

GENDER EQUITY REPORT



**R V Institute of
Management,
Bengaluru**

PREPARED BY

NISARGA

 **eco CONSULTANTS**

www.nisargaecoconsultants.com

Gender Equity Report

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BENGALURU**

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GENDER EQUITY ASSESSMENT CERTIFICATE

This Certificate is Presented To :

R V Institute Management,
Bengaluru

This is to certify that Nisarga Eco consultants has conducted a comprehensive Gender Equity Assessment as per the institution's request. The assessment was carried out through structured methodologies, including stakeholder interactions, surveys, policy reviews, and infrastructure evaluation, to examine gender inclusivity, equity policies, and institutional best practices.

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AUDIT PERIOD: 2024-25

(ACADEMIC YEAR)

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Table of Contents

● Acknowledgement	1
● Our Team	1
● About the Institute	2
● Introduction to Gender Equity	3
● Executive Summary	6
● Annual Gender Sensitization Action Plan	7
● Women's Cell	10
● Grievance Redressal Cell	11
● Gender-wise staff composition, responsibilities and their achievements	13
● Gender-Wise student composition, placement and their achievements	16
● Safety and Security measures	20
● Counselling	24
● Girls common room	26
● Maternity leave for female staff	28
● Interaction with students	29
● Interaction with staff	36
● Gender equity promotion programs	40
● Conclusion	41

List of Tables

Table No. 1: Women's cell members

Table No. 2: Grievance Redressal cell members

Table No. 3: Details on meetings held, complaints received and resolved

Table No. 4: Gender wise details of Total Teaching Faculty

Table No. 5: Details of Male and Female faculties servicing in various committees

Table No. 6: Details on students participated in sports

Table No. 7: Blood donation camp

Table No. 8: Details on students participated in conferences, research paper presentations, workshops attended

Table No. 9: Scholarships received

Table No. 10: Showing the distribution of participants based on the year of study. (n=111)

Table No. 11: Students response to question No. 1

Table No. 12: Students response to question No. 2

Table No. 13: Students response to question No. 3

Table No. 14: Students response to question No. 4

Table No. 15: Students response to question No. 5

Table No. 16: Students response to question No. 6

Table No. 17: Staff response to question No. 1

Table No. 18: Staff response to question No. 2

Table No. 19: Staff response to question No. 3

Table No. 20: Staff response to question No. 4

Table No. 21: Staff response to question No. 5

Table No. 22: Details on gender equity promotion programs organized by the institution

List of Graphs

Graph No. 1: Faculty composition

Graph No. 2: Details on staff participated in conferences, research paper presentations funded by institution

Graph No. 3: Gender wise Details of Total Non-Teaching Faculties in the College

Graph No. 4: Gender wise admission of students

Graph No. 5: Gender wise details on placements

Graph No. 6: Showing the distribution of participants (students) based on gender

Graph No. 7: Gender-wise student's response to question No. 1 (n = 111)

Graph No. 8: Gender-wise student's response to question No. 2 (n = 111)

Graph No. 9: Gender-wise student's response to question No. 4 (n = 111)

Graph No. 10: Gender-wise student's response to question No. 5 (n = 111)

Graph No. 11: Gender-wise student's response to question No. 6 (n = 111)

Graph No. 12: Showing gender distribution of participants among staff (n = 17)

Acknowledgement

We sincerely appreciate the opportunity to conduct Gender Equity Assessment and extend our heartfelt gratitude to the Management of R V Institute of Management and Director Dr. Purushottam Bung, whose leadership and support were instrumental in this process. We also thank the Committee members and the entire team for their invaluable assistance and contributions. Additionally, we express our appreciation to the teaching and non-teaching staff, as well as the students, for their cooperation and support in making this successful.

Our Team

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About the Institute

RSST (Rashtreeya Sikshana Samithi Trust) to which RVIM belongs was established in 1940. It is recognized as RV Group of Institution (Rashtreeya Vidyalaya) is one of the fastest growing group of Institutions in the state of Karnataka. It has presence in virtually every field of academics and research. As on date, RV Group has under its ambit over 27 institutions, in which 20,000 plus students from all over India and abroad are pursuing their dream education, RV Engineering College, DAPM RV Dental College, RV School of Architecture, RV Aster Super Specialty Hospital, RV Teachers College, Bengaluru are some of the flagship Institutions under RV Group. We welcome you all to the world of RV Institute of Management, located in Jayanagar, the beautiful and central suburb of Silicon Valley of India, i.e Bangalore also known as IT capital of India. The Institute is well connected to city even through metro rail network Our dedicated and experienced faculty with industry background; best in class infrastructure; student focus; intense placements support and robust industry and institutional linkages (domestic and international) help us in accomplishing our mission and vision. We believe in holistic development of students as reflected in our motto “We prepare our students for life”. In May 2019 RVIM was re-accredited by NAAC with ‘A+’ Grade & is certified by QS I-Gauge, a global accreditation agency for E-Readiness in 2020 and Diamond rating in the subject rating category in 2022.

Vision

- To become world class management Institute of eminence.

Mission

- To nurture universal thought leaders by offering holistic management education fostering business intelligence, health care, innovation, and entrepreneurship for inclusive growth and sustainable development.

1. Introduction to gender equity

Gender equity is a cornerstone of quality education and sustainable development. In alignment with the National Assessment and Accreditation Council (NAAC) Criteria 7.1.1, this report outlines the concerted efforts and policies implemented at R V Institute of Management, Bengaluru to promote and sustain gender equity across all facets of academic and institutional life. The college, a prominent post-graduation institution in India, has long recognized that equal opportunities and a supportive learning environment for all genders are fundamental to its mission of academic excellence and holistic student development.

1.1 Institutional commitment to gender equity

At R V Institute of Management, gender equity is not merely an aspirational goal but an operational priority integrated into the institutional framework. The college administration has formulated and implemented comprehensive policies that ensure balanced participation and representation of all genders in academic programs, co-curricular activities, governance, and leadership roles. These policies are regularly reviewed and updated in line with emerging challenges and best practices, ensuring that the institution remains responsive to the needs of its diverse community.

The strategic initiatives undertaken include:

Policy Formulation and Implementation: The institution has developed clear guidelines addressing issues such as non-discrimination, harassment, and equal opportunities. These policies are disseminated widely among staff and students, and their implementation is monitored through periodic reviews.

Infrastructure and Facilities: Recognizing the importance of a safe and conducive learning environment, the college has invested in gender-sensitive infrastructure. This includes separate sanitation facilities, well-lit campus areas, CCTV's, and accessible reporting mechanisms for grievances.

Capacity Building and Awareness Programs: Regular sensitization workshops, seminars, and training sessions are conducted to foster an

inclusive culture. These programs aim to debunk stereotypes, encourage dialogue, and empower students and staff to actively participate in gender equity initiatives.

1.2 Statistical overview and data-driven initiatives

In line with NAAC's emphasis on evidence-based practices, the college has compiled comprehensive data on enrollment, faculty composition, student participation, and leadership roles disaggregated by gender. This data serves as the basis for identifying gaps and designing targeted interventions. The key findings include:

Enrollment Trends: An upward trend in female student enrollment has been observed over the past years, reflective of the institution's proactive outreach and supportive admission policies.

Faculty and Leadership: Efforts to improve gender balance among faculty members and administrative positions have yielded positive results, though continuous monitoring is in place to ensure sustained progress.

Student Support Services: A robust framework of counseling, mentorship, and career guidance tailored to address gender-specific challenges has contributed to improved academic performance and personal development among students.

1.3 Institutional practices and impact

The report further examines how institutional practices have contributed to a campus culture that values diversity and inclusion:

Inclusive Curriculum: The academic curriculum is regularly reviewed to incorporate perspectives that reflect gender sensitivity and social justice. Courses and modules that challenge traditional gender roles are an integral part of the educational experience.

Extracurricular Engagement: A wide range of extracurricular activities encourages active participation from all genders. Initiatives such as

leadership development programs, cultural fests, and sports events are designed to provide equal opportunities for personal growth.

Feedback and Accountability: A systematic mechanism for collecting feedback from students, faculty, and other stakeholders ensures that the policies are effectively implemented. This feedback loop enables continuous improvement and reinforces accountability at all levels.

R V Institute of Management is committed to further strengthening its policies, enhancing support systems, and expanding collaborative initiatives with external organizations. The roadmap for future interventions includes regular monitoring, targeted outreach programs, and the incorporation of innovative practices to foster an environment of true equality.

2. Executive summary

This Gender Equity Report assesses the institution's efforts toward fostering an inclusive and equitable environment. Conducted by an independent consultant, the evaluation covers policies, facilities, and institutional practices promoting gender balance. Key findings highlight strengths such as awareness programs, grievance redressal mechanisms, and leadership opportunities for all genders. Further analysis of the same is presented in detail in the followings sections.

3. Annual gender sensitization action plan

An Annual Gender Sensitization Action Plan is essential for fostering an inclusive and equitable environment in a degree college. It aims to promote gender equality by creating awareness, addressing biases, and ensuring equal opportunities for all students and staff.

Need & Importance:

- Gender sensitization helps in eliminating discrimination and promoting a culture of respect and dignity.
- It ensures a safe and inclusive campus for all, reducing gender-based violence and biases.
- Encourages equal participation in academic, cultural, and leadership activities.

Key Initiatives:

- Workshops, seminars, and awareness campaigns on gender issues.
- Inclusion of gender perspectives in curriculum and extracurricular activities.
- Strengthening grievance redressal mechanisms like ICC (Internal Complaints Committee).
- Organizing self-defense training and leadership programs for students.

3.1 R V Institute of Management's gender sensitization action plan

A well-structured action plan ensures the integration of gender sensitivity into institutional policies, contributing to a progressive and just academic environment. In this regard R V Institute of Management has framed its Annual Gender Sensitization Action Plan. The details on the same is as follows:

1. Awareness and Training Programs

- Conduct gender sensitization workshops for students, faculty, and staff.
- Use case studies, role plays, and expert talks to promote gender equality.

2. Inclusive Curriculum and Policies

- Integrate gender-sensitive topics into management courses.
- Establish strict policies against gender discrimination and harassment.

3. Safe and Inclusive Campus Environment

- Set up an Internal Complaints Committee (ICC) as per the POSH Act.
- Ensure safe infrastructure with CCTV monitoring, well-lit areas, and separate restrooms.

4. Equal Opportunities and Representation

- Encourage equal participation of all genders in leadership roles and student councils.
- Provide mentorship programs to support women in management and entrepreneurship.

5. Community Engagement and Awareness Campaigns

- Organize gender equality drives, street plays, and awareness discussions.

- Celebrate International Women's Day, Gender Equality Week, and similar events.

6. Support System and Redressal Mechanism

- Set up confidential grievance redressal mechanisms for gender-related issues.
- Provide counselling and emotional support for those facing discrimination.

7. Regular Monitoring and Reporting

- Conduct annual gender audits to assess inclusivity.
- Seek feedback from students and staff to improve gender sensitivity initiatives.

4. Women's cell

The Women's Cell in R V Institute of Management plays a crucial role in empowering women by fostering awareness, skill development, and emotional well-being. Through well-structured awareness programs, it educates students and staff on gender equality, women's rights, and issues such as workplace harassment, safety, and legal provisions. These initiatives have helped to create a safe and supportive environment where women feel valued and respected.

Skill-building workshops are another significant aspect of the Women's Cell. These sessions equip women with essential life skills, financial literacy, entrepreneurship training, and vocational skills, enhancing their independence and employability. By offering mentorship and career guidance, the institution encourages women to excel in their chosen fields.

Additionally, the Women's Cell actively works toward creating an inclusive atmosphere by addressing gender-related concerns and advocating for policies that promote equity. R V Institute of Management has a dedicated women's cell and actively conducts various programs.

Table No. 1: Women's cell members

Designation in Women's cell	Name	Designation
Presiding officer	Dr. Anupama K Malagi	Professor
Faculty member 1	Dr. Tamizharasi	Professor
Faculty member 2	Dr. Rashmi Shetty	Assistant Professor
Faculty member 3	Dr. Jahnavi	Associate Professor
Faculty member 4	Prof. Anitha D'Silva	Assistant Professor
Student member 1	Ms. Aradhana Hegde	Student representative
Student member 2	Mr. Tharun Mahadev	Student representative

5. Grievance redressal cell

The Grievance Redressal Cell in R V Institute of Management serves as a structured mechanism to address student concerns and ensure a fair, transparent academic environment. It provides a platform for students to voice grievances related to academics, administration, infrastructure, or personal issues. The cell follows a systematic process to resolve complaints efficiently while maintaining confidentiality. It promotes a positive and inclusive atmosphere by preventing discrimination and harassment. Through timely intervention, counseling, and resolution strategies, the cell enhances student satisfaction and well-being. Regular feedback mechanisms and awareness programs further strengthen trust between students and the institution, fostering a supportive learning environment.

Table No. 2: Grievance Redressal cell members

Sl. No.	Name of Member	Designation
1.	Dr. Anupama K Malagi	Professor
2.	Dr. Rashmi Shetty	Assistant Professor
3.	Dr. Krithika	Associate Professor

Table No. 3: Details on meetings held, complaints received and resolved

Year	No. of meetings held	No. of complaints received	No. of complaints resolved
2024 – 25	3	1	1
2023 – 24	3	2	2
2022 – 23	5	1	1

5.1 Suggestion boxes for anonymous feedback and concerns

The institution has installed suggestion boxes at strategic locations to encourage students and staff to voice their concerns confidentially.

- These boxes serve as a safe channel for reporting grievances, including issues related to safety, harassment, and gender-based discrimination.
- Anonymous submissions allow individuals to speak up without fear of retaliation, thereby promoting a culture of openness and trust.
- The institution ensures that these suggestions and complaints are reviewed regularly, and necessary action is taken to address concerns effectively.



By implementing these robust safety and security measures, the institution is committed to creating a gender-sensitive and inclusive environment where students and staff can work, study, and interact without fear. These proactive initiatives reinforce gender equity, promote a culture of respect, and empower individuals to contribute freely to the campus community.

6. Gender-Wise staff composition, responsibilities and their achievements

6.1 Gender wise details on teaching faculty

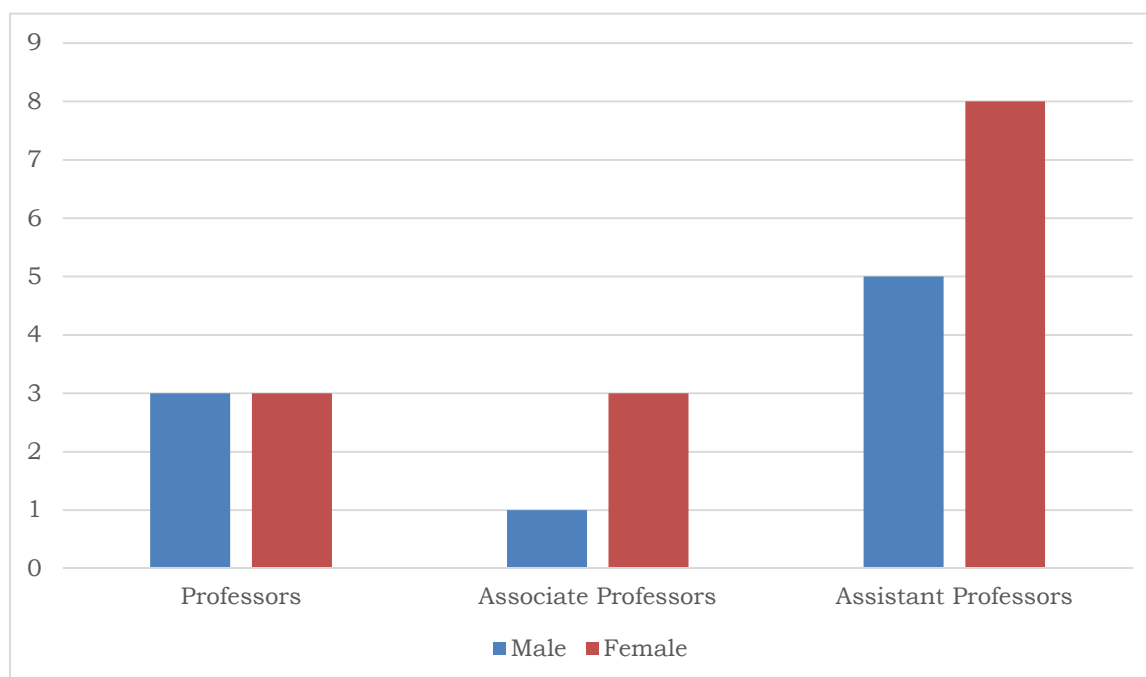
Table below presents the gender distribution of teaching staff over three academic years. The total number of teaching faculty has remained consistent at 22, with 8 male and 14 female faculty members each year.

Table No. 4: Gender wise details of Total Teaching Faculty

Sl. No.	Year	Total no. of teaching staff	Male	Female
1	2024 – 25	22	8	14
2	2023 – 24	22	8	14
3	2022 – 23	22	8	14

6.2 Gender wise details on teaching cadre

The below graph represent the faculty composition, male and female professors are same (3), female staff are more in associate and assistance professor cadre.



Graph No. 1: Faculty composition

6.3 Gender wise details on faculty responsibilities

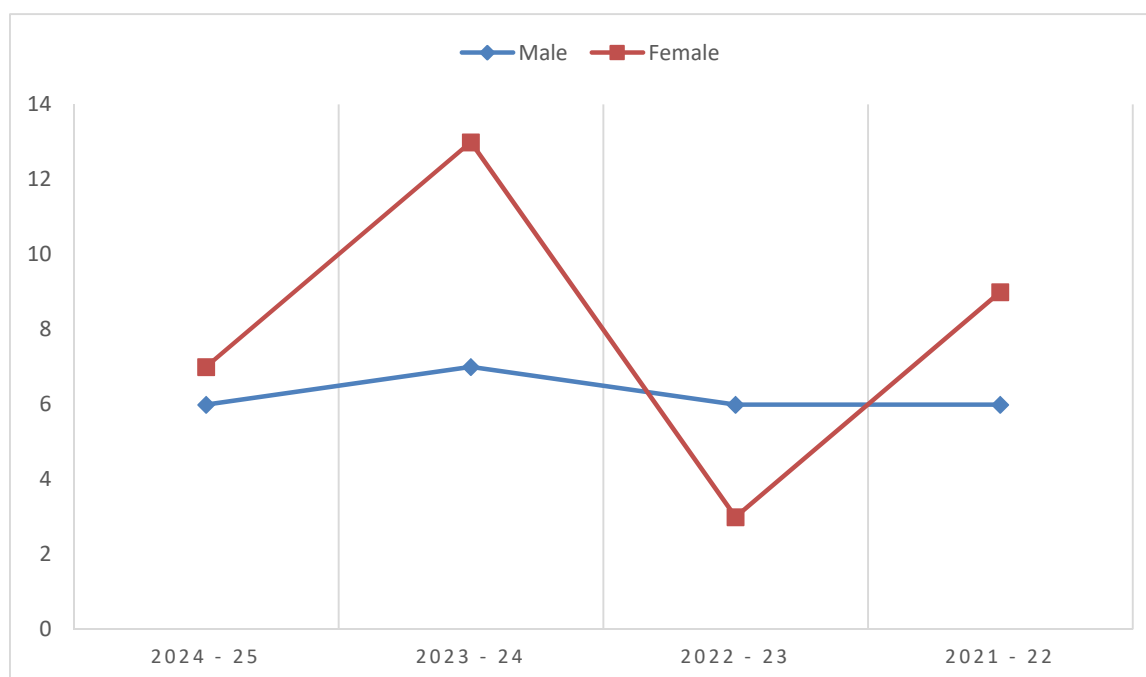
Male and female faculty equally take part in the below mentioned committees. These committees are needed and play a vital role in overall development of staff and the institute.

Table No. 5: Details of Male and Female faculties servicing in various committees

Key posts	Male	Female
Student Grievance redressal committee	3	5
College Internal Complaint Committee	2	3
Consultancy committee	3	3
Anti-ragging committee	3	4
SC/ST/OBC	2	1

6.4 Gender wise details on teaching faculty achievements

Graph below provides information on the number of staff members who participated in conferences and research paper presentations supported by the institution. The data shows fluctuations in participation over the years, with the highest number recorded in 2023–24. Male and female faculty have actively participated in research activities.



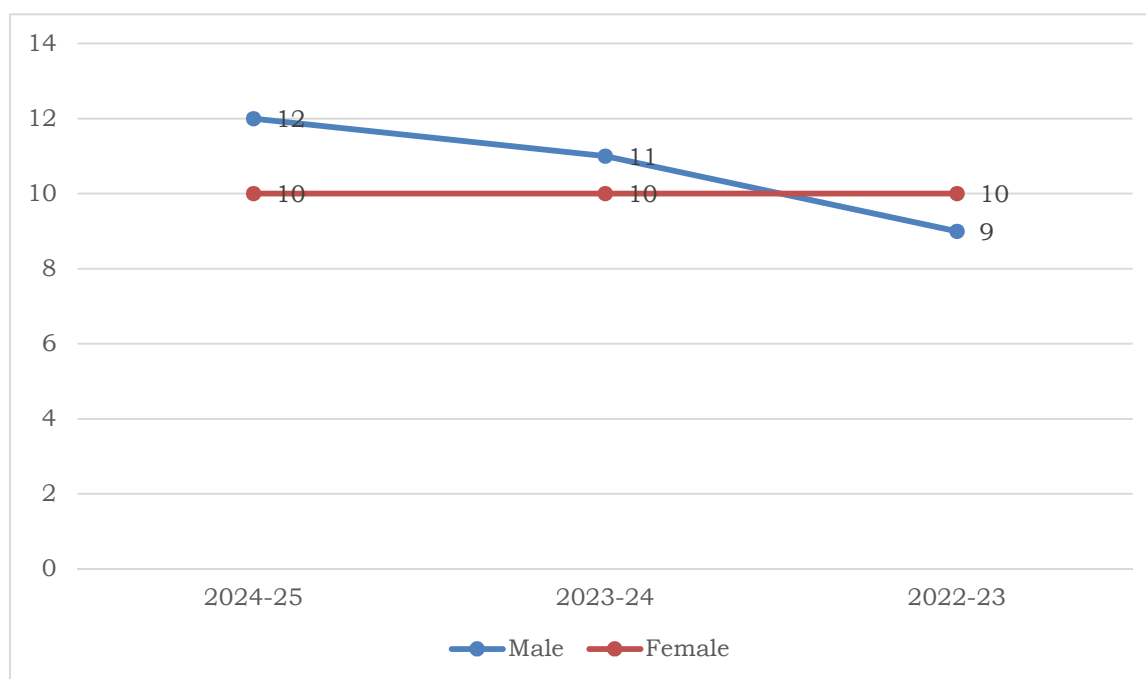
Graph No. 2: Details on staff participated in conferences, research paper presentations funded by institution

6.5 Gender wise details on Ph.D. guides and Ph.D. scholars

The institution currently has two female Ph.D. guides, while there are no male Ph.D. guides. A total of 12 Ph.D. students are being mentored under the guidance of female faculty members. This highlights the active role of female guides in research supervision and academic mentorship within the institution.

6.6 Gender wise details on non-teaching staff

Graph below highlights the number of non-teaching staff in the college across three years, with a steady increase from 19 in 2022-23 to 28 in 2024-25. The number of female staff has remained constant, while the male staff count has varied.

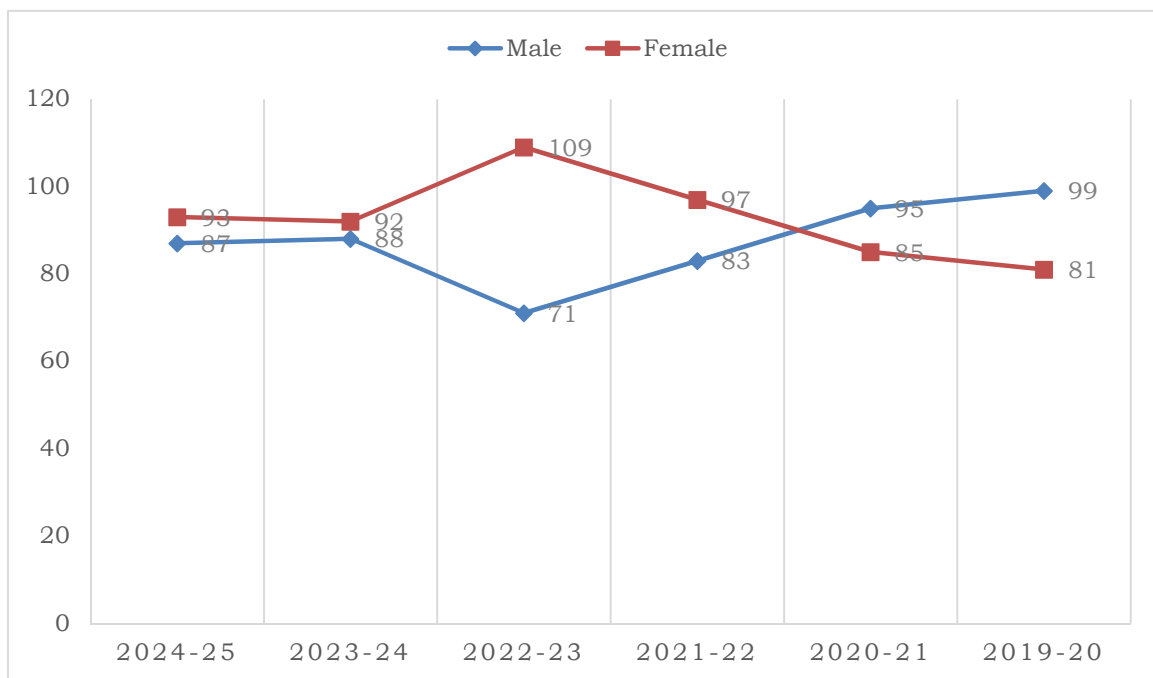


Graph No. 3: Gender wise Details of Total Non-Teaching Faculties in the College

7. Gender-Wise student composition, placement and their achievements

7.1 Gender-wise student's admissions

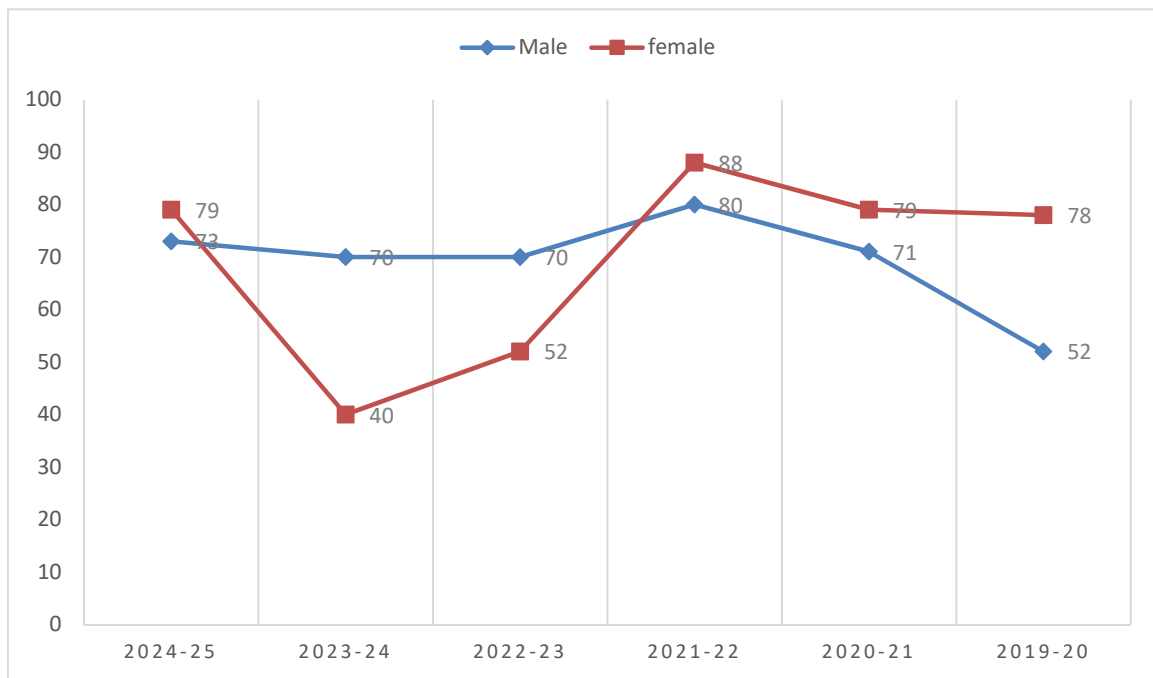
The following graph depicts the gender wise admission of students in last 6 years. The admission data over six years shows a fairly balanced gender distribution, with female students consistently outnumbering male students in recent years. The highest female enrollment was recorded in 2022–23, while male enrollment peaked in 2019–20.



Graph No. 4: Gender wise admission of students

7.2 Gender-wise details on placements

Below graph depicts the placement records, a steady number of students securing jobs, with fluctuations across years. In most years, female students have had slightly higher placement rates than males, except for 2023–24, where male placements significantly exceeded female placements.



Graph No. 5: Gender wise details on placements

7.3 Gender-wise details on participation in sports

The data reveals a growing participation of students in sports, with female students consistently outnumbering males in recent years. The highest participation was recorded in 2024–25, with 30 students, including 18 females and 12 males.

Table No. 6: Details on students participated in sports

Sl. No.	Year	Total no. of students participated	Male	Female
1	2024 – 25	30	12	18
2	2023 – 24	21	8	13
3	2022 – 23	12	2	10
4	2021 – 22	8	1	7

The records show that students have secured four prizes in sports competitions, with male students winning one and female students securing two.

7.4 Gender-wise details on blood donation camp participation

The number of students participating in blood donation camps has varied over the years, with male donors consistently outnumbering female donors. The highest participation was in 2024–25, with 120 donors, including 72 males and 48 females.

Table No. 7: Blood donation camp

Sl. No.	Year of admission	Total no. of donors	Male	Female
1	2024 – 25	120	72	48
2	2023 – 24	90	47	33
3	2022 – 23	100	60	40

7.5 Gender-wise details on students participated in conferences, research paper presentations, workshops

The participation of students in academic events has remained high, with a consistent rise in female participation. The highest participation was recorded in 2023–24, with 177 students, including 94 females and 83 males.

Table No. 8: Details on students participated in conferences, research paper presentations, workshops attended

Sl. No.	Year	Total no. of students participated	Male	Female
1	2024 – 25	165	72	93
2	2023 – 24	177	83	94
3	2022 – 23	171	68	103

7.6 Gender-wise details on scholarships received

The scholarship distribution over the past four years shows a fairly balanced allocation between male and female students. In 2023–24, female students received more scholarships compared to their male counterparts, whereas in 2024–25, the number of scholarships awarded to males was slightly higher. The overall trend indicates equal opportunities for both genders in availing financial support.

Table No. 9: Scholarships received

Sl. No.	Year	Male	Female
1	2024 – 25	4	3
2	2023 – 24	2	5
3	2022 – 23	2	3
4	2021 – 22	4	4

8. Safety and security measures

A safe and secure campus is fundamental to fostering gender equity, ensuring that all students, faculty, and staff—irrespective of gender—feel protected, respected, and empowered to thrive in an inclusive environment. The institution recognizes that safety concerns can disproportionately impact certain genders, particularly women and gender minorities, influencing their access to education, professional opportunities, and overall well-being. Therefore, proactive security measures have been implemented to address these concerns, reinforcing the institution's commitment to creating an equitable and harassment-free space.

The following arrangements have been put in place to enhance security, promote gender inclusivity, and build a campus culture where every individual feels valued and protected.

8.1 Deployment of male and female security guards

To ensure comprehensive security, the institution has appointed both male (9) and female (1) security personnel on campus. This approach helps in addressing security concerns effectively:

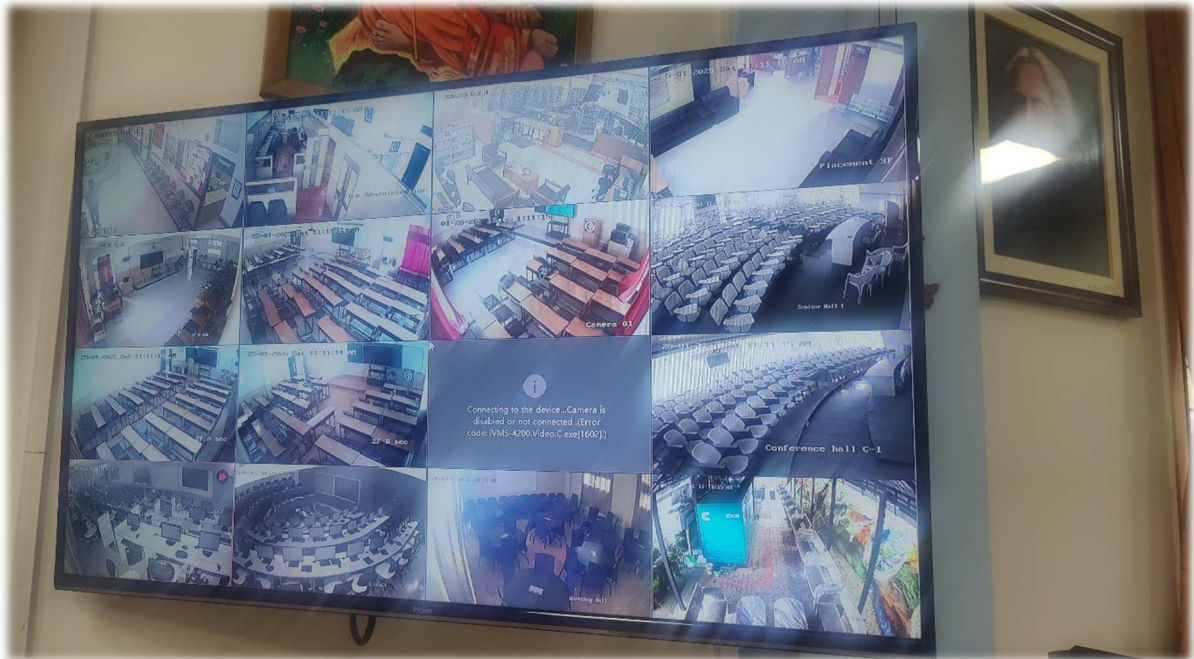
- Female security guards play a crucial role in providing a sense of safety for female students and staff.
- Male security guards are deployed across the campus to handle general security concerns, entry points, and emergency situations.
- The presence of gender-diverse security personnel ensures that individuals feel comfortable approaching them for assistance, fostering a gender-sensitive security framework.



8.2 CCTV surveillance

The institution has installed 12 CCTV cameras at key locations across the campus, including entry and exit points, hallways, classrooms, libraries, parking areas, and other critical zones.

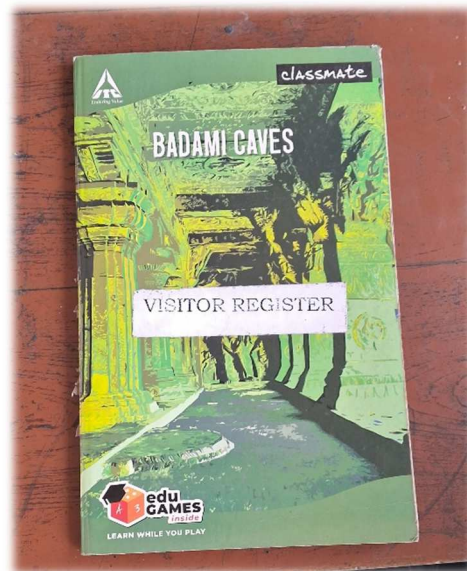
- Regular monitoring of CCTV footage helps in preventing and identifying any untoward incidents, ensuring a proactive security approach.
- The surveillance system acts as a deterrent against harassment, vandalism, or unauthorized activities, contributing to a safer campus environment.



8.3 Visitor register for controlled access

To prevent unauthorized entry and ensure accountability, a visitor register is maintained at all campus entry points.

- Visitors are required to provide identification details and state their purpose before being granted entry.
- This system helps in tracking movements of non-campus individuals, minimizing potential security threats.
- By maintaining a detailed log, the institution ensures better surveillance and control over external interactions within the campus.



9. Counselling

Counselling for better Mental Health

Counseling services provided by the RVIM address emotional and psychological challenges that women may face, including stress, anxiety, discrimination, and personal struggles. These services ensure that women receive the necessary support to overcome obstacles and thrive in both their personal and professional lives.

Mental well-being plays a crucial role in academic and personal success. Recognizing the importance of mental health support, Christ University students, under the guidance of experienced mentors, has initiated a peer counseling program at RVIM. This initiative aims to create a supportive environment where students can openly discuss their challenges and receive guidance to enhance their overall well-being.

Purpose and Objectives

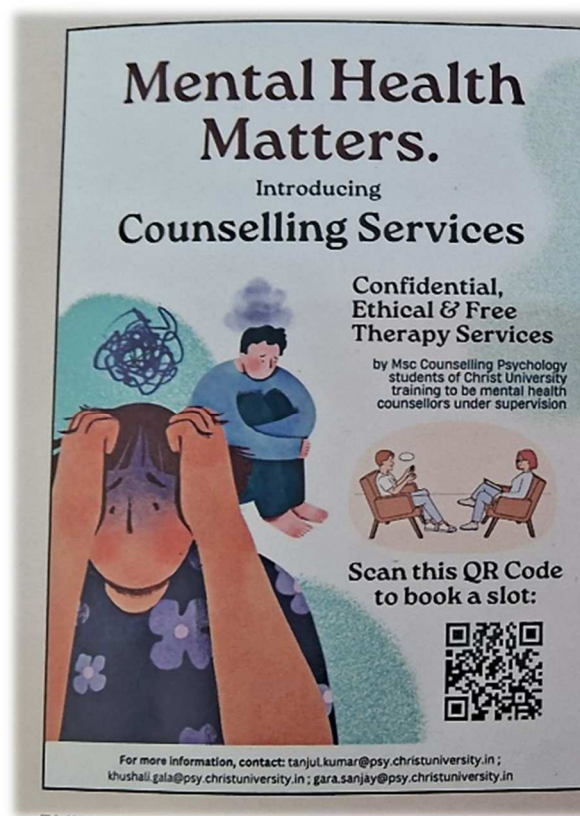
The primary goal of this counseling program is to provide emotional and psychological support to students dealing with various stressors in their academic and personal lives. The initiative seeks to:

- Help students manage academic stress and improve their focus, productivity, and time management skills.
- Assist in maintaining a healthy work-life balance, ensuring students do not feel overwhelmed by their responsibilities.
- Address relationship issues, including friendships, family dynamics, which can impact mental health.
- Provide guidance on career pressures, helping students navigate career choices, expectations, and professional development.
- Support students in handling interpersonal conflicts within social and family settings to foster better relationships.

Impact and Benefits

- Enhances students' coping mechanisms and emotional resilience.
- Reduces anxiety and stress by providing a safe space for students to express themselves.
- Promotes a culture of mental health awareness and emotional well-being on campus.
- Encourages students to seek help without stigma, fostering a supportive and empathetic community.

By offering these counseling services, Christ University and RVIM are taking a proactive step toward fostering a mentally healthy academic environment, where students can thrive both personally and professionally.



10. Girls common room

R V Institution of Management is deeply committed to fostering a gender-inclusive and supportive campus environment. As part of its dedication to the well-being and comfort of female students and staff, the institute has established a dedicated Girls' Common Room. Thoughtfully designed, this space provides a comfortable seating arrangement and a quiet area for rest and relaxation whenever needed.



Furthermore, the institute has taken significant steps to ensure proper menstrual hygiene management by equipping the ladies' washroom with a sanitary pad vending machine, a pad incinerator, and a dedicated bin for sanitary waste disposal. These facilities not only promote convenience and hygiene but also reflect the institution's proactive approach toward women's health, dignity, and empowerment. Through these initiatives, R V Institute of Management reaffirms its commitment to creating a safe, inclusive, and supportive campus for all.

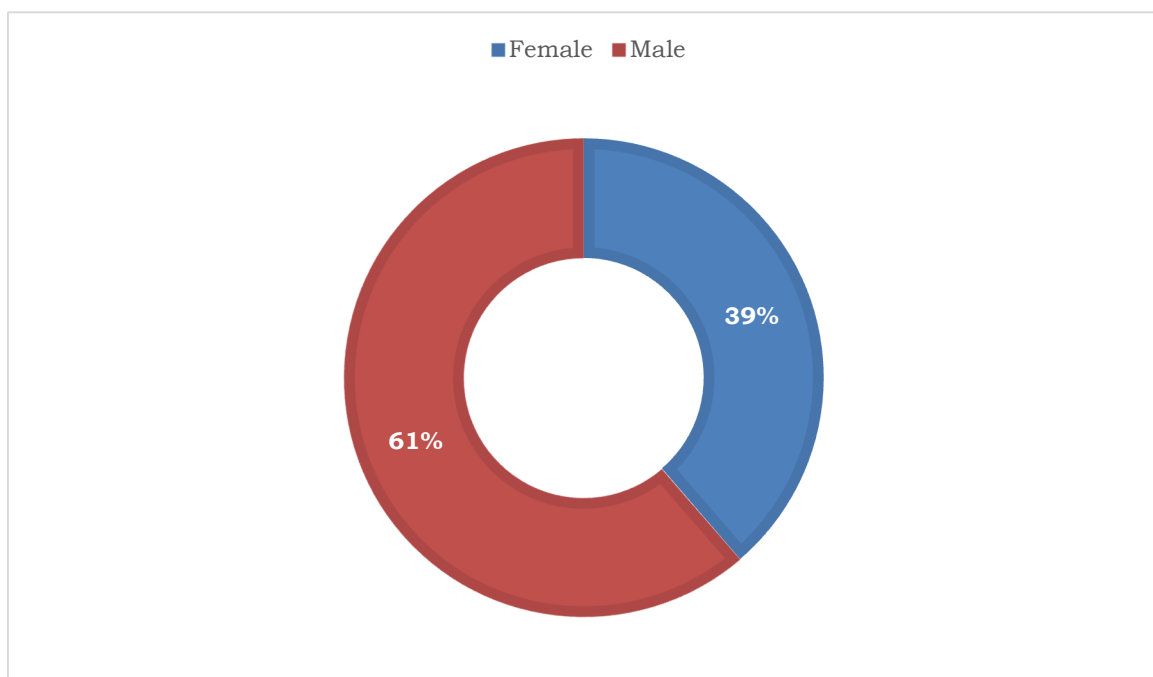


11. Maternity leave for female staff

R V Institution of Management is committed to fostering a gender-inclusive work environment and upholding gender equity through progressive policies, including comprehensive maternity leave provisions. Recognizing the importance of maternal health and work-life balance, the institution grants six months of fully paid maternity leave to its female staff. This initiative ensures that employees receive the necessary support during this crucial phase of life, enabling them to focus on their well-being and family without compromising financial stability or professional growth. By implementing such policies, the institution reinforces its dedication to creating an equitable, supportive, and inclusive workplace for all.

12. Interaction with students

A structured questionnaire was administered to all students via Google Forms to assess their perceptions and experiences regarding gender equity within the institution. Out of a total of 360 students, 111 students participated in the survey. The questionnaire comprised six binary (Yes/No) response questions, designed to evaluate key aspects of gender inclusivity. The collected responses provide insights into the prevailing gender equity climate within the institution.



Graph No. 6: Showing the distribution of participants (students) based on gender

Among 111 respondents, 43 (37.8%) of them were females and 68 (61.3%) of them were males.

Among 111 respondents, 75 (67.6%) of them were in 1st year and 36 (32.4%) of them were in 2nd year.

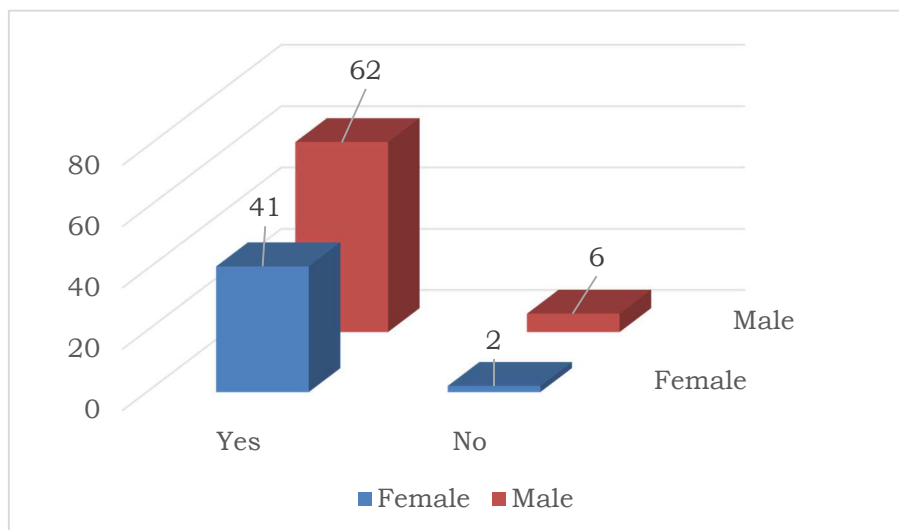
Table No. 10: Showing the distribution of participants based on the year of study. (n=111)

Response	Frequency	Percentage
1 st Year	75	67.6%
2 nd year	36	32.4%

Question No. 1: Do you feel that the college promotes gender equality in its policies, practices, and culture? (n=111)

Table No. 11: Students response to question No. 1

Response	Frequency	Percentage
Yes	103	92.8%
No	8	7.2%



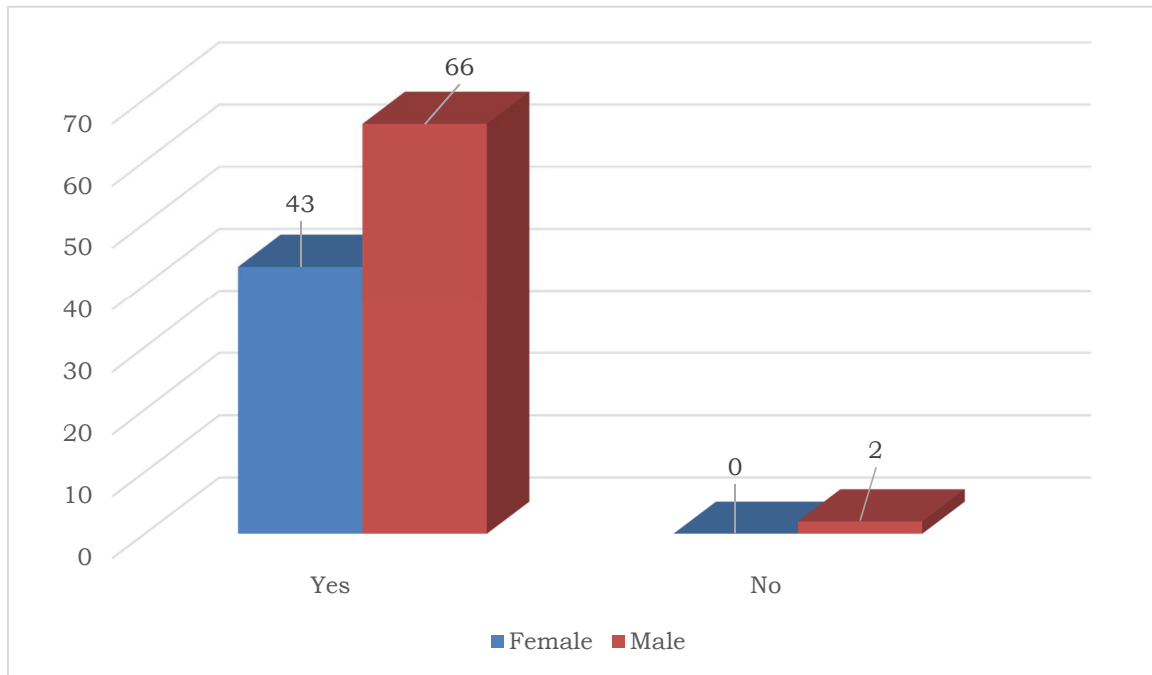
Graph No. 7: Gender-wise student's response to question No. 1 (n = 111)

When students were asked about the promotion of gender equity in institutional policies, practices, and culture, 103 students responded positively, comprising 41 females and 62 males. Conversely, 8 students expressed dissatisfaction with the institution's gender equity practices, including 6 males and 2 females.

Question No. 2: Do you feel safe and secure on the college campus at all times? (n=111)

Table No. 12: Students response to question No. 2

Response	Frequency	Percentage
Yes	109	98.2%
No	2	1.8%



Graph No. 8: Gender-wise student's response to question No. 2 (n = 111)

When asked about their perception of safety and security on the college campus, 109 students responded positively, including 43 females and 66 males. Conversely, only 2 male students expressed dissatisfaction with the campus's safety and security.

Question 3: Are you aware of any mechanisms (e.g., grievance cell, anti-sexual harassment cell) in the college for reporting gender-based issues? (n=111)

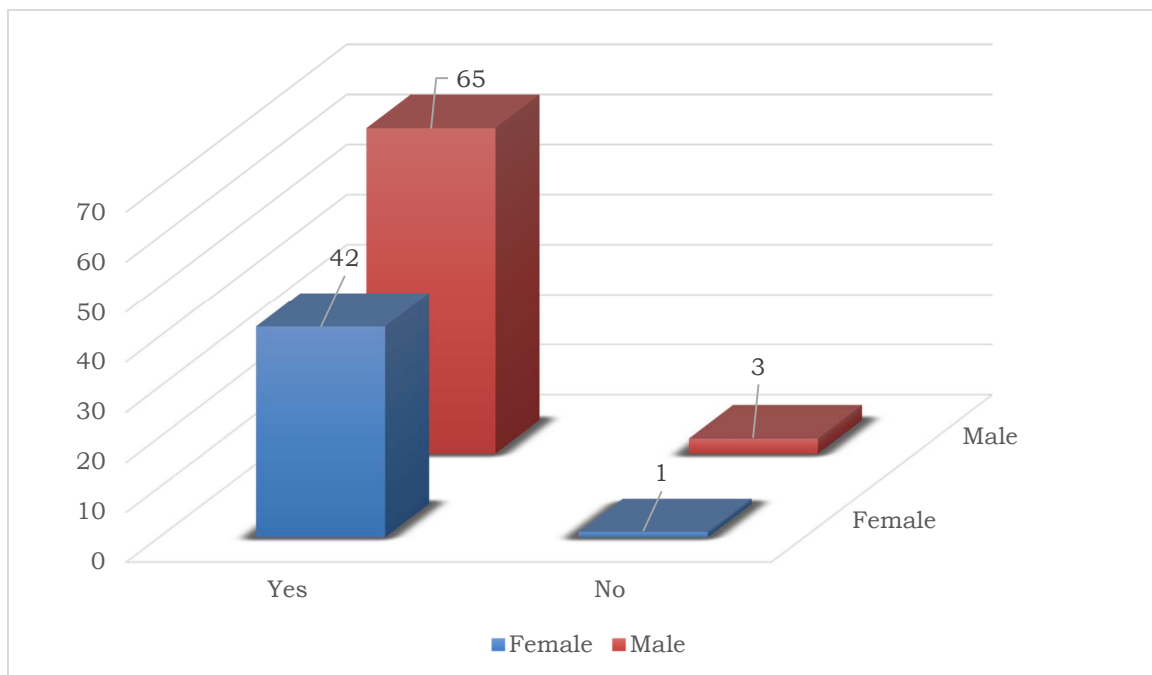
Table No. 13: Students response to question No. 3

Response	Frequency	Percentage
Yes	109	98.2%
No	2	1.8%

Question 4: Do you feel that students of all genders are given equal opportunities to participate in extracurricular activities, leadership roles, and academic programs? (n=111)

Table No. 14: Students response to question No. 4

Response	Frequency	Percentage
Yes	107	96.4%
No	4	3.6%

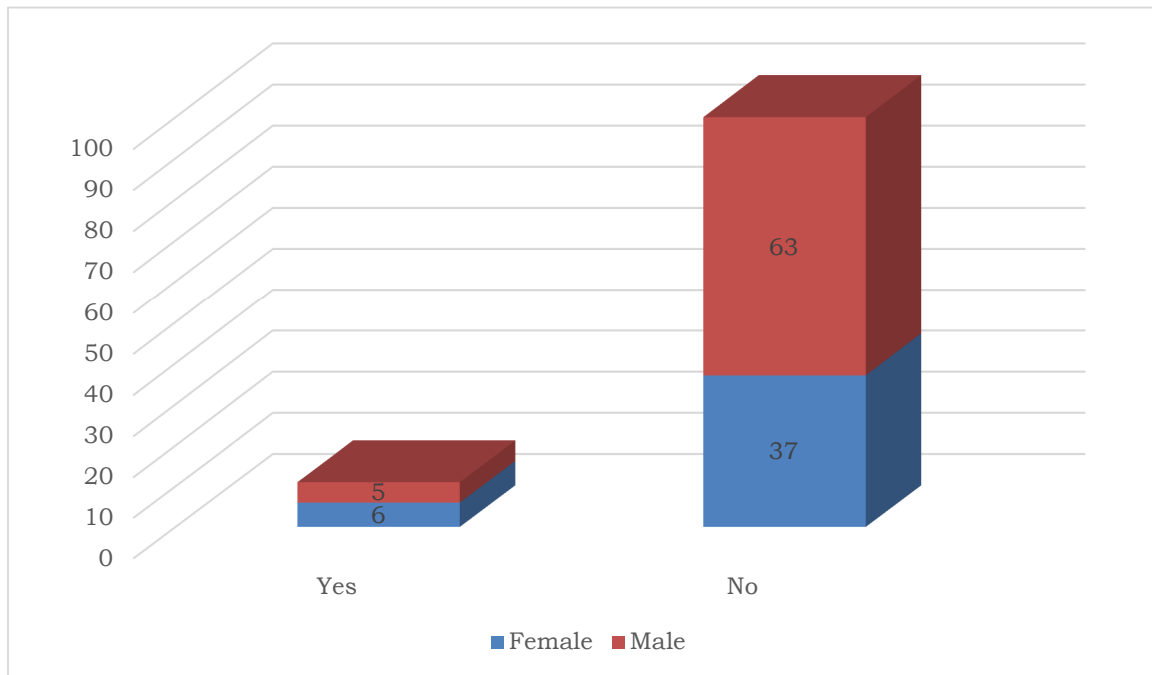


Graph No. 9: Gender-wise student's response to question No. 4 (n = 111)

Question No. 5: Have you observed or experienced any bias in how faculty or staff interact with students of different genders? (n=111)

Table No. 15: Students response to question No. 5

Response	Frequency	Percentage
Yes	10	9%
No	101	90.1%

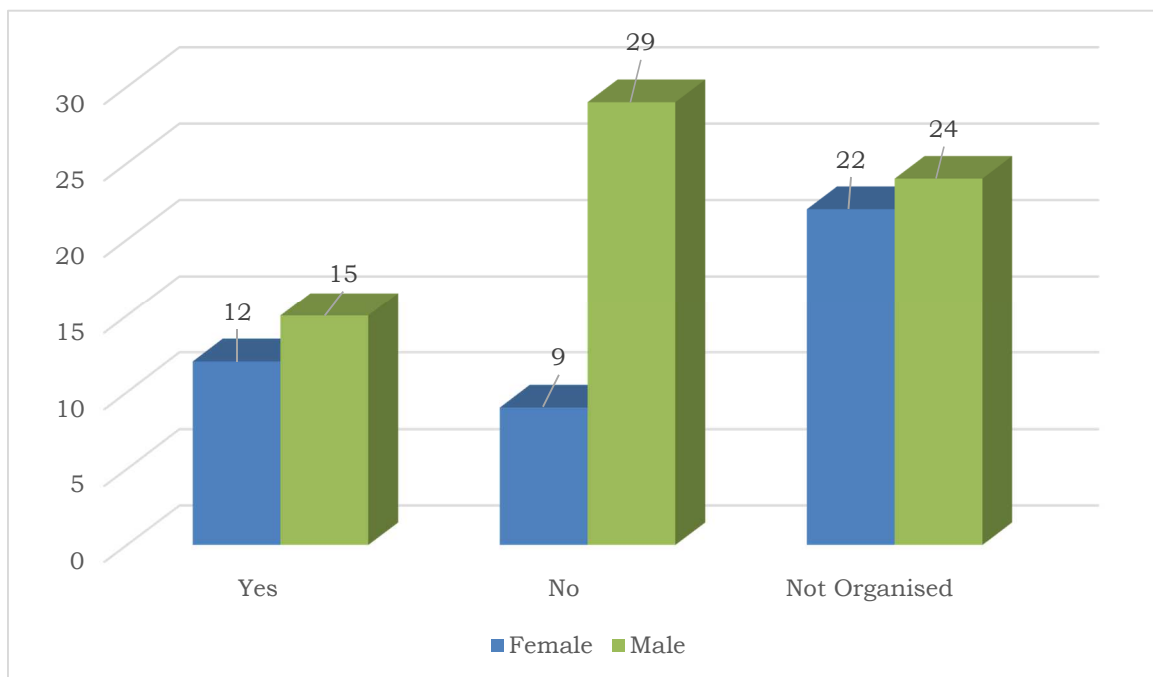


Graph No. 10: Gender-wise student's response to question No. 5 (n = 111)

Question No. 6: Have you participated in any workshops, seminars, or activities on campus that address gender sensitization or awareness? (n=111)

Table No. 16: Students response to question No. 6

Response	Frequency	Percentage
Yes	38	34.2
No	27	24.3
Such activities were not organized	46	41.4



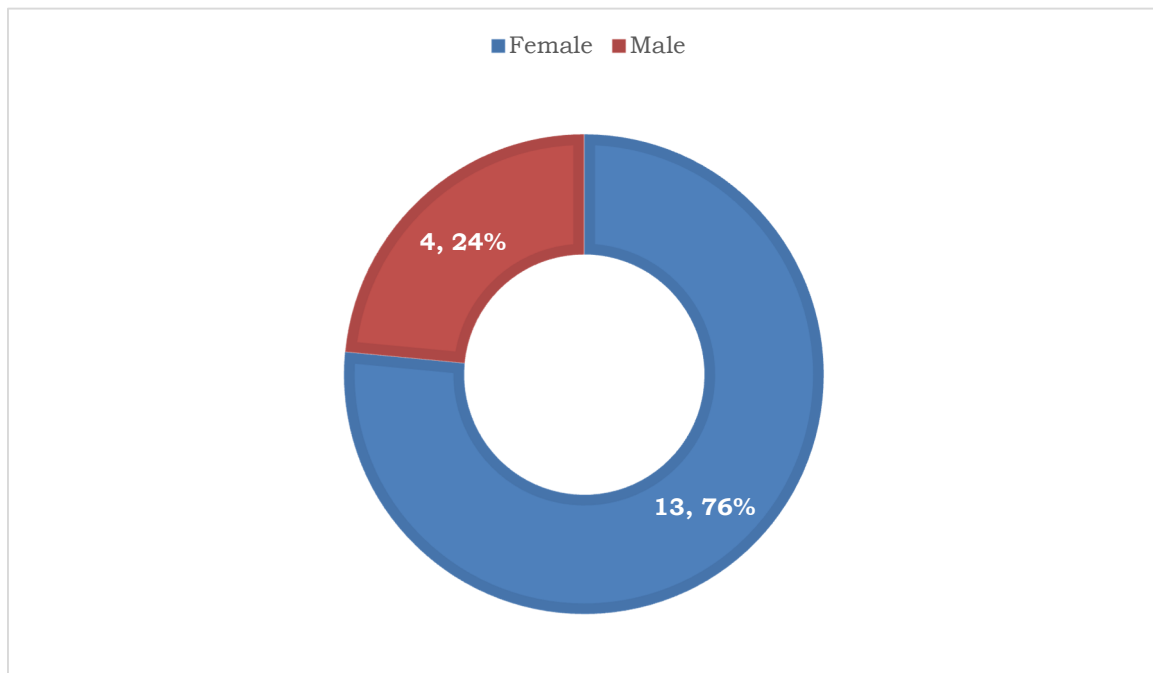
Graph No. 11: Gender-wise student's response to question No. 6 (n = 111)



Interaction with students during
our visit

13. Interaction with staff

Our team facilitated an interactive session with the staff and administered a structured questionnaire via Google Forms to assess their perceptions and experiences regarding gender equity within the institution. The questionnaire comprised five binary (Yes/No) response questions, designed to evaluate key aspects of gender inclusivity. The following responses were recorded from the participants. Gender-wise participant distribution is depicted in the following graph.



Graph No. 12: Showing gender distribution of participants among staff (n = 17)

Question No. 1: Do you think the college has clear policies in place to promote gender equity among staff (n=17).

Table No. 17: Staff response to question No. 1

Response	Frequency	Percentage
Yes	16	94.11%
No	1	5.88%
Total	17	100%

Question No. 2: Do you feel that the work environment at the college is inclusive and respectful of all genders (n=17).

Table No. 18: Staff response to question No. 2

Response	Frequency	Percentage
Yes	16	94.11%
No	1	5.88%

Question No. 3: Have you observed or experienced any gender bias in decision-making processes, task allocation, or treatment? (n=17).

Table No. 19: Staff response to question No. 3

Response	Frequency	Percentage
Yes	3	17.6%
No	14	82.4%

Question No. 4: Are training programs, workshops, or professional development initiatives equally accessible and inclusive for all genders? (n=17).

Table No. 20: Staff response to question No. 4

Response	Frequency	Percentage
Yes	16	94.11%
No	1	5.88%

Question No. 5: Have you attended any gender sensitization or awareness programs organized by the institution? (n=17).

Table No. 21: Staff response to question No. 5

Response	Frequency	Percentage
Yes	13	76.4%
No	4	23.52%

The responses to the questionnaire indicate that the staff perceives the institution's gender equity policies positively. No gender bias was reported in decision-making, task allocation, treatment, or professional development initiatives. Additionally, staff members expressed a strong sense of inclusivity and mutual respect among all genders within the institutional environment.



Interaction with staff during our visit

14. Gender equity promotion programs

Gender equity promotion programs in educational institutions focus on creating an inclusive environment through awareness campaigns, self-defense training, leadership programs, and policies against discrimination. These initiatives empower students by ensuring equal opportunities in education, sports, and employment, fostering a culture of respect, safety, and gender sensitivity on campuses. R V Institute of Management conducts such programs for staff and students. Following are the details of such programs.

Program on 'Menstrual Hygiene' by P&G

- A special awareness program on menstrual hygiene was conducted by P&G to educate female students on the importance of personal hygiene, menstrual health, and proper sanitation practices. The session aimed to break taboos, promote open discussions, and provide practical guidance on menstrual care.

Session on Workplace Safety

- A session on workplace safety was organized to create awareness among students and staff about essential safety protocols, risk management, and emergency preparedness. Experts provided insights on maintaining a safe and inclusive work environment, ensuring well-being and security for all.

Table No. 22: Details on gender equity promotion programs organized by the institution

Sl. No.	Program	Date	Total number of participants	Female	Male
1	Program on 'Menstrual hygiene by P & G	16/02/2024	80	80	NA
2	Session on Workplace Safety	31/05/2023	100	63	37

15. Conclusion

This report encapsulates the multi-dimensional approach adopted by R V Institute of Management, in its quest for gender equity. By aligning institutional practices with NAAC Criteria 7.1.1, the college not only ensures compliance with national standards but also sets a benchmark for academic institutions across India. The sustained commitment to gender equity is reflected in both policy initiatives and day-to-day practices, contributing to an inclusive, empowering, and progressive educational environment. As R V Institute of Management, moves forward, the lessons learned and successes achieved will continue to inform and inspire future endeavors aimed at creating an even more equitable society.

DISCLAIMER

The audit team has prepared Gender Equity Report for R V Institute of Management, Bengaluru based on the input data provided by the institution representatives, field data collection, interaction with staff and students, supplemented by the expert team's best judgment.

While every effort has been made to ensure accuracy, the details in this report have been compiled in good faith based on the information gathered. The recommendations are made using our best judgment; however, no representation, warranty, or undertaking, express or implied, is made. The audit team accepts no responsibility for any direct or consequential loss arising from the use of the information, statements, or forecasts in this report.