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Cotton University

Gender Audit Report, 2024-2026



Prepared by: Gender Audit Committee 2026
Cotton University, Guwahati, Assam

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The 125-year-old Cotton University, formerly known as Cotton College, has a rich legacy of academic excellence and a longstanding commitment to gender equality, inclusivity and social responsibility. Throughout its distinguished history, the institution has upheld the values of equal opportunity and equitable academic environment for all, irrespective of gender. The University continues to accord priority to creating and sustaining platforms that ensure equal opportunities for men and women in academic, administrative and institutional activities.

In keeping with evolving national and international standards, the University periodically reviews its gender-related policies, institutional practices and support mechanisms to ensure their continued relevance and effectiveness. The Gender Audit is an essential exercise towards this goal. The audit examines gender representation among faculty members and students, equality in recruitment, the effectiveness of existing gender policies and the functioning of the Internal Complaints Committee (ICC). Furthermore, it considers initiatives to promote gender awareness and the role of Gender Champions in encouraging gender equality among students, in accordance with UGC guidelines.

Through this exercise, Cotton University aims to identify its strengths, recognize existing gaps and explore opportunities for further improvement. The findings will help the University strengthen its institutional mechanisms and reaffirm its commitment to ensuring a campus where dignity, mutual respect, equal opportunity and inclusivity remain fundamental values.

(Prof. Sudipta Nandy)

Director, IQAC

Cotton University, Guwahati

ACKNOWLEDGEMENT

The Gender Audit Committee of Cotton University expresses its sincere gratitude to the University authorities for their support and cooperation in facilitating the Gender Audit for the period 2024–2026. This report represents a collective endeavor to assess gender sensitivity, equality, and inclusiveness within the University's academic, administrative, and infrastructural environment.

I would like to express my heartfelt gratitude to the Hon'ble Vice-Chancellor of Cotton University Prof. Ramesh Chandra Deka for providing the necessary encouragement and institutional support for undertaking this important initiative. I am equally grateful to the Registrar (I/C) Dr. Hiren Deka, and other concerned University authorities for their cooperation and assistance throughout the process of data collection, compilation, and preparation of the report.

I also acknowledge the support of the Academic Registrar, Dr. Bedanta Borah and his Office for providing relevant data on student enrollment at the undergraduate, postgraduate, and PhD levels. I also acknowledge the Director of Social Service (DSW) office, Cotton University for providing the required data on students' extracurricular activities. My sincere thanks are extended to the General Administration Office, Cotton University for providing information relating to the recruitment and representation of teaching and non-teaching staff. These institutional records have been valuable in examining gender representation across different levels of academic participation, employment, and governance.

I extend my sincere appreciation to the Director (I/C) of the Internal Quality Assurance Cell (IQAC), Cotton University, Prof. Sudipta Nandy, for the valuable guidance, encouragement, and support extended towards the successful completion of the Gender Audit. The guidance and cooperation of the IQAC have been important in facilitating this institutional exercise, which seeks to promote quality, inclusiveness, accountability, and continuous improvement in the University's academic and administrative practices.

I extend my heartfelt thanks to all Deans, Head of the Departments, faculty members, students, and non-teaching staff who participated in the survey and shared their perceptions, experiences, and suggestions. Their valuable responses have provided important insights into gender-related concerns associated with curriculum, infrastructure, and institutional policies. Their participation has helped ensure that the audit reflects the perspectives of the University's diverse stakeholder groups.

I would like to express my sincere gratitude to the external expert, Prof. Sawmya Ray, Professor, Department of Humanities and Social Sciences, Indian Institute of Technology, Guwahati (IITG) for her valuable expert comments, insightful suggestions, and constructive recommendations throughout the process of the Gender Audit. Her academic expertise and thoughtful inputs have contributed meaningfully to the assessment of gender sensitivity, equality, and inclusiveness within the University. I deeply appreciate her time, guidance, and support in strengthening the quality and comprehensiveness of the Gender Audit Report.

I am deeply grateful to all the members of the Gender Audit Committee for their dedication, cooperation, and collective efforts throughout the audit process. Their contributions to framing the questionnaire, coordinating its circulation, facilitating data collection, compiling and examining the information, and preparing the report have been instrumental in bringing this exercise to fruition. I sincerely appreciate their commitment to the shared objective of promoting gender equality and fostering a safe, equitable, and inclusive environment within the University.

The present Gender Audit is particularly significant as it marks the University's second such exercise, following the first Gender Audit conducted in 2019. It provides an opportunity to revisit institutional practices, identify areas requiring further attention, and recommend appropriate measures to strengthen gender sensitivity and inclusiveness. The audit also reflects the University's commitment to the principles of gender equality and the broader objectives of Sustainable Development Goal 5 (SDG 5): Achieve Gender Equality and Empower All Women and Girls.

As Convener of the Gender Audit Committee, I hope that the findings and recommendations presented in this report will serve as a constructive resource for the University authorities in

strengthening gender-sensitive policies, improving campus infrastructure, encouraging inclusive academic practices, and promoting equal opportunities for all members of the University community.

I place on record my sincere appreciation to everyone who has contributed directly or indirectly to the successful completion of this report.

Dr. Pooja Chetry

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Centre for Women's Studies &

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Gender Audit Committee 2026

Cotton University

Table of the Content

SL.NO	CONTENTS	PAGE NUMBER
1.	Introduction, Objectives and Methodology of Gender Audit 2026	1-5
2.	Gender Policy of Cotton university- Internal Complaint Committee, Gender Sensitization Workshop, Gender Champion	6-10
3.	Gender Representation at Cotton University- Governance, Staff Composition, Student enrolment and activities	11-18
4.	Findings of Gender Audit 2026	19-28
5.	Steps Taken in accordance to Gender Audit findings and recommendations 2019	29-31
6.	Recommendations of Gender Audit 2026	32-37
7.	Annexure- Notification of Gender Policy, Internal Complaint Committee formation, Gender Champions, Gender Audit 2026 team, Questionnaires of Gender Audit 2026	38-48

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Recommendation and action taken report:

Steps Taken by Cotton University in Response to the Findings and Recommendations of the Previous Gender Audit (March 2019)

In response to the recommendations made in the previous Gender Audit conducted in March 2019, Cotton University has undertaken several initiatives to strengthen gender sensitivity, promote inclusivity, and improve the campus environment for students and employees. These initiatives reflect the University's continued efforts to address gender-related concerns through academic interventions, infrastructural improvements, and awareness-building activities.

At the academic level, most departments under Human and Social Sciences, Language and Literature, as well as the Departments of Geography and Environmental Biology and Wildlife Sciences (EBWS), offer courses or incorporate components addressing gender related issues at the undergraduate (UG), postgraduate (PG), and PhD levels. These curricular initiatives help integrate gender perspectives into teaching, learning, and research and encourage greater awareness of gender equality and social inclusion.

At the infrastructural level, the University has made continuous efforts to improve toilet facilities, maintain cleanliness and hygiene, and ensure adequate lighting in departmental spaces, corridors, and other areas across the campus. These measures aim to contribute to a safer, cleaner, and more accessible environment for all members of the University community.

Furthermore, Cotton University has organized gender sensitization workshops during the last three years to promote awareness of gender equality, respectful behavior, inclusivity, and the prevention of gender-based discrimination and harassment.

Overall, these measures represent steps taken towards addressing the recommendations of the 2019 Gender Audit. Continued implementation, systematic monitoring, and periodic assessment of these initiatives will be important to evaluate their effectiveness and further strengthen gender equity across the University.

Recommendations for Promoting Gender Equity at Cotton University as per the findings of Gender Audit 2026

- Cotton University should encourage equitable representation of women in statutory bodies, Standing Committees, and senior academic and administrative leadership positions.
- Regular monitoring of gender representation and equal opportunities for leadership development should be promoted to strengthen women's participation in institutional decision-making.
- The University should work towards reducing gender disparities in non-teaching employment through gender friendly recruitment process and policies, thereby encouraging women to apply for various positions as and when vacancy arises.

- Gender-disaggregated data on staff positions, research participation, and academic progression should be reviewed periodically to identify gaps and support inclusive institutional policies.
- Cotton University should ensure equal opportunities for students of all genders across academic programmes, doctoral research, extracurricular activities, and leadership initiatives.
- Special attention should be given to students with disabilities through accessible facilities, appropriate support services, and inclusive participation measures.
- Regular gender audits and evidence-based interventions should guide the University's efforts to promote equitable access, participation, and achievement.
- Gender sensitization training should be made mandatory for all stakeholders of Cotton University, including students, teaching staff, and non-teaching staff across all levels. Regular training programmes and awareness workshops should focus on gender equality, respect, inclusivity, prevention of sexual harassment, and the promotion of a safe and equitable campus environment.

Gender Audit 2026

Introduction

Gender equality is a fundamental principle of social justice, inclusive education, and sustainable development. It ensures equal rights, opportunities, dignity, and access to resources for individuals, irrespective of gender. In higher educational institutions, gender equality extends beyond equal enrollment and representation to include gender-sensitive curricula, equitable academic and professional opportunities, safe and accessible infrastructure, and effective institutional policies for preventing discrimination and gender-based harassment. Promoting gender equality in universities therefore requires continuous assessment of institutional practices, facilities, and policies to identify existing strengths, address gaps, and create an inclusive environment for all stakeholders.

A Gender Audit is a systematic assessment of an institution's policies, practices, infrastructure, and organizational environment from a gender perspective. It examines the extent to which gender concerns are incorporated into institutional functioning and whether the needs, experiences, and perspectives of different stakeholder groups are adequately addressed. It also provides an opportunity to evaluate the effectiveness of existing mechanisms, identify areas requiring improvement, and recommend appropriate measures for strengthening gender sensitivity and inclusiveness. In higher education, a Gender Audit serves as an important instrument for promoting institutional accountability, informed decision-making and continuous improvement.

Cotton University is conducting its Gender Audit for the second time, the first having been conducted in 2019. The present audit provides an opportunity to revisit the University's academic and administrative environment, examine developments in gender-related practices, and identify areas that require further attention. It seeks to understand the perceptions and experiences of three major stakeholder groups—faculty members, students, and non-teaching staff—regarding gender equality and inclusiveness within the University. The audit is structured around three principal parameters: Curriculum, Infrastructure, and Policy, which together provide a framework for examining gender sensitivity across academic, physical, and institutional dimensions.

The curriculum component examines the extent to which gender issues are incorporated into syllabi, teaching-learning processes, academic events, and departmental research. It also explores whether the curriculum is sensitive to gender concerns and whether gender-inclusive education can contribute to greater awareness of discrimination in workplaces and society. The infrastructure component focuses on campus safety and security, adequacy of lighting and

surveillance, health and hygiene facilities, and accessibility for persons with disabilities. It also considers whether the campus environment adequately addresses the needs and concerns of different stakeholders. The policy component examines awareness of institutional mechanisms for addressing gender-related issues, perceptions of their effectiveness, experiences of gender-insensitive remarks, gender-based division of work responsibilities, and fairness in promotion and career advancement practices.

To gather relevant information, the Gender Audit employs a structured questionnaire comprising 20 questions, including both closed-ended and open-ended questions. The questionnaire seeks to capture respondents' awareness, perceptions, experiences, and recommendations concerning gender-related issues within the University. While closed-ended questions facilitate the systematic analysis of responses, open-ended questions allow participants to explain their concerns and suggest measures for improvement. The responses are intended to provide insights into existing institutional provisions, stakeholder experiences, and areas where further intervention may be necessary.

The Gender Audit also aligns with the United Nations Sustainable Development Goal 5 (SDG 5): Achieve Gender Equality and Empower All Women and Girls**.** SDG 5 emphasizes eliminating discrimination and violence, ensuring equal participation and leadership opportunities, and strengthening policies and institutional mechanisms that advance gender equality. In the university context, these objectives are reflected in efforts to promote equitable academic and professional opportunities, foster a safe and respectful campus, strengthen mechanisms against gender-based discrimination and harassment, and encourage gender-sensitive teaching and administration.

Ultimately, the Cotton University Gender Audit, 2026 aims to identify strengths and gaps across curriculum, infrastructure, and policy, and to develop practical recommendationsfor improvement. Building upon the first audit conducted in 2019, the present exercise seeks to support a sustained and evidence-informed approach to gender equality. It aspires to contribute to a safe, equitable, accessible, and inclusive university environment in which faculty members, students, and non-teaching staff can participate and progress with dignity, respect, and equal opportunity

Objectives of the Gender Audit of Cotton University

The primary objective of the Cotton University Gender Audit, is to assess the extent of gender equality, inclusivity, and gender sensitivity within the University by examining the experiences and perspectives of students, and all permanent and contractual faculty members and non-teaching staff. The audit focuses on three key parameters: policy, curriculum, and infrastructure to identify existing practices, assess gender-related gaps, and recommend measures for promoting a safe, equitable, and inclusive academic and work environment.

The specific objectives are as follows:

1. Curriculum: To examine the extent to which gender perspectives, gender sensitivity, and gender equality are integrated into the curriculum, teaching-learning processes, and academic activities of the University.

2. Infrastructure: To assess the adequacy, accessibility, safety, and gender responsiveness of campus infrastructure and facilities for faculty members, students, and non-teaching staff, with particular attention to the needs of different genders.

3. Policy: To review the University's existing policies, rules, institutional mechanisms, and implementation practices related to gender equality, non-discrimination, prevention of gender-based harassment, and equal opportunities.

4. Stakeholder Participation: To gather and analyze the perceptions and experiences of faculty members, students, and non-teaching staff regarding gender equality, inclusivity, safety, and institutional support within the University.

5. Identification of Gaps: To identify strengths, shortcomings, and areas requiring improvement in the University's curriculum, infrastructure, and policies from a gender perspective.

6. Recommendations for Improvement: To propose actionable measures for strengthening gender-sensitive academic practices, improving campus facilities, and enhancing institutional policies and mechanisms to foster gender equality and inclusiveness.

7. Promotion of an Inclusive Campus: To contribute towards creating a gender-sensitive, safe, equitable, and inclusive campus environment that upholds dignity, respect, and equal opportunities for all members of the Cotton University community.

Methodology

The Gender Audit of Cotton University for the period 2024–2026 adopted a questionnaire-based survey along with the collection and analysis of institutional data to assess gender representation, equality, and inclusiveness within the University. The methodology incorporated both primary data, collected from faculty members, students, and non-teaching staff, and secondary data obtained from the University's administrative offices. This approach was intended to provide a comprehensive understanding of gender-related issues across the University's academic, infrastructural, administrative, and governance structures.

1. Questionnaire Design and Survey

A structured questionnaire comprising 20 questions was designed in accordance with the objectives of the Gender Audit. The questionnaire focused on three key parameters: Curriculum, Infrastructure, and Policy. It covered issues such as gender sensitivity in syllabi and teaching-learning processes, gender awareness activities, campus safety and security, health and hygiene facilities, accessibility for persons with disabilities, awareness of institutional mechanisms for addressing gender-related concerns, gender-based discrimination, division of work responsibilities, and perceptions regarding promotion and career advancement policies.

The questionnaire included both closed-ended and open-ended questions to facilitate the systematic collection of responses while allowing participants to express their opinions and provide recommendations.

2. Identification of Stakeholders and Distribution of the Questionnaire

The survey covered three major stakeholder groups: faculty members, students, and non-teaching staff. To facilitate participation, the questionnaire was distributed through both online and offline modes. The online form was circulated as Google Form to the faculty members, students and non-teaching staff.

The inclusion of these three stakeholder groups enabled the audit to capture diverse perspectives on gender equality and inclusiveness within the University's academic and administrative environment. For non-teaching staff printed forms were also made available.

3. Collection of Institutional and Administrative Data

In addition to the questionnaire survey, institutional data were collected from the relevant administrative offices of Cotton University to examine gender representation in student enrollment, staff recruitment, and institutional governance.

a. Academic Registrar's Office

Data were collected from the Academic Registrar's Office regarding student enrollment across different academic programmes and levels of study, including:

- Undergraduate (UG) programmes
- Postgraduate (PG) programmes
- Doctor of Philosophy (PhD) programmes

The enrollment data were intended to examine gender-wise representation across different levels of higher education and, where programme-wise data were available, to identify variations in

participation across academic disciplines. This information provides an institutional perspective on gender representation in access to and participation in higher education at Cotton University.

b. General Administration Office

Data relating to the recruitment and representation of teaching and non-teaching staff were collected from the General Administration Office. These data were intended to assess gender representation among the University's employees and to examine the distribution of male and female staff across relevant categories, subject to the availability of disaggregated records.

The analysis of staff recruitment data provides insights into gender representation in the University's academic and administrative workforce and can help identify areas requiring further attention in relation to equitable employment opportunities.

c. Governing Body of Cotton University

Information regarding the gender composition of the Governing Bodies of Cotton University (both faculty members' and students' bodies), as of 2026, was also included in the audit. The data were used to examine the representation of women and men in the University's governing structure and to understand gender representation at the institutional decision-making level.

The assessment of the Governing Body's composition complements the analysis of student enrollment and staff recruitment by extending the scope of the audit to institutional governance and leadership representation.

4. Period of Data Collection

The Gender Audit covered the period 2024–2026. The questionnaire responses and institutional records collected for this audit served as the basis for examining gender-related perceptions, experiences, and representation within the University during the specified period. The gender composition of the Governing Body was considered specifically with reference to its status as of 2026.

Gender Policy of Cotton University

Introduction

Cotton University is committed to promoting gender equality, social justice, inclusivity, mutual respect, and a safe environment for all members of its academic community. The Gender Policy accepted and approved by the Cotton University Executive Council vide Ref. No. EC/2023/13/1(i), provides an institutional framework for addressing gender-based discrimination, preventing gender-based violence, promoting gender sensitization, and ensuring equal opportunities for students, teaching staff, and non-teaching staff.

The policy recognizes that gender justice requires the prevention of discrimination and harassment, as well as the active participation of all stakeholders in creating an equitable academic and working environment.

1. Internal Complaint Committee (ICC)

Cotton University has an Internal Committee (IC) to provide a neutral, confidential, and supportive mechanism for addressing complaints of sexual harassment within the campus community. The Committee functions in accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, and applicable UGC regulations concerning the prevention, prohibition, and redressal of sexual harassment of women employees and students. The names of the committee members and the contact details are available in the Cotton University website.

The Committee plays an important role in safeguarding gender equality and campus safety. It takes cognizance of complaints relating to sexual harassment and works towards ensuring that appropriate procedures are followed for inquiry, redressal, and necessary action in accordance with applicable provisions.

As recorded on 27 June 2024, the Committee comprised the following members:

Sl. No.	Name	Designation
1	Dr. Rakhee Kalita Moral, Department of English	Presiding Officer
2	Dr. Bandana Sharma, Department of Statistics	Member
3	Dr. Juri Mahanta, Department of Education	Member
4	Advocate Rita Das Majumder	External Member
5	Dr. Prasun Barman, Department of Bengali	Member
6	Dr. Smita Sarma, Department of Law	Member
7	Ms. Madhulipi Talukdar, Office of the Vice-Chancellor	Member

As of November 2026, two members of the committee has achieved superannuation.

1.1 Cases received by ICC

Complaints received and action taken: The Internal Committee has received five cases relating to gender-based violence and discrimination at Cotton University so far. These included a complaint against a male faculty member and a case involving a senior male student and a junior student.

Of the five reported cases:

- Three cases have been resolved and action has been taken.
- One case remains ongoing.
- One case was withdrawn.

These figures reflect the Committee's role in addressing reported complaints and providing a formal institutional mechanism for redressal. The handling of individual cases is subject to applicable procedures, confidentiality requirements, and principles of fairness.

2. Gender Sensitisation Workshops and Awareness Programmes

In accordance with its commitment to gender equality, Cotton University has undertaken gender sensitisation initiatives through the Internal Complaints Committee, Centre for Women's Studies, the National Service Scheme (NSS) Unit, and other institutional bodies. The IC had also conducted an offline gender sensitisation training for non-teaching staff and students. These programmes aim to raise awareness about gender equity, encourage shared responsibility, challenge discriminatory attitudes, and promote a safe and respectful campus environment.

2.1 Roundtable on Male Engagement for Gender Equality — 17 May 2024

The Centre for Women's Studies, in collaboration with North-East Network (NEN) and Men Against Violence and Abuse (MAVA), organised a roundtable discussion on Male Engagement for Gender Equality on 17 May 2024 at Cotton University.

The programme highlighted the importance of engaging men in promoting gender equality and addressing gender-based violence. It encouraged dialogue on gender roles, shared responsibility, and collective action to build a more equitable society. The initiative recognised that gender justice requires the active participation of all genders.

2.2 Gender Equity and Safety Workshop — 23 April 2025

The Centre for Women's Studies, in collaboration with the NSS Unit of Cotton University, organised a Gender Equity and Safety Workshop on 23 April 2025, with Ms. Rituparna Neog serving as the resource person.

The workshop focused on gender equity, personal safety, and the importance of creating a respectful and inclusive environment. It contributed to the University's efforts to sensitize participants to gender-related concerns and promote safer interactions within the campus and beyond.

These workshops reflect the University's efforts to implement its commitment to gender sensitisation through institutional collaboration, awareness-building, and participatory learning.

3. Gender Champions

The Office of the Dean of Students' Welfare (DSW) initiated the constitution of Gender Champions in 2023, with the relevant office order bearing No. CU/DSW/2024/0114/568.

The Gender Champions play an important role in promoting gender equality, encouraging student participation, challenging discriminatory attitudes, and preventing gender-based violence. Through awareness-building activities, they encourage students to contribute actively to a campus culture founded on equality, dignity, mutual respect, and shared responsibility.

The following activities have been organised under this initiative:

3.1 Silent Protest March against Gender-Based Violence — 20 August 2024

The Gender Champions organised a silent protest march to express solidarity against gender-based violence and raise awareness about the need to prevent violence, harassment, and discrimination. The activity provided a platform for students to demonstrate their collective commitment to gender justice and campus safety.

3.2 On-the-Spot Slogan Writing Competition — 23 August 2024

An on-the-spot slogan writing competition was organised to encourage students to express their perspectives on gender equality, safety, and the prevention of gender-based violence through creative expression. The initiative sought to engage students in reflecting on gender-related issues and communicating messages of equality and respect.

3.3 Film Screening and Interactive Session — 21 March 2025

The Gender Champions organised a film screening followed by an interactive session on 21 March 2025. Ms. Pallavi Ghosh, Founder and Director of the Impact and Dialogue Foundation, participated as the resource person.

The programme encouraged discussion and reflection on gender-related concerns, helping participants engage with questions of equality, discrimination, and social responsibility.

These initiatives provide opportunities for students to engage with gender-related issues beyond the classroom and contribute to a more inclusive and supportive campus environment.

4. Cotton University's Initiatives towards Gender Equality and Awareness

Cotton University has been actively promoting gender equality and awareness through its academic curriculum, research initiatives, and various outreach programmes. As part of its commitment to fostering an inclusive and gender-sensitive academic environment, the University regularly organises seminars, special lectures, workshops, and awareness programmes focusing on gender issues, women's rights, gender justice, and social equality.

The curricula of several departments under the Humanities and Social Sciences have incorporated gender as an important component, thereby encouraging students to critically engage with issues of gender relations, discrimination, identity, and equality. A significant step in this direction has been the establishment of the Centre for Women's Studies (CWS), Cotton University, in January 2020**.** The Centre offers a Postgraduate Diploma in Gender Studies and, at the undergraduate level, provides Multidisciplinary Elective (MDC) and Value-Added Courses to promote gender awareness and understanding among students across disciplines.

In addition to the initiatives undertaken by the Centre for Women's Studies, various academic departments of the University have also undertaken research projects and Ph.D. research on diverse aspects of gender issues. These collective academic and institutional efforts reflect Cotton University's commitment to integrating gender perspectives into teaching, learning, and research while nurturing a culture of equality, inclusivity, and social responsibility.

Conclusion

The Gender Policy of Cotton University reflects the University's commitment to gender justice, equality, and the creation of a safe and inclusive academic environment. The functioning of the Internal Committee provides an institutional mechanism for addressing complaints of sexual harassment and gender-based discrimination, while gender sensitization workshops and the activities of Gender Champions promote awareness, participation, and shared responsibility.

The initiatives undertaken by the Internal Committee, Centre for Women's Studies, NSS Unit, and Office of the Dean of Students' Welfare demonstrate the University's efforts to address gender-related concerns through complaint redressal, awareness programmes, and student engagement.

Continued attention to regular gender sensitisation, confidentiality, fair complaint-handling procedures, and institutional accountability remains essential to strengthening gender equality across the University. Regular monitoring and appropriate action on reported complaints, together with sustained awareness-building initiatives, can further support the creation of a respectful, safe, and equitable environment for all members of the Cotton University community.

Gender Representation at Cotton University: Governance, Staff Composition, and Student Enrollment and activities

Introduction

This section presents a comprehensive gender audit of Cotton University, examining gender representation in institutional governance, teaching and non-teaching staff, and student enrollment. It analyses the participation of men and women in leadership positions, employment categories, undergraduate and postgraduate education, and doctoral research to identify existing

patterns, disparities, and opportunities for promoting gender equity and inclusivity across the University.

1. Gender Data in terms of Representation in the Governing Bodies of Cotton University

Gender representation in governance is an important indicator of institutional inclusivity, equality, and participatory decision-making. The gender audit of Cotton University examines the representation of men and women across various academic leadership positions, administrative committees, statutory bodies, and representative organizations. This assessment aims to understand the extent of women's participation in institutional governance and identify areas where greater gender balance may be required.

This section presents a comprehensive overview of gender representation in Cotton University's governance structures. The findings provide a basis for identifying existing inequalities, recognizing progress, and encouraging a more equitable participation of women and men in academic leadership and institutional decision-making.

1.1 Heads of Departments

1.1 Overall Gender Distribution

Gender	Number of Heads of Department	Percentage
Male	11	35.48%
Female	20	64.52%
Total	31	100%

1.2. Discipline-wise Gender Distribution

Faculty/Discipline	Male HoDs	Female HoDs	Total HoDs	Male (%)	Female (%)
Sciences	7	5	12	58.33%	41.67%
Literature and Language, Human and Social Sciences	4	15	19	21.05%	78.95%
Total	11	20	31	35.48%	64.52%

The gender audit of Heads of Departments reveals a notable female representation, with women occupying 64.52% of the total positions compared to 35.48% held by men. Female leadership is particularly prominent in Literature and Language, Human and Social Sciences, whereas men

predominate in Sciences. These findings indicate encouraging female participation in academic leadership while highlighting the need to promote balanced gender representation across all disciplines.

1.3 Heads/Director of Centre

Cotton University has five centers headed by Centre Heads/Directors. Of these, three centers are headed by males, while two are headed by females. The data indicate that men hold a slightly higher proportion of leadership positions across the University's centers, while women also have a notable presence in these academic and administrative roles.

Sl. No.	Particulars	Male	Female	Total
1	Centre Heads/Directors	3 (60%)	2 (40%)	5 (100%)

1.4 Deans of Schools

Cotton University has seven Schools, each headed by a Dean. Among the seven Deans, four are male (57.14%) and three are female (42.86%). The data indicate that male Deans constitute a slight majority in the academic leadership of the University. However, the representation of both male and female Deans reflects gender participation in the University's academic administration.

Sl. No.	Positions	Male	Female	Total
1	Deans of Schools	4 (57.14%)	3 (42.86%)	7 (100%)

1.5 Gender Representation in Standing Committees

Cotton University has eight Standing Committees. For the purpose of this gender audit, the identification of nodal officers have been based on the designations specified in the official notifications published on the University's website, namely Convener, Member Secretary, and Chairperson.

Of the eight Standing Committees, six have male faculty members serving in the identified leadership positions, accounting for 75% of the total. The remaining two committees, namely the Internal Complaints Committee and the SC/ST Grievance Redressal Committee, have female faculty members serving as Chairpersons, representing 25% of the total committees.

Table: Gender Representation in Standing Committees

Sl. No.	Particulars	Number of Committees	Percentage
1	Committees with male representation in the identified leadership positions	6	75%
2	Committees chaired by female faculty members	2	25%
Total	**Total Number of Standing Committees**	**8**	**100%**

1.6 Gender Representation in Statutory Bodies of Cotton University

The gender audit of the statutory bodies of Cotton University examines the representation of male and female members across key institutional decision-making, academic, and representative bodies. The data are presented below to assess gender distribution and women's participation in university governance.

Sl. No.	Name of the Body	Male Members	Female Members	Total Members	Male (%)	Female (%)
1	Executive Council	16	6	22	72.73%	27.27%
2	Academic Council	35	15	50	70.00%	30.00%
3	Cotton University Teachers' Association (CUTA)	2	4	6	33.33%	66.67%
4	University Court	20	4	24	83.33%	16.67%
5	Cotton University Students' Union (CUSU)	7	9	16	43.75%	56.25%

Observations of the Gender Audit of Cotton University in the Area of Governance

- Strong representation of women in departmental leadership: Women occupy 20 out of 31 Heads of Department positions (64.52%). Along with Centre Heads/Directors, women hold 22 out of 36 leadership positions (61.11%), indicating a strong presence in departmental and centre-level academic leadership.
- Disciplinary differences in leadership: Women predominate in Literature and Language, Human and Social Sciences, accounting for 78.95% of Heads of Departments, whereas men constitute the majority in the Sciences, holding 58.33% of HoD positions.

- Scope for greater gender balance among Deans: Women hold three out of seven Deanships (42.86%), while men occupy 57.14%, indicating scope for improved gender balance in senior academic leadership.
- Male dominance in Standing Committee leadership: Male faculty members occupy identified leadership positions in six out of eight Standing Committees (75%). Women chair the Internal Complaints Committee and the SC/ST Grievance Redressal Committee, demonstrating their participation in important institutional committees.
- Limited women's representation in statutory bodies: Women account for 27.27% of the Executive Council, 30% of the Academic Council, and 16.67% of the University Court. These figures indicate the need to strengthen women's participation in institutional decision-making.
- Encouraging representation in representative bodies: Women constitute 66.67% of the Cotton University Teachers' Association (CUTA) office and 56.25% of the Cotton University Students' Union (CUSU), reflecting substantial participation in teacher and student representation.
- Institutional support for women's student leadership: The reservation of the Vice-President and Assistant General Secretary positions in CUSU for female students represents a measure to promote women's participation in student governance.
- Need for a more gender-inclusive governance framework: Despite women's strong presence in departmental leadership and representative bodies, disparities persist in statutory bodies, committee leadership, and senior academic administration. Continued efforts are needed to promote equitable representation and meaningful participation across all governance structures.

2. Gender Representation of Staff members of Cotton University

The gender-wise composition of teaching and non-teaching personnel reflects an institution's commitment to workplace. This section examines the gender-wise distribution of employees at Cotton University, covering both academic and administrative workforce.

2.1 Gender wise Distribution of Teaching Staff at Cotton University

Cotton University has a total of 252 teaching staff, comprising 123 male and 129 female staff members currently officiating at a capacity of Professor, Associate Professor, and Assistant professor.

Table: Gender –wise distribution of Teaching Staffs

Gender	Number of Teaching Staff	Percentage
Male	123	48.81%

Female	129	51.19%
Total	252	100%

2.2. Gender wise distribution of Non-teaching Staff of Cotton University

The gender-wise distribution of non-teaching staff at Cotton University provides an overview of male and female representation across the University's administrative and non-teaching workforce, covering employees from higher-level positions to lower grades.

Table: Gender-wise Distribution of Non-Teaching Staff

Sl. No.	Gender	Number of Staff	Percentage
1	Male	197	88.34%
2	Female	26	11.66%
Total		223	100%

Observations on Gender Representation of Staff Members at Cotton University

- Relatively balanced gender representation among teaching staff: Women constitute 51.19% (129) of the total 252 teaching staff, while men account for 48.81% (123). This indicates a relatively balanced gender distribution, with women holding a slight majority in the University's academic workforce.
- Encouraging participation of women in academic roles: The presence of 129 female teaching staff across the positions of Professor, Associate Professor, and Assistant Professor reflects substantial women's participation in the University's teaching workforce.
- Significant gender disparity among non-teaching staff: Of the 223 non-teaching employees, 197 (88.34%) are male and only 26 (11.66%) are female. This indicates a substantial gender imbalance in the University's administrative and non-teaching workforce.
- Marked difference between teaching and non-teaching categories: While female representation slightly exceeds male representation among teaching staff, women remain underrepresented among non-teaching employees. This contrast highlights the variation in gender composition across different employment categories.
- Need to promote gender-inclusive employment practices: The low representation of women in non-teaching positions underscores the importance of ensuring equal opportunities in recruitment, career progression, professional development, and access to administrative responsibilities.

- Importance of disaggregated workforce data: Further analysis of gender representation by designation, employment grade, department, and seniority would help identify specific areas of disparity and support evidence-based measures to promote workplace equality.

The data indicate that Cotton University demonstrates relatively balanced gender representation among teaching staff, with women constituting a slight majority. However, the substantial underrepresentation of women in non-teaching positions remains a significant concern. Strengthening gender-inclusive recruitment and career advancement practices, alongside regular monitoring of workforce composition, may help promote greater gender equity across the University's academic and administrative structures.

3. Gender data of Research at Cotton University

3.1 Gender-wise Distribution of Ph.D. Guides at Cotton University

The gender-wise distribution of Ph.D. research guides at Cotton University is based on data received from 24 departments, covering the disciplines of 11 departments from sciences Sciences, 13 departments from Human and Social Sciences, and Language and Literature. The data present the representation of male and female faculty members engaged in supervising doctoral research and highlight variations in gender representation across academic disciplines.

Table: Gender-wise Distribution of Ph.D. Research Guides

Sl. No.	Academic Discipline	Male Guides	Female Guides	Total Guides	Male (%)	Female (%)
1	Sciences	46	26	72	63.89%	36.11%
2	Human and Social Sciences	11	16	27	40.74%	59.26%
3	Language and Literature	14	10	24	58.33%	41.67%
Total	All Disciplines	71	52	123	57.72%	42.28%

3.2 Gender-wise Distribution of Research Projects at Cotton University (2024–2026)

The gender-wise distribution of research projects at Cotton University for the period 2024–2026 examines the participation of male and female faculty members as Principal Investigators (PIs) and Co-Principal Investigators (Co-PIs). The data provide an overview of gender representation in research project leadership and implementation.

Table: Gender-wise Distribution of Principal Investigators and Co-Principal Investigators

Sl. No.	Gender	Number of Research Projects	Percentage
1	Male	9	75.00%
2	Female	3	25.00%
Total	All Projects	12	100%

Overall Observations on Gender Representation in Research at Cotton University

- Male predominance in research supervision and project leadership: Male faculty members constitute 59.83% of the 117 Ph.D. research guides, compared with 40.17% female faculty members. Similarly, men account for 75% of the 12 research projects reported during 2024–2026, while women represent 25%, indicating lower female representation in research project leadership.
- Disciplinary variations in doctoral supervision: Gender representation varies across academic disciplines. Women constitute 59.26% of Ph.D. guides in Human and Social Sciences, whereas men predominate in Sciences (63.89%) and Language and Literature (72.22%). These differences highlight the uneven distribution of male and female representation across disciplines.
- Need to strengthen women's participation in research leadership: The comparatively lower representation of women as research project investigators underscores the importance of encouraging female faculty members to lead funded research projects and participate in collaborative research initiatives.
- Scope for promoting gender equity in research: Cotton University may strengthen institutional support through research mentorship, grant-writing workshops, awareness of funding opportunities, and interdisciplinary collaboration. Such measures could help promote equitable participation of faculty members of all genders in doctoral supervision, research project leadership, and academic research development.

4. Gender wise distribution of Students at Cotton University

This section examines the gender-wise distribution of undergraduate students, postgraduate students, and PhD scholars at Cotton University. It analyses male and female enrolment across different levels of higher education and academic disciplines to assess gender representation, identify prevailing patterns, and understand women's participation in higher education and doctoral research within the University.

4.1 Gender wise distribution of Undergraduate Students at Cotton University (October 2026)

As of October 2026, Cotton University has a total of 3,486 undergraduate students across Semesters I, III, V, and VII, comprising 1,286 male students and 2,200 female students.

Sl. No.	Gender	Number of Students	Percentage
1	Male	1,286	36.89%
2	Female	2,200	63.11%
Total		3,486	100%

4.2 Gender wise distribution of Post graduate Students at Cotton University (2025 and 2026)

The gender-wise distribution of postgraduate students at Cotton University provides an overview of male and female enrollment across postgraduate programmes, including MA, LLM, M.Com, and MSc courses.

Table: Gender-wise Distribution of Postgraduate Students 2025

Sl. No.	Gender	Number of Students	Percentage
1	Male	306	30.18%
2	Female	708	69.82%
Total		1,014	100%

Table: Gender-wise Distribution of Postgraduate Admissions 2026

Sl. No.	Gender	Number of Students	Percentage
1	Male	72	45.00%
2	Female	88	55.00%
Total		160	100%

4.3 Gender wise Distribution of PhD Scholars at Cotton University

For the purpose of the gender audit, data on Ph.D. scholars have been received from 24 departments of Cotton University, comprising 11 departments under the Science discipline and 13 departments under Language and Literature, and Human and Social Sciences.

The departments under the Science discipline are Chemistry, Botany, Library Science, Computer Science and Information Technology (CSIT), Mathematics, Zoology, Geography, Environmental

Biology and Wildlife Sciences (EBWS), Statistics, Geology, and Molecular Biology and Biotechnology (MBBT).

The departments under Language and Literature, and Human and Social Sciences are Political Science, Sociology, Archaeology, Mass Communication and Journalism, Anthropology, Bengali, Bodo, Sanskrit, History, Assamese, Arabic, English, and Education.

Based on the data received from these departments, the gender-wise distribution of Ph.D. scholars is presented below.

Sl. No.	**Academic Discipline**	**Male Scholars**	**Female Scholars**	**Total Scholars**	**Male (%)**	**Female (%)**
1	Science	106	117	223	47.53%	52.47%
2	Language and Literature, and Human and Social Sciences	103	147	250	41.20%	58.80%
Total		**209**	**264**	**473**	**44.19%**	**55.81%**

4.4 Gender-wise Distribution of Students Enrolled in Various Academic Programmes under the Disability Quota at Cotton University (2024–2026)

This section examines the gender-wise distribution of students with disabilities enrolled at Cotton University under the disability quota from 2024 to 2026. It covers Higher Secondary, Undergraduate, and Postgraduate levels to assess the representation of male and female students and understand access to educational opportunities.

Table: Gender-wise Distribution

Sl. No.	**Gender**	**Number of Students**	**Percentage**
1	Male	25	64.10%
2	Female	14	35.90%
Total		39	100%

4.5 Students Representation in Extracurricular activities at Cotton University

Student participation in extracurricular activities contributes to holistic development, leadership, teamwork, and personal growth. The following data present the gender-wise representation of students at Cotton University in the National Cadet Corps (NCC), National Service Scheme (NSS), and cultural competitions at zonal and national levels.

Table: Gender-wise Distribution of Students in Extracurricular Activities

Sl. No.	Activity	Male	Female	Total
1	National Cadet Corps (NCC)	14 (66.67%)	7 (33.33%)	21
2	National Service Scheme (NSS)	15 (48.39%)	16 (51.61%)	31
3	Cultural Participation — Zonal Level (North-East)	17 (32.69%)	35 (67.31%)	52
4	Cultural Participation — National Level	13 (34.21%)	25 (65.79%)	38
Total	Overall participation	59 (41.55%)	83 (58.45%)	142

Overall Observations on Gender-wise Distribution of Students at Cotton University

- Higher female enrolment across academic levels: Female students constitute the majority of undergraduate enrolment (63.11%), postgraduate enrolment (69.82%), and PhD scholars (55.81%). These figures indicate substantial participation of women in higher education and research at Cotton University.
- Strong female participation in postgraduate education: Women account for 708 out of 1,014 postgraduate students, representing 69.82% of the total. This reflects a particularly strong female presence in the postgraduate programmes covered by the audit.
- Women's representation in doctoral research: Female scholars outnumber male scholars in both Science (52.47%) and Language and Literature, Human and Social Sciences (58.80%). However, the extent of female representation varies across disciplinary groupings.
- Gender disparity among students with disabilities: Among the 39 students enrolled under the disability quota during 2024–2026, male students constitute 64.10%, while female students account for 35.90%. This highlights the importance of examining gender differences in access to higher education among students with disabilities.
- Encouraging female participation in extracurricular activities: Female students account for 58.45% of the reported participation across NCC, NSS, and cultural competitions. Their representation is particularly strong in North-East zonal-level cultural competitions (67.31%) and national-level cultural competitions (65.79%).
- Variation in participation across activities: Male students constitute 66.67% of NCC participants, whereas NSS participation is nearly gender-balanced, with a slight female majority. This suggests that participation patterns differ across extracurricular activities.
- Need for inclusive educational opportunities: Although women constitute the majority of students across the reported academic levels, the disability-quota data indicate a different pattern. Continued efforts to ensure equitable access, academic support, research opportunities, and extracurricular participation are important for students of all genders.

The available data indicate that Cotton University has a strong female presence in undergraduate and postgraduate education, doctoral research, and cultural activities. However, gender differences persist in disability-quota enrolment and NCC participation. The findings highlight the importance of sustaining women's educational participation while ensuring equitable opportunities for all students. Since the datasets cover different reporting periods and categories, comparisons should be interpreted accordingly, and overlapping extracurricular participation should be considered when assessing overall participation figures.

Gender Experiences at Cotton University: Insights from Stakeholder Feedback

For the purpose of the Gender Audit 2026, responses were collected across three primary areas: (i) Curriculum, (ii) Infrastructure, and (iii) Policy. Data were gathered from three categories of respondents- students, teachers, and non-teaching staff through Google Forms, with a separate questionnaire designed for each group. Each questionnaire included a set of open-ended questions inviting suggestions, comments, and recommendations based on the respondents' gender related experiences at Cotton University. The present sections examine these qualitative responses, highlighting the subjective perspectives, experiences, suggestions, and concerns raised by the respondents, thereby providing deeper insights into the gender-related issues and areas requiring attention within the University.

1. Students' Perceptions of Infrastructure, Curriculum and Policy: Key Findings and Recommendations

Students' responses were analyzed on the basis of three openended questions which include-

Question1: Do you feel safe enough to stay back in the university after class hours for combined study, library work, or extracurricular practice? State the reason.

Question 2: Do you think health and hygiene facilities, as well as other infrastructural facilities in campus are adequate and gender friendly? If no, what will be your suggestions for improving them?

Question 3: Provide suggestions/recommendations to make the infrastructure, curriculum and policy in Cotton University more gender sensitive and inclusive?

Number of responses received: 320

The responses from students indicate that they view gender sensitivity as a comprehensive institutional responsibility that goes beyond providing gender-specific facilities. They associate an inclusive university environment with adequate and accessible infrastructure, personal safety, gender awareness, inclusive academic practices, and effective institutional policies and mechanisms of accountability.

1. **Gender-Inclusive Infrastructure, Sanitation and Campus Safety**
   The adequacy, accessibility, and maintenance of campus infrastructure, along with concerns about personal safety, are among the most prominent issues emerging from students' responses. Although some respondents expressed satisfaction with the existing infrastructure and security arrangements, many identified shortcomings that affect their everyday experience of the university.

   The major suggestions include:

   - Ensuring clean, hygienic and well-maintained washrooms.
   - Making safe drinking water and accessible hand washing facilities available across the campus.
   - Providing adequate sanitary products, sanitary napkin vending machines and disposal facilities.
   - Ensuring sufficient washrooms in different academic and administrative buildings, so that they are conveniently accessible.
   - Facilitating gender-neutral washrooms and facilities that respond to the needs of students of different gender identities.
   - Providing accessible washrooms and other campus facilities for persons with disabilities.
   - Improving lighting and campus security (with more CCTV surveillance and security personnel), especially in isolated pathways and spaces around academic buildings, hostels, the library, canteen and parking areas, without compromising individual privacy.
   - Appointing female security guards to make students feel more comfortable while seeking assistance.
   - Controlling unauthorised entry into the open campus and implementing effective visitor-management mechanisms.
   - Facilitating accessible medical assistance and basic healthcare facilities on campus.

2. **Gender Sensitisation, Awareness and Curriculum Integration**
   A second major area emerging from the responses is the expectation that gender sensitivity should become an integral part of the university's academic and institutional culture. Students recognise that infrastructural improvements and security arrangements, although necessary, cannot independently address gender discrimination, stereotyping, inappropriate behaviour and unequal participation. They therefore emphasise the importance of sustained awareness initiatives, behavioural changes and curricular interventions.

   The major suggestions include:

- Organising regular workshops, seminars, awareness campaigns and interactive sessions on gender equality and inclusivity.
- Ensuring participation of the entire university community ingender-sensitisation initiatives rather than restricting it to a particular group.
- Engaging male students in discussions and programmes relating to gender equality, respect and shared responsibility.
- Integrating gender-related perspectives into the curriculum across disciplines.
- Introducing Gender Studies as a compulsory or credit-bearing course to develop a sustained understanding of gender-related issues.
- Addressing women's rights, gender discrimination, patriarchy, consent, sexual harassment, gender stereotypes and LGBTQIA+ concerns through the curriculum and gender awareness programmes.
- Makingstudents aware of their rights, the university's gender-related policies and the procedures available for reporting harassment or discrimination.
- Extendingsensitisation beyond formal programmes and encouraging respectful behaviour, mutual understanding and the rejection of gender stereotypes in everyday campus interactions.
- Providing faculty members and non-teaching staff with appropriate orientation to ensure that institutional practices and interactions remain gender-sensitive.
- Ensuring equal participation and representationfor all genders in academic activities, leadership positions, decision-making bodies and extracurricular programmes.
- Making gender sensitisation a sustained institutional process rather than a one-time activity.

3. Institutional Policy Reforms, Accountability and Effective Grievance Redressal

The third major area emerging from the students' responses concerns the need to strengthen institutional policies, ensure their effective implementation and establish accessible mechanisms for addressing gender-related grievances. Students' suggestions indicate that the formulation of policies alone is insufficient unless these are adequately communicated, consistently implemented and supported by mechanisms that ensure institutional accountability.

The major suggestions are:

- Strengthening existing gender-related policies through effective implementation and periodic review of institutional policies designed to prevent gender discrimination, harassment and other forms of inequality.

- Greater visibility of grievance-redressal mechanisms, by making the Internal Complaints Committee (ICC), other relevant committees and available reporting channels more accessible.
- Establishing clear reporting procedures, including prompt, fair and transparent action.
- Ensure confidentiality and protecting complainants from intimidation, victimisation or social pressure.
- Strengthening counselling facilities and providing appropriate emotional and psychological support to students facing harassment, discrimination or other difficulties.
- Involving students while framing or revising policies and planning infrastructure-related interventions concerning gender inclusion and safety.
- Promoting equitable representation and participation across academic, administrative, leadership and extracurricular spaces through proper policies.
- Emphasizing accessibility, visibility, responsiveness and effectiveness of policies and committees rather than policy formulation alone.

Overall Assessment

The responses indicate that students view gender inclusivity as a comprehensive institutional responsibility involving infrastructure, campus safety, awareness, curriculum, policy and accountability. A significant finding is that students do not perceive gender equality merely as the provision of separate facilities or the introduction of formal policies. They associate it with a broader institutional culture in which individuals feel safe, respected, represented and able to participate equally. The responses therefore point to the need for a coordinated approach combining improvements in physical infrastructure, sustained gender sensitisation, curriculum integration and effective institutional mechanisms.

2. Faculty Members Suggestions and Recommendations for Making Infrastructure, Curriculum and Institutional Policies Gender-Sensitive and Inclusive

Teachers' Responses

The analysis of 221 responses received from teachers under the Gender Audit 2026 highlights astrong consensus on the need to strengthen gender sensitivity and inclusiveness across threemajor institutional dimensions: infrastructure, curriculum and policy. The suggestions reflect theexpectations of the university community for a safer, more accessible and equitable academicenvironment. The recurring priorities include improving sanitation and campus security,integrating gender education into academic programmes, and strengthening institutionalmechanisms for grievance redressal, equal opportunity and accountability.

1. **Gender-Inclusive Infrastructure, Sanitation and Campus Safety**

The teachers' responses reveal that the availability, accessibility and maintenance of basic infrastructure are central to creating a safe and gender-inclusive university environment. Sanitation facilities, particularly clean and adequately equipped washrooms, emerge as important concerns. The responses indicate that infrastructural provisions must address the specific needs of women while also accommodating persons with disabilities and individuals of diverse gender identities. Suggestions for gender-neutral washrooms, sanitary-napkin vending machines, disposal facilities, lactation rooms and childcare facilities reflect an understanding that gender inclusivity extends beyond conventional arrangements.

The major suggestions include:

- Ensuring that all washrooms, particularly those used by women, are clean, properly maintained and adequately supplied with running water, soap, dustbins and other essential facilities.
- Installing sanitary-napkin vending machines and disposal units in academic and administrative buildings. Providing separate, hygienic and accessible facilities for students and staff.
- Developing gender-neutral and transgender-inclusive washrooms, along with accessible toilet facilities for persons with disabilities.
- Providing ramps, lifts, accessible pathways, tactile signage and disability-friendly classrooms, libraries, hostels and auditoriums. Repairing uneven pavements and improve access to existing buildings.
- Installing proper lighting in corridors, pathways, hostels, parking areas, canteens, laboratories, entrances and isolated locations, including basement parking spaces.
- Installing additional CCTV cameras to ensure wider coverage of the campus, particularly in vulnerable and isolated areas, and conducting an audit of existing cameras, repairing non-functional equipment and ensuring regular monitoring.
- Increasing the number of trained security personnel and ensuring their deployment at vulnerable entrances, academic buildings and other important locations.
- Increasing the presence of female security staff to make security assistance more accessible and comfortable for women.
- Regulating campus entry and exit by maintaining visitor-registration and identity-verification systems.
- Establishing clearly communicated emergency contact numbers, designated security assistance points and a 24-hour emergency helpline.

- Considering arrangements for safe transportation for faculty and staff who need to remain on campus or leave after regular working hours.
- Establishing a staffed creche or day-care centre to support employees with caregiving responsibilities.
- Providing private lactation rooms and dedicated menstrual-health spaces.
- Strengthening campus health services and ensuring access to a lady doctor and other necessary medical assistance.
- Upgrading classrooms with basic teaching facilities and technology, maintaining existing buildings and providing adequate faculty cabins and workspaces.
- Conducting a systematic assessment of existing security arrangements and infrastructure to identify vulnerable areas and prepare a time-bound action plan.
- Ensuring that surveillance and other security measures are reasonable, inclusive and consistent with the privacy and individual rights of members of the university community.

2. Gender Sensitisation, Awareness and Curriculum Integration

The teachers' responses suggest that the creation of a gender-inclusive university requires sustained efforts to develop awareness, sensitivity and understanding among all members of the academic community. There is considerable emphasis on introducing gender-related courses and integrating gender perspectives into existing curricula across disciplines.

The major suggestions include:

- Introducing compulsory foundation courses or papers on gender equality and Gender Studies at undergraduate, postgraduate and other relevant levels.
- Incorporating themes relating to gender, sexuality, consent, harassment, human rights, diversity and anti-discrimination into the curriculum across disciplines, including science subjects.
- Organising workshops, seminars, orientation programmes, debates, discussions, plays and talks on gender equality and inclusivity.
- Ensuring that sensitisation programmes involve students, faculty members, non-teaching staff, administrators and security personnel.
- Making gender awareness and sensitisation an integral part of student orientation programmes and regular faculty and staff development activities.

- Developing guidelines for inclusive pedagogy, respectful classroom language and equitable participation.
- Ensuring that students of all genders receive equal opportunities to participate in classroom discussions and academic activities.
- Reviewing existing syllabi, textbooks, reading lists and teaching materials to ensure adequate representation of gender perspectives and diverse experiences.
- Training teachers to adopt gender-sensitive classroom practices and to recognise and address discriminatory language, stereotypes and unequal participation.
- Encouraging research on gender, inclusion, discrimination and violence through institutional support, research grants and seed funding.
- Involving the Centre for Women's Studies, Internal Complaints Committee (ICC), student bodies, faculty members and staff forums in discussions on curriculum and policy reforms.
- Encouraging mutual respect, dignity and non-discriminatory behaviour among all members of the university community, irrespective of gender.
- Strengthening awareness of gender-sensitive policies, available support services and grievance-redressal mechanisms through regular programmes and communication.

3. **Institutional Policy Reforms, Accountability and Effective Grievance Redressal**
   The responses indicate that teachers expect the university to move beyond the formulation of gender-sensitive policies towards their effective implementation and regular evaluation. Strengthening the Internal Complaints Committee (ICC), improving awareness of its functioning and ensuring accessible complaint procedures emerge as important priorities. The emphasis on confidentiality, timely investigation, impartial action and protection against retaliation reflects the need to create an environment in which individuals feel confident about reporting harassment or discrimination.

   The major suggestions include:

- Strengthening the functioning and visibility of the ICC and ensuring that its contact details, responsibilities and complaint procedures are widely publicised across the campus.
- Establishing clear and accessible procedures for reporting harassment and discrimination, including an anonymous online complaint facility.
- Introducing time-bound procedures for investigating and resolving complaints, and ensuring that complaints are handled fairly and that appropriate action is taken.

- Ensuring confidentiality and protecting complainants and witnesses from intimidation, retaliation or victimisation.
- Establishing clear and equitable criteria for recruitment, appointments and promotions, ensuring that decisions are merit-based and free from gender discrimination.
- Encouraging greater representation of women and gender-diverse persons in administrative positions, institutional committees and decision-making bodies.
- Ensuring equitable access to scholarships, research opportunities, leadership positions and other institutional resources.
- Reviewing maternity and paternity leave provisions, flexible-work arrangements and other policies to accommodate employees' caregiving responsibilities, and ensuring appropriate institutional support for them.
- Ensuring a fair distribution of teaching and administrative responsibilities among faculty members and staff.
- Establishing a Gender Audit Committee to conduct annual assessments of campus infrastructure, safety, curriculum, administrative practices and institutional policies.
- Publishing gender audit findings and preparing a time-bound action plan identifying priorities, budgetary provisions and the responsibilities of designated authorities.
- Developing a comprehensive policy addressing physical security, gender-sensitive infrastructure, surveillance, privacy protection and institutional responsibility.
- Formulating an integrated action plan with clearly defined objectives, implementation timelines, financial provisions and mechanisms for periodic monitoring and evaluation.

Overall Assessment

The responses of the teachers indicate a strong consensus on the need to strengthen gender sensitivity and inclusiveness at Cotton University through improvements in infrastructure, curriculum and institutional governance. At the infrastructural level, the responses emphasise the need for maintaining campus safety, hygiene and accessibility. At the academic level, the responses emphasise the importance of integrating gender perspectives into the curriculum and making gender sensitisation a continuous process involving students, faculty members, non-teaching staff, administrators and security personnel. The suggestions also highlight the need for inclusive pedagogy, gender-related research and greater awareness of issues concerning gender equality and diversity.At the institutional level, the responses call for stronger grievance-redressal mechanisms, transparent recruitment and promotion practices, equitable representation in decision-making, and policies that recognise work-life balance and caregiving responsibilities. The emphasis on regular gender audits and stakeholder participation further indicates that

teachers expect institutional policies to be implemented effectively rather than remain confined to official documents.

3. Non-Teaching Staff's Suggestions and Recommendations for Promoting Gender Sensitivity and Inclusiveness at Cotton University

The qualitative analysis of 66 responses received from non-teaching staff under the Gender Audit 2026 reveals three major themes concerning the need to make Cotton University more gender-sensitive and inclusive. The suggestions reflect the importance of improving infrastructural facilities, promoting gender awareness and strengthening institutional policies and accountability mechanisms.

Gender-Inclusive Infrastructure, Sanitation and Campus Safety

A prominent theme emerging from the responses is the need to strengthen the university's physical infrastructure to ensure accessibility, safety, dignity and comfort for individuals across gender identities. Respondents particularly emphasised the importance of adequate sanitation facilities, improved campus security and appropriate care facilities.

The major suggestions include:

- Increasing the number of women's washrooms across the campus and ensuring their regular cleaning and maintenance.
- Installing sanitary-napkin vending machines and appropriate disposal facilities.
- Improving campus lighting and installing CCTV cameras, particularly in isolated areas, corridors and internal pathways.
- Providing dedicated facilities such as lactation rooms, nursing spaces, crèche/day-care centres and accessible rest areas for pregnant women and persons with disabilities.
- Strengthening campus security arrangements, particularly during and beyond regular office hours.

These suggestions highlight the need to view gender-inclusive infrastructure as an essential component of institutional wellbeing and equal participation.

Gender Sensitization, Awareness and Curriculum Integration

The second major theme concerns the need for sustained gender-sensitisation and awareness initiatives involving students, teaching faculty and non-teaching staff. Respondents emphasised that gender inclusivity should become an integral part of the university's academic and institutional culture rather than remain limited to occasional awareness programmes.

The key suggestions include:

- Organizing regular seminars, workshops, interactive sessions and awareness programmes on gender equality, sensitivity and inclusiveness.

- Conducting specific gender-sensitisation and capacity-building programmes for non-teaching staff.
- Integrating gender-related topics into the university curriculum through appropriate courses and academic modules.
- Encouraging participation in awareness programmes to develop sensitivity towards gender-based discrimination, harassment and diverse gender identities.
- Promoting awareness about the rights, dignity and equal opportunities of all individuals, irrespective of gender.

These responses underline the importance of continuous engagement and collective awareness in fostering a respectful and inclusive university environment.

3. Institutional Policy Reforms, Accountability and Effective Grievance Redressal

The third major theme highlights the importance of translating institutional commitments towards gender equality into effective policies, administrative reforms and accountability mechanisms. Respondents indicated that awareness initiatives must be accompanied by concrete institutional measures to address gender-related concerns.

The major recommendations include:

- Introducing and periodically reviewing gender-inclusive institutional policies.
- Establishing a Gender Sensitisation and Inclusion Cell to coordinate, implement and monitor gender-related initiatives.
- Introducing gender-responsive budgeting to ensure adequate financial provisions for inclusive infrastructure and awareness programmes.
- Developing accessible, confidential and anonymous mechanisms for reporting gender-based discrimination, harassment and other grievances.
- Conducting periodic gender audits and staff satisfaction surveys to assess institutional progress.
- Ensuring timely action on complaints and establishing mechanisms to prevent the recurrence of gender-related concerns.
- Promoting gender diversity in recruitment, institutional leadership and administrative decision-making, with greater representation of women in leadership positions.
- Publishing annual reports documenting institutional initiatives and progress towards gender equality and inclusion.

4. Overall Assessment

The qualitative responses of non-teaching staff indicate that gender sensitivity and inclusiveness at Cotton University require a comprehensive institutional approach encompassing infrastructure, awareness and policy reforms. The emphasis on sanitation, safety and care facilities reflects the need to create a supportive physical environment, while the demand for regular sensitisation programmes highlights the importance of developing gender awareness across all categories of university stakeholders. Equally significant is the expectation that institutional policies should be

supported by effective implementation, adequate financial resources and transparent accountability mechanisms.

Overall, the findings suggest that non-teaching staff view gender inclusiveness not merely as an academic or administrative concern but as a shared institutional responsibility. Cotton University should therefore work towards integrating gender-sensitive practices into its everyday functioning, ensuring that the principles of dignity, equality, accessibility and non-discrimination are reflected in both its institutional policies and the lived experiences of its entire university community.

Conclusion

The qualitative findings of the Gender Audit 2026, based on responses from 320 students, 221 faculty members and 66 non-teaching staff, provide valuable insights into the gender-related experiences, perceptions and expectations of different stakeholders at Cotton University. The responses highlight a broad consensus that gender sensitivity and inclusiveness must be integral to the University's institutional culture, academic environment, infrastructural development and administrative functioning. Although the three categories of respondents have expressed concerns from different perspectives, their recommendations converge around three major areas: gender-inclusive infrastructure and campus safety, gender sensitisation and curriculum integration, and effective institutional policies and accountability mechanisms.

A significant finding across all three stakeholder groups is the need to improve campus infrastructure to ensure safety, dignity, accessibility and equal participation. Respondents consistently emphasised the importance of clean and adequately maintained washrooms, sufficient sanitation facilities, sanitary-napkin vending machines, safe drinking water, improved campus lighting and effective security arrangements. The need for gender-neutral and transgender-inclusive washrooms, barrier-free infrastructure for persons with disabilities, and dedicated facilities such as crèches, day-care centres and lactation rooms also emerged as important recommendations. These concerns indicate that gender-inclusive infrastructure should address the diverse needs of all members of the university community.

Another important finding is the recognition that gender equality cannot be achieved through infrastructural improvements alone. Respondents highlighted the importance of sustained gender sensitisation and awareness programmes involving students, teachers, non-teaching staff and administrators. Regular workshops, seminars, orientation programmes and interactive sessions on gender equality, human rights, consent, sexual harassment, gender discrimination and LGBTQIA+ concerns were recommended. The integration of gender-related perspectives into the curriculum across disciplines, along with the introduction of gender studies courses, was also emphasised. These suggestions reflect the need to develop a university culture based on mutual respect, equality and the rejection of gender stereotypes.

The responses further underline the importance of strengthening institutional policies and grievance-redressal mechanisms. Improving the functioning and visibility of the Internal Complaints Committee (ICC), ensuring confidential and accessible complaint procedures, protecting complainants from victimisation and providing timely redressal emerged as common

priorities. Respondents also recommended equitable representation of women in leadership and decision-making positions, equal professional and academic opportunities, improved counselling facilities and appropriate work-life balance measures. Suggestions such as establishing a Gender Sensitisation and Inclusion Cell, introducing gender-responsive budgeting and conducting periodic gender audits indicate the importance of institutional accountability and effective policy implementation.Although students placed greater emphasis on personal safety, sanitation and awareness of their rights, faculty members highlighted inclusive pedagogy, curriculum reform and workplace equality, while non-teaching staff stressed infrastructural improvements, workplace safety and administrative support. Nevertheless, the convergence of their recommendations demonstrates that gender inclusivity is a shared institutional responsibility requiring coordinated efforts across all university departments and administrative structures.

Conclusion and Recommendations of the Gender Audit 2026

The Gender Audit 2026 of Cotton University provides a comprehensive assessment of gender representation, equality, inclusiveness and institutional practices across three major dimensions: Curriculum, Infrastructure and Policy. Building upon the first Gender Audit conducted in 2019, the present exercise examines the University's progress in promoting gender equality while identifying existing gaps and areas requiring further institutional attention. The audit draws upon questionnaire-based responses from students, faculty members and non-teaching staff, along with institutional data relating to student enrolment, staff composition, academic research, institutional governance and gender-related initiatives undertaken during the period 2024–2026. The combined findings provide an important basis for understanding the University's existing strengths, challenges and future priorities in advancing gender justice and inclusiveness.

One of the significant findings of the audit is the encouraging participation of women in the University's academic and educational environment. Women constitute 51.19% of the teaching workforce, indicating a relatively balanced gender distribution, with a slight female majority. Their representation is also substantial across student enrolment: women account for 63.11% of undergraduate students, 69.82% of postgraduate students in 2025 and 55.81% of Ph.D. scholars. Female students also demonstrate encouraging participation in extracurricular activities, constituting 58.45% of the reported participation in NCC, NSS and cultural competitions. These figures reflect the University's positive position in facilitating women's access to higher education, academic engagement and participation in several institutional activities.

Women's representation in academic leadership also presents encouraging trends. They occupy 64.52% of Heads of Department positions and 40% of Centre Head/Director positions. Female representation is particularly prominent in Literature and Language, Human and Social Sciences, where women constitute 78.95% of Heads of Departments. The representation of women in the Cotton University Teachers' Association and Students' Union is also notable, accounting for 66.67% and 56.25%, respectively. These figures indicate meaningful female participation in departmental leadership and representative structures.

However, the audit also identifies disparities in certain areas of institutional governance and employment. Although women constitute a slight majority of the teaching workforce, their representation in non-teaching positions is considerably lower, accounting for only 11.66% of

the total non-teaching staff. This difference highlights the need to examine gender representation across employment categories, designations and administrative responsibilities. Similarly, women remain underrepresented in important statutory bodies, accounting for 27.27% of the Executive Council, 30% of the Academic Council and 16.67% of the University Court. Male representation is also higher in the identified leadership positions of Standing Committees and among Deans of Schools. These findings suggest that women's participation in institutional decision-making and senior administrative structures requires further strengthening.

The audit further reveals variations in gender representation in research and academic leadership. Although women constitute 42.28% of the reported Ph.D. research guides, male faculty members account for 75% of the research projects reported during 2024–2026. The comparatively lower representation of women in research project leadership highlights the importance of strengthening institutional support for female researchers through research mentorship, grant-writing assistance, funding opportunities and interdisciplinary collaboration. The gender distribution of Ph.D. guides also varies across disciplines, indicating the importance of examining disciplinary differences while planning measures to promote equitable academic opportunities.

Another area requiring attention is the participation of students with disabilities. Of the 39 students enrolled under the disability quota during 2024–2026, 35.90% are female and 64.10% are male. This disparity highlights the importance of examining the intersection of gender and disability in access to higher education. The University should ensure that accessibility measures, academic support and campus facilities adequately address the diverse requirements of students with disabilities.

The qualitative responses received from 320 students, 221 faculty members and 66 non-teaching staff provide further insights into the everyday experiences and expectations of the university community. Despite differences in their institutional roles, all three stakeholder groups demonstrate considerable convergence in identifying the need for improvements in infrastructure, gender awareness, curriculum and institutional accountability.

Regarding infrastructure, respondents consistently emphasised the importance of clean and adequately maintained washrooms, sanitary-napkin vending machines, disposal facilities, safe drinking water, improved campus lighting and effective security arrangements. The need for gender-neutral and transgender-inclusive washrooms, disability-friendly infrastructure, lactation rooms, crèche and day-care facilities, and accessible healthcare services also emerged. Students particularly highlighted personal safety while remaining on campus after regular class hours, while faculty members and non-teaching staff emphasised workplace safety and facilities supporting caregiving responsibilities. These findings indicate that gender-responsive infrastructure must address not only physical safety but also accessibility, health, dignity and wellbeing.

In the area of curriculum and academic practices, respondents highlighted the need to integrate gender perspectives into teaching, learning and research. Although Cotton University has already undertaken initiatives through the Centre for Women's Studies, including the introduction of a Postgraduate Diploma in Gender Studies and multidisciplinary and value-added courses, the

responses suggest scope for extending gender education across academic disciplines. Regular workshops, seminars, orientation programmes and interactive discussions were recommended to sensitise students, teachers, non-teaching staff and administrators. Issues relating to gender equality, consent, human rights, sexual harassment, gender stereotypes, discrimination and LGBTQIA+ concerns should receive sustained attention through curricular and co-curricular activities.

The policy-related findings highlight the importance of strengthening existing institutional mechanisms and ensuring their effective implementation. Cotton University has established an Internal Committee in accordance with applicable legal provisions and has undertaken gender sensitisation initiatives through the Centre for Women's Studies, NSS Unit and Gender Champions. The reported five cases received by the Internal Committee, of which three have been resolved, one remains ongoing and one was withdrawn, demonstrate the existence of an institutional mechanism for addressing reported complaints. However, the audit also highlights the importance of making reporting procedures more visible and accessible, maintaining confidentiality, ensuring fair and timely action, and protecting complainants against victimisation. The suggestions for establishing a Gender Sensitisation and Inclusion Cell, introducing gender-responsive budgeting and conducting periodic gender audits further indicate the need to strengthen institutional accountability.

Taken together, the findings demonstrate that Cotton University has made meaningful progress in promoting women's participation in education, teaching and departmental leadership, and in establishing institutional mechanisms for gender awareness and grievance redressal. At the same time, disparities in non-teaching employment, statutory representation, research project leadership and access to opportunities among students with disabilities indicate areas requiring focused intervention. The qualitative feedback further establishes that gender equality cannot be achieved through numerical representation or formal policy provisions alone. It requires a supportive institutional culture in which all individuals, irrespective of gender, feel safe, respected, represented and equally empowered to participate in academic and administrative life.

Recommendations for Strengthening Gender Equality and Inclusiveness at Cotton University

In view of the findings of the Gender Audit 2026, the following recommendations are proposed to strengthen the University's institutional commitment to gender equality, inclusiveness and social justice.

1. Strengthening Gender-Inclusive Infrastructure and Campus Safety

- Conduct a comprehensive gender and accessibility assessment of all academic, administrative and common areas to identify infrastructural gaps and prioritise necessary improvements.
- Ensure clean, hygienic and adequately equipped washrooms across the campus, with regular maintenance, running water, soap, sanitary-napkin vending machines and appropriate disposal facilities.

- Develop gender-neutral and transgender-inclusive washrooms and ensure accessible sanitation facilities for persons with disabilities.
- Improve campus lighting, CCTV coverage and security arrangements, particularly in isolated pathways, parking areas, hostels, libraries and other vulnerable locations. Ensure that surveillance arrangements respect individual privacy.
- Increase the availability of trained security personnel, including female security staff, and establish accessible emergency contact facilities.
- Establish a campus health and wellness facility with access to basic medical assistance, counselling and menstrual-health support.
- Provide crèche and day-care facilities, lactation rooms and appropriate rest spaces for pregnant and nursing women and employees with caregiving responsibilities.
- Improve ramps, lifts, accessible pathways, classrooms, libraries and auditoriums to ensure barrier-free access for persons with disabilities.

2. Promoting Gender-Sensitive Curriculum and Academic Practices

- Strengthen the integration of gender perspectives into undergraduate, postgraduate and research programmes across disciplines.
- Consider introducing a compulsory or credit-bearing foundation course on Gender Studies, gender equality and human rights for students across academic streams.
- Encourage departments to incorporate themes such as gender discrimination, patriarchy, sexuality, consent, gender-based violence, LGBTQIA+ rights and social justice into their syllabi.
- Organise regular gender sensitisation programmes, workshops, seminars and interactive sessions involving students, faculty members, non-teaching staff and administrators.
- Incorporate gender sensitivity into student induction programmes and faculty and staff orientation activities.
- Encourage gender-focused research, publications, interdisciplinary projects and academic collaborations through institutional funding and research support.
- Strengthen the role of the Centre for Women's Studies in coordinating gender-related academic activities, curriculum development and research initiatives.

3. Strengthening Institutional Policies and Grievance Redressal Mechanisms

- Strengthen the functioning and visibility of the Internal Committee (IC) and ensure that its composition, contact details, responsibilities and complaint procedures are widely communicated.
- Develop accessible and confidential mechanisms for reporting gender-based harassment and discrimination, including appropriate online reporting facilities.
- Ensure timely, impartial and legally compliant investigation and redressal of complaints while protecting the confidentiality and dignity of all parties.
- Provide counselling and psychological support to individuals experiencing harassment, discrimination or other gender-related difficulties.
- Establish a Gender Sensitisation and Inclusion Cell to coordinate awareness programmes, monitor institutional initiatives and facilitate the implementation of gender-related recommendations.

- Review existing gender-related policies periodically to ensure their relevance, accessibility and effective implementation.
- Ensure that all institutional mechanisms function in accordance with applicable legislation, UGC regulations and University guidelines.

4. Promoting Equitable Representation in Governance and Employment

- Encourage greater representation of women in statutory bodies, administrative committees, senior leadership positions and institutional decision-making structures.
- Examine the reasons behind the substantial underrepresentation of women in non-teaching positions and promote equitable recruitment, career advancement and professional development opportunities.
- Ensure transparent and gender-sensitive recruitment, promotion, selection and allocation of institutional responsibilities.
- Encourage women's participation in research project leadership, doctoral supervision, funded research and academic collaborations through mentorship and capacity-building initiatives.
- Promote equitable access to scholarships, research grants, training opportunities and leadership development programmes.
- Review institutional arrangements relating to maternity and paternity leave, flexible working arrangements and caregiving responsibilities to support a more equitable work environment.

5. Promoting Gender Equality through Student Participation and Inclusion

- Strengthen the role of Gender Champions in promoting awareness, peer engagement and student participation in gender-related initiatives.
- Encourage equal participation of all genders in student governance, leadership positions, sports, NCC, NSS and extracurricular activities.
- Develop targeted support measures to improve educational access and participation among students with disabilities, particularly women with disabilities.
- Establish regular student consultations and feedback mechanisms to understand concerns relating to campus safety, infrastructure and institutional support.
- Promote awareness of institutional policies, students' rights and available grievance-redressal mechanisms through orientation programmes and regular campus communication.

6. Institutional Monitoring, Gender-Responsive Budgeting and Accountability

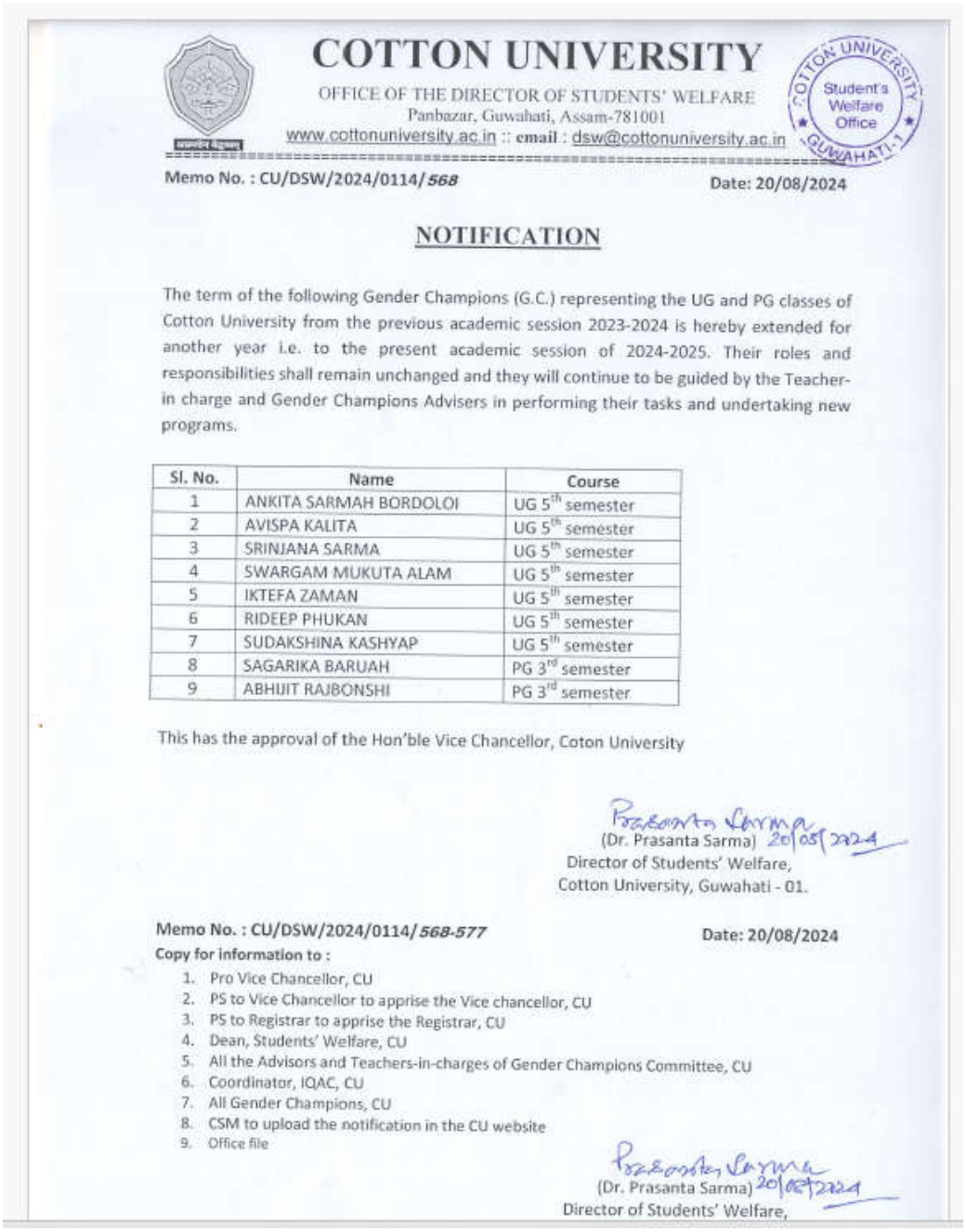
- Prepare a comprehensive Gender Equality and Inclusion Action Plan with clearly identified priorities, implementation timelines and designated institutional responsibilities.
- Introduce gender-responsive budgeting to ensure adequate financial allocations for infrastructural improvements, awareness programmes, accessibility measures and support services.

- Conduct periodic gender audits and campus safety assessments to evaluate progress and identify emerging concerns.
- Maintain gender-disaggregated institutional data relating to student enrolment, recruitment, promotions, research participation, leadership representation and extracurricular activities.
- Introduce periodic stakeholder satisfaction surveys involving students, faculty members and non-teaching staff.
- Publish annual reports documenting gender-related initiatives, achievements, challenges and progress in implementing audit recommendations.
- Establish a monitoring mechanism involving relevant university authorities, the Centre for Women's Studies and other institutional stakeholders to review the implementation of recommendations.

Thus, the Gender Audit 2026 should be viewed not merely as an exercise in documenting gender representation and institutional provisions but as an important instrument for institutional reflection, reform and continuous improvement. It reaffirms that gender equality is a shared institutional responsibility and an essential condition for academic excellence, democratic participation and sustainable institutional development. By addressing the gaps identified in the audit and implementing the proposed recommendations through a systematic and accountable framework, Cotton University can further strengthen its commitment to the principles of equality, dignity, accessibility and social justice. Building upon the initiatives undertaken since the first Gender Audit in 2019, the University aspires to develop an institutional environment where gender sensitivity is reflected in its curriculum, infrastructure, governance, administrative practices and interpersonal relationships. Such sustained efforts will contribute towards making Cotton University a safer, more equitable, inclusive and empowering institution for all, in alignment with the vision of the United Nations Sustainable Development Goal 5 on achieving gender equality and empowering all across gender spectrum.

Annexure:

Gender Champion notification



COTTON UNIVERSITY

OFFICE OF THE DIRECTOR OF STUDENTS' WELFARE
Panbazar, Guwahati, Assam-781001
www.cottonuniversity.ac.in :: email : dsw@cottonuniversity.ac.in

COTTON UNIVERSITY Student's Welfare Office GUWAHATI-1

Memo No. : CU/DSW/2024/0114/*568* Date: 20/08/2024

NOTIFICATION

The term of the following Gender Champions (G.C.) representing the UG and PG classes of Cotton University from the previous academic session 2023-2024 is hereby extended for another year i.e. to the present academic session of 2024-2025. Their roles and responsibilities shall remain unchanged and they will continue to be guided by the Teacher-in charge and Gender Champions Advisers in performing their tasks and undertaking new programs.

Sl. No.	Name	Course
1	ANKITA SARMAH BORDOLOI	UG 5th semester
2	AVISPA KALITA	UG 5th semester
3	SRINJANA SARMA	UG 5th semester
4	SWARGAM MUKUTA ALAM	UG 5th semester
5	IKTEFA ZAMAN	UG 5th semester
6	RIDEEP PHUKAN	UG 5th semester
7	SUDAKSHINA KASHYAP	UG 5th semester
8	SAGARIKA BARUAH	PG 3rd semester
9	ABHIJIT RAJBONSHI	PG 3rd semester

This has the approval of the Hon'ble Vice Chancellor, Coton University

Prasanta Sarma
(Dr. Prasanta Sarma) 20/08/2024
Director of Students' Welfare,
Cotton University, Guwahati - 01.

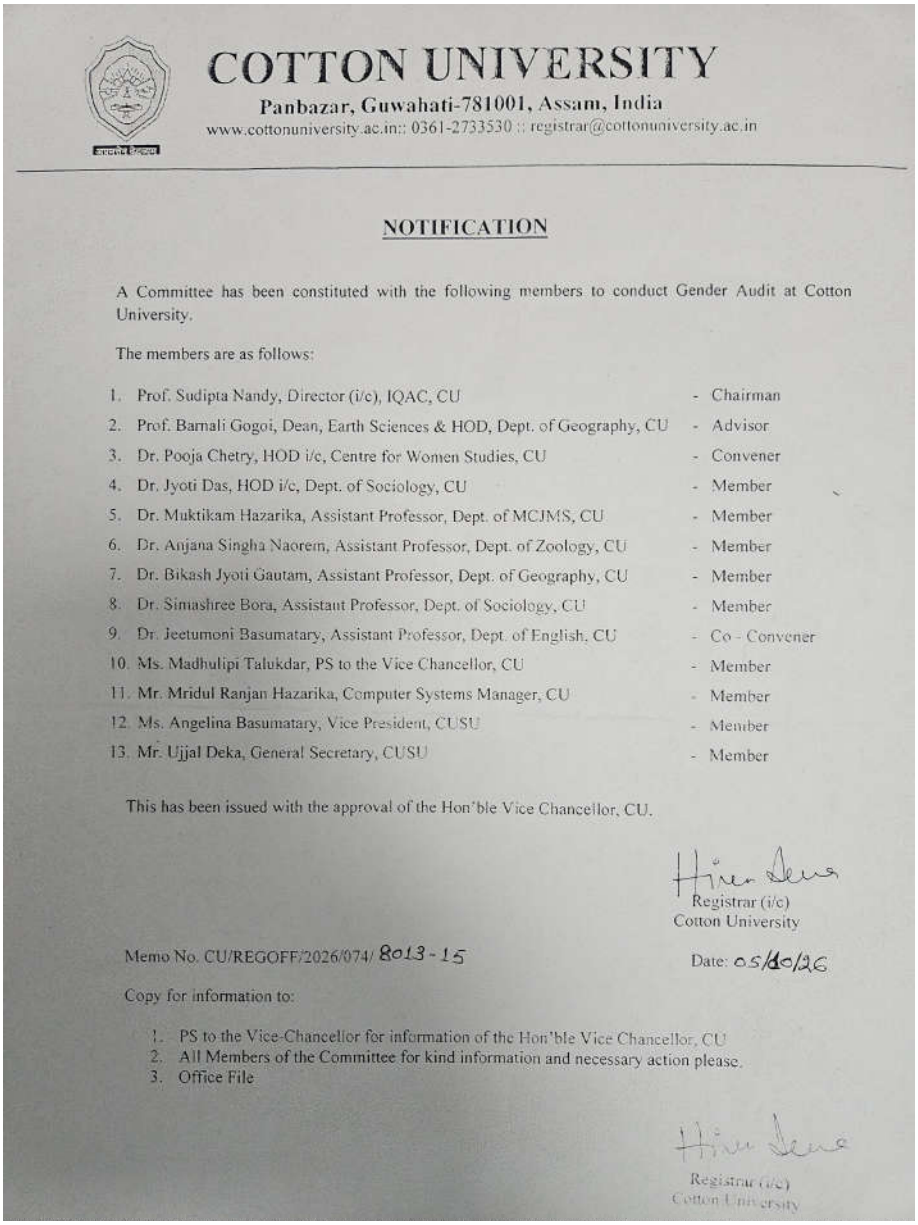
Memo No. : CU/DSW/2024/0114/*568-577* Date: 20/08/2024

Copy for information to :

1. Pro Vice Chancellor, CU
2. PS to Vice Chancellor to apprise the Vice chancellor, CU
3. PS to Registrar to apprise the Registrar, CU
4. Dean, Students' Welfare, CU
5. All the Advisors and Teachers-in-charges of Gender Champions Committee, CU
6. Coordinator, IQAC, CU
7. All Gender Champions, CU
8. CSM to upload the notification in the CU website
9. Office file

Prasanta Sarma
(Dr. Prasanta Sarma) 20/08/2024
Director of Students' Welfare,

Gender audit committee



COTTON UNIVERSITY

Panbazar, Guwahati-781001, Assam, India
www.cottonuniversity.ac.in:: 0361-2733530 :: registrar@cottonuniversity.ac.in

NOTIFICATION

A Committee has been constituted with the following members to conduct Gender Audit at Cotton University.

The members are as follows:

1.	Prof. Sudipta Nandy, Director (i/c), IQAC, CU	- Chairman
2.	Prof. Barnali Gogoi, Dean, Earth Sciences & HOD, Dept. of Geography, CU	- Advisor
3.	Dr. Pooja Chetry, HOD i/c, Centre for Women Studies, CU	- Convener
4.	Dr. Jyoti Das, HOD i/c, Dept. of Sociology, CU	- Member
5.	Dr. Muktikam Hazarika, Assistant Professor, Dept. of MCJMS, CU	- Member
6.	Dr. Anjana Singha Naorem, Assistant Professor, Dept. of Zoology, CU	- Member
7.	Dr. Bikash Jyoti Gautam, Assistant Professor, Dept. of Geography, CU	- Member
8.	Dr. Simashree Bora, Assistant Professor, Dept. of Sociology, CU	- Member
9.	Dr. Jeetumoni Basumatary, Assistant Professor, Dept. of English, CU	- Co - Convener
10.	Ms. Madhulipi Talukdar, PS to the Vice Chancellor, CU	- Member
11.	Mr. Mridul Ranjan Hazarika, Computer Systems Manager, CU	- Member
12.	Ms. Angelina Basumatary, Vice President, CUSU	- Member
13.	Mr. Ujjal Deka, General Secretary, CUSU	- Member

This has been issued with the approval of the Hon'ble Vice Chancellor, CU.

Registrar (i/c)
Cotton University

Memo No. CU/REGOFF/2026/074/ 8013-15 Date: 05/10/26

Copy for information to:

1. PS to the Vice-Chancellor for information of the Hon'ble Vice Chancellor, CU
2. All Members of the Committee for kind information and necessary action please.
3. Office File

Registrar (i/c)
Cotton University

Questionnaire: 1

COTTON UNIVERSITY

GENDER AUDIT 2026

QUESTIONNAIRE FOR FACULTY MEMBERS

DEPARTMENT-

DESIGNATION-

GENDER-

1. Do you think opportunities and facilities in Higher Education are gendered?

   Yes/No

2. Does your syllabus partially or fully cover gender issues?

   Yes/ No

3. If yes, what % of it is based on the regional/Indian context?

   …….

4. Do you think that the curriculum of your department is gender sensitive?

   Yes /No

5. Do you think a gender inclusive curriculum can help in spreading awareness about gender discriminations in the workplace and society at large?

   Yes/No

6. Are you aware of the existing mechanisms in your university to address gender-related issues and problem?

   Yes/No

7. Do you think such measures help in addressing and preventing such discriminations and violence based on gender?

   Always/ Never/ Occasionally

8. Have you ever received any gender insensitive remarks/comments in your workplace/academic events?

   Yes/No

9. Do you know of any such incident faced by your colleagues or close associates within the university campus?

   Yes/ No

10. Does your department organise academic events for spreading gender awareness for faculty and students?

    Yes/No

11. Do you think your workspace considers gender differences while formulating promotion policies, career advancement and other upgrades?

    Yes/ No/ Can't Say

12. Do you think the campus is safe enough for you to stay back alone after office hours?

    Yes/ No

13. If no, state the reason.

14. Would you prefer more security personnel, installations of more CCTVs and adequate lighting in the campus for security?

Yes/No/ Maybe

15. Briefly elaborate on your response.

16. Do you think health and hygiene facilities in campus are adequate and gender friendly?

    Yes/No

17. Do you think the infrastructure of the university campus cater to the needs of the specially abled persons?

    Yes/No

18. Do you think research in your department addresses gender issues at large?

    Yes/No

19. How often the division of work responsibilities in your workplace is influenced by gender of the person?

    Always/ Never/ Occasionally

20. Provide suggestions/recommendations to make the infrastructure, curriculum and policy in Cotton University more gender sensitive and inclusive

……
……

Questionnaire: 2

COTTON UNIVERSITY

GENDER AUDIT 2026

QUESTIONNAIRE FOR NON-TEACHING STAFF

DEPARTMENT/ SECTION-

GRADE-

GENDER-

1. Do you think opportunities and facilities in your workplace are gendered?

   Yes/No

2. Do you think your office roles and responsibilities are biased towards a particular gender?
   Yes/No

3. Do you think your workspace is Gender Sensitive?
   Yes/ No

4. Do you think your workspace considers gender differences while formulating promotion policies, career advancement and other upgrades?

   Yes/ No/ Can't Say

5. Do you think your workplace is safe enough for you to stay back alone after office hours?

   Yes/ No

6. Would you prefer more security personnel, installations of more CCTVs and adequate lighting in the campus for security?

   Yes/No/ Maybe

7. Do you think health and hygiene facilities in campus are adequate and gender friendly?
   Yes/No

8. Are you aware of the existing mechanisms in your university to address gender-related issues and problem?

   Yes/No

9. Do you think such measures help in addressing and preventing discriminations and violence based on gender?

   Always/ Never/ Occasionally

10. Have you ever received any gender insensitive remarks/comments in your workplace/academic events?

    Yes/No

11. Do you know of any such incident faced by your colleagues or close associates within the university campus?

    Yes/ No

12. Have you received any gender sensitization and awareness training in your organization?
    Yes/ No

13. Provide suggestions/recommendations to make the infrastructure, and policy in Cotton University more gender sensitive and inclusive

……
……

Questionnaire: 2

COTTON UNIVERSITY

GENDER AUDIT 2026

QUESTIONNAIRE FOR STUDENTS

DEPARTMENT-

SEMESTER-

GENDER-

1. Do you think opportunities and facilities in Higher Education are gendered?

   Yes/No

2. Does your syllabus partially or fully cover any gender issues?

   Yes/No

3. If yes, what % of it is based on the regional/Indian context?

   …….....

4. Do you think that the curriculum of your department is gender sensitive?

   Yes /No

5. Do you think a gender inclusive curriculum can help in spreading awareness about gender discriminations in the workplace and society at large?

   Yes/No

6. Are you aware of the existing mechanisms in your university to address gender-related issues?

   Yes/No

7. Do you think such measures help in addressing and preventing such discrimination and violence based on gender?

   Yes/No

8. Have you ever received any gender insensitive remarks/comments on campus?

   Yes/No

9. Do you know of any such incidence faced by your friends or close associates within the university campus?

   Yes/ No

10. Have you ever reported/ shared such cases to/with your teachers and friends
    Yes/ No

11. If yes, whom did you share with or reported to, and why?

    .....

12. Do you think there are regular gender awareness programmes or workshops organised by the University?
    Yes/ No

13. If yes, have you ever attended any of those events?

    Yes/No

14. Do you think such events help in creating gender awareness and sensitisation
    Yes/ No

15. Do you feel safe enough to stay back in the university after class hours for combine study, library work, or extracurricular practice,?

    Yes/ No

16. If no, state the reason.
    .....

17. Would you prefer more security personnel, installations of more CCTVs and adequate lighting in the campus for security?

    Yes/No

18. Briefly elaborate on your response.

    .....

19. Do you think health and hygiene facilities, as well as other infrastructural facilities in campus are adequate and gender friendly?

    Yes/No

20. If no, what will be your suggestions for improving them?
    .....

21. Do you think the infrastructure of the university campus is disabled friendly?

    Yes/No

22. Provide suggestions/recommendations to make the infrastructure, curriculum and policy in the Cotton University more gender sensitive and inclusive

……
……