



S.S.T. College of Arts & Commerce

(Affiliated to University of Mumbai, Mumbai)

Ulhasnagar - 421 004, Dist. Thane.



GENDER POLICY

GENDER POLICY

In institutions, community engagement is an important component of liberal education and experiential learning. It offers the vital link to the outside world. SST College ensures that students' overall development includes an understanding of the importance of gender equity and equality. "Gender equality" refers to the achievement of equal results for persons of all genders. The method used to promote gender equality is known as "gender equity." Gender equity refers to fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalance between the sexes.

Equity is not maintained where there is discrimination. Discrimination involves treating the sexes differently in ways that suggest that one is inherently inferior to the other. Being treated differently in areas of learning and related activities can and does affect the distribution of political, economic and social benefits and influence. Equality is different from equity. Equality means every person receiving the same treatment regardless of who or where he or she may be. Equity is the means. Equality is the goal.

The SST campus' educational system has a responsibility to support a society that values social justice. It can be accomplished by ensuring that both male and female students have equal access to, participation in, and outcomes from the education that is offered.

Understanding gender equity in education enables students and educators to recognize and remedy the constraints and inequalities that may result from not understanding constructions of gender. The Gender Equity in campus Policy aims to develop every individual to her or his full potential

Institution has designed the following objectives of the policy.

1. To facilitate the better physical and mental well being of both women and men through facilities, policies and programmes which give due attention to gender considerations.
2. Both female and male students should value each other and be valued equally in all aspects of Campus life.
3. All of the educators in the system have a professional obligation to ensure that the educational experience of female students is of the same high calibre as that of male students.
4. Strategies to improve the quality of education for female students should be based on an understanding that neither men nor women are the same individually or as a group, having different needs and coming from different socio-economic and cultural backgrounds.




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For this following systems would be put in place and necessary strategies would be tried out internally and externally: at institutional level and at departmental level.

STAFF COMPOSITION/REPRESENTATION

- Hiring enough women and making sure that there is a balance at senior levels, with the goal of attaining as much of a numerical gender balance in all positions at all levels as possible..
- Ensuring equal participation and representation of men and women on the Academic Council and in the institution's numerous functional committees.
- Providing equal possibilities for personal development, advancement benefits, training, and working conditions for male and female employees

WORKPLACE

- Reviewing the institutional structure, operation, issues with gender inequalities in the workforce, and the work environment on a regular basis and taking concrete action to solve these issues
- Providing a sexual harassment-free work environment for female employees, Grievance Redressal Cell to look into particular concerns.
- Sensitizing male staff members and students and enlisting their cooperation for achieving gender parity on campus.

STAFF CAPACITY BUILDING

- Facilitating trainings and programmes for staff capacity building to improve perspectives and conceptual clarity on gender problems (for all the staff members). It will play a significant role in the induction programme.
- Making sure that the institution facilitates gender-sensitive trainings for all participants, both internal and external.



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INSTITUTIONAL POLICIES AND SYSTEMS

- Making all policies and mechanisms for career advancement gender-sensitive and responsive, as well as incorporating gender indicators into systems for staff performance evaluation.
- One of the crucial selection factors in hiring procedures and staff capacity building activities would be to ensure conceptual clarity and sensitivity to gender concerns.

E) STAFF BENEFITS

- Adhering to all legal obligations for maternity and paternity leaves.
- Plans should be put in place to record all information and provide open access for reviewing the accomplishment of tasks referred to at the institutional level on a regular basis in a variety of settings, including staff meetings and annual meetings.

EXPECTED OUTCOMES

The Gender Equity Policy in campus is expected to result in:

- Education of female and male students for a satisfying, responsible and productive life, including work inside and outside the home.
- Provision of a curriculum which, in content, language and methodology meets the educational needs and rights of female students as well as male students.
- Acknowledgement and respect of positive cultural values and individual differences.
- Provision of a curriculum which challenges unfair cultural practices and recognizes the contribution of women to society and the full range as well as the contributions of diverse groups of men.
- Encouragement the development of positive attitudes and behaviours in male and female students which promote social responsibility, empathy, and sensitive, equal and nonviolent relationships.
- Provision of a challenging learning environment which is socially and culturally supportive and physically comfortable for female as well as male students.
- Preparing female and male students for their rights to personal respect and safety and provision of an environment that is safe and free from all forms of harassment and violence.
- Provision of finances and personnel resources to ensure that the capacities of male and female students are fully and equally realized.
- Acknowledgement and effective changes and lasting improvements in campus and an high degree of awareness, understanding and acceptance of the educational needs of female students on the part of students, parents, teachers, management and all stakeholders.




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GENDER AUDIT



**GENDER AUDIT REPORT
PREPARED BY
WOMEN DEVELOPMENT CELL**

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I acknowledge my deepest indebtedness to Hon. Chairperson & Founder Principal, Dr. J.C. Purswani, IQAC Coordinator Dr. Khushbu Purswani, Sr. Vice Principal & NSS Thane District Coordinator-Mr. Jeevan Vichare, Vice Principal- Dr. Santosh Karmani & Vice Principal- Mr. Deepak Gavade and to the Coordinators of all Departments for their continuous encouragement and guidance from time to time for preparing Gender Audit Report of the SST College of Arts & Commerce.

I extend my gratitude towards the teaching and non-teaching staff of our college for their direct and indirect help and motivational support, in completing the Gender Audit Report.



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INTRODUCTION OF THE INSTITUTION

SST College of Arts & Commerce is a premier educational institution in Mumbai, Maharashtra established with an aim to equip the youth with quality as well as career oriented education based on high ethical values enabling them to achieve their potential and creative abilities. We empower our students to become responsible and productive members of society.

Keeping the same vision in mind, SSTC understands the value of gender equality and equity. It has been harbouring students from all backgrounds irregards of their caste, class, or gender. SSTC not only believes in the unique potential of every individual but also understands the needs of that individual to progress in the society as well as achieve personal growth. All genders are thus treated equally in our institution in terms of opportunities and access to resources, and treated with equity in terms of their differences. The College has also established its Women Development Cell in the year 2013 to not only address the needs of the female population of the institution but also fight patriarchy and help all genders to rise to the same platform. All other committees and departments, the teaching and non-teaching staff, student ratios, etc. show that SSTC is heading towards a neutral but gender-sensitive society.

This report will act as a stepping stone to achieve a society devoid of gender discrimination by contributing its bits. It will help us to track the steps we have taken up till now and show us where we lack, where there is a scope of improvement to achieve our goal.




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CONCEPT OF GENDER AND GENDER AUDIT

What is Gender?

According to the World Health Organisation,

“Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.”

(Ref: https://www.who.int/health-topics/gender#tab=tab_1)

Thus, gender is different from sex which is determined by the biological characteristics of beings. It is a “social construct” which assigns specifications to sexes based on their social and cultural context. Unlike sex, which cannot be chosen, gender roles can be modified and altered to suit the requirements of social institutions and structures. It is a known fact that the male gender has had a lot of privileges since the dawn of time and although changing slowly, the condition still persists. The female gender and the recently-acknowledged third gender - transgendered people have been discriminated against in all spheres of life. It is only through gender sensitisation that we can acquire gender equality. Gender sensitisation recognises special needs attached to genders without withholding equal opportunities. Gender-sensitised communities are inclusive and supportive to all genders and fosters development for all. It is not the ignorance of difference of gender roles but rather an acknowledgement and improvement of the existing differences and conditions.

Despite being 70 years of independence for our country and a constitution which is by far the most liberal and just constitution, the applicability of the ideas of liberty, fraternity, equality are still to be realised, especially when it comes to Gender.

What is Gender Audit?

A Gender Audit then is an analysis, a scrutiny of these very conditions in an institution. It surveys and conducts research to understand how an institution and its internal as well as external policies affect genders differently. The purpose of such an audit is to discover and identify gender gaps, and implement policy reforms to bridge the gap. It will also in turn spread gender awareness about the rights and responsibilities of each gender to bring in equality. They also advocate for how these issues may be resolved through innovations and improvements. The goal of a gender audit is to influence changes in public policy that advance gender equality. We cannot respond to the question "Is the Institution doing everything it can to better the situation of women in general and the representation of women's voices in particular" without conducting a gender audit.



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Gender Audit: Internal and External

Internal Audit: The extent to which an organisation promotes gender equality within its organisational, management, and internal work environments—and if these elements support gender equality in the organisation—is referred to as this dimension. An internal gender audit tracks and evaluates the relative gender mainstreaming progress made, contributes to organisational capacity building and shared ownership of gender equality efforts, and sharpens organisational learning on gender.

External Audit: This dimension tries to evaluate the degree to which an organisation mainstreams gender in terms of content, delivery, and assessment of its policies, programmes, initiatives, and services. External gender audits assess the extent to which gender integration promotes the participation of and advantages for both men and women in or impacted by the policies, programmes, projects, or services offered by the organisation. When applied to policies, programmes, projects, or services, a gender audit first determines the degree to which gender equality is incorporated into high-level policy aims and objectives before determining the degree to which policy aspirations are actually implemented in particular initiatives (e.g. programmes, projects, services). A gender audit looks at the planning level to determine whether there are gender-specific objectives or if gender is incorporated into the policy's general objectives in order to ensure that they contribute to closing gender gaps, ensuring that women and men benefit equally or in accordance with their gender needs, and ensuring that inequalities are not perpetuated.

Similar to this, a gender audit then examines how gender is incorporated into the 10 policies, programmes, or projects as they are being implemented. The monitoring and evaluation phase's gender audit, which comes last, looks into whether the targets and indicators take gender into account in terms of sex-disaggregated data and progress toward gender equality.




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IMPORTANCE AND OBJECTIVES OF CONDUCTING A GENDER AUDIT

Gender equality is a prerequisite for a just society. It is not simply a moral imperative to ensure that everyone may reach their full potential, regardless of gender identity or other considerations. It is a strategic imperative—the continuation of the quest for justice, opportunity, and equality.

The UGC has also recognised the equality and justice enshrined in the Indian Constitution. In 2014, the Saksham guidelines were passed, mandating measures for gender sensitization, the workings of HEIs of institutional redress mechanisms, the requirements of specific facilities on and near campuses, and the special needs of women students and staff. As a result, the College envisions a society in which everyone has equal access to opportunities.

Gender audits enable organisations to "put their own houses in order and modify aspects of organisational culture that discriminate against female employees and female "beneficiaries". Gender audits, as a strategy for gender mainstreaming, assist organisations in identifying and understanding gender trends in their composition, structures, processes, organisational culture, and human resource management, as well as in the creation and delivery of policies and services. They also aid in assessing the influence of organisational performance and management on gender equality. Gender audits offer a baseline against which progress over time can be measured, highlighting major gender inequalities and difficulties and giving recommendations on how to solve them through improvements and innovations.

The following are the goals of the Gender Audit:

- To identify areas of gender imbalance and the factors that contribute to it.
- To achieve a good gender balance in decision-making processes across all college activities.
- To propose measures to close the gender gap.
- Promote gender equality within the campus community.
- To observe the college's work and capacity for sexual harassment prevention.




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METHODOLOGY

As part of the audit, we performed an online survey using Google form specifically created for students, faculty, and non-teaching staff to gather and collate the respondents' perceptions on the current Gender sensitive practices/facilities. We also acquired gender-segregated curriculum data, male-female makeup across various schools/departments, and a listing of programs/workshops/seminars held on gender-related themes via another Google form distributed to the institute's management. The statistical data provided for three academic years, as well as the findings of the online survey across respondent groups, have been analysed and logically presented in the following seven gender sensitive indicators for a meaningful evaluation to assist in identifying lagging areas, if any, and discovering opportunities for improvement and further refinement.

GENDER-SPECIFIC INDICATORS:

- a. Curricular elements
- b. Teaching, Learning, and Evaluation
- c. Research and Consultancy
- d. Resources and Infrastructure
- e. Student involvement, involvement, and placement
- f. Management and Organization
- g. Healthy Practices

RESPONDENT CATEGORY:

- Students
- Teaching faculty
- Non-teaching staff



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RATIO DATA AND ANALYSIS

The college consistently places an emphasis on students' total personality development and quality achievement. In accordance with gender equality, females receive a variety of amenities and special treatment. They receive discounted rates on self-defence and driving courses. Additionally planned are karate, yoga, and meditation training.

Eminent personalities provide lectures on a range of subjects to help students develop their personalities. arranging self-defence classes with the assistance of the local police.

To educate the girls on their rights and obligations, workshops are offered on "Women and Human Rights" and "Women and Laws." By hosting lectures featuring renowned judges, attorneys, and other legal professionals, girls are educated on laws and by-laws. The college forms an internal complaints committee and an anti-ragging committee. These committees schedule lectures from attorneys and social workers to inform the girls of their rights and obligations.

Girls have made significant progress in the fields of cultural activities and sports. They gain recognition and popularity for both the college and themselves through their participation in the Youth Festival and other competitions. The college offers classes for parents on parenting difficulties as well as women and laws in public societal action. Girls fully participated in all campus disaster relief efforts, including the collection and proper distribution of clothing, medicines, and kitchenware. Gender has never been a problem or an explanation for the NSS Unit girls because they are engaged social change agents.

The majority of student members believe that the gender equity in the college's policies and programmes is quite satisfactory, according to the analysis of their comments about programme planning and design in the college and its activities.

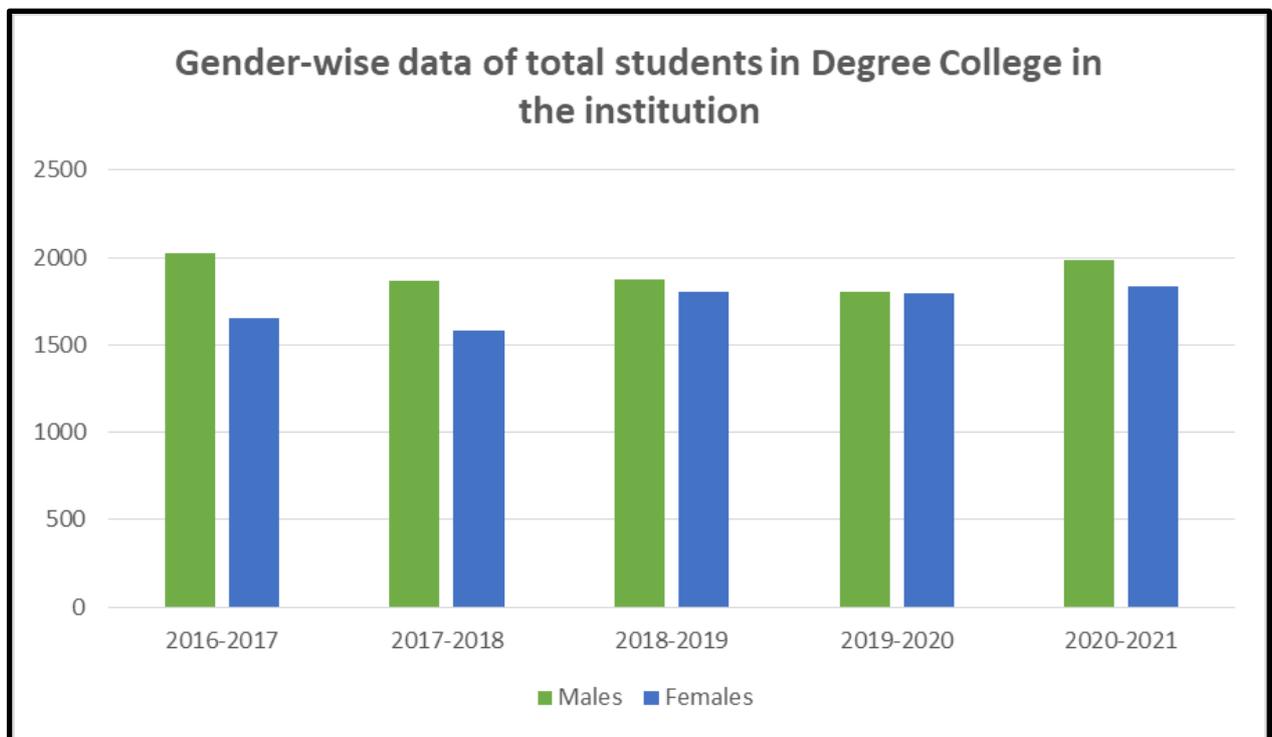



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PROPORTIONAL RATIOS IN THE COLLEGE

1. Gender-wise data of total students in Degree College in the institution

	Number of Males	Number of Females	Male Ratio	Female Ratio
2016-17	2022	1653	55%	45%
2017-18	1866	1579	54%	46%
2018-19	1877	1803	51%	49%
2019-20	1806	1799	50%	50%
2020-21	1987	1833	52%	48%



The statistics show that the overall gender composition of the students of SST College is more or less equal. The male population is higher by an average of 4-5% than the female population. Over the years, the number of females has been increasing by a small margin which is a minor yet good statistic. The gap between male female ratio is decreasing over the years.



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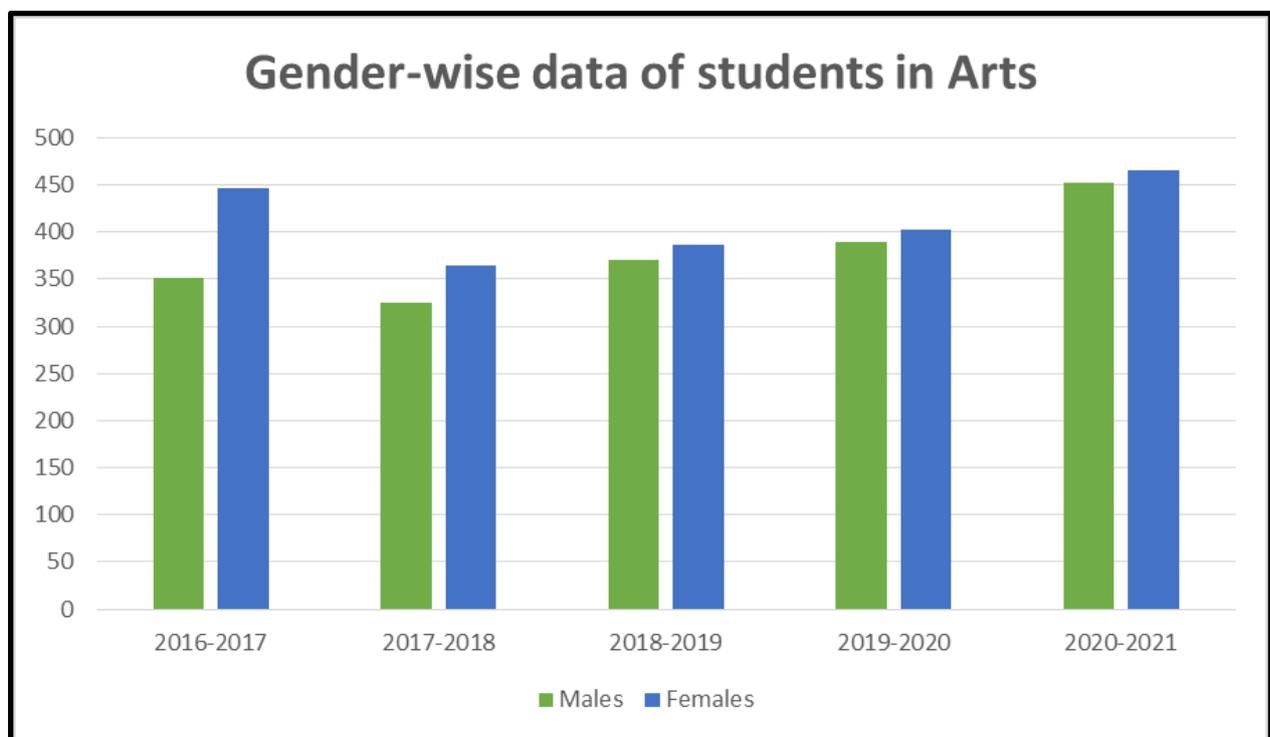
**2. GENDER-WISE DATA OF STUDENTS IN DEGREE COLLEGE
(DEPARTMENT WISE)**

	Department	Number of Males	Number of Females	Male Ratio	Female Ratio
2016-17	Arts (BAMMC, BA, MA)	352	447	44%	56%
	Commerce (BCOM, BCBI, BAF, BFM, MCOM)	1243	946	56%	44%
	BMS	195	142	57%	43%
	IT/CS (BSc IT, BSc CS, MSc IT, MSc CS)	232	118	66%	33%
2017-18	Arts (BAMMC, BA, MA)	325	365	47%	53%
	Commerce (BCOM, BCBI, BAF, BFM, MCOM)	1114	1033	51%	49%
	BMS	194	169	53%	47%
	IT/CS (BSc IT, BSc CS, MSc IT, MSc CS)	233	126	64%	36%
2018-19	Arts (BAMMC, BA, MA)	371	387	48%	52%
	Commerce (BCOM, BCBI, BAF, BFM, MCOM)	1097	1128	49%	51%
	BMS	187	163	53%	47%
	IT/CS (BSc IT, BSc CS, MSc IT, MSc CS)	222	125	63%	37%



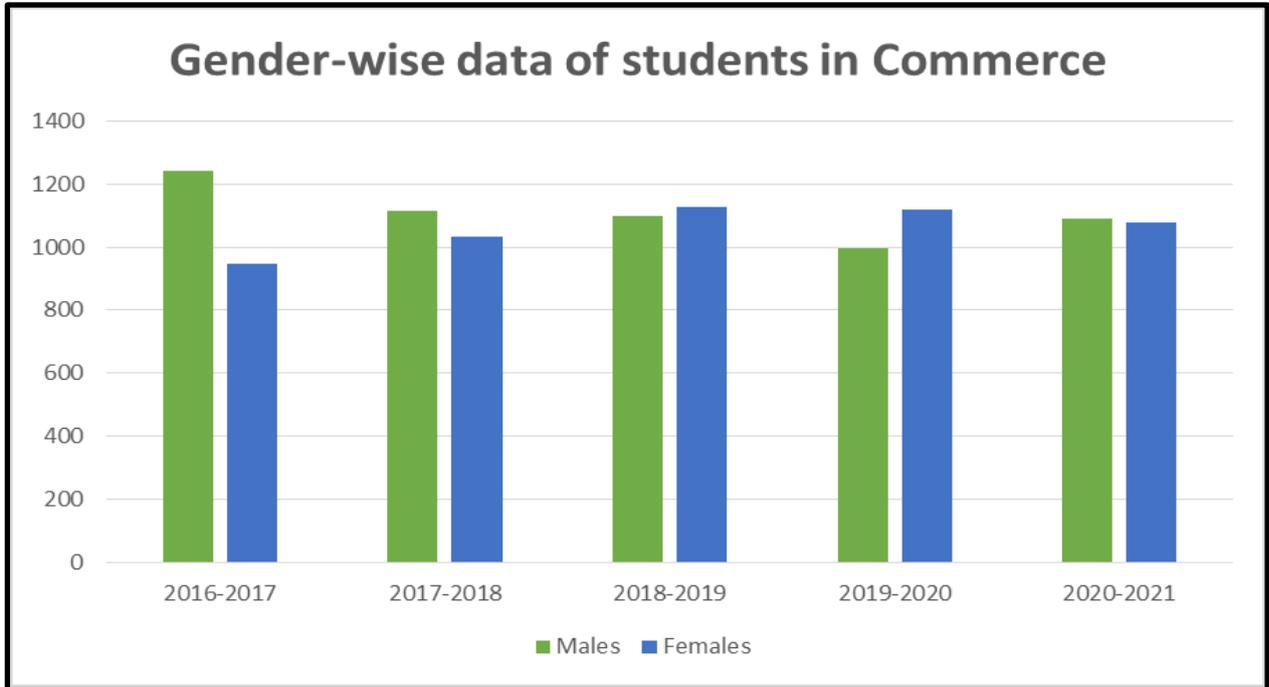

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2019-20	Arts (BAMMC, BA, MA)	390	402	49%	51%
	Commerce (BCOM, BCBI, BAF, BFM, MCOM)	995	1117	47%	53%
	BMS	182	154	54%	46%
	IT/CS (BSc IT, BSc CS, MSc IT, MSc CS)	239	126	65%	35%
2020-21	Arts (BAMMC, BA, MA)	453	466	49%	51%
	Commerce (BCOM, BCBI, BAF, BFM, MCOM)	1092	1079	50%	50%
	BMS	179	174	47%	53%
	IT/CS (BSc IT, BSc CS, MSc IT, MSc CS)	263	114	69%	31%

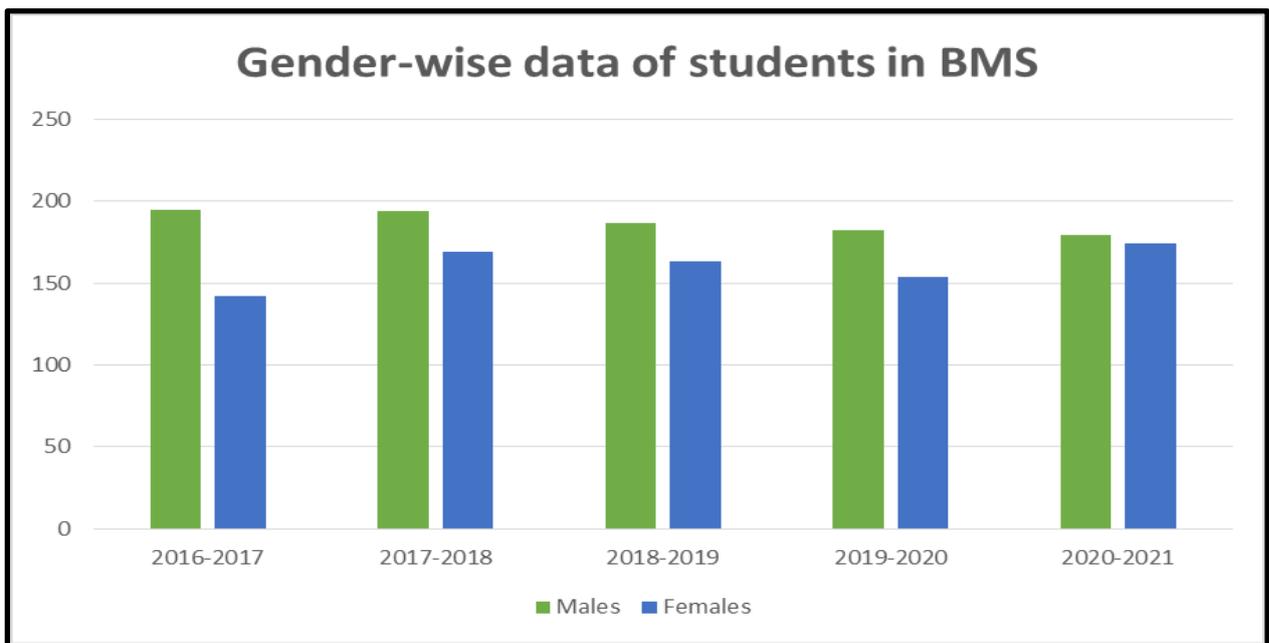



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The bar graph clearly shows that female student enrollment is higher than the male counterpart in the department of Arts. Humanities is a branch which is perfect to advocate political and social rights for women and other genders. Even the gaps between the male and female population has bridged over the years creating a more equal picture.

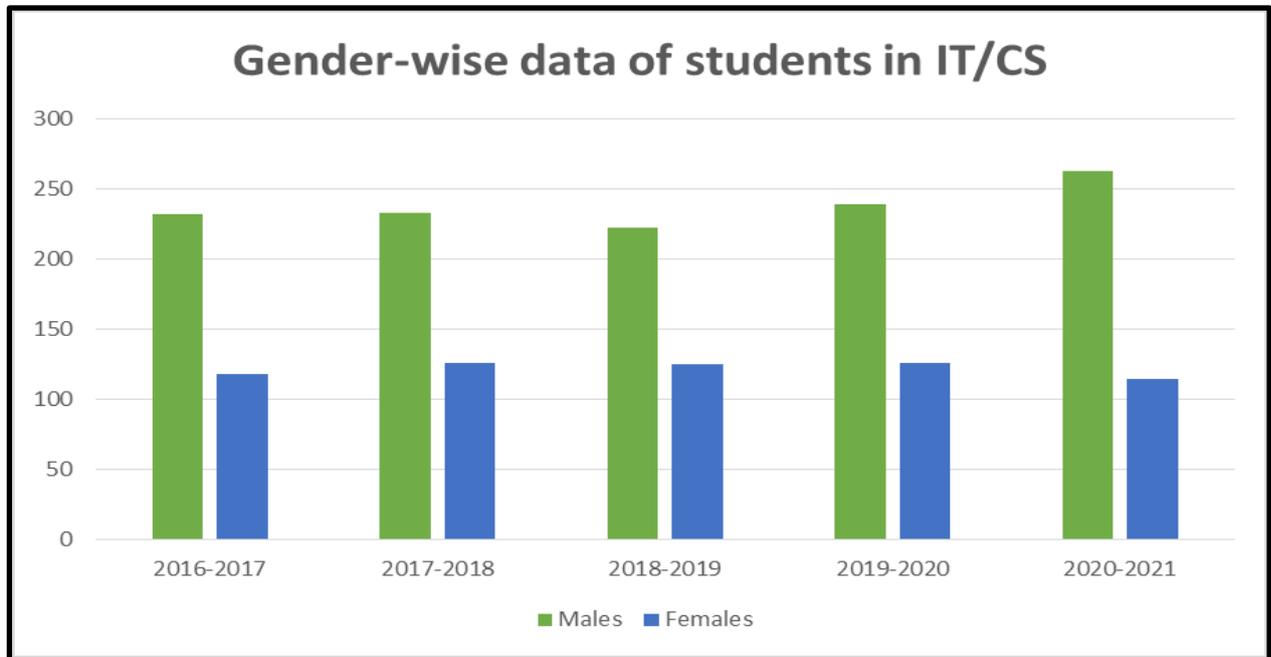


In 2016-17, the gap between male-female ratio was quite higher. As years passed and policy reforms took place, there was an increase in female enrollment in the field of commerce. By 2020-21, the female enrollment stood almost equal to male enrollment of students. This shows a positive change.




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Although the number of male students have stood higher than the number of females, one can observe a slight growth in the number of female enrollments over the years. By 2020-21, the wide gap of 53 from 2016-17 has reduced to merely 5 students.



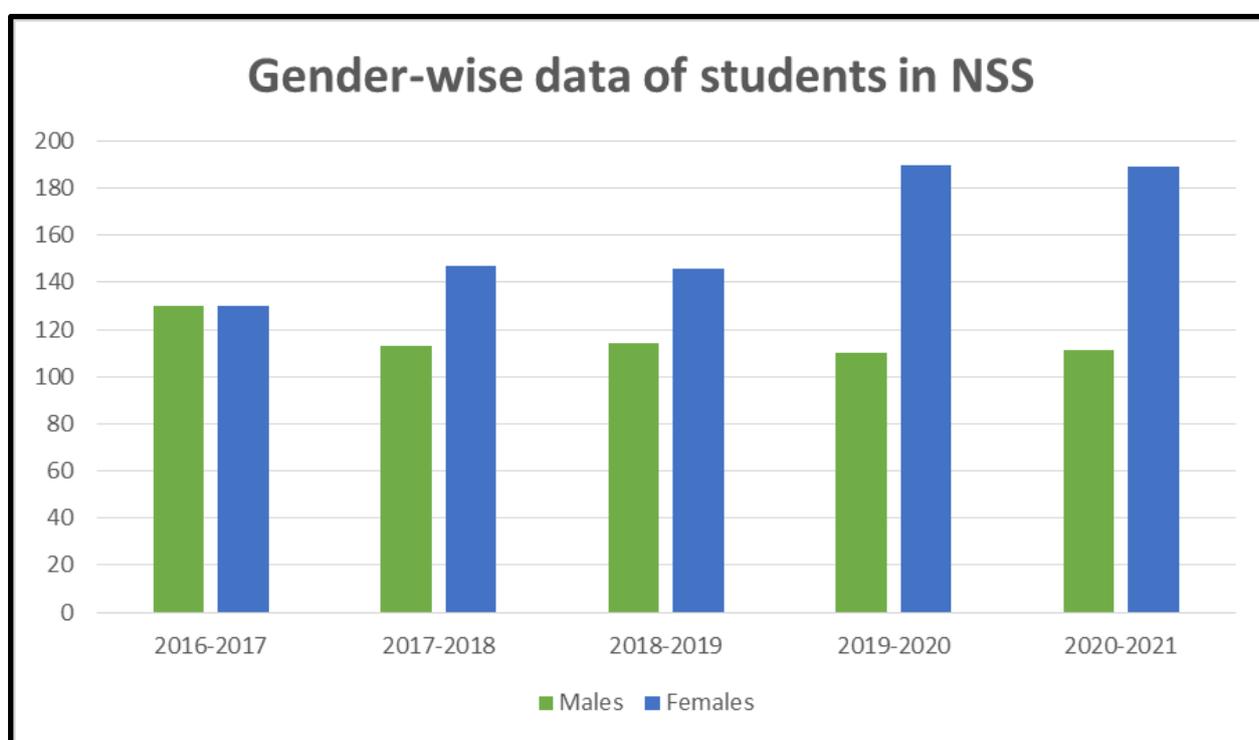
The only department which has a substantial difference between the male-female population is IT/CS. While it is still a new field of study for many rural area girls, to at least get half the female enrollment is in itself a beginning of change for SSTC. It would be recommended to stabilise this ratio by advocating more female enrollment in the IT/CS department and provide additional training to female students so as to encourage their skill development.



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3. GENDER-WISE DATA OF STUDENTS IN NSS

	Number of Males	Number of Females	Male Ratio	Female Ratio
2016-17	130	130	50%	50%
2017-18	113	147	43%	57%
2018-19	114	146	43%	57%
2019-20	110	190	36%	64%
2020-21	111	189	37%	63%



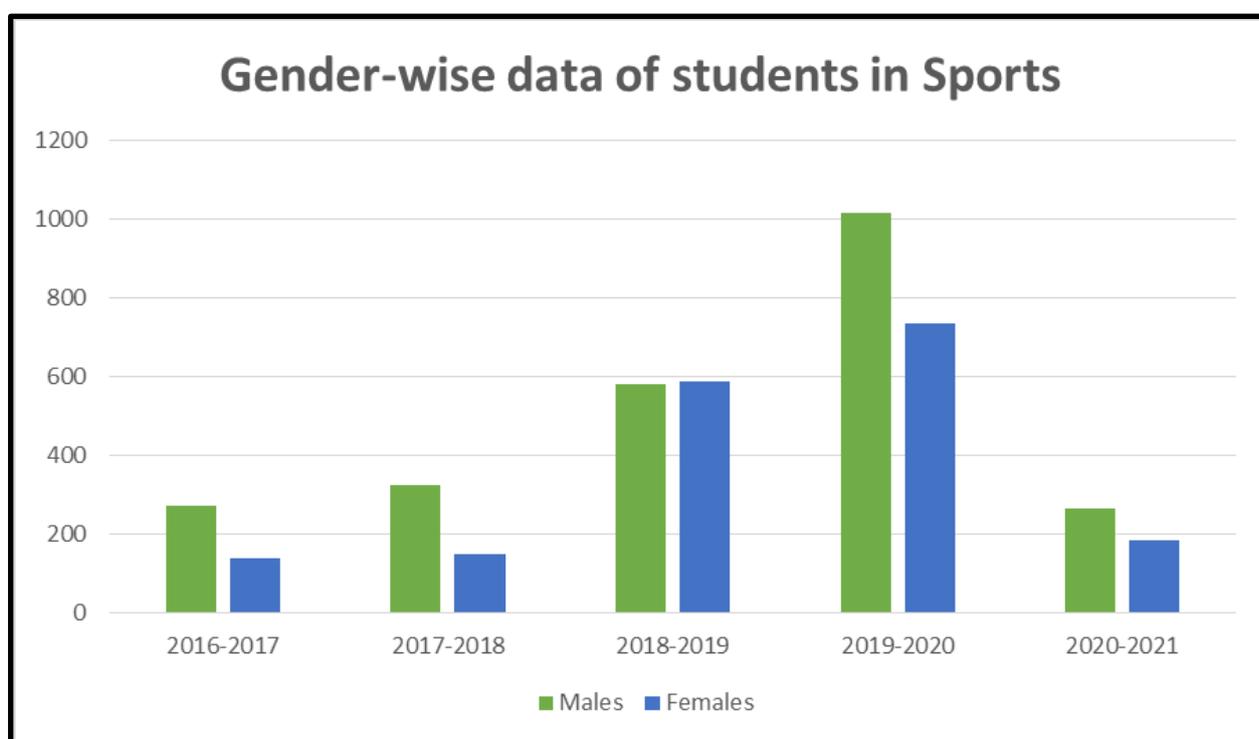
The NSS Unit of SSTC has always had huge female participation. The numbers have only been increasing. In a field where concerns of the parents have been a constant tackle, SSTC has managed to gain trust and credibility enough to see an increase in female participation. Female students willingly participate, conduct, lead and organise events and activities for the NSS Unit. This has been an encouragement for other students to join the unit.




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4. GENDER-WISE DATA OF STUDENTS IN SPORTS

	Number of Males	Number of Females	Male Ratio	Female Ratio
2016-17	270	136	66%	34%
2017-18	325	146	69%	31%
2018-19	581	588	49%	51%
2019-20	1017	734	58%	42%
2020-21	264	181	59%	41%



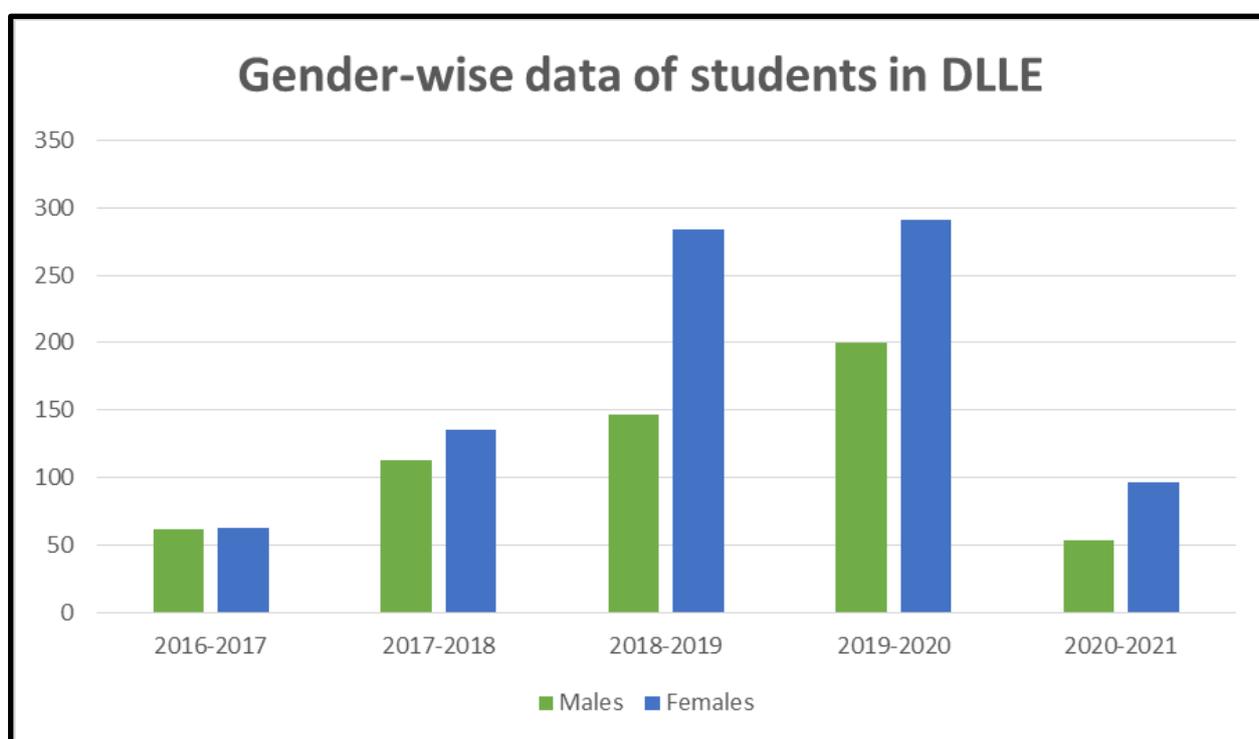
According to the data, female participation in sports has not equaled male participation. More effort could be taken to encourage female involvement. Female coaches, expert training, constant support and motivation, monetary support, etc. could change the tide in the favour of both the genders.




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5. GENDER-WISE DATA OF STUDENTS IN DLLE

	Number of Males	Number of Females	Male Ratio	Female Ratio
2016-17	61	63	49%	51%
2017-18	113	135	45%	55%
2018-19	147	284	34%	66%
2019-20	200	291	40%	60%
2020-21	53	96	35%	65%



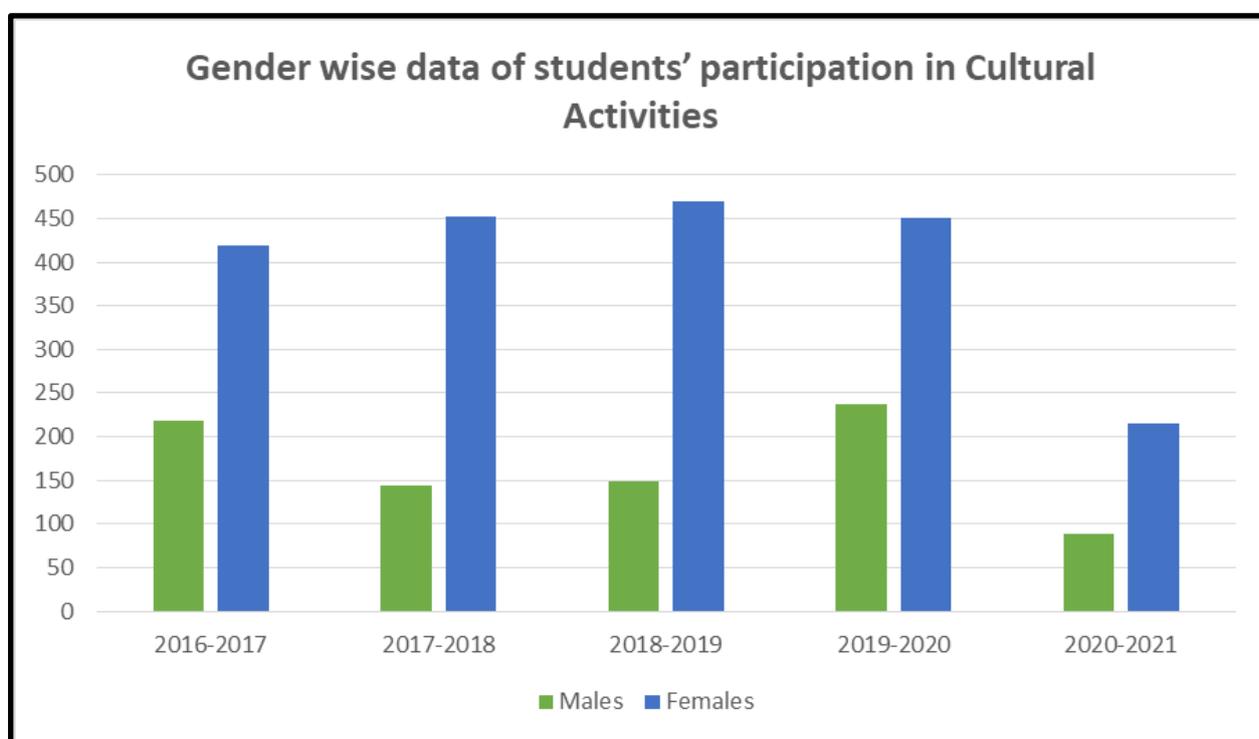
Like NSS, the female involvement in DLLE has been significantly higher than the male participation in the years 2018-19 and 2019-20. It has also witnessed an upward trend from 2016 to 2020.




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6. GENDER WISE DATA OF STUDENTS' PARTICIPATION IN CULTURAL ACTIVITIES

	Number of Males	Number of Females	Male Ratio	Female Ratio
2016-17	219	419	34%	66%
2017-18	144	452	24%	76%
2018-19	149	469	24%	76%
2019-20	238	450	34%	66%
2020-21	89	215	29%	71%



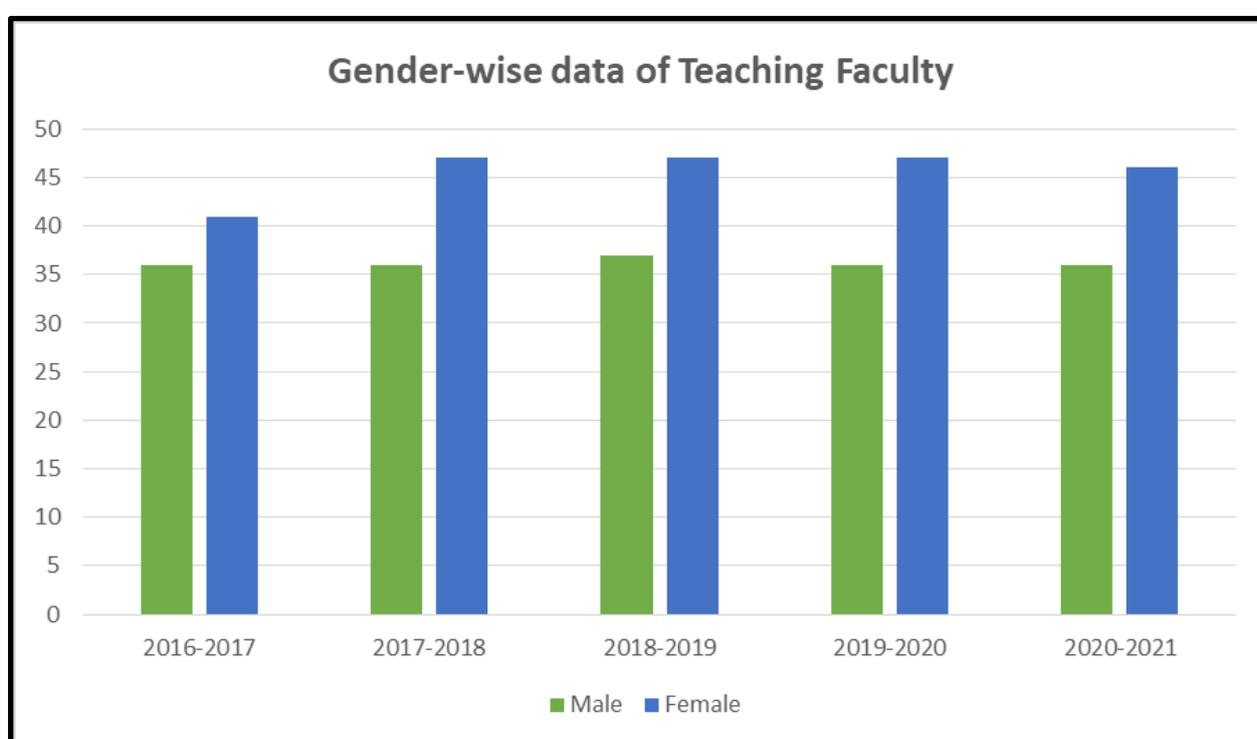
The Cultural Committee perhaps witnessed the highest female participation among all. Not only that, but it has also shown a steady graph over the years.




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7. GENDER-WISE DATA OF TEACHING FACULTY

	Number of Males	Number of Females	Male Ratio	Female Ratio
2016-17	36	41	46%	54%
2017-18	36	47	43%	57%
2018-19	37	47	43%	57%
2019-20	36	47	43%	57%
2020-21	36	46	43%	57%



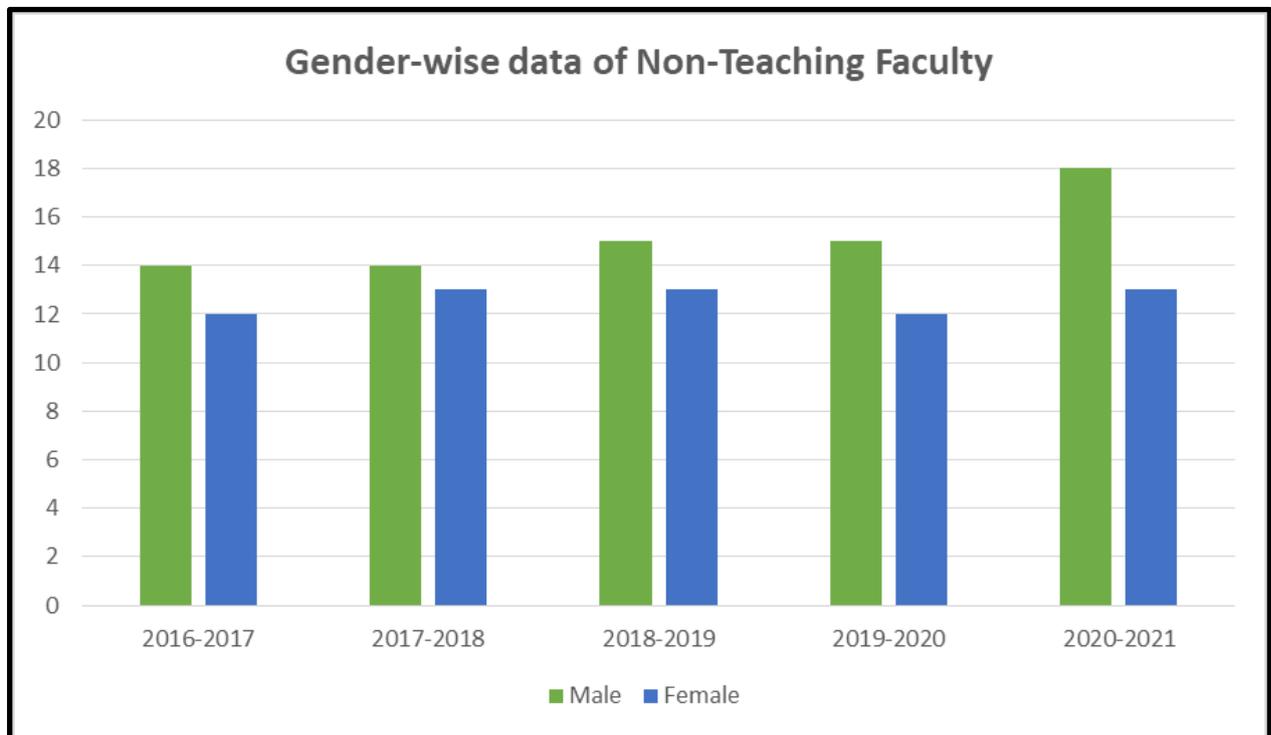
The teaching faculty has always seen a majority of female staff. But from a gender-sensitive perspective, it is an advantage to see that the gap between the male-female population is not extremely wide. This shows that teaching, as is the image in the society, has not remained a female-oriented profession, at least in SSTC.




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8. GENDER-WISE DATA OF NON-TEACHING STAFF

	Number of Males	Number of Females	Male Ratio	Female Ratio
2016-17	14	12	53%	47%
2017-18	14	13	51%	49%
2018-19	15	13	53%	47%
2019-20	15	12	55%	45%
2020-21	18	13	58%	42%



The gap between the male-female population of the non-teaching staff is not extremely wide, yet there is a scope for improvement and more effort could be taken to include more female staff.



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GENDER-SENSITIVE FEATURES OF THE COLLEGE

A. INFRASTRUCTURE

1. CCTV Surveillance: The institution is constantly monitored by multiple CCTV cameras placed all over the campus.
2. Separate Washroom Facilities: The male and female students have separate washroom facilities in both the main and extension building. The teaching staff too have two separate washrooms, one for male, one for female in the staffroom.
3. Changing Rooms: There are 2-3 changing rooms for girls during events or emergencies which do not come under the surveillance of CCTV cameras but are regularly guarded by a female guard.
4. Inclusivity: The campus is gender inclusive. The students sit in classrooms or spend time in the campus without any bias or discrimination. The seating arrangements, parking space, sports ground, library, laboratories, are open to all students irrespective of their gender.

B. COURSE SYLLABUS

The inclusion of progressive courses such as Political Science, History, Economics, Management, etc. helps the students learn about social and economical structures of the country and encourages them to pursue humanities to make the society a better place. Topics on gender and its construct are now and then found in the course syllabus. In terms of coming across a curriculum gap, extracurricular activities are arranged to include gender-sensitive programmes for their upliftment.

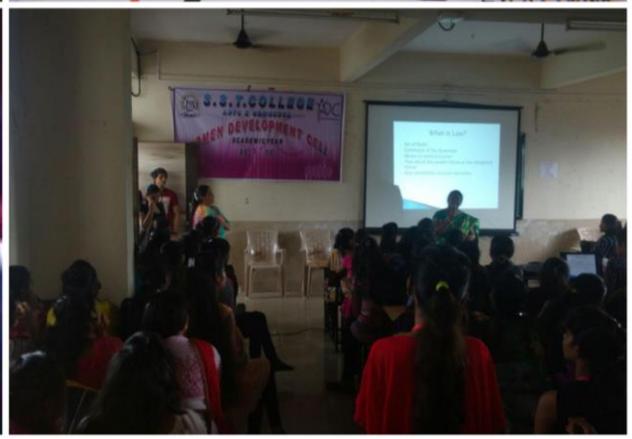
C. ACTIVITIES UNDER WDC

The Women Development Cell has been actively organising various activities since its inception in 2013. From Prevention of Sexual Harassment Seminar to Self-Defence Techniques Workshop, and from employability skills for women to donation drives and field visits, the WDC of SSTC has been going ahead in its value and commitment toward gender equality.




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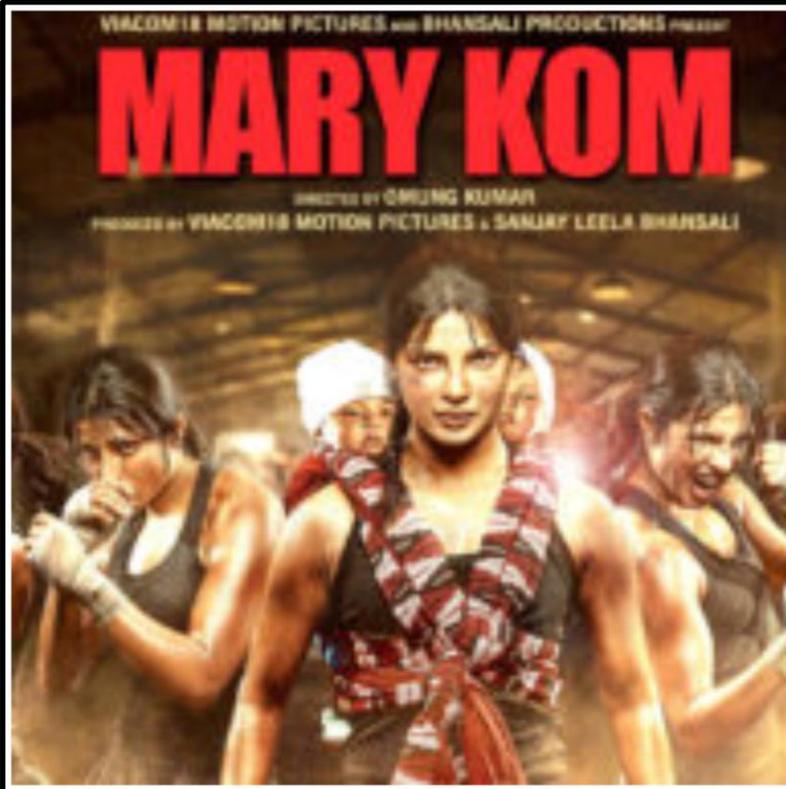
GLIMPSES FROM 2016-2021 EVENTS CONDUCTED BY WDC



2016-2017



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2017-2018



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2018-2019



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2019-2020



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D. COMMITTEES FOR GENDER-SENSITISATION OR PROTECTION

I. ANTI-RAGGING COMMITTEE

Ragging is totally banned in the College and anyone found guilty of ragging and/or abetting ragging is liable to be punished, as it is a criminal offence.

As per the UGC notification in regard to prevention and prohibition of ragging in Higher Education Institutions, the College has constituted the Anti-Ragging Committee to prohibit, prevent and eliminate ragging on the College campus. Ragging is a criminal offence. Ragging is strictly prohibited by both State Govt. and Central Govt. Punishment for ragging will be as follows:

- (i) Imprisonment up to three years and fine of Rs.10,000/-
- (ii) Dismissal from the college

OBJECTIVES

- To prohibit, prevent and eliminate the scourge of ragging including any conduct by any student whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student, or indulging in rowdy or undisciplined activities by any student.
- To monitor, direct and oversee the functions and performance of the Anti-Ragging Squads in prevention and curbing of ragging in the institution.

II. GRIEVANCE REDRESSAL COMMITTEE

“There is always a solution to the every challenging situation”

As human creatures we have desires from life and when these desires are not satisfied it clears the way to discontentment and disappointment. As an institution makes a certain set of desires among the students and when these desires are not met it leads to grievances. At SSTC we prioritise student's fulfilment, hence The Grievance Redressal Cell (GRC) aims to look into the complaints lodged by any student and redress it as per requirement. The students can state their grievance regarding any academic and non-academic matter within the campus through the online and grievance/ suggestion box.

OBJECTIVES

- To render a platform for the students to address their complaints, Issues and concerns.
- To develop a responsive and accountable attitude among all the stakeholders in order
- To maintain a harmonious educational atmosphere in the College.
- To maintain strict confidentiality, if necessary.



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III. INTERNAL COMPLIANCE COMMITTEE

In pursuance of UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Education Institutions) Regulations, 2015 read with Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, the Internal Complaints Committee (ICC) of the College is constituted as under to deal with complaints relating to Sexual harassment at the work place.

OBJECTIVES

- To create awareness regarding women rights.
- To build self-esteem and dignity among girl students and ladies faculty members.
- To avoid and prohibit sexual harassment at the workplace.
- To arrange programs regarding health, personality development etc.

IV. THE MINORITY CELL

Minority cell of the college was established with the purpose of empowering the minority communities in the college and assisting them in their curricular, co-curricular and extra-curricular activities. The Cell has been set up to help minority students from the Christian, Muslim, Jain and other communities achieve holistic development.

OBJECTIVES

- To ensure equal opportunities for education of minorities
- To facilitate financial support to students from these communities from governmental agencies and other sources
- To make the minority students aware of the various scholarships schemes of the Central and State Governments.
- To encourage these students to enrol for courses, workshops, programs, etc. which the College offers students in an attempt to equip them with the skills needed for their careers
- To provide these students with a grievance redressal mechanism in addition to the regular redressal mechanism




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V.THE OBC CELL

The OBC Cell was established in the College with the primary aim of empowering the OBC students in the College. Cell is committed to provide an environment that supports diversity and respects everyone regardless of colour, religious belief or cultures and also commits to ensuring protection of everyone and acting as per the provisions of constitution of India in such matters. The Cell has been set up to help students from these communities become part of the mainstream and achieve all-round development.

OBJECTIVES

- To ensure equal opportunities for education of OBC students
- To facilitate financial support to students from these communities from governmental agencies and other sources
- To make the OBC students aware of the various scholarships schemes of the Central Government and Government of Maharashtra.
- To collect reports and information of Government of Maharashtra and UGC's orders on various aspects of education, employment of OBC students
- To publicise the various Central and State Government scholarship schemes and any updates in these matters




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FEMALE ACHIEVEMENTS IN VARIOUS ACTIVITIES

The following list is a tiny glimpse of all the female achievements over the years:

I. CULTURAL ACTIVITIES

Year	Name	Achievement
2016	Charmee Bhosale	Participated in Intercollegiate Fest (DANCE RUPANTARAN)
2016	Kirti Naidu	Participated in Intercollegiate Fest MANTHAN (FASHION MANTRA)
2017	Ankita Prakash Bhoir	Participated in Intercollegiate Fest Rangoli Competition (Multiple)
2017	Harshada Salve and Varsha Kale	Participated in One Act Play (Youth Festival)
2018	Amisha Kamble	Participated in Poster-making (Youth Festival)
2018	Group	Consolation in One Act Play (Youth Festival)
2019	Arati Gupta	Consolation in STORY WRITING B (Youth Festival)
2019	Anjali Saw	THIRD RANK in MIME (Youth Festival)
2019	Kajal Tamboli	THIRD RANK in INDIAN GROUP SONG (Youth Festival)
2019	Ruchita Gawade	
2019	Roshni Awachar	
2020	Group	FLAME (STREET PLAY) HIV/AIDS
2020	Christina Pillay	SECOND RANK in Western Vocal Solo (Youth Festival)
2020	Swarali Badekar	THIRD RANK in Indian Light Vocal Solo (Youth Festival)



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II. SPORTS

Year	Name	Achievement
2016	Women's Team	Third Prize in State Level (INTER DISTRICT STATE TOURNAMENT) Tchoukball Tournament
2017	Women's Team	Third Prize in State Level (INTER DISTRICT STATE TOURNAMENT) Ball Badminton Tournament
2018	Women's Team	Second Prize in State Level (INTER DISTRICT STATE TOURNAMENT) Ball Badminton Tournament
2018	Shilpa Kemble	First Prize in State Level (Multiple) Cross Country Marathon
2019	Manali Jadhav	<ul style="list-style-type: none">• First Prize in State Level Wrestling Championship• Second Prize in National Level (NATIONAL CHAMPIONSHIP by TATA MOTORS) Wrestling Championship
2019	Women's Team	First Prize in Intercollegiate Kho-Kho Competition
2019	Reshma Rathod	<ul style="list-style-type: none">• First Prize in National Level (Multiple) Team Kho-Kho Competition• Second Prize in State Level (Multiple) Team Kho-Kho Competition
2019	Priyanka Bhopi	<ul style="list-style-type: none">• First Prize in International Level (South Asian Games) Team Kho-Kho Competition• First Prize in National Level (Multiple) Team Kho-Kho Competition
2019	Kavita Ghanekar	First Prize in National Level (KKFI) Team Kho-Kho Competition
2020	Jayashree Wankhede	First Prize in National Level (INTER DISTRICT STATE TOURNAMENT) Tchoukball Tournament



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III. RESEARCH BY FEMALE PROFESSORS

DR. PURSWANI KHUSHBU JETHO	CHALLENGES FACED BY WOMEN ENTREPRENEUR	INTERNATIONAL JOURNAL IN MANAGEMENT AND SOCIAL SCIENCE	2016-17	2321-1784
	“SUPPLY CHAIN MANAGEMENT: AN IMPORTANT TASK OF ORGANISATION”	INTERNATIONAL JOURNAL OF RESEARCH IN FINANCE AND MARKETING (IJRFM)	2016-17	2231-5985
	MANAGING A REMOTE WORKFORCE	INTERNATIONAL JOURNAL OF ADVANCE AND INNOVATIVE RESEARCH	2018-19	2394 - 7780
	STRATEGIC HUMAN RESOURCE MANAGEMENT	INTERNATIONAL JOURNAL OF MANAGEMENT, IT & ENGINEERING	2018-19	2249-0558
	“STUDY OF SUCCESSION PLANNING IN THE ORGANISATION”	INTERNATIONAL JOURNAL OF MANAGEMENT, IT & ENGINEERING	2018-19	2249-0558
	“DEVELOPING A LEADERSHIP STYLE TO FIT 21ST CENTURY CHALLENGES”	INTERNATIONAL JOURNAL OF MANAGEMENT, IT & ENGINEERING	2018-19	2249-0558
	“MOTIVATING INDIVIDUALS AND GROUPS AT WORK IN THE 21ST CENTURY”	INTERNATIONAL JOURNAL OF RESEARCH IN SOCIAL SCIENCES	2018-19	2249-2496
	“EFFECTS OF AGEING ON WORK MOTIVATION”	INTERNATIONAL JOURNAL OF RESEARCH IN SOCIAL SCIENCES	2018-19	2249-2496
	IMPACT OF COVID-19 PANDEMIC ON INFORMATION MANAGEMENT : TRANSFORMATION IN EDUCATION AND LIFE - A STRUCTURAL REVIEW	INTERNATIONAL CONFERENCE ON RECENT TRENDS IN COMPUTER SCIENCE, COMMERCE & MANAGEMENT	2021-22	978-81-953432-7-0
		INTERNATIONAL JOURNAL OF ADVANCE AND INNOVATIVE RESEARCH	2017-18	2394 - 7780
	INTERNATIONAL JOURNAL OF ADVANCE AND INNOVATIVE RESEARCH	2018-19	2394 - 7780	
MS. C. KALPANA	A CLUSTERING-BASED COLLABORATIVE FILTERING APPROACH FOR BIG DATA APPLICATION	INTERNATIONAL JOURNAL OF MANAGEMENT TECHNOLOGY & ENGINEERING	2019-20	2249-7455



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	A NOVEL SWARM INTELLIGENCE ALGORITHM FOR DISEASE DIAGNOSIS SYSTEM	INTERNATIONAL CONFERENCE ON “MULTIDISCIPLINARY INNOVATION TECHNOLOGY IN ENGINEERING SCIENCES, EDUCATION, PHARMACY, PARAMEDICAL AND MANAGEMENT– 2020”	2020-21	INTERNATIONAL CONFERENCE
	APPLICATION OF BIG DATA ANALYTICS THROUGH NATURE INSPIRED COMPUTING FOR COVID-19 HEALTH CARE DATA – A SURVEY	2ND INTERNATIONAL CONFERENCE ON RECENT ADVANCES IN COMPUTING AND COMMUNICATION - ICRACC 21	2020-21	INTERNATIONAL CONFERENCE
	HEALTH CARE DATA ANALYSIS THROUGH MACHINE LEARNING META HEURISTIC ALGORITHM	JOURNAL OF ADVANCED RESEARCH IN DYNAMICAL & CONTROL SYSTEMS	2020-21	ISSN 1943-023X 196
MS. PADMA DESHPANDE	PARTICIPATED AND PRESENTED PAPER TITLED HOLISTIC MARKETING AN EMERGING TREND OF 21ST CENTURY MARKETING	AJANTA	2018-19	2277-5730
	CHANGES IN BUSINESS AND MANAGEMENT WITH REFERENCE TO RETAIL TRADE AND CONSUMER BEHAVIOUR POST COVID 19 WITH REFERENCE TO SUBURBS IN THANE DISTRICT	MODERN THAMIZH RESEARCH- AN INTERNATIONAL MULTI LATERAL THAMIZH JOURNAL	2020-21	2321-984X
MRS. REENA MISHRA	IMPACT OF BEHAVIOURAL FINANCE ON INVESTMENT DECISION OF HOUSEWIVES IN KALYAN”	International journal of advanced & innovative research.	2020-21	2394-7780
MRS. VARSHA SAWLANI	“A STUDY ON ONLINE SHOPPING OF APPARELS – SIGNIFICANCE OF WEBSITES ATTRIBUTES TAKING EXAMPLE OF AMAZON.COM”	ROYAL PEER REVIEWED REFEREED AND UGC LISTED JOURNAL	2017-18	2278-8158
	“TO STUDY THE UPCOMING E-MARKETING TRENDS THAT WILL DOMINATE 2018 IN INDIA”	ECONOMIC COMMERCE MANAGEMENT SOCIAL SCIENCE HUMANITIES ENGINEERING AND ENVIRONMENTAL CONCERNS AND LANGUAGE, EDUCATION, LITERATURE AND CULTURE	2018-19	




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IV. NSS

Year	Name	Achievement
2018	Ankita Bhoir	Participated in Traffic Awareness Programme by the Traffic Branch, Thane City
2019	Sheetal Tayade	<ul style="list-style-type: none">• Participated in Avahan-2019: Chancellor's Brigade - State Level Training Camp on Disaster Management• Designated as NDR
2019	Sonali Kamble	Participated in the 5-day Leadership Training Programme
2019	Kajol Divakar	Participated in the 5-day Leadership Training Programme
2019	Pallavi Yarvalkar	Participated in the 5-day Leadership Training Programme
2020	Sakshi Gangawane	First Rank in UMC organised Swachh Survekshan 2020 League
2020	Vinita Pohare	First Rank in UMC organised Swachh Survekshan 2020 League
2020	Pragati Dhotre and Divya Patil	Second Rank in Intercollegiate (Anubhuti) Street Play Competition



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V. PLACEMENT AND FUTURE GROWTH

Year	Name	Achievement
2018-19 (BAMMC)	Karuna Dhole	News Anchor at <i>SAAM TV</i>
2019-20 (BMS)	Simran Ganwani	Transaction Processing Associate at <i>Accenture</i>
2019-20 (BCBI)	Pallavi Gaikwad	Customer Service Associate at <i>Teleperformance</i>
2019-20 (BCBI)	Neha Kashyap	Marketing Coordinator at <i>HDB Financial Services</i>
2020-21 (BMS)	Rani Yadav	<ul style="list-style-type: none"> ● Co-authorship in Various Anthologies ● Designated as Literary Lieutenant at <i>StoryMirror</i> ● Winner at Literoma Golden Star Awards ● Awarded the Indian Humanitarian Award by Indian Books of Records ● Currently pursuing LLB
2020-21 (BMS)	Priti Shravan	Branch Relationship Executive for clients at <i>Innovsource Services Pvt. Ltd.</i>
2020-21 (BA)	Dhanashree Shinde	Advocate at <i>High Court</i>
2020-21 (BA)	Manisha Alhat	Pharmacy Healthcare Worker at <i>Img Technologies Pvt. Ltd.</i>
2020-21 (BCOM)	Mansi Ghanekar	Officer - Security - AO&CS at <i>InterGlobe Aviation Limited</i>
2020-21 (BCOM)	Samidha Shinde	Finance Analyst at <i>Bonace Engineers Pvt. Ltd.</i>
2020-21 (BAMMC)	Bhavna Chaudhari	Working at <i>Loksatta</i>




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VI. FEMALE SST RANKERS

Year	Name	Rank	
2016-17	Dhivare Shital Dhanraj	I - FYBA	
	Lokhande Vedika Sunil	II - FYBA	
	Yadav Pranjali Mahendra	II- FYBAF	
	Gupta Seema Dhurendra	I - FYBCBI	
	Mhatre Meenakshi Anil	I - FYBCOM	
	Jagiasi Ritu Kishore	II - FYBCOM	
	Sanap Sneha Dnyaneshwar	I - FYBFM	
	Idrisi Ruby Zaheer	II - FYBMS	
	Basude Gayatri Raju	I - FYBSc CS	
	Sheje Supriya Sanjay	I - FYBSc IT	
	Pawar Pranita Suryakant	II - FYBSc IT	
	Athre Bhakti Mahendra	I - SYBCBI	
	Prajapati Pratima Foolchand	I - SYBCOM	
	Lawhale Akshata Manohar	I - SYBFM	
	Adsul Sonali Ravindra	I - SYBMM	
	Marade Jyoti Mahadu	II - SYBMM	
	Dukare Yogini Prabhakar	II - SYBSc CS	
	Patil Priyanka Mukesh	I - SYBSc IT	
	2017-18	Sasane Rupali Samadhan	I - FYBA
		Nare Ruchi Vilas	II - FYBA
Mujawar Samrin Badhsha		I - FYBAF	
Waingankar Trupti Suresh		II - FYBAF	
Wayale Sanajana Manoj		I - FYBCBI	
Fulore Shanashri Lahu		II - FYBCBI	



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	Chalwadi Pooja Hanumantha	I - FYBCOM
	Singh Shweta Rajpal	I - FYBFM
	Sutar Shivani Anil	II - FYBFM
	Baraskar Laxmi Chandrakant	II - FYBMM
	Pisekar Niyati Dilip	II - FYBMS
	Bhalerao Tejal Kishor	I - FYBSc CS
	Ansari Eram Mohd. Salimjahan	II - FYBSc CS
	Nithur Sunita Ramlu	II - FYBSc IT
	Dhivare Shital Dhanraj	I - SYBA
	Shelar Madhuri Rajendra	II - SYBA
	Golambade Prajakta Prasad	I - SYBAF
	Yadav Pranjali Mahendra	II - SYBAF
	Gaikwad Rasika Chokha	I - SYBCBI
	Bodke Sakshi Sunil	II - SYBCBI
	Chikate Sneha Vilas	I - SYBCOM
	Jagiasi Ritu Kishore	II - SYBCOM
	Sanap Sneha Dnyaneshwar	II - SYBFM
	Bhusara Bhavana Lahu	I - SYBMM
	Badekar Bhagyashree Veerbhadra	II - SYBMM
	Idrisi Rubi Zaheer	II - SYBMS
	Singh Shrishti Manoj	I - SYBSc CS
	Sheje Supriya Sanjay	I - SYBSc IT
	Pawar Pranita Suryakant	II - SYBSc IT
2018-19	Bharti Sushmita Murlidhar	I - FYBA
	Koli Pooja Baburao	II - FYBA
	Kushwaha Soni Shivshambo	I - FYBAF
	Shelar Priyanka Sukhdev	II - FYBAF




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	Wayale Dikshita Prakash	I - FYBCBI
	Wayale Rekha Balaram	II - FYBCBI
	Rathod Pooja Ravi	I - FYBCOM
	Jadhav Ritiksha Anant	I - FYBFM
	Mhatre Shruti Ashok	I - FYBMM
	Chaudhari Bhavna Dattataray	II - FYBMM
	Kavita Krishnankutty	II - FYBMS
	Magar Ravina Sanjay	II - FYBsc.CS
	Nare Ruchi Vilas	I - SYBA
	Borkar Sanchayana Dilip	II - SYBA
	Mujawar Samrin Badsha	I - SYBAF
	Mali Sarika Mohan	II - SYBAF
	Kashyap Neha Pappuram	I - SYBCBI
	Vayale Vaishali Balkrishna	II - SYBCBI
	Mishra Suman Suryanarayan	II - SYBCOM
	Singh Shweta Rajpal	I - SYBFM
	Pisekar Niyati Dilip	I - SYBMS
	Bhalerao Tejal Kishor	I - SYBsc.CS
	Game Rupali Janardhan	II - SYBsc.CS
	Nithur Sunita Ramlu	II - SYBsc.IT
2019-20	Jadhav Najuka Suryakant	I - FYBAF
	Gautam Manju Harikesh	II - FYBAF
	More Manasi Vijay	I - FYBMS
	Koli Pooja Baburao	I - SYBA
	Bharti Sushmita Murlidhar	II - SYBA
	Fulore Amrita Namdev	I - SYBAF
	Kushwaha Soni Shivshamboo	II - SYBAF



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	Wayale Rekha Balaram	I - SYBCBI
	Kuluskar Trupti Milind	II - SYBCBI
	Rathod Pooja Ravi	I - SYBCOM
	Rathod Anjali Hanuman	II - SYBCOM
	Chaudhari Bhavna Dattaatray	I - SYBMM
	Mhatre Shruti Ashok	II - SYBMM
	Kavita Krishnankutty	II - SYBMS
	Khande Swapna Rajendra	I - SYBsc.CS
	Chauhan Laxmi Achelal	I - SYBsc.IT
2020-21	Sayyad Shabnam Mohd. Vahida	I - FYBA
	Suranje Rutuja Dadabhau Manjula	II - FYBA
	Bharadhe Nupur Prakash	I - FYBAF
	Shaikh Rubiya Nasiruddin	II - FYBAF
	Joshi Komal Kaluram	II - FYBAMMC
	Shelke Esha Deepak	I - FYBCBI
	Liye Priti Anil	I - FYBMS
	Magar Shrutika Suresh	II - FYBMS
	Bhore Priya Baban	II - FYBsc.IT
	Zodage Prachi Pandharina	II - SYBA
	Karvande Kumaya Arjun	II - SYBAF
	Singh Reshukumari Dhananjay Kumar	I - SYBCBI
	Shinde Maheshwari Sanjay	I - SYBCOM
	Salve Varsha Prakash	I - SYBMS
	Sonawane Rucha Narayan	II - SYBMS
	Kumari Priyanka Satishkumar	I - SYBsc.CS
	Bhangre Shrutika Pandurang	II - SYBsc.IT




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BEST PRACTICES OF THE COLLEGE

- The Institution has kept gender-specific data on the majority of issues, particularly those involving students, which is a good practice.
- The many Departments' seminars and workshops have received assistance from the Institution administration regarding women's issues.
- A lot of female students have today become sport coaches or entrepreneurs after receiving training and encouragement from the institution.
- The official counsellor of the college for gender-related issues is Dr. Yog Nambiar, a transgendered social activist, who has also taken a lot of sessions with the students over the years.
- The college has a vending machine for sanitary pads.
- The Institution often assists female staff by providing them with maternity leave.
- The Institution has a very active internal compliance committee.
- There is no evidence of gender discrimination in the overall environment, according to a survey form distributed to students and staff.
- According to the student survey, the staff is committed and approachable, and as a result, the students feel no sex-related impediments to their academic development. The poll finds that the classrooms are gender-neutral spaces.
- The mentoring system used within the Departments has contributed to the creation of an environment that promotes advancement in higher education.
- The Institution has posted display boards with information about the Anti-Ragging Committee's contact information, as well as the contact information for our "Police Sakhi" - PSI Rupali Chavan for 24*7 assistance helpline contact.
- The Institution administration prioritises student scholarships requested by students from underrepresented groups. There is a special provision available for girl students.
- Students can simply contact Institution administrators for any query and assistance.




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SURVEY/FEEDBACK AND ANALYSIS

The following questions were asked in the survey:

Link for the Survey Form: <https://forms.gle/4oazr3JbajHvsiiq5>

Total Respondents:

1. Students: 824
 2. Faculty: 32
 3. Non-teaching Staff: 11
-

SURVEY FOR GENDER AUDIT REPORT

Kindly answer the following survey based on your experience of all the facilities provided by the college to ascertain if our institution is gender-sensitised enough and to determine where it lacks and has scope for improvement to empower women more.

1. You are a:

- a. Student
- b. Faculty
- c. Non-teaching Staff

2. Gender:

- a. Male
- b. Female
- c. Other _____

3. Do you find the college taking enough initiatives to promote gender equality?

- a. Yes
- b. No
- c. Maybe

4. Do you find the college supportive when you approach the management, staff, or faculty for your problems?

- a. Yes
- b. No
- c. Maybe

5. Is the Women Development Cell active in the college? Does it conduct enough programmes for the students?

- a. Yes
- b. No
- c. Maybe



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- 6. Does the college conduct gender awareness programmes?**
- Yes
 - No
 - Maybe
- 7. Does the college encourage you to pursue your personal goals and interests, despite your gender roles and external burdens?**
- Yes
 - No
 - maybe
- 8. Equal opportunity to be given to all genders to express their opinions and interests.**
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- 9. Do you feel the college does not practice gender discrimination?**
- Yes
 - No
 - Maybe
- 10. Do you think the institution has witnessed enough female participation in the following? (Tick all the aspects in which you see enough women participation.)**
- NSS
 - NCC
 - Sports
 - Cultural Activities and Events
 - Fests and Competitions
 - Seminars and Workshops
 - Industrial Visits
 - Research
 - IT based Participation
 - Other _____
- 11. Are you aware that the college has an Internal Compliance Committee which works for the prevention of sexual harassment of students?**
- Yes
 - No
 - Maybe
- 12. If you are aware about the IC Committee, do you find it active in its working?**




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- a. Yes
- b. No
- c. Maybe

13. Did you face any instances of gender discrimination which went unnoticed and wasn't dealt with?

- a. Yes
- b. No
- c. Maybe

14. Do you feel safe in the college premises at all times?

- a. Yes
- b. No
- c. Maybe

15. Do you feel protected because the college campus is under CCTV surveillance?

- a. Yes
- b. No
- c. Maybe

16. Are there specific areas in the campus where women can have their privacy?

- a. Yes
- b. No
- c. Maybe

17. Are there female guards and patrols in your college?

- a. Yes
- b. No
- c. Maybe

18. Adequate number of toilets are available in the college.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

19. The college takes special care for sanitation and hygiene.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree



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20. Sanitary pads are available during emergencies.

- a. Yes
- b. No
- c. Maybe

21. Are you aware about all the gender policies which are administered by our college?

- a. Yes
- b. No
- c. Maybe

22. Has the college taken any initiative to spread awareness about its gender policies?

- a. Yes
- b. No
- c. Maybe

23. If yes, on an overall, are you satisfied with the gender policies advocated in the college?

- a. Yes
- b. No
- c. Maybe

24. Kindly provide your suggestions and recommendations to make our institution more gender-sensitive.

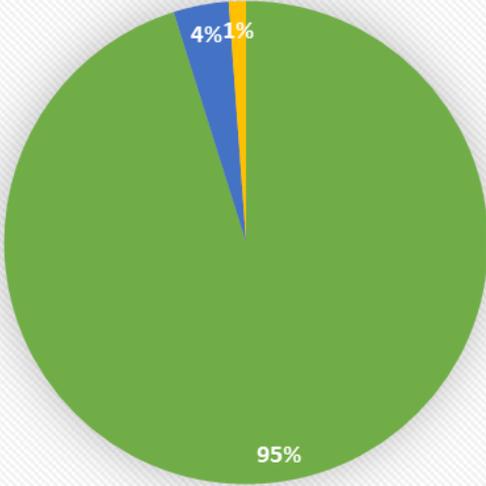
(Your data will remain anonymous.)



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& COMMERCE ULHASNAGAR-4

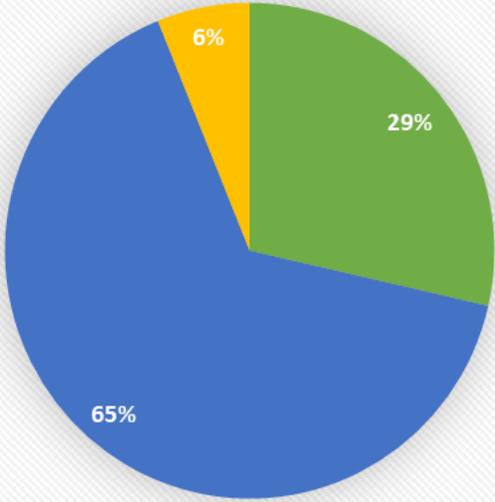
RESPONSES FOR THE SURVEY

1. You are a:



■ 1. Student ■ 2. Faculty ■ 3. Non-teaching Staff

2. Gender:

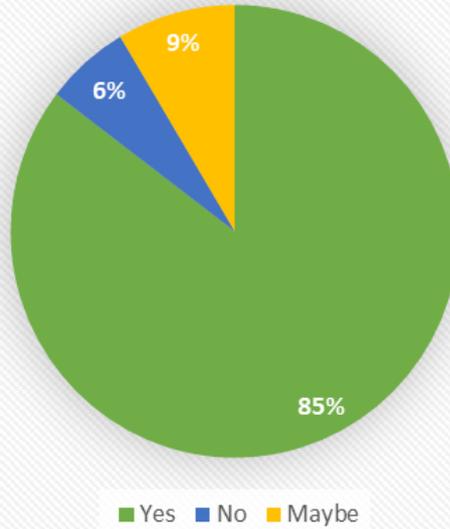


■ Male ■ Female ■ Other

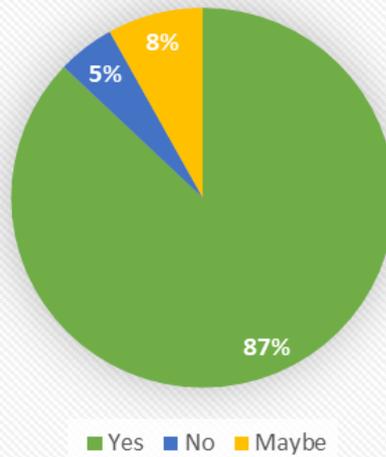


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3. Do you find the college taking enough initiatives to promote gender equality?

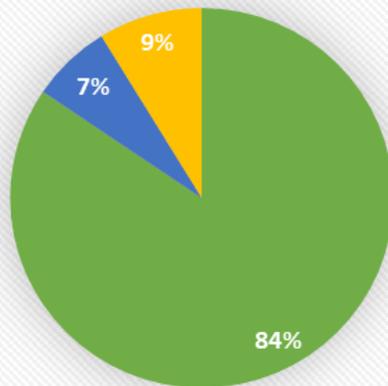


4. Do you find the college supportive when you approach the management, staff, or faculty for your problems?



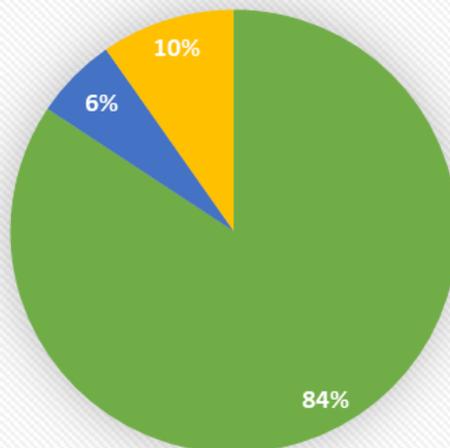
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5. Is the Women Development Cell active in the college? Does it conduct enough programmes for the students?



■ Yes ■ No ■ Maybe

6. Does the college conduct gender awareness programmes?

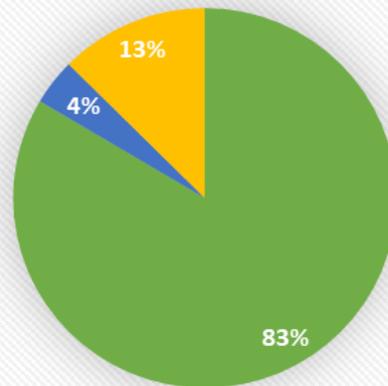


■ Yes ■ No ■ Maybe



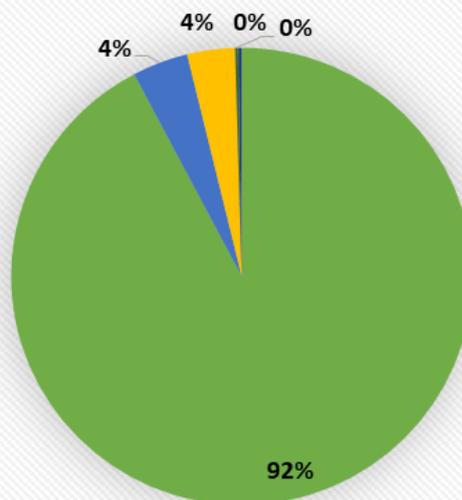
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7. Does the college encourage you to pursue your personal goals and interests, despite your gender roles and external burdens?



■ Yes ■ No ■ Maybe

8. Equal opportunity to be given to all genders to express their opinions and interests.

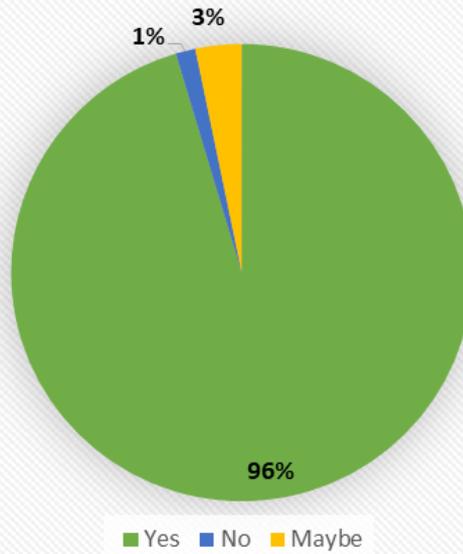


■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

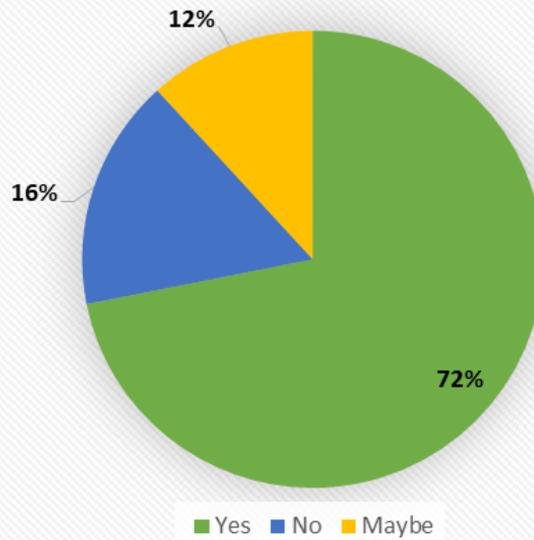


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9. Do you feel the college does not practice gender discrimination?

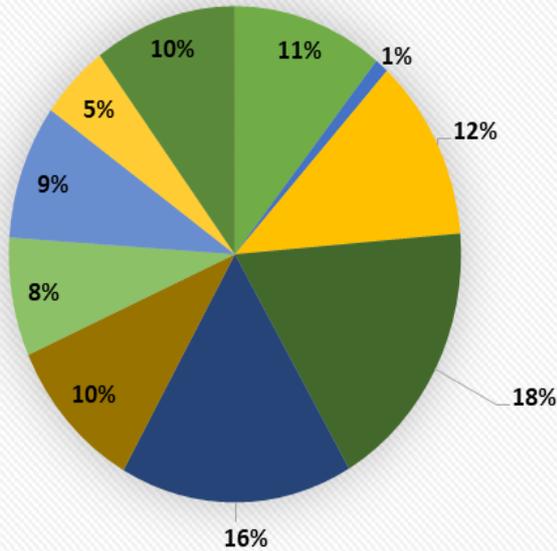


12. If you are aware about the IC Committee, do you find it active in its working?



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10. Do you think the institution has witnessed enough female participation in the following? (Tick all the aspects in which you see enough women participation)

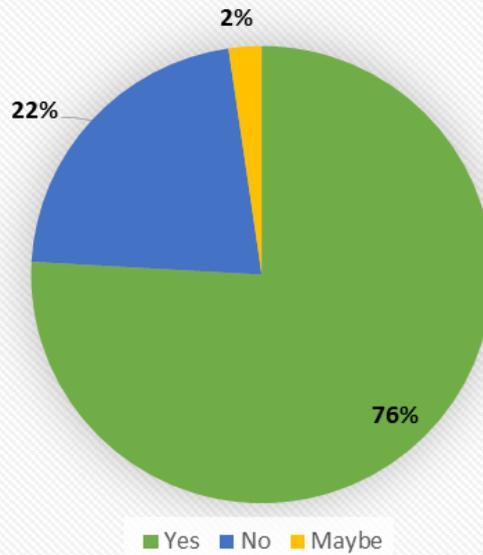


- NSS
- NCC
- Sports
- Cultural Activities
- Fests and Competitions
- Seminars and Workshops
- Industrial Visits
- Research
- IT
- Other

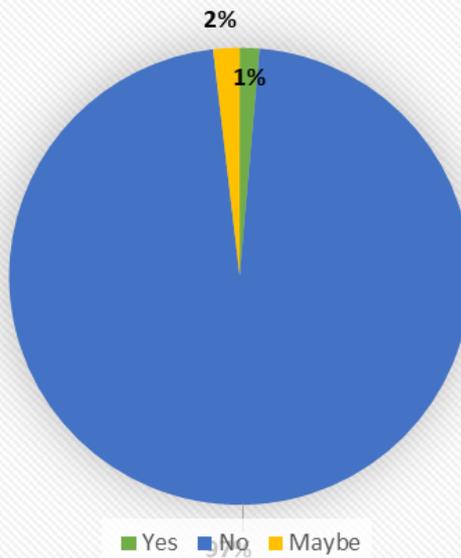


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11. Are you aware that the college has an Internal Compliance Committee which works for the prevention of sexual harassment of students?

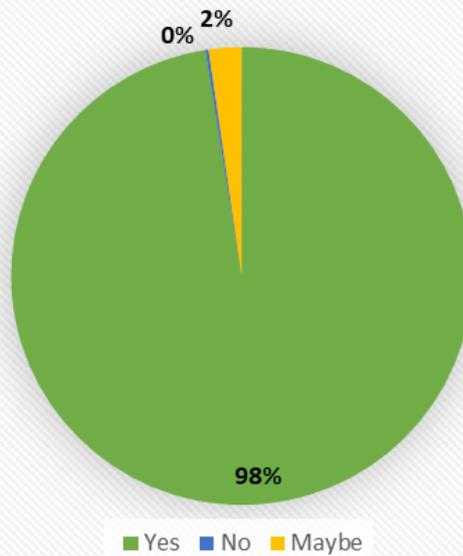


13. Did you face any instances of gender discrimination which went unnoticed and wasn't dealt with?

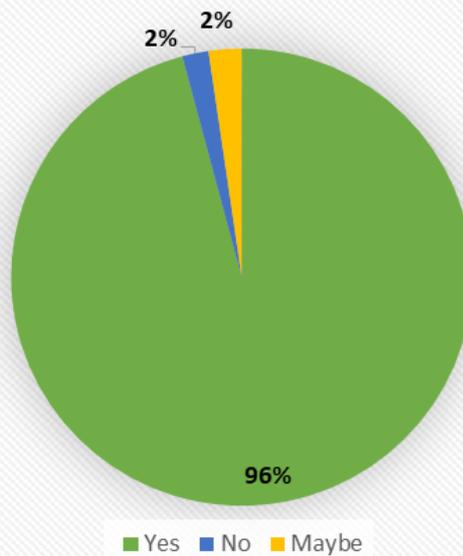


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14. Do you feel safe in the college premises at all times?

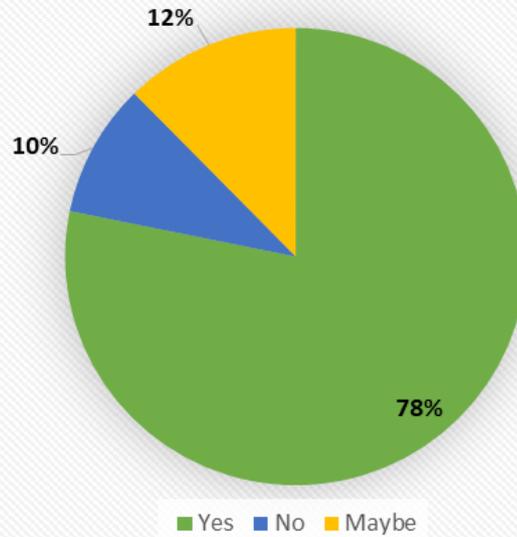


15. Do you feel protected because the college campus is under CCTV surveillance?

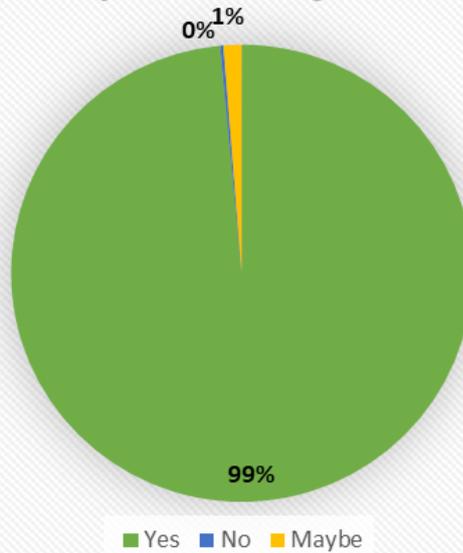


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16. Are there specific areas in the campus where women can have their privacy?

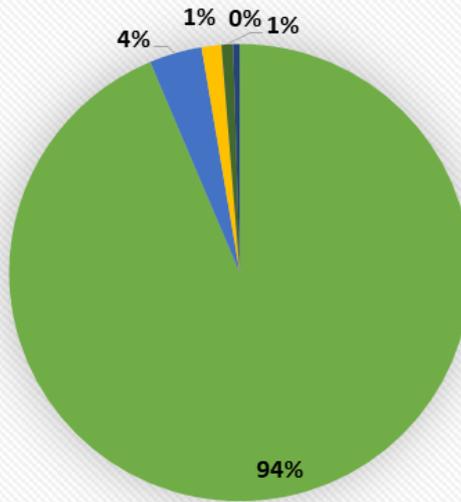


17. Are there female guards and patrols in your college?



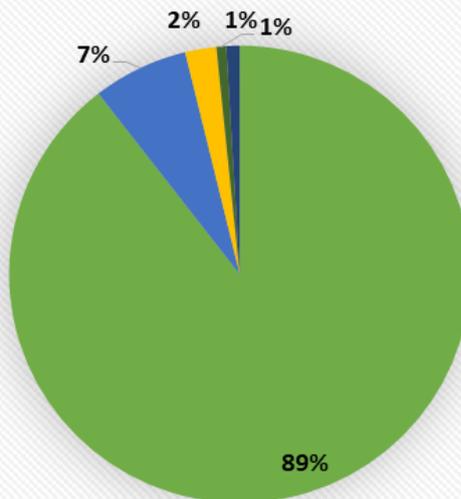
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18. Adequate number of toilets are available in the college.



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

19. The college takes special care for sanitation and hygiene.

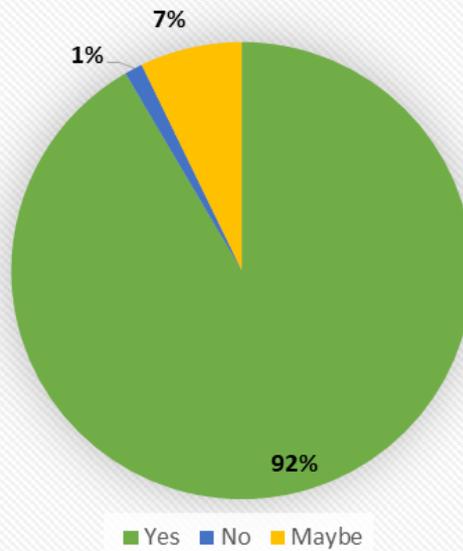


■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



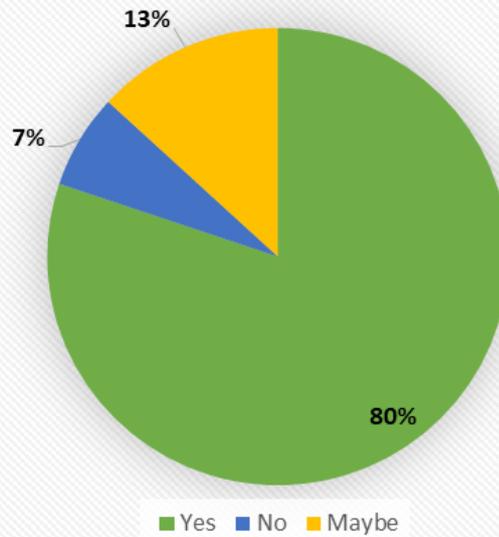
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20. Sanitary pads are available during emergencies.



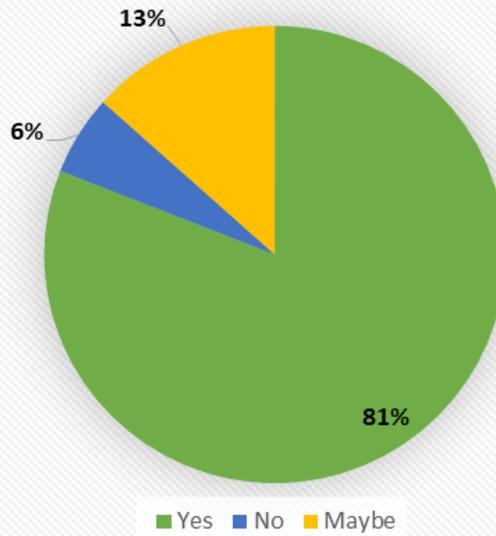
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21. Are you aware about all the gender policies which are administered by our college?

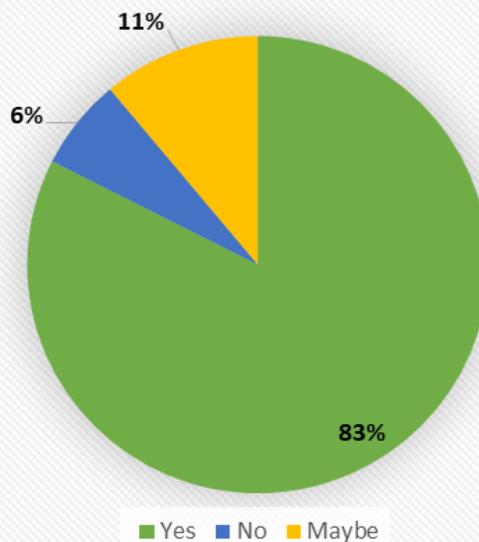


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22. Has the college taken any initiative to spread awareness about its gender policies?



23. If yes, on an overall, are you satisfied with the gender policies advocated in the college?



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FEEDBACK ANALYSIS SUMMARY

After analysing the feedback collected through the above survey form, we can ascertain that SSTC is adequately fulfilling the gender-sensitive requirements of the stakeholders associated with the institution. Most of the female staff as well as students feel safe in the premises, are satisfied with the security and sanitary conditions, have not faced instances of gender discrimination and feel comfortable to approach the management with their problems. Yet, there are certain aspects where the institution can put more effort and achieve better results. Many students are unaware about the existence of the IC (Internal Compliance) Committee and its function. They do not realise their rights and support available for them. And although the students feel safe and secure, they lack the legal and conceptual understanding of all the gender policies that the college advocates. There could be more awareness based programmes for not just females but all genders. One of the reasons for this lack of knowledge could be that the events conducted do not have a wider reach. Next, many females feel the need to have more privacy in the premises. It is true that they feel protected under CCTV surveillance but privacy is also an essential necessity for females for multiple reasons. Overall, the college is performing quite satisfactorily to create a gender-sensitive and inclusive environment.

The analysis shows that gender equity goals and objectives are included in all the policies, programmes of the college and staff also reported that they have no problems related to gender criterion. The Gender Audit Team analysed that gender equality and gender sensitivity is encouraged by management and staff of the college and they do have gender sensitive behaviour. It is found that the College has lots of strengths and some weaknesses. The weaknesses can be overcome with gradual changes in value set up. Doubtless, the enrolment of girls from all sections of society is increasing and there is no gender issues complaints. With the strong will power and commitment to gender justice, the College would certainly make a mark in the country.




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RECOMMENDATIONS

Following the exercise, the gender audit team believes that the Institution should be given the following main recommendations.

REGARDING THE ADMINISTRATION

1. The College's administrative body should aggressively include gender issues into its policies, initiatives, and programmes.
2. When determining its hiring practices, the college should take gender equality into account. In order to ensure gender balance in recruitment, the college should take special care.
3. The college management should introduce more orientation programmes regarding college gender policies.

DEPARTMENTS AND FINANCES

1. It should be encouraged for all departments to keep gender-specific statistics.
2. The Finance Branch should be instructed to annually conduct a gender budgeting and gender audit so that the college can quickly provide gender statistics, particularly those pertaining to the wage component and the amount of money generated and spent on female employees, upon request.
3. The Finance Branch should also keep track of the number of applications submitted by male and female academic members for funding to attend seminars both inside and outside the country, as well as requests for research project proposals. The approval/rejection record ought to be kept in a gender-specific format as well.

GENDER-SENSITIVE INFRASTRUCTURE

1. A common room for girls equipped with all necessary facilities should be provided.
2. Increase the number of changing rooms/restrooms for females without the surveillance of CCTV cameras.

OTHERS

1. Women should be given incentives to encourage them to join more research and technology based programmes.
2. For the impoverished students, programmes like the Earn and Learn programme might be launched so they can work and pay for their education.
3. The IQAC should spearhead more programmes to raise awareness of women's rights, transgender's rights and gender sensitivity.
4. The male composition of the institution should be encouraged to actively participate in awareness programmes and take equal interest in understanding theirs as well as women's rights.



COORDINATOR




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S.S.T. College of Arts & Commerce

(Affiliated to University of Mumbai, Mumbai)
Ulhasnagar - 421 004, Dist. Thane.



7.1.1

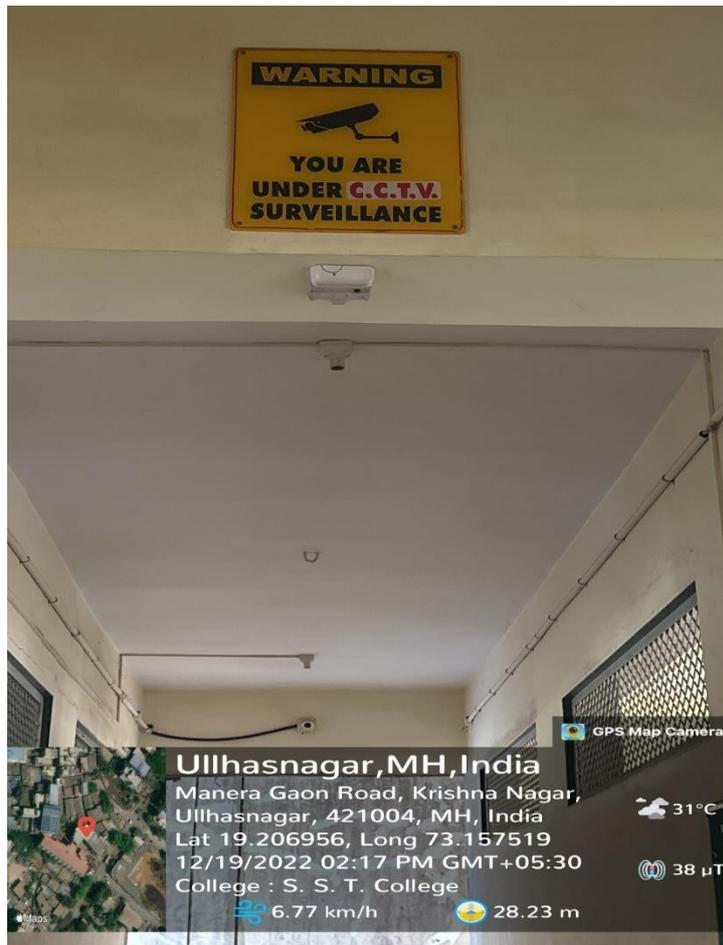
**MEASURES INITIATED
BY THE INSTITUTION FOR
THE PROMOTION OF
GENDER EQUITY**

7.1.1) Measures initiated by the institution for the promotion of gender Equity.

Safety and Security



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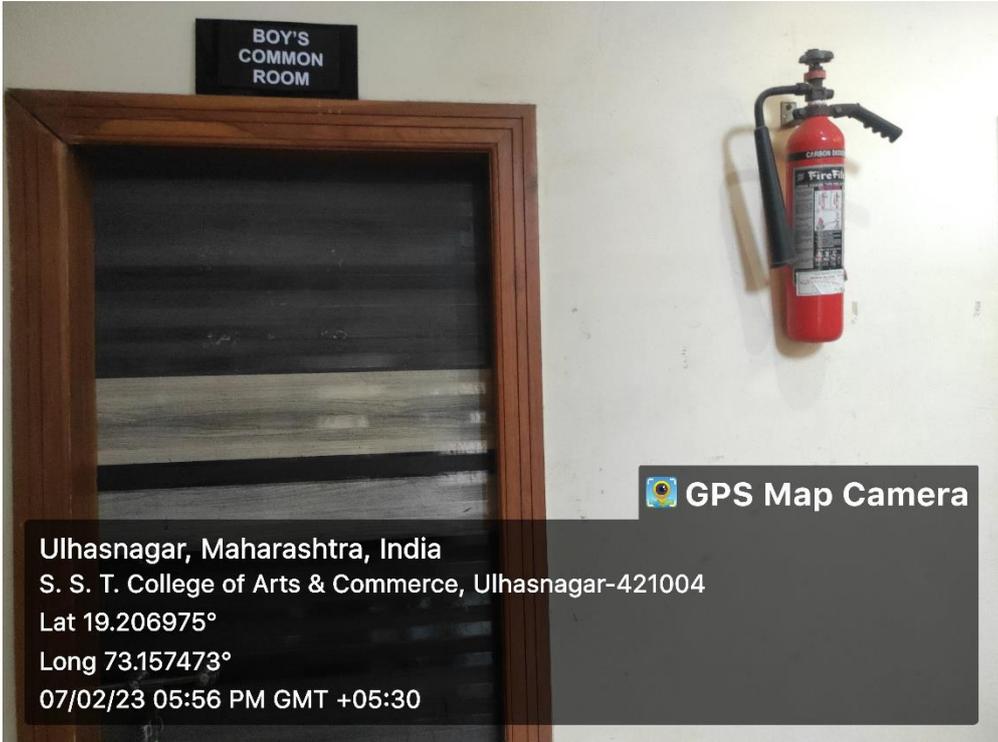
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Counselling



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Common Rooms



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Day Care Centre



Signature
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