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Gender Audit Report

(Academic Year 2024-25)

Internal Quality Assurance Cell (IQAC)

Introduction:

The Gender Audit Report for the academic year 2024-25 at SR University provides an in-depth analysis of the gender distribution across various Undergraduate (UG) and Postgraduate (PG) programs, as well as the faculty composition. This audit aims to assess the progress made in promoting gender equity within the institution and to identify areas where gender disparities persist. The report evaluates gender representation in student admissions and faculty positions, particularly in traditionally male-dominated fields such as engineering and technology. A comprehensive survey was conducted to gather student perceptions on gender sensitivity and equity, focusing on leadership opportunities, safety, and the inclusivity of university programs. The findings of the report highlight areas where SR University has made strides in gender inclusion and offer recommendations for fostering a more gender-balanced and inclusive environment. This report is part of the university's broader commitment to creating a campus where equal opportunities are available to all, irrespective of gender.

Gender Distribution Analysis:

This report provides a detailed analysis of the gender distribution in admissions to various Undergraduate (UG) and Postgraduate (PG) programs at SR University for the academic year 2024-25. The analysis is based on the number of male and female students admitted to each program, with a focus on identifying trends and areas of gender imbalance.

Undergraduate Programs (UG): The gender distribution across various UG programs reveals significant variation between male and female students, indicating areas where gender equity efforts need to be enhanced:

Table: Number of students admitted into various UG programs

Program	Number of Students Admitted		
	Male	Female	Total
B.Sc (Hons.) Agriculture	29	51	80
B.Tech (CE)	138	50	188
B.Tech (CSE)	478	267	745
B.Tech (CSE-AI&ML)	130	61	191
B.Tech (CSE-CS)	22	10	32
B.Tech (CSE-DS)	33	28	61
B.Tech (ECE)	196	104	300
B.Tech (ECE-AIML)	24	6	30
B.Tech (EEE)	119	45	164
B.Tech (ME)	92	5	97
BBA	43	17	60
BCA	11	19	30

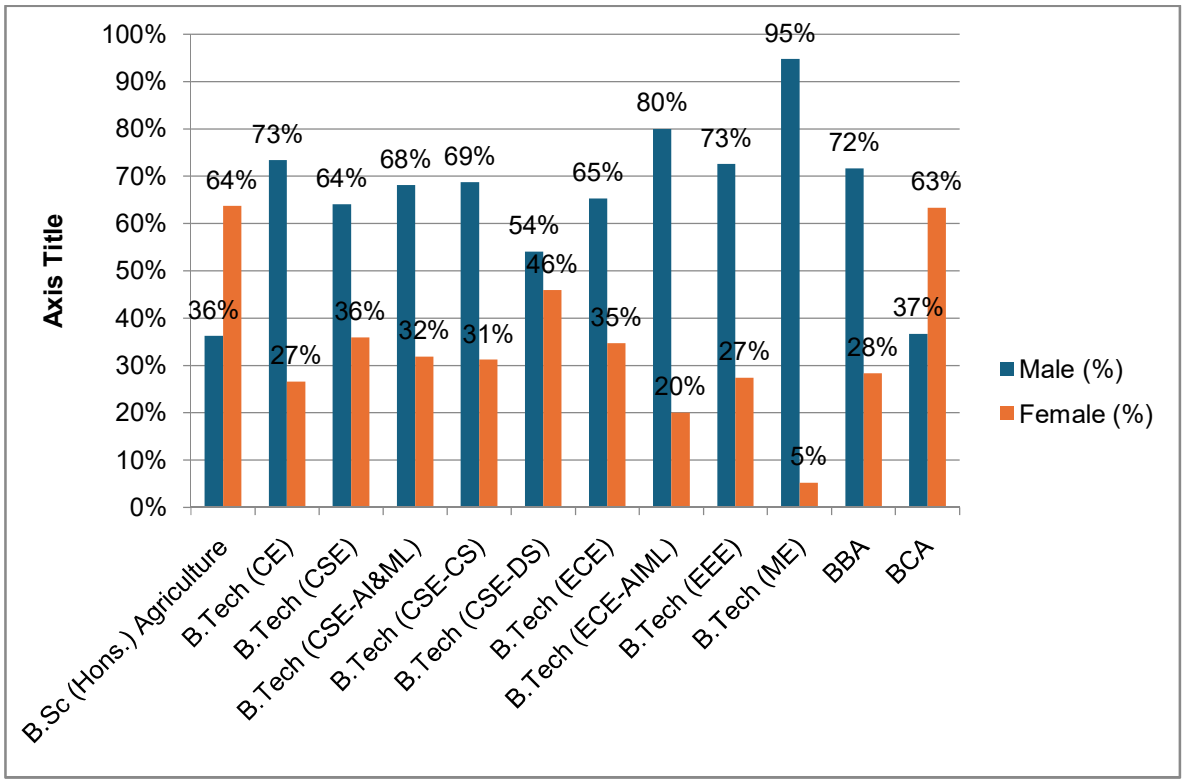


Figure: Gender Analysis of Students Admitted into Various UG Academic Programs

The gender analysis of student admissions across various programs reveals a significant skew toward male students, with 1,315 males (66.5%) and 663 females (33.5%) out of a total of 1,978 admitted students. Most engineering programs are male-dominated, particularly B.Tech in Mechanical Engineering (ME), where 94.8% of students are male, and B.Tech in Electrical and Electronics Engineering (EEE), where 72.6% are male. Similarly, Civil Engineering (CE) and traditional Computer Science Engineering (CSE) branches also show higher male participation.

However, some specializations under Computer Science show a more balanced distribution. For instance, B.Tech in CSE–Data Science (DS) has 45.9% female students, and B.Tech in Electronics and Communication Engineering (ECE) includes 104 female students—one of the highest female counts in a core engineering stream. Interestingly, non-engineering programs like B.Sc. (Hons.) Agriculture and BCA stand out with a female-majority intake. In B.Sc. Agriculture, 63.75% of the students are female, and in BCA, females comprise 63.3% of the admitted students.

Overall, while technical programs still reflect a gender gap favoring males, there is a noticeable increase in female participation in interdisciplinary and applied computing domains like CSE-DS, and in non-engineering programs, indicating gradual progress toward gender balance in higher education.

PG Programs:

Table: Number of students admitted into various PG programs

Program	Number of Students Admitted		
	Male	Female	Total
M.Tech (AMS)	3	2	5
M.Tech (CSE)	12	13	25
M.Tech (CTM)	8	2	10
M.Tech (EDT)	2	5	7
M.Tech (ES)	5	13	18
M.Tech (PE)	6	6	12
MBA	68	52	120
MCA	8	13	21

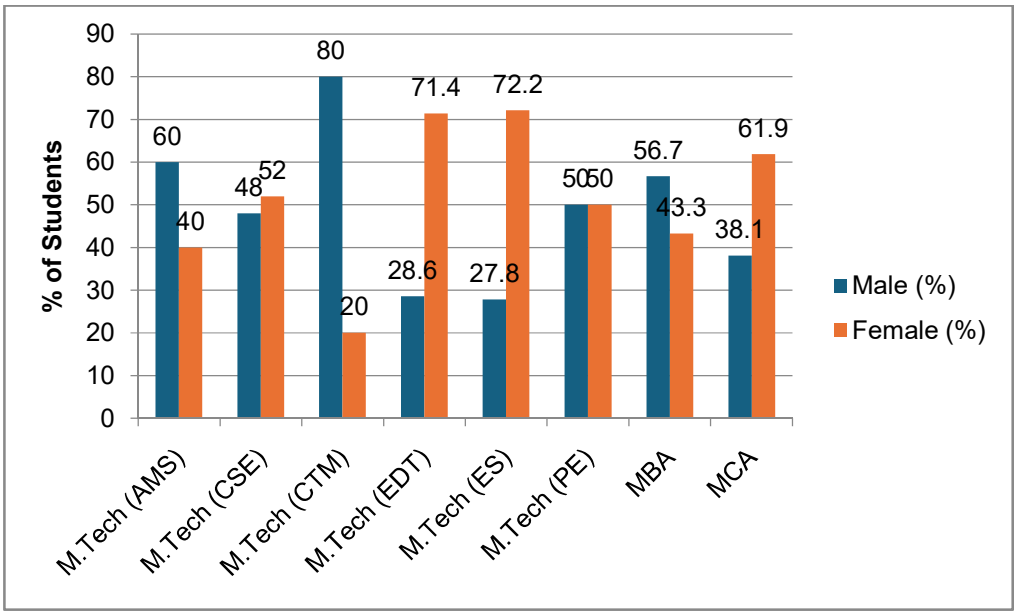


Figure: Gender Analysis of Students Admitted into Various PG Academic Programs

The gender distribution in postgraduate (PG) programs reflects a more balanced trend compared to undergraduate admissions. Out of a total of 218 admitted PG students, 112 are male (51.4%) and 106 are female (48.6%), indicating near gender parity.

In the M.Tech programs, some specializations have a higher female representation. For example, M.Tech in Environmental Science (ES) has 72.2% female students (13 out of 18), and M.Tech in Electronics Design Technology (EDT) also sees a female majority with 5 out of 7 students. M.Tech in Computer Science Engineering (CSE) is evenly split with 13 females and 12 males. Similarly, M.Tech in Power Electronics (PE) shows perfect gender balance with 6 males and 6 females.

MBA admissions are skewed slightly towards males, with 68 male and 52 female students (56.7% and 43.3%, respectively). Interestingly, in the MCA program, female students outnumber males, with 13 females and 8 males, marking a 61.9% female share.

This analysis indicates a positive trend toward gender inclusivity in PG programs, particularly in interdisciplinary and science-focused M.Tech branches, as well as in MCA. The overall near-equal gender ratio is a healthy sign for postgraduate education diversity.

Recommendations for Undergraduate (UG) Programs

1. **Encourage Female Enrollment in Engineering Programs:**

   Programs like B.Tech (ME)andB.Tech (CE) have notably low female representation (5.2% and 26.6% respectively). Awareness drives and targeted scholarships for girls in STEM (Science, Technology, Engineering, Mathematics) fields can help improve participation.

2. **Promote Role Models & Mentorship:**

   Highlight success stories of female alumni in technical fields and introduce peer and professional mentoring for women students in engineering disciplines.

3. **Expand Gender-Sensitive Infrastructure:**

   Improve on-campus facilities (e.g., restrooms, lounges, safety measures) to make the learning environment more inclusive and comfortable for female students.

4. **Strengthen Admission Outreach:**

   Conduct outreach programs in rural and semi-urban schools to promote courses with low female enrollment, including ECE**,** EEE, and ME branches.

5. **Enhance Diversity in High Enrollment Programs:**

   While B.Tech (CSE) and CSE-AI&ML have the highest enrollment, male students still dominate. Gender-balanced admission goals can be set for such branches.

Recommendations for Postgraduate (PG) Programs

1. **Leverage Positive Trends in Certain Programs:**

   Programs like M.Tech (CSE) and M.Tech (ES) have higher or balanced female enrollment. These can serve as models to replicate success strategies across other PG programs.

2. **Address Gender Imbalance in Technical M.Tech Streams:**

Courses like M.Tech (CTM) (80% male) and M.Tech (PE) (50-50 but small batch size) need specific interventions such as targeted awareness and financial aid schemes for female aspirants.

3. **Promote PG Education Among Women Graduates:**

   Many female UG students may opt out of PG studies due to financial or societal reasons. Providing scholarships, flexible class schedules, and family-support policies may encourage continued education.

4. **Support for MCA and MBA Women Students:**

   MCA has a higher female percentage (61.9%) while MBA maintains good balance. Offering leadership development programs and placement support tailored for women can strengthen post-PG career paths.

5. **Collaborate with Industry and Alumni:**

   Industry mentorships and alumni talks can help demystify technical PG programs and promote confidence among women to pursue advanced studies.

Analysis of Faculty Gender Distribution Across Academic Programs

The analysis of faculty gender distribution across academic programs at SR University aims to assess the representation of male and female faculty members within various departments. This evaluation is crucial for understanding the current state of gender equity in faculty roles, particularly in terms of leadership positions, teaching responsibilities, and involvement in academic decision-making. By examining gender distribution across different programs, this analysis seeks to identify areas where gender disparities may exist and provide insights into how the university can further promote gender inclusivity within its faculty. This initiative aligns with SR University's broader commitment to fostering a diverse and equitable academic environment for both staff and students.

Table: Number of faculty across academic programs

Branch	Female	Male
CE	6	17
EEE	4	15
ME	2	21
ECE	11	35
CSE	21	105
AGRI	11	19
MATHS	8	17
PHYS	2	10
CHEMISTRY	1	3

English	9	9
Others	0	6
SOB	7	25
Total	82	282

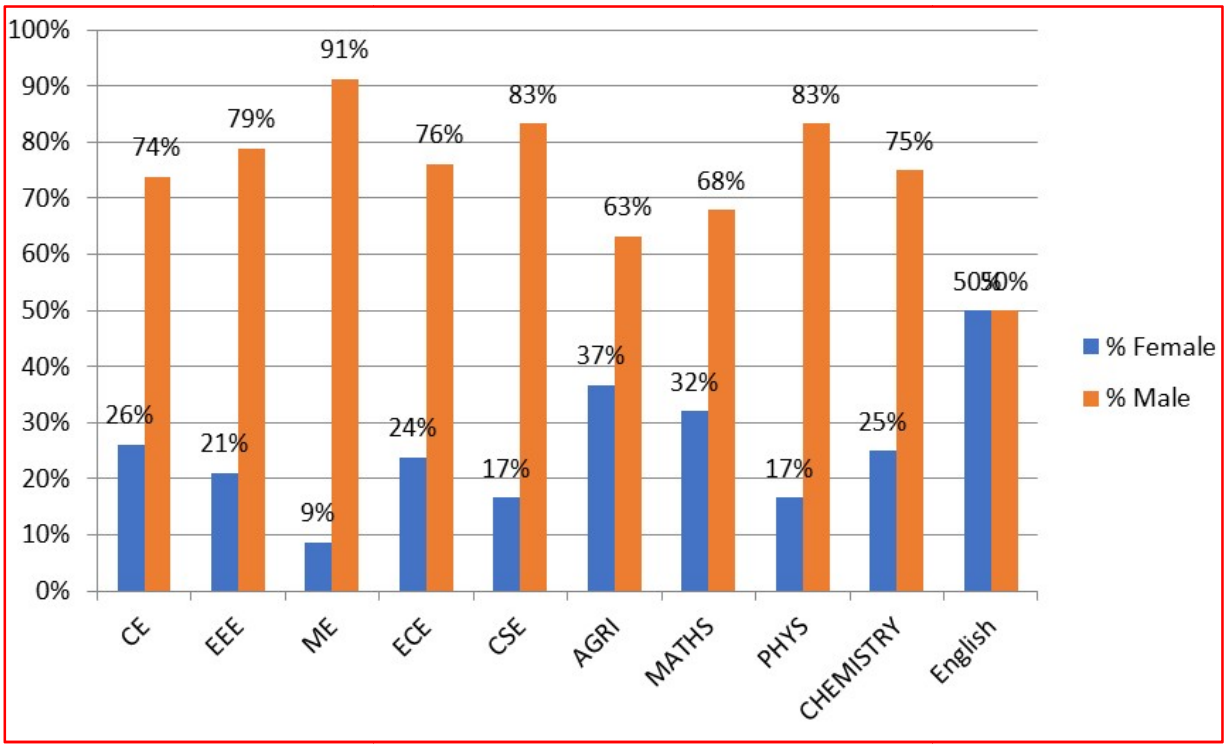


Figure: Gender Analysis of Faculty Working in Various Academic Programs

Key Observations:

The faculty gender audit across various departments reveals a noticeable imbalance in gender representation, with male faculty members outnumbering female faculty in nearly all disciplines. Out of the data provided, the total male faculty count is 257, while the female count is 76, indicating that only about 22.8% of the faculty are women. This imbalance is particularly pronounced in technical branches.

In Computer Science and Engineering (CSE), although it has the highest number of female faculty (21), this is still significantly low when compared to its 105 male faculty members, resulting in a male-to-female ratio of 5:1. Similarly, Mechanical Engineering (ME) and Electronics and Communication Engineering (ECE) show poor female representation, with ME having only 2 female faculty members compared to 21 males, and ECE having 11 females versus 35 males. Civil Engineering (CE) and Electrical and Electronics Engineering (EEE) also demonstrate gender gaps with only 6 and 4 female faculty respectively.

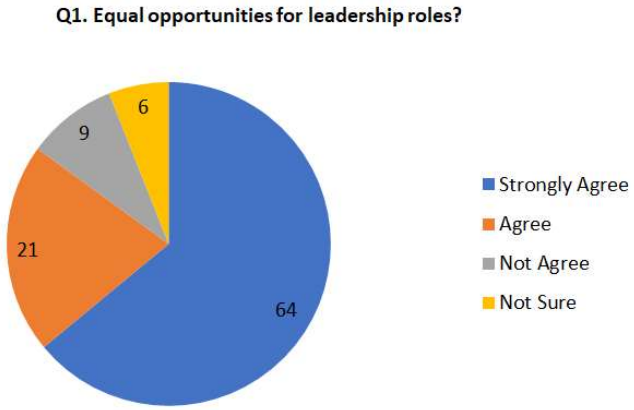
Contrastingly, the English department shows complete gender parity with 9 male and 9 female faculty members, which stands as a positive example. Agriculture and Mathematics departments also have relatively better gender balance, although males still slightly outnumber females.

To address these disparities, the institution should consider proactive recruitment policies that encourage hiring more qualified female faculty members, especially in engineering and science departments. Promoting an inclusive work environment with mentorship programs, leadership training, and flexible work policies can help retain and empower existing female faculty. Outreach through women-centric professional networks and participation in women-in-STEM forums may also attract more women candidates. Additionally, highlighting gender diversity as a strategic priority in institutional policies can signal a strong commitment to equality and help foster a more balanced academic environment.

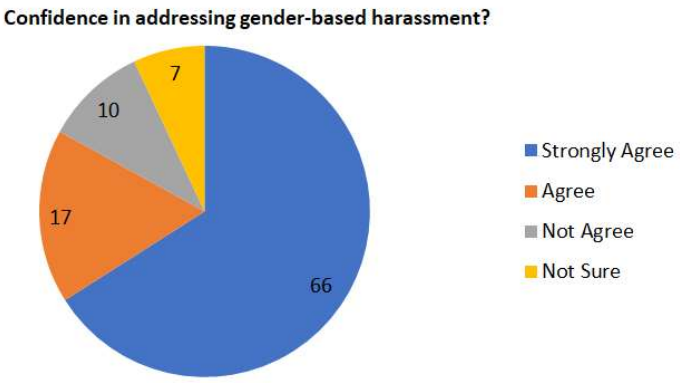
Survey Questions and Responses

1. Do you feel that male and female students receive equal opportunities for leadership roles (e.g., club presidents, student representatives) on campus?

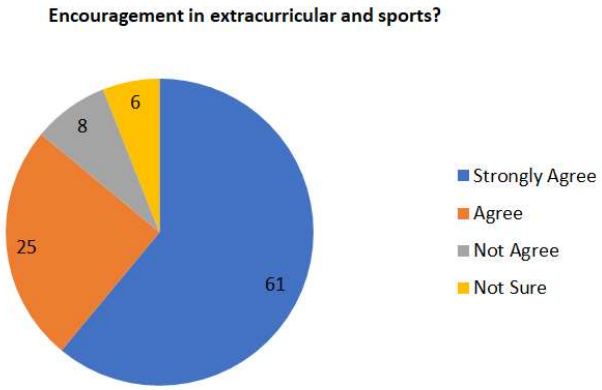
   Response:



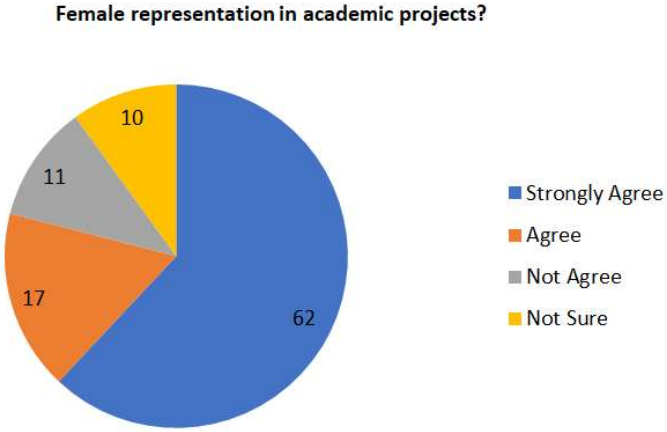
2. How confident are you that the university effectively addresses gender-based harassment or discrimination reported by students?



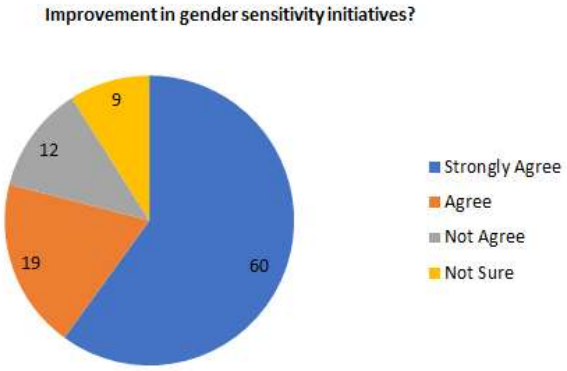
3. Do you believe that both male and female students are equally encouraged to participate in extracurricular activities and sports?



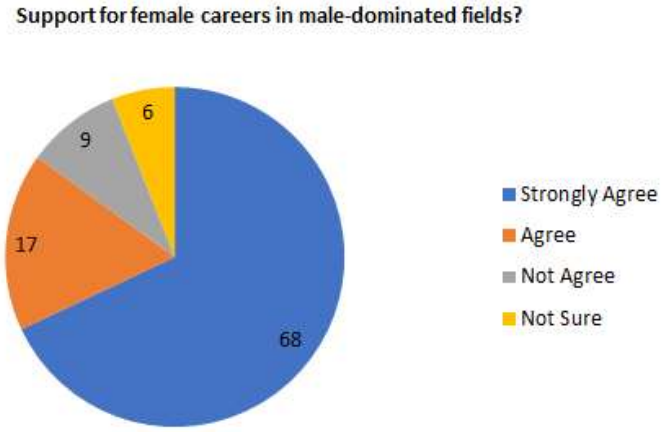
4. Do you feel there is adequate representation of female students in academic projects or research groups at the university?



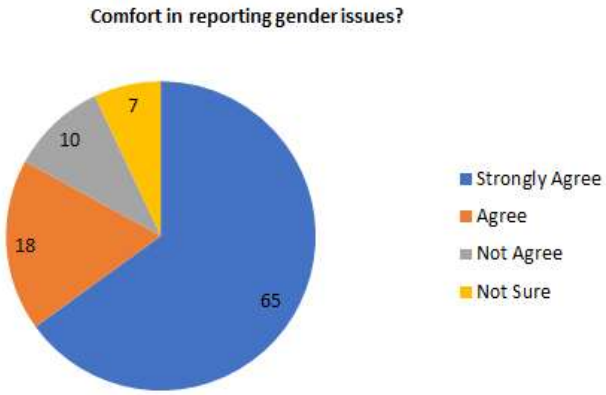
5. Have you noticed any improvements in gender sensitivity or equity initiatives (e.g., workshops, events) at SR University over the past year?



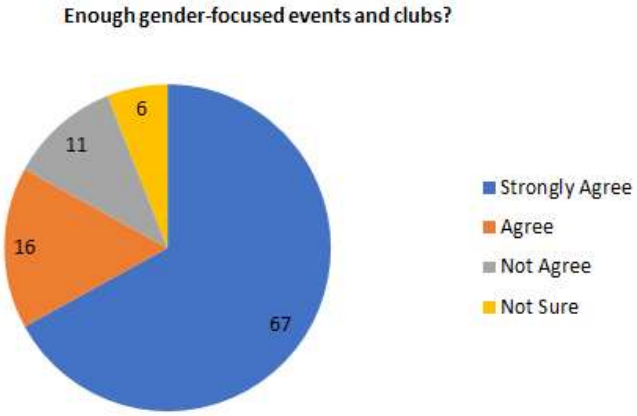
6. Do you feel that female students are provided with adequate support and encouragement to pursue careers in traditionally male-dominated fields (e.g., engineering, and IT)?



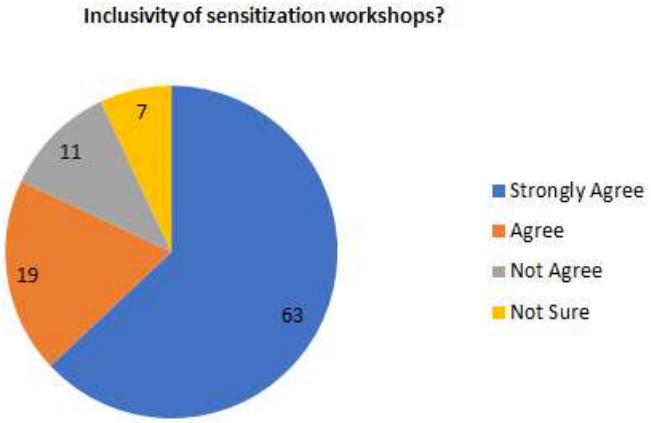
7. How comfortable are you reporting gender-based issues or discrimination to the relevant university authorities?



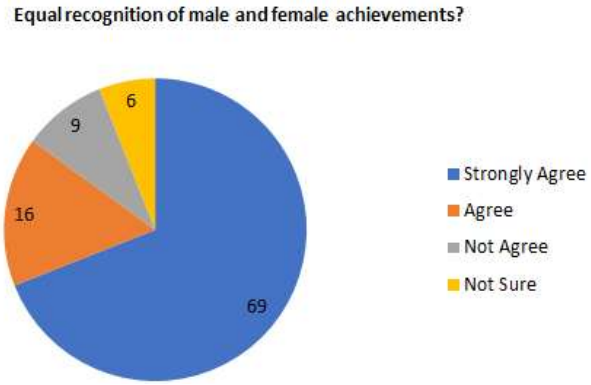
8. Do you think that there are enough gender-focused events or student clubs promoting female participation in various events and leadership roles?



9. How would you rate the inclusivity of gender sensitization workshops or training programs at the university?



10. Do you feel that male and female students are equally recognized and rewarded for their achievements in academic and co-curricular activities?



Observations on responses:

Equal Opportunities for Leadership Roles (Q1):

A strong majority of students (64%) strongly agree and 21% agree that both male and female students receive equal opportunities in leadership positions. However, around 15% (9% not agree, 6% not sure) believe disparities still exist, indicating some scope for improvement in inclusivity across all student-led roles.

Confidence in Addressing Gender-based Harassment (Q2):

66% of students strongly agree and 17% agree that SR University effectively addresses gender-based harassment, showing high overall confidence. Yet, 17% of students (10% not agree, 7% not sure) highlight the need to strengthen communication and trust in grievance redressal mechanisms.

Encouragement in Extracurricular Activities (Q3):

A combined 86% (61% strongly agree and 25% agree) feel that both genders are equally encouraged to participate in extracurriculars and sports. Nonetheless, 14% of respondents express reservations, suggesting further promotion and outreach could enhance inclusivity.

Representation in Academic Projects (Q4):

While 79% of students (62% strongly agree, 17% agree) believe female students are fairly represented in academic research and projects, nearly 21% (11% not agree, 10% not sure) feel otherwise. This reflects a moderate gender gap that may be addressed through active mentorship and inclusive project practices.

Improvement in Gender Sensitivity Initiatives (Q5):

60% of students strongly agree and 19% agree that there have been visible improvements in gender sensitivity programs. However, nearly 21% of students are either unsure or do not agree, suggesting the need for broader awareness and participation in such initiatives.

Support in Male-dominated Fields (Q6):

A notable 68% of respondents strongly agree that the university supports female students in traditionally male-dominated fields, with another 17% agreeing. However, 15% remain unconvinced or unaware, which implies a need for enhanced visibility of support programs and role models in these areas.

Comfort in Reporting Gender Issues (Q7):

83% of students (65% strongly agree, 18% agree) feel comfortable reporting gender-related concerns, which is promising. Still, 17% of students report discomfort or uncertainty, indicating a need for more accessible and trusted reporting platforms.

Gender-focused Events and Clubs (Q8):

83% (67% strongly agree, 16% agree) believe that the university hosts sufficient gender-focused events and clubs. However, 17% see room for more inclusive and frequent engagement opportunities promoting female participation and leadership.

Inclusivity of Gender Sensitization Workshops (Q9):

82% of students (63% strongly agree, 19% agree) feel the workshops are inclusive, but 18% still find them lacking in reach or depth. More interactive and diversified sensitization efforts could help bridge this gap.

Recognition for Academic and Co-curricular Achievements (Q10):

The majority (69% strongly agree, 16% agree) feel gender equality is maintained in recognizing student achievements. However, the 15% who disagree or are unsure suggest that continued vigilance and transparency in evaluation processes are necessary.

Conclusion

SR University demonstrates a commendable commitment to gender inclusivity across its academic and campus environment. However, there remains room for structured improvement through deliberate initiatives, enhanced faculty diversity, and ongoing sensitization programs. These efforts will help in creating a more balanced, inclusive, and equitable academic ecosystem that empowers all genders equally.