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# **GENDER AUDIT**

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**Women's Studies Centre**

**TRIPURA UNIVERSITY**

**(A Central University)**

**2023-2024**



January 27, 2025  
TRIPURA UNIVERSITY  
Suryamaninagar, Tripura-799022

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**January 27, 2025**

**TRIPURA UNIVERSITY**

Suryamaninagar, Tripura-799022

## **GENDER AUDIT REPORT**

**2023-2024**

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# GENDER AUDIT REPORT

## 1. Introduction

The Gender Audit Report **2023-2024** follows kind of similar format as the previous year reports **2015-2020, 2020-2021, 2021-2022, 2022-2023** and provides an idea of gender balance in the institution. It also documents the institutional initiatives for building **awareness for gender issues** and for creating a gender friendly environment. The report contains 16 tables and 18 charts as mentioned in the list of Tables and Charts. In addition to the gender balance indicators like the **proportion of girl students in different Departments, in different communities, academic performance** of students is also considered as indicated by the success rate in the final semester examination of both **male and female** students. **Maternity and child care leave for women** employees are important for promoting work life balance as is paternity leave. In documentation of gender friendly initiatives in the workplace, information on **paternity leave** is included in the present report. The report also provides a brief account of the **activities of WSC**(Women's Studies Centre).

## 2. Gender Balance in Students' Access to Higher Education

The total Gross Enrolment Ratio (GER) of Higher Education in India is 27.3%. GER for male and female students are 26.7% and 27.9% respectively. The Page 2 National Journal of Education Vol. XXII No. (1) January 2024 pISSN 0972-9569, eISSN 2584-2595 174 indicates that GER of female is higher than male.

The trend of women's equality tends to improve in higher education: as per the AISHE 2021 report, the gross enrolment ratio for women is higher than that for men, standing at 28.5 percent among the age group of 18 to 23 years.

Higher education institutions (HEIs) are the incubators for the thought leaders and social leaders of the future. Achieving gender balance in students' access to higher education is crucial for nurturing unbiased, complete, and progressive societies. Here are key reasons why gender balance in higher education is essential:

1. Promoting Social Equity
2. Economic Empowerment
3. Challenging Gender Stereotypes
4. Improving Community Outcomes
5. Enhancing Decision-Making and Leadership

The number of male and female students enrolled in different courses in different semesters in the year of 2023-24 is presented in Table 1. The proportion of female and male students in total students enrolled are calculated and shown in chart 1.

**Table 1: Total Students Enrolled in 2023-2024 (Odd semesters):**

| Course Name  |                      | Male                        | Female                      | Total                       |
|--------------|----------------------|-----------------------------|-----------------------------|-----------------------------|
| A. PG        | Arts & Commerce      | 912<br>53.5%                | 1335<br>65.5%               | 2247<br>60%                 |
|              | Science & Technology | 394<br>23.1%                | 364<br>17.8%                | 758<br>20.3%                |
|              | <b>Total</b>         | <b>1306</b><br><b>76.6%</b> | <b>1699</b><br><b>83.4%</b> | <b>3005</b><br><b>80.3%</b> |
| B. IMD       |                      | 252<br>14.7%                | 273<br>13.4%                | 525<br>14%                  |
| C. Others    |                      | 145<br>8.5%                 | 64<br>3.1%                  | 209<br>5.6%                 |
| <b>Total</b> |                      | <b>1703</b><br><b>45.5%</b> | <b>2036</b><br><b>54.4%</b> | <b>3739</b>                 |

Source: Establishment Section & Samarth portal , Tripura University

Note:

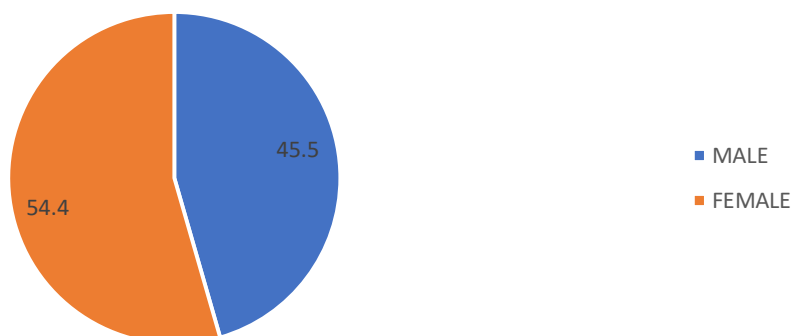
- PG= Post Graduate
- IMD= Integrated Master's Degree
- Others= Under Graduate + Certificate courses.

**Table 2 Total Students Enrolled in 2021-22 &2022-23 (Odd Semester)**

| Programme Name | 2021-22 |      |       | 2022-23 |      |             |       |
|----------------|---------|------|-------|---------|------|-------------|-------|
|                | Female  | Male | Total | Female  | Male | Transgender | Total |
| PG             | 1617    | 1309 | 2926  | 1968    | 1501 | 0           | 3469  |
| IMD            | 365     | 330  | 695   | 433     | 374  | 1           | 808   |
| Others         | 209     | 289  | 498   | 182     | 267  | 0           | 449   |
| Total          | 2191    | 1928 | 4119  | 2583    | 2142 | 1           | 4726  |

Source: Audit report 2022-2023

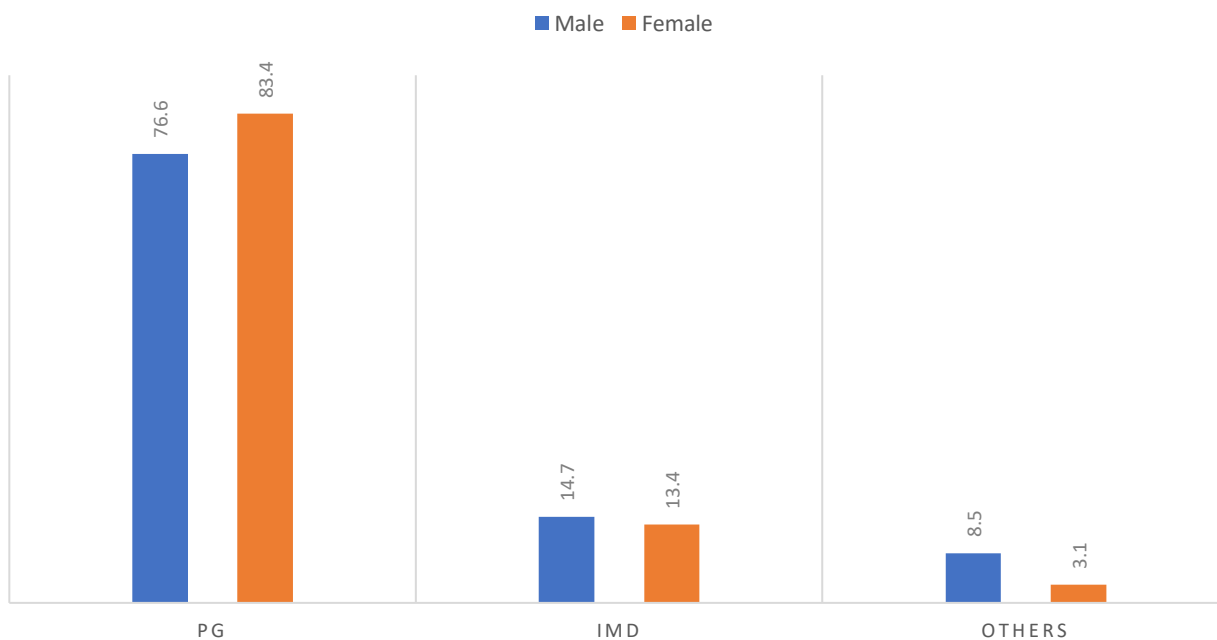
**Chart 1: Proportion of male & female students in the university enrolled during 2023-2024**



Source: Table 1

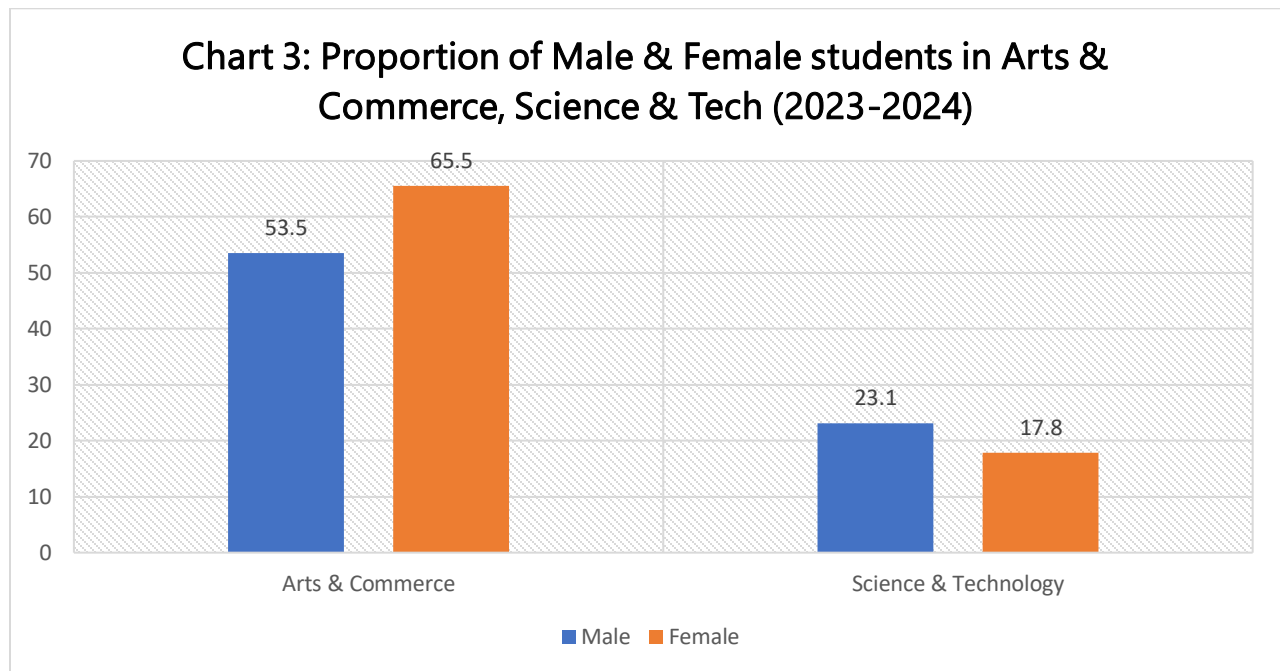
From the Pie chart it is clear that the higher education record all over India is also reflecting in Tripura Region. Here the female enrollment is more than male enrollment

**Chart 2: Proportion of Male & Female students enrolled in different courses 2023-2024**



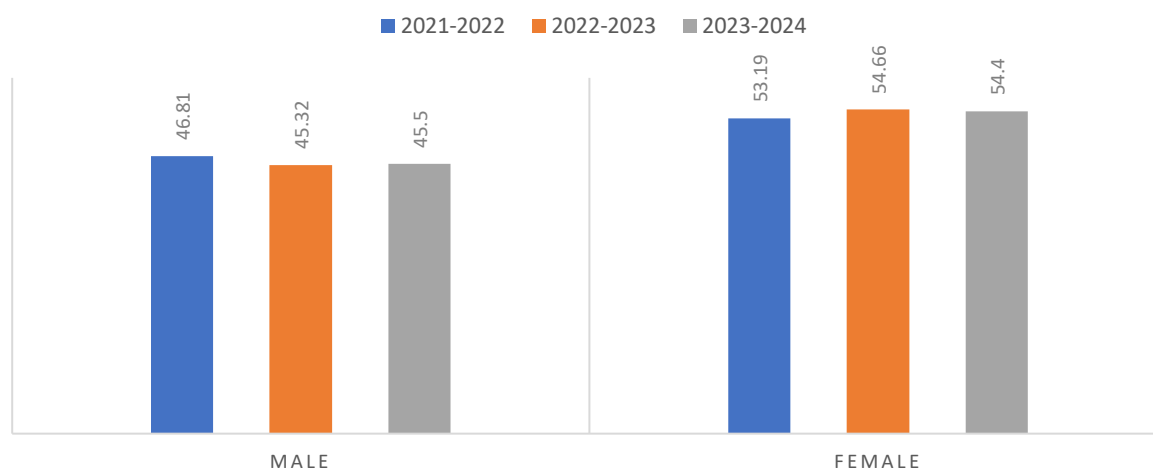
Source: Table 1

From Chart2 it can be clearly seen that in PG Course female enrollment is higher, though in IMD and others female enrollment is less. It indicates the trend of female interested in higher education in Tripura University.



From Chart 3 it is seen that female students are more in Art and commerce but less in Science and technology in comparison to male.

**CHART 4: MALE AND FEMALE DATA OF LAST 3 YEARS**



Source: Previous years of Gender Audit Report, Tripura University

This chart indicates that male enrollment is decreasing from 2021-2022 to 2022-2023 and little increased during 2023-2024 but female students had increased from 2021-2022 to 2022-2023 though a bit decreased in 2023-2024.

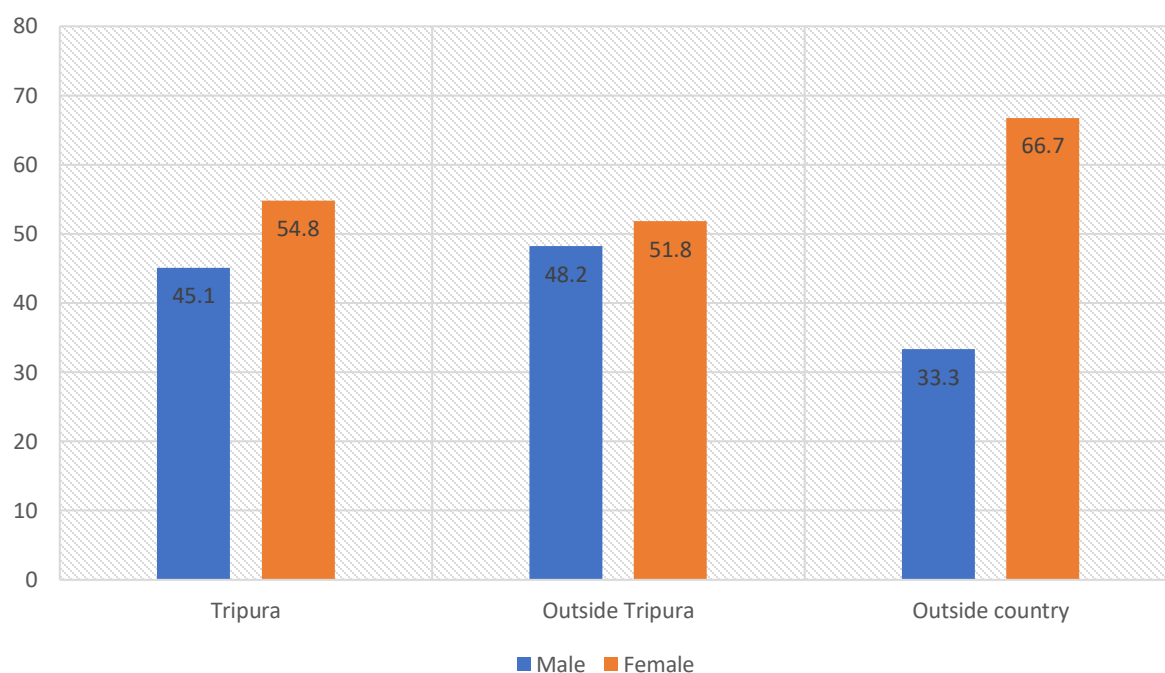
## Male & female students enrolled from the state, outside state and outside country

**Table3: Male & Female students enrolled from the state, outside state and outside country (2023-2024):**

| REGION          | TRIPURA                     |               | OUTSIDE TRIPURA            |              | OUTSIDE COUNTRY          |            |
|-----------------|-----------------------------|---------------|----------------------------|--------------|--------------------------|------------|
| Gender          | Male                        | Female        | Male                       | Female       | Male                     | Female     |
| No. of Students | 1461<br>45.1%               | 1775<br>54.8% | 241<br>48.2%               | 259<br>51.8% | 1<br>33.3%               | 2<br>66.7% |
| TOTAL           | <b>3236</b><br><b>86.5%</b> |               | <b>500</b><br><b>13.4%</b> |              | <b>3</b><br><b>0.08%</b> |            |

Source: Establishment Section & Samarth

**Chart 5: Male & female students enrolled from the state, outside state and outside country (2023-2024)**



Source: Table 3

This chart also indicates the raising trend of female students in higher education not only from Tripura or Indian states but outside India, SAARC countries.

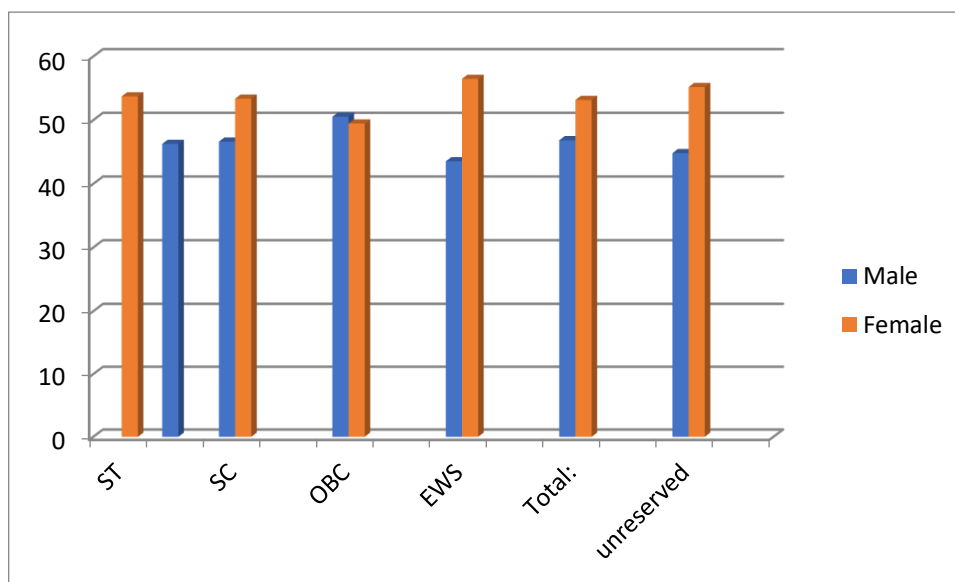
### **3. Inclusion of Women belonging to different social categories in Higher Education (2023-2024)**

It is interesting to look at the male - female composition of students in all the social categories separately in order to have an idea about the impact of wide-ranging policies on women belonging to those. This enables us to understand the gender balance within the social categories, that is, the position of female students belonging to different social categories vis- a vis their male counterpart.

**Table 4: Social Category of Students (2023-2024)**

| Category          |               | Male                | Female              |             |
|-------------------|---------------|---------------------|---------------------|-------------|
| <b>Reserved</b>   | <b>ST</b>     | 805(46.26%)         | 935(53.73)          | 1740        |
|                   | <b>SC</b>     | 166(46.63%)         | 190(53.37%)         | 356         |
|                   | <b>OBC</b>    | 186(50.54%)         | 182(49.46%)         | 368         |
|                   | <b>EWS</b>    | 37(43.53%)          | 48(56.48%)          | 85          |
|                   | <b>Total:</b> | <b>1194(46.84%)</b> | <b>1355(53.16%)</b> | <b>2549</b> |
| <b>Unreserved</b> |               | 553(44.81%)         | 681(55.19%)         | 1234        |
| <b>Total:</b>     |               | <b>1703(45.55%)</b> | <b>2036(54.45%)</b> | <b>3739</b> |

Source: Establishment Section & Samarth, Tripura University

**Chart 6 : Gender study based on social category of students (2023-2024)**

Source: Table 4

This chart shows the gender study based on social category of students in 2023-2024. Except OBC category in all other category female are more than male.

If we compare with the previous year. The previous year's data from Gender audit report 2022-2023

Table 5 : **Social Category of Students, (2021-22 &2022-23)**

(Source : Gender audit report 2022-2023)

| Category                                     |     | 2021-22         |                 |                  | 2022-23         |                 |                  |
|--|-----|-----------------|-----------------|------------------|-----------------|-----------------|------------------|
|  |     | Female          | Male            | Total            | Female          | Male            | Total            |
| <b>Reserved</b>                              | SC  | 317<br>(52.57)  | 286<br>(47.43)  | 603<br>(100.00)  | 411<br>(55.02)  | 336<br>(44.98)  | 747<br>(100.00)  |
|  | ST  | 942<br>(54.14)  | 798<br>(45.86)  | 1740<br>(100.00) | 1166<br>(53.81) | 1001<br>(46.19) | 2167<br>(100.00) |
|  | OBC | 293<br>(53.32)  | 267<br>(47.68)  | 560<br>(100.00)  | 373<br>(50.13)  | 371<br>(49.87)  | 744<br>(100.00)  |
|  | EWS | 51<br>(48.11)   | 55<br>(51.89)   | 106<br>(100.00)  | 75<br>(49.34)   | 77<br>(50.66)   | 152<br>(100.00)  |
|  | PWD | 06<br>(28.57)   | 15<br>(71.43)   | 21<br>(100.00)   | 9<br>(28.13)    | 23<br>(71.86)   | 32<br>(100.00)   |
| <b>Total Reserved</b>                        |     | 1609<br>(53.11) | 1421<br>(46.89) | 3030<br>(100)    | 2034<br>(52.94) | 1808<br>(47.06) | 3842<br>(100.00) |
| <b>Unreserved</b>                            |     | 582<br>(53.44)  | 507<br>(46.56)  | 1089<br>(100.00) | 775<br>(54.20)  | 655<br>(45.80)  | 1430<br>(100.00) |
| <b>Total<br/>(Reserved +<br/>Unreserved)</b> |     | 2191<br>(53.19) | 1928<br>(46.81) | 4119<br>(100.00) | 2809<br>(53.28) | 2463<br>(46.72) | 5272<br>(100.00) |

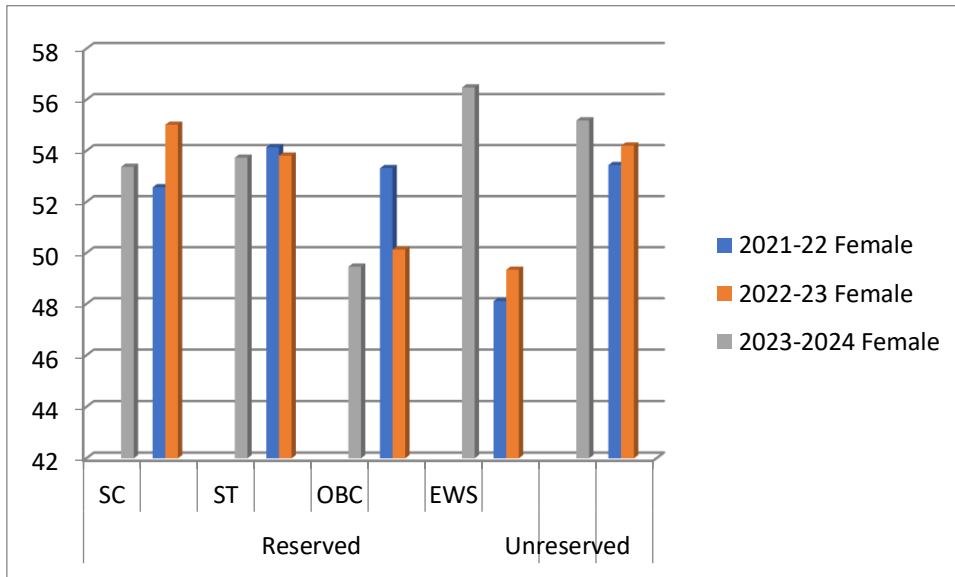


Chart 7 : Female students percentage in various category during last three years

From this chart it has been observed that female student's ratio are not decreasing but increasing though a slight decrease in 2023-2024. It is to be specially mentioned that in EWS category also female student are increasing day by day. That is an indicating factor that economically backward classes are also trying to get higher education for their daughters. Though earlier it was seen that economically backward classes used to get their daughters married in a very low age but nowadays that trend has been changed a little.

As per the latest report

#### [Ministry of Education releases All India Survey on Higher Education (AISHE) 2020-2021]

The total enrollment in higher education has increased to nearly 4.14 crore in 2020-21 from 3.85 crore in 2019-20. Since 2014-15, there has been an increase of around 72 Lakh in the enrolment (21%).

The Female enrolment has increased to 2.01 crore from 1.88 crore in 2019-20. There has been an increase of around 44 Lakh (28%) since 2014-15.

The percentage of female enrolment to total enrolment has increased from 45% in 2014-15 to around 49% in 2020-21.

As per 2011 population projections for 18-23 years age group, GER has increased to 27.3 from 25.6 in 2019-20.

Notable increase of 1.9 points is observed in GER of ST students in 2020-21, as compared to 2019-20. Female GER has overtaken Male GER since 2017-18. Gender Parity Index (GPI), the ratio of female GER to male GER, has increased from 1 in 2017-18 to 1.05 in 2020-21.

The enrolment of SC students is 58.95 Lakh as compared to 56.57 Lakh in 2019-20 and 46.06 Lakh in 2014-15.

The enrolment of ST students has increased to 24.1 Lakh in 2020-21 from 21.6 Lakh in 2019-20 and 16.41 Lakh in 2014-15.

The average annual enrolment of ST students has increased to around 1 Lakh during the period 2014-

15 to 2020-21, from around 75,000 during the period 2007-08 to 2014-15.

Enrolment of OBC students has also increased by 6 Lakh to 1.48 crore in 2020-21, from 1.42 crore in 2019-20. There is a notable increase in OBC student enrolment since 2014-15 of around 36 Lakh (32%).

The total Student Enrolment in North East States is 12.06 Lakh in 2020-21 as compared to 9.36 Lakh in 2014-15.]

This same trend i.e. increasing trend is seen in Tripura University with a high percentage.

## 4. Students' Performance: A Gender Perspective

It is significant to look intently into the gender aspects of the variables, in order to get hold of an idea about the institutional approach towards the academic achievements of female students. For this purpose, progression and access of female students to research are discussed here. Numbers of male and female scholars admitted to Ph.D. course in the University in the year 2021-22 and 2022-23 , 2023-2024 are presented in the following Table.

At Ph.D level, female enrollment comprises 47% of the total 2.12 lakh students. In fact, female enrollment has doubled in case of PhD from 47,717 in 2014-15 to 98,636 in 2021-22, the report stated.[Source Hindustan Times Jan 27, 2024 08:21 AM IST

From the following table we are looking into the Phd enrollment in Tripura University during the last three years.

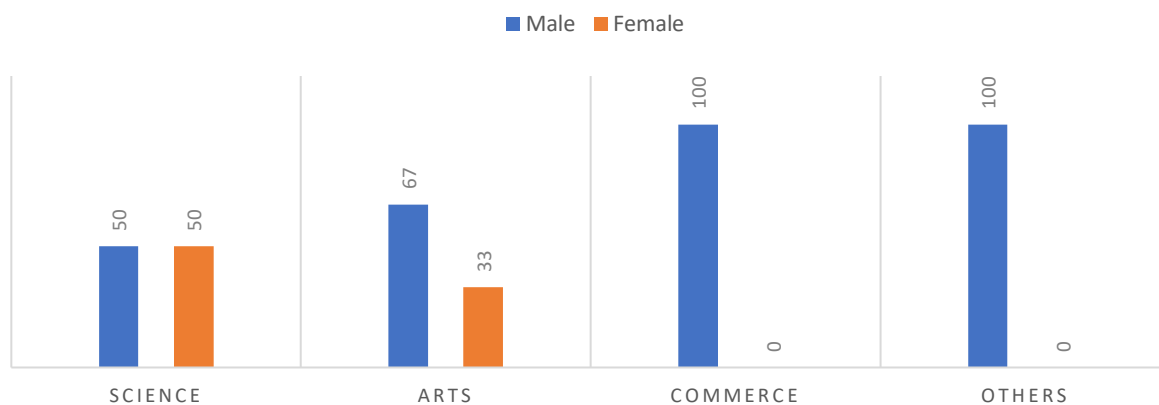
### I. Ph.D. Admission (2023-2024)

**Table 6: Ph.D. Admission in 2023-2024**

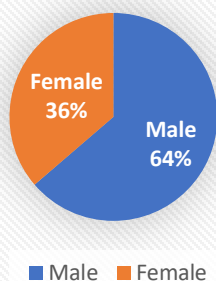
| SCIENCE     |           | ARTS        |           | COMMERCE  |         | OTHERS    |         |
|-------------|-----------|-------------|-----------|-----------|---------|-----------|---------|
| Male        | Female    | Male        | Female    | Male      | Female  | Male      | Female  |
| 16<br>50%   | 16<br>50% | 35<br>67%   | 17<br>33% | 4<br>100% | 0<br>0% | 3<br>100% | 0<br>0% |
| 32<br>35.2% |           | 52<br>57.1% |           | 4<br>4.4% |         | 3<br>3.3% |         |

Source: Establishment Section & Samarth, Tripura University

**CHART 8: PH.D. ADMISSION (2023-2024)**



**Ph.D. Admissions (2023-2024)**



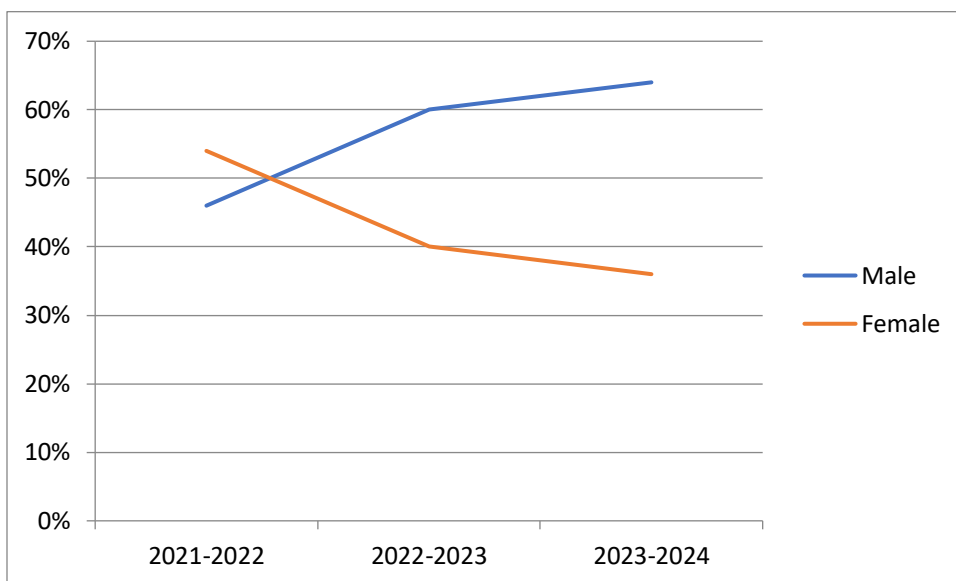
Source: Table 6

## II. Male & Female Ph.D. admissions between 2021-2022, 2022-2023 & 2023-2024

**Table 7: Comparison of no of male and female students between the previous two years and 2023-2024**

| Gender | 2021-2022 | 2022-2023 | 2023-2024 |
|--------|-----------|-----------|-----------|
| Male   | 46%       | 60%       | 64%       |
| Female | 54%       | 40%       | 36%       |

Source: Gender Audit Report 2021-22, 2022-23, Tripura University



**Chart 9 :** MALE & FEMALE PH.D. STUDENTS IN LAST 3 YRS

Source: Table 7

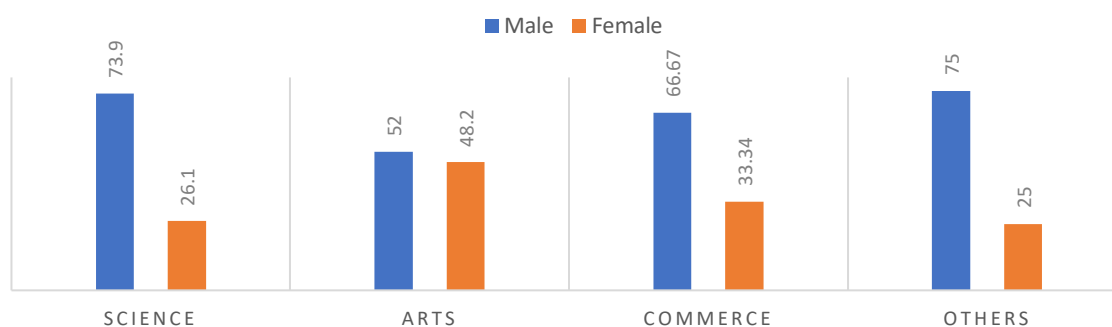
### III. Ph.D. Awarded (2023-2024)

**Table 8: Ph.D. Awarded in 2023-2024**

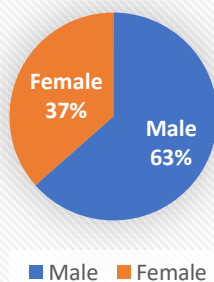
| SCIENCE                   |          | ARTS                      |           | COMMERCE                 |          | OTHERS                  |          |
|---------------------------|----------|---------------------------|-----------|--------------------------|----------|-------------------------|----------|
| Male                      | Female   | Male                      | Female    | Male                     | Female   | Male                    | Female   |
| 17<br>74%                 | 6<br>26% | 14<br>52%                 | 13<br>48% | 6<br>67%                 | 3<br>33% | 3<br>75%                | 1<br>25% |
| <b>23</b><br><b>36.5%</b> |          | <b>27</b><br><b>42.8%</b> |           | <b>9</b><br><b>14.3%</b> |          | <b>4</b><br><b>6.4%</b> |          |

Source: Establishment Section & Samarth, Tripura University

**CHART 10: PH.D. AWARDED (2023-2024)**



## Ph.D. Awarded (2023-2024)



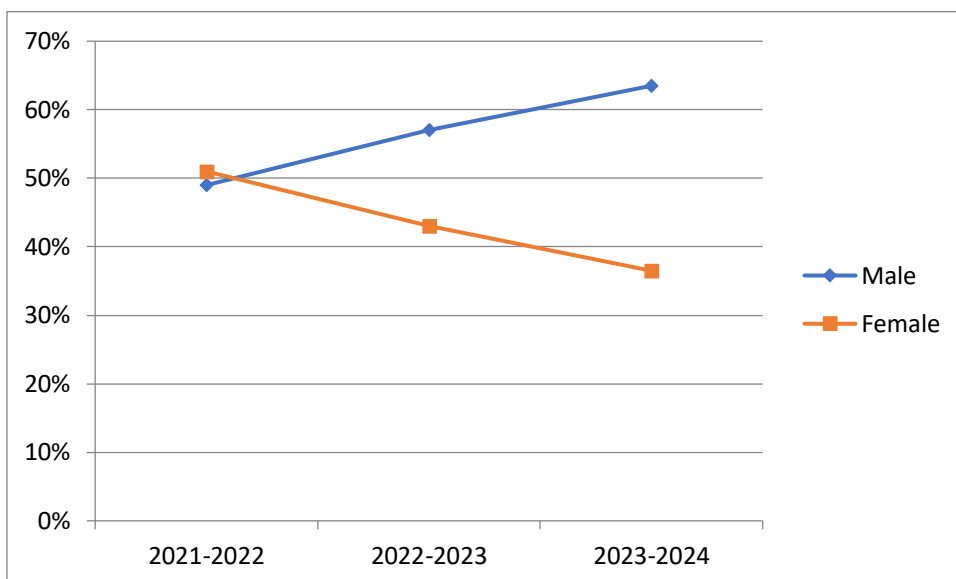
Source: Table 8

## IV. Male & Female Ph.D. Awarded between 2021-2022, 2022-2023 & 2023-2024

Table 9: Ph.D. Awarded in 2021-2022, 2022-2023 & 2023-2024

| Gender | 2021-2022 | 2022-2023 | 2023-2024 |
|--------|-----------|-----------|-----------|
| Male   | 49%       | 57%       | 63.5%     |
| Female | 51%       | 43%       | 36.5%     |

Source: Gender Audit Report 2021-22, 2022-23, Tripura University



Source: Table 9

Chart 11: PH.D. AWARDED IN LAST 3 YRS

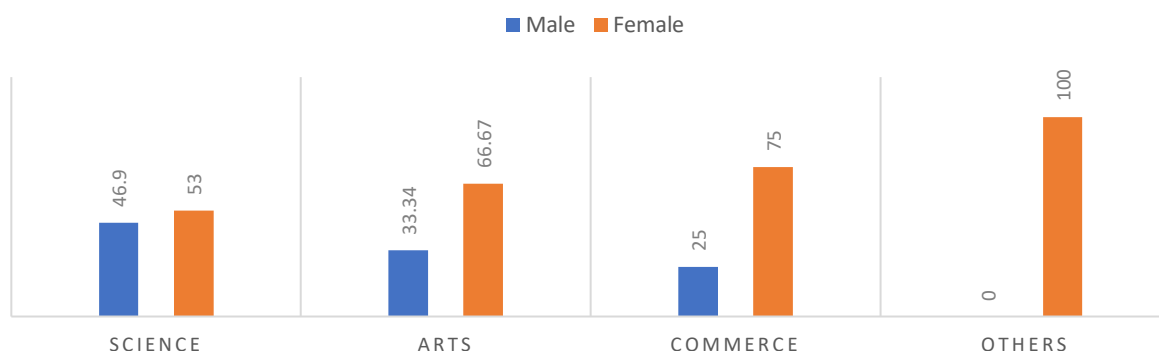
## V. Male & Female Gold Medalists (2023-2024)

Table 10: Male vs Female Gold Medalists (2023-2024)

| SCIENCE                   |           | ARTS                      |              | COMMERCE                |          | OTHERS                  |           |
|---------------------------|-----------|---------------------------|--------------|-------------------------|----------|-------------------------|-----------|
| Male                      | Female    | Male                      | Female       | Male                    | Female   | Male                    | Female    |
| 23<br>46.9%               | 26<br>53% | 13<br>33.34%              | 26<br>66.67% | 1<br>25%                | 3<br>75% | 0<br>0%                 | 2<br>100% |
| <b>49</b><br><b>52.1%</b> |           | <b>39</b><br><b>41.5%</b> |              | <b>4</b><br><b>4.3%</b> |          | <b>2</b><br><b>2.1%</b> |           |

Source: Establishment Section & Samarth, Tripura University

**CHART 12: MALE & FEMALE GOLD MEDALISTS  
(2023-2024)**



Source: Table 10

**It is to be noted that the female gold medalist in all the streams are higher than Male Gold medalist.** It is also major indicators that female are doing a great job in higher studies. Though in Phd after 2021-2022 the numbers of female candidates are decreasing, though the all India report is not available. The reason behind it is a matter of study and research.

## 5. Faculty Participation in Academic Activities

Extent of participation of teachers in academic activities are reflected in various publications, participation in conference seminars and workshops, acting as invited resource persons and participation in various faculty development programs.

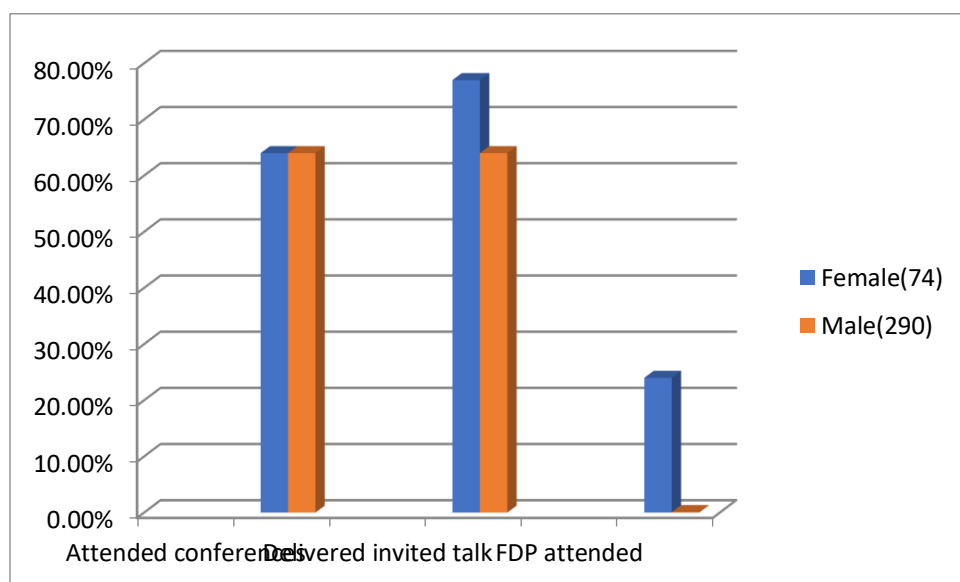
### I. Faculty Activities (2023-2024)

Here data are collected from IQAC and percentage were calculated based on total female faculty and on total male faculty

**Table 11: Academic Activities done by faculties**

| Activities             | Female(74)   | Male(290)     |
|------------------------|--------------|---------------|
| Attended conferences   | 47<br>64.00% | 185<br>64.00% |
| Delivered invited talk | 57<br>77.00% | 187<br>64.00% |
| FDP attended           | 18<br>24%    | 22<br>0.08%   |

Source: Establishment Section & Samarth, Tripura University



Source: Table 11

**CHART 13: ACTIVITIES OF MALE & FEMALE TEACHERS (2023-2024)**

It is observed that the percentage of conference attended by Female Faculty is same as the Male faculty, The Invited talk delivered by female faculty are more. So here also the performance of female faculty is in a sky-scraping tendency.

## 6. Gender Balance among Teaching & Non-teaching staffs

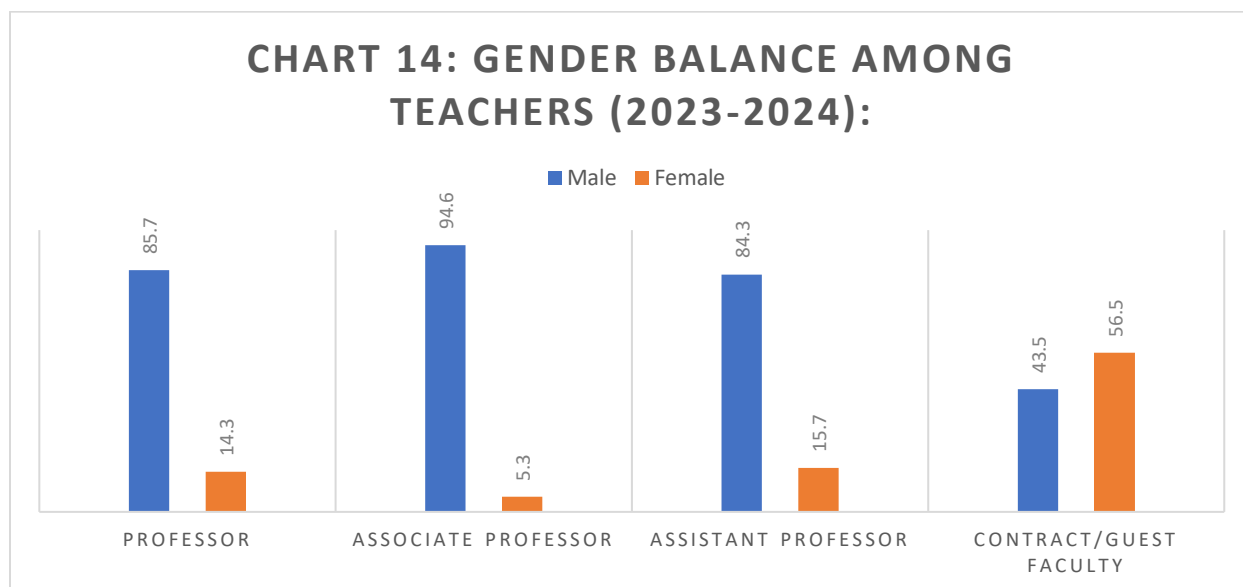
### I. Gender Balance among Teachers (2023-2024)

Gender balance among teachers is important to Strive for equitable representation of women and men in all teaching roles, from primary to higher education. It Promotes policies and initiatives that support the recruitment, retention, and advancement of female teachers.

**Table 12: Gender Balance among Teachers (2023-2024):**

| Level                       | Male                       | Female                    | Total                      |
|-----------------------------|----------------------------|---------------------------|----------------------------|
| Professor                   | 42<br>85.7%                | 7<br>14.3%                | <b>49</b><br><b>13.5%</b>  |
| Associate Professor         | 71<br>94.6%                | 4<br>5.3%                 | <b>75</b><br><b>20.6%</b>  |
| Assistant Professor         | 150<br>84.3%               | 28<br>15.7%               | <b>178</b><br><b>48.9%</b> |
| Contractual / Guest Faculty | 27<br>43.5%                | 35<br>56.5%               | <b>62</b><br><b>17%</b>    |
| <b>Total</b>                | <b>290</b><br><b>79.7%</b> | <b>74</b><br><b>20.3%</b> | <b>364</b>                 |

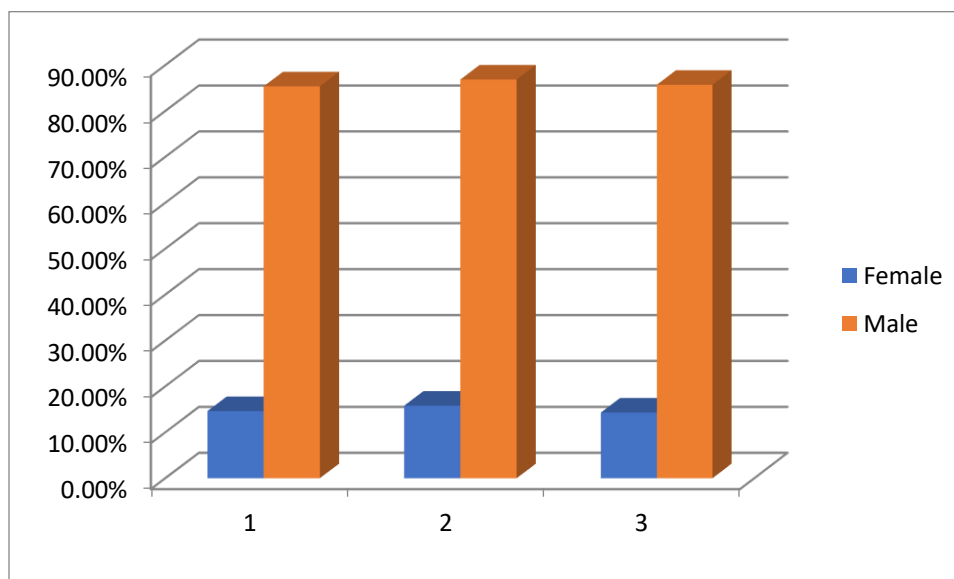
Source: Tripura University Portal



Source: Table 12

Table 13 : Percentage of Gender Balance among Teachers (2023-2024, 2022-2023, 2021-2022)

| Level               | 2021-22 |        | 2022-23 |        | 2023-2024 |        |
|---------------------|---------|--------|---------|--------|-----------|--------|
|                     | Female  | Male   | Female  | Male   | Male      | Female |
| Professor           | 14.63%  | 85.36% | 15.79%  | 86.84% | 85.70%    | 14.30% |
| Associate Professor | 15.79%  | 84.21% | 16.67%  | 83.33% | 94.60%    | 5.30%  |
| Assistant Professor | 26.37%  | 73.53% | 31.43%  | 76.09% | 84.30%    | 15.70% |

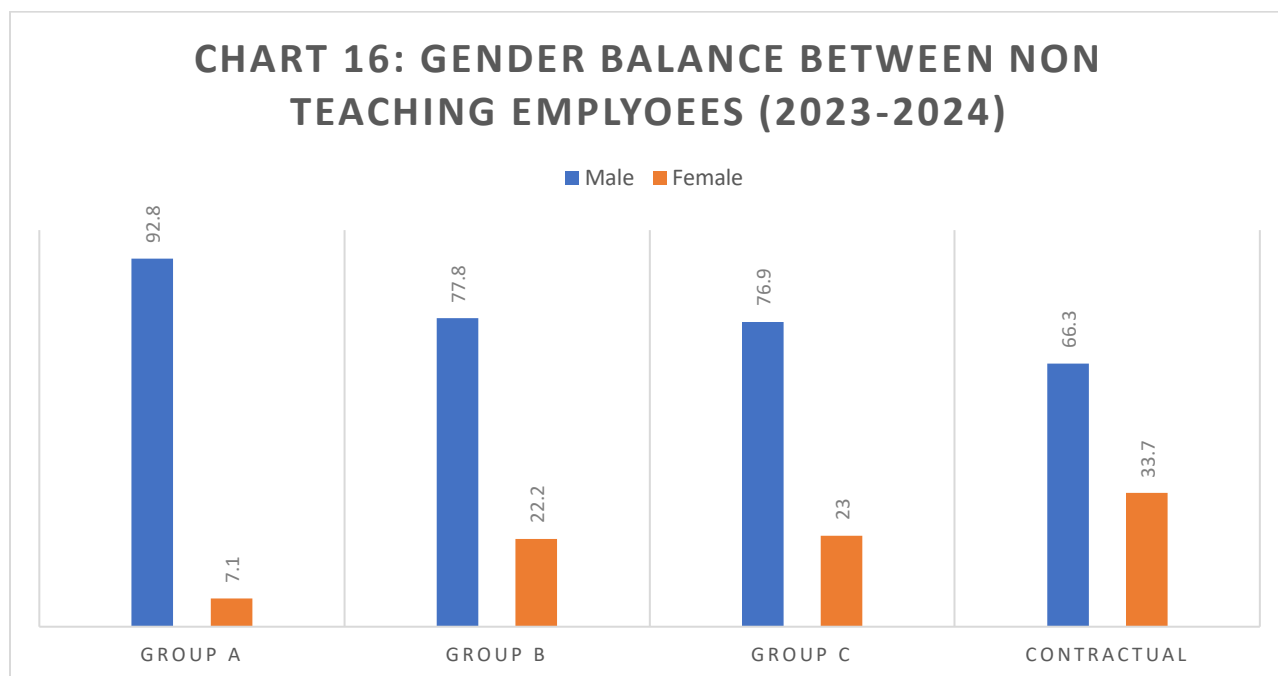


**Chart 15 :** Percentage of Gender Balance among Teachers (2023-2024, 2022-2023, 2021-2022)

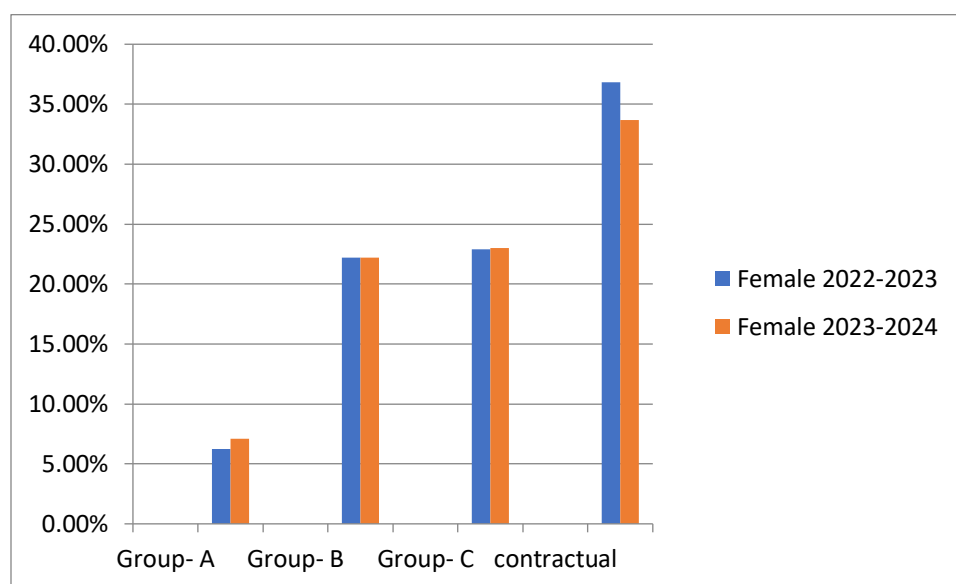
## II. Gender Balance among Non-Teaching Employees (2023-2024)

**Table 14: Gender balance among non teaching employee during 2022-2023 and 2023-2024**

| Year         |          | 2022-2023 |        |       | 2023-2024 |        |       |
|--------------|----------|-----------|--------|-------|-----------|--------|-------|
| Category     |          | Male      | Female | Total | Male      | Female | Total |
| Regular:     | Group- A | 15        | 1      | 16    | 13        | 1      | 14    |
|              | Group- B | 21        | 6      | 27    | 21        | 6      | 27    |
|              | Group- C | 101       | 30     | 131   | 97        | 29     | 126   |
|              | Total:   | 137       | 37     | 174   | 131       | 36     | 167   |
| Contractual: |          | 48        | 28     | 76    | 55        | 28     | 83    |
| Total:       |          | 332       | 102    | 434   | 186       | 64     | 250   |
|              |          | 76.5%     | 23.5%  |       | 74.4%     | 25.6%  |       |

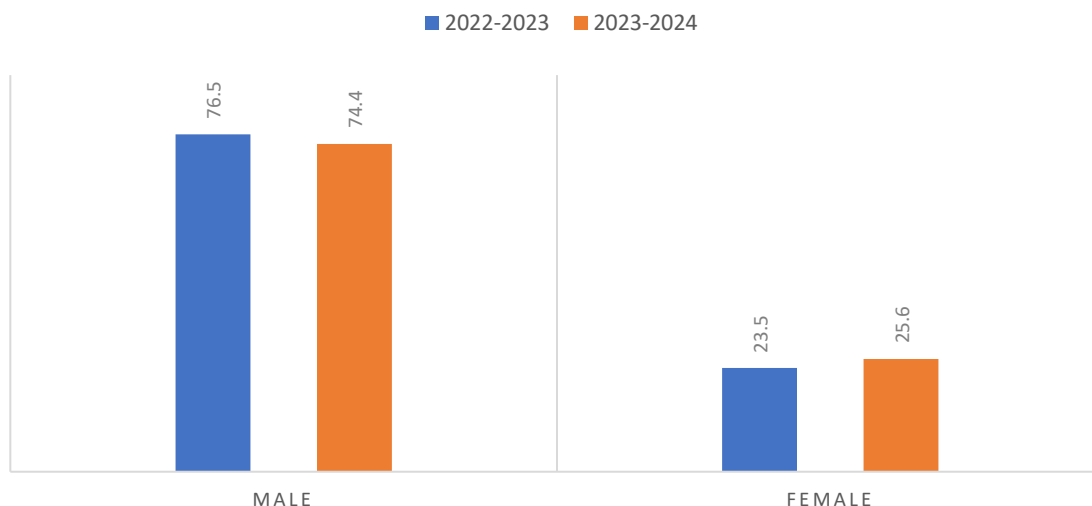


Source: Table 14



**Chart 17 : Female Nonteaching during 2022-2023 and 2023-2024**

**CHART 18: NON TEACHING EMPLOYEES IN  
2022-2023 AND 2023-2024**



Source: Table 14

## 7. Work Life Balance

Being able to balance work and life is essential for success of both women and men. A proactive approach towards ensuring employees' work-life balance goes a long way towards creating a gender friendly environment and promotion of gender equality within the organization. Provisions of paid maternity leave and leave for care responsibilities are two basic policy measures considered to be instrumental for work participation of women.

Women employees, (both teaching and non-teaching) of Tripura University are entitled to enjoy paid maternity leave and child care leave. These are included in the leave rules of the University, in conformity with UGC directives in this regard, and are modified following the recommendations of Central Pay Commission from time to time.

Maternity leave, Child care leave & Paternity leave enjoyed by the employees of Tripura University are presented in Table. Regarding child care leave, data was available for sanctioned leave only.

## I. Maternity leave, Child care leave, Paternity leave (2023-2024):

Table 15: Maternity leave, Child care leave, Paternity leave (2023-2024, 2022-2023, 2021-2022):

Source: Office Records, Establishment Section, Tripura University

| Year             | 2021-22  |      |              |      | 2022-23  |      |              |      | 2023-2024 |     |              |      |
|------------------|----------|------|--------------|------|----------|------|--------------|------|-----------|-----|--------------|------|
|                  | Teaching |      | Non-Teaching |      | Teaching |      | Non-Teaching |      | Teaching  |     | Non Teaching |      |
|                  | Number   | Days | Number       | Days | Number   | Days | Number       | Days | Number    | Day | Number       | Days |
| Maternity leave  | 3        | 202  | 2            | 163  | 2        | 346  | Nil          | Nil  | 2         | 180 | 01           | 180  |
| Child Care leave | 6        | 146  | 5            | 348  | 2        | 92   | 5            | 111  | 17        | 243 | 3            |      |

Table 16: Paternity leave during 2022-23 and 2023-2024

| Year            | 2022-2023              | 2023-2024              |
|-----------------|------------------------|------------------------|
|                 | Teaching, Non-Teaching | Teaching, Non-Teaching |
|                 | Number                 | Number                 |
| Paternity leave | 7                      | 3                      |

Source: Based on Office Records, Registrar Branch

## 8.Highlights of core activities of WSC (2023-2024)

| Sl. No. | Date                         | Name of the Event   | Participants  |
|---------|------------------------------|---|---|
| 1       | 21-22 March, 2024            | National Seminar on Public Policy for Gender Inclusion in Contemporary India: The Evolving Paradigm                   | 15 Invited papers were presented and about 60 participants participated in the two days National Seminar. |
| 2       | 20 <sup>th</sup> March, 2024 | Special Lecture on Aspects of Gender in Ancient Indian Literary Culture: Reading “Therigatha” through a Feminist Lens | About 65 students and faculty members participated in the Special Lecture.                                |
| 3       | 6-13 March, 2024             | 7 Days Self Defense Workshop for Women  | 40 female students participated.  |
| 4       | 7 <sup>th</sup> March, 2024  | Recitation Competition on the theme of International Women’s Day 2024   | About 30 students participated in the competition.  |
| 5       | 12 <sup>th</sup> March 2024  | Poster Competition on Gender Equality as part of IWD observance   | 28 students from various departments participated   |
| 6       | 12 <sup>th</sup> March 2024  | Reading Session on the writings on women and by women as part of IWD observance                                       | About 150 students from various departments and faculty members participated in the reading session.      |
| 7       | 22 <sup>nd</sup>             | Awareness program on Sexual   | About 70 students took part   |

|           |  |   |   |
|-----------|--|---|---|
|           | <b>December,2023</b>                   | <b>Harassment at Workplace (for students and research scholars)</b>   | <b>in the Awareness program.</b>  |
| <b>8</b>  | <b>21<sup>st</sup> December, 2023</b>  | <b>Awareness program on Sexual Harassment at Workplace (for employees)</b>                                      | <b>About 60 non-teaching employees took part in the Awareness program.</b>  |
| <b>9</b>  | <b>20<sup>th</sup> December 2023</b>   | <b>Screening of the film ‘North Country’ based on Sexual Harassment at Work Place</b>                           | <b>More than 50 students from various departments of the University actively watched the film.</b>                      |
| <b>10</b> | <b>5<sup>th</sup> December</b>         | <b>Awareness Session on Career Opportunities in Reserve Bank of India, for Women</b>                            | <b>More than 150 students participated and interacted with the resource persons in the awareness program.</b>           |
| <b>11</b> | <b>27<sup>th</sup> November</b>        | <b>Panel Discussion on Prevention of Violence Against Women (on line)</b>                                       | <b>About 100 participants across the country participated in the program</b>  |
| <b>12</b> | <b>20<sup>th</sup> November,2023</b>   | <b>One day Workshop on Gender and Sustainable Development</b>   | <b>More than 100 participants including students, faculty members, and social workers participated in the workshop.</b> |
| <b>13</b> | <b>Gender Audit Report (2021-2022)</b> | <b>The Gender Audit Report (2021-2022) of Tripura University is prepared by the Women’s Studies Centre, TU.</b> | <b>The report highlights the initiatives of the Tripura University towards creating a gender friendly environment.</b>  |

## 9. Strategies to Achieve Gender Balance

- **Scholarships and Financial Aid:** Provide targeted funding and resources for underrepresented genders in higher education.
- **Policy Reforms:** Enforce policies that prohibit gender discrimination and promote access to education for all.
- **Awareness Campaigns:** Challenge societal norms that discourage certain genders from pursuing higher education.
- **Mentorship Programs:** Connect students with mentors to inspire and guide them through their educational journey.

## 10. Conclusion

Gender balance in higher education is not just a matter of fairness—it is a pathway to building more equitable, prosperous, and harmonious societies. By removing barriers and creating inclusive educational environments, we can ensure that all individuals have the opportunity to reach their full potential.

*Thank You!*

January 27, 2025  
**TRIPURA UNIVERSITY**  
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