

# GENDER AUDIT

STUDY PERIOD (ONE YEAR) 2024 - 2025

**Social study**  
**AUDIT REPORT**

**Studied for**  
CMR Engineering Educational Society's  
**CMR Engineering College**  
Kandlakoya Village, Medchal Road,  
Hyderabad- 501401, Telangana, India



**Studied by**

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## Disclaimer

The Audit Team has prepared this report for **CMR Engineering Educational Society's CMR Engineering College** located at Kandlakoya Village, Medchal Road, Hyderabad-501401, Telangana, India based on input data submitted by the Institute analysed by the team to the best of their abilities.

The details have been consolidated and thoroughly studied as per the various guidelines for Green Buildings available in National and International Standards; the report has been generated based on comparative analysis of the existing facilities and the prerequisites formulated by various standards. The inputs derived are a result of the inspection and research. These will further enhance and develop a Healthy and Sustainable Institution.

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**Ms. Nahida Abuulla**

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## Acknowledgement

The Audit Assessment Team extends its appreciation to **CMR Engineering Educational Society's CMR Engineering College, Telangana** for assigning this important work of Gender Audit. We appreciate the cooperation extended to our team during the entire process.

Our special thanks are extended are due to everyone from the Management.

We are also thankful to Institute's Task force who have played a major role in data collection.

### **Sustainable Academe**

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# 1. Introduction

## 1.1 About the Institution

Established in 2010, CMR engineering college is one of the top premier private Engineering colleges in Hyderabad spreads over the vast area of 10 acres. The CMR College is authorized under All India Council for Technical Education (AICTE), New Delhi and affiliated to JNTUH. In the further journey, the college is also rated 5 Star under Institution Innovation Council, Ministry of Education, Govt of India & Achieved ARIIA Ranking.

# 2. Overview

## 2.1 Summarised Populace analysis for 2024-25

### 2.1.1 Students data

The data (shared by Institute) shows there were 3,049 male and 1,582 female students. Thus total 4,631 students.

### 2.1.2 Staff data

Sl. No.	Particulars	Male	Female	Total
1	Admin Staff	16	20	36
2	Teaching Staff	162	120	282
3	Non-teaching Staff	22	36	58
<b>Total</b>		<b>200</b>	<b>176</b>	<b>376</b>

*Table 1: Staff data of the Institution*

Above data documents 376 staff members.

**Thus, total populace stands at 5,007 nos.**

### 3. Survey

#### Survey Results

An online survey was conducted to analyse the student and staff views about the practices adopted, following is the result received.

##### Participation

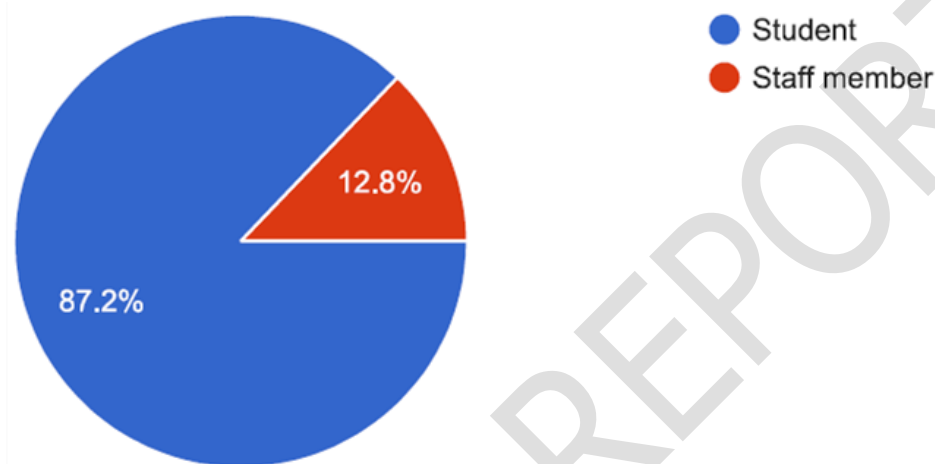


Figure 1: Participation analysis in the survey

A total of **685 responses** were received out of which 87% were students.

##### Gender ratio

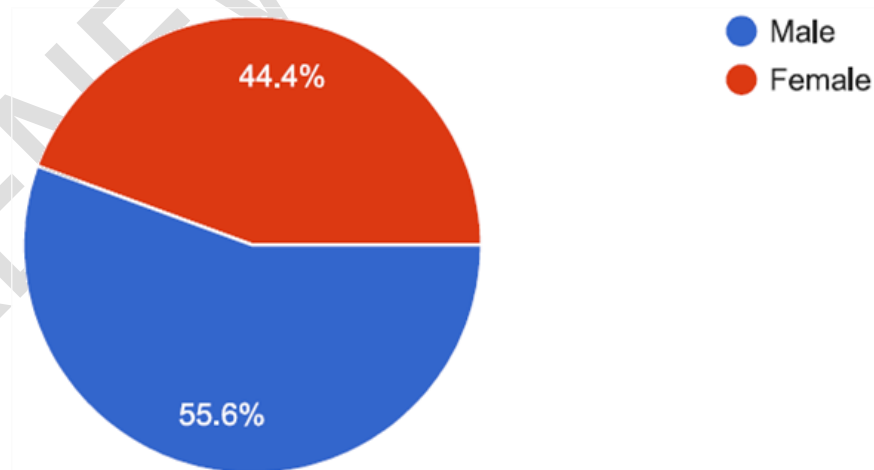


Figure 2: Participation analysis in the survey

Around **56% responses** were male participants and **44% female participants**

## Note

The Participants were asked to review the practice on a scale of 1-5 with scale components as follows:

- ➡ Scale 1 – Poor
- ➡ Scale 2 – Satisfactory
- ➡ Scale 3 – Good
- ➡ Scale 4 – Very good
- ➡ Scale 5 – Excellent

The figures in each of the columns of graph depict the Number of participants responses in numerical (Percentage of the participant response) – For example 101 responses (44.5%)

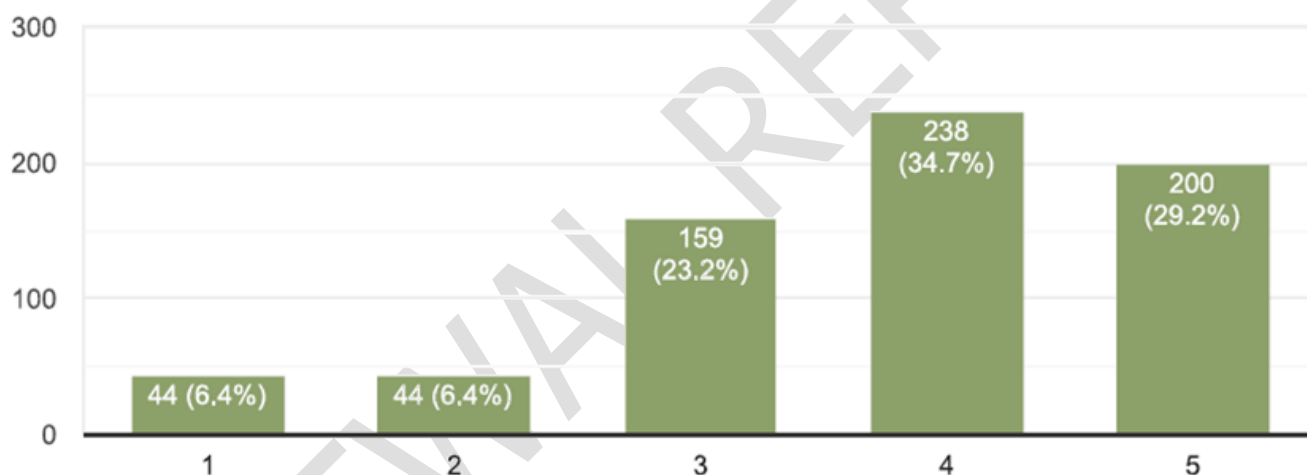
## 3.1 Gender equality goals and objectives

### 3.1.1 Context

The Sustainable Development Goals or Global Goals are a collection of 17 interlinked global goals designed to be a "shared blueprint for peace and prosperity for people and the planet, now and into the future". The SDGs were set up in 2015 by the United Nations General Assembly. **The SDGs identifies 'Gender Equality' as SDG- 5.**

### 3.1.2 Survey

#### 3.1.2.1 Gender equality goals and objectives practiced in Institute



**Figure 3: Gender equality goals and objectives practiced in Institute**

**Observation:** The students and staff almost 29% of the respondents found practices to be Excellent (Rating of 5); whereas almost 35% of the respondents found practices to be Very Good (Rating of 4); and 23% of the respondents found practices to be Good (Rating of 3).

**Inference:** Since the majority responses related to 'Excellent – Rating 5' is less than 50% thus this shows that the said section 'REQUIRES' improvement.



## 3.2 Gender-wise skill enhancement

### 3.2.1 Context

The section focuses on the improvement in the contextual framework of the steps undertaken at present and their scope for betterment in future.

### 3.2.2 Survey

#### 3.2.2.1 Activities that strengthen skills and provide WOMEN/ GIRLS with equal access to services and training

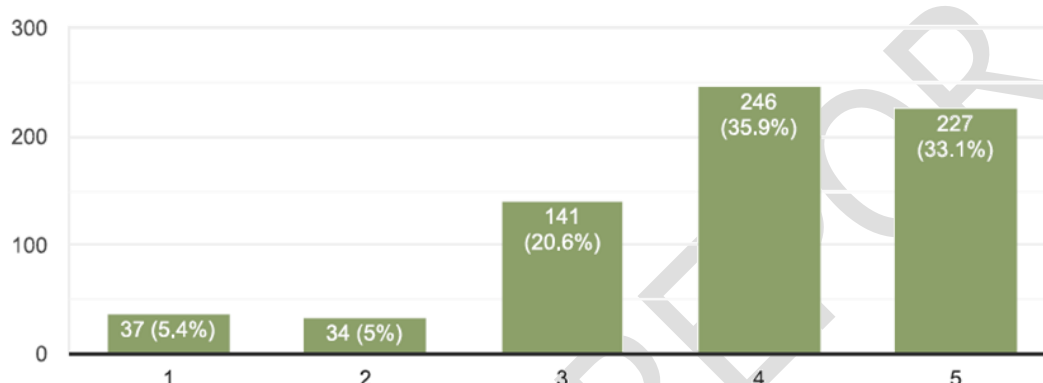


Figure 4: Activities that strengthen skills and provide WOMEN/ GIRLS with equal access to services and training

**Observation:** The students and staff almost 33% of the respondents found practices to be Excellent (Rating of 5); whereas almost 36% of the respondents found practices to be Very Good (Rating of 4)

**Inference:** Since the majority responses related to 'Excellent – Rating 5' is less than 50% thus this shows that the said section 'REQUIRES' improvement.

#### 3.2.2.2 Activities that specifically strengthen skills and provide MEN/ BOYS with equal access to services and training

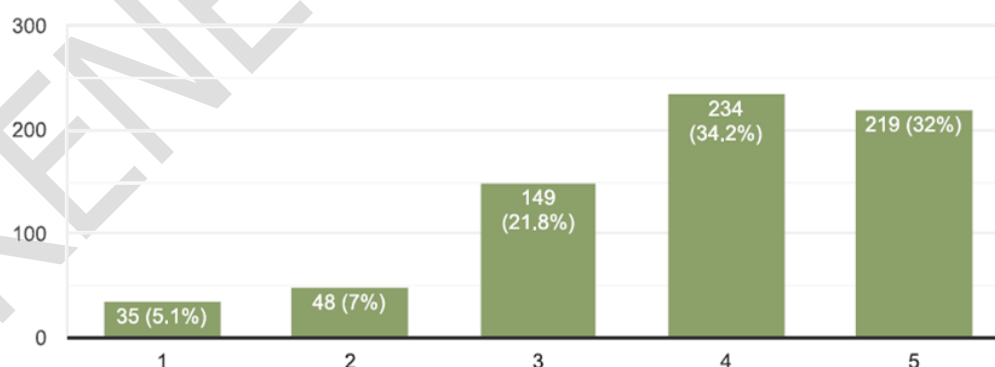


Figure 5: Activities that specifically strengthen skills and provide MEN/ BOYS with equal access to services and training

**Observation:** The students and staff almost 32% of the respondents found practices to be Excellent (Rating of 5); whereas almost 34% of the respondents found practices to be Very Good (Rating of 4)

**Inference:** Since the majority responses for 'Excellent – Rating 5' are less than 50% thus this shows that the said section 'REQUIRES' improvement.

## 3.3 Gender mainstreaming

### 3.3.1 Context

The section focuses on the appropriate measures adopted towards 'Gender Planning' it was studied through multiple contexts and the details are summarised below.

### 3.3.2 Survey

#### 3.3.2.1 Measures taken w.r.t. Anti-ragging in the premises

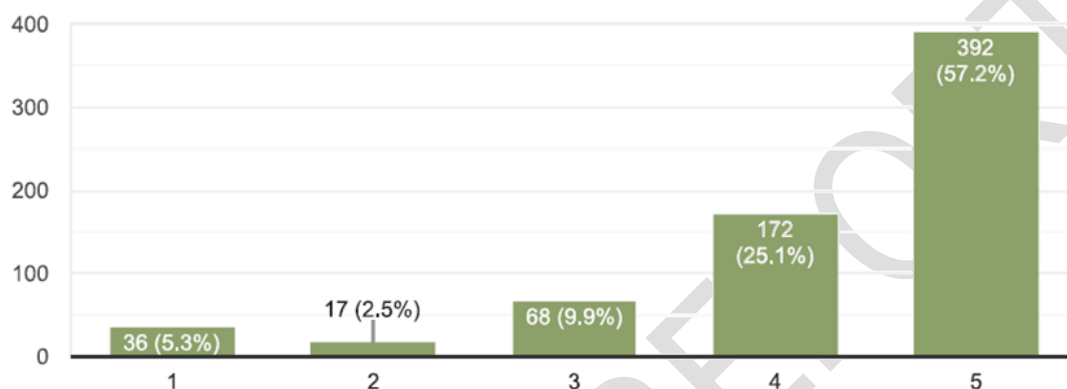


Figure 6: Measures taken w.r.t. Anti-ragging in the premise

**Observation:** The students and staff almost 57% of the respondents found practices to be Excellent (Rating of 5); whereas almost 25% of the respondents found practices to be Very Good (Rating of 4)

**Inference:** Since the majority responses for 'Excellent – Rating 5' are less than 50% thus this shows that the said section 'REQUIRES' improvement.

#### 3.3.2.2 Functioning of Internal Complaint Committee (ICC) in the premises

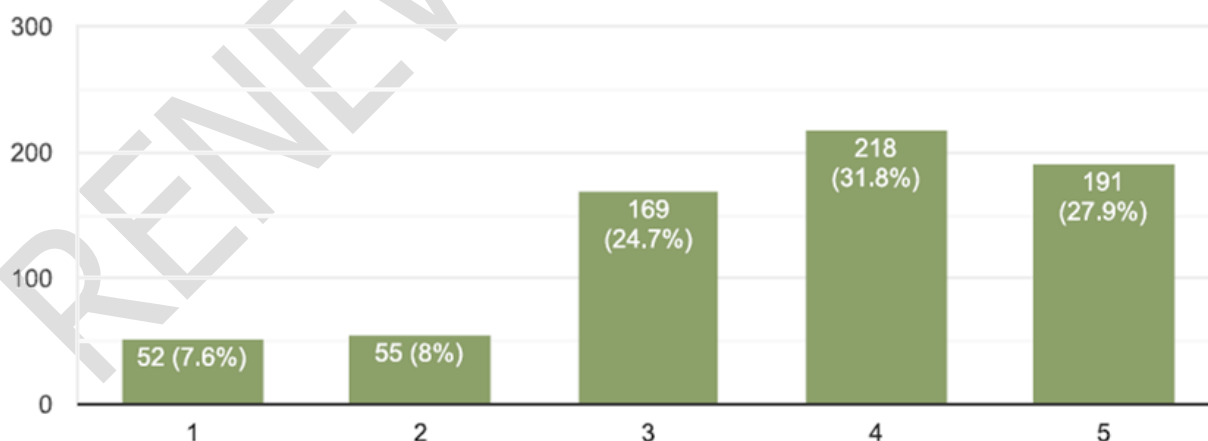


Figure 7: Functioning of the Internal Complaint Committee (ICC) in the premises

**Observation:** The students and staff almost 28% of the respondents found practices to be Excellent (Rating of 5); whereas almost 32% of the respondents found practices to be Very Good (Rating of 4)

**Inference:** Since the majority responses for 'Excellent – Rating 5' are less than 50% thus this shows that the said section 'REQUIRES' improvement.

## 3.4 Gender Balance

### 3.4.1 Context

The section focuses on the current scenario of the administrative and similar aspects which deal with the gender balance in the premises. Though the SDG 10 focuses on Reduced Inequalities on a macro level, the study focuses on reducing inequalities on a micro level.

### 3.4.2 Survey

#### 3.4.2.1 Faculties ratio - Male to Female

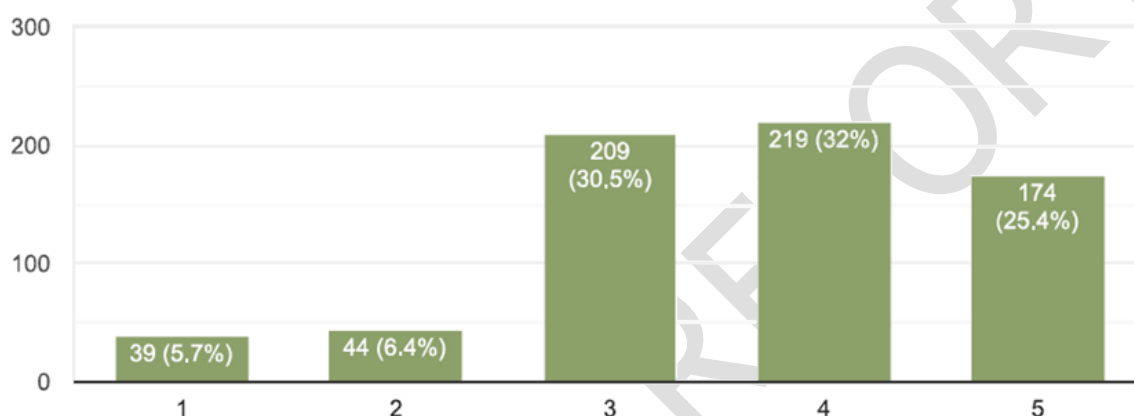


Figure 8: Faculties ratio - Male to Female

**Observation:** The students and staff almost 25% of the respondents found practices to be Excellent (Rating of 5); whereas almost 32% of the respondents found practices to be Very Good (Rating of 4)

**Inference:** Since the majority responses for 'Excellent – Rating 5' are less than 50% thus this shows that the said section 'REQUIRES' improvement.

#### 3.4.2.2 Do you think the number of Female Faculties should be increased?

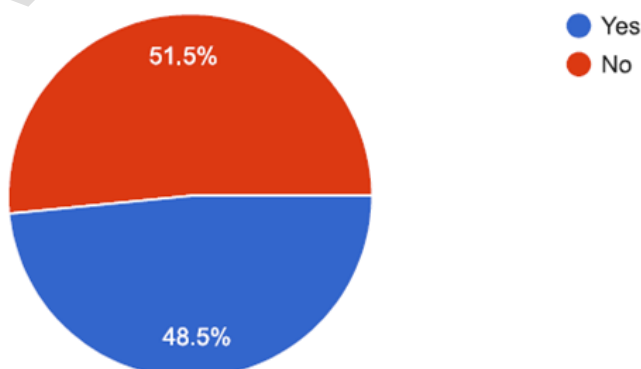


Figure 9: Do you think the number of Female Faculties should be increased?

**Observation:** The students and staff almost 49% of the respondents said 'YES'

**Inference:** Since majority responses are 'YES' thus said section 'REQUIRES' improvement.

## 4. Compliance

The compliance study was carried out through investigative ways. This was done to understand extent of implementations based on previous reports.

- ➔ Original report study was for June 2022 to May 2023 and June 2023 to May 2024
- ➔ Renewal study is currently done for June 2024 onwards

### 4.1 Compliance status in form of Action taken report

The inputs are documented below:

#### 4.1.1 Action Plan

Display posters/signages promoting gender equality and the 'Save Girl Child' & 'Beti Bachao Beti Padhao' initiatives.

#### 4.1.2 Action Taken

Posters placed at key locations: Entrance, classrooms, hostels, canteens, and administrative offices.

Digital Signage Screens displaying messages on women's rights, gender equality, and success stories of women leaders.

Student-designed banners encouraging education for girls and equal opportunities.

Organizing guest lecture sessions on **girls' education and empowerment.**

## 5. Suggestion

The suggestion (inference) would act as a 'PLAN OF ACTION' for implementation.

- ➔ Conduct the 'Before' and 'After' study with photos
- ➔ Document the same in 'Action taken report'

S. No.	Aspect	Suggestion/ Sample for reference
1.	<b>External response</b>	<ul style="list-style-type: none"> <li>➔ <b>Introduce SDG 5, 16 and 10</b> in form of activities/ programs</li> <li>➔ Emphasize given towards males education on <b>how to treat women with responsibility and maturity and not as an object</b></li> <li>➔ Self-defence training and physical strengthening classes like <b>karate</b></li> </ul>
2.	Participant response as part of the survey – <b>Students</b>	<p><u>Note: The responses have not been edited and noted as it is.</u></p> <ul style="list-style-type: none"> <li>➔ Internal marks are given based on gender this should be changed</li> <li>➔ Awareness, Equal opportunities, ANONYMOUS COMPLAINT SYSTEM should be implemented so that if some have any problem they can complaint anonymously .</li> <li>➔ They can add new rights for equality and encourage women to develop their skills in different activities and provide some martial arts for women and men.</li> <li>➔ Give same preference to both boys and girls and give respect to boys as they give to girls.</li> <li>➔ Female faculty should increase</li> <li>➔ Increase no. of women lecturers In institute</li> <li>➔ Allowing female hostel students outing. The male hostel students are allowed to out yet female hostellers are not allowed to go out, even during the weekends , where is the gender equity in this matter? The first year female students aren't allowed outing yet first year male students are allowed outing.</li> <li>➔ NCC opportunities for girls; More opportunities in programs related to women empowerment</li> <li>➔ Transport Facilities: Offer safe transportation options, especially for</li> </ul>

		<p>female students commuting from distant areas.</p> <ul style="list-style-type: none"> <li>➔ <u><i>I think the infrastructure should be improved because there are no lights outside the campus and no board at entrance.</i></u></li> <li>➔ Encourage women to take leadership roles in student councils, faculty positions, and administration.</li> <li>➔ Sometimes they don't treat boys well enough as girls and they may have to change that a little bit</li> <li>➔ Banning criticism of female students and targeting them.</li> </ul>
3.	Participant response as part of the survey – <b>Faculties</b>	<p><u><i>Note: The responses have not been edited and noted as it is.</i></u></p> <ul style="list-style-type: none"> <li>➔ Work environment should be changed without domination for female faculty</li> <li>➔ Provide Maternity Leaves with full pay</li> <li>➔ Provide special leaves and permissions for ladies faculty members.</li> <li>➔ Please provide special leaves and permissions for lady faculty members</li> <li>➔ Provide 2 casual leaves in a month for the faculty</li> <li>➔ Provide sick leaves for women</li> </ul>

*Table 2: Suggestion study*

## 6. Compilation

The Gender Audit Handbook, Washington as a reference (partially) only for formal survey.

<https://reliefweb.int/report/lebanon/guide-note-gender-sensitive-communication-guidelines>

### References:

- ➔ <https://www.isglobal.org/en/-/sdg-5-achieve-gender-equality-and-empower-all-women-and-girls>
- ➔ UN Women Asia and Pacific
- ➔ <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institutional-transformation/step-9-developing-gender-equality-competence>
- ➔ <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>
- ➔ <https://guardian.ng/saturday-magazine/youth-magazine/global-goals-5/>
- ➔ <https://www.isglobal.org/en/-/sdg-10-reduce-inequality-within-and-among-countries>

