

GOVT COLLEGE KARIAVATTOM

GENDER AUDIT REPORT 2022-23

1. INTRODUCTION

The Gender Audit Report aims to evaluate the gender inclusivity and equity within Govt College Kariavattom in line with the standards set by the National Assessment and Accreditation Council (NAAC). The assessment encompasses various aspects such as enrolment, faculty composition, infrastructure, policies, and support services to identify areas of improvement and promote gender equality.

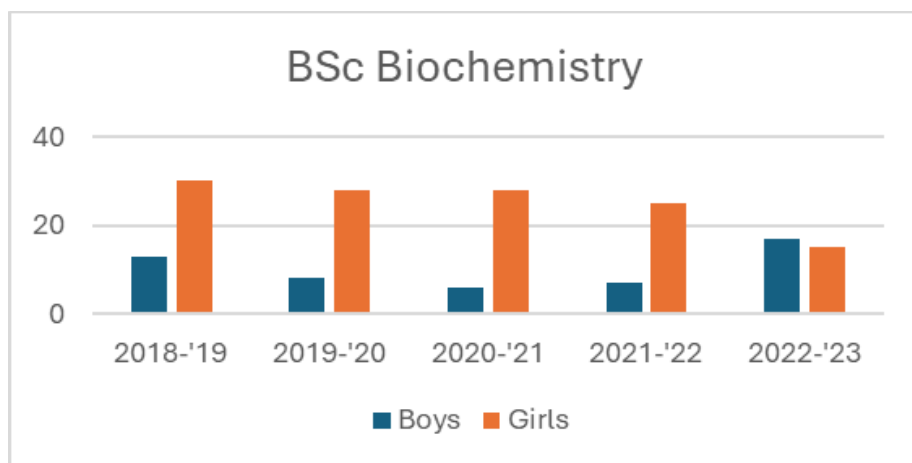
2. OBJECTIVES

The Gender Audit serves to:

- Identify areas of gender imbalance and their causes.
- Promote gender-balanced decision-making in all college activities.
- Propose strategies to bridge gender disparities.
- Cultivate gender equality across the college community.
- Assess efforts and readiness to prevent sexual harassment within the college.

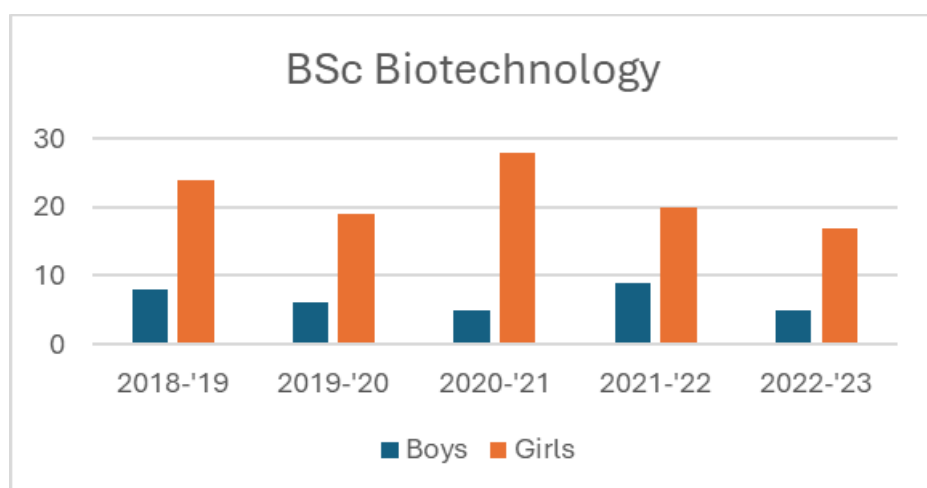
3. STUDENT ENROLMENT

1. BSc Bio Chemistry					
	Boys	Girls	Total	% of Boys	% of Girls
2018-'19	13	30	43	30.2	69.8
2019-'20	8	28	36	22.2	77.8
2020-'21	6	28	34	17.6	82.4
2021-'22	7	25	32	21.9	78.1
2022-'23	17	15	32	53.1	46.9



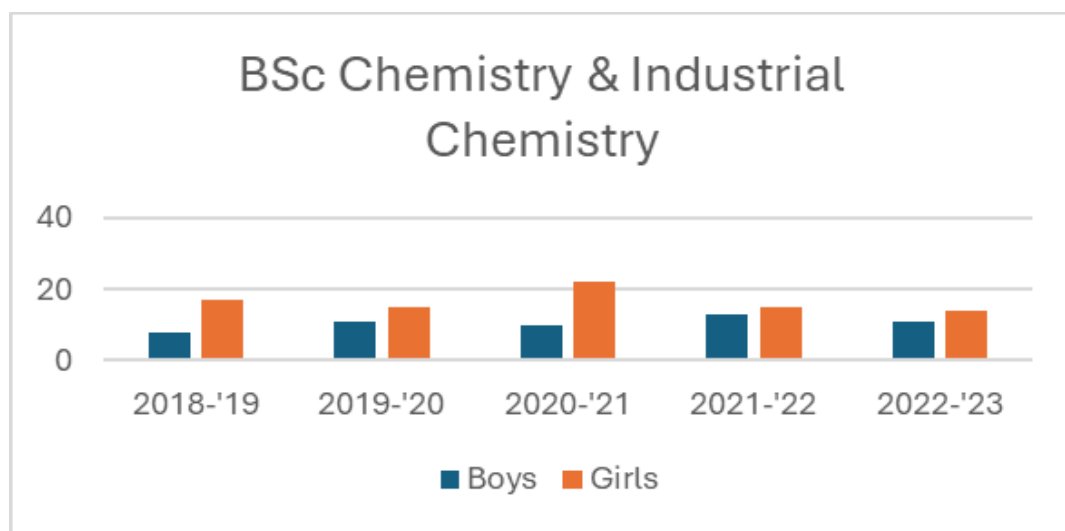
- The percentage of female students has varied.
- In 2018-'19, female students constituted **69.8%**, while male students were **30.2%**.
- In 2022-'23, female students accounted for **46.9%**, and male students were **53.1%**.

2. BSc Bio Technology					
	Boys	Girls	Total	% of Boys	% of Girls
2018-'19	8	24	32	25	75
2019-'20	6	19	25	24	76
2020-'21	5	28	33	15.2	84.8
2021-'22	9	20	29	31	69
2022-'23	5	17	22	22.7	77.3



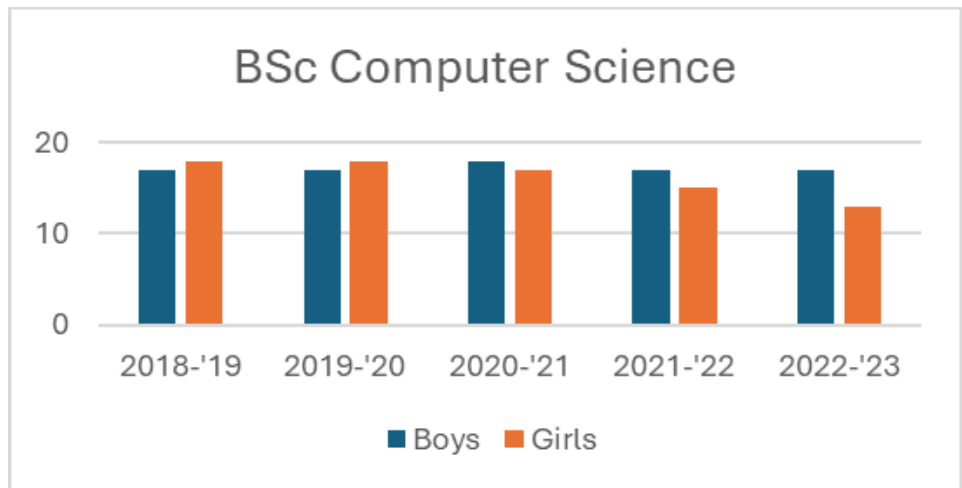
- Female students have consistently dominated this program.
- In 2018-'19, female students were **75%**, while male students were **25%**.
- In 2022-'23, the trend continued, with **77.3%** female students and **22.7%** male students.

3. BSc Chemistry & Industrial Chemistry					
	Boys	Girls	Total	% of Boys	% of Girls
2018-'19	8	17	25	32	68
2019-'20	11	15	26	42.3	57.7
2020-'21	10	22	32	31.3	68.8
2021-'22	13	15	28	46.4	53.6
2022-'23	11	14	25	44	56



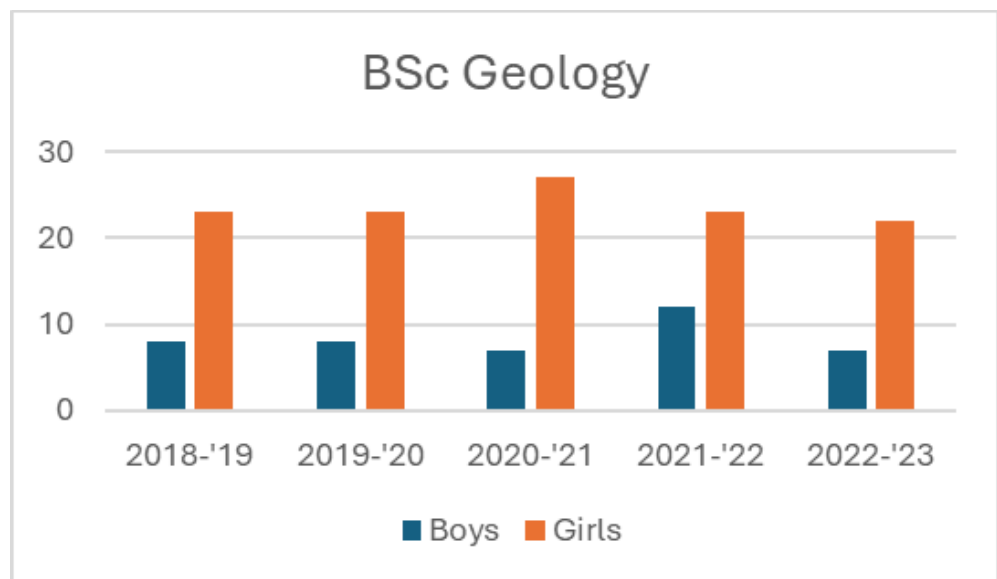
- Female students have consistently outnumbered male students.
- In 2018-'19, female students were **68%**, while male students were **32%**.
- In 2022-'23, the trend remained similar, with **56%** female students and **44%** male students.

4. BSc Computer Science					
	Boys	Girls	Total	% of Boys	% of Girls
2018-'19	17	18	35	48.6	51.4
2019-'20	17	18	35	48.6	51.4
2020-'21	18	17	35	51.4	48.6
2021-'22	17	15	32	53.1	46.9
2022-'23	17	13	30	56.7	43.3



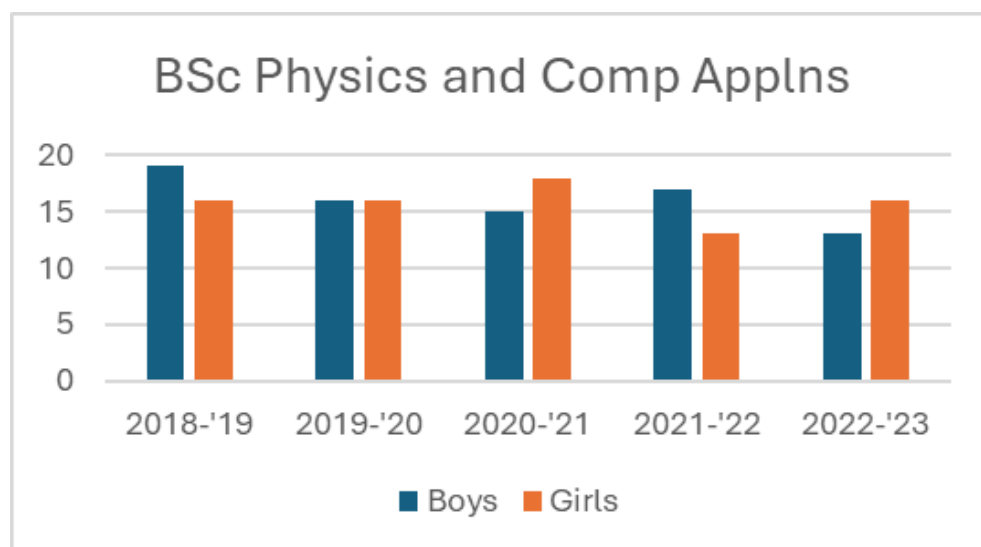
- The % of female students has been consistently higher than that of male students over the years
- In 2018-'19, female students constituted **51.4%**, while male students were **48.6%**.
- In 2022-'23, the trend continued with **43.3%** female students and **56.7%** male students.

5. BSc Geography					
	Boys	Girls	Total	% of Boys	% of Girls
2018-'19	8	23	31	25.8	74.2
2019-'20	8	23	31	25.8	74.2
2020-'21	7	27	34	20.6	79.4
2021-'22	12	23	35	34.3	65.7
2022-'23	7	22	29	24.1	75.9



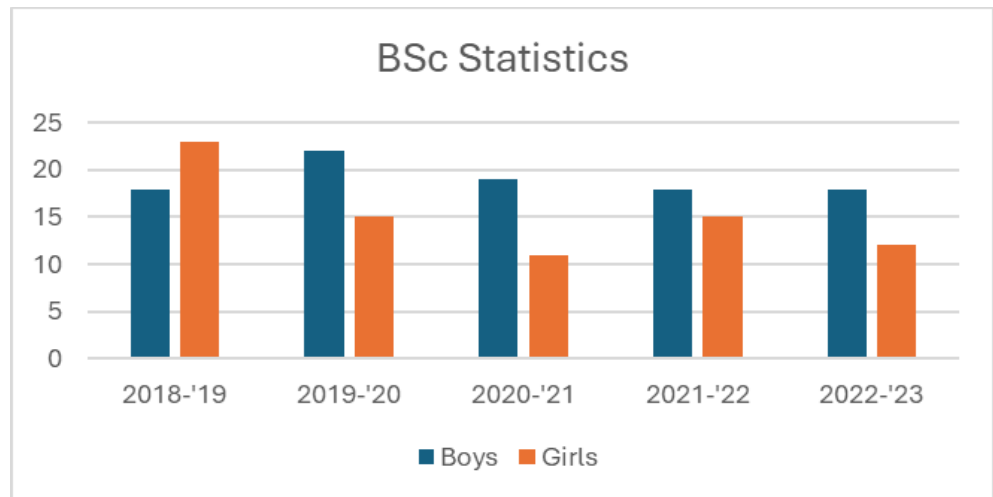
- Female students have shown consistent growth.
- In 2018-'19, female students were **74.2%**, while male students were **25.8%**.
- In 2022-'23, the trend continued, with **75.9%** female students and **24.1%** male students.

6. BSc Physics & Computer Applications					
	Boys	Girls	Total	% of Boys	% of Girls
2018-'19	19	16	35	54.3	45.7
2019-'20	16	16	32	50	50
2020-'21	15	18	33	45.5	54.5
2021-'22	17	13	30	56.7	43.3
2022-'23	13	16	29	44.8	55.2



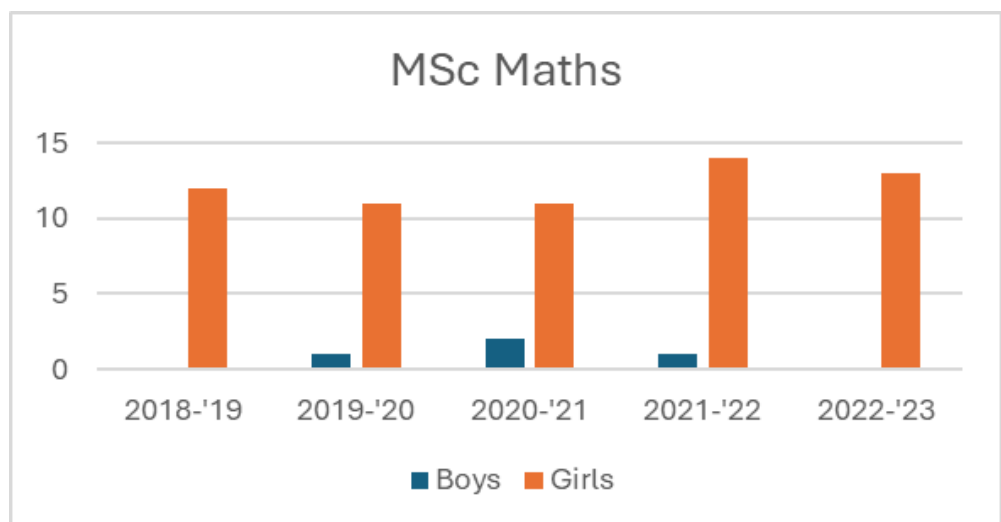
- The enrolment percentages have fluctuated slightly.
- In 2018-'19, female students were **45.7%**, and male students were **54.3%**.
- In 2022-'23, the trend reversed, with **55.2%** female students and **44.8%** male students.

7. BSc Statistics					
	Boys	Girls	Total	% of Boys	% of Girls
2018-'19	18	23	41	43.9	56.1
2019-'20	22	15	37	59.5	40.5
2020-'21	19	11	30	63.3	36.7
2021-'22	18	15	33	54.5	45.5
2022-'23	18	12	30	60	40



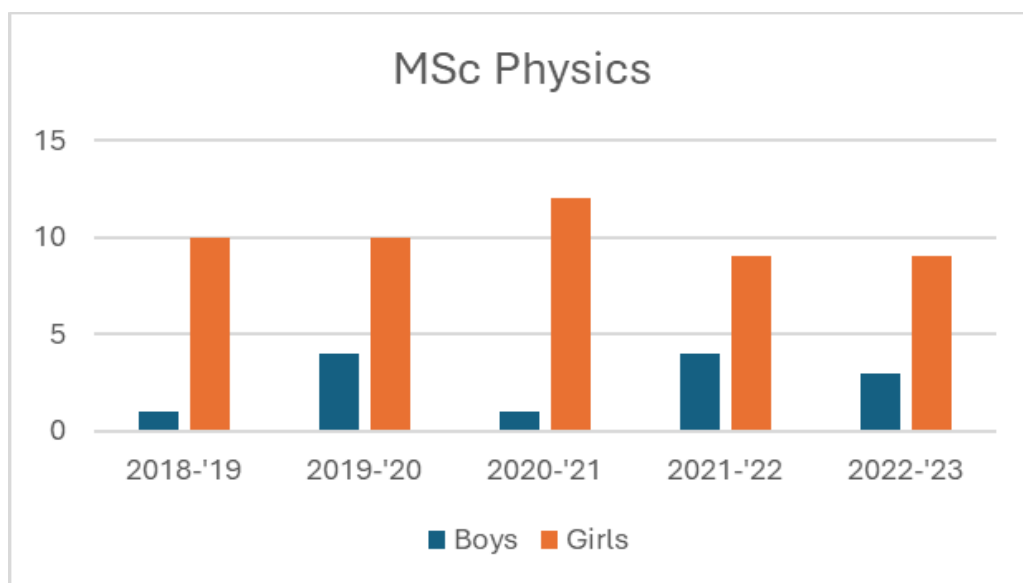
- Male students have consistently outnumbered female students.
- In 2018-'19, male students constituted **43.9%**, while female students were **56.1%**.
- In 2022-'23, the trend remained similar, with **60%** male students and **40%** female students.

8. MSc Maths					
	Boys	Girls	Total	% of Boys	% of Girls
2018-'19	0	12	12	0	100
2019-'20	1	11	12	8.3	91.7
2020-'21	2	11	13	15.4	84.6
2021-'22	1	14	15	6.7	93.3
2022-'23	0	13	13	0	100



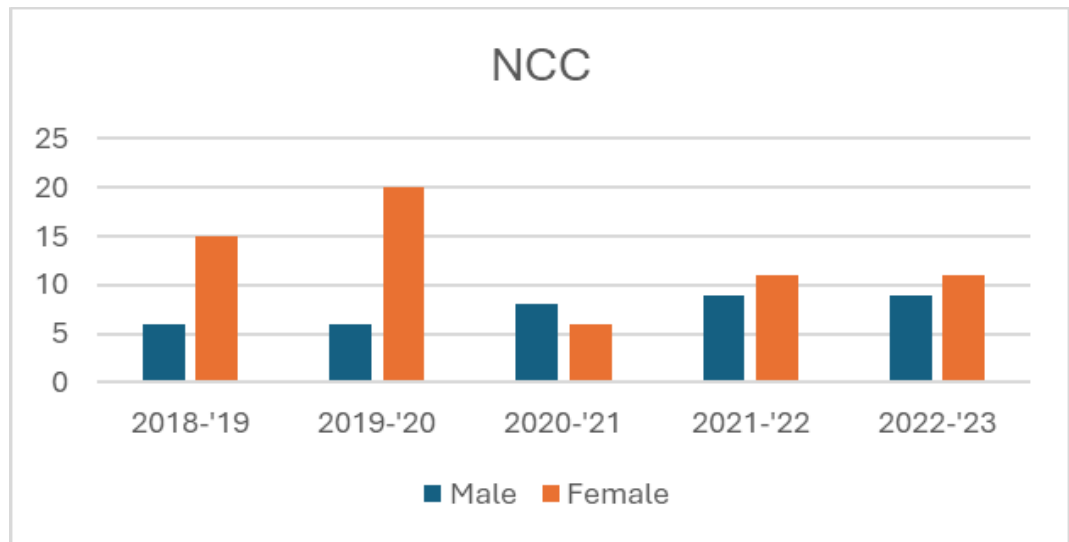
- The total enrolment remained stable at 12 or 13 students.
- Girls dominated with 91.7% to 100% representation.

9. MSc Physics					
	Boys	Girls	Total	% of Boys	% of Girls
2018-'19	1	10	11	9.1	90.9
2019-'20	4	10	14	28.6	71.4
2020-'21	1	12	13	7.7	92.3
2021-'22	4	9	13	30.8	69.2
2022-'23	3	9	12	25	75



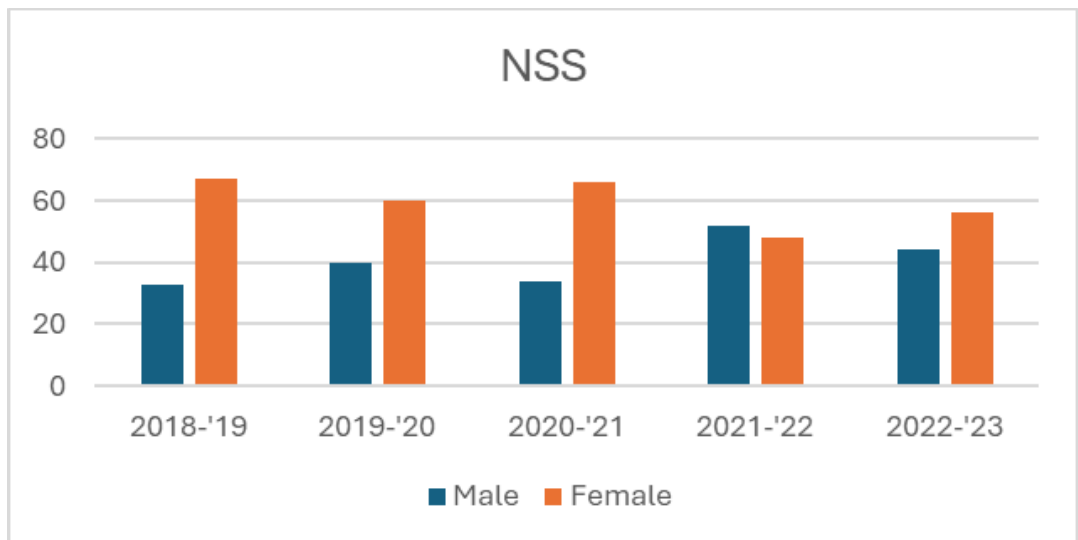
- The total enrolment fluctuated between 11 and 14 students.
- Girls consistently constituted a higher percentage (ranging from 69.2% to 92.3%).

10. NCC					
	Male	Female	Total	% of Boys	% of Girls
2018-'19	6	15	21	28.6	71.4
2019-'20	6	20	26	23.1	76.9
2020-'21	8	6	14	57.1	42.9
2021-'22	9	11	20	45	55
2022-'23	9	11	20	45	55



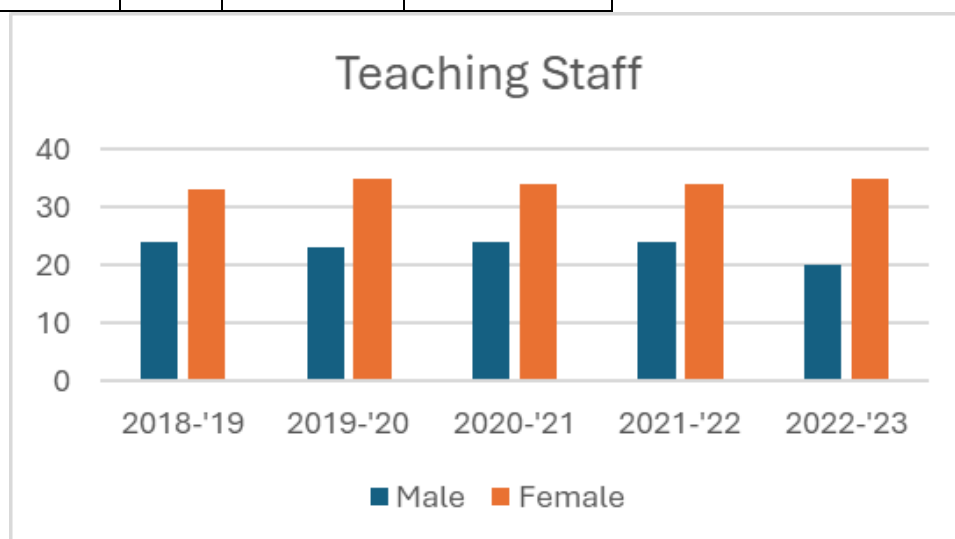
- NCC maintains a balanced representation of both genders.
- Efforts to encourage more male participation could enhance overall enrolment.

11. NSS					
	Male	Female	Total	% of Boys	% of Girls
2018-'19	33	67	100	33	67
2019-'20	40	60	100	40	60
2020-'21	34	66	100	34	66
2021-'22	52	48	100	52	48
2022-'23	44	56	100	44	56



- The total enrolment in NSS remained consistent at 100 volunteers each year.
- No significant fluctuations occurred in the overall enrolment.

12. Teaching staffs					
	Male	Female	Total	% of Male	% of Female
2018-'19	24	33	57	42.1	57.9
2019-'20	23	35	58	39.7	60.3
2020-'21	24	34	58	41.4	58.6
2021-'22	24	34	58	41.4	58.6
2022-'23	20	35	55	36.4	63.6



- The total number of teaching staff remained consistent at 58 each year.
- No significant fluctuations occurred in the overall staff count.

4. INFRASTRUCTURE

Colleges prioritize accessibility for persons with disabilities, ensuring physical infrastructure like ramps and Gender-neutral washrooms. They offer training, support services, and inclusive policies, aligning with legal mandates to foster an inclusive educational environment that promotes equal opportunities for all students.

5. OVERALL TRENDS

- **Gender Trends in Student Enrolment:** Over the years, female enrolment has seen a positive trend across most programs. Notably, BSc Bio Technology and BSc Geology stand out with the highest representation of female students. Meanwhile, BSc Statistics and BSc Computer Science maintain a balanced gender distribution.
- **Stability in Total Enrolment:** Overall, total enrolment has remained relatively stable across different courses. Fluctuations have been minor, with most programs consistently having around 30 to 35 students.

- **Gender Representation:** Many courses exhibit a balanced representation of both boys and girls. However, certain fields consistently attract more female students, while others maintain an even distribution. Notably, girls dominate specific courses like Bio Chemistry and Bio Technology.
- **Course-Specific Observations:** In BSc Chemistry & Industrial Chemistry, girls consistently form a majority. Similarly, BSc Geology consistently represents a higher percentage of female students. Interestingly, MSc Maths and MSc Physics have predominantly female enrolment.
- **Year-to-Year Variations:** While some courses exhibit consistent patterns, others show fluctuations. Investigating the reasons behind these variations would provide deeper insights. Additionally, the female teaching staff consistently constitutes a higher percentage (ranging from 57.9% to 63.6%).

6. RECOMMENDATIONS

Promoting Gender Diversity: To enhance gender diversity, educational institutions should encourage more girls to pursue STEM fields (Science, Technology, Engineering, and Mathematics). Organizing awareness programs, workshops, and mentorship sessions can effectively promote gender balance across all courses.

Course-Specific Approaches: For courses with consistently low enrolment, institutions should explore innovative ways to attract more students. Additionally, understanding the factors contributing to the dominance of girls in specific fields (such as Bio Chemistry and Bio Technology) can help leverage those insights for broader inclusion.

7. CONCLUSION

The enrolment trends reveal a relatively stable total enrolment across different courses. While some fields consistently attract more girls, others maintain a balanced gender distribution. Strategies to promote gender diversity, enhance career guidance, and foster an inclusive environment can further improve enrolment patterns. These observations provide valuable insights for Government College Kariavattom to create a more equitable and supportive learning environment.