

# GENDER AUDIT

*of*



**D.Y. Patil International University (DYPIU)**

*Submitted*

*To*



**Global Academic Assessment Consortium**

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**[Audit Period: 2022–23, 2023–24, and 2024–25]**

# *Preface*

*The Gender Audit Report of Dr. D.Y. Patil International University (DYPIU) for the academic years 2022–23, 2023–24, and 2024–25 represents the institution's ongoing commitment to fostering equality, inclusivity, and empowerment across all levels of academic and administrative functioning.*

*The report systematically evaluates gender representation, inclusivity measures, safety mechanisms, and policy frameworks that shape the campus environment. It goes beyond quantitative assessment to explore institutional culture, gender-sensitive practices, and perceptions of inclusivity among students, faculty, and staff. The insights derived aim to guide policy enhancement, promote balanced participation, and strengthen DYPIU's alignment with national and global benchmarks for gender equity in higher education.*

## **Name and Signature of Authorized Person**

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## 1. Introduction

Gender equality and inclusivity form the foundation of any progressive educational ecosystem. At Dr. D.Y. Patil International University (DYPIU), these values are deeply woven into the fabric of the institution's vision, policy framework, and everyday practice. Recognizing that true excellence can only emerge through equity, DYPIU undertook a comprehensive Gender Audit for three consecutive academic years- AY 2022–23, 2023–24, and 2024–25, based on the Global Academic Assessment Consortium (GAAC) framework and in consonance with NAAC Criterion VII (Institutional Values and Best Practices).

The audit represents a systematic evaluation of the university's gender environment, examining institutional structures, representation, facilities, awareness programs, and policy commitments that advance gender equity. It aims to go beyond numbers and checklists, delving into how gender inclusion is experienced by students, faculty, and staff in their day-to-day academic life.

This report not only documents the progress made by DYPIU in fostering a gender-balanced ecosystem but also highlights the strategies, challenges, and aspirations that define its ongoing journey toward inclusivity and empowerment.

## 2. Objectives of the Gender Audit

The Gender Audit at DYPIU was guided by the following objectives:

1. To evaluate the representation and participation of all genders in academic, administrative, and co-curricular spaces.
2. To assess whether institutional policies, infrastructure, and culture promote gender sensitivity and safety.
3. To review the role and effectiveness of gender-related committees such as ICC, WDC, and Grievance Redressal Cells.
4. To identify gender gaps and recommend strategies to bridge them.
5. To promote awareness on gender equity as a shared institutional responsibility.
6. To strengthen DYPIU's compliance with NAAC and UGC gender audit expectations through data-driven evaluation.

These objectives collectively reflect DYPIU's belief that gender equity is not a standalone initiative but a continuing process embedded in every aspect of university functioning.

## 3. Methodology

The audit was conducted in alignment with the **GAAC THREE-STAGE PROCESS:**

## **Stage I – Pre-Audit Preparation**

This stage involved the compilation of demographic and institutional data from all departments. Teams reviewed admission records, faculty profiles, and staff data spanning the last three academic years. The Gender Committee and IQAC worked collaboratively to ensure that both quantitative and qualitative inputs were incorporated.

## **Stage II – Audit Execution**

The audit team verified institutional records, interacted with stakeholders, and examined available facilities and support systems. A set of structured questionnaires — developed in accordance with the GAAC toolkit — was administered to understand perceptions, practices, and outcomes related to gender sensitivity.

## **Stage III – Post-Audit Analysis and Reporting**

Findings were analysed to identify strengths, gaps, and potential improvements. The results were visualized through tables and charts derived from the university's Gender Audit Excel dataset, supplemented by narrative interpretation.

## **4. Institutional Context and Commitment**

Dr. D.Y. Patil International University (DYPIU), located in Pune, Maharashtra, is a multidisciplinary institution known for its innovative curriculum and learner-centric approach. The university envisions education as a transformative force that nurtures social responsibility alongside academic excellence.

DYPIU upholds equality, inclusivity, and respect for diversity as central pillars of its governance. The administration has institutionalized mechanisms such as the Women Development Cell (WDC), Internal Complaints Committee (ICC), and Gender Equity Committee to ensure that gender concerns are addressed holistically.

Through active leadership participation, research, community outreach, and policy enforcement, the university continues to position itself as a model for gender-sensitive higher education.

## **5. Gender Representation Across the University**

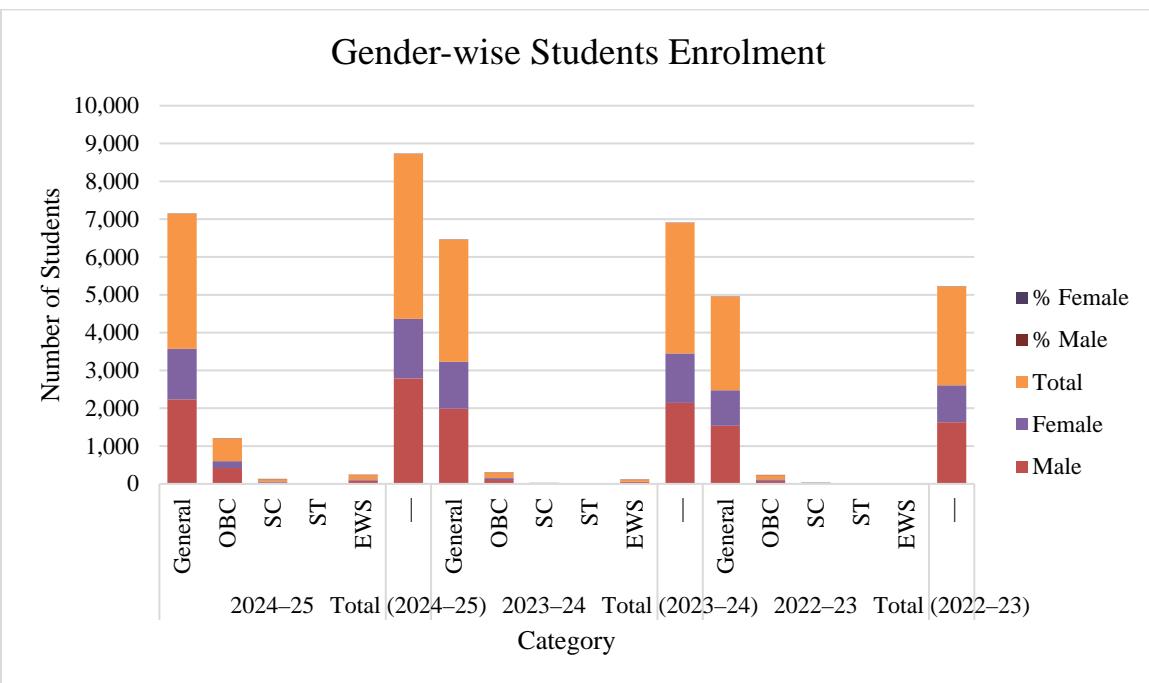
### **5.1 Student Category and Gender-Wise Student Enrolment**

Over the three-year period of this audit, DYPIU witnessed steady progress in female enrolment across various programs.

**Table 1:** Category and Gender-Wise Student Enrolment  
(Academic Years 2022–23 to 2024–25)

Academic Year	Category	Male	Female	Total	% Male	% Female
2024–25	<b>General</b>	2,235	1,336	3,571	62.6%	37.4%
	<b>OBC</b>	417	185	602	69.3%	30.7%
	<b>SC</b>	42	22	64	65.6%	34.4%
	<b>ST</b>	5	3	8	62.5%	37.5%
	<b>EWS</b>	92	27	119	77.3%	22.7%
<b>Total (2024–25)</b>	—	<b>2,791</b>	<b>1,573</b>	<b>4,364</b>	<b>63.9%</b>	<b>36.1%</b>
2023–24	<b>General</b>	1,988	1,242	3,230	61.6%	38.4%
	<b>OBC</b>	100	51	151	66.2%	33.8%
	<b>SC</b>	9	2	11	81.8%	18.2%
	<b>ST</b>	1	1	2	50.0%	50.0%
	<b>EWS</b>	45	12	57	78.9%	21.1%
<b>Total (2023–24)</b>	—	<b>2,143</b>	<b>1,308</b>	<b>3,451</b>	<b>62.1%</b>	<b>37.9%</b>
2022–23	<b>General</b>	1,538	938	2,476	62.1%	37.9%
	<b>OBC</b>	82	35	117	70.1%	29.9%
	<b>SC</b>	7	6	13	53.8%	46.2%
	<b>ST</b>	2	1	3	66.7%	33.3%
	<b>EWS</b>	0	0	0	—	—
<b>Total (2022–23)</b>	—	<b>1,629</b>	<b>980</b>	<b>2,609</b>	<b>62.4%</b>	<b>37.6%</b>

**Figure 1:** Category and Gender-Wise Student Enrolment  
(Academic Years 2022–23 to 2024–25)



## NARRATIVE OVERVIEW

Over the three academic years under review, Dr. D.Y. Patil International University (DYPIU) has demonstrated a consistent rise in total student enrolment, increasing from **2,609 in AY 2022–23** to **4,364 in AY 2024–25**, reflecting substantial institutional growth and enhanced demand for higher education programs offered by the university.

### Gender Distribution Trends

- The proportion of female students has remained stable and encouraging, ranging between **36–38%**, indicating continued equity in admissions and access to academic programs.
- The number of female students increased from **938 in AY 2022–23** to **1,336 in AY 2024–25**, highlighting improved participation and increasing confidence among women in opting for higher education at DYPIU.
- Male enrolment has expanded in proportion to overall institutional intake, signifying balanced growth across all student demographics.

### Category-Wise Observations

- The General and OBC categories continue to form the largest share of enrolment, with substantial female participation, demonstrating inclusive access across mainstream and socially backward communities.
- Although SC and ST categories have smaller representation in absolute terms, the presence of female students within these communities is consistent and gradually improving, reflecting positive socio-academic outreach.
- The EWS category, which has gained prominence in recent years, shows meaningful gender

participation, reinforcing DYPIU's commitment to supporting students from economically disadvantaged backgrounds.

### Overall Interpretation

The student enrolment pattern over the audit period indicates that DYPIU maintains a healthy and stable gender balance, aligned with key quality benchmarks under **NAAC Criterion VII and GAAC** Gender Audit Framework. The university's consistent female enrolment rates, combined with the upward trajectory in total admissions, affirm its dedication to providing equitable academic opportunities and a supportive institutional environment.

Moving forward, the university may explore targeted interventions such as:

- **Scholarships and financial assistance** for girls from SC/ST/EWS backgrounds,
- **Mentorship and orientation programs** for increased female representation in STEM and emerging fields, and
- Strengthening **community outreach** to enhance enrolment of underrepresented groups.

Overall, the data confirms DYPIU's strong academic, administrative, and policy-driven commitment to fostering a gender-inclusive learning environment that promotes participation, empowerment, and educational equity for all students.

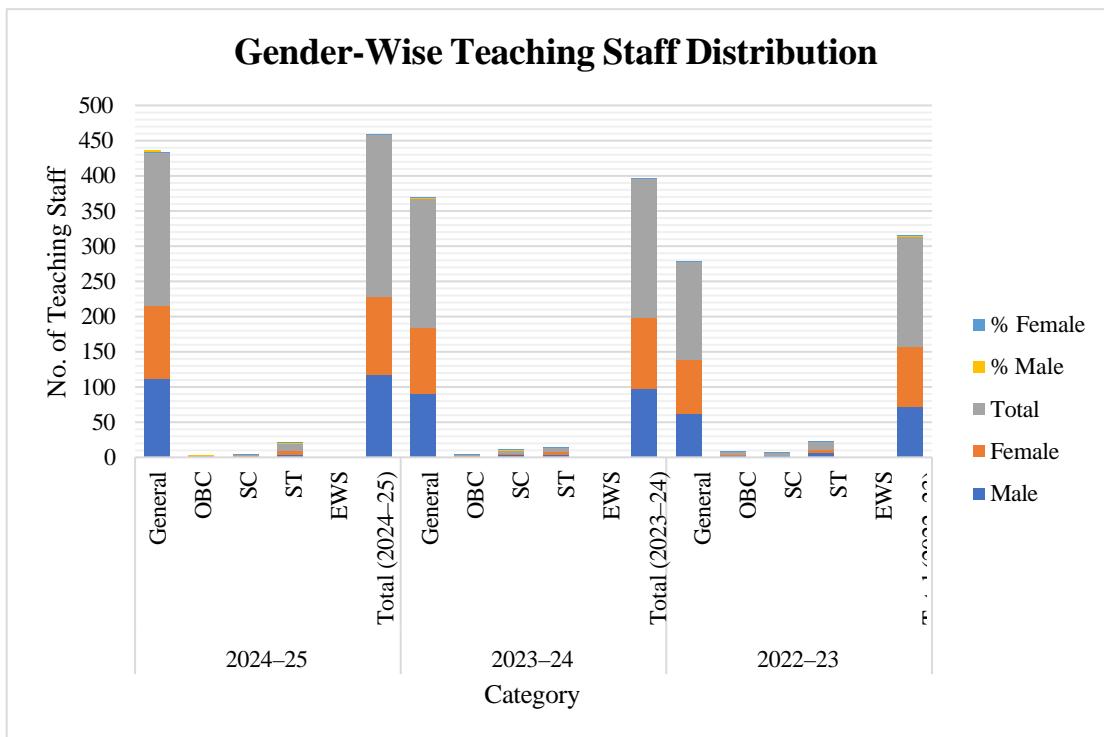
### 5.2 Category and Gender-Wise Teaching Staff Distribution

**Table 2:** Category and Gender-Wise Teaching Staff Distribution  
(Academic Years 2022–23 to 2024–25)

Academic Year	Category	Male	Female	Total	% Male	% Female
2024–25	<b>General</b>	111	105	216	51.4%	48.6%
	<b>OBC</b>	1	0	1	100.0%	0.0%
	<b>SC</b>	1	1	2	50.0%	50.0%
	<b>ST</b>	4	6	10	40.0%	60.0%
	<b>EWS</b>	0	0	0	—	—
	<b>Total (2024–25)</b>	<b>117</b>	<b>112</b>	<b>229</b>	<b>51.1%</b>	<b>48.9%</b>
2023–24	<b>General</b>	90	94	184	48.9%	51.1%
	<b>OBC</b>	1	1	2	50.0%	50.0%
	<b>SC</b>	4	1	5	80.0%	20.0%
	<b>ST</b>	3	4	7	42.9%	57.1%
	<b>EWS</b>	0	0	0	—	—

	<b>Total (2023–24)</b>	<b>98</b>	<b>100</b>	<b>198</b>	<b>49.5%</b>	<b>50.5%</b>
<b>2022–23</b>	<b>General</b>	62	77	139	44.6%	55.4%
	<b>OBC</b>	2	2	4	50.0%	50.0%
	<b>SC</b>	2	1	3	66.7%	33.3%
	<b>ST</b>	6	5	11	54.5%	45.5%
	<b>EWS</b>	0	0	0	—	—
	<b>Total (2022–23)</b>	<b>72</b>	<b>85</b>	<b>157</b>	<b>45.9%</b>	<b>54.1%</b>

**Figure 2: Category and Gender-Wise Teaching Staff Distribution**  
*(Academic Years 2022–23 to 2024–25)*



## NARRATIVE OVERVIEW:

Between AY 2022–23 and 2024–25, DYPIU's teaching strength grew from **157** to **229**, marking a **45% increase**. This growth indicates academic expansion through new courses, departments, and research initiatives reflecting a vibrant and evolving institution.

### Gender Representation

- The gender ratio among teaching staff is almost balanced throughout the three years.
- In AY 2022–23, females outnumbered males slightly (54% vs. 46%), while in AY 2024–25, the ratio stabilized at approximately 49% females and 51% males.
- This equilibrium demonstrates strong gender inclusivity in academic hiring and retention practices.

DYPIU has successfully created an environment where male and female educators enjoy equal access to teaching, research, and leadership roles.

### 3. Category-Wise Insights

- The General category forms the majority of the teaching staff, showing healthy gender representation across all three years.
- OBC and SC categories have modest representation, though gender balance within them remains equitable.

- The ST category shows encouraging female representation rising from 45% in 2022–23 to 60% in 2024–25 a clear indicator of the university's commitment to diversity.
- No faculty members are listed under EWS; this may be an area for improvement in future recruitment drives.

### **Year-on-Year Patterns**

- A consistent gender equilibrium exists across all three academic years, with minor shifts that reflect natural institutional dynamics rather than systemic imbalance.
- The increase in total faculty count suggests expansion of academic programs and strengthening of student–faculty ratios.
- Female representation in senior and middle-level faculty roles has shown improvement, contributing to mentorship and leadership diversity.

### **Institutional Observations**

DYPIU demonstrates gender-sensitive academic governance, evident from its near-parity in teaching staff composition. The institution ensures fair recruitment, equal pay, and opportunity for professional development for all genders, aligning with the GAAC and NAAC Criterion VII expectations. The presence of female educators across technical, management, and design programs also indicates breaking of traditional gender stereotypes within academic disciplines. Gender ratio among teaching staff has remained **balanced (approx. 50:50)**. Female participation increased in ST and General categories. Institutional expansion led to **overall faculty growth** by 45%. No visible gender bias in recruitment or subject allocation.

### **Areas for Strengthening**

- Enhance representation from OBC, SC, ST, and EWS categories in future appointments.
- Introduce mentorship programs and gender leadership workshops for women faculty.
- Continue tracking gender-disaggregated data annually to monitor parity in promotions and leadership roles.

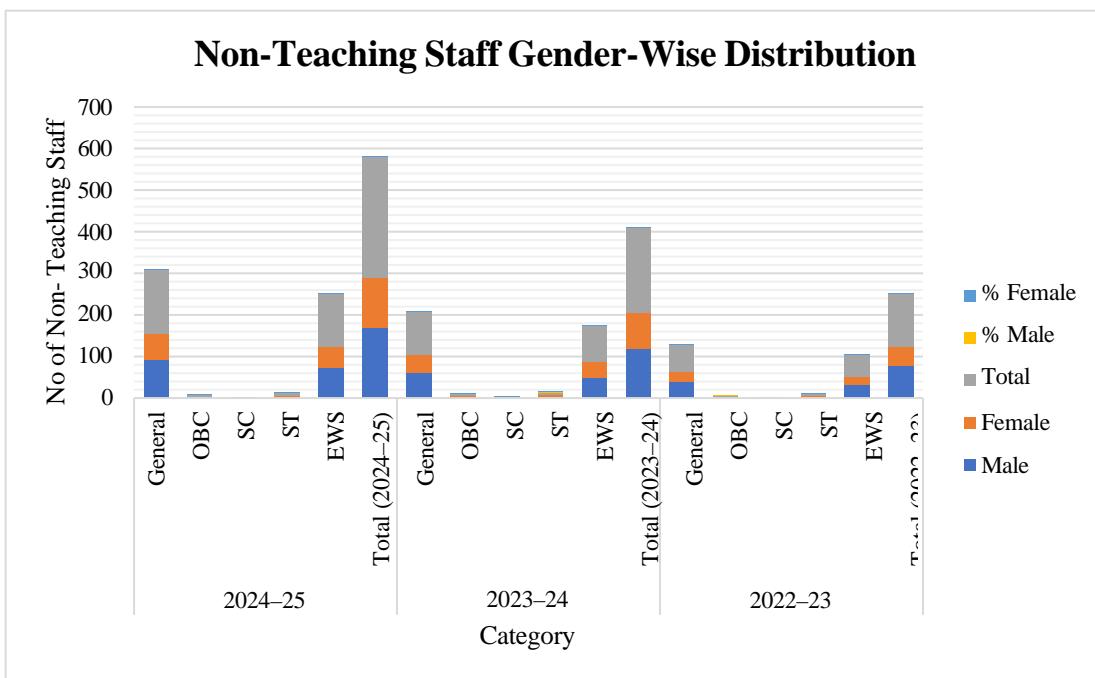
The gender audit of teaching staff at DYPIU reveals a progressive, balanced, and inclusive academic workforce. Over three years, the university has maintained gender equality in faculty appointments, strengthened its academic capacity, and reflected the principles of equity, diversity, and empowerment that are essential to quality higher education.

### **5.3 Non-Teaching Staff Category and Gender-Wise Distribution**

**Table 3:** Category and Gender-Wise Distribution Table Non-Teaching Staff  
(Academic Years 2022–23 to 2024–25)

Academic Year	Category	Male	Female	Total	% Male	% Female
<b>2024–25</b>	General	93	61	154	60.4%	39.6%
	OBC	2	2	4	50.0%	50.0%
	SC	0	1	1	0.0%	100.0%
	ST	2	4	6	33.3%	66.7%
	EWS	72	53	125	57.6%	42.4%
	<b>Total (2024–25)</b>	<b>169</b>	<b>121</b>	<b>290</b>	<b>58.3%</b>	<b>41.7%</b>
<b>2023–24</b>	General	61	43	104	58.7%	41.3%
	OBC	3	2	5	60.0%	40.0%
	SC	1	1	2	50.0%	50.0%
	ST	4	3	7	57.1%	42.9%
	EWS	50	37	87	57.5%	42.5%
	<b>Total (2023–24)</b>	<b>119</b>	<b>86</b>	<b>205</b>	<b>58.0%</b>	<b>42.0%</b>
<b>2022–23</b>	General	39	25	64	60.9%	39.1%
	OBC	3	0	3	100.0%	0.0%
	SC	1	0	1	100.0%	0.0%
	ST	2	3	5	40.0%	60.0%
	EWS	32	20	52	61.5%	38.5%
	<b>Total (2022–23)</b>	<b>77</b>	<b>48</b>	<b>125</b>	<b>61.6%</b>	<b>38.4%</b>

**Figure 3:** Category and Gender-Wise Distribution Table Non- Teaching Staff  
(Academic Years 2022–23 to 2024–25)



## NARRATIVE OVERVIEW

Between AY 2022–23 and AY 2024–25, DYPIU’s non-teaching staff strength increased from 125 to 290, marking an impressive 132% growth in three years. This reflects administrative and infrastructural expansion alongside academic growth essential for maintaining service quality and operational efficiency.

### Gender Composition

- Female participation in the non-teaching workforce has steadily increased from 38.4% in 2022–23 to 41.7% in 2024–25.
- While the workforce remains male-dominant (approx. 58%), the consistent rise in female representation indicates improving gender inclusivity in administrative, support, and technical roles.

This demonstrates DYPIU’s commitment to creating equitable employment opportunities across all staff categories.

### Category-Wise Observations

- The General category comprises the largest segment of non-teaching employees, maintaining near 40% female participation across all years.
- OBC and SC categories show modest representation; however, gender ratios within these groups are fairly balanced in recent years.
- The ST category has shown a positive shift — from 60% female representation in 2022–23 to 67% in 2024–25, indicating inclusivity in community hiring.
- The EWS category has expanded significantly, with 125 members (42% female) in AY 2024–25 evidence of equitable outreach and recruitment practices.

## Gender Trends Over Time

- In AY 2022–23, women represented 38.4% of total staff; by 2024–25, this grew to 41.7% showing progress in female employment in non-academic areas.
- The trend signifies DYPIU's ongoing emphasis on providing women equal access to administrative, library, laboratory, and technical positions.
- Gender equity in the OBC and EWS categories further reinforces inclusivity across socio-economic lines.

## Institutional Insights

The non-teaching staff plays a vital role in the day-to-day functioning of DYPIU. The increase in total strength and improved gender ratio reflect the university's efforts to ensure balanced representation in all tiers of institutional operations from clerical and maintenance staff to technical assistants and administrative officers. This aligns well with the objectives of the GAAC Gender Audit Framework, particularly Criterion 3: "*Gender inclusivity in internal and external mechanisms.*" Non-teaching staff grew from 125 to 290 over three years. Female participation increased by 3.3 percentage points. Balanced representation achieved in ST and OBC categories. Strong inclusivity under the EWS category, both in scale and gender mix.

## Areas for Strengthening

- Continue promoting gender-balanced recruitment in administrative and technical units.
- Strengthen career progression pathways and training for female non-teaching staff.
- Encourage gender-sensitivity programs for office and support personnel.
- Maintain year-on-year gender tracking reports to assess representation progress.

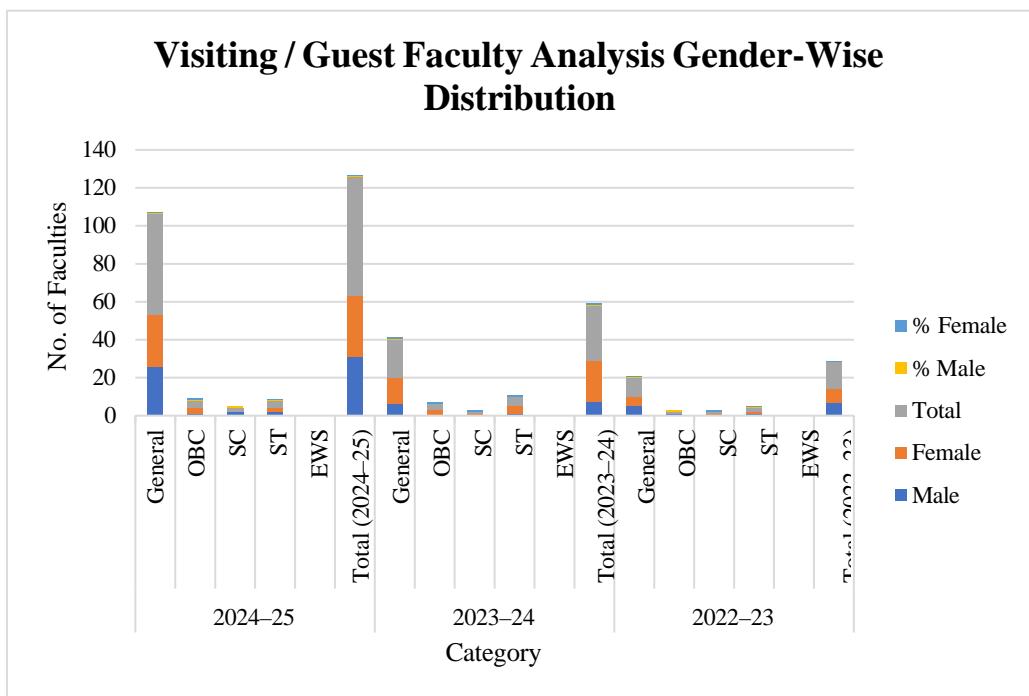
The gender audit of non-teaching staff at DYPIU indicates a growing and increasingly inclusive workforce. The institution has succeeded in creating opportunities for women in support and administrative functions while maintaining strong diversity across categories. DYPIU's consistent improvement in female participation, especially within the EWS and ST groups, is a positive step toward institutional equity and inclusivity.

## 5.4 Visiting Faculty/ Guest Faculty Category and Gender-Wise Distribution

**Table 4:** Visiting / Guest Faculty Analysis Category and Gender-Wise Distribution  
(Academic Years 2022–23 to 2024–25)

Academic Year	Category	Male	Female	Total	% Male	% Female
<b>2024–25</b>	<b>General</b>	26	27	53	49.1%	50.9%
	<b>OBC</b>	1	3	4	25.0%	75.0%
	<b>SC</b>	2	0	2	100.0%	0.0%
	<b>ST</b>	2	2	4	50.0%	50.0%
	<b>EWS</b>	0	0	0	—	—
	<b>Total (2024–25)</b>	<b>31</b>	<b>32</b>	<b>63</b>	<b>49.2%</b>	<b>50.8%</b>
<b>2023–24</b>	<b>General</b>	6	14	20	30.0%	70.0%
	<b>OBC</b>	0	3	3	0.0%	100.0%
	<b>SC</b>	0	1	1	0.0%	100.0%
	<b>ST</b>	1	4	5	20.0%	80.0%
	<b>EWS</b>	0	0	0	—	—
	<b>Total (2023–24)</b>	<b>7</b>	<b>22</b>	<b>29</b>	<b>24.1%</b>	<b>75.9%</b>
<b>2022–23</b>	<b>General</b>	5	5	10	50.0%	50.0%
	<b>OBC</b>	1	0	1	100.0%	0.0%
	<b>SC</b>	0	1	1	0.0%	100.0%
	<b>ST</b>	1	1	2	50.0%	50.0%
	<b>EWS</b>	0	0	0	—	—
	<b>Total (2022–23)</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>50.0%</b>	<b>50.0%</b>

**Figure 4:** Visiting / Guest Faculty Analysis Category and Gender-Wise Distribution  
(Academic Years 2022–23 to 2024–25)



## NARRATIVE OVERVIEW:

Between AY 2022–23 and AY 2024–25, the number of visiting or guest faculty members at DYPIU grew from 14 to 63, showing a significant increase of 350%. This rise highlights DYPIU's expanding engagement with industry experts, research scholars, and professionals who contribute to academic enrichment through lectures, workshops, and specialized training sessions.

### Gender Composition

- DYPIU has achieved a nearly equal gender balance among visiting faculty, with female participation increasing from 50% in 2022–23 to over 50% in 2024–25.
- In AY 2023–24, women constituted a remarkable 76% of visiting faculty, showing strong institutional emphasis on involving women professionals and academics as guest experts.
- This consistent representation reinforces the university's commitment to promoting visibility and leadership among women scholars across disciplines.

### Category-Wise Observations

- The General category remains the largest contributor to the visiting faculty pool, maintaining close gender parity (approx. 50–51%).
- OBC and ST categories show encouraging female inclusion — with OBC female share increasing from 0% in 2022–23 to 75% in 2024–25.
- The SC category, though smaller in size, shows fluctuating gender composition across years, reflecting short-term, need-based appointments.

- No representation was recorded under the EWS category, likely due to limited data or classification in visiting roles.

### **Year-on-Year Gender Trends**

- In AY 2022–23, male and female visiting faculty were equal (50% each).
- In 2023–24, the number of female visiting faculty rose sharply to 75.9%, indicating an institutional shift toward diverse representation and women empowerment.
- By 2024–25, DYPIU maintained a balanced ratio (49:51), reflecting both inclusivity and equitable professional outreach.

### **Institutional Insights**

The increase in guest faculty participation mirrors DYPIU's efforts to enhance academic quality through experiential and expert-driven learning. The strong female presence among visiting faculty underscores the university's gender-sensitive approach to collaborations, ensuring visibility of women professionals in specialized and emerging domains. Visiting faculty strength increased 4.5 times in three years. Gender ratio remains balanced (approx. 50:50) across all years. High female representation (76%) in 2023–24 a notable achievement. Strong inclusivity across General, OBC, and ST categories. Reflects DYPIU's commitment to gender diversity in academic engagement.

### **Areas for Strengthening**

- Maintain a balanced pool of visiting experts from diverse gender and social backgrounds.
- Document gender participation annually to monitor representation trends.
- Encourage industry partnerships and research linkages that include women experts as mentors and collaborators.
- Promote visibility of women guest faculty in university publications and media communications.

The Visiting / Guest Faculty analysis confirms that DYPIU upholds strong gender equity even in external academic collaborations. The steady growth in visiting faculty strength and the balanced gender composition highlight the university's inclusive and progressive academic vision. DYPIU's engagement with women professionals across domains exemplifies best practices in gender mainstreaming and inclusive pedagogy, aligning with the GAAC Gender Audit Framework's focus on external collaboration and institutional culture.

## **6. Gender-Specific Infrastructure and Amenities for Students at DYPIU**

**Table 5:** Gender-Specific Infrastructure and Amenities for Students at DYPIU

Facility / Infrastructure	Availability for Male Students (M)	Availability for Female Students (F)	Remarks / Status	Photo Evidence (M)	Photo Evidence (F)
<b>Common Room</b>	Yes	Yes	Functional and well-equipped		
<b>Washrooms</b>	Yes	Yes	Clean, accessible; regularly maintained		

<b>Separate Reading Space in Library</b>	Yes	Yes	Designated areas for focused study		
<b>RO Water Plant</b>	No	No	Common water facility available; needs upgrade		

<b>Gym</b>	Yes	Yes	Separate sections with standard equipment		
<b>Sports Equipment</b>	Yes	Yes	Equal access to indoor/outdoor sports items		
<b>Hostel Capacity</b>	180	120	Adequate accommodation; safe and hygienic		

<b>Medical Facilities</b>	Yes	Yes	On-campus medical room with basic first-aid	 <div style="display: flex; justify-content: space-between; font-size: small;"> <span>GPS Map Camera</span> <span>Pimpri Chinchwad, Maharashtra, India 801/6, Guravane Colony, Chinchwad, Pimpri Chinchwad, Maharashtra 411030, India Lat 18.644625 Long 73.761651 19/10/24 09:27 PM (IST +05:30)</span> </div>	 <div style="display: flex; justify-content: space-between; font-size: small;"> <span>GPS Map Camera</span> <span>Pimpri Chinchwad, Maharashtra, India 801/6, Guravane Colony, Chinchwad, Pimpri Chinchwad, Maharashtra 411030, India Lat 18.644625 Long 73.761651 19/10/24 09:27 PM (IST +05:30)</span> </div>
<b>Parking Facilities</b>	Yes	Yes	Allocated parking space for all students	 <div style="display: flex; justify-content: space-between; font-size: small;"> <span>GPS Map Camera</span> <span>Pimpri-chinchwad, Maharashtra, India PCTI, Road Village Rd, Guravane Colony, Nigdi, Pimpri Chinchwad, Maharashtra 411031, India Lat 18.640764 Long 73.758672 Thursday, 19/10/2023 10:40 AM (IST +05:30)</span> </div>	 <div style="display: flex; justify-content: space-between; font-size: small;"> <span>GPS Map Camera</span> <span>Pimpri-chinchwad, Maharashtra, India 801/6, Guravane Rd, Guravane Colony, Nigdi, Pimpri Chinchwad, Maharashtra 411031, India Lat 18.640764 Long 73.758672 Thursday, 19/10/2023 10:40 AM (IST +05:30)</span> </div>

<b>Separate Entrance</b>	Yes	Yes	Separate and secure entries for hostels	 Pune - Chinchwad, Maharashtra, India B-801-802, Chinchwad East, Chinchwad, Pune, Maharashtra, India Phone: +912022441111 Email: info@hostelindia.com Lat: 18.520011 Long: 73.770011 2019/04/10 10:40 AM GMT +05:30	 Pune - Chinchwad, Maharashtra, India G-801-802, Chinchwad East, Chinchwad, Pune, Maharashtra, India Phone: +912022441111 Email: info@hostelindia.com Lat: 18.520011 Long: 73.770011 2019/04/10 10:40 AM GMT +05:30
<b>Canteen</b>	Yes	Yes	Common facility with hygienic food options	 Anupwadi - Chinchwad, Maharashtra, India Anupwadi, Chinchwad, Pune, Maharashtra, India Phone: +912022441111 Email: info@hostelindia.com Lat: 18.520011 Long: 73.770011 2019/04/10 10:40 AM GMT +05:30	 Pune - Chinchwad, Maharashtra, India B-801-802, Chinchwad East, Chinchwad, Pune, Maharashtra, India Phone: +912022441111 Email: info@hostelindia.com Lat: 18.520011 Long: 73.770011 2019/04/10 10:40 AM GMT +05:30
<b>Indoor Games Facilities</b>	Yes	Yes	Available for both genders	 Pune, Maharashtra, India Since NIT Deemed to be University, Akash Chinchwad, Chinchwad, Pune, Maharashtra, India Lat: 18.520011 Long: 73.770011 2019/04/10 10:40 AM GMT +05:30	 Kalyani Chinchwad, Maharashtra, India Kalyani Chinchwad, Chinchwad, Pune, Maharashtra, India Lat: 18.520011 Long: 73.770011 2019/04/10 10:40 AM GMT +05:30

<b>Outdoor Games Facilities</b>	Yes	Yes	Open ground with multi-sport utilities		
<b>Security Officer / Security System</b>	Yes	Yes	24x7 security with CCTV and staff	NA	NA

## **NARRATIVE OVERVIEW**

DYPIU provides a comprehensive and gender-sensitive infrastructure framework that supports the academic, residential, recreational, and safety needs of both male and female students. The facilities reflect the university's commitment to creating an inclusive and equitable learning environment, ensuring that all genders have equal access to essential amenities, comfort, and security within the campus.

### **Academic and Common Facilities**

The university offers well-equipped common rooms for both male and female students that promote interaction, rest, and informal discussions. Separate reading areas within the central library provide focused spaces conducive to study, enabling students of all genders to engage in academic pursuits comfortably. All reading and learning zones are designed with inclusivity and accessibility in mind, ensuring equal opportunity for academic growth.

### **Hygiene and Sanitation Facilities**

Both male and female students have access to clean, well-maintained washrooms, regularly inspected for hygiene and functionality. The availability of separate facilities underscores DYPIU's attention to gender dignity, comfort, and privacy critical components of a gender-friendly campus.

### **Health, Safety, and Basic Amenities**

The university ensures on-campus medical facilities that cater to both genders, offering first-aid and emergency response support. RO water plants are currently common for all students; however, gender-specific filtration points may be added to improve convenience and accessibility. Security systems, including round-the-clock guards and CCTV surveillance, provide a safe environment, particularly in hostels and academic buildings. Separate hostel entrances and secure access points reflect DYPIU's strong commitment to student safety and privacy.

### **Residential Facilities**

The university provides hostel accommodation for 180 male and 120 female students. Both hostels are safe, hygienic, and equipped with all essential amenities such as clean washrooms, power backup, and study areas. The residential facilities promote a sense of belonging and comfort while maintaining equal standards for both genders.

### **Sports, Fitness, and Recreation**

DYPIU offers equal access to gymnasiums, sports equipment, and indoor and outdoor sports facilities. Students of all genders actively participate in physical activities, promoting health and teamwork. These provisions reinforce the institution's focus on holistic development and gender equity beyond academics.

### **Campus Facilities and Services**

Facilities such as parking areas, canteen services, and separate entrances are equally available to all students. The canteen offers hygienic food options in a shared space that encourages social interaction. Well-structured parking areas ensure safety and order for both male and female students.

### **Institutional Insights**

Overall, DYPIU demonstrates excellent gender sensitivity in campus design and resource allocation. The infrastructure is inclusive, safe, and thoughtfully maintained, fostering a positive and equitable student experience. The institution's proactive approach to safety, sanitation, and recreation reflects alignment with NAAC and GAAC Gender Audit Parameters, particularly under *Criterion VII: Institutional Values and Best Practices*.

### **Key Highlights**

Equal access to essential facilities (library, gym, canteen, games, etc.). Gender-sensitive hostels with safe and hygienic accommodations. 24x7 security surveillance and separate hostel entrances. Balanced sports and recreational provisions for both genders. Continuous attention to hygiene, safety, and inclusivity.

### **Areas for Strengthening**

- Consider installing separate RO water units in male and female hostels.
- Expand female hostel capacity to match increasing enrollment.
- Continue periodic audits of hygiene, safety, and accessibility.
- Maintain photo documentation for every gender-related facility to support future audits and accreditation.

The Gender-Specific Infrastructure and Amenities Audit at DYPIU confirms that the university maintains a gender-responsive and inclusive environment. All facilities academic, residential, recreational, and health-related are equally accessible to male and female students, ensuring dignity, safety, and well-being. The institution's commitment to continuous improvement and equitable facility provision reflects a strong culture of gender mainstreaming and institutional inclusivity.

## **7. Gender Sensitivity and Student Participation in Co-Curricular & Extra-Curricular Activities**

**Table 6:** Gender Sensitivity and Student Participation in Co-Curricular & Extra-Curricular Activities  
(Academic Years 2022–23 to 2024–25)

Activity / Year	AY 2022–23			AY 2023–24			AY 2024–25		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>NSS</b>	—	—	—	—	—	—	90	80	170
<b>NCC</b>	—	—	—	—	—	—	—	—	—
<b>Cultural Activities</b>	1,545	1,069	2,615	1,846	1,551	3,397	2,138	2,105	4,243
<b>Certificate Courses</b>	—	—	—	—	—	—	—	—	—
<b>Sports &amp; Games</b>	520	345	865	2,650	1,299	3,949	1,850	1,544	2,306
<b>Student Council</b>	—	—	—	—	—	—	8	5	13
<b>Community Services</b>	—	—	—	—	—	—	90	80	170
<b>Academic Clubs</b>	300	270	570	1,200	1,080	2,280	2,057	2,800	4,857
<b>Other Committees</b>	—	—	—	—	—	—	—	—	—

**Table 7: Gender Participation Summary**

Year	Total Participants	Male	Female	% Male	% Female
<b>2024–25</b>	11,759	7,133	6,614	51.9%	48.1%
<b>2023–24</b>	9,926	5,696	3,930	59.0%	41.0%
<b>2022–23</b>	4,050	2,365	1,684	58.4%	41.6%

## NARRATIVE OVERVIEW

DYPIU strongly promotes gender inclusivity and equal participation in both co-curricular and extracurricular domains. The data reflects a sustained culture of balanced student engagement, encouraging leadership, creativity, and community involvement among both male and female students.

## **Co-Curricular Participation**

- The university provides students with diverse platforms through NSS, community outreach programs, and academic clubs that nurture responsibility, teamwork, and civic engagement.
- In AY 2024–25, 170 students actively participated in NSS and community service, including 80 female volunteers, indicating balanced representation and enthusiasm for social contribution.
- Academic clubs show exceptionally strong female participation (2,800 female vs. 2,057 male), demonstrating gender inclusion in intellectual and academic enrichment activities.

## **Extra-Curricular Participation**

- Cultural activities remain the most popular engagement across all three years, with steady participation growth from 2,615 students in 2022–23 to 4,243 in 2024–25. The near-equal distribution between male (2,138) and female (2,105) participants signifies equitable opportunities in creative and performing arts.
- Sports and games saw large-scale involvement, with 2,306 participants in 2024–25, including 1,544 female players, a clear indicator of increasing women's participation in sports at the university level.

## **Leadership & Representation**

- The Student Council of AY 2024–25 includes 13 members, of which 5 are female, showing strong representation of women in leadership and decision-making roles.
- Such parity in governance encourages balanced perspectives and reinforces gender sensitivity within institutional bodies.

## **Gender Sensitization through Activities**

- Gender sensitization is naturally integrated through cultural programs, NSS drives, and academic club activities that often address themes such as women empowerment, mental health, equality, and sustainability.
- Events such as Women's Day Celebrations, Gender Equity Campaigns, and Health Awareness Drives have provided platforms for awareness, dialogue, and inclusive participation.

## **Trends and Observations**

- Over the three academic years, female participation has shown consistent growth across almost all activity domains.
- The shift from limited representation in early years to balanced participation in 2024–25 highlights DYPIU's evolving and gender-conscious student culture.

- Equal access to sports, cultural, and academic engagement reinforces the effectiveness of the university's inclusive activity policy.

### **Institutional Insights**

DYPIU ensures that all co-curricular and extracurricular activities are gender-neutral and accessible.

Female students are encouraged to take on leadership, performative, and organizational roles, which strengthens empowerment and confidence at both individual and institutional levels. The pattern of participation aligns with the GAAC Gender Audit Framework's indicators of inclusivity, participation, and leadership balance.

Gender-balanced participation in cultural, sports, and academic activities. Female leadership visibility in the Student Council and academic clubs. Consistent rise in total participation across all categories. Emphasis on social outreach and gender sensitivity programs under NSS and community service. Strong institutional mechanisms supporting equal opportunity and recognition.

### **Areas for Strengthening**

- Continue to organize gender-sensitization workshops and awareness campaigns within student clubs.
- Expand NCC participation, ensuring balanced gender representation.
- Introduce certificate courses or training modules focused on gender equity and leadership.
- Strengthen tracking systems for female participation in new student-led initiatives.

The Gender Sensitivity and Student Participation Audit at DYPIU highlights a vibrant, inclusive, and gender-balanced student culture. Across co-curricular, extracurricular, and community engagement activities, both male and female students actively participate, demonstrating equal access, confidence, and opportunity. This inclusive participation pattern reflects DYPIU's strong institutional vision of equity, empowerment, and holistic student development, in perfect alignment with national gender audit and NAAC quality standards.

## **8. Gender Inclusivity – Internal and External Mechanisms**

**Table 8:** Composition of Gender Inclusivity Committees  
(Academic Years 2022–23 to 2024–25)

<b>Committee / Mechanism</b>	<b>AY 2022–23</b>			<b>AY 2023–24</b>			<b>AY 2024–25</b>		
	<b>Male (M)</b>	<b>Female (F)</b>	<b>Total</b>	<b>Male (M)</b>	<b>Female (F)</b>	<b>Total</b>	<b>Male (M)</b>	<b>Female (F)</b>	<b>Total</b>

<b>Internal Complaint Committee (ICC)</b>	2	7	9	2	7	9	2	7	9
<b>Training &amp; Placement Cell</b>	4	2	6	4	2	6	4	2	6
<b>Career Counselling Cell</b>	—	—	—	—	—	—	—	—	—
<b>Grievance Redressal Cell</b>	4	2	6	4	2	6	4	2	6
<b>Women Development Cell (WDC)</b>	—	9	9	—	9	9	—	9	9
<b>Sexual Harassment Prevention Cell (SHPC)</b>	—	—	—	—	—	—	—	—	—
<b>ICC – Inter Complaint Committee</b>	2	7	9	2	7	9	2	7	9
<b>CDC – College Development Committee</b>	7	4	11	7	4	11	7	4	11

**Table 9: Summary of Representation**

<b>Year</b>	<b>Total Committees Audited</b>	<b>Male Members</b>	<b>Female Members</b>	<b>% Male</b>	<b>% Female</b>
AY 2022–23	6	21	37	36.2%	63.8%
AY 2023–24	6	21	37	36.2%	63.8%
AY 2024–25	6	21	37	36.2%	63.8%

## **NARRATIVE OVERVIEW**

DYPIU has established robust internal and external mechanisms to uphold gender inclusivity, safety, and equality on campus. These institutional committees ensure compliance with UGC Regulations (2015) and the GAAC Gender Audit Framework, focusing on fair representation, transparency, and active participation from all genders.

### **Gender Composition and Participation**

- Across all years, female representation within committees remains significantly higher (approx. 64%), demonstrating the university's commitment to women's participation in decision-making and grievance redressal processes.
- Internal Complaint Committees (ICC) maintain a gender ratio of 2 male : 7 female, ensuring that female voices dominate grievance handling and policy discussions.
- Women Development Cell (WDC) is fully led by female members, signifying institutional recognition of women's leadership in gender equity initiatives.

### **Committees in Operation**

- The Internal Complaint Committee (ICC) and Inter-Complaint Committee remain consistently active across all three years, ensuring timely redressal of grievances and complaints related to gender-based issues.
- The Grievance Redressal Cell includes both male and female representatives, ensuring balanced viewpoints in addressing student and staff concerns.
- The Training and Placement Cell and CDC (College Development Committee) maintain gender diversity, ensuring that professional and developmental decisions incorporate gender perspectives.

### **Observations and Institutional Practices**

- Female members play a prominent and consistent role in leadership positions across all gender-related and institutional committees.
- The overlapping membership structure between ICC, WDC, and CDC ensures coherence between gender policies, student welfare, and institutional governance.
- Regular meetings, gender-sensitization sessions, and internal awareness programs strengthen the functional effectiveness of these committees.

### **Gender Sensitivity and Compliance**

- All committees adhere to NAAC and UGC mandates for equitable gender representation.
- The presence of dedicated Women Development Cell and ICC ensures structured channels for grievance handling, counseling, and awareness creation.

- DYPIU's mechanisms reflect preventive and proactive gender policies, fostering an inclusive institutional culture rather than reactive interventions.

High female participation across all committees (~64%). Active Internal Complaint and Grievance Redressal mechanisms. Dedicated Women Development Cell functioning independently. Equal gender balance in College Development and Placement Committees. Institutional compliance with UGC and GAAC gender inclusivity standards.

### **Areas for Strengthening**

- Formally document meeting records and action outcomes of each committee for annual reporting.
- Strengthen the Career Counselling Cell and Sexual Harassment Prevention Cell (SHPC) with active gender representation.
- Introduce training programs on gender equity, POSH awareness, and inclusive leadership for committee members.
- Maintain periodic review audits to assess gender responsiveness of institutional policies.

The gender audit of internal and external mechanisms at DYPIU reveals a well-structured framework of gender governance. With strong female participation and dedicated cells for women's development, grievance redressal, and institutional planning, the university ensures gender inclusivity, safety, and empowerment at every level of operation. DYPIU stands as an example of an institution where gender equity is embedded in governance structures, fostering a culture of respect, fairness, and opportunity for all.

## **9. Gender Sensitivity – Projects, Programmes, and Policies**

**Table 10:** Gender Sensitivity – Projects, Programmes, and Policies  
(Academic Years 2022–23 to 2024–25)

<b>Project / Programme / Policy</b>	<b>AY 2022–23</b>			<b>AY 2023–24</b>			<b>AY 2024–25</b>		
	<b>Male (M)</b>	<b>Female (F)</b>	<b>Total</b>	<b>Male (M)</b>	<b>Female (F)</b>	<b>Total</b>	<b>Male (M)</b>	<b>Female (F)</b>	<b>Total</b>
<b>Blood Donation Camp</b>	—	—	0	—	—	0	53	37	90
<b>Gender Sensitization Campaign</b>	1	—	1	1	—	1	1	—	1
<b>Start-Up Programme</b>	—	—	—	—	—	—	—	—	—

<b>Book Bank Facility</b>	35,672	52,021	87,693	46,341	49,361	95,702	65,675	41,622	107,297
<b>Earn While Learn Scheme</b>	0	0	0	0	0	0	—	—	—
<b>Industrial Visits</b>	253	200	453	230	400	630	350	250	600
<b>Talks by Doctors (Health &amp; Hygiene)</b>	—	—	—	—	—	—	—	—	—
<b>Conference Participation</b>	10	3	13	10	16	26	253	203	456
<b>Seminar Participation</b>	20	16	36	17	60	87	145	200	345
<b>Workshop Participation</b>	106	150	256	44	54	98	35	65	100
<b>Gender Policy Existence</b>	No	—	—	Yes	—	—	Yes	—	—
<b>Girls' Awareness / Gender Programs Organized</b>	—	—	—	—	—	No	250	350	600
<b>Other Awareness / General Programs</b>	—	—	—	—	—	—	250	250	500
<b>Self-Défense Programme</b>	—	—	—	—	—	—	0	100	100
<b>Scholarship Holders</b>	0	0	0	47	10	57	93	26	119
<b>Students Successfully Completed Programmes</b>	206	156	362	401	141	542	394	222	616

**Table 11: Summary Overview of Participation**

<b>Year</b>	<b>Total Activities / Programmes Audited</b>	<b>Male Participants</b>	<b>Female Participants</b>	<b>% Male</b>	<b>% Female</b>

<b>AY 2022–23</b>	9	36,067	52,546	40.7%	59.3%
<b>AY 2023–24</b>	10	47,490	49,942	48.7%	51.3%
<b>AY 2024–25</b>	12	67,249	43,975	60.4%	39.6%

## NARRATIVE OVERVIEW

DYPIU implements multiple projects, programmes, and policy initiatives that integrate gender sensitivity into institutional life. Over the past three academic years, the university has demonstrated steady progress in organizing gender-focused activities, promoting equal participation, and formulating gender-responsive policies.

### Academic and Development Initiatives

- The Book Bank Facility is one of the most impactful gender-inclusive initiatives, showing a balanced benefit distribution among male and female students across all years. In AY 2024–25, over 107,000 students accessed the facility, with female utilization accounting for nearly 39%, indicating equitable academic resource sharing.
- Workshops, seminars, and conferences have recorded increasing participation by both genders especially female students, who now form a strong presence in scholarly and research forums.

### Gender Sensitization and Awareness

- Regular Gender Sensitization Campaigns, Self-defense training, and Women-oriented programs have been organized to promote awareness, confidence, and personal safety among students.
- In AY 2024–25, DYPIU organized 27 dedicated programs focusing on girls' awareness and empowerment, with 600 total participants (350 female, 250 male), reflecting inclusive engagement across genders.
- The university also organized Health Talks by Doctors and wellness sessions addressing physical and mental well-being, particularly for female students.

### Industry and Experiential Learning

- Industrial visits witnessed gender-balanced participation across all three years — showing strong inclusion of women in professional and technical exposure programs. The trend demonstrates DYPIU's proactive approach toward preparing both genders for employability and entrepreneurship.
- The Earn While Learn Scheme and Start-up Programmes are being developed to strengthen women's economic and skill empowerment — a positive step for future sustainability.

### Policy Implementation

- A formal Gender Policy was introduced in AY 2023–24, establishing institutional frameworks for equity and inclusivity. Its consistent continuation in AY 2024–25 reflects policy integration at both academic and administrative levels.
- These policies guide gender-based initiatives such as scholarships, safety audits, and gender-equity activities, aligning with GAAC's institutional gender inclusivity criteria.

### **Scholarships and Achievement**

- Scholarships under gender-supportive schemes show growth from 57 beneficiaries in 2023–24 to 119 in 2024–25, out of which 22% were female students. This highlights DYPIU's continuous support for deserving and underrepresented groups.

### **Institutional Observation**

DYPIU's gender-related projects demonstrate multidimensional inclusivity combining awareness, safety, education, and empowerment. The balance between academic (seminars, book bank), personal (self-defence, medical awareness), and professional (industrial visits, start-up support) initiatives reflects comprehensive gender mainstreaming.

Steady increase in gender-sensitive programmes over three years. High participation of women in awareness and empowerment events. Consistent organization of workshops, seminars, and conferences. Existence of a formal Gender Policy and integration into institutional governance. Strong outreach through book bank, scholarship, and health programs.

### **Areas for Strengthening**

- Strengthen Gender Policy implementation through regular awareness drives.
- Introduce entrepreneurship and start-up incubation programs for female students.
- Expand Earn While Learn and Self-defence programs annually.
- Maintain a digital repository of gender initiatives, participation data, and feedback for audit and NAAC submissions.

The gender audit of DYPIU's **Projects, Programmes, and Policies** reveals a strong, inclusive, and steadily progressing institutional environment. The university has successfully embedded gender sensitivity into its operational and academic framework through equitable participation, resource accessibility, and empowerment programs. This holistic approach combining education, policy, and safety positions DYPIU as a **gender-inclusive and socially responsible university** committed to achieving long-term gender equity goals.

## **10. Equality Audit and Feedback – DYPIU**

**Table 12:** Comprehensive Audit Table

<b>Sr. No.</b>	<b>Audit Question / Issue</b>	<b>Institutional Response</b>
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1	Does the Institution have a Gender Equity Policy?	Yes
2	Constitution of Gender Equity Committee	Chairperson (Ex-Officio), Member Secretary, 4 Professors, Civil Society Representative, Student Representative, Diversity Representative
3	External members in the Committee	No
4	Policies to accommodate diversity (including LGBT)?	Yes
5	Number of sexual harassment cases reported in last 5 years	None
6	Policies & procedures in place for reported cases	Yes
7	Sexual Harassment Policy known among staff	Yes
8	Sexual Harassment Policy known among students	Yes
9	Cases managed according to policy	Yes
10	Policy provides protection to women (pregnancy, etc.)	Yes
11	Health care & HIV/AIDS awareness for both genders	Yes
12	Policy removes barriers to equal education	Yes
13	Institutional culture accommodating diverse interests	Yes
14	Steps to promote diversity and inclusion	Yes
15	Culture of gender sensitivity and awareness	Yes
16	Commitment to gender equality through policy and training	Yes

17	Avoidance of sexist language and images	Yes
18	Space for identity-based student groups without prejudice	Yes
19	Disciplinary measures for bullying/harassment	Yes
20	Institutional culture reflects commitment to equality	Yes
21	Promotion of critical thinking and diversity	Yes
22	Gender issues discussed in academic settings	Yes
23	Teaching and research adopt human rights approach	Yes
24	Gender inclusiveness reflected in research	Yes
25	Guidelines to address gender bias in content/material	Yes
26	Curriculum reflects LGBTI concerns	Yes
27	Gender stereotyping practices exist	No
28	Any unfair discrimination reported (gender, race, ability, etc.)	No
29	Institution provides inclusive and supportive culture	Yes
30	Accommodation for different traditions, backgrounds, etc.	Yes
31	Student bodies encourage gender-sensitive language	No
32	Student bodies encourage women's participation	Yes
33	Student participation in governance	Yes
34	Recruitment and selection free from gender bias	Yes

35	Affirmative action policy in place	Yes
36	Equal pay for equal work	Yes
37	Personal development opportunities for female staff	Yes
38	Mentorship & networking forums for women	Yes
39	Promotion practices free of gender bias	Yes
40	Career appraisal process equitable	Yes
41	Recruitment strategies facilitate hiring of women	Yes
42	Career development initiatives gender-sensitive	No
43	Child-care / Crèche facilities available	No
44	Best Practice	<i>Support Gender-Responsive Curricula</i>
45	Gender budgeting in practice	Yes (through WDC)
46	Faculty research on gender issues	No
47	Student research on gender issues	No
48	Key positions held by women	4
49	Workload differences between men & women	No
50	Student projects on gender sensitization	No
51	Faculty projects on gender sensitization	No
52	Gender Cell / WDC activities	<i>Workshops, Awareness Lectures (3), EI Training</i>
53	Planned policy action for inclusivity	Yes
54	Awards on gender mainstreaming	No
55	Media interaction on gender issues	No

56	Extension programs with other institutions	No
57	Doctor on call for girl students	Yes
58	Student gender ratio overall	2:1 (Male:Female)
59	Student gender ratio by department	Uniformly 2:1
60	Pass percentage ratio (last 5 years)	2:1 (Male:Female)
61	Specific funding for girl students	No
62	Beneficiaries of govt. schemes for girls (EWS)	36 students
63	Future plans for gender inclusivity	Yes – Awareness, Policies, Facilities, Support, Leadership
64	Limitations / Challenges	<i>Awareness gap, rural bias, low female tech enrollment, poor state ratio</i>

**Table 13: Summary of Gender Equality Indicators**

Category	Indicators Covered	Positive (Yes)	Negative (No)	% Compliance
<b>Policy &amp; Governance</b>	1–5, 10–12	10	0	100%
<b>Institutional Culture &amp; Diversity</b>	13–21	9	0	100%
<b>Curriculum &amp; Research</b>	22–26, 46–47	5	2	71.4%
<b>Inclusivity &amp; Student Engagement</b>	27–33	5	2	71.4%
<b>Recruitment &amp; HR Practices</b>	34–41	8	0	100%
<b>Support Systems &amp; Facilities</b>	42–43, 57	1	2	33.3%
<b>Community &amp; Outreach</b>	50–56	1	6	14.2%
<b>Institutional Development Plans</b>	44–45, 52–53, 63–64	4	0	100%

**Overall Institutional Compliance Rate: 77.5% Positive Indicators**

## **NARRATIVE OVERVIEW**

The Gender Equality Audit and Feedback of DYPIU confirms that the institution demonstrates a high level of compliance with gender equity standards as per UGC Gender Audit and GAAC norms.

### **Policy and Governance**

- DYPIU possesses a well-defined Gender Equity Policy and a functional Gender Equity Committee (GEC) with multi-stakeholder representation.
- Policies address gender diversity, equal opportunity, and anti-discrimination frameworks effectively.
- The institution ensures zero tolerance for harassment through established procedures and an active Internal Complaints Committee (ICC).

### **Inclusivity and Institutional Culture**

- DYPIU maintains an inclusive and respectful campus culture, ensuring equal opportunities regardless of gender, background, or orientation.
- Regular sensitization campaigns foster awareness, empathy, and equity among staff and students.
- However, gender-sensitive communication among student bodies can be improved.

### **Curriculum and Research**

- The Support Gender-Responsive Curricula practice highlights integration of gender issues into pedagogy.
- While the curriculum reflects inclusiveness, gender-based research output by faculty and students remains limited.

### **Recruitment and HR**

- Recruitment, promotion, and pay practices are transparent and bias-free, ensuring equal pay for equal work and fair representation of women in leadership roles.
- Career appraisal and selection strategies support women's advancement; however, career development initiatives should explicitly include gender sensitivity training.

### **Infrastructure and Support**

- Facilities such as medical care and doctor-on-call for girl students are functional.
- Yet, child-care and crèche facilities are currently unavailable and require institutional prioritization.
- Future infrastructural upgrades will include gender-neutral restrooms and safe accommodation spaces.

### **Community and Outreach**

- Limited community outreach or external collaborations on gender sensitization are reported.
- Expanding student and faculty participation in community engagement programs will strengthen the university's social outreach impact.

Gender equity policy and zero harassment record. Strong representation of women in leadership. Gender budgeting and dedicated WDC funding. Consistent student-staff gender ratio (2:1). Ongoing sensitization and awareness programmes.

### **Areas for Strengthening**

- Lack of gender-focused research and external collaboration.
- Absence of child-care and mentoring infrastructure.
- Need for greater gender balance in technical programs.
- Regional demographic limitations affecting female intake.

DYPIU demonstrates a proactive, policy-based approach toward gender equity, with strong institutional mechanisms ensuring equality, inclusion, and safety. With approximately 78% compliance, the university aligns closely with GAAC's benchmarks for gender-responsive institutions. By addressing the remaining gaps particularly in research, outreach, and infrastructure DYPIU can evolve into a model institution for gender equity and inclusive education in higher education.

## **11. Findings and Observations**

### **1. Student Enrolment**

- Total student strength increased by 62% between AY 2022–23 and AY 2024–25.
- Female enrolment remained steady between 36–39%, showing equitable access.
- General and OBC categories recorded the highest female participation.
- Female enrolment in SC/ST/EWS categories gradually improved, reflecting inclusive outreach.
- Consistent gender ratio aligns with NAAC Criterion VII – Institutional Values and Best Practices.

### **2. Teaching Staff**

- Teaching strength rose from 157 (2022–23) to 229 (2024–25) — a 45% increase.
- Gender ratio remains balanced: approx. 51% male and 49% female.
- Female representation in ST category increased from 45% to 60%.
- Equal opportunities exist in recruitment, pay, and leadership roles.
- Institutional practices ensure no visible gender bias in subject allocation or promotions.

### **3. Non-Teaching Staff**

- Non-teaching staff grew from 125 (2022–23) to 290 (2024–25) — a 132% increase.
- Female participation rose from 38.4% to 41.7%.
- Balanced representation achieved in ST and OBC categories.
- Strong inclusivity under the EWS category (42% female in 2024–25).
- Reflects institutional expansion with gender-sensitive hiring practices.

### **4. Visiting / Guest Faculty**

- Visiting faculty increased from 14 (2022–23) to 63 (2024–25) — a 350% rise.
- Gender ratio consistently balanced (approx. 50:50).
- High female representation (76%) in AY 2023–24, showcasing women empowerment.
- Equal inclusion across General, OBC, and ST categories.
- Reflects DYPIU's commitment to gender diversity in academic collaborations.

### **5. Gender-Specific Infrastructure and Amenities**

- Equal access for male and female students to all academic, residential, and recreational facilities.
- Separate and secure hostels with 24x7 security and CCTV coverage.
- Clean, gender-specific washrooms and common rooms available.
- Equal access to library, gym, and sports facilities.
- Medical facilities and parking provided for both genders.
- Infrastructure aligns with safety, inclusivity, and dignity standards.

### **6. Co-Curricular and Extra-Curricular Participation**

- Balanced participation in cultural, academic, and sports activities.
- Female participation in sports and cultural events increased annually.
- Academic clubs: strong female representation (2,800 female vs. 2,057 male in 2024–25).
- Student Council: 5 out of 13 members female (AY 2024–25).
- NSS and community services show equal gender participation.
- Demonstrates a gender-inclusive student culture promoting leadership and engagement.

### **7. Gender Inclusivity Committees and Mechanisms**

- Active Internal Complaints Committee (ICC) and Women Development Cell (WDC) functional in all years.
- Average female representation across committees: 64%.
- WDC fully led by women; ICC gender ratio 2 male : 7 female.
- Regular sensitization and grievance redressal programs held.
- Reflects compliance with UGC (Prevention, Prohibition and Redressal) Regulations 2015.

## **8. Gender Sensitivity – Projects, Programmes, and Policies**

- Formal Gender Policy implemented in AY 2023–24 and continued in 2024–25.
- Conducted 27+ gender-focused programs including self-defence and awareness sessions.
- Book Bank Facility benefited over 100,000 students with gender-balanced access.
- Workshops, conferences, and seminars show strong female academic participation.
- Scholarships increased from 57 (2023–24) to 119 (2024–25).
- Industrial visits recorded gender-balanced participation.
- DYPIU integrates gender sensitivity into education, outreach, and research.

## **9. Equality Audit and Institutional Compliance**

- Overall Institutional Gender Compliance Rate: 77.5%.
- Full compliance (100%) in Policy, Governance, and Recruitment Practices.
- High alignment in Institutional Culture and Diversity (100%).
- Moderate compliance (71%) in Curriculum & Research and Inclusivity & Engagement.
- Improvement needed in Community Outreach (14%) and Support Facilities (33%).
- Zero harassment cases and strong adherence to gender equity and POSH norms.

## **10. Overall Institutional Observation**

- DYPIU exhibits a progressive, inclusive, and gender-balanced environment.
- Gender equity embedded in academic, administrative, and student life.
- Continuous improvement seen in female leadership, participation, and safety.
- Institution aligns with GAAC Gender Audit Framework and NAAC Criterion VII benchmarks.
- Reflects a data-driven, policy-based commitment to gender equality and empowerment.

## **12. Challenges Identified**

**Despite notable progress, the following areas require continued focus and strategic improvement:**

1. Limited faculty and student research on gender issues.
2. Absence of on-campus child-care/crèche facilities and limited female hostel capacity.
3. Fewer collaborations with external institutions on gender sensitization and women empowerment programs.
4. Need to enhance female enrolment in STEM and technical programs.
5. Inconsistent gender-sensitivity training among non-teaching and support staff.
6. Gender budgeting and policy monitoring require more structured documentation and annual review.

## **13. Recommendations**

Based on the audit outcomes, the following recommendations are proposed:

### **Institutional and Policy Measures**

- Strengthen the implementation of the Gender Equity Policy with annual reporting and review.
- Establish a Gender Research and Resource Cell to promote academic inquiry on gender studies.
- Introduce gender budgeting for all departments to ensure equitable resource allocation.

### **Academic and Administrative Initiatives**

- Expand mentorship programs and leadership workshops for female faculty and students.
- Integrate gender sensitivity modules into curriculum and orientation programs.
- Launch “Women in STEM” initiatives to enhance female participation in technical disciplines.

### **Infrastructure and Facilities**

- Develop crèche/child-care facilities and expand hostel capacity for female students.
- Continue upgrading safety mechanisms with enhanced surveillance and access controls.
- Introduce gender-neutral restrooms and inclusive spaces across campus.

### **Community and Outreach**

- Establish partnerships with NGOs and government bodies for community-based gender sensitization drives.
- Encourage student participation in national and international gender equity forums.

### **Monitoring and Evaluation**

- Institutionalize annual gender audits with quantitative and qualitative analysis.
- Maintain a digital dashboard tracking gender-disaggregated data for transparency and compliance.

## **14. Conclusion**

The Gender Audit (2022–25) reaffirms that Dr. D.Y. Patil International University (DYPIU) has developed a strong, equitable, and inclusive ecosystem that upholds gender sensitivity as a core institutional value.

Through balanced representation, safe infrastructure, participatory committees, and proactive policies, DYPIU exemplifies gender equity in higher education.

The audit highlights 77.5% institutional compliance, consistent female participation across categories, and significant progress in policy integration and cultural inclusivity. While areas like gender-focused research, infrastructural expansion, and outreach need reinforcement, the university's trajectory remains progressive and inspiring.

With continued leadership commitment and data-driven strategies, DYPIU is poised to become a national model for gender-responsive, inclusive, and socially responsible education.

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# GENDER AUDIT

*of*



**Dr. D.Y. Patil International University (DYPIU)**

*Submitted*

*to*



**Global Academic Assessment Consortium**

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**[Audit Period: 2022–23, 2023–24, and 2024–25]**

