



GENDER AUDIT REPORT

SHAILABALA WOMEN'S AUTONOMOUS COLLEGE, CUTTACK

2023-24



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INTERNAL QUALITY ASSURANCE CELL

It is a proud and privileged occasion to bring out a report on Gender audit an outcome of team work done under the Internal Quality Assurance Cell (IQAC) of Shailabala Women's Autonomous College. The college has its glory of more than hundred years. It is a heritage college and premiere Institution, first in Odisha for the education of women students. The college has excelled in academic, research and extra-curricular activities providing quality environment to its students and staff members (teaching and non-teaching). Gender Audit is a necessity for assessing gender status and strength to bring the gap in gender equality that society based upon and its acceptance.

The present work has offered strong and valuable suggestions for gender equality in this academic institution.

I take this opportunity to congratulate the whole team members 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 in this institution

PREFACE

In India from ancient times to today's Technologies world we note there is a considerable gap between the number of man and woman. This gap is observed in fields of education, health, economics and politics arena. Gender audit by this heritage institution of the state- S.B Women's Autonomous college to assess gender status and gender discrepancies of its members is welcome step. A nations department depends upon when both men and women experience development equality and participate in the process and contribute to the optimum extent as a way of life.

One of the major efforts to provide better education for better quality of girls in academic institutions is to get the ground reality and to know the root causes of problems through this gender and then to go for bringing the gap if any. For this purpose, the present work is divided into three sections, Section one deal 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 fulfil 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.

Here the question arises, besides all efforts why girls are still behind? Why they are still struggling to have life with voice, reverence and self-dignity? These questions are to be answered through this gender audit work.

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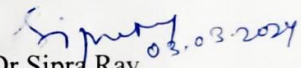
ACKNOWLEDGMENT

I would like to express my sincere thanks and gratitude to Prof. (Dr)Gayatri Biswal, Principal, Shailabala Women's Autonomous College, Cuttack for her constant encouragement and guidance in accomplishing this task.

My Sincere appreciation to all the members of IQAC and special thanks to Dr. Swapna Shankar Nayak, Co-ordinator IQAC for his Constant Support in bringing this document in its present shape.

I would also like to express my thanks to all members of audit team to complete the work within stipulated time.

Lastly, my thanks are to members of compiling team to compile data and printers for printing.


Dr Sipra Ray 03.03.2024
Co-ordinator Gender Audit

I. INTRODUCTION

1.1 Preamble

Higher education is a very important sector for the growth and development of human resource which can take the responsibility for social, economic and scientific development of the country. The response of the Education commission (1964-66) under the chairmanship of Dr D.S kothari symbolizes symbiotic relationship between education and national development. The vision of Higher Education India is to realize the country's human resource potential to its fullest with equity and inclusion in the sphere of equity emphasis must be given to uplift women education in all areas.. keeping those in Internal Quality Assurance cell (IQAC) of Sahilabala Womens Autonomous College has taken a initiative to conduct Gender Audit in the institution to recommend ways to addressing any gender discrimination and to suggest possible improvement and innovations

1.2 Team Member

The meeting of IQAC held on 06.05.2023 proposed to conduct Gender Audit in the campus. The audit team was constituted comprising the following members:

1. Dr Sipra Ray- Assistant Professor, Department of Education, Chief of the team
2. Dr. Sashikanta Barik- Assistant Professor, Department of English , Member
3. Dr. Madhulita Sahoo- Assistant Professor, Department of Philosophy , Member
4. Miss Nilima Burh, - Assistant Professor, Department of Sociology , Member

1.3 Objectives

Gender Audit was conducted in the institution with the following objectives:

- To analyses the gender status of students.
- To analyses the gender status of both teaching and non-teaching faculties
- To examine the multiple contexts of gender studies with in the institution.
- To analyses the institutional practice and provisions related to gender

1.4 Methodology

The present study has been conducted in Shailabala Women's Autonomous College, Cuttack in corporation each and every member of the institutions directly/indirectly contributing for its growth. Basically, data has been collected through secondary sources. Documented information from various departments and from the office of the principal have been taken as secondary sources of information for the present purpose. A number of criteria like socio economics background of students, representation of students in extension activities number of laptop recipients and scholarship holders, academic excellence of students etc. are considered for the present work. Special mention has been made to best graduate students in diffident streams of Arts, Science, Commerce. To add value to the work role of sexual harassment cell and of grievance cell for women with in the institutions have also been assessed. Along with institutional study major stake holders such as teachers, students and employees have been put into four major categories

2. ANALYSIS AND INTERPRETATION

2.1 Analysis of Students

This section deals with student's enrolment. As all our students are girl students but amount of SC, ST and PH students on both UG, PG, M. Phil and all self-financing courses are noteworthy.

Representation in different extension activities social categories, subject topper, Best graduates students representation in seminar, scholarship holders, participation in spent and significant achievement in co-scholastic activities etc. In the present academic year (2023 - 2024) three hundred and seventy students opted for extension activities under NCC, NSS and Youth Red cross

Students received laptops under "Biju Yuva Seshakti Yojna" and it's found every year the number of laptop recipients increased. In this academic students excel in academics which

represent all categories of students.

Departments have organised their students' seminar with a seminar secretary and assistant secretary from among the students on basic of their academic performance and management ability. In this process all categories of students are represented. In sports activities students participate in various inter college and state level competitions.

2.2 Faculty position is various grades:

Professor Dr. Bichitra Pani is working as principal in our college. There are 63 female teachers and 20 male teachers out of which two associate Professors and rest assistant Professors worked in the college. The ratio approximately between Male: Female is 3: 8.

Table - I

Categorical representation of teaching status

Category	Male	Female	Total
Regular	20	63	83
Guest faculty	10	49	59

2.3 Participation in various career orientation programmes:

Participation of female teachers in seminar and conferences is 60% in comparison to male teacher's participation of 40%. Similarly the participation of male teachers as resource person in seminar, conferences, extra-mural lecture and as member of board of studies comprise to 35% incomparision of 65% of female teacher's participation.

Female teachers are more in number in both arts and science stream. Similarly grade position and PhD qualification is found more among female teachers. So in seminar activities their qualitative representation as resource person in various academic and careeroriented programmes is higher than male teachers.

2.4 Gender Status

2.4.1 Non-teaching faculties :

This aspect deals with gender discrimination of non-teaching faculties with respect to their categories. Out of the total number of regular non-teaching employees there are 23 male and 22 female staffs.

Table - 2

Categorical Representation of Non- Teaching Staff

Category	male	Female	Total
Regular	24	22	46
Daily wage basic	16	17	33

2.4.2 : Gender Sensitive Programmes:

Seminars conducted in various departments and competitions were organised in essay, debate and art. At the institutional level extra- mural lectures were conducted to sensitize students on gender issues.

2.4.3 Gender in Academics:

In literature subjects' books referred by students are basically authored by male writers comprising 88% and female writers comprising with 12% of the total. Three departments Sociology, Political Science and B.Ed. have a special paper on gender studies. Other social science departments excluding language have two units of gender concepts in one or two units of their syllabus in core papers PG students have a compulsory paper named as Gender and Society.

Table -3

Authorship in Language and Literature

Sl.No	Subject	Male writers	Female writers
1	English	5	3
2	Odia	6	4
3	Hindi	6	3
4	Sanskrit	72	2
	Total	89	12

Three departments Sociology, Political Science and B.Ed have a special paper on gender studies. Other social science departments excluding language have two units of gender concepts in one or twounits of their syllabus in core papers.

2.4.5 Sexual Harassment Cell:

There is a sexual harassment cell in our college which are supposed to be solved by the members of internal complaint committee of six members, out of which only one member is a male teacher and rest are female teacher of the college.

2.5 Gender Analysis of Institutional policy and provision: -

This aspect deals with policy perspective of the institution in relation to gender are 28 core committees like Academic Council, Executive Council, Finance Committee, Admission committee, Award Committee, Alumni Committee, Anti-Ragging cell, Building maintenance Committee, Canteen Committee, Cycle stand Committee, Development Committee, Discipline Committee, IQAC Committee, Library Committee, Proctorial Committee, Purchase Committee, Residential Committee, Scholarship Committee, Syllabus Committee, Sexual harassment etc. where male participants comprise 30% in comparison to 70% of female participants.

2.6 Gender sensitive programmes:

Seminars conducted in various departments and competitions were organised in essay, debate and art. At the institutional levels to extramural lectures were conducted to sensitised students on gender issues.

2.7 Sexual Harassment Cell:

here is a sexual harassment cell in our college which is supposed to be solved by the members of internal complaint committee of 6

members out of which only one male teacher and rest are female

teachers of our college from various departments. In this session only two cases of sexual harassment brought to notice of the members of internal complaint committee and the matter is solved by the competent members.

2.8 Girls Hostel:

There are 5 hostels named as M.S. Old hostel, M.S. New hostel, PH hostel, PG hostel and SC/ST hostel. Where in al hostel male workers are only 14 in numbers as compared to 35 female workers. This reflects a good number of female workers are there to look after the students and male works as watchman, daily shopping etc. In all the hostels both matron and assistant matron are female.

Table -4

Present status of hostel

S.L No	Name of the Hostel	No of Boarders	No of workers	
			Male	Female
1	M.S Old Hostel	200	05	12
2	M.S New hostel	210	03	17
3	PH Hostel	65	03	02
4	M.S PG Hostel	230	04	06
5	M.S SC/ST Hostel	52		

2.9 Toilet Provision:

There is adequate number of toilets for students. Both in science and arts block toilets are there. As in the 5-storeyed building there are separate toilets in each storey so also separate toilets for male teachers.

3.1 Student Common Room:-

There are student common rooms with all facilities like provision of indoor games, television etc.

3.2 Sanitary Vending Machines :-

There are two vending machines working in the students common room which is utilized by arts, science and commerce students.

Impression: This chapter ends with a special note as per the findings more number of teachers is female with 70% of total strength and their participation in decision making bodies is also 70%. For gender awareness in academic and

curricular programmes the concept of

"gender" is being taught in academic papers of humanities stream. Extra-mural lectures seminars are frequently organised on gender thing at departmental and institutional levels.

Regarding institutional policy and provisions lot of thing are yet to be done. Particularly sexual harassment cell as per the sexual harassment is at the work place.

CHAPTER III

FINDINGS AND RECOMMENDATIONS

3.1 Gender Analysis of Students

Gender analysis of students is only in respect of categories on basis of general, SC, ST and PH and their representation in different streams, academic achievement of students, participation in co-scholastic activities and leadership quality. In various spheres of academic and post-scholastic activities general category students did better than other categories. Students participation in sports is very encouraging.

3.2 Gender Analysis of Teaching Faculty

Gender Analysis of Teaching Faculty comprises on four dimensions like faculty representation, grade position and participation in seminars and conferences etc.

Out of total faculties females outnumber the males.

Similarly grade position and PhD qualification is found more among female teachers than male teachers.

Female teacher's participation in seminar activities, qualitative representation as resource persons in various academic and career-oriented programmes is more than male teachers.

3.3 Gender Analysis of Non-Teaching Faculty

Gender analysis of non-teaching faculty comprises of non-teaching faculty and their educational qualification.

In both class three and class four faculty members' male is 56%, which is little more than 4% female. Educational qualification of male employee is better than that of female members.

S.LNO	Official responsibility	Male headship	Female Headship
1	Principal		01
2	Academic bursar	01	
3	Accounts bursar	01	
4	Administrative bursar	01	
5	OIC Career counselling	01	
6	OIC admission	01	
7	Controller of Examinations		01

8	Day Scholar Association		01
9	Drama Society		01
10	Students Counselling cell		01
11	Self-financing course chief co-ordinator	01	
12	Examination OIC		01
13	OIC ,Guest Faculty	01	
14	Language Laboratory OIC		01
15	Laptop Distribution OIC	01	
16	Legal Bursar	01	
17	Magazine chief Editor		01
18	NAAC &UGC Co- Ordinator	01	01
19	Placement cell co- ordinator		01
20	RUSA Co-ordinator	01	
21	Self Defence training co- Ordinator		01
22	Social service guild co- ordinator		01
23	Time table OIC		01
24	Website of college, OIC	01	
25	YRC, Co- Ordinator		01
26	Co- Ordinator, IQAC		01
	TOTAL	12	15

It reflects the policy decision of the institution in selecting faculty members in core committee, headship in important official responsibility and gender sensitive programmes etc.

- As per the findings, more number of female teachers is there in both strength and decision making than male teachers.
- The gender sensitive programmes like seminars, extra-mural lectures and various competitions are organised during the year, but numbers are not eye catching.
- Regarding authorship in language and literature the number of male writer dominate female writers.
- In order to make gender awareness in academic and co-curricular programme, the concept of gender is being taught in academic paper of humanities in all discipline
- Maintaining leave for regular faculties and maternity leave for guest faculty is available. no clear cut information relating to maternity leave for guest faculty is available.

- There is a cell called Internal Complaint Committee to address compliance to sexual harassment of women at work place. A lot of rethinking as required on the functioning of the cell.
- Toilet provisions for PH students must be provided.

3.5 Suggested Recommendations

On the basis of findings of gender audit in the following recommendations are suggested by IQAC, Shailabala Women's(Autonomous) College, Cuttack

There is a gap in relation to representation of students in relation to Academic institution under categories of SC, ST and PH. Hence necessary steps to be taken to encourage them. Government may allocate special scholarships for students who participated in sports.

- Special toilet facilities for PH students.
- Separate sanitary facilities like toilets and washrooms
- exclusively for female teachers may be provided on urgent basis as whatever facility available is jointly for male and female teachers.
- Though a good number of female teachers bear heavier responsibilities and are in important activities of the college, more and more number of teachers should represent in different core committees as members to contribute constructively for the growth and development of the institution
- Regarding institutional policies and provisions, a lot needs to be improved. Emphasis may be put on complete activities of sexual harassment cell and grievance cell to sort out any issue related to harassment, abuse and conflict of students immediately.
- Gender studies as a separate branch of social science may be introduced in the institution soon to know more and more about gender issues and in finding out