

**Criterion VI
Governance,
Leadership and
Management**



RCMAS
RAJAGIRI COLLEGE OF MANAGEMENT &
APPLIED SCIENCES

RAJAGIRI COLLEGE OF MANAGEMENT AND APPLIED SCIENCES

RAJAGIRI VALLEY P.O, KAKKANAD, KERALA 682039

An ISO 9001 : 2015 Certified Institution

Affiliated to Mahatma Gandhi University, Kottayam and Approved by AICTE

6.5

Internal Quality Assurance Cell

Quality Assurance Initiatives of the Institution

6.5.2


Gender Audit Report 2021-2022

Submitted to




GENDER AUDIT REPORT 2021-22


Gender Audit Committee Members 2021-22

Rev. Fr. Ajeesh Puthussery CMI, Principal 

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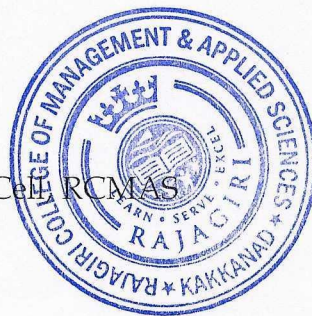
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PREFACE

In an era marked by significant strides towards gender equality and inclusivity, institutions must continually assess their practices to ensure they align with these evolving principles. The Gender Audit of the RCMAS represents a pivotal step in this journey. This audit aims to critically examine how institutional policies, procedures and culture impact gender dynamics within its operations and outcomes.

The audit delves into various facets of RCMAS, ranging from its admission policies to leadership representation and workplace culture. By systematically evaluating these aspects through a gender lens, this audit seeks to identify areas of strength and opportunities for improvement. It endeavours to foster a more equitable environment where all individuals, regardless of gender, can thrive and contribute to the institution's mission effectively.

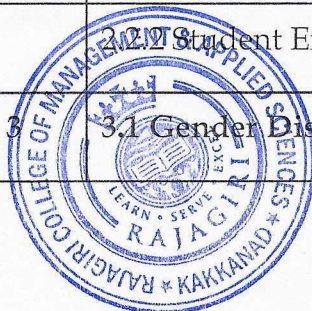
Hence the preface introduces the Gender Audit of RCMAS as a proactive measure to cultivate a workplace that champions diversity, equity, and inclusion. Through this comprehensive assessment, RCMAS aims not only to meet regulatory and societal expectations but also to cultivate a culture where gender equality is embedded in its ethos and practices.



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CHAPTER 1

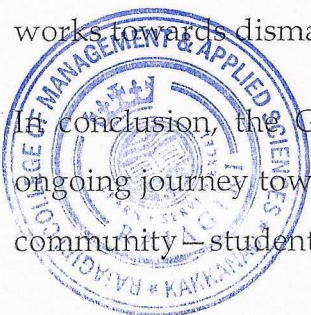
1.1 Introduction

Gender equality and inclusivity are fundamental pillars of modern educational institutions. Recognizing the imperative to create environments that are equitable and supportive for all, colleges are increasingly turning to gender audits as a critical tool for evaluation and improvement. This introduction sets the stage for the Gender Audit of RCMAS highlighting its significance in promoting a campus culture that values diversity, challenges biases, and fosters equal opportunities for all individuals.

The audit aims to identify strengths, gaps, and areas for enhancement in promoting gender equity across the institution. At its core, this audit aims to go beyond mere compliance with legal frameworks by exploring the nuanced ways in which gender dynamics manifest within RCMAS's ecosystem. It will delve into admissions practices, faculty composition and leadership roles, as well as student support services and campus safety protocols. By scrutinising these elements, the audit endeavours to uncover systemic barriers that may hinder gender parity and inclusivity.

Moreover, the Gender Audit of RCMAS is not merely an exercise in assessment but a proactive step towards fostering a more inclusive and responsive educational environment. It aligns with RCMAS commitment to equity and social justice, aiming to create pathways for meaningful dialogue and action. Through this audit, RCMAS aims to reinforce its role as a progressive institution that values diversity and actively works towards dismantling gender-based discrimination and stereotypes.

In conclusion, the Gender Audit of RCMAS represents a pivotal moment in its ongoing journey towards creating an environment where all members of the college community – students, faculty, and staff – can thrive equally. By undertaking this



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audit, RCMAS demonstrates its dedication to cultivating a campus culture that celebrates diversity, empowers individuals of all genders, and prepares students to succeed in a globalised world that demands equity and inclusivity.

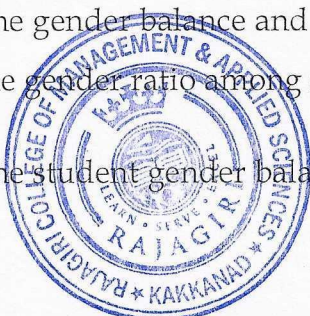
1.2 Objectives of the Audit

- Assess the representation of different genders among students, faculty, and staff across various departments and administrative levels. This includes examining enrollment statistics, faculty composition, leadership roles, and administrative positions to identify any disparities.
- Evaluate college policies, procedures and practices to ensure they are gender-sensitive and promote inclusivity.
- Evaluate the campus climate to understand how safe and inclusive it is for all genders. This includes examining issues such as harassment, discrimination, access to facilities, campus security measures, and support services available to students, faculty, and staff.
- Assess the representation of different genders in leadership positions within the college governance structure. This involves reviewing decision-making processes, leadership opportunities, and participation in committees to ensure equitable representation and influence.
- Foster dialogue and raise awareness about gender equality among stakeholders within the college community. This includes conducting surveys, focus groups, and workshops to gather input, share findings from the audit, and develop strategies for improvement collaboratively.

1.3 Parameters to Analyse the Gender Balance in the College

The gender balance and gender equality in the College was analysed by determining the gender ratio among students, teaching staff and non-teaching staff.

The student gender balance was determined for the following parameters:



1. Student enrolment: to all programmes and programme specific enrolments
2. Student distribution in reservation categories
3. Student distribution for major co-curricular activities like, Sports and Arts

The gender balance among staff members was determined for the following parameters:

- Gender distribution of teaching staff
- Gender distribution of non-teaching staff
- Gender distribution of staff in governing positions like College Council and IQAC.



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CHAPTER 2

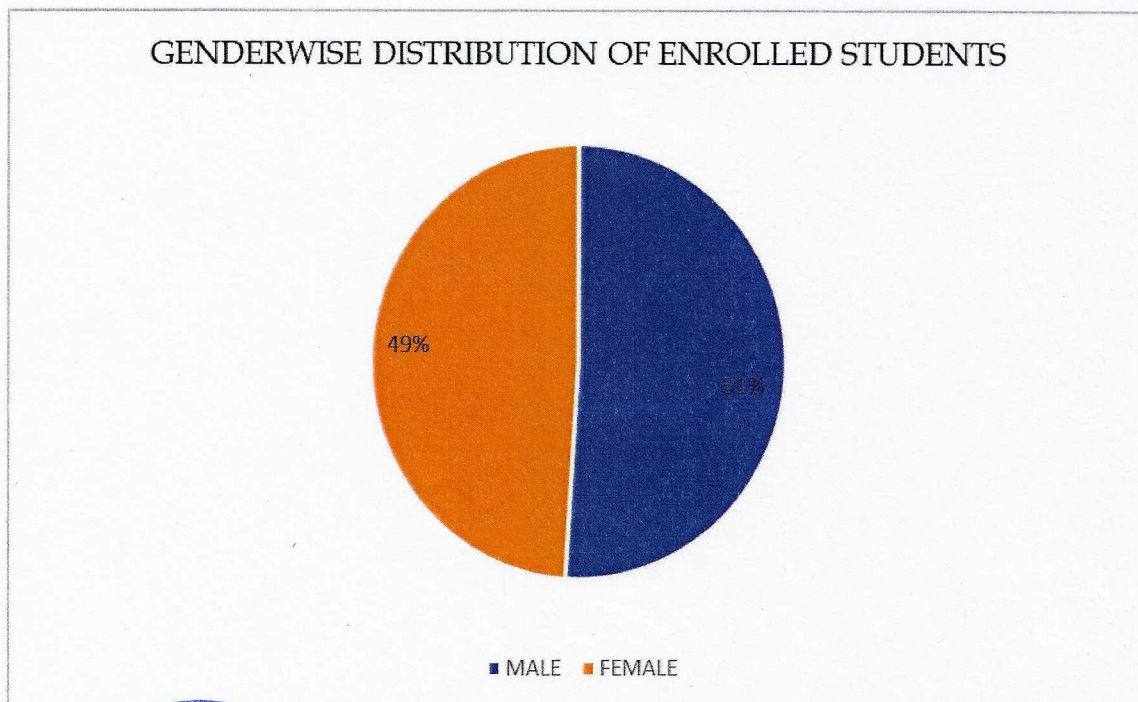
GENDER INDEX OF STUDENTS

2.1 Gender Index of Enrolled Students

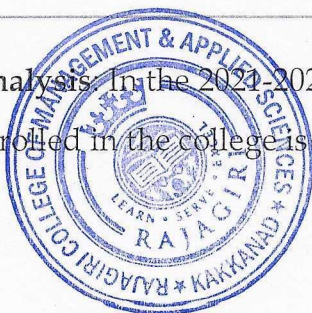
2.1.1 Students Enrolled for all UG and PG Programmes

The gender ratio of enrolled students to 10 UG and 2 PG programmes follows the following pattern:

Particulars	Male	Female
Number	320	305
Percentage	51.2%	48.8%



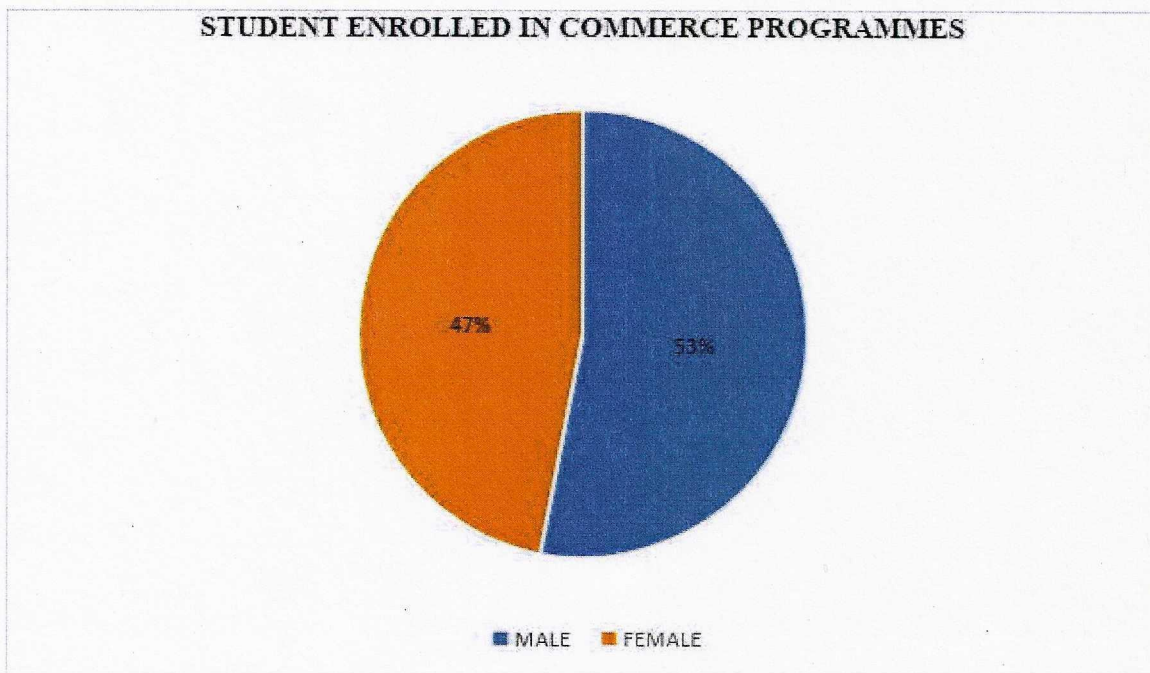
Analysis: In the 2021-2022 academic year, the number of male students (51.2%) enrolled in the college is higher than that of female students (48.8%).



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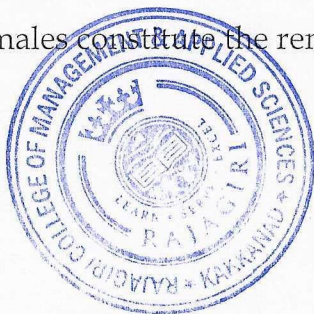
2.1.2 Students Enrolled in Commerce Programmes (B. Com & M. Com)

Particulars	Male	Female
Number	194	172
Percentage	53.00%	46.99%



Analysis: 53 % of students enrolled in the Commerce programme are males.

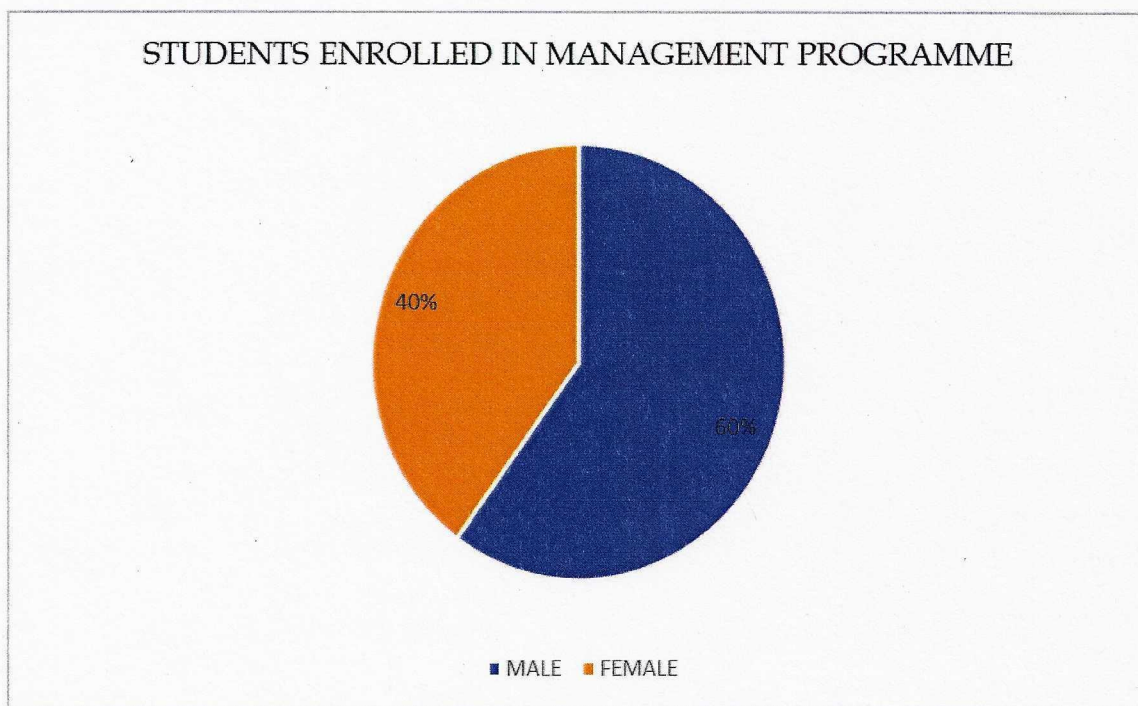
Females constitute the remaining 46.99%.



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2.1.3 Students Enrolled in Management Programme (BBA)

Particulars	Male	Female
Number	38	25
Percentage	60.31%	39.68%



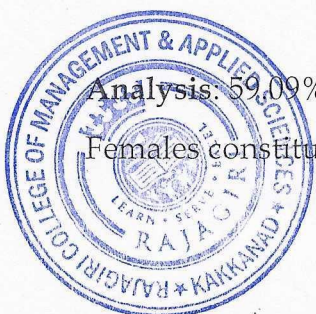
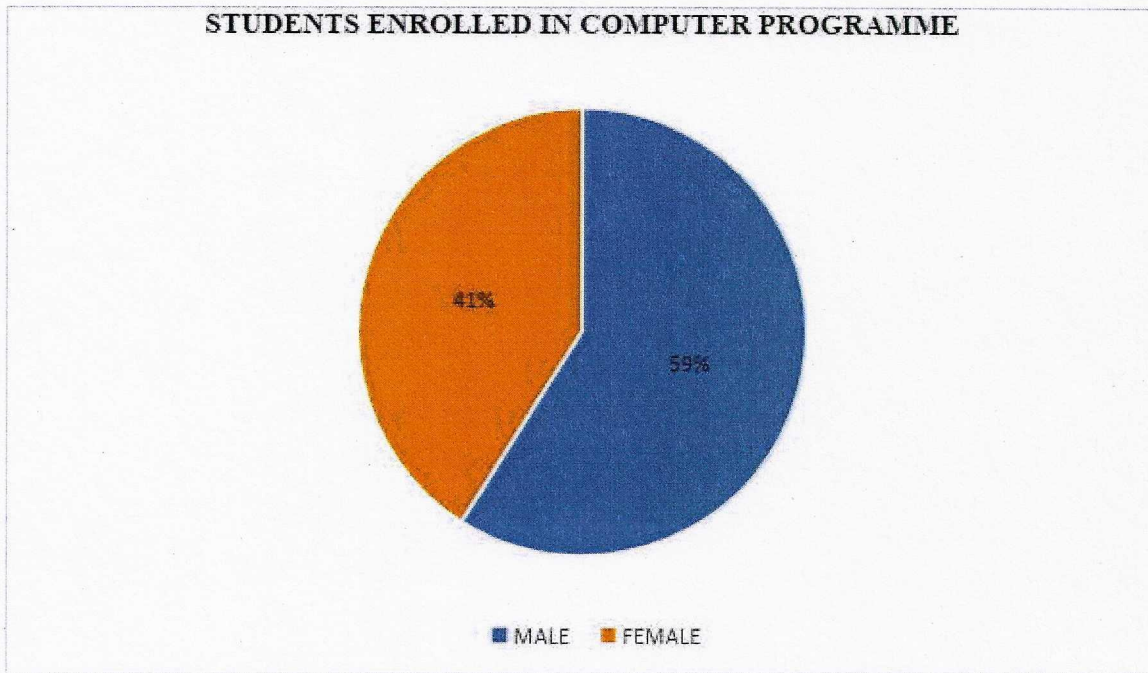
Analysis: 60.31% of students enrolled in the Management programme are males. Females constitute the remaining 39.68%.



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2.1.4 Students Enrolled in Computer Programme (BCA)

Particulars	Male	Female
Number	39	27
Percentage	59.09%	40.90%

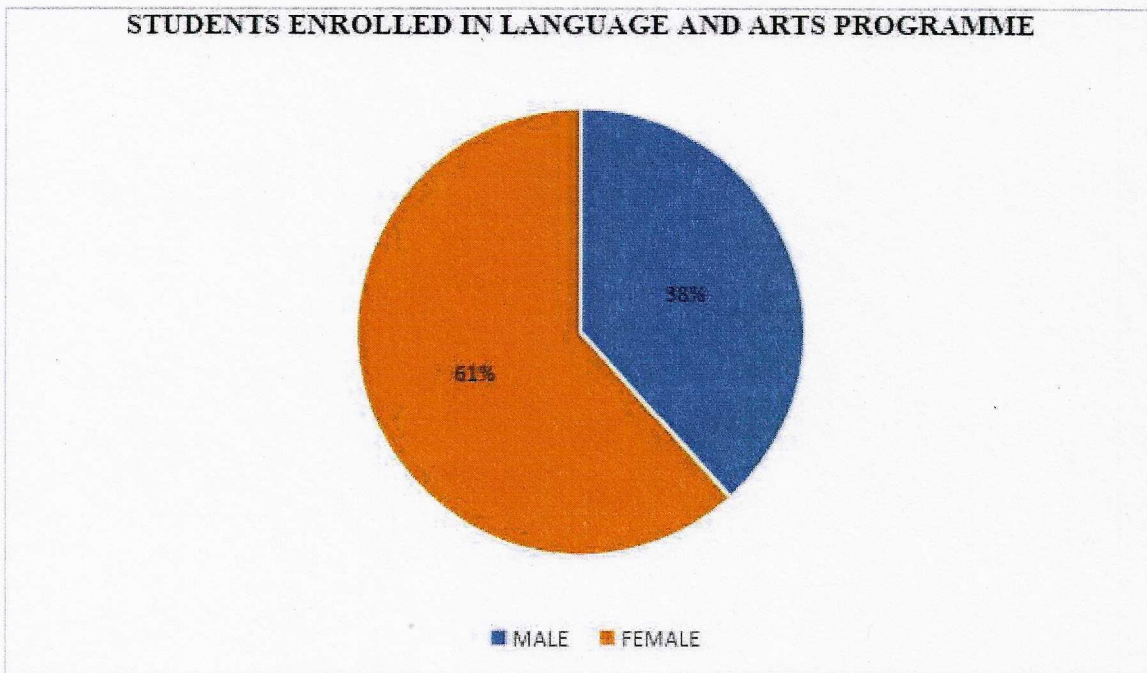


Analysis: 59.09% of students enrolled in the computer programme are males. Females constitute the remaining 40.90%.

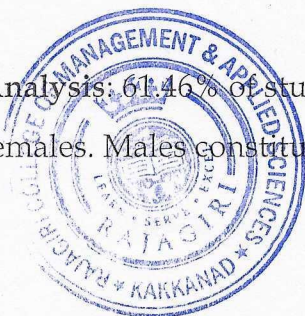
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2.1.5 Students Enrolled in Language and Arts Programme
(BAE, BAGD & MAGD)

Particulars	Male	Female
Number	42	67
Percentage	38.53%	61.46%

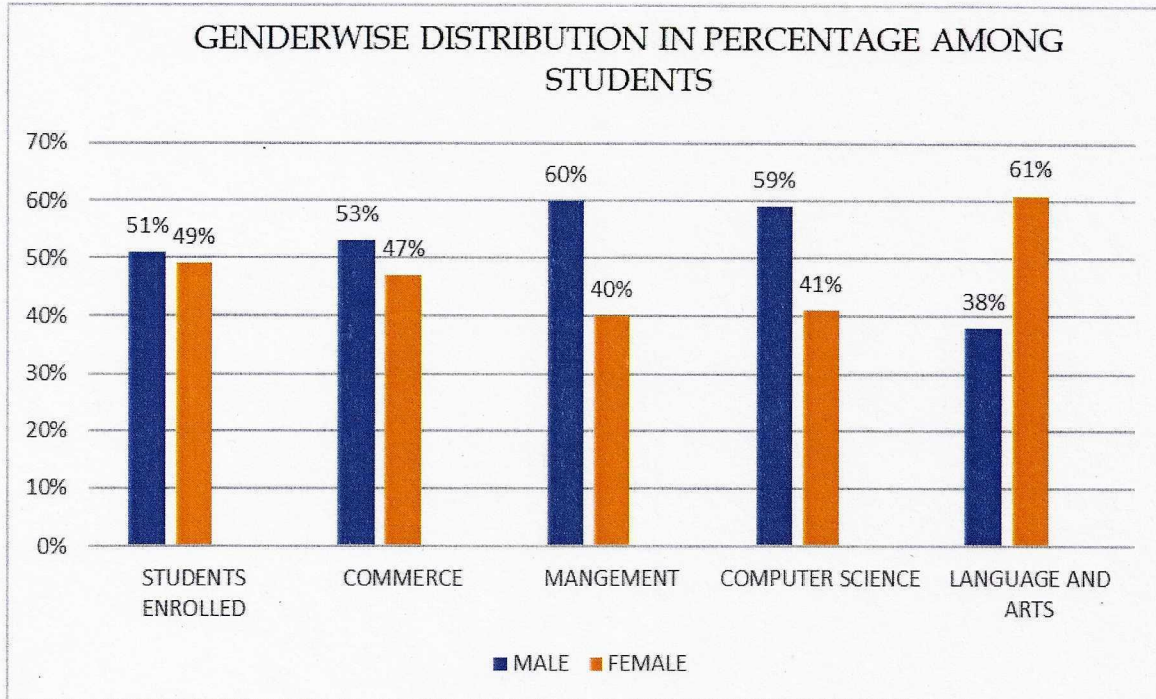


Analysis: 61.46% of students enrolled in the language and arts programme are females. Males constitute the remaining 38.53%.



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2.1.6 Overview of Gender Distribution among Students



Analysis: The total students enrolled in 2021-2022 shows a slightly higher percentage of male students. The overall gender distribution shows that the enrolled male female student percentage differs in each programme. The students enrolled in language and arts programmes show a higher percentage of female students than male students.



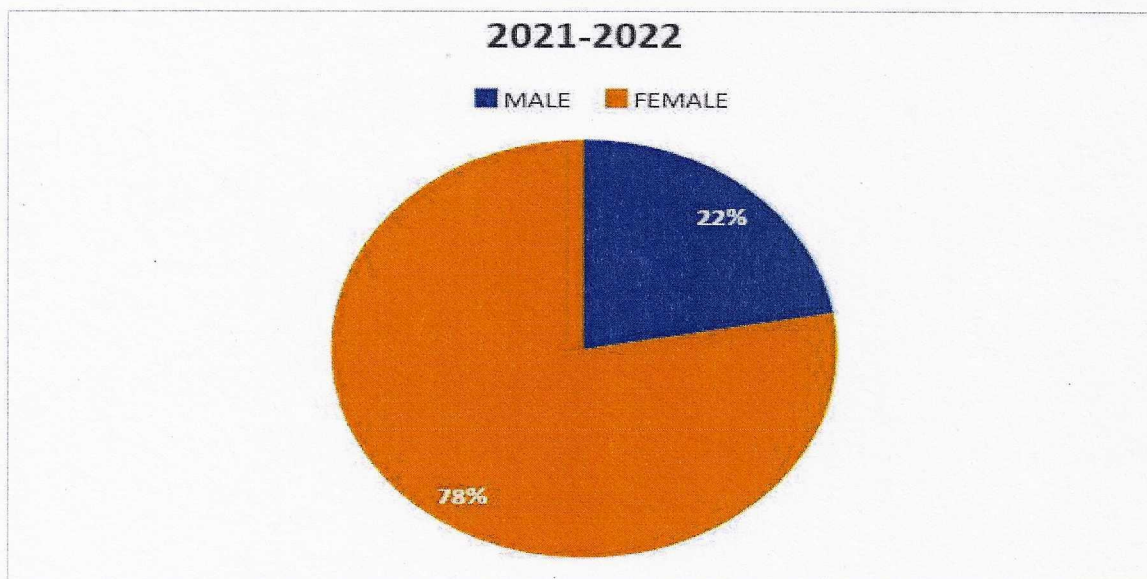
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2.1.7 Table Showing List of Rank Holders

The following table shows the gender representation of rank holders for the academic year 2021-2022

Particulars	Male	Female
Number	6	21
Percentage	22%	78%

CHART SHOWING LIST OF RANK HOLDERS ACADEMIC YEAR 2021-2022



Analysis: The male population accounted for 22% of the total, while the female population accounted for 78%.



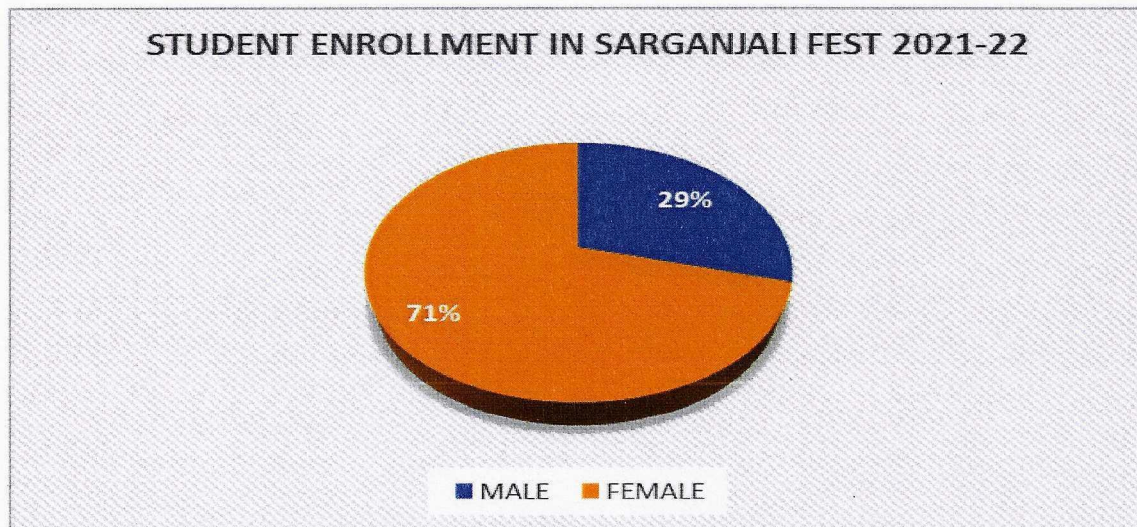
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2.2 Gender Audit of Athletic Meet & Sports Fest

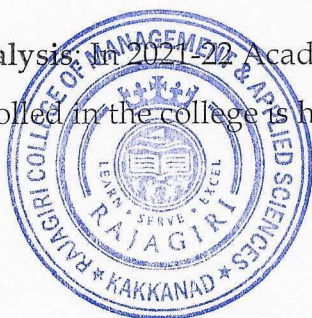
2.2.1 Gender Audit- Sarganjali - 2021-2022

The gender ratio for enrolment of students in Sarganjali programmes follows the following pattern

Particulars	Male	Female
Number	71	171
Percentage	29.34%	70.66%



Analysis: In 2021-22 Academic Year, the number of female students (70.66%) enrolled in the college is higher than that of male students (29.34%)

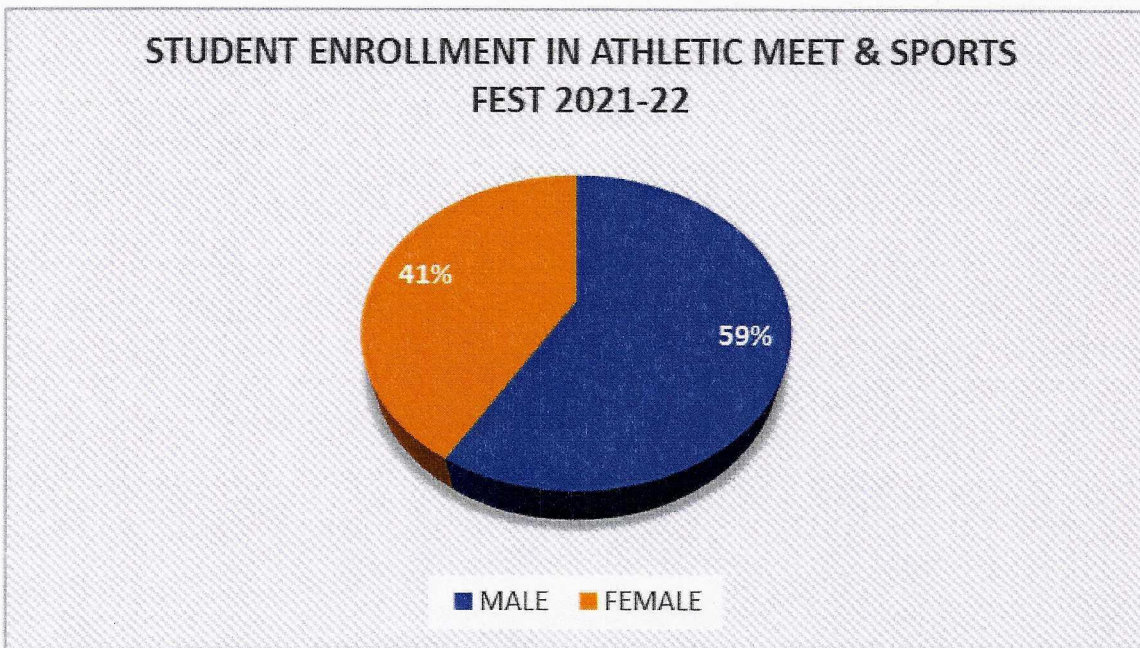


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2.2.2 Student Enrollment for All Athletic Meet & Sports Fest

The gender ratio for enrolment of students in athletic meet & sports fest follows the following pattern

Particulars	Male	Female
Number	188	133
Percentage	58.57%	41.43%



Analysis: In 2021-22 Academic year, the number of male students (58.57%) enrolled in the college is higher than that of female students (41.43%)



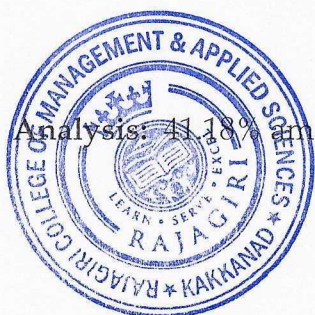
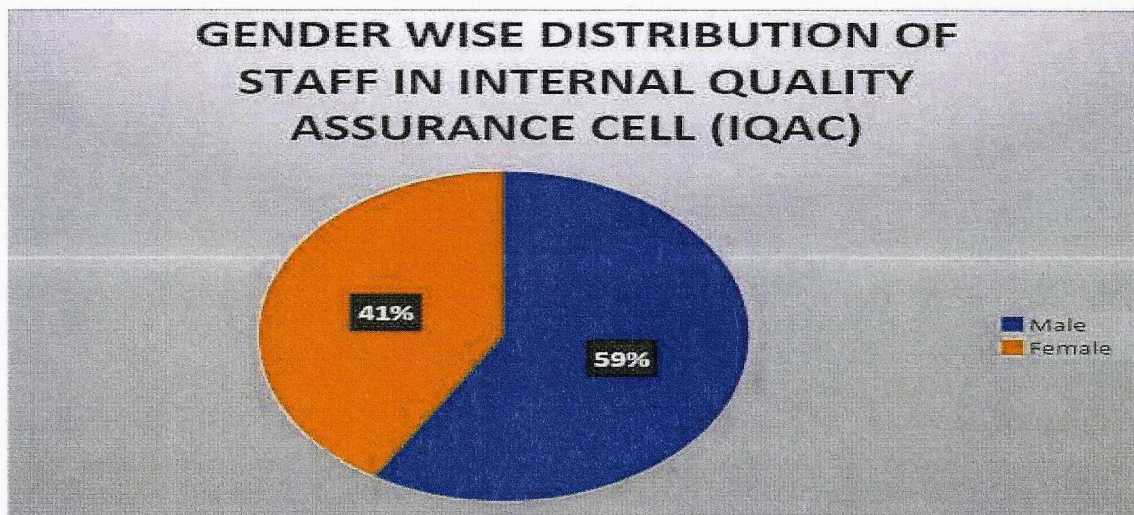
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CHAPTER 3

3.1 Gender Distribution of Staff Members in the College

3.1.1 Gender Wise Distribution of Staffs in Internal Quality Assurance Cell (IQAC)

IQAC		
Particulars	Male	Female
Number	10	7
Percentage	58.82%	41.18%



Analysis: 41.18% among the IQAC members are women.

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3.1.2 Gender Wise Distribution of Staffs in the College Council (HODs)

Staff council members (HODs)		
Particulars	Male	Female
Number	2	3
Percentage	40%	60%



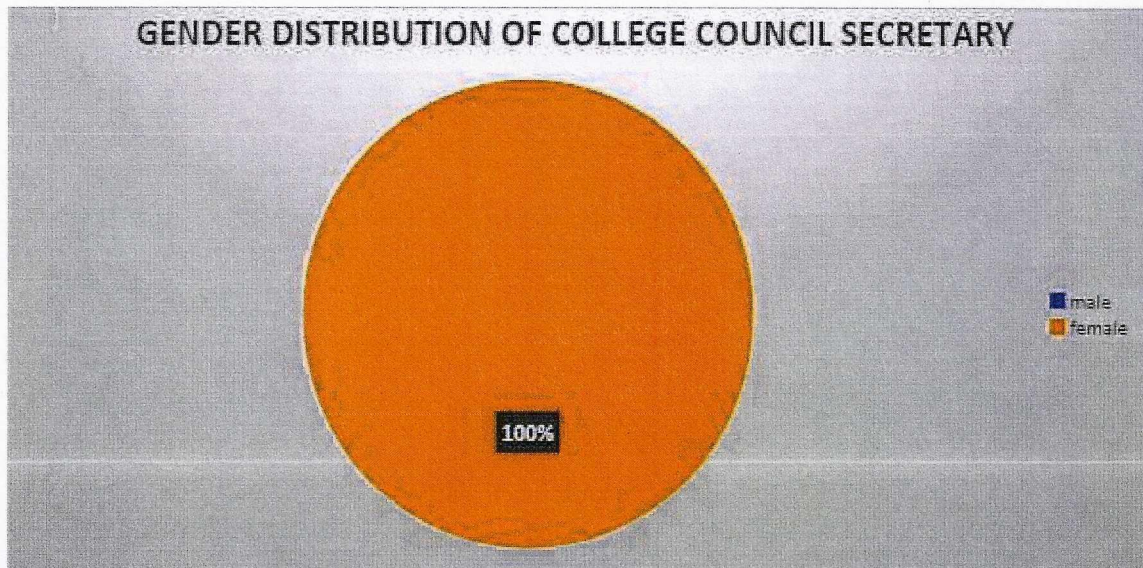
Analysis: 60% among the College Council members (Head of Departments) of the college are women.



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3.1.3 Gender Wise Distribution of College Council Secretary

Particulars	College Council Secretary	
	Male	Female
Number	0	1
Percentage	0%	100%



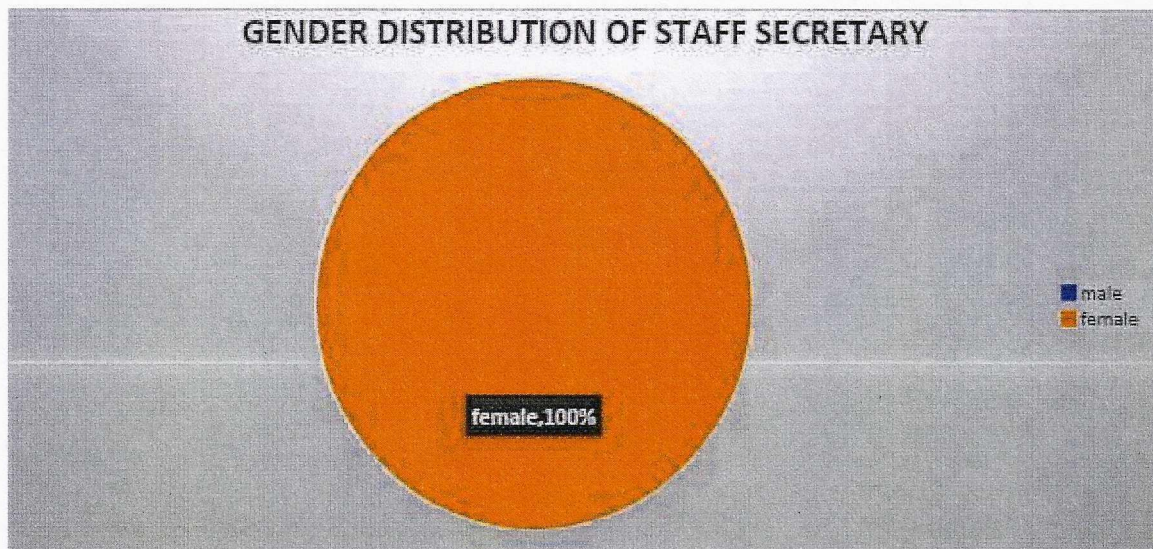
Analysis: The college council secretary is female.



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3.1.4 Gender Wise Distribution of Staff Secretary

Particulars	Staff Secretary	
	Male	Female
Number	0	1
Percentage	0%	100%



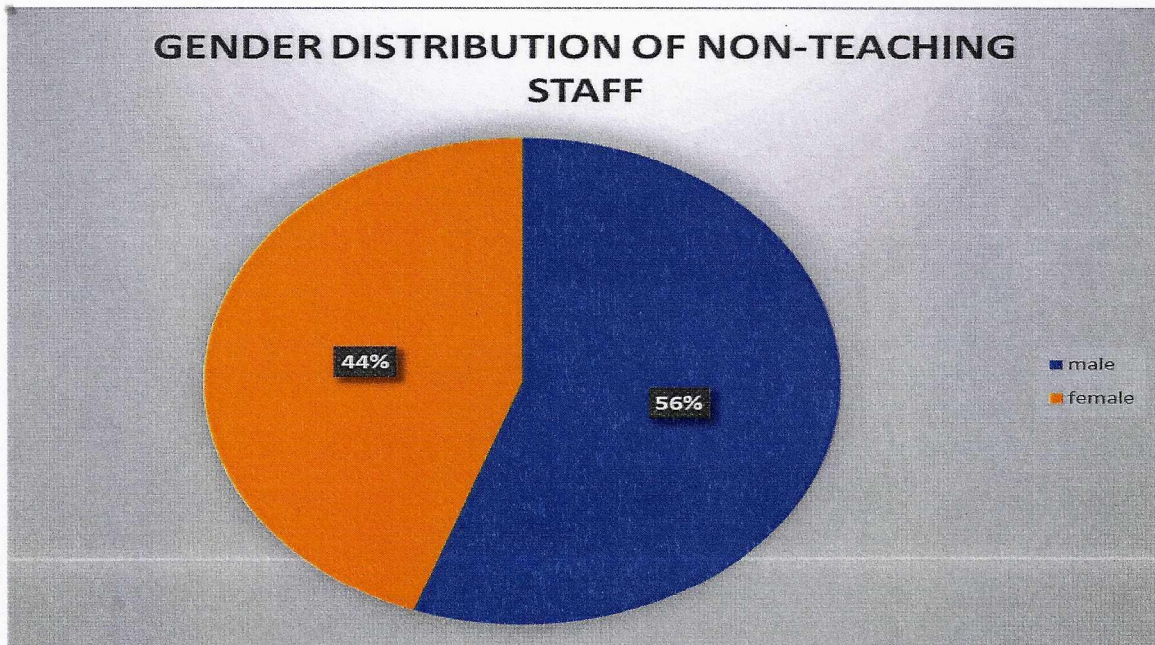
Analysis: The staff secretary is female.



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3.1.5 Gender Wise Distribution of Non - Teaching Staff

Particulars	Non - Teaching staff	
	Male	Female
Number	10	8
Percentage	56%	44%



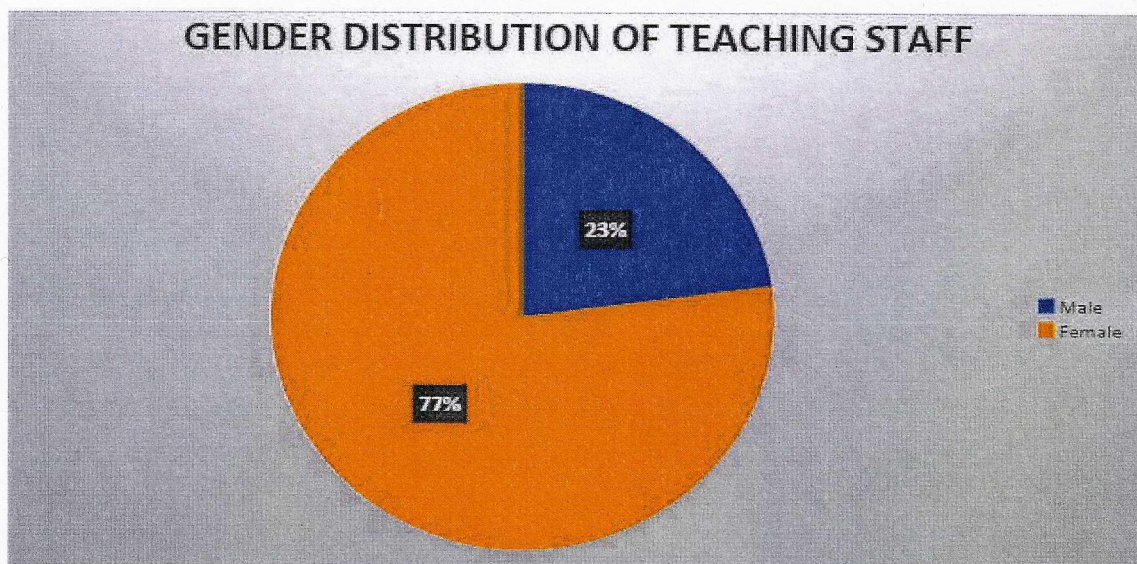
Analysis: 56% of Non-Teaching Staff Are Male



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3.1.6 Gender Wise Distribution of Teaching Staff

Particulars	Teaching Staff	
	Male	Female
Number	16	54
Percentage	22.86%	77.14%



Analysis: 77% of the teaching staff are female.



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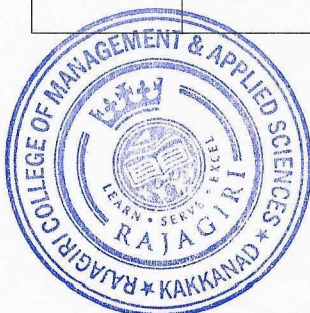
CHAPTER 4

GENDER EQUITY

3.1 Gender Equity Programmes

The college has organised gender equity initiatives/ activities for inculcating gender sensitivity among the students during the academic year 2021 -2022 such as-

Sl. No.	Nature / Name on Gender Equity Initiatives	Date of Initiatives
1	'One Love' - Session on Pride month	18/06/2021
2	The students created a video on Yoga Awareness	21/06/21
3	'Better Living and Well-being During Challenging Times' -Workshop	26/07/2021
4	A Session on Understanding and Preventing Relationship Abuse	03/09/21
5	'Victim Rights Center'- A Pledge of Solidarity to End Violence against Women	10/12/21
6	'Awareness Video'- National Girl child day	24/01/22
7	'ANYAH' - Exhibition cum Sale on Women's Day	08/03/22



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CHAPTER 5

CONCLUSION

5.1 Suggestions and Recommendations

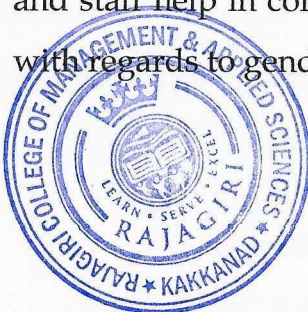
- It is suggested to come up with a proactive outreach for gender diversity. The gender disparity among male and female staff as highlighted by the audit indicates a mere 22.86 % of males among teaching staff.
- Gender - Neutral hiring process and fair evaluation can help mitigate the potential implicit biases affecting recruitment process.
- It is recommended to expand gender sensitization programmes and encourage open dialogues awareness campaigns.

5.2 Conclusion

Rajagiri College of Management and Applied Sciences has demonstrated a strong commitment towards gender equity and inclusion. The scope of gender equity has improved significantly by the inclusion of gender equity programs and other diverse activities involving both the students and staff of the organisation.

The gender equity audit conducted this year indicated a slight majority of males in overall gender distribution across UG and PG programmes offered in the college. This is an indicator of changing biases and improvements in the gender inclusion programs and implementations.

This year various activities aiming at gender equity and inclusion such as sessions on Pride Month, workshops on well-being, and awareness videos on National Girl Child Day were conducted. These activities were instrumental in fostering a congenial, gender-neutral campus. The collaborative efforts from the management and staff help in community cohesion and improvement of campus atmosphere with regards to gender equity.



Rev. Fr. Ajeesh Puthussery CMI

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