



THE ASSAM
ROYAL GLOBAL UNIVERSITY
— GUAHATI —

Gender Audit Report 2018-2023

Internal Quality Assurance Cell

The Assam Royal Global University
Guwahati – 35

Acknowledgements

The Gender Audit of The Assam Royal Global University would not have been possible without the help of senior officials of IQAC and the senior administrators of the university who provided unstinted support to the entire exercise. The Gender Audit proved to be a timely exercise as it brought into focus a few significant gender-related perceptions among students and staff members. The Audit process was made possible by the participation of the students and staff members of the university. The Audit team acknowledges all this contribution with gratefulness.



Notice

Ref. no. RGU/IQAC/

Date: 17/03/2023

This is to inform that an Internal Gender Audit of The Assam Royal Global University, Guwahati will be conducted by IQAC, RGU in the month of May 2023. The members of the committee are listed below:

1. Prof. (Dr.) Anuradha Devi, Director, IQAC—Chairperson
2. Dr. Stuti Goswami, Member IQAC & in-charge Criterion 7, IQAC SSR —Member Secretary
3. Dr. N. Seema Devi, Co-coordinator, IQAC—Member
4. Dr. Munmi Saikia, Assistant Professor, Department of Economics, in-charge Criterion 7, IQAC SSR—Member
5. Mr. Pankaj Gogoi, Assistant Professor, Department of English, in-charge Criterion 7, IQAC SSR—Member
6. Ms. Joyeeta Bhattacharjee, Assistant Professor, Department of Social Work and in-charge Criterion 5, IQAC SSR—Member

The committee will interact with the various academic and administrative departments of the University to assess the status of gender balance in the university and offer recommendations for furthering gender equity in the university. A questionnaire as google form will be circulated to all departments. All Deans and Heads of Departments are requested to ensure full participation of your respective departments in the audit.

With regards,

Anuradha Devi

Prof.(Dr.) Anuradha Devi

Dean, RSAPS

Director, IQAC

The Assam Royal Global University

Betkuchi, Guwahati-781035.

Assam



Director, IQAC
The Assam Royal Global University

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Chapter 1

Introduction to the University

The Assam Royal Global University, Guwahati was established by The Assam Royal Global University Act under the Legislature of Assam, notified by the Government of Assam vide notification no. LGL. 12/2013/22 under Section 2(f) of the UGC Act. The university is included in the list of universities maintained by UGC with the right to confer degrees as per Section 22 of the University Grants Commission Act of 1956. The Assam Royal Global University, Guwahati was launched in 2017 with the mission of providing holistic education to the students of the region and make them world-class citizens. This is articulated in the university's Vision--"To offer nationally and internationally integrated opportunities to create global citizens." Located at a few minutes' walk from National Highway 37, The Assam Royal Global University, Guwahati is spread across nearly 30 acres of land and more than 12 lakh sq. feet with centrally air conditioned area.

Since its inception The Assam Royal Global University has endeavoured to contribute positively towards the higher education scenario of North East India, a region that historically has had multiple intersections with broader South East Asian region. Since its inception the university has been fulfilling the objectives of not only imparting higher education but also facilitating original and quality research and further developing leadership potential of young students to the optimum—in the region. With the world now transformed into a global village and increasing competition at all levels and in all domains, it is important for the students specially of the NE region to be physically, academically, emotionally and professionally well equipped to face and battle these challenges. The university has diligently endeavoured to disseminate knowledge through judicious expansion of its role in advanced, non-conventional, applied and job-oriented fields keeping the quality of education imparted at par with national and global parameters. The university has taken initiatives in qualitative growth by way of achieving excellence.

The Internal Quality Assurance Cell (IQAC) is an integral part of the governance of The Assam Royal Global University. It was established in congruence with the guidelines laid down by the University Grants Commission in 2018. The IQAC-RGU was constituted with eight members and the Hon'ble Vice Chancellor Prof (Dr) S.P. Singh as the Chairperson and Prof. (Dr) O.K. Medhi as the Director. Right from its inception the IQAC initiated the process of developing realistic and attainable quality benchmarks for the Academic and Administrative units of the university.

At present, the university has 23 schools under which there are 42 departments offering UG, PG, PhD and Diploma programmes. In the last five years, 17 new PG programmes and 36 UG programmes have been introduced. Since its inception, the university has offered Choice Based Credit System (CBCS) across all courses. At the time of completing this audit report the university is in the final stages of preparation for the implementation of the NEP 2020 curriculum.

Chapter 2

Gender Audit: Concept and Methodology

2.1 What is Gender Audit?

As the term implies, Gender Audit is an audit or assessment process in which the status of gender equality of an institution is analysed and the gender biases and disparities are analysed at the same time as a means of removing these biases and reducing these disparities are suggested in the way forward. A gender audit looks into the following aspects of an institution: gender equality in the institution's policies and decision-making structures, awareness, perception, and behaviours regarding gender prevalent among the staff and student members. Although there is no fixed standard of gender audit, organisations worldwide engage in two main approaches to gender audit: participatory gender audit and gender integration framework. Both these aspects have been touched upon in the RGU Gender Audit.

2.2 Significance of Gender Audit

Education is pivotal to the promotion of the egalitarian commitments towards Equality and Justice that are enshrined in the Constitution of India. In cognizance with this, the University Grants Commission, India recognizes the integral nature of equal opportunities and accessibility of education to all members of the society across the country, irrespective of their respective genders. This is to facilitate and ensure that all members of the society realized their fullest potentials through education, particularly the marginalized and disadvantaged sections of society, whether specially abled or belonging to certain socio-economic categories or certain categories of gender. This is also significant in the context of the decriminalization of homosexuality under Section 377 of Indian Penal Code in 2018 by the Honourable Supreme Court of India; that has opened the gates for discussion of and on members of all genders (and not only male and female) in public spaces. This has made the necessity of promoting gender equity in institutions of higher education even more significant and reflects the UGC's commitment towards protecting and preserving democracy within spaces of learning.

The increasing access to education through institutions of higher education has made colleges and universities even more demographically diverse. This is true particularly for a university like The Assam Royal Global University—that attracts students from across North East India besides a few of India's neighbouring countries, making it one of the culturally, ethnically, linguistically, socio-economically and demographically most diverse institutions of higher learning in eastern India.

As women are traditionally accorded high status in North East India it is not surprising that a sizeable population of the university fraternity, whether students or staff members are women and a smaller but noticeable population belonging to members of other genders as well. And yet, the closing gender gap often tends to hide latent inequalities and disparities on the basis of gender and possibly gender biases too. As Higher Educational Institutions (HEIs), universities not only provide education, encourage research and innovation but are well-equipped to socially contribute towards gender sensitization and opposing all forms of discrimination and harassment, including sexual abuse and harassment. Today it is not only sufficient to live with equality and dignity but also important to live without fear of any kind of physical,

emotional, mental and sexual harm or hassle on campus as well as beyond. This brings into significance, the necessity of Gender Audit in the self-assessment process of an institution of higher education.

2.3 Aims and Objectives of Gender Audit

Gender Audit aims at assessing the status of gender equality within an institution's organisational and managerial structure and whether these contribute towards establishing gender equality within the organisation. The audit monitors and assesses the relative progress made in gender mainstreaming, contributes towards capacity building and collective organisational ownership for gender equality initiatives, and brings gender discussions within the institution into focus. At the same time, the audit also assesses the extent to which the institution focuses on gender in its policies, programmes, projects and services vis-à-vis content, delivery and evaluation; and the extent to which such efforts and endeavours benefit members of the institution fraternity belonging to different genders. At the planning level, a gender audit analyses if there are gender-specific objectives or if gender is given priority in the general objectives of the institution's policies so as to ensure amelioration of gender-based prejudices and biases and reduce gender gaps and address gender-related needs of the institution. The 2023 RGU Gender audit was aimed at all these, while examining the gender-balance within the university as well as its practices. The RGU Gender

Audit focused on the following objectives:

- i. To examine and analyse the gender balance in the university
- ii. To explore gender perception in the university campus
- iii. To reflect upon and draw a road map for future action for a campus of gender-equity
- iv. To examine how equipped the university is with respect to the following four organisational dimensions—
institutional will, technical capacity, accountability and institutional culture.

2.4 Methodology

The gender audit was conducted under the aegis of IQAC-RGU. Here IQAC has played the role of the gender audit facilitator. The gender audit facilitator helps generate an atmosphere of trust, transparency, and confidentiality in the gender audit process. As the audit shows, the audit is not only a process of data collection and analysis but also of internal reflection. The audit kept in view the objectives mentioned above keeping in view the fact that while on one hand gender integration fosters inclusion of and benefits to women and members of other marginalised genders who partake in the university's services and initiatives, on the other it promotes leadership qualities and skills in members of the university fraternity—irrespective of their gender and sexuality and thereby promotes gender equality within the university.

To conduct the survey for the gender audit, two sets of questionnaires were prepared, one for the staff members and one for the student members of the university. The questionnaires aimed at finding out the nature of gender-integration and gender balance in the university. The questionnaires were designed to assess the range of attitude, perception, and reported behaviour of the staff members of the institution. The questionnaire comprised a set of questions that sought to strike a balance between subjective and objective approaches to understanding and awareness of gender vis-à-vis the university. The questionnaire has been attached as Annexure I. A sample of the questionnaire in Google form has been attached as Annexure II.

The audit is based on the student enrolment data as uploaded on the All India Survey of Higher Education portal. Also, the data for staff members—both teaching and non-teaching—is sourced from HR department of the University.

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Chapter 3

Gender Sensitivity and Sensitisation Measures

Gender sensitivity refers to unbiased acceptance of members of all genders. Gender sensitive aspects of a university include all those aspects that concern an individual's mental, emotional, social, and physical well-being in the university ecosystem. Gender sensitisation measures are essential in Higher Educational Institutions (HEIs) to understand the sensitive needs of a particular gender. It enables members of an institution to examine, at an individual level and at a collective level, the beliefs and attitudes related to gender and question the 'truths' and 'beliefs' that members carry in their minds. As education can be an effective catalyst for change, the need to sensitize gender issues in university campuses has been increasingly felt over the past decade or so. HEIs like universities provide a dynamic space to alter perspectives and perceptions on diverse matters of importance, including gender related issues and instill new thoughts, ideas, and perspectives in the minds of students (the youth) who comprise a sizeable population of a country like India. This will have a positive impact in the long-term goal of amelioration of gender discrimination in society at large.

The Assam Royal Global University, in its bid to provide gender equity has made various provisions for its students keeping in mind the gender sensitive aspects of the university. This includes:

- i. **Hostels:** There are two hostels for female boarders on campus, Harsha House and Samaya House compared to one hostel for male boarders, Aditya House. Both Harsha House and Samaya House have an in-house Warden (female warden) with an Assistant Warden in each. There are single-seater, two-seater, three- and four-seater rooms available for students. There are lifts in all hostels for students. The hostels are centrally air-conditioned, with Wi-Fi facilities. There are washrooms on every floor that are well-maintained. There is also an infirmary on campus with a nurse available 24X7 for any medical emergency that might arise among students. The university is equipped with its own ambulance service, wheelchairs, stretchers, and first aid kits for any immediate and urgent requirement.
- ii. **Washroom:** The university buildings have adequate number of washrooms in all of its academic and administrative blocks. The washrooms have 24X7 running water, and are provided with dustbins, handwash, etc. The washrooms are regularly cleaned several times a day by cleaners, members of the housekeeping staff.
- iii. **Security:** The university has made all-possible provisions for adequate security measures to provide safety to its staff and student members. The main entrance to the university as well as other side entrances are well-guarded by security staff and there are close circuit cameras at the entrance and corridors as well as lifts, hostel mess, indoor sports stadium, faculty rooms and offices, etc. that are centrally monitored by an IT room in B Block Ground Floor.
- iv. **Unique ID number:** A unique ID number is provided to all students and staff members. All staff members and research scholars of the university are registered on the university's digital database to prevent any possible misuse of IDs.
- v. **Library facilities:** The university library remains open on all weekdays from 9am-10pm, with free Wi-Fi facilities provided in the library. This enables students, specially female students from the hostels a safe environment to continue with their studies. The PhD Scholars' room in A Block 2nd floor also has its own Wi-Fi set up so that

specially PhD scholars specially females can continue their research work in the safety of the university campus. Laboratories remain open till late in the evening as well.

- vi. **Medical facilities:** In addition to on-campus nursing station and infirmary, the university also has a Physiotherapy OPD, Diagnostic and Radiology lab so that students, especially female students can avail these facilities on campus.
- vii. **Other facilities:** There are 3 ATMs on campus—PNB ATM at the main entrance to the university, SBI ATM and HDFC ATM cum mini-banking counter in the basement of D block. There is a beauty parlour in D Block basement area besides Students Gallery, a store that meets basic requirements of students on campus—from stationery to water bottles and RGU uniform, among others.
- viii. **Internal Complaints Committee:** The university has an Internal Complaints Committee to look into all possible matters related to gender-based exploitation, harassment—sexual, physical or mental, and other gender-sensitive matters of staff members.
- ix. **Equal Opportunities Cell:** The Equal Opportunities Cell of The Assam Royal Global University was established in the year 2019 to ensure that equal opportunities are provided to the students irrespective of gender, socio-economic, ethnicity, et al.
- x. **Gender Sensitisation Cell:** The Gender Sensitisation Cell of the university engages in gender sensitisation activities as well as in workshops and interactive sessions with members of different genders.

Chapter 4

Gender Balance

Gender balance refers to achieving an equitable representation of both men and women, or other genders, in various spheres of life, such as workplace, leadership positions, decision-making roles, and societal participation. It entails ensuring that opportunities, resources, and power are distributed fairly, without discrimination based on gender. The goal of gender balance is to create a more inclusive and diverse society where all individuals have equal access to opportunities, rights, and responsibilities, regardless of their gender identity. It promotes the idea that individuals should be valued and judged based on their skills, qualifications, and abilities rather than their gender. Achieving gender balance is an important goal for many educational institutions, including universities. Universities around the world strive to create an inclusive and diverse learning environment that promotes equal opportunities for all students, regardless of their gender. The Assam Royal Global University offers a range of undergraduate and postgraduate programs across various disciplines. To ensure gender balance, the university focuses on several initiatives such as a fair and unbiased admission policies and faculty requisition policies that do not make any discrimination based on gender.

4.1 Gender balance among students

Table 4.1.1 presents total number of registered students gender-wise in UG, PG, and PhD programmes during the academic sessions 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-23.

Table 4.1.1: Total number of Registered Students gender-wise (2018 -2022)

Year	GENDER	Frequency	Percent	Total number of students
2022-23	FEMALE	1,129	49.20	2,274
	MALE	1,148	50.48	
2021-22	FEMALE	899	49.29	1,824
	MALE	925	50.71	
2020-21	FEMALE	710	48.66	1,459
	MALE	604	41.39	
2019-20	FEMALE	676	49.56	1,364
	MALE	688	50.4	
2018-19	FEMALE	602	52.03	1,157
	MALE	555	47.96	

Source: IQAC

Figure 4.1.1: Gender balance (Registered Students during 2018 -2022)

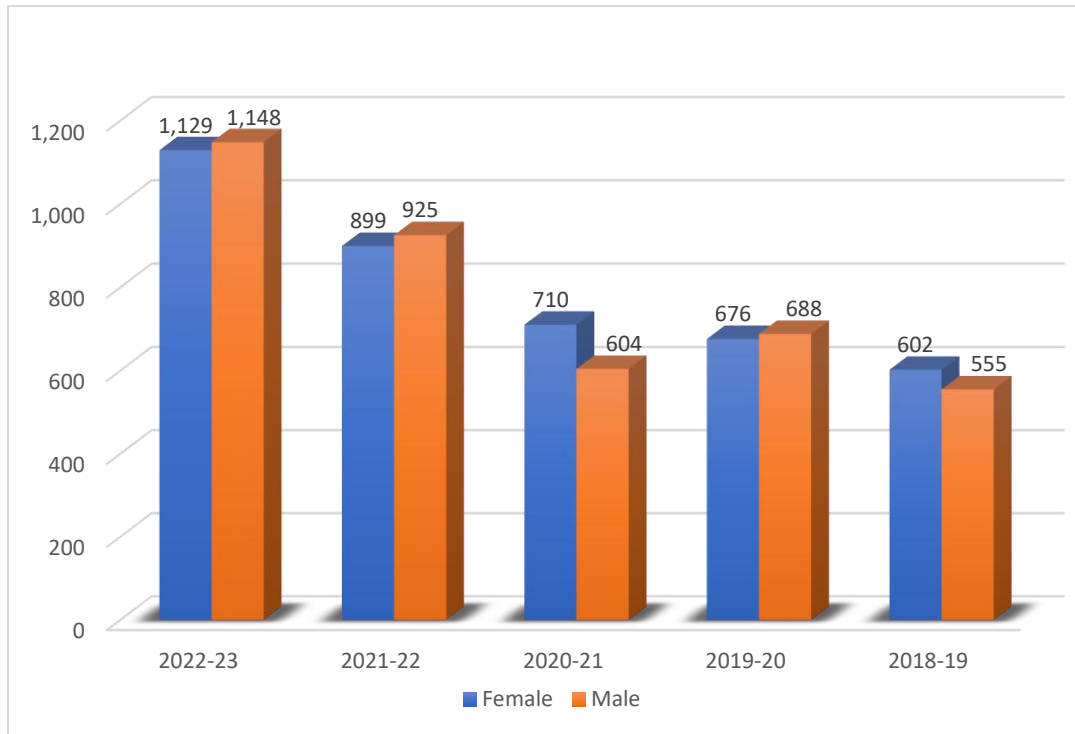


Figure 4.1.1 illustrates the male-female ratio of students at The Assam Royal Global University over the last five years. The data highlights a commendable gender balance within the university, with a relatively equitable representation of both males and females. Notably in 2018 and 2020, the number of registered female students surpassed that of male students. Additionally, Table 4.1.2 demonstrates that the average number of female students across the years exceeds the average number of male students. These findings signify RGU's commitment toward fostering gender inclusivity and ensuring equal opportunities for all students, irrespective of their gender. Figures 4.1.2 and 4.1.3 show the gender balance and mean of registered students from Academic Year 2018-2019 to 2022-2023

Table 4.1.2: Gender balance from 2018-2023

Year	Male	Female
2022-2023	1,148	1,129
2021-2022	925	899
2020-2021	604	710
2019-2020	688	676
2018-2019	555	602

Figure 4.1.2: Gender balance from 2018-2023

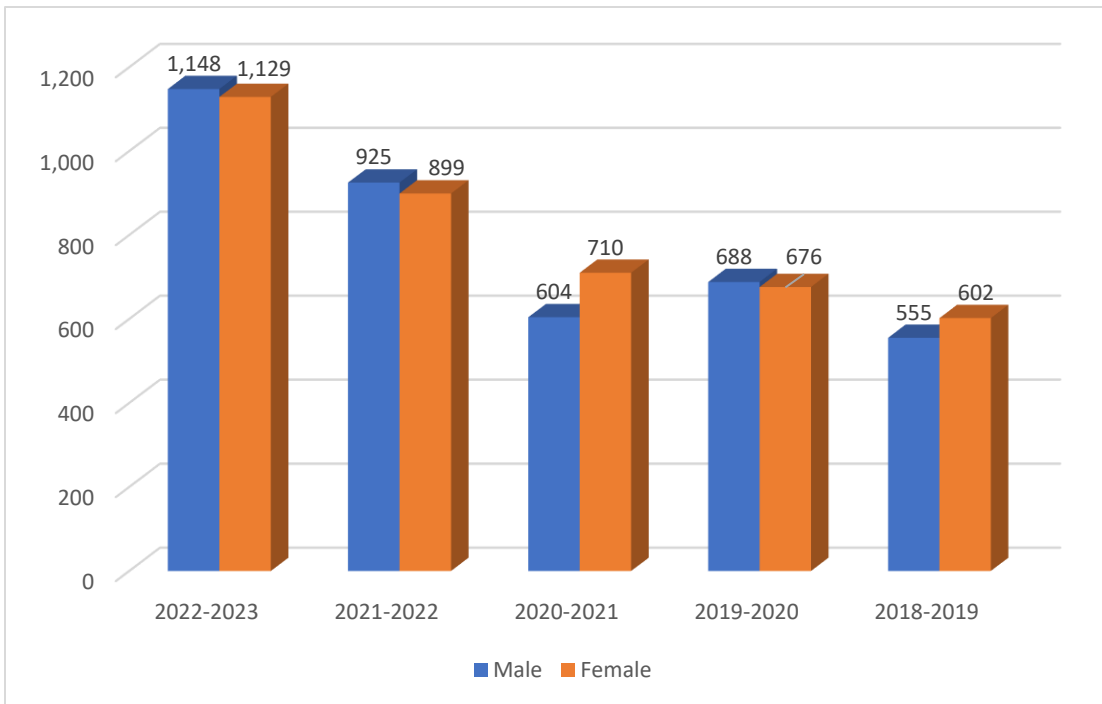
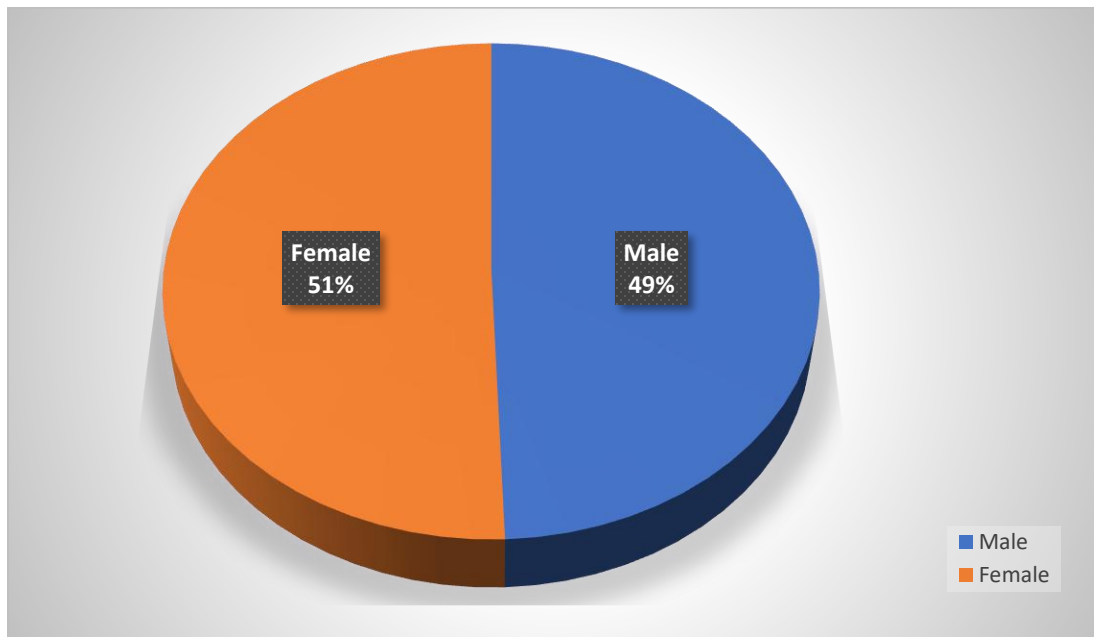


Table 4.1.3: Gender balance (Mean of Registered Students' 2018 -2022)

Year	Male	Female
2018-2022	3920	4016

Figure 4.1.3: Gender balance (Mean of Registered Students' 2018 -2022)



4.2 Gender balance among PhD Scholars

According to Figure 4.2.1 and Table 4.2.1, the number of female PhD scholars mostly surpasses the number of male PhD scholars in the university. The figures suggest that efforts to encourage and support women in pursuing advanced academic degrees have been successful in this context. It is essential to recognize this achievement as it reflects a positive step towards achieving gender balance and equal opportunities in the field of research and academia.

Table 4.2.1: Gender balance among PhD scholars(2018-2023)

Year	Male	Female
2022-2023	18	15
2021-2022	12	27
2020-2021	8	16
2019-2020	8	9
2018-2019	11	12

Figure 4.2.1: Gender balance among PhD scholars(2018-2023)

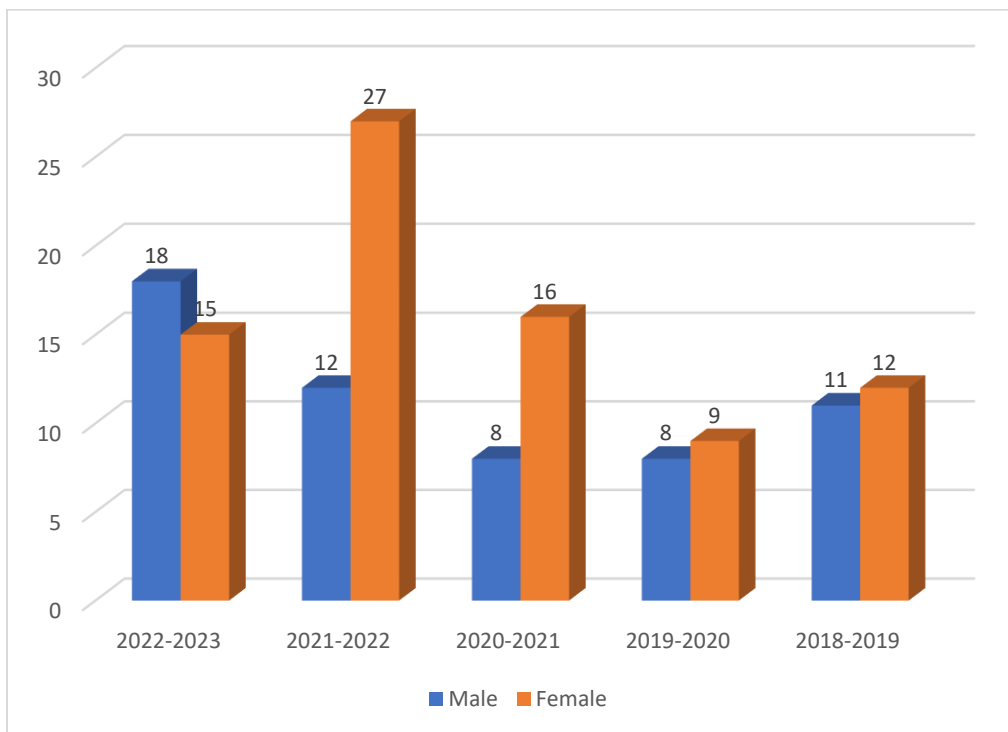
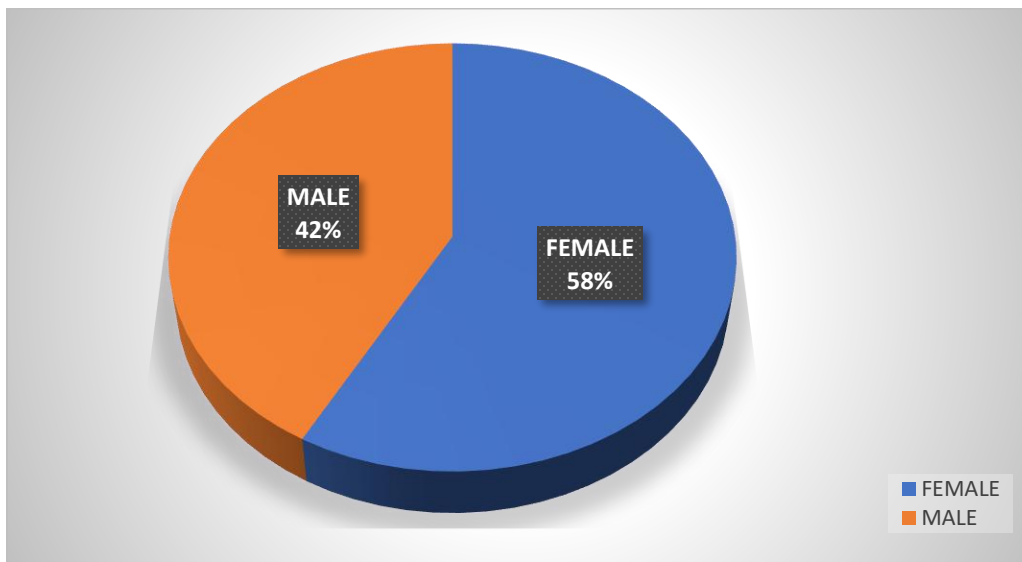


Table 4.2.2: Gender balance among PhD scholars

GENDER	Frequency	Percent
FEMALE	79	58.08
MALE	57	41.91
Total	136	100

Figure 4.2.2: Gender balance among PhD scholars



4.3 Gender balance among PG students

Based on Figure 4.3.1 and Table 4.3.1, the data reveals that there is a higher number of female postgraduate (PG) students compared to male PG students. Specifically, out of the total student population, 1,257 students are male, while 1,578 students are female. This indicates a significant gender gap in favour of female students within the PG program. The figures demonstrate a trend of greater participation and enrollment of female students in higher education, which is an encouraging development towards achieving gender equality in academic pursuits.

Table 4.3.1: Gender balance among PG students (2018-2023)

Year	Male	Female
2022-2023	429	301
2021-2022	238	361
2020-2021	181	303
2019-2020	213	307
2018-2019	196	303

Figure 4.3.1: Gender balance among PG students

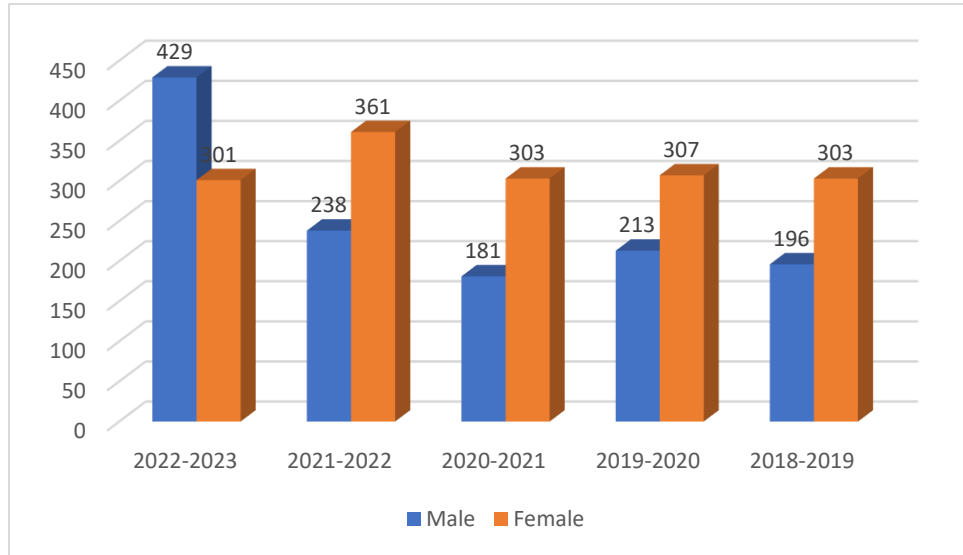
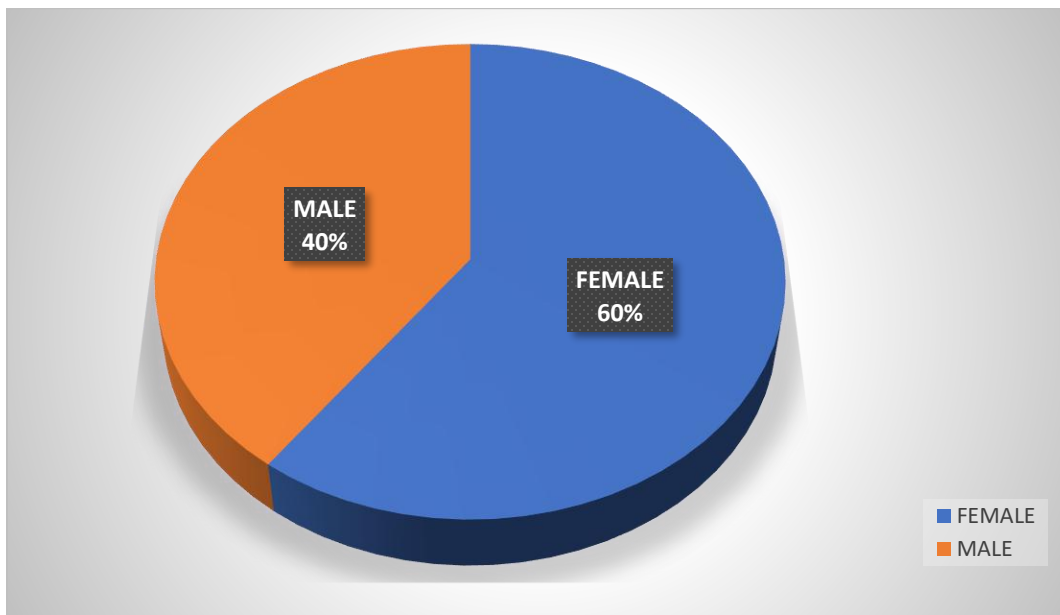


Table 4.3.2: Gender balance among PG students (Frequency table)

GENDER	Frequency	Percent
FEMALE	1,705	60.12
MALE	1,131	39.88
Total	2,836	100

Figure 4.3.2: Gender balance among PG students (Frequency)



4.4 Gender balance among UG students

Based on the updated information from Figure 4.4.1 and Table 4.4.1, the data suggests that the number of male undergraduate (UG) students slightly exceeds the number of female UG students. Out of a total of 4,835 students, there are 2,622 male students and 2,213 female students. This indicates a smaller gender gap, with a higher representation of male students in the UG program compared to female students. It is important to note that achieving gender balance and equal representation remains a crucial goal in promoting inclusivity and diversity in educational settings. Efforts should be made to address any existing disparities and ensure equitable opportunities for all students, regardless of their gender.

Table 4.4.1: Gender balance among UG students

Year	Male	Female
2022-2023	761	649
2021-2022	619	490
2020-2021	434	435
2019-2020	463	355
2018-2019	346	284

Figure 4.4.1: Gender balance among UG students

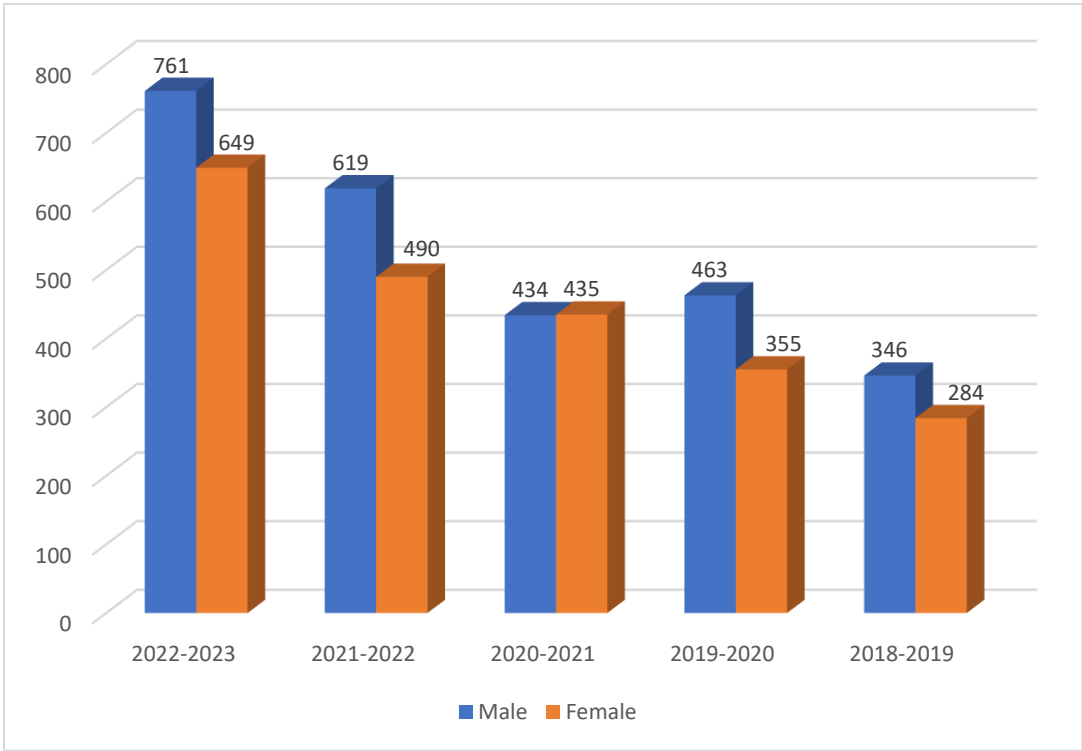
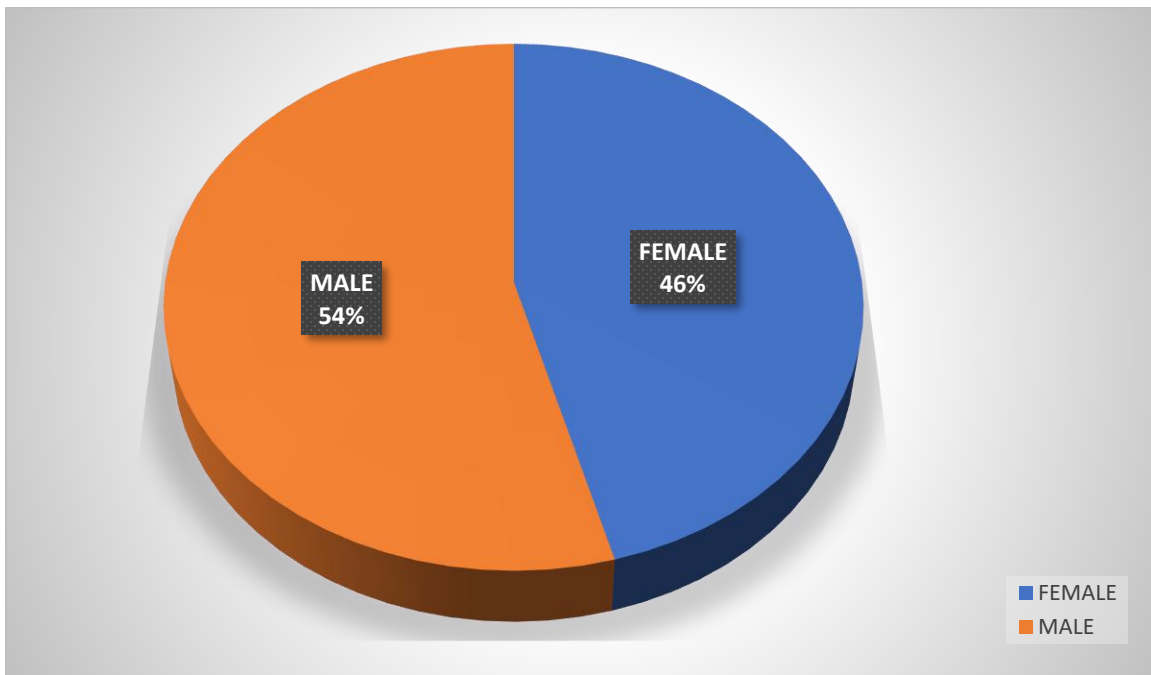


Table 4.4.2: Gender balance among the UG students (Frequency)

GENDER	Frequency	Percent
FEMALE	2,213	45.76
MALE	2,623	54.23
Total	4,836	100

Figure 4.4.2: Gender balance among UG students (Frequency)



4. 5 Gender balance among the Diploma and Integrated course students

Based on Figure 4.5.1 and Table 4.5.1, the data suggests that among Diploma and Integrated course students, the number of male students slightly exceeds the number of female students. Out of a total of 267 students, there are 195 male students and 72 female students.

The data highlights a gender imbalance in favour of male students within the Diploma and Integrated course programs. Achieving gender balance and equal representation in all academic disciplines and programs is important to ensure fair opportunities and inclusivity for all students. Efforts should be made to address any existing disparities and encourage greater participation and representation of female students in these courses.

Table 4.5.1: Gender balance among the Diploma and Integrated course students (2018-2023)

Year	Male	Female
2022-2023	68	26
2021-2022	56	21
2020-2021	65	17
2019-2020	4	5
2018-2019	2	3

Figure 4.5.1: Gender balance among the Diploma and Integrated course students (2018-2023)

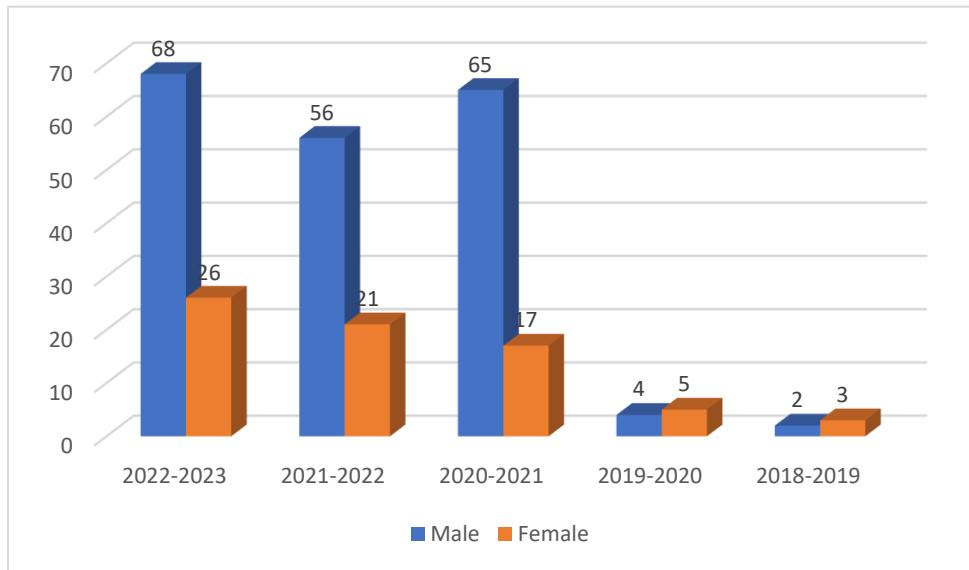
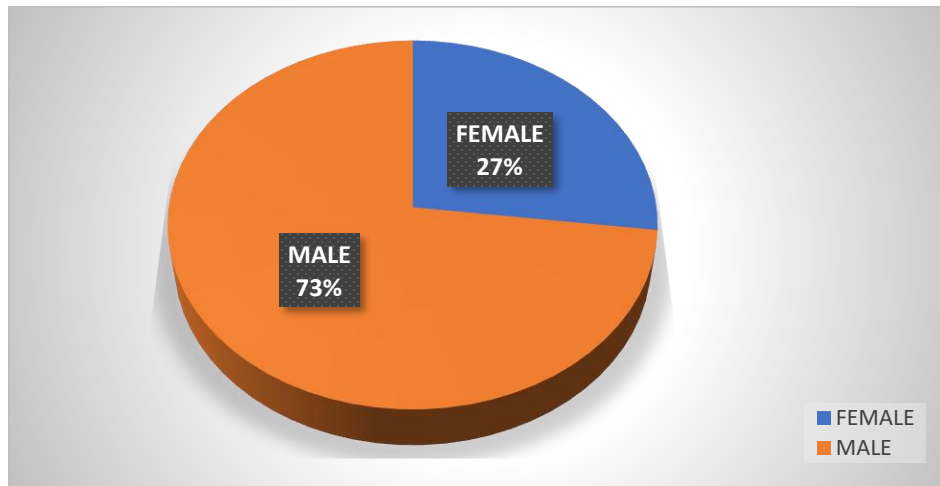


Table 4.5.2: Gender balance among the Diploma and Integrated course students (Frequency)

GENDER	Frequency	Percent
FEMALE	72	26.96
MALE	195	73.03
Total	267	100

Figure 4.5.2: Gender balance among the Diploma and Integrated course students (Frequency)



4.6 Gender balance among the faculty members

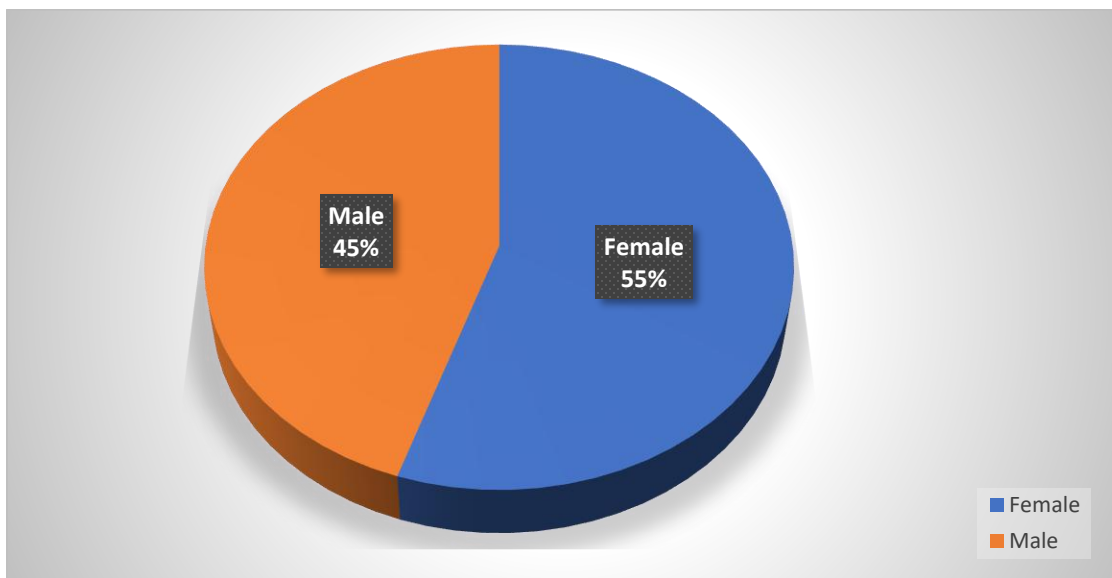
Table 4.6.1 and Figure 4.6.1 displays the male-female ratio of the current faculty members at The Assam Royal Global University. The data indicates a slight bias towards female representation among the faculty. Out of a total of 352 faculty members, 194 are female, which accounts for approximately 54.55 percent of the total faculty. On the other hand, there are 158 male faculty members, which comprises around 44.89 percent of the total faculty. This suggests that there is a higher proportion of female faculty members compared to male faculty members at the university. While this indicates progress towards achieving gender balance in the faculty, it is essential to continue striving for inclusivity and ensuring equal opportunities for all individuals, regardless of their gender. Efforts to promote diversity and foster an inclusive environment within the faculty can contribute to a more comprehensive and well-rounded educational experience for students.

Table 4.6.1: Male-female ratio 2023 (total faculty members as per data available on 1/4/23)

GENDER	Frequency	Percent
Female	194	54.55
Male	158	44.89
Total	352	100

Source: RGU's HR section

Figure 4.6.1: Gender balance among the faculty members



Source: RGU's HR section

Chapter 5

Gender-related Perceptions in the University

Gender-related perceptions in universities can have a profound impact on the experiences and opportunities available to students and faculty members. These perceptions can include stereotypes that associate certain fields of study or leadership roles with particular genders, influencing career choices and leadership aspirations. Gender biases and discrimination can also manifest in hiring practices, promotion opportunities, and access to resources. These perceptions can create barriers and hinder the advancement and inclusion of individuals in academia. Efforts to address gender-related perceptions involve promoting awareness, education, and implementing policies that foster inclusivity and equity. By challenging stereotypes, promoting diversity, and creating supportive environments, universities can cultivate an inclusive culture that values individuals based on their abilities and achievements rather than gender, ensuring equal opportunities for all members of their academic community.

The results obtained from the survey among the university's faculty, staff, and students have shed light on several significant findings regarding gender-related perceptions within the institution.

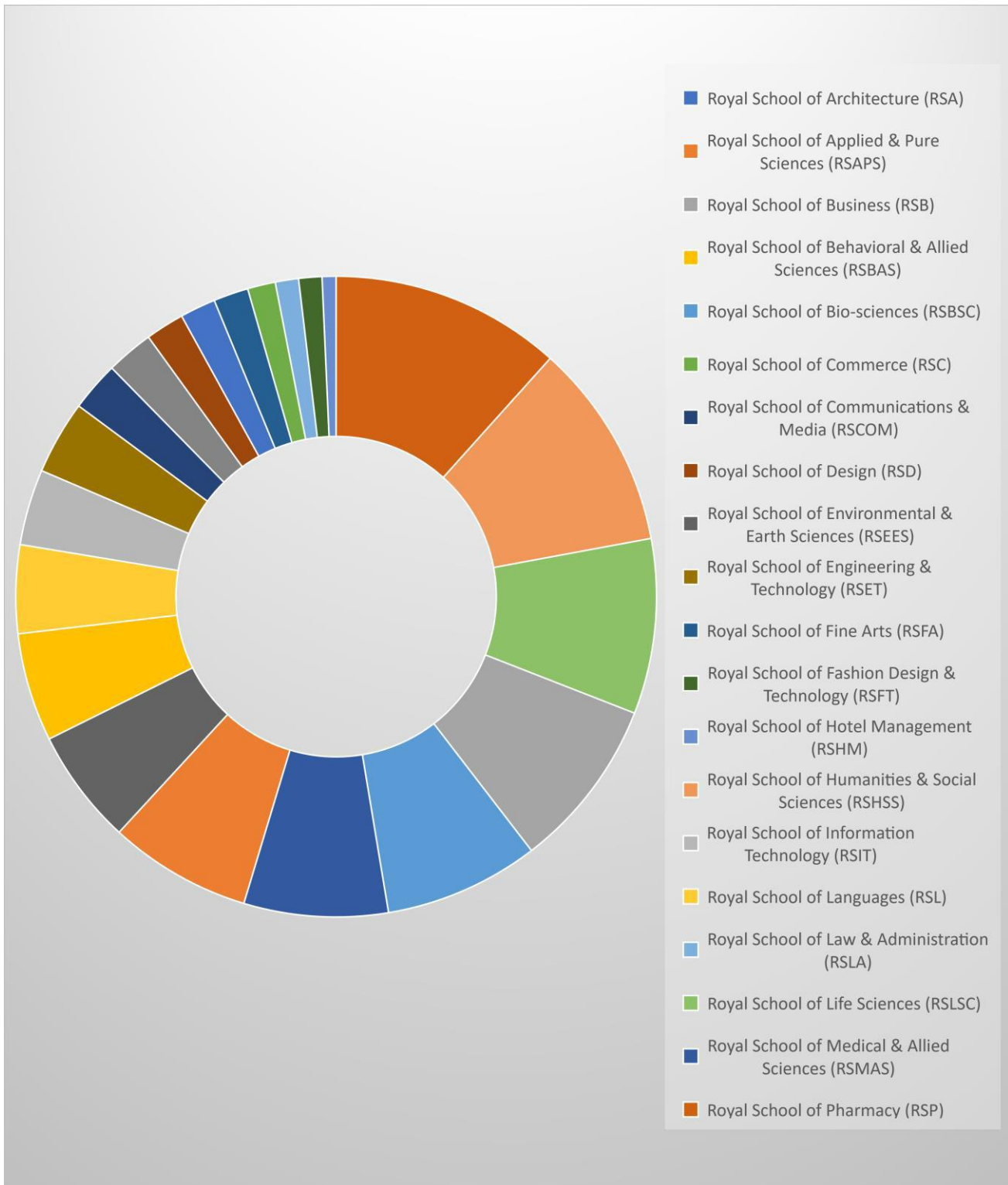
5.1 Results from the students' survey:

Table 5.1.1 demonstrates the total school-wise responses of students

Table 5.1.1: Total school-wise responses

Name of the School	Frequen cy
Royal School of Architecture (RSA)	46
Royal School of Applied & Pure Sciences (RSAPS)	184
Royal School of Business (RSB)	221
Royal School of Behavioral & Allied Sciences (RSBAS)	140
Royal School of Bio-sciences (RSBSC)	200
Royal School of Commerce (RSC)	36
Royal School of Communications & Media (RSCOM)	64
Royal School of Design (RSD)	50
Royal School of Environmental & Earth Sciences (RSEES)	149
Royal School of Engineering & Technology (RSET)	95
Royal School of Fine Arts (RSFA)	45
Royal School of Fashion Design & Technology (RSFT)	30
Royal School of Hotel Management (RSHM)	18
Royal School of Humanities & Social Sciences (RSHSS)	267
Royal School of Information Technology (RSIT)	98
Royal School of Languages (RSL)	114
Royal School of Law & Administration (RSLA)	30
Royal School of Life Sciences (RSLSC)	226
Royal School of Medical & Allied Sciences (RSMAS)	186
Royal School of Pharmacy (RSP)	298
Royal School of Travel & Tourism Management (RSTTM)	61
Total	2,558

Figure 5.1.1: Total school-wise responses



5.2 Gendered perception

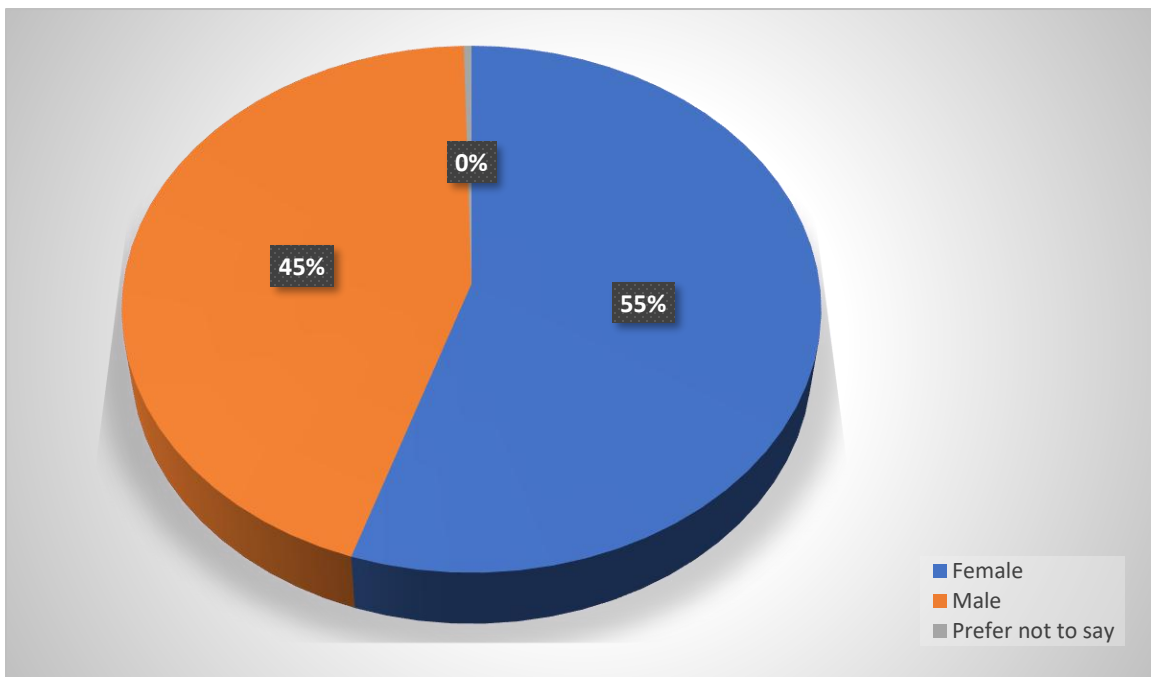
To gauge gender perception among students, they were asked the question, "Which gender do you belong to?" Out of the 2,558 responses, 1,139 students identified as male, 1,409 students identified as female, and 10 students preferred

not to disclose their gender. These responses provide an insight into the gender distribution within the student population and indicate a relatively balanced representation of male and female students. It is important for universities to respect students' choices and provide a supportive and inclusive environment that values and accommodates individuals of all genders.

Table 5.2.1: Gender

Which gender do you belong to?			
	Freq.	Percent	Cumulative frequency
Female	1,409	55.08	55.08
Male	1,139	44.53	99.61
Prefer not to say	10	0.39	100
Total	2,558	100	

Figure 5.2.1: Gender



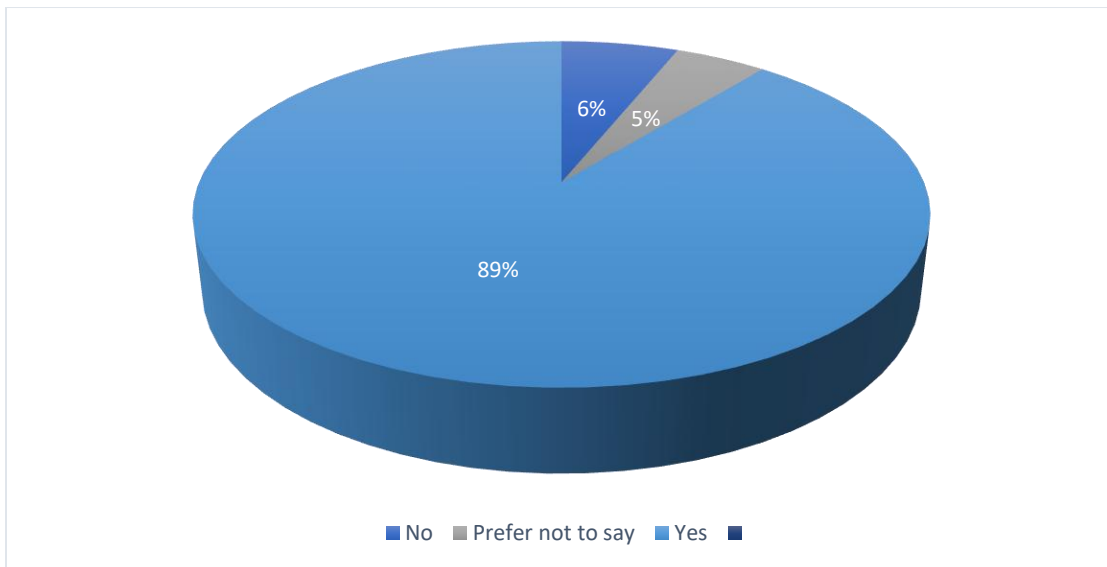
5.3 Perception on Gender equality

To gauge the perception of gender equality, students were asked, "Do you feel all genders are treated equally in your department?" The majority of students (2278 out of 2558 responses) responded affirmatively, indicating that they believe there is gender equality on campus within their respective departments. However, it is worth noting that a portion of students (157 out of 2558 responses) expressed a negative response, indicating that they do not perceive equal treatment across genders. Additionally, a small number of students (123 out of 2558 responses) chose not to provide a definitive answer, preferring not to say. These responses reveal that while many students perceive gender equality, a significant portion remains concerned about potential disparities. It is crucial for universities to take these findings into consideration and address any perceived inequalities to foster a more inclusive and equitable learning environment for all students. Figure 5.3.1 and Table 5.3.1 reports perception on gender equality in the university campus.

Table 5.3.1: Gender equality

Do you feel all genders are treated equally in your department?			
Responses	Frequency	Percent	Cumulative frequency
No	157	6.14	6.14
Prefer not to say	123	4.81	10.95
Yes	2,278	89.05	100
Total	2,558	100	

Figure 5.3.1: Gender equality



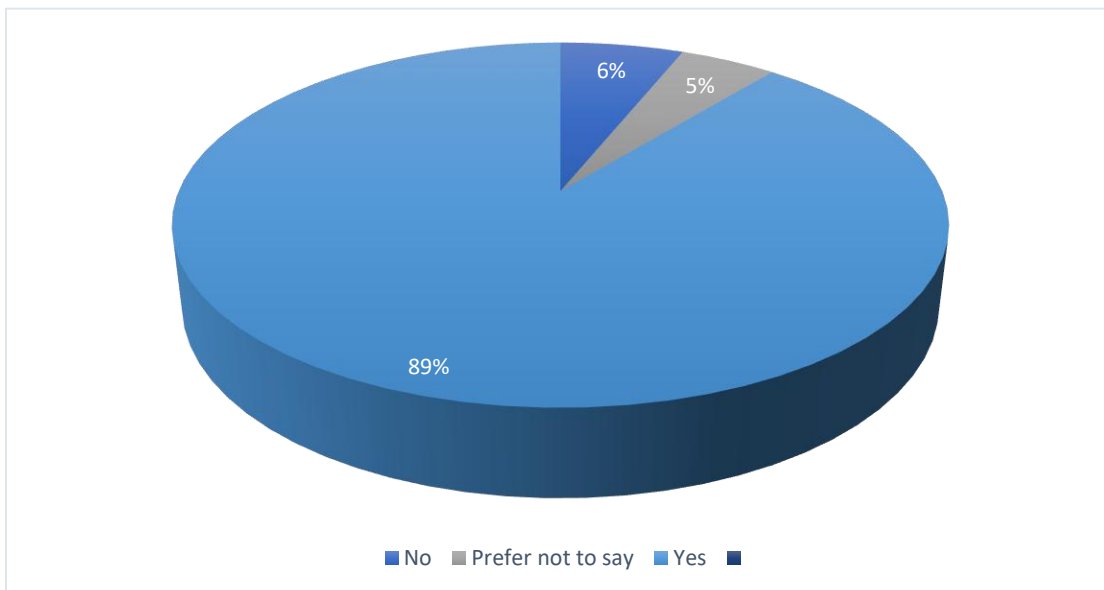
5.4 Perception about Safety inside campus

To assess the perception of safety on the RGU campus, students were asked, "Do you feel safe inside the RGU campus?" The majority of students (2,381 out of 2,558 responses) indicated feeling safe on campus, suggesting that they perceive a sense of security within the university environment. However, it is important to note that a small number of students (99 out of 2,558 responses) expressed feeling unsafe, indicating that there are concerns regarding safety within certain areas or aspects of the campus. These responses highlight the need for universities to prioritize and enhance safety measures to address the concerns of students who do not feel secure. By implementing appropriate security measures and addressing any areas of concern, universities can strive to create a campus environment that fosters a sense of safety and well-being for all students. Figure 5.4.1 and Table 5.4.1 reports perception on the safety inside the university campus.

Table 5.4.1: Safety inside the campus

Do you feel safe inside the RGU campus?			
Response	Frequency	Percent	Cumulative frequency
No	99	3.87	3.87
Yes	2,381	96.13	100
Total	2,558	100	

Figure 5.4.1: safety inside the campus



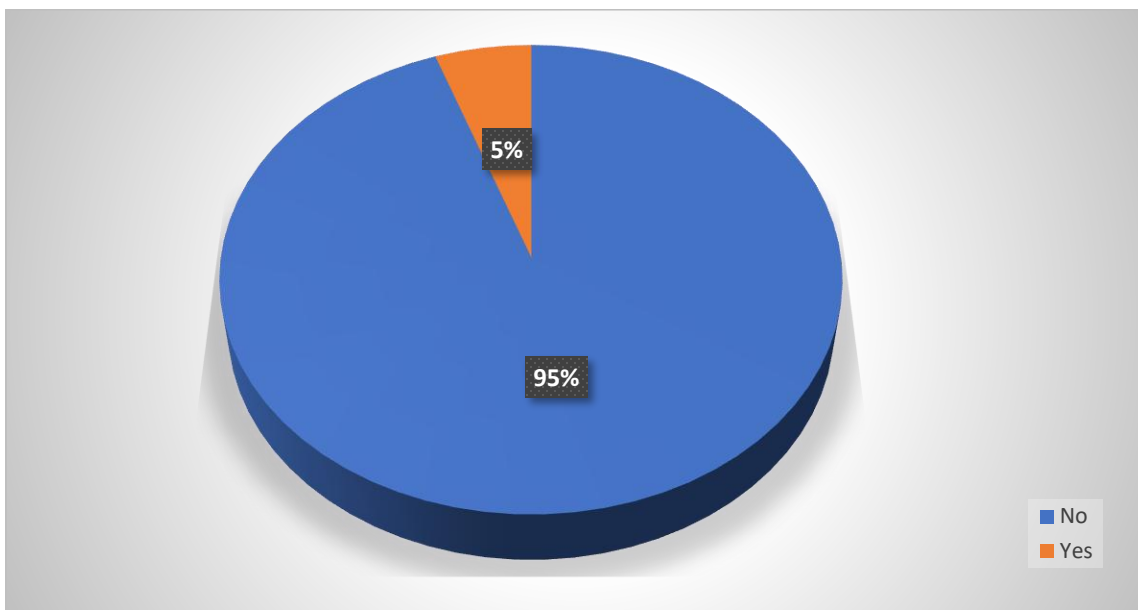
5.5 Gender discrimination

Gender discrimination is a pervasive issue that continues to plague societies around the world. It involves treating individuals differently based on their gender, often resulting in unequal opportunities, rights, and privileges. Women have historically borne the brunt of gender discrimination, facing obstacles in education, employment, and leadership positions. They often experience wage gaps, limited career prospects, and stereotyping, while also being disproportionately affected by domestic violence and harassment. Men, on the other hand, can face discrimination in areas such as parental rights, emotions, and societal expectations related to masculinity. Gender discrimination is a deeply rooted problem that hinders progress towards gender equality and social justice, highlighting the need for ongoing efforts to challenge and dismantle these discriminatory practices. Figure 5.5.1 and Table 5.5.1 presents gender discrimination inside the university campus.

Table 5.5.1: Gender discrimination

Have you felt discriminated against due to gender?		
Gender	Frequency	Percent
No	2,418	94.53
Yes	140	5.47
Total	2,558	100

Figure 5.5.1: Gender discrimination



According to the survey conducted for the Gender Audit the majority of students, specifically 94.53 percent out of 2558 responses, reported that they had not experienced discrimination based on their gender. However, a smaller yet significant number of students that amount to 5.47 percent (equivalent to 140 responses), indicated that they had indeed felt discriminated against due to their gender. These findings highlight the existence of gender-based discrimination within the university, suggesting that despite the majority feeling unaffected, a considerable number of students still face discriminatory experiences based on their gender. It is essential for institutions to address these concerns and work towards creating a more inclusive and equitable environment for all students.

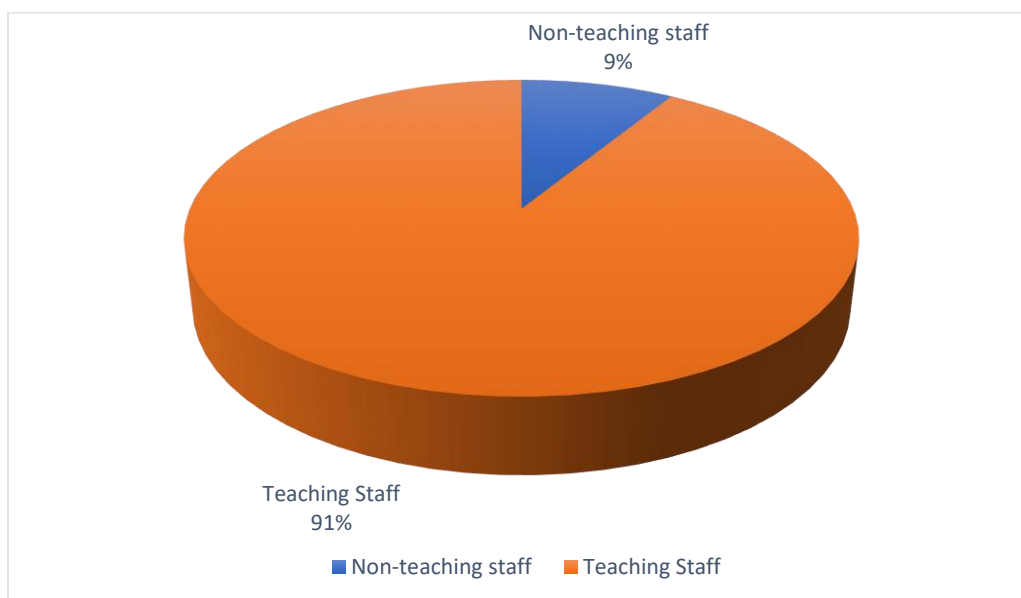
5.6 Results from the staff survey:

Table 5.6.1 demonstrates the role-wise division of the responses of staff members in the university.

Table 5.6.1: the role-wise division in the university

What is your current role in RGU?			
Current role in RGU	Frequency	Percent	Cum.
Non-teaching staff	20	8.77	8.77
Teaching Staff	208	91.23	100
Total	228	100	

Figure 5.6.1: the role-wise division in the university



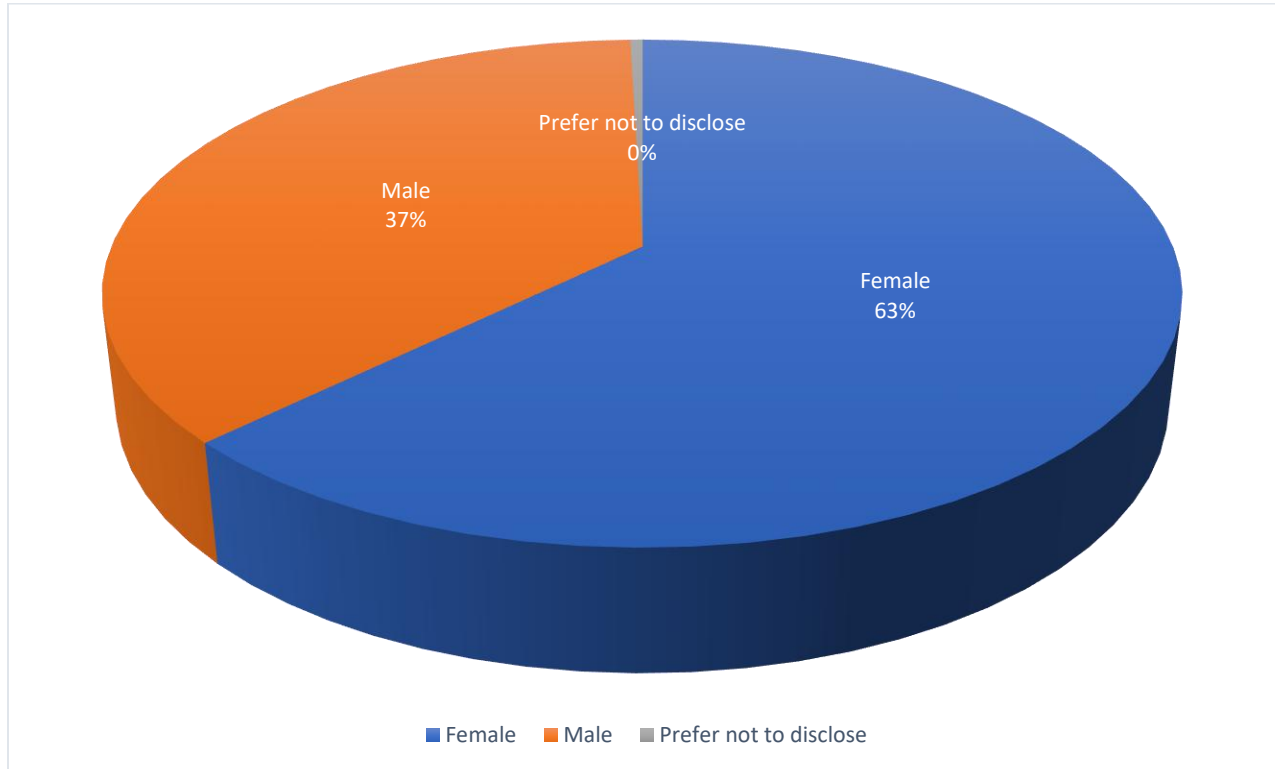
5.7 Gendered profile

Based on the updated information provided, it appears that there is a higher number of female staff members compared to male staff members in The Assam Royal Global University. Out of the 228 responses received, 143 staff members identified as female, while 84 staff members identified as male. 1 staff member preferred not to disclose their gender. This indicates a gender imbalance in the university's staff composition, with a higher representation of female staff members. However, it's important to note that this information alone does not necessarily imply bias towards females. Other factors such as hiring practices, applicant pool, and individual qualifications may have contributed to the observed distribution. It's crucial to evaluate these factors comprehensively to ensure equal opportunities and fair treatment for all staff members, irrespective of their gender. Among these responses, 144 staff members identified as female and reported feeling discriminated against due to their gender. Additionally, 84 staff members who identified as male also expressed experiencing gender discrimination. It is worth noting that one respondent did not prefer to disclose their gender in relation to the question of discrimination. These findings indicate that gender discrimination affects both female and male staff members within the university, emphasizing the need for addressing and addressing these concerns to foster an inclusive and equitable work environment for all.

Table 5.7.1: Gender distribution among the staff

Which gender do you identify as?			
	Frequency	Percent	Cum.
Female	143	62.72	62.72
Male	84	36.84	99.56
Prefer not to disclose	1	0.44	100
Total	228	100	

Figure 5.7.1: Gender distribution among the staff

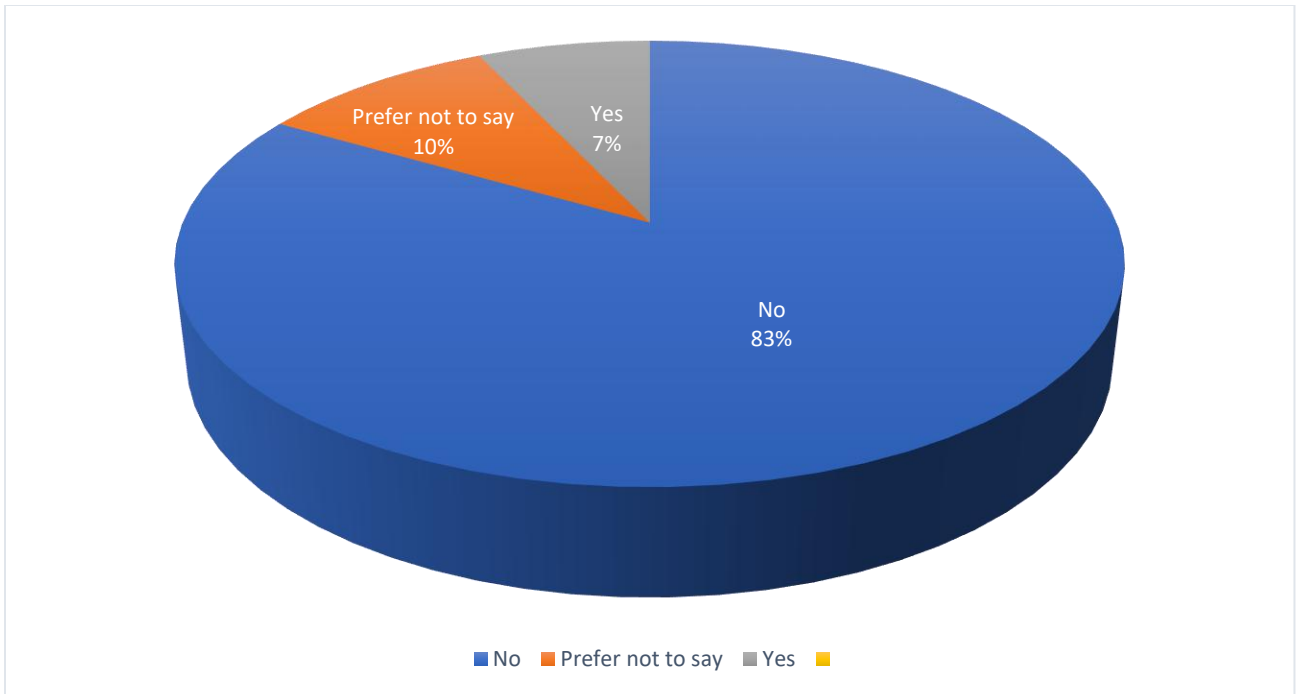


5.8 Gendered effect on opportunities

Table 5.8.1: Gendered effect on opportunities

Do you think identifying as a particular gender affects the opportunities you			
Responses	Frequency	Percent	Cum.
No	190	83.33	83.33
Prefer not to say	22	9.65	92.98
Yes	16	7.02	100
Total	228	100	

Figure 5.8.1: Gendered effect on opportunities



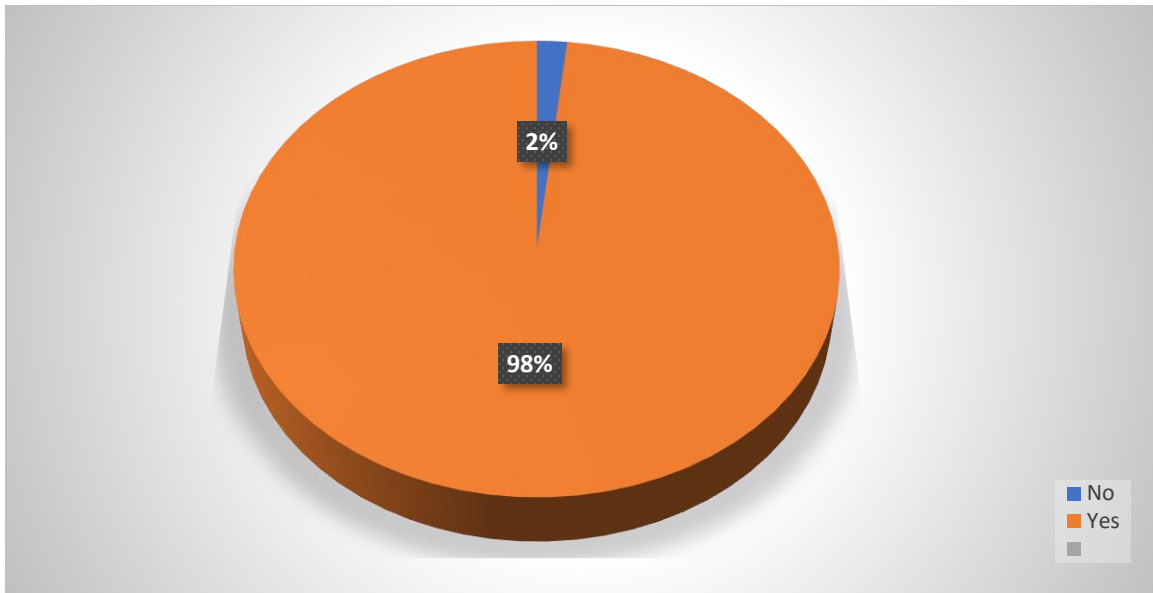
Based on the provided data, we can analyze the responses to the question, "Do you think identifying as a particular gender affects the opportunities you have?" Out of the 228 responses, 190 respondents accounting for 83.33 percent, stated that identifying as a particular gender does not affect their opportunities. This indicates that a majority of the respondents do not perceive gender identity as a significant factor influencing their opportunities. 22 respondents, representing 9.65 percent, preferred not to disclose their opinion on this matter. This group might have various reasons for not expressing their viewpoint 16 respondents, comprising 7.02 percent, stated that identifying as a particular gender does affect their opportunities. This suggests that a small but notable portion of the respondents perceive gender identity as having an impact on the opportunities they have access to. Table 5.8.1 and Figure 5.8.1 presents the gendered effect of opportunities in the RGU campus.

5.9 Safety in the campus

Table 5.9.1: safety inside the RGU campus

Do you feel safe inside the RGU campus?			
	Frequency	Percent	Cum.
No	4	1.75	1.75
Yes	224	98.25	100
Total	228	100	

Figure 5.9.1: safety inside the RGU campus



Based on the provided data, we can analyze the responses to the question, "Do you feel safe inside the RGU campus?" Out of the 228 responses received 4 respondents, accounting for 1.75 percent, reported that they do not feel safe inside the RGU campus. This indicates that a very small minority of the respondents have concerns about their safety while on campus. 224 respondents, representing 98.25 percent, stated that they do feel safe inside the RGU campus. This indicates that the majority of the respondents feel secure and have a sense of safety within the campus environment. Table 5.9.1 presents the safely inside the RGU campus.

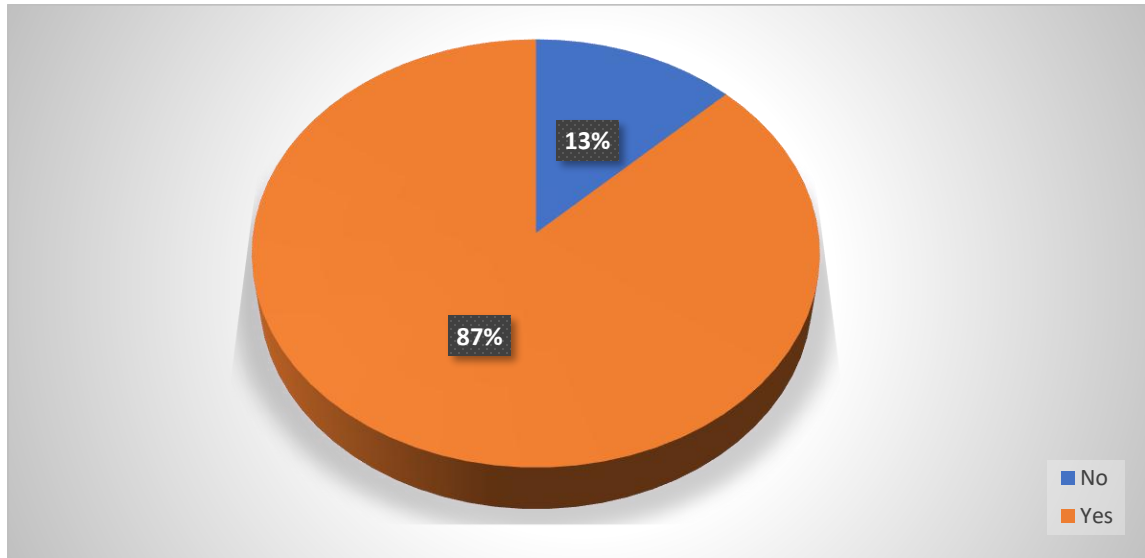
5.10 Gender sensitive infrastructure

Creating a sensitive and inclusive infrastructure is crucial for promoting an environment that caters to the needs of all individuals, considering factors such as accessibility, diversity, and user experience. Continuous evaluation and improvement of infrastructure planning and design can help ensure that the University remains an inclusive and supportive space for all members of the community. Based on the provided data, we can analyze the responses to the question, "Do you think the infrastructure of the University is built in a sensitive way?" Out of the 228 responses received, 29 respondents, accounting for 12.72 percent, stated that they do not believe the infrastructure of the University is built in a sensitive way. This suggests that a small portion of the respondents have concerns or feel that the infrastructure lacks sensitivity in some aspects. 199 respondents, representing 87.28 percent, expressed that they believe the infrastructure of the University is built in a sensitive way. This indicates that the majority of the respondents perceive the infrastructure to be designed with sensitivity, taking into consideration the needs and diverse experiences of the University community. Table 5.10.1 and Figure 5.10.1 presents the perception on the gender sensitive infrastructure in the campus.

Table 5.10.1: Gender sensitive infrastructure

Do you think the infrastructure of the University is built in a sensitive way to gender?			
	Frequency	Percent	Cum. Frequency
No	29	12.72	12.72
Yes	199	87.28	100
Total	228	100	

Figure 5.10.1: Gender sensitive infrastructure



5.11 Awareness of the difference between Gender and Sexuality

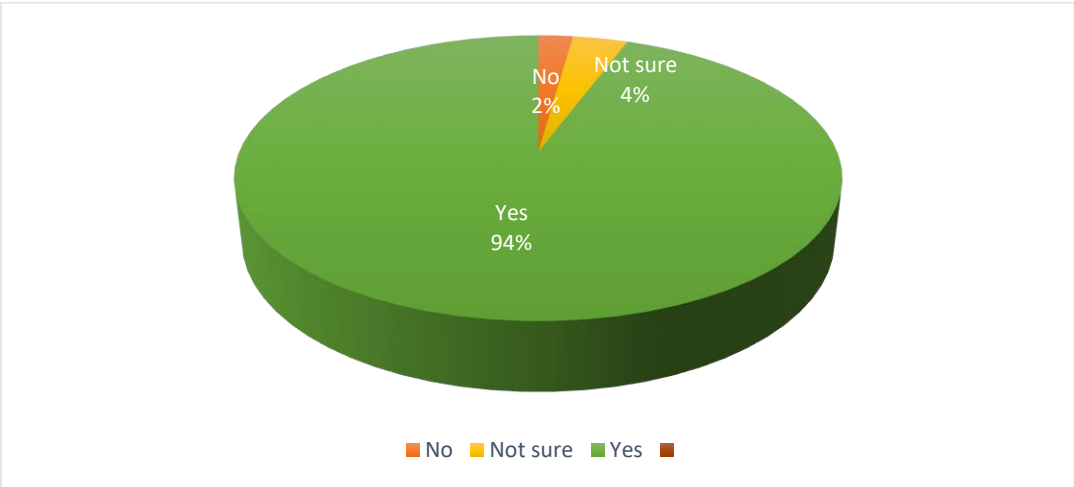
Awareness of the difference between the concepts of gender and sexuality plays a vital role in fostering an inclusive and equitable society. This is applicable to the university ecosystem as well. It involves understanding and acknowledging the diverse range of gender identities, expressions, and sexual orientations that exist beyond the binary concepts of male and female, heterosexual and homosexual. Increasing awareness helps challenge societal norms and stereotypes, promoting acceptance and respect for individuals regardless of their gender or sexual orientation. Increasing knowledge and understanding of gender and sexuality is essential for creating a more inclusive society, fostering empathy, and challenging stereotypes and prejudices. Continued efforts to provide education and promote discussions around these topics can contribute to a more informed and accepting society. Based on the provided data, we can analyze the responses to the question, "Do you know the difference between gender and sexuality?" Out of the 228 responses received 5 respondents, accounting for 2.19 percent, indicated that they do not know the difference between gender and sexuality. This suggests that a small portion of the respondents may lack understanding or clarity regarding these concepts. 8 respondents, representing 3.51 percent, stated that they are not sure about the difference between gender and sexuality. This indicates that another small group of respondents may have some uncertainty or confusion regarding these concepts. 215 respondents, comprising 94.3 percent, responded affirmatively, indicating that they do know the difference between gender and sexuality. This suggests that the majority of the respondents have a

clear understanding of the distinctions between these two concepts. The respondents who indicated that they do not know or are unsure about the difference between gender and sexuality may benefit from further education, awareness campaigns, or discussions to enhance their understanding and promote inclusivity and acceptance. Table 5.11.1 and Figure 5.11.1 presents perception on the difference between the gender and sexuality in RGU campus among the staffs.

Table 5.11.1: difference between gender and sexuality

Do you know the difference between gender and sexuality?			
	Freq.	Percent	Cum.
No	5	2.19	2.19
Not sure	8	3.51	5.7
Yes	215	94.3	100
Total	228	100	

Figure 5.11.1: difference between gender and sexuality



Chapter 6

Best Practices and the Roadmap Ahead

Best Practices in an educational institution refer to the range of activities, policies and programmatic approaches to influence and shape student attitudes, academic behaviours, and paradigmatic shifts that add value to human life and support the vision and mission of the institution. Gender-related best practices refer to all such endeavours and activities that address gender-issues and pave the path for amelioration of gender-biases and discrimination.

6.1 Gender-related Best Practices in RGU:

The Gender Audit indicated that overall, the university campus and environment were felt to be gender sensitive both by students and staff members though there were some exceptions. Some of the gender-related best practices of the university would include the following:

- I. The university has maintained gender-segregated data on all major matters, specially related to students.
- II. The university has supported and encouraged seminars, workshops and interactive sessions (both online and physical) on gender-related topics organised by different departments and by different clubs and committees.
- III. The percentage of gender-based discrimination is very less as evident from the responses to the surveys conducted for students and staff members.
- IV. The survey indicates towards gender-friendly environment within classrooms.
- V. The Mentoring system followed by all the departments in the university has contributed towards enabling progression in the academic and co-curricular aspects of students.
- VI. The Counselling Cell has been actively involved in helping with students' mental health issues particularly in the context of gender-related matters. The following faculty members from Royal School of Behavioural and Applied Sciences (RSBAS) provide regular counselling to students through online and physical modes—Dr Mahuya Deb and Ms. Anamika Basumatari.
- VII. Faculty members are approachable and accessible to the students and this helps address students' issues, particularly related to gender.
- VIII. Creche facility available on campus, as well as maternity leave enable working women to attain a work-life balance while being involved in the university.
- IX. The RGU uniform that comprises of trousers, coats, formal shirts and t-shirts as well as cardigans and blazers and formal shoes is gender neutral. The only demarcation between girls and boys being scarves for girls and ties for boys.

6.2 The Roadmap ahead:

The Gender Audit revealed that although the status of gender equity vis-à-vis male and female students and staff members is relatively decent, members of other genders did not seem comfortable to open up (in the survey) about their gender and sexual identity despite all efforts by Audit facilitator to maintain anonymity of the respondents. To the question of "Which gender one identified with" only 1 Faculty member out of the 229 respondents chose the 'Prefer Not

to Say' option. Among students, out of 2558 respondents among students only 190 students felt discriminated in the classroom due to their gender. However, this does not entirely deny the possibility that the actual number could be slightly bigger than this as well. Based on the gender audit and a few suggestions that came from staff members to make the campus gender-conducive, a few suggestions/recommendations are mentioned below, that could be incorporated in the university's gender roadmap ahead:

- i. A fully-functional pharmacy on campus that caters to various medical and health-related needs of students and staff members of all genders, particularly availability of sanitary napkins. 8.7% of the respondents felt health facilities on campus do not cater to the needs of all genders while 17% respondents chose the 'Not Sure' option.
- ii. Increased proactivity of Equal Opportunities Cell. 50.7% of the respondents from the staff appeared unaware of the existence of the Equal Opportunities Cell of the university and its functions.
- iii. Increased recognition of gender beyond binary representation in all aspects of the university—academic and administrative—specially in leadership and decision-making positions.

Annexure I

RGU Gender Audit 2023: Students

* Indicates required question

1. 1. Name of the School *

2. 2. Name of Department *

3. 3. Programme *

Mark only one oval.

UG

PG

PhD

4. 4. Semester *

5. 5. Which gender do you belong to/identify with? *

Mark only one oval.

Male

Female

Trans

Prefer not to say

6. 6. Have you felt discriminated due to gender? If Yes, how? *

7. 7. Do you feel all genders are treated equally in your department? *

Mark only one oval.

- Yes
 No
 Prefer not to say

8. 8. Are you aware of the student grievance redressal procedure for discrimination based on gender?

Mark only one oval.

- Yes
 No

9. 9. Do you know who is the sexual harassment grievance officer/Committee member of the university?

Mark only one oval.

- Yes
 No

10. 10. Do you feel safe inside the RGU campus? *

Mark only one oval.

Yes

No

11. 11. Have you availed the facilities of the health centre of the university? *

Mark only one oval.

Yes

No

12. 12. If Yes, did you feel gender sensitivity exists in the behaviour of the doctors and/or nurses in the centre

Mark only one oval.

Yes

No

13. 13. Are you aware of the Equal Opportunities Cell of the university? *

Mark only one oval.

Yes

No

14. 14. Are you a hosteller inside RGU campus? *

Mark only one oval.

Yes

No

15. 15. If Yes, do you think hostel facilities address the gender-specific needs of female boarders?

Mark only one oval.

Yes

No

NA

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Google Forms

Annexure I

[Questions](#) Responses **337** [Settings](#)

RGU Gender Audit 2023: Students (RSAPS, RSIT & RSET)

B *I* U  

Form description



1. Name of the School *

1. RSAPS
2. RSIT
3. RSET

2. Name of Department *

Short answer text

3. Programme *

1. UG
2. PG
3. PhD

4. Semester *

Short answer text

5. Which gender do you belong to/identify with? *

1. Male
2. Female
3. Trans
4. Prefer not to say

6. Have you felt discriminated due to gender? If Yes, how? *

Short answer text

7. Do you feel all genders are treated equally in your department? *

1. Yes
2. No
3. Prefer not to say

8. Are you aware of the student grievance redressal procedure for discrimination based on gender? *

1. Yes
2. No

9. Do you know who is the sexual harassment grievance officer/Committee member of the university? *

1. Yes
2. No

10. Do you feel safe inside the RGU campus? *

1. Yes
2. No

11. Have you availed the facilities of the health centre of the university? *

1. Yes
2. No

12. If Yes, did you feel gender sensitivity exists in the behaviour of the doctors



10. Do you feel safe inside the RGU campus? *

- 1. Yes
- 2. No

11. Have you availed the facilities of the health centre of the university? *

- 1. Yes
- 2. No

12. If Yes, did you feel gender sensitivity exists in the behaviour of the doctors and/or nurses in the centre

- 1. Yes
- 2. No

13. Are you aware of the Equal Opportunities Cell of the university? *

- 1. Yes
- 2. No

14. Are you a hosteller inside RGU campus? *

- 1. Yes
- 2. No

15. If Yes, do you think hostel facilities address the gender-specific needs of female boarders? *

- 1. Yes
- 2. No
- 3. NA



RGU Gender Audit 2023: Students (RSLSC, RSBSC, RSEES)

B *I* U  

Form description



1. Name of the School *

1. RSLSC
2. RSBSC
3. RSEES

2. Name of Department *

Short answer text

3. Programme *

1. UG
2. PG
3. PhD

4. Semester *

Short answer text

5. Which gender do you belong to/identify with? *

1. Male
2. Female
3. Trans
4. Prefer not to say

6. Have you felt discriminated due to gender? If Yes, how? *

Short answer text

7. Do you feel all genders are treated equally in your department? *

1. Yes
2. No
3. Prefer not to say

8. Are you aware of the student grievance redressal procedure for discrimination based on gender? *

1. Yes
2. No

9. Do you know who is the sexual harassment grievance officer/Committee member of the university? *

1. Yes
2. No

10. Do you feel safe inside the RGU campus? *

1. Yes
2. No

11. Have you availed the facilities of the health centre of the university? *

1. Yes
2. No



1. Yes

2. No

11. Have you availed the facilities of the health centre of the university? *

1. Yes

2. No

...

12. If Yes, did you feel gender sensitivity exists in the behaviour of the doctors and/or nurses in the centre

1. Yes

2. No

13. Are you aware of the Equal Opportunities Cell of the university? *

1. Yes

2. No

14. Are you a hosteller inside RGU campus? *

1. Yes

2. No

15. If Yes, do you think hostel facilities address the gender-specific needs of female boarders? *

1. Yes

2. No

3. NA





THE ASSAM

ROYAL GLOBAL UNIVERSITY

Gender Audit Committee

With the approval of the competent authority, the following is the composition of the Gender Audit Committee of The Assam Royal Global University.

Chairperson. : Prof. (Dr.) Anuradha Devi, Director, IQAC

Member Secretary: Dr. Stuti Goswami, Member IQAC

Member : Dr. N. Seema Devi, Co-coordinator, IQAC

Member : Dr. Munmi Saikia, Assistant Professor, Department of Economics, in-charge Criterion 7, IQAC SSR

Member : Ms. Joyeeta Bhattacharjee, Assistant Professor, Department of Social Work and in-charge Criterion 5, IQAC SSR.

Stuti Anuradha Devi

N Seema Devi

M Saikia

Joyeeta



Anuradha Devi

Director, IQAC
The Assam Royal Global University



THE ASSAM
ROYAL GLOBAL UNIVERSITY
GUWAHATI

Address: Royal Global University, Betkuchi, NH-37, Ghy-781035, Assam, India.

Mobile: 9707683013

Email: registraroffice@rgu.ac