

ANDHRA UNIVERSITY



GENDER AUDIT REPORT

2018-19

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REPORT ON
GENDER AUDIT OF ANDHRA UNIVERSITY
(2018-19)

SECTION-I
INTRODUCTION

What is a Gender Audit?

Gender Audit is a process which assesses policies, practices and procedures in an organization or institute from a gender perspective. This audit paves the way for women development initiatives in an organization and gives visibility and significance to gender concerns which can be pointer to how women resources are being utilized in organization.

Gender Audit: Concept and Definition

A “Gender Audit” is one aspect of what is referred to as “mainstreaming” – analyzing mainstream public policy, including legislation, regulations, allocations, taxation and social projects from the point of view of their effect on the status of women in a given society. Gender audit analyze the income and expenditures of the government from a gender perspective. The basic assumption of gender audits is that public policy impacts differently on men and women. The variance stems from the different roles of women and men in the family and from the lower economic status of women. The purpose of gender audits is to lead to changes in public policy that contribute to an increase in gender equality.

Three international agencies - the United Nations Development Fund for Women, the Common wealth Secretariat and the International Development Research Centre encourage governments and social advocacy organizations around the world to do gender audits of their national budgets. They also promote implementation of the conclusions of those audits, to the end of making national budgets more equitable from the stand point of gender.

UNESCO defines Gender Audit as a Management and Planning tool. And the audit evaluates the Gender responsiveness of an organization’s culture and shows that, how well the

organization is integrating the gender perspective into its day-to-day work. The audit outcome aims to assist the Organization to become more gender responsive. It is also a kind of impact evaluation which assesses or measure the impact of the interventions on the Gender equality and Women's empowerment.

Traditionally audits have been associated with the Financial Accounting Audits. In 1980s, Quality management Audit was introduced in the companies to promote and improve the company performances, Building on the same principles, Social Audits have been developed in a range of Organizations and Enterprises as a process, that enables the organizations to measures for which they live up to shared values and objectives for which they were committed.in this context, a social audit is a frame work, which allows an organization to build and develop the process , whereby it can account for its social responsibility in its performance. Report on that performance in which we can draw upon action plan to improve on their performance. Gender Audit helps, to see through and understand its impact on any Community/Organization and be accountable to its key stakeholders.

Organizations that most effectively participate in the mainstream Gender into their activities have a Gender responsive organizational culture. This is a culture in which everyone responds positively to the organization's requirement and start working vigorously to demonstrate their commitment to advance the Gender equality in their day to day working.

Higher Education and Gender in contemporary India

Today the world economy is experiencing an unprecedented change. New developments in science and technology, media revaluation and internationalization of education and the ever-expanding competitive environment are revolutionizing the education scene. A paradigm shift has been noticed in higher education now a days, from 'national education' to 'global education', from 'one time education for a few' to 'lifelong education for all', from 'teacher- centric education' to 'learner centric education'. These changes make new demands and pose fresh challenges to the established education systems and practices in the country. Because of interdependence and integration of world economy in recent years, the Indian higher education system has a new role and a challenge to provide to the nation and the world at large, skilled human power at all levels, having breadth of knowledge and confidence to effectively confront the social and economic realities.

The recent expansion in the higher education has made colleges and universities more demographically democratic than ever before, with growing diversity and heterogeneity among social groups. Colleges and Universities are complex institutions engaged in the education of the future generations. Institutions of higher education today are more diverse than ever before, in terms of numbers and also have a proportionate growth in women among their ranks. To this extent these are the institutions, which may be the closest in fulfilling the potential of India's ideals of equality and social justice. Women constitute 42 percent of all the students in higher education in India to day due to the development and globalization process in the present times, it is equally important to focus on ending Gender gap, which is hiding on-going inequalities and disparities among women and men, which can only be approached with an intersectional analysis that combine gender with region, class, caste, religion, ability and sexuality among others. (UGC, 2013)

Methodology

In recent years, analyses have focused attention on trying to understand institutions and organizations from a gender perspective. The capacity of institutions to incorporate a gender equality perspective. the capacity of institutions to incorporate a gender equality perspective is a fundamental corner stone of a mainstreaming strategy. The emphasis on mainstreaming gender perspective in all sectors reflects recognition that the interests and needs of woman as well as those of men must be systematically pursued in the formulation and execution of all policies and programmes. If institutions and organizations are to serve women as well as men appropriately and to fulfill commitments to reducing inequalities between women and men, the gender perspective must become part of the process of formulating, implementing and evaluating policies and programmes.

'Gender Audit' is a process of assessing policies, practices and perspective. The primary purpose of such audit is to

- a) Examine the representation and participation of women in the organization
- b) identify the developmental dimensions that provide opportunities for advancement of women in an organization and
- c) identify the structural barriers that impede their growth

The process of 'Gender Audit' is anchored within a framework of gender equity and justice. An audit of the outcome of initiatives taken for promotion of women's development in an organization and for according visibility and significance to gender concerns can be a pointer to how women resources are being utilized in that organization. Leadership is an important factor in ensuring accountability on gender equality issues in an organization. In order to go beyond the rhetorical stage, it is not enough for senior management to simply state that is important through allocating resources, raising equality issues in other policy discussions and demanding progress from senior staff (Kardam, 1995, p.20)

While keeping this in view Dr. Durgabai Deshmukh Centre for Women's Studies has been conducting Gender Audit of Andhra University periodically and utilizes a gender lens to audit its practices and procedures.

Aim of the Audit

The aim of the 'Gender Audit' is to see whether the policies, practices, procedures, culture and resources are being used in the most effective way to deliver the University's commitment to gender equality. The audit is designed to do from 2018-2019 in continuation of the earlier gender audits.

Objectives

The main objective of the study is to conduct Gender Audit of Andhra University from 2018-2019. And more specifically the objectives of the audit are aimed at knowing

- 1) The profile of men and women in the University
- 2) The representation of women in decision-making positions and in administrative positions.
- 3) The representation of women in teaching and non-teaching positions
- 4) The representation of women in learning (student enrollment) and research studies
- 5) The visibility accorded to issues affecting women and gender relations in curriculum and research.
- 6) To identify gaps for improvement and suggest possible strategies to make University system more gender sensitive.

Method

In audits, the quantitative information comprises analysis of quantitative information of statistical data and other information collected through primary and secondary sources of information. Information about specific parameters outlined in the objectives was collected for the period 2018-19. A detailed information was presented in tables and figures. The study is designed on Explorative Research method and adopted purposive sampling method in collecting the data.

The data were collected from the following sources.

- Annual Reports of the University
- Data from the Principal's offices of the six Constituent Colleges of University
- Data regarding Teaching and Non-teaching Staff from S-II and S-III Section of the Central Administrative Office.
- Data from AU Internal Quality Assurance Cell (IQAC)

SECTION-II

PROFILE OF ANHDRA UNIVERSITY

(I) GENDER POLICY

(II) INSTITUTIONAL MECHANISM FOR GENDER EQUITY

Andhra University is a multi-disciplinary University offering varied courses in emerging areas that bear a direct relationship to economic growth and development of the society. The University has distinguished itself by starting many courses which are innovative and first of their kind in India. Andhra University has 7 constituent colleges namely College of Arts & Commerce, College of Science & Technology, AU College of Engineering (Autonomous), AU College of Pharmaceutical Sciences, Dr.B.R.Ambedkar college of Law, AU College of Engineering for Women, Institute of Advanced Studies in Education (IASE) and School of Distance Education. Andhra University has 20 departments with 24 courses at UG level, 69 departments offering 119 courses at PG level and Ph. D programmes. It has 13 Research centres

and one Advanced analytical Lab which is recognised as a National Facility. Andhra University has made another achievement through imparting education in allied fields through certificate programmes to Défense personnel of Tri Forces as an MoU with DGR, GOI.

The University has distinguished itself by starting many courses which are innovative and first of their kind in India. University is strong in basic sciences like Mathematics, Physics, Chemistry, Botany, Zoology, Geology and Geography. University is equally competent in applied sciences like Biochemistry, Biotechnology, Microbiology, Molecular Biology, Human Genetics, Environmental Sciences, Geophysics, Geo-Engineering, Remote Sensing, Nuclear Physics, Meteorology, Oceanography, Nuclear Chemistry, Environmental Chemistry and Bioinorganic Chemistry.

The institution is unique in offering courses like Plant Cytogenetics, Parasitology, Marine Fisheries, Entomology, Hydrology, Human Genetics, Ionosphere Studies, Petroleum Exploration Studies, Foods and Drugs, Pharmaceutical Sciences, Nanoscience and Water.

University, further, is a pioneer in designing and offering courses in Business Management, Quantitative Economics, Criminal Justice, Meteorology & Oceanography, Nuclear Physics, Nuclear Chemistry, Parapsychology, Genetics, Gemology, Geo-Engineering, Petroleum Exploration, Marine Engineering, Naval Architecture, Retail Management, Statistics and Computer Science.

Humanities and Social Sciences courses like English, Telugu, Sanskrit, Hindi, Urdu, Arabic, Anthropology, Economics, Political Science, Social Work, Sociology, History & Archeology, Yoga, Philosophy, Dance, Music, Performing Arts, Theatre Arts, Fine Arts, offered by the University have a great reputation in the country.

College of Engineering offers 89 courses in 15 departments. The courses like Chemical Engineering, Computer Science, Electronics & Communications, Civil Engineering, Mechanical Engineering, Remote Sensing, Marine Engineering, Naval Architecture, Nanotechnology, Artificial Intelligence, Bioinformatics and Biomedical Engineering have made a mark for themselves.

College of Law is one of the best in the country offering LL.B-3 years, LL.B- 5 years, LL.M. and Ph.D. Programmes. Most of the Judges in Andhra Pradesh Courts, in the judiciary of High Courts and Supreme Court are the proud alumni of Dr. B. R. Ambedkar College of Law.

Department of Pharmacy is also well known for its teaching and research and many of its alumni are occupying key positions in Industry, Teaching and Research Institutes.

The University campus is having 6 hostels for women which can be accommodate more than 4000 students. Separate hostels are provided to Pharmacy, Engineering and Research Scholars. Four hostels are specially constructed for foreign students for both men and women separately. The University has two Residential health centres one at South campus and the other at north campus and a homeo dispensary. The health Centre provide medical facilities to the students, research scholars, teachers, non-teaching staff and also to the retired employees. An internet browsing centre made available to the students round the clock.

(i) GENDER POLICY

Andhra University is striving to promote gender equality and always sensitive to the issues of gender and its policies and programmes.

- Women representation in governance and administrative bodies has given priority at levels.
- The number of girl students enrolled in the campus colleges has doubled and in some courses like Pharmacy and Sciences it out number the male counterparts.
- The University has 6 hostels for women including separate hostels for Research Scholars, Pharmacy, Engineering with well-equipped furniture and basic facilities including Wi-Fi and internet connection.
- For the safety of girls in the hostels CC cameras are installed in the prime places and tight security staff are employed to avoid security issues.
- Women students belonging to Scheduled Castes and Scheduled Tribes have been provided scholarships and stipends under various Government welfare Schemes.
- Internal Complaints Committee (ICC) and Women Grievances Cell are established for the benefit of women in the campus. These cells mainly concentrate on the counselling of women students who are new to the Professional studies, environments and take their stock of their grievances of the students and employees.
- Gender Sensitization Programmes are being conducted in the Campus and Community Outreach Programmes to the community women in collaboration with NGOs in order to create awareness among women on 'gender issues. Training Workshops are being

conducted on 'Prevention of Sexual Harassment against Women at work place to the students, faculty and non-teaching staff of the University Campus as well as the employees of various organizations and Capacity Building Programmes to the student community on 'leadership qualities' among women.

(ii) INSITUTIONAL MECHANISM FOR GENDER EQUITY

University has initiated the institutional mechanism for 'Gender Equity' through the establishment of Centre for Women's Studies with an objective of promoting gender equality by conducting awareness programmes , training workshops and extension activities in and around the campus.

Centre for Women's Studies was set up in Andhra University in 1987 in accordance with the guidelines of the UGC to establish such Centres in Universities and Colleges. Since 2007 it has been renamed as Dr.Durgabai Deshmukh Centre for Women's Studies. All activities are sponsored by the UGC though its budgetary allocation for plan periods. During XI Plan period the Centre was placed in Phase-III (Advanced and nodal agency for this region. The Centre has gained its momentum to be the Nodal Agency in playing a vital and significant role by nurturing, mentoring, twinning and partnership functions. The Centre has concentrated on mentoring and clustering with the University Departments, UGC Centres and Non-UGC Centres and Women's Studies in various affiliated colleges. The Centre has a strong network with NGOs who are working for women empowerment. The Centre is contributing a major role in maintaining Gender Violence free environment in the campus as well as out of the region through series of Gender sensitization programme on violence against women. TheCentre has tirelessly worked and making efforts for gender mainstreaming by organizing symposiums, seminars, conferences, workshops, training programmes, interactive sessions, extension programmes, and by making research studies on varied issues of women

SECTION-III

GENDER AUDIT

DATA ANALYSIS AND FINDINGS

The analysis of Gender Audit (2018-19) of Andhra University is done under the following parameters.

1. Student Enrolment
2. Faculty Recruitment
3. Faculty representation in Decision-making Bodies
4. Faculty and Staff representation in Ministerial and Supporting systems.

Description of Data

- (1) Gender Segregated Data of Student enrolment include UG and PG Courses
- (2) Gender Segregated Data of Teaching staff include different categories of recruitment i.e. Regular, Contract and Others.
- (3) Gender Segregated Data of Administrative positions at higher levels

(1) GENDER SEGREGATED DATA OF STUDENT ENROLMENT

(i) Gender Segregated data of Student Enrolment in UG (3 Yrs) Courses

Student enrolment is one of the parameters of Gender Audit. Hence the data pertaining to the student enrolment in various courses in different AU Constituent Colleges in both UG and PG are analyzed for the purpose of Gender Audit. The UG courses include 3 years LLB, 4 years BFA, 4 years B. Pharma, 4 years Engineering, 5 years LLB and Architecture.

Table & Figure-1.1 depict the student enrolment in the UG course of 3 years LLB. There is a significant 'gender gap' in the academic year 2018-19.

Table-1.1
Student Enrolment in UG 3 Years Course (LLB)
(2018-19)

Academic Year	Male	Female	Total
2018-19	59 (74.7%)	20 (25.3%)	79 (100%)

(Source: Andhra University Records)

Figure.1.1

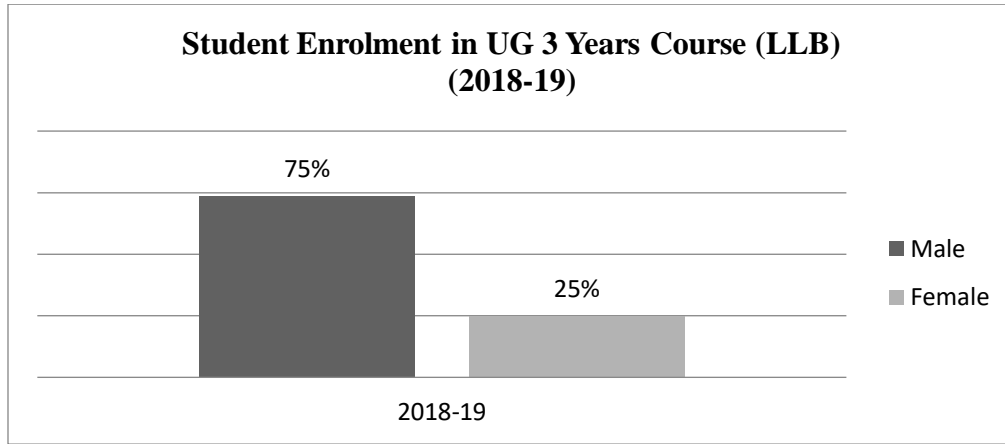


Table & Figure-1.2 present the data on student enrolment in UG 4 years Arts Course (BFA) during the period 2018-19. There is a significant ‘gender gap’ during the academic year 2018-19 .The Male enrolment is higher than female enrolment i.e.78% in case of male.

Table-1.2
Student Enrolment in UG 4 Years Arts Course (BFA)
(2018-19)

Academic Year	Male	Female	Total
2018-19	25 (78%)	7 (22%)	32 (100%)

(Source: Andhra University Records)

Figure.1.2

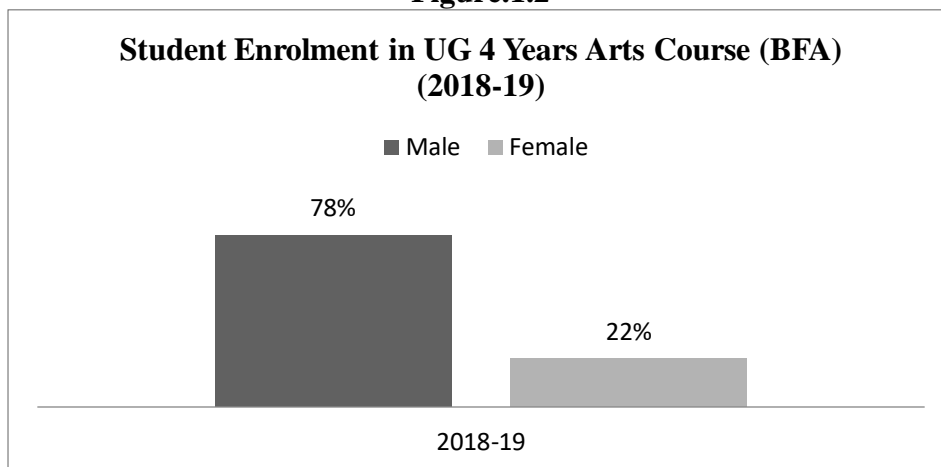


Table & Figure-1.3 depicts the data on student enrolment in UG 4 years course of B.Pharmacy during 2018-19. Interestingly a significant percent of female students is enrolled in this course during the academic year 2018-19. The enrolment of female students in this course is greater than the male counterparts. (i.e.69%)

Table-1.3
Student Enrolment in UG 4 Years Course (B.Pharmacy)
(2018-19)

Academic Year	Male	Female	Total
2018-19	12 (34.8%)	23 (65.7%)	35 (100%)

(Source: Andhra University Records)

Figure.1.3

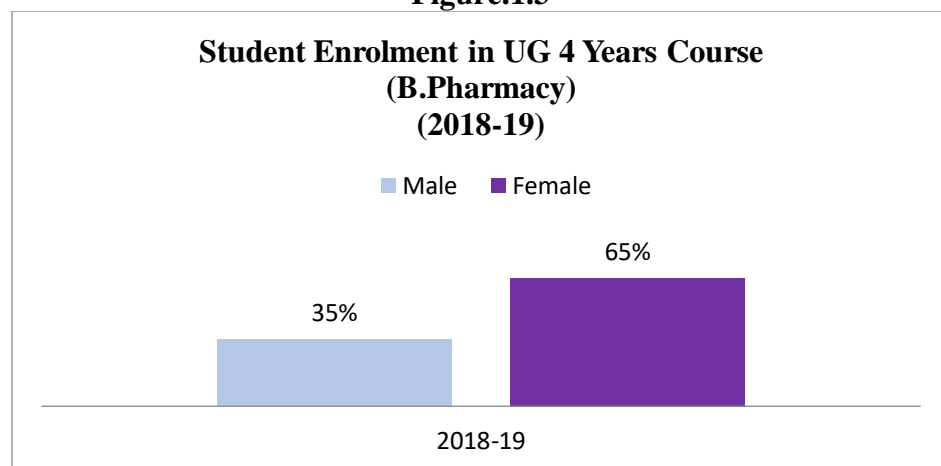


Table & Figure-1.4 give the details of student enrolment in UG 4 years course in Engineering. The data shows there is a ‘gender gap’ in student enrolment in the Courses of Engineering in academic year 2018-19. Whereas the gap is not much wider as the female enrolment is 44%

Table-1.4
Student Enrolment in UG 4 Years Course (Engineering (A))
(2018-19)

Academic Year	Male	Female	Total
2018-19	181 (58.6%)	128 (41.4%)	309 (100%)

(Source: Andhra University Records)

Figure.1.4

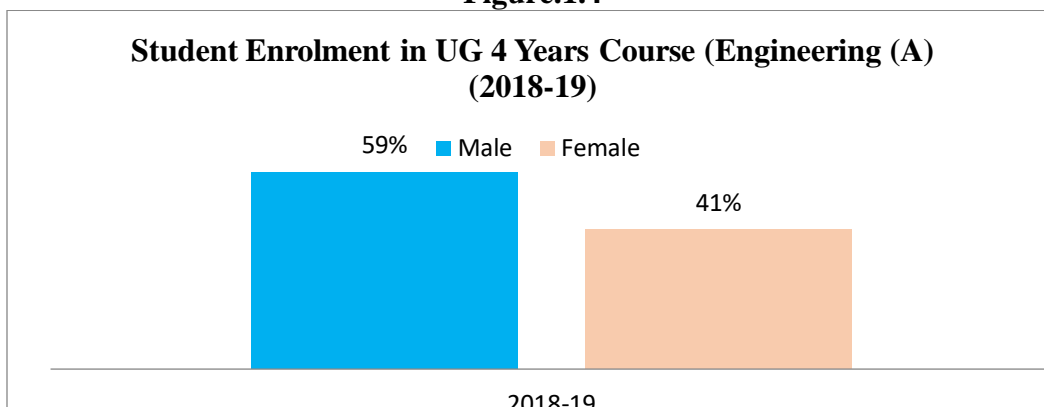


Table & Figure - 1.5 present female students’ enrolment in AU Engineering College for Women during the given period 2017-2022. Since this college is meant for women, cent percent enrolments are for women. There is a steady increase in the enrolment rate of women in Engineering courses from 2017 to 2022 i.e. from 225 students to 334.

Table-1.5
Student Enrolment in UG 4 Years Course (AC CEW)
(2018-19)

Academic Year	Male	Female	Total
2018-19	-	255 (100%)	337 (100%)

(Source: Andhra University Records)

Figure.1.5

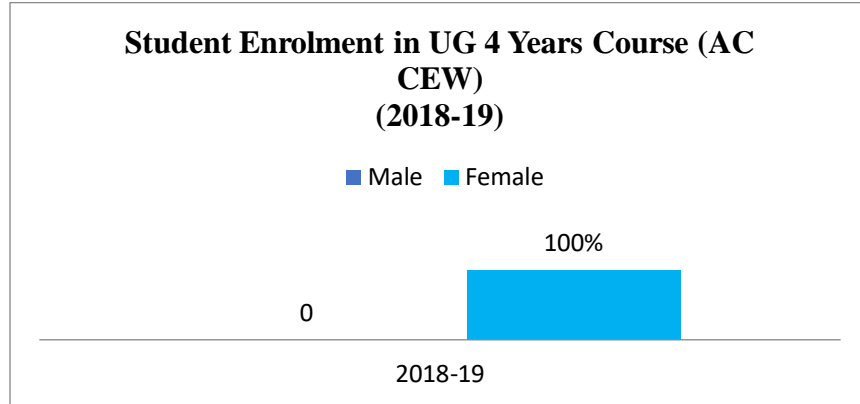


Table & Figure-1.6 depict the data of student enrolment in LLB the UG 5-year Course during 2017-2022. Interestingly, during the academic years 2017-18 and 2019-2020 the enrolment of women students is more than their counterparts (53% and 55% respectively). The academic year 2020-21 has witnessed the equal enrolment of both genders. (i.e.50% each). Overall, there is a significant increase in the enrolment of women in this course during the five academic years despite of a slight ‘gender gap’(i.e.48.5 %)

Table-1.6
Student Enrolment in UG 5 Years Course (LLB)
(2018-19)

Academic Year	Male	Female	Total
2018-19	51 (56%)	40 (44%)	91 (100%)

(Source : Andhra University Records)

Figure.1.6

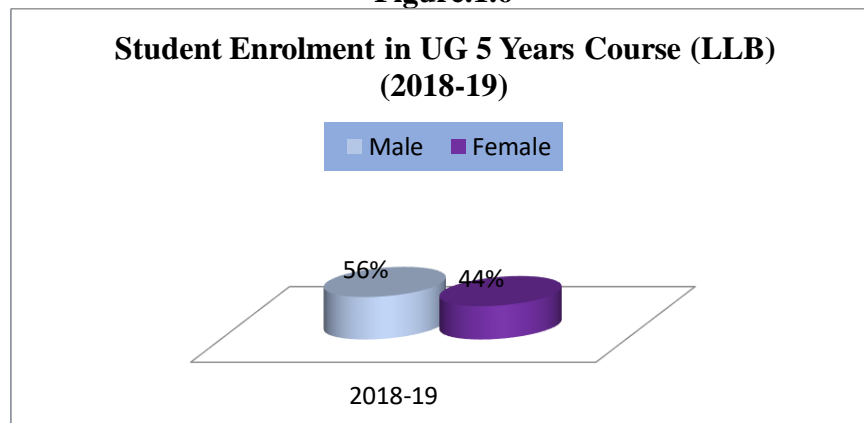


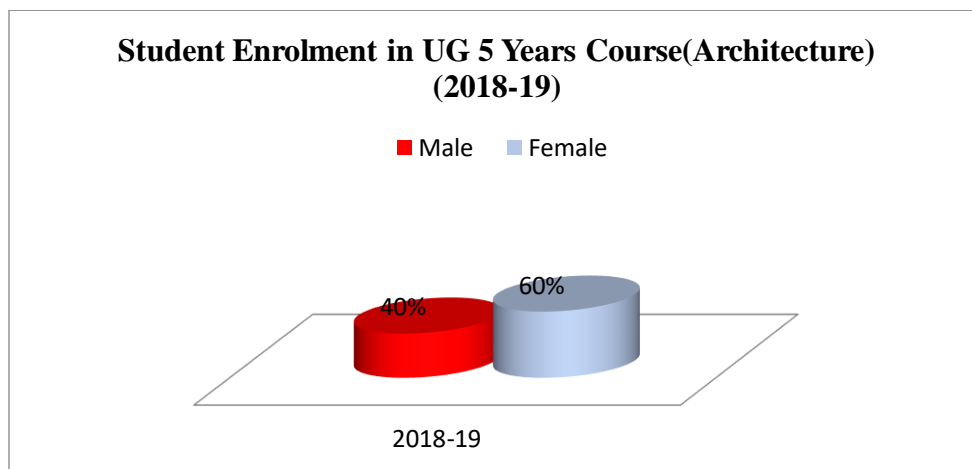
Table & Figure-1.7 show the student enrolment in UG 5-year course of Architecture during 2018-19. Noteworthy point is female outnumber male students in the academic year 2018-19. i.e. 56% .

Table-1.7
Student Enrolment in UG 5 Years Course (Architecture)
(2018-19)

Academic Year	Male	Female	Total
2018-19	16 (40%)	24 (60%)	40 (100%)

(Source : Andhra University Records)

Figure.1.7



(ii) Student Enrolment: College-wise Distribution of the Data

Andhra University has six Constituent Colleges viz. College of Arts and Commerce, College of Science and Technology, College of Pharmaceutical Sciences, College of Engineering (A), AU College of Engineering for Women and College of Law. For the purpose of the Gender Audit student enrolment in all six constituent colleges are taken.

Table-2.1 & Figure.2.1 indicate the student enrolment in the College of Arts and Commerce during 2018-19. The enrolment of female students is lower than male counterparts. i.e. 36% in case of females.

Table-2.1
Student Enrolment in College of Arts and Commerce
(2018-19)

Academic Year	Male	Female	Total
2018-19	608 (64.33%)	337 (35.7%)	945 (100%)

(Source: Andhra University Records)

Figure.2.1

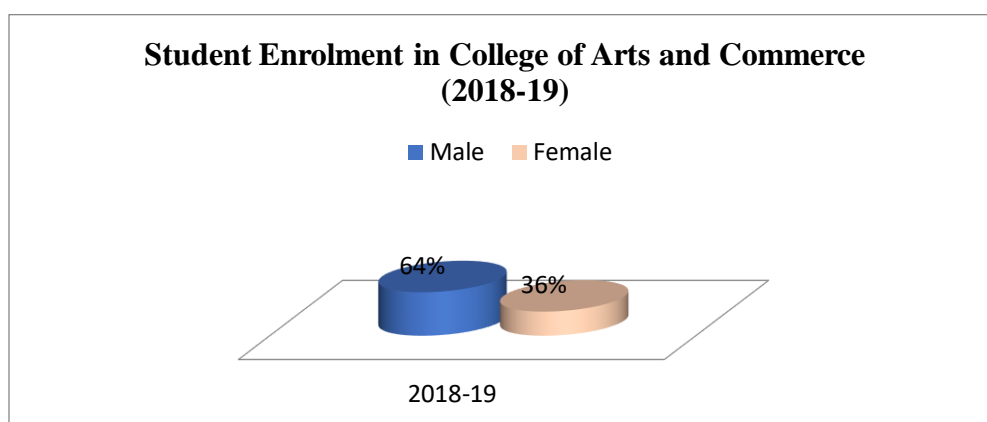


Table & Figure 2.2 present the data on student enrolment in the College of Science and Technology during the years 2018-19. Interestingly the enrolment of female in College of Science and Technology is significantly more than male counterparts in the academic year 2018-19. i.e 61%,. The same trend has been observed in the Courses of Pharmaceutical Sciences also.

Table-2.2
Student Enrolment in College of Science and Technology
(2018-19)

Academic Year	Male	Female	Total
2018-19	496 (38.9%)	779 (61.1%)	1275 (100%)

(Source : Andhra University Records)

Figure.2.2

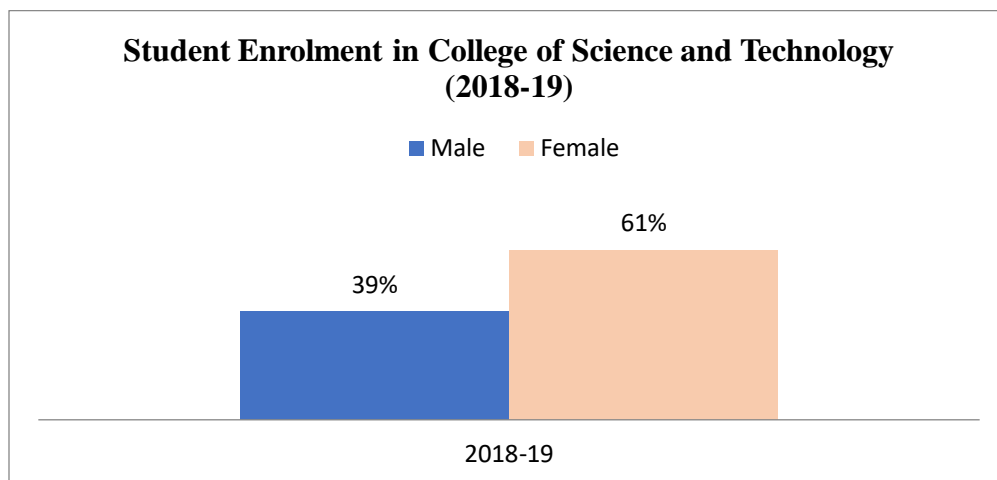


Table. & Figure.2.3 depict the student enrolment in the College of Pharmaceutical Sciences during the academic year 2018-19. Interestingly the female enrolment in Pharmaceutical Sciences is much greater than male counterparts in the academic year 2018-19 .i.e. 74% .

Table-2.3
Student Enrolment in College of Pharmaceutical Sciences (2018-19)

Academic Year	Male	Female	Total
2018-19	22 (25.6%)	64 (74.4%)	86 (100%)

(Source : Andhra University Records)

Figure.2.3

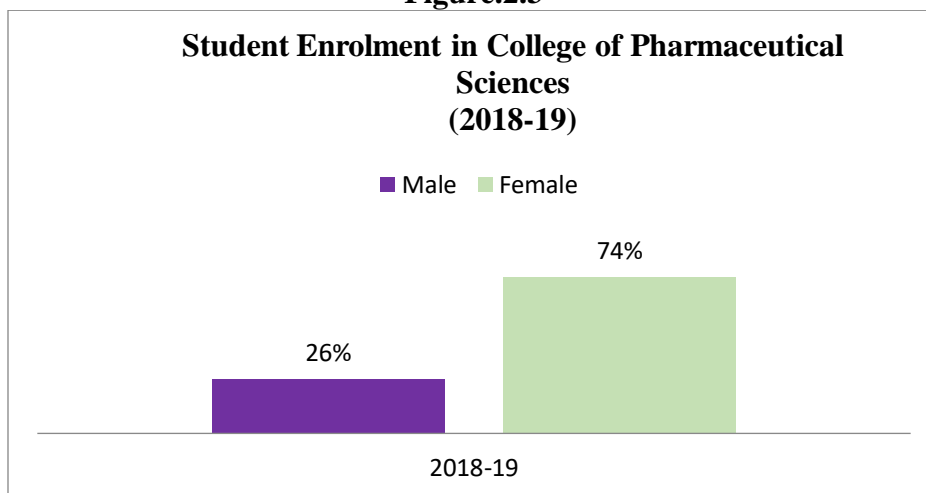


Table & Figure.2.4 show the student enrolment in College of Engineering for the period 2018-19. During the academic year 2018-19 male enrolment is more than female enrolment. ‘Gender gap’ is observed at a considerable percent but not to a greater extent. i.e female enrolment is 41%

Table-2.4
Student Enrolment in College of Engineering (A)
PG 2 years Course
(2018-19)

Academic Year	Male	Female	Total
2018-19	307 (59.3%)	211 (40.7%)	518 (100%)

(Source : Andhra University Records)

Figure.2.4

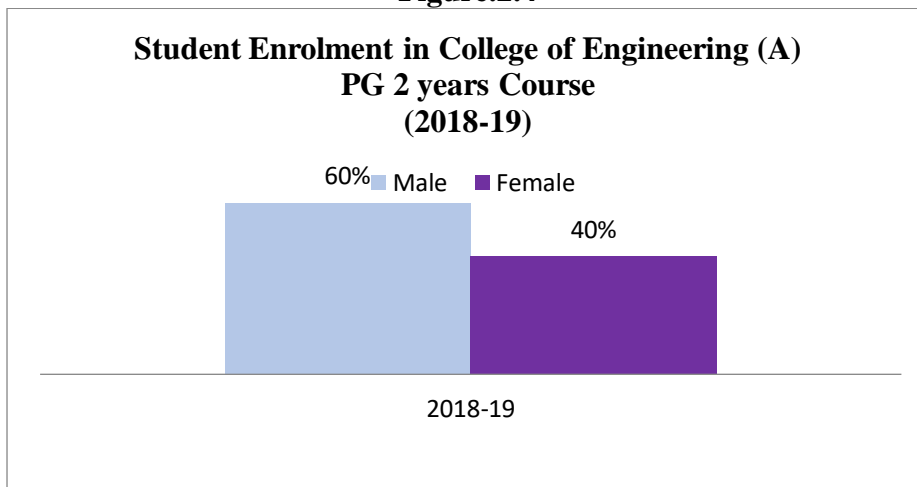


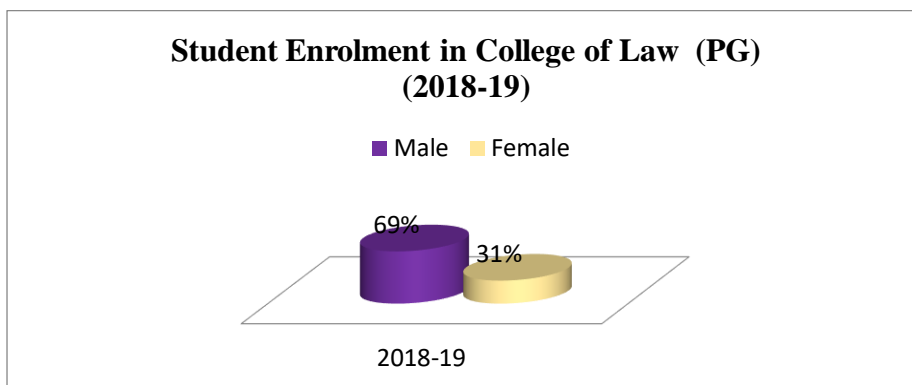
Table & Figure-2.5 depict the student enrolment in 2 years PG Course in the College of Law. There is a significant ‘gender gap’ in the enrolment of male and female students during the academic year 2018-19. i.e.32% , The same trend is observed in UG Courses also.

Table-2.5
Student Enrolment in College of Law (PG)
(2018-19)

Academic Year	Male	Female	Total
2018-19	50 (69.4%)	22 (31.6%)	72 (100%)

(Source : Andhra University Records)

Figure.2.5



(iii) Gender Segregated data of Student Enrolment in 3 Years PG Courses

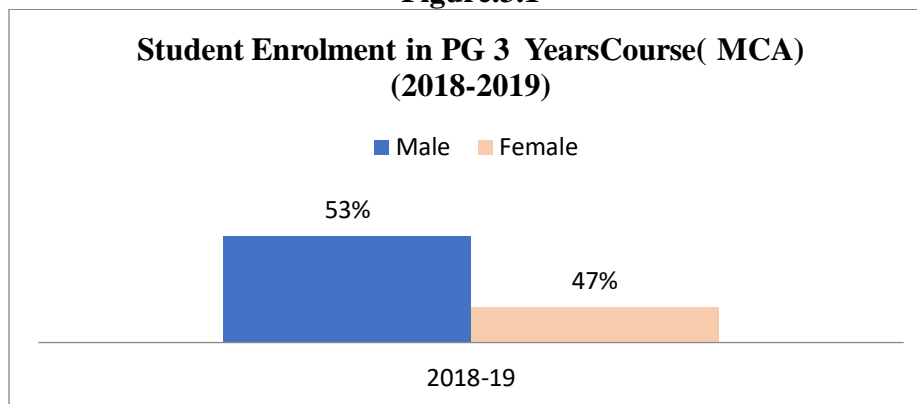
Table & Figure-3.1 present the data pertaining to the student enrolment in 3 years PG Courses in MCA during 2018-19. The enrolment of male students in the academic year 2018-19 is more than female counterparts. There is a 'gender gap' but not at a significant percent. (i.e. female enrolment constitutes 47%)

**Table-3.1
Student Enrolment in PG 3 Years Course (MCA)
(2018-19)**

Academic Year	Male	Female	Total
2018-19	19 (52.8%)	17 (47.2%)	36 (100%)

(Source : Andhra University Records)

Figure.3.1



(iv) Gender Segregated data of Student Enrolment in 6 Years PG Courses

Table & Figure 4.1 depict the student enrolment in PG 6 years course of Engineering during the period 2018-19. There is a wide 'gender gap' in the student enrolment in the academic year 2018-19. Male enrolment in 6 years PG Course of Engineering is at a significant percent.i.e.70%.

Table-4.1
Student Enrolment in PG 6 Years Course (Engineering)
(2018-19)

Academic Year	Male	Female	Total
2018-19	265 (70.3%)	112 (29.7%)	377 (100%)

(Source : Andhra University Records)

Figure.4.1

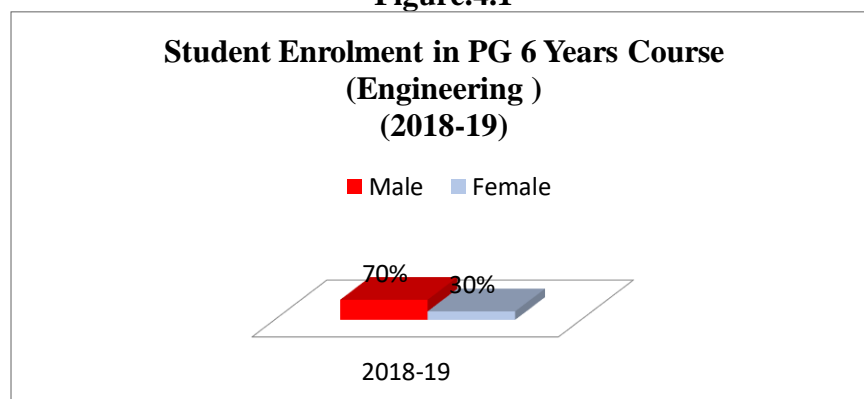


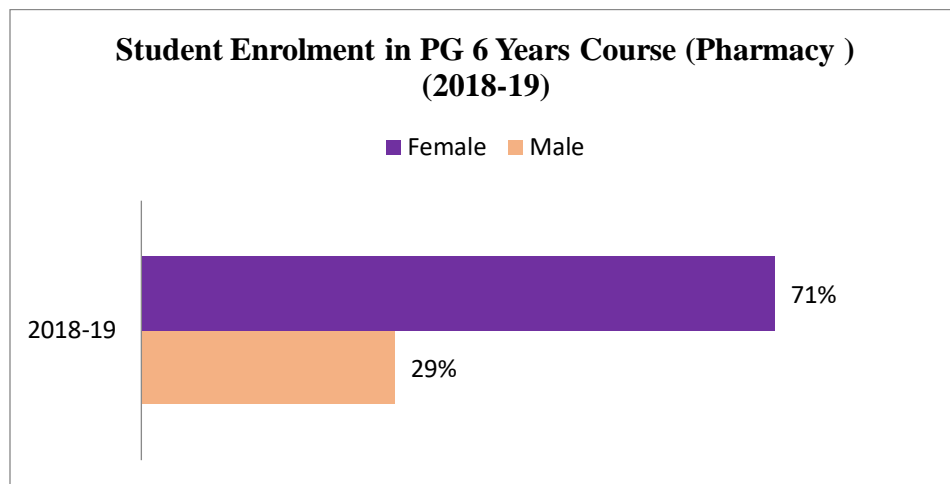
Table & Figure-4.2 show the student enrolment in PG 6 years Course in Pharmacy during the given period. The opposite trend has been observed in the enrolment of Engineering and Pharmacy. The enrolment of female students in pharmacy Course is much greater than their counterparts at a significant percent in the academic year.2018-19 i.e. 71% .

Table-4.2
Student Enrolment in PG 6 Years Course (Pharmacy)
(2018-19)

Academic Year	Male	Female	Total
2018-19	8 (28.6%)	20 (71.4%)	28 (100%)

(Source : Andhra University Records)

Figure.4.2



(II) GENDER SEGRATED DATA OF TEACHING STAFF

For the purpose of analyzing the enrolment of teaching staff, the data has been covered for regular, contract and other staff during 2018-19. Table & Figure-2.1.1 depict the faculty enrolment in the given period. There is a ‘gender gap’ in the percent of female faculty in all categories in the academic year 2018-19 i.e. 42%.

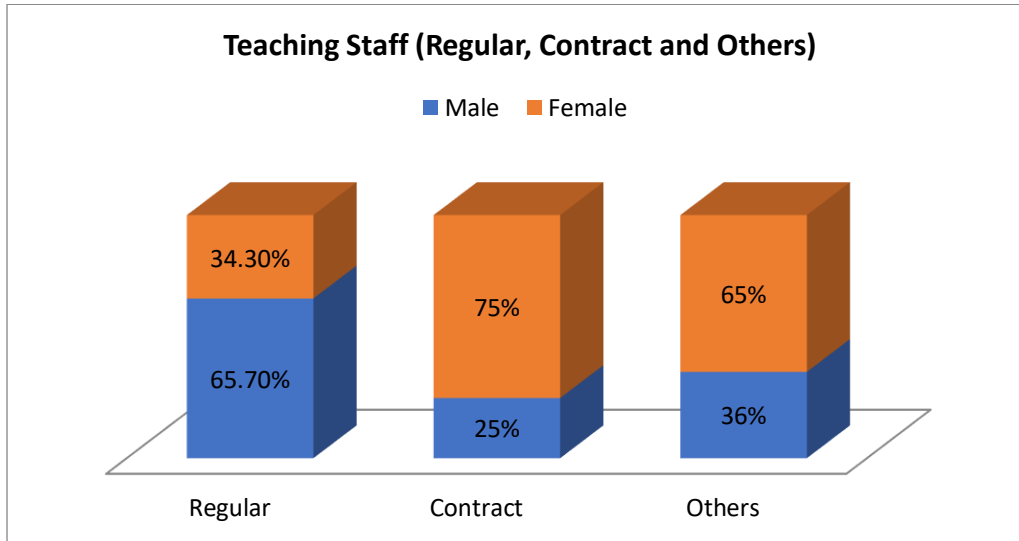
Category-wise Distribution of the teaching staff

**Table-2.1.1
Teaching Staff (Regular, Contract and Others)
(2018-19)**

Academic Year	Term	Male	Female	Total
2018-19	Regular	423 (65.7%)	21 (34.3%)	644 (100%)
	Contract	27 (24.5%)	83 (25.5%)	110 (100%)
	Others	27 (35.5%)	49 (64.5%)	76 (100%)
	Total	92 (58%)	67 (42%)	159 (100%)

(Source : Andhra University Records)

Figure.2.1.1



GENDER SEGREGATED DATA OF ADMINISTRATIVE STAFF DURING 2018-19

University has given priority for women representatives in the governance and decision-making at all levels. Right from the positions of highest level of administration i.e. Rector, Special Registrar and Finance officers are women. during all five consecutive years. The unique feature is half of the Executive Council of University consists of women members and among them two are women faculty. The Internal Quality Assurance Cell (IQAC) which occupies a key role in planning, guiding and monitoring Quality Assurance and Quality Enhancement activities of the University is headed by woman faculty. The Computer Centre is also headed by a woman faculty during the three consecutive years.

Table-3.1 presents the Gender Segregated Data of Administrative Staff during 2018-2019. It is observed that women occupy in key positions of the administration such as the positions of Rector, Special Registrar and Finance officers, Deputy registrars and Assistant registrars. Regarding overall female representation in administration depicts that the female officers in administration is relatively lower than male counterparts as the Deans and Coordinators of important segment of administration are men.

Table-3.1**Gender Segregated Data of Administrative Staff during 2018-19**

Administrative Officer	2018-19	
	Male	Female
Vice-Chancellor	1	-
Rector	-	1
Registrar	1	-
Spl .Registrar	-	1
Joint Registrar	1	
Deputy Registrar	5	2
Asst.Registrar	13	2
Dean (CDC)	1	-
Dean (Exam)	1	-
Dean (UG)	1	-
Dean (PG)	1	-
Coordinator (PG&Professional)	1	-
Spl.Officer Confidential	1	-
Finance officer	-	1
Dean (UGC)	1	-
Coordinator IQAC	-	1
Director (HRD)	1	-
Dean (Transport)	1	-
Dean (Guest House)	1	-
Dean Sanitary& Beautification	1	-

FINDINGS

Student enrolment is one of the parameters of Gender Audit. Hence the data pertaining to the student enrolment in various courses in different AU Constituent Colleges in both UG and PG are analyzed for the purpose of Gender Audit. The UG courses include 3 years LLB, 4 years BFA, 4 years B. Pharma, 4 years Engineering, 5 years LLB and Architecture.

- There is a significant ‘gender gap’ in the student enrolment in UG course of 3 years LLB. in the academic year 2018-19. i.e.25% in case of female enrolment.
- There is a significant ‘gender gap’ in student enrolment in UG 4 years Arts Course (BFA) during the period 2018-.The Male enrolment is higher than female enrolment i.e.78% in case of male.

- Interestingly a significant percent of female students is enrolled in UG 4 years course of B.Pharmacy during 2018-19. The enrolment of female students in this course is greater than the male counterparts. (i.e.69%) .
- There is a ‘gender gap’ in student enrolment in the Courses of Engineering in academic year 2018-19. Whereas the gap is not much wider as the female enrolment is 44% .
- Since this college is meant for women, cent percent enrolments are for women. There is a steady increase in the enrolment rate of women in Engineering courses from 2017 -18 the enrolment of female students is 225 .
- Interestingly, during the academic year 2017-18 the enrolment of women students in LLB the UG 5-year Course is more than their counterparts i.e.53% .
- Noteworthy point is the student enrolment in UG 5-year course of Architecture during 2018-19, female outnumber male students. i.e. 56%
- Andhra University has six Constituent Colleges viz. College of Arts and Commerce, College of Science and Technology, College of Pharmaceutical Sciences, College of Engineering (A), AU College of Engineering for Women and College of Law. For the purpose of the Gender Audit student enrolment in all six constituent colleges are taken.
- The student enrolment The enrolment of female students in the College of Arts and Commerce during 2018-19. is lower than male counterparts.i.e.36% in case of females.
- Interestingly the enrolment of female in College of Science and Technology is significantly more than male counterparts in the academic year 2018-19. i.e 59%,. The same trend has been observed in the Courses of Pharmaceutical Sciences also.
- Interestingly the female enrolment in Pharmaceutical Sciences DURING 2018-19 is much greater than male counterparts in all five academic years i.e 74%,
- During the academic year 2018-19 the student enrolment in College of Engineering , male enrolment is more than female enrolment. ‘Gender gap’ is observed at a considerable percent but not to a greater extent. i.e female enrolment is 41%
- The student enrolment in 2 years PG Course in the College of Law. There is a significant ‘gender gap’ in the enrolment of male and female students during the academic year 2018-19. i.e. 32% , The same trend is observed in UG Courses also.

- The enrolment of male students in 3 years PG Courses in MCA during 2018-19. is more than female counterparts. There is a 'gender gap' but not at a significant percent. (i.e. 47% in case of female enrolment)
- The student enrolment in PG 6 years course of Engineering during the period 2018-19 shows that there is a wide 'gender gap' in the student enrolment in the academic year 2018-19. Male enrolment in 6 years PG Course of Engineering is at a significant percent. i.e.70%.
- The student enrolment in PG 6 years Course in Pharmacy during the given period shows the opposite trend has been observed in the enrolment of Engineering and Pharmacy. The enrolment of female students in pharmacy Course is much greater than their counterparts at a significant percent in the academic year. 2018-19 i.e. 71%.
- For the purpose of analyzing the enrolment of teaching staff, the data has been covered for regular, contract and other staff during 2018-19. There is a 'gender gap' in the percent of female faculty in in the academic year 2018-19 i.e. 42% in case of female faculty.
- University has given priority for women representatives in the governance and decision-making at all levels. Right from the positions of highest level of administration i.e. Rector, Special Registrar and Finance officers are women. during all five consecutive years. The unique feature is half of the Executive Council of University consists of women members and among them two are women faculty. The Internal Quality Assurance Cell (IQAC) which occupies a key role in planning, guiding and monitoring Quality Assurance and Quality Enhancement activities of the University is headed by woman faculty. The Computer Centre is also headed by a woman faculty during the three consecutive years.
- Gender Segregated Data of Administrative Staff during 2018-2019 reveals that women occupy in key positions of the administration such as the positions of Rector, Special Registrar and Finance officers, Deputy registrars and Assistant registrars. Regarding overall female representation in administration depicts that the female officers in administration is relatively lower than male counterparts as the Deans and Coordinators of important segment of administration are men.

Conclusion

Andhra University is striving to promote gender equality and always sensitive to the issues of gender and its policies and programmes. Women representation in governance and administrative bodies has given priority at levels. The number of girl students enrolled in the campus colleges has doubled and in some courses like Pharmacy and Sciences it out number the male counterparts. Internal Complaints Committee (ICC) and Women Grievances Cell are established for the benefit of women in the campus. Gender Sensitization Programmes are being conducted in the Campus and Community Outreach Programmes to the community women in collaboration with NGOs in order to create awareness among women on 'gender issues. University has initiated the institutional mechanism for 'Gender Equity' through the establishment of Centre for Women's Studies with an objective of promoting gender equality by conducting awareness programmes , training workshops and extension activities in and around the campus.

References:

- 1) AU Reports 2018-19
- 2) UGC Report 2013
- 3) Vindhya ,U (2008) Gender Audit of Andhra University
- 4) B.Ratna Kumari and K.Mary Sujatha (2013) 'Gender Awareness and Gender Audit' Uday Publishing House , Visakhapatnam, India