17.2.5_Progress against SDG5

Gender Equity Policy		
POL #: QA-ADM-27		Version No: 2.0
Date of Approval: 19-03-2022		Review Date: 18-03-2023

SR University (SRU) is committed to promoting gender equality and fostering an inclusive academic and workplace environment in alignment with the National Educational Policy (NEP) 2020, the Sustainable Development Goals (SDGs), and international standards on gender equity. This policy encompasses a comprehensive framework to ensure equitable access and participation for women and gender-diverse individuals, along with the prevention of discrimination.

Objective

The policy aims to ensure equitable access, participation, and opportunities for all genders by fostering a safe, inclusive, and discrimination-free academic environment. It seeks to eliminate gender-based biases, and promote diversity. This policy underpins the university's commitment to fairness, respect, and empowerment for all individuals.

1. Women Applications and Entry

Access and Participation Plan
SRU adopts a structured approach to improve women's access to higher education, focusing on their applications, acceptance, entry, and sustained participation:
- *Outreach Initiatives:* Conduct awareness campaigns in underprivileged areas to encourage women to apply for higher education.
- *Reserved Seats and Scholarships:* Allocate reserved seats for women in programs with historically low female representation. Provide merit-based and need-based scholarships to support women's education.
- *Counseling and Mentorship:* Establish mentorship programs to guide female applicants through the admission process and their academic journey.
- *Retention Programs:* Organize workshops, networking events, and support groups to ensure the continued participation and success of women students.

Special Provisions for Non-Traditional Learners
Flexible learning options, including online and hybrid modes, are offered to accommodate the needs of women re-entering education after a career break or due to personal responsibilities.

2. Non-Discrimination against Women

Zero Tolerance for Gender-Based Discrimination
SRU strictly prohibits any form of discrimination, harassment, or bias against women. The specific measures include:

- *Anti-Harassment Mechanisms:* A dedicated Internal Complaints Committee (ICC) addresses issues of harassment, ensuring confidentiality and swift resolution.
- *Awareness Programs:* Regular workshops on gender sensitivity and the Prevention of Sexual Harassment (POSH) Act compliance are conducted for students, staff, and faculty.
- *Support Systems:* Dedicated helplines and counseling services are available for women facing discrimination or harassment.

Equal Opportunities

The university ensures that women are equally represented in leadership roles, faculty positions, and administrative roles through unbiased hiring and promotion practices.

3. Non-Discrimination against Transgender Individuals

Inclusive Practices for Gender-Diverse Individuals

SRU recognizes the unique challenges faced by transgender individuals and ensures their full inclusion:
- *Admissions Policy:* Transgender applicants are encouraged to apply with guaranteed non-discriminatory evaluation processes.
- *Support Systems:* Establish gender-neutral restrooms, counseling services, and mentorship programs tailored to the needs of transgender students.
- *Sensitization Training:* Conduct regular training for all university members to promote understanding and acceptance of transgender identities.

Recognition and Respect for Identity

The university respects individuals' chosen names, pronouns, and gender identities, ensuring their rights are upheld in academic records, ID cards, and communication.

4. General Non-Discrimination Policy

Universal Commitment to Equality

SRU prohibits all forms of discrimination, whether based on gender, ethnicity, religion, disability, age, or socioeconomic status.

Implementation Framework

- *Complaint Mechanisms:* A transparent, anonymous reporting system for grievances ensures that individuals can raise concerns without fear of retaliation.
- *Investigation Protocols:* All complaints are investigated thoroughly, with accountability measures enforced against offenders.
- *Periodic Reviews:* The non-discrimination policy is reviewed annually to adapt to evolving legal and social frameworks.

Proactive Diversity Measures

The university actively recruits from diverse communities, ensuring representation in its student body and workforce.

5. Implementation and Accountability

Policy Enforcement
- The university's statutory and non-statutory committees oversee the implementation of this policy and evaluate its impact through periodic reports.
- Association with bodies such as the University Grants Commission (UGC) ensures compliance with national standards.

Training and Development
Continuous training on inclusivity and non-discrimination is mandatory for all university members.

Monitoring and Evaluation
Key performance indicators, including gender parity ratios, participation rates, and complaint resolution times, are tracked to measure progress.
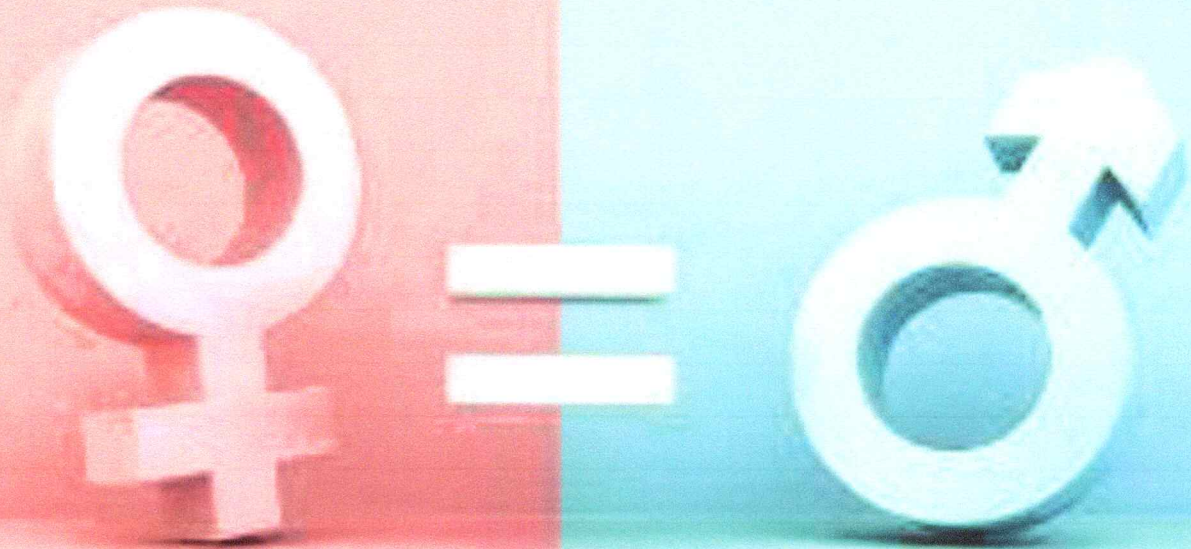
SRU's Gender Equality Policy reaffirms its commitment to the principles of fairness, respect, and opportunity, ensuring that every member of its community thrives in an atmosphere of dignity and mutual respect.

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SR UNIVERSITY
(V) Ananthasagar, (M) Hasanparthy
Dt: Warangal - 506371, T.S.

Gender Equity & Women's Empowerment

Gender Equity & Women Empowerment

Empowering Women & Fostering Equality

At SR University (SRU), we are committed to creating a safe, inclusive, and empowering environment for all. Our focus on gender equity drives initiatives designed to support the leadership, academic success, and well-being of our female students, staff, and faculty.

1. Women in Leadership at SR University

SRU believes in promoting gender diversity in leadership roles. We are proud of the women who hold key administrative positions, including Deans, Heads of Departments, and Directors, contributing to the University's vision and success.

Highlights:

- Women in administrative leadership.
- Initiatives such as leadership development programs and mentoring support career growth for women at SRU.

2. Active Participation of Female Students in NSS and NCC Units

Our female students are actively involved in the National Service Scheme (NSS) and National Cadet Corps (NCC), taking the lead in community service and leadership activities. These programs offer women the chance to make a difference while developing leadership and organizational skills.

3. Safety and Security Measures for Women on Campus

Ensuring the safety of women on campus is a top priority at SRU. We have implemented comprehensive surveillance systems and round-the-clock security to create a secure and peaceful environment.

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Highlights:

- surveillance cameras across campus.

- 24/7 security presence to safeguard female students and staff.

- Regular safety drills and awareness programs for women's safety.

4. Separate and Secure Hostels for Female Students

Our campus offers separate and secure hostel facilities exclusively for female students. With biometric access control, round-the-clock security, and female wardens, SRU's hostels provide a safe, comfortable living space for women.

Highlights:

- Secure hostels with biometric access.

- Female wardens for round-the-clock supervision.

- Comfortable living spaces designed for safety and well-being.

5. Counselling and Mentorship for Female Students

SRU offers personalized counselling services and mentorship programs that focus on the holistic development of female students. These programs provide guidance on academic, emotional, and career-related issues.

Highlights:

- Dedicated female counsellors for mental health and well-being.

- Peer and faculty mentorship programs for academic and career guidance.

6. On-Campus Health Center for Women's Well-being

Our on-campus health center offers 24/7 medical services to cater to the health needs of female students. With a team of qualified doctors and nurses, the center also conducts regular health camps and workshops focusing on women's health and hygiene.

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- Self-defense training programs conducted regularly.

- Entrepreneurship seminars to help women achieve financial independence.

10. Comprehensive Gender Sensitization and Awareness Programs

SRU hosts regular gender sensitization workshops and campaigns to raise awareness about the importance of gender equity. These programs help build a campus culture that respects and upholds the rights and dignity of all individuals, regardless of gender.

Highlights:

- awareness sessions conducted annually.

- Partnerships with NGOs and external organizations to promote gender equity.

At SR University, we are dedicated to fostering a culture of gender equality, where women are empowered to lead, succeed, and thrive. Through our comprehensive safety measures, supportive programs, and leadership opportunities, we aim to create an environment where women can excel academically, professionally, and personally.

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Highlights:

- 24/7 emergency medical services.

- Regular health camps and hygiene awareness programs.

- Availability of essential health and hygiene products.

7. Women Harassment Prevention Cell

SRU takes a zero-tolerance approach to harassment. The Women Harassment Prevention Cell (WHPC) ensures a safe and respectful environment for all, addressing concerns and proactively conducting awareness programs on gender sensitivity.

Highlights:

- A confidential mechanism for reporting harassment.

- Zero tolerance for harassment or gender discrimination.

- Regular gender-sensitization workshops for all members of the University.

8. Girls' Waiting Halls

Dedicated waiting halls provide a safe and comfortable space for female students across campus, ensuring convenience and a sense of security between classes and activities.

Highlights:

- Separate waiting halls for female students in all key areas of campus.

- Monitored spaces with comfortable seating for relaxation and study.

9. Women Empowerment Programs and Activities

SRU organizes various programs focused on empowering women, including workshops on leadership, entrepreneurship, and self-defense. These activities encourage female students and staff to develop their skills and take charge of their futures.

Highlights:

- Leadership workshops designed to empower future women leaders.

3

1. Women in Administrative Roles at SR University

The university is equally committed to empowering female faculty and staff by offering them leadership opportunities in various administrative roles. Several women faculty members hold key positions in administration, reflecting the institution's dedication to gender equity and career advancement for all employees. These efforts contribute to a gender-sensitive and equitable learning and working environment across the campus. The following table shows women holding key administrative roles at the university.

S.No.	Name of the Faculty	Position/Designation
1	Dr. R. Archana Reddy	Registrar
2	Dr. G. Shyamala	Dean, Planning
3	Dr. Poongodi	Head, Civil
4	Dr. Mamta Pandey	Assoc. Dean, Data Science
5	Dr. M. Sheshikala	Head, CSE & Assoc. Dean, School of CS&AI
6	Dr. D. Nigitha	Asst. Dean, Academics, School of Engineering
7	Dr. Kafila	Asst. Dean, Academics, School of Business
8	Ms. Pooja Srivatsav	Asst. Dean, Academics, School of Agriculture
9	Dr. Malathy Vanniappan	Assistant Dean, Post Graduation Programs, School of Engineering
10	Dr. J. Bhavana	Assistant Dean, Post Graduation Programs, School of CS&AI
11	Dr. M. Rajyalaxmi	Head, School of Business
12	Dr. T. Soujanya	Associate Dean, Research & Ranking
13	Dr. P. Teja	Assistant Dean, Research, School of Sciences & Humanities
14	Dr. Sharmila Banu N	Assistant Dean, Research, School of Engineering
15	Dr. K. Deepa	Associate Dean, (SW), School of CS&AI
16	Dr. N. Praveena Devi	Assistant Dean, (SW), School of Engineering
17	Dr. Venkata Purna Kumari	Assistant Dean, (SW), School of Agriculture
18	Dr. Anima Ghosh	Head, Physics
19	Dr. M. Geetha	Ph.D Coordinator, School of Business
20	Ms. Anitha GP	Warden for Girls Hostel
21	Dr. Geetha	Assistant Dean, International Affairs, School of Business
22	Ms. B. Sathyavani	Assistant Dean, Alumni Affairs, School of Engineering
23	Dr. Kafila	Assistant Dean, Branding, School of Business
24	Ms. Ritika Ojha	Assistant Dean, Branding, School of Sciences & Humanities
25	Dr. Atla Ranga Rani	Head, Plant Pathology & Microbiology, School of Agriculture

26	Dr. Y. Sudhamini	Head, Dept. of Social Sciences, School of Agriculture
27	Dr. Soumya K	Head, Dept. of Crop Production, School of Agriculture
28	Dr. Tithli Sadhu	Associate Dean, School of Agriculture

2. Active Participation of Female Students in NSS and NCC Units

At SR University, female students actively participate in the National Service Scheme (NSS) and National Cadet Corps (NCC) units, playing a vital role in promoting community service, discipline, and leadership. Their involvement in these programs highlights the university's commitment to gender equity and empowering women through co-curricular activities. By taking on leadership roles and participating in various outreach initiatives, female students contribute significantly to social welfare projects, environmental awareness campaigns, and national service activities. Their dedication and enthusiasm not only enrich their personal development but also inspire their peers and enhance the overall impact of NSS and NCC on campus and in the community.

Fig: Active Participation of Girls in NSS Unit of the University

Fig: Active Participation of Girls in NCC Unit of the University

2. Surveillance and Security Measures for Women's Safety on Campus

SR University is committed to ensuring the safety and security of women on campus through a comprehensive surveillance and security system. The campus is equipped with an advanced e-surveillance system consisting of 378 high-resolution cameras strategically placed for 24-hour monitoring. These cameras, especially at the main gate, monitor entry points to prevent the access of unauthorized individuals.

To further enhance security, trained personnel are posted around the clock at all campus gates and key areas within the university. Strict protocols are in place to regulate access to the ladies' hostel, ensuring that no outsider is allowed entry without proper identification. The hostel wardens closely monitor visitors, allowing only authorized relatives to meet with female students.

When female students need to leave the hostel, careful precautions are taken. This includes obtaining permission from parents or guardians, the head of the department, and the deans, while also verifying their mode of safe travel to ensure their well-being. Further, dedicated Student Care Takers are present on campus during working hours to maintain discipline and ensure a safe and respectful environment for all students.
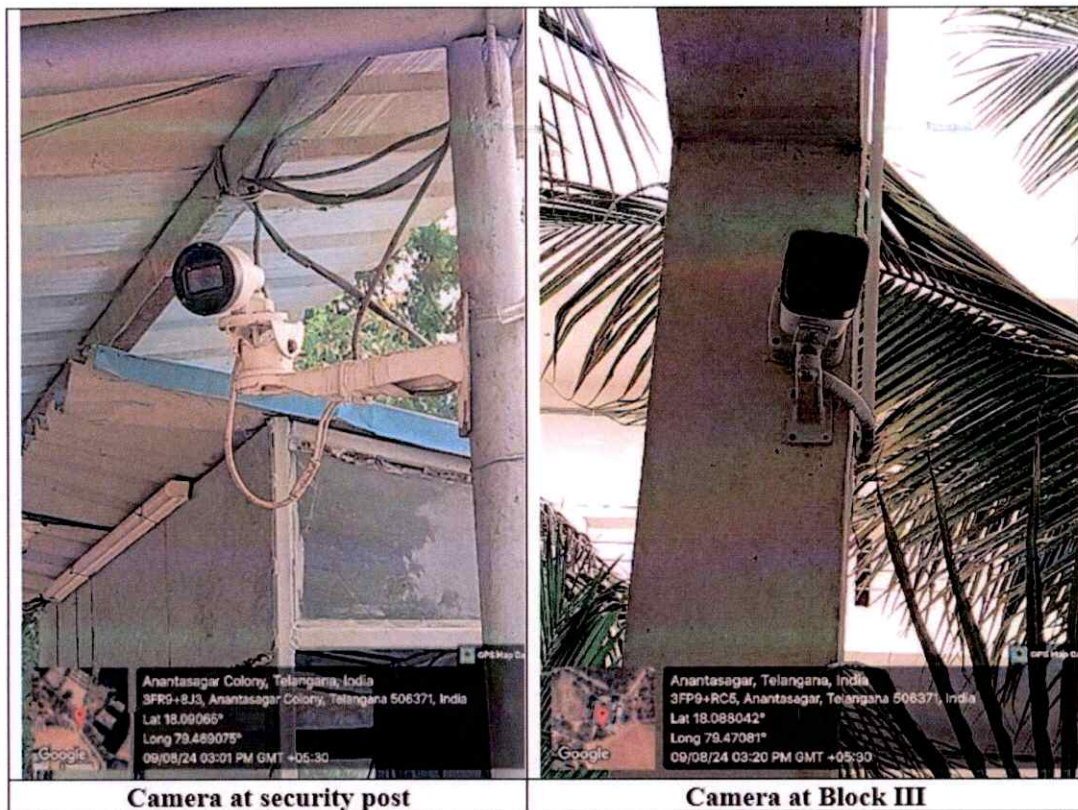

| Camera at security post | Camera at Block III |

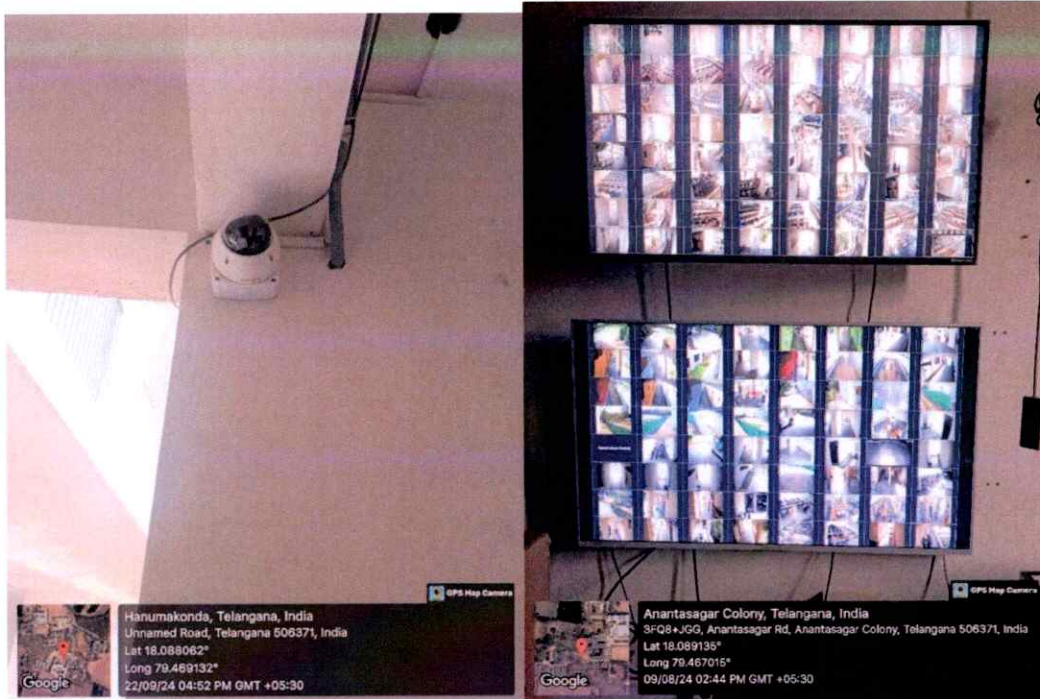**Figure:** Cameras installed at various locations on campus

Figure: Cameras installed at Girls Hostel   **Figure:** Central Monitoring of all cameras

3. Separate and Secure Hostels for Female Students

At SR University, ensuring the safety and well-being of female students is a top priority, and the provision of separate, secure hostels for girls reflects this commitment. The girls' hostels are equipped with modern amenities and are designed to offer a comfortable and supportive living environment. Safety measures include 24-hour security personnel, CCTV surveillance, and strict access control, allowing only authorized individuals to enter the premises. The hostel wardens and staff are dedicated to maintaining a secure atmosphere while fostering a sense of community and care. These facilities not only provide physical safety but also create an environment conducive to academic and personal growth, empowering female students to focus on their education and campus life.

Figure: Girls Hostels

Figure: Women Security Staff
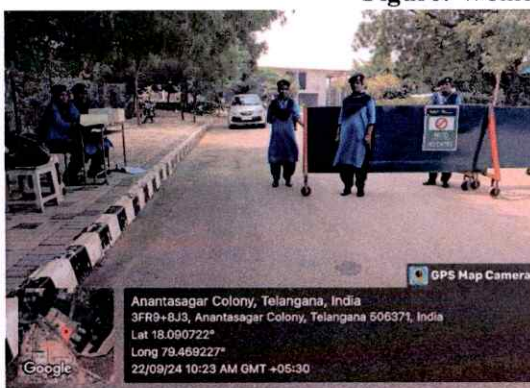

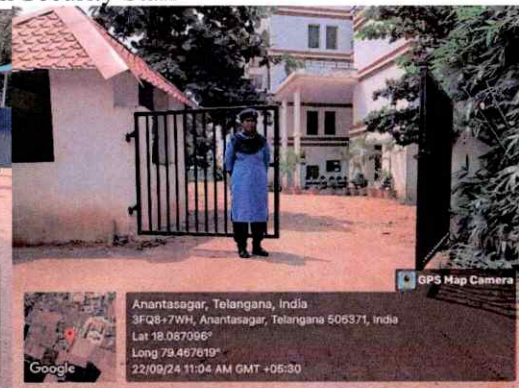**Figure:** Security at the Main Gate   **Figure:** Female Security at the Girls Hostel

3. Counselling and Mentorship Programs for Student Well-being

Professional female counsellors are available for students who may experience age or gender related psychological challenges. Counselling services are provided to help students manage issues such as depression, anxiety, and behavioural disorders, with a focus on gender sensitization. Further, general counselling sessions are organized once a semester, primarily to assess academic performance but also providing an opportunity for female students to discuss any personal concerns with the counsellors.

The university timetable includes dedicated counselling periods, and students can also meet with their counsellors during breaks or in case of emergencies. A general counselling session is arranged each semester primarily to assess academic performance, where students can meet faculty members outside their department to speak openly and without fear, ensuring a supportive and confidential environment.

Figure: Ms. Swapna, a Professional Counsellor interacting with students

Mentoring: In addition to the general counselling services available to all students, a specialized mentorship program has been implemented to provide personalized and focused guidance. Under this program, each group of 30 students is assigned a dedicated mentor, ensuring individualized attention and support tailored to their academic and personal development.

Mentors play a crucial role in continuously monitoring the academic progress of students, identifying their strengths and areas of improvement. They work closely with students to help them set clear academic and career goals, guiding them through their educational journey. Mentors provide advice on academic strategies, encourage participation in extracurricular activities, and assist students in aligning their aspirations with career opportunities.

A key feature of the mentorship program is the regular updating of student progress on the **SRAaP** portal. This platform allows mentors to track and document the academic performance and personal growth of their mentees, ensuring a transparent and organized system of guidance. It also enables students and faculty to review progress at any time, facilitating timely interventions when needed.

By maintaining close interaction and using the SRAaP portal for continuous tracking, mentors ensure that students remain focused on their goals, helping them overcome challenges and stay on course toward their academic and professional success. This holistic approach ultimately empowers students to become confident and capable professionals in their chosen fields.

Figure: Sample screenshot of mentees allotted for a faculty

4. On-Campus Health Center and Emergency Medical Support

SR University is equipped with a fully functional health center on campus to ensure the well-being of its students, faculty, and staff. The health center is staffed by a qualified and experienced doctor, along with trained nursing staff, who are available to provide medical care and consultations. The facility is well-prepared to address a wide range of medical needs, from routine check-ups to more immediate health concerns.

In addition to general medical services, the health center is equipped to handle minor injuries and ailments, offering first aid, health advice, and ongoing monitoring for students requiring additional care. The nursing staff ensures that any health-related concerns are promptly attended to, creating a safe and supportive environment for all students.

For more serious health situations or medical emergencies, the university provides a fully equipped ambulance service. The ambulance is available 24/7 to transport students or staff to nearby hospitals or specialized medical centers when necessary.

Figure: On-Campus Health Center

Figure: Ambulance

5. Women Harassment Prevention Cell

An active Women's Harassment Prevention Cell is functioning at the university, led by a committee chaired by a senior female faculty member. The committee includes faculty representatives from various departments, student members, and an external member who holds a respected position in society. The committee is vigilant in addressing even minor gender-related issues promptly, ensuring a zero-tolerance approach to such incidents.

The committee plays a pivotal role in maintaining a safe and respectful academic environment, free from harassment. Its primary responsibility is to implement and enforce the university's policy on the prevention of harassment. The committee's tasks include raising awareness through training programs, providing a confidential and supportive platform for reporting incidents, conducting thorough and impartial investigations, and recommending appropriate actions against offenders. The goal of the committee is not only to prevent harassment but also to respond effectively to any incidents, ensuring a safe and inclusive environment for all students, faculty, and staff.

The university provides a Complaint and Suggestion Box where students can submit their grievances confidentially. These grievances are addressed by either the Women's Grievance

Cell or the designated counselor, depending on the nature of the issue, ensuring that concerns are handled appropriately and efficiently.

Table: Composition of Women's Harassment Prevention Cell

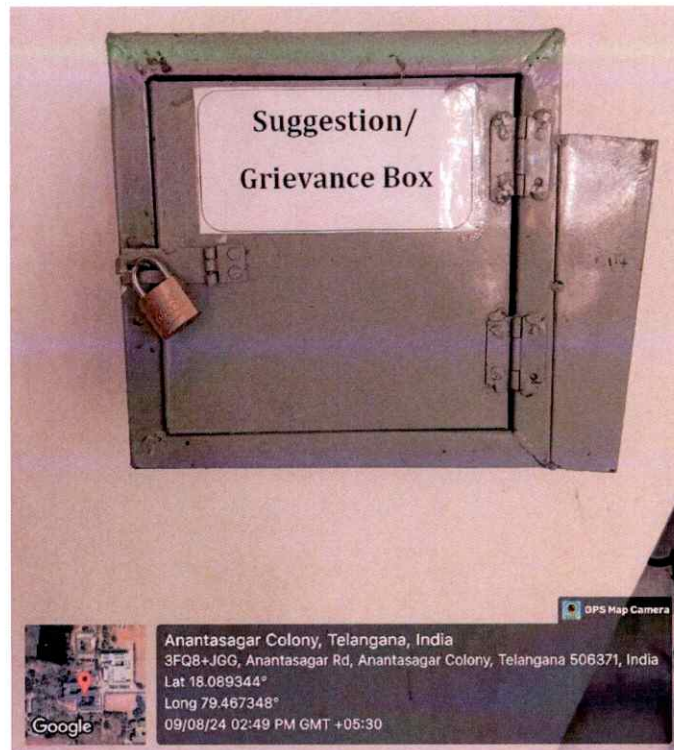| S. No	Composition	Proposed Member	Department	Role
1	Associate Dean, SoCS&AI	Prof. M. Sheshikala	CS&AI	Chairperson
2	Faculty	Dr. K. Rajesh Kumar Dr. E. Purushotham Dr. Nigitha Dr. N. Praveena Devi Ms. B. Sathyavani Dr. Nageena Parveen Dr. K. Deepa Dr. Arpita Baronia Dr. T. Suhasini Ms. Pooja Srivastav Mr. T. Surendar Ms. Anitha Akula	CE Physics CE ME EEE ECE CS&AI CS&AI MBA Agriculture/ Admin CS&AI	Members
3	Student	Ms. Veligeti Pravalika Ms. Banda Sirini Ms. Panugothu Anitha		Members
4	External	Mr. P. Sudhakar, President/forum for better, Warangal		Member
5	Head, English	Dr. Nallala Hima Varshini	English	Ex-officio Secretary

Figure: Suggestion / Grievance Box

6. Girls' Waiting Halls

At SR University, the Girls' Waiting Halls are designed to provide a comfortable and welcoming environment for female students. These spacious and well-furnished halls offer a relaxing space where students can unwind, making them feel at ease, much like a second home. Female students who feel unwell during college hours are encouraged to rest in these waiting halls until they are ready to resume their day.

Each waiting hall ensures privacy and a peaceful atmosphere, allowing students to prepare for classes with a calm and refreshed mindset. Separate waiting halls are available in every block, equipped with essential amenities such as fans, lights, chairs, and tables, ensuring that the students have all the necessary comforts. These facilities help create a supportive and nurturing space for female students to regroup and continue their academic activities with renewed energy.
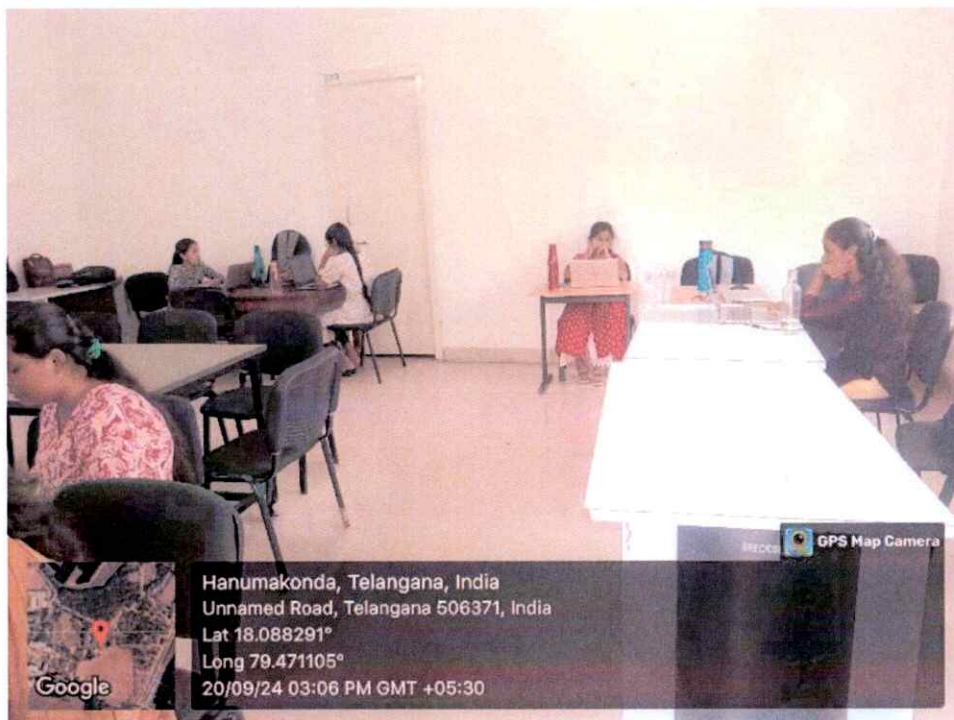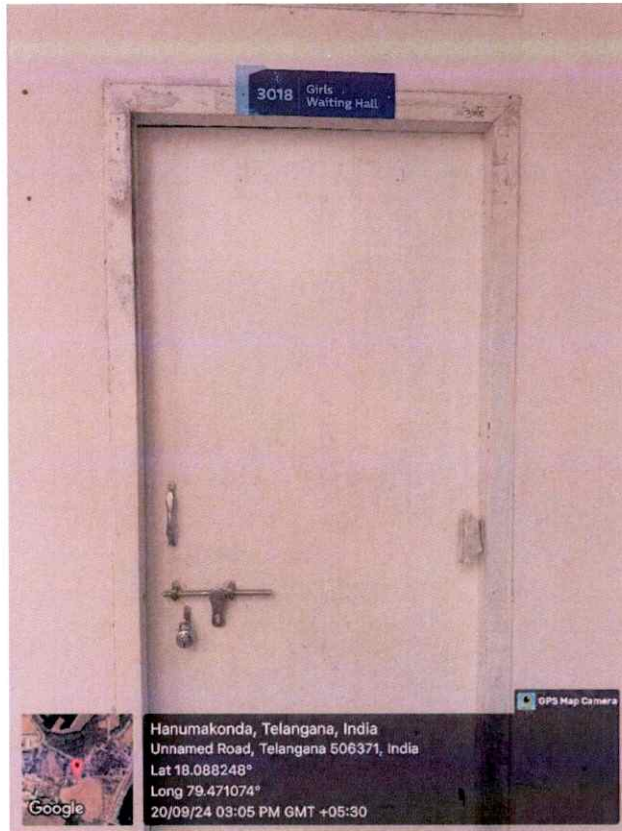
Figure: Girls' Waiting Room

7. Activities for Women's Empowerment

International Women's Day

Every year in March, SR University celebrates Women's Day by inviting distinguished women achievers to campus. These accomplished individuals deliver inspiring lectures aimed at motivating female students and faculty to set ambitious goals in their areas of interest and specialization, encouraging them to pursue these goals with determination. This initiative is seen as a vital step toward empowering women in society. By empowering women, the university believes that they, in turn, will inspire their families and communities, fostering progressive thinking and helping to eliminate gender-based challenges.
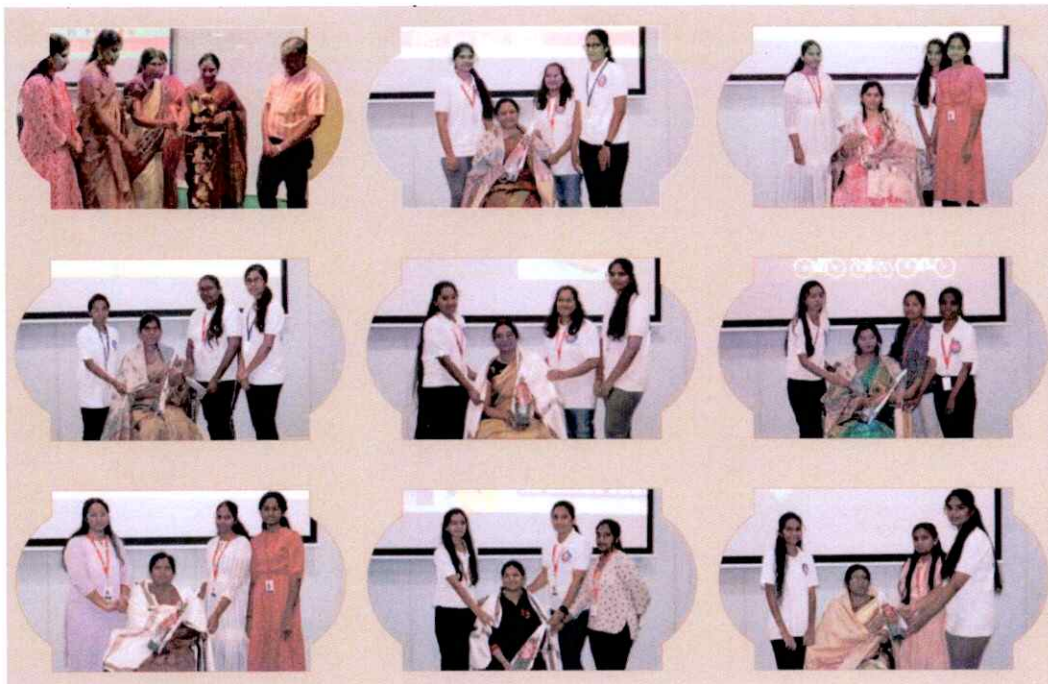

Figure: International Women's Day Celebrations

Figure: Facilitation to Female Faculty on the occasion of **Women's Day**

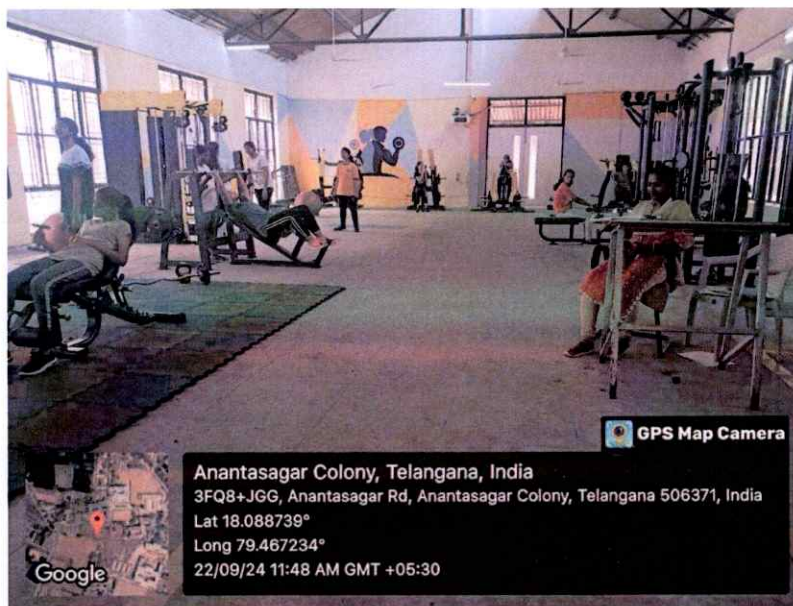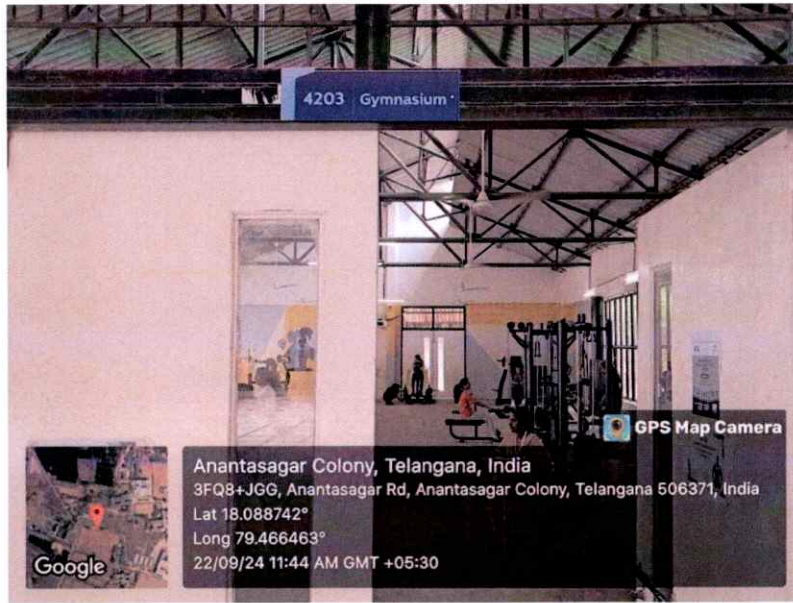**Figure:** Yoga Session organized for faculty and Students on International Yoga Day

Figure: Gym facility for Girls

No. SRU/IQAC/GA/2022-23/1   **Date:** 19.12.2022

<u>ORDER</u>

Subject: Formation of Committee for Gender Audit of Students and Faculty for the Academic Year 2022-23

In line with SR University's commitment to promoting gender equity and inclusivity, a Gender Audit Committee is hereby constituted to conduct a comprehensive gender audit for students and faculty for the academic year 2022-23.

The following members are appointed to the Gender Audit Committee:

1. Dr. V. Mahesh, Director, IQAC   -   Convenor
2. Dr. Ch. Rajendra Prasad, Member, IQAC   -   Member
3. Dr. G. Shyamala, Professor   -   Member

Committee Responsibilities:

- To conduct a detailed gender audit of both students and faculty for the academic year 2022-23.

- To evaluate gender representation across all academic programs and faculty positions.

- To identify areas of gender disparity and recommend actionable steps for improving gender equity.

- To prepare and submit a detailed Gender Audit Report to the university administration by 10.01.2023

This order is issued with the approval of the competent authority.

Registrar,
SR University

REGISTRAR
SR UNIVERSITY
(/) Ananthasagar, (M) Hasanparthy,
Dt: Hanamkonda-506 371,T.G.

Date: 12.01.2023

To
The Registrar
SR University
Warangal

Madam,

Sub: Submission of Gender Audit Report – Academic Year 2022-23
Ref: No. SRU/IQAC/GA/2022-23/1, dated 19.12.2022

With reference to the order cited above, the committee constituted for conducting the gender audit of students and faculty at the university has completed its assigned task. The committee prepared a comprehensive questionnaire to collect data from students and has thoroughly analysed the results.

We are pleased to submit the detailed report, which highlights the areas of gender disparity and includes actionable recommendations aimed at improving gender equity within the university.

Thank you for your continued support.

Encl: Gender Audit Report 2022-23

Dr. Mahesh
Director, IQAC

Gender Audit Report

(Academic Year 2022-23)

Internal Quality Assurance Cell (IQAC)

Introduction:

The Gender Audit Report for the academic year 2022-23 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 2022-23. 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

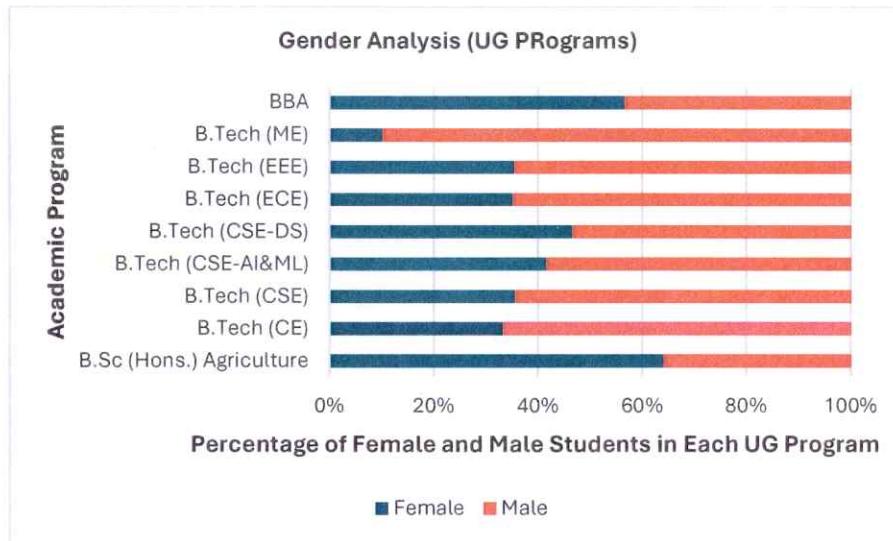| Program	Number of Students Admitted	
	Female	Male
B.Sc (Hons.) Agriculture	77	43
B.Tech (CE)	14	28
B.Tech (CSE)	145	261
B.Tech (CSE-AI&ML)	25	35
B.Tech (CSE-DS)	14	16
B.Tech (ECE)	68	125
B.Tech (EEE)	27	49
B.Tech (ME)	4	35
BBA	34	26

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

The gender distribution in UG programs shows a mixed representation of male and female students. In **B.Sc (Hons.) Agriculture**, females make up **64.2%** of the admitted students, indicating strong female participation in agricultural studies. In contrast, programs like **B.Tech (Civil Engineering)** and **B.Tech (Mechanical Engineering)** exhibit lower female representation, with **33.3%** and **10.3%** respectively, reflecting traditional gender gaps in these engineering fields. The **B.Tech (Computer Science Engineering)** program shows **35.7%** female students, indicating progress but still a gender gap. Meanwhile, in **BBA**, females dominate with **56.7%**, suggesting that women are more represented in business education. Overall, female representation is higher in non-engineering programs and remains lower in traditionally male-dominated technical fields.

PG Programs:

Table: Number of students admitted into various PG programs

Program	Number of Students Admitted	
	Female	Male
M.Tech (CSE)	7	6
M.Tech (CTM)	1	3
M.Tech (EDT)	0	1
M.Tech (ES)	3	1
M.Tech (PE)	1	3
MBA	40	25

Gender Analysis (PG PRograms)

PG Program

MBA
M.Tech (PE)
M.Tech (ES)
M.Tech (EDT)
M.Tech (CTM)
M.Tech (CSE)

0%   20%   40%   60%   80%   100%

Percentage of Female and Male Students in Each PG Progra
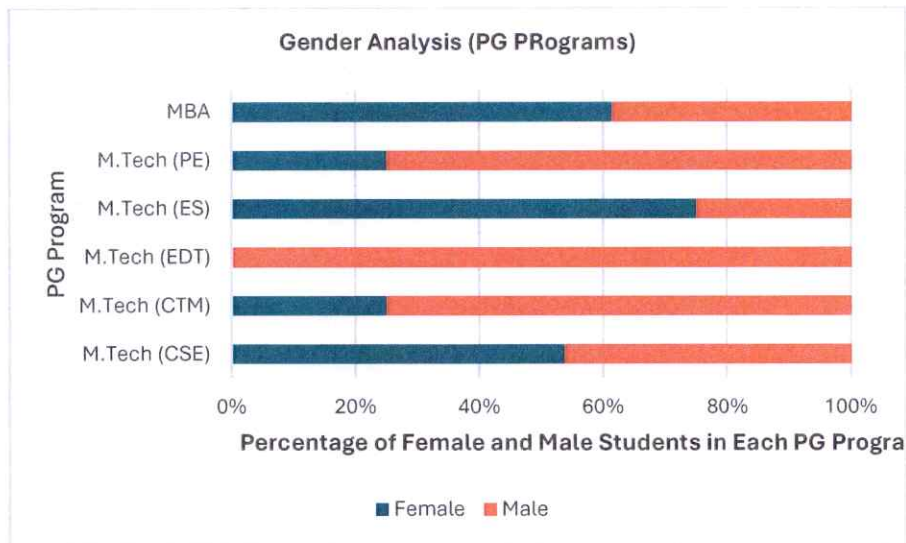
■ Female ■ Male

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

The gender distribution in PG programs shows better gender balance in some areas. For example, in M.Tech (CSE), female students represent 53.8%, which indicates gender equity in this technical field. The MBA program also shows strong female participation, with 61.5% of the students being female. However, other PG programs such as M.Tech (Construction Technology & Management), M.Tech (Embedded Systems Design & Technology), and M.Tech (Power Electronics) show low female representation, with females accounting for 25% or less, or no representation at all. These figures suggest a persistent gender imbalance in certain technical and specialized fields.

The gender analysis for the 2022-23 admissions shows promising progress in some areas, particularly in non-engineering UG programs and select PG programs like MBA and M.Tech (CSE). However, the data also reveals that gender imbalances persist, particularly in traditionally male-dominated fields like Civil Engineering, Mechanical Engineering, and certain technical postgraduate programs. Continued efforts are needed to attract more female students to these fields through targeted initiatives such as scholarships, mentorship programs, and outreach efforts.

Need for Gender Audit:

This audit underscores the importance of promoting gender equity, especially in male-dominated fields like engineering and emerging technologies. Continued efforts such as scholarships, mentorship programs, and awareness campaigns are crucial to addressing gender gaps.

Recommendations:

To address the gender imbalances observed in both undergraduate and postgraduate programs, the following recommendations are suggested:

1. Promote STEM Outreach Programs for Female Students:

Objective: Increase female representation in engineering and technical fields, such as Civil Engineering, Mechanical Engineering, and Power Electronics, where female participation is low.

Action: Organize outreach programs targeting high school and pre-university female students, showcasing opportunities in STEM fields and providing mentorship from successful female engineers and technologists.

2. Introduce Gender-Specific Scholarships:

Objective: Encourage more female students to enrol in male-dominated fields.

Action: Offer targeted scholarships or financial aid for female students in areas like Mechanical Engineering, Electrical Engineering, and other underrepresented technical fields to attract more female applicants.

3. Strengthen Female Mentorship and Role Models:

Objective: Provide female students with mentorship opportunities to support their academic journey and career aspirations, particularly in traditionally male-dominated programs.

Action: Create mentorship programs that pair female students with successful female faculty members or industry professionals, providing guidance and encouragement.

4. Enhance Gender Sensitization Workshops:

Objective: Create a more inclusive environment that supports female participation across all academic programs.

Action: Conduct gender sensitization workshops for both students and faculty to raise awareness about the importance of gender equity in all fields, fostering an environment that supports and encourages female students in technical and engineering disciplines.

5. Encourage Female Leadership in Student Activities:

Objective: Foster leadership skills and confidence among female students.

Action: Actively promote female participation in student clubs, leadership roles, and academic research projects, particularly in fields where female representation is low. Leadership programs or training specific to women can be introduced to further encourage female leadership.

6. Build Partnerships with Industry for Female Internships:

Objective: Provide female students with hands-on experience and networking opportunities in male-dominated industries.

Action: Collaborate with industry partners to offer internships and job placements specifically aimed at female students in technical fields, helping them gain practical experience and industry connections.

7. Monitor and Track Progress Annually:

Objective: Continuously assess the effectiveness of initiatives aimed at increasing female participation and gender equity.

Action: Conduct annual gender audits and surveys to track improvements in female representation, and adjust strategies and programs based on the findings to ensure progress toward gender equity.

By implementing these recommendations, SR University can work toward closing gender gaps, particularly in STEM and engineering fields, while promoting a more balanced and inclusive academic environment across all programs.

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

Department	Female	Male
Agriculture	6	11
Business Management	4	10
Civil Engineering	3	6
Chemistry	1	2
Computer Science and Engineering	3	36
Electronics & Communication Engineering	3	21
Electrical and Electronics Engineering		11
English		2
Maths	4	10
Mechanical Engineering	1	7

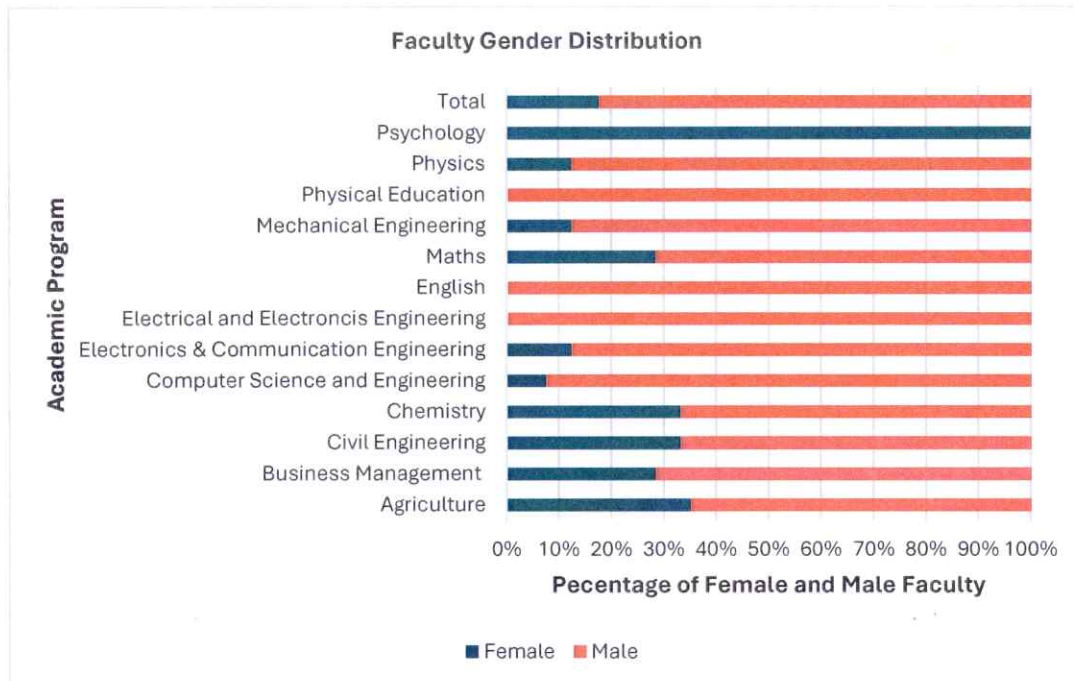|		
Physical Education		2
Physics	1	7
Psychology	1	
Total	27	125

Figure: Gender Analysis of Faculty Working in Various Academic Programs

Key Observations:

The gender analysis of faculty members across various academic programs at SR University reveals a significant gender imbalance, with a total of **27 female** faculty members compared to **125 male** faculty members. This results in an overall female representation of approximately **17.8%**, indicating underrepresentation of women in faculty positions. Certain departments, such as **Computer Science and Engineering (CSE)** and **Electronics & Communication Engineering (ECE)**, exhibit particularly stark disparities, with only **3 female faculty members** compared to **36 male** in CSE and **21 male** in ECE, reflecting a gender ratio heavily skewed toward males. Additionally, fields such as **Electrical and Electronics Engineering (EEE)** and **English** have no female faculty members at all, further highlighting the gender gap in these areas. However, departments like **Agriculture** and **Business Management** show a relatively higher female presence, with women comprising **35.3%** and **28.6%** of the faculty, respectively. Overall, while some departments show moderate progress, most technical fields continue to have significant gender disparities, underscoring the need for initiatives aimed at promoting gender diversity and inclusion within the faculty body.

Gender Sensitivity and Equity Survey

At SR University, promoting gender sensitivity and ensuring equity among all students is a key priority. This survey aims to assess the perceptions and experiences of students regarding gender-related issues within the university environment. By gathering feedback, we can better understand how effectively the institution fosters an inclusive and equitable atmosphere for both male and female students, across academic, co-curricular, and extracurricular activities.

The survey focuses on various aspects such as opportunities for both genders, safety and security, representation in leadership roles, and the accessibility of gender-related support services. The responses will help the university to identify areas of strength and those needing improvement, ultimately guiding efforts to create a more inclusive and supportive campus for everyone.

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:
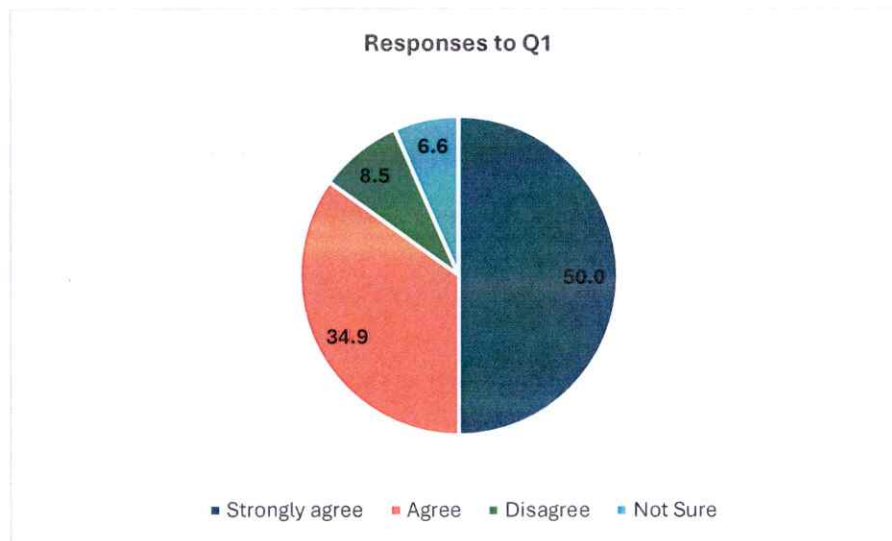
Observations: A majority of students (84.9%) feel that male and female students receive equal opportunities for leadership roles such as club presidents or student representatives. However, 8.5% disagree, indicating that there may still be gaps in certain areas of student leadership.

2. How confident are you that the university effectively addresses gender-based harassment or discrimination reported by students?
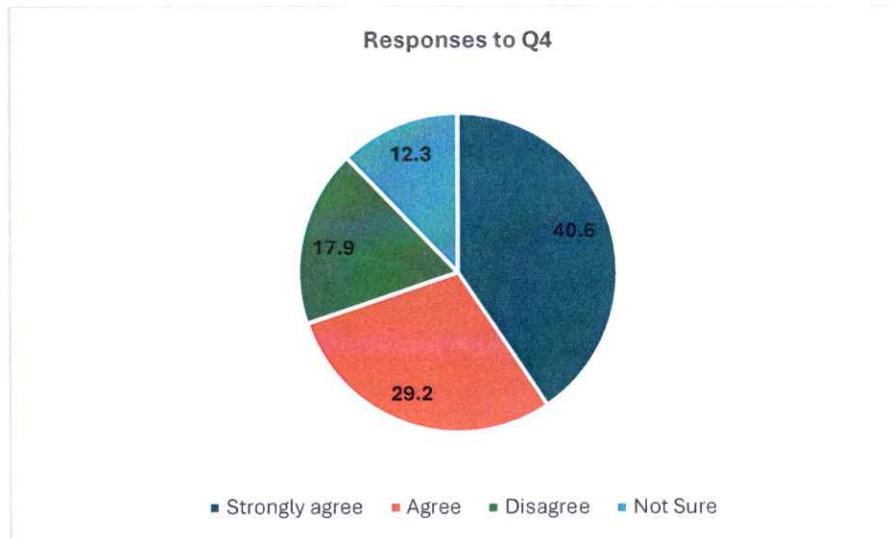
Responses to Q2

- Very confident - Somewhat confident - Not very confident - Not sure
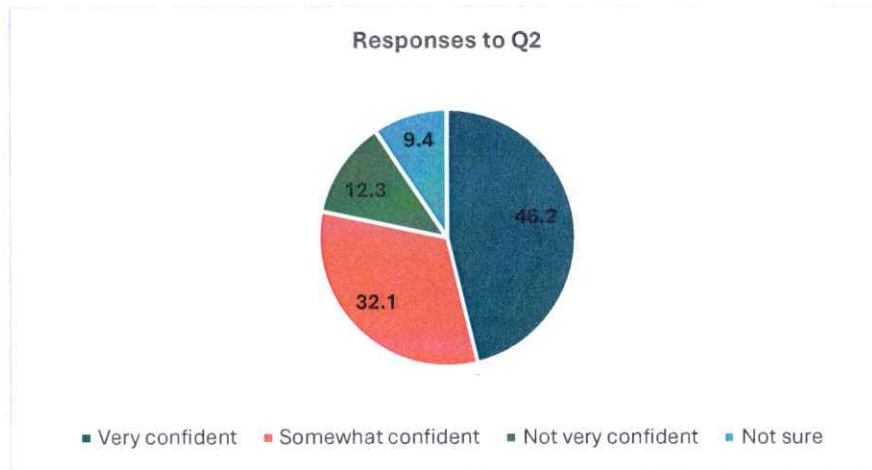
Observations: Most students (78.3%) feel confident that the university effectively addresses gender-based harassment or discrimination. However, 12.3% of students are not confident, and 9.4% are unsure, suggesting that there is room to enhance awareness and effectiveness in addressing these issues.

3. Do you believe that both male and female students are equally encouraged to participate in extracurricular activities and sports?
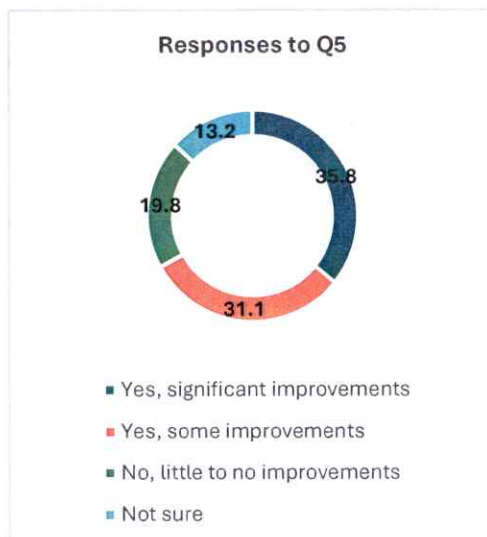
Responses to Q3

- Strongly agree - Agree - Disagree - Not Sure
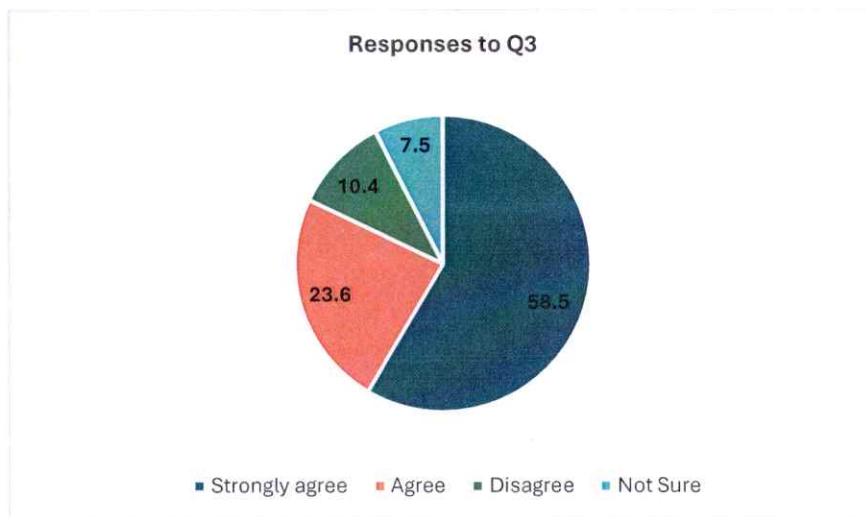
Observations: A strong majority of students (82.1%) believe that male and female students are equally encouraged to participate in extracurricular activities and sports. However, 10.4% disagree, suggesting potential disparities in certain areas of participation.

4. Do you feel there is adequate representation of female students in academic projects or research groups at the university?
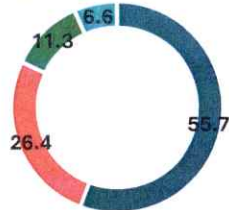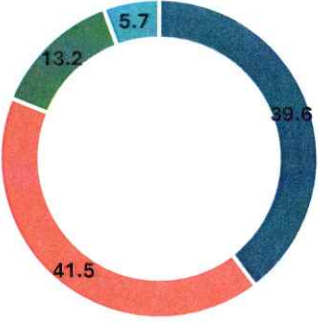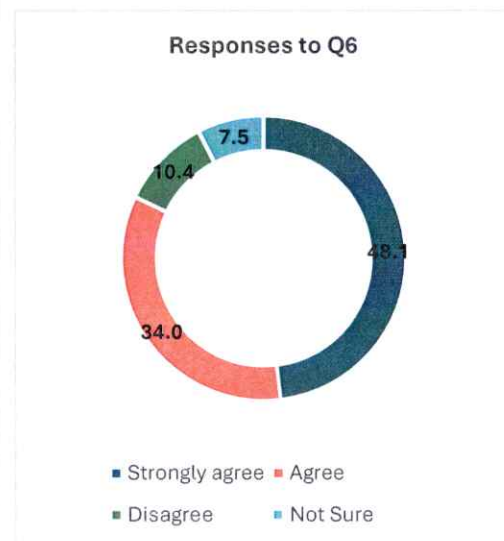
Responses to Q4

Strongly agree: 40.6
Agree: 29.2
Disagree: 17.9
Not Sure: 12.3

■ Strongly agree ■ Agree ■ Disagree ■ Not Sure

Observations: Around 69.8% of students feel that female students are adequately represented in academic projects or research groups. However, nearly 18% disagree, indicating some gaps in gender representation in these academic opportunities.

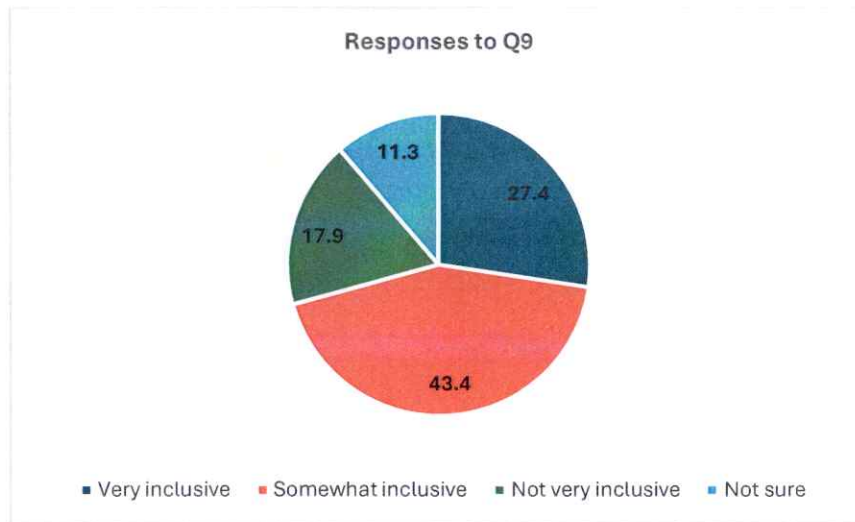| 5. Have you noticed any improvements in gender sensitivity or equity initiatives (e.g., workshops, events) at SR University over the past year?	6. Do you feel that female students are provided with adequate support and encouragement to pursue careers in traditionally male-dominated fields (e.g., engineering, and IT)?
Responses to Q5 35.8 31.1 19.8 13.2 ■ Yes, significant improvements ■ Yes, some improvements ■ No, little to no improvements ■ Not sure	**Responses to Q6** 7.5 10.4 48.1 34.0 ■ Strongly agree ■ Agree ■ Disagree ■ Not Sure

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?

Responses to Q7

6.6
11.3
26.4
55.7

- Very comfortable
- Somewhat comfortable
- Uncomfortable
- Not sure

Responses to Q8

5.7
13.2
39.6
41.5

- Strongly agree
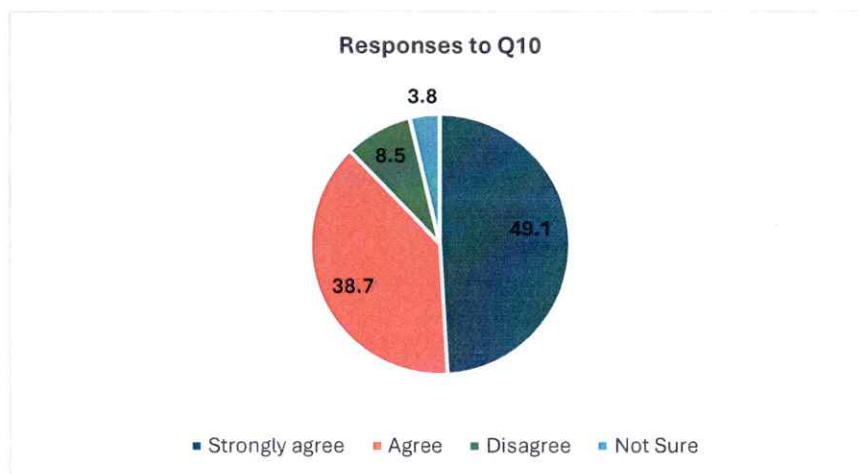- Agree
- Disagree
- Not Sure

Observations on responses to Q5, Q6, Q7 and Q8: The responses to Q5, Q6, Q7, and Q8 indicate that a majority of students believe SR University is making progress in gender equity, but there are still areas for improvement. For Q5, 66.9% of students noticed improvements in gender sensitivity or equity initiatives, but nearly 20% reported little to no improvements, signalling that more consistent efforts are needed. In Q6, 82.1% of students feel that female students are adequately supported in pursuing careers in male-dominated fields, though 10.4% disagreed, indicating that further encouragement and resources may be beneficial. Regarding Q7, 82.1% of students feel comfortable reporting gender-based issues, but 11.3% feel uncomfortable, highlighting the need to build more trust in the reporting systems. In Q8, 81.1% of students believe there are enough gender-focused events and clubs, though 13.2% disagreed, suggesting room for additional initiatives to further promote female participation and leadership.

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

Responses to Q9

11.3
27.4
17.9
43.4

■ Very inclusive   ■ Somewhat inclusive   ■ Not very inclusive   ■ Not sure

Observations: While 70.8% of students feel that the gender sensitization workshops are inclusive, nearly 18% believe they are not very inclusive. This suggests that there is room to improve the inclusivity and reach of these workshops.

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

Responses to Q10

3.8
8.5
49.1
38.7

■ Strongly agree   ■ Agree   ■ Disagree   ■ Not Sure

Observations: The majority of students (87.8%) feel that male and female students are equally recognized and rewarded for their academic and co-curricular achievements. However, 8.5% of students disagree, indicating that there may be perceived or actual disparities in recognition.

Conclusion

The results of the gender sensitivity and equity survey reveal positive progress at SR University, with a large majority of students feeling that the university promotes equal opportunities for male and female students in areas like leadership, extracurricular activities, and academic recognition. However, certain areas, such as improving representation in academic projects, enhancing the effectiveness of reporting mechanisms, and ensuring more inclusive gender sensitization programs, remain areas for improvement. The university can build on these findings to continue promoting a more gender-equitable and inclusive environment for all students.