

**THE GANDHIGRAM RURAL INSTITUTE
DEEMED TO BE UNIVERSITY**



GENDER AUDIT REPORT (2019- 2024)

Contents	Page No.
<i>Table of Figure</i>	i
<i>Table of Figures</i>	ii
<i>Introduction</i>	5
<i>Background of the Organization</i>	6
<i>Objective of the Gender Audit</i>	7
<i>Methodology</i>	7
<i>Initiatives by the Institution for Gender Audit and Measure for the Promotion of Gender Equity</i>	9
<i>Data Analysis and Presentation</i>	12-21
<i>Conclusion</i>	22

Table of Contents

Table No.	Title of the Table	Page No.
1	Departments Offering Gender-Based Courses in GRI	9
2	Gender Distribution of Teaching Staff	12
3	Gender Distribution of Non-Teaching Staff	12
4	Women Representation in Academic/Administrative Bodies of GRI	13
5	Gender Representation in Academic Bodies (Dean and HODs)	13
6	Women Representation in Committees of GRI	14
7	Research Projects by Faculty	15
8	Books & Chapters in Edited Book and Research Articles in Journals Published by Faculty	15
9	Research Scholars Enrolled in Ph.D. Programme	16
10	Ph.D Awarded from 2019-2024	17
11	Students Enrolled in UG, PG and PG (Int.) Programmes	18
12	Students Enrolled in Professional, Skill Development, PG (Diploma)and Diploma Programmes	19
13	NSS Enrolment in Campus	20
14	Total students Strength in Hostels of GRI	21

Table of Figures

Figure No.	Title of the Figure	Page No.
1	Women Representation in ICC	14
2	Books / Chapters in Edited Book Published by Faculty	16
3	Research Scholars Enrolled in Ph.D. Programme	17
4	Ph.D Awardees	18
5	Students Enrolled in PG Programmes	19
6	Students Enrolled in Professional Programmes	20
7	Total Hostel Strength in GRI	21

GENDER AUDIT REPORT

Introduction:

If you educate a man, you educate an individual, but if you educate a woman, you educate an entire family."

Mahatma Gandhi

Women's empowerment has emerged as a critical issue globally, including in India, over the past few decades. Various United Nations agencies, in their reports, have stressed that addressing gender inequality must be a top priority. The consensus is that women should no longer be expected to wait for equality. With the fourth Sustainable Development Goal (SDG), the focus has shifted to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, with a specific target to eliminate gender disparities in education. Additionally, SDG 5 emphasizes achieving gender equality and empowering all women and girls by ensuring their full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life. The rationale for a gender equality perspective in education implies a rights perspective as well as a development perspective.

Gender inequality is widely acknowledged as a key driver of poverty, and the marginalization of women in economic and social development efforts has hindered progress. To accelerate social and economic advancement, addressing gender inequality is essential. This requires organizations to integrate gender considerations into their policies, strategies, plans, and actions. A gender audit serves as a valuable tool for assessing an organization's strengths, weaknesses, and gaps in gender mainstreaming.

There are two primary motives for conducting a gender audit. First, it helps to evaluate an organization's commitment to mainstreaming gender across all areas and levels of its operations. Effective gender mainstreaming depends on the organization's willingness to allocate sufficient budgets, appoint qualified personnel, and establish gender-sensitive indicators for performance evaluation. Often, failure to mainstream gender stems from a lack of awareness and commitment during the implementation of policies and programs, while the governmental norms also do not permit sufficient representation of women in all decision-making bodies and committees to oversee proper functioning.

The second key motive for conducting a gender audit is to raise awareness and deepening employees' understanding of gender issues, enabling them to address gender concerns more effectively in their role. The participatory nature of the gender audit process involves the active engagement of employees, allowing them to learn throughout the process. Since the audit evaluates planning, implementation, monitoring, and evaluation, employees gain insight into the organization's mandate and responsibilities from a gender perspective, highlighting the importance of gender mainstreaming.

In addition to this, the audit process provides an opportunity to involve female staff, helping them to better understand their legal and political rights. This increased awareness can foster greater participation of women in decision-making processes, ultimately contributing to more equitable resource allocation within the organization.

Background of the Organization

Gandhigram was born in 1947. A team of dedicated disciples and contemporaries of Gandhiji, Dr. T.S.Soundaram and Dr.G.Ramachandran, developed Gandhigram, to a centre for many rural development programmes. The Gandhigram Rural Institute started in 1956, has a campus of 208 acres in a rural setting, nestling in one of the enclaves of the beautiful Sirumalai range. To its West are chains of mountains including the beautiful Kodaikanal hill station. Lying north of Madurai, Gandhigram is easily accessible by rail and road. The climate of the place is pleasant all through the year and the panorama of nature surrounding Gandhigram is pleasing to the eye and inspiring to the soul. The nearest railway station is Ambathurai and the nearest railway junction Dindigul are accessible by rail while the nearest major town is Dindigul. The nearest airport is Madurai.

The Gandhigram Rural Institute (GRI) was founded in 1956 and was conferred the status of Deemed University under Section (3) of the UGC Act of 1956, on 3rd August, 1976. With undying faith and deep devotion to Mahatma Gandhi's revolutionary concept of 'Nai Talim' system of education, Gandhigram Rural Institute has developed academic programmes in Rural Development, Rural Economics and Extension Education. Rural Oriented Sciences, Cooperation, Development

Administration, Rural Sociology, English and Communicative Studies, and Tamil and Indian Languages. Students who emerge from its portals tend to meet the personal needs for rural development under various governmental and non-governmental schemes. The curriculum includes research and extension as compulsory elements.

Today, it has become a nationally and internationally recognized Institute for its contribution to rural education, so much so that the New Education Policy of the Nation reflects the principles evolved here in developing the rural university concept.

Started in a small way, the Institute has developed into a big educational complex, comprising eight different schools, offering in all, about Ninety-two different programmes. It awards Post Doctoral, Doctoral, Master's and Bachelor's Degrees, PG Diploma, Diplomas and Certificate through its eight schools beside- centres. DDU-Kaushal Kendra, serves as a centre to create skilled manpower, offering 8 B.Voc programmes with provision to exit and enter at different points.

OBJECTIVE OF THE GENDER AUDIT

The gender audit is conducted to meet the following specific objectives

- To identify the gender gap, if any, between men and women faculty, research scholars and students of GRI and work out strategies for empowerment and ensure equality
- To assess the participation of women in academic activities and decision-making bodies
- To examine the representation of women in decision making bodies

METHODOLOGY

The study relies on secondary data collected from annual reports and calendar of the Institute. Data were also collected from the following sources viz.,

1. IQAC
2. Establishment Section
3. Authorities Section
4. Controller of Examinations

5. Research and Development Cell
6. Finance Section
7. Reservation Cell
8. Boys/Girls/Working Women's Hostels
9. Computer Centre and
10. Estate Office

DATA ANALYSIS AND PRESENTATION

The quantitative data collected were analyzed. The findings are depicted in the form of graphs and tables. The findings from quantitative and qualitative data were merged and presented systematically into various thematic areas: human resources, student enrollments, organizational culture, and research undertaken. Conference organized and attended, abroad visiting student's particulars etc.

INITIATIVES BY THE INSTITUTION FOR GENDER AUDIT AND MEASURE FOR THE PROMOTION OF GENDER EQUITY

Our Institute is established to function as a Centre for Research and Extension work leading to integrated rural development. These ideas are deeply rooted in our principles, vision, and mission, and they flourish through value-based education particularly working with rural communities. To ensure women's workplace safety, the Institute adopts the criteria outlined in the National Policy for Women 2016.

Gender Sensitization and Empowerment through Curricular Integration

The GRI has thoroughly integrated gender-related elements into the curriculum across 8 Schools 19 Departments and 7 Centres in both the arts and sciences. Out of 2400 courses 277 number of course are gender related covering a wide range of topics focused on gender issues and emphasizing women's empowerment through education, entrepreneurship, and participation, the institute's programs also address women's health and the upliftment of rural women through extension activities, awareness programs, events, and celebrations. As a result, various projects aimed at improving the socio-economic status of women have been undertaken by the institute. Additionally, the NSS Programme Officers and volunteers conduct numerous programs, rallies, and camps throughout the year to promote gender equality among students and society.

Table 1 Departments offering Gender-Based Courses in GRI

Name of the Programme	Link
M.A. Tamil and Indian Literature	https://www.ruraluniv.ac.in/naac/Criterion_1/1_3/1_3_1/A/2021%20Gender.pdf
MA Hindi	
Malayalam for UG	
MA English and Communicative Studies	
M.A Rural Development Studies	
M.A Gandhian Studies and Peace Science	
MA Sociology	
M. A. Development Administration	
M.Ed	

M.A. Economics	https://www.ruraluniv.ac.in/naac/Criterion_1/1_3/1_3_1/A/2021%20Gender.pdf
M.Com (Cooperative Management)	
MBA	
M.Sc. Chemistry	
MSc Food Science & Nutrition	
MSc Home Science Extension & Communication	
MSc Textile & Fashion Design	
MSc Microbiology	
Post Graduate Diploma in Sustainable Social Development	
B.Ed	
B.Sc B.Ed	
BBA	
B.A. Economics	
B.Sc. Mathematics	
B.Sc Home Science	
B.Sc Textile & Fashion Design	
B.Sc. (Hons) Agriculture	
B.Voc. Footwear and Accessories Design	
B.Voc. Food Testing and Quality Evaluation	
B.Voc Organic Agriculture and Enterprises Development	

The above data (Table 1) shows gender-related elements incorporated by GRI into the length and breadth of the curriculum across the departments and centres. The curriculum covers a comprehensive range of topics focused on gender issues and women's empowerment. Core courses include discussions on gender and translation, feminist criticism, and significant literary contributions by Shashi Tharoor, Lalitha, and Judith Butler. Gender issues in various contexts such as eco-feminism, social stratification, visual media, and the workplace are examined. Theoretical perspectives on gender roles, social exclusion, and discrimination are addressed, alongside practical issues like women's participation in rural development, legislative provisions, and reproductive health. There is a strong emphasis on women's empowerment through education, entrepreneurship, and participation in public and political life, with specific attention to marginalized groups.

Programs for the welfare of women, gender budgeting, and the role of NGOs and government initiatives are also highlighted. The curriculum includes a mix of theoretical studies and practical applications, such as diet planning for pregnant and lactating women, gender budgeting at the panchayat level, and interviews to understand the socio-economic impact on gender roles.

Institutional Strategies for Gender Protection and Safety

The institution aims to foster gender equity, guaranteeing safety of its community through a variety of activities. Students are encouraged to participate in a variety of extracurricular and co-curricular activities. The diversity of enrollment across programs, as well as the numbers of women in teaching & nonteaching posts demonstrates a robust gender equity culture. Promoting the notion of "self-care nurtures well-being" as the best care the institution provides opportunities to participate in personal safety and security programs such as reproductive health education, cyber security workshops, and personal security training by ICC/ CWS and through departmental association activities. The university has three committees to oversee and address safety concerns: Internal Complaints Committee, Anti-Ragging Cell and Grievance Redressal Cell. Furthermore, the campus is monitored by CCTV, and security professionals, both male and female, are on duty round the clock to provide a safe environment.

Facilities and support systems for Women on Campus

The institute provides a range of dedicated facilities designed to support and enhance the well-being of women on campus. The institute has a fitness center for women, and a health center. The Institute has a Working Women's hostel and a Daycare Center along. The institute also fosters skill development centers to encourage women students in entrepreneurial pursuits, such as stitching (EDP centre), (Type Writing) and also facilitate to get two/four-wheeler license through driving classes. Together, these facilities create a safe, clean, and supportive environment, promoting an atmosphere where women can excel both academically and professionally.

Table 2: Gender Distribution of Teaching Staff

Year/ Faculty Position	2019-20		2020-21		2021-22		2022-23		2023-24	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Sr. Professor	15	04	15	04	17	04	20	06	24	06
Professor	41	10	34	11	28	12	23	09	18	06
Associate Professor	07	06	05	04	03	04	10	06	11	09
Assistant Professor	28	08	27	08	26	08	20	05	18	03
Total	91	28	81	27	74	28	73	26	71	24
Grand Total	119		109		102		99		95	
Percentage	76.98	23.02	75.44	24.56	73.33	26.67	74.51	25.49	73.47	26.53

From the above data (Table 2) on gender distribution of Teaching Staff, we see that an average of 25% of teaching positions is assumed by women candidates every year. It is noteworthy that this is similar to the state and national averages. For the past few years, the state government reserves seats for women candidates while GRI following the central government rules could not do it.

Table 3: Gender Distribution of Non-Teaching Staff

Year/ Non-Teaching Position	2019-20		2020-21		2021-22		2022-23		2023-24	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Section Officers	02	03	02	03	3	4	2	2	2	1
Assistant	03	06	02	06	4	5	4	4	4	4
Upper Divisional Clerk	10	07	08	06	6	5	5	3	3	2
Lower Divisional Clerk	02	01	02	01	0	1	1	1	2	2
Multi -Tasking Staff	32	03	27	03	23	2	20	2	18	1
Total	49	20	41	19	36	17	32	12	29	10
Percentage	71.01	28.99	68.33	31.67	67.92	32.08	72.73	27.27	74.36	25.64

The above data (Table 3) on gender distribution of Non-Teaching Staff in administrative positions from 2019 to 2024 reveals excellent distribution of women. Overall, they have close to 30 % representations. The major shortfall is in MTS where predominantly men are employed.

Table 4: Women Representation in Academic / Administrative Bodies of GRI

Year/ Administrative Bodies	2019-20		2020-21		2021-22		2022-23		2023-24	
	Men N=91	Women N=28	Men N=81	Women N=27	Men N=74	Women N=28	Men N=73	Women N=26	Men N=71	Women N=24
BoM	9 (9.89%)	1 (3.57%)	9 (11.11%)	2 (7.40%)	12 (16.22%)	3 (10.71%)	11 (15.06%)	3 (11.53%)	11 (15.49%)	3 (12.5%)
P&M	8 (8.79%)	1 (3.57%)	10 (12.34%)	1 (3.70%)	8 (10.81%)	2 (7.14%)	10 (13.69%)	2 (7.69%)	10 (14.08%)	2 (8.33%)
AC	37 (40.66%)	11 (39.29%)	41 (50.61%)	9 (33.33%)	46 (62.16%)	13 (46.43%)	42 (57.53%)	14 (53.84%)	42 (59.15%)	14 (58.33%)
FC	5 (5.49%)	--	5 (6.17%)	--	5 (6.76%)	--	5 (6.85%)	1 (3.84%)	5 (7.04%)	1 (4.16%)

The above data (Table 4) presents a five-year overview of gender representation across various categories of the Governance system namely Board of Management (BOM), Planning and Monitoring Board (PMB), Academic Council (AC), and Finance Committee (FC) with percentages indicating the proportion of men and women in each category. These are not to be viewed as gender bias, as the membership is governed by MoA of the Institute as prescribed by UGC.

Table 5: Gender Representation in Academic bodies (Dean and HODs)

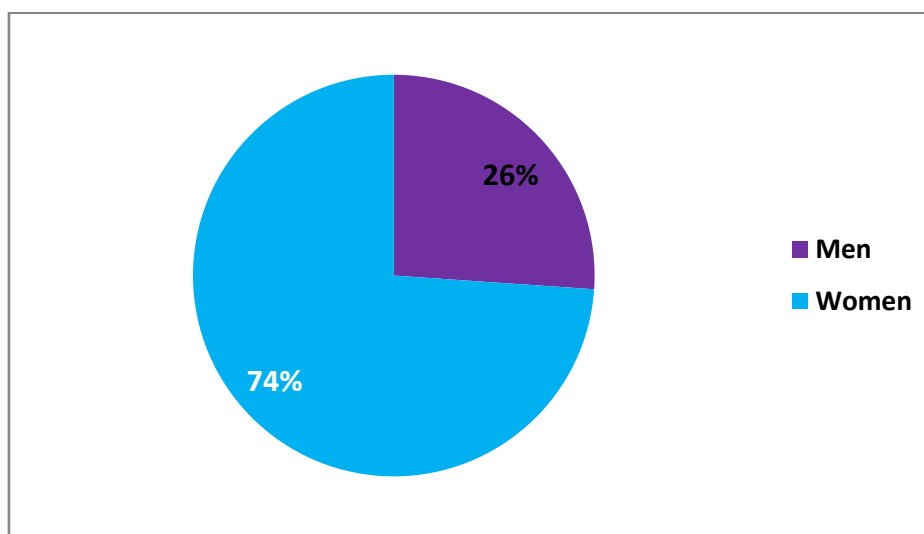
Year/ Academic Bodies	2019-20		2020-21		2021-22		2022-23		2023-24	
	Men N=91	Women N=28	Men N=81	Women N=27	Men N=74	Women N=28	Men N=73	Women N=26	Men N=71	Women N=24
Dean	07 (7.69%)	01 (3.57%)	06 (7.40%)	03 (11.11%)	07 (9.46%)	01 (3.44%)	06 (8.22%)	03 (11.53%)	06 (8.45%)	03 (12.5%)
HoD	35 (38.46%)	15 (53.57%)	41 (50.62%)	15 (55.55%)	35 (47.29%)	15 (51.72%)	40 (54.79%)	11 (42.30%)	41 (57.74%)	15 (62.5%)

The above data (Table 5) presents the percentage of women as Dean & Head, the numbers are to be seen in the light of the fact that these appointments are made purely in accordance with the rules prescribed by UGC.

Table 6: Women Representation in Committees of GRI

Year/ Academic Bodies	2019-20		2020-21		2021-22		2022-23		2023-24	
	Men N=91	Women N=28	Men N=81	Women N=27	Men N=74	Women N=28	Men N=73	Women N=26	Men N=71	Women N=24
ICC	02 (2.19%)	08 (28.57%)	03 (3.70%)	06 (22.22%)	02 (2.70%)	07 (25.00%)	03 (4.11%)	06 (24.00%)	02 (2.82%)	07 (29.17%)
Grievance Committee	09 (9.89%)	01 (3.57%)	09 (11.11%)	01 (3.70%)	09 (12.16%)	01 (3.57%)	05 (6.85%)	01 (4.00%)	05 (7.04%)	01 (4.17%)

Figure 1. Women Representation in ICC



The above data (Table 6) depicts a consistent pattern in greater representation of women in both ICC (Internal Complaints Committee) and Grievance Committees over the years. Women have consistently higher representation than men, with percentages ranging from around 66.6% to 80%, while men account for only 20-33%.

Table 7: Research Projects by Faculty

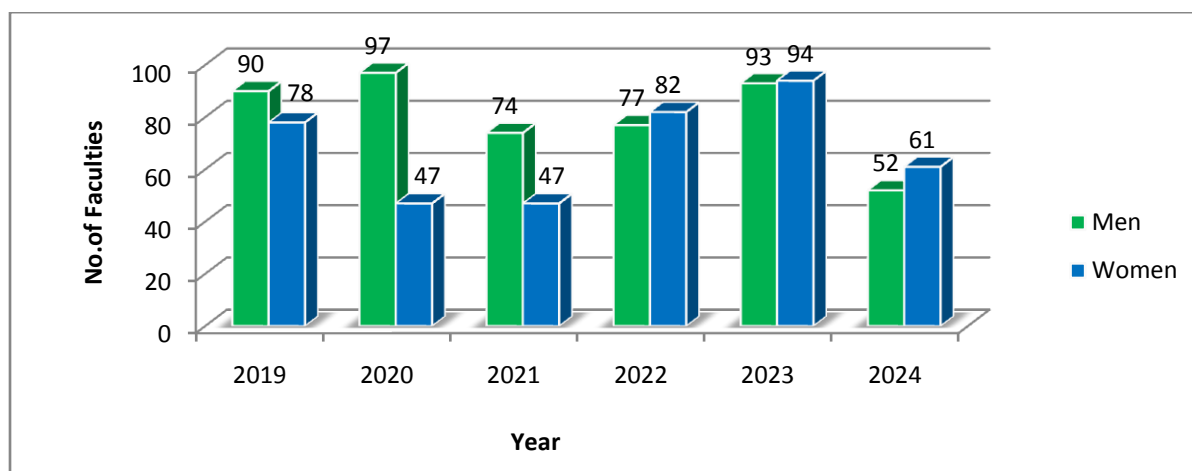
Year/	2019-20		2020-21		2021-22		2022-23		2023-24	
	Men N=91	Women N=28	Men N=81	Women N=27	Men N=74	Women N=28	Men N=73	Women N=26	Men N=71	Women N=24
Research Projects	40 (43.96%)	16 (57.14%)	05 (6.17%)	01 (3.70%)	10 (13.51%)	03 (10.71%)	09 (12.33%)	02 (7.69%)	11 (15.28%)	05 (20.83%)
Total	56		06		13		11		16	

The above data (Table 7) on research projects from 2019-20 to 2023-24 reflects that an average of 18.51% projects are being carried out by women teachers and 17.46% by men teachers.

Table 8. Books & Chapters in Edited Book and Research Articles in Journals published by Faculty

Year	Books & Chapters in Edited Book published by Faculty			Articles published in Journals by Faculty		
	Men	Women	Total	Men	Women	Total
2019	90	78	168	191	68	259
2020	97	47	144	200	86	286
2021	74	47	126	246	71	317
2022	77	82	162	256	61	317
2023	93	94	189	251	61	312
2024	52	61	115	187	55	242
Total	483	409	892	1331	402	1733

Figure 2. Books & Chapters in Edited Book published by Faculty



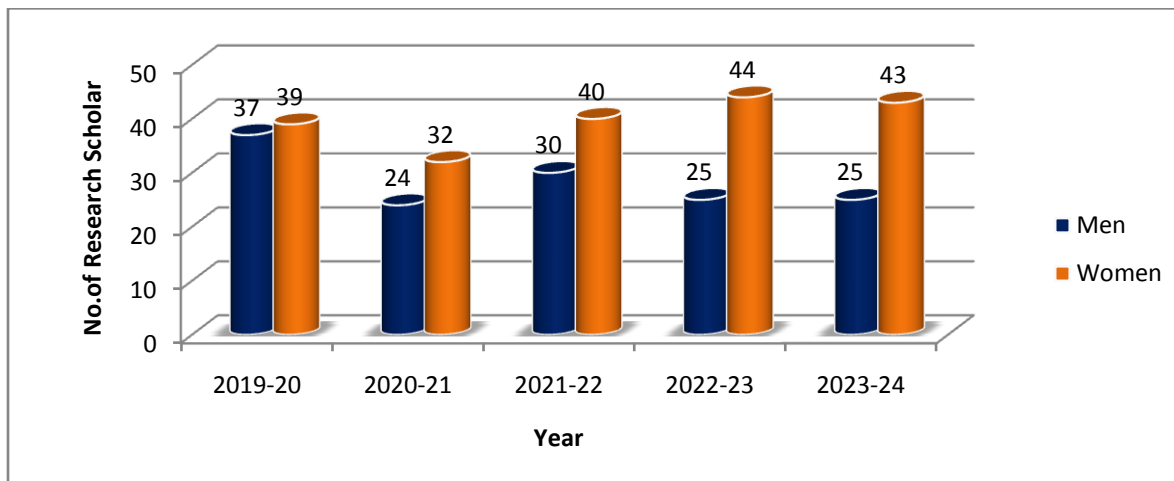
The above data (Table 8) shows the academic contribution of faculty, articles published in journals and chapters in edited books & books published highlights that 23.37% and 46.39% respectively of the total academic contributions were by women.

Gender-specific information about the students who enrolled in Ph.D., M. Phil, UG/ PG, Skill Development Programs and professional Programs at GRI-DTBU throughout the audit period was gathered and compiled as part of the Gender Audit. No gender minority (transgender) students were admitted as there were no applicants to the GRI-DTBU campus during the evaluation period, according to admission records.

Table 9: Research Scholars Enrolled in Ph.D. Programmes

Year	Ph.D.		Total
	Men	Women	
2019-20	37 (48.78%)	39 (51.22%)	76
2020-21	24 (43.55%)	32 (56.45%)	56
2021-22	30 (43.66%)	40 (56.34%)	70
2022-23	25 (35.10%)	44 (64.90%)	69
2023-24	25 (35.60%)	43 (64.40%)	68
Total	141	198	339

Figure 3: Research Scholars Enrolled in Ph.D. Programmes

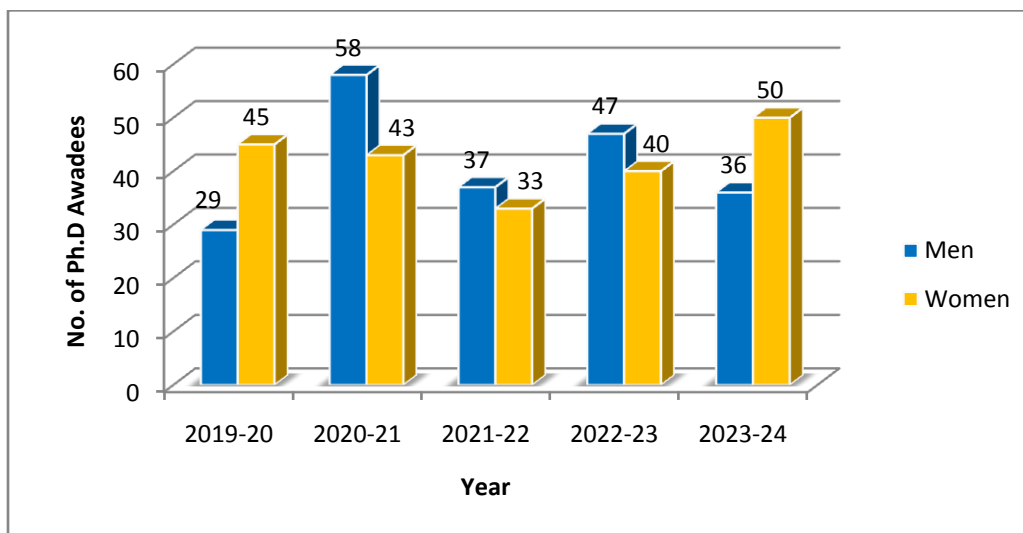


The data on Ph.D. enrollment (Table 9) from 2019-20 to 2023-24 shows that women have consistently increased their representation. In 2019-20, the percentage of women Ph.D. scholars (51.21%) was higher as compared to men (48.78%). This trend continued in the subsequent years, with the gap widening progressively and the upward trajectory for women reached 56.33% in 2021-22, with men receiving only 43.66% of the Ph.Ds. Figure 3 suggests a positive trend toward gender equality and an average of 58.66% women participation in higher education, with women increasingly leading in advanced academic achievements.

Table 10 : Ph.D Awarded

Year	Ph.D. Awarded		Total
	Men	Women	
2019-20	29 (39.19%)	45 (60.81%)	74
2020-21	58 (57.43%)	43 (42.57%)	101
2021-22	37 (52.86%)	33 (47.14%)	70
2022-23	47 (54.02%)	40 (45.98%)	87
2023-24	36 (41.86%)	50 (58.14%)	86
Total	207	211	418

Figure 4 Ph.D Awardees

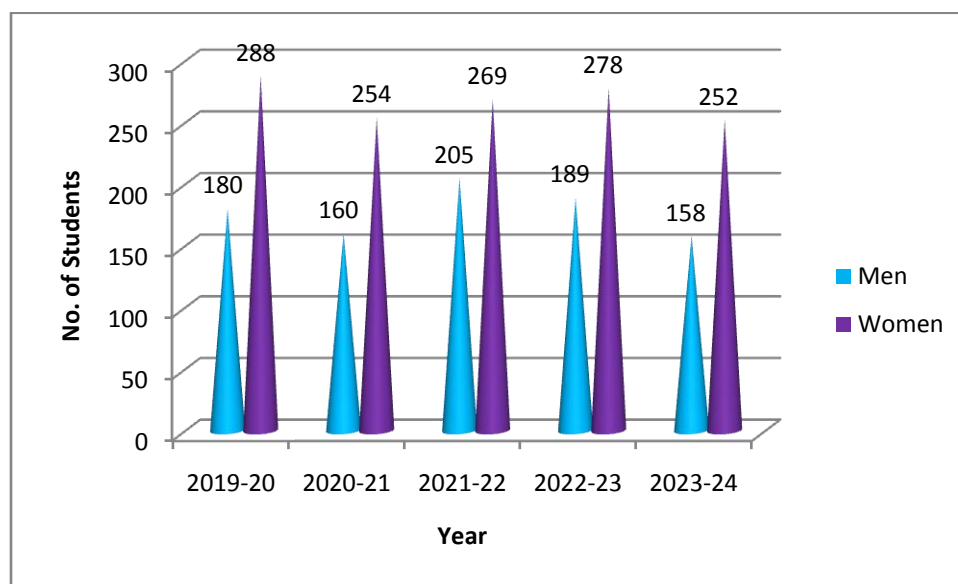


The data on Ph.D. Awardees (Table 10) from 2019-20 to 2023-24 shows that there is a consistent increase. In 2019-20, the percentage of women Ph.D. awardees (60.81%) was higher as compared to men (39.19%).

Table 11: Students Enrolled in UG and PG Programmes

Year	UG Programmes		PG Programmes		Total		Grand Total
	Men	Women	Men	Women	Men	Women	
2019-20	476 (51.75%)	462 (49.25%)	180 (38.46%)	288 (61.54%)	656	750	1406
2020-21	436 (51.93%)	420 (49.07%)	160 (38.65%)	254 (61.35%)	596	674	1270
2021-22	418 (45.43%)	502 (54.57%)	20.0. 5 (43.25%)	269 (56.75%)	623	771	1394
2022-23	371 (50.41%)	365 (49.59%)	189 (40.47%)	278 (59.53%)	560	643	1203
2023-24	429 (45.21%)	348 (44.79%)	158 (38.54%)	252 (61.46%)	587	600	1187
Total	2130	2097	892	1341	3022	3438	6460

Figure 5: Students Enrolled in PG Programmes

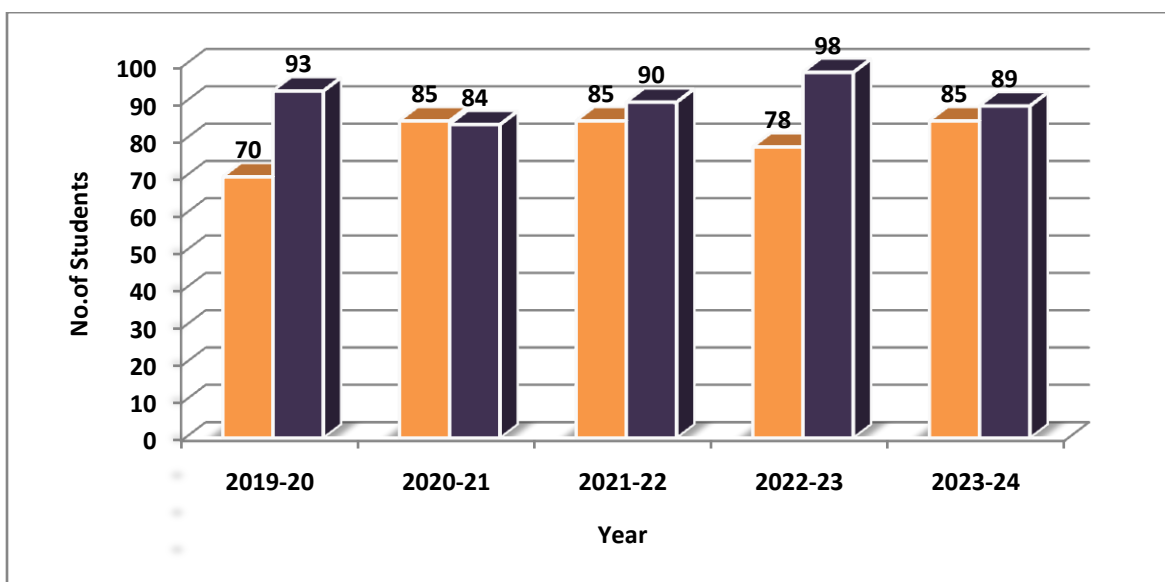


The above enrollment data (Table 11) for Under Graduate (UG) & Post Graduate (PG) programmes from 2019 to 2024 shows that, every year the enrollment of women is higher compared to men showing a high representation of women in higher education. In the case of 5-year integrated programmes gender equity is good.

Table 12: Students Enrolled in Professional, Skill Development and PG (Diploma) Programmes

Year	Professional Programme		Skill development Programme (B.Voc)		PG (Diploma) Courses		Total
	Men	Women	Men	Women	Men	Women	
2019-20	70 (42.94%)	93 (57.06%)	261 (71.12%)	106 (28.88%)	30 (43.48%)	39 (56.52%)	599
2020-21	85 (50.30%)	84 (49.70%)	256 (74.85%)	86 (25.15%)	14 (20.59%)	54 (79.41%)	579
2021-22	85 (48.57%)	90 (51.43%)	243 (67.31%)	118 (32.69%)	44 (53.65%)	37 (46.35%)	617
2022-23	78 (44.32%)	98 (55.68%)	192 (70.59%)	80 (29.41%)	39 (45.35%)	47 (54.65%)	534
2023-24	85 (48.85%)	89 (51.15%)	192 (77.42%)	56 (22.58%)	29 (40.28%)	43 (59.72%)	494
Total	403	454	1144	446	156	220	2823

Figure 6: Students Enrolled in Professional Programmes



The above enrollment data (Table 12) for Professional Programme (M.B.A., MCA, M.Tech, B.Tech and B.Sc Agriculture) , PG Diploma and Skill Development programmes from 2019 to 2024 shows that except for B.Voc programmes, in every other kind of programmes, the representation of women is good. This is in spite of the fact that there is no special reservation for women in admissions to different programmes offered by the Institute.

Table 13: NSS Enrolment in Campus

Year	Men	Women	Total
2019-20	804 (42.30%)	1096 (57.60%)	1900
2020-21	740 (38.90%)	1160 (61.00%)	1900
2021-22	713 (37.50%)	1187 (62.40%)	1900
2022-23	758 (39.80%)	1142 (60.10%)	1900
2023-24	806 (42.40%)	1094 (57.50%)	1900

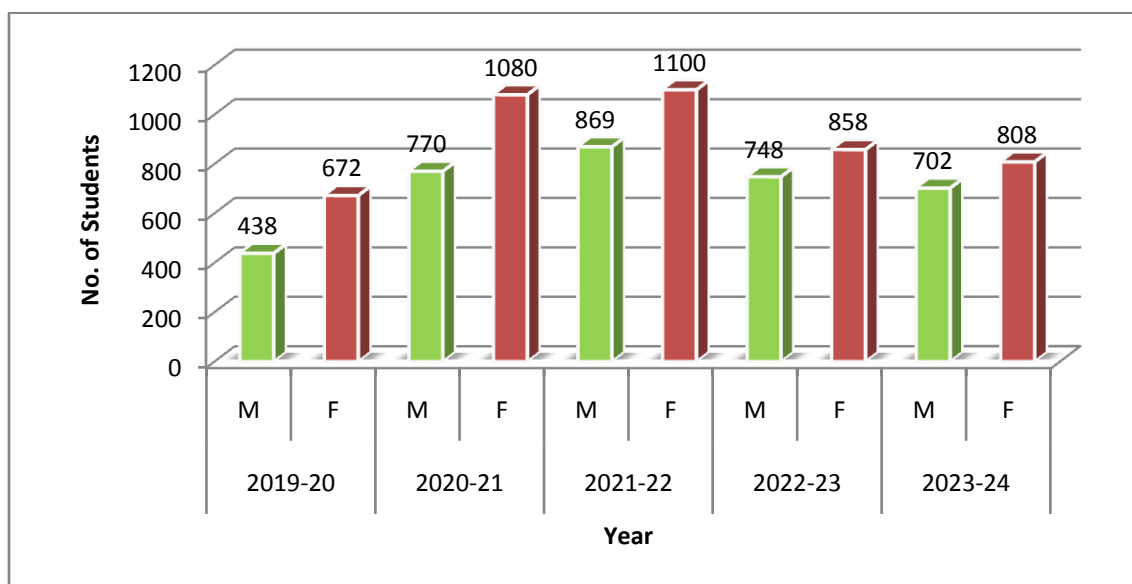
The above data (Table 13) on students of either sex can enroll in clubs/ associations related to co-curricular and extracurricular activities as per their choice. These seem to be no discrimination

on the basis of sex, caste, class etc on the enrolment. In fact, the study undertaken on the enrollment of NSS volunteers reveals the fact that more women opt for co-curricular activities.

Table 14: Total Student Strength in Hostels of GRI

Year/ Programme	2019-20		2020-21		2021-22		2022-23		2023-24	
	M	F	M	F	M	F	M	F	M	F
UG /Integrated	300	420	566	675	626	764	497	530	482	505
PG	90	203	158	317	181	270	193	259	167	232
PG Diploma	-	-	7	40	24	26	18	19	15	16
Ph.D.	48	49	39	48	38	42	40	50	38	55
Total	438	672	770	1080	869	1100	748	858	702	808
Percentage	39	61	41	59	44	56	46	54	46	54

Figure 7. Total Student Strength in Hostels of GRI



The above data (Table 14) on hostel strength at GRI from 2019-20 to 2023-24 indicates that a higher proportion of women students consistently outnumbering men. In 2019-20, women made up 61% of the hostel population. Over the year the occupancy has consistently remained above 54%. This is testimony to the Institute provide be the provisions to women students.

Conclusion:

The Gandhigram Rural Institute-Deemed to be University, being a centrally funded institution, adopts the policies of the government of India with regard to admission, assistance and recruitment. The gender audit undertaken clearly reveals the existence of gender parity and the institution strives for balanced representation to both the gender as evidenced by the data presented in this report. Safe environment prevails in the Institution for women and there have not been any cases of discrimination with regard to gender in this campus with the adoption of Gandhiji's ideals. The Institution thus marches ahead with its inclusive approach.