



# Government Science College, Vankal

માન્યતા-શિક્ષણ વિભાગ, ગુજરાત સરકાર ઠરાવક્રમાંક: જસીઓ/1512/ન.બી.-13/પતા. 21/04/2012

AISHE Code - 46595

Affiliated to Veer Narmad South Gujarat University, Surat (College Code-340)

At & Po. Vankal, Ta. Mangrol Dist. Surat PIN - 394 430



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Principal Name:- Dr. Parthivkumar Kantiñal Chaudhari  
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## CERTIFICATE OF GENDER AUDIT REPORT

This is to certify that Government Science College, Vankal has successfully conducted a comprehensive Gender Audit for the academic years 2018-2023. The audit aimed to assess the gender sensitivity and inclusiveness of the college environment, policies, and practices. The Gender Audit was conducted under the supervision and guidance of the Principal, Dr. Parthivkumar K. Chaudhari, in collaboration with the Gender Audit Committee. The committee comprised internal and external faculty members.

The objectives of the Gender Audit included:

- Evaluating the gender balance in staff and student composition.
- Reviewing the college's policies and practices for gender sensitivity.
- Assessing the availability and effectiveness of facilities and services that support gender equity.
- Gathering feedback from students, staff, and other stakeholders on gender-related issues and experiences within the college.

The findings of the audit have been documented in a detailed report, which includes observations, recommendations, and an action plan for improving gender equity in the institution. The college administration is committed to implementing the recommendations to foster an inclusive and supportive environment for all genders.

  
Principal

Govt. Science College, Vankal

Dr. Parthivkumar K. Chaudhari

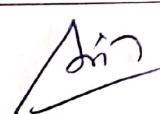
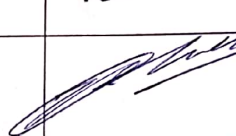
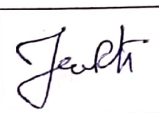

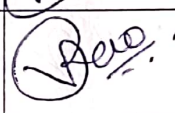
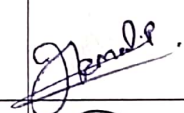


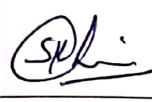

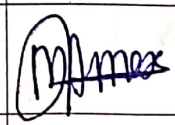
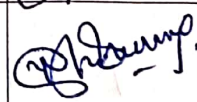
Principal

Government Science College, Vankal

Date: 30/07/2024



**GENDER AUDIT COMMITTEE:**

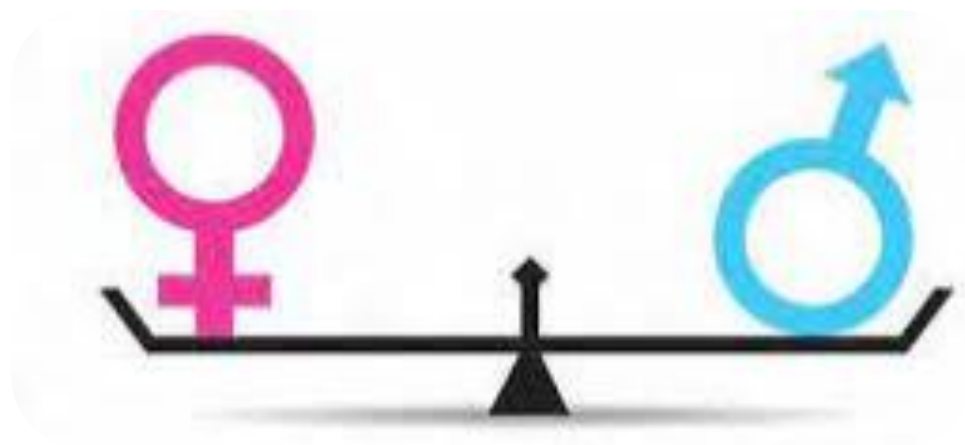
Sr. No.	Name	Designation	Signature
1.	Dr. Anil Kumar Singh, Assistant Professor and Head, Department of Microbiology, Government Science College, Vankal (Surat)	Chairman	
2.	Smt. Viraj A. Chaudhari Assistant Professor, Government Science College, Vankal (Surat)	Vice Chairman	
3.	Smt. Trupti S. Chaudhari , Librarian, Government Science College, Vankal (Surat)	Vice-chairman	
4.	Dr. Kumarbhai G. Gamit , Assistant Professor and Head, Department of Chemistry, Government Science College, Vankal (Surat)	Internal Committee member	
5.	Dr. Vishal H. Rao , Assistant Professor and Head, Department of Botany, Government Science College, Vankal (Surat)	Internal Committee member	
6.	Dr. Hemalkumar P. Vankar, Assistant Professor and Head, Department of Physics, Government Science College, Vankal (Surat)	Internal Committee member	
7.	Prof. Vanraj D. Kagda, Assistant Professor and Head, Department of Mathematics, Government Science College, Vankal (Surat)	Internal Committee member	
8.	Dr. Mayuresh Kumar Mishra, Assistant Professor (English) Government Science College, Vankal (Surat)	Internal Committee member	
9.	Smitaben R. Chaudhari Sr. Clerk Government Science College, Vankal (Surat)	Internal Committee member	
10.	Dr. Deepak Chaudhari, Principal, Shree A.B.V Government Arts and Commerce College, Vankal	External Committee Member	
11.	Dr. Minakshi More, Assistant Professor (Hindi), Shree A.B.V Government Arts and Commerce College, Vankal	External Committee Member	
12.	Dr. Yogesh Chaudhari, Assistant Professor (Hindi), Shree A.B.V Government Arts and Commerce College, Vankal	External Committee Member	

**GOVERNMENT SCIENCE COLLEGE  
VANKAL**

**GENDER AUDIT  
REPORT**

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2018 - 2023



**Dr. Anil Kumar Singh**

## Gender Audit Report: 2018-2023

### INTRODUCTION:

In conducting a gender audit at college located in tribal region like ours, it is crucial to delve into the intricate fabric of social dynamics that shape educational environments. This audit seeks to illuminate disparities and ensure equity in opportunities for all students, regardless of gender identity. By examining policies, practices, and perceptions within the college community, we aim to foster an inclusive atmosphere where every individual feels empowered to thrive academically and socially. This introduction sets the stage for a comprehensive exploration into how gender influences experiences and outcomes within the educational landscape of tribal areas, paving the way for informed strategies and meaningful change.

### CONSTITUTION OF THE GENDER AUDIT COMMITTEE:

Sr. No.	Name	Designation
1.	Dr. Anil Kumar Singh, Assistant Professor and Head, Department of Microbiology, Government Science College, Vankal (Surat)	Chairman
2.	Smt. Viraj A. Chaudhari Assistant Professor, Government Science College, Vankal (Surat)	Vice Chairman
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The gender audit was undertaken by the IQAC, Grievance Redressal Committee and Anti Sexual Harassment Committee members. With a focus on the concepts and objectives listed below, the Chairman and Vice Chairman intended to investigate the institution's gender balance and practices.

#### **CONCEPT OF GENDER AUDIT:**

A gender audit in our tribal area college involves systematically evaluating policies, practices, and programs to assess gender equity among students. It examines enrollment trends, academic performance, participation in co-curricular and extra-curricular activities, representation across various categories, such as caste, measures of women safety and women centric facilities. This process identifies disparities, cultural barriers, and traditional gender roles that may influence opportunities and outcomes. By highlighting areas needing improvement, the audit aims to promote gender-sensitive policies, encourage balanced participation, and create an inclusive environment that supports equal opportunities for both male and female students, fostering overall educational and social development in the tribal community.

#### **OBJECTIVES OF THE GENDER AUDIT:**

- Evaluate enrollment, retention, and completion rates of male and female students.
- Identify disparities in academic performance across genders.
- Analyze participation in curricular, co-curricular and extra-curricular activities to identify gender imbalances.
- Identify cultural, social, and economic barriers affecting gender equity.
- Understand the impact of traditional gender roles on student participation and performance.
- Review existing policies and practices for gender sensitivity and inclusiveness.
- Assess the effectiveness of gender-focused initiatives and programs.



- Foster an inclusive and supportive environment for all students.
- Develop strategies to enhance gender sensitivity among faculty, staff and students.

## METHODOLOGY:

The methodology of a gender audit in a college campus involves a systematic approach, starting with data collection on enrollment, academic performance, and participation in activities, disaggregated by gender. Comparative analysis highlights disparities and barriers. The audit team collaborates with stakeholders to interpret findings and formulate recommendations. Continuous monitoring and evaluation ensure the implementation of gender-sensitive policies, fostering an inclusive campus environment.

## AVAILABLE DATA AND ITS ANALYSIS:

### 1. Gender equity in student enrollment, retention and course completion

#### 1.1. Gender wise distribution of students enrolled in college from academic years 2018-19 to 2022-23

Enrollment data of students serves as a crucial indicator of gender equality promotion by an educational institute offering higher education.

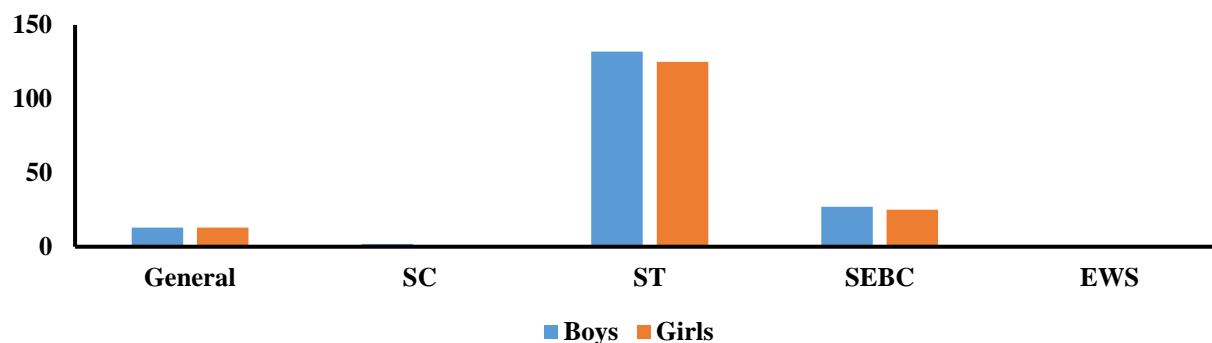
This section of the report examines gender representation in student enrollment data across five academic years (2018-2019 to 2022-2023), categorized by gender and caste reservations (General, SC, ST, SEBC, EWS).

Table 1 to 5 shows the category and gender wise distribution of all the students enrolled at Government Science College, Vankal during five consecutive year starting from 2018-19 to 2022-23.

**Table 1: Category and gender wise distribution of total students enrolled in academic year 2018-19**

Category Gender	General	SC	ST	SEBC	EWS	Total
Boys	13	02	132	27	0	174
Girls	13	01	125	25	0	164
Total	26	03	257	52	0	338

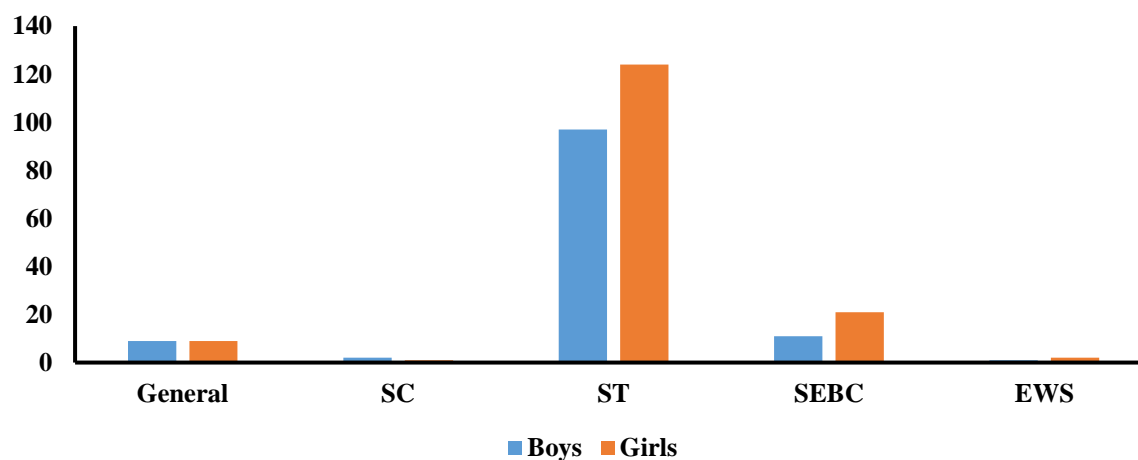
**Category and gender wise distribution of students enrolled during  
academic year 2018 - 2019**



**Table 2: Category and gender wise distribution of all students enrolled in academic year 2019-20**

Category Gender	General	SC	ST	SEBC	EWS	Total
Boys	09	02	97	11	09	128
Girls	09	01	124	21	09	164
Total	18	03	221	32	18	292

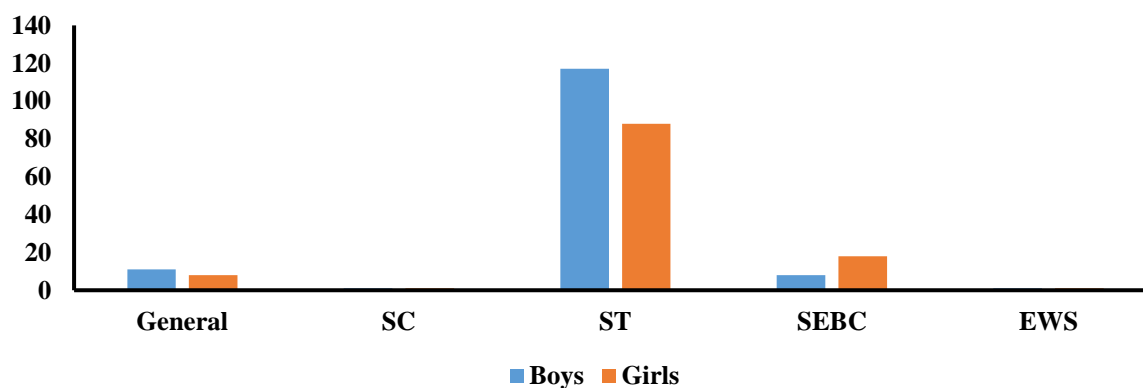
**Category and gender wise distribution of students enrolled during  
academic year 2019 - 2020**



**Table 3: Category and gender wise distribution of all students enrolled in academic year 2020-21**

Category Gender	General	SC	ST	SEBC	EWS	Total
<b>Boys</b>	11	01	117	08	01	<b>138</b>
<b>Girls</b>	08	01	88	18	01	<b>116</b>
<b>Total</b>	<b>19</b>	<b>02</b>	<b>205</b>	<b>26</b>	<b>02</b>	<b>254</b>

**Category and gender wise distribution of students enrolled during academic year 2020 - 2021**

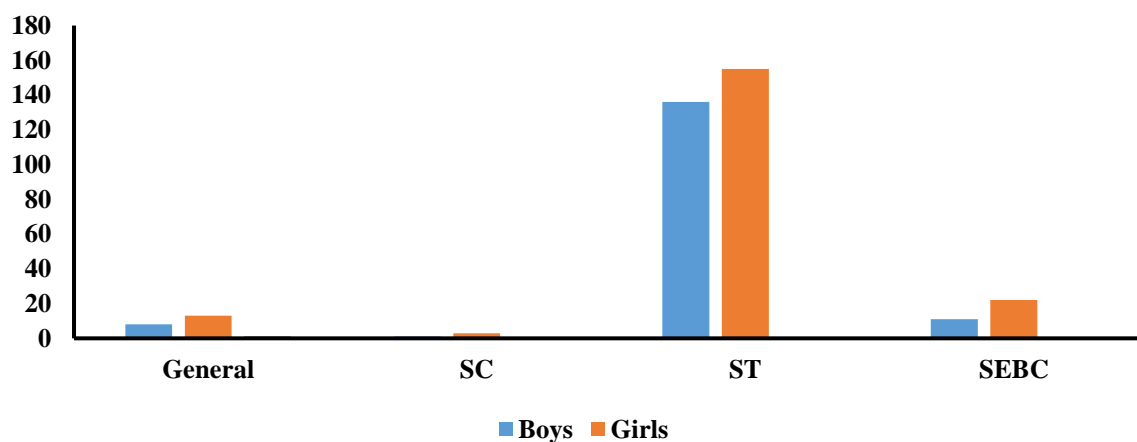


**Table 4: Category and gender wise distribution of all students enrolled in academic year 2021-22**

Category Gender	General	SC	ST	SEBC	EWS	Total
<b>Boys</b>	08	01	136	11	02	<b>158</b>
<b>Girls</b>	13	03	155	22	04	<b>197</b>
<b>Total</b>	<b>21</b>	<b>04</b>	<b>291</b>	<b>33</b>	<b>06</b>	<b>355</b>



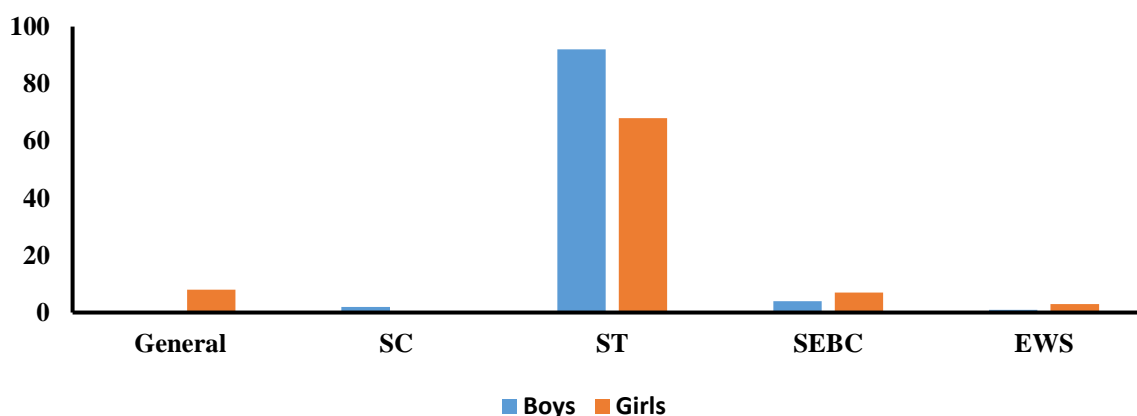
**Category and gender wise distribution of students enrolled during  
academic year 2021 - 2022**



**Table 5: Category and gender wise distribution of all students enrolled in academic year 2022-23**

Category Gender	General	SC	ST	SEBC	EWS	Total
Boys	00	02	92	04	01	99
Girls	08	00	68	07	03	86
Total	08	02	160	11	04	185

**Category and gender wise distribution of students enrolled during  
academic year 2022 - 2023**



### ***Results and analysis form enrolment data:***

The enrolment data from Government Science College, Vankal over five consecutive academic years underscores the institution's commitment to promoting gender and caste equality. The consistent enrolment of both boys and girls across all categories, particularly ST students, highlights a balanced approach to education accessibility. The data reveals that the number of female students often rivals or surpasses that of male students, indicating effective gender empowerment initiatives. This is especially significant for tribal girl students, as their enrollment at par with boys demonstrates the breaking down of cultural and socio-economic barriers that traditionally impede their access to education. By ensuring equitable enrollment, the institution not only empowers tribal girls but also promotes social change and development within tribal communities. This commitment to gender equality in education underscores the broader impact of the institute's efforts in fostering a diverse and inclusive academic community.

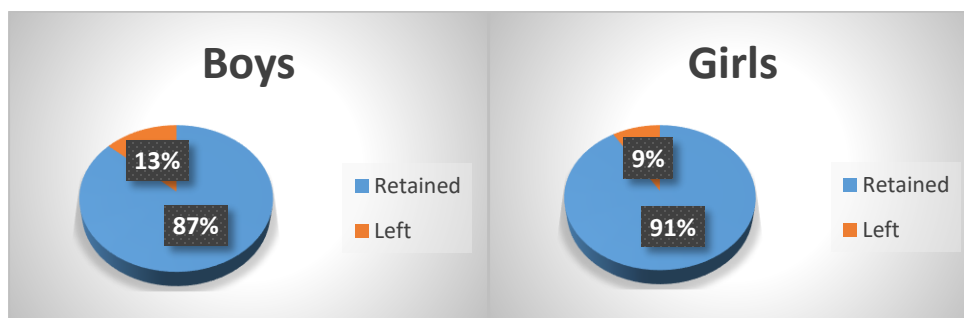
Moreover, the substantial enrolment of ST students each year aligns with the college's mission to provide higher education opportunities to the tribal population. As the college is situated in a tribal region, the significant representation of ST students reflects its success in fulfilling its foundational purpose. This inclusive approach ensures that the benefits of scientific education are extended to traditionally unprivileged communities, resonating with the college's vision of fostering educational equity and social justice.

### ***1.2 Gender wise student retention and course completion data***

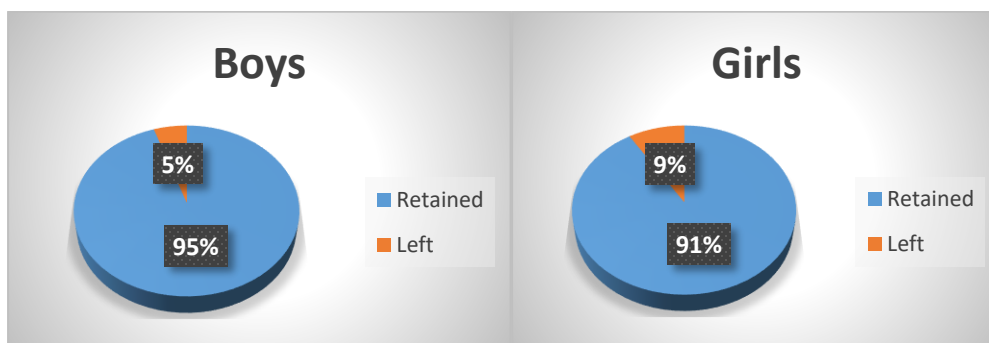
**Table on. 6: Number of students getting admission every academic year and completing the course**

Gender	Students enrolled in 2018-19	Students appeared for TY B.Sc. Exam in 2020-21	Students enrolled in 2019-20	Students appeared for TY B.Sc. Exam in 2021-22	Students enrolled in 2020-21	Students appeared for TY B.Sc. Exam in 2022-23	Students enrolled in 2021-22	Students appeared for TY B.Sc. Exam in 2023-24	Students enrolled in 2022-23	Students appeared for TY B.Sc. Exam in 2024-25
Boys	174	147	128	121	138	104	158	136	99	67
Girls	164	148	164	148	116	101	197	150	86	72
Total	338	295	292	269	254	205	355	286	185	139

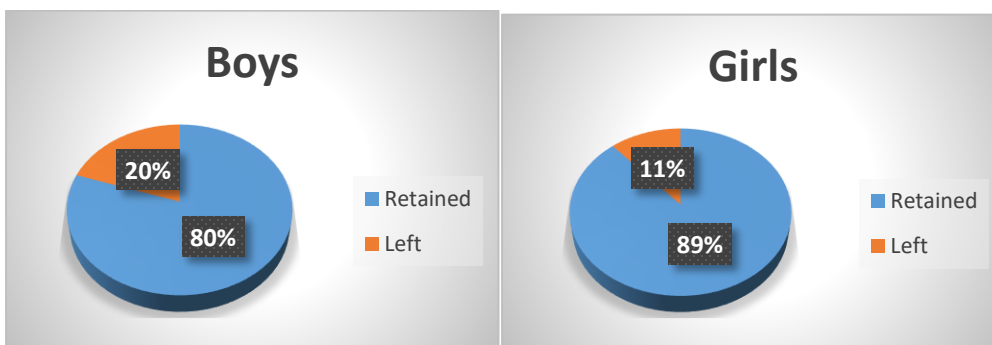
### Graphical representation of student retention data for academic batch 2018-2021



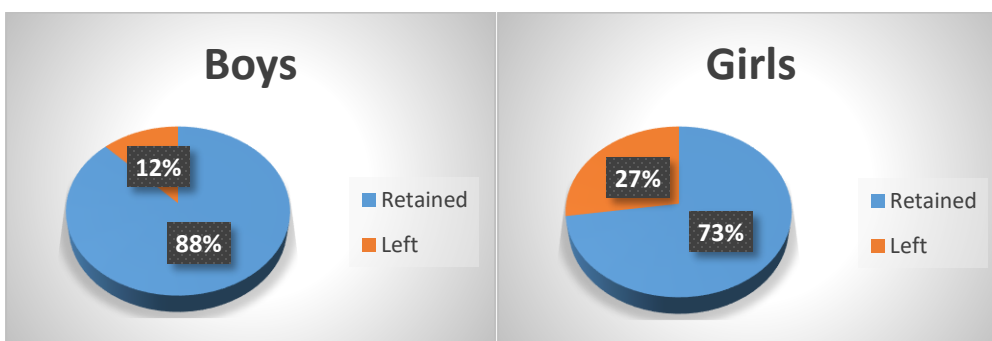
### Graphical representation of student retention data for academic batch 2019-2022



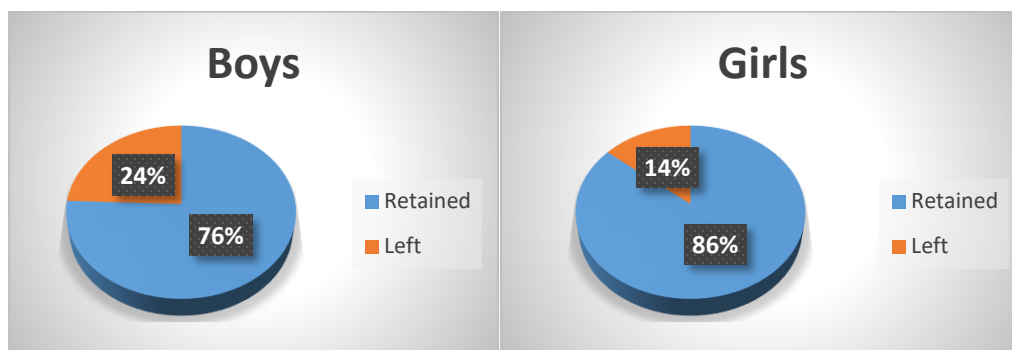
### Graphical representation of student retention data for academic batch 2020-2023



### Graphical representation of student retention data for academic batch 2021-2024



### Graphical representation of student retention data for academic batch 2022-2025



#### *Analysis and discussion on student retention and course completion data:*

The student retention data over the past six academic years highlights several trends, particularly in relation to the retention of girl students compared to overall retention. From the 2018-19 to the 2023-24 academic years, the overall retention rate shows a notable decline. For example, of the 338 students enrolled in 2018-19, 295 appeared for the TY B.Sc. exam in 2020-21, reflecting a retention rate of approximately 87%. This rate fluctuates over the years, with a significant drop seen in the 2022-23 to 2024-25 cohort, where only 139 out of 185 students appeared for the final exam, a retention rate of about 75%.

Focusing on girl students, their retention rate initially appears stable and relatively high. In 2018-19, 164 girls enrolled, and 148 appeared for the final exam in 2020-21, indicating a retention rate of around 90%. This trend continues for the next few years. However, a noticeable drop occurs in the 2021-22 to 2023-24 cohort, where the retention rate falls to about 76% (197 enrolled vs. 150 appeared). The most recent data (2022-23 to 2024-25) show a further decline, with only 72 out of 86 girls (approximately 84%) completing the course.

This data is significant, especially considering that most of the girl students are from the ST (Scheduled Tribes) community, indicating specific socio-economic challenges that might be affecting their retention. Additionally, it is important to note that some student dropouts are due to securing admissions in other programs such as medical or nursing, for which counseling sessions are conducted later. Consequently, many students leave the college to pursue these opportunities. The relatively higher retention rates of girls compared to boys in the earlier years might reflect successful initiatives aimed at supporting ST students. However, the recent decline suggests a need for renewed focus on retention strategies, particularly for girls from disadvantaged backgrounds, to ensure they receive the necessary support to complete their education.

## 2. Indicators of gender equity in academics

### 2.1. Achievements of girl students in curricular activities

The representation of girl students among the academic toppers of an institute serves as a robust indicator of gender equality and empowerment. When girls consistently achieve top ranks, it reflects a learning environment that supports and nurtures their academic potential without bias. This representation signals that the institution values and promotes the capabilities of female students, providing them with equal opportunities to excel. It also highlights the effectiveness of policies and practices aimed at bridging gender gaps in education. Table 7 provides the data of college toppers of Government Science College, Vankal for five consecutive academic years from 2018-19 to 2022-23.

**Table 7: List of college toppers in academics for academic years 2018-19 to 2022-23**

<b>Rank in College</b>	<b>Name of Student</b>	<b>M/F</b>	<b>Percentage</b>	<b>Subject</b>
<b>Academic Year: 2018 – 2019</b>				
1 <sup>st</sup>	<b>Kureshi Tabassum S.</b>	<b>F</b>	95.00%	Zoology
2 <sup>nd</sup>	<b>Kher Kamini P.</b>	<b>F</b>	83.60%	Maths
3 <sup>rd</sup>	<b>Chaudhari Sandhya R.</b>	<b>F</b>	79.10%	Botany
<b>Academic Year: 2019 – 2020</b>				
1 <sup>st</sup>	<b>Jenab I. Pathan</b>	<b>F</b>	96.40%	Zoology
2 <sup>nd</sup>	<b>Priyansi K. Gamit</b>	<b>F</b>	85.00%	Zoology
3 <sup>rd</sup>	<b>Parima G. Gamit</b>	<b>F</b>	84.50%	Zoology
<b>Academic Year: 2020 – 2021</b>				
1 <sup>st</sup>	<b>Sarita N. Vaja</b>	<b>F</b>	91.40%	Zoology
2 <sup>nd</sup>	<b>Swetal J. Chaudhari</b>	<b>F</b>	89.50%	Maths
3 <sup>rd</sup>	<b>Sabiha S. Patel</b>	<b>F</b>	88.20%	Zoology
<b>Academic Year: 2021 – 2022</b>				
1 <sup>st</sup>	Niraj R. Vasava	M	89.10%	Maths
2 <sup>nd</sup>	Arpit C. Chaudhari	M	86.80%	Zoology
3 <sup>rd</sup>	<b>Sneha R. Chaudhari</b>	<b>F</b>	84.50%	Zoology
<b>Academic Year: 2022 – 2023</b>				

1 <sup>st</sup>	<b>Disha K. Bhati</b>	<b>F</b>	88.20%	Zoology
2 <sup>nd</sup>	<b>Twinkal P. Chaudhari</b>	<b>F</b>	82.30%	Chemistry
3 <sup>rd</sup>	<b>Sweta M. Chaudhari</b>	<b>F</b>	81.40%	Maths

***Results and analysis form academic performance:***

This data from Government Science College, Vankal, spanning five academic years from 2018 to 2023, demonstrates significant strides in gender empowerment and equality promotion. Female students have consistently dominated the top ranks across various disciplines, highlighting the institution's supportive environment for women's education. In four out of five years, the first rank was secured by female students, and they were also prominently featured in the second and third ranks. Subjects like Zoology, Maths, Botany, and Chemistry are represented, indicating that female students excel in diverse scientific fields. Notably, the academic year 2021-2022 saw a slight shift with male students achieving first and second ranks, suggesting that the college fosters a competitive atmosphere for all students, irrespective of gender. This consistent academic performance by female students underscores the college's commitment to providing equal opportunities and nurturing academic excellence among its students, contributing to the broader goal of gender empowerment in education.

In conclusion, such representation not only inspires more girls to pursue higher education with confidence but also sets a precedent for other institutions to follow, fostering a culture of inclusivity and empowerment.

***2.2. Participation of Girls in co-curricular and extracurricular activities and sports:***

The participation of girl students in co-curricular and extracurricular activities serves as a vital indicator of gender equality promotion by an educational institute offering higher education. When female students actively engage in sports, clubs, cultural events, and leadership roles, it reflects an inclusive environment that values and encourages their holistic development beyond academics. Such involvement signifies that the institution is providing equal opportunities for girls to explore their interests, develop diverse skills, and build confidence. It also demonstrates the breaking down of traditional gender barriers, empowering girls to participate fully in campus life. This inclusive participation fosters a more vibrant and equitable community, promoting gender equality and preparing all students for well-rounded personal and professional futures.

Table 8 presents the quantitative data about the number of boys and girl students participation in various extracurricular events organized by college during academic years 2018-19 to 2022-23. (Note: Participation data of only few representative events are presented here)

**Table 8: Participation of students in representative co-curricular and extracurricular activities organized by college in different academic years**

Sr. No.	Competition/Activity	2018-19		2019-20		2020-21		2021-22		2022-23	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1	Aarti Thali Decoration	36	2	24	4	-	-	-	-	16	12
2	Mehendi	34	0	12	0	-	-	-	-	34	1
3	Hair Style Making	10	1	10	0	-	-	-	-	10	0
4	Patriotic Song	17	10	18	4	-	-	3	2	13	3
5	Indigenous Recipe	102	70	20	17	-	-	-	-	42	32
6	Tribal Dance	89	38	53	24	-	-	-	-	15	18
7	Drama Competition	16	12	-	-	21	7	11	0	-	-
8	Tribal Song	17	4	-	-	-	-	-	-	-	-
9	Warli Painting	-	-	25	19	-	-	-	-	-	-
10	Quiz *	-	-	-	-	21	15	22	8	-	-
11	Poster*	-	-	-	-	-	-	12	2	-	-
12	Story telling*	-	-	-	-	-	-	2	1	-	-
13	Rangoli*	-	-	-	-	21	5	35	0	-	-

\*These competitions were especially organized during the COVID lockdown time and were organized online

Table 9 presents the quantitative data about the number of boys and girl students participation in various sports events organized by college during academic years 2018-19 to 2022-23. (Note: Participation data of only few representative events are presented here)

**Table 9: Gender wise participation of students in sports events during different academic years**

Sr. No.	Sport/Game	2018-19		2019-20		2020-21		2021-22		2022-23	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1	Chess	3	15	5	15	-	-	11	10	3	3
2	Badminton	4	7	4	7	-	-	6	16	3	3
3	Mini Marathon	90	67	101	81	-	-	89	73	118	88
4	Kho Kho	-	-	-	-	-	-	24	21	23	22

### Analysis and interpretation of student participants in extra-curricular and sports events:

The data on competitions, activities, and sports from 2018-19 to 2022-23 reveals a strong commitment to gender equity and the active participation of girl students. In various cultural and extracurricular activities such as Aarti Thali Decoration, Mehendi, Hair Style Making, and Indigenous Recipe competitions, girl students consistently showed higher participation rates compared to boys. For instance, in 2018-19, 36 girls participated in Aarti Thali Decoration compared to 2 boys, and in 2022-23, 34 girls participated in the Mehendi competition compared to just 1 boy.



Similarly, in sports activities, girl students have shown significant engagement. Notably, in the Mini Marathon, girl participation was consistently high, with 118 girls participating in 2022-23 compared to 88 boys. Additionally, the introduction of games like Kho Kho in recent years saw substantial participation from girls, with 24 girls joining in 2021-22 and 23 in 2022-23.

This data underscores the college's inclusive approach, providing equal opportunities for both genders and encouraging active involvement from girl students in various fields. The robust participation of girls highlights their enthusiasm and the supportive environment fostered by the institution, promoting gender equity and balanced representation in all areas of student life.

### **3. Infrastructure and other facilities for girl students:**

#### ***3.1 Safety and Security:***

Safety and security measures, such as the presence of gatekeeper guards and CCTV surveillance, play a crucial role in promoting gender equality in educational institutions. These measures create a secure environment where all students, especially female students, feel safe and protected. A well-monitored campus with reliable security can alleviate concerns related to harassment, violence, and other safety issues that disproportionately affect women. When female students perceive the campus as a safe space, they are more likely to participate actively in both academic and extracurricular activities without fear. This increased participation enhances their educational experience and opportunities for personal growth, leading to greater gender equality. Moreover, a secure environment can encourage parents and guardians to support their daughters' pursuit of higher education, thereby addressing gender disparities in enrolment and retention.

In essence, robust safety and security measures foster an atmosphere of trust and inclusivity, enabling female students to thrive alongside their male counterparts, thereby promoting gender equality within the educational setting.

##### ***3.1.1. Measure for safety and Security at college campus***

1. To ensure the safety and security of all students particularly girl students, the college has full time security guards and the entire campus (indoor and outdoor) is under CCTV surveillance. These measures forestall any uncontrollable way of behaving and undesirable trespassers from entering the college campus. Young ladies have a good sense of reassurance and security.

2. Besides guards and CCTV other measure being taken by college to foster trust and sense of security among students include: provision of enough lights inside and outside college so that the pathways are satisfactorily illuminated during the night. This is especially helpful

during seminars, workshops or other events at the college when students have to stay at college till late hours and it becomes completely dark outside.

3. The Institute has separate parking for the boys and girls.

4. Students can report their complaint to the Grievance Redressal and Anti-Sexual Harassment Cell if they face issues regarding it. No grievance has been encountered till date.

5. The SC-ST Cell is effectively helping the students from backward classes.

### **3.2. Counseling:**

Counseling promotes gender equality in higher education by providing support and addressing challenges related to gender discrimination, harassment, and bias. It empowers students, especially women, to develop confidence and resilience. Moreover, counseling addresses mental health issues, ensuring all students' well-being and participation.

Several workshops on workshops on gender sensitivity and equality are regularly organized by the college for counseling students on various issues related to career, health and further studies. Personal counseling sessions are also arranged for needy students experiencing emotional or family issues. Additionally, the faculties are continuously help and guide students regarding academic like examinations, confidence building, public speaking etc.

### **3.3. Self-defense:**

Self-defense training programs help promote gender equality by empowering individuals, particularly women, with the skills and confidence to protect themselves. These programs address safety concerns that often limit women's freedom and participation in various activities. By learning self-defense, women gain a sense of security and autonomy, which can enhance their willingness to engage in educational, professional, and social opportunities on an equal footing with men.

Government Science College, Vankal organizes several self-defense training programs for girl students on regular basis. Such program helps to foster a culture of empowerment and resilience, challenging traditional gender norms that portray women as passive or vulnerable. It encourages women to take control of their personal safety and assert their rights, which can translate into greater confidence and assertiveness in other areas of life.

Self-defense training at our college prepares young ladies to become mentally, intellectually and physically strong enough to safeguard themselves against unforeseen risks.

### **3.4. Common Room**

In college, girls' common room facilities typically include room with bathrooms and common areas. These spaces are designed to ensure privacy, comfort, and safety for female students. Girls can use this facility whenever they need it to get refresh.

Besides restroom and refreshment area the girls' common room at Government Science College, Vankal is equipped with sanitary pad dispensers and incinerators significantly contribute to gender equality at our college. These facilities address the practical challenges faced by female students during menstruation, creating a more inclusive and supportive environment. Easy access to sanitary pads breaks down taboos and ensures uninterrupted education, preventing absenteeism. The incinerator promotes hygienic disposal, maintaining cleanliness and dignity. By providing essential menstrual hygiene products and facilities, the college demonstrates its commitment to empowering female students, fostering a sense of equality, and creating a conducive learning space for all.

#### 4. Gender equity in college teaching\* and non-teaching staff

YEAR	TEACHING STAFF		NON TEACHING STAFF	
	MALE	FEMALE	MALE	FEMALE
2018-19	12	15	2	3
2019-20	16	16	2	3
2020-21	16	15	2	3
2021-22	14	14	2	3
2022-23	16	17	2	3

\*Teaching staff include both permanent and visiting teachers serving during the academic year.

The gender ratio data of college staff over the past five academic years demonstrates a commendable trend towards gender equity in both teaching and non-teaching roles. In the teaching staff category, the ratio of male to female staff has remained balanced, with the number of female staff consistently close to or exceeding the number of male staff. For instance, in 2018-19, there were 12 male and 15 female teaching staff members, while in 2022-23, the numbers were 16 males and 17 females, indicating a nearly equal representation.

In the non-teaching staff category, the gender ratio has remained stable with a consistent presence of female staff. Each year, the non-teaching staff included 2 males and 3 females, showing a slight female predominance.

This data reflects the institution's commitment to gender equity, ensuring that both male and female staff have equal opportunities and representation. The consistent and balanced gender ratio, particularly in the teaching staff, highlights the college's efforts to promote an inclusive and equitable work environment, aligning with broader goals of gender equality in the workplace.

## 5. Gender Equity Survey:

The Gender Equity Survey at Government Science College, Vankal, was designed to evaluate perceptions and experiences related to gender equality within the institution. The survey explored various dimensions, including equality in treatment, academic and career opportunities, safety, representation, inclusivity, and more. The findings aim to provide insights to the college administration about the current state of gender equity and highlight areas for potential improvement.

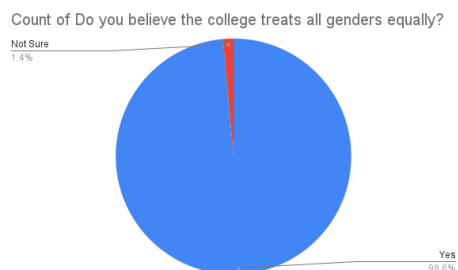
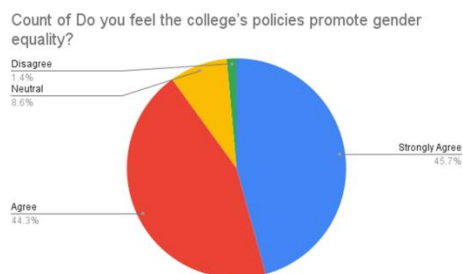
The survey was disseminated to students, faculty, and non-teaching staff. It collected demographic information and included questions on gender equality and inclusivity. Both quantitative data (multiple-choice questions) and qualitative feedback (open-ended responses) were gathered.

### ***Key Findings:***

Among the respondents 53.97 were female while 44.44% were male. Most of the respondents were of 18-24 year age group.

#### 1. General Equality

- Perception of Equal Treatment: 93.65% of respondents believe that the college treats all genders equally.
- Policies on Gender Equality: 88.89% either strongly agree or agree that the college's policies promote gender equality.



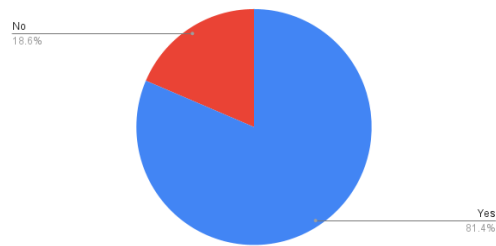
#### 2. Academic and Career Opportunities

- Gender Bias in Resources: 12.70% felt there is a gender bias in the allocation of academic resources, while 87.30% did not perceive any bias.
- Experience of Discrimination: 77.78% reported not experiencing or witnessing gender discrimination in academic settings.

### 3. Participation in Extracurricular Activities

- Encouragement to Participate: 90.48% felt encouraged to participate in extracurricular activities regardless of gender.

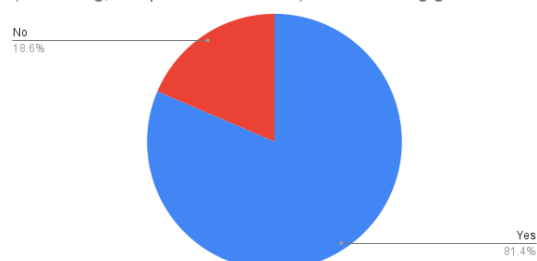
Count of Do you feel encouraged to participate in extracurricular activities regardless of your gender?



### 4. Safety and Well-being

- Campus Safety: 96.83% reported feeling safe on campus.
- Harassment and Violence: None of the respondent reported to have faced or witnessed gender-based harassment or violence.
- Support Systems: 88.89% felt that there are sufficient support systems and resources for addressing gender-related issues.

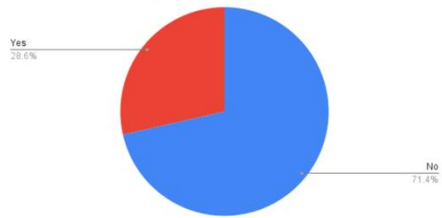
Count of Are there sufficient support systems and resources (counseling, complaint mechanisms) for addressing gender-



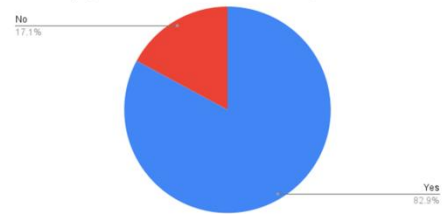
### 5. Representation and Leadership

- Gender Representation in Leadership: 88.89% believe there is adequate gender representation in college leadership roles.
- Impact on Leadership Opportunities: 69.84% felt that gender does not affect their chances of being selected for leadership roles or committees.

Count of Do you feel your gender affects your chances of being selected for leadership roles or committees?



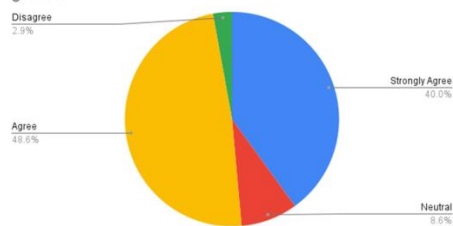
Count of Is there adequate gender representation in college leadership (administration, department heads)?



## 6. Inclusivity and Culture

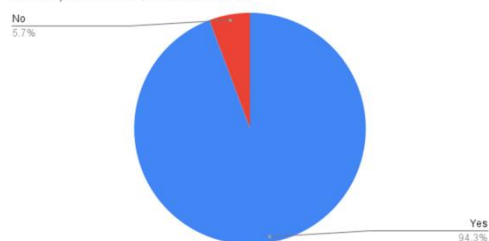
- Inclusive Environment: 88.89% agree or strongly agree that the college fosters an inclusive environment for all genders.

Count of Does the college foster an inclusive environment for all genders?

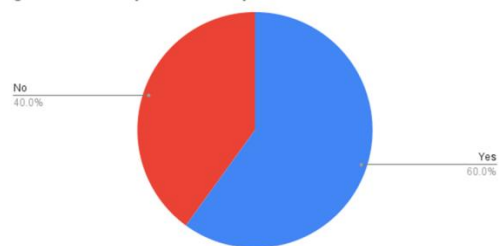


- Gender-Neutral Facilities: 79.37% noted the availability and accessibility of gender neutral facilities

Count of Are gender-neutral facilities (bathrooms, changing rooms) available and accessible?



Count of Does the curriculum and teaching methods reflect gender sensitivity and inclusivity?



- Gender Sensitivity in Curriculum: 69.84% felt that the curriculum and teaching methods reflect gender sensitivity and inclusivity.

## 7. Feedback and Suggestions

Participants provided several suggestions, including:

- Launching gender equality awareness campaigns.
- Improving facilities, such as toilets, to be more inclusive.
- Ensuring equal treatment and support across genders in all aspects of college life.

## 8. Conclusion

The survey results indicate that Government Science College, Vankal, is largely perceived as a gender-equitable institution. Positive responses were noted regarding equal treatment, safety, and inclusivity. However, there are areas for improvement, particularly in raising awareness and promoting gender sensitivity in various college practices. The feedback received will be invaluable in guiding future policies and initiatives to further enhance gender equity within the college.



## **FINDINGS OF THE GENDER AUDIT**

### **I. Enrollment Trends:**

- a. The enrollment data from 2018-19 to 2022-23 shows a balanced gender representation, with female students' numbers often rivaling or surpassing male students.
- b. The substantial enrollment of ST students aligns with the college's mission to provide higher education opportunities to the tribal population.

### **II. Retention and Course Completion:**

- a. The retention rate for both boys and girls has shown fluctuations, with a notable decline in recent years.
- b. Girls' retention rates initially appear higher than boys but show a decline in the most recent cohorts, indicating challenges in sustaining high retention.

### **III. Academic Achievements:**

- a. Female students consistently dominated the top ranks in various disciplines from 2018-19 to 2022-23, demonstrating strong academic performance.
- b. Subjects like Zoology, Maths, Botany, and Chemistry are prominently represented among the top-performing female students.

### **IV. Participation in Extracurricular Activities:**

- a. Girl students consistently showed higher participation rates in cultural and extracurricular activities compared to boys.
- b. Activities like Aarti Thali Decoration, Mehendi, and Indigenous Recipe competitions had significantly higher female participation.

### **V. Participation in Sports:**

- a. Girl students demonstrated significant engagement in sports, especially in events like the Mini Marathon, where their participation was consistently high.
- b. Introduction of games like Kho Kho in recent years saw substantial participation from girls.

### **VI. Safety and Security Measures:**

- a. The college has implemented robust safety measures, including full-time security guards, CCTV surveillance, and adequate lighting, fostering a secure environment for female students.
- b. No grievances related to safety have been reported, indicating the effectiveness of these measures.

### **VII. Counseling and Support:**

- a. Regular workshops on gender sensitivity and equality, as well as personal counseling sessions, are provided to address students' various issues.
- b. Faculties offer continuous guidance on academic and personal development matters.

**VIII. Self-defense Training:**

- a. Regular self-defense training programs for girl students help in fostering a culture of empowerment and resilience.
- b. These programs equip female students with the skills and confidence to protect themselves, promoting gender equality.

**IX. Infrastructure Facilities:**

- a. The girls' common room is well-equipped with sanitary pad dispensers and incinerators, addressing practical challenges faced by female students.
- b. Separate parking areas for boys and girls enhance safety and convenience.

**X. Gender Equity Among Staff:**

- a. The gender ratio of teaching staff has remained balanced, with female staff consistently close to or exceeding the number of male staff.
- b. Non-teaching staff also show a slight female predominance, reflecting the institution's commitment to gender equity.

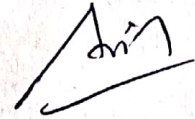
**RECOMMENDATIONS**

To enhance gender equity, the college should implement more targeted outreach programs to balance enrollment, particularly in years with significant gender gaps. Introducing gender sensitization workshops and diversifying co-curricular activities can challenge traditional gender roles. Offering mentorship programs and recognizing female academic achievements will further support girls' academic success. Encouraging boys to participate in creative activities and fostering an inclusive environment through gender equity policies will promote balanced participation. Continuous monitoring and community engagement are essential to address cultural barriers and ensure equitable opportunities for all students.

**CONCLUSION**

The gender audit report of Government Science College, Vankal, highlights the institution's strong commitment to promoting gender equity in various aspects of student life. The balanced enrollment and retention of both boys and girls, significant academic achievements of female students, and their active participation in extracurricular and sports activities underscore the college's efforts in fostering an inclusive environment. Robust safety measures, comprehensive counseling support, and

regular self-defense training further enhance the sense of security and empowerment among female students. The balanced gender ratio among teaching and non-teaching staff reflects the institution's dedication to gender equity in the workplace. Overall, these initiatives contribute to a supportive and equitable academic community, promoting gender equality and empowering all students to achieve their full potential.



Dr. Anil Kumar Singh,

Chairman

Gender Audit Committee

Government Science College, Vankal