

Year wise Combined activity Report

Nari Samsad (Gender Cell)

For Academic Year 2023-2024

Nari Samsad (Gender Cell) Activities

2023- 2024

Date	Time	Topic	Resource Person/Institute
13.10.2023	10 am	Intrepreneurship program	Mr. N.K. Himanshu, Chief Manager from Bank of Baroda, College Street Branch, Kolkata.
15.03.2024	8 am	Alumni felicitation program	Piyali Goswami, HM, Harimati Girls School Shikhari Das, Teacher, Metropolitan Institution Shramana Chattopadhyay, Dancer Riya Debnath, Dancer Mrinalini Saha, Dancer
15.03.2024	8 am	Awareness of women empowerment among students of various near by school	Adi Mahakali Pathsala Metropolitan Institution for girls Arya Kanya Mahavidyalaya
15.03.2024	10 am	Women's day celebration	Dr Runa Chattopadhyay, Associate Professor in Philosophy HarI Mohan Ghosh College Dr. Patrali Ghosh, Associate Professor in Philosophy, Vidyasagar College for Women
15.03.2024	11 am	Survey	A questionnaire-based survey on students of Adi Mahakali Pathsala, Metropolitan Institution for girls, Arya Kanya Mahavidyalaya , Kishore Bharati Nivedita College and Vidyasagar College for Women



VIDYASAGAR COLLEGE FOR WOMEN

(NAAC ACCREDITED)

39, SANKAR GHOSH LANE,

KOLKATA- 700 006

PHONE: 2241 8889

Notice

Date: 07/10/23

Nari Samsad, Vidyasagara College for Women, 39, Sankar Ghosh Lane, Kolkata will organise a seminar on "Collaborative Entrepreneurship – Are We Ready? The Improvised version" by Mr N.K.Himanshu, Chief Manager from Bank of Baroda, College Street Branch, Kolkata. This event is scheduled to take place on 13th October 2023 at 11 am at Bhagawati Devi auditorium. All the teaching, non-teaching and the students are requested to join the program.

Sampa Barman.
Convenor, (Dr.Sampa Barman)
Nari Samsad

Sutapa Ray
(Dr. Sutapa Ray)
07/10/23
Principal
Vidyasagar College for Women
Kolkata



VIDYASAGAR COLLEGE FOR WOMEN

(NAAC ACCREDITED)

39, SANKAR GHOSH LANE,

KOLKATA 700006

*Nari Samsad
organises*



Speaker:
Mr. N.K. Himanshu
Chief Manager
BOB, College Street
Branch
2, Bidhan Sarani
Kolkata 700006

"Collaborative Entrepreneurship –
Are We Ready? The Improvised version"



Bhagabati
devi
Auditorium

13th Oct '23
11 a.m.

Report on **Entrepreneurship Program** conducted by **Nari Samsad** on **13th October 2023** at Bhagabati Devi Auditorium, Vidyasagar College for Women, Kolkata – 6

A meeting was held in presence of all the members of Nari Samsad Committee, Dr Molly Ghosh suggested the entrepreneurship program. “**Collaborative Entrepreneurship – Are we Ready? The Improvised version**” was the topic of the program that Nari samsad committee of our college organized on 13th October, 2023 aiming at fostering the entrepreneurship spirit among the students.

Dr Sutapa Ray, Principal, Vidyasagar College for Women, inaugurated the program by garlanding and praying to Vidyasagar Statue. Dr Sampa Barman, Convener of Nari Samsad Commettie welcomed the day’s speaker Mr. N.K. Himanshu, Chief Manager from Bank of Baroda, College Street Branch, Kolkata.



The seminar was a resounding success, inspiring and equipping students with the knowledge and confidence. The program provided valuable insights into the world of business and innovation.

Impact of the program was that many expressed gratitude for the knowledge gained and the motivation received to pursue entrepreneurial aspirations.

The program exemplified the college's commitment to fostering innovation and empowering future women leaders in the business world further nurturing the entrepreneurial ecosystem within the college.



VIDYASAGAR COLLEGE FOR WOMEN
 20, Sankar Ghosh Lane, Kolkata-700006
 ATTENDANCE SHEET

TOPIC: Navoi Sammelan
 DATE: 13/10/23 TIME: _____
 VENUE: BHANUJATI DEVI SEKHAR, VIDYASAGAR COLLEGE FOR WOMEN

Sl. No.	NAME OF THE STUDENT	SIGNATURE	SEMESTER
1.	Debasmita Saha	Debasmita Saha	
2.	Debalina Kundu	Debalina Kundu	
3.	Nandini Bhattacharya	Nandini Bhattacharya	
4.	Trisha Ghosh	Trisha Ghosh	
5.	Sahana Mondal	Sahana Mondal	
6.	Akshita Ghosh	Akshita Ghosh	
7.	Ray Manali	Ray Manali	
8.	Neha Bera	Neha Bera	
9.	Manalika Paul	Manalika Paul	
10.	Shreya Seal	Shreya Seal	
11.	Susmita Das	Susmita Das	
12.	Soumya Mondal	Soumya Mondal	
13.	Nishi Bera	Nishi Bera	
14.	Antara Ghosh	Antara Ghosh	
15.	Kanika Bhattacharya	Kanika Bhattacharya	
16.	Silpa Das	Silpa Das	
17.	Indira Das	Indira Das	
18.	K. Trisha Ghosh	K. Trisha Ghosh	
19.	Sahana Mondal	Sahana Mondal	
20.	Pooja Ghosh	Pooja Ghosh	
21.	Sahana Shaha	Sahana Shaha	
22.	Neha Kumari Sinha	Neha Kumari Sinha	
23.	Santoshini Ghosh	Santoshini Ghosh	
24.	Priya Ghosh	Priya Ghosh	
25.	Riya Das	Riya Das	
26.	Arushi Ghosh	Arushi Ghosh	
27.	Ashika Ghosh	Ashika Ghosh	
28.	Arushi Ghosh	Arushi Ghosh	
29.	Arushi Ghosh	Arushi Ghosh	
30.	Arushi Ghosh	Arushi Ghosh	

VIDYASAGAR COLLEGE FOR WOMEN
 20, Sankar Ghosh Lane, Kolkata-700006
 ATTENDANCE SHEET

TOPIC: Navoi Sammelan
 DATE: 13/10/23 TIME: _____
 VENUE: BHANUJATI DEVI SEKHAR, VIDYASAGAR COLLEGE FOR WOMEN

Sl. No.	NAME OF THE STUDENT	SIGNATURE	SEMESTER
1.	Bela Das	Bela Das	
2.	Arushi Ghosh	Arushi Ghosh	
3.	Arushi Ghosh	Arushi Ghosh	
4.	Arushi Ghosh	Arushi Ghosh	
5.	Arushi Ghosh	Arushi Ghosh	
6.	Arushi Ghosh	Arushi Ghosh	
7.	Arushi Ghosh	Arushi Ghosh	
8.	Arushi Ghosh	Arushi Ghosh	
9.	Arushi Ghosh	Arushi Ghosh	
10.	Arushi Ghosh	Arushi Ghosh	
11.	Arushi Ghosh	Arushi Ghosh	
12.	Arushi Ghosh	Arushi Ghosh	
13.	Arushi Ghosh	Arushi Ghosh	
14.	Arushi Ghosh	Arushi Ghosh	
15.	Arushi Ghosh	Arushi Ghosh	
16.	Arushi Ghosh	Arushi Ghosh	
17.	Arushi Ghosh	Arushi Ghosh	
18.	Arushi Ghosh	Arushi Ghosh	
19.	Arushi Ghosh	Arushi Ghosh	
20.	Arushi Ghosh	Arushi Ghosh	
21.	Arushi Ghosh	Arushi Ghosh	
22.	Arushi Ghosh	Arushi Ghosh	
23.	Arushi Ghosh	Arushi Ghosh	
24.	Arushi Ghosh	Arushi Ghosh	
25.	Arushi Ghosh	Arushi Ghosh	
26.	Arushi Ghosh	Arushi Ghosh	
27.	Arushi Ghosh	Arushi Ghosh	
28.	Arushi Ghosh	Arushi Ghosh	
29.	Arushi Ghosh	Arushi Ghosh	
30.	Arushi Ghosh	Arushi Ghosh	

VIDYASAGAR COLLEGE FOR WOMEN
 20, Sankar Ghosh Lane, Kolkata-700006
 ATTENDANCE SHEET

TOPIC: Navoi Sammelan
 DATE: 13/10/23 TIME: _____
 VENUE: BHANUJATI DEVI SEKHAR, VIDYASAGAR COLLEGE FOR WOMEN

Sl. No.	NAME OF THE STUDENT	SIGNATURE	SEMESTER
1.	Smita Das	Smita Das	5th
2.	Kanika Das	Kanika Das	2nd
3.	Arushi Ghosh	Arushi Ghosh	2nd
4.	Arushi Ghosh	Arushi Ghosh	2nd
5.	Arushi Ghosh	Arushi Ghosh	2nd
6.	Arushi Ghosh	Arushi Ghosh	2nd
7.	Arushi Ghosh	Arushi Ghosh	2nd
8.	Arushi Ghosh	Arushi Ghosh	2nd
9.	Arushi Ghosh	Arushi Ghosh	2nd
10.	Arushi Ghosh	Arushi Ghosh	2nd
11.	Arushi Ghosh	Arushi Ghosh	2nd
12.	Arushi Ghosh	Arushi Ghosh	2nd
13.	Arushi Ghosh	Arushi Ghosh	2nd
14.	Arushi Ghosh	Arushi Ghosh	2nd
15.	Arushi Ghosh	Arushi Ghosh	2nd

A power point presentation was showcased which reflected the present time scenario of self-group of female, where they discussed about small business loan facilities for female entrepreneurs. The program attained 2hours time and was concluded with the vote of thanks by Dr Ajanta Saha Mondal, committee member.





VIDYASAGAR COLLEGE FOR WOMEN

Notice

Nari Samsad (Gender Cell) is going to organize a program commemorating International Women's Day 2024 on **15th March (Friday) 9 a.m.** at college auditorium. The program will be organized in collaboration with Kishore Bharati Bhagini Nivedita College. A student survey on gender sensitization will be done on the same day. All teachers and students are hereby, requested to attend the program.

Sampa Barman
07/03/24

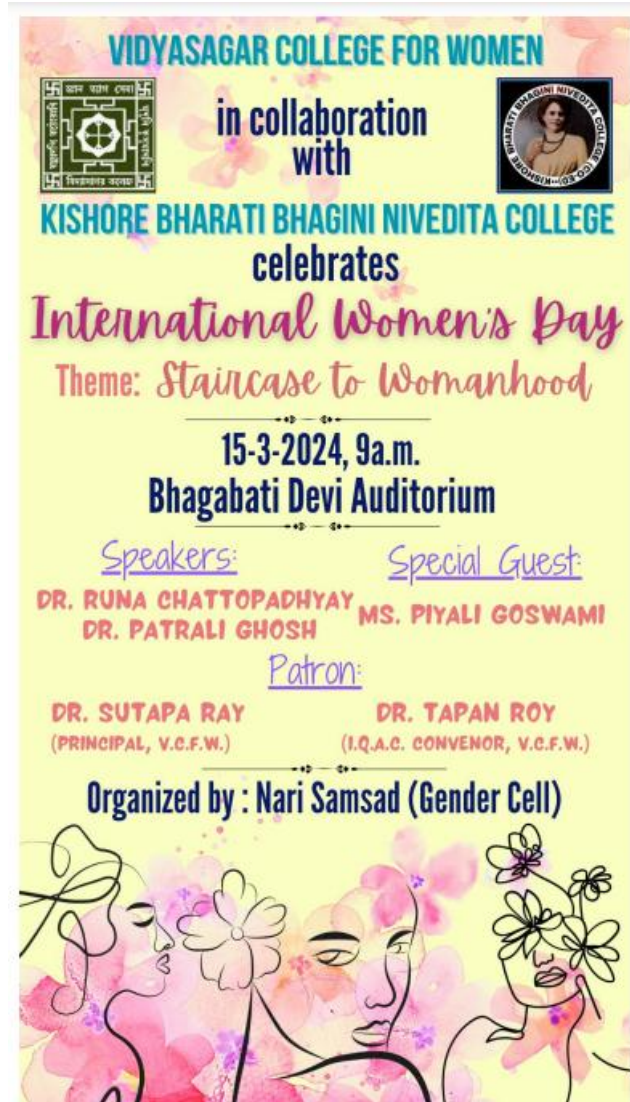
Dr. Sampa Barman

(Convenor of Nari Samsad)

Sutapa Ray
07/03/2024

Dr. Sutapa Ray

(Principal)



A brief report on Felicitation of Alumnis

Vidyasagar College for Women is pleased to share that on the prestigious occasion of Women's Day date 15.03.2024. Some alumni members of the college has been felicitated as a sign of women. Such alumni members are a source of eternal inspiration for the college and will remain unforgettable in the records of the institution. we feel proud to have been able to express our respect towards such commendable individuals.

This endeavour is to encourage future generation of the students to walk the same path and contribute to the society in their unique ways. Some alumni member presented a cultural program on that

1. Piyali Goswami-HM Harimati Girls School
2. Shikhari Das-Teacher Metropolitan Institution
3. Shromona Chattopadhyay-Dancer
4. Riya Debnath-Dancer
5. Mrinalini Saha-Dancer

A brief summary of Women's day celebration Program

1. **Name of the Activity:** Seminar
2. **Category:** Women empowerment Program with external and internal Resource person
3. **Date , Time and Venue:** 15th March, 2024; At 10 AM, College Auditorium
4. **Names of the Resource person:** **Dr Runa Chattopadhyay**, Associate Professor in Philosophy Harl Mohan Ghosh College and **Dr. Patrali Ghosh**, Associate Professor in Philosophy, Vidyasagar College for Women
5. **No of Participants:** 120-125
6. **Brief Description:**
7. **Report of the Seminar Organized by Nari samsad (Gender Cell) 2024**
8. A seminar has been organized by the Nari samsad (Gender Cell) in the year of 2024 on 15th March. The theme of the seminar was **A staircase towards womanhood** and two speakers delivered their speech followed by interaction with students. The first speaker was **Dr Patrali Ghosh**, Associate Professor in Philosophy, Vidyasagar College For Women and she spoke on “বিদ্যাসাগর ও রবীন্দ্রনাথের চোখে নারীর ক্ষমতায়ন”. She illuminates us with the idea of womanhood as perceived by Ishwar Chandra Vidyasagar in one hand and Rabindranath Tagore on the other; two stalwart figures of Bengal Renaissance period. she projects her focus on the core of womanhood as an identity of an individual. The next speaker was **Dr Runa Chattopadhyay**, Associate Professor in Philosophy Hari Mohan Ghosh College and she spoke on “**women empowerment in Bengali literature**”. She explains the challenges faced by the women in pre-renaissance time and despite those adversities some of them possessed heart and brain filled with enlightenment of courage, compassion and wisdom. She addressed the audience to discover own identities through the knowledge of those bold characters who had life-force beyond the temporal limitations. The celebration of International Women's Day reaches a grand success in presence of Dr Sutapa Ray, Principal of Vidyasagar College For women and Dr Tapan Roy, Convener of IQAC

of the College along with teacher representative Professor Jayati Das from Kishore Bharati Nibedita Mahavidyalaya, Arya Kanya Mahavidyalaya, Adi Mahakali Pathshala and Metropolitan Institution for Girls. Some reputed alumni were also present there with a number of ... present students also. Dr Sampa Barman, Convener of Nar Samsad expressed her thanks and gratitude to everyone present there and also extended her thanks towards all behind-the-scene supporters, at the end of the seminar.

9.

10. **Outcomes** our students were highly enriched with her lecture.

Awareness of women empowerment among students of various near by school

An awareness program was organised by Nari Samsad (gender cell) Vidyasagar College for women in the session of 2022 to 23 and the program held on 15 March 2024. Dr Sutapa Roy Principal of the college address the school students about the significance of the life of a woman as a prime contributor towards welfare of family and society. Also Dr Tapan Roy Co-ordinator of IQAC of the college also talked about future planning of a student for achieving a bright career to uphold womanhood. The students got inspired and encourage and interacted about their problems. Three School took parts and came up with teachers and students. These school are -

Aryakanya Mahavidyalaya - 10(students)

Adi Mahakali Pathshala - 12 (students)

Metropolitan Institution - 07(students)

Supporting Documents:

VCF
STUDENTS

VIDYASAGAR COLLEGE FOR WOMEN

39, Sankar Ghosh lane, Kolkata-700006

ATTENDANCE SHEET

TOPIC: INTERNATIONAL WOMEN'S DAY-2024

DATE: 15/03/2024 TIME: 9.00 am

VENUE: BHAGABATI DEVI AUDITORIUM, VIDYASAGAR COLLEGE FOR WOMEN

SL. NO.	NAME OF THE STUDENT	SIGNATURE	SEMESTER
1)	Satishna Karati		6th Sem
2)	Sudipa Bose		6th Sem
3)	Rajanshi Purkait		6th Sem
4)	Sneha Ghosh		6th Sem
5)	Maha Ghosh		6th Sem
6)	Ritika Ban		6th Sem
7)	Sanchari Chakraborty		6th Sem
8)	Kumari Pati		6th Sem
9)	Sumay Roy		6th Sem
10)	Pranjal Doley		6th Sem
11)	Shorani Das		6th Sem
12)	Shruti Singh		6th Sem
13)	Apriyita Paul		6th Sem
14)	Bandana Das		6th Sem
15)	Poushal Sarker		6th Sem
16)	Byel Chakraborty		6th Sem
17)	Susamadeepa Banerjee.		6th Sem
18)	Rajshree Das		6th Sem
19)	Dwipsikha Das Bairagi		6th Sem
20)	Dina Farhin		6th Sem
21)	Akita Ghosh		6th Sem
22)	Mousumi Sarkar		6th Sem
23)	SHRIJITA DEY		6th Sem
24)	SANIKHA ADHIKARY		6th Sem
25)	Anindita Sau		6th Sem

OUTSIDERS
(GUEST)
STUDENTS

VIDYASAGAR COLLEGE FOR WOMEN

39, Sankar Ghosh lane, Kolkata-700006

ATTENDANCE SHEET

TOPIC INTERNATIONAL WOMEN'S DAY-2024

DATE: 15/03/2024 TIME: 9.00 A.M

VENUE: BHAGABOTI DEVI AUDITORIUM, VIDYASAGAR COLLEGE FOR WOMEN

SL. NO.	NAME OF THE STUDENT	SIGNATURE	NAME OF THE INSTITUTION
	Anwesha Jaiswal	Anwesha Jaiswal	Adi Mahakali Pattiola
	Paiyanka Sadhukhan	Paiyanka Sadhukhan	"
	Sukanti Das	Sukanti Das	"
	Jayita Kundu	Jayita Kundu	"
	Dishani Bahik	Dishani Bahik	MahaKalipotkoda
	SANGITA SARKAR	Sangita Sarkar	Metropolitan
	PAROMITA SARKAR	Paromita Sarkar	"
	SURMITA BASKEY	Sumita Baskey	"
	LIMA ALI	Alma Ali	"
	JANHVI SRIVASTAVA	Janhvi	"
	ARIBA QADRI	Arifa	"
	PRIVA BARMA	Priva Barma	"
	Minakshi Mondal	Minakshi Mondal	VCFW
	Saumili Ghosh.	Saumili Ghosh	VCFW

OUTSIDERS
(GUEST)
TEACHERS

VIDYASAGAR COLLEGE FOR WOMEN

39, Sankar Ghosh lane, Kolkata-700006

ATTENDANCE SHEET

TOPIC INTERNATIONAL WOMEN'S DAY 2024

DATE: 15/03/2024 TIME: 9.00 A.M

VENUE: BHAGABOTI DEVI AUDITORIUM, VIDYASAGAR COLLEGE FOR WOMEN

SL. NO.	NAME OF THE TEACHER	NAME OF THE INSTITUTION	SIGNATURE
1	Jayita Mitra	KBNC	Jayita
2	Indeepa Ray	KBNC	Indeepa
3	Piyali Goswami	Gandhi Home Science Dept	Piyali
4	Dipika Ray	Women Studies vidyasa	Dipika (HR)
4	Dipika Ray	Arya Kanya Mahavidyalaya	Dipika
5	Janaya Bhattacharya	"	Janaya
6	Shikha Rakshit	Metropolitan Gns	Shikha
7	Dipali Ray Sarkar	Metropolitan Gns	Dipali

VCFW
Students

VIDYASAGAR COLLEGE FOR WOMEN

39, Saakar Ghosh lane, Kolkata- 700006

ATTENDANCE SHEET

TOPIC INTERNATIONAL WOMEN'S DAY-2024

DATE: 15/03/2024 TIME: 9:00 A.M

VENUE: BHAGABATI DEVI AUDITORIUM, VIDYASAGAR COLLEGE FOR WOMEN

SL. NO.	NAME OF THE STUDENT	SIGNATURE	SEMESTER
1.	Sushmitika Banerjee	SB	6
2.	Mansha Yadav	Mansha Yadav	4 th
3.	Muskan Roy	Muskan Roy	4 th
4.	Ankita Biswas	Ankita Biswas	1 st year
5.	Arina Basu	Arina	6 th Sem
6.	Parvika Mondal	Parvika Mondal	6 th Sem
7.	Shubmila Purkait	Shubmila Purkait	6 th Sem
8.	Sangana Mallick	Sangana Mallick	6 th Sem
9.	Anshu Dasgupta	Anshu	6 th Sem
10.	Ritika Sarkar	RS	6 th Sem
11.	Pakhi Shaw	Pakhi Shaw	4 th Sem.
12.	Tipsa Das	Tipsa Das	6 th Sem
13.	Neha Sharma	Neha Sharma	6 th Sem
14.	Tulshi Shaw	Tulshi Shaw	6 th Sem
15.	Neha Basu	Neha Basu	6 th Sem
16.	GEORGINA KARMAKAR	Georgina Karmanan	6 th Sem
17.	SWASTIKA BHATTACHARYA	Swastika Bhattacharya	6 th Sem
18.	Garje Ghoshal	Garje Ghoshal	6 th Sem
19.	Saryam Saha	Saryam Saha	6 th Sem
20.	Sulagna Roy	Sulagna Roy	6 th Sem
21.	Kausika Kojouhar	Kausika Kojouhar	6 th Sem
22.	Sweety Singh	Sweety Singh	6 th Sem
23.	Snehati Chatterjee	Snehati	6 th Sem
24.	Shani Pal	Shani Pal	6 th Sem
25.	Mousumi Das	Mousumi Das	6 th Sem
26.	Maan Saha	Maan Saha	6 th Sem
27.	Shoantiny Roy	Shoantiny Roy	6 th Sem
28.	Tusha Roy	Tusha Roy	6 th Sem

VCFW
Teachers

VIDYASAGAR COLLEGE FOR WOMEN

39, Sankar Ghosh Lane, Kolkata-700006

ATTENDANCE SHEET

TOPIC INTERNATIONAL WOMEN'S DAY-2024

DATE: 15/03/2024 TIME: 9:00 A.M

VENUE: BHAGABATI DEVI AUDITORIUM, VIDYASAGAR COLLEGE FOR WOMEN

SL. NO.	NAME OF THE STUDENT TEACHERS	SIGNATURE	MOBILE NO. SEMESTER
1.	Julpa Roy	Julpa Roy	
2.	Tapan Roy	T. Roy	7980404107
3.	Shyamal Patra	Patra	9836134066
	Joydip Ghosh	JH	7270633749
	Kanakshi Ghosh	KG	9073585882
	Pratima Ghosh	PG	9880304258
	Abhaya Dutta	ADutta	9686904995
	Ab. Hosen Molla	AM	9733942781
	Sudarkhina Ghosh	SG	8240455472
	Aranya Majumdar	AM	7073661827
	SRITIK CHOWHURY	SChowhury	9836237799
	Soumen Saha	SSaha	6284881157
	Anul Pal	AP	9474375608
	Adarsha Mishra	Adarsha Mishra	90221645326
	Sampa Barman	SB	9836738997
	ARNAB KAYAL	AKayal	8296107233
	Ganesh Hambroo	GH	7044361678
	Pijali Dutta Choudhury	PC	9891398334
	Magnika Ash	MAsh	9883017225
	Shreeparna Ghosal	S.G.	9830267347
	Raj Deita	RD	9830329671
	Anushree Chakraborty	AC	7044283849
	Shubhra Basu	SB	9831034551
	Shamayita Banerjee	SB	8777366322
	Dabrinka Choudhury	DC	8507175322
	Shilpi Das	S. Das	8777420489
	Shamreen Nazz	S.Nazz	9883887914
	Sanjya Chakraborty	SC	9831831620
	Chariti Das	CD	8910688905

OUTSIDERS
(GUEST)
STUDENTS

VIDYASAGAR COLLEGE FOR WOMEN

39, Sankar Ghosh lane, Kolkata-700006

ATTENDANCE SHEET

TOPIC INTERNATIONAL WOMEN'S DAY-2024

DATE: 15/03/24 TIME: 9.00 A.M

VENTE: BHAGABOTI DEVI AUDITORIUM, VIDYASAGAR COLLEGE FOR WOMEN

SL. NO.	NAME OF THE STUDENT	SIGNATURE	NAME OF THE INSTITUTION SEMESTER
	Debalina Ghosh	Debalina Ghosh	Adi Mahakali Pathshala
	Subhasmita Das	Subhasmita Das	"
	Arijit Jais	Arijit Jais	"
	ARUNIMA PAUL	Arunima Paul	"
	Arya Kanya Mahavidyalaya		
	Fawzia Noor	Fawzia Noor	Arya Kanya Mahavidyalaya
	BHOOMI KASAK	Bhoomi Kasak	"
	Taiyaba Noor	Taiyaba Noor	"
	Aarti Das	Aarti Das	"
	Anjali Das	Anjali Das	"
	Afrin Khatun	Afrin Khatun	"
	Radhika Singh	Radhika Singh	"
	Varsha Singh	Varsha Singh	"
	TANU SAH	Tanu Sah	"
	GURIYA DAS	Guriya Das	
	NAINA JHA	Naina Jha	"

OUTSIDERS
(GUEST)
STUDENTS

VIDYASAGAR COLLEGE FOR WOMEN

39, Sankar Ghosh lane, Kolkata-700006

ATTENDANCE SHEET

TOPIC INTERNATIONAL WOMEN'S DAY-2024

DATE: 15/03/24 TIME: 9.00 A.M

VENUE: BHAGABOTI DEVI AUDITORIUM, VIDYASAGAR COLLEGE FOR WOMEN

SL. NO.	NAME OF THE STUDENT	SIGNATURE	NAME OF THE INSTITUTION SEMESTER
	Dekalina Ghosh	Dekalina Ghosh	Adi Mahakali Pathshala
	Subhasmita Das	Subhasmita Das	"
	Arijit Jais	Arijit Jais	"
	ARUNIMA PAUL	Arunima Paul	"
	Arya Kanya Mahavidyalaya		
	Fawzia Noor	Fawzia Noor	Arya Kanya Mahavidyalaya
	BHOOMI RASAK	Bhoomi Rajak	"
	Taiyaba Noor	Taiyaba Noor	"
	Aarti Das	Aarti Das	"
	Anjali Das	Anjali Das	"
	Afrin Khatun	Afrin Khatun	"
	Radhika Singh	Radhika Singh	"
	Varsha Singh	Varsha Singh	"
	TANU SAH	Tanu Sah	"
	GURIYA DAS	Guriya Das	
	NAINA JHA	Naina Jha	"



Figure 1 Welcome address by Honorable Principal Madam of VCFW



Figure 2 Welcome Address by IQAC Convener VCFW



Figure 3 Introduction of the program by Dr. Molly Ghosh



Figure 4 Felicitation of honorable speaker (Dr. Patrali Ghosh) by Nari Samsad Convener



Figure 5 Felicitation of honorable speaker (Dr. Runa Chattopadhyay) by Dr.Srijit Chawodhury



Figure 6 Speech delivery by Dr. Patrali Ghosh



Figure 7 Speech delivery by Dr. Runa Chattapadhyay



Figure 8 Teacher and Student participants of the Program with Speakers



Figure 9 Felicitation of eminent Alumni Piyali Goswami by Principal, VCFW



Figure 10 Speech delivery by alumni Shikhari Das



*Figure 11*Conduction of a questionnaire-based survey by Nari Samsad, VCFW



Figure 12 Felicitation of teacher representative of Kishore bharti Nibedita College by IQAC Convener



Figure 13 Dance Performance of our student alumni, VCFW



Figure 14 Vote of Thanks delivery by Nari Samsad Convener

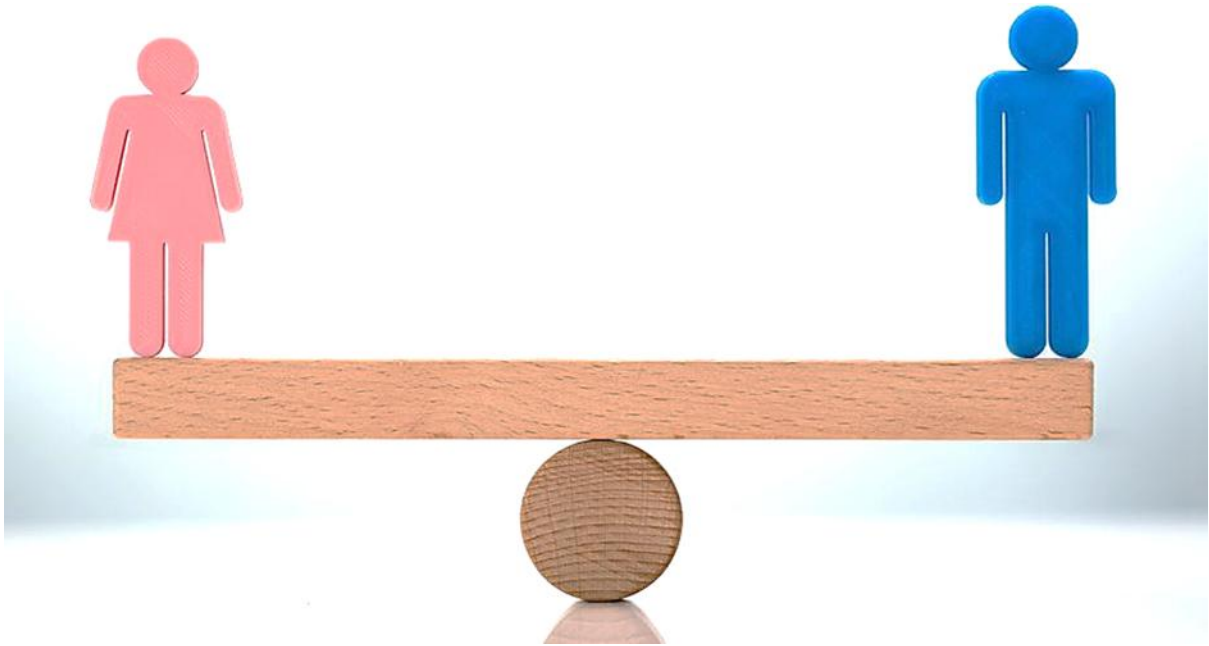


VIDYASAGAR COLLEGE FOR WOMEN

Gender Sensitization Survey



2023-2024



Introduction

A gender sensitization survey is essential for understanding and addressing gender-related issues in various contexts. It gauges the level of awareness and understanding within a community, organization, or society, providing crucial information for targeted awareness campaigns and educational programs. Such surveys reveal prevailing attitudes, beliefs, and stereotypes about gender roles and expectations, which is vital for designing interventions that challenge harmful norms and promote equitable views. These surveys also assess the impact of gender sensitization programs or policies over time, allowing organizations and policymakers to evaluate the effectiveness of their initiatives in promoting gender equality. By highlighting gender-related challenges, surveys create accountability, ensuring organizations and institutions address the issues identified in the results.

Moreover, a gender sensitization survey encourages inclusive decision-making by incorporating diverse gender perspectives and experiences, leading to more informed and equitable decisions. Ultimately, these surveys contribute to fostering a culture of inclusivity and respect. By understanding and addressing gender-related issues, communities and organizations can create supportive and fair environments for everyone.

In short, gender sensitization surveys are essential tools for understanding, addressing, and promoting gender equality by providing valuable insights, fostering awareness, and guiding evidence-based interventions.

On the occasion of International Women' Day 2023, our College, **Vidyasagar College for Women**, Kolkata, conducted a survey in three institutions, Vidyasagar College for Women, Metropolitan Institute for Girls and Arya Kanya Mahavidyalaya in the financial year 2023-2024 on gender equality. All three institutions are for women education hence all respondents are women in the survey.

The objective of the survey was:

- To identify gender imbalances and causes.
- To promote gender balance in decision-making.
- To bridge the gender gap.
- To foster gender equality.
- To prevent sexual harassment.

Survey Report

The **first question** in your survey seeks to collect demographic information about the composition of respondents' families based on gender. This type of question can provide valuable insights into the gender distribution within households. Analysing the responses to this question may help one understand the gender balance within families and potentially identify patterns or trend.

Survey Question 1:

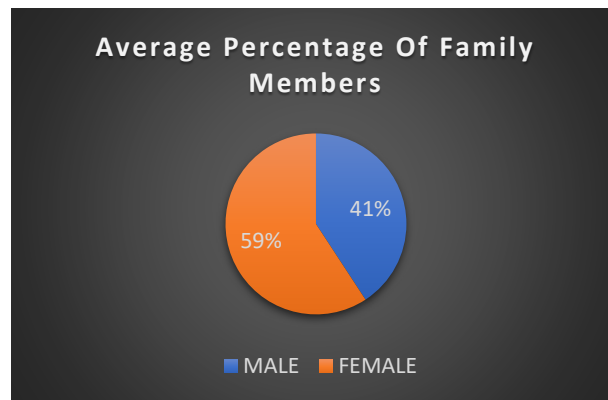
How many members of your family are male and female?

তোমার পরিবারে কজন সদস্য পুরুষ এবং কজন নারী ?

(* Respondents were asked to write the number of family members in numbers.)

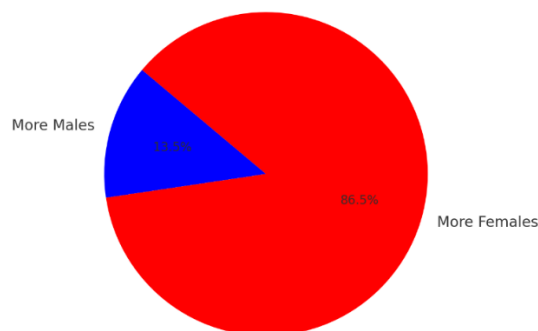
- **Total Number of Families:**75 family members.
- **Total Number of Males:**137 males.
- **Total Number of Females:**199 females.
- **Average Number of Family Members:**1.83 family members per student.
- **Average Number of Males:**1.83 males per family.
- **Average Number of Females:**2.65 females per family.
- **Families with More Males:**7 families have more males than females.
- **Families with More Females:**45 families have more females than males.

Here are the graphs representing the dataset:



Average Percentages: The pie chart shows the percentage of total number of male and female family members. Overall, we see that the average percentage of female family members are more.

Families with More Males vs. More Females



Families with More Males vs. More Females: The pie chart shows the percentage of families with more males compared to families with more females. These visualizations help in understanding the distribution of family members and gender within the families.

The **Second Survey Question** is designed to gather information about the education status of different family members. This question can provide valuable insights into the educational background of the respondents' family members and may be useful for understanding the overall educational profile of the surveyed population.

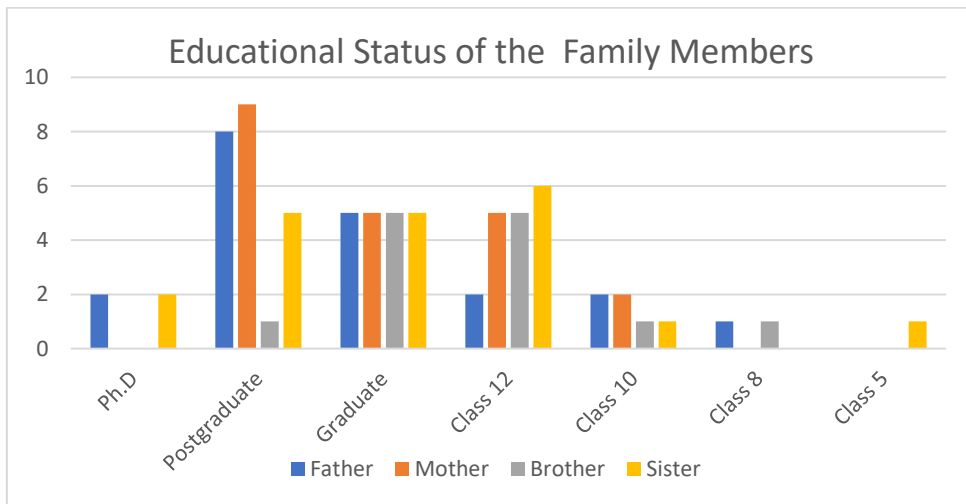
Survey Question 2:

What is the education status of the family members (father, mother, brother and sister)?

তোমার পরিবারে সদস্যদের শিক্ষাগত যোগ্যতা লেখো (বাবা, মা, ভাই বা দাদা, বোন বা দিদি)?

The educational statuses of family members:

1. **Father:** The graph shows that the father has achieved a Ph.D. (represented by 2 bars), followed by a significant number in postgraduate studies (8 bars) and graduate studies (5 bars). There are also smaller numbers in Class 12 (2 bars), Class 10 (2 bars), and Class 8 (1 bar).
2. **Mother:** For the mother, the graph indicates a high number in postgraduate studies (9 bars) and graduate studies (5 bars). There are also significant numbers in Class 12 (5 bars) and Class 10 (2 bars).
3. **Brother:** The brother's educational profile shows a good number in graduate studies (5 bars) and smaller numbers in postgraduate studies (1 bar), Class 12 (5 bars), Class 10 (1 bar), and Class 8 (1 bar).
4. **Sister:** Lastly, the sister's graph displays achievements in postgraduate studies (5 bars) and graduate studies (5 bars), with substantial numbers in Class 12 (6 bars). There are also smaller representations in Class 10 (1 bar) and Class 5 (1 bar).



Overall, the graph illustrates a varied educational background within the family, with emphasis on higher education such as postgraduate and graduate studies. The distribution across different educational levels provides insight into the academic achievements and pursuits of each family member, highlighting their educational diversity and accomplishments.

The overall significance and interpretation of the educational statuses of family members, as represented in the Bar graph, reveal several insights:

1. **Educational Diversity:** The graph underscores the diverse educational paths within the family, ranging from basic schooling (Class 10, Class 12) to higher education (graduate, postgraduate, Ph.D.). This diversity reflects varying levels of academic achievement and career aspirations among family members.

2. **Emphasis on Higher Education:** There is a notable emphasis on higher education, particularly in postgraduate and graduate studies, across multiple family members. This suggests a family culture that values advanced education and professional development.
3. **Parental Influence:** The higher representation of advanced degrees (postgraduate, Ph.D.) among parents (Father and Mother) highlights their role as educational role models. This influence likely contributes to shaping the educational ambitions and achievements of their children (Brother and Sister).
4. **Educational Achievement:** The graph indicates significant accomplishments in postgraduate and graduate studies, which are pivotal for career advancement and specialization. This level of education often correlates with broader career opportunities and professional success.
5. **Future Prospects:** Understanding the family's educational landscape can offer insights into future prospects and opportunities for academic and career growth among younger family members. It also reflects ongoing investments in education as a means to enhance knowledge, skills, and socio-economic mobility.

In conclusion, the graph not only illustrates educational achievements but also provides a glimpse into the values, aspirations, and influences within the family unit. It underscores the importance of education in shaping individual paths and collective aspirations, contributing to a broader understanding of familial dynamics and educational trends.

The **third survey question** was designed to know whether women in the family and around get equal opportunity. The reason for including these questions in a survey could be to gauge the perceived level of gender equality within a community or family. Understanding how individuals perceive the opportunities available to women in different areas can provide valuable insights into potential disparities and areas that may require attention.

Survey Question 3:

Do the women of your family and around get equal opportunity to

- a) Express their opinion in the family
- b) Access to Higher Education
- c) Medical facilities
- d) Having food and other nutrition items

তোমার পরিবারে এবং আশেপাশের মহিলা বা মেয়েরা কি এই সুযোগগুলো পায় ?

- ক) নিজের মতামত প্রকাশের
- খ) উচ্চ শিক্ষা লাভের
- গ) চিকিৎসা লাভের
- ঘ) খাদ্য ও পথ্য লাভের

(*Respondents were asked to mark yes (হ্যাঁ) or no (না) on each of the options)

It's positive to note that the majority of the population acknowledges that females have an equal opinion as males in various aspects. Let's break downs several options:

a) **In having food and other nutrients:** Gender equality in access to food and nutrients is a crucial aspect of overall well-being. Ensuring that both males and females have equal access to nutrition is essential for promoting health and development.



b) **In having medical facilities:** Gender equality in access to medical facilities is important for the well-being of both males and females. Equal access to healthcare services helps address health issues and contributes to overall community health.



c) **In having access to higher education:** Equal access to higher education for both genders is a fundamental aspect of promoting equality and fostering societal development. Education is a key driver of empowerment and personal growth.



d) **In expressing their opinion in the family:** Recognizing and valuing the opinions of both males and females within the family is essential for creating a supportive and inclusive environment. Equality in decision-making and expression of opinions contributes to healthy family dynamics.



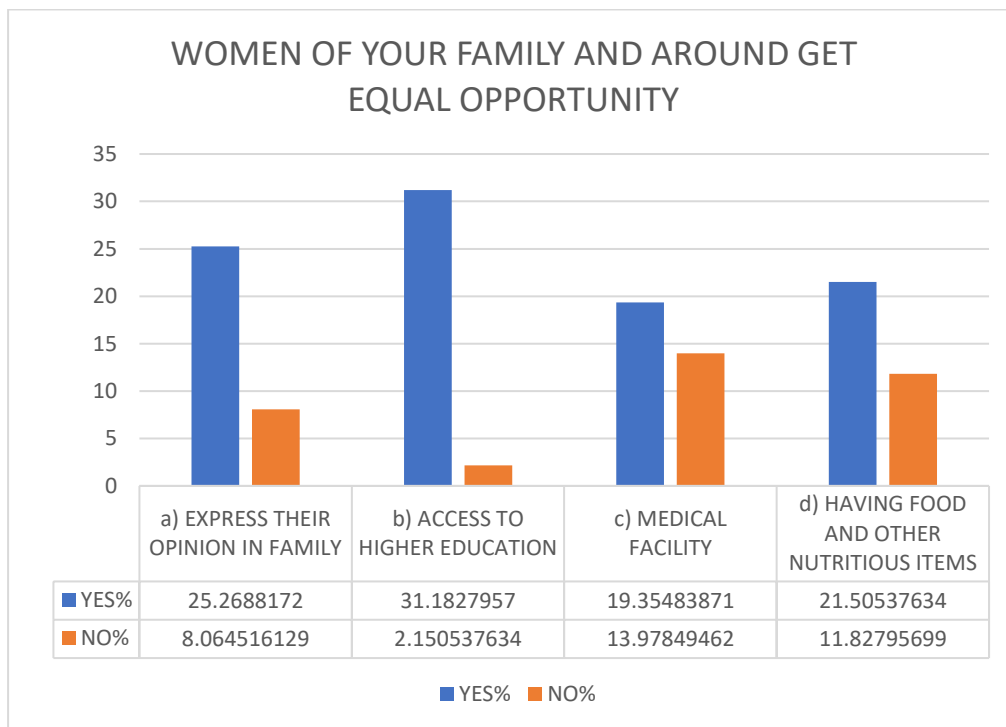
The data provided consists of a binary matrix where each row represents an individual's access to certain resources or rights, and each column represents a specific aspect:

1. **EXPRESS THEIR OPINION IN FAMILY:**
 - Total Yes: 47
 - Total No: 15
2. **ACCESS TO HIGHER EDUCATION:**
 - Total Yes: 58
 - Total No: 4
3. **MEDICAL FACILITY:**

- Total Yes: 36
 - Total No: 26
4. **HAVING FOOD AND OTHER NUTRITIOUS ITEMS:**
- Total Yes: 40
 - Total No: 22

Observations

- **ACCESS TO HIGHER EDUCATION** has the highest number of "Yes" responses, indicating that most individuals have access to higher education.
- **EXPRESS THEIR OPINION IN FAMILY** also has a high number of "Yes" responses.
- **MEDICAL FACILITY** and **HAVING FOOD AND OTHER NUTRITIOUS ITEMS** have a relatively lower number of "Yes" responses, indicating that access to these resources is less prevalent compared to education and expression within the family.



Analysis

The data suggests a significant disparity in access to different resources and rights. While higher education and the ability to express opinions within the family are relatively widespread, there is a noticeable lack of access to medical facilities and nutritious food for a substantial portion of the population. This can be indicative of broader socio-economic issues that need to be addressed to ensure equitable access to essential services and rights for all individuals.

The **fourth question** is to know the gender who inspire to pursue higher education is to gain insights into the motivational factors that influenced an individual's decision to pursue advanced education. Understanding the sources of inspiration can provide valuable information

about the person's personal and social influences, aspirations, and the importance they place on education.

Survey Question 4:

Who inspire you to pursue higher education?

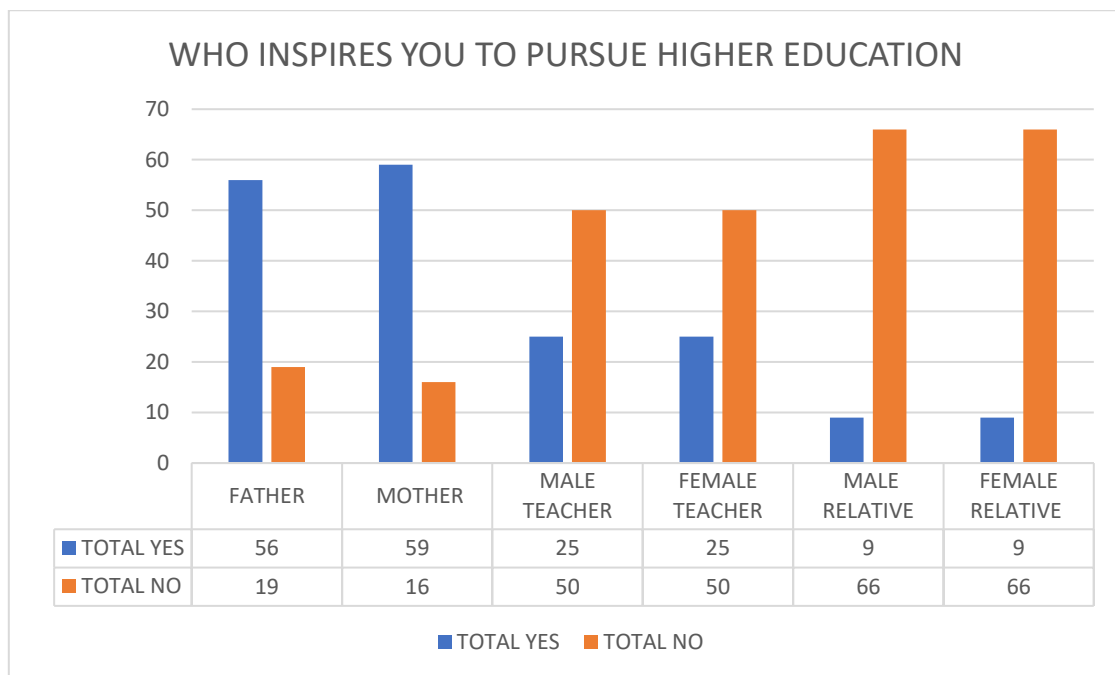
a) Father b) Mother c) Male teacher d) Female teacher

তোমাকে উচ্চ শিক্ষা লাভের জন্য কে উৎসাহিত করেছেন ?

ক) বাবা খ) মা গ) পুরুষ শিক্ষক ঘ) মহিলা শিক্ষক

(*Respondents were asked to tick beside their desired answer)

The survey results indicate respondents' views on the influence or importance of different figures in their lives. Here's an interpretation of each category:



1. **Father:** A significant majority (56 out of 75) view their father positively or as an important figure, indicating a strong paternal influence or respect.
2. **Mother:** An even larger majority (59 out of 75) view their mother positively or as an important figure, suggesting an even stronger maternal influence or respect compared to fathers.
3. **Male Teacher:** A minority (25 out of 75) consider male teachers important or influential, while a majority (50 out of 75) do not, indicating a relatively lower impact or perceived importance of male teachers.
4. **Female Teacher:** Similar to male teachers, only a minority (25 out of 75) view female teachers as important or influential, with a majority (50 out of 75) not seeing them as significant, suggesting that teachers in general may have a lower perceived impact among respondents.
5. **Male Relative:** A very small number (9 out of 75) view male relatives as important or influential, with an overwhelming majority (66 out of 75) not considering them significant, indicating very low influence or importance of male relatives.
6. **Female Relative:** Similar to male relatives, only a small number (9 out of 75) consider female relatives important or influential, with the vast majority (66 out of 75) not

viewing them as significant, suggesting very low influence or importance of female relatives.



Overall, the results highlight the strong influence and importance of parents, particularly mothers, in the lives of respondents. In contrast, teachers and relatives, whether male or female, are perceived as less influential or important by the majority of respondents. This could reflect the central role of immediate family in shaping the lives and values of the respondents.

The **fifth survey question** is to identify the factor responsible for pursuing higher education. Understanding the reasons behind why individuals pursue higher education can provide valuable insights into their motivations and goals in educational planning, career aspirations, personal growth, financial considerations, etc.

Survey Question 5:

What is your purpose of pursuing higher education?

Having Govt. Scholarship money / Knowledge / Financial stability / Good Marriage / Socio Status Quo / Job / Stipend

তোমার উচ্চশিক্ষার উদ্দেশ্য কি ?

স্কলারশিপ এর টাকা পাওয়া / জ্ঞান অর্জন / আর্থিক স্থিতাবস্থা / ভালো বিবাহ হওয়া / সামাজিক সম্মান / চাকরি / স্টাইপেন্ড






(*Respondents were asked to tick beside their desired answer)


The purpose of pursuing higher education can vary among individuals, and it often involves a combination of personal, professional, and societal motivations. Here's how each of the factors may contribute to the overall purpose of pursuing higher education:



Government Scholarship Money

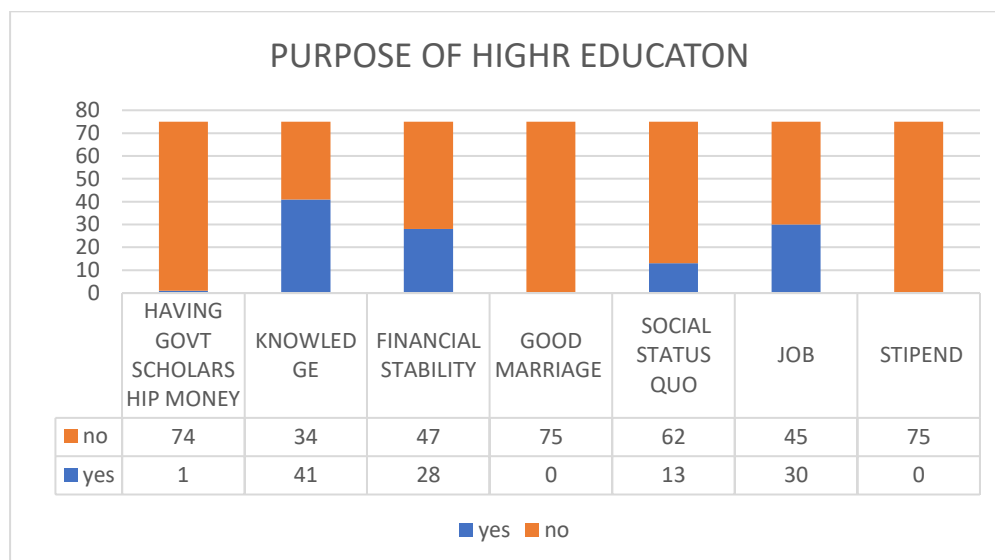
Government scholarships can provide financial support, making higher education more accessible to individuals who might not otherwise afford it. The purpose, in this case, includes both personal and societal benefits, as it helps individuals achieve educational goals while contributing to a more educated and skilled workforce.

	<p style="text-align: center;">Knowledge</p> <p>Acquiring knowledge is a fundamental purpose of higher education. It allows individuals to gain in-depth understanding and expertise in specific fields, fostering intellectual growth and critical thinking skills.</p>
	<p style="text-align: center;">Financial Stability</p> <p>Higher education is often seen as a pathway to better career opportunities and increased earning potential. Individuals pursue higher education with the goal of achieving financial stability and improving their economic prospects.</p>
	<p style="text-align: center;">Good Marriage</p> <p>In some cultures, or societies, higher education is associated with desirable qualities such as intelligence, ambition, and social status. Pursuing higher education might be seen as a way to enhance one's eligibility in the marriage market.</p>
	<p style="text-align: center;">Social Status Quo</p> <p>Higher education can contribute to social status by conferring degrees, certifications, and qualifications that are often associated with knowledge and expertise. This can influence how individuals are perceived in society and contribute to their social standing.</p>
	<p style="text-align: center;">Job</p> <p>Women study for jobs in various fields just like men do. They pursue education and training to qualify for positions across industries such as healthcare, technology, finance, education, and many others.</p>
	<p style="text-align: center;">Stipend</p> <p>Some individuals pursue higher education with the support of stipends or financial</p>

	<p>incentives. Stipends can help alleviate financial burdens during the pursuit of advanced degrees, encouraging individuals to focus on their studies without excessive financial stress.</p>
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It's important to note that the purpose of pursuing higher education is subjective and can vary widely based on individual goals, values, and cultural contexts. Moreover, motivations for pursuing higher education can evolve over time as individuals progress through their academic journeys and encounter new opportunities and challenges. The survey results reveal respondents' perceptions on various factors, with each factor having a binary response (yes/no). Here's an interpretation of each factor:

Graphically Presented:



The results highlight issues of financial instability, unemployment, social dissatisfaction, and a lack of support in terms of scholarships and stipends among the respondents. The mixed perceptions regarding knowledge suggest a potential area for educational or informational interventions.

Interpretation:

- HAVING GOVT SCHOLARSHIP MONEY (1 occurrence):** This factor is exceedingly rare among the individuals surveyed. It suggests that very few individuals have access to or prioritize government scholarship money. This could imply either the scarcity of such scholarships or the limited importance placed on them by the individuals.
- KNOWLEDGE (41 occurrences):** Knowledge is the most common factor, appearing in over half of the cases. This indicates that gaining knowledge or education is highly

valued among the individuals. It suggests a strong emphasis on personal or professional development through learning.

3. **FINANCIAL STABILITY (28 occurrences):** Financial stability is a relatively common concern. A significant number of individuals prioritize having a stable financial foundation, reflecting its importance in their overall well-being and security.
4. **GOOD MARRIAGE (0 occurrences):** The complete absence of this factor suggests that a good marriage is not a priority or a relevant factor for the individuals surveyed. This could reflect a demographic trend where marriage is less emphasized, or other factors are more pressing in their current situation.
5. **SOCIAL STATUS QUO (13 occurrences):** While not the most dominant factor, maintaining social status is still a concern for some individuals. This indicates that a minority values their social standing and seeks to preserve it, though it is not a primary concern for most.
6. **JOB (30 occurrences):** The relatively high occurrence of this factor shows that having a job is a significant priority. This underscores the importance of employment for financial security, personal fulfillment, or societal expectations.
7. **STIPEND (0 occurrences):** Similar to the good marriage factor, the complete absence of stipends as a priority suggests that they are not relevant or sought after by the individuals. This might indicate either a lack of available stipends or their perceived insignificance.

Overall Insights:

- **Emphasis on Knowledge and Employment:** The high frequency of knowledge and job factors indicates a strong focus on education and employment. This reflects a trend where individuals prioritize career-related growth and stability.
- **Economic Concerns:** Financial stability and job factors highlight the importance of economic security. Together, they show that individuals are concerned about their financial future and prioritize stable income sources.
- **Diminished Importance of Traditional and Social Factors:** The absence or low frequency of good marriage, social status quo, and stipend factors suggest that traditional societal expectations and supplementary financial aids are less important to the individuals. This might reflect changing societal norms or a shift in priorities towards more self-sustained forms of growth.
- **Scarcity of Government Support:** The very low occurrence of government scholarship money suggests limited reliance on government financial aid. This could indicate a gap in available support or a perception of inaccessibility among the individuals.

These interpretations provide a comprehensive view of the priorities and concerns of the individuals based on the factors provided.

The **sixth survey question** is to know about which gender is more responsible for gender discrimination in society could be multifaceted.

Survey Question 6:

Which gender is more responsible for gender discrimination in society?

a) Male b) Female c) Both

সমাজে লিঙ্গ বৈষম্যের জন্য কোন লিঙ্গের মানুষ দায়ী ?

ক) নারী খ) পুরুষ গ) উভয়ে

(*Respondents were asked to tick beside their desired answer)

Gender discrimination in society is a complex issue, and it is not accurate or productive to attribute responsibility to one gender over another. Gender discrimination is often deeply rooted in historical, cultural, and systemic factors that go beyond the actions of individuals. It is perpetuated by societal norms, stereotypes, and power structures that affect both men and women.

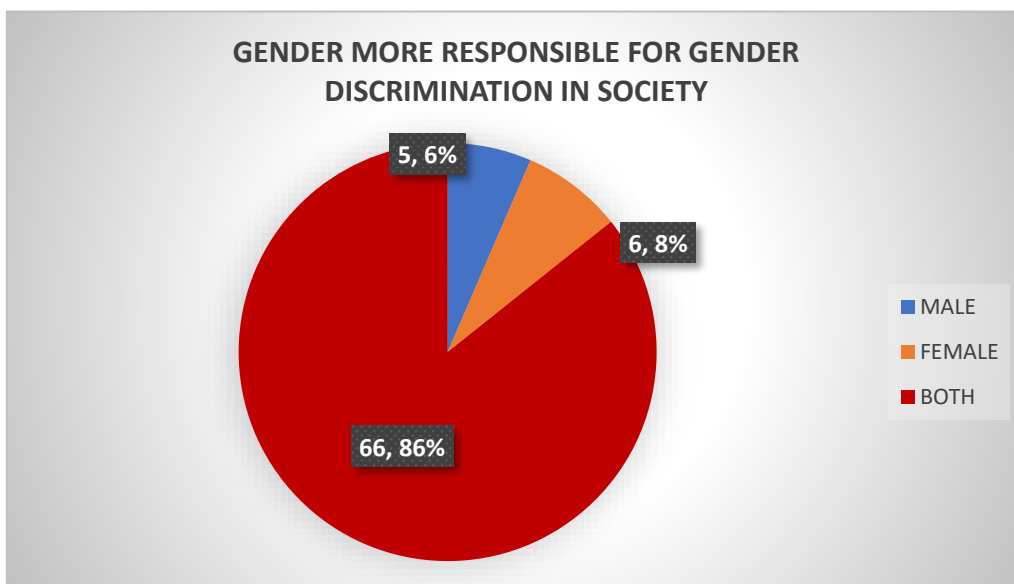
Men: Some men may reinforce traditional gender norms and stereotypes, consciously or unconsciously, contributing to discrimination. This can occur through actions, language, or support for systems that maintain gender inequalities.



Women: In certain cases, women may also internalize and perpetuate gender stereotypes. Societal expectations and cultural norms can influence women to conform to traditional gender roles, limiting opportunities for both themselves and other women.

It's important to approach discussions about gender discrimination with a focus on dismantling harmful societal structures and challenging systemic inequalities rather than placing blame on one gender. Collaborative efforts involving both men and women are crucial for promoting gender equality. This includes advocating for changes in laws and policies, challenging stereotypes, promoting education and awareness, and fostering an inclusive and equitable societal environment.

By recognizing that gender discrimination is a societal issue that affects everyone, we can work together to create a more just and equal world for all individuals, regardless of their gender.



The **seventh question** is designed to know the public opinion, attitudes, and beliefs on gender-related issues. By posing questions that touch on stereotypes, cultural norms, and discriminatory attitudes, the survey aims to assess prevailing sentiments within a community or society. Understanding these opinions can have several potential objectives

Survey Question 7:

What is your opinion about the following?

- a) **Women are made for household and men to work outside**
- b) **Birth of a son is a blessing, and birth of a daughter is a curse**
- c) **Cruelty on men is more serious than on females**
- d) **Time for coming back home for a woman must be earlier than a man**
- e) **Seats reserved for ladies in a bus**

নিচের বিষয়গুলি কি তুমি স্বীকার করো ?

- ক) মেয়েরা গৃহকর্মের জন্য আর ছেলেরা বাইরের কাজের জন্য না
- খ) ছেলের জন্ম আশীর্বাদ এর ফল আর মেয়ের যেমন অভিশাপের ফল
- গ) বাস এ মহিলাদের জন্য সংরক্ষণ সিট থাকা উচিত
- ঘ) পুরুষের ওপর অত্যাচার নারীর ওপর অত্যাচারের চেয়ে বেশি গুরুত্বপূর্ণ ব্যাপার
- ঙ) চেলাফের চেয়ে মেয়েদের বাড়ি ফেরার সময় আগে হওয়া উচিত

(*Respondents were asked to mark yes (- হ্যাঁ) or no (-না) on each of the options)

People's opinions on social issues can vary widely, and these statements reflect different societal attitudes and beliefs. It's important to note that opinions on these matters can be influenced by cultural, historical, and personal factors. Let's briefly discuss each statement:

Women are made for household and men to work outside

This perspective reflects traditional gender roles that have been prevalent in many societies. However, modern societies are increasingly recognizing the importance of breaking down gender stereotypes and promoting equal opportunities for both men and women in various domains, including work and household responsibilities.



Birth of a son is a blessing, and birth of a daughter is a curse

This statement reflects a deeply ingrained preference for male children in some cultures. Such attitudes contribute to gender-based discrimination and can have negative consequences for the well-being of girls. Many societies and organizations advocate

	for gender equality and challenge these harmful beliefs.
<p>Cruelty on men is more serious than on females</p> <p>This perspective may stem from the belief that men are less vulnerable or that societal attention to violence against men is inadequate. However, recognizing the seriousness of all forms of cruelty, regardless of gender, is crucial for promoting a just and equitable society.</p>	
	<p>Time for coming back home for a woman must be earlier than a man</p> <p>This viewpoint reflects traditional notions of controlling women's behaviour and movements. Advocates for gender equality argue for equal rights and opportunities for women in terms of work, education, and personal freedom, challenging such restrictions.</p>
<p>Seats reserved for ladies in a bus</p> <p>Reserved seats for women in public transportation are often implemented to address safety concerns, particularly during crowded commutes. It is a measure aimed at providing women with a safer and more comfortable travel experience.</p>	

People's opinions on social issues can vary widely, and these statements reflect different societal attitudes and beliefs. It's important to note that opinions on these matters can be influenced by cultural, historical, and personal factors.

Interpretation:

1. **WOMEN ARE MADE FOR HOUSEHOLD AND MEN ARE TO WORK OUTSIDE (1 Yes, 74 No):** The overwhelming majority (74 out of 75) disagree with the statement that women are made for household work while men are to work outside. This suggests a strong rejection of traditional gender roles and a belief in gender equality in terms of work and responsibilities.
2. **BIRTH OF A SON IS A BLESSING AND BIRTH OF A DAUGHTER IS CURSE (1 Yes, 74 No):** Similar to the previous statement, the vast majority (74 out of 75) disagree with the notion that a son's birth is a blessing while a daughter's birth is a curse. This indicates a progressive attitude towards gender and the value of daughters being seen as equal to sons.

3. **SEATS RESERVED FOR LADIES IN A BUS IS RIGHT (56 Yes, 19 No):** A significant majority (56 out of 75) agree that seats reserved for women in a bus are appropriate. This shows a broad support for measures aimed at providing women with more safety and convenience in public transportation, reflecting a recognition of the need for gender-specific accommodations.
4. **CRUELTY ON MEN IS MORE SERIOUS THAN CRUELTY ON A FEMALE (17 Yes, 58 No):** Most respondents (58 out of 75) disagree with the statement that cruelty towards men is more serious than cruelty towards women. This suggests an understanding that cruelty and abuse are serious issues regardless of the gender of the victim, and there is likely an awareness of the historical and societal context of gender-based violence against women.
5. **TIME FOR COMING BACK HOME FOR A WOMAN MUST BE EARLIER THAN A MAN (11 Yes, 64 No):** The majority (64 out of 75) disagree with the idea that women should have an earlier curfew than men. This indicates a belief in equal freedom and autonomy for women, challenging traditional protective restrictions that are often placed on women.

Overall Insights:

- **Progressive Views on Gender Roles:** The responses show a strong tendency towards rejecting traditional gender roles and stereotypes. Most individuals believe in gender equality and do not support the outdated notions of women being confined to the household or being less valuable than men.
- **Support for Gender-Specific Accommodations:** There is notable support for practical measures like reserved seating for women in public transportation. This reflects an understanding of the unique challenges women face and a willingness to support measures that enhance their safety and convenience.
- **Awareness of Gender-Based Issues:** The responses indicate an awareness and sensitivity towards gender-based issues, such as violence and restrictions on freedom. The majority reject the idea that cruelty towards men is more serious than towards women, and oppose restrictive curfews for women, showing a preference for gender-neutral perspectives on these issues.

These interpretations suggest a population that largely values gender equality, supports practical measures for women's safety, and rejects traditional gender norms.

It is important to clarify that promoting or endorsing actions that disempower any group, including women, goes against principles of equality, justice, and human rights. The **eighth survey question** is to rank several social issues that disempower women.

Survey Question 8:

Rank the social issues that can contribute to the disempowerment of women from 1 to 5.

- a) Unemployment
- b) Dowry
- c) Rape
- d) Abortion
- e) Women trafficking

নিম্নলিখিত সমস্যাগুলি গুরুত্ব অনুসারে ১-৫ নম্বর দাও।

ক) বেকারত্ব

- খ) পণ দেওয়া
- গ) ধর্ষণ
- ঘ) গর্ভপাত
- ঙ) নারী পাচার

(*Respondents were asked to rank the options from 1(most important) to 5(least important))

Significant challenges that can contribute to the disempowerment of women. Let's briefly explore some of these issues:

Unemployment: Economic empowerment is a crucial aspect of women's empowerment. Unemployment or limited employment opportunities for women can hinder their financial independence and overall empowerment. Addressing this issue involves creating equal job opportunities, promoting entrepreneurship among women, and ensuring fair wages.



Dowry: Dowry practices, where the bride's family is expected to provide gifts or money to the groom's family, can perpetuate gender inequality and financial burden on women's families. Efforts to combat dowry-related issues often involve legal reforms, awareness campaigns, and changes in societal attitudes to discourage such practices.



Rape: Sexual violence, including rape, is a severe violation of women's rights and a significant barrier to their empowerment. Addressing this issue requires a multi-faceted approach, including legal reforms, improved law enforcement, support services for survivors, and comprehensive sex education to foster a culture of consent and respect.



Abortion: Access to safe and legal abortion is a crucial aspect of women's reproductive rights. Restrictions or lack of access to reproductive healthcare services can negatively impact women's autonomy and health. Empowering women includes ensuring their right to make informed decisions about their reproductive health.

Women Trafficking: Human trafficking, including the trafficking of women, is a grave violation of human rights. It involves exploitation through forced labour, sexual exploitation, or other forms of coercion. Combating women trafficking requires international cooperation, legal frameworks, and efforts to address the root causes such as poverty, inequality, and lack of opportunities.



Efforts to empower women should be comprehensive and address the interconnected nature of these issues. This includes legal reforms, awareness campaigns, education, economic opportunities, and changes in societal attitudes to create an environment where women can thrive and exercise their rights. Collaboration between governments, NGOs, and communities is essential for sustainable change.

Interpretation of the Rankings:

Let's break down and interpret the rankings for each issue based on the number of respondents who rated them from 1 (most important) to 5 (least important).

Interpretation Of Unemployment:

- The majority (50 out of 75) ranked unemployment as moderately important (3).
- Only a small fraction (8 and 4) considers it the most or second most important issue.
- A significant number (10) consider it the least important.
- Overall, while unemployment is recognized as an important issue, it is not seen as the top priority for most respondents

Interpretation of Dowry:

- The majority (39) ranked dowry as relatively less important (4).
- Only a small number (1) see it as the most important issue.
- The remaining (12 and 18) view it as moderately important (2 and 3).

- This indicates that while dowry is a recognized issue, it is generally seen as less urgent compared to other concerns

Interpretation of Rape:

- The largest group (35) ranks rape as the most important issue.
- A significant number (26) also see it as moderately important (3).
- Very few (3) rank it as the least important.
- This highlights that rape is perceived as a critical and urgent issue by the majority of respondents.

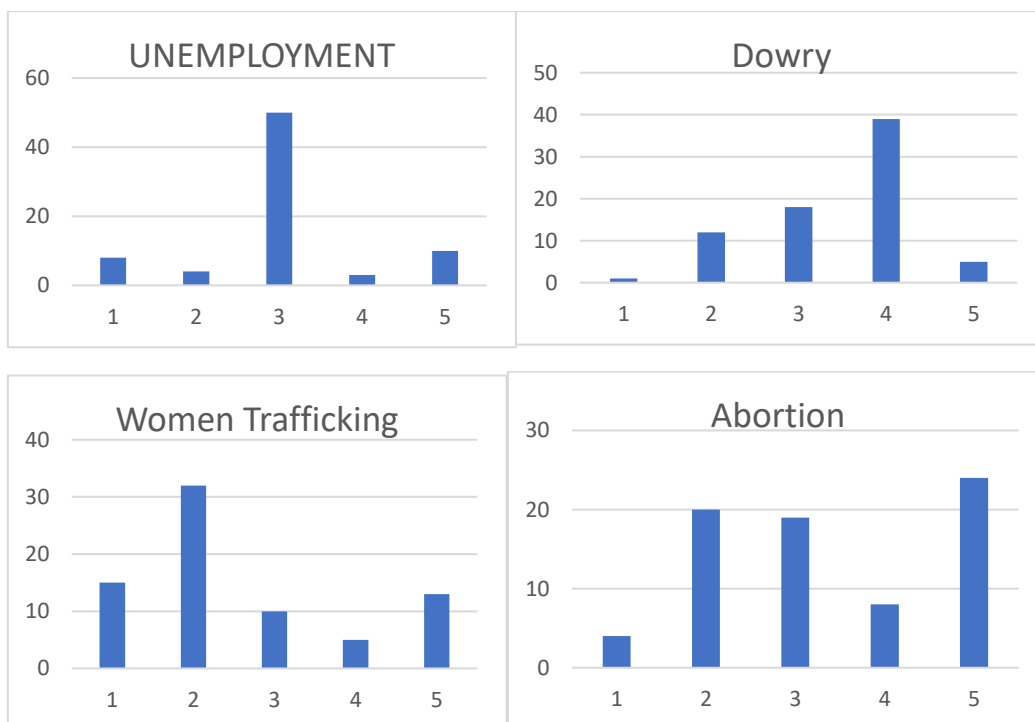
Interpretation of Abortion:

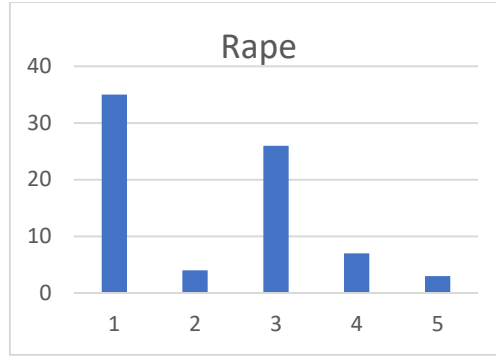
- A significant number (24) rank abortion as the least important issue.
- While some (20 and 19) view it as moderately important (2 and 3), it is generally not seen as the top priority.
- This suggests mixed feelings about abortion, with it being less of a pressing concern compared to other issues.

Interpretation of Women trafficking:

- A significant number (32) rank women trafficking as the second most important issue.
- Many (15) also see it as the most important, and a small group (13) consider it the least important.
- This indicates a high level of concern for women trafficking, though not as urgent as rape for most respondents.

Ranking of several social issues that contribute to the disempowerment of women





Overall Prioritization:

1. **Rape:** Seen as the most critical issue by the largest group of respondents, highlighting the urgency of addressing sexual violence.
2. **Women Trafficking:** Also viewed as highly important, reflecting serious concern for human rights and safety.
3. **Unemployment:** Recognized as an important economic issue, though not the most urgent for most respondents.
4. **Dowry:** Considered less urgent compared to other issues, though still recognized as a societal concern.
5. **Abortion:** Viewed as the least pressing issue among the five, with mixed levels of importance attributed to it.

These interpretations provide a clear understanding of the relative importance of these issues to the respondents, reflecting their priorities and concerns.

It is essential to approach discussions about violence or atrocities against women with sensitivity and accuracy. Atrocities against women are complex issues influenced by a variety of factors, and it's not accurate to attribute them solely to population size. The **ninth question** is addressed accordingly.

Survey Question 9:

Rank the social issues which are responsible for increment of atrocities on women according to you from 1 to 5.

- a) Lack of strict Laws
- b) Casual mentality of women
- c) Unemployment
- d) Sexual perversion of men
- e) Social media and TV serials

নিম্নলিখিত সমস্যাগুলির কোনটি নারী নিগ্রহের জন্য কতখানি দায়ী সেই গুরুত্ব অনুসারে ১-৫ নম্বর দাও।

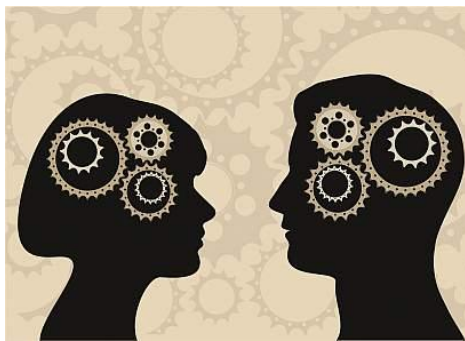
- ক) কঠিন আইন শৃঙ্খলার অভাব
- খ) নারীদের চৌখশ ভাবের অভাব
- গ) পুরুষের বিকৃত যৌন লিপ্সা
- ঘ) বেকারত্ব
- ঙ) সামাজিক মাধ্যম এবং টিভি সিরিয়েল গুলি

(*Respondents were asked to rank the options from 1(most important) to 5(least important))

Several social, cultural, economic, and political factors contribute to violence against women. The causes of violence against women are multifaceted and interconnected. Let's briefly discuss some of the factors:

Lack of Strict Laws

While having strict laws can act as a deterrent and provide a legal framework for addressing violence against women, enforcement and implementation are equally crucial. Weak enforcement, corruption, and gaps in the legal system can undermine the effectiveness of even the strictest laws.



Casual Mentality of Women

It's essential to avoid victim-blaming and recognize that the responsibility for preventing violence lies with the perpetrator, not the victim. Focusing on changing the mentality of potential victims rather than addressing the root causes of violence may perpetuate harmful stereotypes.

Sexual Perversion of Men

It's important to approach this issue with sensitivity. Linking sexual violence solely to individual sexual preferences oversimplifies the complex dynamics of power, control, and societal norms that contribute to gender-based violence.



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Unemployment

Economic factors can contribute to vulnerability, but it's crucial to recognize that violence against women occurs across various socio-economic backgrounds. Addressing unemployment is important, but it should be part of a broader strategy that includes education, skills training, and economic empowerment for both men and women.

Social Media and TV Serials

Media plays a role in shaping cultural attitudes and perceptions. Negative portrayals of women in media can contribute to harmful stereotypes. However, it's essential to consider media literacy, responsible reporting, and the broader cultural context when discussing the impact of media on violence against women.



Interpretation of the Rankings:

Let's break down and interpret the rankings for each issue based on the number of respondents who rated them from 1 (most important) to 5 (least important).

Interpretation Lack of Strict Laws:

- The majority (27) ranked the lack of strict law as the most important issue.
- A significant number (20) also consider it the second most important.
- Only a small number (5) see it as the least important.
- This indicates a strong consensus that strict law enforcement is crucial for addressing societal problems. Respondents believe that improving laws and their enforcement is key to creating a safer and more orderly society.

Interpretation of Casual Mentality of Women:

- The rankings are more evenly distributed, with the largest group (23) considering it relatively less important (4).
- A moderate number (12) see it as the most important, but this is not the dominant view.
- This indicates mixed feelings about this issue. While some respondents see it as significant, the overall trend suggests that it is not viewed as the primary cause of societal problems compared to other factors.

Interpretation of Sexual Perversion of Men:

- A large group (27) considers this the second most important issue, with 18 ranking it as the most important.
- Very few (2) see it as the least important.
- This highlights a significant concern about the behavior of men contributing to societal issues, particularly those related to sexual violence and harassment. It underscores the importance of addressing these behaviors to improve societal safety and respect.

Interpretation of Unemployment:

- The majority (33) ranked unemployment as relatively less important (4).
- Only a small number (5) see it as the most important issue.

- This suggests that while unemployment is recognized as an issue, it is not seen as urgent compared to other problems like lack of strict law or sexual perversion of men.

Interpretation of Social Media and TV Series:

- The overwhelming majority (46) rank social media and TV series as the least important issue.
- Only a small number (16) see it as the most important.
- This suggests that respondents generally do not consider the influence of social media and TV series to be a major contributor to societal problems. It is viewed as a minor issue compared to the other factors.

Ranking of several issues which are responsible for increasement of atrocities on women



Overall Insights:

1. **Lack of Strict Law:** Seen as the most critical issue by the largest group of respondents, highlighting the urgency of legal reforms and stringent enforcement.
2. **Sexual Perversion of Men:** Also viewed as highly important, indicating significant concern about behaviours contributing to sexual violence and harassment.

3. **Casual Mentality of Women:** Mixed feelings about its importance, with no strong consensus. It is recognized but not as critical as the top two issues.
4. **Unemployment:** Generally viewed as less urgent, though still an important economic issue.
5. **Social media and TV Series:** Seen as the least pressing issue, suggesting that media influence is not considered a major societal problem by most respondents.

These interpretations provide a clear understanding of respondents' priorities and concerns, reflecting their beliefs about the root causes of societal issues and the importance of legal, behavioural, and economic factors.

The **tenth survey question** is related to the gender of a person who serves as a role model in someone's life.

Survey Question 10:

What is the gender of the person who is role model in your life?

- a) Male
- b) Female

তোমার জীবন রোল মডেল মনুষ্তি কোন দীর্ঘস্থায়ী লিঙ্গ কি?

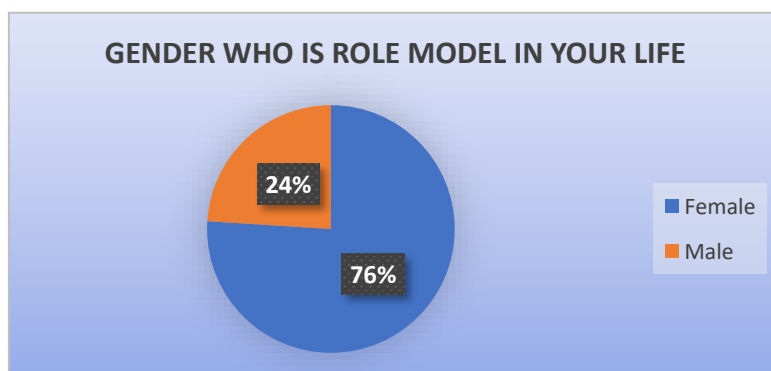
- ক) পুরুষ
- খ) মহিলা

(*Respondents were asked to tick beside their desired answer)

A role model is someone who serves as an example, guide, or inspiration for others, particularly in terms of behaviour, values, and achievements. Role models can come from various walks of life, including family members, friends, teachers, leaders, celebrities, or historical figures. These individuals are admired for their positive qualities, accomplishments, and the way they conduct themselves.



The role model one chooses can be influenced by gender, among other factors. People often look for role models with whom they can identify and who have faced similar challenges or experiences. Gender can play a role in this identification process, as individuals may find inspiration in someone who shares their gender and has overcome gender-specific obstacles.



Role Model in Life:

- **Females:** 57 respondents consider females as role models.
- **Males:** 18 respondents consider females as role models.

Interpretation: A significantly higher number of people, particularly females, consider females as their role models compared to males. This could indicate a strong female influence or inspiration among the respondents, especially among female respondents.

The **eleventh survey question** is related to the gender of a person whose preference is higher in job.

Survey Question 11:

In the field of job whose preference is higher?

- a) Male
- b) Female

কর্মক্ষেত্রে নিয়োগের ক্ষেত্রে কিসের প্রাধান্য বেশি?

- ক) পুরুষ
- খ) মহিলা

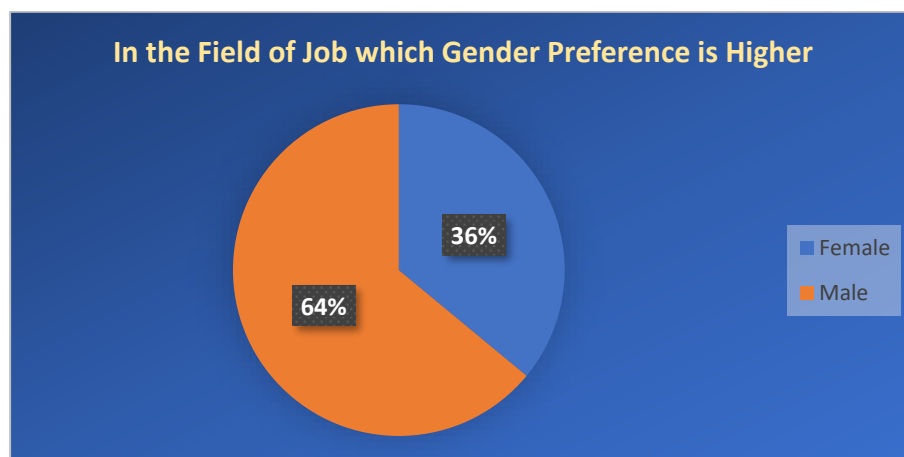
(*Respondents were asked to tick beside their desired answer)

Gender preferences in job fields often reflect historical biases and societal norms, with some industries traditionally favoring males (e.g., technology, finance) and others females (e.g., nursing, teaching). Efforts towards gender diversity aim to challenge these norms, promoting equitable opportunities across sectors globally.



Gender Preference in Job Field:

- **Females:** 27 respondents believe that females are preferred in job fields.
- **Males:** 48 respondents believe that males are preferred in job fields.



Interpretation: More respondents believe that males have a higher preference in job fields. This may suggest a perception or reality of gender bias favoring males in professional settings.

The last survey question relates to the gender who plays a more important role in governance of a family

Survey Question 12:

Who should be of more important in governance of a family?

- a) Male
- b) Female

পরীবার পরীচলোনায় কার গুরুত্ব বেশি বোলে দেখা হয়?

- ক) পুরুষ
- খ) মহিলা

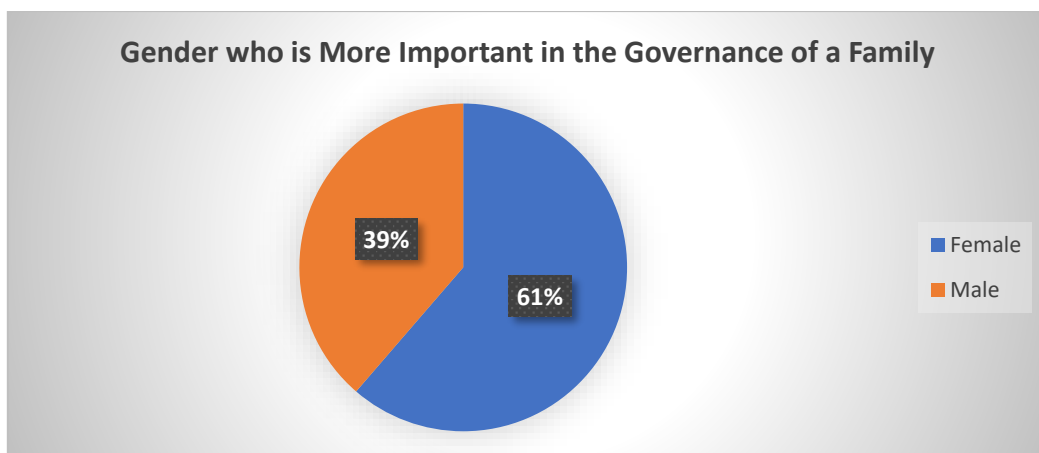
(*Respondents were asked to tick beside their desired answer)

Gender roles in family governance have often assigned primary responsibility to males, particularly in decision-making and financial management. However, modern perspectives increasingly emphasize shared responsibilities and equitable participation of both genders in familial decision-making processes, reflecting evolving societal norms towards gender equality within family dynamics.



Importance in Governance of a Family:

- **Females:** 46 respondents believe that females are more important in the governance of a family.
- **Males:** 29 respondents believe that females are more important in the governance of a family.



Interpretation: A majority of respondents, especially females, consider females to be more important in the governance of a family. This indicates a recognition of the significant role that females play in family management and decision-making.

Conclusion

In conclusion, the survey on family composition, educational status, gender equality, sources of inspiration, and social issues offers valuable insights into the respondents' perceptions and experiences. Key findings reveal progressive attitudes towards gender roles, a strong emphasis on education, and significant concerns about economic stability and gender-based violence. Respondents predominantly reject traditional gender stereotypes, recognizing the importance of equal opportunities and higher education. The influence of parents, particularly mothers, is notable in inspiring educational pursuits. The survey also highlights a recognition of the need for gender-specific accommodations, such as reserved seats for women in public transportation, and awareness of gender-based issues, including the prevalence and seriousness of violence against women.

Overall, the survey underscores the importance of addressing economic, educational, and social challenges to promote gender equality and empowerment. Collaborative efforts involving both men and women are crucial for dismantling harmful societal structures and challenging systemic inequalities. The insights gained from this survey can inform policies and interventions aimed at fostering an inclusive and equitable society, ultimately contributing to a more just and equal world for all individuals, regardless of their gender.