



Maharashtriya Mandal's  
Chandrashkehar Agashe College of Physical  
Education, Pune

Gender Audit Report

2021

Prepared by  
Gender Team  
MMCACPE, Pune

## Preface

Gender and sexual orientation uniformity isn't just a major common freedom, yet a vital establishment for a quiet, prosperous and economical world.

There has been progress in the course of the last many years: More young ladies will school, less young ladies are constrained into early marriage, more ladies are serving in parliament and places of administration, and laws are being improved to propel sex uniformity.

Notwithstanding these additions, many difficulties stay: biased laws and accepted practices stay inescapable, ladies keep on being underrepresented at all degrees of political initiative, and 1 out of 5 ladies and young ladies between the ages of 15 and 49 report encountering physical or sexual brutality by a personal accomplice inside a year time span.

(<https://www.un.org/sustainabledevelopment/gender-equality/>)

### What is Gender equality?

Equality between women and men (gender equality): refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

(<https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>)

Gender Equality is an issue spread globally. We, at MMCACPE, prioritize discussions and actions on women's equal rights and opportunities. Through our programs and activities, we strive to bring the genders at par and increase awareness about gender issues. This environment has helped in going beyond the stereotypes and conventions of the gender roles. To ascertain and validate this, the college has initiated the gender audit process. The gender audit was completed systematically in a phased manner and the data analyzed is presented in this report.

**Ms Aditi Buwa**  
GA Team Member

**Dr Shrikant Mahadik**  
GA Team Member

**Shraddha Naik PhD**  
GA Team Member

### *MMCACPE- About us*

Maharashtriyā Mandal, Pune, established in 1924 by the Late Shri. Shivarampant Damle was the first step towards achieving the larger goal envisaged by him for youth in the state of Maharashtra. This goal was to nurture the youth to become physically and mentally healthy, strong, motivated, spirited and addiction-free. Further development of the youth into self-righteous and proud citizens of India was foreseen as a logical conclusion of the primary goal. To achieve this, it was imperative to create facilities dedicated and committed to teach and groom younger minds in mental and physical studies.

The idea of setting up a college for physical education was born and government permission for this establishment was also obtained in 1932. However, it took 45 long years before the college was finally established in 1977. During the interim period of these forty-five years, the Mandal offered its services in preparing physically fit youth in various capacities. It offered free training to school going children to get physically fit in pre and post-independence years. In the calling for the armed recruits in India's participation for World War II, the Mandal trained people for receiving short commission. It also held special coaching classes for NDA entrance exams.

Between 1963 and 1970, the Mandal also set up various schools like the Seth Dagduram Katariya English Medium High School, the Pune Vyayam Shala, Smt. Indirabai Karandikar English Medium School, Maharashtra Mandal Marathi Medium School and Capt. Shivarampant Damle Marathi Medium School. The sheer grit and dedication of the Late Shri. Shivarampant Damle finally bore fruits when the Government finally allotted the Mandal with 32 acres of land.

Chandrashekhar Agashe College of Physical Education (CACPE), named after the late founder of the Brihan Maharashtra Sugar Syndicate, came into being in July 1977 at Gultekdi, Pune. Today the College is a name to reckon with in the field of physical education and boasts of an infrastructure and standard of education which is one of the best in the country. Chandrashekhar Agashe College of Physical Education is affiliated to the Savitribai Phule Pune University, is reaccredited by NAAC and is recognized as a Research Centre in physical education. It offers a range of Bachelor's and Master's Courses in physical education as also an M.Phil course. It is spread over a sprawling area of 32 acres of land, has the requisite infrastructure and facilities and vast play fields and tracks. All the modern administrative facilities are housed in suitable buildings. The college also has its own hostel and mess facilities. CACPE is a centre for quality physical education, one of its kind, known and recognized widely across the state of Maharashtra and the country.

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### Vision

*Social Transformation through Health, Physical Education and Sports.*

### दृष्टिलक्ष्य

*आरोग्य शारीरिक शिक्षण आणि क्रीडा याद्वारे समाजपरिवर्तन*

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### Mission

*The Mission of the College is to develop sensitive human resource catering health, physical education and sports in transforming society through service, innovative strategies, academic programs and cutting edge research and also to lead the community in creating knowledge about health, physical education and sports.*

### कार्यव्रत

*आरोग्य शारीरिक शिक्षण आणि क्रीडा यांतील सेवा, नावीन्यपूर्ण धोरणे, शैक्षणिक कार्यक्रम आणि अत्याधुनिक संशोधन याद्वारे समाजपरिवर्तन घडविण्यासाठी संवेदनशील मनुष्यबळ विकसित करणे आणि त्याचबरोबर आरोग्य शारीरिक शिक्षण आणि क्रीडा याविषयी ज्ञान निर्मितीसाठी समाजामध्ये*

### पुढाकार घेणे.

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### Objectives

- # To develop highly qualified human resource in the field of Health, Physical Education and Sports that will be proactive and accountable to the complete transformation of the discipline*
  - # To equip the potential educator to become involved citizens*
  - # To design the most relevant academic programs which inculcate social responsibilities amongst students and provide entrepreneurship opportunities*
  - # To develop research culture by establishing a functional research and innovation cell.*
  - # To design and organize professional development programs catering to needs of all the stakeholders*
  - # To provide mentorship, skill development opportunities to the in-house faculties and staff and learners.*
  - # To develop and provide necessary infrastructure that helps in achieving the institutional goals and benefits in general all the components and society.*
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Maharashtriya Mandal's  
Chandrashkehar Agashe College of Physical  
Education, Pune

Gender Audit Report (Part I)

2021

Prepared by  
Gender Team  
MMCACPE, Pune

## Gender Audit

Integrating gender into an organization's activities and structures has dimensions that are both external and internal to the organization itself. Externally, gender integration fosters the inclusion of and benefits to women and men who participate in or who are affected by an organization's projects, services, or initiatives. Internally, gender integration promotes women's leadership and equality within the organization's policies and structures and provides benefits for both women and men in the process.

# GENDER AUDIT REPORT 2021

(AUGUST 2021) (PART I)

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## Introduction

The audit process uses a framework and theory of change called the Gender Integration Framework (GIF), which suggests that transformation can only occur when four organizational dimensions are ready for gender integration viz. political will, technical capacity, accountability, and organizational culture. The components are examined and assessed during each step of the gender audit process.

**Political Will** - Ways in which leaders use their position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in the organization.

**Technical Capacity** - Level of ability, qualifications and skills individuals in an organization need 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 behavior 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 behaviors are rewarded.

## Vision

Integrating gender into an organization's activities and structures has dimensions that are both external and internal to the organization itself. Externally, gender integration fosters the inclusion of and benefits

to women and men who participate in or who are affected by an organization's projects, services, or initiatives. Internally, gender integration promotes women's leadership and equality within the organization's policies and structures and provides benefits for both women and men in the process.

### **Gender Audit Process**

The Gender Audit process is intended to be conducted in both a systematic and participatory manner, and should include as many staff as possible. Voices that represent all levels and types of positions within the organization should be represented. Results from each of the audit steps will increase and build organizational understanding, ownership, and readiness to act on a shared agency-wide gender equality initiative.

You should begin by convening a Gender Team composed of representatives from all levels and divisions in the organization that can develop a plan for conducting the gender audit throughout the organization and that is able to lead the organization through each step of the gender audit process.



## **Gender Audit Steps**

### **Part I**

- Step 1: Preparing for the Audit
  - Assessing your organization 's readiness
    - Gaining management buy-in
    - Developing a communications strategy
- Step 2: Understanding Gender in your organization
  - Conducting the staff survey
    - Presenting the results
- Step 3: Digging Deeper
  - Conducting in-depth focus group conversations
    - Presenting the results
- Step 4: Moving Forward: Gender Action Planning
  - Creating the Gender Action Plan
  - Communicating results and next steps
- Follow-up
- Ensuring continued follow up on your Gender Action Plan

### **Part II**

- Step 1: Collection of data
  - Collecting data regarding population
    - Analyzing the data
- Step 2: Understanding Gender distribution in your organization
- Assessing the facilities and activities regarding gender sensitization
  - Report and observations about gender audit part II

### **Part III**

- Step 1: Focus Group Discussion
  - Formulating guidelines for focus group discussion
    - Identifying participants for the focus group
      - Conduct of focus group discussion
- Step 2: FG Discussion & analysis
  - Analysis of data from the focus group discussion
    - Reporting of part III
    - Preparing policy document

## **Gender Team**

CACPE staff and faculty unanimously decided to conduct the GA for the college at the earliest. Principal nominated following members as the Gender Team:

1. Dr Shraddha Naik
2. Dr Shrikant Mahadik
3. Ms Aditi Buwa

## **Assessing your organization's readiness**

First step is to determine that your organization is ready and to gain support from senior leadership. To determine the readiness, an Organizational Readiness worksheet was prepared and distributed to the team and one more faculty member. All the four members filled up the worksheet and discussed it at length. All the four members had agreed 100% on half of the readiness aspects, the other half was in above 50% agreement. It was further deliberated upon and the team members concluded that the organization is ready for undergoing GA process.

Second step was to communicate with the organization staff what the gender audit is about and what steps are involved, including the benefits to the organization and timeline.

## **Questionnaire design for Gender Audit (GA)**

The questionnaire was designed to help organizations assess the range of understanding, attitudes, perceptions and reported behavior among staff in their own organization. Responses to the questionnaire serve as a baseline of staff perceptions on the status of gender equality in the organization's programs and processes.

In this process, the team decided to use the short version of the questionnaire. The shorter questionnaire template has 22-questions, it was modified to 21 questions and also translated in Marathi. This shorter version yields results that can be analyzed using the four dimensions of the Gender Integration Framework: Political Will, Technical Capacity, Organizational Culture, and Accountability. Survey results were communicated to staff through a PowerPoint presentation to staff.

## **Gender Audit (GA) Analysis of Survey**

Organization name- MM's [Chandrashekhhar Agashe College](#) of Physical Education, Pune

N= Total # of survey completed= 17 until analysis +1

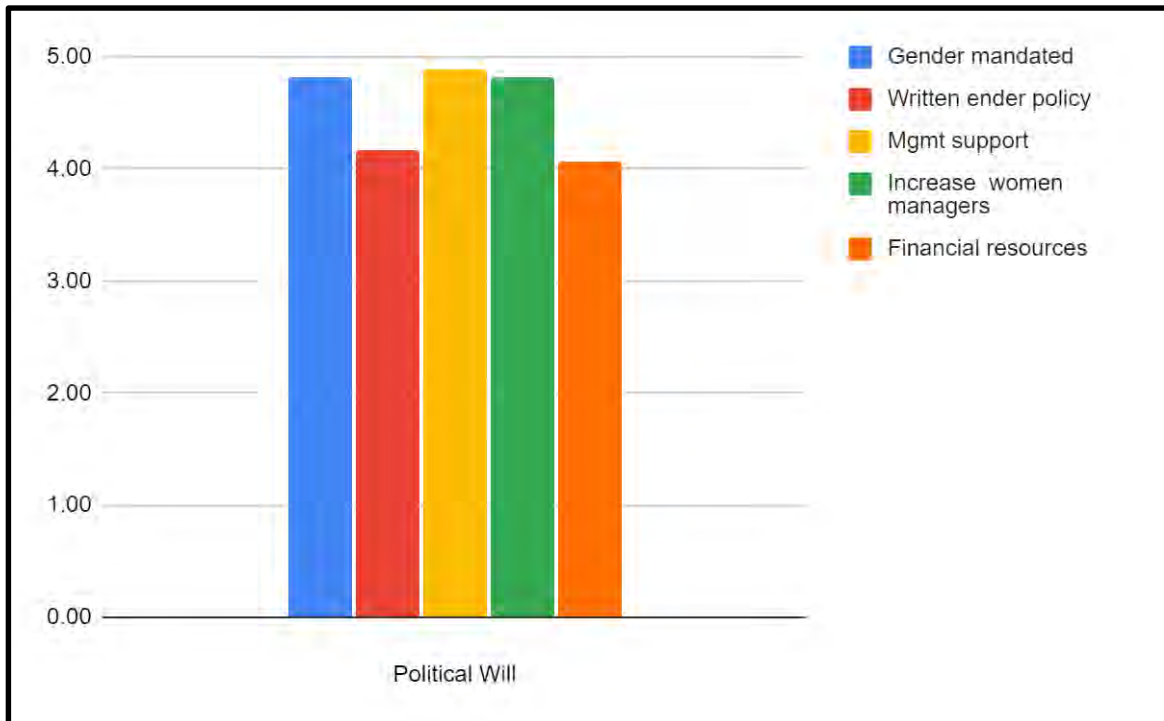
Date of Survey- Sep 1, 2021, Wednesday

**Total score**

<b>Gender Integration Framework Dimension</b>	<b>Score</b>
1. Political will	4.55
2. Technical capacity	4.60
3. Accountability	4.10
4. Organizational culture	4.78

Using 1- 5 scale, 1 indicates very low score and 5 indicates very high and favorable score in the given dimension. The points scored above indicate that staff believe the organization has accountability mechanisms in place for gender integration and is accountable for the same. Staff views themselves as possessing good technical capacity for gender integration. Political will is viewed as high and ascertains great support. Organizational culture is very positive about gender integration. These quantitative data are further presented in detail in the sections below. The results seem very positive and will also be explored further during the focus group conversations. Overall dimension wise observations are as follows:

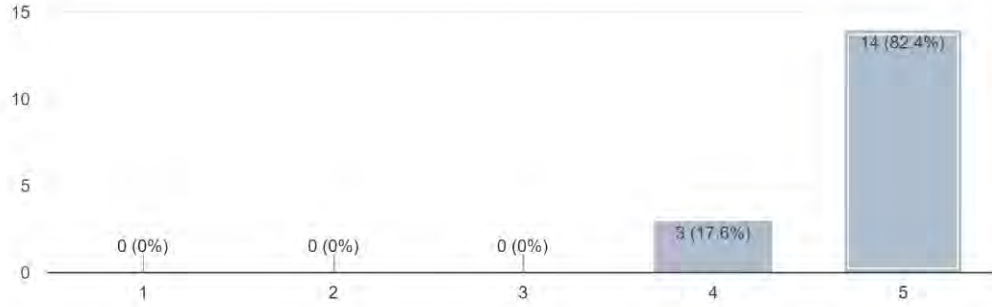
## Political Will



1. The CACPE staff believes that the college has a high level of political will in bringing about gender integration in the college. All the stakeholders feel that gender integration is mandated in programming and execution as well. There are overall policies in place for conduct and harassment and grievances etc. However, there needs to be a separate gender policy written. Women are given responsibilities and positions of higher level. Although the number of women employees is less than that of the men, all the women are given opportunities in decision making processes and are given positions and due credit for the work done. This helps in establishing the willingness of the authorities to bring about gender integration.

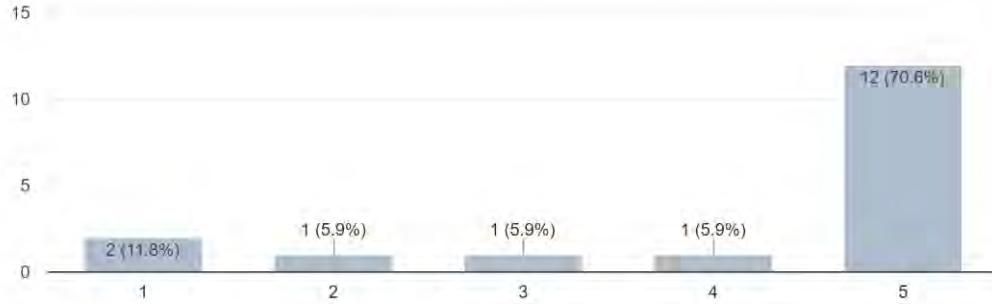
The integration of gender equality in programs/projects is mandated in my organization. माझ्या संस्थेत कार्यक्रम/प्रकल्पांमध्ये स्त्री -पुरुष समानतेचे एकीकरण अनिवार्य आहे.

17 responses



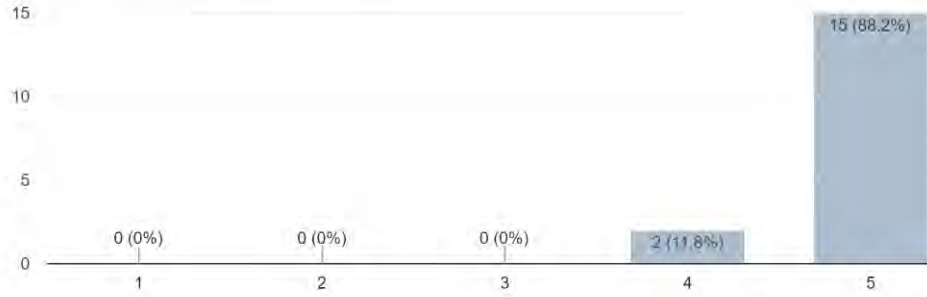
My organization has a written policy that affirms a commitment to gender equity. माझ्या संस्थेचे एक लेखी धोरण आहे जे लिंग समानतेसाठी वचनबद्धतेची पुष्टी करते.

17 responses



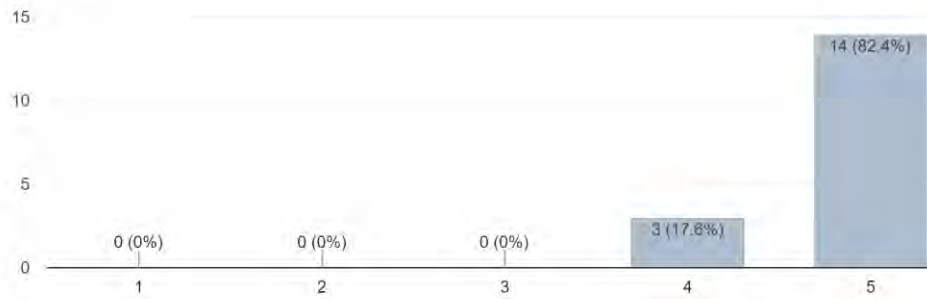
Senior management actively support and take responsibility for the implementation of the policy (or for promoting gender equality, if no policy exists)....स्तित्वात नसल्यास लिंग समानतेला प्रोत्साहन देण्यासाठी).

17 responses



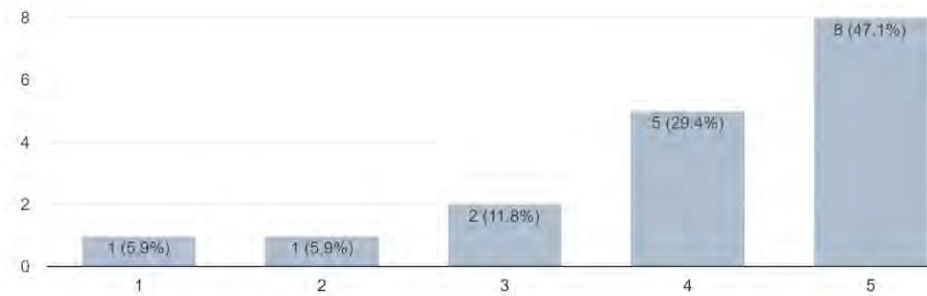
There has been an increase in the representation of women in senior management positions in the past few years. गेल्या काही वर्षांमध्ये वरिष्ठ व्यवस्थापकीय पदांवर महिलांचे प्रतिनिधित्व वाढले आहे

17 responses

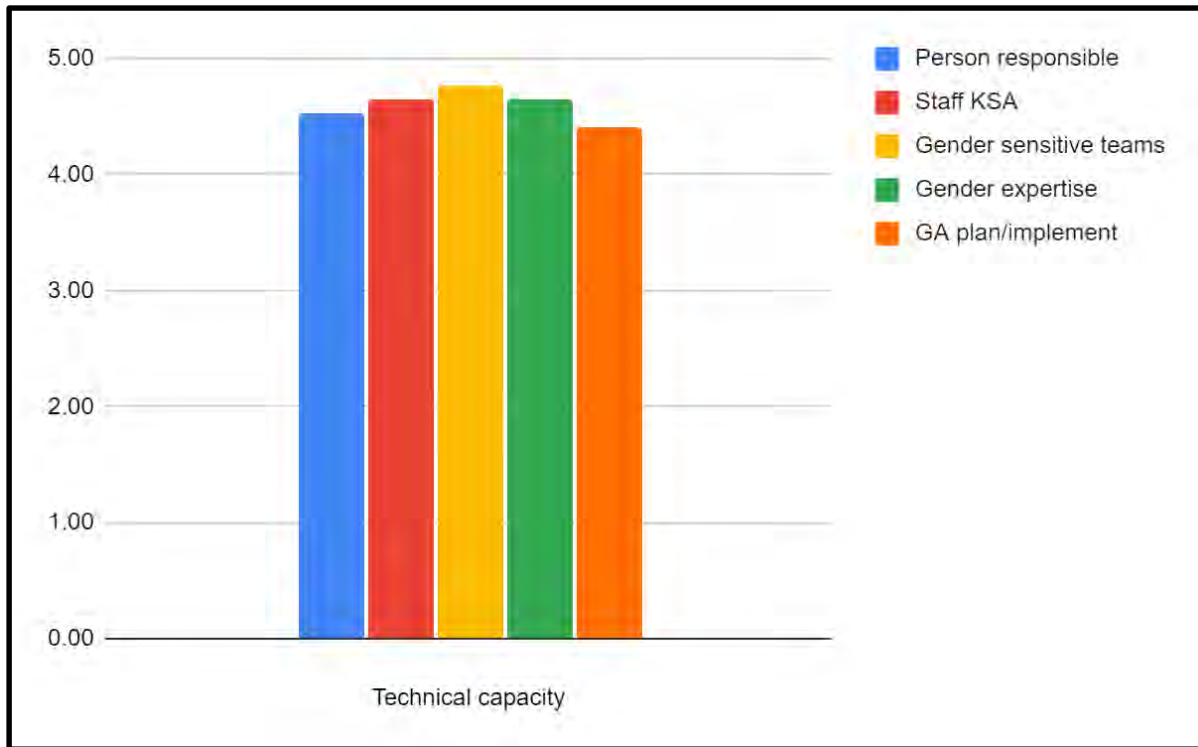


My organization has budgeted adequate financial resources to support the gender integration work. माझ्या संस्थेने लिंग एकत्रीकरणाच्या कार्याला समर्थन देण्यासाठी पुरेसे आर्थिक संसाधने तयार केली आहेत.

17 responses



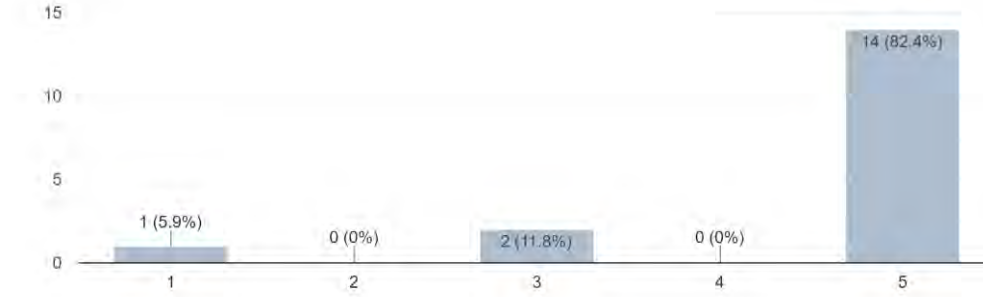
## Technical Capacity



2. CACPE has a Nari Manch and also a person responsible for issues related to gender integration. However, the role is limited to issues and problems. This can change to responsibilities in bringing in integration. Staff have a very congenial attitude towards gender equality. Regular programs provide the required knowledge and abilities to integrate gender. CACPE is seriously sensitive about the issue of gender integration. Although the staff believes that there is enough expertise with respect to gender equality, further training would give an impetus to the movement. Gender audit has been a novel practice in the institute.

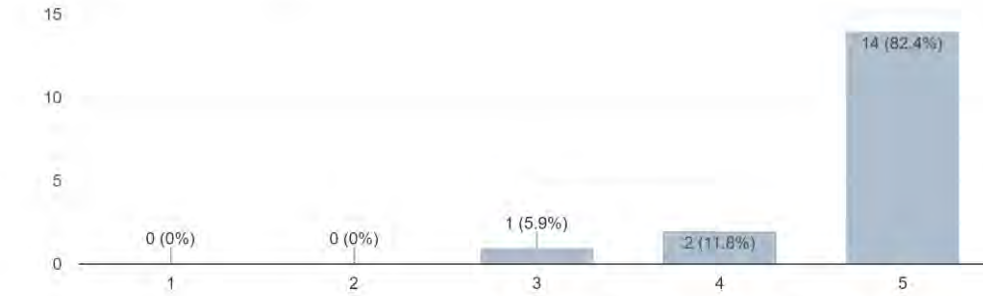
There is a person or department responsible for gender in my organization. माझ्या संस्थेत स्त्रीपुरुष समानतेसाठी साठी जबाबदार व्यक्ती किंवा विभाग आहे.

17 responses



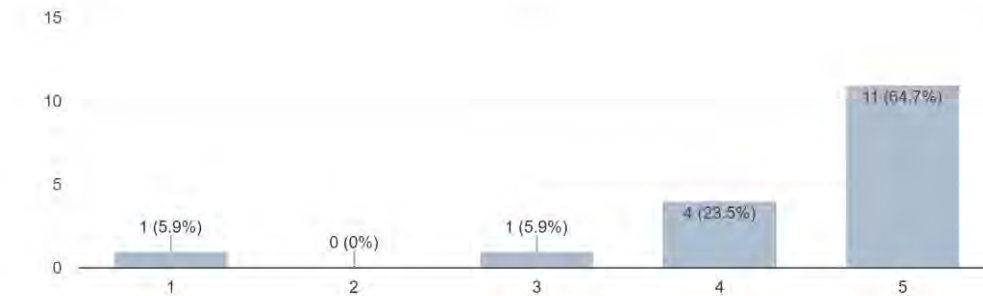
Program/project planning, implementation, evaluation, and advisory teams in my organization consist of members who are gender sensitive. माझ्या...ये लिंग समानतेबद्दल संवेदनशील असलेले सदस्य असतात.

17 responses



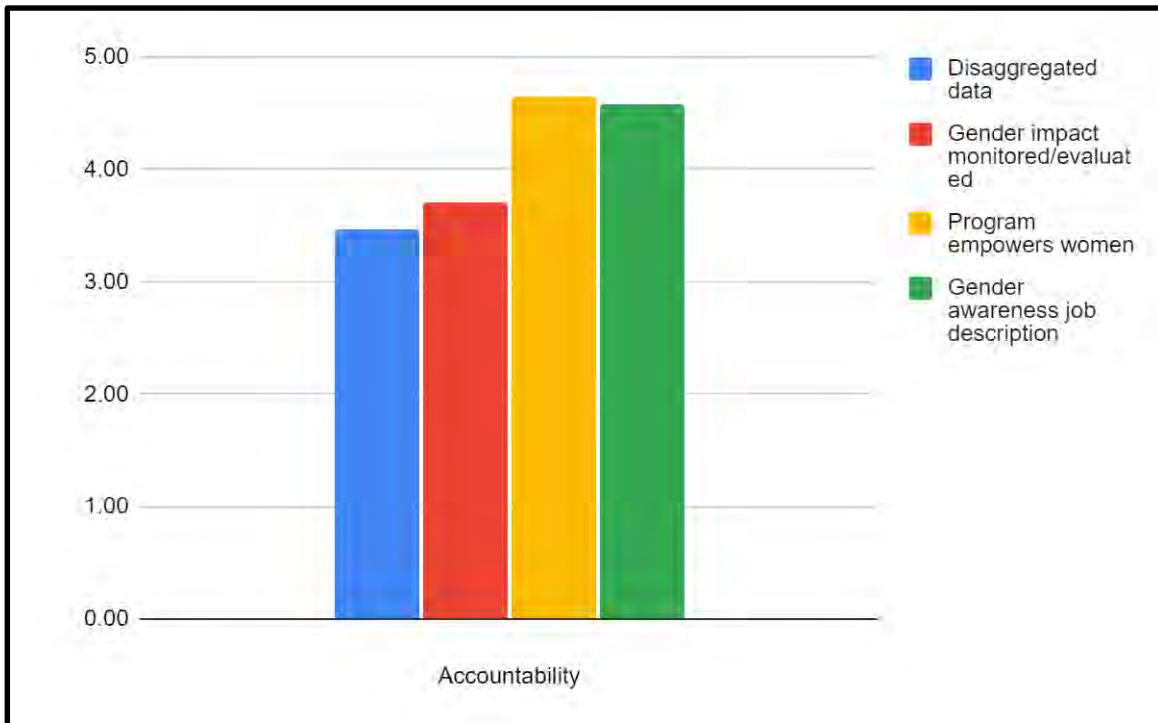
Gender analysis is built into our program planning and implementation procedures. लिंग विश्लेषण आमच्या कार्यक्रम नियोजन आणि अंमलबजावणी प्रक्रियेत अंतर्भूत आहे.

17 responses





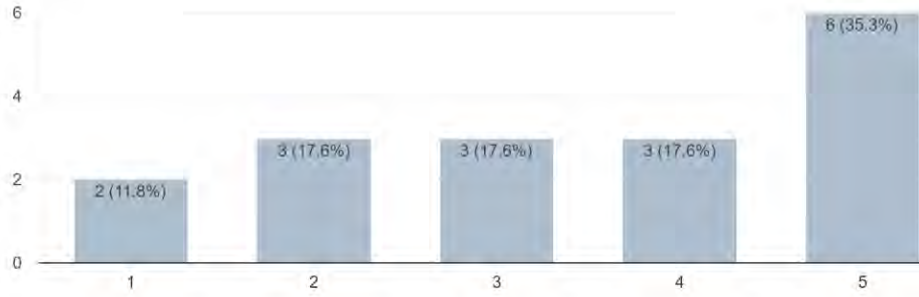
### Accountability



3. CACPE needs to strengthen the practice of gender based data collection for program planning and implementation. The data needs to be further disaggregated to gain a clear understanding of gender integration. At present there is a perceived agreement on gender impact being monitored and evaluated. It can become the best practice of the college to study the gender impact in its programs and activities. Women empowerment programs take place regularly and gender related programs for the community may be value addition. Job description does emphasize gender awareness. It can be said that CACPE has high accountability about gender integration.

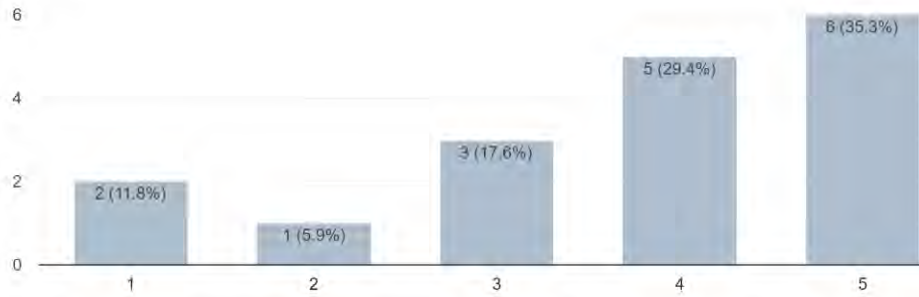
Data collected for projects and programs is disaggregated by sex. प्रोजेक्ट्स आणि प्रोग्राम्ससाठी गोळा केलेला डेटा लैंगिकतेद्वारे वेगळा केला जातो.

17 responses



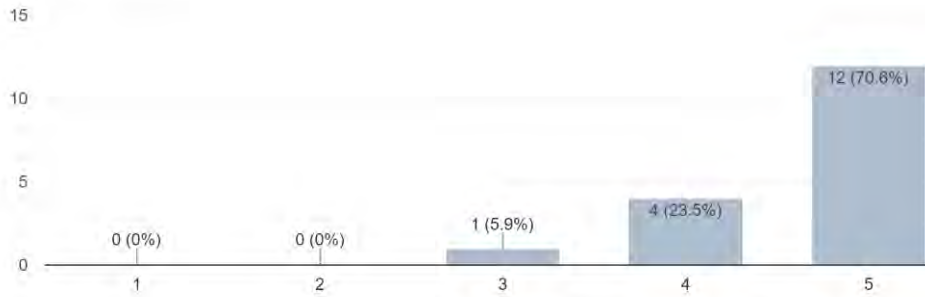
The gender impact of projects and programs is monitored and evaluated. प्रकल्प आणि कार्यक्रमांच्या लिंग प्रभावाचे निरीक्षण आणि मूल्यमापन केले जाते.

17 responses



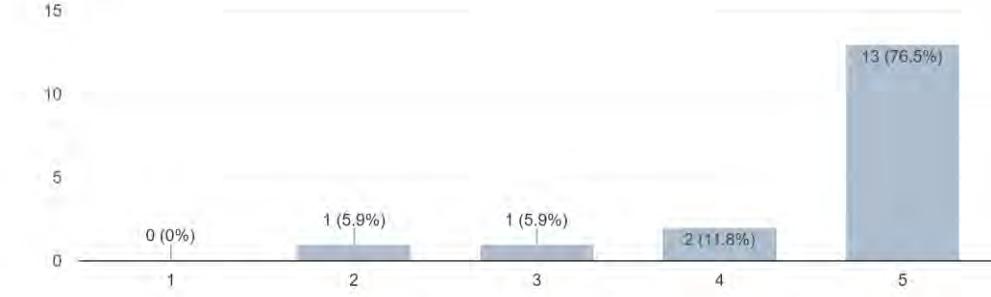
My organization's programs/projects contribute to the empowerment of women/girls and the changing of unequal gender relations. माझ्या संस्थे...षमीकरण आणि असमान लिंग संबंध बदलण्यात योगदान देतात.

17 responses

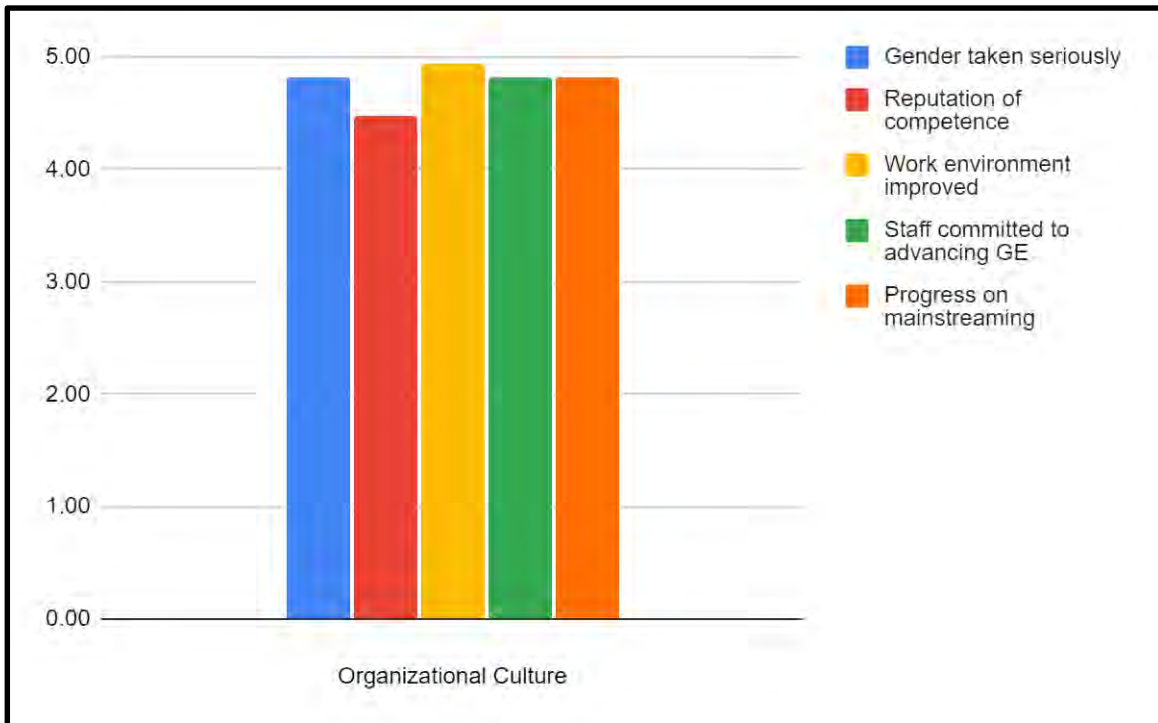


Gender awareness is included in job descriptions and/or in job performance criteria. लैंगिक जागरूकता नोकरीच्या वर्णनामध्ये आणि/किवा नोकरीच्या कामगिरीच्या निकषांमध्ये समाविष्ट आहे.

17 responses



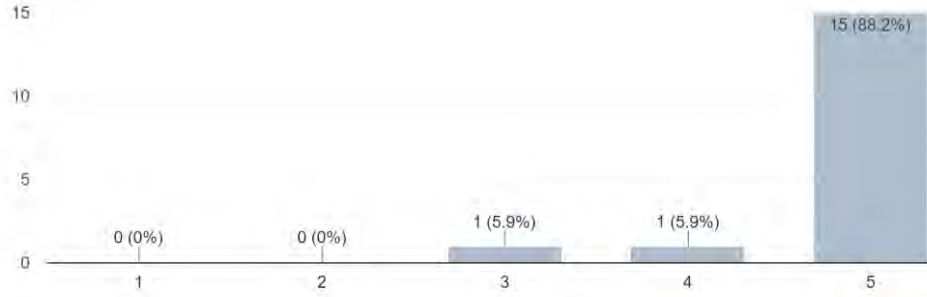
### Organizational Culture



4. The staff at CACPE believes that the college takes gender related issues very seriously. Although the college has great reputation & competence in gender integration area. It can further consider having leadership in gender integration with respect to the field of expertise. The work environment has improved to a great extent for women especially in the last few years. The college has taken some stringent measures for improving the work space conditions and tried to make it secure, comfortable and open. Staff is now more inclined to integrate gender into all the policies, programs and systems. The exam performance, placement record, and competition participation are proof to a move towards mainstreaming of gender integration. The organizational culture is extremely positive and uplifting towards equality.

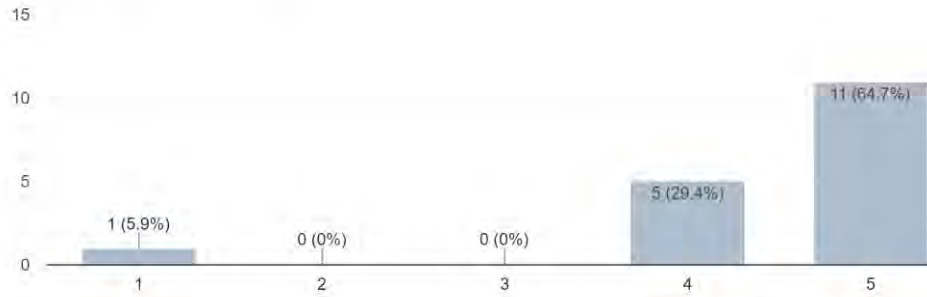
Gender issues are taken seriously and discussed openly by men and women in my organization.  
लिंग समस्या गंभीरपणे घेतल्या जातात आणि माझ्या संस्थेतील पुरुष आणि स्त्रियांद्वारे उघडपणे चर्चा केली जाते.

17 responses



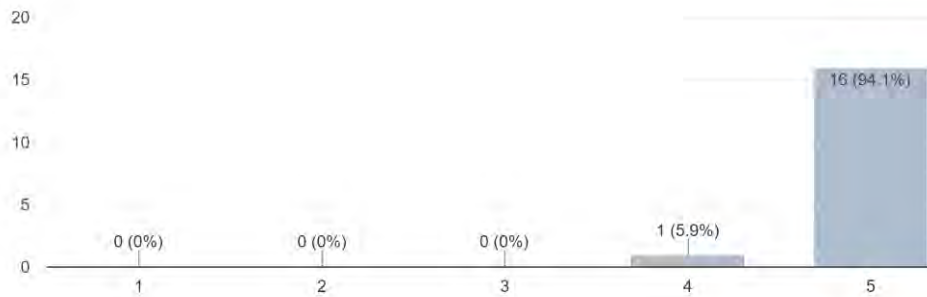
My organization has a reputation of integrity and competence on gender issues amongst leaders in the field of gender and development. माझ्या संस्थेमध्ये...ध्ये लिंग समस्यांवर अखंडता आणि सक्षमतेची प्रतिष्ठा आहे.

17 responses



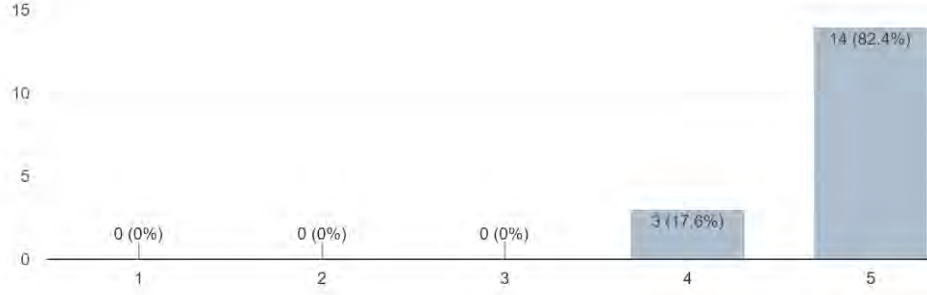
The working environment in my organization has improved for women over the past two years. माझ्या संस्थेतील कामकाजाचे वातावरण गेल्या दोन वर्षांमध्ये महिलांसाठी सुधारले आहे.

17 responses



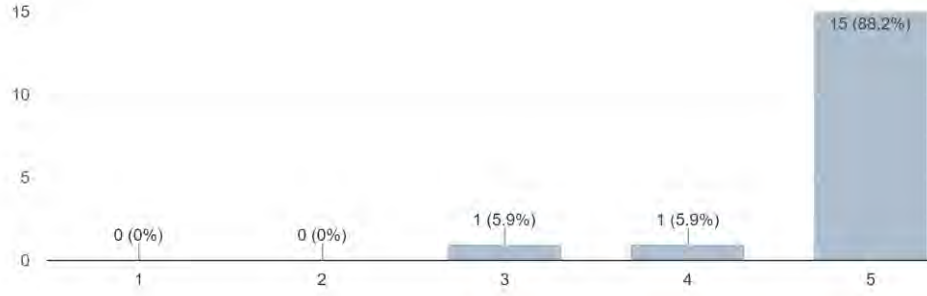
Staff in my organization is committed to the advancement of gender equality. माझ्या संस्थेतील कर्मचारी लिंग समानतेच्या प्रगतीसाठी वचनबद्ध आहेत.

17 responses



My organization has made significant progress in mainstreaming gender into operations and programs. माझ्या संस्थेने लिंग समानता आणि त्याप्रकारे कार्यपध्दतीत लक्षणीय प्रगती केली आहे.

17 responses

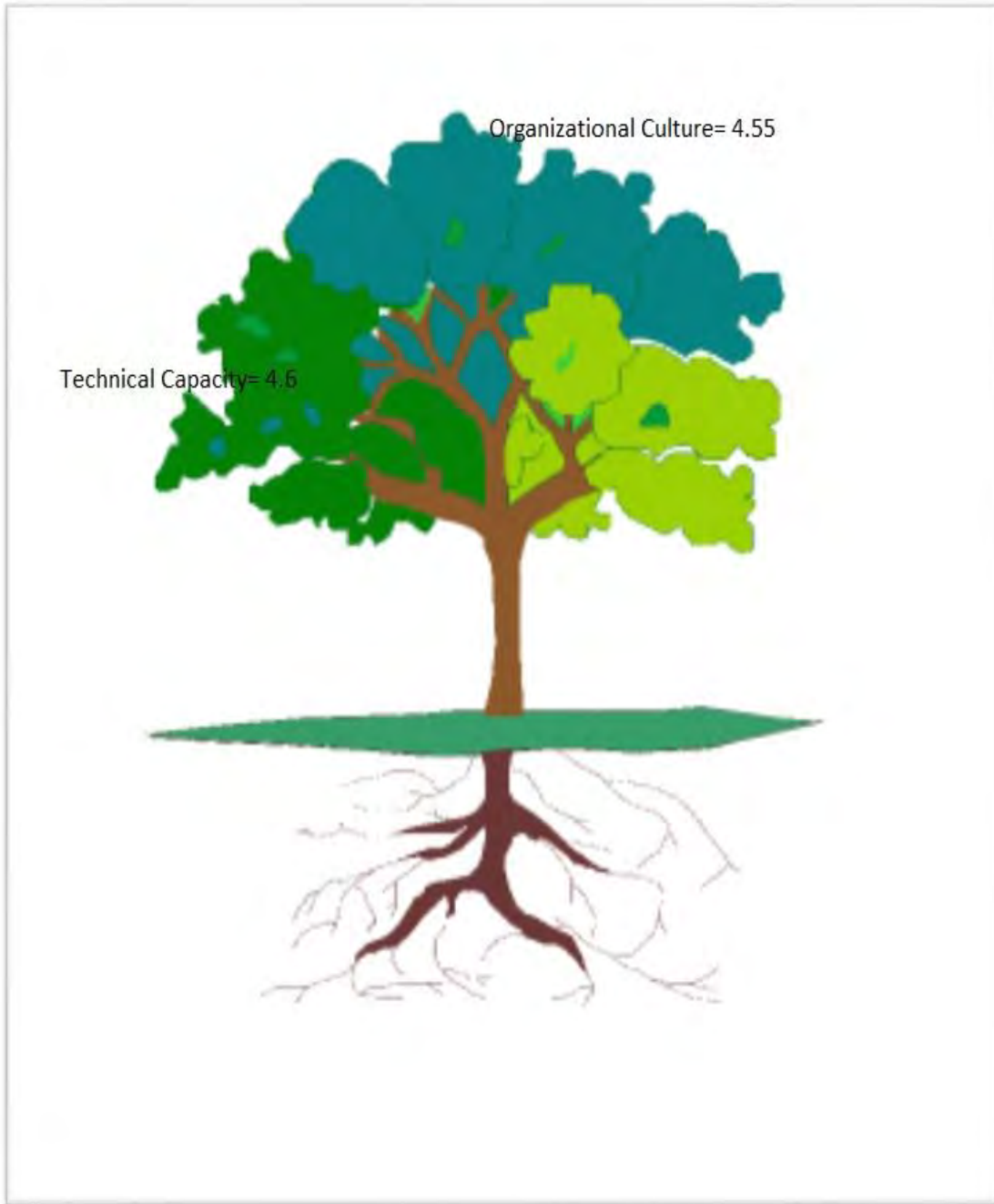


What do you think of your organization should do to mainstream gender equality? तुमच्या संस्थेने स्त्री - पुरुष समानतेच्या मुख्य प्रवाहात काय करावे असे तुम्हाला वाटते?

- आताची परिस्थिती उत्तम आहे व ती राखून ठेवावी
- धोरण कठोरतेने राबवावे
- Maintain present status with respect to gender equality
- यावर आधारित कार्यक्रम घ्यावेत.
- Educate, collaborate and research
- There should've been a policy at an institutional level.
- We have to try for women's admission in our different courses because ratio to boys and girls are comparingly very low
- Prepare and implement policy
- Please look into the more admission of girls
- आमची संस्था स्त्री पुरुष सामनतेला प्रोत्साहन देणारी आहे त्यामुळे असेच वातावरण असावे.
- माझ्या संस्थेमध्ये अतिशय उत्तम स्त्रियांना प्रोत्साहन देणारे वातावरण आहे ते असेच असावे

Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of work in your organization. कृपया प्रोग्रामिंगमध्ये लिंग समाकलित करताना किंवा तुमच्या संस्थेतील कामाच्या इतर पैलूंमध्ये तुम्ही अनुभवलेल्या कोणत्याही यश किंवा आव्हानांचे वर्णन करा.

- विद्यार्थिनी त्यांच्या समस्या महिला प्राध्यापकांना योग्य रित्या सांगतात व महिला प्राध्यापक त्यांच्या समस्या योग्य प्रकारे समजून घेऊन त्यातून मार्ग काढू शकतात
- वर्ष २०१७ मध्ये अंतर्गत समितीने महाविद्यालयाच्या विद्यार्थिनी आणि महिला कर्मचाऱ्यांच्या तक्रारीवर केलेली कारवाही
- I have been experiencing the success in every program organized by college
- Involved all women in our all programs
- २०१९-२० यावर्षी महिला वर्ष म्हणून साजरा करण्यात आले व महिलांना अधिकाधिक प्रोत्साहन देण्यात आले



**Reference**

Harvey, J. (2010). *The Gender Audit Handbook- A tool for Organizational Self Assessment and Transformation*. DC:InterAction



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Maharashtriyā Mandal's  
Chandrashkehar Agashe College of Physical  
Education, Pune

**Gender Audit Report (Part II)**  
**2021**

Prepared by  
Gender Team  
MMCACPE, Pune

## Preface

Gender and sexual orientation uniformity isn't just a major common freedom, yet a vital establishment for a quiet, prosperous and economical world.

There has been progress in the course of the last many years: More young ladies will school, less young ladies are constrained into early marriage, more ladies are serving in parliament and places of administration, and laws are being improved to propel sex uniformity.

Notwithstanding these additions, many difficulties stay: biased laws and accepted practices stay inescapable, ladies keep on being underrepresented at all degrees of political initiative, and 1 out of 5 ladies and young ladies between the ages of 15 and 49 report encountering physical or sexual brutality by a personal accomplice inside a year time span.

[\(https://www.un.org/sustainabledevelopment/gender-equality/\)](https://www.un.org/sustainabledevelopment/gender-equality/)

### What is Gender equality?

Equality between women and men (gender equality): refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

<https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

Gender Equality is an issue spread globally. We, at MMCACPE, prioritize discussions and actions on women's equal rights and opportunities. Through our programs and activities, we strive to bring the genders at par and increase awareness about gender issues. This environment has helped in going beyond the stereotypes and conventions of the gender roles. To ascertain and validate this, the college has initiated the gender audit process. The gender audit was completed systematically in a phased manner and the data analyzed is presented in this report.

### *MMCACPE- About us*

Maharashtriyā Mandal, Pune, established in 1924 by the Late Shri. Shivarampant Damle was the first step towards achieving the larger goal envisaged by him for youth in the state of Maharashtra. This goal was to nurture the youth to become physically and mentally healthy, strong, motivated, spirited and addiction-free. Further development of the youth into self-righteous and proud citizens of India was foreseen as a logical conclusion of the primary goal. To achieve this, it was imperative to create facilities dedicated and committed to teach and groom younger minds in mental and physical studies.

The idea of setting up a college for physical education was born and government permission for this establishment was also obtained in 1932. However, it took 45 long years before the college was finally established in 1977. During the interim period of these forty-five years, the Mandal offered its services in preparing physically fit youth in various capacities. It offered free training to school going children to get physically fit in pre and post-independence years. In the calling for the armed recruits in India's participation for World War II, the Mandal trained people for receiving short commission. It also held special coaching classes for NDA entrance exams.

Between 1963 and 1970, the Mandal also set up various schools like the Seth Dagduram Katariya English Medium High School, the Pune Vyayam Shala, Smt. Indirabai Karandikar English Medium School, Maharashtra Mandal Marathi Medium School and Capt. Shivarampant Damle Marathi Medium School. The sheer grit and dedication of the Late Shri. Shivarampant Damle finally bore fruits when the Government finally allotted the Mandal with 32 acres of land.

Chandrashekhar Agashe College of Physical Education (CACPE), named after the late founder of the Brihan Maharashtra Sugar Syndicate, came into being in July 1977 at Gultekdi, Pune. Today the College is a name to reckon with in the field of physical education and boasts of an infrastructure and standard of education which is one of the best in the country. Chandrashekhar Agashe College of Physical Education is affiliated to the Savitribai Phule Pune University, is reaccredited by NAAC and is recognized as a Research Centre in physical education. It offers a range of Bachelor's and Master's Courses in physical education as also an M.Phil course. It is spread over a sprawling area of 32 acres of land, has the requisite infrastructure and facilities and vast play fields and tracks. All the modern administrative facilities are housed in suitable buildings. The college also has its own hostel and mess facilities. CACPE is a centre for quality physical education, one of its kind, known and recognized widely across the state of Maharashtra and the country.

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### Vision

*Social Transformation through Health, Physical Education and Sports.*

### दृष्टिलक्ष्य

*आरोग्य शारीरिक शिक्षण आणि क्रीडा याद्वारे समाजपरिवर्तन*

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### Mission

*The Mission of the College is to develop sensitive human resource catering health, physical education and sports in transforming society through service, innovative strategies, academic programs and cutting edge research and also to lead the community in creating knowledge about health, physical education and sports.*

### कार्यव्रत

*आरोग्य शारीरिक शिक्षण आणि क्रीडा यांतील सेवा, नावीन्यपूर्ण धोरणे, शैक्षणिक कार्यक्रम आणि अत्याधुनिक संशोधन याद्वारे समाजपरिवर्तन घडविण्यासाठी संवेदनशील मनुष्यबळ विकसित करणे आणि त्याचबरोबर आरोग्य शारीरिक शिक्षण आणि क्रीडा याविषयी ज्ञान निर्मितीसाठी समाजामध्ये*

### पुढाकार घेणे.

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### Objectives

- # To develop highly qualified human resource in the field of Health, Physical Education and Sports that will be proactive and accountable to the complete transformation of the discipline*
  - # To equip the potential educator to become involved citizens*
  - # To design the most relevant academic programs which inculcate social responsibilities amongst students and provide entrepreneurship opportunities*
  - # To develop research culture by establishing a functional research and innovation cell.*
  - # To design and organize professional development programs catering to needs of all the stakeholders*
  - # To provide mentorship, skill development opportunities to the in-house faculties and staff and learners.*
  - # To develop and provide necessary infrastructure that helps in achieving the institutional goals and benefits in general all the components and society.*
-

## Gender Audit

Integrating gender into an organization's activities and structures has dimensions that are both external and internal to the organization itself. Externally, gender integration fosters the inclusion of and benefits to women and men who participate in or who are affected by an organization's projects, services, or initiatives. Internally, gender integration promotes women's leadership and equality within the organization's policies and structures and provides benefits for both women and men in the process.

## Gender Audit Process

The Gender Audit process is intended to be conducted in both a systematic and participatory manner, and should include as many staff as possible. This audit comprised two different approaches. First approach included voices that represent all levels and types of positions within the organization should be represented. Results of this audit survey was analyzed and report -part I was handed over to the authorities. Part II of the audit comprised of a general survey. This survey was based on number of opportunities in routine, academics, sports, community events, professional development initiatives etc. The present document is the report of this survey conducted in part II of the audit.

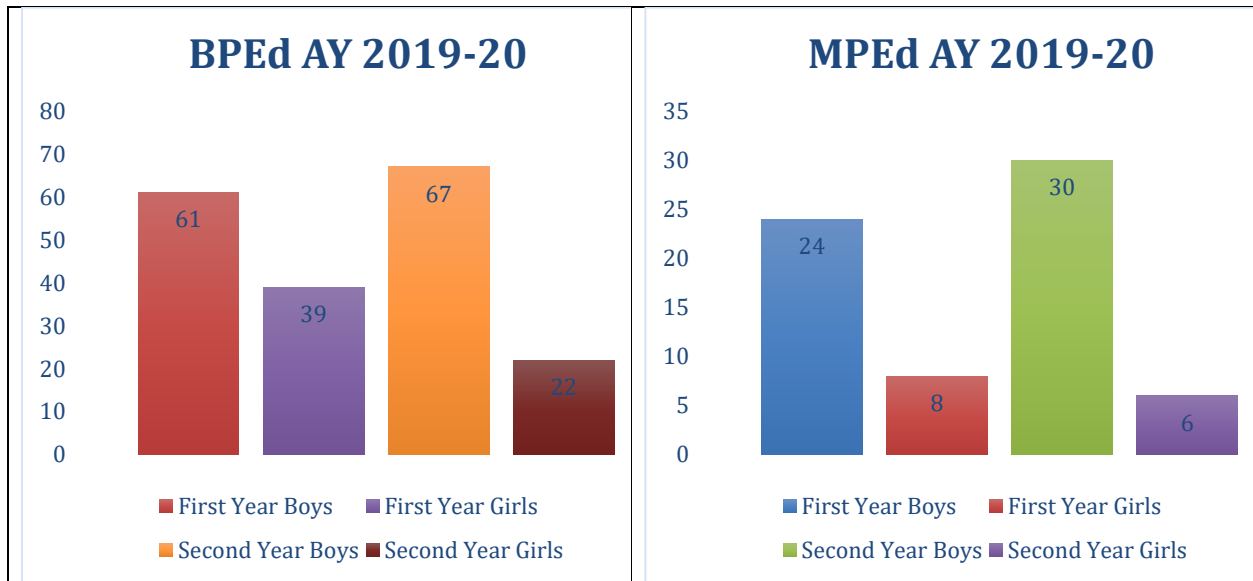
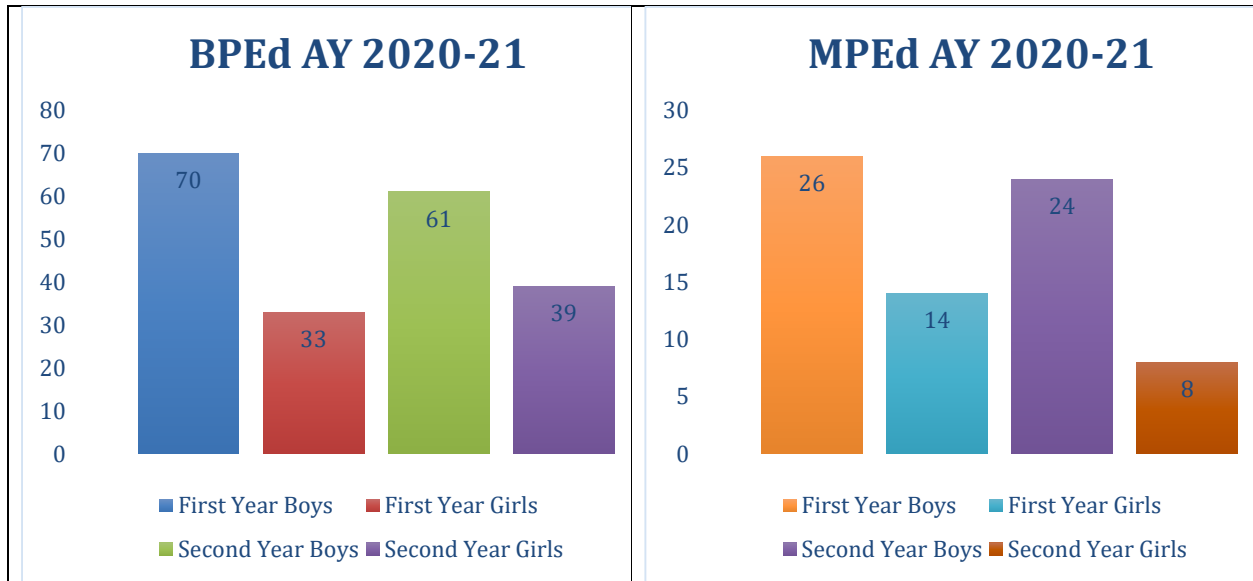
## Objective of Gender Audit (part II)

1. To analyze the gender wise and program wise population of the college.
2. To examine the performance of the students based on gender.
3. To study the sports participation of the girl-students in comparison with boy-students.
4. To explore the facilities provided for women's health and safety.

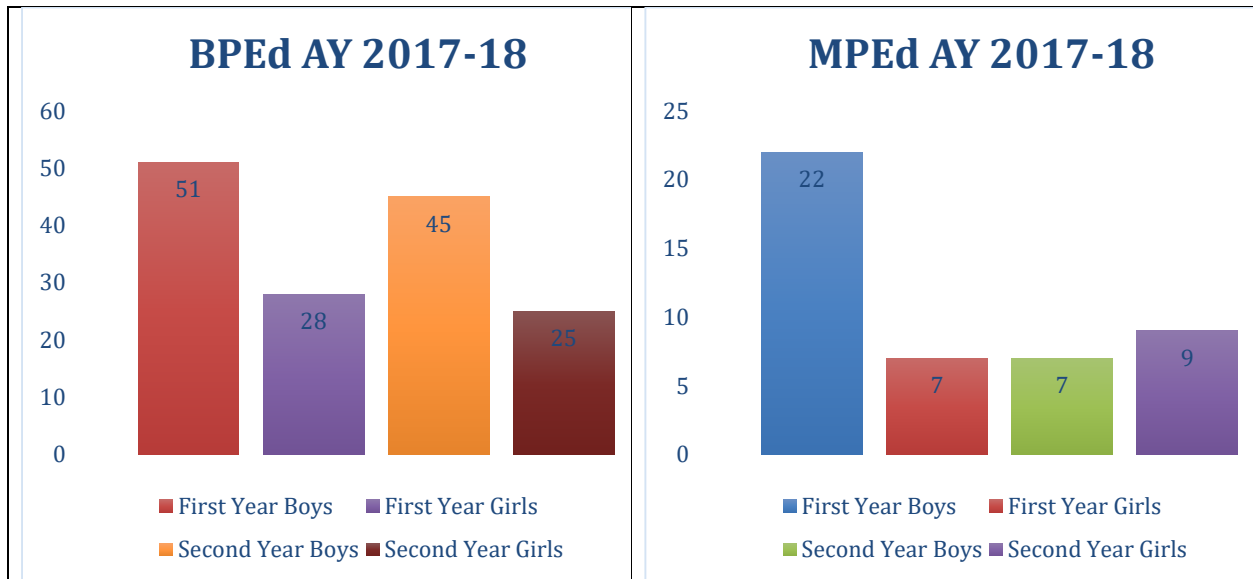
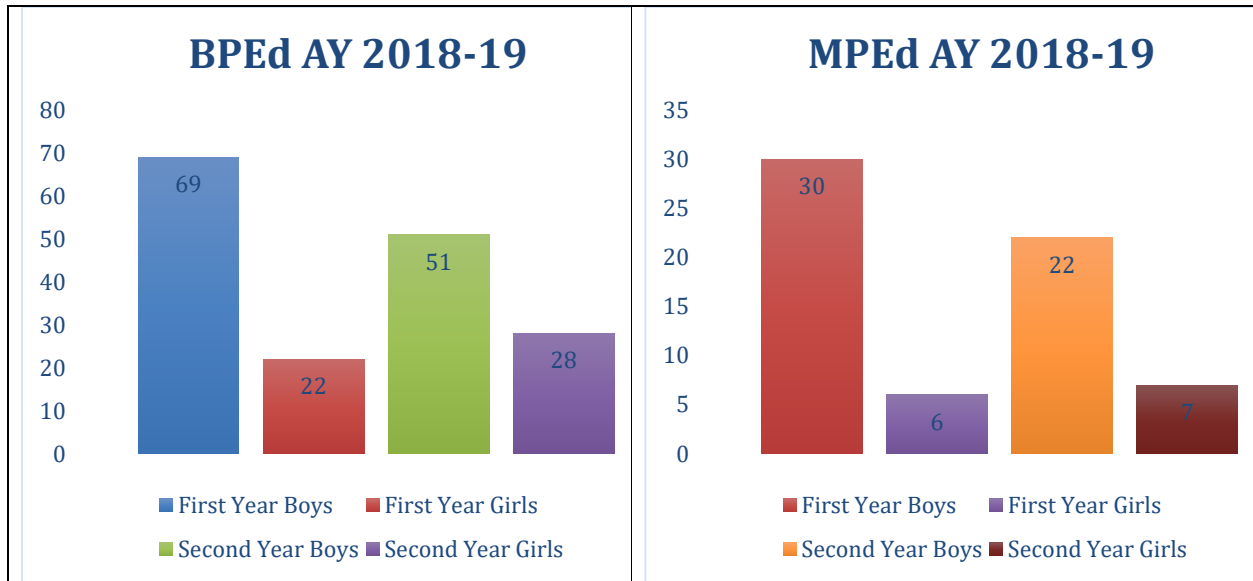
## Introduction

The following section includes detailed information about the population distribution in enrolment, academic achievement analysis, sports participation at college, zonal and national level. The section also includes information about the students' participation in social events, community service, campus activities, fitness awareness activities etc. The data presented therein is collected from the college office with permission of the principal. The number of girls and boys enrolling for BPED, MPED, MPHIL and PHD is presented followed by the academic achievement comparison in the results of all these programs, the differences in the girls' and boys' performance is shown with the help of graphical presentation. Girls' and boys' participation in the intercollegiate, zonal and All India level sports competitions is presented with the help of graphs. Photographs of various events and how equal opportunities are given to all to participate, organize events is presented thereafter.

## Gender wise distribution of students in the college

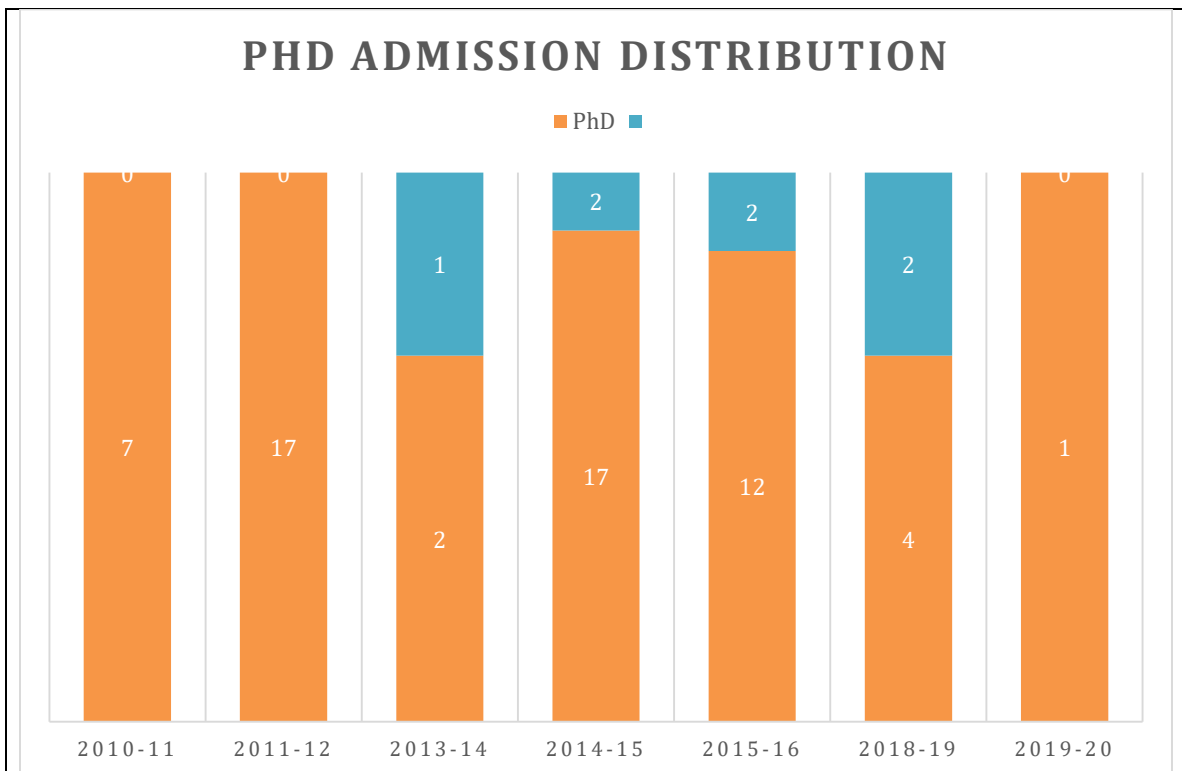
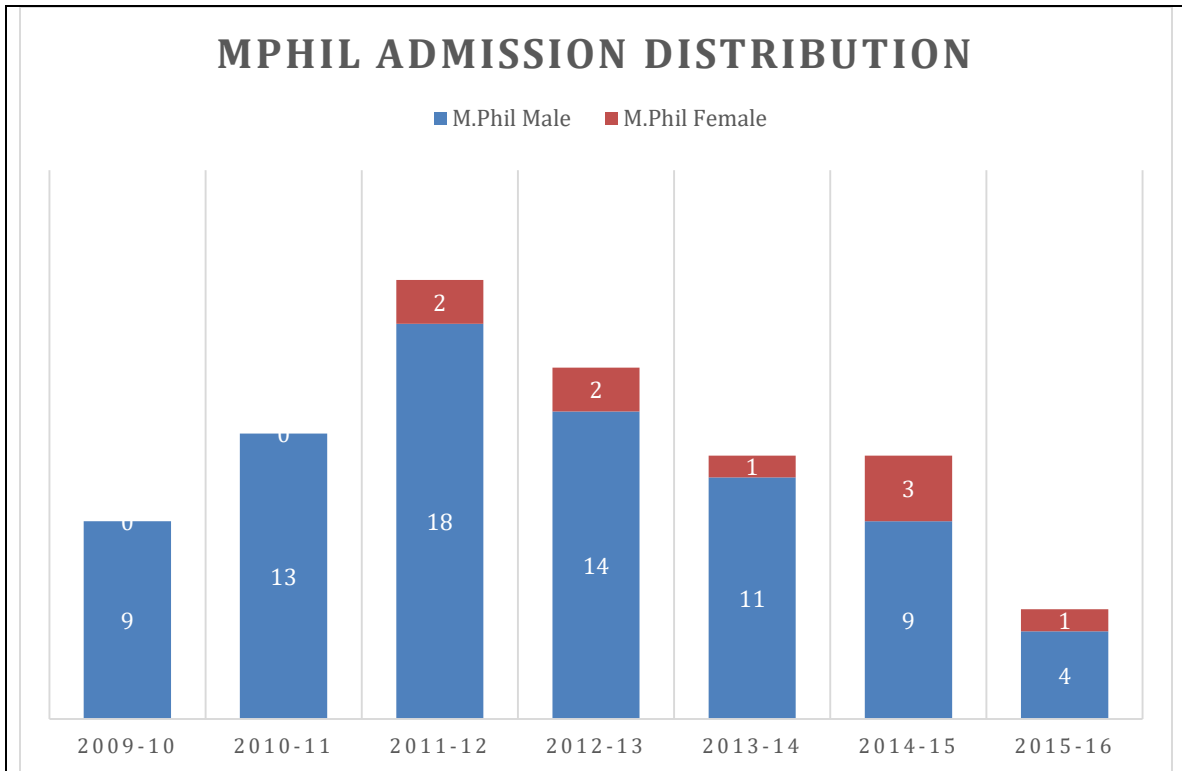


## Gender wise distribution of students in the college





## Gender wise distribution of students in research programs

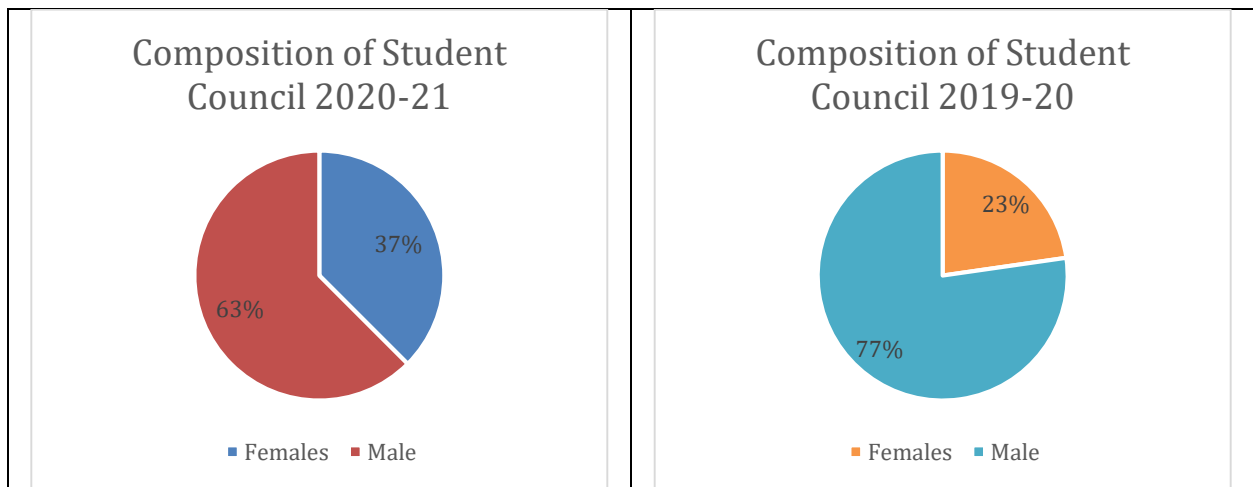


## Staff & Faculty



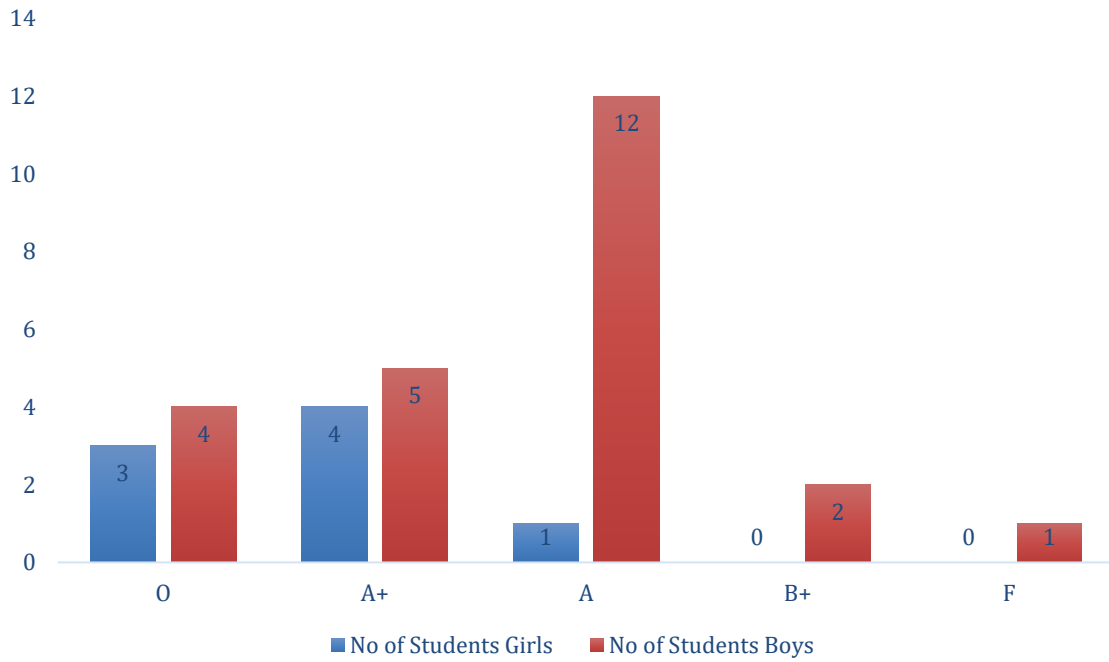
### Student Council composition

Sr No	Academic Year	No of females	No of males	Total
1	2020-21	6	10	16
2	2019-20	5	17	22

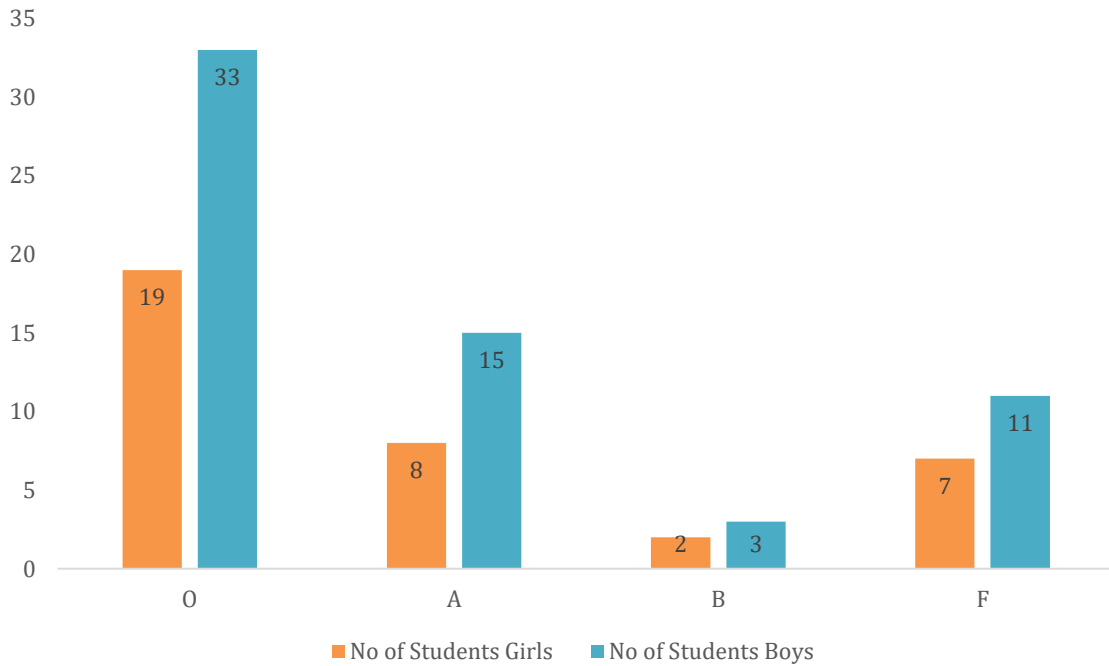


Exam results

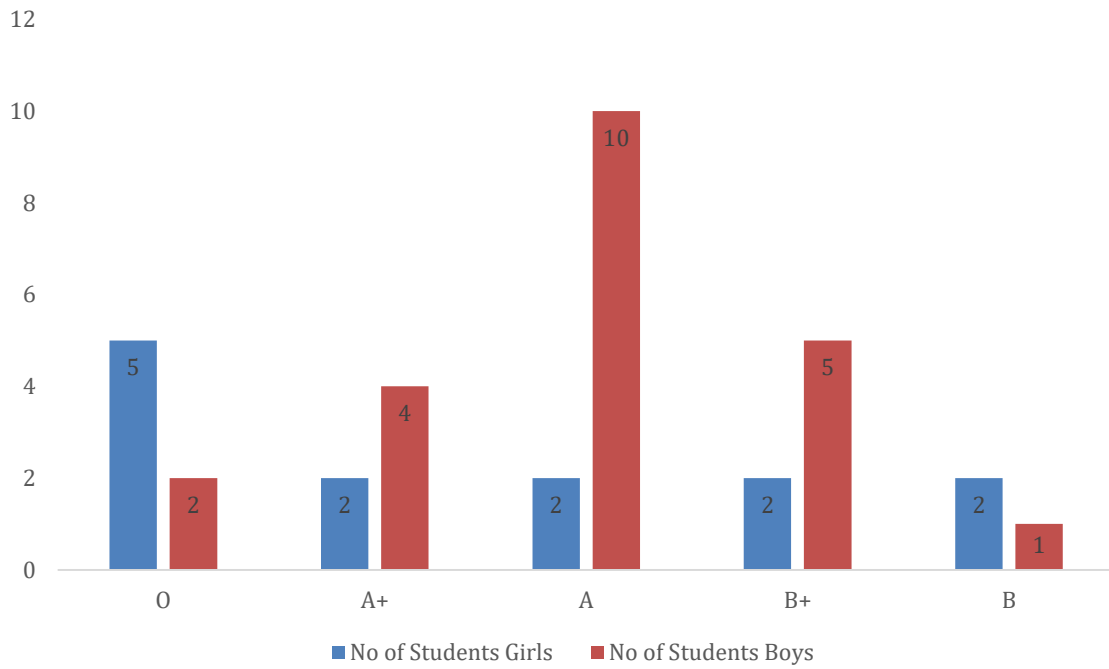
### MPED 19-21 FINAL RESULT



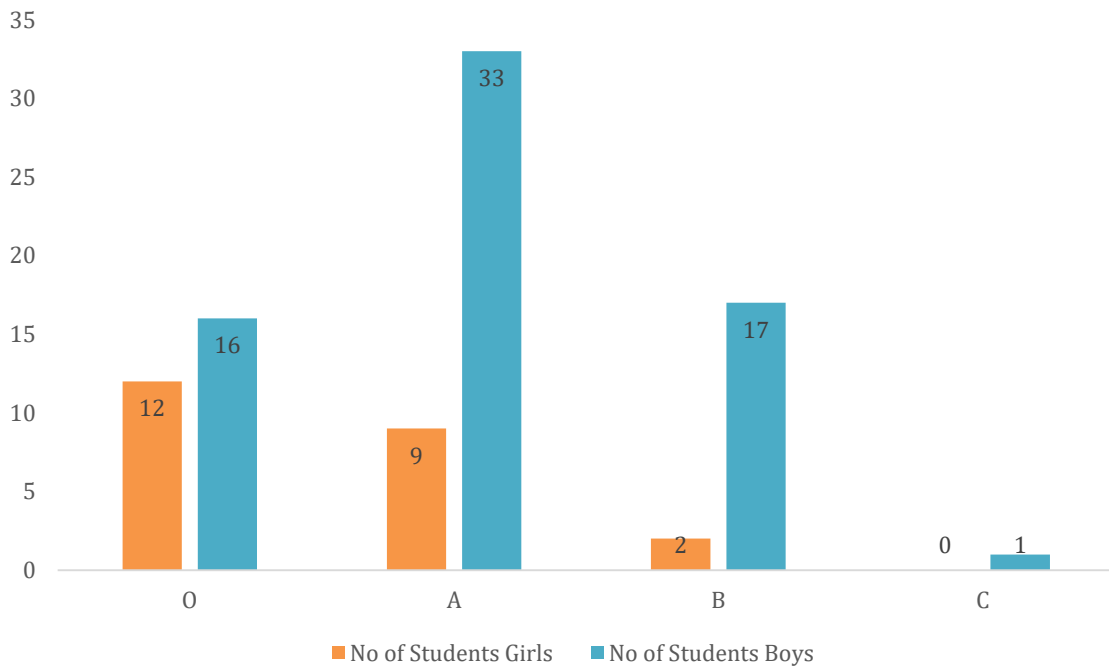
### BPED 19-21 FINAL RESULT



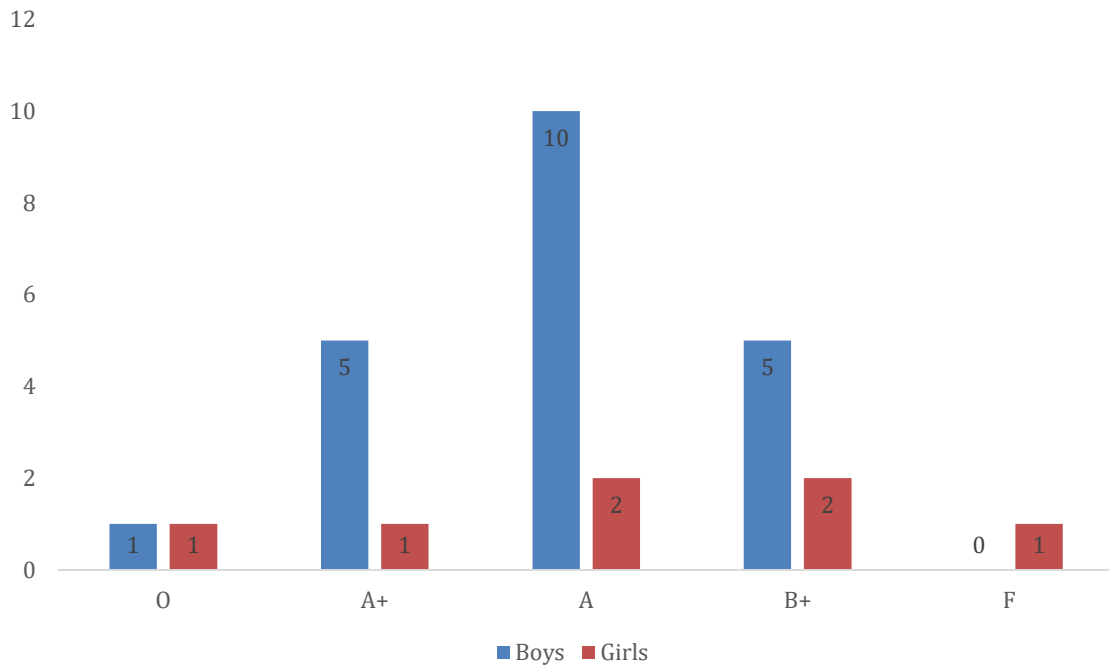
### MPED 18-20 FINAL RESULTS



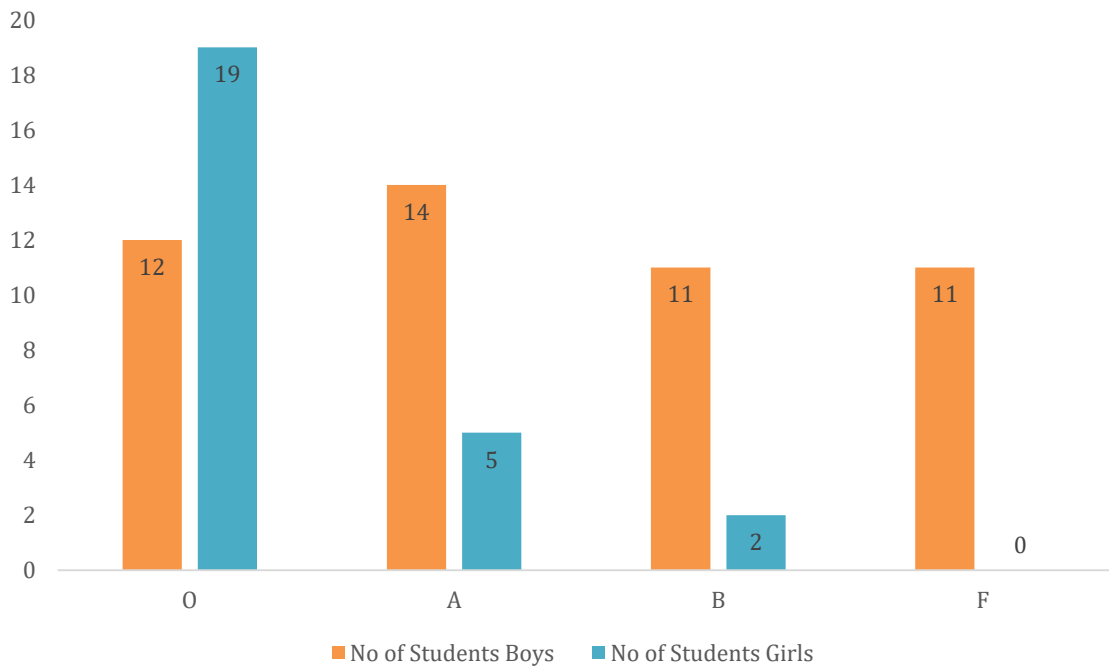
### BPED 1820 FINAL RESULTS



### MPED 1719 FINAL RESULTS



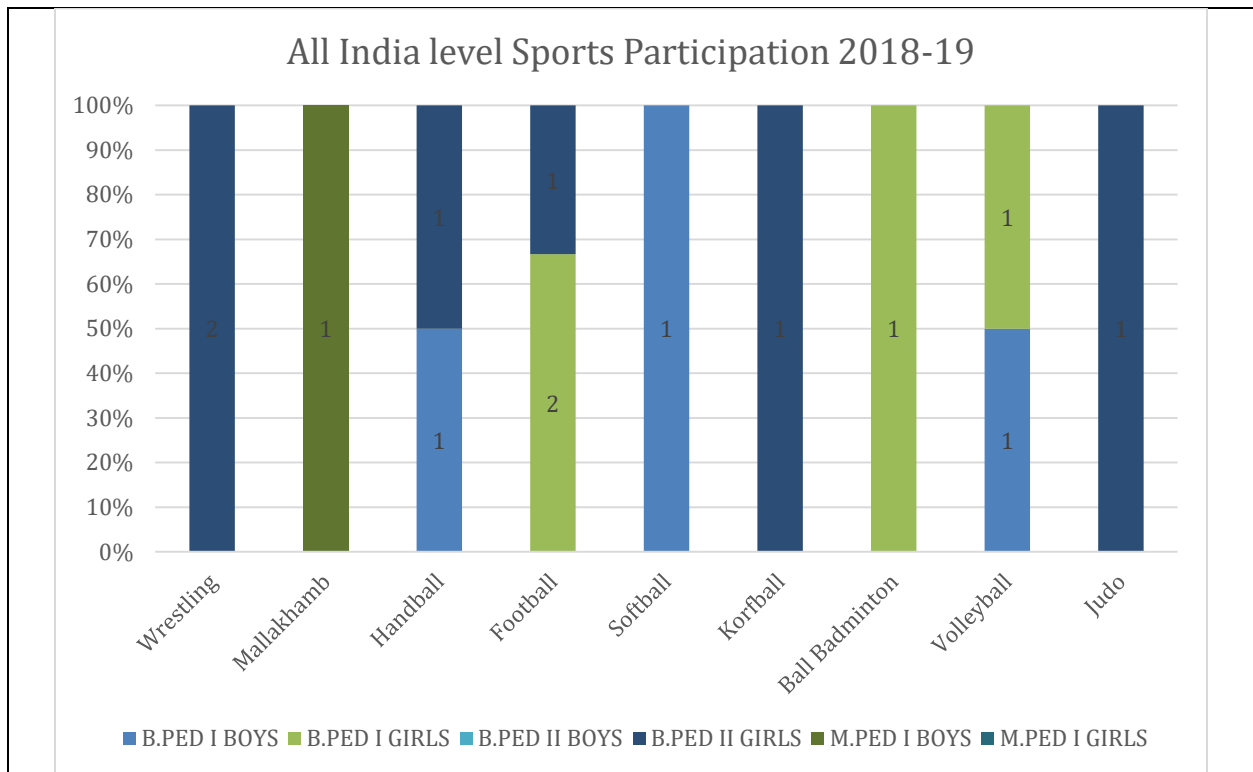
### BPED 1719 FINAL RESULTS



## Sports participation

### Details of AIU/Zonal Participation for the Year 2018-19

Sr. no	Event	B.PED I		B.PED II		M.PED I		M.PED II		Total
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
1	Wrestling				2					2
2	Mallakhamb					1				1
3	Handball				3					3
4	Football		2		1					3
5	Softball	1		1						2
6	Korfball				1					1
7	Ball Badminton	2	2							4
8	Volleyball	1	1		1					3
9	Baseball	2								2
10	Netball			1						1
11	Athletics			1	1					2
12	Judo		2		1					3
13	Hockey		1							1
14	Basketball	1								1
		7	8	3	10	1	0	0	0	29



**Details of Intercollegiate Participation for the Year 2018-19**

	Event	B.PED I		B.PED II		M.PED I		M.PED II		Total
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
1	Athletics	5	3	3	4	0	0	0	0	15
2	Korfball	0	0	0	1	0	0	0	0	1
3	Wrestling	0	0	0	2	0	0	0	0	2
4	Judo	0	0	0	1	0	0	0	0	1
5	Yoga	0	0	0	2	0	0	0	0	2
6	Mallakhamb	0	0	0	0	1	0	0	0	1
7	Netball	0	0	1	0	0	0	0	0	1
8	Handball	1	0	0	11	0	0	0	0	12
9	Football	0	2	13	8	0	1	0	0	24
10	Volleyball	7	3	4	8	1	0	0	0	23
11	Kabaddi	6	0	6	0	0	0	0	0	12
12	Hockey	0	4	14	9	2	2	0	0	31
13	Baseball	6	0	3	0	3	0	0	0	12
14	Softball	8	0	3	0	4	0	0	0	15
15	Ball Badminton	6	5	0	1	0	0	0	0	12
		<b>39</b>	<b>17</b>	<b>47</b>	<b>47</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>164</b>

**Achievement - Intercollegiate Team Performance for the year 2018-19**

<b>Team Event Performance</b>			
		<b>Boys</b>	<b>Girls</b>
1	Athletics	<b>Participation</b>	<b>Participation</b>
2	Handball	<b>NP</b>	<b>3rd</b>
3	Football	<b>Participation</b>	<b>3rd</b>
4	Kabaddi	<b>4th</b>	<b>Participation</b>
5	Hockey	<b>4th</b>	<b>4th</b>
6	Baseball	<b>2nd</b>	<b>NP</b>
7	Softball	<b>3rd</b>	<b>NP</b>
8	Volleyball	<b>2nd</b>	<b>3rd</b>
9	Ball Badminton	<b>Participation</b>	<b>Participation</b>
<b>Individual Events Performance</b>			
		<b>Boys</b>	<b>Girls</b>
1	Wrestling		<b>1 st Place</b>
2	Wrestling		<b>1 st Place</b>
3	Wrestling		<b>1 st Place</b>
4	Judo		<b>1st Place</b>
5	Mallakhamb	<b>1st Place</b>	
6	Yoga		<b>Participation</b>

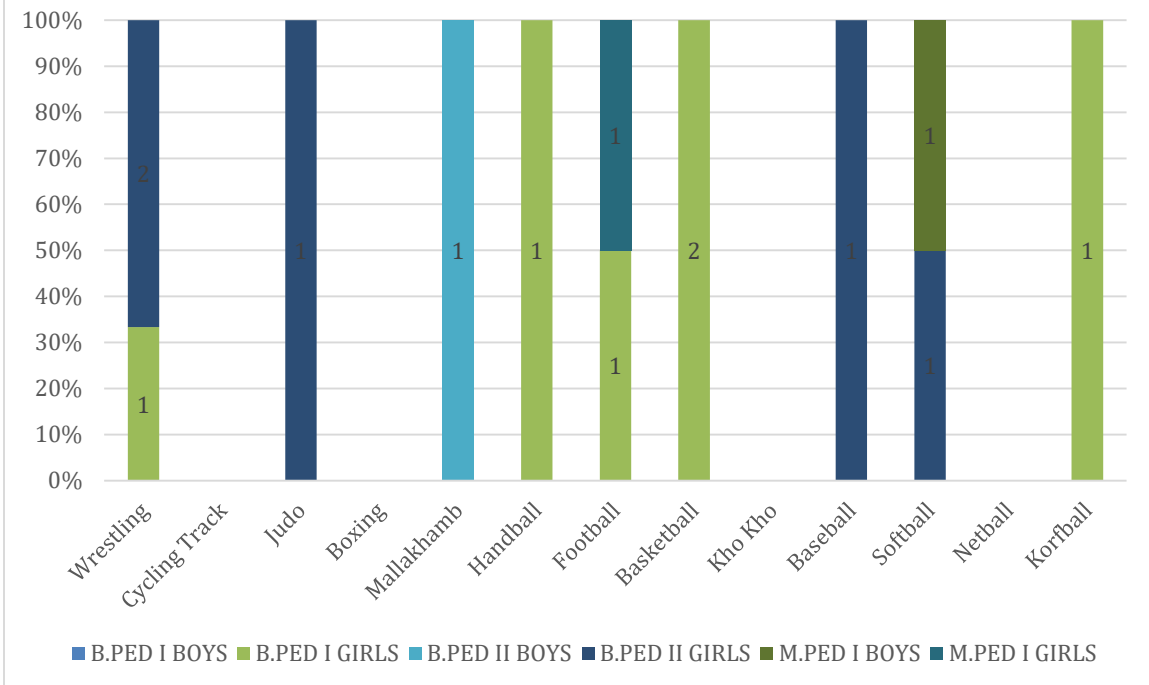




**Details of AIU/Zonal Participation for the Year 2017-18**

Sr. no	Event	B.PED I		B.PED II		M.PED I		M.PED II		Total
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
1	Wrestling	0	1	0	2	0	0	0	0	3
2	Cycling Track	0	0	0	0	0	0	0	0	0
3	Judo	0	0	0	1	0	0	0	0	1
4	Boxing	0	0	0	0	0	0	0	0	0
5	Mallakhamb	0	0	1	0	0	0	0	0	1
6	Handball	0	1	0	0	0	0	0	0	1
7	Football	0	1	0	0	0	1	0	0	2
8	Basketball	0	2	0	0	0	0	0	0	2
9	Kho Kho	0	0	0	0	0	0	0	0	0
10	Baseball	0	0	0	1	0	0	0	0	1
11	Softball	0	0	0	1	1	0	0	0	2
12	Netball	0	0	0	0	0	0	0	0	0
13	Korfball	0	1	0	0	0	0	0	0	1
		0	6	1	5	1	1	0	0	14

**ALL INDIA LEVEL SPORTS PARTICIPATION 17-18**



**Details of Intercollegiate Participation for the Year 2017-18**

	Event	B.PED I		B.PED II		M.PED I		M.PED II		Total
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
1	Athletics	2	0	6	4	0	0	0	0	12
2	Korfball	0	1	0	0	0	0	0	0	1
3	Badminton	1	1	0	0	0	0	0	0	2
4	Wrestling	0	2	0	2	0	0	0	0	4
5	Judo	0	1	0	2	0	0	0	0	3
6	Boxing	1	0	0	0	0	0	0	0	1
7	Power Lifting	0	0	0	1	0	0	0	0	1
8	Mallakhamb	0	0	1	0	0	0	0	0	1
9	Handball	0	8	0	6	0	0	0	0	14
10	Football	11	11	5	1	1	3	0	0	32
11	Basketball	0	0	0	0	0	0	0	0	0
12	Body Building	0	0	1	0	0	0	0	0	1
13	Kho Kho	0	1	0	1	0	0	0	0	2
14	Kabaddi	7	0	2	0	1	0	0	0	10
15	Hockey	9	4	8	11	0	0	0	0	32
16	Baseball	0	0	12	1	0	0	0	0	13
17	Softball	0	1	2	1	1	0	0	0	5
18	Netball	0	0	11	12	0	0	0	0	23
19	Cricket	0	2	0	0	0	1	0	0	3
		31	32	48	42	3	4	0	0	160

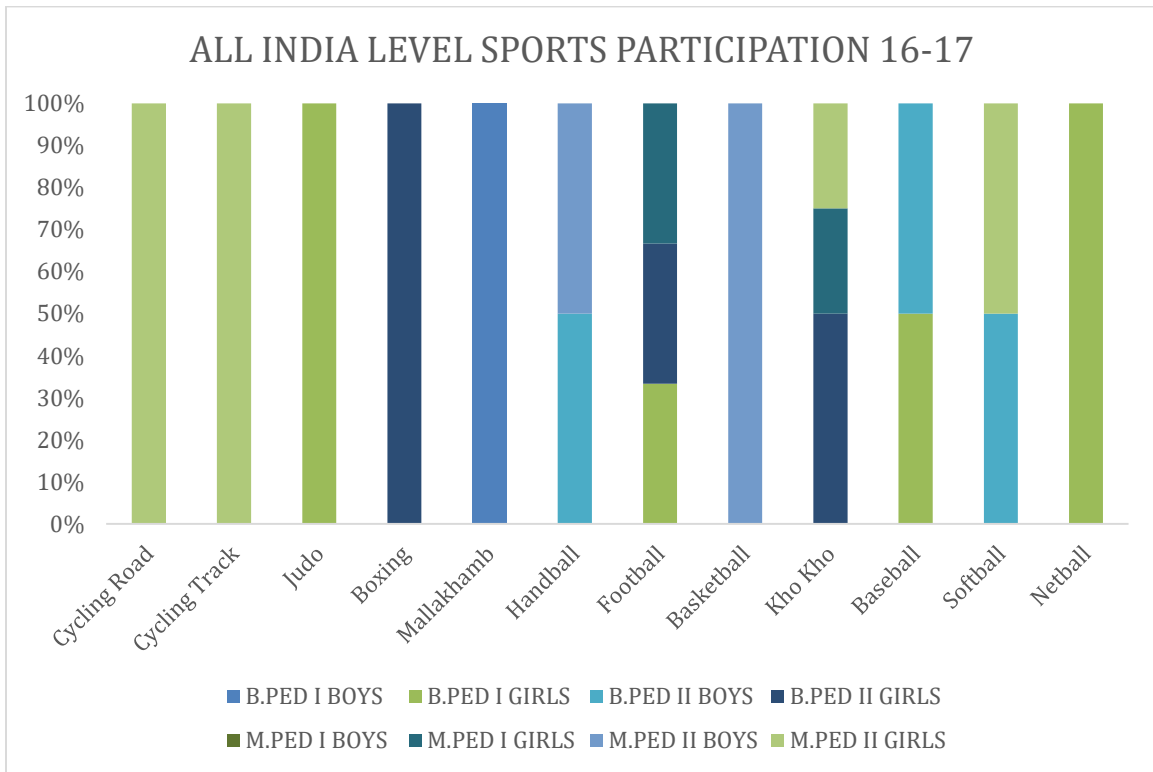
**Achievement - Intercollegiate Team Performance for the year 2017-18**

<b>Team Event Performance</b>			
		<b>Boys</b>	<b>Girls</b>
1	Athletics	<b>Participation</b>	<b>Participation</b>
2	Handball		<b>3rd</b>
3	Football	<b>Participation</b>	<b>3rd</b>
4	Kabaddi	<b>3rd</b>	
5	Hockey	<b>3rd</b>	<b>3rd</b>
6	Baseball	<b>Participation</b>	
7	Netball	<b>2nd</b>	<b>2nd</b>
<b>Individual Events Performance</b>			
		<b>Boys</b>	<b>Girls</b>
1	Wrestling		<b>1st Place</b>
2	Wrestling		<b>1st Place</b>
3	Wrestling		<b>1st Place</b>
4	Judo		<b>1st Place</b>
5	Power Lifting		<b>1st Place</b>
6	Mallakhamb	<b>1st Place</b>	
7	Body Building	<b>2nd Place</b>	



**Details of AIU/Zonal Participation for the Year 2016-17**

Sr. no	Event	B.PED I		B.PED II		M.PED I		M.PED II		Total
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
1	Cycling Road								1	1
2	Cycling Track								1	1
3	Judo		2							2
4	Boxing				1					1
5	Mallakhamb	1								1
6	Handball			1				1		2
7	Football		1		1		1			3
8	Basketball							1		1
9	Kho Kho				2		1		1	4
10	Baseball		1	1						2
11	Softball			1					1	2
12	Netball		1							1
		1	5	3	4		2	2	4	21



**Details of Intercollegiate Participation for the Year 2016-17**

	Event	B.PED I		B.PED II		M.PED I		M.PED II		Total
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
1	Athletics	6	7	6	7	0	0	1	1	28
2	Cross Country	0	0	3	1	0	0	0	0	4
3	Cycling	0	0	0	0	0	0	0	1	1
4	Wrestling	0	3	0	0	0	0	0	0	3
5	Judo	0	3	0	0	0	0	0	0	3
6	Boxing	0	1	0	1	0	0	1	0	3
7	Power Lifting	1	0	0	0	0	0	0	0	1
8	Mallakhamb	1	0	0	0	0	0	0	0	1
9	Handball	1	0	6	10	0	1	6	1	25
10	Football	7	12	4	1	0	3	4	0	31
11	Basketball	3	0	8	0	0	0	1	0	12
12	Volleyball	3	2	6	8	0	3	0	0	22
13	Kho Kho	5	2	7	7	0	1	0	1	23
14	Kabaddi	5	0	6	0	0	0	1	0	12
15	Hockey	2	0	9	0	0	0	6	0	17
16	Baseball	7	2	8	5	0	2	1	2	27
17	Softball	3	0	8	0	0	0	1	1	13
18	Netball	0	1	0	0	0	0	0	0	1
		<b>44</b>	<b>33</b>	<b>71</b>	<b>40</b>	<b>0</b>	<b>10</b>	<b>22</b>	<b>7</b>	<b>227</b>

**Achievement - Intercollegiate Team Performance for the year 2016-17**

<b>Team Event Performance</b>			
		<b>Boys</b>	<b>Girls</b>
1	Athletics	<b>Participation</b>	<b>Participation</b>
2	Handball	<b>3rd Place</b>	<b>Participation</b>
3	Football	<b>Participation</b>	<b>2nd</b>
4	Basketball	<b>Participation</b>	
5	Volleyball	<b>1st</b>	<b>Participation</b>
6	Kho Kho	<b>Participation</b>	<b>1st</b>
7	Kabaddi	<b>4th Place</b>	
8	Hockey	<b>2nd Place</b>	
9	Baseball	<b>1st Place</b>	<b>4th Place</b>
10	Softball	<b>3rd Place</b>	
<b>Individual Events Performance</b>			
		<b>Boys</b>	<b>Girls</b>
1	Cross Country	<b>Participation</b>	<b>Participation</b>
2	Cycling		<b>1 st Palce</b>
3	Wrestling		<b>1 st Palce</b>
4	Wrestling		<b>1 st Palce</b>
5	Wrestling		<b>1 st Palce</b>
6	Judo		<b>1st Place</b>
7	Judo		<b>1st Place</b>
8	Boxing		<b>1st Place</b>
9	Boxing	<b>2nd Place</b>	<b>2nd Place</b>
10	Power Lifting	<b>3rd Place</b>	
11	Mallakhamb	<b>1st Palce</b>	



## Various activities

### 1. Cultural events



### 2. Fitness & sports related events



3. Academic events- conferences/seminars/workshop





4. Campus events





5. Community service



### Special features depicting inclusive approach

- Inclusive competitions- This is a very special and unique activity conducted by the college. Usually any sports related competitions are gender specific, however, the college strives to innovate and comes up with such unusual events.
- The intra mural program for master's degree consist of house teams which are mixed in nature.
- Team consists of both girls and boys.
- Rules and regulations of the activity or event are modified to ensure safety and complete participation of all the team members.
- These kind of events are regularly conducted and have ensured development of a work environment that is safe, inclusive and equal.

### *Creation of safe environment for women*

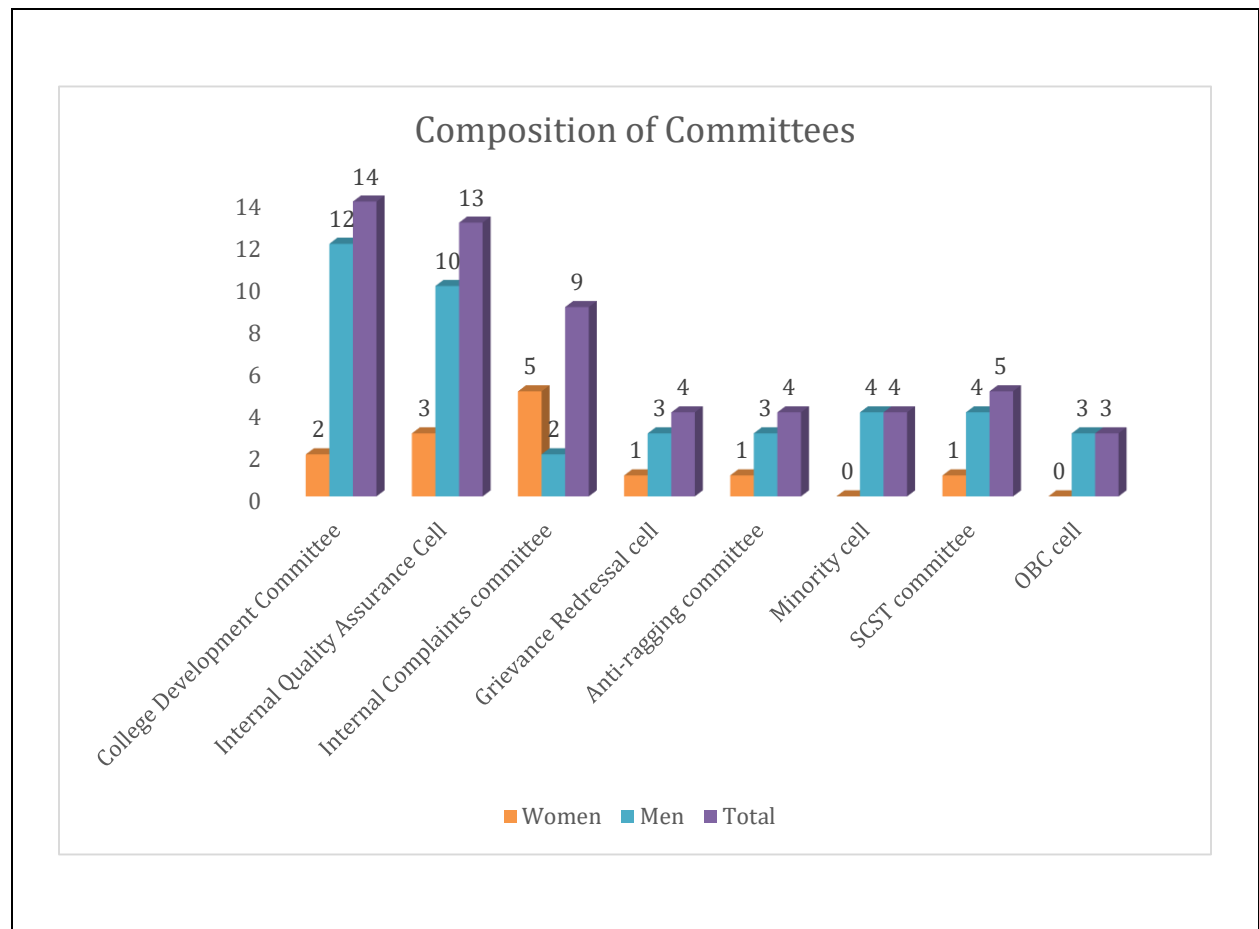
CACPE is a very well-known Physical Education teacher education college in the state. The college has seen a huge number of both female and male students successfully completing the education and embarking on bright careers. In the recent past, the college faced an unprecedented situation, in which, some students and female staff members had complained against a male staff member. The college and the parent body both very judiciously took immediate action and took some very stringent decisions by conducting a very rigorous and lawful inquiry and complied to the recommendations of the committee. The students and staff were thus assured of their safety.

### Facilities provided for female students

1. Clean restrooms in college building, common room and hostel
2. Ladies' common changing room
3. Washrooms – separate for girls in badminton hall and gymnasium
4. Safe sitting arrangement in classrooms
5. Ground practical schedules house wise separate
6. Camping- Separate and safe tents for girl students

### Administrative Measures (Committees and their composition)

Sr No	Name of the committee	Females	Male	Total
1	College Development Committee	2	12	14
2	Internal Quality Assurance Cell	3	10	13
3	Internal Complaints committee	5	2	9
4	Grievance Redressal cell	1	3	4
5	Anti-ragging committee	1	3	4
6	Minority cell	0	4	4
7	SCST committee	1	4	5
8	OBC cell	0	3	3
	Total	13	41	56



### Observations:

1. Overall campus is safe and gender neutral.
2. Special care strategies are devised for gender equality by providing equal chances to both boys and girls in all the events, programs.
3. Girl students have consistently been performing higher in the academics and sports at national level.
4. Safety guidelines, grievance cell, internal committee function highly efficiently and deal with issues such as equality, empowerment, and recognition.
5. Women staff members are parts of all the decision making bodies and female students play an indispensable role in the student council and college activities.
6. Overall college and the parent body both are very concerned about the gender equality issue and take stringent measures to achieve it.

### Conclusions

The audit shows that gender based involvement is included in every one of the approaches, projects, programs of the college. Without a doubt, the enrolment of young ladies from all parts of society is expanding. The college definitely possesses a very congenial environment for gender equality. With the strong will and force and obligation to gender equity, the College would absolutely leave an imprint in the country.

### Recommendations

1. The college should consider providing special facilities such as sanitary vending machines, health center etc.
2. It is recommended to continue the already existing practice of including women/girl students in the major decision making bodies/committees etc.
3. Inclusive participation in all or most of the relevant activities is recommended.
4. It is recommended to encourage and promote more women/girls to participate, organize, volunteer in various academic and co-curricular programs.
5. The college may consider highlighting the achievement of women in academics, sports, research etc.
6. It can be considered to increase the number of gender awareness and sensitization programs.

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