

**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 2020-2021

Submitted to



GENDER AUDIT REPORT 2020-21

Gender Audit Committee Members 2020-21

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PREFACE

Conducting a Gender audit at Rajagiri College of Management and Applied Sciences (RCMAS), Kakkanad, represents a pivotal step towards promoting inclusivity and equity within its academic and administrative realms. This audit aims to critically assess existing policies, practices, and cultural norms to ensure a supportive environment for all genders. By embracing transparency and accountability, RCMAS seeks to strengthen its commitment to fostering a campus where diversity thrives and every individual can achieve their full potential.

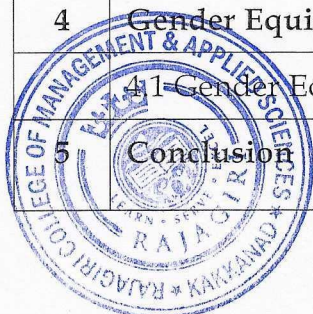
This audit aims to evaluate our current practices, policies, and cultural norms through a gender-sensitive lens. By identifying strengths and areas for improvement, we strive to create a more equitable environment where all individuals can thrive. This preface introduces the process and underscores our dedication to fostering a workplace/school/community that values diversity and promotes equal opportunities for everyone. This audit represents our dedication to ensuring inclusivity and equality across all facets of our operations. By critically examining our policies, practices, and organisational culture through a gender perspective, we aim to identify opportunities for improvement and reaffirm our commitment to creating a supportive environment where diversity is celebrated and every individual can flourish.



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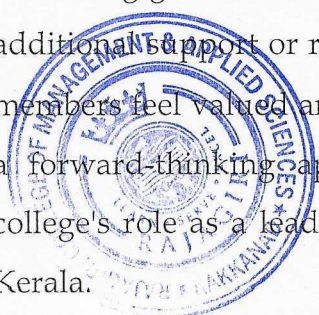
CHAPTER 1

1.1 Introduction

Rajagiri College of Management and Applied Sciences (RCMAS), nestled in the vibrant city of Kakkanad, Kerala, has long been committed to fostering an inclusive and supportive educational environment. As part of its ongoing dedication to equity and diversity, RCMAS is undertaking a comprehensive gender audit. This initiative seeks to critically examine the institution's policies, practices, and cultural norms through a gender-sensitive lens. By doing so, RCMAS aims to identify areas where gender inequalities may exist and formulate strategies to promote greater inclusivity and equality among its student body, teaching and non-teaching staff.

The decision to conduct a gender audit at RCMAS arises from a deep-seated belief in the importance of ensuring that all individuals, regardless of gender identity, have equal access to opportunities for learning, growth, and professional development within the college community. This audit is not merely a procedural exercise but a proactive step towards creating a campus culture that actively embraces and supports diversity in all its forms. Through this process, RCMAS intends to reinforce its commitment to upholding principles of social justice and ethical leadership, aligning its practices with contemporary standards of inclusivity and gender equality.

By undertaking a gender audit, RCMAS also aims to enhance its institutional capacity to address gender-related issues effectively. This includes evaluating the effectiveness of existing gender-related policies and initiatives, as well as identifying areas where additional support or resources may be needed to ensure an environment where all members feel valued and respected. Ultimately, the gender audit at RCMAS reflects a forward-thinking approach to institutional governance and underscores the college's role as a leader in promoting gender equality within higher education in Kerala.



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1.2 Objectives of Gender Audit

- Evaluate existing policies, procedures, and practices to identify gender biases or gaps in addressing gender equality.
- Recognize disparities and barriers faced by different genders within the college
- Foster a workplace or institution that promotes inclusivity and respects the rights and contributions of all genders.
- Increase awareness and understanding of gender issues among stakeholders, fostering a culture of sensitivity and responsiveness in the campus
- Generate actionable recommendations to address identified gaps and promote gender equality effectively.
- Establish mechanisms for ongoing monitoring and evaluation to track progress towards gender equality goals. Provide training and capacity-building initiatives to support staff or community members in implementing gender-sensitive practices and policies.

1.3 Parameters for Gender Audit

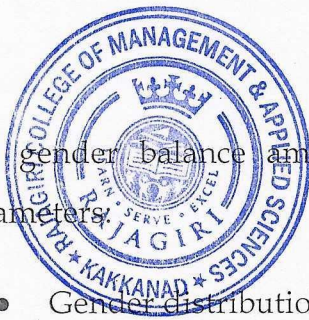
The gender balance and gender equality in the College was analysed by determining the gender ratio among students, teaching staff and non-teaching staff.

The student gender balance was determined for the following parameters:

1. Student enrolment to all Degree and PG programmes
2. Student distribution in various reservation categories

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

- Gender distribution of teaching staff in the college



- Gender distribution of non-teaching staff in the college
- Gender distribution of staff in governing positions like College Council, Head of the department, staff secretary and IQAC



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CHAPTER 2

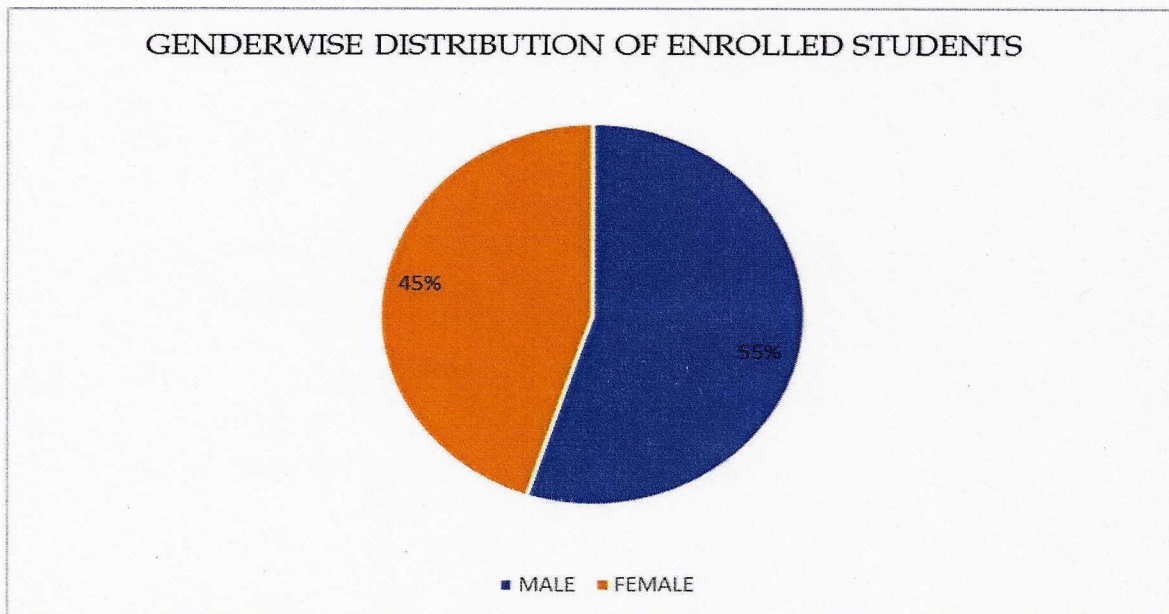
GENDER INDEX OF STUDENTS

1.2 Gender Index of Enrolled Students

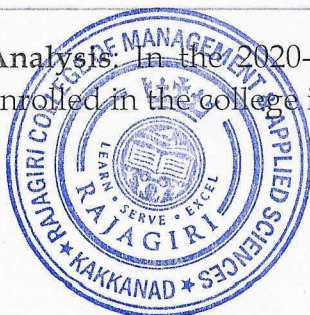
1.2.1 Students Enrolled for all UG And PG Programmes

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

Particulars	Male	Female
Number	337	272
Percentage	55.33%	44.66%



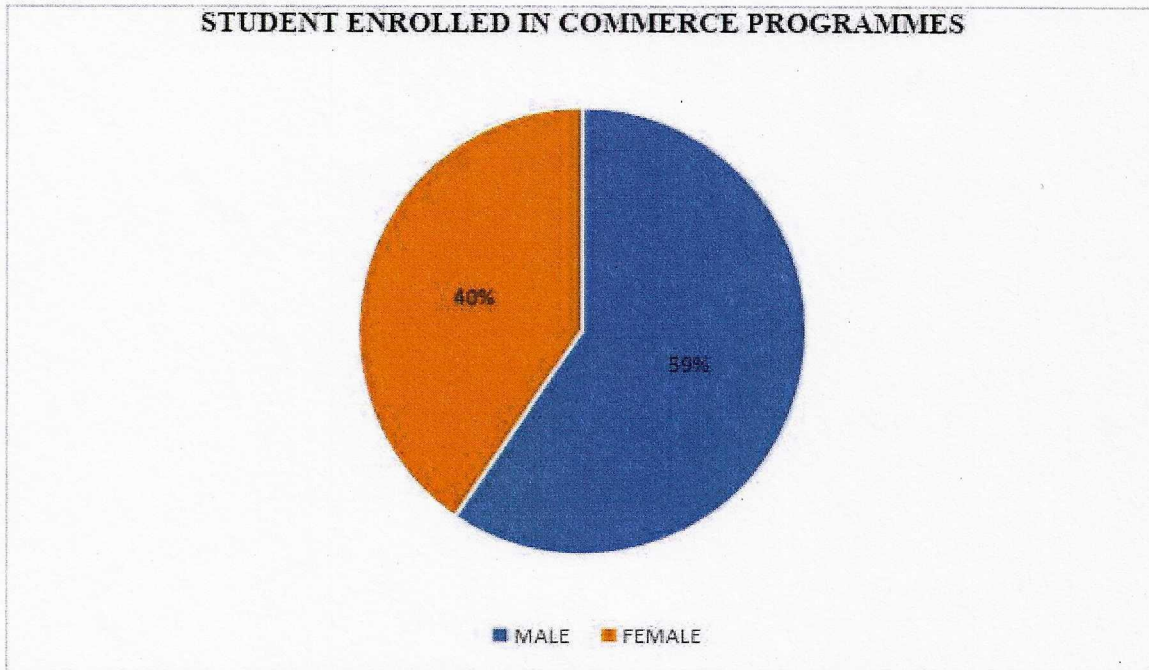
Analysis: In the 2020-2021 academic year, the number of male students (55.33%) enrolled in the college is higher than that of female students (44.66%).



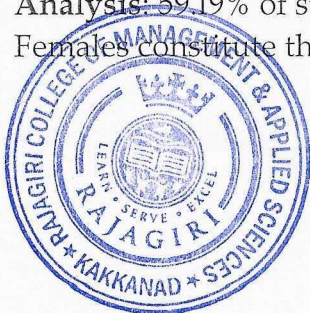
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1.2.2 Students Enrolled in Commerce Programmes (B. Com & M. Com)

Particulars	Male	Female
Number	235	162
Percentage	59.19%	40.80%



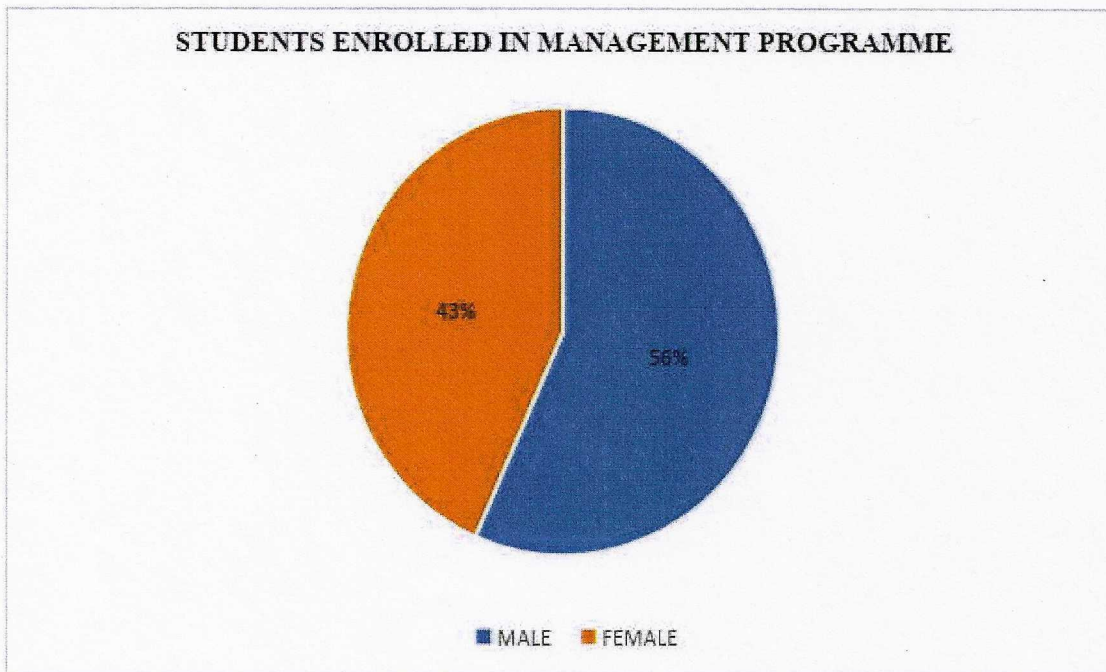
Analysis: 59.19% of students enrolled in the Commerce programme are males. Females constitute the remaining 40.80%.



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2.1.3 Students Enrolled in Management Programme (BBA)

Particulars	Male	Female
Number	35	27
Percentage	56.45%	43.54%



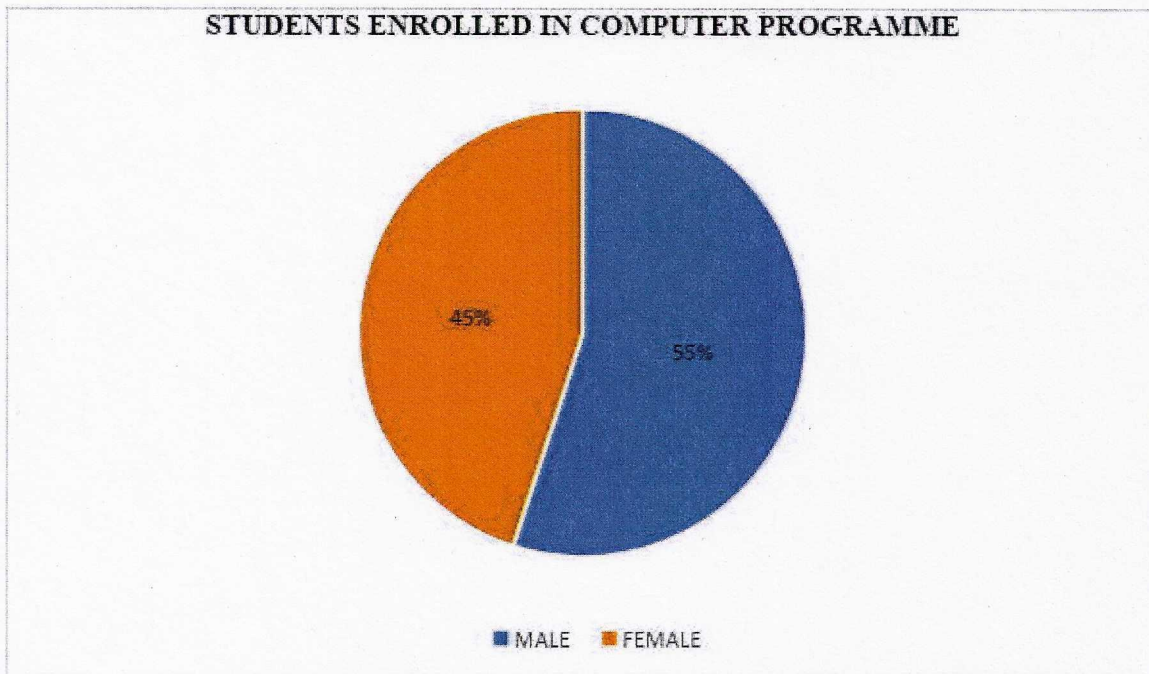
Analysis: 56.45% of students enrolled in the Management programme are males. Females constitute the remaining 43.54%.



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2.1.4 Students Enrolled in Computer Programme (BCA)

Particulars	Male	Female
Number	32	26
Percentage	55.17%	44.82%



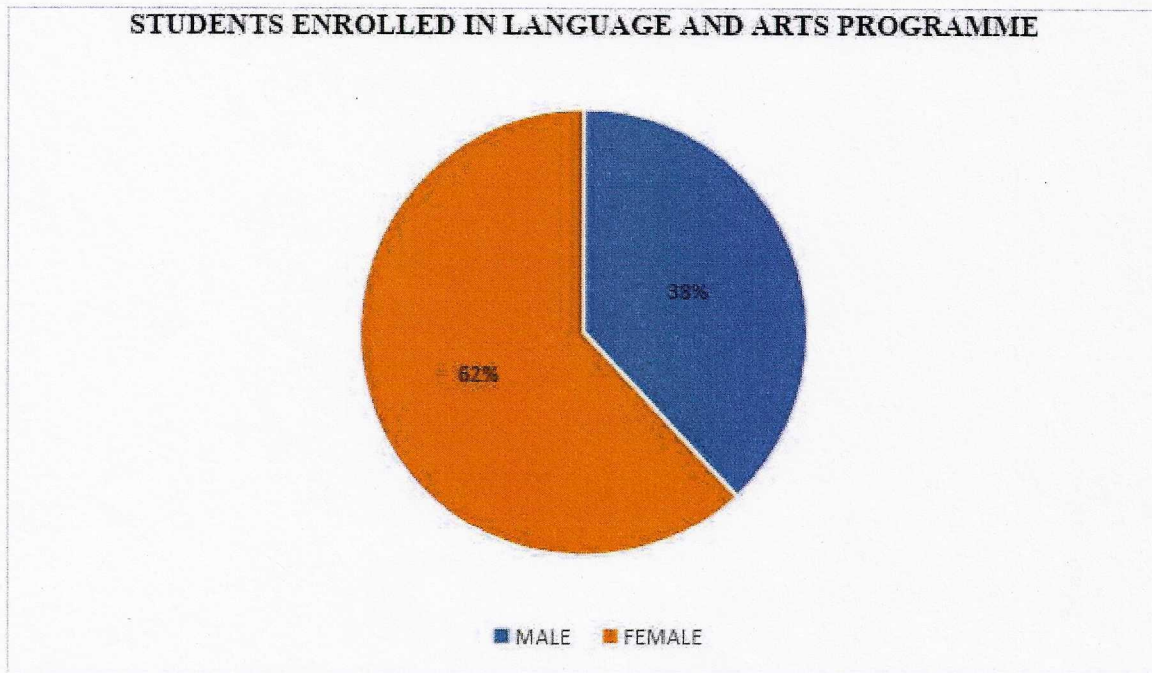
Analysis: 55.17% of students enrolled in the computer programme are males. Females constitute the remaining 44.82%.



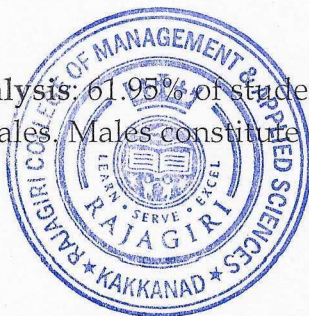
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2.1.5 Students Enrolled in Language and Arts Programme (BAE, BAGD & MAGD)

Particulars	Male	Female
Number	35	57
Percentage	38.04%	61.95%

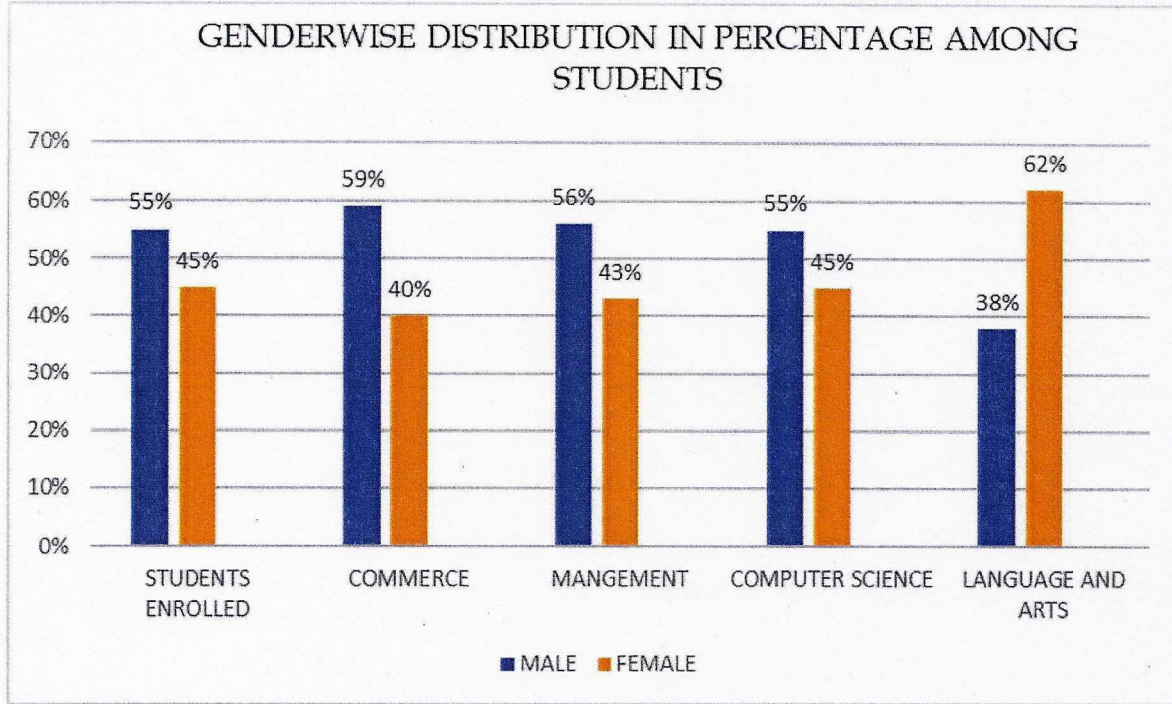


Analysis: 61.95% of students enrolled in the language and arts programme are females. Males constitute the remaining 38.04%.



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2.1.6 Overview of Gender Distribution among Students



Analysis: The total students enrolled in 2020-2021 shows a 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.

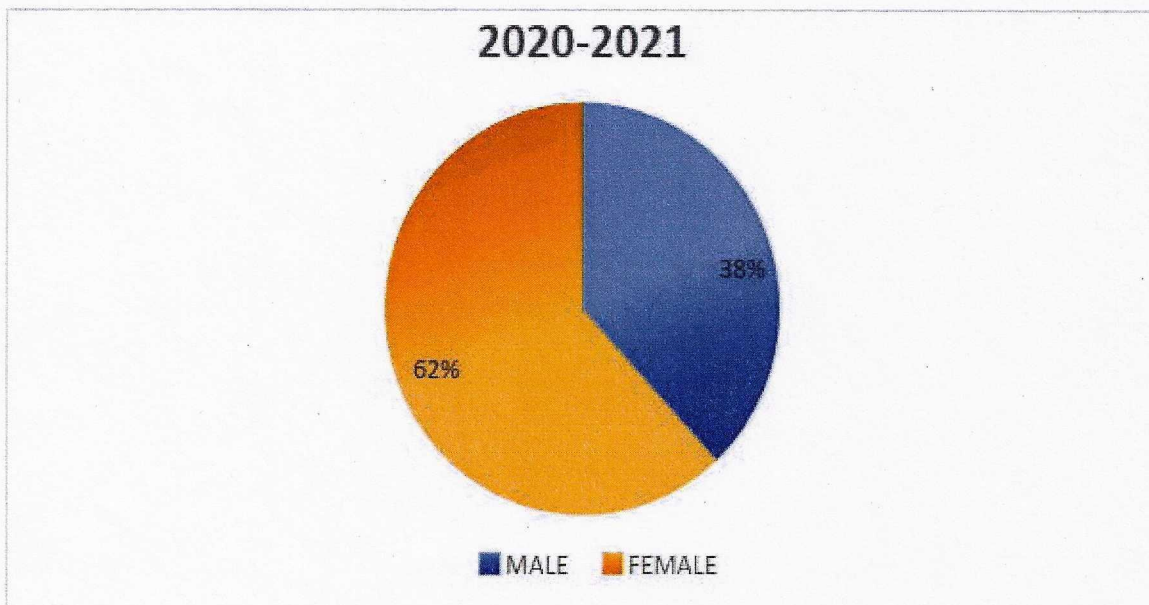


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2.1.7 List of Rank Holders in the Academic Year 2020-2021

The following table shows the list of rank holders for the academic year 2020-2021

Particulars	Male	Female
Number	11	18
Percentage	38%	62%



Analysis: The female population constituted 62% of the total, while the male population constituted 38%.



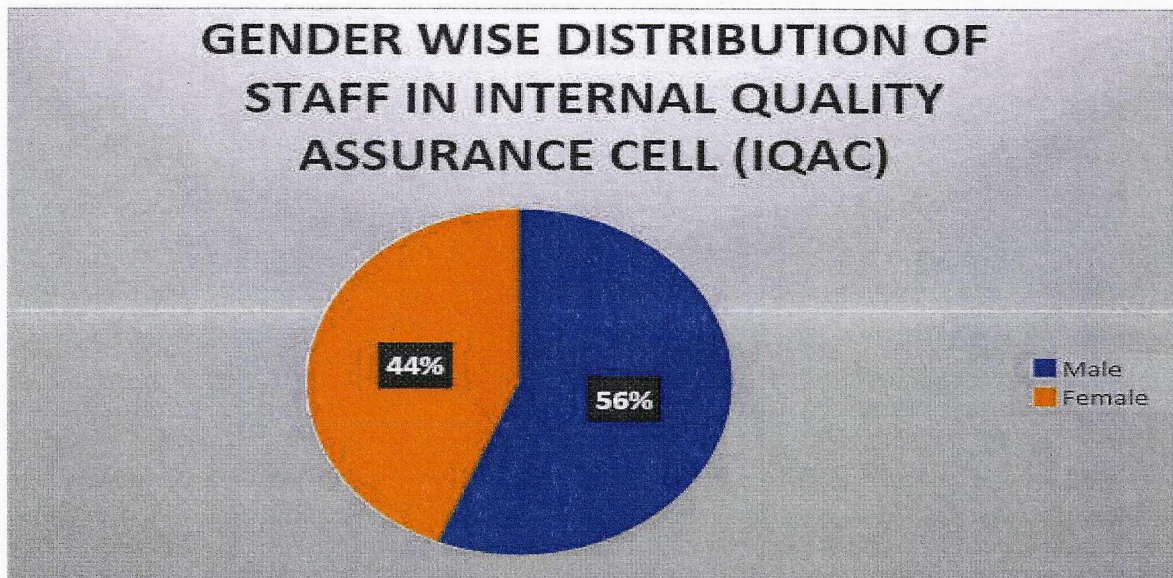
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CHAPTER 3

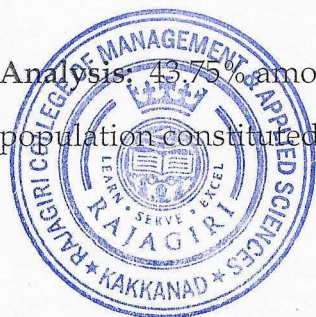
3.1 GENDER DISTRIBUTION OF STAFF MEMBERS IN THE COLLEGE

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

IQAC		
Particulars	Male	Female
Number	9	7
Percentage	56.25%	43.75%



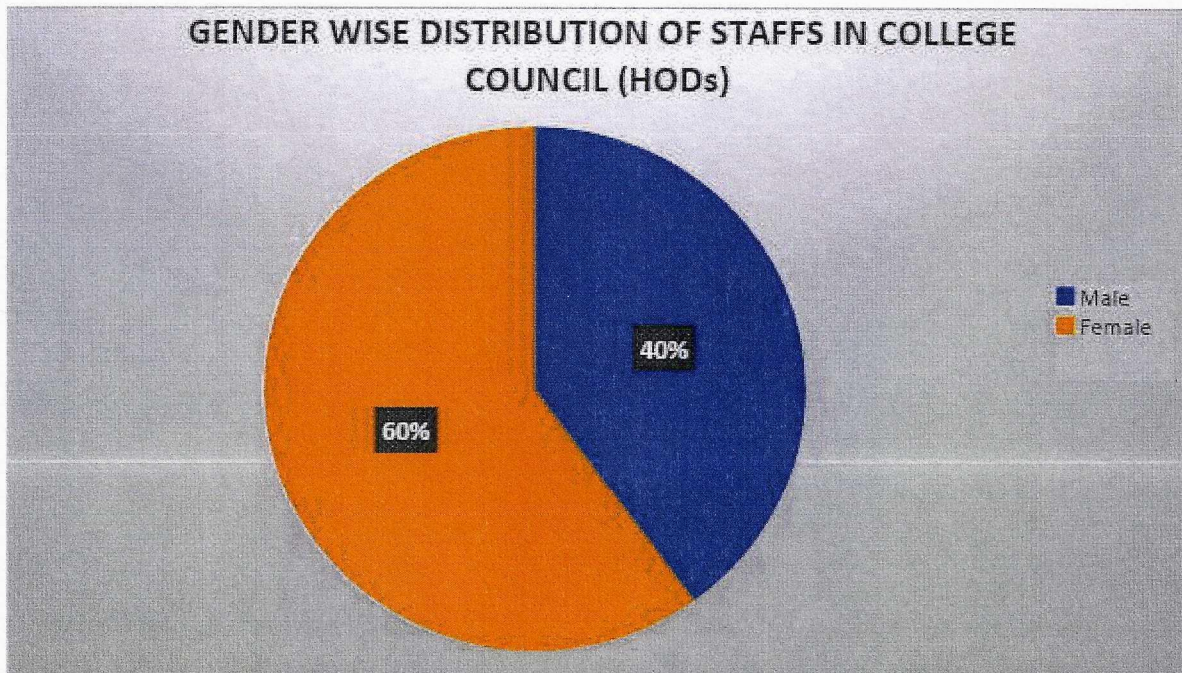
Analysis: 43.75% among the IQAC members are women and the male population constituted 56.25%



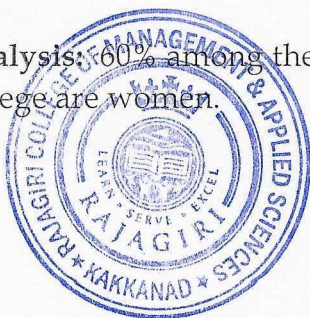
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3.1.2 Gender Wise Distribution of Staffs in the College Council (HODs)

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



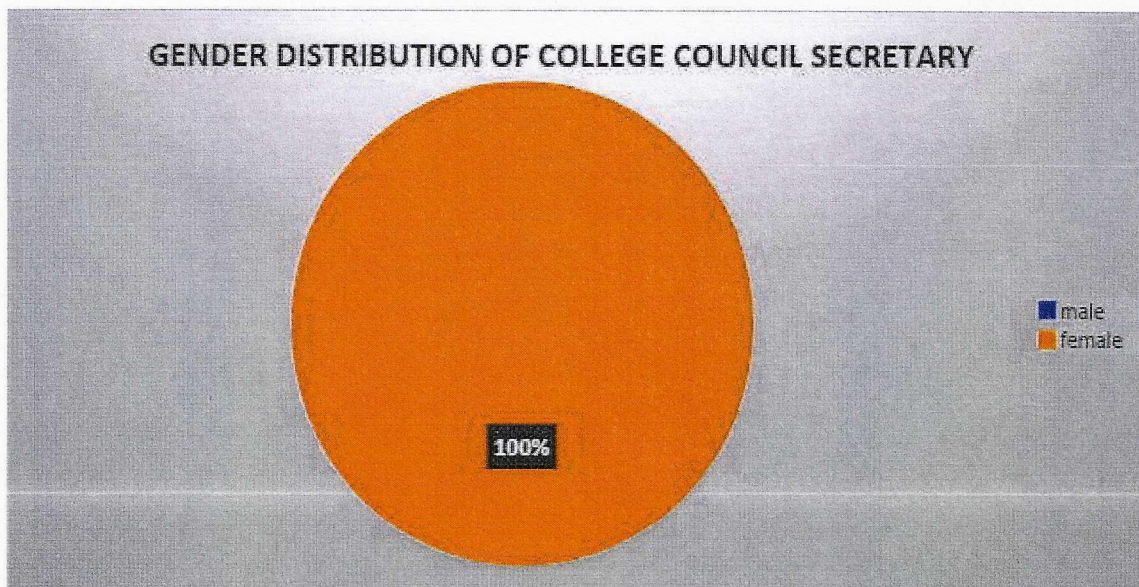
Analysis: 60% among the College Council members (Head of Departments) of the college are women.



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3.1.3 Gender Wise Distribution of College Council Secretary

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

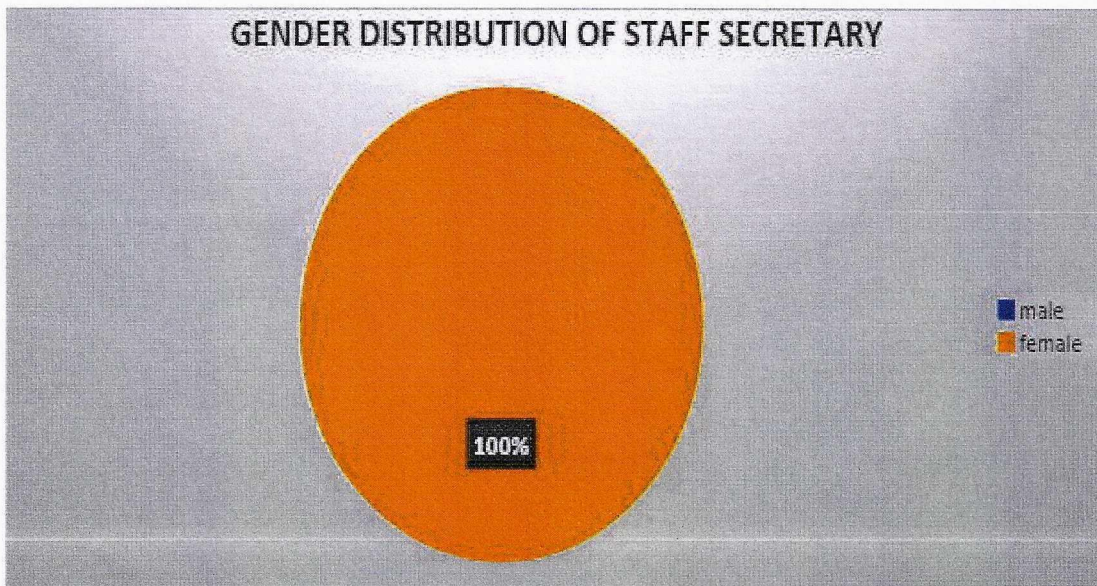


Analysis: The college council secretary is female.




3.1.4 Gender Wise Distribution of Staff Secretary

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



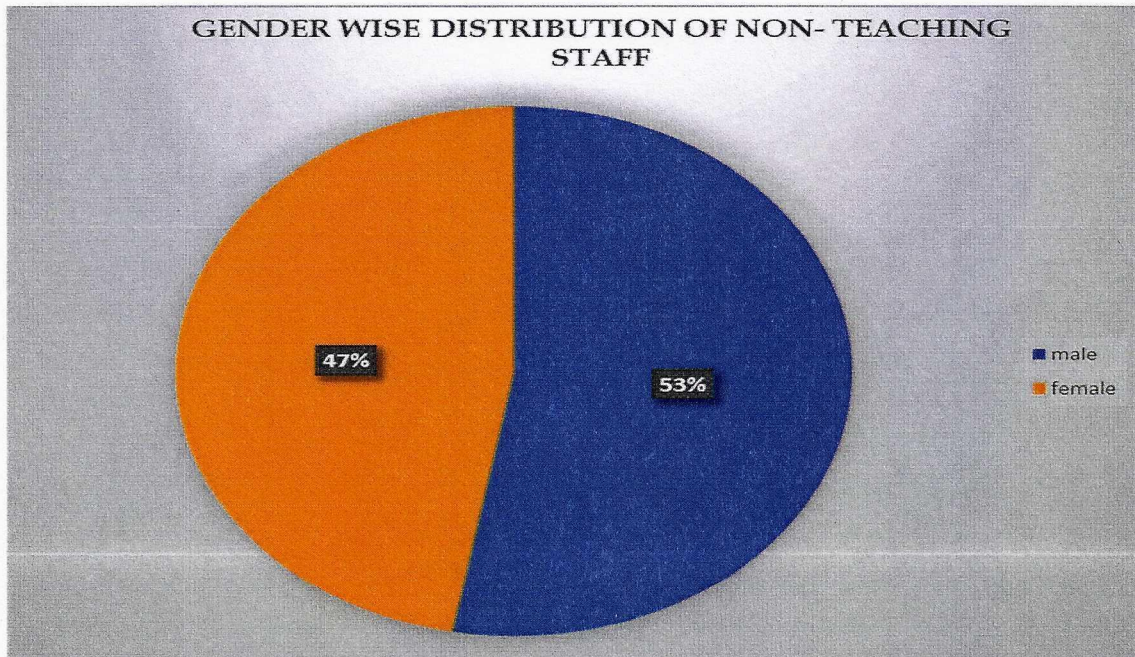
Analysis: The staff secretary is female.



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3.1.5 Gender Wise Distribution of Non - Teaching Staff

Particulars	Non - Teaching staff	
	Male	Female
Number	9	8
Percentage	53%	47%

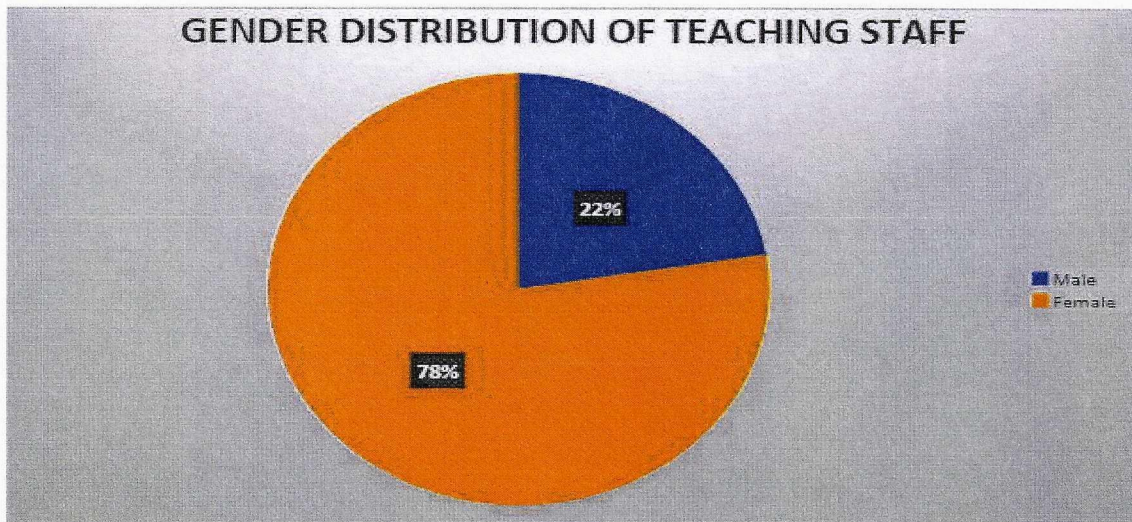


Analysis: 53% of Non-Teaching Staff Are Male.




3.1.6 Gender Wise Distribution of Teaching Staff

Particulars	Teaching Staff	
	Male	Female
Number	15	52
Percentage	22.39%	77.61%



Analysis: 78% of the teaching staff are female.



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CHAPTER 4

GENDER EQUITY

4.1 Gender Equity Programmes

The college has organised gender equity initiatives/ activities for inculcating gender sensitivity among the students during the academic year 2020 -2021

Sl. No.	Nature / Name on gender equity initiatives	Date of initiatives/ activities
1	Nexus of Language in Text, Image, and Gender' - Webinar	07/01/2021 to 08/01/2021
2	The Existence of a Woman- A session on Movement Therapy in connection with International Women's Day	08/3/2021
3	A Virtual Dance Competition named 'ASTITVA' in connection with International Women's Day	09/3/2021
4	'Shakthi'- Online Self-defence Class	15/3/2021



CHAPTER 5

CONCLUSION

4.1 Suggestions and Recommendations

- It is suggested to establish continuous gender sensitivity training for all staff members of the institution.
- It is recommended to develop targeted outreach programmes to bridge the gender gap in fields where a significant gender disparity is observed.

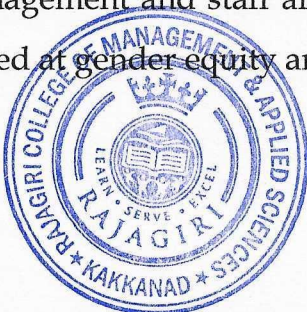
5.2 Conclusion

Rajagiri College of Management and Applied Sciences has shown commendable commitment to fostering gender equity across its academic and administrative spheres. The findings showed areas of significant growth and potential improvements.

The gender equity audit conducted this year indicated varying gender distribution of males and females in academic fields of studies. Males showed a higher representation in Commerce, Management, and Computer programmes, while females showed a higher representation in Language and Arts programs.

Despite the varying gender distribution stats of the institution, female students have outperformed males in academic rankings and overall performance. This is a positive indication of robust and holistic female academic engagement and achievement.

This year various activities paving the way for gender equity and inclusion such as webinars, virtual competitions, movement therapy sessions, and self-defence classes were conducted. These activities provided tailwind for the growth of a congenial and gender-neutral atmosphere in the campus. The consistent efforts from the management and staff are evident in the diversity of activities and other programs aimed at gender equity and growth.



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