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GENDER AUDIT OF U.N. AUTONOMOUS COLLEGE OF SCIENCE AND TECHNOLOGY, ADASPUR, CUTTACK – A MEANS TO BRING GENDER BALANCE IN THE INSTITUTIONS OF HIGHER LEARNING

Susmita Rani Singh

Ph.D. scholar in Kalahandi University, Lecturer in sociology
U.N. Autonomous College of Science and technology
Adaspur, Bhawanipatna, Cuttack, Odissa, India

ABSTRACT:

Gender audit is a process to access and understand the organization or institution current practices and situation with gender perspectives and identity the gaps of gender equality of the organizations and institution including their policies, programs and project in every private and public, non- profit section and other types educational institution. It is an assessment process to identify and analyzed themain gender biases in any organization or in educational institution. The rationale for doing gender audit is that they raise women’s awareness about their rights and claims and their access to resources and opportunities. Its helps to gather qualitative data about the gender audit in institution. The present study is aimed at finding gender imbalance in higher educational institution especially the U.N. Autonomous college of science and technology, Adaspur, Cuttack and which tried to find gender component in the college which includes students, teaching, non – teaching staff

Keywords: Gender audit, Gender equality, Assessment, Gender imbalance

Introduction:

There are divisions between people around the world. All societies divide men and women into separate groups, giving them different access to property, power, and prestige. These divisions always favour men as a strong group. According to historian and feminist Gerda Lerner, there is not a single society known where women as a group have decision-making power over men. Consequently, sociologists classify females as a minority group.



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In sociology, gender refers to the socio-cultural definition of men and women, and the way societies distinguish them and assign them different roles. It is an analytical tool to understand the social realities of the relationship between men and women. Every society and culture have to send its way of and women and assign roles, responses, and attributes. All the social and cultural packaging done for men and women from birth onwards is gendering.

Ann Oakley was one of the first feminist scholars who said that identifying gender culture always matters and classified men and women socially in masculine and feminine ways. She further says gender has no biological origin, and that the connection between men and women is not natural at all. The different status of males and females in society is socially and culturally determined. Men are always considered powerful, and women are weak. Men always exploit and suppress women. There are disparities between men and women in terms of dress, attributes, roles, and responsibilities in every society.

Men and women are two sides of a coin. They have their abilities to perform different tasks. It does not mean that women are inferior to men. If women get equal opportunities, they can develop fully. But Gender stereotypes make women inferior in a patriarchal society like India. And the potentialities of Women are knowingly killed in a patriarchal society.

A gender audit is a social audit that belongs to the quality audits category that distinguishes it from cultural and traditional financial audits. Gender audit in an internal practice or support systems for gender mainstreaming creates a baseline to identify critical gaps and challenges in the organization or any educational institution and recommend ways to address them to suggest possibilities for improvement and innovation. Gender audit also gives a document of good ways to achieve gender equality in organizations or educational institutions. A gender audit usually includes two dimensions.



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1. **An internal audit:** Internal audits evaluate accounting processes of the company's or any institutes internal controls including corporate governance. An internal audit ensures regulations, compliance with laws and its help to maintain accurate financial time to time report and the data collected. It also provides management materials which is necessary to attain operational efficiency by looking problems and correcting it before into external audit. Internal audit controls the process implemented by the organization or institutions to ensure the integrity of financial and accountant information, help to prevent fraud and also promote accountability
2. **An external audit:** It is a process of examining account and financial record of the institution in its policies of the programmes in the institution. It evaluates to what extent gender integration and the inclusion of benefits to. Both male and female are invited to involved in the audit process. An external audit sees to determine the condition and of the institution, it operate across a specific period and can take place as part of a standard annual review or during a special review. Auditors are appointed at an annual general meeting (AGM) or by the board of trustees of the institution.

Box 11: Level-wise Distribution of Distance Enrolment

Level	Distance Enrolment		
	Male	Female	Total
Ph.D.	44	57	101
M.Phil.	33	36	69
Post Graduate	504711	616735	1121446
Under Graduate	1745438	1172409	2917847
PG Diploma	50863	38103	88966
Diploma	58916	61144	120060
Certificate	18795	15951	34746
Integrated	774	2913	3687
Total	2379574	1907348	4286922

(Source: ALL INDIA HIGHER EDUCATION REPORT)



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Literature Related Review

The present chapter concentrates on making a board overview of literature pertaining to the topic under research treatment. The basic aim is to bring out the overarching focus of the literature review and to detect the supporting points that will justify the arguments throughout the research and to identify the gaps in knowledge in the field. It becomes pertinent here to mention that in this attempt the researcher has tried to focus on the theme, on the title and the methodology followed by gender auditing researchers, basically the social science researcher. The paradigm shift in gender auditing research in social science has been given due attention during the review process. The focal area of the topic includes literature on gender auditing, its theoretical frames and processes. The peripheral area cover literature reviews on gender discrepancies in U.N. Autonomous College and gender and development in this College. So, this review focuses on mainly two areas

1. **Gender discrepancies in higher educational institutions**
2. **Gender auditing a means to bring gender balance**

Gender Discrepancies in higher Educational Institutions:

In reviewing literature on gender discrepancies in higher education, in the area of higher education and management they are still a long way from participating on the same footing as men. The problem of gender issues in universities are the centres of higher education. The researcher tried to bring some of the catchy studies into the fold of the review of literature.



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Ghosh (2006): Exploring the major issue of dropout of girls from education system. Descriptive analysis applied on the primary data. Result suggest that sibling care and different household chores are equally pressing factors for dropout among the girls' children

Asmita Bhattacharyya, Dr. Bhola Nath Ghosh (2012): analyses the emergence of information technology as a potential employment opportunity for women befitting their job environment and offering, in principle, at least gender discrimination and attempts to analyse the issues of opportunities and constraints the women employees face in the information Technology sector in India which resulted in women empowerment. The research paper further reviews that, notwithstanding overall satisfactory gender – neutral pursuits by this sector, an optimal level of gender inclusive is still to be achieved, especially to the senior and the sector requires to be extra careful in doing away with the prevailing maladies such as 'feminization', 'glass ceiling' etc.

Gender auditing a means to bring gender balance:

International Labour organisation (2016) outlines the following benefits of undertaking gender auditing. Firstly, it generates understanding of the extent to which gender mainstreaming has been internalized and acted upon by staff, secondly it helps to access the extent of gender mainstreaming in terms of the development and delivery of gender – sensitive products and services , thirdly it helps to identify and share information on mechanisms, practices and attitudes that have made a positive contribution to mainstreaming gender in an organisation. The other needs to undertake gender auditing are to assess the level of resources allocated and spent on gender mainstreaming and gender activities , examine the extent to which human resources polices are gender- sensitive, examine the staff sex balance at different levels of an



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organization , to measure progress in implementing action plans on gender mainstreaming and recommend revisions as needed and identify room for improvement and suggest possible strategies to better implement the action plan.

UN Women Training Centre (2016) Prescribed for using survey/questionnaire for auditing . However, there are few more methods that may be useful to accompany the survey like structured interview , semi- structured interview , observation, focus group discussion, workshops.

Research Methodology

This study is on gender inequality which exists in every region, and social class and prevents the growth of Indian education systems. The reality of gender inequality in India in higher education is very complex and diversified as this exists in every field like in education, employment opportunities, income, health culture issues, social issues an economic issue. This is to find out the factors which are responsible for problems in the Indian educational system. So, this paper highlighted the multi-dimensional context of gender inequalities the in U.N. Autonomous college the study focussed on the gender inequality in economic, social, cultural, and legal biases which are a great challenge in establishing proper gender equality in the entire social father eld in intuition and in organization policymakers’ makers. The researchers have tried to suggest from finding some relevant strategies and policies implication in the institution for deleting this gender inequality and promoting the dignified position of women.

This chapter discusses the research methodologies used for data collection and sampling along with discussing the field site and ethical considerations of the study. Through the literature review, we can know that



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there are various studies about gender audits in educational institutes.

This chapter deals with the research methods including research objectives and tools used for data collection. The model was developed after reviewing the literature. A survey-based questionnaire was created based on reviewing existing literature on this topic. The broad methodology of collecting data for this research was administering the Interview schedule among random set of participants.

The objectives of the study

1. The present study on gender auditing was focused on the gender balance of the college. In this context, the researcher tried to find the gender component of the college. which includes students, teaching, and non-teaching staff.
2. Tried to collect student opinions about gender needs and the degree to which they are fulfil by their respective department
3. Surveying staff to uncover their perception regarding gender equality in the college.
4. To identify gender-related issues that seek the attention of the college students and the initiatives taken to solve them.

Table – 1.1

Research design	Research methods	Research tools	Administered on
Exploratory	Qualitative	Narrative collection Qualitative observation	<ul style="list-style-type: none"> •Male and female student •Interaction of officials' days
Descriptive	Quantitative	Interview schedule Quantitative observation	<ul style="list-style-type: none"> • for the stakeholder •Gender sensitive infrastructure



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Research Design:

According to flick (2009: 133), “Research design may ultimately describe as the means for achieving the goal of the research. They link theoretical frameworks, questions, research, generalization, and presentational goals with the methods used and resources available under the focus of goal achievement.

This study is correlational research that aims at studying gender audit, especially at the U.N. Autonomous college of Sc. And Tech. Adaspur, Cuttack. The researcher used phenomenological qualitative and quantitative research study that utilizes the individual experiences and attitudes of both students and teachers to find out how gender audit imbalance in educational institutes and the problems of gender audit.

In the present research, the researcher used exploratory and descriptive design to explore the problem and provide insights into and comprehension for a more thorough investigation of gender audit and its imbalance in educational institutes. It focuses on the ideas and thoughts of the participants on gender audits in educational institutes. The research concentrates on formulating the research objective, designing methods for collecting data, selecting the sample, data collection, processing and analysis, and reporting the results in the context of gender audit in educational institutes.

Research Methods

In the present research both qualitative and quantitative methods are used. Qualitative research helped gain an in-depth understanding of human behaviour on gender auditing, experience, attitudes, intentions, and motivations on the basis of observation and interpretation to find out the way people think and feel about the gender audit. which gives more weight to the views of the participants.



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Qualitative methods: It is a process of seeking an in-depth understanding of social phenomena or to inquiry naturally within its natural setting. Qualitative method focuses on Why rather than what about social phenomena and it relates directly begin with human experience as meaning making agent in the everyday lives, this method uses multiple systems of inquiry to study on human behaviours including its biography, case study, etc. so in this paper the researcher tried to explore social and gender norm in educational institute that is U.N. Autonomous College.

Quantitative Methods: Quantitative research emphasizes objective measurements and the statistical or numerical data collected through polls, questionnaires from the participants. this method has been used to gather numerical data and generalized it across the participants and to explain a particular phenomenon. The final report has a set structure of concept of gender, introduction to gender audit literature review methods and the finding from the study done in the context of gender audit. In order to assess gender audit within U.N.Autonomous College, Adaspur in Odisha, a system of indicators has been proposed to measure it for a different level of analysis, including different groups of people within the Institution.

1. students,
2. Academic Staff,
3. Non-Academic Staff

Research Tools

Observation is one of the essential research methods in social sciences and, at the same time, one of the most diverse. The term includes several types, techniques, and approaches, which may be difficult to compare in terms of enactment and expected results, the choice of the research problem, and the scientific context. Observation is the basis of everyday social life for most people; we are diligent observers of behaviours and material surroundings. We watch, evaluate, draw conclusions, and comment on interactions and relations.



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1. Qualitative observations have been used in this research. The researcher collected data by observation enabling the researcher to observe, interact and gain a rich picture of participants in their natural environment on gender audit. Qualitative observation gave a better understanding of the participant and their interest in gender audit. The qualitative observation was inductive, by which the researcher immersed in the research alongside the participants. The qualitative observation was naturalistic and subjective; there were no right or wrong answers. It was empathic neutrality and unique. Qualitative observation includes direct observation, research as a participant, and interviews.

2. Narrative Collection: In narrative data collection, the researcher used narrative analysis to understand how research participants construct stories and narratives from their own experiences on gender audit. That means there is a dual layer of interpretation in narrative analysis. First, the research participants interpreted their own lives through a narrative about gender audit. Then the researcher interprets the construction of that narrative into the study.

3. Interview schedule: An interview schedule facilitated the conduct of an interview. The questions are prepared and given beforehand, which was easy to carry out and complete the interview. Interview schedule accurate information and data from the participants about gender audit. The ready questions are well-thought-out and have focus. According to Lindelöf & Taylor, interview schedules can increase the reliability and credibility of data gathered.

4. Quantitative observation: Quantitative observation helped collect data primarily focused on numbers and values. It suggests “associated to, of or depicted in terms of a quantity”. Results of quantitative observation are derived using statistical and numerical analysis methods on gender audit. It implies observing any entity associated with a numeric value such as age,



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shape, weight, volume, scale, etc. The quantitative observation was Accuracy and Constant Results, which has Improved the reliability of results and numerical result.

Sample and universe

The universe of the present study is U.N. Autonomous College. In this connection the researcher focused upon all streams. Name of the streams are:

1. Arts
2. Science
3. Commerce
4. Self-financing

The stratified and Purposive Sampling was adopted to select the sample units.

Table No.1.2

Principal universe	Sub – universe	Gender wise Nature of data base	Sample sections of All Stream
U.N. Autonomous college	All streams	Student’s enrolment	Arts
		Teaching faculty	Science
		Non- teaching staff	Commerce
			Self-Financing



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Table No.1.3
Sample of the Universe

Stakeholders	Sample Selected	Male	Female	If Third Gender any
Students	140	68	72	Nil
Teaching staff	23	19	11	Nil
Non- teaching faculty	14	20	01	Nil

Background of the study:

The present chapter introduced the research locale. It is describing the U.N. Autonomous college history, location and overall background of this college

The state at a glance:

Odisha, which came to be constituted on 1st April 1936, situated in the eastern coast of India, is a land with a hoary past and vivid geographical feature. It is encircled to the north – east by west Bengal, north by Jharkhand and in south – west and south by Telangana and Andhra Pradesh respectively. It is bordered to the west by Chhattisgarh while the Bay of Bengal washes its shores on the east It is lying between the meridians of 81 29’ E and 87 29’ E longitudes and between the parallels of 17 49’ N latitudes. It has a 485-km long coastline extending from Balasore to Ganjam. In terms of area, the state occupies 9th position among 29 states. Odia is the official language and is widely spoken (Government of Odisha)



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History:

“Let us create history, let somebody else write it” – Netaji

The history of the college reflects the history of a development, progressive and growth rural area -the socio- economic and cultural life of the location and the history of delivering true education to the common people. sj. Trilochan Kanungo, former member of parliament, educationalist and social thinker and noble financial contribution of this college. The origin of the college dates back to 1982 when it made a non- formal debut in the name of Prachi mahavidyalaya under the roof of Prachi academy in the vicinity with arts at the higher secondary level.

Nestled on strength of 30 acres of land at Prachi Jnanapitha of Adaspur village the college raises its head high on the banks of holy river Prachi. For the stringing its leg in to the educational sector, under graduate classes were opened in Arts in 1991; science in 1992 and commerce in 1993. Honours subjects were introduced in political science, history, mathematics, economics, zoology, chemistry, Odia and physics in 1996; accounting and management in 2002 ; English and education 2003 ; psychology and Sanskrit in 2004; philosophy in 2005 ; library science and computer science in 2007 . The new honours subject such as Hindi, statistics', sociology, geography and geology birth open subsequently. The college is affiliated to Utkal university and to the CHSE, Odisha.

Some of the magnificent immovable assets includes Prachi Gymkhana and stadium built over an area of 11 acres of land, 3 ladies hostels, staff quarters, 3 jeans hostels, principals quarters , canteen , pumphouse , cycle stand etc. On 22 July 2010 the educational institution installed a 125KVA DG set and in 2016 a 250 KVA DG set was installed to ensure continuous supply of



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electricity in the premises 24 hours. The college even houses Saraswati temple in its premises which was inaugurated through a specially arrange religious ceremony on 24 June 2010. Another major feature of the college is the Giant swimming pool which was set up under UGC scheme and was completed in the year 2019-2020. It is the only swimming pool of the state at a college level.

Socio – economic profile and gender component of stakeholder:

The present chapter is devoted to make a brief analysis of the socio – economic background of the students taken as sample for gender auditing in this context the total sample number of the study is Socio – economic profile plays important role in determining the awareness, perception, attitude and action of individual. Therefore, the researcher felt to make the mapping of the social and economic affiliations of the sample respondents in the following lines. In this context the social profile includes the following aspects Age, sex, gender, religion, educational background, Nativity, hostel etc. The economic aspect is Nature of family, size of family, Nature of family, family ownership etc.

Table No.1.4

Classification of respondent on the basis of Age, Caste, Religion

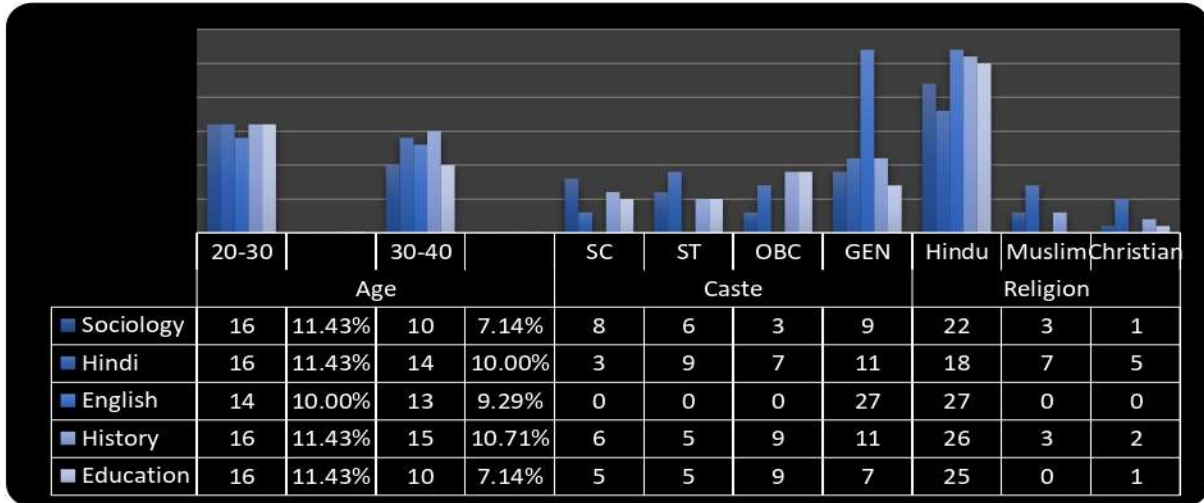
Dept	Age				Caste				Religion		
	20-30		30-40		SC	ST	OBC/SCBC	GEN	Hindu	Muslim	Christian
sociology	16	11.43%	10	7.14%	8	6	3	9	22	3	1
Hindi	16	11.43%	14	10.00%	3	9	7	11	18	7	5
English	14	10.00%	13	9.29%	0	0	0	27	27	0	0
History	16	11.43%	15	10.71%	6	5	9	11	26	3	2
Education	16	11.43%	10	7.14%	5	5	9	7	25	0	1



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The table drawn over here deals with the classification of the respondent on the basis of their age, caste, and religion. The age group of (20 - 30) are comparatively more than the age group of (30 – 40); which shows younger generation are more interested in get involved with a course more than the age group who comes in the 30’s or (30 – 40). The English department came out with a surreal calculation; here, all the samples belong to the ‘general’ category and no SC, ST, or obc is found as samples with pursuing this subject. This shows that SC, ST or OBC are not interested in the English subject which is one of the subjects of scholars as per the belief and as per our ancient era shows.

In Sociology and, Education both the age group of respondents are of equal numbers percentage with is 11.42% and 7.14% of (20- 30) and (30 – 40) age group respectively. In all the departments as mentioned here in the table, envisages that the total number of samples belongs to the ‘Hindu’ religion is quite more than the rest of the religion. Similarly, the minorities (Muslim and Christians); in this regard, the Muslim are more in number as sample that of the Christians. In contrast, there is only sample who belongs to the Christian



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religion in the public administration department and the number of samples of Muslim of their department is nil. Another noticeable thing is that in the public administration department, the 'caste' of all the categories is more or less similar and with of no 'nil' box as presented. This shows that the popularity of the subject and the interest in this is admirable.

The researcher has come to know another fact as per the data is that in the English department, there were neither any respondent belongs the caste of SC, ST, or OBC nor any other religion apart from the Hindu is seen over here. The total number of samples belonging to the English department belongs long only to the general caste and also, they are the Hindu only. No Muslims and Christian's is found as the samples. This may conclude that the value and popularity of English is seldom accepted or pursued the Muslims or Christians merely due to their faith their system and religion.

Gender statistics of teaching staff and non- teaching staff:

Table no. 1.5

Gender composition of the faculties				
Category	Total No.	Reader	Dr.	Management staff
Male faculty	64	6	17	36
Female faculty	100	4	14	91

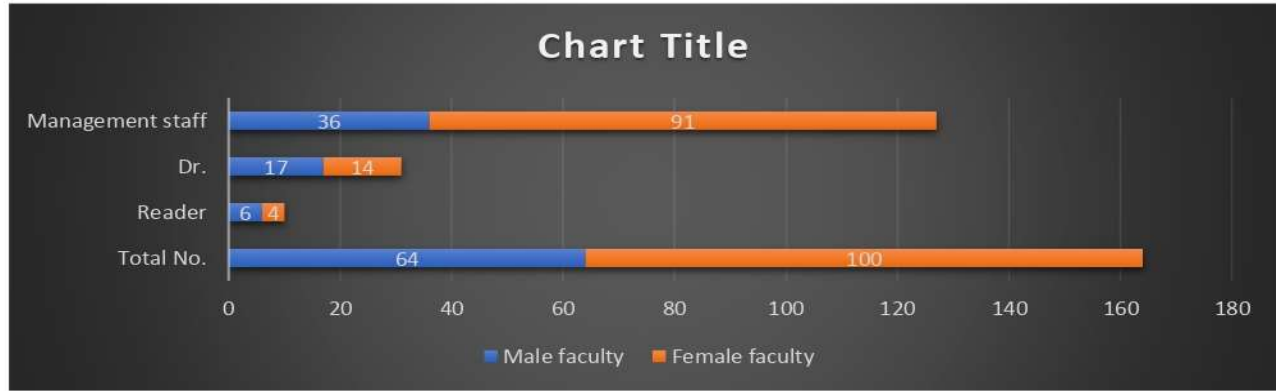


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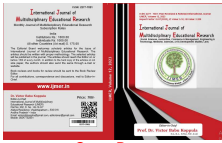
Analysis:



The composition of teaching faculty at the college, indicate the fact that women are more powerful now a days. The Male- Female numbers of teachers shows that Female teachers were more in number as compared to male faculty. At the entry level the data was very positive with more numbers of female teaching staff. Even at the level of Reader, the male female numbers do not show much difference which is a welcome trend. For instances, during the year 2021, out of the total 65 male faulty in college ,17 was male and only 14 were female Dr. faculty. With regards to Management staff, out of the total of 127Management staff working in the college, 36numbers are males and 91 numbers are females.

Table No.1.6

Gender composition of the support staffs	
Official staffs	Total No.
Male	6
Female	1

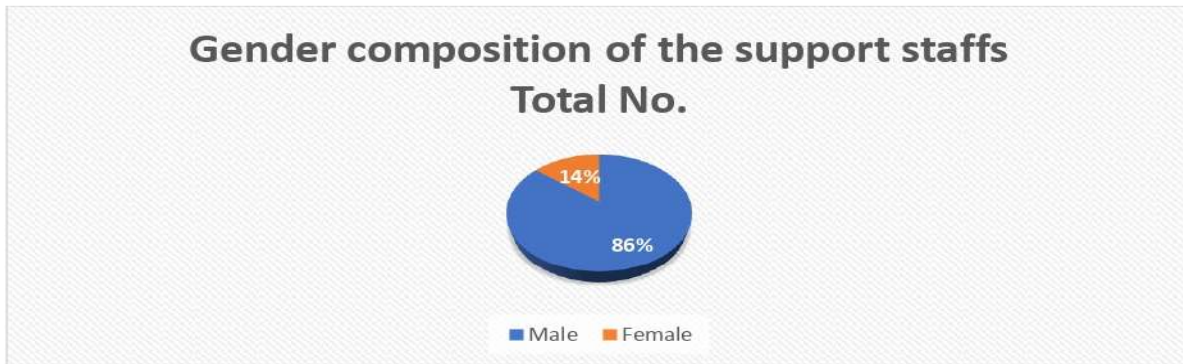


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Analysis:

On the basis of the tables and. pie chart as given above, it is found that Gender gap at each level of various non- teaching positions is very conspicuous. Huge gaps are clearly reflected in the male – female numbers at all levels. Like for instances, in 2021, total of female non- teaching staff is 1 whereas male non-teaching staff is 6. This raises questions on the institutional arrangements and the society at large on issues pertaining to equal opportunity, decision – making capability, socio- cultural constrains on women and educational standards of women in the stat

Table No.2.1

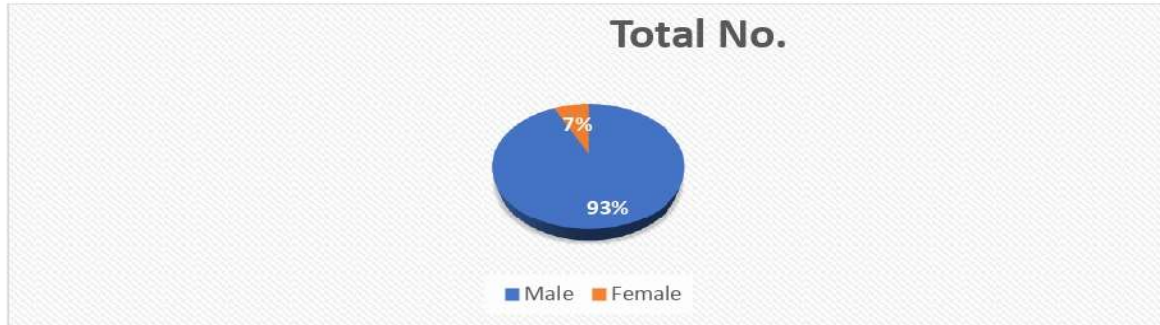
Peons	Total No.
Male	13
Female	1



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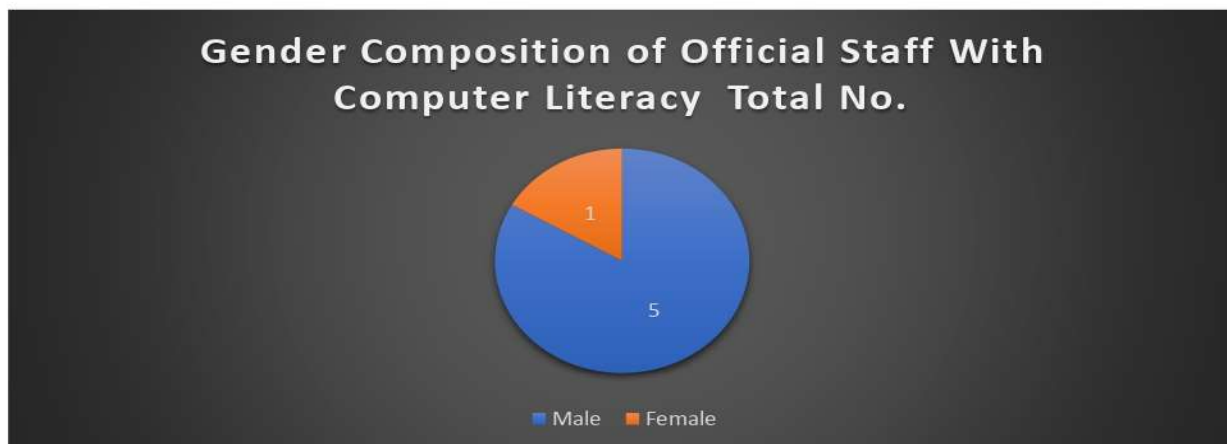


Analysis:

On the basis of the Table and graph as given above, it includes peon, sweeper, helper, ward boy, gardener etc. In this category there are total 14 employee’s out of which 13 are males and only 1 are female. So, the percentage of males in group is 93% and of the female is 7% which is a huge gap that needs to be filled.

Table No.2.2

Gender Composition of Official Staff with Computer Literacy	
Official Staffs	Total No.
Male	5
Female	1





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Table No.2.3

Analysis:

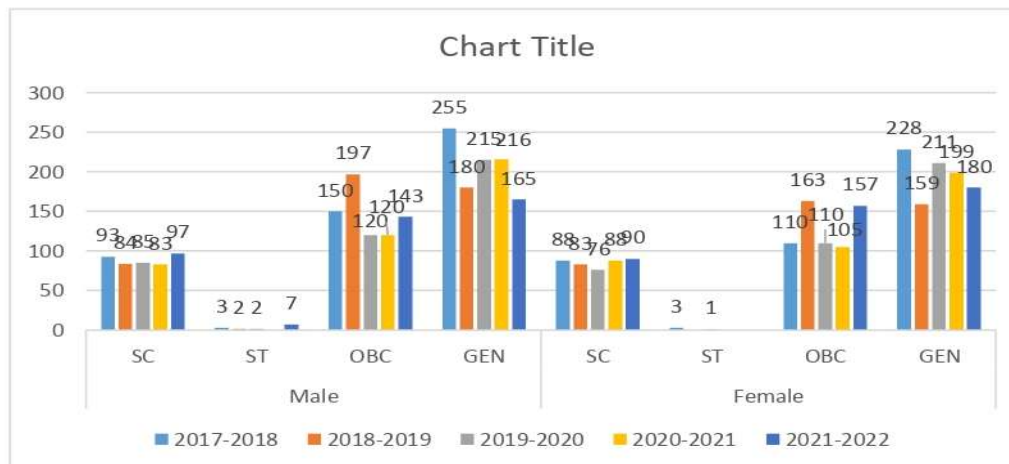
Computer plays a significant role in each n every field of life. They help us in several ways. For example, delivering lecturers in college, universities and a lot more. Innovation in computer technology has a

profound impact on education. It is clearly found that Gender gap at each level of various non- teaching staff with computer literacy positions is very conspicuous. Huge gaps are clearly reflected in the male – female numbers at all levels. Like for instances, in 2021, total of female non- teaching staff with computer literacy is 1 whereas male non-teaching staff 5.

GENDER COMPOSITION OF THE STUDENT								
Year wise gender classification: Student at +2								
Year	Male				Female			
	SC	ST	OBC	GEN	SC	ST	OBC	GEN
2017-2018	93	3	150	255	88	3	110	228
2018-2019	84	2	197	180	83	Nil	163	159
2019-2020	85	2	120	215	76	1	110	211
2020-2021	83		120	216	88	Nil	105	199
2021-2022	97	7	143	165	90	Nil	157	180

Gender balance in student enrolment at U.N. Autonomous college of science and technology (2017 to 2022):

SC- Scheduled Caste, ST- Scheduled Tribe, OBC- Other Backward Classes, GEN- General, PWD- Persons with Disabilities, M- Male, F- Female





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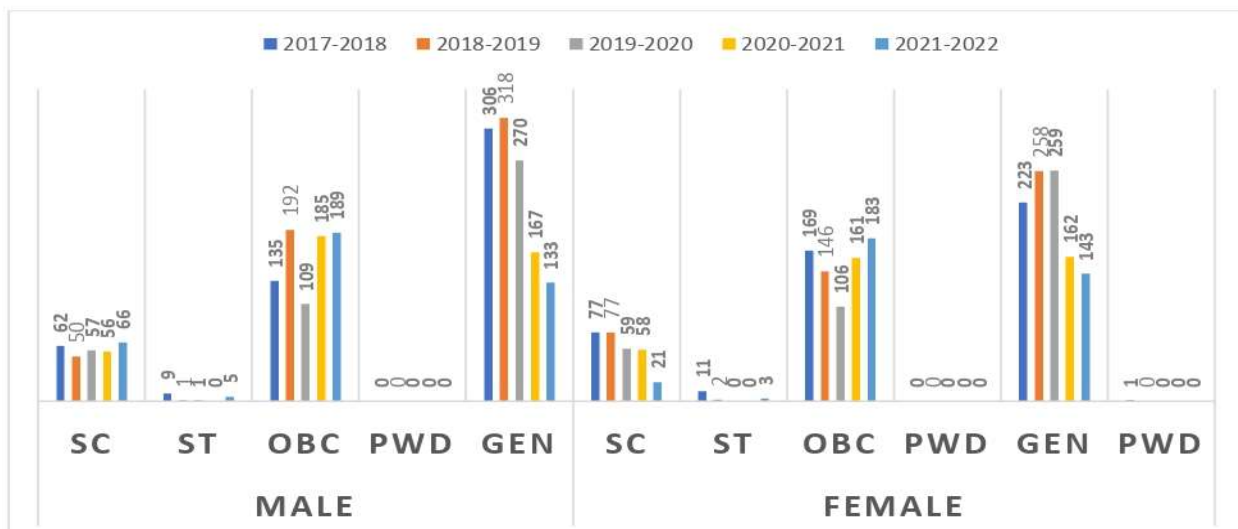
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Analysis:

The data provided in table presents a very rare but equally encouraging picture of the male – female student ratio highlighting the fact that at U.N.Autonomous college enrolment by girls in the post graduate courses has always outnumbered by boys. Which is an indication of a progressive social change. female numbers in 2017 – 2018, 2018-2019, 2019- 2020. 2020- 2021, 2021-2022 are approx..429,405,398,392, 427.

Table No.2.4

YEAR WISE GENDER CLASSIFICATION: STUDENT AT UG											
YEAR	MALE					FEMALE					
	SC	ST	OBC	PWD	GEN	SC	ST	OBC	PWD	GEN	PWD
2017-2018	62	9	135	Nil	306	77	11	169	Nil	223	1
2018-2019	50	1	192	Nil	318	77	2	146	Nil	258	Nil
2019-2020	57	1	109	Nil	270	59	Nil	106	Nil	259	Nil
2020-2021	56	Nil	185	Nil	167	58	Nil	161	Nil	162	Nil
2021-2022	66	5	189	Nil	133	21	3	183	Nil	143	Nil





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Analysis:

The year enrolment of students to the U. G level from the academic year 2017-2018, 2018- 2019, 2019- 2020, 2021- 2022 as provided table and graph shows similar results as in the case of the U.G levels .In 560boys are only 923 numbers are girls.

Table No.2.5

POST GRADUATE LEVEL										
YEAR-WISE MALE-FEMALE RATIO (STUDENT ENROLMENT)										
YEAR	MALE					FEMALE				
	SC	ST	OBC	PWD	GEN	SC	ST	OBC	PWD	GEN
2017-2018	8	Nil	32	Nil	66	11	Nil	57	Nil	115
2018-2019	13	2	34	Nil	42	12	1	97	Nil	95
2019-2020	17	1	37	Nil	57	15	2	89	Nil	103
2020-2021	21	17	46	Nil	62	60	14	164	Nil	160
2021-2022	16	13	29	Nil	58	59	14	114	Nil	171

- SC- Scheduled Caste, ST- Scheduled Tribe, OBC- Other Backward Classes, GEN- General, PWD- Persons with Disabilities, M- Male, F- Female

Analysis:

The above figure points to the fact that the number of girls student during the academic year 2021-2022 have increased as compared to boys .

Availability, Accessibility, Utility, Quality; A Gender Lance

Till now resources are not distributed in an egalitarian basis; still imbalances in utilizations of resources exist. This delivers gender discrepancies in resource delivery. Since, time immoral due to the prevailing customary practices, gender mindset and stereotypes, gender discrimination arises in availability of resources. But feminist like Naila Kabeer, Sarah Longwell, Jo Rowlands in the empowerment model clearly testify that access to and control over resources play a significant role not only in bringing gender equality but also there they gateway gender empowerment. Keeping all these views the present research tries to access to availability, accessibility, utility, quality of



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resources particular teaching learning aids. Other available infrastructure to the stakeholder which his very vital for gender audit. Indian higher education is undergoing tremendous education in order to have a movement quantity to quality. Th

In this chapter highlight gender and eco systems of the social science department. In this context the researcher has tried to collect information and have also collected the visions of the sample respondents and their judgement on the gender friendly system ensured by the College. This is done on a parametric measurement count where four major parameters are taken. This parameter is;

- Availability
- Accessibility
- Quality
- Utility

Table No.2.6

Degree of Availability/ Variables	Department	Highly available	Moderately available	Not at all
Syllabus contains Gender specific teaching and learning	sociology	Male - 6	Male - 8	0
		Female -9	Female - 5	0
	Hindi	Male - 14	Male - 5	0
		Female - 0	Female - 11	0
	English	Male - 0	Male - 0	0
		Female - 0	Female - 0	0
	History	Male - 10	Male - 1	0
		Female - 16	Female - 4	0
	Education	Male - 14	Male - 3	0
		Female -7	Female - 2	0



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Analysis:

There must be the provision of syllabus containing gender specific teaching and learning which is an urge for today’s scenario. This particular parameter is all set to deal with this specific purpose. The highest number of female samples is 11 from the department of Hindi are in the form of ‘Moderately available’ for this content. Apart from that neither any of the samples from any department is coming under the option for ‘Not at all’ option for this issue which is clearly ‘Zero’ in number. A point to be clearly mentioned that neither any male nor any female is there for any of the following category dealing with the syllabus containing gender specific teaching and learning. This means, the department of English has completely skipped this topic and has not taken this into considerations. The highest number of males in number is 14 who are in favour of ‘Highly available’ and the highest number of female 11 constituting for the ‘Moderately available’ from the same department which is Hindi. In the department of Education, the male is of double in number than of female for the ‘Highly available’ of this particular topic which is 14 and 7 respectively.

Table No.2.7

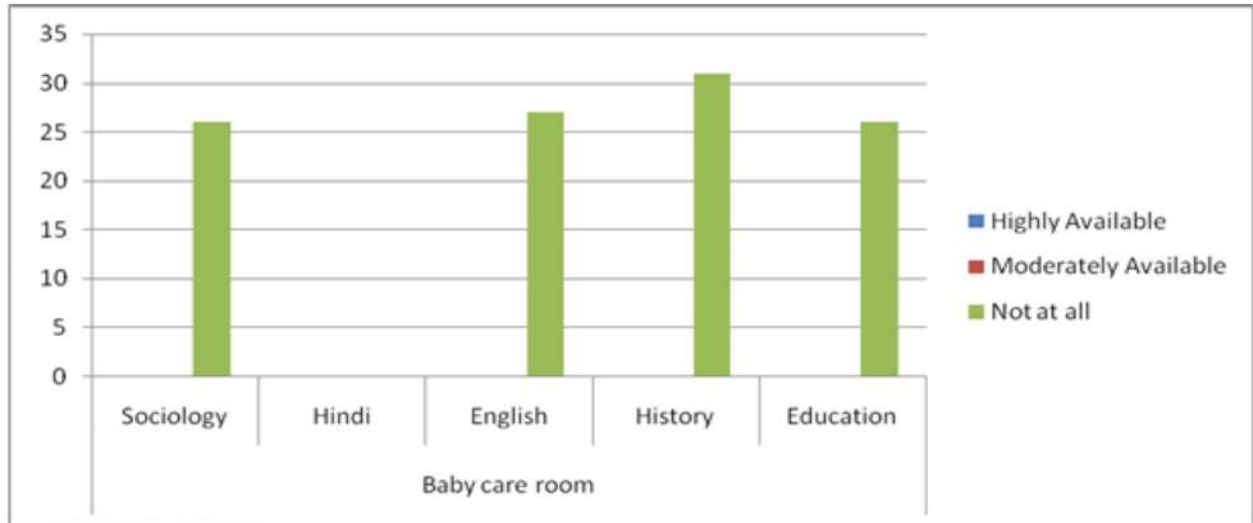
Degree of Accessibility Variables	Dept	Highly Available	Moderately Available	Not at all
Baby care room	Sociology	Nil	Nil	26
	Hindi	Nil	Nil	3
	English	Nil	Nil	27
	History	Nil	Nil	31
	Education	Nil	Nil	26



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Analysis:

This parameter measures the degree of availability of the ‘baby care room’ of each department that the researchers has taken with ‘highly available’, ‘moderately available’, ‘not at all’ categories. Baby care room is an important need and also a sensitive thing that should be draw attention for all. But in practical, this important provision is almost forgotten by almost all of the institution or educational institution and even they have never prioritized the value and importance of this need.

Not to be surprised, that not a single department regarding this availability is constituting any number of samples, rather resulting in ‘Nil’, with both the option which is ‘highly available’ and ‘moderately available’. This means not a single sample is getting any availability neither highly or moderately. This particular direction; which is apparently dealing with the last option only ‘Not at all’. Here this is clear that the total number of samples constitution of each separate department taken by the researcher is directly coming under the option for ‘Not at all’. This means all of the samples from each department are of some opinion and has not any availability at all for any baby care room



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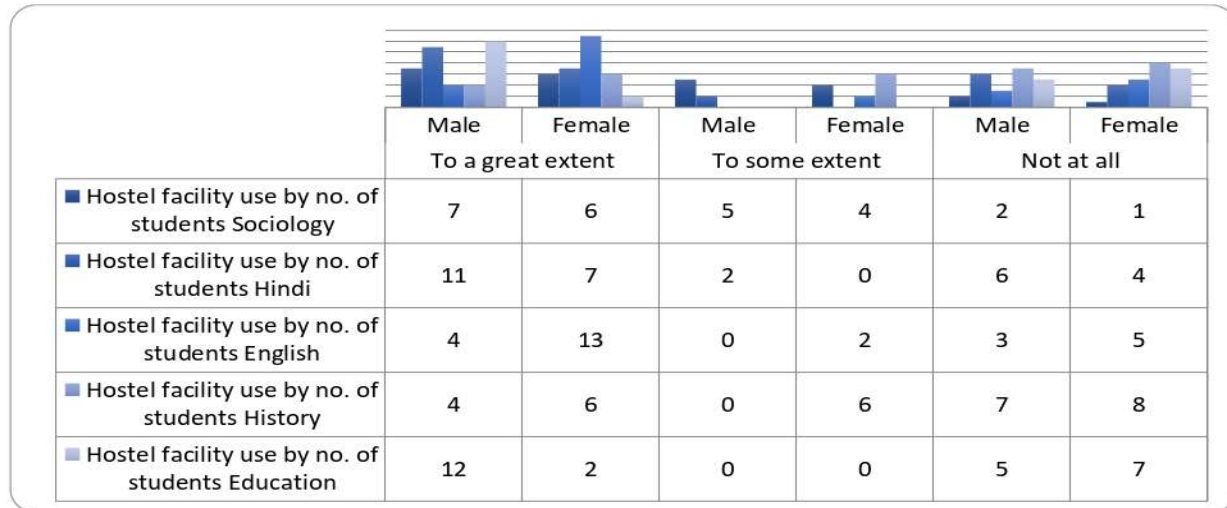


DOI: <http://ijmer.in.doi/2023/12.02.20>
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Distribution of respondents on the basis of their perception towards degree of utility of gender sensitive provision in university

Table No.3.1

Degree of Utility Variables	Dept	To a great extent		To some extent		Not at all	
		Male	Female	Male	Female	Male	Female
Hostel facility use by no. of students	Sociology	7	6	5	4	2	1
	Hindi	11	7	2	0	6	4
	English	4	13	0	2	3	5
	History	4	6	0	6	7	8
	Education	12	2	0	0	5	7



Analysis:

This parameter measures the facility of hostel used by male and female students towards the gender sensitive infrastructures and services in the College. It takes into account the functioning and existences of various facilities and services in terms of quantity in the campus. The hostel facility used by number



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of students is grouped into three types: first one is ‘To a great extent’ where this facility is used effectively by the samples; secondly ‘To some extent’ which says it is a little less than the first type and lastly, ‘Not at all’ which means simply ‘No’ for the hostel facility used by the samples. The department of English is in the lowest samples of male who are in opinion of ‘To a great extent’ of hostel facility used by the students and the maximum 13 of the females are saying the same. But in the department of Education, the male female number of samples is of a great difference i.e., 12 and 2 respectively towards the first category. Both in the English and History are in ‘Zero’ towards the group of ‘To some extent’ constituting the male samples; whereas in the department of Hindi, there are ‘Zero’ female in favour of this group. On the other hand, neither any male nor female are opting for ‘To some extent’ option for this purpose which is the facility of hostel used by them. The highest number of female samples belongs to the department of History 8 where they are coming under ‘Not at all’ category and the lowest is from the department Sociology which is 1. The highest number of samples of the male are from the department the department of History 7 and second highest is from the department of Hindi

Conclusion:

The foregoing auditing of the gender situation in the campus clearly projects that U.N.Autonomous College stands out in having a good gender balance in its academics and administrative spheres. It is a gender-sensitive campus and gender balancing is well maintained so far as the staff and student components and achievements are concerned.

- The numbers of male teaching staff are more than female, similarly in the non - teaching staff only a few members are found female
- Students of all five Social Science department are mostly younger in age (20- 30). It shows the interest of younger generation in higher studies. Most students came from a small family or a nuclear family rather than a



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joint or extended family

- The word ‘Gender auditing’ is not a part of the everyday teaching terminology in classroom studies. They understand or interpret Gender auditing in terms of some indicators like inclusiveness, sensitivity or awareness in institutional programmes, projects, plan, practices, policies and gaps
- It is observed that this College aware about provision for gender security i.e., gender sensitive, gender secure norms and awareness events like workshop, sessions which are regularly organized by the various departments which act as a deterrence against gender security.
- Separate toilet for male and female and setting rooms are available this college. Baby care rooms this type provision is not available. It is a major problem faced by the female faculty members.

Recommendations

- Take care on the gender imbalanced in student enrolment which is more favour on boys or male faculty members than the girls or female faculty members.
- There is more representation in administrative body for female officials
- The committee allow resources for extracurricular activities on a gender-neutral basis such as rangoli competition, song competition etc.
- Improve the marketability of the products made by students.
- There should be weekly or monthly seminar on women employment in every department.
- Introduce self- employment trainings for women in different courses.
- Increase other basic facilities such as sanitary pad vending machine and incinerator.
- Provide transportation facilities by installing GPS technologies that enable to efficiently manage routes, scheduling and mileage.



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