Kandivli Education Society's
B. K. SHROFF COLLEGE OF ARTS &
M. H. SHROFF COLLEGE OF COMMERCE

| An Autonomous College | NAAC Re-accredited 'A' Grade | ISO 9001:2015 Certified |

QS I - Gauge 'Gold Rating' & 'Institute of Happiness' Award

Mentor College under UGC's **'PARAMARSH'** Scheme • 'Best College 2017-18' award from University of Mumbai

KES Shroff College of Arts and Commerce

Gender Audit 2022-23

Date: 9th May, 2023   Time: 11:30 am

Creating positive social norms in Higher Educational institutions that value Gender equality and Gender sensitization is an important aspect to achieve long-term and sustainable social change.

With this aim KES Shroff College has conducted Gender Audit for the academic year 2022-23 on 9th May 2023 at 11:30 am. The college strongly believes in Gender inclusive learning environment and to evaluate and monitor the same, the gender audit is performed on yearly basis that help to identify the areas where any gender imbalance exists and how the gender inclusive policies, structure, system, procedure etc can be ensured in all the sphere of the campus.

IQAC and WDEC of KES Shroff College are grateful to the Gender Audit Experts for sparing their valuable time and suggesting the recommendations to enhance the Gender Diversity and inclusivity in on the campus.

The audit went well with appreciation words to the team and college for putting great efforts towards the purpose of the gender audit and its successful execution.

Gender Audit Experts:

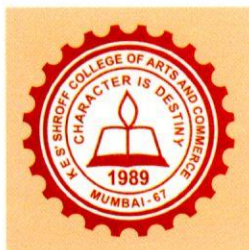| **Dr. Mala Pandurang**	**Dr. Usha Iyer**	**Dr. Ravindra M. Katyayan**
Principal, Dr. BMN College	Ex Principal, SIWS College	HOD, Hindi Maniben Nanavati Women's College

On arrival to the venue, Dr. Lily Bhushan, Principal KES Shroff College welcomed and felicitated the guests.

Dr. Vaishali Ojha, Convenor WDEC proceeded the audit with a presentation comprising of all the data analysis and other events conducted by WDEC.

Amidst the presentation recommendations, observations and suggestions were given by the experts regarding the surveys, awareness, analysis and events to be conducted.

The audit was concluded by a vote of thanks by the IQAC Co-Ordinator.

With the permission of the audit experts the discussion was continued over lunch.

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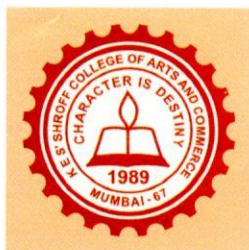
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Criterion III: Research, Outreach & Extension

Recommendations, Suggestions and Observations of the Experts:

1. Surveys conducted should have at least 50 percent respondents for better derivation.
2. Gender wise data bifurcation to be recorded in surveys and other responses.
3. Involvement of top management was suggested for any further audits
4. Responses in any category must be at least 50% of actual population.
5. While framing syllabus guidelines and rules for gender policy should be provided.
6. Gender in forms must also include male, female as well as transgender.
7. Give awareness on cyber bullying and cyber security.
8. Including Vishakha Guideline as well as Sexual harassment act 2013 on notice board was suggested.
9. Give linguistic training to transgender and arrange internship for them.
10. FDP's based on gender issues should be conducted.
11. Comparative study on gender report should be included.
12. Gender budgeting training workshops should be conducted.
13. In gender report or presentation events or sessions status should not be in progress.
14. Try to include MRP data.
15. Encourage students to do projects on gender sensitization.
16. Financial support should include number of students applied and number of students benefited.
17. Initiate Anti sexual harassment cell.
18. Student members must actively participate in meetings and proceedings of ICC.
19. Ensure every year at least one legal activity is conducted.
20. Conduct separate menstrual hygiene program for male students aswell.
21. Include gender wise participation in Sports, NCC, NSS and Cultural events.
22. Audit should be done based on previous audit so ensure ATR.
23. Gender reports should be based on gender policy.
24. One lecture per week should be conducted on gender sensitization.
25. Literature teachers to conduct storytelling and poem reading on gender issues.
26. Provide Nirbhaya training through police station.
27. Augmenting or Improving terminologies to be included in the report.
28. Emergency room or Expanding Medical Emergency room should be made available.

Kandivli Education Society's
B. K. SHROFF COLLEGE OF ARTS &
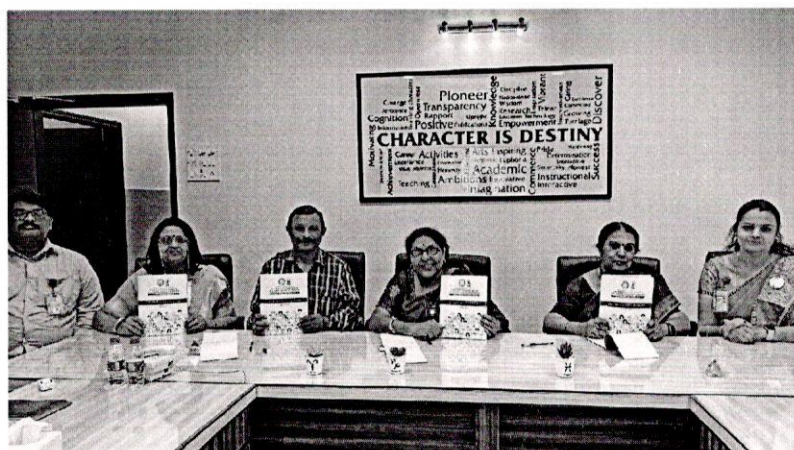# M. H. SHROFF COLLEGE OF COMMERCE
An Autonomous College | NAAC Re-accredited 'A' Grade | ISO 9001:2015 Certified
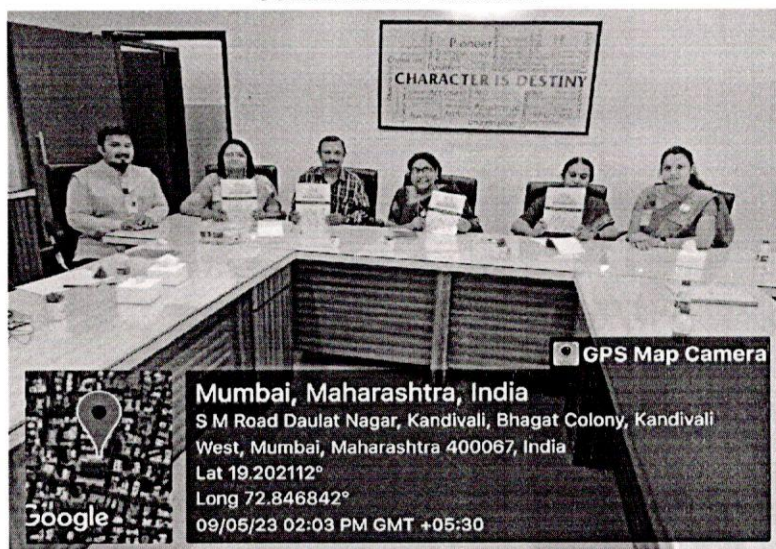**QS I - Gauge 'Gold Rating' & 'Institute of Happiness' Award**
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Photos:

Gender Audit Initiation

Gender Audit Report reveal

Dr. Usha Iyer
Ex Principal, SIWS College

Dr. Ravindra M. Katyayan
HOD, Hindi
Maniben Nanavati Women's College

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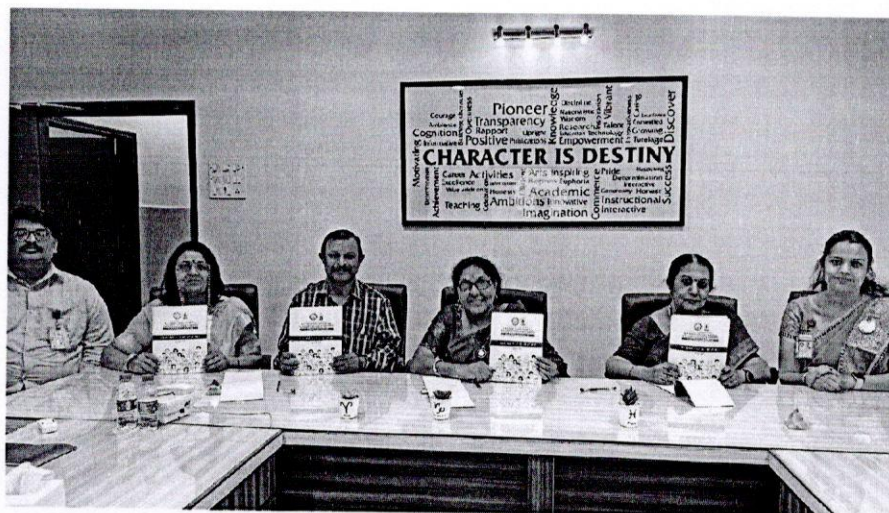
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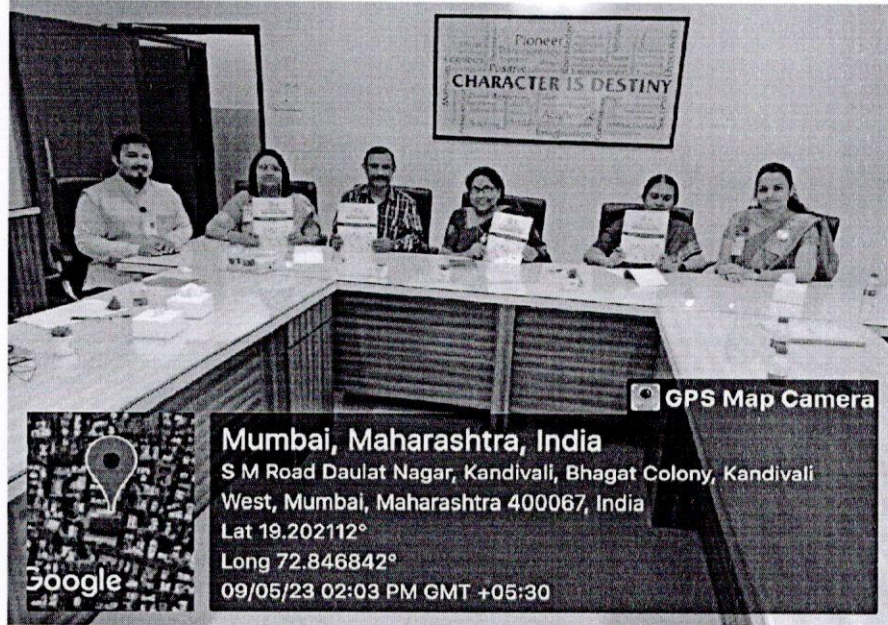
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GENDER AUDIT REPORT

2022-2023

May 9, 2023

Gender Audit 2022-23

Table of Content

PREFACE

"Gender equality, equality between men and women does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities."

United Nations educational, scientific and cultural organization (UNESCO).

Gender equity means fairness of treatment for men and women, according to their respective needs. Gender equity is a global issue, and discussion on women's emancipation and her rights are at the forefront of many worldwide formal and informal campaigns. As the awareness of gender issues increases, women spontaneously take action against women oppression and exploitations. Gender awareness allows women to move beyond other conventional gender stereotypes and rigid gender role definitions. The gender audit is conducted to identify ways to make university campus safer for women. The audit process involved choosing sites to be audited, selecting the participant, orientation of the participants, preparing the checklist and the walk-about, writing down the feelings and sharing the results with principal for implementation of the recommendations.

1. About the College

Established in 1989, KESSC is an Autonomous college affiliated to University of Mumbai, and is a Grant-in-Aid college of the Government of Maharashtra. It is permanently affiliated under Section 2(F) and 12(B) of University Grants Commission (UGC). The college takes immense pride for being selected as a 'Paramarsh College' by UGC for being one amongst 167 colleges selected from all over India out of the 800 colleges who applied. The college has many feathers in its cap. It has received the 'Best College Award' from University of Mumbai in the year 2017-18. Accredited with 'A' Grade (3.27 CGPA) by NAAC in second cycle. It has also received a **'Gold Rating' by QS I-Gauge** - an International Accreditation body in the year 2021-22 and also got the **'Institute of Happiness Award' from QS I-Gauge**. The college offers a Choice Based Credit System (CBCS). Providing holistic education it focuses on the graduate attributes mandated by UGC. The college continuously works on specifying and mapping the programme outcomes (POs), programme specific outcomes (PSOs) and course outcomes (COs) for the benefit of the students. The college has a strength of 6681 students offering 18 Undergraduate Programmes, 12 Post Graduate Programmes and 2 PhD research programmes. Fulfilling the number of credits to be offered as part of the UG programme the college provides 93 value added certificate courses to enable students to earn extra credits mandated by UGC.

1.1. Vision and Mission of the College

The Vision of the College is **'Empowering the youth to build their destiny by moulding their character and respecting their right to learn and power to earn.'**

The Mission the College is **'To promote an individually rewarding and socially benefiting academic culture, to make the college a hub of value-based activities, to enable students to adapt to the ever-changing technology in order to be globally competent.'**

1.2. Demographic Profiles

Particulars	Men	Women	Total	% Men	% Women
Management					
Kandivali Education Society Office Bearers	5	0	5	100	0
Teaching Staff					
Teaching Staff Degree	8	21	29	28	72
Teaching Staff-Self Finance Courses	23	27	50	46	54
Head of the Departments	2	5	7	29	71
Visiting Faculty	22	16	38	58	42
Non-Teaching Staff					
Library Staff	9	3	12	75	25
Administrative Staff	35	94	129	27	73
UG and PG Students					
Students	3526	3155	6681	52.8	47.2
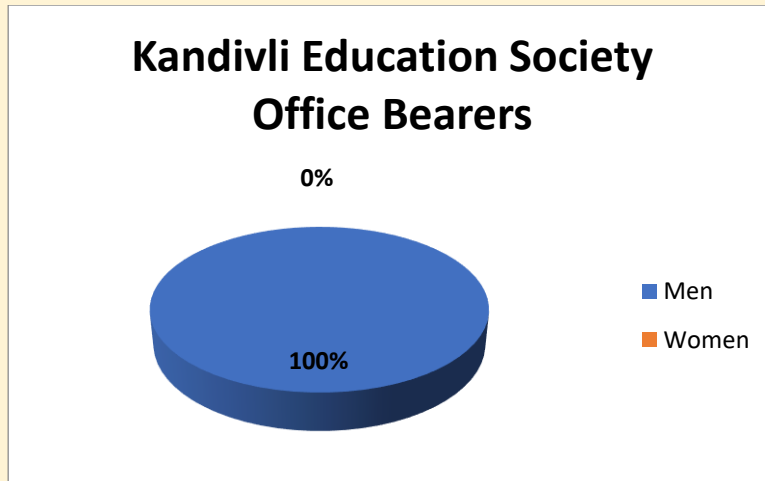
Fig 1.2.1

Interpretation: The Number of men members in Kandivli Education Society office bearers is 5 as compared to Women which is 0 which stands for that males are more than Women in Society by 100%.
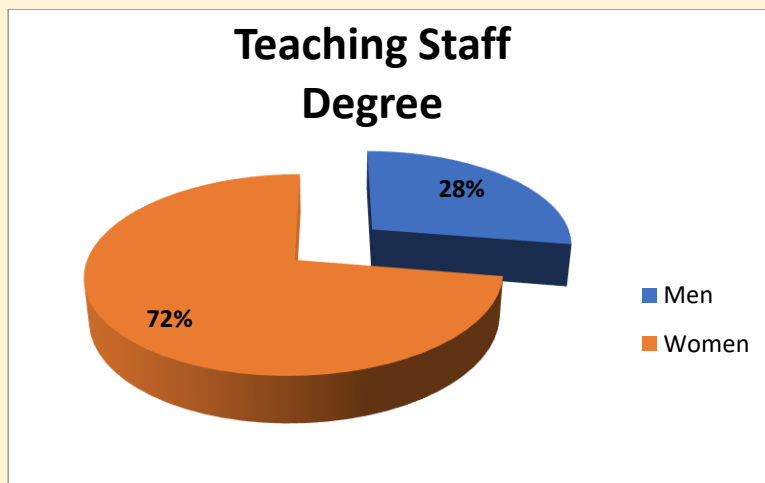
Fig 1.2.2

Interpretation: The above chart shows that there are 28% Men as compared to 72% females among the teaching staff in BCom - Regular.
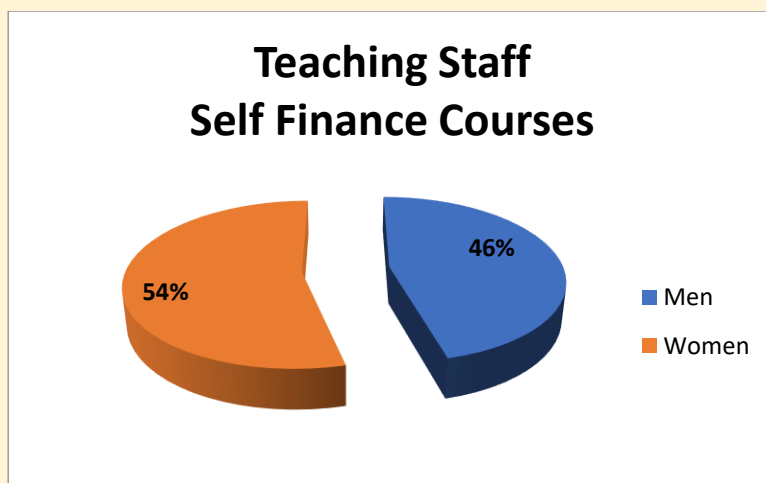
Fig 1.2.3

Interpretation: The above chart shows that there are 46% Males as compared to 54% females among the teaching staff in Self-finance courses in the College.
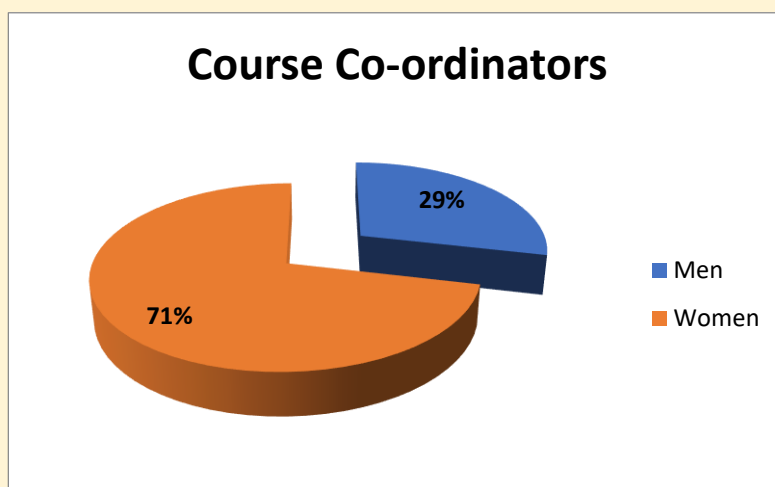
Fig 1.2.4

Interpretation: The above chart shows that there are 29% men as compared to 71% women among the course coordinators.
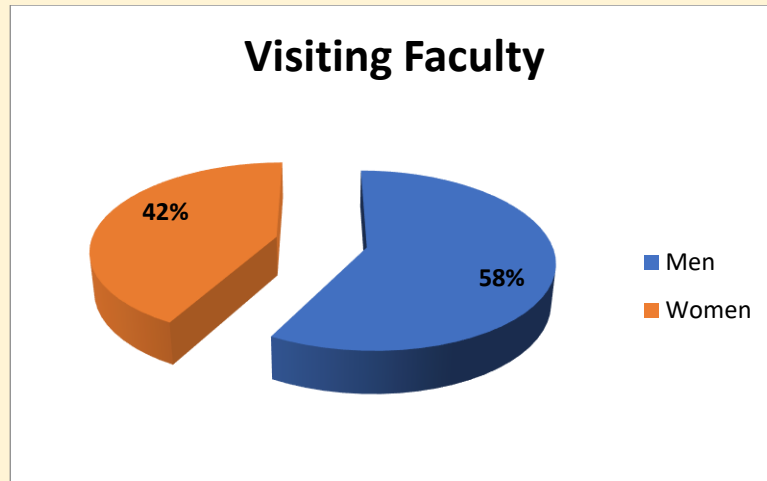
Fig 1.2.5

Interpretation: The above chart shows that there are 58% men as compared to 42% women among the total visiting faculty.

Overall, among all the four categories i.e., Degree staff, Self-finance staff, Course Coordinators the number of women is more than men in all categories.
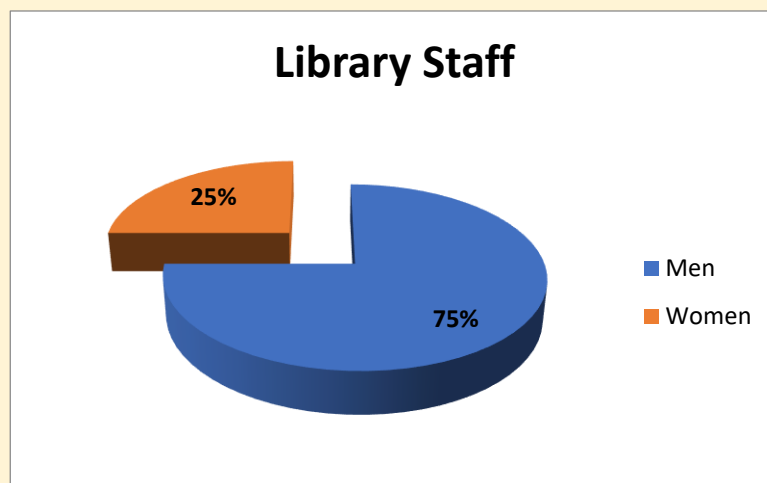
Fig 1.2.6

Interpretation: The table and the chart depict that even in the case of Library staff like administrative staff, men are more than women staff by 75%
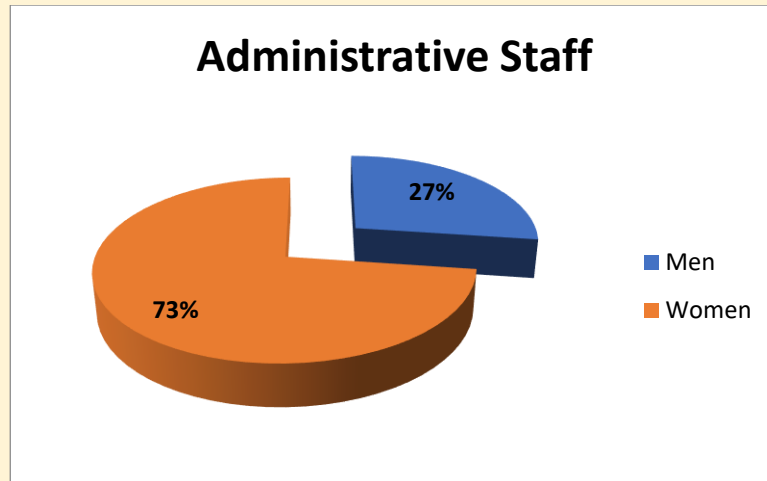
Fig 1.2.7

Interpretation: Under the administrative staff the women staff members are more than men.
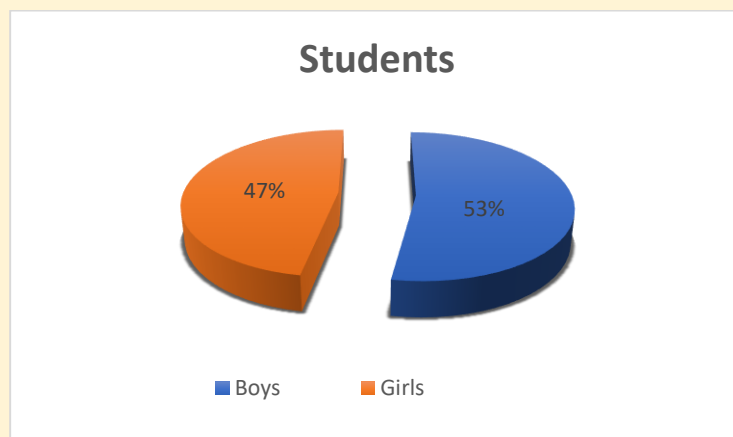
Fig 1.2.8

Interpretation: The above chart shows that there are 53% boys as compared to 47% girls among the total Students in the college.

ASSOCIATIONS INCHARGE	Male	Female	Total	% Male	% Female
	12	19	31	38.7%	61.3%
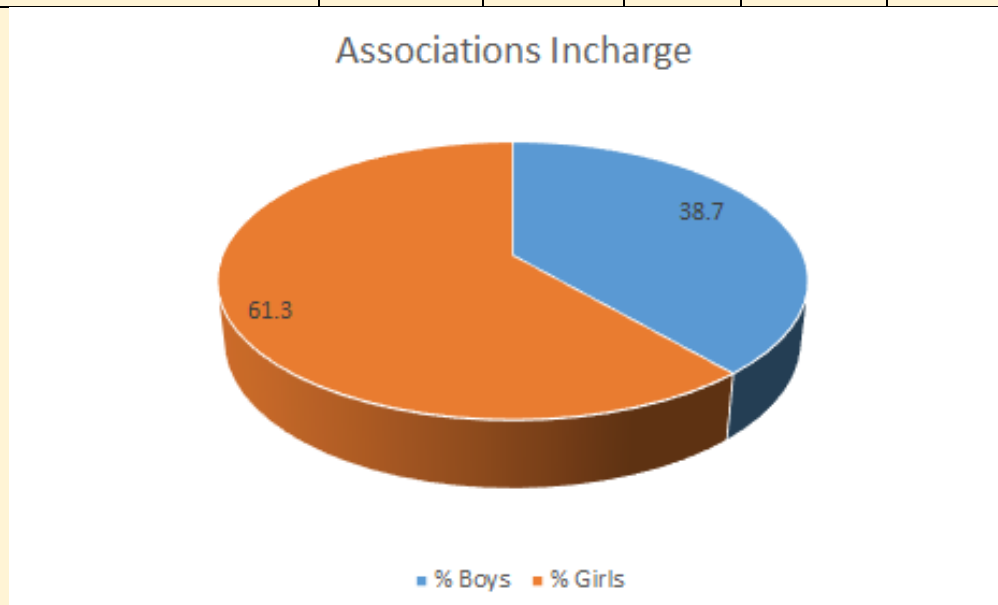
Fig 1.2.9

Interpretation: The above chart shows that there are 38.7% male as compared to 61.3% female staff to oversee associations in the college.

1.3. Resources and Infrastructure

Specific facilities supported all the stakeholders in terms of

- Extensive surveillance network checked across the campus.
- Availability of First Aid Box and Doctor on call
- Formal and informal avenues for counseling students and staff for academic and other issues/problems.
- Mentor Mentee meeting held each month to understand and counsel the issues of students
- Common rooms have been provided for males and females.
- Sanitary wending machine and an incinerator is installed in the women's restroom

Library Footfall Students and Teachers Separately			
	% Male	% Female	Total
Teachers	35.15	64.85	495
Students	43.90	56.10	31090

The above table shows that females the have majority in the count for library footfall.

2. Internal Set-up for Gender Inclusivity

A gender audit is a technique for evaluating and verifying the integration of gender equality into organisations, including policies, programmes, projects, and service supply, structures, procedures, and budgets.

Gender audits are a strategy for gender mainstreaming that aids organisations in finding and understanding gender trends in their human resource management, organisational culture, and processes for structuring and executing policies and services. Additionally, they aid in deciding how management decisions and organisational performance affect gender equality inside the organisation. Gender audits find significant gender disparities and difficulties and suggest ways to close them through improvements and innovations. They serve as a baseline against which progress may be checked over time.

2.1. Audit Committee

Following Members were appointed as Gender Audit Committee to implement audit for the year 2022-2023.

1. Vaishali Ojha, Convener
2. Dr Arti Gadre, Member Secretary
3. Dr Samita Sengupta, Member
4. Prashant Chaube, Member
5. Dr Bhojraj Shewale, Member
6. Akshay Nair, Member
7. Radhika Joshi, Member

2.2. Objectives of Gender Audit

National Education Policy NEP 2020 stresses the importance and value of inclusivity in education and gender education

The Gender Audit of KES Shroff College has the following goals:

- To find out the areas where gender balance exists.
- To examine the policies of the college rules / actions toward the needs and interests of all genders.
- Suggest measures for bridging the gender gap.
- Foster gender equality in all aspects of college life and throughout the college community.

The policy refers to the need to promote and support the education of transgender person.

2.3. Benefits of Gender Audit

I.   Strengthen the organization's collective ability to look at its actions from a gender viewpoint.

II.   Find strengths and weaknesses with a view to support and promote gender and gender inclusivity

III.   Assess existing processes and programmes.

IV.   Identify gender biases, phobias and myths and gender-based discrimination (if any).

V.   Pay attention to different issues such as the status of gender equality and representation in the organisational structure, programmes, processes, activities of the College

VI.   Gather student and staff beliefs, understanding and behaviours towards gender and related concerns

VII.   Formulate a Gender-inclusive Policy for the College.

2.4. Target Areas of the Gender Audit

The primary goal of the gender audit is to decide the degree of gender inclusion and gender balance in the college across the following aspects:

I.   Syllabus Framing

II.   Co-curricular activities

III.   Instructional processes

IV.   Staff

V.   Student enrolment

VI.   Infrastructure

VII.   Health & Safety Norms

An external committee made up of specialists in administration and/or gender will examine the gender audit. This committee will recommend actions and approaches to help overcome any gender inequalities in the fields.

2.5. Students Participation and Involvement

The following table shows bifurcation based on gender among the various associations or committees of the college.

Participation in Operational Committees of the college

Club | Association | Committee	Boys	Girls	Total	% Boy	% Girl
NSS – Volunteers	62	108	170	36.47	63.53
NCC – Cadets	32	16	48	66.67	33.33
Library Advisory Committee – Volunteers	3	1	4	75	25
Social Impact Committee - Volunteers	2	13	15	13.33	86.67
Commerce Association - Volunteers	15	12	27	55.56	44.44
Youth Empowerment Committee	4	4	8	50	50
Cine & Dramatics – Volunteers	15	8	23	65.21	34.79
Gujarati Sahitya Mandal - Volunteers	3	2	5	60	40
Hindi Sahitya Mandal – Volunteers	3	7	10	30	70
Rotaract Club – Volunteers	6	8	14	42.86	57.14
BANCA – Volunteers	9	24	33	25	75
CIIE– Volunteers	7	6	13	53.84	36.16
Cultural Association- Volunteers	13	7	20	65	35
Friday School of Economics- Volunteers	4	6	10	40	60
Financia- Volunteers	5	6	11	45.45	54.55
1 - A Step Ahead - Volunteers	49	36	85	57.64	32.36
Zero Gravity Club-Volunteers	4	5	9	44.44	55.56
Social Science Association-Volunteers	3	8	11	27.27	72.73
Women Development and Empowerment Cell -Volunteers	3	4	7	42.85	57.15
Equal Opportunity Cell -Volunteers	3	6	9	33.33	66.67
Marathi Wangmay Mandal- Volunteers	3	3	6	50	50

Debating Society - Volunteers	3	3	6	50	50
Blue Mangoes Media Club - Volunteers	19	21	40	47.5	52.5
Dept. of Lifelong Learning & Extension Programme (DLLE)	61	81	142	42.95	57.05
Legal Aid Clinic - Volunteers	11	21	32	34.37	65.63
Bulls & Bears Club- Volunteers	5	6	11	45.45	54.55
Eager Beaver Club- Volunteers	3	1	4	75	25
Centre for Universal Human Value	3	1	4	75	25
Nature Club- Volunteers	6	4	10	60	40
Accounts Ant Club	2	2	4	50	50
Internal Complaints Committee Members	2	6	8	25	75

	Boys	Girls	Total	% Boy	% Girls
NSS – Volunteers	62	108	170	36.47	63.53
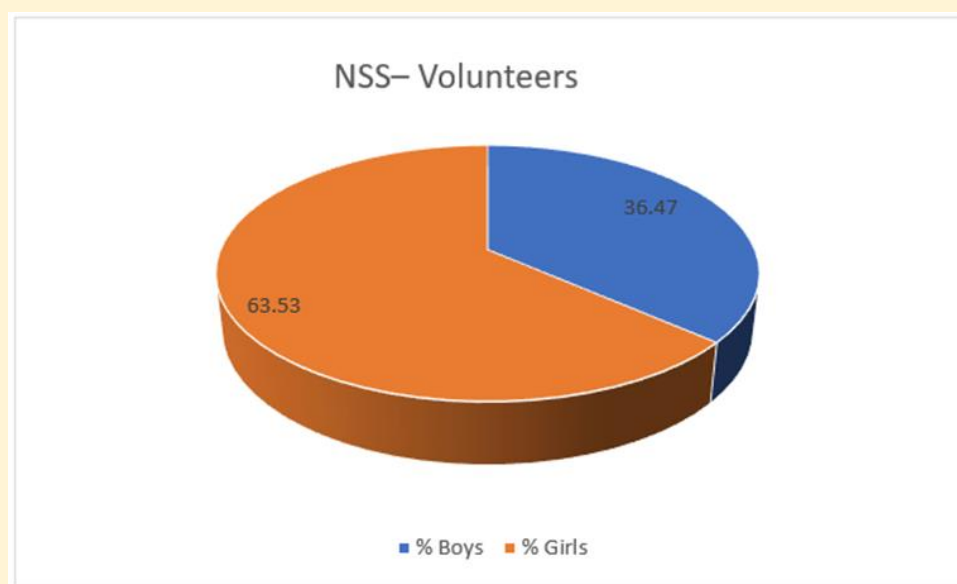
Fig 2.5.1

Interpretation: The above chart shows that there are 64% boys as compared to 36% girls among the NSS Volunteers in the college.

NCC – Cadets	Boys	Girls	Total	% Boys	% Girls
	32	16	48	66.67	33.33
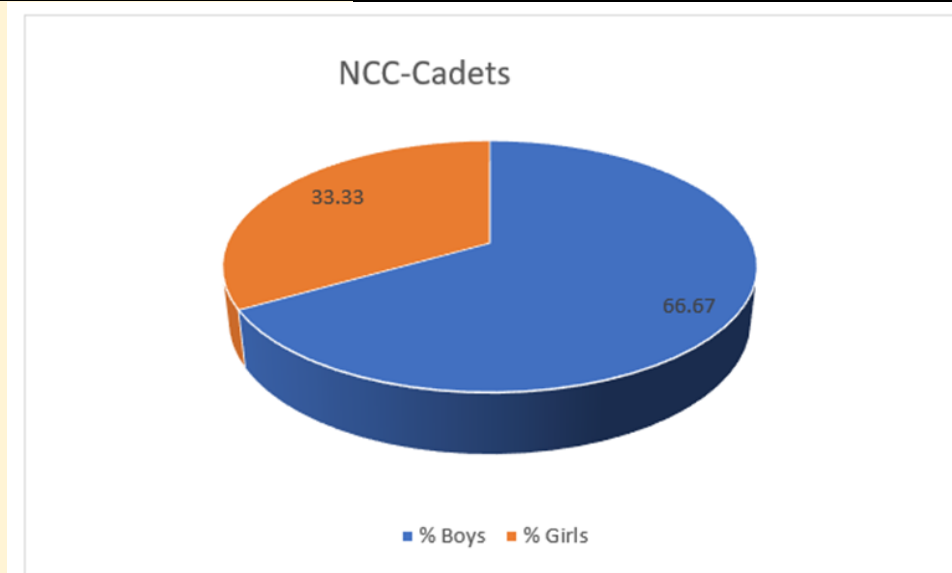
Fig 2.5.2

Interpretation: The above chart shows that there are 67% boys as compared to 33% girls among the NCC Cadets in the college.

Social Impact Committee – Volunteers	Boys	Girls	Total	% Boys	% Girls
	2	13	15	13.33	86.67

Fig 2.5.3

Interpretation: The above chart shows that there are 13% boys as compared to 87% girls among the Social Impact Committee Volunteers in the college.

Commerce Association – Volunteers	Boys	Girls	Total	% Boys	% Girls
	15	12	27	55.56	44.44

Commerce Association - Volunteers

39.13

60.87

% Boys   % Girls

Fig 2.5.4

Interpretation: The above chart shows that there are 56% boys as compared to 44% girls among the Commerce Association – Volunteers in the college.

Youth Empowerment Committee	Boys	Girls	Total	% Boys	% Girls
	4	4	8	50	50

Youth Empowerment Committee - Volunteers

50   50

% Boys   % Girls

Fig 2.5.5

Interpretation: The above chart shows that there are 50% boys as compared to 50% girls among the Youth Empowerment Committee – Volunteers in the college.

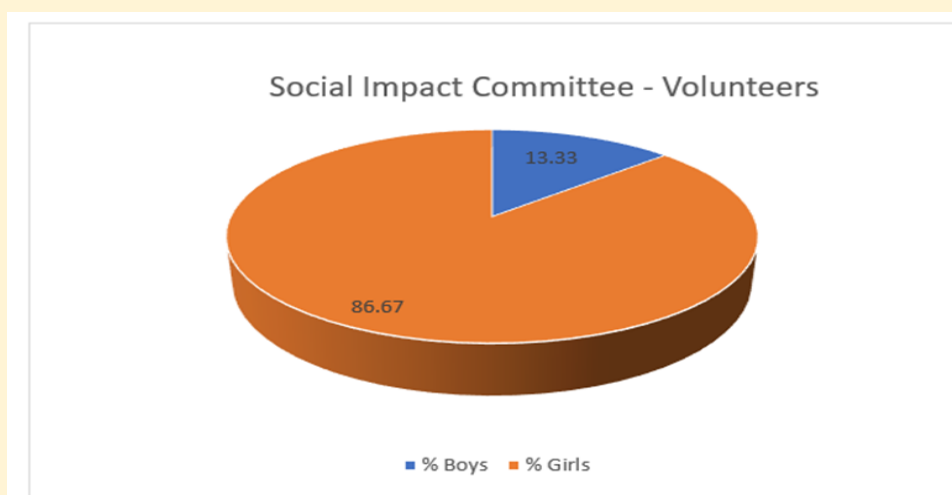| Cine & Dramatics – Volunteers	Boys	Girls	Total	% Boys	% Girls
	15	8	23	65.21	34.79

Fig 2.5.6

Interpretation: The above chart shows that there are 65% boys as compared to 35% girls among the Cine & Dramatics – Volunteers in the college.

Gujarati Sahitya Mandal – Volunteers	Boys	Girls	Total	% Boys	% Girls
	3	2	5	60	40
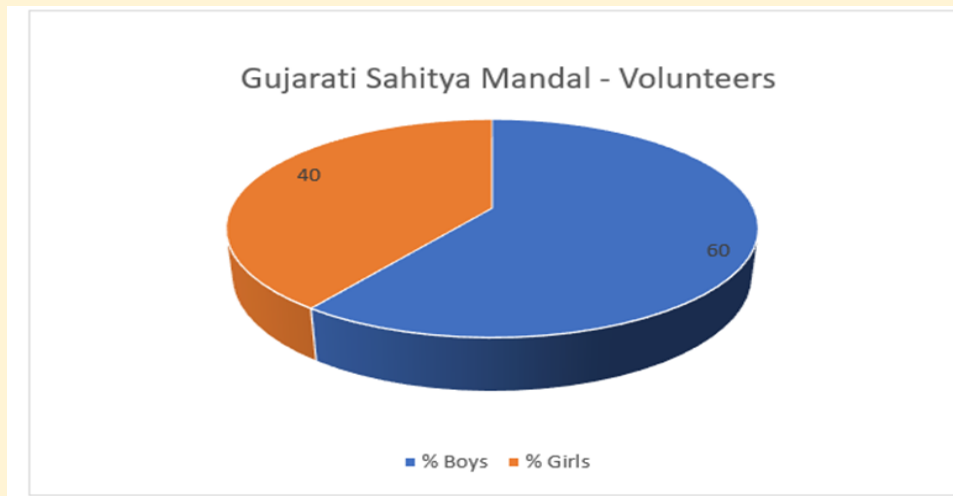
Fig 2.5.7

Interpretation: The above chart shows that there are 60% boys as compared to 40% girls among the Gujarati Sahitya Mandal – Volunteers in the college.

Hindi Sahitya Mandal – Volunteers	Boys	Girls	Total	% Boys	% Girls
	3	7	10	30	70

Fig 2.5.8

Interpretation: The above chart shows that there are 30% boys as compared to 70% girls among the Hindi Sahitya Mandal – Volunteers in the college.

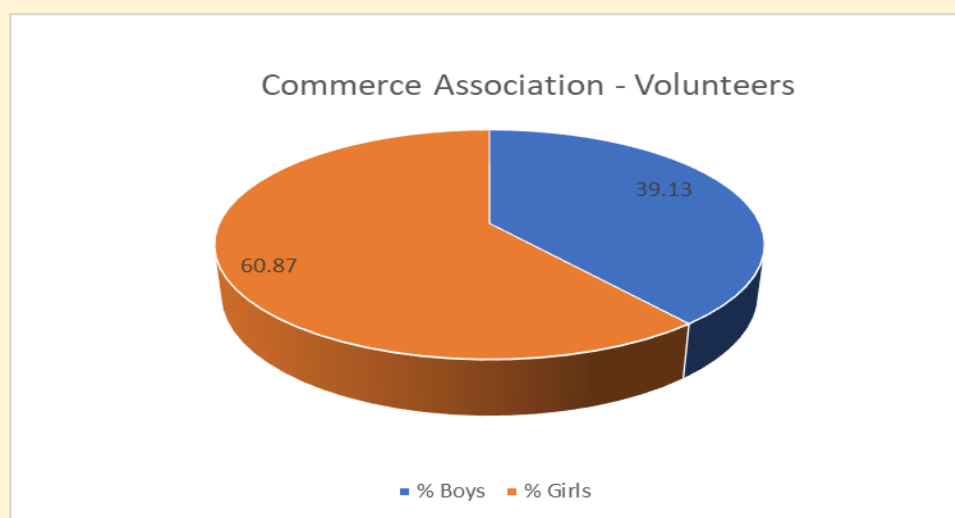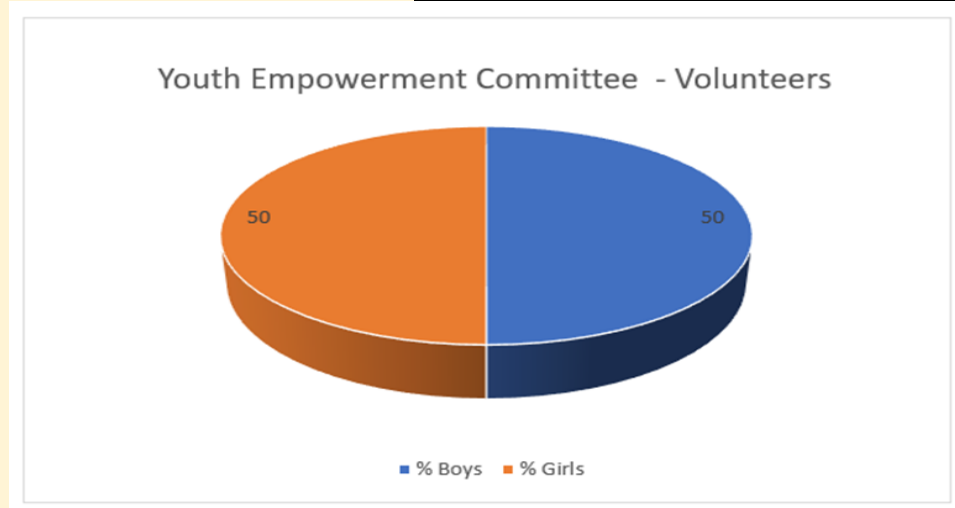| BANCA – Volunteers	Boys	Girls	Total	% Boys	% Girls
	9	24	33	25	75

Fig 2.5.9

Interpretation: The above chart shows that there are 25% boys as compared to 75% girls among the BANCA – Volunteers in the college.

CIIE– Volunteers	Boys	Girls	Total	% Boys	% Girls
	7	6	13	53.84	36.16

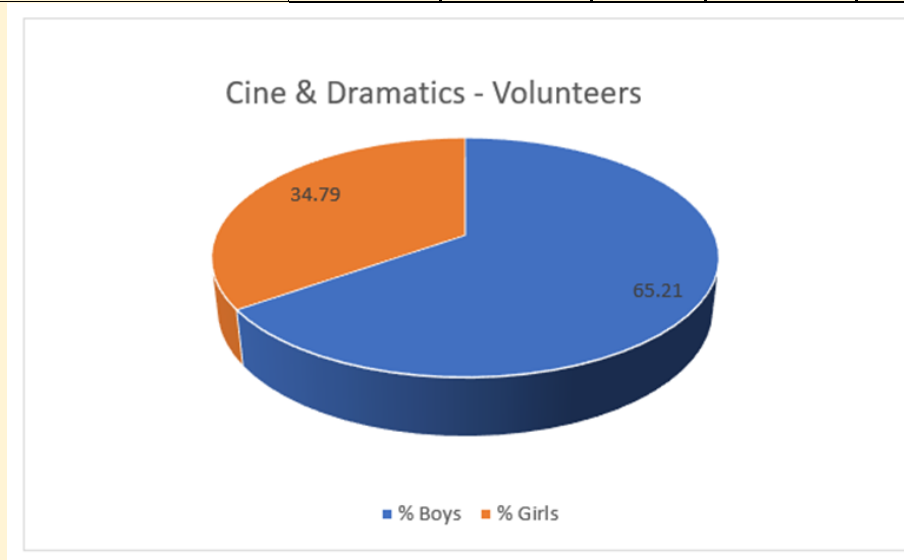Fig 2.5.10

Interpretation: The above chart shows that there are 54% boys as compared to 36% girls among the CIIE – Volunteers in the college.

Cultural Association- Volunteers	Boys	Girls	Total	% Boys	% Girls
	13	7	20	65	35

Fig 2.5.11

Interpretation: The above chart shows that there are 65% boys as compared to 35% girls among the Cultural Association– Volunteers in the college.

Friday School of Economics- Volunteers	Boys	Girls	Total	% Boys	% Girls
	4	6	10	40	60

Fig 2.5.12

Interpretation: The above chart shows that there are 40% boys as compared to 60% girls among the Friday School of Economics– Volunteers in the college.

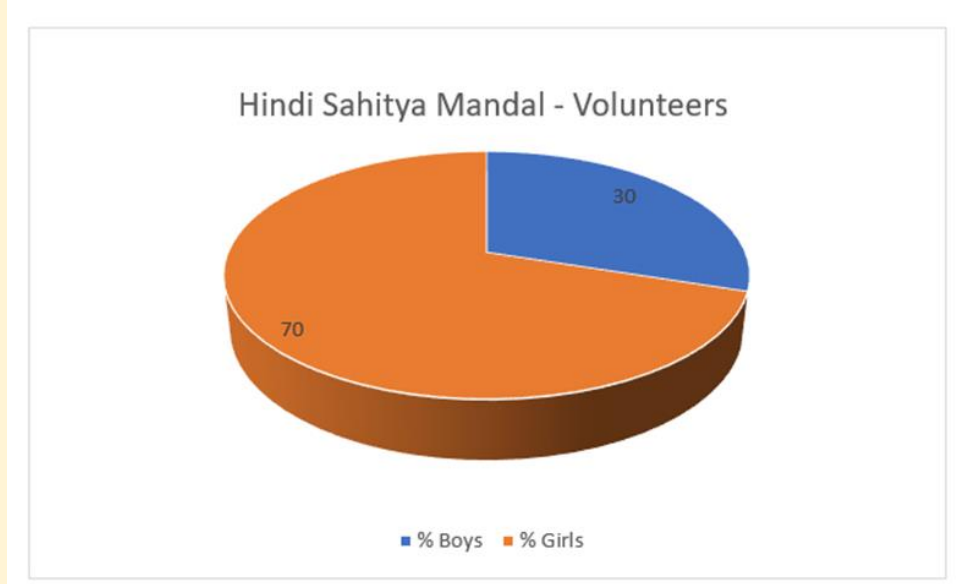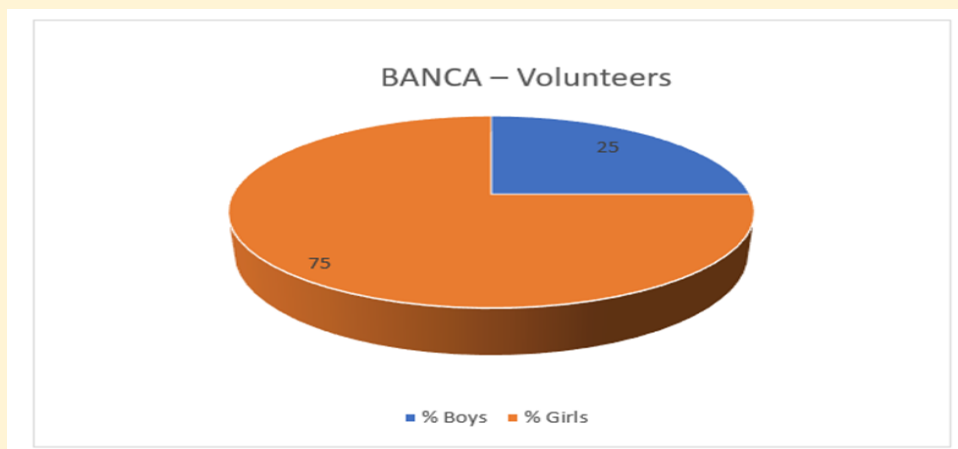| Financia- Volunteers	Boys	Girls	Total	% Boys	% Girls
	5	6	11	45.45	54.55

Fig 2.5.13

Interpretation: The above chart shows that there are 45% boys as compared to 55% girls among the Financia – Volunteers in the college.

1 - A Step Ahead – Volunteers	Boys	Girls	Total	% Boys	% Girls
	49	36	85	57.64	32.36

Fig 2.5.14

Interpretation: The above chart shows that there are 58% boys as compared to 32% girls among the 1 - A Step Ahead – Volunteers in the college.

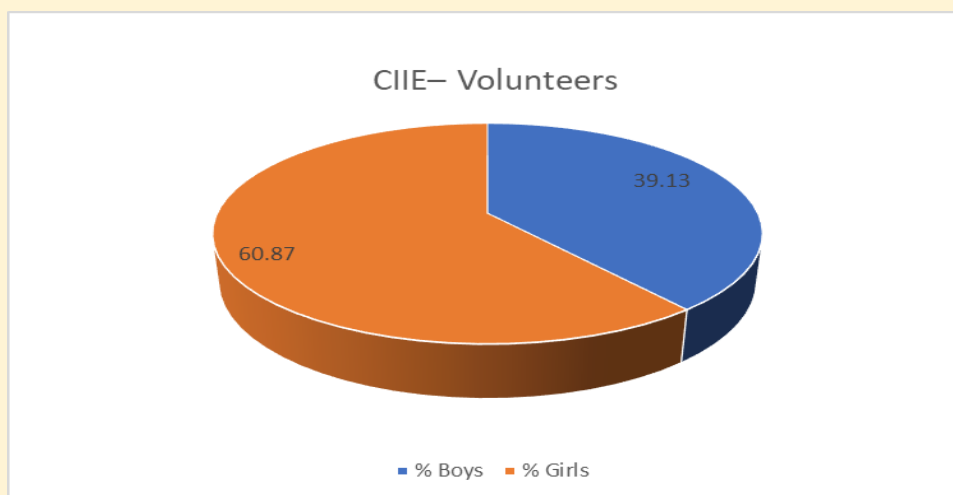| Zero Gravity Club-Volunteers	Boys	Girls	Total	% Boys	% Girls
	4	5	9	44.44	55.56

Fig 2.5.15

Interpretation: The above chart shows that there are 44% boys as compared to 56% girls among the Zero Gravity Club – Volunteers in the college

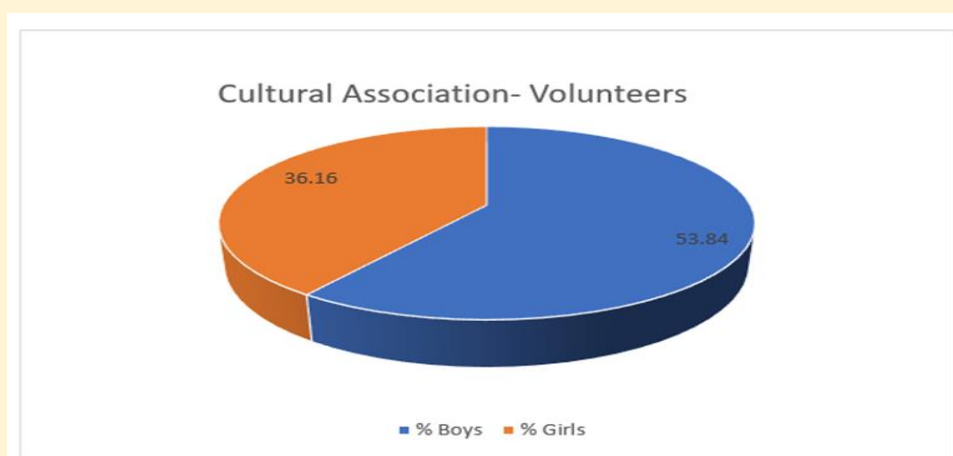| Social Science Association-Volunteers	Boys	Girls	Total	% Boys	% Girls
	3	8	11	27.27	72.73

Fig 2.5.16

Interpretation: The above chart shows that there are 28% boys as compared to 72% girls among the Social Science Association – Volunteers in the college

Women Development and Empowerment Cell -Volunteers	Boys	Girls	Total	% Boys	% Girls
	3	4	7	42.85	57.15
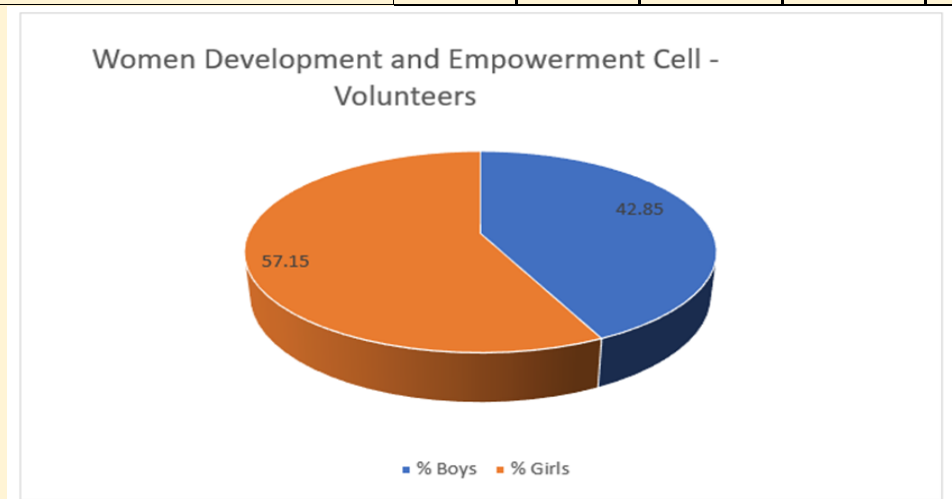
Fig 2.5.17

Interpretation: The above chart shows that there are 43% boys as compared to 57% girls among the Women Development and Empowerment Cell – Volunteers in the college

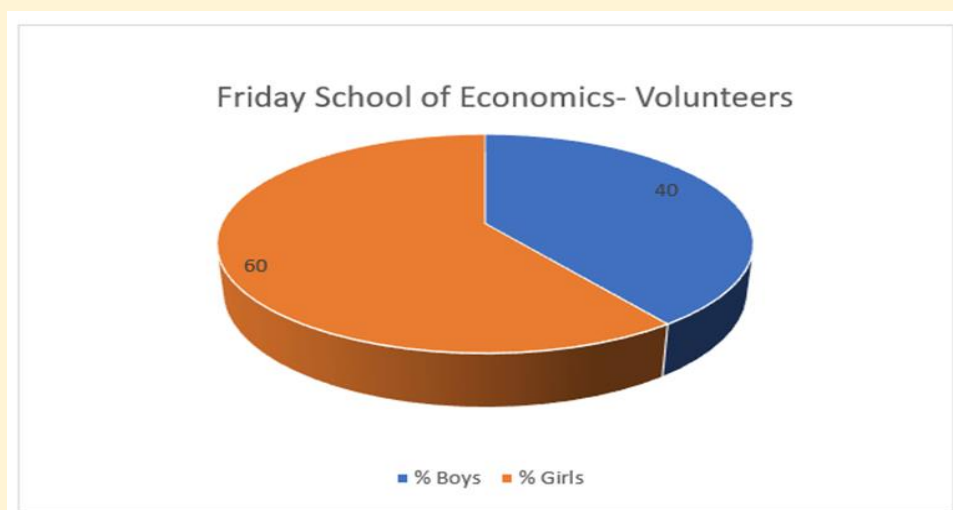| Equal Opportunity Cell -Volunteers	Boys	Girls	Total	% Boys	% Girls
	3	6	9	33.33	66.67

Fig 2.5.18

Interpretation: The above chart shows that there are 33% boys as compared to 67% girls among the Equal Opportunity Cell – Volunteers in the college

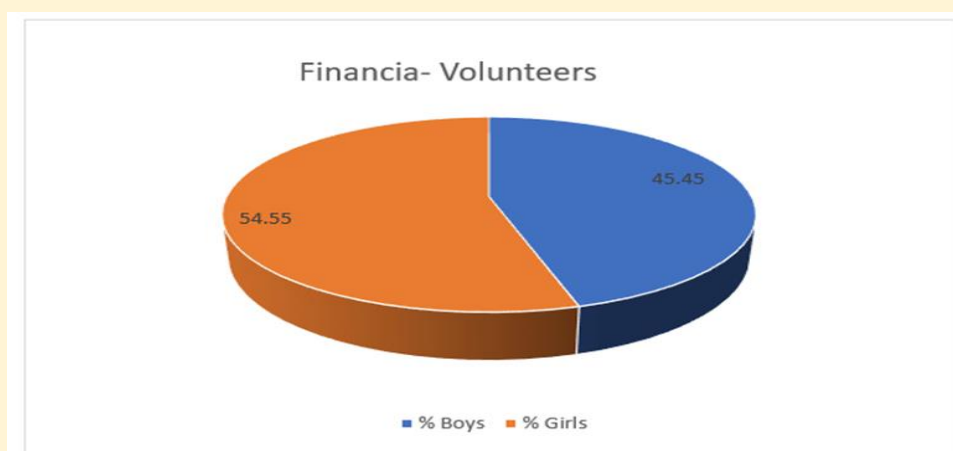| Marathi Wangmay Mandal- Volunteers	Boys	Girls	Total	% Boys	% Girls
	3	3	6	50	50

Fig 2.5.19

Interpretation: The above chart shows that there are 50% boys as compared to 50% girls among the Marathi Wangmay Mandal – Volunteers in the college

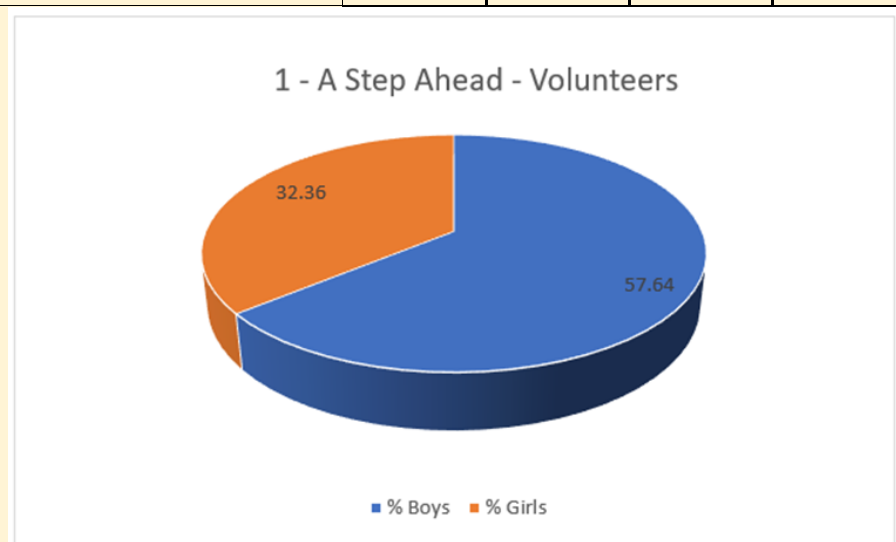|	Boys	Girls	Total	% Boys	% Girls
Debating Society – Volunteers	3	3	6	50	50

Fig 2.5.20

Interpretation: The above chart shows that there are 50% boys as compared to 50% girls among the Debating Society – Volunteers in the college

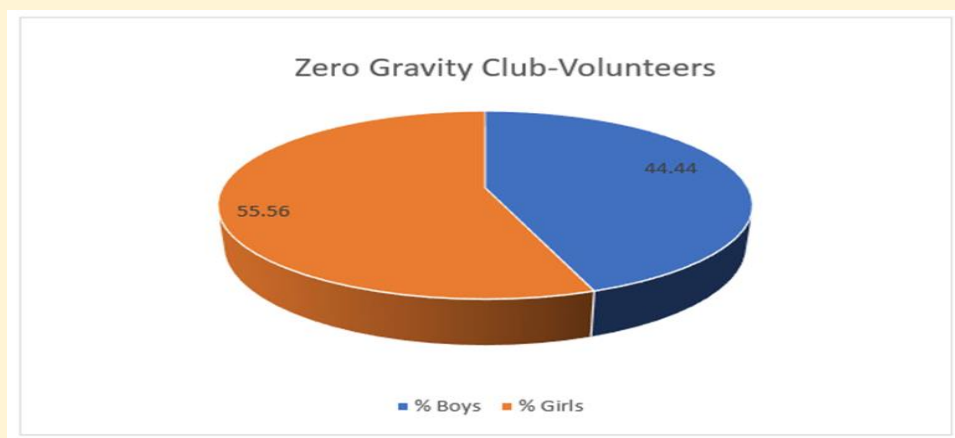| Blue Mangoes Media Club – Volunteers	Boys	Girls	Total	% Boys	% Girls
	19	21	40	47.5	52.5

Fig 2.5.21

Interpretation: The above chart shows that there are 48% boys as compared to 52% girls among the Blue Mangoes Media Club – Volunteers in the college

Dept. of Lifelong Learning & Extension Programme (DLLE)	Boys	Girls	Total	% Boys	% Girls
	61	81	142	42.95	57.05
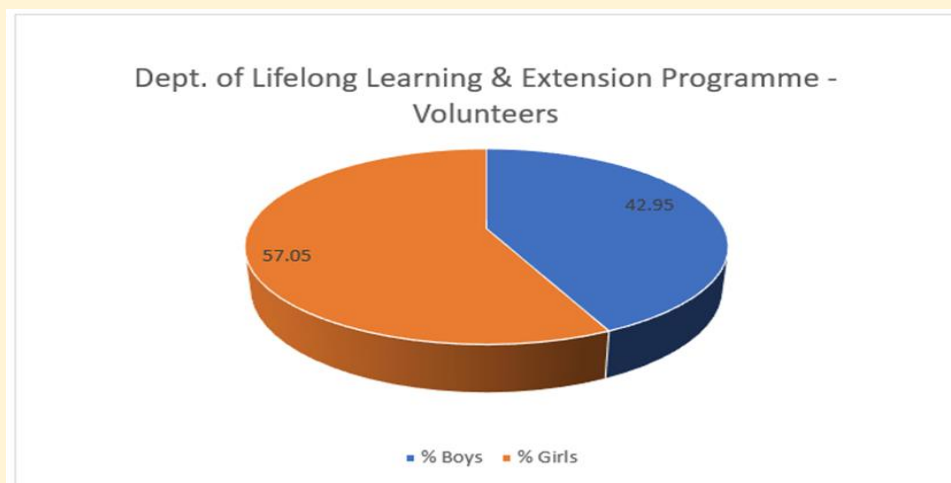
Fig 2.5.21

Interpretation: The above chart shows that there are 43% boys as compared to 57% girls among the Dept. of Lifelong Learning & Extension Programme – Volunteers in the college

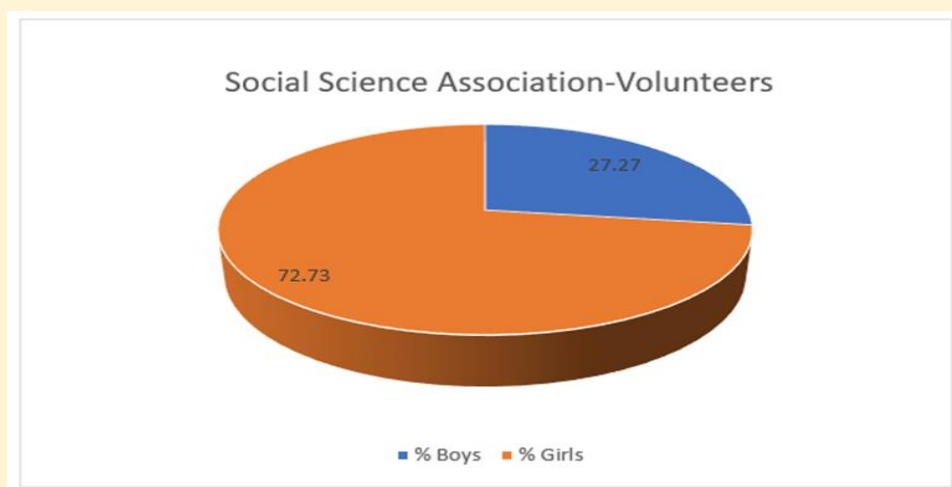| Legal Aid Clinic – Volunteers	Boys	Girls	Total	% Boys	% Girls
	11	21	32	34.37	65.63

Fig 2.5.22

Interpretation: The above chart shows that there are 34% boys as compared to 67% girls among the Legal Aid Clinic – Volunteers in the college

Bulls & Bears Club- Volunteers	Boys	Girls	Total	% Boys	% Girls
	5	6	11	45	55
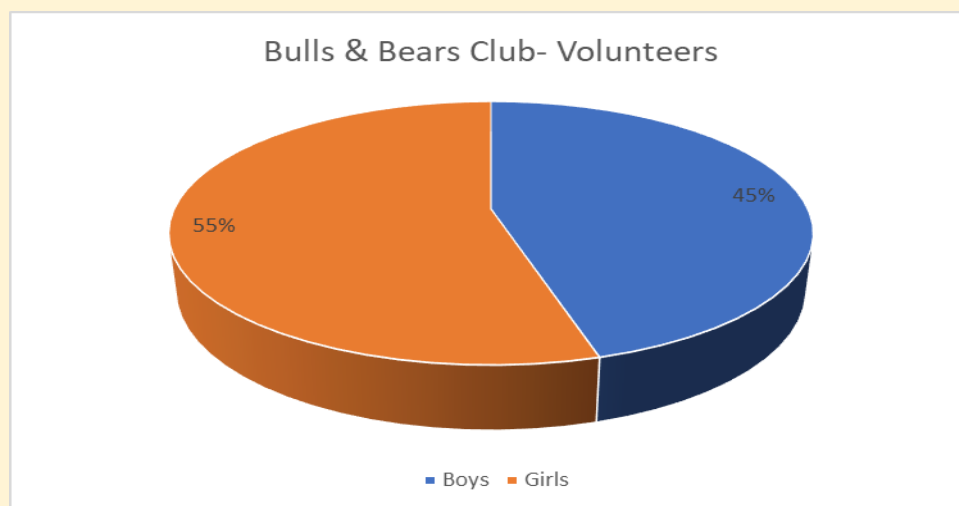
Fig 2.5.23

Interpretation: The above chart shows that there are 45% boys as compared to 54% girls among the Bulls & Bears Club – Volunteers in the college

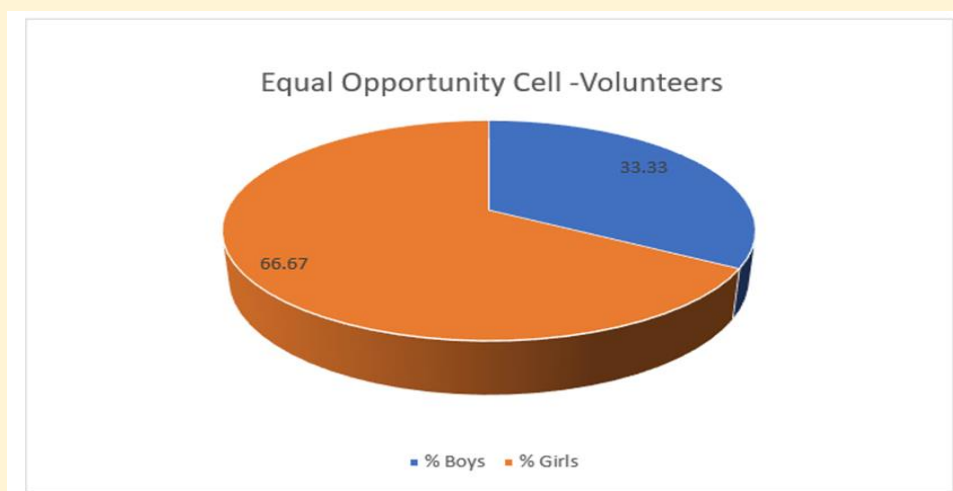| Eager Beaver Club- Volunteers	Boys	Girls	Total	% Boys	% Girls
	3	1	4	75	25
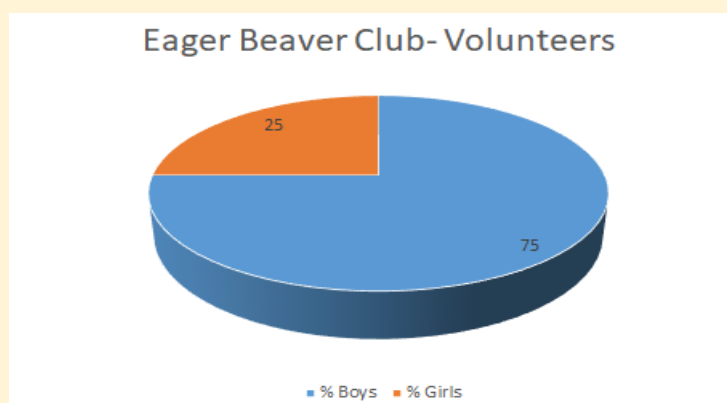
Fig 2.5.24

Interpretation: The above chart shows that there are 75% boys as compared to 25% girls among the Eager Beaver Club– Volunteers in the college

Centre for Universal Human Value	Boys	Girls	Total	% Boys	% Girls
	3	1	4	75	25
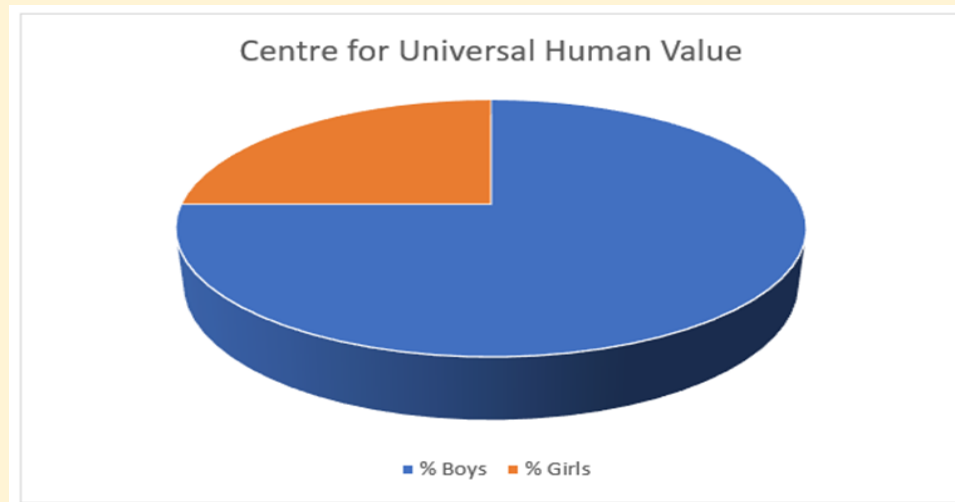
Fig 2.5.25

Interpretation: The above chart shows that there are 75% boys as compared to 25% girls among the Centre for Universal Human Value – Volunteers in the college.

Nature Club- Volunteers	Boys	Girls	Total	% Boys	% Girls
	6	4	10	60	40
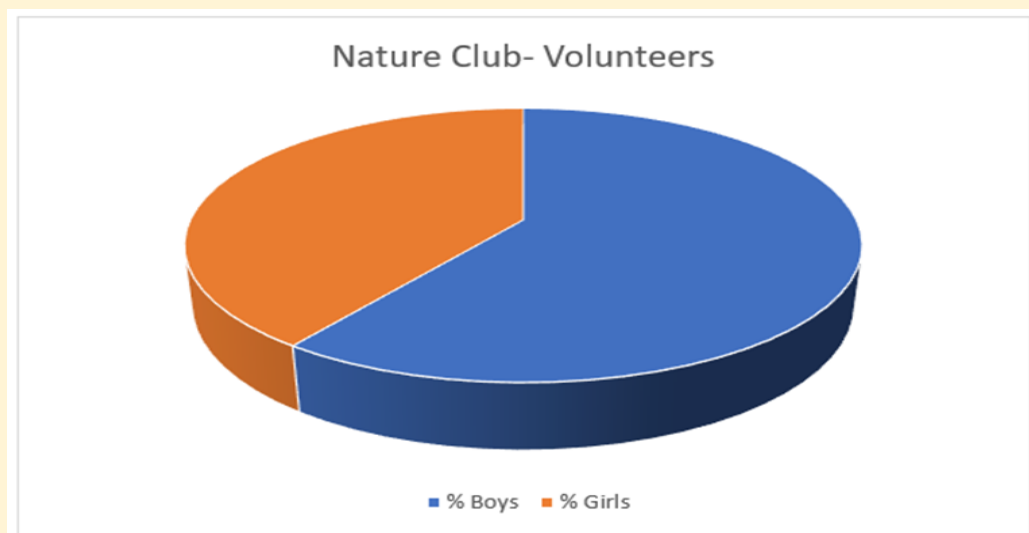
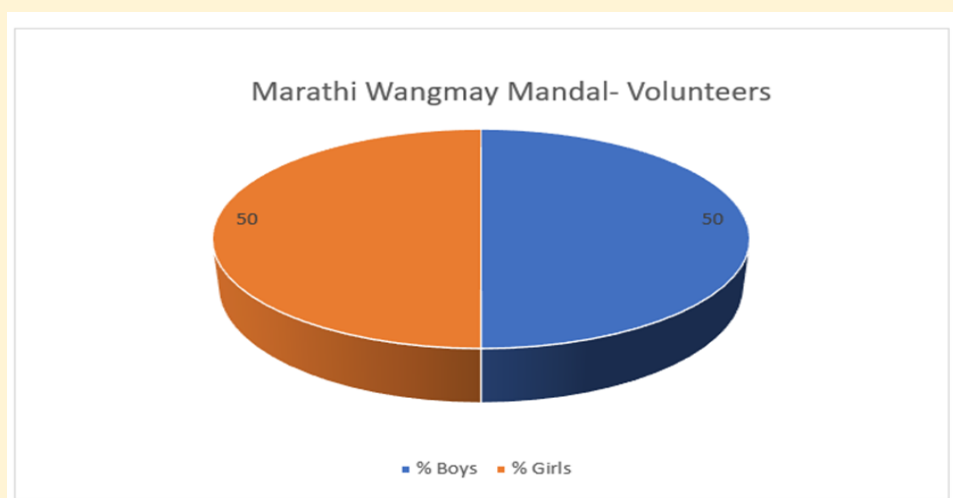*Interpretation*: The above chart shows that there are 60% boys as compared to 40% girls among the Nature Club – Volunteers in the college.

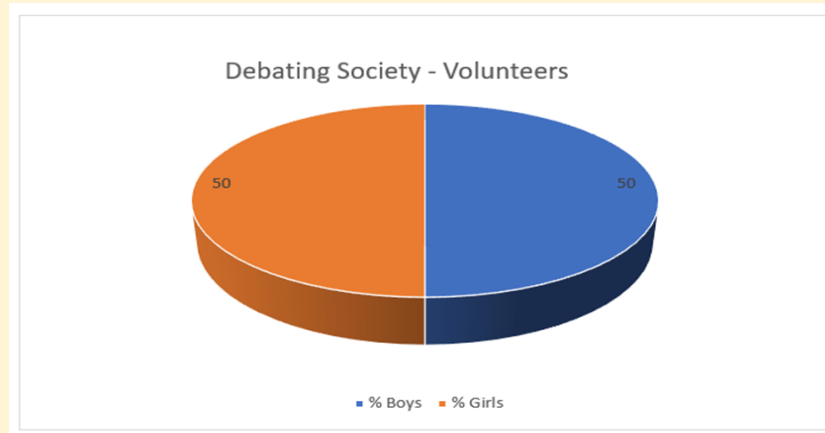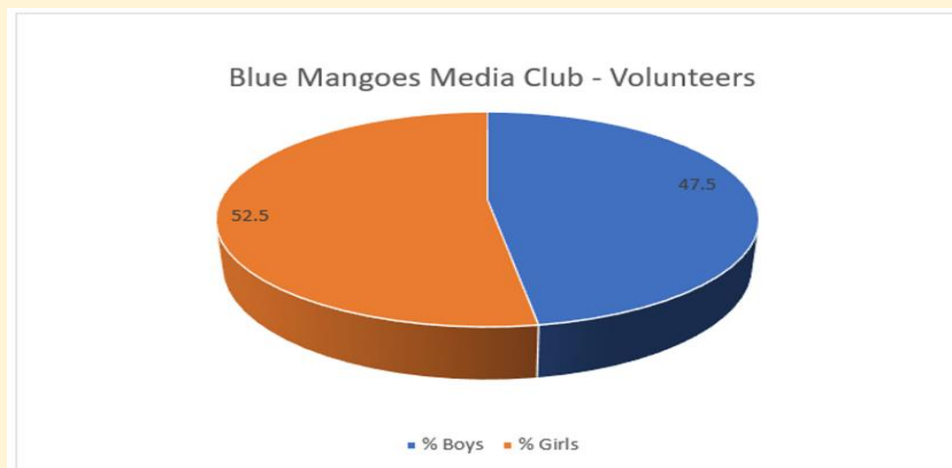| Accounts Ant Club	Boys	Girls	Total	% Boys	% Girls
	2	2	4	50	50
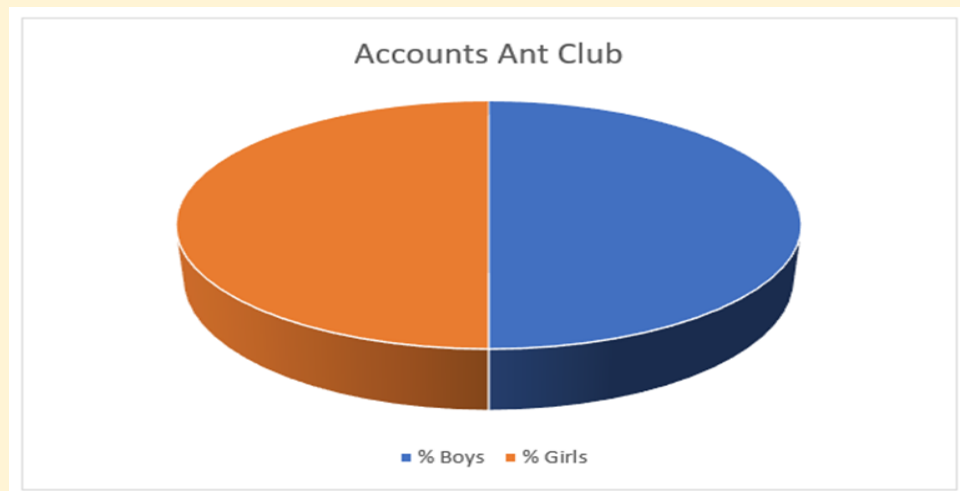
Fig 2.5.26

Interpretation: The above chart shows that there are 50% boys as compared to 50% girls among the Accounts Ant Club – Volunteers in the college.

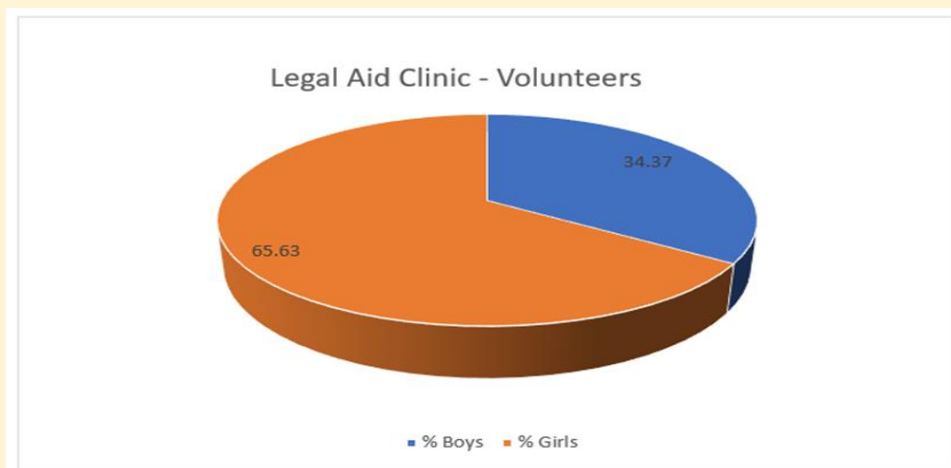| Associations/ Committees	Boys	Girls	Total	% Boys	% Girls
Secretaries	10	20	30	33.33%	66.67%
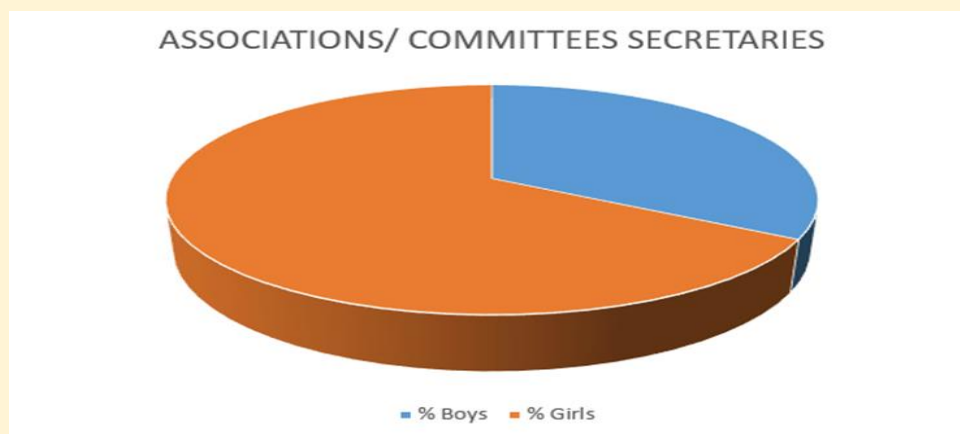
Fig 2.5.27

Interpretation: The above chart shows that there are 33% boys as compared to 67% girls among the Associations/ Committees Secretaries in the college.

2.6. MOU with Tweet Foundation

On 28th Jan, 2023, the college entered into MOU with Tweet Foundation which is a community-based organisation in India based out of New Delhi and Mumbai. It was established by seven trans activists in 2017 to serve the young trans movement in India. The MOU was signed with purpose of to provide critical support to young trans-masculine and transfeminine persons to improve the intellectual life and societal evolution.

Under the MOU, the college will support the trans community to empower themselves. For this college will provide admission with just fees of Rs 1/-. One Transperson has taken a benefit of the same and secured admission in fashion designing course. Along with this the college organized some workshops for their capacity development.

Lastly, the college is organizing gender sensitization programmes along with Tweet foundation to promote gender equality and inclusivity.

3. Existing Gender Practices

3.1 Curriculum Aspects

The following departments have gender-based models in the syllabus:

Department	Year	Subject/ Unit
Humanities	**FY**	**Foundation Course** *Unit 1* – Gender in society, *Unit 2* - Concept of gender disparity, *Unit 4* – Role and significance of women in politics
	SY	**Emerging fields in Sociology** *Unit 1* – Women journalists
		Foundation Course III *Unit 1* – Women's constitutional and legal rights
	TY	**Population Geography: Paper-V** *Unit 4* – Gender issues
		Western Political Thought: Paper-V *Unit 4* – Feminism (Simone de Beauvoir)
		Abnormal Psychology – Part II (Paper-V) *Unit 4* – Gender Dysphoria
		Industrial/Organizational Psychology: Part II (Part-VI) *Unit 3* – Gender differences in leadership styles
		Counselling Psychology: Part 1 (Paper-IX) *Unit 4* – Gender based counselling
		Sociology of Gender - Paper VI

		Unit 1 – Basic concepts, *Unit 2* – Feminist perspective, *Unit 3* – New Challenges, *Unit 4* – History of women's struggle
		Media, Culture and Society -V *Unit 4* – Representation of gender in media
		Gender and Society in India: Contemporary Debates and emerging issues – Part VI *Unit 1* – Sites of violence against women, *Unit 2* – Gender galaxy, *Unit 3* – Protests and resistance, *Unit 4* – Feminists campaign in digital spaces
Film Production and Communication	FY	**Foundation Course** *Unit 1* – Explore the disparities arising out of gender, reasons and measures to overcome
	SY	**Introduction to Direction for Television: Fictional and Reality TV** *Unit 4* - Role and impressions of women
		Theatre and Acting-II *Unit 3* – Gender discrimination and women empowerment
	TY	**Film Studies and Contemporary Hindi Cinema** *Unit 1* – Women centric movies
		Laws Related to Films, TV and Internet *Unit 3* – Indecent representation of women's act
Multimedia and Mass Communication	FY	**Fundamentals of Mass Communication** *Unit 4* - Impact of Mass Media on - Education, Children, Women
		Foundation Course *Unit 1* - Explore the disparities arising out of gender, reasons and measures to overcome
		Introduction to Advertising *Unit 1* - Women and advertising, Children and advertising, Senior

		citizen and advertising, Pop Culture and advertising,
		Media, Culture and Gender *Unit 3* - Gender and media culture: role and influence of media
	SY	**Media Laws and Ethics** *Unit 3* - Morality and obscenity
	TY	**Copy Writing** *Unit 3* - Copy for various audiences and appeals the techniques for evaluation of an ad campaign
		Journalism and Public Opinion *Unit 4* - Portrayal of Women's issues in media
		Contemporary Issues *Unit 1* - Social Movements and Progress for Society
Management	FY	**Foundation Course** *Unit 4* – Explore the disparities arising out of gender – reason and measures to overcome
		Industrial Law *Unit 2* - Special provision relating to employment of women, offences and penalties, *Unit 4* – Maternity benefits
	SY	**Introduction to Advertising** *Unit 1* – Women and advertising
		Business Planning & Entrepreneurial Management *Unit 2* – Women entrepreneurs
	FYBEM	**Foundation Course** *Unit 4* – Substance abuse, issues of child labor, child abuse
	TY	**Entrepreneurship Management**

		Unit 1 – Women entrepreneurs , *Unit 2* - Development of women entrepreneurs-with reference to SHGs
Commerce	**FY**	**Introduction to Business -Commerce - I** *Unit 4* – Women entrepreneurs
	SY	**Foundation Course III** *Unit 1* - Women-constitutional and legal rights, forms of violations, redressal mechanisms.
		Foundation Course IV *Unit 2* - Eco centrism- Ecofeminism and Deep Ecology
	TY	**Business Economics V– Introduction to Indian Economy** *Unit 1* - Gender Development (GDI and GEM)
Finance	**FYBAF**	**Foundation Course** *Unit 1* - Explore the disparities arising out of gender – reasons and measures to overcome
	FYBFM	**Foundation Course** *Unit 1* - Explore the disparities arising out of gender – reasons and measures to overcome
	FYBIM	**Foundation Course** *Unit 1* - Explore the disparities arising out of gender – reasons and measures to overcome
	FYFINTECH	**Foundation Course – I** *Unit 1* - Explore the disparities arising out of gender – reasons and measures to overcome
Certificate Course	**Self Defense**	**Total number of beneficiaries –** *Year 2021-2022 –* 89 (Online) *Year 2022-2023 –* 110 (Offline)

3.2 Research and Consultancy

Sr. No.	Title of paper	Name of the author/s	Department of the teacher	Name of journal	Year of publication	ISSN No.	Link to the recognition in UGC enlistment of the Journal
1	Challenges and Problems Faced by Working Women in the 21st Century	Dr. Vanitha Esaimani	Commerce	IJIRT	2022-23	ISSN: 2349-6002	**View File**
2	Micro Finance, Gender Disparity and Women Upliftment	Dr. Samita Sengupta	Economics	Madhya Bhartati	2022-23		In process
3	हिंदी साहित्य: दलित नारी की स्थिति	Dr.Urmila Singh	Humanities	Samichin	2022-23	ISSN:2250-2335	**View File**

Book Chapter on Gender-related topics

Sr. No.	Name of the teacher	Title of the book published	Title of the chapters published	Year of publication	ISBN number
1	DR.Arun Chandane	Foundation course I	Concept of disparity	2022-23	978-93-5576-1
2	Samrat Srivastava	Struggling to be taken seriously - Problems faced by women entrepreneurs		2022-23	979-888869124-3

3.3 Healthy Practices

1. **Women in the changing world of work: Challenges and Opportunities.**
   Date: 24/08/2022
   Conducted by: Women Development and Empowerment Cell

Genderlouge is an event organized by KES Shroff College in conjunction with Fredrich Ebert Stiftung to conduct a panel discussion amongst stalwart academicians to discuss about the role of a modern woman in the changing world of work.

2. **Menstrual Hygiene Program.**
   Date: 29/08/2022 and 10/1/2023
   Conducted by: Women Development and Empowerment Cell

Menstrual hygiene is a priority for every woman but some aren't privileged enough to have people or resources around us to get educated, with this session we aimed at educating the women in our college about how to take care of themselves before, during and after their menstrual cycle.

3. **A workshop on "Gender Sensitization for Youth Leaders"**
   Date: 11/11/2022 to 14/11/2022
   Conducted by: Women Development and Empowerment Cell in association with NSS.

Men have been kept on side lines of the gender equality war for a long time. The following session was an attempt to help some men understand the necessity for gender sensitization.

4. **Feminism and Equality are not apart but united to spread humanity**
   Date: 18/11/2022
   Conducted by: Women Development and Empowerment Cell

Academicians have been discussing feminism amongst themselves for long time, the following session was an attempt at understanding the students point of view towards the concept of feminism and equality.

5. **Voices of man**
Date: 15/11/2022
Conducted by: Women Development and Empowerment Cell

Ben Atherton is a veteran theatre artist who has been travelling around the world with his one person play on the topic of gender sensitization and understanding the reasons for gender violence, we were privileged to have him in our campus.

6. Mankhurd Field Visit

Date: 19/01/2023

Conducted by: Women Development and Empowerment Cell

Social reform and social work are corner stones of KES Shroff College, with the following session we aimed at educated women from the fringes of the society their law given rights to fight against injustice.

7. Challenges for Gender Transformative Agenda with respect to Sustainable development goals.

Date: 28/01/2023

Sustainability is not just another buzz work for KES Shroff College, we aim at implementing the crux of sustainability in the veins of our college and the following session is our attempt at understanding the necessity for gender equality and equity in society for sustainability.

8. **Digital all- Innovation and technology for gender equality**
   Date: 6/3/2023
   Conducted by: Women Development and Empowerment Cell
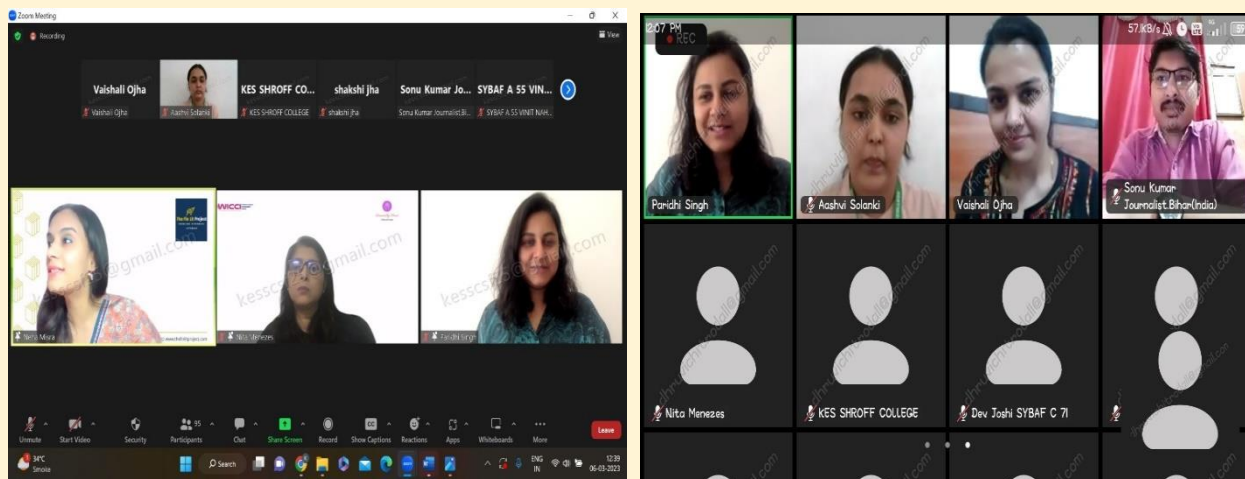
Technology has always been considered a patriarchal space but we at KES Shroff College aim at reducing that gap between technology and gender. The following session is educating all genders about the innovations in technology that can be advantageous to all genders.

9. Women for Women: Role of Dignity and Respect in Multicultural Nation to bring Gender Equality

Date: 08/3/2023

Conducted by: Women Development and Empowerment Cell

Respect and dignity in life is extremely precious to everyone in the society but not awarded to everyone because of their difference in gender, sexuality or race. The following session helped out students and teacher understand the necessity of dignity and its connection with gender equality.

10. Felicitation of SHEHEROS - Female police station

Date: 9/3/2023

Conducted by: Women Development and Empowerment Cell

Women members of our armed forces are a huge strength and assets to our country, we aimed at celebrating these Sheheros with a small token of our love and appreciation.

11. Trivia & JAM (Just a Minute)
Date: 10/3/2023
Conducted by: Women Development and Empowerment Cell

A fun session to engage and educate our students with the people who fight for gender equality and equity.

12. Female Health Awareness Drive
Date: 10/03/2023
Conducted by: Department of Film Production and Communication

Medical profession has sometimes been a difficulty space for women to get help, with the following session we aimed at making all genders comfortable with the idea of getting help from the medical community and also discussed the various ways cancer can be spread in women.

13. Girls Education - A Step towards Gender Equality
Date: 13/03/2023
Conducted by: Women Development and Empowerment Cell

A social worker who has been working for around 20 years to educate girls in India and fight for their rights to have equality and equity came to talk out students shared her experiences, challenges and inspired us.

14. Safer Spaces – A beginning towards awareness on Gender and Sexuality
Date: 10/02/2023
Conducted by: Department of Film Production and Communication

Apurva Piathane from the QKnit foundation conducted a session on the difference between gender and sexuality, the different parts of LGBTQIA+ community and helped our students evolve themselves.

15. Home and the World: Women in Popular Media
Date: 30/09/2022
Conducted by: Department of Bachelors in Multimedia and Mass Communication

A session discussing the successful and popular women in media and their journey to being where they are, a great session to inspire our media students.

16. Rubaroo Breaking Silences Foundation
Date: Phase 1: 29/08/2022,
Phase 2: 21/11/2022 and 22/11/2022
Phase 3: 13/02/2023 to 13/03/2023
Conducted by: Department of Humanities

Phase 1

Phase 2   Phase 3

A session inspiring our students to break the stigma among sexual assault survivors and how we can help them integrate back to the society in addition to helping them get back to a steady life, a truly inspiring session.

Other practices of the college

Students Detention

35%
65%
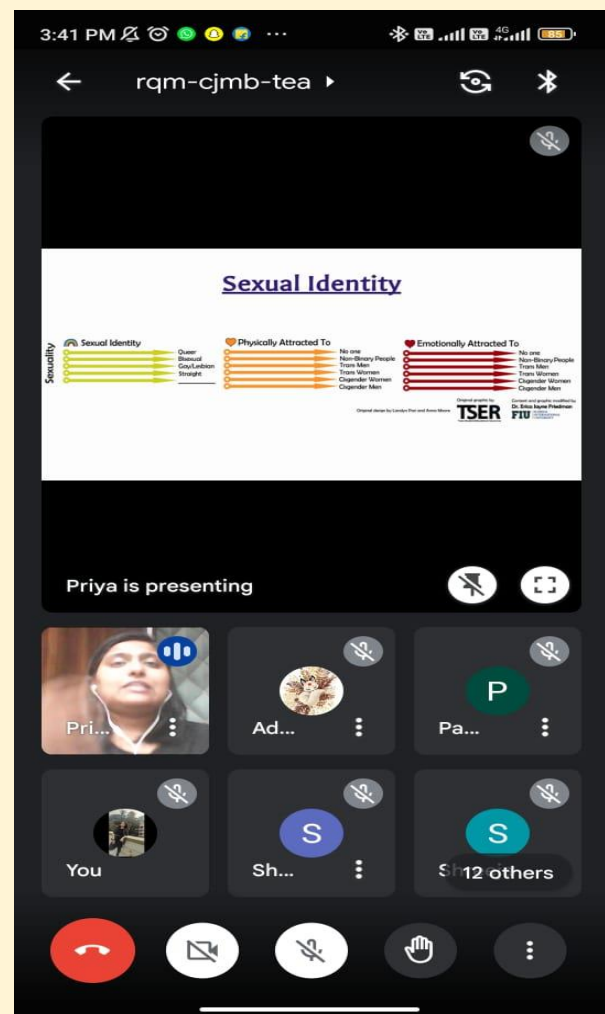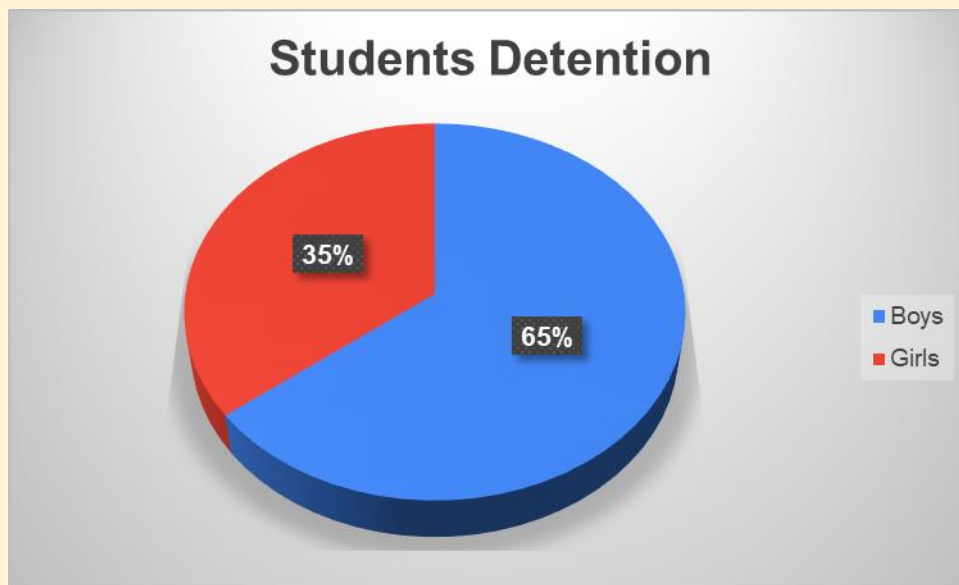
Boys
Girls

A total of 555 students were detained in the academic year for their attendance less than 65%, the above figure clearly states that the majority consisting of 65% of them were boys and 35% were girls students.

Students punished for Indiscipline (mobile confiscation, misbehaviour etc.)

36%
64%
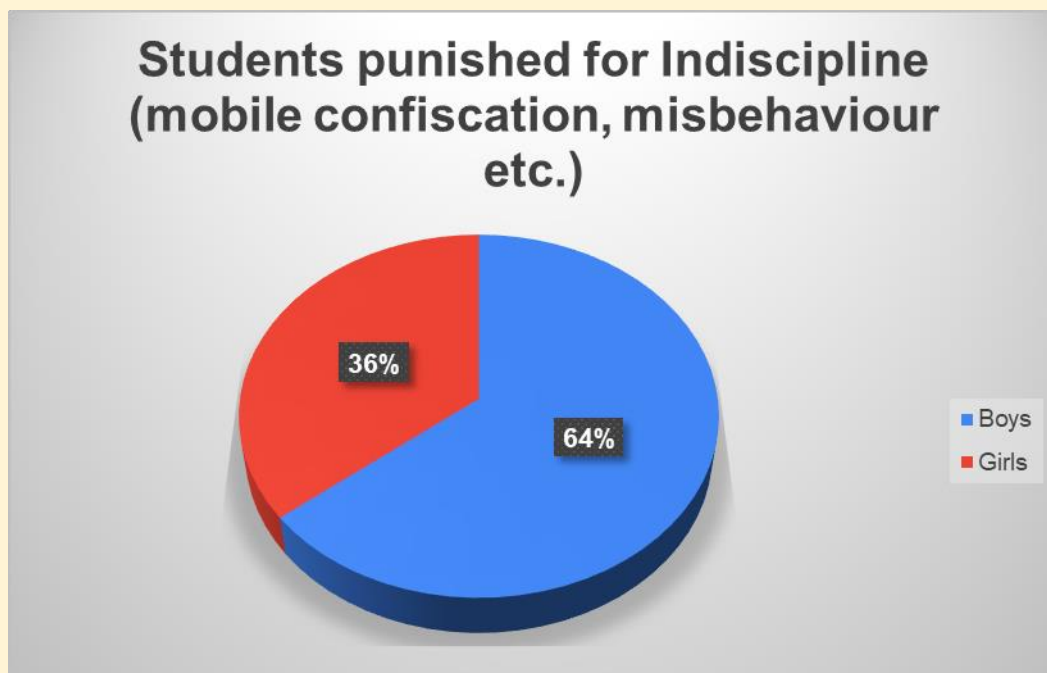
Boys
Girls

The above figure shows that out of 1121 students punished for indiscipline, 64% of them were Boys and remaining girls.

4 Gender Audit Survey

4.1 Audit Methodology

Gender audit methodology is a process used to assess the extent to which an organization's policies, practices, and procedures are gender-sensitive and promote gender equality. The goal is to promote gender equality and to ensure that all individuals, regardless of gender, have equal opportunities to contribute and succeed in the organization. It involves a comprehensive review of an organization's structure, processes, and culture, with the aim of identifying any gender-based biases or inequalities that may exist.

The gender audit methodology adopted at KESSC involves the following areas:

Planning: Under this step the audit team identified the objectives, scope, and stakeholders of the gender audit. The work was allocated as per the member's specific strengths.

Data collection: A structured questionnaire was drafted and circulated among teaching members and students. The sample size for teaching faculty members was 68. The sample size of Students respondents was 1068. A group discussion was held with non-teaching staff members to study work culture with specific reference to gender inclusive culture.

Analysis: To Analyze the data to identify any gender-based biases or inequalities in the organization's policies, practices, and procedures and other related concerns of the stakeholders, the data was analyzed using simple percentage method with the depiction of the same in the form of charts, diagrams and tables.

Findings: The findings of the gender audit and respective interpretation were added in the section itself for the better understanding of the data analysis.

4.2 Analysis and finding

4.2.1   Students Survey Data

4.2.1.1 Gender count of the students' respondents
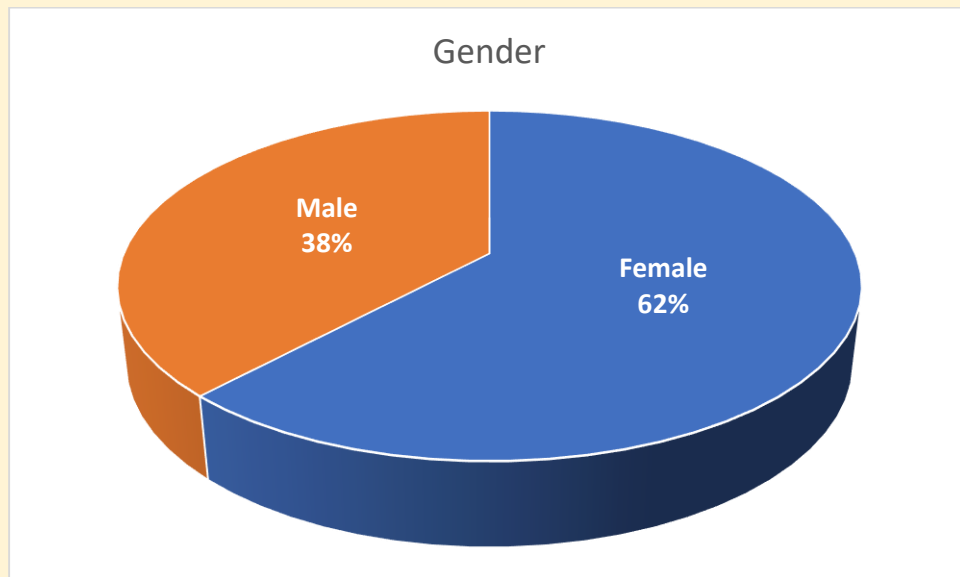
Fig. 4.2.1.1

The above figure shows that out of 1068 students respondents participated in the gender audit survey, 38% are male and 62% are female.

4.2.1.2 Year of Education of the students' respondents
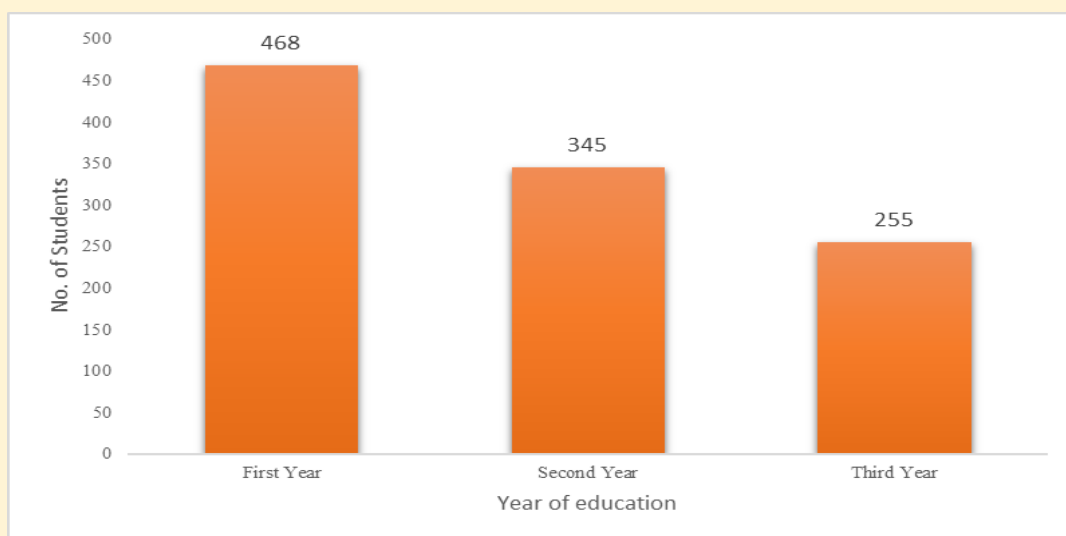
Fig. 4.2.1.2

4.2.1.3 Count of Student studying in various program
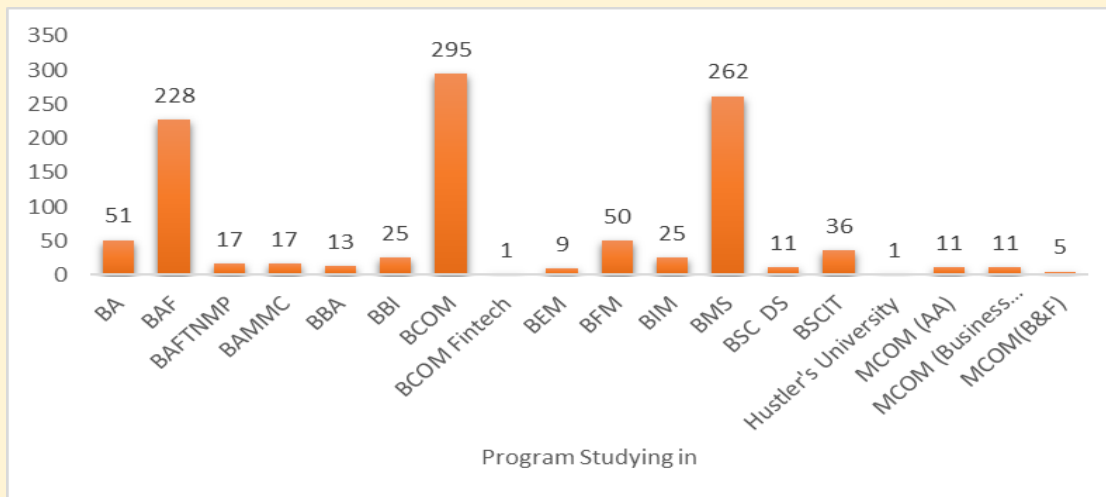
Fig. 4.2.1.3

Students belonging from various program of the college has participated in the survey, thought quite good number of students from BAF, BCOM & BMS can been seen in the above figure with 228, 295 and 262 students respectively out of 1068 total responses received.

4.2.1.4 How frequently you discuss or raise your opinions for gender related issues (such as gender equality, LGBTQ+ Rights, Gender Policy, Gender based Violence etc.)

	Always	Never	Rarely	sometimes
Total	214	115	250	489
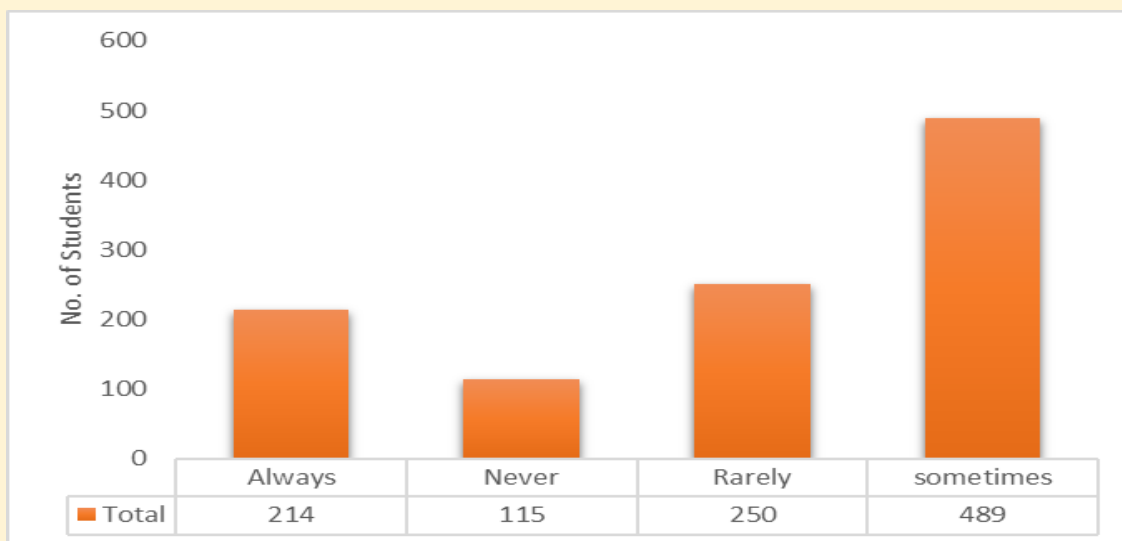
Fig. 4.2.1.4

The above figure 4.2.1.4 clearly shows that majority of the students respondents with 489 count have discussed or raised their opinions for gender related issues, 214 students said that they have always raised their voices for the same.

4.2.1.5 Medium/mode preferred by the respondents to raise the above-mentioned issues and concerns

Medium	Response
I will consult the teacher	32
I will prefer not to share	23
I will report to ICC (Internal Complaints Committee)	24
I will share on my social media to get the suggestions	28
I will share with my friends	36
I will talk to my parents	38
I will talk to the counsellor	34

Above table states the medium or mode the students prefer to share their experience, concerns, or any opinions, where it can be seen that most preferred mode for sharing are parents, friends, teacher and counsellor.

4.2.1.6 Students' participation in the activities, events and initiatives organized by the college

College has organized various sessions, symposium, talks, workshops, programs etc. The glimpses of which have been shared in previous section of this report. The list of some major events was given to the respondents in which out of 1068 students participated in the audit survey majority of which have attended some or other events, below is the list of their participation for the same.

Sr. No	Respondent's participation in the activities organised by college	Responses
1.	A Workshop on Gender Sensitization for youth leaders	13
2.	International Women's Day	245
3.	Summit on Challenges for Gender Transformation Agenda with respect to SDG	333
4.	Voices of Men	151
5.	Any other events organised related to Gender sensitization	111
6.	Menstrual Hygiene Program	151
7.	Mumbai Gender Logue	221
8.	Any other events organised related to Gender sensitization	232
9.	Was not aware	91
10.	Not participated	100

4.2.1.7 Suggestions from the students

In the structure questionnaire respondents were asked for their suggestion to approve gender inclusive environment in the college. The question was open ended, below is the list for suggestions received from the students respondents.

Always give respect everyone.
Always should raise their voice for gender equality everyone should get same treatment whether it's man or women
Be open minded in same event / incidents
Better clean and useable washrooms
Both man and women get equally chance to described there issues and problems and kes shroff college is doing that in very nice manner
Boys had to be thought to obey the female teachers, friends and other. Boys should not talk anything which not in respect of the female students, friends and others.
By organising events related to it
Changing the people's mentality towards a gender or other genders is a necessity. Teachers and students not only should know about gender but also about different sexes e.g. Heterosexual, Homosexual, Pansexual, etc. We must need to understand that we are all humans. Talking to men regarding menstruation should be normalized.
College is excellent, so no changes needed
Conduct more gender awareness programs.
Conduct more workshop
Creating a gender inclusive environment on campus requires a combination of policy changes, education and awareness-raising efforts, and community engagement.so we have to work on this line to make more comfortable environment with respect to gender equality.
Despite consistent evidence proving the connection between diverse and inclusive workplaces and profitability and performance, the business world has been largely unsuccessful in levelling the gender equity playing field.
Discuss gender equality with family members and children.
Discussions should be held in class
Educate students about topics related to gender, sex, sexuality, and other related topics.
Elect a representative in each class or department within the students who is most likely to be impartial and take a one-on-one check - ins every month with all the students Strict actions against any slangs used in the campus. Banning certain slangs and announcing them as violation of a rule. E.g : catcalling someone as gay for the way they've dressed, avoiding normalising humour as an excuse for such slangs. More awareness and spreading knowledge on this sensitive topic.
Equal opportunities should be given to every gender, based on their merit Or performance....
Equal rights
Equal rules must be applied on females as well related to public disclosure of affection (p)
Equality
Equality
Every Gender should be treated equally and friends should support their transgender friends and feel them special
Everyone's complaints should be heard equally irrespective of gender

Everything Thing should be equal if you all are raising voices for equality . Every single thing.
Extra-curricular activity
Female guard is not available at the time of 7am college
Give respect and rights
I think the women's need to come up and speak for themselves.... The one who thinks that only males are supposed to speak, take discussion and all they should stop it and take discussion for themselves
It's a request to ensure that all the girls washrooms have lock facility in both the buildings as there is no lock facility in most of the washrooms in both the buildings. It's a genuine matter.

4.2.2   Teaching Faculty Data

A separate structured questionnaire shared with the staff members of the college. This section analyzes the responses received from the staff members. A total of 68 teaching members have participated in the survey.

4.2.2.1 Gender of the respondents
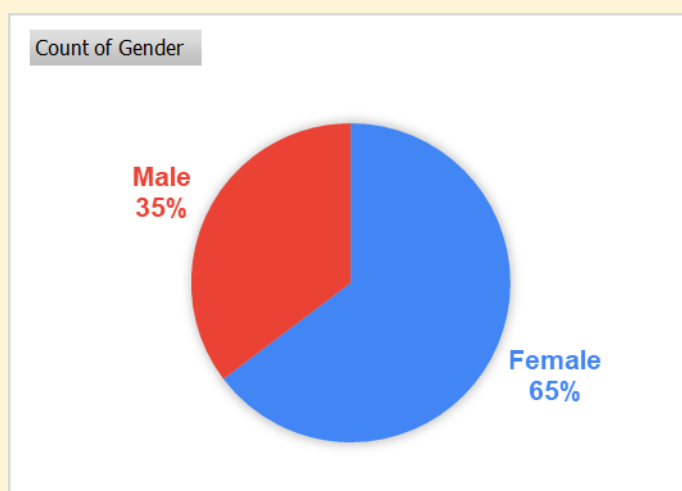
Fig. 4.2.1.5

4.2.2.2 Teacher's number of years of experience in the college (KESSC)
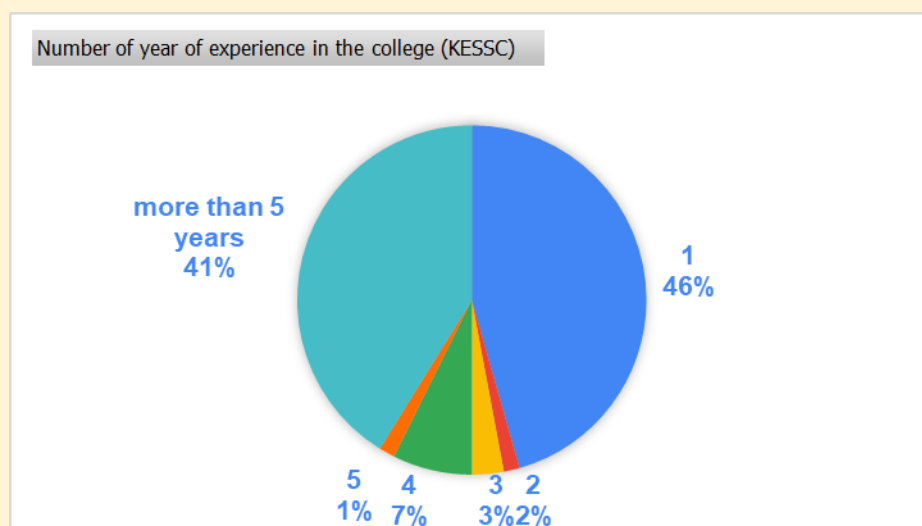
Fig. 4.2.1.6

4.2.2.3 Teacher's familiarity with the gender related terms and concepts

Below table shows the teacher's familiarity with the gender related terminologies and concepts.

Majority of the teaching staff are very familiar with the terms.

Familiarity regarding the following terms and expressions				
Terminology	Very Familiar	Somewhat Familiar	Limited Familiar	Not Familiar
Gender	64	4	0	0
Sex Binary	30	32	4	2
Sexuality	60	8		0
Gender Expression	49	19	0	0
Transgender	57	10	1	0
Gender Discrimination	56	8	0	4
Gender stereotype	49	15	1	3
Gender inclusion/inclusive	52	14	1	1
Gender- based Violence	50	13	1	4
Gender Binary	29	29	6	4

4.2.2.4 Teacher's frequency in discussing or raise their opinions for gender related issues

How frequently teachers discuss or raise your opinions for gender related isssues

Always 29%

I am not aware about gender related issues. 2%

Sometimes 65%

Never 4%
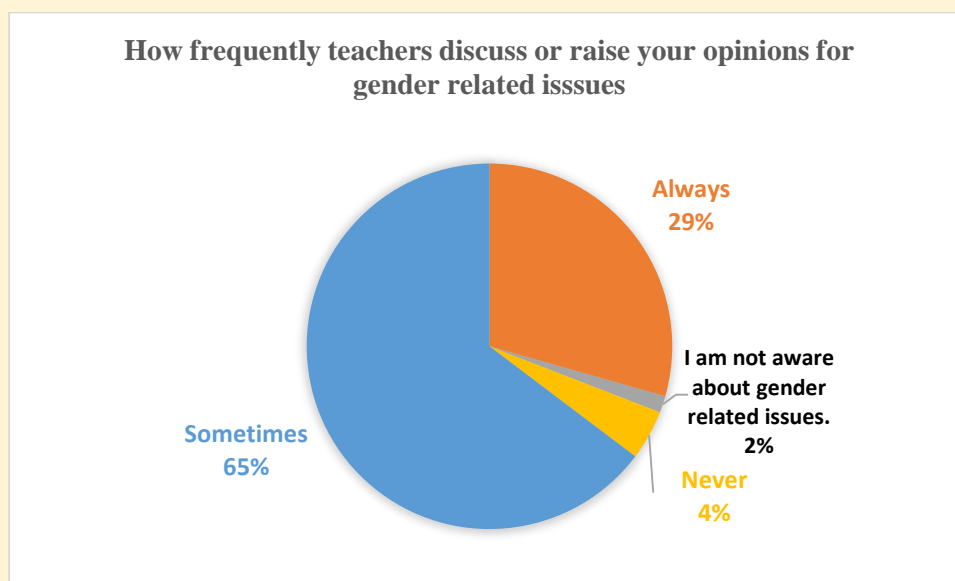
Fig. 4.2.1.7

From above figure it can be drawn that majority of the teaching faculty only sometimes share their opinions at the workplace and 29% of the 68 staff members shared their views and raise the voice for gender related issues.

4.2.2.5 Teacher's level of agreement for the statements with respect to College's (KESSC) gender environment

A precise list of the statement showing the environment of the college with respect to gender sensitivity, integration etc. have been given, in which respondents asked to share their level of agreement and disagreement. The below table clearly shows that college encourages sensitive behavior, college has gender promotion policy, college also has the association and staff responsible for gender integration at workplace, college provides the orientation, workshops etc. from time to time and last college promotes the teamwork with all the gender working in the campus.

Sr. No	Statement for level of agreement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	KESSC encourage a gender sensitive behaviour, for example in terms of language use, jokes and comments	32	19	9	6	2
2.	KESSC has a gender policy that affirms a commitment to gender equality	39	22	6	1	0
3.	College has assigned an association or staff responsible for gender integration at college level	40	23	4	1	0
4.	Integration of gender equity in policies/programmes/events/projects/associations mandated in KESSC	38	24	5	1	0
5.	KESSC provide the orientation/induction/training for gender sensitization policies and framework available at the campus	46	18	2	1	1
6.	KESSC promotes teamwork involving men, women and other genders as equal partners	48	16	3	1	0

4.2.2.6 Gender inclusive practices in the work environment at KESSC

A question was asked to the teaching faculties asking their own experience related to gender inclusive practices of the college. It can be drawn from the below table that majority of the teaching faculties discuss and express gender related concerns and expected behavior with their students. 62 out of 68 respondents say that they have never experienced gender discrimination as a teacher in college and so on and so forth.

Sr. No	Statement pertaining to the teacher's experience related to gender inclusive practices in the college	Yes	Sometimes	No
1.	Is there any Gender - related course/topic/subject that you teach or taught earlier in the institute	37	6	25
2.	Have you faced gender discrimination as a teacher in KESSC in any process of recruitment, promotion, or any other related operational process	5	1	62
3.	Based on your observation and actual experiences in KESSC, have you ever come across gender biasness	5	4	59
4.	Do you discuss gender - related issues openly, with your students or among your colleagues at workplace	51	12	5
5.	Have you clearly expressed to your students, the need for gender - sensitive behaviours in your classroom interactions	54	11	3

4.2.2.7 Academic and Non-Academic initiatives and work related to gender in the college by teachers

As per the analysis of the data collected from the teachers, majority of the teachers are doing gender related research, organizing activities for the same and doing gender related student mentoring.

Component	YES	NO
Gender - Related Research	52	16
Gender - Related Activities	51	17
Gender – Related Writing	29	39
Gender - Related Programmes	21	47
Gender - Related Student Guidance	27	41
Gender - Related Student mentoring	30	38

4.2.2.8 Potential measures must make KESSC a gender-inclusive educational campus

As per teaching staff members of the college, with the below measures can improve and encourage the gender-inclusive environment in the college.

Sr. No	Potential Measures	Response
1	Encourage gender sensitivity in Extra-curricular and Co-curricular activities	50
2	Develop a Gender Inclusive Curriculum	44
3	Formulate a Gender Inclusive Policy	36
4	Formulate a Zero Tolerance Policy for Gender discrimination, Gender-based labelling, harassment, and violence	44
5	Gender-affirmative Counselling / LGBT-friendly Counselling Services	38

6	Provisions for Preferred Pronouns on Application Forms for Admission	13
7	Special provisions for Transgender persons (e.g. Toilet facility)	18
8	Training programmes to enhance Gender Sensitization on campus	46
9	Use of Gender Inclusive language	31

The teaching staff members of the college believe that above mentioned iniciatives and measures can make the campus more gender responsive workplace with gender equality and empowerment at institution level.

4.2.3 Non-Teaching Staff Group Discussion Analysis

The inferences drawn are listed below for the group discussion for the non-teaching staff held on 28th April 2023, at Mini Auditorium, Main building from 9 am to 11 am:

- Non-teaching staff members have not reported any incidence or event of gender discrimination and biasness at workplace.
- The participants of the discussion are noy much aware about the various terminology used for gender issues and concerns.
- It was suggested for a sick room or rest room for women teaching staff on campus.
- Non-teaching staff members not frequently share their views and opinions about gender equality and related concepts.
- As per the group discussion, it was found that none of them have felt that the college policies are gender biased.
- One of the male non-teaching staff members suggested that male awareness is required for the gender terminologies and make motive of gender equality at workplace.
- It was also found that participants of GD are aware about the presense of Internal Complaints Committee (ICC) in the campus.
- In the last it was suggested that should be made part of various gender activities at campus, if not for all the initiatives, some activities of gender sensitization, awareness, gender equality etc must be attended by them.

5. Key Observations from the Survey

1. **Open Discussion among students w.r.t. Gender-related terms:** It is suggested to create awareness about the various terms related to gender and its related concepts among the students actively.

2. **Organizing the Gender Sensitization and Awareness Sessions for Parents:** It has been found in the audit survey that students prefer to talk to their parents to discuss or raise their issues related to gender-based violence, equality etc, it is suggested to the Women's Development and Empowerment Cell, that is working towards gender sensitization and equality in the college, to aid and educate parents about gender issues, rights, and other terms associated with them by organizing training sessions, workshops, and seminars.

3. **Increasing interaction between the counselor and the students:** The counselor plays a very important role in making the students more gender-sensitive and aware, providing appropriate counseling and encouraging students to talk to him or her (the counselor) about any doubts, concerns, opinions, or other issues.

4. **Encouraging the students led Gender awareness activities:** The college is organizing various sessions in form of a symposium, talks, conferences, outreach activities etc. for students, teachers, and other non-teaching staff members. It is suggested that these initiatives should be conceptualized and organized by students, under the guidance of the teachers.

5. **Gender Representative/ Champion at the Class level:** A gender representative or champion can be elected at the class level; it will motivate and encourage healthy discussion on gender concepts among the students.

6. **Awareness of gender-related terms and expression among teaching and non-teaching members:** It is suggested that a gender sensitization workshop should be included as a part of the staff induction program. Also, it should be organized twice in a year, for the entire staff, with proper evaluation and feedback.

7. **Increase in the awareness for Gender Promotion Policy of college:** The Gender promotion policy is available on college website but many students and other

stakeholders of the college are unaware of its presence and practice. Therefore, it is suggested that it be highlighted on the website or made available in some common areas, such as the canteen, boys & girl's common room, etc.

8. **Encouragement for Gender-related research, publication, and other initiatives by faculty members:** The analysis of the survey of the teacher's questionnaire shows that very few teachers have opted for gender-related research or similar topics, hence it is suggested that they should be encouraged by providing a special letter of appreciation or some provision for monetary or non-monetary motivation and benefits for their research/ publication and related initiatives.

9. **Observation related to Infrastructural Requirements.** There should be a common sick room/ First aid room/ medical room for all. A separate washroom facility for the transgender community can help the college to become a gender-inclusive workplace.

10. **Others:** Some other observations from the gender audit are as follows:

    i. There should one more female gatekeeper at the main gate of the college.

    ii. Gender sensitization workshop must be organized for everyone at the campus for the students, teaching staff or non-teaching staff. A proper evaluation of the workshop must be prepared to know the learning outcome of the same. (Repeated Point)

    iii. There can be more value-added certificate course focusing and imparting knowledge about the conceptual clarity of the gender issues, terms, framework, gender stereotypes etc.

    iv. The scope for program can be increased by including the below topics and discussion:

        i. Sensitization about the plurality of gender

        ii. Gender Inequality

        iii. Masculinity and femininity

        iv. Role of Gender Equality in Sustainable development

Annexure - 1

Gender Audit Students Survey_2022-23

This form is a survey towards to create awareness and to study the perception of students for Gender Inclusive College Campus.

1. Program Studying in

- o BCOM
- o BAF
- o BBI
- o BMS
- o BIM
- o BFM
- o BSCIT
- o BAMMC
- o BBA
- o BA
- o BEM
- o BCTM/BLSCM
- o BAFTNMP
- o BSC DS
- o BCOM Fintech
- o BRM
- o BCMA
- o BIA
- o MCOM (AA)
- o MCOM(B&F)
- o MCOM (Business Management
- o M.A. (Business Economics)
- o MA (COMMUNICATION & JOURNALISM)
- o MA (FTNMP)
- o MSC IT
- o MSC (DS)
- o MA (Applied Geography)
- o MA (Hindi)
- o MSc Finance
- o Other…

2. Year

- o First Year
- o Second Year
- o Third Year

3. Division

- o A
- o B
- o C
- o D
- o E
- o F

4. Gender

- o Male
- o Female
- o Other…

5. How frequently you discuss or raise your opinions for gender related issues (such as gender equality, LGBTQ+ Rights, Gender Policy, Gender based Violence etc.)

- o Always
- o Sometimes
- o Rarely
- o Never

6. If you wish to discuss the above mentioned issues, which medium/mode will you use to share the same

- o I will talk to the counselor
- o I will consult the teacher
- o I will talk to my parents
- o I will report to ICC (Internal Complaints Committee)
- o I will share with my friends
- o I will share on my social media to get the suggestions
- o I will prefer not to share
- o Other…

7. Select the level of agreement for the below mentioned statements:-

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
College (KESSC) has policy to deal with sexual harassment complaints	○	○	○	○	○
College (KESSC) has adequate Security provisions to ensure safety on the college campus (CCTV Camera, Female Guard, Complaint Box)	○	○	○	○	○
College (KESSC) has Women Development Cell and ICC (Internal Complaints Committee)	○	○	○	○	○
College (KESSC) has clean and sufficient number of toilets in the campus	○	○	○	○	○
Classroom environment offers equal opportunities for all the genders	○	○	○	○	○
College organises Lectures/Seminars/Webinars/Conferences on gender issues and sensitization	○	○	○	○	○
Various campus facilities like library, laboratory or events organised are gender neutral and everybody has the equal right	○	○	○	○	○

8. Give your response for the below mentioned questions-

Questions	Yes	No	No Idea	No Comments
Have you or your friend reported any incidence to ICC or any other related authority/committee	○	○	○	○
Are you satisfied with the gender related policies, facilities and handling of issues by the institution	○	○	○	○
Does any of your teacher engage in informal gender-related discussion in the classroom?	○	○	○	○

9. Select the event in which you have participated organized on gender sensitization and related topics in the year? (You can tick for more than one option also)

- o Mumbai Gender Logue
- o Menstrual Hygiene Program
- o A Workshop on Gender Sensitization for youth leaders
- o Voices of Men
- o Summit on Challenges for Gender Transformation Agenda with respect to SDG
- o International Women's Day
- o Any other events organised related to Gender sensitization
- o Was not aware
- o Not participated

10. Any suggestions to make a better gender inclusive environment at the campus.

Annexure - 2

Gender Audit Teachers Survey 2022-23

1. Gender

- o Male
- o Female
- o Other…

2. Working in the college (KESSC) for/ (number of year of experience in the college)

- o 1
- o 2
- o 3
- o 4
- o 5
- o More than 5 years

3. How familiar have you been with regard to the following terms and expressions?

Questions	Very Familiar	Somewhat	Familiar	Limited Familiar	Not Familiar
Gender	○	○	○	○	○
Sex Binary	○	○	○	○	○
Sexuality	○	○	○	○	○
Gender Expression	○	○	○	○	○
Transgender	○	○	○	○	○
Gender Discrimination	○	○	○	○	○
Gender stereotype	○	○	○	○	○
Gender- based Violence	○	○	○	○	○
Gender inclusion/inclusive	○	○	○	○	○
Gender Binary	○	○	○	○	○

4. How frequently you discuss or raise your opinions for gender related isssues (such as gender equality, LGBT Rights, Gender Policy, Gender based Violence etc.) in the campus

- o Always
- o Sometimes

- o Never
- o I am not aware about gender related issues

5. Select the level of agreement for the below mentioned statements:-

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
KESSC encourage a gender sensitive behavior, for example in terms of language use, jokes and comments.	o	o	o	o	o
KESSC has a gender policy that affirms a commitment to gender equality	o	o	o	o	o
College has assigned an association or staff responsible for gender integration at college level.	o	o	o	o	o
Integration of gender equity in policies/programmes/events/projects/associations mandated in KESSC	o	o	o	o	o
KESSC provide the orientation/induction/training for gender sensitization policies and framework available at the campus	o	o	o	o	o
KESSC promotes teamwork involving men, women and other genders as equal partners.	o	o	o	o	o

6. Give your response for the below mentioned questions-

Questions	Yes	No	Sometimes
Is there any Gender - related course/topic/subject that you teach or taught earlier in the institute?	o	o	o
Have you faced gender discrimination as a teacher in KESSC in any process of recuitment, promotion or any other related operational process?	o	o	o
On the basis of your observation and actual experiences in KESSC ,have you ever come across gender biasness?	o	o	o
Do you discuss gender - related issues openly, with your students or among your colleagues at workplace?	o	o	o
Have you clearly expressed to your students, the need for gender - sensitive behaviours in your classroom interactions?	o	o	o

7. Are you involved or have you been involved in any of the following in the institution?

Questions	Yes	No

Gender - Related Research	○	○
Gender - Related Writing	○	○
Gender - Related Activities	○	○
Gender - Related Programmes	○	○
Gender - Related Student Guidance	○	○
Gender - Related Student mentoring	○	○

8. In your view, which of the following measures have the potential to make KESSC a gender-inclusive educational campus? (You may check more than one box.)

- ○ Develop a Gender Inclusive Curriculum
- ○ Encourage gender sensitivity in Extra-curricular and Co-curricular activities
- ○ Training programmes to enhance Gender Sensitization on campus
- ○ Use of Gender Inclusive language
- ○ Formulate a Zero Tolerance Policy for Gender discrimination, Gender-based labelling, harassment and violence
- ○ Gender-affirmative Counselling / LGBT-friendly Counselling Services
- ○ Formulate a Gender Inclusive Policy
- ○ Special provisions for Transgender persons (e.g. Toilet facility)
- ○ Provisions for Preferred Pronouns on Application Forms for Admission
- ○ Other…

Annexure - 3

Books in the Library

Book Title
1. Capability of Elected Women Representatives on Gender Issues in Grassroots Governance
2. Gender and discrimination : Health , nutritional status and role of women in India
3. Women, Gender and Disaster : Global Issues and Initiatives
4. Tribal women empowerment and gender issues
5. Gender and Culture in the Works of Indian Subcontinent's Select Women Novelists [text]
6. Socio-Economic Status of Women and Gender Disparity [text]
7. Disaster And Gender : Impact of Super Cyclone On Life And Livelihood Of Women
8. Gender and human Rights : Status of Women Workers in India [text]
9. Gender Justice : Women and Law in India
10. Gender Violence : Women Victims in Man's World
11. N.S.S. Manual on Women's Development and Gender Justice
12. Women & Gender Issues
13. Women in India : Towards Gender Equality
14. Women's Education, Gender Equality and Fertility
15. Gender Justice and Women Empowerment
16. Gender, Sexuality and HIV
17. Gender, Livelihood And Environment : How Women Manage Resources
18. Gender Lens : Women's Issues And Perspectives
19. Women , Gender & Politics - A Reader
20. Aspects of Gender Equality and Women Empowerment [text]
21. Women, Gender and Human Rights [text]
22. Gender and Development: The Economic Basis of Women's Power [text]
23. Gender and Politics [text]: Perception and Participation (Role of Women in Punjab Politics)
24. Women Writers of the South Asian Diaspora: Interpreting Gender Texts and Contexts [text]
25. Migration, Trafficking and Gender Construction : Women in Transition [text]
26. Introducing Gender and Women's Studies [text]

27. Gender, Race and Ethnicity in the Workplace : Issues and Challenges for Today's Organizations Vol No. 2 [text]: Legal, Psychological, and Power Issues Affecting Women and Minorities in Business
28. Gender, Race, and Ethnicity in the Workplace : Issues and Challenges for Today's Organizations Vol. No. 3 [text]: Organizational Practices and Individual Strategies for Women and Minorities
29. Transforming Scholarship [text]: why women's and gender studies students are changing themselves and the world
30. Gender, Power and Exclusion [text]: A relook into Women's Empowerment
31. An Explorative study on Gender Inequality and Women Empowerment Through Various Indicators in India [text]
32. Gender Based Opportunities for women in Science, Technology, Engineering and Mathematics (STEM) Streams [text]
33. Gender Based Opportunities for Women in STEM Streams
34. Gender Diverstiy - Legal Provisions and Women Representation on the Board In Chartered Secretary 2018-03-01 [Vol. XLVIII Issue. 3]. 2018-03-01. Gender Diverstiy - Legal Provisions and Women Representation on the Board Gender Diverstiy - Legal Provisions and Women Representation on the Board
35. Status of Muslim Women in India : Law Relating to Marriage Divorce and Maintance [text]
36. Gender and the Media
37. Men are from mars, women are from Venus: The Definitive Guide to Relationship
38. Crime Against Girls & Women : Global Perspectives and Challenges
39. Dr.B.R. Ambedkar and Women Empowerment
40. Education and Employment and Empowerment of Rural women in India
41. Gender Inquality in Developing Countries
42. Panchayati and women empowerment : Microfnance and agriculture
43. Recent issues concerning violence against women
44. Status of Rural Women In India
45. The Space Between Us: Understanding gender Violence
46. Women and Leadership
47. Women and Panchayati Raj
48. Women In Tagores Novels (A Critical Study)
49. Community, Media and Women
50. Contemporary Indian Women Novelists In English
51. Divided Spaces : Discourse on Social Exclusion and Women in India

52. Educational empowerment of women
53. Encyclopaedia of Women's Studies
54. Exploitation of Women and Child Labour [text]
55. Femininity and Women Writing
56. Gender Sociology
57. Gender Violence and Social Exclusion
58. Gender, Human Rights and Environment [text]
59. Identity gender and poverty in Indian Tribes
60. Indian english women's fiction of the 1990s : A study of marriage, career and divorce
61. Indian Theatre in English and Literary Feminism : Politics of Gender Identity and Authenticity
62. Media, Gender & Identity : AN Introduction
63. Media,Gender,and Popular Culture in India
64. Post-Colonial Women Writers
65. Role & Status of Women in Religion & Society
66. Social Status of Women In India
67. The Inner Contryard : Stories by Indian Women
68. Trafficking in Women and Children in India
69. Violence against women in India
70. Women & Higher Education System
71. Women And Children Welfare
72. Women and crime
73. Women and Human Rights [text]
74. Women and India :International Perspectives
75. Women and Politics Worldwide
76. Women and Politics Worldwide
77. Women and Society
78. Women and the law : Leaders,cases and documents
79. Women development in India
80. Women Entrepreneurship Development : Problems and Challenges
81. Women Entrepreneurship in the changing scenario
82. Women In advertising : changing Perceptions
83. Women in India

84. Women in Indian History
85. Women in Journalism
86. Women in politics
87. Women Leadership and Panchayati Raj System
88. Women Marriage in India : Marriage , Divorce and Adjustment
89. Women Relationship and Rebellion ; A Study of Namita Gokhale's Fiction
90. Women Writing Violence
91. Women's Development and empowerment
92. Women's Property rights in India
93. Micro Finance, Micro Enterprises and Women Entrepreneurs
94. Why Women Mean Business
95. Women And Criminal Justice
96. Women Entrepreneurship
97. Women in India : Grass under stone
98. Culturally - Sensitive Models of Gender in Family Business : A Compendium Using the GLOBE Paradigm
99. Revisiting Globalisation though the Gender Lens
100. Ambedkar and women
101. Changing profile of tribal women leader in panchayat
102. Crime against women [text]
103. Dalit and Backward women [text]
104. Dalit women and panchayati raj
105. Discourse om Women & Empowerment [text]
106. Domestic Violence Againt Women in Indian Society [text]: Problem and Prospects
107. Education of Women: An Indian Story [text]
108. Empowerment of Rural Women in India [text]
109. Encyclopaedia of great women of India (Vol.1) : Kasturba Gandhi
110. Encyclopaedia of great women of India (Vol.10) : Aruna Asaf Ali
111. Encyclopaedia of great women of India (Vol.11) : Rajkumari Amrit Kaur
112. Encyclopaedia of great women of India (Vol.2) : Kamala Nehru
113. Encyclopaedia of great women of India (Vol.3) : Rani Lakshmibai
114. Encyclopaedia of great women of India (Vol.4) : Annie Besant

115. Encyclopaedia of great women of India (Vol.5) : Vijaya Lakshmi Pandit
116. Encyclopaedia of great women of India (Vol.6) : Kasturba Gandhi
117. Encyclopaedia of great women of India (Vol.7) : Sister Nivedita
118. Encyclopaedia of great women of India (Vol.8) : Kamladevi Chattopadhyaya
119. Encyclopaedia of great women of India (Vol.9) : Madam Bhikaji Cama
120. Gender studies [text]: A survey
121. Girls and Girlhoods at threshold of youth a gender [text]: Vacha iniliative
122. Indian Women Writers in English [text]
123. India's Women Chief Ministers [text]
124. Liberation of Women in India and the Work of the NGOs [text]
125. Modern History & Social Status of Women [text]
126. Performance of Women Eentrepreneurs [text]
127. Reservations for women in rural and urban local bodies in India : Equal partners in decision-making process
128. Role of women in Indian society [text]
129. Role of Women in Nation Building [text]
130. Role of Women In Reservation Politics [text]
131. Situational Analysis of Women In politics
132. Status of Women in Contemporary World [text]
133. The Status of Women in India : From Antiquity to Modernity [text]
134. Tribal women and society
135. Violence Against women [text]
136. Women development and society
137. Women Education and Social Empowerment [text]
138. Women empowerment
139. Women empowerment in India : Problems and prospects
140. Women Entrepreneurship and Small Enterprises in India [text]
141. Women Labour Force & Indian Economy [text]
142. Women Marriage in India [text]: Past and Present
143. Women Political Leadership in India [text]: Some Important Dimensions
144. Women Rights in India [text]
145. Women Workers in India [text]
146. Beyond the Private World : Indian Women in the Public Sphere

147. Challenges of Women Empowerment
148. Corporate Women & Family Friendly Workplace
149. Desi Dreams : Indian Immigrant Women Build Lives Across two Worlds
150. Empowering Women Through Education
151. Empowerment of Rural Women:Issues and Oppurtunities
152. Gender at the Work Place
153. Gender Budgeting in India : Towards Achieving Gender Equity
154. Gender Digital Divide
155. Gender steratypes in corporate India : A Glimpse
156. History of Women Empowerment
157. The Empowerment of Rural Women:Crucial for Rural Development
158. Women and Development : Women Revolutionaries and Saints
159. Women at Work:Issues and Challenges
160. Women Empowerment:Diffrent Issues
161. Women Empowermwnt Through Literacy Campaign : Role of Social Work
162. Women Enterpreneurship : Emerging Issues, Challenges & Strategies Vol -I (Vol.I)
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