



EKNM GOVERNMENT COLLEGE ELERITHATTU
(Established in 1981, Affiliated to Kannur University)

Accredited by NAAC with 'B' Grade

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DOCUMENTARY EVIDENCE FOR

7.1.1. Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc.

GENDER AUDIT REPORT





**E. K. NAYANAR MEMORIAL GOVERNMENT
COLLEGE, ELERITHATTU**

GENDER AUDIT REPORT




DECLARATION

This study was conducted *Nithya V.*, Co-ordinator, Women Cell, E. K. Nayanar Memorial Government College, Elerithattu and *Esha Kishore* (Kerala State Transgender Justice Board Member) in June 2023. All the data furnished here are collected through online survey conducted among the students and from the College office records. I, hereby, declare that all the information provided above are true and unaltered according to the best of my knowledge and belief.


Esha Kishore

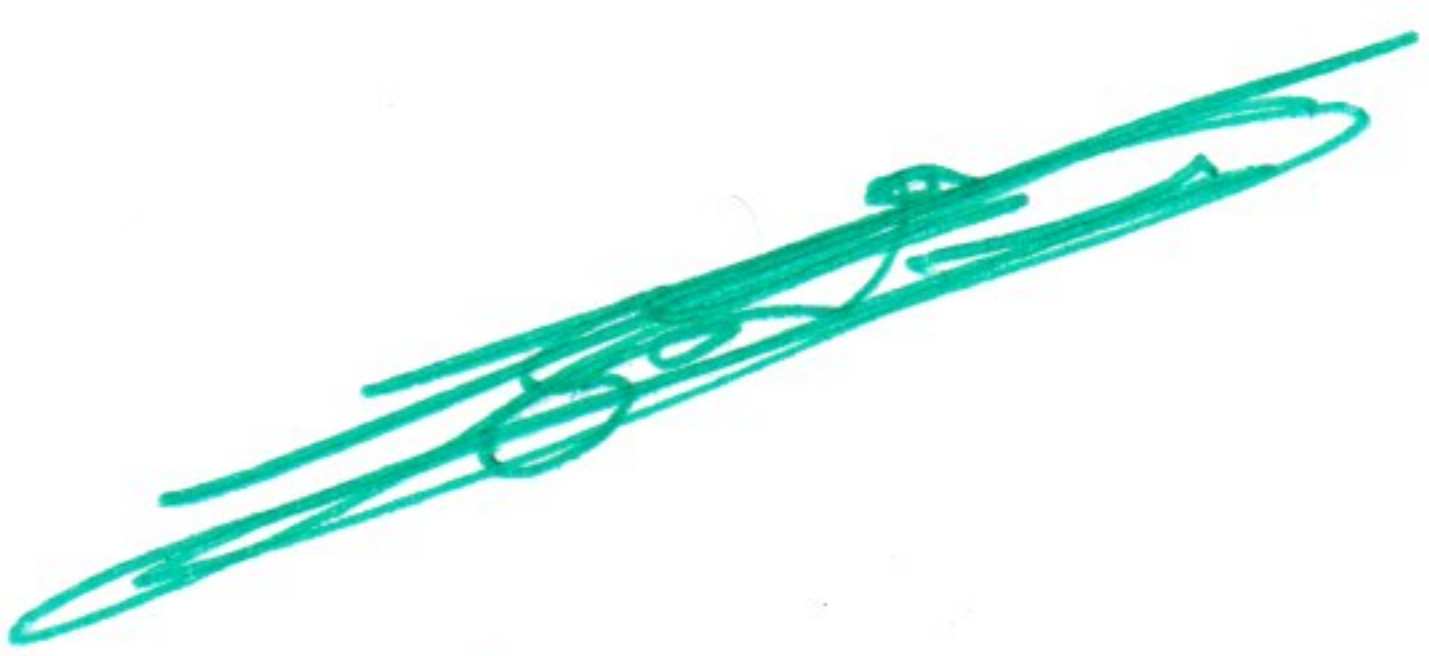
(Kerala State Transgender Justice Board Member)


Nithya V

(Co-ordinator, Women Cell)

NITHYA . V
ASSISTANT PROFESSOR
Department of Hindi
E.K.N.M Govt. College, Elerithattu
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PEN: 808036




Principal
PRINCIPAL
E. K. N. M. GOVT. COLLEGE
ELERITHATTU
ELERITHATTU P.O.
KASARAGOD DT. PIN: 671314

ABOUT THE COLLEGE

E. K. Nayanar Memorial Government College, Elerithattu was established in the year 1981, is a NAAC B-Grade accredited college affiliated to Kannur University. The college was formally upgraded and approved by UGC as an undergraduate college in 1989, when BA Hindi was sanctioned.

E. K. Nayanar, the legendary leader of the masses and freedom fighter against British colonialism stayed in Elerithattu as part of his struggles. In memory of his pioneering contributions in the formation of the college, the college was renamed after him in 2005. The college currently offers six undergraduate programmes in different disciplines namely Economics, Hindi, Functional English, Commerce with Co-operation, Physics, Political Science and a Post-Graduation in Applied Economics. The college as it stands today is the concretization of the collective aspirations of the local community and their intense enthusiasm. Affiliated to Kannur University, E K N M Government College fulfills the dire educational needs of the rural folk in the remote hilly area of Kasaragod district, Kerala.

GENDER SENSITIVE FEATURES OF THE COLLEGE

Women Cell

Women Cell of E.K.N.M. Govt. College, Elerithattu is a dedicated body that addresses and supports issues related to women's welfare, safety and empowerment within the campus. The women cell of the college conducts talks and various competitions with a special emphasis on women and their role in the present-day society. It organizes various social awareness programmes so as to help the students to understand empathetically the weak and the down trodden of the society.

Objectives

1. To create awareness about women's rights, health and social issues.
2. To provide a safe and supportive environment for female students, faculty and staff.
3. To make women realize their equal responsibility in building a society.
4. To cultivate leadership skills in women.

Women Cell Convenor of the current year is Ms. Nithya V., Assistant Professor of Hindi.

Internal Complaints Committee

Internal Complaints Committee (ICC) of E.K.N.M. Govt. College, Elerithattu is a mandatory body which is established in institutions and workplaces to address complaints of sexual harassment. It ensures a safe working and educational environment in college campuses.

The Internal Complaints Committee Co-ordinator of the current year is Ms. Tessymol George, Assistant Professor of Economics.

Anti-Ragging Committee

E.K.N.M. Govt. college campus is a ragging free campus. There is an Anti- Ragging Committee in the college that helps prevent ragging incidents. In this committee there are members such as the District Collector of Kasaragod, District Superintendent of Police, Kasaragod, Members of Parappa Block Panchayath and West Eleri Grama panchayath, all Department Heads, IQAC Co-Ordinator, Hostel Warden, PTA Vice President, reporters from different newspapers, Senior Superintendent of the college and representatives of students and teachers.

Additionally, an anti-ragging squad has been constituted, consisting of several teachers and the college union staff adviser. The Convenor of the Anti-Ragging Squad for the current year is Mr. Sasi. C. T., Assistant Professor of History.

Gender Justice Forum

A Gender Justice Forum typically refers to a platform or event where individuals and organizations come together to discuss issues related to gender equality and justice. These forums aim to promote dialogue, raise awareness, and advocate for policies and actions that maintain gender equality in various spheres of society. It is decided to constitute a Gender Justice Forum in the college functions from the academic year 2023-24.

Ladies' Amenity Centre

A Ladies' Amenity Centre of 700 sq.ft that can accommodate around 15 students at a time. Girls' friendly toilets with vending machine for sanitary pads and incinerators for disposal are available near the amenity centre. A rest room with a first aid facility called the 'First Aid Room' is available for female students who have health issues during college hours.

Ladies Hostel

Our college provides excellent hostel facilities for female students. Most of the students admitted to the college are girls. Hostel accommodation is of utmost important facility, especially in area like Elerithattu with poor transportation options. Almost 150 students have been accommodated in the college this year.

The warden duties were being handled by Lt. Aravindan S., Assistant Professor of English. Ms. Nithya V., Ms. Tessymol George and Ms. Jayasree A. are the resident tutors.

College Students Union

A student union led by girls can be a transformative force within a college, promoting gender equality, empowering young women, and challenging traditional stereotypes. By advocating inclusive policies, addressing gender-specific issues, and fostering a culture of mutual respect and collaboration, such a union can make a lasting impact on the campus and beyond. Elerithattu College has given significant importance to gender equality. Currently, our college union is composed of more than 50% female students. Therefore, ultimately, it is a girl-friendly campus.

The girls have shown excellent performance in the college union festivals over the last five years. These events were led by the college union which constituted a majority of girls. Also, the girls have performed exceptionally well in the University-level Arts Festival. This year, Ms. Anjana Rajan, III BA Hindi won the first prize in Hindi Story writing, Ms. Shimna K. N., II BA Hindi and Ms. Charutha A., III BA Hindi secured the first prize in Mehndi, and Ms. Shreya Jayan, I BA Functional English earned the first prize in Caricature.

GENDER SENSITIZATION PROGRAMMES ORGANIZED IN THE LAST FIVE YEARS

National Service Scheme

E K Nayanar Memorial Govt. College, Elerithattu
 NSS Units: 9,16
 Human Rights Day Observance
2020 Gender Bender Webinar Series
 DAY:01
 Dec 07 2020
 4:30 PM
 #NotMeButYou
 Google Meet
 https://meet.google.com/odh-jwsp-att
'TRANS RIGHTS ARE HUMAN RIGHTS'
Esha Kishore
 (Member, Kasaragod District Transgender Justice Board, Government of Kerala)
 eknmns@gmail.com

- The National Service Scheme organized a webinar on "Trans Rights are Human Rights" on 7th December 2020. Isha Kishore, Kasaragod District Transgender Justice Board Member was the Resource Person. The resource person highlighted the necessity to ensure treatment of transgender individuals with dignity, respect, and equality. Recognizing and protecting the rights of trans people is an essential step toward creating a more just and inclusive society for all.

E K Nayanar Memorial Govt. College, Elerithattu
 NSS Units: 9,16
 Human Rights Day Observance
2020 Gender Bender Webinar Series
 DAY:02
 Dec 08 2020
 4:30 PM
 #NotMeButYou
 Google Meet
 https://meet.google.com/cbc-omzy-kgm
'KNOWING YOURSELF THROUGH GENDER AND SEXUALITY'
Gadha Thachappilly
 Health Psychologist
 (Specialised in Queer Community Health)
 eknmns@gmail.com

- As part of Human Rights Day Observance, the NSS team organized another Gender Bender webinar on "Knowing yourself through Gender and Sexuality" on December 8, 2020. The programme was inaugurated, and a talk was delivered by Gadha Thachappilly, a health psychologist specialized in queer community health.


MARCH 8
INTERNATIONAL WOMEN'S DAY
 Programme
 Topic: **Gender equality today for a sustainable tomorrow**
 Venue: **Seminar Hall, EKNMGC**
 Time: **11am**
 Speaker: **Athulya Jose**
 Psychologist
 EKNMGC Elerithattu
 National Service Scheme
 Unit 09 & 16
 EKNMGC Elerithattu

- As part of International Women's Day, the National Service Scheme conducted a session on the topic "Gender Equality Today for a Sustainable Tomorrow" on March 8, 2022. The session was handled by Ms. Athulya Jose, psychologist at E.K.N.M. Government College, Elerithattu.

Women Cell

**ഇ.കെ.എൻ.എം. ഗവ. കോളേജ്,
എളേരിത്തട്ട്**
വിമൻസ് സെൽ

പ്രദർശനം
ലിംഗസമത്വവും സാമൂഹികജീവിതവും
ഡോ. അനു പാപ്പച്ചൻ



അസി. പ്രൊഫസർ
വിലാ കോളേജ്,
തൃശ്ശൂർ

മാർച്ച് 7 തിങ്കളാഴ്ച
വൈകുന്നേരം 7 മണിക്ക്
ഗൂഗിൾ മീറ്റിംഗിൽ

- As part of the Women's Day celebration, the Women's Cell organized a webinar on March 7, 2022. Dr. Anu Pappachan, Assistant Professor at Vimala College, Thrissur, delivered a talk on 'ലിംഗസമത്വവും സാമൂഹികജീവിതവും' (Gender Equality and Social Life). The programme was presided over by Dr. Solji K. Thomas, Principal of E.K.N.M. Government College, Elerithattu.

- The Women Cell of E. K. N. M. Govt. College, Elerithattu organized an informative session on “Transgender Rights and Acceptance: Legal and Social perspectives” on 5th January, 2023. Esha Kishore, Kerala Transgender Justice Board member, delivered the keynote address. The Resource Person provided a comprehensive overview of the legal and social issues surrounding transgender rights and acceptance. The speaker's insightful analysis and passionate advocacy left a lasting impression on the audience, encouraging continued efforts towards equality and inclusion for transgender individuals.



- As part of International Women's Day, the women cell of the college conducted an invited talk on "പുതുകാലം, പുതുപരിഭ്രഷ്ടം: സ്ത്രീകൾ നിർമ്മിക്കുന്ന ലോകം" on 2nd March 2023. The programme was inaugurated and talk delivered by Mrs. C.P. Subha, Teacher, Poet, Cine Artist and Women Activist. As a part of the programme the poster writing competition on the theme "അടുക്കള അവളുടേത് മാത്രമാണോ?" and the essay writing competition on the topic "വിലക്കുകൾ, അതിരുകൾ: പെൺ സ്വാതന്ത്ര്യത്തിന് പരിധിയുണ്ടോ?" were conducted.



Department of Physical Education

The Department of Physical Education, in association with the NSS, conducted a mixed 'tug of war' as part of International Women's Day on March 8, 2022. The programme aimed to foster gender equality among students. Dr. Ajesh C.R., Assistant Professor of Physical Education, successfully managed the event.



GENDER AUDIT

Gender audit in a college context involves a comprehensive assessment of institutional policies, practices, and culture to identify areas where gender inequalities may exist. It examines factors such as admission processes, curriculum content, faculty representation, and campus facilities to ensure equitable opportunities and support for all genders. The findings of a gender audit inform targeted interventions and strategies aimed at promoting gender equity and inclusivity within the college community.

Objectives of the Gender Audit

Surveying students to uncover their perceptions regarding gender equality in the organization and conduct of programmes. The Audit would enable the organization to identify the impact of gender relations on their organizational culture, processes, programmes and organizational performance and vice versa.

The following are the main objectives of the Gender Audit:

- Identifying Gender Disparities
- Promoting Gender Equality
- Ensuring Inclusivity
- Enhancing Institutional Effectiveness
- Compliance with Legal and Ethical Standards
- Creating a Positive Work Environment
- Monitoring Progress

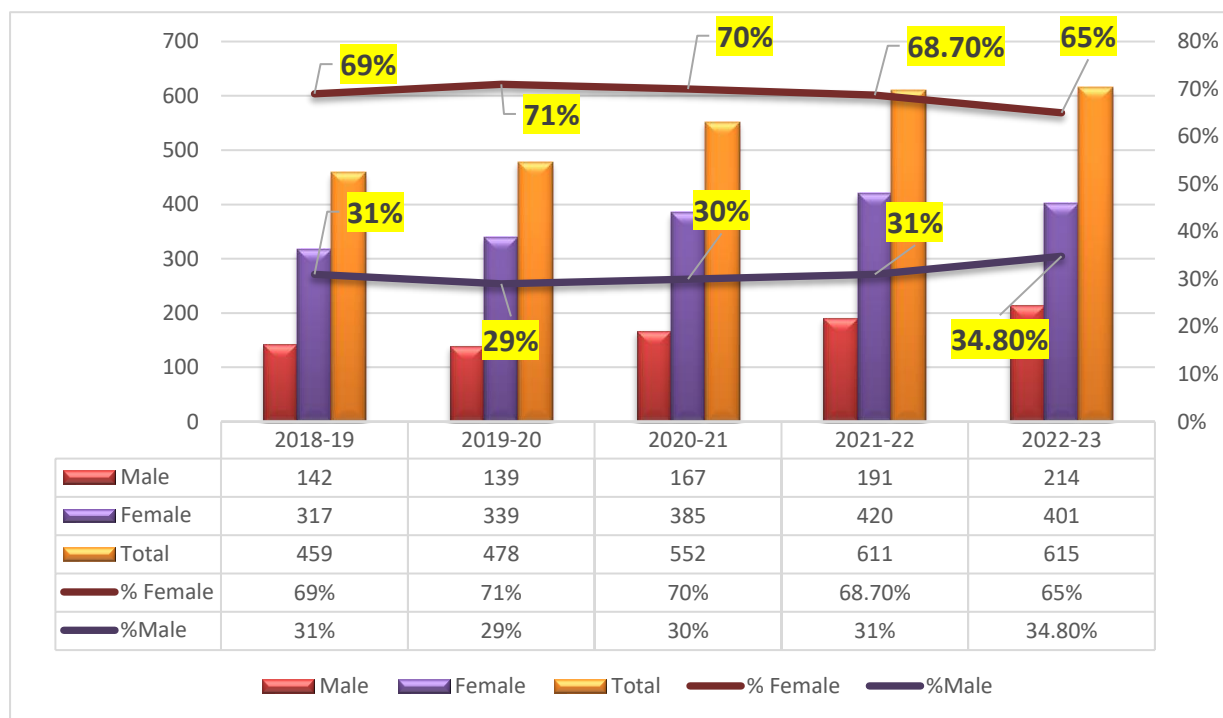
GENDER BALANCE IN THE COLLEGE

I. UG Admission Year wise

Year	Male	Female	Total	% Female	%Male
2018-19	142	317	459	69%	31%
2019-20	139	339	478	71%	29%
2020-21	167	385	552	70%	30%
2021-22	191	420	611	68.7%	31%
2022-23	214	401	615	65%	34.8%
Total	853	1862	2715	68.5%	31.4%

Over the five-year period, female students comprised a significant majority, ranging from 65% to 71% of the total admissions each year. The highest percentage of female admissions was recorded in 2019-20 at 71%, while the lowest was in 2022-23 at 65%. Conversely, male students accounted for 29% to 34.8% of admissions, with the lowest representation in 2019-20 at 29% and the highest in 2022-23 at 34.8%. Cumulatively, over the five years, 68.5% of admitted students were female, and 31.4% were male.

In each academic year, female students consistently outnumbered male students. The percentage of female students peaked at 71% in the 2019-20 academic year and slightly declined to 65% by the 2022-23 academic year. Conversely, the percentage of male students showed a gradual increase from 29% in 2019-20 to 34.8% in 2022-23. The high enrolment of female students indicates that the college is successful in attracting and retaining female students. While the percentage of male students is gradually increasing, the college might consider implementing further measures to encourage more male student enrolments.

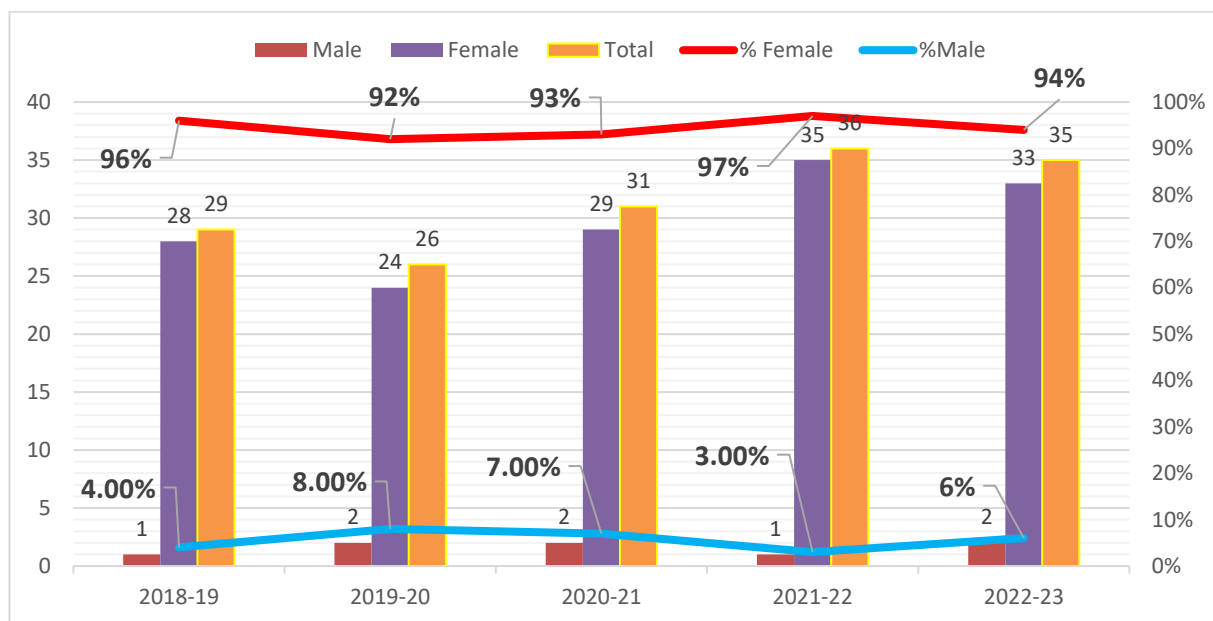


II. PG Admission Year wise

Year	Male	Female	Total	% Female	% Male
2018-19	1	28	29	96%	4.00%
2019-20	2	24	26	92%	8.00%
2020-21	2	29	31	93%	7.00%
2021-22	1	35	36	97%	3.00%
2022-23	2	33	35	94%	6%
Total	8	149	157	95.00%	5%

Over the five-year period, female students have overwhelmingly dominated admissions, consistently making up over 90% of the total each year. The highest proportion of female admissions was in 2021-22 at 97%, while the lowest was in 2019-20 at 92%. Male students, conversely, have constituted a very small minority, with their representation fluctuating between 1 and 2 admissions annually. The percentage of male students appears unusually high in certain years, such as 2019-20 at 76.9%,

Overall, across the five years, female students have accounted for 94.9% of total admissions, while males have made up only 51% of admissions due to the unusually high male percentage in some individual years. This significant gender disparity indicates a strong preference or trend towards female enrolments in the college's postgraduate programmes, which necessitates a closer examination of the factors contributing to this imbalance and the implementation of strategies to encourage a more balanced gender representation.



III. National Service Scheme (NSS)

National Service Scheme (NSS) is a noble academic extension programme envisioned at national level, with a view to bring our academic institutions closer to the society. It is an educational programme for personality development of the students through community service. This is to create social consciousness among students, by establishing a meaningful linkage between the campus and the community.

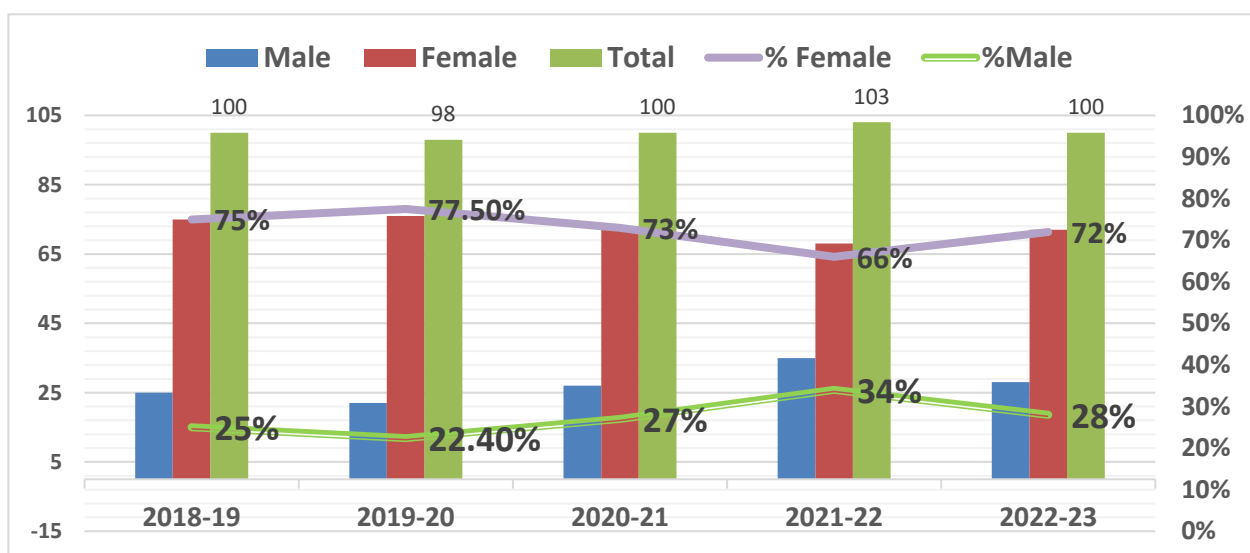
There is no separate unit for girls but two NSS units working in the college has about more than 65% female volunteers.

No. of NSS Volunteers for the last five years

Year	Male	Female	Total	% Female	% Male
2018-19	25	75	100	75%	25%
2019-20	22	76	98	77.5%	22.4%
2020-21	27	73	100	73%	27%
2021-22	35	68	103	66%	34%
2022-23	28	72	100	72%	28%
Total	137	364	501	72.6%	27.3%

Over the five-year period, female participants consistently outnumbered their male counterparts, with female representation ranging from 66% to 77.5% of the total volunteers each year. The highest percentage of female volunteers was recorded in 2019-20 at 77.5%, while the lowest was in 2021-22 at 66%. Conversely, male volunteers accounted for 22.4% to 34% of the total, with the highest male representation in 2021-22 at 34% and the lowest in 2019-20 at 22.4%. Cumulatively, across the five years, female volunteers made up 72.6% of the total NSS participants, while male volunteers constituted 27.3%.

This trend indicates a significant predominance of female participation in NSS activities. The data suggests that the college may need to investigate the reasons behind the higher female engagement in NSS and develop initiatives to encourage more male students to participate, promoting a more balanced gender representation in the programme.

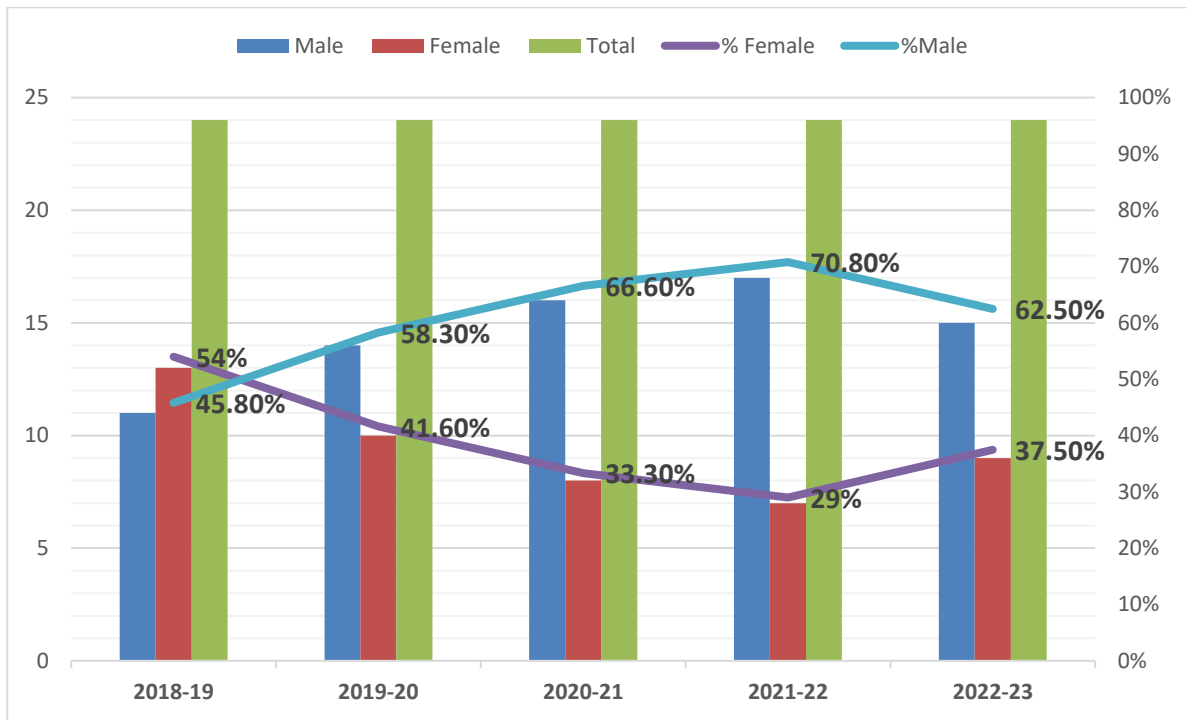


IV. Faculty Details Year wise

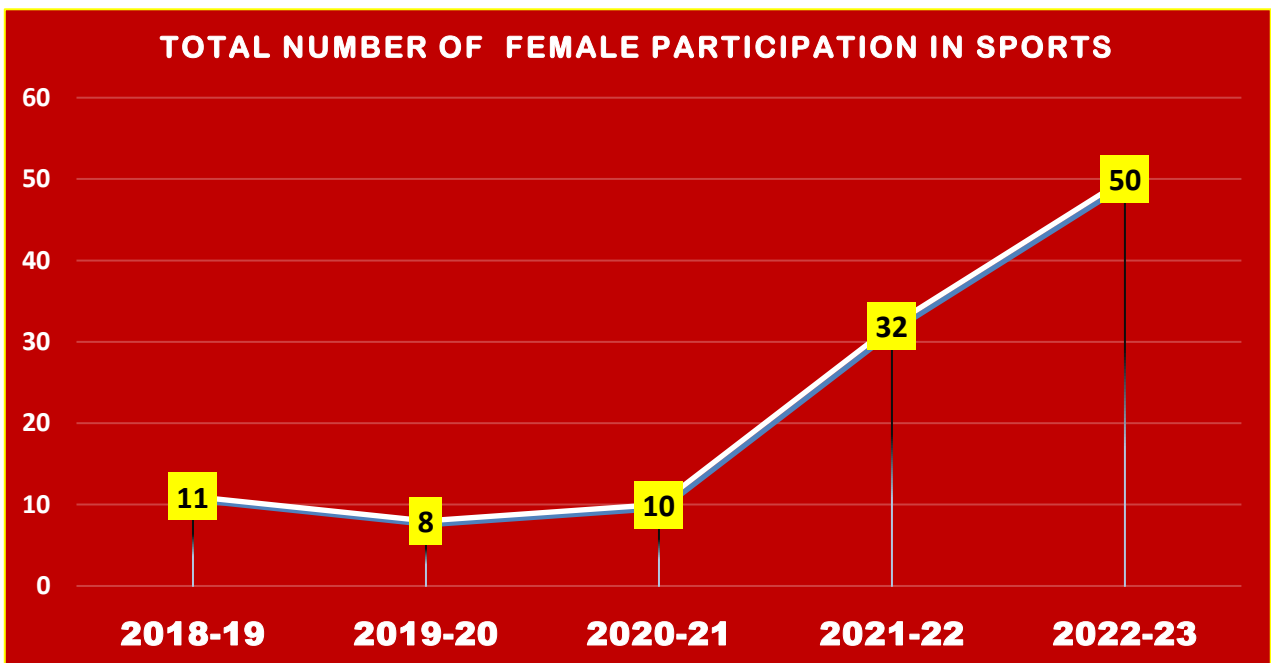
Year	Male	Female	Total	% Female	% Male
2018-19	11	13	24	54%	45.8%
2019-20	14	10	24	41.6%	58.3%
2020-21	16	8	24	33.3%	66.6%
2021-22	17	7	24	29%	70.8%
2022-23	15	9	24	37.5%	62.5%
Total	73	47	120	39.1%	60.8%

Over the five-year period, male faculty consistently outnumbered female faculty, with male representation ranging from 45.8% to 70.8% each year. The highest percentage of male faculty was recorded in 2021-22 at 70.8%, while the lowest was in 2018-19 at 45.8%. Conversely, female faculty representation varied from 29% to 54%, with the highest female representation in 2018-19 at 54% and the lowest in 2021-22 at 29%. Overall, across the five years, male faculty members comprised 60.8% of the total, while female faculty made up 39.1%.

This trend indicates a significant predominance of male faculty members. The data suggests that it may be beneficial for the relevant government authorities to investigate the factors contributing to the higher male faculty representation and consider strategies to encourage more female faculty appointments, aiming for a more balanced gender representation within the faculty.



V. Female Students Participation in sports activities at University and State Level



DATA ANALYSIS OF GENDER SURVEY

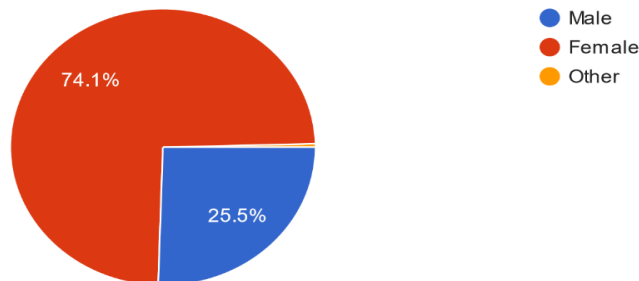
Part – I Students from UG and PG

Survey Questions

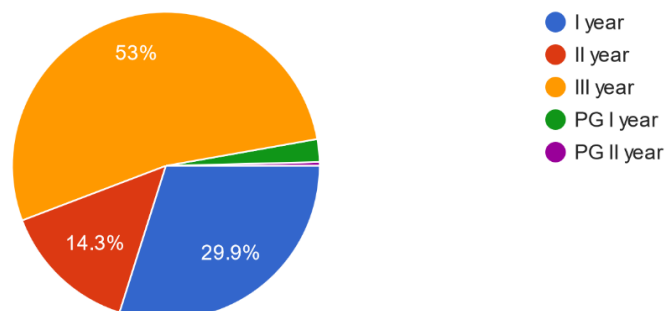
1. Do you feel comfortable expressing your gender identity within the campus?
2. Have you experienced or witnessed any form of gender-based discrimination or harassment (e.g., unequal treatment, stereotyping, sexual harassment) in the college?
3. How confident do you feel in reporting incidents of gender-based discrimination or harassment to the college administration?
4. Do you believe that gender affects your academic opportunities, experiences, or outcomes in the college?
5. Have you experienced any gender-related barriers or biases in accessing resources, facilities, or services in the college?
6. How important is gender equality to you?
7. What initiatives or policies would you suggest implementing to promote gender equality and inclusivity in our college?

Responses

Gender
251 responses

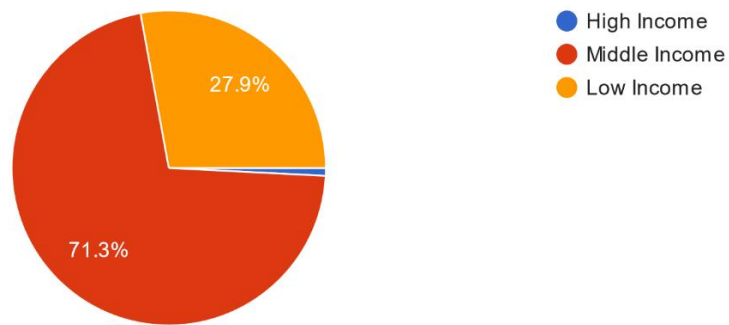


Class
251 responses



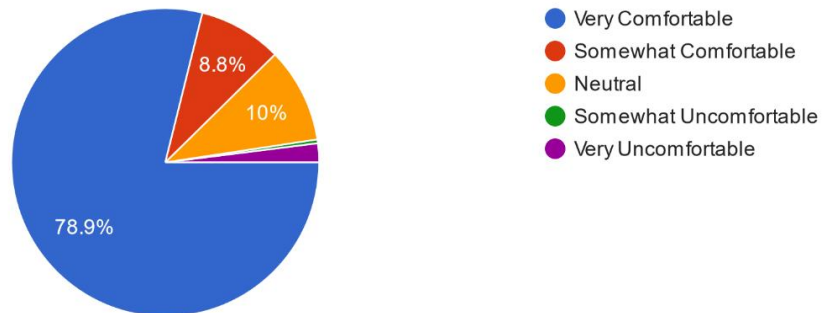
Socio-economic status

251 responses



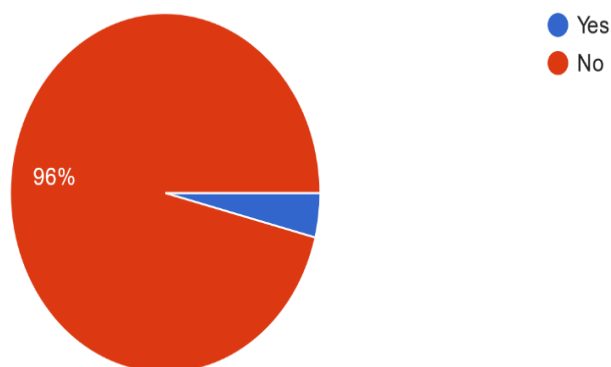
1. Do you feel comfortable expressing your gender identity on campus?

251 responses



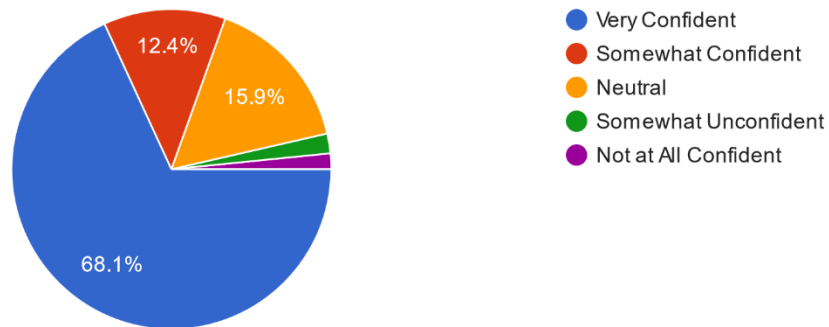
2. Have you experienced or witnessed any form of gender-based discrimination or harassment (e.g., unequal treatment, stereotyping, sexual harassment) in the college?

251 responses



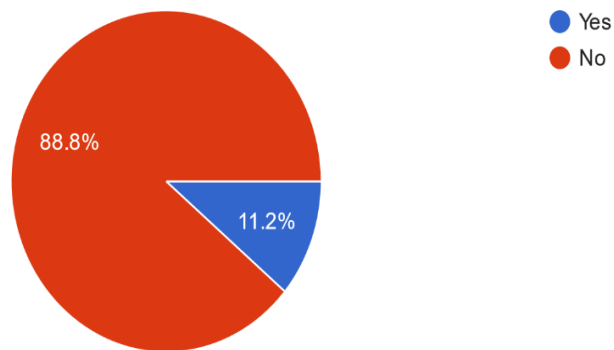
3. How confident do you feel in reporting incidents of gender-based discrimination or harassment to the college administration?

251 responses



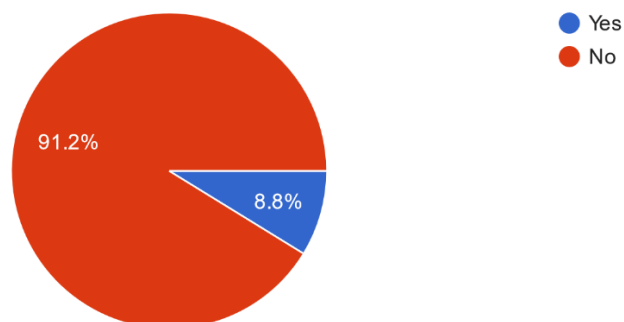
4. Do you believe that gender affects your academic opportunities, experiences, or outcomes in the college?

251 responses



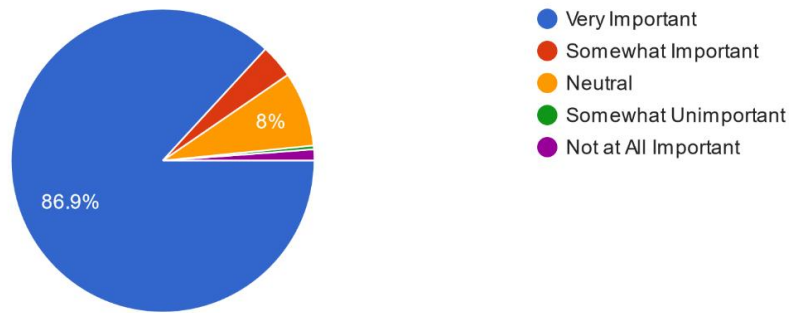
5. Have you experienced any gender-related barriers or biases in accessing resources, facilities, or services in the college?

251 responses



6. How important is gender equality to you?

251 responses



7. What initiatives or policies would you suggest implementing to promote gender equality and inclusivity in our college?

The responses from students regarding initiatives and policies to promote gender equality and inclusivity in the college reveal several key themes and suggestions. Here is an analysis of the data:

Categories of Responses:

1. Educational Environment:

- Curriculum and Academic Support: Students emphasized the importance of gender-sensitive curriculum and academic support services to ensure equal opportunities and participation.
- Equal Treatment: There is a strong sentiment towards treating everyone equally, avoiding segregation based on gender in classrooms and activities.
- Awareness Programs: Suggestions include using posters, seminars, lectures, and awareness campaigns to promote gender equality and challenge stereotypes.

2. Infrastructure and Facilities:

- Gender-Neutral Facilities: Calls for gender-neutral toilets and uniform options reflect a desire for inclusive infrastructure.
- Extended Hostel Hours: Concerns were raised about the closing time of the ladies' hostel and a request to extend it to accommodate students facing travel difficulties.

3. Cultural and Social Change:

- Change in Mentality: Students recognize the need for a shift in mindset towards gender equality, advocating for changes in societal attitudes and behaviours.
- Mixed-Gender Interactions: Encouraging mixed-gender interactions in academic and social settings, such as seating arrangements and sports activities, was highlighted.

4. Support and Empowerment:

- Support Systems: Providing support without gender-based discrimination and empowering students to challenge stereotypes were suggested as important initiatives.
- Student Participation: Ensuring equal participation and opportunities for all students, regardless of gender, in discussions and decision-making processes.

5. Advocacy and Awareness:

○ Advocacy and Expression: Students emphasized the importance of speaking up against gender discrimination and ensuring incidents are reported to authorities.

6. Parental and Community Engagement:

○ Parent-Teacher Collaboration: Suggestions were made for organizing parent-teacher meetings focused on promoting gender equality and engaging parents in these discussions at home.

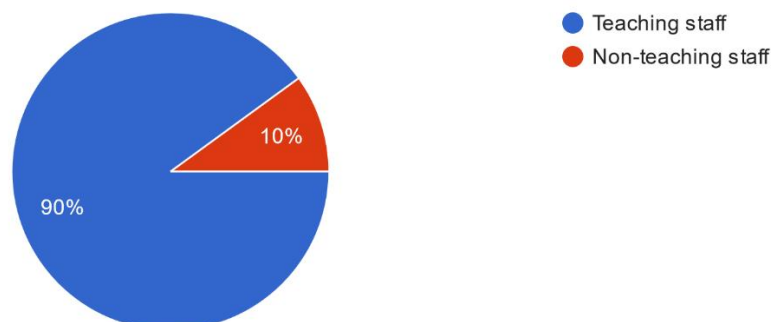
Part – II Teaching and non-teaching staff

Survey Questions

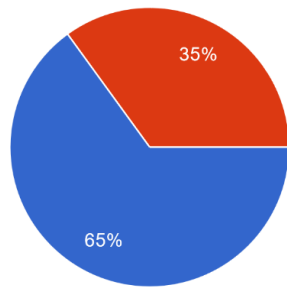
1. Do you feel that gender equality is promoted and respected in our college workplace?
2. Have you experienced or witnessed any form of gender-based discrimination or harassment (e.g., unequal pay, stereotyping, sexual harassment) in the college?
3. How confident do you feel in reporting incidents of gender-based discrimination or harassment to the college administration?
4. Do you believe that gender affects opportunities for professional growth and development in our college?
5. Have you experienced any gender-related barriers or biases in accessing resources, facilities, or services in the college?
6. Who is typically involved in the decision-making process, and is their inclusion based on factors such as functional roles, hierarchical positions, expertise, or other considerations?
7. What initiatives or policies would you suggest implementing to promote gender equality and inclusivity in our college?

Responses

Select one
20 responses

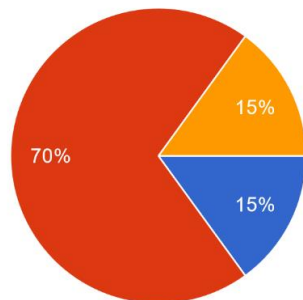


Gender
20 responses



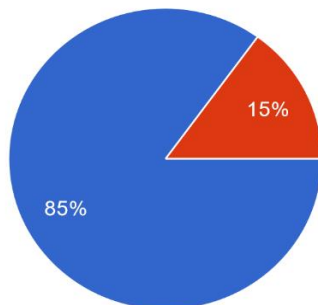
- Male
- Female
- Other

Socio-economic status
20 responses



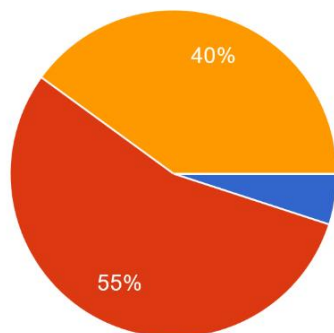
- High Income
- Middle Income
- Low Income

Category
20 responses



- Permanent
- Contract

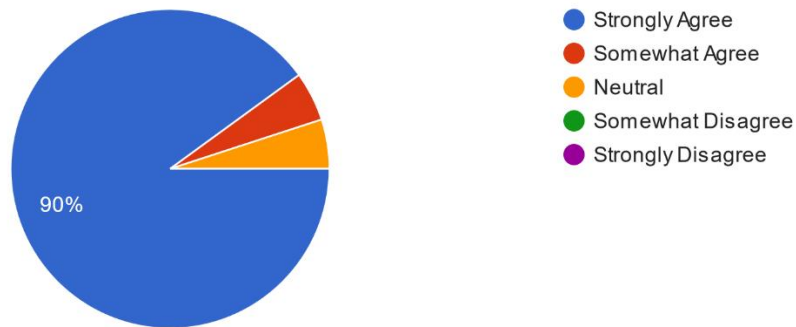
Years in service
20 responses



- Less than one year
- 1 to 10 year
- 10 to 20 year
- Above 20 years

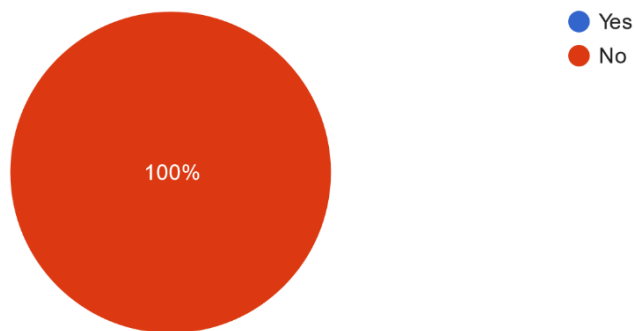
1. Do you feel that gender equality is promoted and respected in our college workplace?

20 responses



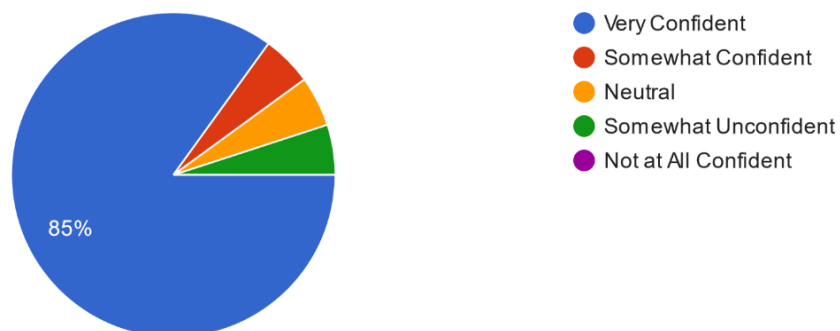
2. Have you experienced or witnessed any form of gender-based discrimination or harassment (e.g., unequal pay, stereotyping, sexual harassment) in the college?

20 responses



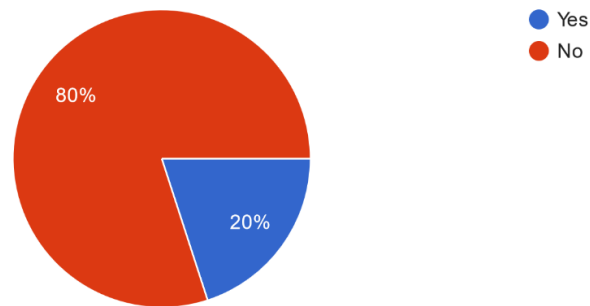
3. How confident do you feel in reporting incidents of gender-based discrimination or harassment to the college administration?

20 responses



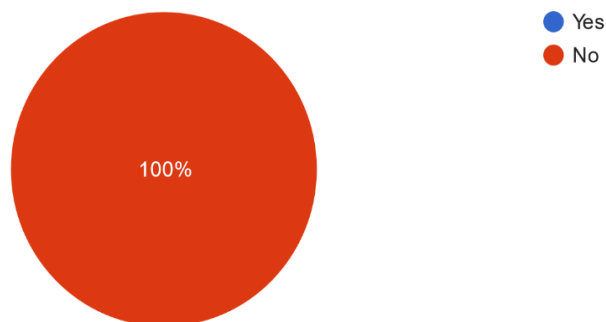
4. Do you believe that gender affects opportunities for professional growth and development in our college?

20 responses



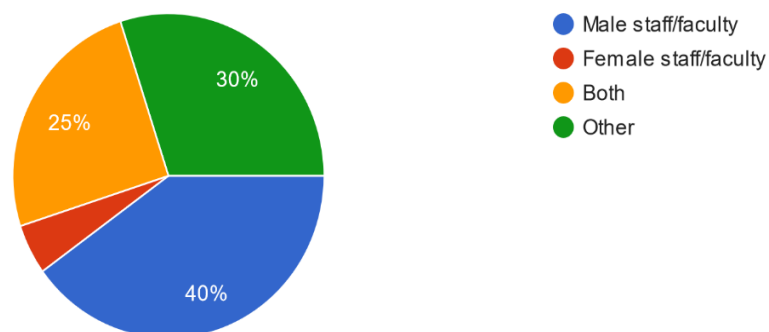
5. Have you experienced any gender-related barriers or biases in accessing resources, facilities, or services in the college?

20 responses



6. Who is typically involved in the decision-making process, and is their inclusion based on factors such as functional roles, hierarchical positions, expertise, or other considerations?

20 responses



7. What initiatives or policies would you suggest implementing to promote gender equality and inclusivity in our college?

The feedback from the college faculty regarding initiatives and policies to promote gender equality and inclusivity provides a range of perspectives and suggestions. Here is an analysis of the data:

Categories of Responses:

1. Satisfaction with Current Initiatives:

○ Some faculty members expressed satisfaction with existing initiatives and policies, indicating that they believe current measures are adequate.

2. Specific Initiatives Suggested:

○ Gender-Neutral Facilities: Establishing more gender-neutral facilities like bathrooms was mentioned as a practical step towards inclusivity.

○ Awareness Programmes: Providing awareness classes, especially to female staff about their rights, policies, and opportunities, was suggested.

○ Rotating Responsibilities: Rotating additional charges and responsibilities among staff yearly to ensure equal participation and reduce gender bias.

○ Freedom and Respect: Promoting freedom of expression and giving respect to everyone, regardless of gender or position, was highlighted.

3. Broader Cultural and Structural Changes:

○ Decentralization and Responsibility: Encouraging everyone to take responsibility, decentralizing workloads, and fostering a positive work culture were emphasized.

○ Healthy Relationships and Academic Excellence: Promoting healthy relationships, a WE feeling among staff, high enthusiasm towards academic excellence, and the ability to cope with situations were seen as important.

○ Decision Making Based on Expertise: Ensuring decision-making responsibilities are assigned based on expertise and capabilities rather than gender.

4. Monitoring and Feedback:

○ Regular Audits and Feedback: Conducting regular audits and collecting feedback to continuously improve policies and initiatives was recommended.

CONCLUSIVE REMARKS ON THE GENDER AUDIT

1. UG Admissions

- Female students consistently outnumbered males, with the highest percentage (71%) in 2019-20 and the lowest (65%) in 2022-23.
- Conversely, male admissions ranged from 29% (2019-20) to 34.8% (2022-23).
- Over five years, female students comprised 68.5% of admitted students, while males were 31.4%.

2. PG Admissions

- Female students overwhelmingly dominated admissions, consistently exceeding 90% each year.
- The highest proportion (97%) was in 2021-22, while the lowest (92%) was in 2019-20.
- Male admissions were minimal (1-2 students annually).
- Overall, females accounted for 94.9% of total admissions, while males were only 5.1%.

3. NSS Participation

- Female participation significantly outpaced males, ranging from 66% to 77.5% each year.
- The highest percentage (77.5%) was in 2019-20, and the lowest (66%) was in 2021-22.
- Conversely, male participation ranged from 22.4% to 34%.
- Cumulatively, females comprised 72.6% of NSS participants, while males were 27.3%.

4. Faculty

- Male faculty consistently outnumbered females, ranging from 45.8% to 70.8% each year.
- The highest percentage (70.8%) was in 2021-22, while the lowest (45.8%) was in 2018-19.
- Female faculty representation varied from 29% to 54%.
- Overall, male faculty members comprised 60.8% of the total, while females were 39.1%.

Conclusion and Suggestions

In the gender survey data for both students and teaching/non-teaching staff, findings indicate a strong emphasis on promoting gender equality and inclusivity. Suggestions from faculty members included gender-neutral facilities, awareness programs, and rotating responsibilities to reduce gender bias. Students highlighted the importance of gender-sensitive curriculum, academic support services, and advocating for equal opportunities and participation. The data reflects a collective push towards creating a more inclusive and equitable environment within the college community.

Based on these findings, the college can implement the following recommendations to create a more inclusive and equitable environment:

- **Curriculum Review:** Revise the curriculum to ensure it is gender-sensitive and represents diverse perspectives.
- **Awareness Programmes:** Develop workshops and campaigns to raise awareness about gender equality and challenge stereotypes for both faculty and students.
- **Inclusive Facilities:** Create gender-neutral restrooms and consider options for more inclusive uniform policies.
- **Flexible Hostel Hours:** Evaluate the feasibility and safety implications of extending hostel hours for female students.
- **Faculty Development:** Organize workshops for faculty on fostering a gender-inclusive classroom environment and promoting equal participation.
- **Support Systems:** Establish clear support systems for students and faculty facing gender-based issues and empower them to report incidents.
- **Decentralized Work Culture:** Implement a more decentralized work environment for staff, distributing responsibilities based on expertise.
- **Parent-Teacher Collaboration:** Partner with parents and the community to promote gender equality through educational initiatives like workshops and meetings.
- **Monitoring and Evaluation:** Conduct regular audits and collect feedback from faculty and students to continually improve policies and initiatives related to gender equality.