

# **GENDER AUDIT REPORT (AY 2018-19 to AY 2022-23)**



## **Women Development Cell**

Gokhale Education Society's  
R. H. Sapat College of Engineering, Management Studies and  
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## Gender Audit Committee Team

### Chairman

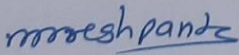
**Dr. Mrs. M. D. Deshpande**  
Principal (Incharge)  
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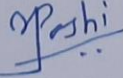
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Chairperson-Women  
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*This Gender Audit aims to examine the extent to which the college maintains a equitable gender balance. It also seeks to evaluate the effectiveness of the college's policies in promoting gender equality, including those focused on academic and co-academic aspects, along with specific measures designed for female students. The audit is a comprehensive effort to gauge how the college's existing and prospective policies contribute to achieving gender equality.*

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## **1. Introduction**

Established on February 19, 1918, the Gokhale Education Society stands as a distinguished educational institution with a remarkable history extending over a century. Founded by Prin. T. A. Kulkarni, a disciple of Namdar Gopal Krishna Gokhale, the G.E. Society has evolved to include over 140 units spread across three zones in Mumbai, Nashik, and Thane-Palghar. Serving a vast student community of 1.25 lakh individuals, the society's various educational institutes offer comprehensive training in fields such as humanities, commerce, management, science, engineering, and para-medical studies, always prioritizing the holistic development of students' personalities. The visionary guidance of the late Honourable Sir Dr. M.S. Gosavi, former Secretary and Director General of the G. E. Society, significantly bolstered the society's progress.

The "R.H. Sapat College of Engineering, Management Studies, and Research" under G.E. Society stands as a valuable constituent of the organization. It embodies the vision of the late Honourable Sir Dr. M.S. Gosavi, the former Secretary and Director General of G.E. Society, who served as the Founder Director of the college. Established in 2009, this institution has played a significant role in addressing the demand for technical education in North Maharashtra. Generously supported by a substantial donation from Mr. Jayant H. Sapat, a renowned entrepreneur and distinguished alumnus of G.E. Society, the college currently provides undergraduate and postgraduate courses across various engineering disciplines.

The institution boasts a highly qualified faculty dedicated to providing students with high-quality education. Regularly conducting student-centric programs, the college actively introduces students to novel learning methodologies, cutting-edge technologies, and innovative approaches to technical education. Unique student-driven initiatives within the college, such as E-Cell Innovcreata, Google Developer Students' Club, and Quick Heal Foundation's Cyber Security Awareness Initiative, among others, further contribute to its distinctive educational environment. Thanks to these initiatives, students consistently achieve outstanding results in examinations and secure prestigious placements in renowned industries.

### **The Formation of Women Development Cell**

In 2015, the R.H. Sapat College of Engineering, Management Studies, and Research established the Women Development Cell (WDC), marking a significant milestone in the college's commitment to women's empowerment and social justice policies at the institutional level. The primary objective is to foster a gender-sensitive environment within the college campus. The WDC serves as a platform within the R.H. Sapat College of Engineering, Management Studies, and Research to address issues related to gender discrimination, proposing measures and policies to promote gender parity within the college.

The goal of the WDC is to prevent sexual harassment and enhance the overall well-being of female students, as well as teaching and non-teaching women staff within the college premises. Additionally, the cell is tasked with organizing awareness programs on gender sensitization, women's rights, and women's empowerment within the college campus.

In accordance with the UGC (Prevention, Prohibition, and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015, along with the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013, an Internal Complaints Committee (ICC) is established to address complaints concerning sexual harassment in the workplace.

### **Rationale for Gender Audit**

Presently, higher education institutions in India find themselves at a crucial point concerning the foundational principles of equality embedded in the Constitution. The recent growth in higher education has rendered universities more demographically inclusive than ever, reflecting increased diversity and heterogeneity among various social groups. Currently, women make up 42 percent of the entire student body in higher education in India. However, despite the narrowing gender gap, persistent inequalities and disparities exist among women and men. Addressing these requires an intersectional analysis that considers factors such as region, class, caste, religion, and sexuality, among others.

Advocating for fairness in higher education has consistently been a core focus of the UGC's agenda, showcasing its dedication to fostering and upholding democracy within educational environments. In accordance with the UGC's directive, all Institutes of Higher Education are required to carry out a gender audit within their campuses. This initiative aims to guarantee the safety of women on campuses and implement programs for gender sensitization.

Considering the aforementioned context, the Women Development Cell, in collaboration with the College's Internal Quality Assurance Cell (IQAC), submitted a proposal in 2023 to the College Development Committee (CDC) for the implementation of a Gender Audit. The CDC endorsed the proposal and instructed the IQAC to proceed with its execution. Principal Dr. P. C. Kulkarni, who serves as the Chairperson of IQAC, formed a committee specifically for conducting the Gender Audit.

The constitution of the Committee is as follows:

|  |   |                    |
|--|---|--------------------|
| <b>Dr. M. D. Deshpande</b><br>Principal (Incharge)<br>HPT Arts, RYK Science College,<br>Nashik-5 | : | Chairperson        |
| <b>Dr. M. P. Joshi</b><br>Assistant Professor in Management<br>JDC Bytco IMSR, Nashik-5          | : | Member             |
| <b>Dr. Mrs. N. A. Deshpande</b><br>Chairperson-Women Development Cell<br>GESRHSCOEMSR, Nashik-5  | : | Member-Coordinator |

The Gender Audit of R.H. Sapat College of Engineering, Management Studies, and Research has the following objectives:

- To identify areas where gender imbalance exists and to understand the underlying causes.
- To pinpoint regions with gender imbalances and comprehend the root causes.
- To scrutinize the college's gender policies and comprehend the needs and interests of both males and females.
- To proactively work towards achieving gender balance in decision-making processes across all aspects of college activities.
- To recommend measures for addressing any existing gender gap.
- To implement measures for the prevention of sexual harassment within the college
- To foster the development of gender equality in every facet of campus life within the college.

To achieve the stated objectives, the Gender Audit Committee conducted a comprehensive assessment through a combination of on-site inspections, document reviews, and interviews. The physical inspection took place at the College campus on December 28, 2022. The committee meticulously reviewed pertinent documents, including the Gender Policy Document, along with other relevant standards. Additionally, brief interviews were conducted with both students and staff members of the college.

## 2. Gender Sensitive Features

During its visit to the college on December 28, 2022, the Gender Audit Committee conducted a physical inspection, surveying various facilities provided by the college to meet the specific needs of both male and female members of the campus.

### 1) Common Facilities:

**A] Entrance:** The College has an average enrollment of approximately 2000 students. It features spacious entrance gate, ensuring there is no inconvenience for female students.

**B] Parking facility:** Situated on a backside of college building, the college offers ample space to accommodate all student vehicles. Local students who commute to the college using their vehicles utilize the available space, and there is no designated parking area exclusively for female students.

**C] Stair case:** The staircases are three meters wide, allowing for the convenient passage of students. The staircases never pose any inconvenience for girls students.

**D] Study Room:** A dedicated study room is accessible to all students within the college's Central Library. The reading room in the library offers separate seating arrangements for both male and female students.

**E] Separate book issuing Window:** As the number of female students surpasses that of male students, there is no distinct book issuing window allocated exclusively for female students.

**F] Ladies Common Room and Wash Room:** The College has made a provision for a Ladies Common Room, designed to offer necessary privacy to all female students. Furnished with essential amenities such as tables, chairs, cots with bedding, a large mirror, dustbin, and an enclosed washroom, the Ladies Common Room ensures a comfortable environment. Additionally, a coin-operated vending machine for sanitary napkins is provided in the ladies common room.

**G] Drinking Water:** Drinking water facilities are conveniently situated near the girls' washrooms at various locations, ensuring easy access for female students.



**H] Canteen:** The College operates its own canteen to cater to the hunger needs of students. However, there is no distinct seating arrangement designated exclusively for female students.

## **2). Anti-Ragging and Discipline Committee:**

The college has established an Anti-Ragging and Discipline Committee, in compliance with the mandatory UGC committee requirements. The college prospectus explicitly outlines the institution's anti-ragging policy. Ragging is deemed a criminal offense, and the UGC has issued regulations to curb this menace in higher educational institutions, aiming to prohibit, prevent, and eliminate instances of ragging. Students facing distress due to ragging incidents can seek assistance from the committee. The committee comprises one female and one male member, with the Principal of the college serving as its chairperson.

## **3). NSS Unit:**

The college hosts a highly engaged NSS unit, predominantly led by female students. Through active involvement in social issues, the NSS unit imparts crucial social awareness and offers firsthand opportunities for students to serve the community with selfless intent. This involvement equips them with knowledge about pressing social issues and instills the understanding of social action as a remedy for societal problems. Additionally, students learn the significance and advantages of pro-social behaviors, encompassing volunteering, mentoring, civic responsibilities, and environmentally responsible conduct.

## **4). Prevention of Sexual Harassment:**

As an institution dedicated to higher education, encompassing teaching, research, and knowledge promotion, the College recognizes its responsibility to sensitize students to various forms of discrimination and harassment, particularly sexual harassment on the college campus. Sexual harassment infringes upon a woman's fundamental rights to equality as per Articles 14 and 15 of the Indian Constitution, and her right to life and to live with dignity under Article 21, which includes the right to practice any profession or occupation, trade, or business in a safe environment free from sexual harassment. The protection against sexual harassment and the right to work with dignity are acknowledged as universal human rights by international conventions and instruments, such as the Convention on the Elimination of All Forms of Discrimination Against Women, ratified by the Government of India on June 25, 1993. The same act of parliament received the President's assent on April 22, 2013, and is hereby published for general information — "The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013 (No. 140 of 2013)."

### **5). Internal Complaint Committee:**

In adherence to rules and regulations, the Internal Complaint Committee (ICC) is established to address issues faced by female students and women in the workplace under the provisions of "The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal)." The committee's responsibilities encompass counseling, research, and extension activities. Various programs, including counseling on self-defense, yoga, pre-marriage precautions, women empowerment, gender sensitization, etc., are organized by the committee. While the committee has received a few complaints, they have been successfully resolved through counseling. The committee maintains strict confidentiality by not disclosing names and addresses of individuals involved. The inquiry process adheres to the rules and regulations outlined in the violation of Article 5(d) of the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act 2013.

### **6). Seating arrangement in class rooms and laboratories:**

Distinct seating arrangements are allocated for male and female students, considering the numerical strength of each gender.

### **7). Girl's hostel:**

The college possesses two Women's Hostels with the capacity to house 202 female students in a total of 64 rooms. Established in 2009, the hostel primarily caters to girl students facing challenges in commuting due to limited transport options. The hostel serves as a secure accommodation option, offering safety and convenience to female students who would otherwise encounter daily travel difficulties.

### **8). Girls wash room:**

On every floor of the college, washroom facilities are designated separately for female students and staff members. These washrooms ensure an ample water supply and are diligently maintained for hygiene.

### 3. Gender Balance at All Levels (2013-18)

The tables presented below gives the gender ratio both in count and in percentages for the past 5 years from 2018-19 to 2022-23.

**Table 1: Year wise Gender Classification**

| Year    | Male | Female | Total | Male Percentage | Female Percentage |
|---------|------|--------|-------|-----------------|-------------------|
| 2018-19 | 1011 | 1047   | 2058  | 49              | 51                |
| 2019-20 | 1055 | 868    | 1923  | 55              | 45                |
| 2020-21 | 1261 | 862    | 2123  | 59              | 41                |
| 2021-22 | 1383 | 809    | 2192  | 63              | 37                |
| 2022-23 | 1317 | 838    | 2155  | 61              | 39                |

Table 1 provides a yearly breakdown of male and female student enrollment in the college over the past five years, spanning from 2018 to 2023. The figures are presented in both count and percentage terms. The college has witnessed a consistent increase in student enrollment since 2018. In 2018, the total student strength was 2058, and by 2022, it had grown to 2155. In the gender distribution, percentage difference is in between one to ten during 2018-2020, during 2021-2022 percentage difference is near about 25 percent. This indicates a balanced and healthy gender composition among the college's student population during 2018-2020.

**Table 2: Gender Difference in Various Social**

**Categories:2: A: 2018-19**

| Category | Male | Female | Total | Male Percentage | Female Percentage |
|----------|------|--------|-------|-----------------|-------------------|
| SC       | 90   | 89     | 179   | 50              | 50                |
| ST       | 45   | 39     | 84    | 54              | 46                |
| NT-A     | 117  | 112    | 229   | 51              | 49                |
| OBC      | 522  | 485    | 1007  | 52              | 48                |
| Open     | 229  | 307    | 536   | 43              | 57                |
| SBC      | 8    | 15     | 23    | 35              | 65                |

In R.H. Sapat College of Engineering, Management Studies, and Research admission process is carried out by Directorate of Technical education, Mumbai. Hence college follow all reservation policies of Government of Maharashtra. Due to that OBC and OPEN group of students over here constitute more than two third of the entire college.

In academic year 2018-19, healthy balance between male female composition percentage wise. We notice that female percentage is more than male percentage in OPEN and SBC Category.

## 2: B: 2019-20

| Category | Male | Female | Total | Male Percentage | Female Percentage |
|----------|------|--------|-------|-----------------|-------------------|
| SC       | 93   | 81     | 174   | 53              | 47                |
| ST       | 36   | 27     | 63    | 57              | 43                |
| NT-A     | 116  | 106    | 222   | 52              | 48                |
| OBC      | 512  | 416    | 928   | 55              | 45                |
| Open     | 285  | 227    | 512   | 56              | 44                |
| SBC      | 13   | 11     | 24    | 54              | 46                |

In academic year 2019-20, the male female composition of students among all caste groups was differ by four to seventeen percentage. We also observe that Male percentage is more than female percentage in all cast group.

## 2: C: 2020-21

| Category | Male | Female | Total | Male Percentage | Female Percentage |
|----------|------|--------|-------|-----------------|-------------------|
| SC       | 115  | 89     | 204   | 56              | 44                |
| ST       | 62   | 40     | 102   | 61              | 39                |
| NT-A     | 147  | 83     | 230   | 64              | 36                |
| OBC      | 590  | 403    | 993   | 59              | 41                |
| Open     | 329  | 232    | 561   | 59              | 41                |
| SBC      | 18   | 15     | 33    | 55              | 45                |

In academic year 2020-21, gender difference was more than 20 percent for ST and NT-A group, 18 percent for OBC and OPEN cast group, 12 percent for SC cast group and 10 percent for SBC group. Once gain male percentage is more than female percentage for all cast group.

## 2: D: 2021-22

| Category | Male | Female | Total | Male Percentage | Female Percentage |
|----------|------|--------|-------|-----------------|-------------------|
| SC       | 127  | 73     | 200   | 64              | 37                |
| ST       | 69   | 32     | 101   | 68              | 32                |
| NT-A     | 158  | 79     | 237   | 67              | 33                |
| OBC      | 640  | 395    | 1035  | 62              | 38                |
| Open     | 368  | 220    | 588   | 63              | 37                |
| SBC      | 21   | 10     | 31    | 68              | 32                |

In academic year 2021-22, female percentage was gradually decrease as compared to previous years. The difference between male and female percentage was more than 30 percent for ST, NT-A, SBC group and more than 20 percent for remaining groups. We observe that there is no healthy balance between gender differences.

## 2: E: 2022-23

| Category | Male | Female | Total | Male Percentage | Female Percentage |
|----------|------|--------|-------|-----------------|-------------------|
| SC       | 117  | 62     | 179   | 65              | 35                |
| ST       | 66   | 32     | 98    | 67              | 33                |
| NT-A     | 73   | 157    | 230   | 32              | 68                |
| OBC      | 659  | 389    | 1048  | 63              | 37                |
| Open     | 382  | 191    | 573   | 67              | 33                |
| SBC      | 20   | 7      | 27    | 74              | 26                |

In academic year 2022-23, once again female percentage was gradually decreased. The difference between male and female percentage was more than 30 percent for all cast group except NT-A in which female percentage is more than male percentage. Above data interpret that gender ratio is not balance properly. There is clear need to increase admission of female students.

**Table 3: Gender Difference in Teaching and Non-Teaching Staff**

**3: A Gender Classification: Faculty**

| <b>Year</b>    | <b>Male</b> | <b>Female</b> | <b>Total</b> | <b>Male Percentage</b> | <b>Female Percentage</b> |
|----------------|-------------|---------------|--------------|------------------------|--------------------------|
| <b>2018-19</b> | 86          | 26            | 112          | 71                     | 24                       |
| <b>2019-20</b> | 84          | 26            | 110          | 77                     | 23                       |
| <b>2020-21</b> | 76          | 22            | 98           | 78                     | 22                       |
| <b>2021-22</b> | 73          | 23            | 96           | 76                     | 24                       |
| <b>2022-23</b> | 71          | 29            | 100          | 71                     | 29                       |

The male female representation among the faculty members of the college remained more or less the same for the past six years from 2018 till 2023. By ratio for every 3 male teachers there is one female teacher in the college. By percentage on average 75 percent of male and 25 percent of females are found in the college all through the six years. There is a clear need for increasing the strength of female teachers of the college.

**3: B Gender Classification: Non-Teaching Staff**

| <b>Year</b>    | <b>Female</b> | <b>Male</b> | <b>Total</b> | <b>Male Percentage</b> | <b>Female Percentage</b> |
|----------------|---------------|-------------|--------------|------------------------|--------------------------|
| <b>2018-19</b> | 31            | 4           | 35           | 89                     | 11                       |
| <b>2019-20</b> | 30            | 6           | 36           | 83                     | 17                       |
| <b>2020-21</b> | 28            | 5           | 33           | 85                     | 15                       |
| <b>2021-22</b> | 25            | 5           | 30           | 83                     | 17                       |
| <b>2022-23</b> | 28            | 4           | 32           | 88                     | 13                       |

The ratio of male to female representation among the non-teaching staff at the college mirrors that of the faculty. Similarly, the proportion of females is lower compared to males, with a ratio of 1:6, indicating that for every female staff member, there are six male staff members. On average, males make up 85 percent, while females constitute 15 percent over the six-year period. It is evident that there is a pressing need to enhance the presence of female staff at the college.

**Table 4: Gender Difference in Enrolment in NSS Volunteers:**

| <b>Year</b>    | <b>Male</b> | <b>Female</b> | <b>Total</b> | <b>Male Percentage</b> | <b>Female Percentage</b> |
|----------------|-------------|---------------|--------------|------------------------|--------------------------|
| <b>2018-19</b> | 57          | 43            | 100          | 57                     | 43                       |
| <b>2019-20</b> | 55          | 45            | 100          | 55                     | 45                       |
| <b>2020-21</b> | 56          | 44            | 100          | 56                     | 44                       |
| <b>2021-22</b> | 48          | 53            | 100          | 48                     | 53                       |
| <b>2022-23</b> | 43          | 56            | 99           | 43                     | 57                       |

The enrollment figures for female NSS volunteers are consistently on the rise. Current trends suggest a greater willingness among female students to engage in and experience community voluntary service.

**Table 5: Gender Difference in Students Council Members:**

| <b>Year</b>    | <b>Male</b> | <b>Female</b> | <b>Total</b> | <b>Male Percentage</b> | <b>Female Percentage</b> |
|----------------|-------------|---------------|--------------|------------------------|--------------------------|
| <b>2018-19</b> | 29          | 17            | 46           | 63                     | 37                       |
| <b>2019-20</b> | 25          | 15            | 40           | 63                     | 38                       |
| <b>2020-21</b> | 20          | 24            | 44           | 45                     | 55                       |
| <b>2021-22</b> | 25          | 14            | 39           | 64                     | 36                       |
| <b>2022-23</b> | 19          | 22            | 41           | 46                     | 54                       |

The gender composition of male female representation in the student council is nearly same. In academic year 2018-19, 2019-20, 2021-22 Male percentage was more than female percentage, while in academic year 2020-21 and 2022-23 male percentage was less than female percentage.

**Table 6: Gender Difference in Sports Participation**

| <b>Year</b>    | <b>Male</b> | <b>Female</b> | <b>Total</b> | <b>Male Percentage</b> | <b>Female Percentage</b> |
|----------------|-------------|---------------|--------------|------------------------|--------------------------|
| <b>2018-19</b> | 96          | 22            | 118          | 81                     | 19                       |
| <b>2019-20</b> | 85          | 20            | 105          | 81                     | 19                       |
| <b>2020-21</b> | ×××         | ×××           | ×××          | ×××                    | ×××                      |
| <b>2021-22</b> | 68          | 10            | 78           | 87                     | 13                       |
| <b>2022-23</b> | 124         | 25            | 149          | 83                     | 17                       |

××× During the academic year 2020-21 sport competitions are not organized due to COVID Pandemic.

In the past six years, it is evident that sports have been predominantly dominated by males in contrast to the representation of females. The data presented in table 6 unmistakably shows that male students have a predominant presence in the field of sports compared to their female counterparts. The gender composition of male female representation in the student council is mostly 1: 5. We anticipate witnessing gender parity in sports in the near future.



## 4. Prevention of Sexual Harassment

**Prevention of Sexual Harassment:** As a higher education institution committed to teaching, research, and knowledge dissemination, the college acknowledges its responsibility to raise awareness among students regarding all forms of discrimination and harassment, particularly the menace of sexual harassment on the college campus. Sexual harassment constitutes a violation of a woman's fundamental rights to equality under Articles 14 and 15 of the Constitution of India, as well as her right to life and the right to live with dignity under Article 21. This extends to the right to practice any profession or carry out any occupation, trade, or business, which inherently includes the right to a safe environment free from sexual harassment. The protection against sexual harassment and the right to work with dignity are universally recognized human rights, as endorsed by international conventions and instruments such as the Convention on the Elimination of All Forms of Discrimination Against Women. This convention was ratified by the Government of India on June 25, 1993. The corresponding act of parliament, receiving the President's assent on April 22, 2013, is hereby published for general information as "The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013 (No.140 of 2013)."

**Gender Perspective in Curricula:** Over the past five years, Savitribai Phule Pune University and AICTE have incorporated a course titled "Induction Course" into their curricula. This course is designed to foster social awareness and cultivate civic sense and social responsibilities among students. It includes a comprehensive chapter addressing various pertinent issues. The Induction Course is mandatory for all first-year bachelor's degree students.

**Anti-Ragging Committee and Discipline:** As an integral part of Savitribai Phule Pune University, the college adheres to the directives and guidelines set forth by the university regarding discipline within academic institutions. The college outlines its rules and regulations in its prospectus. Emphasizing the criminal nature of ragging, the UGC has issued regulations to curb this menace in higher educational institutions, aiming to prohibit, prevent, and eliminate such practices. To address ragging-related issues, including cross-gender ragging, the college has a Discipline Committee. Students experiencing distress due to ragging incidents can approach this committee, which comprises one female and one male student member, with a senior faculty member serving as the chairperson.

**Internal Complaints Committee:** In accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act 2013, the college has established an Internal Complaints Committee. The committee conducts inquiries

following the rules and regulations outlined in Article 5(d) of the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act 2013. The committee is committed to fostering a zero-tolerance environment for issues related to sexual harassment on campus.

## **5. Summery and Recommendations**

Education plays a crucial role in fostering women's economic empowerment, health, and overall well-being. It is instrumental in facilitating women's engagement in political and civic activities and serves as a deterrent to gender-based violence and insecurity. The World Development Report 2012 underscored the significance of Gender Equality and Development, highlighting that gender equality is an essential development objective in its own right.

The National Gender Policy (2015) furnishes comprehensive policy guidelines, strategies, and an institutional framework to implement the government's commitments toward attaining gender equality and empowering women.

Enhancing gender equality can boost productivity, enhance development outcomes for future generations, and align colleges more closely with global standards. Consequently, there is a demand for gender sensitization. The term 'Gender Sensitization' in higher education is highlighted in the 'Draft National Policy for Women - 2016' and is a significant recommendation in the 'Saksham' report – "Measures for ensuring the Safety of Women and Programs for Gender Sensitization on Campuses" released by the University Grants Commission (UGC) in 2013.

The R.H. Sapat College of Engineering, Management Studies, and Research is progressing towards achieving a nearly balanced gender representation within its system. The college's key strengths lie in its Women Development Cell, Internal Complaint Committee, and its Gender Policy. The initiatives undertaken by these committees, geared towards gender sensitivity, have proven successful in fostering an environment of gender equality and respect for members of the opposite sex.

Females hold positions in the highest ranks of academic faculty.

The Internal Complaints Committee strives to create an environment where unlawful discrimination and harassment are unacceptable, and all members of the college community are urged to reach their maximum potential.

The college conducts annual Progress Review meetings to assess the experiences of all students, promoting active participation in various aspects of college life. It cultivates an environment where intolerance based on gender is not tolerated.

The Gender Audit Committee suggests the college faithfully implement its Gender Policy to achieve genuine gender parity within the institution.

## **6. Conclusions**

The key findings of the audit indicate that, in general, there is an awareness among all departments and students about the necessity for gender sensitization at a broad level. The audit also revealed the adoption of several best practices, including awareness programs, across the campus. However, upon closer examination, it was noted that since the college is implementing its Gender Policy for the first time, some of the practices within the institution do not align with the specified Gender Policy. True gender equality can only be realized when the Gender Policy Document is consistently and fairly implemented. The committee acknowledges the college's efforts to promote gender parity in all aspects of college life and commends the college's visionary approach in crafting a Gender Policy Document aimed at achieving substantial gender balance on campus.

The committee believes that the introduced Gender Equality schemes will aid the college in fulfilling its commitment to promote gender equality and eradicate sex discrimination, as outlined in the action plan it aims to implement in the upcoming years.

## **Appendix 1.**

### **Gokhale Education Society's R. H. Sapat College of Engineering, management Studies and Research, Nashik-422005.**

#### **College Gender Policy**

The Gender policy of R.H. Sapat College of Engineering, Management Studies, and Research endeavors to foster equal opportunities and fair treatment for all individuals, regardless of gender, who are employed, studying, or seeking admission to the College. The policy also aims to guarantee equal access to all services offered by the College.

The gender policy is formulated as a strategic initiative and implemented as a methodical and planned process for organizational learning within the College. Its goal is to attain gender equality, both internally and particularly concerning working results and outcomes.

The strategic objective of the policy is to embed gender equality into the standard rules, procedures, and practices of the College. The effective execution of the policy is expected to bring about a transformation in the College, thereby influencing the organizational culture.

#### **I. Policy Statement:**

The concept of gender equality is embedded in the Indian Constitution, encompassing its Preamble, Fundamental Rights, Fundamental Duties, and Directive Principles. The Constitution not only ensures equality for women but also authorizes the State to implement affirmative action measures in support of women. Within the context of a democratic system, our laws, development policies, plans, and programs have been geared towards promoting women's progress in various domains.

The Constitution of India not only ensures equality for women but also authorizes the State to implement affirmative action measures in favor of women. This is intended to address and neutralize the cumulative socio-economic, educational, and political disadvantages that women may face.

In adherence to the Constitutional mandate, the State has enacted diverse legislative measures aimed at ensuring equal rights, countering social discrimination, addressing various forms of violence and atrocities, and providing support services, particularly for working women.

The R.H. Sapat College of Engineering, Management Studies, and Research strictly prohibits engagement in, endorsement of, or approval for activities that discriminate based on gender. Exceptions are only considered on the grounds of genuine physical distinctions. The system at R.H. Sapat College of Engineering, Management Studies, and Research is committed to providing equal educational opportunities to all.

## **II. Guidelines:**

Education plays a crucial role in fostering women's political and civic engagement, as well as in preventing gender-based violence and insecurity. Following the adoption of the Beijing Declaration and Platform for Action, Ukraine has made notable progress in promoting gender equality and empowering women. Specifically, there has been success in establishing mechanisms for gender equality within colleges.

R.H. Sapat College of Engineering, Management Studies, and Research is dedicated to achieving gender equality and empowering women within its premises. The college administration plans to designate a qualified female member who will oversee and coordinate efforts to eradicate gender discrimination affecting students. Identifying and resolving issues related to discriminatory practices will involve collaborative efforts from students, faculty/staff, and the administration.

To this extent, the college will conduct gender analysis, integrate gender mainstreaming, and generate a gender audit report.

Conducting gender analysis is a crucial initial phase involving the collection and examination of sex-disaggregated information. This process aims to comprehend gender differences and their potential impact on the effectiveness of policies.

Gender mainstreaming pledges to incorporate a gender dimension into all policies related to higher education. It involves the systematic inclusion of both women's and men's concerns, experiences, and needs. It involves the continuous integration of awareness and consideration for gender differences across various aspects such as governance, decision-making, policy formulation, needs analysis, offices and mechanisms, planning, budgeting, implementation, monitoring, and evaluation in colleges. This aims to establish an



organization that adheres to gender equity.

A gender audit is an evaluative process designed to ascertain the effectiveness of established policies or interventions in achieving their intended objectives. It involves the college's self-assessment, monitoring, and evaluation of interventions with the overarching goal of diagnosis and transformation.

The college is dedicated to promoting equality between women and men, ensuring that all members of our community are treated fairly irrespective of their gender identity.

The college safeguards all members of its community from discrimination, bullying, and harassment, encompassing instances related to gender.

The college endeavors to create an inclusive environment that fosters equality, appreciates diversity, and is dedicated to upholding a setting of dignity and respect. Here, all staff and students have the opportunity to realize their full potential. The principle of equality is fundamental to the college's ethos of achieving excellence in both academic and service domains.

This policy articulates the college's official dedication to acknowledging and endorsing an individual's gender identity and gender expression. The aim is to cultivate a positive and inclusive environment within the college community, where every member is treated with dignity and respect.

### **III. Policy Application:**

The college advocates for and is dedicated to fostering a collaborative environment, and this policy extends across the entire college community, including students, staff, and visitors.

**Scope:** This policy applies to:

- All individuals applying for employment, current employees, and former employees.
- All individuals applying for student status, current students, and alumni.
- All individuals utilizing services, visitors, customers, and clients affiliated with the College.

Every member of the College community holds the right to be protected under this policy and bears the responsibility to ensure its adherence. Specifically, the policy covers behavior within campus premises, on College property, during College functions and activities, and when representing the College. It also extends to the use of electronic technology and electronic communication in the mentioned locations and situations.





**Statement of Commitment:** The college is committed to treating all staff, students, alumni, and service users with dignity and respect. It endeavors to establish a work and learning environment that is devoid of discrimination, harassment, or victimization.

**The College:**

- Is dedicated to avoiding any form of discrimination (whether direct or indirect) based on gender identity and gender expression.
- Endorses an inclusive atmosphere characterized by dignity and respect, allowing everyone to realize their full potential.

The college strongly condemns any form of harassment or bullying directed at staff, students, or other members of the college community based on gender identity and expression. Incidents of this nature will be addressed promptly. The college is dedicated to eliminating unnecessary gender distinctions within its environment.

**Non-Discrimination:** The college is dedicated to a policy of non-discrimination (whether direct or indirect) in terms of access and participation in education and employment, as outlined in the College Equality Policy. Any form of discrimination will not be tolerated by the college.

**Dignity and Respect:** The college advocates and is dedicated to fostering a collegial environment devoid of bullying, sexual harassment, and other forms of harassment. Any instances of harassment or bullying directed at staff, students, or other members of the college community will not be tolerated.

**Confidentiality and Privacy:** The college is devoted to respecting the right to privacy. Any information disclosed regarding a person's gender identity and expression will be treated as confidential. Confidential information will only be revealed with the individual's prior consent.

**Policy Review Procedures:** This policy will undergo continuous assessment and evaluation, with a mandatory review at least once every three years.

**Statement of Compliance:** This policy document aligns with the legal provisions concerning sexual misconduct in the laws of the Government of India and the rules and regulations of R.H. Sapat College of Engineering, Management Studies, and Research, Nashik.

**Contact:**

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