



Nalbari College

Nalbari, Assam 781335




Gender Audit Report 2024-2025

PREPARED BY
Gender Audit Team

Gender Audit Report
Submitted to
The Principal
Nalbari College, Nalbari, Assam

Submitted by
Audit Team

SL. No.	NAME	Nature of appointment	Signatures
1	Dr. Kamal Nayan Patowary, Principal	Chairman	
2	Dr. Piroja Begum, Associate Professor, Department of Mathematics	Member	Piroja Begum
3	Dr. Aditi Das, Assistant Professor, Department of Economics	Member	Aditi Das
4	Dr. Rupsmitta Buzarbaruah, Assistant Professor, Department of Sanskrit	Member	Rupsmitta
5	Kaberi Dutta, Assistant Professor, Department of Political Science	Member	Kaberi Dutta
6	Gracy Lalmalswam Khobang, Assistant Professor, Department of English	Convener	Gracy Lalmalswam Khobang
7	Simi Borgohain Assistant Professor, Department of Philosophy	Member	Simi Borgohain

PREFACE

Gender equality represents a fundamental element of a progressive and responsible academic institution. It is not only a reflection of societal progress but also a critical factor in shaping a learning environment that upholds fairness, intellectual integrity, and equal access to opportunities. Academic leaders globally emphasize the importance of gender equity in higher education, recognizing its role in enabling students to reach their full potential and enhancing the overall educational experience. Nalbari College acknowledges the significance of gender equality and has undertaken consistent efforts to ensure that it is embedded not only in policy but also in everyday practice. The institution demonstrates its commitment through regular and structured gender audits, which are designed to assess the college's existing frameworks and encourage a deeper understanding of gender-related issues within the campus environment. These audits employ carefully developed questionnaires distributed to both students and faculty, fostering inclusive participation and ensuring that diverse perspectives are respectfully considered.

The outcomes of these audits are not limited to statistical summaries; rather, they are meticulously reviewed and translated into actionable insights that guide institutional reforms, policy enhancements, and long term strategic planning. These evaluations allow the college to identify strengths, address gaps, and implement focused measures that foster an equitable academic environment. The primary objective is to cultivate a campus culture that is inclusive, respectful, and empowering to individuals of all gender identities, with particular emphasis on promoting gender sensitivity, enhancing the representation of women, and challenging deep-rooted gender biases. In doing so, the college fosters a sense of belonging and equal participation across all spheres of academic and extracurricular life. Nalbari College continues to position itself within the global discourse on gender equity by aligning its institutional values and practices with internationally recognized frameworks, most notably the United Nations Sustainable Development Goals. These efforts reinforce the college's vision of becoming a forward-thinking, socially responsive educational institution dedicated to inclusive excellence and the holistic development of its students and staff. Through consistent evaluation, community engagement, and a commitment to ongoing improvement, the college strives to maintain an academic setting that not only encourages intellectual achievement but also promotes ethical awareness and social responsibility. Nalbari College envisions its graduates as future leaders who are not only academically competent but also equipped with the empathy, insight, and commitment needed to build a more equitable, inclusive, and progressive society.

Nalbari College

Nalbari, Assam

Nalbari College, established on July 4th, 1945, is a distinguished institution of higher education located in the lower Brahmaputra valley of Assam. Initially affiliated with Calcutta University, the college was incorporated under Gauhati University in 1948, strengthening its foundation in academic excellence and regional educational development. Recognized by the University Grants Commission under Section 2(f) in 1962, the college has witnessed consistent progress in both academic and infrastructural dimensions. Currently, it serves approximately 4420 students across a range of programs on its 16-acre campus. Nalbari College offers a **multi-stream co-educational learning environment** that encompasses higher secondary, undergraduate, and postgraduate education across various disciplines. In recent years, the institution has achieved several significant milestones, including the attainment of ISO 9001:2015 certification for quality assurance and the formation of an Institution's Innovation Council to encourage research and entrepreneurship among students and faculty. In response to changing academic and professional demands, the college has implemented UGC-sponsored diploma courses in Travel and Tourism Guidance and Disaster Management, along with full-time professional programs such as the Bachelor of Physical Education and the Bachelor of Science in Information Technology, which were introduced in 2013. To promote academic inclusivity, the college extends access to education through recognized distance learning centers affiliated with the Institute of Distance and Open Learning, Krishna Kanta Handiqui State Open University, and Assam State Open School. Nalbari College continues to explore new academic programs designed to improve student employability and skill development. As part of its ongoing commitment to equity and inclusion, the college conducts regular Gender Audits to assess and enhance gender sensitivity within the academic community. These initiatives reflect its dedication to providing a fair, inclusive, and academically enriching environment for all students.

ABOUT GENDER AUDIT

A Gender Audit is a form of institutional evaluation distinct from traditional financial or administrative audits. Its primary purpose is to assess the degree to which gender equality has been integrated into the organization's structures, processes, and culture. This involves a systematic review of policies, programs, services, organizational frameworks, and decision-making procedures. The audit also examines the alignment of these elements with the institution's core objectives and evaluates gender representation among students, faculty, and administrative staff. Additionally, it considers how existing policies and practices influence gender equity both within the institution and in its wider societal context. By identifying gaps and strengths, the Gender Audit enables institutions to refine their strategies, develop targeted interventions, and promote inclusive practices. This process offers valuable insight into institutional dynamics and supports efforts to create a more balanced, equitable, and inclusive environment for all members of the academic community.

Objective of Gender Audit

The primary goal of a Gender Audit is to carefully and systematically review an organization's policies, practices, and activities to ensure that gender equality is being meaningfully applied throughout its operations. It helps identify both what is working well and what needs improvement in supporting gender equity, while offering practical steps to address any gaps. This process supports the development of gender-sensitive practices and encourages ongoing efforts to create a more inclusive environment. A Gender Audit also acts as a tool for accountability and growth, helping institutions build a fair and balanced culture for everyone.

Key Steps in Gender Audit

- **Preparation:** Define the objectives of the audit, involve key stakeholders, and design suitable tools to guide the process.
- **Training:** Train the audit team on gender concepts, institutional policies, and audit techniques to ensure a clear and shared understanding.
- **Data Collection:** Collect both quantitative and qualitative data through surveys, interviews, focus groups, and document analysis.
- **Findings:** Review the data to identify patterns, strengths, challenges, and gaps related to gender equality within the institution.
- **Action Plan:** Develop a clear and realistic plan that outlines the steps, timelines, and responsibilities for addressing identified issues.
- **Follow-Up:** Put the plan into action, monitor progress regularly, and evaluate outcomes to support long-term improvements in gender equity.

Methodology

The Gender Audit team conducted a comprehensive analysis of the college community to gather insights from a range of stakeholders. Questionnaires were carefully developed to collect feedback from students across various courses, hostel residents, and faculty members, with a focus on assessing the adequacy of facilities and the inclusiveness of the campus environment for all genders. A systematic approach was followed, employing simple random sampling to ensure fair and representative distribution of the questionnaires. To enhance accessibility and convenience for respondents, the team utilized digital tools such as Google Forms, sharing the surveys through easily accessible links. This method allowed participants to contribute their perspectives efficiently and securely. The findings from the Gender Audit will guide future actions and policy improvements, supporting the college's ongoing efforts to create a more equitable, inclusive, and supportive educational environment for all members of the community.

Table 1: Gender-wise details of the total students in Nalbari College

SL.No	SESSIONS	TOTAL	MALE	FEMALE
1	2023-2024	868	459	409
2	2024-2025	2853	1499	1354

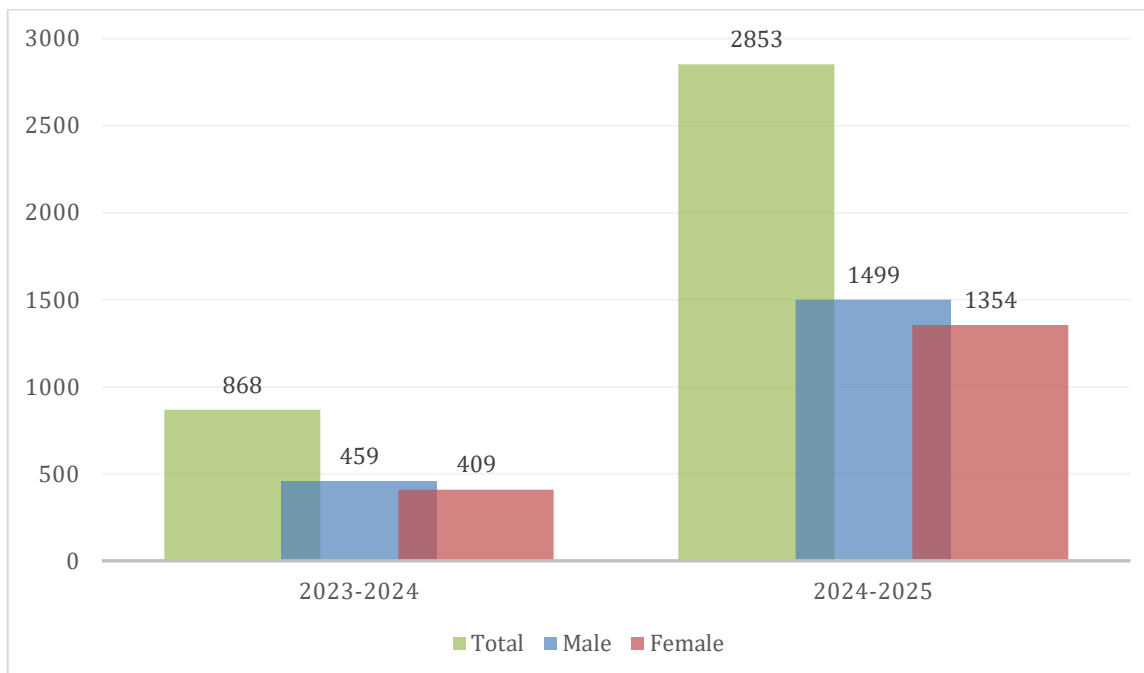
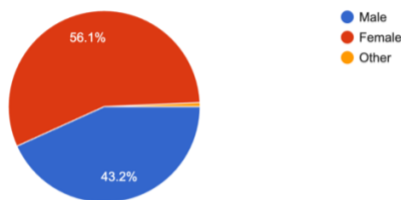


Figure 1: Gender details for total students in Nalbari College

GENDER AUDIT STUDENT RESPONSES

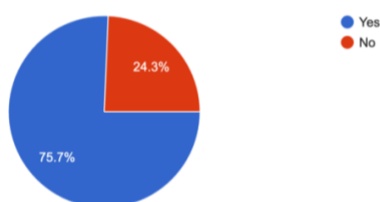
Findings and interpretations

Q1. What is your gender:



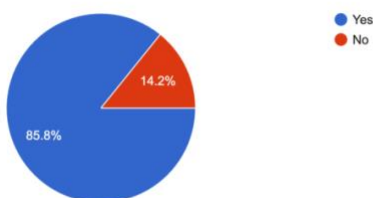
56.1 % identified as female and 43.2 % as male; 0.7% selected another gender category.

Q2. Do you feel that the college organizes various gender awareness programs?



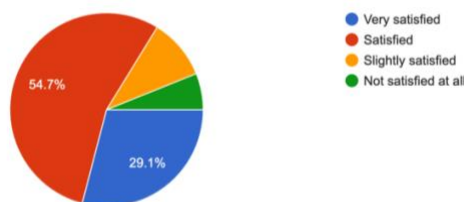
A substantial majority (75.7 %) agree that the college organizes gender-awareness initiatives, whereas 24.3 % do not, suggesting potential deficiencies in program visibility or student engagement.

Q3. Do you feel comfortable discussing gender-related topics at the college?



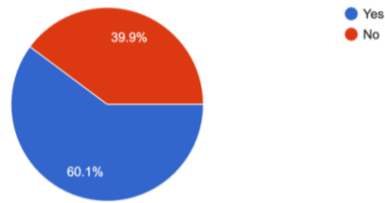
85.8% reported being comfortable discussing gender-related topics in the college setting. However, 14.2% of the students feel uncomfortable engaging in such discussions.

Q4. How satisfied are you with the college's support for students of all genders?



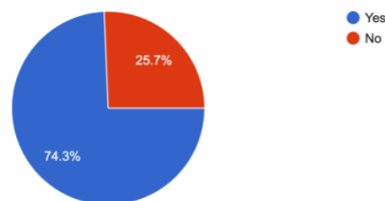
Student satisfaction with gender support at the college shows varied responses: 29.1% are very satisfied, 54.7% satisfied, 11.1% slightly satisfied, while 6.1% express dissatisfaction

Q5. Do you know where to seek help if you experience gender-based discrimination or harassment?



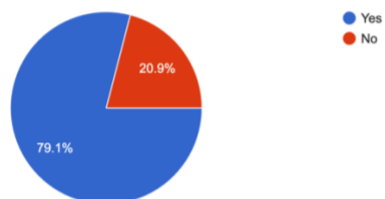
A majority (60.1 %) of student report knowing where to seek help if they experience gender-based discrimination or harassment, whereas 39.9% do not, highlighting a need to strengthen awareness of support resources.

Q6. Are you aware of the college's health center and the services it provides?



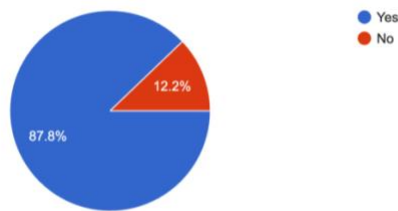
A majority (74.3 %) of students report awareness of the college's health center and its services, whereas 25.7% do not, indicating that nearly one-third of the student body may be uninformed about this key campus resource

Q7. Does the college organize health check-up camps on campus?



A substantial majority (79.1 %) of students report that the college conducts on-campus health checkup camps, whereas 20.9 % do not.

Q8. Do you feel that students at the college treat each other with mutual respect?

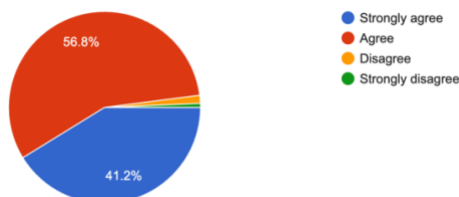


A significant majority (87.8 %) of respondents perceive that students at the college treat one another with mutual respect, whereas 12.2% do not indicating generally positive peer interactions but room for improvement for a notable minority.’

Q9. How would you describe the level of mutual respect among students at the college?

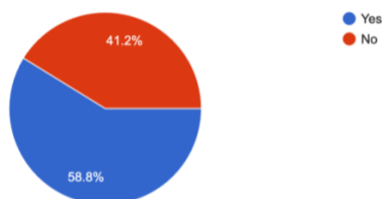
A clear majority (87.4 %) of students agree that their peers treat one another with mutual respect, describing the campus climate as friendly, supportive, and equitable. Qualitative feedback reinforces this positive picture students speak of open-minded dialogue, equal treatment regardless of background, and a strong sense of community. However, a minority (12.6 %) report lapses in respect, particularly during high-pressure moments like college elections, and occasional instances of moral policing or uneven gender respect were noted. These insights suggest that while mutual respect is broadly entrenched, there remains room to bolster inclusive practices during more contentious campus events.

Q10. Do classrooms at the college provide equal opportunities for all genders?



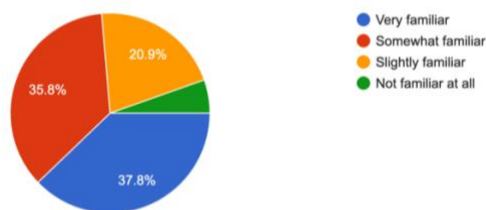
41.2 % strongly agree and 56.8 % agree that classrooms provide equal opportunities for all genders, while only 1.4 % disagree and 0.7 % strongly disagree reflecting an overwhelmingly positive consensus on gender equity in the academic setting.

Q11. Are you aware of the grievance redressal cell established at the college?



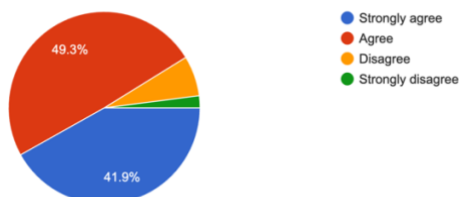
58.8% of the students are aware of the grievance redressal cell set up in the college, whereas 41.2% are unaware of it.

Q12. How familiar are students with the women's developer cell and the support it provides?



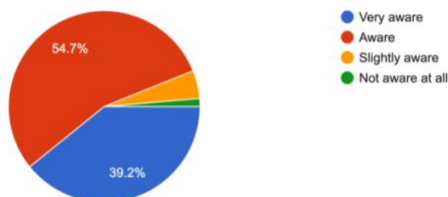
37.8 % report being very familiar and 35.8 % somewhat familiar with the women's developer cell and its services, while 20.9 % are only slightly familiar and 5.4 % not familiar at all. Although a clear majority (73.6 %) has at least a moderate awareness of this support mechanism, more than one-quarter (26.3 %) remain insufficiently informed, suggesting the need for enhanced outreach.

Q13. Do all genders have the freedom to express their opinions freely and fairly at the college?



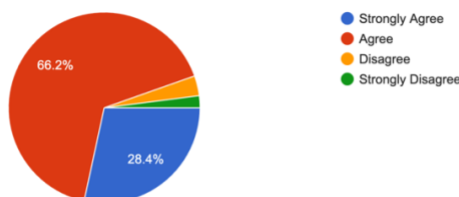
49.3% of college students agree that all genders can freely and fairly express their opinions in the college environment, with 41.9% strongly agreeing. However, 8.8% disagree or strongly disagree with this sentiment.

Q14. How aware are students of the girls' hostel at the college?



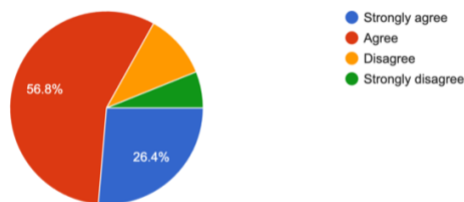
54.7% of the students agree that students know that the college has a girls' hostel. 39.2% strongly agree. Conversely, 6.1% disagree or strongly disagree with the awareness of a girls' hostel in the college.

Q15. Is there ample lighting in and around the girls' hostel?



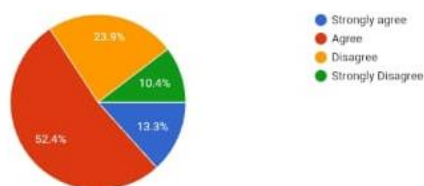
66.2% of students agree that ample lighting exists in and around the girls' hostel, and 28.4% strongly agree. However, 5.4% of students disagree or strongly disagree with this statement.

Q16. Are there adequate security arrangements in place on the college campus?



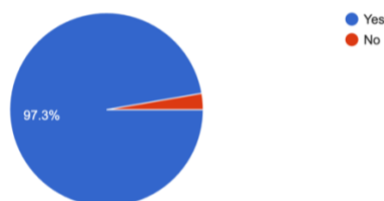
56.8% of students agree, and 26.4% strongly agree that adequate security arrangements have been made on the college campus. However, 10.8% of respondents disagree, and a smaller group of 6.1% strongly disagree with this assessment.

Q17. Adequate number of toilets are available in the campus for students.



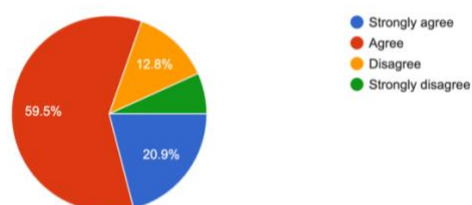
52.4% agree and 10.4% strongly agree that an adequate number of toilets are available on campus for students. On the other hand, 23.9% disagree and 13.3% strongly disagree with this statement.

Q18. Do you feel safe on campus?



An overwhelming 97.3 % of students report feeling safe on campus, while just 2.7 % do not, indicating a strong overall sense of security among the student body.

Q19. Are there an adequate number of toilets available on campus for students?



59.5% agree and 20.9% strongly agree that the toilets have adequate facilities. However, 12.8% disagree, and 6.8% strongly disagree with the adequacy of toilet facilities.

Q20. What is one suggestion you have for the college to improve support for students of all genders?

A strong majority (84.7 %) is satisfied with the college's support for all genders 22.5 % very satisfied and 62.2 % satisfied while smaller groups report being slightly satisfied (11.2 %) or not satisfied at all (4.1 %). When asked for one suggestion to improve this support, students most often called for clearer communication and greater visibility of existing resources (e.g., the grievance-redressal and women's cells), more regular workshops and forums on gender diversity, enhanced training for faculty and staff in gender sensitivity, and the creation of additional safe spaces or peer-support networks. These themes highlight the importance of not only sustaining current services but also proactively expanding outreach and programming to ensure all students feel supported.

Suggestions:

1. **Increase awareness of existing support services:** Incorporate clear information about the grievance-redressal cell, women's cell, and health center into student orientation, campus-wide communications, and regular resource-spotlight events.
2. **Implement mandatory gender sensitivity and inclusivity training:** Require all faculty, staff, and peer leaders to participate in workshops designed to foster respectful dialogue and reduce unconscious bias; offer concise online modules or lunch-and-learn sessions for those with limited availability.
3. **Enhance visibility of gender equality initiatives:** Appoint student ambassadors, leverage social media and campus radio, and organise at least two open forums or panel discussions each academic year featuring students, faculty, and external experts.
4. **Maintain equitable representation in decision-making bodies:** Review committee and search-committee membership annually; publish transparent hiring and promotion criteria so that faculty and staff understand how gender equity is upheld in recruitment and advancement.
5. **Conduct a comprehensive audit of campus facilities:** Identify and address deficiencies in restrooms, lighting, and security patrols by adding gender-neutral restroom stalls, menstrual-hygiene stations, and improving lighting in high-traffic or poorly monitored areas.
6. **Strengthen health and wellness outreach:** Distribute monthly reminders via email or the student portal about on-campus health check-up camps and services; install informative signage in common areas such as libraries and cafeterias.
7. **Establish "gender circles" or mentorship pairings:** Connect students of diverse gender identities with supportive faculty, alumni, or trained peer mentors to create safe spaces for discussion and professional guidance; encourage student organizations to host at least one gender-diversity workshop each year.
8. **Institute ongoing feedback mechanisms:** Provide dedicated suggestion boxes and administer a concise spring survey to monitor changes in awareness, comfort discussing gender topics, and satisfaction with facilities, ensuring that policies and programs remain responsive to evolving needs.

Table 2: Gender-wise details of the total faculty in Nalbari College

SL.No	SESSIONS	TOTAL	MALE	FEMALE
1	2023-2024	57	32	25
2	2024-2025	86	58	28

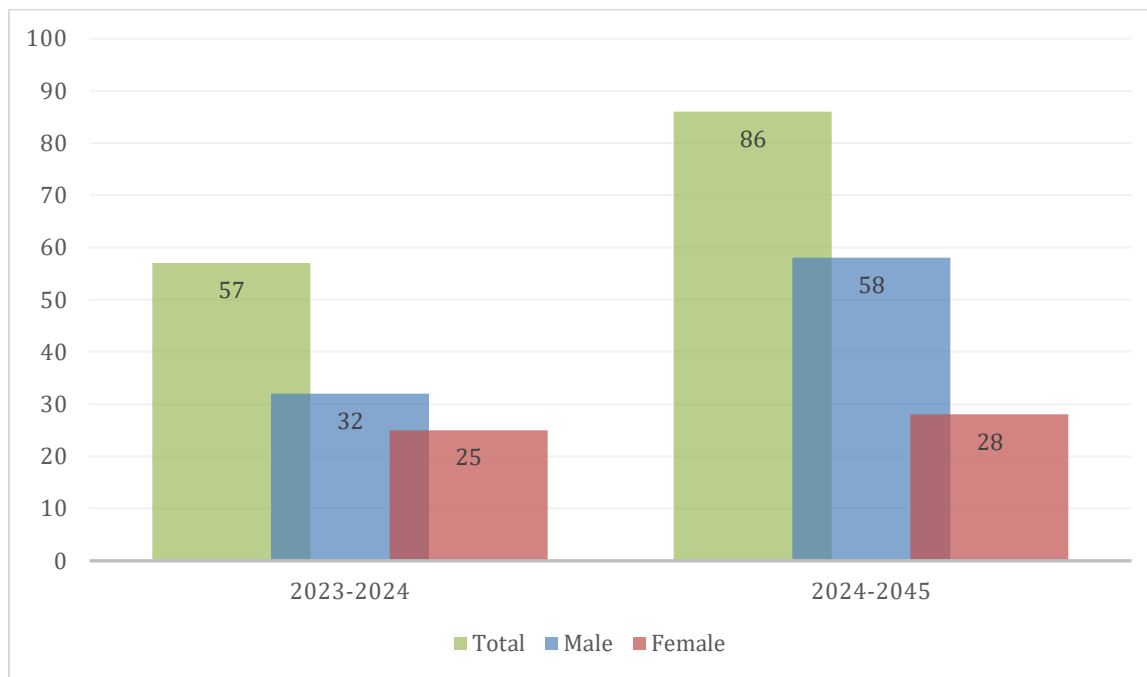
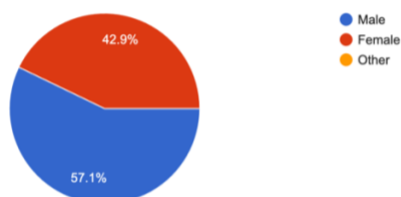


Figure 2: Gender details for total Faculty in Nalbari College

GENDER AUDIT FACULTY RESPONSES

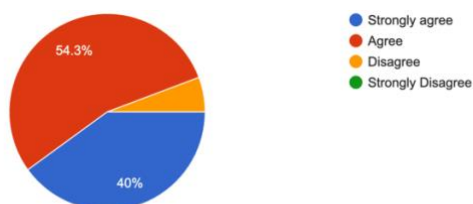
Findings and interpretations

Q1. What is your gender:



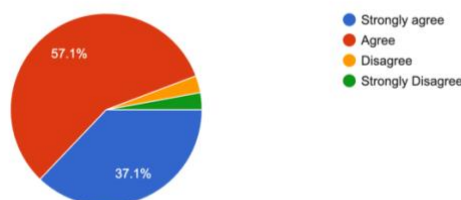
57.1% of the faculty group identified as male and 42.9% as female, indicating a nearly even gender ratio among participants in the audit.

Q2. Our college encourages and supports gender equality.



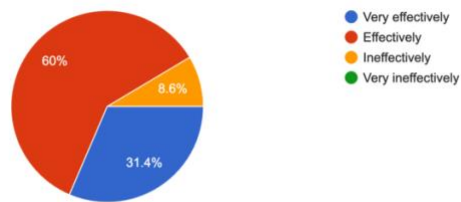
The college's encouragement and support of gender equality 40.0 % strongly agree and 54.3 % agree while 5.7% disagree and none strongly disagree. This near-unanimous affirmation underscores a pervasive staff perception that institutional policies and culture effectively promote gender parity, with only a small minority expressing reservations.

Q3. The college efforts to promote gender equality are visible and well-communicated.



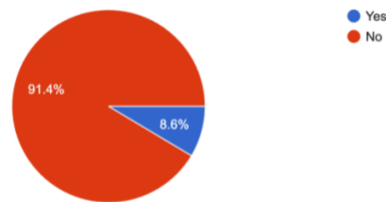
37.1 % strongly agree, 57.1 % agree and feel the college's gender-equality efforts are visible and well-communicated, while just 5.8 % disagree or strongly disagree.

Q4. How effectively do you think the gender-equality policy is implemented within the college?



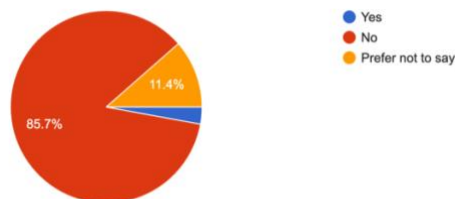
A strong majority (91.4 %) of staff rate the policy's implementation as effective (60.0 %) or very effective (31.4 %), while 8.6 % view it as ineffective and none believe it is implemented very ineffectively.

Q5. Do you feel there is gender discrimination in your workplace?



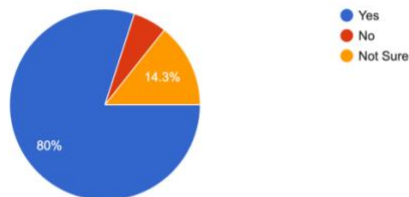
91.4% of the faculty members do not feel gender discrimination in their workplaces. However, 8.6% of them feel that gender discrimination does exist.

Q6. Have you ever been passed over for a job opportunity because of your gender?



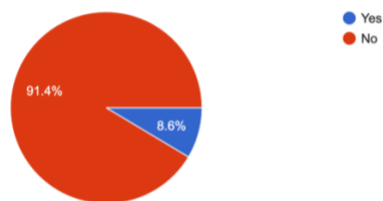
A small minority (2.9 %) report being passed over for a job due to gender, while 85.7 % say they have not, and 11.4 % preferred not to answer. This suggests overt gender-based exclusion is uncommon, though some may be hesitant to disclose.

Q7. Do you feel workloads are assigned fairly to all genders in your department?



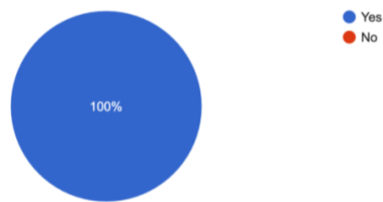
80% of faculty members do not feel like their work is harder because of their gender, while 5.7% feel it is, and 14.3% are unsure.

Q8. I receive the respect I deserve from my colleagues.



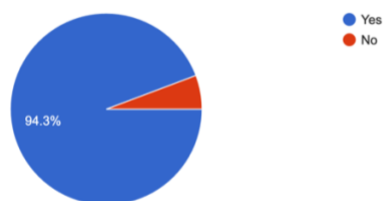
A small minority (8.6 %) of staff feel their gender makes work more difficult, while 91.4 % do not, indicating that most employees do not perceive gender as a barrier to their job performance.

Q9. Do you feel respected by your colleagues?



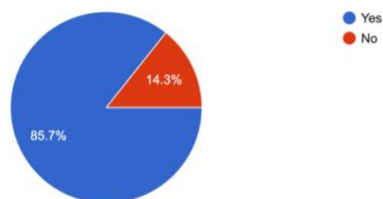
All staff (100 %) report feeling respected by their colleagues, indicating a uniformly positive workplace culture of mutual respect.

Q10. I feel safe from gender-based discrimination or harassment on campus.



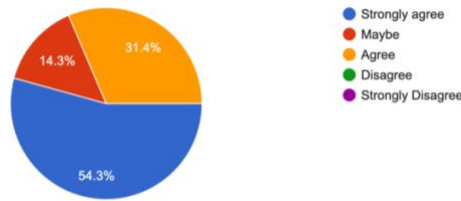
94.3% of faculty members feel safe from gender-based discrimination and harassment on campus, while 5.7% do not feel safe.

Q11. Do you feel comfortable sharing your concerns or opinions about gender issues at the college?



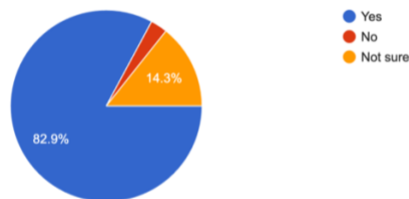
85.7% of faculty members feel very comfortable discussing gender issues with colleagues. Only 14.3% of faculty members feel uncomfortable with this topic.

Q12. Professional development and training opportunities are equally accessible to all genders.



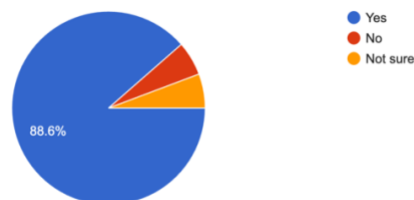
A clear majority of staff 54.3 % strongly agree and 31.4 % agree report that professional development and training opportunities are equally accessible to all genders. The remaining 14.3 % answered “Maybe,” and no respondents disagreed, suggesting general confidence in equitable access with a small portion remaining uncertain.

Q13. Do you feel supported by the college when you raise concerns about gender-related issues?



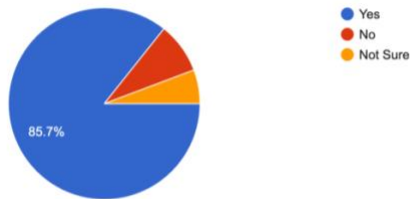
82.9% of faculty members are comfortable expressing opinions on gender issues. 14.3% are unsure, and 2.9% are Not sure.

Q14. Do you think the faculty hiring process is fair and treats all genders equally?



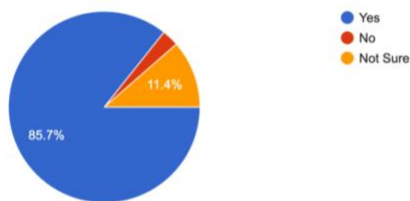
A strong majority (88.6 %) of staff believe the faculty hiring process is fair and treats all genders equally, while 5.7 % disagree and 5.7 % are unsure, indicating broad confidence in equitable hiring practices with only a small fraction expressing doubt or uncertainty.

Q15. Do college committees have a balanced mix of genders?



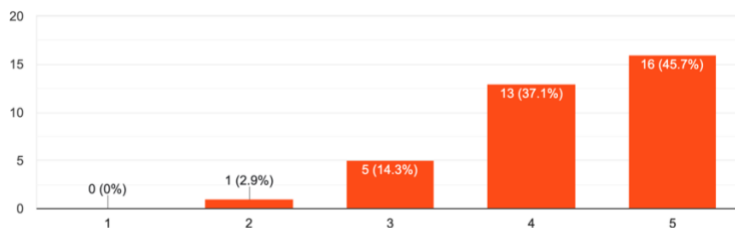
A substantial majority (85.7 %) of staff feel that college committees maintain a balanced gender mix, while 8.6 % disagree and 5.7 % are unsure, indicating broad confidence in equitable committee representation.

Q16. Do faculty of all genders have equal freedom to express their opinions on academic and administrative matters?



A large majority 85.7 % of staff believe that faculty of all genders enjoy equal freedom to express their views on academic and administrative matters, while 2.9 % disagree and 11.4 % are unsure indicating overall confidence in open dialogue with a small degree of uncertainty or dissent.

Q17. On a scale of 1 to 5, how supported do you feel by your colleagues in gender-equality efforts?



Based on a scale of 1 to 5, no respondents felt completely unsupported (1) in matters related to gender equality, a minimal percentage of 1% felt almost unsupported (2), 14.3% felt neutrally supported (3), 37.1% felt supported (4), and the majority, 45.7%, felt very supported (5).

Q18. What is one suggestion you have for the college to enhance support for gender equality?

Staff suggestions for advancing gender equity coalesce around several key themes. Many respondents urge the college to strengthen gender representation in decision-making bodies ensuring committees and leadership roles include balanced numbers of women, men, and gender-diverse faculty. Equitable distribution of academic and administrative duties, with assignments rotated or assigned without favor, was also emphasized. Multiple staff members called for formalized gender-inclusivity initiatives, such as mandatory sensitivity training, the creation of a

dedicated Gender Inclusion Cell, and regular workshops or open forums to discuss campus-wide gender concerns. Mentorship programs linking students of diverse gender identities with supportive faculty, alumni, and professionals were recommended to foster networking and career guidance. Practical measures like improving and expanding restroom facilities for women and ensuring adequate menstrual hygiene and childcare support were highlighted alongside broader awareness campaigns around transgender issues. Collectively, these suggestions underscore a desire for both structural changes (e.g., balanced representation, equitable workloads) and cultural shifts (e.g., ongoing dialogue, education, and visible support systems) to ensure genuine gender equality across the college.

CONCLUSION:

Building on last year's audit, Nalbari College moved swiftly from diagnosis to action. The Gender Audit Committee presented its 2023-24 findings to the Principal and Governing body at the start of the session, prompting an immediate facilities review. A new men's restroom has now been completed, resolving long-standing privacy and accessibility concerns for male and gender-diverse students. Parallel efforts focused on the campus canteen: The Health Committee met with food service stakeholders to overhaul infrastructure, raise hygiene standards, and introduce a nutritionally balanced menu. Early student surveys show markedly higher satisfaction with meal quality and cleanliness, confirming that the physical upgrades and revised food protocols are meeting their intended goals. The College also addressed safety recommendations by extending high-intensity lighting along primary walkways and around the girls' hostel, an improvement reflected in the jump to 98 percent of students who now feel secure throughout the campus.

These actions underscore the College's wider commitment to student well-being and holistic development. Awareness drives during orientation and through digital bulletins have lifted recognition of key support resources, the Women's Developer Cell, grievance-redressal mechanisms, and the health center by roughly five percentage points. Faculty continue to affirm that gender-equity policies are visible and that committee representation remains balanced, with 96 percent indicating confidence in fair processes. Nonetheless, about six percent of respondents are still unsure where to raise gender-related concerns, and a small minority note residual issues with restroom capacity and canteen maintenance. To address these gaps, the College will maintain quarterly facility audits, circulate concise spring feedback surveys, and keep both physical and online suggestion boxes open year-round. Through this cycle of targeted improvements and continuous feedback, Nalbari College reinforces its dedication to an inclusive, supportive, and academically enriching environment for every member of its community.