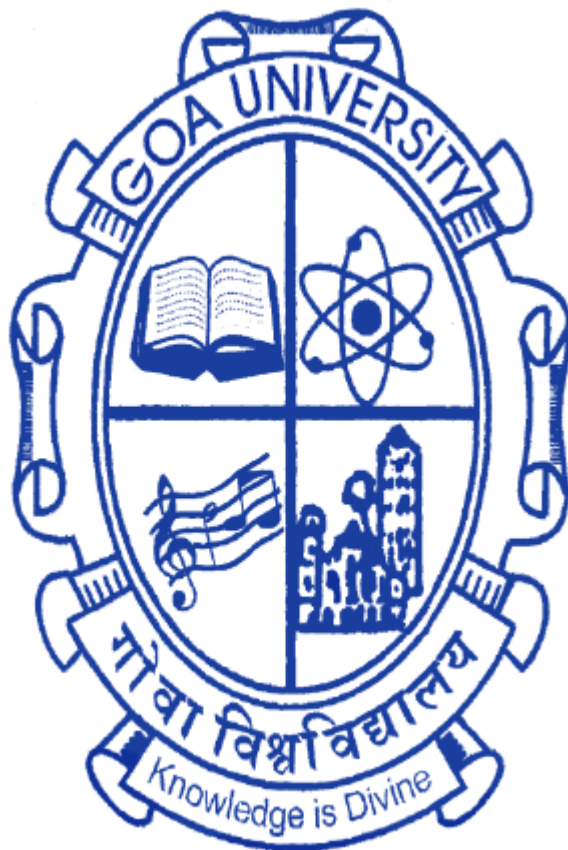


**ANALYSIS OF GENDER PATTERN IN THE FACULTY POSITION
OF GOA UNIVERSITY**

Amrita Jaiswal



**Dissertation submitted in partial fulfillment of the requirement for the
degree of Master of Arts in Women's Studies**

Women's studies Programme

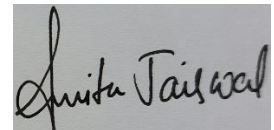
Manohar Parrikar School of Law, Governance and Public Policy

Goa University

2020-2021

DECLARATION

I, Amrita Jaiswal, hereby declare that this dissertation titled *Analysis of the Gender pattern in faculty Position of Goa University* is the outcome of my own study undertaken under the guidance of Associate Professor Aparna P. Lolayekar. It has not previously formed the basis for the award of any degree, diploma, or certificate of this University or of any other institute or University. I have duly acknowledged all the sources used by me for the preparation of this thesis.

A handwritten signature in black ink, reading "Amrita Jaiswal", is displayed within a rectangular frame.

Amrita Jaiswal

5th July 2021

Goa University

CERTIFICATE

This is to certify that the dissertation titled *Analysis of the Gender pattern in faculty Position of Goa University* is the record of the original work done by Amrita Jaiswal under my guidance and supervision. The results of the research presented in this thesis have not previously formed the basis for the award of any degree, diploma, or certificate of this university or any other institute or University.

Date: 5th July 2021

Aparna P. Lolayekar

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Amrita Jaiswal

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CHAPTER 1

INTRODUCTION

Gender Audit helps in analyzing the commitment of an organisation/institution towards gender equity. Integration of gender perspective in organization's policies at all levels results in warding off gender blind approach which ignores the experiences, knowledge and specific needs of women resulting in unequal opportunity. These barriers act as obstacles in women's labour force participation.

Global Gender Gap Report 2021 published by World Economic Forum estimates that it will take 135.6 years to bridge the gender-based gaps world -wide. The gender gap in Economic Participation and Opportunity is second largest of the four parameters and it is estimated that it will take 267.6 years to fulfill this gap (World Economic Forum, 2021).

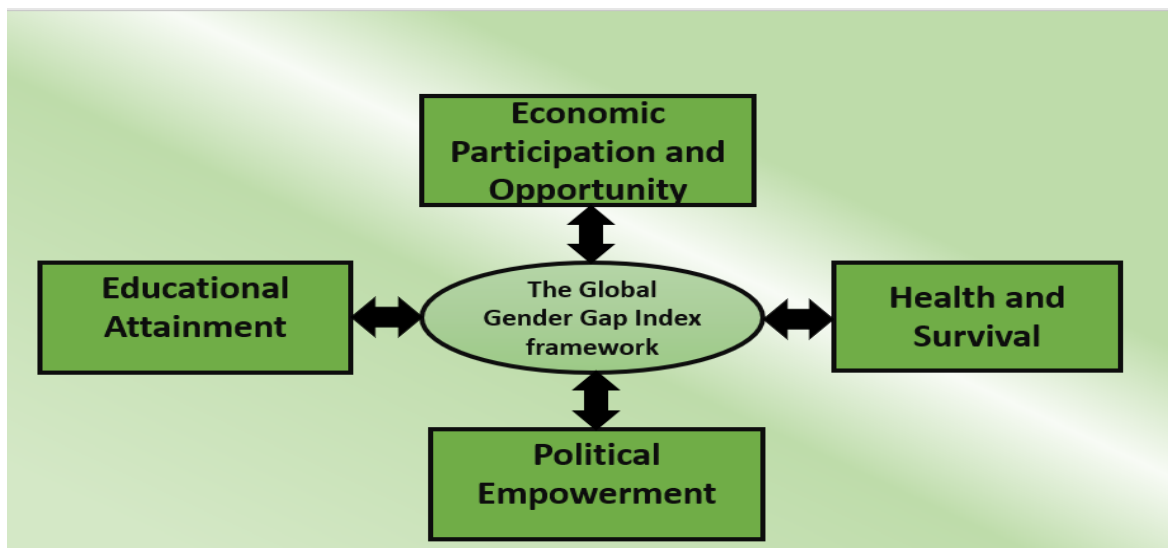


Figure 1-Component of Global Gender Gap Index

Reason for Choosing the Dissertation Topic

As a part of Women 's Studies course in first year of my Masters, I gained theoretical knowledge on gender audit. Doing this dissertation fulfils the practical aspects of gender audit. Being a student at Goa University, it was my first choice, to study about my own institute.

The study would have been more interesting if both qualitative and quantitative aspect had been the part of research. However, in current situation of social distancing and lockdown due to covid I took quantitative study. I decided to do in-depth study on trend in gender pattern in faculty position for ten years from different dimensions.

1.1 Gender Mainstreaming

The Fourth World Conference on Women held in Beijing in 1995 has been a landmark in embracing gender equality as fundamental human rights. The concept of gender mainstreaming as a global strategy for promotion of gender equality was first established in the Beijing Platform for Action in Beijing Conference (United Nation, 2002).

The strategy of mainstreaming is defined by the Economic and Social Council in 1997 as

“...the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality” (The Economic and Social Council, 1997, pg2).

The strategy of gender mainstreaming is quite different from the earlier intervention which focused on reducing the gender gap by emphasizing on affirmative action like providing education and job opportunities etc. for women to reduce the gap of gender inequality.

Gender mainstreaming on the other hand has a broader outlook towards gender issues. It involves considering gender perspective in every aspect of policy making and planning, programmes, budgeting, data collection and research.

Gender analysis is an important aspect of gender mainstreaming. Taking into consideration the needs, experiences and knowledge of both men and women will help in achieving gender equality in true sense. Historically women have faced many kinds of discriminations in social, cultural, political, and economic aspects. Women have been in subordinate positions and low status in almost all cultures and society (Mahapatra, 2014). Women have less access and control of resources and have not been given the opportunity to be part of decision-making. In organizational context, integration of gender perspective in structure, policies, procedures, and culture and setting accountability for the same helps in gender

mainstreaming. Gender mainstreaming shifts the focus from just attaining the practical gender needs to strategic gender needs in achieving gender equality and women empowerment.

1.2 Gender Audit

“A gender audit is a tool to assess and check the institutionalization of gender equality into organizations, including in their policies, programmes, projects and provision of services, structures, proceedings, and budgets” (EIGE, 2019 pg. 2).

Gender audit of an organisation is a very important tool to understand whether the composition, structure, processes, policies, programmes, and other support system is being considered for the gender mainstreaming in an effective way or not.

Gender audit is a self- reflection of an organization's structure and culture towards gender equality and helps in identifying opportunities and challenges in achieving gender equality. Gender audit helps organizations to identify if gender integration is included in their projects, policy, program, representation of women at all levels including in recruitment process and at decision making position.

It also helps organisation recognize if gender sensitive behavior is being followed and there is mechanism for redressal of sexual harassment and other gender linked issue. How gender friendly is the infrastructure and if workshops and training are conducted to create awareness among employees. Collection and keeping record of gender disaggregated data is important to understand gender dimensions in an organisation. Financial resources allocated for gender budgeting signifies the idea that gender lens is being taken into consideration within financial discourse (InterAction, 2010).

1.3 History of Gender Audit:

The first gender audit was done by Australian parliament in 1983(Swirski, 2002, p. 10). With the initiative of women parliamentarians, the Government presented the first ever Women ‘s Budget Statement with a budget proposal. In the budget statement goals were formulated, and an analysis was done on the ways and means of promoting the status of women. There was separate allocation specifically for women to meet their requirement and to create equal opportunities for women.

Australia’s gender audit served as a model for gender analysis of national and provincial budgets for many other countries later.

After the Beijing Conference in 1995, gender mainstreaming became an important aspect of public policy. International agencies like United Nation Development Fund for women, the Commonwealth Secretariat and the International Development Research Centre encourage government and non-Government organizations worldwide to go for gender audits.

Types of Audits:

Traditionally audit has been associated with financial accounting of an organisation. Later 'quality management audits' were introduced in companies to promote the improvement of company performance. Also 'social audits' were undertaken to monitor and verify organization's social and ethical performance. In the present time, 'gender audit' has become very important to monitor and verify the gender mainstreaming process and gaps in implementing gender equity in an organisation.

1.4 Objective of the Study

Gender audit is a very elaborate process. It includes combination of qualitative and quantitative data source and multiple indicators to analyze. Due to constraint of time and prevailing situation of covid, I will take a few aspects of gender audit for my study. I will look upon the gender representation in teaching staff of the organisation.

The objective of the study is to understand the gender pattern of the faculty members of different departments of Goa University in the last ten years at different grades. The conclusion drawn from my thesis will be discussed at the end of my project.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

To get a better insight on gender audit, a brief review of available studies and reports on gender audit of different organizations across the globe has been done. This section will contain important information about the journal articles, handbooks and reports referred to while writing the thesis. To understand the key conceptual frameworks of gender auditing techniques and its applicability, many manuals have been referred to.

This chapter also provides details of UGC report “SAKSHAM” regarding gender issues in university campus and how to make it more gender sensitive.

2.2 Women in Development

Gender equality was adopted as Human Rights by the UN in 1948 but still there is a wide gap in access to opportunities and decision -making power for men and women. Women face lots of discrimination in access to basic and higher education and job opportunities. Gender biases, stereotypes and social norms have hindered women to reach their full potential in economic development. Women and girls’ access to education contributes to economic empowerment which is key in realizing gender equality.

In the book, *Women’s Role in Economic Development* (1970) Ester Boserup, described gender ‘s relation to development leading to concept of Women in Development (WID). There have been many theoretical shifts from WID to Women and Development (WAD), then to Gender and Development (GAD) and finally to Gender Mainstreaming.

WID was institutionalized with the United Nation Decade for women in 1975-1985. WID emphasis on women’s productive roles and their integration in the economy to improve women status and eliminate women subordination. It was in line with demands of liberal feminist for equal opportunities for women and breaking the stereotypes. WID focused more on developmental approach rather than welfare approach for women and hence neglected the basic needs of women (Miller & Razavi, 1995).

The WAD approach is based on the perspective that women have always been part of the development process and the work they do inside and outside is important for maintenance of the workforce.

WAD emerged from neo-Marxist approach and focused on patriarchy and capitalism rather than issues of gender subordination (Rathgeber, 1990).

Rathgeber further outlines how GAD approach focuses on social relation of gender and looks holistically at social, economic, and political life to understand for social construction of gender and roles specific roles, expectation and responsibilities assigned to it. Breaking the boundaries of public and private spheres and linking the relation of production and reproduction, it identifies the reasons for the oppression of women. GAD approach demands affirmative actions and greater participation of states for better integration of women in the development process. Examining the challenges faced while implementing these approaches during the 1980s, Rathgeber states it ranges from social and cultural biases to lack of budget allocation.

The Beijing conference of 1995 is seen as a turning point in gender equality with adoption of Beijing Declaration and the Platform of Actions and roll out of the concept of Gender Mainstreaming. Based on gender analysis and incorporation of gender perspective in all projects, policies and programs, the conception of gender mainstreaming has been implemented by governments, international agencies, civil societies, and other institutions.

Assessing the progress of gender mainstreaming, Moser (2005), weighs up the stages from acceptance of the term gender equality and mainstreaming to putting gender mainstreaming in policy. The third stage is the implementation of mainstreaming in practice and the final stage is evaluation and gender audit of the same. Examining the equality and empowerment Moser, put it in the domain of different agencies and their attention towards issues and concerns of women in society. Addressing the issue of gender equality in different organizational procedures, necessitates a long-term gender transformative approach tackling in terms of culture, attitudes, goals, and procedures. The study acknowledges a strong relationship between gender empowerment and powers of decision- making and acceptances of women's opinion, idea.

Recognizing Gender Mainstreaming as two simultaneous strategies, Moser had discussed its two components. The first is integration of needs and experiences of both men and women in all processes and policies and second, adoption of some gender intervention with the aim of women empowerment.

Monitoring and evaluation are important indicators for success and failure of Gender Mainstreaming and at the same time, gender evaluation is not rigid but is continuously evolving (Moser, 2005b).

2.3 Gender Mainstreaming in Higher Education Institute

According to latest report, World Employment and Social Outlook-Trends (International World Organisation, 2020), female workforce participation was just 47 % while for male it is 74 %. The discrimination is not just in the access to employment but also in quality of job.

Even in countries like Latin America where the average level of education of women is far more than men, women earn less than men, around 17 % less per hour.

International Studies on Gender and Higher Education

Analyzing the relationship between gender inequality and higher education, (Jacobs, 1996) states three aspects of the educational system, firstly the access to higher education, second college experience and lastly the post collegiate outcomes. In the present time women are comparatively well in area of access, they are at disadvantageous in respect to the outcome of higher education.

Examining a comparative analysis of women's enrollment in higher education in different countries of the world reflects United States 's excels than most of the countries. In European countries like Portugal and France enrollment is as high as 61% and 55% respectively. In Asian countries like India and China, enrollment of women in colleges is around 33%. Gender disparity is also seen in enrollment based on expenditure of the courses.

Critically analyzing it reflects that the educational system also reproduces the gender inequality existing in society. Looking from an intersectionality perspective, higher education enrollment, experience and outcome is defined by gender, race, class, ethnic etc.

Jacobs further asserts that the men and women have different experience of college from perspective of field of study where in, there is underrepresentation of women in science and engineering attributing it to career orientation, parental influences, and precollege socialization.

Analyzing the reason for low women faculty in U.S Jacobs concludes it to be a small fraction of women with PhD degrees and women's representation in a limited number of fields. Women face many disadvantages in academic careers due to underrepresentation in higher ranks and status of institutions.

A study by (Maranto & Griffin, 2011) looks over 'chilly climate' (Sandler, 1986) for women faculty in academia described as exclusion, marginalization, and devaluation of women faculty. In academia a strong professional network is required for progression and creation of knowledge and women are at a disadvantage as most departments are male dominated and further due to gender stereotypes existing among men faculty,

women faculty are considered less favorable for network ties and collaborations. Through their study and findings, Maranto and Griffin recommend structural changes for better inclusion of women, formal mentoring programmes, creation of awareness among colleagues about informal exclusion through training programs and evaluation systems for every department for creation of a better cordial and inclusive environment for all.

Anticipating the backlash women may face due to increase in representation, study suggests gender equity in decision making and fairness in procedures as a solution to overcome the situation.

National Studies on Gender and Higher Education

An overview of gender and higher education specifically in India's context can be seen from study of (Chanana, 2003). Examining the gendered career pattern of Indian university through the lens of power relation and authority, it reflects that women faculty's contributions are degraded and seem as non-existent. Analyzing the barriers in progression of careers of women faculty members, from social and cultural perspective, it highlights marriages and domestic issues as reasons for career interruption. At organizational level women lack participation in informal social networking and lobbying, less publication seemed like reason for lagging in career growth.

Women representation in leadership roles and within various committees in university, a place important for power and status is very low. Even if few women hold these positions, they are titular in nature.

Though the organizational environment appears to be gender neutral, specific needs of women are not taken into consideration. Women have time constraints due to socially assigned gender roles and stereotypes. The additional burden of domestic and childcare responsibilities is completely ignored by academic institutions like scheduling meetings after office hours, childcare facilities etc. Organizational culture and the processes have differential gendered impact and adversely affect women representation and progression in higher education (Chanana, 2003).

A study on application of gender mainstreaming in curriculum transformation has been done by (Mosely, 2007). She states, there has been implementation gap in policies of mainstreaming at national and organizational level as these are developed internationally and there are variations in interpretation, resulting in uneven gender mainstreaming in different countries across world.

Access to education is seen in quantitative terms of number of enrollment while inclusion of interdisciplinary programmes like women studies and gender studies in university curriculum takes qualitative aspects into account. The knowledge domain of gender is often undervalued and belittled, rather

than assessing the theoretical knowledge of feminism, it is assumed that women are gender sensitive and knowledgeable on account of their lived experiences. This presumption can be completely wrong as in patriarchal society and with ingrained socialization, women often become carriers of patriarch's notions.

When mandatory knowledge of gender issues is added in curriculum, it helps in changing stereotypical attitudes of students. Subjects like literature and social sciences were considered contributive to Gender Mainstreaming. science subjects like physics and chemistry found it uncertain to add gender perspective in content of the subject.

However evident from the study, Gender Mainstreaming is boundless with its variety of content and can be integrated and introduced in all subjects.

Saksham Report by UGC

Report Saksham (UGC, 2013) states there are 42% women students in higher education in India in 2013 coming from diverse backgrounds. Intersectionality is an important aspect while assessing gender in combination with class, caste, religion, sexuality. Through the survey it came to highlight that most of the authorities in colleges and universities were in dissent and defensive over gender issues in their campus. The hegemony of masculinity is prevalent on campus.

The survey done through questionnaires; many institutes considered themselves as gender equal institutes as there have been no sexual harassment complaints. This shows ignorance towards the wider perspective of gender issues. Excessive monitoring and discriminatory rules for women students were evident in many institutes. This mechanism of protectionism sees gender equality as women's issues and restriction on women as a solution.

The 'chilly climate' was also evident and women faculty and non-teaching staff faced the issue of glass ceiling at every level of their careers. Few recommendations in reports were, to set a gender sensitive unit and programmes, guidelines for dealing with sexual harassment, making infrastructure gender sensitive, women studies centres and research and projects related to gender issues.

2.4 Gender Audit Techniques

Guidelines for gender audit techniques are presented in the works of (InterAction, 2010) and (International Labour Organisation, 2012). Gender audit is internal reflection of the organisation (InterAction, 2010). InterAction and ILO have introduced 'Participatory gender audit'. They prioritize organizational structure and culture in strengthening the goal to gender equality in design and delivery of gender-responsive projects and programs.

The Participatory gender audit developed by ILO outlines importance to “staffing, substance and structure” for gender mainstreaming. It has been widely used in ILO as well as various UN organizations. The accountability of organization can be effectively assessed through PG. Participatory gender audit is a self-assessment and, in this case, participants analyze their attitudes and behaviors which help them in improving towards the goal of gender equality.

InterAction’s framework, Gender Integration Framework, has four elements for gender integration,” political will, technical capacity, accountability and organizational culture. It has both internal and external dimensions. Internally it promotes gender integration within the organisation by promotion of policies and programmes, women in leadership roles. External it assesses how the projects and services of the organisation will benefit women in society outside the organization. Creating an environment of trust, engaging, and stimulating staff for active participation and communication is important for achieving the accurate gender audit report.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a very important part of a dissertation. The method selected for the research is based on the objective and aim of the study. The methods and techniques chosen to do the study plays a crucial role in getting reasonable and authentic results. There are various types of methods used for conducting research. It could be quantitative, qualitative, and mixed methods. For the purpose of gender audit of an organisation, an innovative technique of mixed methods is normally used. The quantitative methods use the gender disaggregated data which helps in effective analytical assessment of comparative representation and situation of men and women in an organisation.

The qualitative methods are based on participatory techniques which use interaction with the staff of the organisation by means of interviews, Focused Group Discussions, self -assessment questionnaires give more insight on the experience of men and women in organisation. It is a reflection of individual behaviors, beliefs and collectively the culture of the organisation.

This chapter will discuss the rationale for the research and design. The section will also contain the method adopted for collecting the data and finally the limitation of the dissertation.

3.2 Research Rationale and Design

Sustainable Development goals 5 and 8, emphasis on gender equality and inclusive economic growth respectively. Higher education institute is important in analyzing the equal accessibility of higher education and job opportunity outcomes. Gender mainstreaming in higher education can help in achieving gender equality in enrollment, recruitment, retainment, and promotion in universities.

This study focuses on analyses of trends of gender patterns in faculty members of Goa University for ten years. An in-depth study on representation of men and women faculty at different grades is done and a comparative study is made based on different fields of study within the university. Comparative study from different departments is also an important aspect of this research to understand gendered patterns based on subjects and streams. Traditionally there are certain fields of study dominated by men. This perspective has also been included in my study.

3.3 Collection of Data

Quantitative research method is used to conduct the thesis. The collection of data is from a secondary source. The source for the collection has been the annual reports of the university from Goa university website. Data has been collected for 10 years and has been segregated as per gender of the faculty members. The data has been collected from the year 2010-2020 for post- graduation courses in Goa University campus. The information was used to map the positions of men and women faculty members from different departments of the university. A detailed analysis of the same has been made using graphs and diagrams.

3.4 Limitation of the study

The study is based on quantitative data analysis. Due to time constraint and covid situation, data collection was a challenge. Availability of annual reports on university with details of faculty members has been taken as source of data collection. The experience and challenges of men and women faculty members has not been taken into consideration for the study. The thesis is analysis of numeric data which has been collected from the university website and has been segregated.

Gender is a broad spectrum. However, the study has focused only on two binary -men and women.

CHAPTER 4

ANALYSIS

4.1 Introduction

Goa university is a higher education institution in the state of Goa. It started its operations in 1985. After the liberation of Goa by India in 1961, Centre of Post-Graduate Instruction and Research (CPIR) was established in Panaji, Goa. It was established under the University of Mumbai. After the enactment of Goa University Act of 1984, Goa University took over the enhanced role of CPIR.

It is currently (2014–19) accredited by the National Assessment and Accreditation Council in India with a rating of A Grade. As per the National Institutional Ranking Framework (NIRF) of Ministry of Human Resource and Development, Government of India, the current ranking of the university is 81. The university has always been in the top 100 since 2016.

There have been almost 30 departments in the university offering post -graduation courses. In academic year 2019-20 there has been formation of schools with amalgamation of traditional departments.

There are over 2000 students enrolled for the postgraduate programme in university campus. As per university website, the percentage of women students is over 60 % and men students is almost 40%, taken into consideration, all the affiliated colleges also under Goa University.

As part of my study, I look at various dimensions to understand the gender representation of faculty members for period 10 years. The dimensions will include trends in faculty percentage in last 10 years, comparative study based on grade of faculty members, gender pattern in position of department head, comparative analysis based on different faculty and departments.

4.2 Trend in Faculty Percentage in Last 10 Years.

There has been an increase in total full- time faculty members from 114 in 2010-11 to 158 in 2019-20. The number of full-time faculty has remained almost constant from 2010-11 to 2018-19. There has been a significant increase of 49 permanent faculty members in the year 2019-20.

Examining the data for the last 10 years, there has been a remarkable increase in full time women faculty percentage from 28.95 % in 2010-11 to 48.10 % in the year 2019-20.

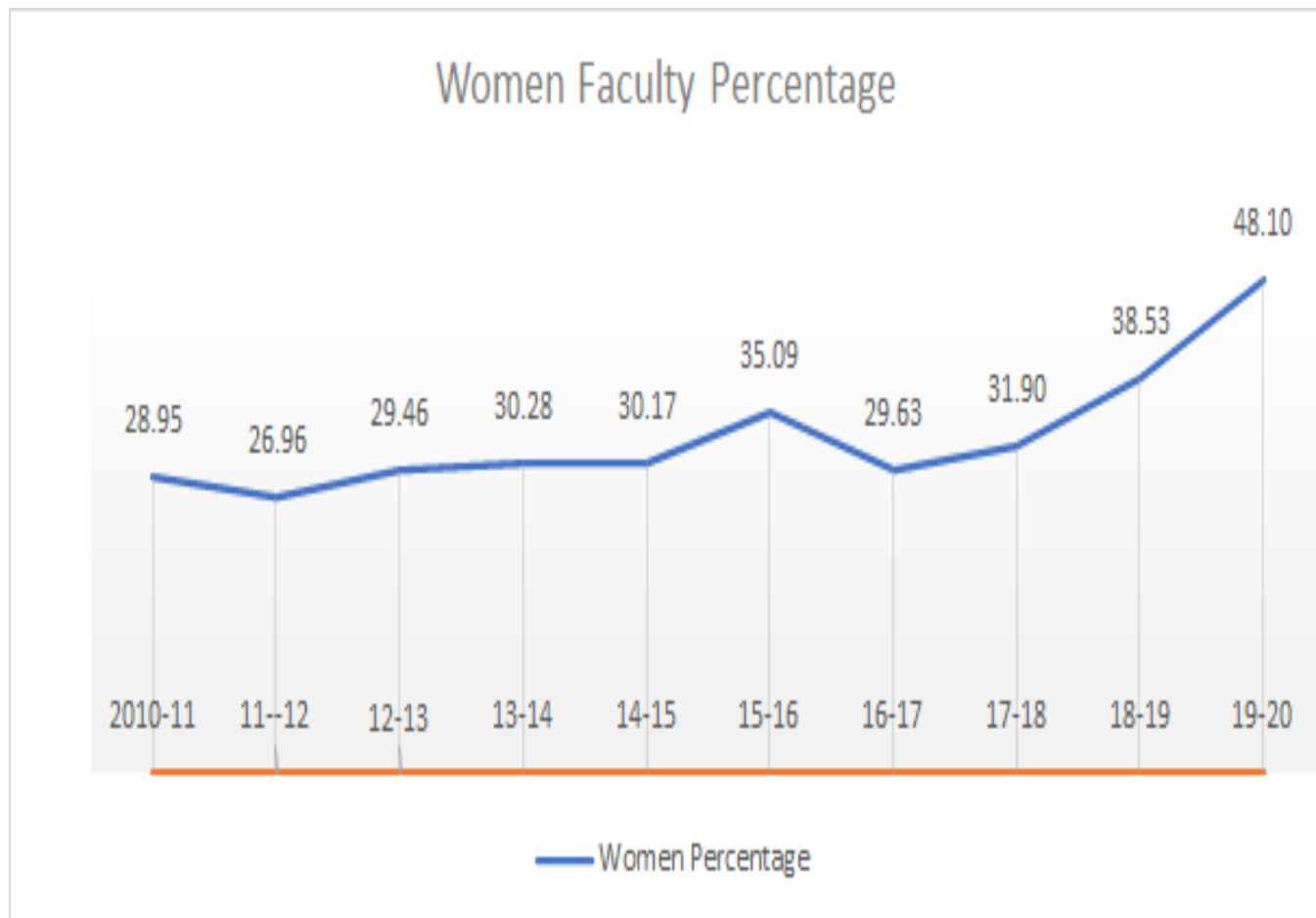


Figure 2: Percentage of Women faculty from 2010 -2020

(Author's calculation based on University data)

4.3 Comparative Study Based on Grade of Faculty Members

Further analysis of the data has been done specifically for 2010-2011 and 2019-20 taking into consideration the grade of faculty members.

The data reflects that in 2011, of the total men faculty 37% were in the grade of Professor, 42% as Associate professor and 21 % in the grade of Assistant Professor.

While for women faculty, only 9% of the women faculty were in the senior most grade of Professor. A significant percentage of women faculty members were in the position of Associate Professor and 21% were at Assistant professor grade which is almost at par with men faculty members.

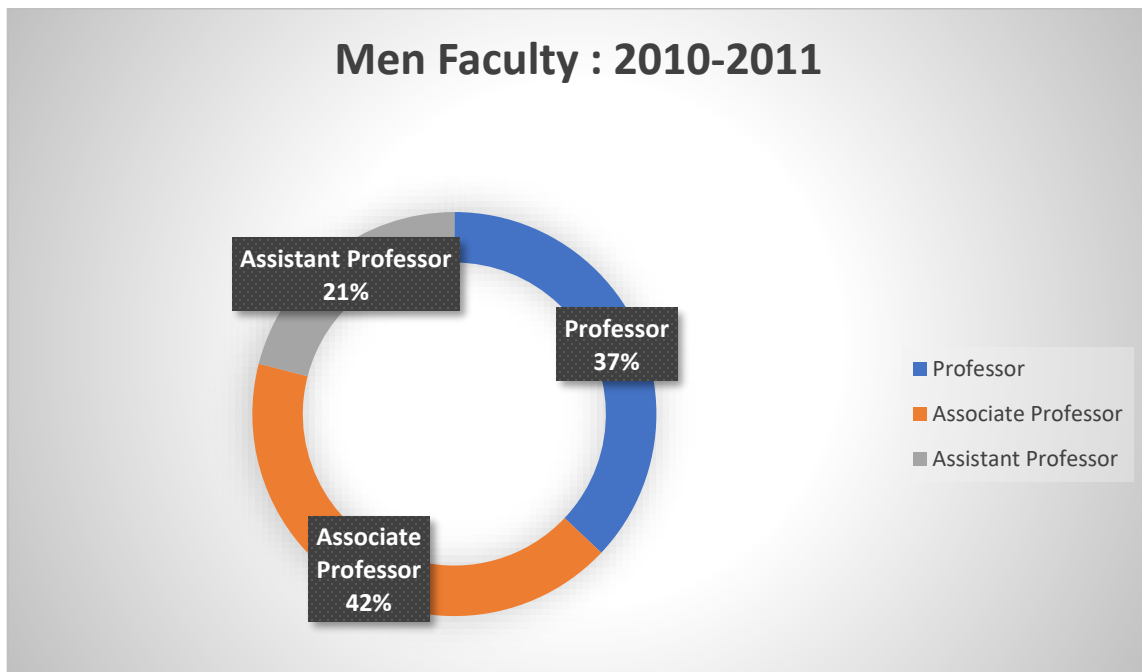


Figure 3: Grade-wise study of men faculty members for 2010-11

(Author's calculation based on University data)

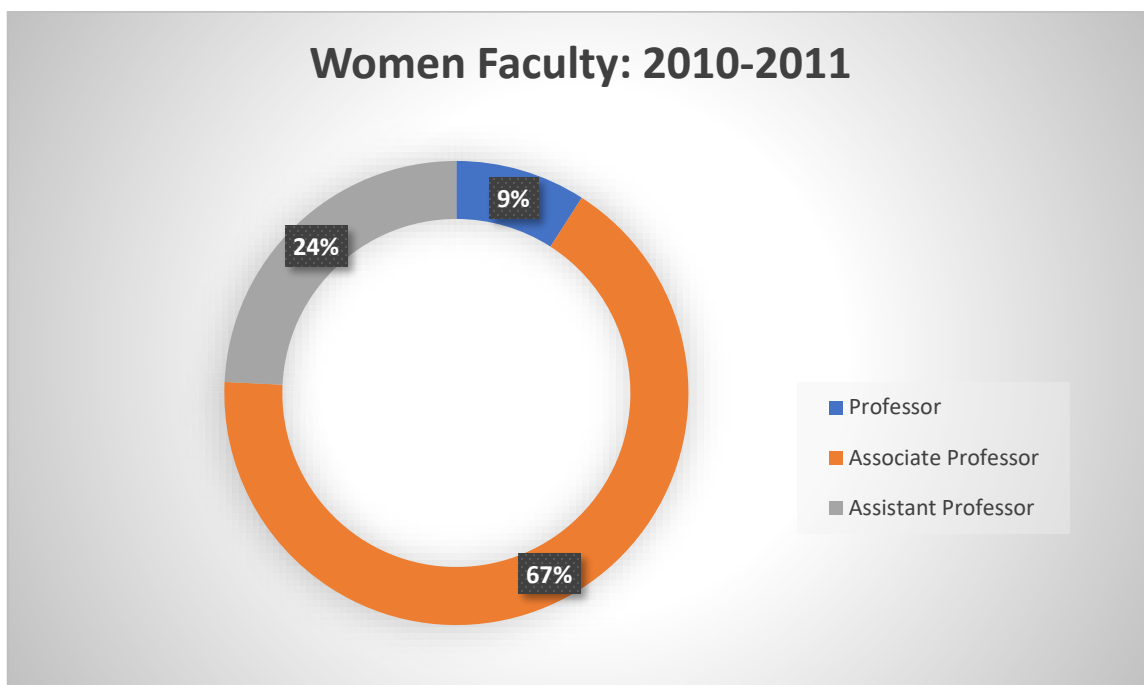


Figure 4: Grade- wise study of women faculty members for 2010-11

(Author's calculation based on University data)

A similar analysis for 2019-20 shows that men faculty at the grade of professor is 32%, 14% in the grade of Associate Professor and 54% in the grade of Assistant Professor.

For women faculty members, 11 % were in the grade of Professor, 5% in the grade of Associate Professor and 84% in the grade of Assistant Professor.

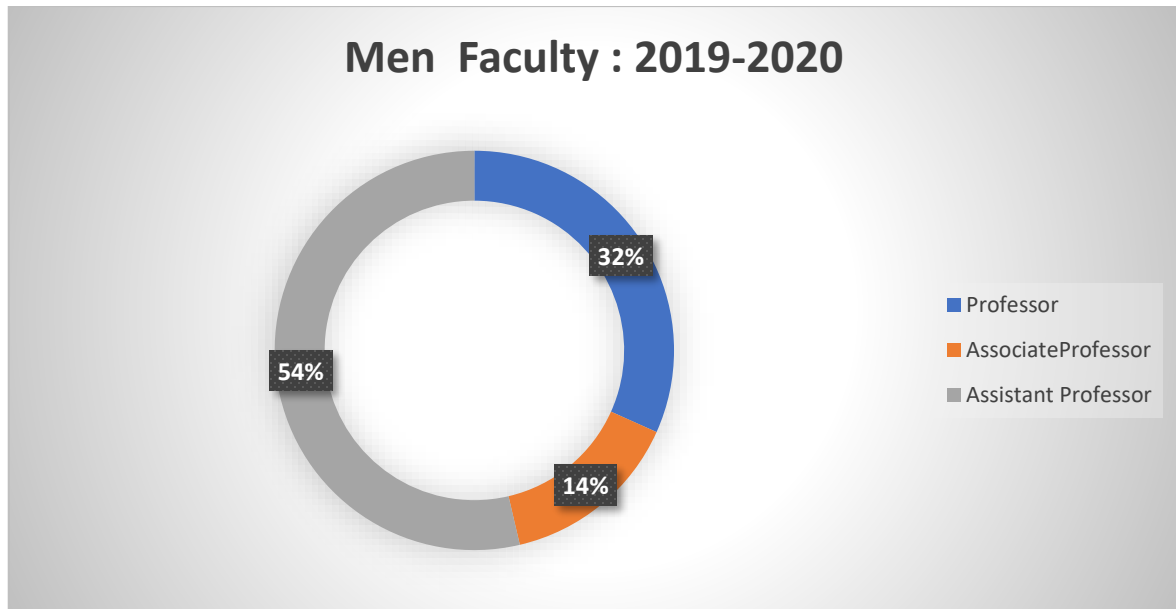


Figure 5: Grade-wise study of men faculty members 2019-20

(Author's calculation based on University data)

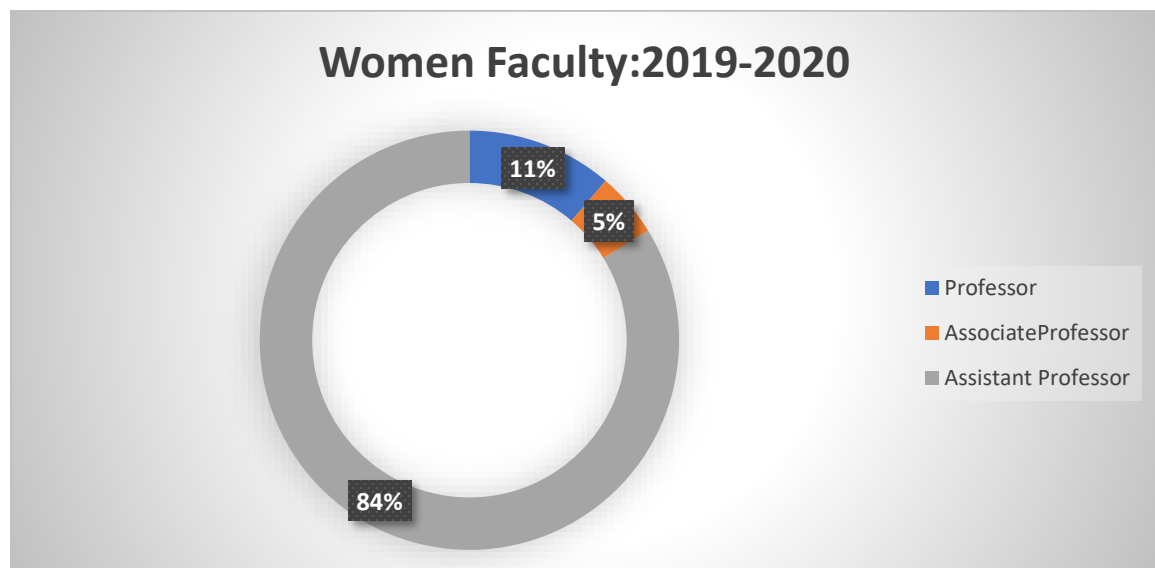


Figure 6: Grade -wise study of women faculty members 2019-20

(Author's calculation based on University data)

Outcome of the Analysis

- 1) Very few women faculty have reached the senior grade of Professor in their career.
- 2) A significant number of full-time women faculty have been recruited in the year 2019-20 in the grade of Assistant Professor. This further reflects –
 - a) Availability of highly qualified women candidates for the post of Assistant Professor
 - b) University willingness to recruit women candidates.

4.4 Analysis of Gender Pattern in Position of Department Head

There are almost 30 departments in the university, the exception is the year 2019-20 when many departments have been merged to form various schools.

The study shows that the highest representation of women faculty as Department head in the year 2017-18 with 44 %. In the year 2017-18 out of total 25 departments, 11 was headed by women. A significant rise in women representation as Department Head can be seen from 2016-17, however there is downfall in the year 2019-20. This year there are only 25 % women faculty as department heads.

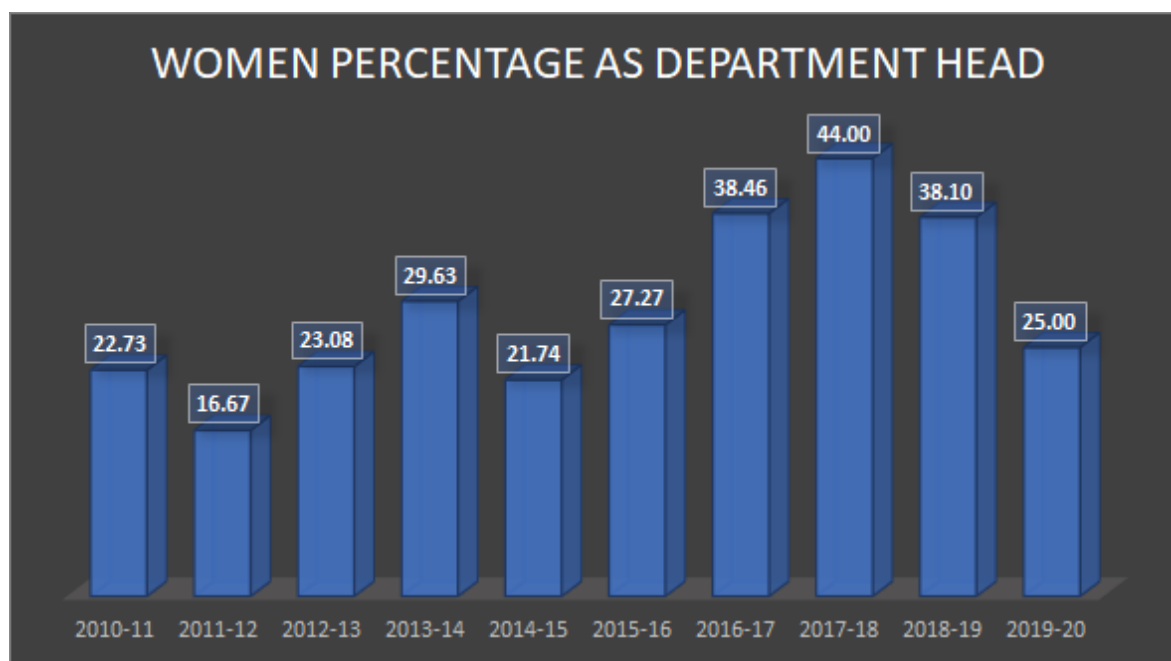


Figure 7: Women percentage as Department Head from year 2010-2019

(Author's calculation based on University data)

A separate analysis was made for the year 2019-20 as there has been some structural changes with amalgamation of departments to form schools.

Analysis-2019-2020

	Men	Women	Women Percentage
Dean	4	1	20%
Vice Dean	7	0	0%
Department Head	9	3	25%

Table 1: Gender representation in position of Dean, Vice Dean and Department Head for 2019-2020

(Author's calculation based on University data)

Out of five schools only one, Manohar Parrikar School of Law, Governance & Public Policy has a woman Dean. There has been no representation of women in the Vice Dean Position. The three department heads as women are in the Department of Marathi, Department of Portuguese & Lusophone Studies and Department of French and Francophone Studies. All the three departments belong to the Faculty of Language and Literature.

Outcome of the Analysis

1. During the study it was found that there are many departments which did not have women representation as department heads in the last 10 years.

The departments are Department of Zoology, Department of Earth Science, Department of Marine science, Department of Chemistry, Department of Mathematics, Department of Physics, Department of Electronics, Department of Political Science and Department of Sociology.

2. There is poor representation of women in the position of Dean, Vice Dean and Department in 2019-20. This may be attributed to seniority criteria.

3. Rotation of headship helps in better representation of women and gives an opportunity to undertake leadership roles.

4.5 Faculty/Department wise Comparative Analysis

A comparative study has been done for faculty wise representation for the year 2010-11 and 2018-19. There has been five faculty in the university namely Faculty of Literature and Language, Faculty of Social Science, Faculty of Natural Science, Faculty of Life Science and Environment and Faculty of Commerce and Management Studies.

The study shows poor representation of women in the Faculty of Natural Science and Faculty of Science and Environment. In 2011-12, there were 11% full- time women in the Faculty of Natural Science and 21% in the Faculty of Life Science. Natural Science includes departments like Mathematics, Physics, Chemistry etc. The Faculty of Science and Environment includes departments like Zoology, Botany, Biotechnology.

In 2018-19, there has been slight improvement. Women percentage in the Faculty of Natural Science was 23 % and in Life Science and Environment it was 37%.

Similar comparative study of the Faculty of Language and Literature reflects that women's representation has outnumbered men. In 2010-11 women percentage in the Faculty of Language and Literature was 55% and it has risen to 60 % in 2018-19.

The Faculty of Social Science has shown the most ideal representation of men and women which is 50 %. In 2010-11, the women representation was 41%.

In the faculty of Commerce and Management Studies, the representation of women was 40 % in 2010-11 and 45% in 2018-19.

The study also indicated that there had been no full -time women faculty at any grade in some of departments in the period from 2010-2019. These are Department of Mathematics, Zoology, Earth Science, Marine Science and Electronics.

There are certain departments where women have very less representation like the Department of Chemistry where out of 11 faculty members only single woman faculty.

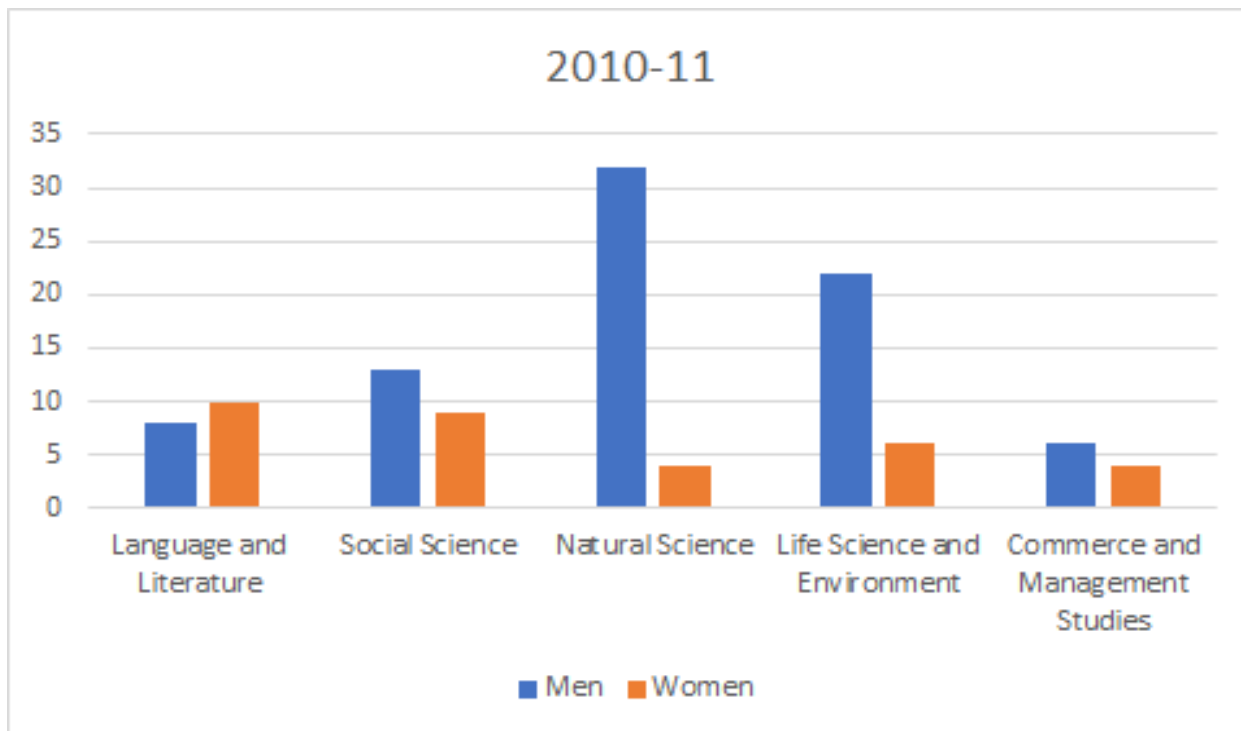


Figure 8: Faculty wise comparison for year 2010-2011

(Author's calculation based on University data)

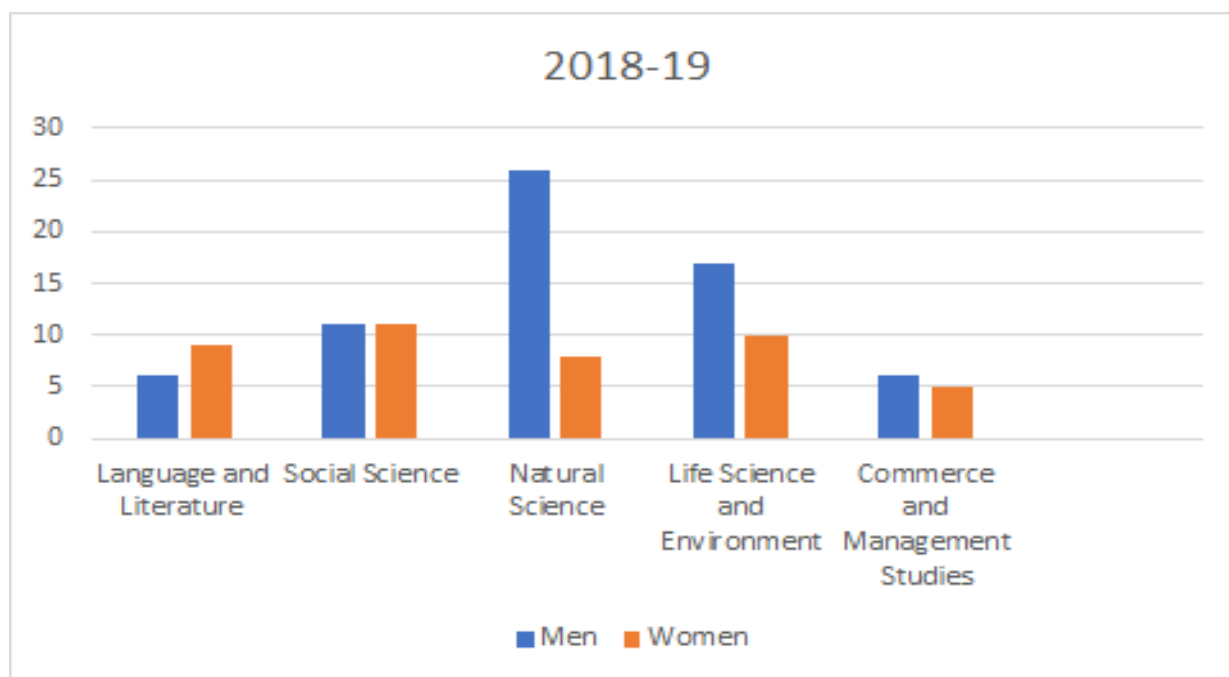


Figure 9: Faculty wise comparison for year 2018-2019

(Author's calculation based on University data)

Outcome of Analysis

1. In streams such as science and Mathematics, there is very less representation of women faculty while in social science and language they are almost in match with men faculty. This shows that there are certain streams like sciences and Mathematics that are still male-dominated and stereotypes and biases regarding subjects are also getting reflected in the University also.

2. Department of Mathematics, Zoology, Earth Science, Marine Science and Electronics which does not have a single women faculty is an area of concern.

4.6 Comparative Study of Contractual Faculty

Examining the ten years data of men and women faculty in contractual position shows more women than men are working as contractual Assistant Professor. Women faculty are 78% in the year 2014-15 which is highest among all the years. The only year when women were less than men in contractual position is in the year 2019-20.

There has been steep rise in contractual faculty after the year 2015-16 for both men and women. In 2015-16, there were 22 women faculty and 13 men faculty. In 2019-20, total contractual faculty member has declined. There are 9 faculty working in contractual position. Out of that 5 are men faculty and 4 are women faculty.

Outcome of the Study

1) The employee working at contractual position are paid less and does not avail the benefit and facilities which are enjoyed by employees at permanent positions. The university data reflects more women faculty at contractual position and hence more women faculty face issue of wage gap and are at disadvantage than the men faculty.

2) The reduction of employees at contractual position in 2019-2020 and increase in employee recruitment as full-time faculty is a welcome move by university.

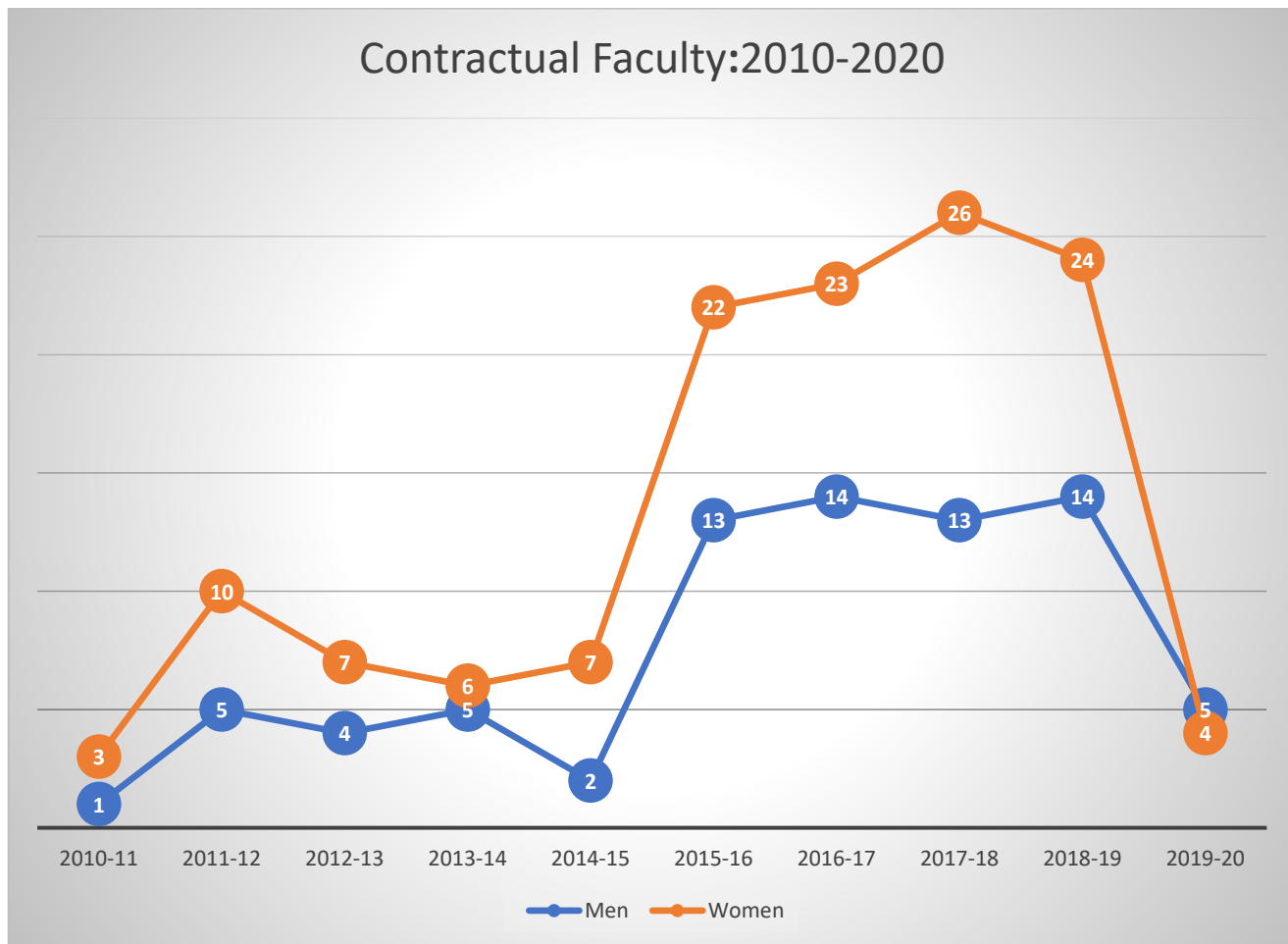


Figure 10: Comparative study of contractual faculty from year 2010-2020

(Author's calculation based on University data)

CONCLUSION

Diversity and inclusiveness in higher educational institutes helps in equal education accessibility and job opportunity. This gives space to wide range of perspectives, experiences, and voices.

The study of the pattern of representation of faculty members of Goa University from a gender lens reflects many positive aspects. Analysis of the trend of faculty representation for ten years has shown lots of improvement in women representation over years. However still there is less representation of women faculty in senior grade position. In recent times, the women faculty representation in university has reached 48 % which is remarkable, but the most of women faculty are in Assistant Professor position. In senior position of Associate Professor and Professor their representation is as low as 5% and 11% respectively.

Historically women have faced many cultural barriers and biases as well as stereotypes in STEM fields, which has been considered as a male discipline. In Goa university also, such gender gap is seen. While there is over representation of women faculty in Social Science and Language & Literature disciplines, there is under-representation in Natural Science and Life Science disciplines. The departments like Mathematics, Electronics, Marine Science, Earth Science which doesn't have a single women faculty since last ten years is an area of concern.

Equal representation on men and women in decision making position is very important aspects of gender mainstreaming. There has been poor representation of women in position of Department Head in all the years from 2010 to 2020 except 2017-18 where it has reached 44%. In current situation, there has been many structural changes in Goa university which resulted in amalgamation of many departments and creation of new schools. There is very poor representation of women in position of Dean, Vice Dean of schools and also women as Department Head. Out of 7 position of Vice Dean, there is no women representative in these positions. Similarly, out of 5 position of Dean, only one woman is there in position of Dean in Manohar Parrikar School of Law, Governance and Public Policy. Out of total 12 Department heads, only 3 departments are headed by women which accounts for just 25% of total representation.

The over representation of women in contractual position is area of concern as being in contractual position as they are paid less and are devoid of many benefits. This sometime discourages women in pursuing their career further. In Goa university after a rise in total number of employees in contractual position in 2014-15, there is decline in 2019-20, which is a good indicator

Way Forward

Goa University has 60% representation of women students which outnumber men students. However, the institute is still lacking as an equal opportunity employer. A more inclusive policy is needed to fill the gender gap in faculty positions and career progression of women faculty.

Affirmative actions must be taken to overcome the gender gap in departments which have been traditionally men-dominated. Gender diversity in university enriches the educational experience. It will help in breaking many stereotypes and biases that exist in our society. Presence of women faculty in men-dominated fields can be a source of encouragement for many girl students to take up the course.

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APPENDIX

1. Trend in Permanent Faculty Position from 2010-2020

Year	Men	Women	Women Percentage
2010-11	81	33	28.95
2011-12	84	31	26.96
2012-13	79	33	29.46
2013-14	76	33	30.28
2014-15	81	35	30.17
2015-16	74	40	35.09
2016-17	76	32	29.63
2017-18	79	37	31.90
2018-19	67	42	38.53
2019-20	82	76	48.10

2 Grade wise data of men faculty for 2010-2011

2010-2011	
Grade	Men Faculty
Professor	30
Associate Professor	34
Assistant Professor	17

3 Grade wise data of men faculty for 2019-2020

2019-2020	
Grade	Men Faculty
Professor	26
Associate Professor	12
Assistant Professor	44

4 Grade wise data of women faculty for 2010-2011

2010-11	
Grade	Women Faculty
Professor	3
Associate Professor	22
Assistant Professor	8

5 Grade wise data of women faculty for 2019-2020

2019-20	
Grade	Women Faculty
Professor	9
Associate Professor	4
Assistant Professor	67

6 Percentage of women in position of Department Head from 2010-2020

Year	Men	Women	Women Percentage
2010-11	17	5	22.73
2011-12	20	4	16.67
2012-13	20	6	23.08
2013-14	19	8	29.63
2014-15	18	5	21.74
2015-16	16	6	27.27
2016-17	16	10	38.46
2017-18	14	11	44.00
2018-19	13	8	38.10
2019-20	9	3	25.00

7.Faculty -wise/Department Percentage of Women Faculty for 2010-2011

Faculty/Department	Men	Women	Women %
Language and Literature	8	10	55.56
Social Science	13	9	40.91
Natural Science	32	4	11.11
Life Science and Environment	22	6	21.43
Commerce and Management Studies	6	4	40.00

8.Faculty -wise /Department Percentage of Women Faculty for 2018-2019

Faculty /Department	Men	Women	Women %
Language and Literature	6	9	60
Social Science	11	11	50
Natural Science	26	8	23.53
Life Science and Environment	17	10	37.04
Commerce and Management Studies	6	5	45.45

9.Faculty representation on bases of Contractual Position from 2010-2020

Year	Men	Women	% of women Faculty
2010-11	1	3	75
2011-12	5	10	67
2012-13	4	7	64
2013-14	5	6	55
2014-15	2	7	78
2015-16	13	22	63
2016-17	14	23	62
2017-18	13	26	67
2018-19	14	24	63
2019-20	5	4	44

Note: Source of Data is Goa University website

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