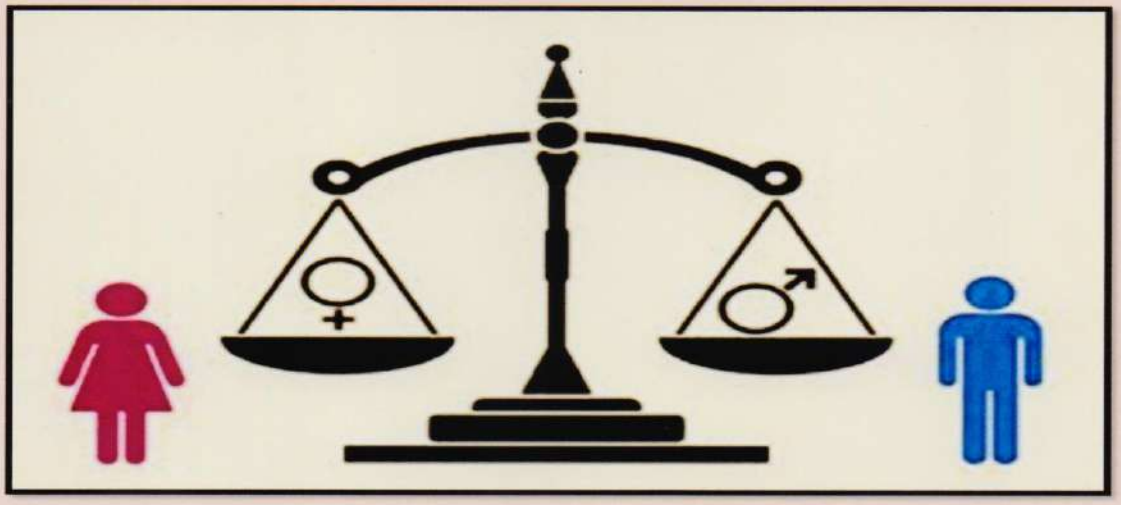


Aghorekamini Prakashchandra Mahavidyalaya





Gender Audit Report

(2018-2019 to 2022-2023)

Aghorekamini Prakashchandra Mahavidyalaya

Subhasnagar, Bengai, Hooghly, Goghat,712611

Audit Team -

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3. Dr. Samir Kumar Nandy, Coordinator, IQAC, Aghorekamini Prakashchandra Mahavidyalaya.
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8. Prof. Amina Khatun, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.
9. Prof. Sumana Middya, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.
10. Smt. Krishna Mondal, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.
11. Smt. Rina Sinha, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.
12. Smt. Bandana Ghosh, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.
13. Smt. Saina Sultana, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.
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1. About the Institution

Aghorekamini Prakashchandra Mahavidyalaya is a government aided college of West Bengal affiliated to the University of Burdwan. It was 4th January, 1959. The place was Subhasnagar, Hooghly. Far from the madding crowd, far from the din and bustle of town and city, it was here amidst the lush verdancy of bounteous nature that the seed of this college was sown. Dr. Radha Krishna Pal, the great social reformer and M.L.A., along with some local academic-minded people, took great pains to sow this tiny academic seed and helped to bring it up with assiduous care. It was named after the parents of our most revered Chief-Minister, late Dr. Bidhan Chandra Roy who laid the foundation stone of the college. That tiny seed has now grown into a mighty tree, providing academic shelter to the pupils of five adjoining districts: Hooghly, Midnapur, Burdwan, Bankura and Purulia. Now our college offers 19 Honours Courses & 20 General courses to our learners. The college had gradually reinforced its infrastructural potentiality with as many as nine buildings and looks forward to introducing new courses that will cater to the demands of the new generations of learners.

2. Introduction

Education plays a crucial role in promoting the egalitarian commitments of Equality and Justice enshrined in the Constitution of India. The University Grants Commission (UGC) recognizes how integral education, especially access to higher education, is for all to attain their fullest potential. It is more relevant for the disadvantaged and marginalized groups, including women. Promoting equity through higher education has always been at the very heart of the agenda of the UGC. It is reflected in UGC's commitment to nurture and preserve democracy within spaces of learning. It promotes this commitment through introduction of schemes for the marginalized sections of the society, particularly the Scheduled Castes (SCs), Scheduled Tribes (STs), Minorities, Differently-abled persons, with special emphasis on participation of women, cutting across regional and aforementioned social groups, to increase their access to, retention and success in higher education. In order to bring gender awareness and equality, Gender audits are carried out in the higher educational institutions. As a method for gender mainstreaming, gender audits help organizations to 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 to assess the impact of organizational performances and their management of gender equality within the organisation.

A gender audit is a tool to assess and check the institutionalization of gender equality in organizations, including their policies, programmes, projects and provision of services, structures, proceedings and budgets. The basic assumption of gender audit is that public policies have different impacts on men and women. The variance stems from the different roles of women and men in the family and from the lower economic status of women. The purpose of 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 women in general and the representation of women's voices in particular?" The second rationale for conducting gender audits is that they raise women'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 women staff and women "beneficiaries". Over time, they identify critical gender gaps and challenges, and make recommendations about how they can be addressed through improvements and innovations.

3.Objective of Study

Gender sensitization should begin early. It is important to initiate the process of change from a young age to shape attitudes and transform behaviours. Schools and colleges play a major role in this regard, because students spend large amounts of time engaged with peers in such settings. Creating positive social norms in Educational institutions that value Gender equality and Gender sensitization is an important step to achieve long-term and sustainable social change.

In order to promote gender equality, as guaranteed by Article 15 of the Indian Constitution, especially in the institutes of Higher education where the maturity level of the students is much higher, a greater outreach can be expected by promoting, implementing & monitoring specific policies and procedures that question inequalities and foster equal opportunity across gender.

4.Methodology

The statistical data provided for 5 academic years together have been analysed and presented logically in the following 7 Gender sensitive indicators for a meaningful evaluation to help in identifying lagging areas if any and discover opportunities for improvement and further refinement. Gender sensitive indicators:

a. Curricular aspects
b. Learning and Evaluation
c. Gender balance in teaching & non-teaching staff
d. Research, extension , professional development
e. Student support and progression
f. Gender-related policies & practices in the institution
g. Gender issues (if any) –mechanism to resolve

5.Observations

5.1.Curricular aspect: Gender related topics in curriculum

Courses having Cross – Cutting Issues Related to Gender			
SL. No.	Programme	Course	Description
1.	B.Sc (H) in Nutrition	CC – 6: Life Cycle Approach	➢ Nutritional demands of Pregnancy, Food selection during Pregnancy, Complications of pregnancy and dietary management, Diet during Lactation. ➢ Planning of meals for older people, Nutrition of aged persons, Physiological complications in geriatric group and dietary modifications required, Oxidative stress and aging and role of ant oxidative nutrients for preventing aging.
		CC – 7: Diet Therapy - I	➢ Therapeutic adaptations of normal diet, Classification of therapeutic diets (Progressive diets – Normal, Soft, Clear and Full fluid). ➢ Gastro-intestinal tract and liver diseases - Diarrhoea, Constipation, Irritable Bowel Syndrome, Flatulence, Peptic ulcer, Ulcerative Colitis, Viral hepatitis and Cirrhosis of liver.
		SEC – 1: Environment Management	➢ Sources and effects on health: Air, water and noise pollution, Pollution control. ➢ Sources of waste, types and characteristics ➢ Biomedical waste handling and disposal, nuclear waste handling and disposal, Waste from thermal power plants.
2.	B.Com(G)	GE – 4: Indian Economy	➢ Unit 4: Growth, Development and Structural Change The experience of Growth, Development and Structural Change in different phases of growth and policy regimes across sectors and regions. Growth and Distribution; Unemployment and Poverty; Human Development; Environmental concerns. Demographic Constraints: Interaction between population change and economic development.

3.	B.A (H) in Santali	CC -5: Functional Grammar of Santali language.	Functional Grammar of Santali Language Course Details: i) Santali Grammar, Part of Speech, ii) Tense, Number, Gender. iii)Dnni, Borno,etc.
4.	B.A (G) in Economics	GE – 3: Development Economics	➢ Economic Growth: An overview and policy implications of one sector growth models- Harrod- Domar, and Solow; Sources of economic growth, international comparisons, Development Planning and its necessity–balanced vs. Unbalanced Growth
5.	B.A (H) in Sociology	DSE – 2: Sociology of Gender	➢ Basic Concepts: Sex and Gender, Social construction of Gender, Gender socialisation, Gender roles, Gender stereotyping, Gender discrimination and inequality ➢ Gender and Violence : Causes, Magnitude and Remedial measures of violence against women: female foeticide, female infanticide, child marriage, Dowry and bride burning, domestic violence, rape ➢ Gender and Work: Concept of work: productive and reproductive, invisibility of women's work, household labour, feminisation of poverty, role-conflict of women ➢ Gender and Politics: Political participation of women, reservation for women in political bodies ➢ Feminism: Major Orientations of Feminist Theories: Liberal, Radical, and Socialist
6.	B.A (H) in Sociology	CC – 1: Introductory Sociology I	➢ Social Stratification: Concept Social Stratification; Characteristics and Forms: Caste, Class and Gender; Changing Nature of Social Stratification today

Principal,
ACHARYA PRAFULLA CHANDRA MAHAVIDYALAYA
P O Bengai Dt Hooghly

7.	B.A (G) in Physical Education	GE – 1: Modern trends and practices in physical Education Exercise Science	➢ **Unit- II: Biological, Psychological and Sociological Foundations of Physical Education** ➢ Biological Foundation- Meaning and definition of growth and development. Factors affecting growth and development. Differences of growth and development. Principles of growth and development. Meaning and definition of Psychology. Importance of Psychology in Physical Education. Qualities of good leader in Physical Education. Principles of leadership activities. Sociological Foundation- Meaning and definition of Sociology. Social values and their Importance. Socialization Through Sports Role of games and sports in National and International integration
		CC – 1A: Foundation and History of Physical Education	➢ **Unit- II: Biological and Sociological Foundations of Physical Education** Biological Foundation- Meaning and definition of growth and development. Factors affecting growth and development. Differences of growth and development. Principles of growth and development. Age- Chronological age, anatomical age, physiological age and mental age. Sociological Foundation- Meaning and definition of Sociology, Society and Socialization. Role of games and sports in National and International integration.
		CC – 1C: Anatomy Physiology and Exercise Physiology	➢ **Unit- I: Introduction** Meaning and definition of Anatomy, Physiology and Exercise Physiology. Importance of Anatomy, Physiology and Exercise Physiology in Physical Education. Human Cell- Structure and function. Tissue- Types and functions.

Principal,
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8.	B.A (H) in Philosophy	CC – 6: Western Ethics	➢ Nature and Scope of Ethics ➢ 2. Nature of Morality ➢ 3. Moral and Non-moral actions 4. Object of Moral Judgment: Motive and Intention ➢ 5. Postulates of Morality ➢ 6. The Development of Morality ➢ 7. Normative Theories: Consequentialism (Teleology): (a) Hedonism, (b) Act Utilitarianism and Rule Utilitarianism; (c) Act Deontology and Rule Deontology, (d) Kant's Moral Theory 8. Theories of Punishment :Retributive, Deterrent and Reformative Theory
9.	B.A (H) in Geography	CC – 3: Human Geography	➢
10.	B.A (H) in Political Science	CC -9: Sociology and politics	➢ Feminism: Meaning, Significance and Different Schools
11.	B.Sc (H) in Nutrition	CC – 6: Life Cycle approach	➢ Nutrition during pregnancy and lactation: • Nutritional demands of Pregnancy, Food selection during Pregnancy, Complications of pregnancy and dietary management, Diet during Lactation
12.	B.A (GEN) in Economics	GE – 3: Development Economics	➢ Poverty and Inequality Inequality axioms; a comparison of commonly used inequality measures; Gender Inequality – Gender Development Index, connections between inequality and development; poverty measurement, HPI; poverty traps and path dependence of growth processes.

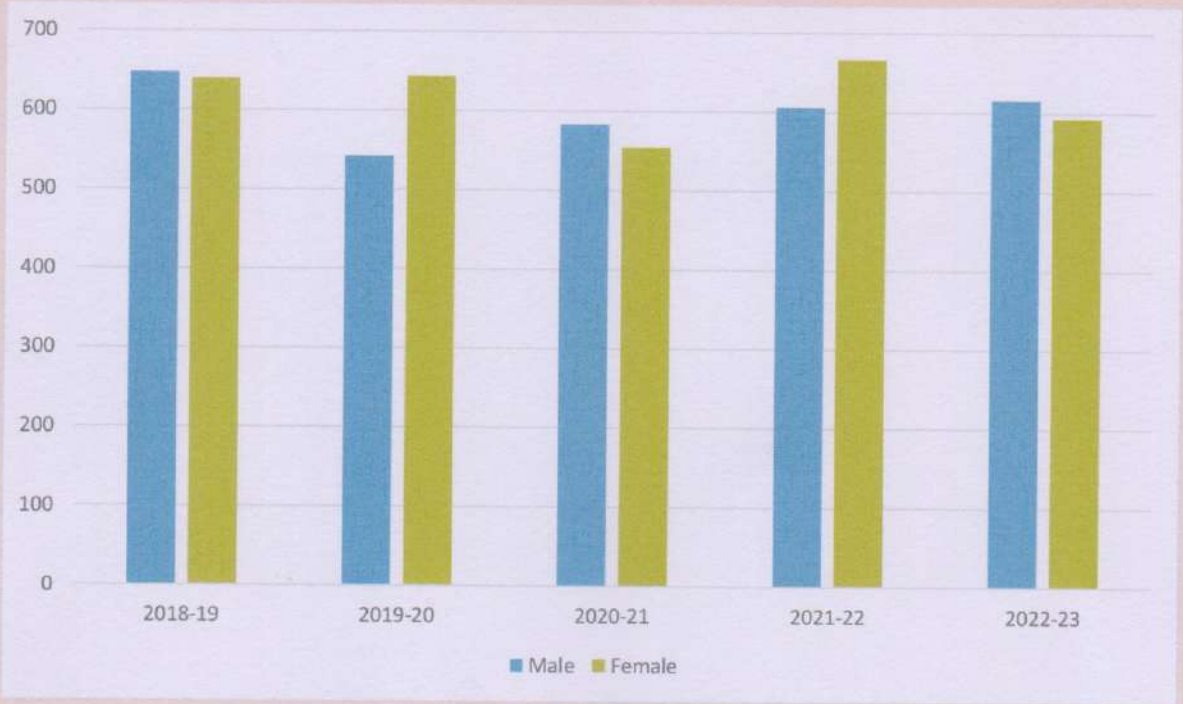
Principal,
P O Bengal Of Hooghly

5.2. Learning & Evaluation:

Table 1: Gender-wise details of total students admitted year-wise

Year	Male	Female
2022-23	616	592
2021-22	606	666
2020-21	583	554
2019-20	542	643
2018-19	647	639

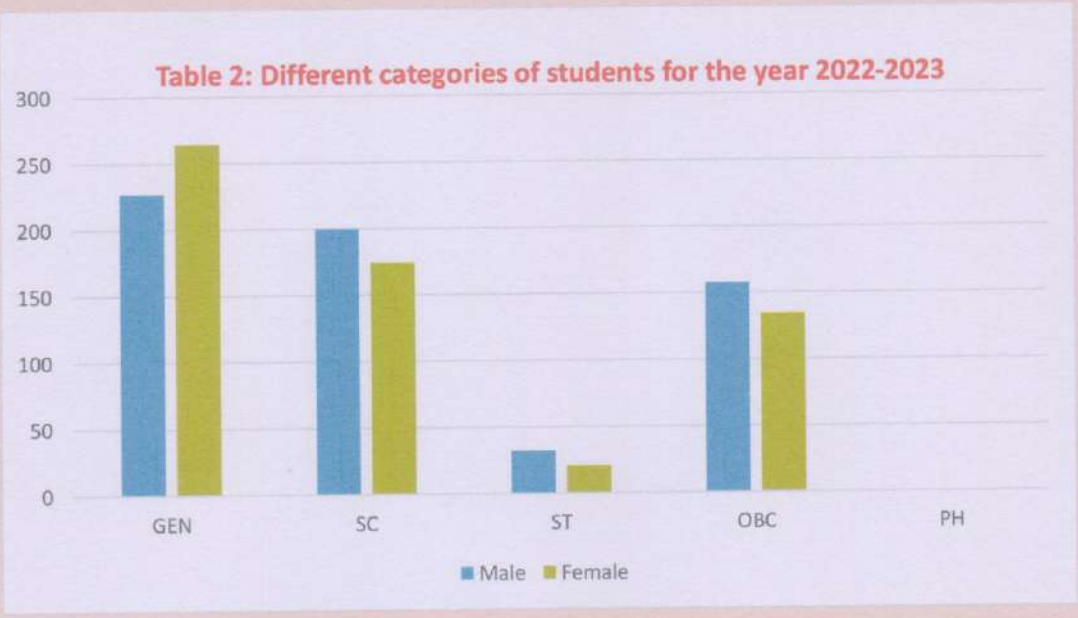
Figure 1. Gender-wise details of total students admitted year-wise:



The above figure illustrates year-wise admission scenario of both male and female students. It shows that the admission of girl students has increased over the years and the gap between the number of male students and that of female students has decreased.

Table 2: Different categories of students for the year 2022-2023

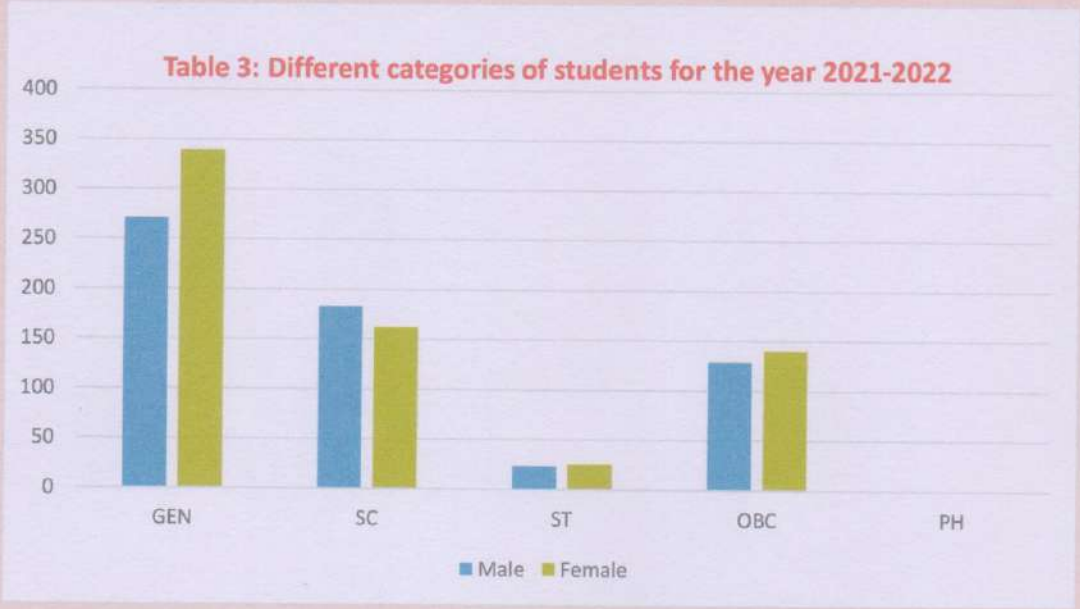
2022 - 2023	Male	Female
Gen	227	264
SC	200	174
ST	32	20
OBC	157	134
PH	00	00



The above figure illustrates that in the year 2022-2023 students from different categories like General (GEN), Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC), and Physically Handicapped (PH) were admitted.

Table 3: Different categories of students for the year 2021-2022

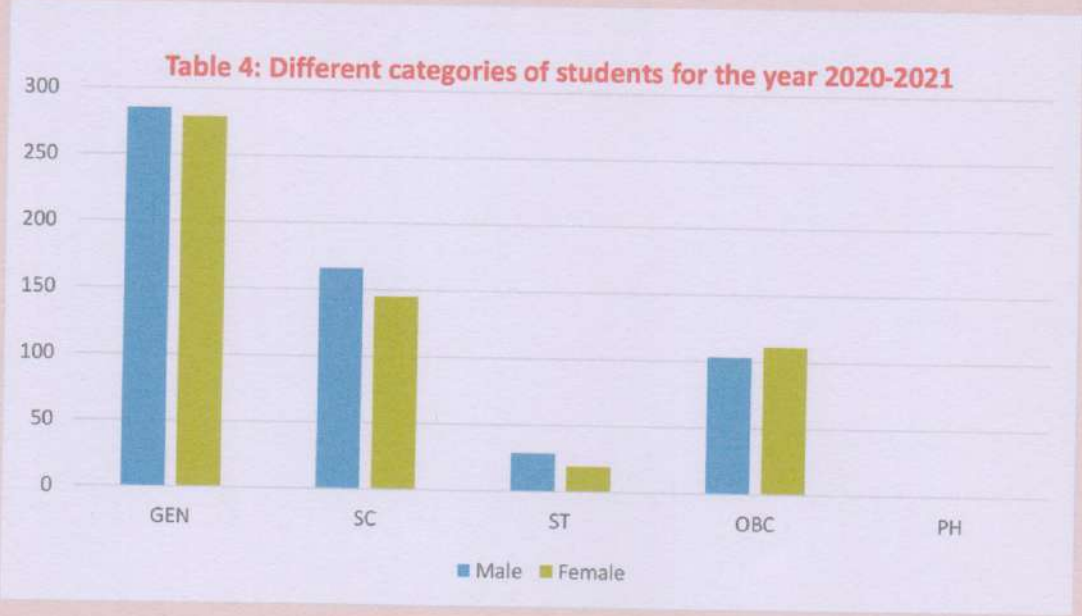
2021 - 2022	Male	Female
Gen	271	339
SC	183	162
ST	23	25
OBC	129	140
PH	00	00



The above figure illustrates that in the year 2021-2022 students from different categories like General (GEN), Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC), and Physically Handicapped (PH) were admitted. The number of girl students admitted in the SC, OBC categories is almost equal to that of the boys.

Table 4: Different categories of students for the year 2020-2021

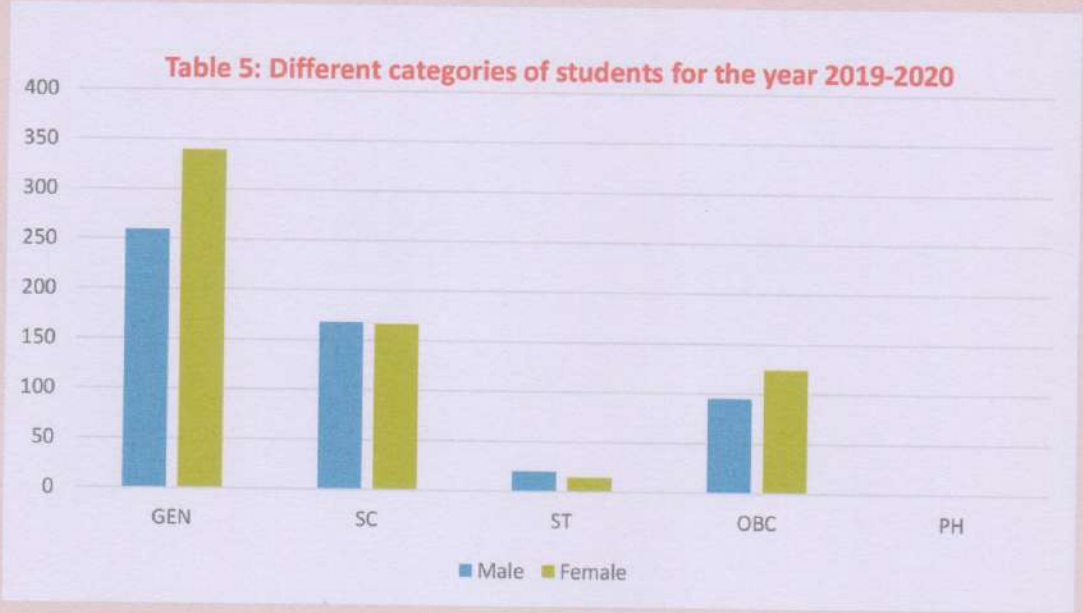
2020 - 2021	Male	Female
Gen	285	279
SC	166	145
ST	29	19
OBC	103	111
PH	00	00



The above figure illustrates that in the year 2020-2021 students from different categories like General (GEN), Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC), and Physically Handicapped (PH) were admitted. The number of girl students admitted in the SC, OBC categories is almost equal to that of the boys.

Table 5: Different categories of students for the year 2019-2020

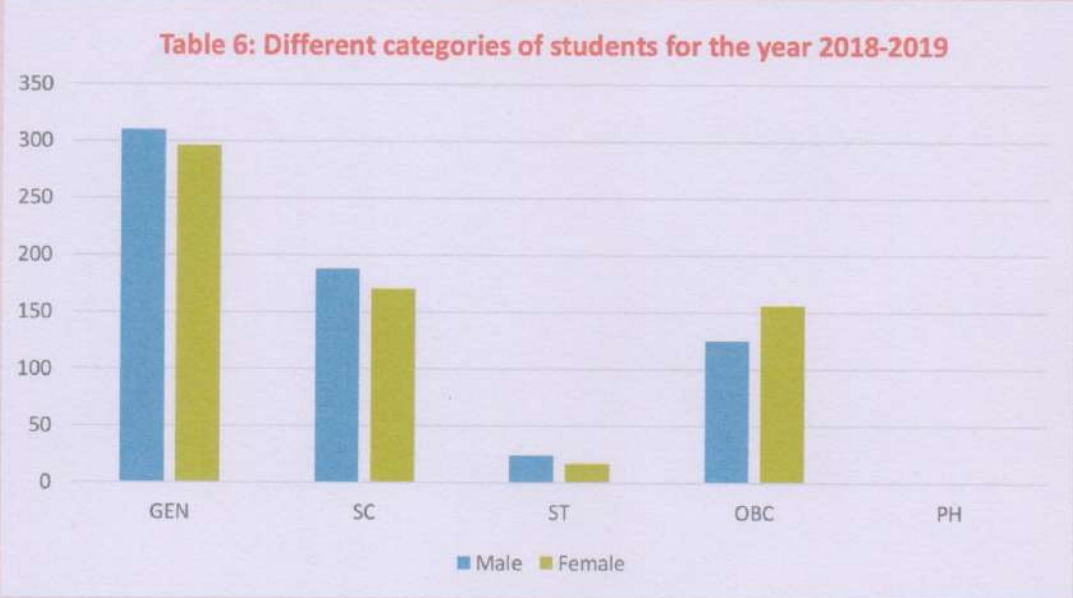
2019 - 2020	Male	Female
Gen	259	339
SC	168	166
ST	20	14
OBC	95	124
PH	00	00



The above figure illustrates that in the year 2019-2020 students from different categories like General (GEN), Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC), and Physically Handicapped (PH) were admitted. The number of girl students admitted in the SC, ST categories is almost equal to that of the boys.

Table 6: Different categories of students for the year 2018-2019

2018 - 2019	Male	Female
Gen	310	296
SC	188	170
ST	24	17
OBC	125	156
PH	00	00

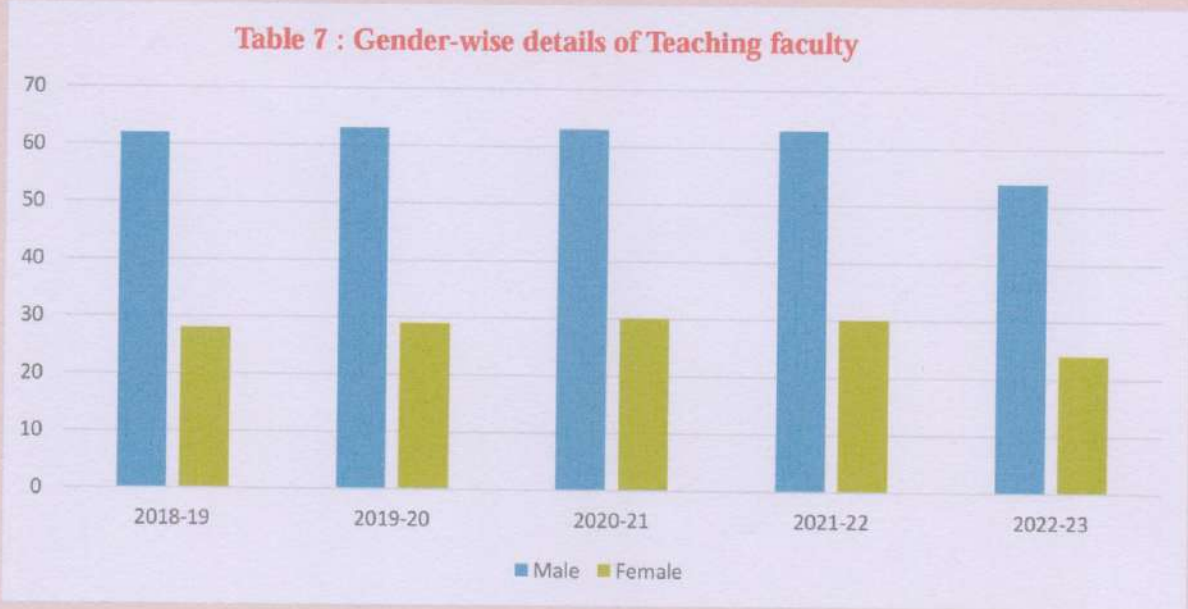


The above figure illustrates that in the year 2018-2019 students from different categories like General (GEN), Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC), and Physically Handicapped (PH) were admitted. The number of girl students admitted in the UR, SC categories is almost equal to that of the boys.

5.3. Gender profile of Teaching and Non-teaching staff :

Table 7 :Gender-wise details of teaching faculty

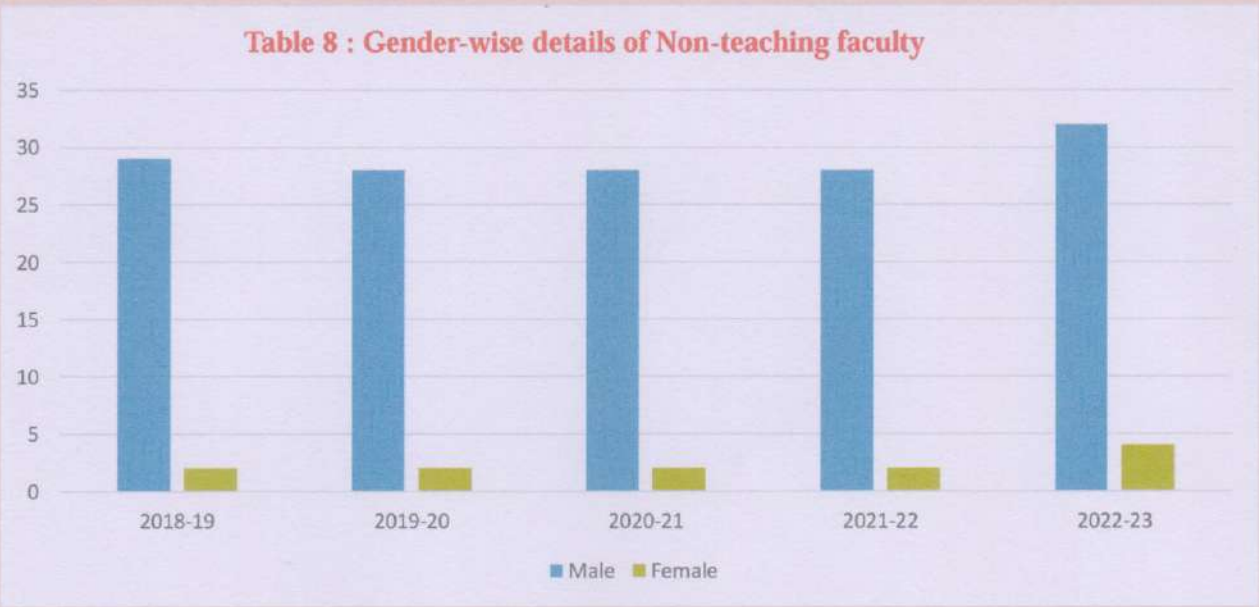
Year	Male	Female
2018-19	62	28
2019-20	63	29
2020-21	63	30
2021-22	63	30
2022-23	54	24



The above figure illustrates year-wise gender-related details of both male and female teaching faculty. It shows that the number of male teachers of the institution is much higher than that of the female teachers whereas the total number of teachers has been fluctuating over the years.

Table 8: Gender-wise details of Non-teaching faculty

Year	Male	Female
2018-19	29	02
2019-20	28	02
2020-21	28	02
2021-22	28	02
2022-23	32	04

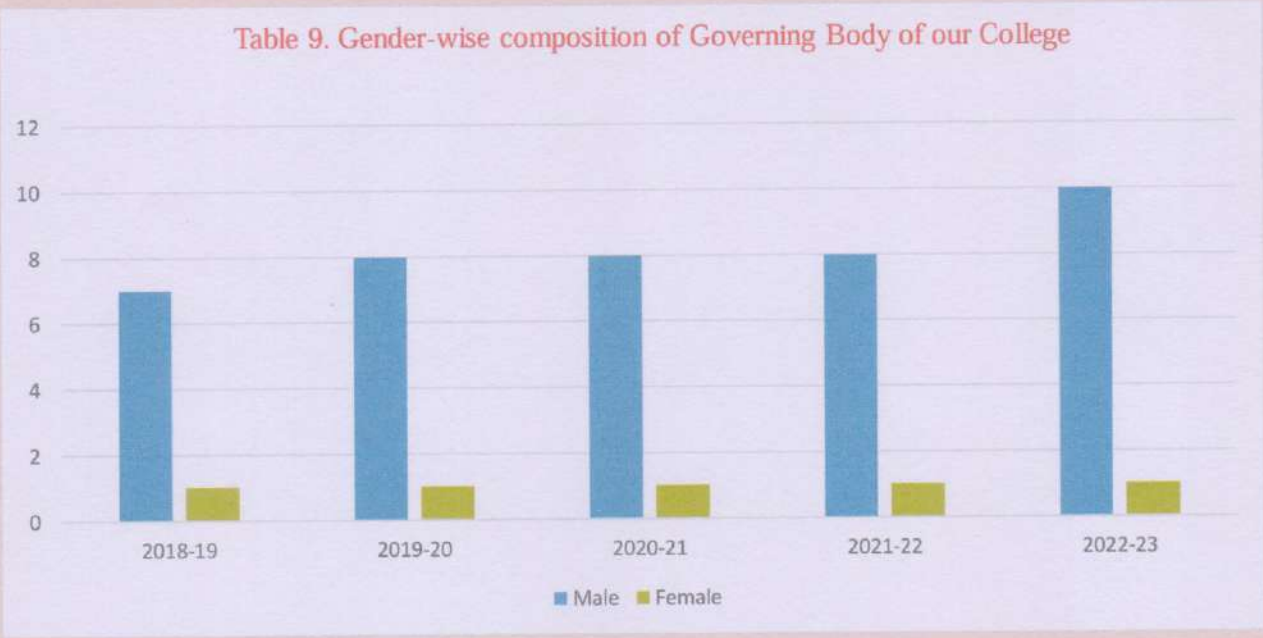


The above figure illustrates year-wise gender-related details of both male and female non- teaching staff. Though there is a noticeable gap between the number of male employees and that of the female ones, the number of female non-teaching staff has marginally increased over the years.

5.4. Participation of faculties in Cells& Committees

Table 9. Gender-wise composition of Governing Body of our College

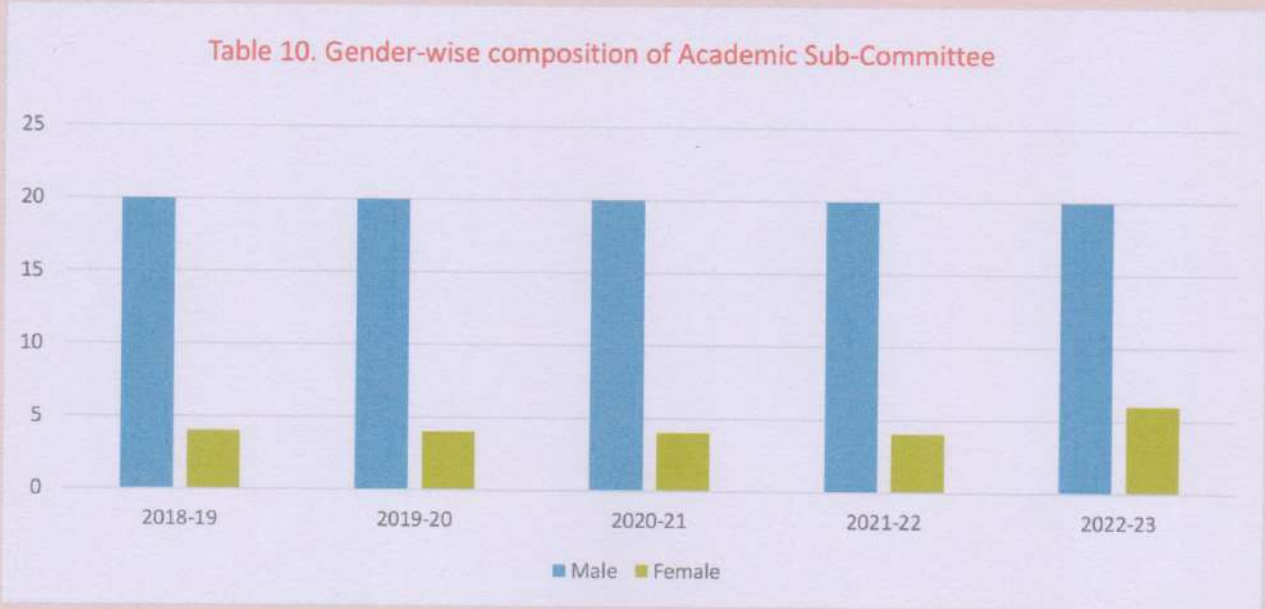
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	07	08	08	08	10
Female	01	01	01	01	01



The above figure illustrates year-wise gender-related details of Governing Body of our college. It shows that the number of female teachers' participation in the same has not increased over the years.

Table 10. Gender-wise composition of Academic Sub-Committee of our college

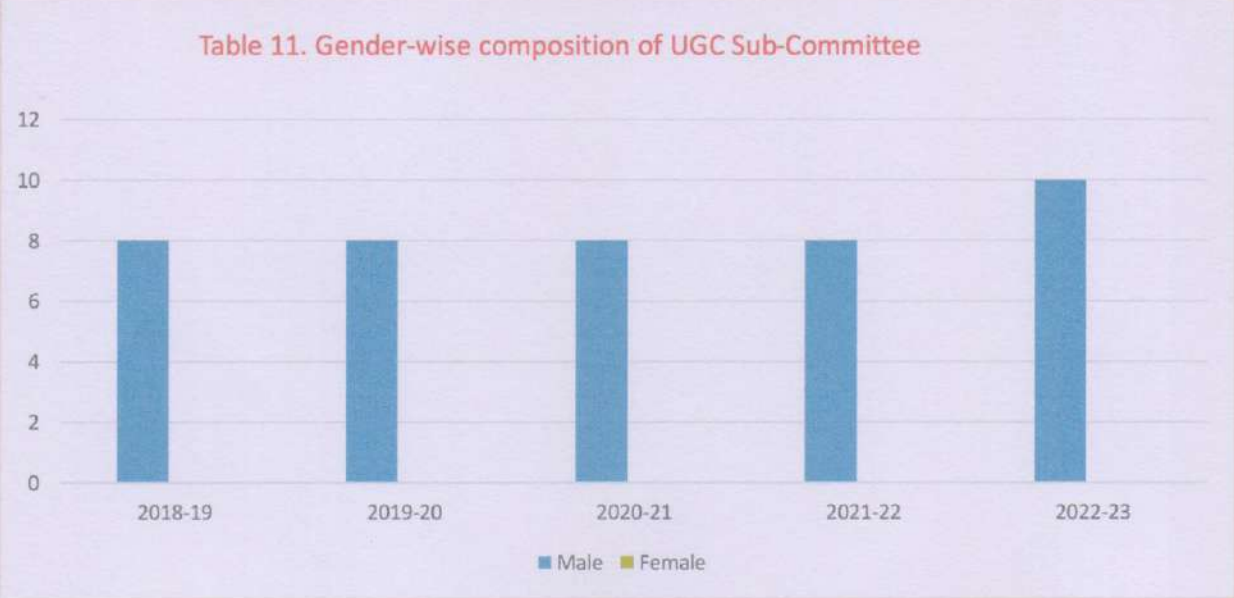
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	20	20	20	20	20
Female	04	04	04	04	06



The above figure illustrates year-wise gender-related details of Academic Sub-Committee of our college. It shows that the number of female teachers' participation in the same has increased over the years.

Table 11. Gender-wise composition of UGC Sub-Committee

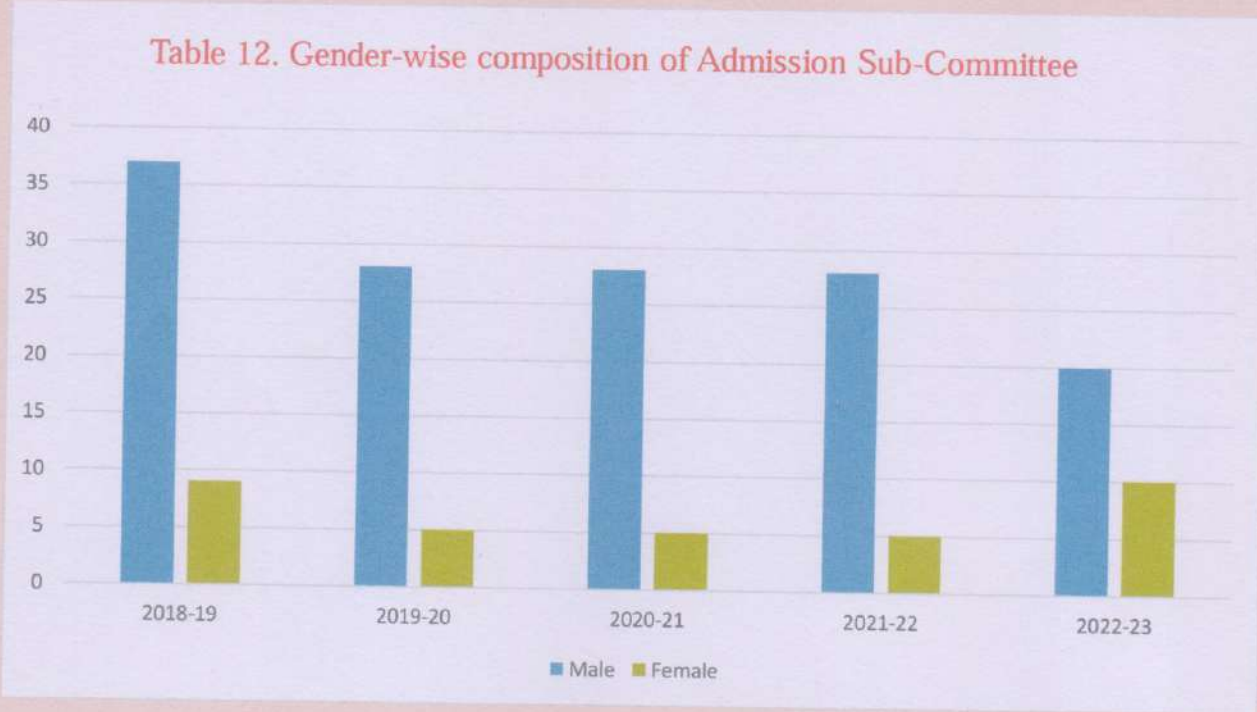
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	08	08	08	08	10
Female	00	00	00	00	00



The above figure illustrates year-wise gender-related details of the UGC Sub-Committee of our college. Sadly, it shows no representation of female teachers in the same over the years.

Table 12. Gender-wise composition of Admission Sub-Committee

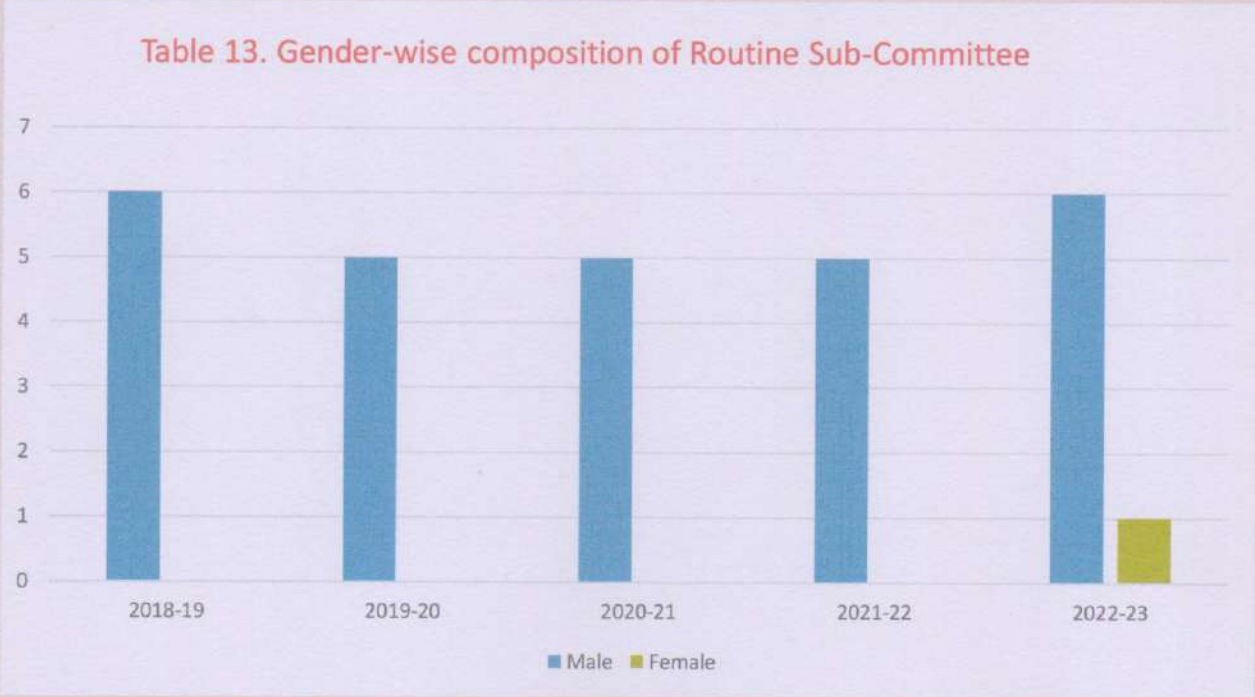
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	37	28	28	28	20
Female	09	05	05	05	10



The above figure illustrates year-wise gender-related details of Admission Sub-Committee of our college. It shows that the number of female teachers' participation in the same has been irregular over the years. But recently, it shows a noticeable increase.

Table 13. Gender-wise composition of Routine Sub-Committee

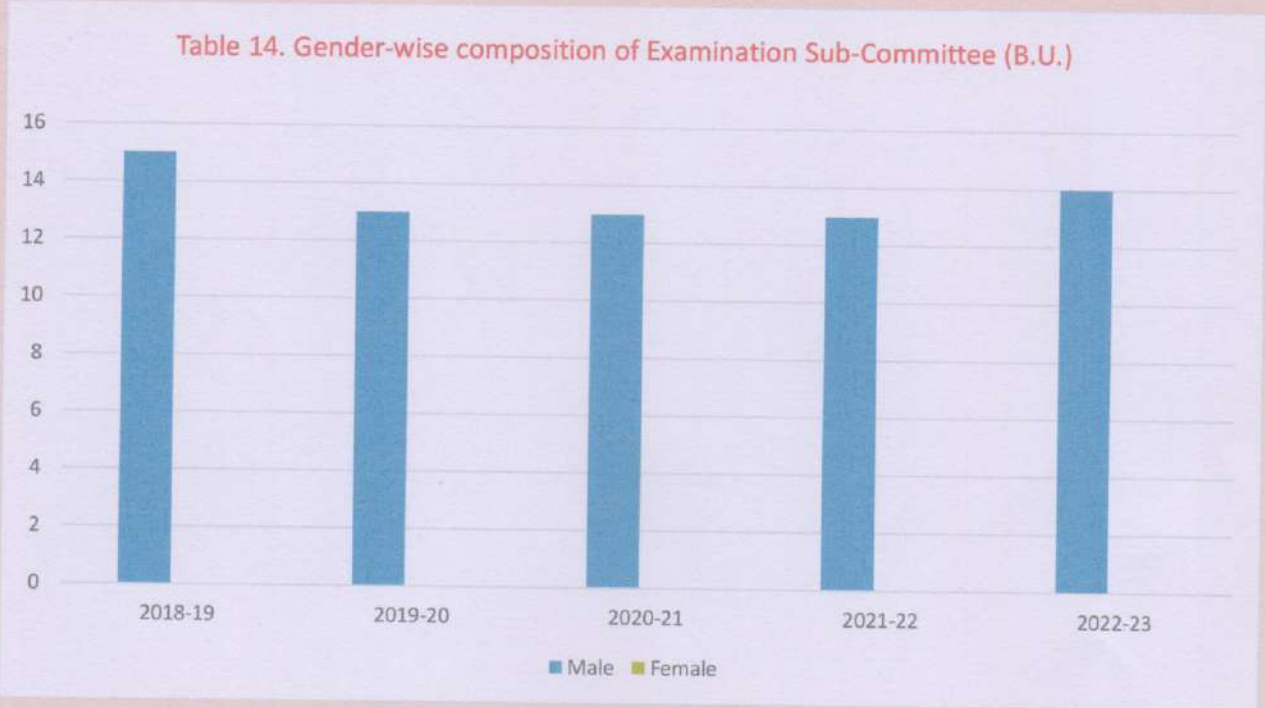
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	06	05	05	05	06
Female	00	00	00	00	01



The above figure illustrates year-wise gender-related details of Routine Sub-Committee of our college. It shows that the number of female teachers' participation in the same has increased recently.

Table 14. Gender-wise composition of Examination Sub-Committee (B.U.)

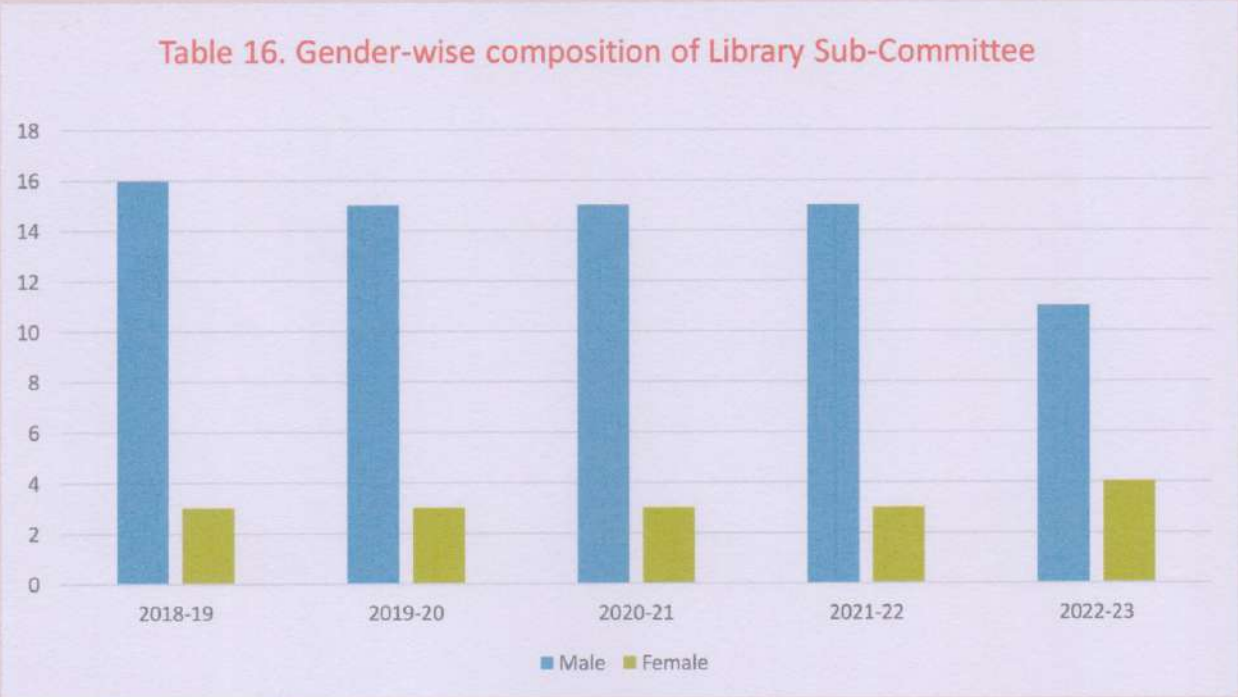
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	15	13	13	13	14
Female	00	00	00	00	00



The above figure illustrates year-wise gender-related details of Examination Sub-Committee of our college. Sadly, it shows no representation of female teachers over the years.

Table 16. Gender-wise composition of Library Sub-Committee

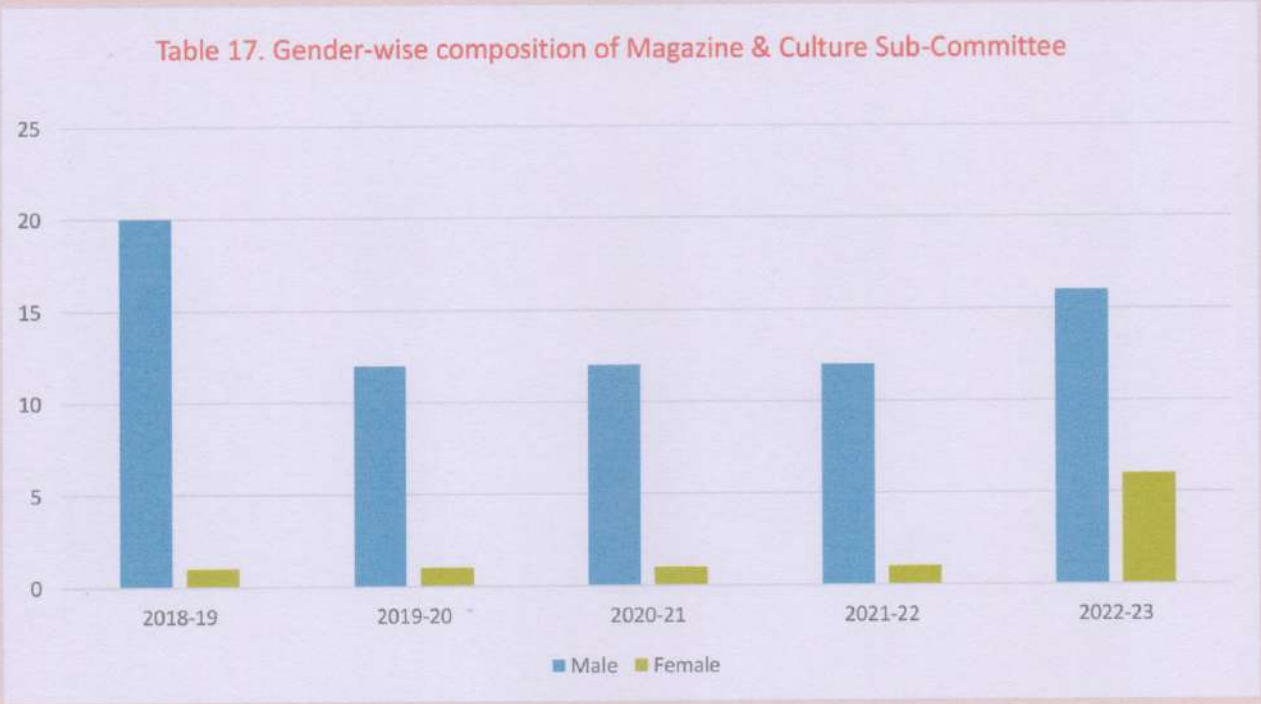
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	16	15	15	15	11
Female	03	03	03	03	04



The above figure illustrates year-wise gender-related details of Academic Sub-Committeeof our college. It shows that the number of female teachers' participation in the same has marginally increased over the years.

Table 17. Gender-wise composition of Magazine & Culture Sub-Committee

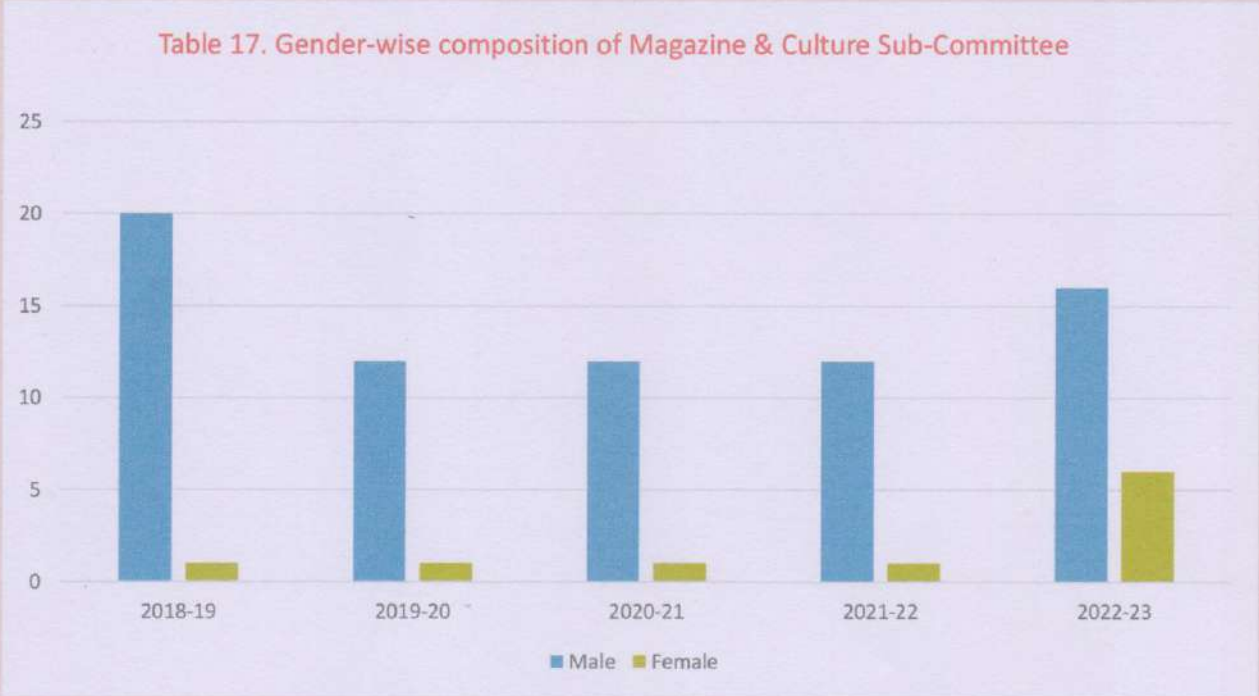
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	20	12	12	12	16
Female	01	01	01	01	06



The above figure illustrates year-wise gender-related details of Magazine and Culture Sub-Committee of our college. It shows that the number of female teachers' participation in the same has increased over the years.

Table 17. Gender-wise composition of Magazine & Culture Sub-Committee

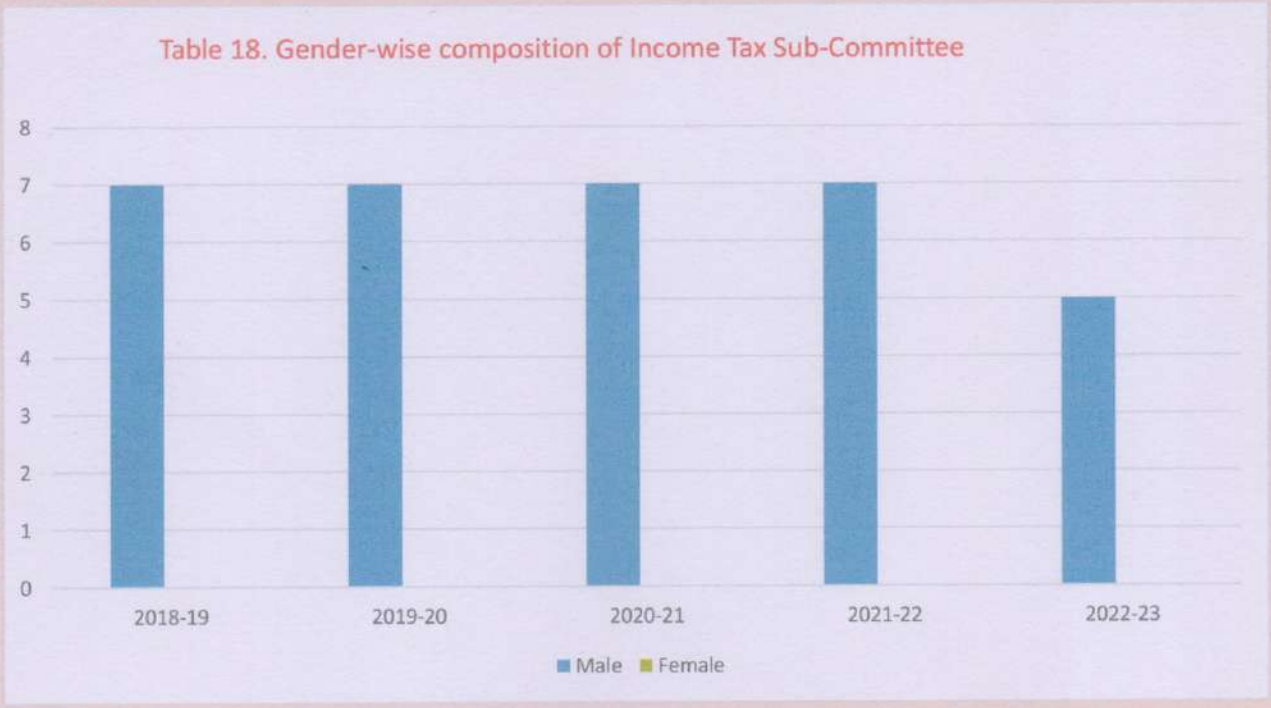
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	20	12	12	12	16
Female	01	01	01	01	06



The above figure illustrates year-wise gender-related details of Magazine and Culture Sub-Committee of our college. It shows that the number of female teachers' participation in the same has increased over the years.

Table 18. Gender-wise composition of Income Tax Sub-Committee

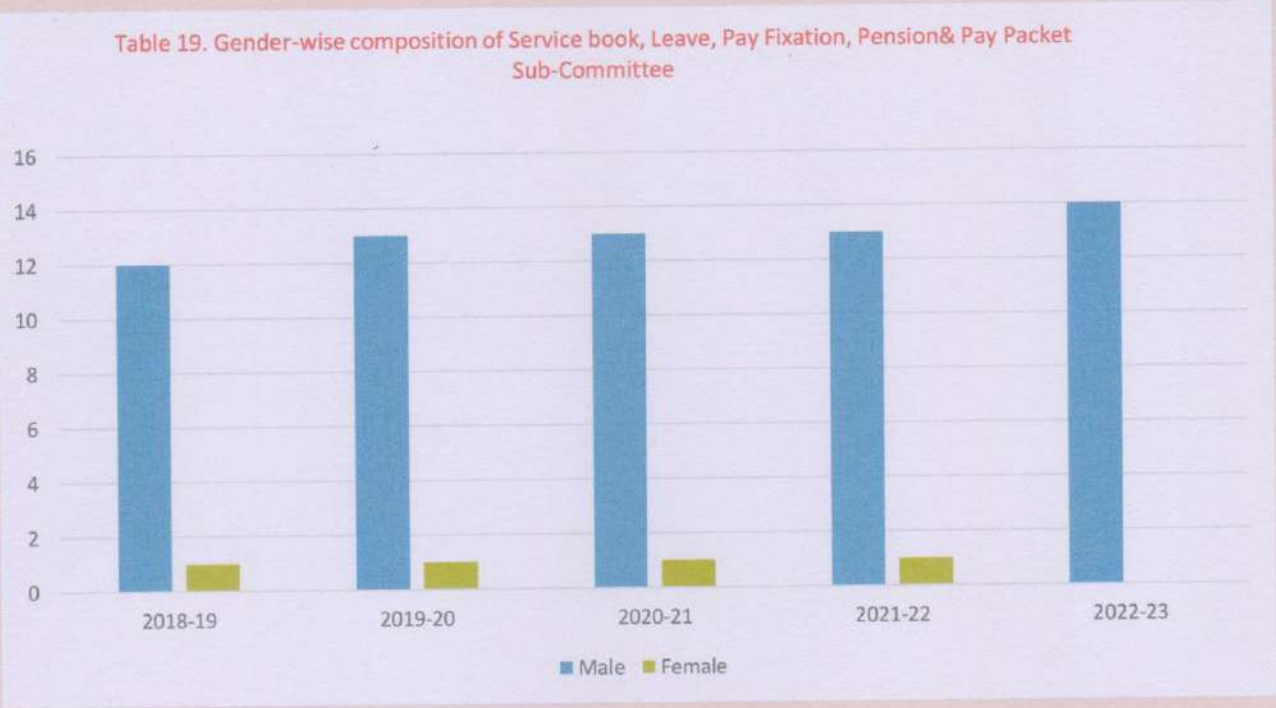
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	07	07	07	07	05
Female	00	00	00	00	00



The above figure illustrates year-wise gender-related details of Income Tax Sub-Committee of our college. Sadly, it shows no representation of female teachers over the years.

Table 19. Gender-wise composition of Service book, Leave, PayFixation, Pension& Pay Packet Sub-Committee

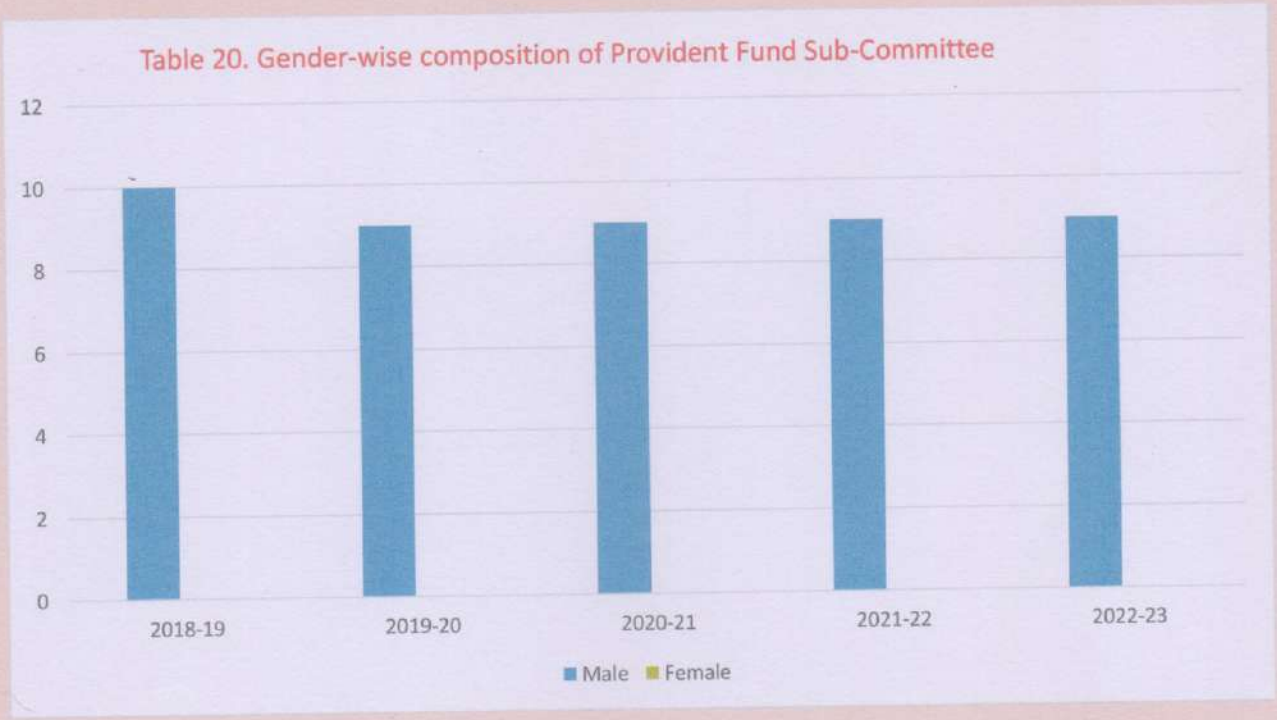
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	12	13	13	13	14
Female	01	01	01	01	00



The above figure illustrates year-wise gender-related details of Service book, Leave PayFixation, Pension& Pay Packet Sub-Committee of our college . It shows that the number of female teachers' participation in the same has decreased recently.

Table 20. Gender-wise composition of Provident Fund Sub-Committee

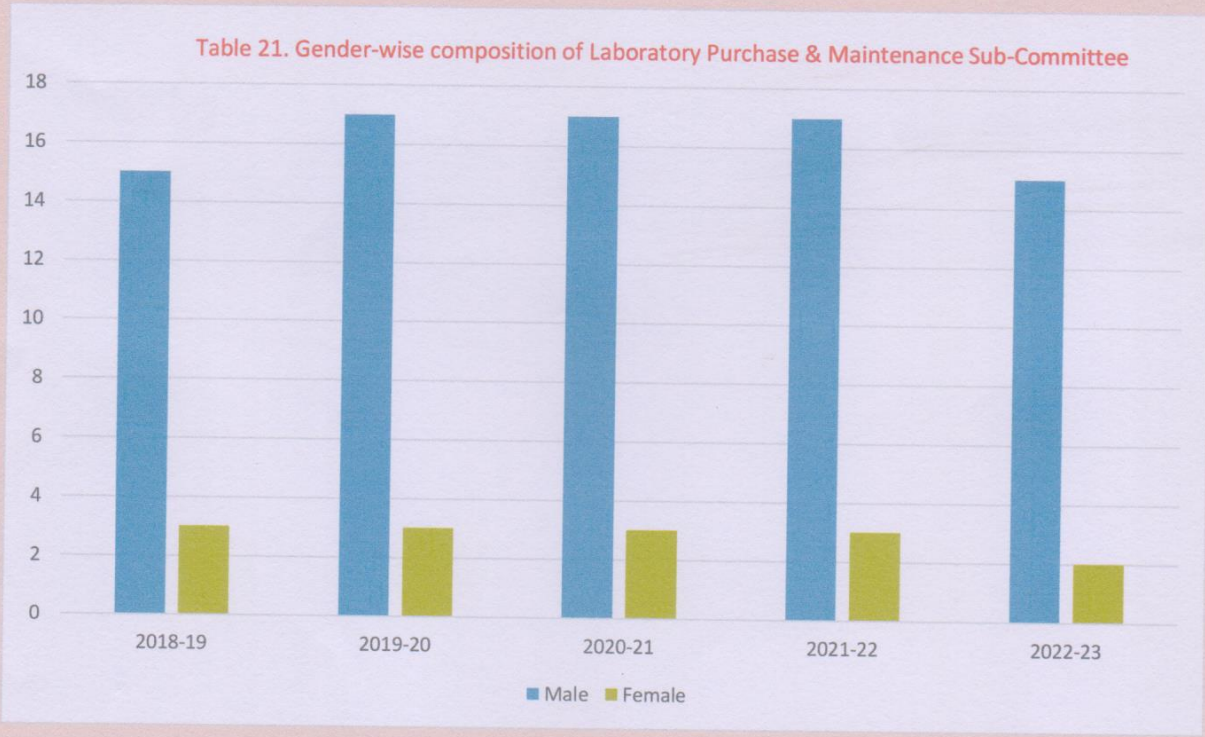
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	10	09	09	09	09
Female	00	00	00	00	00



The above figure illustrates year-wise gender-related details of Provident Fund Sub-Committee of our college. Sadly, it shows no representation of female teachers over the years.

Table 21. Gender-wise composition of Laboratory Purchase & Maintenance Sub-Committee

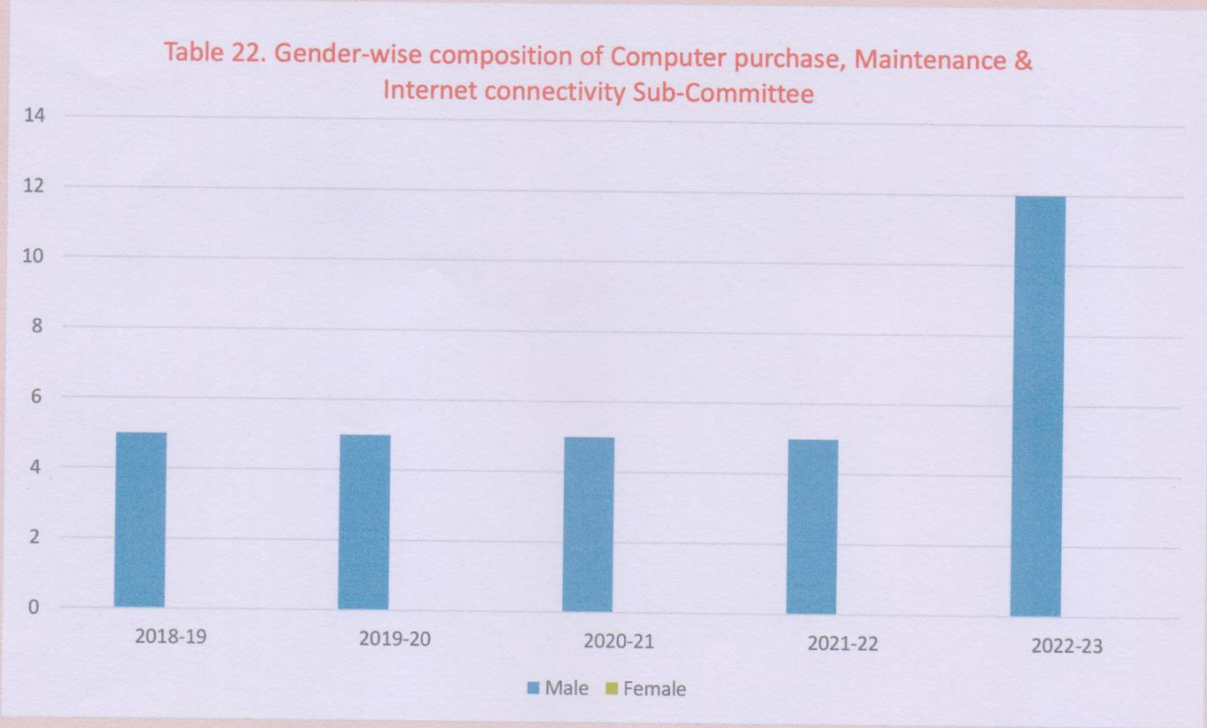
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	15	17	17	17	15
Female	03	03	03	03	02



The above figure illustrates year-wise gender-related details of Laboratory Purchase & Maintenance Sub-Committee of our college. It shows that the number of female teachers' participation in the same has decreased in the recent session.

Table 22. Gender-wise composition of Computer purchase, Maintenance & Internet connectivity Sub-Committee

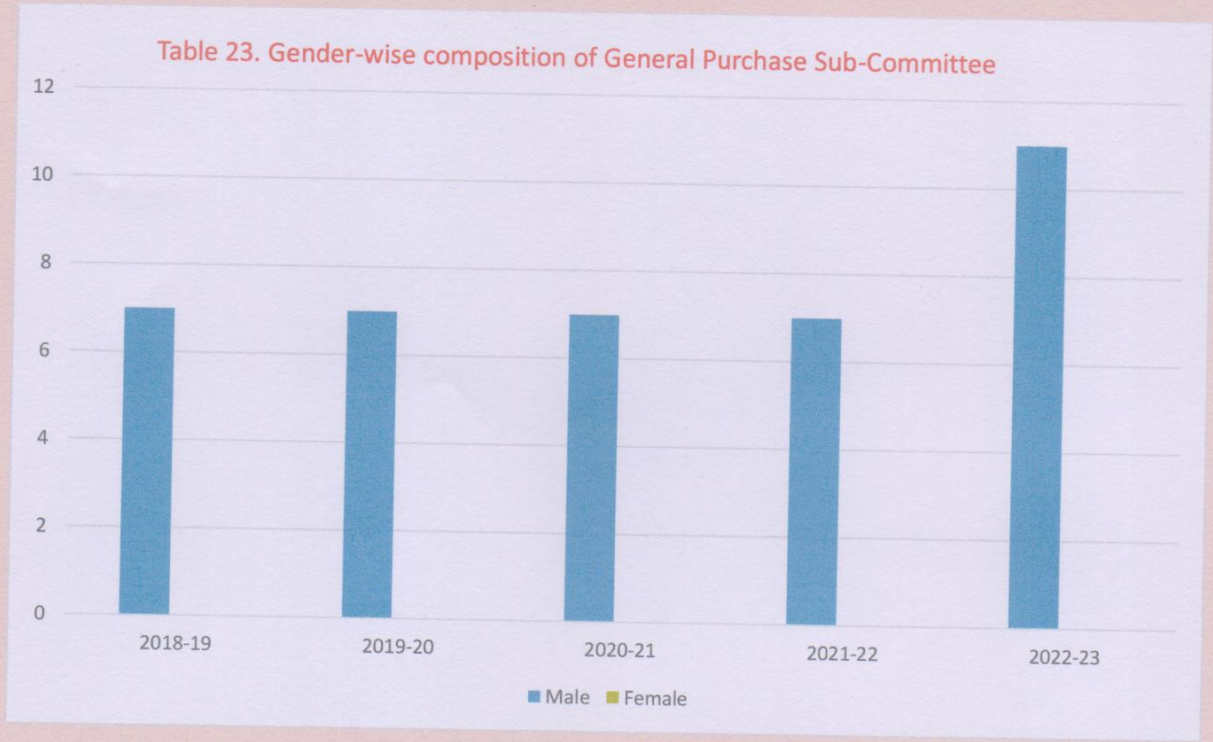
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	05	05	05	05	12
Female	00	00	00	00	00



The above figure illustrates year-wise gender related details of Computer purchase, Maintenance & Internet Connectivity Sub-Committee of our college. Sadly, it shows no representation of female teachers over the years.

Table 23. Gender-wise composition of General Purchase Sub-Committee

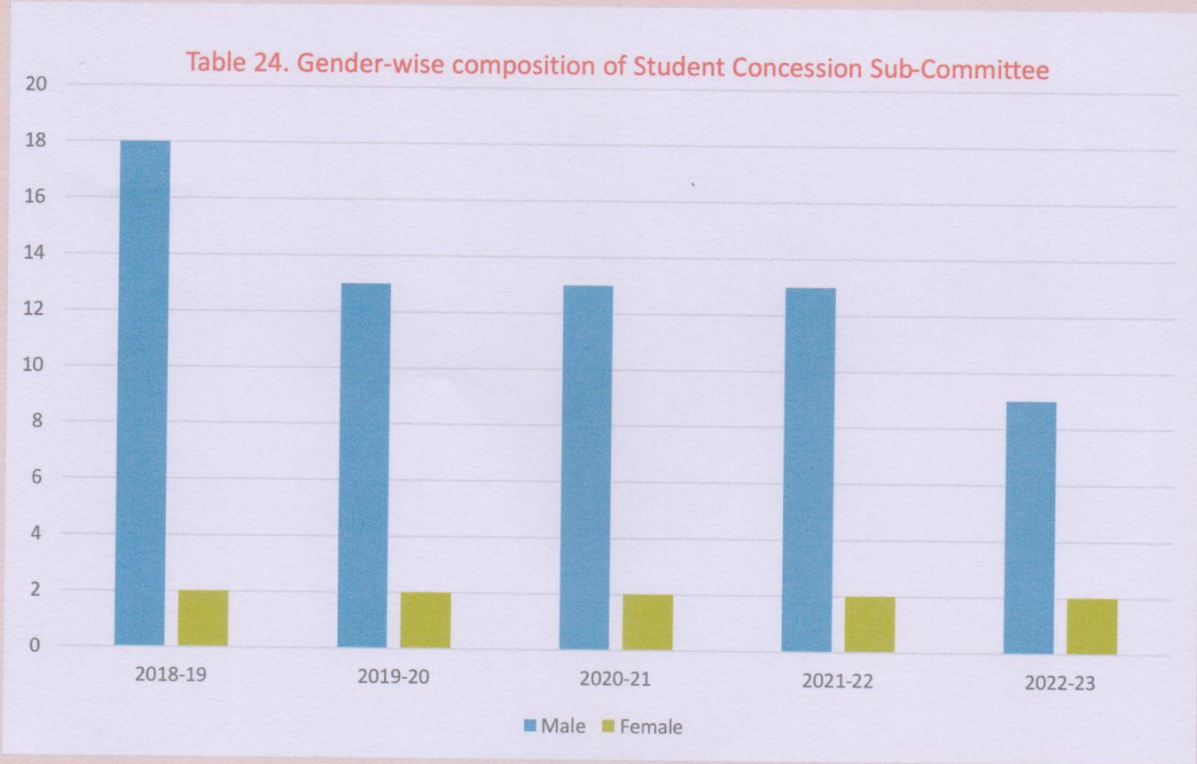
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	07	07	07	07	11
Female	00	00	00	00	00



The above figure illustrates year-wise gender-related details of General Purchase Sub-Committee of our college. Sadly, it shows no representation of female teachers over the years.

Table 24. Gender-wise composition of Student Concession Sub-Committee

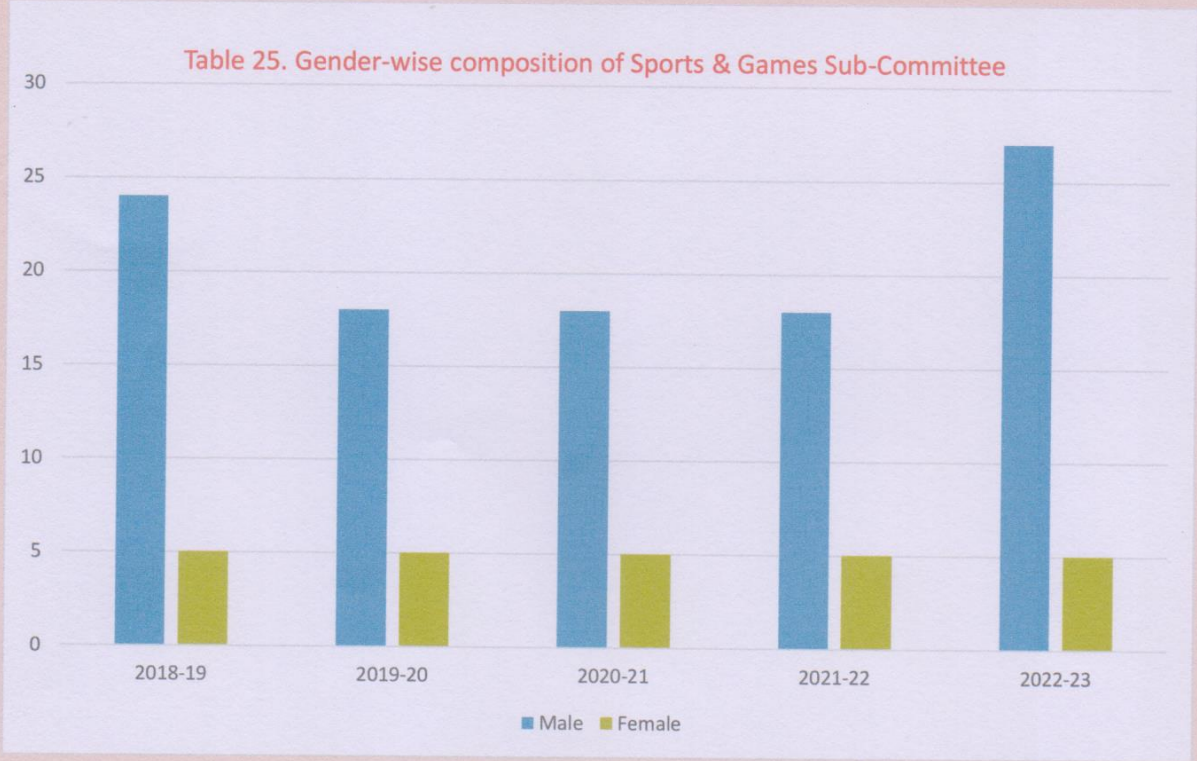
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	18	13	13	13	09
Female	02	02	02	02	02



The above figure illustrates year-wise gender-related details of Student Concession Sub-Committee of our college. It shows that the number of female teachers' participation in the same has been steady over the years.

Table 25. Gender-wise composition of Sports & Games Sub-Committee

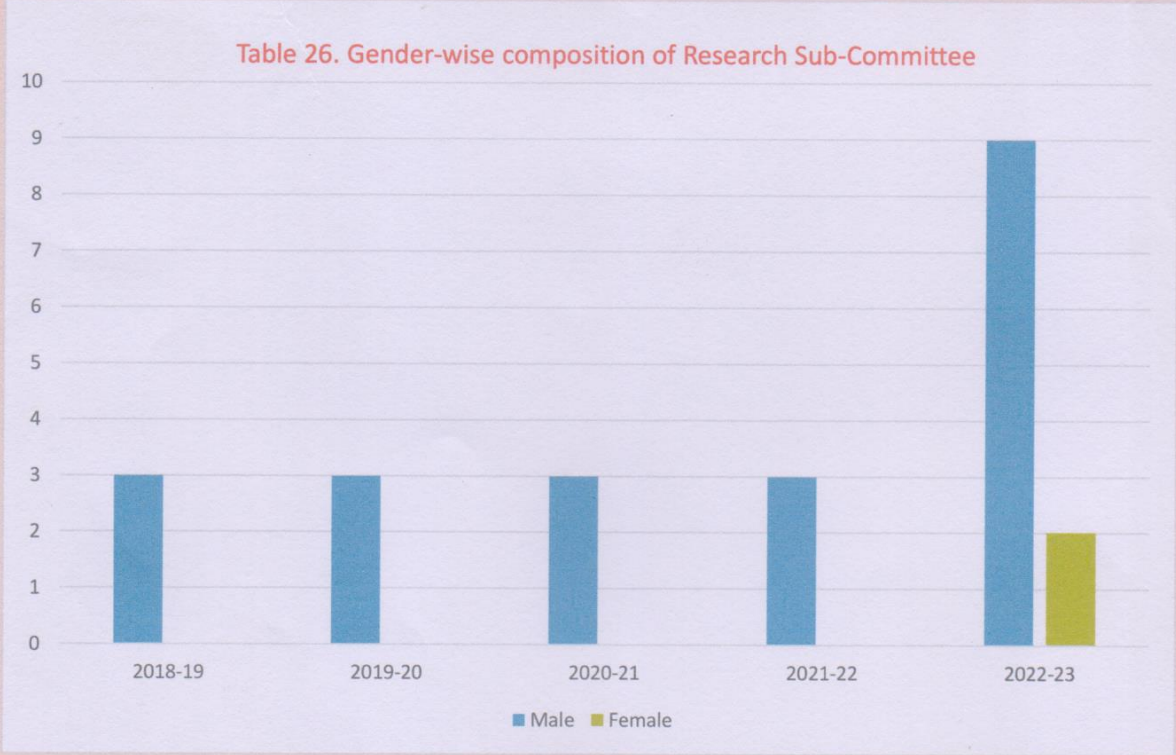
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	24	18	18	18	27
Female	05	05	05	05	05



The above figure illustrates year-wise gender-related details of Sports & Games Sub-Committee of our college. It shows that the number of female teachers' participation in the same has been steady over the years.

Table 26. Gender-wise composition of Research Sub-Committee

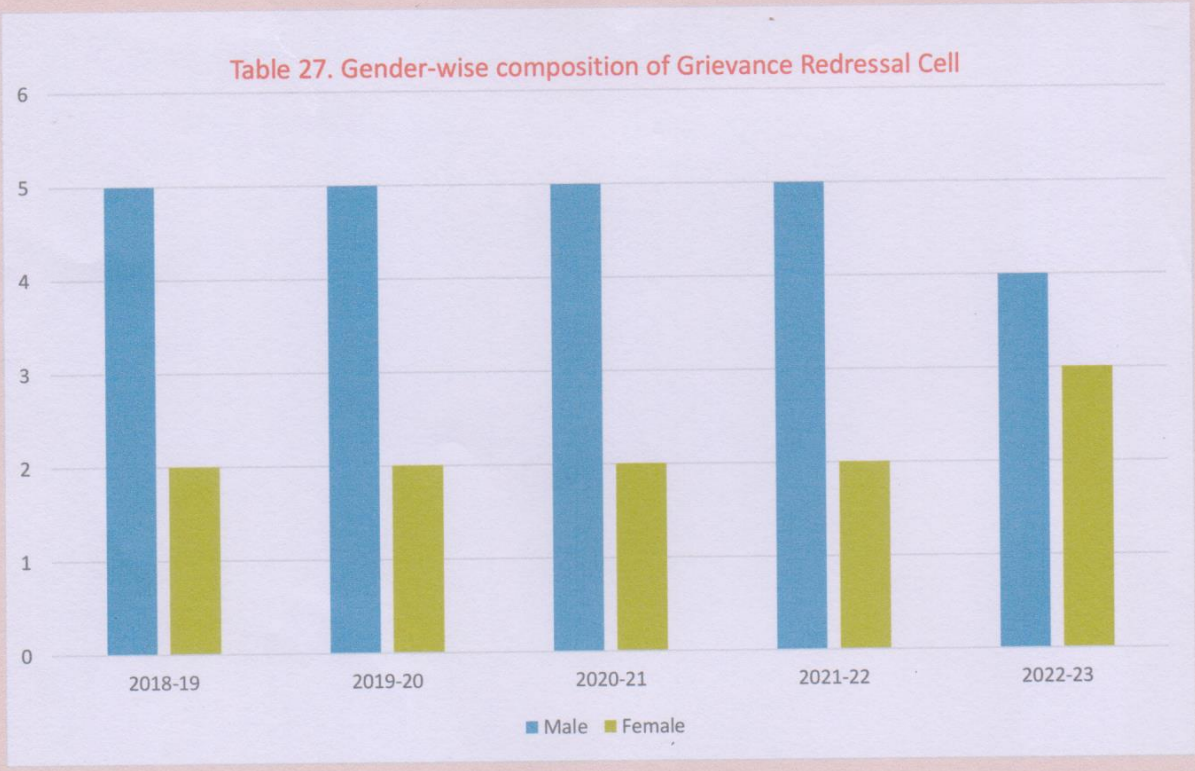
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	03	03	03	03	09
Female	00	00	00	00	02



The above figure illustrates year-wise gender-related details of Research Sub-Committee of our college. It shows that the number of female teachers' participation in the same has increased recently.

Table 27. Gender-wise composition of Grievance Redressal Cell

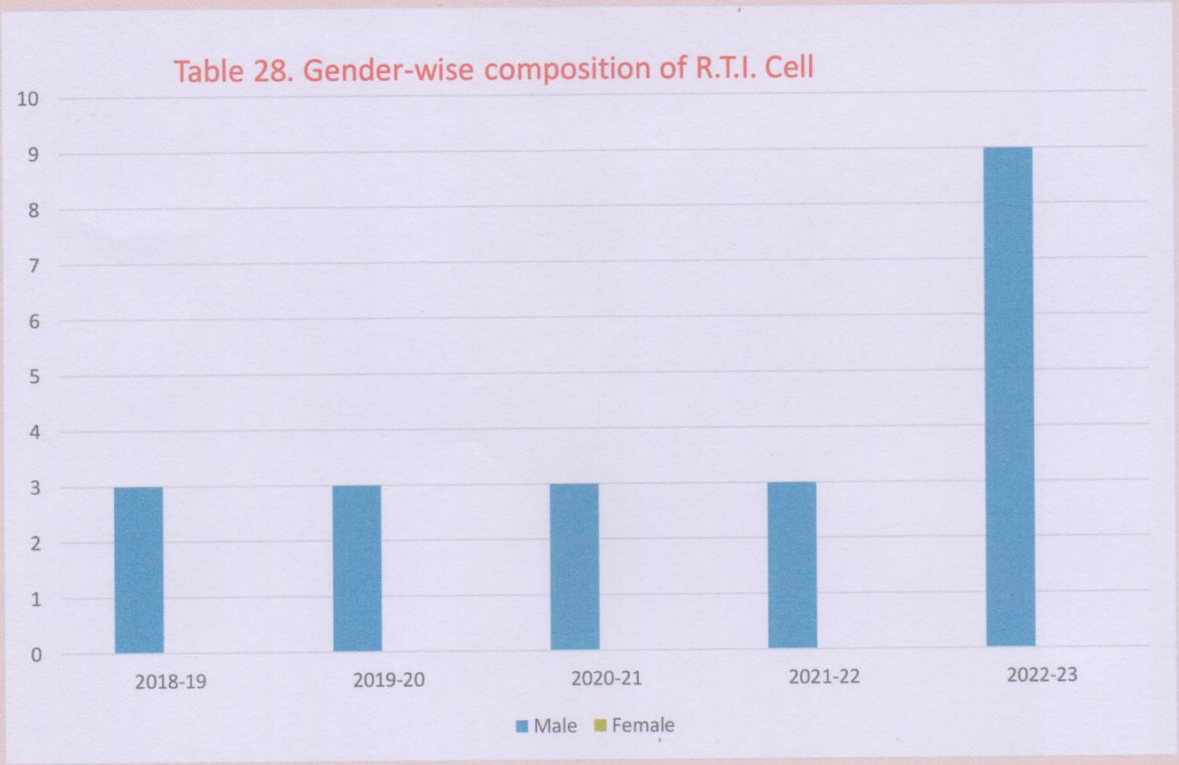
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	05	05	05	05	04
Female	02	02	02	02	03



The above figure illustrates year-wise gender-related details of the Grievance Redressal Cell of our college. It shows that the number of female teachers' participation in the same has not only been healthy but also has increased over the years.

Table 28. Gender-wise composition of R.T.I. Cell

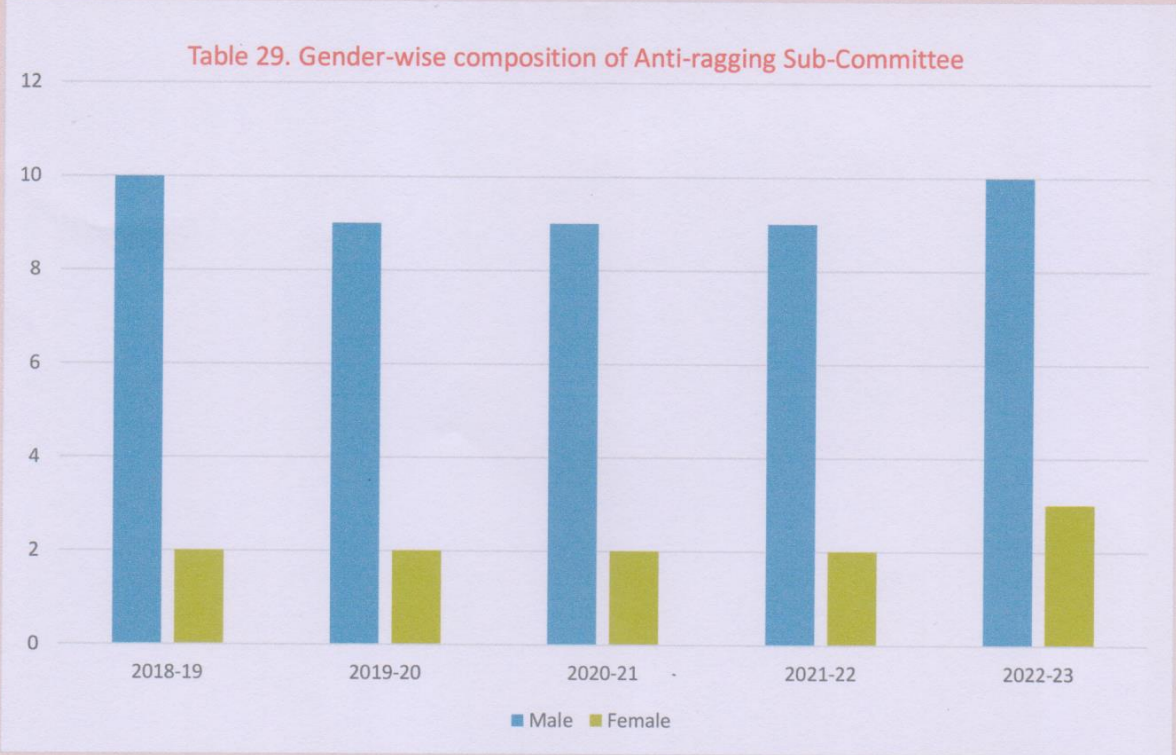
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	03	03	03	03	09
Female	00	00	00	00	00



The above figure illustrates year-wise gender-related details of the R.T.I. Cell of our college. Sadly, it shows no representation of female teachers over the years.

Table 29. Gender-wise composition of Anti-Ragging Sub-Committee

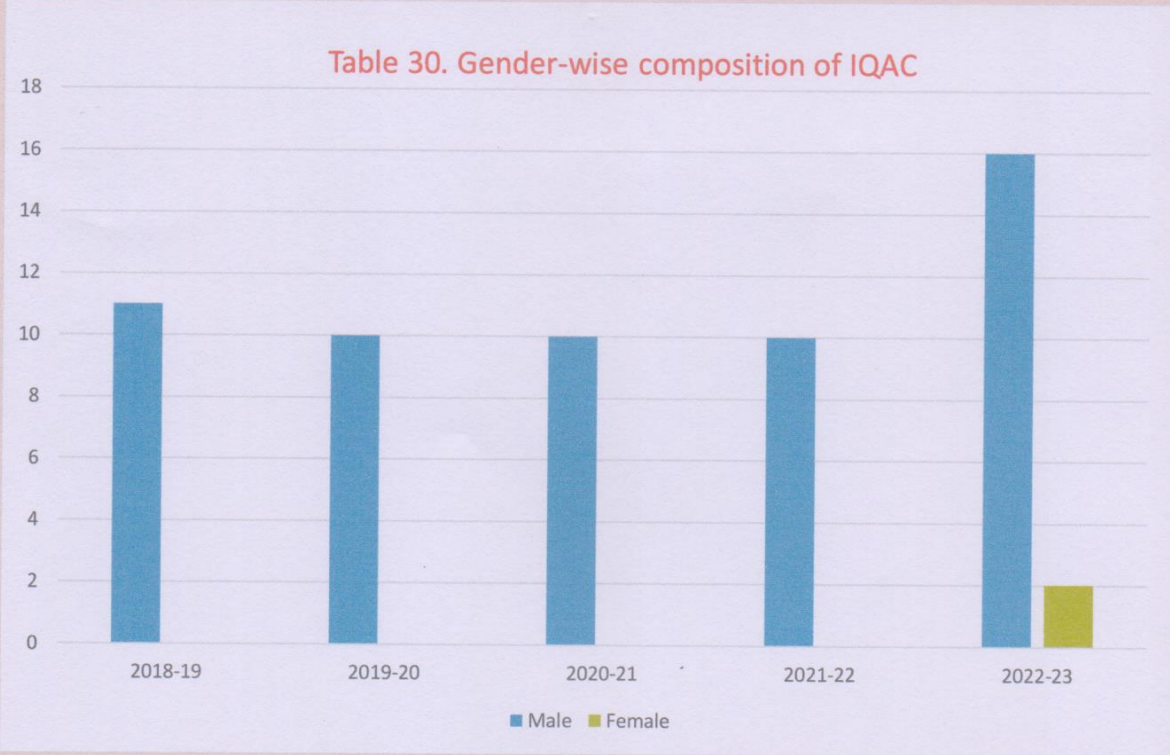
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	10	09	09	09	10
Female	02	02	02	02	03



The above figure illustrates year-wise gender-related details of Anti-Ragging Sub-Committee of our college. It shows that the number of female teachers' participation in the same has increased over the years.

Table 30. Gender-wise composition of IQAC

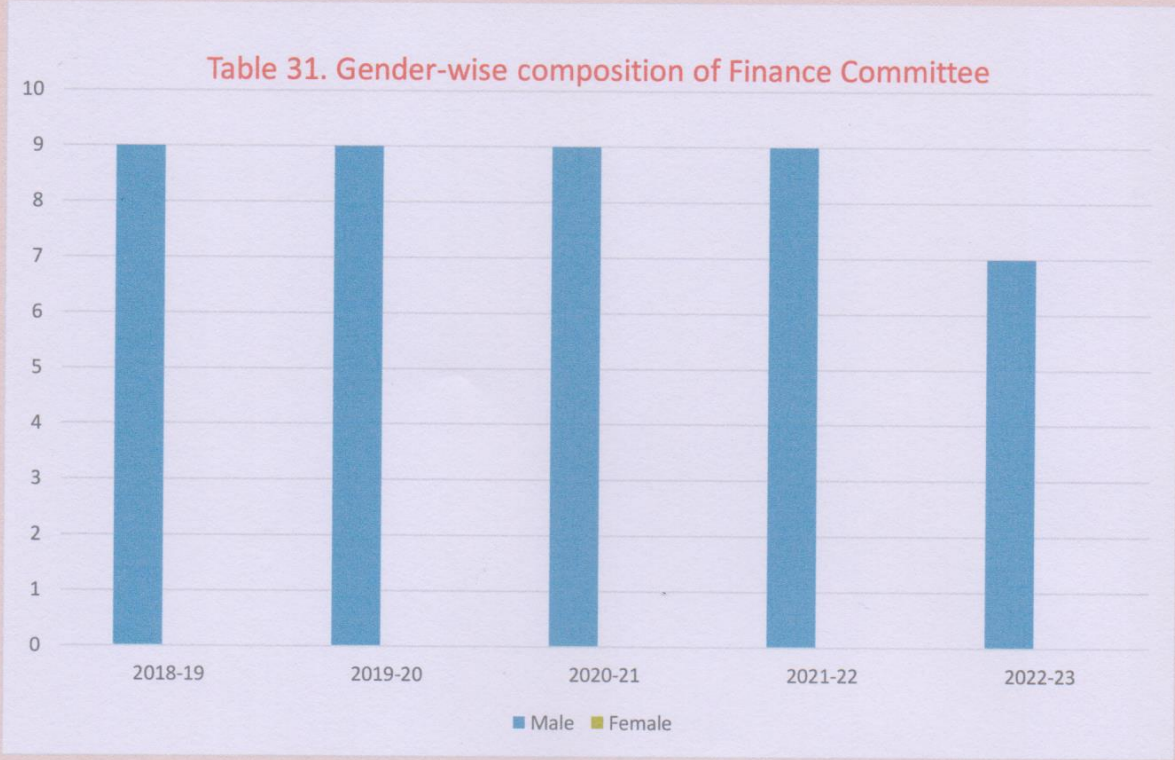
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	11	10	10	10	16
Female	00	00	00	00	02



The above figure illustrates year-wise gender-related details of IQAC of our college. It shows that the number of female teachers' participation in the same has increased recently.

Table 31. Gender-wise composition of Finance Committee

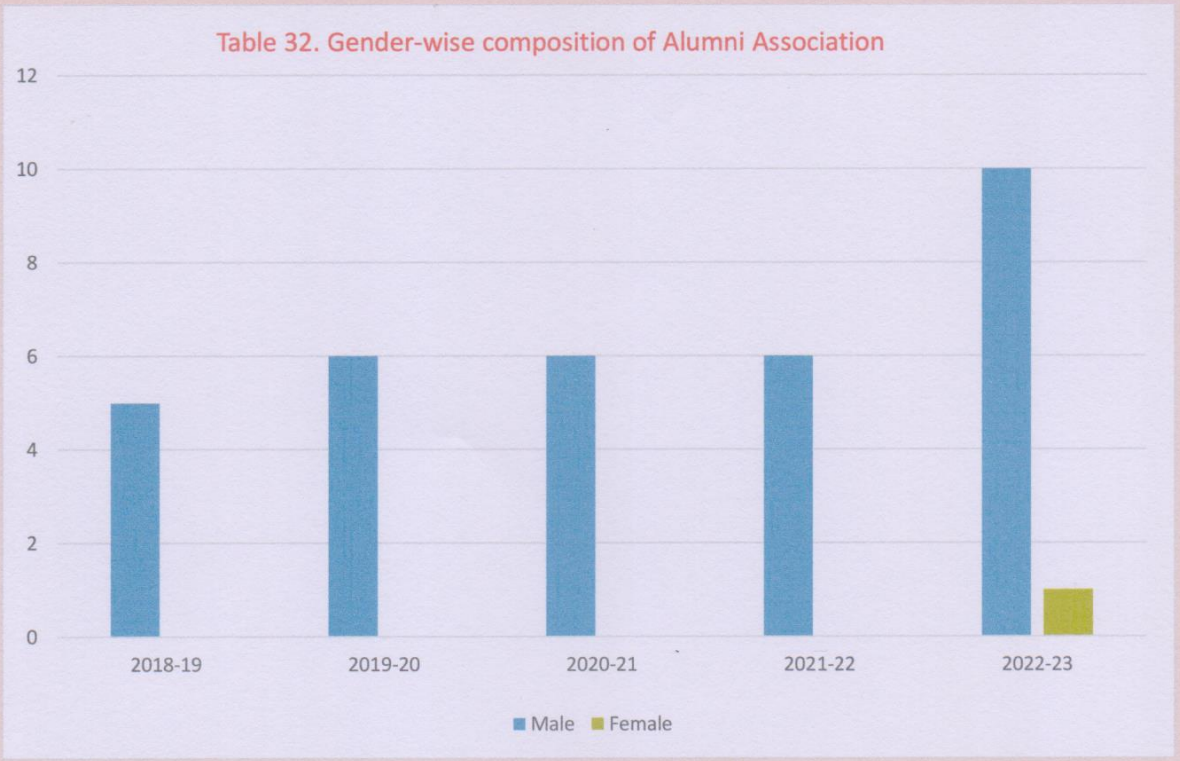
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	09	09	09	09	07
Female	00	00	00	00	00



The above figure illustrates year-wise gender-related details of the Finance Committee of our college. Sadly, it shows no representation of female teachers over the years.

Table 32. Gender-wise composition of Alumni Association

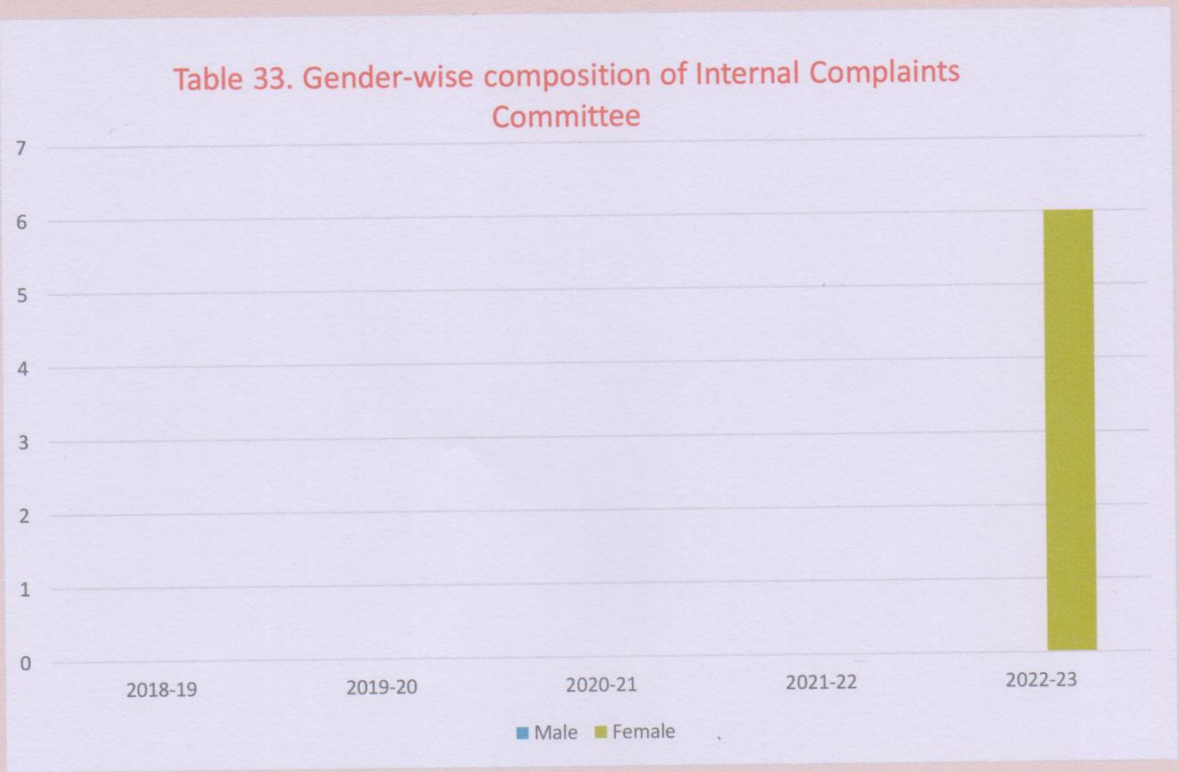
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	05	06	06	06	10
Female	00	00	00	00	01



The above figure illustrates year-wise gender-related details of the Alumni Association of our college. It shows that the number of female teachers' participation in the same has increased recently.

Table 33. Gender-wise composition of Internal Complaints Committee

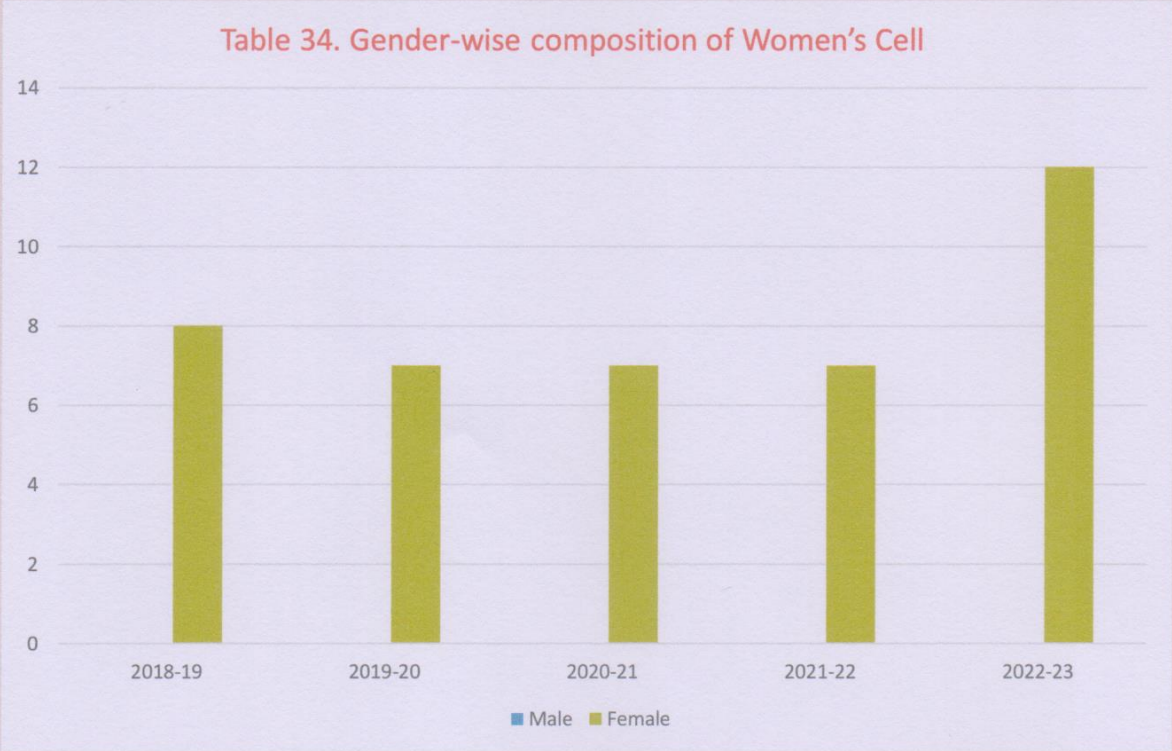
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	-----	-----	-----	------	00
Female	-----	------	-----	------	06



The above figure illustrates year-wise gender-related details of the Internal Complaints Committee of our college. It consists entirely of female staff as of the latest session.

Table 34. Gender-wise composition of Women's Cell

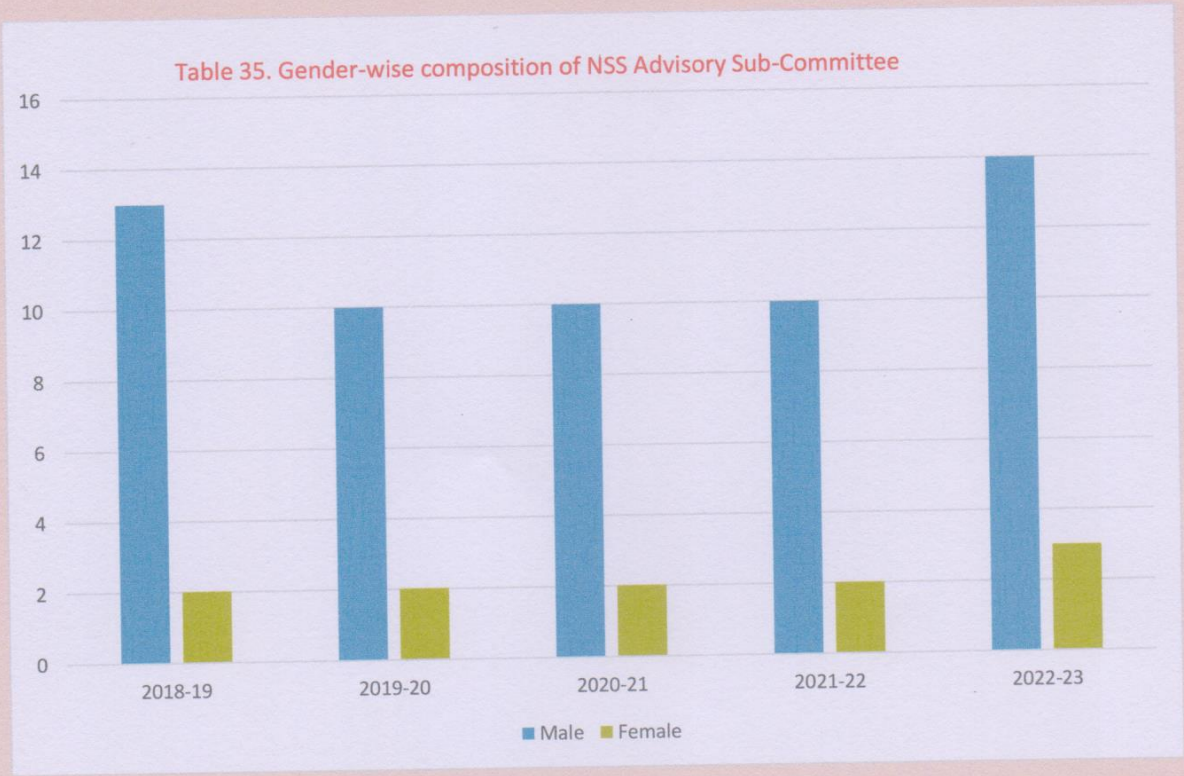
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	00	00	00	00	00
Female	08	07	07	07	12



The above figure illustrates year-wise gender-related details of the Women's Cell of our college. It consists entirely of female staff as of the latest session.

Table 35. Gender-wise composition of NSS Advisory Sub-Committee

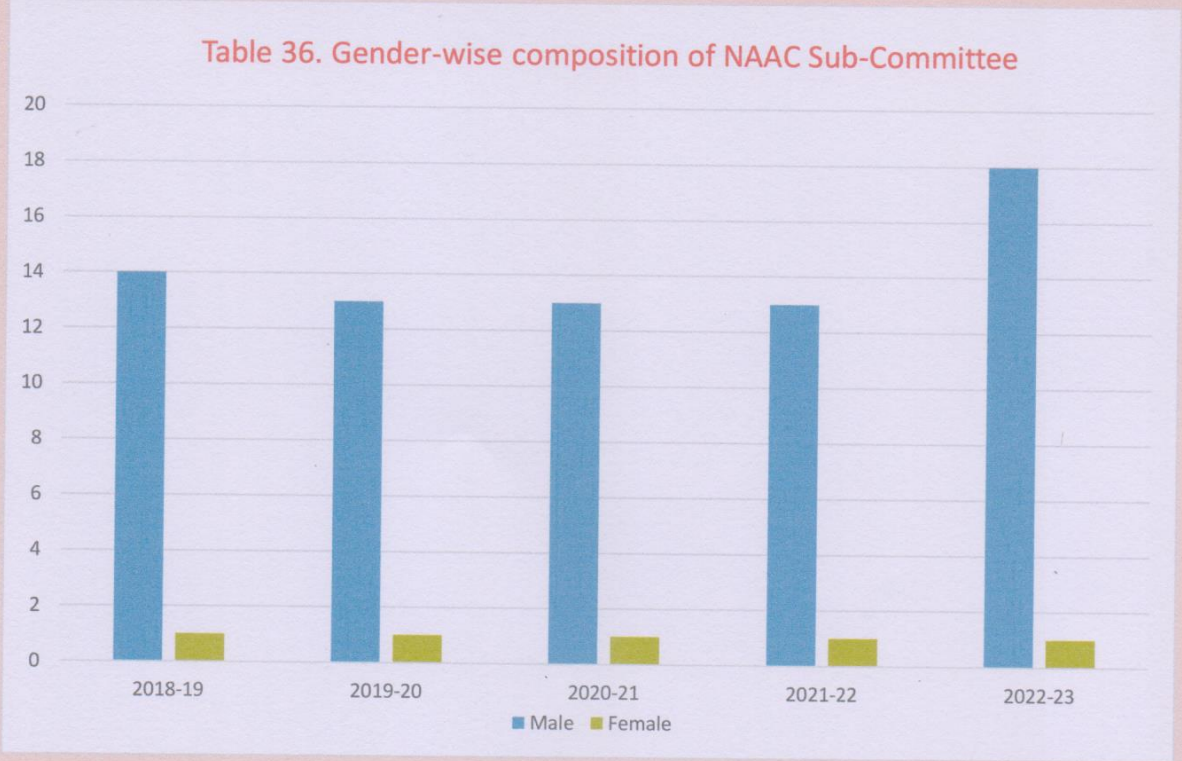
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	13	10	10	10	14
Female	02	02	02	02	03



The above figure illustrates year-wise gender-related details of NSS Advisory Sub-committee of our college. It shows that the number of female teachers' participation in the same has increased over the years.

Table 36. Gender-wise composition of NAAC Sub-Committee

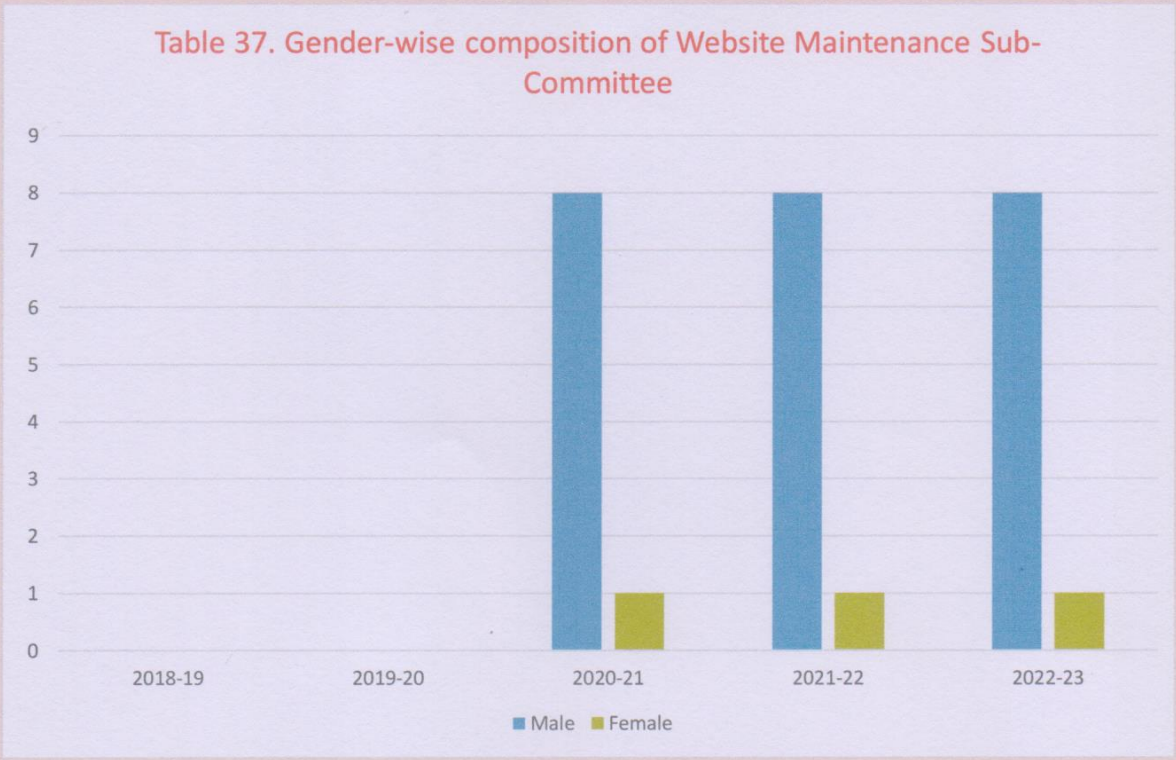
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	14	13	13	13	18
Female	01	01	01	01	01



The above figure illustrates year-wise gender-related details of NAAC Sub-Committee of our college. It shows that the number of female teachers' participation in the same has been steady over the years.

Table 37. Gender-wise composition of Website Maintenance Sub-Committee

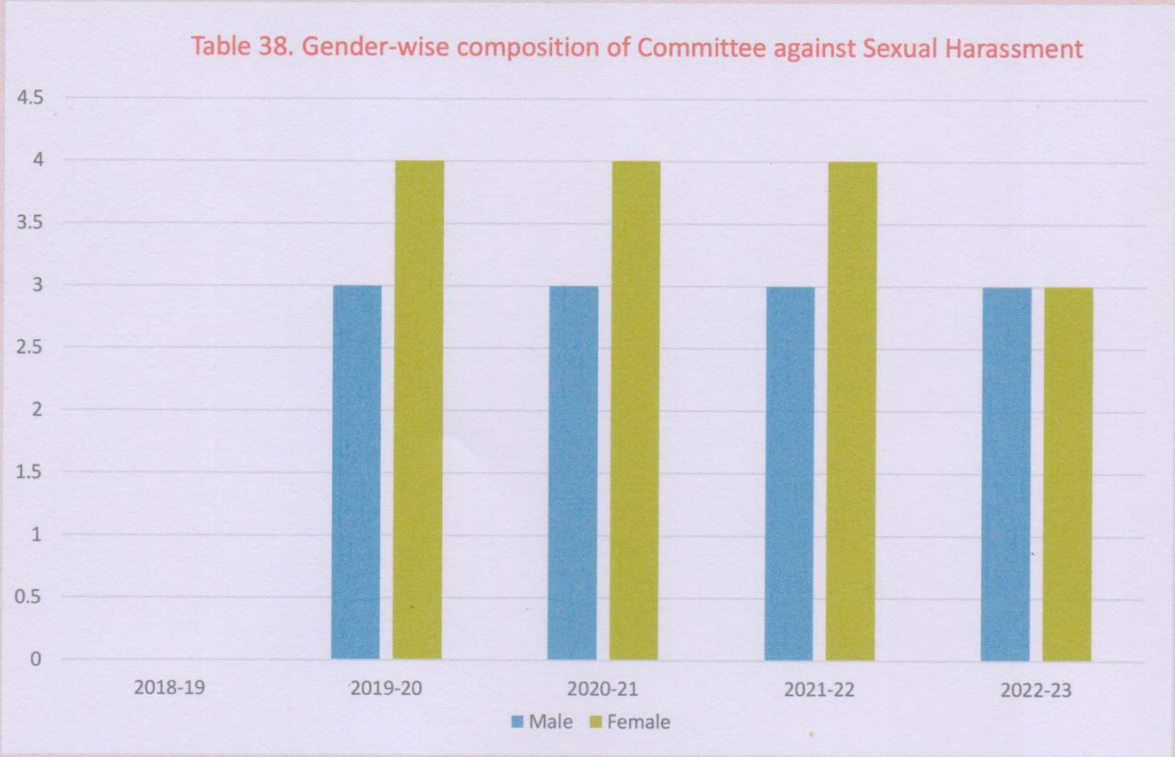
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	-----	-----	08	08	08
Female	-----	-----	01	01	01



The above figure illustrates year-wise gender-related details of Website Maintenance Sub-Committee of our college. It shows that the number of female teachers' participation in the same has been steady over the years.

Table 38. Gender-wise composition of Committee against Sexual Harassment

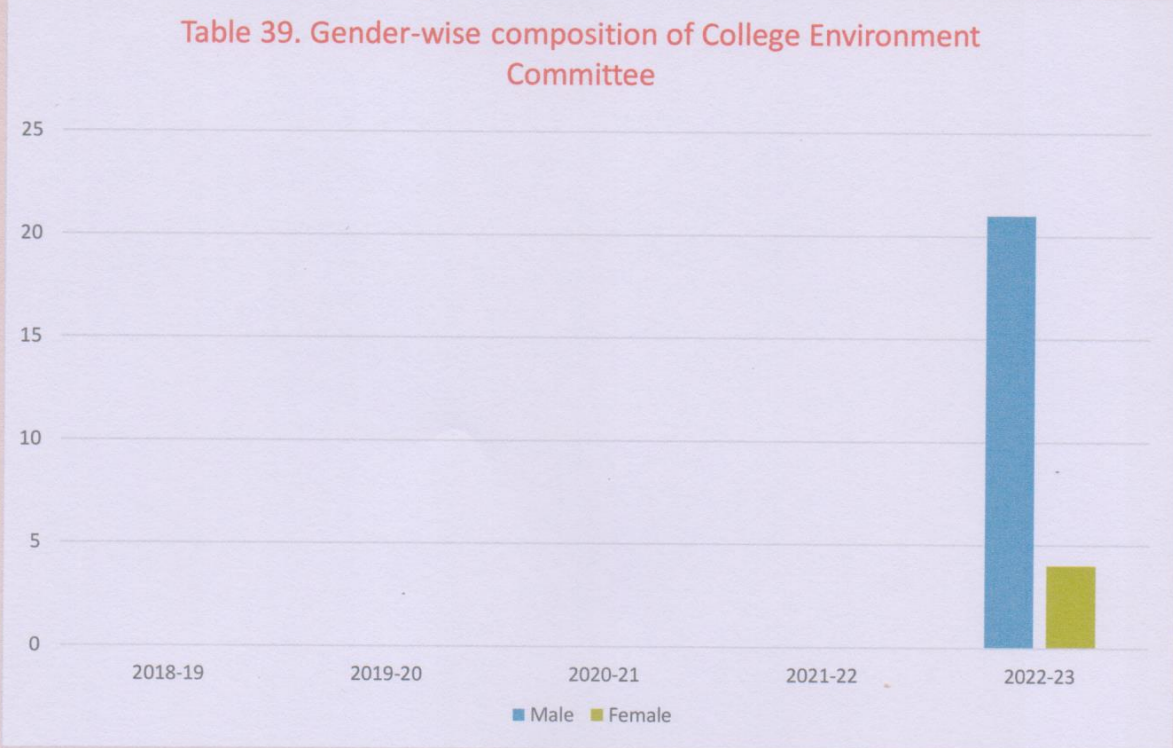
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	-----	03	03	03	03
Female	----	04	04	04	03



The above figure illustrates year-wise gender-related details of the Committee against Sexual Harassment of our college. It shows that the number of female teachers' participation in the same has been steady over the years.

Table 39. Gender-wise composition of College Environment Committee

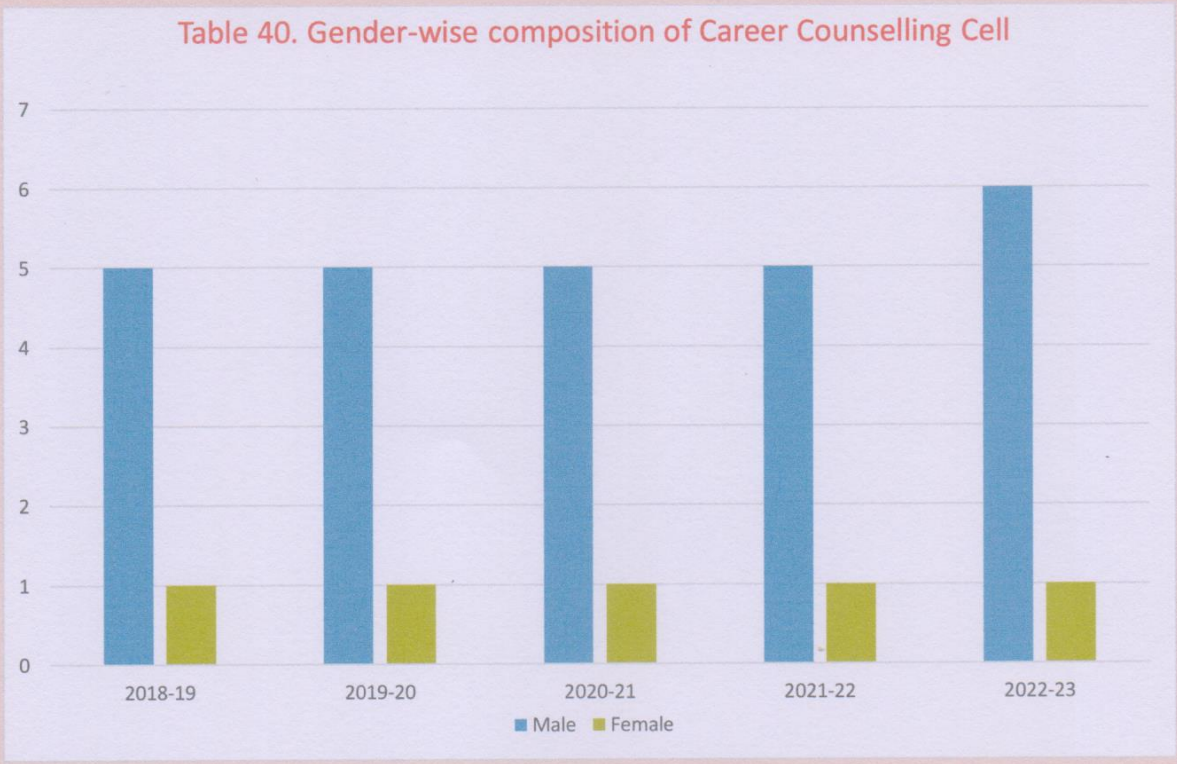
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	-----	-----	-----	----	21
Female	-----	-----	-----	-----	04



The above figure illustrates year-wise gender-related details of the Environment Committee of our college. It shows that the number of female teachers' participation in the same needs to be increased in future.

Table 40. Gender-wise composition of Career Counselling Cell

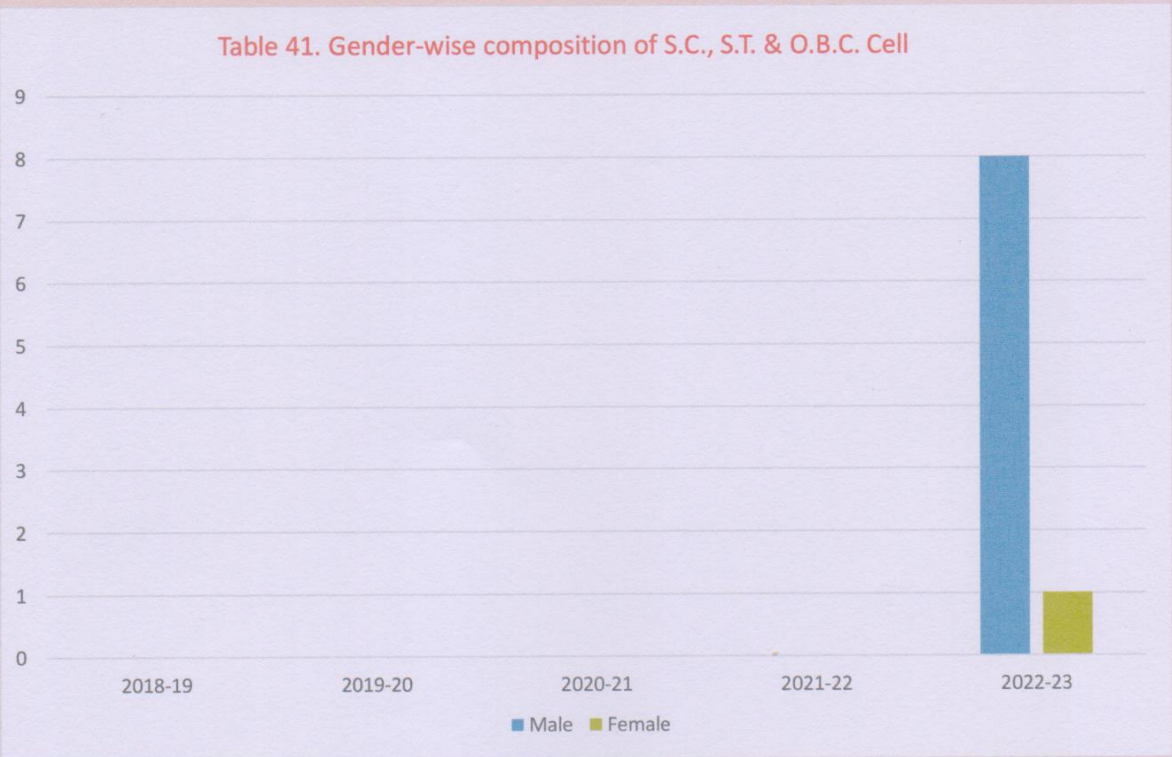
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	05	05	05	05	06
Female	01	01	01	01	01



The above figure illustrates year-wise gender-related details of the Career Counselling Cell of our college. It shows that the number of female teachers' participation in the same has been steady over the years; but it needs to be increased in future.

Table 41. Gender-wise composition of S.C., S.T. & O.B.C. Cell

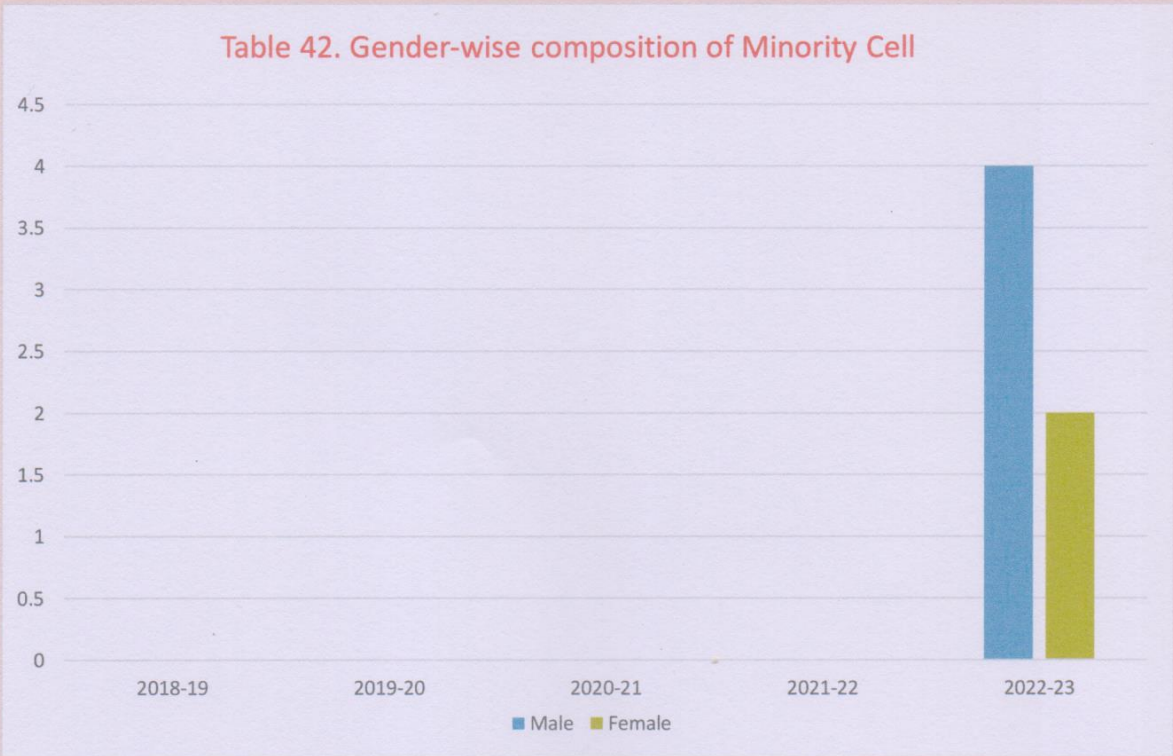
Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	-----	-----	-----	-----	08
Female	-----	-----	-----	-----	01



The above figure illustrates year-wise gender related details of S.C., S.T. & O.B.C. Cell of our college. It shows that the number of female teachers' participation in the same needs to be increased in future.

Table 42. Gender-wise composition of Minority Cell

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Male	---------	----------	----------	----------	04
Female	--------	---------	----------	----------	02

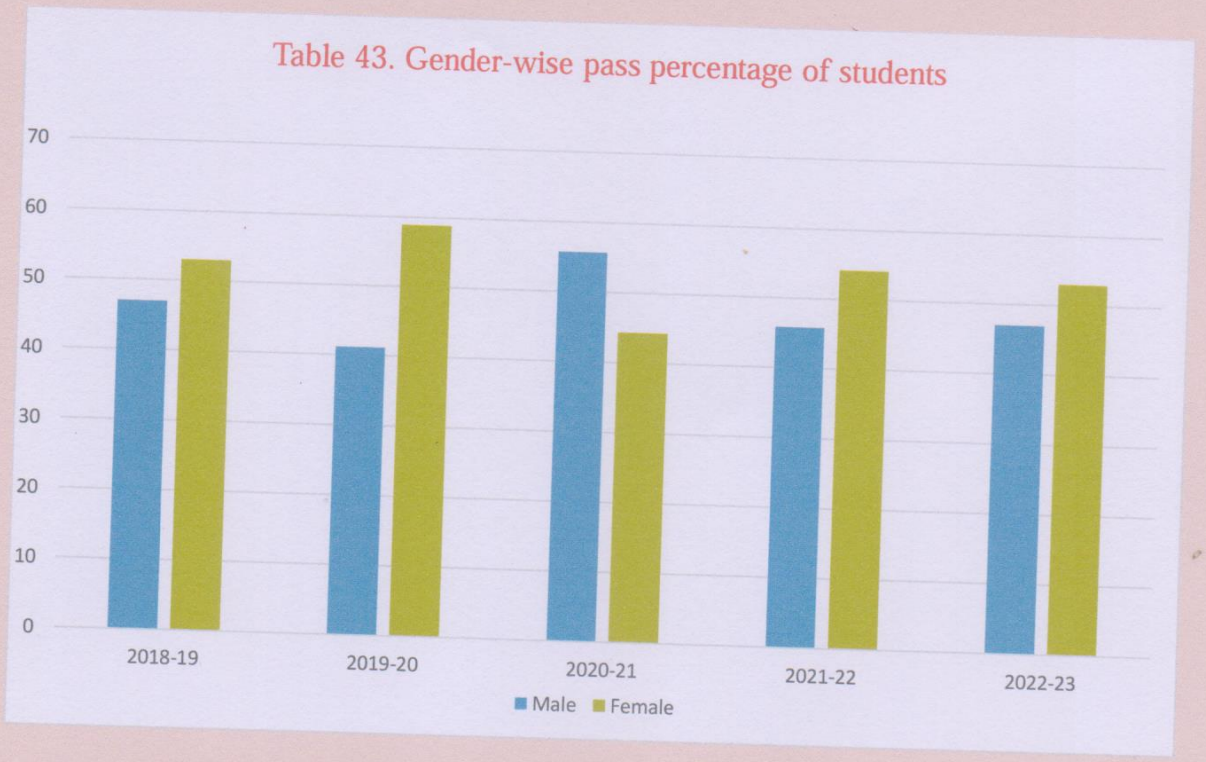


The above figure illustrates year-wise gender related details of Minority Cell of our college. It shows that the number of female teachers' participation in the same is satisfactory; but it needs to be increased in future.

5.5. Pass percentage of students

Table 43.Gender-wise pass percentage of students

Year	Pass Percentage of Boys	Pass Percentage of Girls
2018-19	46.99 %	53.01 %
2019-20	41.15 %	58.85 %
2020-21	55.71 %	44.29 %
2021-22	45.84 %	54.16 %
2022-23	46.97 %	53.03 %



The above figure illustrates year-wise Gender-wise pass percentage of students of our college. It shows that the pass-percentage of girl students from the institution is higher than that of the boys over the years.

6.Best Practices & Future policies

6.1. Best Practices

1. The college maintains gender-specific data, especially those related to students.

2. The college has always encouraged Workshops and programmes related to women's empowerment.

3. The college has a separate Girls' Common Room.

4. The college has also installed a Sanitary Napkin Vending Machine on the campus for the girl students and female staff.

5. The college is well under CCTV surveillance for the safety of students.

6. The college always supports female employees in granting Maternity and Child Care Leave (CCL).

7. The College has a separate Women's Cell & a Grievance Redressal Committee which are very active.

8. Regular mentoring of the students by the Counselling Cell helps the students to share their problems with the teachers.

9. Scholarships specially meant for girl students (like Kanyashree) are given utmost importance.

6.2. Policies

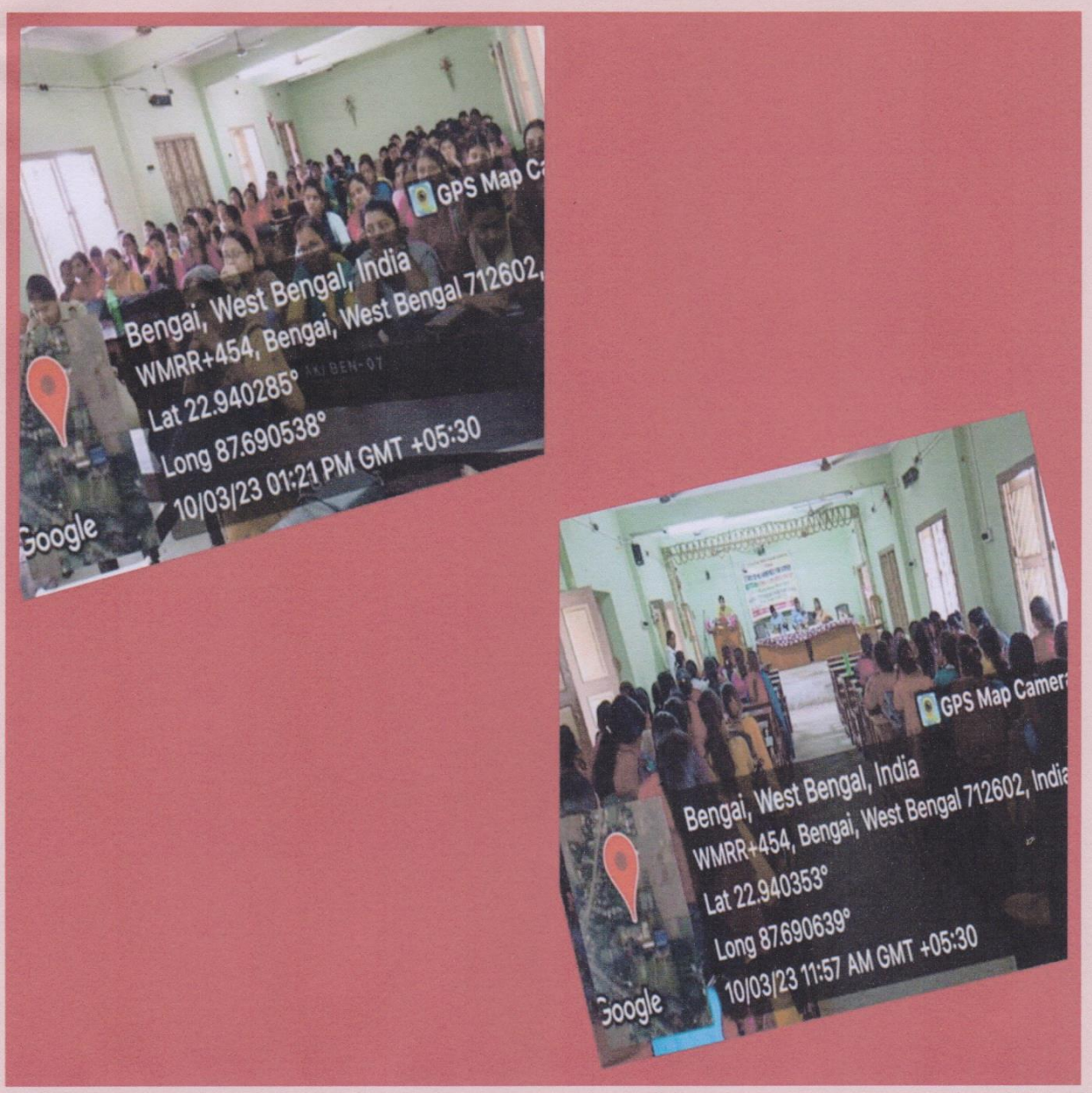
1. 1 The college must strive to guarantee the rights, dignity and safety of all women on the college premises including students, faculty, support staff and visitors.
2. The gender sensitization initiatives are to be taken regularly for all sections of the college community.
3. The basic principles of the college gender policy must be displayed on the campus to ensure maximum visibility.
4. The college must implement effective measures for the dignity, safety and security of all genders.
5. An accessible, active and unbiased grievance redressal cell is to function in the college.
6. The college must provide equal opportunity for all genders without any kind of discrimination.
7. Signboards, graffiti and posters for the prevention of sexual harassment are to be put up at important locations on the college premises.
8. A certified consultant/counsellor is to be invited for counselling and guidance in gender-related issues.

7. Conclusion

This report mainly identifies whether there is any gender discrimination in the institution or not. It is based on gender-sensitive indicators like Curricular aspects, learning and evaluation, gender balance in teaching & non-teaching staff, research, extension and progression, student support and progression, gender –related policies & practices in the institution. This report suggests that mostly there is no gender discrimination present for all the indicators and with time the students are becoming more aware of the good practices by the college like regular Gender Sensitization programmes, Gender awareness programmes conducted by the college and also there are active Women Cell, Grievance Redressal Cell for the students along with regular Counselling sessions conducted by the Counselling cell. Different scholarship schemes are available for the students, especially for the girl students— like Kanyashree to provide them incentives to continue their education. However, the college always tries to incorporate further policies and practices to make the campus more gender neutral and student friendly.

8. Photos

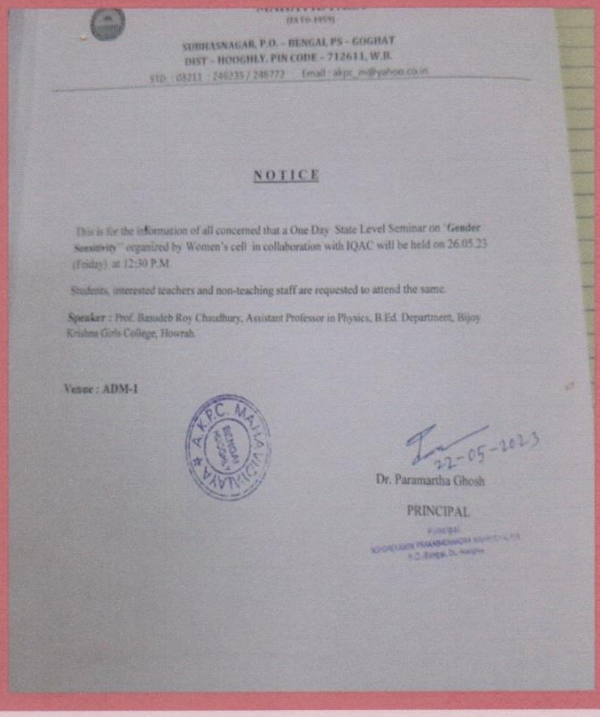
One day State level Seminar on "Cyber Crime Awareness for Women" on 10/03/2023 Conducted by Women's Cell & Internal Complaints Committee of Aghorekamini Prakashchandra Mahavidyalaya.



One Day State level Seminar on "Gender Sensitivity" on 26/05/2023 Conducted by Women's Cell & Internal Complaints Committee of Aghorekamini Prakashchandra Mahavidyalaya.







SUBHASNAGAR, P.O. - BENGAL PS - GOGHAT
DIST - HOOGHLY, PIN CODE - 712611, W.B.
STD : 03211 : 240235 / 240772 Email : akpc_m@yahoo.co.in

NOTICE

This is for the information of all concerned that a One Day State Level Seminar on 'Gender Sensitivity'' organized by Women's cell in collaboration with IQAC will be held on 26.05.23 (Friday) at 12:30 P.M.

Students, interested teachers and non-teaching staff are requested to attend the same.

Speaker : Prof. Basudeb Roy Chudhury, Assistant Professor in Physics, B.Ed. Department, Bijoy Krishna Girls College, Howrah.

Venue : ADM-I

A.K.P.C. MAHAVIDYALAYA

22-05-2023

Dr. Paramartha Ghosh

PRINCIPAL

CCTV secured campus



Aghorekamini Prakashchandra Mahavidyalaya

Gender Audit Report
(2018-2019 to 2022-2023)

Audit Team :

Sl. No.	Member of Audit Team	Signature
1	Dr. Paramartha Ghosh, Principal, Aghorekamini Prakashchandra Mahavidyalaya.	
2	Prof. Jesmine Begum, Convener, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	
3	Dr.Samir Kumar Nandy, Coordinator, IQAC, Aghorekamini Prakashchandra Mahavidyalaya.	IQAC Coordinator AKPC Mahavidyalaya Bengai, Hooghly
4	Prof. Tumpa Dey, Jt. Convener, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	
5	Prof. Shyamali Panja, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	Shyamali Panja
6	Dr.Jabarani Patta, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	
7	Dr.Bandana Pal, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	
8	Prof. Amina Khatun, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	
9	Prof. Sumana Middya, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	
10	Smt. Krishna Mondal, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	
11	Smt. Rina Sinha, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	Rina Sinha
12	Smt. Bandana Ghosh, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	Bandana Ghosh.
13	Smt. Saina Sultana, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	Saina Sultana Khatun
14	Smt. Bandana Bhadari, Member, Women's Cell, Aghorekamini Prakashchandra Mahavidyalaya.	

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A.K.P.C. MAHAVIDYALAYA BENGAI HOOGHLY