terms of number of students in various programs as well as within the staff structure. The rationale is that traditionally women have lesser access to resources and opportunities due to social structure which act as inhibitors to access. The region where the JN college, Boko is located is mostly agrarian comprising of Scheduled caste and scheduled tribe population. This result in lesser capabilities among women which in turn produces a snowball effect on their empowerment and access to development initiatives.

#### 4.1 Analysis of gender balance among students:

Gender balance among the students enrolling to various courses offered by JN College, Boko are listed below:

##### (a) Gender balance in enrolment at post graduate level:

| Session   | Male | Female | Total | % M   | % F   |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 31   | 50     | 81    | 38.27 | 61.72 |
| 2020-2021 | 31   | 41     | 72    | 43.05 | 56.94 |



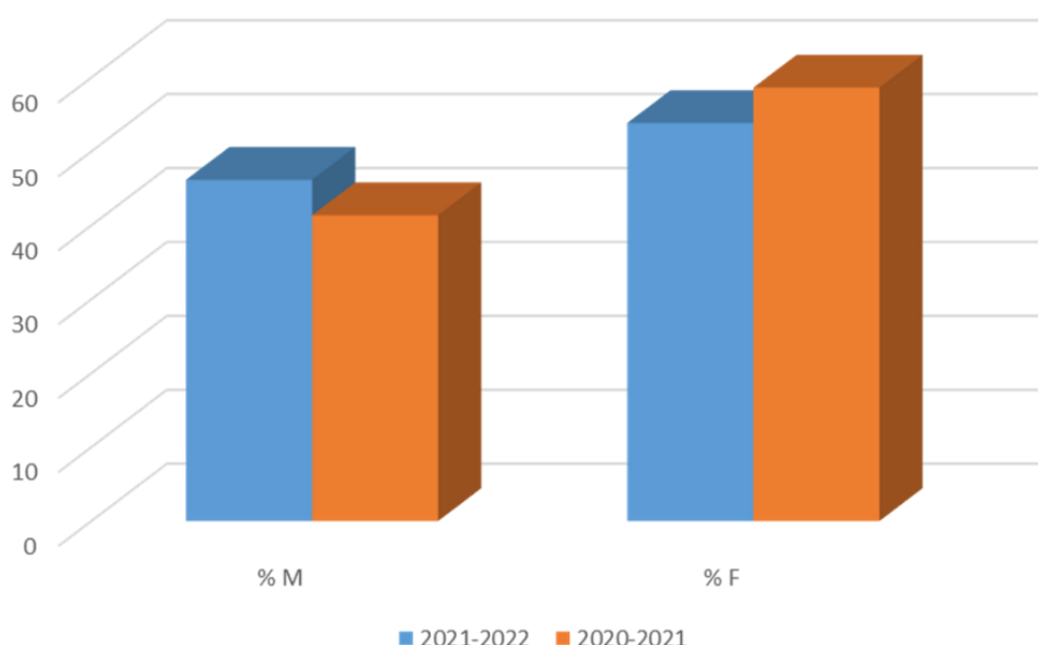


## Gender Audit Report

The above figure represents the comparative analysis of enrolment of students at post-graduate level for the academic year 2020-2021 to 2021-2022. The result is encouraging as the participation of female student's increases in higher education on yearly basis and the enrolment scenario is dominated by female as well. This vividly give the idea that girls students are not lagging behind when compared to boy students.

### (b) Gender balance in enrolment at PGDCA course:

| SESSION   | Male | Female | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 12   | 14     | 26    | 46.15 | 53.84 |
| 2020-2021 | 12   | 17     | 29    | 41.37 | 58.62 |

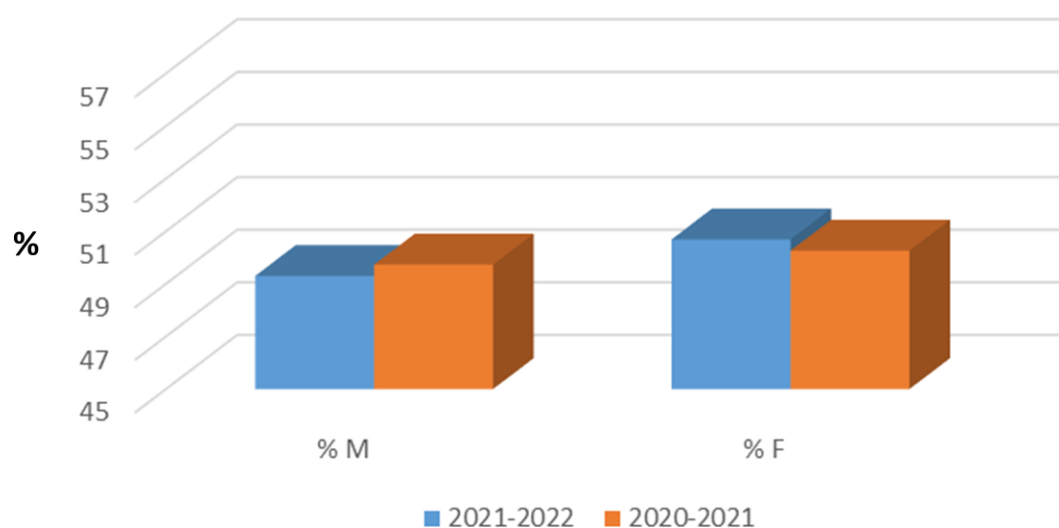


Gender balance study at PGDCA level reveals that total enrolment of students in the academic year 2021-2022 slightly decreases as compared to the 2020-2021 year. However, both the years are still dominated by female participation indicating the successful campaign of women empowerment in our rural area.

### (c) Gender balance in enrolment at graduate level:

| SESSION   | Male | Female | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 964  | 991    | 1955  | 49.30 | 50.69 |
| 2020-2021 | 765  | 773    | 1538  | 49.73 | 50.26 |

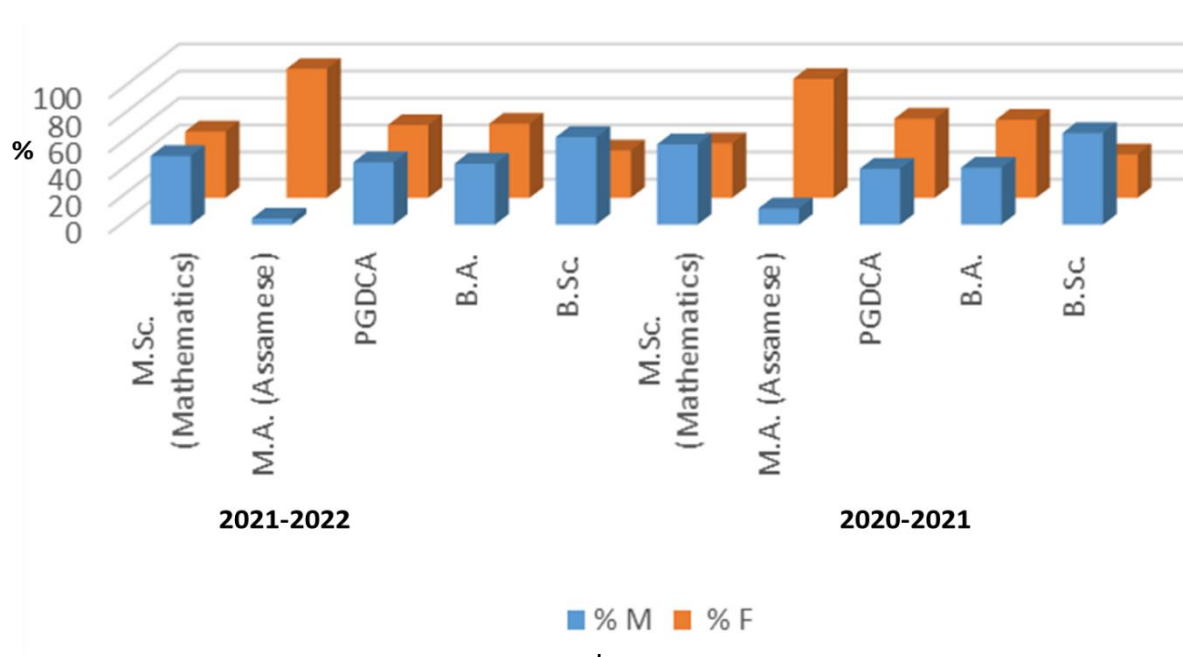
## Gender Audit Report



For both the academic year 2020-2021 and 2021-2022 enrollment at graduation level reveals a ideal gender balance of approximately 50 : 50 among male and female students. The result is very encouraging and it indicates a narrowing of the gender gap in prcatical scenerio.

### (d) Course-wise gender difference in the students

| SESSION   | COURSE             | Male | Female | TOTAL | %M    | %F    |
|-----------|--------------------|------|--------|-------|-------|-------|
| 2021-2022 | M.SC (MATHEMATICS) | 30   | 29     | 59    | 50.84 | 49.15 |
|           | M.A (ASSAMESE)     | 1    | 21     | 22    | 4.54  | 95.45 |
|           | PGDCA              | 12   | 14     | 26    | 46.15 | 53.84 |
|           | B.A                | 698  | 847    | 1545  | 45.17 | 54.82 |
|           | B.SC               | 266  | 144    | 410   | 64.87 | 35.12 |
| 2020-2021 | M.SC (MATHEMATICS) | 28   | 19     | 47    | 59.5  | 40.4  |
|           | M.A (ASSAMESE)     | 3    | 22     | 25    | 12    | 88    |
|           | PGDCA              | 12   | 17     | 29    | 41.37 | 58.62 |
|           | B.A                | 459  | 628    | 1087  | 42.22 | 57.77 |
|           | B.SC               | 306  | 145    | 451   | 67.84 | 32.15 |



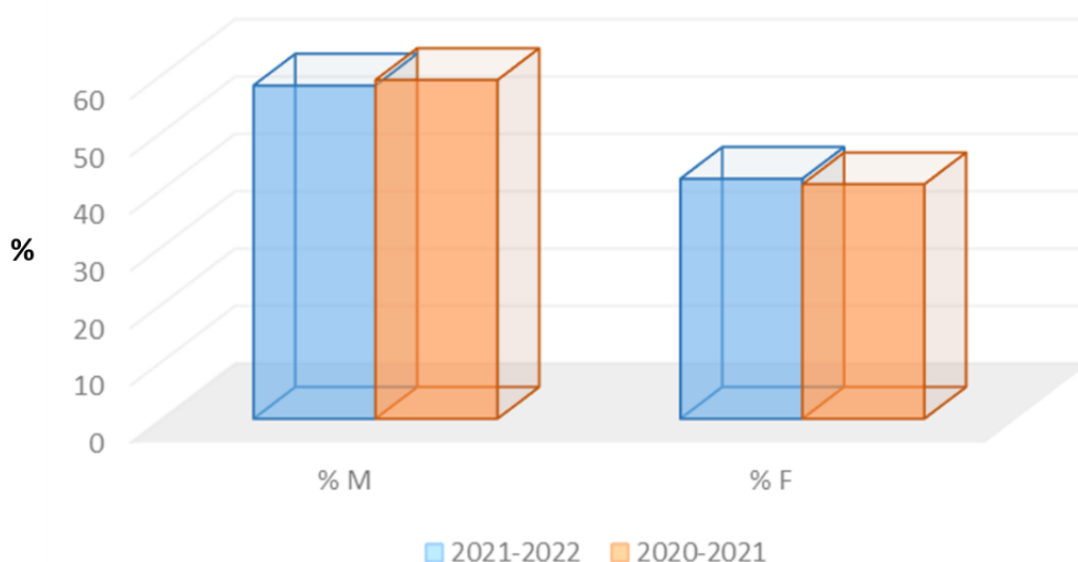
## Gender Audit Report

The table and the figure represented above shows the comparative gender balance in different courses offered by JN college, Boko for the session 2020-2021 and 2021-2022. In M.Sc. (Mathematics), M.A. (Assamese) and B.Sc. courses, percentage of female students get escalated, whereas in PGDCA and B.A., percentage of female students slightly get declined. The probable reason for the observed trend is due to the greater possibility of job oriented scopes in the science scheme including both in academic and as well as in industrial sectors.

### 4.2 Analysis of gender balance among teaching and non-teaching staff

#### (a) Gender balance in Jawaharlal Nehru college Teaching staff:

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 25   | 18     | 43    | 58.13 | 41.86 |
| 2020-2021 | 26   | 18     | 44    | 59.09 | 40.90 |

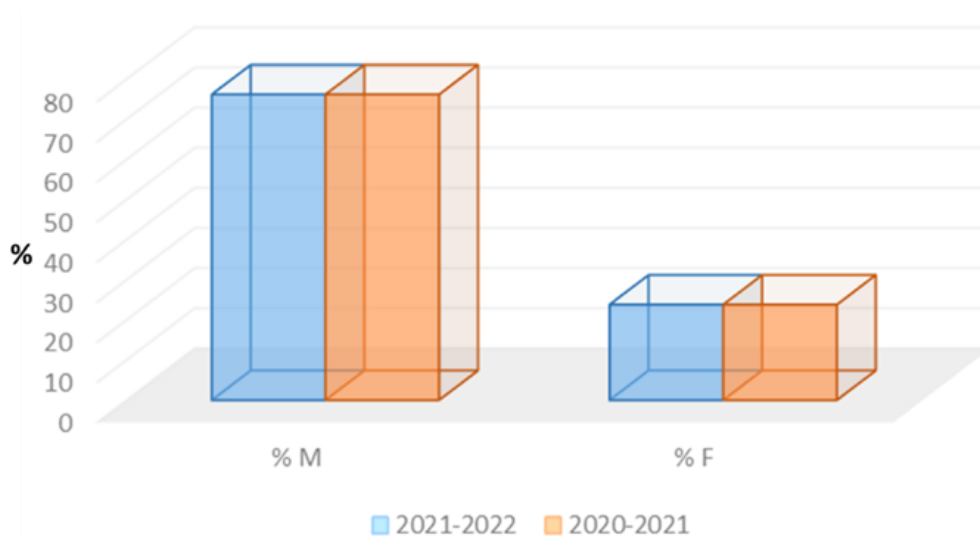


The total number of male staff is more as compared to female staff. No new huge requirement is made in JN colleges teaching staff in the above prescribed years, to maintain gender equality in workplace we will look this aspect in our future requirement perspective.

#### (b) Gender balance in Jawaharlal Nehru college no-teaching staff:

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 32   | 10     | 42    | 76.19 | 23.80 |
| 2020-2021 | 32   | 10     | 42    | 76.19 | 23.80 |

## Gender Audit Report

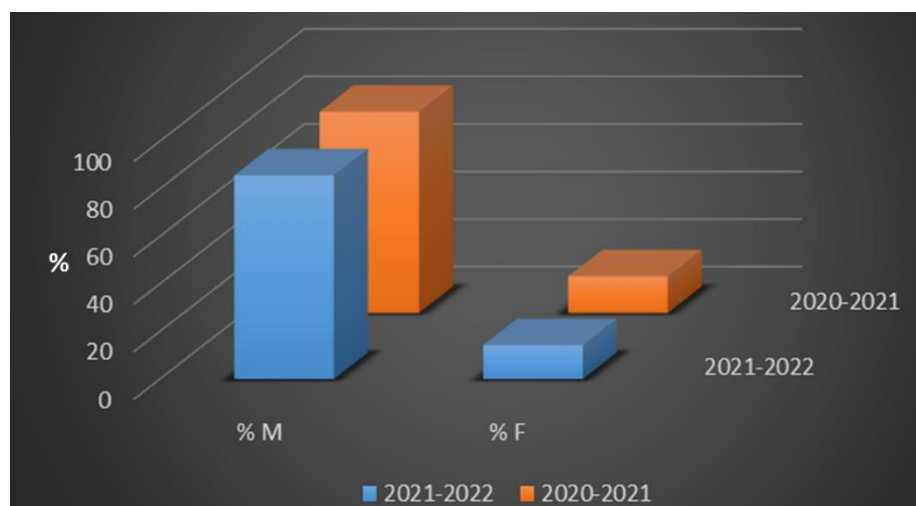


From the table and the figure shown above, it is clear that the number of male in the non-teaching staff of Jawaharlal Nehru College is higher than that female. Since no new requirement is made in JN college non-teaching staffs, so male-female ratio remain the same for both the prescribed academic years.

### 4.3 Gender audit sample survey in Jawaharlal Nehru college, Boko

#### (a) Gender balance in Jawaharlal Nehru college student's union:

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 12   | 2      | 14    | 85.71 | 14.28 |
| 2020-2021 | 11   | 2      | 13    | 84.61 | 15.38 |

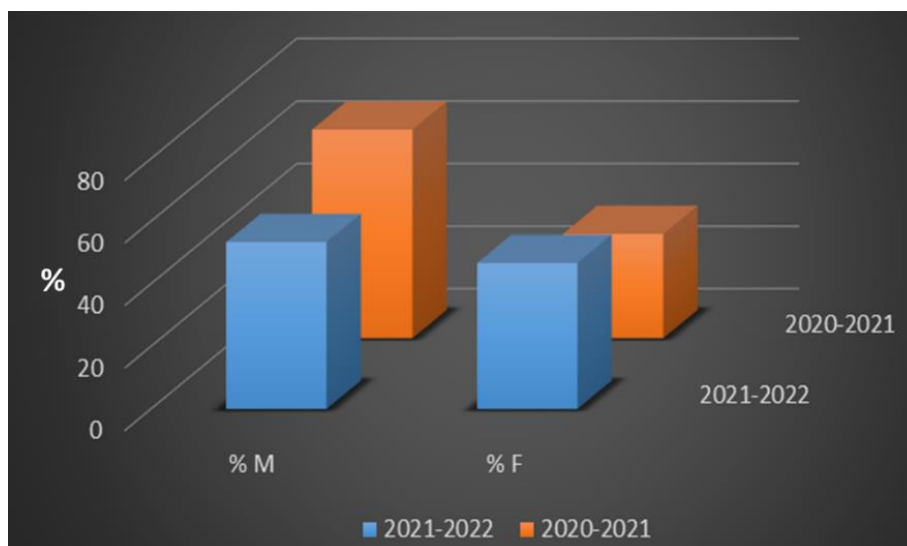


From the above data it is evident that the male to female ratio among the student union body approximately remain the same for both the academic years under investigation, where male candidates dominates with a weightage of almost 85 %.

## Gender Audit Report

### (b) Gender balance in Jawaharlal Nehru college Governing Body:

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 8    | 7      | 15    | 53.33 | 46.67 |
| 2020-2021 | 10   | 5      | 15    | 66.66 | 33.33 |

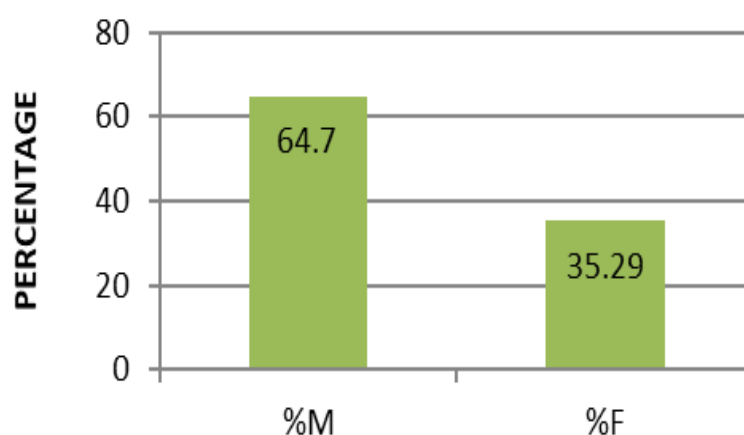


The above given data and figure represents the gender balance in the JN collages governing body unit. Clearly it indicates the enhancement of female percentage in the academic year 2021-2022 as compared to 2020-2021. The steps taken by college authority to maintain a fair gender balanced is the result of the as seen outcome.

### (c) IQAC committee:

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 11   | 6      | 17    | 64.70 | 35.29 |

## 2021-2022

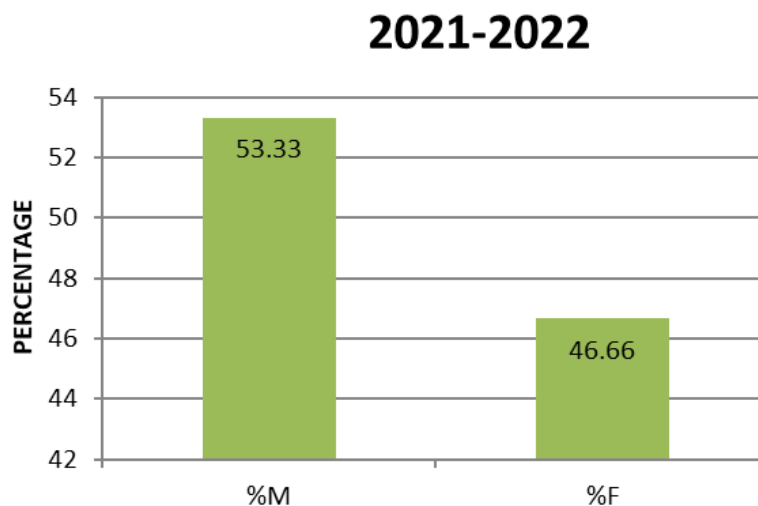


## Gender Audit Report

In the IQAC committee of the college, the number of male percentage is higher than female members as shown above.

### (d) Academic cell committee:

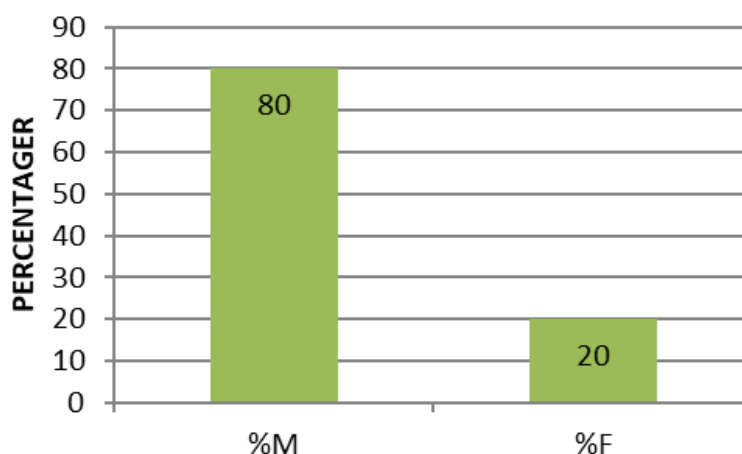
| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 8    | 7      | 15    | 53.33 | 46.66 |



In the Academic cell committee of the college, the number of male percentage is higher than female members as shown above.

### (e) Academic monitoring cell:

| SESSION   | MALE | FEMALE | TOTAL | %M | %F |
|-----------|------|--------|-------|----|----|
| 2021-2022 | 4    | 1      | 5     | 80 | 20 |



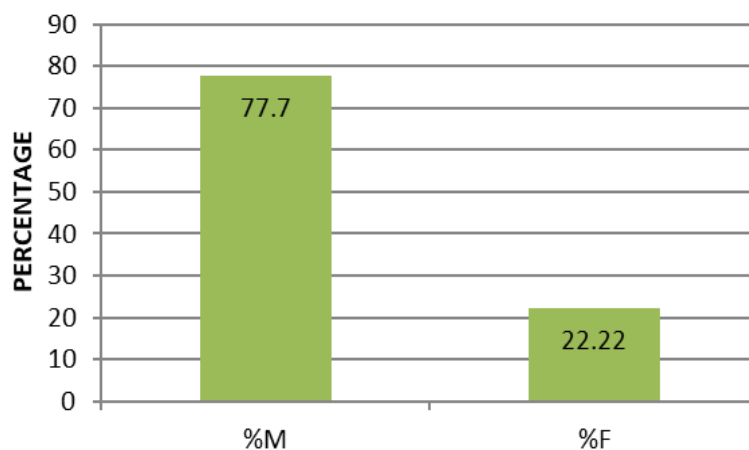
In the academic monitoring cell of the college, the number of male percentage is higher than female members as shown above.

### (f) Construction committee:

| SESSION   | MALE | FEMALE | TOTAL | %M   | %F    |
|-----------|------|--------|-------|------|-------|
| 2021-2022 | 7    | 2      | 9     | 77.7 | 22.22 |

## Gender Audit Report

**2021-2022**

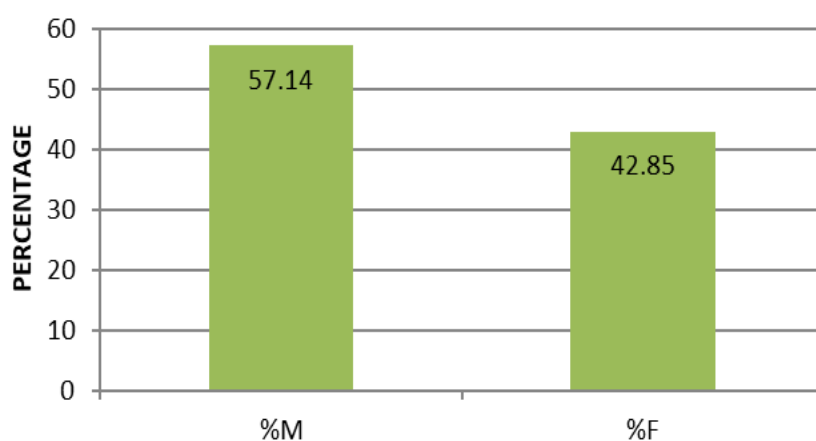


In the construction committee of the college, the number of male percentage is higher than female members as shown above.

**(g) Anti-ragging committee:**

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 4    | 3      | 7     | 57.14 | 42.85 |

**2021-2022**



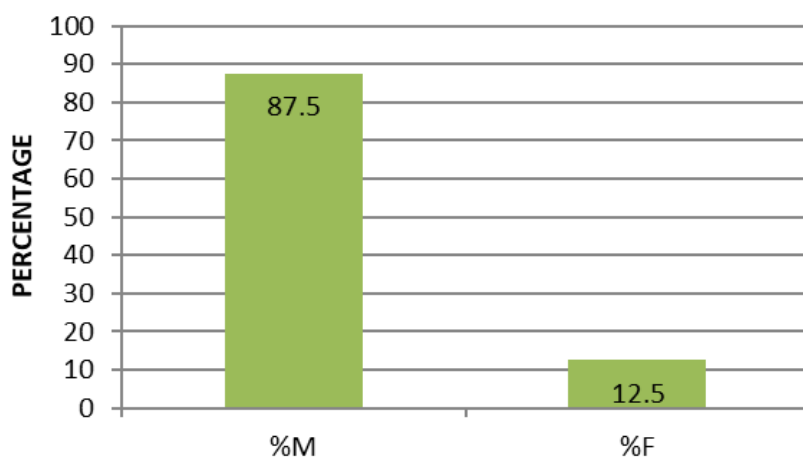
In the anti-ragging committee of the college, the number of male percentage is higher than female members as shown above.

**(h) Examination cell:**

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 7    | 1      | 8     | 87.50 | 12.50 |

## Gender Audit Report

**2021-2022**

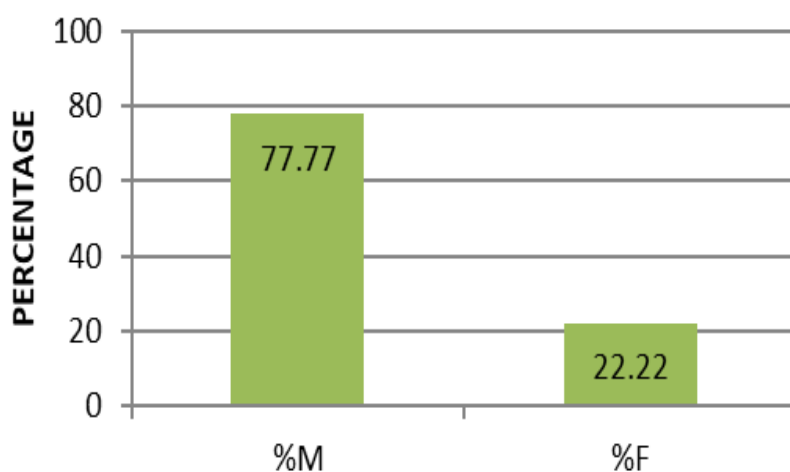


In the examination cell of the college, the number of male percentage is higher than female members as shown above.

**(i) Purchase and tender committee:**

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 7    | 2      | 9     | 77.77 | 22.22 |

**2021-2022**



In the purchase and tender committee of the college, the number of male percentage is higher than female as shown above.

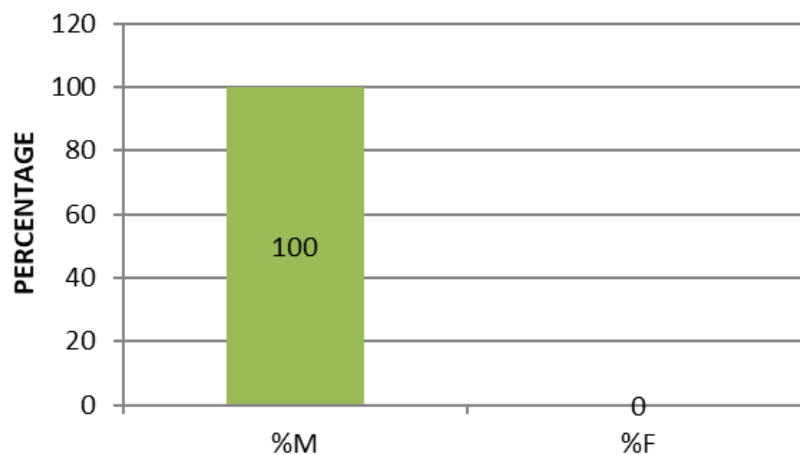
**(j) NSS:**

| SESSION   | MALE | FEMALE | TOTAL | %M  | %F |
|-----------|------|--------|-------|-----|----|
| 2021-2022 | 1    | 0      | 1     | 100 | 0  |



## Gender Audit Report

**2021-2022**

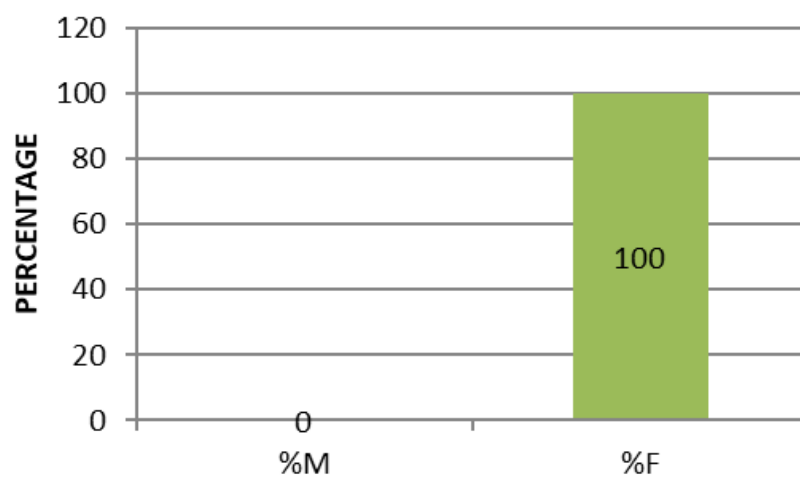


In the NSS committee of the college, there is only one male member as shown above.

**(k) NCC:**

| SESSION   | MALE | FEMALE | TOTAL | %M | %F  |
|-----------|------|--------|-------|----|-----|
| 2021-2022 | 0    | 1      | 1     | 0  | 100 |

**2021-2022**



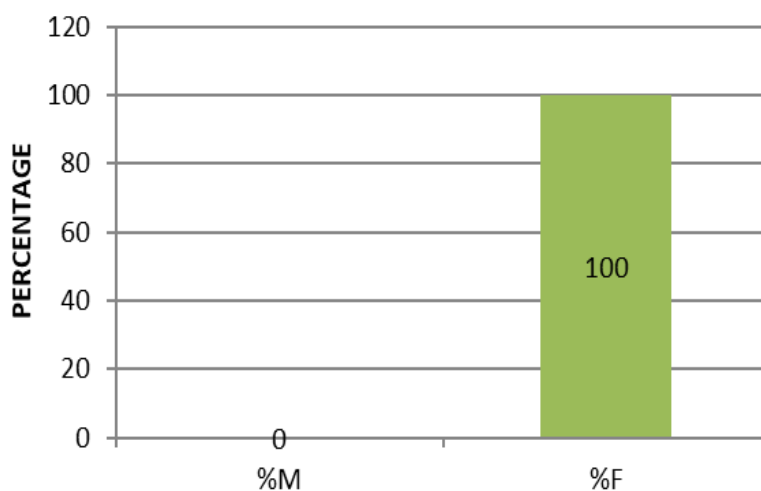
In the NCC committee of the college as shown above, there is only one female member.

**(l) Ranger:**

| SESSION   | MALE | FEMALE | TOTAL | %M | %F  |
|-----------|------|--------|-------|----|-----|
| 2021-2022 | 0    | 1      | 1     | 0  | 100 |

## Gender Audit Report

**2021-2022**

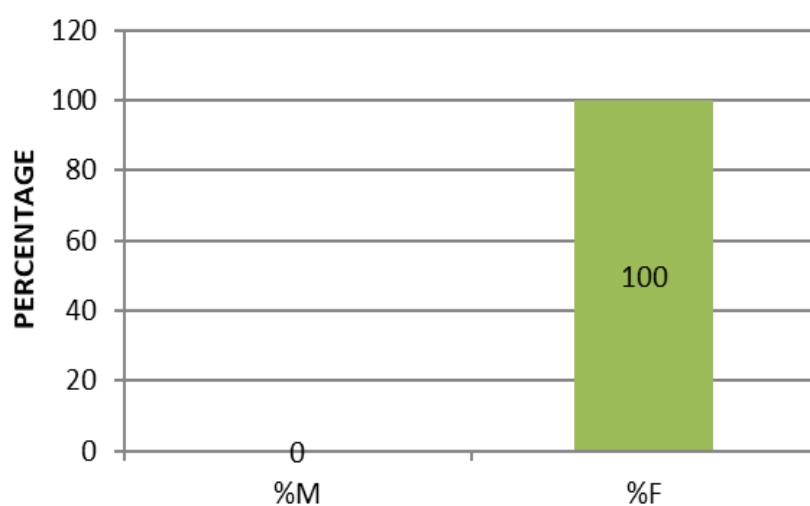


In the ranger committee of the college as shown above, there is only one female member.

### **(m) Remedial and tutorial:**

| SESSION   | MALE | FEMALE | TOTAL | %M | %F  |
|-----------|------|--------|-------|----|-----|
| 2021-2022 | 0    | 3      | 3     | 0  | 100 |

**2021-2022**



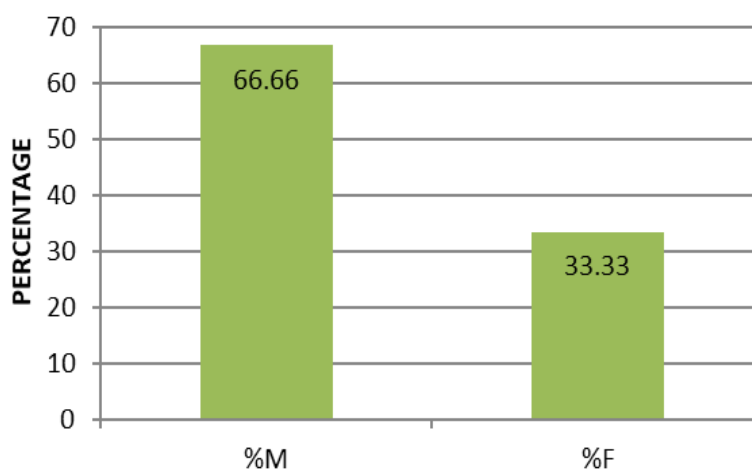
In the remedial and tutorial of the college, there is no male member as shown above.

### **(n) Cultural cell:**

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 4    | 2      | 6     | 66.66 | 33.33 |

## Gender Audit Report

**2021-2022**

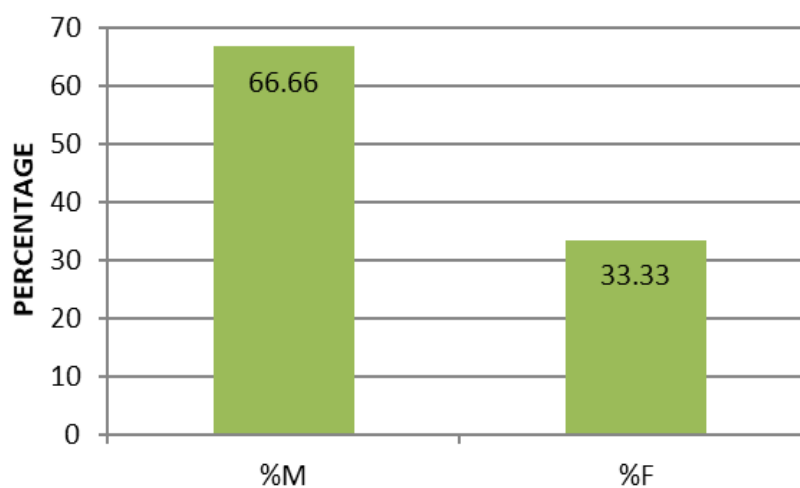


In the cultural cell of the college, the male percentage is higher than female as shown above

**(o) Grievance and redressal cell:**

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 4    | 2      | 6     | 66.66 | 33.33 |

**2021-2022**



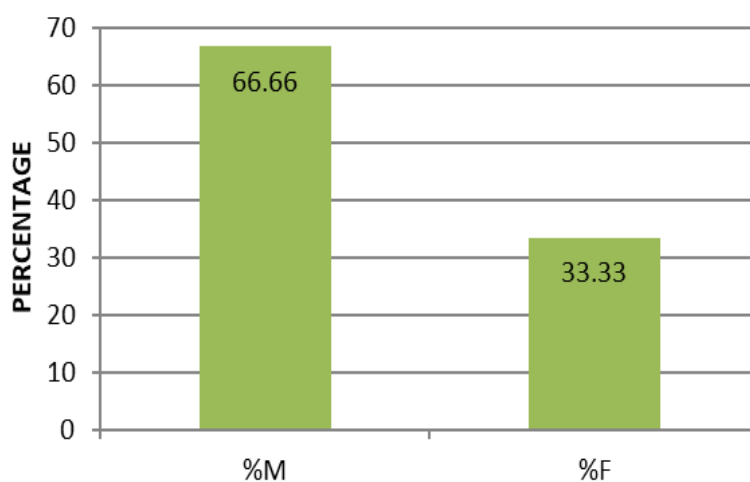
In the grievance and redressal cell of the college as shown above, the number of male percentage is higher than the number of female.

**(p) Parent guardian cell:**

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 4    | 2      | 6     | 66.66 | 33.33 |

## Gender Audit Report

**2021-2022**

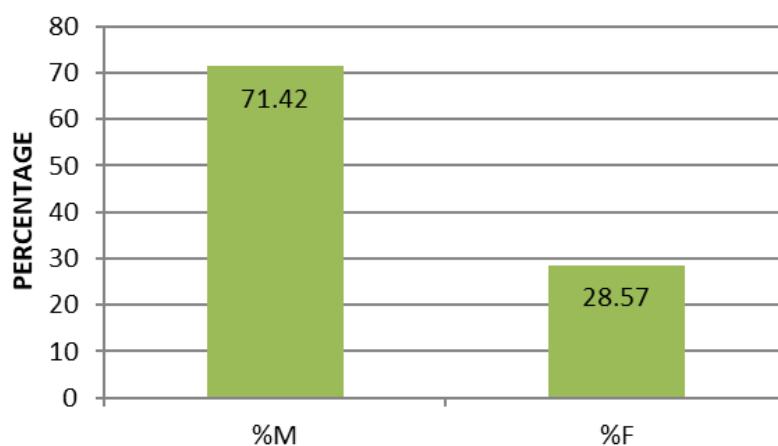


In the parent and guardian cell of the college, the number of male percentage is higher than the female as shown above.

### (q) Alumni cell:

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 5    | 2      | 7     | 71.42 | 28.57 |

**2021-2022**



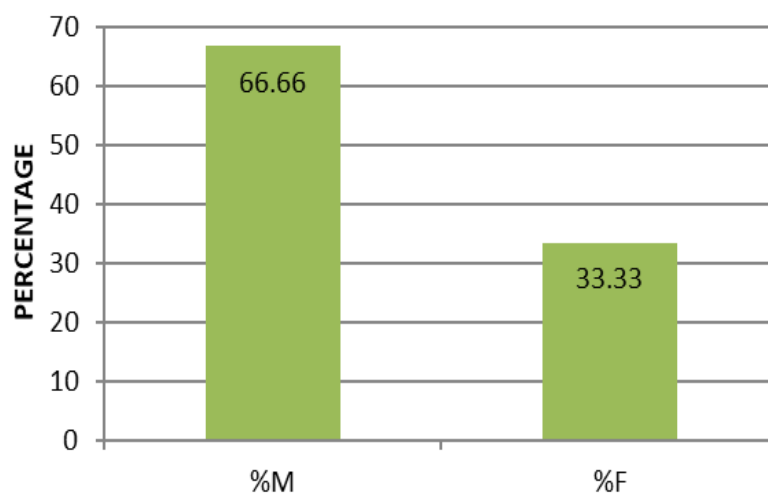
In the alumni cell of the college, the number of male percentage is higher than female as shown above.

### (r) RTI cell:

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 2    | 1      | 3     | 66.66 | 33.33 |

## Gender Audit Report

**2021-2022**

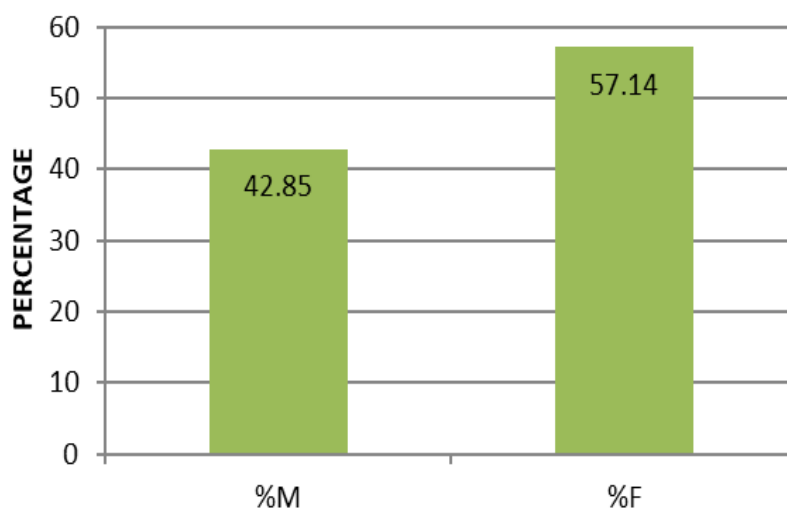


In the RTI cell of the college, the number of male percentage is higher than female as shown above.

**(s) ICGC:**

| SESSION   | MALE | FEMALE | TOTAL | %M    | %F    |
|-----------|------|--------|-------|-------|-------|
| 2021-2022 | 3    | 4      | 7     | 42.85 | 57.14 |

**2021-2022**



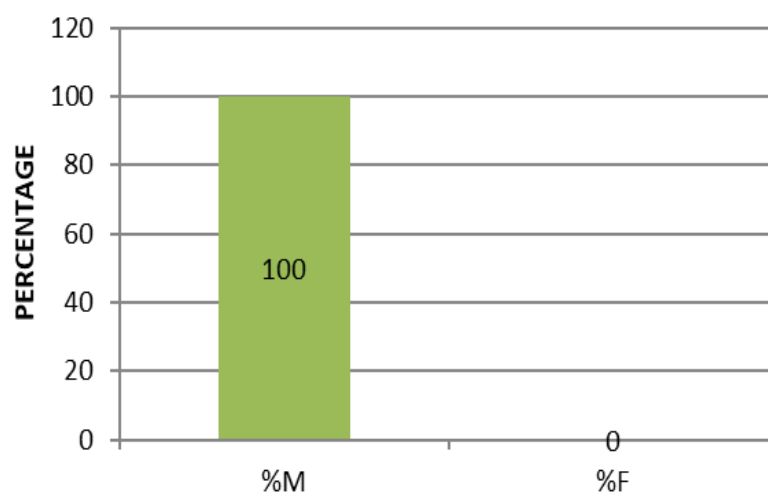
In the ICGC cell of the college, the number of female percentage is higher than male as shown above.

**(t) Sports cell:**

| SESSION   | MALE | FEMALE | TOTAL | %M  | %F |
|-----------|------|--------|-------|-----|----|
| 2021-2022 | 3    | 0      | 3     | 100 | 0  |

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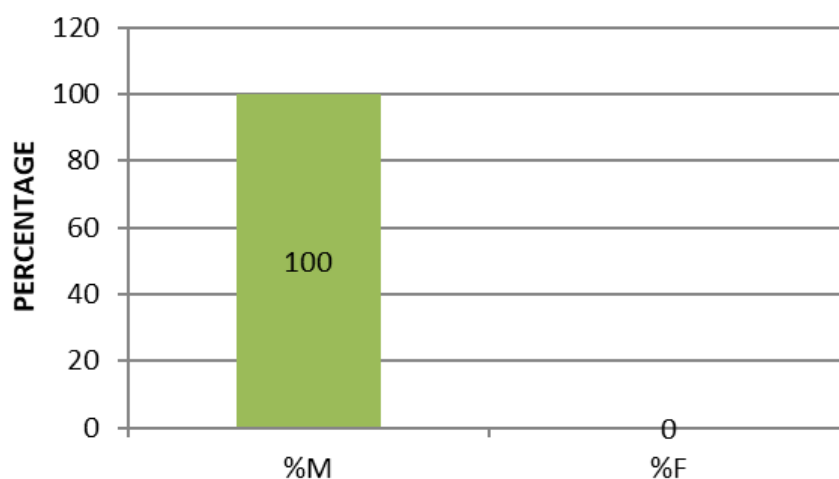


In the sports cell of the college as shown above, there is no female member.

**(u) RUSA:**

| SESSION   | MALE | FEMALE | TOTAL | %M  | %F |
|-----------|------|--------|-------|-----|----|
| 2021-2022 | 1    | 0      | 1     | 100 | 0  |

**2021-2022**



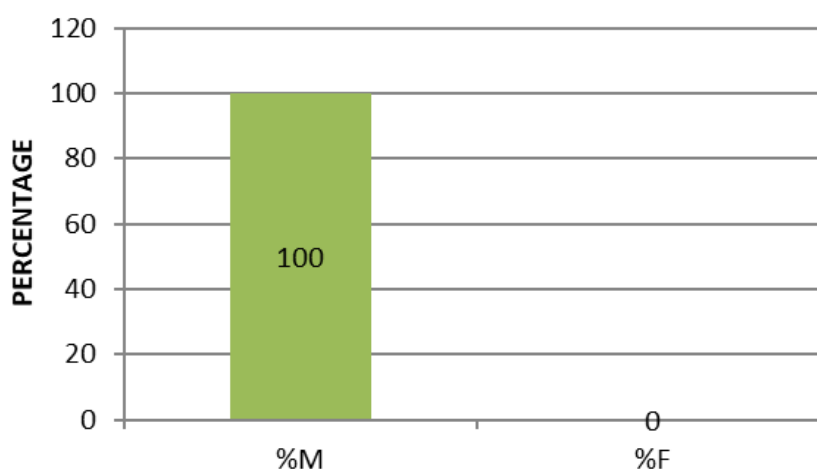
In the RUSA of the college as shown above, there is only one male member and no female member.

**(v) Star college scheme:**

| SESSION   | MALE | FEMALE | TOTAL | %M  | %F |
|-----------|------|--------|-------|-----|----|
| 2021-2022 | 1    | 0      | 1     | 100 | 0  |

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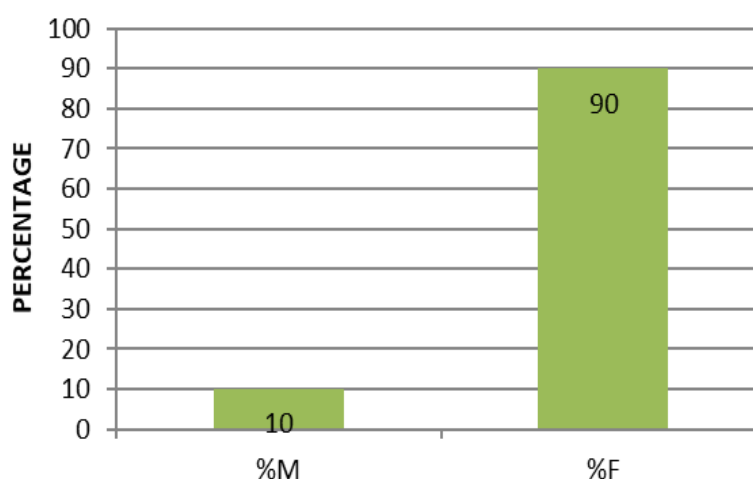


In the star college scheme of the college as shown above, there is only one male member and no female member

### (w) Internal complaint committee (ICC):

| SESSION   | MALE | FEMALE | TOTAL | %M | %F |
|-----------|------|--------|-------|----|----|
| 2021-2022 | 1    | 9      | 10    | 10 | 90 |

**2021-2022**



In the Internal complaint committee(ICC) of the college as shown above, the number of female percentage is higher than male.

## Gender Audit Report

### 4.4 Summary of the findings:

The salient findings of our gender audit analysis are listed below in pointwise manner:

- (1) Students strength particularly girl's strength is increasing continuously in both PG programmes and PGDCA programs.
- (2) There is a perfect gender balance in the UG pregame offered by the college.
- (3) Girls enrolment is more than that of boys in most of the classes
- (4) Gender strength both in teaching staff and non-teaching staff is in favour of male.
- (5) Gender balance is not up to the marks in the various operating bodies and cells of the college.

### 5. Recommendations and future perspective:

- (1) It is recommended to conduct frequent awareness drives to cover the existing communication gap.
- (2) To ensure the safety of the youth, it is proposed to appoint more guards.
- (3) Male-female sex ratio in women teachers and employees is minimum. It is advisable to consider this aspect in future requirement process.
- (4) The college should include more female teachers/staff in different committees of the college to ensure equality.
- (5) Gender specific projects from funding agencies are to be encouraged.
- (6) College must introduce frequent self-employment trainings in different subjects.
- (7) The college should also pledge to look into the issues and concerns of the third gender community, if any evolve in the near future.

### 6. Endnote:

The analysis shows that gender equity goals and objective are included in all the policies, programmes of the college and staff also reported that they have no problems related to gender criterion. It is found that the College has lots of strengths and some weaknesses. The weaknesses can be overcome with gradual changes in value set up. Doubtless, the enrolment of girls from all section of society is increasing and there are no gender issues complaints, it will contribute more towards making the college a gender sensitive institution. Many programs are conducted from time specifically for girl's students to enhance their confidence building. With the strong will power and commitment to gender justice, the College would certainly make a mark even in the areas that need some improvements

Principal

Coordinator, IQAC

Jawaharlal Nehru College, Boko