



# INTERNAL QUALITY ASSURANCE CELL ST. PHILOMENA'S COLLEGE (AUTONOMOUS), MYSORE - 15.



## GENDER AUDIT REPORT

2020 - 2024



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# ADMINISTRATIVE HEADS 2024



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**St. Philomena's College (Autonomous)**  
Governed by the  
**Mysore Diocesan Educational Society - MDES®**  
(Affiliated to the University of Mysore)  
Mysuru - 570 015



# **GENDER AUDIT REPORT**

## **2020 - 2024**

**A Comprehensive Report prepared by the  
Internal Quality Assurance Cell (IQAC)  
and submitted to  
St. Philomena's College (Autonomous)  
Bannimantap, Mysore – 15.**

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## Acknowledgement

The decision to undertake a gender audit aligns perfectly with our institution's commitment to excellence, diversity, and social responsibility. By systematically assessing our policies, practices, and culture through a gender lens, we aim to identify areas for improvement and implement effective strategies to advance gender equality across all facets of our institution.

Hence, we are pleased to acknowledge the successful completion of the comprehensive report involving data collection, collation, feeding to software, analysis, and reporting by the members of the Internal Quality Assurance Cell (IQAC). This significant accomplishment has been a result of the concerted efforts and dedication of several key individuals.

We extend our heartfelt appreciation to the following members for their invaluable contributions:

### **Dr. Deepa V**

Dr. Deepa V, the IQAC Co-Coordinator has shown exceptional leadership and dedication in overseeing the entire process. Her expertise and guidance were instrumental in ensuring the completion of the comprehensive report. Her meticulous attention to detail and unwavering commitment to quality have set a high standard for this project.

### **Ms. Mirium Priscilla**

Ms. Mirium of IQAC has played a pivotal role in coordinating various activities and ensuring seamless communication among all team members. Her organizational skills and proactive approach significantly contributed to the smooth execution of the project.

### **Ms. Nancy**

Ms. Nancy from the PG department has been integral in the collation and verification of data. Her diligence and precision in handling large volumes of data ensured that the information fed into the software was accurate and reliable. Her efforts have been crucial in maintaining the integrity of the data.

### **Mr. Raghunath**

Representing the college front office, Mr. Raghunath provided critical support in data management and analysis. His proficiency in utilizing the software for data analysis and his keen analytical skills have been vital in deriving meaningful insights from the data. His contributions have greatly enhanced the quality of the final report.

The collective efforts of these individuals have resulted in a thorough and well-documented report that will serve as a valuable resource for our institution. Their commitment to excellence and teamwork is commendable and reflects the high standards upheld by our IQAC.

We sincerely thank Dr. Deepa V, Ms. Mirium, Ms. Nancy, and Mr. Raghunath for their hard work and dedication. Their contributions have not only ensured the successful completion of this project but have also set a benchmark for future endeavors.

This acknowledgment recognizes and appreciates the efforts and teamwork demonstrated by the members of the IQAC. Their commitment has significantly contributed to the successful completion of the data collection, collation, analysis, and reporting process.

### **IQAC Committee for the year 2023-2024**

<b>SI No</b>	<b>Name of the member</b>	<b>Designation</b>	<b>Role of the member in IQAC</b>
01	Rev. Dr. Bernard Prakash Barnis	Rector/Manager	Patron
02	Dr. Ravi J.D. Saldanha	Principal	Chairperson, IQAC
03	Prof. Othbert Pinto	PG Director	Advisor
04	Mr. Nagaraj Urs M.	Vice Principal (Academics) & Dean	Advisor
05	Mr. Ronald Prakash Cutinha	Vice Principal (Administration)	Advisor (former IQAC Coordinator)
06	Mr. A. Thomas Gunaseelan	Associate Professor of Physics	Coordinator, IQAC
07	Ms. Lydiya Vandana	Controller of Examinations	Advisor
08	Dr. Deepa V.	Assistant Professor of BBA	Co-Coordinator, IQAC
09	Dr. Sunil D Souza	Coordinator, ICT Committee	Advisor
10	Mr. Satheesha B Nanjappa	Vice President, Education, Training and Assessment, Infosys, Mysore	External Member
11	Mr. Anand N. S.	Assistant Governor (Rotary International) & BAI, INTACH, Mysore	External Member
12	Dr. Javeed Nayeem	Cardiologist, Mysore	Alumni Nominee
13	Ms. Neena P. K.	Assistant Professor of Zoology	Criteria I leader
14	Mr. Sandesh D'Souza	Assistant Professor of Commerce	Criteria II leader
15	Dr. Asha M.S.	Associate Professor of Chemistry-PG	Criteria III leader
16	Dr. Reena Francis	Dean of Commerce	Criteria IV leader
17	Mr. William Joseph J.	Assistant Professor of English	Criteria V leader
18	Ms. Shruthi Menezes	Assistant Professor of Mathematics	Criteria VI leader
19	Dr. Poornima	Assistant Professor of Hindi	Criteria VII leader
20	Mr. Babu P.	Assistant Professor of Malayalam	Member
21	Ms. Reena Mol	Assistant Professor-Computer Science	Member
22	Mr. Bharatha K.	Assistant Professor of Mathematics-PG	Member
23	Mr. Felan Amal	Assistant Professor of Physics -PG	Member
24	Dr. Zabiulla	Assistant Professor of Chemistry-PG	Member
25	Mr. Vinay Kumar Hanjagi	Assistant Professor of Criminology	Member
26	Ms. Nithya Johnson	PRO	Member
27	Ms. Mirium Priscilla	Office, IQAC	Member
28	Mr. S. V. Ruthresh	I BBA	Student Representative - UG
29	Mr. Rocky Olivera	II MSc (Chemistry)	Student Representative - PG

**Thank you.**

**Mr. A. Thomas Gunaseelan**  
**IQAC Coordinator**

## **A Brief History of The College**

St. Philomena's College was established in the year 1946 with the motto 'Caritas in Scientia' i.e. 'Love through Knowledge'. It was the first Private Science Degree College to be established in the erstwhile Mysore State. The altruism of the then Maharaja of Mysore, His Excellency Sri Jayachamarajendra Wodeyar, and the personal efforts of the then Bishop of Mysore, His Excellency Rt. Rev. Dr. Rene Feuga, gave a legendary beginning to the institution.

St. Philomena's College has established Academic Excellence. Over the years. The College has evolved several Meetings/Activities, both at the Undergraduate and Postgraduate levels. The Academic Environment, student-friendly campus and Value-Based Education imparted in a harmonious atmosphere attract students from several parts of the Country and the world. The Guiding Values such as Love, Justice, Equality, and Peace are enshrined as Institutional Objectives. The College is wedded to its zeal of democratizing Education and aims at Social Equity. The College constantly strives to evolve conducive and viable practices to transact the curriculum and upgrade the infrastructure.

An assiduous commitment to its core values has helped the institution to earn an A+ Grade (Cycle 1) from NAAC in the year 2004. The College was granted Autonomy by the University Grants Commission in the year 2011. Retaining its vigour, the College secured an A Grade with a CGPA rating of 3.58 on a 4-point scale during the re-accreditation by NAAC in 2014 (Cycle 2). The UGC had declared the College as "A College with Potential for Excellence" in the year 2010 and the year 2015; the UGC elevated the College to "A College of Excellence". In the year 2020, the College has secured B++ Grade (Cycle 3) from the NAAC.

The College campus is spread over 25 acres of land on the Mysuru Bangalore highway and has 35 Departments at the Undergraduate level comprising of Science, Arts, Commerce, Management, Social Work, Tourism & Hospitality Management, BCA, B. Voc, and Community College. The College has a separate PG Studies and Research Centre offering 11 PG Meetings/Activities under CBCS-LOCF pattern in Science, Arts and Commerce, and Ph. D Meetings/Activities in the departments of Social Work and Chemistry.

The CBCS pattern with Continuous Comprehensive Assessment (CCA) is being followed for 3rd year UG Meeting/Activity.

## **College - VISION**

The College is guided by the visionary zeal of providing Value-Based Education to everyone irrespective of religion, caste, creed, or sex by which the character is formed, intellect is expanded and one can stand on his/her own feet.

## **College - MISSION**

To transform young men and women who come to learn not just from books, but also from life and to share the experience of working and playing together to inculcates life skills to become good citizens with integrity and discipline.

## **College - AIMS AND OBJECTIVES**

- Striving to optimize education opportunities, the College constantly reinvigorates the Mission and Vision statement keeping its essential core strong. It aims to:
- Continue the pursuit of Excellence in the areas of teaching, learning, and practical applications of Knowledge.
- Facilitate the acquisition of core competencies and channel students towards critical literacy.
- Establish tenable industry-academia interfaces.
- Engender Ethical Values in students.

## **Preamble**

### **The Gender Audit of St. Philomena's College (Autonomous), Mysore**

#### **Background and Rationale**

Higher educational institutions (HEIs) play a pivotal role in shaping societal values, promoting intellectual growth, and fostering an inclusive environment that embraces diversity. Despite notable strides in gender equality globally, HEIs often remain microcosms of broader societal issues, reflecting persistent gender disparities in various domains. A gender audit, therefore, serves as a crucial tool in identifying and addressing these disparities within HEIs. It aims to assess the institution's commitment to gender equality, analyze gender dynamics, and recommend strategies for fostering an inclusive environment for all genders.

#### **Objectives of the Gender Audit**

1. To ensure that there is gender equality in all aspects of the college.
2. To create an awareness of situations leading to sexual harassment, and issues emerging out of this & to mitigate the wrong moves.
3. To identify gender gaps in enrolment of students and faculty.
4. To promote gender sensitivity among students by conducting workshops.



5. To foster a conducive environment on the campus that respects gender diversity.
6. To strengthen mentorship, counselling services and networks for both men and women.

**Assessment of Gender Representation:** To evaluate the representation of different genders across various levels and departments within the institution, including teaching faculty, non-teaching faculty, undergraduate students and post graduate students.

**Identification of Gender Gaps:** To identify gaps and barriers that hinder gender equality and equal opportunities within the institution.

**Evaluation of Gender Sensitivity:** To assess the gender sensitivity and awareness among the institution's members.

**Recommendation of Interventions:** To propose actionable recommendations aimed at enhancing gender equality and fostering a supportive environment for all genders.

### **Methodology**

The gender audit was conducted using a mixed-methods approach, integrating both quantitative and qualitative data collection techniques. This comprehensive methodology ensured a holistic understanding of the gender dynamics within the institution. Observational studies were carried out to assess the institutional culture, classroom dynamics, and interactions in various settings within the campus.

### **Barriers to Gender Equality**

**Cultural Norms and Stereotypes:** Deep-rooted cultural norms and gender stereotypes were significant barriers to achieving gender equality. These stereotypes influenced perceptions and behaviours, contributing to a hostile environment for non-conforming individuals.

**Work-Life Balance:** Challenges related to work-life balance disproportionately affected female faculty and staff, often impeding their career progression. Enhancing the flexible working arrangements and childcare support will be a boon to the system.

## **Key Gender Equity Initiatives and Features**

### **Introduction:**

Gender equity initiatives and features in higher educational institutions are essential endeavours aimed at addressing disparities, promoting inclusivity, and fostering environments where individuals of all genders have equal opportunities to succeed. These initiatives and features encompass a range of strategies and programs designed to challenge systemic inequalities, empower underrepresented genders, and create a more equitable campus community.

### **For Deliberation at St. Philomena's College (Autonomous), Mysore**

#### **1. Equal Opportunity Policies**

- ✓ Implementing and enforcing non-discriminatory policies that prohibit gender-based discrimination and promote equal opportunities for all members of the academic community.

- ✓ Establishing hiring and promotion practices that prioritize diversity and ensure fair representation of individuals from underrepresented genders in faculty and leadership positions.
  - ✓ Providing mechanisms for reporting and addressing incidents of gender-based violence or discrimination.
  - ✓ Conducting regular reviews of institutional policies and practices to identify and address any systemic barriers to gender equity.
- 2. Gender-Inclusive Recruitment and Retention**
- ✓ Developing targeted recruitment strategies to attract a diverse pool of applicants from underrepresented genders.
  - ✓ Providing mentorship programs, professional development opportunities, and support networks to promote the retention and advancement of individuals from marginalized genders.
  - ✓ Offering scholarships, grants, and financial assistance programs to address barriers to access and affordability for students from diverse gender backgrounds.
- 3. Curriculum Transformation**
- ✓ Integrating gender perspectives and diverse voices across academic disciplines to ensure a comprehensive and inclusive educational experience.
  - ✓ Reviewing and revising course materials, syllabi, and teaching methods to challenge stereotypes, biases, and gender-based norms.
  - ✓ Offering courses focused on gender studies, feminist theory, and LGBTQ+ issues to promote critical understanding and awareness.
  - ✓ Incorporating interdisciplinary studies, such as gender studies and feminist theory, into the curriculum to promote critical thinking and awareness of gender issues.
- 4. Campus Climate and Culture**
- ✓ Creating safe and supportive environments where individuals of all genders feel respected, valued, and empowered to express themselves authentically.
  - ✓ Establishing campus-wide initiatives to combat gender-based violence, harassment, and discrimination through education, prevention, and intervention efforts.
  - ✓ Cultivating a culture of inclusion and allyship through awareness campaigns, diversity training, and ongoing dialogue about gender equity issues.
- 5. Support Services and Resources:**
- ✓ Establishing counselling and support services tailored to the needs of individuals facing gender-related challenges, including LGBTQ+ students, survivors of gender-based violence, and transgender individuals.
  - ✓ Providing access to healthcare services that are sensitive to the healthcare needs of diverse gender identities.
  - ✓ Offering mentorship programs and networking opportunities to support the academic and professional advancement of underrepresented genders.
- 6. Awareness and Training:**
- ✓ Conducting awareness campaigns and workshops to educate the campus community about gender diversity, inclusion, and allyship.
  - ✓ Providing training for faculty and staff on recognizing and addressing unconscious biases, creating inclusive classroom environments, and supporting students of all genders.
  - ✓ Fostering a culture of respect and accountability through ongoing dialogue and engagement with gender-related issues.

## **7. Research and Scholarship**

- ✓ Supporting research projects and scholarly activities that contribute to the understanding of gender dynamics, inequalities, and intersectional identities.
- ✓ Encouraging interdisciplinary collaboration and community engagement to address pressing gender equity challenges locally and globally.
- ✓ Recognizing and celebrating the achievements of scholars, activists, and leaders who advance gender equity through their research, advocacy, and community outreach.

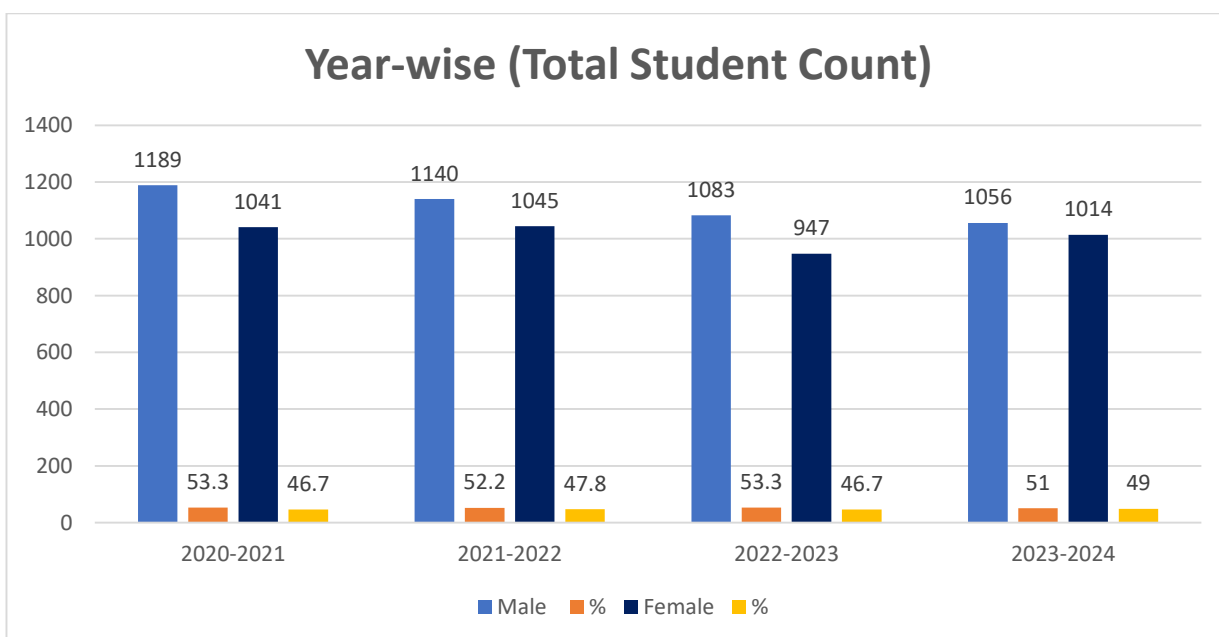
## **8. Representation and Leadership:**

- ✓ Promoting diversity in leadership positions by actively recruiting and supporting individuals from underrepresented genders in academic and administrative roles.
- ✓ Encouraging the participation of students from all genders in student government, clubs, and organizations to ensure diverse perspectives are represented and valued.
- ✓ Celebrating achievements and contributions of individuals from diverse gender backgrounds through recognition programs and events.

**The comprehensive report on the Gender Audit undertaken  
at St. Philomena's College (Autonomous), Mysore -15.**

**1. Year-wise (Total Student Count)**

Year	Male	Percentage	Female	Percentage	Students' Strength
2020-2021	1189	53.3	1041	46.7	2230
2021-2022	1140	52.2	1045	47.8	2185
2022-2023	1083	53.3	947	46.7	2030
2023-2024	1056	51	1014	49	2070



**Analysis of Enrolment Data from 2020-2021 to 2023-2024**

- Overall, there is a downward trend in total Enrolment from 2020-2021 to 2022-2023, followed by a modest recovery in 2023-2024. The total number of students dropped by 160 students (approximately 7.2%) over the four years.
- Male Enrolment has decreased consistently over the four years, dropping from 1189 to 1056. The percentage of male students fluctuated slightly, maintaining a majority until 2023-2024, when it dropped to 51%.
- Female Enrolment has shown more variability. There was a decrease from 1041 in 2020-2021 to 947 in 2022-2023, followed by a notable increase to 1014 in 2023-2024. The percentage of female students increased steadily, reaching near parity with male students in 2023-2024.

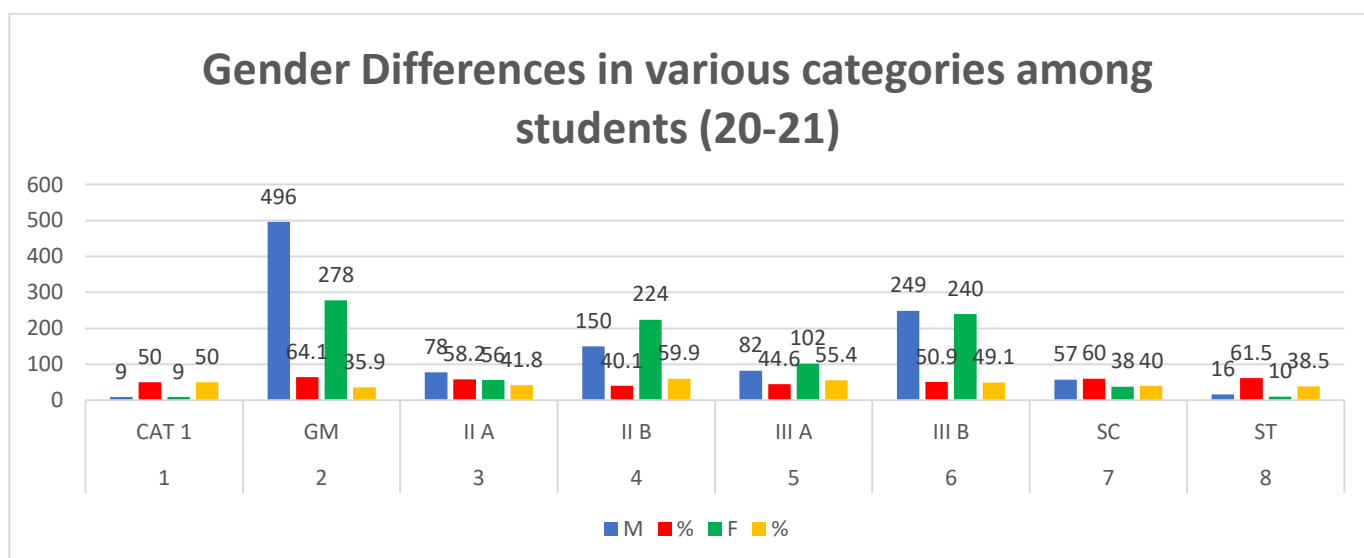
**Key Observations:**

- **Overall Decline and Recovery:** There is an overall decline in total Enrolment from 2020-2021 to 2022-2023, followed by a slight recovery in 2023-2024. The decrease in total Enrolment could be influenced by various factors such as demographic shifts, changes in admission policies, or external factors affecting student intake.

- **Gender Distribution Shifts:** While male students constituted the majority throughout the years, their percentage has decreased from 53.3% to 51%. Conversely, the percentage of female students increased from 46.7% to 49%, indicating a trend towards gender balance in enrolment.
- **Male and Female Enrolment Trends:** Both male and female enrolments saw a decline until 2022-2023. However, in 2023-2024, female enrolment increased significantly while male Enrolment continued to decrease. This could point to successful initiatives aimed at improving female Enrolment or other external factors influencing male enrolment more adversely.

## 2. Gender Differences in various categories among students (20-21)

Sl No	Category	Male	Percentage	Female	Percentage	Total
1	CAT 1	9	50	9	50	18
2	GM	496	64.1	278	35.9	774
3	II A	78	58.2	56	41.8	134
4	II B	150	40.1	224	59.9	374
5	III A	82	44.6	102	55.4	184
6	III B	249	50.9	240	49.1	489
7	SC	57	60	38	40	95
8	ST	16	61.5	10	38.5	26



### Analysis of Enrolment Data by Category:

The data represents the enrolment of male (M) and female (F) students across various categories.

#### Total Enrolment

The total enrolment across all categories is 2094 students.

## Key Observations

### 1. Gender Parity and Imbalance:

- The only category with exact gender parity is CAT 1.
- II B and III A categories have more females than males, with II B showing the highest female majority (59.9%).
- GM, SC, and ST categories show significant male dominance, with GM having the highest male percentage (64.1%).

### 2. Largest Category:

The GM category is the largest with 774 students, indicating a major proportion of the total enrolment. It also shows a considerable gender disparity favouring males.

### 3. Smallest Category:

The smallest category is CAT 1 with only 18 students, which, despite its small size, achieves perfect gender balance.

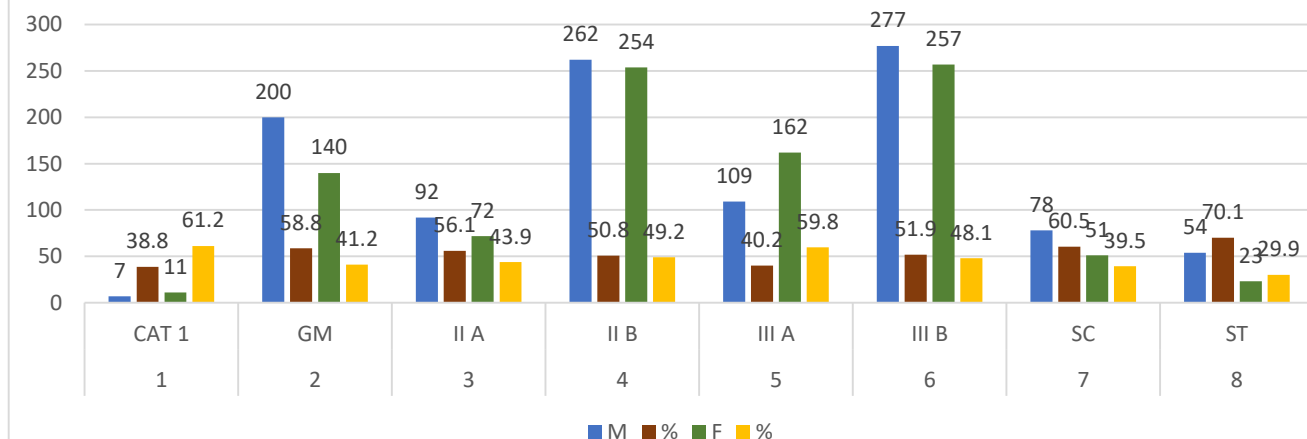
### 4. Balanced Categories:

III B shows near gender parity with almost equal representation of males and females, making it one of the most balanced categories.

## 3. Gender Differences in various categories among students (21-22)

Sl No	Category	Male	Percentage	Female	Percentage	Total
1	CAT 1	7	38.8	11	61.2	18
2	GM	200	58.8	140	41.2	340
3	II A	92	56.1	72	43.9	164
4	II B	262	50.8	254	49.2	516
5	III A	109	40.2	162	59.8	271
6	III B	277	51.9	257	48.1	534
7	SC	78	60.5	51	39.5	129
8	ST	54	70.1	23	29.9	77

## Gender Differences in various categories among students (21-22)



### Analysis of Enrolment Data by Category

The data provides the number and percentage of male (M) and female (F) enrolments across various categories.

**Total Enrolment :** The total Enrolment across all categories is 2049 students.

### Key Observations

#### 1. Gender Parity and Imbalance:

- Near Parity: II B and III B categories exhibit near gender parity, with the male-to-female ratio being very close to 50:50.
- Female Majority: CAT 1 and III A categories show a significant female majority, with CAT 1 having the highest female percentage (61.2%).
- Male Majority: GM, II A, SC, and ST categories exhibit a male majority. The ST category shows the highest male percentage (70.1%).

#### 2. Largest Categories:

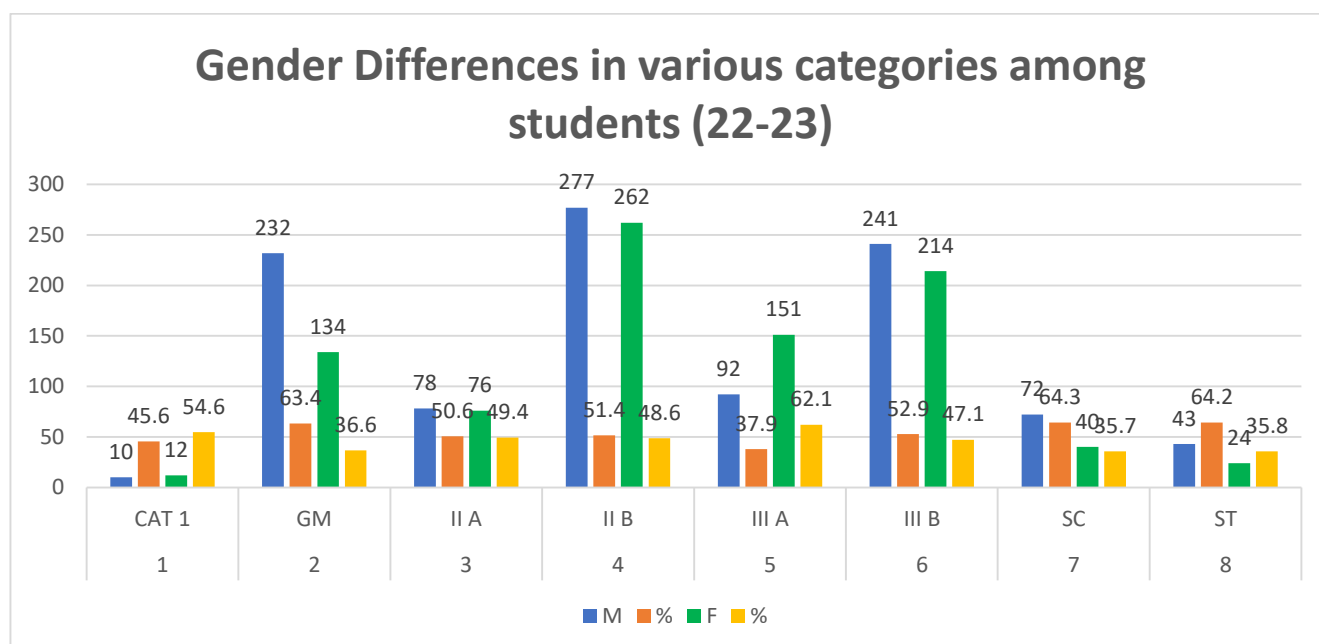
- III B: The largest category with 534 students shows near gender balance.
- II B: The second largest category with 516 students also exhibits near parity.

#### 3. Smallest Categories:

- CAT 1: The smallest category with only 18 students, showing a significant female majority.
- ST: Another small category with 77 students, showing the highest male dominance.

#### 4. Gender Differences in various categories among students (22-23)

Sl No	Category	Male	Percentage	Female	Percentage	Total
1	CAT 1	10	45.6	12	54.6	22
2	GM	232	63.4	134	36.6	366
3	II A	78	50.6	76	49.4	154
4	II B	277	51.4	262	48.6	539
5	III A	92	37.9	151	62.1	243
6	III B	241	52.9	214	47.1	455
7	SC	72	64.3	40	35.7	112
8	ST	43	64.2	24	35.8	67



#### Analysis of Enrolment Data by Category

The data presents the number and percentage of male (M) and female (F) enrolments across various categories.

**Total Enrolment :** The total Enrolment across all categories is 1958 students.



## Key Observations

### 1. Gender Parity and Imbalance:

- Near Parity: II A and II B categories show near gender parity, with the male to female ratio being almost equal.
- Female Majority: CAT 1 and III A categories have a higher percentage of females, with III A showing the highest female percentage (62.1%).
- Male Majority: GM, SC, and ST categories exhibit significant male dominance. The GM category has the highest male percentage (63.4%).

### 2. Largest Categories:

- II B: The largest category with 539 students, showing near gender parity.
- III B: The second largest category with 455 students, also exhibiting a balanced gender distribution.

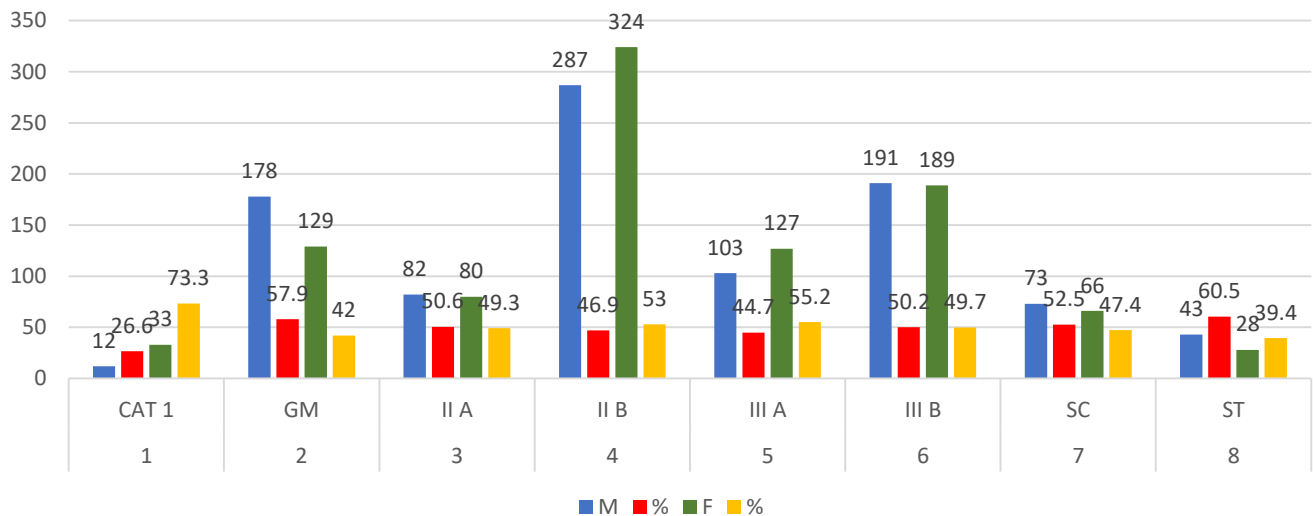
### 3. Smallest Categories:

- CAT 1: The smallest category with 22 students, showing a slight female majority.
- ST: Another small category with 67 students, showing significant male dominance.

## 5. Gender Differences in various categories among students (23-24)

Sl No	Category	Male	Percentage	Female	Percentage	Total
1	CAT 1	12	26.6	33	73.3	45
2	GM	178	57.9	129	42.0	307
3	II A	82	50.6	80	49.3	162
4	II B	287	46.9	324	53.0	611
5	III A	103	44.7	127	55.2	230
6	III B	191	50.2	189	49.7	380
7	SC	73	52.5	66	47.4	139
8	ST	43	60.5	28	39.4	71

## Gender Differences in various categories among students (23-24)



### Analysis of Enrolment Data by Category

The data provides the number and percentage of male (M) and female (F) enrolments across various categories.

**Total Enrolment :** The total Enrolment across all categories is 1945 students.

### Key Observations

#### 1. Gender Parity and Imbalance:

- Near Parity: Categories II A, II B, and III B exhibit near gender parity, with male and female enrolments being almost equal.
- Female Majority: CAT 1, II B, and III A categories have a higher percentage of females, with CAT 1 showing the highest female percentage (73.3%).
- Male Majority: GM, SC, and ST categories exhibit male dominance, with the ST category having the highest male percentage (60.5%).

#### 2. Largest Categories:

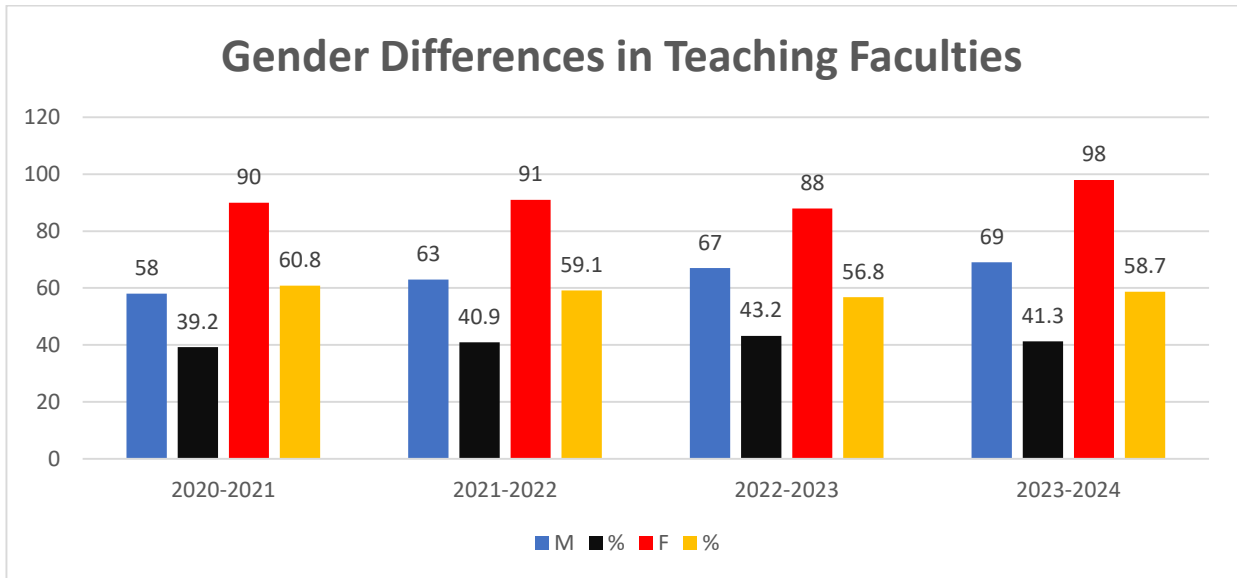
- II B: The largest category with 611 students, showing a slight female majority.
- III B: The second largest category with 380 students, showing near gender parity.

#### 3. Smallest Categories:

- CAT 1: The smallest category with 45 students, showing a significant female majority.
- ST: Another small category with 71 students, showing significant male dominance.

## 6. Gender Differences in Teaching Faculties

Year	Male	Percentage	Female	Percentage	Total
2020-2021	58	39.2	90	60.8	148
2021-2022	63	40.9	91	59.1	154
2022-2023	67	43.2	88	56.8	155
2023-2024	69	41.3	98	58.7	167



### Analysis of Gender Difference in Teaching Faculties from 2020-2021 to 2023-2024

The data provides the number and percentage of male (M) and female (F) teaching faculties over four academic years from 2020-2021 to 2023-2024.

Overall, there is a consistent increase in the total number of faculty members over the four years, with an overall increase of 19 faculty members (approximately 12.8%) from 2020-2021 to 2023-2024.

The number of male faculty members has increased steadily from 58 to 69 over the four years. The percentage of male faculty has fluctuated slightly, showing an overall increase from 39.2% to 41.3%.

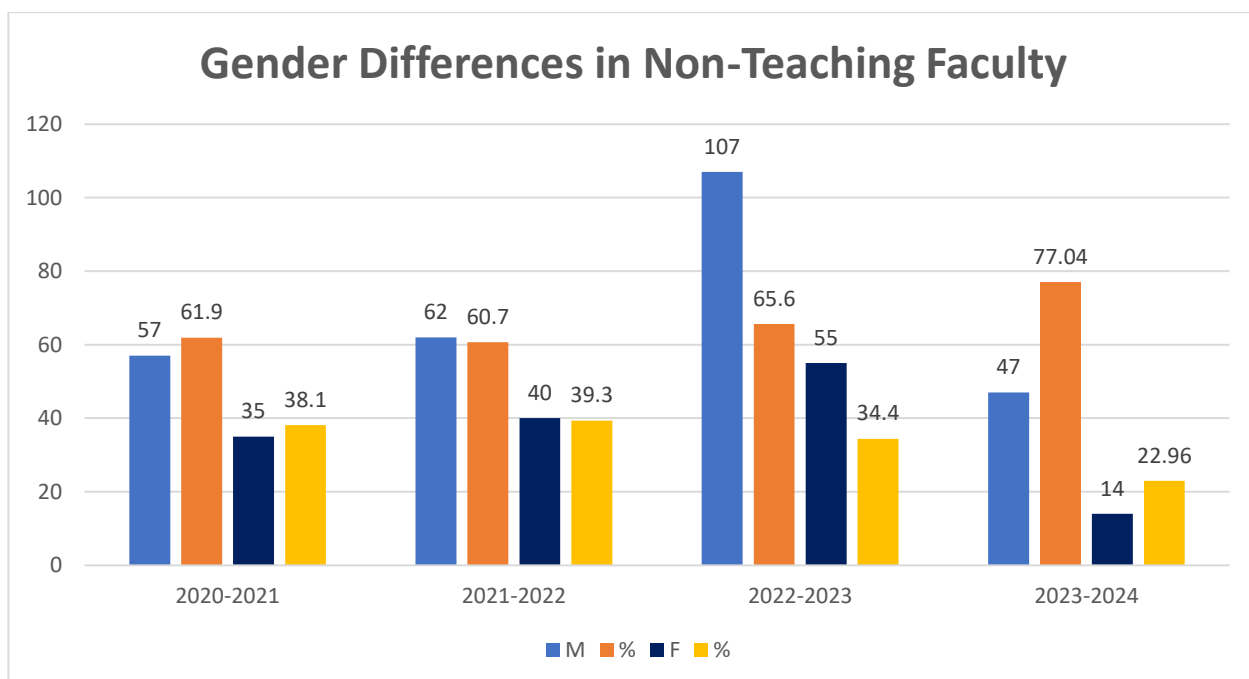
The number of female faculty members has shown a slight increase from 90 to 98 over the four years. The percentage of female faculty has decreased slightly from 60.8% to 58.7%, but they continue to constitute the majority.

## Key Observations

1. **Overall Growth:** There is a consistent growth in the total number of faculty members over the years, with the most significant increase occurring in the 2023-2024 academic year.
2. **Gender Distribution Shifts:** While female faculty members have consistently been the majority, the percentage of female faculty has decreased slightly from 60.8% to 58.7%. Conversely, the percentage of male faculty has increased from 39.2% to 41.3%.
3. **Male vs. Female Trends:** The number of male faculty members has increased by 11 over four years, while the number of female faculty members has increased by 8. This indicates a relatively balanced growth in both genders, with a slight trend towards a more balanced gender distribution.

## 7. Gender Differences in Non-Teaching Faculty(2020 – 2024)

Year	Male	Percentage	Female	Percentage	Total
2020-2021	57	61.9	35	38.1	92
2021-2022	62	60.7	40	39.3	102
2022-2023	107	65.6	55	34.4	163
2023-2024	47	77.04	14	22.96	61



## **Analysis of Gender Difference in Non-Teaching Faculty from 2020-2021 to 2023-2024**

The data outlines the number and percentage of male (M) and female (F) non-teaching faculties over four academic years from 2020-2021 to 2023-2024.

Overall, there is a notable fluctuation in the total number of non-teaching faculty members over the four years, with an overall decrease of 31 members from 2020-2021 to 2023-2024.

The number of male non-teaching faculty members initially increased significantly from 57 to 107 between 2020-2021 and 2022-2023, but then dropped to 47 in 2023-2024. The percentage of male faculty members has increased overall, peaking at 77.04% in 2023-2024.

The number of female non-teaching faculty members showed a gradual increase from 35 to 55 between 2020-2021 and 2022-2023, but then significantly decreased to 14 in 2023-2024. The percentage of female faculty members has decreased over the years, reaching a low of 22.96% in 2023-2024.

### **Key Observations**

1. **Overall Fluctuation:** The total number of non-teaching faculty members saw a significant increase in 2022-2023 but then dropped sharply in 2023-2024. This suggests some major changes in staffing policies or organizational restructuring during these years.
2. **Gender Imbalance:** The data indicates a persistent gender imbalance with male non-teaching faculty members consistently outnumbering female faculty members across all years. The percentage of male faculty has increased from 61.9% in 2020-2021 to 77.04% in 2023-2024.
3. **Significant Changes in 2023-2024:** The sharp decrease in total faculty members in 2023-2024 is accompanied by an increased gender imbalance, with a substantial drop in the number of female non-teaching faculty members.

### **Recommendations**

Based on the audit findings, several recommendations have been proposed to enhance gender equality within the institution:

**Policy Implementation and Monitoring:** Ensure robust implementation and regular monitoring of gender equality policies. Conduct periodic reviews to assess their impact and make necessary adjustments.

**Gender Sensitization Programs:** Introduce comprehensive gender sensitization programs for all members of the institution. These programs should focus on challenging stereotypes, promoting respectful interactions, and fostering an inclusive environment.

**Equitable Recruitment and Promotion:** Develop and enforce transparent, equitable criteria for recruitment and promotion. Ensure diverse representation in decision-making bodies to mitigate biases.

**Support Services:** Enhance support services for gender-related issues, including establishing confidential reporting mechanisms and providing adequate resources for addressing complaints.

**Flexible Work Arrangements:** Implement flexible working arrangements and provide support for work-life balance, such as on-campus childcare facilities, to support career progression for all genders.

## Conclusion

The gender audit has provided a comprehensive overview of the state of gender equality within the higher educational institution. By identifying key areas of concern and proposing targeted interventions, the audit aims to foster a more inclusive, equitable environment where all members can thrive. Achieving gender equality is not just a moral imperative but also a prerequisite for academic excellence and institutional growth. The commitment to implementing these recommendations will pave the way for a more inclusive and equitable future for the institution.



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