



# Maheshtala College

**Gender Audit Report 2022-23**

***Prepared By:***

**Mr. Satyajit De, Mr. Sanjok Lohar and Mr. Subhasis De**



**MAHESHTALACOLLEGE**

**REPORT OF**

# **GENDER AUDIT**

**Session: 2022-23**

Promoting Gender Equality in Higher Education

**Prepared by-**

**Mr. Satyajit De  
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## **Introduction**

Women are considered sacred in India as goddesses and deities and as manifestations of power, bravery, prosperity, and knowledge, but in reality, they have always been on the receiving end of mistreatment. The birth of boys is a reason for celebration, whereas the birth of females is frowned upon, stigmatised for life, and denied basic necessities like access to healthy food, appropriate healthcare, education, and employment as well as, generally, a better lifestyle. Even in the twenty-first century, when almost every aspect of life has undergone significant improvement, there are countless social practices that make a woman's life miserable, including selective abortions, the trafficking of young girls as young as four, eve-teasing, molestation, dowry deaths, workplace sexual harassment, witch-burning, and general prejudice against women.

According to the Economic Survey, 2022 the number of females per 1,000 males in the country has risen from 991 in 2015-16 to 1020 in 2019-21. The sex ratio at birth, i.e., female children per 1,000 male children born in the last five years, has also grown from 919 in 2015-16 to 929 in 2019-21, the Survey noted.

To prevent gender biased sex selective elimination and survival and protection of the girl child, the government has made specific interventions through the 'Beti Bachao, Beti Padhao' (BBBP) scheme.

The position of reserved castes, tribes, backward castes, and minorities is significantly lopsided in comparison to general category students, despite its multicultural orientation and tolerance of heterogeneity. This is becoming more and more important today as tales of intolerance and gender-based crimes are reported on a daily basis and with an alarming regularity from various regions of the nation.

In light of the aforementioned, the Ministry of Human Resource Development (MHRD) launched the All India Survey on Higher Education (AISHE) in the academic year 2010–11 with a reference date of September 30, 2010, in order to establish a solid database and determine the true state of higher education in the nation. The information gathered by AISHE is also used to calculate indicators

of educational development such as Institution Density, Gross Enrolment Ratio, Pupil-Teacher Ratio, Gender Parity Index, and Per Student Expenditure. The AISHE reports are already a huge benefit for all stakeholders to review, evaluate, and access data, and they are useful in making informed policy decisions and research for the development of the education sector.

## **GENDER AUDIT**

A gender audit is a method for identifying the gender components in an organisation so that policies and strategies may be developed to ensure that students receive equal opportunity and justice, mostly based on gender but also taking into consideration caste, tribal, and religious considerations.

In society, in the workplace, and in the family, men and women from different social groups hold distinct positions and have different responsibilities. Women and men have various experiences, expertise, talents, and needs as a result. Consequently, different programmes and schemes have been developed to overcome this imbalance. Budgets affect men and women differently because men and women use public services including education, health, transportation, and welfare in different ways. Gender auditing is described by UNESCO as a management and planning tool. It is also a type of impact evaluation that assesses the influence of initiatives on women's empowerment and gender equality. In the financial realm, audits are traditionally connected with accounting audits, which serve to certify that the administration's finances and compliance with established norms and regulations are legal. Quality management audits were implemented in businesses in the 1980s to encourage performance enhancement. Social audits have been produced in a variety of organizations using the same concepts to assess how well they adhere to "the shared values and objectives" that they are committed to. An organization can construct and implement a process using the social audit framework that will enable it to account for its social performance, report on that performance, and create an action plan to enhance that performance.

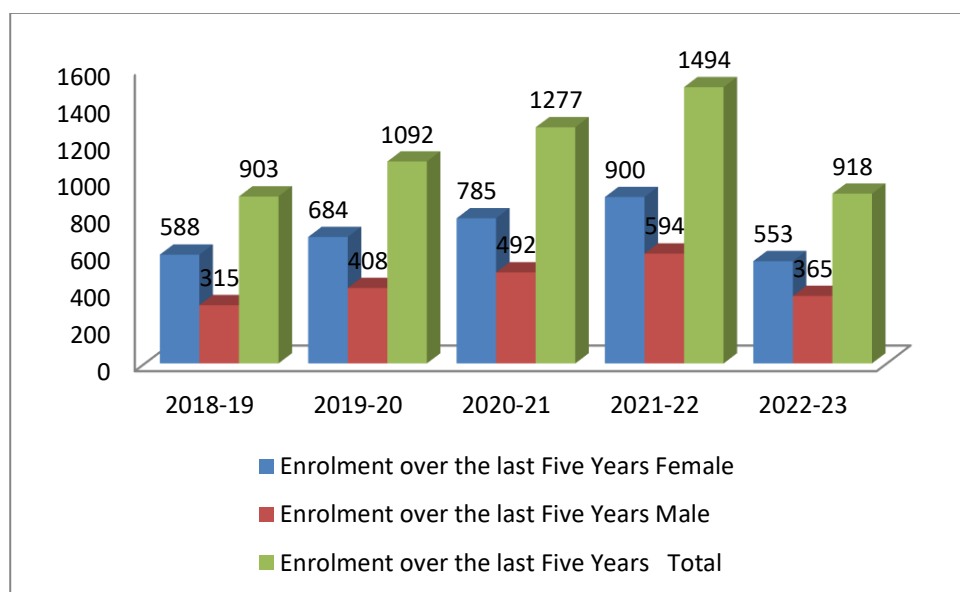
One such social audit method is gender audit. So, to summarise, a gender audit is a guided process that looks at "what has been done" and "what has not been done" to achieve the governments stated goals for gender equality.

The definition of Gender Audit as adapted from various international definitions would be as below: A Gender Audit is a tool to assess the accountability to and extent of Gender Budgeting accomplished- the integration of gender concerns into policies, strategies, programmes and schemes of all types. Its aim is to see whether the policy, guidelines, practices, systems, procedures and budgets are being used in the most effective way to deliver the Government's commitments to gender equality.

MAHESHTALA COLLEGE undertook a GENDER AUDIT over the years, from 2018– 2019, 2019–2020, 2020–2021, 2021–2022, 2022-23 and plans to carry on in coming years. Gender (Male & Female) and groupings like general category, Scheduled Caste (SC), Scheduled Tribes (ST), Other Backward castes (OBC), and Physically Handicapped (PH) were taken into consideration. The college is yet to admit students belonging to the third gender as there have been no applications in this category.

The report has been summarised here to provide a comprehensive evaluation over the previous four years, as well as specific years. Data for institutional purposes have also been retrieved from the institution's AISHE document archives, and national data has been gathered from AISHE that is digitally accessible.

## Gender wise total enrolment scenario over last five years in Maheshtala College



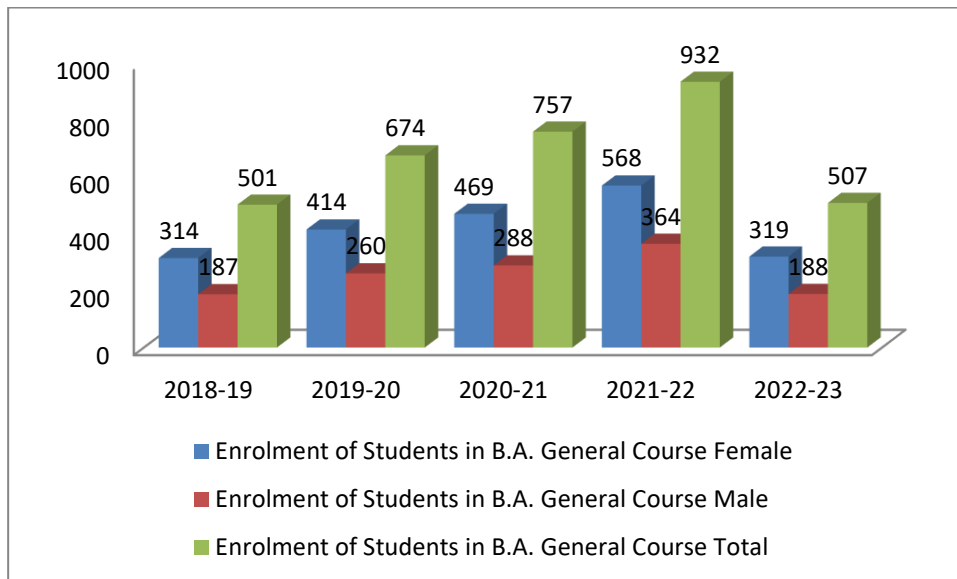
Enrolment over the last Five Years					
Year	Female	Male	Total	Female Percentage	Male Percentage
<i>2018-19</i>	588	315	903	65.12%	34.88%
<i>2019-20</i>	684	408	1092	62.64%	37.36%
<i>2020-21</i>	785	492	1277	61.47%	38.53%
<i>2021-22</i>	900	594	1494	60.24%	39.76%
<i>2022-23</i>	553	365	918	60.24%	39.76%

### Enrollment Trends by Gender (2018-2023)

This section examines enrollment trends across genders over the past five academic years (2018-2019 to 2022-2023) in Maheshtala College. The data indicates the following:

- **Overall Enrollment:** Female enrollment has consistently hovered around 60% over the past five years, with a slight decrease observed in 2022-2023 (553 females enrolled). Male enrollment has steadily grown throughout the period, reaching 365 in 2022-2023.
- **Year-over-Year Changes:** While female enrollment fluctuated slightly year-to-year, male enrollment showed a more consistent rise. There was a significant increase in female enrollment between 2020-2021 (785) and 2021-2022 (900) followed by a decrease in 2022-2023.

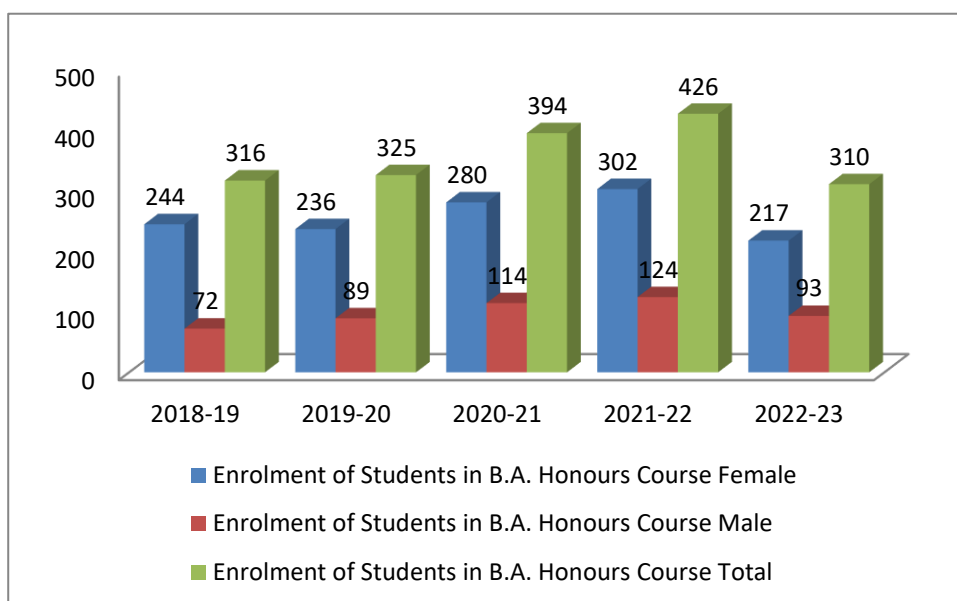
## Enrolment in B.A. General Course



<b>Enrolment of Students in B.A. General Course</b>			
Year	Female	Male	Total
<b>2018-19</b>	314	187	501
<b>2019-20</b>	414	260	674
<b>2020-21</b>	469	288	757
<b>2021-22</b>	568	364	932
<b>2022-23</b>	319	188	507

- Overall Increase in Enrolment:** Total enrolment in the program has steadily increased over the five years, rising from 501 in 2018-19 to 932 in 2021-22, representing an 86% increase.
- Shifting Gender Balance:** While total enrolment has grown, the gender composition of the program has changed. Initially, female enrolment held a majority (314 vs. 187 in 2018-19). However, the data shows a decline in female enrolment in 2022-23 (319) compared to the peak in 2021-22 (568). Conversely, male enrolment has remained relatively stable, with a slight increase in 2022-23 (188 vs. 187 in 2018-19).

## Enrolment of Students in B.A. Honours Course



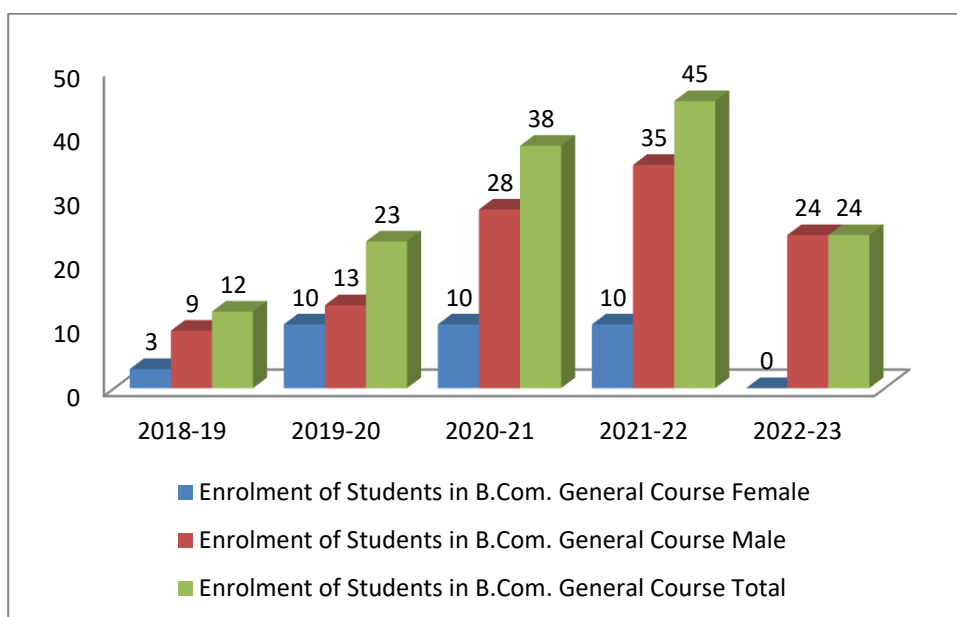
Year	Female	Male	Total
2018-19	244	72	316
2019-20	236	89	325
2020-21	280	114	394
2021-22	302	124	426
2022-23	217	93	310
<b>Total</b>	<b>1279</b>	<b>492</b>	<b>1771</b>
<b>%</b>	<b>72.22%</b>	<b>27.78%</b>	<b>100%</b>

From the above table, we can see that the percentage of female students enrolled in the B.A. Honours Course has fluctuated slightly over the past five years. However, it has consistently remained around 70%. In 2018-19, the highest percentage of female students (77.22%) was enrolled, while the lowest percentage (70.00%) was enrolled in 2022-23.

Overall, the data suggests that over the last five years, there have been a higher absolute number of female students (1279) enrolled in B.A. honours course than male students (492).



## Enrolment of Students in B.Com General Course

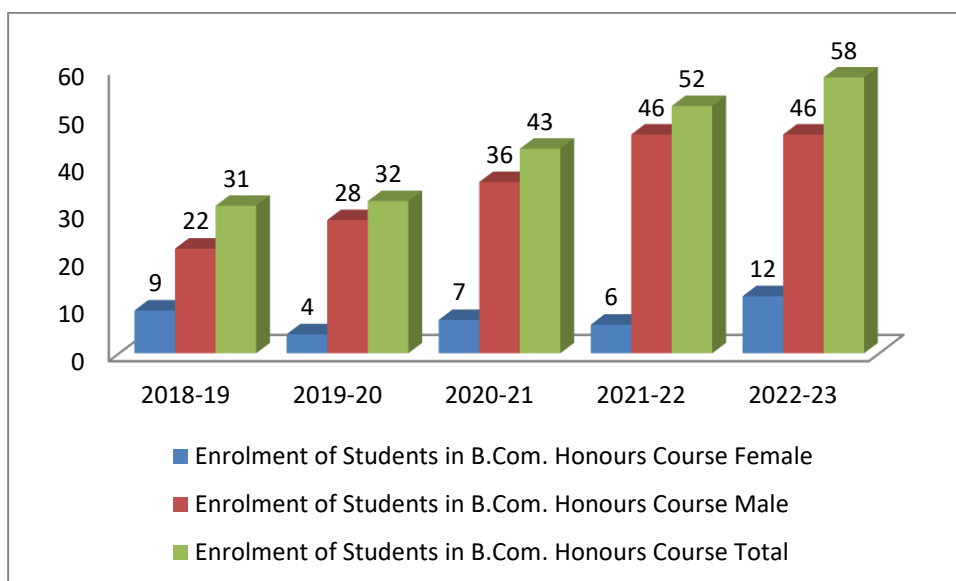


<b>Enrolment of Students in B.Com. General Course</b>			
Year	Female	Male	Total
2018-19	3	9	12
2019-20	10	13	23
2020-21	10	28	38
2021-22	10	35	45
2022-23	0	24	24

The percentage of female students enrolled in the B.Com. General Course has fluctuated over the past five years. In 2018-19, the lowest percentage of female students (25.00%) was enrolled, while the highest percentage (43.48%) was enrolled in 2019-20. In the most recent year (2022-23), there were no female students enrolled.

Overall, the enrollment in the B.Com. General Course has been skewed towards males over the five years.

## Enrolment of Students in B.Com Honours Course

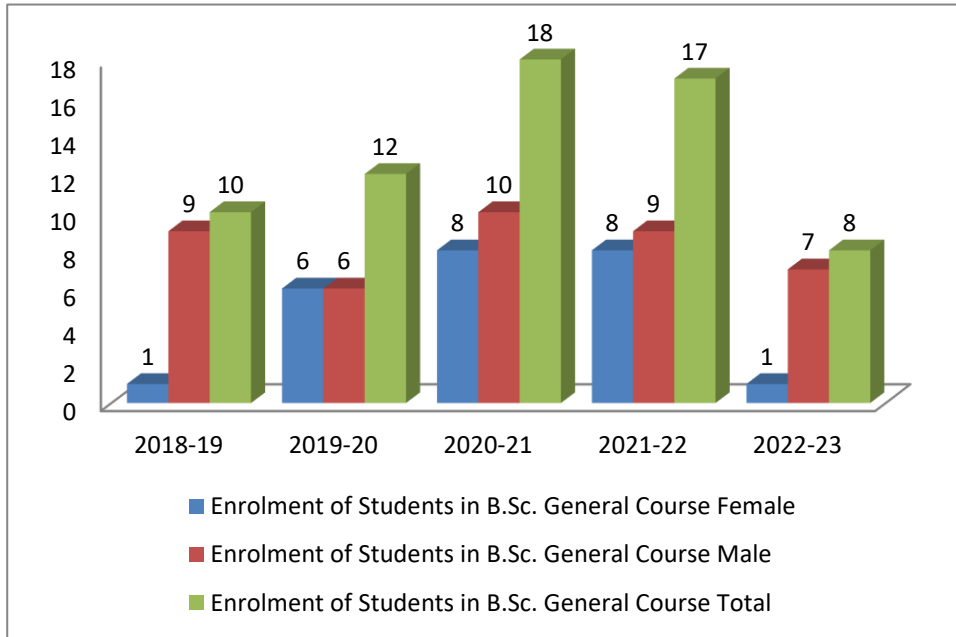


<b>Enrolment of Students in B.Com. Honours Course</b>			
Year	Female	Male	Total
2018-19	09	22	31
2019-20	04	28	32
2020-21	07	36	43
2021-22	06	46	52
2022-23	12	46	58

Based on the enrollment data for the B.Com. Honours Course over the past five years (2018-2019 to 2022-2023), there is a significant skew towards male students. Over the entire period, the average female enrollment is 17.43%, whereas the average male enrollment is 82.57%.

This trend is consistent across all five years. The highest percentage of female students enrolled in a single year was 29.03% in 2018-2019, and the lowest percentage was 11.54% in 2021-2022.

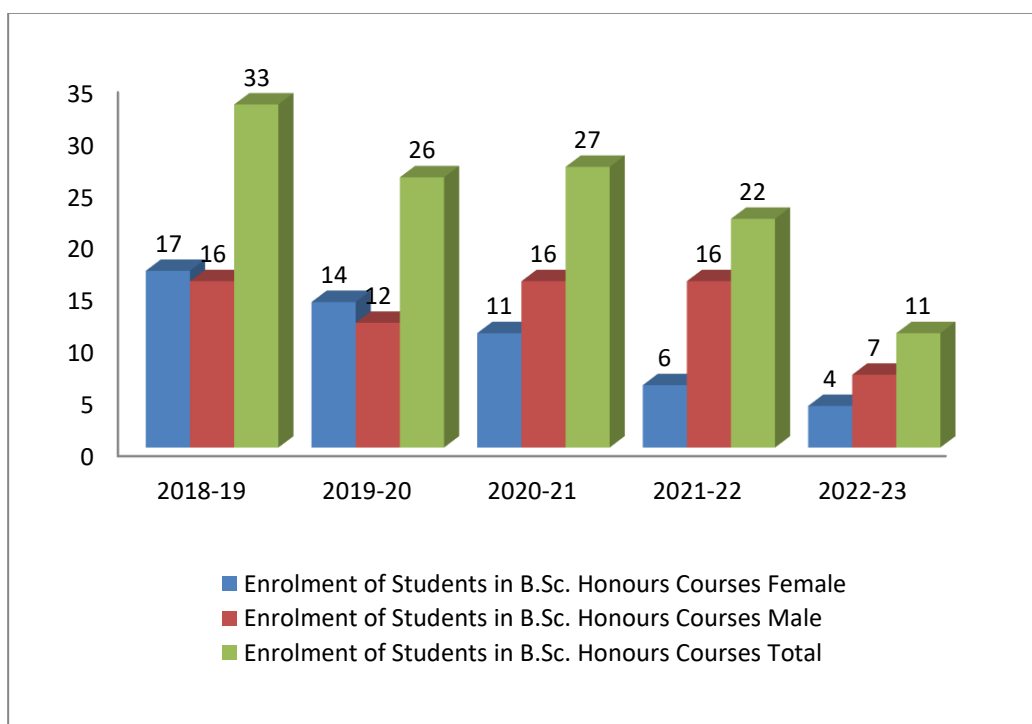
## Enrolment of Students in B.Sc. General Course



Enrolment of Students in B.Sc. General Course			
Year	Female	Male	Total
2018-19	01	09	10
2019-20	06	06	12
2020-21	08	10	18
2021-22	08	09	17
2022-23	01	07	08

There is a gender gap in the B.Sc. General Course enrolment. In the past five years, males accounted for 63.08% of enrolled students, compared to 36.92% females.

## Enrolment of Students in B.Sc. Honours Courses



<b>Enrolment of Students in B.Sc. Honours Courses</b>			
Year	Female	Male	Total
2018-19	17	16	33
2019-20	14	12	26
2020-21	11	16	27
2021-22	06	16	22
2022-23	04	07	11

Overall, there appears to be a slight increase in male enrollment over the five years. Female enrollment fluctuated throughout the period, but overall there has not been a significant change.

- In all five years, there were more male students enrolled in the B.Sc. Honours program than female students.
- The largest enrollment gap between genders was in 2021-22, where there were twice as many male students enrolled (16) as female students (6).

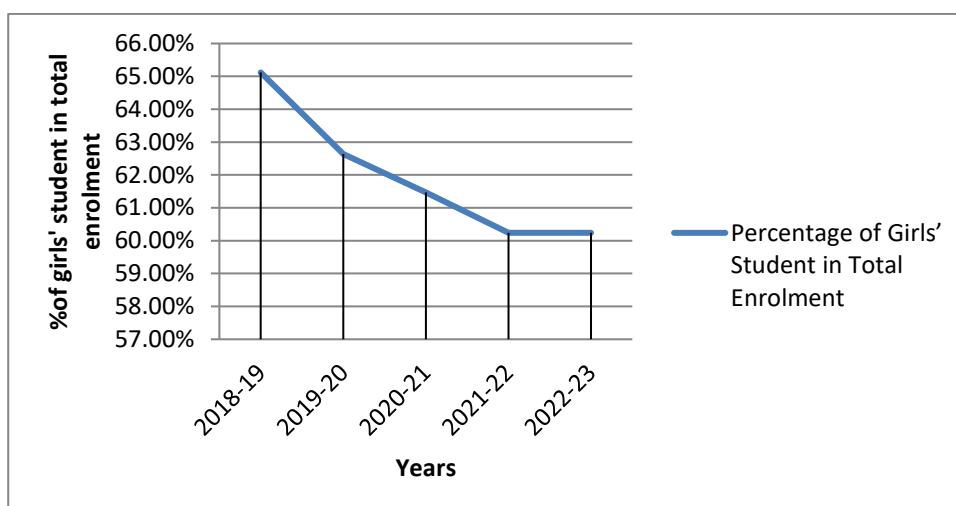
<b>Gross Enrolment Ratio at Higher Education level (18 to 23years) 2016-17 to 2020-21</b>									
<b>State/ UTs</b>	<b>ALL</b>			<b>Scheduled Castes</b>			<b>Scheduled Tribes</b>		
	<b>Male</b>	<b>Female</b>	<b>Both</b>	<b>Male</b>	<b>Female</b>	<b>Both</b>	<b>Male</b>	<b>Female</b>	<b>Both</b>
<b>India</b>									
2021-22	28.3	28.5	28.4	25.8	26	25.9	21.4	20.9	21.2
2020-21	26.7	27.9	27.3	22.4	23.9	23.1	18.8	19.1	18.9
2019-20	24.8	26.4	25.6	21.5	23.2	22.3	17.0	17.0	17.0
2018-19	24.4	25.5	24.9	21.4	22.8	22.0	16.7	16.1	16.4
2017-18	24.5	24.6	24.6	21.0	21.0	21.0	16.0	14.5	15.3

- *Source: AISHE, Ministry of Education (different years).*

Ironically, the GER for SCs and STs is lower than the national average for all categories. However, there has been a significant improvement in the GER for SC and ST females from 2017-18 to 2021-22. In 2021-22, the GER for SCs was 25.9 percent, and for STs, is 21.2 percent, compared to the national average of 28.4 percent. On the other hand, the GER for SC females in 2017-18 was 21.0 percent, but by 2021-22, it had increased to 26.0 percent. Despite improvements, GER indicates that students from marginalized communities still face barriers to accessing higher education.

For 2021-22, the national Gross Enrolment Ratio (GER) was 28.5 for females and 28.3 for males. Maheshtala College has unquestionably performed better than the national average and has succeeded in setting a fantastic example by enabling girls to obtain top-notch undergraduate education and advance in life.

Year	Percentage of Girls' Student in Total Enrolment
2018-19	65.12%
2019-20	62.64%
2020-21	61.47%
2021-22	60.24%
2022-23	60.24%

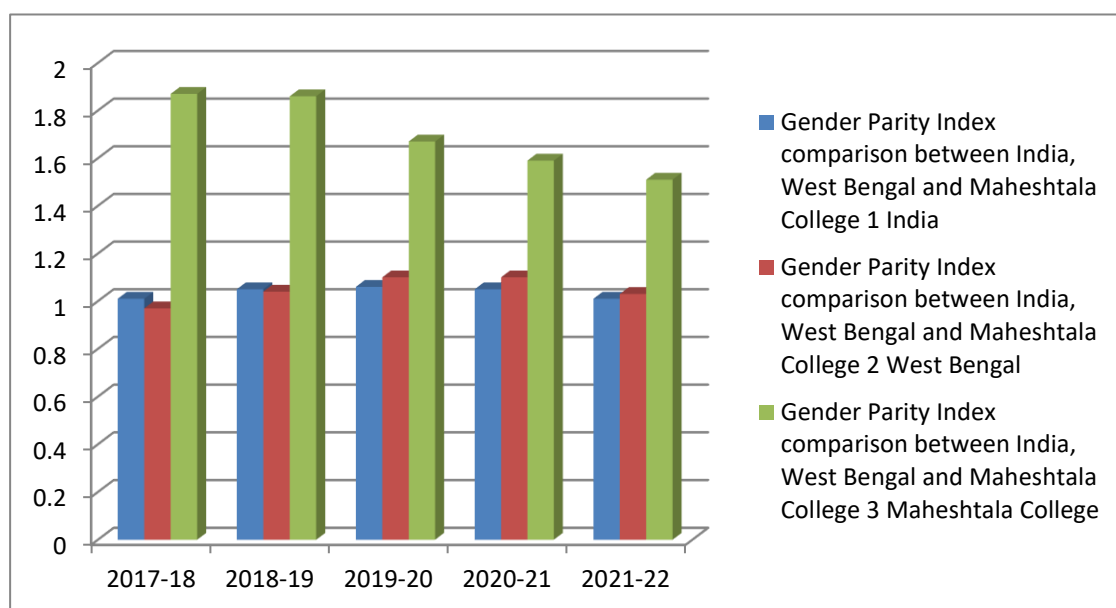


According to the data for gender-specific total enrolment 2022–23, 60.24% of students are female and 39.76% are male. The percentage of girls' enrolment has decreased slightly over the past five years. In 2018-19, 65.12% of students were girls. This number dropped to 60.24% in 2022-23. However, on average, girls comprised 61.94% of total enrollment during this period. The state GER for males and females in 2021-22 were 25.9 and 26.8 respectively; whereas the national GER for males were 28.3 and 28.5 for females.

Clearly, *Maheshtala College* has scored above the national average and has succeeded in emerging as a remarkable example, *empowering girls* to secure quality collegiate education, and move ahead in life.

## Gender Parity Index comparison between India, West Bengal and Maheshtala College

Sl No	Country/State/Institution	2017-18	2018-19	2019-20	2020-21	2021-22
1	India	1.01	1.05	1.06	1.05	1.01
2	West Bengal	0.97	1.04	1.1	1.10	1.03
3	Maheshtala College	1.87	1.86	1.67	1.59	1.51



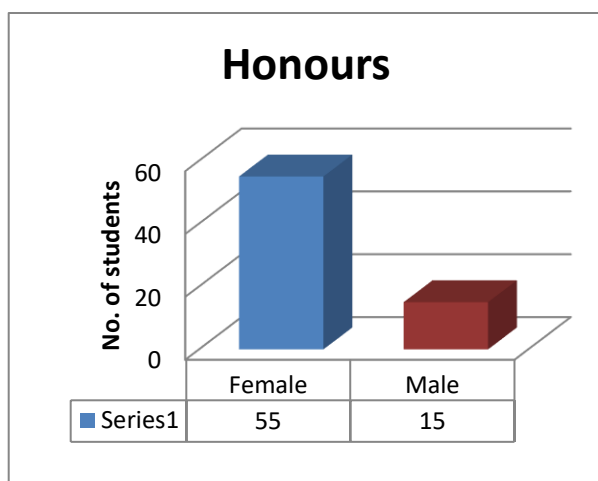
Maheshtala College consistently has the highest Gender Parity Index among the three entities considered, although it has shown a decreasing trend over the years. India's Gender Parity Index has fluctuated slightly but remained around 1.0 throughout the period. West Bengal's Gender Parity Index has shown a rising trend, reaching its highest point in 2019-20 and then slightly decreasing.

Overall, it appears that Maheshtala College has the highest Gender Parity Index, but there is a positive trend in West Bengal as well. India's Gender Parity Index has remained around 1.0.

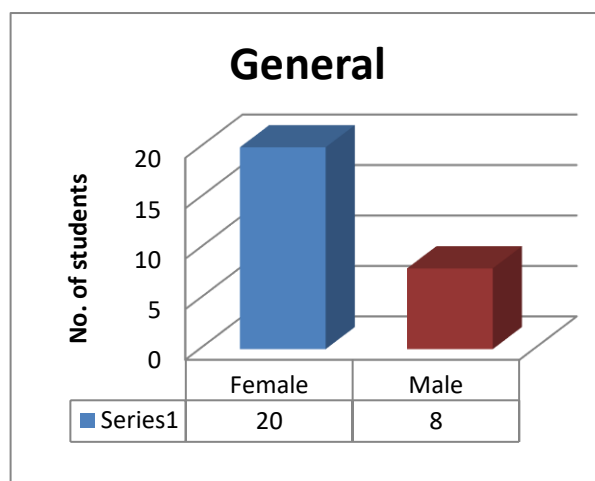
The **Gender Parity Index** (GPI) is a socio-economic index usually designed to measure the relative access to education of males and females. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education.

## Gender wise number of students passed in the final examination

### Gender wise Number of Students Passing in B.A. Examination in 2022-23



Total	Female	Male
70	55	15

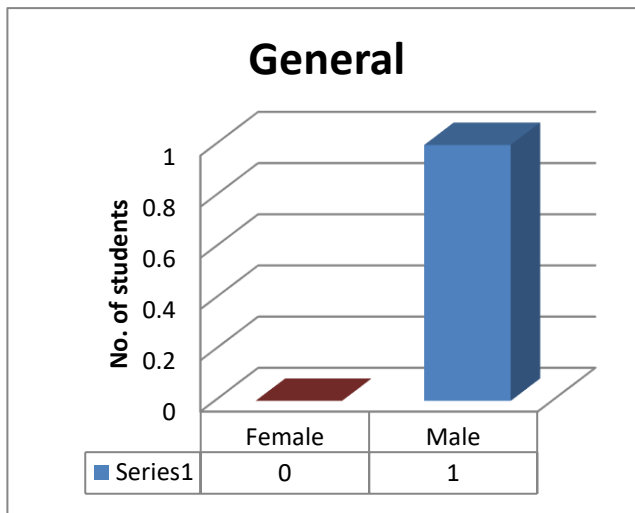
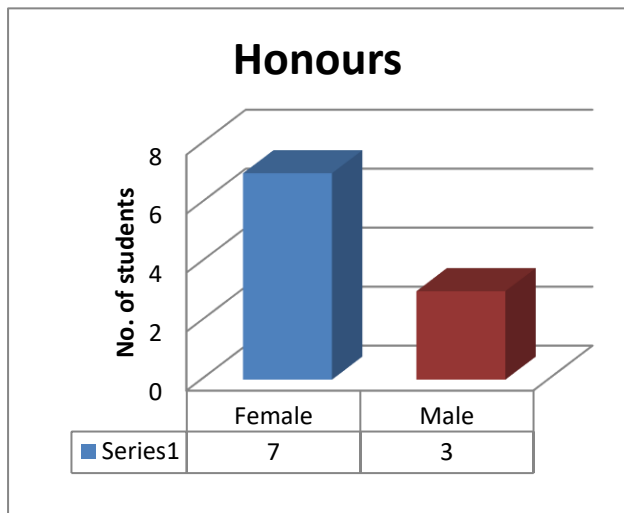


Total	Female	Male
28	20	08

An analysis of pass rates revealed that female students achieved a higher percentage of passes in both general and honours Bachelor of Arts programs compared to their male counterparts.



## Gender wise Number of Students Passing in B.Sc. Final Examination in 2022-23

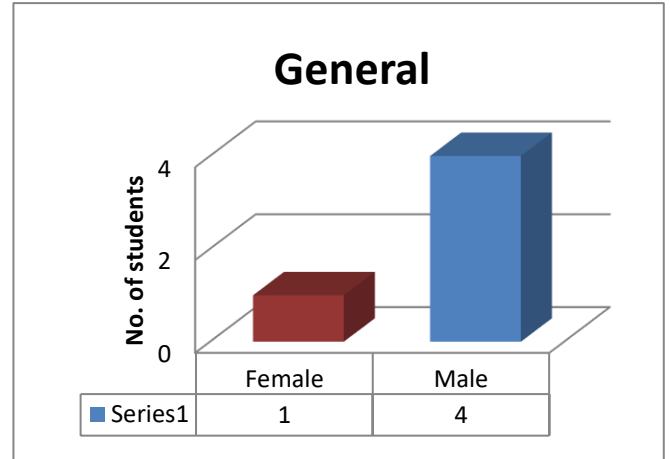
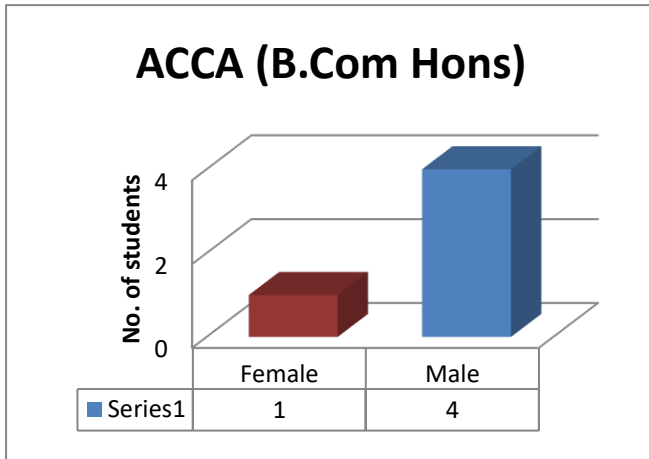


Total	Female	Male
10	7	3

Total	Female	Male
1	0	1

In B.Sc. Honours, female students have a higher pass percentage compared to males. However, the trend reverses in B.Sc. General, where male students achieve a higher pass percentage than female students.

## Gender wise Number of Students Passing in B.Com. Final Examination in 2022-23

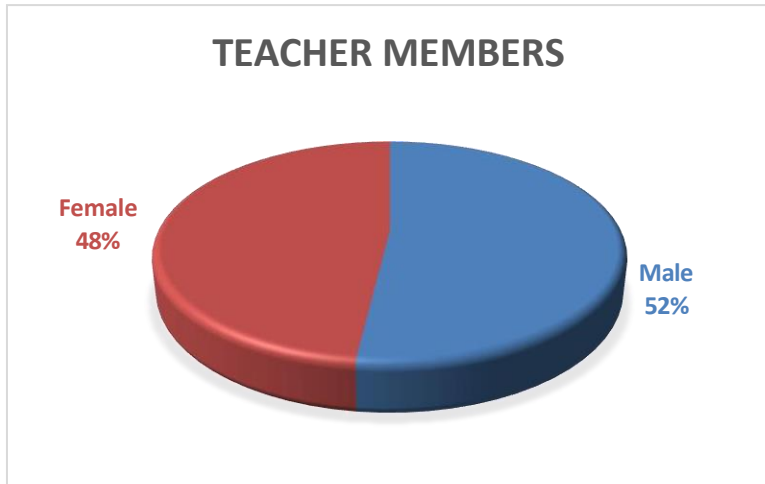


Total	Female	Male
5	1	4

Total	Female	Male
5	1	4

In both B.Com (Honours) and general B.Com programs, male students tend to have a higher pass rate than female students.

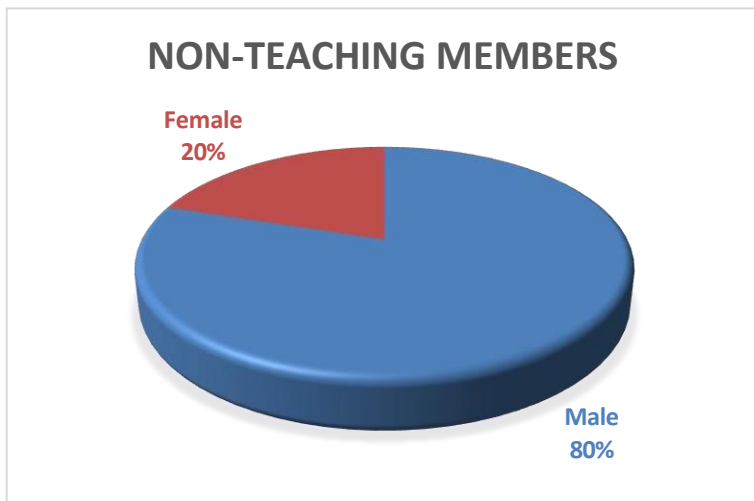
**Gender wise number of college Teaching employees in 2022-23**



Male	Female	Total
27	25	52

The total teaching faculty of Maheshtala College consists of 27 male teachers and 25 female teachers.

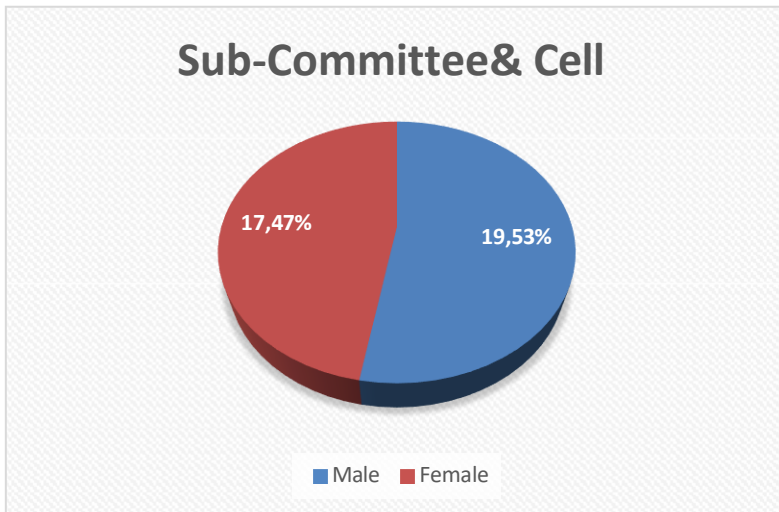
**Gender wise number of college Non-Teaching employees in 2022-23**



Male	Female	Total
8	2	10

The Non-Teaching members of Maheshtala College consist of higher number of male staffs as compared to female staffs.

## Gender wise number of Convenors of different Sub-committees & Cells (2021-22)



Convenors	Male	Female
Sub-Committee & Cell	19	17

The convenors of various sub-committees have almost equal distribution of membership between male and female members.

## **ANALYSIS**

The Gender Report of Maheshtala College, prepared over the past four academic sessions show a remarkable growth in favour of girl-students. There has been a steady upward swing in terms of enrolment of girl-students in spite of the area in which the college is located being perceived as backward and generally indifferent to girls' education. Following the Covid-19 epidemic, overall student enrolment declined. Nevertheless, the number of enrolments is once more on the rise from 2022. The national average as evident in the AISHE Report also seems to be challenged here because of the positive growth of girl-students' enrolment with respect to boys.

As per the AISHE Provisional Report 2021-22 (available at the time of preparing this report), there has been a steady increase in the Gross Enrolment Ratio (GER) over the last four years. GER has increased to 28.4 in 2021-22 from 27.3 in 2020-21 and 24.6 in 2017-18. Female GER has increased to 28.5 in 2021-22 from 24.6 in 2017-18. National level GER for male population is 28.3 and for female it is 28.5 in 2021-22. For Scheduled Castes, GER is 25.9 and for Scheduled Tribes, it is 21.2 as compared to the national GER of 28.4.

In keeping with this trend, the enrolment ratio of our college too has witnessed a positive swing with the highest enrolment recorded in 2021-22.

### **Analysis across academic disciplines**

Mirroring the national trend, the B.A. program boasts the highest enrollment at our institution with 817 students in the 2022-23 session, followed by B.Com (82) and B.Sc. (19). This reflects a slight decrease compared to 2021-22, where enrollments were 1358 for B.A., 97 for B.Com, and 39 for B.Sc. respectively.

Among the total 918 students in 2022-23, a whopping 537 girl-students belong to the Arts stream. Among them, 27 belong to Muslim minority, while 408 among the girl-students belong to Scheduled Caste, Scheduled Tribe, OBC- B and Physically handicapped categories.

The number of students opting for B.Com has declined over the years followed by a corresponding decline in the number of girl-students as well. In the Science stream, a fair number of girl-students opt for B.Sc (Hons) in Geography (with Economics as a General subject), but of late, that number is also on the wane. This may be accounted for by the increasing number of girl-students opting for engineering and technical courses as well as vocational and allied fields of

study, in the neighbouring higher education institutes catering to such disciplines.



### Institutional Initiatives

Maheshtala College has undertaken a number of initiatives for ensuring gender parity and to ensure fairness and equal opportunities for all genders:

- State level Webinar on ‘Gender Sensitization: Issues and Challenges was organized by Gender Cell and IQAC of the college. Dr Basabi Chakraborty, Faculty of Rabindra Bharati University, was the Resource person. This seminar was attended by teachers and students of the college. An interactive session enthusiastically participated by boys and girls, followed the presentation.
- SAMPURNAA, a three days long cultural and social fest was organized by Gender Cell and IQAC of the college.
- An international seminar on Women Empowerment was held on 08.03.2023; Dr Rinita Mazumdar, Professor of Philosophy & Cultural Studies, Central New Mexico Community, USA & Ms Priyanka Bhattacharya, Squadron Leader (Retd.), Indian Air Force were the two Resource Persons.
- 377 girl students were awarded Aikyashree scholarships, along with 152 boy students during 2021-22 session.
- 9 students were awarded the Kanyashree Scholarships during 2021-22 session.
- 30 students were awarded the Vidya Amritam Scholarships, out of total 54 during 2021-22 session.
- Dept of Bengali organized a seminar on ‘Naari-Shikkhay Vidyasagarer Abodaan’ on 18.09.2021 in online mode.
- Health Awareness programmes and Health Camp was organized by the college, in which women’s hygiene and health issues.









