Yashwant Shikshan Sanstha's
Miraj Mahavidyalaya Miraj
GENDER AUDIT REPORT 2023-24

## PREAMBLE

**Prepared by.**

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# Introduction:

Established in 1993, Miraj Mahavidyalaya has been a cornerstone of education in the rural and drought-prone eastern part of Miraj Tahsil. Starting with just 120 students, the institution has grown significantly, now serving over 1,442 students across various disciplines. Committed to the holistic development of its students, Miraj Mahavidyalaya blends traditional education with modern advancements. As part of its student-centric approach, the college has conducted a **Gender Audit** to ensure fair gender representation and to assess the effectiveness of its gender equality policies.

## Purpose:

The Gender Audit serves multiple purposes:

❖ Assess the status of female students.

❖ Identify areas of gender inequality within the campus.

❖ Evaluate the campus's friendliness towards women.

❖ Address any discrimination faced by marginalized groups, including SC/ST.

❖ Ensure the effectiveness of internal committees and policies in promoting gender equality and preventing sexual harassment.

## Key Initiatives

Miraj Mahavidyalaya has undertaken several impactful initiatives to promote gender equality and cultivate an inclusive and supportive environment for all students.

## Internal Committees

Specialized committees have been established to address student well-being, grievance redressal, and skill development, ensuring inclusivity for all genders.

## Training and Placement Cell

The Training and Placement Cell actively monitors job opportunities, provides career guidance, and develops entrepreneurial skills, ensuring equal access to employment resources for all students.

## Skill Development Scheme

A dedicated committee focuses on enhancing students' skills, promoting gender-neutral participation in various skill development programs to prepare students for diverse career opportunities.

## Grievance Redressal Cell

This cell is equipped to handle complaints from all stakeholders, including students, staff, and parents, fostering a culture of accountability, transparency, and support within the institution.

## Gender Audit

The Gender Audit analyzed student admissions to assess gender representation. In the academic year 2023-24, out of 1,442 students admitted, including 1,242 undergraduates and 199 postgraduates, the distribution was 717 male students and 725 female students. This near-equal representation underscores Miraj Mahavidyalaya's commitment to gender balance and inclusivity. Visual representations through graphs and tables further illustrate the college's dedication to gender parity.

## Conclusion

Miraj Mahavidyalaya's Gender Audit underscores its unwavering commitment to fostering a gender-inclusive environment and promoting equal opportunities for all students. While the analysis indicates a slight gender bias favoring female students in admissions, the institution's proactive measures and policies aim to ensure a fair and safe learning environment for everyone. Through ongoing evaluation and refinement of gender equality initiatives, Miraj Mahavidyalaya continues its journey toward achieving comprehensive gender parity and fostering an inclusive educational community.

⭕ **Gender wise Total Students in Mahavidyalaya**

| Student strength | Grand Total | Male | Female |
|---|---|---|---|
| | 1442 | 717 | 725 |
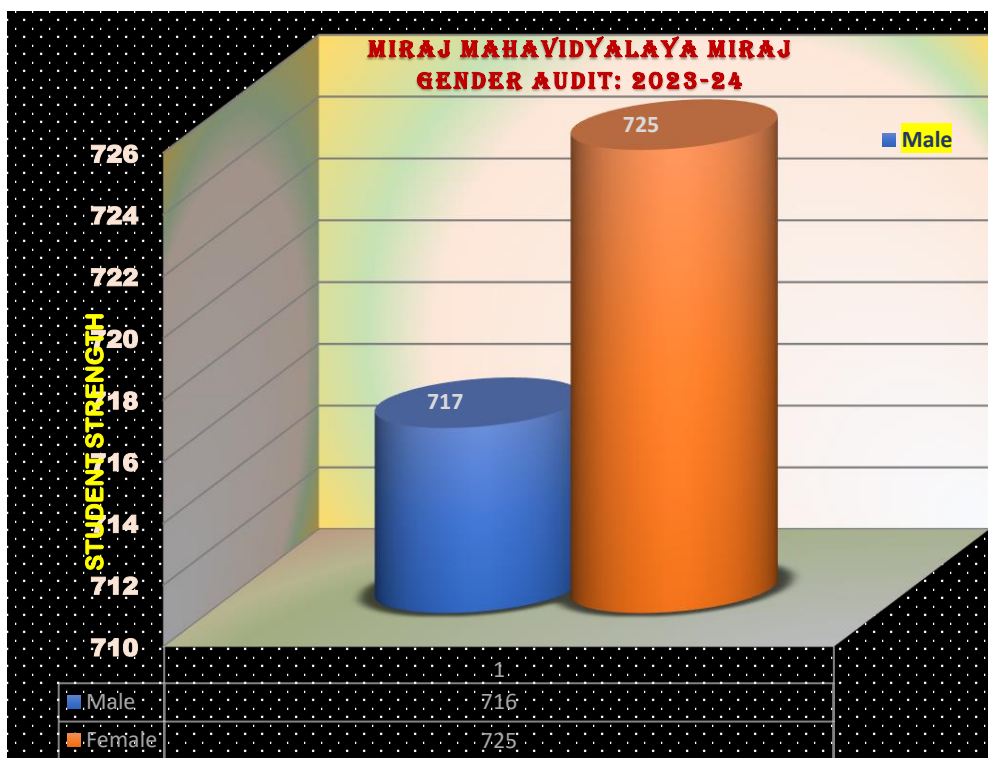
The above graphical representation shows that the strength of female students is greater than that of male students, indicating a slight gender imbalance within the Mahavidyalaya premises.

## Reservation Policy

Miraj Mahavidyalaya strictly adheres to the reservation policy, following all state government regulations. The accompanying table and graph vividly display the strength of students from various social categories in the academic year 2023-24, illustrating an overall increase in admissions across all categories over the years. Admissions are highest in the OBC category, with SC and NT categories showing almost equal numbers.

*CATEGORYWISE TOTAL STUDENT STRENGH ADMITTED*

| SC | ST | VJ(A) | NTB | NTC | NTD | OBC | SBC | OPEN | MARATHA | JAIN | MUSLIM | SEBC | EWS |
|----|----|-------|-----|-----|-----|-----|-----|------|---------|------|--------|------|-----|
| 199 | 4 | 22 | 23 | 58 | 11 | 176 | 17 | 845 | 37 | 12 | 20 | 8 | 10 |

*CATEGORYWISE - MALE-FEMALE :TOTAL STUDENT STRENGH ADMITTED 23-24*

| Total | Total Male | Total Female | SC | SC | ST | ST | VJ (A) | VJ (A) | NT B | NT B | NT C | NT C | NT D | NT D | OBC | OBC |
|-------|------------|--------------|----|----|----|----|--------|--------|------|------|------|------|------|------|-----|-----|
| | Male | Female | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| 1442 | 717 | 725 | 94 | 105 | 3 | 1 | 15 | 7 | 13 | 10 | 33 | 25 | 7 | 4 | 81 | 95 |

| SBC | SBC | OPEN | OPEN | MARATHA | MARATHA | JAIN | JAIN | MUSLIM | MUSLIM | SEBC | SEBC | EWS | EWS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| 10 | 7 | 427 | 418 | 13 | 24 | 4 | 8 | 12 | 8 | 3 | 5 | 2 | 8 |



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MIRAJ MAHAVIDYALAYA MIRAJ
GENDER AUDIT: 2023-24

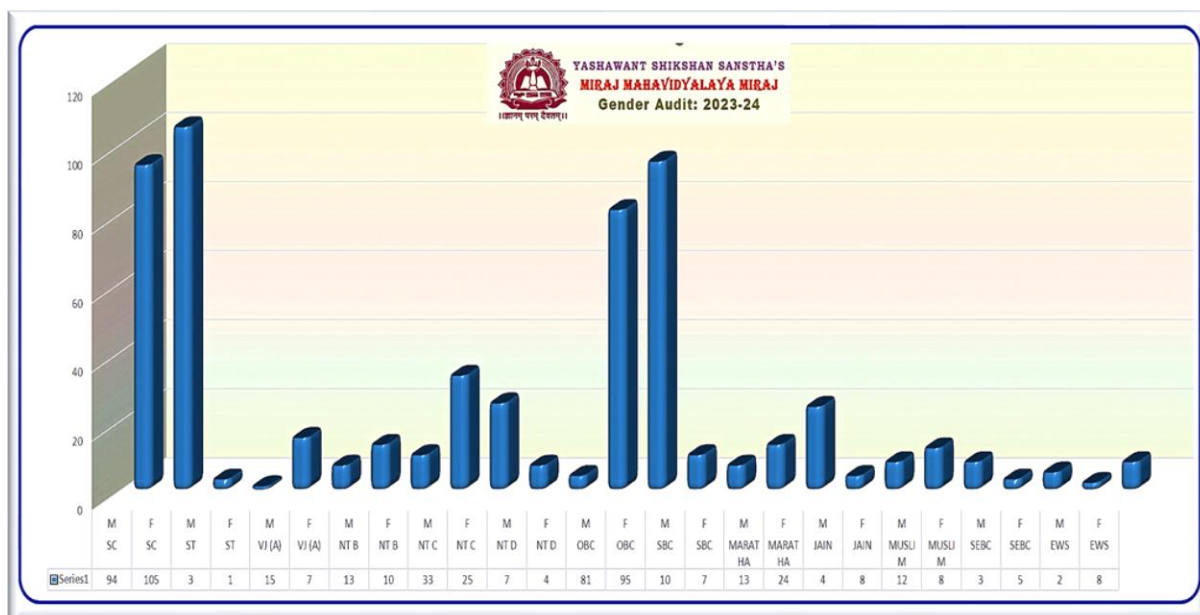| | SC | ST | VJ(A) | NTB | NTC | NTD | OBC | SBC | MAR ATHA | JAIN | MUS LIM | SEBC | EWS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Series1 | 199 | 4 | 22 | 23 | 58 | 11 | 176 | 17 | 37 | 12 | 20 | 8 | 10 |
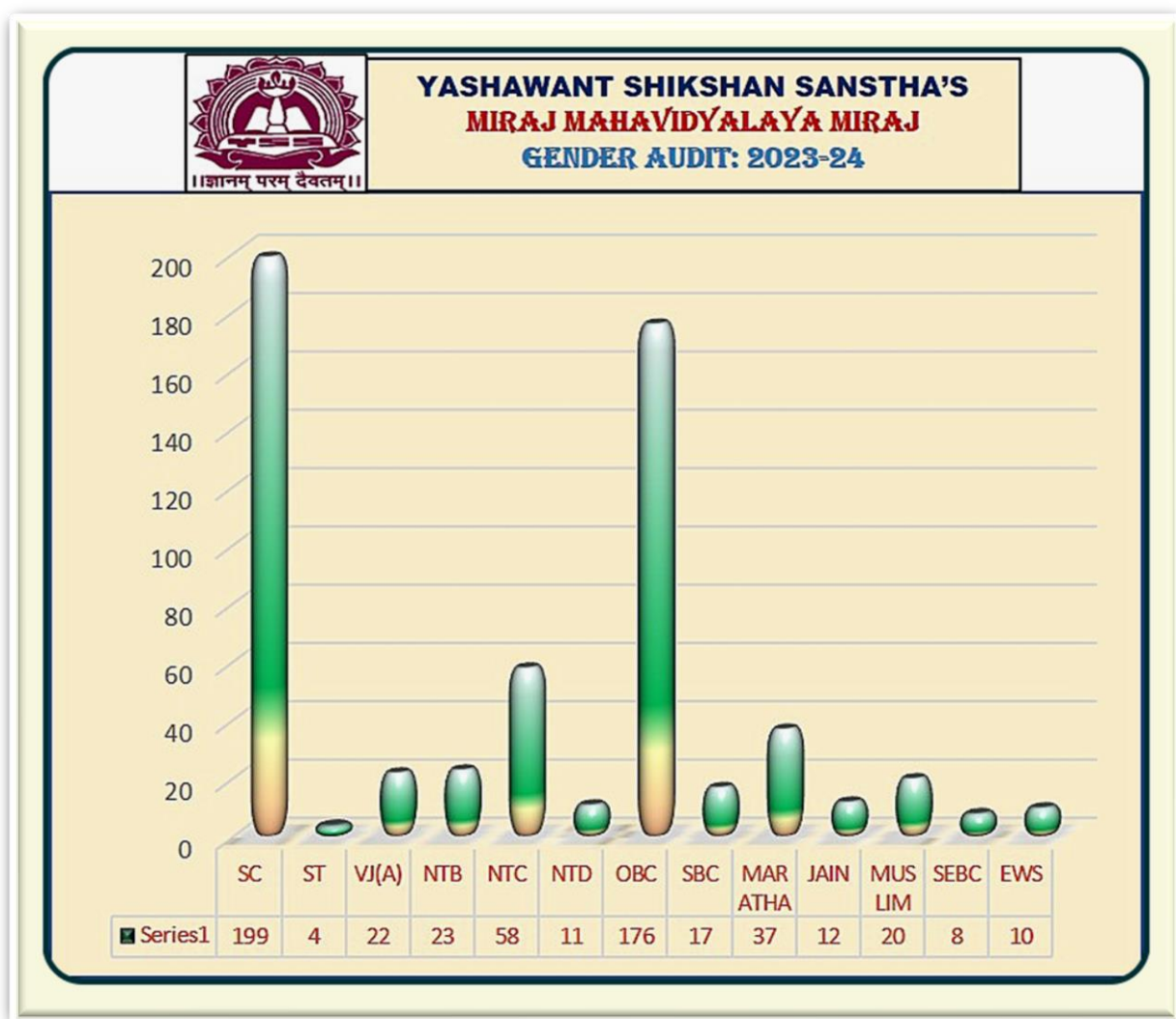
**Gender Balance and Reservation Policies at Mahavidyalaya:**

The provided graph and table present an insightful overview of the gender distribution within the student population at Mahavidyalaya for the academic year 2023-24. The data reveals that there is a nearly equal number of male and female students, suggesting that the institute maintains a gender-balanced environment. This parity in student strength underscores the institute's commitment to providing equal opportunities for education

to all genders. Moreover, the adherence to reservation policies further highlights Mahavidyalaya's dedication to inclusivity and equitable access to education.



| | M SC | F SC | M ST | F ST | M VJ (A) | F VJ (A) | M NT B | F NT B | M NT C | F NT C | M NT D | F NT D | M OBC | F OBC | M SBC | F SBC | M MARAT HA | F MARAT HA | M JAIN | F JAIN | M MUSLI M | F MUSLI M | M SEBC | F SEBC | M EWS | F EWS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Series1 | 94 | 105 | 3 | 1 | 15 | 7 | 13 | 10 | 33 | 25 | 7 | 4 | 81 | 95 | 10 | 7 | 13 | 24 | 4 | 8 | 12 | 8 | 3 | 5 | 2 | 8 |

## Gender Distribution in SC and OBC Categories:

A closer examination of the graph indicates that within the total student population, the Scheduled Castes (SC) and Other Backward Classes (OBC) categories have a slightly higher number of female students compared to male students. This trend suggests a gender-biased environment within these specific categories. It implies that the institute may be creating or facilitating more opportunities for female students from these socially disadvantaged groups, which could be seen as a positive step towards addressing historical gender imbalances.

## Gender Balance: Definition and Importance

Gender balance refers to the existence of a fair ratio of male and female representation within an institution, encompassing both student populations and staff structures. Achieving gender balance is crucial as it ensures that both men and women have equal access to resources, opportunities, and decision-making processes. Traditionally, women have had lesser access to resources and opportunities due to entrenched social structures and norms that act as barriers. These barriers hinder women's capabilities, leading to a cycle of disempowerment that restricts their access to developmental initiatives and opportunities for advancement.

### The Role of Mahavidyalaya in Promoting Gender Balance

Mahavidyalaya's efforts to maintain gender balance among its students reflect a broader commitment to social equity. By ensuring a nearly equal number of male and female students, the institute not only promotes gender equality but also sets a precedent for other educational institutions. The slight gender bias observed in the SC and OBC categories may indicate targeted efforts to empower female students from these marginalized communities, thereby fostering an environment where women can thrive academically and socially.

### Adherence to Reservation Policies

The institute's strict adherence to reservation policies is another critical factor in promoting inclusivity. Reservation policies are designed to provide educational opportunities to historically marginalized communities, including SC, ST (Scheduled Tribes), and OBC. By adhering to these policies, Mahavidyalaya ensures that students from these communities have access to quality education, which is a significant step towards reducing social and economic disparities.

### Gender Equity in Sports and Physical Activities

Furthermore, the Gender Audit Team of Mahavidyalaya reviewed and analyzed the operating environment. From this analysis, the team understood that the college is operating in an environment where everyone has access to a full range of opportunities to achieve the social, psychological, and physical benefits that come from participating and leading in sports and physical activities. Gender equity in this context requires that girls and women be provided with a full range of activity and program choices that meet their needs, interests, and experiences. This inclusive approach ensures that all students, regardless of gender, can benefit from and contribute to the college's sports and physical activity programs.
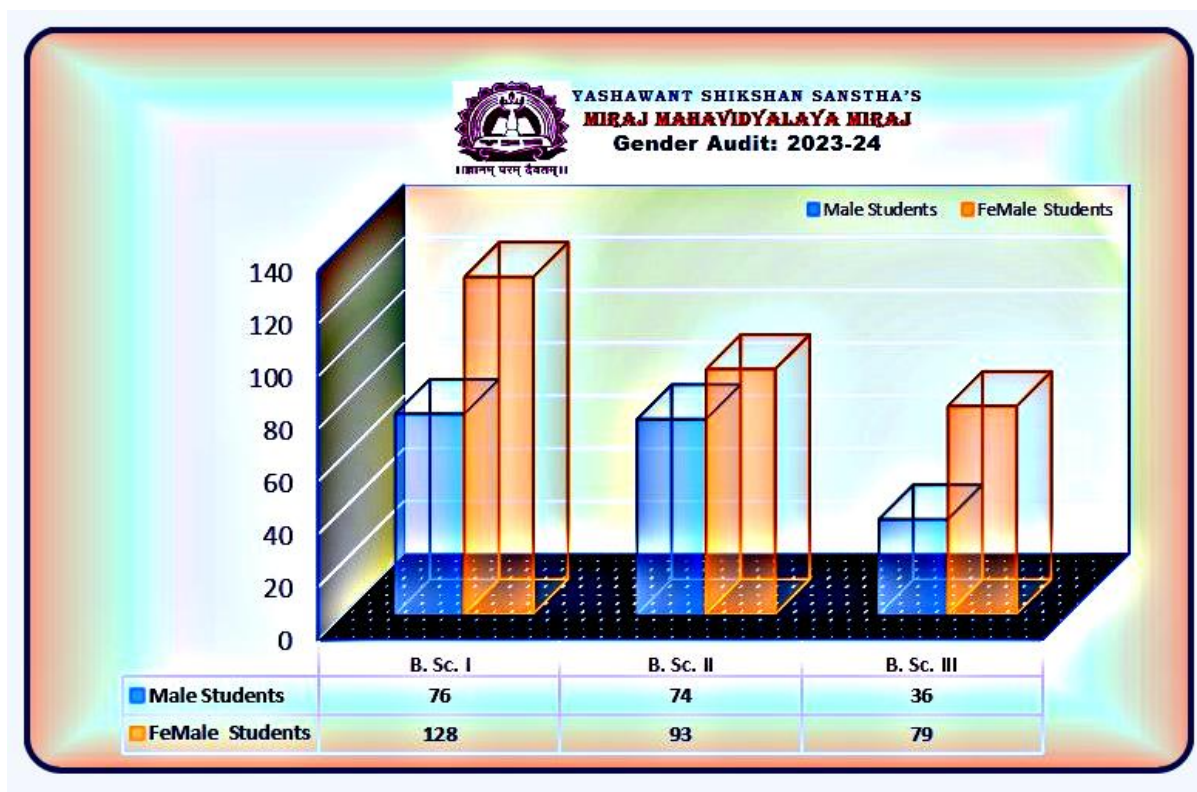
### Conclusion

In conclusion, the graph and table depicting the gender distribution of students at Mahavidyalaya for the academic year 2023-24 reveal a commendable commitment to gender balance and inclusivity. The nearly equal number of male and female students suggests a gender-balanced environment, while the slightly higher female student strength in SC and OBC categories points to the institute's proactive approach in empowering women from disadvantaged backgrounds. By maintaining gender balance,

strictly adhering to reservation policies, and ensuring gender equity in sports and physical activities, Mahavidyalaya exemplifies how educational institutions can play a pivotal role in fostering equity and social justice.

*Gender wise student strength distribution towards B. Sc. discipline*

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MIRAJ MAHAVIDYALAYA MIRAJ
Gender Audit: 2023-24

| | B. Sc. I | B. Sc. II | B. Sc. III |
|---|---|---|---|
| Male Students | 76 | 74 | 36 |
| FeMale Students | 128 | 93 | 79 |

## Gender-wise Distribution of Students in Various Programs at Mahavidyalaya:

The gender-wise distribution of students at Mahavidyalaya reveals interesting trends across different academic programs. The data indicates that female student strength is higher in the B. Sc, BCA, and B. Com programs, while it is comparatively lower in the B. A. program. This distribution sheds light on the varying preferences and enrollment patterns among male and female students in different fields of study.

## Female Dominance in Science, Commerce, and Computer Applications:

The B. Sc. (Bachelor of Science) program at Mahavidyalaya has a higher number of female students compared to male students. This trend suggests that more women are pursuing careers in science, reflecting a positive shift towards gender balance in fields traditionally dominated by men. The increased female enrollment in B. Sc. programs can be attributed to various factors, including targeted outreach programs, scholarships for women in

STEM (Science, Technology, Engineering, and Mathematics), and a supportive academic environment that encourages female participation in scientific disciplines.

Similarly, the BCA (Bachelor of Computer Applications) program also sees a higher number of female students. This is a significant indicator of the growing interest and involvement of women in the field of information technology and computer science. The presence of more female students in BCA programs highlights the success of initiatives aimed at reducing gender disparities in tech-related fields, promoting digital literacy among women, and providing equal opportunities for careers in technology.

In the B.Com (Bachelor of Commerce) program, female students outnumber their male counterparts as well. This trend reflects the increasing participation of women in commerce and business-related studies, aligning with the broader global movement towards gender equality in business education and the corporate sector. The higher enrollment of women in B. Com. programs may be influenced by the growing awareness of the importance of financial independence and entrepreneurship among women, coupled with the support systems provided by the institution.

**Lower Female Enrollment in Arts:**

Contrastingly, the B. A. (Bachelor of Arts) program at Mahavidyalaya has a lower number of female students compared to male students. This anomaly in the gender-wise distribution could be due to various socio-cultural and economic factors influencing the educational choices of female students. It may also reflect a perception that career opportunities in the arts are less lucrative or stable compared to those in science, technology, and commerce, leading more women to pursue studies in fields perceived to offer better career prospects.

**Conclusion**

In conclusion, the gender-wise distribution of students across different programs at Mahavidyalaya highlights both achievements and areas for improvement in promoting gender equity. The higher female student strength in B. Sc, BCA, and B. Com programs indicates successful efforts to encourage women to pursue studies and careers in science, technology, and commerce. However, the lower female enrollment in the BA program suggests a need for further initiatives to support and attract women to the arts. By addressing these disparities and continuing to provide a supportive and inclusive

educational environment, Mahavidyalaya can further its mission of achieving true gender balance across all academic disciplines.
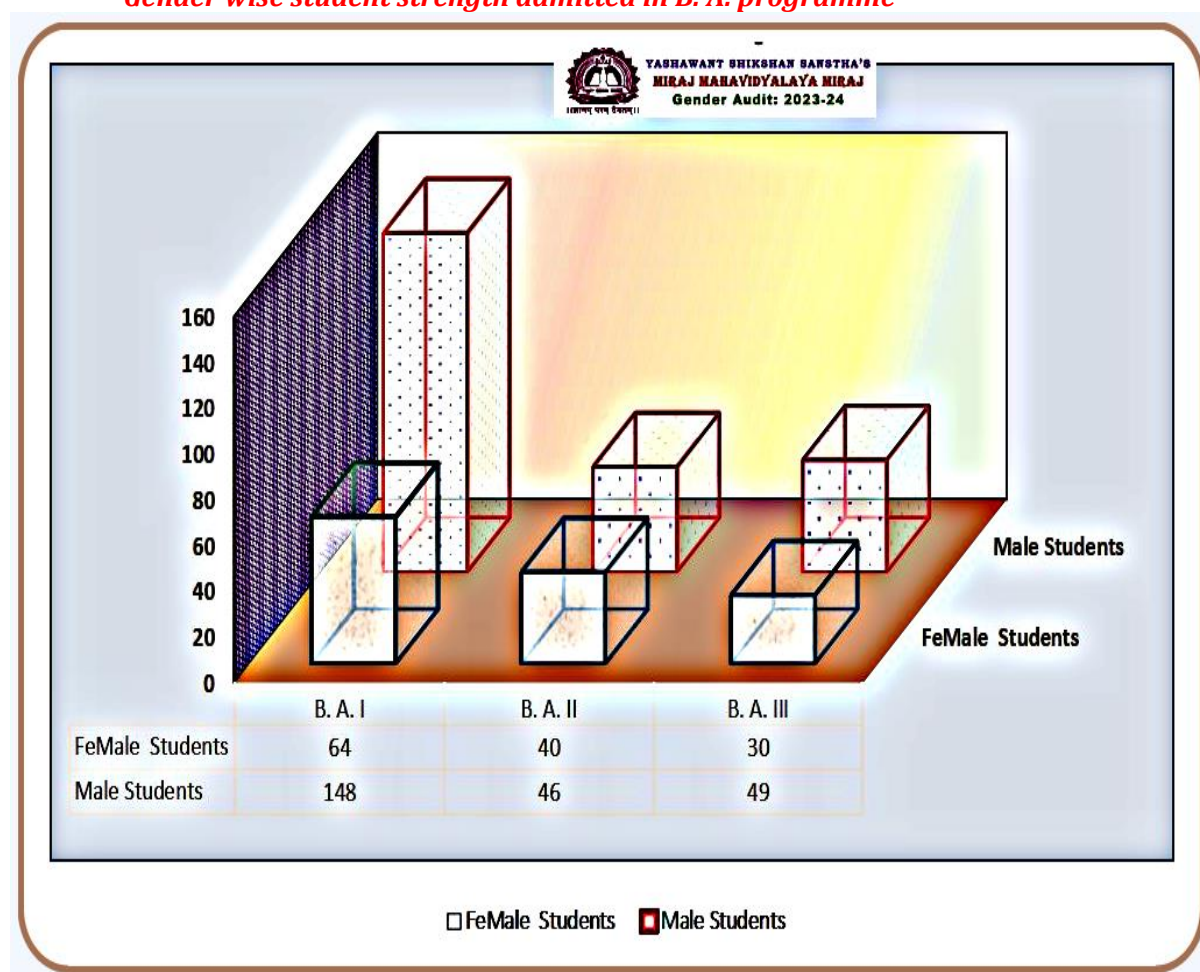
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**Miraj Mahavidyalaya,Miraj**
**Male Female Report 2023-24**

| Sr. No. | Class | Total Students | Male Students | Female Students |
|---|---|---|---|---|
| | **BCA** | | | |
| 1 | B.C.A. - I | 122 | 68 | 54 |
| 2 | B.C.A. - II | 89 | 65 | 24 |
| 3 | B.C.A. - III | 37 | 16 | 21 |
| | Total | 248 | 149 | 99 |
| | **Senior & Senior NG** | | | |
| 1 | B.Sc. I | 110 | 24 | 86 |
| 2 | B.Sc. I (NG) | 94 | 52 | 42 |
| | Total | 204 | 76 | 128 |
| 3 | B.Sc. II | 118 | 44 | 74 |
| 4 | B.Sc. II (NG) | 49 | 30 | 19 |
| | Total | 167 | 74 | 93 |
| 3 | B.Sc. III | 115 | 36 | 79 |
| | B.Sc. III (NG) | 0 | 0 | 0 |
| | Total | 115 | 36 | 79 |
| 4 | B.A.I | 117 | 76 | 41 |
| | B.A.I (NG) | 95 | 72 | 23 |
| | Total | 212 | 148 | 64 |
| 5 | B.A.II | 86 | 46 | 40 |
| | B.A.II (NG) | 0 | 0 | 0 |
| | Total | 86 | 46 | 40 |
| 6 | B.A.III | 71 | 45 | 26 |
| | B.A.III (NG) | 8 | 4 | 4 |
| | Total | 79 | 49 | 30 |
| 7 | B.Com. I (NG) | 84 | 45 | 39 |
| 8 | B.Com. II (NG) | 60 | 24 | 36 |
| 9 | B.Com. III (NG) | 46 | 12 | 34 |
| | Total | 190 | 81 | 109 |
| | **All Total** | 1053 | 510 | 543 |
| | **Post Graduate** | | | |
| 1 | M.A./M.Sc. I Geo | 28 | 19 | 9 |
| 2 | M.A./M.Sc. II Geo | 11 | 5 | 6 |
| 3 | M.Sc. I Micro | 38 | 18 | 20 |
| 4 | M.Sc. II Micro | 37 | 11 | 26 |
| 5 | M.Sc. I Physics | 3 | 1 | 2 |
| 6 | M.Sc. II Physics | 5 | 2 | 3 |
| 7 | M.A. I English | 12 | 1 | 11 |
| 8 | M.A. II English | 7 | 1 | 6 |
| | Total | 141 | 58 | 83 |
| | **All Total** | 1442 | 717 | 725 |

**Total Student Strength Admitted in Mahavidyalaya in Academic Year 2023-24**

This gender-wise distribution highlights the institute's success in attracting and retaining more female students, which could reflect effective policies and supportive measures aimed at encouraging female enrollment. The higher number of female students compared to male students suggests that the institution provides a conducive environment for women's education, contributing to greater gender equity in the academic setting.
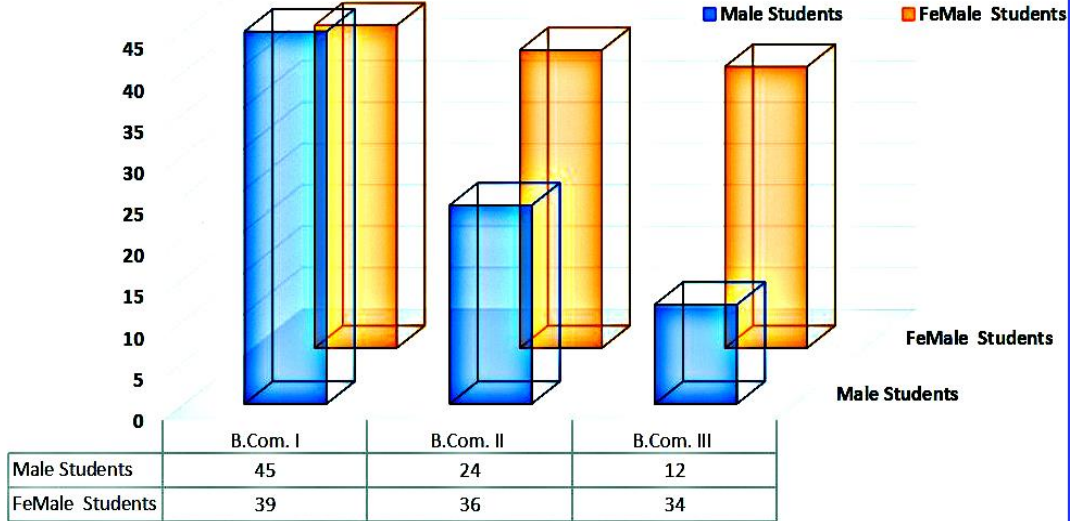
*Gender wise student strength admitted in B. A. programme*



| | B. A. I | B. A. II | B. A. III |
|---|---|---|---|
| FeMale Students | 64 | 40 | 30 |
| Male Students | 148 | 46 | 49 |

☐ FeMale Students  ☐ Male Students

*Gender wise student strength admitted in B. Com. programme*



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MIRAJ MAHAVIDYALAYA MIRAJ
Gender Audit: 2023-24

|  | B.Com. I | B.Com. II | B.Com. III |
|---|---|---|---|
| Male Students | 45 | 24 | 12 |
| FeMale Students | 39 | 36 | 34 |



YASHAWANT SHIKSHAN SANSTHA'S
MIRAJ MAHAVIDYALAYA MIRAJ
Gender Audit: 2023-24

|  | B.C.A. - I | B.C.A. - II | B.C.A. - III |
|---|---|---|---|
| FeMale Students | 54 | 24 | 21 |
| Male Students | 68 | 65 | 16 |
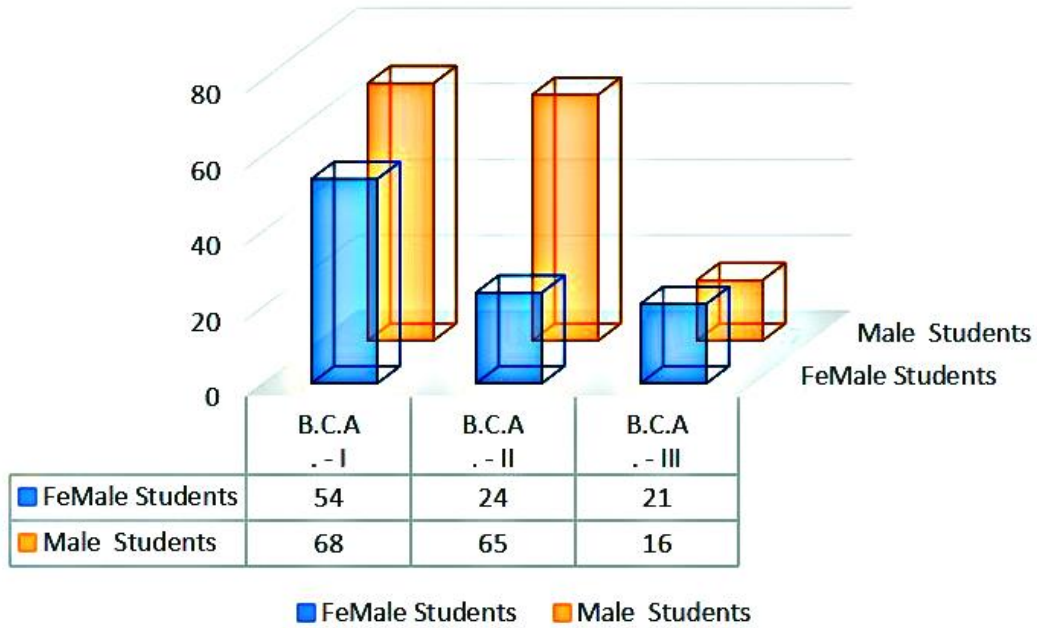
**Gender-wise Distribution of Students in Postgraduate Programs at Mahavidyalaya**

The gender-wise distribution of students in postgraduate programs at Mahavidyalaya reveals a significant trend: female students outnumber male students in several key disciplines. According to the data, programs such as M.Sc. Geography, M.A. English, M.Sc. Microbiology, and M.Sc. Physics have a higher female student strength. This trend underscores the increasing participation and success of women in advanced academic fields, reflecting broader societal shifts towards gender equity in higher education.

## Higher Female Enrollment in Postgraduate Programs

**M.Sc. Geography:**

In the M.Sc. Geography program, the number of female students surpasses that of male students. This trend indicates a growing interest among women in studying geographical sciences, which encompass physical geography, human geography, and environmental studies. The higher female enrollment could be attributed to effective recruitment strategies, gender-specific scholarships, and a supportive learning environment that encourages women to explore and excel in this multidisciplinary field.

**M.A. English:**

The M.A. English program at Mahavidyalaya also shows a higher female student strength. English literature and language studies have traditionally attracted a significant number of female students, possibly due to the inclusive and diverse nature of the field, which often addresses issues related to gender, identity, and cultural studies. The prominence of female students in this program highlights the role of humanities in fostering critical thinking, communication skills, and a deep understanding of cultural and social issues, which are essential for personal and professional development.

**M.Sc. Microbiology:**

In the field of M.Sc. Microbiology, female students again outnumber male students. This trend is particularly encouraging as it reflects the increasing presence of women in scientific research and laboratory sciences. Microbiology, being a vital branch of life sciences, offers numerous career opportunities in research, healthcare, pharmaceuticals, and environmental science. The higher enrollment of women in this program suggests that Mahavidyalaya provides a conducive environment for female students to pursue rigorous scientific training and contribute to significant advancements in the field.

**M.Sc. Physics**

The M.Sc. Physics program at Mahavidyalaya also reports a higher number of female students. Physics, traditionally a male-dominated field, has seen a gradual increase in female participation over the years. The higher female enrollment in this program is indicative of successful initiatives aimed at breaking gender stereotypes and encouraging women to pursue careers in fundamental and applied physics. Supportive academic policies, mentorship programs, and research opportunities tailored for women may have contributed to this positive trend.

**Conclusion**

The gender-wise distribution of students in postgraduate programs at Mahavidyalaya, as illustrated by the higher female student strength in M.Sc. Geography, M.A. English, M.Sc. Microbiology, and M.Sc. Physics, reflects a significant advancement towards gender equity in higher education. These trends highlight the institution's commitment to creating an inclusive and supportive academic environment that empowers women to excel in diverse fields of study.

By continuing to promote gender balance through targeted initiatives, scholarships, and supportive policies, Mahavidyalaya can further enhance its role as a leading institution in fostering academic excellence and gender equality. The increased participation of female students in these postgraduate programs not only enriches the academic community but also contributes to the broader goal of achieving gender parity in professional and scientific domains.

*Gender wise student Distribution at PG Level:*
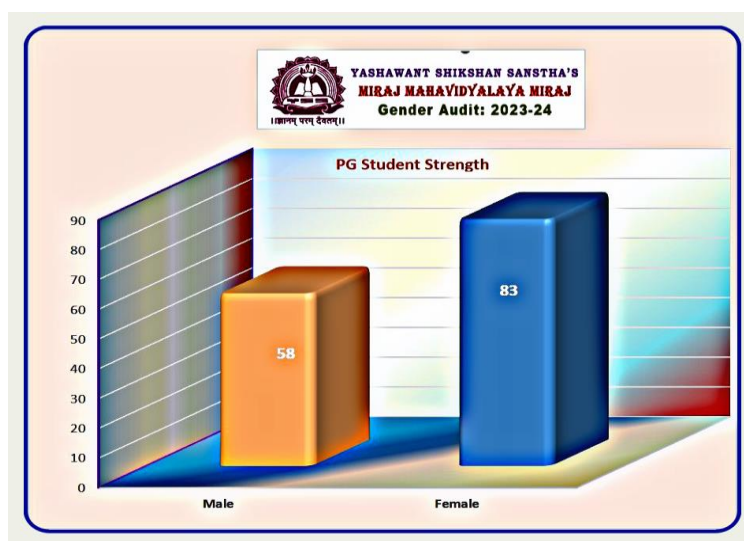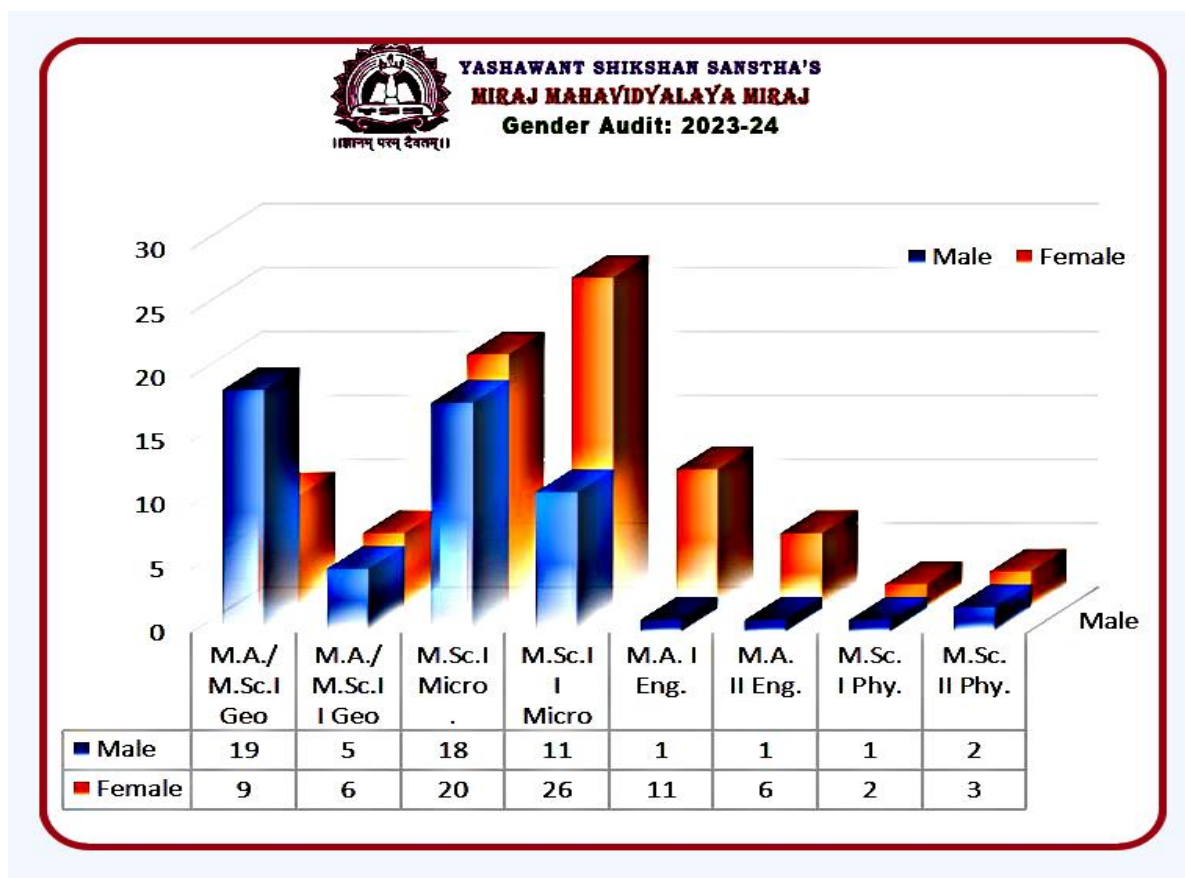
**Gender-wise Distribution in Grantable and Non-Grantable Programs at Mahavidyalaya**

The gender-wise distribution of students at Mahavidyalaya highlights notable differences between grantable and non-grantable programs. Specifically, in the grantable B. Sc and B .A programs, the strength of female students is higher compared to male students. Conversely, this trend is less pronounced in non-grantable programs. This disparity offers insights into how funding and resources impact gender enrollment patterns in higher education.

**Higher Female Enrollment in  Grantable Programs**
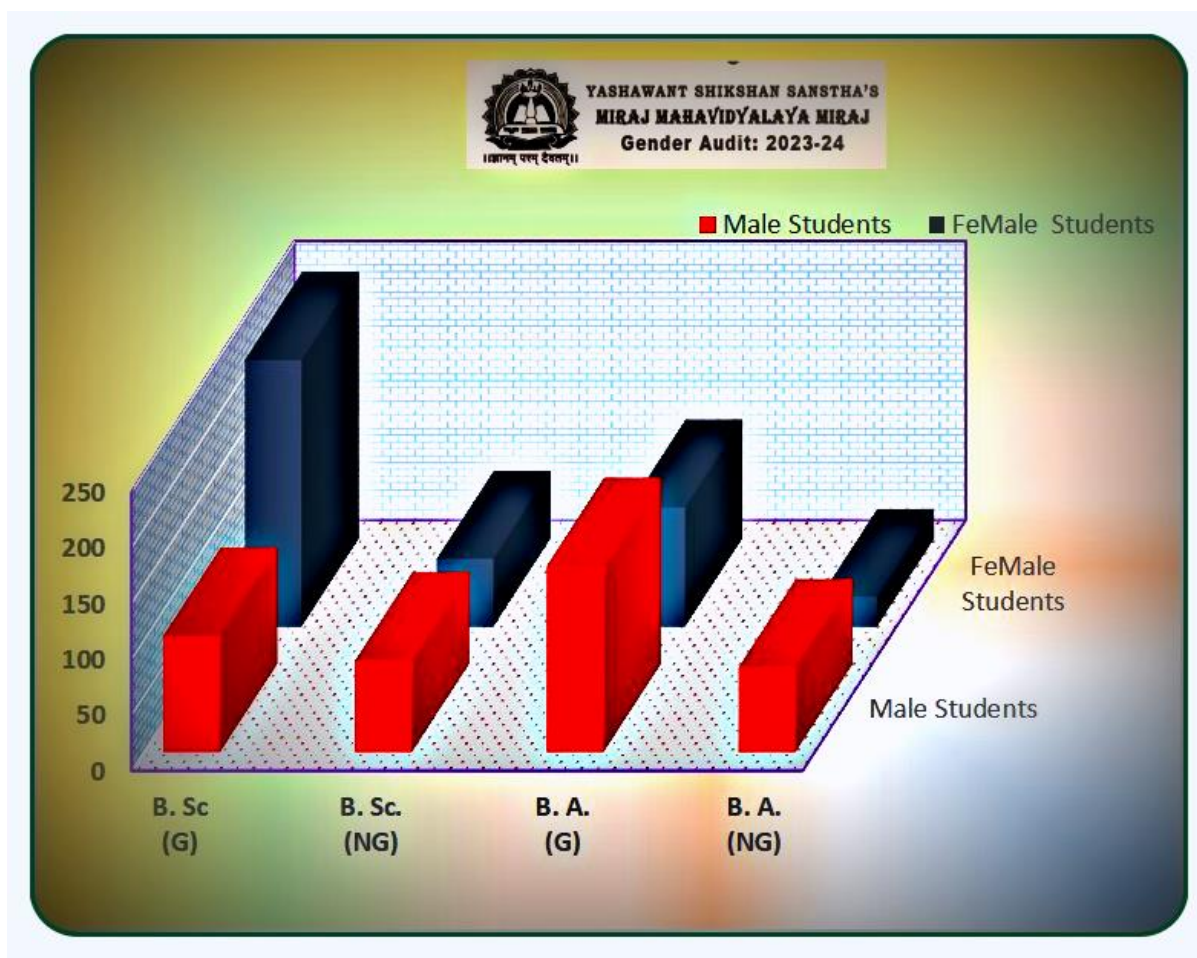
**B. Sc. Program**

In the grantable B. Sc. (Bachelor of Science) program, female student strength surpasses that of male students. This trend suggests that financial support and resources play a crucial role in encouraging female participation in science. Grantable programs, often backed by government funding or institutional scholarships, reduce financial barriers for students. These programs likely provide additional support services such as academic counseling, mentorship, and research opportunities, which can be particularly beneficial for female students pursuing careers in STEM (Science, Technology, Engineering, and Mathematics) fields. The availability of grants and scholarships may make these programs more accessible and attractive to women, who historically have faced greater financial obstacles in accessing higher education.

**B. A Program**

Similarly, the grantable B. A (Bachelor of Arts) program shows higher female enrollment compared to male enrollment. The higher representation of women in this program reflects the positive impact of financial assistance on female students' educational choices. Grantable programs often offer a range of humanities and social science disciplines, which can appeal to female students interested in fields such as literature, sociology, psychology, and history. Financial support in these programs ensures that women can pursue their academic

interests without the added burden of financial constraints, promoting a more balanced gender distribution.

**Lower Female Enrollment in Non-Grantable Programs**

In contrast, non-grantable programs at Mahavidyalaya exhibit a lower strength of female students compared to their grantable counterparts. Non-grantable programs, lacking substantial financial support, may present higher tuition fees and fewer scholarships, making them less accessible to students from financially disadvantaged backgrounds. This can disproportionately affect female students, who may face additional socio-economic challenges. As a result, the lack of financial aid in non-grantable programs may deter female enrollment, leading to a lower representation of women in these courses.

**Conclusion**

The gender-wise distribution of students in grantable and non-grantable programs at Mahavidyalaya underscores the critical role of financial support in promoting gender equity in higher education. The higher female student strength in grantable B. Sc and B.A programs highlights how grants and scholarships can effectively reduce barriers to education for women, enabling greater participation and success in both science and arts disciplines. Conversely, the lower female enrollment in non-grantable programs points to the need for increased financial aid and support services to ensure that all students, regardless of gender, have equal access to educational opportunities.

By continuing to provide and expand financial support for grantable programs and exploring ways to extend similar benefits to non-grantable programs, Mahavidyalaya can further its commitment to gender equity. Ensuring that all programs offer equitable access to resources and opportunities will help create a more inclusive and balanced academic environment, fostering the full potential of both male and female students.

1. **Teaching Staff: Aided teaching staff:**

|  | PERMANENT FACULTY | CHB_GRANTABLE | CHB_NON-GRANTABLE |
|---|---|---|---|
| MALE | 26 | 6 | 6 |
| FEMALE | 11 | 1 | 21 |
| TOTAL | 37 | 7 | 27 |

Tabularized data of fulltime permanent teaching staff working for Grantable & Non-Grantable faculties is seen in the above table. It shows remarkable increase in male percentage compared with female. It seems gender equality unquestionably lacks.
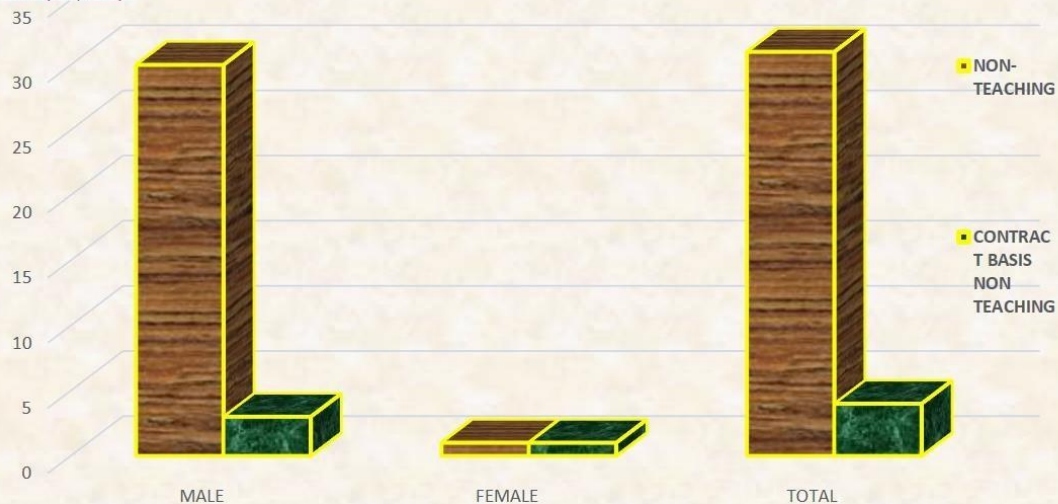
MIRAJ MAHAVIDYALAYA, MIRAJ
GENDER AUDIT
FACULTY GENDER DISTRIBUTION

Permanent Faculty · CHB_GRANTABLE · CHB_NON-GRANTABLE

☐ Male ☐ FEMALE ☐ TOTAL
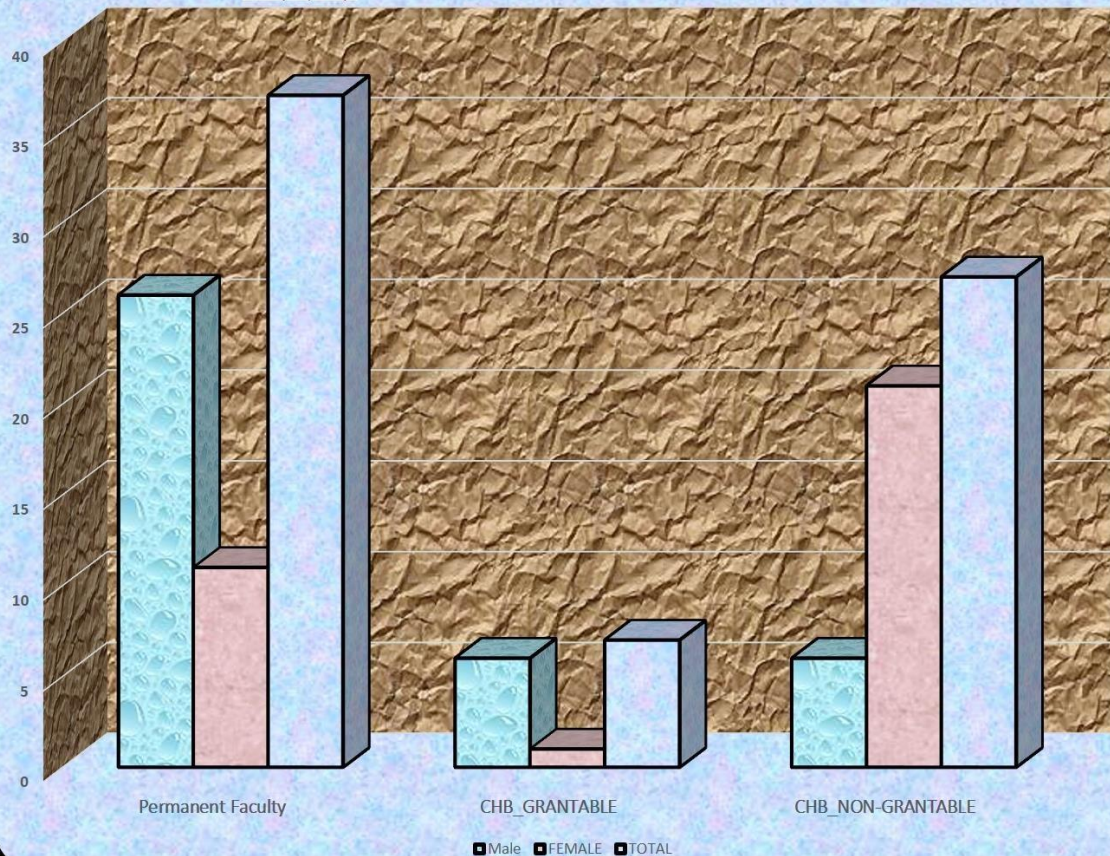


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GENDER AUDIT
NON TEACHING GENDER DISTRIBUTION

MALE · FEMALE · TOTAL

■ NON-TEACHING
■ CONTRACT BASIS NON TEACHING

18

## National Service Scheme for students admitted in Bachelor Programme:
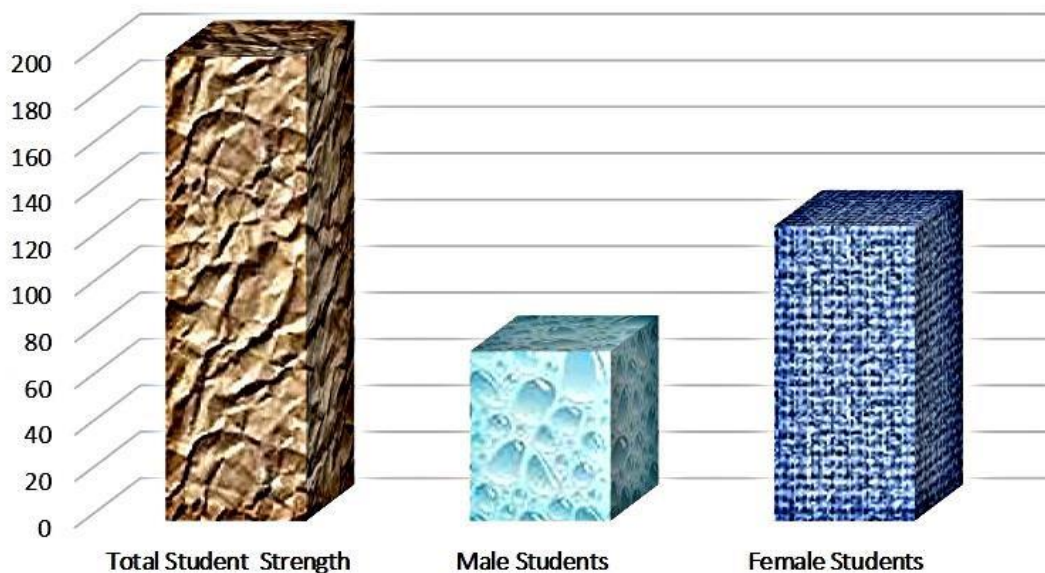


The below table indicates that nearly equal numbers of male and female students were admitted for NSS activities. The NSS unit of our college has been very proactive in conducting various extension activities, not only on the college premises but also in our city and an adopted village.

| Total Student Strength | Male Students | Female Students |
|---|---|---|
| 200 | 78 | 122 |

The above table indicates that nearly equal male and female strength admitted for NSS activity. NSS unit of our college has been very pro-active in conducting different extension activities not only on the college premises but also in our city and adopted village.

## Sports Gymkhana

Gymkhana Department is established in July 1993. The Gymkhana Department has two international players and Hundred and Five National / Inter university players. Constantly our Basketball team is winner in Sangli Zonal Sports. A construction for Indoor sports Facility Centre is in progress. The Director of Physical Education is working as a qualified Referee of Basketball Federation of India.

**Ground Facilities**: Basketball Trimix Court, Volleyball Court, Kabaddi, Kho-Kho Ground.

Basketball is known as exclusive and special game of our institution. The institution has developed Trimix Basketball court. College students use the basketball court throughout the day and in the evening time, sportspersons and children from Miraj town and nearby villages take advantage of this basketball court. Flood light system for the Basketball court is also made available. Outdoor games such as baseball, kho-kho, kabaddi and volleyball are played on the available open space. For other outdoor games such as athletics, cricket and softball, District Sports Complex ground, Miraj is used by our students. The institution has developed a gymnasium facility. At present the institution has no indoor and Yoga Centre facilities. At the same time, our institution also provides sports services to City Gymkhana.



Miraj Mahavidyalaya, Miraj: Basketball Ground

## Participation in Zonal and Inter Zonal Sports:

| Sr. No. | Event | Zone | | Inter Zone | |
|---|---|---|---|---|---|
| | | Male | Female | Male | Female |
| 1. | Swimming | 02 | 01 | 02 | 01 |
| 2. | Chess | 02 | 00 | 00 | 00 |
| 3. | Basketball | 07 | 00 | 03 | 00 |
| 4. | Football | 15 | 00 | 00 | 00 |
| 5. | Netball | 00 | 00 | 12 | 00 |
| 6. | Athletic | 12 | 00 | 06 | 00 |
| 7. | Wrestling | 03 | 00 | 03 | 01 |
| 8. | Cycling | 00 | 00 | 01 | 01 |
| 9. | Taekwondo | 03 | 00 | 02 | 00 |
| 10. | Baseball | 12 | 00 | 12 | 00 |
| 11. | Soft ball | 12 | 00 | 00 | 00 |
| 12. | Annual Sport | 144 | 57 | 00 | 00 |
| 13. | Total | 212 | 58 | 50 | 03 |

Participationin Sports

*Annual Sports : Girls Kabaddi*

*Annual Sports: Volleyball*

## *Annual Sports : Sports Flag Hosting Ceremony*



Miraj, Maharashtra, India
RJGP+WW5 Cembridge Highschool, Budhgaonkar Mala, Miraj, Sangli Miraj
Kupwad, Maharashtra 416410, India
Lat 16.826799°
Long 74.637496°
02/02/24 09:13 AM GMT +05:30

**Achievement of Miss. Yogeshwari Kadam: National winner in Swimming competition**





Kolhapur, Maharashtra, India
M794+XQG, Shivaji University Kolhapur, Vidya Nagar, Kolhapur, Maharashtra
416013, India
Lat 16.670581°
Long 74.257339°
18/11/23 04:59 PM GMT +05:30

## GYM INSTRUMENTS



1. Spinning Bike
2. Tread Mill Run
3. Vertical Chess Press
4. Arm Curl Fittness Bench
7. Dumbells
4. Arm Curl Fittness Bench
5. Multipurpose Fitness Bench
6. Exercise workstation
8. Multi gym: Upper body

A well-equipped Gymnasium and Fitness Machine is available and also a Basketball Trimix court with glass board and dunking ring.

**Ladies Room:** Ladies common room with adequate place and sufficient number of chairs is available for girls. Also, a sanitary pad vending machine has recently been installed. Library and common study hall: Spacious study room with high speed internet as well as inflibinet library facility is available. Separate and regularly maintained washrooms for ladies and gents staff.

**Anti-Ragging Committee**: As per the UGC and university regulations, various committees of the staff have been formed to observe discipline and to ensure a safe and healthy work environment to every individual of the college. Also, the college publishes its regulations in prospectus stating that ragging is a criminal offence and UGC notifications regarding the regulations on curbing the menace of ragging in educational institutions in order to prohibit, prevent and eliminate the scourge of ragging. The students in distress owing to ragging related incidents can access the committee. `With the collaboration of 'District Police Administration' Nirbhaya Abhiyaan, Damini Pathak visit the College Campus regularly. Also, every year workshops are held on Women and Human Rights and Women Laws to make the girls aware of their rights and

responsibilities. As a regular practice, every year, short films/ documentary and a lecture on anti-ragging and gender sensitization is organized. Workshops on self-defences, yoga practice  etc. have been regularly conducted.

**Internal Complaints committee:**

The College is committed to maintaining an academic and work environment free of sexual harassment for its students, teachers and non-teaching staff. In accordance with section 4(1) of 'Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act, 2013 (No. 14 of 2013)', College has instituted Women Welfare Committee (WWC) in place to address complaints related to sexual harassment. For any such complaint, the Principal or Teacher In-Charge may be contacted. The composition of the committee is from the teaching and non-teaching staff and students representatives. Besides that guidance and counselling for women students under lady teachers on various socio-economic and cultural barriers faced by women.

**Women Cell:**

Women are considered to be the strength of the family and the nation, and we are greatly concerned about their growth and contribution. So we must recognize the enormous potential of half of the world's population – women. To enable them to reach their full potential, women must be free from discrimination, including the gender-based violence. It is necessary that the University/Institute/College must have a separate committee to deal with issues of gender based violence and gender sensitization programs. Women's Welfare Committee (WWC) of our college is established to enhance understanding of academic/non academic issues related to women and to make the college campus a safe place for women students and staff.

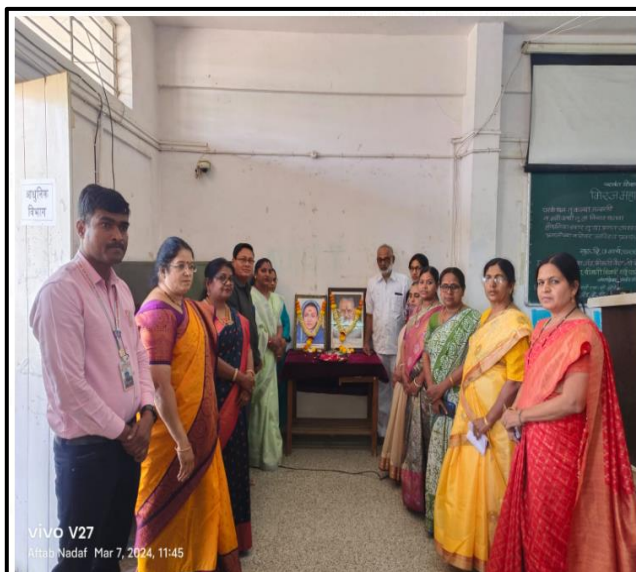*Guest lecture by Prof Gurav M. M. about Gender Equity on 27th Jan 2024*

*Celebration of International Women Day 8 March 2024*



## Conclusion:

The observations noted about students' participation and performance in various aspects of university life highlight important trends and suggest areas for improvement. Below is an analysis of each point along with recommendations:

**Increasing Strength of Students, Particularly Girls in UG and PG Programs**:

**Analysis**: The growing number of students, especially the increasing enrollment of girls, indicates a positive trend towards gender inclusivity in higher education.

**Recommendation**: Continue to support and encourage this growth by providing scholarships, mentorship programs, and ensuring a safe and conducive learning environment for all students.

**Major Share of Admissions by Backward Classes**:

**Analysis**: High enrollment of students from backward classes suggests effective implementation of reservation policies and outreach programs.

**Recommendation**: Maintain and enhance support services such as remedial coaching, financial aid, and counseling to ensure these students can succeed academically and socially.

**Higher Success Rate of Girl Students Compared to Boys**:

**Analysis**: The higher success rate of girls could be due to various factors such as dedication, support systems, or effective time management.

**Recommendation**: Identify the best practices and habits that contribute to this success and encourage boys to adopt similar strategies through workshops and mentoring.

**Greater Female Participation in NSS Activities**:

**Analysis**: Females' greater involvement in NSS activities reflects their enthusiasm for social service and community engagement.

**Recommendation**: Motivate boys to participate by highlighting the benefits of NSS activities, such as leadership skills, community awareness, and personal growth. Initiate campaigns and provide incentives for participation.

**Greater Participation of Boys in Sports**:

**Analysis**: Boys' higher participation in sports indicates traditional gender roles and interests in physical activities.

**Recommendation**: Encourage girls to participate in sports by organizing female-specific sports events, providing female coaches, and promoting the benefits of physical fitness and strength.

**Greater Female Participation in Co-Curricular Activities**:

**Analysis**: Females participating more in co-curricular activities show their engagement in diverse interests beyond academics, contributing to their overall personality development.

**Recommendation**: Ensure equal opportunities for both genders in all co-curricular activities and promote a balanced approach for boys, emphasizing the importance of holistic development.

**Greater Utilization of Library Facilities by Females**:

**Analysis**: More frequent use of library facilities by females may reflect their commitment to academic excellence and research.

**Recommendation**: Encourage male students to make better use of library resources by integrating library sessions into the curriculum, offering workshops on research skills, and creating a conducive environment for all students to study.

**Overall Recommendations**:

**Promote Gender Equality**: Foster an inclusive environment that supports and encourages equal participation from all genders in every aspect of university life.

**Address Gender Disparities**: Develop targeted programs to address and reduce disparities in participation and performance between genders.

**Support Holistic Development**: Provide opportunities for students to engage in a variety of activities—academic, sports, social service, and co-curricular—for well-rounded development.

**Monitor and Evaluate**: Continuously monitor these trends and evaluate the effectiveness of initiatives aimed at promoting gender balance and inclusivity. Use data-driven approaches to make informed decisions.

By addressing these points, the institution can ensure that all students have the opportunity to succeed and contribute positively to their communities.

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