



**J D College of Engineering
& Management, Nagpur**

An Autonomous Institute

Education to Eternity

Khandala, Post Valni, Near Hanuman Temple,
Borgaon Fata, Kalmeshwar Road,
Nagpur-441501 (MS)

Internal Quality Assurance Cell (IQAC)

Vision: To enhance quality in all the institutional systems and processes involving all the stakeholders.

Mission: To Design, Develop & Implement the various quality initiatives encompassing Scholastic, Co-Scholastic interventions to achieve excellence in Technical & Management Education.

Gender Audit & Sensitivity Report 2022-23




ACKNOWLEDGEMENT:

Gender Audit at JDCOEM has been a move towards the institute's philosophy of providing equitable opportunities for all the concerned to achieve excellence in the respective domain and at the same time ensuring safe and healthy academic and work ambience for the students, teachers and non teachers. Gender Audit report is an initiative of Internal Quality Assurance Cell of the college. With several deliberations and brainstorming the team could refine the structure of the audit ensuring the outcome of the exercise in fruitful manner.

Under the able leadership of Chairman IQAC, Dr. Shrikant Sonekar, the team could navigate the challenges encountered successfully to present this report. Team IQAC is thankful to the entire management of JDCOEM without whose support this exercise would not have been a reality.

Efforts have been made to cover the significant parameters. We are sure that every passing year, we would be able to refine the Gender Audit to the next level.

Team IQAC



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ABOUT JDCOEM

Pursuing the quest for societal well being through education, the Goyal Group of Industries, the leading manufacturers of industrial additives of announced its arrival into the educational field through JD College of Engineering and Management in the year 2008 as Hindi Linguistic Minority Institution. The college is run by Jaidev Education Society (JES) registered with the competent authority under the Societies Act.

JDCOEM is the name to reckon with for its Student Centric interventions, holistic development powered by strong academic inputs. JD College of Engineering and Management is established with the objective of imparting Quality Engineering and Management Education with the sole motto of making the leaders in chosen disciplines, ready to take on the challenges of world of work effectively and efficiently and addresses the educational and emotional needs of the students which in turn help them to advocate the cause of “Responsible Citizenship” not only at workplace but in all walks of life.

The record breaking placements at JDCOEM stand the institute’s testimony towards complete transformation of the students through slew of scholastic, co scholastic activities.

JDCOEM has been accredited by the National Assessment & Accreditation Council (NAAC) with 'A' grade with a CGPA of 3.16 on a four point scale in September ‘2017. The college has been granted Autonomous status by UGC from the academic session 2019-20.

OUR VISION:

To be a center of excellence imparting professional education satisfying societal and global needs.

OUR MISSION:

Transforming students into lifelong learners through quality teaching, training and exposure to concurrent technologies. Fostering conducive atmosphere for research and development through well equipped laboratories and qualified personnel in collaboration with global organizations

QUALITY POLICY:

We at JDCOEM shall adhere to high Quality Parameters to ensure the effective outcome of various Academic, Curricular and Co-Curricular interventions in learner centric environment through:

- Domain knowledge.
- Strong Industry –Institute Interaction.
- Life Skills.
- Lifelong learning.
- Holistic grooming.



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COURSES OFFERED: UNDER GRADUATE (First Year)

| Sr.No | Name of the course | Intake |
|--------------|---------------------------|---------------|
| 1 | B.Tech CSE | 60 |
| 2 | B.Tech CSE (Data Science) | 60 |
| 3 | B.Tech IT | 60 |
| 4 | B. Tech AI | 60 |
| 5 | B. Tech Civil | 60 |
| 6 | B. Tech Mechanical | 60 |
| 7 | B. Tech ETC | 60 |
| 8 | B. Tech EE | 60 |

POST GRADUATE(First Year):

| Sr.No | Name of the Course | Intake |
|--------------|---------------------------|---------------|
| 1 | M.Tech(EN) | 24 |
| 2 | M.Tech(CSE) | 24 |
| 3 | MBA | 120 |

The admission for all the Under Graduate and Post Graduate Courses are done as per the rules and regulations mandated by the competent state government authority from time to time.



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GENDER AUDIT: CONCEPTUAL BACKGROUND

International Labour Organization has been committed to promoting the fundamental rights of women and men at work. ILO promotes gender equality not only as a basic human right, but also as intrinsic to the goals of decent work, inclusive work environment. Gender equality is fundamental to the ILO's four strategic objectives to achieve decent work for all women and men. These are to: promote and realize standards and fundamental principles and rights at work; create greater opportunities for men and women to secure decent employment and income. Employer forms one of the three constituent to strengthen social dialogue.

A gender audit is a tool to assess and check the institutionalisation of gender equality into organisations, including in their policies, programmes, projects and/or provision of services, structures, proceedings and budgets.

RELEVANCE OF GENDER AUDIT IN HIGHER EDUCATION:

In nation building, education has the key role to play in ensuring equality and justice as mandated in the constitution of India. The changing demographics of the nation and increasing participation of women in the workforce has changed the workplace order. This large scale entry of women in the workplace has called for assessment of the various parameters at the workplace taking into account the presence of women in the Workplace. The government's initiative of Gender Advancement for Transforming Institutions (GATI) under Department of Science & Technology has set the standard for institutions of Higher Learning to ensure supportive and conducive environment at the workplace for the success and progression of women.

Based on the above, IDCOEM conducts its audit with the following objectives:

1. To identify the parameters to create decent work and inclusive environment.
2. To understand the perception of faculty members and students towards workplace/institution.
3. To provide equitable opportunities irrespective of gender to all the concerned.
4. To enhance the contribution of every individual towards the development of the organization and self.

This gender audit aims for the internal analysis of facilities, policies, recruitment process with thrust of Gender Equality. The end result of this exercise would give push for women empowerment at institutional level.

METHODOLOGY:

The gender audit was conducted based on the Gender Integration Framework (GIF) which proposes that transformation can only follow when four organizational dimensions are equipped for gender integration. These four elements are political will, technical capacity, accountability, and organizational culture. Political will constitutes the base of gender audit and is indispensable to promote and make organizational change possible. The other three elements comprise the Political will means the initiatives in which the leadership within the institution at different levels use their branches of the tree and are also required in equal measure to successfully integrate gender, position of power to communicate and demonstrate

their support, leadership, enthusiasm for and commitment to working toward gender equality in the organization.

Technical capabilities means Level of ability, qualifications and skills possessed by an individuals in an organization required to carry out the practical aspects of gender integration for enhanced program quality, and level of institutionalization of gender equitable organizational processes.

Accountability - Mechanisms by which an organization determines the extent to which it is "walking the talk" in terms of integrating gender equality in its programs and organizational structures.

Organizational Culture - Norms, customs, beliefs and codes of behaviour in an organization that support or undermine gender equality - how people relate; what are seen as acceptable ideas; how people are "expected to behave" and what behaviours are rewarded.

Since, the workplace dynamics are changing; it is inevitable that the gender has to be integrated in the external and internal organization structure. This integration will help organization to develop policy framework which male and female will be enabled to contribute towards the meaningful business of the organization.



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GENDER SENSITIVE FEATURES:

Since the inception of the institute in the year 2008, the college management adhered to the principle of equality ensuring that no discrimination is made based on gender, caste, creed or religion. The superiority of merit, talent has been given utmost priority since inception. Neither staff, nor students have experienced any discrimination due to the prevailing policy of merit.

To ensure the governance as mandated by the various regulatory agencies, the college has Internal Complaint Committee which has been replaced by Women Grievance Cell since the implementation of Vishakha Guidelines. The Cell for Grievances against discrimination of SC/ST is there and all the concerned stakeholders are well made aware about the functioning of the cell. Anti Ragging Committee ensures that the campus and hostels are ragging free.

Since the Gender discrimination has been one of the major criterions for institutional governance we have been carrying out the Assessment of the institution from the perspective of developing Women Leadership. The institutional leadership resolved to carry out in-house Gender Audit to formalize “Gender Audit” under Gender Sensitivity Analysis. As the part of the initiative, the stock of the physical facilities was taken, which reveals the actual picture prevailing in the institute.

1. There are adequate toilet blocks in each academic, administrative building on all the floes with adequate water supply and are duly maintained.
2. The female toilets are equipped with sanitary napkin vending machines and incinerators for the proper disposal of sanitary waste.
3. The female students,during induction undergo session for the proper use of the above.
4. There are well equipped girls and boys common room which are supervised by the office of the Dean(Students).
5. The first aid facility is available with all the departments which is being monitored by the Office of Dean(Students).
6. There is active Internal Complaint Committee constituted as per the norms and the composition of the same is displayed at all strategic locations.
7. The Committee for Discrimination against SC/ST, Anti Ragging is functioning in the college. During induction program, the students are informed about the same. The displays of both are installed in academic as well as administrative buildings.
8. The Online Grievance filing mechanism is linked to the website of the college.
9. All the floors of academic and administrative blocks are under CCTV Surveillance.
10. The college has MOU with the leading hospital in the vicinity to ensure timely medical attention in case of emergency.
11. The college has a fleet of buses which ensure the safe commute of students and female teachers. There are faculty bus co-ordinators to take care of discipline and safety of the students during transit.
12. The programs of Gender Sensitization are regularly conducted by Internal Complaint Committee for male as well female students, teachers.
13. Emergency handling committee constituting teachers and students is in place.

GENDER BALANCE WITHIN THE INSTITUTION:

The large scale participation of women in education and thereby in various sectors of the economy certainly make the larger impact on the economy and overall country not only in terms of per capita income but also impacts the social and political fabric of the country. To encourage the participation of women in the main stream society, there are various schemes floated from time to time by state as well as central government. The scholarship schemes of the state government, minority scholarship issued by the central government are instrumental in enhancing the participation of women in professional education which is imparted by the college.

The demographic composition of the students pursuing undergraduate program in engineering shows the male to female ratio of 60 to 40, whereas in PG programs the ratio is 50-50. The social composition of the admitted students reveals that belonging to reserved category is not playing any hindrance in pursuing engineering, management education. The college being situated in Nagpur, the second capital to the state of Maharashtra is the prominent city in Vidarbha Region so attracts the socially challenged students from eastern Vidarbha districts such as Bhandara, Gondia, Chandrapur, Gadchiroli etc on large scale. The students seeking admission for various courses belong to the families of marginal farmers, landless labour, daily wage labourers etc. Being part of economically challenged section of the society has the snowball effect on the overall system. The college has to invest more in terms of efforts and resource to facilitate the seamless adjustment of these students at the workplace.

Since inception, the college has been upholding the principal of providing equal opportunity to the students irrespective of any type of discrimination. The social composition of the student is the testimony of the same.

Gender Balance (Students)(First Year):

| Year | Program | Approved intake | Total admitted | | | |
|---------|----------------------|-----------------|----------------|-------|--------|-------|
| | | | Male | % | Female | % |
| 2018-19 | Under Graduate(Engg) | 540+27(TFWS) | 197 | 65.66 | 103 | 34 |
| | Post Graduate (Engg) | 96 | 08 | 61.53 | 05 | 38.46 |
| | Post Graduate (MBA) | 60 | 28 | 46.66 | 32 | 53.33 |
| 2019-20 | Under Graduate(Engg) | 480+24 | 185 | 67.76 | 88 | 32.23 |
| | Post Graduate (Engg) | 48 | 02 | 15.38 | 11 | 84.61 |
| | Post Graduate (MBA) | 60 | 26 | 43.33 | 34 | 56.66 |
| 2020-21 | Under Graduate(Engg) | 480+24 | 304 | 70.20 | 129 | 29.79 |
| | Post Graduate (Engg) | 48 | 05 | 25 | 15 | 75 |
| | Post Graduate (MBA) | 60+3 | 24 | 38 | 38 | 61.29 |
| 2021-22 | Under Graduate(Engg) | 480+24 | 270 | 73.36 | 98 | 26.63 |
| | Post Graduate (Engg) | 48 | 3 | 33.33 | 6 | 66.66 |
| | Post Graduate (MBA) | 60+3+2 | 35 | 53.84 | 30 | 46.15 |
| 2022-23 | Under Graduate(Engg) | 480+24 | 327 | 65.66 | 171 | 34.33 |
| | Post Graduate (Engg) | 48 | 4 | 44.44 | 5 | 55.55 |
| | Post Graduate (MBA) | 120+6 | 64 | 52.03 | 59 | 47.96 |

Social Composition of the students(First Year):

| Year | Program | No. of students admitted | Category | | | | | | | | | | | |
|-------|------------|--------------------------|----------|----|----|---|-----|----|-----|----|-------|----|------|----|
| | | | SC | | ST | | OBC | | SBC | | VJ/NT | | OPEN | |
| | | | M | F | M | F | M | F | M | F | M | F | M | F |
| 18-19 | UG | 300 | 66 | 49 | 10 | 5 | 71 | 22 | 9 | 11 | 21 | 7 | 20 | 9 |
| | PG(M.Tech) | 13 | 5 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 2 |
| | PG(MBA) | 60 | 15 | 14 | 0 | 2 | 7 | 8 | 1 | 3 | 1 | 3 | 4 | 2 |
| 19-20 | UG | 273 | 47 | 35 | 4 | 3 | 76 | 32 | 8 | 3 | 17 | 9 | 33 | 6 |
| | PG(M.Tech) | 13 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| | PG(MBA) | 60 | 10 | 11 | 0 | 0 | 5 | 7 | 2 | 7 | 2 | 2 | 7 | 7 |
| 20-21 | UG | 433 | 91 | 49 | 5 | 0 | 107 | 31 | 16 | 20 | 11 | 8 | 62 | 19 |
| | PG(M.Tech) | 20 | 3 | 8 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 6 |
| | PG(MBA) | 62 | 10 | 19 | 0 | 1 | 5 | 5 | 1 | 5 | 2 | 1 | 6 | 7 |
| 21-22 | UG | 398 | 93 | 26 | 8 | 1 | 67 | 26 | 16 | 8 | 11 | 1 | 63 | 32 |
| | PG(M.Tech) | 9 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| | PG(MBA) | 60 | 8 | 11 | 2 | 0 | 11 | 9 | 2 | 5 | 2 | 2 | 5 | 3 |
| 22-23 | UG | 498 | 79 | 50 | 3 | 4 | 147 | 69 | 22 | 13 | 19 | 16 | 57 | 19 |
| | PG(M.Tech) | 9 | 3 | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| | PG(MBA) | 123 | 18 | 32 | 0 | 2 | 15 | 6 | 5 | 8 | 7 | 12 | 16 | 6 |

The visionary management of the college believes in providing opportunity for the merit. All the policies regarding career advancement, promotion etc includes merit of the candidate apart from the academic credentials.

Gender Balance amongst Employees: (Academic Departments)

| Department | Role/Position | Female | Male | Total | % of female |
|------------|---------------|--------|------|-------|-------------|
| CSE | Teaching | 12 | 08 | 20 | 60% |
| | Non Teaching | 04 | 04 | 08 | 50% |
| ETC | Teaching | 07 | 16 | 23 | 30.43% |
| | Non teaching | 05 | 04 | 09 | 55.55% |
| Electrical | Teaching | 06 | 10 | 16 | 37.50% |
| | Non Teaching | 06 | 04 | 10 | 60% |
| Mechanical | Teaching | 02 | 25 | 27 | 7.40% |
| | Non teaching | 03 | 04 | 07 | 42.85% |
| Civil | Teaching | 06 | 10 | 16 | 37.50% |
| | Non Teaching | 03 | 02 | 05 | 60% |
| MBA | Teaching | 07 | 06 | 13 | 53.84% |
| | Non teaching | 03 | 00 | 03 | 100% |

| | | | | | |
|-----------------------------|--------------|----|----|----|--------|
| Basic Sciences & Humanities | Teaching | 03 | 03 | 06 | 50% |
| | Non teaching | 02 | 03 | 05 | 40% |
| IT | Teaching | 05 | 09 | 14 | 35.71% |
| | Non teaching | 04 | 04 | 08 | 50% |
| AI | Teaching | 06 | 03 | 09 | 66.66% |
| | Non teaching | 02 | 03 | 05 | 40% |
| EN | Teaching | 02 | 01 | 03 | 66.66% |
| | Non teaching | | | | |

Gender Balance amongst Employees: (Administrative Departments)

| Department | Role/Position | Female | Male | Total | % of female |
|-----------------|---|--------|------|-------|-------------|
| Accounts | Accounts Officer | | 01 | 01 | |
| | Dy Acts Officer | | 01 | 01 | |
| | Accounts Clerk | 01 | 01 | 02 | 50% |
| Student Section | Asst.Registrar | - | 01 | 01 | |
| | Scholarship Clerk | 02 | 01 | 03 | 66.66% |
| | Student Clerk | 02 | 01 | 03 | 66.66% |
| Maintenance | Overall Maintenance Incharge | - | 01 | 01 | |
| | Electrical I/C | | 01 | 01 | |
| | Civil Construction | | 01 | 01 | |
| | Others(Security, cleaning, gardening, Drivers | 11 | 18 | 29 | 37.93% |
| | | | 27 | | |
| Estt. Section | Store I/C | 00 | 01 | 01 | |
| | Admn. Officer | 01 | 00 | 01 | 100 |
| | Peon | 00 | 03 | 03 | |
| Library | Librarian | 01 | 00 | 01 | 100 |
| | Library assistant | 01 | 00 | 01 | 100 |
| | Peon | 00 | 01 | 01 | |
| Transportation | Supervisor | 00 | 01 | 01 | |

Women leadership in the institution:

Gender Balance amongst Employees: (Administrative Departments)

| S.No. | Name of the faculty | Department | Academic Designation/Position | Other Positions |
|-------|------------------------|-----------------------------|---------------------------------------|---|
| 1 | Dr.Ujwala Dange | MBA | HoD, Dean(APD), Member (Acad.Council) | Co-ordinator(IQAC), (ARIIA), (NIRF), (Grants & Consultancy), (SOP), (Social Media), Chairman(ICC), |
| 2 | Dr.Namrata Pradhnyakar | Basic Sciences & Humanities | Dean(Students), Member BOS | In charge (IIC), Co-ordinator (Anti Ragging Committee), (Sports), (Counseling), (DAC), Member(ICC), |

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| | | | | |
|----|------------------------|--------------------|--|---|
| | | | | IQAC), |
| 3 | Dr. Supriya Sawwashere | CSE | HoD, Chairman (BOS), Member (Acad Council) | Member (IQAC), Website In charge |
| 4 | Mrs. Gayatri Padole | ETC | HoD, Chairman(BOS), Member (Acad Council) | Member (IQAC) |
| 5 | Dr. Vaishanvi Dhok | EE | HOD, Chairman (BOS), Member (Acad Council) | Co-incharge (ARIIA) |
| 6 | Mrs. Atika Ingole | Civil | HOD, Chairman (BOS), Member (Acad. Council) | Member (IQAC) |
| 7 | Ms. Jolly Nikhade | CSE (Data Science) | Member BoS | M. Tech Coordinator |
| 8 | Ms. Tejaswini Junghare | Civil | Member BoS | Equivalence & Absorption Committee |
| 9 | Dr. Parvin Shaikh | MBA | Academic Coordinator | Coordinator Finance Committee |
| 10 | Ms. Akanksha Sontakke | ETC | Member BoS, | M. Tech Coordinator |
| 11 | Ms. Bhagyashree Madan | CSE (Data Science) | Member BoS, Academic Coordinator | |
| 12 | Dr. Mamta Takalkhede | CSE | Member BoS | In charge Rotaract |
| 13 | Dr. Bhavana Ilamkar | CSE | Member BoS | In charge Grievance Committee for prevention of atrocities against SC/ST |

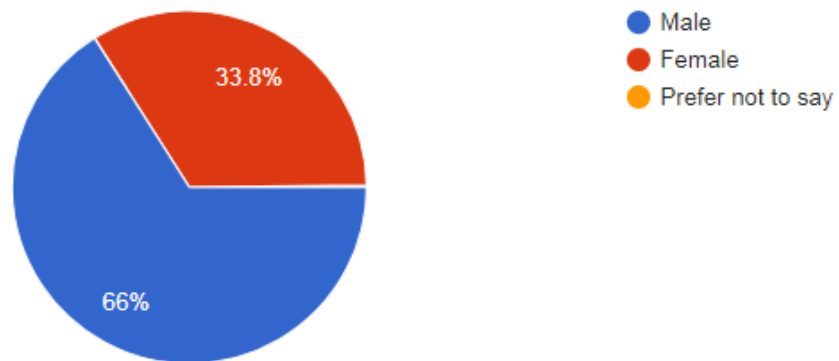


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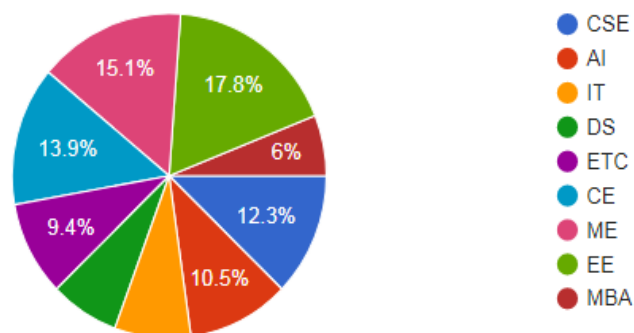
GLIMPSES OF GENDER PERCEPTION AMONG STUDENTS:

Gender distribution of respondents



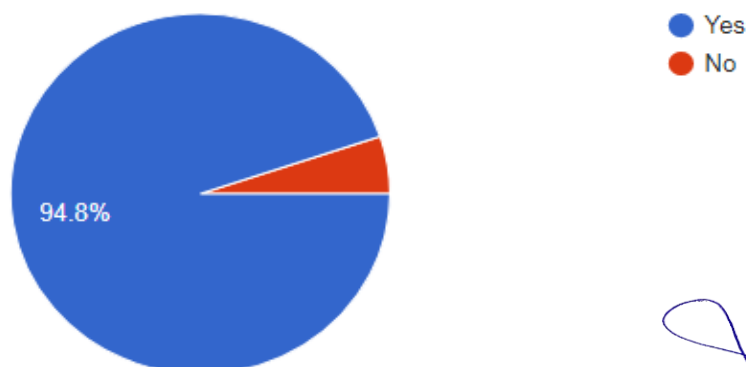
Out of the 562 responses received, 66% are male respondents and 33.8% are female respondents.

Branch wise responses:



Gender equality imparted in curriculum:

1. Have you been taught Universal Human Values, entrepreneurship Development with topics on Women Entrepreneurship, Equality etc?

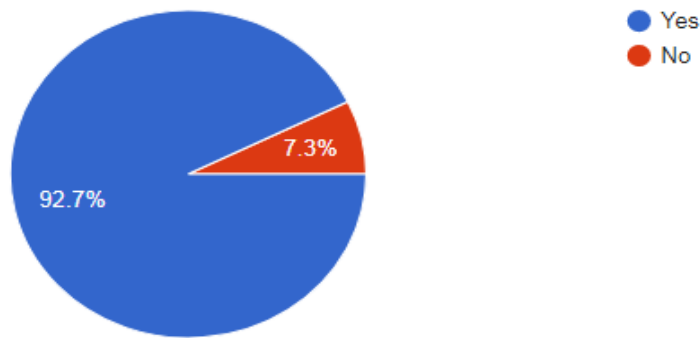


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94.8% of the respondents agree that they have been exposed to courses on Universal Human Values with thrust on gender equality and women entrepreneurship.

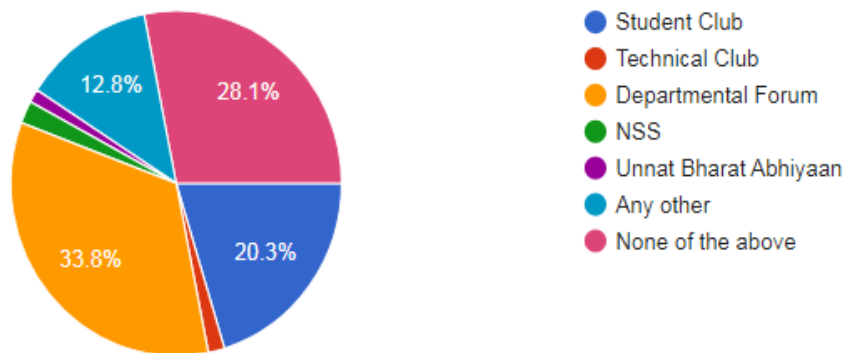
Participation in activities:

2. Are you encouraged to participate in Inter College activities such as Seminars, Conferences, Workshops, and Competitions etc?




Since the outcome of the programs opted by the students mandates to develop attributes such as team building, decision making, the students are encouraged to participate in curricular and co-curricular activities within and outside the college from time to time. 92.7% responded that they have always been encouraged to participate in such events from time to time.

3. Are you associated with the following activities in the college?

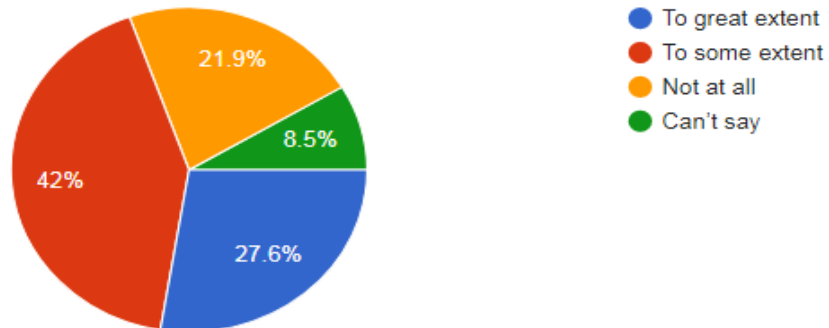


To instil socially responsible behaviour and maintain strong connect with the reality, there are 18 plus student clubs offering diverse platforms ranging from Arts to Technology enabling and empowering students develop various skills and pursue various interests. It has been found that 72% of the students are involved in some or the other activities at the college level.


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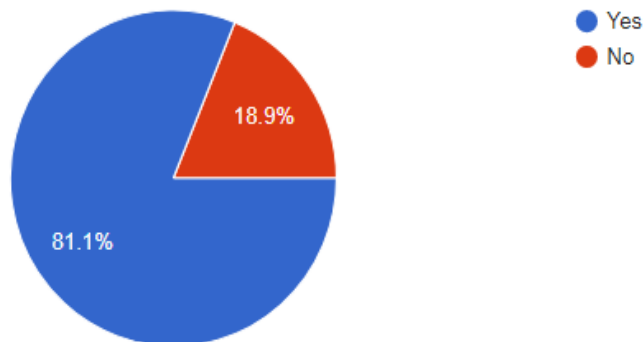
Availability of the common facilities:

4. Wash Rooms and Common Room areas are adequately equipped with necessary facilities for male and female students.

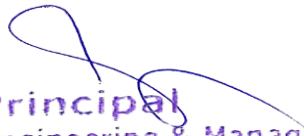


The adequacy of wash room, common rooms has been reiterated by 27.6% of the students whereas 42% have stated that the facilities are available to some extent. In all the academic, administrative and canteen blocks the male and female wash rooms are there and common room for boys and girls are available in the designated academic block.

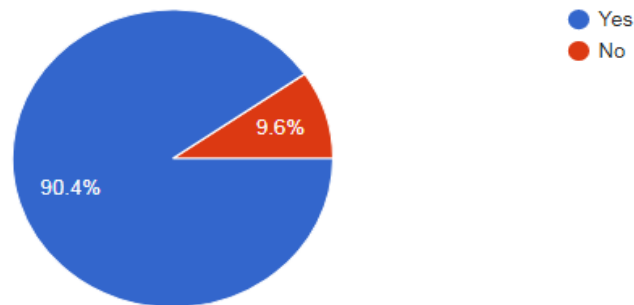
5. Are you aware about the existence of Internal Complaint Committee, Cell for SC/ST students, Anti ragging Committee, Prevention of Sexual Harassment Committee in the college?



81.1% of the respondents are aware about the existence of Internal Complaint Committee, grievance cell, cell against discrimination of SC/ST students, Anti ragging committee, Prevention of sexual harassment committee in the college etc. There are displays of the same in corridors, lobbies etc.

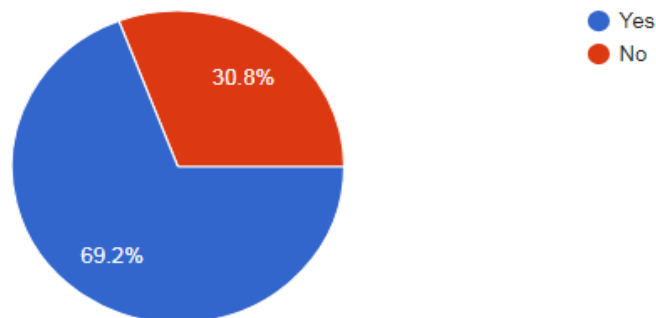

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6. Do you feel male & female students are treated equally in your Department/course?



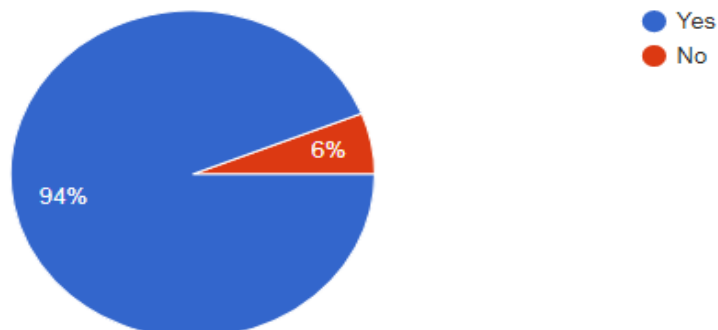
90.4% of the students have responded that male and female students are treated equally in the departments in the respective branches.

7. Did you feel that gender sensitivity exists in the behavior of teachers in the college?




69.2% of the respondents have stated that teachers exhibit gender sensitivity while dealing with the students.

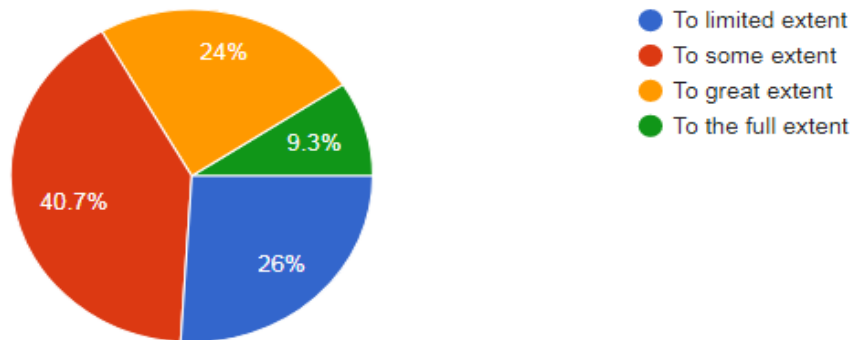
8. Do you think college campus is safe?



94% of the respondents have agreed about the safety in the campus.

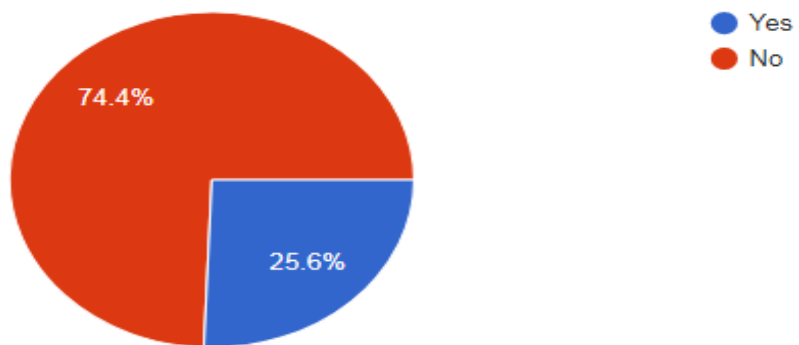

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9. Do you think that college takes proactive efforts in implementing gender equality initiative?



40.7% of the respondents agree that college takes proactive measures in implementing gender equality initiative to some extent, 24% express it is to great extent, and 9.3% agree that the efforts are to full extent.

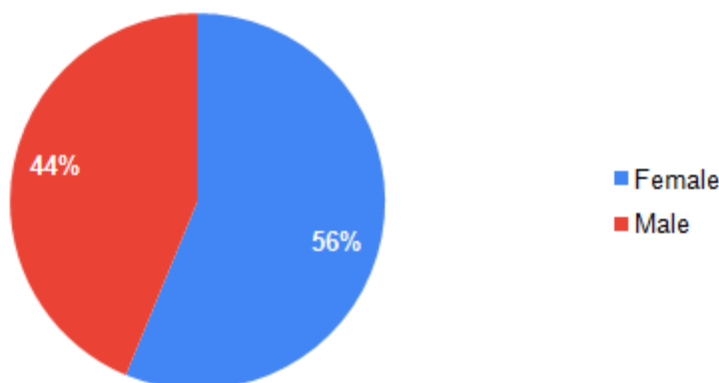
10. Have you felt discriminated in the college due to your gender?



74.4% of the students have expressed that there is no discrimination in the college based on gender.

FACULTY PERCEPTION:

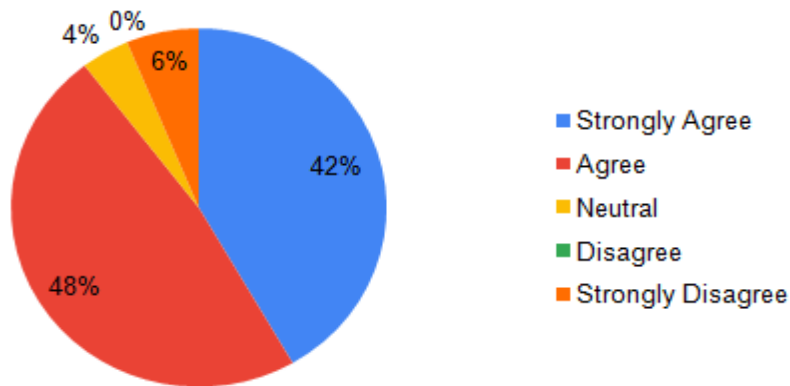
Demographic features:



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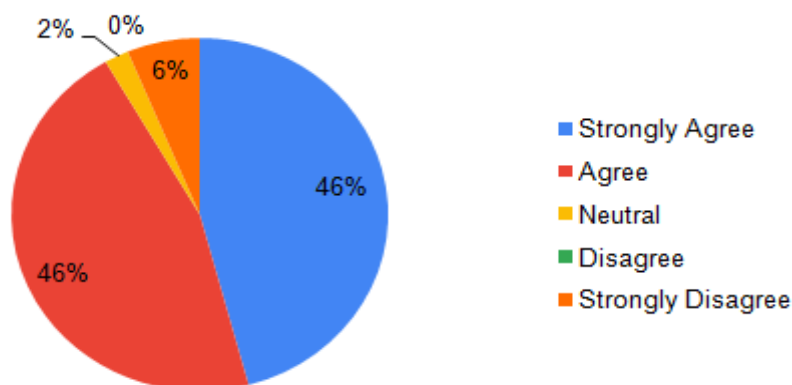
56% of the respondents are female, whereas, 44% are male faculties.

1. Gender equality is accepted to be an important value in the college



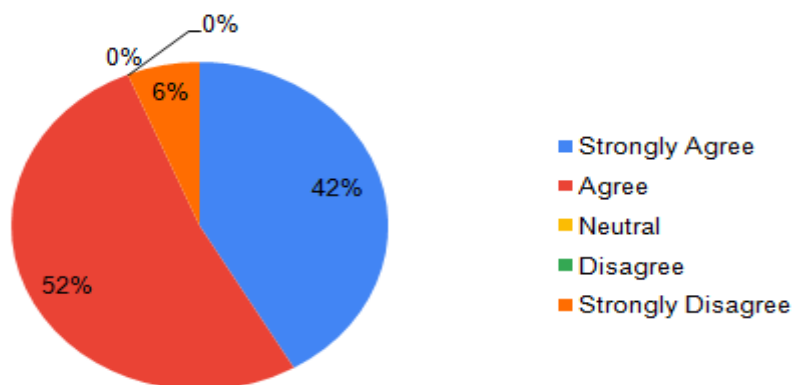
90% of the respondents agree that Gender equality is accepted to be an important value in the college.


2. Leadership in the college treats male & female employees equally



92% of the respondents agree that Leadership in the college treats male & female employees equally

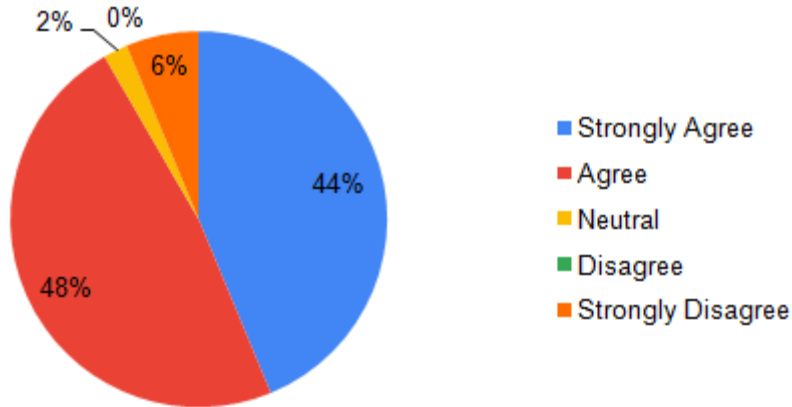
3. College's HR Policy promotes gender equality




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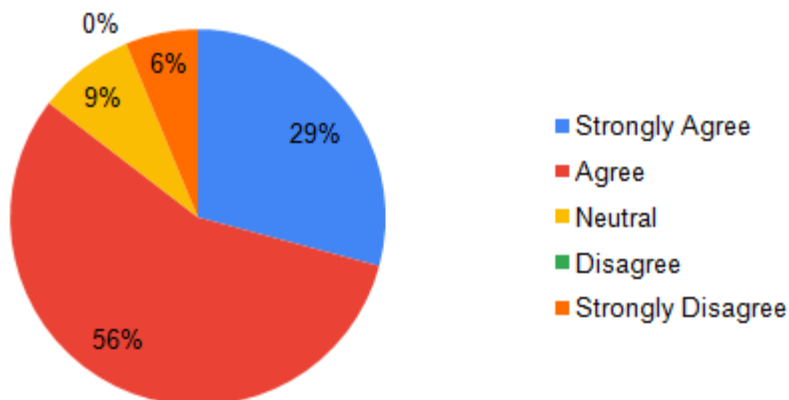
94% of the respondents are of the opinion that College's HR Policy promotes gender equality

4. Equal recruitment opportunities are provided for both men & women.



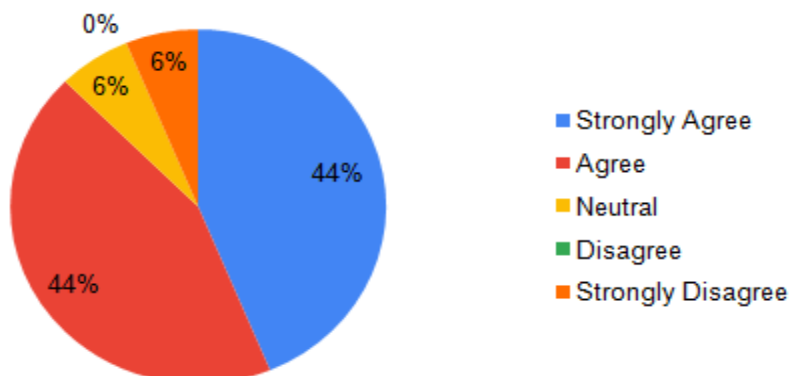
44% of the respondents strongly agree, whereas 48% agree to equal recruitment opportunities being provided for both men & women.

5. College undertakes efforts to improve Gender Ratio across all the departments



29% strongly agree, whereas 56% agree that College undertakes efforts to improve Gender Ratio across all the departments.

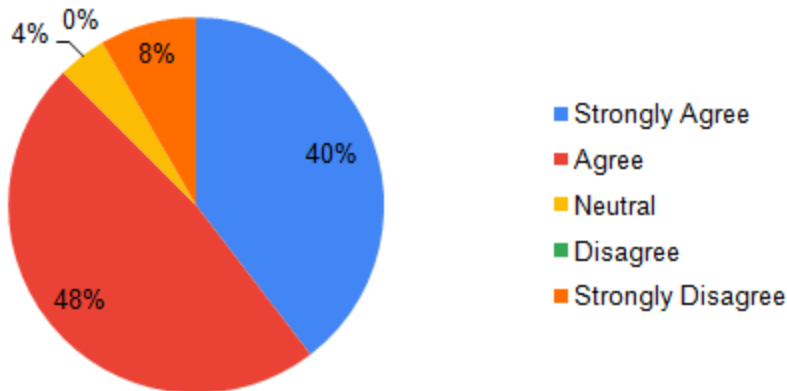
6. Various roles and responsibilities, positions are assigned irrespective of gender



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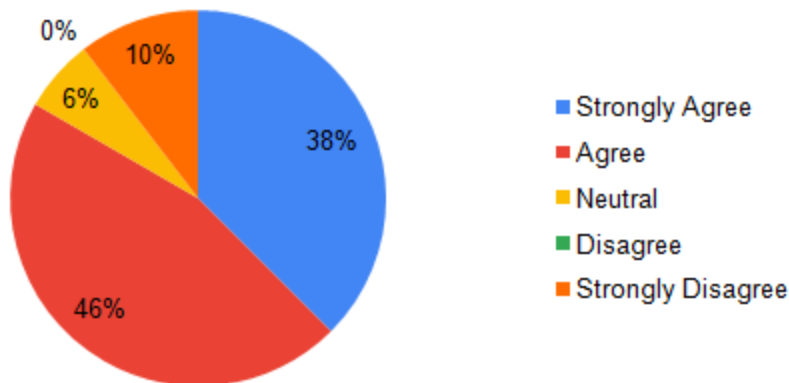
44% strongly agree, whereas 44% agree that Various roles and responsibilities, positions are assigned irrespective of gender.

7. Performance appraisal system is fair & free from gender bias.



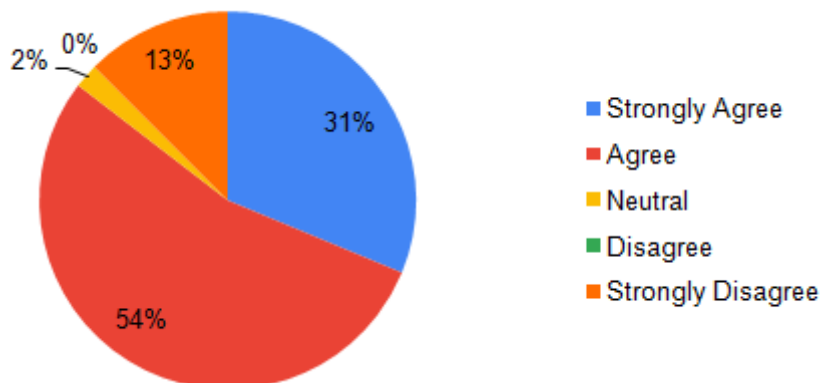
88% of the respondents are of the opinion that Performance appraisal system is fair & free from gender bias.

8. Opportunities are provided to undertake challenging jobs, irrespective of gender



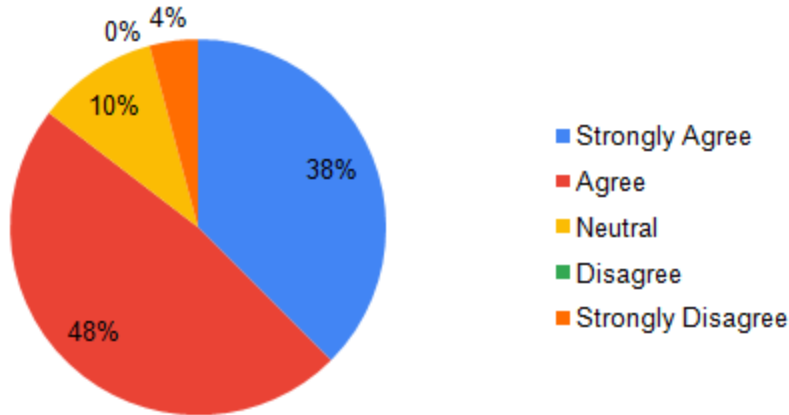
84% of the respondents agree that Opportunities are provided to undertake challenging jobs, irrespective of gender.

9. Gender is not considered as an obstacle in career growth.



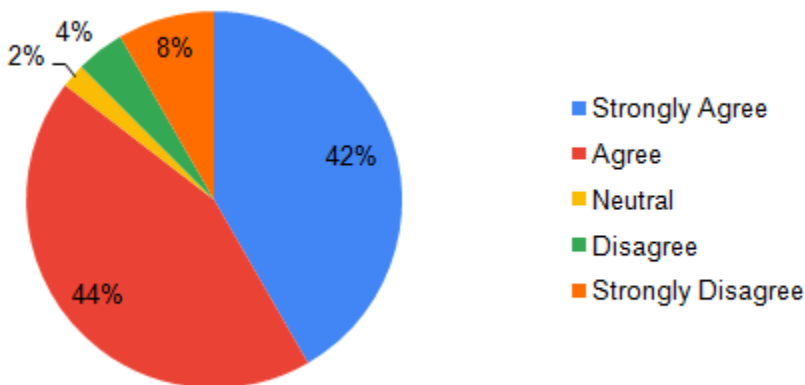
85% of the respondents agree that Gender is not considered as an obstacle in career growth.

10. The college takes into account the workplace needs of male and female employees.



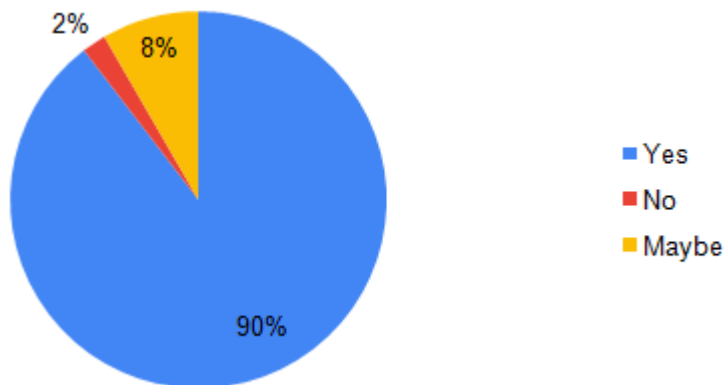
86% of the respondents agree that college takes into account the workplace needs of male and female employees.

11. Wash Rooms and Common Room areas adequately equipped with necessary facilities for male and female staff



86% of the respondents agree that Wash Rooms and Common Room areas adequately equipped with necessary facilities for male and female staff.

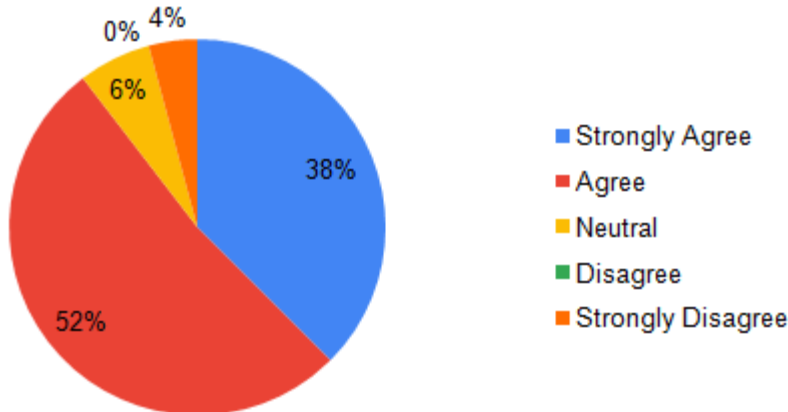
12. Wellness Center in the college is accessible to all.



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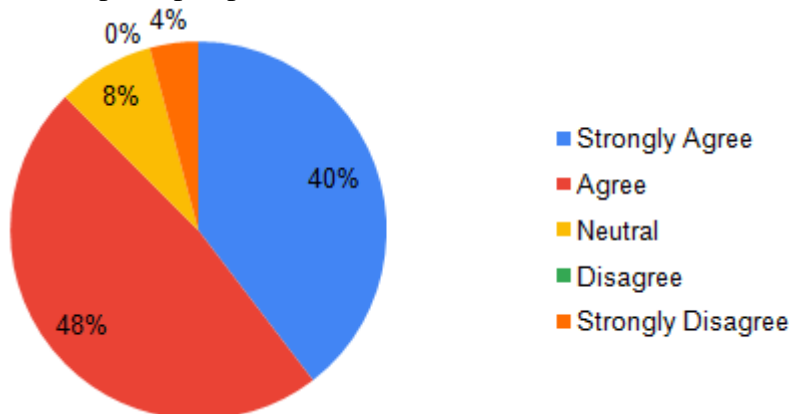
90% of the respondents agree that Wellness Center in the college is accessible to all.

13. College has adequate mechanisms to address grievances



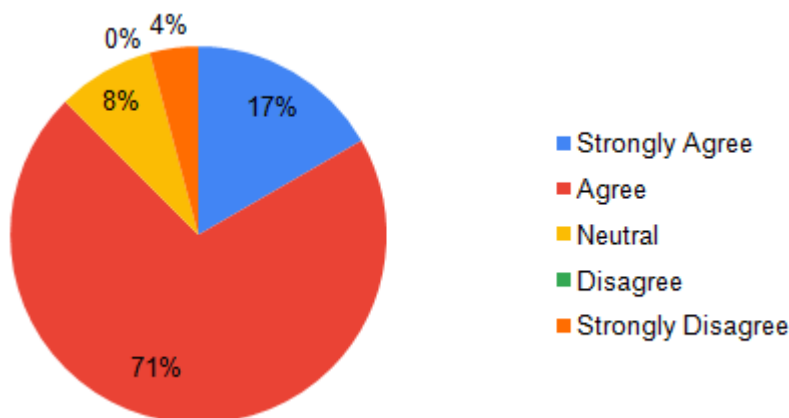
38% respondents strongly agree and 52% agree that College has adequate mechanisms to address grievances.

14. I am aware about Internal Complaint Committee (ICC) and its role and relevance from the workplace perspective



88% of the respondents agree that they are aware about Internal Complaint Committee (ICC) and its role and relevance from the workplace perspective.

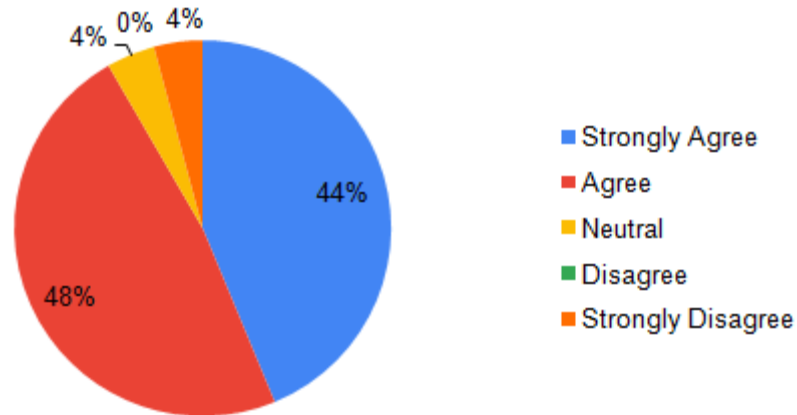
15. Grievance redressal machinery is easily accessible



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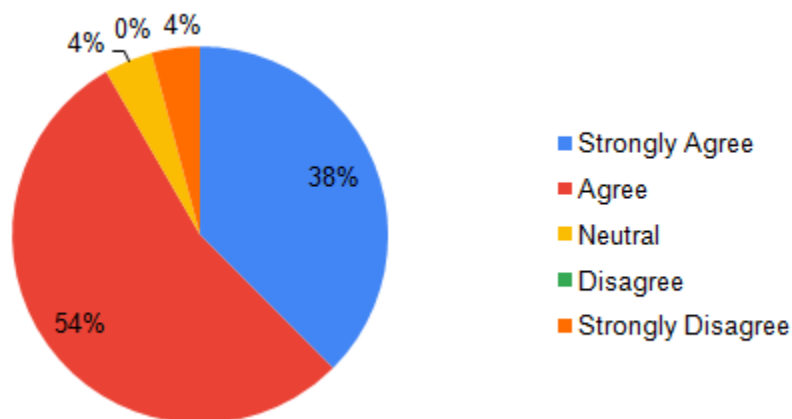
77% of the respondents agree that Grievance redressal machinery is easily accessible, whereas 17% strongly agree to the same.

16. My opinions are taken seriously in the workplace, irrespective of my gender



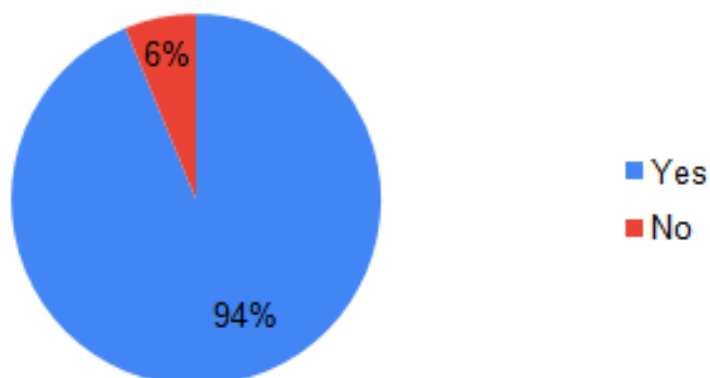
44% respondents strongly agree and 48% agree that their opinions are taken seriously in the workplace, irrespective of their gender.

17. I can comfortably express myself; irrespective of my gender



54% agree and 38% strongly agree that they can comfortably express themselves, irrespective of their gender.

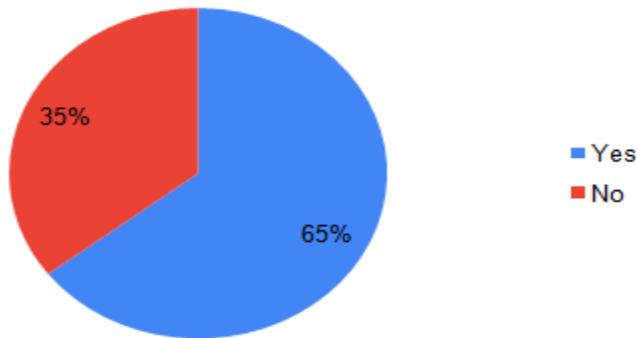
18. Any of the subjects such as Entrepreneurship Development, Universal Human Values etc have Women related courses/topics introduced in curriculum?



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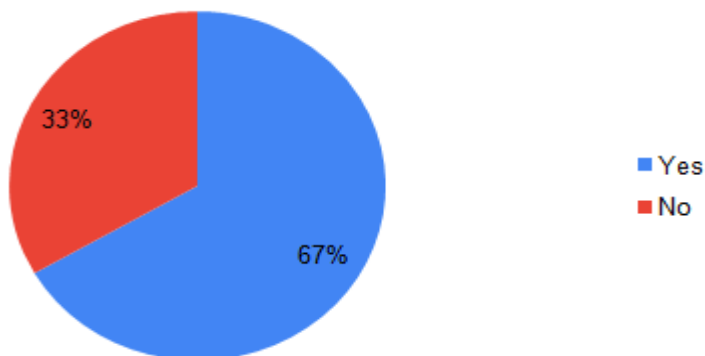
94% of the respondents agree that subjects like Entrepreneurship Development, Universal Human Values etc have Women related courses/topics introduced in curriculum.

19. Have you been member of various committees such as (Board of Studies, and other college level committees) during the year 2022-23?



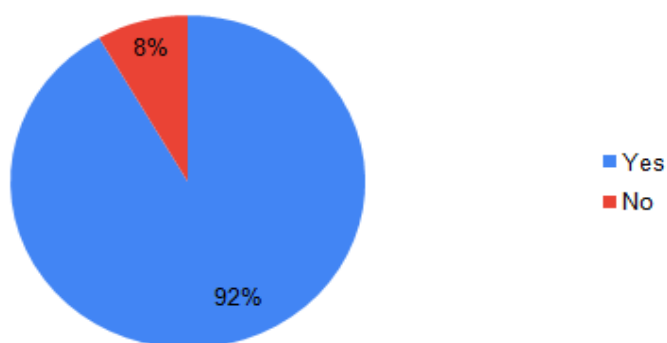
65% of the respondents have been members of some or the other committee in the college during the year 2022-23.

20. Have you been given opportunities to be the part of organizing team of any international, national conference, summit, seminar etc during 22-23?



67% of the respondents emphasized that they have been given opportunities to be the part of organizing team of any international, national conference, summit, seminar etc during the year.

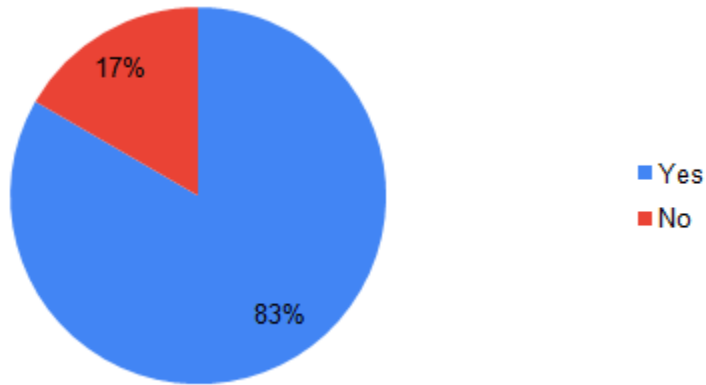
21. Have you attended/participated conferences, seminars, workshops, faculty development prog,STTP etc?



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92% of the respondents agree that they have attended/participated in conferences, seminars, workshops, faculty development prog,STTP etc

22. Have your work/contribution been recognized at the college level during the year 2022-23?



83% of the respondents agree that their work/contribution has been recognized at the college level.

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GENDER SENSITIZATION INITIATIVES:

Gender Sensitivity is about changing behaviour, perception and attitude towards own gender and respect the other genders upholding the cause of humanity. From times immemorial there are evidences and instances emphasizing upon the importance of Gender Sensitivity and the respect to be shown towards all the genders. Gender sensitivity is relevant across the globe. The campuses need to be Gender Sensitive so that the future citizens are empathetic towards other genders and respect the existence of every gender. Campuses are the learning grounds which are responsible for inculcating right perspectives, values, ethics and attitude amongst the students. Through various curricular, co-curricular and extracurricular interventions, gender sensitivity can be imbibed upon the impressionable minds in the college.

We at JDCOEM undertake host of initiatives towards Gender Sensitization of the students and faculties:

1. Induction program: During the induction of students in the first year, the sessions on gender sensitivity are engaged. The students are taught the relevance of mannerisms, empathy towards other gender, common behavioural mistakes to be averted etc.
2. Kaushalya Initiative: Under this initiative round the year the students are sensitized on gender equality, dangers of female foeticide, Drug abuse and its impact on family and thereby social life. Street plays, flash mobs are conducted by various student clubs to depict the grave social issues related to gender sensitivity.
3. Ladies Club: Under the Sashakat program of Ladies club, the workshops on Self Defence, Menstrual Hygiene, Gynaecological, Health, Food and Nutrition etc are conducted for female students. Whereas the male students are also made aware about the relevance of good health, health check-up camps etc. Such activities help male students to inculcate healthy thought process which respects the other gender.
4. Internal Complaint Committee: ICC is functional as per Vishakha Guidelines in the college. All the male and female teachers as well as students are made aware about role and relevance of ICC in the college. At all strategic location, the ICC hoardings are displayed stating the procedure to lodge the complaint, grievance redressal process and the details of office bearers.
5. Compulsory Course on Universal Human Values: To imbibe upon tolerance, empathy, the students have to undergo compulsory courses on Universal Human Values Part I during their induction and have to complete 20 Hours comprising 3 credit courses during third semester. The course helps students to help the student to see the need for developing a holistic perspective of life. To sensitize the student about the scope of life – individual, family, society and nature/existence. Strengthening self-reflection. To develop more confidence and commitment to understand, learn and act accordingly.
6. Grievance Cell: Apart from Internal Complaint Committee, the grievance cell at the college redresses the various grievances of teachers and students which may be beyond the academic interest.
7. Cell for SC/ST discrimination: To ensure the fair and transparent work place devoid of any bias or prejudices, the cell for prevention against SC/ST students in formed

which ensures the fair treatment to all the concerned. The students are made aware about this cell from time to time.

8. Anti Ragging Committee: To ensure the open and free academic environment ragging in any form is strictly banned in the college as well as hostels. The relevant sensitization initiatives are taken for the students during the commencement of the session.
9. Mentor-Mentee: To help the junior students to assimilate in the new surroundings and excel in all aspects of curricular and c-curricular activities, the experience sharing session is engaged by the selected senior students who are drawn from academics, student clubs etc. This gives the platform to establish the fruitful dialogue with the both in very congenial atmosphere.
10. Sports activities: “Healthy mind in healthy body”. To prove the efficacy of the same, the sports meet for teachers and students are organized annually. The students are allotted specific slots for sports activities every week.
11. Annual Cultural Festival: Annual Cultural Meet “Vibrance” is organized which enables teachers and students to showcase their talent in very congenial and healthy environment. The male and female students are encouraged to share the stage for various cultural events, thus promoting healthy co-existence of the both the genders.

The college is proactive in ensuring that the academic environment is free from bias of any sort enabling people to explore and excel in given pursuits.



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BEST PRACTICES & WAY FORWARD:

The participation of women has increased in the workforce by manifold. This participation has been routed through more and more access to educational opportunities for women across all the spheres of the economy. This has challenged the prevailing age old conventions in the society. Various schemes and policies have been in place so as to ensure the proper adjustment of both the genders at the workplaces, educational institutions etc. The shocking headlines on the front pages of the newspaper regarding assaults and harassment of women are disturbing indeed and prove the urgent need for proper interventions in the form of awareness, sensitization about accepting females at positions at the workplace in all sectors as well as educational premises across the country.

Moreover owing to compulsion of situation, the interaction amongst male and female have increased in all spheres. Moreover the massive use of social media has made the interaction possible 24*7. With so much access to information and interaction, the need to create gender sensitivity has become inevitable.

The gender audit at JDCOEM has highlighted that the JDCOEM policies respect gender sensitivity in all academic and administrative processes. The interaction and feedback from the stakeholders reaffirm the same. They have observed and experienced Gender Sensitivity irrespective of caste, creed, religion, linguistic differences etc. Moreover, the concerned students, teachers, non teaching staff and other administrative staff have proudly stated that discrimination of any sort is not done in the premises. In the wake of the Gender Sensitivity Audit, the following Best Prevailing practices have come to the fore:

1. The student section has maintained up-to-date record showing the segregated count of male and female students' year on year basis based on their category, native etc.
2. The college has provided support towards gender sensitization initiatives which includes hosts of curricular, co-curricular and extracurricular initiatives throughout the year.
3. Internal complaint committee ensures the sensitization of newly inducted students and faculty members from time to time.
4. All religious festivals have the due place on the social media handles of the college.
5. The students are sensitized on various social issues through regular sharing of "Sanskar" videos amongst all students. The evaluation record of the all the videos are duly maintained by the concerned.
6. The perception of the students has revealed that the overall environment in the college is free from gender bias and conducive for self development.
7. The college has pro actively taken up the cause of "Well Being", the footfalls in the wellness centre of the college emphasizes the college's commitment towards holistic well being of one and all.
8. The functioning of Teacher-Guardian scheme has helped college to connect with the parents effectively as the parents are major stakeholders.
9. The presence of Mentor Mentee scheme has been helping junior students towards seamless progression of their educational and career goals.
10. Student clubs in the college provide the hosts of opportunities to the students to explore their latent potential and develop new talent.

11. The technical societies and the departmental forums have been providing platform for the students to enhance their technical skills and leadership abilities.
12. There are adequate display boards stating Anti Ragging Committee, Emergency handling committee, Internal Complaint Committee, Local Police station contact details at all strategic locations in the college.
13. All the administrative processes are student centric.
14. The teaching staff, HoDs and other Officials are accessible to the students. Class wise student teacher group have made the seamless communication possible.
15. Adequate physical facilities are there in terms of wash rooms, common rooms for male and female students and staff as well.
16. Female wash rooms are equipped with sanitary napkin vending machines and incinerators
17. Well managed transportation facilities are available for students, female staff and few non teaching staff through the fleet of college owned buses.
18. Health Check camp is conducted every year for the students and teachers and other administrative staff.

SUGGESTIONS:

1. Gender concerns may be included in all policies and programs.
2. Gender balance in recruitment may be focused upon as in few administrative departments; there is no representation of females.
3. IQAC at central level has further scope in initiating more gender sensitization and the related issues.
4. The audit may also encompass the non teaching staff under its purview.



IQAC-Coordinator

Co-Ordinator
IQAC
JDCOEM, Nagpur



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