



NALLAMUTHU GOUNDER MAHALINGAM COLLEGE

(AN AUTONOMOUS INSTITUTION, AFFILIATED TO BHARATHIAR UNIVERSITY)

90, PALGHAT ROAD, POLLACHI - 642001, COIMBATORE, TAMIL NADU, INDIA.

95TH RANK IN NIRF – 2023 AMONG COLLEGES IN INDIA.



**GENDER AUDIT
2022-2023**

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ACKNOWLEDGEMENT

Nallamuthu Gounder Mahalingam College was established as Pollachi Kalvi Kazhagam in the year 1957 and became a co-educational institution in the year 1975. Ever since, the college management has been taking sincere efforts and initiatives to adhere to the principles of gender equality and inclusion. The Internal Quality Assurance Cell (IQAC) takes immense pride in acknowledging the unwavering commitment and the visionary emphasis of the College Management on conducting a comprehensive gender audit for the academic year 2022-2023.

The College's firm dedication to fostering gender equity in all aspects of its operation has significantly contributed to the successful execution of this initiative of inviting experts for conducting an institution wide gender audit to understand and address the gender dynamics within our institution.

We express our gratitude to the Management, Principal and Staff for their continuous support and encouragement in our pursuit of creating an inclusive campus that ensures equal opportunities for individuals of all gender; more specifically for guiding us in every required way for the smooth conduct of this study.

We appreciate the collaborative efforts of **Dr. Mangaiyarkarasi**, Assistant Professor and **Ms. K. Narmadha**, ICSSR Research Fellow from the Department of Women Studies, Bharathiar University with the IQAC Team who demonstrated unwavering commitment and diligence throughout the audit process. The comprehensive analysis and recommendations presented in this report are a result of their hard work and dedication.

Special thanks are due to **Prof. Dr. M. Jayakumar**, Former Director of IQAC, Bharathiar University whose support and guidance were instrumental in the successful initiation and execution of this audit.

Our appreciation and thanks to the staff and students of the College for actively participating in the audit and contributing to the data collection of this important initiative in every relevant way. The involvement of various stakeholders and the thorough research conducted have enriched the quality and depth of the report.

Sustainable Development Goal 5 of the United Nations indicates Gender Equality and this Gender Audit analysis paves way to understand the development and involvement in gender ratio in

various aspects of this institution. The present report highlights the Gender based initiatives taken by the Institution and the feasibility to widen the scope of providing a gender equal academic enterprise to the institutional community. IQAC believes that the insights provided in the Gender Audit Report will serve as a valuable resource for our ongoing commitment to fostering an inclusive and equitable academic environment at Nallamuthu Gounder Mahalingam College.

We look forward to utilizing the recommendations outlined in the report to implement positive changes and enhance the overall experience for all members of our academic community. We sincerely thank all individuals and entities involved in the successful completion and submission of the Gender Audit Report for the academic year 2022-2023.


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INTRODUCTION

Gender equality is the belief that men and women should be treated and perceived as equals in society, including all areas such as education, employment, and in decision-making positions. It is a fundamental human right and a necessary foundation for a peaceful, prosperous, and sustainable world. Constitution of India enshrines the proposition of gender parity in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles.

Despite significant progress in advancing gender equality, women and girls continue to face barriers and discrimination in many areas of society. This includes the gender pay gap, difficult access to education and employment opportunities, and limited representation in leadership positions. Creating a more equal society benefits everyone, as it leads to greater prosperity and happiness for all. It is important for individuals, communities, and governments to work towards achieving gender equality and empowering women and girls to reach their full potential. Discussions on women's emancipation and her rights are at the forefront of many worldwide formal and informal campaigns. As the awareness of gender issues increases, women spontaneously take action against women's oppression and exploitation. Gender awareness allows women to move beyond other conventional gender stereotypes and rigid gender role definitions.

Gender Equality is of utmost importance as it prohibits discrimination on the basis of gender. It promotes gender neutrality in terms of learning. A non-discriminant place of education is a prerequisite for effective dissemination of knowledge and learning.

2. ABOUT THE COLLEGE

To provide facilities for higher education for students from High Schools of Pollachi and Udumalpet Taluks, an organisation called "Pollachi Kalvi Kazhagam" with the following office bearers was constituted in 1957.

- Thiru S. P. Nallamuthu Gounder - President
- Thiru V. K. Palanisamy Gounder - Vice-President
- Thiru M. S. Palaniappa Mudaliar - Treasurer
- Dr. N. Mahalingam - Secretary
- Thiru S. A. Ramachandran - Asst. Secretary

The organisation took efforts to establish a College in Pollachi. Thiru C. Subramaniam, former Minister for Finance evinced keen interest in this venture.

On the auspicious day of 12th July 1957, the College was inaugurated in the immediate presence of the Chief Donor Thiru S. P. Nallamuthu Gounder and started functioning with a strength of 160 students in the Pre-University Course. The able guidance and patronage of Arutchelvar Dr. N. Mahalingam, D.Sc., F.I.E., enabled the management to start degree courses in Economics, Mathematics and Physics In July 1959. Under Dr. N. Mahalingam's benevolent patronage, the College has now blossomed into a full-fledged academic institution offering UG and PG courses in various disciplines.

In July 1960, the Science Block was opened by the then Governor of Madras B.Sc., Degree course in Chemistry was started in July 1965 and B.Com. in July 1968. The BA. Degree course in English Literature was introduced in July 1971. Degree courses in B.A. History and B.Sc. Botany were introduced in July 1972.

In September 1972, the "Pollachi Kalvi Kazhagam" was renamed as "Nallamuthu Gounder Mahalingam College Kalvi Kazhagam".

A new block was constructed with UGC grant and it was opened by Thiru N. D. Sundaravadivelu, the then Vice-Chancellor of Madras University on 3rd March 1974. The College began to spread its wings of progress with the introduction of co-education in the year 1975. Semester system was introduced in 1976.

The introduction of the Post-Graduate Course in Mathematics in 1979 was a g leap forward, followed by the P.G. Course in Physics in 1980 and Commerce in 1981. The B.Sc., Degree in Zoology was introduced in 1982.

The Silver Jubilee of the Institution was celebrated in all splendour in February 1984. Hon'ble Sri P. Ramachandran, the then Governor of Kerala, inaugurated the spectacular celebrations, paid rich tribute to the College for its glorious achievements in the field of higher education and laid the Foundation stone for the Silver Jubilee Block. The magnificent building was completed. The B.Sc. Degree course in Computer Science was introduced in 1986.

The College has achieved greater academic distinctions with the introduction of autonomous system from the academic year 1987-88. Under autonomy, courses have been restructured and syllabi are designed to make the higher education more progressive and purposeful. In order to make the courses job oriented a few disciplines such as B.Sc. (Physics), BA (Economics) and B. Com. were vocationalised in 1994.

The following Self-financing courses were started over the years: B.Com. in 1982; M.C.A. (Master of Computer Applications) in 1990; B.B.M., and B.Sc., Computer Science in 1996; B.Sc., Mathematics in 1999; B.C.A., B.Com. CA., in 2000 and M.A. English in 2001. M.I.B and M.A. Tamil, programmes were started in 2002

Post Graduate Diploma in Business Administration was started in 2003 and B.A. Tamil in 2004. Additional Section in B.Com. (CA), B.Sc., Information Technology in 2008, B. Com., E-Com. & MSW in 2009, B.A. English Literature, B.Com., Finance & M.Sc. Computer Science in 2010, B.Sc., CT & M.Com., CA in 2011, B.Com., Professional Accounting and Banking Insurance in 2012, B.Com., Business Process Service in 2014, M.Sc., Chemistry and M.Sc. Botany in 2015, B.Com., International Business in 2017, B.Sc., Computer Science with DA, B.Sc., Computer Science with AI & ML, B.S.W., in 2022 were started.

The Centenary of our Founder Thiru S. P. Nallamuthu Gounder was celebrated with all splendour and colour on 27th January 1998.

Imparting Education is a divine phenomenon and it becomes more divine when a temple is present in an educational institution. Under the able guidance of the Patron

Arutchelvar Dr. N. Mahalingam and the then College Secretary Thiru S.K. Kalyanasundaram, a beautiful temple for the God of Gods Sri Maha Vidya Ganapathy and God of Gurus Sri Viyakiana Dhakshinamoorthy was constructed. The Mahakumbabhisekam of the temple was performed on 15.3.2001.

In order to cope with the increasing demand for additional class rooms for various courses started afresh, a new mega building comprising MCA and UG computer centres and classrooms was constructed in the southern region of the College and the same was declared open on 2.11.2001 by our President Arutchelvar Dr. N. Mahalingam. Our Vice-President Dr. B. K. Krishnaraj Vanavarayar, Dr. S. V. Chittibabu, Former Vice-Chancellor, Annamalai University, Rev. Dr. S. Ignacimuthu, Vice-Chancellor, Dr. K.P. Kandasami, Registrar, Bharathiar University, Dr. G. Gopal, J. D of Collegiate Education, Coimbatore, inaugurated various sections of the Computer Centres.

In order to foster Biotechnology Education and Research in this area of Tamil Nadu, a separate world class Biotechnology Block was designed and constructed under the able guidance of the then Secretary Thiru S.K. Kalyanasundaram. The College celebrated the Sathabhishekam of our beloved Arutchelvar Dr. N. Mahalingam on 11.4.2003. To commemorate this momentous event, Computer Science Block was christened as Dr. Mahalingam Centre for Research and Development (MCRD) Block and the same was declared open by Dr. K. Kulandaivel the then Chancellor, Avinashilingam Deemed University, Coimbatore in the presence of the then Vice-President, Dr. B.K. Krishnaraj Vanavarayar, and the then Treasurer Dr. S. Murugaiyan. A new block christened as Thiru. S.P. Krishnaswamy Gounder Science Block was dedicated to the Students by the Patron Dr. N. Mahalingam on 16.09.2005 to accommodate few science classes. Local Area Network (LAN) with Internet Connectivity in all the buildings and staff rooms was inaugurated on the same day by Dr. S. Murugaiyan. The year 2007 was the most important year for the College because the College got accredited and was awarded with 'A' Grade by NAAC in March 2007 and the college got Re-accredited and was awarded with 3.33 CGPA by NAAC in March 2013. Many landmarks were achieved during the year 2007 and these include, inauguration of Sri. M. S. Palaniappa Mudaliar Block, Prof. M. Alkondan AC Hall, Two Internet Centres, Language Laboratory, Virtual class room and Modernised Library with Digital Library. In order to conduct Yoga classes

for Human Excellence Course, new modernised hall christened Bharathiar Arangam was opened in 2008. To conduct various academic meetings a new A/c hall with all modern facilities was constructed and named as Vivekanandar Arangam in 2009.

Unveiling the statue of the Founder Amara S. P. Nallamuthu Gounder was held on 20th July 2009. The Patron of our College Arutchelvar Dr. N. Mahalingam unveiled the statue in the presence of the President of our College Dr. B. K. Krishnaraj Vanavarayar.

To keep pace with the expansion of the college, a new wing was constructed for the library measuring 5000 sq. ft and the present Library has been modernised with all modern facilities. The entire Library Block is dedicated to the fond memory of former Finance Minister of India Dr. C. Subramaniam and it was rechristened as Bharat Ratna C. Subramaniam Centenary Library and the same was inaugurated by our beloved Patron Arutchelvar Dr. N. Mahalingam on 21.12.2009. The Rotary Club of Pollachi conferred "Meritorious Service Award" on our college on 20.06.2010 considering its distinguished service in the field of education since 1957.

UGC Funded Indoor stadium was thrown open to students in 2013. Flood lit Basket Ball Court was constructed. In Commemoration of Diamond Jubilee Celebration, the youth Icon of India Swami Vivekananda Statue was unveiled by our college students on 28th June 2017.

The statue of Mahakavi Subramania Bharathiar, was unveiled by our college students on 13th September 2022. Padma Shri Sirpi Balasubramanian, Former HOD of Tamil, NGM College and Bharthiar University delivered an inspirational address. President of our College Dr. B. K. Krishnaraj Vanavarayar presided over the function on this auspicious occasion in the presence of our college Secretary Thiru M. Balasubramaniam and Treasurer Thiru S. Sivakumar.

The Statue of the Founder Arutchelvar Padma Bhushan Dr. N. Mahalingam unveiled by Honourable Chief Justice Ramasubramanian, Supreme Court of India, New Delhi on 4th March 2023 in the presence of the President of our college Dr. B. K. Krishnaraj Vanavarayar and Secretary of our college Shri. M. Balasubramanian and Treasurer Shri S. Sivakumar.

The college was awarded with TUV ISO 9001:2000 Certification by TUV Rheinland, Germany in May 2005. The certificate was extended further an ISO 9001:2008 since 2011. A new version of the standard ISO 9001:2015 has been implemented since 2018. ISBN Nodel Agency is constituted to incubate and develop the publication in Research as well as text books. NIRF has ranked our college as 95th rank in India ranking 2022-2023.

The College Introduced Choice Based Credit System (CBCS) in the Academic year 2004-2005. From 2008-09 onwards college has been following new CBCS line with the instructions given by Tamil Nadu State Government, TANSICHE and Bharathiar University with the following objectives.

- To provide the option to choose courses of study by students themselves
- To allot credit points to each paper of study according to the weightage of teaching and learning experience
- To expand the horizon of knowledge of students by means of Core, Inter disciplinary, Value-Based Education, Foundation courses and Diploma courses.
- To allow the fast learners to earn extra credits from advanced courses.
- To maintain the total credit points of each programme on par with international standards.

VISION

"Our dream is to make the College an institution of excellence at the national level by imparting quality education of global standards to make students academically superior, socially committed, ethically strong, spiritually evolved and culturally rich citizens to contribute to the holistic development of the self and society".

REALISATION OF VISION

In order to realise the vision and to transform our college into one of the benchmarked institutions with eminence and excellence at the national level, the President of the College, Dr. B.K. Krishnaraj Vanavarayar has laid down a road map for the holistic development of the College.

The vision touches upon every aspect of the institution including curriculum design, Improvement of the faculty, development of necessary infrastructure, creation of a separate Department for Human Excellence and augmentation of extension services.

After having visited leading educational institutions in the country, each department has prepared its own Vision Document with clarity and focus by defining the goals, revamping the Board of Studies, effecting modifications in Curriculum and suggesting ways and means for upgradation of Faculty members. The Vision documents prepared by the departments also envisage the need for creating the required infrastructure, adding new instruments and Equipment, framing Annual calendars, offering consultancy services and providing the needed Industrial training, Field trips, On Job training for the benefit of students.

The Departments in the College have been categorised into five clusters, viz, Arts, Science, Commerce and Management, Information Technology and Human Excellence. This has been done to facilitate effective functioning, easy monitoring and promoting Inter-disciplinary interaction. Eminent and distinguished subject experts from various disciplines across the country have agreed to be the Heads of these five clusters.

Core Committee has been constituted to effectively implement the vision and to supervise the activities of the clusters. The Principal, Directors and the Deans are the members of this Committee.

The College now functions in a different style and altogether a new era has dawned with the implementation of Vision Statement. The entire NGM family consisting of the Management, the Principal, the Teaching and Non-Teaching Staff remain committed together and determined to live up to the expectations of the parents and the society in ensuring that the students succeed in their life and career.

GOALS AND OBJECTIVES

This institution of higher learning has been established to accomplish the twin ideals of education: the training of the intellect and refinement of the heart. To achieve this laudable goal, the President of the College has laid down the specific objectives of the institution in the form of a 5-point Programme.

1. To offer the best teaching and coaching facilities for the students to secure high distinction in the examinations.
2. To enrich the inner personality of the students so as to face life with courage and confidence.
3. To emphasise the need to have a strong character and discipline
4. To provide facilities to cultivate talents and to maintain a good physique and sound health.
5. To create an awareness to care for the fellow human beings transcending caste, creed, religion and language.

TEN PRIORITIES:

1. **Vision:** Imparting quality education to the students in order to mould them into academically superior, socially committed, ethically strong and culturally rich citizens.
2. **Infrastructure:** Providing suitable and state-of-the-art infrastructure to ensure academic eminence.
3. **Faculty Development:** Exposing the faculty to career orientation, research environment and social needs to motivate them to be committed teachers.
4. **Students' Survey:** Classifying and coaching the students in accordance with their varied potentials to attain high distinction.
5. **Research and Development:** Taking up relevant research projects to upgrade the standard of living of the society at large.
6. **Human Excellence:** Elevating students to a higher level of excellence in their entire endeavour by training the intellect and refining the heart.
7. **Career Guidance Improvement:** Improving employability of the students by exposing them to all possible avenues including entrepreneurship.
8. **Placement:** Providing multi-dimensional guidance to make the students employable.
9. **Sports & Games:** Encouraging the students to involve in sports and games to maintain a sound mind in a sound body.
10. **Social Orientation:** Creating an awareness on the need to be humane and uphold unity in diversity.

3. ABOUT IQAC

- Development and application of quality benchmarks
- Parameters for various academic and administrative activities of the institution
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process
- Collection and analysis of feedback from all stakeholders on quality-related institutional processes
- Periodical conduct of academic and administrative audit and its follow-up
- Dissemination of information on various quality parameters to all stakeholders
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles
- Documentation of the various programmes/activities leading to quality improvement
- Acting as a nodal agency of institution of coordinating quality – related activities, including adoption and dissemination of best practices
- Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality
- Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC

4. GENDER AUDIT – AN INTRODUCTION

Gender Audit of educational institutions is a process for organisational assessment and a tool for action planning from a gender perspective. It critically examines the capacity of institutions to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helps to identify institutional strengths and challenges to integrating gender, as well as gender equity, in the institution's systems and operations and in programmes and activities.

Gender audit encourages the stakeholders in an educational institution to engage in a dialogue and reflect about the strengths and gaps of the system vis-à-vis gender related issues. According to an ILO Manifesto gender auditing helps institutions to focus on such areas as:

- Mainstreaming gender as a cross-cutting concern within the unit's objectives, programmes and budget.
- Existing gender expertise and competence
- Information and knowledge management on gender issues.
- Systems and instruments in use for accountability, evaluating and monitoring on gender equality.
- Staffing and human resources concerning balance between women and men, as well as gender-friendly policies.
- Organisational culture and its effects on gender equality.

5. OBJECTIVES OF THE GENDER AUDIT

The objectives of Gender Audit have been enumerated as follows:

- To identify and understand gender patterns associated with the composition, organizational culture and human resource management of the college.
- To make an assessment of the different organisational and management policies that aims at achievement of gender balance within the college.
- To evaluate the academic performance, research and training performance of the stakeholders of the college with a gender perspective.
- To recognize and classify critical gender gaps that is prevalent within the institution and the level of Gender sensitisation within the college.
- To analyse the infrastructural and other facilities available in the college and the extent to which it assures gender neutrality in the college.
- To suggest measures for upliftment of women in the college and to create a congenial atmosphere for the stakeholders at workplace.

6. GENDER AUDIT – METHODOLOGY

A participatory gender audit methodology combines a number of assessment tools that include qualitative as well as quantitative assessment tools. The following description identifies the different research tools that were adopted pertinent to internal and external assessment of this gender audit:

- 1) **Survey among the stakeholders:** As part of the Audit, a questionnaire was specially designed to procure gender segregated data on the curriculum, male – female composition across various departments as well as listing of programmes conducted with a gender perspective.
- 2) **Briefings with focus groups:** A wide range of interviews were conducted during the gender audit, where individual and group meetings with college management, teaching and administrative staff were a general phenomenon.
- 3) **Documentation Review:** A detailed review of documents was done and a considerable amount of time was spent trying to assess the documents.
- 4) **Inspection of infrastructural facilities:** A live and detailed inspection of various facilities available in the college campus was made to understand the importance given to ensure a gender sensitive campus in practical terms.

The statistical data provided for the last one academic year together with the findings from Focus Group Discussion has been analysed. The broad gender sensitive indicators which have been studied in detail include the following:

- Curricular Aspects
- Learning and Evaluation
- Gender balance in Teaching & Non-Teaching Staff – male and female
- Research, Consultancy and Training
- Resources & Infrastructure
- Student Support and Progression
- Gender Sensitization Policy and Practices
- Gender Issues - Mechanisms and Methods

7. FINDINGS AND OBSERVATIONS

7.1 Gender-wise Distribution of Staff and students:

Gender balance means the existence of a fair ratio of male and female representation within the institution in terms of number of students in the various programmes as well as within the staff structure. The rationale is that traditionally women have lesser access to resources and opportunities due to the social structures which act as inhibitors to access. This results in lesser capability among women which in turn produces a snowball effect on their empowerment and access to development initiatives.

Gender Audit team reviewed and analysed the operating environment of NGM College, Pollachi. From the analysis, the team understood that the college is operating in an environment where everyone has access to a full range of opportunities to achieve the social and gender equality and aims to treat both men and women equally in all aspects.

The following table shows the gender disaggregated data with regard to the number of male and female students in each department of the college under the aided programme.

ADMISSIONS - 2022-2023 (ODD SEMESTER)									
STUDENTS STRENGTH									
UG & PG DEGREE COURSES (AIDED)									
PG - AIDED	III YEAR			II YEAR			I YEAR		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
M.Sc.- MATHEMATICS				5	17	22	9	16	25
M.Sc. - PHYSICS				12	14	26	8	13	21
M.Com.				5	28	33	5	34	39
TOTAL				22	59	81	22	63	85
UG - AIDED	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
B.Sc.- MATHEMATICS	8	39	47	4	42	46	10	38	48
B.Sc.-PHYSICS	10	15	25	11	13	24	4	19	23
B.Sc.- CHEMISTRY	14	27	41	22	28	50	16	22	38
B.Sc.-BOTANY	14	31	45	8	8	16	25	22	47

B.Sc.- ZOOLOGY	4	34	38	8	25	33	12	29	41
B.Sc.-COMP. SCI.	19	36	55	13	38	51	10	38	48
B.Com.	13	51	64	21	43	64	12	53	65
B.A.-HISTORY	39	15	54	33	27	60	35	24	59
B.A.- ECONOMICS	18	32	50	28	32	60	22	35	57
B.A.-ENGLISH LIT.	15	43	58	12	49	61	9	46	55
TOTAL	154	323	477	160	305	465	155	326	481
ADMISSIONS - 2022-2023 (EVEN SEMESTER)									
STUDENTS STRENGTH									
UG & PG DEGREE COURSES (AIDED)									
PG - AIDED	III YEAR			II YEAR			I YEAR		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
M.Sc.- MATHEMATICS				5	15	20	9	16	25
M.Sc.-PHYSICS				12	14	26	8	13	21
M.Com.				5	28	33	5	34	39
TOTAL				22	57	79	22	63	85
UG - AIDED	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
B.Sc.- MATHEMATICS	7	35	42	4	37	41	10	36	46
B.Sc.-PHYSICS	10	14	24	11	10	21	4	18	22
B.Sc.- CHEMISTRY	14	26	40	20	25	45	16	21	37
B.Sc.-BOTANY	14	30	44	5	6	11	23	19	42
B.Sc.- ZOOLOGY	4	30	34	7	21	28	12	29	41
B.Sc.-COMP. SCI.	17	36	53	12	37	49	10	38	48
B.Com.	13	51	64	21	40	61	12	52	64
B.A.-HISTORY	34	7	41	25	24	49	32	23	55
B.A.- ECONOMICS	15	27	42	20	31	51	19	28	47
B.A.-ENGLISH LIT.	13	43	56	12	47	59	8	45	53
TOTAL	141	299	440	137	278	415	146	309	455

Table 1: Gender wise distribution of students in Aided programmes

Table 1 reflects that the number of female students is higher than the number of male students in the corresponding departments by more than half the proportion. This shows how much NGM college is committed towards ensuring education opportunities to girl students, thus paving the way for their overall development.

The following table shows the gender disaggregated data about number of male and female teaching and non-teaching staff occupying different positions in the college.

Designation	Male	Female	Total
Teaching Positions			
HOD's	13	27	40
Associate Professor	15	28	43
Assistant Professor	49	131	180
Total	77	186	263
Non- Teaching Positions			
Deans	2	0	2
Non-Teaching Staff (Aided-SF)	11	3	14
Lab Assistants /Controller Section	31	18	49
Total	44	21	65

Table 2: Gender wise distribution of teaching and non-teaching staff

Table 2 shows that the number of female teaching faculties is double the proportion of male faculties throughout the college. On a more positive note, among 40 departments in the college, 27 departments are being led by female staff which shows the level of commitment of the college to ensure women leadership. However, when it comes to the non-teaching position, men are double the number of women staffs. With regard to higher administrative position, it is identified that no women have ever been to the higher most administrative ranks ever since the inception of the college. The administration has promised to take note of this and work proactively in this regard.

7.2 Gender balance in Organisation and Management:

Gender equity requires that girls and women be provided with a full range of activity and program choices that meet their needs, interests and experiences. There should be a sound management system in order to ensure gender balance in an institution. NGM College lays much emphasis on this particular aspect.

The analysis of the responses of teachers and students with regard to programme planning, organisation and management design in college reveal that the stakeholders of the college feel that the gender equality in campus is adequate.

Question 1: Is there a good balance of women and men represented in senior management at college?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	183	10.1	10.1	10.1
Not at all	194	10.7	10.7	20.7
To a limited extent	368	20.2	20.2	41.0
To a moderate extent	623	34.2	34.2	75.2
To the fullest extent	451	24.8	24.8	100.0
Total	1819	100.0	100.0	

Table 3: Balance between men and women in senior management

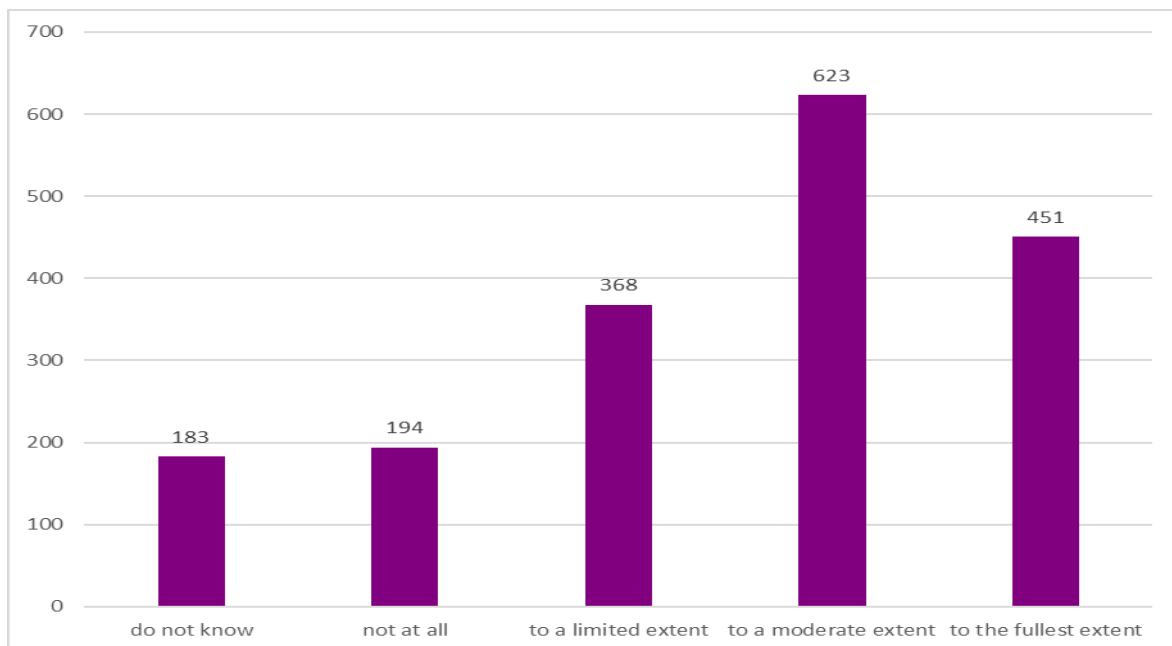


Figure 1: Balance between men and women in senior management

Figure 1 shows the response of staff and students about the balance between men and women in senior management. Table 3 reveals that 34.2% of the staff and students agree that balance between men and women in senior management is available to a moderate extent in the college. 24.8% of the staff and students agree that balance between men and women is available to the fullest extent while only 10.7% of staff and students

find no such balance between men and women in senior management. This shows that the college is committed to maintaining a balance between both the genders in the senior management of the college and is working on improvisation in this regard.

Question 2: Is the management committed to promoting female representation at senior levels of organization?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	178	9.8	9.8	9.8
Not at all	130	7.1	7.1	16.9
To a limited extent	330	18.1	18.1	35.1
To a moderate extent	616	33.9	33.9	68.9
To the fullest extent	565	31.1	31.1	100.0
Total	1819	100.0	100.0	

Table 4: Commitment to promote female representation at senior level of organisation

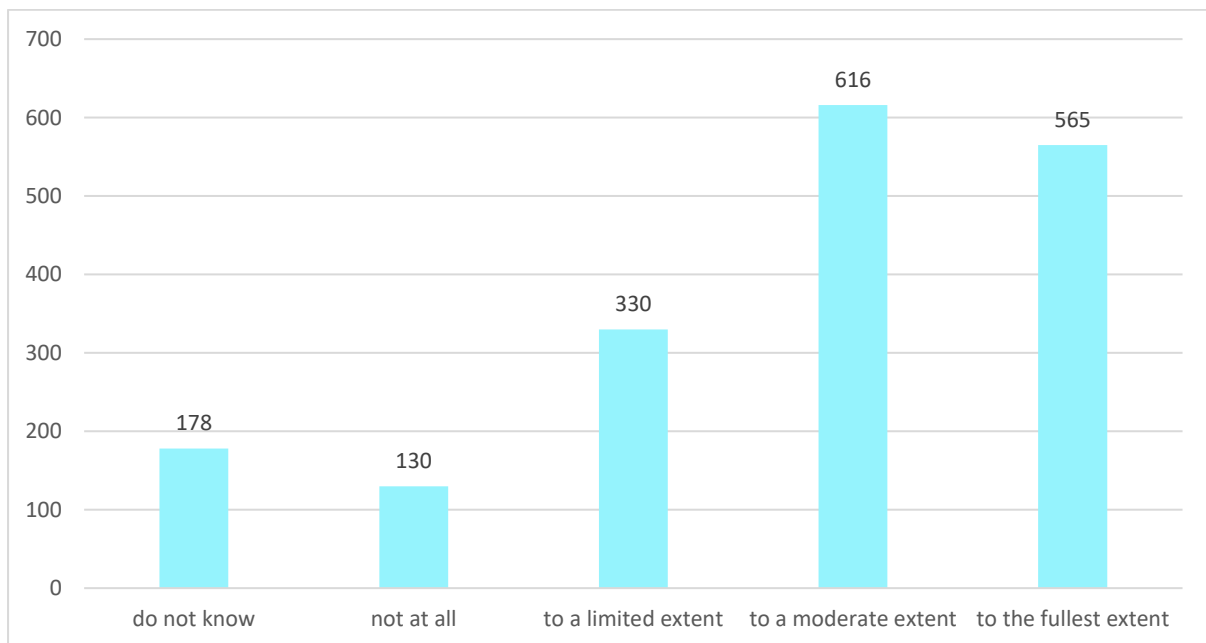


Figure 2: Commitment to promote female representation at senior level of organisation

Figure 2 represents the data provided by the staff and students about the management’s commitment to promote female representation at senior level of management including the board. Table 4 reveals that 31.1% of the stakeholders agree to the fact that the college is taking efforts to recruit a greater number of women into senior positions to the fullest extent. On a more positive note, 33.9% agree to the statement to a

moderate extent. The responses also show that women in teaching positions are being encouraged to take additional responsibilities in various committees to ensure equality in the board.

Question 3: Does your organization promote teamwork, involving both men and women as equal partners?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	100	5.5	5.5	5.5
Not at all	152	8.4	8.4	13.9
To a limited extent	359	19.7	19.7	33.6
To a moderate extent	514	28.3	28.3	61.8
To the fullest extent	694	38.2	38.2	100.0
Total	1819	100.0	100.0	

Table 5: Men and Women as equal partners in team work

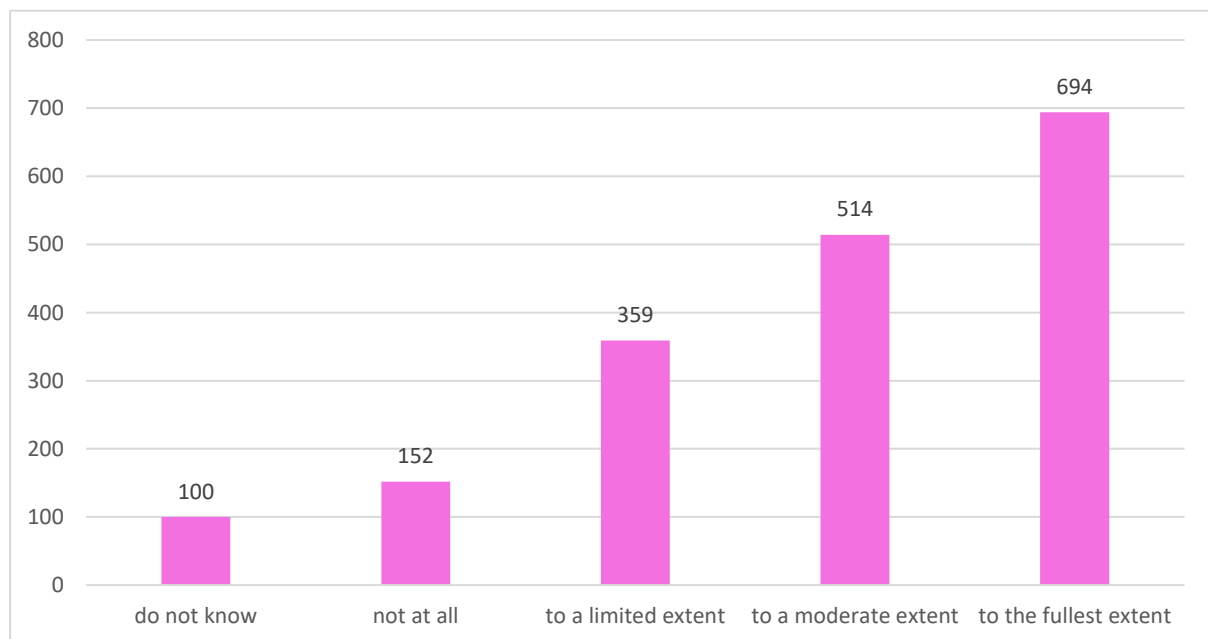


Figure 3: Men and Women as equal partners in team work

Figure 3 reveals the responses of the staff and students about the organisation's responsibility to promote teamwork among the stakeholders of the college by treating both men and women as equal partners. Table 5 shows that more than half of the stakeholders (38.2% agree to the fullest extent and 28.3% agree to a moderate extent) in the college opine that the college promotes the spirit of gender equality by encouraging

both men and women as equal parts in all forms of organisation and team management in the college. Very less percent of respondents (8.4%) feels the other way which can be changed over the course of time.

Question 4: Is gender taken into account during strategic planning for college activities?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	224	12.3	12.3	12.3
Not at all	268	14.7	14.7	27.0
To a limited extent	358	19.7	19.7	46.7
To a moderate extent	571	31.4	31.4	78.1
To the fullest extent	398	21.9	21.9	100.0
Total	1819	100.0	100.0	

Table 6: Gender consideration during strategic planning for college activities

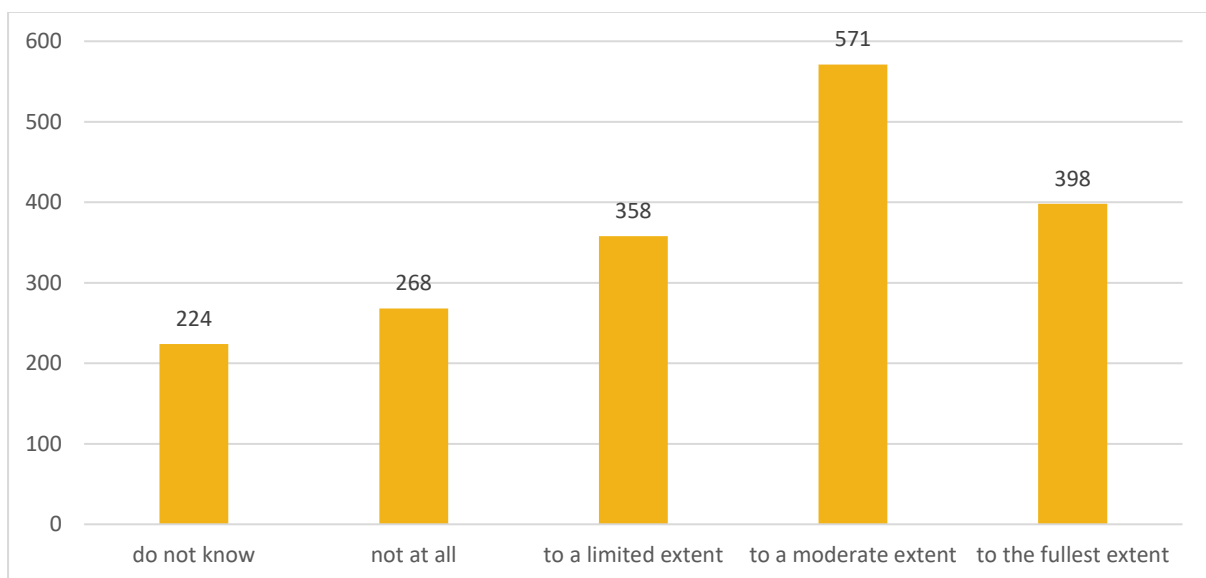


Figure 4: Gender consideration during strategic planning for college activities

Figure 4 shows the response of staff and students to a question that was asked about how much gender is considered as a factor during strategic planning for college activities. Table 6 shows that 31.4% of the staff and students agree to a moderate extent and 21.9% agree to the fullest extent that there is consideration given to gender for strategic planning of activities. However, 12.3% of the stakeholders do not know if there is such consideration and 14.7% say that there is no such consideration at all. The

administration noted down the issue during the discussion and ensured that more proactive strategies will be adopted to strategically plan the activities with a gender perspective.

Question 5: Does your college have a written gender policy that affirms a commitment to gender equality?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	391	21.5	21.5	21.5
Not at all	211	11.6	11.6	33.1
To a limited extent	333	18.3	18.3	51.4
To a moderate extent	527	29.0	29.0	80.4
To the fullest extent	357	19.6	19.6	100.0
Total	1819	100.0	100.0	

Table 7: Written gender policy and commitment to gender equality

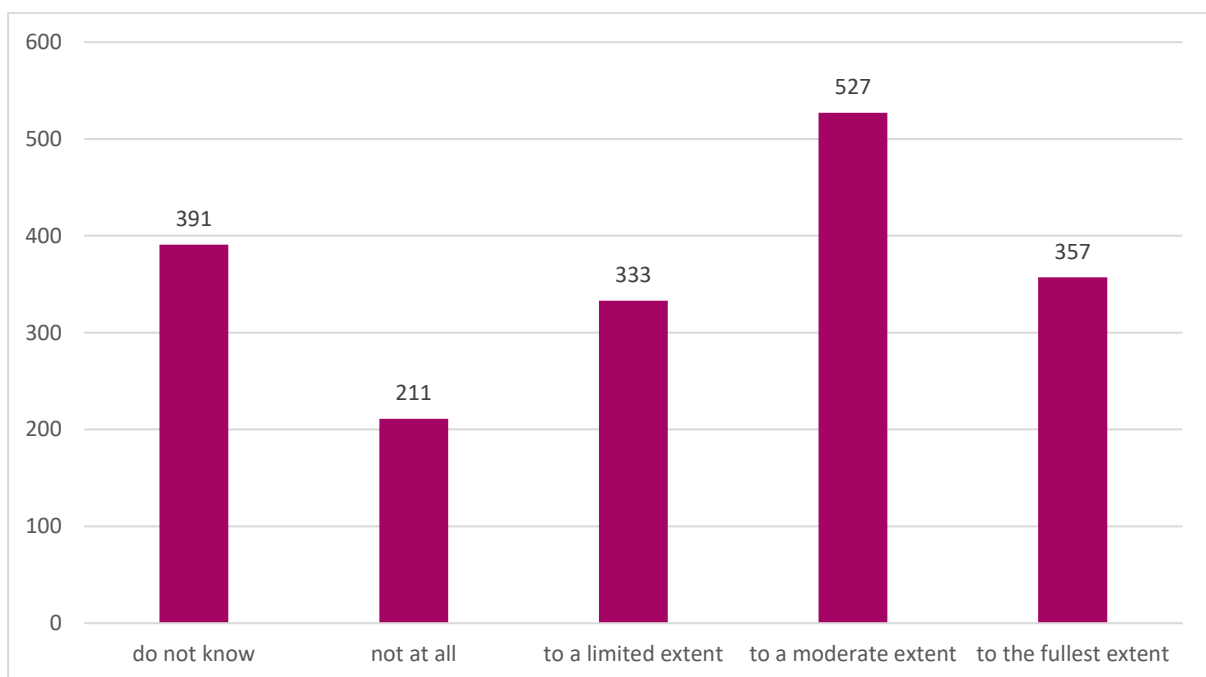


Figure 5: Written gender policy and commitment to gender equality

Figure 5 shows the response of staff and students about the gender policy in the college. Table 7 reveals that 29% of the staff and students of the college agree to a moderate extent that the college has a committed gender policy. On the other hand, 21.5% of the stakeholders are not aware of the presence of gender policy for the college, while

the college has one. The issue was addressed with the administrators and they ensured that enough awareness will be given to the stakeholders about the provisions of the college's gender policy.

Question 6: Are adequate financial resources allocated for implementation of your college's gender programmes at all levels?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	288	15.8	15.8	15.8
Not at all	167	9.2	9.2	25.0
To a limited extent	385	21.2	21.2	46.2
To a moderate extent	605	33.3	33.3	79.4
To the fullest extent	374	20.6	20.6	100.0
Total	1819	100.0	100.0	

Table 8: Financial resources for implementation of gender programmes

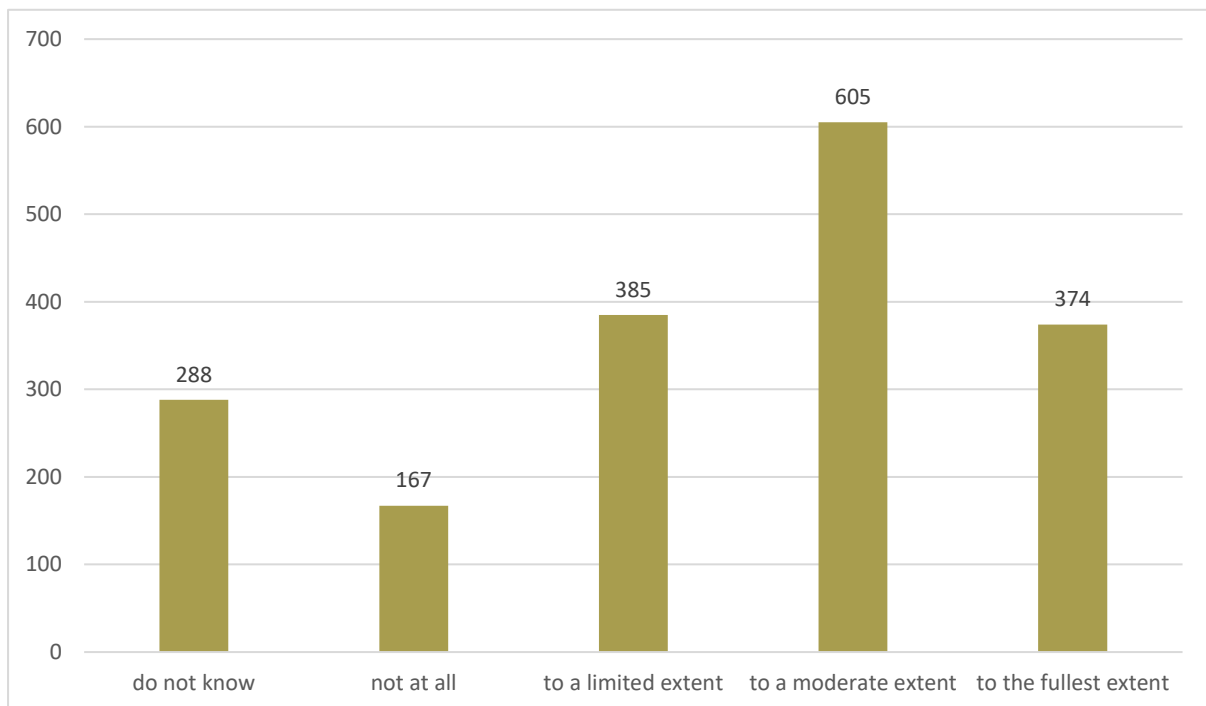


Figure 6: Financial resources for implementation of gender programmes

Figure 6 reveals the responses of the staff and students to the question on college's allocation of financial resources for implementation of gender programmes. Table 8 shows that 33.3% of the stakeholders agree to a moderate extent and 20.6% agree to the fullest extent that the college is spending enough level of financial resources for

implementation of gender programmes. On the other hand, 21.2% stakeholders opine that financial resources are adequate to a limited extent only. This overall reveals a positive state of spending by the college and its commitment to ensure a gender friendly campus as well as management.

7.3 Organisation culture:

Organisational culture represents “organisation personality”. It includes analysing the norms, customs, beliefs and codes of behaviour in an organization that support gender equality - how people react to a particular scenario, what are seen as acceptable ideas, how people are expected to behave and what behaviours are rewarded. It critically examines the capacity of the college to ensure a 'safe and secure' ambience for women and girl students, faculty and administrative staff. The participatory audit process helped to identify the college’s strengths and challenges in integrating gender, as well as gender equity, in the college's systems and operations and in programmes and activities.

Question 1: Do women in the college think that the college is woman friendly?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	145	8.0	8.0	8.0
Not at all	157	8.6	8.6	16.6
To a limited extent	343	18.9	18.9	35.5
To a moderate extent	563	31.0	31.0	66.4
To the fullest extent	611	33.6	33.6	100.0
Total	1819	100.0	100.0	

Table 9: Women’s opinion about woman-friendly campus

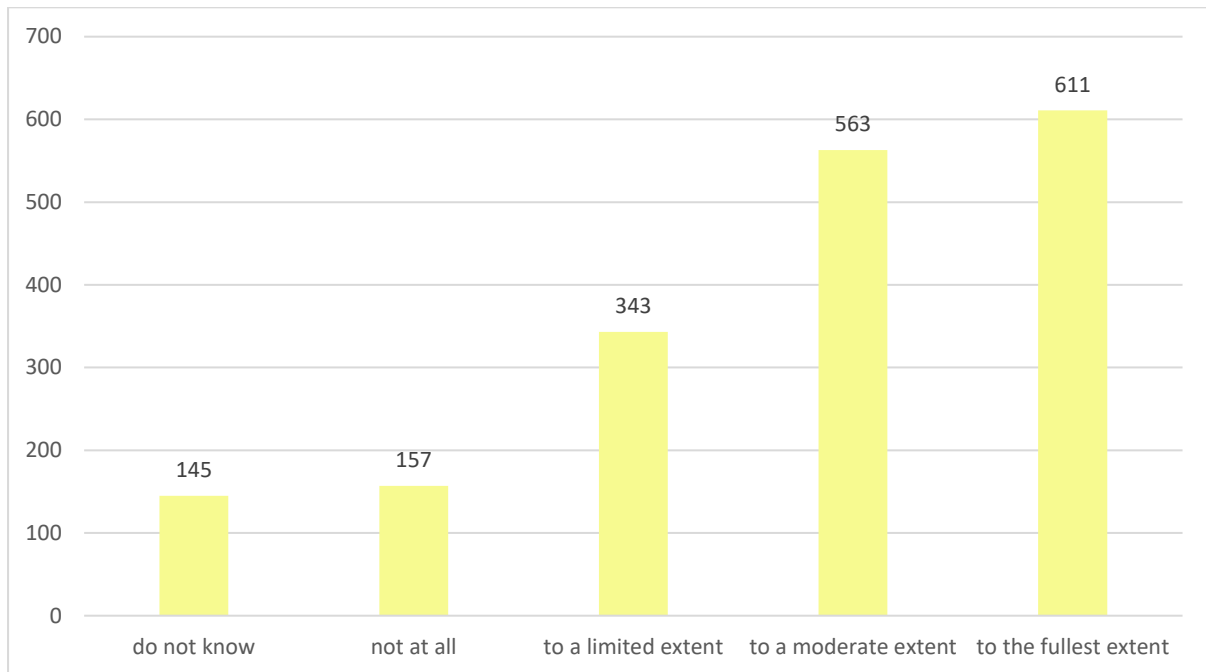


Figure 7: Women’s opinion about woman-friendly campus

Figure 7 reveals the responses of staff and students about the opinion of women on if the college is woman friendly. More than half of the stakeholders of the University agree that women in the college feel the campus to be woman friendly. Table 9 shows that 333.6% agree to the fullest extent and 31% agree to the moderate extent that the college is women friendly. The college is working proactively to ensure a safe campus and build trust among the women community that there is a secure environment for them to develop their abilities and capabilities.

Question 2: Do men in the college think that the college is woman friendly?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	240	13.2	13.2	13.2
Not at all	143	7.9	7.9	21.1
To a limited extent	338	18.6	18.6	39.6
To a moderate extent	572	31.4	31.4	71.1
To the fullest extent	526	28.9	28.9	100.0
Total	1819	100.0	100.0	

Table 10: Men opinion about women friendly campus

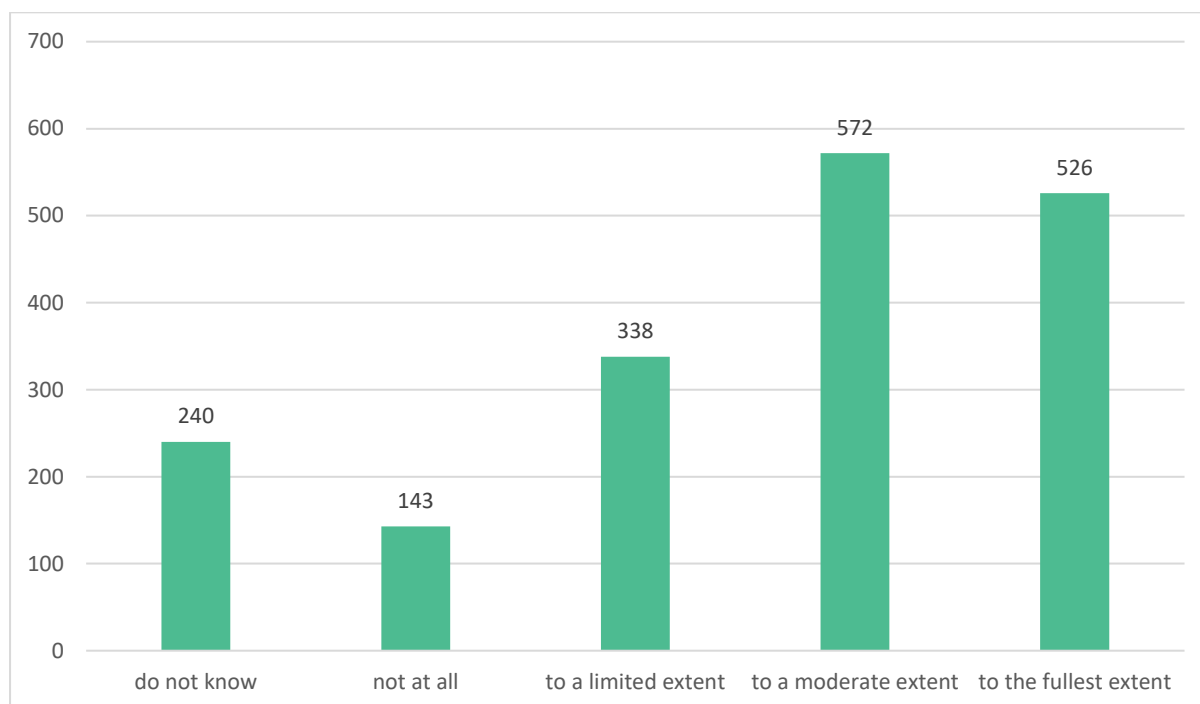


Figure 8: Men's opinion about woman friendly campus

Figure 8 reveals the responses of staff and students about the opinion of men on if the college is woman friendly. More than half of the stakeholders of the college agree that men in the college feel the campus to be woman friendly. Table 10 shows that almost 28.9% of the staff and students agree to the fullest extent and 31.4% agree to a moderate extent that the men in the college are feel women are safe in the campus. The college is committed to ensure a safe campus and build trust among the women and men that the college is a secure environment for them to develop their abilities and capabilities.

Question 3: Are meetings in college tend to be dominated by male staff?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	208	11.4	11.4	11.4
Not at all	111	6.1	6.1	17.5
To a limited extent	342	18.8	18.8	36.3
To a moderate extent	627	34.5	34.5	70.8
To the fullest extent	531	29.2	29.2	100.0
Total	1819	100.0	100.0	

Table 11: Domination of male staff in meetings

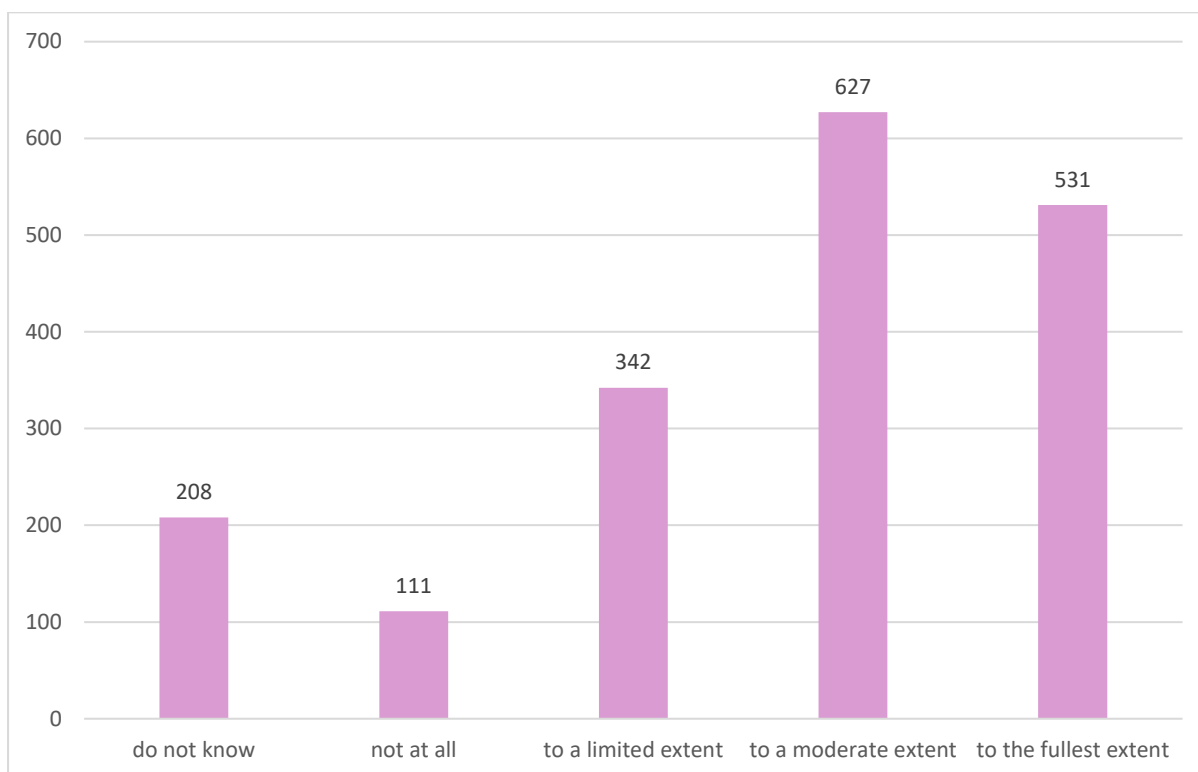


Figure 9: Dominance of male staff in meetings

Figure 9 shows the opinion of staff about the conduct of meeting in college. It can be seen from Table 11 that a majority of the respondents (34.5%) responded that there is dominance of male members in the meetings to a moderate extent. In addition, 29.2% agree that there is dominance of men to the fullest extent. It can be interpreted that there is a traditional dominance of male members in the society and this is reflected in every form of representative forums. While the meetings in the college can also be of such a scenario, there are a group of people who disagree to the fact that there is a dominance of male members in the meetings (18.8% accept that there is dominance to a limited extent and 6.1% record no such dominance). These responses show a positive development in the mindset of men as well as gives a confidence that women are proving to be equal counterparts to men in administration.

Question 4: Has the working environment in college improved for women over the years?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	236	13.0	13.0	13.0
Not at all	593	32.6	32.6	45.6
To a limited	339	18.6	18.6	64.2

extent				
To a moderate extent	456	25.1	25.1	89.3
To the fullest extent	195	10.7	10.7	100.0
Total	1819	100.0	100.0	

Table 12: Working environment in the college for women

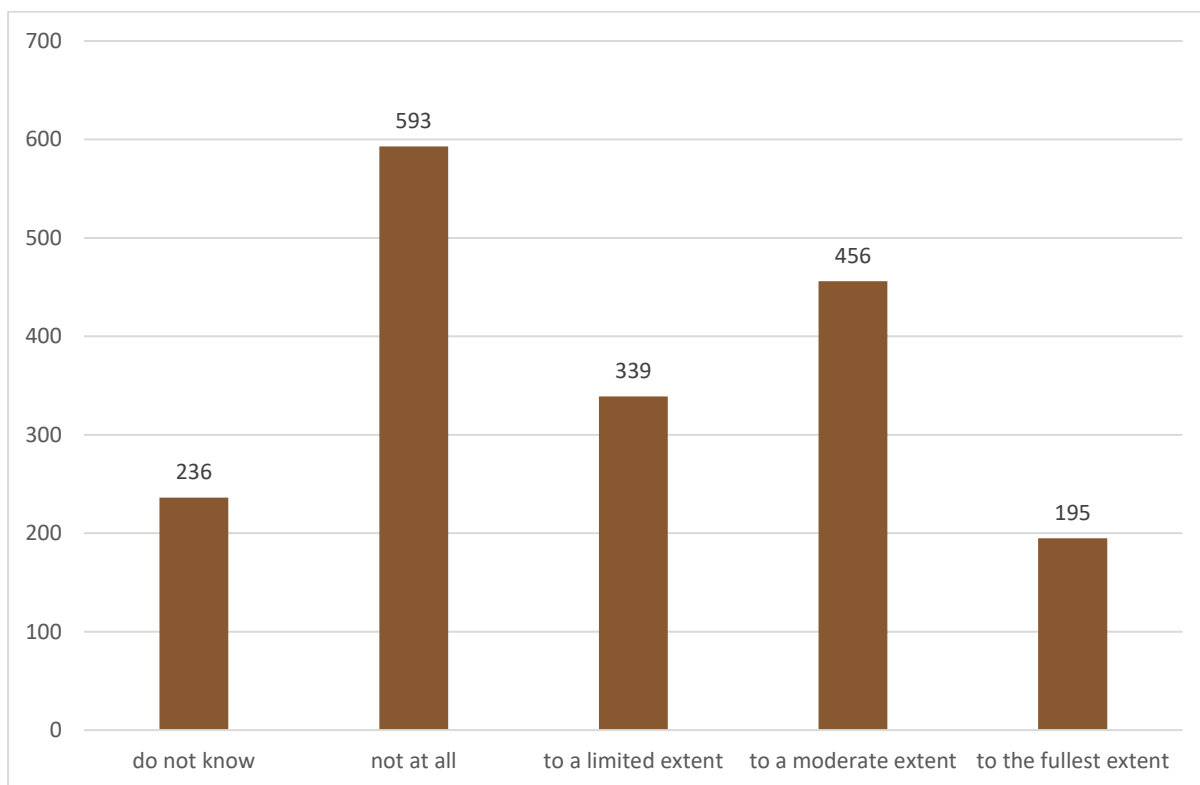


Figure 10: Working environment in the college for women

Figure 10 shows the response of staff and students about the improvement of working environment for women in college over the years. Table 12 shows that 32.6% of the staff and students provided a negative reply about the development in working environment for women. However, 25.1% agree that there is development to a moderate extent and 10.7% agree to the fullest extent about the same. This shows that the college is steering forward in a positive direction in terms of ensuring safe, secure and equitable working environment for women. The negative responses can't be ignored but given the current scenario, the college is expected to set an example to other colleges on maintain a gender equitable campus in the coming decades.

Question 5: Are gender issues taken seriously and discussed openly by men and women in your college?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	311	17.1	17.1	17.1
Not at all	128	7.0	7.0	24.1
To a limited extent	361	19.8	19.8	44.0
To a moderate extent	579	31.8	31.8	75.8
To the fullest extent	440	24.2	24.2	100.0
Total	1819	100.0	100.0	

Table 13: Discussions about gender issues

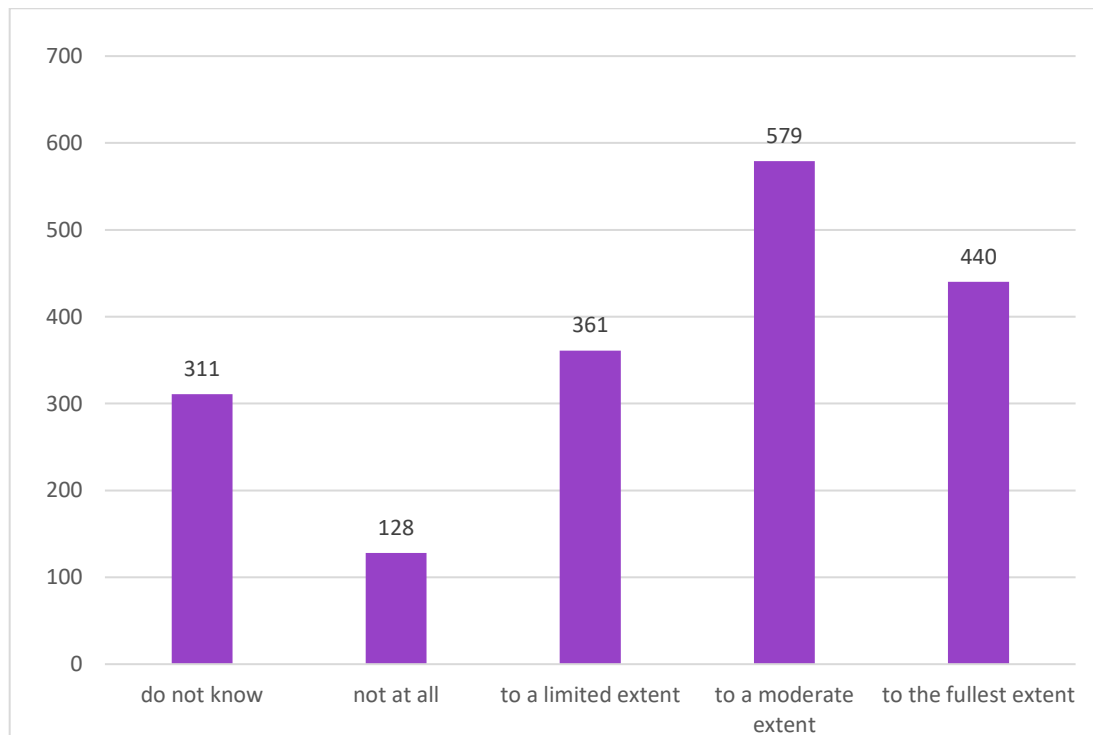


Figure 11: Discussions about gender issues

Figure 11 shows the response of staff and students about how much gender issues are taken seriously and discussed openly by men and women in the college. Table 13 shows that 31.8% of the stakeholders agree to a moderate extent that gender issues are discussed seriously. Additionally, 24.2% agree the same to the fullest extent. This shows that the college encourages its stakeholders to openly communicate and discuss about any form of gender issues thus providing a scope for victims of harassment (if any) to come forward and express their complaints without the fear of getting victimised further.

Question 6: Are there flexible work arrangements in your organization?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	263	14.5	14.5	14.5
Not at all	273	15.0	15.0	29.5
To a limited extent	326	17.9	17.9	47.4
To a moderate extent	558	30.7	30.7	78.1
To the fullest extent	399	21.9	21.9	100.0
Total	1819	100.0	100.0	

Table 144: Flexible work arrangements in the organization

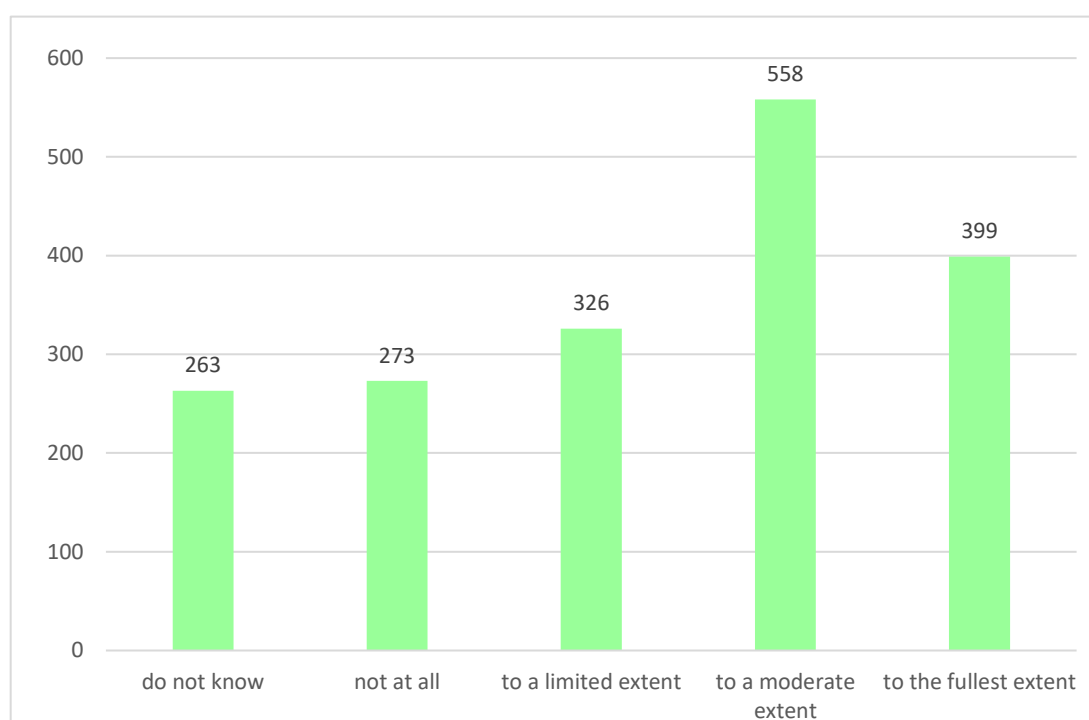


Figure 12: Flexible work arrangements in the organization

Figure 12 shows the responses of staff about flexible work arrangements in the organisation. Table 14 shows that 30.7% of the respondents agree that there is a flexible work arrangement in the college to a moderate extent and 21.9% agree to the fullest extent. On the other hand, 15% of the respondents doesn't feel the presence of such flexible work arrangement. This shows that the college considers the rights of the working staff and gives importance to their time constraints so that it doesn't reflect indirectly in their working capabilities. Still some practical difficulties in implementation appears which shall be rectified over the due course of time.

Question 7: Are staff and students encouraged to take advantage of flexible work arrangements (alternate work hours, work from home, etc.)?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	192	10.6	10.6	10.6
Not at all	134	7.4	7.4	17.9
To a limited extent	361	19.8	19.8	37.8
To a moderate extent	698	38.4	38.4	76.1
To the fullest extent	434	23.9	23.9	100.0
Total	1819	100.0	100.0	

Table 155: Taking advantage of flexible work arrangements

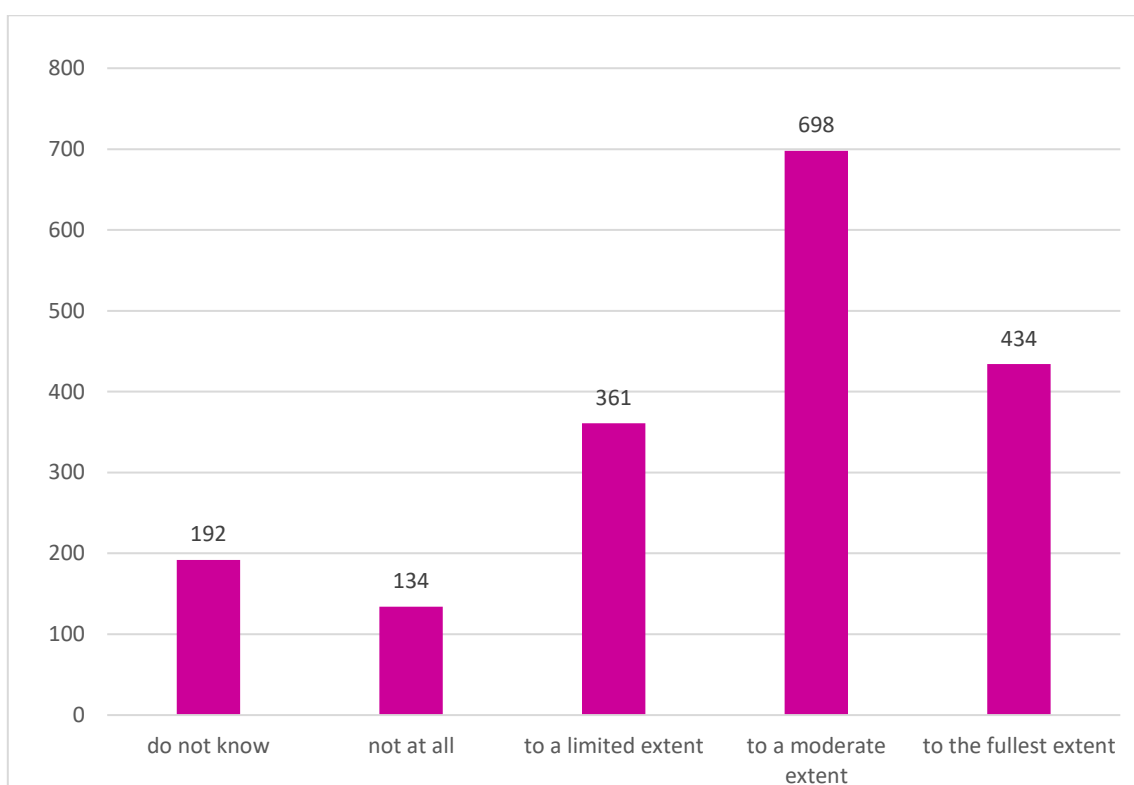


Figure 133: Taking advantage of maternity leave

Figure 13 shows the response of the staff and students about the level of encouragement to take advantage of flexible work arrangements (alternate work hours, work from home, etc.). Table 15 show that 38.4% of the respondents agree that they can make use of the flexible work arrangements to a moderate extent while 23.9% agree to the fullest extent. This shows that the college is working proactively to provide the different methods of employment benefits to its workers in accordance with the modern trends of globalisation.

Question 8: Are staff encouraged to take advantage of maternity leave?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	237	13.0	13.0	13.0
Not at all	185	10.2	10.2	23.2
To a limited extent	369	20.3	20.3	43.5
To a moderate extent	629	34.6	34.6	78.1
To the fullest extent	399	21.9	21.9	100.0
Total	1819	100.0	100.0	

Table 166: Taking advantage of maternity leave

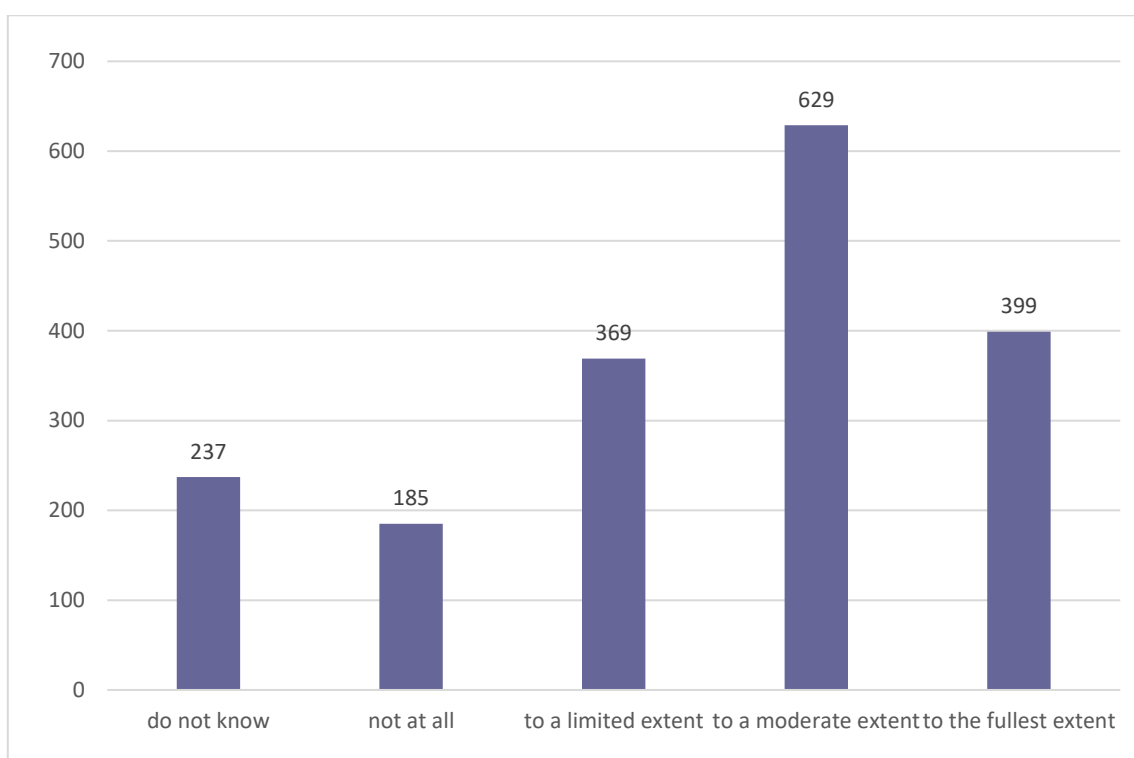


Figure 144: Taking advantage of maternity leave

Figure 14 indicates the responses of staff members and students about if they are encouraged to take advantage of maternity relief. Table 16 shows that 34.6% of the respondents opine that they are allowed to enjoy the benefits of maternity leave to a moderate extent and 21.9% of the staff agree to it to the fullest extent. So, the college is working in the right direction as per the government norms with regard to providing paid maternity holidays. They are further suggested to take steps to increase awareness about the same to the women staff. This will prevent break in service of women as they can continue in the job after the delivery of their child also.

7.4 Gender Sensitisation:

The college has formed various committees like Anti-ragging committee, Internal Complaints Committee and also providing adequate facilities to girls. This shows that gender equality is kept upright in the college. The College has been regularly organizing special sessions /workshops /webinars and Gender sensitization programs with women related themes to foster gender equality in the mindsets of the students and community at large. College maintains gender segregated data on most of the issues. The College has the Students' Council for concentrating on gender sensitization which is working on all related issues. College Women Development Cell is highly active and works the whole year for students and staff. The aim and objective of the WDC is to prevent sexual harassment at college and to promote general wellbeing of female students teaching and non-teaching women staff in the college. The cell is also responsible to undertake the awareness programs on gender sensitization, women rights and women empowerment in the college. The College supports research related to women concerns and encourages them for publications. The College has supported and strengthened the faculty in organising seminar, workshops, lectures etc. on women issues. Faculty is easily approachable not only during the classes but on call too for students in case of exigencies. The Institute has an active Internal Complaints Committee which resorts to complaints received pertaining to gender sensitive issues. The Committee ensure upholding the Vishakha Guidelines within the college premises.

It can be said that the environment of the college is gender sensitive and the stakeholders of the college possess at least minimum awareness on gender concepts, provisions of POSH Act, 2013 and the functions and powers of Internal Complaints Committee. Efforts towards gender sensitization through gender-based curriculum, gender awareness programmes, seminars and workshops, delivers the commitment of the institution to creating a gender inclusive and gender justice society.

Question 1: Is the college on the alert for sexual harassment?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	293	16.1	16.1	16.1
Not at all	158	8.7	8.7	24.8
To a limited extent	373	20.5	20.5	45.3
To a moderate	558	30.7	30.7	76.0

extent				
To the fullest extent	437	24.0	24.0	100.0
Total	1819	100.0	100.0	

Table 177: Alert for sexual harassment

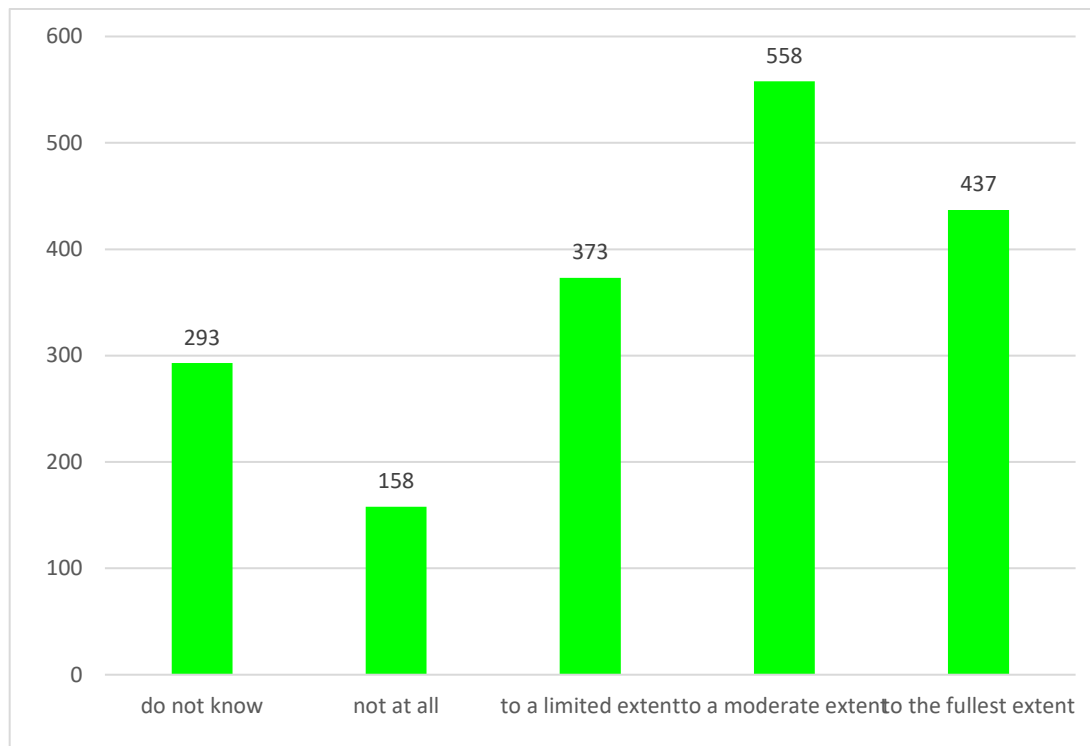


Figure 155: Alert for sexual harassment

Figure 15 shows the responses of staff members and students on whether the college is on alert for sexual harassment. Table 17 shows that 30.7% of the respondents agree to a moderate extent that the college is on alert for sexual harassment. Also 24% agree about the same to the fullest extent. The college must work in the same manner and ensure that all the stakeholders are made aware of what constitutes sexual harassment and the complaint mechanism to deal with any such violations of sexual harassment.

Question 2: Does the college have an Internal Complaints Committee to deal with cases of harassment in the campus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	340	18.7	18.7	18.7
Not at all	275	15.1	15.1	33.8
To a limited extent	235	12.9	12.9	46.7
To a moderate	478	26.3	26.3	73.0

extent				
To the fullest extent	491	27.0	27.0	100.0
Total	1819	100.0	100.0	

Table 188: Presence of Internal Complaints Committee

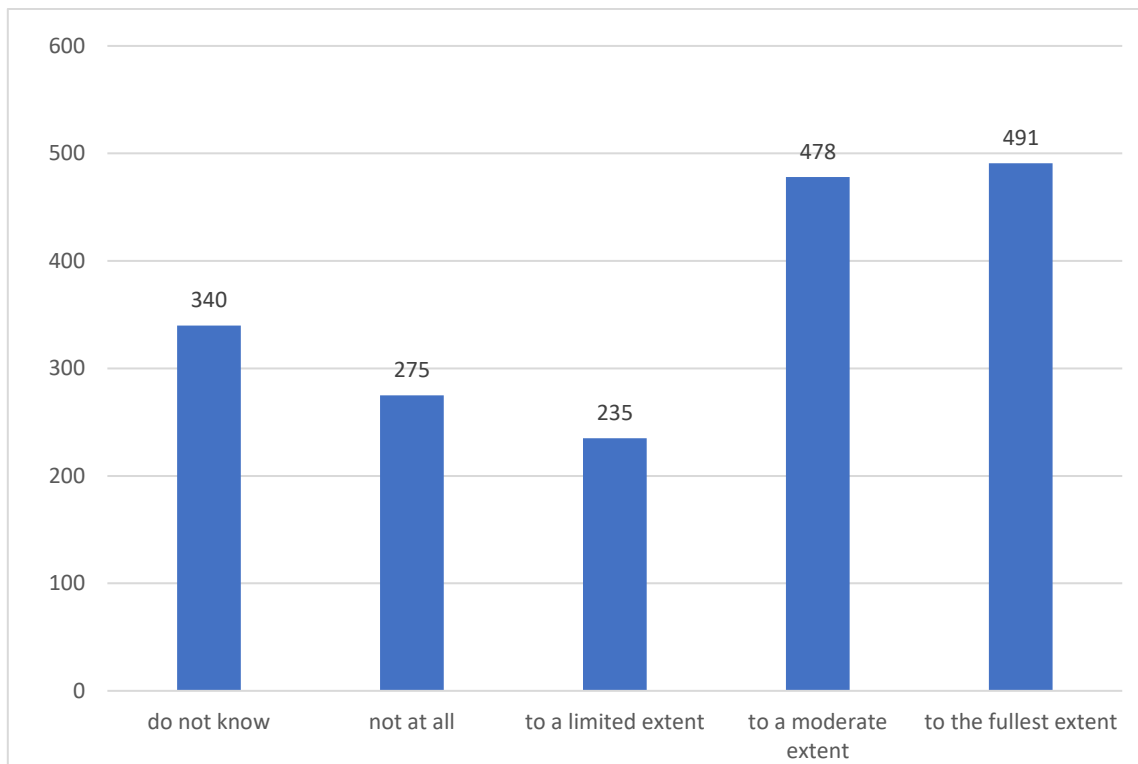


Figure 166: Presence of Internal Complaints Committee

Figure 16 shows the responses of staff members and students on whether the college has an Internal Complaints Committee to deal with cases of harassment in the campus. Table 18 shows that 27% agree to the fullest extent and 26.3% agree to a moderate extent that the college has an active IC Committee working to prevent sexual harassment. However, 15.1% opine that there is no such committee in the college and moreover, 18.7% are not aware of this committee. This shows that the college must take more efforts to create awareness about the IC Committee, its working and complaint mechanisms to all the stakeholders of the college, so that the real purpose of enactment of PoSH Act, 2013 can be achieved.

Question 3: Are students and staff members aware that there are persons appointed to handle confidential issues?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	407	22.4	22.4	22.4

Not at all	243	13.4	13.4	35.7
To a limited extent	273	15.0	15.0	50.7
To a moderate extent	502	27.6	27.6	78.3
To the fullest extent	394	21.7	21.7	100.0
Total	1819	100.0	100.0	

Table 199: Awareness about persons appointed to handle confidential issues

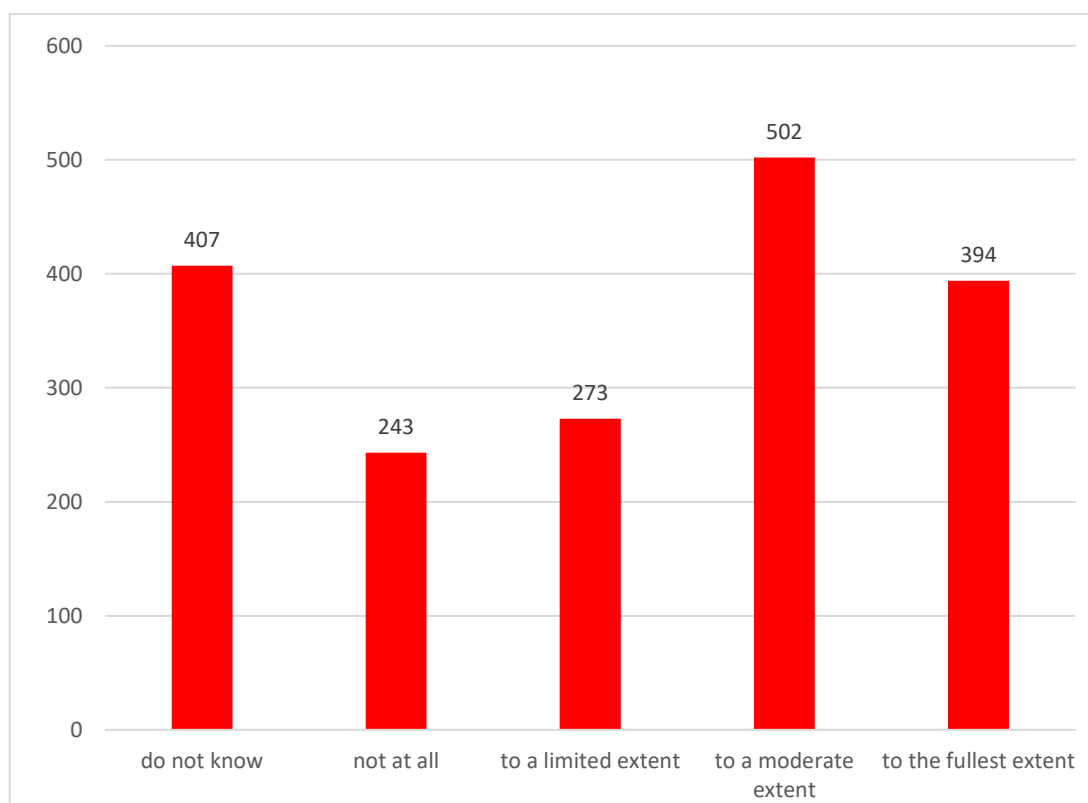


Figure 177: Awareness about persons appointed to handle confidential issues

Figure 17 shows the responses of staff members and students on whether the students and staff members are aware that there are persons appointed to handle confidential issues. Table 19 shows that 21.7% agree to the fullest extent and 27.6% agree to a moderate extent that there is awareness about such persons. However, 13.4% opine that there are no such persons appointed and additionally 22.4% do not know about such members. This shows that the college must take more efforts to create awareness about the presence of IC Committee members who are responsible to handle such confidential issues.

Question 4: Are complaint procedures in place to register complaints regarding sexual harassment or other forms of abuse?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	329	18.1	18.1	18.1
Not at all	179	9.8	9.8	27.9
To a limited extent	337	18.5	18.5	46.5
To a moderate extent	577	31.7	31.7	78.2
To the fullest extent	397	21.8	21.8	100.0
Total	1819	100.0	100.0	

Table 20: Awareness about persons appointed to handle confidential issues

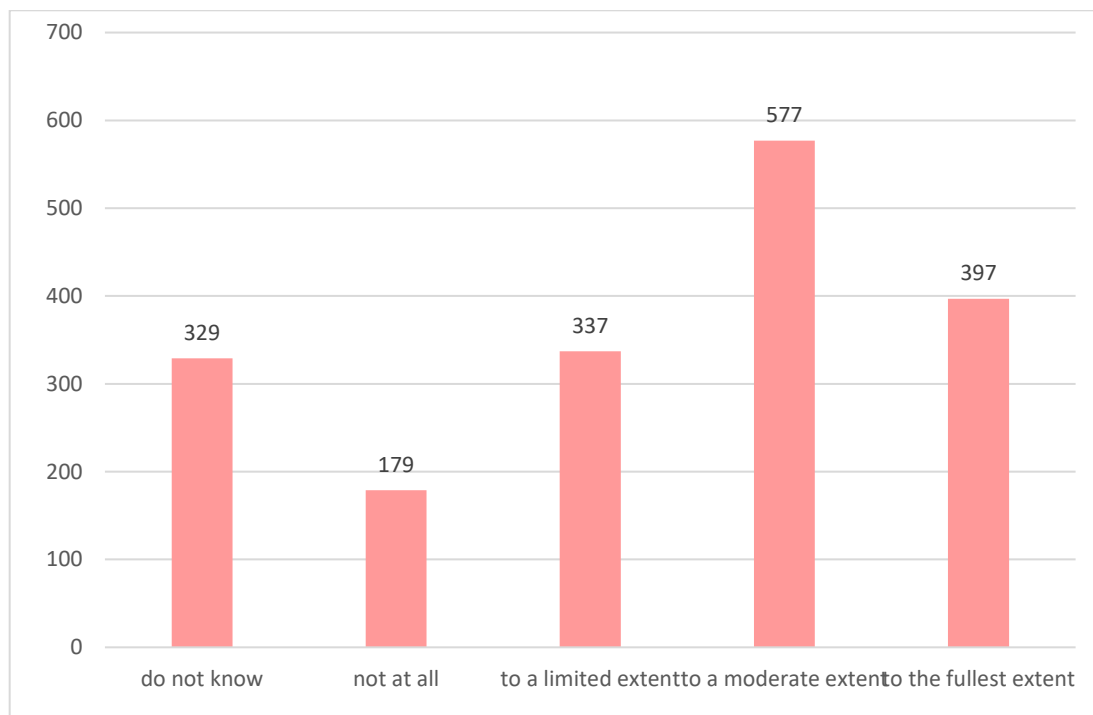


Figure 188: Awareness about persons appointed to handle confidential issues

Figure 18 shows the responses of staff members and students on whether complaint procedures are in place to register complaints regarding sexual harassment or other forms of abuse. Table 20 shows that 21.8% agree to the fullest extent and 31.7% agree to a moderate extent that there are complaint procedures against cases of sexual harassment. However, 9.8% opine that there are no such complaint mechanisms and also 18.1% do not know about such complaint mechanisms. This conveys that the college must take more efforts to create awareness about the presence of complaint procedures to register complaints regarding sexual harassment or other forms of abuse.

Question 5: Is there training of staff and students in gender awareness and sensitization?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	423	23.3	23.3	23.3
Not at all	226	12.4	12.4	35.7
To a limited extent	291	16.0	16.0	51.7
To a moderate extent	522	28.7	28.7	80.4
To the fullest extent	357	19.6	19.6	100.0
Total	1819	100.0	100.0	

Table 21: Training of Staff in Gender awareness and Sensitization

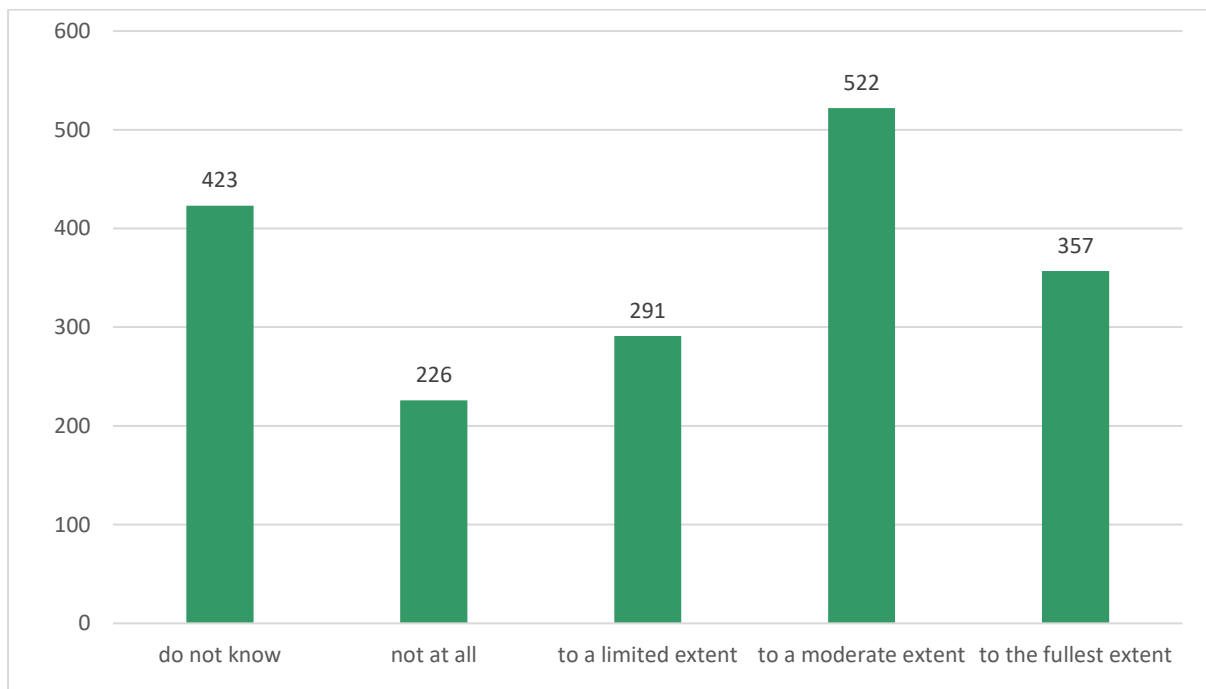


Figure 199: Training of Staff in Gender awareness and Sensitization

Figure 19 shows the responses of staff and students about the level of training available to them about gender awareness and sensitization. Table 21 shows that 19.6% agree to the fullest extent and 28.7% agree to a moderate extent that there is sufficient training given to staff about gender awareness and sensitization. However, there seems to be a mixed response in this regard and such responses show that the college can make a more systematic approach to conduct of trainings in frequent intervals so that there would be a much better awareness among staff on how to handle gender related issues and discriminations happening in the campus.

Question 6: Is staff training on gender equality and gender analysis systematically and consistently budgeted for in your college?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	271	14.9	14.9	14.9
Not at all	183	10.1	10.1	25.0
To a limited extent	368	20.2	20.2	45.2
To a moderate extent	607	33.4	33.4	78.6
To the fullest extent	390	21.4	21.4	100.0
Total	1819	100.0	100.0	

Table 22: Budgeting for staff training on gender equality

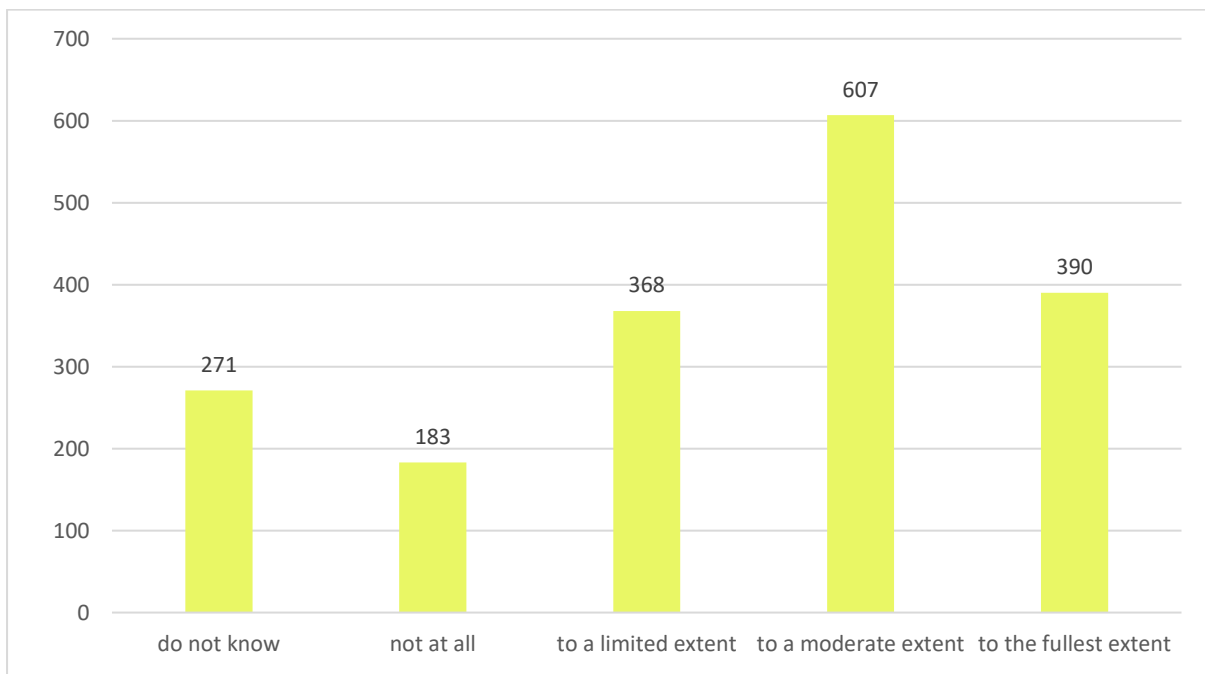


Figure 20: Budgeting for staff training on gender equality

Figure 20 shows the responses of staff and students about consistent budgeting and systematic analysis of staff training on gender equality and gender analysis. Table 22 shows that 21.4% of the staff agree to the fullest extent and also 33.4% of staff agree to a moderate extent that there is consistent budgeting and systematic analysis of staff training on gender equality and gender analysis. As mentioned earlier, the college do have training programmes on gender sensitisation and awareness. But efforts must be taken to take it in a more systematic manner and funds should be allocated consistently to achieve the desired results.

Question 7: Does your college encourage gender sensitive behaviour, for example in terms of language used, jokes and comments made?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	321	17.6	17.6	17.6
Not at all	190	10.4	10.4	28.1
To a limited extent	392	21.6	21.6	49.6
To a moderate extent	592	32.5	32.5	82.2
To the fullest extent	324	17.8	17.8	100.0
Total	1819	100.0	100.0	

Table 23: Gender sensitive behaviour in terms of language, jokes, etc.

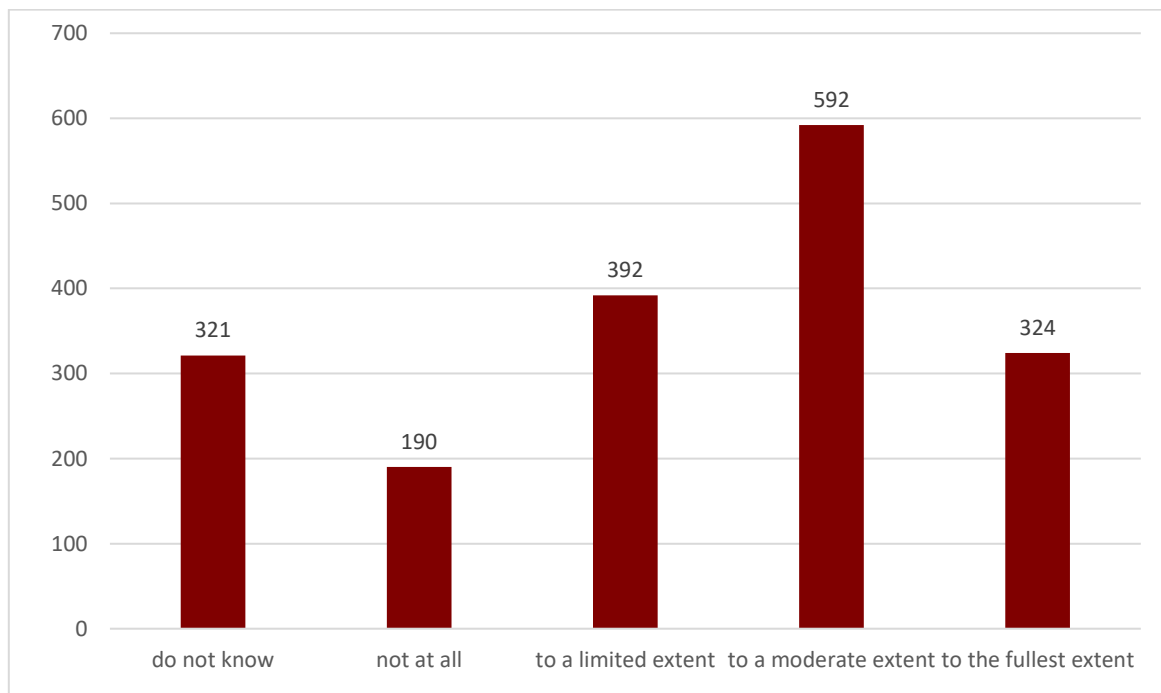


Figure 21: Gender sensitive behaviour in terms of language, jokes, etc.

Figure 21 shows the responses of staff and students about how the college encourage gender sensitive behaviour, for example in terms of language used, jokes and comments made. Table 23 shows that 32.5% moderately agree that there is such gender sensitive behaviour. On the other hand, 17.6% of the respondents were not even aware if there is such behaviour or not. The mixed response for the question shows that the college is on the track to ensure a gender sensitive behaviour. However, efforts must be made to ensure that such measures must reach the students and all the stakeholders of the college.

Question 8: Does your college reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	281	15.4	15.4	15.4
Not at all	354	19.5	19.5	34.9
To a limited extent	356	19.6	19.6	54.5
To a moderate extent	548	30.1	30.1	84.6
To the fullest extent	280	15.4	15.4	100.0
Total	1819	100.0	100.0	

Table 24: Reinforcement of gender sensitive behaviour in college

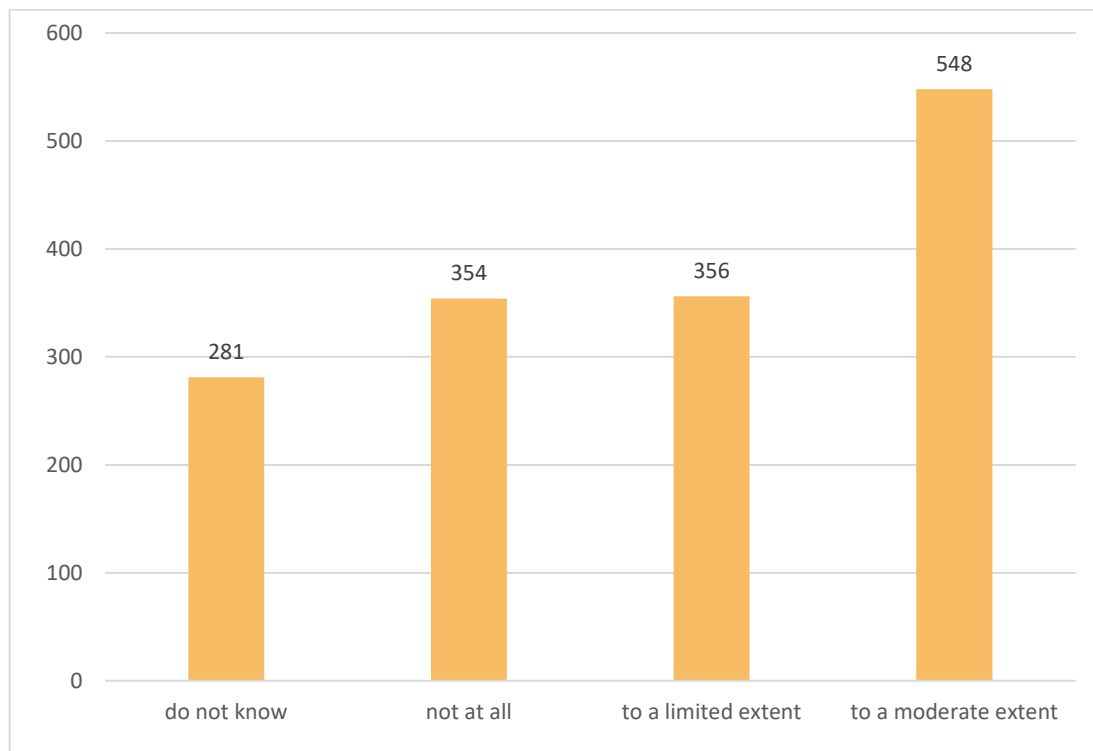


Figure 22: Reinforcement of gender sensitive behaviour in college

Figure 22 shows the responses of staff and students about how the college reinforces gender sensitive behaviour and procedures to prevent and address sexual harassment. Table 24 shows that 30.1% moderately agree that there is such gender sensitive behaviour. On the other hand, 19.5% of the staff and students opine that there is no such gender sensitive behaviour and 15.4% of the respondents were not even aware if there is such reinforcement of gender sensitive behaviour. The mixed response for the question shows that the college is on the track to ensure a gender sensitive behaviour. However,

efforts must be made to ensure that such measures must reach the students and all the stakeholders of the college.

Question 9: Can the college do much more than it is currently doing to institutionalize gender equality?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	388	21.3	21.3	21.3
Not at all	242	13.3	13.3	34.6
To a limited extent	271	14.9	14.9	49.5
To a moderate extent	537	29.5	29.5	79.1
To the fullest extent	381	20.9	20.9	100.0
Total	1819	100.0	100.0	

Table 25: Way forward for the college to institutionalise gender equality

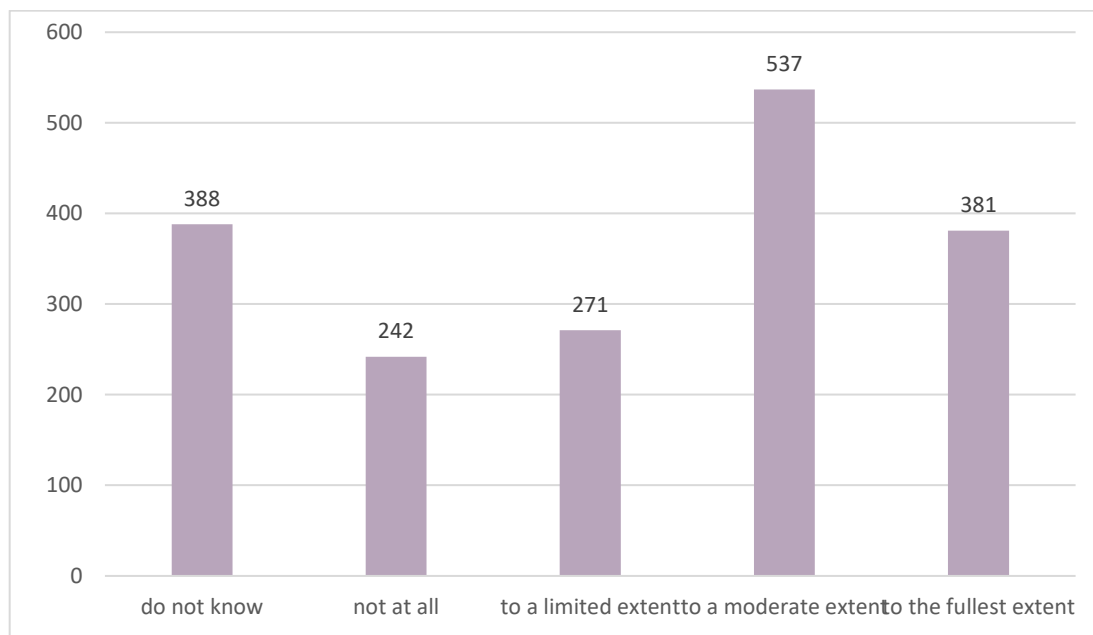


Figure 203: Way forward for the college to institutionalise gender equality

Figure 23 shows the response of staff and students on whether the college could do much more than it is currently doing to institutionalize gender equality. Table 25 shows that 29.5% of the staff and students agree to a moderate extent that the college must work more than now to institutionalise gender equality. On the other hand, 13.3% of the stakeholders feel that the college is already doing the maximum possible to institutionalise gender equality. The college shall consider this responses and work to ensure that all necessary steps are taken to ensure institutionalisation of gender equality.

7.5 Gender in Curricular aspects:

Since its establishment in 1952, NGM College always emphasizes on value-based education. At present, the institution offers Undergraduate and Postgraduate courses in almost all the major streams of education. A large number of students from different parts of the state come to the college for their admission. Gender equality or women empowerment have always been given prime importance in the curriculum of the college. The list of programmes offered by the college is listed in the Table 26.

AIDED PROGRAMMES	
UG Programmes	PG Programmes
1. B.A. History 2. B.A. English Literature 3. B.A. Economics 4. B.Sc. Mathematics 5. B.Sc. Physics 6. B.Sc. Chemistry 7. B.Sc. Botany 8. B.Sc. Zoology 9. B.Sc. Computer Science 10. B.Com.	1. M.Sc. Mathematics 2. M.Sc. Physics 3. M.Com.
SELF FINANCING PROGRAMMES	
UG Programmes	PG Programmes
1. B.A. Tamil 2. B.Sc. Computer Science 3. B.Sc. Information Technology 4. B.Sc. Computer Technology 5. BCA 6. B.B.A. 7. B.Com. 8. B.Com. CA 9. B.Com. E-Commerce 10. B.Com. Finance	1. M.A. Tamil 2. M.A. English 3. M.Sc. Chemistry 4. M.Sc. Botany 5. M.Sc. Computer Science 6. M. Com CA 7. M.Com.-I.B. 8. M.S.W. 9. PG.D.C. A 10. P.G.D.B.A

11. B.Com. Professional Accounting 12. B.Com. Banking & Insurance 13. B.Com. Business Process Services 14. B.Com. IB (International Business) 15. B.Sc. Computer Sci, with DA 16. B.Sc. Computer Sci. with AI & ML 17. B.S.W.	
Research Programmes (Part-time/Full-time)	
1. M.Phil. – Tamil 2. M.Phil. - English 3. M.Phil. - Mathematics 4. M.Phil. - Physics 5. M.Phil. - Chemistry 6. M.Phil. - Botany 7. M.Phil. - Zoology 8. M.Phil. - Computer Science 9. M.Phil. – History 10. M.Phil. – Economics 11. M.Phil. - Commerce 12. M.Phil. - Physical Education 13. M.Phil. - Social Work 14. M.Phil. - Library and Information Science	1. Ph.D. – Tamil 2. Ph.D. - English 3. Ph.D. - Mathematics 4. Ph.D. - Physics 5. Ph.D. - Chemistry 6. Ph.D. - Botany 7. Ph.D. - Computer Science 8. Ph.D. - History 9. Ph.D. - Economics 10. Ph.D. - Commerce 11. Ph.D. - Physical Education 12. Ph. D. - Social Work 13. Ph.D. - Library and Information Science

Table 26: List of courses offered by the College

Question 1: Does the library offer equal opportunities to all the gender?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	391	21.5	21.5	21.5
Not at all	187	10.3	10.3	31.8
To a limited extent	373	20.5	20.5	52.3
To a moderate	576	31.7	31.7	83.9

extent				
To the fullest extent	292	16.1	16.1	100.0
Total	1819	100.0	100.0	

Table 27: Equal opportunities for all the gender in library

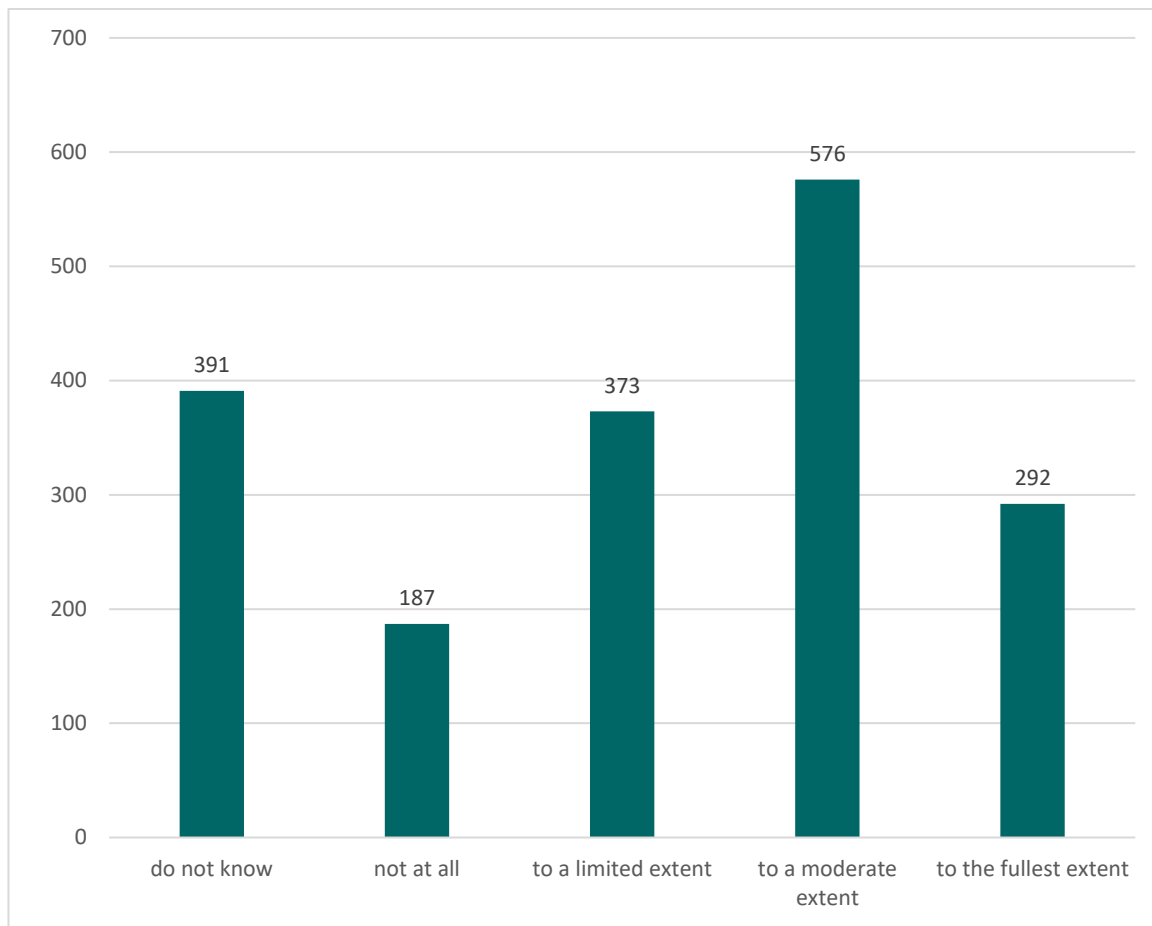


Figure 214: Equal opportunities for all the gender in library

Figure 24 shows the response of staff and students on whether the library offers equal opportunities to both the gender. Table 27 shows that 31.7% agree about this to a moderate extent while 21.5% are not aware of this at all. The college must first encourage the staff and students to make wise use of the library facilities and at the same time, ensure that the library enforces equality between both the genders.

Question 2: Are gender equality goals included in program/project designs?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	150	8.2	8.2	8.2
Not at all	108	5.9	5.9	14.2
To a limited extent	264	14.5	14.5	28.7

To a moderate extent	492	27.0	27.0	55.7
To the fullest extent	805	44.3	44.3	100.0
Total	1819	100.0	100.0	

Table 28: Gender equality goals in Program/ project design

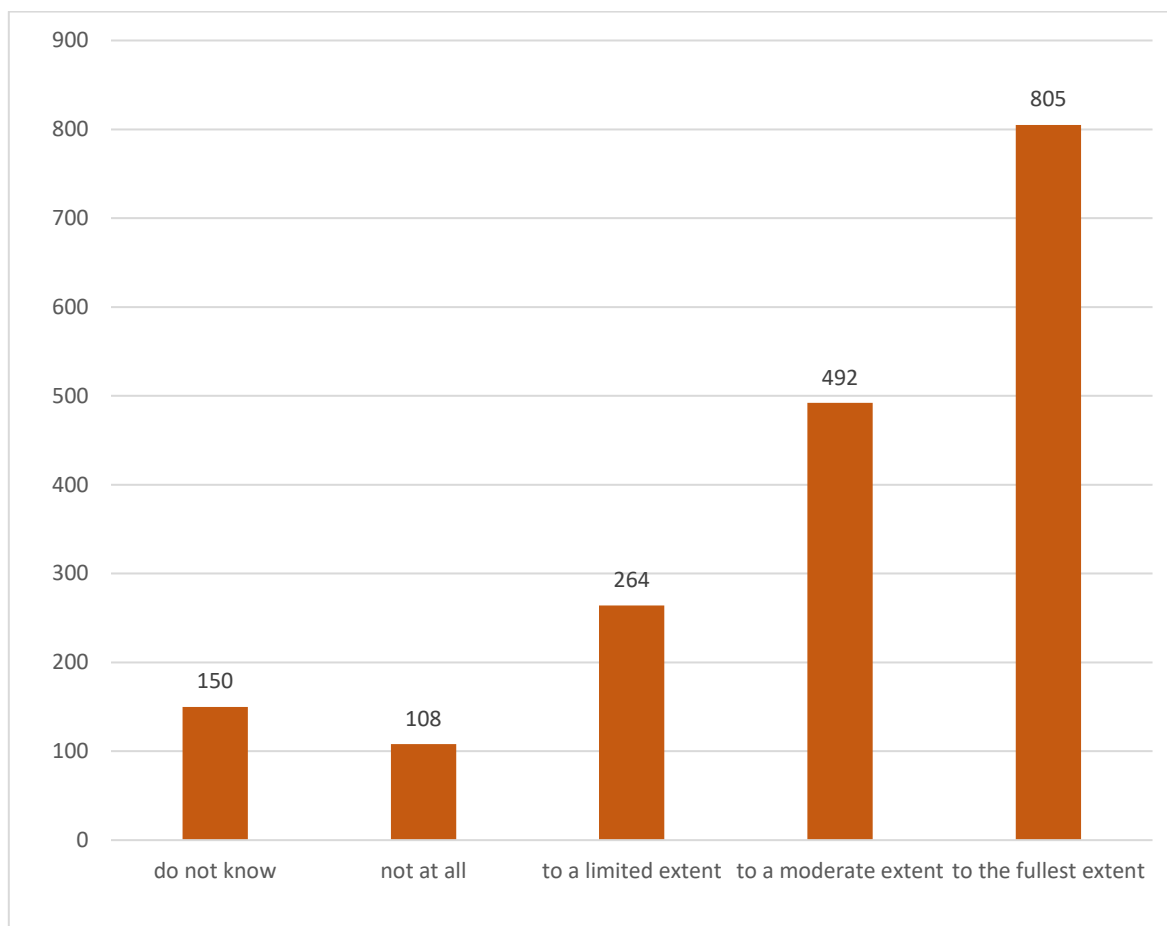


Figure 25: Gender equality goals in Program/ project design

Figure 25 shows the response of staff and students on whether gender equality goals are included in program/project designs of the college. Table 28 reflect that majority of the staff and students (44.3%) agree to this to the fullest extent and also 27% of the stakeholders agree about the same to a moderate extent. This shows that the college is providing equal opportunities to both men and women to develop their research talents and encourages both the gender to participate in projects and programmes.

Question 3: Is a gender perspective reflected in your publications, for example, brochures, articles, newsletters, books?

	Frequency	Percent	Valid Percent	Cumulative Percent
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Do not know	230	12.6	12.6	12.6
Not at all	144	7.9	7.9	20.6
To a limited extent	341	18.7	18.7	39.3
To a moderate extent	604	33.2	33.2	72.5
To the fullest extent	500	27.5	27.5	100.0
Total	1819	100.0	100.0	

Table 29: Gender perspective in publications

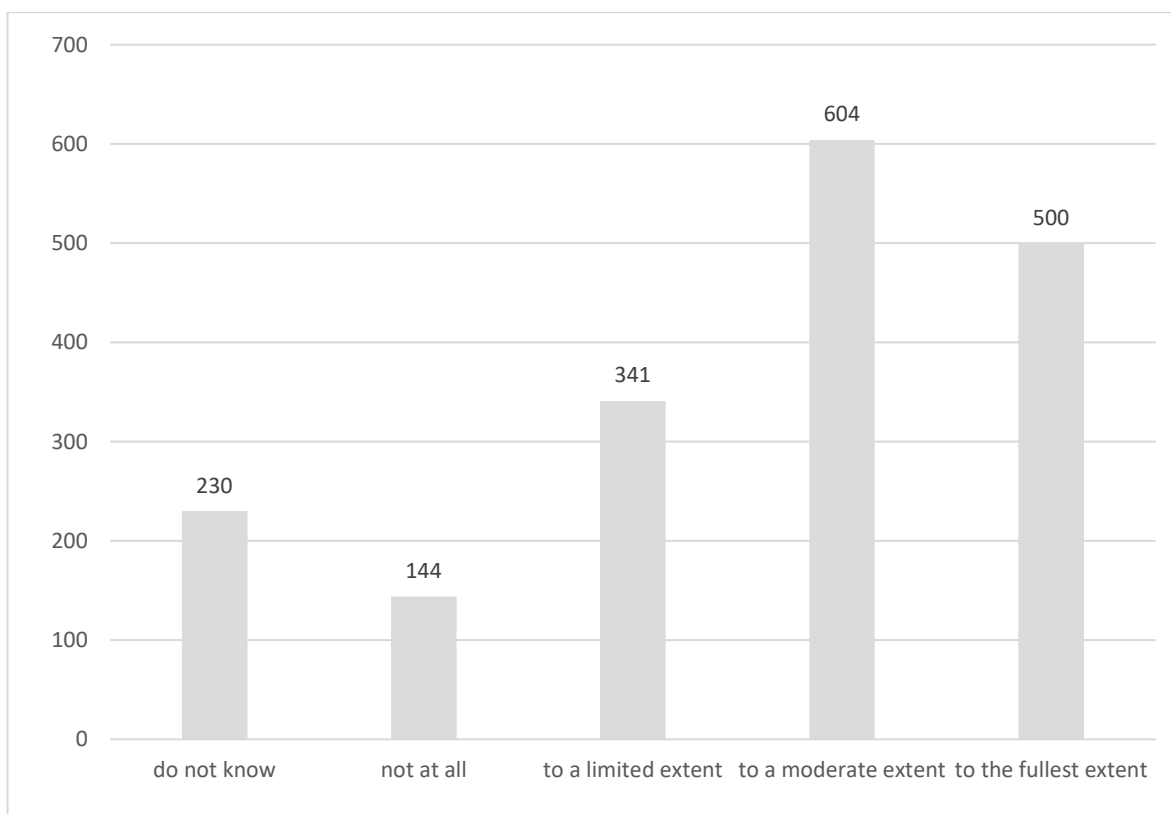


Figure 26: Gender perspective in publications

Figure 26 reflects the response of the staff and students on whether a gender perspective is reflected in the college’s publications, for example, brochures, articles, newsletters, books. Table 29 show that 33.2% of the respondents moderately agree and 27.5% agree to the fullest extent that gender equality is maintained in college publications. This reflects a positive image about the college’s commitment to provide equal opportunities to both men and women in research and related publication opportunities.

Question 4: Is adequate training in gender planning and analysis provided for project and program staff?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	298	16.4	16.4	16.4
Not at all	212	11.7	11.7	28.0
To a limited extent	337	18.5	18.5	46.6
To a moderate extent	606	33.3	33.3	79.9
To the fullest extent	366	20.1	20.1	100.0
Total	1819	100.0	100.0	

Table 30: Training in gender planning and analysis

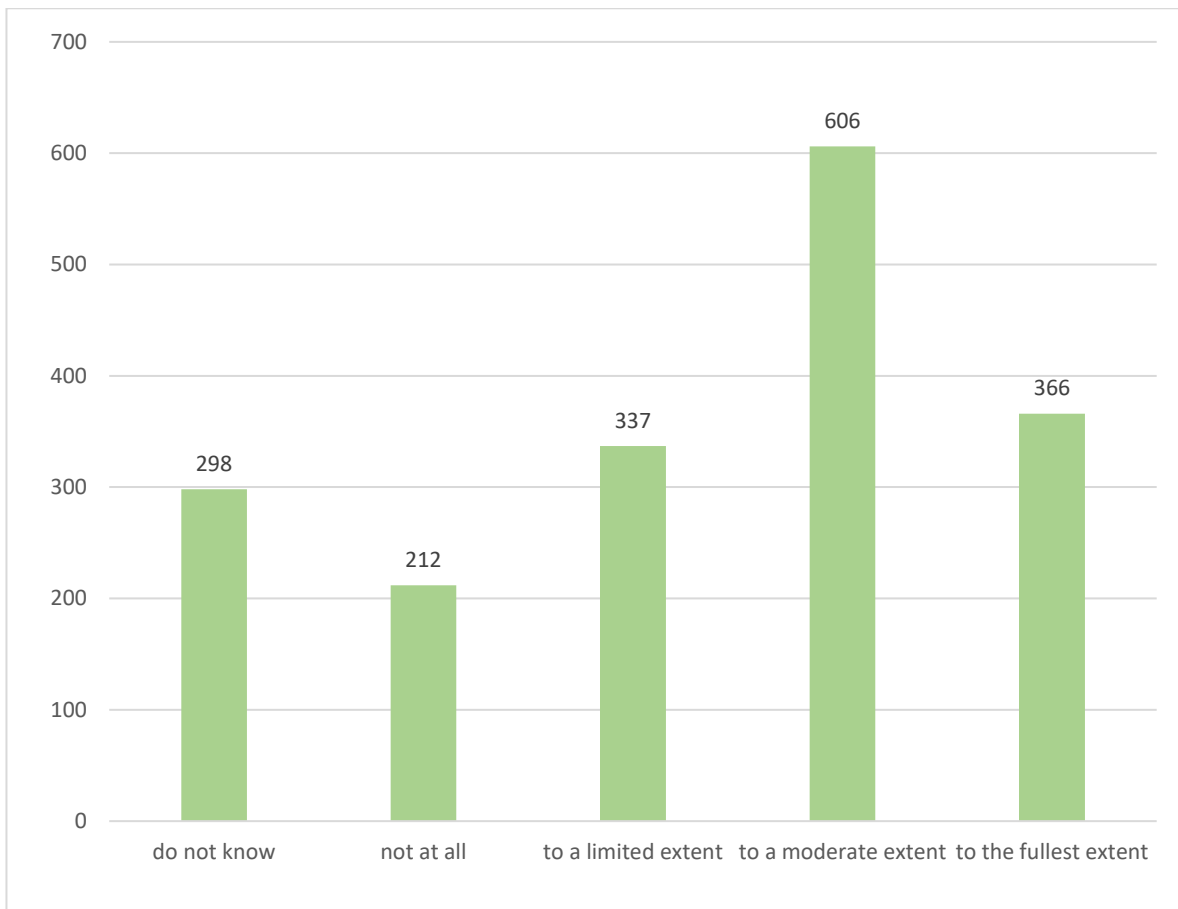


Figure 27: Training in gender planning and analysis

Figure 27 reflects the response of the staff and students on whether adequate training in gender planning and analysis is provided for project and program staff. Table 30 show that 33.3% of the respondents moderately agree and 20.1% agree to the fullest extent that adequate training is provided. This reflects a positive image about the college’s commitment to provide equal opportunities in training to both men and women in research and related publication opportunities.

Question 5: Do your project implementation plans take into account existing gender roles and interests of both female and male participants?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	327	18.0	18.0	18.0
Not at all	135	7.4	7.4	25.4
To a limited extent	347	19.1	19.1	44.5
To a moderate extent	630	34.6	34.6	79.1
To the fullest extent	380	20.9	20.9	100.0
Total	1819	100.0	100.0	

Table 31: Existing gender roles in project implementation

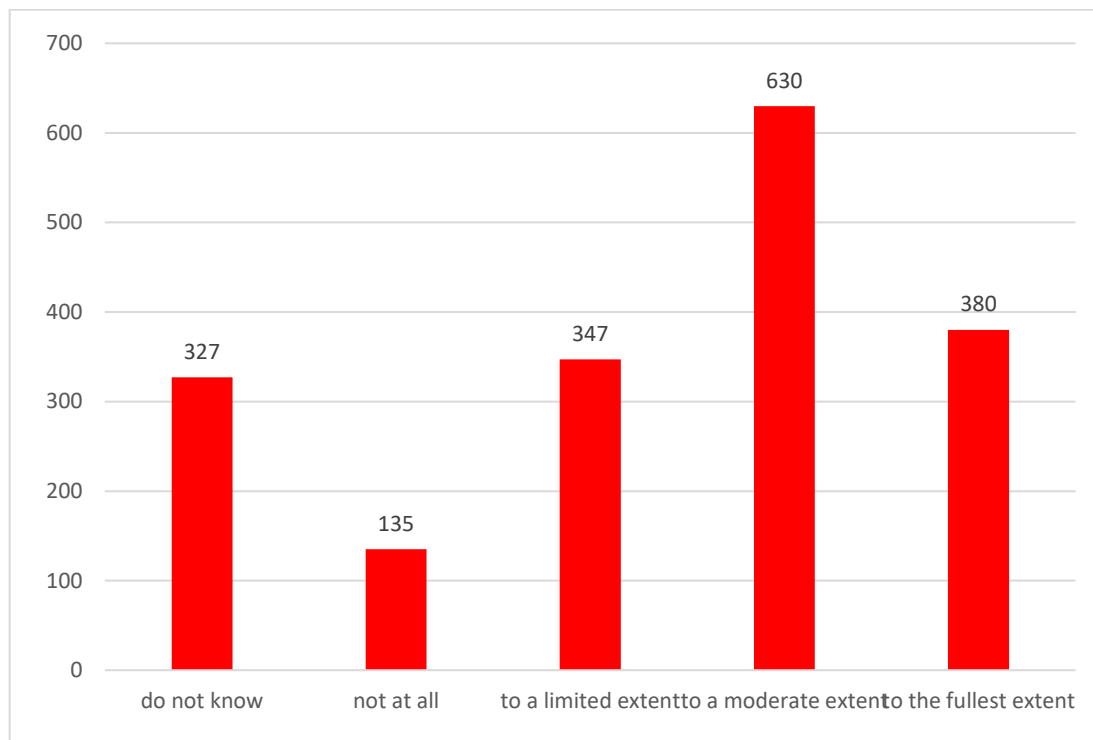


Figure 28: Existing gender roles in project implementation

Figure 28 reflects the response of the staff and students on whether project implementation plans take into account existing gender roles and interests of both female and male participants. Table 31 shows that 34.6% of the respondents moderately agree and 20.9% agree to the fullest extent that gender roles are taken into account. This reflects that the college is committed to taking into account the needs of both men and women and works meticulously to increase their participation.

Question 6: Are questions or criteria related to gender included in your program/project proposal review and approval process?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	257	14.1	14.1	14.1
Not at all	139	7.6	7.6	21.8
To a limited extent	356	19.6	19.6	41.3
To a moderate extent	663	36.4	36.4	77.8
To the fullest extent	404	22.2	22.2	100.0
Total	1819	100.0	100.0	

Table 32: Questions related to gender in project review and approval

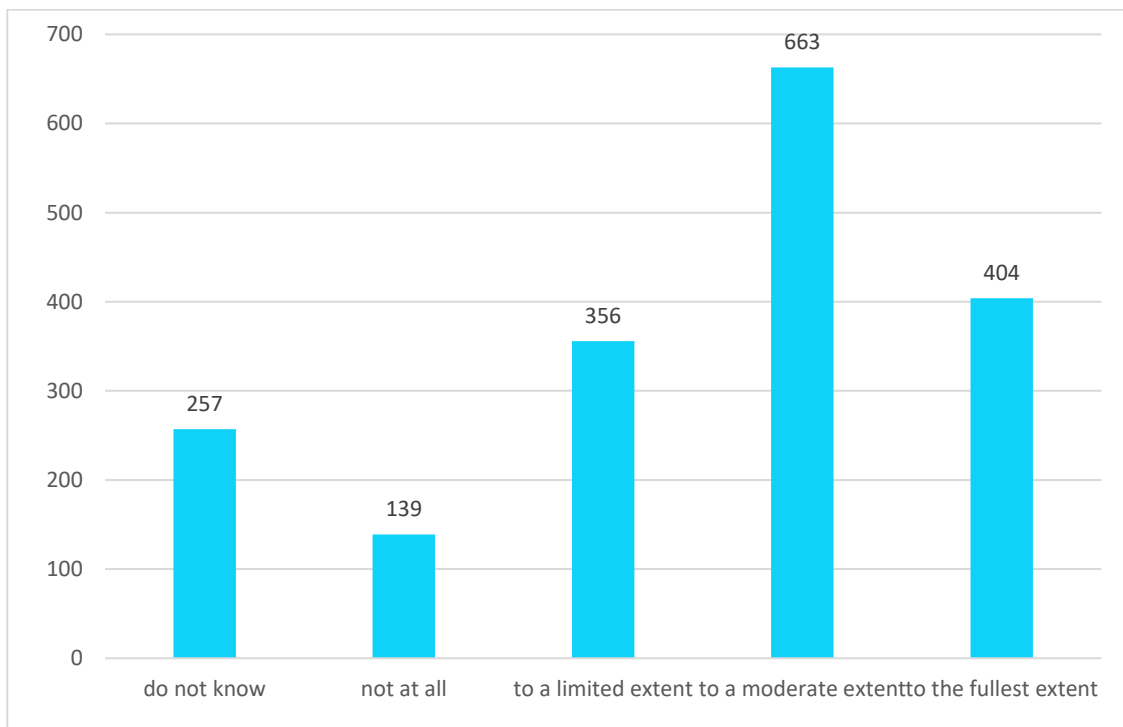


Figure 29: Questions related to gender in project review and approval

Figure 29 reflects the response of the staff and students on whether questions or criteria related to gender are included in the college’s program/project proposal review and approval process. Table 32 shows that 36.4% of the respondents moderately agree and 22.2% agree to the fullest extent that questions related to gender are included in project proposals. This reflects that the college is committed to taking into account the

gender perspective while designing and implementing various research projects and proposals.

Question 7: Do college’s programs/projects contribute to the empowerment of women/girls and the changing of unequal gender relations?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	339	18.6	18.6	18.6
Not at all	184	10.1	10.1	28.8
To a limited extent	332	18.3	18.3	47.0
To a moderate extent	621	34.1	34.1	81.1
To the fullest extent	343	18.9	18.9	100.0
Total	1819	100.0	100.0	

Table 32: College programs/ projects contribution to empowerment of women

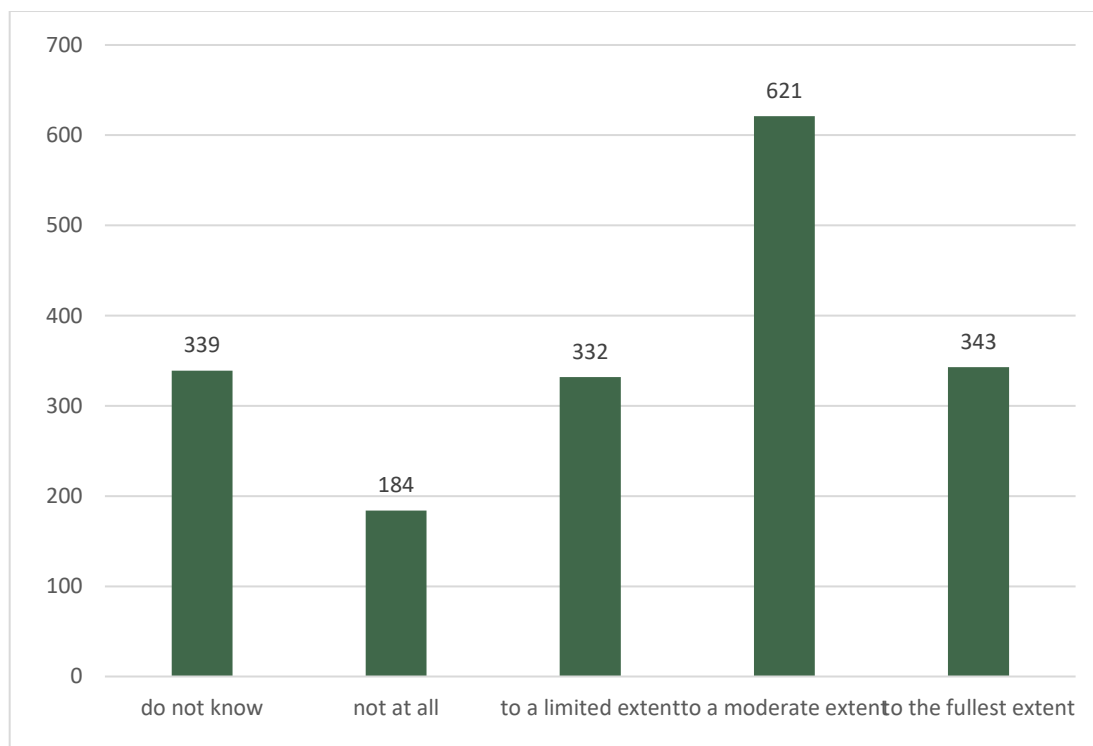


Figure 30: College programs/ projects contribution to empowerment of women

Figure 30 reflects the response of the staff and students on whether college’s programs/projects contribute to the empowerment of women/girls and the changing of unequal gender relations. Table 33 shows that 34.1% of the respondents moderately agree and 18.9% agree to the fullest extent that the programs and projects of the college contribute for the positive development and empowerment of women in the society. This

reflects that the college is working proactively to alter the unequal power relations that exist in the society in terms of gender by using academics as a platform and tool to empower women.

7.6 Infrastructure Facilities:

After taking a round of the college premises, it was found that most facilities like class rooms, toilets and library are adequate for both boys and girls. There is a resting lounge for women staff and girls' students in the college campus. It provides a welcome space for girl students in the college premises. At present, there is an environment of attentiveness to the needs of women students as well as the staff.

The college provides hostel facility for boys as well as girls. There are separate hostel facilities for boys and girls within the college premises. The Girls Hostel is excellent in terms of architecture, facilities and amenities for the girl students. It has adequate ventilation and toilet facilities. However, sanitary vending and incinerator machines need to be improved and regularised in the hostels as well as department toilets.

The college has installed ICT enabled teaching tools for effective teaching-learning in the classrooms. Upgrading use of teaching learning materials from traditional technique to the modern use of ICT tools helps and prepares students to cope up with the trends of 21st century. These tools also ensure professional development of teachers by enhancing their potentiality.

The college has a central library situated within the campus names as _____ with a total number of _____ books, _____ e-books, _____ journals, _____ e-journals, along with the subscription of daily newspapers.

Question 1: Are adequate number of toilets available in each floor in the campus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	133	7.3	7.3	7.3
Not at all	204	11.2	11.2	18.5

To a limited extent	399	21.9	21.9	40.5
To a moderate extent	617	33.9	33.9	74.4
To the fullest extent	466	25.6	25.6	100.0
Total	1819	100.0	100.0	

Table 34: Adequate number of toilets

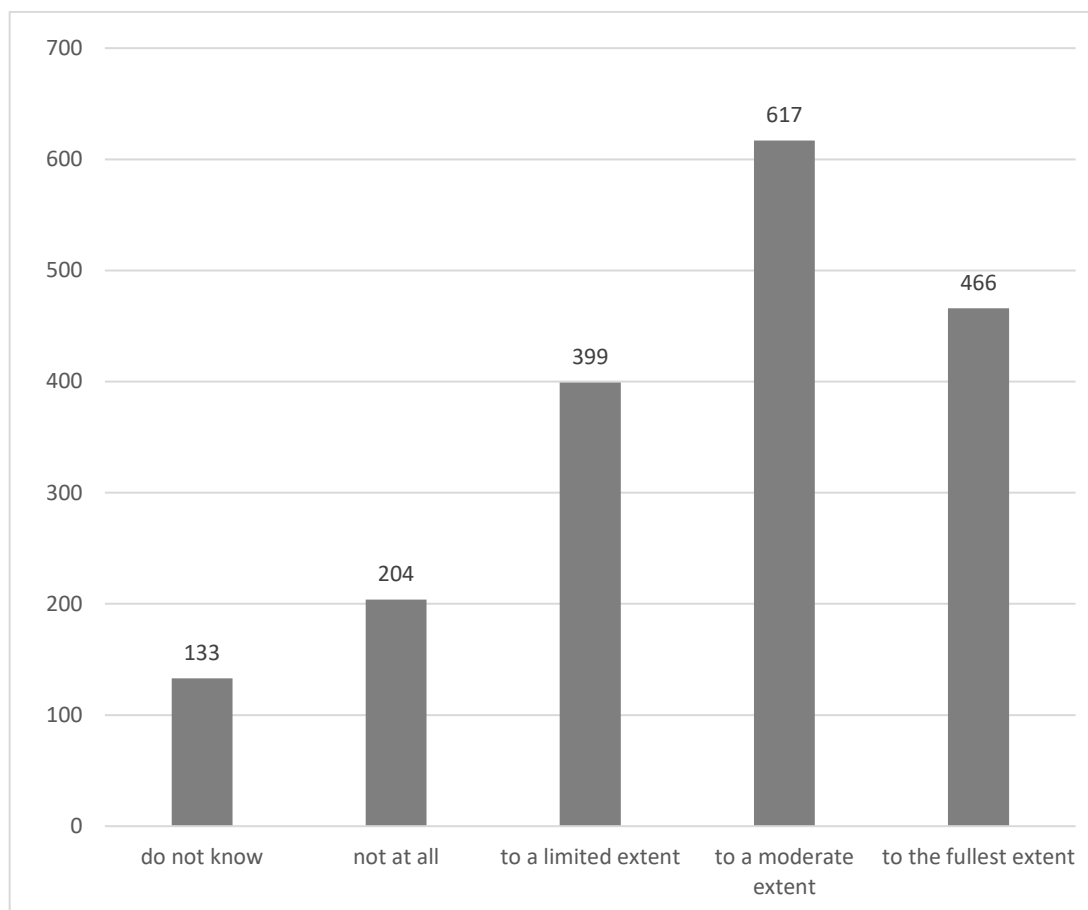


Figure 31: Adequate number of toilets

Figure 31 shows the response of staff and students about adequate toilet facilities in the college campus. Table 34 shows that 25.6% agree to the fullest extent and 33.9% agree to a moderate extent that there are enough toilet facilities in each floor of the college. 21.9% of stakeholders opine that it is available only to a limited extent and 11.2% say that there is no enough toilet facility. The management shall consider the response and work accordingly to ensure that hygienic conditions are maintained in the college campus.

Question 2: Are adequate facilities available in the toilet keeping in mind the need of girl students like napkin vending machines?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	266	14.6	14.6	14.6
Not at all	319	17.5	17.5	32.2
To a limited extent	338	18.6	18.6	50.7
To a moderate extent	520	28.6	28.6	79.3
To the fullest extent	376	20.7	20.7	100.0
Total	1819	100.0	100.0	

Table 35: Facilities in toilet for girl students

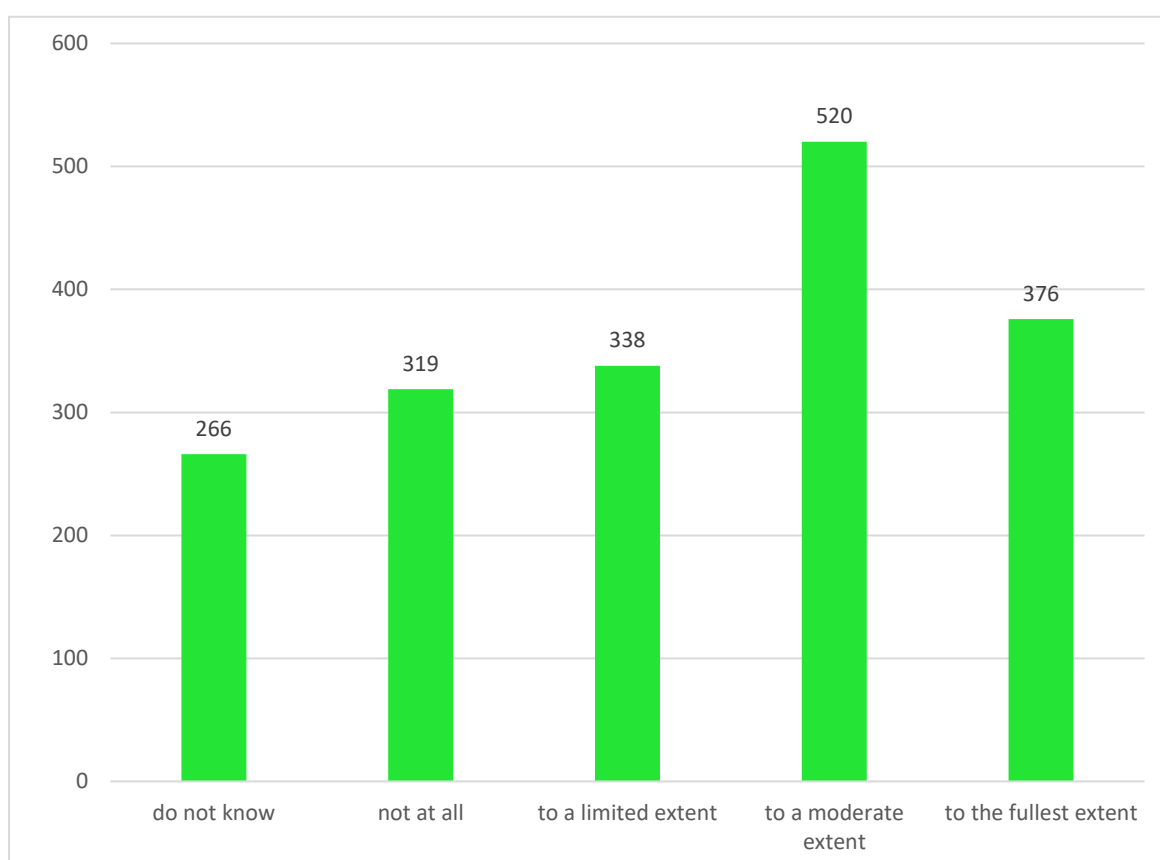


Figure 32: Facilities in toilet for girl students

Figure 32 shows the response of staff and students about adequate facilities in the toilets keeping in mind the need of girl students. Table 35 shows that 20.7% agree to the fullest extent and 28.6% agree to a moderate extent that there are enough toilet facilities in each floor of the college. 18.6% of stakeholders opine that it is available only to a limited extent and 17.5% say that there are no enough facilities in the toilet considering

the needs of women. The management shall consider the response and work accordingly, especially with regard to the needs of women.

Question 3: Are CCTV cameras installed in the campus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	217	11.9	11.9	11.9
Not at all	263	14.5	14.5	26.4
To a limited extent	436	24.0	24.0	50.4
To a moderate extent	539	29.6	29.6	80.0
To the fullest extent	364	20.0	20.0	100.0
Total	1819	100.0	100.0	

Table 36: CCTV facility in campus

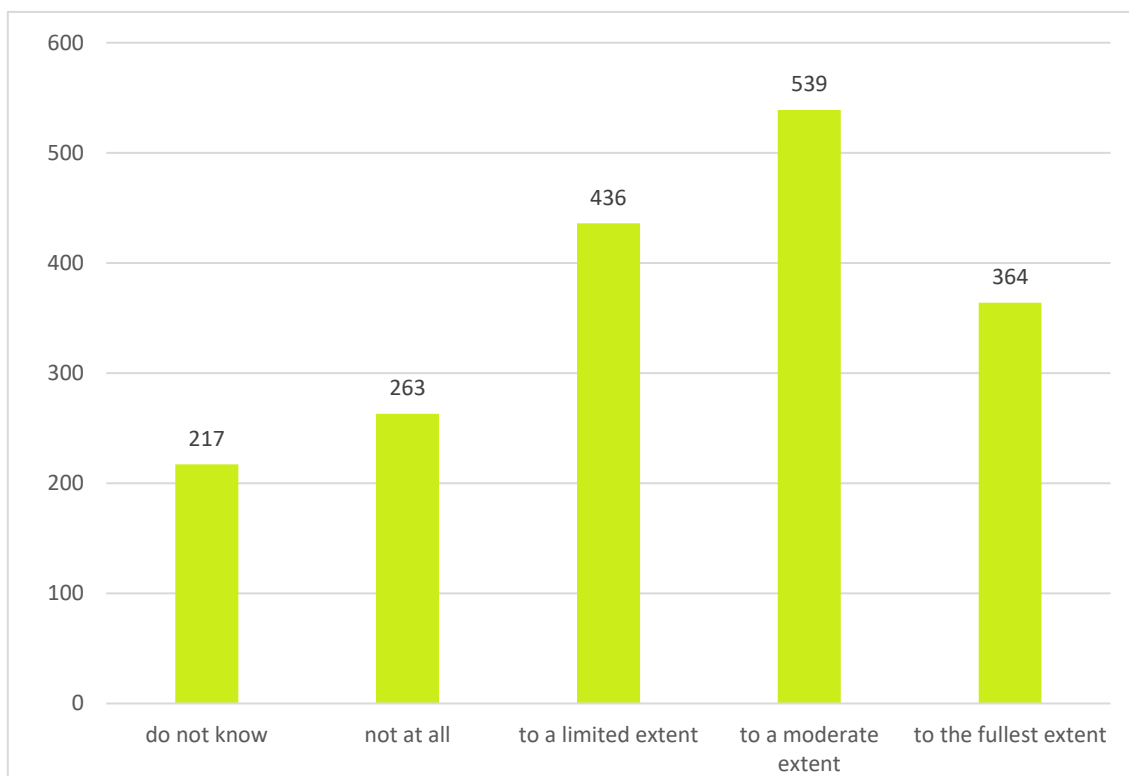


Figure 33: CCTV facility in campus

Figure 33 shows the response of staff and students about CCTV cameras in the campus. Table 36 shows that 20% of the stakeholders agree the presence of CCTV facility to the fullest extent and 29.6% agree about this to a moderate extent. While some are not aware of this or deny the presence of CCTV Cameras in the campus, management can ensure that all are informed diligently about the presence of such CCTV cameras in the

college campus because it is a most essential need in the contemporary world, especially in an educational institution.

Question 4: Are adequate lighting facilities available in the campus during night, including but not limited to, corridor, class rooms, common areas and toilets?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	223	12.3	12.3	12.3
Not at all	136	7.5	7.5	19.7
To a limited extent	343	18.9	18.9	38.6
To a moderate extent	582	32.0	32.0	70.6
To the fullest extent	535	29.4	29.4	100.0
Total	1819	100.0	100.0	

Table 37: Lighting facilities in the campus

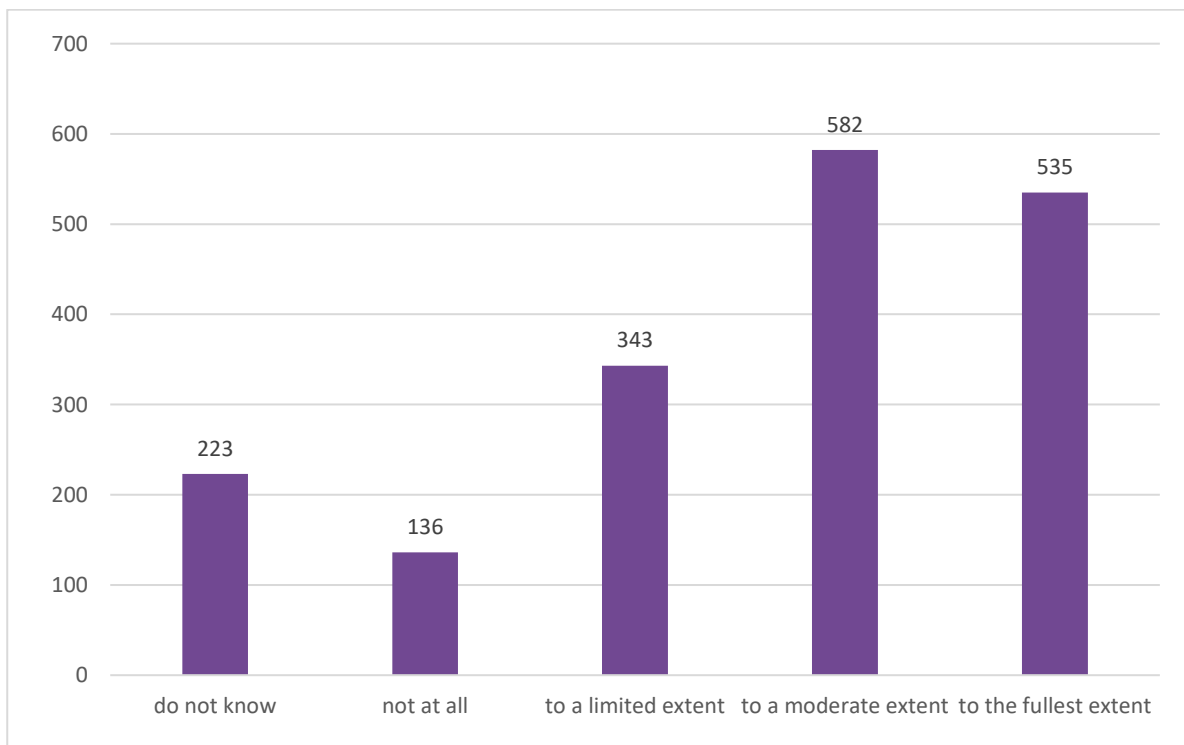


Figure 34: Lighting facilities in the campus

Figure 34 shows the response of staff and students on whether adequate lighting facilities are available in the campus during night times. Table 37 shows that 32% of the stakeholders agree to it to a moderate extent and 29.4% agree about this to the fullest

extent. While some are not aware of this or say that there are no lighting facilities in the campus, management can ensure that adequate arrangements be made in this regard so that the campus remains safe and secure for everybody.

Question 5: Are adequate security arrangements made in the campus during day and night?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	203	11.2	11.2	11.2
Not at all	129	7.1	7.1	18.3
To a limited extent	275	15.1	15.1	33.4
To a moderate extent	555	30.5	30.5	63.9
To the fullest extent	657	36.1	36.1	100.0
Total	1819	100.0	100.0	

Table 38: Security arrangements in the campus

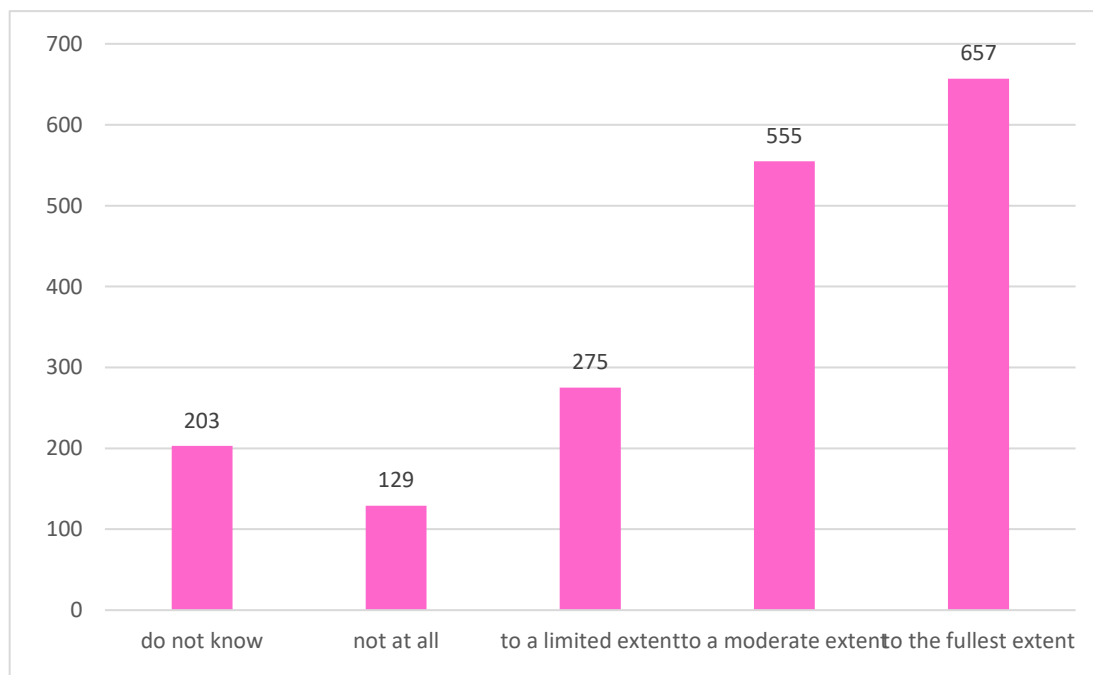


Figure 35: Security arrangements in the campus

Figure 35 shows the response of staff and students about security arrangements in the campus during day and night. Table 38 shows that 36.1% of the stakeholders agree the presence of adequate security arrangements in the campus to the fullest extent and 30.5%

agree about this to a moderate extent. While some are not aware of this or deny the presence of adequate security arrangements in the campus, management can ensure that all the stakeholders feel safe and secure in the college campus.

Question 6: Are female security guards available in the campus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	280	15.4	15.4	15.4
Not at all	503	27.7	27.7	43.0
To a limited extent	282	15.5	15.5	58.5
To a moderate extent	469	25.8	25.8	84.3
To the fullest extent	285	15.7	15.7	100.0
Total	1819	100.0	100.0	

Table 39: Female security guards in the campus

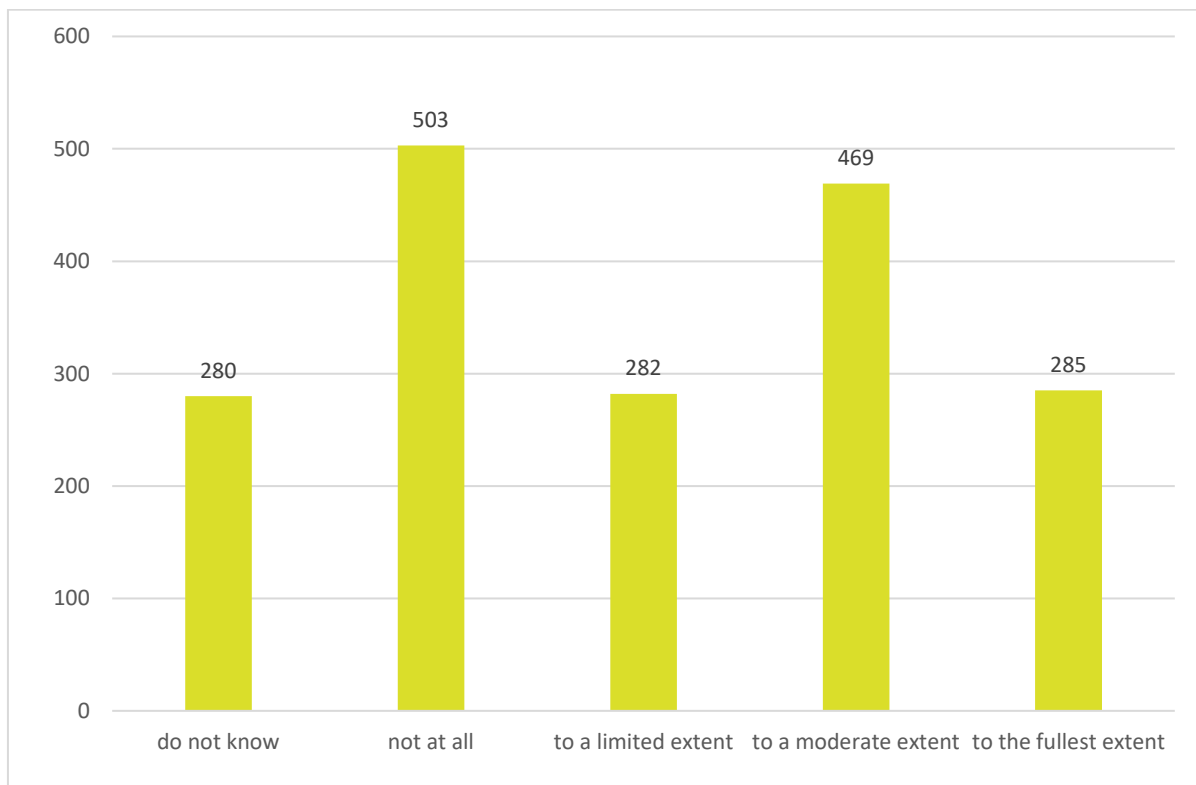


Figure 36: Female security guards in the campus

Figure 36 shows the response of staff and students about female security guards in the campus. Table 39 shows that 27.7% of the stakeholders deny the presence of female

security guards in the campus. 15.4% are not aware of the same. The management can consider the responses of the stakeholders and ensure that female security guards are recruited in the college campus.

Question 7. Are suggestion/ complaint boxes kept in the college campus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	210	11.5	11.5	11.5
Not at all	165	9.1	9.1	20.6
To a limited extent	352	19.4	19.4	40.0
To a moderate extent	554	30.5	30.5	70.4
To the fullest extent	538	29.6	29.6	100.0
Total	1819	100.0	100.0	

Table 40: Suggestions/ complaint boxes in the campus

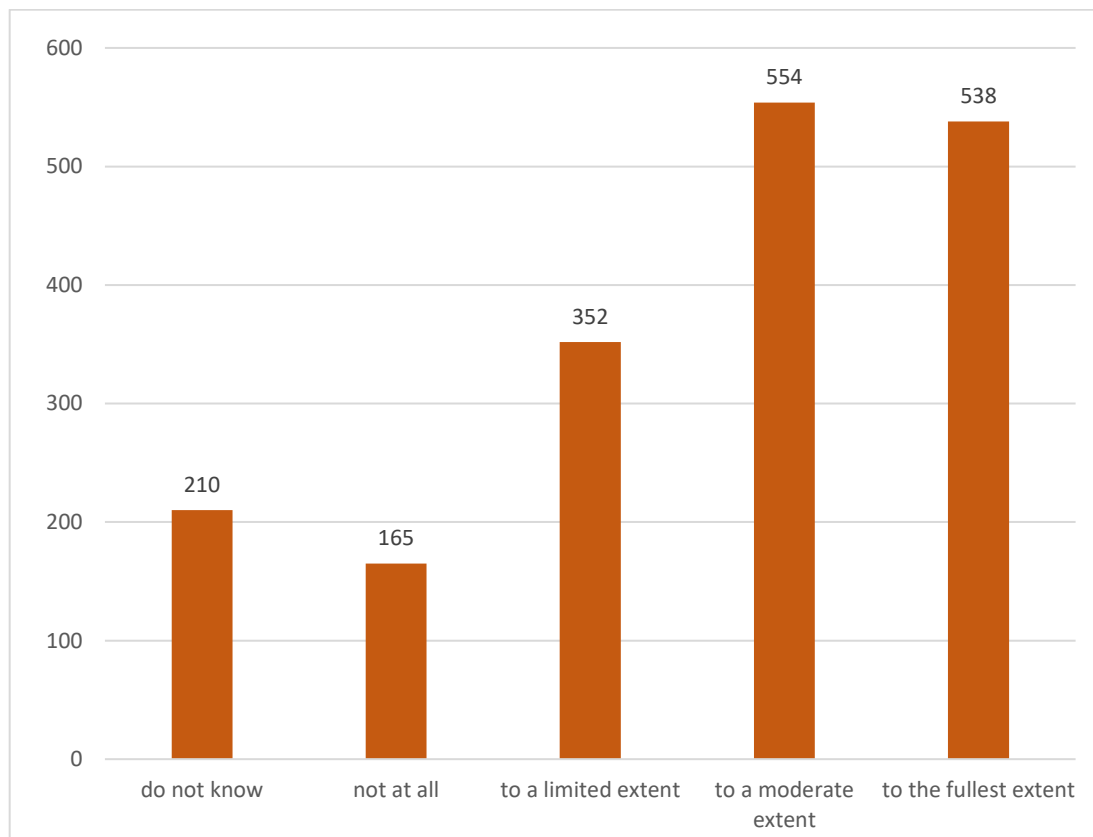


Figure 37: Suggestions/ complaint boxes in the campus

Figure 37 shows the response of staff and students about suggestions/ complaint boxes in the campus. Table 40 shows that 30.5% agree to a moderate extent and 29.6% agree to the fullest extent that there are complaint boxes kept in the campus. 20.6% of the stakeholders deny the presence of complaint boxes in the campus. 11.5% are not aware of the same. The management can consider the responses of the stakeholders and ensure that complaint/ suggestion boxes will be placed in visible places in the college campus so that stakeholders can make use of it to lodge complaints without revealing their identities.

Question 8: Are adequate healthcare facilities available to girl students in the campus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	238	13.1	13.1	13.1
Not at all	191	10.5	10.5	23.6
To a limited extent	380	20.9	20.9	44.5
To a moderate extent	579	31.8	31.8	76.3
To the fullest extent	431	23.7	23.7	100.0
Total	1819	100.0	100.0	

Table 41: Healthcare facilities in the campus

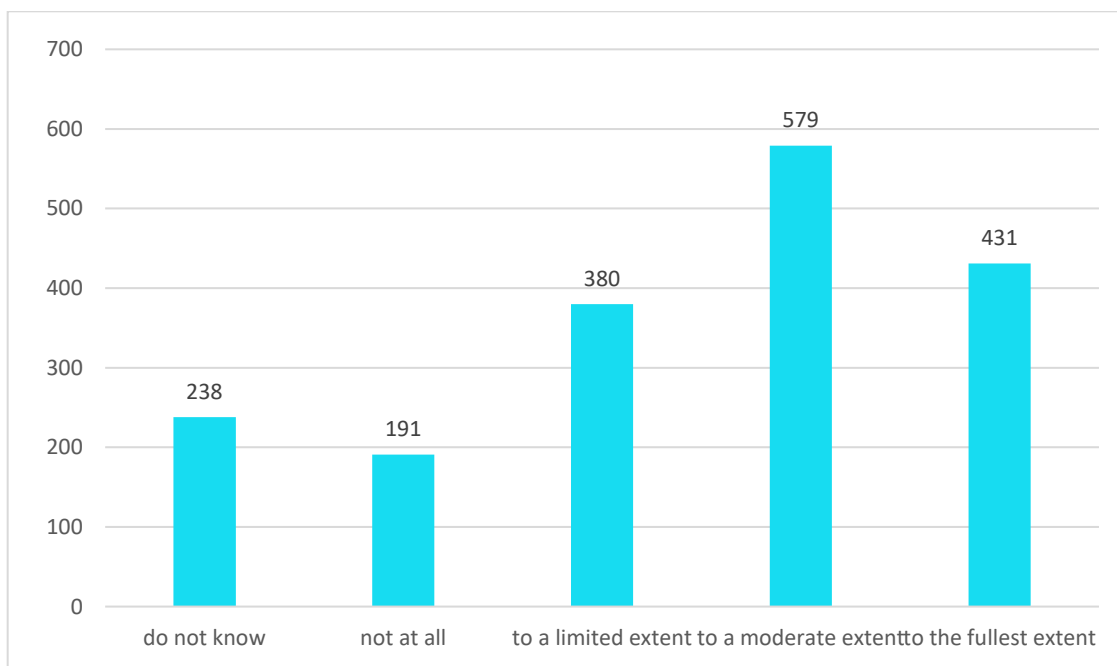


Figure 38 Healthcare facilities in the campus

Figure 38 shows the response of staff and students on whether adequate healthcare facilities are available to girl students in the campus. Table 41 shows that 31.8% agree to a moderate extent and 23.7% agree to the fullest extent that there are adequate healthcare facilities in the campus. 10.5% of the stakeholders deny the availability of adequate healthcare in the campus. 13.1% are not aware of the same. The management can consider the responses of the stakeholders and ensure that adequate healthcare facilities are made available to girl students in the campus.

8. SUGGESTIONS AND RECOMMENDATIONS

- There is a need to create awareness about gender policy among the stakeholders of the college which will help in looking into the various aspects of gender and lead to development of both men and women in the college.
- There is a need to improve the strength of female staff members in administrative and management positions.
- More awareness programs should be conducted for increasing gender sensitivity among the staff and students of the college and also to increase awareness about the provisions of POSH Act.
- Students should be encouraged to write for local, electronic, print and social media platforms about gender related issues.
- Efforts must be taken to bring in more women into sports and extracurricular activities.
- Creche facility shall be developed so that women staff can work with peace and belief that their children are safe and present in their closest vicinities.
- Maternity leave and payment of salary during the concerned period must be institutionalised as per the established government norms.
- Maintaining gender disaggregated data becomes the need of the hour and the college shall take all efforts to maintain data about gender wise distribution of staff, students and the non-teaching staff.
- Sanitary napkin vending machines can be installed in girls' restrooms in the College campus.
- Details about the roles and responsibilities of ICC and Women's Cell should be uploaded in the website of the institution.

9. CONCLUSION

Gender audit of the college indicates that the college has a great deal of strength and a few limitations. Some steps have already been taken in order to overcome the limitations. The findings show that college plays an important role in maintaining discipline and harmony among students. It works for the social, economic and psychological growth and development of everyone. Many programs are arranged for promoting gender compassion of the student community as a whole while some programs are organized for increasing the self-reliance of the female students. The college is contributing well towards gender righteousness and formatting a gender susceptible society. It has been creating a harmonious set-up in the college as well as the society as a whole. The Gender Audit of the College, after an exhaustive examination of all the aspects of gender sensitivity and adequacy of facilities for both men and women, indicates a positive and eminently satisfactory situation. In all these years rarely has any untoward incident involving women occurred. The College maintains its atmosphere of healthy interaction among boys and girls and the College thus maintains its tradition of gender sensitivity to the fullest extent possible.

Gender Audit Questionnaire

Gender wise distribution of Staff and Students (To be given by the management):

1. Gender-wise details of Faculty and Non-Teaching Staff members
2. Gender wise distribution of students
3. Category wise representation of Teaching staff in the University along with their position and additional powers (if any)
4. Details of Internal Committee (IC) in the college and the members

Gender balance in organisation and management:

1. Is there a good balance of women and men represented in senior management at college?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
2. Is the management committed to promoting female representation at senior levels of organization?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
3. Does your organization promote teamwork, involving both men and women as equal partners?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
4. Is gender taken into account during strategic planning for college activities?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
5. Does your college have a written gender policy that affirms a commitment to gender equality?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
6. Are adequate financial resources allocated for implementation of your college's gender programmes at all levels?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know

Organisation Culture:

7. Do women in the college think that the college is woman friendly?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
8. Do men in the college think that the college is woman friendly?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
9. Are meetings in college tend to be dominated by male staff?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
10. Has the working environment in college improved for women over the years?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
11. Are timings for the meetings fixed in consultation with the women staff?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
12. Are gender issues taken seriously and discussed openly by men and women in your college?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
13. Are there flexible work arrangements in your organization?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
14. Are staff and students encouraged to take advantage of flexible work arrangements (alternate work hours, work from home, etc.)?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
15. Are staff encouraged to take advantage of maternity leave?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know

Gender Sensitisation among Stakeholders:

16. Is the college on the alert for sexual harassment?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
17. Does the college have an Internal Complaints Committee to deal with cases of harassment in the campus?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
18. Are students and staff members aware that there are persons appointed to handle confidential issues?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
19. Are complaint procedures in place to register complaints regarding sexual harassment or other forms of abuse?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
20. Is there training of staff and students in gender awareness and sensitization?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
21. Is staff training on gender equality and gender analysis systematically and consistently budgeted in your college?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
22. Does your college encourage gender sensitive behaviour, for example in terms of language used, jokes and comments made?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know
23. Does your college reinforce gender sensitive behaviour and procedures to prevent and address sexual harassment?
 not at all to a limited extent to a moderate extent
 to the fullest extent do not know

24. Can the college do much more than it is currently doing to institutionalize gender equality?

- Strongly Agree Agree No Opinion
 Disagree Strongly Disagree

25. Are there staff who are assigned responsibility for gender integration in different departments throughout your college?

- not at all to a limited extent to a moderate extent
 to the fullest extent do not know

Gender in Curricular aspects:

26. Does the library offer equal opportunities to all the gender?

- not at all to a limited extent to a moderate extent
 to the fullest extent do not know

27. Are gender equality goals and objectives included in program/project designs?

- not at all to a limited extent to a moderate extent
 to the fullest extent do not know

28. Is a gender perspective reflected in your publications, for example, brochures, articles, newsletters, books?

- not at all to a limited extent to a moderate extent
 to the fullest extent do not know

29. Is adequate training in gender planning and analysis provided for project and program staff?

- not at all to a limited extent to a moderate extent
 to the fullest extent do not know

30. Do your project implementation plans take into account existing gender roles and interests of both female and male participants?

- not at all to a limited extent to a moderate extent
 to the fullest extent do not know

31. Are questions or criteria related to gender included in your program/project proposal review and approval process?

- not at all to a limited extent to a moderate extent
 to the fullest extent do not know

