

SHREE MEGHMANI PARIVAR AND SHREE BHAILALBHAI A. PATEL (DETROJWALA) UMIYA ARTS AND COMMERCE COLLEGE FOR GIRLS, SOLA, AHMEDABAD – 380 060.

Understanding the Gender Equality

26/12/2022, 08:15

Gmail - Regarding Gender Development Training



Sangeeta Ghate <principal.umiyacollege@gmail.com>

Regarding Gender Development Training
1 message

Sangeeta Ghate <principal.umiyacollege@gmail.com>
To: RUDMI 2017 <rudmi2017@gmail.com>

Wed, Dec 14, 2022 at 6:57 PM

To,
The President,
RUDMI
Gota
Ahmedabad

Subject: Gender Development Training at our Campus.

Dear Madam,
Our college is a girls' grant-in-aid college located on the S.G. Highway, Ahmedabad. In continuation of the MoU with your institution, we wish that your institution conducts Gender Development training at our Campus. So it helps our students in the future. It would be best if it is convenient between 19th December to 31st December 2022.
Looking forward to a favorable reply from you,

Thanking you

Principal
Dr.Sangeeta P. Ghate(9898988382)
Shree M.P.& B.A.Patel(Detrojwala)
Umiya Arts & Commerce College For Girls,Sola
Ahmedabad



**Rural
Development And
Management
Institute**

Promoted by Matrushi Chandramati Pratishthan

411/1, S. G. Road, Nr. Nandini Nilayam Sanskriti Sahagruh,
Near Punjab National Bank, Gota, Ahmedabad-382481.
Tele.: (Director) : 079-27863833, (General) 079-27863220
E-mail : rudmi1997@gmail.com, rudmi2017@gmail.com
Web : www.rudmi.org

Date 23/12/22

GOVERNING COUNCIL

Mr. P. J. Divatia
Hon. Chairman

Members

Dr. Y. K. Alagh
Former Minister of State
Govt. of India

Dr. R. K. Sama
Former Director
WASMO, Govt. Of Gujarat

Dr. Dhawal Mehta
Former Director
EK Institute of Management
Gujarat University

Shri Siddharth Maniwal
Former Assistant Governor
Rotary Club, Ahmedabad.

Dr. Manda Parikh
Director

To
The Principal
Shree M.P.& E.A. Patel(Detrojwala)
Umiya Arts & Commerce College For Girls, Sola
Ahmedabad.

Dear Madam,
Namaste.

We understand that new academic year to 2022, is now almost at the end. Please accept our best wishes for New Year.

As you are aware, RUDMI is running a counselling centre in your college since 2017-18 year. Dr. Preeti Bhatt as counsellor. Some 650 students till now have taken advantage of this counselling centre.

If you remember, we requested you to increase the charges from Rs. 1500/ day to Rs.2000/ day in 2019. But due to Corona Pandemic we went slow on this. This year, we have started counselling centre since 24/08/2022.

Looking to the increase in prices everywhere and also looking to the prevalent rates of counselling in commercial field, we request you once again to increase the charges per counselling session to Rs. 2000/- per day from Rs. 1500/- per day.

We hope you would agree with this. We would appreciate your written confirmation.


Manda Parikh
Director
9825611285




Principal
Shri Meghmani Parivar and
Shri Bhailalbhai A. Patel (Detrojwala)
Umiya Arts & Commerce College for Girls
Sola, Ahmedabad - 380060.

Understanding the Gender Equality

CONTENTS

Sr.no.	Title	Resource Person	Date and day
1.	Preface		
2.	Day 1 – Understanding Gender Equality <ul style="list-style-type: none"> • Meaning of Gender • Differences between gender and sex • Status of women in India 	Dr. Bhupendra Bhai Brahmbhatt	19/12/22 Monday
3.	Day 2 – Gender Equality And Socialization <ul style="list-style-type: none"> • What is socialization? Why we need? • Emergent gender related issues in social context. • Process of decision making process. • Gender equality-A dream of 21st century. 	Dr. chandrikaben raval	20/12/22 Tuesday
4.	Day 3 – Inequality In Education	Dr. preeti Bhatt	22/12/22 Thursday
5.	Day 4 – Women and Employment <ul style="list-style-type: none"> • Work place discrimination • Wage discrimination • Balance in work and life 	Dr. smita joshi	23/12/22 Friday
6.	Day 5 – Impact Of Domestic Violence On Society	Dr. minakshi ben joshi	24/12/22 Saturday
7.	Day 6 – Gender And Child Marriage Fundamental rights of women	Dr. meeta Patel	26/12/22 Monday
8.	Day 7 – Gender and Mobility	Dr. sangeeta Patel	27/12/22 Tuesday
9.	Day 8- Women And Health	Dr. preeti Bhatt	28/12/22 Wednesday
10.	Day 9 – Gender budgeting <ul style="list-style-type: none"> • Gender Policies,Acts and Laws 	Mr. mahendra makwana	29/12/22 Thursday

11.	Day 10- Women's safety and security in family and society	Dr. Preeti Bhatt	30/12/22 Friday
12	Day11- Feedback of girls written and oral Certificate distribution	purnahuti	31/12/22

Introduction

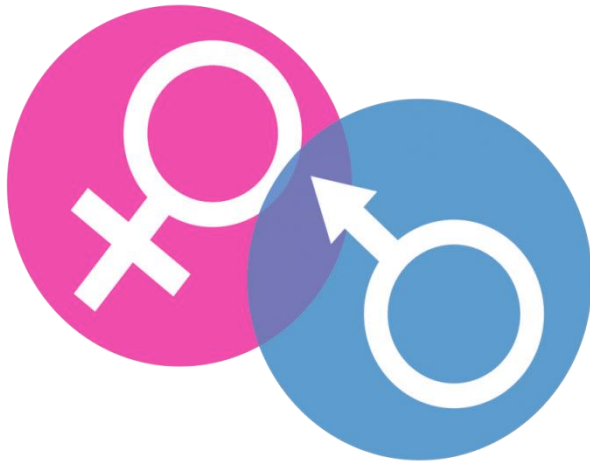
Rural Development and Management Institute (RUDMI) conducted special training program on "Understanding Gender Equality" program was started from 19th Dec 22 to 31st Dec 22 at Shree Umiya Arts and Commerce Girls College. This program was organize for third year commerce and arts students. Total 140 students participated and fortunately all of them attained all the 11 sessions and completed assignments given to them in time.

The trainees who completed

1. Minimum attendance is between 9 out of the 11 sessions.
2. All the assignments submitted were given certificate

Program divided into different methods:-

1. Classroom sessions 11 one and half hours each. Classroom sessions included lectures by experts, classroom activities, PPT, short movie and discussion with the same.
2. Assignments to be completed in a day on concern subject the list of assignments attached.



Gender refers to “the socially constructed characteristics of women and men such as norms, roles and relationships of and between groups of women and men it varies from society to society and can be changed. The concept of gender includes 5 important elements: - relational, hierarchical, historical, contextual and institutional. While most people are born either male or female, they are taught appropriate norms and behaviors including how they should interact with the others of the same or opposite sex within households, communities and work places. When individuals or groups do not “fit” established gender norms they often face stigma discriminatory practices or social exclusion all of which adversely affect health.

Day 1 – Understanding the Gender

December 19, 2022

The topic of the session is to understand the concept of gender equality. The concept of this session is why gender equality is more important for women empowerment and why we need to have the knowledge of gender equality. The session is started at 10:45 with beautiful prayer. The college principal giving information to the students that why they providing this training and how it’s helpful to the students in future. She says that in FY and TY external courses are not included. Now women empowerment is the main discussion in India to increase education level, remove poverty and build a strong economy. Now the UGC and all the international colleges provides the course of gender equality. When we all are aware of our rights then we are changing to the inequality to equality.



After that she introduces the today's guest "Dr. Bhupendra Brahmhatt". He had done PhD on sociology and he was also a head of government (HOD) in the college of M.P. arts and Commerce College.

❖ Meaning of Gender :

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



❖ Difference between sex and gender:-

“Sex refers to the biological and physiological characteristics that define humans as female or male. These sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, but these characteristics tend to differentiate humans as females or males.”

“Gender refers to the social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as

well as to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context- and time-specific, and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader sociocultural context. Other important criteria for sociocultural analysis include class, race, poverty level, ethnic group and age.

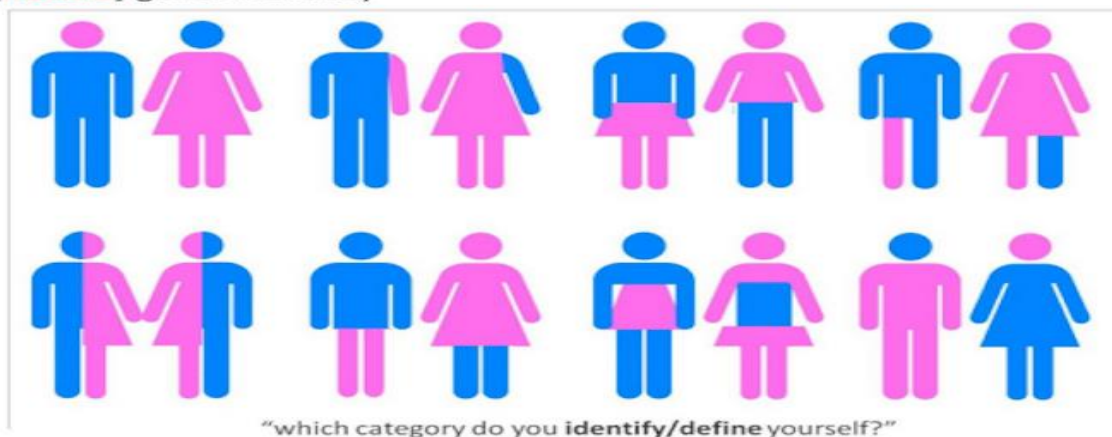
Gender is a cultural context. When the culture change so the concept of gender is also change.

Example: - western culture and Indian cultures both are different. In India the Indian peoples believe that the women's of India are considered as ("Devi Durga, Mahakali").

❖ Gender Identity:-

Your gender identity is how you feel inside and how you express those feelings. Clothing, appearance, and behaviors can all be ways to express your gender identity.

[flexible] gender identity



Most people feel that they're either male or female. Some people feel like a masculine female, or a feminine male. Some people feel neither male nor female. These people may choose labels such as "genderqueer," "gender variant," or "gender fluid." Your feelings about your gender identity begin as early as age 2 or 3.

❖ Gender Issues:-

1) Gender bias in education:-

There are many ways that girls' education benefits economies and societies. Yet an estimated 130 million girls will never set foot inside a classroom. This not only means that they'll lose out opportunities for better futures, but that the same will happen to their own children. Children of mothers who complete basic primary education, generally have better access to quality education and healthcare

themselves. These are two of the basic building blocks of an empowered community. Child marriage, lack of adequate sanitation (especially for girls who are of menstruating age), and gendered violence in the classroom are some of the obstacles specific to girls when it comes to this very basic human right.

2. Child marriage and other forms of gender based violence:-



According to UNICEF, today more than 700 million women were married before they turned 18. More than a third of that number — about 250 million — were married before the age of 15. Compare that to 156 million boys married before the age of 18, and it's clear that child marriage affects girls much more than boys. But how is child marriage linked to poverty? Girls who marry young are less likely to receive a complete or quality education, and child brides often suffer from higher discrimination, violence, and increased maternal mortality rates.

Forced and early marriage is one of many forms of violence against women and girls. This includes sexual violence, female genital mutilation, trafficking, and All forms of gender-based violence (GBV) contribute to the belief that men and women can be treated differently, based on gender stereotypes that vary from culture to culture. While these harmful practices remain in place, the rights of women will continue to be tied up with the false belief that these forms of violence are part of the norm and acceptable.

❖ Gender Discrimination:-

Gender discrimination is when someone is treated unequally or disadvantageously based on their gender but not necessarily in a sexual nature. This includes harassment/discrimination based on sex, gender identity, or gender expression.



❖ Conclusion :-

We need gender equality urgently. Gender equality prevents violence against women and girls. It's essential for economic prosperity. Societies that value women and men as equal are safer and healthier. Gender equality is a human right. [Everyone benefits](#) from gender equality.

DAY 2

Gender Equality And Socialization

DAY 2 :- Gender Equality And Socialization

December 20, 2022

Today's session topic is "Gender Equality and Socialization" and presented by "Dr. Chandrikaben Parikh". She has a very well-known personality. She is working till 36 years as sociologist. she was likely to do research on many topics and subjects like gender lessons, Shikshan nu Samaj Shastra etc. main point is that she was the Gujarat Shree kedvani Mandal mantri.



Firstly she is talking about that what is gender, what is gender equality and gender socialization and why socialization is important. Gender socialization is the process by which we learn our culture's gender related rules norms and expectations. Through gender socialization, children begins to develop their own beliefs about gender and ultimately form their own gender identity. This concept begins as soon as a child is born, the color of the room, or toys that the parents bring for their child, the rituals (especially Indian rituals) etc. differs for boys and girls. Usually, by the age of 3 to 7, children are able to interpret the difference between the genders. They are able to understand the difference in the behavior of family members for boys and for girls. Hence this is a tender age for the children to learn about gender equality. Their character is influenced by how their parents, teachers, relatives etc. treat people around them. The different toys that the child is expected to play or the color in which they are expected to dress depending on their gender plays an important role.



Gender is when someone's born than the genetics differences are different and we are selected the meaning and differences between the man and woman. Gender has 2 types masculine and feminine. Gender equality is the democratic society that has the social justice and human rights and in gender socialization every time and every generations and every parts we can see some differences with the social matters. In gender socialization we can see child abortion. The students of Umiya arts and commerce Girls College learns that what is gender equality and socialization.

❖ Conclusion :-

An equal society begins with women reclaiming their strong voice, and then gender wouldn't be as much of a relation of power. Gender equality is a fundamental right which contributes to a healthy society filled with respectful relationships between one another.

DAY 3

INEQUALITY IN EDUCATION

DAY 3:- INEQUALITY IN EDUCATION

December 22, 2022

The College girls are gathered in the conference room. They does not know what the future holds, but they are grateful for slow and steady growth. Then College professor, Dr. Heena Patel and Dr. Preeti Bhatt started the today's session.



Today's topic is "Inequality in Education". In educational institutions, gender inequality has been experienced. Girls have been discriminated against in terms of various aspects as compared to their male counterparts. The students are required to participate in number of

areas in educational institutions. Girls were provided with less participation opportunities as compared to their male counterparts and hence, it led to prevalence of gender inequality. Dr. Preeti Bhatt has started their session with beautiful story clip. This Storyis described how generation gap is effect on girls and boys education in family.

Gender Inequality in education is a persistent problem within the Indian society, especially for the girls, belonging to economically weaker sections of the society. Gender inequalities are important in various dimensions, these include, education, health, employment or pay. Furthermore, there have been enactment of policies and procedures to address gender inequality in education. However, in the present existence too, there have been education gaps. The major factors that contribute to education gaps are, socio-economic factors, accessibility to learning materials and resources, time devoted towards formal learning activities and the cultural viewpoints and perspectives among individuals and communities regarding the education of girls.



❖ Factors Causing Gender Inequality in Education :-

The factors causing gender inequality in education have been stated as follows:

1. Occurrence of Criminal and Violent Acts:-

In rural as well as in urban communities, women and girls have experienced criminal and violent acts to a major extent. These acts are, verbal abuse, physical abuse, sexual harassment, discriminatory treatment, rape, acid attacks, female feticide and female infanticide, child trafficking, domestic violence and neglect. The experiencing of these acts on the part of girls and women, have an effect upon their physical as well as psychological health. For instance, in schools, when girls experience verbal abuse from fellow students, then they usually do not drop out. But when they experience sexual harassment, or other criminal act,

then they may drop out of schools. Hence, occurrence of criminal and violent acts are regarded as major barriers within the course of acquisition of education.

The student and particularly girls have experienced criminal and violent acts in schools as well. Research has indicated that teachers, staff members and fellow students have been involved in such acts. Therefore, for not only leading to progression of women, but also in the enhancement of the system of education. It is the responsibility of the parents to ensure that growth and development of their children, both boys and girls takes place in an effective manner. For carrying out this responsibility, they need to ensure that they treat their girls with kindness and courtesy.

2. Child Marriage:-

Child marriage is when marriage of the individuals takes place, when they are below 18 years of age. Child marriage imposes negative effects upon the individuals, particularly girls. When girls are married at a young age, then they are normally deprived of acquisition of education, getting engaged in employment opportunities, and participation in other childhood activities. They merely are required to remain within the homes, implement household responsibilities and take care of the needs and requirements of other family members. Research has indicated that girls usually depict unwillingness, but they are required to obey their parents. Due to the possession of traditional viewpoints and perspectives, individuals and groups primarily belonging to rural communities get their girls married at an early age. They possess this viewpoint that if girls are educated and get older, then it would be difficult to find suitable grooms for them. For this purpose, they even train their girls in terms of implementation of household chores from the initial stage.



In 2006, the Government renewed its efforts and India passed the prohibition of Child Marriage Act. The legal age for marriage to take place within the country for boys is 21 years and for girls is 18 years.

3. Cultural Viewpoints regarding the Education of Girls:-

The cultural viewpoints regarding the education of girls are embedded in the cultural norms and values. In some rural communities they primarily form this viewpoint that providing education to the girls is the wastage of resources. Instead, they make use of resources in providing education to the boys. Other viewpoints that discourage girls from the acquisition of education are, they should be trained in terms of management of household responsibilities. These include, preparation of meals, cleaning, fetching water, taking care of the needs and requirements of younger siblings and elderly family members, especially when their parents are at work, taking care of livestock, assisting their parents in family business, which may include, production of food items, artworks, handicrafts, and so forth.



The other factors that promotes negative attitudes regarding the education of girls are, making savings for dowry. Dowry is the wealth and possessions that the bride's family has to pay to the groom's family at the time of marriage. It includes, monetary resources, jewellery, and other items. When the marginalized and deprived families have to make savings for the marriage of their daughters, then they do not intend to spend financial resources towards pursuance of education. They possess the viewpoints that boys would acquire good employment opportunities and contribute effectively towards promoting well-being of their families and communities. But in the present existence, transformations are taking place and individuals, belonging to all categories and backgrounds are encouraging their girls towards acquisition of education.

4. Poverty:-

When individuals are residing in the conditions of poverty, then they experience number of problems and challenges in making ends meet. The individuals and families, who are residing in the conditions of poverty have the primary objective of generating sufficient income to sustain their living conditions satisfactorily. They usually do not possess financial resources to meet the expenses, involved in the pursuance of education. Even when education is provided free of cost, they still need to meet other expenses, involved in education. These are,

stationary items, books, bags, uniforms, transportation costs and so forth. The poverty stricken individuals experience problems in meeting these expenses.

Possess this viewpoint that education should be provided to the sons, so they are able to get engaged in good employment opportunities in future. Whereas, girls are trained in terms of performance of household responsibilities and minor jobs to earn some income to support their families. For instance, when parents are engaged in production of items, then they encourage their children, both boys and girls to assist them in production and sales. The boys are required to get engaged in this job after school hours. The girls are usually discouraged from acquisition of education, due to limited financial resources. Their male siblings teach them, what they have learned in schools, primarily to enhance their basic literacy skills of reading, writing and numeracy.

5. Absence of Female Teacher:-

In some rural areas, parents demand that they send their girls to school if a female teacher teaches in the school but the female teacher absence create a problems for the girl's education. Sometimes girls are don't open up to male teacher so they feel very Awkward in some situation so they demand of a female teacher.

Conclusion:-

Our current educational system is not performing as well as it could be. Many students, especially those who come from low income families, ethnic backgrounds, and urban communities are often left behind by a system that fails to meet their educational needs. Much of this malfunction is due to an antiquated system that still supports the way of thinking that some people deserve or are entitled to more than others, and to the economic gaps between groups of people which many times determined the kind of education they have access to. The way this system is set up leaves room for a lot of failure and negative consequences.

DAY-4

Women And Employment

DAY 4 :- Women And Employment

December 23, 2022

The session is started at 11:00 A.M. Today's session topic is "women and employment" and presented by Dr. Smita Joshi.



Hardship of woman in every stage of life is always difficult to categorize as she is the only entity in the world that is facing such a changing phase in her life like birth as a girl child, becoming wife and finally becoming mother. In the era of 21st century, woman wants be equal opportunities as man and foremost challenge is how to balance work and home. Gender bias, unequal pay, mental and physical harassment, insufficient leave are some of the key issues of working woman at the workplace. Apart from all these, woman has to deal with almost all family duties like duty as mother, duty as wife, house hold and daily routine as well as many social duties. The main intention of this paper is to focus on such key areas and challenges faced by working woman in today's era and to put the psychological view of the issues, challenges and role of society to help for balancing the life of working woman in psychological, physical, social and mental aspects.



Women are the backbone of the society. [5]She plays a vital role in the economic development of the country and her contribution is as equal as their male counterparts. [4]Without active participation of women in various national, social, economic and political activities, the progress of the country will be stagnant. Traditionally, Indian women had been Home makers but in 21st Century, due to higher education, better awareness and increasing financial demands of family, women also go out and choose careers.

The working and social scenario in today's era is far different than that of twenty-three years ago. Advances in technology plus evolving work and the role of family for women in India have changed the contribution to the business environment of 21st century. The financial demands for Indian families are rising day by day. Higher cost of living, increasing expenses on education of children, increasing cost of housing properties in



India force every family in India to look for ways and means of increasing household income. As a result, women in India, who were mostly known as homemakers, are forced to go for jobs and take the challenges that were considered only suitable for men such as working in night shifts in call centres or BPOs. Today women are giving their best and active contribution in all the male-dominated fields such as sports, medical, law, military, academics, politics, bank, top level corporate positions etc. In recent era working women can spend less time in household works than they did thirty years ago.

❖ Challenges for working women in India:

1. Gender Biases

Gender biases begin to take place at a very early stage for Indian women. It is very difficult to accept the fact that women are also capable of working shoulder to shoulder with men. Indian society supports male dominance in all major, important and challenging tasks whereas women are considered to be weak and only capable of bearing lesser work pressure at the work place. The potential and capabilities of Indian women have always been underestimated in regard of their recruitments, salary issues and promotions. In many families, even if woman is working, her all salaries are given to her husband, father-in-law or elder member of the family and in this way, her independence is on the superficial level Though woman is working, still she has to depend on somebody.

2. Balancing Personnel and Professional life

It is a very big challenge for Indian working women to maintain a balance between their work and family. She has the responsibility to fulfil all the expectations of family members

and particularly from kids. In India, the career and professional aspirations are still considered as secondary for women. In majority of the families, there is a lack of emotional and moral support given to the working women. And at the same time, there are many official expectations and deadlines that women have to fulfil to continue their job. In this type of dual roles to become perfect in all tasks, the working women feel very much stressed in her day to day life.



3. Mental and Physical Harassment

In order to achieve success in corporate sector, women feel that they must do better than their male colleague. This leads to higher expectations and efficiency by their boss. This type of condition creates strain for woman. Insufficient Maternity leave is also the cause of stress for working women as they have to take care of their baby as well as achieve the targets given to them in office. Indian working women also feel insecure at their workplace. There are many cases where women subordinates are asked for sexual favors from their male superiors in return of the promotion and growth granted to them. The male superiors show that they have done some mercy or extra favors that should be repaid with much of a regard from women. In corporate sector, usually women are treated as weak and vulnerable and hence male colleagues and superiors think that they can take any advantage of their female colleagues and subordinates.



1. Negligible Personnel Space

Indian working women have to maintain a balance between their families and career if they want to achieve independence and success in their lives. In this hassle, women get restless. They try to increase their working power for their work which makes them lacking in sleep. They gradually feel frustrated and helpless because no one is there to help and support them. They sometimes feel isolated and due to this, they have to face many emotional and psychological problems. Insomnia and depression are two major mental problems that Indian working women usually suffer from. They feel an immense lack of personnel space. They have no time for themselves. They feel unable to share their feelings with anyone because they know that no one will understand them. Under this psychological pressure, they are left with only two options: either to give up the job or to accept the depression as a part of their working life.

❖ What progress did it make after women became self-earners?

- 1) Socio-Political Awareness
- 2) A Non organizational trend developed
- 3) Blind faith is gone
- 4) Women started giving their opinion

❖ Conclusion

The paper discussed the issues and challenges of working women in the current era of 21st century. The problems of personal and professional life are highlighted in the paper and described in detail. To apply the balancing act between personal and professional life and keep her-self fit and fine women has to undergo many situations and challenges. Finally, the paper is concluded with tips on balancing act in which focus is given to the three major components like knowledge, skills and behavior. Hence, in 21st century, woman needs more psychological and social support from the society as well as governing body.

DAY 5

Impact Of Domestic Violence On Society

DAY 5 - Impact Of Domestic Violence On Society

December 24,2022

The session is started at 10:45 A.M. Today's session topic is "Impact of Domestic Violence" and presented by Minakshi Joshi.



Now the daughter is advised by her mother to bear the domestic violence. This is a small thing but it has a big impact on the society. Domestic violence has become a tradition in our society. People of our society think that women have to bear all this and so domestic violence becomes a stereotype and is passed down from generation to generation. But this is wrong and this orthodox thought has become a tradition and we should start getting rid of it ourselves.



In 1828, Raja Ram Mohan Roy suppress many prevalent social evils like sati, Polygamy, child marriage and female infanticide. Films have also played a role in bringing awareness to domestic violence in our country. In our country, the law for domestic violence came later than other countries.

Domestic Violence:

The term "domestic violence" includes elaborately all forms of actual abuse or threat of abuse of physical, sexual, verbal, emotional and economic nature that can harm, cause injury to, endanger the health, safety, life, limb or well-being, either mental or physical aspects of the aggrieved person. The definition is wide enough to cover child sexual abuse, harassment caused to a woman or her relatives by unlawful dowry demands, and marital rape.

The kinds of abuse covered under the Act are:

1. Physical Abuse-

1. an act or conduct causing bodily pain, harm, or danger to life, limb, or health;
 1. an act that impairs the health or development of the aggrieved person;

2. an act that amounts to assault, criminal intimidation and criminal force.
2. **Sexual Abuse-**
 1. any conduct of a sexual nature that abuses, humiliates, degrades, or violates the dignity of a woman.
 3. **Verbal and Emotional Abuse-**
 1. any insult, ridicule, humiliation, name-calling;
 2. insults or ridicule for not having a child or a male child;
 3. repeated threats to cause physical pain to any person in whom the aggrieved person is interested.
 4. **Economic Abuse-**
 1. depriving the aggrieved person of economic or financial resources to which she is entitled under any law or custom or which she acquires out of necessity such as household necessities, her jointly or separately owned property, maintenance, and rental payments;
 2. disposing of household assets or alienation of movable or immovable assets;
 3. Restricting continued access to resources or facilities in which she has an interest or entitlement by virtue of the domestic relationship including access to the shared household.

Article 15 (3) gives power to the legislature to make special provision for women and children. In exercise of this power, the Protection of Women from Domestic Violence Act was passed in 2005.

Effects of domestic violence on society

People who have experienced sexual abuse or violence in childhood have a profound effect on their brains when they grow up. There is a change in their behavior and some people even commit suicide.

Relatives also do violence or sexual abuse with young children but parents cannot raise voice against them. In the long time, it has a negative effect on the child and victimized children take the path of suicide.

Due to workplace violence, women are afraid to go out and stop working. Therefore, the country does not get benefit from the power of women. Before corona, the workforce of sisters was 25%, after corona it has become 8%.



EMOTIONAL NEGLECT

Everyone wants to be known, loved, and accepted.

But if a child's primary caretaker consistently fails to recognise, disregard or dismiss their emotional and developmental needs, the child may grow up to be mistrustful and find it difficult to have healthy relationships.

Emotional neglect not only refers to actions that people fail to take but it also covers deliberate behaviours, such as mocking a child for showing vulnerability instead of comforting them.

Repeatedly withholding affection to punish a child can also harm their development.

WITNESSING DOMESTIC VIOLENCE

A child does not have to be on the receiving end of violence to experience harm; being present when it happens is enough. When a child witnesses domestic violence, it can shake her perception of what a healthy family dynamic would be.

Loss of a sense of safety, separation anxiety, self-blame, aggressive behaviours, and early sexual activity are some of the behavioural issues seen in children who witness violence at home. They may also learn to use aggression to resolve conflict or temper difficult feelings.

Our country has made laws but failed to implement them. Women are not taken seriously when they lodge a domestic violence complaint in the police station and when this happens, people start giving advice like "Let it happen, Let it go, Forget it, It happens to everyone."

and the women's voice are left out. Files of such cases are gathering dust in the police station.

In India most of Women are facing Domestic violence, Sexual Harassments and work related violence and women accept such this types of violence as a victim of their lives. There are many women in the country who have raised their voice against violence and through their efforts they also got justice. So a woman should forget about letting go and speak up for her rights and be strong.

❖ **Conclusion:-**

Domestic violence is one of the most horrendous kinds of abuse suffered women in our society today. The statistics show that 85 percent of domestic violence victims are female. Only 15 percent of victims are men. Domestic violence can happen to anyone, it does not matter the race, creed, religion, or standing in society of the victim. If the issue of domestic violence is not dealt with in a manner, which is sufficient, then this type of abuse will continue among all classes of society with no ending. In order for us as a society to eradicate this horrendous type of abuse, we need to stand together and make tougher laws, which will protect the victims of this abuse.

Day – 6

Gender And Early Marriage

Day 6 – Gender and Early Marriage

December 26, 2022

The session is started at 11:00 A.M. Today's session speaker is Meeta Patel. She works on the general resource. Today she discussed to the students that how and by whom and from where we can get the women's fundamental rights. She also talks about how child marriage can also affect in our life.



Women are discriminated everywhere from childhood like as in childhood, girls are not given the same toys as they are given toys such as rattles or buckets while eating, the boys are asked to sit first and the girls are asked to sit later. In childhood, Girls are not allowed to play outside and do housework and boys are allowed to play.



❖ Fundamental Rights Of Women:-

Under the Constitutional law, women have equal rights as men so as to enable them to take part effectively in the administrative of the country.

Equality before law

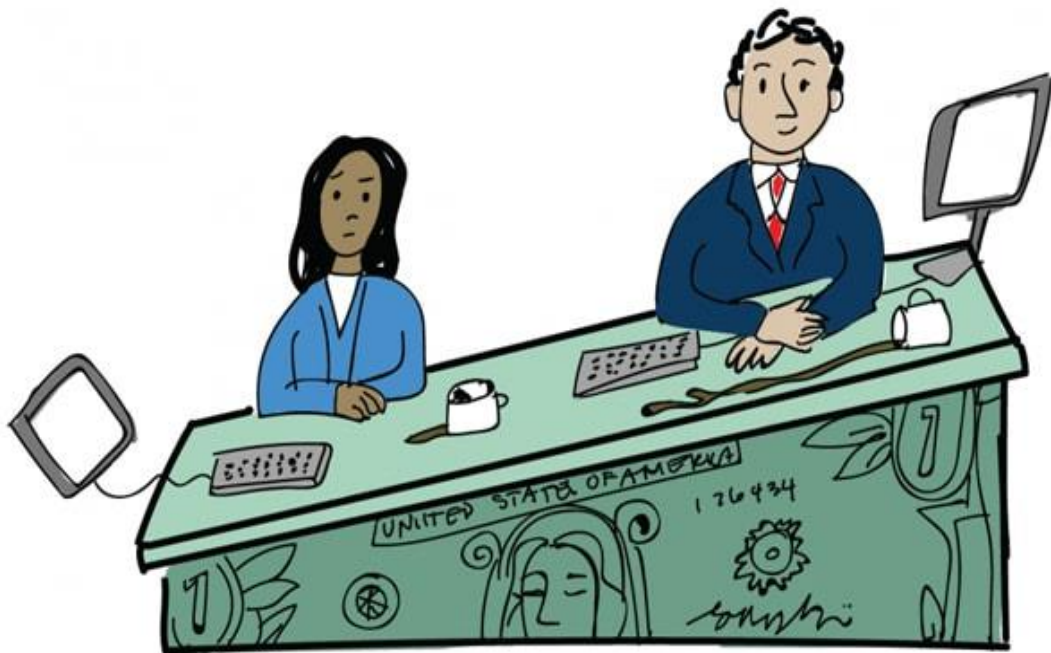
Article 14 embodies the general principles of equality before law and equal protection of laws.

Prohibition from discrimination on grounds of religion, race, caste, sex or place of birth

- Article 15(1) and (2) prohibits the state from discriminating against any citizen only on the basis of any one or more of the aspects such as religion, race, caste, sex, place of birth or any of them.
 - Article 15(3) makes it possible for the state to create special provisions for protecting the interests of women and children.
 - Article 15(4) capacitates the State to create special arrangements for promoting interests and welfare of socially and educationally backward classes of society.
-

Equality of Opportunity

- Article 16 provides for equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.
- Article 39 requires the State to direct its policy towards securing for men and women equally the right to an adequate means of livelihood [Article 39(a)];, and equal pay for equal work for both men and women [Article 39(d)].
- Article 39A directs the State to promote justice, on the basis of equal opportunity and to promote free legal aid by suitable legislation or scheme or in any other way to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities.

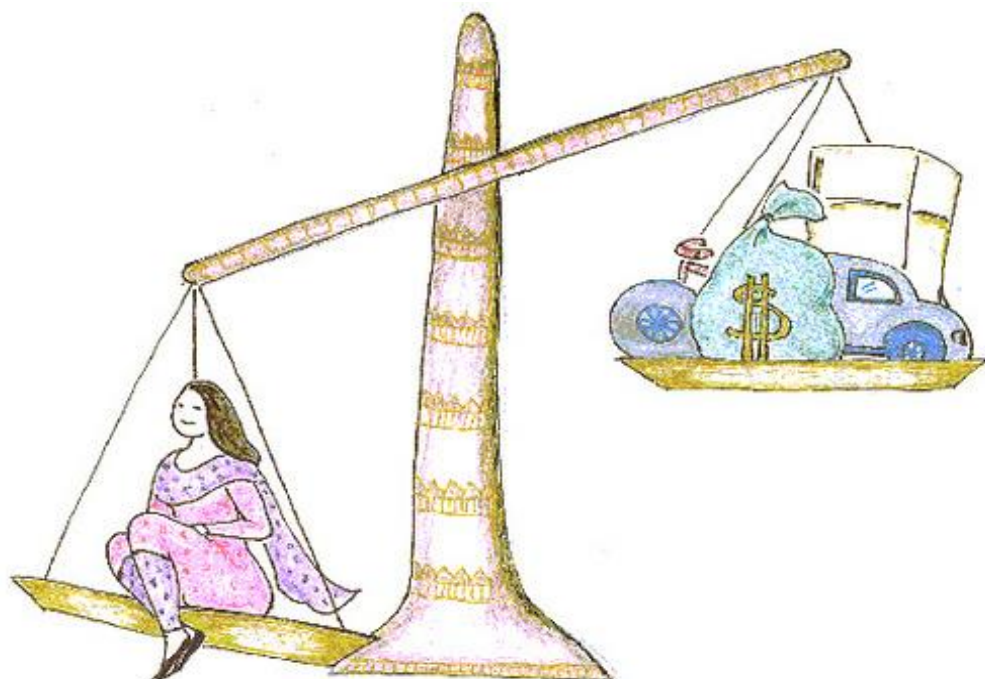


Humane Conditions at Work

- Article 42 directs the State to make provision for securing justice and humane conditions of work and for maternity relief.

Fundamental Duty

- Article 51A (e) enjoins upon every citizen to renounce practices derogatory to the dignity of women.



Reservation of seats for Women in Panchayats and Municipalities

- Article 243 D (3) and Article 243 T(3) provide for reservation of not less than one third of total number of seats in Panchayats and Municipalities for women to be allotted by rotation to different Constituencies.
- Article 243 D(4) T(4) provides that not less than one third of the total number of officers of chairperson in the Panchayat and Municipalities at each level to be reserved for women.

❖ Child Marriage Prohibition Act, 2006 :-

This Act may be called the Prohibition of Child Marriage Act, 2006. It extends to the whole of India except the State of Jammu and Kashmir; and it applies also to all citizens of India without and beyond India.

In this Act, unless the context otherwise requires,— “child” means a person who, if a male, has not completed twenty-one years of age, and if a female, has not completed eighteen years of age.

Court to which petition should be made.—For the purpose of grant of reliefs under sections 3, 4 and 5, the district court having jurisdiction shall include the district court having jurisdiction over the place where the defendant or the child resides, or where the marriage was solemnized or where the parties last resided together or the petitioner is residing on the date of presentation of the petition.

Punishment for male adult marrying a child.—Whoever, being a male adult above eighteen years of age, contracts a child marriage shall be punishable with rigorous imprisonment which may extend to two years or with fine which may extend to one lakh rupees or with both.

Punishment for solemnizing a child marriage.—Whoever performs, conducts, directs or abets any child marriage shall be punishable with rigorous imprisonment which may extend to two years and shall be liable to fine which may extend to one lakh rupees unless he proves that he had reasons to believe that the marriage was not a child marriage.

Child marriages in contravention of injunction orders to be void —any child marriage solemnized in contravention of an injunction order issued under section 13, whether interim or final, shall be void ab initio.

Protection of action taken in good faith.—No suit, prosecution or other legal proceedings shall lie against the Child Marriage Prohibition Officer in respect of anything in good faith done or intended to be done in pursuance of this Act or any rule or order made thereunder.

Amendment of Act No. 25 of 1955.—In the Hindu Marriage Act, 1955, in section 18, for clause (a), the following clause shall be substituted, namely:

“(a) in the case of contravention of the condition specified in clause (iii) of section 5, with rigorous imprisonment which may extend to two years or with fine which may extend to one lakh rupees, or with both”.

❖ Effects of Early Marriage:-

1. Impact on girls health :-

- 1) Malnutrition, Anemia
- 2) Maternal child risk
- 3) Pregnancy after Marriage: Child brides are more likely to experience early pregnancies and go on to have more children than girls who marry later. This increases their risks of pregnancy- and childbirth-related complications, which can have long-term health impacts, or even cause death.
- 4) Abortion: the risk of life: In contexts where there are both high levels of unintended pregnancy and restrictive abortion laws, pregnant adolescent girls frequently turn to clandestine, unqualified abortion providers who put their health and lives at risk. An estimated 8-11% of all maternal deaths are due to unsafe abortion, and adolescent girls are more likely than older women to go to unsafe providers. In Central America, where abortion laws are among the most restrictive in the world, there is evidence of higher suicide rates among girls who are unable to access abortion.
- 5) Impact on mental health

2. Effect on personality development of girl:-

- 1) A feeling of deprivation of freedom due to household responsibilities will arise
- 2) Leaving childhood games.
- 3) Being a victim of Discriminatory treatment
- 4) Lack of confidence.
- 5) Create a pessimistic approach to life.
- 6) Perceiving oneself as dependent on others.
- 7) Failure to get a good job or salary due to lack of education, leading to a dependent life.

3. Impacts on social development:-

- 1) A feeling of being left behind by own's parents, relatives.
- 2) Feeling to cut off from the childhood friends.
- 3) Failure to include them in important decisions at home undermines the ability to provide leadership in society.
- 4) As she herself is less educated, she cannot teach his own children.
- 5) It is often to do the domestic violence.
- 6) The personality of persons with such a tainted mentality in understanding weakens the society.

4. Effects on economic development:-

- 1) Less education means less earning opportunities.
- 2) Low salary-low savings.
- 3) Less information about savings/investment.
- 4) Less ability to spend money-difficulty living a quality life.
- 5) Financially loss to the whole family.

❖ Conclusion :-

Child Marriages are considered as one of the social menace that cannot be curbed easily without the support of the society. There have been demands to make child marriages void ab initio under the Prohibition of Child Marriages Act since a long time, but Indian society is complicated and complex and making child marriages void will only jeopardize the rights of women who are the victims of child marriage. Many a times the parents of the girl child forcibly marries their daughters to some elder man so that that person can give some money to the girl's family and from that money their financial condition can turn better.

Day – 7

Gender Mobility

Day 7 – Gender Mobility

December 27, 2022

Today's guest speaker is Dr. sangeeta Patel and she is a assistant professor and her main works on the department of sociology, Gujarat university and today she talked to the students that what is

the gender mobility and why it is important.



Mobility is identified as a new ground for gender parity. It's stated that anti generalized mobility can drive a country towards a better society and economic condition. Though mobility is defined as the ability to move easily and freely, it itself is stuck in a cram of gender blindness. Sustainable development goals include mobility and aims at functioning its actual meaning without gender biases. But numerous hurdles stand in the way of the ride for gender parity.



In India a survey stated that “women share only up to 14% of sustainable modes of transport”, this means that the rest of the transport facilities are used by men. This shows how colossal is the mobility gap between men and women. This enormous difference calls for improvement which can only be done by identifying and understanding the hurdles.

Strategy for Equality:

Ensure the equal access of women to justice. Achieve a balanced participation of women and men in political and public decision-making. Protect the rights of migrant, refugee and asylum-seeking women and girls. Achieve gender mainstreaming in all policies and measures.

Social Equality:-

Studies reveal that gender attitudes are a key transmission mechanism for intergenerational economic mobility beyond wealth and other economic factors. Mothers' egalitarian views and less-restrictive gender norms promote greater labor force participation for daughters and daughters-in-law.

Gender mainstreaming:-

Gender mainstreaming has been embraced internationally as a strategy towards realising gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination.

Specific Measures:-

1) Gender sensitive approach :-

Measure the gap between men and women; Measure the different roles, responsibilities and access to resources of different members of society; Gauge progress towards achieving gender equality goals; require data to be disaggregated by sex, age and other variables; require a gender analysis of data.

2) Convenient access :-

In low-income rural areas in particular, **gender relations can define how men and women access forest resources**, and can place a disproportionately large burden on women to manage the household including food sourcing responsibilities, as compared to men.



3) Safe network :-

Safety is the major hurdle in the way of mobility for women. Public Transportation and roads have been proven to be highly unsafe. In India, The National Crime Records Bureau reported that crime against women had increased from 8.8% to 11% in a span of 7 years (2007-2014). According to Times of India, there is a 43% rise in the number of rapes and 165% rise in kidnapping of women (2015). Majority of women do not use public transport for safety concerns, which also affects their visibility in public

areas. A recent survey identified that 80% of Indian women have been harassed at a bus stop. And not only has this, even the most violent cases of harassment happened on public transport. As per the IHDS survey, 70% of women feel unsafe when working away from home.

4) Risk differently – environmental and climate change :-

Gender inequalities, such as weak rights to own land and reduced access to energy, water and sanitation facilities for women, have a negative impact on human health, the environment and sustainable development.

Women and girls experience the greatest impacts of climate change, which amplifies existing gender inequalities and poses unique threats to their livelihoods, health, and safety. Across the world, women depend more on, yet have less access to, natural resources.

❖ Knowledge :-

1. Detailed Statistics :-

Put simply, gender statistics and indicators integrate a gender perspective in the collection, analysis and presentation of statistical data. Gender statistics play a key role in measuring gender gaps on the basis of agreed indicators that are relevant to the lives of women and men.

2. Further research

3. Raise awareness

4. Gender involvement

5. Gender impact assessment

❖ Conclusion:-

It seems clear that if we are going to pursue sustainable mobility seriously, it does not make sense to posit the mobility patterns associated with masculinity as any kind of desirable benchmark with respect to personal mobility. At the same time, equity issues – that is equality of access to opportunity, including opportunities accessible in cyberspace as well as grounded space – still loom large in the realm of gender and mobility. And they remain almost entirely unknown.

Day – 8

Women and Health

A Holistic Approach

8 – Women and Health A Holistic Approach

December 28, 2022.

Today's topic is women and health and presented by Dr. Preeti Bhatt.



❖ What is holistic health care?

“Treating the Whole You”

Holistic health is about caring for the whole person — providing for your physical, mental, spiritual, and social needs. It's rooted in the understanding that all these aspects affect your overall health, and being unwell in one aspect affects you in others.

Take stress, for example. It's a psychological response, but it can also cause physical symptoms, such as headaches, trouble sleeping, weight gain, and muscle pain. Of course, it works both ways, and being physically ill can cause you to feel anxious or depressed. Meanwhile, your spirituality and your relationships can boost your mental and physical health. Studies show that having close friendships lowers your blood pressure, reduces your stress levels, and can even improve your chances of surviving cancer.

Understanding this, doctors who take a holistic approach to health don't just ask you about your symptoms. They ask about you — your overall health and your life — so they can make personalized recommendations to improve your wellness.

In India, most of the people are only focus about physical health and don't think about mental health but in health both physical and psυχical and mental health are seen together. When we are mentally ill, than we are also physically ill.Ex:When a person has a headache, the person does not feel like engaging in any physically activities.

Holistic health was explained followed by 2 activities on mental health:-

Activity 1:

In the activity 1, four girls were called on the stage and played a game. In these game give numbers of the different styles of the hand. After mam says only number and girls are remember and followed these number hand style and do the style.



The concept behind of this activity is that when we are mentally strong so we are more concentrated about the game steps.

Activity 2:-

In activity 2, any 2 girls are called on the stage and asked to speak a particular line in the speed .



The concept behind this activity to see that how much is the capacity of our brain works

DAY 9

GENDER BUDGETING AND

GOVERNMENT SCHEMES

DAY – 9 Gender Budgeting and Government schemes

Today's guest speaker is mahendra Bhai makwana. His main work on the gender resource centre (GRC) and he talks to the students that what is gender budgeting and which are the main points included in the gender support systems.



After that we were doing an activity.

Activity: - 1

In this activity, few students came on the stage and each students have to take a chit. These chits were written in the name of different characteristics of men and women. The girls had to say that the characteristics written in their chits were men or women.



The girls answered it like these

	Characteristics	Girls answer
Chit-1	bahadur	me
Chit- 2	lagshil	women
Chit- 3	karkasar	women
Chit – 4	Sharman	women
Chit- 5	baktal	men
Chit- 6	sundar	women
Chit- 7	kathor/nishthur	men
Chit- 8	udau	women
	Characteristics	girls answer
Chit- 9	agresar	women
Chit- 10	rotad	women
Chit-11	akramak	men

The concept behind this activity was to explore how society views men and women and how they treat inequality between the two.

❖ Gender Budgeting:-

- ❖ Gender Budgeting is a powerful tool for achieving gender mainstreaming so as to ensure that benefits of development reach women as much as men. It is not an accounting exercise but an ongoing process of keeping a gender perspective in policy/ programme formulation, its implementation and review. GB entails dissection of the Government budgets to establish its gender differential impacts and to ensure that gender commitments are translated in to budgetary commitments.
- ❖ The rationale for gender budgeting arises from recognition of the fact that national budgets impact men and women differently through the pattern of resource allocation. Women, constitute 48% of India's population, but they lag behind men on many social indicators like health, education, economic opportunities, etc. Hence, they warrant special attention due to their vulnerability and lack of access to resources. The way Government budgets allocate resources, has the potential to transform these gender inequalities. In view of this, Gender Budgeting, as a tool for achieving gender mainstreaming, has been propagated

❖ What Are The Needs Of Gender Budgeting:-

- To check the socio-economic situation of women and bring them into the mainstream of development.
- Achieving gender equality by eliminating gender inequality in the process of development.
- To study whether the financial provision as well as the expenditure incurred reaches the women or not, its positive effects.

❖ Gender Budget Statements In Gujarat:-

1. Women Component Plan:-

The 9th and 10th Five Year Plan of Government of India, had important objectives for women; it envisaged gender mainstreaming and also had a new component Women Component Plan (WCP), the objective of which being women empowerment by improving the status of women in society and it was for the first time in history, empowerment of women was adopted as an objective in the Five year Plans. Kerala introduced Women's Component Plan (WCP) at the Local Self Government (LSG) level. In Kerala, during the 9th Five Year Plan, it was instructed that allocation of 10 percent of Plan outlays for all departments should be mandatorily earmarked for women-specific projects. The key objective of WCP is to make sure that the basic needs of women got acknowledged, the focus was on increasing the activities that improved the income of women and also on activities

that will ensure improvement in status of women, thus there was a conscious effort to mainstream gender in local planning process.

The guidelines for WCP in Kerala have given clear instructions regarding the type of projects to be included under WCP. These include:

(1) Projects like roads, latrines, electrification, and smokeless chullahs which have women and men both as beneficiaries need not to be included in WCP. However District Panchayats and Corporations can include housing schemes under WCP for women headed families which have no adult males.

(2) Cultivation of vegetables, goat rearing, poultry etc. should be excluded from WCP. Funds required for food and nutrition programme of Anganwadis and pre-primary education programme need not to be included under WCP. Construction of Anganwadi buildings which have no separate provisions for organizing meetings of women need not be included under WCP.

(3) As far as possible, WCP projects should be organized and implemented through SHGs of women, neighbourhood groups and other groups and cooperative societies. Financial assistance for thrift and credit schemes of BPL families, which are nominated by Kudumbashree, self-help group and neighbourhood groups are to be included under WCP.

(4) Special consideration should be given for projects that aim at development of infrastructure facility, marketing facility and entrepreneurship programme for development of micro enterprises owned by women under WCP.

(5) Cottage industries for women promoted by the Industries Department can be given financial assistance under WCP, subject to prevailing norms.

(6) Gram panchayats and municipalities can take up projects for comprehensive study of status of women in their respective areas under WCP.

❖ **Conclusion:-**

Gender budgeting draws our attention to the current gendered structures in our society that lead women to perform more unpaid work than men and to make economic sacrifices to manage childcare. Gender budgeting also encourages a process of engagement with politicians and civil society groups to ensure policies meet the needs of marginalized communities. The key insight from the workshop is that budgeting – through taxes and expenditures – can be an important tool for achieving greater social equality. Gender budgeting is the process by which these goals can be accomplished.

DAY 10

WOMEN'S SAFETY AND

SECURITY

In this session covered women's safety and securities related issues. Gave information about the figure of molestation with women as well as the law made for the safety of women. This session taken Dr. Preeti Bhatt.

Showed a short movie on molestation and discussed on it that in this way you can defend yourself in any difficult situation.

Learn to say no, learn to oppose, then you will not become a victim of someone's piercing. Also given of the women's help lines numbers as well as Gave information about women institutions and NGOs who help the victim.

At the end of each session, a topic related to the session was given and students submitted the next day assignment, thus there were 10 assignments for 10 days.

At the last day means 11th day we are taking feedback from the college girls about training and we asked the questions to the few girls that what will you learn from this training and how is it your experience during the training and how it's helpful to you? The feedback are very positive. Some girls said that it is very helpful in their life to know about them rights and for this help they speak up about freely themselves. Some of the girls are says that this session is gives confident in her life to realising that they are equal to the man and they do anything what they want in their own life. We all enjoying whole training programme and closing ceremony of training program with distribution of certificates by principal madam Dr. Sangeeta Ghate.



certificates distributions

Group Photo



Feedback

On the last day trainee filled up the feedback form. All the trainees appreciated the course and suggested to do this course on regular bases, so as to cover all students.

More than 70% of trainees graded this program as best.

The further stated all speakers are good and gave information in very easy and simple Gujarati language.

All trainees are very happy and said “yes” should be organized every year like this program because of an opportunity to know some new thing and increase knowledge as well as create new perspectives toward.

Following topics are appreciated by all trainees:-

1. Right to women
2. Domestic Violence and
3. Women Health: - A holistic approach

Trainees are supported and gave suggestions to increase the number of activities and clipping in session.

In end of the closing ceremony we prepared feedback videos of some trainees.

CERTIFICATE




CERTIFICATE



This is to certify that Mrs./Miss. Gaud Vaisnavi B.
has attended 30 hours short-term course on “**Understanding Gender Equality**” jointly organized by Rural Development and Management Institute (RUDMI) & Shree Umiya Arts and Commerce College for Girls, Ahmedabad at Umiya Campus, Ahmedabad in the month of December, 2022.


Director
Rural Development
and Management institute


Principal
Shri Umiya Arts
and Commerce College

19/12/22 MON

Shree M.P. and B.A. Patel [Detrojwala] Umiya Arts and Commerce College for Girls, Sola.
Rural Development and Management Institute
Under standing gender Equity Date:- 19 dec to 31 dec 2022

S.no	NAME	R.NO	CLASS	SIGN
1	MAKWANA ASMITA G.	631	TY B.A	Asmita
2	VADAGAMA VIDHI S.	640	TY B.A	Vidhi
3	RAMANUJ DIVYA R.	655	TY B.A	
4	SOLANKI ZALAK A.	753	TY B.A	
5	PRAJAPATI KRISHNA V.	635	TY B.A	
6	MEVADA JEEL J.	633	TY B.A	Jeel
7	SADHU MAYURI P.	636	TY B.A	Mayura P. Sadhu
8	RATHOD USHA R.	651	TY B.A	Usha Rathod
9	RACHHADIYA SHIVANI P.	2718	TY BCOM	Shivani
10	PRAJAPATI JINAL M.	2643	TY BCOM	Jinal
11	GABANI RUTVI P.	2710	TY BCOM	Rutvi
12	PATEL NETRI P.	2684	TY BCOM	Netri
13	PATEL NIDHI S.	2685	TY BCOM	Nidhi
14	PATEL KINNI D.	2656	TY BCOM	K. M. Patel
15	KANETIYA BANSI J.	2611	TY BCOM	Bansi
16	SENGHANI BHAKTI D.	2612	TY BCOM	Bhaghani
17	PATEL VISHVA G.	2734	TY BCOM	Vishwa
18	DESAI DIVYA D.	2625	TY BCOM	
19	SOLANKI JYOTI R.	2646	TY BCOM	Jyoti
20	CHAVHAN VAISHALI S.	2730	TY BCOM	Vaishali
21	LAOYA HIMANSHI A.	2636	TY BCOM	Himanshi
22	SUTHAR DISHA D.	2624	TY BCOM	Disha
23	PARMAR KHUSHALI V.	2650	TY BCOM	K. v. Parmar
24	GADANI RISHITA K.	2706	TY BCOM	Rishita
25	PANCHAL SWETA RP.	2725	TY BCOM	Sweta
26	PATEL RIYA S.	2708	TY BCOM	Riya
27	SUTHAR MOKSHA S.	2681	TY BCOM	
28	THAKOR TITHI S.	2728	TY BCOM	
29	DESAI POOJA K.	2691	TY BCOM	
30	PRAJAPATI KRISHNA M.	2663	TY BCOM	Krishna
31	KUMAWAT KRISHNA B.	2662	TY BCOM	Krishna
32	PANCHAL JEENAL H.	2641	TY BCOM	Jeenal
33	PATEL JINAL V.	2645	TY BCOM	Jinal
34	BHARAVAD RIDDHI H.	2741	TY BCOM	Riddhi

35	HADIYAL NIRALI A.	2687	TY BCOM	Nirali
36	MALI RAVINA J.	2705	TY BCOM	Ravina
37	PRAJAPATI PAYAL V.	2690	TY BCOM	Payal
38	PRAJAPATI ANITA R.	2605	TY BCOM	Anita
39	PATEL MAHI N.	2669	TY BCOM	Maahi
40	PATEL KRUSHNAL B.	2666	TY BCOM	Krushnal
41	PATEL BHOOMI D.	2614	TY BCOM	Bhoomi
42	SAMBHUS RADHIKA N.	2703	TY BCOM	Radhika
43	PANCHAL KHUSHI P.	2743	TY BCOM	Khushi
44	NAYAK PREEYA P. 2697	2697	TY BCOM	Priya 2697
45	BHATT SAKSHI K.	2712	TY BCOM	Sakshi
46	GUPTA KAJAL D.	2647	TY BCOM	
47	PATEL SRUSHTI A.	2723	TY BCOM	Srushti
48	KUSHWAHA SUMAN S.	2724	TY BCOM	Suman
49	SUVAN PRIYANKA B.	2699	TY BCOM	Priyanka
50	THAKOR DAXA T.	2616	TY BCOM	Daxa
51	GAMBHAVA SHITAL N.	2717	TY BCOM	Shital
52	PRAJAPATI SHEETAL M.	2714	TY BCOM	Sheetal
53	BHUT SHREEYA D.	2719	TY BCOM	Shreeya
54	PATEL KHYATI A.	1667	TY BCOM	Khyati
55	PATEL KRUPA R.	1609	TY BCOM	Krupa
56	RATHOD KINJAL S.	1671	TY BCOM	Kinjal
57	PATEL RIDDHI M.	1706	TY BCOM	
58	PATEL KINJAL M.	1669	TY BCOM	
59	PATEL VISHVA J.	1732	TY BCOM	
60	BHARVAD TEESA R.	1723	TY BCOM	Teesa
61	DESAI BHOOMI V.	1635	TY BCOM	Bhoomi
62	TIVARI AUSHIR S.	1624	TY BCOM	
63	RAVAT KINJAL N.	1608	TY BCOM	Kinjal
64	KACHA MITTAL G.	1611	TY BCOM	Mittal
65	YADAV SEJAL J.	1714	TY BCOM	Sejal
66	PRAJAPATI HIRAL N.	1655	TY BCOM	
67	PRAJAPATI ARCHANA S.	1630	TY BCOM	
68	DESAI PRIYANSHI S.	1701	TY BCOM	Priyanshi
69	RABARI TANISHA S.	1722	TY BCOM	Tanisha
70	CHAUDHARY ASHITI R.	1633	TY BCOM	A.R. Chaudhary
71	PANCHAL VIDHI D.	1621	TY BCOM	Vidhi
72	DESAI RIDDHY I.	1704	TY BCOM	R.I. Desai

73	BHADOORIYA KARISHMA R.	1662	TY BCOM	Karishma R.
74	PRAJAPATI KHUSHI A.	1666	TY BCOM	Khushi
75	THAKOR BHUMISHA S.	1636	TY BCOM	B.S.
76	KHOKHAR POOJA D.	1698	TY BCOM	P.D. Khokhar
77	GAJJAR NANDINI B.	1688	TY BCOM	Nandini
78	MAKWANA MANISHA D.	1681	TY BCOM	Manisha
79	PARMAR RUTVA P.	1710	TY BCOM	
80	PARMAR DIPAXI L.	1642	TY BCOM	
81	PATEL DISHA K.	1645	TY BCOM	Disha
82	BAROLIYA LAXMI A.	1678	TY BCOM	Laxmi
83	JAGANIYA KARINA R.	1660	TY BCOM	Karina
84	SACHANIYA HINAL P.	1652	TY BCOM	Hinal
85	MORE RUPAL A.	1708	TY BCOM	Rupali
86	PATEL MAITRI P.	1679	TY BCOM	Maitri
87	GOHEL SEJAL A.	1713	TY BCOM	Sejal
88	BHARWAD PINAL I.	1697	TY BCOM	Pinal
89	DESAI PRIYA K.	1700	TY BCOM	
90	JAIN HARSHITA S.	1649	TY BCOM	
91	VARMA SHRIKUVAR .V	1616	TY BCOM	Shrikumar.V
92	GAUD VAISANAVI B.	1729	TY BCOM	Vaisnavi
93	DESAI SHITAL J.	1716	TY BCOM	S.J. Desai
94	ACHARYA KOMAL P.	1672	TY BCOM	K.P. Acharya
95	SUTHAR BHAVANAKUMARI	1634	TY BCOM	Bhavana
96	BAGHAL AARTI J.	1622	TY BCOM	Aarti
97	PAL KARISHMA M.	1661	TY BCOM	Karishma
98	PATEL SHRINAL M.	1617	TY BCOM	
99	PRAJAPATI BHUMI G.	1601	TY BCOM	
100	VALAND KINJAL B.	1607	TY BCOM	
101	KADOTI AARTI G.	1623	TY BCOM	
102	CHOUDHARY SEJAL G.	1614	TY BCOM	
103	VAGHELA VISHVABA M.	1734	TY BCOM	V.M. Vaghela
104	DESAI DRUVIKA D.	1640	TY BCOM	
105	PRAJAPATI SONAL N.	1720	TY BCOM	Sonal
106	YADAV MOHINI P.	1687	TY BCOM	Mohini
107	MAURYA NEELAM S.	1689	TY BCOM	Neelam
108	MISTRI ANITA O.	1628	TY BCOM	Anita
109	PATEL RIYA M.	1613	TY BCOM	Riya
110	PATEL MADHVI H.	1610	TY BCOM	M.H. Patel

111	GUTTI KAVITA L.	1663	TY BCOM	(R)
112	VAIDH RAVISHA D.	1702	TY BCOM	Ravi Dhas
113	RAVAL HETAL J.	1651	TY BCOM	Hetal
114	SUTHAR URMILA H.	1619	TY BCOM	Urmila
115	MALVI MANGLESHVRI M.	1680	TY BCOM	m.m. malvi
116	PATEL VISHVA S.	1733	TY BCOM	V. S. Patel
117	PATEL VIDHI M.	1620	TY BCOM	Vidhi
118	PATEL SAKSHI K.	1711	TY BCOM	Sakshi
119	PATEL VISHVA S.	1731	TY BCOM	V. S. Patel
120	MAHIDA DHANSHREE H.	1603	TY BCOM	D.H. Mahida
121	PATEL DANESHA R.	1602	TY BCOM	Danisha
122	CHOPRA KHUSHI A.	1665	TY BCOM	
123	CHHAPIYA SHIKHA J.	1715	TY BCOM	
124	CHAUHAN JIGISHA	1606	TY BCOM	
125	KHOKHAR HEENA D.	1650	TY BCOM	H.D. Khokhar
126	VAKHELA NIKITA	1692	TY BCOM	Nikita
127	RAVAL DIPIKA	1643	TY BCOM	Deepika
128	CHAUHAN RASHMI D.	1735	TY BCOM	Rashmi
129	RATHOD AARISHA D.	1632	TY BCOM	Aarish
130	PRAJAPATI MANISHA A.	1683	TY BCOM	Manisha
131	NAYI NIRALI J.	1694	TY BCOM	N. N. Nayi
132	PARMAR HIRAL K.	1654	TY BCOM	Hiral
133	THAKOR HARSHA R.	1648	TY BCOM	
134	MISTRY KAMINI M.	1659	TY BCOM	
135	PANCHAL VAISHALI B.	1728	TY BCOM	Vaishali
136	VARMA MITTAL B.	1686	TY BCOM	Mittal
137	PANCHAL JANVI D.	1657	TY BCOM	
138	PATEL VIDHI K.	1730	TY BCOM	Vidhi
139	PATEL PREKSHA V	1699	TY BCOM	Preksha
140	VASITA ANJALI R	1629	TY BCOM	Anjali
141	DARJI NIDHI S	1691	TY BCOM	
142	THAKOR USHA S	1726	TY BCOM	T. Dhas
143	CHUDAVAT SHITAL R	1615	TY BCOM	Shital
144	DESAI JINAL D	1658	TY BCOM	Jinal
145	DESAI ALISHA S	1626	TY BCOM	A
146	SHETH JAGRUTI N	1656	TY BCOM	
147	DESAI SIMARAN V	1719	TY BCOM	Simran
148	GOHEL CHANDANI V	1637	TY BCOM	Chandni

149	DESAI MITAL L	1685	TY BCOM	<i>Mital</i>
150	PARMAR TANVI H	1618	TY BCOM	<i>Rahma Tanvi H.</i>
151	<i>Patel Farhan K.</i>	2629	TY BCOM	<i>Farhan</i>
152	<i>Jinaniya Shila S.</i>	2716	TY BCOM	<i>Shila</i>
153	<i>Katadiya Paiti N.</i>	2646	TY BCOM	<i>Paiti</i>
154	<i>Kellaveldia Yashvi</i>	2738	TY BCOM	<i>Yashvi</i>
155	<i>Patel DHRUVI</i>	2742	TY BCOM	<i>Dhruvi</i>
156	<i>Patel Vimal</i>	2732	TY BCOM	<i>Vimal</i>
157	<i>Patel Mansi P.</i>	2676	TY BCOM	<i>Mansi</i>
158	<i>Thakkar Pranjul</i>	615	T.Y. B.A	<i>Pranjul</i>
159	<i>Mathewani Himani</i>	609	T.Y. B.A	<i>Himani</i>
160	<i>Pranjali Jais</i>	610	T.Y. B.A	<i>Pranjali</i>

Pranjali Jais 626 T.Y. B.A

Kanetia Hemali 608 " "

Vat Dharmasha Patel 2618 TY.B COM

Dharmasha

C. Patel

Principal

Shri Meghmani Parivar and
Shri Bhailalbai A. Patel (Detrojwala)
Umiya Arts & Commerce College for Girls
Sola, Ahmedabad - 380060.