



GENDER AUDIT REPORT

2021-22

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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 23-24.

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.

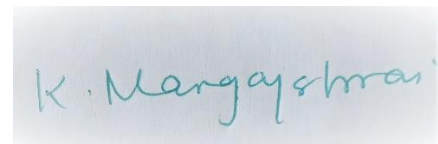
Our appreciation and thanks to the staff and students of the College for actively participating in the audit and contributing to the data collection of this important initiative in every relevant way. The involvement of various stakeholders and the thorough research conducted have enriched the quality 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 2023-2024.

External Member



Dr.K.Mangayarkarasi

Assistant Professor

Department of Women Studies

Bharathiar University

1. 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 giant 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 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 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 A/C 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 Bharathiar 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 72nd in India ranking 2020-21.

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, TANSCHER 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:

To improve the image and visibility of the College, the President of the college has laid down 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.

2. 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.

3. OBJECTIVES OF THE GENDER AUDIT:

The objectives of Gender Audit have been enumerated as follows:

- To make an assessment of the different organisational and management policies that aims at achievement of gender balance within the college.
- 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.

4. GENDER AUDIT – METHODOLOGY:

A participatory gender audit methodology combines a number of assessment tools that include qualitative as well as quantitative assessment tools. As part of the Audit, a questionnaire was specially designed and 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. A detailed review of documents was done and 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.

5. FINDINGS AND OBSERVATIONS:

5.1 Gender balance in Organisation and Management: 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?

Table 1: Balance between men and women in senior management

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	45	6.6	6.6	6.6
Not at all	42	6.1	6.1	12.7
To a limited extent	113	16.4	16.4	29.1
To a moderate extent	258	37.6	37.6	66.7
To the fullest extent	229	33.3	33.3	100.0
Total	687	100.0	100.0	

Figure 1: Balance between men and women in senior management

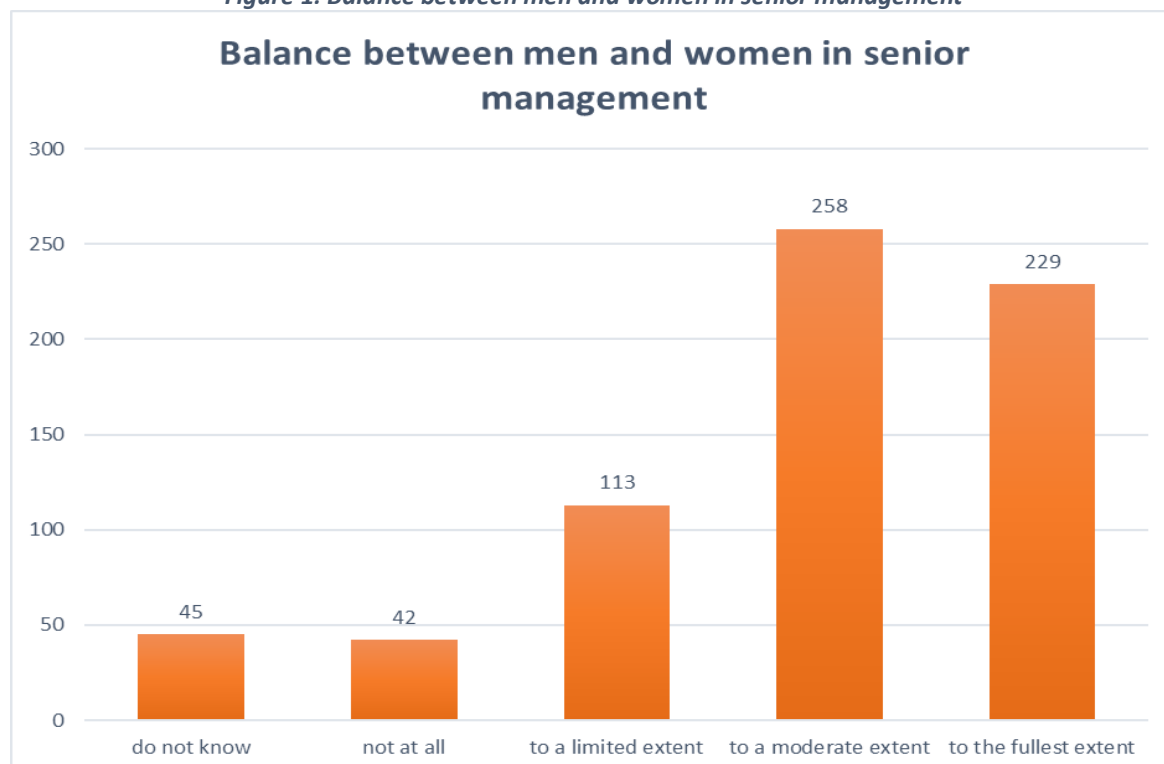


Table 1 reveals that 37.6% of the staff and students agree that balance between men and women in senior management is available to a moderate extent in the college.

33.3% of the staff and students agree that balance between men and women is available to the fullest extent while only 6.1% of staff and students find no such balance between men and women in senior management.

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

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	43	6.3	6.3	6.3
Not at all	34	4.9	4.9	11.2
To a limited extent	102	14.8	14.8	26.1
To a moderate extent	223	32.5	32.5	58.5
To the fullest extent	285	41.5	41.5	100.0
Total	687	100.0	100.0	

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

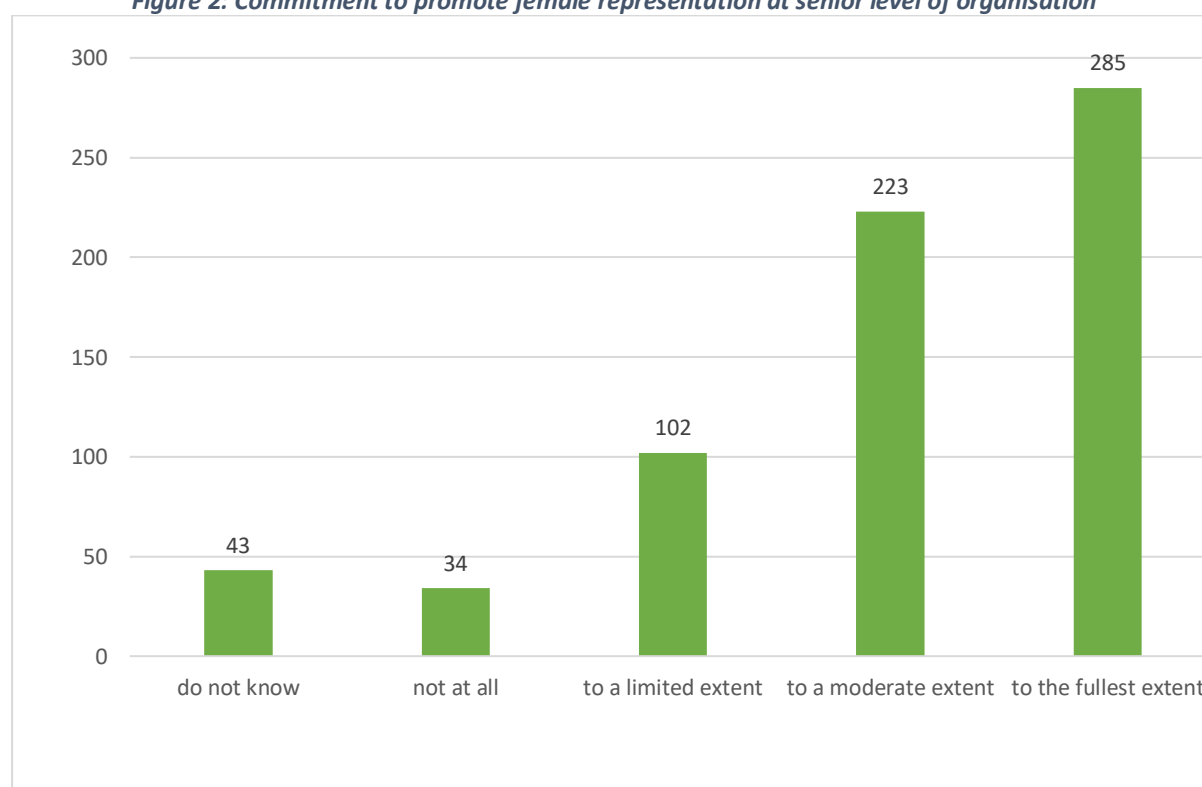


Figure 2 represents the data provided by the staff and students about the management's commitment to promote female representation at senior level of management including the board. Table 2 reveals that 41.5% of the stakeholders agree to

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, 32.5% agree to the statement to a moderate extent.

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

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	25	3.6	3.6	3.6
Not at all	46	6.7	6.7	10.3
To a limited extent	113	16.4	16.4	26.8
To a moderate extent	185	26.9	26.9	53.7
To the fullest extent	318	46.3	46.3	100.0
Total	687	100.0	100.0	

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

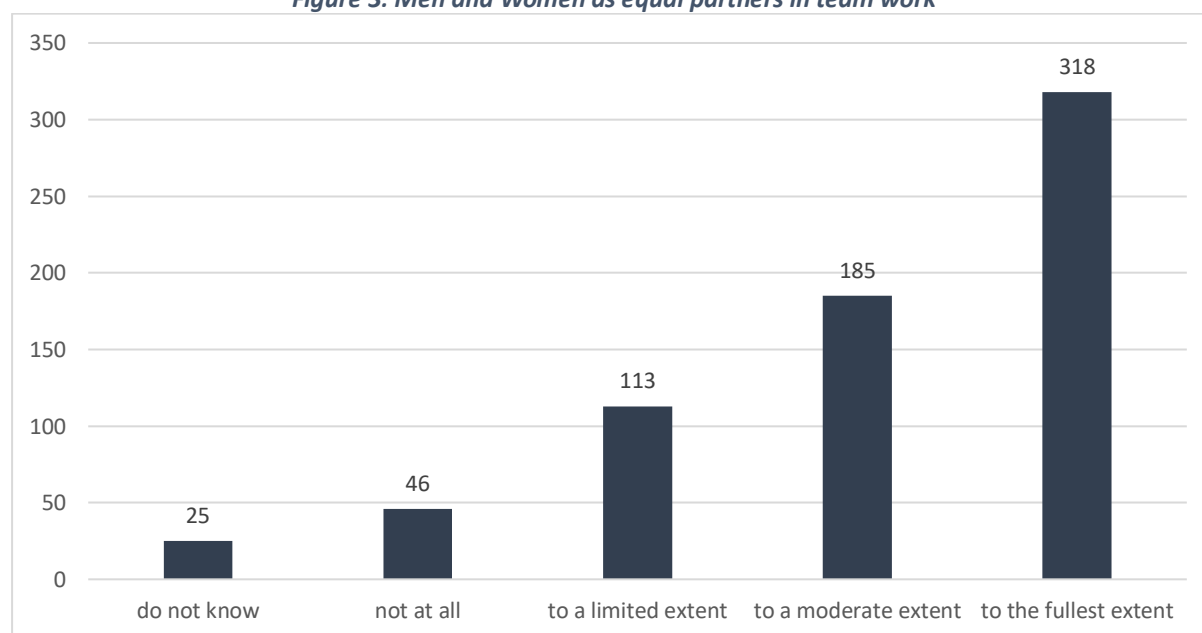


Figure 3 reveals the responses of the staff and students about the organisation's responsibility to promote teamwork among the stakeholders of the college by treating both men and women as equal partners. Table 3 shows that nearly half of the stakeholders (46.3% agree to the fullest extent and 26.9% 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.

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

Table 4: Gender consideration during strategic planning for college activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	62	9.0	9.0	9.0
Not at all	65	9.5	9.5	18.5
To a limited extent	182	26.5	26.5	45.0
To a moderate extent	207	30.1	30.1	75.1
To the fullest extent	171	24.9	24.9	100.0
Total	687	100.0	100.0	

Figure 4: Gender consideration during strategic planning for college activities

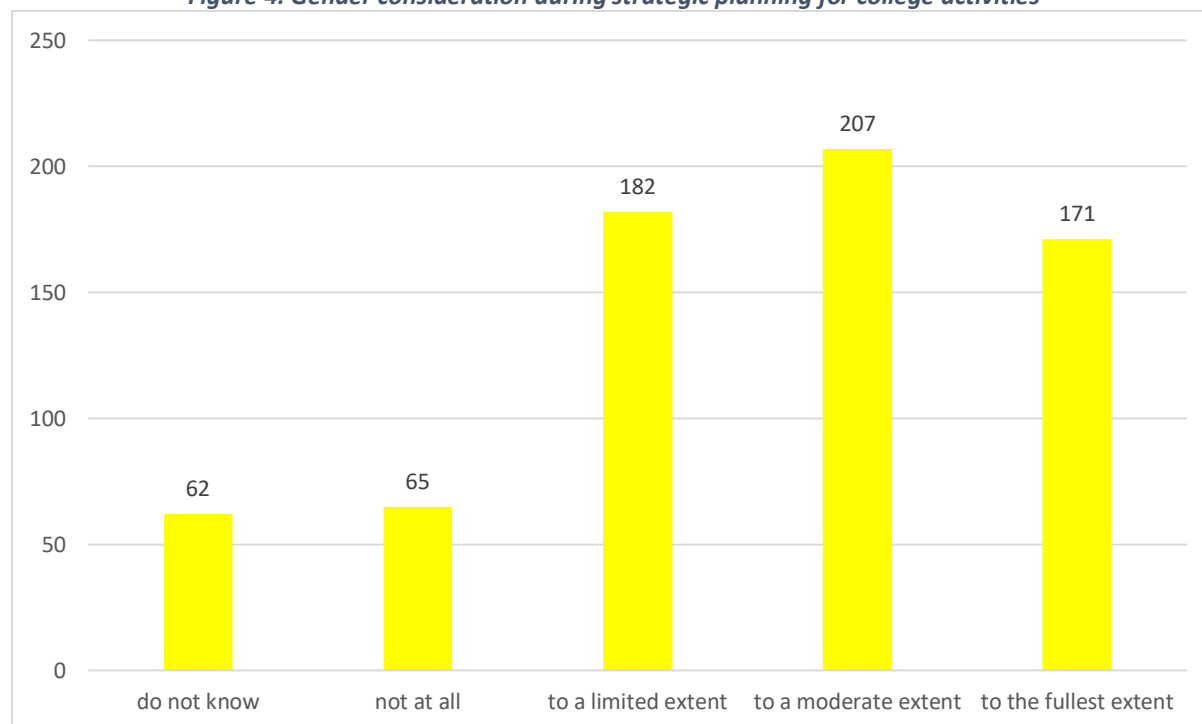


Figure 4 shows the response of staff and students to a question that was asked about how much gender is considered as a factor during strategic planning for college activities. Table 4 shows that 30.1% of the staff and students agree to a moderate extent and 24.9% agree to the fullest extent that there is consideration given to gender for strategic planning of activities. However, 9% of the stakeholders do not know if there is such consideration and 9.5% 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?

Table 5: Written gender policy and commitment to gender equality

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	127	18.5	18.5	18.5
Not at all	50	7.3	7.3	25.8
To a limited extent	162	23.6	23.6	49.3
To a moderate extent	182	26.5	26.5	75.8
To the fullest extent	166	24.2	24.2	100.0
Total	687	100.0	100.0	

Figure 5: Written gender policy and commitment to gender equality

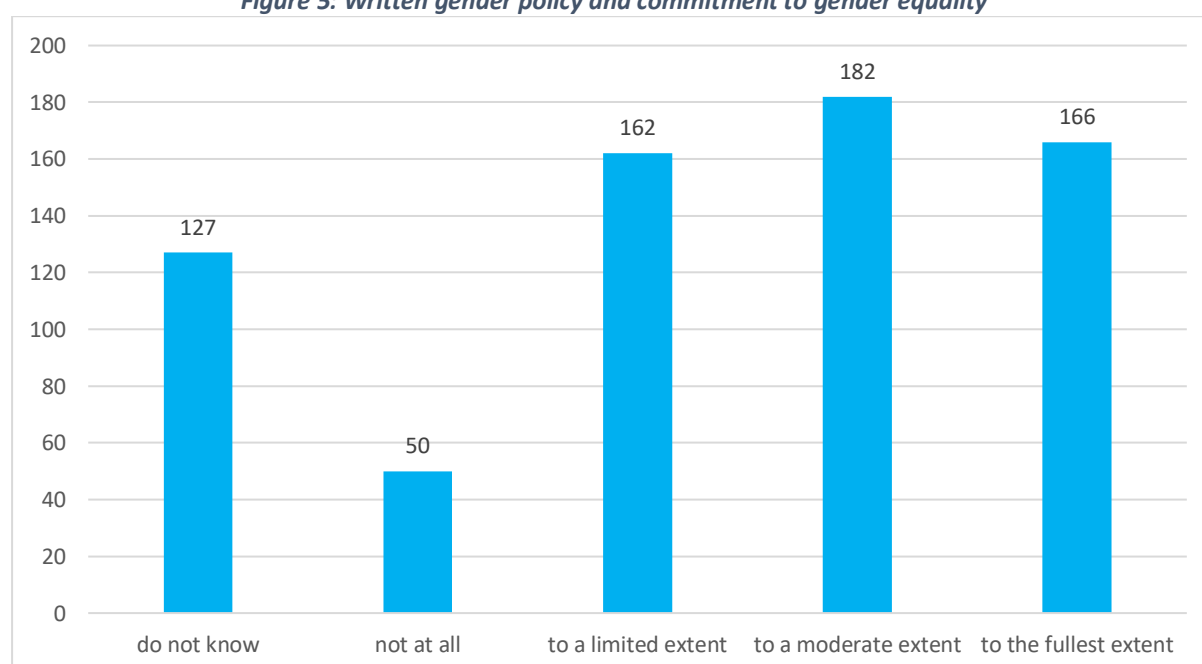


Figure 5 reveals that 26.5% of the staff and students of the college agree to a moderate extent that the college has a committed gender policy. On the other hand, 18.5% of the stakeholders were not aware of the presence of gender policy for the college, while the college has one. The issue was addressed with the administrators and that 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?

Table 6: Financial resources for implementation of gender programmes

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	99	14.4	14.4	14.4
Not at all	49	7.1	7.1	21.5
To a limited extent	123	17.9	17.9	39.4
To a moderate extent	213	31.0	31.0	70.5
To the fullest extent	203	29.5	29.5	100.0
Total	687	100.0	100.0	

Figure 6: Financial resources for implementation of gender programmes

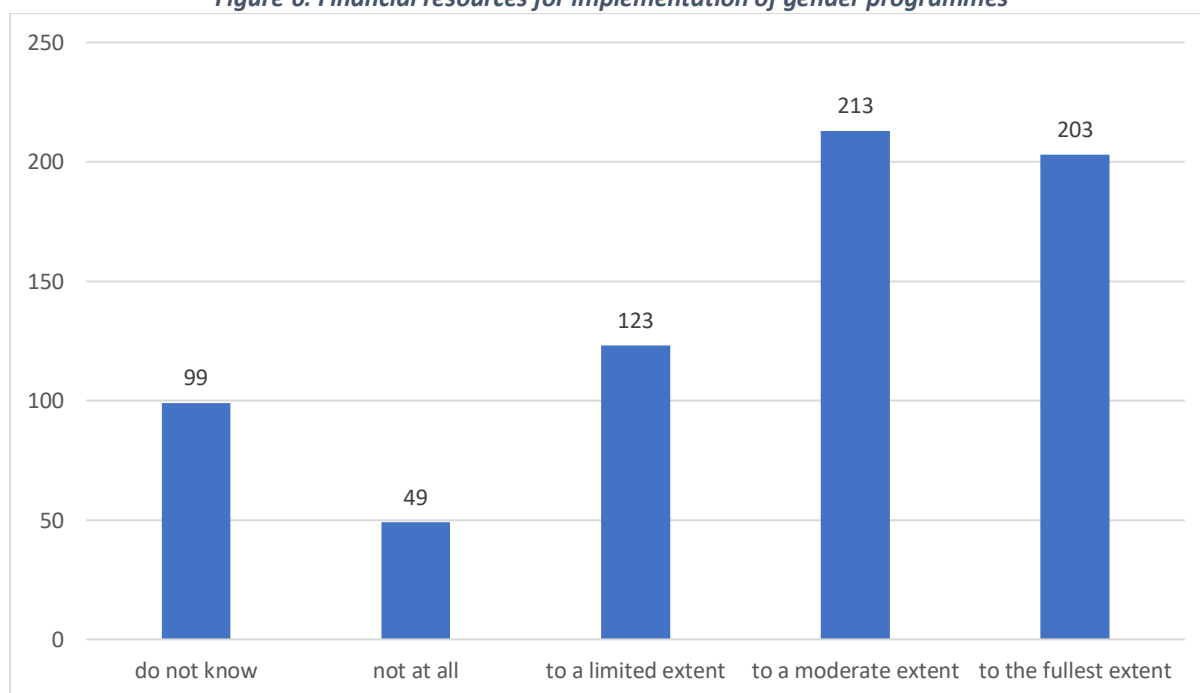


Figure 6 reveals the responses of the staff and students to the question on college's allocation of financial resources for implementation of gender programmes. Table 6 shows that 31% of the stakeholders agree to a moderate extent and 29.5% agree to the fullest extent that the college is spending enough level of financial resources for

implementation of gender programmes. This reveals a positive state of spending by the college and its commitment to ensure a gender friendly campus as well as management.

5.2 Organisation culture:

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?

Table 7: Women's opinion about woman-friendly campus

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	45	6.6	6.6	6.6
Not at all	40	5.8	5.8	12.4
To a limited extent	109	15.9	15.9	28.2
To a moderate extent	217	31.6	31.6	59.8
To the fullest extent	276	40.2	40.2	100.0
Total	687	100.0	100.0	

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

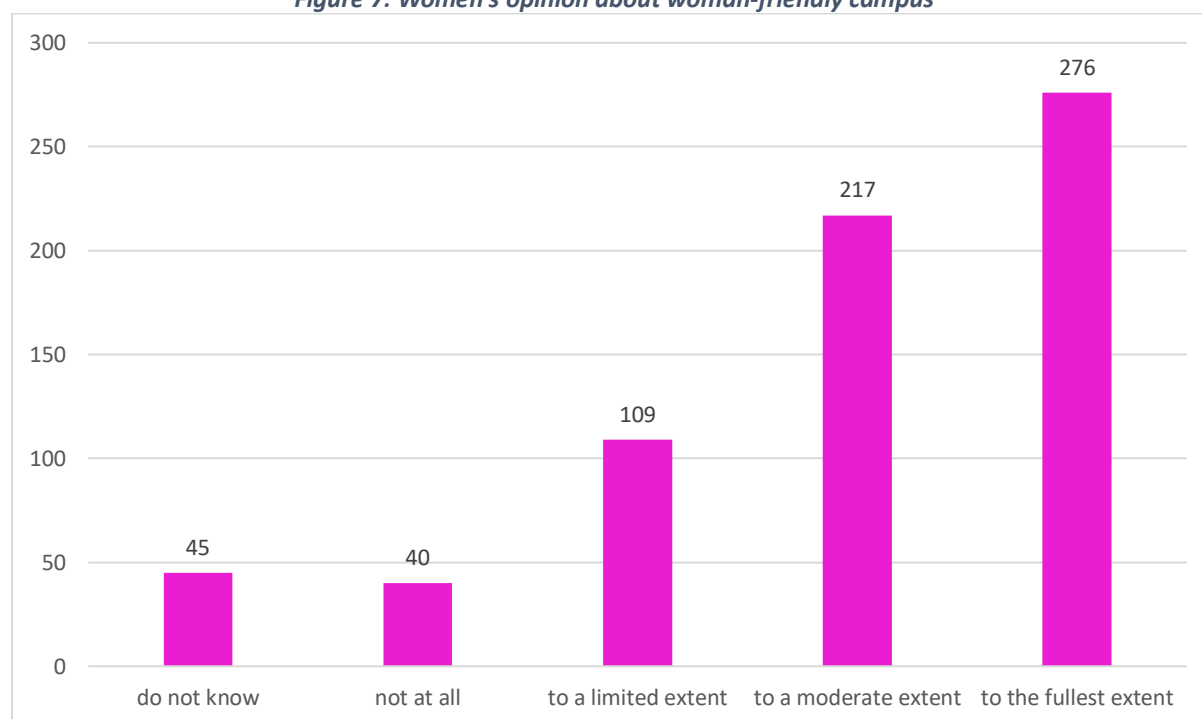


Figure 7 reveals the responses of staff and students about the opinion of women on if the college is woman friendly. More than half of the stakeholders of the University agree that women in the college feel the campus to be woman friendly. Table 7 shows that 40.2% agree to the fullest extent and 31.6% agree to the moderate extent that the college is women friendly.

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

Table 8: Men opinion about women friendly campus

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	69	10.0	10.0	10.0
Not at all	44	6.4	6.4	16.4
To a limited extent	103	15.0	15.0	31.4
To a moderate extent	206	30.0	30.0	61.4
To the fullest extent	265	38.6	38.6	100.0
Total	687	100.0	100.0	

Figure 8: Men's opinion about woman friendly campus

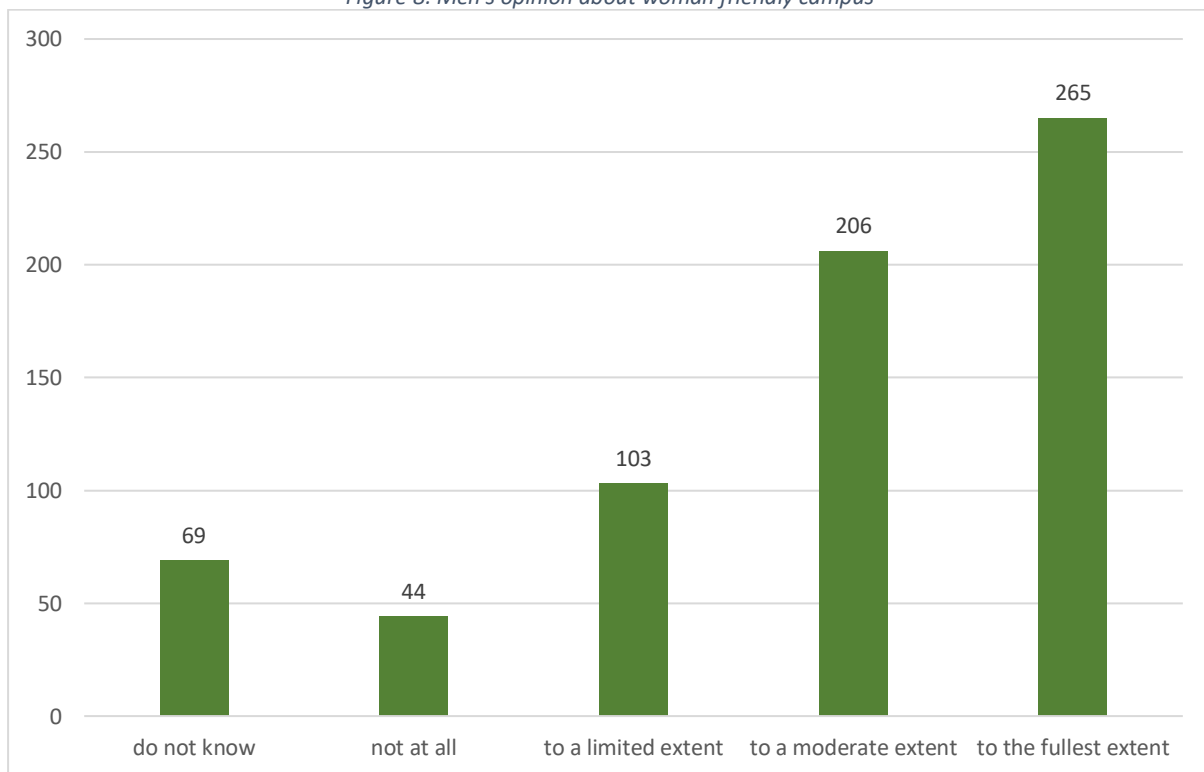


Figure 8 reveals the responses of staff and students about the opinion of men on if the college is woman friendly. More than half of the stakeholders of the college agree that men in the college feel the campus to be woman friendly. Almost 38.6% of the staff and students agree to the fullest extent and 30% agree to a moderate extent that the men in the college are feel women are safe in the campus.

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

Table 9: Domination of male staff in meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	34	4.9	4.9	4.9
Not at all	38	5.5	5.5	10.5
To a limited extent	121	17.6	17.6	28.1
To a moderate extent	243	35.4	35.4	63.5
To the fullest extent	251	36.5	36.5	100.0
Total	687	100.0	100.0	

Figure 9: Dominance of male staff in meetings

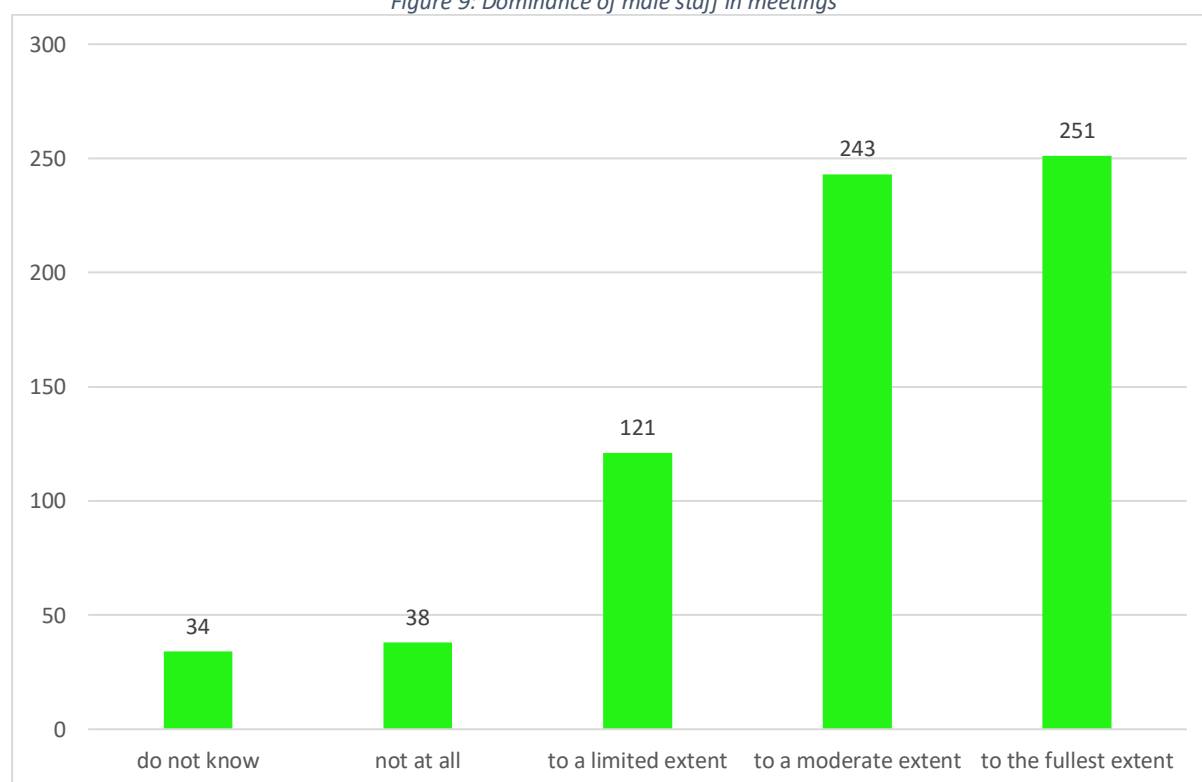


Figure 9 shows the opinion of staff about the conduct of meeting in college. It can be seen from Table 9 that a majority of the respondents (36.50%) responded that there is

dominance of male members in the meetings to the fullest extent. In addition, 35.4% agree that there is dominance to a moderate extent. 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 (17.6% accept that there is dominance to a limited extent and 5.5% record no such dominance).

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

Table 10: Working environment in college for women

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	105	15.3	15.3	15.3
Not at all	26	3.8	3.8	19.1
To a limited extent	122	17.8	17.8	36.8
To a moderate extent	205	29.8	29.8	66.7
To the fullest extent	229	33.3	33.3	100.0
Total	687	100.0	100.0	

Figure 10: Working environment in college for women

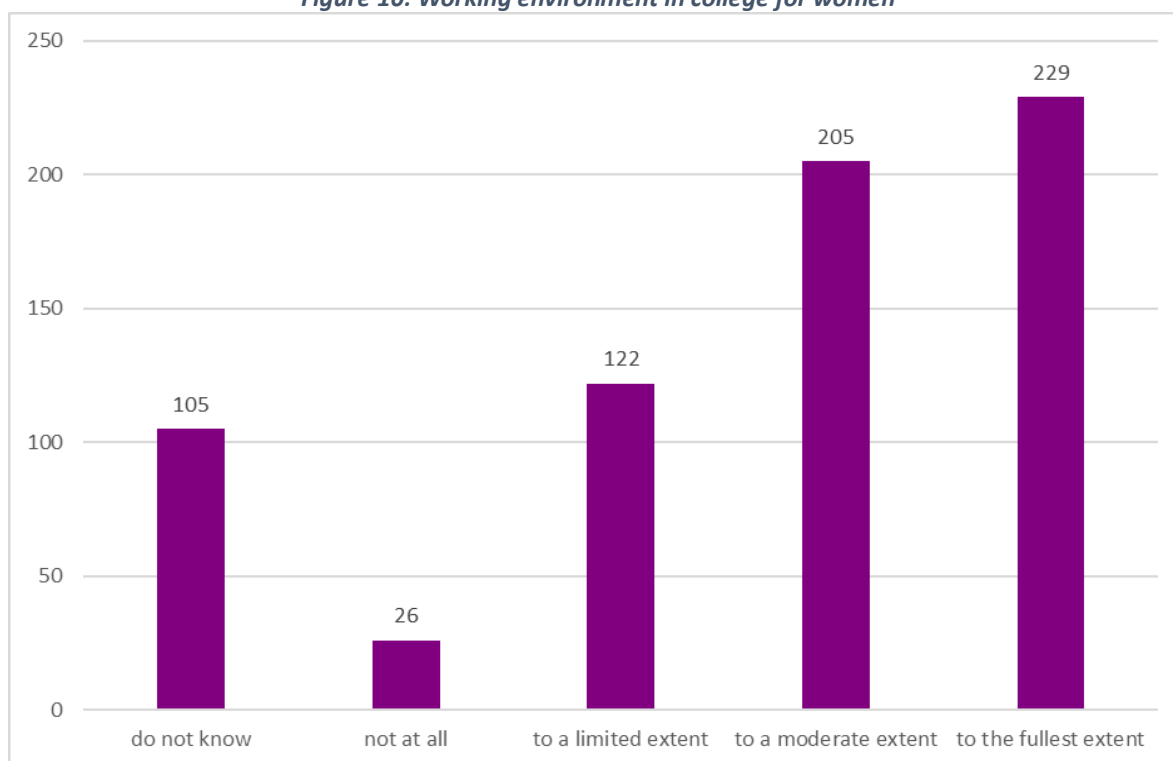


Figure 10 shows the response of staff and students about the improvement of working environment for women in college over the years. Table 10 shows that almost

33.3% of the staff and students provided a positive reply about the development in working environment for women. 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 timings for the meetings fixed in consultation with the women staff?

Table 11: Timings for meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	61	8.9	8.9	8.9
Not at all	85	12.4	12.4	21.3
To a limited extent	110	16.0	16.0	37.3
To a moderate extent	238	34.6	34.6	71.9
To the fullest extent	193	28.1	28.1	100.0
Total	687	100.0	100.0	

Figure 11: Timings for meetings

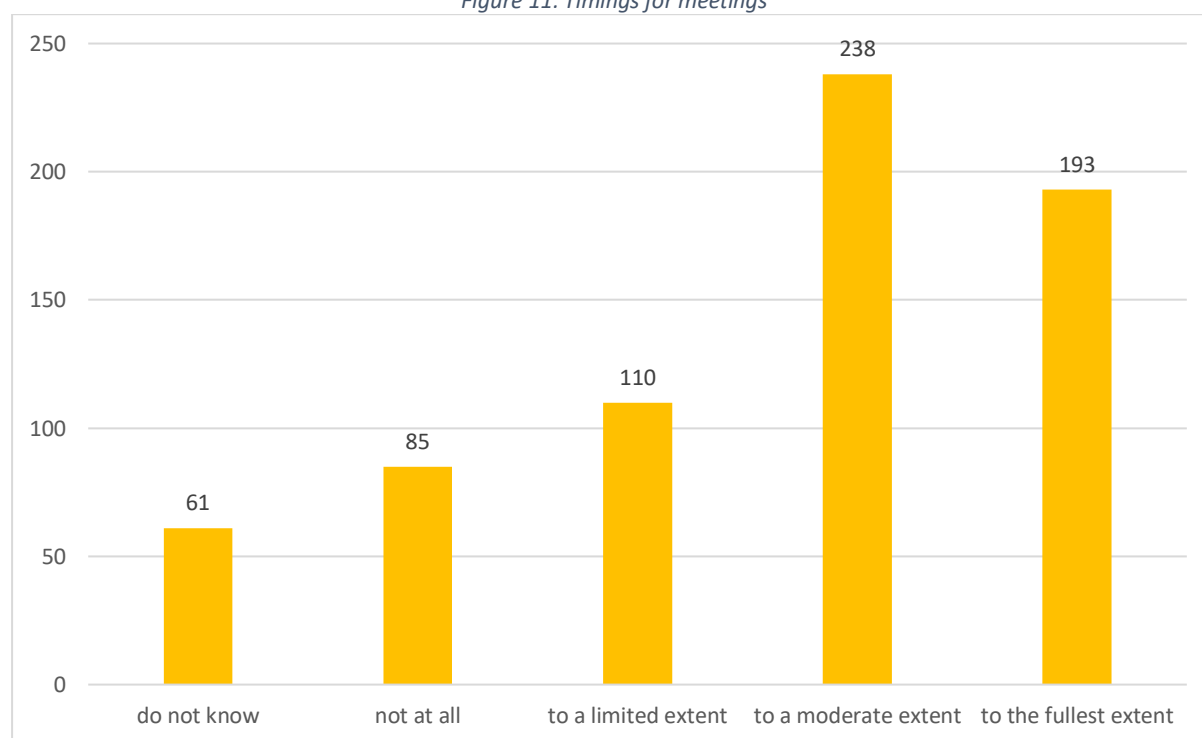


Figure 11 shows the responses of staff and students about the fixation of meeting schedule in consultation with women staff. Table 11 shows that 28.1% of stakeholders agree to the fullest extent and 34.6% agree to a moderate extent that women are consulted before fixing the meeting timings.

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

Table 12: Flexible work arrangements in organisation

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	69	10.0	10.0	10.0
Not at all	42	6.1	6.1	16.2
To a limited extent	151	22.0	22.0	38.1
To a moderate extent	199	29.0	29.0	67.1
To the fullest extent	226	32.9	32.9	100.0
Total	687	100.0	100.0	

Figure 12: Flexible work arrangements in organisation

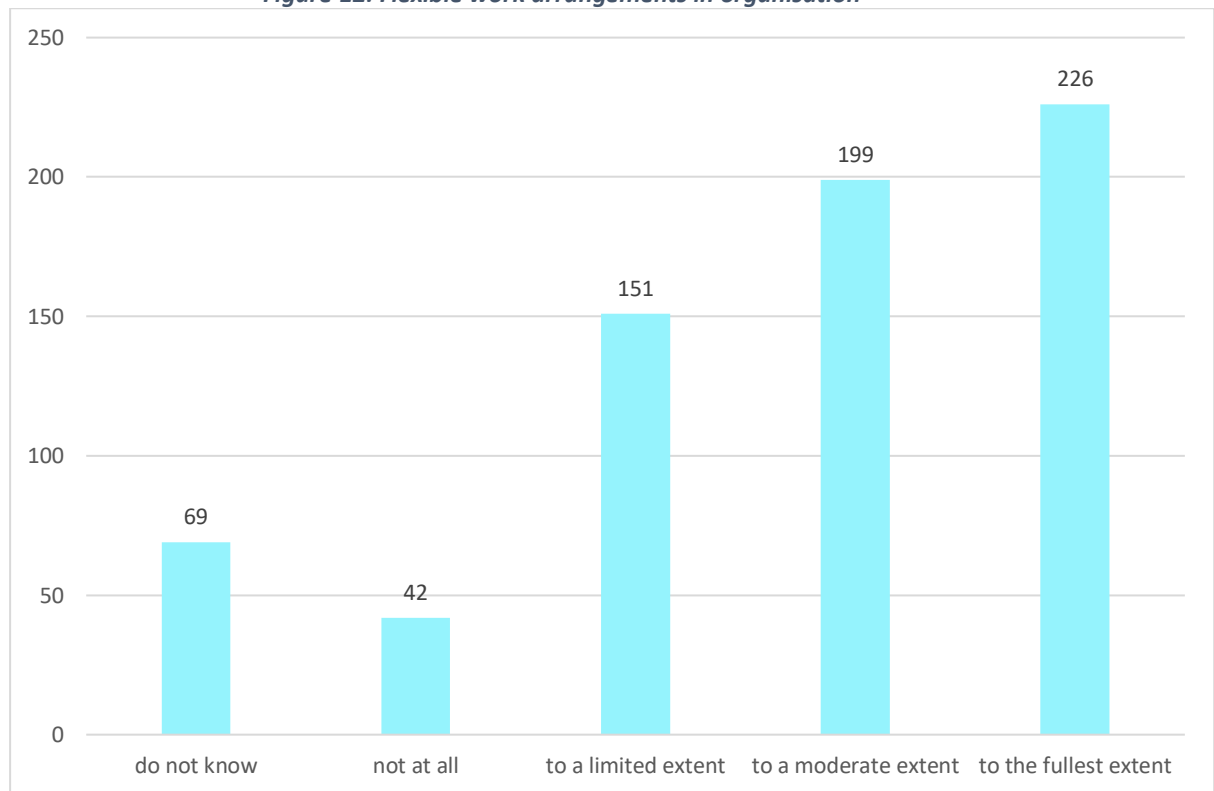


Figure 12 shows the responses of staff about flexible work arrangements in the organisation. Table 12 shows that 32.9% of the respondents agree to the fullest extent that there is a flexible work arrangement in the college and 29% agree to a moderate extent. This shows that the college is paying consideration to the needs of the working fraternity also.

5.3 Gender Sensitisation:

The college has formed various committees like Anti-ragging committee and has been organizing special sessions/webinars with women related themes to foster gender equality in the mindsets of the students. Equal Development Cell is highly active and works the whole year for students and staff. 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 that is a very significant factor considering the current COVID 19 pandemic phase and the subsequent lockdowns. It can be said that the environment of the college is gender sensitive and all the stakeholders of the college possess at least minimum awareness on gender concepts.

Question 1: Does the college have an Internal Complaints Committee to deal with cases of harassment in the campus?

Table 13: Internal Complaints Committee

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	57	8.3	8.3	8.3
Not at all	67	9.8	9.8	18.0
To a limited extent	123	17.9	17.9	36.0
To a moderate extent	245	35.7	35.7	71.6
To the fullest extent	195	28.4	28.4	100.0
Total	687	100.0	100.0	

Figure 13: Internal Complaints Committee

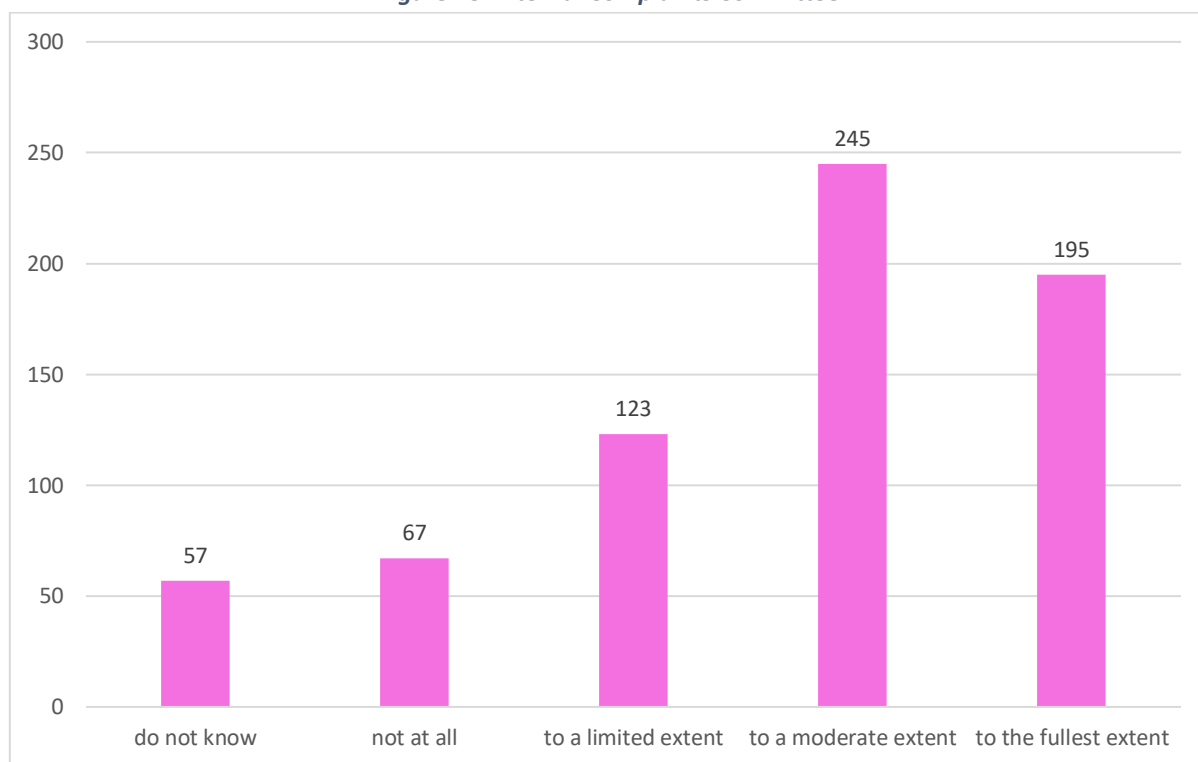


Figure 13 shows the responses of stakeholders about the presence of Internal Complaints Committee. Table 13 show that 28.4% of the staff agree to the fullest extent and 35.7% of the staff agree to a moderate extent that there is presence of Internal Complaints Committee. However, there seems to be a mixed response in this regard and such responses show that the college can institutionalise IC Committee in a more structured manner.

Question 2: Is there training of staff in gender awareness and sensitization?

Table 14: Training of Staff in Gender Awareness and Sensitisation

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	94	13.7	13.7	13.7
Not at all	72	10.5	10.5	24.2
To a limited extent	98	14.3	14.3	38.4
To a moderate extent	238	34.6	34.6	73.1
To the fullest extent	185	26.9	26.9	100.0
Total	687	100.0	100.0	

Figure 14: Training of Staff in Gender Awareness and Sensitisation

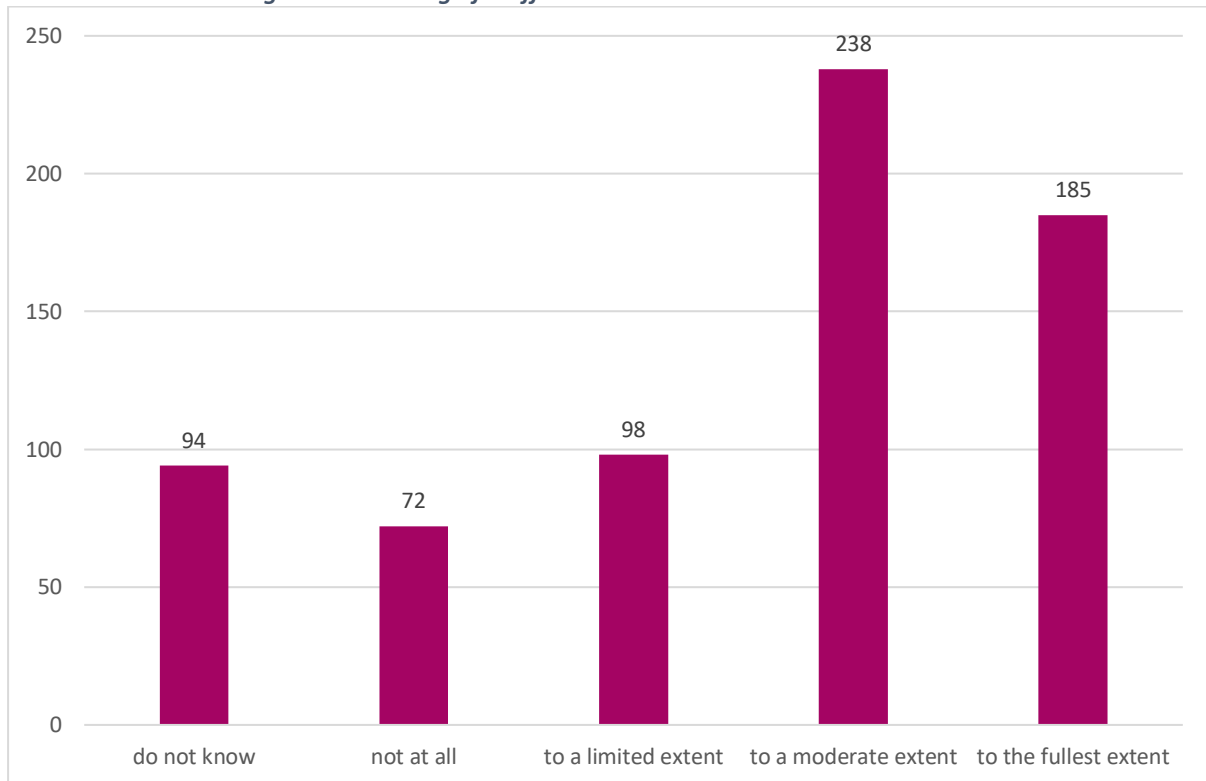


Figure 14 shows the response of stakeholders about training of staff in gender awareness and sensitisation. Table 14 expresses that 26.9% of the staff agree to the fullest extent and 34.6% of the staff agree to a moderate extent that there is enough training of staff in gender awareness. There seems to be a mixed response and much attention needs to be given in this regard by the administration.

Question 3: Does your college encourage gender sensitive behaviour, for example in terms of language used, jokes and comments made?

Table 15: Gender sensitive behaviour in college

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	115	16.7	16.7	16.7
Not at all	51	7.4	7.4	24.2
To a limited extent	141	20.5	20.5	44.7
To a moderate extent	203	29.5	29.5	74.2
To the fullest extent	177	25.8	25.8	100.0
Total	687	100.0	100.0	

Figure 15: Gender sensitive behaviour in college

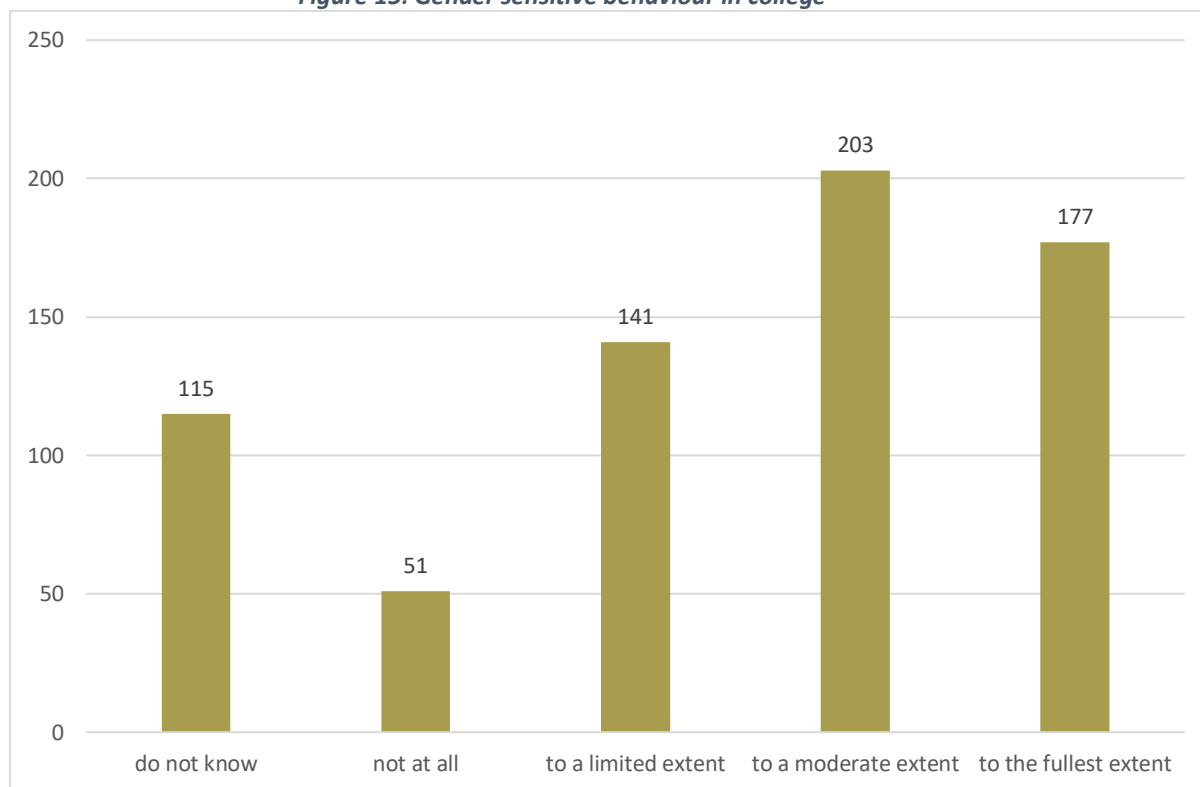


Figure 15 shows the responses of staff and students about how the college reinforces gender sensitive behaviour and procedures in terms of language used, jokes and comments made. The mixed response for the question shows that the college is on the track to ensure a gender sensitive behaviour.

5.4 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. The college has separate hostel for boys located in the college campus and a separate hostel for girls. 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 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 named as Bharat Ratna C.Subramaniam Centenary Library with a total number of 69,894 books, 31,64,309 e-books, 60 journals, 6150 e-journals, along with the subscription of daily newspapers.

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

Table 16: Adequate number of toilets

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	86	12.5	12.5	12.5
Not at all	99	14.4	14.4	26.9
To a limited extent	144	21.0	21.0	47.9
To a moderate extent	186	27.1	27.1	75.0
To the fullest extent	172	25.0	25.0	100.0
Total	687	100.0	100.0	

Figure 16: Adequate number of toilets

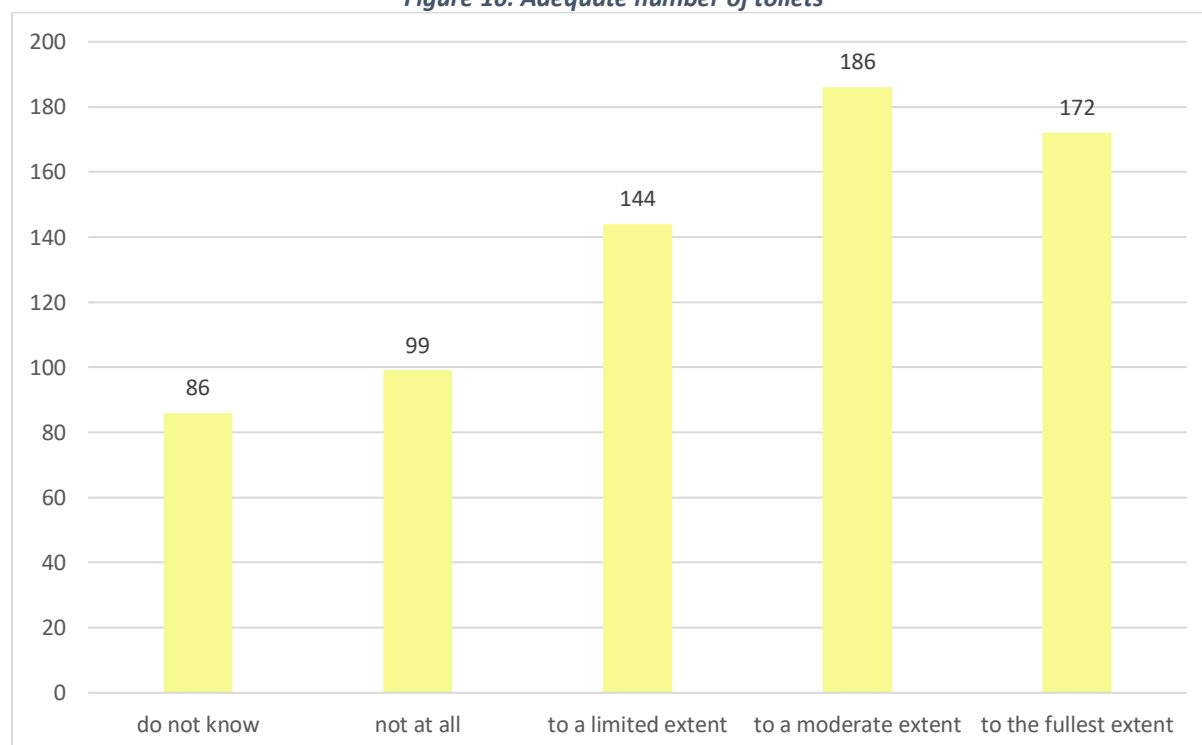


Figure 16 shows the response of staff and students about adequate toilet facilities in the college campus. Table 16 show that 25% agree to the fullest extent and 27.1% agree to a moderate extent that there are enough toilet facilities in each floor of the college. 21% of stakeholders opine that it is available only to a limited extend and 14.4% say that there is no enough toilet facility. The management shall consider the response and work accordingly.

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

Table 17: Facilities in toilet for girl students

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	55	8.0	8.0	8.0
Not at all	89	13.0	13.0	21.0
To a limited extent	141	20.5	20.5	41.5
To a moderate extent	220	32.0	32.0	73.5
To the fullest extent	182	26.5	26.5	100.0
Total	687	100.0	100.0	

Figure 17: Facilities in toilet for girl students

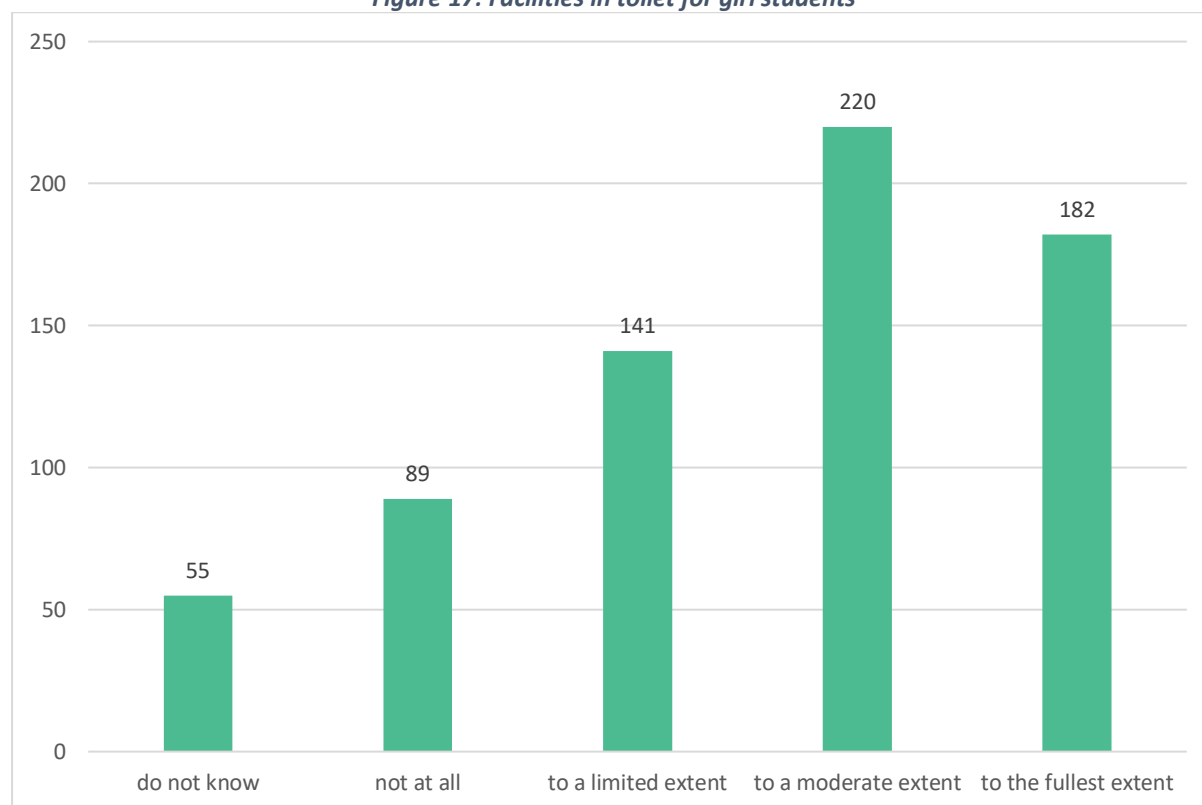


Figure 17 shows the response of staff and students about adequate facilities in the toilets keeping in mind the need of girl students. Table 17 show that 26.5% agree to the fullest extent and 32% agree to a moderate extent that there are enough toilet facilities in each floor of the college. 20.5% of stakeholders opine that it is available only to a limited extend and 13% say that there is no enough toilet facility. The management shall consider the response and work accordingly.

Question 3: Are CCTV cameras installed in the campus?

Table 18: CCTV in campus

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	50	7.3	7.3	7.3
Not at all	35	5.1	5.1	12.4
To a limited extent	123	17.9	17.9	30.3
To a moderate extent	207	30.1	30.1	60.4
To the fullest extent	272	39.6	39.6	100.0
Total	687	100.0	100.0	

Figure 18: CCTV in campus

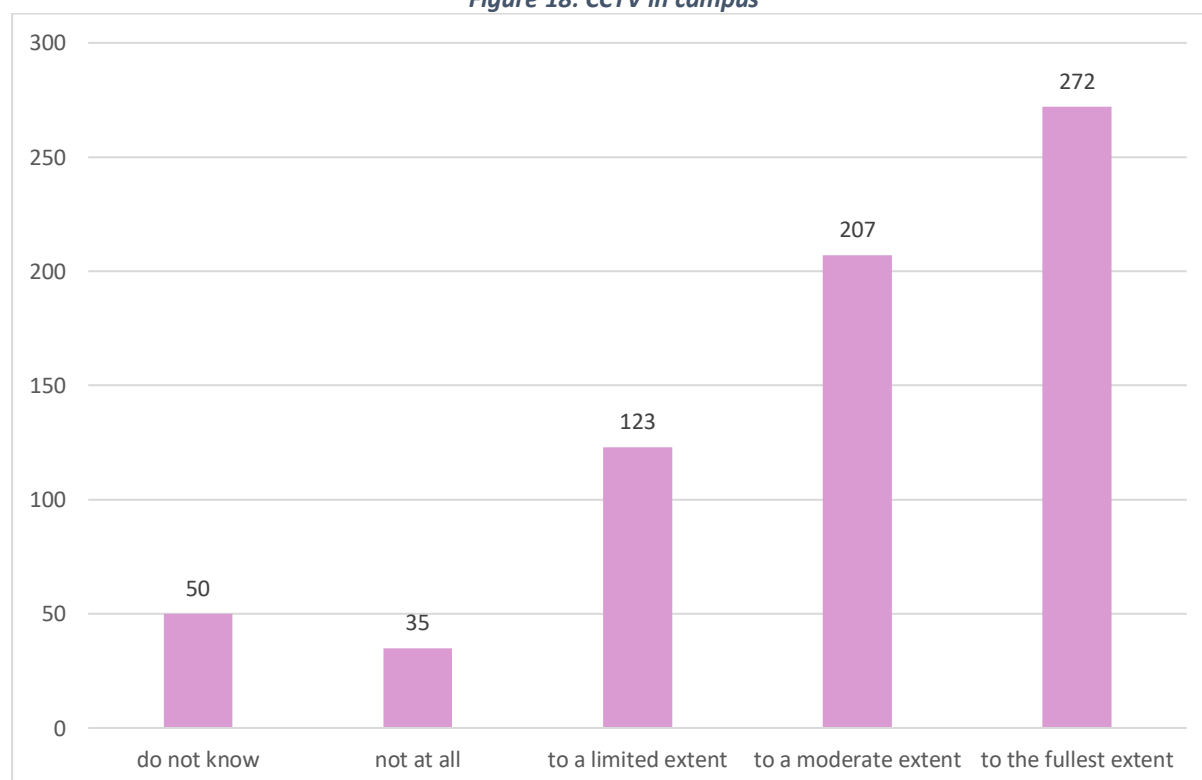


Figure 18 shows the response of staff and students about CCTV cameras in the campus. Table 18 show that 39.6% of the stakeholders agree the presence of CCTV to the fullest extent and 30.1% agree about this to a moderate extent. While some are not aware of this or deny the presence of CCTV Cameras in the campus, management can ensure that all are informed diligently about the presence of such CCTV camera in the college campus.

Question 4: Are adequate security arrangements made in the campus during day and night?

Table 19: Security arrangements in the campus

	Frequency	Percent	Valid Percent	Cumulative Percent
Do not know	57	8.3	8.3	8.3
Not at all	38	5.5	5.5	13.8
To a limited extent	125	18.2	18.2	32.0
To a moderate extent	192	27.9	27.9	60.0
To the fullest extent	275	40.0	40.0	100.0
Total	687	100.0	100.0	

Figure 19: Security arrangements in the campus

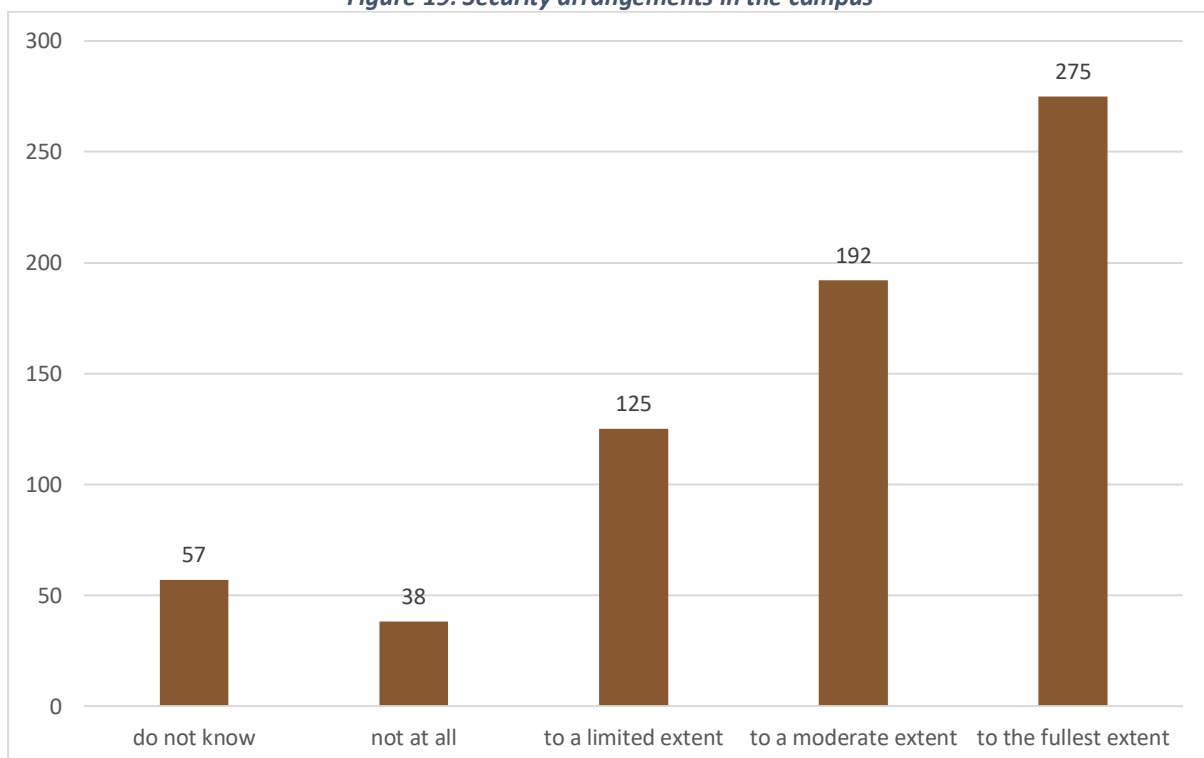


Figure 19 shows the response of staff and students about security arrangements in the campus during day and night. Table 19 show that 40% of the stakeholders agree the presence of adequate security arrangements in the campus to the fullest extent and 27.9% agree about this to a moderate extent. While some are not aware of this or deny the presence of adequate security arrangements in the campus in the campus, management can ensure that all the stakeholders feel safe and secure in the college campus.

6. 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.
- 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.
- There is a need to improve the strength of female staff members in administrative and management positions.
- More awareness programs should be arranged for increasing gender sensitivity among the staff and students of the college and also to increase awareness about the provisions of POSH Act.
- The topic of Menstrual Hygiene should be introduced and discussed at a general level. 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.
- Maternity leave and payment of salary during the concerned period must be institutionalised.
- 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.
- Display boards of IC Committee members with their contact details should be kept in visible places.
- Sanitary napkin vending machines can be installed in girls' restrooms in the college campus.

7. CONCLUSION:

Gender audit of the college indicates that the college has a great deal of strength in hand and also limitations. Some steps have 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. The college is contributing well towards gender righteousness and formatting a gender susceptible society. The Gender Audit of the College indicates a positive and 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 as much as possible.