

# GENDER AUDIT

STUDY PERIOD (TWO YEARS) 2022–2023 AND 2023–2024

**Social study**  
**AUDIT REPORT**

**Studied for**  
**St. Aloysius**  
**Degree College**

Sarvagna Nagar, Cox Town,  
Bengaluru – 560005, India



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# Disclaimer

The Audit Team has prepared this report for the **St. Aloysius Degree College** located at Sarvagna Nagar, Cox Town, Bengaluru – 560005, India based on input data submitted by the Institute analysed by the team to the best of their abilities.

The details have been consolidated and thoroughly studied as per the various guidelines for Green Buildings available in National and International Standards; the report has been generated based on comparative analysis of the existing facilities and the prerequisites formulated by various standards. The inputs derived are a result of the inspection and research. These will further enhance and develop a Healthy and Sustainable Institution.

These can be implemented phase wise or as a whole depending on the decision taken by the internal team. The warranty or undertaking, expressed or implied is made and no responsibility is accepted by Audit Team in this report or for any direct or consequential loss arising from any use of the information, statements or forecasts in the report.

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The Report is prepared by the Team of Greenvio Solutions under their brand and department – Sustainable Academe as Consultancy firm along with Ms. Nahida Shaikh, Project Head (P.G.D.R.D (pursuing)), who has conducted multiple capacity building programs through the organisation – Creative Station where she is Program Coordinator for various stakeholders in MMR and has immense experience in Audits and Report writing.

  
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*Developing Healthy and Sustainable Environments*

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## Acknowledgement

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Our special thanks are extended are due to everyone from the Management.

Our heartfelt thanks are extended to the Chairperson of the entire process **Dr. Sagayamary B.** (Principal) for the valuable inputs.

We are also thankful to Institute's Task force who have played a major role in data collection - **Assistant Professor Hemanth Kumar and the entire** Teaching staff members, Non-teaching staff members and Admin staff members.

### **Sustainable Academe**

Brand of Greenvio Solutions, Palghar District, Maharashtra- 401208

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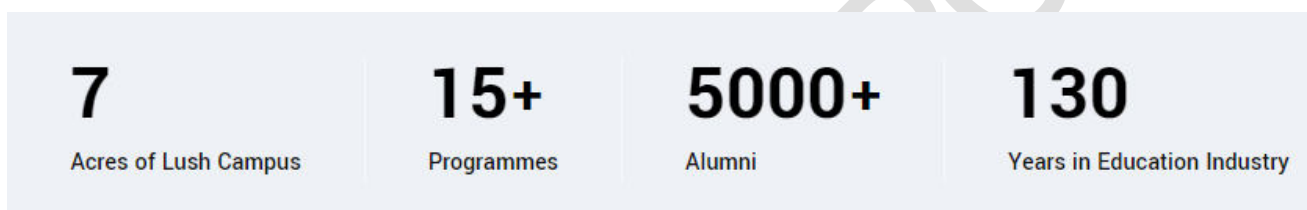
# 1. Introduction

## 1.1 About the Institute

*The campus is an established group of institution with over 75 years of experience in the education industry.*

*The prestigious college was established in 2008 and offer Under Graduate and Post Graduate Programmes.*

*The Institute has taken a calculative and holistic approach on education. We believe education is more than knowledge and has multi facades.*



*Plate 1: About the Institute legacy*

## 1.2 Assessment of the Institute

### 1.2.1 Affiliations

The courses provided by Institute are affiliated to **Bengaluru North University, Karnataka**

### 1.2.2 Certification

The College has received the following Certifications

- ➔ **AISHE** – The All India Survey of Higher Education code is C-20890
- ➔ **ISO** – Received the ISO 9001 Certifications

## 2. Overview

### 2.1 Summarised Populace analysis for 2023-2024

#### 2.1.1 Students data

The data (shared by the Institute) shows there were **450 students**.

#### 2.1.2 Staff data

S. No.	Type	Male	Female	Total
1	Admin staff	03	01	04
2	Teaching staff	13	20	33
3	Non-Teaching staff	03	02	05
<b>Total Staff Members</b>		<b>19</b>	<b>23</b>	<b>42</b>

*Table 1: Staff data of the Institution for 2023-2024*

The staff data shows the Institute premises had **42 Staff Members**.

### 2.2 Summarised Populace analysis for 2022-2023

#### 2.2.1 Students data

The data (shared by the Institute) shows there were **443 students**.

#### 2.2.2 Staff data

S. No.	Type	Male	Female	Total
1	Admin staff	03	01	04
2	Teaching staff	13	21	34
3	Non-Teaching staff	03	02	05
<b>Total Staff Members</b>		<b>19</b>	<b>24</b>	<b>43</b>

*Table 2: Staff data of the Institution for 2022-2023*

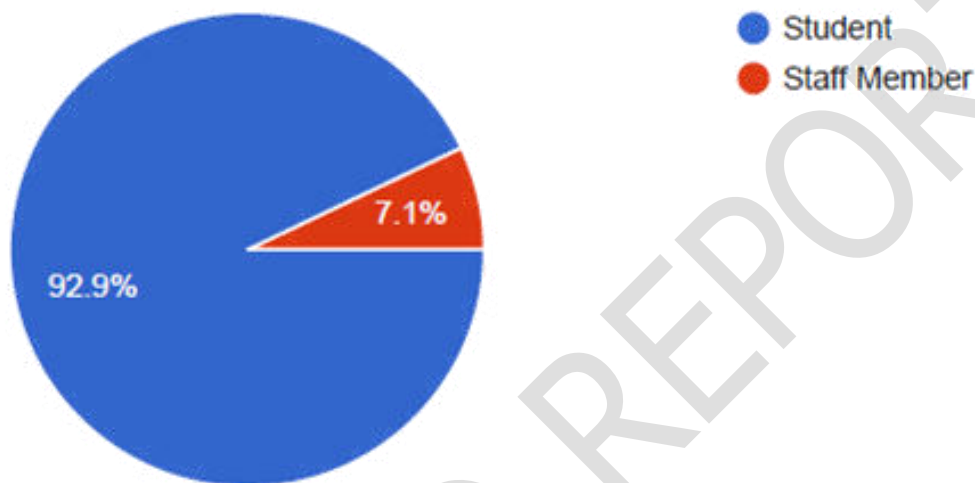
The staff data shows the Institute premises had **43 Staff Members**.

## 3. Observation

### Survey Results

An online survey was conducted to analyse the student and staff views about the Energy management practices adopted in College, following is the result received.

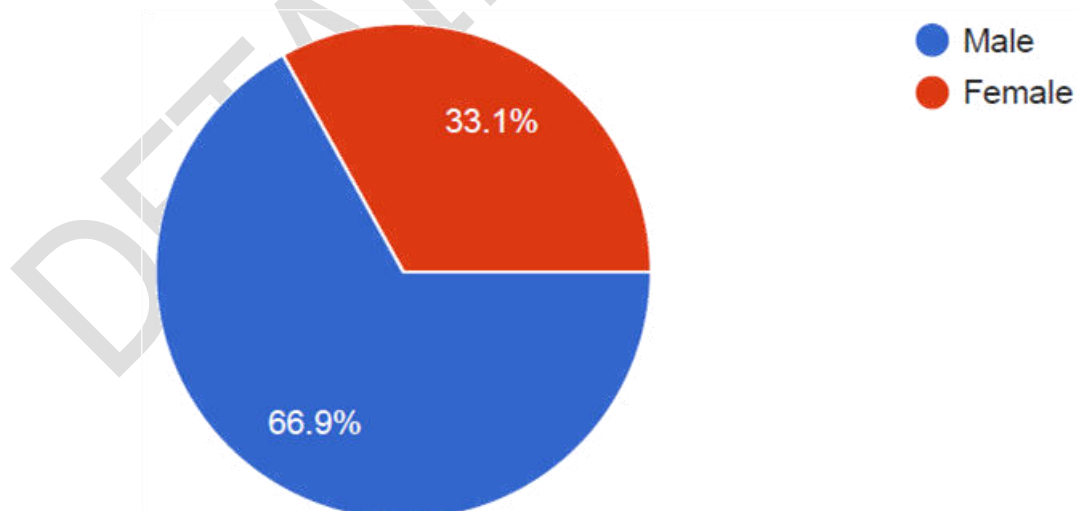
#### 3.1 Participation based on numbers



*Figure 1: Participation analysis in the survey*

A total of **127 responses** were received out of which 93% were students.

#### 3.2 Participation based on gender



*Figure 2: Participation based on gender in the survey*

Around **67% of the responses** received were male and 33% of the responses were female.

Note: The Participants were asked to review the practice on a scale of 1-5 with scale components as follows:

- ➔ Scale 1 – Poor
- ➔ Scale 2 – Satisfactory
- ➔ Scale 3 – Good
- ➔ Scale 4 – Very good
- ➔ Scale 5 – Excellent

The figures in each of the columns of graph depict the Number of participants responses in numerical (Percentage of the participant response) – For example 101 responses (44.5%)

DETAILED REPORT



## 4. Documentation

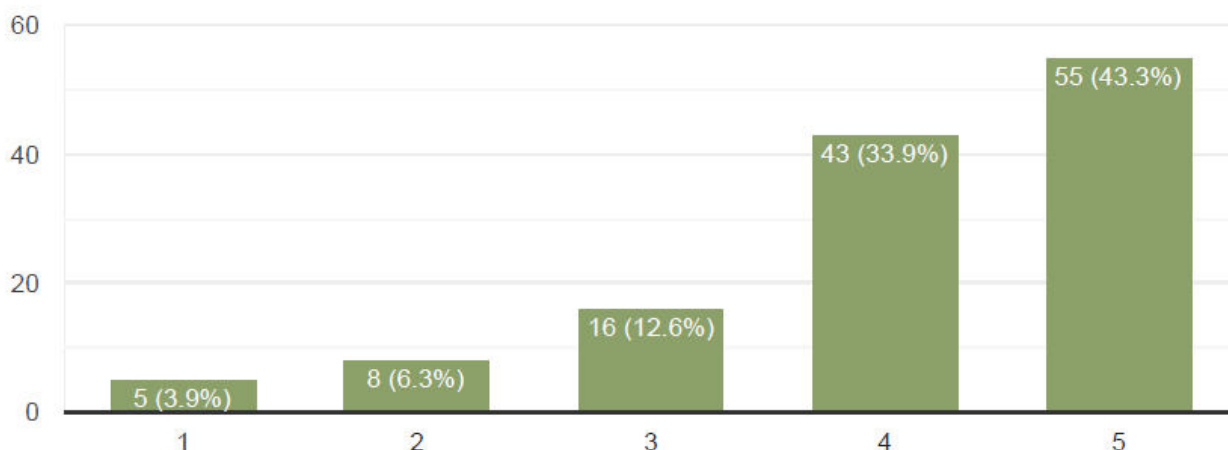
### 4.1 Gender equality goals and objectives

#### 4.1.1 Context

The Sustainable Development Goals or Global Goals are a collection of 17 interlinked global goals designed to be a "shared blueprint for peace and prosperity for people and the planet, now and into the future". The SDGs were set up in 2015 by the United Nations General Assembly. **The SDGs identifies 'Gender Equality' as SDG- 5.**

#### 4.1.2 Survey

##### 4.3.2.1 Measures taken w.r.t. Faculties ratio - Male to Female in the premise



**Figure 3: Faculties ratio - Male to Female in the Institute**

**Observation:** The students and staff almost 44% of the respondents found practices to be Excellent (Rating of 5); whereas almost 34% of the respondents found practices to be Very Good (Rating of 4); and 13% of the respondents found practices to be Good (Rating of 3).

**Inference:** Though the majority responses are for 'Excellent – Rating 5' is less than 50% thus this shows that the said section **requires improvement**.

#### 4.1.3 Current measures

The Handbook of the College states

⇒ Scholarship as per the Mentors coordination

## 4.2 Gender-wise skill enhancement

### 4.2.1 Context

The section focuses on the improvement in the contextual framework of the steps undertaken at present and their scope for betterment in future.

### 4.2.3 Current measures

A) The Handbook of the College states "Each class will have a **Mentor**. If the class has more than 50 students an additional mentor may be appointed. The role of the Mentors is to contribute to the total development of the students under their care."

B) The Handbook further states that the following **associations** are formed for the stakeholders:

- ⇒ Anti-ragging cell & Narcotic drugs:
- ⇒ Sexual harassment
- ⇒ Grievance Cell
- ⇒ Placement Cell
- ⇒ SC/ST Cell
- ⇒ Anti-Human Trafficking Club
- ⇒ Human Rights Association
- ⇒ Research Centre

C) There is a **dedicated sanitary pads distribution** area at the reception, where pads are provided free of charge to the female stakeholders approximately 5 pads every day for about 260 days in a year which is almost – 1,300 pads/ year.

## 4.3 Gender mainstreaming

### 4.3.1 Context

The section focuses on the appropriate measures adopted towards 'Gender Planning' in the Institute. The section details are summarised below.

### 4.3.2 Survey

#### 4.3.2.1 Measures taken w.r.t. Anti-ragging in the premise

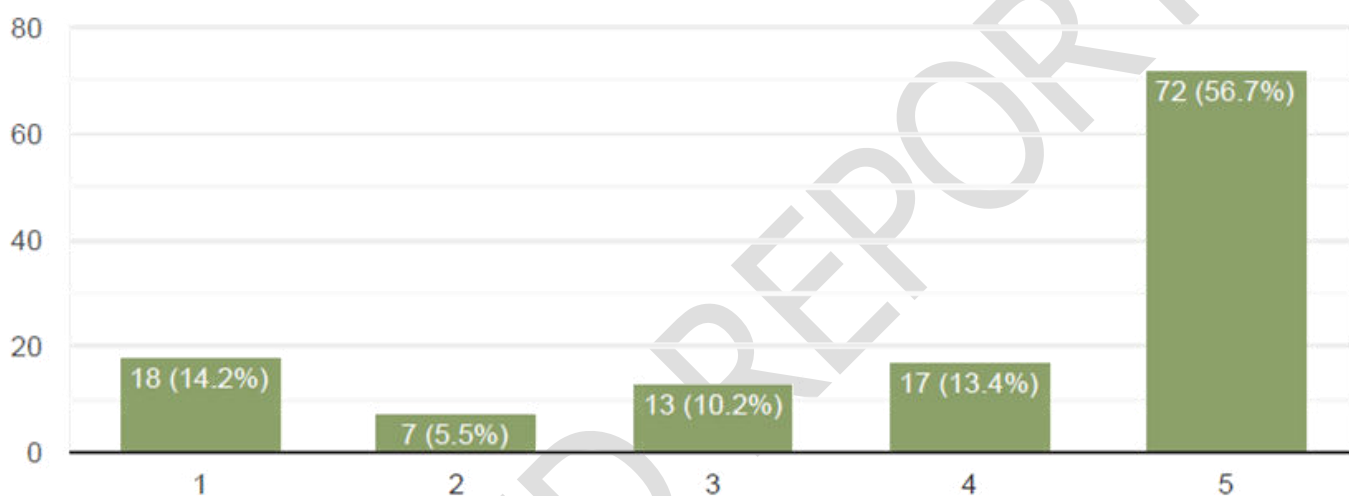


Figure 4: Measures taken w.r.t. Anti-ragging in the premise

**Observation:** The students and staff almost 57% of the respondents found practices to be Excellent (Rating of 5); whereas almost 13% of the respondents found practices to be Very Good (Rating of 4)

**Inference:** Though the majority responses are for 'Excellent – Rating 5' are more than 50% thus the said section 'DOES NOT' require any improvement.

### 4.3.3 Current measures

The Handbook of the College states "To address any grievance pertaining to continuous assessment and the semester exams along with general grievances, there will be a Grievance Cell. Students have to meet the subject teacher who teaches the subject if they feel that injustice has been meted out to them. If they are not satisfied with the evaluation made by a teacher, the matter may be referred to the Coordinator of the Department. The grievance committee could be met with a written complaint, if a student still feels the issue has not been addressed. For issues pertaining to any matter other than the examination, the student could approach the same Cell."

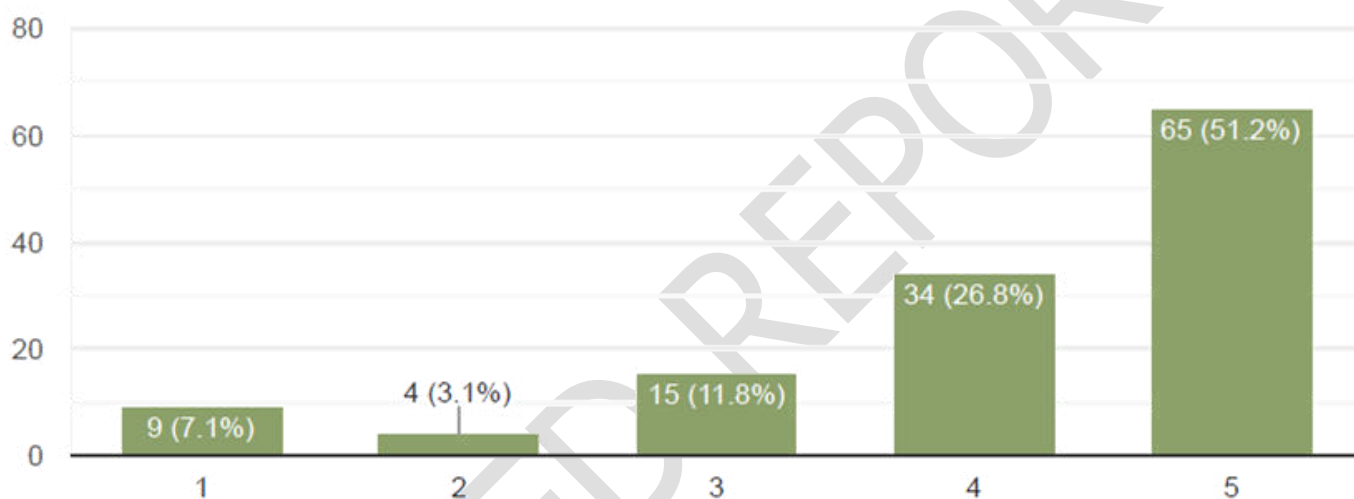
## 4.4 Gender Balance

### 4.4.1 Context

The section focuses on the current scenario of the administrative and similar aspects which deal with the gender balance in the premises. Though the SDG 10 focuses on Reduced Inequalities on a macro level, the study focuses on reducing inequalities on a micro level.

### 4.4.2 Survey

#### 4.3.2.1 Measures taken w.r.t. Gender balance in the premise



*Figure 5: Measures taken w.r.t. Gender balance in the premise*

**Observation:** The students and staff almost 51% of the respondents found practices to be Excellent (Rating of 5); whereas almost 27% of the respondents found practices to be Very Good (Rating of 4); and 12% of the respondents found practices to be Good (Rating of 3).

**Inference:** Though the majority responses are for 'Excellent – Rating 5' is nearly than 50% thus this shows that the said section **requires improvement**.

### 4.4.3 Current measures

The data shared by the College stated that there is 'NO GENDER ACTION PLAN' available at present.

## 5. Suggestion

The following suggestions are ***not an urgent priority*** and **can be executed in 5 years from the date of the Report submission.**

### 5.1 Technical suggestions by external team

- ➔ **Courses** – The Institute could begin a Certificate course/ Diploma program related to Gender Sensitivity to help students and staff members identify instances of gender bias, through awareness activities or historical events, laws and cultural changes.
- ➔ **Increase and regularize the nos. of seminar/ workshops** related to:
  - *Establish mentorship programs that connect experienced professionals with individuals from underrepresented genders. This helps in develop their skills, build confidence, career development, guidance, and networking opportunities thereby providing a supportive environment and offering equal opportunities.*
  - *Emphasize given towards males education on how to treat women with responsibility and maturity and not as an object*
  - *Gender sensitivity and developmental practices*
  - *Women safety and forum theatre on sexual harassment*
  - *Expand communication skill related to everyday sexism*
  - *Core career skills such as assertiveness, wage negotiation, work-life balance, and public speaking*
  - *Self-defence training and physical strengthening classes like karate*
  - *Spaces and communities to nurture the growth of healthy human interdependence*
- ➔ Work more on **spreading educational awareness using the digital mode through banners, social media posts, campaigns, blog, newsletter etc.** among students regarding respecting and treating everyone equally all the human irrespective of their gender
- ➔ Appoint a **Female Incharge** to whom female students, faculty, or ground staff can

reach for any personal problems; similarly appoint a **Male Incharge** to whom male students, faculty, or ground staff can reach for any personal problems.

- ➔ **Develop a wall of inspiration** to inspire students by providing images and role models that expand their dreams determining this space as a **Free-expression walls** related to gender and cultural equity
- ➔ **Language barriers** with other states students should be resolved through measures
- ➔ Steps to **offer flexible work arrangements** to accommodate the needs of both women and men can be devised
- ➔ **Practicing the equality factor** in aspects such as:
  - Promoting equal representation in leadership roles and decision making processes
  - Equal opportunity to male and female candidates during recruitment through unbiased hiring practices
  - Ensure any educational materials used show genders in equal measure. Both boys and girls should work on projects together.
  - Transparency about wages/ salary to ensure women are not receiving less than men in equivalent roles
- ➔ Institute can take **additional steps towards gender balance** by:
  - A network of gender equality adviser in each of division/ department
  - Implementing policies to prevent gender discrimination
  - Faculties must not treat or give responsibility to students based on gender, rather see their potential and determination
  - Providing support and resources for women in male-dominated fields
- ➔ Devise a **comprehensive approach to tackling gender inequality** through:
  - Introduce more initiatives focusing on the progress and success of women
  - Day-to-day simple practices such as

- Equal clothing dress codes irrespective of gender giving both boys and girls the same freedom in choosing their attire
  - Seating arrangement in auditorium for boys and girl students equally
  - Demonstration of practical during laboratory sessions
  - Availability of an Anonymous box where they can write about any problems that might occur anonymously
  - Equal hostel, library and gym deadlines for male and female students
  - Communication class between various departments and year students through activities and projects
- In general, many women quit their career due to imbalance during their maternity journey. Though maternity is the biggest phase of every woman's life, facilities should be given and regulations should be implemented for the betterment of women (including Student, faculty, research scholar and employee) bearing or raising child (below one year) to provide them a healthy work environment.

## 5.2 Stakeholder suggestion as per survey

The following suggestions were provided by the stakeholders as part of the survey exercise.

- ➔ Gender sensitization programme
- ➔ Can improve by marketing the college and promote college or influence for better students to notice the college and do the admissions
- ➔ Gender Based Counsellors to get comfortable sharing personal issues
- ➔ Teacher should be kind enough towards everyone
- ➔ Encourage equal participation in all activities
- ➔ Promote gender balance by educating students
- ➔ All should be treated equally
- ➔ Give equal opportunity for everyone in each field including sports
- ➔ Awareness programs of anti-ragging harassment
- ➔ Increase the admission

## 6. Compilation

The Gender Audit Handbook, Washington as a reference (partially) only for formal survey.

<https://reliefweb.int/report/lebanon/guide-note-gender-sensitive-communication-guidelines>

### References:

- ➔ <https://www.isglobal.org/en/-/sdg-5-achieve-gender-equality-and-empower-all-women-and-girls>
- ➔ UN Women Asia and Pacific
- ➔ <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institutional-transformation/step-9-developing-gender-equality-competence>
- ➔ <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>
- ➔ <https://guardian.ng/saturday-magazine/youth-magazine/global-goals-5/>
- ➔ <https://www.isglobal.org/en/-/sdg-10-reduce-inequality-within-and-among-countries>



