



## GENDER AUDIT



**SHAILABALA WOMENS AUTONOMOUS COLLEGE**

**CUTTACK**

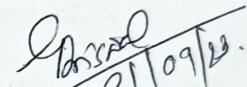
**2022-23**

## 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.

  
21/09/20  
Prof. (Dr.) Gayatri Biswal  
Principal  
S.B. Women's (Auto) Coll.  
Cuttack

## PREFACE

In India from ancient times to today's Technological world we note there is a considerable gap between the number of men and women. This gap is observed in fields of education, health, economic and political 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 a welcome step.

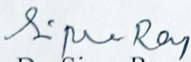
A Nations development depends upon when both men and women experience development equally and participate in the process and contribute to the optimum extent as a way of life.


One of the major efforts to provide better education for better quality of 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 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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Asst.Prof. in Philosophy

  
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Asst.Prof. in Library Science

  
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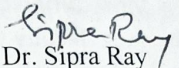
## ACKNOWLEDGEMENT

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  
Co-ordinator Gender Audit  
(2022-2023)

## 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 report of the Education Commission (1964-66) under the chairmanship of Dr. D.S.Kothari symbolizes the symbiotic relationship between education and national development. The vision of Higher Education in India is to realize the country's human resource potential to its fullest with equity and inclusion. In this sphere of equity emphasis must be given to uplift women education in all areas. Keeping those in mind, Internal Quality Assurance Cell (IQAC) of Shailabala Women's Autonomous College has taken an initiative to conduct Gender Audit in the institution to recommend ways to addressing any gender discrimination and to suggest possible improvements and innovations. The Gender Audit was organized on three different dimensions like Gender analysis of Teaching faculty, Gender analysis of non-teaching faculty and Gender analysis of Institutional policy and provision. A common format for collecting baseline data was prepared by IQAC and was distributed to all participants concerned in the process of Gender Audit.

### 1.2 Team Member

The meeting of IQAC held on 19/12/2022 proposed to conduct a 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. Sri Jiban Ballav Jena – Asst Professor and Head of the Department of Library Science, member.
3. Dr. Madhulata Sahoo – Asst. Professor in Philosophy, member.
4. Smt. Ananda Rukmini – Asst. Professor in Zoology, member.

### 1.3 Objectives

Gender Audit was conducted in the institution with 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 with in the institution.
- To analyse the institutional practices and provisions related to gender.
- To examine the multiple contexts of gender studies with in the periphery of the institution.

### 1.4 Methodology

The present study has been conducted in Shailabala Women's Autonomous College, Cuttack in cooperating each and every member of the institution 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 – economic background of students, representation of students in extension activities, number of laptop recipients and scholarship holders, academic excellence of students etc, are taken into account for the present work. Special mention has been made to best graduate students in different streams of Arts, Science and 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. A long with institutional study major stake holders such as teachers, students and employees have been put into four major categories.

## II. 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 (2022 – 2023) 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 its 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:

There were three professors (two retired recently). Professor Dr. Gayatri Biswal is working as principal in our college. There are 48 female teachers and 18 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       | 18   | 49     | 67    |
| Guest Faculty | 09   | 28     | 37    |

### 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% incomparison 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 career oriented 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 – 4**

**Categorical Representation of Non- Teaching Staff**

| Category         | Male | Female | Total |
|------------------|------|--------|-------|
| Regular          | 07   | 05     | 12    |
| 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.

**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 two units 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 cell 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 extra mural lectures were conducted to sensitised students on gender issues.

2.7 Sexual Harassment Cell:

There 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 all hostel male workers are only 14 in numbers as compared to 35 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

| SL. 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     | 62              | 05             | 05     |
| 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 utilised 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 the basis of general, SC, ST and PH and their representation in different streams, academic achievements 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. Student's participation in sports is very encouraging.

3.2 Gender Analysis of Teaching Faculties

Gender Analysis of Teaching Faculty comprises of 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 Faculties

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 44% female. Educational qualification of male employee is better than that of female members.

3.4 Gender Analysis of Institutional Policy and Provision

Table -5

Leadership in important official responsibilities (Decision making)

| S.L No | 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              |    |    |
| 18    | NAAC & UGC Co-ordinator            |    | 01 |
| 19    | Placement cell Co-ordinator        | 01 | 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 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 remedies.