GENDER EQUITY REPORT

RV Institute of Management®

R V Institute of Management, Bengaluru

PREPARED BY
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CERTIFICATE
GENDER EQUITY

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.

Pradeep N V
Audit Period: 2025 - 2026

NISARGA ECO CONSULTANTS * BELAGAVI *

ISO 9001:2015 CERTIFICATE NO. 9910024971 (NABCB, TUV SUD)
ISO 14001:2015 CERTIFICATE NO. E20240510205
ISO 17020:2012 CERTIFICATE NO. UQ-2024050701

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Acknowledgement

We gratefully acknowledge the Management of RV Institute of Management, for entrusting us with the conduct of the Gender Audit and for demonstrating a clear institutional commitment to equity, inclusion, dignity, and equal opportunity across the campus community.

We sincerely thank the Principal for the leadership, facilitation, and administrative support extended throughout the audit process. We also record our appreciation to the IQAC Coordinator and the Criterion VII Coordinator for their guidance, coordination, and timely sharing of the information, records, and documentation necessary for a comprehensive assessment.

Our thanks are extended to the teaching and non-teaching staff for their cooperation during meetings, interviews, and campus observations, and for providing access to relevant facilities, policies, and institutional records. Their responsiveness and assistance contributed significantly to the smooth execution of the audit.

We also appreciate the students for their active participation, candid feedback, and engagement with discussions related to gender sensitivity, safety, inclusiveness, and institutional support systems. Their perspectives provided valuable insights into the lived experience of campus life.

The successful completion of this Gender Audit was made possible through the collective support of all stakeholders. We are grateful for the professionalism, openness, and hospitality extended to the audit team throughout the engagement.

About the Auditing firm

Nisarga Eco Consultants is a professional environmental consultancy firm committed to promoting sustainable development and responsible resource management. The firm is specialized in conducting Green Audits, Energy Audits, and Environmental Audits for educational institutions and organizations in accordance with NAAC guidelines and sustainability frameworks.

The firm is dedicated to delivering technically sound and practical solutions that assist institutions in improving environmental performance, optimizing resource utilization, and adopting sustainable campus practices. Nisarga Eco Consultants is certified under ISO 9001:2015 (NABCB) for quality management, ISO 14001:2015 for environmental management systems, and ISO 17020:2012, demonstrating adherence to internationally recognized standards in environmental engineering consultancy and auditing services.

In addition to audit services, the firm is actively involved in the planning, design, and implementation of Rainwater Harvesting (RWH) systems across a wide range of establishments including educational institutions, clubs, restaurants, residential apartments, and individual houses. The consultancy also undertakes the designing of sewer networks, Sewage Treatment Plants (STP), Effluent Treatment Plants (ETP), and Water Treatment Plants (WTP), thereby contributing to effective water and wastewater management.

Waste management forms another important area of expertise for the firm. Nisarga Eco Consultants has developed practical solutions for the composting of wet biodegradable waste, and its composting technology has been recognized and published in the list of “Evaluated Technologies for Processing of Wet Waste” by the Office of the National Green Tribunal – State Level Committee.

Furthermore, the firm is actively engaged in capacity building and environmental awareness initiatives. Awareness sessions and technical lectures on environmental issues, sustainability, and environmental engineering are regularly delivered by the team to students and institutional

stakeholders, helping to foster environmental responsibility and sustainability-oriented thinking among future professionals.

Through its multidisciplinary expertise and commitment to environmental stewardship, Nisarga Eco Consultants continues to support institutions and organizations in achieving sustainable, resource-efficient, and environmentally responsible operations.

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. Bengaluru also known as IT capital of India. The Institute is well connected to city even through metro rail network Our dedicated and experienced faulty 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.

Institution Vision and Mission Statement:

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 and Sustainable Development

Gender equity is a fundamental principle of inclusive education, social justice, and sustainable development. It is closely aligned with the United Nations Sustainable Development Goal (SDG) 5: Gender Equality, which seeks to eliminate discrimination, promote equal opportunities, and empower all women and girls. Furthermore, gender equity contributes significantly to SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals).

In accordance with the National Assessment and Accreditation Council (NAAC) Criterion 7.1.1 – Institutional Values and Social Responsibilities, this Gender Audit Report presents a comprehensive assessment of the initiatives, policies, infrastructure, and practices to create a safe, inclusive, and gender-responsive educational environment. As a leading institution of higher education, the college recognizes that equitable access, participation, and opportunities for all genders are essential for academic excellence, holistic development, and sustainable societal progress.

The institution remains committed to fostering a campus culture where diversity is respected, equal opportunities are ensured, and every individual is empowered to realize their full potential irrespective of gender.

1.1 Institutional Commitment to Gender Equity

At R V Institute of Management, gender equity is embedded within the institutional vision, governance framework, and operational practices. The institution acknowledges that sustainable development can only be achieved through equal participation and representation of all genders in academic, administrative, leadership, and decision-making processes.

To advance this commitment, the institution has established a comprehensive framework that integrates principles of gender equality into policies, programmes, and institutional culture. These initiatives are periodically

reviewed and strengthened to align with evolving societal needs, national regulations, and global sustainable development priorities.

Strategic Measures Undertaken

a) Policy Framework and Governance

The institution has adopted gender-inclusive policies that uphold the principles of equality, non-discrimination, dignity, and mutual respect. Clear guidelines are in place to address gender-based discrimination, sexual harassment, and unequal treatment. These policies are communicated to all stakeholders and monitored through designated committees and periodic reviews to ensure effective implementation and accountability.

b) Gender-Responsive Infrastructure

Recognizing the importance of a safe and supportive learning environment, the institution has invested in infrastructure that promotes security, accessibility, and well-being. Key provisions include:

- Separate and hygienic sanitation facilities.
- Well-illuminated campus premises.
- CCTV surveillance in strategic locations.
- Accessible grievance reporting mechanisms.
- Safe common spaces and support facilities for students and staff.

These measures contribute directly to SDG 5 and SDG 16 by ensuring safety, dignity, and equal access for all.

c) Awareness, Capacity Building, and Empowerment

The institution regularly organizes workshops, seminars, awareness campaigns, and training programmes focusing on gender equality, women's empowerment, legal rights, prevention of sexual harassment, and inclusive practices. These initiatives encourage critical dialogue, challenge gender stereotypes, and cultivate a culture of respect and inclusion among students and staff.

Through these activities, the institution contributes to creating informed citizens capable of promoting equity both within and beyond the campus community.

1.2 Data-Driven Approach Towards Gender Equity

In line with NAAC's emphasis on evidence-based institutional practices and continuous quality improvement, R V Institute of Management adopts a data-driven approach to assess and strengthen gender equity initiatives.

Gender-disaggregated data relating to student enrolment, faculty composition, administrative positions, participation in activities, and leadership roles are systematically collected and analysed to identify gaps and guide strategic interventions.

Key Observations

Student Enrolment and Participation

The institution has observed a progressive increase in female student enrolment over recent years, reflecting its commitment to widening access to higher education and supporting equitable participation.

Faculty and Administrative Representation

Efforts to ensure balanced representation of all genders in teaching, administrative, and leadership positions have yielded encouraging outcomes. Continuous monitoring is undertaken to further strengthen inclusivity and equal opportunities in recruitment, retention, and career advancement.

Student Support and Well-being

The institution has established comprehensive support systems, including counselling services, mentoring programmes, career guidance initiatives, and grievance redressal mechanisms. These services address gender-specific challenges and contribute to improved academic performance, personal development, and psychosocial well-being.

Such interventions align with SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 5 (Gender Equality).

1.3 Institutional Practices and Their Impact

The institution's commitment to gender equity is reflected not only in its policies but also in its everyday practices, which collectively foster an environment of inclusivity, respect, and equal opportunity.

Gender-Sensitive Curriculum

Academic programmes are periodically reviewed to integrate perspectives related to gender equality, human rights, constitutional values, and social justice. The curriculum encourages critical thinking and promotes awareness of contemporary gender issues, thereby contributing to the development of socially responsible graduates.

Inclusive Participation and Leadership

Students are encouraged to participate actively in academic, cultural, sports, extension, and leadership activities without gender-based barriers. Leadership development programmes, student councils, cultural festivals, NSS activities, and sports competitions provide equal opportunities for growth, confidence-building, and skill enhancement.

Feedback, Monitoring, and Accountability

The institution maintains a transparent mechanism for obtaining feedback from students, faculty, staff, and other stakeholders regarding gender-related concerns and institutional practices. Regular reviews enable the identification of emerging issues and facilitate continuous improvement in policies and programmes.

Future Roadmap

Building upon its achievements R V Institute of Management remains committed to strengthening its gender equity ecosystem through:

- Periodic gender audits and policy reviews.
- Enhanced gender sensitization programmes.
- Increased representation of women in leadership and decision-making roles.
- Collaborative initiatives with governmental and non-governmental organizations.

- Integration of SDG-focused activities into institutional practices.
- Adoption of innovative approaches to promote diversity, inclusion, and equal opportunity.

Through these initiatives, the institution seeks to contribute meaningfully to the achievement of the United Nations Sustainable Development Goals while fostering a campus environment characterized by equality, dignity, and empowerment for all.

2. Executive Summary

This Gender Audit Report presents a comprehensive evaluation of the institution's efforts to promote gender equity, inclusivity, and equal opportunity in alignment with NAAC Criterion 7.1.1, institutional values, and the United Nations Sustainable Development Goals, particularly SDG 5 (Gender Equality).

The audit was conducted through an independent assessment of institutional policies, governance structures, infrastructure, support systems, awareness programmes, and stakeholder engagement mechanisms. The review examined the extent to which gender-responsive practices have been integrated into the academic and administrative functioning of the institution.

The findings indicate that the institution has established a conducive environment for promoting gender equity through awareness and sensitization programmes, robust grievance redressal mechanisms, safe campus infrastructure, equal participation opportunities, and leadership development initiatives. Institutional efforts have contributed to creating a culture of respect, inclusion, and empowerment among students and staff.

The audit also identifies opportunities for further strengthening gender-responsive governance, enhancing stakeholder engagement, expanding capacity-building initiatives, and integrating sustainable development principles into future institutional planning.

A detailed analysis of observations, findings, best practices, recommendations, and future action plans is presented in the subsequent sections of this report.

3. Annual Gender Sensitization Action Plan

An Annual Gender Sensitization Action Plan serves as a strategic framework for promoting gender equality, inclusiveness, and respect within the institutional ecosystem. The plan aligns with the objectives of SDG 5 (Gender Equality) and supports the broader goals of creating a safe, equitable, and empowering educational environment.

The action plan seeks to build awareness, address gender biases, strengthen institutional mechanisms, and ensure equal opportunities for all students and staff members irrespective of gender.

Need and Significance

- Promotes awareness of gender equality, equity, and human rights among stakeholders.
- Contributes to the elimination of gender-based discrimination, stereotypes, and prejudices.
- Strengthens a culture of dignity, mutual respect, and inclusiveness.
- Ensures a safe and supportive campus environment free from harassment and gender-based violence.
- Encourages equitable participation in academic, cultural, sports, extension, and leadership activities.
- Supports the institution’s commitment to NAAC quality benchmarks and Sustainable Development Goals.

Strategic Action Areas

Awareness and Sensitization Programmes

- Organize workshops, seminars, guest lectures, panel discussions, and awareness campaigns on gender equality, women's rights, legal provisions, and gender-responsive behaviour.
- Observe important national and international days related to gender equality and women's empowerment.

Curriculum and Co-curricular Integration

- Incorporate gender perspectives into academic discussions, projects, assignments, and extension activities.
- Promote student-led initiatives that address gender issues and social inclusion.

Strengthening Institutional Support Systems

- Enhance the effectiveness and visibility of the Internal Complaints Committee (ICC) and grievance redressal mechanisms.
- Conduct periodic orientation programmes regarding policies related to prevention of sexual harassment and gender discrimination.

Leadership and Empowerment Initiatives

- Organize leadership development programmes, mentoring activities, and career guidance sessions aimed at empowering students.
- Encourage equal representation in student councils, committees, clubs, and institutional governance structures.

Safety, Security, and Well-being

- Conduct self-defence training programmes and safety awareness initiatives.
- Periodically review campus safety infrastructure and support services to ensure accessibility and inclusivity.

Monitoring and Evaluation

- Conduct annual reviews of gender equity initiatives.
- Analyse gender-disaggregated data to identify gaps and measure progress.
- Use stakeholder feedback to continuously improve institutional policies and practices.

Through the systematic implementation of this action plan, R V Institute of Management aims to strengthen its commitment to gender equity, advance the Sustainable Development Goals, and create a transformative educational environment where every individual can thrive with dignity, equality, and opportunity.

3.1 Gender Sensitization Action Plan (2025–26)

Policy Statement

RV Institute of Management (RVIM) is committed to promoting gender equity, inclusivity, mutual respect, and a safe academic environment for all stakeholders. The institution recognizes gender sensitization as a continuous process essential for academic excellence, ethical conduct, and holistic development.

Purpose of the Action Plan

The Gender Sensitization Action Plan for the academic year 2025–26 is designed to institutionalize gender-sensitive practices, prevent discrimination and harassment, build awareness on gender rights and responsibilities, and align institutional practices with UGC, AICTE, POSH Act 2013, and NAAC guidelines.

Objectives

• Foster a safe, respectful, and inclusive campus culture.
• Sensitize stakeholders on gender equality and dignity.
• Ensure awareness of institutional policies and grievance redressal mechanisms.
• Promote ethical behavior, emotional intelligence, and professional conduct.
• Encourage shared responsibility and gender-inclusive leadership.

Scope & Coverage

The action plan applies to students, teaching and non-teaching staff, administrative personnel, and student leaders. Gender sensitization is embedded in academic processes, orientations, and institutional support systems.

Institutional Mechanisms

Implementation and monitoring are carried out through the Internal Complaints Committee (ICC), Women Development Cell (WDC), IQAC, Counselling Cell, and Student Council.

Expected Outcomes

The plan aims to enhance gender sensitivity, strengthen campus safety, improve awareness of rights and duties, and support NAAC Criteria 5 and 7.

Monitoring & Review

The plan is reviewed annually through feedback, reports, and IQAC evaluations.

Conclusion

RVIM reaffirms its commitment to equality, dignity, and inclusivity, ensuring gender sensitization remains integral to institutional values during 2025–26.

4. Women's cell

At R V Institute of Management, the Women's Cell stands as a living commitment to gender equity — not merely as a structural body, but as an active force shaping the experiences of women across campus. Its work unfolds across three interconnected dimensions: awareness, capability, and advocacy.

Anchoring this work is a robust culture of informed dialogue. Through purposefully designed programs, the Cell brings conversations around gender rights, workplace safety, legal protections, and harassment prevention into the open — normalizing discussions that too often remain unspoken. The result is a campus where women are not just protected, but genuinely seen and heard.

Equally central is the Cell's investment in women's futures. Workshops on financial independence, entrepreneurial thinking, and vocational growth are designed to expand what women believe is possible for themselves. Paired with mentorship pathways and career-oriented guidance, these initiatives translate ambition into direction — equipping women not just to participate in their fields, but to lead in them.

Beyond programs and workshops, the Women's Cell functions as an institutional conscience — surfacing gender-related concerns, influencing policy, and holding the institution accountable to its equity commitments. At R V Institute of Management, this translates into sustained, meaningful action: a Women's Cell that does not simply exist on paper, but shows up consistently in the lives of the women it serves.

Table No. 1: Women's cell members

Designation in Women's cell	**Name**	**Designation**
Presiding officer	Dr. Anupama Malagi	Professor
Faculty member 1	Dr. Sumera Aluru	Associate Professor
Faculty member 2	Dr. Rashmi Shetty	Assistant Professor
Faculty member 3	Dr. Srikanth P	Professor
Faculty member 4	Dr. Swaraj Bharathi	Assistant Professor
Student member 1	Ms. Jhansi Ramesh	

5. Grievance redressal cell

Every student deserves to be heard — and at R V Institute of Management, the Grievance Redressal Cell exists to ensure that this remains more than a promise. Functioning as the institution's primary channel for student concerns, the Cell bridges the gap between individual experience and institutional response.

Whether a concern touches on academic processes, administrative decisions, campus infrastructure, or personal circumstances, the Cell offers a structured, confidential space for students to come forward without hesitation or fear. Each grievance is handled through a deliberate, step-by-step process — one designed not just for resolution, but for fairness at every stage.

The Cell's role, however, extends beyond addressing complaints after they arise. Through proactive counseling, timely interventions, and a firm stance against discrimination and harassment in any form, it works to prevent grievances from taking root in the first place. The goal is an environment where every student — regardless of background or circumstance — feels equally valued and protected.

Sustaining this culture requires ongoing dialogue. Regular feedback channels and awareness initiatives keep students informed of their rights and the processes available to them, deepening the trust that forms the foundation of a healthy academic community. At RV Institute of Management the Grievance Redressal Cell is not simply a complaint mechanism — it is a cornerstone of institutional integrity.

Table No. 2: Grievance Redressal cell members

Sl. No.	Name of Member	Designation
1.	Dr. Anupama Malagi	Professor
2.	Dr. Rashmi Shetty	Assistant Professor
3.	Dr. Krithika J	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
2025 – 26	3	1	1
2024 – 25	3	1	1

5.1 Suggestion boxes for anonymous feedback and concerns

Across the campus, suggestion boxes have been placed at carefully chosen locations — quiet, accessible, and purposeful in their placement. They represent something simple yet significant: an open invitation for every student and staff member to speak, even when speaking out loud feels difficult.

These boxes carry no requirement for identity. Anonymous submissions are welcomed and protected, ensuring that concerns around safety, harassment, or gender-based discrimination can surface freely — without the shadow of consequence or retaliation. In this way, a small physical presence becomes a meaningful act of institutional trust.

Importantly, what goes in is never left unattended. Submissions are reviewed on a regular basis, and the institution takes deliberate steps to act on what it hears — closing the loop between concern and response, and signaling to every contributor that their voice carries weight.



Taken together, these measures reflect a deeper institutional conviction: that safety and equity are not passive states but active responsibilities. By building systems that listen, protect, and respond, RV Institute of Management works continuously to shape a campus where no one — regardless of gender, role, or background — has to navigate fear in order to learn, work, or belong. These are not isolated initiatives, but interlocking commitments to a culture where respect is the norm and every individual is free to contribute fully.

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

6.1 Gender wise details on teaching faculty

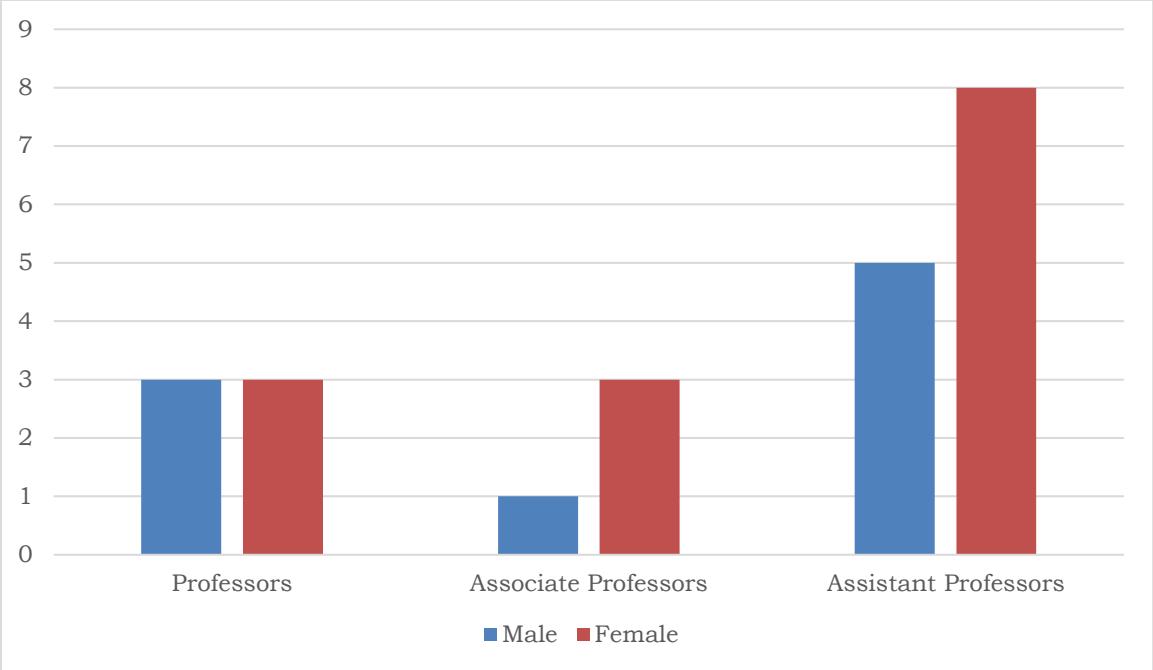
The table below shows the gender distribution of teaching staff over four academic years. The total faculty strength has stayed constant at 22, with 8 male and 14 female members each year.

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

Sl. No.	Year	Total no. of teaching staff	Male	Female
1	2025 – 26	22	8	14
2	2024 – 25	22	8	14
3	2023 – 24	22	8	14
4	2022 – 23	22	8	14

6.2 Gender wise details on teaching cadre

The graph below illustrates faculty composition by designation. The number of male and female professors is equal at 3 each, while female faculty outnumber male faculty in the Associate Professor and Assistant Professor categories.



Graph No. 1: Faculty composition

6.3 Gender wise details on faculty responsibilities

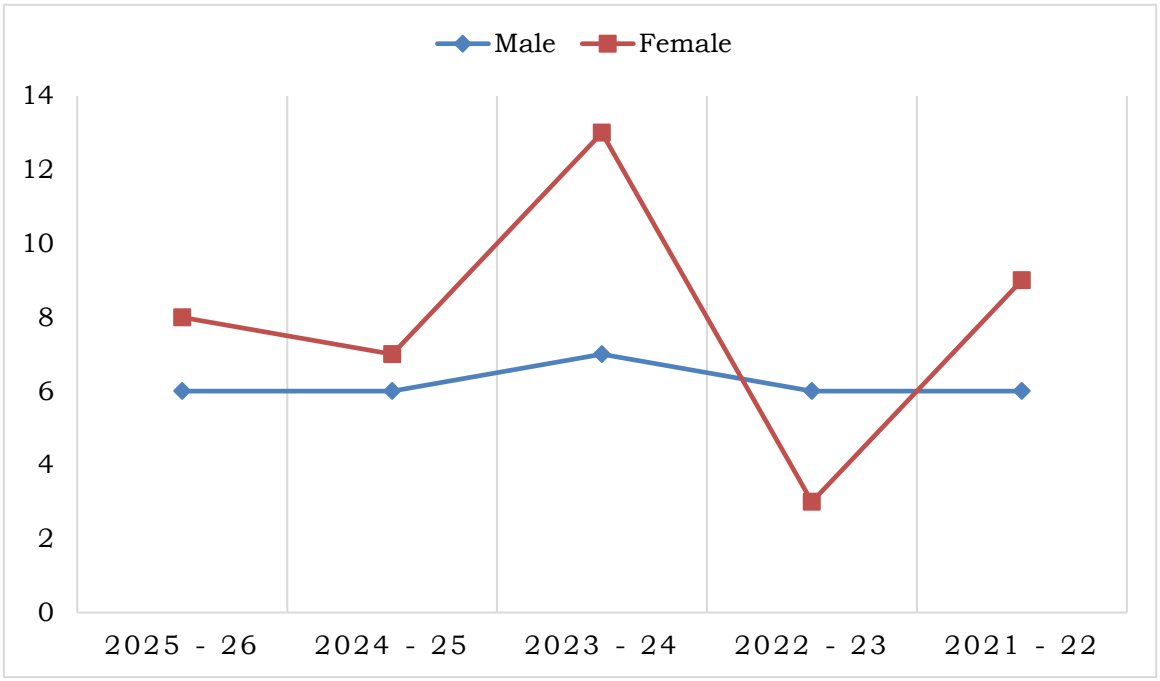
Male and female faculty participate equally in the committees listed below. These committees play an important role in the overall development of both staff and the institution.

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
Women's cell	1	4

6.4 Gender wise details on teaching faculty achievements

The graph below shows institution-supported participation in conferences and research paper presentations over the years. Participation has varied across years, reaching its peak in 2023–24. Both male and female faculty have been actively involved in research activities.



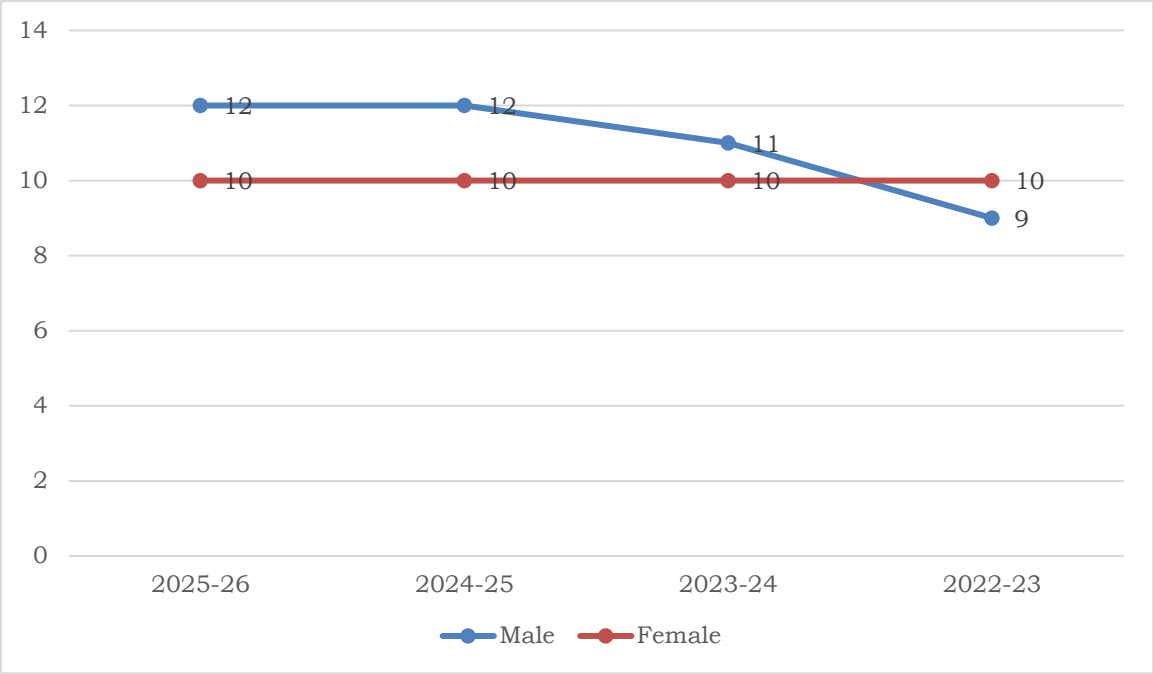
Graph No. 2: Details on staff participated in conferences, research paper presentations funded by institution

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

The institution currently has six Ph.D. guides — five female and one male. A total of 8 Ph.D. students are being mentored by these faculty members, reflecting the strong contribution of female faculty in research supervision and academic mentorship.

6.6 Gender wise details on non-teaching staff

The graph below shows the non-teaching staff strength over four academic years. The total count has grown steadily from 19 in 2022–23 to 28 in 2025–26. While the number of female non-teaching staff has remained unchanged, the male staff count has seen variation over the years.

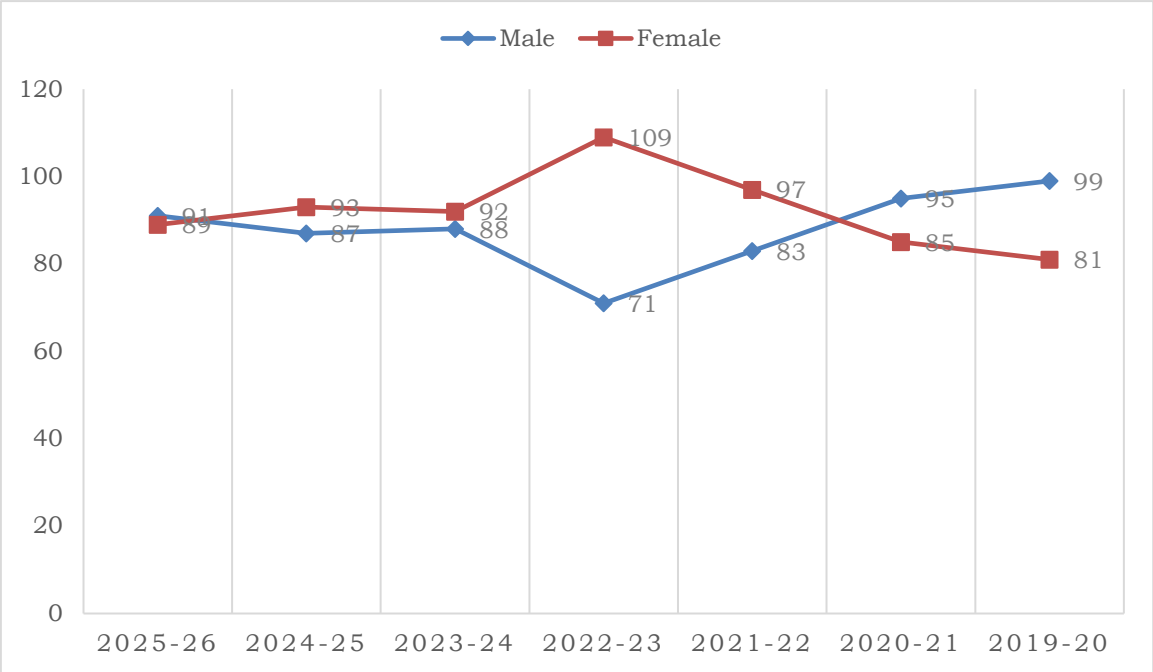


Graph No. 3: Gender wise Details of Total Non-Teaching Faculties in the College

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

7.1 Gender-wise student's admissions

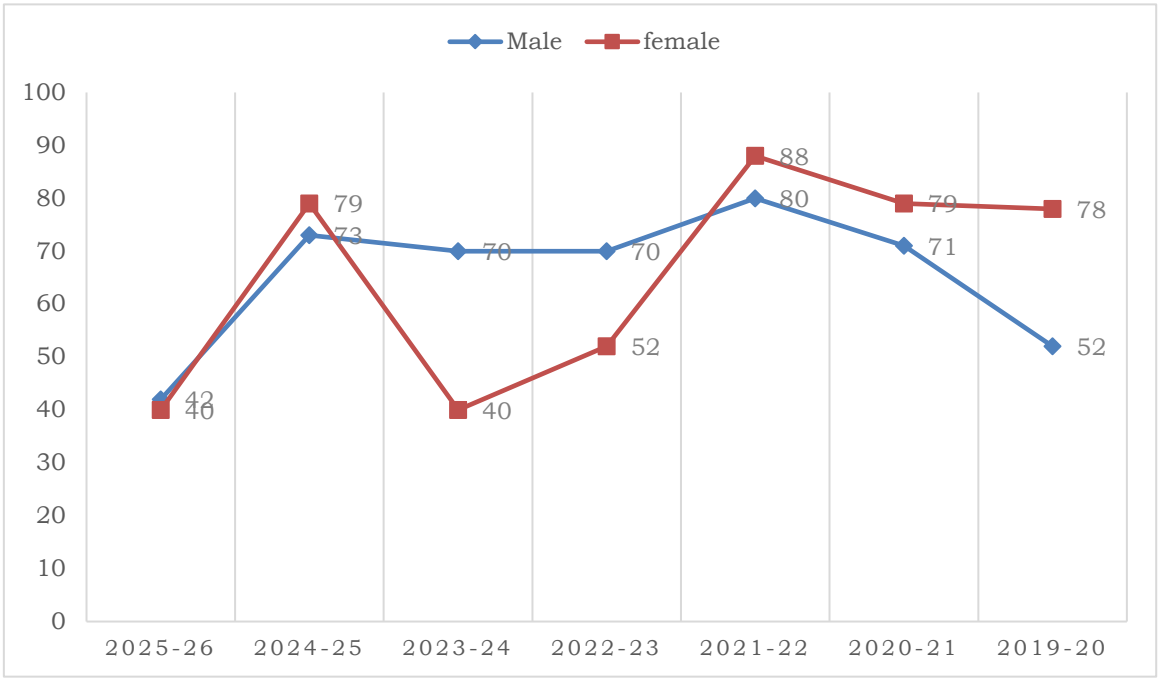
The following graph depicts the gender wise admission of students in last 6 years. The admission data over seven years shows a fairly balanced gender distribution, with female students consistently outnumbering male students in recent years. The highest female enrollment was recorded in 2022–23, while 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. *Placements for the academic year 2025–26 are currently in progress. The figures presented below represent the placement status as of the date of this report.*



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 56 students, including 26 females and 56 males.

Table No. 6: Details on students participated in sports

Sl. No.	Year	Total no. of students participated	Male	Female
1	2025 – 26	55	42	13
2	2024 – 25	82	56	26
3	2023 – 24	21	8	13
4	2022 – 23	12	2	10
5	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.

Table No. 7: Blood donation camp

Sl. No.	Year of admission	Total no. of donors	Male	Female
1	2025 – 26	35	33	02
2	2024 – 25	54	47	07
3	2023 – 24	90	47	33
4	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.

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	2025 – 26	180	91	89
2	2024 – 25	180	103	77
3	2023 – 24	177	83	94
4	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. The overall trend indicates equal opportunities for both genders in availing financial support.

Table No. 9: Government Scholarships

Sl. No.	Year	Male	Female
1	2025 – 26	18	23
2	2024 – 25	5	21

Table No. 10: Institutional Scholarship

Sl. No.	Year	Male	Female
PGCET Toppers			
1	2025 – 26	10	5
2	2024 – 25	10	5
Academic Achievers			
1	2025 – 26	5	10
2	2024 – 25	2	13
Health & Wellness			
1	2025 – 26	0	4
2	2024 – 25	1	1
SIP Toppers			
1	2025 – 26	1	1
2	2024 – 25	-	-
BIP Toppers			
1	2025 – 26	1	1
2	2024 – 25	-	-

Merit Scholarships			
1	2025 – 26	30	33
2	2024 – 25	4	2
Total Institutional Scholarships			
1	2025 – 26	46	54
2	2024 – 25	17	21

Table No. 11: Total Scholarships

Sl. No.	Year	Male	Female
1	2025 – 26	51 (5+46)	75 (21+54)
2	2024 – 25	35 (18+17)	39 (18+21)

8. Safety and security measures

A secure, accessible, and supportive campus environment is a cornerstone of gender equity and social inclusion. In alignment with the aspirations of United Nations Sustainable Development Goal 5 (Gender Equality) and Sustainable Development Goal 10 (Reduced Inequalities), the institution is committed to ensuring that every member of the campus community can learn, work, and participate without fear of discrimination, harassment, or violence.

Recognizing that safety and inclusion are essential prerequisites for equal participation and empowerment, the institution has adopted a range of measures aimed at fostering a culture of dignity, respect, and mutual accountability. These initiatives seek to create an environment where individuals of all genders have equitable access to educational and professional opportunities and can fully realize their potential.

Through a combination of preventive strategies, awareness-building efforts, and institutional support mechanisms, the institution continuously strengthens its commitment to gender-sensitive governance and the well-being of its stakeholders. The following provisions and practices have been established to promote a safe, inclusive, and gender-responsive campus ecosystem.

8.1 Deployment of security guards

Consistent with the objectives of United Nations Sustainable Development Goal 5 (Gender Equality) and Sustainable Development Goal 16 (Peace, Justice and Strong Institutions), the institution has established a structured security system to promote a safe, respectful, and inclusive campus environment. Dedicated security personnel are deployed across the campus to support the safety and well-being of all members of the institutional community.

Security staff (14) are strategically positioned at key locations, including entry and exit points, academic blocks, and common areas, to facilitate effective access control, emergency response, and routine surveillance. Their presence contributes to maintaining a secure atmosphere conducive to learning and professional development.

The institution recognizes that a safe campus is fundamental to gender equity. Accordingly, efforts are made to ensure that security services are accessible, approachable, and responsive to the needs of all individuals, thereby fostering a culture of trust, dignity, and mutual respect. Through these measures, the institution reinforces its commitment to providing a supportive environment free from discrimination, harassment, and gender-based vulnerabilities.



8.2 CCTV surveillance

In line with the principles of gender equality, safety, and well-being advocated under United Nations Sustainable Development Goal 5 (Gender Equality) and Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions), the institution has established a comprehensive campus safety framework. Advanced surveillance systems have been strategically deployed across academic and common-use areas to support a secure and inclusive learning environment for all students, staff, and visitors.

The surveillance mechanism facilitates continuous oversight of key campus locations, enabling timely identification and response to safety concerns while promoting accountability and responsible conduct. Regular review and monitoring of security systems help strengthen preventive measures and support effective incident management.

The presence of these safety measures contributes to creating a campus culture where individuals, irrespective of gender, can pursue academic and professional activities with confidence, dignity, and a sense of security. The institution remains committed to fostering an environment that is free from harassment, discrimination, and any form of gender-based misconduct.



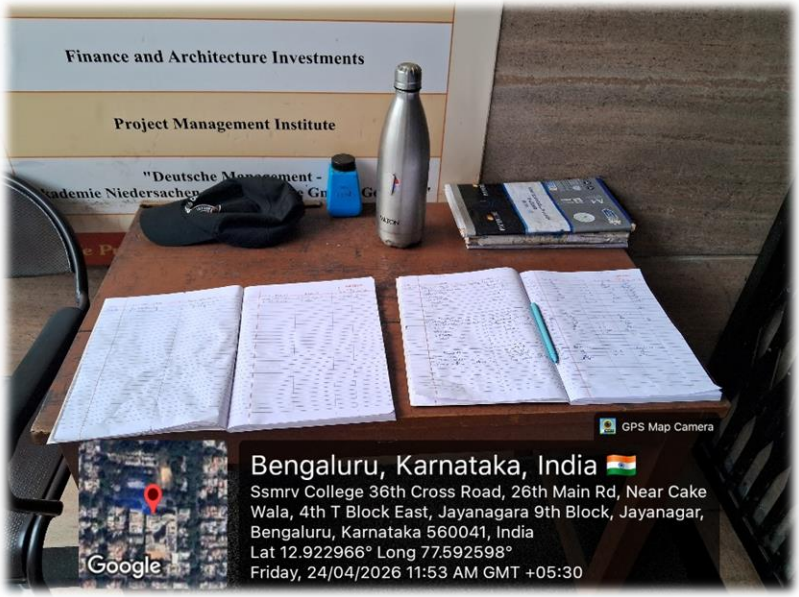


8.3 Visitor Management and Access Control

As part of its commitment to maintaining a safe, inclusive, and gender-sensitive campus environment, the institution has implemented a structured visitor management system. All individuals who are not members of the campus community are required to follow established entry procedures before accessing institutional premises.

A systematic record of visitors is maintained to regulate campus access and enhance transparency in interactions with external stakeholders. The entry protocol requires visitors to furnish relevant details and indicate the purpose of their visit, thereby ensuring that access to the campus remains controlled and accountable.

This mechanism enables the institution to monitor the presence of external individuals within the campus, supports effective security oversight, and contributes to safeguarding the well-being of students, faculty, and staff. By strengthening access control practices, the institution promotes a secure and respectful environment where all members of the campus community can engage in academic and professional activities with confidence.



9. Counselling

Mental Health and Psychosocial Support for Gender Equity and Well-being

The institution recognizes that mental health is an integral component of gender equity, academic success, and overall well-being. In alignment with United Nations Sustainable Development Goal 3 (Good Health and Well-being), Sustainable Development Goal 4 (Quality Education), and Sustainable Development Goal 5 (Gender Equality), efforts are undertaken to provide a supportive environment that promotes emotional resilience, psychological safety, and equal opportunities for all individuals.

To address the diverse emotional, social, and academic challenges faced by students, the institution facilitates access to counseling and psychosocial support services. These services are designed to provide a confidential and non-judgmental space where students can discuss personal concerns, academic pressures, interpersonal issues, and other factors that may affect their mental well-being and academic performance.

A peer-support and mentoring framework has also been established in collaboration with trained student volunteers and experienced mentors. This initiative encourages open dialogue, active listening, and timely guidance, thereby strengthening the culture of care and inclusivity within the campus community.

Key Areas of Support

The counseling and mentoring initiatives focus on:

- Promoting emotional well-being and stress management among students.
- Enhancing resilience and coping skills to address academic and personal challenges.
- Supporting individuals in maintaining a healthy balance between academic, professional, and personal responsibilities.
- Providing guidance on interpersonal relationships, social adjustment, and conflict resolution.
- Assisting students in managing career-related concerns, decision-making, and future planning.

- Encouraging help-seeking behaviour and reducing stigma associated with mental health concerns.

Outcomes and Institutional Impact

The availability of counseling and psychosocial support contributes significantly to creating a safe, inclusive, and gender-sensitive educational environment. These initiatives:

- Foster emotional security and a sense of belonging among students.
- Strengthen self-confidence, resilience, and overall psychological well-being.
- Promote an inclusive campus culture where individuals of all genders feel heard, respected, and supported.
- Encourage positive mental health practices and awareness across the institution.
- Contribute to equitable participation in academic and extracurricular activities by addressing barriers related to emotional and psychological distress.

Through these sustained efforts, the institution reaffirms its commitment to nurturing a compassionate, inclusive, and gender-responsive campus ecosystem that supports the holistic development of every student.

10. Girls' Common Room

In keeping with its commitment to promoting gender equity, inclusivity, and well-being, the institution has established a dedicated Girls' Common Room to provide a safe, comfortable, and supportive space for female students and staff. This initiative aligns with the principles of United Nations Sustainable Development Goal 5 (Gender Equality) and Sustainable Development Goal 3 (Good Health and Well-being), which emphasize the importance of creating environments that support the health, dignity, and empowerment of women.

The facility has been thoughtfully designed to meet the needs of its users, offering comfortable seating arrangements for relaxation, informal interaction, and personal time. In addition, the room is equipped with a cot and bed to provide a convenient resting space for those who may require short periods of rest during the day. The calm and private atmosphere of the room enables users to rejuvenate, manage personal needs, and maintain their overall well-being while on campus.

By providing dedicated infrastructure that addresses the specific needs of women, the institution reinforces its commitment to creating a gender-sensitive campus where all individuals can participate in academic and professional activities with comfort, confidence, and dignity.



Recognizing menstrual health as an essential aspect of gender equality, dignity, and well-being, the institution has established facilities that support safe and hygienic menstrual hygiene management on campus. These efforts are aligned with the objectives of United Nations Sustainable Development Goal 3 (Good Health and Well-being), Sustainable Development Goal 5 (Gender Equality), and Sustainable Development Goal 6 (Clean Water and Sanitation).

To ensure easy access to menstrual hygiene products and promote a healthy campus environment, dedicated provisions have been made within the women's washroom facilities. These include a sanitary pad dispensing unit, an environmentally responsible sanitary waste disposal system, and appropriate collection mechanisms for the safe handling of menstrual waste. Such infrastructure enables students and staff to manage menstrual health needs with privacy, convenience, and dignity.

By integrating menstrual hygiene management into its campus support systems, the institution demonstrates its commitment to removing barriers that may affect the participation, comfort, and well-being of women. These initiatives contribute to a more inclusive and supportive learning environment where health, dignity, and equal opportunity are prioritized for all members of the campus community.


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11. Maternity Benefits and Supportive Workplace Practices

The institution is committed to promoting a workplace culture that values equality, inclusiveness, and the well-being of its employees. In alignment with the principles of United Nations Sustainable Development Goal 5 (Gender Equality), Sustainable Development Goal 3 (Good Health and Well-being), and Sustainable Development Goal 8 (Decent Work and Economic Growth), the institution has adopted policies that support women during significant life events, including motherhood.

As part of its employee welfare framework, eligible female staff members are provided with six months of paid maternity leave. This provision enables employees to prioritize maternal and child health during the prenatal and postnatal periods while maintaining continuity in their professional careers. The policy reflects the institution's recognition of the importance of balancing family responsibilities with professional commitments.

By offering maternity benefits that safeguard both employment and financial security, the institution seeks to create an enabling environment where women can pursue career advancement without facing disadvantages associated with motherhood. Such measures contribute to a more equitable workplace, strengthen employee well-being, and reinforce the institution's commitment to gender-responsive governance and inclusive human resource practices.

12. Interaction with students

The audit team adopted a four-part structured interaction model to ensure comprehensive and unbiased data collection from students across all disciplines and years of study.

12.1 Participant Profile

Both male and female students participated in the interaction sessions. The groups were convened separately to allow for honest and uninhibited responses. Students from various academic programmes, semesters, and residential (hostel) and non-residential backgrounds were included to ensure a representative cross-section.

12.2 Interaction Design

The interaction was structured into four sections:

1. Section 1: Quantitative perception statements (Yes / No / Not Sure)
2. Section 2: Open-ended qualitative reflections on gender equity experiences
3. Section 3: Quantitative rating on key dimensions (scale of 1–5)

Section 1 — Perception Statements: Equal Treatment and Campus Access

Students were presented with four key statements relating to their day-to-day experience of gender equity on campus. They were asked to respond with Yes, No, or Not Sure. The responses from both male and female groups were overwhelmingly affirmative, reflecting a broadly inclusive campus environment.

Table No. 12: Consolidated Responses

Statement	**Yes (%)**	**No (%)**	**Not Sure (%)**
Students are treated equally regardless of gender	100%	0%	0%
Leadership roles are gender-balanced	100%	0%	0%
Equal freedom in using campus spaces	100%	0%	0%
Comfortable reporting gender issues	100%	0%	0%

Key Observations

All four statements received near-unanimous positive responses from both student groups. Students consistently affirmed that the institution treats individuals fairly irrespective of gender, provides equitable access to campus spaces and facilities, maintains gender-balanced representation in student leadership, and has established a comfortable environment for reporting gender-related concerns.

The response pattern strongly reflects the college's alignment with SDG 5.1 (End all forms of discrimination against all women and girls everywhere) and SDG 5.5 (Ensure women's full and effective participation and equal opportunities for leadership).

Section 2 — Open-Ended Qualitative Reflections

This section invited students to share their personal perspectives through open-ended prompts. Responses were gathered under eight thematic questions. The following sub-sections present the consolidated findings.

A. Understanding of Gender Equality on Campus

When asked to define what gender equality looks like at their college in one sentence, students from both groups articulated a shared and positive understanding. The dominant theme across responses was that of a level playing field — equal access, equal respect, and equal recognition.

B. Perception of Remaining Inequalities

Students were asked to identify any areas where inequality might still exist, across academics, hostel life, sports, discipline, and opportunities. Encouragingly, the vast majority of respondents across both groups stated that they did not perceive significant inequalities in any of these domains.

This response underscores the institution's progress toward SDG 5.1 and SDG 4 — both of which emphasise equitable access and inclusion in educational settings.

C. Gender-Specific Rules — Student Perspective

When probed about gender-specific rules with illustrative examples, both male and female respondents confirmed that these rules are implemented in a transparent and non-discriminatory manner.

D. Leadership Opportunities

On the question of who receives more leadership opportunities, students uniformly responded that leadership roles — including class representatives, student council positions, cultural club heads, and sports captains — are distributed equitably between male and female students.

This is a strong indicator of alignment with SDG 5.5 — ensuring women's full participation and equal opportunities for leadership at all levels.

E. Addressing Harassment — Systems in Place

Students were asked to reflect honestly on what actually happens when a student faces harassment — beyond the ideal scenario. Both male and female students expressed confidence in the college's Internal Complaints Committee (ICC) and grievance redressal mechanisms. Students noted that cases are taken seriously, handled with confidentiality, and resolved promptly. No student reported being discouraged from reporting an incident or facing any form of retaliation.

This finding is a strong indicator of institutional compliance with UGC (Prevention, Prohibition, and Redressal of Sexual Harassment) Regulations

and aligns with SDG 16.3 (Promote the rule of law and ensure equal access to justice for all).

F. Classroom Discussions on Gender

Students were asked whether gender issues are openly discussed in classrooms or tend to be avoided. Responses were positive — students across departments noted that faculty regularly incorporate gender-sensitive examples and discussions within the curriculum. Several students mentioned dedicated sessions, guest lectures, and awareness programmes conducted through the Women's Cell and the Equal Opportunity Cell.

G. Faculty Behavior and Gender Sensitivity

When asked whether faculty treat students differently based on gender, the response from both groups was an emphatic no. Students described their faculty as respectful, approachable, and consistent in their treatment of all students. A few students specifically appreciated faculty members who consciously create an inclusive classroom environment by encouraging both male and female students to participate equally in discussions, presentations, and co-curricular activities.

H. One Thing the College Does Well — and One Suggestion for Improvement

Students were asked to name one thing the college does well for gender equity, and one change that would make the biggest difference.

What the College Does Well:

Across both groups, the most frequently cited strength was the strong culture of mutual respect that pervades the campus. Students praised the college's Women's Cell, the regular awareness programmes, equal academic opportunities, and the visible presence and support of female faculty as role models.

Section 3 — Student Ratings on Key Dimensions

In the final section, students rated five key dimensions of gender equity on a scale of 1 (Poor) to 5 (Excellent). The ratings were taken independently from male and female groups, and the averages presented below reflect the consolidated scores. The results were uniformly high, indicating a strong positive perception of gender equity across all measured parameters.

Table No. 13: Rating Summary

Dimension	**Rating (out of 5)**	**Observation**
Safety on Campus	5 / 5	Students unanimously affirmed feeling safe within college premises at all times.
Equal Opportunities	5 / 5	Both male and female students confirmed access to equal academic and extracurricular opportunities.
Faculty Fairness	5 / 5	Faculty were widely perceived as fair and unbiased in their interactions with students across genders.
Freedom of Expression	5 / 5	Students expressed that they feel free to voice opinions without fear of discrimination or bias.
Awareness of Grievance Mechanisms	5 / 5	A strong majority confirmed awareness of and confidence in the college's grievance redressal systems.

Interpretation

The ratings across all five dimensions are a testament to the college's sustained commitment to gender equity. The consistently high scores for safety, equal opportunities, and faculty fairness reflect both the effectiveness of institutional policies and the positive campus culture that has been cultivated over time.

These findings directly align with SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice, and Strong Institutions).





Interaction with students during
our visit

14. Gender Equity Awareness and Capacity-Building Initiatives

The institution actively promotes gender equity through a range of educational, developmental, and awareness-oriented initiatives designed for students and staff. These efforts are aligned with the goals of United Nations Sustainable Development Goal 5 (Gender Equality), Sustainable Development Goal 4 (Quality Education), and Sustainable Development Goal 10 (Reduced Inequalities), which emphasize the importance of empowering individuals and creating inclusive societies.

Recognizing that gender equality extends beyond policy to everyday attitudes and practices, the institution regularly organizes programmes that encourage awareness, dialogue, and informed understanding of gender-related issues. These initiatives aim to cultivate values of mutual respect, dignity, inclusiveness, and shared responsibility among all members of the campus community.

The programmes encompass a variety of themes, including gender sensitization, women's empowerment, personal safety, leadership development, legal rights and responsibilities, prevention of discrimination and harassment, and the promotion of equal opportunities in academic, professional, and extracurricular domains. Through workshops, expert lectures, interactive sessions, training programmes, and awareness campaigns, participants are encouraged to challenge stereotypes, appreciate diversity, and contribute to a more equitable society.

By engaging both students and staff in these activities, the institution fosters a campus culture that supports fairness, inclusion, and gender-responsive decision-making. These sustained efforts strengthen institutional commitment to creating an environment where individuals of all genders can participate, lead, and succeed with confidence and equal opportunity.

Table No. 14: 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
3	Self Defense Workshop for students	28/02/2025	180	89	91
4	Panel Discussion on "Accelerate Action towards Gender Equality."	08/03/2025	180	89	91
5	Swakrutha Foundation-My Vision Board-Fostering Women Entrepreneurship	09/08/2025	150	150	NA
6	Workshop on POSH Awareness	25/02/2026	200	120	80

15. Conclusion

Gender equity is a fundamental pillar of institutional excellence, social justice, and sustainable development. Through its policies, infrastructure, support systems, awareness initiatives, and welfare measures, RV Institute of Management has demonstrated a strong commitment to fostering an environment where every individual is treated with dignity, respect, and equal opportunity.

The findings of this report highlight the institution's continuous efforts to integrate gender-sensitive practices into its academic and administrative framework, in alignment with the requirements of NAAC Criterion 7.1.1 and the broader objectives of the United Nations Sustainable Development Goals, particularly SDG 5 (Gender Equality), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 10 (Reduced Inequalities). These initiatives collectively contribute to creating a safe, inclusive, and supportive campus ecosystem that promotes the holistic development and empowerment of all stakeholders.

The institution's commitment extends beyond compliance, reflecting a proactive vision of building a culture that values diversity, encourages participation, and eliminates barriers to equal access and opportunity. By nurturing gender awareness, ensuring safety and well-being, and strengthening institutional mechanisms for inclusion, RV Institute of Management continues to create pathways for meaningful and equitable engagement within the campus community.

Moving forward, the institution remains dedicated to strengthening its gender-responsive practices, embracing emerging opportunities for improvement, and fostering an educational environment that serves as a model of equity, inclusiveness, and social responsibility. Through sustained efforts and collective participation, the institution aspires to contribute to the advancement of a more just, equitable, and gender-inclusive society.

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DISCLAIMER

This Gender Equity Report has been prepared for R V Institute of Management, Bengaluru, based on the information, records, and supporting documents provided by the institution, observations made during the campus visit, interactions with faculty members, staff, and students, and the professional assessment of the audit team.

The report reflects the status of gender-related policies, practices, infrastructure, support mechanisms, and institutional initiatives as observed and assessed during the audit period. Every reasonable effort has been made to ensure the accuracy, objectivity, and completeness of the information presented herein. The findings, observations, and recommendations are based on the data made available by the institution and the professional judgment of the audit team at the time of assessment.

The recommendations contained in this report are intended to assist the institution in further strengthening its commitment to gender equity, inclusiveness, safety, and stakeholder well-being. They should be viewed as constructive guidance for continuous improvement rather than as mandatory requirements.

This report is issued in good faith and is intended solely for the use of the institution. While due diligence has been exercised in its preparation, the audit team and the auditing organization shall not be held liable for any decisions, actions, interpretations, or consequences arising from the use of this report or any information contained therein.

The institution is requested to carefully review the contents of the report upon receipt. Any clarification requests, factual corrections, concerns, discrepancies, or observations regarding the report should be communicated in writing to the audit team within 30 days from the date of submission of the soft copy of the report. This review period is provided to ensure that any inadvertent errors or omissions can be appropriately addressed. In the absence of any communication within the stipulated period, the report shall

be deemed accepted by the institution, and the audit team and auditing organization shall not assume any responsibility or liability for subsequent claims, modifications, disputes, or requests for revision related to the report.

The report remains a professional assessment based on the information available during the audit process and should be interpreted in that context.

For NISARGA ECO CONSULTANTS

PROPRIETOR

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