



THE COCHIN COLLEGE

Koovapadam, Kochi-2

Affiliated To Mahatma Gandhi University

Re-accredited by NAAC With B+ Grade



Fourth Cycle
NAAC Accreditation 2024

Criterion 6 Governance, Leadership and Management

6.5 - Internal Quality Assurance System

Metric No. 6.5.2

Quality assurance initiatives of the institution include: *Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented, Academic and Administrative Audit (AAA) and follow-up action taken, Collaborative quality initiatives with other institution(s), Participation in NIRF and other recognized rankings, Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.*

Gender Audit Report: 2021-2022

Submitted to



National Assessment and Accreditation Council



THE COCHIN COLLEGE

KOCHI - 682 002

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Website: www.thecochincollege.edu.in

email: email@thecochincollege.edu.in



DHISHA

JANASEVANA KENDRAM,
THOKKAMPARA
GRHS ROAD, KOTTAKKAL, 676503
MALAPPURAM, KERALA,

CERTIFICATE OF GENDER AUDIT

This is to certify that The Cochin College, Kochi has successfully completed a Gender Audit for the academic year 2021-2022

The audit was conducted as per the methodology suggested by our organisation, which focuses on assessing the gender inclusivity and equity initiatives undertaken by the institution. The findings reflect the college's commitment to creating a gender inclusive environment.

January 18, 2022

ANAGH

Joint secretary
Academic and Research wing
coordinator, Dhisha





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Gender Audit Committee Members 2021-2022

- Dr. M. Geetha (Principal)
- Dr. Sindhu K. (IQAC Coordinator)
- Ms.Srividya K.S. (Convenor,Womens' Guidance Cell)
- Dr. Poornima C.C (Faculty Member)
- Ms. Amrutha S. Kumar (Faculty Member)





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Preface

The Cochin College, is a Higher Education Institution situated in West Kochi, which is committed to providing educational opportunities for all students, regardless of caste, class, or gender. In a society that is progressing but still faces injustices due to disparities, the college plays a vital role in ensuring equality on all grounds. To this end, a gender audit is conducted annually to assess gender patterns within the institution by examining programs, practices, participation, and policies. The objectives of this audit include identifying any gender gaps and devising measures for improvement.

The primary focus of this audit is the evaluation of student and staff representation in the college. This involves examining the distribution of male and female students across different academic programs, reservation categories, and extracurricular activities. It also evaluates the distribution of male and female teaching and non-teaching staff within the college, as well as the participation of female staff in governance roles.

The audit found that The Cochin College is a welcoming and inclusive environment for students of all genders. However, there are areas for improvement, such as:

- Increasing the representation of women in faculty and leadership positions
- Creating more opportunities for women to participate in extracurricular activities
- Addressing gender bias in the classroom

We are committed to creating a more equitable and just campus for all students. The recommendations in this report will guide our efforts to achieve this goal.





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1 Introduction

The Cochin College has a long-standing commitment to gender equality and has implemented various initiatives to achieve a gender-balanced environment. Since its inception in 1967, The Cochin College has been a cornerstone in advancing the empowerment of women in the West Kochi region. The institution has been instrumental in extending access to higher education for female students, particularly those from minority communities, the fishing industry, and other socially disadvantaged groups. By fostering an inclusive environment, The Cochin College has significantly contributed to the social and educational upliftment of these communities, thereby playing a crucial role in the broader emancipation of women in the region.

The college has established the women's Guidance Cell way back in 1994 to address gender issues and promote gender sensitization among students, faculty, and staff. The Forum organizes seminars, workshops, and awareness campaigns to educate the college community about gender equality and women's rights. The college also enforces a zero-tolerance policy for sexual harassment and has established a responsive complaint mechanism to address any such incidents.

In addition to these initiatives, the college has taken steps to increase the participation of women in sports and cultural activities, including establishing a women's sports team. The college also provides scholarships and financial aid to female students from underprivileged backgrounds. The efforts of The Cochin College to achieve gender balance have been recognized by various organizations. The Cochin College is committed to creating a gender-balanced environment for all its students, faculty, and staff. The college's initiatives are commendable and should be emulated by other institutions. From the year 2018 onwards the college initiated a gender audit to evaluate and improve gender equality and inclusivity within the institution and to ensure institutional compliance with the guidelines issued by various regulatory authorities.

2 Objectives

1. **Assessing Gender Balance:** To evaluate the gender distribution among students, faculty, and staff across various departments, programs, and governance bodies.
2. **Identifying Gender Gaps:** To detect any existing disparities between genders in terms of access to resources, opportunities, participation, and outcomes.
3. **Evaluating Policies and Practices:** To review and assess the effectiveness of existing policies, practices, and institutional frameworks related to gender equality and inclusivity.
4. **Promoting Gender Sensitivity:** To increase awareness and understanding of gender issues among students,





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faculty, and staff, and to promote a culture of respect and inclusivity.

5. **Ensuring Compliance:** To ensure that the institution is compliant with national and international gender-related policies, laws, and guidelines.
6. **Enhancing Participation:** To identify ways to improve the participation and representation of underrepresented genders in academic, extracurricular, and governance activities.
7. **Improving Institutional Environment:** To assess the overall campus environment to ensure it is safe, welcoming, and conducive to learning for all genders.
8. **Providing Recommendations:** To develop actionable recommendations and strategies for addressing gender disparities and fostering gender equality within the institution.
9. **Monitoring Progress:** To establish mechanisms for ongoing monitoring and evaluation of gender equality initiatives to track progress over time.
10. **Supporting Gender Equity Initiatives:** To support the development and implementation of gender equity programs and initiatives within the institution.

3 Parameters for Analyzing Gender Balance

The gender balance at The Cochin College was assessed by analyzing:

- **Student Gender Balance:** Examining gender distribution in student enrollment, co-curricular activities, and reservation categories.
- **Staff Gender Balance:** Reviewing gender distribution among teaching and non-teaching staff, as well as their representation in governing positions.

4 Gender Distribution of Students

4.1 Student Enrollment across all Programmes





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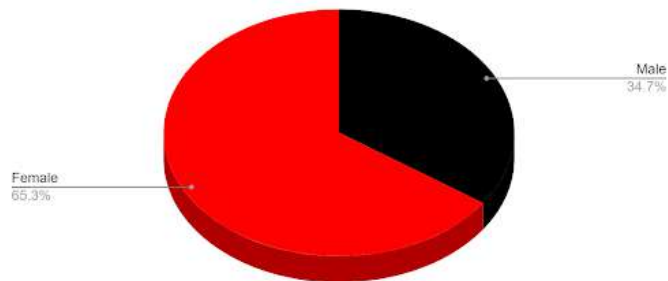
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Table 1: Student Enrollment for All UG and PG Programmes

Category	Male Students	Female Students	Male (%)	Female (%)
Overall Enrollment	314	592	34.7%	65.3%

Gender wise distribution of enrolled students



Analysis: In the 2021-22 academic year, female students made up 65.3% of the total enrollment, indicating a higher number of female students compared to male students (34.7%).

4.2 Enrollment in Specific Programs

Table 2: Student Enrollment in Science Programs (B.Sc.& BCA & M.Sc.)

Category	Male Students	Female Students	Male (%)	Female (%)
Science Programs	131	221	37.2%	62.8%





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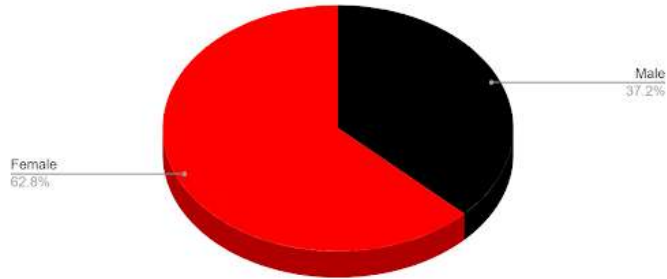
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Students enrolled in Science programmes

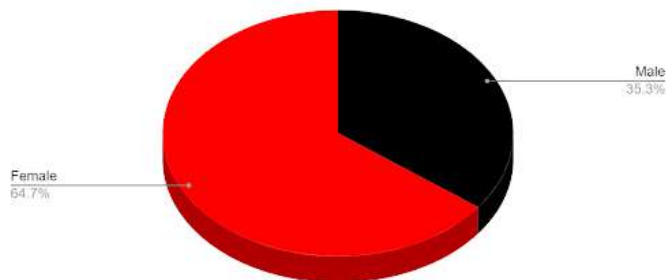


Analysis: In science programs, female students constituted 62.8% of the total enrollment, with male students comprising 37.2%.

Table 3: Student Enrollment in Commerce Programs (B.Com& BBA& MCM & M.Com)

Category	Male Students	Female Students	Male (%)	Female (%)
Commerce Programs	139	255	35.3%	64.7%

Students enrolled in Commerce programmes



Analysis: In commerce programs, 64.7% of the students were female, while male students made up 35.3%.



Mrudula Menon V.
Mrudula Menon V.
 Principal-in-Charge
 The Cochin College



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Table 4: Student Enrollment in Language and Humanities Programs (BA & MA)

Category	Male Students	Female Students	Male (%)	Female (%)
Language and Humanities Programs	37	118	23.9%	76.1%

Students enrolled in Arts programmes



Analysis: In language and humanities programs, 76.1% of students were female, with males comprising 23.9%.

4.3 Student Enrollment in Reservation Categories

Table 5: Gender Index in Scheduled Caste (SC) Category

Category	Male Students	Female Students	Male (%)	Female (%)
SC Category	36	44	45%	55%





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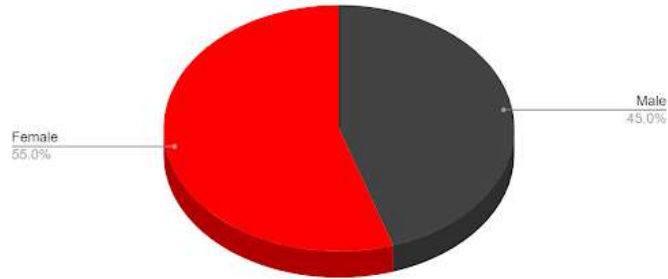
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Gender wise distribution of students in SC category

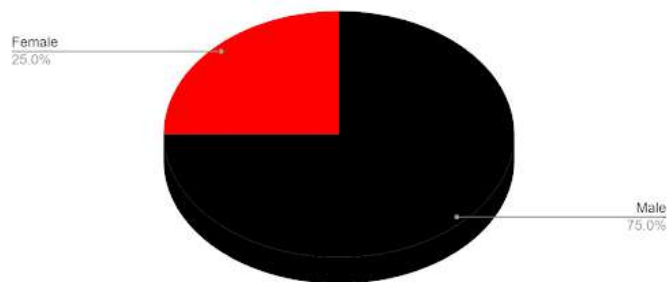


Analysis: Among students in the SC category, 55% were female and 45% were male.

Table 6: Gender Index in Scheduled Tribe (ST) Category

Category	Male Students	Female Students	Male (%)	Female (%)
ST Category	3	1	75%	25%

Gender wise distribution of students in ST category



Analysis: In the ST category, male students dominated with 75%, while female students constituted 25%.





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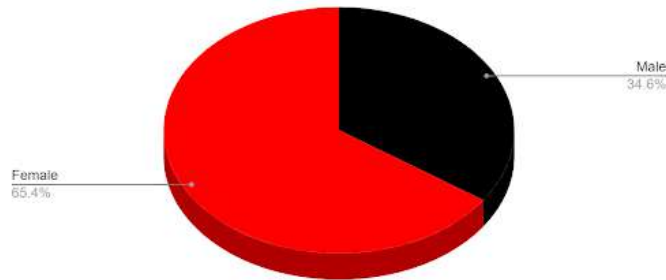
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Table 7: Gender Index in Other Backward Caste (OBC) Category

Category	Male Students	Female Students	Male (%)	Female (%)
OBC Category	18	34	34.6%	65.4%

Gender wise distribution of students in OBC category



Analysis: In the OBC category, 65.4% of the students were female, and 34.6% were male.

4.4 Gender Distribution in Co-Curricular Activities

Table 8: Student Enrollment in National Service Scheme (NSS)

Category	Male Students	Female Students	Male (%)	Female (%)
NSS Enrollment	40	60	40%	60%





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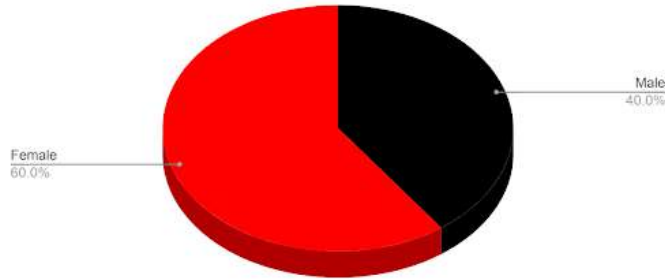
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Gender wise distribution of students in NSS

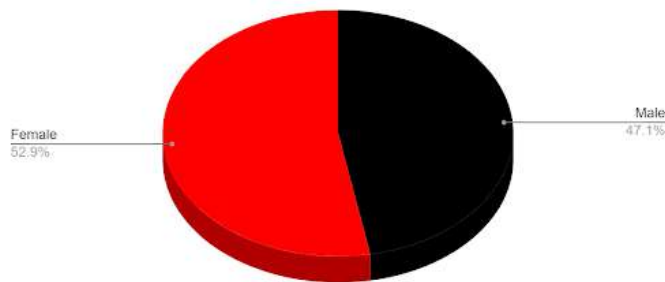


Analysis: In the NSS, 60% of volunteers were female, while 40% were male.

Table 9: Student Participation in Sports

Category	Male Students	Female Students	Male (%)	Female (%)
Sports Participation	72	81	47.1%	52.9%

Gender distribution of students in sports



Analysis: Female students made up 52.9% of sports participants, compared to 47.1% male participants.



Mendula Menon
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Table 10: Student Participation in Arts

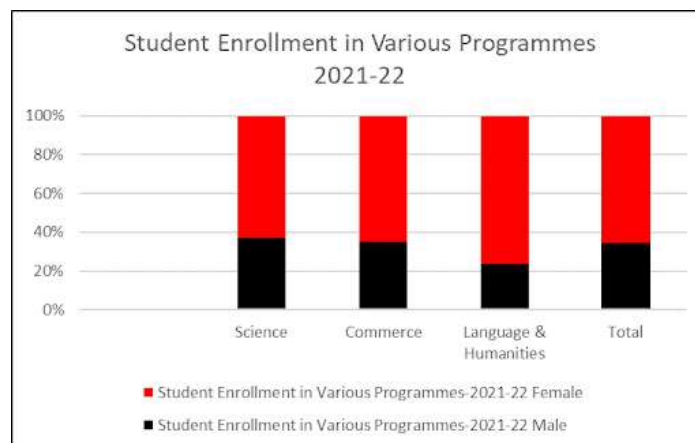
Category	Male Students	Female Students	Male (%)	Female (%)
Arts Participation	68	137	33.2%	66.8%

Gender distribution of students in arts



Analysis: In arts activities, 66.8% of participants were female, and 33.2% were male.

5 Gender Distribution of Students across Various Programmes





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The gender distribution pattern among students shows that more female students are enrolled for higher education with a promising percentage of female students from SC and ST categories.

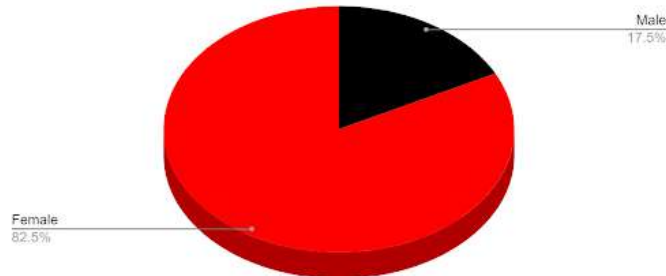
6 Gender Index of Staff Members

6.1 Gender Distribution of Teaching Staff

Table 11: Gender Distribution of Teaching Staff

Category	Male	Female	Male (%)	Female (%)
Teaching Staff	17	80	17.5%	82.5%

Gender wise distribution of Teaching staff



Analysis: Female teaching staff comprised 82.5%, with male teaching staff making up 17.5%.

6.2 Gender Distribution of Non-Teaching Staff

Table 12: Gender Distribution of Non-Teaching Staff

Category	Male	Female	Male (%)	Female (%)
Non-Teaching Staff	15	15	50%	50%





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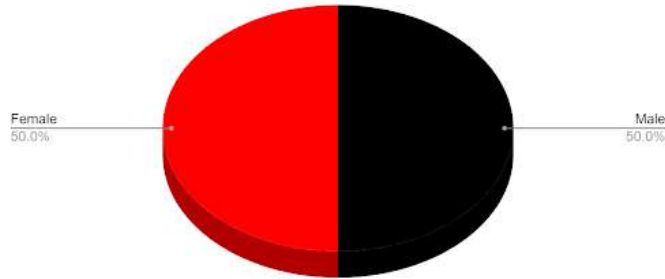
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Gender wise distribution of non teaching staff



Analysis: The non-teaching staff was equally divided, with 50% male and 50% female staff members.

6.3 Gender Distribution in Governance

Table 13: Gender Distribution in College Council

Category	Male Members	Female Mem- bers	Male (%)	Female (%)
College Council	7	15	31.8%	68.2%

College Council members(HODs)



Analysis: In the College Council, 68.2% of members were female, with 31.8% being male.





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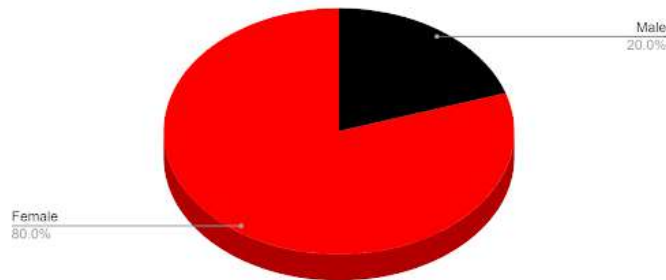
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Table 14: Gender Distribution in Internal Quality Assurance Cell (IQAC)

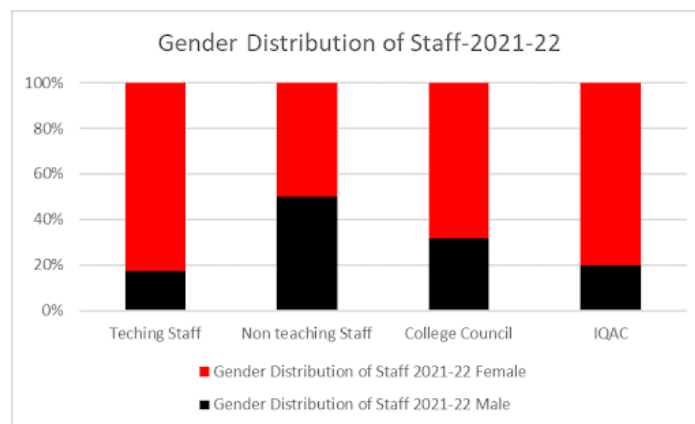
Category	Male Members	Female Members	Male (%)	Female (%)
IQAC	3	12	20%	80%

Gender distribution in IQAC



Analysis: Female members made up 80% of the IQAC, while male members comprised 20%.

7 Gender Distribution among Staff at Various Levels





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8 Gender Equity Programs

SI No	Activity	Date	Outcome
1	Workshop on Entrepreneurship Skill Development	11-03-2022	Empowering women through financial independence
2	Honoring Housekeeping Staff	08-03-2022	Creating an inclusive college culture
3	Gender Sensitization Program	22-01-2022	Promoting gender sensitivity and women empowerment
4	Premarital Counseling Course	07-01-2022 to 12-01-2022	Empowering students to make informed decisions for healthy relationships
5	Poster Making Competition on "No to Dowry"	05-09-2021	Raising awareness on dowry practices
6	Webinar on Menstrual Health and Hygiene	10-08-2021	Focusing on women's health and well-being
7	Webinar on Dowry Menace and Women Empowerment	06-08-2021	Addressing gender sensitivity and empowerment
8	Lecture on Reproductive Health Rights	12-07-2021	Discussing the impact of the pandemic on women's health
9	Workshop on POCSO Act and Gender Equality	12-06-2021	Increasing awareness of gender equality among NSS volunteers





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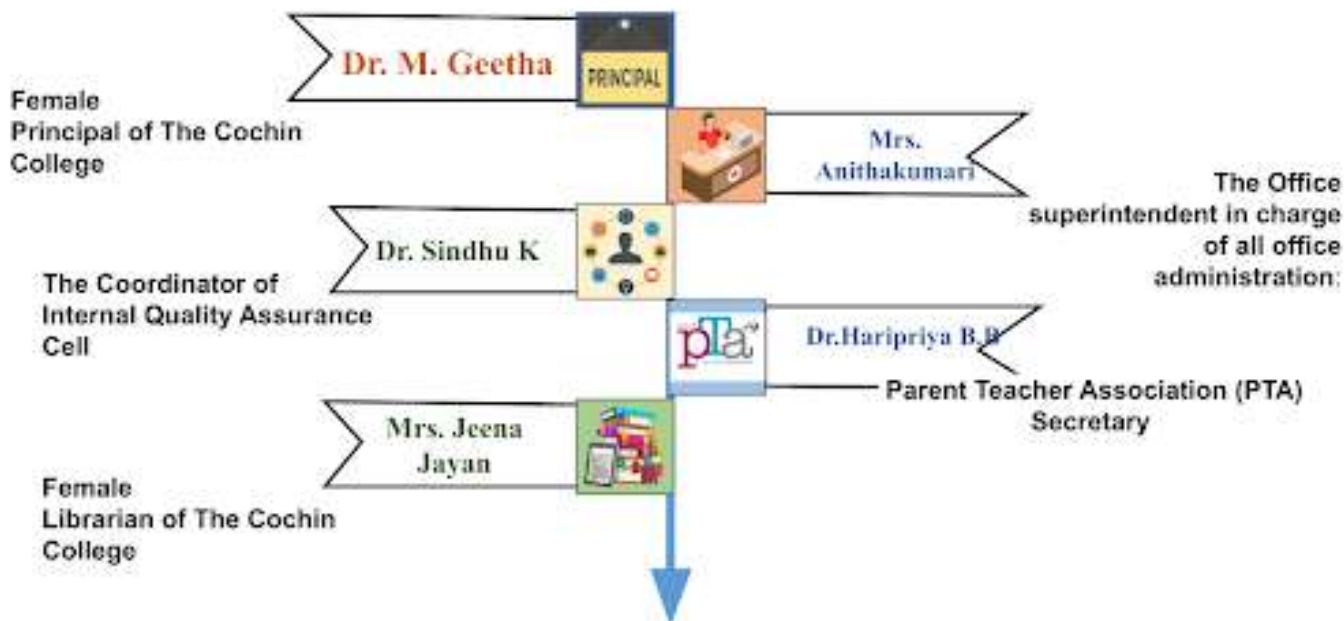
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9 Gender Equity in Governance

Women in Governance



10 Gender Index 2021-22

10.1 Gender Index Calculations

To calculate the Gender Index using the provided data, we'll use the following formula:

$$\text{Gender Index (GI)} = \left(\frac{\text{Number of Female Students}}{\text{Number of Male Students}} \right) \times 100$$

The Gender Index provides a measure of the ratio of female to male students, with a value greater than 100 indicating more females than males, and a value less than 100 indicating more males than females.

Category	Male Students	Female Students	Gender Index (GI)
Overall Enrollment (UG & PG Programs)	314	592	188.54
Science Programs (B.Sc. & M.Sc.)	131	221	168.70
Commerce Programs (B.Com & M.Com)	139	255	183.45



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Category	Male Students	Female Students	Gender Index (GI)
Language and Humanities Programs (BA & MA)	37	118	318.92
Scheduled Caste (SC) Category	36	44	122.22
Scheduled Tribe (ST) Category	3	1	33.33
Other Backward Caste (OBC) Category	18	34	188.89
NSS Enrollment	40	60	150.00
Sports Participation	72	81	112.50
Arts Participation	68	137	201.47
Teaching Staff	17	80	470.59
Non-Teaching Staff	15	15	100.00
College Council Membership	7	15	214.29
IQAC Membership	3	12	400.00

10.2 Summary of Gender Index Results

- Overall Enrollment: 188.54
- Science Programs: 168.70
- Commerce Programs: 183.45
- Language and Humanities Programs: 318.92
- Scheduled Caste (SC) Category: 122.22
- Scheduled Tribe (ST) Category: 33.33
- Other Backward Caste (OBC) Category: 188.89
- NSS Enrollment: 150.00
- Sports Participation: 112.50
- Arts Participation: 201.47
- Teaching Staff: 470.59
- Non-Teaching Staff: 100.00





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- College Council Membership: 214.29
- IQAC Membership: 400.00

These Gender Index values provide an insight into the gender distribution across different categories at The Cochin College. Higher values indicate a higher proportion of female participants relative to male participants.

11 Suggestions and Recommendations

1. **Research and Scholarship Opportunities:** Encourage research on gender equity and inclusivity.
2. **Community Engagement:** Partner with local organizations to promote gender equity beyond the campus.
3. **Feedback Mechanisms:** Establish confidential channels for reporting gender-related concerns.
4. **Events and Workshops:** Regularly organize events focused on gender equity and related topics.

12 Conclusion

The Cochin College has demonstrated a strong commitment to gender equality, as reflected in its policies, staff and student distribution, and gender equity initiatives. The college's leadership in promoting gender sensitivity and creating an inclusive environment is commendable. By continuing its gender equity efforts, The Cochin College sets a positive example for other institutions in Kerala and beyond.

