2022-2023

GENDER AUDIT REPORT

Mewar University
Knowledge to Wisdom

MEWAR UNIVERSITY

1.1. PREAMBLE

This gender audit report presents an evaluation of the integration of gender considerations within the policies, programs, and practices of Mewar University. The primary objective of this audit is to pinpoint areas of improvement and opportunities for promoting gender equality and women's empowerment within the institution.

The audit process involved a thorough examination of policies, procedures, and relevant documents pertaining to gender equality and women's empowerment. Additionally, data on the gender composition of university staff, leadership, and beneficiaries were collected and analyzed. Furthermore, interviews and focus group discussions were conduct ed with staff and stakeholders to gain insights into their experiences and perspectives on gender-related issues.

The report encapsulates the findings of the gender audit, presenting a comprehensive overview along with a set of recommendations and an action plan to address identified gaps and capitalize on opportunities. It is our aspiration that this report will serve as a valuable resource for fostering gender equality and women's empowerment within Mewar University. We trust that the university will utilize the recommendations and action plan to effect substantial improvements in this critical area.

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1.2. OBJECTIVES

1. To assess the extent to which gender considerations are integrated into the policies, programs, and practices of Mewar University.

2. To identify gaps and opportunities for improvement in promoting gender equality and women's empowerment within the university.

3. To evaluate the gender composition of the university's staff, leadership, and beneficiaries, and to identify areas where gender diversity and representation can be improved.

4. To understand the experiences and perspectives of staff and stakeholders on gender-related issues, including barriers to gender equality and women's empowerment within the university.

5. To develop a set of recommendations and an action plan for addressing the identified gaps and opportunities, and to monitor progress towards implementing these recommendations.

6. To promote awareness and understanding of gender equality and women's empowerment among staff and stakeholders at Mewar University.

7. To identify any gender-based discrimination or harassment that occurs within the university, and to develop strategies for addressing and preventing these issues.

8. To evaluate the accessibility of the university's programs and services for women and other marginalized groups, and to identify any barriers to access that may exist.

9. To assess the extent to which the university's curriculum and teaching methods promote gender equality and women's empowerment, and to identify any areas where improvements can be made.

10. To evaluate the availability and effectiveness of support services for students and staff who experience gender-based discrimination or harassment.

11. To assess the extent to which the university's policies and practices promote work-life balance and support the needs of caregivers, who are often women.

12. To evaluate the impact of gender-related initiatives and programs that have been implemented by the university, and to identify areas where improvements can be made.

13. To promote the mainstreaming of gender considerations throughout the university's policies, programs, and practices, in order to create a more inclusive and equitable institution.

1.3. AUDIT METHODOLOGY

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1. **Document Review**: Review of university policies, procedures, and documents related to gender equality and women's empowerment to assess the extent to which gender considerations are integrated into the university's policies and practices.

2. **Data Collection and Analysis**: Collect and analyze data on the gender composition of the university's staff, leadership, and beneficiaries. This includes analyzing data on gender distribution, gender pay gap, etc.

3. **Interviews and Focus Group Discussions**: Conduct interviews and focus group discussions with staff and stakeholders to understand their experiences and perspectives on gender-related issues, including barriers to gender equality and women's empowerment within the university.

4. **Field Visits**: Visit university campuses and departments to observe and assess the accessibility of facilities and services for women and other marginalized groups, and to evaluate the availability and effectiveness of support services for students and staff who experience gender-based discrimination or harassment.

5. **Curriculum Review**: Review the university's curriculum and teaching methods to assess the extent to which they promote gender equality and women's empowerment.

6. **Best Practices Review**: Review best practices from other universities and organizations to identify successful strategies for promoting gender equality and women's empowerment, and to develop recommendations for the university.

7. **Action Plan Development**: Develop a set of recommendations and an action plan for addressing the identified gaps and opportunities, and to monitor progress towards implementing these recommendations.

8. **Stakeholder Consultation**: Consult with stakeholders such as students, faculty, staff, and alumni, to ensure that the audit process is inclusive and that their perspectives are taken into account.

1.3.1.   Gender Sensitive Indicators

1. Gender Composition of Students and Faculties.
2. Gender-inclusive curriculum.
3. Gender-equitable research.
4. Resources, Facilities, and infrastructure.
5. Gender-inclusive student participation and involvement
6. Gender-responsive organization and management
7. Gender-sensitive health and well-being.

1.3.2.   Respondent Categories

1. Students
2. Faculty members
3. Administrative staff
4. Human resources personnel

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5. Senior leadership, including the Vice-Chancellor, Pro-VC, and Deans
6. Members of the university's governing board or committees
7. Alumni and donors, if relevant to the audit scope.

1.4. GENDER AUDIT TEAM

Following is the list of team members of the Audit Team who will be responsible for collating, interpreting and analyse the collected data and prepare the report :

1. Ms. Vandana Chundawat, Head & Assistant Professor, Department of English.
2. Mr. Lone Faisal , Assistant Professor, Department of Electrical Engineering

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OBSERVATIONS AND FINDINGS

We've structured our observations and findings based on the methodology used, ensuring thorough examination of each gender-sensitive indicator. This approach allows us to cover all interconnected aspects of the audit with clarity and precision.

Gender-Sensitive Indicator: Gender Composition of Students and Faculties

Methodology:

The audit team analyzed the university's student enrollment data to determine the gender composition of the student body. The team also conducted focus group discussions and surveys to gather feedback from students on their experiences and perceptions of gender equity and equality at the university.

Observations:

Mewar University boasts a commendable presence of female faculty members and leaders, who not only inspire and mentor female students but also enrich the campus environment with diversity and inclusivity.

• Women actively engage in university governance and decision-making processes, with their perspectives and experiences being recognized and valued.

• The university has taken proactive measures to address safety concerns on campus, including enhancements such as increased lighting, heightened security patrols, round-the-clock surveillance through security cameras, provision of safety escorts, and recruitment of female security personnel.

• The University has functional Gender cell with active communities like women welfare community, Internal Complaints Committee, etc.

• Female students have voiced a desire for increased opportunities to connect with peers of their gender and for enhanced mentorship and support from female faculty members.

Findings:

There is a need for the university to devise and execute strategies aimed at boosting the enrollment of female students.

• Exploring avenues to offer additional mentorship and support to female students, potentially through initiatives led by female students or programs tailored to their needs, should be a priority for the university.

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• Introduce more skill development courses for women of local vicinity.

•Arrange a variety of co-curricular and extra-curricular activities that involve both male and female students and staff.
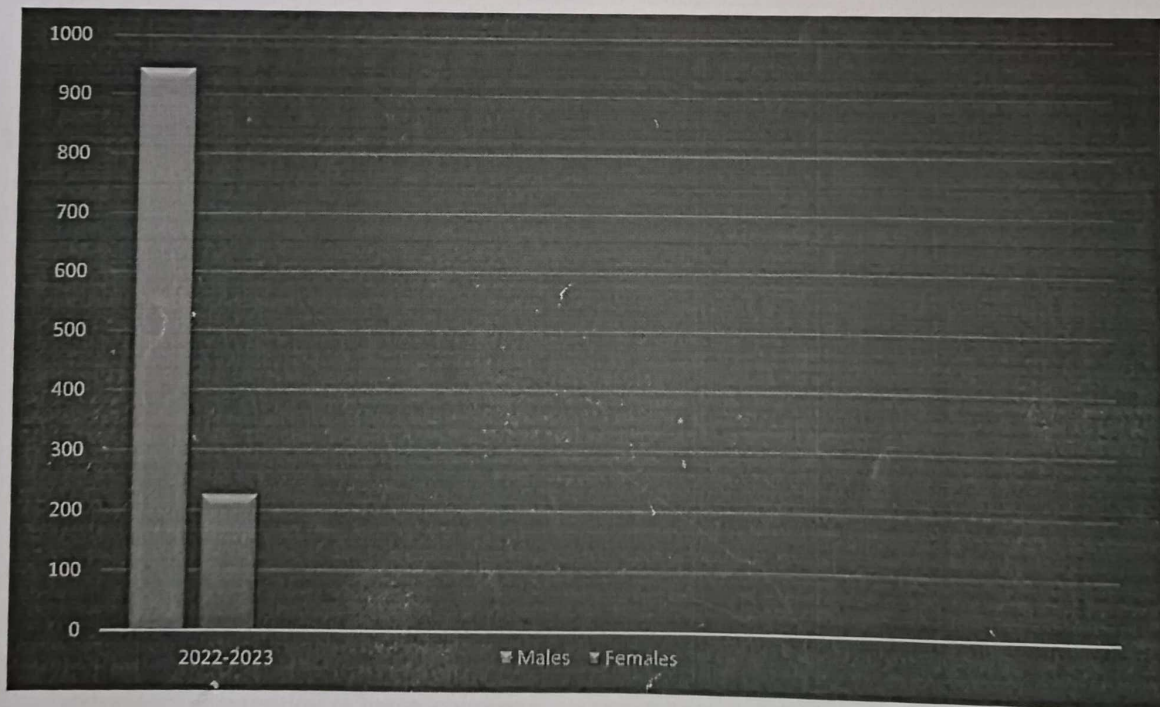

Figure 1: Year 2022-2023 Male-Female Student Enrollment

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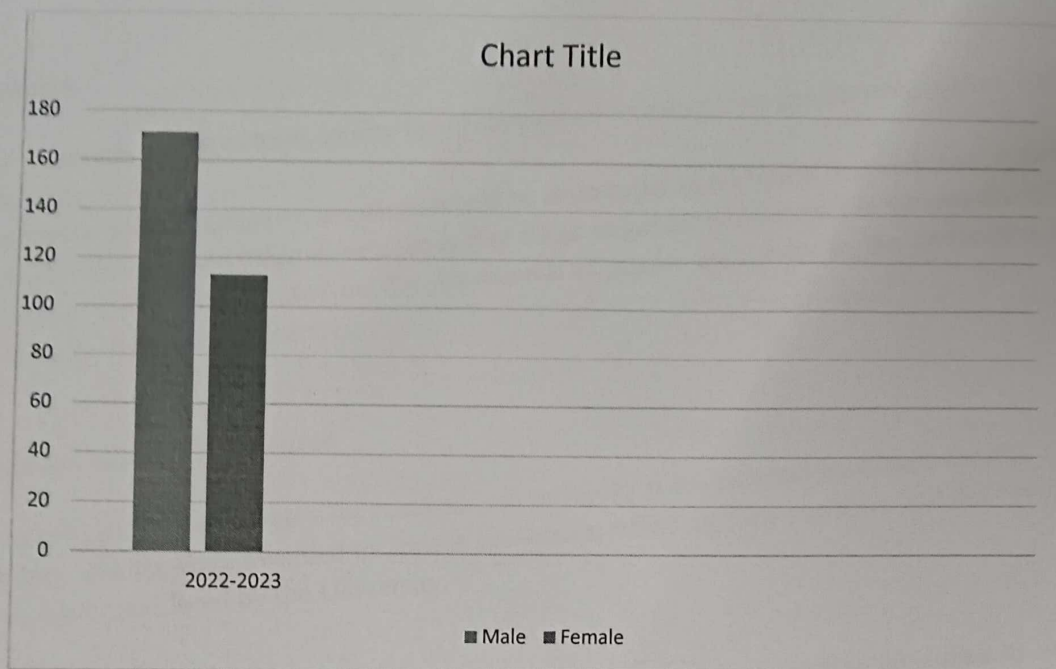Mewar University
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Chart Title

180
160
140
120
100
80
60
40
20
0

2022-2023

■ Male ■ Female

Figure 2: Graph showing the Male Vs Female Faculty Ratio in the period 2022-2023

2.1.1. Gender- inclusive Curriculum

Methodology

1. Review of the university's official website and course catalogs to determine the courses offered and their descriptions.
2. Analysis of course content and materials to assess the level of inclusion of gender perspectives.
3. Interviews with faculty members and students to gather their perceptions of the gender inclusivity of the curriculum.
4. Surveys and focus group discussions with students to understand their experiences and perspectives on gender inclusivity in the classroom.

Observations:

1. The university offers a wide range of courses in various disciplines, but the inclusion of gender perspectives is limited in many courses.
2. Some courses have gender-specific topics such as women's studies, gender and sexuality studies, and feminist theory.
3. Gender-inclusive language is consistently used in course materials and lecture presentations.
4. There is a lack of awareness among students about the importance of gender inclusivity in the curriculum.

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Findings:

1. The university needs to train faculty members on how to incorporate gender perspectives into their teaching.
2. The use of gender-inclusive language should be encouraged in all course materials and lectures.
3. The university should offer more courses that focus on gender perspectives in various disciplines.
4. Students should be educated on the importance of gender inclusivity in the curriculum and its relevance to their future careers.

2.1.2. Gender Equitable Research

Various prestigious awards for research and pedagogy were garnered by female faculty members. Many patents were awarded to female academics, reflecting their expertise and the much needed ambiance proffered by the University.

Methodology:

1. Review of the university's research policies and guidelines to determine the extent to which they promote gender equity.
2. Analysis of research outputs, including publications, patents and presentations, to assess the representation of women and gender perspectives.
3. Interviews with faculty members and researchers to gather their perceptions of the university's research practices and gender equity.
4. Surveys and focus group discussions with students to understand their experiences and perspectives on gender equity in research.

Observations:

1. Women are underrepresented in research leadership positions, such as principal investigator or project director.
2. Some research projects focus on gender-specific topics, but the overall representation of gender perspectives is limited.
3. The university is however striving towards promoting more opportunities to female academics.

Findings:

1. Mewar University needs to formulate a policy on gender equity in research and ensure that it is consistently enforced.
2. The university should further promote the representation of women in research leadership positions.
3. More research should be conducted on gender perspectives across various disciplines.
4. The university should address and prevent gender-based discrimination and bias in research.
5. The university should provide training on gender equity in research for faculty members, researchers, and students.

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Gangrar, Chittorgarh

4. The university should address and prevent gender-based discrimination and bias in research.
5. The university should provide training on gender equity in research for faculty members, researchers, and students.

2.1.3. Resources, Facilities, and Infrastructure

Mewar University possesses a wide range of resources, infrastructure, and facilities to cater to the academic and personal needs of its students, including the safety and security of its sizable female student population.

1. **Security**: Gender-sensitive campus security measures, with 24/7 female security personnel on duty and CCTV surveillance to monitor the campus
2. **Women Helpline Number**: For emergencies university runs a 24/7 helpline number- 18008331030.
3. **Female Wardens**: Qualified female wardens are deputed to take care of the needs of female students residing in hostel.
4. **Hostel Facility**: Separate hostel facilities for male and female students with round-the-clock security with all necessary facilities such as washrooms, Proper furnishing, water coolers, regular cleaning, etc.
5. **Proper Illumination**: Well-lit pathways and outdoor areas with adequate lighting for visibility and safety.
6. **Restroom**: Separate washrooms and toilets for female students and staff with regular maintenance and cleaning
7. **Transportation**: Safe and secure transportation facilities for students and staff
8. **Women's Counselling Cell**: The university has a women's cell that provides support and guidance to female students in matters related to their safety and well-being.
9. **Women Grievance Cell**: To address the grievances of the female students, the University has a well-established grievance cell.
10. **Day-Care Center**: A day care center has been established in the campus to facilitate a nourishing ambience for young mothers and their children.
11. **Medical Aid**: The university has a well-established medical center that provides medical assistance to the students in case of any emergency.
12. **Mandatory ID card system:** for students, faculty, and staff to ensure only authorized individuals have access to the campus and its facilities.
13. **Well-equipped Infrastructure**: The university has well-equipped classrooms, laboratories, libraries, and computer facilities, which are essential for the academic pursuits of its students.
14. **Safe drinking water** is supplied through water coolers which are regularly maintained.
15. **Fire safety measures**: The university has fire safety measures in place, such as fire extinguishers, and fire alarms, to prevent and respond to fires.
16. **Anti-ragging measures**: The university has strict anti-ragging measures in place to prevent any incidents of ragging or bullying on campus.
17. **Gender sensitization programs**: The university conducts gender sensitization programs and workshops for students and faculty members to promote a safe and respectful environment for all.

Methodology:

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1. Analysis of the availability, accessibility, and utilization of resources, facilities, and infrastructure by different genders.
2. Interviews with faculty members, staff, and students to gather their perceptions and experiences related to gender equity in resources, facilities, and infrastructure.
3. Surveys and focus group discussions with students to understand their experiences and perspectives on gender equity in resources, facilities, and infrastructure.

Observations:

1. Women may face challenges in accessing certain resources, facilities, and infrastructure due to gender-specific needs or stereotypes.
2. Stereotypical gender roles may affect the utilization of resources, facilities, and infrastructure, leading to gender imbalances.

Findings:

1. The university should address gender stereotypes and promote gender equality in the utilization of resources, facilities, and infrastructure.
2. The university should provide training and awareness-raising activities for faculty members, staff, and students to promote gender equity in resources, facilities, and infrastructure.
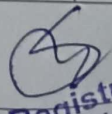
These measures are in place to ensure the safety and security of female students and staff at Mewar University and create a safe and supportive learning environment.

The following chart tabulates the response of females on campus collected via interviews and group discussions. The given percentage against each survey question is suggestive of the number of people aware of the facilities available on-campus for women.

Table 1- Summary of Respondent perception in %						
a) Relating to adequacy of Resources, Facilities, and Infrastructure						
Survey Questions		Students		Teaching faculty		Non-Teaching staff
		Yes	No/ Don't know	Yes	No/Don't know	Yes	No/ Don't know
1	Access to campus facilities (libraries, laboratories, campus events) is gender neutraland everybody has the same rights	86%	05 %	97.5%	1%	99.6%	0 %
2	Adequate hygiene (particularly sanitary napkin disposal) and privacy is maintained	66%	33% -No	82%	10.23% -No 7.77 % Don't know	85%	10%- No 5.33 %- Don't Know

Registrar
Mewar University
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3	Provision for patrolling squad in and around the campus	32%	29 % -No 39 % Don't know	71%	10% -No 12 % Don't know	89%	5% Don't Know
4	Whether CCTV camerasare provided on the campus	63%	20 % -No 18 % Don't know	92%	2 %	97%	3%- Don't Know
5	Whether female security guards are available on the campus	88%	5 %	95%	1 %	86%	6%- No 8%- Don't Know
6	Whether there is provisionof a suggestion/ complaint box on the campus	51%	17 % -No 32 % Don't know	78%	7% -No 15 % Don't know	100%	0 %
7	Whether helpline numbersare clearly displayed at various places on the campus	53%	25 % -No 22 % Don't know	78%	11% -No 11 % Don't know	89%	1%- No 9%- Don't Know
8	Whether there is any safespot in the campus wherefemales can have privacyin case of emergency / need.	44%	21% -No 36 % Don't know	71%	18% -No 11 % Don't know	88%	9%- No 2%- Don't Know

Suggestion:

The data given above reflects a scope for improvement through increased awareness. More sensitization programs may be conducted to orient female students about available facilities at the very outset of their programs.

Another suggestion that came from students was to conduct workshops on self-defence, and healthy discussions around womanhood through debates, workshops, seminars and conferences.

2.1.4. Gender-inclusive student participation and involvement

Methodology

1. Analysis of student participation and involvement in various academic and non-academic activities, such as sports, and cultural events, to determine the extent to which they promote gender equity.

2. Surveys and focus group discussions with students to understand their experiences and perspectives on gender equity in student participation, involvement, and placement.

Observations:

1. Stereotypical gender roles and expectations may affect student participation and involvement in certain activities, leading to gender imbalances.

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Findings:

1. The university should provide training and awareness-raising activities for students, faculty members, and staff to promote gender equity and address gender-based discrimination and bias.

2. The university makes sure that there is equitable participation of female students in all academic and co-curricular activities on- and off-campus. Various incentives are given to females to propel their participation. With their diligence and unfettered zeal, they have brought fame to the university on different occasions through their phenomenal performances.

3. 29 male students are in NCC to prepare them for prestigious Armed Forces. There are Six female cadets IN NCC.

4. A good number of girls are enrolled as NSS volunteers who extend their activities for various sort of philanthropic works.

NSS Unit

■ Males
■ Females

NSS 2022-2023
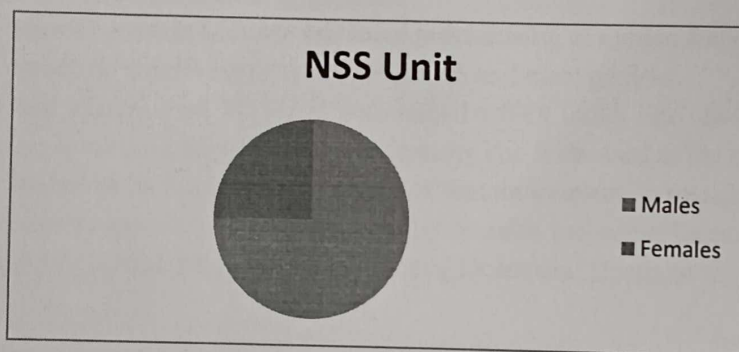
The University lays a lot of stress on the much-needed participation of women in sports. Around 2 pan-India competitions were won by female students. The University has a physical education department which provides adequate opportunities to female candidates for district-level, zonal, and national participation.

2.1.5. Gender-responsive Organization and Management

Methodology

1. Review of the university's policies and guidelines related to gender equity in organization and management to determine the extent to which they promote gender equity.
2. Analysis of the gender balance in leadership positions, including the Board of Governors, senior management, and faculty leadership positions.
3. Analysis of the gender balance in decision-making processes and committees.

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Mewar University
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4. Surveys and interviews with faculty members, staff, and students to gather their perceptions and experiences related to gender equity in organization and management.

Observations:

1. Decision-making processes and committees may not always be inclusive of diverse perspectives and experiences, including gender.
2. Policies and guidelines related to gender equity in organization and management is often implemented.
3. Stereotypical gender roles and expectations may affect organizational culture and management practices.

Findings:

1. Mewar University needs to promote gender equity in leadership positions by addressing gender-based barriers to career development and advancement and ensuring equal opportunities for all genders.
2. The university should ensure that decision-making processes and committees are inclusive of diverse perspectives and experiences, including gender.
3. The university should provide training and awareness-raising activities for faculty members, staff, and students to promote gender equity in organization and management.
4. A stringent Sexual Harassment Policy is maintained which looks into the cases immediately on report. Every case is considered with utmost solemnity and addressed at the earliest.
5. The university understands the vital importance of female intellect in sustaining administration. A number of key administrative posts are handled by females including Deputy Registrar, Research Director, Principal of Education Department, several Deans and Heads of the Departments.

### 2.1.6. Gender sensitive health and well-being

Methodology:

To conduct a gender audit of Mewar University's approach to gender-sensitive health and well-being, the following methodology was followed:

1. Analysis of the university's policies and programs related to gender-sensitive health and well-being.
2. Analysis of the gender balance in health and well-being services and facilities, including counseling services, health clinics, and sports facilities.
3. Surveys and focus group discussions with students and staff to understand their experiences and perspectives on gender-sensitive health and well-being.

Observations:

1. Women may face specific health issues that are not always addressed adequately in the university's health and well-being programs and services.
2. Access to health and well-being services and facilities may not be equitable for all genders, affecting their physical and mental well-being.

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Findings:

2. The university should conduct training sessions and awareness programs for both students and staff to foster gender-sensitive approaches to health and well-being, while also tackling gender-based discrimination and biases.

3. Daycare facilities are provided to support the well-being of young mothers.

5. Mewar Hospitals feature designated female wards staffed with female attendants to cater to the needs of women patients.

Registrar
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