

MIT Academy of Engineering, Alandi (D), Pune

An Autonomous Institute Affiliated to Savitribai Phule Pune University

GENDER EQUITY POLICY

Revised Edition 2024–25

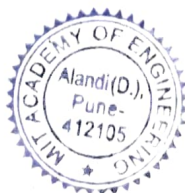
Aligned with NAAC, NBA Guidelines & National Education Policy (NEP) 2020

Issued by: Internal Quality Assurance Cell (IQAC)

Approved by: Director, MITAoE

Website: www.mitaoe.ac.in

Address: Alandi (D), Pune – 412 105, Maharashtra, India



Contents

S.N	Particular	Page
1	Part One: Institutional Overview	3
1.1	Introduction	3
1.2	Vision, Mission & Quality Policy	4
1.3	Core Values	4
1.4	Objectives of the Policy	5
1.5	Introduction to the Policy	
2	Part Two: Policy Framework	6
2.1	Definitions	6
2.2	Jurisdiction	7
2.3	Implementing Guidelines	8
2.4	Teacher-Student Relationship	9
2.5	Monitoring and Review (GEM Committee)	9
2.6	Amendments to the Policy	
3	Part Three: Support Measures	10
3.1	Financial Assistance	10
3.2	Accountability and Transparency	10
3.3	Additional Measures	11
4	Alignment with NEP 2020 & NAAC/NBA Guidelines	11



PART ONE: INSTITUTIONAL OVERVIEW

1.1 Introduction

MIT Academy of Engineering (MITAoE), Alandi (D), Pune, was established in 1999 under MAEER by the honourable Prof. Dr. Vishwanath D. Karad, Founder and Executive President of MIT Group. The institute offers eight undergraduate (UG) programs and three postgraduate (PG) programs.

MITAoE has been accorded 'Academic Autonomy' by the UGC in recognition of its quality pedagogy, research, faculty, and world-class infrastructure (2016–17). Savitribai Phule Pune University (SPPU) has honoured the institute with the 'Best Engineering College (Professional Courses)' award. The institute holds an 'A' Grade by NAAC and 2(f) & 12(B) status from the UGC.

MITAoE is committed to a student-centered approach — offering personal mentorship, a robust feedback mechanism, wellness partnerships (YourDOST), and a 'Tutor System for Counseling.' Students are equipped with technical, communication, and soft skills to meet the demands of a competitive world.

1.2 Revised Vision, Mission & Quality Policy

Vision

- To be a new age learning center for holistic development of students into professional engineers, to cater to the changing needs of techno-society.

Mission

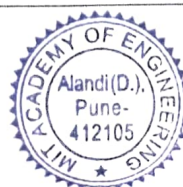
- Providing new age infrastructural facilities blended with skill-based curriculum and activity-based pedagogical approaches to develop competitive engineering professionals to solve real world problems.
- Preparing students for lifelong learning by transforming educational practices.
- Promoting ethical and moral values by involving students in community services.
- Inculcating entrepreneurship and managerial skills by strengthening industry-institute interaction.

Quality Policy

We, at MITAoE, are committed to:

- Delivering holistic technical engineering education that meets the needs and expectations of all stakeholders.
- Ensuring compliance with all applicable requirements.
- Continuously improving our technical, ethical, scientific, infrastructure, and management systems.
- Fulfilling our social responsibilities.
- Protecting and managing the intellectual property of the institute.
- Fostering entrepreneurship, managerial, and overall skills development in our students.

1.3 Core Values



As an autonomous institution, MITAoE's core values are enduring principles:

- **Knowledge:** Knowledge: We believe that knowledge is the premise of progress and we continuously strive for new ideas, discovery and creativity.
- **Excellence:** Excellence: It is the gradual result of our continuous effort to do better by skilful planning, execution and review.
- **Integrity:** Integrity: We believe in the highest standards of ethics, wisdom and honesty in all academic and research activities.
- **Transparency:** Transparency: The institute works as per the defined policies and rules.
- **Empathy:** Empathy: An integral part of our education is being aware of and sensitive to the conditions of the weaker sections of society and contributing towards solving such problems.
- **Inclusivity:** Inclusivity: We are committed to creating a campus environment free from discrimination, where every individual — irrespective of gender, caste, or background — has equal opportunity to thrive.

1.4 Objectives of the Policy

The Gender Equity Policy of MITAoE aims to accomplish its commitment to gender equality by pursuing the following objectives:

- To provide guidelines that will assist equality and equity of prospects for women and men during service in the MITAoE.
- To support the full development of individual intellectual potentials of men and women.
- To address institutional values, norms and practices that hamper the promotion of gender equality.
- To provide rules supporting women empowerment as faculty/staff/students, and address gender-based liabilities from office bearers.
- To inhibit violations of National acts that forbid gender prejudices and work toward the empowerment of women.
- To develop mechanisms for the prevention and redressal of gender-based violence and discrimination, including sexual harassment at MITAoE.
- To align institutional practices with the National Education Policy (NEP) 2020 that emphasizes gender inclusivity in higher education.
- To fulfill the requirements of NAAC and NBA accreditation criteria related to gender equity and student welfare.

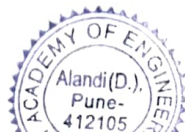
1.5 Introduction to the Policy

Gender disparity manifests in various forms, the most observable being the tendency of continuously declining female ratio in higher education in past decades. There exists a significant gap between the goals articulated in regulations, policies, and strategies and the situational reality of women empowerment. This policy addresses the internal requirements at MITAoE for non-discrimination and equivalent opportunity through the recruitment process, promotions, and progressive activities.

This policy of equal employment opportunity and anti-discrimination applies to all aspects of the relationship between MITAoE and its employees, including temporary and contractual staff and faculty. Furthermore, it ensures that equality is maintained without bias in promotions, training, and all academic and co-curricular activities.

Major Elements of the Policy

- ✦ Priority to hiring and retaining sufficient female members at all levels to ensure gender balance.
- ✦ Ensuring equal prospects in working circumstances, development and training for all employees regardless of gender.
- ✦ Assuring impartial representation of both male and female members in functional committees.
- ✦ Encouraging gender-sensitive ability-building workshops, training, and seminars.
- ✦ Ensuring involvement of women employees in all levels of institutional activities.
- ✦ Providing a safe and protected campus with a Women Grievance Redressal Cell.
- ✦ Provisions for Maternity/Paternity Leave benefits for employees.
- ✦ Making all HR policies gender-sensitive and incorporating gender indicators in appraisal systems.
- ✦ Merit scholarships for girl students and separate placement training to support female employment.
- ✦ Evolving entrepreneurship spirit among girl students through the Entrepreneurship Development Cell.
- ✦ Mainstreaming gender considerations in curriculum design in alignment with NEP 2020.
- ✦ Creating inclusive digital learning environments and promoting women in STEM.



PART TWO: POLICY FRAMEWORK

2.1 Definitions

- **Gender:** Gender: While the term 'gender' in a broader perspective refers to social attributes, relationships and opportunities related to being male and female, for the intent of this policy the term refers to all persons irrespective of gender identity, to ensure no one is excluded from its protections. Special focus is given to those who visibly identify as female.
- **Employee:** Employee: Any person who is a present employee of MITAoE, including permanent, full-time, part-time, and contracted faculty/staff.
- **Student:** Student: Any person currently registered at MITAoE for academic purposes, including full-time, part-time, and online learners.
- **Resources:** Resources: Physical resources as well as guidance, online resources, and academic resources provided by MITAoE.
- **Facilities:** Facilities: All infrastructural and educational facilities provided by MITAoE.
- **Equity:** Equity: Fair and equal treatment for all based on their needs. To ensure equity, a treatment that is special but measured equal in terms of rights, benefits, obligations, and opportunities might be essential.
- **Unconscious Bias:** Unconscious Bias: A bias one may have towards a woman exclusive of conscious understanding of the impact of one's attitudes or behaviour.
- **Gender-Based Violence (GBV):** Gender-Based Violence (GBV): Any harm perpetrated against a person's will based on gender differences. It includes physical, sexual, psychological, and economic abuse.

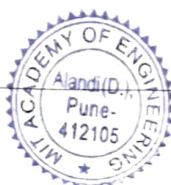
2.2 Jurisdiction

This policy covers any act of injustice, violence, discrimination, and harassment toward any female employee or student in MITAoE. This policy will guide MITAoE in all its actions and functions, including but not limited to:

- Recruitment and Selection
- Promotions and Leadership Opportunities
- Faculty/Staff Development Opportunities
- Formation of Committees
- Leave Policies (including Maternity/Paternity)
- Curriculum Design and Development
- Performance Evaluation and Monitoring
- Teacher-Student Relationships
- Training and Participation in All Events and Programmes
- Research and Teaching
- Facilities and Resources
- Digital and Online Learning Platforms
- Grievance Redressal Mechanisms

This list is indicative and not limited to the above.

2.3 Implementing Guidelines



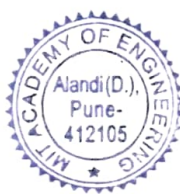
MITAoE will regularly set up a committee to execute the goals of this policy. The mechanism will consist of committees established under diverse Acts such as the Internal Complaints Committees under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, and in alignment with UGC guidelines and NEP 2020 provisions.

- Gender stereotypes will be banned in all institutional communications, curricula, and events.
- All types of bias and favoritism, including unconscious bias against women, will not be tolerated.
- Gender sensitivity will be engaged in all recruitment, promotions and opportunities for leadership.
- In the selection of faculty/staff for professional development and training, there will be no gender-based favoritism; special focus will be given to improving women's participation.
- In the constitution of any committee, representation of women is compulsory.
- In keeping with National policies and NEP 2020, women-specific leaves (including maternity leave) will be approved and communicated clearly.
- All employees and students of MITAoE will undertake mandatory gender awareness and sensitivity training.
- Gender-based research will be promoted across all disciplines of Engineering and Science.
- A gender-sensitive approach will be integrated into teaching and learning processes.
- Women-specific infrastructure facilities will be provided on campus; in all new construction and renovation, women-specific requirements will be addressed.
- Proactive measures will be undertaken to assist and promote the active participation of women students and employees in all activities of MITAoE.
- International Women's Day (8 March) will be celebrated at individual School/Department and Institute level.
- Every School/Department of MITAoE will organize at least one programme per year towards gender awareness and sensitization.
- Digital literacy and online safety training will be offered to female students and employees, in line with NEP 2020's emphasis on technology-enabled education.
- Gender-disaggregated data will be collected, analysed, and used in decision-making processes to continuously improve gender equity outcomes.

2.4 Teacher-Student Relationship

MITAoE is committed to maintaining professional, ethical, and respectful teacher-student relationships. The following provisions apply:

- Teacher-student romantic or sexual relations are seen as a misuse of power by the teacher against the student, even if a grievance is not lodged by that or any other student. This unfavorably affects academic and professional ethics.
- When the teacher concerned is a project guide, mentor, educator and evaluator of that student, such relations cannot be viewed as 'voluntary consent' because of the inherent unequal nature of the relationship.
- A student who has broken off a relationship may be at risk of being graded with low marks/grades.
- Students may fear discrimination and consequently not be in a position to avoid the relationship. They might feel helpless and fear biased assessment.



- There is a chance that the student has felt under pressure to 'consent' to the relationship for fear of being victimized.
- Even if academic evaluations are kept entirely independent, there may be perceived bias in the eyes of other students and faculty. Faculty members/teachers have accountability to avoid such situations.
- Any reported or suspected case will be reviewed by the GEM Committee and/or Internal Complaints Committee with full confidentiality and due process.

2.5 Gender Equity Monitoring, Review and Evaluation (GEM Committee)

- A GEM Committee will be set up at MITAoE to supervise the execution of this Policy and the assessment of any grievance.
- The GEM Committee will have an equal account of male and female employees and students. The Committee will maintain documents of gender-disaggregated data in all aspects of institutional functioning.
- The Committee will present its report every year to the Director of MITAoE. Even if there is no grievance in a particular year, the GEM Committee will submit a report of the prevention and other actions undertaken to implement the Policy.
- Grievances acknowledged by the GEM Committee will be reported to the Director of MITAoE and referred to the relevant body for redress within one month.
- The Committee will conduct at least two formal meetings per year, with provisions for urgent meetings as and when required.
- The GEM Committee will also track progress against key performance indicators (KPIs) including gender ratio in admissions, faculty recruitment, and participation in leadership roles, and report findings to the IQAC annually.

2.6 Amendments to the Policy

- No amendment to this policy can be made without prior intimation to all stakeholders, especially female students and female employees.
- Any recommendation for amendment will be distributed and stakeholders will be given no less than one month to provide their reply.
- Amendments will be reviewed in light of changes to national legislation, UGC/NAAC/NBA guidelines, and NEP 2020 provisions.



PART THREE: SUPPORT MEASURES

3.1 Financial Assistance

- MITAoE will make a special arrangement and adequate Budget Head for the execution of the Gender Equity, Sensitivity and Equal Opportunity Policy, and the activities of the constituted Committees.
- Special merit scholarships will be provided to girl students through the institute's scholarship scheme.
- Financial support will be extended for gender-awareness programmes, workshops, seminars, and training events organized by the GEM Committee.

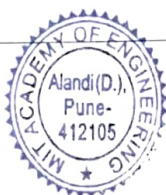
3.2 Accountability and Transparency

- Setting up of GEM Committees is a compulsory requisite under this Policy for all employees and students of MITAoE.
- Annual reports and the name and contact details of the GEM Committees will be displayed on the Institute website as well as in prominent places on campus.
- A minimum of 2 meetings per year is compulsory for the GEM Committees; however, urgent meetings, conversations and actions will be initiated as and when required.
- The Institute will disclose gender-disaggregated data in its annual reports and IQAC reports, in compliance with NAAC and NBA requirements.

3.3 Additional Measures

This policy considers other relevant programmes, policies, correlated documents and initiatives of MITAoE, including:

- Internal Complaints Committee (under POSH Act, 2013)
- Student Welfare Committee
- College Development Committee (CDC)
- Institute Development Council (IDC)
- Caste Grievance Committee
- Anti-Ragging & Disciplinary Committee
- Grievance Redressal Committee
- Grievance Redressal (Online Portal)
- Ombudsman Committee (Grievance Redressal)
- Women's Cell / Women Development Cell
- Equal Opportunity Cell (in line with NEP 2020 and UGC guidelines)



PART FOUR: ALIGNMENT WITH NEP 2020, NAAC & NBA GUIDELINES

4.1 National Education Policy (NEP) 2020

The National Education Policy 2020 places gender equity at the center of its vision for transforming higher education in India. MITAoE's Gender Equity Policy aligns with NEP 2020 in the following ways:

- **Inclusive & Equitable Education:** NEP 2020 mandates that all institutions eliminate discrimination and create inclusive environments. MITAoE's policy operationalizes this through mandatory gender sensitivity training, equal representation in committees, and proactive measures for women's participation.
- **Holistic Development:** NEP 2020 emphasizes holistic development of all learners. MITAoE's mission-driven approach to skilling, entrepreneurship, and community service ensures all students — especially women — are empowered to participate fully.
- **Flexibility & Multiple Entry/Exit:** NEP 2020 promotes flexible learning pathways. MITAoE ensures that policies on leave, support mechanisms, and mentoring accommodate the varied needs of women students.
- **Digital & Online Education:** NEP 2020 encourages technology-enabled education. MITAoE commits to creating safe digital learning environments and addressing online harassment and gender-based digital discrimination.
- **Vocational Education & Entrepreneurship:** NEP 2020 promotes entrepreneurship. MITAoE's Entrepreneurship Development Cell specifically fosters entrepreneurial spirit among girl students.

4.2 NAAC Accreditation Criteria

This policy supports MITAoE's compliance with NAAC's criteria related to:

- **Criterion 1 (Curricular Aspects):** Gender-sensitive curriculum design and integration of social responsibility.
- **Criterion 2 (Teaching-Learning & Evaluation):** Equal opportunity in learning, mentoring and evaluation.
- **Criterion 3 (Research, Innovations & Extension):** Promotion of gender-based research and community outreach for women empowerment.
- **Criterion 4 (Infrastructure & Learning Resources):** Women-specific facilities and safe campus infrastructure.
- **Criterion 5 (Student Support & Progression):** Scholarships, placement support, grievance mechanisms and welfare committees for women students.
- **Criterion 6 (Governance, Leadership & Management):** Gender-balanced committees, transparent governance, and IQAC-driven gender reporting.
- **Criterion 7 (Institutional Values & Best Practices):** Gender equity as a core institutional value and best practice.

4.3 NBA Accreditation Guidelines

The Gender Equity Policy also aligns with NBA Program Outcomes (POs) and Graduate Attributes, particularly:

- **PO 8 (Ethics):** The policy promotes professional and ethical conduct in all teacher-student and colleague relationships.

- PO 9 (Individual and Team Work): The policy ensures equal participation of all genders in team projects and institutional committees.
- PO 10 (Communication): Gender-sensitive communication norms are embedded in teaching-learning practices.
- PO 12 (Life-long Learning): Equal access to professional development and training for all genders.

Authorization

 IQAC Co-ordinator MIT Academy of Engineering	 Director MIT Academy of Engineering
--	--

Gender Equity Policy – MITAoE | Revised 2024–25 | www.mitaoe.ac.in

