



University of Mysore
Yuvaraja's College, (Autonomous)
(A Constituent College with Potential for Excellence)
(Re-Accredited with 'A' Grade by NAAC)
Mysuru – 570 005



Internal Quality Assurance Cell (IQAC)



Gender Audit Report (2015-2020)



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Yuvaraja's College, one of the four constituent Colleges of the University of Mysore is rich in history. It was first established as an Intermediate College on 24th June, 1928 and in the year 1947-48, the college was upgraded to a First Grade College.

In the year 1927, His Highness Sri Krishnaraja Wodeyar generously sanctioned the building for the Intermediate College. The foundation-stone for the structure was laid on 8th August 1927 by the eminent thinker and scholar Rajatantra Pravina Sir Brajendranath Seal, the then Vice-chancellor. The foundation stone was laid in the presence of a distinguished gathering which included amongst others, Sir Mirza Ismail, the then Dewan of Mysore, Pandit Motilal Nehru, and Mahamokhopadhyaya Sidhanthi Shivashankara Shastri. After the completion of the construction of the main block in 1928, a two-year Intermediate Course in Arts and Science was introduced on 24th June, 1928 and thus the college began its eventful career.

As a leading academic centre it has been serving the cause of higher education in Science discipline since 1947. In the year 1954, at the time of the celebration of Silver Jubilee, it was re-named as 'Yuvaraja's College' to commemorate the association of His Highness Sri Jayachamaraja Wodeyar with the College.

The College had the privilege of offering pre-medical courses for a number of years. Prior to the establishment of departments in the Manasagangotri campus some Postgraduate courses were also conducted in the College. In 1970-71, the College concentrated on degree courses and the Pre-university Course was closed down. Yuvaraja's College thus became the oldest Constituent Science College offering B.Sc. course in the state. The college has been recognized by UGC under 2(f) and 12(B) of UGC Act and Government of Karnataka. A substantial number of students from the SC-ST and other backward communities are given admission into the college, adhering to the reservation policy of the State and Central Governments. This benefits a major section of students, whose parents cannot provide quality higher education to their wards due to financial constraints.

The University Grants Commission conferred autonomous status to the college in the year 2005 and it was extended up to 2020 in the year 2012. Over the years the college has endeavoured to achieve and maintain academic excellence through research, teaching, and extension activities. Currently, it offers various academic programmes leading to B.Sc., BCA, BBA, Integrated M.Sc., M.Sc., M.A., M.B.A., and Ph.D. degrees. In recognition of its student-centric innovative academic and extension programmes, the institution was conferred the status of College with Potential for Excellence in 2010. In the third cycle of re-accreditation by NAAC in December 2015, the college was conferred 'A' Grade and an upgraded CGPA of 3.34. This indicates beyond doubt that quality enhancement together with sustenance is the hallmark of this institution.

In the year 2028 Yuvaraja's College steps into the 100th year of its existence and service to the nation. The College constantly aspires to scale great heights in its quest for excellence in imparting intellectual, spiritual and moral knowledge to the students. Having successfully overcome the various impediments encountered on the way to its growth, the College has grown in stature and strength, and has matured into one of the finest educational institutions dedicated to the pursuit of knowledge and excellence in the field of higher education. Recently, the college has been granted by UGC the status of College with Potential for Excellence for the second phase from year 2017-2022. Ever since its inception, this college has been known for quality education. The College has produced a galaxy of eminent and committed teachers, scientists, politicians and administrative officers who made their name both in India and abroad and contributed their strength in taking this institution to great heights.

Vision of the College

VISION

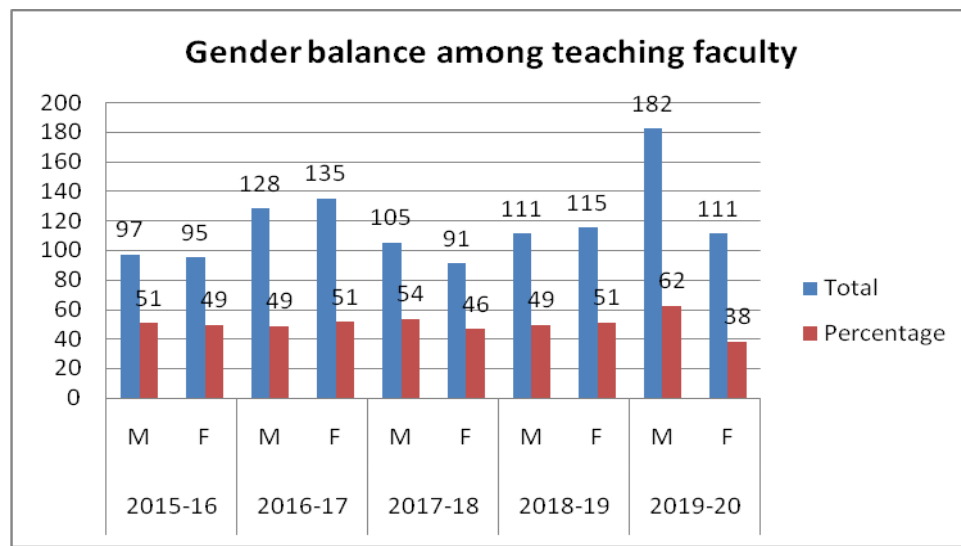
- To prosper as a distinguished premier institution of higher education
- To thrive as a Centre of intellectual activities
- To create a sustainable environment that promotes innovative and best practices in teaching and research
- **MISSION**
- To provide a meaningful educational environment, opportunities and experiences that enable students to grow, and prosper in their future life and career
- To sensitize learners towards inclusive social concerns, human rights and essential human values

PREFACE

Gender Equality is a global issue, and discussions on women's emancipation and their rights are at the forefront of many worldwide formal and informal campaigns. As gender awareness increases, women spontaneously handle gender related challenges and strive against women's oppression and exploitation. The gender audit was conducted to identify ways to make the college campus safer for women. The audit process involved choosing the sites to be audited, selection of participants, orientation to the participants, preparing the checklist and the walk-about, noting down the findings and sharing the results and recommendations with the principal of the college for implementation.

Gender balance among teaching faculty

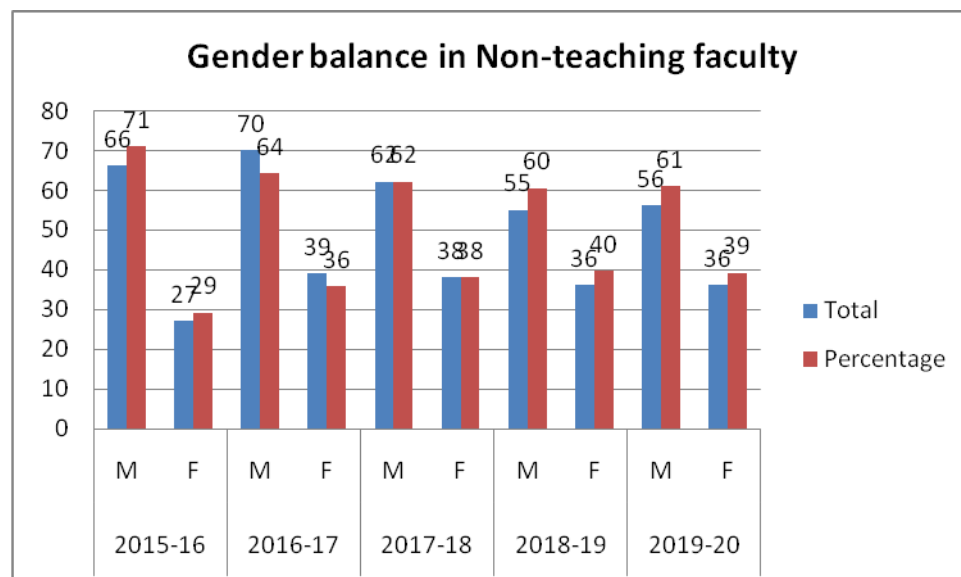
Year	2015-16		2016-17		2017-18		2018-19		2019-20	
Teaching faculty	M	F	M	F	M	F	M	F	M	F
		97	95	128	135	105	91	111	115	182
Percentage	50.52	49.48	48.67	51.33	53.57	46.43	49.12	50.88	62.12	37.88



The table shows gender-wise classification of male and female teaching faculties. From the graph it is observed that almost equal distribution of male and female faculties during the year 2015-16 and more number of male teaching faculties than female teaching faculties during the years 2017-18 and 2019-2020 whereas more number of female teaching faculties than male teaching faculties during 2016-17 and 2018-19.

1. Gender balance in Non-teaching faculty

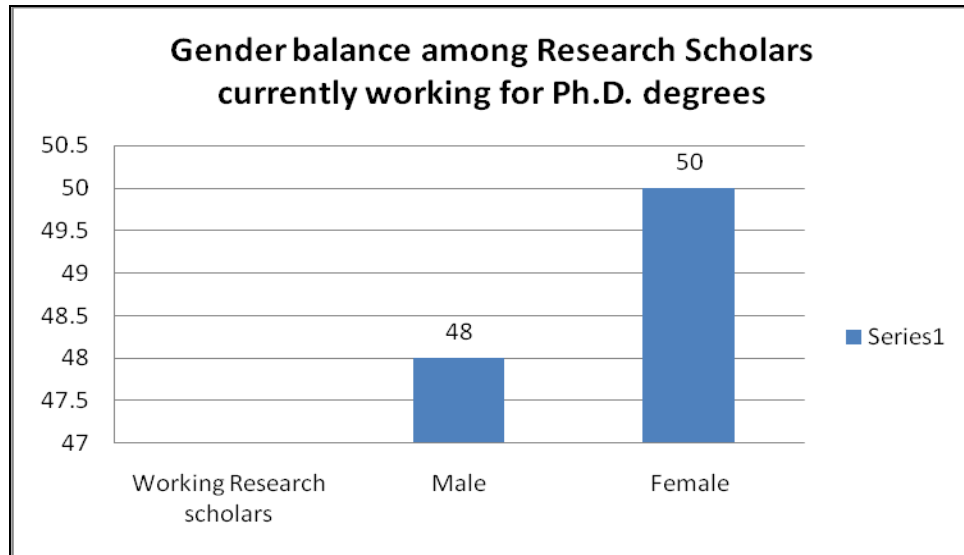
Year /Gender	2015-16		2016-17		2017-18		2018-19		2019-20	
	M	F	M	F	M	F	M	F	M	F
Non Teaching Staff	66	27	70	39	62	38	55	36	56	36
Percentage	70.97	29.03	64.22	35.78	62.00	38.00	60.44	39.56	60.87	39.13



The table shows gender-wise classification of male and female non-teaching faculties. From the graph it is observed that more number of male staff than number of female staff are working in the institution.

Gender balance among Research Scholars currently working for Ph.D. degrees:

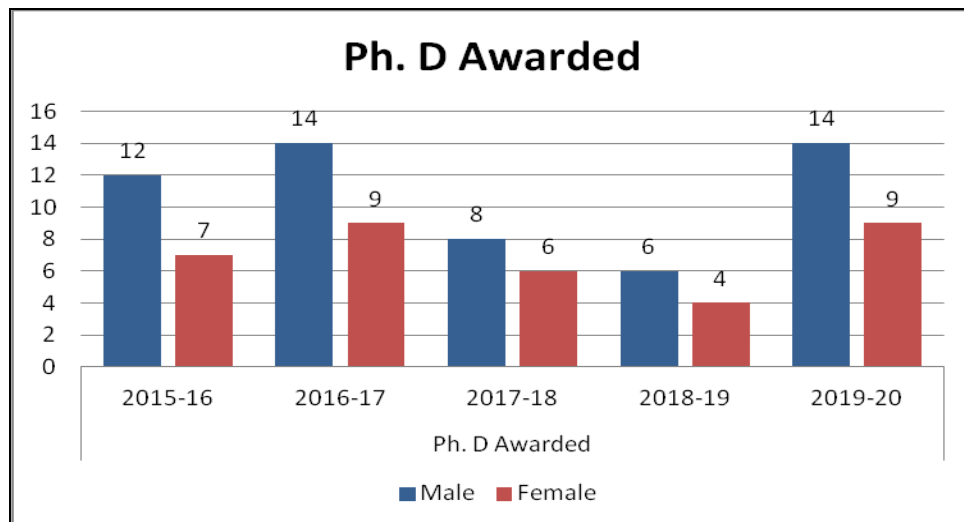
Research scholars perusing Ph. D Degree	Male	Female	Total
	48	50	98



The table shows gender-wise classification of male and female Research scholars. From the graph it is observed that almost equal number of male and female students are pursuing their Ph.D in different subjects presently.

2. Gender Balance in Ph.D. Awardees

Gender	Ph. D Awarded				
	2015-16	2016-17	2017-18	2018-19	2019-20
Male	12	14	8	6	14
Female	7	9	6	4	9
Total	19	23	14	10	23

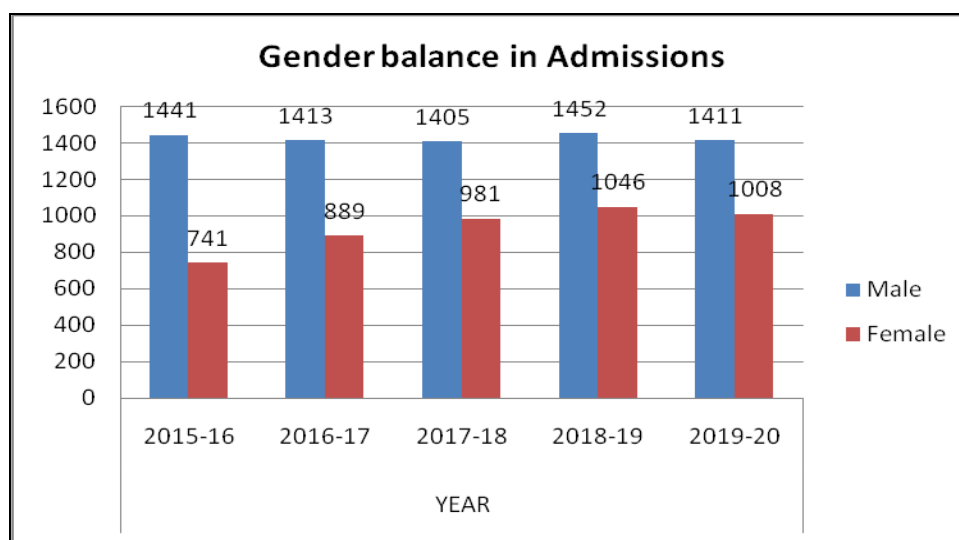


From the graph it is seen that more number of male candidates compared to female students have been awarded Ph.D. Degree.

3. Gender balance in Admissions:

Degree: UG [Year V/s Gender]

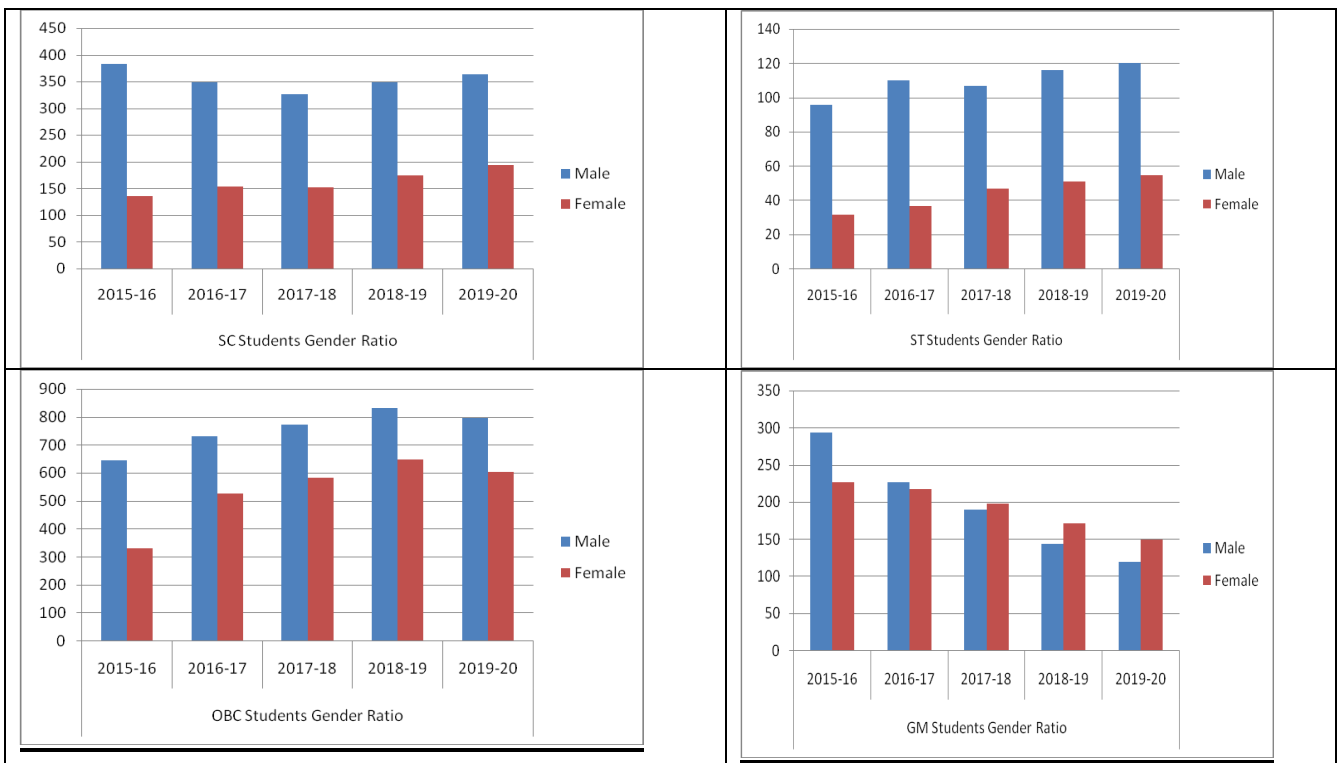
Gender	Year				
	2015-16	2016-17	2017-18	2018-19	2019-20
Male	1441	1413	1405	1452	1411
Female	741	889	981	1046	1008
Total	2182	2302	2386	2498	2419



The table shows year-wise gender classification of male and female students. It appears that since the years 2015-2020 the percentage of gender classification concerning the male and female students is more or less the same. The bar graph and tabular form vividly give the idea that strength of female students has increased and that it is not lagging behind when compared to male students. The Graph show important data of year-wise gender classification.

Category-wise gender distribution in Under-Graduate studies

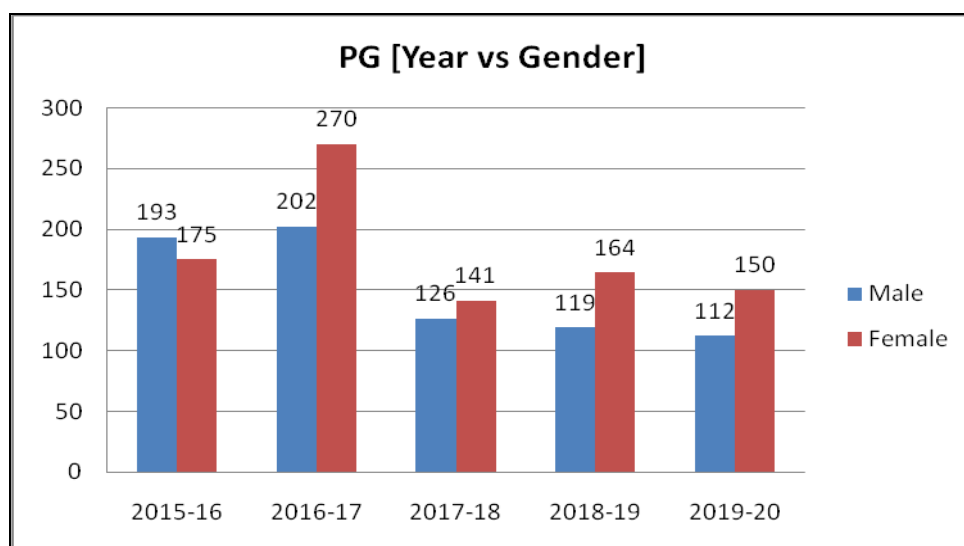
Year	SC		ST		OBC		GM	
	M	F	M	F	M	F	M	F
2015-16	383	136	96	32	645	333	294	227
2016-17	348	153	110	37	730	527	227	218
2017-18	327	152	107	47	774	584	190	198
2018-19	348	175	116	51	833	647	144	171
2019-20	363	194	120	55	796	604	120	150



The table shows the category-wise gender classification of the strength of students. It is observed that more number of male students are admitted to undergraduate courses in SC, ST and OBC category and in the GM category more number of female students are admitted compared to the male students.

Degree: PG [Year vs Gender]

Gender	2015-16	2016-17	2017-18	2018-19	2019-20
Male	193	202	126	119	112
Female	175	270	141	164	150
Total	368	472	267	283	262



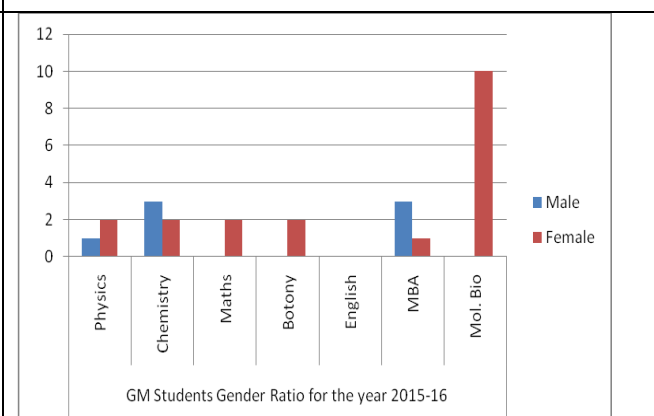
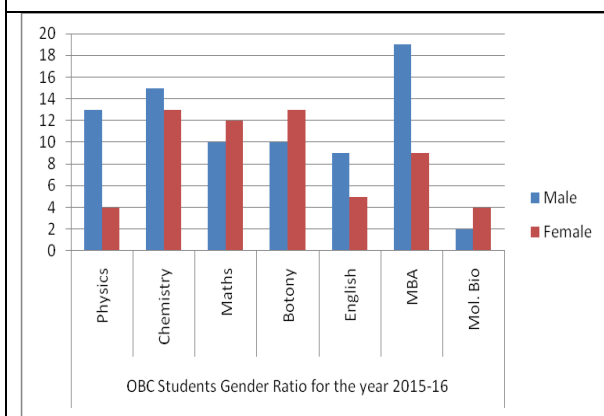
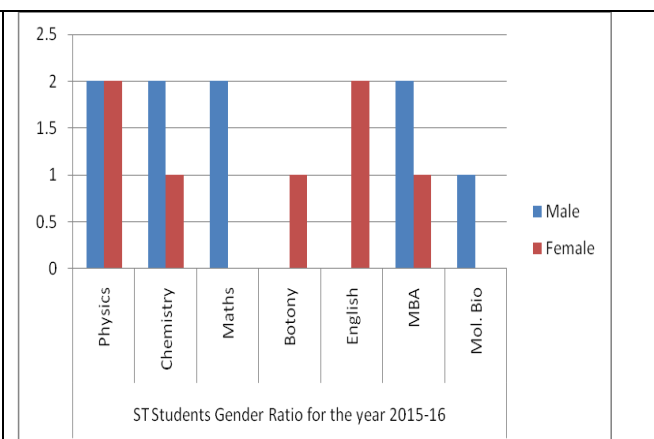
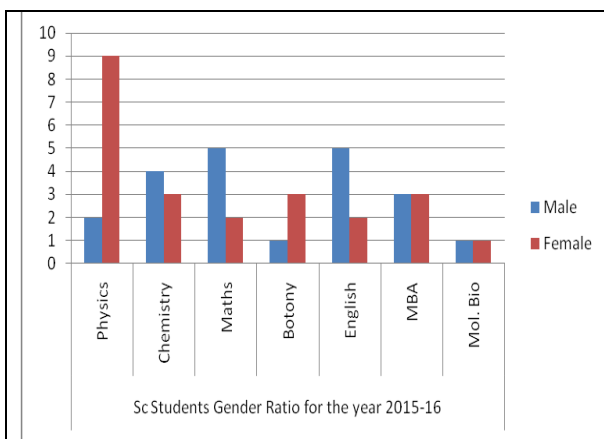
The table shows year-wise gender classification of the strength of male and female students for PG admission. From the graph it is observed that more number of female students were admitted to the PG

course compared to male students. It is also observed that the ratio of male and female students is increasing.

Category wise Girls strength in Post-graduate studies

Degree: PG Category-wise(2015-16)

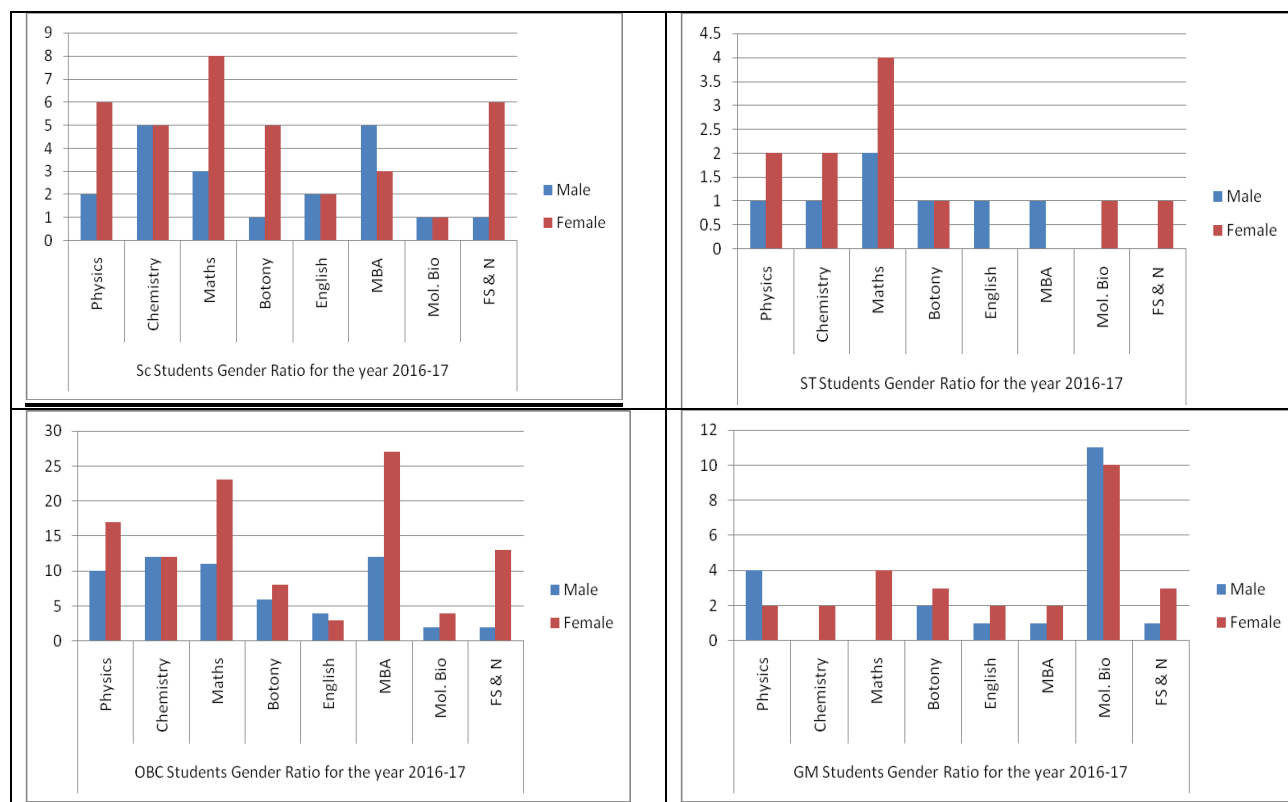
Name of the Course	SC		ST		OBC		GM	
	M	F	M	F	M	F	M	F
Physics	2	9	2	2	13	4	1	2
Chemistry	4	3	2	1	15	13	3	2
Mathematics	5	2	2	0	10	12	0	2
Botany	1	3	0	1	0	13	0	2
English	5	2	0	2	9	5	0	0
MBA	3	3	2	1	19	9	3	1
Molecular Biology	1	1	1	0	2	4	0	10



The above bar graph and tabular form vividly give the idea that girl students' strength is on the increase as compared to male students. The Graph show important data of department-wise gender classification for the year 2015-16.

Degree: PG Category-wise (2016-17)

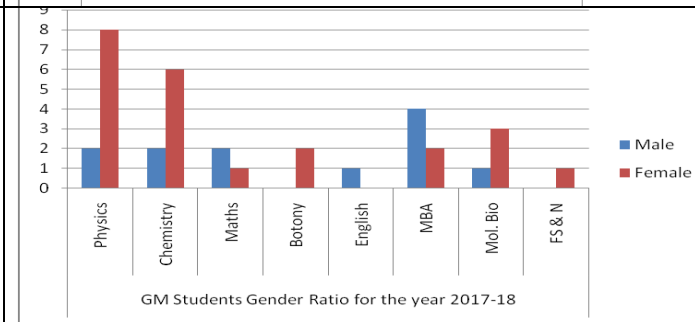
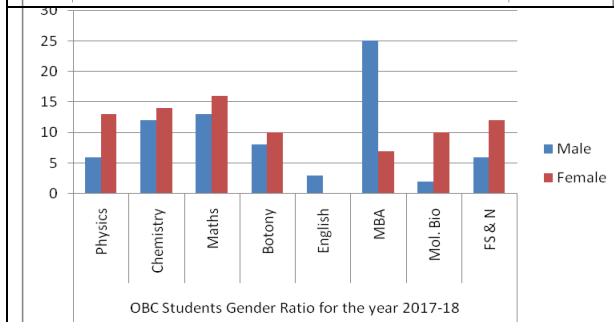
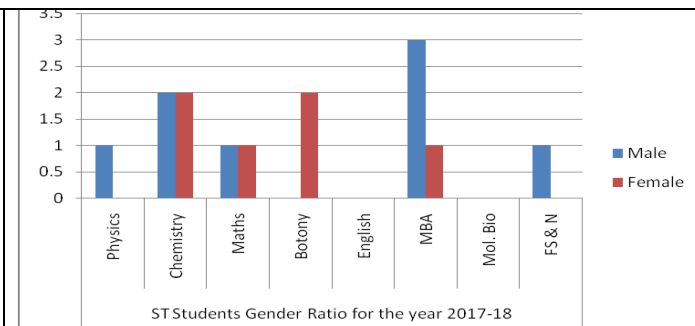
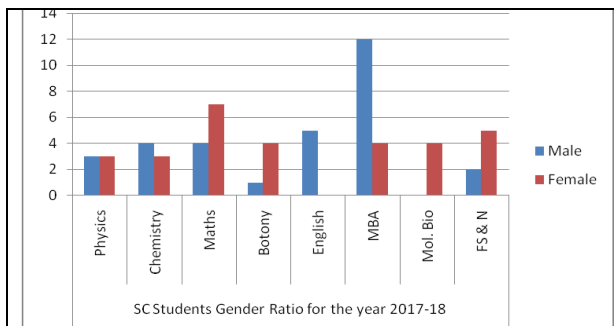
Name of the Course	Intake	SC		ST		OBC		GM	
		M	F	M	F	M	F	M	F
Physics	40	2	6	1	2	10	17	4	2
Chemistry	40	5	5	1	2	12	12	0	2
Mathematics	50	3	8	2	4	11	23	0	4
Botany	25	1	5	1	1	6	8	2	3
Food Science and Nutrition	25	1	6	0	1	2	13	1	3
English	25	2	2	1	0	4	3	1	2
MBA	50	5	3	1	0	12	27	1	2
Molecular Biology	20	1	1	0	1	2	4	11	10



The above bar graph and tabular form vividly give the idea that female students' strength is more as compared to that of male students. The Graph show important data of department-wise gender classification for the year 2016-17.

Degree: PG Category-wise(2017-18)

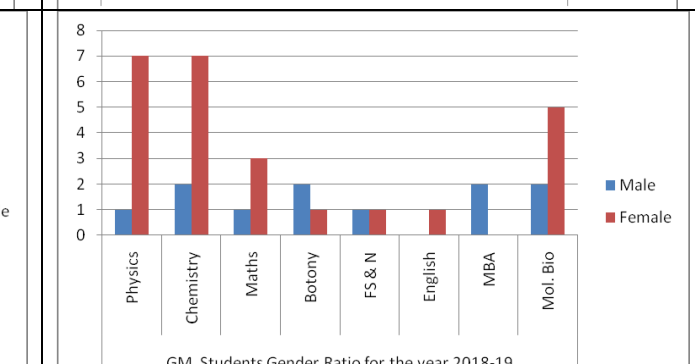
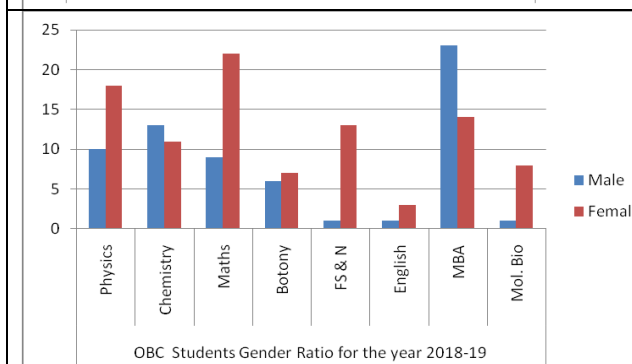
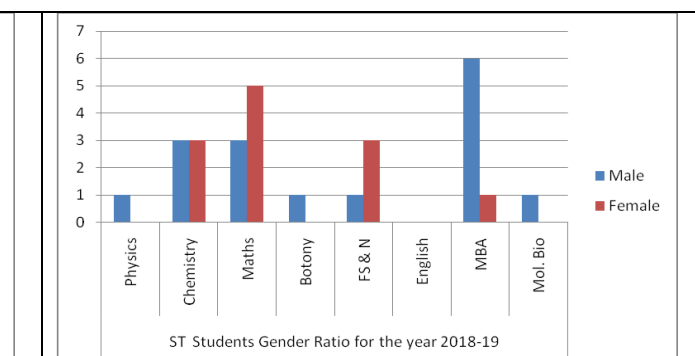
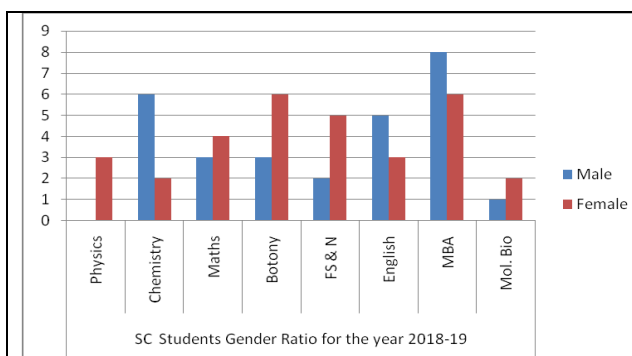
Name of the Course	SC		ST		OBC		GM	
	M	F	M	F	M	F	M	F
Physics	3	3	1	0	6	13	2	8
Chemistry	4	3	2	2	12	14	2	6
Mathematics	4	7	1	1	13	16	2	1
Botany	1	4	0	2	8	10	0	2
Food Science & Nutrition	2	5	1	0	6	12	0	1
English	5	0	0	0	3	0	1	0
Molecular Biology (5years Integrated Course)	0	4	0	0	2	10	1	3
MBA	12	4	3	1	25	7	4	2



The above bar graph and tabular form vividly give the idea that female students' strength is almost equal to that of male students. The Graph show important data of department-wise gender classification for the year 2017-18.

Degree: PG Category wise(2018-19)

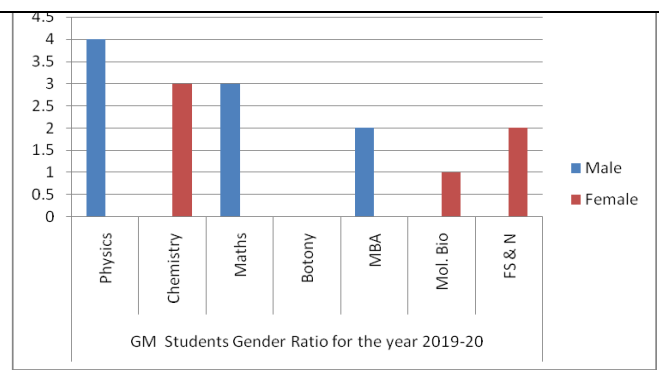
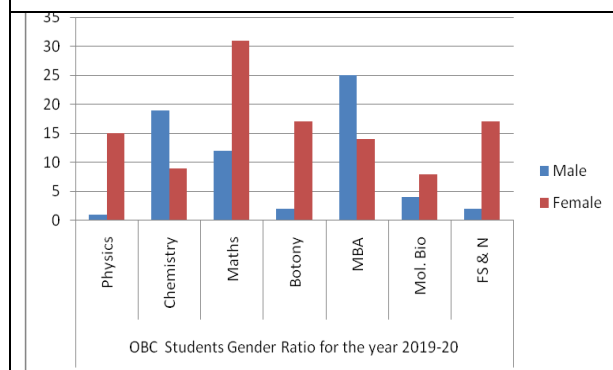
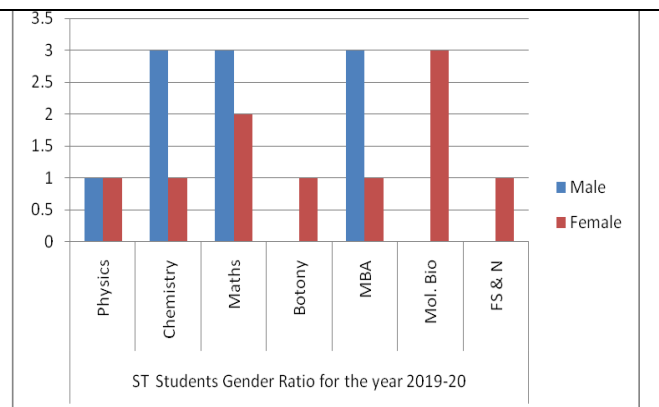
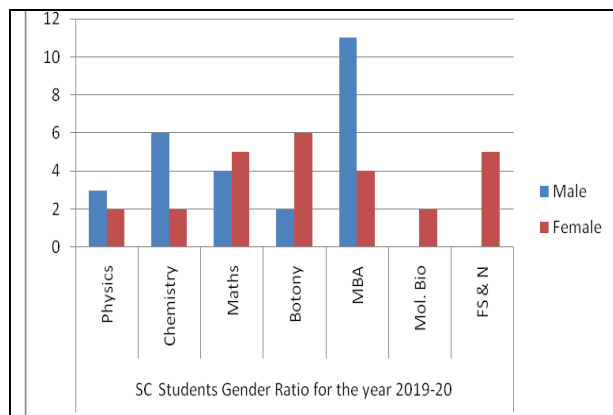
Name of the Course	SC		ST		OBC		GM	
	M	F	M	F	M	F	M	F
Physics	0	3	1	0	10	18	1	7
Chemistry	6	2	3	3	13	11	2	7
Mathematics	3	4	3	5	9	22	1	3
Botany	3	6	1	0	6	7	2	1
Food Science & Nutrition	2	5	1	3	1	13	1	1
English	5	3	0	0	1	3	0	1
MBA	8	6	6	1	23	14	2	0
Molecular Biology	1	2	1	0	1	8	2	5



The above bar graph and tabular form vividly give the idea that female students' strength is higher as compared to male students especially in SC/OBC/GM classes. The Graphs show important data of department-wise gender classification for the year 2018-19.

Degree: PG Category-wise(2019-20)

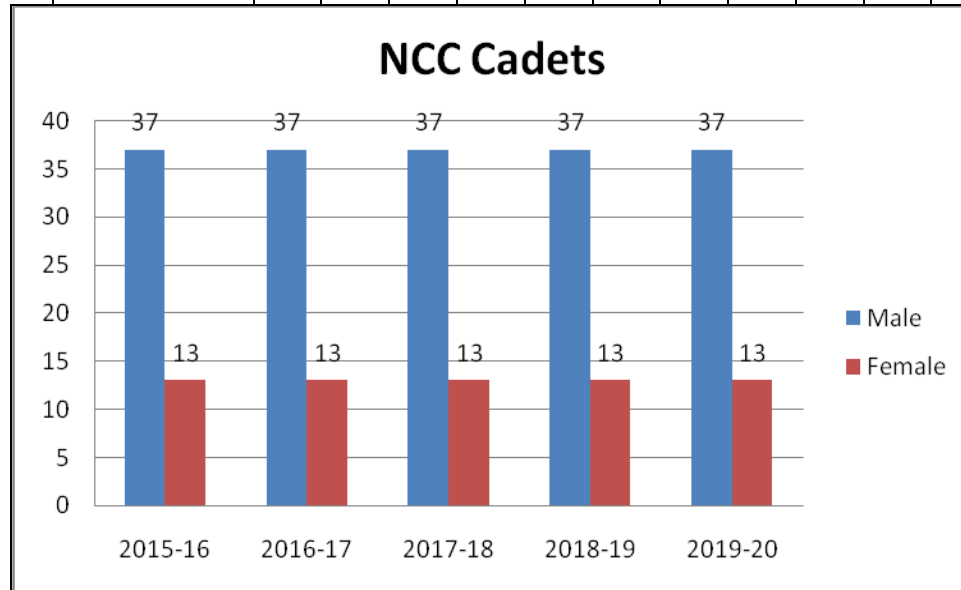
Name of the Course	SC		ST		OBC		GM	
	M	F	M	F	M	F	M	F
Physics	3	2	1	1	1	15	4	0
Chemistry	6	2	3	1	19	9	0	3
Mathematics	4	5	3	2	12	31	3	0
Botany	2	6	0	1	4	14	0	0
Food Science & Nutrition	0	5	0	1	2	17	0	2
MBA	11	4	3	1	25	14	2	0
Molecular Biology	0	2	0	3	4	8	0	1



The above bar graph and tabular form vividly give the idea that female students' strength is almost equal to that of male students. The Graphs show important data of department-wise gender classification for the year 2019-20.

4. Gender balance in NCC :

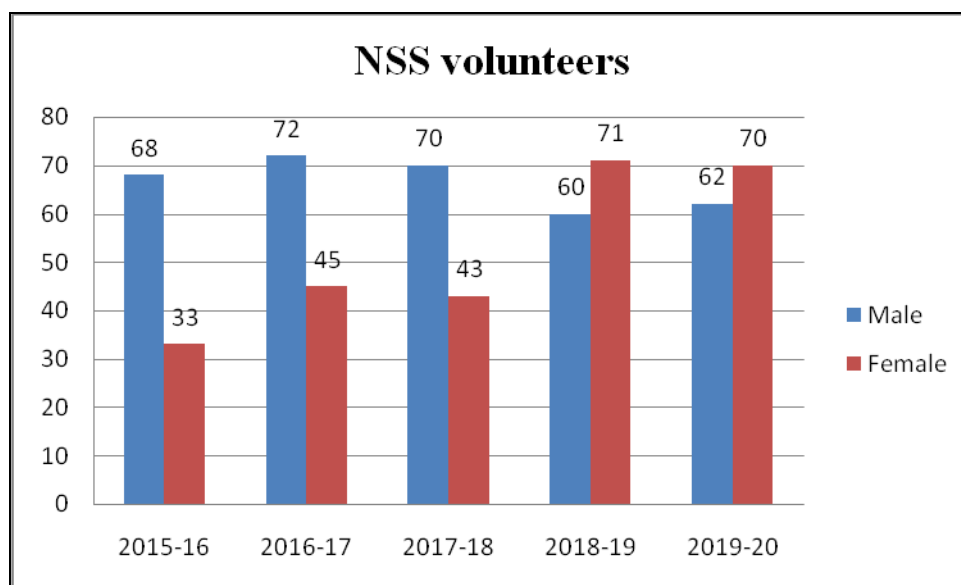
Year	2015-16		2016-17		2017-18		2018-19		2019-20	
	M	F	M	F	M	F	M	F	M	F
NCC Cadets	37	13	37	13	37	13	37	13	37	13



The table shows gender-wise classification of male and female NCC Cadets. Every year 37 male cadets and 13 female cadets have joined and data is depicted in the above graph.

5. Gender balance in NSS

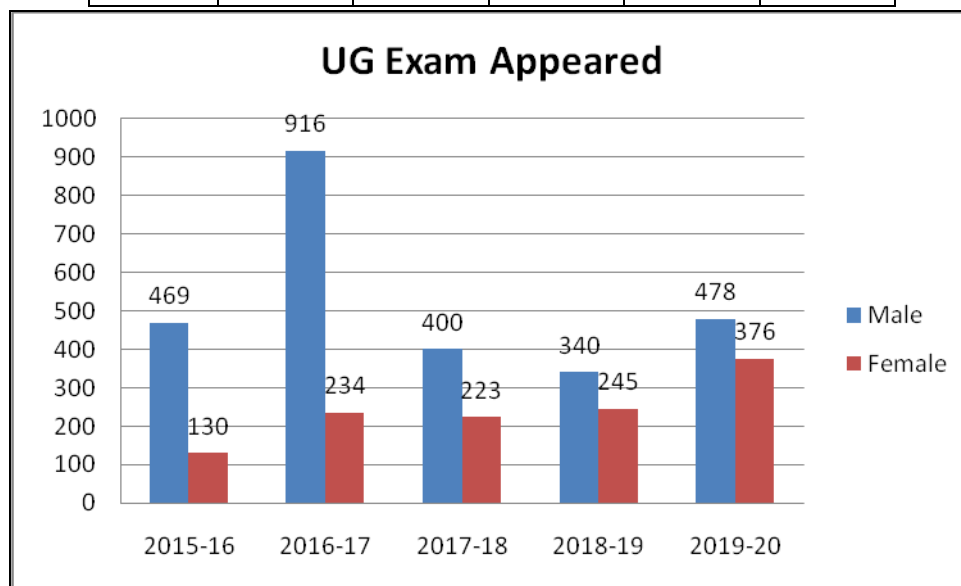
Year	2015-16		2016-17		2017-18		2018-19		2019-20	
	M	F	M	F	M	F	M	F	M	F
NSS volunteers	68	33	72	45	70	43	60	71	62	70



The table shows gender-wise classification of male and female NSS volunteers. 2015-2018 more number of male volunteers had joined as compared to female volunteers and in 2018-2020 more numbers of female volunteers had joined as compared to male volunteers. The data is depicted in the above graph.

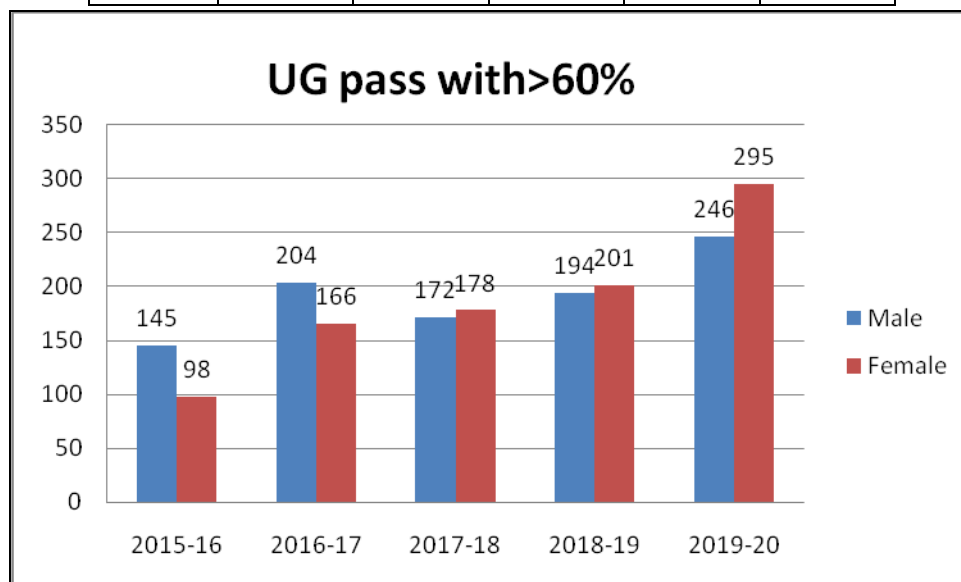
6. Gender balance in Results of :UG Students

UG Exam Appeared					
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Male	469	916	400	340	478
Female	130	234	223	245	376



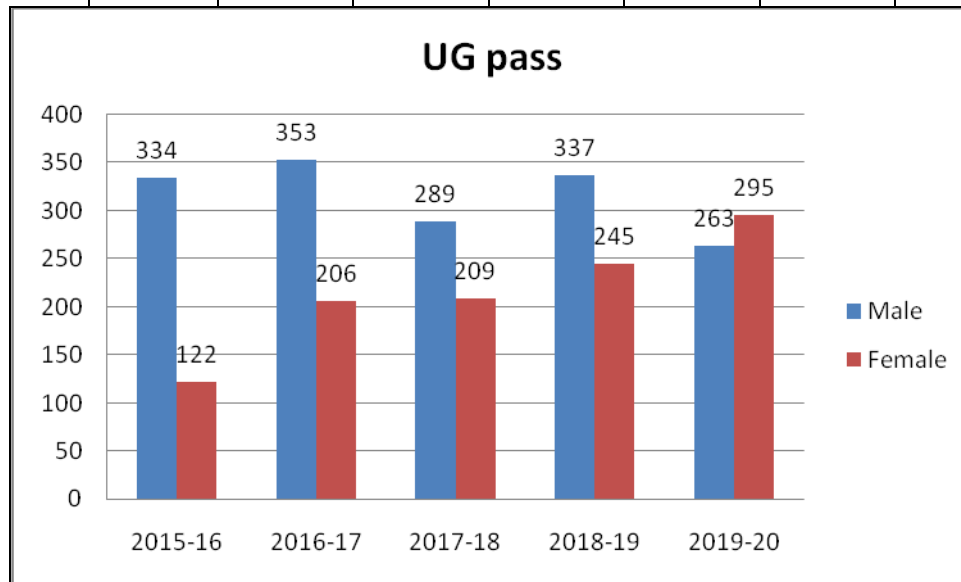
The above bar graph and tabular form vividly give the idea that more number of male students had appeared for examination as compared to female students. The Graph shows important data of year-wise gender classification for the year 2015-2020.

UG pass with >60%					
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Male	145	204	172	194	246
Female	98	166	178	201	295



The above bar graph and tabular form vividly give the idea of UG students who have passed with >60% in examination. Overall female students have performed better than male students. The Graph shows important data of year-wise gender classification for the year 2015-2020.

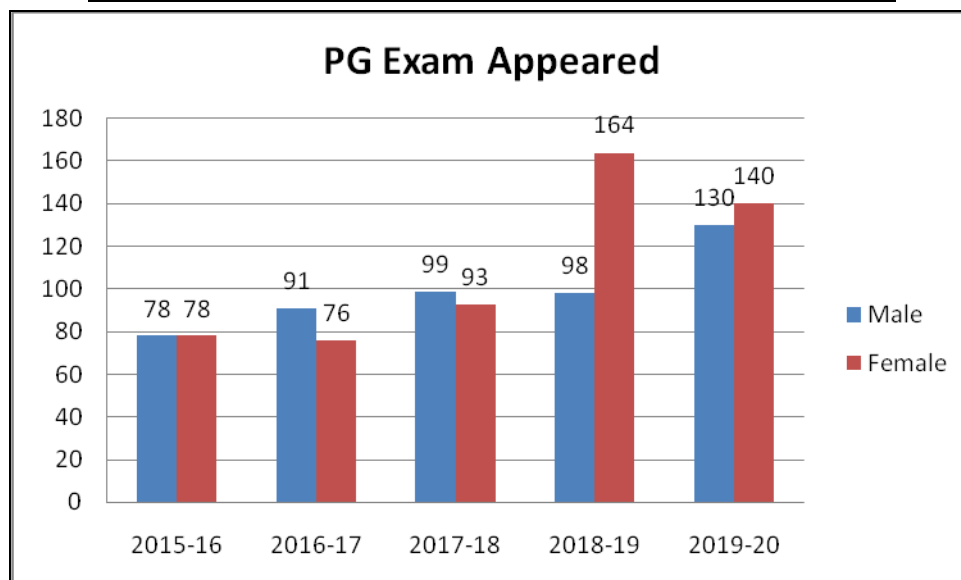
UG pass					
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Male	334	353	289	337	263
Female	122	206	209	245	295



The above bar graph and tabular form vividly give the idea of UG students who have passed in examination. Overall male students have performed better than female students except in the year 2019-2020. The Graph shows important data of year-wise gender classification for the year 2015-2020.

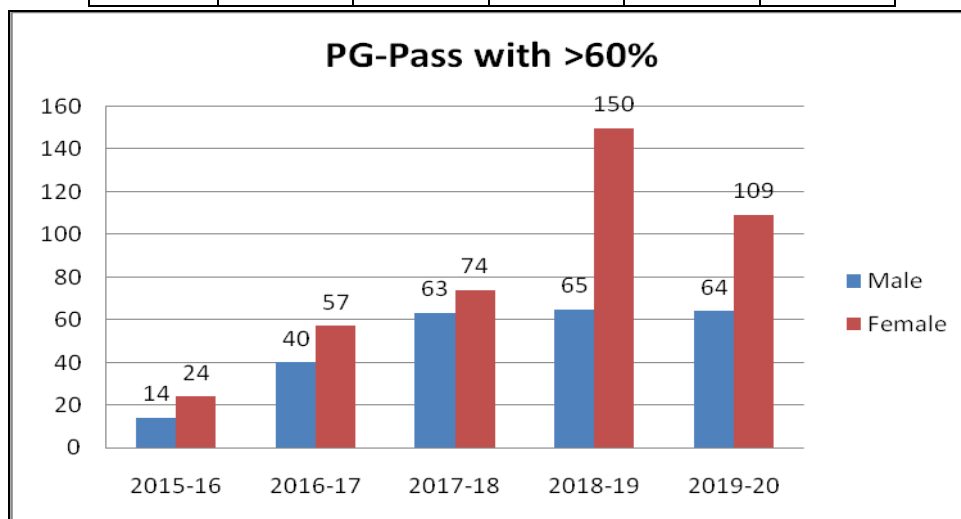
7. Gender balance in Results: PG Students

PG Exam Appeared					
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Male	78	91	99	98	130
Female	78	76	93	164	140



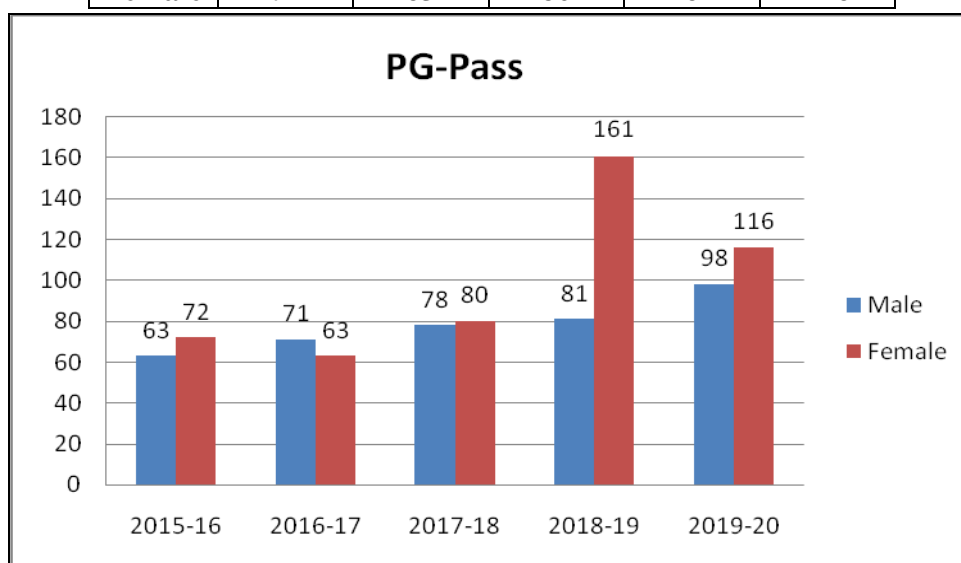
The above bar graph and tabular form vividly gives the idea that in PG number of male students who had appeared for examination is almost equal to female students except for the year 2018-19. In the year 2018-19 more number of female students performed better compared to the male students. The Graph shows important data of year-wise gender classification for the year 2015-2020.

PG-Pass with >60%					
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Male	14	40	63	65	64
Female	24	57	74	150	109



The above bar graph and tabular form vividly give the idea of PG students who have passed with >60% in examination. Overall, female students have performed better than male students. The Graph shows important data of year-wise gender classification for the year 2015-2020.

PG-Pass					
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Male	63	71	78	81	98
Female	72	63	80	161	116

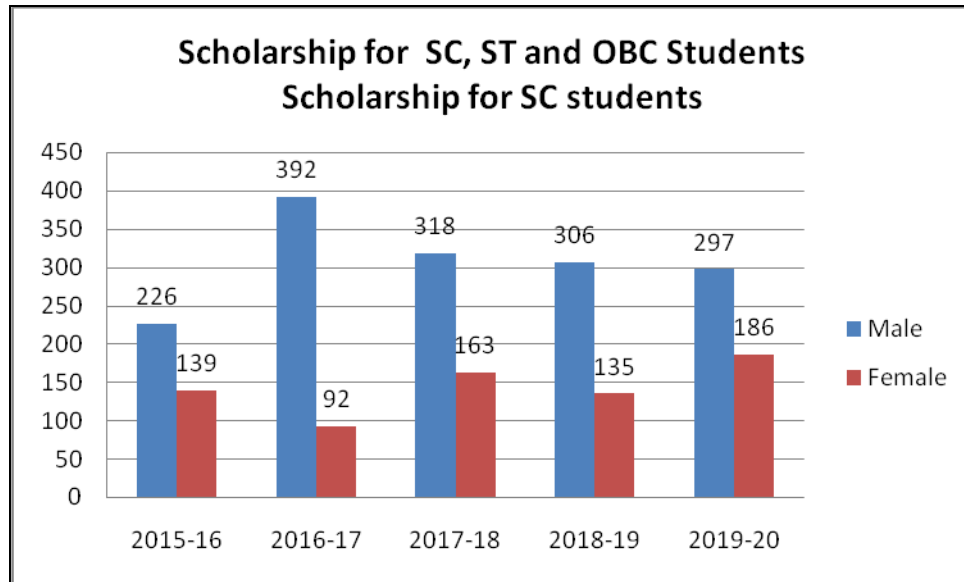


The above bar graph and tabular form vividly give the idea of the PG students who passed in examination. Overall female students have performed better than male students. The Graph shows important data of year-wise gender classification for the year 2015-2020.

8. Gender balance in Scholarship for SC, ST and OBC Students

Scholarship for SC students

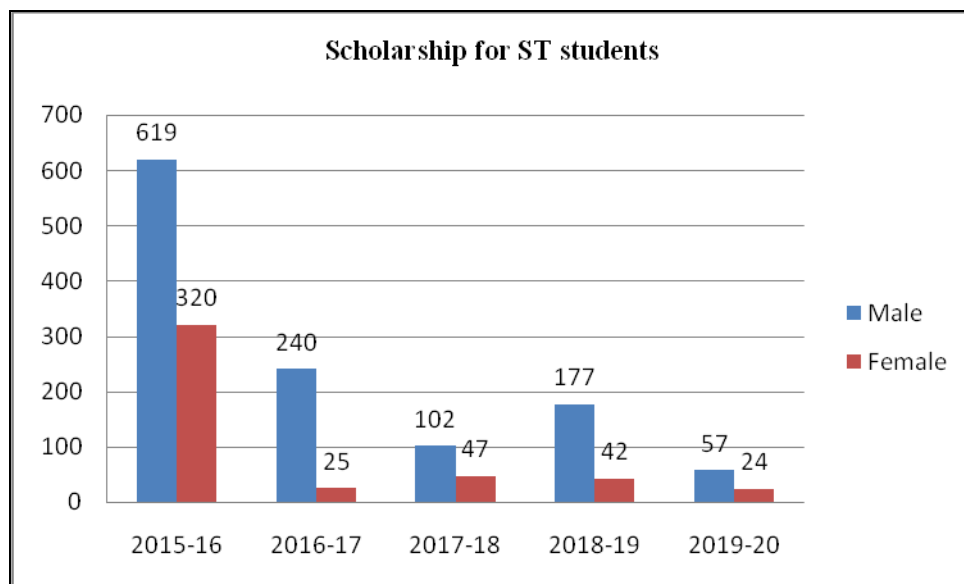
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Male	226	392	318	306	297
Female	139	92	163	135	186



The above bar graph and tabular form vividly give the idea that more number of SC male students had taken scholarships than number of SC female students. The Graph shows important data of year-wise gender classification for the year 2015-2020

Scholarship for ST students

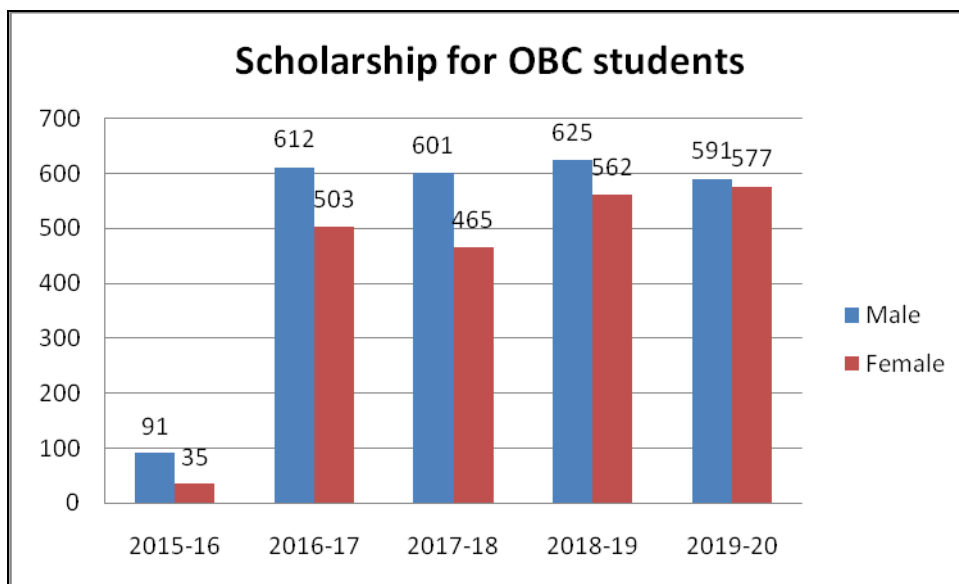
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Male	619	240	102	177	57
Female	320	25	47	42	24



The above bar graph and tabular form vividly give the idea that the more number of ST male students had taken scholarships than number of ST female students. The Graph shows important data of year-wise gender classification for the year 2015-2020.

Scholarship for OBC students

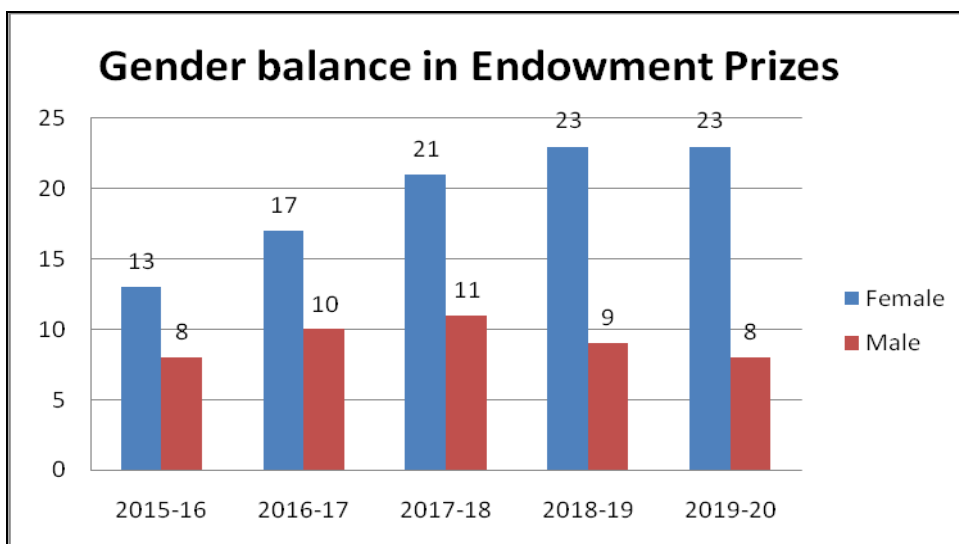
Year	2015-16	2016-17	2017-18	2018-19	2019-20
Male	91	612	601	625	591
Female	35	503	465	562	577



The above bar graph and tabular form vividly give the idea that a slightly more number of OBC male students had taken scholarships compared to the number of OBC female students. The Graph shows important data of year-wise gender classification for the year 2015-2020.

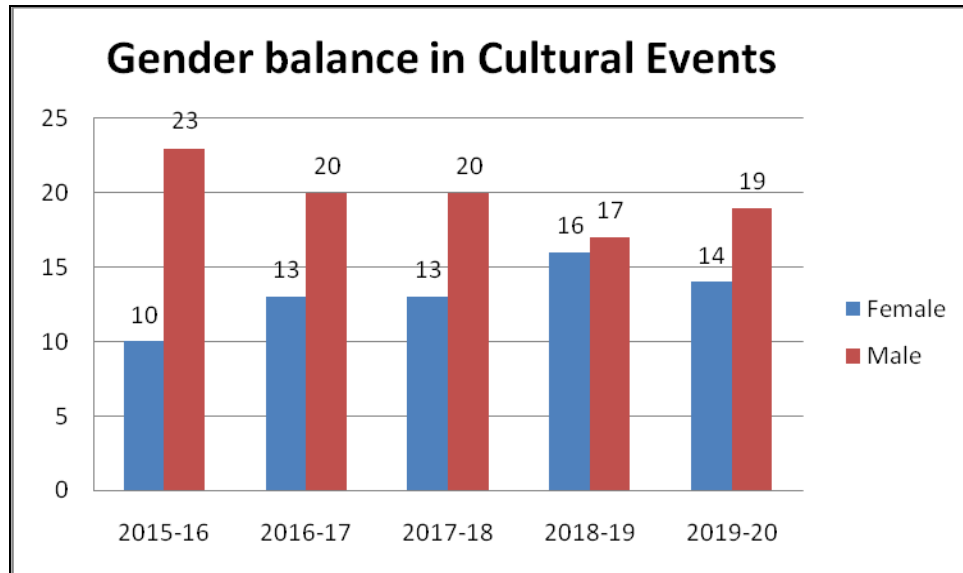
11. Gender balance in Endowment Prizes

Year	Female	Male
2015-16	13	08
2016-17	17	10
2017-18	21	11
2018-19	23	09
2019-20	23	08



12. Gender balance in Cultural Events

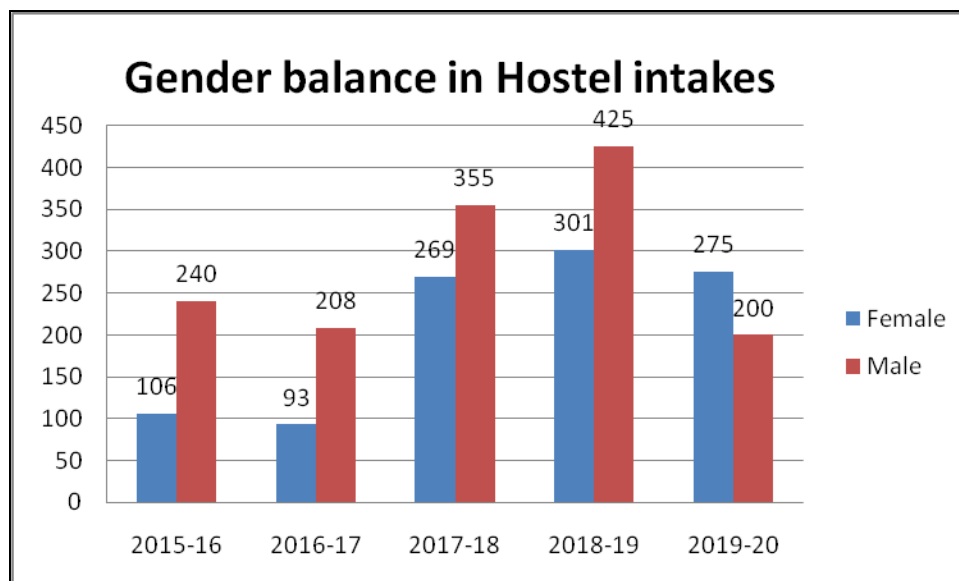
Year	Female	Male
2015-16	10	23
2016-17	13	20
2017-18	13	20
2018-19	16	17
2019-20	14	19



From the graph we can observe that, male students had performed better in cultural events compared to female students but this trend is increasing. Over the years the female students representation has been gradually increasing.

13. Gender balance in Hostel intakes

Year	Female	Male
2015-16	106	240
2016-17	93	208
2017-18	269	355
2018-19	301	425
2019-20	275	200



14. Feedback

Feedback is taken from all female students studying in the college on the following parameters and the following is the findings. Total number of participants in the survey is 473.

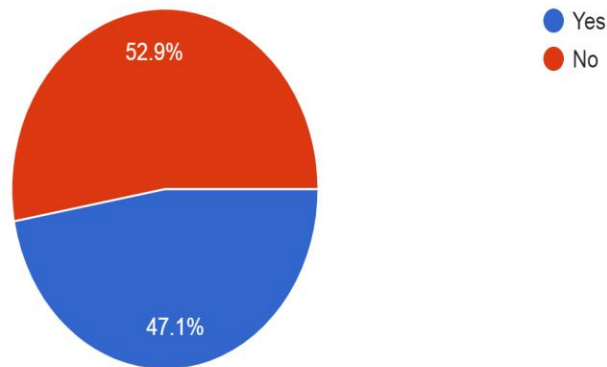
The parameters covered are

Sl.No	Questions	Options		
1	Does the college conduct gender sensitization program as a part of its curriculum?	Yes	No	
2	Have you felt uncomfortable in any classroom?	Strongly agree	Agree	Disagree
3	Are you aware of the student grievance procedure for discrimination based on sex, race, color?	Yes	No	
4	Do you know who is the Sexual Harassment Grievance Officer /Authority/Committee member?	Yes	No	
5	Have you ever felt that women/girl students are treated differently by the administration as compared to men/boys?	Strongly agree	Agree	Disagree
6	Do you feel that girl students have been harassed or discriminated against at this institution?	Strongly agree	Agree	Disagree
7	Do you feel men and women are treated equally in your Department/courses?	Strongly agree	Agree	Disagree
8	Are males depicted in nurturing/care-giving roles as frequently as women?	Strongly agree	Agree	Disagree
9	Are the students aware of the set up of a women cell in the college?	Yes	No	
10	Are you aware of lady faculty in the women cell?	Strongly agree	Agree	Disagree
11	Do you reach out to women's cell?	Yes	No	
12	Is a grievance redressal cell been set up?	Yes	No	
13	Did you feel that gender sensitivity exists in the behavior of the officials in the institute?	Strongly agree	Agree	Disagree
14	Do you stay in the hostel?	Yes	No	
15	If yes, do you think hostel is a gender sensitive space understanding the specific needs of women boarders?	Strongly agree	Agree	Disagree
16	Do you feel that the campus is safe for women?	Strongly agree	Agree	Disagree
17	Have you encountered yourself/or heard from your friends about incidents of insecurity?	Strongly agree	Agree	Disagree

18	Are adequate number of toilets available in the campus for girls?	Strongly agree	Agree	Disagree
19	Are adequate facilities available inside the toilet like disposal bins, water etc.?	Strongly agree	Agree	Disagree
20	Is adequate lighting available inside the campus during night in corridor, class rooms, common areas, toilets etc.?	Strongly agree	Agree	Disagree
21	Are adequate security arrangements made in the campus and common areas?	Strongly agree	Agree	Disagree
22	Do the classrooms offer equal opportunities to all genders?	Strongly agree	Agree	Disagree
23	Is the Attitude of laboratory staff appropriate?	Strongly agree	Agree	Disagree
24	Is the timing of the laboratory is appropriate?	Strongly agree	Agree	Disagree
25	What according to you could be the ways to make the institution more gender sensitive?			

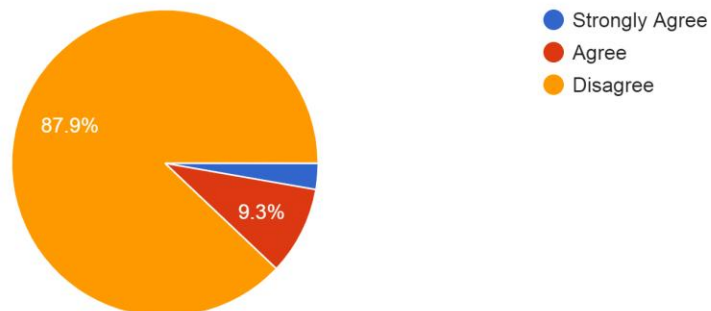
Does the college conduct gender sensitization program as a part of its curriculum?

473 responses



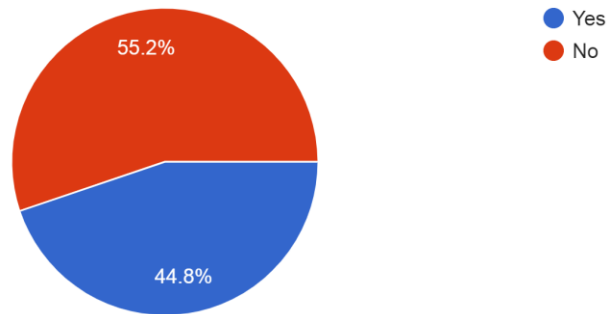
Have you felt uncomfortable in any classroom?

473 responses



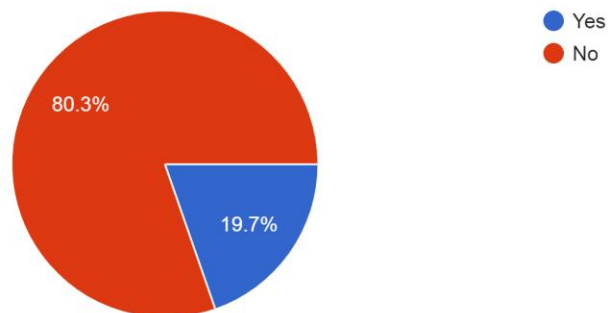
Are you aware of the student grievance procedure for discrimination based on sex, race, color?

473 responses



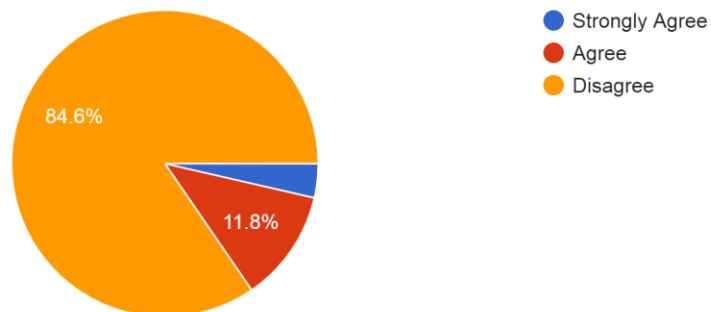
Do you know who is the Sexual Harassment Grievance Officer /Authority/Committee member?

473 responses



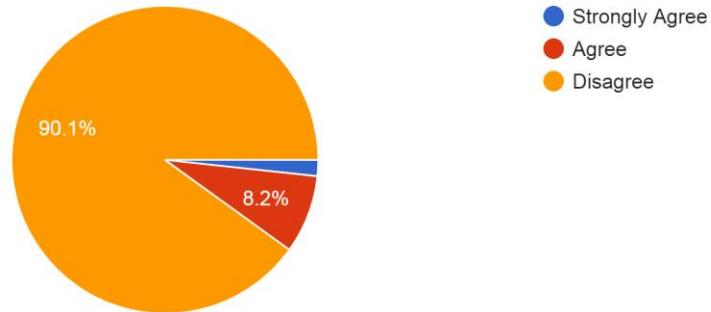
Have you ever felt that women/girl students are treated differently by the administration as compared to men/boys?

473 responses



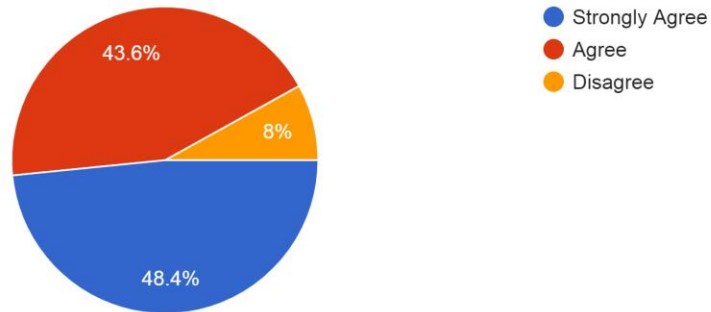
Do you feel that girl students have been harassed or discriminated against at this institution?

473 responses



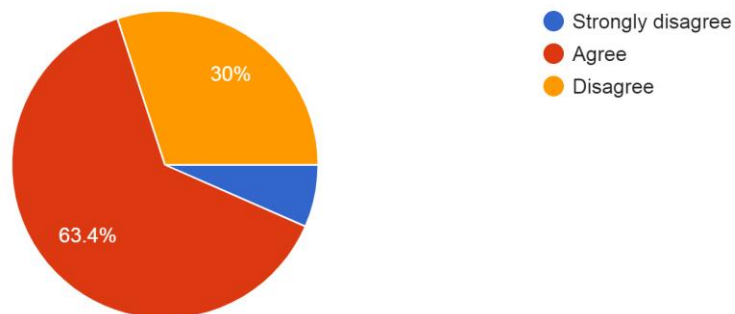
Do you feel men and women are treated equally in your Department/courses?

473 responses



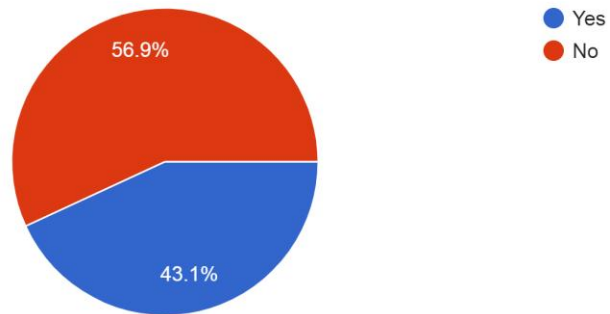
Are males depicted in nurturing/care-giving roles as frequently as women?

473 responses



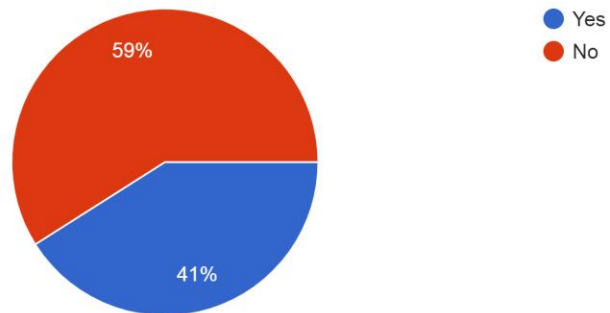
Are the students aware of the set up of a women cell in the college?

473 responses



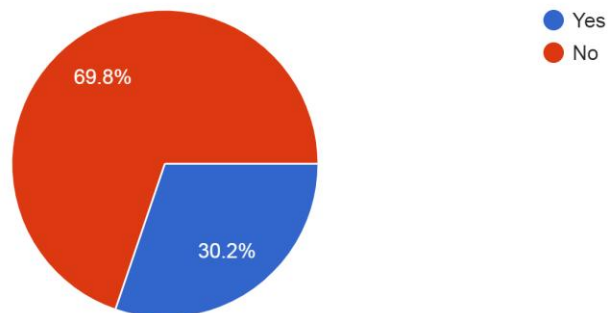
Are you aware of lady faculty in the women cell?

473 responses



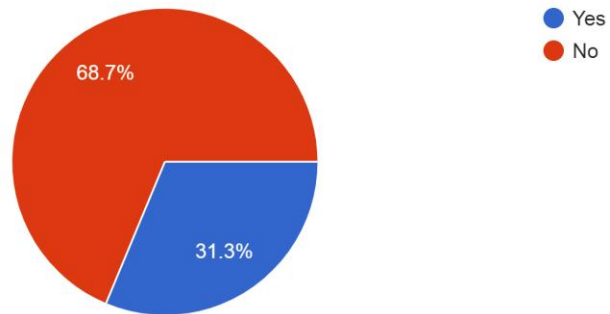
Do you reach out to women's cell?

473 responses



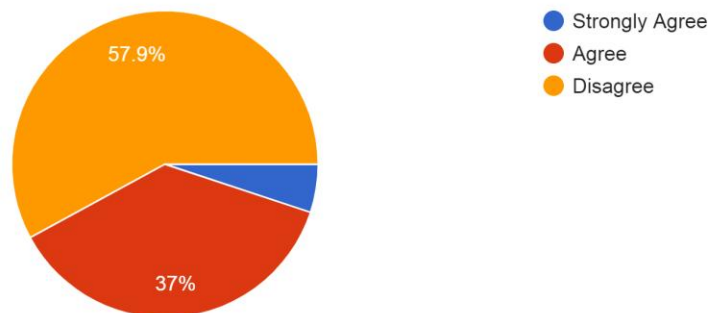
Is a grievance redressal cell been set up?

473 responses



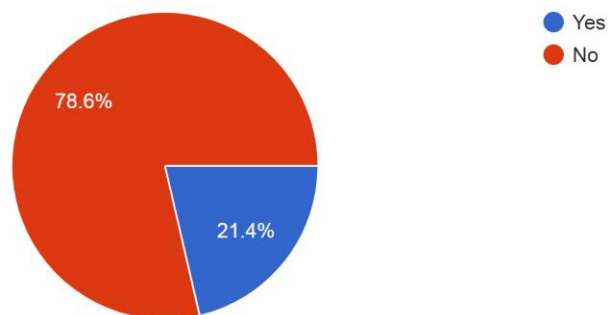
Did you feel that gender sensitivity exists in the behavior of the officials in the institute?

473 responses



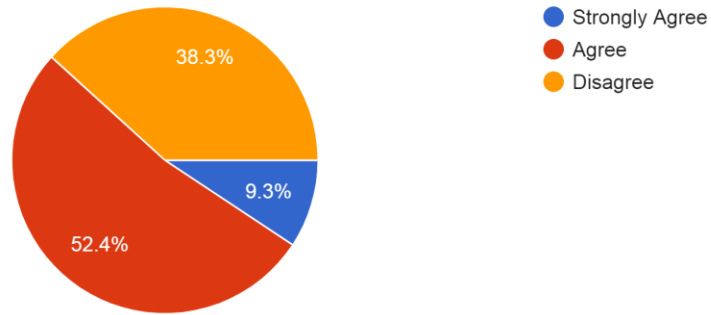
Do you stay in the hostel?

473 responses



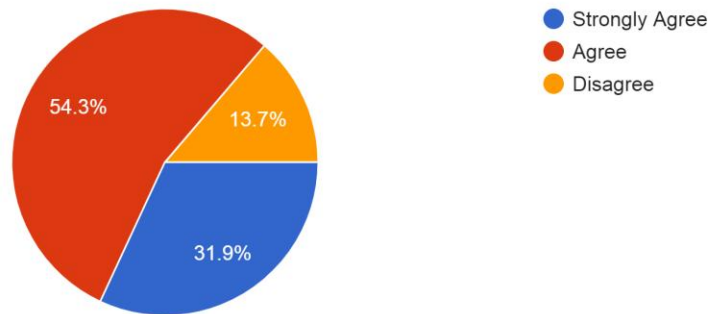
If yes, do you think hostel is a gender sensitive space understanding the specific needs of women boarders?

473 responses



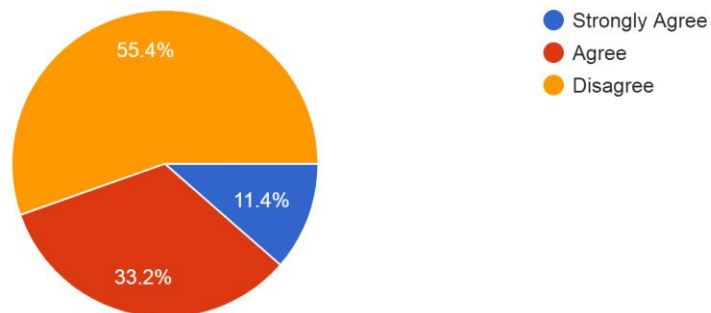
Do you feel that the campus is safe for women?

473 responses



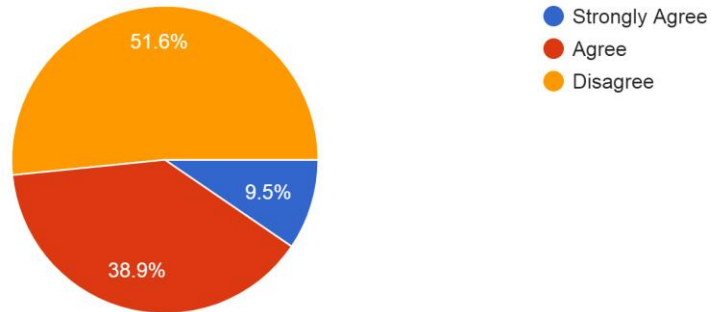
Have you encountered yourself/or heard from your friends about incidents of insecurity?

473 responses



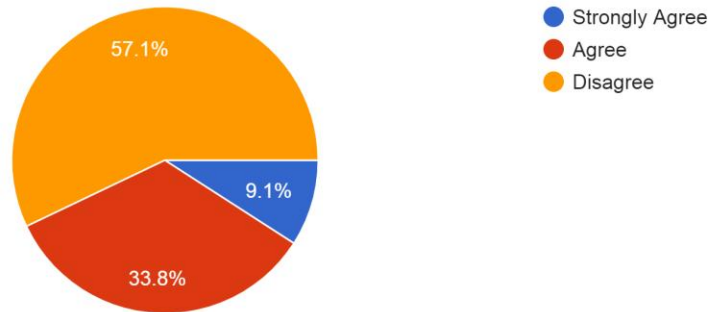
Are adequate number of toilets available in the campus for girls?

473 responses



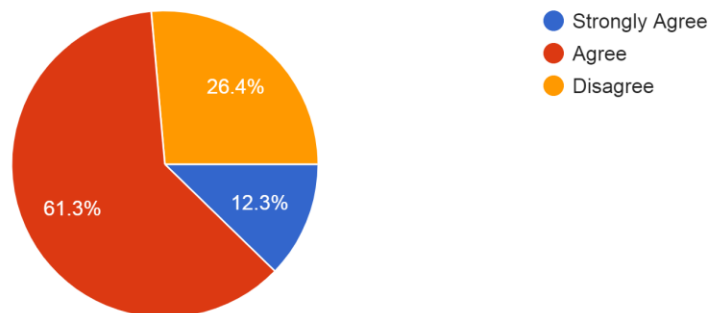
Are adequate facilities available inside the toilet like disposal bins, water etc.?

473 responses



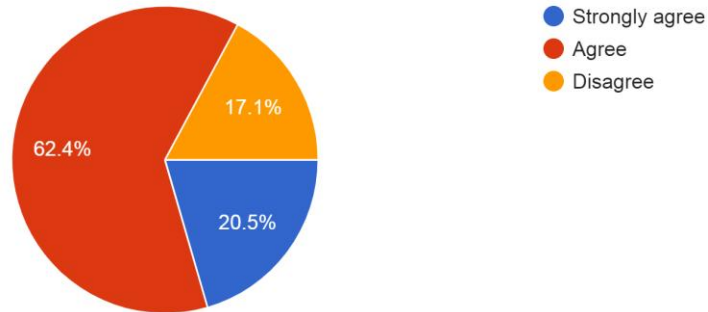
Is adequate lighting available inside the campus during night in corridor, class rooms, common areas, toilets etc.?

473 responses



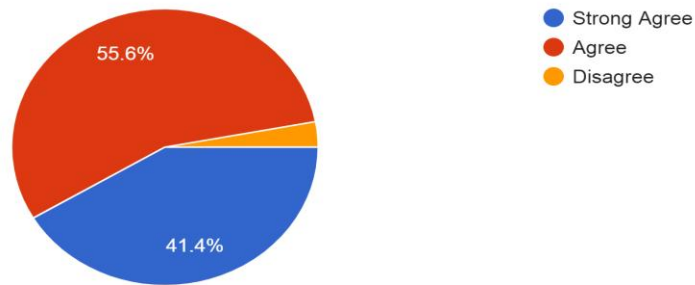
Are adequate security arrangements made in the campus and common areas?

473 responses



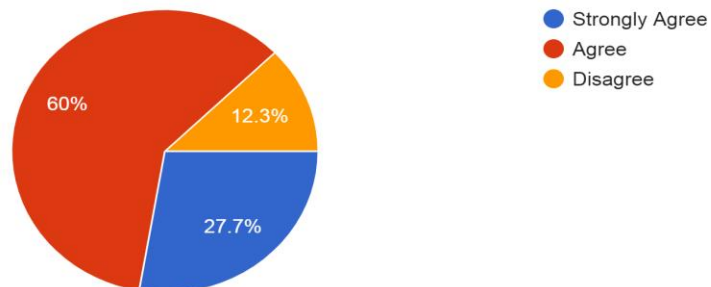
Do the classrooms offer equal opportunities to all genders?

473 responses



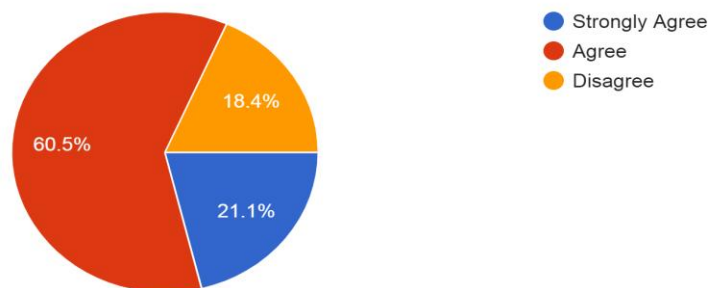
Is the Attitude of laboratory staff appropriate?

473 responses



Is the timing of the laboratory appropriate?

473 responses



Students have suggested the following issues to improve institution more gender sensitive:

1. More Awareness classes on gender policy have to be conducted for both girls and boy?
2. Increase the Security to lady students
3. Arrange program for male students on gender issues separately because they need to know how to associate with female co-partner when they are together in laboratories, library, reading room, computer centre etc.
4. Periodic gender sensitization programs on current issues by experts are to be conducted.
5. There is an insufficient toilet facility in the new academic block which is to be addressed.

Salient Findings:

1. Among teaching staff female and male are almost equally distributed
2. Among non-teaching staff male representation is more than female representation
3. The distribution of research scholars is almost equal
4. More number of male students have been awarded Ph.D degree compared to female students, in the past 5 years but at present more number of female candidates enrolled for the Ph.D degree compared to male scholars
5. Enrolment of girl students is more than that of boys in PG Courses. Representation of male students is more in UG course.
6. Male representation is more compared to female representation in NCC
7. Male representation is more compared to female representation in NSS
8. Success rate of girl students is higher than that of boys with 60 percentage or above in UG level .
9. Success rate of girl students is higher than that of boys at the PG Level
10. More number of male students are receiving Student scholarships compared to female candidates ,but the actual fact is the admission of male candidates is more than female candidates in the college.
11. More number of male students have received endowment prizes compared to female students
12. The participation of male students in cultural activities is higher than female students, but trend shows that the participation of female students in cultural activities in gradually increasing.

Suggestions:

1. Define and deepen the understanding of gender equality concepts such as gender equity, empowerment of women,
2. The number of female staff in decision making bodies may be increased
3. More awareness programmes need to be organized for students

Conclusion:

The analysis shows that gender equity goals and objectives are included in all the policies and programmes of the college. The Staff also reported that they have no problems related to gender criterion. Gender Audit Team analyzed that the gender equality and gender sensitivity is encouraged by the institute and staff of the college and they do have gender sensitive behavior.

It is found that the College has lots of strengths and some weaknesses. The weaknesses can be overcome with gradual changes in value set up. Doubtless, the enrolment of female students from all section of society is increasing and there are no gender issues or complaints. With strong will power and commitment to gender justice, the College would certainly make a mark in the country.