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Affiliated to Savitribai Phule Pune University, Pune & Recognized by AICTE, New Delhi, MSDTE Mumbai & Govt. of Maharashtra

[NAAC Accredited with B+ Grade]

(Internal Quality Assurance Cell)



Gender Audit Report

(2020-22)

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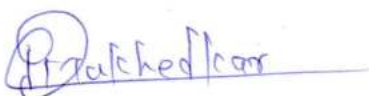
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Foreword

I really feel proud and privileged to bring out this report which is the outcome of team work done under the Internal Quality Assurance Cell (IQAC) of our Institute. IMRT has a name of its own for its academic excellence as well as for all extra-curricular activities providing quality environment to its students and all staff members-both teaching and non-teaching. Gender audit, to assess gender status and gender strength is a leap forward to bridge the gap in gender asymmetry that exists in our society.

In this context, the present work has some strong points and valuable suggestions to understand this little understood aspect of women in all academic institutions of the state of Maharashtra and of the country as a whole.

I take this opportunity to congratulate the whole team for their sincere efforts in bringing out this report, which I hope will be of immense help to each and every one directly or indirectly associated with this institution.



Dr. D. K. Mukhedkar

Director

Institute of Management Research and Technology

Director
I.M.R.T., Nashik-2.



PREFACE

Looking at the contemporary Indian situation, we note that there is a considerable gap between the number of men and women. Other than numbers, considerable gap also does exist in key areas like education, health, economic and political fields. In this context gender audit by this institution - IMRT to assess gender status and gender discrepancies of its members is really a welcome step.

A nation develops when both men and women experience the fruits of development, participating in the process and contributing it to the optimum extent as a way of life. From home to school, to college, and to university education, girls in our society have to move with fear of possibility. It becomes the moral responsibility of each of us to erase this asymmetry from people's mind, from our own mind without which our society is going to be crippled.

One of the major efforts to provide better education for better quality of life of girls in academic institutions is to get the ground reality and to know the root causes of problems through this gender audit and then to go for bridging the gap, if any.

For the purpose, the present work is divided into three sections. Section one deals with methodology, objectives and significance of the work, while section two throws light on the analysis part. Findings of the study are highlighted in section three along with a few suggestions and recommendations to fulfill the purpose of study.

Education, especially higher education has always been a tool for sharpening human intellect. The importance of education in human life is universally accepted without any debate.

In spite of all efforts why our girls are still lagging behind? Why they are still struggling to have life with voice, reverence and self-dignity? These are the few questions to be answered through this gender audit work.



Dr. Varsha Bhabad,

Asst. Prof. Team Leader

Dr. Jayshree Kadam,

Asst. Prof. Team Member

ACKNOWLEDGEMENT

I would like to express my sincere thanks and gratitude to Dr. D. K. Mukhedkar I/C Director, IMRT for his constant encouragement and guidance in accomplishing this task.

My sincere appreciation to all the members of IQAC and special thanks to Dr. Varsha Bhabad, Asst. Professor and Dr. JayShree Kadam , Assistant Professor for their constant effort in bringing out this document in its present shape.

Last but not the least, my thanks to Dr. B.D.Ekade. Senior Faculty of IMRT for compiling the data and for the final Printing.


Dr. Sanjay Gaikwad
Co-ordinator, IQAC



2. PREFACE

2.1 Our Context (About the Institute)

The Institute was established under the guardian wing of NDMVP Samaj in year 1986 with the motto of imparting Training & Education in field of Management & Computer. This Institute is affiliated to Savitribai Phule Pune University (SPPU) formerly Pune University and recognized by Government of Maharashtra, AICTE New Delhi and DTE Mumbai. IMRT is accredited by NAAC with B+ grade for the period of 2017-18 to 2021-22.

Milestone:

- In the year 1986 Institute started MPM (presently known as MBA-HRD), PGDBM and PGDCM Courses under the faculty of Management and affiliated to Pune University.
- In year 1989 institute started MCM Course (presently known as MBA-IT) under the faculty of Management and affiliated to Pune University.
- In the year 1992 institute started PGDHM Course.
- In the year 1994 institute has got AICTE approval to run MBA Course under the jurisdiction of Pune University (Presently known as Savitribai Phule Pune University).
- Under the strong visionary leadership of Late Dr.Vasant Pawar(Sarchitnis MVP Samaj) institute has emerged with competent faculty, infrastructural facility and other resources to enhance management education in society.
- Since inception Dr.B.B.Pagar, Dr.B.B.Rayate and many other Faculties boost the institute to become strong knowledge hub to enhance management education.



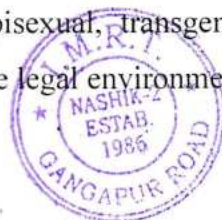
Key Features of IMRT:

- NAAC Accredited Institute
- Renowned Research Centre
- Effective Training & Placement Cell
- Wi-Fi Campus with separate Internet Lab
- Well-equipped library
- Located in Heart of Nashik city
- Industry Institute interaction & exposure
- Experienced, Highly Qualified & Dedicated Faculty from both Academics & Industry
- ICT Classroom, Spacious Seminar Hall & Auditorium
- Medical & Hospital facility managed by Medical College of MVP Samaj
- Free ship/Scholarship/EBC/Minority Facilities are available for all eligible candidates as per the State & Central Governments norms.

Our Concern:

Sustainable Development Goal concerns gender equality and achieving it for all women and girls. It promotes the idea of gender equality as not only a fundamental human right but a necessary foundation for a peaceful, prosperous and sustainable world. We have achieved specific targets for gender equality, but they are not sufficient. The discriminatory laws, customs, and practices are still prevalent in Indian society. The inequality is still apparently seen in the arenas of power, political representation, property and land holdings, decision-making, etc. Gender inequality is overtly observed latently practiced in the wider social milieu. Women and LGBTQ continue to be marginalized and underrepresented. Every shock, risk and pandemic further exacerbates existing inequalities. This is a high priority matter of justice, equity and humanity.

A gender audit is a sensitive, indicative and impactful means towards getting rid of existing inequalities and their associated menace. Gender inequality harms men too. For example, norms about patriarchy often encourage men to view emotional expressions as a sign of weakness. Gender norms also put lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) people at increased risks due to a repressive legal environment, stigma, discrimination and violence.



3. INTRODUCTION

3.1 Our Understanding of Gender, Gender Inequality and Audit

1. What do we understand by audit?
2. How did we approach while conducting the audit?
3. Why do we need gender audits in college?

We think an Audit is an act based on understanding, awaking and doing.

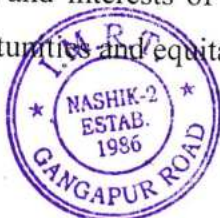
We have clarified verified the associated concepts and ideas at the beginning.

3.2 Main Concepts used in the Gender Audit

1. **Gender:** Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, and relative power and influence that society ascribes to the two sexes on a differential basis. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them. "The term "gender" is not interchangeable with the term "sex", which refers exclusively to biological differences between men and women, which are universal. Statistical data are disaggregated by Gender, while Gender describes the different roles, responsibilities, constraints, opportunities and needs of females and males in all areas and in any given social context."
2. **Empowerment:** Process by which individuals and groups identify internal and external assets and skills, refine them, and effectively apply them to challenge gender discrimination, gaps and challenges.
3. **Equal opportunity:** Gender-based obstacles do not limit economic, political, and social participation. In the labour market (public and private), this encompasses the ability of women and men to apply for any job, be considered for any promotion, and receive the same entitlements, working conditions, job security, and social security.
4. **Gender Analysis:** A variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. Gender analysis provides information that recognizes that Gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behavior and activities that women and men have in economic, social and legal structures. When used as a tool for effective Gender mainstreaming, gender analysis examines the institutional roles assigned to women and men, the distribution of work among women

and men and its value, as well as gender differences in access to resources, information and services, participation of women and men in the decision making process, and the power relationship between them.

5. **Gender Audit:** Methodology to check whether institutional practices and support systems for Gender mainstreaming are effective, mutually supportive, and measure compliance. It also monitors and evaluates the relative progress made in Gender mainstreaming, establishes a reference baseline, documents good practices for gender equality, identifies important gaps and challenges, recommends ways to address them, and proposes new and more effective mainstreaming strategies. A gender audit is a tool to assess and check the institutionalization of gender equality into organizations, including in their policies, programs, projects and/or provision of services, structures, proceedings and budgets.
6. **Gender Blind:** the needs and interests of women and men and their priorities are unexamined or deemed unimportant, often due to an assumption of equal opportunities.
7. **Gender-based Discrimination:** unfair and unequal treatment of women and /or men based solely on sex and not on abilities, skills, talents and universal human rights
8. **Gender Justice:** the protection and promotion of civil, political, economic, social and cultural rights based on gender equality, the adoption of gender-sensitive strategies for their safety and promotion, and the consideration of Gender from the perspective of the same rights.
9. **Gender Mainstreaming:** Gender mainstreaming is a strategy to centre the needs, concerns, interests and experiences of men and women in policy and program design and implementation in all political, economic and social sectors, to ensure that men and women benefit equally from the available opportunities. The ultimate goal is to achieve gender equality (ECOSOC, 1997). In other words, Gender mainstreaming is not an end in itself but a means or a tool for achieving gender equality.
10. **Gender Neutral:** the needs and interests of women and men and their priorities may be acknowledged, but are not taken into account, thus decreasing likelihood that both enjoy equal opportunities and equitable results.
11. **Gender-Sensitive:** the needs and interests of women and men and their priorities are taken into account to ensure equal opportunities and equitable results.



4. VISION AND MISSION AND GENDER-SENSITIVE FEATURES OF THE INSTITUTE

Vision: We aspire to be an excellent institute of higher education, ensuring environment conducive teaching, learning and research by supporting the efforts, qualities and skills of the students, grooming them into **socially responsible**, globally competent and excellent human resource.

Mission: To become a Centre of Excellence in Higher Education and to create an ambience in which innovative ideas and research flourish from which the leaders and innovators of tomorrow emerge.

Higher education and research are key instruments for empowerment and social change. Institutes can be powerful institutions for promoting gender equality, diversity and inclusion, not only in the higher education context, but also in society at large. The persistence of gender imbalances and pay gaps at both the top and the bottom levels of the academic hierarchy, gender segregation across academic disciplines and activities, the lack of integration of gender perspectives in teaching and research and the extent of sexual harassment and assault on campuses, largely silenced and denied.

In tackling gender inequalities in Institute, one mechanism that is being increasingly promoted in the implementation of Gender Equality Plans (GEPs). GEPs cover a wide range of thematic areas, depending on contextual/institutional factors and assessment of need, such as recruitment, selection and career progression, work-life balance, leadership and decision-making, organizational culture, gender in research and education practice, and gender-related harassment and assault.

Prevention of Sexual Harassment: As an institution of higher education engaged in teaching, research and promotion of knowledge, the Institute takes its responsibility in sensitizing its students about all forms of discrimination and harassment, especially the evil of sexual harassment on Institute campus. Whereas sexual harassment results in violation of the fundamental rights of a woman to equality under Articles 14 and 15 of the constitution of India and her right to life and to live with dignity under article 21 of the constitution and right to practice any profession or to carry any occupation, trade or business which includes a right to a safe environment free from sexual harassment. Whereas the protection against sexual harassment and the right to work with dignity are universally recognized human rights by international conventions and instruments such as Convention on the Elimination of all forms of discrimination against Women, which has been ratified on the 25th June 1993 by the Government of India. The same act of parliament received the assent of the President on 22nd April, 2013 and is hereby published for general information —The Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act, 2013 (No.140f 2013).

Anti-Ragging Committee and Discipline: Being constituent part of the Savitribai Phule Pune University, the Institute follows the directions and guidelines proposed by Savitribai Phule Pune University with regard to discipline in the academic institutions. The Institute publishes its rules and regulations in prospectus. Ragging is a criminal offence and UGC has notified Regulations on curbing the menace of ragging in higher educational institutions in order to prohibit, prevent and eliminate the scourge of ragging. The Institute has Discipline Committee that looks in to issues of ragging including cross gender ragging. The students in distress owing to ragging related incidents can have access the committee. The committee has one female and one male student members and a senior faculties of the Institute are the constitute members of this committee.

Internal Complaints Committee: The College has constituted an Internal Complaints Committee as per the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. The process of inquiry followed by this Committee includes the rules and regulations of Violation of the Article 5 (d) of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. The committee endeavors to create zero tolerance to issues of sexual harassment in campus.



5. OBJECTIVES OF GENDER AUDIT

The Gender Audit has the following objectives:

- ✦ To analyse the gender status of students.
- ✦ To analyse the gender status of both teaching and non-teaching faculties.
- ✦ To examine the multiple contexts of gender studies within the institution.
- ✦ To analyse the institutional policies and provisions related to gender.
- ✦ To suggest measures to bridge the gap. If any.
- ✦ To examine the multiple contexts of gender studies within the periphery of the institution.



6. HOW DOES OUR GENDER AUDIT WORK/CARRY OUT THE AUDIT?

Making of Gender audit is a long, standardized process. We begin with value-based objectives towards gender equality-equity, Gender mainstreaming, and we have planned setups and processes based on participatory action.

a) Organizational Setup:

The Gender Audit is a product of collective, participatory efforts of teachers, students, staff, external experts, the administrative and Gender related committees/bodies working in our institute. The Institution hereby constitutes an Internal Complaints Committee (hereinafter referred to as 'Internal Committee' or 'Committee'). With improved access to education and employment, millions of Indian Women are entering the country's workforce today. It is crucial therefore that as a country, we strive to eliminate workplace sexual harassment since women have right to work in a safe and secure environment. Therefore as per Sexual Harassment of Women at Workplace Act, 2013 it is mandatory to form a VISHAKA committee in every institution and organisation to look after the problems faced by female students/ members of that institute.

b) Team Members-

A meeting of the IQAC was held on Date, 2020 to conduct gender audit on the basis of decision taken on IQAC the team was constituted comprising following members.

1. Dr. Varsha Bhabad - Asst Prof., Team Leader.
2. Dr. JayShree Kadam - Asst Prof., Member.
3. Dr. Pratibha Pagar - Asso. Professor, MVP MSW College, Nashik



[Handwritten signatures and a stamp]

6.1. Data for Audit:

Gender Status of Students

Gender wise Admitted Student List during 2017-2022:

Strength of MBA/MBA-IT/MBA-HRD(Year 2017-2018)		
Total Admitted Student	Female	Male
179	104	75

Strength of MBA/MBA-IT/MBA-HRD(Year 2018-2019)		
Total Admitted Student	Female	Male
251	159	92

Strength of MBA/MBA-IT/MBA-HRD(Year 2019-2020)		
Total Admitted Student	Female	Male
323	214	109

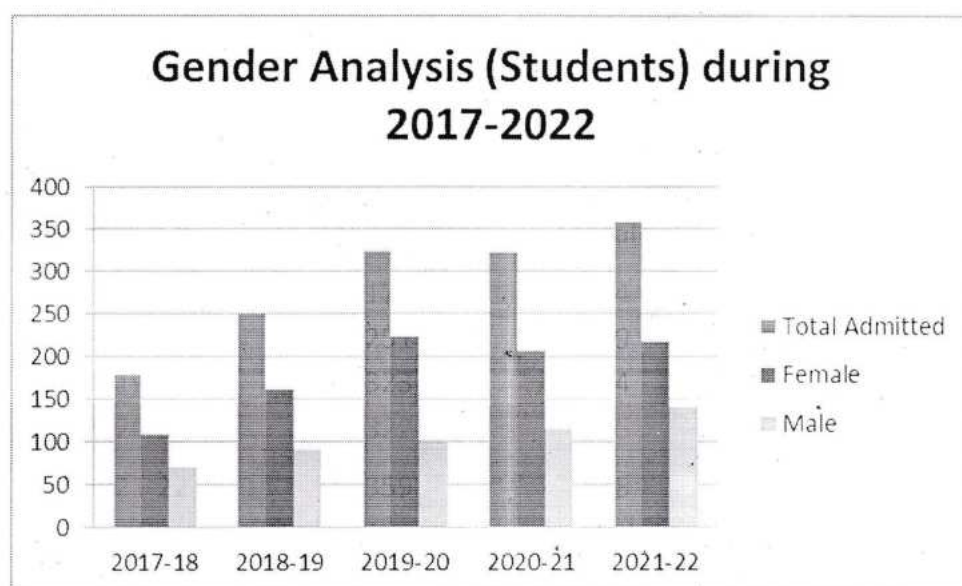
Strength of MBA/MBA-IT/MBA-HRD(Year 2020-2021)		
Total Admitted Student	Female	Male
322	205	117

Strength of MBA/MBA-IT/MBA-HRD(Year 2021-2022)		
Total Admitted Student	Female	Male
359	218	141



6.2 Data Analysis and Interpretation: (For Students)

Academic Year	Total Admitted	Female	Male
2017-18	179	104	75
2018-19	251	159	92
2019-20	323	214	109
2020-21	322	205	117
2021-22	359	218	141



Interpretation: The above graph is showing that, during Academic year 2017-2022 the Female students ration is continuously increasing order as compare to Male students.

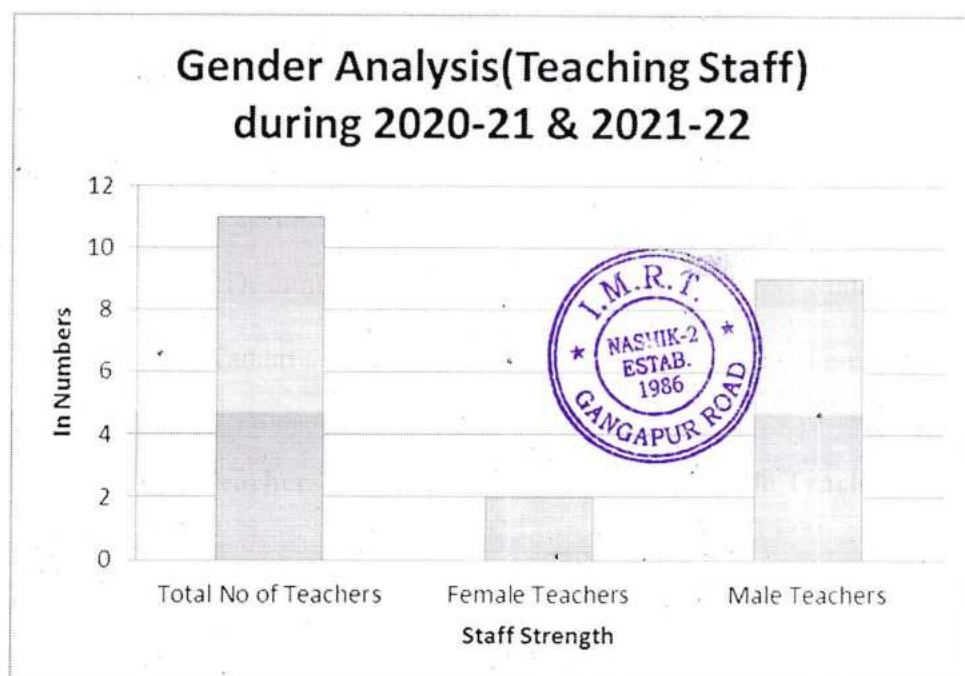


6.3 Data Analysis and Interpretation: (For Teaching Staff)

Gender Status of Teaching Faculties (Year 2020-2022)

Sr.No	Name of Staff	Designation	Male /Female	Joining Date
1	Dr.K.K.Singh	Director	Male	28/06/2004
2	Dr.D.K.Mukhedkar	I/C Director	Male	13/10/1987
3	Dr.G.M.Ahire	Asso.Prof.	Male	18/07/2003
4	Dr.P.B.Rayate	Asst.Prof	Male	06/02/2008
5	Dr.B.D.Ekade	Asst.Prof	Male	01/07/1986
6	Dr.S.A.Gaikwad	Asst.Prof	Male	19/07/1992
7	Prof.R.L.Pagar	Asst.Prof	Male	01/09/1989
8	Dr.D.V.Nandre	Asst.Prof	Male	04/01/1991
9	Dr.V.N.Bhabad	Asst.Prof	Female	17/08/2005
10	Mr.H.S.Deshmukh	Asst.Prof	Male	01/01/2015
11	Dr.J.J.Kadam	Asst.Prof	Female	01/08/2017

Total No of Teachers	Female Teachers	Male Teachers
11	02	09

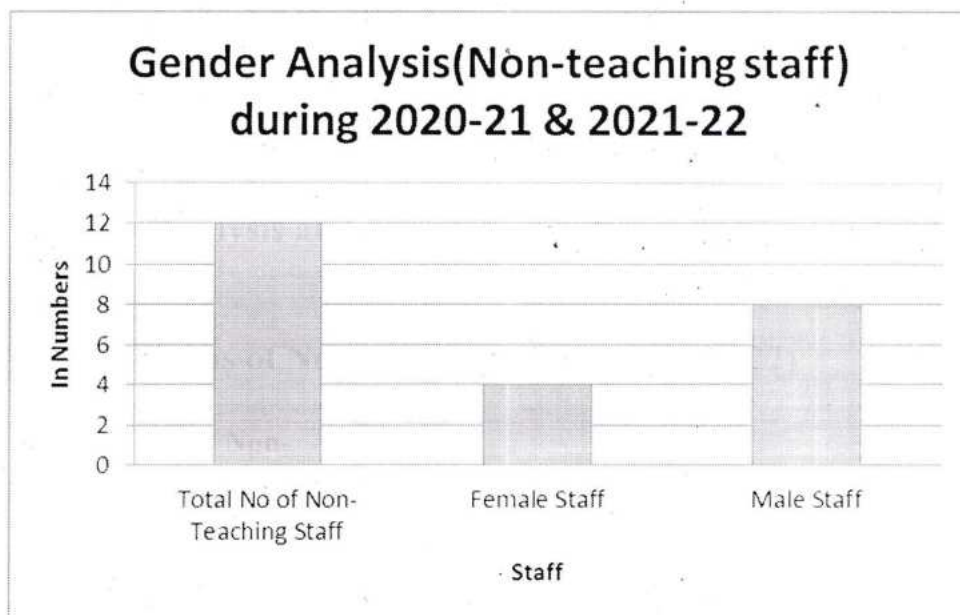


Interpretation: The above graph is indicating that, during Academic year 2020-2022 the Teaching staff ratio (Gender wise) is stable consistently.

6.4 Data Analysis and Interpretation: (For Non-Teaching Staff)

Gender Status of Non-Teaching (Year 2021-2022)

Total No of Non-Teaching Staff	Female Staff	Male Staff
12	04	08



Interpretation: The above graph is indicating that, during Academic year 2020-2022 the Non-Teaching staff ratio (Gender wise) is stable consistently.

Gender Analysis of Institutional Policy and Provision:

This aspect deals with policy perspective of institution in relation to gender.

Gender representation in the internal core committee of the Institution

There are core committees like Academic Council, Executive Committee, Finance committee etc.

where male participants comprise 50% in comparison to female participants of 50%.



7. INSTITUTE ACTIVITIES

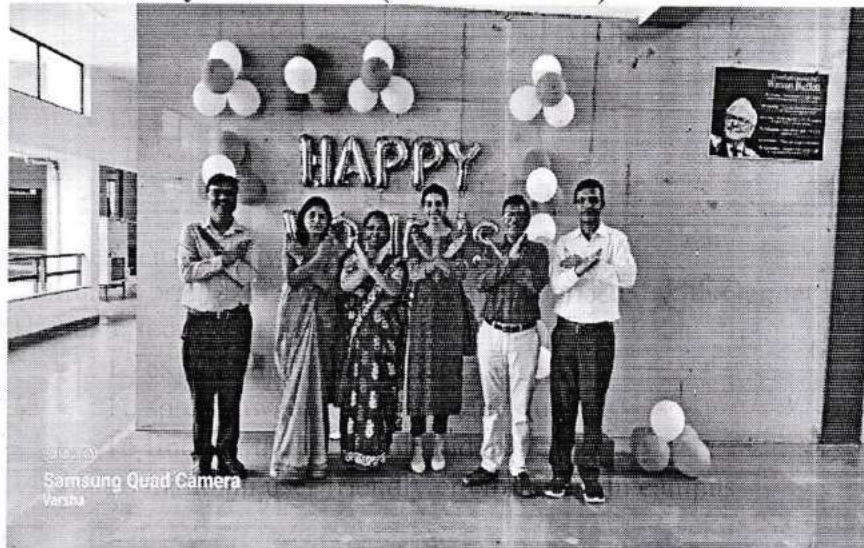
7.1. Gender Sensitivity Activities



Institute is organizing various activities connected with Gender sensitivity programs.

The main focuses of these activities are:

- To explore the hidden talent
- To spread awareness among all students
- To find out the issues of students
- To maintain user friendly environment in campus

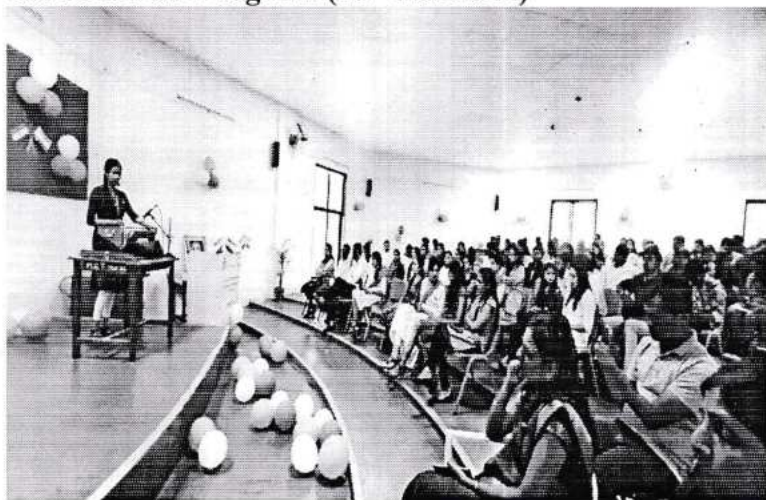
Women's Day Celebration (8th March 2021)




Maratha Vidyapeeth
**INSTITUTE OF MANAGEMENT
RESEARCH & TECHNOLOGY
[I.M.R.T]**
**ON THE OCCASION OF
INTERNATIONAL WOMEN'S DAY**
We invite you to celebrate International Women's Day at
IMRT, Gangapur Road, Nashik
Date : 08/03/2022
Tuesday,
GUEST
MOTIVATIONAL SPEAKER

NEETA NARANG
Asstt. General Manager
HDFC Limited Nashik



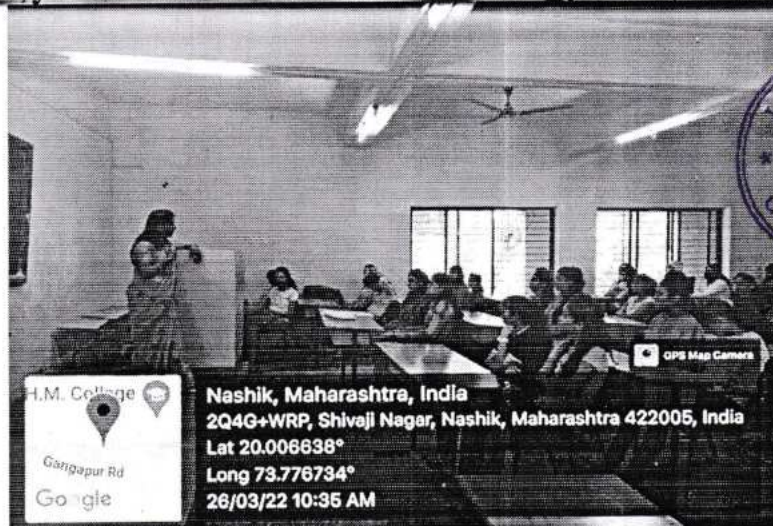
Cultural Fest Program (26th Jan 2021)



**Nandi Foundation (Mahindra Pride)
Women Empowerment(Only for Girl Students) (5th Dec 2022)**



Gynac Session for Girl Students and Lady Staff (26th March 2022)



8. FINDINGS AND RECOMMENDATIONS

Based on the responses collected through the facts and figures, the following has been the key suggestions of the respondents.

8.1 Major Findings are as follows:

- Female students are consistently more in numbers than male students.
- The percentage of Male Teaching staff members are more as compare to female staff.
- Non-Teaching male proportion is more than female staff.
- Overall Female and Male staff members are connected part of the Institute.

8.2 Recommendations:

The focus is to raise awareness of gender issues in campus through workshops, lectures, and allied activities. While gender sensitization activities are conducted in Institute, these events need to be conducted for everyone, including the students, staff, and administrators alike, to enhance its reach.

- Conducting extracurricular activities related to gender awareness with student participation. This may involve activities in poster competitions, screening in film clubs, theatre plays or street plays by students.
- Mainstreaming critical information such as vishakha guidelines, helplines, complaint boxes etc. in prominent places around the campus.
- Encouraging representative participation from all genders to talk about Gender, to participate and connect with Men, Women, LGBTQIA in classrooms and campus activities.
- Consistently conduct gender perception surveys for students and staff alike to build gender awareness and promote gender justice. This will enable the identification of potentially problematic Gender-related perceptions held by staff and students.



9. CONCLUSION

Gender Audit of the Institute has been a revealing and encouraging activity to understand how gender issues there on the campus, how organizations address them, and how they are discussed, evaluated, and reflected into awareness building, plan of activities and programming internal organizational operations. Our integrity and commitment to gender equality; Gender mainstreaming and more humane conditions and work culture have enhanced and will continue to do so.



ANNEXURE

FORMAT FOR GENDER AUDIT

Gender Status of Students:

Students Enrolment:

Course	Total Students	Total Male	%	Total Female	%
MBA					
MBA-IT					
MBA-HRD					

Gender Status of teaching faculty

Faculty representation:

Year	Total	Total Male	%	Total Female	%

Gender status of Non-teaching faculty

Non-teaching faculty:

Year	Total	Total Male	%	Total Female	%
2020-21					
2021-22					

