

REPORT ON
GENDER AUDIT AND EQUALITY ASSESSMENT
2019-2024

Conducted by
Internal Quality Assurance Cell (IQAC)
Nalbari Commerce College, Nalbari

In collaboration with
Research and Development Cell



NALBARI COMMERCE COLLEGE
Nalbari, Assam

24th April 2023


GENDER AUDIT AND EQUALITY ASSESSMENT

PREFACE

The **Gender Audit and Equality Assessment Report** presented here is the result of a comprehensive evaluation conducted by the **Internal Quality Assurance Cell (IQAC)** in collaboration with the **Research and Development Cell** of Nalbari Commerce College. This report aims to assess the gender dynamics within the college, focusing on faculty, non-teaching staff, and student enrolment over a period spanning from 2019 to 2024.

As a co-educational institution, Nalbari Commerce College is committed to promoting a balanced and inclusive environment. This audit highlights the current gender representation within the faculty and staff, as well as the student body, and identifies both the strengths and challenges in achieving gender equity. Despite progress in faculty and administrative roles, the report draws attention to a significant gender disparity in student enrollment, with females comprising only 25% of the total student population.

The purpose of this report is to provide insights into the existing gender balance, identify areas where improvements can be made, and offer recommendations to further promote gender equality in the college. By implementing targeted initiatives such as outreach programs, mentorship for female students, and proactive gender awareness campaigns, Nalbari Commerce College can strengthen its commitment to gender equity and create a more supportive and inclusive learning environment.



Principal cum Secretary
Nalbari Commerce College
Nalbari, Assam

Dr. Basanta Kalita
Principal
Nalbari Commerce College
Nalbari, Assam



Co-ordinator
Internal Quality Assurance Cell (IQAC)
Nalbari Commerce College
Nalbari, Assam

Dr. Manoj Kumar Kalita
Co-ordinator, IQAC
Nalbari Commerce College
Nalbari, Assam

Acknowledgment

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A special thanks is due to the **faculty members** and **non-teaching staff** for their cooperation in sharing the data and insights required to assess the gender balance at various levels within the institution. Their openness and support have been instrumental in creating an accurate picture of the gender dynamics at the college.

I am also grateful to the **students** who participated in surveys and focus group discussions, providing valuable feedback that helped us understand their experiences and perspectives on gender equality at Nalbari Commerce College.

I also would like to thank the **college administration** for their ongoing efforts to maintain a respectful and safe environment, and for their willingness to address any challenges regarding gender equality as identified in this report.

Finally, my heartfelt thanks go to my colleagues, mentors, and peers for their support, encouragement, and constructive feedback throughout the process of preparing this report. Their insights have been essential in ensuring the quality and relevance of this work.

Together, these efforts will help guide Nalbari Commerce College towards an even more inclusive, gender-balanced educational environment for all.

Dr. Manoj Kumar Kalita
Co-ordinator, IQAC
Nalbari Commerce College, Nalbari

Executive Summary:

The **Research and Development (R&D) Cell** of Nalbari Commerce College plays a pivotal role in enhancing academic and institutional standards through research, analysis, and strategic development. The cell is dedicated to promoting a research-driven environment by encouraging both faculty and students to engage in academic inquiry, thereby contributing to the overall academic growth of the college.

The primary objectives of the R&D Cell include fostering innovative research initiatives, facilitating collaborations with external institutions, and ensuring that research outputs are aligned with national and global academic trends. The cell also focuses on enhancing the quality of education by integrating research findings into curriculum development and teaching methodologies. By organizing workshops, seminars, and conferences, the cell actively engages faculty members and students, encouraging them to explore diverse research fields and academic pursuits.

In addition to promoting academic research, the R&D Cell is instrumental in assessing and enhancing institutional practices, policies, and initiatives to foster an inclusive and balanced educational environment. This includes undertaking periodic audits such as the **Gender Audit and Equality Assessment**, which aims to evaluate the institution's efforts towards gender balance and inclusion.

The findings of the Gender Audit, conducted in collaboration with the **Internal Quality Assurance Cell (IQAC)**, highlighted both the strengths and areas for improvement in achieving gender equality within the college. The R&D Cell's commitment to research, data collection, and analysis ensures that the college remains proactive in addressing challenges and continuously improving its policies and initiatives for a more inclusive educational experience.

The **R&D Cell** serves as the backbone for research, development, and strategic planning at Nalbari Commerce College, contributing significantly to the enhancement of academic quality, research initiatives, and institutional growth, while aligning with broader goals of equality and social inclusion.

Bibhuti Bhusan Das, *Convener, R&D Cell*
Nalbari Commerce College, Nalbari

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Nalbari Commerce College (From 2019-2023)

Introduction:

Nalbari Commerce College, located in Nalbari Town, Assam, is a prominent co-educational institution offering higher education in commerce, with a student body of nearly 1,100 individuals ranging from +2 to post-graduation levels. Situated on the north bank of the Brahmaputra River, the college is the only institution of higher education in commerce in the erstwhile Kamrup district. Committed to promoting self-employment among its students, the college also upholds a strong commitment to gender equality, aiming to provide an inclusive and supportive environment for both male and female students. The college follows a strict policy of non-discrimination based on caste, creed, colour, or gender, ensuring equal opportunities for all learners.

This gender audit seeks to evaluate the college's efforts and practices regarding gender equality within its academic and administrative frameworks. It aims to assess gender representation among students, faculty, and non-teaching staff while identifying any potential gender disparities or challenges that may exist. Furthermore, the audit will examine the college's policies and mechanisms for addressing gender-related issues, ensuring a safe and respectful environment for everyone. Through this audit, the college strives to gain valuable insights that will contribute to furthering its commitment to gender equity and fostering an environment where all students can thrive.

Reporting:

The Report contains 2 sections- Section 1: Gender Audit on the human resources engaged in the teaching, non-teaching and administration positions. It also includes the Students' Gender Audit. Section 2 contains a report on the study of the Assessment of Gender Equality in the College.

Section-1

Gender Equality Analysis of Faculty, Staff, and Student Enrolment Data (2023-24)

1.1. Faculty and Staff Position (2023-24) (Table-1.1)

In the faculty and staff data for the academic year 2023-24, the total number of faculty members is 25, with a near-equal distribution between male (13) and female (12) staff members. The gender balance in terms of male and female faculty is relatively even, which is a positive indicator of gender equality in academic staffing. However, when looking at the caste-based distribution, we see that there is a notable gender disparity among the SC, ST, OBC, and General categories. For instance, there are 2 SC male faculty members compared to only 2 SC female members, and 4 OBC male faculty members compared to 2 OBC female members. While these differences may seem small, they highlight a potential gender imbalance in underrepresented categories, which should be examined further. The General category shows a stronger male dominance, with 17 male faculty members compared to only 9 female faculty members. This could indicate challenges in gender equality in leadership or senior academic positions.

Table-1.1
Faculty and Staff Position as of 2023-24

Total	Male (M)	Female (F)	SC Male (M)	SC Female (F)	ST Male (M)	ST Female (F)	OBC Male (M)	OBC Female (F)	General Male (M)	General Female (F)
25	13	12	2	2	0	2	4	2	17	9

1.2. Student Enrolment (2019-2024) Trends (Tables 1.2 to 1.4)

B. Com Program

2019-2020: The gender distribution in the B.Com program shows a consistent imbalance across all years. In the first year, male students (222) outnumber female

students (36) by a large margin. This gender disparity slightly narrows in subsequent years, but the overall trend reflects a strong male dominance in this program.

2020-2021: This trend of male dominance continues, with a slight increase in female enrolment (62 female students in Year 1 compared to 203 male students). However, the gender balance remains skewed, with males making up a higher percentage of the total student body in all years of the program.

2021-2022: The male dominance in enrolment continues with 268 male students in Year 1 compared to 78 females. Though there is an increase in female representation in subsequent years, males consistently outnumber females throughout the three years of the program.

Table-1.2
Student Enrolment Position as of 2019-20

Program	Year	Total	Male	Female	SC Male	SC Female	ST Male	ST Female	OBC Male	OBC Female	Gen Male	Gen Female	Other Male	Other Female
B. Com	1	258	222	36	18	16	2	3	44	42	168	142	0	0
	2	199	156	43	9	6	3	4	51	39	133	109	0	0
	3	263	227	36	19	15	4	5	53	47	174	153	0	0
BA	1	35	13	22	2	1	1	0	5	2	28	10	0	0
	2	39	19	20	3	1	2	1	5	2	29	15	0	0
	3	25	15	10	3	1	2	0	4	3	16	11	0	0
B. Voc IT	1	14	9	5	1	0	1	0	4	2	8	3	0	0
	2	8	6	2	0	0	0	0	2	2	6	4	0	0
	3	11	10	1	0	0	0	0	2	1	8	8	0	0
B. Voc RMIT	1	16	15	1	0	0	0	0	0	0	16	15	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0	0
M.Com	1	17	6	11	0	0	1	0	5	3	11	3	0	0
	2	36	26	10	0	0	6	4	3	2	27	20	0	0

Table-1.2
Student Enrolment Position as of 2020-21

Program	Year	Total Students	Male	Female	SC Male	SC Female	ST Male	ST Female	OBC Male	OBC Female	Gen Male	Gen Female	Other Male	Other Female
B. Com	1	265	203	62	17	0	12	2	51	15	185	45	0	0
	2	226	193	33	18	2	17	1	43	4	149	26	0	0
	3	189	147	42	9	3	6	4	50	12	124	23	0	0
BA	1	13	6	7	2	1	1	1	1	0	9	4	0	0
	2	33	13	20	2	1	0	0	4	2	27	17	0	0
	3	34	16	18	3	2	2	1	4	2	25	13	0	0

B. Voc IT	1	12	12	0	3	0	0	0	2	0	7	0	0	0
	2	16	7	9	1	1	1	0	3	1	10	5	0	0
	3	7	5	2	0	0	0	0	2	0	5	2	0	0
B. Voc RMIT	1	23	20	3	1	0	1	1	4	0	17	2	0	0
	2	15	14	1	0	0	0	0	0	0	15	1	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0	0
M.Com	1	29	12	17	0	0	3	3	7	5	19	9	0	0
	2	17	6	11	0	0	1	1	5	2	11	8	0	0

2022-2023: Female representation increases slightly in Year 1 (50 female students compared to 212 males), but males still comprise a significantly larger proportion. This gender gap persists in the subsequent years as well.

2023-2024: The gender disparity continues in the B.Com program, with males significantly outnumbering females (232 male students to 92 female students in Year 1). Despite some improvements in female enrolment, males dominate the program.

Table-1.3
Student Enrolment Position as of 2021-22

Program	Year	Total Students	Male	Female	SC Male	SC Female	ST Male	ST Female	OBC Male	OBC Female	Gen Male	Gen Female	Other Male	Other Female
B. Com	1	346	268	78	29	9	29	9	71	13	217	47	0	0
	2	265	203	62	17	0	12	2	51	15	185	45	0	0
	3	226	193	33	18	2	17	1	43	4	149	26	0	0
BA	1	16	6	10	1	1	1	1	2	0	12	8	0	0
	2	12	6	7	2	1	1	0	1	0	9	4	0	0
	3	33	13	20	2	1	0	0	4	2	27	17	0	0
B. Voc IT	1	13	9	4	0	0	1	1	2	2	11	1	0	0
	2	10	10	0	1	0	0	0	1	0	8	0	0	0
	3	14	5	9	1	1	1	1	4	2	9	6	0	0
B. Voc RMIT	1	13	13	0	1	0	0	0	5	0	8	0	0	0
	2	22	19	3	1	0	1	1	4	0	16	2	0	0
	3	13	12	1	0	0	0	0	0	0	13	1	0	0
M. Com	1	39	19	20	2	1	6	5	4	3	27	15	0	0
	2	28	11	17	0	0	3	3	6	5	19	9	0	0

Table-1.4
Student Enrolment Position as of 2022-23

Program	Year	Total Students	Male	Female	SC Male	SC Female	ST Male	ST Female	OBC Male	OBC Female	Gen Male	Gen Female	Other Male	Other Female
B. Com	1	262	212	50	21	4	12	5	51	7	178	34	0	0
	2	304	239	65	26	8	27	9	66	12	185	36	0	0
	3	261	199	62	17	0	12	2	50	15	182	45	0	0
BA	1	16	7	9	0	0	0	0	2	2	14	7	0	0
	2	13	4	9	1	0	0	0	0	0	12	8	0	0
	3	12	6	7	2	1	1	1	1	0	9	4	0	0
B. Voc IT	1	16	15	1	1	0	0	0	3	0	12	1	0	0
	2	13	9	4	0	0	1	1	2	2	11	1	0	0
	3	10	10	0	1	0	0	0	1	0	8	0	0	0
B. Voc RMIT	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	12	12	0	0	0	0	0	5	0	7	0	0	0
	3	22	19	3	1	0	1	1	4	0	16	2	0	0
M. Com	1	29	17	12	2	0	1	1	6	4	20	7	0	0
	2	37	17	20	2	1	6	5	4	3	25	11	0	0

BA Program

2019-2020 to 2023-2024: The BA program shows a more balanced gender representation in comparison to the B.Com program. In many years, the number of female students either equals or exceeds the number of male students. For instance, in Year 1 of 2019-2020, females (22) outnumbered males (13). Over the years, the gender gap remains relatively narrow, though the number of male students is still slightly higher in some years. The BA program demonstrates a more favourable gender balance, which could reflect greater opportunities for women in humanities and social sciences.

Table-1.4
Student Enrolment Position as of 2023-24

Program	Year	Total Students	Male	Female	SC Male	SC Female	ST Male	ST Female	OBC Male	OBC Female	Gen Male	Gen Female	Other Male	Other Female
B. Com	1	324	232	92	19	8	7	1	65	19	233	64	0	0
	2	238	194	44	20	4	12	5	50	7	156	28	0	0
	3	289	225	64	23	8	24	9	62	12	180	35	0	0
BA	1	16	11	5	0	0	0	0	1	1	15	4	0	0
	2	15	6	9	0	0	0	0	2	2	13	7	0	0
	3	13	4	9	1	0	0	0	0	0	12	8	0	0
B. Voc IT	1	24	17	7	2	0	0	0	3	2	19	5	0	0

	2	15	14	1	1	0	0	0	2	0	12	1	0	0
	3	13	9	4	0	0	1	1	2	2	11	1	0	0
B. Voc RMIT	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	10	10	0	0	0	0	0	3	0	7	0	0	0
M. Com	1	30	8	22	0	0	0	0	9	8	21	14	0	0
	2	29	17	12	2	0	1	1	6	4	20	7	0	0

B. Voc IT Program

2019-2020 to 2023-2024: The B. Voc IT program demonstrates a significant male predominance in all years. For instance, in 2019-2020, there were 9 male students and 5 female students in Year 1. The gender disparity is stark throughout the program, with the number of male students being consistently higher. This reflects the gender gap in the field of Information Technology (IT), which is historically male-dominated. Efforts to attract more female students to this field could be explored to improve gender equality.

M. Com Program

2019-2020 to 2023-2024: The M.Com program shows a more balanced gender ratio in comparison to the B.Com and B. Voc IT programs, but there is still a notable gender gap in some years. In 2020-2021, for example, there were 26 male students and only 10 female students in Year 1. However, the gap narrows somewhat over the years, and the overall gender disparity in M.Com is less pronounced than in the B.Com program.

1.3. Conclusion and Recommendations

1. **Gender Imbalance in B.Com:** The B.Com program shows a significant gender imbalance, with males consistently outnumbering females across all years. This suggests that women may face barriers to entry or persistence in commerce-related fields, which is an area requiring attention.
2. **More Balanced Gender Representation in Humanities (BA):** The BA program, on the other hand, shows a relatively balanced gender distribution, with more opportunities for women to participate. This suggests that gender equality

may be more easily achievable in fields traditionally perceived as more gender-neutral or female-friendly.

3. **Male Dominance in Technical Fields (B. Voc IT):** The IT program continues to show a male-dominated trend, which reflects the broader global trend of underrepresentation of women in STEM (Science, Technology, Engineering, and Mathematics) fields. Gender equality initiatives should focus on encouraging more female participation in such programs.
4. **Gender Representation in M.Com:** While the M.Com program does not show extreme gender disparity, there are still more male students in the program compared to female students. This could reflect a broader societal trend in which women are underrepresented in postgraduate programs in traditionally male-dominated fields like commerce.

1.4. Male-female Participation in Extra-Curricular Activities:

The data provided for the National Service Scheme (NSS) and the National Cadet Corps (NCC) at Nalbari Commerce College highlights participation trends in these two programs from 2019 to 2024. Analysing the data from a gender equality perspective, we can assess both the participation of male (M) and female (F) students and the overall gender distribution and trends over the years. A detailed analysis is given below:

National Service Scheme (NSS) Data:

Year	Total (T)	Male (M)	Female (F)
2019-2020	62	39	23
2020-2021	62	39	23
2021-2022	33	22	11
2022-2023	60	44	16
2023-2024	67	31	36

Gender Trends:

1. **Male Dominance:** In all five years of data, male students consistently outnumber female students in NSS participation, though the gap fluctuates. In 2019-2020 and 2020-2021, the male-to-female ratio was 39:23, which reflects a noticeable gender imbalance.
2. **Increase in Female Participation:** In the academic year 2023-2024, female participation saw a significant increase, with females (36) outnumbering males (31) in the NSS. This indicates a positive trend toward greater female involvement in voluntary social services.
3. **Decline in Total Participation (2021-2022):** The overall NSS participation saw a sharp drop in 2021-2022 (33 members). Both male and female participation decreased, with the male numbers dropping more significantly, contributing to a larger gender gap during this year.

National Cadet Corps (NCC) Data:

Year	Total (T)	Male (M)	Female (F)
2019-2020	0	0	0
2020-2021	17	15	2
2021-2022	31	25	6
2022-2023	41	27	14
2023-2024	38	27	11

Gender Trends in NCC:

1. **Initial Lack of Female Participation:** In the 2019-2020 academic year, no students participated in NCC, reflecting a lack of engagement in the program during that time.
2. **Significant Male Participation:** In subsequent years (2020-2021, 2021-2022, and 2022-2023), male student participation consistently remained higher than female students. The male-to-female ratios were notably imbalanced, particularly in 2020-2021 (15 male to 2 female).

3. **Gender Gap:** While the number of female participants has grown over time, the proportion of female participation remains significantly lower compared to males. For instance, in 2020-2021, the gender ratio was around 88% male and 12% female. This trend continues into 2023-2024, although the female share has slightly improved to about 29% (11 females out of 38 total participants).

Comparative Analysis (NSS vs NCC):

1. **Gender Parity in NSS vs NCC:** The gender imbalance in NSS is less pronounced, with an encouraging upward trend in female participation, especially in the most recent year. The gender gap in NCC participation is more significant, with males consistently outnumbering females by a large margin. Although female participation has grown, it remains a fraction of the total.
2. **Changing Trends Over Time:** In both programs, there has been a noticeable fluctuation in the total number of participants. However, while NSS has seen overall growth and a rise in female engagement, NCC's growth has been slower, with females still accounting for a much smaller share of the total.
3. **Encouraging Female Involvement:** The increasing number of female participants in NSS, particularly in 2023-2024, is a positive sign. For NCC, however, targeted initiatives are required to boost female participation and break traditional gender roles associated with military programs.

Conclusion:

In terms of **gender equality**, the data shows that there are encouraging signs in both NSS and NCC. The gender gap in NSS is narrowing, especially with the surge in female participation in 2023-2024. However, the situation in NCC is more imbalanced, with a need for greater emphasis on recruiting and retaining female cadets. Over time, with sustained efforts, both programs can achieve more gender-balanced participation, supporting greater gender equality in extracurricular activities.

Gender Equality Insights for NCC:

1. **Underrepresentation of Women:** The stark underrepresentation of women in NCC points to gender inequality in the program. Despite some growth, female participation still lags behind males, especially when compared to NSS.
2. **Encouraging Female Enrollment:** More targeted efforts are needed to encourage female students to join NCC. These could include outreach programs, motivational talks, and addressing any societal or cultural barriers preventing women from participating in military or defence-related activities.
3. **Recent Improvements:** There has been a steady increase in female NCC enrollment, though more work is needed to bridge the gender gap fully.

1.5. Male-Female Participation in Cultural and Sports Events:

Cultural Events Participation:

1. **2019-2020:** There is a significant gender imbalance in cultural events. While 35 females participated, only 21 males took part, which indicates that female students were more actively involved in cultural activities during this year. The total participation was 56, with females making up **62.5%** of the total.

Session	Cultural Events			Sports Events			Combined		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2019-2020	21	35	56	42	16	58	63	51	114
2020-2021	0	0	0	0	0	0	0	0	0
2021-2022	26	35	61	25	12	37	51	47	98
2022-2023	21	33	54	38	25	63	59	58	117
2023-2024	23	29	52	36	30	66	59	59	118

2. **2021-2022:** In this session, there was a balanced representation, with 26 male and 35 female participants. Though females still outnumbered males, the gap had narrowed compared to the previous year. Males constituted about **42.6%** of the total participants, indicating relatively more gender parity.
3. **2022-2023:** The participation of males in cultural events increased to 21, while females remained at 33. Females still made up a larger proportion (61.1%) of the

total participation, but the number of male participants grew in absolute terms compared to previous years.

4. **2023-2024:** Males (23) and females (29) participated almost equally in cultural events. Males made up **44.2%** of the total, which is a notable improvement in gender balance in comparison to earlier years.

Sports Events Participation:

1. **2019-2020:** Males dominated sports events with 42 participants, compared to just 16 females. Males made up **72.4%** of the total participation, showing a significant gender disparity in sports activities.
2. **2021-2022:** The gap between male and female participation decreased slightly, with 25 males and 12 females participating in sports events. Males still represented **67.6%** of the total, indicating that sports events were still predominantly male-oriented, but there was a modest increase in female involvement.
3. **2022-2023:** There was a substantial increase in female participation in sports events, with 25 females compared to 38 males. Females now made up **40.3%** of the total participants, which marks a positive shift toward gender equality.
4. **2023-2024:** Female participation in sports events rose further to 30, which nearly matched the male participation of 36. Females now made up **45.5%** of the total sports participation, indicating almost equal involvement in sports activities, a significant improvement over previous years.

Combined Cultural and Sports Events Participation:

1. **2019-2020:** The combined total participation in cultural and sports events was 114, with 63 males and 51 females. Males made up **55.3%** of the total, which shows a slight male dominance in overall event participation, largely due to the higher male involvement in sports.
2. **2021-2022:** The total participation was 98, with 51 males and 47 females. This represents a more balanced participation overall, with males comprising **52%** of

the total. While males still outnumbered females, the gap was much smaller, especially in cultural activities.

3. **2022-2023:** The total combined participation rose to 117, with 59 males and 58 females. The gender balance improved significantly, with males comprising **50.4%** of the total, and females almost equally contributing to the participation in both cultural and sports events.
4. **2023-2024:** The total participation reached 118, with an equal number of male (59) and female (59) participants. This year marks a **50-50 split**, indicating a near-perfect gender equality in the participation in combined cultural and sports events.

Key Findings from the Data:

1. Gender Balance Improvement:

1. The data shows a clear trend toward greater gender equality in both cultural and sports events over the four years.
2. **Cultural Events:** Initially, females dominated cultural events, but male participation has increased, especially in the last year (2023-2024), when the gender gap narrowed considerably.
3. **Sports Events:** Males consistently outnumbered females in sports events, but there has been a steady improvement in female participation, especially in the last two years (2022-2024), where the gap reduced significantly.

2. Year 2020-2021:

1. There was no participation recorded in either category due to external factors (perhaps the COVID-19 pandemic or other institutional challenges), which is reflected as a gap year. This anomaly is important to note as it interrupts the trend and may have impacted overall gender participation in that year.

3. **Balanced Participation in 2023-2024:**

1. The 2023-2024 session shows that the gender gap in combined participation (cultural and sports events) was fully bridged, with an equal number of male and female participants (59 each). This represents the culmination of efforts towards achieving gender parity in extracurricular activities.

4. **Encouraging Growth in Female Participation in Sports:**

1. While males still dominate sports, the female participation rate has been steadily increasing, with a particularly notable rise in 2022-2023 and 2023-2024.

5. **Cultural vs. Sports Participation:**

1. In general, cultural events have seen more female participation, while sports events were initially more male-dominated. However, the shift toward greater female involvement in sports, particularly in the last two years, is a promising sign of breaking down traditional gender barriers.

Conclusion:

The data reveals significant progress in gender equality in the participation in cultural and sports events at Nalbari Commerce College. The key takeaway is the **steady increase in female participation**, especially in sports, where a more balanced gender representation is seen in recent years. The **2023-2024 session**, with its equal participation in combined events, reflects the success of efforts to promote gender equality, and it serves as a model for continued gender-inclusive practices in extracurricular activities moving forward.

1.6. Male-Female Participation in the Election of the Students Union:

The data provided reveals the participation of male and female students offering candidacy for the student election at Nalbari Commerce College from the academic year **2019-2020** to **2023-2024**. Analyzing these trends from a gender equality perspective provides insights into the level of female representation in student governance, which is an important indicator of inclusivity and empowerment within the institution.

Session 2019-2020:

Total Candidature: 27 students (21 male, 6 female)

Gender Distribution: In the **2019-2020 session**, males accounted for **77.8%** of the candidates (21 out of 27), while females represented only **22.2%** (6 out of 27).

Analysis: This data suggests that male students were significantly more inclined to offer candidacy for the student election compared to female students. The low representation of females in the student election could reflect traditional gender norms or social factors that discourage female participation in leadership roles. This imbalance may also indicate a lack of targeted initiatives or support structures to encourage female students to take on such responsibilities.

Session 2020-2021:

Total Candidature: Not held, as the earlier body continued.

Analysis: Since no new elections were held in this session, this gap year offers no data for comparison. However, it is important to note that the continued leadership of the previous student body could potentially impact opportunities for female students, depending on the gender dynamics within that body.

Session 2021-2022:

Total Candidature: 19 students (11 male, 8 female)

Gender Distribution: Males accounted for **57.9%** (11 out of 19) and females accounted for **42.1%** (8 out of 19).

Analysis: There is a noticeable improvement in female participation in the student elections during this session, with the number of female candidates increasing compared to the 2019-2020 session. Female candidacy nearly doubled, and their share of the total candidacy rose to **42.1%**, which indicates a positive trend toward gender balance. This could reflect growing confidence among female students to engage in leadership roles or increased support from the institution to encourage such involvement.

Session 2022-2023:

Total Candidature: 22 students (19 male, 3 female)

Gender Distribution: Males represented **86.4%** (19 out of 22), while females represented only **13.6%** (3 out of 22).

Analysis: This session shows a significant reversal in the gender distribution compared to 2021-2022. The number of female candidates dropped sharply, and their representation in the elections decreased to **13.6%**. This decline in female participation may indicate potential barriers or challenges that discourage female students from seeking leadership positions. It could be related to a variety of factors, including a lack of mentorship, limited awareness of leadership opportunities, or social pressures.

Session 2023-2024:

Total Candidature: 4 students (3 male, 1 female)

Gender Distribution: Males made up **75%** (3 out of 4), while females made up only **25%** (1 out of 4).


Analysis: The low participation in the 2023-2024 election (only 4 candidates) further underscores a continuing trend of limited female engagement. The single female candidate represents **25%** of the total, indicating that while female participation is

present, it remains marginal. This could reflect systemic barriers to female involvement in student governance or a lack of strong initiatives to promote female leadership in the college.

Key Observations:

1. **Gender Disparity in Candidature:** Over the years, there has been a clear **gender disparity** in the candidacy for student elections. Males have consistently outnumbered females by a significant margin. In the early years, especially in **2019-2020**, the gender gap was notably wide, with males making up over **77%** of the total candidates. Although female participation showed a slight improvement in **2021-2022**, it has decreased again in the subsequent years.
2. **Decline in Female Participation:** Female participation in student elections peaked in **2021-2022**, where they represented **42.1%** of the candidates, but sharply declined in the following years. By **2023-2024**, the proportion of female candidates was reduced to just **25%**. This suggests a fluctuation in the level of female interest and participation in student governance, possibly influenced by external or institutional factors.
3. **Need for Encouraging Female Leadership:** The fluctuations in female participation signal a need for continued efforts to encourage female students to participate in leadership roles. Despite some improvements in certain years, the overall representation remains low, especially when compared to male candidates. Encouraging female leadership, perhaps through targeted mentorship, awareness campaigns, and leadership development programs, could help address this gap.
4. **Institutional Support and Outreach:** The data implies that there may be a need for more structured support for female students in taking on leadership roles. Programs aimed at empowering female students, such as leadership training workshops, motivational talks, and opportunities for networking with female leaders, could potentially increase their interest and participation in elections.

Conclusion:



The analysis of student candidacy data from 2019 to 2024 indicates a significant gender imbalance in student elections at Nalbari Commerce College. While there have been some positive trends, particularly in **2021-2022**, the overall participation of female students in elections remains disproportionately low. The institution must develop targeted initiatives aimed at increasing female representation in student governance. These efforts should include mentorship programs, leadership training, and campaigns that promote the importance of female leadership, ensuring that all students, regardless of gender, feel empowered to contribute to the governance of their institution.

Section- 2

Stakeholders' Perception of Gender Equality in Nalbari Commerce College

2.1. Introduction:

Gender equality in educational institutions is a critical aspect of fostering an inclusive and progressive academic environment. In this context, understanding the perceptions of various stakeholders—students, faculty members, and staff—on gender equality at Nalbari Commerce College provides valuable insights into the current state of gender inclusivity, the challenges faced, and the opportunities for improvement. The perceptions of these stakeholders can offer a comprehensive view of how gender dynamics play out in academic and professional settings, shedding light on both the progress made and the areas requiring attention.

This study focuses on collecting close-ended opinions from the three primary groups at Nalbari Commerce College—students, faculty, and staff—to gauge their views on gender equality. By using close-ended questions, this research aims to quantify attitudes, beliefs, and experiences related to gender equality, such as the perceived balance in academic opportunities, the treatment of male and female individuals within the college, and the representation of women in leadership or decision-making roles.

For students, the analysis will focus on their experiences in terms of access to education, classroom participation, and the perceived gender balance in various programs. Faculty members' perspectives will provide insights into gender dynamics in teaching, leadership, and policy-making within the academic environment. Similarly, the staff's views will contribute to understanding the administrative and support structures that may either promote or hinder gender equality.

By evaluating these perceptions, the research will help to identify whether there is a consensus on the level of gender equality at Nalbari Commerce College, the specific challenges that each stakeholder group faces, and how these groups can work together to promote a more inclusive environment. This information can be used to develop

strategies and policies aimed at enhancing gender equity within the college, ensuring that all individuals—regardless of gender—have equal access to opportunities and resources.

2.2. Objective of the Gender Equality Perception:

State the specific aims of the gender audit, such as:

1. To assess gender representation and equity across various college sectors.
2. To examine policies, practices, and programs related to gender equality.
3. To identify areas where the college can improve by creating an inclusive and supportive environment for all genders.

2.3. Methodology:

The study employed a mixed-method approach for data collection, combining primary data from a questionnaire with secondary data sourced from the college database. This methodology was used to assess gender equality, biases, and awareness of gender-based issues within the college environment.

2.4. Data Collection Instrument:

A structured questionnaire was designed as the primary data collection tool. The questionnaire was divided into various sections to capture respondent demographic information and their perceptions regarding gender equality and related issues at the college. The questions were structured in a multiple-choice format to ensure ease of analysis, with options ranging from yes/no to scaled responses (e.g., “Very Effectively,” “Sometime Effectively,” etc.). The key areas covered in the questionnaire included gender, role in the college (student, faculty, staff, or administrator), academic program, age group, and several questions assessing perceptions about gender balance, biases, harassment prevention measures, grievance handling, and gender sensitization programs.

The questionnaire included questions such as:

1. Gender identity (Male, Female, Transgender, Prefer not to say)
2. Role within the college (Student, Faculty, Staff, Administrator)
3. Academic program (for students: B.Com, BA, B.Voc, M.Com)
4. Age group
5. Perception of gender balance in academic programs
6. Observations regarding gender-related biases in classroom discussions or teaching methods
7. Participation in extracurricular activities and co-curricular activities, about gender equality
8. Awareness of the college's measures to prevent gender-based violence or harassment
9. Effectiveness in handling gender-related complaints
10. Awareness of gender sensitization programs available at the college

2.5. Sample Size and Population:

The sample consisted of 150 respondents drawn from various roles within the college, with 100 students and 45 faculty/staff members. Of the 100 student respondents, 50% were female, ensuring a gender-diverse representation of the student body. The remaining 45 respondents were comprised of faculty and staff members, providing a balanced view of perspectives from both academic and administrative stakeholders.

2.6. Data Collection Process:

The questionnaire was administered through physical forms. The data collection period lasted for two weeks, ensuring that all respondents had ample time to complete the survey. The responses were anonymized to maintain confidentiality and encourage honest and open feedback. Upon completion of the survey, the collected data was compiled and prepared for analysis.

2.7. Data Analysis:

Data analysis was performed using descriptive statistics to analyze the responses. Frequency distributions and percentages were used to summarize the demographic data and responses to the various questions. Cross-tabulation techniques were used to explore potential relationships between different variables such as gender, academic program, and perceptions of gender equality. The findings were compared and analyzed to identify trends, patterns, and areas where gender balance or biases may exist within the college environment.

2.8. Limitations:

While the sample size of 150 respondents is sufficient for this study, the findings may not fully represent the entire college population. The questionnaire was also limited to closed-ended questions, which may restrict the depth of insights that could have been gained through qualitative responses. Future studies could benefit from including open-ended questions to allow respondents to elaborate on their experiences and perceptions.

The following analysis provides insights into the responses from both students and faculty/staff members, based on the survey data collected. We will present the findings in terms of gender distribution, academic programs, age groups, and perceptions regarding gender equality, biases, harassment prevention, grievance handling, and gender sensitization efforts.

2.9. Data Analysis:

The data analysis of this study presents an overview of stakeholders' perceptions regarding gender equality at Nalbari Commerce College, focusing on responses from students, faculty, and staff. The analysis is based on responses to various close-ended questions across seven key areas, including gender distribution, academic program preferences, gender-related biases in classroom discussions, measures to prevent gender-based violence or harassment, effectiveness in handling gender-related complaints, and the awareness of gender sensitization programs.

The data reflects a generally positive outlook on gender equality at Nalbari Commerce College, with strong support for gender-neutral policies, anti-harassment measures, and the handling of gender-related complaints. However, there is room for improvement in the areas of gender sensitization program awareness among students and increasing gender balance in faculty and staff positions. The findings suggest that while the college has made significant strides in promoting gender equality, continued efforts are needed to address the gaps that still exist.

Table: 2.1
Distribution of Respondents as per Gender

Group	Male	Female	Transgender	Prefer not to say	Total
Students	50	50	0	0	100
Faculty/Staff	29	16	0	0	45
Grand Total	79	66	0	0	145

The gender distribution among students is equally split, with 50 males and 50 females. No students identified as transgender, and none preferred not to disclose their gender. The gender distribution among faculty and staff shows a male-dominated group (29 males and 16 females), with no transgender or non-disclosed genders. Across both groups, there are 79 male respondents, 66 female respondents, and no transgender or undisclosed gender participants.

Table: 2.2
Academic Programme Distribution of Students

Academic Program	B.COM	BA	B.VOC.	M.COM	Total
Students	69	9	11	11	100

The majority of students are enrolled in the **B.Com** program (69 out of 100), followed by **BA**, **B.Voc**, and **M.Com**, with 9, 11, and 11 students, respectively. The distribution indicates that B.Com is the most popular program among students.

Table: 2.3
Age Group Distribution

Age Group	Below 20	20-30	31-40	Above 40	Total
Students	67	33	0	0	100
Faculty/Staff	0	9	23	17	45

Table: 2.4

Gender-Related Biases in Classroom Discussions

Response	Students (n=100)	Faculty/Staff (n=45)	Grand Total (n=145)
Yes	0	0	0
No	95	45	140
Occasionally	5	0	5

Most students (95%) report that they have not observed gender-related biases in classroom discussions or teaching methods. Only 5% indicated that they occasionally observe biases. All faculty and staff members (100%) indicated that they have not observed gender-related biases in classroom discussions or teaching methods, with none reporting occasional or frequent occurrences. Across both groups, 96% of respondents did not observe gender-related biases in classroom settings, while 3% occasionally observed biases.

Table: 2.5
Measures to Prevent Gender-Based Violence or Harassment

Response	Students (n=100)	Faculty/Staff (n=45)	Grand Total (n=145)
Yes	96	45	141
No	4	0	4
Not Sure	0	0	0

96% of students believe that the college has sufficient measures in place to prevent gender-based violence or harassment, while 4% disagree. Faculty/Staff: All faculty and staff members (100%) believe that sufficient measures are in place. 97% of respondents are confident that the college has appropriate measures to prevent gender-based violence or harassment.

Table: 6
Effectiveness in Handling Gender-Related Complaints

Response	Students (n=100)	Faculty/Staff (n=45)	Grand Total (n=145)
Very Effectively	91	43	134
Effectively	3	2	5
Sometime Effectively	2	0	2
Not Effectively	4	0	4
Total	100	45	145

The majority of students (91%) believe that gender-related complaints are handled very effectively, with small percentages reporting lesser degrees of effectiveness. 96% of faculty and staff believe that complaints are handled very effectively, with only 4%

indicating less effective handling. Overall, 93% of respondents think that gender-related complaints are handled effectively, with a small minority indicating that they are not handled effectively.

Table: 7
Gender Sensitization Programs

Response	Students (n=100)	Faculty/Staff (n=45)	Grand Total (n=145)
Yes	55	45	100
No	41	0	41
Not Aware	2	0	2
Total	100	45	145

55% of students are aware of gender sensitization programs at the college, while 41% are unaware, and 2% are not aware of the programs. All faculty and staff (100%) are aware of the gender sensitization programs at the college. 69% of respondents are aware of gender sensitization programs, while 28% are unaware.

2.10. Implications of the Findings:

- 1. Gender Balance in Respondent Groups:** The gender distribution among students is perfectly balanced with 50 males and 50 females, providing a clear and equal representation of genders in the student group. However, the gender distribution among faculty/staff is skewed, with more male respondents (29 males vs. 16 females). This suggests a potential gender imbalance in the teaching and administrative staff, which could imply the need for more gender diversity in recruitment for faculty and staff positions. Gender diversity in faculty can contribute to more inclusive teaching practices and help challenge gender stereotypes, benefiting both male and female students.
- 2. Academic Program Enrollment:** The overwhelming preference for the B.Com program among students (69 out of 100) suggests that certain academic programs, like B.Com, may be perceived as more attractive or accessible to students compared to others such as BA, B.Voc, and M.Com. This could reflect broader trends or expectations about career opportunities, societal roles, or personal interests. Colleges might consider offering targeted guidance or incentives for underrepresented programs to encourage a more balanced

enrollment across academic disciplines, especially in areas with fewer students like BA or M.Com.

3. **Age Group Distribution:** The majority of students (67 out of 100) are below 20 years old, which aligns with the traditional age range for undergraduate education. The faculty and staff, however, have a more varied age distribution, with a significant portion (23 out of 45) in the 31-40 age group. This reflects a mature and experienced faculty, which can contribute positively to the educational environment by offering guidance to younger students. However, the college may benefit from integrating more youthful faculty perspectives to better align with the younger student demographic.
4. **Gender-Related Biases in Classroom Discussions:** The findings indicate a near-total absence of observed gender biases in classroom discussions, both among students and faculty/staff. This suggests that the academic environment at the college may be relatively free from overt gender discrimination. However, the small percentage of students (5%) who reported occasional gender-related biases warrants attention. It implies that while the classroom environment is largely neutral, there could be subtle gender-related biases that require further attention. Continuous monitoring and training may be required to ensure that gender neutrality is maintained, and that any biases that do arise are addressed swiftly.
5. **Measures to Prevent Gender-Based Violence or Harassment:** A significant majority of respondents (96% students and 100% faculty/staff) believe that the college has adequate measures in place to prevent gender-based violence or harassment. This is a positive reflection of the college's policies and the effectiveness of its preventive measures. However, the small minority (4% of students) who feel that there are inadequate measures indicates that there might be gaps in communication or awareness. The college could enhance its outreach to ensure that all students are fully aware of the policies and feel confident in their ability to report incidents of harassment without fear of retaliation.
6. **Effectiveness in Handling Gender-Related Complaints:** The high percentage (91% of students and 96% of faculty/staff) who believe that gender-related

complaints are handled effectively suggests that the college has a strong system in place for addressing gender issues. However, the small percentage (4% of students) who feel complaints are not handled effectively points to areas for improvement. It may be worthwhile to investigate whether this small group of students has specific concerns or experiences that differ from the majority. The college could ensure that all members of the community feel that their concerns are addressed and that the processes for handling complaints are transparent and accessible.

7. **Awareness of Gender Sensitization Programs:** The fact that 55% of students are aware of gender sensitization programs, while 41% are unaware, suggests a need for better communication and promotion of these programs. All faculty and staff are aware of the gender sensitization programs, which may imply that faculty/staff engagement with these programs is high, but student engagement could be improved. The college might consider increasing visibility, integrating gender sensitization content into the curriculum, or conducting more frequent workshops or campaigns to raise awareness among students. Ensuring that all students are aware of and actively participate in such programs will contribute to fostering a more inclusive and supportive campus culture.

2.11. Conclusion

The findings from the survey offer valuable insights into the college's efforts to maintain gender balance, prevent gender-based violence, handle complaints, and promote gender sensitization. While the overall environment appears largely positive, there are areas for potential improvements, such as addressing the small gaps in gender diversity among faculty, enhancing student awareness of gender sensitization programs, and addressing the occasional reports of gender bias in classrooms. These implications point to the need for continuous monitoring, policy adjustments, and targeted interventions to create a truly inclusive and supportive educational environment for all genders.

2.12. Suggestions:

1. Encourage Gender Diversity in Faculty Recruitment: The faculty and staff gender imbalance, with more males than females, can be addressed by actively promoting gender diversity in hiring processes.

2. Promote Gender-Neutral Academic Programs: The gender distribution across academic programs may reflect societal stereotypes or perceived career opportunities associated with specific fields. More female students to enrol in programs with historically lower female representation (e.g., B.Voc, M.Com) through scholarships, awareness campaigns, or career counselling should be encouraged.

3. Create Gender Sensitization and Inclusion Workshops: Increasing awareness and promoting gender inclusivity among students, faculty, and staff can help reduce biases and promote equality.

4. Introduce Policies to Address Gender Biases in the Classroom: While most respondents indicated that they did not observe gender-related biases, addressing any potential biases that do exist is crucial for maintaining an inclusive academic environment. The training of faculty on gender-neutral teaching methods and encouraging inclusive pedagogical practices that do not favour one gender over another is suggested.

5. Increase Awareness and Access to Gender-Based Violence Prevention Programs: Although a high percentage of respondents reported confidence in measures to prevent gender-based violence or harassment, increasing awareness and accessibility can help ensure that all students and staff feel secure.

6. Support Female Leadership Development: Promoting female leadership and representation in academic and administrative roles can address gender imbalance, particularly in decision-making processes.

7. Promote Gender-Neutral Policies and Infrastructure: Gender-neutral facilities and policies can help make the college environment more inclusive.

8. Monitor and Review Gender Equity Regularly: Regular assessments of gender equity initiatives will help track progress and identify areas that require improvement.

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Questionnaire

Gender Audit Questionnaire for College, 2023-24

This questionnaire is designed to assess gender equality and inclusion within the college. The responses will help identify areas for improvement and provide insights into the college's current gender-related policies, practices, and environment.

Please answer the following questions based on your experience in the college. All responses will remain confidential, and participation is voluntary.

1. Gender ☐ Male ☐ Female ☐ Transgender ☐ Prefer not to say
2. Role ☐ Student ☐ Faculty ☐ Staff ☐ Administrator
3. Academic Programme (if student) ☐ B.COM ☐ BA ☐ B.VOC. ☐ M.COM
4. Age Group ☐ Below 20 ☐ 20-30 ☐ 31-40 ☐ Above 40
5. Do you think there is gender balance in the academic programs offered at the college? ☐ Yes ☐ No. ☐ Not Sure
6. Have you observed any gender-related biases in classroom discussions or teaching methods? ☐ Yes ☐ No ☐ Occasionally
7. Are both male and female students equally encouraged to participate in extracurricular and co-curricular activities? ☐ Yes ☐ No ☐ Sometime ☐ Rarely
8. Do you feel that the college has sufficient measures in place to prevent gender-based violence or harassment? ☐ Yes ☐ No ☐ Not sure
9. How effectively do you think the college handles gender-related complaints or grievances? ☐ Very Effectively ☐ Effectively ☐ Sometime effectively ☐ Not Effectively
10. Are there specific programs or workshops for gender sensitization at the college? ☐ Yes ☐ No ☐ Not aware

Signature (Optional)