

GENDER AUDIT REPORT 2022-23

A Way Forward

In an era striving for true educational equity, fostering a learning environment that empowers all genders is paramount. Here at Sonopant Dandekar Arts, V.S. Apte Commerce And M.H. Mehta Science College, Palghar, we are committed to providing a space where individuals of all backgrounds can flourish, and this year we mark the inclusion of third gender i.e. Transgender with an objective to create consciousness amongst the readers the existence an acceptance of transgenders in the society.

This Gender Audit Report reflects our dedication to self-evaluation and continuous improvement. It provides a comprehensive assessment of our current landscape regarding gender equality.

The findings within this report offer valuable insights into the strengths and areas for development in our policies, practices, and overall campus culture. We believe transparency is key to progress, and we are confident that the recommendations outlined here will serve as a roadmap for achieving a more inclusive and equitable learning environment for all.

We are grateful to the team who conducted this audit for their expertise and dedication. We also extend our appreciation to the faculty, staff, and students who participated in the data collection process. Their voices are instrumental in shaping a more just and equitable future for our institution.

This report serves as a call to action. We are committed to working collaboratively to implement the recommendations and foster a truly inclusive learning environment where all genders feel empowered to reach their full potential.

Preface

The pursuit of gender equality in education is an ongoing journey that requires continuous evaluation and improvement. This Gender Audit Report represents a significant step in that journey.

This report acknowledges the spectrum of gender identities and lived experiences beyond the binary of male and female. We recognize the importance of inclusion for transgender, non-binary, and all students, faculty, and staff who identify outside the traditional gender categories.

The goal of this audit is to assess our institute's progress towards creating a truly equitable and inclusive learning environment where all genders feel valued, respected, and empowered to reach their full potential.

Through a comprehensive examination of our policies, practices, and campus culture, this report identifies areas of strength and areas for improvement. The recommendations outlined within offer a roadmap for fostering a learning environment that celebrates diversity and ensures equal opportunity for all.

We believe that this report serves not as a destination, but as a springboard for ongoing dialogue and action. We are committed to working collaboratively with our entire community to translate these recommendations into meaningful change.

Let us embark on this journey together, fostering a learning environment that empowers all genders and celebrates the richness of human experience.

Introduction

I) Gender Audit: Meaning & Objectives & Scope

In the context of our institution, a gender audit is a systematic review process that evaluates how well the institution promotes gender equality. It's essentially a checkup on the institution's progress towards creating a fair and inclusive learning environment for all genders, including transgender.

This audit goes beyond simply counting the number of male and female students or faculty. It delves deeper to assess various aspects that can influence gender equality, such as:

1. **Policies and Practices:** Are there clear and well-communicated policies that address issues like sexual harassment, parental leave, and equal opportunities for all genders?
2. **Curriculum and Teaching:** Are there gender biases in the curriculum materials and teaching methods? Do these methods encourage participation from all students regardless of gender identity?
3. **Campus Culture:** Does the overall campus environment foster a sense of safety and inclusion for all genders?

II) Objectives:

1. To assess the current gender composition of students, faculty, and staff at all levels within the institution.
2. To evaluate the policies and practices in place regarding gender equality, including recruitment, promotion, and remuneration.
3. To identify any barriers or challenges faced by individuals based on their gender in accessing educational and professional opportunities within the institution.
4. To analyze the curriculum and teaching practices to ensure they are gender-sensitive and promote gender equality.

5. To draft a report and recommend strategies and actions to improve gender equality within the institution, including training programs, policy changes, and awareness campaigns.

III) Methodology adopted by the External Audit Committee

The External Gender Audit Committee is committed to providing independent oversight of the institution's financial reporting and internal control systems. This methodology outlines the approach adopted while preparing this gender audit.

A) Committee Composition

The committee will operate independently from management, with direct reporting lines to the governing board.

Sr.No	Name of Person	Designation
1.	Dr Lalita Mutreja	Principal of Sahaydri College (Female)
2.	Hariharan Kalpathy	CA, Auditor CSR Team
3.	Smita Bhoir	NGO representative
4.	Dr. Ansari Salim	Asst Professor: Male
5.	Ms Kiran Ahuja	Corporate Representative – Female HR dept

B) Moderator and Facilitator to the Committee

1. Mr Mahesh Deshmukh – IQAC Co-ordinator
2. Smt. Amita Raut – WDC Co-ordinator

C) Meetings and Communication

The committee adopted a participatory approach wherein all stakeholders were involved through online survey and discussion group. The audit plan was approved by the governing body prior to conduct of audit.

The committee met twice using Zoom platform on 12th August and 17th August 2023 to discuss and initiate talks with students and staff. The moderators also facilitated the data. The Physical verification was carried upon 26th August and

report was compiled herewith. The audit plan was approved by the governing body prior to conduct of audit.

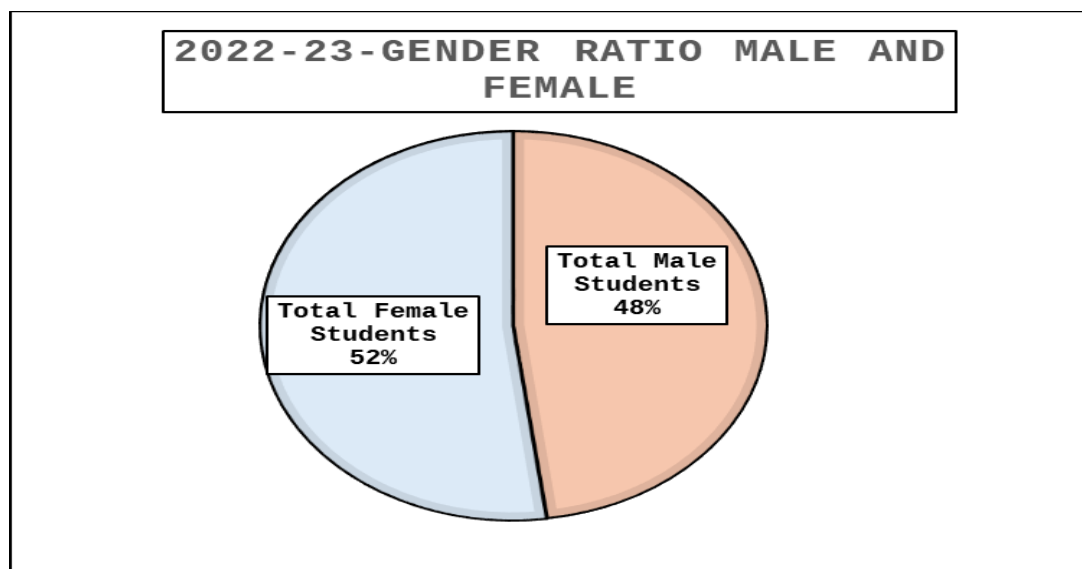
D) **Ethical Considerations:** Ethical considerations and confidentiality of individual identities during data collection and reporting was maintained.

IV) Gender Audit Report Components.

1. Gender wise composition of learners enrolled in the institution
2. Gender wise composition of learners enrolled under extension activities
3. Gender wise composition of Staff appointed in the institution
4. Activities conducted by the institute during the year for gender mainstreaming
5. Review of Infrastructural facilities available for gender mainstreaming
6. Review of Institute's policy and framework

Table 1- Gender wise- Total number of students

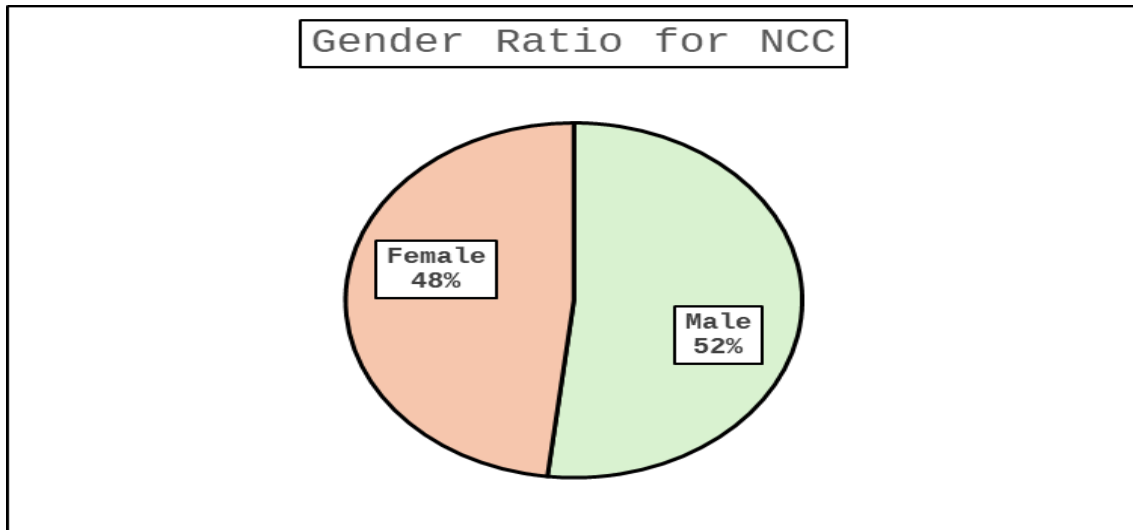
Year	Total Male Students	Total Female Students
2022-23	2626	2860



The pie chart represents the percentage distribution of male and female students would visually convey the slight predominance of female enrolment. With 2,626 male students and 2,860 female students, the chart would display a marginally larger section for female students, corresponding to 52% of the total enrolment. In contrast, male students would account for 48%. This visual representation underscores the nearly balanced gender distribution, with a slight tilt towards higher female enrolment. The close percentages highlight the inclusivity of the student body and suggest a move towards gender parity in overall enrolment.

Table 2- Gender wise- Total number of students in the NCC

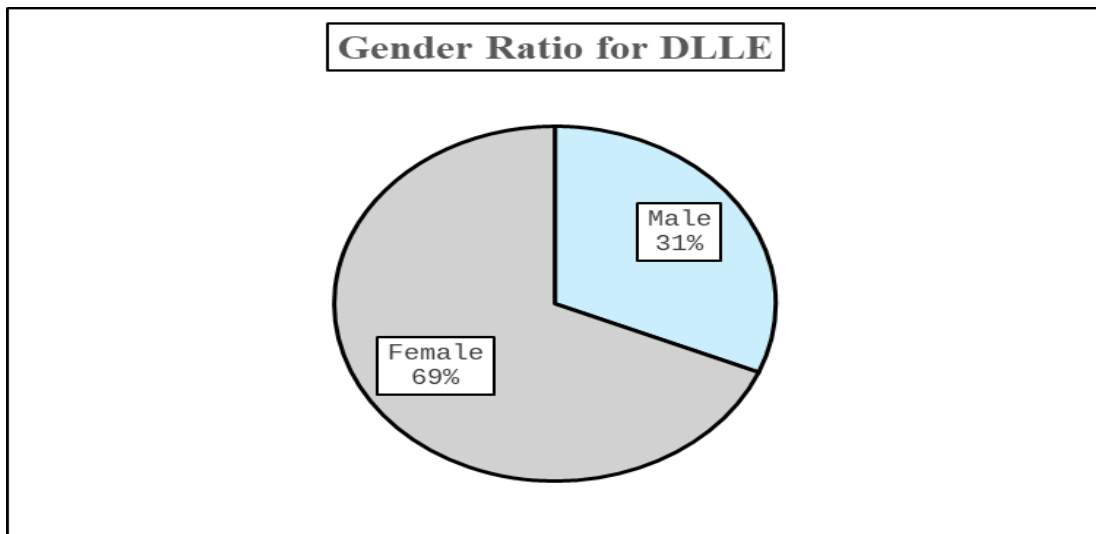
Total NCC Students	
Male	Female
56	52



The pie chart illustrates the gender distribution in the NCC would show a nearly equal division between male and female participants. With 56 male students and 52 female students, the chart would reflect 52% male participation and 49% female participation. This near-equal split demonstrates a balanced engagement in the NCC, highlighting the program's appeal and accessibility to both genders. The visual representation underscores the inclusivity and gender parity within the NCC, indicating that both male and female students are almost equally involved in this extracurricular activity.

Table 3- Gender wise- Total number of students in the DLLE

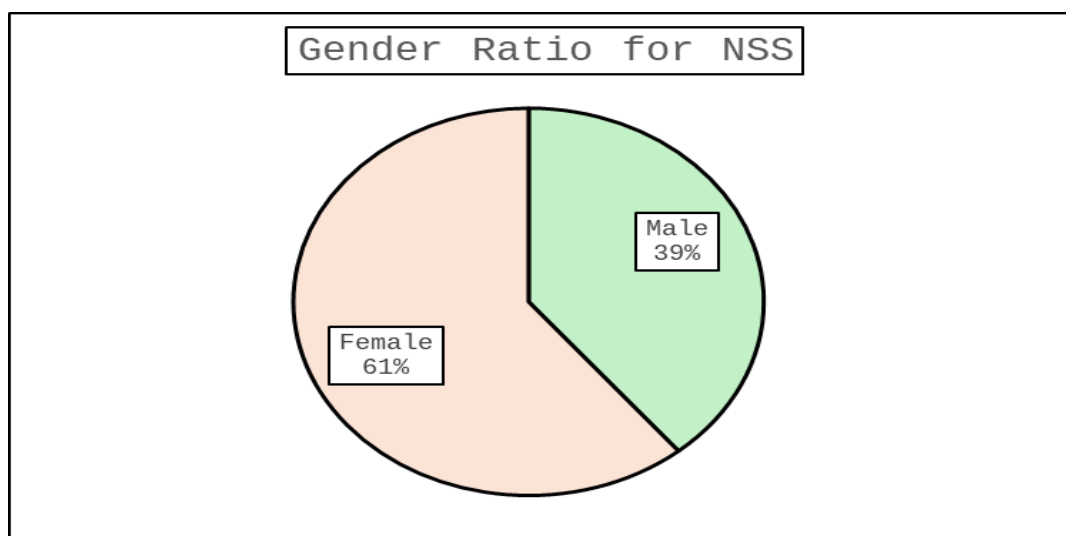
Total DLLE Students	
Male	Female
31	68



The pie chart compares the number of male and female students in the Distance Learning and Lifelong Education (DLLE) program would reveal a significant gender disparity. The chart shows that 68 female students, making up 69% of the total, are enrolled in the program, while only 31 male students, representing 31%, are enrolled. This visual representation highlights that female participation is more than double that of male participation, indicating a substantial difference in enrolment. The pie chart effectively illustrates the higher inclination or availability of female students towards the DLLE program, emphasizing the need to understand and address the factors contributing to this gender imbalance.

Table 4- Gender wise- Total number of students in the NSS

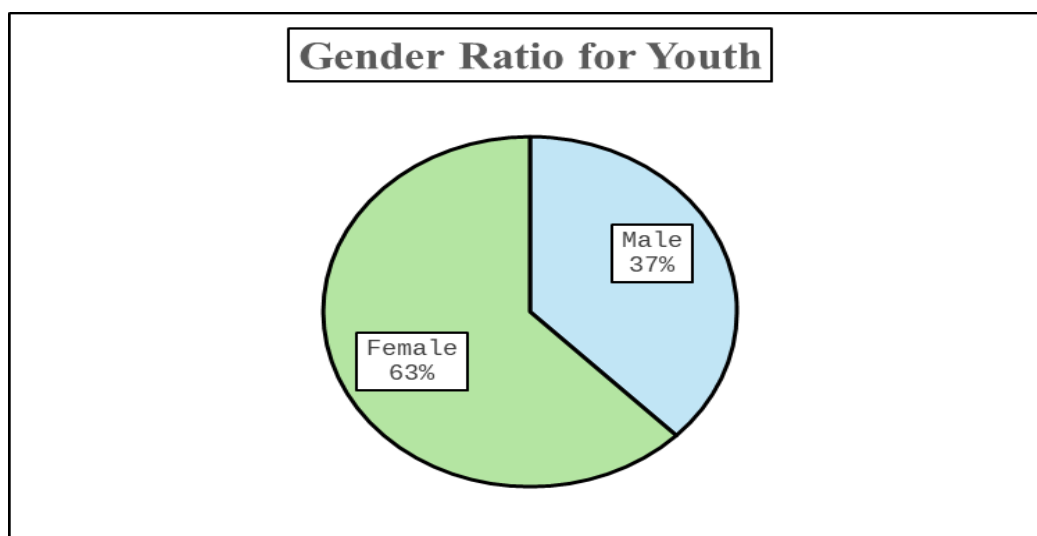
Total NSS Students	
Male	Female
117	183



The pie chart shows the participation in the National Service Scheme (NSS) showcases a significant gender disparity, with a higher involvement of female students compared to their male counterparts. Specifically, the data indicates that 61% of the participants are female, while only 39% are male. This discrepancy highlights the proactive engagement of female students in community service and social welfare activities facilitated by the NSS. This suggests that female students have a stronger inclination towards contributing to societal development and participating in volunteer work.

Table 5- Gender wise- Total number of students in the Cultural

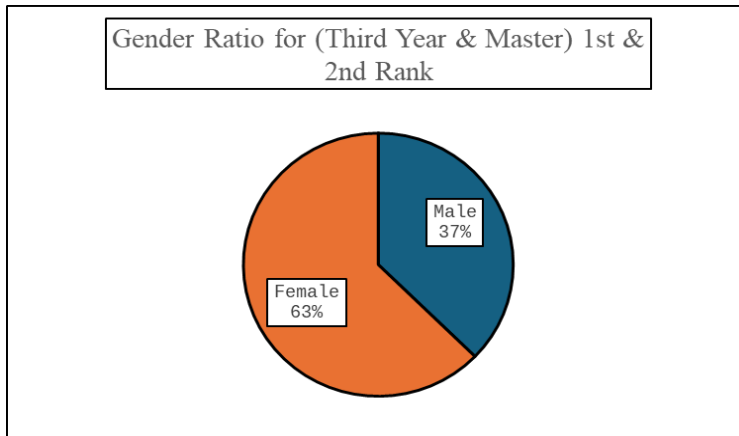
Total Cultural Students	
Male	Female
18	30



The pie chart gives a brief idea about the cultural activities for youth have attracted a total of 48 participants, with a significantly skewed gender ratio. Females dominate the participation, making up 63% (30 students) of the cultural activity participants, while males represent only 37% (18 students). This disparity indicates a strong inclination among female students towards cultural activities.

Table 6 - Gender wise- Total number of students in the Toppers list (Third Year & Master) 1st & 2nd Rank

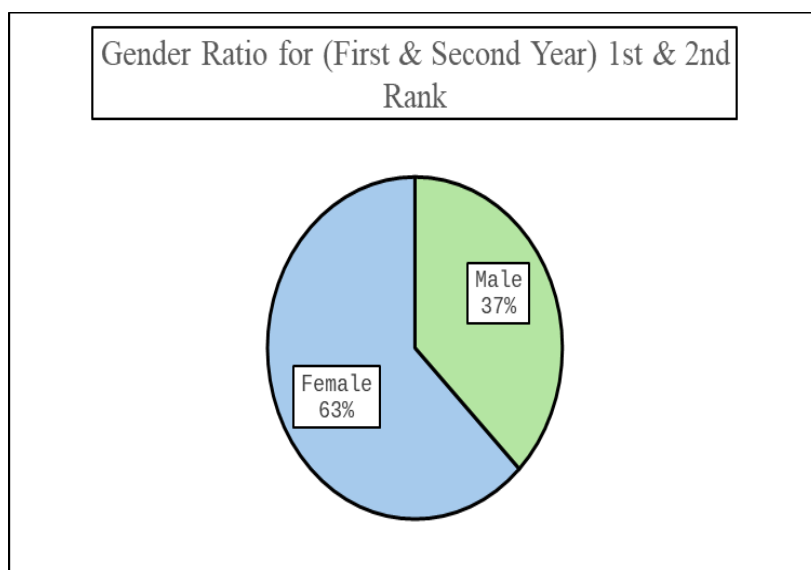
Total Topper Students (Third Year & Master) 1st & 2nd Rank	
Male	Female
22	37



The pie chart illustrated among the top-performing students in the third-year and master's programs, there is a noticeable gender disparity favouring female students. Females constitute 63% (37 students) of the academic toppers, whereas males account for only 37% (22 students). This significant difference suggests that female students are achieving higher academic success at these advanced levels of education.

Table 7 - Gender wise- Total number of students in the Toppers list (First & Second Year) 1st & 2nd Rank

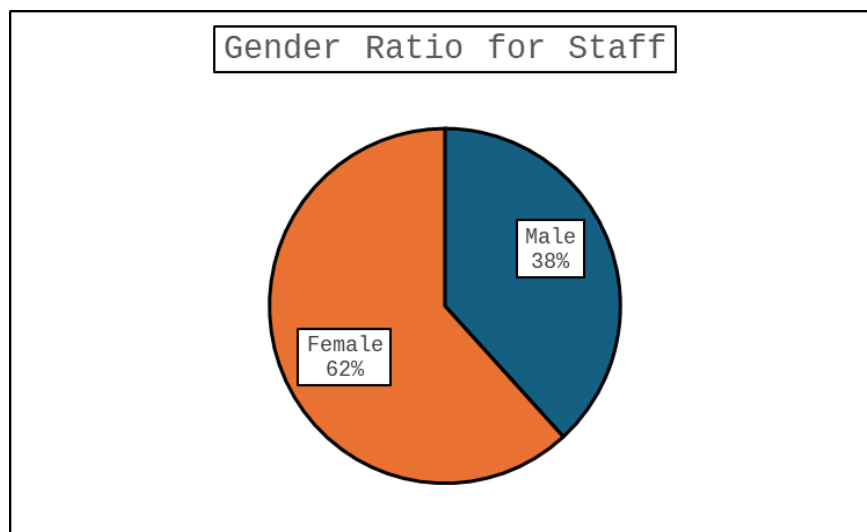
Total Topper Students (First & Second Year) 1st & 2nd Rank	
Male	Female
12	20



The data shows that 63% of the academic achievers are female, while only 37% are male. This notable difference highlights the higher academic performance and achievement levels of female students during their early years of study. Such a trend suggests that female students may be more focused and dedicated to their academic pursuits, leading to their dominance among the top performers.

Table 8 - Gender-wise Strength of Staff

Total number of staff		
Male	Female	Total
47	76	123

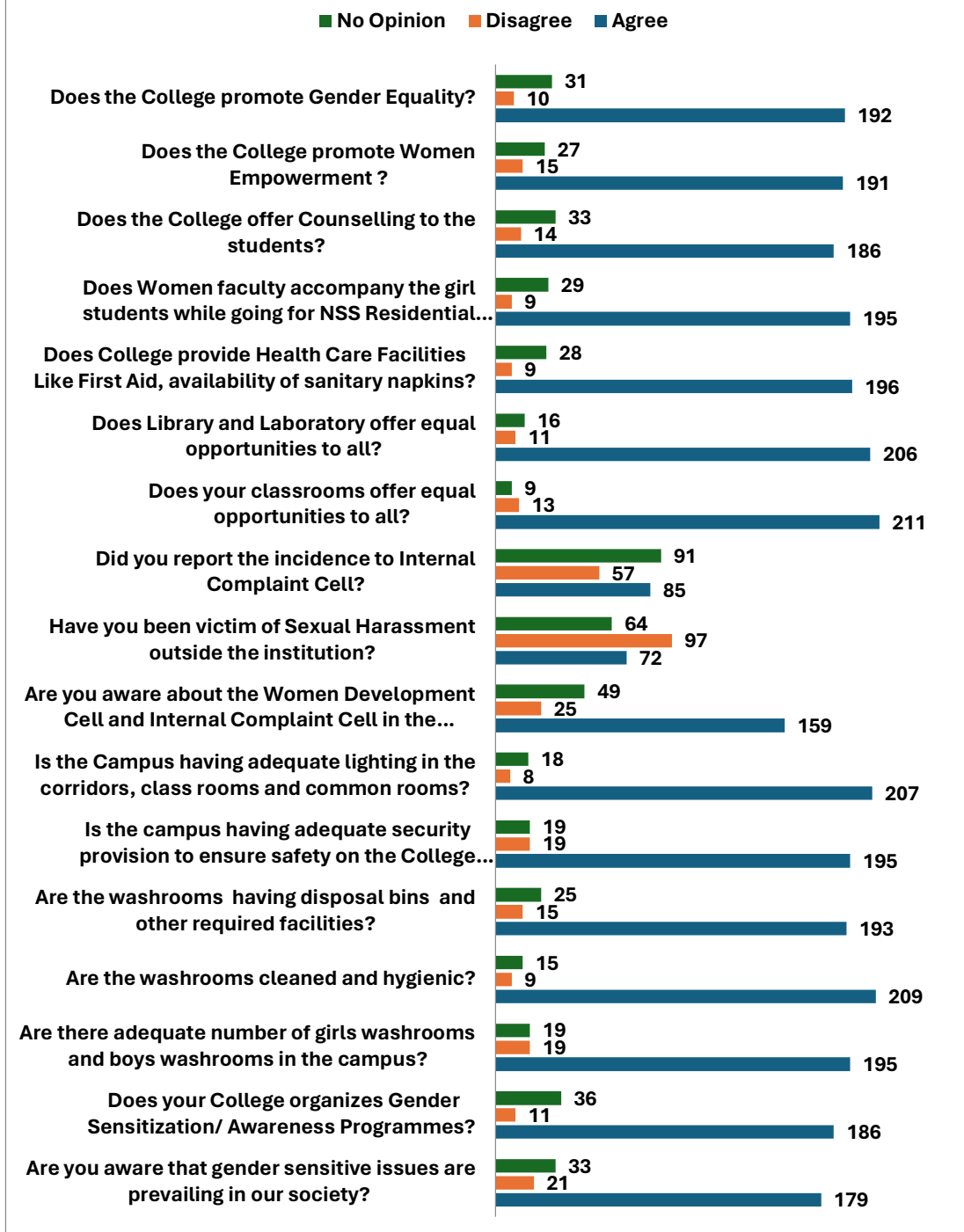


The above chart analyzes the gender-wise strength of the staff in the organization during the academic year 2022-23. According to the data, there were in all 123 teaching faculty which had 47 males staff, and 76 female staff. The chart gives a precise information of the organization there is slight increase in the female staff working in the organization for the smooth running and development of the organization.

Activities conducted During the Academic year 2022 -2023

Sr. No.	Name and Designation Guest	Title of the Seminar	Date	No of the Participants benefited	Level of Participant
1	Adv Nanda Belkar Dist. Court, Dahanu	Constitution Rights of Women	13 December 2022	94	UG/PG
2	Prof. Rangrao Gadhari, Financial Advisor, Palghar	Financial Literacy	11 January 2023	123	UG
3	Mrs. Surpriya Urade, Office Supritendent,SDSM College Palghar	Lecture on GENDER & WORK	27 th January 2023	98	UG/PG
4	Mr Akshay Dutta Mere Project Impact Manager Gramin First Development Foundation Palghar	Gender Role Patriarchy and Society	8 th March 2023	93	UG/PG
5	Online Quiz	Online Quiz on Women and Empowerment	8 th March 2023	118	UG/PG
6	WDC And IQAC OF SDSM College Palghar	The honour of SDSM's Women	8 th March 2023	All women's staff	All Teaching and Non-Teaching Women's
7	Mrs Madhura Mestry WeRmore Solution Pvt. Ltd. Mumbai	Health Awareness Programme of Women	27 th March 2023	90	
8	Essay competition	Essay Competition on Women and Agriculture	31 st March 2023	11	UG/PG
9	Mr. Ramesh Rathod Social Welfare Department Palghar	Various Government Schemes & Scholarship of Social Welfare Department Palghare	6 th April 2023	90	UG/PG

Fig 21. Analysis of Survey on Gender related information



Review and Recommendations

The institution over the years has uplifted the cause of raising the equality bar. It thrived to distribute sanitary pad vending machine and also creating awareness for the same through inclusion of boys also in spreading awareness. This is commendable. The WDC and IQAC have carried upon the activities and worked in various targets and goals of SDG 3 and SDG 5. Apart conducting training programs on Entrepreneurship, SHG and Financial literacy for women in the community needs to be acknowledged. Thus the consortium of activities leads to holistic development.

Recommendations.

1. The institute should now strive towards inclusion of LBGTQ community and transgender at grassroot level.
2. The details of cultural activities in tune with gender should also be included.

Signature:

Sr.No	Name of Person	Signatures
1.	Dr Lalita Mutreja	Lalita 4/9/23
2.	Hariharan Kalpathy	H.K.
3.	Smita Bhoir	Smita 4/9
4.	Dr. Ansari Salim	Ansari
5.	Ms Kiran Ahuja	Kirana 4/9