



CHAKDAH A COLLEGE

P.O.- Chakdaha, Dist.- Nadia, Pin.- 741222

3rd Cycle accredited by NAAC with 'A' :: Affiliated to University of Kalyani

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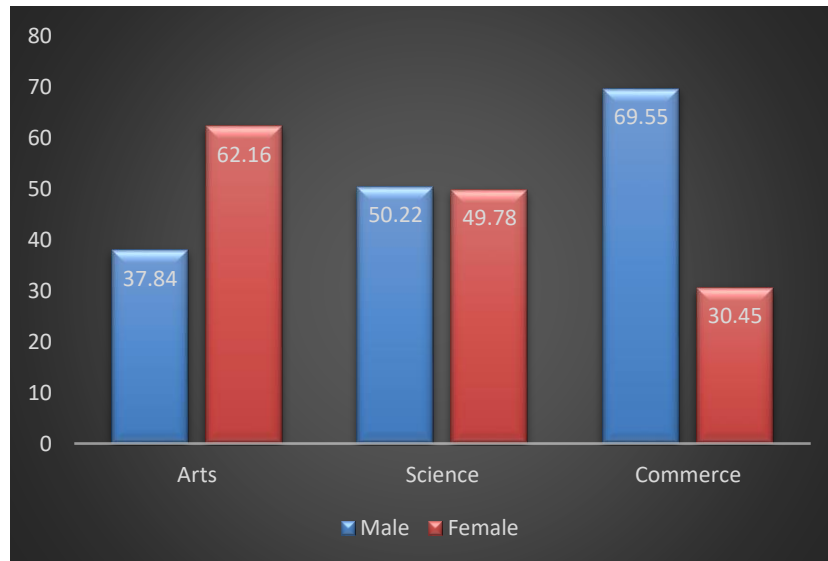
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Gender Analysis Report: Year 2023-24

Gender Analysis of Students of Year 2023-24

Level	UG			% of Students	
	Male	Female	Total	Male	Female
Arts	1978	3249	5227	37.84	62.16
Science	348	345	693	50.22	49.78
Commerce	169	74	243	69.55	30.45
Total	2495	3668	6163	-	-





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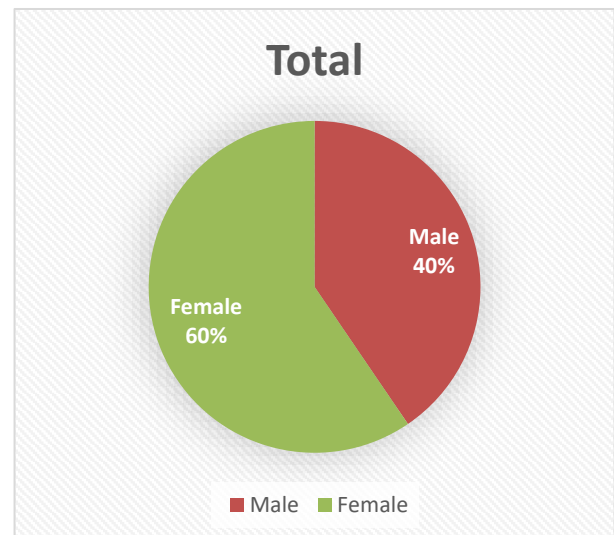
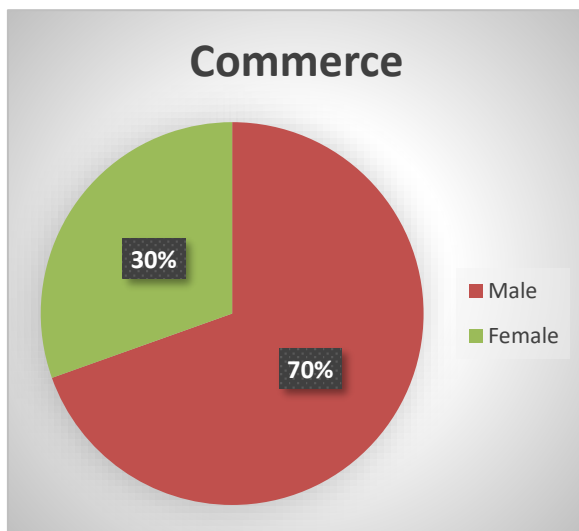
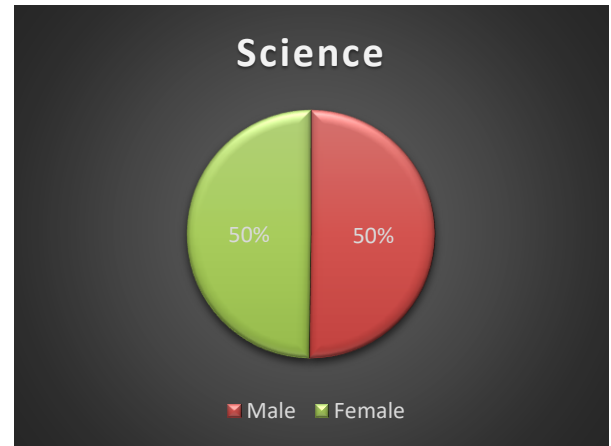
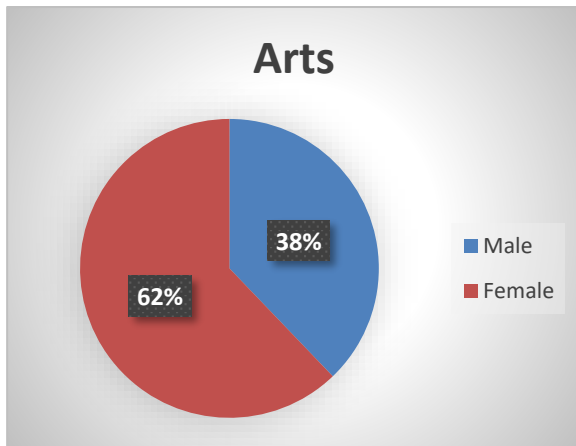
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Stream-wise Gender Analysis of Students of Year 2023-24



Important Points:

- During the 2023-24 academic year, the proportion of male and female students is nearly equal, with both groups comprising about 50%.
- However, there is a marked difference across academic streams. Female students show a strong preference for the Arts stream, with 62.16% of them enrolled, compared to 49.78% in Science and 30.45% in Commerce, highlighting their greater interest in Arts education over Science and Commerce.



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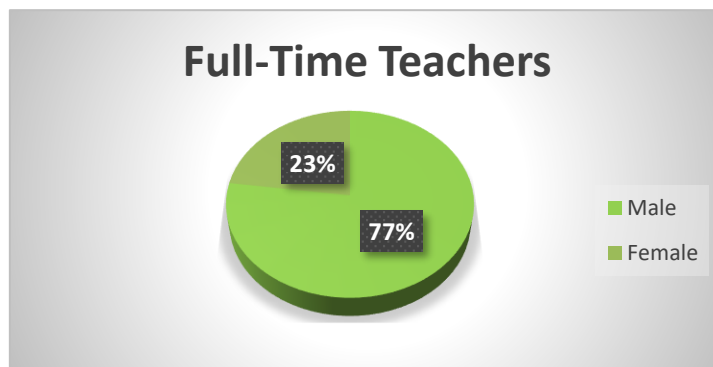
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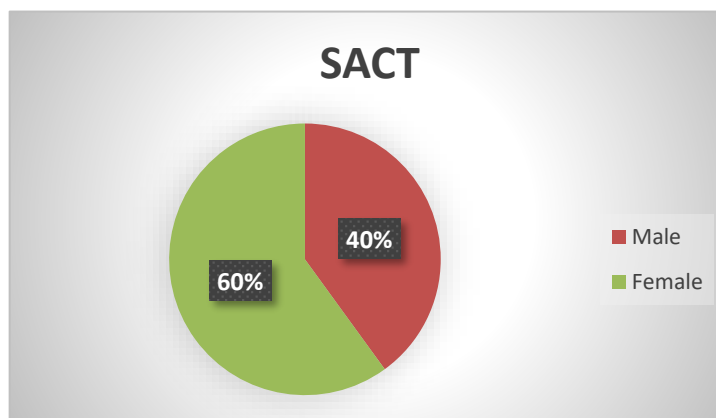
Gender Analysis of Full-Time Teachers (2023-2024)

Staff	Male	Female	Total
Teachers	28	7	35



Gender Analysis of State Aided College Teachers (SACT) (2023-2024)

Staff	Male	Female	Total
SACT	26	39	65





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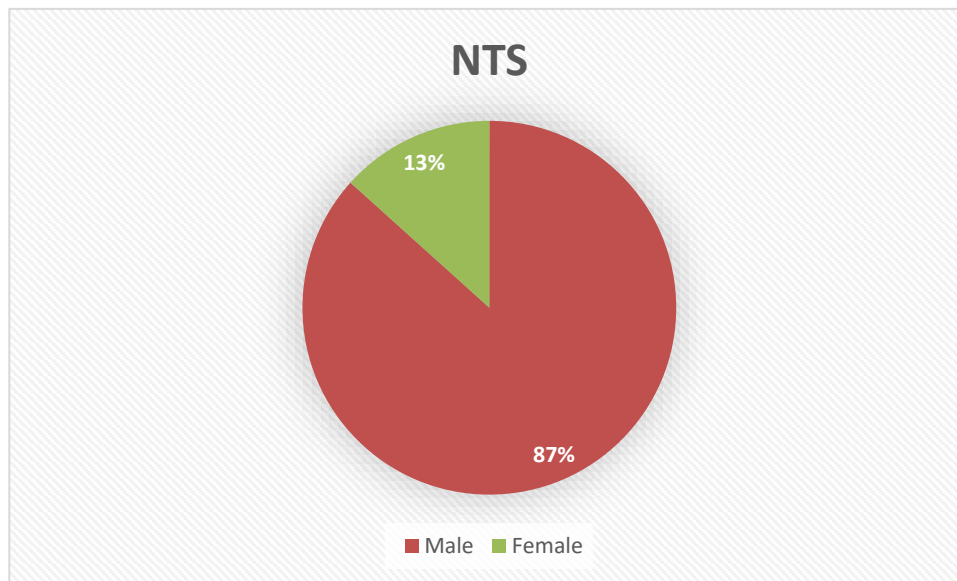
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Gender Analysis of Non-Teaching Staff (NTS) (2023-2024)

Staff	Male	Female	Total
NTS	26	04	30



Now from the above Gender Analytical Report of Chakdaha College for the academic year 2023-2024 provides a detailed breakdown of the gender distribution across different categories of staff—Full-Time Teachers, State Aided College Teachers (SACT), and Non-Teaching Staff (NTS). This report aims to assess the gender dynamics at the institution and offer insights into the level of gender diversity across these critical sectors. The findings will inform future strategies aimed at promoting gender equality and diversity within the college.



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Data Overview:

The gender data for each category is presented as follows:

Category	Male	Female	Total
Full-Time Teachers	28	7	35
State Aided College Teachers (SACT)	26	39	65
Non-Teaching Staff (NTS)	26	4	30
Total (All Categories)	80	50	130

Gender Distribution Analysis:

A. Full-Time Teachers (FTT):

- Total Number of Staff: 35
- Male: 28 (80%)
- Female: 7 (20%)

The gender distribution in the full-time teaching category reveals a substantial gender imbalance. Males make up 80% of the teaching staff, while females represent just 20%. This disparity is significant and indicates that female representation in teaching roles is low. Efforts need to be directed at encouraging female faculty members to pursue long-term teaching careers at the college.

B. State Aided College Teachers (SACT):

- Total Number of Staff: 65
- Male: 26 (40%)
- Female: 39 (60%)

In contrast to the full-time teaching category, the gender distribution among SACT teachers is more balanced, with female teachers making up 60% of the staff. Males represent 40%. This indicates that female teachers are more prevalent in the SACT category, reflecting a relatively healthier gender representation in comparison to full-time teaching roles.



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C. Non-Teaching Staff (NTS):

- Total Number of Staff: 30
- Male: 26 (87%)
- Female: 4 (13%)

The gender distribution within the non-teaching staff (NTS) category shows a stark imbalance, with males representing 87% of the total staff and females making up only 13%. This suggests that non-teaching roles are highly male-dominated and that female staff members are underrepresented in administrative and support roles.

Overall Gender Representation:

- Total Number of Staff Across All Categories: 130
- Male: 80 (61.5%)
- Female: 50 (38.5%)

Overall, male staff outnumber female staff across all categories by 61.5% to 38.5%. This highlights a general gender imbalance at Chakdaha College, with men holding a greater proportion of positions, particularly in teaching and non-teaching roles.

Key Observations:

1. Full-Time Teaching Staff:

- There is a significant gender gap, with male teachers overwhelmingly outnumbering their female counterparts (80% vs. 20%).
- A targeted approach to recruitment and retention of female faculty is needed to promote gender equality in teaching positions.

2. State Aided College Teachers (SACT):

- The SACT category reflects a positive trend, with women representing a majority of the staff. Female teachers (60%) outnumber male teachers (40%).
- This can be seen as a step forward in achieving gender parity in teaching roles, although there is still room for improvement.



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3. Non-Teaching Staff:

- Non-teaching positions are heavily dominated by males (87%), with females accounting for only 13% of the total.
- This underrepresentation suggests a need for targeted programs to encourage female participation in administrative and support roles.

Recommendations:

A. Encourage Female Participation in Full-Time Teaching Roles:

- Goal: Increase female representation in full-time teaching positions, aiming for a more balanced gender distribution.
- Action Plan:
 - Implement recruitment policies that actively encourage female candidates.
 - Offer mentorship programs for female students interested in pursuing teaching careers.
 - Create a supportive work environment with policies that promote gender equality, including flexible work hours and career development opportunities for female teachers.

B. Foster Greater Gender Balance in Non-Teaching Roles:

- Goal: Address the gender imbalance in non-teaching staff roles and promote an inclusive work environment.
- Action Plan:
 - Promote awareness and sensitivity regarding gender diversity in the workplace.
 - Introduce career development and leadership programs aimed at empowering female staff members to apply for and excel in non-teaching roles.
 - Create a culture that supports gender equality and provides equal opportunities for growth and advancement in administrative positions.

C. Monitor and Track Gender Equity Progress:

- Goal: Continuously assess gender equity and representation across all staff categories.
- Action Plan:
 - Regularly monitor gender diversity through annual reports.
 - Set measurable goals for gender representation in each staff category and track progress.
 - Implement periodic workshops and discussions to raise awareness about gender equity among all staff members.



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Conclusion:

The gender analysis of all staff members for Chakdaha College in the academic year 2023-2024 highlights key areas where gender imbalances exist, particularly within the full-time teaching and non-teaching staff categories. While female representation is commendable in the SACT category, the low numbers in teaching and administrative roles indicate a need for focused efforts to promote gender equality across all staff levels. By implementing the recommendations outlined in this report, Chakdaha College can take meaningful steps toward creating a more inclusive, equitable, and gender-diverse institution. This will not only contribute to a more balanced workforce but also foster an environment where all staff members—regardless of gender—can thrive and succeed.

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