



2024-25

Gender Audit Report



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GENDER AUDIT REPORT
2024-2025

DARRANG COLLEGE
(AUTONOMOUS)
Tezpur, Assam



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Table of Contents

Sl.No		Page No.
1.	Preface	3
2.	Introduction	4
3.	Audit Objectives	4
4.	Audit Methodology	5
5.	Observations and Findings	6
6.	Healthy Practices	18
7.	Infrastructural Initiatives taken by the College for the girls' students	25
8.	Initiatives taken girl students	25
9.	Work-Life Balance	25
10.	Key Findings	26
11.	Key Recommendations	26
	Recommendations yet to be fulfilled	26
12.	Policy Document	27
	Survey on Gender Sensitivity	27



1. Preface

“The beginning is always today” - Marry Wollstonecraft

“The beginning is always today” (Marry Wollstonecraft)

The World Economic Forum’s Global Gender Gap Report 2025 has ranked India at 131 out of 148 countries, with a parity score of just 64.1%. The report puts India among the lowest ranked countries in South Asia. India ranked 129 out of 146 countries last year.

Higher educational institutions are known for its democratic norms, principle of equality, freedom and justice. In higher educational institutions, new generations are taught to be rational, to be innovative and to be critical to question the existing norms and traditions. As the higher educational institutions are the bacons of society, what type of policy an educational institution follows, it influences the entire society. To look outward, one must look inward.

The 17th edition of the Global Gender Gap Report of the World Economic Forum (published on June 23, 2023) based on data from 146 countries, has concluded that at the current rate of progress, it will take 131 years to close the global gender gap; it will take 149 years in populous South Asian countries including India.

Equity is the first step to equality. Gender audit is a method for gender mainstreaming. It helps one organization to identify and understand gender pattern within their composition, structure and process. Gender audit is an assessment process by which gender equality at an organization is analyzed and the main gender biases are identified. A gender audit would pay attention to different issues such as the status of gender equality in their policy and decision making structures.



2. Introduction

Darrang College was established in 1945 by the people of Tezpur. It was permanently affiliated to Gauhati University in 1953. With the motto of “Be a Jewel among men”, it has been uninterruptedly working for the fruitful dissemination of knowledge to its pupils with the solemn aim of making them worthy citizens of the country. The claim has been vindicated by a large number of alumni glittering in the national and international arena. The vision of Darrang College is to reach the top among the best institutions in the country by generating fruitful social, economic, cultural, and human resources promotion of quality education and thus to mold the society to cope with the changing needs of the time. The College started with Intermediate (H.S) and B.A. and later became a faculty college offering Arts, Science and Commerce stream and also started Post Graduate program in recent years. At present, it has more than 150 faculty members and about 5000 students. The college has been granted ‘Autonomous’ Status in the year 2025.

The College has seen remarkable growth over the years. The quality of the incoming students and the University results have shown a progressive upward movement. Continual addition and updation of essential amenities and facilities have made the College a prestigious institution for academic and co-curricular pursuits. Student engagements in extracurricular activities like Sports, NCC, and Cultural Societies are encouraged under the able guidance of skilled faculty. The college is committed to a student-centered environment and the college is dedicated to education covering a broad spectrum. Darrang College aims at equitable work environment within its campus in every field, among students and the staffs.

3. Audit Objectives

Objectives of the Gender Audit are –

- To assess the existing gender representation of the faculty members and staff of the college in different forums and committees.
- To assess the gender balance of students involved in various activities.
- To find out areas in which gender balance exists and in which it doesn't.
- To understand the organizational and infrastructural needs of each gender.
- To foster gender equity throughout the college community.



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- To formulate the necessary courses of action for establishing good gender balance in every field of college activity.

4. Audit Methodology

The study involves both qualitative and quantitative approaches to assess the gender ratio in the college. Primary data were collected from the institution regarding students' gender-based enrolment. Primary data were also collected to assess the gender-based distribution of teaching and non-teaching staff. In the process of data collection, a questionnaire was shared through the electronic medium using Google Forms for responses of teachers inclusive of all genders. Gender-segregated data on the curriculum, male–female composition across various departments as well as listing of programs/workshops conducted on Gender-related topics are collected for the evaluation. The statistical data provided for 5 academic years together with the finding of the online survey across respondent groups have been analysed and presented in the following Gender-sensitive indicators for a meaningful evaluation.

Gender-sensitive indicators

- a) Curricular aspects
- b) Teaching, Learning and Evaluation
- c) Resources & Infrastructure
- d) Student participation, involvement and placement
- e) Organization and Management
- f) Healthy Practices

Respondent category

- a) Student
- b) Teaching faculty
- c) Non –teaching staff



5. Observations and Findings

(i) Gender Parity in College admission (2024-2025)

- **B.A Admission**

Table 1: B.A Admission details of students from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024-25	267	579	846	31.5	68.5
2025-26	176	442	618	28.5	71.5

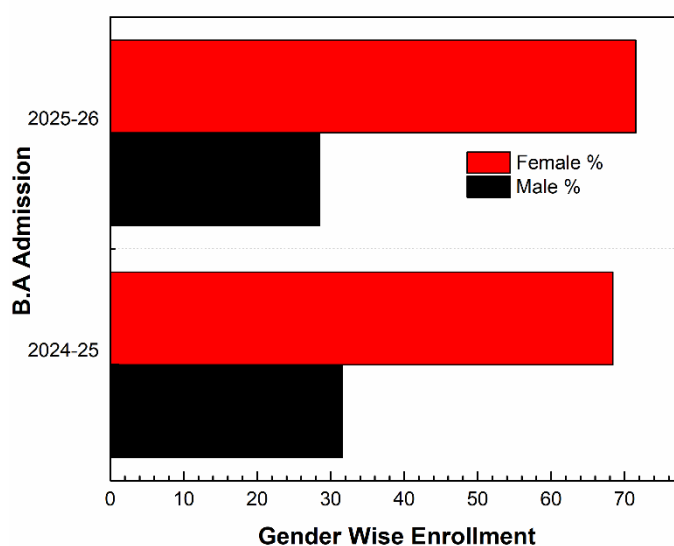


Figure 1: Bar diagram representing the gender ratio of B.A Admission from 2024 to 2025

- **B.Sc Admission**

Table 2: B.Sc Admission details of students from 2024 to 2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024-25	223	180	403	55	45
2025-26	149	116	265	56	44

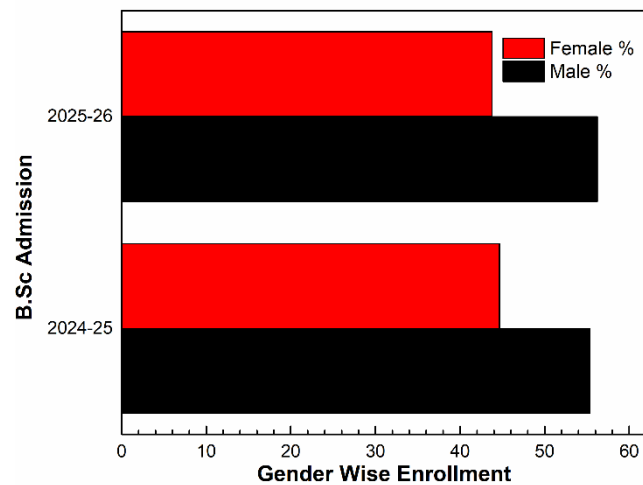


Figure 2: Bar diagram representing the gender ratio of B.Sc Admission from 2024 to 2025

- **B. Com Admission**

Table 3: B.Com Admission details of students from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024-25	161	89	250	64.4	33.6
2025-26	111	66	177	62.7	37.3

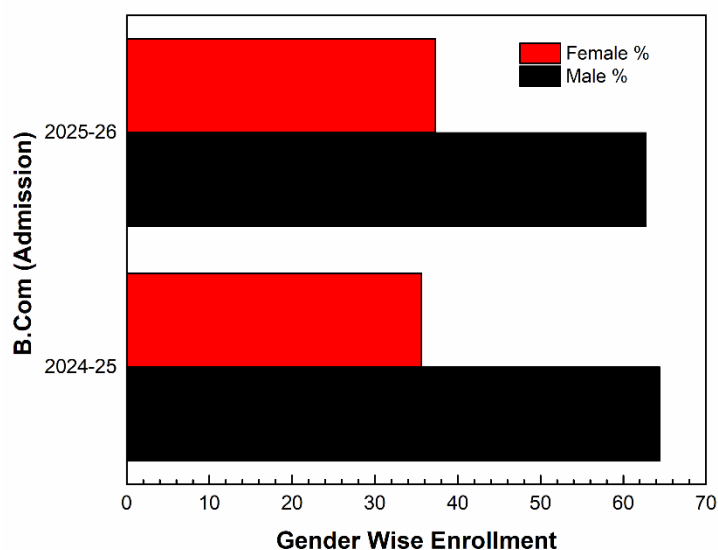


Figure 3: Bar diagram representing the gender ratio of B.Com Admission from 2024 to 2025



(ii) Gender Parity in College Results (2024-2025)

- **B.A Results**

Table 4: B.A results of students from 2019 to 2023

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	174	361	535	32.5	67.5
2025	244	396	640	38	62

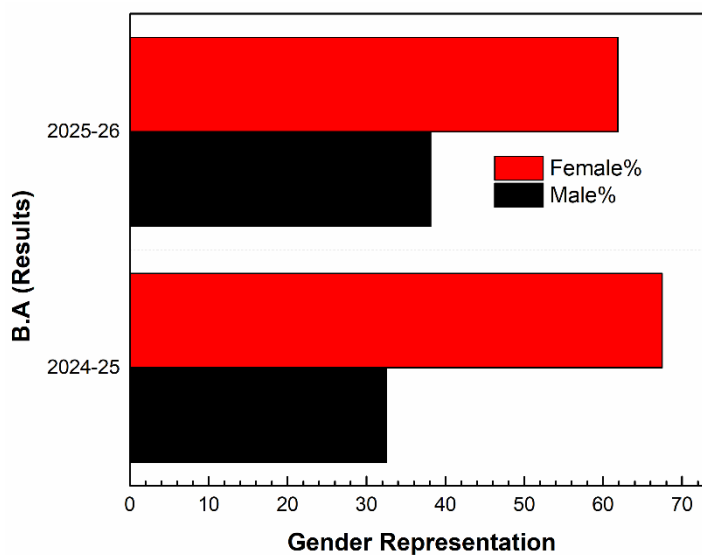


Figure 4: Bar diagram representing the gender ratio of B.A results from 2024 to 2025

- **B.Sc Results**

Table 5: B.Sc results of students from 2019 to 2023

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	143	91	234	61	39
2025	88	77	165	53	47

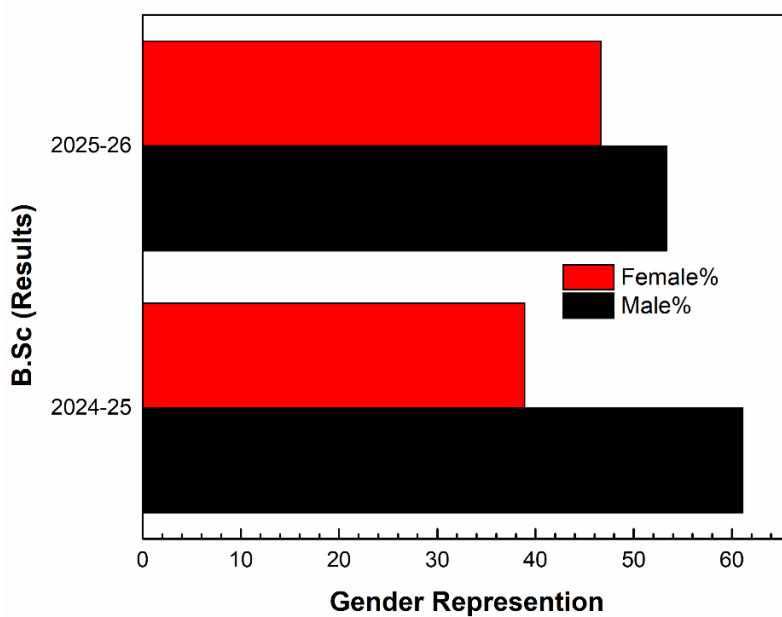


Figure 5: Bar diagram representing the gender ratio of B.Sc results from 2024 to 2025

- B.Com Results**

Table 6: B.Com results of students from 2024 to 2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	161	91	252	64	36
2025	118	78	196	60	40

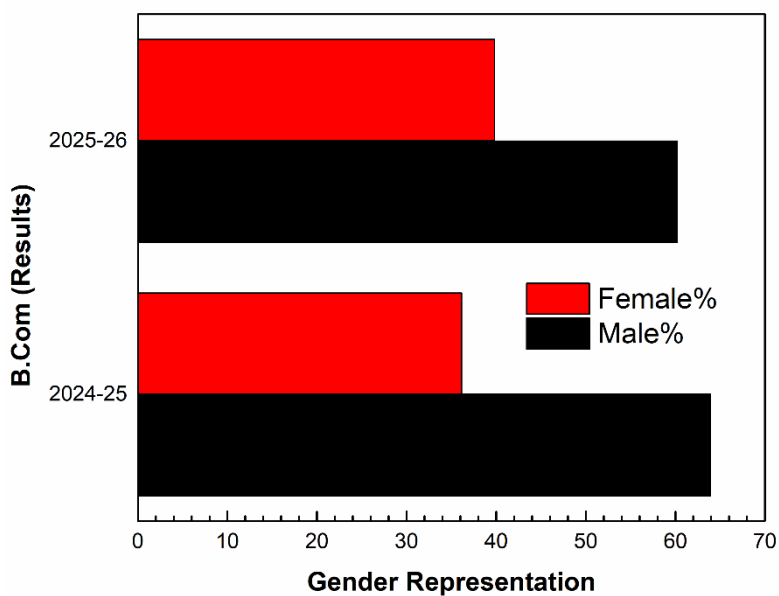


Figure 6: Bar diagram representing the gender ratio of B.Com results from 2024 to 2025



- **M.A Admission**

Table 7: M.A Admission details of students from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024-25	10	43	53	19	81
2025-26	7	33	40	17.5	82.5

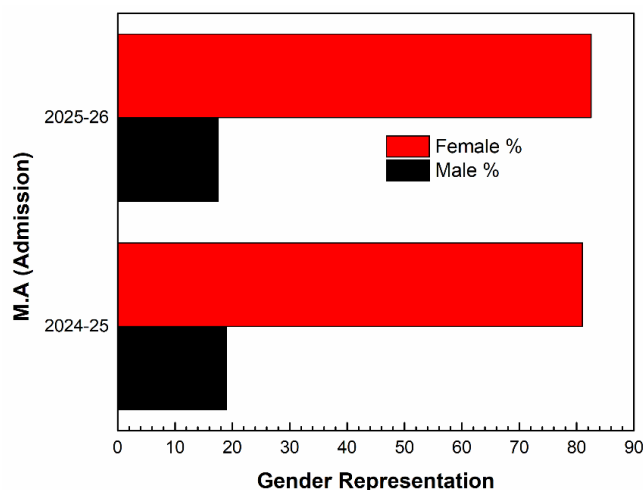


Figure 7: Bar diagram representing the gender ratio of M.A Admission from 2024 to 2025

- **M.Sc Admission**

Table 8: M.Sc Admission details of students from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024-25	11	25	36	30.5	69.5
2025-26	22	20	42	52	48

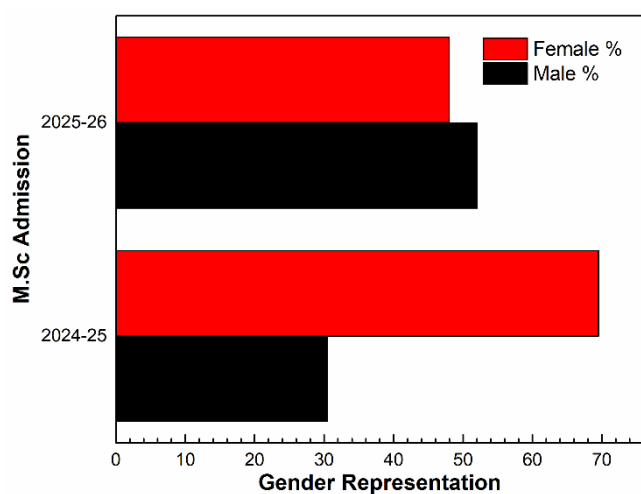


Figure 8: Bar diagram representing the gender ratio of M.Sc Admission from 2024 to 2025



- **M.A Results**

Table 9: M.A Results details of students from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	7	33	40	17.5	82.5
2025	9	34	43	21	79

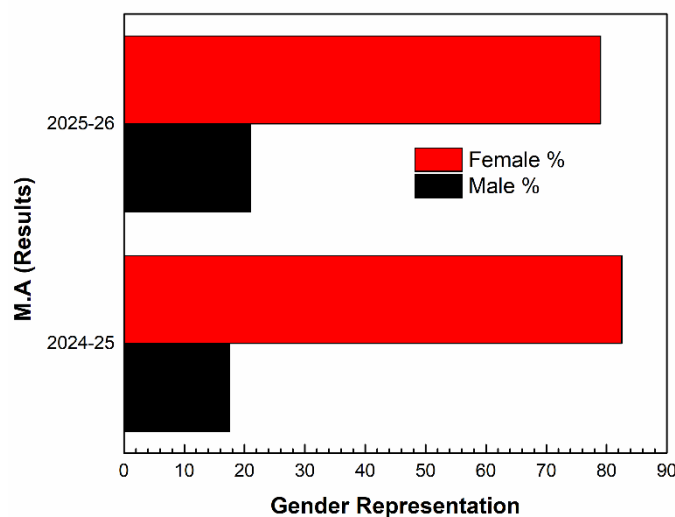


Figure 9: Bar diagram representing the gender ratio of M.A Results from 2024 to 2025

- **M.Sc Results**

Table 10: M.Sc Results details of students from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	9	17	26	35	65
2025	8	22	30	27	73

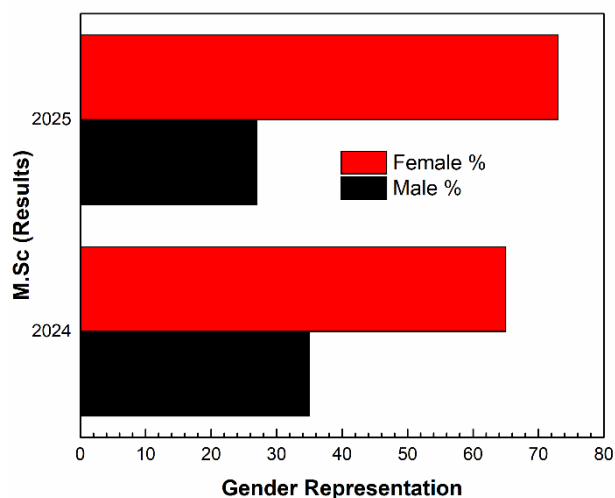


Figure 10: Bar diagram representing the gender ratio of M.Sc Results from 2024 to 2025



5.3 Gender Parity in College Students' Union

Table 11: Gender wise details of Darrang College Students' Union (DCSU) in the College from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	13	2	15	87	13
2025	13	2	15	87	13

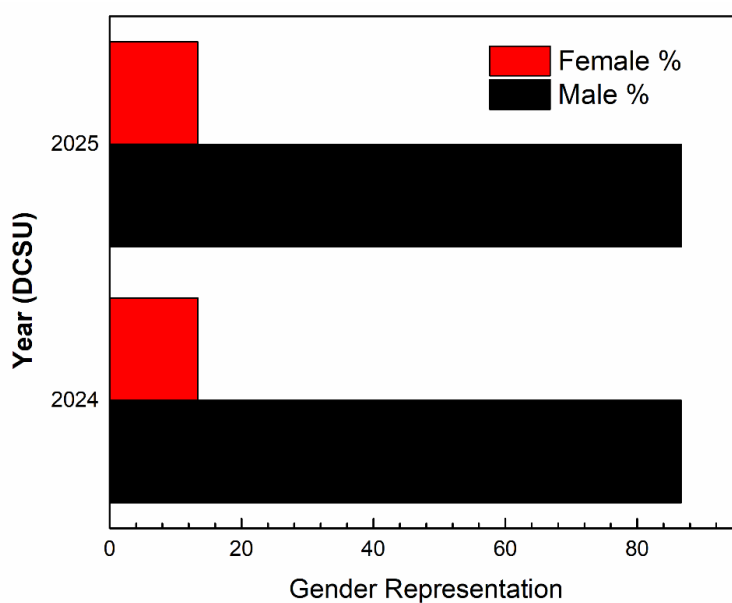


Figure 11: Bar diagram representing the gender ratio of Darrang College Students' Union (DCSU) from 2024 to 2025



5.4 Gender Parity in College Employees (2024-2025)

- **Teaching Staff**

Table 12: Gender wise details of teaching staff in the College from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	15	32	47	32	68
2025	15	33	48	31	69

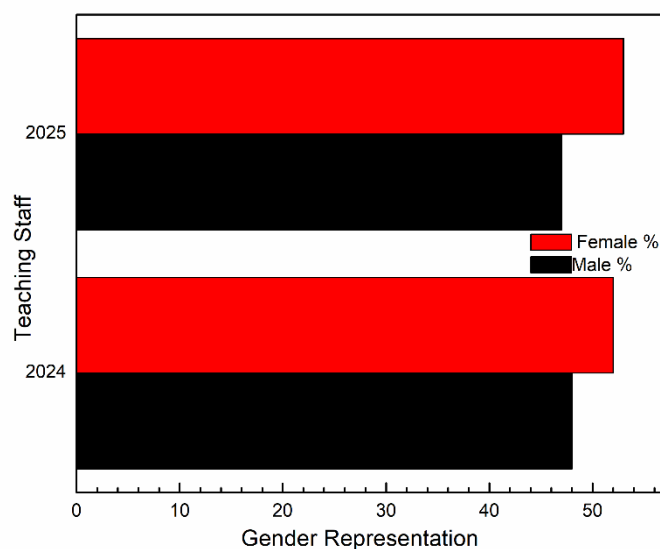


Figure 12: Bar diagram representing the gender ratio of teaching staff from 2024 to

- **Office Staff**

Table 13: Gender wise details of office staff in the College from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	15	2	17	88	12
2025	15	2	17	88	12

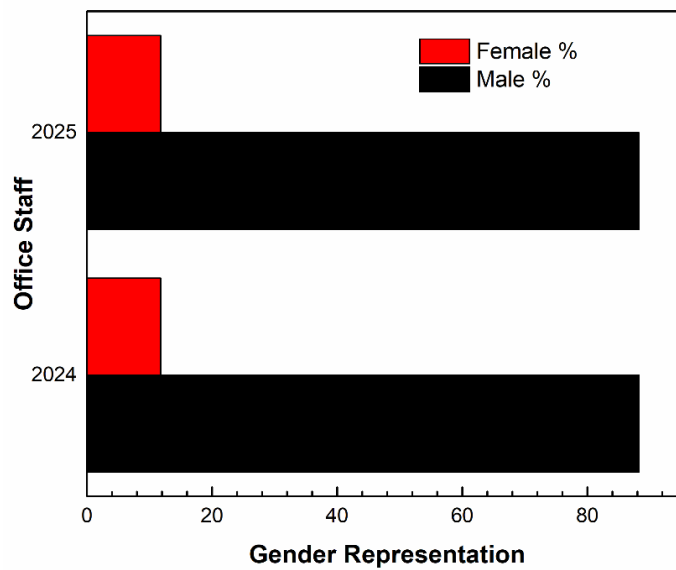


Figure 13: Bar diagram representing the gender ratio of office staff from 2024 to 2025

- **Department bearers**

Table 14: Gender wise details of Department Bearers in the College from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	42	2	44	95	5
2025	42	2	44	95	5

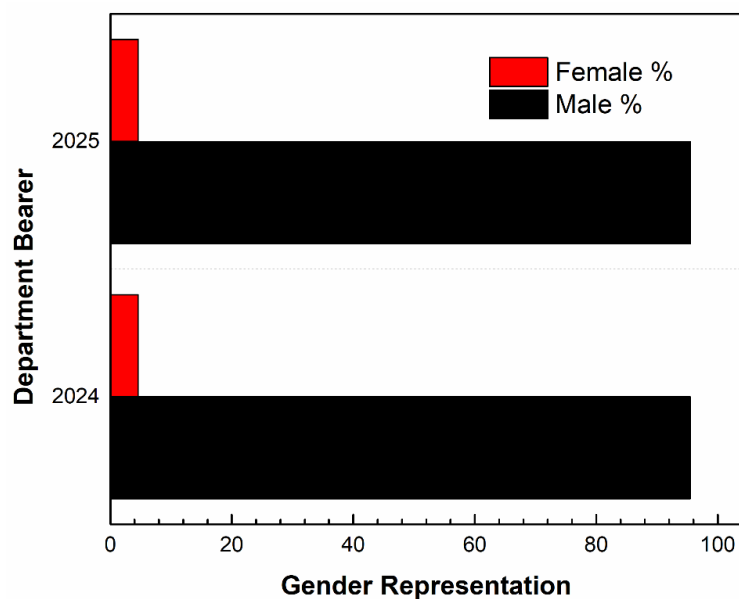


Figure 14: Bar diagram representing the gender ratio of department bearers from 2024 to 2025



- **Cleaner**

Table 15: Gender wise details of cleaners in the College from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	2	9	11	18	82
2025	2	9	11	18	82

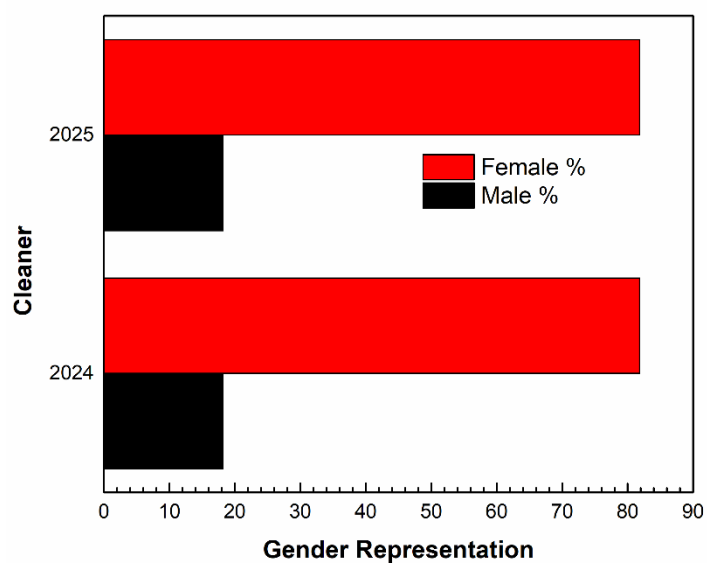


Figure 15: Bar diagram representing the gender ratio of cleaners from 2024 - 2025

5.4 Gender Parity in Organization and Management

- **Governing Body**

Table 16: Gender wise details of Governing Body members in the College from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	9	3	12	75	25
2025	10	2	12	83	17

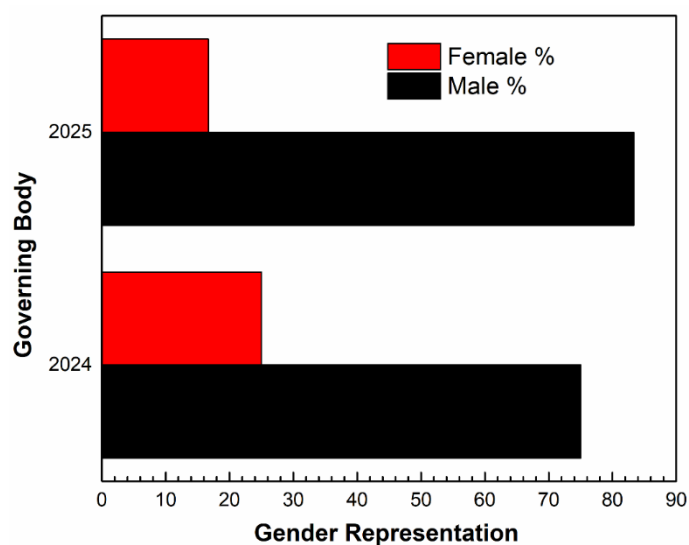


Figure 16: Bar diagram representing the gender ratio of Governing Body members from 2024 to 2025

- **Academic Vice-Principals**

Table 17: Gender wise details of Academic Vice-Principals in the College from 2024-2025

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	1	2	3	33.5	66.5
2025	1	2	3	33.5	66.5

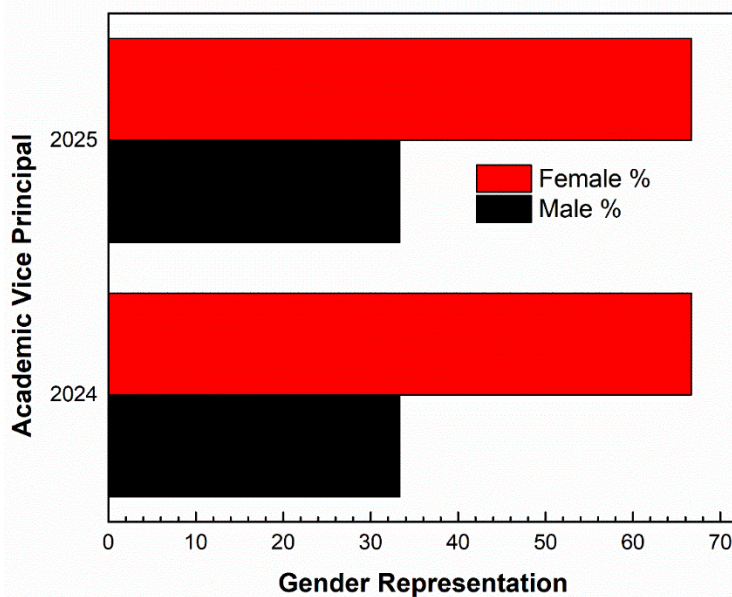


Figure 17: Bar diagram representing the gender ratio of Academic Vice-Principals from 2024 to 2025



- **Examination Committees**

Table 18: Gender wise details of Examination Committee members in the College from 2019-2023

Year	Male	Female	Total	Male Percentage	Female Percentage
2024	10	11	21	48	52
2025	10	13	24	43.5	56.5

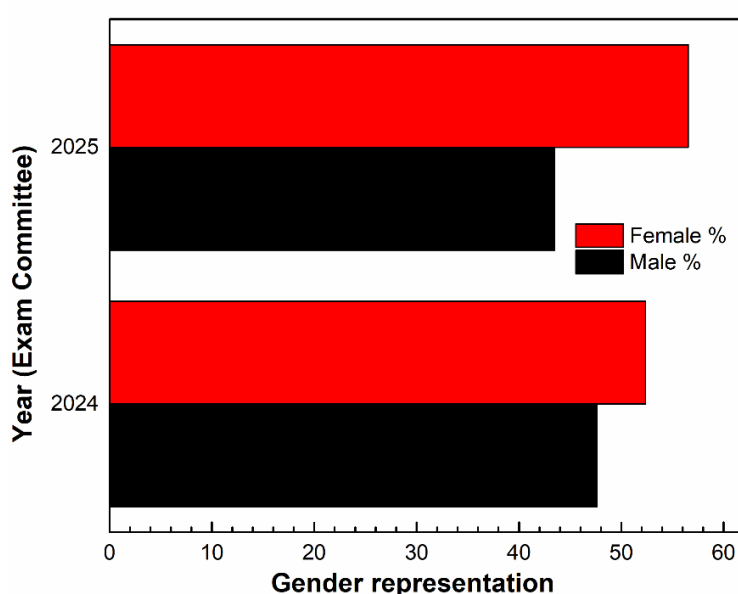


Figure 18: Bar diagram representing the gender ratio of Examination Committee members from 2024 to 2025

5.4 Curricular Aspects

As stated in the introduction of this report, the College offers education in humanities, commerce and science to more than 5000 students in H.S., Graduation and Post Graduation level. The curriculum of the different subjects of different degree courses covers gender-related topics. A few curriculums of degree courses are mentioned as follows-

Subject	Paper	Topic
Assamese	ASM-HC-4016	Munsi Premchandir Nirmala & Bibhuti Bhukhan Bandopadhyay Pother Pasali (Novel)



Bengali	BEN-HC-5016	Stree Jatir Avnati (Article)
Education	EDU-HC-5036	Human Rights related to Women and children, Human Rights related to transgender
English	ENG-HC-5026	Women's writings
Geography	GGY-HC-6016	Gender Issues and Geography
Hindi	HIN-HE-5026	Jhansi ki rani (poem)
Home Science	HSC-HE-5036	Child Rights & Gender Justice
History	HIS-HE-6026	Women's Movement
Philosophy	PHY-HC-4036	Political and Social Philosophy
Sanskrit	SKT-HC-3036	Position of women in the society
Sociology	SOC-HC-3036	Sociology and Gender

6. Healthy Practices

6.1 Women's Forum:

Women's Empowerment and Gender Equality are the most important requirements for the upliftment and progress of our nation. Women's Forum of Darrang College was formerly Women's Cell. The forum has both the teaching and non-teaching staff of the College as its members and works intending to create a gender-sensitized community within the campus as well as in the society. It has been organizing various skill enhancement, academic, technical, medical, cultural and social events for the upliftment of women and promotion of the importance of gender equality in society involving the students as well. Gender equity promotion programs organized by the Darrang College Women's Forum (DCWF) and Internal Quality Assurance Cell (IQAC) are mentioned as follows-

- **"Narir Annanya Prithibit" on 30th March, 2024**

The forum organized a special event associated with International Women's Day on 30 March 2024. The theme of the event was "Narir Annanya Prithibit." The occasion was graced by Dr. Jahanara Begum, a renowned doctor and artist of Tezpur who was invited as the Chief Guest and felicitated for her contributions to different fields. Additionally, the forum honored three inspiring women of the Tezpur for their contributions to society. Ms. Sikha Sharma Chutia (Entrepreneur), Mrs. Amrit Madhuri Devi (Entrepreneur) and Panchali Das, a woman who



chose e-rickshaw driving as her path to livelihood. Their contributions to society have encouraged more women to choose their unique paths of empowerment.

As part of the program, the forum's wall magazine “Surujmukhi” was inaugurated by Prof. Debraj Sharma, Assistant Professor English Department.



- **"Rongali Rong" Bihu Workshop from 3rd – 10th May, 2024**

The Darrang College Women's Forum organized a seven-day Bihu workshop titled "Rongali Rong" from 3rd to 10th May 2024. This event was conducted in collaboration with IQAC, the Centre for Performing Arts, and the Darrang College Student Union, to engaging students as well as the children of teaching and non-teaching staff. The workshop was inaugurated by Dr. Palashmani Saikia, Principal of Darrang College, in the presence of forum members, students, and faculty from various departments.



Renowned experts Priyanka Uzir, Tulya Prava Borah, and Rahul Nath were invited as trainers to guide the participants through various aspects of traditional Bihu, enriching their skills and cultural understanding.



- **"Darrangor Bakorit Rongali Rong" -14th May 2024**

The event titled "Darrangor Bakorit Rongali Rong" was organized on 14th May 2024, in association with the celebration of Rongali Bihu and the month of Bohag, the first month of Assamese calendar. The program featured Sri Debakumar Mishra, Deputy Commissioner of Sonitpur district, as the Chief Guest. The occasion began with a welcome speech by Dr. Palashmani Saikia, Principal of Darrang College.

The forum honored the trainers from the recent Bihu workshop, Priyanka Uzir, Tulya Prava Borah, and Rahul Nath, with traditional Assamese tokens of appreciation, including a fulam gamusa, Japi, and certificates, and all the workshop participants received certificates of participation.

The workshop participants showcased their skills through energetic Bihu dance performances, while Jubinaz Aman, the best singer from Darrang College, delivered an impressive musical performance. The program concluded with a delightful Bihu Jolpan, offering traditional Assamese refreshments to the guests, students, and staff.



- **International Women's Day Celebration – 8th March 2025**

International Women's Day Celebration 2025 was organized by Darrang College Women's Forum (DCWF) and IQAC of Darrang College in collaboration with PHED (Div I) Tezpur on 8 March, 2025.



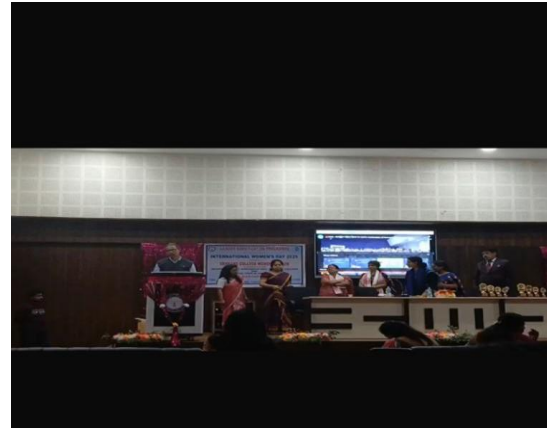
- **Extempore speech and Poster Making Competition:**

The event was organised by Darang College Women's Forum (DCWF) and IQAC of Darrang College in collaboration with PHED (Div I) Tezpur on 8th march 2025.



- **Talk on Gender Sensitization:**

A talk on Gender Sensitization was given by Dr. Madhurima Goswami, Associate Professor, Tezpur University in the International women's day Celebration on 8 march 2025.



- **Pink Day Celebration**

A cycle rally event was organized by DCWF on 9th march 2025 among the students of Darrang College.



- **Bihu workshop:**

A 1-week bihu workshop was organized by NSS in collaboration with DCWF from 7th April to 11th April 2025.



- **Pre-Bohag Bihu Celebration**

The Pre-Bohag bihu was celebrated by DCWF on 12th April of 2025



6.2 NCC for Girls:

The NCC unit of Darrang College has one divisions for female students, the 5th Assam Battalions. NCC for girls provides a suitable environment for taking up a career in the armed forces. The girls are trained and motivated for leadership in all walks of life. 5th Assam Battalions NCC unit for girls has 52 numbers of female students and 73rd Assam Girls (I COY) has 40 female students at present.



6.3 NSS for Girls:

Darrang College has NSS to sensitize students towards societal issues and community services, activities of which are mainly carried out by the students. The NSS unit for girls provides a suitable environment for taking up a career in social services. The girls are trained and motivated for all kinds of social work in the field. Darrang College NSS unit has 150 numbers of female students at present.

6.4 Awareness Programme on Mental Health Counselling

An awareness programme on Mental Health and Counselling was organized by the Internal Quality Assurance Cell (IQAC) of Darrang College (Autonomous), Tezpur, on 13th June 2025. The event began with a welcome address by Dr. Palash Moni Saikia, Principal of Darrang College, along with Dr. Sweta Mahanta, the IQAC Coordinator. The resource person for the programme was Miss Gargi Goswami, a Child and Adolescent Psychologist (RCI Licensed). She delivered an insightful session on the growing importance of mental health in today's society. Her talk focused on identifying signs and symptoms of mental health issues and understanding how to recognize them, particularly among students. The primary objective of the programme was to raise awareness about mental health, promote open conversations, break the stigma surrounding mental health issues, and encourage individuals to seek help and support one another.





7. Infrastructural Initiatives taken by the College for the girls' students:

- a. **Girls' Hostel:** The College has a girls' hostel with an accommodation for 110 students with good infrastructure and maintenance. A female faculty is given an appointment as the warden who resides within the hostel campus.
- b. **Girls' Common Room:** There is adequate space in the Girls' Common Room and silence is maintained for girls to study. Sanitary Pad Incinerator machine has also been attached for girls in the Common Room.
- c. **Girls Washroom:** Girls' washrooms are situated at different places in the college with ample water-supply and hygienic. Sanitary Napkin Vending Machines and Incinerators are attached in the washrooms.
- d. **Drinking Water:** Water coolers and water purifiers have been provided for boys and girls in the College campus.
- e. **CCTV Camera:** CCTV Cameras are installed all over the campus to ensure the safety of the students.
- f. Internal Complaints Committee and Anti-ragging Cell as well as Squad are active to ensure the well-being of the students.
- g. Facilities for both indoor and outdoor sports are adequately provided. The indoor stadium is very well utilised by the students.

8. Initiatives taken for girl students

- Female security personnels are present in Girls' Hostel.

9. Work-Life Balance

Work life Balance is very well maintained among the female faculties as reflected in the table given below-

Year	Child Care Leave (CCL)	Maternity Leave (ML)
2024	09	04
2025	10	Nil



10. Key Findings

- The enrolment of girls' student is higher compared to boys in Arts stream and lesser in Science and Commerce stream.
- The success rate of girls is higher compared to boys in Arts. In Science the success rate of girls is on decrease whereas in Commerce, the success rate of boys is far ahead of girls.
- The number of permanent male teachers is higher compared to female teachers.
- The number of female non-teaching staff is less than the male staff.
- The number of female Academic Vice Principals exceeds male in the presence status.
- In Governing Body and Committees, the male members are more than female members.

The Gender Audit of the College shows that gender equity is aimed in all its policies and practices related to students and staffs. There is an effort to establish inclusive environment which endorses equality and dignity of each member attached to the college. However, some weaknesses have also been identified. Gender inequality exists in few areas. The commitment and co-operative effort of the students, staff and administration to strive for gender parity and justice will surely overcome these weaknesses.

11. Key Recommendations

- Make provisions for collection of books exclusivity on Gender Studies in the College Library.
- There should be no pre-requisite time for applying Child Care Leave.
- Conduct of frequent Gender Sensitization Programmes in the college including both students and staff.

Recommendations yet to be fulfilled

- Make a provision for regular medical check-up for girls, especially haemoglobin test.
- Child care centre with Lactation room.
- Uniformity in the dress code for students.



12. Policy Document

Darrang College adheres to the UGC Notification dated 2nd May, 2016 on Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and students in Higher Educational Institutions, Regulations 2015. To deal with the issues of Sexual violence, Darrang

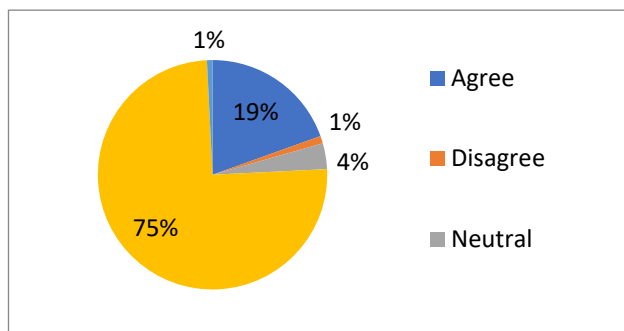
College has its Internal Complaint Committee (ICC) which conducts various awareness programmes among the students, borders of the boys and girls hostel, office staff and faculty members. Darrang College has a very well-functioning Women's forum which work throughout the year in various women related issues besides observing International Women's Day. Various issues related to girl students and women employees are taken very sincerely by the college authority.

Gender Sensitization survey among Students of Darrang College

Total number of student participation: 384

Statement 1: Do you believe men and women should have equal opportunities in education and careers?

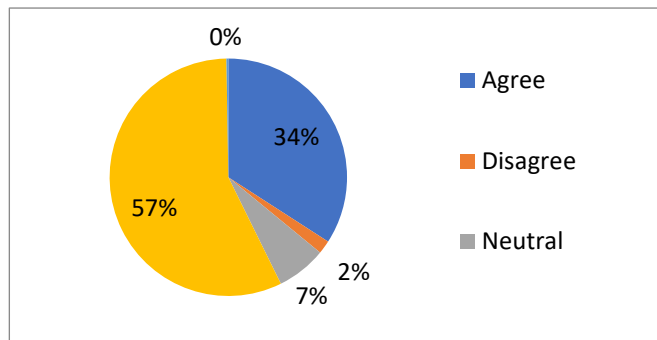
Statement 1	
Agree	75
Disagree	4
Neutral	14
Strongly Agree	288
Strongly Disagree	3



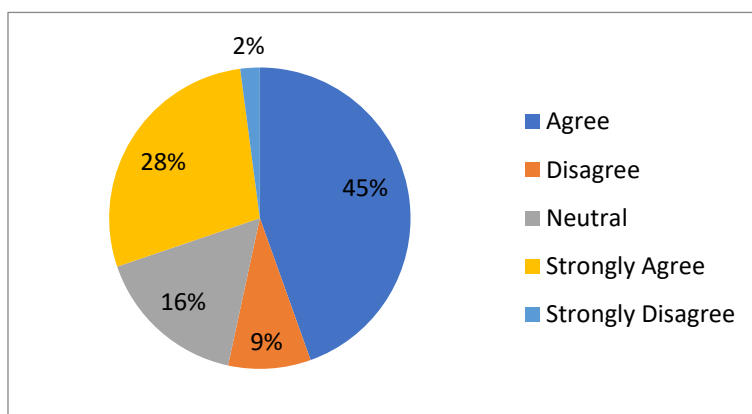


Statement 2: Should household responsibilities be shared equally regardless of gender?

Statement 2	
Agree	131
Disagree	7
Neutral	26
Strongly Agree	219
Strongly Disagree	1

**Statement 3: Do you think society still expects certain behaviors from men and women (e.g., men should be strong, women should be caring)?**

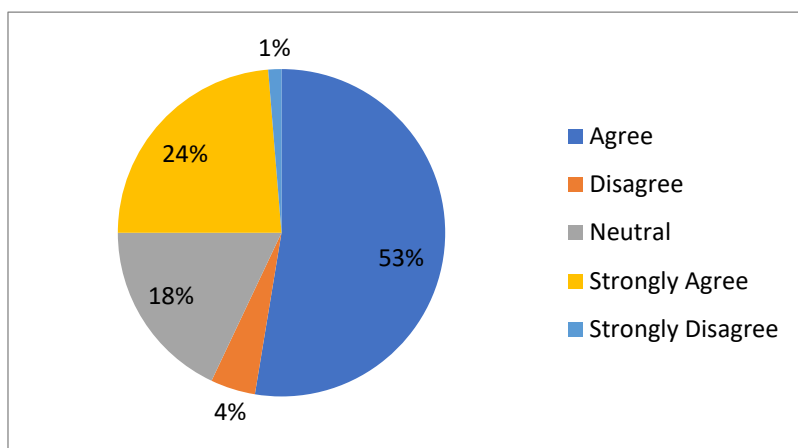
Statement 3	
Agree	171
Disagree	34
Neutral	63
Strongly Agree	108
Strongly Disagree	8





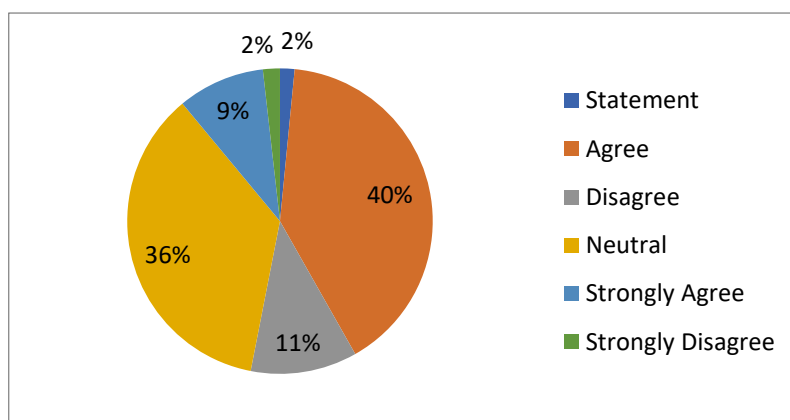
Statement 4: Do you think your college provides equal opportunities for all genders (clubs, leadership, sports, etc.)?

Statement 4	
Agree	202
Disagree	17
Neutral	69
Strongly Agree	91
Strongly Disagree	5



Statement 5: Are there enough discussions, workshops, or activities on gender equality in your college?

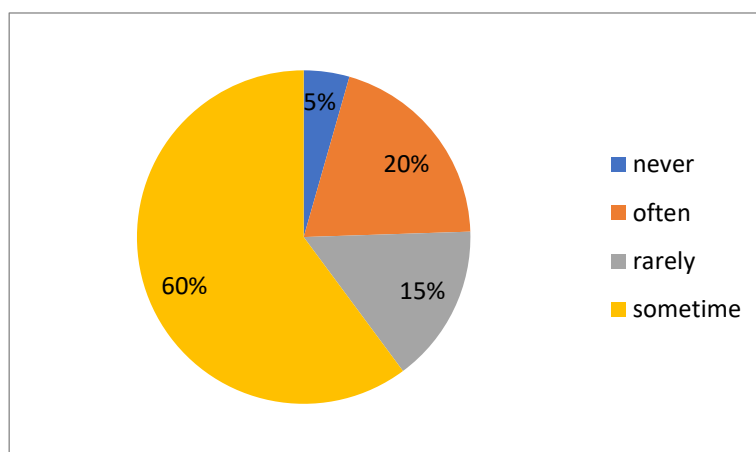
Statement 5	
Agree	157
Disagree	44
Neutral	140
Strongly Agree	36
Strongly Disagree	7





Statement 6: How often do you discuss gender-related issues with friends or classmates?

Statement 6	
never	17
often	77
rarely	59
sometime	231



As we all know sex is a biological difference between male and female but gender is a social and cultural difference between them. Gender is a person's socially constructed roles, behaviours, expressions and social identity. For a better understanding of student's perception on gender we included few subjective questions. Through these questions we wanted to observe how our students interpreted gender in their day today life. We asked five subjective questions and their answers are summarised below.

7. Have you ever witnessed or experienced gender bias in your college or community?

Students expresses their experience of gender bias in their college and community in such a way: a large number of respondents answered "No," "Not yet," "Never," or similar. Many respondents reported not personally witnessing or experiencing gender bias in their college or community.

8. How can your college better promote gender equality?

Students recommended the following suggestions for better promotion of gender equality:



Theme Category	Summary Statement
Equality in Opportunity	Students want equal treatment in academics, sports, and leadership.
Awareness & Education	Awareness programs, workshops, and seminars are the most suggested solutions.
Policy & Governance	Colleges should implement clear anti-discrimination policies, gender cells, and gender-neutral facilities.
Cultural & Social Change	Students suggest open discussions, role-reversal activities, and exposure to equality role models.
Safety & Support	Calls for harassment prevention measures and safe reporting systems.
Curricular Change	Inclusion of gender sensitivity and feminist topics in teaching.

1. Most of the students suggested *workshops, awareness drives, and equal participation opportunities*.
2. Many students believe **gender bias is minimal** in their college but still see value in **educational initiatives**.
3. Some advanced or essay-like answers suggest **curricular and policy-level reforms**, reflecting deeper understanding.
4. A few respondents point to **reverse bias concerns** (e.g., male students paying higher fees or fewer opportunities).
5. **Dress code equality** and **female leadership encouragement** appear as emerging but less frequent themes.

9. Have you noticed any gender-based stereotypes among students or teachers? Give an example.

To answer this question student stated as shown below

Although more than half of students deny witnessing gender-based stereotypes, a significant proportion identify persistent cultural assumptions — particularly that boys excel in technical or physical fields while girls are better suited for artistic or nurturing roles. Stereotypes are not always overt but manifest subtly in teacher behavior, activity division, and behavioral expectations. They suggests a need for gender-sensitivity programs, inclusive task distribution, and curricular integration of equality awareness.



Theme	Description	Representative Ideas / Examples
A. Denial of Stereotypes / No Experience	Many students stated they haven't noticed any gender-based stereotypes in their college.	"No," "Not yet," "No, everyone is treated equally," "Haven't experienced."
B. Academic Stereotypes (Subjects & Abilities)	Common belief that boys are better at science, math, or technical subjects, while girls are better at arts, language, or organization.	"Boys are better at math and science, girls at arts or literature," "Teachers call on boys more in math," "Girls praised for neatness."
C. Activity-Based Stereotypes (Sports vs. Culture)	Students noted the assumption that boys excel in sports or physical activities, while girls suit cultural or creative ones.	"Boys for sports, girls for cultural events," "Girls for decoration work, boys for technical tasks."
D. Behavioral Expectations	Girls expected to be calm, polite, or disciplined; boys allowed to be outspoken, confident, or aggressive.	"Girls should be quiet, boys are expected to lead," "Teachers more strict with girls."
E. Teacher Bias / Unequal Treatment	Perceived differences in how teachers interact with students based on gender.	"Teachers talk politely to girls but harshly to boys," "Male teachers give more attention to girls."
F. Traditional Gender Roles	Persistence of social beliefs about masculinity and femininity reflected in school/college culture.	"Boys should be strong, girls should be caring," "Men as providers, women as homemakers."
G. Uniform & Representation Issues	Some noted gendered expectations through dress codes or visual cues.	"Boys wear pants, girls wear salwar suits," "Different rules for girls."
H. Reverse or Mixed Bias Observations	Some male students felt girls get preference or leniency.	"Girls treated more softly," "NSS/NCC stricter for boys."
I. Awareness and Change	A few respondents highlighted improvement or changing mindsets among youth.	"It's changing," "College promotes equality," "Younger generation more open-minded."

10. What does gender equality mean to you?

The logic behind inclusion of this question is to judge their awareness and knowledge regarding gender and gender equality. From the responses given by the students, the key point that are highlighted are-

Gender equality — as perceived by respondents — is a **multidimensional concept** centered on *equal rights, opportunities, and respect* for all genders. It emphasizes **fairness, freedom,**



and inclusion, and calls for breaking traditional gender roles in education, work, and society. For most, it represents a **vision of fairness and shared humanity**, where gender no longer dictates one's opportunities or worth.

For most respondents, *gender equality* means ensuring that everyone — regardless of gender — has **equal rights, opportunities, and respect** in all aspects of life, including education, employment, and decision-making. Equality is seen not only as legal or institutional fairness, but also as **social and emotional fairness** — freedom from judgment, equal respect at home and work, and acceptance of diverse gender identities. Many also view gender equality as the **removal of stereotypes**, so that both men and women can share responsibilities and express themselves freely.

11. Can you name any laws or policies in India (or your country) that promote gender equality?

The responses reflect that gender equality is most commonly understood in legal and protectionist terms (equal rights, pay, and safety) rather than in broader structural or intersectional terms. While constitutional provisions and flagship schemes are well recognized, the depth of understanding and awareness of implementation remains limited. This points to the need for gender sensitization and legal literacy programs to bridge the knowledge gap and translate legal equality into everyday social reality.

12. Who do you think plays the biggest role in promoting gender equality?

Education and family together make up about 76% of responses, suggesting that personal and social development contexts (home and school) are seen as more impactful than structural or policy-driven factors. Government remains an important actor but is seen as secondary to everyday social influences. Media and “others” play smaller roles but are still recognized as supporting agents of change.

Thus promoting gender equality is seen primarily as a process of education and socialization, starting in household or families and reinforced by educational institutions. While government and mass-media play enabling roles, real change is believed to begin with people's upbringing and learning environments.