

**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 2019-2020

Submitted to



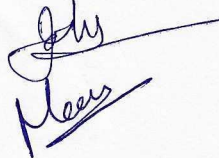
GENDER AUDIT REPORT 2019-20

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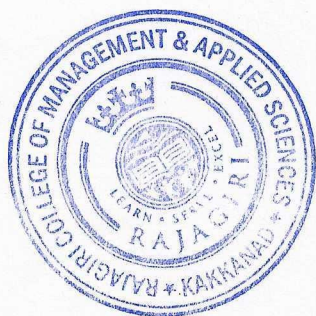


PRINCIPAL
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Rajagiri Valley, P. O., Kakkannad - 682 039

PREFACE

Rajagiri College of Management and Applied Sciences, located in Kakkanad, Kerala, is renowned for its academic excellence and approach to holistic development. It offers a diverse range of undergraduate and postgraduate programmes in Management, Commerce, Computer Science, Animation and English. With state-of-the-art facilities and a commitment to nurturing an ethical leadership and social responsibility, the College stands as a symbol of quality education in Southern India.

Gender equality is not just a fundamental right, but a necessary foundation for a peaceful, prosperous and sustainable world. In higher education, gender equality ensures that all individuals regardless of gender, have equal opportunities to learn, grow and contribute to society. The Women's Cell of the college conducted the Gender Audit for the year 2019-2020. As an institution committed to fostering an inclusive and equitable environment, RCMAS recognizes the importance of understanding and addressing gender disparities within its community. The main focus of this audit is to analyze the distribution of students and staff in the college, evaluation of female participation in various activities of the college and an assessment of female participation in governance and administration. The findings of the audit show that RCMAS is committed to gender equality, but there are still some areas where progress can be made. The recommendations in this report are designed to help the institution to continue to make progress towards achieving gender equality.



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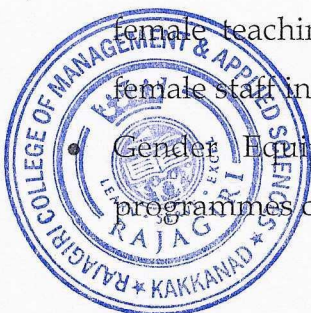
CHAPTER 1

1.1 Introduction

The Gender Audit represents a comprehensive assessment of the HEI's practices, policies and culture related to gender equality. It is conducted with an aim of identifying strengths, gaps and areas for improvement, the audit covers various aspects of the college life including enrollment, faculty representation, curricular, student, support services and campus safety. Our goal with the audit is to develop a clear data-driven understanding of our current standing on gender-related issues. By doing so, we aim to implement effective strategies and policies that promote gender equity and create a supportive environment for all members of our college community. Conducting this gender audit involves collaboration and input from a wide range of stakeholders including students, staff and administration. The insights gained from this audit are intended to inform policy decisions, enhance institutional practices and foster an environment where all members can thrive without gender-based barriers.

We hope that this report serves as a catalyst for meaningful change, inspiring continuous improvement and engagement from the college community. By addressing the identified gaps and building on our strengths, RCMAS aims to set a benchmark for gender equality in higher education. The audit will cover the following areas-

- Student Representation-This will involve examining the admitted list of students in different academic programmes, reservation categories and extra-curricular activities.
- Staff Representation- This involves examining the distribution of male and female teaching and non-teaching staff in the college. The participation of female staff in various administrative positions is also included.
- Gender Equity measures- This involves examining the gender equity programmes conducted in the college.



1.2 Objectives of Gender Audit

- To evaluate the current state of gender balance among students, faculty and staff across different departments and levels of the college to identify disparities and areas for improvement.
- To review the existing policies, procedures and practices to determine their impact on gender equality and identify any biases or barriers that may exist
- To gather insights into the experiences and perceptions of the college community members regarding gender equality, inclusion and safety on campus.
- To identify the gaps, challenges and highlight the specific areas where gender equalities persist, including access to resources, opportunities for advancement and participation in college activities
- To provide concrete, evidence-based recommendations for the policy changes, initiatives and strategies to enhance gender equality and create an inclusive environment at RCMAS.

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
2. Student distribution in reservation categories
3. Student distribution for major co-curricular activities like Sports and Arts



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

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



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CHAPTER 2

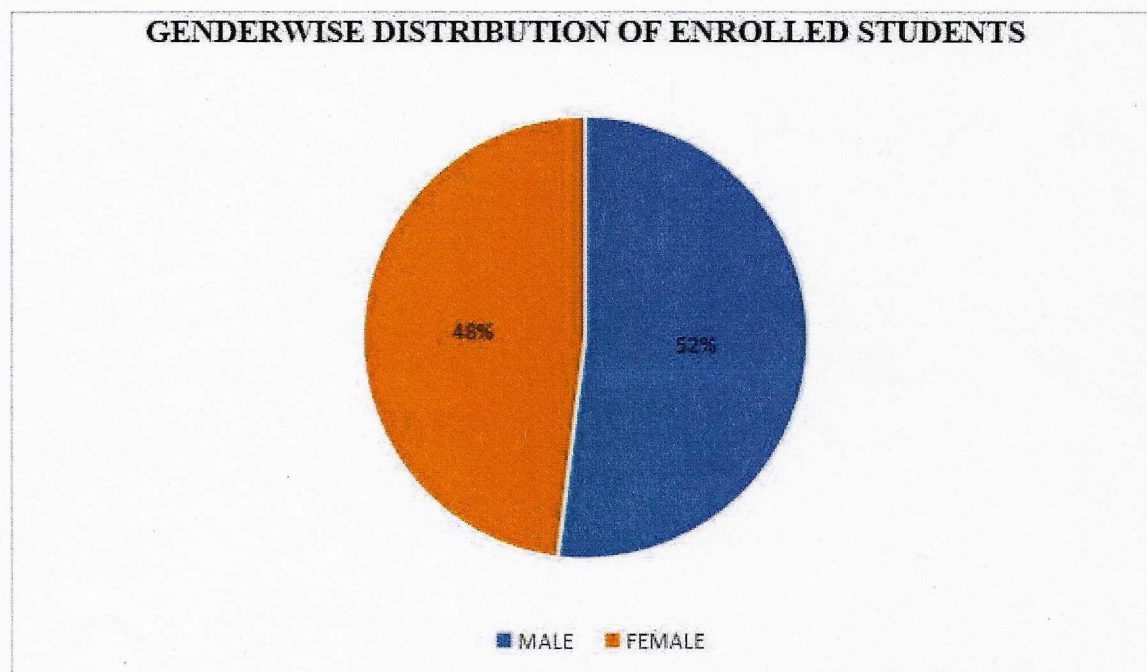
GENDER INDEX OF STUDENTS

2.1 Gender Index of Enrolled Students

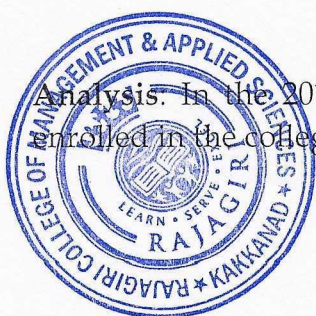
2.1.1 Students Enrolled for all UG and PG Programmes

The gender ratio for enrolled students to 10 UG and 1 PG programmes follows the following pattern:

Particulars	Male	Female
Number	318	289
Percentage	52.38%	47.61%



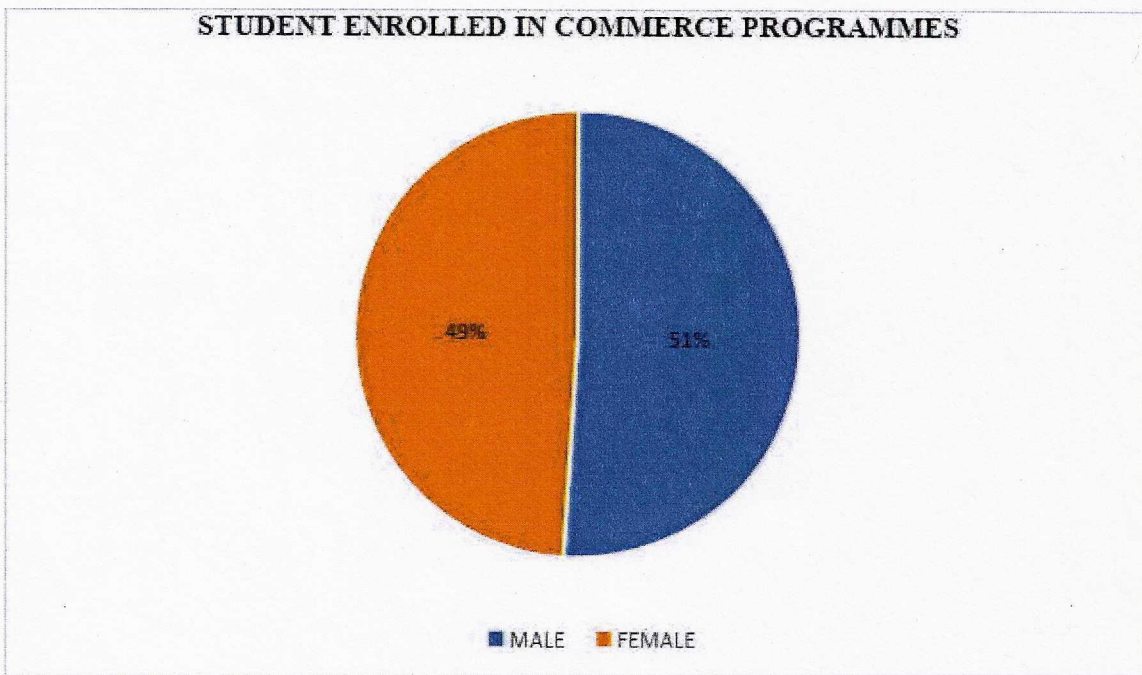
Analysis. In the 2019-2020 academic year, the number of male students (52.38%) enrolled in the college is higher than that of female students (47.61%).



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

Particulars	Male	Female
Number	209	199
Percentage	51.22%	48.77%



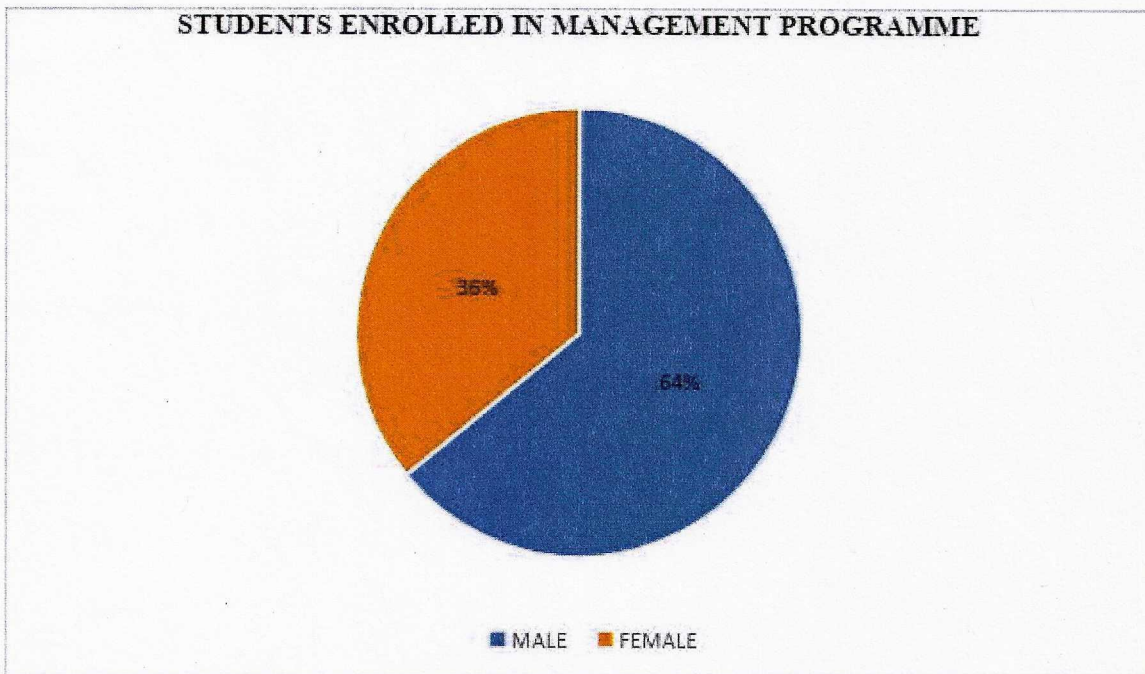
Analysis: 51.22% of students enrolled in the Commerce programme are males. Females constitute the remaining 48.77%.



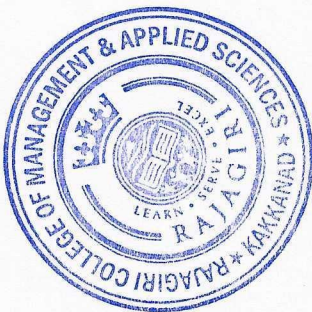
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2.1.3 Students Enrolled in Management Programme (BBA)

Particulars	Male	Female
Number	42	24
Percentage	63.63%	36.36%



Analysis: 63.63% of students enrolled in the Management programme are males. Females constitute the remaining 36.36%.

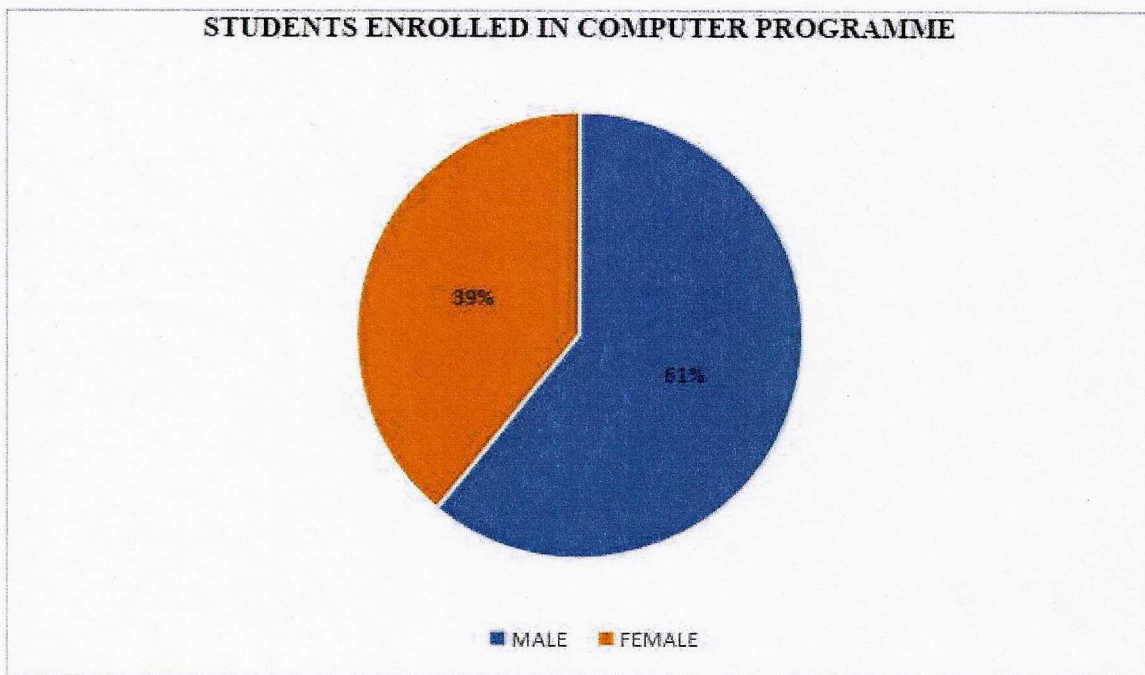


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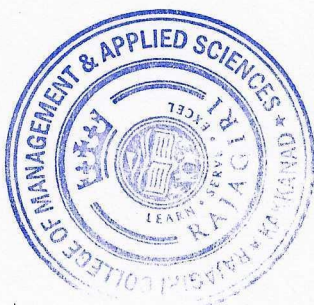


2.1.4 Students Enrolled in Computer Programme (BCA)

Particulars	Male	Female
Number	38	24
Percentage	61.29%	38.70%



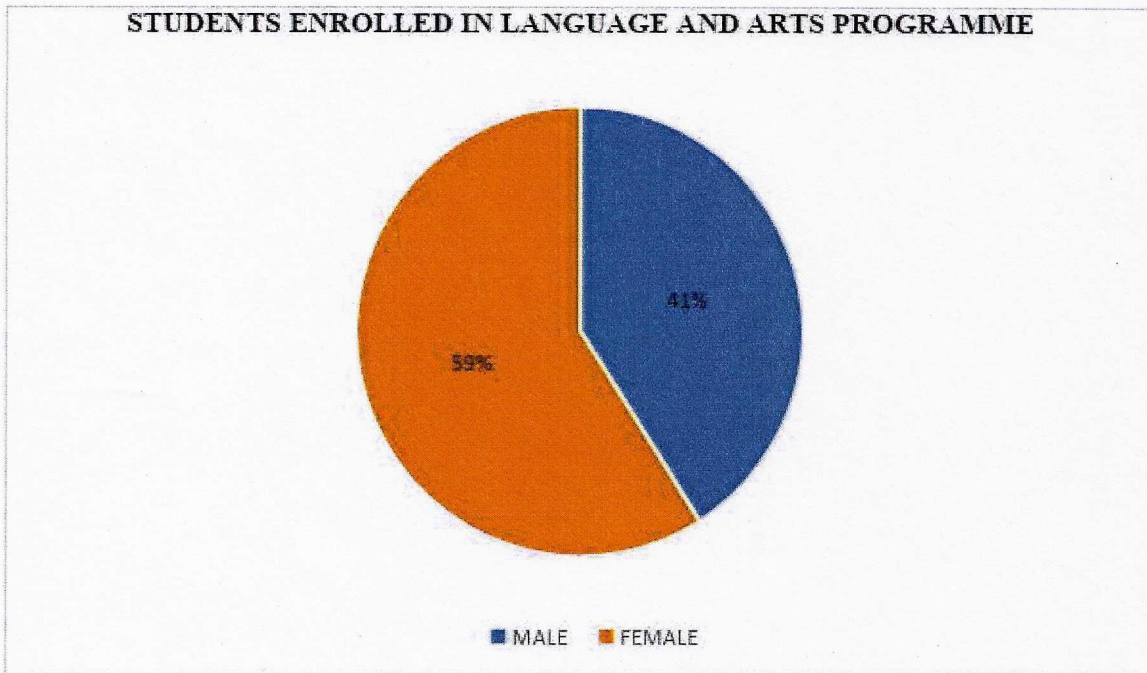
Analysis: 61.29% of students enrolled in the computer programme are males. Females constitute the remaining 38.70%.



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2.1.5 Students Enrolled in Language and Arts Programme (BAE AND BAGD)

Particulars	Male	Female
Number	29	42
Percentage	40.84%	59.15%

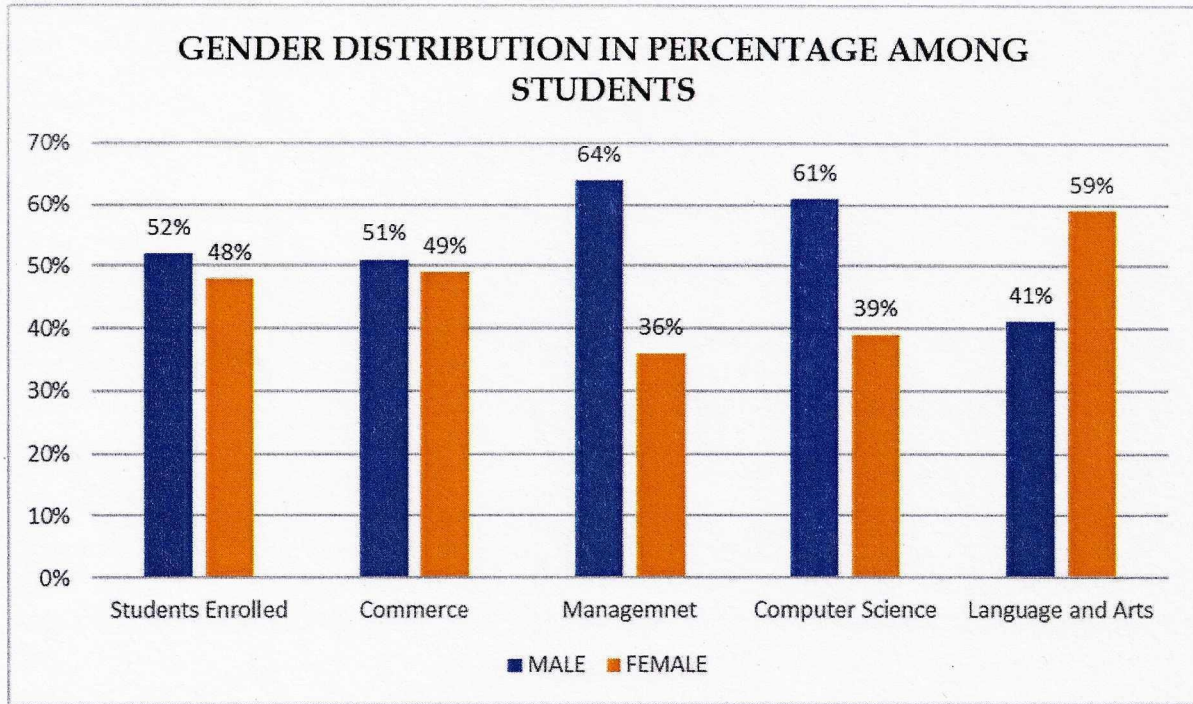


Analysis: 59.15% of students enrolled in the language and arts programme are females. Males constitute the remaining 40.84%.



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2.1.6 Overview of Gender Distribution Among Students



Analysis: The total students enrolled in 2019-2020 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.

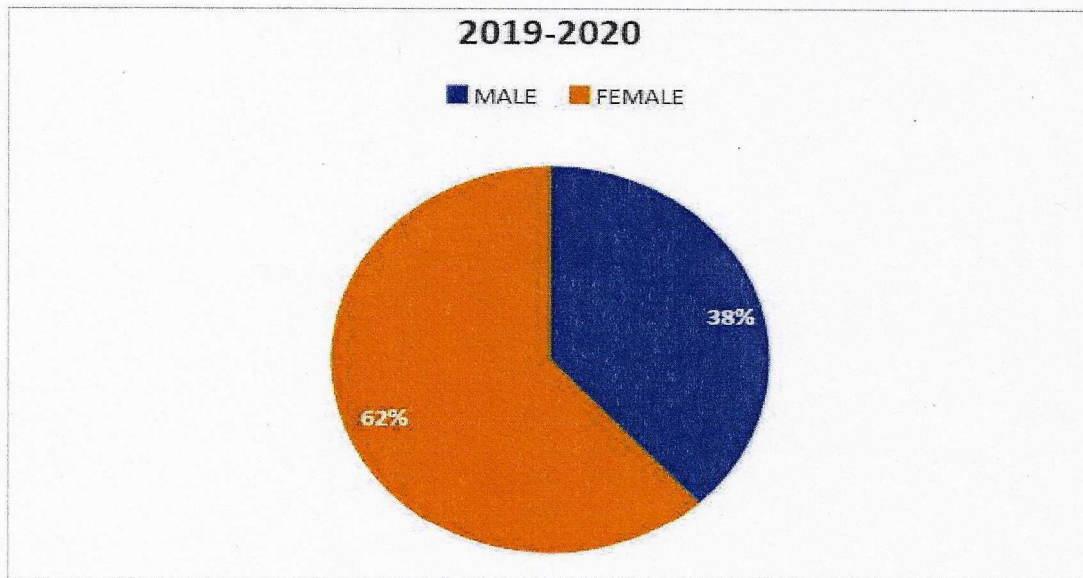


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2.1.7 Table Showing List of Rank Holders 2019-2020

Particulars	Male	Female
Number	8	13
Percentage	38%	62%

CHART SHOWING LIST OF RANK HOLDERS
ACADEMIC YEAR 2019-2020



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



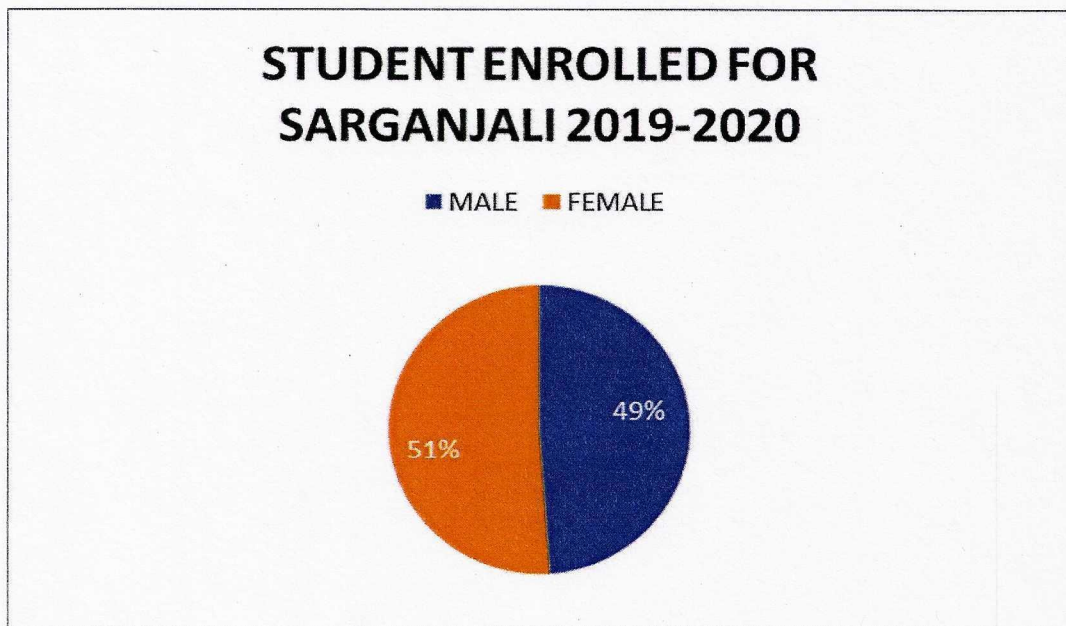
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2.2 GENDER AUDIT OF ATHLETIC MEET & SPORTS FEST

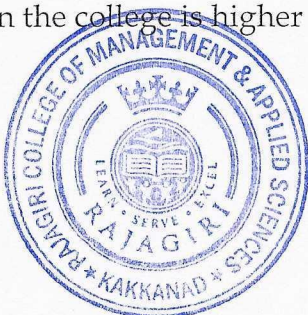
2.2.1 Student Enrollment for Sarganjali

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

Particulars	Male	Female
Number	194	203
Percentage	48.86%	51.14%



Analysis: In 2019-20 Academic Year, the number of female students (51.14%) enrolled in the college is higher than that of male students (48.86%)

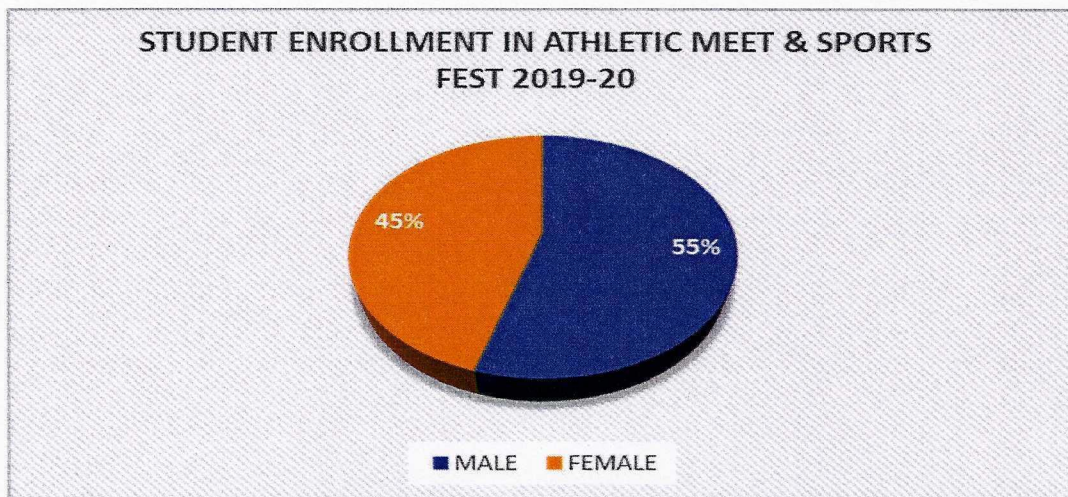


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2.2.2 Student Enrollment for All Athletic Meet & Sports Fest

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

Particulars	Male	Female
Number	355	294
Percentage	54.70%	45.30%



Analysis: In 2019-20 Academic year, the number of male students (54.70%) enrolled in the college is higher than that of female students (45.30%)



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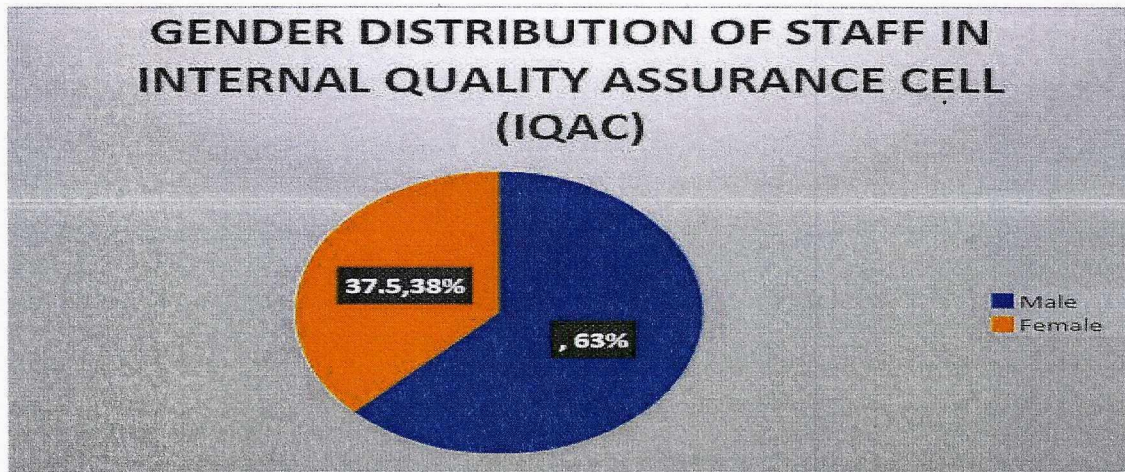
CHAPTER 3

GENDER DISTRIBUTION OF STAFF

3.1 Gender Distribution of Staff Members in the College

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

Particulars	IQAC	
	Male	Female
Number	10	6
Percentage	62.5%	37.5%



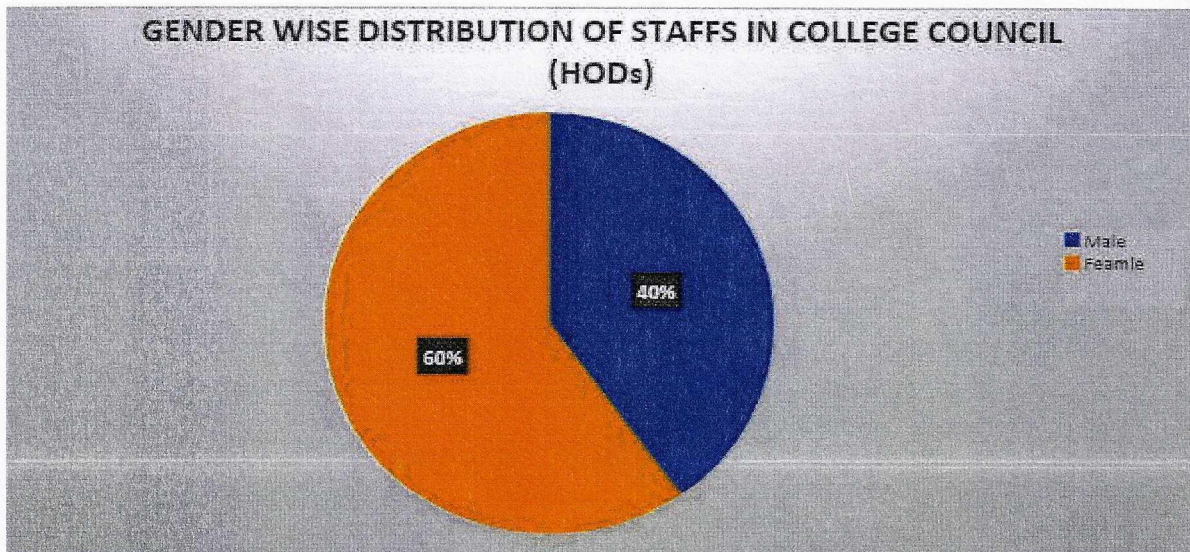
Analysis: 62.5% among the IQAC members are women.



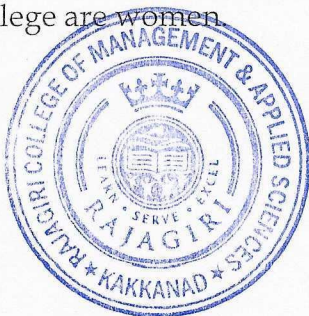
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3.1.2 Gender Wise Distribution of Staffs in College Council (HODs)

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



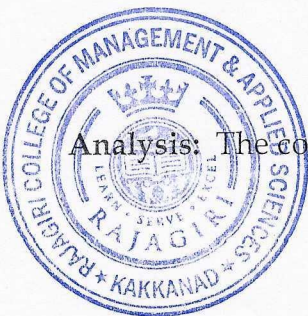
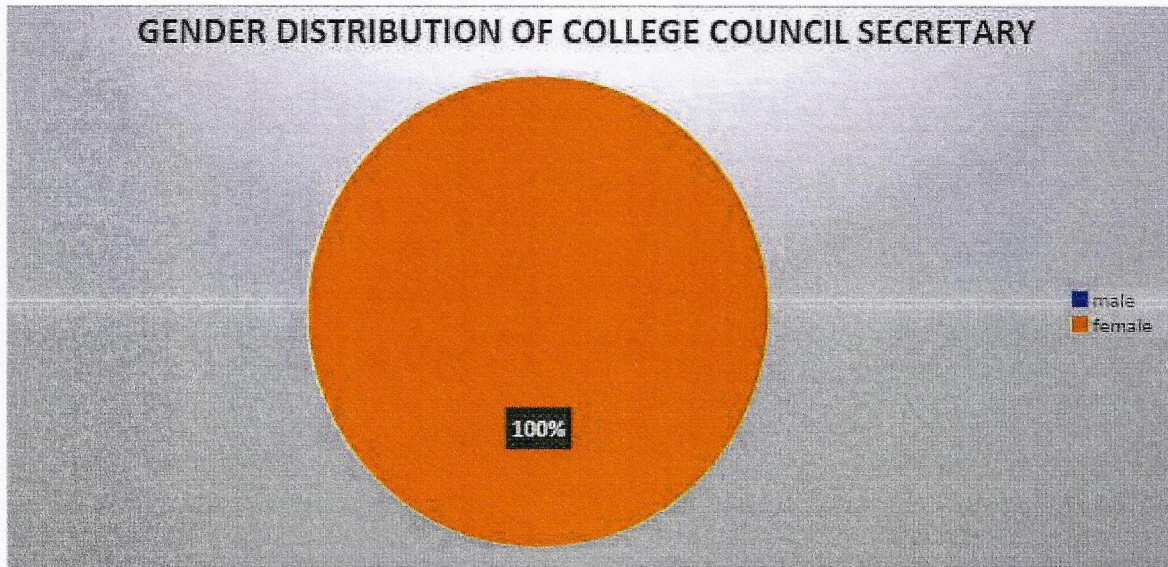
Analysis: 60% among the College Council members (Heads of Departments) of the college are women



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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%

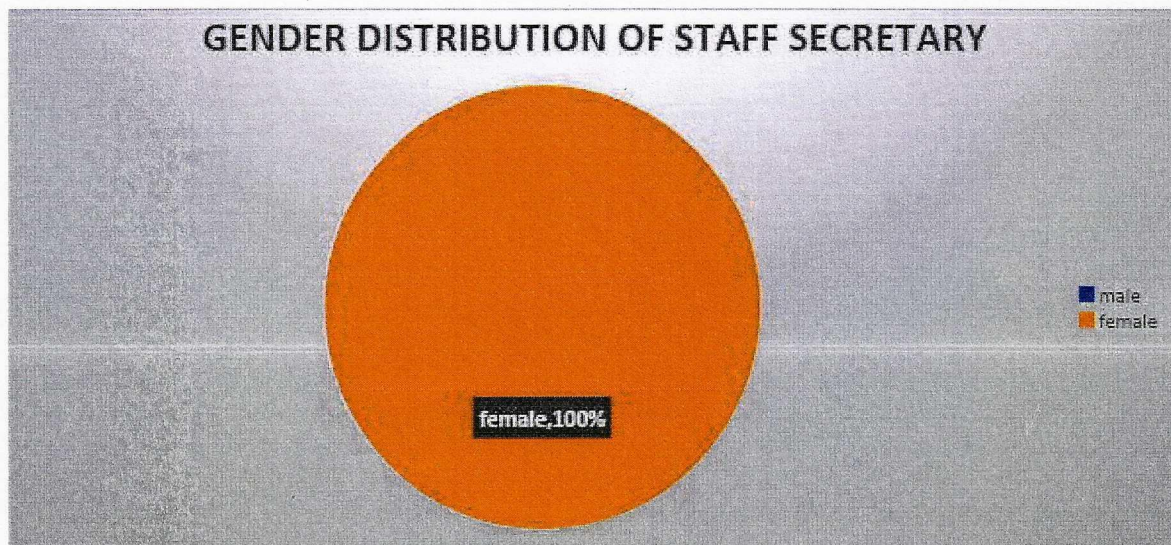


Analysis: The college council secretary is female.

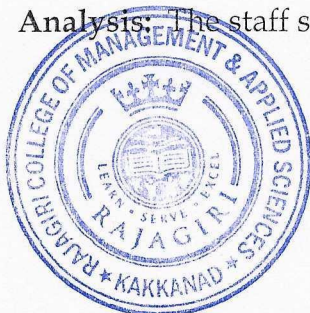


3.1.4 Gender Wise Distribution of Staff Secretary

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



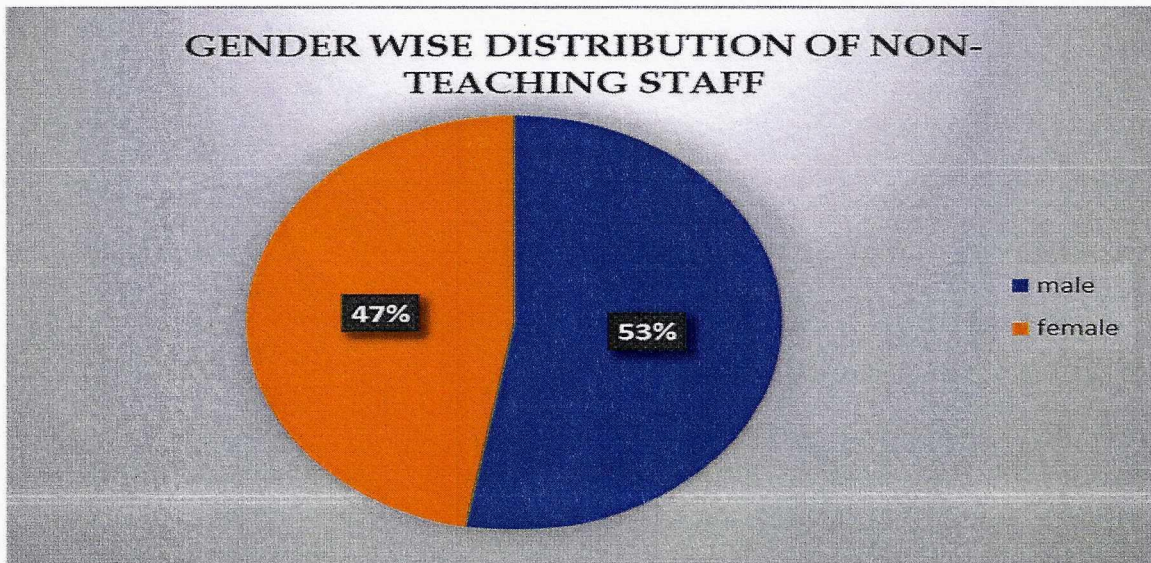
Analysis: The staff secretary is female.



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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%



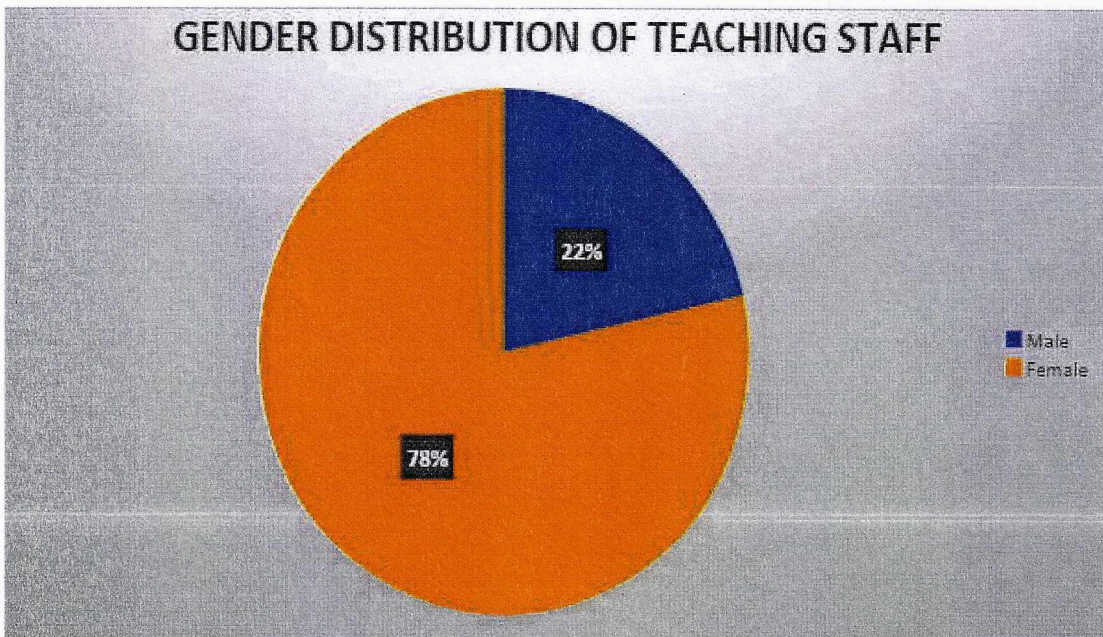
Analysis: 53% of Non-Teaching Staff constitutes male members and the remaining 47% is female.



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3.1.6 Gender Wise Distribution of Teaching Staff

Particulars	Teaching Staff	
	Male	Female
Number	14	51
Percentage	21.54%	78.46%



Analysis: 78% of the teaching staff are female.



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CHAPTER 4

4.1 Gender Equity Programmes

The college has organised the following gender equity initiatives/ activities for inculcating gender sensitivity among the students during the academic year 2019-2020.

Sl. No.	Nature / Name on Gender Activities	Date of Activities
1	Discover the Versatile Woman in You	27/08/2019
2	KRAV MAGA - Self-Defence Class	25/11/2019
3	Food Craft - A Certificate course of 30 hours on Culinary Skills	28/11/2019



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CHAPTER 5

CONCLUSION

5.1 Suggestions and Recommendations

- It is suggested to expand the scope of gender equity programmes and include more diverse activities that address various aspects of gender sensitivity and empowerment.
- It is recommended to curate targeted recruitment strategies in fields with significant gender imbalances to encourage equal gender representation and gender inclusion.

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 programmes and other diverse activities involving both the students and staff of the organisation.

The gender equity audit conducted this year indicated positive signs of gender inclusion and appraisal of women in the college. A significant portion of the female students showcased exceptional academic performance. A staggering 90.9 % of the rank holders were female students. This further highlights the college's commitment towards gender equity and holistic growth of academia. This year, the college organised several activities to improve and induce gender equity and inclusion. Various activities including self-defence classes, workshops and certificate courses were conducted. All the activities so conducted in this regard point to the unwavering commitment of the institution towards achieving gender equity and creating a conducive gender-neutral environment.



Rev. Fr. A J Saviance CMI

Principal

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